Standing Committee on Oversight of Government Operations and Public Accounts Review of the 2019 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut on Support for High School Students and Adult Learners **Iqaluit, Nunavut** **September 26, 2019** **Members Present**: Tony Akoak Pat Angnakak Joelie Kaernerk Mila Kamingoak Pauloosie Keyootak Adam Lightstone John Main, Chair Margaret Nakashuk Emiliano Qirngnuq Paul Quassa Allan Rumbolt Cathy Towtongie, Co-Chair **Staff Members**: Alex Baldwin Stephen Innuksuk **Interpreters**: Chris Amautinuar Andrew Dialla Philip Paneak Blandina Tulugarjuk **Witnesses**: Terry DeJong, Assistant Auditor General Jim McKenzie, Principal Adrienne Scott, Senior Auditor Tracey MacMillan, Assistant Deputy Minister Arielle Stockdale, Director of Policy and Planning Melissa Alexander, Legislation Analyst Mary Kilabuk, Manager of Policy	ᓇᐅᑦᑎᖅᓱᕐᓂᕐᒧᑦ ᒪᓕᒐᖏᒃᑯᑦ ᐊᐅᓚᑦᑌᖕᓂᖏᓐᑦ ᑮᓇᐅᔭᖅᑐᖅᐱᑎᒥᓂᕐᓂᒧ ᑲᑎᒪᔨᕋᓕᐅᓐ ᖅᒥᕐᓯᓂᖕᔭᒃ 2019-ᒥ ᖅᐅᐱᔭᖅᑎᕌᕐᐱᐃ ᐅᓂᒃᑳᖕᓂᓂᒃ ᓄᓇᕚᑦ ᒪᓕᓚᐅᐱᕙᖕᓂᒧᑦ ᐃᑲᕈᓂᕐᒥᑯ ᖅᑦᓂᒥᓂᖕᓂ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓄᑦ ᐃᖃᓗᐃᑦ, ᓄᓇᕚᑦ ᓯᑎᐱᕆ 26, 2019 **ᒪᓕᓚᐅᖅᐳᑏᑦ ᐅᕙᑯᑐᑦ**: ᑑᓂ ᐊᖁᐊᖅ ᐸᑦ ᐊᖅᓇᑲᖅ ᔪᐊᓕ ᖄᐃᓂᖅ ᒥᓚ ᖃᒥᖃᒃᐃᖅ ᐸᐅᓗᓯ ᖅᔪᑦᒃᑦᖅ ᐋᑕᒻ ᓚᐃᖅᑑᓐ ᔭᓐ ᒪᐃᓐ, ᐃᒃᓯᕙᐅᑕᖅ ᒪᒡᒍᑦ ᒥᕐᖄᔪᐊᖅ ᐃᒥᓕᐊᓄ ᖅᕐᖕᔪᖅ ᐸᓪ ᖁᐊᓱ ᐊᓚᓐ ᕋᒻᐳᓪᑦ ᖄᑏ ᑕᐅᑐᖕᖕᒋ, ᐃᒃᓯᕙᐅᑕᐅᖅᑲᑕᐅᔪᖅ **ᐃᖅᑲᓇᐃᔭᖅᑎᑦ**: ᐋᓕᒃᔅ ᕚᑐᐃᓐ ᓯᑏᕙᓐ ᐃᓄᒃᓱᒃ **ᑐᓰᔭᑦ**: ᑯᓂᔅ ᐊᒪᐅᑎᓐᓄᐊᖅ ᐋᓐᑐᔪ ᑎᐊᓚ ᐱᓕᑉ ᐸᓂᐊᖅ ᐸᓚᓐᑏᓇ ᑐᓗᒐᖅᔪᒃ **ᐊᐱᖅᓱᖅᑕᐅᔪᑦ**: ᑎᐅᕆ ᑎᔪᖕ, ᖅᐅᐱᔭᖅᑎᕌᕐᐱᐃ ᐃᑲᖅᑎᖕᒋ ᔭᒻ ᒪᑮᓐᔾ, ᖅᐅᐱᔭᖅᑎᒻᒪᓂᒃ ᐊᑐᓂᐊ ᓯᑯᑦ, ᑕᖕᒡᓴᐱᒃᕐᖕᔭᖅᐳᖅᑎ ᑐᓀᓯ ᒪᒃᒥᓚᓐ, ᒥᓂᔅᑕᐅᑉ ᑐᒡᓚᐊᑕ ᐃᑲᖅᑎᖕᒋ ᐊᓂᐅᑦ ᓯᑦᖕᒋᓐᑦ, ᐊᐅᓚᑦᑏᐱ ᐊᑐᐊᓕᓂᖕᒋᓐᒧ ᐸᖅᓇᐃᓂᖕᒋᓪᖕ ᒪᓕᔅ ᐊᓚᒃᖕᓇᒃᑐ, ᒪᓕᓚᓂᑦ ᖅᒥᕐᓯᐱ ᒥᐊᓕ ᖅᐱᓚᙯᖅᑯᖅ, ᐊᐅᓚᑦᑏᐱ ᐊᑐᐊᓕᓂᖕᒋᓐᒧᑦ

>>*Committee commenced at 9:01*

Chairman (Mr. Main)(interpretation): Good morning. We're now back. Ms. Towtongie, can you say the opening prayer, please. Thank you.

>>*Prayer*

Chairman (interpretation): Thank you, Ms. Towtongie. Following our agenda, we will continue where we left off yesterday. We are the Standing Committee on Government Operations and Public Accounts and today we're reviewing the Auditor General of Canada's report. We have guests from the Department of Education, Nunavut Arctic College, and the Department of Family Services. I usually forget the Inuktitut term for Family Services for some reason.

We will resume our meeting from yesterday. We are dealing with the report regarding high school students, (interpretation ends) pages 5 to 15. (interpretation) We are dealing with that this morning. For your information, we will continue and we will be using the same procedure as yesterday. Members, please remember that when you are referring to documents to indicate the page and clearly indicate who you are directing your question to, and if you have cellphones or other electronic devices, please put them on silent mode. Thank you. Are there any questions? Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Good morning. I would like to pick up where I left off yesterday on paragraph 28, which highlights the number of high school students who had dropped out between grades 10, 11, and 12. I was quite shocked that the Auditor General findings identified that there was a total of over 1,200 students who dropped out between those three grades, between three academic years. I was quite astonished

>>ᑲᑎᒪᓲᕐᔪᐊᖃᑐᐃᑦ 9:01ᒥ

ᐃᕕᓯᐧᐹᑕᖅ (ᒪᐃᓐ): ᐅᐳᓪᓚᕆᐧᐊᖅ, ᐅᑎᖅᓯᓚᓐᒋᒻᒥᕊᑕ. (ᑑᑦᓯᐱᑎᒍᑦ) ᐅᐳᓪᓚᕆᐧᐊᖅᑕᒃᑕ, ᐅᑎᖅᓯᓚᓐᒋᒻᒥᕊᑕ. (ᑑᑦᓯᐅᒡᓪᖅᑐᖅ) ᒥᕝ ᑕᐅᑐᖕᒦᕆ, ᑐᒃᓯᐧᐊᓂᒃᑯᓪ ᐱᓕᐧᐊᖅᑎᒡᔪᓐᓂᐧᐊᖅᐱᓐᒍᓪ.

>>ᑐᒃᓯᐧᐊᖅᑐᑦ

ᐃᕕᓯᐧᐹᑕᖅ: ᒪᐧ. ᒪᐧ, ᒦᕝ ᑕᐅᑐᖕᒦᕆ. ᑕᐅᒪ ᑲᑎᒪᔾᑎᖕᕗᑦ ᒪᓕᒃᑐᓄᓪ ᐃᕝᕝᖕᓱᖅ ᐱᓂᕐᐧᐊᓄᑎᐧᐊᐅᖅᐸᑕᖅᐳᑦ ᑲᑦᑦᑎᓐᖏᓂᐧᐊᖅᓴᑎᓗ. ᐅᕇᒍᐧᐊᓐᓱᒃ ᑲᑎᒪᑖᕝᔾᖕᒦᔾᓱᓯᑕ ᓗᐧᓇᕝᓱᓐ ᐳᓂᐅᖅᖅᑐᑕᐧᐊᓗ ᐊᖕᒡᖕᕌᖃᓗ ᒦᕂᓐᐧᓄᑦ ᐱᓂᕐᐧᐊᖅᖅᒍᑐᓗ ᐅᕝᓱᒥ. ᐅᓪᐧᐊ ᑌᓪᖅᕝᓚᕝᖅᐅᖅᑎᓐᕝᕝᐧᐊᒃᓂᓴᑦ ᑲᓇᑌᒥ ᐅᓂᒃᑲᕝᐊᓂᒪᐅᖅᖃᖕᓚᑕ ᒦᕂᓐᐧᓄᑦ ᖅᒦᕝᐳᓂᖅᒍᒃᕝᖅᑕ ᐧᐃᒪᓗ ᑌᖅᑕ ᖅᐃᕝᑐᐳᕝᓚᕝᑐ ᐧᐊᖅᑐᖅᓯᕝᐧᐊᔾᒐᖕᐧᓴᖕᑦᑦᕝᓚᕝᑐ ᐃᓐᓅᓂᐧᐊᖅᑐᑕᓂᐳᒃᑕᓐᓱᖅᒃ, ᓄᓇᐧᐳᑦ ᕝᕂᓐᑐᖅᕝᕌᓱᓯᑕᓂᐳᓴᓪᒍ ᐧᐊᒪ ᐃᓄᑕᓴᐳᑦᑦ. ᖅᒃᓄᐧᐃᒪᓪᒃᖅᐧᐊᖅ ᐃᓄᖅᑕᑦ ᐳᐅᒍᓗᐧᐊᓄᒡᓐᑦᕝᑦ. ᖅᒃᓄᐧᐃᒪᓪᕐᒃᐧᐊᖅ.

ᐃᕝᕝᖕᓱᖅ ᑕᐧᐊᒪ ᑲᑎᓂᐳᓂᕂᑐᐳᓐᕝᕗᑦ ᑲᑦᑦᓐᕝᑦᓴᒡᓪᑦ. ᐃᓄ ᐅᓂᖅᑕᑦ ᐅᖅᖅᐧᐊᖕᓯᐅᖅᐧᐊᖅᐳᕝᐧᐊ ᐱᓂᕐᐧᐊᓂᕝᓐᕝᕐᒍ. ᑌᒃᓱᐧᐊ ᐃᓄᖅᓄᐧᐊᖅᓵᐱᖅ ᐃᕂᑐᕝᓂ ᐱᓂᕐᑦᕂᕝᖃᖕᓄᑐᑦ ᒦᕂᓐᐧᓄᑦ. (ᑑᓯᐱᑎᒍᑦ) ᓗᐳᐃᓇᐅᑦ 5-ᒥᖅ 15-ᓪᒃ (ᑑᓯᐱᒡᔾᖕᒃᑐᖅ) ᐱᓂᕐᐧᐊᓂᓲᖕᒍᑦ ᐅᐳᕂᖅ ᖅᐳᕏᓗᐧᐊᖅᐳᕂ. ᒦᕂᐳᕂᑐᐳᖕᕂᐳᐧᐊᖅᕝᑕᕝᒃ ᐧᐊᒪ ᐃᕝᕝᖕᓱᖅ ᐃᓄᖅᕝᖅᒦᓂᕝᑐᐳᕝᑦ ᐧᐊᑐᖅᑐᐃᐳᓇᐳᕝᓴᓂᐧᐊᖅᕝᕝᑎᒍᑦ. ᑲᑎᒪᐧᖕᑦ ᐧᐊᐳᓇᖕᓰᕝᑦᓵᓂᐧᐊᖅᐳᕝᕐ ᑎᑎᖅᖃᖕ ᐅᖅᖃᑐᒎᖕᒃᕝᐳᕝᓱᕝᕝ ᕝᓇᖕᒌᖕᒡᕂᐳᓗᖅᕟᕝᖕᓴᕝᕐᕐᖅ ᓇᖕᒎᐧᐊᕝᒌᖕᖕᓴᕝᖕᕟᓪᖕᒎᕟᐳᕂ ᑎᑎᖅᖃᖕ, ᐃᕏᖅ ᑌᖕᐧᐊ ᐅᖅᖃᑎᖕᒃᖅᕂᓐ ᓇᓕᖕᐃᔾᒐᒍᑐᒎ ᐧᐊᒪ ᐧᐊᐱᖅᕝᑎᓐᕟᐳᑦ ᕂᓇᖕᒎ ᑐᖕᒃᖅᕟᒎᕝᓚᖕᒃᖅᖕᕝᖕ ᐧᓇᖕᒎᐧᐊᐳᖕᕝᑕᕝᐳᓂᐧᐊᖅᕝᑕᕝᐳᕝ. ᐅᖅᒎᖕᕂᖅᕏᖕᓂᖕ ᐧᐊᕂᖅᖃᑕᐧᐧᐊᖕᓯᖕ ᑎᓐᒃᖅᕏᖕᐳᕝᕐᕝ ᓂᕝᑦᕂᖕᒃᑎᖕᒃᖅᕏᐳᑐᕝᑦ ᐅᖅᖃᖕᒃᖅᒎᕝᐳᕂᖕᕂᑎᖕᕝ. ᒪᐧ. ᐧᐊᐱᖅᒎᕝᓂᓐᒎᕝ. ᒦᕝᑕ ᑕᐧᐃᕝᓲᖕᕕ.

ᑕᐧᐃᕝᓲᖕᕕᖕ (ᑑᓯᐱᑎᒍᑦ): ᖅᒎᕝᖕᐳᕏᕝ, ᐃᕝᕝᖕᐳᕝᕝ. ᐅᕟᖕᖕᒃᑦ. ᓂᖕᕝᖕᐧᓂᖕᐳᕝᒃᑦᕂᖕᕂ ᐱᕝᒍᐳᒪᖕᖏᒎ ᑲᑎᖕᐧᖕᓕᐳᒃᑐᖕ ᑌᖕᕝᐧᐊ ᐧᐃᖕᐳᕏᑕᖕᕝᖕ 28. ᑕᐧᐃᖕᕝᐧᐊ ᐃᓂᕝᓂᐧᐊᐳᐧᐊᖅᕝᑕᖕᑐᖕᕝ ᐃᓂᕝᓂᐧᐊᐳᖕᓲᕝᑦᕝᐧᐧᐊᓗᕝ ᖅᐳᕝᓂᓂᕝᖕᓪᕝ ᖅᐳᕝᓂᓂᖕᕝᕝ 12-ᒥ ᓄᖕᕝᖅᖅᖕᐳᒎᖕᕝ.

because we all know that high school dropouts are high in the territory, but figures have never been made public.

My first question is for the Department of Education and it's whether or not the Department of Education had been able to confirm the accuracy of the dropout rates presented in the Auditor General's findings. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Yes, those are the statistics that were provided to the Auditor General. (interpretation) Thank you.

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

Mr. Lightstone: Thank you, Mr. Chairman. My next question for the Department of Education is: is this data easy to track and monitor and, if so, and my supplementary question is: how long has the Department of Education been tracking the actual rates of dropouts in our territory? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The collection of data is quite an involved process. We have recently hired an individual who has that expertise so that in the future it will be more accessible and easier to provide and accumulate. *Qujannamiik*, Mr. Chairman.

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

ᖅᑲᐊᖁᖕᒃᑕᑕᐃᓕᓇᐃᑲᑕᑦᕿᖃᐃᕿᑎ ᑎᒪᖅᒥᓕᕿᖅᕑᑐᖅᑎᐸᖄᖕᖅ 1,200−ᒎᐊᖅᒎᐃᑦ ᓂᖅᖃᖅᒎᑕᓕᐊᕃᓕᕼᓐᖃ ᖅᑲᑎᓇᓕᓴᓇᒃ ᑕᒪᐙᖅᒎᑎᑕ ᐱᕼᓕᕑᓇᓃ ᐊᕃᖇᒎᓃᒃ. ᖅᑲᐊᖁᖕᒃᑕᑕᐃᓕᓇᐃᑲᒪ ᖅᑲᑕᔩᐊᕐᓴᐅᑦᓪᓂᖃ ᖅᑲᑎᓇᑦᕼᕇᒃ ᐃᓕᕼᔩᐊᒃ ᓂᖅᖃᖅᕝᒃᕑᑐᐃᒃ ᐊᒥᒎᑕᒎᖅ ᑐᕼᐸᑎᓯᒎᐊᕃᓕ, ᑭᔮᒎᓇ ᐅᕼᐅᑕᓇᒃ ᑕᐃᒪᑦ ᕼᖅᖁᖅᒎᕼᖃᑕᐅᖅᕼᓕᐊᖅᕕᓕᕼᑦ.

ᕼᐲᓕᑦᕼᖏᖄᓃᑦ ᐊᔮᑎᒎᒪᑕᐙᑕ ᐃᓕᕼᓇᐊᖅᒎᑎᓇᐸᒃᒃᓇᓂᑕ ᐅᕆᕵᔾᒎᕼᑦ ᕽᑕᓕ ᐃᓕᕼᓇᐊᖅᒎᑎᓇᐸᒃᒃᑕ ᓇᒎᓇᐃᕼᕑᕳᒎᒪᖃᓕᕼᖏᑕ ᕑᓇᑦᒃᓇᓇᖕᑕᒎᐊᕼᓕᕼᖏᒃ ᑕᐃᒪᓇᖃᒎᕼᓕᕼᖏᒃ ᑕᑕᖅᕑᖃᑕᐅᖅᕑᒎᕼᒃᑕᒎᔾᒃᖃ ᑕᑕᖒᑕᑐᒎᕇᕃᕑᕼᖃᑕᐅᖅᕼᑎ ᑕᑕᖒᒃᒎᐊᕼᖕᖅᓃᑦ. ᖅᑕᔪᓇᕆᓕ, ᐃᕼᔾᕽᐅᑕᕼᓚᖅ.

ᐃᕼᔾᕽᐅᑕᓇᖅᑯ: ᒪᓇ. ᐃᓕᕼᓇᐊᖅᒎᑎᓇᐸᒃᒃᑕᓇᒃ, (ᑐᕼᖄᑎᒎᑦ) ᒥᕼ ᒪᕼᒥᓕᓴᓇ. ᐅᕕᕢᕢᒃᑕ. ᒥᕼ ᒪᕼᒥᓕᓴᓇ.

ᒪᕼᒥᓕᓴᓇ: ᖅᑕᔪᓇᕆᓕ, ᐃᕼᔾᕽᐅᑕᕼᓚᖅ. (ᑐᕼᖄᑎᒎᑦ) ᑕᕇᕾ ᑕᑕᖅᕑ ᐅᕼᐅᑕᓃᑦ ᑕᑕᒃᒪᖅᕼᕼᖃᒎᕼᖃᑕᐅᖕᒃᑯᓇᖃᒃ ᑐᒎᖅᕑᐅᑕᐅᖅᕼᑎᓕᕼᒃ ᐃᓕᕼᓇᐊᖅᒎᑎᓇᐸᒃᒃᑕᓇᖃᓃᒃ. ᖅᑕᔪᓇᕆᓕ.

ᐃᕼᔾᕽᐅᑕᓇᖅᑯ: ᒪᓇ. ᒥᕼᒎ ᓚᐃᕼᔾᕾᖃ.

ᓚᐃᕼᔾᕾᖃ (ᑐᕼᖄᑎᒎᑦ): ᖅᑕᔪᓇᕆᓕ, ᐃᕼᔾᕽᐅᑕᕼᓚᖅ. ᐃᓕᕼᓇᐊᖅᒎᑎᓇᐸᒃᒃᑕᓇᒃ ᐊᕊᓂᒃᖃᓇᕼᒎᕼᓚᕾ. ᕽᒃᒎᐊ ᐅᕼᐅᑕᓃᑦ ᖅᑕᑕᖒᓕᕼᕃᐊᖃᕾᓇᕼᖃᕾᕆ ᖅᑕᕼᕃᑕᐅᖃᕆᕼᖕᒃᑕᖃ? ᐊᕊᓂᒃᖃᓇᕼᒎᕼᓚᕾ. ᖅᒃᓇᑎᒃᑎ ᐊᒎᓇ ᐃᓕᕼᓇᐊᖅᒎᑎᓇᐸᒃᒃᑕᓇᒃ ᖅᑕᑕᖒᓕᕾᕑᕼᖃᑕᐅᖅᕼᕾᓚᓇᕼᕾᕾᒃᑯ ᖅᑕᕼᔾᒃ ᓂᖅᖃᖅᕼᒃᕼᕾᒃᓚᕼᖕᒃᑕ ᓇᒎᖅᕼᒎᒃᕼᖕᒃᑕ ᓇᓇᖃᕆ? ᖅᑕᔪᓇᕆᓕ, ᐃᕼᔾᕽᐅᑕᕼᓚᖅ.

ᐃᕼᔾᕽᐅᑕᓇᖅᑯ: ᒪᓇ. ᐃᓕᕼᓇᐊᖅᒎᑎᓇᐸᒃᒃᑕᓇᒃ, ᒥᕼ ᒪᕼᒥᓕᓴᓇ.

ᒪᕼᒥᓕᓴᓇ (ᑐᕼᖄᑎᒎᑦ): ᖅᑕᔪᓇᕆᓕ, ᐃᕼᔾᕽᐅᑕᕼᓚᖅ. ᕽᒃᒎᐊ ᓄᐊᑕᐅᖅᕼᕽᕼᒎᕼᕑᕼᕾᖕᒃᑕ ᐅᕼᐅᑕᓃᑦ ᐱᕼᓇᐊᒎᑕᕼᒃᕼᑕᐅᕾᑦ. ᒪᕼᓇᔾᕻᒃᐅᖅᕼᒎᕼᒎ ᐃᕼᕽᓇᐊᕼᕽᒃᑎᕼᑎᓇᕳᕢᑕᐅᖅᕼᒎᒃ ᑕᐃᓕᐃᕼᒎᓇᒃ ᖅᑕᑕᖒᓕᕃᓇᕼᒎᒃᕑᕼ ᕼᕽᓂᕼᑎᓇᕼᕑᕼᖅᕼᑎᓃᕼᓂ ᐊᒎᐃᕼᓇᕆᓇᕼᖅᕼᒃᕼᕳᕼᒃᕾᓚᕾ ᕼᖅᖁᖅᕾᑎᕽᕼᕼᒎᕼᕽᕼᒎᒎᑯᒎ. ᖅᑕᔪᓇᕆᓕ, ᐃᕼᔾᕽᐅᑕᕼᓚᖅ.

ᐃᕼᔾᕽᐅᑕᓇᖅᑯ: ᒪᓇ. ᒥᕼᒎ ᓚᐃᕼᔾᕾᖃ.

Mr. Lightstone: Thank you, Mr. Chairman. From the Auditor General's response about how those figures were identified, it seemed to me that there was quite an easy process of just comparing enrolments of students from one year to the next, so just comparing, for example, student numbers to identify the actual amount of students who had not returned. With that being said, I would like to ask again: how long has the Department of Education been tracking the true number of dropouts in our territory? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. We will have to look into that information and provide it back. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Thank you for committing to provide the additional information. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Just to follow up on this crucial bit of information, the dropout rates in our territory, I do believe that they're just as important as vital statistics and as I see graduation rates, including dropout rates, a measure of our success of our society, and given that these numbers have never been publicly shared or voluntarily made public, I feel that that is a move on the government's behalf to, for the lack of a better, be less transparent.

For instance, every new government touts that they will be more accountable and more transparent, but this is an example where departments or the government itself is not voluntarily sharing information because it

�12 (ᑐᓵᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᒫᖕᓯᓕᐊᖅᐸᒃᑎᐅᕝ ᑭᐅᔭᑎᓂᕐᖓᓂ ᖃᓄᖅ ᑖᒃᑯᐊ ᓇᓗᓇᐃᖅᑕᐅᓂᓪᖓᑦ ᐄᓴᐅᑏ��c. ᐱᔭᕆᐊᑯᑖᖅᑐᒐᓇᐅᔾᖓᓐᖓ ᓂᓪᓯᑐᓂᕐᑦ ᑖᒃᑯᐊ ᐄᓴᐅᑏᑦ. ᐃᓕᐦᕐᕐᕐᑦ ᖃᓯᖅᐸᓂᓪᖓᑦ ᐊᕐᕉᓂ ᑖᖓᓂ ᐊᒻᒪ ᐊᕐᕉᓂᕐᖓᓐᖓᑦ ᖃᓂᐳᒃᓯᓂᕐᖓᑦ ᐅᑎᕐᓂᕐᑕᐅᑦ. ᑕᐃᒪᐃᓕᐊᑐᐃᖕᓇᐅᑦᐸᓂᕐᖓᓐᖓ ᐊᐱᕆᒃᖃᓂᒐᓕᕐᖓ. ᖃᓄᖅ ᐊᑦᓂᖦᒃᑯᐊ ᐃᓕᐦᕐᕐᕐᑐᑎᓐᕐᑦ ᖃᐅᔨᒪᓕᕐᖃᑦᑐᕐᐸᑦ ᖃᓂᖔᑦᑦᖃᖁᔪᒃᓐᖓᑦ ᓄᖃᖅᕐᕐᑦ ᓄᓇᕗᒻᒥ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑖᖅ: ᒫᓐᓇ. ᒥᔅ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖃᐅᔨᓴᕐᐊᓐᐊᖕᓕᕐᕐᖃᒐ ᑕᒫᓐᓇ. ᖃᐅᔨᒍᑎᒍᑦ ᐅᖃᐅᓯᕆᓂᐅᒍᑦ ᐃᑦᕆᖕᒍᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑖᖅ: ᒫᓐᓇ. (ᑐᓵᐅᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃ ᑐᓵᖅᑎᒃᖃᓐᓂᓐᒥᒐᓃᖔᖅ. ᒥᔅ ᑕᐃᕐᔭᐃᑦᓕ.

ᑕᐃᕐᔭᐃᑦᓕᕗᒻᒥ (ᑐᓵᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᕆᐊᖕᓂᖔᑐᐊᖕᓂᒐᑑᓂᑉᓕ. ᖃᐁᓇ ᖃᐅᔨᔭᐅᑎᓂᐊᖅᐸᑦᖃᑲᓂᒃᑎᖕᒃ ᖃᓯᕐᕐ ᓄᖃᖅᕐᓂᓪᖓᑦ ᓄᓇᕗᒻᒥ ᐃᓕᐦᓂᐊᖅᑐᕐᑦ. ᐱᓪᓯᓐᑐᖦᖃᓐ ᑖᒃᖃᑖᐊ ᖃᓂᖔᑦᑦᓕᖔᑦ ᐄᓯᖅᑕᐅᓐᖃᕐᓯᓂᕐᖓᓐᕐᑦ ᐃᓄᐃᑦ ᓄᖃᖅᕐᕐᕐᑐᑦ ᐱᔪᓂᖅᕐᕐᕐᑐᑦᑐᕐᑦ ᖃᓂᖔᒪᓪᖓᑦ. ᑕᐃᒪᐃᖃᐅᔨᔪᓐᖃᑦᑕᕐᓂᖔᑦ ᐊᐅᓚᑎᖃᓪᖓᓐᖔᕐ ᐃᓕᐦᓂᐊᖅᑐᕐᑎᓂᕐᖓᓐᕐ ᑖᒃᖃᑯᑖᖕᓇᓂᒐ ᓴᖅᖀᑕᐅᑦᑕᐅᑎᒋᖃᖅᖃᕐᑎᖕᕐ.

ᑖᖕᓇ ᒐᕙᒪᖃᑯᒐᓂᒐᑦᑕ ᐃᓯᒪᕆᕐᔭᖕ ᓴᖅᖀᖕᕐᓂᖅᖃᑦᐅᑎᓂᕆᔮᖕᓂᔑᖃᑦᑐᕐᑦ ᐃᒻᒥᒥᖔᕐ. ᓄᑖᑦ ᒐᕙᒪᐃᑦ ᓴᖅᖃᕆᐊᒻᒪᓕᑦᑕ ᐅᖃᖃᖅᕐᒃᔭᐃᑦ ᓴᖅᖀᖅᑦᖀᓂᓂᖅᕐᕐᕐᐅᑎᒋᖃᕐᔭᕐᕐᕐᑐᕐᑕ, ᑮᔭᒐ ᐅᓇ ᐅᑦᔑᑎᕐᕐᔭᐅᖅ ᒐᕙᒪᐃᑯᑦ ᐱᓂᕐᓇᓪᖓᑦ ᐃᒻᒥᓂᕐᑐ ᓴᖅᖀᑕᐅᑎᕐᕐᕐᕐᒃᕐᓐᑐᖕᑦ. ᑕᐃᖏᒃᑐᐃᐊᖕᓇᓂᕐᕐᖃᕐᑐᕐᕐᑦ ᑕᐃᒐᓇᖕᓇᕐᑕᑦᑕᔩᒐ, ᖃᕐᕐᑕᖕᕐᓐᓂᖅᑐ

might be presumed or perceived as negative. I really encourage the Department of Education and the Government of Nunavut as a whole to start being more open and publicly sharing all information, whether or not it represents the government in a positive or negative light.

I do believe that sharing all information, including negative statistics, is essential in addressing the concerns. I would like to request that the department voluntarily share with the Committee the actual numbers of dropout rates as far back as it's able to track. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Ms. MacMillan had committed to provide some additional numbers. I guess the request is for more specific numbers. Could you maybe clarify your request, Mr. Lightstone?

Mr. Lightstone: Thank you, Mr. Chairman. Yes, it is true that the Department of Education had committed to providing dropout rates or statistics in future annual reports, but I would also like to request that that information be shared with the Standing Committee going as far back as possible. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Absolutely we will look into that. The Department of Education is always looking to improve the quality of data that is collected from our schools and to support that, again, we are providing in-service for our schools, for department staff to ensure, moving forward in the future, that those numbers are accessible. *Qujannamiik*, Mr. Chairman.

ᐃᑲᔪᓇᐊᖅᑐᑎᓕᖅᐳᑕᐃᑦ ᐊᒻᒪ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑦ ᒪᑐᐃᖅᓯᓂᖅᐸᐅᖅᑐᑦᓗᑎᒃ ᑕᖅᑲᐅᓐᓇᒃ. ᑕᖅᑲᒃᑯᐊ ᖃᐅᔨᒃ�than(ᖅᑕᐅᔪᖅᑕᖅᓕᖅᑎᒡ ᑐᑭᓯᒃᑲᓂᖅᐲᓯᒐᔪᓐᖕᐅᕈᓐ ᑕᒪᐃᓚᑦᓴᓂᒃ. ᐱᐅᓗᐊᖅᓕᒡ ᐱᐊᓪᓛᖅᒃᒡᓗᐊᖅᐳᑦ ᑐᑭᓯᖅᓯᓂᒃ ᑐᓴᖅᑎᒌᒃᓕᐊᖅᑲᖅᒡᓂᖅᒃ ᑲᓕᒃᒡᓗᐊ ᐊᔅᐊᒡᔭᖅᒃᒡᓂᑐᖅ ᐊᓯᓚᒃᓇᒌᒃᖅᑐᐊᑦ ᑭᐅᒪᐅᕈᔪᒃᓂᒃᖅᕌᒪᑕ.

ᑐᒃᓯᖅᒪᖅᒡᔪᒡ ᐃᑲᔪᓇᖅᑐᑎᓕᖅᒃᒃᓂᒃ ᓴᖅᒃᒃᑕᐅᑎᒍᔪᖅᒃᒡᔪᑦᒡᔪᒡᓗᒡ ᑐᒃᓯᖅᓇᓗᐳᑕᐅᖕᐊᒃᓂᒡ ᒡᒃᒃᒃ. ᑕᐃᒪᖕᕐᓕ ᑎᑎᖅᓯᖅᑕᐅᖅᒃᑲᑦᒃᓂᒡᒡᓇᒡᓂ ᓄᖅᒃᒃᓪᕌᔪᒡ ᓴᖅᒃᒃᒃ. ᓕᒡᒃᒃᒃ, ᐃᑉᐱᒐᐅᒡᒃ.

ᐃᑉᐱᒐᐅᑕᖅ: ᒪ'ᑲ. (ᑐᖕᓯᐱᑐᒡᔪᒃ) ᒻᓯ ᒪᒃᒥᓚᐊᒃᑕᖅ ᐊᖕᒃᒃᒃᒃᒃᒃᒃ ᓴᖅᒃᒡᔪᒡᓇᒡᓗᐊᓴᒃᖅᑐᒐ ᑕᒪᐃᓚᒃᑐᒡ ᐊᓪᒃᒃᒃᒃᒃᓂᒃ. ᓯᑲ ᑐᒃᓯᕆᑎ ᒃᒃᓇᒃᑕᓪᒃᒃ ᑐᒃᓯᕆᓗᓪᒃᒃᐱᓪᓕ, ᒃᒡᒃ ᓚᐃᓯᔪ, ᓇᑐᓇᐃᒃᒃᑭᒃᒃᒃᓂᒃ. ᒃᒃ ᓚᐃᓯᔪ.

ᓚᐃᓯᔪᒃ (ᑐᖕᓯᐱᑐᒡᔪ): ᓕᒡᒃᒃᒃ, ᐃᑉᐱᒐᐅᑕᖅ. ᓯᓪᒡᒃ ᐃᑲᓇᖅᑐᑎᓂᖅᒃᒃᑭᐅᖅᒃᓇᒡᓴ ᐊᖕᒃᒃᒃᒃᒃᒃᒃ ᖃᐅᕈᔪᒡᑲᓂᖅᒡᓴᒃᒃᖅᑐᒃ ᓇᖅᒃᒃᒃᒃᒡᒃᓇᒡᒃᓂᖅᒃ ᒃᒃᕈᐅᒃᒃᒃᒃᓇᒡᒃᒃ. ᑐᒃᓯᒃᒃᒃᒃᒃᒃᒡᒃᒃᒃᒃ ᑲᓇᒃᒡᒃᒃᒃᒃᒃᒃᒃᒃᒃᒃᒃᒃᒃ ᑯᖅᒃᒃᒃᒃᒃᒃᒃᓕᒃ ᒃᒃᒃᒃᒃᒃᒃᒃᒃᒡᒃᒃᒃᒃ ᑕᒪᓚᒃᓇᒃᓂᒃ ᑎᑎᖅᒃᒃᒡᒃᓇᒡᒃᒃᒃᒃᒃᒃ. ᓕᒡᒃᒃᒃ, ᐃᑉᐱᒐᐅᑕᖅ.

ᐃᑉᐱᒐᐅᑕᖅ: ᒪ'ᑲ. ᒻᓯ ᒪᒃᒥᓚᐊ.

ᒪᒃᒥᓚᐊ (ᑐᖕᓯᐱᑐᒡᔪ): ᓕᒡᒃᒃᒃ, ᐃᑉᐱᒐᐅᑕᖅ. ᐊᔅᒃᒡᑐᒃᒡᒃ ᖃᐅᔨᓴᒃᑲᓪᒃᓱᖅᒃᒃᑕᖅᒃ ᐊᒻᒃ ᐃᑲᓇᖅᑐᑎᓂᖅᒃᒃ ᖃᐅᔨᓴᐃᓚᒡᓴᒃ ᖃᓄᖅ ᐊᖅᒃᑭᒡᐊᒃᔪᒡᓇᒃᓪᓵᑦ ᓴᖅᒃᐊᖅᒃᒡᒃᑕᐊᓂᒃ ᓇᖅᒃᒃᒡᒃᒡᒃ ᐃᑲᓴᒡᒃᒃᒃᒡᔪᒃᒡᑐᒃ. ᐃᑲᓴᓂᒃᒡ ᐃᒃᒃᒃᒃ ᐃᖅᒃᒃᓇᒡᒡᔪᒃᒃᑎᒡᒃ ᖃᐅᔨᒃᒃᒃᑕᐅᓚᒡᒃᒡᒃᒡᒃ ᑕᒪᒃᒡᒃ ᑕᒪᓚᒃᒡᒃ ᓴᖅᒃᒡᒃᒡᒃᒃᒡᔪᒃ. ᓕᒡᒃᒃᒃ, ᐃᑉᐱᒐᐅᑕᖅ.

Chairman (interpretation): Thank you. (interpretation ends) The information that you provide in your annual reports is quite impressive. I'm looking at the 2016-17 annual report and you have graduates, attendance rates, headcounts, graduates broken down by characteristic, broken down by age group, male and female, and so as Committee Members, we really do appreciate all this information. It helps us to do our jobs. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would like to move on to my next line of questioning and it's with regard to recommendation No. 31 and developing and implementing a strategy to improve teacher recruitment and retention. The Department of Education's response was that in the current fiscal year the Department of Education will develop a ten-year strategic plan. I would like to ask when the department projects that this strategic plan will be completed and whether or not the department will be able to share a draft with the Standing Committee in advance of that date. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Yes, so the Department of Education is in the process of going through the process to complete a ten-year strategic plan. It's our intention to hold consultations and invite our stakeholders, such as Culture and Heritage, Nunavut Arctic College, NTI, regional Inuit associations, parents, students, education staff, to be a part of this process and also take part throughout the engagement activities. It's our intention to have the draft completed by the end of this academic year. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. Mr.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐃ. (ᑐᑭᖓᑎᒍᑦ) ᑖᒃᑯᐊ ᑐᑭᓯᒃᑲᓂᖅᑎᑦᓯᐊᒻ ᖃᐅᔨᑲᑦᖃᐅᒐᕿ ᐋᖅᒋᒍᑖᒃ ᐅᓂᒃᑲᓕᐊᕆᔭᕐᓂ ᐃᓗᓕᖅᕐᒍᑎᐊᔪᖅᑲᕿᖅᒍᒃᓗᐊᕿ 2016-17-ᒥ ᐱᕈᓕᖅᑐᒌᓂᓗ ᐅᕐᖃᒃᑳᖅᒍᒌᓂᓗ ᖃᐅᕈᐸᖕᓂᒪᖕᓂᒍ ᓇᓄᐊᖅᕿᖅᕿᒪᒄᒍᑎᕐ ᐋᖅᒍᖕᓯᓂᒍᒃ ᐋᖃᑐᖅᑕᐅᓯᒄᒍᓂᕐ ᐋᕿᐊᕐᓗ ᐋᕿᑦᓕᖕᓗ. ᑲᑎᒪᔨᐅᓗᒍᑲᐃᐃᒄ ᑕᒄᑯᐊ ᕿᕐᕿᖅᑕᖅᕿᐅᒄ ᑕᐃᒪᐃᓯᖕᓂ ᑐᑭᖅᖃᖅᓂᖕᓂᒍᒃ ᖃᐃᐊᕿᓗᐃᓕᖕ ᐱᕈᐊᕆᒪᖅᓄᖅᑲᕿᒋᒄ ᐃᖅᖃᓇᐃᔭᕿᒃ. ᒥᒃ ᓚᐃᑦᓯᑑᓐ.

ᓚᐃᑦᓯᑑᓐ (ᑐᑭᖓᑎᒍᑦ): ᖅᑯᓐᐊᒫᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᖕᒍᕐᕿᒍᑦ ᐋᐱᖅᒄᑎᓂᑐᒍᒃ. ᐆᒋᒍᖕᒐ ᐋᑐᕿᒄᕿᐊᖅ ᐋᕿᐅᒥᑐᒄ 31 ᐋᓗᒍ. ᐋᑐᕿᖅᑎᖕᓂᖅ ᑐᒄᓗᐊᕿᒃᓂᒄ ᐋᕿᒃᕆᐊᒥᕐᔮᖕᓂᒄ ᐃᓚᕿᐃᔮᕿᕐᒻᖕᓂᕐᒄ ᐃᓚᕿᐊᒄᒍᒄ ᓄᖃᒄᒍᒄᖃᑎᒍᖕᓂᒍᒍᒃ. ᐃᓕᖕᓂᐊᖅᑐᒄᓕᖅᑯᒄ ᑭᐃᓯᒪᒄᓕᓕᒄ ᒫᖓ ᐋᕿᒍᒥ ᐃᓕᖕᓂᐊᖅᑐᒄᓕᖅᑯᐃᒄ ᑐᒄᓗᐊᕿᖕᓯᕐᒄᖕᓕᒄ. ᐋᐱᕈᒍᓕᖕᖃᒄ ᕿᓄᒄᓗᒄ ᐃᓕᖕᓂᐊᖅᑐᒄᓕᖅᑯᒄ ᑖᖃ ᑐᒄᓗᐊᕿᖕᓂᖅ ᕈᓇᒄᒍᒄ ᐱᕈᐊᖅᑕᐅᒄᒍᒪᖕᒄ? ᑖᒄᑯᐊᒄ ᐃᓕᖕᓂᐊᖅᑐᒄᓕᖅᑯᒄ ᑎᑎᕿᓕᐊᖕᒍᒄᐅᑎᖕᖃᒄᓂᒄ ᑲᒄᑎᒄᑐᒍᖃᓕᖕᓕᖕᓕᒄ ᓯᖅᕿᐅᑐᓕᐅᖕᖃᖕᓕᒄᒄ ᕿᖅᓂᐊᒍᒄ. ᖅᑯᓐᐊᒫᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐃ. ᐃᓕᖕᓂᐊᖅᑐᒄᓕᖅᑯᒄ, ᒥᒃ ᒪᒄᒥᓚᓐ.

ᒪᒄᒥᓚᓐ (ᑐᑭᖓᑎᒍᑦ): ᖅᑯᓐᐊᒫᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃᓕᖕᓂᐊᖅᑐᒄᓕᖅᑯᒄ ᐱᓕᕿᐊᒄᖃᒄᑐᒄ ᑖᕿᒪᖕᓕᒄ. ᖅᑯᓂᒄ ᐋᕿᒍᓗᒄ ᑐᒄᓗᐊᕿᖕᓂᒄ ᐸᖃᐅᑎᓂᑐᖅᑐᑲ ᐋᒄ ᕿᒄᓂᒄ ᐋᒋᒥᓕᖅᐅᕐᒄᖕᓕᒄ ᕿᐅᔮᕿᒄᖅᑐᒄ ᑕᒄᑯᐊᒄᓗ ᐋᕿᒄᕿᓕᖕᓂᒄᒄ ᐃᒄᑯᕿᒄᓕᒄᒄᖕᓗ, ᓄᖃᒄ ᕿᓕᓂᖅᕿᖅᕿᒄ, ᑐᒄᒄᓕᖕᒄᒄ, ᐃᓄᐃᒄ ᑲᑐᒄᒄᕿᑎᖃᖕᓕᒄ ᓄᖃᒄᒄ ᐋᕿᑐᖅᖃᒄᕐᒄᕿᖃᓂᒄ, ᐋᖅᓕᕐᖃᑲᖅᕿᐅᕐᒄ ᐃᓕᖕᓂᐊᖅᖃᒄ ᐋᖅᖃᓇᐃᕿᖕᓂᒄᒄᓗ ᐃᓕᖕᓂᐊᖅᑐᒄᓕᖅᑯᒄᓗᒄ ᐱᖃᐅᑎᓂᖅᕿᖅᕿᒄ ᐃᒄᕈᖃᓇᒄᓗᒄᖕᓄᒄ. ᑎᑎᕿᓕᐊᖕᒍᒄᐅᑎᖕᖃᒄ ᑖᒄᑯᐊᒄ ᐅᖃ ᐃᓕᖕᓂᐊᕿᐊᖅ ᐱᕈᐊᖅᕿᒄ ᑎᑎᕿᓕᐊᖕᒍᒄᐅᑎᖕᖃᒄ ᐱᕈᐊᕿᒄᒄᖕᖃᖅᑐᒄ. ᖅᑯᓐᐊᒫᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐃ. ᒥᒄᑐ ᓚᐃᑦᓯᑑᓐ.

Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Thank you for that response. My next question is whether that strategic plan will be developed internally or if the department will be using a consultant to do the work. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) It's being done through a consultant. A tender came out earlier this year. Sorry to cut you off there, but Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm curious why the Department of Education had chosen to put out a tender or an RFP to seek an external consultant to conduct this strategy on internal recruitment and retention as opposed to benefiting from the department's own internal expertise in this area. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The department, we are engaging in a ten-year strategic plan which is separate from the ten-year recruitment and retention plan. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I believe Mr. Lightstone's question was: how was the decision made to go with a contractor for this strategic plan as opposed to using your own staff? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. It's always beneficial to have an external facilitator when you are working with a number of stakeholders as well as due to capacity. We really want to move forward and ensure that this is completed.

ᑲᐃᑦᓯᑑᓐ (ᑐᑭᖏᖅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒦᒃ ᑭᐅᒐᕕᓐ ᑖᒫᒃ. ᑭᖕᒍᓪᓕᖅᒥᒃ ᐊᐱᖅᑯᑎᒋᓪᓚᕆᒃ. ᑖᐊᓇ ᑐᕐᒐᕐᓇᖅ ᐸᖃᐅᑎᒃ ᐊᑦᒐᐅᓴᓕᓇ ᐃᓄᐊᓂ ᓇᒻᒥᓂᖅ ᑲᒪᒋᓇᖅᐱᓘᐳᑦ ᐅᕝᕙᓗᓂᐅᑦ ᖃᐅᔨᓴᖅᑎᓂᒃ ᐃᖅᑲᓇᐃᔮᖅᑎᖅᑎᒪᖅᐱᓯ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐊ. (ᑐᑭᖏᖅᑎᒃᒍᓐᒍᒥᒃ) ᖃᐅᔨᓴᖅᑎᒃᑯᒥᒃ ᑲᒪᓯᐅᕝᓇ ᖃᓄᑦᓴᕆᕙᕿᓪᓇ ᓴᖅᑭᖅᑕᐅᕝᕙ ᑕᕐᕙᓂ ᐊᕐᕖᑦᑎᓂ. ᒪᒥᐊᓇ ᑭᐅᕐᖦᖅᕙᑊᕐᐃᑦ ᒥᑦ ᑲᐃᑦᓯᑑᓐ.

ᑲᐃᑦᓯᑑᓐ (ᑐᑭᖏᖅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖃᐅᔨᒍᒪᓕᖅᖦᐅᓐ ᓱᒻᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑖᒪᐅᖅ ᓂᕐᐊᓂᕐᒥᐊᑲᑦ ᑲᒪᑐᖦᒥᒐᕙᑦ ᓴᕐᐃᒥᐃᒐᒃᑎ ᖃᐅᔨᓴᖅᕙᖅᔪᓐ? ᑐᕐᒐᕐᓇᖅᑎᒃ ᖃᐅᔨᒪᑐᕕᓐ ᐃᖅᑲᓇᐃᔾᖦᐅᒃᑎ ᐃᓄᐊᓂ ᓄᖅᑲᑎᑦᑕᐃᒪᓂᒻᒥᒃ ᓇᒻᒥᓂᖅ ᖃᐅᔨᒪᔪᖅᑎᒥᒃ ᐊᑐᖅᓇᖅᑦᖦᒍᖅᔭᖅᔪᖅᑐᑭᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐊᑕᖅ: ᒪᐊ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᒥᔅ ᒪᒃᒥᓕᐊ.

ᒪᒃᒥᓕᐊ (ᑐᑭᖏᖅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐅᐃ, ᑖᒪ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᑦ ᖃᐅᔨᓴᖅᖦᖅᖦᐃᕝᓘᒻᒥᐊᒃ, ᐃᖦᖦᐃᖅᖦᐃᐱᕆᓇᕐᒍᒃ ᐅᕿᐅᓂᒃ ᖁᑎᓂᒃ ᐊᒪᓚᑦᑕᐅᖅ ᑖᒃᑯᐊ ᓄᖅᑲᑎᑦᑕᐃᓇᑦᑎᓂᕐᔫᓐᒍ ᑕᒃᑯᓚᓂᓪ, ᐅᐃ, ᐅᕿᐅᓂᒃ ᖃᑎᓂᒃ ᐸᒪᑐᖦᖦᒃ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐊ (ᑐᑭᖏᖅᑎᒃ) ᒥᑦ ᑲᐃᑦᓯᑑᓐ. ᐊᐱᖅᑯᑎᖅᖦᐅᒡᖤ ᒥᑦ ᑲᐃᑦᓯᑑᓐ, ᖃᓄᐁ ᑖᒃᑯᐊ ᐊᓯᓕᓚᑦᑕᐅᖅᕙᓕᕝᖁᐅᑦ? ᑕᓚᒐᖦᒃ ᖃᐅᔭᐅᖅᐅᖅᓘᓐᑦ? ᐊᒪᓗ ᓇᖅᐊᓕᖅᕝᖦᐊᒍᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᒪᒃᒥᓕᐊ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. (ᑐᑭᖏᖅᑎᒃ) ᐅᐃ, ᑖᒪ ᓇᖦᐊᖅᖦᖅᐅᖅ ᑎᑎᕋᖅᑕᐅᕝ ᐊᑖᒃ ᐊᒪᓗ ᑲᒃᑯᐊᓚᖅᑕᐅᖅ ᑎᒻᕐᖦᖅᖦᑎᐅᖅ ᐃᓕᕐᖦᖅᖦᒃ ᑕᒪᓚ, ᐅᐃ, ᓯᖬᒨᖬᐱᒪᓗᒡᖦᖦᐅᑦ ᑲᒃᑯᐊ ᐊᒪᓗ ᑖᒃᑯᐊ ᐱᖦᖦᖦᐊᖅᖢᖅᕝᖁᑦ ᐱᐊᓂᑦᖦᐊᖤᒪᓗᒡᖦᖦᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

Qujannamiik, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I'll move on to my next question and it's with regard to paragraph 32 and "The Department of Education should take steps to improve the quality of attendance data." The Department of Education's opening comments on page 11, the department mentions a training video that "allows the Student Information System team to provide directed, specific and targeted video training sessions for staff, including principals, vice-principals, secretaries, and teachers…"

I would first like to start off by commending the Department of Education for their ingenuity in this area. I do believe that the government in total relies too heavily on manuals and documents, manuals which document the process of many procedures where I believe that going in this direction in creating short training videos really needs to be… . I really encourage other departments to follow this lead as similar training videos should be developed for all data entry positions. As the Department of Education has identified, it's important to meet the needs of all learning types, including visual learners. I do commend the Department of Education on that.

My question is whether or not these recently completed training videos were provided at the recent or current principals' and vice-principals' training sessions. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The focus for the principals'

ᐃᕝᔨᐅᑎᖅ: ᒥᑕ ᓛᐃᓯᒐᖕ.

ᓛᐃᑦᓯᑕ (ᑐᑭᖓᑎᒍᑦ): ᖅᒎᓇᒥᒃ, ᐃᕝᔨᐅᑎᖅ. ᐊᐱᖅᑯᑎᒋᐊᖅᑕᕋ ᑐᓪᐊᓂ. ᑎᑎᖅᑲᑦ 32ᒥ, ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᓪᐊᖅᑐᐃᓐᓇᖅᔪᒋᔪᓪᒃ ᐊᒥᒋᐊᓯᑦᐅᑎᖕᒃ ᐊᒻᓗ ᐅᖅᑲᑐᐅᑦᒪ ᒪᐅᓪᕿᒃᓛᒥ 11ᒥ. ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐅᖅ�aᖅᔨᔗᑦ ᑕᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᓂᖅ ᑕᐅᖃᓂ ᑖᕆᔭᐅᑎᒃᑯᑦ ᐊᒻᓗ ᑕᒃᑯᓂᓪ ᐃᓕᓐᓂᐊᖅᓂᑕᐅᖕᑦᖑᕇᑦ. ᑕᒃᑯᐊ ᐃᓕᓴᐃᒃ ᑕᕆᔭᒃᑯᑦ.

ᔪᑎᓕᖅᑳᕐᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐅᖅᑲᑎᖕᓚᖕ ᐃᒪᖏ ᑕᒪᒎᖕᓚ ᑕᐃᒪᖏ ᐅᖅᓚᐱᔾᔭᒋᓯᔪᖕᓚᓕ ᑖᒃᑯᐊ ᓄᕐᖃᒃᑯᑦ ᑲᑎᖑᖅᓯᓗᑎᑦ ᑕᒃᑯᓂᓪ ᑎᑎᖅᑲᖕᔮᑦ ᐊᒻᓗ ᒪᓕᒋᐊᖅᖅᑐᓂᖕ ᐃᓕᓐᓂᐊᓪᒃᓴᐃᑦᖕᓗ ᐊᒻᓗ ᑕᒃᑯᐊ ᒪᓕᐱᐅᑦ ᑐᐱᖕᕆᑦ. ᑕᒪᒎᖕᓚ ᐅᖅᐱᓕᕆᔭᖕ. ᑎᒃ⊃ᖑ ᑐᔾᓯᒋᔩᓂᒍ ᐊᒻᓗ ᓇᐃᑦᓂᓪᒃᖅᐊᒼᖕ ᐃᓕᓐᓂᐊᓪᒃᓂᖅᑲᓕᒎᖕ ᖃᕐᐱᖅᔪᑦᖕᒃ ᑎᐁᒃᑯᓘ ᑕᕆᔭᐅᑎᒃᑯᑦ ᐊᒻᓗ ᐃᑲᔾᖅᖑᕐᖅᑕᖕ ᐊᔪᑦ ᑖᒃᑯᐊ ᐱᓪᒐᖕᖅᑦ. ᑕᒪᒎᖕᓚ ᐊᕈᕕᕈᖏᕐᑦ ᑕᒃᑯᐊ ᐃᓕᓐᓂᐊᐱᑕᐅᕙᖕᔪᖑᖅᑐᖕᖕ ᐃᓕᓴᐃᔨᖕᓗ ᐊᒻᓗ ᑖᒃᑯᐊᑕᐃᖅ ᐁ, ᑕᒪᓗ ᖅᑕᓯᕐᖅᓚᖕ. ᖅᑕᓯᕆᖅᑲ ᑕᒪᓕᐃᑐᐅᖑᖕᓚᖕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ.

ᑕᒪᓕᑦ ᐊᐱᖅᑯᑎᒋᔭᖅᕙᖕ ᐊᐱᖅᑯᑎᒋᔭᖅᑕᕐᖕ ᖃᖑᖕᑕᑎᒃᐊᖏᖕ ᐱᔪᖏᖅᔭᓕᐅᑦᖅᕐᖕ ᐃᓕᓐᓂᐊᖅᓂᒃᑯᑦ ᐊᒻᓗ ᑖᒃᑯᐊ ᐃᓕᓴᐃᔭᖕ ᐊᑎᓂᐅᔭᖕ ᑐᓕᕐᖕᓗ ᐊᒻᓗ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓕᐅᔾᖅᕐᖁᖕᖕ? ᖅᒎᓇᒥᒃ, ᐃᕝᔨᐅᑎᖅ.

ᐃᕝᔨᐅᑎᖅ: ᒪᐧᖅ. ᒥᓪ ᒪᒡᒥᓚᖕ.

ᒪᒡᒥᓚᖕ: ᖅᒎᓇᒥᒃ, ᐃᕝᔨᐅᑎᖅ. (ᑐᑭᖓᑎᒍᑦ) ᑖᒃᑯᐊ ᑕᐅᑐᖅᒋᓕᕐᒃ ᑖᒃᑯᐊ ᐃᓕᓴᐃᔾᔭᒥᒃ ᐃᓪᒪᖅ

conference this week was safe and caring schools. The videos are not being highlighted this week and the reason for that is it's our intention, and this has already occurred, to provide one-on-one, small group instruction with administrators, secretaries, and teachers when they're actually sitting in front of their computer as this GoToTraining allows for that immediacy and the visuals of what's actually on the screen. In addition to that, it can be delivered anywhere. *Qujannamiik*, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I will move on to my next question and it's in relation to paragraph 34 where the Auditor General's findings identified extremely high vacancy rates, for example, 82 percent in the Educator Development Division as well as 57 percent in the Curriculum Development Division. I would like to ask if the Department of Education would be able to provide us an update or provide us with the current staffing levels in these two particular divisions. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. For educator development, there are 4 positions filled and 18 vacant, and one of those individuals had retired, but we were able to fill that, so that is why the numbers remain the same. For the curriculum division, 10 positions are filled and 11 vacant. There were hires that occurred over the summer. *Qujannamiik*, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I

CLᵇdⴷ ⴷᵇᴧⴑᐢᵇⴖᑫᐧⴖⴷᔭⴖᵇ ⴷᴸⴵ ᑕᵇdⴷ ⴖᴧⴄⴆᵇᒡᒧⴷᐧ ⴷⴰⴄⴰᵇdᴄ ᑕᵛⴹⴝ ᴧⴰᒑⴷⴄᔭᒑ ᒑⴄ ⴄᵛⴷⴷᵇᒑᵇᑕⴆᒑᵃᵇⴖᑐ ⴷᴸⴵ ⴷᵇᑐⴷⴝⵃᒡᑐᴖᵇ ⴷᴸⴵ ᑕᵇdⴷ ⵃᵇᴘⴖᑕⴖⴷᒡᒧⴖᵇ CLᵇdⴝᵃᴸ ᒑᵛⴵ ⴷᴄⴄⴷⴄⴷᵛᒧᴄ ⴖⴖᵛᵇⴖⴆᵛᒧᒧ ⴷᴸⴵ ᑕᵇdⴷ ᵛᵇⴖⴝⴆᴄⵃᴦ ⴷᴸⴵ CLᵃᴑ ⴷⴄᵃᴝⴷᵛⴝᵇ CLᵇdᴑᵃᴸ ᒑᵛⴵ ⴷᴑᵛᴝⴝ ⴷⴄᵃᴝᵇⴝᴑᴄ ⴷᴄⴄⴷⴄᵛᴄⴵ ⴷⴄᴦⴷᵇᵇᵃᴝⴵⴵ. ⴷ, ⴷⴺⴷⴔᵇⴝⴆᵛᵃᵇⴝᵇ. ⴷ, ᒑⴄ ⴷⴺⴔᵛᵇ ⴷᵇᒑᵛⴹⴆᵇ.

ⴷᵇᒑᵛⴹⴆᵇ (ⴺᵛᴧⴖⴵᴄ): ᵛdᵛᵃᴦᵇ. ᴦᵛᑕ ᴄⴷᵛⴵᵃ.

ᴄⴷᵛᒑᴵᵃ (ⴺᵛᴧⴖⴵᴄ): ᵛdᵛᵃᴦᵇ, ⴷᵇᒑᵛⴹⴆᵇ. ⴷᴧᵇdⴖⴄᒑⴷᵇᑕᴄ ⴺᵛᴄⴷ. ⴖⴖᵛᵇⴁᴦ 34, ᑕᵇdⴷ ⴷⴄᵃⴝⴷᵇⴝⴄⴑᴝᴅᴄ ᑕᵇdⴷ ᑕᴸᴸᵛᵛⴵⴷⴝᵇ ᴑᴵᴑⴷᴝᵇⴄⴆᵛⴵⴷᵇ ⴖⴖᵛᵇᵇdᴄ ᑕᵇdⴷ ⴷᴦᵛᴵⴵᵛᴸᑕ 82%ᵛᴶᴄᴵⴵᑕ ᑕᵇdⴷ ᒑᵛⴵ 57%ᵛᴶᴄᴵⴵⴖᵇ ᑕᵇdⴷ ⴷⴄᵃⴝⴷⴷᴘⴖᵛⴷⴵ ⴷᴸⴵ CⴷLᵃᴑ ⴷⴧⴑⴷⴄⴹᵛ ⴷⴄᵃⴝⴷᵇⴝⴄⴑᴝᴅᴄ ⵃᵇᴘⴖᑕⴖⴷᵛᴑᵛᵇᴄ ⴺⴝᵛᵇⴖᑕⴖⴷᵛᴑᵛᵇᴄ ᴑᑕᴝⴖᵇ CLᵇdᴑᵃᴸ ᴸᵃᴑⴅᴝᵛᵇ ᒑᴑⴅᵛⴹ ⴝᴝᔭⴷᴄ ⴷᴦᵛᴝᵇ ⴷᵛᵇᴑⴷᴝᵛᵇⴖᴄ ᵛᵇᵛᴅⴹᴄ? ᵛdᵛᵃᴦᵇ.

ⴷᵇᒑᵛⴹⴆᵇ: ᴸᵛᴑ. ⴷⴄᵃⴝⴷᵇⴝⴄⴑᴝᴅᴄ, ᴦᵛ ᴸᵇᴦᴄᵃ.

ᴸᵇᴦᴄᵃ: ᵛdᵛᵃᴦᵇ, ⴷᵇᒑᵛⴹⴆᵇ. (ⴺᵛᴧⴖⴵᴄ) ⴷⴄᵃⴝⴷᵇⴝⴄⴑⴝⴄ ⴷᴄⴄⴷᴝᴑᴄ ⴧⴹᴄⴄⴷⴖᑕⴖⴝᵇ CⴷL ᒑᴄⴵⴷᵛⴵⴖᵇ ⴷᴸ 18ᵛᴶᴄᴵⴵⴖᵇ ᴸᵃᴑⴅᴝᵇ ᴝᴝᔭᵇᵃᵛᵇᴄⴺᵇ ⴷᴸⴵ ⴷⴄᵛᴸ CⴷL ⴷᵇᵇᴑⴷᴝᵛᵇⴵᵇ ⴷⴄᵛᴸ ᴑᵇᵇᴄⴅⴷᵛᴄ ⴷᴸⴵ CⴷL ᴧᵛⴝⴖⴄᴄᴵᴵᴄ ᒑᵛⴺᵛᵃᵇⴄⴵᴄ ⴷᴸᴵᴄⴅᵇ ⴷⴄᵃⴝⴷᵇⴝⴄⴑⴝⴷᴑᵛᴵᴄ ⴷⴄᵃⴝⴷᵛᵃⴵᴦ ᒑⴄ ⴷⴅⴝⴅᴄⴅᵇⴝⴵᴦ CⴷL ⴷᵛᵇᴑⴷᴝᵛᵇⴖᵇⴄᴸᵇⴝᴵⴄ. ᵛdᵛᵃᴦᵇ, ⴷᵇᒑᵛⴹⴆᵇ.

ⴷᵇᒑᵛⴹⴆᵇ: ᴦᵛᑕ ᴄⴷᵛⴵᵃ.

ᴄⴷᵛᒑᴵᵃ (ⴺᵛᴧⴖⴵᴄ): ᵛdᵛᵃᴦᵇ, ⴷᵇᒑᵛⴹⴆᵇ.

thank the department for providing those updated figures, although I would just like to point out that this audit was completed some time ago, over a year ago, and these crucial divisions still have significant vacancy rates. I would like to ask how the department intends on filling these vacant positions and when. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. For staffing the vacant positions, it continues to move forward, so it's ongoing and posted on the GN websites as they become available and housing is available for the positions. *Qujannamiik*, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I take that as hopefully someday soon, as the response, and I really hope and wish the department best of luck in filling those positions as I do believe that they're very crucial to the success of our students.

I would like to move on to my next question. In paragraph 38, which the OAG recommends the Department of Education "develop and carry out a strategy to recruit and retain" school staff, and the last sentence in that recommendation is that the department should also "periodically assess the effectiveness of its strategy and take corrective action as required." Now, I do recognize that the department had provided a response that it is developing the ten-year teacher recruitment and retention strategy. However, the department failed to acknowledge that last sentence regarding periodic assessments and corrective action.

I would like to ask if the Department of

ᕿᑐᓇᖅᑯᖅ ᑖᒃᑯᓂᖕᓗ ᐊᓯᐊᑎᒍᑦ ᑐᓴᖅᑎᑦᑎᓪᒪᑕ. ᑕᐃᒪ ᒫᓐᓇ ᐅᑭᐅᖃᐅᑕᐅᖅᓱᒍᑦ ᒫᓐᓇ ᑖᒃᑯᐊ ᑕᒪᓪᖅᑎᑕᐅᕐᓗᐊᑦ ᐅᓂᒃᑲᓐᐊᖕᕐᑦ ᓴᒃᕐᐅᑕᐅᖅᖢᑦ ᐊᒻᓗ ᐅᑦᓗᕐᓗᑦ ᑎᒃᑦᓂᒍ ᓱᓕ ᐊᒥᕐᔪᕐᔪᖕᓕᑦ ᐃᖅᐸᓇᐃᕐᖅᑦᖅᐸᖕᕐᒥᓪᑕ. ᖃᓄᕐᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔪᒃᑦ ᑖᒃᑲ ᖅᑯᑐᓗ ᐃᖅᐸᓇᐃᕐᖅᑎᖅᖢᓐᓂᖅ?

ᐃᑉᓯᕚᐳᑦᖅ (ᑐᓴᖅᓴᑎᒍᑦ): ᒥ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓴᖅᓴᑎᒍᑦ) ᕿᑐᓇᒥᖅ, ᐃᑉᓯᕚᐳᑦᑐᑦᖅ. ᑖᒃᑯᓐᖕᕐᓗ ᓴᒃᐳᑦᖕᓄ ᓯᔾᕐᔾᖕᓯᖕᖅᑐᑦ ᓯᑎ ᑖᒃᖕᕐ ᑭᐱᕐᔭᑦ ᐊᒻᓗ ᓴᖅᑭᑦᑦᓐᑦ ᓗᑕ ᓄᓇᖅᑦ ᒐᕙᒪᒃᑦᓂ ᖅᑲᓴᐳᕐᑦᑖᑦ ᑕᐃᒪ ᓴᒃᐳᑦᖕᓯᑦ, ᐅᖅᖢᐃᐊᖕᖏᑎᐳᓐᑦᖢᓯᑦ. ᕿᑐᓇᒥᖅ, ᐃᑉᓯᕚᐳᑦᖅ.

ᐃᑉᓯᕚᐳᑦᖅ (ᑐᓴᖅᓴᑎᒍᑦ): ᒥᑦᑦ ᑐᐊᑦᒋᖅᖅ.

ᑐᐊᑦᒋᖅᖅ (ᑐᓴᖅᓴᑎᒍᑦ): ᕿᑐᓇᒥᖅ, ᐃᑉᓯᕚᐳᑦᖅ. ᐋ, ᑕᐃᒪᑕ ᑐᑭᓯᓇᖅᓯᕐᔪᖅ. ᐊᒻᓚᖕ ᖃᖕᒐᑐᑦᑯᖅᑦᐊ ᑕᐃᒪᑕ ᑭᐅᕈᒪᖅᑲᐅᖕᓕᑦ ᑕᐃᒪᖅᖕ. ᐊᒻᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔪᒃᑦ ᑕᐃᒪ ᐊᒻᓚᖕ ᐊᓴᓐᒑᓛᓕᑦ ᑕᐃᖕᑕᐊ ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᒃᑐᑎᐳᑦ.

ᑕᐃᒪ ᑐᖕᑕᐊ ᐊᐸᖅᑯᑎᒋᔪᒪᓕᕋᖅᖅᑕᖅ ᐊᒻᓗ ᑎᑎᖅᑲᓂ 3-8ᒥ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔪᒃᑦ ᑕᒪᒃᑐᓐᖕᕐ. ᔾᖕᓗ ᕘᖃᐃᓐᖅ ᐃᓕᕕᐊᖕᓕᖕᓗ ᐊᒻᓗ ᐊᑐᑦᖅᕐᐳᕐᓗᔭᑦᖅᖅᖅᕐᓕᖕᓗᖕᕐ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔪᒃᑦ ᓱ ᑕᒪᒃᑐᓐᖕᕐ ᕘᖃᐳᑎᕐᔭᖕᕐᖕᕐᖕ ᔾᖕᓗ ᐊᑐᑎᖕᖅᑎ ᐊᖅᑦᔭᐊᔪᑎᖕᖕ ᐊᒻᓗ ᑕᐃᒪᑕ ᐃᓕᑕᕆᔾᓕᑦᖢᔪᐊᑦ ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔪᒃᑦ ᑭᐅᓚᖅᑑᖢᔪᐊᑦ ᑕᒪᑐᒪ ᐅᑭᐅᑦ ᕿᑦᓕᖕᖢᑦ ᐊᒻᓚᖕ ᐅᖕᓂᑦᑎᑦᑕᐊᓕᓯᖕᕐᑦ ᐅᕐᔭᓐ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔪᒃᑦ ᑖᒃᑯᐊ ᑕᒪᓐᓇ ᑖᖕᕐ ᑕᖅᓇ ᑎᑎᖅᑲᓂᖢ ᓯᓇᖕᖕ.

ᐋ, ᑕᐃᒪ ᐊᐸᖅᑯᑎᒋᔭᖅᑕᖅ

Education will commit that it will follow through with these periodic assessments as well as set a timeline as to when these assessments will be done, and commit to sharing with the public evidence that the reviews are being taken as well as corrective actions associated. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Ongoing monitoring will be a key part of the plan and as we have engaged in new strategies this year, we are beginning to track that data. *Qujannamiik*, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I'll move on to my next question and it's relation to paragraph 39 and the department's response. In the last sentence the department indicates that the Department of Education "supports Take Your Kids to Work Day." That's another area where I would like to commend the department's ingenuity because this is the first that I have ever heard of Take Your Kid to Work Day within the Government of Nunavut. I would like to ask: when exactly did the department officially support Take Your Kids to Work Day? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. It has been a couple of years, but as for the specific number, we would have to get back to you with that information. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you.

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᒋᐊ�ↄᒪᑎᓐᓂᖅ�***ᐸ***<ᓐᑦ Ċᑱᑦᑐᓚ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐ ᐊᒻᓗ ᖃᐅᔨᓴᐊᕐᓇᖅᐱᐅᑦ ᒪᑭᑕᑦᓚ ᓇᔪᐊᐃᔾᐊᓂᖅ ᖃᐅᔨᓴᐃᓇᓗ ᐊᒻᓚᑕᐅᖅ ᓯᑕ ᐃᓚᐊᖅᓴᐱᔾᓚᖅᑕ ᖃᖏᐅᑎᓇᓚᒍ ᖃᖏᐅᑎᓇᓚᒍ ᐱᔨᖏᖅᑕᐅᓯᖅᐸᑕ? ᐊᒻᓗ ᓴᖅᑭᑦᑎᑎᔾᓇᖅ< ᑕᖅᑲᖃᑦᑯᓐᖏᒍ ᓇᔪᐃᔾᕐᐅᑎᓂᖅ ᐊᒻᓗ ᑕᖅᑯᓚ ᓯᑎᓯᓚᑯᓂᖅ? ᖁᔭᖁᓇᖅᓂᖃᖅ, ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ.

ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ: ᒪ'ᓇ. ᒥᔅ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ: ᖁᔭᖁᓇᖅᓂᖃᖅ, ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ. (ᑐᑭᓯᑎᑎᒍᑦ) ᐃ, ᑕᐃᒪ Ċᑦᑐᓚ ᖃᐅᔨᓴᐃᓇᖅ ᐱᓚᖅᐅᑎᓂ, ᐃ ᑕᐃᒪᓐᓇ ᑲᔾᔨᓪᒪᓚᐊᒪᖅᓯᓚᓇᐊᖅᑕᑦᑐᑦ ᐊᒻᓗ ᑕᖅᑕ ᑲᒪᒋ� ᑐᓚ<ᓚᑎᓚᖅᑕᑦ. ᖁᔭᖁᓇᖅ, ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ.

ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ (ᑐᑭᓯᑎᑎᒍᑦ): ᖁᔭᖁᓇᖅᓂᖃᖅ. ᒥᔅᑕ ᒪᐃᑦᓯᓇ.

ᓚᐃᑦᓯᑐᓐ (ᑐᑭᓯᑎᑎᒍᑦ): ᖁᔭᖁᓇᖅᓂᖃᖅ, ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ. ᑐᑭᓚ<ᓚᓂ ᐊᐱᖅᑯᑎᒋᓚᔾᕐᓚᐅᑦ. 39ᒥᑦᑐᖅ ᐅᖃᖅᓯᓚ�<ᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ Ċᑦᑐᓚ ᖁᐃᕐᓚᓂᖕᓇᖕ ᐅᖃᖅᓯᓚᖕᓐᖕᓄ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ Ċᑦᑐᓚ ᐃᑲᔾᖅᑐᐱᔾᓪᒪᖕᓚᐊᖕᓂᔾᖕᓄ ᐃᖅᑲᓇᐃᔾᓯᓂᖕᖏ ᐃᓕᓐᓂᐊᓯᓂᖅ. ᑕᐃᒪᓐ ᑕᒻᓇ ᓯᕗᒃᑦᓱᖅ<ᒥᖕ ᓄᓇᖕᑦ ᑲᕙᒪᒃᑦᑦ ᐃᒍᐊᓯᓂ ᑕᐃᒪ ᑕᒻᓇ ᑐᑭᓚᐅᖅᓯᓚᖕᖏᓂᖕᓚᐅᖅ ᓯᕐᔾᔾᓄ ᐃᖅᑲᓇᐃᔾᖅᐊᖕᓚᐅᖕᑦ. ᖃᒃᑯᓐ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑦ ᐊᐱᓐᒍᓚᓇᔾᖅᐳᖕᓚ ᑕᒻᓇ ᐃᑲᔾᖅᑐᐃᓚᔾᖅᐸ< ᑕᒪᑐᒻᖕᓚ ᔾᓚᓄ ᐃᓕᓐᓂᐊᖅᑎᖃᑎᖏᖕᑦ ᐃᖅᑲᓇᐃᔾᖅᐊᔾᒥᖕᓄ?

ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ: ᒪ'ᓇ. ᒥᔅ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᑭᓯᑎᑎᒍᑦ): ᖁᔭᖁᓇᖅᓂᖃᖅ, ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ. ᐅᑭᐅᖅ ᒪᖅᔾᑦ<ᖅᑐᖕ ᑭᔾᓚᓂ ᖃᐅᔨᒋᐊᖕᑦᖏᓄᒍᑦ ᓅᓚᐅᑎᖕᑦ ᐅᑎᖕᕐᒥᑦᑦᐊᖅᑕᒪᖅᑕᖏ. ᖁᔭᖁᓇᖅᓂᖃᖅ, ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ.

ᐃᑲᔪᐊᑦᑐᖅᓂᖃᖅ (ᑐᑭᓯᑎᑎᒍᑦ): ᖁᔭᖁᓇᖅᓂᖃᖅ. ᐅᓪᖕᒥ

(interpretation ends) I wish today was Take Your Kids to Work Day because I'm missing my boys right now. Travelling MLAs, right? Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I like to give credit where credit is due, and I really do support the Department of Education in taking up this initiative in Take Your Kid to Work Day. Given that the Government of Nunavut is the largest employer in the territory and it's most likely that our future graduates and future generations will most likely become employed in the public service, I think it's crucial that all government departments also support this initiative and allow parents to bring their kids to work and allow them to have first-hand experience in an office environment and sort of hopefully encourage them to plan their own future success. It's just a comment.

I would like to move on to my next question. In paragraph 40, student assessment, the Auditor General "found that the Department of Education did not have finalized policies and guidelines to help teachers assess student achievement in the classroom." As a result, the Department of Education "did not have assurance that students were being assessed consistently across schools or that classroom marks were reliable." At the time of the audit, "the Department had a draft assessment, evaluation, and reporting framework and related policy for Kindergarten to Grade 12 students." I would like to ask: how old is this draft? When did the department begin working on it? Why has it not come to completion? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) It was mentioned yesterday it goes back to 2013 Auditor General's office report. Ms. MacMillan.

ᖅᑐᖅᖢᐸᑐᑦ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᖕᖓᓄᑦ ᓇᖕᖓᖃᐅᐸᖃᖅᐊᖑᒪᐅᑉᓕᓄᐊᖅ. ᐃᖅᓴᖅᑲᖅ ᐅᖕᐅᓚᑲᖅᑲᖅ. ᐊᐅᑦᓕᖃᖅᑕᖅᐱᑦ ᒪᓕᓕᑕᐅᖅᐁᓇᐃᒃ? ᒥᑦ ᓚᐃᓯᑐᖀ.

ᓚᐃᓯᑐᖀ (ᑐᖕᓯᐅᑎᒍᑦ): ᖅᑯᖕᓇᒦᒃ, ᐃᒃᓯᕚᐅᑕᖅᖅ. ᐃᖅᕐᖃᑎᖅᑎᐊᐳᒪᖕᖢᑦ. ᐃᖅᕝᑎᖅᑎᐊᖅᕐᒪᖕᐊ ᐃᓇᖃᐊᖅᑐᖅᑕᕐᖁᑕᐅ ᑕᓕᖕᒡᖕᑲ ᐱᖅᑎᐊᕐᔪᒐᖅ ᖅᑐᖅᖢᐸᑐᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖕᖓᓄᑦ ᓇᖕᖓᖃᒦ. ᑖᕐᑕ ᐃᕐᓕᒐᐃᖕᔪᐅᑎᖅ ᑖᕐᑕ ᓇᕐᖂᖅ ᓄᓇᕗᒦ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᑕᖃᕐᖢᒪᑕ. ᐊᖕᑎᓇᖅᕙᐅᑦᖏᒪᖕᐊᓐ ᐊᖅᑐᖅᕐᑲᖏᓕᖅᓇ ᐊᒡᖢ ᕐᖃᓕᕐᖕᓕᒥ ᑖᕐᑕ ᐱᖅᐅᖕᓂᐊᖅᑐᐊᑦ ᐃᕐᓕᖅᑎᓂᖅᑐᐊᑦ ᐃᖅᑲᓇᐃᖅᑕᒥᒃ ᐊᒡᖢ ᐃᕐᖃᖅ ᓴᕐᐅᒃᖂᖕᖢᑉ. ᑕᒪᖁ, ᐁ, ᓇᕐᖁᖅᑲᑦ ᑕᒪᐃᑦ ᓇᕐᖁᓕᓐᖕᖅᑯᑦ ᑕᒪᐃᑦ ᑖᓇ ᐃᖅᕐᖃᖅᑐᒃᕐᐁᖅᖃᕐᖃᖅᖢ ᐊᒡᖢ ᑖᕐᑕ ᐃᓕᖅᐃᐌᑦ ᐊᖕᑎᕐᖃᖅᖃᕝᒃᕐᐊᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᖅᑲᑎᖕᖓᓄᖅ. ᕐᒃᖢ ᐁ, ᐱᑕᖅᖃᖅᑎᖅᑎᖏᖅ ᓴᐊᕐᒃᖢᖕ ᐅᖅᕐᖁᖅᖂᖅ ᐊᒡᖢ ᐃᖅᕐᖃᖅᑐᐃᖅᑯᖅᖢᑦ ᑕᒪᖅᑯᖅᖕᖢ ᕐᖃᐅᑎᖅᖕᖢ ᐊᒡᖢ ᕐᖃᖅᓇᖕᖢᑦ. ᐅᖅᑲᐅᕐᖃᕐᖂᑕᖕᐊᖅ.

ᑐᖕᑕᐊᓇ ᐊᕝᖃᖅᑎᖅᖃᖅᐱᕐᕐᒪᒪ 40-ᒦ ᑎᑎᖅᖃᖅᑲᕐᖅ ᐃᖅᕐᖃᖅᖃᖅᐅ ᓇᖕᓇᐃᖅᑲᕝᒃᑦ. ᑕᐊᒪ ᑖᕐᑕ ᑕᒪᖅᒧᖂᖅᑲᕐᒃᕝᒃᕐᐊᑦ ᐅᖅᑲᖅᕐᒃᖢᕐᕝᐊᑦ ᒪᓕᓕᖅᖏᖕᖢᖃᖅ ᕐᑕ ᕝᖃᖅᕝᑦ ᕐᑕ ᐱᖅᖏᖅᕐᖃᖅᖂᖅᖂᐸᖅᕝᖢᖢ ᑖᕐᑕ ᐃᖅᕐᖃᖅᑐᖅᑲᖅ. ᑕᐊᒪᖏ ᑖᕐᑕᐊᕐᖃᕐᖅ ᐃᖅᕐᖃᖅᑐᖅᑲᖅ ᕐᑕᖅᖃᖅᑕᖅᖂᐸᖅᖂᖅ ᕐᑕᖅᖃᖅᑕᖅᖂᐸᖅᖂᖅ ᐃᖅᕐᖃᖅᑐᖂᐅᑦ. ᖅᑲᓄᖅ ᓇᖕᓇᐃᖅᕐᖃᖅᒃᕐᑕᖕᖕᖅ ᐊᒡᖢ ᑕᐊᒪᖏ ᓄᖂᒦᖅ ᕐᑕᖕᕐ ᑎᑎᖅᑲᖅᕐᐅᑲᐅᑐᖅᑲᖅᖂᐅᐊᕝ ᐃᖅᕐᖃᖅᑲᕐᑕᖕᖕᕐ ᒦᐸᖂᖅᕐᒪᕐ ᑕᐊᕝᒃᖕᕐᐊᖂᖕᖢ 12-ᔪᑦ. ᑕᐊᒪ ᐊᕝᐱᖅᔪᐸᖕᖕᖂᐅ. ᖅᕝᕐᖂᖕᕐ ᐅᕐᐱᖅᕐᖃᖕᖂᖅᑲᖅᑉᑯᑦ ᑖᕐᑕ ᐃᖅᕐᖃᖅᑐᖅᑲᖅᐸᖅᑲᖅ ᐱᖅᖏᖅᖅᐸᕝᒃᕐᖂᖅ ᐊᒡᖢ ᖅᑲᓄᐊᖕᖂᑦᖢ, ᕝᖢᖅᑦ ᑕᖕᖕᑲ ᐱᖅᖏᖅᖅᑕᖅᖂᐸᖕᖕᖂᖀᐸᖀ? ᖅᑯᖕᓇᒦᒃ, ᐃᒃᓯᕚᐅᑕᖅᖅ.

ᐃᒃᓯᕚᐅᑕᖅᖅ (ᑐᖕᓯᐅᑎᒍᑦ): ᐃᕝᕝᖀᖕᖅ ᐅᖅᑲᖅᕝᖂᐅᐅᖅᑲᐊᖅ 2013−ᔪᕝᒃᖂᖅ ᑕᒪᖅᖂᐳᕝᒃᖂᐳᕝᖕᐅᖅᐱᕐ ᐊᖅᑲᐃᖕᖕᖢ ᐅᓇᕐᖂᖕᖢᓇ. ᒥᕝ ᒪᒃᒦᓚᖕ.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The framework, policy, and handbook will be ready for implementation in the 2020-21 school year. That takes into account that we are able to complete the documents, have it translated, and in-service our teachers so that they are familiar and receive in-service to deliver and work confidently and competently with the assessment document. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Mr. Lightstone, I have a number of names on my list. I'll give you one more question. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would like to go back to paragraph 35 where the OAG findings that indicate that of course staff housing is an issue, but teachers and other staff are not being a first priority when allocated housing and also indicated that there's a "need for teachers to share accommodations…" When I brought this up with the Nunavut Housing Corporation, they stated that teachers sharing accommodations were optional and were not necessarily enforced upon them. I would just like to seek clarification on that specific wording, whether or not teachers are forced to share accommodations in staff housing or whether it is in fact optional. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. We continue to work with our stakeholders and partners such as Housing. What I can state is all the job advertisements for teachers, it states on the advertisement that sharing may be required and once the application is submitted, of course the

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑖᒃᑯᐊ ᒪᓕᒐᖕᒥᑦ ᑖᒃᑯᐊᓗ ᐸᕐᓇᖅᐸᑦᐸᖅᓯᒪᓕᕋᑎᒃ 2020−21-ᒧᑦ ᐅᑭᐅᖅᓯᓂᒧᑦ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᑎᑎᖅᑲᐃᑦ ᐱᔭᕆᐱᓕᕐᕋᑎ ᐃᓄᒃᑎᑑᑕᐅᓪᓗᑎᓪᓗ ᐊᒻᒪᓗ ᐃᓕᓴᐃᔨᓄᓂᒧᑦ ᑖᒃᑯᐊ ᐃᓕᓴᐃᔨᖁᑎᒋᑦ ᐊᒻᒪᖅ ᑐᑭᓯᐅᒪᓂᐊᕐᒪᖔᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᒪ'ᓇ. ᒥᔅᑕ ᓚᐃᑦᔅᑑᓐ ᐊᑎᖅᑎᖅᑲᖕᓗᓂᒃ�I'ᐊᑦ ᐊᒻᒪᓗ ᐊᑕᐅᓯᖕᒃᓂᒥᖕ ᐊᐱᖅᑯᑎᖅᖅᑎᓂᓂᐊᖅᑲᑎᑦ. ᒥᔅᑕ ᓚᐃᑦᔅᑑᓐ.

ᓚᐃᑦᔅᑑᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. 35-ᓗᑦ ᐅᑎᖅᖠᕆᔭᓪᓂᒍ. ᑖᓇ ᑖᒃᑯᐊ ᐊᓂᖅᐅᔪᒪᓪᓕᓕᓐ ᐊᓄᓇᐃᖅᖅᔭᓪᓂᓗᑕᓐᓗ ᑖᒃᑯᐊ ᐃᓕᓴᐃᔨᐃᑦ ᐃᓄᓪᖃᖕᓂᒐᓂᖕ ᐊᖕᑕᖅᖃᖕᓂᒐᓂᖕ ᓴᑕᔪᒧᓕᑦ, ᐃᓕᓴᐃᔨᐃᓪᓗ, ᓯᔪᑦᓴᑕᐅᖅᑎᓪᓗ, ᐃᓕᓴᐃᔨᓪᓗ, ᑖᒃᑯᐊ. ᓯᔅᓗ ᑕᐊᓪ ᐃᓪᓗᑕᓕᔅᔴᖅᑯᖁᓂᖅ ᑐᖕᖅᑲᓅᕐᒃᑐᑯᖕᓇ ᑐᑭᓯᕐᓅᑕᐅᑦᑲᑦ ᐃᓕᓴᐃᔨᐃᑦ ᑖᒃᑯᐊ ᐃᓄᓪᒧᖅᑲᑎᖅᔭᓪᓂᓕᓐᑦ. ᑖᒃᑯᐊ ᐃᓕᓴᐃᔨᐃᑦ ᐊᒻᒪᓗ ᑕᓗᖃ ᑕᐊᓪᒥ ᑐᖕᕐᖃᖕᓂᕈᓪᓚᐅᑦᑐᖅᖃᖅᑰᔪᒃ ᑕᓪᒧᓪᖃᓴᓕᖕ. ᑖᒃᑯᐊ ᐃᓕᓴᐃᔨᐃᑦ ᐃᓄᓪᒃᖅᖃᑎᑕᐅᔭᖁᑦ ᐃᓄᓪᒃᑎᖃᓐᐊᖅᑲᖅᑰᑦ ᐅᖅᖃᔪᖅᖁ ᐃᓄᓪᒍᕐᒃᑎᓐᑎᖅᔭᑲᖅᑰᓐ ᐊᑲᑐᔪᕐᒥᖕ ᐃᓄᓪᒧᖕ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒥᓐ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐃ, ᓯᓐ ᑕᓗᖃ ᑲᔮᔭᓕᔪᖅ ᑖᒃᑯᐊ ᑎᒍᒐᖅᖃᑎᔮᑦ ᐃᓄᓪᑕᓕᔅᖅᑯᑦ ᑭᔮᐊᓂ ᐅᖅᖳᓐᓇᖅᑰᖕᓕ ᑖᒃᑯᐊ ᓴᖅᑭᖅᖃᑎᓐᖃᓅᕐᑕᐅᑦᓐᑐᑦᑦ ᐃᓕᓴᐃᔭᓪ ᐅᖅᖃᖅᔭᓕᔅᖅ ᓴᖅᖃᑕᓕᔪᓕᔅᖅ ᑖᒃᑯᐊ ᐃᓄᓪᒍᕐᒃᑎᓐᑭᒐᐃᖃᖅᑰᑦ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᑕᑕᑎᖅᔭᓕᔭᓐ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᐃᓕᕿᓐᒐᕐᑦ

sharing is dependent on the candidate, the family situation, number of members in the relocation, so that is dependent on the housing allocation. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Moving on, Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Good morning. My first question is regarding paragraph 16, which states that (interpretation ends) "We found that the Department of Education was not doing enough to prepare students academically for post-secondary education or employment." Reading the report, I noticed that there wasn't a lot of mention in terms of what career development officers can do to assist youth in high school or youth to get into post-secondary education.

I would like to ask the Department of Family Services: would you have records as to how many visits are done to schools by career development officers in the communities? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Department of Family Services, Ms. Niego.

Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would like my director of career development to answer that.

Chairman (interpretation): Thank you. (interpretation ends) Just a reminder: we have this new system in front of us. You don't have to push any buttons right now; we have a switcher and that goes for everybody in the room. Mr. Clift.

Mr. Clift: *Ma'na*, Mr. Chairman. We don't have specific records as to the visits made by

ᐊᒥᓱᓂᖕᑕ ᖅᓴᕈᐅᓂᖕᑐ, ᓯᖕᖅ ᐸᓂᓇᐊᓯᓂᖕᓂᖅᓂᑐ ᑕᐊᒪ ᑖᒃᐊ ᐱᖕᓄᑐ ᑕᐊᒪᖄᓇᐊᔅᖅᐳᑦ. ᖅᑯᔭᓇᒦᒃ, ᐃᖕᕆᐅᐳᑦᖅ.

ᐃᖕᕆᐅᐳᑦᖅ: ᑲᔪᓯᓇᐊᔅᔪᑕ, ᒥᔅ ᓇᑲᓱᒃ.

ᓇᑲᓱᒃ: ᖅᑯᔭᓇᒦᒃ, ᐃᖕᕆᐅᐳᑦᖅ, ᐅᖃᒃᑯᑦᐊᖕᓇ. ᐆᓇ ᑐᖅᖃᓯᖅᐸᒐᒥ ᐊᐱᖅᑯᑎᖃᕈᒪᕕᖅ. ᑎᑎᕋᖅᓯᒪᔪᒥ 16ᒥ ᐅᖅᑲᖅᓯᒪᒃᑲᑦ (ᑐᑭᖕᐱᑎᒍᑦ) ᑖᖅᑲᐊ ᐃᓕᓇᐊᐊᔅᑐᑎᓂᖕᒃᑯᑦ ᐱᓕᕆᓇᐊᖕᑎᕈᐊᔭᑕᒐᔅᖅ ᑕᒪᖃᑦ ᐃᓕᓇᐊᐊᔅᓂᖕᓄᑦ ᒪᓗᖕᓂᖕᑯ ᓯᕐᕋᑐᖅᓇᔅᖄᓄᒃ ᐃᖅᑲᓇᐃᔭᖅᖃᕐᖄᒍᕐᓇᖕᓄᑦᓄᖕᓯ. ᐅᓇᑉᖃᖅ ᐅᖅᑲᑖᐃᔅᑐ ᐅᕐᐱᓂᒃᒃ ᐅᖅᑲᐅᕋᐅᕐᓃᖅᖃᕐᖃᕐᓕᑦ ᑕᒪᖃᑦ ᐃᖅᑲᓇᐃᔮᑦᓕᖅᓕᑎᓯᑐᖕ ᐃᑲᔪᕐᔭᓇᖅᑦᖄ ᒪᖃᖃᑐᒥᖅ >ᖅᑐᓂᖅᓕᖏᒥ ᐃᓕᓇᐊᔅᖄᒥ ᐅᖅᑲᖃᓗᖅᓄᑦ ᓯᕐᕋᑐᖅᓇᔅᖄᖁᓇᖅᑦᓄᑎ.

ᑕᐊᒪᓐ ᐃᓄᑎᑎᓂᖕᒃᑯᑦ ᐊᐱᕆᒍᒪᕝᖃᕆᖕ. ᑎᑎᕋᖅᓯᒪᕝᔅᑎᖅᓃᖅᓂᖅᖃᕐᕐᖄᕐᓃᖅᖃᐊ ᖅᑲᕐᔭᖅᒪᖕᓂᓴ ᖅᑲᕐᔮᖅᓃᖕᑎᒃ >ᓂᕆᐊᔅᑎᖃᔅᖅ<ᖕ ᐃᖅᑲᓇᐃᔮᑕᓕᖅᕐᓇᑐᕆᕕᖕᓴ? ᖅᑯᔭᓇᒦᒃ.

ᐃᖕᕆᐅᐳᑦᖅ: ᒫᓇ. ᐃᓄᑎᑎᓂᖕᒃᑯᑦ, ᒥᔅ ᓂᐊᑯ.

ᓂᐊᑯ: ᒫᓇ ᐃᖕᕆᐅᐳᑦᖅ. (ᑐᑭᖕᐱᑎᒍᑦ) ᖅᑯᔭᓇᒦᒃ, ᐃᖕᕆᐅᐳᑖᖅ. ᑖᖃᐊ ᐃᖅᑲᓇᐃᔭᖅᑐᖅᑎᕐᓇᖕᓯᓄᑦ ᐊᐅᓚᖕᑎᔭᖕᓯ ᑭᐅᕐᕐᖁᓕᖅᑯᑦ. ᖅᑯᔭᓇᒦᒃ.

ᐃᖕᕆᐅᐳᑦᖅ: ᒫᓇ. (ᑐᑭᖕᐱᑎᒍᑦ) ᐃᖅᑲᐅᑎᖅᓂᒍᔭ ᐅᓇ ᓄᑖᖅᔪᖕᒪᕐᑦ. ᓇᖅᑲᑦᑎᓇᐊᑐᔪᖕᓃᖅᑐᖅᖅ; ᓇᖅᑲᑦᑎᐊᕆᖅᑲᓇᖅᕐᖕᑕᑦᑕ ᐃᔾᔮᖕᓯ ᑲᒪᑎᕐᓃᖅᖕᓄᑦ. ᒥᑕ ᑭᓂᐧ

ᑭᓂᐧ (ᑐᑭᖕᐱᑎᒍᑦ): ᖅᑯᔭᓇᒦᒃ, ᐃᖕᕆᐅᐳᑦᖅ. ᑎᑎᕋᖅᓯᒪᕝᔅᑎᖅᓂᖅᑲᖕᖕᑐᐅᑐᔅ ᑖᖅᑯᓇᖕᒃ ᐃᖅᑲᓇᐃᔭᖅᑐᖅᑎᖏᓐᖕᓂᒃ, ᐃ, ᑕᒪᖃᑦ ᖅᑲᐅᔮᓕᔭᖅᖕᑎᑦ

our career development officers to high schools at hand. I will certainly get that information and provide it. I will let the Member know and the Committee know that this year we have stepped up our efforts to get the career development officers out to high schools in career fairs and trade shows and have provided new specific budgetary allocations so they can do so. *Ma'na*, Mr. Chairman.

Chairman (interpretation): Thank you as well. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm very curious too as to what the records will be because, as it's stated, there's not a lot of support within education because of also teachers' schedules and times they could to plan with students in terms of planning for further education. It would be very interesting to see those numbers.

I'll move on to the next one and paragraph 31, recommendations also made to Education to "develop and implement a strategy that specifies the actions that it and other partners will…help students graduate from high school and transition…" In the response Education provided, "…the Department staffed a new position, within the Advanced Education Division." My question to the Department of Education is: where is this position and is it expanding to more than one staff or how many staff are in that division? (interpretation) Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The position has been staffed and it resides in the Advanced Education Division and there is one position at this time. (interpretation) Thank you.

ᐱᓂᐊᖅᐸᖅᑭ ᐊᑐᐃᓐᓇᐅᐱᑎᒍᓐᓇᖅᓗᑎᒍ. ᑲᑎᒪᔨᕋᓛᖏᓐᓄᑦ ᐅᖃᐅᑎᔭᕋᓗᐊᖅᐸᖅ ᑕᒫᓂ ᐊᕐᖁᒻ ᐊᑉᓯᕆᐊᖅᒃᖁᒪᓪᒃᔭᒃᓕᔾᔪᓐᒃ ᒃᖁᒻᓇᐃᔪᐋᓯᑭᒻᖃᑎᒃᓂᖁᐅᔐᓐᒃ ᐅᖅᑐᓂᖅᐅᓂᒻᒃ ᐊᖅᖅᑐᐊᐅᑕᓇᐅᓪᐆᓇ ᓃᖃᐱᔐᖅᑐᐅᐱᒐᒃᐅᕐᒡᓴᒍ ᓕᓂᑕᔐᖃᕙᑯᓂᕙᕙᐅ ᑕᐅᓯᐆᕡᕙᑦ. Ḋ, ᑭᓇᐅᓂᒻᒃ ᓕᓂᕐᕿᐐᕐᒃᑦᕐᒃᔭᒻᕙᕐᒻᕆᕐᑕ ᑕᕙᒐᕙᐃᕙᕆᕐᒃᔐ, ᑑᕕᕡ ᐅᐱᕐᖇᐅᑕᖅᒃ.

ᐅᐱᕐᖇᐅᑕᖅᒃ. ᒻᕡᓇ. ᒻᕆᒃ ᓇᐳᕐᖇᒃ.

ᓇᐳᕐᖇᒃ: ᕐᒃᔐᕡᕙᕆᕐᒃᔐ, ᐅᐱᕐᖇᐅᑕᖅᒃ. (ᑐᕝᐃᕙᑎᕝᖃ) ᕐᒃᔐᐅᕡᕙᕆᕙᖅᒃᕝᕠᕝᕡ Ḋ. ᕐᒃᔐᖃᕝᕐᒃ ᓂᑎᕝᖃᕆᕙᖅᒃᕙᔐᕐᒃ ᕐᒃᔐᖃᕙᐃᕐᑐᓂᕙᖅᒡᕙᕐᕝᕆᖃ ᓕᖃᕙᕐᐃᕐᐅᖃᐃᕙᕙᕙᕐ ᐊᐳᕝᖇᕐᒃᒻᕐᒃᕙᐃᕗᖅᐊᕝᕐᒃᔐᒻᕝᕙᕠᖇᕙᖄ ᕙᑕᕙᕙᒡᒃ ᓕᓕᕝᓄᕙᕙᕐᕆᖄ ᕐᒃᔐᕙᕙᕙᐐᕝᑦᐅᖅᒻᑦᕙᐐᕗᖄ ᕝᒃᒋᕐᒃ ᕐᒃᕙᐅᑕᕐᒃ ᓕᓕᕝᖃᕐᒃᒻᐅᒻᕡᔐ ᐊᕗᕝᐃᕙᐃᓂᕙᕙᕙ ᓕᕐᒃᕙᕙᕙᕙᕐᕡᐃᖃᕙ. ᑐᕝᕆᓕᐃᕝᑦᖄ ᐃᕝᒻᕙ ᖃᕙᕐᐅᒻᒃ.

ᐊᕝᐅᒻᖁᕝᕙᕡᕙᕙᖄᕐᒻᕝᕗᖇ ᑕᕝᕡᖃ ᖃᕙᕙᑎᕝᖁ 31, ᐊᓄᕗᕐᒃᒻᕝᕙᕝᕐᖄ ᐊᑐᕐᒃᒻᕝᕙᕙᖄᕙᕝᕐᒻᕡᕐᒃ ᓕᓕᕝᕙᐃᕡᕐᒻᖃ, ᐊᑐᕝᖃᖇᕐ ᒻᕗᕝ ᕙᕙᐃᕝᕗᖃ ᐃᓂᓕᕡᐃᕙᕝᕙᕐᕗᖃ ᓕᑎᑎᕙᕝᕐᕙᖃᕙᕝᑐᖃ ᐊᕝᕡᕗᖃᕝ ᓕᑎᑎᕙᕝᕡᕙᕙᒻᑐᖁ ᐃᕝᕙᕝᖃᕙᕝᑐᒻᖁ ᓕᕝᖇᕝᒻᒃᕝᑐᖁ ᐊᕝᕡᕝᖃᕙᕝᑐᒻᖃ ᕆᕐᕝᕙᕙᓂᕝᖃ ᖃᕙᕝᖁᕗᒡᖁ ᐊᕝᒻᕙᕡᕙᕝᒻᐅᖇ ᑕᕙᕝᕝᕡᕙ Ḋᕝᕡᕝᕡ ᓕᕝᖁᕐᐃᕡᕝᕗᖃᕙᕗᖃ ᐊᕝᐅᖇᕝᒻᖁᕝᕝᕡᕙᕐᕆ Ḋᕝᕡᕝᕝᖄ ᓕᕝᕡᕙᕝᖁᕝᕙᕗᖇ. ᐊᕝᖇᕝᕡᓂᕝᕗᖃ ᓕᕝᕡᕝᖃᕝᕡᕝᕡᕝᕐᒻᖃ ᕗᕝᕝᕙᕗ Ḋᕝᕡ ᓕᕝᕐᐅᕝᕡ? ᐊᕝᕆᕝᕝᕆᕝᕡᕝᕝᐅᕝᕝ Ḋᕝᕙᕝᒡᕝ ᓕᕝᕡᕡᕝᕝᕝᕝᕝᕝᕗᕝᖁᕝ ᑕᕡᕡᕝᖄ ᓕᕝᕡᕡᕝᕝᕝᕝᖁ ᕗᕗᕝᕐᕐᕝᕗᕝᕝᕝᕝᕝᕗᕝᕝᕝᐅᕝᕝ? ᕐᒃᔐᕡᕙᕆᕐᒃᔐ, ᐅᐱᕐᖇᐅᑕᖅᒃ.

ᐅᐱᕐᖇᐅᑕᖅᒃ (ᑐᕝᐃᕙᑎᕝᖃ): ᕐᒃᔐᕡᕙᕆᕐᒃᔐ. ᒻᕆ ᒻᕗᕝᕗᕡ.

ᒻᕗᕝᕗᕡ (ᑐᕝᐃᕙᑎᕝᖃ): ᕐᒃᔐᕡᕙᕆᕐᒃᔐ, ᐅᐱᕐᖇᐅᑕᖅᒃ. ᕗᕡᕝᕡ ᓕᕡᕡᕝᒡᐅᕝᕙᓕᕝᒻᒡᕝ ᑕᕙᕙᕐ ᐅᖃᕗᕐᒃᖇᕆ ᓕᕝᕡᕝᖃᕝᕡᕝᕡᖇᒻᕆ ᐊᕝᐅᕝᕆᕝᕝᐃᕝᕗ ᐅᖃᕙᕐᖄ ᓕᕡᕝ ᓕᕝᕡᕡᕝᒡᕐᕝᕡᕝᕐᕝᐅᕝ. ᕐᒃᔐᕡᕙᕆᕐᒃᔐ.

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

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Is the employee located here in Iqaluit or where is it located? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Yes, the position is located in Iqaluit. *Qujannamiik*, Mr. Chairman.

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

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Earlier in our meeting I discussed the issue of regional offices in communities, including Pangnirtung, which is a decentralized community, and there are a lot of vacant positions at the office there. My first question is: do you look at the communities outside of Iqaluit? Maybe those positions can be staffed outside of Iqaluit. Has that been considered by the Department of Education. Why wasn't the position located outside of Iqaluit? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. There are various offices throughout Nunavut, and in Pangnirtung there is the registrar's office and student assessment, so we do have Education staff located there. However, the advanced Education resides here in Iqaluit, and that is the division it fell under, therefore the position was filled here in Iqaluit. *Qujannamiik*, Mr. Chairman.

ᐃᐅᕐᑕᐅᑕᖅ: ᒪ'ᓇ. ᒥᕝ ᓇᑫᓱᒃ.

ᓇᑫᓱᒃ (ᑐᕝᙳᑎᒍᕐ): ᖅᑯᕝᐊᒥᕐᒃ, ᐃᐅᕐᑕᐅᑕᖅ. ᖃᐊ ᐃᖅᑲᓇᐃᔭᕐᑎᐅᑉᕙᖅ ᑕᒫᓂᓴᑐᖅ ᐃᖅᓗᖏᓂ ᐅᖀᓗ ᓇᒫᓯᑐᖅ? ᖅᑯᕝᐊᒥᕐᒃ, ᐃᐅᕐᑕᐅᑕᖅ.

ᐃᐅᕐᑕᐅᑕᖅ: ᒪ'ᓇ. ᒥᕝ ᒪᕝᒥᓚᐊ.

ᒪᕝᒥᓚᐊ (ᑐᕝᙳᑎᒍᕐ): ᖅᑯᕝᐊᒥᕐᒃ, ᐃᐅᕐᑕᐅᑕᖅ. ᐋ, ᐃᖅᑲᓇᐃᔭᖅ ᐃᖅᓗᖏᓪᕐᑐᖅ. ᖅᑯᕝᐊᒥᕐᒃ, ᐃᐅᕐᑕᐅᑕᖅ.

ᐃᐅᕐᑕᐅᑕᖅ: ᒪ'ᓇ. ᒥᕝ ᓇᑫᓱᒃ.

ᓇᑫᓱᒃ: ᖅᑯᕝᐊᒥᕐᒃ, ᐃᐅᕐᑕᐅᑕᖅ. ᑲᑎᒪᓂᖅᖃᓐᓲᑐᑦ ᐅᖅᑲᐅᓯᕆᑕᐅᖅᒥᓕᒋᒃᖁ ᒪᑯᐊ ᐅᑦᑕᖅᒥᓕᕙᐃᑦ ᐊᓗᕐ᙭ᐱᔪᕙᐃᑦ ᓄᓇᓕᐊᓂ ᐸᖃᖅᑐᖅ ᐃᓚᕆᓱᐱᒻᓕᑦ (decentralized community). ᐅᓪᑐᒥ ᐊᒻᓚ ᐊᓗᕐ᙭ᖁ ᑕᐃᑲᓂ ᐃᖅᑲᓇᐃᔭᕐᑐᓂ. ᐊᓗᕐ᙭ᐱᔪᕙᐃᑦ ᐃᓄᖅᑲᐳᐊᕐᑐᖃᑕᐅᖅᑅᕐᑲᓗᒻᖓᓄᕐᑦ ᓯᐊᖃ ᖃᓄᖅ ᔫᑦᒃᖅᗏᒻᖃᐃ, ᑭᐅᑦᓗᓂᖃᐃ ᐊᐱᖅᒃᑎᑎᒍᔪᕐᔅ. ᓄᓇᒥ ᑕᑯᐊᖅᑕᐅᖅᒃᑲᖅᖃᑫ ᓯᓕᖓᓂ ᐃᖅᑲᓇᐃᔫᑦ ᐱᔭᐅᔮᓇᖅᑐᐊᖅᑲᖅᑅᖃᑕᐅᒥᔮᕐᖃᑕᖅᑲᖅᖃᐃ ᑕᖁᓂ ᐃᓇᓇᐊᑐᑕᓕᖅᑲᓂᕐ ᓯᐊᖃ ᖃᓄᐃᒻᓕᑕᑭᐅᔅᖅ ᐊᔫᕙᖁᓂ ᐃᖅᓗᐊᑦ ᓯᓕᒨᕐᒃ ᐃᓚᑦᔭᐊᕐᓇᕐᑕᖅᑅ? ᖅᑯᕝᐊᒥᕐᒃ, ᐃᐅᕐᑕᐅᑕᖅ.

ᐃᐅᕐᑕᐅᑕᖅ: ᒪ'ᓇ. ᒥᕝ ᒪᕝᒥᓚᐊ.

ᒪᕝᒥᓚᐊ (ᑐᕝᙳᑎᒍᕐ): ᖅᑯᕝᐊᒥᕐᒃ, ᐃᐅᕐᑕᐅᑕᖅ. ᐊᕐᔅᐱᕐ᙭ᕐᒻᓕᑦ ᑕᐊᒻ ᐊᒃᓚᖁᐊᑦ ᓄᓇᖀ ᐃᔪᐊᓂ, ᐸᖃᖅᑐᔮᒥ ᐱᑕᖅᑲᓕᑦ ᓯᑯᐊ ᐃᓚᖃᓇᐊᖅᑐᑕᓕᖅᖁᑐᑦ ᐃᖅᑲᓇᐃᔭᕐᑎᖀᑦ ᑕᐃᑲᓂ, ᑭᔭᐊᓇᓕ ᔫᖃᑐᖃᖓᒥᕐ ᐃᓚᖃᓇᐊᑭᖁᐊᑦ ᐃᖅᓗᖏᓪᕐᓕᑦ, ᓯᐊᖃ ᐃᖅᑲᓇᐃᔭᖀᐸᐅᑦ ᐃᔫᐊᖁᕐᓕᑦ. ᑕᐊᒻ ᐃᓂ ᓯᐊᖃ ᐃᔮᓄᑲᑐᑐᐅᖅᑅᖅ ᐃᖅᓗᖏᓂ ᐱᔅᔭᑎᖀᖁᒍ. ᖅᑯᕝᐊᒥᕐᒃ, ᐃᐅᕐᑕᐅᑕᖅ.

Chairman (interpretation): Thank you. Ms. Nakashuk, are you done? Do you have another question? Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) On page 8, No. 34, the second tab also states "…Educator Development division, 18 of 22 positions (82%) were vacant." That's 82 percent. What is the issue in filling these positions? What has been done to ensure these positions are being filled? I'm curious to know, when we talk about Article 23, and it's also mentioned in this report that a lot of the positions could be filled by high school graduates or Inuit in general in the communities. My question is: what is the issue in filling these positions?
(interpretation) Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The Department of Education continues to work with the Department of Human Resources to follow the staffing process and there is always priority provided to Inuit, and often the job advertisements will state it is an indeterminate position if it is filled by a beneficiary. However, if it is not, it becomes a term position so that way it is always available for future staffing for Inuit individuals. *Qujannamiik*, Mr. Chairman.

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

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. I have a few questions, but I also want to ask a question on page 11, paragraph 48, which talks about (interpretation ends) guidance counsellors. (interpretation) Is the Department of Education looking at that? Are those

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐧᓇ. ᒥᑦ ᓇᑲᓱᒃ, ᑖᐃᒫᖅᐱᑦ ᐊᐱᖅᑯᑎᒃᓴᖃᕐᓂᖅᐱᔫᕐᖁ?

ᓇᑲᓱᒃ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᒪᒃᐱᒐᖅ −8ᒥ, 34−ᒥ ᐅᓐᓄᐅᑎᓐᓂᒃ ᐅᖃᖅᓯᒪᖕᒪᑦ ᑖᓇ ᑐᒡᓕᐊᓅᑦᑐᖅ ᑖᓇ ᐃᓇᓂᐊᖅᑎᑦ 18 ᑕᐧᓴᖕᒐᑦ ᑖᓇ 82%ᒥᒃ ᐊᓄᐊᕐᓚᖕᒥᑕᒐ. ᖃᓄᖅ ᐊᓯᒃᔫᑎᒃᖃᕐᒪᑦ ᐊᓄᐊᕐᔭᕆᐊᖕᓂᒐᒥᒃ ᑖᑯᓂᐧᒎ ᐃᓂᐅᔪᓂᒃ? ᖃᓄᐃᑕᐅᖅᔭᓕᑕᖅᐱ ᑖᑯᐊ ᐃᓂᐅᔪᑦ ᐊᓄᖅᑕᐅᔭᓕᓗᑐᐊᓗᑎᒃ ᖃᐅᔭᕐᓪᒪ. ᐅᖅᑲᐅᔭᑎᑲᑦᕋᖕᒐ ᐃᓗᑐᖕᒪ 23ᒥᒃ ᐊᖕᕋᒃᑎᕈᔪᑎᒍᑦ ᐅᖃᖅᔭᕐᒐᒻᒐᒻᒐᒪ. ᖃᐃᒪᖅᓯᔭᓕᓕᖕᒪᑦ ᑖᑯᐊ ᐃᓄᐃᑦ ᑕᐧᐧᒃᓚ >ᖅᑐᖃᖅᓕᒥᒃ ᐃᓇᓂᐊᖃᖖᒃᔭᕐᒐᒪᑕᓂ ᐊᓄᐅᖁᐊᕋᔪᐊᖕᒐᒫᑦ ᐃᓇᓂᐊᖕᒃᓂᒃ ᐊᓄᖅᑐᓇ ᑖᓇ ᐧᑭᓇ ᐊᓯᒃᔫᑎᑦᒃᖃᕐᒐᒪ ᐊᓄᐃᐊᕈᒥᒡᒐᓄᒃᔭᒡᒐᒫᑐᒎᖅ ᑖᑯᓄᖕᒐᒧ ᐃᓇᐧᑐᔪᓄ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐧᓇ. ᒥᑦ ᒪᒃᒥᓚ.

ᒪᒃᒥᓚ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᐧᒪ ᐃᓇᓂᐊᖅᑐᓕᐱᖕᒃᑯᑦ ᐱᓕᕆᖃᑎᒃᖃᐧᑲᖅᑐᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᐱᒃᑐᑕᓂᒃ ᑖᓲᔫᖕᒃᑲ ᐊᔪᐊᖅᑕᐅᔭᕈᐊᓚᒎᑦ. ᑕᐧᒪ ᔭᖃᑖᑕᐅᒃᓵᐅᖅᓯᐅᒃᓚᓯᐊᓇᐅᔭᕐᒡᒐᑦ ᐃᓄᐃᑦ ᑕᒪᖃᐧᐧᒐᓗ ᓴᒃᕒᓯᖅᖕᑕᒃᑎᕂᓂᒐ ᐃᖅᑲᓇᐃᔪᒃᑎᐅᒧ, ᐃᓚᐧᒪ ᐃᖅᑲᓇᐃᔭᐃᓇᐧᓴᐧᒐᖕᒐᒡᒐᒫᑦ. ᑕᐧᒪ ᒎᓇᖅᑲᒃᑕᐅᔪᒃ ᐊᓄᖅᑐᐅᔭᒃᕂᑦ ᐅᕿᐧᒎᔨᒡᒧᑦ ᒎᓇᖅᑲᒃᒃᓯᕐᒧᓐᒃᑎᐅᐅᖃᒃᔭᕕᕂᒫᑦᒫ ᐅᖏᓇᖅᔭᑐᐅᔭᖖᒃᕂᒐ ᐃᓇᖕᒃᔭᐃ ᐃᓇᓂᐊᑐᖕᒪᒎᖕᒃᔪᒃᑲᒪᑕᓂ ᔭ>ᓇᖕᒃᒪᑦ ᐃᓇᖕᒃᑐᒃ ᐊᓄᐊᖅᑐᐅᖕᒪᒃᔭᑕᒃᒃᒪᑕᕐᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐧᓇ. ᒥᑦ ᓇᑲᓱᒃ.

ᓇᑲᓱᒃ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐊᓄᐧᖅᑎᒃᒃᕃᒃ ᐊᒥᓲᔪᐊᖕᓂᖔᓘᕐᒡᐊᑦ ᐧᑭᕙᓂ ᐅᓇ ᐊᓄᐧᖅᑎᒃᑎᕐᔭᐅᒐᒃᕃᐧᒃ ᒪᒃᐱᒐᖅ 11ᒻᑦᑐᖅ ᑎᑎᖅᕂᔭᕐᓄ 48. ᐃᒃᔭᖅᕂᑎᒃ ᐃᑦᓴᐅᐅᔪ ᐃᓗᑐᐊᓂ ᐃᒃᔭᖅᕂᐅᔭᐧᓇᖅᑐᓂ ᐅᖃᐅᔭᒃᕂᒻᒐᒫᑦ ᑖᑯᐊᖅᕃ ᑕᑯᐧᓇᖅᑲᐅᕃᕐ ᐃᓇᓂᐊᖅᑐᓕᐱᒃᑯᓂᒃ ᐅᕿᐧᒎ ᑖᑯᐊ ᐃᓄᖃᖅᑐᓚᑕᐅᓚᑐᐅᖅᑲᖃᖅᕃ? (ᑐᓵᔨᒃᑯᑦ) ᑕᐧᒪ

positions filled? (interpretation ends) It states "At the time of our audit, it was considering obtaining funding for these positions." I'm just curious to know if there are any new guidance counsellors in the schools and how many in the communities? (interpretation) Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Currently we have five guidance counsellors in our schools; two in the Qikiqtani region, two in the Kivalliq region, and one in the Kitikmeot. *Qujannamiik*, Mr. Chairman.

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

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. I also thank you for indicating that. Lastly I want to ask and I'm aware that the Department of Family Services was responsible for the NEAT program, apprenticeship for students, if they want to take positions in the education system. It was through Family Services in collaboration with Education. They said they were going to assess it further. What's the status of that? That's my last question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Is your question directed to the Department of Family Services? Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. It's for the Department of Family Services.

Chairman: Okay. (interpretation) Is it to the Department of Family Services?

Ms. Nakashuk: Yes.

ᑕᒪᖅᓯᒪᖃᓯᖅᐸᑦᐸᐅᑎᔪᖅ ᖃᓄᐅᕐᖅᓛᖃᑖᑦᑕᐅᒥᓯᐅᑉᓛᑕ ᑖᒃᑯᐊ ᐃᓄᐅᑉᒍ ᖃᑎᐊᓯᒪᒍᑖᒪᓇᖅᑐᖅᓂ ᓄᑖᓐ ᐅᖅᑳᑕᐅᐱᐊᐱᑕᖃᖅᐸ ᐃᓇᓂᐊᖃᐃᒻᓂ ᐊᒻᒪᓗ ᖃᔅᓯᐅᕚᑦ ᓄᓇᓕᐊᖕᓂ? ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐅᐸᑦᖅ.

ᐃᖃᓇᐅᐸᑦᖅ: ᒪᐅᓇ. ᒥᕼ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔭᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐅᐸᑦᖅ. ᒫᓇᐅᔪᖅ ᑕᓪᓕᒪᓂᒃ ᐅᖅᑳᑕᐅᐱᐊᑭᖅᑐᒍᑦ ᐃᓇᓂᐊᖃᐃᖅᑎᖕᑎᑦ ᒪᕐᖒᒃ ᖃᑭᖅᑖᓂ, ᒪᕐᖒᒃ ᑭᕙᓕᖕᒥ ᐊᒻᒪᓗ ᐊᑕᐅᓯᖅ ᖃᑎᒃᒦᑐᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐅᐸᑦᖅ.

ᐃᖃᓇᐅᐸᑦᖅ: ᒪᐅᓇ. ᒥᕼ ᓇᑲᓱᒃ.

ᓇᑲᓱᒃ: ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐅᐸᑦᖅ. ᖁᔭᓐᓇᒦᒡᓗ ᑖᖅᓯᒍᖕᓂ ᓇᐃᓇᐃᖅᓯᒍᒪᓇᖕᓂᑦ. ᑭᒍᑎᒐᖅᐳᒪ ᐃᐊ ᐊᐱᖅᑯᑎᒋᕐᓕᖅᖃᑦᑕ. ᖃᐅᐱᐊᑦᐹᖕᓂ ᐃᓄᑦᓂᐊᖅᑐᑦ ᑲᒪᒋᔭᖃᐅᖅᓯᒪᒪᓕᖃ NEAT Program−ᖓᓂᖅᖅᑕᐅᔪᖅ (Nunavut Education Apprenticeship Training), ᐃᓕᓴᐃᐊᐳᑉ ᐃᓗᐊᓂ ᐃᓇᓂᐊᖅᑎᓄᑦ ᓴᐃᐹᓇᕐᒎᖓᓂᒃ ᐱᓕᕆᐊᖅᐸᖑᑎᐊᒐᒥᐊᓄᑦ ᐃᓇᓂᐊᖅᑎᓄᑦ ᐃᓄᑦᓂᐊᑯᓄᑦ ᐊᒻᒪᓗ ᐃᓇᓂᐊᖅᑐᑕᓂᐊᑯᑦ ᑲᑐᖕᓇᑲᑦᑐᑎ ᖅᒥᖅᐸᔾᐅᑲᓂᓇᐊᓇᕐᖅᑕᐅᒪᓕᒪᑦ ᑖᕈᓂ. ᑖᓇ ᖃᓄᐃᓂᐊᕐᓂᑦᑭᖕᓂᖅ. ᑭᒍᑎᖅᖅᐲᖅ ᐊᐱᖅᑯᑎᒋᕈᒪᔪᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐅᐸᑦᖅ.

ᐃᖃᓇᐅᐸᑦᖅ (ᑐᓵᔭᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐃᓄᑦᓂᐊᑯᐊᓄᑦ ᑐᖅᑯᖅᑐᖅ ᐊᐱᖅᑯᑎᕈᑦ? ᒥᕼ ᓇᑲᓱᒃ. ᐅᑯᐊ ᐃᓄᑦᓂᐊᑯᐊᓄᑦ? ᒥᕼ ᓇᑲᓱᒃ.

ᓇᑲᓱᒃ: ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐅᐸᑦᖅ. ᐊᐅᓪᑦᑎᖅᔾᐊᑦ ᑖᓇ ᑭᐅᑦᖄᒃᒍᑦ ᑖᖅᓯᒪᖕᓂ ᐊᐱᖅᑯᑎᒥᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐅᐸᑦᖅ.

ᐃᖃᓇᐅᐸᑦᖅ (ᑐᓵᔭᐅᑎᒍᑦ): ᐃᓄᑦᓂᐊᑯᐊᓄᑦ?

ᓇᑲᓱᒃ (ᑐᓵᔭᐅᑎᒍᑦ) ᐄ.

Chairman: Ms. Niego.

Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would like my director to answer that question, please. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Apologies for whatever technical difficulties we're having with your microphone, but we will have somebody look at that. Mr. Clift.

Mr. Clift: *Ma'na*, Mr. Chairman. To the best of my knowledge, that assessment didn't happen. Since becoming director of this division a year ago, I had identified working with Education to see about re-establishing the NEAT program. With respect to our apprenticeship unit, they're very keen on it and we see this as an important bridge between high school and the world of work. There are no specific plans at this point, but certainly as we proceed, we will keep the legislature advised. *Ma'na*, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Nakashuk, you said that was your last question, so maybe this is your last one. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Since he mentioned that there's not much being done on it and in the report it states that students really enjoy hands-on learning or work experience. The way it is set up or the availability of it is good for students. I wonder if this will be looked at again, and I know that there are challenges with lack of teachers, but I'm asking if the program will definitely be reinstated. That's my last question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᒥᓯ ᓇᐃᐊᒍ.

ᓇᐃᐊᒍ�c: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᒃᑖᖅ. ᐊᐳᓪᑕᓂᔪᒍᑦ Ćᐊ ᐸᐅᖅᑰᑯᕝᑯᒡ Ćᕝᕿᖕᒥ ᐊ�𝒜ᖅᕌᒥᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᒃᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᖁᔭᓐᓇᒦᒃ. ᒪᒥᐊᓇᖅ Ĺᐊ Ćᑉᑯᓄ ᖃᓄᒪᙱᓐᓂᐸᓄᒡ ᐃᔪᐊᖅᖐᒃᑐᖅ Ćᐊ ᑕᑲᓐᑎᐅᓐᓂᒐᖅᕙᓪ. ᒦᑦ ᐸᓕᕝᑦ.

ᐸᓕᕝᑦ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᒃᑖᖅ. ᖃᐅᔨᒪᔭᒃᑯᑦ Ćᐊ ᖃᐅᔨᓴᓂᖅ ᑲᕐᕇᑕᐅᖅᖐᒃᑐᖅ. ᑕᐄᒪ ᐊᐳᓪᑕᔨᖅᖑᕌᒃᑕᐅᖅᒐ ᐊᖅᖐᓂ ᓇᓄᐊᐄᖅᕆᑕᐅᖅᕋ ᐱᑎᓯᖃᑦᖃᖕᓂᒡᒥ ᐃᑌᖓᖅᖐᔭᑕᓂᔭᖅᒥᒐ Ćᐊ ᖏᖄᖃᓐᖑᓂᒪᖅ Ľ ᓅᑕᐅᔩᑕᔨᖓ NEAT–ᖙᓂᖅᖃᑕᐅᖅᕓ Ćᐊ ᐃᖅᖃᓇᐃᔭᕐᔪᖓᓛᒡ ᐃᑌᖓᖅᕌᖓᖐᓐ Ćᐊ ᐱᔪᒪᖁᔭᕐᓇᖅᖐᑐᔨᓐᐅᔭᖐᒡ ᕕᐅᒪᑎᖃᓪᖃᖅᖐᔪᒡ ᐱᑎᖃᓐᖃᖓᐃᖃᖐᒍ ᖃᖐᔭᑲᓐᔪᖅᑕᐅᖐ. ᒪᑕᓕᓯᐅᕕ ᑐᖙᐅᓪᑎᖅᖃᖅᖐᑕᖐᕓᓯ Ćᐊ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᒃᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: Ľᐊ. ᑭᖕᒃᑎᖃᑉᓕᓯᓂᖃᒐᑕᐅᕋᖑᓂ ᑭᖕᒃᑎᖃᑉᓕᖃᒡᓪᖃᑎᓂ. ᒦᑦ ᓇᑲᓱᒃ.

ᓇᑲᓱᒃ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᒃᑖᖅ. ᐅᖅᕴᔪᓯᒃᖃᖅᖑᔪᒍ Ľᐊ ᑲᒪᑲᔪᐃᖃᔪᖅᒃᖃᖐᑎᑕᐅᑲᑦᖑᓄ ᐊᖇᓪᖃ ᑎᖕᖃᖑᓂ ᐅᓄᒃᑲᐅᔫᐅᔭᕆᒃ ᐅᖅᕿᔭᓯᓕᒐᓪ ᐃᑌᖓᖅᖐᖐᓐ ᐊᑐᐊᓇᐊᖐᓐᒃ ᖃᓯᓕᓐᓕᒃᔨᒃᖐᓪᓕᒐᑕ ᑭᓂᓯᓂᓕᖑᖅ ᓴᓇᓐᖃᑐᔫᒃᑲᒡ ᐱᑎᓂᓐᖑᑐᔫᒃᑲᒡ. Ćᐊ ᐊᖅᕿᖅᒃᓯᒪᖑᔭᒍ ᐃᒃᑉ ᐊᑐᐃᓐᓇᐅᑎᓂᖅᒃᓕ ᐱᐅᓕᔪᒃᖓᖓᓪᓯ ᐃᑌᖓᖅᖐᒃᑎᓂᒡᒃ. Ćᐊ ᑕᑲᓯᖅᖃᒃᑎᒍᖅᖃᔩᑉᒡᔫᖅᖑᖅ ᐊᖅᖖᖃᐳᑎᖅᖃᔩᒡ ᐊᖅᕴᐳᑎᖃᔨᒃᖐᒡ ᐃᑎᓯᐃᔨᖅᑦᓂᖐᖕᓂᓄᒡ ᑭᓂᓯᓂ Ćᐊ ᐱᔫᑲᓕᔭᖃᔫᖃᖑᑎᓐᓯᓇᑎᖅᖐᔭᔪᒃᖓᖓᖐᒃ ᐊᑳᖅᖐᑐᓐᑎᔪᐳᖑᔭᒃᕿᔪᕋ? ᑭᖕᒃᑎᖃᑉᖐᒃ Ćᐊ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᒃᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: Ľᐊ. ᐃᓄᑕᓯᓂᔪᒡᑕᖅ, ᒦᑦ ᐸᓕᕝᑦ.

Department of Family Services, Mr. Clift.

Mr. Clift: *Ma'na*, Mr. Chairman. If I could please ask the Member to repeat the question. Sorry, I didn't quite get specifically what you're asking for; it was about teachers. (interpretation) Thank you.

Chairman (interpretation): Thank you. (interpretation ends) Ms. Nakashuk and apologies if that was me; I wasn't sure who that question was directed to, so if you could please clarify, Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) My question is to the Department of Family Services, as they stated that there's no current plan to run this program. I understand that when this program was running, there were issues in terms of having a certified journeyman to assist students as well as teachers being committed to working with the Department of Education to continue this program. My question is: is the department committing to restarting this NEAT program. (interpretation) Thank you, Mr. Chairman.

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

Mr. Clift: *Ma'na*, Mr. Chairman. Thank you. We can't make a commitment to that. It was a program that was based in the schools and so ultimately it's the Department of Education's decision. We are certainly committing to supporting that program getting off the ground again if we can reach the necessary agreement with the Department of Education.

On a related issue, we are having discussions in some communities about community-based skills training, which we have involved our colleagues at the college. That would feed into a solution that we could come up

ᑭᓕᕝᑦ (ᑐᑲᖕᓂᐅᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ, ᐅᒃᔭᕋᐅᑦᒃᖅ. ᖃᐃᓇ ᒪᓕᒐᓕᐅᖅᑎ ᐅᖅᑲᖃᖅᓂᑲᐃᐊᒪᓇᖅᑯᒃᓗ ᖃᐃᓇ ᑐᑭᓯᑎᐊᖅᑕᐊᖅᑐᖅ ᖃᓄᑦᓕᑦᑐᒃᖅ ᐊᐱᖅᑯᑎᖅᒐᑲᖕᓗᐅᖅ ᐃᑎᓴᐃᕐᑦ ᒥᒃᑲᓅᓚᐅᐊᖅ. ᖅᑯᔭᓐᓇᒦᒃ, ᐅᒃᔭᕋᐅᑦᒃᖅ.

ᐅᒃᔭᕋᐅᑦᒃᖅ: ᖅᑯᔭᓐᓇᒦᒃ. ᒥᐃ ᓇᒃᔭᒃ ᒪᒣᐊᖅ ᐅᕿᓅᒐᑦᒃᖅ ᑭᒃᑯᒧᑦ ᑐᔾᕋᓗᐊᒐᒃᖅᒐᖕᓈᖅ ᐊᐱᖅᑯᑦ. ᑐᑭᓇᖅᔾᑎᕐᐊᓚᐅᐱᖕ ᐊᐱᖅᑯᑎᖕᑦ. ᒥᐃ ᓇᒃᔭᒃ.

ᓇᒃᔭᒃ: ᖅᑯᔭᓐᓇᒦᒃ, ᐅᒃᔭᕋᐅᑦᒃᖅ. (ᑐᑲᖕᓂᐅᒍᑦ) ᐃᓄᓕᕆᓂᖅᑯᓈᒃᓄᑦ ᐊᐱᖅᑯᑎᖕ ᐅᖅᑲᖃᑲᑉᒪᑦ ᑕᐊᒪ ᒣᐊᖅ ᐸᖅᑲᐅᑎᖅᑲᖅᐱᒪᒍᒃᖅ ᐋᖅᑎᓕᕐᒪᐃ ᐊᐸᑦᓯᓂᖅᔾᓚᔾᒃ. ᑐᑭᓯᒪᓚᔾᖕᓚᑎ ᖃᐃᓇᓗ ᐊᑐᖅᑕᐅᑎᐅᖅᔾᓕᑎᓪᔾᓗᕐᑦ ᐃᓕᒣᐊ ᐸᐃᓚᓯᖅᒃᔾᒪᐅᖅᒐᖕ ᐃᑲᔫᖅᑎᖅᑎᒃᒐᕐᑦ ᐃᓇᖕᓇᖅᑎᖕ ᐊᒻᓗ ᐃᑎᓴᐃᓇᖕ ᐱᓂᖅᑎᖅᒃᖅᐳᓯᒃᑐᕐᑦ ᐃᓇᖕᓇᖅᑐᓕᕆᓇᒃᒃᐊᓈᖕ ᑲᕐᒃᒃᒣᖕᕐᓯᖕᒍ ᖃᐃᓇ ᐱᓕᑎᐊᖅ. ᐊᐱᖅᑯᑎᓇᒃ ᐱᓕᖕᐊᒦᖅᑲᐃ ᐅᖅᑲᖅᒪᔾᕈᑦ ᐱᕐᐊᖅᑎᖕᒃᐊᓂᐊᕐᐃᖕ ᑕᐃᓯᒣᖕ ᐱᓕᑎᐊᖅᒃᒡᒣᒃ? ᖅᑯᔭᓐᓇᒦᒃ, ᐅᒃᔭᕋᐅᑦᒃᖅ.

ᐅᒃᔭᕋᐅᑦᒃᖅ: ᒪᐊ. ᐃᓄᓕᕆᓂᖕᒃᖅᒃᖕᒃᒃ, ᒥᑦᒃ ᑭᓕᕝᑦ.

ᑭᓕᕝᑦ (ᑐᑲᖕᓂᐅᒃᑐᕐᑦ): ᖅᑯᔭᓐᓇᒦᒃ, ᐅᒃᔭᕋᐅᑦᒃᖅ. ᖅᑯᔭᓐᓇᒦᒃ. ᒣᐊᖅ ᐅᖅᑲᖅᒃᒃᖅᓚᔾᐊᓇᖕᓂᖕᑦᒃᖅ ᖃᐃᓇ ᐱᓕᑎᐊᒃᐸᑎᐅᖅᒃᒡᒃᕐᓗᒃ ᑐᖕᓚᒃᖅᒃᑐᓇ ᐃᓇᖕᓇᖅᐊᖕᓇ. ᑕᐊᒪᑎ ᐃᓇᖕᓇᖅᑐᓕᕆᓇᒃᐊᖕᓂ ᐊᖕᒃᑲᖕᑎᖅᒐᖕᓇᖅᒃᖅ. ᑕᐊᒪᑎ ᐃᑲᔫᖅᒃᒃᖅ/ᐃᓇᖕᓇᖅᒃᓗᕐᑦ ᐅᖅᑲᖅᒃᒃᖅ/ᒪᒃᒡᒃᖕᐊᖅᑐᔾᒃ ᐱᕐᐊᖅᒃᑎᖕᒃᐊᖕᓂᒃᔾᒃᒍ. ᑕᐊᒪ ᐊᖕᒣᖕᒃᒃᑎᖕᖅᒃᐊᖕᓇᖅᒃᑦᒃᖕᒍ ᐃᓇᖕᓇᖅᑐᓕᕆᓇᒃᐊᖕᒃ ᑕᐊᒪ ᐊᒃᑐᐊᒃᔾᕐᑦ ᑕᐊᒡᒃᖕ.

ᒣᐊᖅ ᐅᖅᑲᖅᒃᓇᒃᖅᑉᐸᖕᑦᕐᐊᒃᒡᒃᕐᑦ ᓄᓇᓕᕐᒃᓂ ᐱᓕᒃᒃᖕᓈᒃᒃᓗᕐ. ᑕᐃᒡᒡᐊ ᐱᓕᑎᐊᖅᒃᑎᖕᒃᖕᑦᒃ ᓯᕐᑐᖅᒃᒡᓇᒃᒃᖕᓇᖕᒃ ᖃᐃᓇ ᐃᓚᑎᐅᖕᑐᕐᒃᒃᐊᕐᑦ ᐋᖅᑯᑎᖕᒃᒍᓯᒃᖅᒃᑎᖕᒃᐊᖕᖕᐊᖕᒃ ᐃᓇᖕᓇᖅᒣᖕᐊᖕᓇ ᑭᐱᐊᓇᖕ ᒣᐊᖕᐅᔾᖕ ᐅᖅᑲᖅᒃᖅᒃᓗᕐᐊᖕᓇᖅᒃᑦᒍᕐᒃ ᔾᖕᒃᐃᒡᒃᒪ

with for the schools, but at this point we're not in a position to make that commitment because it's not in our jurisdiction. We will, however, if Education wants to move forward, completely support them. *Ma'na*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) This is an example of why it's so helpful to have different departments in the same room. I'll take Ms. Nakashuk's question with your permission and turn it to the Department of Education in terms of specific timelines regarding this program. What information can you share with us? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. A review of this program began this academic year, 2019-2020, and as my colleague referenced, it would be in partnership with a number of stakeholders. Taking the lead would be the Curriculum Development Division team and the Iqqaqqaukkaringniq team, which involves the math, science, career, and technology division as well, hopefully partnering with other organizations and looking at individuals who have either trades or Red Seal journeymen staff that we may partner with for the benefit of our students. We are reviewing this program this year. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Then would I be correct to understand that the earliest we could see it rolling out would be the beginning of the 2020 school year? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. That would be dependent on our partners and stakeholders and the availability of tradespeople/journeymen to be able to work in conjunction with us. *Qujannamiik*, Mr. Chairman.

ᐱᓕᕆᐊᕐᑎᖕᖑᓂᕐᒥᒍᑦ ᑭᔪᐊᓂ ᐃᓕᓐᓂᐊᕐᑐᑕᓐᕆᖃᑦ ᐃᑲᔪᕐᓯᒋᕋᖅᑕᖁᑦ ᑕᒫᒃᑯᓇᒻᒥ ᑲᔪᕐᑎᐊᕆᐱᒃᐸᑕ. ᖁᔭᓐᓇᒦᑦ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓯᔭᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᑦ. ᑖᓐᓇ ᐅᑐᑐᑎᕐᖕᒋᑎᓐ ᐃᑲᔪᑎᖅᔭᐊᖅ ᑖᒃᑯᐊ ᐱᓕᕆᙳᑦ ᐊᑕᐅᓯᕐᒥᒃ ᐃᒡᒎᕐᒥᕐᒥᒃ ᒥᑦ ᓇᑲᔪᒃ ᐊᐱᖅᑯᑎᕐᖕᒥ ᐃᓕᓐᓂᐊᕐᑐᑕᓐᕆᖃᑦᖃᒪᐅᒃ ᑐᓂᖕᓕᒐᕐᒥᓘᓇᑦ, ᖃᐅᔨᒋᐊᕐᑐᕐᖅ ᑕᒪᓐᓇ ᐱᓐᓗᒍ ᑖᓐᓇ ᐱᓕᕆᐊᕐᒍᕐᓱᖅ ᖃᓄᖅ ᖃᑐᖕᓚᔭᐊᓄᒃ ᐅᖃᑎᖕᒍᒃ ᑐᓂᕐᓂᐊᕐᐱᕋ? ᒥᑦ ᓘᒥᓚᓐᖅ?

ᓘᒥᓚᓐ (ᑐᓯᔭᐅᑎᒍᑦ): ᖁᒥᕐᖃᓂᕐᖅ ᐱᑕᕆᓯᓐᖕᒋᑦ ᐱᓕᕆᐊᕐᒥ ᐱᕆᐊᕐᐅᕐᒃᑕᑦ ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᕐᓯᓂᕐᖅ ᐊᕐᔪᒃᐱᕝᓗᓂ 2019−2020−ᒥ. ᑕᐃᒪ ᐃᖃᖃᓇᐃᕐᓯᖃᑎᒃ ᐅᖃᕐᑖᕐᒐᒐᑦ ᐱᓕᓐᓯᖃᑎᖅᔭᐊᒃ ᖃᕐᔭᐃᒃᑕᓐᖑᕐᖕᓯᓐᖕᒃ ᐱᓕᕆᖃᑕᖅᑐᕝᑦ ᓯᕐᐅᑕᕐᑎᑎᐅᕝᓯᖅᑐᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕐᒋᑎᓐᓯᕐᑐᐃᑦ ᑕᒪᒃᑯᐊ ᐅᑕᕐᑐᕐᓯᓂᕐᔪᒃ ᖃᑐᒃᔭᕐᓯᓂᕐᔪᓗ ᐃᖃᖃᓇᐃᑦᐅᑎᓕᓂᕐᔪᓗ ᐃᖃᖃᓇᐃᕐᔪᐊᖕᓚ ᐃᓕᐅᕐᖕᓯᓐᓯᒐᓄᖃ. ᐃᕆᓚᖅᑐᖕᓘᔭᖕᖅ ᐱᓕᕆᖃᑎᖃᒻᒥᒍᑦᕐᑕᖅᑐᑦ ᐊᕐᔪᕐᖕᒋᓂᕐᖅ ᓇᐃᑐᒻᒪᖅᔭᕐᖕᒃ ᑕᑕᓐᖃᒻᔭᒐᓗ ᐃᓂᖕᖅᒥᕐᖕᒃ ᐸᐃᕝᕐᖅᑖᒃᕝᓕᖃᕐᓂᓪᓗᖕᒃ ᐃᖃᖃᓇᐃᕐᖃᕐᖃᑎᓐᓯᕐᑐᐃᑦ ᑖᒃᑯᐊ ᐃᑲᔪᑐᐅᒥᕐᖕᓕᒍ ᐃᓕᓐᓂᐊᕐᑐᕐᖅ ᑖᓐᓇ ᖃᒥᕐᖃᕐᖕᓚᑕᕐᖕᒍ ᐱᓕᕆᐊᕐ ᑕᒪᒍ ᐊᕐᔪᒍᒥᕐᖅ. ᖁᔭᓐᓇᒦᑦ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓯᔭᐅᑎᒍᑦ): ᒪᓐᓇ. ᐊᕐᓯᐃᓕᕝᖅ ᓯᕐᓇᓕᕐᖅᒥᓐᓚ ᑕᑕᓕᕐᖅᑐᑦ 2020 ᐱᕆᐊᕝᓯᕐᖅᐅᑎᒐᓗ ᐃᓕᓐᓂᐊᕐᓇᕐᖅ? ᒥᑦ ᓘᒥᓚᓐᖅ.

ᓘᒥᓚᓐ (ᑐᓯᔭᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᑦ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᐃᒃᑯᐊ ᐃᖃᖃᓇᐃᕐᖃᑎᕐᖃᕐᖃᑕᕐᖅᑐᕐ ᓚᑐᑎᐅᓇᕐᓚᖅᑐᕐᖕᒃ ᐸᐃᕝᕐᖅᖃᕐᓯᓚᑎᕐᖃᓂᕐᖅ ᐃᓕᓐᓂᐊᕐᖃᓐᖃᕐᖅᑎᕐᖕᓚᕐ. ᖁᔭᓐᓇᒦᑦ, ᐃᒃᓯᕙᐅᑕᖅ.

Chairman (interpretation): Thank you. (interpretation ends) Before I move on to the next Committee Member, just to the Office of the Auditor General, the issue of staffing has come up just in the past few questions. Do you have any comments or observations from the audit around staffing issues within the Department of Education? I know that the report says, "You need a strategy," and the department has said, "Yeah, we're going to get a strategy." Okay. Beyond that, aside from the whole strategy piece, observations or comments you might have. Mr. McKenzie.

Mr. McKenzie: Thank you, Mr. Chairman. What I would say about the strategy in staffing in general, one of the observations that I have made during the course of the audit in speaking with school officials and teachers is one of the challenges that they face in terms of retaining teachers is in relation to the support that they have. There's a lot of discussion about, and rightly so, the recruitment and retention of teachers. One of the observations that we make in the report in paragraph 34 is about the vacancies in the Educator Development and the Curriculum Development divisions because we wanted to highlight those given the important role that they play in terms of supporting the teachers.

I guess the observation we would have is that the retention and recruitment strategy that the Department of Education is working on recognize the role all of the people within the department play in terms of supporting not just the students but also the teachers. The more support that can be put in place for the teachers, I think, would ultimately help potentially in terms of the retention of those teachers. Again, I just wanted to emphasize the importance of other personnel within the department that play a key role, supporting teachers within the schools, which ultimately

ᐃᔅᐱᕐᐅᑎ (ᑐᓴᐱᐊᑎᒍ): ᐊᒻᒪᓗ ᐊᕐᕕᓄᑦ ᓅᑎᐅᓲᒐᖕᓂᑦᓂ ᐊᒻᒪᓗ ᑕᒻᒪᖅᔾᖭᔾᕐᐅᖅᕐᐱᑎᕐᑦ ᓂᓂᕈᕓᑦᔭᖃᒪᓄᑦ ᑐᖅᕐᖃᓄᔾᑎᒍ ᐃᖅᖃᓄᐃᔅᖅᑐᑎᓄᓂᖅ ᑕᓚᑐᒻᐊ. ᐊᐱᖅᑯᑕᑦᖃᑐᑦᔾᐸᖅᑎᑎᖅᕕᓯ ᐅᖅᔭᓂᔾᑎᕐᖅᐊᖅᐱ ᑕᒻᒪᖅᔾᖭᔾᕐᐅᖅᑕᖅᐱᑎᒍ ᐃᖅᖃᓄᐃᔅᖅᑐᑎᓄᖅ ᐱᔾᕐᐱᑎᒍ ᐃᑎᐊᓂᐊᖅᑐᑎᓄᖅᔾᑕᐊᖅᓂ? ᒻᑦ ᒪᑭᖅᔾ?

ᒪᑭᖅᔾ (ᑐᓴᐱᐊᑎᒍ): ᖅᑯᔭᐊᓂᖁᖅ, ᐃᔅᐱᕐᐅᑎᖅ. ᐃᖅᖃᓄᐃᔅᖅᑐᑎᓄᖅ ᑕᑕᐊᕐᒍ ᐃᔩᐊᓂᖕᓗ ᐊᒻᒪᓗ ᑕᒻᒪᖅᔾᖭᔾᕐᐅᖅᑎᓄᑐᑦ ᐃᓂᖅᐃᐃᔪᑦ ᐊᒻᒪᓗ ᐃᓂᐊᓂᐊᖅᔾᐊᖕᒻ ᐃᖅᖃᓄᐃᔅᖅᑎᖅ ᐅᖅᕐᓕᖅᖃᓂᑎᔾᓕᒄᓄᑦ ᐃᖅᑕᐊ ᐱᔾᖕᓂᖅᖕᑎᑐᑦᓂᖅᕐᓕᑦ ᐃᖅᖃᓄᐃᔅᖅᑎᓂᖅᔾᓇᒃᔾᐅᖅᕐᐊᖅᓚᑦ ᐊᖁᖕᑯᐅᔾᔾᓕᕐᒃ. ᐊᒻᒪᓗ ᐅᖅᑲᔾᑎᔾᔾᐅᑐᔾᖕᔾᖅᑦᒅᑦᐅᖅᔾᓕᔾᑦ ᑕᓚᖅ. ᐃᓂᖅᐃᐃᔾᕐᓂᖅ ᖁᓇᖅᑎᑦᒍᑦ ᐊᒻᒪᓗ ᐃᓂᖕᑎᑦ ᐅᖅᔾᓇᐃᑐᖕᒻᔾᐅᑦ ᐃᔅᕐᐅᑎᖅ 34ᒻᖅ ᐃᖕᑯᖅᑕᐅᔾᓕᖕᑐᑐᑦ ᑕᐃᖅᕓ ᐃᖅᖃᓄᐃᔾᑦ ᐊᒻᒪᓗ ᐃᓂᖕᓇᖅᑲᑎᖕᖅᕐᐅᖅᑎᖅ. ᐃᖅᕓ ᐱᔾᔭᖅᔾᔭᖕᑕᖕᑎᓄᖕᑐᖕ ᐃᑯᔾᔩᐅᖅᑕᐊᓂᖅᖅᖅᖕᑐᒍᔾᓗ ᑕᐃᓚᖁ ᐃᖅᖃᓄᐃᔾᖕᖕᔾᖅᕓᖕᖕᔾ ᓚᒍᖁᖕᖅ ᐊᖅᕐᖕᕿᐊᖁᖅᖅᐱᔾᕐᐊᖁᖅ. ᐃᓂᖅᖅᔾᑦᐃᐊᓂᖅᖕᖁ ᐃᑯᔾᖅᕐᐃᖕᖅᖅᐊᖕᒻᓄᑎᖅ ᒪᑯᓄᖕᕿᖅᐅᖕᖅ ᐃᓂᖅᐃᖕᓄᖅ ᐃᑯᔾᖅᖕᑎᖕᖅᓄᖅ ᐱᑎᖅᖕᑎᐊᖃᔾᕐᖅᓕᑦ.

ᑕᓚᖁ ᐃᑯᔾᖕᑎᖕᖁᖕᖕᖁᑐᐊᖅᑐᖅ ᐊᑯᓂᖅᖃᖅᓂᖅ ᐃᖅᖃᓄᐃᔾᖕᖅᖕᖁᖕᔾᑕᖕᖁᖕᖕᔾᖁᖅᒪᖁ. ᐊᔾᖕᖕᖁ ᐃᖅᖃᓄᐃᔾᖕᖕᖅ ᐊᖕᔾᐊᒍᖕ ᐃᑯᔾᖅᖕᖕᑎᖕᔾᐅᖕᖅᖕᑦᖕᒪᑦ ᐊᒻᒪᓗ ᐃᖅᖃᓄᐃᔾᖕᑕᖕᔾᖅᖕᖕᒻᓄᑎᖕ ᐅᖅᑏᑲᖃᓂᖅᖃᓂᖅᕐᖅᑐᖕᖅ ᐊᒻᓚ ᓂᖕᖕᖃᑕᐅᖕᑐᖕᖅ ᐃᓂᖅᐃᖕᓄᖅ. ᑕᓚᖁ ᐃᑯᔾᖅᖕᑎᖕᖁᐊᖁᔾᐊᖁᖕᖅᑐᖕ. ᖅᑯᔭᐊᓂᖅ ᐃᔅᐱᕐᐅᑎᖅ.

would alleviate some of the work that they have to do and would allow them to focus more on supporting students and potentially help retain teachers as well in the long run. Thank you.

Chairman (interpretation): Thank you. (interpretation ends) Thank you for those observations. Mr. Kaernerk.

Mr. Kaernerk (interpretation): Thank you, Mr. Chairman. Good morning. (interpretation ends) My question is to the Office of the Auditor General. In paragraph 30, with the low attendance rates, has the audit identified any links between attendance rates and the amount of time it took students to complete a grade from levels 10, 11, 12. (interpretation) That is the first question I wanted to ask. Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. Certainly attendance issues were a concern that raised by many of the individuals we met and consulted with during the audit.

One of the challenges that we faced was when we looked at the attendance data, was that there were questions around, for example, the incompleteness of the data or the quality. So what I mean by that is things such as incomplete fields, missing records, or duplicate records, and that prevented us from really doing any kind of analysis in terms of attendance and being able to really look at attendance and, for example, students that may have had to take more than one year to complete a grade.

Our comments about the quality of the data, I wanted to emphasize does not mean that attendance is not a problem because certainly if students are not attending class, they're not

ᐃ�***ᐱᕚᐳᑦ**ᑉ (ᑐᖅᐱᐱᑎᒍᑦ): ᒪ'ᓇ ᐅᖅᐅᕈᑉᓕᕐᓴᑦᖑᐊᐳᑉ ᐊᒻᓗ ᖅᑯᖕᖄᒥᖅᖫᒍᑎᑦ. ᒥᑦᑕ ᖅᑲᐃᓂᖅ.

ᖅᑲᐃᓂᖅ: ᖅᑯᖕᖄᒥᕉ, ᐃᑉᕚᐳᑦᑉ. ᐅᓪᓗᑉᑯᑦ. (ᑐᖅᐱᐱᑎᒍᑦ) ᐅᓇ ᑕᒪᒃᖫᒥᕚᖅᖫᕐᐳᖅᑎᐳᕼ ᑎᑎᖅᑎᖅᒃᓗᓂᖅ ᐊᐱᖅᖫᑎᒧᕐᕚᕹ 30ᒦᑦᒍᖅᑉ. ᐨᑯᐊ ᐅᖅᖃᖅᑕᖅᑉᒍᕻ ᐅᐸᓚᕻᖓᒥᕐᒍᐊᖅᑉᑦᑲᒍᒻᕷ. ᑕᒪᒃᖫᒥᕚᖅᐳᖅᓂᖅ ᖅᑯᐱᖫᕮᓕ ᐊᑞᐊᓂᖅᒪ'ᓂᕻ ᐅᐸᓚᕻᖓᒥᕐᒍᐊᖅᑦᑲᖅᓂᕮᓂᖅ ᐊᒻᓗ ᐊᑯᓂᐅᑎᕅᕈᖓᒥᕮᓂᓗ 10, 11, 12ᒥᕻ ᐊᓂᒍᐃᓇᕼᖅᑦᓇᕼᕮᓂᖅᒪᕻᖅ? ᐨᕮᓇ ᕭᖁᖓ᙮ᖅᕶᒥᕻ ᐊᐱᖅᖫᑎᓇ. ᖅᑯᖕᖄᒥᕉ, ᐃᑉᕚᐳᑦᑉ.

ᐃᑉᕚᐳᑦᑉ: ᒪ'ᓇ. ᒥᕼᑦ ᒪᑭᖓᕗ.

ᒪᑭᖓᕗ (ᑐᖅᐱᐱᑎᒍᑦ): ᖅᑯᖕᖄᒥᕉ, ᐃᑉᕚᐳᑦᑉ. ᐃ᙮ ᐅᐸᖅᖃᖅᕼᖅᒥᕻ ᑕᒪᕻᓇ ᐃᕮᒪᖄᒍᑎᕚᐅᕼᖅᖓᕻ. ᖃᑎᖅᖃᑎᕶᕚᕻ ᐅᖅᖃᕮᖃᑎᕶᕚᕻᓗ.

ᑕᐃᕻᑲᐊ ᐃᕮᒪᖄᖅᑲᑲᐅᖅᕭᕻᒪᕼᕮ ᐅᐸᖅᖃᖅᓂᕼᖓᒥᕮᖅᑕᕻ ᒥᕻᖏᕻ. ᐊᒻᓗ ᑕᐃᕻᑲᐊ ᒧᕴ᙮ᕴᕻ ᖅᐱᕼᖁᓇᕮᓇᕼᑎᕻᕭᕻ ᐊᐱᖅᖫᑎᖅᑲᖅᑕᓚᐅᖅᕭᕻ ᑕᐃᕻᑲᐊ ᓇᓇ᙮ᕻᑎᖅᒥᕻᓇᕼᒥᕮᖏᕻ ᐊᒻᓗ᙮ᖓᕻ ᑕᐃᕮᕻᑎᕚᖅᑦ ᖅᕼᖅᐱᖅᓚᓚᒍᖅᕭᕮᖏᕻ. ᕽᕻᕃᕼᐃ ᐱᖅᖏᖅᒥᕭ᙮ᕻᑦᒍᕻ ᑕᐃᕻᑲᐊᕼᓗ ᐸᐃᕼᕮᕻ ᐱᕼᕭᖅᐳᕻ᙮ᕼᖅᖃᕼᖓᕼᕼᐊᕻ ᑕᐃᕻᖅ᙮ᖏᕮᖓᕼᕮᓇ ᐊᐱᓇᕭᐅᕰᕭᕹᕻ ᑕᒪᕻᑲᐊ ᖅᐱᕼᖁᕚᕻᐅᕼᖓᕼᕼᕻᕭᕼᕻ᙮ᕼᕮᕻ ᕽᕻᕭ ᐃᓇᕼᕮᕻ ᐊᑕᐅᕶᕭᕮᑎᕻ 10, 11, 12–ᒦ᙮ᖓᕻ ᐊᓂᒍᐃᕚᕼᖅᕮᕚᕼᕮᕻᕭᕻᑕ.

ᐃ, ᐃᓇᕭᕼᕮᑎᕻ ᐅᐸᖅᖃᖅᖓᕭᖅᒥᕻᕮᕻᕭᕮ ᑕᐃᒪ ᐃᓇᕻᑎᓇᐊᖅᕼᖅᑕᓚᐊᖅᕮᖓᕼ ᐃᓇᕻᑦᒍ᙮ᕮᐃᓇᕼᖅᑎᖅᕭᕻ ᐊᒻᓗ ᐊᓂᒍᐃᕚᕼᖁᕮᐃᓇᕻᕻᕮᓗᕮᕼ ᐨᕯᕭᒪ᙮ᕹᕻ

getting the instruction that they require, which is going to prevent them from successfully completing a grade within a year. I think that there is a linkage between attendance and the ability of the student to succeed in moving through a grade. However, having complete and accurate data is important, and I would say that based on the steps that the department is taking to strengthen its capacity in the area of data analysis, I think is important, not only for things such as looking at students who are leaving school early or before graduating, but also in the area of attendance as well. Thank you, Mr. Chairman.

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

Mr. Kaernerk: Thank you, Mr. Chairman. Thank you for the information. Moving on with my question to the Department of Education, with your student information system, and that you guys have agreed to the Auditor General's recommendation, is the department working on the student information system right now? Has the department taken steps to improve the data? Or how much training is [given] to those staff?

(interpretation) That is my last question. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Yes, the one-on-one sessions, small group sessions, and in-service being provided to our schools began this past August with the new software tool, with the GoToTraining, and modules have already been developed and created for that, so it has begun. *Qujannamiik*, Mr. Chairman.

ᖅᑯᕐᕿᔪᖕᓂᕐᒃ. ᐊᒃᔫᐊᓂᖃᖅᔪᖅ ᐅᐸᖃᑦᑕᕐᓂᕐᒃ ᐊᒻᓗ ᐊᓂᒍᐊᔨᖁᓇᕐᓂᕐᒃ ᖅᑯᕐᕿᓇᐊᒃᑲᓂᕉᐊᐃᔪᐊᓚᑐᐅᑲᖅᑲᕐᑕᕐᑎᓗᓂ ᑭᔭᐊᓂ ᑕᐃᒃᑯᐊ ᐸᐃᕙᖅᒃ ᐃᓚᓗᓗᐊᔨᓂᖁᓇ_ᓄᕐᒃ ᖅᓄᕐᓕᓐᒃ ᑐᐸᔭᐊᔨᓄᕐᓇᓚᐅᕐᖅᑎᕐᐳᕐᒃ. ᑕᐊᓚᐊᕐᒧᕐᓗᕐᒃ ᒪᑯᐊ ᐱᓇᓕᐊᔭᐅᕐᒃᐸᕐᓇᓕᐊᕐᕉᕐ ᓈᕐᐅᑎᕐᓗ ᑕᐃᒃᑯᐊ ᐅᒪᕐᓗᑎᕐᒃ ᐊᒻᓗ ᐃᓕᓂᖅᑎᕐ ᐊᓯᕐᓯᑎᕐᕐᖏᕐ_ᔭᕐᒃ ᓄᕐᖅᑐᐊᕐᕐᖃᕐᑲᑦᑲᕐᓂᕐᖅ ᑕᐊᕐᓇᕐᑕᑕᕐᖅ ᐊᒃᔫᐊᓂᖃᖅᔪᖅ ᐅᐸᖃᑦᑕᕐᕐᖏᕐᓂᕐᒃ. ᖅᑯᕐᕿᓇ᾿ᕐᒃ, ᐃᒃᓯᕙᐅᑕᕐᒃ.

ᐃᒃᓯᕙᐅᑕᕐᒃ (ᑐᕐᖅᐱᓂᒍᕐ): ᖅᑯᕐᕿᓇ᾿ᕐᒃ. ᒦᕐᑕ ᖅᑲᐃᕐᓂᕐᒃ.

ᖅᑲᐃᕐᓂᕐᒃ (ᑐᕐᖅᐱᓂᒍᕐ): ᖅᑯᕐᕿᓇ᾿ᕐᒃ, ᐃᒃᓯᕙᐅᑕᕐᒃ ᐊᒻᓗ ᖅᑯᕐᕿᓇ᾿ᕐᖅ_ᓯᕐ ᐃᓚ᾿ᓂᓇᐊᕐᓗᑕᕐᓯᕐᑯᕐᓇ_ᓄᕐ ᓯᓇᑦᓯᕐᓇᐊᕐᕐᒦᒪ. ᑕᕐᖅᑕᐊ ᐃᓚᕐᕐᖅ_ᖁᕐ ᒦᕐᑲᐅᐊᕐᓕᔪᕐᖅ ᐊᒻᓗ ᑕᓕᖅᒃᔨᓗᔭᕐᔭᐅᕐᖅᓈᕐ ᒦᕐᑲᐊ ᐊᕐᕐᑕᖁᕐᖃᕐᕐᖕ, ᑕᓕᖅᒃᔨᓗᔭᕐᖅᐅᕐᖅᓈᕐ ᐱᓇᓗᐊᔨᕐᕐᖃ_ᖕᓂᕐᖅᕐ. ᑕᕐᖅᑕᐊ ᐃᓚ᾿ᓂᓇᐊᕐᓗᑎᕐᓯᕐᑯᕐ ᑕᐃᒃᑯᐊ᾿ᓕ ᑎᑎᕐᕐᖃᕐᖕ ᖅᓇᕐᖅ ᐊᕐᕐᐱᕐᐊᕐᖅᑎᕐᑎᓇᐊᕐᕐᒃᐸᕐ ᐅᕐᕐᑯᕐᔭ᾿ᕐᖁᕐ ᐃᓚ᾿ᓂᓇᐊᕐᖅᑎᕐᑎᓇᐊᕐᕐ᾿ᕐᒃᐊᕐ?

(ᑐᕐᖅ_ᖕᒍᕐᕐᑕᕉ᾿ᕐᒃ) ᑭᕐᕐᒍᕐᓕᕐᕐᓇᕐᖕᕐᐸᕐ ᐊᐱᕐᖅᑯᑎᒎᐃ. ᖅᑯᕐᕿᓇ᾿ᕐᒃ, ᐃᒃᓯᕙᐅᑕᕐᒃ.

ᐃᒃᓯᕙᐅᑕᕐᒃ: ᒪ'ᓇ. ᒦᕐ ᒪᒃᒦᓚᐊ.

ᒪᒃᒦᓚᐊ (ᑐᕐᖅᐱᓂᒍᕐ): ᖅᑯᕐᕿᓇ᾿ᕐᒃ, ᐃᒃᓯᕙᐅᑕᕐᒃ. ᐊ, ᑕᐊᓚᕐᕐᖃ ᐊᕐᔪᕐᖅᑐᕐᖅᔭᓕᕐᓗᕐᖕᕐᒃ ᐃᓄᓘᕐᖃᕐᖕᓂᕐᕐ_ᓄᕐᒃᑯᕐ ᐃᕐᒃᑯᐊ ᐃᓚᕐᕐᖕᐃᕐ ᑲᑎᒪᕐᖅᑲᕐᑎᕐᕐᖃᕐᖃᕐᑕᕐᖅᑐᕐᕐᖅᕐᕐᖕ ᐊᒻᓗ ᒪᑯᐊ ᓄᒫ᾿ᕐ ᖅᑲᓇᕐᓕᕐᕐᒃᑯᒻᕐᖕᕐᖏᕐᖅ ᐊᕐᕐᕐᖕᐱᕐᕐᓯᕐᕐᒃᔭᓕᓇᕐᖅᑐᕐ ᐊᒻᓗ ᐃᓚ᾿ᓂᓇᐊᕐᖅᐱᖅᑲᐊᕐ ᐊᕐᕐᕐᖕᐱᕐᕐᓯᕐᕐᒃᔭᓕᕐᕐᕐ᾿ᕐ_ᓄᕐᒃ. ᖅᑯᕐᕿᓇ᾿ᕐᒃ, ᐃᒃᓯᕙᐅᑕᕐᒃ.

Chairman (interpretation): Thank you. Mr. Kaernerk, do you have a final question? Mr. Kaernerk.	ᐃ�ksᕆᐅᑕᖅ: ᒫᓇ. ᒥᕐᑕ ᖃᐃᕐᓂᖅ.
Mr. Kaernerk (interpretation): Thank you, Mr. Chairman, for recognizing me. That was supposed to be the last one but it did come to mind that under paragraph 59, Iqqaqqaukkaringniq team, for the (interpretation ends) transition team; who are they? Are they at the community level? Are they from the district education authority, or exactly who are these people? That's the last question I would like to ask. Thank you, Mr. Chairman.	ᖃᐃᕐᓂᖅ: ᖅᑯᖕᓇᒦᒃ, ᐃᕐᕈᐊᐳᑕᖅ ᐃᓕᓴᕆᑲᖕᐊᓇᖅᓴᕕᓐ, ᑭᖑᓪᓕᖅ«ᖁᖤᖅᑐᓘᓇᐊᖅ ᐅᒡᒫᓗ ᐃᖅᑲᐃᖃᖕᓂᒐᓐ. ᑖᒪᓗ ᐅᐸᓂ ᐱᖅᑖᓂ ᐊᑐᖅᑎᑕᐅᖅᑯᖤᐳᔭᓐ 59ᒥᖅ ᓇᐃᖥᐳᑎᖅ, ᐅᕈᑕᒪᓇ ᐊᑐᖅᑎᑕᐅᖅᑯᖤᐳᔭᓐᒪᔭᓂᖅ. ᐅᑯᐊ ᐃᖅᑲᖅᑲᑎᖢᖕᖁᓂᖅ, ᑲᐱᖥᖅᑲᑎᖢᐅᑐᖅ (transition team), ᓄᓇᓕᖕᓇᖕᓂᖅᓴᑐᖅ ᐃᓕᖢᓂᐊᖅᑐᐊᓕᖥᐅᕋᓚ ᐃᖅᑐᖅ. ᑭᓄᖢᒪᐅᑯᐊ ᑕᕇ ᐱᖤᓯᖅᖅᐳᒪᕋᐱᐳᖅᖃᑐ? ᖅᑯᖤᖅᑯᒦᒃ, ᐃᕐᕈᐊᐳᑕᖅ.
Chairman (interpretation): Thank you. Ms. MacMillan.	ᐃᕐᕈᐊᐳᑕᖅ: ᒫᓇ. ᒥᖅ ᒪᑭᒦᓕᖅ.
Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The Transition Team is located in Arviat and that is in our Curriculum Division. *Qujannamiik*, Mr. Chairman.	ᒪᑭᒦᓕᖅ (ᑐᖤᖠᑎᒍᖅ): ᖅᑯᖤᖅᑯᒦᒃ, ᐃᕐᕈᐊᐳᑕᖅ. ᑖᐃᑯᖤᐊ ᐅᖅᑲᐳᕐᓄᖥᐱᑎᖅ ᐊᖅᕕᐊᖓᐅᑐᖅ ᐊᒻᒪᓗ ᐃᓕᖢᓂᐊᐳᖡᑎᖥᑕᐅᖅᖅᑕᐅᖥᓄᑎᖅ. ᖅᑯᖤᖅᑯᒦᒃ.
Chairman (interpretation): Thank you. (interpretation ends) Just for the committee, if you could provide some specifics in terms of these two teams. I believe the question was about the two teams. How many staff are on each team, and where are they located? Ms. MacMillan.	ᐃᕐᕈᐊᐳᑕᖅ (ᑐᖤᖠᑎᒍᖅ): ᐊᒻᒪᓗ ᑐᖤᖥᖃᖕᖁᖓᖅᐳᖅᑕᖅᑕ ᓇᖤᓇ ᐃᖅᑲᖥᖤᐃᖥᐊᖕᐊᓄᖅ ᑭᐳᑕᐊ ᐅᖅᑯᐅ ᒪᖤᐃᓇᖥᖃᖕ«ᖃᓇᐃᖥ ᒪᖤᐃᖥᖣᖅᒪᖤᐅᑯᐊ ᖃᖥᖥᓄᖅ ᐃᖅᑲᓇᐃᖥᖅᑎᖅᖅᖂᖥᐊᑕ ᑭᐳᑕᐊ ᒪᖤᖥ ᐊᒻᒪᓗ ᓇᖣᖤᖅ? ᖅᑯᖤᖅᑯᒦᒃ, ᒥᖅ ᒪᑭᒦᓕᖅ.
Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The Transition Team is located in Arviat, and the curriculum team is also located in Arviat. *Qujannamiik*, Mr. Chairman.	ᒪᑭᒦᓕᖅ (ᑐᖤᖠᑎᒍᖅ): ᖅᑯᖤᖅᑯᒦᒃ, ᐃᕐᕈᐊᐳᑕᖅ. ᑖᐃᑯᖤᐊ ᐊᖅᕕᐊᖣᖅᑐᖅ ᐃᓕᖢᓂᐊᐳᖡᑎᖥᑕᐅᖅᖥᑦᑕᐅᖤ ᑖᐃᑯᖣᖥᑎᖥᓄᑕᖥᑎᑕᐅᖤ ᐊᖅᕕᐊᖓ. ᖅᑯᖤᖅᑯᒦᒃ, ᐃᕐᕈᐊᐳᑕᖅ.
Chairman (interpretation): Thank you. (interpretation ends) And then the next part of the question is: it a team of two people, is it a team of a hundred? How many positions are we talking about with each of these teams? Ms. MacMillan.	ᐃᕐᕈᐊᐳᑕᖅ (ᑐᖤᖠᑎᒍᖅ): ᒫᓇ. ᐊᒻᒪᓗ ᐊᐱᖅᑯᑎᒪ ᐃᓕᖣᖥᓂ, ᖃᓄᖅ ᒪᖤᐃᖣᖤᐅᐳᖥᓄᑎᖅ? 100ᖥᖀᖅ? ᖃᖥᖥᓄᖅ ᐃᖅᑲᓇᐃᖥᖅᖥᓂᖅ ᐅᖅᐳᖥᖅᖥᐸᑎ? ᑖᐃᑯᖤᐊ ᐊᑐᓂ ᖃᖥᖥᓄᖅ?
Ms. MacMillan: *Qujannamiik*, Mr.	ᒪᑭᒦᓕᖅ (ᑐᖤᖠᑎᒍᖅ): ᐱᖕᒪᕈᖥᓂᖅ. ᖅᑯᖤᖅᑯᒦᒃ,

Chairman. The transition team is three individuals. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) And the curriculum team? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. I would have to get the exact number, but it would be around twenty-two. Twenty-one. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends). Thank you for clarifying that. (interpretation) Following my list of names, Ms. Angnakak.

Ms. Angnakak (interpretation): Thank you, Mr. Chairman. (interpretation ends) Getting back to my proper page.

I am interested in speaking a little bit about, and asking questions about advanced level courses and distance learning. Perhaps my first question would to the Office of the Auditor General. Your audit notes that some advances course could be made available to Nunavut students through distance learning, and I am wondering of your audit evaluation, how many students enrolled in distance learning courses, and what topics of studies were they interested in? Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. In terms of the advanced level courses, maybe a couple things that I would note: one of the challenges that we had during the audit, and it comes back to this question of data, was trying to determine the number of students who were taking distance learning, for example, because we had asked the

ᐃᑉᕐᐁᐅᐸᑕᖅ.

ᐃᑉᕐᐁᐅᐸᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᐅᑎᒃᓴᓕᐅᕐᐅᖅᑎᑦ ᖃᓄᕆᐅᕓᑦ? ᖁᔭᓐᓇᒦᒃ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᓈᓴᐅᑎᖏᑦ ᑕᒻᓂᖅᐃ 21. ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕐᐁᐅᐸᑕᖅ.

ᐃᑉᕐᐁᐅᐸᑕᖅ (ᑐᓵᔨᑎᒍᖅ): ᖁᔭᓐᓇᒦᒃ ᑖᓇ ᑐᑭᓯᓇᖅᓯᔪᒻᒪᑦ. (ᑐᓵᔨᓂᔫᖃᓂᖅᑕᖅ) ᑖᒃᑯᐊ ᒪᓐ�}ᒎᕐᑦ ᐊᑎᖅᑎᖏᕐᑦ, ᒥᔅ ᐊᖄᓇᒃᖅ.

ᐊᖄᓇᒃᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕐᐁᐅᐸᑕᖅ. (ᑐᓵᔨᑎᒍᑦ) ᓂᑦᑕᐅᑎᖃᓕᖒᒪᒻᒪᒻ ᐊᒻᒪᓗ ᐊᐱᖅᑎᖅᓯᖃᖅᑐᖒ ᐃᓕᓐᓂᐊᐅᑎᒃᓴᐃᑦ ᖁᔦᑭᕐᖅᓂᖅᓯᐊᑦ.

ᐃᒉᖅ ᐱᖑᓂᖅᑭᖒᓂᖅᓕᐊᑦ ᖃᓄᑦᑕᐅᖕᖒᑦ ᐃᓕᓐᓂᐊᐅᑎᒑᑦᑲᑦᑐᖒᑦ. ᑖᓇᖃᐃ ᓯᔭᖕᓗᖑᐊᖅ ᐊᐱᖅᑯᒉᒎᒐ ᑕᒻᓴᖅᓕᖅᓯᖅᐅᖅᑎᖒᐸ ᑎᑎᖃᖅ౺ᖕᓂᖒᑦ. ᑕᐃᒃᑯᐊ ᖃᓂᖅᑳᑦᓕ ᐃᓕᓐᓂᐊᐅᑎᒃᓴᐃᑦ ᐊᑐᐊᖃᖅᑎᖅᑕᐅᑦᐊᖒᖅᑐᑦ ᓄᓇᕗᒻᒎᒑ ᐃᓕᖅᑎᖏᓕ ᐊᒻᒪᓗ ᑕᒻᒷᖅᐸᔭᕐᔭᐅᖃᖅᑎᖏᑦᒍᒥ ᖃᖅᑎᑦ ᖃᖒᖅᐳᔮᑦᒃᑦ ᐃᓕᓐᓂᐊᖃᖃᖒᖅᐅᐁᑦ ᑭᖑᖕᒡ ᐃᓕᓐᓂᐊᖃᖅᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕐᐁᐅᐸᑕᖅ.

ᐃᑉᕐᐁᐅᐸᑕᖅ: ᒫᓇ. ᑕᒻᖅᒥᔭᖅᐸᔭᖒᑎᖒᔭᑭᑦ ᖃᓇᑎᒥ, ᒥᑦ ᒪᑭᖕᔨ.

ᒪᑭᖕᔨ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕐᐁᐅᐸᑕᖅ. ᑕᐃᒃᑯᐊ ᐃᓕᓐᓂᐊᐅᑎᒃᓴᐃᑦ ᐱᖑᓂᖅᑭᖒᓂᖅᓕᐊᑦ ᐊᒻᒪᖅ ᒪᔪᖓᓂᖅ ᐅᖅᑲᑦᖅᒃᑕᓕᑉᐄᖒᒥᖅᓗᓇᒄᒪᔫᒪᖒ. ᑕᒻᖅᒥᔭᖅᐸᔭᖅᑎᓐᓄᑦ ᐱᖑᓂᖅᑭᑦᒃᔫᒡᑭᑭᒻᓕᖅᐁᑦ ᐅᑯᐊ ᐊᖄᑎᖒᑦ ᓄᐊᑎᐅᖃᖅᑦ౺ᖅᑐᑦ ᖃᖅᖒ ᖃᓇᖅᑕᒻᒃᑦ ᐃᓕᓐᓂᐊᖃᖅᑦ౺ᖒᒻᔫᖕᔫᖒᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓇᖅᑭᑦ ᑐᖕᐅᒻᔪᓂᖒᑦ

department for information and what we got was… . We looked at the information and then there was additional information that we got, but we could not really come up with something that was reliable, if you will.

However, we did note that the Alberta Distance Learning Centre, and this was after we had completed the audit, what we do is reach out to organizations that we refer to in the audit, it is essentially a process of asking them "Is our reference to your organization, have we interpreted it correctly?" It was actually in that process that they were able to send us a list of the number students, and they indicated that there were thirteen students that were taking on-line courses, and it was in areas such as, to give you an example, biology.

There are challenges, as we note in the report. I do not know if they are necessarily challenges, but in some schools there may be a small number of students that are interested in taking those courses. They may not have the capacity within the school to teach those courses, hence the distance learning provides an opportunity for them to take that.

There are also 79 students who were using the materials through the distance learning program but not using it necessarily online. To give you an example, there's a program here in Iqaluit in the Inuksuk High School called the storefront program and they, from what we understand, were using some of those materials for students who would come into the school, mature students, and they were using the materials, but the support was being provided to them in the school. Essentially those types of events/courses was really around the science and math, so biology, as we note in the report, physics, chemistry, it's using some of the science and math programs.

ᑐᒃᓯᕋᕐᕿᐊᕐᑕᐅᕐᕀᒪᒋᑕᖃᑦᑕᑲᐅᒡ ᐊᒻᒪᓗ ᕿᒥᕐᕉᓇᖃᐸᖄᕿᐱᑎᐅᕐᓂᒃ. ᑖᒃᐊ ᑭᕈᕋᒪᐊᐱᕿᑎᒪ ᑖᒃᐊ ᐸᕐᓇᐅᑕᐅᕐᕀᒪᓴᕀᒋᓇᖄᕋᓕᑎᕐ.

ᐊᕐᒃᑮᑦ ᑕᐃᒃᑖ ᕿᒃᓯᐅᐸᕇᑯᑦ ᐃᓕᓐᐊᕐᕿᐆᕈᕐᕿᐆᖃᑦᕐᕈᑐᑦ ᐊᒻᒪᓗ ᐱᕀᐊᕐᕀᒪᓕᑐᕐᕀᓐᖄᑐ ᐊᕀᐊᕐᕿᕐᕿᑲᑕᐅᕐᕀᒪᕀᓪᕀᑦ ᑕᐱᓐᑎᑐᐊᕀᖅ ᑎᑎᕋᕐᕀᒪᓕᓂᑉᓪ ᓚᒃᑕᐅᕀᐿᐿᑫᐿ ᑕᐃᓕᐃᑐᐿᕿ ᕿᕙᕿᓂᕐ ᐃᓯᓯᕐᕀᕿᓂᕐ ᕿᒃᓯᐅᐸᕇᑯᑦ ᐃᓕᓐᐊᕐᕿᐆᕈᕐᕀᕃᐿ ᐊᕀᐃᑦᓕᑐᕿᒃᑫ, ᓚᕀᔓᕿ ᕿᒃᓯᐅᐸᕇᑯᕿᑐᓂᕃ ᐃᓕᓐᐊᕐᕀᕃᑫᑦ.

ᕀᕐᕈ ᑎᒼᒼᕈᕆ ᕿᑰᐃᓕᑐᕿᑯᕈᐸᕿᓂᕈ ᐃᓕᓐᐊᕐᕀᕃᑫᑦ, ᐃᓕᕿᑮᓇ ᐃᓕᓐᐊᕐᕀᐆᕿᑐ ᐅᐿᐿᕀᑐᓈᕀᐃᕃᑦ ᕿᒃᓯᐅᐸᕇᑯᑦ ᐃᓕᓐᐊᕐᕀᕃᐃᕐᕀᕃᑐᑦ ᐊᕐᓚᑑᕿᑦ ᑕᐃᓕᐃᑦᑐᓂᕐ ᐃᓕᓐᐊᕐᕀᕃᑎᐆᑦᕀᐆᕀᕃᕀᑐᓂᕐ ᐱᑎᕿᕀᐿᒼᑎᑐᕈᐿᕀᕆᐆᕃ ᑕᐃᓕᐃᕐᕿᐆᕃᕿᕐᕀᑦ.

ᐊᒻᒪ 79-ᕀᒍᓚᕐᕀᕃᑦ ᐃᓕᕀᕿᐿᕃ ᓚᑯᕿᕀᓚᕐ ᐸᐃᕀᕀᐆᕐ ᐊᑐᕿᕿᑦ ᕿᒃᓯᐅᐸᕇᑯᑉᕀᑎᑕᕿᕃᕿᕐ. ᕀᕐᕈ ᐆᕀᒍᑎᕐᕀᑐᒍ ᑖᕀᐆ ᐃᕿᒍᕀᐆ ᐃᐆᕐᕀᕅ ᐃᓕᓐᐊᕐᕀᕃᐆᕆᕀᐆᕃᐆᕆ storefront program−ᕀᒍᕋᕿᒼᕃ ᐱᑎᕿᕿᑫᕃ ᐊᒻᒪᓗ ᑕᐃᕀᑯᓇᕈ ᕿᒃᓯᐅᐸᕇᑯᕿᒃᕀᓕᕂᕀᐆᕀᕿᕐ ᐊᑐᕿᑯᑎᕐ ᐃᓕᓐᐊᕐᕀᕃᑐᑦ. ᐊᒻᒪᓗ ᑕᐃᕀᑯᓇᕈ ᐊᑐᕿᑯᑎᕐ ᐃᐿᕐᕿᑕᐅᕐᕂᑐᕀᓚ ᐃᓕᓐᐊᕐᕀᕃᕀᕿᕐ. ᑕᐃᓕᐃᑐᑦ ᐱᕀᕿᕀᒼᑎᕈᕀᕿᐿᕀᕃᐆᕃ ᐃᓕᓐᐊᕐᕀᕃᑐᑦ ᑖᕀᐆ ᕿᒃᐅᕀᕿᕀᐿᑐᓕᕈᕀᕿᕐ, ᓇᐃᕿᐅᕀᕀᓕᕿᕀᐆᕀᕿᕐ, ᑎᒼᐿᕐᕈ ᒼᕀᕀᓄᕃ ᑕᓚᕿᑯᐿᕀᓚ ᑐᕀᕃᕀᓕᕀᐆᕀᕃ.

If I could maybe just conclude by saying that one of the things that we noted in our audit was the importance of providing students with supports. Online learning can be challenging. It's often what they call self-directed. The student really has to take the course. They have to be disciplined, so to speak, to complete the assignments. It's not like they're going into a classroom studying; they're doing it on their own. Having those supports in place, a teacher, for example, available in the school or someone available, potentially online, that can answer questions that come up or challenges that a student may face, that's also an important piece of offering distance learning, especially for some of these more advanced courses that, in their nature, can be challenging. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that information. That's very interesting. I know that when I was on the Special Committee to Review the *Education Act* the last time around, not this time, this came up as a concern by some of the students that we met with where the school was not offering new advanced courses in these areas of biology, math. I remember one student was very angry that she couldn't take this course and she didn't seem to know that she could do it through the distance learning process.

I guess my next question is to the Department of Education. I want to know if the Department of Education has evaluated what kinds of advanced level courses are most in demand. Thank you, Mr. Chairman.

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

Ldᐊ ᖃᐅᔨᒪᔭᕆᐊᖁᒋᐊᖕᓂᖅᑕᐅᔪᕐ ᒥᖕᓄᑦ ᐃᓕᓐᓂᐊᐳᑎᒃᓴᓂᒃ ᐃᓕᓐᓂᐊᖃᑦᑕᕈᐊᖅᑐᑦ ᐊᒻᒪᓗ ᑕᒪᖅᕿᖢᕋᖅᔪᖅᐳᖅᑎᓪᓗᑕ ᐃᓕᓴᖅᑎᑦ ᐃᑲᔫᖅᒡᑎᖅᖃᖅᑎᒃᖃᓂᓕᐊᖅᖅᑕᒐᑦ ᖃᓄᖅᐳᖅᔭᑦ ᐃᓕᓐᓂᐊᖅᖢᓄ ᐱᖅᓂᓇᖕᖅᑖᔪᖢᓄᖅᑕᒐᒡᓕᑦ. ᐃᖓᒥᓂᒃ ᐲᖅᓯᓂ ᐱᓇᓲᑕᕐᖢᓄᐅᖅᓂᐊᖅᕿᖢᑦᒪᑕ ᐊᒻᒪᓗ ᐊᖅᖃᑦᖅᑎᐊᖅᔭᓇᖅᖅᓯᖅᒡᑎᐊᖅᖅᑐᑦ ᒷᖓ ᓇᖕᒥᓂᖅᔭᖢᐊᖅᓂᖢᑦ ᐱᖅᓂᓇᖕᒥᖕᖃᖅᔭᖅᖃᑦᑕᒐᒡᓕᑦᑕ. ᐃᒻᒪᖅ ᐃᓕᓐᓂᐊᖅᑲᐅᑎᖢᑎ ᐃᓕᖅᐃᑖᒥᖅ ᖃᒥᒡᖢᔪᖅᕿᖅ ᐃᑲᔪᖅᑎᖅᑲᓇᐊᑦᑦᑦ ᐊᓪᐱᖅᑰᑎᖅᑲᖅᔭᖅᖅᑕᒐᒡᓕᑦᑕ ᐅᖅᑲᖅᔭᖅᑦᖃᖅᑕᕐᖣᖅᓯᖅᓂᖢᔭᖅᖣᑕᒡᓕᑦᑕ. ᑕᒷᖓ ᐱᔭᖅᖣᔭᖢᒼᖣᒡᖅ ᐃᓕᒥᔾᖅᖃᖅᑕᕐᐳᒡᓯᖢᓄᖢ ᖃᓄᖅᐳᔾᖅᑦᖣᑦ ᐃᓕᓐᓂᐊᖅᑎᖅᓂᖅᓂᖅᑖᖅᖢᓄᖅ, ᐱᓱᖅᔪᖅᑕᑦ ᑕᐃᖅᑲᐊ ᐱᖅᓂᓇᖕᖅᑖᖅᓇᖅᓇᖣᑦ ᐊᖅᔭᖃᖅᑦᖅᔪᐊᔾᖅᖃᖅᑕᒡᓕᑦᑕ. ᖅᒡᔪᖣᓇᖅᓅᖅ, ᐃᒡᔾᖅᖀᐳᑦᖅᖅ.

ᐊᖅᓇᒡᖃᖅ (ᑐᖅᖅᔪᐊᖅᑎᒐᑦ): ᖅᒡᔪᖣᓇᖅᖣᖅ, ᐃᒡᔾᖅᖀᐳᑦᖅᖅ. ᐃᖅ, ᖅᒡᔪᖣᓇᖅᖅ ᑐᑭᖅᖅᑎᖅᑎᖅᑦᐊᖅᖃᑖᑦ. ᑐᖅᑫᖅᓇᖅᖣᖅᑐᖅ ᑕᒷᖃᖃᖅ. ᖃᐅᑐᐊᖅᒐᖅᖣᖅᖣᖅ. ᖃᐅᑐᔭᒪᒪ ᑲᑎᒪᒐᔾᕗᓇᖅᖃᖅᑕᐅᑎᒃᓅᖁᑦ ᖅᕇᖅᓇᑖᑦ ᐃᓕᓐᓂᐊᖅᖣᑦᖅᑎᐄᖢᑖᑐᑦ ᐱᖅᒡᖅᔾᖣᖃᖅ ᖃᖅᔾᖣᖢᑦᖅᖅᖣᑯᐊ ᖃᖃᖅᑐᐅᖢᖅᔭᖢᒥᖅᒡᓕᑦ ᐃᒡᒃᒡᔨᖣᐳᑦᖢᓇ ᐃᓕᓐᓂᐊᖅᑎᖣᖅ, ᑲᑎᒪᖅᑎᒡᖅᖃᖅᑐᐊᖅᑖᖣᖃᑦ. ᐃᓕᖅᖣᖅᓂ ᐊᑐᐄᖣᖅᐅᑎᖅᑎᖅᖃᖅᑕᕐᖣᖅᖃᖅᑕᒡᖅᖃᖅᖣᒥ ᖅᖃᑎᖣᖅᖢᖅᖅᖅᑕᖣᖅ ᐃᓕᓐᓂᐊᖅᖣᓇᖅ ᐳᖅᑲᖅᑕᖢᖣᖅᖢᖅ ᑎᒡᐃᖣᖣᖅᖣᖅ, ᐄᖅᑖᖣᖅᑎᖣᖅ ᐃᓕᓐᓂᐊᖅᑎᖣᖅᑕᕐᖅᑖ ᓂᖅᑲᖅᐳᖣᐃᖣᖣᖢᓇᖅᑐᖅᑕᖢᑦᖣᖅᖅ ᐊᑐᐳᖅᖣᖅ ᐃᓕᓐᓂᐊᖅᐳᖅᓇᖅᖣᖣᖅᒡᖣᖣᖣ ᐃᓕᓐᓂᐊᖅᐳᒡᖢᖣᖣᖅᖢᖃᖅᑕᕐᖣᑦᖃᖅᑕᖣᒡᑐᖣ ᑕᐄᖣᖅ. ᖃᐅᑐᐄᖣᖢᓇᖣᖅ ᖃᖅᔾᖣᖅᖣᖢᖣᖅ ᐃᓕᓐᓂᐊᖅᖣᑦᖣᐳᖅᖣᖢᑦ ᐅᖅᖣᖅᔾᖅᑎᖅ ᐃᓕᖅᐃᖅᖣᖣᖣᖅᖢᓇᖣᖅ.

ᐊᖅᖣᖅᖅᖣᐊᖣᑎᖅᖣ ᖃᖅᔾᖣᑖᖣᖅ ᐃᓕᓐᓂᐊᖅᖣᑦᑐᖅᑎᖣᖣᖢᖣᒡᖣᖅᖅ. ᖃᐅᑐᔭᖣᖅᑖᖣᖅ ᐃᓕᓐᓂᐊᖅᖣᑦᑐᖅᑎᖣᖣᖣᖅ ᖅᖣᐳᖣᑎᖣᖅᖣᖢᖅᑖᖣᖅᑖᖣᖃ ᖃᖣᖃᐃᖣᑕᖣᖅᖣᒡᖣ ᖅᖣᑎᖣᖣᖅᖣᖣᖅ ᐃᓕᓐᓂᐊᖅᖣᑦᑖᖣᖅ ᐱᔾᖣᖢᖣᑎᖣᖣᑖᖣᖅᖢᖅᖣᖃᖅᖅᖣᒡᖅᑖᖣᖅ. ᖅᒡᔾᖣᖣᖣᓇᖣᖅᖅ.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The department just completed the K to 12 distance learning directive and this improvised the process for families or parents and students that they now can go through the district education authorities instead of through Alberta Education for this. As previously referenced, we are in the process of using additional data collection software and tools so that we would be able to track this information and requests in the future. *Qujannamiik*, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. It was mentioned by the Auditor General's office that one of the challenges, perhaps, is about you have to make sure there are teachers and that to oversee the learning when the students are learning through this process. Obviously that's one challenge. What are some of the other challenges does the department face when students want to learn through this process? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Finding a designated educator to support the student, challenges in the area of technological support for connectivity and videoconferencing capabilities at the school, and ensuring that this information and data is entered and recorded, which we are addressing through the video training sessions. *Qujannamiik*, Mr. Chairman.

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

Ms. Angnakak: Thank you. I just have one more. I just want clarification and I just don't

ᒪᒃᒥᓚᐣ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᕿᓕᕐᐳᑦ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᔪᐃᖅᓯᕋᑖᓚᐅᖅᑐᒡ ᒦᕝᑲᐅᓂᖅᓴᕐᑳᕐᓂᓂᒃ ᐊᖏᕐᑲᐅᓂᖅᓴᕐᑳᕐᓂᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒧᑦ ᒪᓐᓇᑲᐅᖅᒥᑕᐳᑎᓂᒃ. ᑕᐃᒃᑯᐊ ᐃᓕᑭᑦ ᐊᖃᓇᖅᑐᕐᓂᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔾᔪᑎᖃᑦᑕᕐᐸᓚᓂᐊᕐᓂᖓᑦ. ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐊᖅᑯᑎᒃᓯᐳᐊᖅᑎᖓᐅᓯᔾᓗᑎᒃ. ᑕᐃᒫᒃ ᐅᖃᐅᓯᐅᖅᑎᒃᑎᖃᖅᒪᑦ. ᒫᓇ ᑕᒪᓐᓇ ᓴᖅᑭᕝᕙ�... ... ... ᖄᕐᐳᖅᑎᒍᑦ ᖅᑲᐳᐊᒥᓪᔨᑎᒥᓂᒃ ᒪᑎᒐᐊᕐᓴᐳᒌᒥᓂᐊᕐᓚᑦ ᓯᕙᓂᑎᓐᓄᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᕿᓕᕐᐳᑦ. ᒥᕐ ᐊᖃᒃᖃᖅ.

ᐃᕿᓕᕐᐳᑦᶜ: ᒪᐧᑲ. ᒥᕐ ᐊᖃᒃᖃᖅ.

ᐊᖃᒃᖃᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᕿᓕᕐᐳᑦ. ᐅᖃᐅᓯᐳᔾᓚᒪᑦ ᑕᒫᖅᓯᔭᕐᖅᐳᖅᑎᖅᑯᑕᓄᑦ ᐃᓕᓐᐅᓗᔾᓚ ᐱᔾᓗᓇᖅᑐᖅᔭᐳᖅᑕᕐᓚᒃ ᐃᓕᓴᐃᓯᕐᑲᒥᓯᕐᓂᒃ ᐅᐊᖅᑎᓚᐅᖅᑲᑕᐊᖅᑐᒥᒃ. ᐃᓕᓴᑎᓂᓚᕐᑦ ᑕᒫᖅ ᖅᑲᓯᕐᐳᖃᒃᑦ ᐃᒥᓂᒃ. ᑖᓇ ᐱᔾᓗᐊᖅᖃᐳᐅᕐᖅ. ᑭᔾᒃᐳᓂᓇᒃ ᐱᔾᓗᐊᔾᖅᐳᖅᖃᑕᓚᑭᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ? ᐃᓕᓐᓂᐊᖅᑎᑦ ᐃᓕᓴᒍᑎᓂᓗᑭᑦ ᖅᑲᓯᑕᐳᔾᒃᑦ, ᐃᑭᐊᖅᔾᖅᐳᒃᑦ? ᖁᔭᓐᓇᒦᒃ.

ᐃᕿᓕᕐᐳᑦᖅ (ᑐᓵᔨᑎᒍᑦ): ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᒥᕐ ᒪᒃᒥᓚᐣ.

ᒪᒃᒥᓚᐣ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᕿᓕᕐᐳᑦ. ᐃᓕᓴᐃᔾᔭᖅᓯᕐᓂᒃ ᐃᑲᔾᔪᔾᔪᒪᐅᖅᓯᖅᒦ ᐃᓕᓐᓂᐊᕐᑎᓂᒃ ᐱᔾᓗᐊᔾᖅᑲᖅᑐᖅ. ᖅᑲᓯᐳᕐᓚᐳᔾᔪᒪᐅᓚᔾᖅᖅᑐᓂ ᐊᒪ ᖅᑲᓯᐳᖅᑯᑦ ᑲᑎᒍᒪᖅᐱᓚᐅᖅᖅᑐᓄᒃ ᐃᓕᓴᐃᐳᐸ ᐃᓗᐊᓂ. ᑕᐃᒪ ᖅᑲᐳᐊᒥᓪᔾᐳᓚᕐᓂᒃ ᑕᒃᑯᐊ ᖅᑲᓯᐳᔾᓄᒃ ᔾᖅᖃᑲᐳᖅᑎᐊᖅᓚᐳᐊᔾᒪᖵᑕᒃ ᑲᕐᖂᐳ ᑕᖅᑲᓯᔾᖅᐳᖅᐳᑦ ᐃᓕᓐᓂᐊᖅᑕᐳᑎᑕᕐᑦ ᑕᖅᑲᓯᐳᑎᑎᔾᒃᑦ. ᖁᔭᓐᓇᒦᒃ.

ᐃᕿᓕᕐᐳᑦᖅ: ᒪᐧᑲ. ᒥᕐ ᐊᖃᒃᖃᖅ.

ᐊᖃᒃᖃᖅ (ᑐᓵᔨᑎᒍᑦ): ᐊᑕᐳᔾᖃᐳᐅᕐᖅ ᓯᓚ ᓇᔾᖃᐃᖅᑕᐳᖅᑎᔾᒃᑐᐊᕐ. ᖅᑕᐳᒪᐳᐧᖁᐳᒪ ᐳᓇ

know if this spelling is correct on page 5 when we talk about the transitional team and the Iqqaqqaukkaringniq team. Is that the correct spelling or not? Even when we're just talking about it here, we're trying to do… . What is the correct pronunciation of that? We're wondering if that is the correct spelling or not. Thank you.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Please give me a moment and I will check on that with my notes.

The final three should be n-i-q, Iqqaqqaukkaringniq, I-q-q-a-q-q-a-u-k-k-a-r-i-n-g-n-i-q. That's the curriculum strand to represent math, science, career, and technology. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. Iqqaqqaukkaringniq. (interpretation ends) Just to add to Ms. Angnakak's question about distance learning on your updated GN response, page 4 of 8 here, it makes reference to reimbursement process, which the directive clarifies and simplifies the enrolment and reimbursement process for distance learning courses. If you could just explain who is getting reimbursed, who is spending money, and where is money changing hands when it comes to a distance learning course. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Previously it would have to go through Alberta Education. Now it's going through the DEAs and the money is supplied by the Department of Education. However, I would have to check for the specifics as to where it's initiating. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you.

ᑎᑎᖅᑲᒡᒪᖅᔭᕐᓚᖕᓚᖕᓂᕐᔪᖕᖓᖕᒃ ᒪᖕᐱᓚᖕᓇ 15-ᖕᓕ� ᖕᑎᖕ, ᐅᖅᑲᐅᓯᖅᕼᕿᐊᔾᑕᖕᑕᖕ ᑲᔪᓯᕋᖅᖕᑎᐅᔾᓯᓂᖕ ᐃᖕᑲᖅᑲᐅᖅᑲᐅᖅᖕᑎᒃᒥᔪᖅ(?) Ċᖕᑯᐊ ᑲᒍᖕᓴᖕᑲᖕᑎᖕᑕᖕ ᓴᐃᓚᖕᒪ ᑎᑎᖅᓴᖕᑎᐊᖅᒥᓚᑎᓚᔪᐊᖅ? ᐅᖅᑲᐅᓯᓂᖕᓗᖕᑎᔪᖕᑕᖕ ᐅᖕᓂᖕ ᕿᓂᖕᑕᖕᓚᖕᔪᖕᑕᖕ ᖅᐅᖕᓯᔪᖕᓇᓚᐅᖕᓚᖕᕿᓇᖕᑕᖕᑕ. ᓴᐃᓚᖕ ᐅᖕᓇ ᑎᑎᖅᓴᖕᑎᐊᖅᒥᓚᕿᓪᓗᔪᐊᖅ ᐅᓇᖅᖕᐃ? ᖅᑯᔭᖕᓇᕿᖕ.

ᐃᑳᖅᑲᐅᑎᖅ (ᑐᖕᓯᐅᑎᔪᖕ): ᖅᑯᔭᖕᓇᕿᖕ. ᒥᔅ ᒪᑲᒥᓚᖕ.

ᒪᑲᒥᓚᖕ (ᑐᖕᓯᐅᑎᔪᖕ): ᖅᐅᓇᖅ ᐃᑳᖅᑲᐅᑎᖅ? ᖅᐅᓇᖅ, ᐅᐊᖕᑎᐊᔭᐊᐃ ᐅᑕᖅᖆᑲᐃᖅᓇᓇᖕ Ċᖕᑎᕋᖕᓯᐊᖕᖅᖕᑯ ᑎᑎᖅᖅᒥᓚᔭᖕᓂ.

Ċᖕᑯᐊ ᐱᖕᖤᖕᕈᖕ ᕿᖅᔫᖕᖅᖕᖣᖕᕿᖕᑕ niq−ᖕᔨᕈᐊᖕᖕᑕᖕ ᖅᒃᖕᔭᐅᖕᑎᔪᖕ, ᓂᖅ−ᑌᖕᕋᐃᖕ. Iqqaqqaukkaringniq−ᐃᖅᑲᖅᑲᐅᖅᑲᐅᖅᖕᑎᖕᖓᖕᖅᖕ. ᖅᒃᖕᔭᐅᖕᑎᔪᖕ ᓴᐃᓚᒡᔫᖕ ᑎᑎᖅᖅᒥᓚᔭᖕᐊᖕᖕ. Ċᖕᑯᐊ ᐃᓇᖕᖓᖕᐊᐸᑎᖕᑕᐅᖅᖕᑎᖕ ᖡᖕᔭᐅᖕᓯᓂᖕᖕᕿᖕ ᖅᑲᐅᓯᖕᖕᖅᖕᑕᐅᖕᓯᖕᒥᖕᕿᖕ ᐊᖕᒪ ᐃᖅᑲᓇᐃᔭᖕᖡᖕᑕᖕᖕ ᑐᖕᖕᕆᖤᖕᔭᖕᖕᑕᖕ.

ᐃᑳᖅᑲᐅᑎᖅ: ᒪᖕᓇ. ᐃᖅᑲᖅᑲᐅᖅᑲᐅᖅᖕᑎᖕᖓᖕᖅᖕ. (ᑐᖕᓯᐅᑎᔪᖕ) ᒥᖕ ᐊᖅᓇᖅᑲᐅᖕ ᐊᐱᖅᖤᖕᑎᖕᖕᑕᖕᓕᖕ ᐃᑌᕕᔪᐊᖕᖕᖓᖕᖅᖕᖕᒍ. ᐅᖕᖤᖕᖤᖕᖕᒋᖕ ᐃᑕᖕᖤᐊᖕᖅᖕᑐᑎᖕ ᐃᑕᖕᖤᖕᖤᖕᑕᖕᖕᓕᖕ ᒥᖕᖕᓐᖕᖕᖕᒪ ᒪᖕᐱᓚᖕᖕᓕᖕᖕᓂᖕ ᑎᖕᑕᖕᓐᖕᖕᖕᓂᖕ. ᐅᖅᑲᐅᓯᖅᖅᒥᓚᖕᑕᖕ ᐊᕈᑖᐅᑎᖕᖓᖕᒥᔾᖕ ᐅᑎᖅᖕᑎᐅᑎᐊᖕᖕᖕᖤᖕᒃ ᐱᖤᖕᑎᐊᖕᖕᖤᑎᖅᖕᖕᖕᑐᖕᑕᖕ ᐊᖕᑕᐅᖕᓯᖕᖕᖅᖕᖕᑕᖕᖅᖆ ᐃᑕᖕᖤᐃᖤᖕ ᐊᖕᒪ ᐊᕈᑖᐅᑎᖕᖓᖕᒥᔾᖕ ᐅᑎᖅᖕᖕᑎᓯᖕᖕᖕᖕᖕ. Ċᖕᖕᒪ ᖆᖕᖆᐃᖤᖕᖆᖕᖕᐱᐅᖕ? ᕿᖕᑯᖕ ᐃᖤᖕᑯᐊ ᐅᖕᓯᐊᖕᖤᖕᑕᐅᖕᖕᖤᖕᑕᖕ? ᕿᖕᑯᖕ ᐃᖤᖕᑯᐊ ᖟᖆᐅᖤᐃᖤᖕᖤᖆᖕ ᐅᖕᖤᖕᖤᖕᒋᖕ ᐃᑕᖕᖤᐃᖤᖕᖅᖆᐅᖕᑎᖕ ᖅᖆᖕᖤᐅᖤᖕᖤᖕ ᐃᑕᖕᖆᐊᖕᑎᖕᖆᓗᖕ? ᖅᑯᔭᖕᓇᕿᖕ, ᒥᖕ ᒪᑲᒥᓚᖕ.

ᒪᑲᒥᓚᖕ (ᑐᖕᓯᐅᑎᔪᖕ) ᖅᑯᔭᖕᓇᕿᖕ, ᐃᑳᖅᑲᐅᑎᖅ. ᐅᐊᖕᑎᐊᖤᖕᑕᖕ ᐊᑌᖕᑕᖕ ᐃᑕᖕᖆᐊᖕᑎᖕᖆᑐᓐᖆᖕᖤᑯᑎᖤᖤᖆᖅᖆᖕᖆᑖᐅᖕᖕᑕᖆ. ᒪᖆᐊᑕᖕ ᐃᑕᖕᖆᐊᖕᑎᖕᖆᑐᓐᖆᖕᖤᑯᑎᖤᖤᖆᖅᖆᖕᖤᖅᖆᖕ. ᖟᖆᐅᖤᖕᖆᖤᐃᑎᐅᖆᑐᖆ ᐃᑕᖕᖆᐊᖕᑎᖕᖆᑐᓐᖆᖕᖤᖅᖆᖕ. ᕿᖤᐊᖕᓂ ᓴᐃᓚᐃᖆᖤᔪᖆᖕᑎᓗᖆᒍ ᖅᑲᐅᓯᖆᐊᖕᑎᐊᐊᒪᓚ ᓇᖆᖆᓚᖆ ᖟᖆᐅᖤᖆ ᐱᖤᐅᕆᓚᖆᓂᖆ. ᖅᑯᔭᖕᓇᕿᖕ.

ᐃᑳᖅᑲᐅᑎᖅ (ᑐᖕᓯᐅᑎᔪᖕ): ᖅᑯᔭᖕᓇᕿᖕ.

(interpretation ends) I just wanted to clarify that because I wasn't sure if parents were spending money to register their children, but it sounds like it's between the DEAs and the department or the school and the department. Thank you for clarifying that. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Welcome to the House. In paragraph 22 of the report, this is for the Auditor General. The Department of Education "requires Grade 9 students to develop a personal career and program plan." Did your audit analyze information for all grade 9 students across Nunavut to determine the extent to which this requirement was being met? Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. Your question is regarding the career program plans. In paragraph 49 we focused on the seven schools that we examined in terms of the career program plans, and in paragraph 9 we state what we found was that four of the seven schools had complete or prepared career program plans. One of our observations was the plans that were being completed, I would say, varied in terms of the level of detail that was contained in the plans. Some were fairly brief, and some were actually quite detailed in terms of the amount of attention and effort that went into in completing the plans and working with the student.

We also noted, and to a certain extent this I think has changed over the course of the audit, was in relation to the awareness. Some individuals indicated to us that they were not aware of the requirement, or that it was just not something that they were necessarily aware of. That I guess would tie back to my

ᐊᓄᐊᐃᖅᑕᐅᐸᐅᑎᐊᖅᑐᐃᓐᓇᕐᓚᖅᒥᑕᖅ ᐊᓄᐊᕐᒪᖤᖔᓕᑦ. ᐃᖅᑯᐊᖅᐸᐃ ᖁᑐᖅᖢᓚᖅ ᐊᖁᓚᖁᑦᕉᐅᖔ ᐊᐮᑕᖁᑦᕉᐅᖔ ᐊᑎᓚᖅᑕᑦᖅᑕᐅ ᐅᖄᓚᖔᓯ ᐃᓚᖕᓯᐊᖅᑐᒐᓂᔪᓯᑲᖔᓯ ᑲᑎᓚᖕᒥᑕ ᐅᖄᓚᖔᓯ ᐃᓚᖕᓯᐊᖅᑐᒐᓂᔪᖅᑕ. ᖁᕕᖁᓚᖰ ᐊᓄᐊᐃᖃᐃᐅᖅ. ᒥ ᖃᒦᖂᒧᐊᖅ.

ᖃᒦᖂᒧᐊᖅ (ᑐᓯᐱᓱᑎᒧᖅ): ᖁᕕᖁᓚᖰ, ᐃᖅᖤᐸᐅᑕᖅ. ᑐᖅᓇᓯᐱᓱᖜ ᒪᒦᓚᒪᐅᖅᖦᓗᔫᑉ. ᑲᑎᒪᖤᐅᖅᑐᓂ 22ᒥ ᐅᓴᖤᑎᖅᑈ ᑦᕉᖔ ᐅᓂᖃᐅᐊᒥᖔᖤᖔ ᑕᓪᓚᖅᓯᓚᖅᒏᐊᖅᑕᐅᖅᑏᐅ. ᐃᓚᖕᓯᐊᖅᑐᒐᓂᔪᒏᑦ ᐅᑯᐊ ᖁᑎᓚᖰᖔᓯᖰᒥᖤ 9ᒥᖤ ᐃᓚᖕᓯᐊᖅᑐᓂᖤ ᓴᖁᖰᑕᖁᐯᔐᖅᑮᓚᑐᖤᖅ ᐃᖤᖔ ᐃᖅᖤᐊᐃᐸᓂᖢᔪᐮᖅᑈᖤᖢᖅ ᐃᖅᖤᐊᐃᐸᖤᖤ. ᑈᐃᑕ ᖁᑎᓚᖰᖔᓯᖤ 9ᒏᐮᖢᐃ ᓄᐊᐩᒥ ᖃᐅᐸᖤᖰᖔᖅᖢᐩᑈᖤ ᑕᐃᒦᖤ ᐸᖁᖅᖤᐃᐅᖤᖢᐊᖤᓲᖔᑏ? ᖁᕕᖁᓚᖰ, ᐃᖅᖤᐸᐅᑕᖅ.

ᐃᖅᖤᐸᐅᑕᖅ: ᒪᖁ. ᒦᑕ ᒪᖅᖢ.

ᒪᖅᖢ (ᑐᓯᐱᓱᑎᖤ): ᖁᕕᖁᓚᖰ, ᐃᖅᖤᐸᐅᑕᖅ. ᐊᖁᖅᒏᑏ ᑕᐃᑈᑕ ᐃᖅᖤᐊᐃᐸᒧᑏ ᐸᖁᐸᖤᖤᖰᒥᖤ ᐱᖤᓂᖁᐩᒥᔪᖅᑮᖅᑐᐃᑏ. ᑦᕉᖔ ᑲᑎᒪᖤᐅᖅᑐᓂ 49 ᖁᒥᖤᐸᖩᖤᖰᖢᐮᖢ 7ᖤᐩ ᐃᖤᖤᖰᐩᓚᖤ ᐅᑈᐩᑕᐩᔐᖢᑎᖤᖰᓲ ᐃᖅᖤᐊᐃᐸᒧᑏ ᐸᖁᖁᑐᖤᖰᖤ ᑕᐃᑈᑕ ᖁᑎᓚᖰᖔᓯᖤ 9-ᒥ ᖃᐅᐸᓚᐅᖤᖅᑐᐩ ᑎᓚᐩ 7-ᖤᐩ ᐃᖤᖤᖰᖤ ᑕᐩᐩᑎᖤᖤ. ᐱᖩᐃᖤᐩᕉᖤ ᐸᖁᐩᒪᐮᖤᖔᐩ ᐃᖅᖤᐊᐃᐸᒧᑏ ᑐᐨᓚᐮᖤᖤ ᐸᖁᐅᑎᖤᖰᖤᖔ. ᐃᖤᖤᓯᐩ ᑕᐃᒪ ᑕᖤᐩᐅᖰᒦᐮᖁᑈ ᑦᕉᖔ ᐸᖁᐅᑎᖤᐩᐊᖩᐩᕉᐃᐩ ᐱᖩᐃᖤᐸᖅᑕᐩᖅᒧᑏᖤᐩ ᐊᐩᐮᐮᐮᑕᐩᖤᐩᒏᐩᕉᖤ ᖃᐅᑏᒥ ᐃᐅᖤᖅᑐᖤᖤᖰᖢᐮᐩᑈ ᐸᖁᐅᑎᖤᖰᖤᖤ ᐊᓄᐊᐃᖅᑐᖤᐮᖤᐮᖤᖰᖢᐮᐩᑈ. ᐃᖤᖰᖤᖤ ᐊᐃᑐᖤᐮᔐᖁᑎᖅᖤᖅᑐᐩ ᐊᑦᓚᐩ ᐃᖤᖰᖤᖤ ᐊᓄᐊᐃᖅᑐᐊᖩᐮᖤᖰᐮᖩᐊᕉᐮᖢᐮᖢᐊᖤᖅᑐᖤᐩ ᑎᑎᖤᖅᑕᐅᐊᖅᐮᖤᖤ ᐸᖁᐅᖤᑐᐮᑕᐅᐊᖤᖤᖤᐮᐮᐊᕉᐮᐮᖅᖤᖅᑐᖤᐩ.

ᐃᖤᖤᖰᖤ ᐊᑦᓚ ᐊᐩᐮᐮᐮᐮᑕᐮᖤᐮᕉᖤ ᑕᓪᓚᖅᖤᖰᖤᖅᑐᖤᑏᐮᑐᐩ ᖃᐅᐸᖤᖰᖰᖤᖤᐩ ᑐᐮᐅᓚᐮᐮᖤᐩᖤᐮ ᑕᓪᖤᖰᖤ. ᐅᖃᐅᐮᐮᐅᐩᖃᐩᑕᐮᕉᐮᐮᐩ ᑕᓪᖤᐅᖤᖰᖤ ᑐᐮᐅᓚᐮᐮᖤᐮᒦᖤᐩᓚᑕᐅᒧᖅ ᐸᖁᐅᖤᐅᖤᓂᐊᖤᖤᖰᖤᐩᖤ. ᑕᐃᒦᖢᐩᓚ ᑐᐮᐅᓚᐮᖤᖤᖤᑕᐮᐩᐮᐮᖤᖰᑐᖤᐩ. ᑦᕉᖔᐮᐩ ᐅᖃᐅᐩᐮᖤᐮᖤᕉᐮᐩᐩ ᐊᑐᐊᐮᐩᖤᖰᒥᐮᕉᖤ ᑕᓪᖤᐩᐊ

earlier comment about the role that the division such as educator-development plays. They play a key role in terms of being in schools and helping train teachers and others such as principals and vice-principals about the schools policies and insuring them that they are aware of what is required. I just wanted to reemphasise that as well.

Coming back to your question, we did not look at all of the schools, but in paragraph forty-nine we note what we found in the seven that we did examine. Thank you, Mr. Chairman.

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

Ms. Kamingoak: Thank you, Mr. Chairman. The same, paragraph 22, for the Department of Education, how does the department track and monitor the development of each student's personal career and program plan? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The Career and Program Planning, the CPP, is embedded in the health curriculum for grade 9, and also in the Aulajaaqtut courses in grade 10, 11, and 12. Grade 10 and 11 are mandatory, so this can be tracked to the Student Information System and the Educational School Program Plan, but in addition to that, we are working with our regional school offices, our superintendents, principals, and educator development team to stress the importance and provide support to ensure these courses are being offered in our schools. *Qujannamiik*, Mr. Chairman.

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

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔪᖦᑯᑦ ᐱᓕᕆᐊᖃᖕᓂᕐᑎᒃ ᐃᓕᓴᐃᔭᖕᒥᒃ ᐱᐅᖕᒥᓪᓯᑕᐅᒪᑯᖕᔭᐅᖕᒪᑕ ᐃᓕᓴᐃᓪᒥ ᐱᓕᕆᔮᖕᓯᑎᑕᐅᖃᑦᑕᖕᔭᐃᑦ ᐃᓕᓴᐃᔭᕆᖃᖕᑎᓂᖕᓗ ᐃᓕᓴᐃᓂᑎᖕᔪᖏᕙᖕᑐᖕᒥᒃ ᐃᓕᓴᐃᐊᑕᖕᗗ ᐋᖕᕐᔭᖕᕕᕗᖕᒥᒃ ᖃᐅᓛᖕᑎᐊᔪᐊᖕᐅᖕᔪᓗᕗᔪᕆᖕᔫᖕᑲᓕᖕ ᖃᐹᖕᑐᔪᓂᕐᖃᑦᕐᕐᑐᓄᖕ ᐃᓕᓴᐃᖕᑎᖕᓂ. ᑕᐃᒪ ᐅᖃᐅᓯᓂᖕᑕᖕᕐᕐᕐᖕᑐᖏᖕ.

ᐊᐱᖕᒃᑭᖕᓄ ᐃᓯᓕᒋᗗᖕ ᐃᓕᓴᐃᐊᓕᖕᔔᖕᓄᖕ ᖃᒻᒋᔭᐊᑲᐅᖕᕐᖕᑐᔪᕐ. ᑕᐃᒪ 7-ᓂᖕ ᐃᓕᓴᐊᖕ ᑕᑯᓗᐅᖕᕐᖕᔪᖕᑐᓄᖕ ᑎᖏᓕᑦ ᐋᖕᖃᖕᑎᐊᖕᕐᓕᗗᖕ. ᖃᐆᖕᒻᓕᖕ, ᐃᖕᕐᖃᐆᖕᖃᖕ.

ᐃᖕᕐᖃᐆᖕᖃᖕ: ᒪᖕᓇ. ᒥᖕᑕ ᖃᒋᖕᑕᖕᔭᐊᖕ.

ᖃᒋᖕᑕᖕᔭᐊᖕ (ᑐᖕᕐᒃᑎᔪᖕ): ᖃᐆᖕᒻᓕᖕ, ᐃᖕᕐᖃᐆᖕᖃᖕ. ᑕᖕᕐᖃᖕᓇᖕᒃᐊᖕᖃᖕ 22-ᖕᖏᓂᖕ ᑲᑎᖕᓇᖕᐅᖕᑐᓂᖕ ᐃᓕᓐᓂᐊᖕᑐᓕᕐᔪᖕᑯᕐᖕᖏ. ᖃᓄᖕᕐ ᖃᐅᓛᖕᒃᓕᖕ/ᖃᖕᕐᖃᑦᕐᖕᕐᖕᕐ ᐃᓕᓐᓂᐊᖕᑐᓕᕐᔪᖕᑯᑦ ᑕᖕᕐᖃᖕ ᐃᓕᓐᓂᐊᖕᖏᑦ ᔪᖕᕐᐊ 9-ᕋᕐᖕᑐᐊᑦ ᐃᖕᖃᖕᑲᐊᖕᔭᗗᖕ ᔭᖏᗗᖕ ᐸᖕᖃᖕᒥᓕᖕᑎᐊᖕᔪᓗᐊᖕᓕᖕᓕᖕ ᐋᖕᓚ ᓄᖕᒃᐅᖕᑎᑕᐅᖕᖃᖕᓗᖕᕐᖕ? ᖃᐆᖕᒻᓕᖕ, ᐃᖕᕐᖃᐆᖕᖃᖕ.

ᐃᖕᕐᖃᐆᖕᖃᖕ: ᒪᖕᓇ. ᐃᓕᓐᓂᐊᖕᑐᓕᕐᔪᖕᑯᑦ, ᒥᖕ ᒪᖕᒃᒥᓕᖕ.

ᒪᖕᒃᒥᓕᖕ (ᑐᖕᕐᒃᑎᔪᖕ): ᖃᐆᖕᒻᓕᖕ, ᐃᖕᕐᖃᐆᖕᖃᖕ. ᑕᖕᕐᖃᖕ ᐃᖕᖃᖕᒃᐅᖕᖁᖕᔪᖕ ᐸᖕᖃᖕᖁᖕᕐᖕᒃᐊᖕ ᐃᖕᓕᑐᖕᕐᖕᖏᕗᕐᒃᔭᖕᕐᖕ ᐋᖕᖏᐊᖕᒃᖃᖕᖃᖕᕐᖕᖃᖕᑐᓕᖕᓄᖕᕐᖕ ᐃᓕᓴᐃᐅᖕᖃᖕᕐᖕᑐᖕᓄ ᖃᖕᒃᑎᖕᖏᕐᖕᒃᓕᖕ 9-ᕐᖕ ᐋᖕᓚᖕᖃᖕᖃᖕ ᐋᖕᐅᒃᕐᖃᖕᖃᖕᖕᑐᖕ ᐃᓕᕐᖕᔭᐅᕐᖕᓕᖕᕐᖕ ᔭᖏᗗᖕ 10, 11, ᐋᖕᓚ 12-ᕐ ᐃᓕᓴᐃᕐᖁᓄᖕ. ᔭᖏᗗᖕ 10 ᐋᖕᓚ 11 ᐋᖕᕐᐋᖁᖕᖃᖕᖃᖕᖏᖕᖏᖕ ᐃᓕᓴᐃᖕᕐᖕᔪᖁᖕᕐᖕᕐᖁᖕᕐᖕ. ᖃᐅᓛᖕᕐᖕᐋᖕᕐᖁᖕᖃᖕᕐᖕᑐᖕᓂ ᐃᓕᓐᓂᐊᖕᖃᖕᕐᖕᖃᖕᕐᖕᖏᖕᖏᖕ ᑐᖕᖃᖕᔪᖕᕐᖕᕐᖏᖕᖃᖕᖏᖕᖃᖕᖏᖕ ᖃᖕᕐᖁᖕᕐᖃᖕᕐᖁᖕ ᑏᖕᖃᖕ ᐸᖕᖃᖕᖁᖕᑎᐊᖕᔪᓕᖕᓕᖕᕐᖕ ᐋᖕᓚᖕᖃᖕᖃᖕ ᓄᖕᕐᖃᖕᖃᖕ ᐋᖕᖃᖕᑐᖕᕐᖁᓕᖕᓄᖕᕐᖕᕐᖁᖕᒃ ᐃᓕᓐᓂᐊᖕᓂᖕᕐᖁᖕᖃᖕᕐᖏᖕ ᐱᓕᕐᖁᖕᑎᖕᖃᖕᕐᖕᖁᖕᒃᔪᐅᖏᖕ ᐋᖕᕐᔭᖕᕐᕕᕗᖕᒥᒃ ᐃᓕᓴᐃᓕᗗᗗᖕ ᐋᖕᕐᔭᖕᕐᕕᕗᖕᒥᒃ ᐋᖕᓚ ᐃᓕᓐᓂᐊᖕᖁᑦ ᐸᖕᖃᖕᖃᖕᖁᑦᖏᖕ ᐃᖁᕐᖁᖕᖃᖕᕐᖃᖕᕐᖕᖁᖕᕐᖕᒃ ᐃᖕᖃᖕᖃᖁᖕᕐᖁᖕᕐᖁᖕᕐᖁᖕᖕᕐᖁᑦ ᑕᖕᕐᖃᖕ ᐋᖕᔪᐊᖕᖃᖕᐆᖕᖃᖁᓗᐊᖕᓕᖕᓕᖕ ᖃᐅᓛᖕᒃᓕᖕᓕᕐᖁᑦ ᐃᓕᓴᐃᐊᖕᑎᖕᓂ. ᖃᐆᖕᒻᓕᖕ, ᐃᖕᕐᖃᐆᖕᖃᖕ.

ᐃᖕᕐᖃᐆᖕᖃᖕ: ᒪᖕᓇ. ᒥᖕ ᖃᒋᖕᑕᖕᔭᐊᖕ.

Ms. Kamingoak: Thank you, Mr. Chairman. Moving onto paragraph 27 of the Auditor General's report, paragraph 27 of your report lists a number of factors which can affect student's academic performance, and refers specifically to the high percentage of school aged children with hearing impairments. Did your audit also included an analysis of supports provided to the students with hearing impairments or other physical challenges? Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. The issue of hearing impairments was an area that we thought was important to highlight in part because again, as we've mentioned in a previous audit in 2013, issues such as overcrowded housing, food insecurity can certainly play a role, but maybe what is less well known are issues such as hearing impairments.

During the course of the audit, we were aware that there has been research done in this area, and that there are supports in some schools. It was not an area that we examined in detail, but we were aware that there have been initiatives to better understand the prevalence of hearing impairments and that in some classroom settings there are, how would you describe it… aids in place to help the students better hear the teacher. It also, I guess, emphasizes the whole notion that this is an issue that is not just something that the Department of Education can address but that other departments can contribute, so for example, in this case the Department of Health. It's also, I would say, another example of supports such as mental health supports that could be in schools that can help alleviate some of the pressure that is put on, whether it's individual teachers or

ᖃᒥᖕᒍᐊᒃ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᐃᒫ ᑲᑎᒪᓴᐅᑎᖅᑐᐊᑦ ᓈᓴᐅᑎᔅ 27 ᑕᒪᐅᖅᓯᒪᔪᔾᐅᑎᓂᒃ ᑐᓂᖃᑕᐊᕐᓂᕐᒪᓂ. ᑕᖅᖃᓂ ᑎᑎᕋᖅᓯᒪᒻᒪᑕ ᐱᖅᔪᑕᐅᖃᑎᖅᑐᓂᒃ ᐊᑐᐃᓐᐊᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓕᓐᓂᐊᖅᕐᑳᖄᖅᑎᓪᓗᑎᒃ ᐊᒻᒪᑕᐅᖅ ᐅᖅᑲᖅᓯᒪᒻᒪᑕ ᐊᒥᓱᐋᕐᐊᖅᔪᒡᑐᖅᕐᓄᑕᒃᔫᖅ ᐃᓕᓐᓂᐊᓐᐊᖅᖃᑕᐅᖅᑐᒃ ᑐᓴᖃᑎᐊᕐᒪᕐᑕᑐᐊᔅ, ᑐᕐᓛᒃᑐᐊᔅ ᐊᒻᒪ ᖃᐅᔨᓴᕐᓂᓐᐊᕐᔪᖅᕐᓯ ᑕᒃᖃᐊ ᐃᑲᔪᖅᖄᑕᐅᖃᑯᒡᐊᖅᒪᖁᐊᑕ ᐃᓕᓴᓯᒻᒥ ᖃᐅᔨᓴᕐᓂᓐᐊᕐᐋᑐᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅ ᒪᑲᓐᔨ.

ᒪᑲᓐᔨ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᒪᓐᓇ ᑐᕐᓛᑐᖅᖃᓯᓐᖅ ᐃᓕᓴᕐᔭᓐ. ᑕᓐᓇ ᐱᒻᒪᕆᐅᔨᕐᓚᐅᖅᑕᐅᖅᑕᔪᔅ ᓴᖅᑭᑎᕐᑲᕐᐋᓗ ᐃᓕᕐᖕᒍᔅ ᐱᕐᑫᑎᖅᖃᑐᒃ, ᑕᖅᖃᓂ ᑕᒪᑎᖅᓯᒪᖅᕐᑐᓴᐅᔅᖅᓯᒪᓯᓐᐊᕐᓂ 2013-ᒥ ᐃᓄᓕᐊᖅᓕᖃᖅᖅᕕᔅ ᐊᕐᓂᖅᒥ ᐊᖅᑐᐃᖅᖃᑎᖅᕐᐊᖃᑕᒻᒪᑕ. ᑕᖅᖃᓂ ᖃᐅᔨᒪᔫᑎᖅᑕᐊᕐᓂᕐᖃᖅᕐᐋᓪᓯᖅᑲᑕᑐᐋᕐᓂᔅ ᑐᕐᓛᑐᔅ ᐃᓕᓐᓂᐊᖅᑐᔅ.

ᑕᒪᖅᒃᑲᑐᔭᖅᐅᖅᑐᔅ ᖃᐅᔨᓴᐅᖅᑐᔅ ᑕᒪᖅᐊ ᖃᐅᔨᓴᕐᖅᑕᐅᖃᑕᕐᖅᒥᓯᖑᖅᓯᖅᖅᐅᐅᔀᐅᖅ. ᐃᑲᔪᖅᑏᖃᖅᖅᑐᓐᓗ ᐃᓕᕐᖕᒥ ᐃᓕᓴᖅᖅᓴ ᖃᐅᔨᓴᓐᓐᓐᐋᖅᑲᑕᑐᖅᕐᓐᐊᕐᑎᒍᔅ ᐃᓕᓴᐃᓂ. ᑐᕐᕕᐅᔫᐊᖅᑐᔅ ᐱᖅᐊᖅᑎᕐᑎᒃᕐᓚᖅᖅᖅᒥ ᑐᑭᓯᐅᖅᖃᑦᑎᐊᖅᖃᖅᓯᒪᖅᖅᑐᓐᓗ ᖃᑎᓐᐃᖂᔅᓚᖅᖅᕐ ᑐᕐᓛᑐᔅ. ᐃᓕᕐᖕᒥ ᐃᐋᑐᕐᓯᒥ ᐃᓕᓐᓂᐊᖅᐊᖅ, ᖃᓄᖅᑯᖅᐋ ᑕᐃᔅᓱᖅᔪᒡᓗᑐᖅᑭᑲᖅᓚᖅ, ᐃᑲᔪᖅᑎᔅ ᑐᕐᓛᑐᖅᓄᔅ. ᑐᖅᖅᕐᐋᖅᖃᑎᑲᐃᐃᑐᔫᐊᖅᖅᑕᖅᓐᐊᖅᕐᑎᒃ ᐃᓕᓴᐃᐊᖅᖕᓐᓂᒃ ᑐᖅᑯᖅᐊᖅᑎᑕᐅᖅᑲᑕᓯᖅᓚᖅᐅᔫᐊᖅᓴᐅᖅᖅᑎᒃ. ᑕᐃᒪᒃ ᑕᖅᖃ ᑕᖅᖃ ᐊᕆᒪᓗᓐᐊᖅᑐᖅ ᐃᓕᓐᓂᐊᖅᑐᖅᑕᓂᖂᔔᖅᓚᖅ ᑲᒪᒋᔪᔫᖅᐊᖕᖅᕐᑐᖅ. ᐊᕐᓐᖅᖅᖀᓄᔅ ᓚᕆᒃᔪᔅ ᐱᑎᓐᖅᖀᖅᑕᐅᖅ ᐃᑲᔪᖅᓴᐅᔪᔫᖅᖅᑐᖅ ᑕᐃᒃᑲᓄᖅᖅᓗ ᐊᒃᓂᐊᖅᖅᓴᐋᖅᑐᑎᑲᑲᐃᐃᑐᔅ. ᐊᒻᒪᑕᐅᖅ, ᐆᒃᑑᑎᖅᖅᖂᓴᖅᒪᔅᖅ ᐃᑲᔪᖅᔨᓐᖅᖅ ᐃᕐᒪᒥᑲᑕᐋᖅᑯᔅ ᐃᑲᔪᖅᔨᒍᑎᒃ ᐱᑎᖅᖅᖃᖄᓯᐊᖅᕐ ᑕᒪᖅᖃ ᐊᔨᕐᑲᓯᐊᖅᖅᖃᑕᖅᑕᐅᖅᑕᐅᖅᕐᑐᔅ

principals and vice-principals, again, that notion of other departments in the government being able to contribute to student success at the end of the day. Thank you.

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

Ms. Kamingoak: Thank you, Mr. Chairman. My question to the Department of Education is: how do you monitor the students who have hearing impairments? We would like for students to be not falling back because of their hearing impairments. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The Department of Education takes the hearing of our students very seriously and, over the last several years, have been active in installing the Phonak SoundField systems in the majority of our schools and providing training to the student support teachers, teachers, and student support assistants. To date, in the Qikiqtani region, all elementary schools and many of the high schools have received this equipment and training; in the Kitikmeot region half of the schools have received the equipment and training; and in the Kivalliq region half of the schools have received the equipment and training, and this is ongoing. Most recently, to better support the learning needs of our hard of hearing students, the department has hired a deaf and hard of hearing specialist. *Qujannamiik*, Mr. Chairman.

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

Ms. Kamingoak: Thank you, Mr. Chairman.

ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐃᓕᓴᐃᔨᓄᓪᓗ ᐊᖕᕋᖅᑲᖕᓂᖕᓄᑦᓗ ᐃᐊᕈᑕᐅᑎᐅᖏᖅᑐᒥᒃ. ᑕᐋ�L ᒃᑯᑦ ᐊᔪᖅᑎᑦ ᐱᓕᕆᐊᖕᑎᑦ ᑖᖃᓇ ᐃᐰᕐᓂᖅᑲᖔᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑦ ᐱᓱᓈᑎᐊᖅᑯᓪᓗᑏᑦ. ᖃᑯᖃᓕᖕᒃ, ᐃᐰᕐᐱᐅᑖᖅᖃ.

ᐃᐰᕐᐱᐅᑖᖅᖃ (ᑐᓯᐱᑎᒍᑦ): ᖃᑯᖃᓕᖕᒃ. ᒥᔅ ᖃᒥᖕᒃᒃᒃᓂ.

ᖃᒥᖕᒃᒃᒃᒃ (ᑐᓯᐱᑎᒍᑦ): ᖃᑯᖃᓕᖕᒃ, ᐃᐰᕐᐱᐅᑖᖅᖃ. ᐊᐱᖅᑯᑎᒐ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓄᑦ. ᖃᓄ ᖃᑯᐁᓕᕐ᷂ᖕᖕᐱᔾᐱ ᐃᓕᓐᓂᐊᖅᑏᑦ ᑐᓴᓇᖕᖕᒃᓗᐊᕐᒪᖕᑲ? ᐃᓕᓐᓂᐊᖅᑏᑦ ᑭᖕᒥᖃᕐᕐᓕᖃᖅᑰᖕᖕᖃᑎᒍᑦ ᑐᓴᖕᒪᖕᑎᐊᖕᖕᕐᓂᖕᑲ ᐱᔾᐰᑎᖕᓗᑦ. ᖃᑯᖃᓕᖕᒃ, ᐃᐰᕐᐱᐅᑖᖅᖃ.

ᐃᐰᕐᐱᐅᑖᖅᖃ (ᑐᓯᐱᑎᒍᑦ): ᖃᑯᖃᓕᖕᒃ. ᒥᔅ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓯᐱᑎᒍᑦ): ᖃᑯᖃᓕᖕᒃ, ᐃᐰᕐᐱᐅᑖᖅᖃ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑐᓯᑎᐊᖕᖕᒃ᷂ᓗᐊᕐᒃᖕᑎ ᐱᓪᕆᐊᔮᑎᑎᖃᖕᖕᒃᑲᖅᑐᒃ ᐃᓕᓐᓂᐊᖅᑎᕐᑦ ᐊᕐᖕᒧᖕᒃ ᐊᔮᒍᖕᒃᒃᓪ᷂ᕐ᷀ᓂ. ᑐᓯᕐᕐᑎᖕᒃ ᐊᖕᑭᑎᖏᖕᖕᖕᑦᑎᓪᒃᑯᑦ ᐃᓕᖕᖓᓕᑦ᷀ᑦ᷀ᑎᖕᖓ ᐊᓪᒪ ᐃᓕᖕᑎᖕᑎᖃᖕᖕᑕ ᐃᓕᖕᐁᖕᖕᒃᒃ ᐃᐰᖕᖕᑎᖕᒃ ᐃᐰᖕᑎᖕᖓᖕᓂ᷂ᓗ. ᒫᖕᐱᐅᖕᑐᖕᒃ ᖃᑭᖕᖕᑕ ᒦᖕᔾᐁᖕᑦᖕᖕ᷂ᒃ᷂ᖕᑦ ᐃᖕᖕᑎ᷂ᒃᒥᑎᖕᖕᖓ ᐊᓪᒪ ᐊᒦᔾᓂᖕᖕᖕᑦᖕᑦ ᖃᑦᖕᑎᖕᖕᑎᖕᒃ ᐃᓕᖕᐰᑦ ᐃᖕᖕᑎᖕᐁᖕᒃ᷂ᖕᖕ᷀ᑦᖕ᷂᷀ᑦ ᑖᐊᖕᐁᖕᖕᖕᒃ ᐊᑐᖕᓂᖕᒃ ᔾᓇᖕᑭ᷂ᖕᖕᖕ᷂ᑦᖕᖕ᷂ᒃᖕᖕᑦᖕᖕ᷀ᖕᖕᖕᑦ. ᑭᖕᖕᑎᖕᑦᖕᖕ᷂ ᐊᖕᖕᑎᖕᑦ ᐱᔾᓂᖕᖕ᷂ᑦᖕᑦ ᑖᐊᖕᐁᖕᓂᖕᒃ ᔾᓇᖕᑕᖕᖕᓂᖕᒃ ᑐᓯᖕᖕᑎᖕᖓᖕᓂᖕᒃ. ᑕᓚᖕᖓ ᐃᖕᖕᔾᖕᖕᖕᒃᑦᖕᖕᒃ ᐱᓕᖕᑎᖕᐊᖕᖕ᷂᷀ᑦ ᐊᓪᒪ ᓕᖕᖓᑐᖕᑎᐅᖕ᷂ᒃᒃᖕᖕ᷂ᑦ ᐃᐰᖕᖕᖕᒃᐰᖕᖕᑎᖕᐊᑭᖕ᷂᷀ᑦᖕᑦ ᖃᑎᖕᖕᖕᖕᐊᖕᖕᑦ ᐃᓕᖕᐰᑦ ᐃᖕᖃᖕᖕᖕ᷂ᑎᖕᐁᖕᖕᒃᐁᖕᖕᖕᑦᖕᖕᖕᑦᖕ᷂ᑦ ᑐᓯᖕᖕᑦᖕᑐᑦᖕᖓᖕᓂ᷂ᖕᒃ. ᖃᑯᖃᓕᖕᒃ, ᐃᐰᕐᐱᐅᑖᖅᖃ.

ᐃᐰᕐᐱᐅᑖᖅᖃ: ᒪᖕᓇ. ᒥᔅ ᖃᒥᖕᒃᒃᒃᒃ.

ᖃᒥᖕᒃᒃᒃᒃ (ᑐᓯᐱᑎᒍᑦ): ᖃᑯᖃᓕᖕᒃ, ᐃᐰᕐᐱᐅᑖᖅᖃ.

How does the department work with the Department of Health on this? I know in my community we have a long list of patients that need to be seen. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The Student Achievement Division in the Department of Education works collaboratively with the Department of Health and other departments to ensure that additional supports are provided and the needs of our students are addressed. Often a wraparound approach is taken. *Qujannamiik*, Mr. Chairman.

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

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. My question is for the college. In paragraph 23 on page 5 of the report it states that the Office of the Auditor General found that the college "offers several post-secondary programs, including nursing and teaching." I would like to know if the students in the higher grades are clearly informed of the programs that are offered.

(interpretation ends) Something wrong?

Chairman (interpretation): We can't hear the English translation. Thank you.
(interpretation ends) Ms. Towtongie, if you could repeat your question. There was an issue with the translation. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. Unfortunately I will say it in English.

(interpretation ends) Paragraph 23 of the audit report notes that Nunavut Arctic

ᖃᓄᖅ ᐋᓐᓂᐊᖃᕐᓇᖕᒥᑦᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᖃᑎᒋᓲᖃᑦ ᑕᒪᑐᒧᖓ? ᓄᓇᖅᑎᓐᓂ ᐅᓄᖅᑐᒻᒪᕆᐅᑉ ᑕᑯᔭᐅᑎᑉᓯᒪᑕ. ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ,

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐃ. ᒥ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᑭᖏᐅᑎᒋ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐊᔾ ᑕᒪᓪ, ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐱᔾᑲᖅᔪᓄᑦ ᐱᓕᕆᐊᖑᔪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖅᑕᖃᖅᑐᖅ ᐋᓐᓂᐊᖃᖅᑐᓕᕆᔨᒃᓄᖕᑲ ᐊᓯᖏᓐᓗ ᖃᐅᔨᒪᑎᐊᖅᑐᓄᖅ ᐃᓕᓐᓂᐊᖅᑎᑕ ᐃᑲᔪᑎᒃᖃᖅᑎᐊᕈᐊᖅᓚᖕᒐ. ᑕᒪᓚᐃᓯᔪᖅ, ᑲᑐᑎᖃᖅᑎᒌᓛᖅᑐᒐᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᐃ. ᒥ ᑕᐅᑐᖑ.

ᑕᐅᑐᖑ (ᑐᑭᖏᐅᑎᒋ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐅᓇ ᐋᖓᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᒍ ᐊᐱᖅᑯᑎᒋᔪᑦ ᓴᕐᓚᖅᓯᐊᒎᓗᑦ. ᑕᒪᓪ ᓴᕐᑕᑎᖃᖅᑐᒥ 23, ᒪᒃᐱᒐᑎᖕᓂ 5, ᐅᖃᖅᑕᖅᑕᖅᓚᖕᓚᑦ, ᑕᒃᑯᐊᔪᖅ ᑕᒪᓪᖅᑕᒃᓯᐊᖃᐃᐅᖅᐱᑎᖅ ᖃᐅᔨᓴᐃᑕᖅ ᑕᒃᑯᐊ ᐋᖓᕐᓄᑦ ᐅᖅᕐᑕᐅᖅᑐᒥ ᓴᕐᑕᑎᖃᖅᑎᒥ ᐃᓕᓐᓂᐊᖅᑎᖏᖃᖅᑕᖅᑕᑕ ᑲᖅᕐᒡᖑᑦᐊᑐᖑᕆᑦ ᐊᓪ ᐃᓕᓯᐊᕐᓘᒋᑐᖅᓚᖏᕆᑦ. ᑕᒪᓪᓪ ᑐᑭᖏᖅᑕ ᖃᓄᖅ ᑐᖕᖑᑕᐅᑕᖅᑖᖅᓚᖃᖅᕐᒪᖅᑲᖕᑦ ᖃᖅᑐᖅᖑᖅᒥ ᐃᓕᓐᓂᐊᖅᑎ ᑕᒃᑯᐊ ᐱᕐᔪᑎᒋᓄᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᖃᖅᑕᖅᑐᑦ?

(ᑐᑭᖏᐅᒃᑯᑦ) ᑕᒪᓪᖅᑕᒃᓯᐊᖅᖃᕐᓚᖕᖅ?

ᐃᒃᓯᕙᐅᑕᖅ: ... ᖃᒃᓗᓪᓗᐃᑐᖅᑦ. ᒪᐃ. ᒥᑕ ᑕᐅᑐᖑᑎ, ᐅᖅᑲᐅᓯᖅᖃᖃᖐᓴᕆᑕᐃᑦ ᐊᐱᖅᑯᑎᖏᖕᓂᖅ, ᑐᑭᖏᐅᑎᒍᓴᖕᖅ ᑐᑭᖃᖅᑕᐅᑕᖅᑕᐃᖃᕐᒪᓪᓚᑦ. ᒥᑕ ᑕᐅᑐᖑᑎ.

ᑕᐅᑐᖑᑎ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐃᖁᓕᖕᒥᖅ ᖃᖅᓗᓇᐅᑕᒥᐊᖅᖃᒡᑯ. ᑕᒪᓪᖃᐃ?

(ᑐᑭᖏᐅᒃᑯᑦ) ᓴᕐᑕᑎᖃᖅᑐᒥ 23, ᒪᒃᐱᒐᑎᖕᓂ 5, ᐅᖅᕐᑕᒃᓯᒪᓪᓚᑦ, ᑕᒃᑯᐊᔪᖅ ᑕᒪᓪᖅᑕᒃᓯᐊᒃᓯᐊᖅᐅᖅᑎᖏᑦ

College offers post-secondary programs in nursing and teaching. I would like to know what efforts are made by the college to inform high school students… .

Chairman: I'm sorry. Sorry, Ms. Towtongie. We're having technical difficulties with the translation. It's a new system that we're working with here. At this point we will take a 10-minute break and we will return in 10 minutes. Hopefully we will have the issues fixed then. (interpretation) We will see you again later.

>>*Committee recessed at 10:20 and resumed at 10:43*

Chairman (interpretation): Thank you for coming back. (interpretation ends) I call the meeting back to order. Before we go to Ms. Towtongie and her question, the Department of Education has something they would like to clarify. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. In regard to the distance learning directive, I would like to clarify that it is the parents or the student that is responsible for the initial payment and then they are reimbursed by the DEA. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I don't know if I'm allowed to ask a question to your clarification, but what happens in a case where parents don't have, let's say, a thousand dollars lying around to enrol their child into a distance learning course? Is there any money available for that type of situation? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Yes, there will be provisions in the directive to account for that type of situation. *Qujannamiik*, Mr. Chairman.

ᖃᐅᔨᓴᐅᑎᒡᓕᑕ Ċᵇᑰᐊ ᐃᓐᓇᕐᓄᑦ ᐅᑭᐅᖅᑲᑕᖅᑐᒥ ᓱᓕᑐᖅᖄᕕᐊᖕᒥ ᐃᓕᓴᓂᐊᖅᑎᑎᖅᑕᕐᓯᓪᑕ ᓇᔾᖕᑦᕚᖕᑐᓂᖕᒻᕈ ᐊᒻᓗ ᐃᓕᓴᐃᔪᖕᖅᓱᓂᕐᒻᕈ. ᑕᐱᓕᓂ ᑐᑭᓯᔪᖕᐊᓐᑦ ᖃᓄᖅ ᑐᖕᖅᑎᑕᐅᑎᐊᖅᑲᑦᐯᑦ ᑌᔾᑐᓂᖕᓱᒻᕈ ᐃᓕᓴᓂᐊᖅᑎᑦ…

ᐃᑲᔾᐯᐅᑎᖅ (ᑐᖕᐯᐅᑎᒡ): ᒪᒻᐊᓇᖅ. ᒪᒻᐊᓇᖅ, ᒥᔅ ᑕᐅᑐᖕᖀ. ᑐᖕᖅᕹᐅᕐᒡᑦ ᑐᖕᐯᐅᑎᖅᑐᖅ. ᓄᓲᒡᒻᒡᑦ ᐊᑐᖅᑕᐅᑦ Ċᖕᓇ. Ċᖕᓇᐯᖅᑤ ᓄᖅᖁᒻᓚᐃᖕᓇᓂᓇᐊᖅᑐᑦ 10-ᒥᓂᓯᒻᕈ. ᐅᑎᖕᓂᐊᖅᑰᑦ 10 ᒥᓄᑦ ᐊᓂᒡᖕᖃᑦ ᐊᒻᓗ ᑕᐦᖕᐊ ᐊᖅᖁᔾᒻᓚᖕᖄᖅᑰᖕᖅᑦ ᐅᑎᑦᑕ. ᐅᐊᑦᐊᔾᑦᐅᖅ.

>>ᓄᖅᖃᖕᓚᐃᖕᐊᖅᑐᑦ 10:20ᒻ ᐊᒻᓗ ᐱᒡᐊᖕᖑᖕᖅᑐᖕᑦ 10:43ᒻ

ᐃᑲᔾᐯᐅᑎᖅ: Ľᖕᐊ ᐅᑎᖅᑲᐃᓪᑐᕐᒻᒡᐯᑕ. (ᑐᖕᐯᐅᑎᒡ) ᐱᒡᐊᖅᐱᒡᑐᔾᑰᑦ. ᑲᐦᔾᓇᐊᖕᕹᔾᑐᑦ ᒻᕹᑦ ᑕᐅᑐᖕᖅᒥᓷᐅᖕᖅᓇᖕᖃᑦ ᑕᐅᓪ ᐃᓕᓴᓂᐊᖅᑐᑕᓐᑈᒡᑦ ᐃᒻᓕᖅ ᑐᖅᓯᑦᑎᑦᕙᒡᑦ Ċᵇᑰᐊ ᐃᓕᓴᓂᐊᖅᑐᑕᓐᑈᒡᑦ. ᒻᕹ Ľᵇᕈᖕ.

Ľᵇᕈᖕ (ᑐᖕᐯᐅᑎᒡ): ᖅᑯᔾᖕᐊᕫᖅ, ᐃᑲᔾᐯᐅᑦᖅ. ᑕᐅᓪ Ċᵇᑰᐊ ᐅᖕᓚᔾᖕᒻᕈ ᓷᖕᓗ ᐃᓕᓴᓂᐊᖅᕹᖕᓂᖕᖅ ᑕᐅᓪ Ċᵇᑰᐊ ᐊᖕᓗᖅᖃᖕᒻᕈ ᐃᓕᓴᓂᐊᖅᔾᖕᑐᓗ ᐅᖕᙯᔾᖕᓄᑦ ᐊᓇᖃᖕᓚ, ᐊᖕᑦᖅᖃᖕᒻᕈ ᑕᐃᵇᑰᐊ ᐱᓷᖕᖃᖅᖃᖅᒻᓚᔾᐊᑦ ᐊᑉᓷᑦᐊᖕᖅᖅᑐᑦ ᐊᒻᓗ ᐃᓕᓴᓂᐊᖅᑐᑕᓐᑈᒡᖕᓄ ᐲᖕᐅᑦᕫᖅ ᐅᑎᖅᑦᕹᑕᐅᑦᖕᓚᖅᑐᖕᑦ. ᖅᑯᔾᖕᐊᕫᖅ, ᐃᑲᔾᐯᐅᑦᖅ.

ᐃᑲᔾᐯᐅᑎᖅ (ᑐᖕᐯᐅᑎᒡ): ᖅᑯᔾᖕᐊᕫᖅ. ᖃᐅᔾᓚᖕᖕᑦᑐᖕᓚ ᐊᐱᕹᒡᖕᐊᖕᑦᖕᒡᑦ ᑐᖅᖅᒻᐊᑦᖕᖕᖄ ᖀᔾᐊᖕ ᖅᖕᖄᕫ ᑕᐅᓪ ᓷᖕᓗ ᐃᓚᐃᑐᖕᖃᖕᕫ ᐊᖕᑦᖅᖃᖕᔾᕫᐊᑦ $1,000–ᖅᖕᖕᖀᕫᕫᑦ ᐃᓕᓴᓂᐊᖅᕫᐊᕫᕫᕫᑕᓗ ᐲᖕᐅᑦᖃᖕᖀᑦᓗᖕᖕᑦ ᐊᑉᓷᖕᕹᐊᖕᖅᑐᑦ. ᐲᖕᐅᑦᖅᕫᑦ ᓱᖕᓲᑦᑦ ᐱᑕᖃᕹᖅᕫᕫ<? ᒻᕹ Ľᵇᕈᖕ.

Ľᵇᕈᖕ (ᑐᖕᐯᐅᑎᒡ): ᖅᑯᔾᖕᐊᕫᖅ, ᐃᑲᔾᐯᐅᑦᖅ. ᐄ, ᐱᑕᖃᕹᖅᖕᑐᖅ ᐊᒻᓗ ᐲᖕᐅᑦᖅᖃᖕᑦᖅᐅᕹᖅᑐᖅ ᓱᖕᓲᑦᑦ. ᖅᑯᔾᖕᐊᕫᖅ, ᐃᑲᔾᐯᐅᑦᖅ.

Chairman (interpretation): Thank you. (interpretation ends) Thank you for clarifying that. (interpretation) You will try again, Ms. Towtongie. Let me remind the Members and presenters that you shouldn't push the buttons in front of you. (interpretation ends) Please do not push any of the buttons on the console in front of you other than the volume control and the translation-related ones. (interpretation) Is that clear? Thank you. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. Paragraph 23 of the audit report notes that Nunavut Arctic College offers post-secondary programs in nursing and teaching. I would like to know what efforts are made by the college to inform high school students of those programs and how do they work with the Department of Education so that adult learners can have a better understanding of how to further their education to gain employment. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. I also thank you for that question. First of all, I would like to welcome our employee, Jackie Price, who is sitting in the gallery. We hired her for policy work and will now be assisting us.

We follow past practices. What avenue do we use? Sometimes our staff themselves do that in collecting information or to attract students. Moving forward, we have introduced and that we're hiring staff on communications and we are looking for students or information officers. We're staffing those positions. Even though that's the case, even though they're going to be indeterminate positions, we will be working

ᐃᖃᓇᐃᔭᑎᒃ (ᑐᓴᕐᓯᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᑐᑭᓯᑎᑎᓂᕐᖄᑦᐳᖏᐊᕐ. (ᑐᓴᕐᓯᑎᒍᔾᐸᓂᕐᖅᑐᖅ) ᐅᖅᑐᖅᑲᓂᕐᓂᕋᐊᕋᕐ ᒥ ᑕᐅᑐᖓᒥᕆ. ᐃᖅᑲᐃᑎᐊᕐᑳᓂᖃᖓ ᑲᑎᒪᔨᑦ ᐊᒡᓗ ᐅᖅᓗᑕᕐᕼᐊᓚᔭᑦ ᐅᑰ ᓇᖅᑕᐃᓚᕐᑲᓯᑳᓂᑐᐁᓂᑦ ᕼᐃᐱᓂᑎᐧᖓᓂᕼᐃᐅᕐᖅᑐᑦ. (ᑐᓴᕐᓯᑎᒍᑦ) ᓇᖅᐱᑎᕐᑕᐃᓂᐊᕐᐳᕋ ᐦᑳᑦᐊ ᓂᐱᖅᓯᒪᕆᔭᐃᑦᓂ ᐦᑳᑦᐊ. . . (ᑐᓴᕐᓯᑎᒍᔾᐸᓂᕐᖅᑐᖅ) ᑐᑭᕼᐃᓇᕐᐸ? ᐧᓇ. ᒥ ᑕᐅᑐᖓᒥᕆ.

ᑕᐅᑐᖓᒥᕆ: ᐧᓇ, ᐃᖃᓇᐃᑖ. ᑖᒪ ᓇᐃᓴᐅᑎᖃᕐᑐᒥ ᑎᑎᕋᖅᓯᒪᒐᖏᑦ 23 ᑕᒪᖅᓯᒪᕆᕐᐱᖅᑐᖅᑎᑯᑦ ᖃᐅᐱᐊᓂᕐᒪᑕ ᐦᑳᑦᐊ ᓄᓇᐴᒥ ᐅᑭᐅᖅᑲᖅᑐᒥ ᓯᓕᓯᑐᖅᓴᖅᐱᐊᑦ ᐃᓕᓐᓂᐊᕐᑎᑎᖃᕐᑖᑕ ᓇᕐᖃᔪᐊᕐᑯᕐᖅᓯᓂᓯᑦ ᐊᒡᓗ ᐃᓕᓐᐃᔨᒥᖅᑐᐴᓯᓂᕐᑦ. ᑐᑭᕼᐃᔭᕐᖃᑕ ᖃᑯᐃᑖᕐᑯᑦ, ᖃᐃᐅᑭᑯᑐᑎᑯ ᐦᑳᑦᐊ ᓯᓕᓯᑐᖅᓴᖏᑦ ᑐᓴᐴᓂᑎᓯᖃᕐᖅᓯᐴᑦ ᓯᖅᑐᓂᖅᓴᓯᓂᕐ ᐃᓕᓐᓂᐊᕐᑎᓂᕐ ᐦᑳᑦᐊ ᐱᕐᖃᑎᕐᑐᓂᑦ ᐊᒡᓗ ᖃᓄᕐ ᐃᓕᓐᖃᑎᖃᖃᕐᖃᖓᕐᐸᑦ ᐦᑳᑦᐊᓂᕐᓕ ᐃᓕᓐᓂᐊᕐᑐᑕᕐᑯᖃᕐᓂᕐ ᓯᐧᓗ ᑐᑭᕼᐃᖃᕐᓯᕐᑕᓯᑎᕐᓇᕐᖅᑐᓂᕐ? ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐃᑖ.

ᐃᖃᓇᐃᔭᑎᒃ: ᐧᓇ. ᓯᓕᓯᑐᖅᓴᕝᕼᐃᓂᖅᑯᑕᕐ, ᒥᑕ ᓱᕕᒐᖅ.

ᓱᕕᒐᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐃᑖ. ᐊᒡᓗ ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᒐᖏᓯᑦ. ᓯᐳᑕᓯᕐᕼᐃᕐ ᑐᐧᖃᕐᓯᕐᑎᑯᐊᖁᒋᓕᑯᕐᒥᒐ ᐃᖅᑲᓇᐃᔭᕐᑎᐳᕐ ᔾᐳ ᐳᕋᐃᓯ ᑳᖅᐧᖓ ᐃᖃᕐᖃᑲᑐᐴᒐᐴᕐᖅ. ᐊᑐᐊᓕᓯᑎᓂᕐᓯᑦ ᐃᖅᑲᓇᐃᔭᕐᑎᑖᓯᓇᓯᐴᕐᒪᓯᑎᕐᑐᑦ ᐃᑯᖅᓯᓂᐊᓯᖓᕐᔾᕐᑖᐳᖅ ᐅᐧᑎᖓᓂᕐ.

ᑖᒪᖅᐧᐊ ᑭᕐᔾᓯᐴᐧᔪᑦ ᐃᓕᖅ ᐊᑐᖅᑕᐴᖅᑲᑕᖅᖅᓯᒪᕆᔾᕐᖅᓂᕐ ᖃᑯᖅ ᐊᑐᖅᖃᑭᑯᖅᓯᒪᕆᓂᕐᖃᕐᖃC, ᓯᓇᒥᕐ ᐊᖅᑕᓯᑎᖃᖃᕐᑭᖅᓯᒪᕆᓂᕐᖅᖃᕐᑕ. ᐊᑭᕐᓇᕐᑲᑯᑦ ᐃᖃᕐᖃᑲᐴᕐᓂᕐᐴᑎ ᐊᑐᓂᕐ ᓇᒡᕐᑕᓇᖅᕐ ᑖᓕᐊᖅᑲᑭᕐᑭᖅᓯᒪᕆᔾᐴᑦ ᓄᐴᑎᓯᑯᑖᕐᖅᑭᑎᕐ ᐅᐧᐧᑯᖓᕐᖓᕐᖅ ᐃᓕᓐᓂᐊᕐᑎᑯᐴᐴᖅᑭᑎᕐ. ᓯᐳᖅᐧᑯᓯᕐᓯᕐᖃᓯᐧᑯ ᓯᖅᑭᖅᑎᕐᔾᓕᐴᔾᑯ ᐃᖃᕐᖃᑲᐴᕐᖃᑎᕐᖅᖃᕐᓯᕐᖃᓯᐧᑯ ᑖᒪᖅᓯᐧᖓᕐᓕ ᑐᑭᕼᐃᑎᑯᕐᔾᕐᖃᓂᕐᓯᕐ ᐊᒡᓗ ᐃᓕᓐᓂᐊᕐᑎᑯᐴᕐᓂᕐᖅ ᖃᑯᕐᔾᐴᖃᕐᖃᕐᖃᕐᓂᕐᐴᑦ ᐃᓕᓐᓂᐊᕐᑎᑯᖅᔾᐴᕐᐴᓯᕐᐧᓯᑦ ᐅᐧᐧᑯᖓᕐᔾᐴᕐᖓᕐᑎᕐ ᖃᐴᖅᑲᖃᐁᓂᕐᒦᕐ. ᑖᒪᖅᐧᐊ ᐃᖃᕐᓄᕝᕈᐧᐧᒐᕝᐴᐴᑦ. ᑖᒪᓕᐃᖃᑐᖃᐴᖅᑭᑎᕐᔾᓕᕐᑕ

together at Arctic College to deal with that.

We will have to advertise them more in the future, especially information for the public and the communities. Not only Arctic College will have to travel to all the communities and that's obvious already. We want to advertise the communications positions and the board of governors has directed us to have better plans at Arctic College in the next ten years and how we're going to deal with it as the college in Nunavut.

On top of that, our collaborators, I mentioned Memorial University and they have agreed to be involved and they will be training in their past practices, especially for the more isolated communities, on what they have done. Also Canada-wide, we are involved with the Colleges and Institutes Canada. The director of CICan went to Nunavut for the first time and they have agreed to provide assistance to us.

Also, in the communities Inuit organizations are open and we have been collaborating with them. It's obvious that they provide services to students in the communities and also to NTEP students. It was mentioned briefly yesterday that other organizations like Kakivak, Kivalliq and Kitikmeot Inuit associations, and we will be working closely with them to make a decision in the future because we cannot deal with this by ourselves.

Also, the Department of Education, we just signed an agreement in moving forward, not just in one year, who are thinking about going to Arctic College so that they can think more about…available to the students and there are quite a few things, but I just gave you a summary. I hope was clear. Thank you, Mr. Chairman.

ᑕᐃᑰᑕ ᐃᖅᑲᓇᐃᔭᖅᑖᕈᓐᓇᖅᓯᓇᐊᕐᓗᐊᖅᑎᓐᓗᕐᑦ ᐊᑐᐅᕐᔪᒃᑯᑦ ᑲᑐᕐᓗᓄᑦ ᓯᓗᖅᑎᖅᖅ�861ᕐᒦᒐ ᑕᐊᒪᐊᓗᑐᓂᓐᓯᓇᐊᕐᒥᔪᕐᔪᖅ, ᐱᓕᕆᓂᓇᐊᖅᑐᒍᐃᖖᑲᒃ ᒋᖅᑯᓯᓂᐅᓇ.

ᐊᒻᓗᓗ ᓯᖅᓂᐊᓇ ᑕᓪᖀᑕ ᓇᓄᓇᑐᓐᖀᑦᑐᖅ ᓴᖅᑭᔾᖀᓂᖅᖅᑲᐅᑕᕐᖀᖅᓯᐅᐊᖅᑐᐃᑦ ᓄᓇᓕᑐᖀᒃᕋᓇᖃᓐᖀᖅᓂᖀᖀᐊᖀᐊᖅ, ᓄᓇᓕᓄᑦ.

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

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. Also in paragraph 20 of the Auditor General's report, it shows a picture of courses that were available for adults beginning in 2014 to 2019. The Kitikmeot was the only region they offered adult learning courses. Why was Kitikmeot treated differently than the Kivalliq or Qikiqtani regions? What is the status of that? That is my final question, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Towtongie, we will try and deal with your question regarding adult, but you are going a little too far forward. Mr. Suvega, if you would like to respond to that right now.

Mr. Suvega: Thank you, Mr. Chairman, and thank you for the question. In terms of past practices, we are reviewing what was useful. Sometimes our terms are different from the past. We are trying to review it within Arctic College to determine best practices for one community and how they can be applied in other communities, especially for the smaller communities that we don't hear from.

After our meeting in Baker Lake last spring, we were given direction by the board of governors as to how the smaller communities could be provided assistance, and what is available through communications. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just to clarify; right now we're working on pages 5 to 15 of the report and taking questions on that. Once members' questions have finished, we will move on to the next section of the report focused on adult learners. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman.

ᐃᓯᒪᔪᓂᒃ, ᐊᑕᐅᓯᐅᔪᐃᓐᓇᕐᔪᐊᕐᑎᑐᓗᓗᐊᖅ, ᐊᒥᓲᓄᑦ ᐃᓯᒪᖃᑕᐅᐊᖅᑰᓄᑦ ᓴᖅᑭᔪᓂᖅᐸᖅᑕᔪᓄᑦ ᑕᒃᑯᐊ ᐊᑐᐊᐱᐅᒍᒪᓇᕐᖅᑐᑦ ᐃᓕᓴᓂᐊᖅᑎᕐᒧᓄᑦ. ᐊᒥᕐᑲᑦᑕᐅᓚᐅᔭᑦ; ᓄᐃᓇᐅᑐᐊᑕᐱᓇᕐᒼᒌᒃᒃᑲ. ᑐᑭᓴᖅᑐᖏᐳᑑᓗᐊᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕿᐱᑦ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᓐᓇ. ᒥ ᑕᐅᑐᖕᒌ.

ᑕᐅᑐᖕᒌ: ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑕᖅ. ᐊᒻᒪ ᐅᓇ ᓇᐃᓴᐅᑎᖅᖂᖅᑐᖅ 20 ᐅᕕᖓ ᑕᒪᓐᓯᔭᖅᐹᖅᑎᓐᒃᑯᑦ ᑎᑎᕋᖅᓯᒪᔪᖏᓂ 20 ᐊᔾᖏᒍᐊᖅ ᑕᑯᒃᓴᐅᑎᑎᒐ ᐋᖅᐊᓄᑦ ᐃᓕᓐᓂᐊᑉᑕᐅᔪᐊᖅᑐᑦ 2014 ᐱᒋᐊᕐᓯᑎᑦ ᑖᑦᑯᒥ 2019 ᑎᑎᕐᔨᑦ ᖁᑎᑦᒑᑎᐅᓂᐅᐊᖅᑎᐊᖅ ᐋᖅᐊᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᑉᑲᖅᒑᒐᑦ. ᖅᑲᓐᓚᑕ ᖁᑎᑦᒑᑐᑦ ᐊᔾᕿᐸᕈᐊᖅᑐᒋᒃ ᑐᖅᐺᖅᖅ ᒡᑯᐊ ᑲᕙᓕᓐᓗ ᖁᑉᕿᑕᓄᓗ ᐱᓚᑦᔪᑦ? ᖅᑲᐃᑐᖅᒪ? ᑭᕙᓐᓚᖅᓚᖅ ᐊᐱᖅᑯᑎᓚ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒦᒃ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᓐᓇ, ᒥ ᑕᐅᑐᖕᒌ. ᑖᓐᓇ ᐊᐱᖅᓅᐲᑎᕐᔾᓂᒃ ᑕᒃᑯᐊ ᐊᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑐᑦ ᑐᖅᒑᓚᔭ ᐱᑕᓐᐊᕈᕐᐊᖅᓇᐊᖅᓚᖅᑯᑦᒃᑖᑐᑐᒃ, ᖁᐃᐊᖓ ᕼᐋᐳᕼᐊᓕᖦᖦᑲᑦ ᒡᐁᐊᐳᑯᔭ. ᖁᐃᐊᖓ ᒥᕐᑕ ᓯᖅᐅᖅᖢᖅ, ᑖᖅᖣ ᑭᐅᓂᓗᕼᐅᐊᕐᓂᕾᑐ ᒡᐁᐊᐳᑯᔭ. ᒥᕐᑕ ᓯᖅᐅᖅᖢᖅ.

ᓯᖅᐅᖅᖢᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᐊᐱᓐᒃᓇᐊᑦ. ᑕᒃᑯᐊ ᐊᑐᖅᑕᐅᖅᑕᖅᓯᕐᒪᓚᒐᖓᑦ ᑭᕐᒃᓇᐊᔪᓐᓚᑦ, ᖅᒥᕐᖃᕆᖅᐅᖅᖢᐊᕆᕐᓯᐊᔭᑦ ᓯᓇᐃᕐᑎ ᐊᖅᑑᑎᖅᖃᖅᑦᑕᖅᖢᖦᖢᖕᒃ. ᐃᓚᖅᓄᖅᐲᒐᐱᖕᒼᒃ ᐊᔾᐱᕿᖅᐊᕿᑐᔾᕿᒃᐊᓐᖢᑦᖅᒑᖢᑦᓯᖅᖢᖕᒃᑎᖢᓄᒃ ᓯᓚᖅᑐᖦᐅᑲᒍ ᖅᒥᕐᖑᓕᕐᑎᖦᖢᐊᖅᐊᔾᒃ ᐊᔾᐱᕿᑎᓇᐱᕈᔾᑐᖅᐊᖅᑕᒃ ᐱᐅᖕᓂᐅᒃᕐᐅᖅᐊᓂᒃᖅ, ᐊᑐᖅᑕᐅᖕᓂᓂᕐᐅᖅᐊᖅᓇᖕ ᐊᖅᑲᐅᖅᒦᖦᒃ ᔾᖅᖢ ᓄᖦᐊᓕᕐᒨ ᐊᒻᒪᓗ ᖅᒦᖦᖦᖕᒃᐊᖅᒧᖕ ᐊᖅᑲᐅᑐᖅᑲᐅᖕᖅᒑᖦᖕᒼᒃ ᐊᖅᖕᕐᐱᖅᑲᑯ ᓄᖦᐊᖕᕐᐅᖕ, ᐱᖢᐊᖅᑐᖕᒃ ᑐᔾᕿᓐᕆᖦᖕᒃᑕᒃᑎᐱᕐᐅᕿᒃ ᓄᖦᐊᖅᓇᕾᖢᖅᓇᖦᖅᖢᐱᖓ.

ᑕᒃᑯᐊ ᑲᑎᒪᑎᐅᖅᓇᐅᖕ ᖅᑲᓚᐅᖕ ᖅᖃᖕᒼᒃᖅᐊᒃ ᑲᑎᒪᖁᖕᖢ ᐅᐱᖅᒑᑎ'ᕿᖅᐅᕿᑐᖅᑐᕿ ᑕᒃᖕᐅᓇ ᑲᑎᒪᖦᖕᕿᐱᖅᐱᖕ ᐊᑎᐱᕿᕾᕿᐅᐱᕿᔾᖕᕿᖅᓇᖕ ᐅᖅᖅᐅᖅᐅᖕᖠᖕᒼᒃ ᖅᒦᖦᒌᖢᖕᖅᐅᓇᖦᖕᓇᖕᖠᖕᒼᒃᖅᒑ ᖅᑲᖅ ᓄᖦᐊᕾᑦ, ᓄᖦᐊᐱᐅᖕᖢᖢᖅ'ᕿᐱᖕᖅᐱᕾᖃ ᓯᓄᖅᑕᖕᒃ ᖅᑲᖕᒦᖦᖕᒼᒃ ᐃᖅᐱᖦᖅᒑᖦᖕᒼ'ᕿᒃᖦᖢᑎᖕᕿᖢᖅ'ᕿᖅᖢᒃᓄᖕᖠᖕᒼᒃᖕᕿᖅᐱ ᓯᓪᑕᕿᒃ ᖅᒦᖦᓂᖅᓐᖕᖢᖅᐅᖅᑯᓂᖅᐱ, ᐊᑎᐱᕿᕾᕿᑐᖕᕿᐅᖅᒑᖕᕿᖦᑐᐅᖅᖢᖕ ᖏᒃᖕᒼᒃ ᑐᖦᐅᖕᒼᒦᖕᖕᒼᒃᐱᖅᖕᖢᖕᖕᒼᖕᖕ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᓐᓇ. (ᑐᖦᖠᐱᑎᔪᑦ) ᓇᖢᓇᐃᕈᐊᖅᐱᖕᖢᖢ ᒪᓐᓇ ᒪᖦᐱᖅᑐᓕᐊᑦ 5-ᒦᒃ 15-ᔪᑦ ᐅᓂᖦᐱᒦᖢ ᐱᓇᖦᐊᕿᓕᕐᑎᖢ ᐊᒻᒪᓗ ᐊᐱᖅᑲᔾᐱᑎᕾᖅᖕᒼᒃ. ᑕᐊᓕ ᑲᑎᒪᕾᑦ ᐊᐱᖅᑲᒃᖦᐅᖅᐸᑕ ᑕᐊᓕ ᐊᐱᖅᐊᖅᒦᖦᖢᖢᖃᐊᖅᖦᒒᒃ ᖢᖦᐊ ᐋᖅᐊᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᑦ ᑐᖅᖅᐱᖢᖅ. ᒦᖦᖕᖕ ᐊᖅᒃᖢᐊᖅ.

Good morning, or good afternoon, colleagues. I'm happy today because my suitcase finally arrived.

>>Laughter

I'm getting it today.

On page 12, paragraph 52 in your report, my question is to Office of the Auditor General. Your report recommends that "The Department of Education should ensure that high school students are getting advice on academic and career options…" and that school staff are "…provide training and support materials to… give students career advice."

Did your audit evaluate how many Nunavut students had initiated a career plan and selected school courses based on their plan? Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. In terms of the career program plans, we refer to them in a couple of places. One is in paragraph, I believe it's 19. I'm sorry, paragraph 22; really what the requirements are with respect to preparing a plan and how they are meant to be used to help guide a student through high school. And in paragraph 49 of our report, that is where we indicate that for the seven schools that we examined, we found evidence that students were preparing career program plans, and maybe what I would just add to that is the importance of not… . I think there is an opportunity to strengthen the use of career and program plans, so not that there are completed and then put in a file, but in fact that if they could be integrated into, for example hands-on learning opportunities,

ᐊᕐᕈᐊᖅ (ᑐᓵᔭᐅᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ, ᐃᒃᓰᕙᐅᑖᖅ. ᐅᑦᑖᒃᑯᑦ, ᑲᑎᒪᔨᐅᖅᑲᑎᒃ. ᖅᑐᕕᐊᕋᔭᐳᖅᓪ ᐃᑎᖅᖏᐅ ᐱᑎᒐᑐᐊᒎᐃᐊᐅᖅᖢᒐ. ᐅᑦᒎᒥ ᐱᓂᐊᖅᑕᕋᔾᒃ.

>>ᐃᑦᓯᖅᑐᖅ

ᐅᑦᒎᒥ ᐱᕕᕋ.

ᒪᕐᐱᖓᖅ 12-ᒥ ᑎᑎᕋᖅᒡᕈᒃᕋᖅ 52-ᒥ ᐅᓂᒃᑳᖑ ᐊᕙᖅᑯᑎ Ċᖅᑯᓕᖑ ᖅᐅᕕᖅᖏᓚᐊᕐ ᑎᑎᕋᖅᒐᖅᖢᓕᓐᑦ. Ȧ, ᐊᑐᕐᖅᑯᔾᒪᒡᒪᒃ Ċᖅᑕᐊ ᐃᓕᓐᓂᖅᑐᑎᓐᐊᖕᑫᓇᒪᒍᖅᒃ ᒪᒃᑕᐊ ᐳᖅᑐᓯᖅᒦᖅᓯᑯᒃ ᐃᓕᓐᓂᖅᑎᓐᑦ ᐅᖅᖯᕐᐃᑕᐅᖅᖅᑕᕐᔨᖅᖤᑦᐊᓕᖅᒦᑕ ᐃᓕᓐᓂᖅᕖᓐᒎᑦ ᐃᖅᖃᓕᐃᒃᑖᒡᒥᖅᖢᒎᒃᒎᒪ, ᐊᒪᓕᖑ ᐃᓕᓐᓂᖅᕖᒥᒦᒥ ᐃᖅᖃᓕᐊᒡᖏᓐᑦ ᐱᓇᒦᒡᓕᐅᐳᖅᖓ Ċᑕᑫᐤᖆᒥ ᐃᑲᔫᓯᖤᒎᒎᒦᒎ ᐃᓕᓐᓂᖅᑎᓐᒎᑦ ᐃᖅᖃᓕᐊᖅ Ċᒪ Ḝᒦᒃᓕᒎᐅᒥ.

ᖅᐅᕕᖅᖅᒎᑎᖤ ᖅᐅᕕᖅᖃᐅᖅᐳᕐᒃᒡᒦ ᓄᐊᕗᒥ ᖅᑖᕐᒦᑦ ᐃᓕᓐᓂᖅᑎᓐᑦ ᓕᕝᒡᖅᖤᐳᖅᖰᒎᑦ ᐃᖅᖃᓕᐃᖅᐳᒪᐅᖅᖢᒪᖅᖰᒎᒎ ᓂᕿᕝᖅᖑᓐᒎᒎ ᐃᓕᓐᓂᐊᓕᒃᖑᒦ Ċᔾᖓᒎᑦ ᐸᖅᖃᐅᑎᒦᒦᒎᒎ? ᖅᑯᔭᓐᓇᒦᒃ, ᐃᒃᓰᕙᐅᑖᖅ.

ᐃᒃᓰᕙᐅᑖ: ᒪᒎᖓ. ᑒᓪᖅᒃᐈᐃᒦᒎᖅᒃᒎᐈᐳᖅᑎᕝᖅᖤᒦ, ᒣᒃ ᒣᖅᕋ.

ᒣᖅᕋ (ᑐᓵᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ, ᐃᒃᓰᕙᐅᑖᖅ. ᒋᒎᒍᖅᖓᒦ ᐃᖅᖃᓕᐅᑎᕝᖤᒎᑦ ᐸᖅᖃᐅᑎᒦᒎᒎ Ċᖅᑕ ᐅᖅᐳᑎᒎᒦᒡᒣᒋ ᐊᒃᑎᕝᖅᐊᖅᒎᒎᕋᖅ ᑒᖅᖃᓂ 19-ᒦ, 22-ᒎ Ċᖅᑕ ᐱᒦᒪᒎᒎ ᐱᖅᖤᒦᓯᒦᒎᑦ ᐸᖅᖃᐅᑎᓐᒃ ᖅᓚᕐᒎ ᐊᒎᖅᑕᐅᕝᖢᒦᒎᒦᒎᒃᒪ ᐳᖅᑐᓯᖅᒦᒦᕋᖅ ᐃᓕᓐᓂᖅᑎᓐᒎᑦ. ᐊᒪᓕᒎ ᕋᖅᐳᑎᒦᖓᒪ 49-ᒦ Ċᖅᖃᓂ ᐅᓂᒃᑎᒪᒦᒎ Ċᖅᑯᑦ ᓇᒎᐃᖅᖤᒦᑦᒃ Ċᖅᑯᒦᒃ 7-ᒎᑦ ᐃᓕᓐᓂᖅᕖᒎᒎ ᖅᐱᒃᖅᐊᒎᐅᖅᑎᒎᒎ ᑒᖅᖃ ᖅᐅᕕᒎᐅᖅᖆᑦ ᐃᓕᓐᓂᖅᑎᓐᑦ ᐸᖅᖃᕐᐳᖅᖤᒎᒃᒃᐊᒃᐅᖅᒦᑦ. ᐃᓕᕝᐊᒎᐊᖕᒎᐅᒎᒃᖤ ᑒᖕᒎ ᐱᓕᓂᐅᖆᒃ. ᑕᐃᒪ ᐱᐊᒪᖅᖃᐳᒃᒎᖅᒦ ᓂᐊᑦᒎᑎᕝᖤᒎᒎ Ċᖕᒎ ᐃᖅᖃᓕᐊᖅᒎᒎ ᐸᖅᖃᐅᑎᖓ. ᐱᒦᓕᖅᖤᐳᕐᒦᒃᖆᒃ ᐸᐈᒃᖅᖤᒎᐊᖤᕋᖅᖤᒃᖆᐳᒎᒎ ᐃᒎᖆ ᐃᓕᓕᐅᖅᕐᕋᒪᖅᖑᖅᑦ ᐌᒎ ᐃᓕᓐᓂᐊᒎᖅᖅᐊᒎᒎᑦ ᐃᖅᖃᓕᐃᖅᖏᒎᐅᖅᒎᒎᒎ ᐱᐊᖅᖃᖅᐊᐅᒦᒦᒃ Ċᖅᑕ ᐸᖅᖃᐅᑎᖤᖅ ᑕᐈᖅᑕ ᐊᒎᖅᑕᐅᖅᒋᖅᖆᒦᒎ ᒎᒦᒎᒎᖅ ᓯᖅᕋᒎᕐᒎᑦ.

work experience opportunities, so that the potential of those plans could be realized.

I think that they can play an important role. So not just completing them, but also help using them as a guide for students and as a means of identifying, for example, what kind of work experience or hands-on learning they could benefit from based on their experiences, or interests I should say in school.

We did note in, again in paragraph 49, the number. What I would say is that I think that the potential of what they offer is something that could be strengthened. Thank you, Mr. Chairman.

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

Mr. Akoak: Thank you. My question now is towards the Department of Education. In its response to the audit report recommendation regarding career and program plans, the Department of Education noted that some schools may not be following the mandatory career and program planning process.

What steps have been taken to identify those high schools which may not be following this process and ensuring that they will undertake to do so? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. And thank you for the question.

Currently, the Department of Education is working with our regional school operations, principals, educator development, to ensure the CPP is part of the education and program planning, and the fall review will be soon submitted to the regional school operations

Ċᑉdᐊ ᐱˡᒪᖕᐅᒋᒥᑉ ᐱᒋᖂᑉᖓᒃ ᑕᐊᒪᖁᓇ ᐱᔭᓯᒍᑎᕼᓇᖕᕙᑕᕿᑕᐅᒍᑎᕼᓇ ᑕᑿᓇ ᐊᑭᕿᐳᑎᖕᑕᐅ Ꮚ ᐊᑦᕙᑕ ᓇ ᓄᐃᓂᐦᑎᑦᖅᓂ ᓅᖂᖅ ᐊᒋᕼᓇᕼᐊᔭᒧ CLᑐᒧ ᔭ ᐃᒍᐃᔾᐊᓇᓯᑎᒋ ᖕᐊᕿᑦᓇᒐᒪᖅ ᐃᒋᒍᑎᑦᕼᓇᑦ ᐊᕿᒐᔭᓇ ᐃᕼᑕᑭᖏᖕᑦᓂᖅ ᐊ

ᑕᕿᓇ 49-ᖅ ᐅᖃᐅᓯᑎᖏᐅᕼᒪᑦᕙᑎᒧ ᓯᑎᕼᐊᓇᖕᒥ ᐅᖃᓯᒦᒦᓗ CLᕼdᐊ ᐊᑐᓇᑭᐅᑎᑕᐅᑕᖕᒥ ᓴᖕᑎᖕᑎᐊᔭᑎᕼᒡᒧᐊᔭᒧᐊᔾᒪᒧ. ᕿᒡᓇᖕᒥᖅ, ᐃᑦᕿᐅᑕᕿᖅ.

ᐃᑦᕿᐅᑕᕿᖅ: ᕿᒡᓇᖕᒥᖅ. ᒦᖅ ᐊᕿᕼdᐊᕼᖅ.

ᐊᕿᕼdᐊᕼᖅ (ᑐᓯᐊᑎᒍᖅ): ᕿᒡᓇᖕᒥᖅ, ᐃᑦᕿᐅᑕᕿᖅ. ᐊᐱᕼdᑎᒪ ᑐᕼᖕᑎᓂᕼᖕᓇ ᐃᒋᒍᑎᕼᐅᑕᕿᓇᖕᕼdᓇᒧᖅ. ᖃᐅᔾᑎᖕᒦᖕᒥᖕᖅ Ċᕿᒧᔭᖕᒥ ᐅᓇᕼᒦᖕᒥ ᐊᑐᕼᕿᒋᕼᐅᑎᓇᖅ ᕼᕿᐊᐅᑎᖕᒦᖕᒥᖅ ᐃᕼᑕᖕᑭᐃᔾᕼᒋᖅ ᐃᒋᒍᑎᖅᑐᓇᑎᓇᖕᕼd ᑎᑦᑕᕼᒦᒪᕼᒧ ᐃᒋᖕᒧᔾᖅ ᐃᒋᒍᕼᖏᒧ ᒧᕿᖕᒧᑐᖕᖏᒧᓇᖕᕼᖕᓇ ᐊᑐᕼᑕᐅᓇᓇᒦᓇ ᕼᕿᖕᑕᓇᕼᑕᐊᓇᐅᕼ ᐊᐅᑎᓇᖕᒦᓇᖅ.

ᕿᓄᐃᑕᐅᕿᑦᕿᕼᒦᔭᒣ ᐊᖕᐊᓇᐃᕼᒋᕼᖕᓇ Ċᕼdᐊ ᐃᒋᒍᑎᖅᒦᖕ ᒧᕿᖕᒧᑐᖕᐅᓇᑎᕼ ᐊᕼᒧ ᐱᒋᕼᒋᕿᑦᓇᖕᕼᖕᖅ CLᑐᖕᒥ? ᕿᒡᓇᖕᒥᖅ, ᐃᑦᕿᐅᑕᕿᖅ.

ᐃᑦᕿᐅᑕᕿᖅ: ᕿᒡᓇᖕᒥᖅ. ᐃᒋᒍᑎᖅᑐᓇᑎᖕᕼdᖅ, ᒦᕼ ᒪᕼᒦᕟᓇᕼ.

ᒪᕼᒦᕟᓇᕼ (ᑐᓯᐊᑎᒍᕼ): ᕿᒡᓇᖕᒥᖅ, ᐃᑦᕿᐅᑕᕿᖅ. ᕿᒡᓇᖕᒥᖅᕼᒧ ᐊᐱᕼdᑎᖕᕼᓇᒧᕼ.

ᒪᖕᐊᐅᕼᖅ ᐃᒋᒍᑎᖅᑐᓇᑎᖕᕼᖕd ᐱᒋᒥᕼᑎᖕᕼᕼᕼᑐᕼ ᐊᕙᕼᑐᕼᕟᒋᕼᓇᕼ ᐃᒋᒍᕼᐊᑐᓇᕼᒧᕼᖕ ᐊᖕᕼᕼᖕᕼᒧᕼᕼᒧ ᐃᒋᒍᕼᐊᕼᒧᕼ CLᕼᒪ CPP ᐃᒋᕼᕼᐅᒪᓇᕼᕼᕿᕼᓇᖕᕼᖅ ᐃᒋᒍᕼᐊᕼᐳᒐᕼᖅᕼᕼᕼ ᕼᕿᐅᑎᖕᕼᖕᕼᒧᕼ ᐅᕿᐊᕼᕼᕼᖕᕼ ᑐᖕᕼᕼᖕᕼᐊᕼᕼᕼᕼᕼᖅ ᒪᖕᐊᒦᕼᕼᕼ Ċᕼdᓇᕼᕿ

for review in the department. So there is an opportunity built in to ensure these courses and programs are being offered. *Qujannamiik*, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. On page 12 of the auditor's report, your response to the recommendation, paragraph 52, you say the "…course selection and involving parents in these life choices… ." Can you explain to us what that means? Or how do you respect the parents when they want to go ahead with their programs in the future. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Thank you for the question.

The parents are involved throughout the CPP process and would be invited to our high schools to participate in the review of the CPP. *Qujannamiik*, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. The questions are now geared towards school councillors. First of all, can you explain to me what a student support assistant does? What does that job… what does the person doing that job "school support assistant"? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. A student support assistant provides supports and works in classrooms

ᐊᕕᒃᑐᖅᓯᒪᔪᕐᓄᑦ ᐃᓕᓐᓂᐊᕝᕕᓕᕆᔨᒃᑯᓐᓄᑦ ᖅᒥᕐᖅᑭᖅᐅᐊᖅᒪᒡᓕᑕ ᐃᓕᓐᓂᐊᖅᑐᑕᓐᓴᖅᑯᓐᓂᑎᒃ ᑕᐃᒫᒃ ᐱᐊᖅᖅᑎᑎᖅᒣᖅᑐᖕᑦ ᑕᒃᖅᑕ ᐃᓕᓐᓂᐊᐳᖏᖏᑦ ᐱᓕᕆᐊᖅᓴᖕ ᐊᑐᐃᓐᓇᐅᑎᑎᐅᓗᒐᖅᒪᖏᑦᑕ. ᖅᑯᔭᓐᓇᒥᒃ, ᐃᑉᐱᖅᖅᐅᑕᖅ.

ᐃᑉᐱᖅᖅᐅᑕᖅ: ᖅᑯᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᐊᖅᒃᐊᖅ.

ᐊᖅᒃᐊᖅ (ᑐᖕᓱᑎᔪᖅ): ᖅᑯᔭᓐᓇᒥᒃ, ᐃᑉᐱᖅᖅᐅᑕᖅ. ᑕᖕᖅᓂ 12-ᒥ ᒻᒃᐱᓂᖕᓕᓂ ᐅᖂᖕᑉᕐᑯᖏᑦ ᑮᖏᖅᑯᖅᑎᕆᑎ ᐊᑐᓐᖅᑯᕈᑉᐱᖕᖅᑉ ᑮᖏᖅᖗᖏ 52-ᒍᑦ. ᑮᐅᑕᒍᒻᒃ ᐃᓕᓐᓂᐊᕝᕍᑎᑦ ᐊᒻᖗ ᐊᖅᐱᕆᖅᒃᓂᖅᐅᕐᑦ ᐃᓕᐅᖅᑉᐊᑎ ᐃᐆᖅᒃᖗᑦ ᐸᖅᐅᑎᖕ. ᖅᓂᖅ ᑮᖅᖗ ᑐᑕᖅᒃᒪᖅᖀᖕ ᐅᖏᖂᓕᕚᖅᒪᖅᐱᐳᖅ ᖅᓂᖅ ᐊᖅᖗᖅᒃᖂᖏᖅᐅᕐᑦᖗ ᐱᑎᐊᒻᖅᒻᖂᓕᖀᓐᖕ ᐃᓕᓐᓂᐊᕝᓗᒃᖗᖂᓐᖅ ᐲᖗᓐᖕᒡᒥ? ᖅᑯᔭᓐᓇᒥᒃ, ᐃᑉᐱᖅᖅᐅᑕᖅ.

ᐃᑉᐱᖅᖅᐅᑕᖅ: ᖅᑯᔭᓐᓇᒥᒃ. ᐃᓕᓐᓂᐊᖅᑐᑕᓐᖂᒃᑯᑦ, ᒥᔅ ᒻᒃᒥᓕᐊᖅ.

ᒻᒃᒥᓕᐊᖅ (ᑐᖕᓱᑎᔪᖅ): ᖅᑯᔭᓐᓇᒥᒃ, ᐃᑉᐱᖅᖅᐅᑕᖅ. ᖅᑯᔭᓐᓇᒥᒃᖗ ᐊᐱᖅᒃᑯᖏᖕᓄᑦ.

ᑮᐅᑕ ᐊᖅᖀᖅᖅᖂᖏᓂᖅᐅᕐᑦ ᐃᓕᐅᖅᒃᑕᐅᕝᑦ CPP ᐊᑐᐊᖅᑕᐅᖅᕐᑐᐊᑦᖗᐅ ᑐᖕᓱᕐᑎᑎᐅᖂᖕᓂᒃᖗᖂᑦᖗᐅ ᐃᓕᓐᓂᐊᕝᕍᑎᒻᖗᑦ ᐃᓕᐅᖅᑐᕐᖗᑦ ᖅᒥᕐᖂᓂᒡᒥ ᑮᖅᓕ CPP ᒻᒃᖂᖏᑦ. ᖅᑯᔭᓐᓇᒥᒃ, ᐃᑉᐱᖅᖅᐅᑕᖅ.

ᐃᑉᐱᖅᖅᐅᑕᖅ: ᖅᑯᔭᓐᓇᒥᒃ ᒥᔅᑕ ᐊᖅᒃᐊᖅ.

ᐊᖅᒃᐊᖅ (ᑐᖕᓱᑎᔪᖅ): ᖅᑯᔭᓐᓇᒥᒃ, ᐃᑉᐱᖅᖅᐅᑕᖅ. ᐊᑉᖅᑯᓅᒃᖕ ᑐᑮᖅᑎᓕᒻᒡᓅᒃ ᐃᓕᓐᓂᐊᕝᒻᒃᒡ ᐅᖅᖂᖅᐅᕈᔮᖏᖗᑦ. ᐲᖗᓕᖅᓛᒡᒥᒃ ᐅᖏᖅᑉᖂᖗᕚᖕᐱ ᐅᖂᖗᖏᑦ ᑮᖅ ᐃᓕᓐᓂᐊᕝᒥᖕ ᐃᑉᖅᒃᖏ ᖅᕈᖏᖅᖅᖂᑮᖗᖕ ᐊᒻᖗ ᖅᕈᖏᑉ ᐱᑎᐊᖅᖕ ᑮᐅᕐ ᐃᓕᓐᓂᐊᕝᕍᖏᖗᖕ ᐃᓕᓐᓂᐊᕝᕍᑎᒡᒥ ᐃᑉᔭᕐᒃᐱᑦ? ᖅᑯᔭᓐᓇᒥᒃ, ᐃᑉᐱᖅᖅᐅᑕᖅ.

ᐃᑉᐱᖅᖅᐅᑕᖅ: ᖅᑯᔭᓐᓇᒥᒃ. ᒥᔅ ᒻᒃᒥᓕᐊᖅ.

ᒻᒃᒥᓕᐊᖅ (ᑐᖕᓱᑎᔪᖅ): ᖅᑯᔭᓐᓇᒥᒃ, ᐃᑉᐱᖅᖅᐅᑕᖅ. ᑕᒻᒃᑕ ᐃᓕᓐᓂᐊᕝᒃᑎᒡᒥᒃ ᐃᑉᔭᖅᖂᒃᐊᒃ ᐱᑕᖅᖅᑎᒃᑎᖅᖂᖀᕐᑐᐊᑦ ᐃᑉᔭᖅᖂᒃᐃᓂᒻᒡ

with teachers to help students in their learning, often working with special needs students, students who may be on individual program plans, and they provide extra support at the direction of the teacher. *Qujannamiik*, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. I guess I got the wrong person I'm trying to get at, but you have some people who help out high school students. I don't think they are considered as school counsellors. You said that you have only five school counsellors in the territory and you have some people who sit in the schools that do some sort of counselling with students, but I don't know what their job title is. Can you tell me who they are and what their title is? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. There are five guidance counsellors in our schools. The guidance counsellors in particular would provide support in career counselling, work placement experience for high school students; in addition to that, we have school community counsellors, so two different positions in our schools, *Ilinniarvimmi Inuusilirijiit. Qujannamiik*, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. Community counsellors don't have the same work as a school counsellor. Am I correct? Does a community counsellor need more education to become a school counsellor? Am I going in the right direction? I'm just

ᐃᓕᓐᓂᐊᖅᓂᕐᓗ ᐱᓕᕆᖃᑎᖃᖅᐸᒃᑐᑎ ᐃᑲᔪᖅᑐᑎ ᐃᓕᓐᓂᐊᖅᑏᓂᒃ ᐃᓕᒐᓴᕐᕐᑕᕐᐊᑎᒻᓗᓄᑦ. ᐊᔾᐃᐅᐊᖕᒥᑦᑐᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᕈᑎᐊᔾᒻᓗ ᐃᓕᐊᖃ ᖁᓕᒥᓯᖅ ᐸᖅᑲᐅᔾᐅᖅᑎᒻᓄᑦ ᐃᑲᔪᖅᒃᐊᓂᒻᒥᒃ ᓴᖅᑭᔾᖅᑎᑕᐅᒻᒥ ᑎᓕᐅᖅᑕᐅᑦᓄᑦ ᐃᓕᓐᓂᐊᓗᑦ. ᖁᔭᐊᓂᒻᒃ, ᐃᑲᔾᐃᐅᑦᒃ.

ᐃᑲᔾᐃᐅᑦᒃ (ᑐᖅᐃᑎᒻᑦ): ᖁᔭᐊᓂᒻᒃ. ᒥᑦ ᐊᖅᑯᐊᖅ.

ᐊᖅᑯᐊᖅ: (ᑐᖅᐃᑎᒻᑦ): ᖁᔭᐊᓂᒻᒃ. ᐅᖅᑲᐃᐊᑦᖅ ᐅᑉᓗᒻ, ᐃᖅᑲᓇᐃᔾᖅᑎᖃᖅᐱᒐ ᐳᖅᑐᓂᖅᓴᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᐃᑲᔾᖅᑕᑦᖅᑐᓂᒃ? ᐊᔾᒥᕐᖅᐅᖅᑐᖅᖃᖅᕈᑦᒻᒪᑦᖅ ᐅᖅᑲᓗᐅᖅᐊᑑᐅᑎᒻᔾᑦ ᑕᑦᒻᐃᐊᓗ ᖃᓕᒻᖅ. ᑕᑦᒻᐃᐊᓗ ᖃᓕ ᐃᖅᑲᓇᐃᔾᖅᑑᖅ ᐃᓕᓐᓂᐊᕐᕿᐊᖅ ᐅᖅᑲᓗᐅᖅᐊᑑᑦ ᐅᖅᑲᓗᐅᖅᐊᑎᒻᒻᑕᖅ ᖃᓄᖅ ᑕᐊᔾᐅᖅᓚᖕᖅᒻᑦ ᐃᓴᖕ ᐅᖅᑲᐅᒻᔾᐅᑐᐅᔾᖅᑕ ᑭᑯᓚᖕᖅᒻᑦ ᖃᓂ ᑕᐊᔾᐃᓚᖕᖅᒻᑦ ᐃᖅᑲᓇᐃᔾᖅᐊᖕᑦ. ᖁᔭᐊᓂᒻᒃ, ᐃᑲᔾᐃᐅᑦᒃ.

ᐃᑲᔾᐃᐅᑦᒃ (ᑐᖅᐃᑎᒻᑦ): ᖁᔭᐊᓂᒻᒃ. ᒥᑦ ᒪᒻᒥᓚᓐ.

ᒪᒻᒥᓚᓐ (ᑐᖅᐃᑎᒻᑦ): ᖁᔭᐊᓂᒻᒃ, ᐃᑲᔾᐃᐅᑦᒃ. ᑕᑦᒻᒪᓂᒃ ᐃᖅᑲᓇᐃᔾᖅᐸᖅᑎᐊᓚᕐᒻᓄᕐᔾᑦ ᐅᖅᑲᓗᐅᖅᔾᕐᔾᑦ ᐊᔾᒻᓗ ᑕᑦᐊᓚ ᐃᖅᑲᓇᐃᔾᖅᐸᖅᑎᐊᓚᕐᓄᕐᔾᑦ ᐅᖅᑲᓗᐅᖅᔾᕐ ᐃᑲᔾᖅᑕᑦ ᐃᖅᑲᖅᑐᓇᐊᔾᓂᖕᒻᕐᑦ ᐃᓕᐊᖃ ᐃᖅᑲᓇᐃᔾᖅᒻᒻᔾᖅᐸᖅᑎᐊᓚᕐᒻᓄᕐᔾᑦ ᐱᓕᕆᐊᑦ ᐃᖅᑲᓇᐃᔾᖅᒻᔾᓂᕐᔾᒻᒃ ᐃᖅᑲᓇᐃᔾᖅᑕᐅᓕᓚᕐᖕᔾᓂᕐᔾᒻᒃ ᐳᖅᑐᓂᖅᒻᔾᒻᒃ ᐃᓕᓐᓂᐊᖅᑎᒻᒃ ᐊᔾᒻᓗ ᖃᐊᐃᑕᐊᐊᔾᑦ. ᑕᔾᓗᒪ ᐃᓚᐃᑦᖅᖃᖅᑦᖅᑐᖅ, ᓄᐊᑕᖕᒥ ᐅᖅᑲᓗᐅᖅᔾᕐᔾᖃᖅᓚᕐᒻᑦ. ᒪᔾᒻᓗᓂᑦ, ᑕᔾᐊᓚ ᐊᔾᒻᓂᖅᒻᑦᑐᐊᑦ ᐃᓄᐊᑦ ᐃᓕᓐᓂᐊᖅᒻᕐᒻ ᐃᓄᔾᑐᓇᐃᑦ. ᖁᔭᐊᓂᒻᒃ, ᐃᑲᔾᐃᐅᑦᒃ.

ᐃᑲᔾᐃᐅᑦᒃ (ᑐᖅᐃᑎᒻᑦ): ᖁᔭᐊᓂᒻᒃ. ᒥᑦ ᐊᖅᑯᐊᖅ.

ᐊᖅᑯᐊᖅ: (ᑐᖅᐃᑎᒻᑦ): ᖁᔭᐊᓂᒻᒃ, ᐃᑲᔾᐃᐅᑦᒃ. ᓄᐊᑕᖕᒥ ᐅᖅᑲᓗᐅᖅᔾᕐᔾᑦ ᐊᔾᒥᕐᖕᖅᑎᖕᖕᓗᕐᔾᑦ ᐱᓕᕆᐊᖅᖃᖅᓚᕐᒻᑦ ᐊᔾᒥᕐᖕᖅᑐᓂᕐᔾᒃ ᐃᖅᑲᓇᐃᔾᖅᖃᖅᐸᖕᔾᑦ, ᓯᕐᐳᖕᖕᔾ? ᑕᔾᐊᓚ ᓄᐊᑕᖕᒥ ᐅᖅᑲᓗᐅᖅᔾᐃᑦ ᐃᓕᓐᓂᐊᑲᐅᓄᐊᔾᖅᑦᑐᖅ ᐃᖅᑲᓇᐃᔾᖕᓚᑕᓂᖕᒻᕐᔾ. ᖃᑲᐃᑕᐊᔾᑐᐃᑲᐊᓚᖕᔾᖅᒻᐅ

trying to find out if every school can get a guidance counsellor in each school so that the students can go to them and be forwarded to what kind of programs that they have to have to get to where they're going, if you understand what I'm trying to say. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The department is considering the provision of guidance counsellors in all of our schools. In particular the guidance counsellors do provide course selection, future career advice, looking at what's required for entrance into colleges, universities, or trades, which would be different from the position of *Ilinniarvimmi Inuusilirijik*, and that's our school community counsellor. The school community counsellor would provide more social supports for our students and the liaison between the school and the home. *Qujannamiik*, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. Thank you for the clarification. Every school has a community counsellor and, if they do…I see you nodding your head. Mr. Chairman, you say the department is also considering developing further training for school staff in this area as a guidance counsellor. Am I correct and, if so, can the community counsellors become a guidance counsellor? If you had one in every school, can you train them to become guidance counsellors? Thank you, Mr. Chairman.

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

ᑕᐃᒫ ᐃᓕᓐᓂᐊᖅᕕᓕᒫᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᑖᖅᐸᓪᓕᐊᓕᖅᑐᒍᑦ ᐅᖃᑦᑕᐅᔾᔮᒐᓱᒡᓘᓐᓇᑐᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᐅᕙᑦᑕᐅᔾᔮᖅᓇᒐᓚᑐᑦ. ᖃᓄᐃᒡᒍᑎᒃ ᐃᓕᓐᓂᐊᕐᓗᐊᖅᒪᖔᓕᑕ ᐊᔾᕆᖅᓯᖅᔭᖅᐅᖅᑦᑲᑦᓗᒥᒃ ᐃᒪᖓ ᐅᕕᓇᓕᕐᑦᑕᒐᓂᒃ ᑎᑭᑦᑎᖅᑐᓕᓂᒃ. ᑐᑭᓯᐅᑎᒃ ᐅᖃᐅᓯᕆᓇᓕᕐᒥᑦᑕᖅ. ᖃᔪᓇᒦᒃ, ᐃᕝᕆᖁᑕᖅᑭ.

ᐃᕝᕆᖁᑕᖅ (ᑐᓯᐱᑎᒍᑦ): ᖃᔪᓇᒦᒃ. ᒥ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓯᐱᑎᒍᑦ): ᖃᔪᓇᒦᒃ, ᐃᕝᕆᖁᑕᖅᖅ. ᐱᑦᓇᖅᕕᓪᔪᑦ ᐃᔪᒪᒃᖅᔭᐅᕆᖅᑎᖅᑦᑐᑦ ᑕᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᕕᖅᕘᑦᑐᓕᐊᓂᓯᓄ ᐃᓕᓐᓂᐊᕕᒃᑎᖃᓂ. ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᕕᖅᕘᑦᑐᓂᓂ ᐅᖃᓕᑕᐅᔪᓂᑦ ᓇᓕᕐᖑᓂᒃ ᐃᓕᓐᓂᐊᔪᓂᐊᖅᒪᖔᓕᑦ ᓂᐅᔭᖅᑎᖅᑎᖏᑦ, ᑭᔪᐊᓂ ᒪᒃᓄᖕᓗ ᓯᓕᖅᑑᖅᖔᔮᖅᔭᔪᓂᑦ ᓯᓕᖅᑑᖅᖔᓂᓂᑐᖔᒍᑦ ᐃᖅᑲᓇᐃᔭᓂᓂᐅᖔᒍᑦ ᐅᕙᔪᑎᕐᓕᐊᖅᑦ ᐊᔮᕆᖅᕆᑕᖅᓱᓕᑕ, ᐊᔮᕆᖕᑕᕐᑦᑐ ᐃᓕᓐᓂᐊᖅᖅᒪᕆ ᐃᐅᔪᓕᕐᓯᐱ. ᑕᐃᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᖅᒪᕆ ᐃᐅᔪᓕᕐᓂᔪᑦ ᐃᐅᔪᐅᖅ ᒦᕆᖑᓂᓂᖅᖕᓕᖅ ᐃᓕᓇᔪᖅᔮᐃᖅᑦᑖᖅᓂᓂᖅᓕᑦ ᐃᓕᓐᓂᐊᖅᖅᑎᓄᓂᒃ, ᐊᒻᓗ ᐊᖅᑎᖅᖔᑐᓕ ᐃᓕᓐᓂᐊᖅᓘᑦᓕ ᑲᑦᖅᒪᒪᓂᓂᑐᖕ. ᖃᔪᓇᒦᒃ, ᐃᕝᕆᖁᑕᖅᖅ.

ᐃᕝᕆᖁᑕᖅ (ᑐᓯᐱᑎᒍᑦ): ᒥᑕ ᐊᖅᑯᐊᖅ.

ᐊᖅᑯᐊᖅ: (ᑐᓯᐱᑎᒍᑦ): ᖃᔪᓇᒦᒃ, ᐃᕝᕆᖁᑕᖅᖅ. ᖃᔪᓇᒦᒃ ᑐᑭᓯᑎᕆᔭᕐᓇᓕᕐᖄᖅ. ᑕᐃᒫ ᐃᓕᓐᓂᐊᖅᓄᑦ ᑕᒪᐃᑕ ᐃᐅᓕᕐᓯᑕᖅᖅᕗᖅ? ᐱᑕᖅᓯᓂᖅᖅᐸᑐᓕ ᑕᒪᐃᑕ ᐊᖅᑕᖅᓯᖅᓕᖅᑕᖅᓕᖅ ᑕᐃᒫᓇ ᐃᕝᕆᖁᑕᖅᖅ. ᐅᖅᖅᓯᖅᒪᒐᓕᖅ ᑖᒃᑯᐊ ᐅᖅᑲᖅᓯᖅᓕᔪᖅᑲᐅᖅᖅ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᑕᓕᖅᖅᑯᑦ ᓯᐅᓗᑦ ᐃᓕᓐᓂᐊᖅᓕᖅᖅᓂᒃ ᐊᒻᓗ ᐃᓯᐊᕆᐱᓂᓂᖅᓕᑦ. ᑕᒪᖅᖕᒥᖅᕐᐱᓖᖕᓕ? ᖃᓄᖅ ᑖᒃᑯᐊ ᓄᓇᓕᕐᒦᕐᑕᖅᑎᐃ ᐃᓕᓕᖅᖅᐅᔪᐊᖅᖅᕘᑦᖅ? ᔪᖅᓗ ᓄᐅᓯᖅ ᐃᓕᖅᐃᖅᖄᖅ ᐃᓗᐊᖅᓯᖅ ᑕᒪᐃᒫᖅᓯᖅ ᐱᑕᖅᓯᖅᓂᖅᓕᑉᓄ, ᔪᖅᓗ ᐅᖅᑐᑕᖅᓯᐅᖅᑎᐊᖅᑎᕘᖅᓯᓂᒃᑐ? ᖃᔪᓇᒦᒃ, ᐃᕝᕆᖁᑕᖅᖅ.

ᐃᕝᕆᖁᑕᖅ (ᑐᓯᐱᑎᒍᑦ): ᖃᔪᓇᒦᒃ. ᒥ ᒪᒃᒥᓚᓐ.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Thank you for the question. We work with our partners, such as Nunavut Arctic College, and looking at different laddering programs for school staff, such as *Ilinniarvimmi Inuusilirijiit*, who are interested in different positions to get that additional training. Yes, the potential is there that they could become guidance counsellors in schools. *Qujannamiik*, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. I understand that you are using the principles or the teachers that are at the school now as a guidance counsellor. You are getting them to direct students to what programs they need to go to where they're getting at and make already overloading or overworking the present staff. Training the community counsellors to become guidance counsellors would be great just to help the present staff from being overworked, which they already are. It's just a comment. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Thank you, Mr. Akoak. It's just a comment. Just to follow up to Mr. Akoak's question, would the Department of Education be able to provide, not today I guess, but a written summary, a list of all the different positions in the schools and what the educational requirements or other qualifications are for those positions? For example, *inuusilirijik* needs to be what? Does a guidance counsellor need to have a teaching degree? Does a language specialist need to have a teaching degree? I hope I'm being clear in terms of what I'm requesting. Would the Department of Education be willing to prepare a summary for Committee Members and provide it to us at a later date? Ms. MacMillan.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᔪᖀᒡᒥᒐᕕᑦ. ᑕᒪᓐ ᓴᖅᑭᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᑖᒃᑯᐊ ᓱᓕᑦᑐᖅᓵᖅ ᐃᓕᓐᓂᐊᖅᓯᐊᕈᑎᖕᒪᒋᑦ ᐊᒻᒪᓗ ᐊᔾᔨᖕᒥᑦᑐᓂᒃ ᖃᓄᖅ ᑕᒃᑯᐊᓇᖕᒥᒐᑦ ᑕᐅᑐᖅᓯᒪᓂᖅᑲᑎᒡᓗᒋᑦ ᐃᓕᓴᐃᓇᓄᓪᓗ ᐊᒻᒪᓗ ᐃᓄᑦᑕᓂᐹᑦ ᑕᐅᒃᑯᐊ ᐱᔪᒪᔅᑭᓴᖅᑉᑲ ᓯᒐ ᐊᔾᔪᐹᖕᕈᑐᓂᒃ ᐊᒻᒪᓗ ᑖᒫ ᐃᓚᒌᖃᖅᓂᖁᑕᐅᓯᕐᑭᑐᖅ ᐃᓕᓐᓂᐊᕈᑎᑲᖅᐅᔪᓂᓗ ᐊᒻᒪᓗ, ᐋ, ᐃᓴᐃᐱᓘᒡᑕᑦ ᐃᓕᓐᓂᐊᕋᓂᐹᑲᑦ, ᐋ ᐅᖃᐅᓯᐊᕆᐊᖅᑎᐅᒐᖅᒀᓂᐊᖅᑐᓂᑦ ᐃᓕᓴᐃᐲᑦ ᐃᓗᐊᓂ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᒥᔅᑕ ᐊᖅᑯᐊᖅ.

ᐊᖅᑯᐊᖅ: (ᑐᓵᔨᑎᒍᑦ):ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑐᑭᓯᐅᒪᓪᓚᕆᒃ. ᑕᒪᐃ ᐊᑐᖅᐸᒡᒥᐸᑎᒥ ᓯᕐᒐ ᑖᒃᑯᐊ ᐊᑕᓂᐅᕝ ᐃᓯᓕᑕᖕᕆᑦ ᐃᓕᓴᐃᐱᑦ, ᓯᕐᒐ ᓘᓇ ᐅᖃᐅᓯᐊᕆᐊᖅᑎᑦ ᐅᖃᐅᓯᐊᔪᐅᐊᕆᐊᖅᑎᖅᑯᔭᔅᓕᑕ ᐊᒻᒪᓗ ᑖᒃᑯᐊᒍᐊᖅ ᑎᑎᕐᓴᖅᑲᖅᓯᑎᓯᓗ ᐃᓕᓐᓂᐊᖅᑐᓂᑦ ᓇᓪᑦ, ᓇᓪᒬᖕᒪᐅᓂᐊᖅᓕᑕ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᐃᓕᓴᐃᐱᓴᓂᖅᖄᑦ ᐃᓯᓕᑕᐅᑦ. ᓯᕐᒐ ᐱᓕᓂᒃᖅᓕᐅᑦᑕ. ᑕᒪᐃ ᐃᓕᓐᓂᐊᑎᓯᕐᔭᕐᑕᖅᑲᒀ ᓯᕐᒐ ᐃᓄᑦᑕᓂᖕᒐᑦ ᐅᖃᐅᓯᐊᕆᐊᖅᑎᐅᖅᑕᖕᒐᒃ ᐃᑎᐅᖃᖅᐺᐊᕿᔅᖀᑦ ᒫᓇᕿᓂ ᓴᓪᐊᐺᕐᓂᒃ ᐃᖅᑲᓇᐃᖅᑐᓂᒃ ᐃᓕᕐᕌᑦ. ᐅᖃᐅᓯᖕᔪᑕᐃᓇᖅ ᑕᒪᐃᓇ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᐊᖅᑯᐊᖅ ᐅᖃᐅᓯᕐᓂᖕᓄᑦ. ᐃᓕᓐᓂᐊᖅᑐᑲᓇᖕᒃᑯᑕᒐ ᑕᒪᐃ ᓴᖅᑭᑎᕐᔪᐊᖅᔭᕐᒡᕌᑦ ᐅᑦᖁᒑᕐᒐᑐᖅᖄ ᑭᓯᐊ, ᑕᒪᓐᒬᐊ ᑎᑎᖅᑲᖕᒥ ᑎᑎᖅᑲᑕᐅᒡᔨᕝᔪᒐᑦ ᑕᒪᐃᓇ ᐃᓕᓐᓂᐊᖅᐁᕝ ᐃᓘᓇ. ᑭᓂᑦ ᓇᓪᑦ ᓯᐅᓂᑦ ᓯᐅᓴᑕᓪᓕᑕ ᐊᒻᒪᓗ ᓴᐅᐱᓐᓐᔭᖕᔪᓇᑦ, ᐊᒻᒪᓗ ᐅᒃᑑᑎᕐᔪ ᐃᓄᖅᑕᓂᑦ ᑐᖅᑲᖅᑐᖅ ᓴᐅᐳᕐᖅᒃᖄ ᑖᓇ? ᐅᖃᐅᓯᐊᕆᐊᖅᑎᐅᖅ, ᑖᓇ ᐅᖃᐅᓯᐊᕆᐊᖅᑎᐅᑦ ᐃᓕᕿᑦᓴᕆᐺᕿ ᐱᐊᓯᒃᔭᕐᕌᒀᒃ ᐊᒻᒪᓗ ᑐᒃᓯᖅᑐᑦ? ᐃᐊᓕᖅᒃ ᐃᓕᓐᓂᐊᖅᑐᑲᓇᖕᒃᑯᑕ ᑕᒪᐃ ᐊᔭᕐᔭᖅᕿᐅᐱᓴᖅᐿᑦ ᑎᑎᖅᑲᖕᒥᒃ, ᑲᑎᒪᔪᓂᑦ ᑖᒃᑯᐊ ᑲᑎᒪᔭᐊᖕᓄᑦ ᐅ�?ᖕᓕ ᑐᓂᕐᐅᔅᖀᕐᔪᓂ? ᒥ ᒪᒃᒥᓚᓐ.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Yes, we can commit to providing information about school positions. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Thank you for committing to that. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Welcome, everyone. Hearing these questions and responses, sometimes considering as an Inuk, we can speak in Inuktitut and hopefully we ask different questions in Inuktitut as we have a Nunavut territory and because the Inuktitut language is very important and it has to be taught and learned. Yes, I was taught in English, so I'm going to speak and ask questions in English.

(interpretation ends) First to the Auditor General, paragraphs 42 and 43 of your report address the difference between standardized departmental exams and classroom marks for students taking grade 12 English. Your 2013 audit noted that there was an average 26 percent point difference between the two marks while a more recent analysis conducted under your current audit notes a difference of 20 percent points. Can you clarify why this difference in marks is important and why you recommended that the Department of Education complete and implement its directive to reduce the gap between the classroom marks and the standardized exam marks? (interpretation) Thank you, Mr. Chairman.

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

Mr. McKenzie: *Qujannamiik*, Mr. Chairman. The question with respect to assessing differences between classroom

ᒪᑉᒥᓚᓐ (ᑐᑭᖭᐱᔾᔪᑎᖅᒃᒪ ᐄ, ᑲᑎᒪᐃᓕᐅᑎᐸᖃᖅᑐᔪᑦ. ᑕᒃᑯᓄᖕᒪ ᑐᖅᖅᑲᑕᖅᕿᕕᐊᖅᖅᑐᓂᓘᓐᓃᑦ, ᐃᓕᓴᐃᔭᖅᓴᓗ ᐃᓂᖃᓂᐊᖅᐱᕆᐅᕗᑦ. ᖁᔭᓐᓇᒦᖅ.

ᐃᑳᕐᕙᐅᑕᖅ (ᑐᑭᖭᐱᔾᔪᑦ): ᖁᔭᓐᓇᒦᖅ ᑖᓐᓇ. ᒥᔅᑕ ᖁᐊᓴ.

ᖁᐊᓴ: ᖁᔭᓐᓇᒦᖅ, ᐃᑳᕐᕙᐅᑕᖅ. ᑐᓐᖕᓚᕆᑦᑎᐊᕐᑎ. ᐃᓄᒃ ᐊᐱᖅᑯᑎᒋ ᑕᒃᑯᐊ ᑐᖕᓚᑐᒃᓗ ᐊᒻᓗ ᑭᐅᔭᐅᖃᑦᑕᖅᑐᐊᑦ. ᐊᓯᒐᓱᖅᑲᐳᒍᓚᐊᖅᐱᕐᑕᐅᑦ ᐃᓄᖕᓗᓇᓂ ᐃᓄᑦᑎᑐᓗ ᐅᖅᑲᓪᓗᐊᖅᐳᓂ. ᑕᐊᓗᑐᖅ ᖅᑯᑯ ᐃᓄᖕᑎᑐᓗ ᐅᖅᑲᐅᔾᕆᖅ ᑖᓐᓇ ᐱᖁᑎᒐᑦᑐ, ᑕᐊᓗᐊᓇᓯᐠᐊᖅᑐᖅ. ᑕᖁ ᐊᐱᖅᖅᑲᑕᖃᑦᑐᔪᑦ, ᐊᖅᑭᖕᕆᑐᓂᖕᒃ, ᐱᔾᕆᑐᓗ ᓄᓇᖅᑲᖅᑎᓗᑕᐊᓯᖕᒃ. ᑖᓐᓇ ᐃᓄᖕᑐᑦ ᐅᖅᑲᐅᔾᕆᖅ ᐱᒻᒪᕆᐅᖕᒪᑦ. ᐊᒻᓗ ᐃᓕᓴᐃᔭᖅᑕᐅᑦᑎᓂᕆᐊᖅᖅᑐᓂ, ᖃᓄᑐᓇᐅᔭᓂᖕᑕᖅᖃᖅᑐᖅ ᐃᓕᓴᐃᖅᑎᑕᐅᑐᖕᒐᒪᐅᓪ ᖃᓄᑐᓇᐅᔾᓗᓐᓇᒪ ᐊᐱᖅᖅᑯᓂᐊᖅᑲᒪ, ᐃᑳᕐᕙᐅᑕᖅ.

(ᑐᑭᖭᐱᔾᔪᑦ) ᓯᕗᓪᓕᖅᖃᖕᑳᑐᐊᖕ ᑖᕕᑲ ᑕᒪᓕᖅᑐᐃᑦ ᑎᑎᕋᖅᖅᒪᓯᖕᓂᖅᒃ 42, 43-ᒥᓗᑦ, ᐅᓂᖅᑲᑕᒡᐊᖅᖅᖅᑭᐹᓄᑦ ᓇᓄᓇᐃᔭᖅᖃᕐᒪᔾᑐᓂ ᐊᖅᑭᖕᓱᑎᓯᓂᖕᓪ ᑖᕕᑲ ᐃᒪᐃᔭᖅᖃᖅᖅᑕᐅᔾᓗᕿᐊᑦ ᐃᓕᓴᐃᔭᖅᒐᐅᑉ ᐃᓗᖅᑎᓂ ᑕᒃᑯᐊ, ᖅᑯᖧᕐᒥᓄᕿᓕᒥ 12-ᒥ ᖃᓄᓇᐅᔾᓯᓂᖅᒃ ᑖᕕᑲ ᖃᖅᑭᔭᖅᖅᑐᑉᑭᐅᖕᖅᑕᖕᖅᓕᑕᒥ. 2013-ᒥ ᑕᐊᓗ ᓇᓄᓇᐃᔭᖅᖅᒐᐅᔾᑖᑦ 2013-ᖕᒍᑎᖕᒨᓗ 26-ᖕᖅᖅᖅᔾᕕᐊᑦ ᐊᖅᖅᑭᖕᕆᖕᖅᑕᖅᒪᖃᖅᑭᓂ ᑕᐊᑯᖕᖅᓗ ᐱᓕᖅᖃᒐᓗᐃᑉ ᓇᓄᓇᐃᖅᖅᑐᖅ ᐊᒻᓗ ᑖᕕᑲ ᒪᖅᑲᐅᔾᔪᑦ ᑕᑯᖕᓗᖕᓂᖅ ᑎᑎᕋᖅᒐᔾᕕᐊᑦ ᐊᖅᖅᑭᖕᕆᖕᖅᑕᖕᖅᓕᑕ 20-ᖕᔾᕕᓕᒥ. ᑐᑭᖭᑎᖕᑐᖅᓇᓇᖕ, ᖃᓄᐊᔾᕕᓕᑦ ᑖᕕᑲ ᐊᖅᖅᑭᖕᕆᖅᑖᖕᖅ? ᖃᓄ ᐱᒻᒪᕆᐅᖕᑎᑎᖕᓕᑦ ᐊᒻᓗ ᓯᓗᑦ ᐊᑐᖅᑖᖃᕐᔾᕕᐊᖕ ᑖᕕᑲ ᐃᓕᓴᐃᔭᖅᑐᑕᓂᖕᖅᖅᑐᑦ ᐱᖕᓄᖅᖅᒐᔾᕕᖅᓯᖅ ᑕᒃᑯᓄᖕᒐᓪ ᐊᒻᓗ ᑖᕕᑲ ᓯᖅᓗ ᐃᓕᓴᐃᔭᖅᒐᐅᑉ ᐃᓗᖅᑐ ᐊᒻᓗ ᐃᓗᑐᐊᖅᖃᖅᖅᑕᐅᔾᓗᔾᑐᖃᑦᑦ? ᖁᔭᓐᓇᒦᖅ, ᐃᑳᕐᕙᐅᑕᖅ.

ᐃᑳᕐᕙᐅᑕᖅ: ᒪᑭᐊᓰ.

ᒪᑭᐊᓰ (ᑐᑭᖭᐱᔾᔪᑦ): ᖁᔭᓐᓇᒦᖅ, ᐃᑳᕐᕙᐅᑕᖅ. ᑕᐊᓗ ᑖᓐᓇ ᐊᐱᖅᖅᑯᑕᐅᔾᓗᔾᑐᑉ ᑖᕿᖅᑐᐊᖕᒃ ᓯᖕᓗ ᐃᓕᓴᐃᔭᖅᒐᐅᑉ ᐃᓗᑐᐊᓂ ᐊᒻ ᑕᒃᑯᐊ ᐱᖕᓄᖅᖅᑐᕿᑦ

marks and standardized exams is important. It's something that we noted, as the Member mentioned, in 2013 in our 2013 audit as well.

There are three issues or three reasons why we would note that it's important to look at the differences. One is to know whether students are being properly prepared in the classroom for the exams. Are they being prepared in terms of the content and the questions, for example, that they would be asked or could be asked?

It would also help, for example, if a principal were to note that there was a big gap between a final exam mark and an in-classroom mark. It could help a principal identify whether teachers needed additional support in providing classroom assessments and helping prepare students.

Lastly, it can also be used to help inform decisions with respect to whether different assessment tools and approaches are needed or required in terms of assessing student knowledge regarding that specific topic. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. (interpretation ends) The next question is addressed to the Department of Education. The audit report recommends in paragraph 44 that the Department of Education complete and implement its guidelines on student assessment. In its reply the department indicates that the "draft student assessment and reporting policy that is being reviewed following feedback from the Coalition of Nunavut District Education Authorities, which recommended that the Department revise the policy to further reflect *Inuit Qaujimajatuqangit*." What is the current status of the student assessment

ᐊᒻᒪᓗ ᑖᓐᓇ 2013−ᒥ.

ᑖᒃᑯᐊ ᓇᓗᓇᐃᔭᖅᑕᐅᔭᕆᐊᓕᖕᒋᑦ ᐊᒻᒪᓗ ᐱᖓᓱᔾᑎᖅᓯᒪᓕᖕᓖᑦ ᐃᓗᐃᑦᑐᖅᐳᒥᐊᕐᔭᕿᓈᑦ ᑖᒃᑯᐊ ᐱᔪᑎᒋᑦᓛᑎᒃ ᐱᖕᓂᕿᔭᐃᑦ. ᓇᓄᐃᔭᖅᑎᑦᑎᔭᕐᓗᒋᑦ ᐱᒻᓕᓄᐂᓪᓇᓗ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᑕᐅᑐᖅᐸᒋᐊᖅᑲᓐᑎᔪ ᐊᒃᓱᖕᕈᓐᓇᕐᓲ.

ᓲᕐᓗᓕᖅᑲᖅ, ᖄᒧᕿᐊᖅᑕᓲᖅ, ᖄᒧᔕᓄᐊᖅᑲᓂᖅ ᐃᓇᓐᓂᐊᖅᑐᖅ ᑖᓇ ᐸᖃᑐᖅᑕᐅᑎᐊᖕᓖᖅ ᐃᓇᓐᓂᐊᖅᒐᐅᑈ ᐃᓄᐊᓂ, ᑕᒪᒃᑯᓄᕗ ᔉᓗ ᐊᒻᒪᓗ ᐸᖃᑐᖅᑕᐅᑎᐊᖕᓖᖅ. ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᐊᐱᖅᑯᑕᐅᔭᐃᓗ ᐅᒃᑐᕆᓂᕈᓗ ᐊᐱᓂᔭᐅᑈᓕᑦ ᐊᐱᖅᕿᖅᑕᐅᑈᖕᓕᑦ, ᐊᐱᖅᑯᑕᐅᑈᖕᒐᓗᖃᐃᑦ ᔉᓗ ᑖᓇ ᐃᓇᖏᐊᐅᑑᖅ. ᐃᓯᓕᑕᖅ ᓇᓄᐃᔭᖅᔪᐊᖃᓄᖕᑈ ᑖᒃᑯᐊ. ᑕᐃᑲᐊᖕᓕᑦ ᐃᓇᓐᓂᐊᖅᑐᖅ ᖄᒧᖕᕈᑕᐅᖕᓕ ᐃᓇᓐᓂᐊᕐᓂᖅ ᖄᓂᖅ ᐊᔪᖕᕐᑎᑎᖕᓖᑦ.

ᐃᓕᓄᕿᖅ ᑖᓇ ᐃᑲᕐᖃᑕᐅᔭᕆᐊᖃᑕᓂ ᐃᑲᕐᖃᑎᓕᐊᖅᖃᖅ<ᑦ ᐊᒻᒪᓗ ᐃᓇᓐᓂᐊᖅᐄᑦ ᐃᓄᐊᓂ ᐃᑲᕐᖃᑎᓕᐊᖅᖃᖅ<ᑲᑈᖅ<ᑕ, ᐸᖃᑐᐃᓂᒉᓛ ᐃᓇᓐᓂᐊᖅᑐᓄᑦ. ᑭᔪᓕᓕᑦ ᐊᑐᖅᑕᐅᔪᖕᓇᖅᑐᓄᑦ ᑭᔪᓕᓕᑕᐅᓄᓕ ᐃᒻᓕᖅ, ᖄᓂᖅ ᐃᓯᓕᓇᐅᖕᑎᔪᓇᖅᓲᖅ. ᐃᒻᓕᖅ ᑕᖄ ᐊᖏᐅᖕᑎᑐᓕᑈ, ᔉᓗ ᐃᓇᓐᓂᐊᖅᑎᖕᓇᓂᓐᕆ ᐱᓕᐊᖃᖕᓕᑈᓕᑦ ᐅᖕᕼᓄᐊᕿ ᐊᑐᑈᖕᖃᖕ<ᓇᓄᕈ? ᑖᖏᖄ ᐃᓇᓐᓂᐊᖅᑐᓄᑦ ᖄᐊᓕᖅᓄᓕᑈᓂ ᒪᓕᕗᒐᓕ. ᖅᑎᖕᓇᕼᑦ, ᐃᕐᔅ<ᐅᑈᖅ.

ᐃᕐᔅ<ᐅᑈᖅ (ᑐᖅᐊᑕᒐ): ᖅᑎᖕᓇᕼᑦ, ᒪᒃ ᖅᐊᓯ.

ᖅᐊᓯ: ᖅᑎᖕᓇᕼᑦ, ᐃᕐᔅ<ᐅᑈᖅ. (ᑐᖅᐊᑕᒐ) ᐊᐱᖅᑯᑎᓇᖅᖃᖄᑕ, ᑐᒉᐊ ᑐᔅᖕᓕᔭᖅ ᐃᓇᓐᓂᐊᖅᑐᑎᕆᐊᖅᑐᓂᓂᑈᓄᓇ. ᑖᒃᑯᐊ ᑕᒪᖕᕷᒥᐊᓂ ᓇᓄᐄᕼᓇᐊᓂ 44−ᒥ. ᑖᒃᑯᐊ ᐃᓇᓐᓂᐊᖅᑐᑎᕆᐊᖅᑐᓄᑦ ᐱᖄᓂᖅᑈᒃᕷᒐᓕ. ᑖᒃᑯᐊ ᒪᓕᖕᑈᖅᖃᕆᓂᓄᓕ ᑖᑖᖏ ᐃᓇᓐᓂᐊᖅᑐᓄᓕ ᐸᖃᑐᑎᐄᑈᓕᑦ. ᑕᐊᓕ ᑖᒃᑯᐊ ᐃᓇᓐᓂᐊᖅᑐᑎᕆᐊᖅᑐᓄᑦ ᐅᖅᖃᖕᕷᒐᐅᑈ ᓇᓄᐃᔭᖅᔭᐅᑈ ᑖᒃᑯᐊ ᐸᖃᑐᐃᓂᖅ ᐃᓇᓐᓂᐊᖅᑐᑎᕆᐊᖅᑐᖕᓄᑦ ᐊᒻᒪᓗ ᒪᓕᑳᕼᖕᖄᑕ ᖅᐱᕷᓄᖅᑕᐅᖕᓕᓄᓇ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᑭᖕᓕᖕᄙᑈ ᐃᓇᓐᓂᐊᖅᑐᑎᕆᐊᖅᑐᓄᓄᑦ ᑭᖕᓕᖕᓄᑐᐅᑈᕻᓄᓗ ᑕᒪᑖᒃᑯᐊ ᐊᑐᖄᕻᖄᖅᑎᐄᕼᑐᓄᖕᓇᐅᖕᒃᓇᓄᕷ. ᑖᒃᑯᐊ ᐃᓇᓐᓂᐊᖅᑐᑎᕆᐊᖅᑐᑎᕆᐊᖅᑐᓄᑦ ᐃᓄᑎᖄᖅᔭᕿᐊᖅᖃᑌᕼᓄᖕᒃᑕ ᒪᓕᒃᖕᕻᒐᓄᓐ,

policy and how has it specifically been revised to reflect *Inuit Qaujimajatuqangit*? (interpretation) Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Thank you for the question. Currently the assessment evaluation and reporting framework policy handbook, the work is still underway and it is incorporating the feedback of the stakeholders that were consulted for that. *Qujannamiik*, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Just to add on, we are aware that since we had the Nunavut territory in existence, our government departments and with the *Inuit Qaujimajatuqangit* principles, we had a foundation. It's about 20 years now that IQ principles are our foundation. The way I understand it currently, it's being reviewed and it's being processed. Maybe I misunderstood, but like I said earlier, for 20 years ever since we had Nunavut, the *Inuit Qaujimajatuqangit* principles were always out of base or out of foundation. Just to get more clarification, are they just reviewing that and are they just finally establishing the IQ principles? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Thank you for the question. All of the policy documents and frameworks that are created by the Department of Education incorporate the principles of *Inuit Qaujimajatuqangit* and to ensure that's reflected. The feedback is being taken

ᐱᓄᐊᖅᑐᒥᑦ ᐃᓄᐃᑦ ᖃᐅᔨᒪᓂᖅᑐᖃᐊᖕᓂᑦ. ᒪᐧᓇᕈᓐ ᐃᓴᖕᓂᐊᖅᑐᓄᑦ ᖃᓄᐃᑦᑐᒥᑦ ᒪᓚᖅᑲᓚᖅᑲᑕᑦ ᐃᓴᖕᓂᐊᖅᑐᓄᑦ? ᐊᒻᒪᓗ ᖃᓄᖅ ᑕᒪᓇ ᐃᓄᐊᖅᖁᕈᕐᐊᓈᖅᑭᖅ ᐅᕐᒥᓂᑐᓄᑦ ᐃᓄᐃᑦ ᖃᐅᔨᒪᓂᖅᑐᖃᐊᖕᓂᑦ ᐊᑐᖅᒪᓂᓚᒍ? ᖁᔭᓐᓇᒥᒃ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓴᐳᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓴᐳᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᒃ ᐊᐱᖅᓱᕈᒪᓂᖅᒌᒐᕕᑦ. ᒪᖃᐅᐧᔭᖅ ᑖᒃᑯᐊ ᖃᐅᔨᓴᖅᑕᐅᔫᑦ ᓇᓄᓇᐅᔾᓯᖓ, ᑖᒃᑯᐊ ᓲᕐ ᐊᑎᕆᐊᖕᔪᖅ ᑕᒪᓇ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᑐᓴᖃᑎᒋᔭᕐᑐᑦ ᑖᒃᑯᐊ ᑎᒍᒦᐊᖅᑎᕐᔭᖅᓗ ᑖᒃᑯᐊ. ᐋ, ᐅᑎᖅᑭᔪᐧᒪᔭᖅ ᓲᕐ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓴᐳᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᖁᐊᓯ.

ᖁᐊᓯ: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃᓇᒃᑳ�",ᓂᐊᖅᓲᑐᐊ�“ᓇᓕᓕᖅᖓ. ᖃᐅᔨᒪᓕᒻᑕᐃᓏᖅ ᑕᐃᒪᖕᖐᑦ ᓄᓇᐧᖃᔥᓐᑦᑦ, ᑖᒃᑯᐊ ᓴᕿᓕᕐᔭᕐᐊᑦ ᑕᐃᒪᖕᖐᑦ ᑖᔅᕆᒻᖎ ᐃᓄᐃᑦ ᖃᐅᔨᒪᓂᖅᑐᖃᖕᓕᖓᓐ, ᖃᐅᔨᒪᓕᑐᖅᑲᓕᓂᖕ ᓴᕐᓗ ᑐᖕᓕᕐᖃᓕᑐᐅᕐᓛᑦ ᑕᐃᑯᖕᓕᓚᕐᖄ ᐅᕿᑦ 20−ᐅᑎᓕᕐᖑᐊᑦ. ᑖᖓ ᑐᑭᓯᔭᕐᐊᐲᐧᒻᖐ, ᒪᖃᒍᑦᖅ ᖐᕐᓯᕐᐊᖅᑕᐅᓛᑐᖓᓚ ᐊᑎᓯᕐᐅᓐᓯᖅᑕᐃᓇᖅᑐᖅ ᐅᕐᖁᑐᖅᑎᖅ ᑐᒃᓯᑎᐊᖕᖐᖓᒪᓐᑦ, ᐅᖅᖃᖅᖄᐅᑎᓄᖕᒋᓐ ᐅᕿᓯᒥᐧ 20-ᖕᖐᑦ. ᑕᒪᖓ ᓇᓄᐧᖃᖅᖃᖕᓂᖕ", ᑖᖓ ᑐᖕᓕᖃᖕᓐᑦᕐᐅᖔᖕᖐᑯᑐᖕᖑᓕᖕᖑ. ᑐᒃᓯᑎᐊᖅᖃᖕ",ᖓᑐᖕᖐ;ᑐᖕᑦ;ᑐᖕ. ᑖᖓ ᓗᑦᕐᔫᖁ ᐱᖕᖐᐧᐊᕐᓗ",ᓐᐅᐊᑐᖕ",ᖓᖅᖅ, ᐃᓇᒃᑳᖅᑕᐅᓅᖅᑐᐅ",ᖓᖅ",, ᓱ",ᖁᐃᑐᖕᖅᑕᐃᓏᓄᖕᖔᑐᖕᓱᖕ",ᖓᖅ"<? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ ᒪ'ᓇ, ᒥ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓴᐳᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐋ. ᖁᔭᓐᓇᒥᒃ ᐊᐱᖅᓱᕈᒪᓂᖅᒌᒐᕕᑦ. ᐋ, ᑕᒪᓗ ᑖᒃᑯᐊ ᒪᓚᑯᐧᔭᐊᑦ ᐊᒻᒪᓗ ᐱᑎᒍᔭᐧᔭᐊᑦ ᑖᒃᑐᓄᖕᓗ ᐃᓄᐊᓂᐊᖅᑐᑎᒋᓯᐧᖅᐊᓂᖕᓗ ᐃᓄᐃᑦ ᖃᐅᔨᒪᓂᖅᑐᖃᐊᖕᓂᒧᑦ ᑐᖃᖕᓕᖅᐧᔭᐊᑦ. ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᑕᒪᓕᐊᑎ, ᑕᒪᓇ, ᐋ. ᑖᒃᑯᐊ ᑎᑎᕋᖅᑕᐅᖅᑯᑦᓗᑎᖀᑦ ᒪᓚᑦᕐᓲᑦ ᐊᒻᒪᓗ ᐃᒻᓕᖄ

seriously to incorporate into the document. The timeline for that is to be completed and ready to deliver to schools by 2020-21. *Qujannamiik*, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I'll move on to something else. The Auditor General's office, I call them by another name in Inuktitut, but they're the one and the same or maybe I just call them that because I'm not fully clear on the terminology.

(interpretation ends) Paragraph 45 of your report provides examples of advanced physics and chemistry as advanced level courses that are not offered in many of our schools. Did your audit identify any other types of advanced level courses that were not offered and, if so, what were they? (interpretation) Thank you, Mr. Chairman.

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

Mr. McKenzie: *Qujannamiik*, Mr. Chairman. The types of courses, just to give examples, would include things such as biology and advanced math. One of the challenges, for example, with respects to offering these types of courses as we note in our report, were a lack of teachers that had the back grounds to be able to teach those courses, and also the small number of students who wanted to take those courses, or were academically prepared.

Nonetheless as we emphasize in the report, having access to such courses is important for students who are interested in going on into certain fields that require things such as science and math to go on into post-secondary. Having access to that, and as we

2020, 2021-Γ ⊂ΔL Λσ⊲σᒪᕼᕐᑐᕼᐅᖅᑕᐅᓗᒍᐞᑦ. ᖁᔭᐃᓐᓇᒦᒃ, ᐃᖃᓇᐃᔭᖅᑎ.

ᐃᖃᓇᐃᔭᖅᑎᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᖁᐊᓴ.

ᖁᐊᓴ: ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐃᔭᖅᑎᖅ. ⊲ᒪⱭᓄᑦ ᐆᒥᖓᒍᒃ, ᑖᒃᑯᓄᖕᒃ ᑕᒪᓪᓗᖅᐸᓯᖅᐸᐅᑎᒃᑯᑦ ᐅᖃᖅᕕ ᑭᓕᑲᔭᓇᐊᑎᐅᑕᖅᑳᕐᕿᕕᖅ ⊲ᑐᖅᐱᒋᑐᒐᖃᖅᓚᒐᒃ. ᐅᕐᕿᓗᐹᖅ ᑐᑭᓚᑎⲀᖅᒥᓪᲘᲘᒍᒃ ᑖᒥᐊᓇ ᑕᐃᖅᑲᒃᑲᖅᕼᖅᐸᒃ.

(ᑐᓵᔨᑎᒍᑦ) 45-Γᑦ ᑕᕐᕿᓇ ᐅᓂᖅᑲᑎᐊᕿᐞᓂᖅ. ᓴᖅᑭᑎᖅᑎᔆᒪᖢᒃ ᐅᐆᑐᓂᒐᓄᑦ ᑕᒪᒃᑯ⊲ ᑕᒃᑯᑕᓂᖕᒃ ᐃᓕᓐᓂⲀᐸᕼᓂᒐᓱᒍ ᐆᑕᒃᑯⲀ ᐃᓕᓐᓂⲀᐸᕼᕿᑎᖕᒐ ᑕᐃᒪᐃᑦᓗᒃᖅ ᐃᓕᓐᓂⲀᐸᕼᕼᑲᖅᐞᒪᒪᖡᑦ. ᑕᐃᒪᖕᲝᐃᑐᒐᑦᲝᲘ ᓯᐹⲀᒥ ᓴᖅᑭᑎᑕᐅᖅᕿᒪᖡᑦ ᐃᓕᓐᓂⲀᐸᕼᕐᖅ ᓯⲀᐅᑕᐅᖅᐸᑭ, ᖃᓄᐃᑐᑕᐅᖅᐸᑕ ᐃᓕᓐᓂⲀᐸᕼᕼᲘᒃ, ᓴᖅᑭᑕᐅᒐᐅᖅᒪᖅᑕᑦ ᐃᓕᓐᓂⲀᐸᕼᑐᑎᖅᑎᖅᑎᖕᒐ? ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓇᐃᔭᖅᑎᖅ.

ᐃᖃᓇᐃᔭᖅᑎᖅ ᒪᐞ, ᒥᕼᑕ ᒪᑭᖕᔨ.

ᒪᑭᖕᔨ (ᑐᓵᔨᑎᒍᑦ): ᑕᐃᒪ ᑖᒃᑯ⊲ ᐃᓕᓐᓂⲀⲀᐱᖏᑦ ᐅᖅᑐᑎᖅᑐⲀᖅᐞᒐᖅᓗᖕᒃ. ᖃᓄᐃᑎᒐᑦ ᐃᓕᓐᓂⲀⲀᐱᖏᑦ ᓯᖏᓗ ᐆᓴᐅᔆᓯᓂᒐᖅᓲᒐ ᑕᐃᒪᓕᑕ ᐃᓕᓇᖕᒃ ⊲ᑭᑐᑎᖅᖃᑕᖅᑲᑐᒐᑦ ᑕᒪᒃᑯ⊲ ᑕᐃᒪᐃᑐᑦ ᖃᓄᐃᑐᑦ ᐃᓕᓐᓂⲀᐸᑎᖅᕼᐅᐰⲀᖅᑐᑦ ᐃᓂᓵᐃᖃᖕᖡᕐᑐⲀᕼᓂᒃ ᐃᓂᓵᐱᕼᖃᕐᕼᑎᒐⲀᕼᓂᲘᖕᒃ ⊲ᒪᓪᓕᑖᖅ ⊲ΓᔪᖃᕼᒐⲀᖅᑐᕼᲝᒃ. ᑖᒃᑯ⊲ ᐃᓕᓐᓂⲀᐸᕼᑐⲀᑦ ⊲ΓᔪᖃᕼᒐⲀᖅᑎᓚᒐᕼᑎ ᐃᓕᓐᓂⲀᐸᕼᑐᑦ ⊲ΓᔪᖃᕼᒐⲀᖅᕼᓂᲘᖕᒃᓗ Λᕐᘢᑎᖅᓗᒍ.

ᑕᐃᒪ ᓯᕼᓗ ⊲ᖅᑯᑎᖅᖃᕼᑎᖅᑎᓂᖅ ⲀᒪᖕᖃᐅᓗᖅᲝⲀᕼ ᐃᓕᓐᓂⲀᖅᑐⲀᕼᓗ ⲀᑲᓗᕼᖃᖅᑐⲀᑦ ⊲Γᓗ ᑕᒪᒃᑯⲀᕼᲘᖕᒃ. ᓯᕼᓗ ᐅᖅᑐᑎᖅᓗᒍ ᖃᑲᐰᕼᕼᒐⲀᕼᔆᒃᖃᖅ ⲀᕐᘢᑎᖅᑎᖅᑎᖃⲀᕼᔆᒃᖃᖅ ᐃᓕᓐᓂⲀᖃᖅᒐⲀᔆᲝⱢᲝᲘᑦ ᐃᕐᘢᑦᑎᖅᲘᕼᲝᒐⲀᔆᲘ ⊲ᖅᑯᑎᖅᖃᕼᑎᖅᑎᖅᲝᓪᔆᒃᖃᖅᔆ ᐅᕐᕿᒐⲀᕼ ᐅᖕᒃᓪᕼᑐᑦᲝᲝⲀᕼ. ᑕᐃᒪ ᑖᒃᑯ⊲

talk about it in our report, that can be through distance learning as one of the means of offering that to students. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. This question, perhaps, is going toward the Department of Education. (interpretation ends) Again, I'm just referring this question to the Department of Education.

Paragraph 45 again, of the audit report notes that many of the schools did not offer advanced level courses, and as we heard, some of the explanations from the auditor, again which could be important for students who wish to follow certain select post-secondary programs.

Has the Department of Education evaluated what kinds of advanced level courses are most in demand, and what factors most commonly prevent their delivery? (interpretation) Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman, and thank you for the question.

With the Department of Education's new data and software we are beginning to track those requests and there are some challenges related to the distance education.

For example, the technological support that would be required in video conferencing at the school, the capabilities at the school level, as well as the capacity of teachers in those specialized areas, and the collection of data that, again, we are addressing through the video training. *Qujannamiik*, Mr.

ᐱᔾᖏᐅᒐᓱᖅᒪᓪᓕᓚᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕐᓂᐊᖅᑐᓄᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑖᖅ: ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᖁᐊᓴ.

ᖁᐊᓴ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇᐃᓐᓇᓪᕈᖓᖅ ᐊᐱᖅᑯᑎᒋᓂᐊᖅᑕᕋ ᑖᒃᑯᓄᖓ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓄᑦ. (ᑐᖖᖓᑎᓪᒍᑦ) ᑖᒪᓐ ᐅᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓄᑦ ᐊᐱᖅᑯᑎᓗ.

ᑖᓐ 45-ᒥ ᓇᓗᓇᐃᖅᓯᒪᓕᕐᖓᖅ ᑖᒃᑯᐊ ᓇᓗᓇᐃᖅᑲᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕐᖓᒍᖅ ᐊᒥᓲᔪᓐᒍᖅ ᑖᒃᑯᓄᖓ ᐃᓕᓐᓂᐊ� ᐅᓴᖏᖃᖅᑎᑎᐅᖅᑳᒐᒥᒪᑦ ᐊᒻᒪᓗ ᑐᓴᖅᓱᑕᓗ ᑖᒃᑯᓄᖓ ᑕᒪᓪᖃᖅᓯᒪᔭᖅᔭᖅᔪᖅᑎᒃᑯᓯᓂᒃ ᐱᒪᓗᑎᖏᖅᓇᖅᓇᐅᑦᓇᖓᒪᒍᓕᑦ ᑕᒪᓇ ᐃᓕᓐᓂᐊᖅᑐᓄᑦ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᓂᕆᐊᖅᑕᕐᓂᒃ ᓇᔪ ᓯᓇᑐᒍᖅᓇᒃᒥᒐᒐᒥ.

ᑕᐃᒪ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑕᒪᓇ ᖃᐅᔨᓴᖅᑐᖅᓯᒪᔪᖕ ᖃᓄᐃᑦᑐᓂᒃᒍ ᐃᓕᓐᓂᐊᖅᑐᕐᓂᒃ ᐱᔪᒪᔪᓕᕐᖃᓘᒍᓯᖅᖃ ᐊᒻᒪᓗ ᓱᓇ ᐱᔪᖅᑕᐅᒪᓕᓂ ᔾᔾ ᓄᖅᖃᐳᑕᐅᖃᑦᑕᖅ, ᓱᓇ ᖃᓄᖅᓵᓕᓂᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑖᖅ: ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᖖᖓᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᖁᔭᓐᓇᒦᒃᑐ ᐊᐱᖅᑯᓐᓇᒧᑦ.

ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑦ ᖃᕆᓴᐅᔭᖅᒍᑦ ᐃᓄᐅᖅᑲᐊᖅᒡᒐᖅᑐᖅ ᐊᒻᒪᓗ ᑐᒃᔾᓯᒐᑎᐅᖅᑲᑦᑕᖅᑐᑦ ᑕᐃᒃᑯᐊ ᐃᓚᐅᖅᑲᒡᕈᒐᐊᒐᓂᖅᑯᑦ.

ᑕᒪᒃᑯᓄᖅᒡᓗ ᓱᕐᓗ ᖃᕆᓴᐅᔭᖅᒃᑯᑦ ᐃᓕᓐᓂᐊᕐᔭᑎᖅᖃᐃᒃ ᐃᑲᔪᖅᑎᖅᖃᖅᑕᖅᑕᓐᐊᖅᖃᕐᐊᖅᑐᑦ ᐊᒻᒪᓗᖅᓂᖅᑦ ᑕᑕᓪᖢᖅᖃᒃᑯᑦ ᐃᖅᑮᓇᖅ ᓴᖅᕈᔾᖅᑕᖅᑕᐅᑎᒡᑎ ᐃᑲᔪᖅᖃᑎᖅᔪᒐᖅᑐᑦ ᐊᒻᒪᓗ ᐃᓴᖅᐃᔭᖅᖃᒡᓚᓂ ᑕᐃᒪᐃᑐᑎᖅᑕᐅᖅᑯᓂᒃ. ᓄᐊᑕᐅᑐᑎᓐᒡᓗ ᑕᐃᒃᑯᐊ ᑐᒃᔾᓯᓂᖅᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᖅᔭᓪᕈᑦ ᑕᐃᒃᑯᑎᒍᔪᓇᖅ

Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Before we move to the next person, maybe I will just follow-up on Mr. Quassa's question.
Are there any language courses that are available through distance education? I am thinking for example, if I live in Cambridge Bay and I want to take Inuktitut, is that available through distance education? Or, if I live in Arviat and I want to learn French, if a high school student wanted to take French classes, are there any language courses available? Or is it mostly specialized; physics, science type of courses? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. We will look into that course list of languages and we will get back to you on that. *Qujannamiik.*

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

Mr. Lightstone: Thank you Mr. Chairman, for allowing me an opportunity to ask a few more questions. I only have about two themes, so I will keep it short.

I would like to follow up on my colleague's questions regarding guidance councillors. My first question will be to the office of the Auditor General. I would like to enquire if it is common practice in Canada to have a guidance councillor in every high school. Thank you, Mr. Chairman.

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

Mr. McKenzie: Thank you, Mr. Chairman. My understanding is that guidance councillors are available in schools, and I think, depending on the jurisdiction, what

ᖃᓄᓯᐅᕋᔭᖅᑐᑦ. ᖁᔭᓐᓇᒦᒃ, ∆ᐱᕐᐊᐅᑕᖅ.

∆ᐱᕐᐊᐅᑕᖅ: ᖁᔭᓐᓇᒦᒃ. ᐊᓯᐊᓄᑦ ᓄᓚᐅᕐᑎᓂᓂ ᒑᓇᖅᐃ ᐅᐊᔾᑲᐃᐊᖔᕐᒎ ᒥᑦ ᖅᑯᐊᖅ ᐊᐱᖅᑯᑎᖅᑲᐅᕐᖕᓂᓕ. ᐅᖅᐅᕐᓯᓯᓂᓪᒋ ᑐᕐᖕᓗᔪᖅ ᖃᓇᓴᐅᕐᖕᑯᑦ ᐃᓕᓐᓂᐊᕐᕋᑎᖅᓯᓂᓄᑦ ᐱᑎᖅᖅᐸᑯ? ᓱᓗ ∆ᖅᒎᑑᑦᑎᐊᕐᒥᐸᑕᐅᒐᒪᔪᓪ ∆ᓄᑎᑐᒥᓗ ∆ᓕᓐᓂᐊᕋᒪᒪᒎᓪ. ᑕᒪᓇᖅᐃ ᐊᑐᐊᓇᐅᕿ ᖃᓇᓴᐅᕐᖕᑯᑦ ᐅᕐᕐᔪᐊᒎᓂᓪ ᐊᕐᐊᐊᔾᐅᑕᐅᑎᓂᓂ ᐅᐊᓇᐊᑎᖅ ∆ᓕᓐᓂᐊᕋᒪᒪᒎᓪ. ᑕᐊᓕ∆ᕐᓱᓂᓪ ᐱᑎᖅᖅᐸᕿ ᐅᖅᐅᕐᓯᓯᓂᓄᓪ ᑐᕐᖕᓕᔪ ᒪᖁᓇᖕᓕ ᐱᑎᐅᖕᑲᐅᕐᖕᑎᑐᑎᐅᖕᑲᐅᕐᖕᑎᑐᓄᓪ? ᖁᔭᓐᓇᒦᒃ. ᒥᑦ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᑭᖕᓯᑎᒍᓪ): ᖁᔭᓐᓇᒦᒃ, ∆ᐱᕐᐊᐅᑕᖅ. ᑕᐃᒃᑯᐊ ᐅᖅᐅᕐᓯᓯᓂᓄᓪ ᑐᕐᖕᓕᔪᕐ ᖅᐱᕐᖄᓇᑕᐅᕐᓪᓄᑦᖕᒎᓂᑕᕐᓪᓄᑦ ᐸᑎᖅᖅᑕᕐᖕᒎᐅᒥ ᖔᕐᒃᕿ ᑯᐅᒥᑕᖅᖅᖕᑐᑦᑯᑦ. ᖁᔭᓐᓇᒦᒃ, ∆ᐱᕐᐊᐅᑕᖅ.

∆ᐱᕐᐊᐅᑕᖅ: ᖁᔭᓐᓇᒦᒃ. ᒥᑦ ᓚᐃᑦᓯᑑᓐ.

ᓚᐃᑦᓯᑑᓐ (ᑐᑭᖕᓯᑎᒍᓪ): ᖁᔭᓐᓇᒦᒃ, ∆ᐱᕐᐊᐅᑕᖅ ᐱᕕᖅᖅᖕᑎᓇᖕᔪᐊᕐᖕᔳᓇᖓᓇᖕᒎᓂᓕ. ᓇ∆ᖔᓚᒎᓇᐊᖅᖅᐸᑕ.

ᒑᓇᖅ ᒪᓕᓕᓇᑎᐅᕐᖕᑎᐅᕐᓕᖕᓄᓪ ᐊᐱᖅᖅᑐᑎᖅᖅᑕᕐᖕᒎᓇ ᐅᑎᕐᖕᓱᐊᕐᕿᓕᕐᖄᒎᒎ ∆ᓐᐱᕐᖕᓂᓇᓯᖕᓂᐅᒃᕿ ∆ᓕᓐᓂᐊᕈᐊᓚᐱᕆᑯᖕᑐᑦ. ᑕᒪᓪᖅᕐᓯᓚᕐᓱᔪᐅᕐᖕᑎᐅᕐᖕ ᑎᑎᕐᓯᐊᕈᓄᑦ ᕐᔪᖕᖕᑎᕐᖕᕿᖅ, ᖃᓇᑎᒥ ∆ᓐᐱᕐᖕᓂᕆᓂᓂ ∆ᓐᐱᕐᖕᓂᓇᐊᖕᑲᐅᕈᐊᑐᐅᒎᐅᕐᖃᑦ ∆ᓕᓐᓂᐊᕐᖅᖅᐊᔪᒎᐊᓄᑦ ᖃᓇᑦᑎᓕᒥᕆ? ᑕᐊᓕᓇᐃᖅᐊᖅᕿ? ᖁᔭᓐᓇᒦᒃ, ∆ᐱᕐᐊᐅᑕᖅ.

∆ᐱᕐᐊᐅᑕᖅ: ᖁᔭᓐᓇᒦᒃ. ᒥᑦ ᒪᑭᕐᓯ.

ᒪᑭᕐᓯ (ᑐᑭᖕᓯᑎᒍᓪ): ᖁᔭᓐᓇᒦᒃ, ∆ᐱᕐᐊᐅᑕᖅ. ᑐᑭᖕᓯᐅᑕᓕᕐᖅ ᒪᓕᖕᓗᒎᒎ ∆ᓐᐱᕐᖕᓂᓇᐊᖕᑲ ᐊᑐᐊᖕᓇᐅᕐᓄᓪ ∆ᓕᓐᓂᐊᕐᖃᐊᖕᓂ ᐊᓪᖕᓗ ᓴᕃᖃᖕᕿᖅᖃᕿᓂᓂᑯᐊ ᐊᕐᐱᐧᖅᑦᖓᐱᕈᓕᒣ. ᐱᕐᐧᖕᑎᕐᓗᑎᖅᖅᖅᐸᕿ ᖃᕐᕿᒎᓇᖕᕿᓂ

might be a deciding factor or in terms of how many counsellors are available is the number of students in our school. There would be a formula that's put in place in terms of one counsellor per X number of students. I think that's certainly a factor that comes into play.

Something that I may have mentioned yesterday but I thought it would be worth noting as well is, for example, in the Northwest Territories how they are introducing a team of counsellors to serve the territory and they call them a mobile team so that they are centralized, I believe, in Yellowknife but they will service schools across the territory. That includes being there in person but also providing follow-up support as required, either through teleconferences or videoconferences.

We're also aware of an innovative approach in Nunatsiavut where they have an individual who also plays a similar role in terms of providing advice to students and helping them with that transition through high school into post-secondary, so providing advice to them in terms of the options that are available as well as what's required to get into certain programs and helping ensure that the students are aware of those prerequisites and are able to take them or take them in school if they're offered. Thank you.

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

Mr. Lightstone: Thank you, Mr. Chairman. Thank you for that additional information.

My next question is for the Department of Education. I'm glad that 20 percent of our high schools do have guidance counsellors, but it's unfortunate that there are still 80 percent of high schools that do not have guidance counsellors. As was previously indicated, if the Government of Nunavut is

ᐃᐅᕐᑕᓐᕈᑦ ᐊᑐᐃᓐᓇᐅᑎᓪᓗᒋᑦ ᐃᓕᓐᓴᖅᑐᓪᓗ ᐅᓄᕐᓂᕐᑦ ᑖᒃᑯᐊ ᑐᖕᓴᕐᑎᕆᐅᖅᑲᑦᑕᖅᑐᑦ. ᓱᓪᓗ ᐊᑕᐅᓯᖅ ᐃᐅᕐᑕᓐᓯᑦ ᖃᑉᔪᓯᐸᐊᖅ ᐃᓕᓐᓴᖅᑎᓂᑦ ᐃᑲᔪᖅᑲᑦᑲᔾᔪᒍ. ᑕᒪᒃᑯᐊ ᓈᓴᐅᑏᕐᓂᑦ ᐊᖅᑐᐃᓂᖃᖃᑦᑲᖅᑐᑦ.

ᐃᕝᕙᖕᓱᖅ ᐅᖅᑐᐃᒐᓕᐊᖅᑕᖅᑐᐃᓂᐅᑐᕐᓱᓕ ᐆᒃᑐᑎᒋᓗᒍ ᓄᓇᕐᓯᐊᕐᒥ ᑕᐃᒃᑯᐊ ᑕᐊᓂ ᐃᐅᕐᑕᓐᕐᓂᑦ ᖃᑉᔪᓂᖅᐊᖅ ᐊᑐᐃᓐᓈᖅᑎᑎᕈᒪᓪᔪᑦ ᓄᓇᓪᕐᓂ ᑐᖅᔪᓕᕐᐅᑦᕐᒪᒋ ᑎᑉᖅᓕᐅᐲᖅᓱᑑᑎᖅ. ᓯᑐᓇᐃᕐᒥ ᑐᖕᓴᓕᖅᕐᕐᑦᕐ ᓄᓇᕐᔮᒐᒻᒻᒃ ᑕᐃᒃᑯᐊ ᓄᖅᕐᖃᖅᑐᐊᖅᑐᑦ ᑐᖅᔪᓕᖅᑐᐊᕐᖅ. ᐊᒻᒪ ᕐᔪᓐᑐᐊᔪᑦ ᑲᓕᒐᖅᓕᖅᐊᖅᐊᑎᐊᖅᑐᖅᐅᑦ ᑕᐃᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᖅᕐᑦᐊᒌᑦ ᐅᖅᑲᕐᖁᕐᔮᖅᒥᖅᒃᒃ ᑕᒪᓪᒪᖅ ᐃᑲᔪᖅᐅᖅᓐᖅᑲᑦᑲᖅᑐᑦ.

ᐊᒻᒪᓗ ᓄᑦᖅ ᐊᑐᕐᑕᐅᑎᐅᒫᖅᑐᖅ ᓄᓇᕐᔮᔾᒻᒻᒥ ᑕᐃᒃᓂ ᑕᒪᒪᐃᑦ<ᒃᒃᒃᖃᑦᖅᖁᓐ ᐃᖅᕐᓱᐃᒃ, ᖃᐅᐅᓕᐸᒃᓕᖃᑦᑲᖅᑐᓂ ᐃᓕᓐᓴᖅᑎᓂᑦ. ᐊᕐᒻᓕᖅᒃᒃᖃᖅᒻ ᐃᓕᓐᓴᖃᕐᖃᖁᓇᒪᓂ ᑕᐃᒃᑯᐊ ᓄᕐᑕᖅᖅᖃᓂ ᐃᑲᔪᖅᖃᑦᑦᖅ ᐃᓕᓐᖅᑦᓐᖃᖅᓱᖅᖅ ᑖᔾᒃᒻ ᐃᓕᓐᓴᖅᑲᓪᕐᐅᖁᓐᓕ. ᐊᒻᒪᓗ ᐃᓕᓐᑎᖅ ᐃᓕᓐᓴᖅᐅᑎᖅᒥᓂᖅ ᓇᐅᕐᓂᖃᖅ ᐃᓕᓐᓴᖅᐊᒪᒃᐊᓪ ᐃᑲᔪᖅᑎᓇᕈᖅᕐᑦᖃᖅᖅᖁᖅᒪᑎᐊᖅ. ᑕᒪᓪᒪᖅ ᐃᑲᔪᖃᑦᑲᖅᑐᑦ ᐊᑐᐃᓐᓈᖅᓐᑲᑦᐅᖅᒥᓕᒃᒃ ᑖᕐᒃᒻᒻᒃ ᐃᓕᓐᓴᖅᐊᖅᑕᐅᖅᒥᓂᖅ. ᖃᑉᔪᓇᕐᖅ.

ᐃᑉᔨᖅᐅᑕᖅ: ᒪᐋ. ᒦᑦ ᓚᐃᔾᔪ.

ᓚᐃᔾᔪ (ᑐᖅᕐᓴᐅᑎᒐᑦ): ᖃᑉᔪᓇᕐᖁᐊ, ᐃᑉᔨᖅᐅᑕᖅ. ᖃᑉᔪᓇᕐᖁᖅᓗ ᑐᖅᕐᓂᑦᑎᒻᑐᕐᐊᒐᑦ.

ᐊᐱᖅᑯᑎᓂᒐᖅᑕᖅᑕᕐᐋᖃ ᐃᓕᓐᓴᖅᑐᓐᑎᓂᖅᖃᖅᔪᐅᖅ ᑐᑦᖅᑎᓂᖅᓕᖅᑲᖅ. ᐋ, ᐊᒻᒪᓗ ᖅᖅᐃᖅᔭᖅᖁᓪ 20 ᐳᓯᑦᑦ ᐃᓕᓐᓴᖅᓴᐅᑦ ᐃᐅᕐᑕᓐᓯᖅᑲᓪᕐᓖᖅᑕ, ᕐᓕᖅᑐᓇᓕ ᒪᖓᐊᖅᑐᖅ ᐃᓕᓐᓴᖅᐊᖃᖅᑐᓂ ᐃᐅᕐᑕᓐᑲᖅᑦᑕᖃᖅᑐᐊᖅᓇᖅᐅᖃᖅᒨᖅᒪᑦ. ᐊᒻᒪᓗ ᐅᖅᖅᑐᖅᑲᖃᖅᑕᐅᖅᒨᖅ ᓄᓇᕐᖁᑕᐅᖅ ᓚᕐᕐᑎᐊᒻᑯᑦ ᐃᓕᓐᓴ 23-ᒻ ᓄᖅᖅᑎᓂᖃᑦᑦ ᐊᖅᕐᔪᖅᓂᑦ ᐊᑐᓕᖅᑎᓪᒧᑕ 45

ever to achieve Article 23 and reach the 85 percent Inuit employment, it's going to be several organizations that are going to be required to train the next generation to meet those qualifications, such as the Department of Education, Arctic College, and Family Services, but given those three different organizations and their roles, I see it as the guidance counsellor in schools that has the most ability or the best ability to actually accomplish that.

My first question to the Department of Education is: who determines the allocation of guidance counsellors in our high schools? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Thank you for the question. The Nunavut student-educator ratio determines the overall number of teaching staff allocated to schools. Schools, working in collaboration with the DEA and the RSOs, decide what teachers are going to teach what courses and it's up to them if they want to assign a position as a guidance counsellor. Most schools do not have guidance counsellors because they choose to allocate those individuals to teach specific courses in our classrooms. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just to clarify that on your behalf, who decides, let's say, this person is going to serve as a guidance counsellor? Is it the principal's decision or is it the DEA's decision in terms of what you just described? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. It's a decision that would be made in collaboration, but ultimately the principal is responsible for assigning teaching duties.

ᐳᓐᑎᖕᒍᖅᑎᑕᐅᓂᐊᖅᓛᒃᑯ ᑕᐃᒃᑯᐊ ᑭᔪᖖᒐᑐᒡᑲ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔭᕆᐊᓖᑦ ᐃᓕᓐᓂᐊᖅᐊᖖᒐᓂ, ᓴᓇᑐᖅᖅᓴᓂᖖᒐᓂ, ᐊᖖᒐᖕᒐᓂᓗ. ᐃᖅᓴᕐᑕᐅᖅᑲᑉᒑᓂᖅᒡᒥᓪᑯᖅᒡᓕᖖᒑᒡᒥᓐᓂᐊᖅᑲᓕᓂ ᐊᖅᖅᑎᑕᖅᒥᐅᓐᖕᒪ ᑕᐃᒃᑯᐊ ᐃᖅᓴᕐᑕᐅᖕᑦᖅ. ᑕᐃᖕᒪᐃᒡᒐᒥᑦᖕᒃ ᑕᑲᕐᖕᒐᖕᖕᖅ.

ᐅᓇ ᓲᖅᑦᓐᖅᒃᖕᖅᓴ ᐊᐱᖅᑯᑎᖕᒐᖅᓯᖕᖅᑕᔅ ᐃᓕᓐᓂᐊᖅᑐᖕᖕᒪᔅᑰᒡᑰᒡᓯᖖᒑᐅᖅᑦᒥ. ᑭᖕᒃᑰ ᓇᑐᐃᕝᐃᓲᖕᖕᒃᑲᖕᖕᒃᖕᖅᓴᓯᖕᖕᒃ ᐃᖅᓴᕐᑕᐅᔅᖕᒃ ᓇᓪᖖᒃᓯᖖᒃᑕᐅᖖᒐᖕᒡᒑᖕᒃᔅᖖᒃᒡᖕᒃ ᐃᓕᓐᓂᐊᖅᖖᒐᖕᒑᒡᖖᒑᖕ? ᖅᑐᖕᒑᒡᒥᑦᖕᒃ, ᐃᖅᓴᕐᑕᐅᑕᒃᖕᖅ.

ᐃᖅᓴᕐᑕᐅᑕᒃᖕᖅ: ᒪᖖᒐ. ᒥᔅ ᒪᒃᒥᓕᐊᖖᒃ.

ᒪᒃᒥᓕᐊᖖᒃ (ᑐᖕᒋᖅᑎᒍᖕᒃ): ᖅᑐᖕᒑᒡᒥᑦᖕᒃ, ᐃᖅᓴᕐᑕᐅᑕᒃᖕᖅ. ᖅᑐᖕᒑᒡᒥᑦᖕᒍ ᐊᐱᕐᑉᒐᖕᒃ. ᓄᓇᕗᒥ ᐃᓕᓐᖅᖔᒃ ᐅᓄᖖᒐᖕᖕᒃᓐᒃ ᓚᒃᑯᖅᖅᑕᒃᒃᖕᒑᖕᒡᒥᕗᒃ ᖅᖕᒃᖕᖅᓯᖕᒃ ᐃᓕᓯᐃᖅᑳᒡᑲᖅᖅᒐᖕᒑᖕ ᐊᒡᒐ ᐃᖅᖕᒑᐃᕝᖕᒃᖔᖖᒃᖕᒡᒃᖖᒃᖅᓴ ᐅᓇᒡᖕᒐ ᐃᓕᓐᓂᐊᖅᖖᒐᐃᖖᒃᑰᖕᒑᖕ ᑲᖕᖖᒥᖕᖕᒃᕐᒃ ᐃᓯᓚᑕᖕᖖᒃᖕᖅᑐᖖᒃᑲ, ᓇᒡᑲᖕ ᐃᖅᖕᒑᕗᖕᖕᒃ ᓇᒡᑲᖖᒃᓂᖕᖕᒃ ᐃᓕᓐᓂᐊᖅᖕᑎᖕᓂᖕᖕᒑᕐᒃ. ᐃᓯᓚᖅᒃᖕᖅᖖᒃᖕᒃᓐᒡᒃ ᐃᖅᓴᕐᑕᐅᖅᑲᑉᒑᖕᒃᖕᒑᖕᒃ. ᐃᖅᓴᕐᑕᐅᖅᑲᑉᒑᖕᖕᒃᓯᖕᖔᒃᑰᖕᒑ ᐃᓕᓐᓂᐊᖅᑕᐅᔅᖕᖖᒃ ᐃᖅᓴᕐᖖᖕᒃᖅᖅᑯᖕᒑᖕᖖᒃ. ᖅᑐᖕᒑᒡᒥᑦᖕᒃ, ᐃᖅᓴᕐᑕᐅᑕᒃᖕᖅ.

ᐃᖅᓴᕐᑕᐅᑕᒃᖕᖅ: ᒪᖖᒐ. (ᑐᖕᒋᖅᑎᒍᖕᒃ) ᑐᑭᖕᖖᒃᓯᖕᒃᒃᖕᒑᑉᒐᖕᖕᒃᓐᒍ ᑭᖕᒃᑰ ᐃᖅᖕᖅᖖᒃᖕᖖᒃᖖᒃᑰᖕᖖᒃᖕᒃ ᐅᓇ ᐃᖅᓴᕐᑕᐅᔅᖔᒐᖕᖖᒃᖅᓴ, ᐃᓯᓚᒐᖖᖕᖕᒃ ᐊᖖᖔᒐᖖᖕᒃᓚ ᐅᖖᔄᖖᒑᖕᖕᒍᖕᖕ ᑲᖕᖕᒑᖕᖕᒃ, ᖖᒪ ᐅᖅᖖᒐᖕᖕᖕᒃᖅᖖᒃᖕᖔᖕᖖᒃ ᓚᖕᒐᐃᖖᒐᖕᖖᒃᖖᒍ? ᒥᔅ ᒪᒃᒥᓕᐊᖖᒃ.

ᒪᒃᒥᓕᐊᖖᒃ (ᑐᖕᒋᖅᑎᒍᖕᒃ): ᖅᑐᖕᒑᒡᒥᑦᖕᒃ, ᐃᖅᓴᕐᑕᐅᑕᒃᖕᖅ. ᐃᓯᓚᒐᐅᖅᑕᖅᖅᒃᖕᖅᖖᒃᖖᒃ ᑖᖕᒐ ᑲᑐᖖᖕᒃᖅᖖᖕᒍᖖᒃᖕᖕᖔᒃᖕᖕᒃ, ᑭᓯᐊᓂ ᐃᓯᓚᒐᖖᖕᒃ ᐊᖖᖖᒃᖖᒃᖔᖕᖕ ᖅᖖᒐᐃᒡᒐᖕᖕ ᐃᓕᓐᓂᐊᖅᖕᑎᖕᓂᐅᖕᖕᖅᓚᖖᖕᒃ

Qujannamiik, Mr. Chairman.

ᐊᓄᐊᐃᕐᐱᐃᐅᐳᖃᑕᒃᑕᖅᑐᖅᑐᖅ. ᖅᑦᓲᖓᓕᖅ, ᐃᑉᕿᐅᐳᑦᖅᑯ.

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

ᐃᑉᕿᐅᐳᑦᖅ: ᒪ'ᓇ. ᒥᑦᑕ ᓚᐃᕐᕿᔪᖅ.

Mr. Lightstone: Thank you, Mr. Chairman. My next question is also for the Department of Education. I'm glad that there are at least five guidance counsellors in our territory supporting our secondary students, but I would like to enquire if this figure of five guidance counsellors has remained constant or has been increasing over the years. Thank you, Mr. Chairman.

ᓚᐃᕐᕿᔪᖅ (ᐅᓚᖁᐱᑎᒍ): ᖅᑦᓲᖓᓕᖅ, ᐃᑉᕿᐅᐳᑦᖅᑯ. ᐊᐱᖅᑯᑎᕐᑯᖅᑲᓂᕐᓴᓂᐊᖅᑕ ᐃᓕᖐᓂᐊᖅᑐᑕᕐᑭᖅᑕᓂᐊᓗᒃ ᕐᓇ. ᐃ, ᖅᑕᓐᔭᖅ ᐃᐅᕐᕿᓚᓐᐅᖅᐅᒻᖀ ᐃᓕᖐᓂᐊᖅᑲᖃᑎᓂᖅ, ᕿᕐᐊᓂ ᐊᐱᓐᔪᒪᕐᖁᓚ ᑕᕐᑕᐅᒪᓂᖅᕐᖃᐅᖐᒻᖀ ᑕᐃᖄᖅᐊ, ᐅᖅᐊ ᐅᓄᖅᑭᖅᓯᕐᐊᖃᕐ ᐅᖁᖑᔪᖃᖐᕐ ᖅᖃᓄᐃᖅᖃᖐᕐᐊᖃᖐᕐ? ᐅᓄᖅᑭᖅᓯᕐᐊᖃᕐ ᒥᕐᖆᖅᕐᓚᐊᖃᖐᕐᔫᖐᕐ? ᖅᑦᓲᖓᓕᖅ, ᐃᑉᕿᐅᐳᑦᖅᑯ.

ᐃᑉᕿᐅᐳᑦᖅᑯ: ᒪ'ᓇ. ᒥᕐ ᒪᒃᒥᓚᕐ.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. We will have to get back to you with that data. (interpretation) Thank you.

ᒪᒃᒥᓚᕐ (ᐅᓚᖁᐱᑎᒍ): ᖅᑦᓲᖓᓕᖅ, ᐃᑉᕿᐅᐳᑦᖅᑯ. ᑖᒃᑕ ᓇᖃᐅᑎᖕᒥᕐ ᑐᕐᓴᔪᑦᑎᖅᑯᖅ ᑭᐅᑐᖅᐳᒍᔅ. ᖅᑦᓲᖓᓕᖅ, ᐃᑉᕿᐅᐳᑦᖅᑯ.

ᐃᑉᕿᐅᐳᑦᖅᑯ (ᐅᓚᖁᐱᑎᒍ): ᖅᑦᓲᖓᓕᖅ. ᒥᕐᑕ ᓚᐃᕐᕿᔪᖅ.

Mr. Lightstone: Thank you, Mr. Chairman. I understand that the guidance counsellors serve a crucial role in assisting our high school students, but I for one believe it would be in the government's best interest if these guidance counsellors were removed from the student-educator ratio to ensure that principals and DEAs don't have to make that tough decision whether they should support their high school students in their achieving or completing their diploma and then planning the next steps off to work or some other type of position.

ᓚᐃᕐᕿᔪᖅ (ᐅᓚᖁᐱᑎᒍ): ᖅᑦᓲᖓᓕᖅ, ᐃᑉᕿᐅᐳᑦᖅᑯ. ᐃ, ᑐᕐᓲᖓᓗᖃᓚ ᑕᐃᖄᖅᐊ ᐃᐅᕐᕿᓚᓇᔭᖅ ᐊᕐᕿᐊᔪᖅ ᐱᕐᕈᐊᒥᖅ ᐃᖅᖃᓇᐃᔭᕐᖀᖆᒻᖀ ᐃᓕᖐᓂᐊᖅᕿᐊᔪᒻᖀ ᐃᓕᖐᓂᐊᖅᑐᒨᕐ. ᒪᖁᒪᖅᑯᕐ, ᑖᒃᑕ ᐃᐅᕐᕿᓚᓇᔭᖅ ᐃᓕᓴᐃᖁᒻᖀ ᐃᓕᓴᐃᖁᕐ ᐅᓄᕐᓱᖐᒻᖀ ᐊᖅᖃᖅᑕᐅᖅᕿᐅᑕᐅᖅᖐᒪᒻᖀ ᐱᐅᓂᖅᓴᐅᖐᔪᖅ, ᐃᓕᓴᐃᖁᒻᖀ ᐊᖅᖃᖅᑕᐅᖅᕿᐅᑕᐅᖅᔪᖐᖃᑕᖃᖅᕿᒻᖀ. ᐸᐃᐸᖅᖐᖅᓂᖅᓚᑕᐅᖅᓚᓐᖀ ᖅᑯᖅᑐᑭᖐᖐᖅᕈᖐᔪᖐᓇᔭᓕᖐᒻᖀ.

My question to the Department of Education is: do they believe that the guidance counsellors should be removed from the student-educator ratio? Thank you, Mr. Chairman.

ᐊᐱᖅᑯᑎᓂᐊᖅᑕᖄᓇ ᐃᓕᖐᓂᐊᖅᑐᑕᕐᑭᖅᑕᓂᐊᓗᒃ, ᑖᒃᑕ ᐃᐅᕐᕿᓚᓇᔭᖅ, ᐃᓕᓴᐃᖁᕐ ᐅᓄᕐᓱᖐᒻᖀ ᐊᖅᖃᖅᑕᐅᖅᕿᐅᑎᖐᖅᐸᖐᕐ ᐊᖃᐅᖐᕐᓱᖅᐊᓇᓯᕐᔪᖐᖅ? ᖅᑦᓲᖓᓕᖅ, ᐃᑉᕿᐅᐳᑦᖅᑯ.

Chairman (interpretation): Thank you. Ms.

ᐃᑉᕿᐅᐳᑦᖅᑯ (ᐅᓚᖁᐱᑎᒍ): ᖅᑦᓲᖓᓕᖅ. ᒥᕐ ᒪᒃᒥᓚᕐ.

MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Thank you for the question. The department is considering the provision of guidance counsellors in high schools. *Qujannamiik*, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I just want to re-clarify my question. I'm glad that the department is considering… . I can't recall the exact wording, but my question was: does the Department of Education and the government believe that guidance counsellors are crucial to the success of our high school grads and that the guidance counsellors should be removed from the student-educator ratio to ensure that every high school student has access? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The Department of Education does feel that the role of a guidance counsellor is very important for our high schools and our students to benefit their learning and future career planning. *Qujannamiik*, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I'll rephrase that. Will the Department of Education commit to removing guidance counsellors from the student-educator ratio? Thank you, Mr. Chairman.

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

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ∆ᑉᔾ⊲ᐸᐅᑖᖅ. ⊲ᒻᓗ ᖁᔭᓐᓇᒥᖅᖑᑏᑦ. ∆ᓐᓂᖅᑐᓕᕆᔨᒃᑯᑦ ∆ᓯᒪᒃᓱᖅᔭᐅᑎᖅᑲᖅᑐᖅ, ᑕᐃᒃᑯ⊲ ∆ᓅᔾᓴᓕᐄᑦ ∆ᓐᓂᖅ⊲ᒐ⊲ᒍᒥ ∆ᖅᑲᓇ∆ᔾᖃᑦᖃᖅᑐᖅ ᖃᓄ∆ᓕᖓ⊲ᒪᖤᖕᒌᒄ? ᖁᔭᓐᓇᒦᖅ.

∆ᑉᔾ⊲ᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᖅ. ᒥᔅ ᓚ∆ᓯᔅᑑᓐ.

ᓚ∆ᓯᔅᑑᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᖅ, ∆ᑉᔾ⊲ᐅᑖᖅ. ᑐᑭᓯᓇᖅᓯᑎᖅ⊲ᖃᖅᓯᒄᒍᖅᑲ∆ ⊲ᐱᖅᑐᑏᖅᕇᒃ. ᐋ, ᖁᑕᒃ⊲ᓇᖅ ᑕᒪᓇ ∆ᓯᒪᒃᓱᖅᔭᐅᑎᒃᓱᐅᖤᒡᒄᑦ ∆ᓐᓂᖅᑐᓕᕆᔨᒃᑯᓐᓴᐅᓐᑦ. ⊲ᐱᖅᑯᑎᑖᒥᓇ ∆ᓚ∆ᒡᑐᖅᖃᐅᑿᖅ, ∆ᓐᓂᖅᑐᓕᕆᔨᒃᑯᑦ, ᒐᐅᓚᖅᑯᒡᒄ ∆ᓯᒪᓪᖃᖅᖔᑦ ᑕᐃᒃᑯ⊲ ∆ᓅᔾᓴᓂᖤᑦ ∆ᑉᖅᑐᖅᑕᐅᖰᒪᓐ⊲ᒎᒃᒡᒄᑕ ∆ᓐᓂᖅ⊲ᒐ⊲ᒍᒥ ∆ᓐᓂᖅᑐᓂᖅ, ∆ᓐᓯ∆ᔾᓄᖤᑦ ᓴ᷇ᖅᖃᑕᖅᑲᔾᐅᖤᐅᖅᖤᑦᖤ<ᖤ ᐱᐅᓂᖅᖤᐅᓂᖅ⊲ᖤᕐᓂᖤᖃᖣᖤᑦ, ⊲ᑐ∆ᖃᐅᐅᓂᖅᖤᐅᖤ⊲ᖤᓐᑕ ᑕ∆ᖅᑯ⊲ ∆ᓅᔾᓴᓂᖤᑦ?

∆ᑉᔾ⊲ᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᖅ. ᒥᖤ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᖅ, ∆ᑉᔾ⊲ᐅᑖᖅ. ∆ᓐᓂᖅ⊲ᒐ⊲ᒍᒥ ∆ᓅᔾᓴᓂᖤᑦ ᐱᑕᖅᑕᓇ⊲ᓐᖅ. ∆ᓅᔾᓴᓂᖤᖅᑐ∆ᖃ⊲ᐅᖤᓇ⊲ᖤᖃᖤᕐᒣᖤᑦ ∆ᓐᓂᖅ⊲ᒐ⊲ᒍᖤᓂ. ᖁᔭᓐᓇᒦᖅ, ∆ᑉᔾ⊲ᐅᑖᖅ.

∆ᑉᔾ⊲ᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᒥᖤ ᓚ∆ᓯᔅᑑᓐ.

ᓚ∆ᓯᔅᑑᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᖅ, ∆ᑉᔾ⊲ᐅᑖᖅ. ᐅᖃᑦᑎ⊲ᖅᖃᓂᖅᖑᒡᒣᐱ. ∆ᓐᓂᖅ⊲ᖅᑐᓕᕆᔨᒃᑯᑦ, ∆ᓅᔾᓴᓂᖤᑦ ᓴ᷇ᖅᖃᑕᖅᑲᔾᐅᖤᖤᐅᓂᖤᕐᑦ ∆ᓐᓯ∆ᔾᓄᖤᑦ ᐱᖤᑕᐅᓂ⊲ᖅ? ᖁᔭᓐᓇᒦᖅ.

∆ᑉᔾ⊲ᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᒥᖤ ᒪᒃᒥᓚᓐ.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. We're definitely considering that. However, at this time we cannot make any commitments. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I understand your hesitance to commit to things. I think, Mr. Lightstone, questions of that nature would be better directed to the Minister of Education. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I do appreciate that response. I would like to move on to my next question and it's in relation to paragraph 52 and the department's response. The Department of Education had indicated that there are several schools or schools that have undergone high staff turnover, which prevents the department from ensuring career planning and student success. My first question is: how many schools suffer from high turnover and which ones? Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Thank you for the question. It varies from year to year, school to school, so I wouldn't have that specific data with me at this time. *Qujannamiik*, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I understand that turnover does fluctuate from year to year, but I do consider this type of information crucial, once again, to the outcome of our education program. I would like to ask if the Department of Education would consider incorporating high rates of turnover into the annual reports that we

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃᓱᒫᓗᒃᖠᒃᓴᖅᐅᐳᑎᒌᑕᓪᓇᑲᒃᑕᕆᐅᑦ, ᑭᓯᐊᓂ ᒫᓐᓇᐅᔪᖅ ᐃᓚᐃᓚᓐᖠᓂᐊᖅᑐᒍᑕᔦᓇᖕᑎᖐ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᒃᑯᑦ): ᐋ, ᑐᑭᓯᓕᕐᒍ ᐃᓚᐃᓚᓐᖠᓂᐊᖅᑐᒍᑕᔦᓇᖕᓂᖕᑎᖐ ᑕᒃᑯᐊ ᑕᐃᒫᐃᑦᑐᑦ ᐊᐱᖅᑯᑏᑦ ᐃᓐᖐᓂᐊᖅᑐᓇᐱᖕᑯᑦ ᒥᓂᔅᑕᒥᖑᖅ ᑐᖕᖅᑎᑕᐅᑉᐊᑦ ᐱᐅᓂᖅᓴᐅᓂᐊᖅᑐᖅ. ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᓚᐃᔅᑑᓐ.

ᓚᐃᔅᑑᓐ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᖅᑐᒍ. ᐊᔾᐊᓄᑦ ᐊᐱᖅᑯᑎᒃᓕᒍ ᓅᖕᓇᐊᓕᕐᒥᓪᒪ. 52ᒥ ᓈᓴᐅᑎᓕᖕᒥᑦ ᐱᔾᐊᑎᒃᑖ. ᑖᒃᑯᐊ ᐃᓐᖐᓂᐊᖅᑐᓇᐱᖕᑯᑦ ᑭᔪᑎᖕᓂᖕᓇ, ᐅᖅᖃᖅᔪᖕᒪᖃ ᐊᑕᐅᔭᐅᓇᖕᑎᑐᔾᔨᖅᖃ ᐃᓐᖐᓇᖅᓈᑦ ᐃᖃᖃᓇᐃᔾᖐᑎᖕᑎᖐ ᐊᔾᓯᖃᖅᑐᔾᕙᐊᓕᓇᐊᔫᖕᑖᑕᑯᔾᖃᖅ ᐊᒻᒪᓗ ᑕᐃᒫᐃᓇᖕᑎᖑᖅ ᐃᓐᖐᓂᐊᖅᑐᓇᐱᖕᑯᑦ ᐃᖃᕐᖕᐃᓂᖕᓇᑦᑐᖕᖅᑕᖅᖃᖅᑐᔾᖃᖅ ᐃᓐᖐᕐᖑᑎᓂᖅ ᐃᖃᖃᓇᐃᔾᖕᑎᖅᒑᖑᐊᖑᓇᐊᔪᖕ ᐱᔾᐊᑎᖕᖕᑐᔾᒍ. ᖃᒃᔾᖃᖕ ᐃᓐᖐᓇᖕᑐ ᑕᐃᒫᐃᑐᔾᖃᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᑖᓇ ᐊᐱᖅᑯᑎᒃᒋᖕᓂᖅ. ᐊᔾᖐᖕᑎᑐᑦ ᐊᖑᔪᑖᒃᑦ ᐊᔾᖐᖕᑎᑐᐃᖑᐊᑲᐅ�᜞ᖐᓕᑖ ᑕᐃᒫᐃᓇᖕᑎᖑᖕ ᑕᒃᑯᑐᓂᖐᖅᑐᓇ ᐸᐃᖃᖃᓇᖕ ᐱᔾᐊᓇᖕᑐᖕᒪᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᓚᐃᔅᑑᓐ.

ᓚᐃᔅᑑᓐ (ᑐᓵᔨᒃᑯᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᖅᑐᖕᒃ. ᐋ, ᐊᔾᖐᖃᖅᑕᖃᑦᑕᕐᖕᖕᑎᖐ ᐊᔾᖐᕐᑕᐅᔾᖑᓯᖕᑎᖑᖕᒪᒃ ᐊᔾᖐᖃᖅᒃᖐᖃᖅ ᐊᒻᒪᓗ ᑕᓇ ᑐᐱᔾᓕᓐᖐᖃᖅᑐᑎᖕᑯᑦ ᐃᓐᖐᐊᕐᐱᑎᖐᖕᓂᖕ ᐊᑐᐃᖃᖕᑦᑲᓂᖕᓕᑦ. ᐃᒍᖕᖃ ᐃᓐᖐᓂᐊᖅᑐᓇᐱᖕᑯᑦ ᐊᓇᓄᐃᖃᖅᔾᖃᓇᖃᖕᑖ ᐊᔾᖐᖃᖕᑎᖃᖅᑖᐅᑎᖕᓗ ᐅᓂᒃᖃᖕᖑᓇ ᐊᓇᓄᐃᖃᖅᔾᖃᖃᑦᖕᖑᖕᑎᖕᒃ ᐃᓇᖐᖃᖕ ᐃᓐᖐᓂᐊᖅᒃᖐᖃᑦ ᐃᖃᖃᓇᐃᔾᖕᑎᖕᑎᖐ

might identify areas of concern and then also find a means of addressing it. Thank you, Mr. Chairman.

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

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Thank you for the question. We can consider including that information in future reports. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. Just to follow up on Mr. Lightstone's line of questioning, if there is a school where you see turnover year after year after year and it's not just here and there, it's like chronic where you can't keep the educators or the staff in the school, does the Department of Education have a practice or a way of identifying that type of situation and rectifying it? I'm thinking of the regional school operations, I guess. Do they track things of this nature and try to address problems if they exist? Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. That will definitely be incorporated into the retention and recruitment strategy. However, I need to reiterate that it fluctuates from school to school and we would consider collecting that data. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Right now we're on the portion of the report focused on high school students. Right now I have no further names on my list, looking around. I'm just going to… . Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I wanted to ask a question on this regarding the Office of the Auditor General's report on page 6 within paragraph 28. It's obvious that it has been discussed

ᐊᢣᠶᢣᕐᖃᑐᑦᐊᑐᑦᒪᕐᒃᒎᑦ ᐃᑲᔪᑎᑦᑕᓕᐊᔪᢣᒪᕐᒃᓕᑦ ᖄᓄᕐᑐᕈᑎᔭᓕᒪᖅᔭᓕᖅᔪᑎᑯᒐᑦᒍᖃᐃ? ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕆᕚᑕᕐᒃ.

ᐃᑉᕆᕚᑕᕐᒃ: ᖁᔭᓐᓇᒦᒃ. ᒥ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐ�᠘ᐱᑎᒍᖅ): ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕆᕚᑕᕐᒃ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᑕᒪᓐᓇ ᐊᐱᖅᑯᑎᒋᖅᓯᓂᒃ. ᐃᓯᒪᒃᓴᖅᔭᐅᑎᒋᓇᕐᖃᑕᐅᑦ ᑕᒪᓐᓇ ᢣᓄᑲᖕᓯᑎᓂ ᐊᕐᑡᑕᒡᒪᕐᒃᔭᐅᑏᑦ ᐅᓂᒃ�cᕐᓂᒍᑦ ᐃᓴᓇᕐᓂᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕆᕚᑕᕐᒃ.

ᐃᑉᕆᕚᑕᑦ: ᖁᔭᓐᓇᒦᒃ ᐊᒻᒪ ᐅᐊᒍᓗᒍ ᒥᑦᑕ ᓚᐃᓯᔪᐊ ᐊᑉᐃᖅᑯᑎᒋᖅᓂᕐᒃ. ᐃᓴᓂᐊᖅᐊᑲᑦᕐᖃᕐᖃᕝᕝᑦ ᔪᕐᓗ ᐊᕐᓀᒍᑦᒡᕐᒃ ᐊᢣᠶᠶᕐᑕᑐᓗᖅᕐᑐᓗᕝᕝᑕ ᐃᓴᓂᐊᖅᖢᒃ ᐃᓱᕐᖓ ᑕᐃᒪᕐᖢᓚᒡᒥᕐᒃ ᑕᐃᓚᐃᐊᑐᓄᖓᕐᕝᕝᑕ ᐃᓴᓂᐊᖅᑦ ᐃᖅᑲᓇᐃᔭᖅᖢᐃᑦᔭᖃᓇᕝᕝᑕᕐᖢᕝᕝᑕ, ᐃᓴᓇᕐᑐᑐᓂᖅᖂᑦ ᐱᐅᔭᕐᖃᕝᕝᑦ ᓇᓇᐃᖅᔭᢣᓇᖏᕐᒪ ᐃᓱᕐᒃ ᑕᐃᒪᕐᓗᑦᕐᖃᕐᖃᕝᕝᑕ ᐊᕐᖓᑦᕐᖃᕝᕐᑕᖓᕐᖃᕝᕝᑦ? ᐊᒻᒪᕐᒃ ᑕᐃᒃᖂᐊ ᐊᐃᑐᕐᖢᒡᒥᐨᓂᕐᒃ ᐃᓴᓇᕐᑐᑐᓂᖅᖂᑦ ᑕᐃᒪᕐᓗᑦᓂᐃᐨᖅᕐᑐᕐᖃᕐᑕᕐᖃᕝᕐᑕᑦᓗᔭᕐᓄᑦ ᖄᓄᕐᑐᕈᑎᕝᕐᑕᔭᕐᓗᕐᓂᕐᖃᕝᕐᑦᖃᕝᕐᑕᑦᖂᑦ ᑕᒪᖂᐊ ᐊᑲᐅᓇᕐᑎᕈᑎᐅᕐᑎᕝᕝᑦ. ᖁᔭᓐᓇᒦᒃ. ᒥ ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᕐ᠘ᐱᑎᒍᖅ): ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕆᕚᑕᕐᒃ. ᐃ, ᑕᒪᖂᐊ ᐃᓴᕐᑲᕐᒃᑐᖅᔭᐅᖅᓇᓇᕐᑐ ᐃᓴᕐᓱᐃᢣᕐᖃᕐᑦᖅᓯᓂᖢᑦ. ᑭᕐᐃᓇ ᐅᕐᖃᕐᖃᓇᕐᑐᑐᐃᓇᖅᑐᓕᐨᕝᕝᓗ ᐊᕐᕛᐃᒡᒥᕐᑎᐊᕐᒃ ᑕᒪᖂᐊ ᐊᢣᠶᠶᑦᕐᑕᓇᕐᖂᑦ ᐃᓴᕐᓱᐃᐨᑦ ᐊᢣᠶᠶᕐᑕᐃᐨᖂᐊᐅᕐᖃᕝᕐᑕ ᑭᕐᐃᓇ ᐋᕐᖃᐃᑎᓂᖢᕐᒃ ᓄᐊᒍᓇᕐᖃᕝᕝᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕆᕚᑕᕐᒃ.

ᐃᑉᕆᕚᑕᕐᒃ: ᖁᔭᓐᓇᒦᒃ. ᒫᖂ ᐅᐊᖂᕐᑕᑦ ᐃᓴᓇᕐᑐᐨᐊᓗᑐᓂᖢᕐᓄᑦ ᑐᕐᖃ᠘ᓇᓐᕝᕝᑦ ᐊᑎᕐᑕᑎᕐᖃᕐᐨᒃᓂᕐᖃᕝᕐᒃᔪᕝᕝᓗ. ᒥᑦᑕ ᖅᐹᒍᕐᒃ.

ᖅᐹᒍᕐᒃ: ᖁᔭᓐᓇᒦᒃ, ᐃᑉᕆᕚᑕᑦᓯᕐᒃ. ᐅᐊ ᐊᕐᕛᐃᖅᑯᑎᐃᕐᖃᕐᖂᐨᒃᐨᖂᑲᓄᒍ ᑕᒐᓚᕐᓱᐃᐨᔪᕐᓱᐃᐨᔪᐃᐅᑎᕐᖃᑦ ᑎᑎᕐᖃᕐᖃᑦ ᒪᕐᐱᓕᓂ 6, ᑎᑎᕐᖃᕐᖂᐨᑦ 28 ᐃᓗᐊᓂ ᑖᖂᐊ ᐅᖃᐳᐃᐊᑐᐨᕐᖢᐨᑦᖂᐃᐨᔪᕐᒃ ᓇᓗᓇᕐᑎᑐᖅ. ᐃᐸᐃᒥᕐᒡᒍᑐᕐᑲᑕᐅᕐᒃ ᐃᓗᐊᔪᑦ

before. I wanted to ask a question along the lines of my thinking. The Office of the Auditor General has noted that some high school students in grades 10, 11, and 12 leave school before finishing their grade. My question is regarding the years 2015, 2016, and 2017, just those three years. That comprises of many students, 1,275, young people who would have received further education but have dropped out in those years.

In the Office of the Auditor General's report on page 7, paragraph 31, it states that "The Department of Education should develop and implement a strategy that specifies the actions that it and other partners will take to help students graduate from high school..." The Department of Education's response is that they "will develop a 10-year strategic plan." What does the Office of the Auditor General think of that? Do they think 10 years is too short or too long? Mr. Chairman, I hope that came across. Thank you.

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

Mr. McKenzie: Thank you, Mr. Chairman. If it's okay, Mr. DeJong would like to answer the question. Thank you.

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

Mr. DeJong: Thank you, Mr. Chairman. Ten years for a plan is too long, but a plan has to be a living document. To say we're going to go ten years and not start, that's clearly not what we're talking about. I have really been encouraged by the Member questions and the focus on data. We need reliable data on that used as examples; it has come up in the questioning on things like attendance, on things like completion rates, on things like job vacancies. That plan has to be a living

ᐊᐱᖅᑯᑎᖅᖄᖅᑲᒃᒪᒪᓗᒍ Ċᖅᑲᐊ ᒻᓛᖅᔪᕋᖅᔪᐳᑎᖅᑲᑦ ᓇᓄᐊᖅᔪᕐᖅᑲᖅᑲᒃᑯᑦ ᖅᑯᑕᑦᑕᓄ ᐃᓴᖁᓂᖅᑲᑦᑕᓄᒃ ᐱᐊᓇᖅᖄᒄᓴᓇᐊᖅᑲᖅᑲᑕᒡᓛᑕ ᓄᖅᖄᖅᑕᒡᓛᑕ ᖅᑯᑕᓇᖅ ᖅᑕᑦᑎᓇᖏᖅᑲᖅᑲᑕᓄᒃ, ᖅᑯᑕᑦᑯ ᐊᑕᐳᔅᑯ, ᖅᑯᑕᑦᑯ ᒪᔅᔾᑯ ᖅᑕᑦᑎᓇᖏᖅᑲᖅᑲᑦ Ċᖅᑲᐊ ᐃᓴᖁᓇᖅᑲᑦ ᓄᖅᖄᖅᒄᑕᖏᐳᒻᒪᑕ ᐅᕆᐳᓇᖅ ᓇᐃᖅᑯᓇᖅ. ᒪᓇ ᐅᖅᑲᐳᔅᓕᕐ ᐅᕆᐳᖅ ᑕᐳᕋᓇ 2015, 2016, 2017 ᐅᕆᐳ ᐅᕋᖅ ᐱᖁᒻᔾᐃᖏᖅᑲᑦ ᐃᓇᐃᖁᖅᖅ ᐊᒻᕿᒄᑎᖅᑎᔾᓇᖏᖅᑯᕐᑦ 1,225 ᐃᓄᕿᖅᑕᖅ ᐃᓴᖁᓇᖅᑕᖅᖄᖅᒄᖏᖅᑲᑕᓇᖏᖅᒄᒄᑯᐊᖅᑦ ᐅᓄᖅᒄᐃᓇᖅᐳᖅᑲᑦᑕᒡᓛᑕ Ċᖅᑕᓇᖏ ᐅᕆᐳᓇᖏ.

Ċᖅᑲᐊ ᒻᓛᖅᔪᕋᖅᔪᐳᑎᖅᑲᑦ ᐅᖅᑲᐳᔅᑲᖅᑲᑦ ᐃᔅᒻᒄᖅᑲᖅᑲᑦ ᑕᐳᕋᓇ ᒪᖅᐱᐊᒄᒻᕐ 7, 31 ᑎᑎᖅᑲᑖᖅ ᐊᒄᐊᓇᖏ, ᐅᕋᐊ ᐃᓴᖁᓇᖅᒄᑕᓇᖏᖅᑲᑦ ᐱᕿᖅᑕᓇᖏᖅᑲᓇᖏᖅᑦ ᑕᐳᒄᓯᐳᕾᖅᑦ ᐃᓇᕾᖅᒄᓯᐳᕾᒄᓇᒄᓇᖏ ᑕᐃᖅᑲᐊ ᐃᓴᖁᓇᖅᖄᖅᑕᓇᖏᖅᑲᑦ ᓄᖅᖄᖅᑖᐃᓇᕿᖅᑖᕋᖅᑲᐹᓇᕾᑎᖅᖏᖅᓇ ᐃᓴᖁᐊᕾᑎᖅᖏᖅᓇᖅ ᐅᖅᑲᐳᔅᔾᕾᓇᕿᖅᖅ Ċᖅᑕᓇᖏ ᐃᓴᖁᓇᖅᒄᑕᓇᖏᖅᑲᑦ ᐱᓇᕾᐊᖏᕾᓇᖏ. Ċᖅᑲᐊ ᐃᓴᖁᓇᖅᖄᖅᑕᓇᖏᖅᑲᑦ ᑭᐳᔅᔾᕾᖅᑦ ᐅᕆᐳᓇᖏᖅ ᖅᑯᑕᓄᖅ ᑕᐃᖅᑲᓇ ᖅᑯᖏᓇᖅᖄᖅᑕᐳᓇᖅᐊᖏᖅ ᐃᖅᓇᖏᐊᖅᐺᐊᐳᓇᖏᖅᑦᖏᖅ, ᖅᑲᐳᖅᑕ ᐃᖅᐳᒻᕾᖅᐳᕐ Ċᖏᓇ ᒻᓛᖅᔪᕋᖅᔪᐳᑎᖅᑲᑦᖏ ᐅᕆᐳᖏ ᖅᑯᑕᖏ ᓇᐃᖅᒄᖁᖏ ᐅᖅᑲ ᔾᕿᖏᖅᖏᑦ ᑕᑕᕾᖅᔾ? ᐃᖅᔾᐺᐳᑕᐳᖏᖅ, ᒄᑭᔾᕾᓇᕿᖏᖅᖏ. ᖅᑕᔅᓇᖏᐺᖅ.

ᐃᖅᔾᐺᐳᑕᖏᖅ: ᒪᖏ. ᒻᕾᑕ ᒪᑭᓇᔾ.

ᒪᑭᓇᔾ (ᑐᖏᐳᖅᑎᐳᖏᑦ): ᖅᑕᔅᓇᖏᐺᖅ, ᐃᖅᔾᐺᐳᑕᖏᖅ. ᖅᑯᓇᐃᖏᓇᖏᖏᖅᑕᖏᐳᖏᑦ ᒻᕾᑕ ᑎᐺᓇᔾᑯ Ċᖏᓇ ᑭᐳᔅᐳᖅᑕᔾᕾᒄᒄᐊᖏᑦ ᐊᒄᐊᖅᑎ. ᖅᑕᔅᓇᖏᐺᖅ.

ᐃᖅᔾᐺᐳᑕᖏᖅ: ᒪᖏ. ᒻᕾᑕ ᑎᐺᔅ.

ᑎᐺᔅ (ᑐᖏᐳᖅᑎᐳᖏᑦ): ᖅᑕᔅᓇᖏᐺᖅ, ᐃᖅᔾᐺᐳᑕᖏᖅ. ᐊᖅᔾᖏᐳᓇᖏ ᖅᑯᑕᓇᖏ ᐸᖏᖁᐳᓇᖏᖅᒄᖏ ᑕᑭᐳᐊᖅᒄᑐᖏ, ᑭᕾᐺᓇ ᐸᖏᖁᐳᖅᑎ ᐊᔾᔾᑄᖅᑎᖅᑲᑦᑕᑄᖏᖏᐊᕾᑦ. ᐊᖅᔾᖏᐳᓄᖏ ᖅᑯᑕᓄᖏ ᐊᑐᖏᓇᖅᑎᖏᑯ Ċᖅᑲᐊᖅᒄᐳᓇᐊᖏᓇᑄᖏ ᑕᐊᒻᕿᖁᑯᑄ ᐅᖅᑲᐳᔅᖅᒄᓇᕾᑄᑐᖏ. ᑭᖏᓇᔾᐺᐳ ᐊᐱᖅᑯᑎᖏᒄ Ċᖅᑲ ᐱᐳᕾᖅᖄᖅᑕᕾ ᐊᒻᕈ ᑎᑎᕾᖅᑕᐳᔾᕾᖅᑲᖅᑲᑐᖏ ᐊᐱᖅᑯᑎᖅᖅᑲᖅᑲᑕᖅᓇᑄ, ᑎᑎᕾᖅᑎᑎᐊᖅᑲᑕᓇᐊᖅᑲᖅᖏᑄ ᖅᑲᐳᔾᑄᖅᑯᓇᖅᖅᖄᔾᓇᖅ ᒻᓛᖅᑯᑄᖏ ᐅᕿᖅᑲᑦᑄᓇᖅᔾᓇᖅᓇ ᖅᑕᑄᐳᔾᕾᓇ᷄ᖏᑄ ᐊᒻᕈ ᐃᖅᑲᓇᐃᔾᕾᓄᖏ ᒪᑐᐊᖏᕾᑦ ᖅᑯᓇᐊᒄᒄᖅᑄᓇᖏᑄ.

document.

One of the mantras that we use is sort of this plan-do-check-improve. It's not that you do the plan and put it in a filing cabinet. It really has to be "Has the graduation rate gotten better? Has the attendance situation gotten better?" And real monitoring and real follow-up on an ongoing basis. From that standpoint, no, if it was just, "We wrote a plan and we will do another one in ten years," we would be very disappointed, but I think we have been very encouraged by the opening statements of the departments where there does seem to be real recognition that they will require cooperation and some substantive steps in that direction.

In that plan, the critical elements, I think, cooperation, this is not a one-entity issue. In realistic time frames, attendance will not be sorted out in one year. These are the sorts of things that will take time, will involve parents, and will involve changing attitudes. The other thing is realistic costing. A department that has 82 percent vacancies, it will cost more when you don't fill all the vacancies. I think the fact that the plan covers a ten-year period is the right answer, but we would very much want to see that sort of plan-do-check-improve kind of mentality that it's actively being used as a management tool and actively being monitored. Thank you, Madam Chairperson.

Chairperson (Ms. Towtongie): Thank you, auditor. (interpretation) Member Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Madam Chairperson. I also thank you for responding to what I was wondering about. I'm asking in consideration of page 7 of the Auditor General's report. There's a response in paragraph 32. The Department of Education has provided a response regarding the SIS which has been implemented with

Ċᵃᗩ <ˢᑫᗪᑎ ⊲ᒃᕐᐧᐅᒃᑕᑐᙴᖃᑎ⊲ᖤ ⊲ᑐᕐᐧᐅᒧᓂ.

⊲ᗩᒧᑎᐳᗞᒧᑐ <ˢᑫᗪᑎᒥᖤ ᑕᑯᒋ⊲ᖤᑕᕐᐧᖧᒍᒪᕝᑕ. ᐃᒪᖤ <ˢᑫᗪᑎᑕᗪᑕᕐᖤᒍᒍᖤ ᑐᖤᑯᑐᐃᵃᑫᒻᓗᒍ. ᑕᐃᒪᕐᒍᖃᕐᒥᒪᕝᑕ. Ċᵃᗟ ᖤᑲᗞᐱᒻᕐᕁᐸᑕᗪᑖᖤ ᐱᖧᐃᕐᑲᑕᕐᖤᑐᖤ ᐃᑕᕁᕘᒥᖴᕐ ᐱᗪᕐᕁᐅᖤᒪᕐᕕᖧᒪᓈᖤᑲ, ᑕᒻᕁᑯᖃᐧᖤ ᖤᑲᗞᐱᒻᕐᕁᐸᑎᗪᒪᒻᕐᒋᖧᓂᖤᑕᕐᖤᑲᕐ ⊲ᒻᒧ ᖫᕙᒍᑲᒧᖤ ᖤᑲᗞᐱᖴᒻ⊲ᖤᖃᕐᓂᒧᖧᑕᗪᕐᖤᑲᕐᑲᖤ. ᐃᒪᕝ <ˢᑫᗪᑎᒧᗪᒍᐃᵃᑫᓂ⊲ᖤᒃᒪᕝ ⊲ᖤᑲᒍᖤ ᖤᑯᓈᖤ ⊲ᓂᒍᖤᕖᑲ <ˢᑫᗪᑎᒧᗪᑲᖤᒃᑕ᠍ᔾᒧᓗ ᐳᐧᒐᑲᕔᕐᖤᑲ ᑕᐃᒪᐃᑐᐃᵃᑫᓂᖤᑲᕐ ⊲ᑐᕐᖤᑕᗪᕐᕁᒥᓂᖤ. ᑕᐃᒪᕝ ᒪᑐᐃᖤᕕᒍᑎᒋᖤᑲᗞᕙᕐ ᐃᑕᒪᕙᓂ⊲ᖤᑐᒋᐧᕁᖤᑯᖤ ᐃᑕᕁᑎᕜ⊲ᖤᒪᕕᔾᖤᑐᖤ ᑕᐃᒪᕝ ᑲᒍᕐᕁᖤᑲᑎᕝᖤᑲᖤᑕᒋ⊲ᖤᖃᕐᓂ⊲ᖤᒣᖤ ⊲ᒻᒥᓂᖤ ᐱᑕᓂᕜᑲᓂᒣᕐᒍᖤᑲᕐᔾᒍ ᑕᒪᑐᒪ ᒥᕁᔪᕐ. ᑕᐃᖤᑯ⊲ ᕁᖤᖮᓂᖤᖤᑕᓂᕁᕐᑕᖤᑕ ⊲ᕤᒪᕝᒧᑐᕐ.

ᑲᒍᕐᕁᖤᑲᑎᕜᓂᖤᑯᖤ ᖮᒻ⊲ᓂ ⊲ᑕᗪᕐᑎᒍᖤ ᐱᑕᓂᕙᒻᒍᖤ ᑲᒋᑲᐧᕁᕁᗞᐃᵃᒥᕝᑕ ⊲ᒻᒪ ᐳ<ᖤᑲᑕᕐᓚᖤ ⊲ᕤᒍ ᐳ<ᵃᖤᑲᑕᑕᒍᖤᓗᕁᓚᖤ ⊲ᕤᒍᐃᵃᑫᒍᓗᖴᖤ ⊲ᕐᖤᑭᖤ⊲ᖤᑕᗪᕁᕐᒥᕝᑕ. ⊲ᕐᖤᑭᑕᗪᕐᕖᑕᕜᒧᐧᒍᕁᐧᒧᖤᑯᖤ⊲ᖤᕁᓂᑕ ⊲ᓕᖴᒐᓂᕁᗞᕁᐃᖤ ᐱᖤᑲᑕᗪᕐᖤᑕᕐᒍᖤᑲᓂᑐᓗ. ᑕᐃᒪᕝ ᐱᑕᓂᕙᖤ 82 ᐳᖧᑎᖤᒪᒍᖤ ᐃᕐᑲᐧᑫ᠍ᐃᔾᕐᒥᕝ ᐃᵃᒍᑕᗪᖴ᠍ᑲᕐᒥ᠍ᕛᑕ, ᑕᐃᒪᑕ ᕕᑫᗞᕁᖤᑐᑲᵃᑲᕁᒍ ᖮᒻ⊲ᓂ ᐃᵃᒍᑕᗪᒋᖤᕁᕝᑕ ᑕᒻᵃᑕ ᐃᑕᑐᐃᵃᑫᓂᒻᒍ. Ċᵃᗟ ᖤᑯᒧᒍᖤ ⊲ᕤᒍᒥᖤ <ˢᑫᗪᑎᑕᗪᓂᖤ ᑕᐳᕤᒪᑐ⊲ᖤ, ᖮᒻ⊲ᓂ ᑕᐃᒪᐃᑐᖤ <ˢᑫᗪᑎᖤᑲᖤᑕᕐᕖᑯᔾᕐᕤᒍᖤ ⊲ᕐᖤᑭᖤ⊲ᓂᒍᐃᵃᑫᓂ⊲ᖤᕁᕝᑕ, ⊲ᕐᖤᑭᖤ⊲ᓂᐧᖤᑕᕤᖤᑕᕐ⊲ᖤᔾᑕᗪᒍᖤ ⊲ᗪᑕᕜ᠍ᑎᖮᖤ ⊲ᒻᒥ ᖤᑲᗞᖧᖤᑕᗪᕐᖤᑕᕐᒍᖤᑲᓂᖤ. ᖤᑯᖧᵃᑫᕃᖤ, ᐃᑲᕐᕁᖤᗪᑕᕃᖤ.

ᐃᑲᕐᕁᖤᗪᗪᑕᖤ (ᑕᐳᒍᕜᵃᑎ)(ᑐᕁᖧᑎᒍᖤ): ᖤᑯᖧᵃᑫᕃᖤ, ᖤᑲᗞᖧᖤᑎᕉ. (ᑐᕁᖧᑎᒍᕽᓈᕐᖤᑐᖤ) ᒪᓕᓚᑕᗪᖤᑎ ᖤᑭᵃᒍᖤ.

ᖤᑭᵃᒍᖤ: ᖤᑯᖧᵃᑫᕃᖤ, ᐃᑲᕐᕁᖤᗪᗪᑕᕆᖤ. ᖤᑯᖧᵃᑫᕆᕽᓗ ᑕᐃᑫᕡ ᐃᕤᗪᒥᕁᕘ ᕜᗪᖧᕝᑯᖤᑲᕐᕔᒪᕐ⊲ᒪᕡᒍ. ᗪᑫ ᐃᕤᗪᒥᕜᑐᒍ ⊲ᐱᖤᑯᑎᕜᖧ ᑕᐧᕘᓂ ᒪᕝᐱᔾᓂ 7 ᑕᒻᒪᖤᕁᒻᕽᖤᐳᖤᑎᑲᖤ ᑎᑎᕤᖤᑕᕉ ᐃᒍ⊲ᓂ ᕕᗪᕁᕽᑎᑕᕐᒥᕝᒧᖤ 32-ᕐ ᕁᕤᑕᗪᓂᖤᖃᕐᖤᑐᖤ ᐃᒍ⊲ᓂ. Ċᖤᑯ⊲ ᐃᑕᵃᒍᓂ⊲ᖤᑐᑕᓂᕁᖤᑯᖤ ᖤᗪᕁᐃᒪᒪᕥ ᑕᐃᕤᒻᕋ ᒥᕁᒍᖤ, ᗪᑫ ᖤᑲᕤᒍᕁᐧᒍᖤᕁᒍ, SIS, ᑕᐃᑫᕡ ᐃᕤᒍ⊲ᖤᕁᕕᒪᗪᕁᐃᒪᕝᕡᕋ Ċᵃᗟ ᐱᖧᑎᕐᓂ⊲ᒍ.

respect to that. If I understood it correctly, it has been considered that the information system is complex, as students' lives are complex. That's why I asked about the number of years, as ten years seems to be a long time when it comes to students' education. We would all like to see students receive their education, those of us here in this Chamber, as we do support the students. That's just a comment. Thank you for clarifying that for me. Madam Chairperson, that's all.

Chairperson (interpretation): Thank you, Member Qirngnuq. Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) I want to ask questions about the finding around attendance data. My question is for the Office of the Auditor General. You mention in here that the department should improve attendance data. I'm wondering: the way the report is written, why didn't you include a recommendation to just simply improve attendance across Nunavut? (interpretation) Thank you, Madam Chairperson.

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

Mr. McKenzie: *Qujannamiik*, Mr. Chairman. Thank you for that question. I guess we didn't have a specific recommendation on improving attendance, but maybe the culmination of our recommendations on developing a strategy to help students transition through high school and help them be prepared for life after high school, along with our recommendations on things such as hands-on learning, which we have seen as an opportunity to engage and motivate students to attend school, and also a

Ćªᐧ ᑐᑭᕐᐃᐧᐊᓴᓄᑉᖅᑯ ᐅᐧᐊ ᖃᑎᑕᐅᔭᖅ ᐃᐅᐅᒪᒡᓴᔭᐅᐲᐊᒪᒃᔭᐧᐸᔪᓪᒃᑦ, ᑕᐧᐃᓇ ᐱᔭᓇᐊᑐᔭᐧᒃᓛᓐ ᐃᓄᓇᓴᐊᔪᑐ ᐃᓓᖅᑯᖅᔮᖐ ᐱᔭᓇᐊᑐᔭᐧᒃᓛᓐ. Ćᕐᑫ ᐅᑭᐅᓅ ᖃᖅᓴᐅᓴ ᐊᐧᐊᖅᑯᐊᑏᐧᐸᓯ. ᐅᑭᐅᑦ ᐅᑐᐊ ᖅᑐᓅᑦ ᕼᐃᐊᓇᑐᔫᓅᐊᑐ ᐃᓐᑐᐧᐊᖅᕼᐧᐊᓐᐊᖅᔫᔭᖅᑕᐅᑏᓕᑦ Ćᕐᑫ ᐃᓄᓇᐊᑐᔭᑐ ᐃᓄᓇᐊᓇᐧᐊᖅᖃᑦᓇᖕᕐᑦᓐ ᒄᓵᓄᑦ ᐱᔭᐅᐧᑕᐅᓅᑐᓅᖅ ᐃᓄᓇᐊᔭᑐᐧᐸᓇᔭᐊᑐ ᕼᐅᐲᖅᐃᔮᒪ ᑕᓪᐧᐊᑦ ᑏᐧᐁᓇ ᐊᔪᔮᐧ ᐃᓄᐊᐧᑯᑐᑐᔫᒄ ᐃᖃᕐᖅᑐᐃᓪᐧᐊᑦ ᐃᓄᓇᐊᑐᔭᑐᐧᕼᐧᐊᐧᐸᓄᐧᐊᓄᖅᓄᖅ. Ćªᐧ ᐅᖅᐅᕼᐃᐊᕼᕼᐧᐊᑐᐧᐸᖕᐅᐧᔨᓛᒄ. ᖅᑯᓌᐧᐁᕕ ᑐᑭᕼᐃᐧᐊᖃᕼᕼᐃᐧᔨᐊᕼᔮᑐᖑᑦᓚᓐ Ćªᐧ. ᐃᒃᔭᐧᐁᐅᑖᕼᕼ, ᑕᐊᒪ.

ᐃᒃᔭᐧᐁᐅᑕᖅ: ᖅᑯᓌᐧᐁᕕ, ᒪᓕᓕᒄᐅᖅᑏ ᖅᐃᕐᖑᖅ. ᒪᓕᓕᒄᐅᖅᑏ ᔪᐊ ᒪᐃᓐ.

ᒪᐃᓐ: ᒻᐧᐊ, ᐃᒃᕼᐃᐊᕙᐅᑖᕼᕼ. (ᑐᕼᐃᐱᑐᔮ) ᐊᐱᕐᖅᑯᕼᖕᑲᔮᓯᒄᐧᐸ ᖃᑯᐧᐃᕼᐅᕼᖃᖅᖃᕐᖅᑐᒡᒄ ᐅᐸᖅᒃᑦᓴᖕᒄ ᐅᐸᖅᑲᖕᐅᕐᒄᖕᓴᓐᓇ ᒄᕼᓄᖕ ᑕᒪᒡᓴᑭᕼᓯᔭᐅᖅᑐᖅᑯᑖᓴᒄᕐᒄ. ᐅᕐᑫᓇ ᐅᖃᖅᓴᔭᒃᓕᓐᕼᔨ ᐃᓄᓇᐊᑐᔭᑐᑐᓇᐧᑲᔭᑐ ᐅᐸᖅᑲᖅᑲᖃᖅᑐᓄᒄ ᑏᑕᖅᑏᐧᐁᖅᑲᖅᑕᖃᓇᖅᕼᖕᖃᔪᒄᓐᕼ ᓄᐧᐊᒃᑏᐧᐊᐊᖕᐅᕼᕼᖅᖃᖅᕼᑕᐅᖕᐊᑐ. ᑕᒪᒡ ᐅᓇᒄᐧᐁ ᑏᑕᖅᕼᕿᒡᒄᕼ. ᔮᒄᑦ ᐊᑐᖅᕼᑯᔭᐊᐅᑏᑐᐊᓇᓄᖕᕐᒄᕼᖅ ᐅᖃᖅᕼᔭᐧᐁᑐᖕᒄ ᐅᐸᖅᑲᖅᕼᓇᖅᐅᑕᒄ ᐱᐧᑕᐧᓕᐊᓐᑏᓐᕼᑭᕐᐊᓇᔮᕼᖕ? ᑕᐊᒪᐊᒃᑐᐧᑲᐧᐊᖕᐅᖅᑐᐧᒄᒪ. ᖅᑯᓌᐧᐁᕕ, ᐃᕼᕼᐧᐊᐅᑖᕼ.

ᐃᒃᔭᐧᐁᐅᑖᕼ (ᑐᕼᐃᐱᑐᔮ): ᖅᑯᓌᐧᐁᕕ. ᑕᒪᒡᕼᔭᐧᐁᖅᑖᐅᖅᕼᖕᐧᐁ ᑏᑕᖅᕿᐁ. ᖅᑯᓌᐧᐁᕕ. ᒄᑐ ᒪᑭᒡᔪ.

ᒪᑭᒡᔪ (ᑐᕼᐃᐱᑐᔮ): ᖅᑯᓌᐧᐁᕕ, ᐃᕼᕼᐧᐊᐅᑖᕼ. ᖅᑯᓌᐧᐁᕕ ᐊᐱᕐᐃᒃᓵᑦ ᑕᐊᒄᕼ. ᐊᑐᖅᕼᑕᖕᑏᐧᐁᓇᕐᕼᓯᔭᖓᕐᒃᑐᒄ ᐅᐸᖅᑲᖅᖃᕼᔭᖅᐅᖅᑏᕼᔭᓕᖅᑯᔮᖐᕼ. Ćᕐᑫ ᐊᑐᖅᕼᑕᖕᑏᐊᓇᕼᔭᓖᕐᐧᐁᑐ ᐱᐧᕼᐅᐧᐧᑕᖕᑏᑭᕼᑖᐧᐁᓇᐧᐁ ᑐᑭᒡᐧᐊᑏᕼᖕᐅᒄ ᐸᖅᑫᑏᑐᒄ ᐃᒃᔭᑐᖅᑕᐅᓕᖅᕼᑐᒄ ᐃᓄᓇᐊᑐᔭᖐᑦ ᐊᐅᐧᐁᕼᕐᔭᐁᑏᒄᒄᒄ ᖅᓕᑏᓂᖅᕼᒄᖐᕼ ᐃᓇᑏᕼᔭᖕᐅᖕᒄ ᕐᐧ᠊ᒄᑦ, ᐃᓅᔮᓇᐅᖃᕼᖕᐅᓇᒄᒄ ᐃᓄᓇᐊᔭᐃᕼᕼᖕᑕᑎ ᐸᖅᐊᔪᑏᕼᖕᓇᒄ ᐸᖅᐊᔮᖅᐅᓅᕼ. ᐊᑐᖅᕼᑕᖕᐊᖅᑦ ᐃᒄᕼ ᐃᖃᖃᐃᐲᓇᐧᐃᖕᐅᕼᓇᐧᐁᒄᓚ ᐃᓇᑏᕼᑕᖕᑲᖅᕐᒄᖕᒄ, ᐱᖃᑐᕼᑲᓇᐊᓇᐅᑯᑦ ᐊᐅᐧᒄᕼᑕᐧᐊᖅᕼᑕᑏᐅᕼᔫᕼᖕᒄ

recommendation on ensuring that the human resource needs of the department through a strategy on recruiting and retaining teachers and other positions within the department that play an important role, supporting teachers, would, all combined, contribute to improving supports to students and ultimately helping improve attendance, put in place mechanisms or actions that would motivate students to come to school.

We don't have a specific recommendation on improving attendance, but I think that one of the outcomes or the results of our various recommendations would contribute to improving attendance and ultimately improving students being successful in graduating from high school and transitioning on to either post-secondary or work. Thank you.

Chairperson (interpretation): Thank you, Principal McKenzie. Member John Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for explaining that. On the attendance data, you say in this report that the quality of the attendance data is not great. It's concerning to read that from where I sit because based on that attendance data, the Department of Education is cutting or adding teacher positions to different communities.

I'll use Arviat, my home community, as an example. We had very substantial cuts to our teacher numbers based on what you point out, unreliable data. I guess I would like the Auditor General's opinion or observations in terms of the student-educator ratio of the Department of Education allocating teacher positions based on this attendance data, which needs to be improved. (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you,

ᐅᐸᒍᒪᓕᕐᒦᖕᒥᑎᑎᑐᒐᐅᓯᒪᓗᑎᑦ ᐊᒻᒪ ᐊᑐᓕᖅᑎᑕᐅᖅᒪᓕᒌᒐᔪᒃ ᖃᐅᔨᓴᕐᐊᖅᑕᓐᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖕᕐᑦ ᓂᐅᒻᓕᑕᐊᖅᑎᑕᐅᓯᓐᒍᑦ ᑐᑭᓕᐊᕈᑎᖕᔅᓐᒍᑕᑕᐅᖅ ᐃᓄᖕᓂᑕᐅᖅ ᐃᓚᓯᐅᒍᑦ ᐃᓕᓴᐃᖕᕐᑦ.

ᐃᓚᖕᓂᐊᖅᑐᓪᓄᖔᑦᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᖕᕐᑦ ᑕᒪᐅᖕᓗ ᐃᑲᔪᖅᔪᑕᖅᑐᖅᖕᓗᖕᑐᑭᑦ ᐃᓚᖕᓂᐊᖕᓂᖅ. ᐱᐅᔪᖅᑕᖕᑎᑎᖃᔭᐅᔪᑦ ᐃᑲᔪᖅᔪᖅᑕᐅᓂᖕᕐᓂᖅ ᐃᓚᖕᓂᐊᖅᖂᑦ ᐊᒻᒪᑕᐅᖅ ᐱᐅᔪᖅᑕᖕᓱᑦᖓᑦ ᐅᐸᖅᑕᖅᑕᓂᕿᐊᑦ, ᐱᐅᔪᖅᑕᖕᑎᑎᑐᑎᖕᖓᖕᓂᖅ, ᐅᐸᖕᓂᖅᔪᑎᑎᖅᑕᐅᖅᒋᑎᖕᖓᐅᔨᖕᓂᖅ ᐃᓚᖕᓂᐊᖅᑎᖕᓂᖅ.

ᐊᑐᓕᖅᔪᖅᐅ� ᒐ ᑎᓕᑕᖕᖕᓂᖅᑐᔾ ᑕᒪᐅᖕ ᑐᕁᖕᖕᕈᖕ ᑭᔾᐊᓂ ᐃᓚᖕᖕ ᒧᖃ ᓴᖅᐸᓯᒪᔪᖅᑳᖅᑯ ᐊᑐᓕᖅᔪᖅᐊᑎᖕᕐᖕᑦ ᐊᔾᒥᖕᖕᕐᑐᖕ ᐱᐅᔪᖅᑕᖕᑎᑎᑐᒐᖕᖕᑐᖕ ᐅᐸᖕᖕᕐᑕᓂᒡᕐᑦ. ᑕᐃᒪᖕᖕᓗ ᐅᐸᖅᑕᖕᑕᓂᐊᖅᑕ ᑭᔾᖕᖕᑎᐊᖅᖕᖕᐊᓂᖅᖅᐅᖅᖕᓱᖕᕐᑕ ᐱᔾᖄᖕᖕᐊᖕᖕᖕᐅᖕᓗᖕᖕᓂᖕᓗ ᐊᐅᖕᖕᖕᓂᐊᖕᖕᖕᐅᖕᓗᖕᖕᓂᖕᓗ ᓴᓂᖕᖕᐊᖕᖕᖕᐊᖕᖕᖕᓂᖕ ᐅᕿᕚᔾᖕᖕᖕ ᐃᖅᑲᓇᐃᔾᖕᖕᕐᑦ. ᖅᑯᖕᖕᖕᒪᖕᖕᓵᖅ.

ᐃᑲᔪᖅᑕᐅᑕᖅ (ᑐᓴᔾᐱᑎᒍᑦ): ᖅᑯᖕᖕᓵᖅ, ᓂᐅᖕᔪ ᒪᑭᔾᐅ. ᒪᓕᓕᑕᐅᖅᑎ ᔾᓄ ᒪᐃᓐ.

ᒪᐃᓐ (ᑐᓴᔾᐱᑎᒍᑦ): ᖅᑯᖕᖕᓵᖅ, ᐃᑲᔾᐅᐸᑕᖅ. ᖅᑯᖕᖕᓵᖅ ᓗᓄᖕᐊᐃᖅᑕᐅᑫᔾᐅᖅ ᑕᒪᖕᖕᓴ. ᑳᖅᑐᖕᖕ ᐅᐸᖕᖕᖕᑐᐊᖕ ᑎᑎᖅᖅᑕᐅᖅᑕᖕᖕᕐᓂᕐᑦ, ᑎᑎᖅᖅᑕᐅᒥᖕᓕᑕᐊᑦ. ᑕᒪᕐᑯᐊ ᑎᑎᖅᖅᑕᐅᒥᖕᓯᒐᖕᖕᖕᑦ ᐱᐅᖕᑎᐊᖅᒪᖕᖕᐸᑕᒍᖅ. ᐊᕿᒪᖕᖕᒧᖕᖕᑐᖅ ᑳᖅᑐᖕᖕ, ᐅᕚᖕ ᐃᓂᖕᖕᖕᐅᖕᖕᖕᓗᖕᖕᖕᓂᒡᖕ. ᐅᐸᖕᖕᖕᑐᖕᕐᓂᖅ ᐅᖅᐸᖕᓂᖕᖕᑯᖕᑐᖕᕐᓂᖅ ᐅᐸᖕᖕᖕᑐᖕᖕᖕᑐᖕᑦ ᐃᓚᖕᖕᖕᐊᖕᖕᖕᑐᖕᑕᐃᖕᖕᖕᐃᖕᕐᑦ ᒪᓗᖕᖕᖕᑕᐅᖕᖕᖕᖅᑕᕐᓂᖅ ᐃᓚᖕᓂᐊᖕᓂᖅᓗ ᐃᓚᖕᖕᖕᖕᓂᖅᑕᖕᖕᖕᖓᖕᑦ ᓄᓇᖕᖕᓂᕐᖕᓂ.

ᐊᕿᐊᐊᖕᖕᖕᖕᑦ ᓄᓇᒃ ᐅᑦᐅᖕᖕᑎᑎᕐᖕᐊᓂᖅᖕᖕᑕ, ᐊᒦᖕᖕᖕᖕᐅᖕᑯᖕᖕᐊᖕᖕᑕ ᐃᓚᖕᖕᖕᐊᖕᖕᖕᓂᖅ ᐃᓚᖕᖕᖕᓂᖅᑕᐅᑕᐅᖕᖕᖕᖅᑐᐊᑦ. ᒪᓕᖕᖕᖕᑐᖕ ᑕᐃᖕᖕᖕᑯᖕᖕᑎ ᐅᖅᖅᐅᖕᖕᓇᒡᖅᑕᖕᖕᖕᐊᖕᖕᓂᖕᑯᖕᖕᓂᖕ ᐅᐸᖕᖕᐊᖕᖕᖕᖕᖅᑐᖕᖕᖕᑐᖕᖕᖕᖕᑐᖕ ᓂᖕᖕᓴᖕᖕᖕᖕᓂᖕᖕᖕᑐᖕ. ᑕᒪᖕᖕᖕᖕᖕᓕᖕᖕᖕᖕᖕᖕᖕᖕᑎᑎ ᑐᖕᖕᖕᖕᖕᑕᐅᒥᖕᖕᖕᖅᖕᖕᑐᖕᖕᖕᖕᑐᖕᑦ ᑎᑎᖕᖕᖕᖕᖕᕐᖕᓂᖕ ᐃᔾᒥᖕᖕᖕᖕᖕᑦ ᑐᖕᖕᖕᖕᖕᓇᖕᖕᖕᖕᖕᖕᖕᖕᓂᖕᖕᖕ, ᖅᑭᖕᖕᖕᖕ ᑕᑯᖕᖕᖕᖕᑕᖕᖕᖕᖕᖕᖕᐊᖕᖕᖕᖕᖕᖕ? ᐃᓚᖕᖕᖕᖕᖕᖕᐊᖕᖕᖕᖕᖕᐊᖕᖕᖕᖕᑐᐊᑦ ᖅᖕᑎᖕᖕᖕᑎᖕᖕᖕᖕᖕᐊᖕᖕᖕᖕᖕᖕᖕᑎ ᐊᑎᖕᖕᖕᖕᖕᖕᒡᕐᖕᑎᖕ ᐃᓚᖕᖕᖕᐊᖕᖕᖕᖕᖕᖕᖕᓂᖕᖕᑐᖕ? ᑕᐃᖕᖕᖕᑯᖕᖕᖕᑯᖕᖕᖕᓗ ᐃᓚᖕᓂᐊᖅᑐᖕᖕᖕᖕᑎᖕᖕᑎᖕᖕᖕᖕᖕᓄᖕᖕᖕᖕᖕᑯᖕᖕᖕᖕᑦ ᐃᓚᐅᖕᖕᖕᖅᑲᐅᖕᖕᖅᑐᖕᖕᑯᖕᖕᖕ ᐃᓚᖕᖕᖕᖕᖕᐊᖕᖕᖕᖕᖕᖕᖕᓂᖕᖕᖕ ᒪᓕᖕᖕᖕᑐᖕᕐᖕᑦ ᐅᐸᖕᖕᖕᖅᑕᖕᖕᖕᖕᖅᑕᖕᖕᖕᖕᐅᖕᖕᖕᖕᑦ ᖅᖕᑎᖕᖕᖕᐅᖕᖕᖕᓂᖕᖕᕐᖕᑦ. ᑕᖕᖕᖕᖕᑯᖕᖕᖕᑯᖕᖕᖕᖕᖕᑯᖕᖕᖕᓗᖕᖕ ᐊᖕᖕᖕᖅᑭᖕᖕᖕᖅᑕᖕᖕᑐᖕᖕᖕᖕᖕᖕᑲᐅᖅᑕᖕᖕᖕᖕᑯᖕᖕᖕᖕᕐᖕᐊᖕᖕᖕᖅᑐᖕᖕᖕᓗᖕᖕᖕᖕᖕᖅᑭᖕᖕᖕᖕᓂᖕ ᐅᐸᖕᖕᖕᖕᖕᑐᖕᕐᖕᖕᖕᓂᖕ

Member. Principal McKenzie.

Mr. McKenzie: Thank you, Madam Chairperson. Thank you, Hon. Member. That's an important question. Certainly attendance data plays a role in funding. It's maybe a policy question whether, for example, funding should be based on attendance versus enrolment. We wouldn't necessarily come down one side or the other.

I do know that some of the teachers that we spoke to indicated that although students may be not attending class, when they do show up and if they haven't been included in the funding formula, they nonetheless require support like any other students. There were some concerns that were raised to us or brought to our attention about using attendance versus enrolment, for example. Attendance data would also, I think, help inform the department regarding other policy decisions, for example, how successful some of its programs or actions in terms of encouraging attendance amongst students.

Just a note, in terms of one of the things that we noted and it really comes down to data entry and how individuals in the schools are entering data, how they're interpreting attendance, and so I think that the approach that the department is taking in terms of strengthening the training of staff within schools and ensuring consistency in terms of how that data is entered will go a long way to strengthening the reliability of that data.

Just to come back and to conclude, I think, in terms of the use of attendance data for things such as funding, we wouldn't have an opinion one way or the other because, again, it gets into a policy question. Nonetheless, we did want to raise it and we do recommend it because it is an important statistic, if you will, an important indicator of the realities within schools, so hence our

�row right column:

ᓇᓇᕐᖅᑕᐅᓂᐊᕐᒥᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᕐᒃ.

ᐃᒃᓯᕙᐅᑕᕐᖅ: ᒪᑦᓕᓯᐅᕐᑎ, ᑕᒻᖅᓯᒪᐊᖅᔭᐅᕐᑎ ᒪᑭᓐᔨ.

ᒪᑭᓐᔨ (ᑐᓪᑲᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᕐᒃ. ᖁᔭᓐᓇᒦᒃᑕᐅᕐᖅ ᒪᑦᓕᓯᐅᕐᓐ, ᑖᓐᓇ ᐊᐱᖅᑯᑎᒡᓛᓂᕐᓗᖅ. ᐅᐸᕐᑲᑦᓯᓂᒃ ᓇᓇᕐᖅᑕᐅᖅᑲᑦᓯᕐᒪᓪᖔᒃ ᒪᑦᓯᑲᐅᖅᑲᑦᓯᑐᖅ ᑭᓇᐅᔾᔭᑦᓯᓂᐅᕈᓇᖅ. ᐊᑐᐊᒡᓯᕐᑲᐃ ᐱᕐᔪᓂᕐᒃ. ᑭᓇᐅᔾᔨᖅᑕᐃᖅᑲᐃ ᒪᑦᑲᑦᖅᑲᑖ ᐅᕐᖅᑲᑦᓯᓂᕐᓂᒃ ᒪᕐᓗᒡᕌᒃ, ᐊᑎᑐᐅᕐᖅᒪᒡᖔᒃ ᒪᑦᓯᑲᐅᖅᕐᒌᒡᓗᑲᐃ ᐅᖅᑲᑦᑲᒐᕈᓂᐊᒐᕐᒃᑐᒐᒃ.

ᐃᓄᖅᐃᒡᓯᑲᐅᕐᖅ ᖅᑲᐅᓇᓕᑲᖅᑎᒍ ᐃᓇᕐᒃ ᐅᕐᖅᑲᓐᑎᖅᑦᕐᒐᓐᔭᖅ ᐅᕐᖅᑲᑲᑦᓯᒡᓗᖅᓐᒧᑦ, ᐃᓇᐅᓂᐊᖅᑎᖅᑲᐃ ᐅᕐᖅᑲᑲᕐᑎᖅᑐᐃᖔᒃ ᐅᕐᖅᑲᑭᓐᓇᐅᑦᖅᓚᓐᒃ ᐳᑭᖅᑖᐅᒃ. ᑕᐃᒪᒃ ᕐᑭᓂ ᐃᑦᕐᖔᐅᑕᐃᓂᕐᒐᐃᖅᑲᑦᕌᕐᒃ ᕐᑎᐊᒡᓗᖅᑯᑦ. ᐅᕐᖅᑲᑦᓯᓂᕐ ᒪᑦᑲᑦᑖᖔᑦᒃ ᖔᖅᑲᐅᑦᖅᑖᒃᖅ ᐊᑕᖅᑲᔦᐃᕐᑎᖅᐃᑖᒃᑐᒃᖅ.

ᐊᒻᒪ ᐃᓂᕈᖅᓚᒃᑲᐅᕐᖅ ᑕᑯᑲᐅᒡᒦᔾᕋᖅᖅ ᑲᖅᑲᐃᖅᑲᑦᓯᓂᕐᒃ. ᐃᓇᐅᓕᒡᒪ ᓇᓇᕐᖅᑲᑦᓯᒡᑐᒃᖔ ᐊᕝᑐᕐᖔᖔᕐᑖᑖᒃᖅ ᐅᕿᓯᑐᒪ ᕈᔾᑕᓂᕐᒃ ᑕᑯᑲᐃᖅᑐᒡᒦᔾᑭᐅᕐᖅᑯᑖᖅᖅ ᑎᒡᒪᖅᑖᖔᖅᕐᒐᓯᔾᖅᒃ ᓴᕐᑎᖅᑲᑦᑲᑦᖅᑕᖅᓇᑕᕐᖅᑲᑦᖅᑖᒃᖔᖅ.

ᐊᒻᒪ ᐱᖔᒦᖅᓗᒋ ᐅᕐᖅᑲᑦᓯᓂᕐᒡᕐᒃ ᖔᑦᕐᑐᓂᕐᒃ ᐊᑐᖅᑲᑦᑖᑦ ᑭᓇᐅᔨᓚᖅ ᑖᖔ ᐅᕐᖅᑲᑦᓚᒡᖅᓚᕐᓚᖅᑎᕐᖔᒡᑕᕐᖅ ᐊᑐᐊᒡᒦᒃ ᐱᕐᔪᓯᑲᖅᑎᕐᖅ, ᕐᑎᑲᐃ ᕐᖔᕿᕋᓕᑲᐅᕐᖔᒡᕐᒃ ᑕᐃᒪᐃᑲᐅᒡᒡᖅᓐᒡᖔᒃᒃ ᐱᐱᓕᑐᖅᑲᑦᐃᕐᑕᓯᑦᓂᕐᒃ ᖅᑲᐅᓇᖔᔨᒡᑕ ᖔᒃᕐᑖᒃ ᖅᑲᐅᓇᖔᕈᓐᑲᑦ ᖅᑲᑭᐊᑕᐃᖅᑲᑖ ᑲᓂᕐᖔᑲᑦᖅ ᐃᓇᖅᑲᑦᖅ ᐃᓂᕈᖔ ᖅᑲᐅᓇᖅᕐᔭᖅᕐᒃᐅᕐᖔᕐᖔᒡᖅᑖ ᐃᓪᖔᒃᖅ ᖅᑲᐅᓇᖅᕐᔨᓐᖅᑕᒡᓚᖔ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᕐᖅ.

recommendation. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. Member John Main.

Mr. Main (interpretation): Thank you. (interpretation ends) Thank you for that information. I'm going to ask a similar question to the Department of Education, and this is how screwed up things are when you mention the actual reality on the ground in the communities. School attendance is very high at the beginning of the school year. The first couple of weeks, school attendance is very high, but because the allocation of teachers is not based on just those couple of weeks at the beginning of the school year, so for those couple of weeks of the school year, the teachers are swamped and their classes are way too big and they don't have enough teachers if those kids keep showing up.

The sad fact, and this is based on conversations with people who actually work in the schools, is that they don't have enough staff to keep all those kids in school. If they keep showing up, they don't have enough staff to handle them, and so poor attendance is kind of baked into the system. The teachers will say, "Well, it's just the first couple weeks. Attendance is going to drop off. It always does." And sure enough it does, and then the number of students to educators goes down to a reasonable or more manageable level.

My question for the Department of Education is: how soon will we see modifications to the student-educator ratio and how it's calculated, specifically to move beyond just looking at attendance, and give some thought, give some consideration, and give some funding to the kids who do not show up to school because they are still in the community and they are still requiring

ᐃᑲᔨᐁᐅᐲᑕᖅ: ᖁᐊᓇᖅᒥᖅ. ᒪᓕᒐᓕᐅᖅᑎ ᔩᐊ ᒪᐃᓐ.

ᒪᐃᓐ: ᒪ'ᓇ. (ᑐᖅᓯᕈᑎᔪᕐ) ᖁᐊᓇᒥᖅᑕᐅᖅ ᑐᑭᓯᑎᑕᕆᐊᖃᕐ. ᑕᐅᓕᖅᖕᐃᐊᕐᖅ ᐊᐱᕆᒍᒪᔭᖕ ᐃᓕᓐᖁᐊᖅᑐᓕᕆᖕᐅᕐ. ᑕᐅᓕᖅ ᑦᖁ ᐋᖅᑮᑦᓕᑦᐃᐅᑕᕆᖕᐅᓲᖅ ᐊᑐᖅᑕᐅᖕᑦᓕᑕᖕᔪᐊᕐ ᑕᑭᒑᖅᑐᓐ ᓄᓇᖕᖕᓂᖅ. ᐃᓕᓴᐅᓕᕐ ᐅᖀᖅᑦᓂᖅ, ᐅᖀᖅᑦᖅᑐᐊᔭᕐᐊᔅᔪᕐᓐᖕᔭᖕᖕᖕᑦᓕᖕᑕᖕᒍ ᒪᖁᖅᖕ ᐱᓇᕐᔭᕐᖅᔭᖕᒥᖕᐅᑎᖅᖕᔪᒍ ᐅᖀᖅᑦᖕᖅᑐᓚᖕᖕᔪᕐ. ᑭᕐᑕᓂᖕ ᐃᓕᓴᐊᖕ ᐃᓕᐅᖅᖕᖅᑕᐅᖕᑎᖕᖕ ᒪᓕᒥᓐᑲᖕᖅᒪᑕᖕ ᑕᐃᖕᑯᓐᖕ ᐱᕐᐊᖕᓕᓐᖕᓂᖕ ᖁᑎᐅᓐᖕᖕᓂᖕ ᐃᓕᓴᐅᖅᑐᖅ. ᒪᖁᖅᖕ ᐱᓇᕐᔭᕐᖅᔭᖕ ᓯᑰᑕᖅᖕᑦᐊᖕᓂᖕ ᐃᓕᓴᐅᖅᖕᐊᖅᑎᖕᑐᕐ ᐃᓕᓴᐊᖕ ᐃᓄᕐᐊᔪᐊᖅᑐᖕ ᐃᓕᓴᐅᖅᖕᑎᒌᕐᖕᔭᖕ, ᐃᓕᓴᐅᔭᖕᓂᖕᔪ ᖁᑎᕐᖁᖁᐅᔪᐊᓕᕐᓂᖕᑦᓐ, ᐅᖀᖅᑦᑕᐃᖕᐊᖅᖕᑲᔪ ᐃᓕᓴᐅᔭᕐᔭᖅᔪᐊᓕᕐ.

ᐅᖕᖕᑎᖕᖅᖕᑦᖅᑐᖕᓄ ᐃᓕᓴᐅᖅᖕᐊᖕᓂ ᑕᒪᖕᓇ ᖁᐅᖕᓯᔪᖅᓇ. ᑕᐃᖕᑯᖁ ᐊᖅᖁᓇᐃᔪᖅᖕᑎᖕᖕᓂᖕ ᖁᑎᕐᖁᖁᐅᔪᐊᖅᖅᖕᑦᖁ, ᖁᑎᕐᖁᖁᐅᔪᐊᕐᓂᖕ ᐅᖕᐃᖕᖁᖕᑦᑕᖅᖕᑐᐊᖕᔪᕐᕐᖕᑕ ᑕᐅᓕᖕᖁᖕᔪᖕᕐᖅ, ᐃᓕᓴᐅᔭᖕᖕᓂ ᖁᑎᕐᖁᖁᐅᔪᐊᓕᕐᓂᖕ. ᑕᒪᖕᓇ ᐅᖀᖅᑦᑎᖕᐊᖕᖕᓂᖕᓂᖅ ᐊᖕᕝᖕᖕᑎᖅᖕᖁᖕᖅᖕᑕᐅᖕᕐᓵᔪᖅᖁᖕᑐᖕ ᐃᓕᓴᐅᔭᖅᓂᖕ. ᐅᖅ, ᐃᓕᓴᐊᖕ ᐅᖅᒪᓕᓂᖕᔪ ᐱᓇᕐᔭᖕᖕᓂᖕᓇ ᓯᑰᖁᑕᖅᖕᑦᐊᖕᓂᖕᖅ ᒪᖁᖕᓇᖕ ᐃᓕᐅᖕᖅᖕᔭᐅᖅᑲᖅᖕᓯᐊᖕᖅᖕᐃᖕᐊᖕᖅᖕᑕᐃᖕ ᐅᐊᖕᑎᖁ ᐃᕐᖁᖕᓇᖕᖅᖕᑲᐅᖕᑐᖁᕐᔭᐃᕐᓚᖕᑐᖕᖕ. ᑕᐃᓕᐊᖕᑎᐅᖅᑎᖅᖕᐊᑦᖕᓕᓂᖅᖕᑕᐅᖁ. ᐊᐅᖕᒪᓕᖕᓕᖕᑐᖅᖕᖕᐅᖕᖕᖕᖁ ᑭᔪᖕᑲᖅᖕᔭᐅᖕᖅᖕᑐᖅ ᖁᓯᖅᖕᑐᖅᖕᒥ ᐅᖀᖅᖕᓇᖕᑐᖕ ᖁᖕᓇᑦᓂᖕ ᐅᐊᖕᑎᖁᖕᑐᖅᖕᑲᖅᖕᑦᖕᑲᖅᖕᔭᐅᖕᖅᖕᓇ? ᐃᕐᒪᓕᖅᔭᐅᖅᐊᖕᖕᑦᖕᑲᖁ ᑕᒪᖕᓇ, ᖁᖕᐅᖕᔭᖅᑲᖅᖕᑎᖅᖕᑕᐅᖕᔭᖅᖕᒍᑎᖕᖕᖕᒍ ᑕᐃᖕᑯᖁ ᐅᖀᖅᑦᖁᖕᑲᖅᖕᑎᖅᖕᖕᑕᐃᖕ ᖁᖕᖁᖅᖕᑕᐅᖅᖕᑲᖕᑕᐅᖅᖕᑲᖅᖕᑕᖕᖕᑦᖕᑐᖁ ᐃᓕᓴᐊᖕᖕᒪᓂᖕᓂᖁ ᖁᓇᐅᖅᖕᖅᖕᑕᖅᖕᒍᑎᖕᖅᖕᑲᖅᖕᑎᖕᖕᑐᖁᖕᓇᖅᖕᔪᖕᑎ?

education? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Main. Department of Education. Thank you. Ms. MacMillan for the Department of Education. Ms. MacMillan. Thank you.

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. Thank you for the question. Currently the department does follow a cabinet-approved funding formula when determining the number of teaching staff. However, we are considering alternate funding formulas.

In response to the portion of the question related to the attendance and students and ensuring that we get those students back into our schools, that's where our ten-year strategic plan and consulting with all of our partners, stakeholders, communities, and parents, because to ensure that our students are in school to receive their education. *Qujannamiik*, Madam Chairperson.

Chairperson (interpretation): Thank you, Ms. MacMillan. Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) To change the student-educator ratio, yes, it requires a cabinet decision. We have asked questions to the Minister of Education on this and, to paraphrase, they were looking at changing it. I don't know when it will be changed. It seems like something that could be fixed. Is there a timeline that the Department of Education is working with in terms of changing that ratio or how it's calculated? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Main. Department of Education,

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ᖁᔭᓐᓇᒦᒃ, ᐃᖓᔭᐅᑎᖅ.

ᐃᖃᓀᐅᑎᖅ: ᖁᔭᓐᓇᒦᒃ, ᒪᓕᒡᓕᐅᑉᓯᐱ ᒪᐃᓐ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆ�^ᑯᖁᑎᒃᑯᓄᑦ. ᖁᔭᓐᓇᒦᒃ. ᒪᒃᒥᓚᓐ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᐱᖅᑯᑦ. ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᒃᓯᕋᐅᑎᓕ): ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓀᐅᑎᖅ. ᖁᔭᓐᓇᒦᒃᓗ ᐊᐱᖅᑯᑎᒧᑦ. ᒫᓐᓇᐅᔪᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᐱᖅᑯᑦ ᒥᓂᔅᑕᐃᑦ ᑲᑎᒪᔨᕐᔪᐊᖏᓂ ᐊᖏᖅᑕᐅᓯᒪᔪᖅ ᓈᓴᐅᓯᕐᔪᑎᒃ ᖃᐵᔪᖅ ᐃᓕᓴᐃᔨᖃᖅᑎᑦᓂᐊᕐᒪᖔᑕ, ᑭᔪᐊᓂ ᐃᓯᒪᒋᔭᕗᑦ ᐊᓯᐊᑯᑦ ᕿᓇᐅᔭᖅᖃᖅᑎᑎᓂᕐᓗᑦ ᖃᐵᔪᖅᓂᕐᔪᑎᕿᑦᑭᔪᒪᔪᑦ.

ᑭᐅᓗ ᐊᐱᖅᑯᑎᐅᔪᖅ, ᒪᑯᓄ ᐅᐸᖃᑦᖃᑐᓄᑦ ᐃᓕᓐᓂᐊᖅᓅᒋᑦ ᑕᐃᒃᑯᐊ ᐅᑎᖅᑎᓂᐊᕐᓗᐊᖕᓚᖕᑎᑐ ᐃᓕᓐᓂᐊᖅᖄᒋᑎᓂ, ᑖᓇ ᑕ°ᐯ ᐅᑭᐅᓄᑦ ᖅᑎᓄᑦ ᐸᖃᑎᖏᑦ ᐅᖃᖃᑎᖃᖅᑐᑦ ᐱᓕᕆᖃᑎᖃᕐᓗᓂᓗᒥᔭᕗᑦ ᓄᓇᓖᑎᓗ ᐊᖕᓗᖃᑲᑎᓇᐹ°ᓗ ᑕᒡᖃᐊ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᐊᕐᒪᑕ ᐃᓕᓐᓂᐊᖃᓕᖃᖅᑭᔪᒪᔪᖅ ᐃᓕᓐᓂᐊᖅᓂᐊᖅᒪᑕ. ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓀᐅᑎᖅ.

ᐃᖃᓀᐅᑎᖅ: ᖁᔭᓐᓇᒦᒃ, ᒪᒃᒥᓚᓐ. ᒪᓕᒡᓕᐅᑉᑎ ᔮᓐ ᒪᐃᓐ.

ᒪᐃᓐ (ᑐᒃᓯᕋᐅᑎᓕ): ᖁᔭᓐᓇᒦᒃ, ᐃᖃᓀᐅᑎᖅ. ᑖᒃᑯᐊ ᐃᓕᓴᐃᔨᓂᓗ ᐃᓕᓐᓂᐊᖅᓅᓗ ᑖᒃᑯᐊ ᒥᓂᔅᑕᐃᑦ ᑲᑎᒪᔨᕐᔪᐊᓂᑦ ᐊᖏᖅᑕᐅᔭᕆᐊᖃᖅᑭᓪᑦ. ᒥᓂᔅᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᓗᑦ ᒥᓂᔅᑕᒧᑦ ᐊᐱᖅᑯᑎᕆᔪᒥᔭᕗᑦ ᐅᖅᑲᐅᓯᕆᖃᖃᓂᕐᓗᔪ ᐊᓯᔭᓂᕐᒥᑦ ᐃᓯᒪᒋᕐᑲᓇᐅᓪᒥᑦ ᖃᖕᓗᐲᐊ ᐊᓯᔭᑕᐅᑉᖃᑐᓗᓇᔪᖅ. ᑖᓇ ᐊᖅᑭᑲᕐᓅᖅᖃᑦᔨᓱᓗᓇᔪᖅᑦ. ᖃᖕᓗᑦᑭᑎᓂᖕᓗᓂᖅᑲᐃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᐱᖅᑯᑦ ᐱᓕᕆᖃᑎᖃᖅᖀᑦ ᑕᒡᑯᑕᐊ ᐊᓯᔭᖏᑐᖅᓂᖓᓂᕐᒥᑦ ᖃᓄᖅ ᖃᐵᔪᖅᓂᕐᔪᓪᒡᓚ. ᖁᔭᓐᓇᒦᒃ ᐃᖃᓀᐅᑎᖅ.

ᐃᖃᓀᐅᑎᖅ: ᖁᔭᓐᓇᒦᒃ ᒪᐃᓐ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᐱᖅᑯᖁᑎᒃᑯᓄᑦ ᒪᒃᒥᓚᓐ.

Ms. MacMillan. Thank you.

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. I will get back to you with that time frame. (interpretation) Thank you.

Chairperson (interpretation): Thank you. Member John Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'll move on to a different topic. When it comes to graduation requirements, in the report it mentions on page 5, paragraph 20, that "Nunavut high school students must obtain 100 credits and pass Grade 12 English to graduate." I would just like a clarification on how it's written there. Does that mean that grade 12 English is the only course or the only departmental exam that is mandatory to pass in order to graduate? I'm just curious about why grade 12 specifically is mentioned in that sentence, for the Office of the Auditor General. (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member John Main. To the Office of the Auditor General, Mr. McKenzie.

Mr. McKenzie: Thank you, Madam Chairperson. If it's okay, I would like to ask Madam Scott to answer the question. Thank you.

Chairperson: Go ahead, Madam Scott.

Ms. Scott: Thank you, Madam Chairperson. The paragraph, as worded, indicates that grade 12 English is required to graduate. As far as we understand, that is the only grade 12 course that is required to graduate and it happens to have a diploma exam requirement attached to it. As we understand, in order to pass the course, it's a combination of your course mark, which makes up 70 percent of

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐅᑎᕐᕕᐅᓂᐊᕐᑉᐸᕐᑦ ᖃᖕᒪᐅᔪᖅᑲᑦᑎᓂᓚᔭᖅᑐᖕᖁᕐᓂᒃ. ᖁᔭᓐᓇᒦᒃ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᓕᓚᓂᐅᖅᑎ ᔮᓐ ᒪᐃᓐ.

ᒪᐃᓐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐊᓯᐊᓄᐊᓕᕐᒥᓄᒐ. ᑖᐃᒪᓕ ᑕᒪᑐᒧᖕᒃ ᐱᖓᓱᖅᐸᓪᓚᐊᓄᐊᓯᑕᖅᑎᑎᓂᕐᒍᓪᔨᖕ, ᐅᓂᒃᑳᒥ ᑕᒉᕐᓂ ᐅᖅᑲᓯᒪᒌᖕᖠᑦ, ᑎᑎᕋᖅᓯᒪᓂᖕᒋᓂ 20−ᒥ, ᐅᖅᑲᐅᓯᖅᒍᖕᒃ ᓄᓇᕘᒥ 100−ᓂᒃ ᑎᑎᕐᕋᓂᐊᖅᒃᓕᑕ ᖃᖕᖠᖅᓱᓄᐊᐳᓄᒃ ᖁᐱᖅᓄᓇᓕᕐᒃ 12−ᒥᓪ ᖃᓄᓯᑎᓄᑦ ᐃᓚᓯᓂᕐᓄᕐᓂᒃ. ᑐᑭᓯᓇᕐᑎᑦᐱᑎᐊᖅᑕᐅᑯᕐᓴ ᖃᓄᒃ ᑎᑎᕋᖅᓯᓂᖕᒃ ᑖᓇ ᑐᑭᖃᖅᐸ? ᖁᐱᖅᓄᓇᓄᒃ 12−ᒥᓪ ᖃᓄᓄᒃᐅᑎᓄᒥ ᐃᓄᖕᓂᐊᐅᓄᑎᖃᑐᕝ ᖃᖕᒃᐊᖅᑕᐅᕋᐅᑕᖅᓯᓄᐊᖅᑎᓯᑐᕝ ᖃᖕᖠᖅᓱᓄᐊᓯᑐᓄ ᐃᓄᖕᓂᐊᐊᕐᒥ? ᖃᓄᐃᒪᑦ ᖁᐱᖅᓄᓇᓄᒃ 12−ᒥ ᖃᓄᒃᐅᑎᓂᒪᓐᖕᒃ ᐅᖅᑲᐅᓯᓯᒪᒪᑎᐅᓄ ᑕᒉᕐᓂ ᑕᒪᒃᖃᓯᒪᓯᓄᕐᐅᖅᑎᑯᑦᓂ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᔮᓐ ᒪᐃᓐ, ᑕᒪᒃᖃᓯᒪᔭᕐᐅᖅᑐᖕᒃᐸᑯᒧᓂᒃ ᒥᑭᐊᖕᖠ.

ᒪᑭᖕᔨ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖃᓄᐃᖕᑉᐸᓪ ᒪᑦᒃ ᓯᑯᑦ ᑭᐅᖅᑕᐅᒃᑯᑦ ᑖᕐᒋᕐᖓᓂ ᐊᐱᖅᑯᒪᒋᑦ?

ᐃᒃᓯᕙᐅᑕᖅ: (ᑐᓵᔨᑎᒍᑦ): ᐊᒋᖕᔫᖅ, ᒪᑦᒃ ᓯᑯᑦ.

ᓯᑯᑦ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑖᓇ ᐅᖅᑲᐅᓯᓯᔭᓕᑦ ᓇᔪᓇᐃᖅᓯᒪᑭᓪᒪᑎᓕᓪᑦ ᖁᐱᖅᓄᓇᓄᒃ 12 ᖃᓄᒃᐅᑎᓂᑦ ᐃᓕᑕᐅᔪᓕᕝᓄᐃᓪᖕᒃ ᖃᖕᖠᖅᓄᓇᓄᓯᓄ ᑐᑭᒃᓂᐅᓕᕝᑎᒍᕐᕐᓄ. ᑖᓇ ᖁᐱᖅᓄᓇᓄᒃ 12−ᒥᒃ ᓇᔪᓂᐱᑭᑦᐅᕐᐊᓂᖅᑐᖕᒃ, ᑖᓇ ᐸᐃᕝᕝᖅᑖᕐᓂᓄᕆᓄᐅᕝᕐ ᖃᖕᖠᖅᓄᓇᓄᑕᐅᕝᕐ ᑖᕐᒋᕐᖓᓂ ᐃᓕᖅᖃᓇᖅᓂᖅᑎᑕᐅᖕᓂ ᑐᑭᔭᑎᓕᖕᓄᑦ, ᖃᖕᖠᓂᓄᐊᕆᓄᐅᑎ ᑖᓇ ᐃᓄᖕᓂᐊᐅᓯᓄᑦ ᑯᑦᓇᔪᓕᒪᓕᑎᒃ 70 ᕈᕐᓯᒪᓂᕝ ᑎᑎᕋᕝᐊᖅᓄᔪᕝ ᐊᒪᓪᔪ

ᐸᐃᕝᕝᖅᑖᕝᔪᑎᖕᒪᓪᔪ ᑖᓇ 30 ᕈᕐᓯᒪᓄᔪᓄᕝᑦ, ᑖᒃᑯᐊ

the grade, and then the diploma mark makes up 30 percent of the grade to achieve or obtain your overall mark. That ratio was changed recently, we understand. It was 50 percent and 50 percent, and it's now 70-30.

Again, to the other part of the question, are there other grade 12 courses that are required for students to take in order to graduate, based on our review of the secondary school administration handbook, it's not a requirement that a student take a grade 12 math course or a science course or a social studies course. They are required to take grades 10 and 11 courses and they have to get a minimum number of credits in the various strands, and there are other requirements which I'm sure the Department of Education can speak to more accurately than me with regard to elective and non-specified credits, but with regard to those core areas, such as I said, math and science, for example, there are no requirements for any grade 12 courses. Thank you very much, Madam Chairperson.

Chairperson (interpretation): Thank you, Madam Scott. Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. Perhaps the Department of Education can provide an explanation on that, (interpretation ends) when it comes to the departmental exams, which ones are mandatory to get your grade 12, and just if you could clarify this matter. (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member John Main. To the Department of Education, Ms. MacMillan. Thank you.

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. Grade 12 English is a requirement. (interpretation) Thank you.

ᑎᑎᖅᑕᕆᓕᕐᒥᑦ ᑲᑎᒪᓗᓂᐅᑉ.

ᑖᓐᓇ ᐊᔾᔨᒃᑕᐅᕋᑦᑕᐅᑉᑐᖅ. 50 ᐳᓴᓐ ᐊᖅᑭᒃᓯᐅᑕᐅᖅᓗᐊᖅᒪᑦ ᒫᓐᓇ 70 ᐊᒻᒪ 30-ᐅᑎᖅᑐᑦ. ᑭᓯᐊᓂ ᐊᐱᖅᑯᑎᒃ ᐃᓚᖓᓄᑦ, ᐊᔾᔨᒐᓄᑦ ᖅ�dḟᒋᔭᓄᑦᖅ 12-ᒥᑦ ᐃᓄᖏᓯᒪᔭᒃᑕᐅᓃᑦ ᖃᖕᖑᖅᓯᓂᐊᕐᑎᑦ? ᖅᑭᖅᑐᖏᑎᖑᐊ ᑖᒃᑕᐊ ᐳᖅᑐᓂᓱᓗᑦ ᐃᓄᖏᓄᐊᖑᓗᑦ. ᐊᒪᒐᐋᐅᓛᐅᕆᓂᖑᓗᑦ ᐃᓄᖏᓄᐊᓄᐊᑐᖅᑎᑕᐅᖑᒫᓗᑦ ᖅᑲᐅᓴᖑᒐᓄᓛᑦ ᐅᕐᔪᖓ̇ᓄᑦ ᐃᓄᔾᒐᓗᑦ. ᖅ�dḟᒋᔭᓄᑦ 10-ᒥ ᐊᒻᒪ 11-ᒥᑦ ᐃᓄᖏᓄᐊ ᑎᑎᖅᑕᐅᔾᓄᓄᑦ ᖅᑲᔾᖑᖑᐅᐅᖅᒐᑎᓄᐊᒐᐋᖑᓛᓂᖓᓄ. ᐊᔾᔨᖑᓄᓗ ᐱᑕᖅᓄᐊᖅᑐᐃᑦ ᐃᓄᖏᐊᖅᑐᓄᖑᐋᐋᖑᓗᑐ ᐅᖅᑲᐅᓴᐋᓗᐊᖑᑐᓄᓄᐅᓗ, ᐊᒻᒪ ᓂᕈᐊᖅᑐᓄᐊᖅᑠᑦ ᐊᓄᐊᐃᖅᑐᐴᐊᖑᑐᐋᑦᑐᖑ ᐃᓄᖏᐊᐅᓱᓄᓗᑦ, ᑭᓄᐊᓄ ᑖᒃᓄᖑᓄ ᐱᑕᖅᓄᐊᓄᓄᑦ, ᔾᓄᓗ ᐅᖅᑲᐅᓴᖑᓂᖅ, ᖅᑲᐅᓴᖑᓂᖅ, ᖅ�dḟᒋᔭᓄᑦ 12 ᖅᑭᖅᑭᔾᓄᓗᑦ ᑖᒃᓄᐊ ᐱᓄᐅᐊᑐᖓᖑᑦᑐᑦ. ᖅᑠᔾᖑᖑᖅ, ᐃᖅᔾᑖᐅᑖᖑᖅ.

ᐃᖅᔾᑖᐅᑖᖅ: ᖅᑠᔾᖑᖑᖅ, ᒪᑕᒻ ᓯᑳᑦ, ᒪᓕᑦᓄᑦᐅᖅᑎ ᔾᓄ ᒪᐃᓐ.

ᒪᐃᓐ (ᑐᓯᔭᑎᒍᔾ): ᖅᑠᔾᖑᖑᖅ, ᐃᖅᔾᑖᐅᑖᖅ. ᐃᓄᖏᐊᖅᑐᓄᐊᖅᑯᑦ, ᐃᔾᖑᖅᑖ ᑐᑭᖑᐋᖑᖅᕈᑎᑎᐊᑐᐋᓂᓯᖑᑐᔾᐅᑐᐊᖑᐃᑖᖅ. (ᑐᓯᔭᑎᒍᔾ) ᑖᐋᒪᓄ ᖅᑲᐅᓴᖅᑐᐋᐅᔾᐋ ᐊᓄᐊᔾᐋ ᐱᓄᐅᐋᓄᐃᖅᑠᓄᓄᓄ ᖅᑖᑖᐅ ᖅᑠ ᖅᑠ ᖅᑠᓄ ᐃᓄᖏᐊᐅᐋᓄᐄᖑᐋᑦ, ᑐᑭᓄᐊᖅᑖᖅᐋᖑᖅᑠᐋᓄᐋᐋᐾᐄᑖᑖ. ᖅᑠᔾᖑᖑᖅ, ᐃᖅᔾᑖᐅᑖᖅ.

ᐃᖅᔾᑖᐅᑖᖅ: ᖅᑠᔾᖑᖑᖅ, ᒪᓕᑦᓄᑦᐅᖅᑎ ᔾᓄ ᒪᐃᓐ. ᐃᓄᖏᐊᖅᑐᓄᐊᖅᑯᖑᓄᑐᑦ, ᒪᒃᒦᓐ. ᖅᑠᔾᖑᖑᖅ.

ᒪᒃᒦᓐ (ᑐᓯᔾᑎᒍᔾ): ᖅᑠᔾᖑᖑᖅ, ᐃᖅᔾᑖᐅᑖᖅ. ᒍᖅᐋᑦ 12 ᖅᑭᖅᑠᖅ̇ᑎᑦᑦ ᐱᓄᐊᓄᐅᖅᑠᓄᖅᑠᖅᑠ. ᖅᑠᔾᖑᖑᖅ.

ᐃᖅᔾᑖᐅᑖᖅ: ᖅᑠᔾᖑᖑᖅ. ᒪᐋᐋ ᓂᓄᐊᐅᐋᓄᖅ

Chairperson (interpretation): Thank you. At this time in recognizing the clock for lunch, we will return with Aarluk John Main after lunch. For your information, we will resume at 1:30 p.m. Thank you.

>>*Committee recessed at 11:55 and resumed at 13:31*

Chairperson: I call the committee meeting back to order. It's now 1:30 and before the break before lunch, we were going to go back to (interpretation) Member John Main. (interpretation ends) Please go ahead. Thank you.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) I know we have a lot more stuff to cover, so I'll try to go quickly.

Before lunch I was asking about the Department of Education about the graduation requirements, and I was asking about the standardized grade 12. Well, we were trying to figure out what exactly was mandatory to graduate from grade 12. My understanding is that it's the only mandatory standardized exam they have to write is the grade 12 English, so if the department could just maybe explain or clarify or correct me, whatever is appropriate. (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Main. Department of Education, Madam MacMillan.

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. You are correct in that in order to graduate, students have to write and pass the grade 12 departmental exam. However, in order to graduate, students are also required ten credits in courses of their choice at the grade 12 level. An additional ten credits at

ᖃᐅᔨᓴᐅᑎᒃ ᖅᐱᕐᖅᑐᐊᖅᒃᓱᒍ. ᐊᖅᓗᒃ ᔪᐊ ᒪᐃᓐᒧᑦ ᐅᑎᖅᓂᐊᖅᐳᒍᑦ ᓂᕆᐊᓂᒃᑦᑕᒐ. 1:30 ᐱᒋᐊᒃᑲᓂᖅᓂᐊᕌᕌ ᖃᐅᔨᒪᒋᖓ. ᒪ'ᓇ.

>>ᓄᖅᑲᖕᒃᓲᖃᐃᓃᖅᑐᑦ *11:55ᒥ ᐊᒻᓗ* ᐱᒋᐊᖕᖁᓂᖅᑐᖕ� *13:31ᒥ*

ᐃᒃᕈᐸᐅᑕᖅᖅ (ᑐᑦ� ᐱᑎᑐᑦ): 1:30-ᒧᐊᖕᒪᑦ ᐱᒋᐊᖕᒍᖓᓂᓃᐊᕐᖅᑕᒐ. ᓄᖅᖕᒃᐸᑕᐅᐊᖕᒥᖏᓂᖅᓂ ᒪᓕᒐᓕᕆᐅᖅᑎ ᔪᐊ ᒪᐃᓐ–ᒧᐊᖓᐊᖅᖃᐅᔨᕌᕌ. ᐊᑎᓐ.

ᒪᐃᓐ (ᑐᑦᖅᖕᖃᑐᑦ): ᖅᑎᖕᓕᒐᐃᖕ. ᐅᓄᖅᑐᐊᔪᐊᖓ ᓯᑕᓕᓂᕐᖃᕐᕌᕌ ᒡᒃᑲ ᑐᐊᖕᐅᑎᕐᓇᒃᓴᖓᐊᖕᖃᕐᕋᐃᒃ.

ᐃᓕᓂᖅᐊᖅᑐᑕᓃᖅᒃᒪᓄᒃᒃᐊ ᐊᐱᖅᓱᕋᒪᖅᖕᒃᐅᑕᕈᑦ ᐱᕐᓐᖅᕋᖕᒃᓯᐅᑯᑦᐊᕈᑦ ᐃᓕᓂᖅᐊᖅᖕᐊᐊᒍᖕᒥ ᖅᐸᓐᐊᐃᖕᖕᑲᓐᒃᓕᖕᑐᖅ ᒃᓪᓄ ᖅᑳᕈᔭᖅᓄᖕᒃ 12-ᒥ ᐱᓐᖁᒍ, ᓇᖕᖕᑲᖕ ᐃᓕᓂᖅᐊᖃᑎ ᐃᓕᓂᖅᐊᖅᖃᑐᑦᖕᒃᓕᓕᖁᐊᖕᕈᑦᕌᓕᐅᖅᑎᖕᖃᕐᖃᑐᑦᖕ ᖅᑳᑎᖓᖕᓂᖓ 12-ᒥ? ᑕᐊᖕᓇ ᑎᑎᕋᖅᑕᐅᔭᓐᐊᖕᕈᑦ ᖅᑳᑎᖓᓂᖓ 12 ᖅᑳᓐᖃᓇᐆᖓᑐᑦ ᐃᒻᓕᖅ ᑦᖕᒃᐊ ᐃᓕᓂᖅᐊᖅᑐᑕᓃᖅᖕᒃᑯᑦ ᓇᐊᓇᐃᔭᕐᕈᕈᑦ ᑕᒪᖕᕈᒻᓗᖅᓄᒃ ᓇᐊᓇᐃᔭᕐᔭᐅᕐᕈᐊᕈᑦᕌ ᖅᐸᓐᐊᐃᖕᖕᒃᓕᓐᒪᓐᖁᖁᑦᕌᖕ. ᖅᑳᕈᔭᖅ, ᐃᒃᕈᐸᐅᕆᖅᖅ.

ᐃᒃᕈᐸᐅᑕᖅᖅ: ᖅᑳᕈᔭᖅ. ᐃᓕᓂᖅᐊᖅᑐᑕᓃᖅᑯᖕᕈᖕᖅ, ᒐᐃ ᒪᐃᒻᒐᓐᒃ.

ᒪᐃᒻᒐᓐ (ᑐᑦᖕᖃᐅᑐᑦ): ᖅᑳᕈᔭᖅ, ᐃᒃᕈᐸᐅᕆᖅᖅ. ᓯᒡᒃᕈᖅᖕ ᑕᐊᒪᒪ ᐱᒋᒃᕈᑎᕐᖕᖃᐸᐊᖕᕈᑦ ᑕᐊᖕᕈᐊ ᐃᓕᓴᖅᖕᑎᖕ ᑎᑎᕋᓇᔭᐊᑐᑦ ᐃᒃᕈᖕᖕᑎᖅᖕᑐᒃᒃᖕ ᖃᐊᓇᑎ ᖅᐸᐆᔪᒻᒪᐊᖕᖕᑐᑦ ᖃᐊᓇᖕᖕᖕᐆᖕᑐᒃᒃᒃ. ᖁᕐᕌᖕᒪ ᑕᐊᓕᐊᖕᕈᖕᑐᖅᖕᑎᖕᖕᒃᑐᑦᓗᒃ ᐃᒃᕈᖕᖕᑎᖅᖕᒃᕈᖕᑎᖕ ᐃᓕᓴᖅᖕᑎᖕ ᖅᑐᕐᐊᓐᒃ ᓇᐊᓇᐃᖕᑯᑦᖕᑕᐊᐊᑕᐊᑦᖕ ᓇᐊᖕᖕᑐᐆᐆᖕᖕᒥᖕᖕᒥᖕᖕ ᐃᓕᓂᖅᐊᖅᓕᔭᖕᒥᖕ ᖅᖕᖕᖕᐊᖕᖕᖁᑦᖕ.

10–ᓂᖕ ᓄᐊᖕᑎᔭᓐᐊᖕᑯᖕ –ᖕᖕᓐᐊᒃᒃᒃ ᐃᒃᕈᖕᖕᑎᖅᖕᑐᖕᑎᖕ. ᖅᑳᕈᔭᖅ, ᐃᒃᕈᐸᐅᕆᖅᖅ.

the grade 12 level are part of the graduation requirements. *Qujannamiik*, Madam Chairperson.

Chairperson (interpretation): Thank you, Ms. MacMillan. Going to Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) I have a question for the Office of the Auditor General. In paragraph 20 it mentions 70 percent of the mark is based on classroom work, 30 percent on the standardized exam, and we know that classroom marks tend to be higher than the actual exam marks. When you have this weighting, 70 and 30, was the auditor's team able to understand or did you gather any information about why they're given 70-30 weighting in terms of the school system? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Main. Office of the Auditor General, Mr. McKenzie.

Mr. McKenzie: *Qujannamiik*, Madam Chairperson. No, I'm sorry, we were aware that the weighting between the classroom mark and the final exam had been adjusted, but the rationale behind that was not something that we pursued. The department officials may be able to clarify why that type of adjustment was made, however. Thank you.

Chairperson (interpretation): Thank you. Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. Maybe the Department of Education can elaborate or give us clarification on whether they can adjust it. It was at 50-50, but they have adjusted it to 70-30. I would like to know why that was

ᐃᑉᓯᕙᐅᑎᖅ: ᖅ�ujᵃᓇᒥᒃ, ᒥᔅ ᒪᒃᒥᓚᓐ. ᒪᓕᒡᒐᐅᖅᑎᒧᑦ ᔮᓐ ᒪᐃᓐ.

ᒪᐃᓐ (ᑐᓵᔨᑯᑦ): ᖅujᵃᓇᒥᒃ. ᑕᒻᒪᖅᓯᒪᔭᖅᓯᐳᑎᒃᑕᓐᒧᓄᑦᑕᐅᖅᓯ 20-ᒥ ᖃᓴᐅᑎᒃᑦ ᐅᖅᑲᖅᓯᒪᒻᒪᑕ 70% ᒌᑦᑯᐊ 30% ᐃᓯᓕᑎᔾᔪᑎ�|ᕐ�| ᐊᒻᒪᓗ ᖅᑦ�|ᖅᓯᓂ�|ᑦ|ᖅᐅᒻᓄᑎ. 70 ᐊᒻᒪᓗ 30−ᓕᔾᓚᑎᓕᖣᓗ ᖅᓄᖅ ᒌᑦᑯᐊ ᑕᒻᒪᖅᓯᒪᔭᖅᓯᐳᑏᑦ ᑐᕆᔭᕐ�|ᓚᓕᑦᖅᐳᕝ|ᑦ ᐅᖅᖹᒃᖕ�|ᑦᑦ ᑐᓵᖅᑎᑕᖅᒃᖕ�|ᑦ ᖅᓄᐃᔪᒃᖕᖹᖅᓕ|ᑦ 70-30-ᒥ ᑕᐃᒪᖕᓇ ᐊᖅᑲᑎᑕᐅᔭᖅᒻᒪᖕᖹᖅ ᐃᓂᖅᓂᐊᖅᖱᖕᖹᖃᖕᖹ|ᖅᓱᖕᖓ ᐃᓱᐊᖅᓂ? ᖅujᵃᓇᒥᒃ, ᐃᑉᓯᕙᐅᑎᖅ.

ᐃᑉᓯᕙᐅᑎᖅ: ᖅujᵃᓇᒥᒃ, ᒪᓕᒡᒐᐅᖅᑎ ᒪᐃᓐ. ᑕᒻᒪᖅᓯᒪᔭᖅᓯᐳᑎᒃᑕᓐᒧᑦ, ᒪᑭᓐᓯ.

ᒪᑭᓐᓯ (ᑐᓵᔨᑯᑦ): ᖅujᵃᓇᒥᒃ, ᐃᑉᓯᕙᐅᑎᖅ. ᐋ, ᖃᐅᔨᒪᓚᐅᔪᑦ ᑕᐃᒃᑯᐊ ᐅᑎᖅᑲᔪᑦ ᐱᔾᓂᖅᑕᐅᖁᓵᖕᖹᖕᖹᖓᑎᒃ ᐊᖅᑭᖅᐊᖅᑕᐅᖅᑲᖅᖱᒪᑕ ᐱᔾᐊᓂᖅ ᐱᔾᔪᒌ ᖅᐳᓂᓚᐅᖅᖕᖹᖕᓕᖕᖹᑕᐅᔅ. ᐃᓪᖕᖅ ᐅᑯᐊ ᐃᓂᖅᓂᐊᖅᑐᓕᕋᐱᒃᑯᑦ ᑭᐅᔾᓗᐊᓂᖅᖕᖅ>ᖅ ᖅᓄᐃᓖᓕᑦ ᑕᐃᒪᖕᓇ ᐊᖅᑭᕆᒪᓕᓚᖕᖹᖕᖅ. ᖅujᵃᓇᒥᒃ, ᐃᑉᓯᕙᐅᑎᖅ.

ᐃᑉᓯᕙᐅᑎᖅ: ᖅujᵃᓇᒥᒃ. ᒪᓕᒡᒐᐅᖅᑎ ᔮᓐ ᒪᐃᓐ.

ᒪᐃᓐ: ᒪᐊᑲ, ᐃᑉᓯᕙᐃᕙᐅᑎᖅ. ᐅᑯᐊ ᐃᓂᖅᓂᐊᖅᑐᓕᕋᐱᖅᖃᐃ ᑐᖅᕼᐃᓕᐊᖅᖕᖓᑎᖕᖓᔾᖣᓗᖕᖕᖅᖕᖹ<ᑦ ᕼᐅᖅ ᑕᒃᖕᖃ ᐊᔾᓄᖣᒃᖕᖓᑕᐅᔾᖕᖓᑎ 50-50 ᐊᖅᖅᕼᐃᒪᓕᑕᐅᖅᖣᖕᖓᑦ ᒪᐊᑲ ᐊᕼᐃᐊᔾᓂᖅᓂᒥ ᐊᑦᖕᖃᑦ 70-30. ᕼᐅᖅ ᑕᒪᖕᖃ ᐊᕼᐃᔾᕕᓕᑕᐅᖅᖕᖹᖕᖃᖕᖕᖳ ᑐᖅᕼᐃᖕᖕᖃᖕᖕᖃᖕᓗ? ᒪᐊᑲ,

ᐃᑉᕼᐃᕙᐅᑎᖅ.

changed. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Main. Going back to the Department of Education, Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. I would have to look into the particulars as to why it was changed several years back. However, it could be related to the focus on classroom-based assessment and the needs of our students. *Qujannamiik*, Madam Chairperson.

Chairperson (interpretation): Thank you. Going back to Member Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. She said that she will get back to us. Is she going to provide us with a written submission? I also would like to know when they would provide that information. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Member Main. To go back to the Department of Education, if Ms. MacMillan can provide further explanation.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. Yes, we can provide a written submission. (interpretation) Thank you.

Chairperson (interpretation): Thank you, Ms. MacMillan. Let's go back to Member Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. I'll be moving on to something else. (interpretation ends) Moving on, page 15 of the report, I think this is a very important recommendation. I'm very appreciative that the Auditor General's team has included it. It's very clear, "The Department of Education should…increase students' access to opportunities for hands-

ᐃႃᗩᐳᑏᔅ: ᖅᑐᔮᓕᖅ, ᒪᓕᒐᓕᐅᖅᑎ ᒪᐃᓐ. ᐅᑎᖅᓗᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ, ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖅᑐᔮᓕᖅ, ᐃႃᗩᐳᑏᔅ. ᑖᓐᓇ ᑐᑭᓯᕆᐊᖃᖅᓯᒪᐊᖅᑕᒐ ᓱᒻᒪᑦ ᐊᔾᔨᒋᖅᑕᐅᑲᐅᑎᒋᓚᒃᖏᓐᓂᒃ, ᑭᓯᐊᓂᓗ ᑖᐃᒪᐃᒃᑲᓗᐊᖅᑏᓂᑦᓗ ᓴᖖᒥᓂᖅᔭᐅᑕᒐᔪᓕᓚᑐᐊᖅᓯᑦ ᐃᓕᓐᓂᐊᖅᖑᒻᒥ ᐃᓕᓐᓂᐊᕐᑎᖏᕐᑎᑦ ᐊᖅᑭᕆᐊᖅᑕᐅᓂᕐᒥ. ᖅᑐᔮᓕᖅ, ᐃႃᗩᐳᑏᔅ.

ᐃႃᗩᐳᑏᔅ: ᖅᑐᔮᓕᖅ. ᐅᑎᖅᓗᑕ ᒪᓕᒐᓕᐅᖅᑎᒧᑦ ᒪᐃᓐ.

ᒪᐃᓐ: ᒪᐊ, ᐃᒃᖬᐃᗩᐳᑏᔅ. ᐅᑎᖅᐊᓕᓂᐊᖤᐠᑐᒧᔪᖅ, ᑐᑭᖬᐊᑎᖅᖬᐊᖡᒃ ᖃᐃᑏᓂᐊᖅᐸᔫᕾ ᓐᓂᑦᖅᖬᐊᒪᓓᕿᒻᒥᒃ ᐊᒻᓚ ᖅᒃᑯᔪ ᑐᑭᖬᐊᖅᑕᐅᓂᕇᖅᑐᓂᒃ ᕼᐊᖅᐱ?ᓂᐊᒻᒪᓂᑖ ᑐᑭᖬᐊᒥᐅᐊᖅᑐᖢᓇ. ᒪᐊ, ᐃᒃᖬᐃᗩᐳᑏᔅ.

ᐃႃᗩᐳᑏᔅ: ᖅᑐᔮᓕᖅ, ᒪᓕᒐᓕᐅᖅᑎ ᒪᐃᓐ. ᐅᑎᖅᓗᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅᑯᐊᓄᑦ ᓇᑐᓇᐃᓐᐊᖡᖐᕁᑉ<ᓱ, ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᓵᔨᑎᒍᑦ): ᖅᑐᔮᓕᖅ, ᐃႃᗩᐳᑏᔅ. ᐃ, ᑎᑎᖅᑲᑎᒍᔫᖅᑕᓂᒃ ᓇᑐᓇᐃᖅᖭᑯᖝᐊᑲᐁᓂᒃ ᖅᑲᑎᑐᕲᐁᓂᖅᑐᒍᑦ. (ᑐᓵᔨᑎᒍᑐᖅᐃᖅᑐᖅ) ᖅᑐᔮᓕᖅ.

ᐃႃᗩᐳᑏᔅ: ᖅᑐᔮᓕᖅ, ᒪᒃᒥᓚᓐ. ᐅᑎᖅᓗᑕ ᒪᓕᒐᓕᐅᖅᑎᒧᑦ ᔩᐊ ᒪᐃᓐ.

ᒪᐃᓐ: ᒪᐊ, ᐃᒃᖬᐃᗩᐳᑏᔅ. ᐊᕼᐊᐊᓄᑦ ᓶᓐᓂᐊᑕᕐᓚᐃᐊ. (ᑐᓵᔨᑎᒍᑦ) ᑲᖅᒃᓱᔅᖯ ᒪᐸᓚᖷ?ᑐᓚᖅ 15-ᒥᒃ ᓶᖅᐳᑎᑌᓚᒡᔮᖅᓇ ᑖᓐᓇ ᐱᔪᐊᒪᓇᔪᖅᖫᒡᔪᒃᒃ ᐊᒻᓚ ᖅᑕᐅᐊᔮᖅᖢᒪᒃ ᑖᖤᐊ ᖅᑲᑐᖭᐊᑏᐊᕝᐊᕝ ᑎᑎᖅᖬᐊᑥᓚᖕᖫᖅᖩᔅ ᑕᔇᖅᖃᑲᐊᐃᒪᓚᑲ. ᐃ, ᑐᑭᔮᖅᔨᑐᓂᓚ ᑖᕝᐊ ᐃᓕᓐᓂᐊᖅᑐᓂᕆᔫᑯᖑ ᒪᑯᓂᐊᖢᓚ ᐊᒃᒥᒼᒥᖅ ᐊᑐᖢᓂ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖅᑲᖅᑕᓇᐊᓂᐊᐃᔅ ᔨᐊᓚ ᐃᖅᑲᓇᐃᔅᖫᖏᖔᑥᑎᑕᐅᑲᐊᖡᒪᐊᖐᔪᐊᔮᓚᑦ,

ᐊᔩᐊᔪᖔᓚᔭᓂᔭᓚ ᓇᐃᖮᖅᐳᑎᖅᖫᔭᖅᖫᖤᐊᑐᑎᒃ. ᓄᓇᖅᓯᒪᒪᐁᕇ ᑖᐊᖬᓚ ᑕᑖᖫᐊᖅᖢᑎᒃ

on learning, including work placements or cooperative education options." This recommendation, I believe, is something that is very in line with Nunavummiut.

A lot of people up here are hands-on oriented. You have people who don't have basic literacy skills, maybe, but they know how to take apart a snowmobile from top to bottom and can do things that more literate people and written material can't even think about. It's pretty clear what the Auditor General's office is referring to here. Across Canada, if we look at, let's say, Yukon or other jurisdictions, how important are these hands-on learning opportunities to learners in other parts of the country in your observations or in your knowledge? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member John Main. Going back to the Office of the Auditor General, Mr. McKenzie.

Mr. McKenzie: Thank you, Madam Chairperson. My understanding is that there is certainly interest in offering students hands-on learning and alternative types of diplomas for reasons that the Hon. Member had discussed, that some people have strengths in areas that may be in reading, writing, or numeracy whereas others may have strengths that are more geared towards hands-on learning.

Just a couple of examples that I'm aware of, one for example, in Ontario they offer an option for students to get a High School Diploma and they can also get specialized in certain fields. What I mean by that is it could be more office oriented, so business, but it can also be hands-on. If someone wanted to work in the agricultural sector, for example, they can take courses that give them

ᐊᑐᖅᑕᐅᓂᕐᒧᑦ ᑐᓂᕐᕈᓗ
ᐃᓕᐸᕝᕙᑕᐊᕐᒃᕙᐊᒻᒪᓕᕆᐊᔫᖕᒪᑦ.

ᒪᑯᓄᖕᒍ ᐅᖅᑲᓕᒡᓯᑎᐊᑉᖚᐊᖖᑲᒃᒍᐊᖅᑐᑉ,
ᑭᓴᐊᓂ ᐃᔪᑎᕆᓇᖚᐊᖅᑐᑦ ᖄᒍᑕᓃᖕᑮ ᐊᒻᒪ
ᐅᑎᖅᑎᑦᑐᓂᑦ. ᑖᐃᒪᖖᑲ ᐊᕝᕆᐊᔪᑉ
ᐃᓕᐸᕝᕙᓚᑎᐲᑎᐳᖅᒃᒋᑦᒪᑦ ᐃᓄᖖᓄᑕ,
ᐅᓄᖅᑐᑦᒍ ᓄᓇᖃᕆᒪᑦ ᑖᐃᒪᐃᓕᒃᒋᓗᑎᑉ.
ᑖᒃᒍᐊ ᑖᐃᓖᑐᓂᕆ ᖃᐅᐱᖖᓯᑎᕐᕙᑦ ᑲᓇᑎᒥ,
ᓯᕐᖚ ᔫᒃᖃ ᐊᔪᖅᑎᓴᕿᔅᓱᑦ ᓚᖁᓛᖃᔅᐋᑦ
ᑕᐸᐊᓵᓇᑎᕈᒃᒍ ᖃᓄᖅ ᑖᐃᒪᖖᑲ
ᐃᓕᓴᓇᐊᔪᖕᑎᑉᑎᖅᑳᒃᑯᖅᕙᖅ? ᐊᕈᑎᖃᓂᕆ
ᖃᓄᐋᓕᖖᑯᕿ? ᕆᔅᕈ ᐊᑉᐅᒡᓂᑉ ᐱᓴᓂᐊᖃᕿᑐᓂᕐ
ᐃᓕᐸᕝᕙᒃᑎᐸᑎᑉᓚᓇᐊᔪᔫᖅᖃᕿᔅᒪᑦ. ᐊᕈᖕᑎᑉᕙᖅᖃᕿᔅ
ᖃᓄᐋᓕᖖᑯᕿ? (ᑐᕆᔑᑎᔂᐸᔫᖅᑐᖃᕿ) ᒪᒪᖃ,
ᐃᖃᐅᐊᑉᐅᑉᔅᖃᕿ.

ᐃᑉᕆᕙᐳᑕᖅᖃ: ᖁᔭᓇᒥᕆᑉ, ᒪᓚᒐᑎᐳᖅᖃᑎ ᔂᓇ ᒪᐃᓇ. ᐅᑎᕐᒍᑕ ᑕᒻᒪᖅᒪᔅᕆᔑᖅᖃᑎᒍᑎᑉ, ᒪᑭᓇᕆ.

ᒪᑭᓇᕆ (ᑐᕆᔑᑎᔂᒍᑎᑉ): ᖁᔭᓇᒥᕆᑉ, ᐃᑉᕆᕙᐳᑕᖅᖃᕆᑉ. ᑐᑭᔑᐳᓇᕿ ᒪᓚᖖᖃᔪ ᐃᓕᕆᖅᑎᖕᑎᑉ ᑖᐃᒪᖖᑲ ᐃᓚᐊᓇᐊᔪᖅᖃᑎᖅᑎᑉᐳᑦᓚᓇᖕᒍᑉ ᓴᖃᑮᕿᔅᖅᑐᖕᒍ, ᕆᔅᕈ ᐸᐃᕝᕝᕿ ᐊᕿᐊᒍᕙᖕᖓᔅᖅᑐᓂᕆ ᐃᓕᖃᕐᓂᑉᑮᐊ ᐃᓕᐸᕝᕙᖃᑎᑉ ᑕᒻᒃᑮᓇᖖᒍᑉ ᐊᕿᕿᖕᑎᓂᓇᔅᑳᐳᖕᓚᑉ, ᐃᕿᑉ ᖁᕆᖕᖖᑕ, ᐅᖅᑲᓕᓇᐳᕐᖃᕿᓂᓂᕆ ᑕᒻᒃᑯᐊ ᕙᖃᕿᓇᖕᒍᖅᑳᕿᔅᖕᓚᑉᓚᓇᕆᑉ.

ᖃᐅᐱᓚᖕᖃᒍᑉ ᐊᕿᖅᑳᖕᑎᑉᑎ
ᐃᓕᐸᕝᕙᖕᑎᖕᑎᑉᖃᕆᕐᕙᕿᑉ ᕆᔅᕈ ᐃᓕᕆᖅᑎᑉ
ᓇᑎᕐᖃᑉᖕᑎᑉᖕᑎᑉᖃᕆᑉᖃᕆᕿᑉ. ᒪᑯᓄᖕᒍ ᕆᔅᕈᖃᐃ
ᐃᓕᖃᕐᐊᕿᐊᖅᑐᑦ ᑎᑎᕿᖖᒍᖕᒍᑉ ᑐᖃᖕᐳᕆᖕᑉ
ᐅᕿᐊᖕᒃ ᐱᖕᓂᔂᑎᕿᓂᕐᒃᒍᖕᒃ, ᐊᕿᕿᖕᑎᕆᑉ
ᕆᔅᕈ ᐱᖃᕿᑉᖕᖂᐳᖅᕙᑯᖖᑎᑉ ᑕᒻᒃᑯᓇᖕᒍᑉ ᑐᖃᖕᐳᕆᖕᑉ
ᐃᓕᐸᕝᕙᖕᑎᖕᑎᑉᖃᕆᑉ. ᑖᐃᒪᖖᑲ
ᐱᓇᓚᖕᒃᖖᔂᓚᕿᖅᖃᕿᖃᐳᑉᖖᔂᓄ ᓇᓄᓇᐃᑯᑳᕿᑉᖃᕆᓐᖃᕐᕆᑉᖕᑉ
ᐳᓇ ᐃ, ᐅᑯᕿᖖᖃᖕᒃᐳᓇ ᐃᓕᐸᕝᕙᖃᕆᑉᖕᒃᒍᑉ

ᐊᕿᕿᖕᑎᖃᕆᔅᖃᕿ. ᑖᐃᒪᖖᑲ ᐱᖃᕿᑉᖕᖂᐳᖅᕙᑯᖖᑎᑉ
ᑕᒻᒃᑯᓇᖕᒍᑉ ᐃᓕᐸᕝᕙᖕᑎᖕᑎᑉᖃᕿᕆᑉᖖᔂᓇᖕᒍᑉ.

essentially a head start in terms of going into a certain field and they will actually get a certification in addition to their diploma that indicates that they have experience in this field, so it facilitates their movement into a specific area.

I believe, if I'm not mistaken, Saskatchewan, as another example, allows students to work with tradespeople, and it is part of their course options and they can get credits for that. Again, it gives them an opportunity to explore certain fields where, again, it's more hands-on as opposed to in-class. I think again, it's the view of offering and recognizing that learners and students have different strengths and trying to offer courses that will speak to the strengths of those individuals and their interests as well.

I think that it is something that is more and more viewed as an important part of the curriculum and the learning process. Thank you.

Chairperson (interpretation): Thank you, to Office of the Auditor General. Moving on. John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. I would then to ask a question to the Department of Education. You indicated that… (interpretation ends) When I see the response to this recommendation from Auditor General's office, I don't see a lot of language around action. I see "reviewing", "considering." If we know that this hands-on learning is beneficial for students and attendance, let's do it. Let's make it happen in the schools across Nunavut.

My question is: what does the department need in order to make this happen? Is it additional funds? Is it additional equipment? Are there capital requirements that are tied to

ᐊᒻᒪᓗ ᑕᒻᒪᖅᐳᑯᒪ ᓴᖅᑲᑦᔭ�*ᐊᒥ ᐃᓕᓐᖅᑏᑦ ᑕᐃᒃᑯᐊ ᒪᑯᓐᖅᓗ ᓴᓇᔭᑦᓕᓐᐊᓗᖃᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑲᑎᒃᑲᑕᐧᖃ·ᓄᖅᒍᓖᑦ ᐊᒻᒪᓗ ᓅᓐᖅᐅᑏᑦᔪᖃᑎᕘᧈᓂᖅᖑ·ᖃᓄ·ᔭᖅ. Ȧ, ᑕᒃᑯᓂᕘᓄ ᐱᑕᖅᐅᖅᖃᑎᒃ ᐃᓕᓐᓂᐊᓄᑦᓄ·ᖃᐊᕀᐳ< ᐃᔪᐊᖏᓐᖅᑲᓗᐊᖅᑐᒃ ᐱᓕᕐᓕᑲᓐᖅᑕᐅᖅᑲᑦᖅᓐᑐᖅ ᐊᒻᒪᓗ ᐃᓕᓐᖅᑏᑦ ᐊᔾᒋᒐᖏᖕᑕᐅᖅ ᓴᓐᖅᑎᑲᔨᑐᕀᓐᖅ ᖃᐅᔭᕐᓛᐳᒌᒪ ᑕᐊᒪ·ᖃ ᓇᓴ·ᖅᓗ·ᓛᖏᔭᐅᐧᑲᑦᔭᑦᔭᐅᔨᑦᖅ ᐃᓇᓴᓇᓐᖅᒌ·ᖅ ᐊᒻᒪᓗ ᐱᔪᒪᔪᓯᔭᓄᔭᔨᐆᔭᔪᑎ ᑐᔨᓇᐃᓐᖅᑳᔭᐆᔭ ᐃᓇᓴᓇᖅᓗᖅᑎᐅᖅᑲᑦᖅᓐᑐᖅ.

ᑕᒃᑯᓂᐊᑦᑳᓗ ᔭ<<ᑦᕋᐊᑐᐊᐧᒪ·ᑎᖅ᪭ᐳᐻᔭ ᑕᒃᑯᐊ ᐃᓇᓴᓇᖅᓗᑕᐃᓇᖅᐳ< ᐃᔪᐊᖏ ᐱᓕᓐᔭᔨ. ᖅᑯᔾᒡ·ᓂᐻ, ᐃᑲᔾᑳᐳᑕᖅᐻ.

ᐃᑲᔾᑳᐳᑕᖅᐻ (ᑐᕀᓱᐆᑎᔫᑦ): ᖅᑯᔾᒡᓂᐻ, ᑕᒻᒪᖅᒡᔨᒐᖅᔭᐳᖅ᪭. ᐳᑎᓱ·ᑕᑦ ᒪᑎᓯᑲᐳᖅᔭᓈᔪ ᔭᔪ ᒪᐃᖅ.

ᒪᐃᖅ: ᒪ'ᓇ, ᐃᑲᔨᐃᐳᐻᔭ. ᐃᓇᓴᓇᔭᑐᑲᓕᔭᖑᑦᔭᐱᖅᒡ·ᑕᐃᓴ ᑕᐃᒪ ᒌ·ᓇ ᐊᐱᖅᒡᐻᐊᑦᑲᓗᐊᖅᑲᖅᐻᐻ. ᑭᐳᔾᑎᓕᖅᔭᐆᓯᓐᖑᑎᐻ ᑕᕀᖅᒡᓇ ᐳᖅ᪭ᖅᑕᐃᐐᓕᔾᒡᓕᐻ ᖅᐳᔭᑲᖅᔭᓇᖅᓂᖅᑲᒡᔾᓗᖅ᪭ ᖅᒌᖅᔭᓇᖅᒡᒌ ᐊᑐᐊᐳᖅᓇᑲᔾᖏᖑᐳᐆᔭ, (ᑐᕀᓱᐆᑎᔫᑦ) ᐳᑭᐊ ᑭᔭᐆᒌᑦ ᐊᑐᑦᔭᖅᑕᐐᓐᖅᑕᐳᖅᔭᑦᒌᔭᐳᐆ ᐳᖅᒡᒌᓕᔭ᪭ᖑᑐ ᒪᑯᓐᖅᑲ ᐊᐳᑕᐨᔭᐃᖅᔭᐳᐐᖅ᪭ᖏᓯ ᑕᑯᓂᑲᖅ᪭ᖅᒡᐆᔭ᪭ ᐃᔪᒡᒡᒡᖅᔭᐳᐳᑎᐳᒃ ᖅᒌᖅᔭᓇ᪭ᓂᖅᒡ ᑕᐃᒪᐃᑐᑐᐃᐐᓇᖅᖅᒡᒌ᪭ ᐳᖅ᪭ᖅᔭᐆᒡᒌᔭᐐᒡᒌ ᐱᐻ᪭ᐐᖅᑕᐐᓇᑲᔭ ᑕᒃᑯᐊᐻ ᐃᓇᓴᓇᖅᓗᑕᐻᓐ ᑕᐃᒪ·ᖃ ᐊᑲᒌᒡᒌᖅ᪭ ᐊᑐᖅᓐᖅ᪭ ᐃᓇᓴᓇᖅᓗᑎᐆᔭᔾᒌᖅᒡᒌᖅᖏᒡᔪᔾᒌᖅᒌ᪭. ᐊᖏ ᐱᒌᐻᓴᖅᑕ.

ᖅᑲᓇᐃᑐᓂᖅ ᑭᕀᔾᓕᔭᖅᔭᐐ ᔾᑲ ᑕᓕᖅᖃ ᖅᒌᖅᔭᓇᑲᑕᐳᐽ ᔾᑕ? ᑭᓇᐳᔾᖅᒡᓇᓯᑲᔾᓗᐆᔭᑎ ᐳᑕᖅᐬᑲᓕᔾᖅᒌ ᐳᐻᐸᔭᔪᖅᔾᑦ ᔾᓇᖅᓈᑌᔭᑲᔾᖅᒌ ᐊᐐᐳᔪᖅ᪭ᖏᐳᑎᐳᔾᓇᖅᖅᒌ ᐳᑕᖅᐻᐶᔭᔾ? ᑐᐳᔭᖅᑲᒡᑕᐆᑲᖅ᪭ᖑᑐᔾᓕ ᔾᒡᐆᖅ᪭ᑕᖅᒌ ᑕᐃᒪᖃ

ᐱᒌᐊᖅᑕᐳᑎᐻᐆᑎᐻᔾᓇᐻᖏᔾᑲᖅᔪᐐᒡ ᓇᑲᐳᑎ ᐃᓇᓴᓇᖅ᪭ᔾᔭᖅᔨ·ᖅᔭᓇ? ᖅᑯᔾᒡ·ᓇᑲᐻ, ᐃᑲᔾᐳᑕᖅᐻ.

this? I would just like to understand what is standing in the way of seeing this across the territory in our schools. (interpretation) Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you, Member John Main. Department of Education, Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. One of the key items that we would require is collaboration from our partners and stakeholders to look at supporting work experience programs, the experiential learning, such as various career camps, looking at the Nunavut Early Apprenticeship Program, so working with other departments for that. *Qujannamiik*, Madam Chairperson.

Chairperson (interpretation): Thank you, Ms. MacMillan. Member John Main.

Mr. Main (interpretation): Thank you. (interpretation ends) In terms of the timeline… . I'll just leave that alone.

One of the responses here mentions the Multiple Options Initiative, which the Department of Education worked on, I believe, a number of years ago. Each school was supposed to be able to choose what they were going to offer in their school, and trades was one of them, if I understand correctly. What happened to that initiative? I haven't heard a lot about it lately, so I'm just trying to understand why the multiple options doesn't seem to be an option anymore. (interpretation) Thank you. (interpretation ends) That is to the Department of Education. (interpretation) Thank you.

Chairperson (interpretation): Thank you, Member Main. Department of Education, Ms. MacMillan.

ᐃᥰᐱᐊᐳᑕᖅ: ᖁᔭᓐᓇᒦᒃ, ᔭᓐ ᒪᐃᓐ. ᐅᑎᕐᔪᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᖅ, ᒪᑉᒥᓚᓐ.

ᒪᑉᒥᓚᓐ (ᑐᓴᖅᑎᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᥰᐱᐊᐳᑦᖅ. ᑕᐃᒫᓇ ᐱᔅᕙᖅᐴᖅᕝ ᐊᑐᖅᑲᓇᖅᖁᓯᓂᖅ ᑲᑐᕝᔭᖅᑎᑎᓐᒪ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᔪᖅᒥᓕᓗ ᑕᐃᒪᖄ ᐃᖅᑲᓇᐃᔭᖅᐳᑎᖅᖁᖅᑲᓂᖅᐊᒋᒪᑦᑕ ᐱᓕᒻᒪᖅᔅᑐᒎᓗ ᒪᑯᐅᖅᓕ ᐃᖅᑲᓇᐃᔭᕐᕛᖅᐊᖅᑐᓂᖅ ᐃᓕᓐᓂᐊᕋᖅᖅᓗ ᐃᖅᑲᓇᐃᖅᑐᖅ. ᑕᒡᒃᑕᖅ ᓚᖁᒃᑲᑦ ᐱᓕᓐᖅᓘᖅ ᐃᖅᑲᓇᐃᖅᑲᑎᖅᖅᓗᓗᖅᑐᖅᕛᐊᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᥰᐱᐊᐳᑦᖅ.

ᐃᥰᐱᐊᐳᑕᖅ: ᖁᔭᓐᓇᒦᒃ, ᒪᑉᒥᓚᓐ. ᐅᑎᕐᔪᑕ ᒪᓕᓚᑕᐅᖅᑎᒍᑦ ᔭᓐ ᒪᐃᓐ.

ᒪᐃᓐ (ᑐᓴᖅᑎᑎᒍᑦ): ᐱᖅᖃᖅᑕᐅᕔᖅᖅᖅᐱᕐᖅ ᑖᖃᖅᑲᐃ ᖅᑊᒃᑖᖃᐳᖅᑲᑦ.

ᐅᕝᐋᓇ ᑭ�"ᒍᖏᑦ ᐃᓕᖅᒃᖅ ᑕᑯᕐᖅᓗ ᐊᖃᕐᔇᕗᖏᖅ ᐊᖏᕐᖃᖅᖅᑐᖅᒪᒃᐸᐊ ᐅᖅᑲᐳᕐᕆᕙᐅᒥᖅᕐ ᐃᓕᓐᓂᐊᖅᕙᐊᖅ ᐊᑐᓇ ᑭᕐᖅᓂᖅ ᐃᓕᓐᓂᐊᖅᐸᖅᑎᕐᖅᓂᖅ ᕿᖅᐸᒃᑎᓂᖅᑊᖅᖅᖃᖅ ᑕᐃᒫᓇ ᐃᕐᒪᖅᐱᑎᖅᖃᖃᖅᑦ ᐊᒌᓗ ᓴᓇᐳᕐᑕᓕᓂᖅᖄᑎᐅᕐᔇᖅᖅᐴᖅ. ᑕᒪᐅᓇ ᑐᖓᐳᖅᖃᕐᕝᕐᐊᐅᒃᖅ ᓂᕐᑲᐅᑎᖅᕐᐅᖅᖃᖅᕛᐅᕐᒪᒃ ᑕᐃᒃᖅᖄ ᖃᕐᖅᓂᖅᐲᐅᖅᖅᐱᒪᖄᓕᓘᖅᖅᐊᖅ ᐊᖏᖅᑕᖅᖃᖅᑯᕐᓂᖅᖅᖃᕐᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓂᓄᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᥰᐱᐊᐳᑦᖅ.

ᐃᥰᐱᐊᐳᑕᖅ: ᖁᔭᓐᓇᒦᒃ, ᔭᓐ ᒪᐃᓐ. ᐅᑎᕐᔪᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᖅ, ᒪᑉᒥᓚᓐ.

ᒪᑉᒥᓚᓐ (ᑐᓴᖅᑎᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᥰᐱᐊᐳᑦᖅ. ᑖᖅᑲᐃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᑯᓂᖅᓯᖅᑐᓂᖅ

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. The Department of Education, the transition team, is currently looking at alternate pathways to incorporate that learning for our students and utilize the information accordingly. *Qujannamiik*, Madam Chairperson.

Chairperson (interpretation): Thank you. Member John Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) What happened to the Multiple Options Initiative? Is it alive? Is it dead? Where is it? (interpretation) Thank you, Madam, Chairperson.

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

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. Some background for the Multiple Options; the program was first offered as a field test pilot in Kugluktuk, and that required again, additional partnerships in order to offer that type of programming. So we will be looking at that through the transition team at alternate pathways. As for the Multiple Options Program, I would have to get details as to why that is no longer being offered. *Qujannamiik*, Madam Chairperson.

Chairperson (interpretation): Thank you. Member John Main.

Mr. Main (interpretation): Thank you. Would the department be able to commit to giving us something in writing in terms of this Multiple Options Initiative and where it is at; an update, because it was very promising. I remember when it was being rolled out, or started to be rolled out because theoretically, each school could say "yeah, we want trades in our school" and,

ᑲᒪᔨᐅᔪᑦ ᖁᒥᒡᓴᖃᑦᑐᑦ ᐃᓕᓐᓂᐊᖅᐱᑎᒃᔭᐅᔭᖅᑐᓂᒃ ᐃᓕᓴᖅᑎᓂᒃ ᐊᒻᒪᓗ ᑐᒃᓯᐅᒥᔭᖏᑦ ᑕᒻᒃᑯᐊ ᐊᑐᕐᓗᓂᒃᖧᑦ ᐃᓯᒪᑕᐅᓀᖅᑐᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑲᔾᕿᐅᑦᖅ.

ᐃᑲᔾᕿᐅᑦᖅ: ᖁᔭᓐᓇᒦᒃ, ᒪᒃᒥᓚᓐ. ᒪᓕᒐᓕᐅᖅᑎ ᔮᓐ ᒪᐃᓐ.

ᒪᐃᓐ (ᑐᓕᔭᐅᑎᒃ): ᒫᓐᓇ, ᐃᖃᓇᐃᖅᐅᑦᖅ. ᑕᐃᒃᑯᐊᐊᓐ ᐊᔾᐱᖀᖅᑎᑦᑐᑦ ᓇᑎᕿᑭᓀ ᑖᒃᑯᐊ ᓰᓇ ᒪᕿᑕᖀᖅ? ᐊᑐᖅᑕᐅᖀᑦ ᓰᓯ? ᑐᖅᐊᒻᖀ? ᖁᔭᓐᓇᒦᒃ, ᐃᑲᔾᕿᐅᑦᖅ.

ᐃᑲᔾᕿᐅᑦᖅ: ᖁᔭᓐᓇᒦᒃ, ᔮᓐ ᒪᐃᓐ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᒧᑦ, ᐃᖃᓇᐃᖅ.

ᒪᐃᓐ (ᑐᓕᔭᐅᑎᒃ): ᖁᔭᓐᓇᒦᒃ, ᐃᑲᔾᕿᐅᑦᖅ. ᐅᑯᐊ ᓇᑎᕿᑭᓀ ᐊᔾᐱᖀᖅᑎᑦᑐᑦ ᐊᑐᐃᓐᓇᖅᖅᑕᐅᓚᐅᖅᓯᒪᕋᓗᐊᖅ ᐅᖅᖂᑎᒃᕭᐅᑦᓂ ᖁᔭᓘᖅᖀᒥ ᐊᑐᖅᑕᐅᓚᐅᖅᓯᒪᕋᓗᐊᖅ ᐊᒻᒪ ᑕᐃᒪᐃᓯᑦᒻᒪᑦ ᓴᖀᒃᑯᑦ ᐱᓕᕆᖀᐃᖅᓂ ᐊᕈᖀᓂᒃᓚ ᐃᖅᖃᓇᐃᖅᖀᖅᖀᑎᖅᖃᑕᒥᖅᓗᑎᑦ ᕿᐊᓂᐅᐊᖀᑐ ᑖᒪ ᐊᑐᖅᑕᐅᑲᓂᓂᐊᖅᐸᑦ. ᑕᐃᒃᑯᐊ ᐊᑕᐅᓯᖅᓯᖀᑦ ᐱᓕᕆᐊᖀᑦ ᑕᐃᒃᑯᑎᔮᖀᖅᓗᖀᑦ ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᓱᓕᑦ ᑕᒻᓇ ᐊᑐᖅᑕᐅᔪᖅᓂᖀᖅᖅᖅ ᐱᕐᕿ ᖀᕆᓇᐅᖅᓗᒍ ᕿᕐᕿᓄ ᕿᐅᓀᖅᐸᓚ. ᖁᔭᓐᓇᒦᒃ, ᐃᑲᔾᕿᐅᑦᖅ.

ᐃᑲᔾᕿᐅᑦᖅ: ᖁᔭᓐᓇᒦᒃ. ᐅᑎᕐᖂᑦ ᒪᓕᒐᓕᐅᖅᑎᒧᑦ ᔮᓐ ᒪᐃᓐ.

ᒪᐃᓐ: ᒫᓐᓇ, ᐃᖃᓇᐃᖅᐅᑦᖅ. (ᑐᓕᔭᐅᑎᒃ) ᑖᓵᖀᑲᐃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᒃᑯᑦ ᓇᑎᖅᖃᓄᔭᐅᓚᓂᒃ ᖀᐅᑎᖅᕉᐅᖅᐸᓚ ᓇᑎᕿᑭᓀ ᒪᕿᒍᔭᐅᓚᓂᒃ ᖀᑎᐃᑎᓂᓚᐃᑦ? ᐊᔾᐊᓄᒃ ᑲᑎᕉᖅᑕᐅᖅᓯᒪᓪᓗᖅᓴᕋᒻᒐ ᐊᑐᖅᑕᐅᖀᖀᕉᖀᓂᖀᓂ. ᐃᓕᓐᓂᐊᖅᖀᑦ ᐊᑐᖀᑭᐊ ᔷᓚ ᐃᓚᐃᓐᒍᐊᖅᐊᖀᖀᓯᓚᑕ "ᖀᐊᐅᓀᓇᖀᐅᑎᐃᖅᖅᓂᓯᖀᒻ ᐃᓕᓐᓂᐊᖅᑕᐅᕐᑳᒥᖀ ᐱᕈᐊᖀᖀᑦ." ᑕᐊᓚᖀᓂ

ᐱᕈᓇᖀᕐᑎᐊᖀᔪᕿᐅᖅᓯᒪᓪᓗᖅᓴᕋᒻᒐ ᑕᒃᖀᖀᓂᕐᖀᒐᖅ. (ᑐᓕᔭᐅᑎᔮᖀᖅᖃᖅᑐᖀᖅ) ᒫᓐᓇ,

theoretically, we could have had it in every school by now under that initiative The request is for a written summary or history of this program. (interpretation) Thank you, Madam Chairperson.

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

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. Yes, we can commit to providing a written summary. *Qujannamiik*, Madam Chairperson.

Chairperson (interpretation): Thank you. I have no other names on my list. We can then move on in the Auditor General's report to pages 15 to 25. The floor is now open for questions. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Madam Chairman. I have a few questions for Arctic College. The college provides a number of adult basic education programs. Can you provide an overview of the different kinds of programs that are currently being offered to adult learners? Thank you, Madam Chairman.

Chairperson (interpretation): Thank you, Mr. Alan Rumbolt. Mr. Suvega, for Nunavut Arctic College.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. There are quite a lot of different programs that are made available to adult learners. I would like to refer this to Rebecca, my assistant. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. Rebecca Mearns.

Ms. Mearns (interpretation): Thank you, Madam Chairperson. (interpretation ends) Currently in the 2019-2020 academic year,

ᐃᒃᕼᐃᐊᐸᐅᐌᕐᑉ.

ᐃᒃᕝᐯᐅᐸᐃᕐᑉ: ᕴᑯᕐᐊᓂᕐᑉ. ᐅᑎᕐᓗᑕ ᐃᓕᐊᓂᐊᕐᑐᓕᓐᕈ�Aᑯᐊᐅᕝᓄᒧᑦ, ᒪᒃᒥᓚᓐ.

ᒪᒃᒥᓚᓐ (ᑐᕼᕿᑎᒍᕝ): ᕴᑯᕐᐊᓂᕐᑉ, ᐃᒃᕝᐯᐅᐸᐃᕐᑉ. ᐊ, ᑎᑎᕋᕐᕿᒐᐸᐅᒧᐠ ᐃᓕᕐᕈᖫᓗᐊᕐᕿᒋᕐᖅᑯᔾᑦ. ᕴᑯᕐᐊᓂᕐᑉ, ᐃᒃᕝᐯᐅᐸᐃᕐᑉ.

ᐃᒃᕝᐯᐅᐸᐃᕐᑉ: ᕴᑯᕐᐊᓂᕐᑉ. ᐊᑎᓕᐅᕐᕿᔾᒪᓕᐊᒧᐠ ᐊᕕᕐᕿᕐᑉᒪᓕᐊᒧᐠ ᐱᑦᕿᒃᕈᔨ�°ᖅᒐᒪ. ᑕᐃᒪ ᖫᐱᕐᐊᒧᑕ ᓇᐃᓴᐅᑎᕐᕿᒃᒧᑐᒃ ᐅᕓᖫᓕᑦ ᒪᒃᒧᕐᕿᓕᕿᕐᕿᐅᕐᕿᒃᒃᑯᑦ ᑎᑎᕐᕿᒪᓕᕕᕐᕿᒪᓂᕐᑉ 15-ᒥ 25-ᓘᑦ ᑎᒋᓘᒍ ᐊᐱᕐᕿᒐᒪᕐᕿᕿᒃᕿ. ᒪᓕᓕᐅᕐᑎ ᐊᓕᓐ ᕿᕖᑦ.

ᕿᕖᑦ (ᑐᕼᕿᑎᒍᕝ): ᕴᑯᕐᐊᓂᕐᑉ, ᐃᒃᕝᐯᐅᐸᐃᕐᑉ. ᕐᓕᓗᑐᕐᕿᐊᒃᑯᐊᒧᓄ ᐊᐱᕐᕿᑎᒃᕿ�°ᕿᒐᒪ ᒪᑯᓄᖫᓗ ᐃᓂᖫᕐᓄ ᑐᖫᕿᔪᕝ. ᕿᓯᐃᐊᒧᑦ ᒺᓇ ᐊᑐᐃᓂᖫᒨᕐᕿᑎᐅᕐᑏᒫᕐ ᐃᓂᖫᕐᓄ ᐃᓕᕐᑉᕿᐊᕿᕐᕿᖫᑐᓄᑦ? ᕴᑯᕐᐊᓂᕐᑉ, ᐃᒃᕝᐯᐅᐸᐃᕐᑉ.

ᐃᒃᕝᐯᐅᐸᐃᕐᑉ: ᕴᑯᕐᐊᓂᕐᑉ, ᒪᓕᓕᐅᕐᑎ ᐊᓕᓐ ᕿᕖᑦ. ᐃᓕᕐᑉᕿᐊᕐᑐᓕᓐᕈᖫᒧᓄᑦ, ᒪᒃᕐᑉ. . . ᕭᒃ ᕐᕿᖅᓕᕐᑉ, ᕐᓕᓗᑐᕐᕿᐊᖫᕕᖫᕐᕿᑐᓂ.

ᕐᕿᐃᓂᕐᑉ: ᕴᑯᕐᐊᓂᕐᑉ, ᐃᒃᕿᐅᐸᐃᕐᑉ. ᐅᓄᕐᕿᑐᕌᐃᐊᑦ ᒪᒃᕿᑯᐊ ᐊᑐᐃᓂᖫᐅᕝᐊᑦ ᐃᓕᕐᕿᐊᕈᑎᕐᑉᕈᐅᕝᐊᑦ ᐃᓂᖫᕐᓄᑦ. ᕫᕐᔾᖑᖫ ᑐᖫᕐᕿᑐ ᕫᒺ ᕿᐅᕐᕿᐅᕐᕿᒃᓗᔭᕐᕿᒃᒃ. ᕿᓂᐃᕐᓯᕿᖫᖫᕐᑉᕿᖫᕿ ᐃᓕᕐᕿᕐᑉᕿᐊᕿᖫᕐᖅ ᕫᒺ ᑐᖫᕐᕿᕐ ᕗᐱᒃ. ᕴᑯᕐᐊᓂᕐᑉ, ᐃᒃᕿᐅᐸᐃᕐᑉ.

ᐃᒃᕝᐯᐅᐸᐃᕐᑉ: ᕴᑯᕐᐊᓂᕐᑉ. ᕆᐯᒃ ᒧᐊᕐᕐ.

ᒧᐊᕐᕐ: ᕴᑯᕐᐊᓂᕐᑉ. (ᑐᕼᕿᑎᒍᕝ) ᒪᖫᐅᐅᕐᕿᑕᒪ 2019-2020-ᒧᖫ ᕫᑯᕐᐊ ᐱᕐᕼᕿᐅᕿᐊᑦ ᐃᕿᕐ ᕿᕐᕼᕿᐅᕿᖫᑦ ᐃᓕᕐᑉᕿᐊᕐᕿᓕᕐᕿᕐᕿᐅᕐᕿᖫᑐᐊᑦ ᐃᓂᖫᕐᓄᑦ

ᐊᒪᖫ ᓄᓇᓕᕐᓂ ᕐᕿᓕᐅᕿᕐᑉᓕᒃ ᕼᕿ�°ᕿᐅᕝᕿᕐᖅ ᐊᒪᖫ ᕼᕿᐅᕝᓕᕐᕼᕐᕼᓘᕐᕼᑕᐅᕐᖅ ᕗᕐᕿᐅᖫᒃ

the academic program is available on our website. As for adult basic education programs, we have Adult Basic Education being offered in four communities, as well as the Get Ready for Employment and Training being offered in four communities for the fall term, and then an additional four communities in the winter term, and…

Chairperson: Too fast. You have to be cognizant of the interpreters. Slow down so we could keep up.

Ms. Mearns (interpretation): I apologize.

Chairperson: Thank you.

Ms. Mearns (interpretation): Thank you, Madam Chairperson. I apologize. (interpretation ends) For the winter term we also four communities for the Get Ready for Employment and Training, and then on top of that, we also have the Adult Basic Education Essential Skills being offered in a large number of communities throughout all regions of the territories.

Just to clarify, the Adult Basic Education is actually being offered in five communities; not four. (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, to the Nunavut Arctic College. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Madam Chairperson. Again, my next question is for the Nunavut Arctic College. The audit examined whether adult learners had access to adult basic education core programs. Paragraph 77 of the audit report shows that adult learners in many communities had very limited access to these core programs, which resulted in them being unable to upgrade their academic skills and qualify for more advanced programs, which could lead to

CLᵇᴅᐊᶜᶜᐅᕐᑉ ᐃᓕᔭᕐᑎᓐᐁᓄᑦ ᓄᓇᓕᕐᑦ ᔅᑕᐅᐅᐊᔭᶜ.

ᐃ�b/ᐯᐅᑕᕐᑉ (ᑐᓐᕈᑎᒍᑦ): ᓴᕐᑳᐃᓐᓂᐅᕐᔭᕐᓂᐊᕐᑉᐳᑎᑦ ᐅᕐᑳᶜᓕᕐᑎᕐ ᒍᑎᑦ.

ᒧᐊᕐ: ᒪᒐᐊᓐᓇᕐᑉ.

ᐃ�b/ᐯᐅᑕᕐᑉ: ᕐᑯᕐᓐᓂᓇᕐᑉ.

ᒧᐊᕐ: ᒪᒐᐊᓐᓇᕐᑉ. (ᑐᓐᕈᑎᒍᑦ) ᐃ, ᐅᑭᐅᕐᒃᑦ ᑕᐃᒪᶜᑐᕐᑉ ᔅᑕᐅᐊᕐᒃᑦ ᓄᓇᓕᕐᑦ ᐸᕐᓇᐅᓐᑭᕐᑭᕐᑲᕐᑳᕐᑉ/ᓕᕐᑳᶜᑳᕐᒍᑦ ᐃᕐᑲᓇᐃᔭᕐᓂᕐᑐᓪᓕᑕᕐᒃᐅᒃᓐᒃᔭᕐᑳᕐ ᐊᑐᐃᕐᑭᕐᒥᕐᔭᒍᕐᑉᑕᕐᑉ ᐃᓐᓇᕐᓐᑯᒃ ᐃᓕᕐᓇᐊᔭᒃᑎᐊᕐᑲᕐᑑ ᕐᑲᕐᑭᐅᒪᓐᑕᕐᑦᕐ ᑕᐃᕐᑯᓪᓄᓐᒃ ᓄᓇᓕᕐᑦ ᐊᕐᒋᓇᕐᑲᕐᑕᕐᒃᔭᕐᑐᕐ ᐊᒻᒪᐃᒃ ᐊᕐᒃᑐᕐᒃᔭᕐᒻᓕᔭᕐᑉ ᐱᕐᓂᒃᔭᕐᒃᑐᕐ.

ᑐᑭᓕᒃᓂᕐᒃᑉᒃᑕᕐᑏᓐᔭᑕᕐᑳ ᐃᓐᓇᕐᑦᓄᑦ ᐃᓕᕐᓇᐊᕐᒋᕐᑮᕐᑦ ᓄᓇᓕᕐᒃᓄᑦ ᑕᕐᒃᒃᓕᐅᕐᔭᓄᑦ ᕐᑯᕐᒃᐅᑕᒪᕐᔭᕐᑦ ᐃᓕᕐᓇᐊᕐᒋᕐᑎᕐᑭᕐᒃᑳᕐᑉᒃᓕᕐᔭᕐᑦ. (ᑐᓐᕈᒍᑐᕐᓂᕐᓇᕐᑉᑐᕐᒃ) ᕐᑲᕐᒋᓇᐊᔭᕐ, ᐃᕐᒃᔭᐅᑖᕐᑉ.

ᐃᕐᒃ/ᐯᐅᑖᕐᑉ: ᕐᑲᕐᒋᓇᐊᔭᕐ, ᓴᕐᒃᑐᕐᒃᓕᕐᓇᕐᒃᒃ. ᒪᕐᒃᒃᓇᓕᕐᒃᑖᕐᒃᒃᑎ ᓄᕐᒃᑎ ᕐᑲᕐᔭᕐ.

ᕐᑲᕐᔭᕐᑦ (ᑐᓐᕈᑎᒍᑦ): ᕐᑲᕐᒋᓇᐊᔭᕐ, ᐃᕐᒃᔭᐅᑖᕐᒃᑖᕐᑉ. ᓴᕐᒃ ᐊᐱᕐᒃᑯᑎ ᓴᕐᒃᑐᕐᒃᓕᕐᒃᓇᕐᒃᓄᑦ. ᑕᐃᒻᒪ ᑖᕐᑯᓐᐊ ᐃᓐᓇᐅᕐᔭᐊᕐᑦ ᐃᓕᕐᓇᐊᕐᒋᕐᑮᕐᒃ ᐊᕐᑳᒃᓐᓂᕐᒃᓐᑕᕐᑎᕐᔭᕐᒃᓕᕐᕐᒃᑦ ᐃᓕᕐᓇᐊᕐᒋᐊᒃᒃᒃᓄᑦ, ᓴᕐᒃᒃᓇᕐᒃᓄᕐᑐ, ᐊᒻᒪᐃᒃ ᓐᓐᑕᕐᒃᔭᕐᒃᔭᕐᑦ ᐊᕐᓚᕐᑭᓐᓇᕐᒃᑖᕐ 77-ᒃ ᓴᕐᒃᑭᔭᕐᑎᕐᑎᕐᒃᔭᕐᒃᓕᕐᒃᓕᕐᒃᑦ ᑖᕐᑯᐊ ᓄᓇᕐᒃᑐ ᐊᒥᕐᔭᓂ ᕐᑎᓪᕐᒃᒃᑎᕐᑕᕐᒃᔭᕐᒃᓕᕐᒃᑕ ᑕᕐᒃᒃᐅᓐᒃᓐᓇᕐᒃᓂᕐᒃ ᐃᓕᕐᓇᐊᕐᒋᕐᑮᕐᒃᓄᑦ. ᐊᒻᒪᓕᕐᒃᑕᕐᑉ ᑖᕐᑯᐊ ᕐᑲᕐᑳᕐᓇᐊᕐᑳᕐᑖᕐᑐᕐᒃᔭᕐᒃᒃᓐᒃᔭᕐᒃᒃᓇᕐᒃᓐᕐᒃᒃᔭᕐᑎᕐᒃᔭᕐ ᐃᓕᕐᓇᐊᕐᒋᕐᑮᕐᐊᕐᒃ ᐊᒻᒪᐃᒃ ᓴᕐᒃᒃᔭᕐᒃᑖᕐᑕᕐ ᕐᒃᒃᔭᕐᒃᓕᕐᒃᑐᕐᒃᓐᒃᒃ.

career and employment.

Can you describe some of the factors which led to the lack of adult basic education core programs being delivered in Nunavut's communities? Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Alan Rumbolt. Nunavut Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. (interpretation ends) Thank you for that question. There are a variety of factors to consider on some of the program limitations.

As I joined the college, I started spending a bit more time in some of the community learning centres, the different campuses; not just as staff. We also spent time with the board of governors in some of these communities as well to try and assess some of the needs and some of the challenges, but to also see what may actually be working for some of these community centres or campuses, and not specifically just adult programs.

Some of the things that we were seeing, and certainly I saw it firsthand, were just some of the age of the infrastructure. Some of it was physical limitations; some of it may have been size, building, and even the equipment. We saw things like computer service, sitting inside very dusty closets, and some of those service were quite old.

So we are taking a whole systemic look at what some of the limitations are; whether it is physical, software, money, partners, and what are the community needs? All of that is factored into how does the college adjust and better align itself to deliver the programming to meet the needs of the communities? This

ᐃᒪᓕᖅ ᑐᖅᓴᐅᑎᑎᒍᓐᓇᖅᕿᓚᑕ ᓴᐅᑭᒃᓴᖅᒡᓱᓂᒡᔪᑦ. ᓱᓇᑦ ᐦᒃᑯᐊ ᑐᓗᖅᑕᑕᐅᒍᖅᑦ? ᓱᓇᐅᕙᑦ ᓄᓇ� ᓄᓇᕐᓂᖓᓂ? ᕿᒃᐸᓂᖕᒃᑯ, ᐃᕕᖘᐅᑕᖅᑦ.

ᐃᕕᖘᐅᑕᖅᑦ: ᕿᒃᐸᓂᖕᒃᑯ, ᒪᓚᒐᑕᐅᖅᑎ ᐊᓚᓐ ᖁᔾᐅᑦ. ᐅᑎᖕᓘᑕ ᓯᓚᑦᓱᖅᖀᖕᓘᒡᓘ, ᓯᐆᒐ.

ᓯᐆᒐᖅ: ᕿᒃᖓᓂᖕᒃᑯ, ᐃᑦᕈᐅᑕᖕᖁ. (ᑐᖕᖠᐱᑎᒍᔾ) ᕿᒃᖓᓂᖕᒃᖅᒍ ᐊᐱᕆᓚᐅᕿᑦ. ᐄ, ᐊᖑᖀᖕᒃᓄᒪᓕᒐ ᐱᖀᑕᐅᑦᒃ ᐃᓯᒪᖕᖅᒃᐳᑐᑕᐅᑎᐊᓕᒪᑦ ᑕᒪᒃᑯᓇᖕᒪ ᐃᓚᖕᓂᐊᒐᑎᖕᖅᐅᓯᖕᖅᑐᓄᒃ ᐋᖕᖁᑐᒃᓄᑦ.

ᑕᐊᓚ ᐃᓚᐅᕐᖅᑎᑐᖕᒪ ᐃᓚᖕᓴᐊᑐᖕᕿᖕᖅ ᑕᒃᑯᑕᐊ ᑲᓚᖕᕿᖕᓴᐅᕐᒡᓘᑦ ᑕᒃᑯᖅᐊ ᐃᓚᖕᖁᐊᕿᖕᕿᓂ ᐴᓂᕿᖕᒃᑕᖅᐅᖕᒃᓄᐊ ᐊᒪᓘ ᐊᖕᒃᓂᖕᒃᑐᐊᕿ ᓴᓂᓕᕿ ᕗᖕᒃᑐᓚᖕᕿᑎ ᑕᖕᖁᑕᐊᒃ ᐱᖕᖀᒪᒃ ᑲᖕᒃᑎᔾᐊᕿ ᐅᖕᒃᓂ ᐅᖕᖁᒃᑲᑕᔾᓂ ᑕᒪᒃᑯᐊ ᐊᖕᖁᑕᐅᒃ ᑕᒃᑯᑕᐊ ᐃᓚᖕᕿᖕᒃ. ᐄ, ᓄᓇᖕᒃᓇ ᐱᓗᖕᒃᑎᒪ ᐋᖕᖁᑐᖕᒃᑎᓗᖕᖀᖕᒃᖅ.

ᖀᕿᐊ ᐃᓚᖕᖀᖕᒃᑕᐅᖅᑦ ᑕᒃᓯᖕᒃᒪᖀᖀᖅᑕᐅᖅᑦ ᐅᖀᖕᒃᒡᖅᑎᑕᐅᕿᐊ ᕿᑦᖕᒃᑕᒃᖀᒃᑕᖕᒃ ᑕᒃᑯᑕᐊ ᐅᖁᐅᖕᕿᖕ ᐊᒪᓘ ᕿᓚᖕᒃᑕᐅᖀᖀᖕᒃ ᐃᓚᐃᖀᖕᒃ ᐊᖕᒃᓴᖕᒃᑕᖕᕿ ᒡᕿᔾᖀᖕᕿᑐᖕᒃ ᐊᒪᓘ ᐃᓂᖀᒃᓄᒃᑕᖕᒃ ᐃᓚᖕᖀᖕᒃ ᑕᒃᓯᖕᖀᐊ ᕿᖕᒃᑕᐅᔾᖕ ᑕᐊᖕᖁᑐᖀᖀᖕᒃ ᓴᓚᐃᖕᑐᖀ ᑕᖀᖀᖕ ᑐᖕᖁᑎᖕᒃᑕᐅᖀᖀᖕᒃᑐᖕᒃ. ᓄᖕᒃᒡᕿᖕᒃᑕᖀᔾᖕᕿᖀ ᐃᓚᖕᖀᖕᒃ ᑕᐃᖕᒃᑕᐊ.

ᐄ, ᑕᖀᖀ ᐦᒃᑕᐊ ᑕᖀᔾᖕᕿᖕᒃᓘᖕᒃ ᑕᒪᑕ ᓇᖕᒃᕿᖕᒃᑕᐅᖅᑦ ᒡᕿ ᐃᖕᒃᑕᐊ ᕿᖀᖀᖕᒃᑕᐅᖀᔾᖕᓘᖕᕿ ᕿᖕᖀᐅᖀᖕᕿᖀ ᐴᐊᔾᖀᐊ ᐅᕿᕿᔾᕿ ᐃᓂᖀᖕ ᐦᒃᑕᐊ ᐱᓂᖕᖀᐅᖀᖀ ᓴᐊᖕᖁᖕ ᕿᖕᖀᖕᓘ ᐊᕿᖀᖀᔾᖕᒃᖕᒃᑕᐅ ᐃᓗᐊᖕᕿᖀᕿᖕᒃᑎᖀᖕᒃᕿᖕᒃᔾᕿᐢ ᐊᒪᓘ ᕿᖕᒃ ᑕᒃᑯᑕᐊ ᓴᖀᖂᖕᒃᑎᖕᒃᕿᖀᖕ ᓄᓇᖕᒃᖀᖀᖕᒃᖕ ᐱᔾᖀᔾᖀᐊᖀᖕᒃᖀᖀᖀᑐ ᐊᒪᓘ ᕿᖕ ᑕᖀᖀ ᑲᔾᔾᖀᐊᖕᖁᑕᐅᖕᒃᖅᑐ ᑕᖀᖀ ᐱᓂᐊᕿᖕᔾᖀᐢ ᑕᐃᖀᖀᖀᖀᖕᕿᖕᒃᑕᐅᖅᑦ.

is an ongoing process.

Just like the Auditor General said, these plans are meant to be a living document, so it's meant to be adjusted annually, based on the needs of individual communities trying to engage with them and identify certain areas that they may want to spend time on, whether it is mining, nursing, teaching, or sciences. Thank you. (interpretation) Thank you, Madam Chairperson.

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

Mr. Rumbolt: Thank you, Mr. Chairman. On page 21 of the audit, section 81, the Auditor General talked about factors that affect the college's ability to provide its core programs in communities. As you just stated, and as they state in here, limited space in some community learning centres are a factor, and I know in a lot of communities they only have one-room classrooms, so just to get a feel of the extent of the issue, how many communities in Nunavut have limited space available for their core programs? Thank you.

Mr. Chairman (interpretation): Thank you. Nunavut Arctic College, Mr. Suvega.

Mr. Suvega: Thank you, Mr. Chairman. We are currently doing an assessment by community as well. One is on programs, and we have another one on the physical assessment of community learning centres. I hope to be able to provide a better update, so I will take that question for now and commit to providing a more detailed response later. Thank you, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman.

ᑕᒻᒪᖅᕈᔅᓴᐳᑎᓯᑎ ᐅᖃᖅᑲᐅᒻᒪᑕ ᑕᐃᒫᓇ ᑎᑎᖅᑲᑯᖅᓲᓂᒃ ᑭᔾᐊᓂ ᐊᕐᕈᑕᓕᐊᓪᓗ ᑐᐊᖕᓗᑎᒐᓄᒃ ᑕᒪᒃᑯᐊ ᑎᑎᖅᑲᐃᑦ ᑐᕼᒃᒃᐅᖅᑲᑕᖅᑕᑐ ᐊᕐᕈᑕᓕᓪᒃᐱᐳᑕᓄᒃ. ᐊᒻᒪᓪᑖᐅᖅᑉ, ᐃ, ᐃᓚᕙᕐᖁᖅᑮᖁᓐᑕᖃᒍ ᓯᕐᓗ ᐃᓚᕐᖁᐊᑉᖁᓂᑕᒻᖁᖅᕙ ᓇᖑᖑᐊᑉᓕᓪᓗ ᓯᓇᑟᓈᐆᓂ ᑕᒪᒃᑯᐊ. ᕐᕋᖃᖁᐊᒃ, ᐃᑲᔾᐅᑎᒃᖅ.

ᐃᑲᔾᐅᑎᒃᖅ: ᒥᔅᑕ ᕈᒻᐳᓪᑦ.

ᕈᒻᐳᓪᑦ (ᑐᕼᐱᑎᒍᑦ): ᕐᕋᖃᖁᐊᒃ, ᐃᑲᔾᐅᑎᒃᖅ. ᒪᒃᐱᖓᓄᕐᑦ 21-ᒥ, ᐃᓚᐅᖕ 81-ᒥ ᑖᒃᑯᐊ ᑕᒻᒪᖅᕈᐊᕐᖁᔾᐳᑎᓯᑎ ᐅᖃᖅᓲᕈᐊᕐ ᑖᒃᑯᐊ ᓯᖅᐱᑎᓲᓂᖁᖅᕙᖁᓄᑯ ᑕᒃᑯᐊᓇᔾ ᐃᓚᓲᖁᐊᕐᑎᖃᐳᓲᐊᖅᔭᓇᕐᖁᓂᒃ ᓄᓇᓕᓲᖁ. ᐅᖃᖅᑲᐅᕝᕌᑦ ᑕᒫ ᐅᖁᓄᓱᖅᕙ ᑖᒃᑯᐊ ᐃᓲᐊᓲᒃᑯᑦ ᐃᓚᓲᐊᕐᕋᐃᑦ ᐃᓯᕈᑎᐊᓲᓈᓕᓇ ᒥᕈᐊᓲᓯᓇᓲᓄᓗ ᑐᓗᖅᑕᕐᐲᖅᑲᑦᑲᓲᓕᓯ ᑕᒫ ᓄᓇᓲᑦ ᐊᒡᔭᒻᓲᓈᒃ ᐊᑕᐳᔪᓇᕐᖁᒃ ᐊᖃᐃᑦ ᐃᓲᐊᕐᕋᖅᑲᑐᓂᑦ. ᕐᕙᖁᐳᕧᒃ ᓄᓇᕲᒪ ᓄᓇᕈᓇ ᐃᓯᕐᑲᒃᖅᐳᕐ ᑖᒃᑯᐊᓇᕐᖁᕙ ᓯᕋᑐᖅᑲᕐᕖᕐᔪᓄᒃ ᐃᓲᐊᕐᕋᖅᕋᖅᑲᓂᕐ ᖅᕐᖁᕈᐁᒃ? ᕐᕋᖃᖁᐊᒃ, ᐃᑲᔾᐅᑎᒃᖅ.

ᐃᑲᔾᐅᑎᒃᖅ: ᕐᕋᖃᖁᐊᒃ. ᒥᔅᑕ ᓯᕗᐳᖅ.

ᓯᕗᐳᖅ (ᑐᕼᐱᑎᒍᑦ): ᕐᕋᖃᖁᐊᒃ, ᐃᑲᔾᐅᑎᒃᖅ. ᒻᖁᐊᐳᕐᖁ ᖅᑲᐳᓇᔾᐊᕐᓗᓇᕐᓯᑦᑦ ᓄᓇᓲᑎᖁᖅᓯᓲᕐᑕᖅᑉ ᑕᒪᓕᐊᒻᒃᖁᕧᒃ ᐊᑕᐳᕧᒃ ᑖᒃᑯᐊ ᐱᖅᑲᓲᓂᒃ ᐊᒻᒪᓪᑕᐅᖅᑉ ᐱᖅᑕᓲᖁᑕᐳᖅᑉ ᑕᒪᒃᑯᓇᕐ ᐃᓯᑎᐊᓇᓯᒻᓲᓇᑐᓄᒃ ᐳᕠᖅᑐᕐᖁᖅ ᑖᒃᑕᓲᐊ ᐃᐊᒻᖁ ᐱᐳᓯᖅᕕᒃᖁ ᑐᕼᖅᑎᑎᕐᔪᖃᒐᕐᔪᖁᓯᑯᐊᕐᓯᑐᖁᕧ ᐃᐊᒻᖁ ᖅᑲᐳᐃᕐᐊᑲᓲᓯᕐᖁᓄᕐ ᑐᖅᕈᕐᐊᑲᓯᓲᖁᕐᓲᐳᖅᑉ ᑖᒃᑯᐊ. ᕐᕋᖃᖁᐊᒃ, ᐃᑲᔾᐅᑎᒃᖅ.

ᐃᑲᔾᐅᑎᒃᖅ: ᕐᕋᖃᖁᐊᒃ. ᒥᔅᑕ ᕈᒻᐳᓪᑦ.

ᕈᒻᐳᓪᑦ (ᑐᕼᐱᑎᒍᑦ): ᕐᕋᖃᖁᐊᒃ, ᐃᑲᔾᐅᑎᒃᖅ. ᑖᖁ ᑖᒃᑯᐊ ᖅᑲᓯᑖᐃᓯᕐᔪᓘᓗ ᐊᑳᓯᕐᕈᐊᖅᖁᕲᓄᒃ ᐅᖃᖅᑲᐳᐅ… ᑖᒪ ᒻᖁᐊᐳᓯᖅᑐᕐᒃ ᓇᑳᓯᖅᐱᔾ

With this assessment for your buildings and whatnot, I know you said you would get back to us later, but at what stage is it right now? When can we anticipate seeing an actual assessment report put forward to us? Thank you, Mr. Chairman.

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

Mr. Suvega: Thank you, Mr. Chairman. Thanks for that question. We would like to try and get it to the Assembly as quickly as possible. Given just kind of the size of the task and the scale and the scope some of the things we are looking at, it won't be a very speedy response. Some of these things are items that we're trying to plan ahead for, whether it is to make recommendations through the capital planning process or items we may have to adjust in our business planning processes.

All of this is going to be driven by some of the factors we find and put into things like our 10-year strategic plans, our five year academic plans, and the intent, by and large, is to ensure that all of this information is brought to the surface so that all key stakeholders and decision-makers are aware of all of the different factors that go into determining how best to realign some of the programs, what resources do we need, and in some cases we know we are not going to be able to have all of the resources in the territory, so we have actively reached out to other partners like CICan, Colleges and Institutes Canada, to help us do some of those assessments to see what resources could we perhaps try and go after outside of the territory. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Mr. Suvega, you mentioned that it would be a while until we will see anything from you in terms of the

ᖃᑯᒍᓪᓗ ᑕᐱᖃᖅᓂᐊᕈᕆᖅᖅᐱᓪᐱᑎᔅ ᐃᓘᐊᖅᓯᒋᐊᕐᑎᒃᓴᓄᒃ ᐸᔾᑐᓂᐎᓐᖁᓂ ᐃᓇᒪᓂᐊᕐᐍᖃᑦᕿᓪᐅᔪᓐ ᐊᒡᓘᖅᔮᖓ? ᖁᔭᓐᓇᖅᑮᖅ, ᐃᑊᕝᐍᐅᑖ ᖅ.

ᐃᑊᕝᐍᐅᑖ ᖅ: ᖁᔭᓐᓇᖅᑮᖅ. ᒫᓐᓇ ᓯᐊᕕᖅ.

ᓯᐊᕕᖅ (ᑐᘥᓚᑎᒍᑦ): ᖁᔭᓐᓇᖅᑮᖅ, ᐃᑊᕝᐍᐅᑖ ᖅ. ᖁᔭᓐᓇᖅᑮᖅ ᐊᐱᕐᓐᖁ ᐊᕐᕆᖕᕆᒐᐅᑊ. ᐊᒪᓪᖅ ᐱᓇᕐᐊᑊᐳᕝᐊᖂᕐᒎᖕᓴᐱᐅᓚᓘᐊᖅ ᑮᓪᕿᔦᓪᖁᐳᓚᓘᐊᖅ ᐳᒃᐊᓴᑦᑕᐱᖅ ᐃᓕᐭᖁᑉᐁᐃ ᑕᑉᔅᖅᑐᓐᐊᖅᑊᖃᑊᑐᒍᔅᓗ ᐳᖅᖁ ᐃᒪᓈᑐᒥ ᑐᐊᐱᓇᖅᑊᖅ ᑭᐅᑲᐅᑎᔦᔅᕆᖅᖅᑦᑦᐳᕐᐳᓚᓘᐊᖅᑐᒍᔅ. ᐳᖅᐊ ᙶᓇᖅᑐᕆᖅᐺᖅᔅ ᓯᕕᐊᔪᔅ ᐳᖅᐊᓐᖅᑐᖅ ᐊᒪᓪᗐ ᐊᑭᖡᓐᐳᖅᓗ ᐊᒡᓕᑐᑦᖅᖅ ᓯᓇᖕᑐᑦᖅ ᙶᖅᑐᐃᔦᖅᑐᐱᒪᓇᐊᖅᕿᓪᖅ ᑕᒪᐊ ᑕᒪᐊᑐᕿᖅ.

ᑕᓪᖁ ᐊᑐᑎᒪᐍᔦᖅᑊᖅᑐᔅ ᑐᐳᖃᓄᔅ ᖁᓕᓄᔅ ᖂᓇᐅᓐᓐ ᐊᒪᓪᗐ ᐃᓇᖕᐊᕝᑕᐱᖅᑊᐃᔅ ᑕᖓᒪᓄᔅ ᐳᐳᖃᓄᔅ ᖂᓇᐱᑦᖁᐱᒎ. ᐊᒪᓪ ᑐᐳᖅᐊ ᑕᓕᐃᑎ ᑐᒥᐊᔅᗤᔅ ᐃᓪᖁ ᑕᖅᐊᖅᑎ ᑎᑎᒥᕝᙶᖅᖅ ᑐᒥᐊᖅᖅᑎᕆᕝᙶᖅᖁ ᐁ. ᖅᖂᔩ ᑕᓪᖅᐊ ᐱᖅᖂᐱᑎᔅ ᐃᓇᖕᐊᕝᑕᐱᖕᕆᐃᔅ ᖅᖂᖅ ᓯᖅᐳᔾᖁᐊᖕᑊᖁ ᐱᐳᓂᖅᙶᖁᔅ ᐁᒥᖅᐳᔅᒥ ᑕᒪᐊ ᑕᓪᖅᐊ ᓄᐱᑉᔅ ᐃᓘᐊ ᑕᒪᐊ ᐱᓇᗆᑎᕝᐳᔅ ᐳᖅᐊᖕᖅᑊᖅ ᑎᒪᖅᒥᓘᖂᔅ ᑮᖅᐊ ᖃᓇᑖᗐ ᐃᓘᐊ ᐃᓇᖕᐊᕝᐃᖅᔭᐊᖅ ᐊᒪᓪᗐ ᓯᔅᑐᖅᕆᖄᗆᔅᗐ ᐊᒪᓪᗐ ᖅᖀᒪᐊᑐᖔᔅ ᑐᖄᔦᗌᕝᖅᑊᐳᐊᕆᒥᓪᖅᑊᖅ. ᖁᔭᓐᓇᖅᑮᖅ, ᐃᑊᕝᐍᐅᑖ ᖅ.

ᐃᑊᕝᐍᐅᑖ ᖅ: ᖁᔭᓐᓇᖅᑮᖅ. ᒫᓐᓇ ᓯᐊᕕᖅ ᐅᖅᖃᖅᐳᓚᐊᔅ ᑕᐊᒪ ᐊᑯᓂᐳᑉᐊᖅ ᐳᑕᖅᑦᓂᐊᖅᑐᖐᐳᓪᔅ ᓯᓇᖅ ᑕᓪᖁᔅ ᐃᓇᖕᐊᕝᑖᔅ ᓄᐊᑐᖅᑊ. ᓯᓯᐊᑐᖅᖄᖑᖃᖅᑊᖅ

ᐊᒪᓪᖅ ᑎᑎᖅᖃᓄᔅ ᐃᔦᕝᐊᖅᖄᐃᔪᐊᖅᖂᐱᔾ ᐊᒪᓪᗐ ᐱᓇᐊᖅᑐᒥ ᑕᒪᖅᑐᖓᓐ ᓄᐊᖅᐱᔅ ᓄᐊᖃᔅ ᑕᒪᐊ

community learning centres. Would the Arctic College be able to prepare a summary for members and I'm thinking of a basic summary that lists the community learning centres in each community, the age of the facility, the number of classrooms, square footage, and any other relevant information? Would you be able to provide something like that to the committee in the short-term? Mr. Suvega.

Mr. Suvega: Thank you, Mr. Chairman. Certainly, we would be pleased to provide a summary. We also actively work with other departments and agencies like Community and Government Services when we try to conduct some of these assessments. We also try to engage and reach out with departments like Finance as we try and look to build future options to introducing this into things like long-term capital planning.

We would like to try and aim for some time this winter, perhaps in the next sitting to present some of this information in the summary format. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) You said you would like to aim for… . I'm going to have to ask for a firm commitment from you on that. Can you commit to providing it to the members for the upcoming winter sitting? Oh, you said winter sitting. Fall sitting? Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. Yes, (interpretation ends) fall sitting, not winter sitting. In the next sitting we would like to try and at least present in summary format what some of the things are we are finding by working with partners like Community and Government Services. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) We'll take it.

ᑎᑎᕐᓴᐱᒋᓗᒍᑦ ᖃᒃᓯᔭᐅᓚᕝᓗ ᐅᐱᐅᖅᖓ�LC Ċᑲᑯᐊ ᐃᑉᓗᖅᔭᕐᖅ ᖅᓄᖅ ᐊᑯᓂᐅᑎᕐᐁᒍ ᐊᒻᓗ ᐊᖕᑎᑎᕐᐁ ᐊᒻᓗ ᖅᖃᒥᖅ ᑐᕐᓂᐱᔨᐊᑦ CLᑲᑯᓄᖕᒃ. ᐃᒻᖅᖀ ᑐᓂᕐᕐᖀᖕᕒᖃᕈᐱᐊᑦ ᐅᕪᒍᑦ ᑲᑎᒪᕘᑴᓇᐅᑦ ᖃᓄᖃᑐᑲᑴᓗᔮᖅᖀ? ᒦᖅ ᓱᕕᒐ.

ᓱᕕᒐ (ᑐᕼᐱᑎᒍᑦ): ᖅᑯᖕᓇᒦᖅ, ᐃᑉᓯᕚᐅĊᖅ. Ȧ, Ȧᑕᑎᐊᖅ ᓴᖅᓀᑎᑎᒍᖕᓇᖅᑐᒍᑦ ᑐᓂᕐᖕᓇᖅᑐᒍᑦ ᐊᒻᖅᑕᑕᖅ ᐱᓴᓕᖃᑎᖅᖃᖅᑕᕐᒦᕒᕬᒍᕌᑕᑯᖅ ᓄᐅᓪᖀᑦ ᑲᕚᖵᓕᓂᐱᖅᑯᒦᐃ ᐊᒻᓗ CLᑲᑯᐊ ᐃᑐᐊᖅᔨᓐᑲᓇᓂᒦᒦᖵᐃᒍᑎᐃ ᐊᒻᓗ ᐱᓇᐅᕿᑲᓄᐱᖅᑐᑡᕒᑕᖅ ᐅᖅᖅᑲᑎᖅᖃᑦᒥᖏᑦ ᓂᕒᓗ ᕒᔪᖕᕼᒍᔮᕒᓗ <ᖅᑲᑐᐊᕒᔮᒦᕼᓗᕒᒪ.

ᐃᒻᓗᖅ ᐅᐱᐅᒦᖅᑲᐃ ᖃᐱᐅᕒᒦ. ᐃᒻᓗᖅ CLᖄᓇ ᐱᓂᐊᑎᕞᖅᐒᕼᕼᕒᕼᐒᕐᖅᑕᐁᑫ. ᖅᑯᖕᓇᒦᖅ, ᐃᑉᓯᕚᐅĊᖅ.

ᐃᑉᓯᕚᐅᑕᖅ: ᐅᖅᖅᖃᐅᐅᖕᒦᑲᑕᑦᕒᒪᐃᑖᐁᕐ ᐅᖅᖅᖕᐁᕒᖅᖃᐅ ᖃᑯᒍᒦᓂᖕᒃ ᐅᖅᖅᐱᕿᖕᐒᑲᐃ ᐅᕼᕒᓕᓂᐊᕿᒪ ᐅᕚᖕ ᐅᐱᐅᑲᑯĊᕅᖅ ᑲᑎᖅᖃᕐᖅᕒᕒᖅᑐᑲ. ᐅᐱᐅᑲᑯᒦᐒᑡᖅᑲᑡ? ᒦᖅ ᓱᕕᒐ.

ᓱᕕᒐ (ᑐᕼᐱᑎᒍᑦ): ᖅᑯᖕᓇᒦᖅ, ᐃᑉᓯᕚᐅĊᖅ. ᐅᕅᐊᖕᖵᕈᕿᐒᖕᒦ ᑲᑎᒦᕐᐊᕒᒍᔮᑦᕼ ᑐᕼᐒᐊᕼ ᑎᑎᒦᕒᕥᒦ ᐃᒻᓗᖅ ᓴᖅᓀᑎᑎᕐᒦᕐᔮᕈᑦ ᕼᐁᕼ ᐱᖕᕕᖅᔮᖕᖵᕥᕅᑕᕅ ᐊᒻᓗ Ċᑲᑯᐊ ᓄᐱᓀᖕᖀ ᑲᕚᖵᓕᓂᐱᕐᕼᓗ ᑐᕼᕤᖵᕈᕥᕅᖀᑦ CLᑲᑯᐊ ᐱᔭᕅĊᕒᖅᑕᐁᑦ. ᖅᑯᖕᓇᒦᖅ, ᐃᑉᓯᕚᐅĊᖅ.

ᐃᑉᓯᕚᐅᑕᖅ: Cᐃᒦᖕᖄᓇ ᐱᓂᐊᖅᕒᕒ<ᕅᐃᑦ. ᕸ ᖅᕸᒦᕒᕥᐈᕼᖅᑡᖅ.

(interpretation) Thank you. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. My question is going to be directed to the Auditor General. In paragraph 3, it states in there "Under Article 23 of the agreement, the Government of Nunavut is required to increase Inuit participation in government employment to a representative level of 85%. As of 30 September 2018, Inuit made up about 50% of the Government of Nunavut's 3,500 employees; almost 1,500 additional positions were vacant. Typically, these vacant positions required at least a high school diploma or some form of post-secondary education."

My question is: did you audit conduct any analysis comparing the types of post-secondary qualifications required to fill vacant Government of Nunavut positions with the types of post-secondary programs currently being offered at the Nunavut Arctic College? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Office of the Auditor General, Ms. Scott.

Ms. Scott: Thank you, Mr. Chairman. With regard to the qualifications required for public sector positions within the Government of Nunavut, we did not analyze those in detail. We are aware that a very detailed labour market analysis was recently conducted for Nunavut. It was conducted by Economic and Social Development Canada in conjunction and with input from NTI and the Government of Nunavut, and it's a 1000 page document that incorporates all, I would say the most recent data, based on surveys of government employees, private sector, the latest 2016 census, and it has a really exhaustive review of the types of positions in the government and the types of qualifications that are required.

ᖃᒥᖕᖑᐊᖅ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ⊲ᐱᖅᑯᑎᒋᔅᖅᑕᕋ ᑖᑯᓄᖕ ᑕᒪᓕᔪᖅᑎᑐᕐᓄ ᐅᖃᖅᓯᒪᓕᓂ ᑖᒃᑯᐊ ᐃᓚᓐ 23 ᓄᓇ�🝆ᒥ ᑖᓐᓇ ᐱᔾᔪᑎᖃᖅᓚᑦ ᐃᓄᐃᑦ ᓴᓇᐅᒃᖃᑎᐊᖅᖃᖅᓯᖅ ⊲ᒻᒧ ᐸᖃᒃᑐᖅᑕᐅᓂᖅ 85 ᐳᖏᒮᐊᖅᖃᖅᓚᑦ ⊲ᒻᒧ ᓯᑎᒻᕝᐲ 30, 2018-ᖑᑎᒻᒎᒍ ᐃᓄᐃᑦ ᑖᓚᒥ 50 ᐳᖏᔪᕝᐃᑦ 3,500 ᓴᓇᔭᐅᓂᒍᑎᒃ. ⊲ᒻᒎ 1,500 ᓯᑕ ᓴᓇᔅᑲᐅᖏᒻᒫᒻᕝ ᑖᑯᐊ. ᑖᑯᐊ ᑎᑎᕋᖏ ᓴᓇᔾᑎᐊᖏᑦ ᖃᓄᖅᑦ ᑕᒪᓐᓇ ᐱᓂᐲᖅ<?

⊲ᐱᖅᑯᑎᒻᒼᐊᖅ<ᕋ ᑖᑯᐊ ᖃᐅᔨᓴᕐᒫᔾ ᑕᑯᔾᓕᕐᒼᔾᒎᖕᑖᒼ ᑖᑯᐊ ᓕᒻᒎ ᐃᓚᖕᓂᑲᖕᓂᐳᒼᕝᑦ ᓴᐅᐅᒼᑳᒼ ᐃᒻᒪᖕᑲᖅ ᑖᑯᐊ ⊲ᒻᒎ ᖃᓄᐃᑦᑐᓐ ᐱᖅᑕᒼ ᐱᔾᕝᓇ ᑖᖅᕝᓇ ᑖᑯᐊᖕᑲ ᓯᓚᑐᖅᕝᓯᑲᐅᒼᓇ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪᓐᓇ. ᑕᒻᒪᖅᖕᒼᐃᒪᕝᖅᖕᐃᒼ⊲ᖅᐊᑦ, ᒥᖕ ᓯᑲᑦ.

ᓯᑲᑦ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑖᑯᓄᖕᒼᓕᑕ ᐃᓗᑎᖅᖃᑎᐊᖅᖃᕋᑕ ᐱᔾᕝᓇᐅᑎᖅᖃᑎᐊᒼᑦ ᐃᒻᒪᖕ ᓄᓇᕝᑦ ᒐᕙᒪᖅᑯᑎᖅᒎ ⊲ᒻᒪ ᑖᑯᐊ ᖃᐅᔨᓵᖅᖏᒻᒼᒼᒎᒻ⊲ᒼᔪᖕᑦ ᐃᒻᒪᖕᒪᒎᑦ ᑐᑭᓕᓂᖅᒼᒎᒼ ᑭᕝᓗᖕ ᖃᐅᔨᓴᕝᔾᕝᑲᑦ ᑕᒻᑕᒼᓄᖕᒪᖕ ᑐᕝᑕᐅᑦᑎᐊᖅᔾᒎᖅᕝ ⊲ᒻᒎᑦᖅᖕᑦ ᑕᒼᕝᓯᒼᔾᒼᐃᖅᒎᖅ ᑖᑯᐊ ᓄᓇᖏᒥᕝᑕᒎᑦ ᐃᒻᒪᖕ ᐱᑎᖅᐲᒎᕝᖅᖕᑐᖕ ᑖᑯᖕᒪ ᐱᕝᒼᑕᒼᔾᒎᖅᖕᑦ ᑲᖕᑕᒼᒥ ⊲ᒻᒎ ᐃᓗᖅᕝᖕᑐᖕᑦ ᑖᑯᐊ ᓄᓇᕝᑦ ᑐᖅᒼᓗᖕᒼᒎᖏᓂ ⊲ᒻᒎ ᓄᓇᕝᑦ ᒐᕙᒪᖅᒼᕝᒼᒪᖏᓂ ᐃᓚᖅᕝᖕᑐᖕᑦ ⊲ᒻᒎ 1,000 ᒪᕝᐱᕝᖅᕝᑦᖕᒎᖕᑦ ᑖᑯᐊ ᑐᑭᑕᐅᖅᕝᖅᖕᔾᒎᕝᐃᑦ. ᐃᒻᒪᖕ ᖃᖅᕝᓕᖕᑕᖅᖏᒼᖕᒎᑦ⊲ᖕᑦᒎᖅᖅ ᐃᒻᒪᖕ ᖃᐅᔨᓴᒎᖕᒎᑦ ᓴᓇᖅᑦ ᒐᕙᒪᖅᒼᕝᒼᒪᖏᓂ ᐃᖅᖃᓇᐃᖕᑎᖕᑦ 2016-ᒎ ᐅᖕᕝᓛᖅᑕᐅᖅᕝᔾᒼ ⊲ᒻᒪ ᑖᑯᐊ ᖃᒼᒼᔾᕝᓂᒼᕝᑲᑎᒎ ᑖᑯᐊ ᓕᕝᒎ ᒐᕙᒪᖅᒼᕝᒼᒎ ⊲ᒻᒎ ᑖᑯᐊ ᐱᖅᕝᖕᑲᖅᔾᒎᖕᒎ⊲ᖅᖕ.

ᐃᒻᒪᖕ ⊲ᖕᒼᕝᔾ⊲ᒎᖅᒼᖕᑦ ᓕᕝᒎ ᐃᒻᒪᖕ ᓯᖅᕝᑕᒼᖅᖕᑎᒼᒎᖅᕝᖅᕝᔾᒎᖕᑦ ᐅᖅᐅᖅᒎᑦ ᓯᖏᒼᕝᓕᖕ,

We did not do an exhaustive comparison. We do know that some of the, at least… . The labour market analysis does highlight that some of the issues of which there is key demand are related to the healthcare field, office administration, overall management, and as I understand it, science-based positions.

With regard to the Nunavut Arctic College, and of course Education, I have neglected to mention Education; so Nunavut Arctic College, as we know, is offering the Nunavut Teacher Education Program, Pre-Nursing and the full RN Nursing. Whether they are addressing all of the needs of the government, that is something probably that you may wish to direct that question more specifically to the college. Thank you very much.

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

Ms. Kamingoak: Thank you, Mr. Chairman. I will direct my question to Arctic College. In paragraph 3, what steps are being taken to ensure that Nunavut Arctic College's program offerings match the education training requirements of vacant jobs within the government employment sector as government and industry? Thank you, Mr. Chairman.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman. Thank you for asking that question. Nunavut Arctic College has put in a lot of effort each year. (interpretation ends) We strive to fill positions actively and have worked actively with all HR personnel, not just at the college, but also with the department of HR.

ᑭᓯᐊ ᖃᐅᔨᒪᒐᓗᐊᒐᑦᑕ ᐃᓕᓐᓂᖅᓂᒃ ᑖᒃᑯᐊ ᓴᓇᐅᒡᒍᓐᓂᓂᒡᓛᒋᓐᓗᑕᒃ. ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᑦ ᐃᔪᐊᑦᓐᑦᑌᐅᑦᑕᒪᑯᑕᓐᑲ ᐱᕿᓛᒃᐊᑦ ᐊᑲᓂᒡᒃᑕᓚᖅᓐᓲᑕᑯᓯᓐᓂᓂᒡᒃᒃ, ᑎᑎᖅᓛᒡᒃᒥᓐᒍ, ᑲᒡᐹᒐᓂᒡᒃᓇᑯᒃᓐ ᐊᒻᒪᓗ ᑭᓐᐸᓯᓐᒐᖅᓐᓐ ᑲᓂᒃᑰᑯᓐᓂ ᖃᐅᔨᓛᖅᓐᑕᑯᒍᒡᒋᓛᒃᑯᒃᑕᐃᓐ.

ᑖᒃᑯᐊ ᓯᓐᒐᖅᓐᓛᓐᑲᒡᒃᑯᓐᒍ ᐊᒻᒪᓗ ᑭᓐᐅᐊᒡᒃᒍᒐ, ᐃ, ᐃᓐᓂᓯᐊᑦᓐᑕᑯᓯᒡᒃ, ᐃᔪᐊ ᐃᓐᓂᓯᐊᑦᓐᑕᑯᓯᓐᓂᒡᒃᒡᒃᓗ, ᓯᓐᒐᖅᓐᓛᒃᓐᒍ ᓄᓇᖤᒥ ᐊᒻᒪᓗ ᐃᓐᒐᐃᕆᓛᑯᒡᒡ ᐃᓐᓂᓯᐊᑦᓐᑕᑯᒃᒃ ᑕᒪᒃᑯᐊᑯᕆᑯᒡᖤᒃᒃ, ᐊᕉᖃᕐᑦᐊᒡᒃᒍᓐᑕᓐ, ᐊᕉᖅᓐ ᑕᒪᒃᑯᐊ ᑕᒪᓐᒍᓐᓂ ᓚᕆᓛᒃᑯᐊᓐᒍᓐᒃ ᐊᓯᐊᑦᑕᓐᓛᒃᓐᒥᖤᖅᓐᒐᖅᓐᓛᖅᓐᒃᑯᒃᒃ ᑕᐃᒪ, ᐃ, ᐃᔪᐊ ᐊᓯᖅᓐᒍᓐᑯᒃ ᑦᖅᓐᒃᑎᔫᒡᒐᖅᓐᑕᖅᓐᓚᑯᒡᒃ ᑖᒃᑯᐊᑯ ᓯᓐᒐᖅᓐᓛᓐᒐᑯᓯᑯᕆᒐᓐᒍᓐᓐ. ᖅᐸᖅᓐᒐᖤᒡᒃᓐᓐᑦᑯᖅ.

ᐃᑲᔨᐅᑕᖅᓐ (ᑐᓐᒐᓐᑯᒃ)ᑯ: ᒥ ᖃᒥᖅᒡᔪᐊᖅᓐ.

ᖅᒃᒥᖅᒡᔪᐊᖅᓐ (ᑐᓐᒐᓐᑯᒃ)ᑯ: ᖅᐸᖅᓐᒐᖤᒡᒃᓐᓐ, ᐃᑲᔨᐅᑕᓐᖅᓐᒃ. ᐃᔪᐊ ᐊᓯᖅᓐᒍᓐᑯᒧᒡᓐ ᑖᒡᒃᐊᖤᒡᒃᒃ ᓯᓐᒐᖅᓐᓛᓐᑯᒡᖤᒧᓐᒃᒃ, ᑎᑎᖅᓛᒡᔫᒡᒃᖅᓐ 3-ᖤᒡᓐᒍᒡᖅᓐ. ᓯᑯᐅᕉᒡᖅᑯ ᑕᒡᒃᐊᖤ ᓯᓐᒐᖅᓐᓛᖤᒡᐊᖤ ᐃᓯᑦᑯᓐ, ᐃᓐᓂᓯᐊᑦᓐᑕᑕᒡᔫᒃ ᖅᓐᒐᖤᒡ ᑖᒡᒃᐊ ᐃᓐᓂᓯᐊᑦᓐᑕᑯᓯᓐᒃ ᐊᒻᒪᓗ ᑕᒡᒃᐊ ᐃᑲᕈᑕᑯᐅᒡᑯᒧᒡᖤᖤᒃᒃ<ᑯ ᖅᓐᒐᖤᒡ ᓴᓇᐅᒡᒍᑦᑕᓂᒐᓐᑯᒃᒃᓗ ᐊᒻᒪᓗ ᓯᓐᒐᖅᓐᓛᖤᐅᒡᑯᓗ ᐃᓐᒍᓛᒡᑯᒃ? ᖅᐸᖅᓐᒐᖤᒡᒃ, ᐃᑲᔨᐅᑕᓐᖅᓐᒃ.

ᐃᑲᔨᐅᑕᖅᓐ: ᒥᖤ ᓯᐅᕙᖤ.

ᓯᐅᕙᖤ (ᑐᓐᒐᓐᑯᒃ)ᑯ: ᖅᐸᖅᓐᒐᖤᒡᒃᒃ, ᐃᑲᔨᐅᑕᓐᖅᓐᒃᒃ. (ᑐᓐᒐᓐᒍᑦᖤᒡᓐᖤᒡᖤᒡ) ᑖᒡᒃᐊ ᓯᓐᒐᖅᓐᓛᖤᐊᒡᑯᒃ ᐊᖤᕈᐅᑦᖤᒡᖅᓐᓚᑦᑯ ᐊᒐᑯᐅᓂᓛᖤᒡᑯᐊᒧᒡᓂ ᑕᒡᒃᑯᒐᖅᓐᒃᒃ. (ᑐᓐᒐᓐᑯᒃ)ᑯ ᐃ, ᑕᒡᒃᒃᐊ ᓴᓇᐅᖤᒡᓇᒧᓯᖤᒡᖅᓐᑕᑯᒥᒐᒧᓐᑯᒡᖤᖅᑯᒃ, ᑖᒡᒃᐊ ᓯᓐᒐᖅᓐᓛᖤᒡᓚᒡᖤᒃᒡᒃᓗ ᑖᒡᒃᐊᒃᖤᒡᒡᒃᓯᑯᑦᖅᓐ ᐃᓐᒐᖤᑯᐊᒡᖤᒡᖤᒡᖤᓐ, ᐊᒻᒪᓗ ᑖᒡᒃᐊ, ᐃ, ᐅᖅᖅᒃᖤᒧᓐᖤᒡᖅᓐᓚᖤᒡᒃᒃ.

ᐊᒻᒪᓗ ᐃᓐᖤᒧᒃᖅᓐᓯᑯᒃᖤᑯᒃᒃᖤᖤᑯ ᑕᒡᒃᐊᖤ ᐊᒧᒥᒪᓐᖤᐊᒃᑯᖤᓚᑯᒃᒐᒡ ᑖᒡᒃᐊ ᓴᓇᐅᒡᑯᓯᐊ ᐃᓐᖤᒡᒃᒧᖤᒡᖤᖤᒧᓯᒐᖅᓐᒧᑯᒡᒃ ᐊᒻᒪᓗ

We have been plugging away at identifying a lot of the long-term vacancies, term instructive positions, long-term casuals, and have also tried to be strategic in how we fill some of the critical areas. We report regularly through the Department of Human Resources to continue to track, monitor, and actively implement Inuit employment plans.

As we work diligently with our HR teams, by March 31, the college was sitting at about 51 percent; by this fall, by August 31, we were at about 55 percent, which is a 4 percent increase in Inuit employment.

It is not just getting the Inuit employees into positions; it is also ensuring that they have a good track of supports and have available a sweep of options for things like support, professional development, and other opportunities, whether it is inside or outside of the college. For example, as we are going through the hiring process of getting a new chief financial officer, one of the questions I posed was: if a person is coming in, would they be willing to mentor young Inuit that are potential leaders to take over their positions? It is strategically trying to look at: how do we bring the individuals in and provide a support base going forward for them?

It is not just fill job. How do we fill a support piece for them going forward? Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. My first questions are for the Nunavut Arctic College, and it is in reference to paragraph 80 where the Office of the Auditor General findings indicated that the college only offers courses Monday to Friday during the fall and the winter semesters, indicating that there are no evening, weekend or summer courses

Ċᵇd⊲ <ˢᑫJ∩ᑉ⊲ˤᑲˢᒥᠵˢⴑ∩J ˢᒃᓄˢᵇ CLᵇd⊲ ˢᒃᓄˢᵇ ᐱᔭᓄ⊲ˢᑲᒻᐸᓐᐸᒪᑕ. ⊲ᒻᒪ�command ᑕᐃᵇdᓄˢᑫᐟᒐᑕ⊳ˢᵇ ᐃᓄᓚᓂᕼᵇdˠᓄᣬ ᑕᐃᑫ ᓇᔭᵇᑕˢᔭᠵᒐ ⊳ᓂᵇᑲ⊲ᓂˤ ⊲ᒻᒪᓄ ᐃᓄᐃˤ ˢᒃᓄˢᵇ ⊲ˤᓴᵇᑕ⊳ᠵ'ᒪᒪᒪᑕ ᓴᓄᐸᓐᕼᓄˤ <ˢᑫ⊳∩ᣬᑎᓄᣬ.

ᑕᐃᒪ, Ȧ, Ċᵇd⊲ ᐱᓯᓂᵇᑲ∩ᑉᠵᒪᣬ⊳∩Jˤ Ċᵇd⊲ ᒪᑊᠵ 31-ᣬ∩ˤᠵJ ᠌ᠵᓚˢᓴᵇᣬˢᑫᵇdˤ ᑕᐃᒪ ᐃᒻᒪˢᵇ 51 ᐳᣬᒍᒻᓚᑕᐅˢᑲᠵˤ. ⊲ᒻᒪᓄ Ćˢᓲᣬ ⊳ᓆ⊲ᣬᒐ ⊲ᐳᣬᠵᠴ 31-ˢᵇᐃ Cᒪᓂ 55 ᐳᣬᒍᒻᓚᑕᐅˢᵇᠴˤ, 4 ᐳᣬᒐ ⊲ᣬᒍᣬᓚᓴᒪᒐᐅˢᵇᠴˤ ᓴᑫ⊀ᠴˤ ᐃˢᵇᓄᒐᐃᠴˢᵇᠴᐃˤ.

ᐃᓄᐃˤᠵ Ċᵇd⊲ ᓴᑫ⊳ᓚˢᐦᓴᵇ∩ᣬᒐᠵᠴᣬ ⊲ᒻᒪᓄ ᐃᓄᣬᠴˢᵇᠴᐸ∩ᓄ⊲ˢᵇᠵˢᵇ ⊲ᒻᒪᓄ CLᵇdᓄᣬᓚ ᐃᓄᣬᐸ∩ᣬᠴᓄ ⊲ᒻᒪᓄ ⊲ᠵᣬᠷᓂᣬᠵ ᐱᣬᓴᐳᣬᓄᣬᠴᣬ ᠵᓚĊᓂᵇᠵ⊲ˢᵇ<ˤ ᐃᠵ⊲ᓲᵇᠵ⊲ˢᵇ<ᠵᠵᠴˤ ᠵᓚˢᠵˢᵇᓴᣬᐳˤ. ⊳ᵇᠵ∩ᣬᠵJ, CLᵃᑫ ᠵᓯᠵ ᏟᑫᐳᠵᓚᓂᣬᵇdˢᵖᔭᒪᣬᠵᏟᵇᐃᵃᑫˢᵇ ᐃᒻᒪᓯᵇ ⊲ᐱˢᵇdᑎᓂᣬᐳˢᵇᏟᐸ ᐃᓂᣬᒪ. ᐃᓄᵇ Ċᒪᑫ ᠵᠵ ∩ᑫˢᓂ⊲ᐳᓂ ᐃᒻᒪᓯᵇ Ċᵃᑫ ᠴᐱᠵ∩Ꮯᐳᒪᣬˢᵇᠵᵇᐃ ᒪᵇdᵇᠴᓂ ⊳ˢᵇᐳᣬᠵᐳᠵᐃᠵᓄᣬᵇ? Ꮯᐃᒪᵃᑫ, Ȧ, ⊲ᒻᒪᓄ Ċᵇd⊲ Ꮯᐃᒪᵃᑫ <ˢᑫJ∩ᣬᒪᔭˤ.

ˢᒃᓄˢᠵ ᐃᓄᵇ Ċᵃᑫ Ćˢᔭᣬᒪ ⊲ᒻᒪᓄ ᐃᓄᣬˢᵇᠴᔭᵃᑫˢᵇ< ᠵᣬᓂᣬᠵᔭ, ᐃᓄᣬˢᵇ∩ᐳᣬᠴᵃᑫˢᵇ<? ˢᒃᓄˢᠵ, ˢᒃᓄˢᠵ ᠵᣬᒻ⊀∩ᐳᓄᵃᑫˢᒪᣬᒪᣬᠵ∩ᐳ.

ᐃᵇᠵᣬ⊲ᐳᏟˢᵇ: ᒪ'ᑫ. (ᠴᣬᐸ∩Jˤ)ˤ: ˢdᠵᵃᒪᒋᵇ, ᒋᣬᏟ ᓚᐃˤᠵᔆᵃ.

ᓚᐃˤᠵᔆᵃ (ᠴᣬᐸ∩Jˤ)ˤ: ˢdᠵᵃᒪᒋᵇ, ᐃᵇᠵᣬ⊲ᐳᏟˢᵇ. ⊲ᐱˢᵇdᐱᵇᑲ, ᠵᣬᒻᓚ⊀ˢᵇ<ˢᵇ ⊲ᐱˢᵇdᐱᒪ ᓄᑫᣬᒻᒐ ᠵᓚˢᠵˢᵇᓚˢᣬᐃᵇdᵃᑫᣬᠴˤ. ⊳ˢᵇᐳᣬᠵˢᵇᠵᠲᓄ ᓴᓚᐳᐸᣬᒪ 80, Ćˢᓲᓄ Cᒻᒪˢᒪᠵᒪ⊀ᠵᣬᠵˢᵇ∩ᵇdˤ ⊳ˢᵇᣬˢᒪᣬᔭˤ ᠵᓚˢᠵˢᵇᓚˢᵃᒪᒋ ᓄᵇᠵᔭᐳᒋ ⊳ˤᠵᠵᐃᵃᑫᔭˤ ⊳ᑭ⊳ᵇdˤ ᐃᓂᣬᠴ⊲ˢᑫᐳ∩ ⊳ᵃᓄdˢᠵ ᐱᑫᔭ⊲ᑭᔭᐳˤ ᓄᵃᔭᒐᒋ ⊲ᐳᔭᵇdˤᠵ ᐱᏟˢᵇᠷᣬᔭᑫᓂ.

provided at the college.

I do recall that the college, only a few short years ago, was offering evening and weekend courses but I would like to ask the college: when did the college stop offering those part-time courses and why? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Nunavut Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for that question. It is hard to determine when the college stopped offering some of those night and evening courses, and a variety of factors could include things like funding, different program partners that have kind of shifted or changed over time, access to resources, the physical limitations of the building, like maybe it's size, maybe stage and condition of the building, faculty, access to staff and support staff for faculty; those sorts of things.

Though they are not currently available, I say yet, it is something we would like to actively explore for all community learning centres and campuses as we look to grow and develop programming throughout the college. We are actively looking with partners like Memorial University, other colleges throughout Canada, Inuit organizations. Some of that happens in pockets, and it's also community driven. So there may be a safety aspect in a community where they want to learn more about things like first aid, eco-tourism, cruise ship opportunities and those sorts of things.

For the most part we are trying to ensure we are providing the space open to the community, so though it may not necessarily be a college driven program, we are trying to ensure that we are also being complementary

ᐃᖅᑲᐅᒪᒪᒪ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᖃᖕᓇᕋᑖᖅᑎᓪᓚᖓ ᐅᓇᓄᒃᑐᑦ ᐱᓇᓱᐊᕐᕕᐅᑉ ᓄᖅᖠᐊᓂ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᖃᑦᑕᐅᕋᓗᐊᕐᒪᑕ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐊᐱᕆᔪᒫᕐᑐᒐ ᖃᖕ�while ᐅᓇᓄᒃᑐᑦ ᐊᑐᐃᓐᓇᐅᑎᑦᑎᔪᐊᖕᓅᑕᐅᖅᐹ ᑕᓪᒃᑯᓂᖕᓇ ᖃᓄᐃᒻᒪᓪᓗ? ᖁᔭᖕᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑖᖅ: ᒪ'ᓇ. ᕼᐃᓚᑦᑐᕼᐊᖅᓴᕐᑎᕐᔪᒃᑦ, ᒥᕐ ᓯᕕᒐᖅ.

ᓯᕕᒐᖅ: ᖁᔭᖕᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᖁᔭᖕᓇᒦᒃ ᐊᐱᖅᑯᒡᒧᒃ. ᖃᐅᔨᒪᓇᑦᑎᐊᖕᒋᑦᑐᖅ ᖃᖕᓅ ᐅᓇᓄᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᓂᓗ ᓯᖕᓗ ᐱᔾᔪᑕᐅᖃᑦᑕᖅᓯᒪᒡᒪᑦ ᑕᓪᒃᑯᐊ ᓯᖕᓗ ᑮᓇᐅᔭᖅᑐᕐᑎᐅᓂ ᐱᓕᕆᖃᑎᒋᔪᖕᓗ ᐊᔾᔨᖕᖔᕐᑖᐊᑎᓐᓗᕐᑦ ᒪᑯᓇᖕ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᓐ ᐊᑐᐃᓐᖃᖕᖓᕐᑎᓂᖕ ᐊᒻᒪᓗ ᐃᓯᕐᓪᓕᖅᓂᖕ ᒥᒡᔪᐊᖕᓂᖕ ᐃᒃᔭᓪ ᖃᓄᐃᖕᓚᓂᖕ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᓪ ᐊᑐᐃᓐᖃᖕᖓᕐᓗᒡ ᑕᓪᒃᑯᓗᖕ ᓯᖕᓗ.

ᒪᖕᓇ ᐊᑐᐃᓐᖃᐅᖕᖓᒡᒪᑦ ᓯᓕᕐᖔᖕᓯᑐᖕᓗ ᑕᒪᖕᓇ ᖃᕆᖅᐹᖅᑎᐊᑉᓕᕇᔭᕐᑦ ᓄᓇᓕᖕᓂ ᐃᖕᖓᐃᑦ ᐃᓕᓐᓂᐊᖅᓴᓕᕐᒥᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᖕ ᑕᒪᖕᓇ ᐱᕆᖅᐸᑦᑕᑦᐊᑎᓐᓗᑎᒡᔨ ᐃᓕᓐᓂᐊᕐᓴᖕᕙᐊᑦ. ᒪᖕᓇ ᖃᓂᒃᑕᒡᒃᑕᒡᔪᔅ ᓯᖕᓗ ᒥᒡᐊᕆᐅ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᔭᐊᒥ ᑲᓇᑕᒡᔪ ᐃᓄᐃᒡᓗ ᑎᒥᕐᖅᑎᖕᖐᓂ ᐃᓕᖕᖓ ᐊᑐᖓ ᑲᔾᔭᖕᒃᑕᒡᕐᔐᕐᐊᔅ ᓄᓇᓕᖕᓂᖕᓗ ᐱᕆᖅᖅᑎᑕᐅᔭᕐᔐ ᐊᒻᒪᓗ ᒪᑯᖕᓗ ᐊᖕᓂᖅᑐᓚᕐᓂᖕᓗᔨ ᐳᓕᕆᔪᓚᕐᓂᖅ ᐅᒥᐊᕐᔭᐊᓗ ᐳᓚᓯᖕᕆᔐ.

ᑕᐊᒪ ᐃᓚᐊᓱᐊᐅᖅᓯᒃᓯᑲᑦ ᐱᑕᖅᖃᖕᓂᓯᓗᓯ ᐃᓂᒦ ᒪᑐᐊᖕᓄᓱᕐᒡ ᐃᓚᖕᓗ ᓯᓚᑦᑐᖅᓴᖕᓱᓕᒦᓗ ᐱᓕᕆᐊᕐᔪᖕᖃᖕᓚᐊᖅᑦ ᑭᒡᔭᐊᓯᖕ ᐃᓕᕆᐊᕐᖅᑎᓐᕝᔪᕙᐊᑎᖕᑐᒡᔪᒡ ᓄᓇᓕᖕᓂ ᐱᕆᖅᑎᑕᐅᔭᕐᔐ.

to communities that are coming up with their own initiatives too.

It's a combination of us trying to determine how much resources we need to allocate to keep the lights on, keep it staffed, and make sure it meets standards, and also meet the growing needs of communities depending on programs. (interpretation) Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I just want to point out that it is quite unfortunate that our facilities are empty throughout the majority of the year; evenings, weekends, and summer.

With that being said, across Canada in most other colleges, they are heavily reliant on part-time staff to accommodate evening and weekend courses. So I would like to ask if the college is looking into what sort of specialists that reside in our communities that would be available to provide part-time employment or teaching to enable the Arctic College campuses to offer such programming. Thank you, Mr. Chairman.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman. One of the early areas we are exploring is aspects around youth. All campuses, all community learning centres, are geared to be family friendly and obviously we are kind of centered towards aiming at programs around youth or families.

Things like actual camps are an easy one. Things for learning camps, language camps; some of those options we are exploring now. One that I contacted about recently was from

CL°ᓇ ᑲᑎᒃᒥᒃᒃ ᐊ�°ᖅᑭᔪᑎᒉᖃᕆᓚ᷅ᒃᑕᑎᒉᖤ ᖄᓄᖅ
ᐃᖅᑲᓇᐃ�dᐅᑎᓄᑦ ᓴᓂᕐᕋ᷅ᑐᓇᐊᖂᖅᖤᐱ᷄
ᖅᑲᐅ᷄ᖅᑲᐃ°ᖂᖅᑯ᷀ᓗᒍ
ᐃᖅᑲᓇᐃᖅᑎᖃᐃ°ᖂᖅᑯ᷀ᓗᒍ ᐊᒻᓗ ᒪᓕᖤᒋᓴᖤ
ᒪᑦᒧᒪ ᐊᒻᓗ ᐱᕐᖅᖤᖤᖃᐊᕿᑯ᷀ᓗ ᐱᑎᖅᑲᓇᐊᖂᖤ
ᓄᓇᓕ°ᖤ ᑕᖁᖃᕐᖤᖁᓂᖤ ᑕᖤᖂᖁᖤ᷅ᒡ
ᐃᓕ°ᖤᓄ᷀ᐊ�)ᐸ᷇ᖂᖤ. ᖅᖁᖂᖂᕐᖤᖅ, ᐃᖤᕐᖆᐅᑎᖃᖤ.

ᐃᖤᕐᖆᐅᑎᖃᖤ: ᖅᖁᖂᖂᕐᖤᖅ. ᒥᖤ ᑕᐃᖤᕐᒍᖤ.

ᑕᐃᖤᕐᒍᖤ (ᑐᖄᖁᑎᒍᖤ): ᖅᖁᖂᖂᕐᖤᖅ, ᐃᖤᕐᖆᐅᑎᖃᖤ. ᐅᖅᖂᐲᒍᑐᐊᖂᖤᖅᒐᔅ ᐊᐊᒡᑕᖫᒍᖂᒐᐊᖅ ᐊᔅᒍᖤᖂᖤᓂᖤ ᐃᓄᖤᖃᖤᖂᒥᒪᓂᖤ ᑕᒦᓇ ᐅᖂᓄᖫᑯᖂᓗ ᐊᐅᖂᖅᑯᖂᓗ ᐃᓄᖤᖃᖤᖅᑕ°ᖂᖤᓐᒪᑕ.

ᑲᓇᑕᖂᒦᒻ ᑕᐊᒪᐃᑕᐅᖤᖅᑎᖂᔅᒍ ᐊᒥᖂᖅᑎᖤ
ᒥᖂᖤᑐᖤᖂᖃᖫᖤᖤᖤᐸᓂᑎᔅᔅ ᑐᖂᖫᓕᖃᖫᖤᑐᐧᓕᓇᐅᖤᖫᖂ
ᐃᖅᑲᓇᐊᖃᖂᖫᖤᖤᖅᑖᖤ ᐅᖂᖤᖤᖤ
ᐱᖂᖤᐊᖫᖤᖫᖂᖂᓗ ᓄ°ᖫᒍᐊᒐ ᐃᖂ°ᖫᖂᐊᖁᖫᖂᖤ.
ᑕᐃᒪ ᐊᐱᖂᖃᖫᓂᖂᒍᖫᖂᓕ ᖫᖂᖫᑐᖤᖫᖃᖫᖤᖤᖤᑯᖤ
ᖅᐲᖫᖄᐊᖫᓂᖁᑕ ᖅᖂᖂᐃᖂᑐᖤ ᖅᐅᐲᖆᖂᖂᖤᓕᖤᖂᓗᖤᑕᐲᖂᖤ
ᐊᑐᐊᖂᐊᐅᖂᖂᖤᖤ ᓄᓇᖂᖂᖤᖤ ᐅᖤᖫᖤ
ᐃᖂᐊᖂᖂᖫᓕᖤᖂᖫ ᐃᖅᑲᓇᐊᖂᖫᖤᖤ᷄ᖤ
ᐃᖂᖫᐃᖁᖂᖂᐲᖤᖫ᷄ᖤᖫᖂᐲ ᖃᖂᖤ᷄ᐧ ᖫᖂᖤᖫᖂᖫᖫ᷄ᖫᐲ
ᐱᖂᖂᖂᖤᖂᖂᖂ ᖃᖂᖤᖫ᷄ ᐃᖂ°ᖂᐊᖂᖂᖂᖤ
ᖫᖂᖤᖫᑐᖤᖫᖂ᷄ᖂᐲ ᑕᐊᒪᐃᖂᑐᖤ ᐃᖂ°ᖂᐊᖂᐲᑎᖂᔅᖂᖤ
ᐊᖂᑕ°ᖂᖂᐅᐲᖂᑎ᷄ᖫᖂ᷄ᖂᑯᖤ? ᖅᖁᖂᖂᕐᖤᖅ, ᐃᖤᕐᖆᐅᑎᖃᖤ.

ᐃᖤᕐᖆᐅᑎᖃᖤ: ᖅᖁᖂᖂᕐᖤᖅ. ᒥᖤ ᖫᖂᖫᖤᖫᖤ.

ᖫᖂᖫᖤᖫᖤ (ᑐᖄᖁᑎᒍᖤ): ᖅᖁᖂᖂᕐᖤᖅ, ᐃᖤᕐᖆᐅᑎᖃᖤ.
ᑕᐊᒪᓕᖂ ᖅᐲᖫᖂᖂᖫᑕᖂᖂ ᖫᖂᖅᖂ ᖂᖫ᷄ᖤᖂᓗ ᒪᖤᖃ᷄ᐧᑐᖤ
ᖫᖂᖫᑐᖤᖫᖂᖫᖃᖂᖫᓇᖂᖂᖂ ᓄᓇᖂᖤᖂᖂᖂᓗ ᐃᖂᖂᖂᐃᖤ
ᐃᖂᖫᐧᐊᖂᐊᖂᖫᖂᑕᖂᑎ᷄ᖫ ᐃᖂᓕᖂᖫᖂᖂᖂᖤᖂ ᑐᖂᖫᖫᖂᖫᐊᖂᑕᖂᖃᖂ᷄LC.

ᑕᐊᓕᖂᖫᖂ ᑐᖅᖂᐲᑲᖂᖅᖂᑐᖤᖤ ᒪᖂᖂᖫᑐᖂᖂᖂ
ᐃᖂᖫᐧᖂᖤᖂᖅᑐᖂᖂ ᐊᒪ°ᖂ ᐊᐅᖂᖂᖫᐅᐲᖂᖫᖂᓗᖂᖫᖁᖂ,
ᖫᖂᖫᖤᖫ᷄ᐅᐲᖤᖫ, ᐅᖃᖂᖅᖂᖂᖂᓂᖂᖤᖂᓗᖂᖫ, ᐃᖂᖫᖂᖫ᷄ᖂᖂ ᑕᖤᖂᐊ
ᖅᐲᖂᖫᖄᖂᐊᖂᐲ᷄ᐲᐊᖂᖂᐲᖂ.

ᑕᐃᒪᓕᖂ ᑐᖫᖂᖤᖂᖫᑲᖂᐅᐲᖂᖆ CPA ᑲᓇᑕᖂᖤᐲᖂᓂᖂ
ᐱᖂᖂᖂᐊᖆ᷄LC ᐅᖂᖂᖫᖂᐲ ᐱᓇᖂᖂᐊᖂᐧᖂᐲᖂ᷄ᖂᓗ

CPA Canada where they are interested in doing something at the college, and it may involve evening or weekend courses, or even just providing information generally to the public. I didn't want it to just be "Oh we'd like to provide this at this campus or this campus." If it's an offering I would like to ensure that it is generally available to all of college community, particularly the communities that don't necessarily have access to all of these resources. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Mr. Suvega, if you could just, for the benefit of the official record, spell out or explain CPA Canada. Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. I apologize. Yes, they are (interpretation ends) Certified Professional Accountants Association of Canada reached out to me recently to see if they could explore partnering opportunities with the college. Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I would like to follow-up on the theme of part-time and evening courses, but my questions will be directed to the Department of Family Services. I would like to ask: specifically what sort of funding is available to Nunavummiut that wish to take part-time courses? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Department of Family Services, Ms. Niego.

Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) The majority of student funding would go to full-time students, however, we have been examining

ᓄᐊᖕᐃᐊᔪᐢ ᐅᕐᐋᓗᖕᖃᓂᕐ ᑐᖕᐃᐳᒪᓐᔾᑎᓗᐊᑐᐱᖕᐊᓂᕐᔾᓗᐢ ᑕᖁᖅᒃᐁᓄᖕᖃᖁᓪ. ᒐᓚᖁᓇ ᐊᑐᐃᖁᓇᐅᑎᖕᑐᓪᓗᓚᒋᑐᒍ ᐅᕐᐁ ᓯᒥᖆᖕᖅᓯᘹᓯᑖ ᐊᑐᐃᖁᓇᖅᖁᐢ ᓄᓄᑖᖁᓇ ᐃᖁᓂᖁᐢ ᐃᖁᓄᐊᖁᔾᘹᖁᓄᐢ ᐱᐊᐊᖁᖃᑐᖆ ᒐᓚᖁᐁᖁᓚ ᐊᑐᐃᖁᓯᖕᖅᖅᐸᐊᖕᖁᑎᖁᐱᓯᓄᐢ. ᖁᐴᖕᖁᓇᖞᖅ, ᐃᖅᔾᐁᐅᐴᖞᖅ.

ᐃᖅᔾᐁᐅᐴᖞᖅ: ᖁᐴᖕᖁᓇᖞᖅ, ᒲᖞ ᓯᖜᘹᖅ. ᐃᖅᔾᐁᑎᖁᐴᓱᖕᖅᐢ ᓄᐢ ᑎᑎᖆᖕᖃᐅᐴᖅᖞᖁᐊ CPA ᖃᓄᒐ ᖁᖢᒪᖕᖢᖞ ᐅᖞᐴᖞᓯᓄᖄᖁᐸᖅᐴᖅ? ᒲᖞ ᓯᖜᘹᖅ.

ᓯᖜᘹᖅ (ᑐᖞᐃᖁᐴᓯᐢ): ᖁᐴᖕᖁᓇᖞᖅ, ᐃᖅᔾᐁᐅᐴᖞᖅ. ᖃ, ᒐᐃᖅᖁᐊ *Certified Professional Accounting Association of Canada.* ᒐᐃᖅᖁᓇ ᐸᐃᖞᖞᖕᖅᖞᖅᐢ ᖃᖁᐅᖞᖁᓇᓯᖕᖞᐢ ᖃᒍᖞᖄᖕᖅᖞᖕᖞᖃ ᐅᖞᖕᖃᓄᖁᐢ ᐅᖃᒍᖅᓄᓚᖁᖞᓚᒐ ᖑᖢᖕᖞᒍᖕᖅ ᓯᖕᖃᖕᖞᒃᖑᖞᖁᖞᖞᒍᖕᖅ ᓄᖞᖃᖑᖞᖃᖢᖁᖞᖞ ᓯᖞᖅᖞᖕᖅᖞᘹᖢᖁᖞᒃ. ᖁᐴᖕᖁᓇᖞᖅ, ᐃᖅᔾᐁᐅᐴᖞᖅ.

ᐃᖅᔾᐁᐅᐴᖞᖅ (ᑐᖞᐃᖁᐴᓯᐢ): ᖁᐴᖕᖁᓇᖞᖅ. ᒲᖞ ᓚᐃᖢᖞᑐᖕᖃ.

ᓚᐃᖢᖞᑐᖕᖃ (ᑐᖞᐃᖁᐴᓯᐢ): ᖁᐴᖕᖁᓇᖞᖅ, ᐃᖅᔾᐁᐅᐴᖞᖅ. ᐃᖁᖝᐊᐴᒪᖢᖞᖁᒍ ᐃᖁᐊᓄᐊᖞᖕᖃᐅᐴᖃᖞᐊᖞᓇᖞᖕᖅᑐᐢ. ᐅᖞᖢᖅᖁᐢ ᐊᐱᖕᖅᖝᖁᐢ. ᒐᐃᖢᒐ ᐃᖁᐢᖁᐱᖞᖝᖁᐊᖞᓄᐢ ᐊᐱᖞᖝᖞᓄᖞᐢ ᐱᖢᐊᖕᖅᖞᖕᖝ ᖃᖁᓇᐃᑐᓄᖝ ᖄᖁᐴᖝᓄᖝ ᐃᖁᐊᖃᖕᖅᖞᐸᖝᖞ ᓄᖃᖝᖢᐴᖑ ᐃᖁᐃᖁᓇᖞᖞᖞᖞᖃ ᐃᖁᖃᖃᖕᖞᖃᖞᐴᖞᖁᐢ? ᖁᐴᖕᖁᓇᖞᖅ, ᐃᖅᔾᐁᐅᐴᖞᖅ.

ᐃᖅᔾᐁᐅᐴᖞᖅ (ᑐᖞᐃᖁᐴᓯᐢ): ᖁᐴᖕᖁᓇᖞᖅ. ᖃᖝ ᓇᐃᖁ.

ᓇᐃᖁ (ᑐᖞᐃᖁᐴᓯᐢ): ᖁᐴᖕᖁᓇᖞᖅ, ᐃᖅᔾᐁᐅᐴᖞᖅ. ᖞᖝᖞᖃ ᐊᖜᖞᖝᖞᖕᖆᐃᐢ ᖃᖁᐴᖝᖞ ᐃᖁᐢᖞᐊᖞᖕᖞᖞᖞ ᖃᖁᐴ ᐴᖢᖞᖢᖞᖞᖕ ᐃᖁᐢᖞᐊᖞᖕᖞᖞᖆᖞᐴᖞᖞᐢ ᐴᖞᖝᖞᖝᖞ. ᖃᖝᖞᐴᖞ ᒐᖞᖃᖞᖕᖃᖞᖃᖞᐴᖕᖞᖢᐢ ᖃᖢᖃᖝ

ᖞᖝᖞᖞᖞᘹᖞᖞᖞᖞ ᐴᖞᖞᖞ ᐃᖁᐃᖁᖞᖃᖞᖞᖞᖞᐢ. ᖞᐴᖞᖞᖞᖞ ᖝᖕ ᐃᖞᖃᖞ ᐃᖝᖢᖞᖞᖞᖢᖞ

how we can arrange for part-time. Perhaps my director of career development can expand on some of that planning process. Thank you, Mr. Chairman.

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

Mr. Clift: *Ma'na*, Mr. Chairman. Historically we have focused on those people who are unemployed and able to commit themselves to a full-time course of study to move from unemployment to employment. What we have been noticing in recent years is that we are giving less take-up on that because people are getting part-time employment, or there are family responsibilities, and we're getting a lot more requests for part-time support than we had in the past.

With respect to the FANS program, we are limited by the legislation, but we have as a part of our FANS review, we have identified this short coming and we have proposed some ideas, but we will eventually go to cabinet.

With respect to ALTS, we have a little more flexibility and we're looking in part, driven by the Auditor General's report, at our overall ALTS funding policy. Certainly our intention is to provide more part-time opportunities precisely because in some cases, people need one or two courses; they don't need full-time, and that will give them the transition to work. In the past we have been rather narrow in our view that people should be able to commit full-time to a course of study leading them to work, but that doesn't work for everybody.

In that respect, just this year we have increased our funding commitment to the Nunavut Literacy Council recognizing that their short six week programs, which

Ċᕐᔪᓪᖕᒪ ⊲ᐳᑎᖅᑦᑕᐊᔭᒻᒪᒃ. ᖅᑐᖦᕿᒋᒃᑧ, ᐃᖃᕐᔭᐅᑕᖅ.

ᐃᖃᕐᔭᐅᑕ (ᑐᕼᐸᑎᒍᖅ): ᖅᑐᖦᕿᒋᒃᑧ. ᒥᕐᑕ ᑭᓕᖅᑦ.

ᑭᓕᖅᑦ (ᑐᕼᐸᑎᒍᖅ): ᖅᑐᖦᕿᒋᒃᑧ, ᐃᖃᕐᔭᐅᑕᒃᑧ. ⊲ᑐᖅᑭᒪᖦᕐᑎᓂᒡᑕ ᑕᑐᒍᓕᕉ⊲ᑕᖅᕌᒃᑕ ᐃᓄᖕᖕᓂᖕ ᐃᖅᑳᒑᐃᔭᖕᖓᒃᐸᖕᕐᒃᒡᓂᖕ ⊲ᒡᓗ ᐅᕼᓅ↼ᒒᖅ ᐃᖅᑳᒑᐃᔭᖕᖓᒃᕐᓂᑕᐅᒃᓅᒡ ᐃᖅᑳᒑᐃᔭᕦᓇᖅᕐᒃᔭᒡᓅᒡ. ᐅᖕᕩ ᐅᕼᑲᕐᒃᒪᑣᖕᒡᒡᓇ ⊲ᖅᒡᔪᖅᑐᕝᒃᑧ. ᐋ, ᑳᖅᑕᕝᖕᖓ ᐅᕇᑉᑕᐅᖅᕿᒃᑲᕐᓇᑯᒝ⊲⊲ᒡᓇᖕᒃ ᐅᖕᓅᐃᖕ ᐃᑲᐃᖕᖓᒃᓂᖕ ᐃᑧᖕᓂᖕ ᐃᖅᑳᒑᐃᔭᖅᐃᑦᖅᑐᓂᖕ ᐃᑧᖕᕜᓂᖕᒡᓂ ᑐᖦᖕᖕᒃᒡᕉ⊲ᕝᖕᒪᒡᖕᒃᑕᑎᒡᒪᒃᒃ ᐅᖕᒡᔨᖕ ᐃᑧᖕᖖᖕᒝᑧ.

Ċᕐᔪᖕᕜᖕᖕ ᐃᑧᖕᖖᖕᖕᕿᖕ ᐃᑲᔪᖅᕿᖕᕿᖕᑕᑕᒡᓂᖕ ᐸᖕᕿᖕᕒ ᑐᒑᖅᑕᐅᑎᖅᕌᒃᒡᒡ. ᑕᑤᕐᕒᓂᖕ ᑳᖕᐅᕼᔭᖕᖕᑎᖕᒡᓂᖕᒡᓂᖕ ᑎᖕᕒᐃᖕᖕᔭᖕᕉᖕ ᐃᖕᖕᕿᖕᒃᒡᓂᖕᕍ ⊲ᒡᓗ ᐃᒃᒡᓗᖕᖕᕿᐅᖕᖕᖕᖕᑧᖕᓂᖕ. ᑕᑕᖦᖕ ᒥᖕᕒᖕᑧ ᑲᑎᒡᓕᖕᖕᖕᖕᖕᒡᖕ Ċᕐᔪᖕᖕ ᐃᖕᖕᐃᖕ ᐃᑧᖕᓂᖕᕉ⊲ᖕᕌᒡᖕ Ċᖕᖕ ᐃᖕᒡᖕᖕᖕᖕᐃᖕᖕᓂᖕ᳥ᖕᑎ.

Ċᖕᐘ ᑎᒻᕜᖕᕒᐃᖕᕉᖕᖕᐃᖕᖕᖖᖕᖕᓂᖕ ᐅᖕᖕᖕᖕᖕᒡᖕᒡ ⊲ᖕᐅᖕᖕᑕᐅᖕᕜᖕᖕᓂᖕ ᑎᖕᐘ ᐃᑧᖕᖕᖕᕉ⊲ᖕᖕᓂᖕ ᑳᖕᐅᕼᔭᖕᖕᑎᖕᒡᖕᓂᖕᖕᖖᖕᕍ ᑕᑕᖕᕜᖕᑕ ᐃᒪᐃᑕᐅᑕᖕᕼᖕᒃᑎᖕ⊲ᖖᖕᕌᒃᑕ ᐅᖕᖕᒡᔨᖕ ᐃᑧᖕᓂᖕ ᐃᑧᖕᖖᖕ᳥ᖕᑧ⊲ᖕᑎᖕᑎᖕᕩᖕᖕᖕᔭᖕᒡᖕᕍ ᐃᑧᖕᖕᖕᖕᖕᐘᖕᖕᑧᖕ. ⊲ᑎᑐᖅᕒᒒᖕ ᓕᖖᕱᑧᖕᒡᓂᖕ ᔪᖕᖕᑧ ᐅᖕᖕᓅᓕᖕᖕᑣᐃᖕ ᐃᑧᖕᖕᖕᖕᑧ⊲ᖕⰺᖕ ᑕᑕᖕᕜᖕ ⊲ᑎᐅᖕᖕᖕᖕᖕᔭᖕᕜᖕᒡᓅ ᑕᑕᖕᕜᖕ ᑕᑣᖕᑤᖕ᳥ᖕᑎ ⊲ᖕᒻᑐᑣᖕᖕᖕᑧ᳥ᕿᖕᕍ ᑕᑕᖕᕜᖕ ᐃᖅᑳᒑᐃᔭᕦᓇᖕᕿᖕᒡᑐᖕᒡᖕ ᕿᖕᐘᖕ ᕿᖕᑯᖕᖕᕜᖕᒡᖕ ⊲ᑐᕇᖕᒡᖖᖕᑦᕜ.

Ċᕜᖕ ⊲ᖅᑦᒥᒡᕒ ᑳᖕᐅᕼᔭᖕᖕᑎᖕᑎᑧᖕᒡᖕ ᓅᖕᐘᖕᕒᒡᖕ ᐅᖕᕜᕜᖕᓅᖕᒡᖕ ᑲᑕᒡ Ċᖕᐘ ᐸᖕᕒᑣᖕᒡᐸᖕᒥᖕᒃ 6-ᓅᒡ ᑳᖕᐅᕼᔭᖕᖕᑎᖕᑲᖕᕒᑲᑣᐅᖕᖕᖕᑎᖕᕒᑣ⊲ᖕᕆᖕᒡ. ᑕᑕᖕᕜᖕ ᐸᑎᖕᐃᑲᑎ⊲ᑎᖕᕜᖕᑐᖕᒡ ᐅᖕᖕᖕᖕᓅᖕᖕᑎᖕᑧᖕᓂᖕᒡᖕ

⊲ᒡᓗ ⊲ᖖᕜᐃᖕᓅᖕᒡ ᐃᖅᑳᒑᐃᔭᕦᒻᑧᖕᒡᖕᓂᖕᒡᖕ ⊲ᒡᓗ ᐃᑧᖕᖅᑯᔭᖕᖕᒡᒥᖕ ᐸᑧᑣᖕᑣᖕᖕᔭᖕᒡᖕᑧᖕᒃ.

traditionally we wouldn't have funded, actually we're doing a great job in improving literacy skills and also promoting work skills and traditional skills.

In the context of finding a way for people to find their path to literacy, we made a significant increase in our funding to the Literacy Council this year. *Ma'na*, Mr. Speaker.

Chairman (interpretation): Thank you. I just want to clarify I am not the Speaker. Our fellow member, Mr. Mikkungwak from Baker Lake, is the Speaker, if he is watching. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would like to move onto my next line of questioning and it is in relation to paragraph 94, and specifically the college's response. In the college's response, the first sentence states that "During the 2018–2019 academic year, the Nunavut Arctic College moved up the schedule of community assessments, which are reports annually collected by College staff in communities…" I was wondering if the college would be able to provide a little bit more detail about what exactly it means by "moving up the schedule of community assessments". Thank you, Mr. Chairman.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman. (interpretation ends) In some of the assessments, when we are considering them to try and drive some programming change, if a need is arising from a community, or if we suspect numbers are starting to shrink in the community for whatever reason, we'd like to try and get to the root cause of some of those. Sometimes that may be one of the reasons that an

ᐃᒪᒃᑲ ᓇᓂᔭᕋᓕᕐᒍᑕᒃ ᐊᖅᑯᑎᖏᖕᖔᓂᒃ ᐅᖅᑲᓕᒫᕐᓇᖅᑲᕐᓯᓂᖅᒍᒃ ᐊᑐᖅᑳᐅᕐᔭᓂᒃ ᐱᓇᐅᕐᖅᑲᑎᓂᖅ�➤ᒋ ᐅᓄᖅᔭᕐᕕᐊᖊᑐᒃ ᑕᒥᓇ ᐊᕐᕌᒍᒥ ᐅᖅᑲᓕᒫᕐᓇᓂᖅᒍᒃ. ᖅᑯᕐᓇᒦᒃ, ᐃᑉᔭᕙᐅᑐᖅᑲ.

ᐃᑉᔭᕙᐅᑐᖅ: ᐧᑮᓇ, ᐅᖅᑲᖅᑎᑎᒍᔾᐅᖅᕐᓇᒫ ᖅᑲᐅᖐᓂᕐᐊᖅᑲᑉᖐ. ᐊᖅᒐᓕᒃ ᖅᑲᐧᓱᑦᐊᖅᒦᐧᐅᐧᐅᑉᐧᐸ ᒪᓕᒃ ᓕᕐ ᓕᖅᑲᔾᐸᖅᑰᓕᐧᑦᓗᑦ, ᒦᒃ ᒦᕐᐧᔭᐊᖅᑰᑦ ᑕᐅᑐᔭᐧ ᐸᖅᐧᓵᕐᓂᐸᐧᖅᑲᑦ. ᒦᒃ ᓚᐃᖅᑎᔂᑦ.

ᓚᐃᖅᑎᔂᑦ (ᑐᑭᐧᐧᑐᒍᒃ): ᖅᑯᕐᓇᒦᒃ, ᐃᑉᔭᕙᐅᑐᖅᑲ. ᑲᔾᒪᓕᔭᕐᓗ ᐊᐸᖅᑯᑎᖅᓂᖅᒍᒃ ᑖᒃᑲ ᑎᑎᖅᑲᕐᔭᓕᔂᑦ 94-ᓗᒃ ᑐᖅᑲᐧᓕᔂᑦ ᑖᒃᑲ ᐃᒃᔂᖅᑐᖂᖑᖅᑯᒃ ᑭᐅᕐᐧᑎᓂᖅᐧᑎ. ᑖᕐᕛᓂ ᐃᒃᔂᖅᑐᖂᖅᒪᒦᒃ ᑭᐅᕐᔂᑦᖅᓐᖅᑎᑦ ᑖᒃᑲ ᐅᖅᑲᖅᔭᓕᖅᑎᒃ ᐱᖅᑐᖂᖅᑐᖅᒪᑦᓂᖅ 2018–2019 ᐃᓇᐧᐊᖅᒪᐅᖅᑲᑦ ᐊᕐᕛᐊᐧᖅᔾᑕ ᔂᑭᑐᖅᑰᖆᔾᒦ ᑖᖅᑦᐊ ᓇᐅᓕᖅ ᖅᑲᐅᖐᖅᑯᑰᖅᒪᐧᒦᖅ ᑖᖅᑦᐊ ᐊᕐᕛᒐᒥᖅᑭᖅᐧᓗ ᑐᖅᐧᖅᒦᖅᐧᖅ ᐊᐧᐊᐅᖅᐧᔂᑎᖅ ᔂᑭᑐᖅᑰᖆᔾᒦᐧᓗ ᐃᖅᖅᒪᐃᖅᒦᖆᖐᖅ ᐧᖅᒪᖅᑰ. ᔂᑭᑐᖅᑰᖆᐸᖅᐧᐃ ᐊᑐᐂᐂᐅᑎᐂᖅᑯᑦ ᐧᑖᖆᐃᖅᔂᑎᖆᐧᔂᑦᓂᖅ ᖅᖐᖆ ᑐᖅᑰᖅᒪᔂᑎᖅᐧ ᑖᖅᑦᐊ ᖅᑲᐧᐨᑐᖅᐧᐧᖐᐧᖅ ᔾᐅᖅᖆᐊᖅᐧᑎᑐᐧᐨᖅᑰᐧᖐᐧᖅ? ᖅᑯᕐᓇᒦᒃ, ᐃᑉᔭᕙᐅᑐᖅᑲ.

ᐃᑉᔭᕙᐅᑐᖅ: ᖅᑯᕐᓇᒦᒃ. ᒦᒃ ᔂᐧᐧᖆᑦ.

ᔂᐧᐧᖆᑦ (ᑐᑭᐧᐧᑐᒍᒃ): ᖅᑯᕐᓇᒦᒃ, ᐃᑉᔭᕙᐅᑐᖅᑲ. ᐃᓇᕐᖐᒦᒃ ᖅᑲᐅᖐᖅᓇᕐᐅᖅᑯ ᐃᔂᒪᖅᔂᐧᔂᐧᖐᖅᐸᑎᖆᕐᖆᖂᖅᑑᔂᖅ ᑖᒫᑦᐧᐧ ᐃᓇᐧᐊᖅᖐᖅ ᐊᔾᕐᖅᐅᖅᐲᖆᐧᐊᖅᐧᖐᐧᐅᖅ. ᑖᐃᓕ ᐧᐃᖅᐧᐊᐧᐅᖆ ᖆᖅᐸᖅᐧᑐᖅᐧᐸᐧᐧᐨᐧᐃᐧᑐᖐ ᐧᖆᖅᒫᖂᖅᖐᖅᖂ ᐊᐧᐧᐧ ᐧᖆᑐᐧᐅᖆᑐᑐᖅ ᐲᖅᐧᑎᐧᐧᐅᖅᐧᐧᖐ. ᑖᖅᑦᐊ ᐃᖆᐧᐧ ᐧᐨᖆᑐᐧᐨᐧᐧᐊᖐᐧᔂᖅᐧᖆ ᖅᑲᐅᖐᖅᑐᖅ ᔾᐅᖆᐧᐊᖅᐧᑎᐧᐅᖅᐧᖆ ᐃᒪᒃᑲ ᔾᐅᐨᐧᐅᖆᑦᐧᐧᖂᖅ ᑭᖂᖅᐧᔂᑦ.

assessment could be moved up to try to hedge ahead of something.

Nursing and teaching were kind of two areas we are keeping a close eye on as numbers either suddenly increase or suddenly decrease. We are also trying to ensure that there is good support for other programs. We are not just hyper-focusing on one area or one program. We are trying to ensure that all options are available to community members and potential learners. (interpretation) Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I would like to follow up on that. In the second paragraph of the college's response, it indicates that the college also recognizes a need for more quantitative information to play a role in determining the program deliveries. I would like to ask if the college would be able to elaborate a bit more on that as well. Thank you, Mr. Chairman.

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

Mr. Suvega: Thank you, Mr. Chairman. For the student information system, as we are assessing it to see the effectiveness of how well it is working and how well it is not, we are finding that the systems or the different programs did not really do well at talking to each other so we had different parts of the college that had different bits of information that couldn't really be collected well or all at one time, in a short amount of time. The issue of data collection and data management in a timely and efficient manner is something we zeroed in on right away.

We are also asking some of our partners, like Memorial University, to examine some of

ᐋᓂᓴᐊᎠᐅᖅᏴᑎᐅᓂᒥ ᐃᓕᖚᐃᔭᖅᖂᑕᕐᓂᒥ ᑕᐃᒃᑯᐊᒍ ᑕᑦᖄᖏᑦᏴᐊᕐᔮᖃᑕᏴᑐᎫ ᐊᖅᐅᏢᖕᏸ ᐅᓄᖅᏚᓕᐊᖔᒻᓈᖅ<ᑕᔪᖕᓈᖔᒻᓈᖅ ᐃᓕᖚᖕᓕᓐᐊᖔᒻᓈᖅ<ᑕᔪᖕᓈᖔᒻᓈᖅ ᐃᒪᐃᓕᐅᐅᏻᑦᖅᏴᑕᖅᏴᓂᖅᐦ ᐃᖅᔅᑎᏸᐱ ᐊᕐᖕᓐᖑᒍ ᐃᓐᖚᓂ ᐊᑕᐅᐳᑐᐊᔅᒍᒥᖕ ᑕᐅᒍᕿᖃᖕᓕᖏᒍᒍ ᐃᓐᖚᓂᐊᏖᐱᒻᒍᖕᓈᖕᐦ ᐊᑕᐅᏸᐊᖕᑎᒍᖕᖅ ᑕᐅᒍᕿᖅᒍᒍ ᖄᓅᕉᖕᖅᐃᑦ ᐊᒍᐊᖃᐅᐳᔅ ᓄᓄᖃᖕᓂ ᐃᓐᖚᓂᐊᖅᖂᑎᐅᔭᖃᖕᏴᒍᓄᖅ. ᖅᐳᖕᓇᖕᖏᖅ, ᐃᖅᔅᐅᐳᏖᖕᖅ.

ᐃᖅᔅᐅᐳᑕᖕᖅ: ᖅᐳᖕᓇᖕᖏᖅ. ᒥᖕ ᓚᐃᖅᑦᔶᖕ.

ᓚᐃᖅᑦᔶᖕ (ᑐᖄᐱᑎᒍ): ᖅᐳᖕᓇᖕᖏᖅ, ᐃᖅᔅᐅᐳᏖᖕᖅ. ᐊᖕᒥᒐᖕᖚ ᑕᖅᐪᓂ ᑐᖄᐊᓂ ᑎᏢᒐᖕᏸᒪᒃᒪ ᏸᓚᏴᖅᖂᒐᖕᐊᖅ ᖃᐅᔭᑎᖕᓂᒐ ᐃᓕᖕᖅᏸᏸᒪᒻᒪᏖᒍᔶᖕ ᏸᓚᏴᖅᏸ ᐊᖅᐅᏢᏢᒍᖅ ᖃᑕᐳᒥᖕᒐᑎ ᑕᒪᖃᑐᖕᖙ ᐃᓐᖚᓂᐊᖅᖏᖕᐃᑦᖏᒐᖕᖅ. ᐊᏰᏢᐊᖄᖕᖙ, ᏸᓚᏴᖅᖄᖕᖅ ᐅᓂᖃᓚᐊᖃᖕᓂᖅᔭᖃᕐᖅᏴᐦᐱ ᑕᒪᒐᖕ ᒥᖕᖏᒍᖕ? ᖅᐳᖕᓇᖕᖏᖅ, ᐃᖅᔅᐅᐳᏖᖕᖅ.

ᐃᖅᔅᐅᐳᑕᖕᖅ: ᖅᐳᖕᓇᖕᖏᖅ. ᒥᖕ ᓯᐊᓚᖕᖅ.

ᓯᐊᓚᖕᖅ (ᑐᖄᐱᑎᒍᑦ): ᖅᐳᖕᓇᖕᖏᖅ, ᐃᖅᔅᐅᐳᏖᖕᖅ. ᐊᖅᑯᓄᖕᓕᓚ ᐃᓐᖚᓂᐊᖅᏎᐱᑦ ᖃᐅᔭᖕᖅ<ᑦᓚᐊᏖᖕᓚᓂ ᐊᒍᑐᖄᖃᑎᐊᖅᓂᖕᖙᓚ ᖃᓄᖏᓚ ᐱᓴᓂᑎᐊᕐᔭᐊᕿᓛᖕᒐᏖ ᐊᖕᖅᔪᖕᖅᐦᑦ ᖃᐅᔭᖅᖄᏖᐱᐊᒍᔪᖏ. ᐊᖅᑯᐊᒍ ᐃᓐᖚᓂᐊᖅᏎᑦ ᐃᓐᖕᐱᑦ ᑲᏸᏸᏴᐊᖕᖙᐊᒐᐅᏴᖕᒪᐪᑦ. ᑐᖄᐳᓚᖅᑕᐳᏴᓂᖕᑕ ᑕᒪᓚ ᏸᓚᏴᖅᖄᖕᏔᒻᒐ ᐅᖅᐨ ᖃᐅᔭᓚᏸᖅᐳᓚᐦ ᓄᐊᑕᐳᖕᐊᔪᖕᖅᐸᖕᖙᑐᓚᑐᐊᖕᐦ ᐊᑕᐳᏰᐊᖕᑐᖕᐱᑦ ᖅᐸᓛᖅᑕᐳᓂᖅᖂᒐᑦᑐ. Ꮲᖅᐊᖕᑕ ᓄᐊᑎᖅᖄᑦᑐᐊᖕᐱᐱ ᑲᒪᖕᒐᖕᖃᖕᓂᖕᑐ ᐦᖅᐊᖕ ᑕᖃᐳᑎᓚᑕᐳᏴᑎᒍ.

ᐊᏰᖅᏸ<ᖃᐳᐊᒻᖃᔪᐦ ᓯᖅᔭ ᒻᔪᐊᖚᐳᒻ ᏸᓚᏴᖅᖄᖕᏴᖅᐊᖕᑕᑦ ᖅᐱᒻᏸᐊᖂᒐᐳᓄᖕᑦ

ᐊᑐᑎᐊᖕᖙᖃᖕᖄᏸᐅᖅᖃᖅᖅᏴᓚᐊᖕᖙᖕ ᖃᓄᖅᐦ ᑲᒪᖕᓯᐳᖕᖙᖕᖏᖚᖕᖙᖕᖙᑦ. ᑕᖄᖅ ᐃᓐᖚᓂᐊᖅᏎᑦ ᒻᖕᖚᐱᑦ

their best practices on how to deal with data-management, student information systems, costs, support, and not just support for the staff, but also support for things like the faculty that may need to feed in information on program information, and at the same time, try to ensure that the data being capture is being captured accurately. You might have a temporary student entering a six month program, and another student entering a four-year program and they might be recorded the same way. Those are the sorts of things we are trying to improve going forward.

We look forward to seeing what improvements can be made in the short term, and at the same time, given some of the technical challenges and some of them might be monetary depending on what we find in conjunction with our work with Community and Government Services, maybe even other departments, on how our data and information might feed into other parts of government programs and services. (interpretation) Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I would like to move on to my next line of questioning, and my next questions will be for the Office of the Auditor General.

As being indicated, Family Service offers two types of funding available to post-secondary students; one being FANS, and the other being ALTS. I was curious: do other jurisdictions across Canada have two different types of streams of funding for students? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Office of the Auditor General, Ms. Scott.

Ms. Scott: Thank you very much, Mr.

ᖃᐅᔨᒪᔾᔪᑎᐅᔪᑦ ᑭᓇᐅᔭᕐᖁᑐᕐᓂᖕ ᐃᑲᔪᖅᓯᐊᑐᑖᖳᖕᑦᑕᒥ ᐃᖅᑲᓇᐃᔭᕐᖁᖕ ᐃᑲᔪᖅᓯᐊᓂᒡᑦᑕᐅᖅ ᐊᒻᒪ ᐅᓗᓂᖕ ᐃᓕᓴᐃᔭᓂᑦ ᑕᐃᒫ ᖃᐅᔨᒪᔾᕗᖅᑲᕆᐊᒡᑦᑦ ᐃᓕᓐᓂᐊᖅᐱᑦᖤᐌ ᒥᒃᓂᑦ ᐊᒻᒪᓗ ᐊᑕᐅᑦᑭᒡᑦ ᐃᓗᐃᓕᖅᑐᖁᓕᑐᑐᑦ ᑳᖅᑕ ᓄᐊᑦᑕᐅᔾᔭᓕᒃᓕᒪᖕᖃᐅᖁᓕᖅᓕᖕ ᖃᓄᐅᑎᖅᒥᐊᖅᑕᐅᖁᕚᖕᑦ ᑕᐅᖁᓂᑦ 6-ᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓐᑎᒃᑐᐃᕚᓂᒡᑦ ᐊᒻᒪᓗ ᐊᕈᔪᓂᑦ ᑎᔭᒪᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᑦ ᐊᕐᖯᕐᖃᖅᑎᑦᑕᐅᐃᖤᒡᑦ ᑕᒪᑦᑕᐃ ᐱᑖᖃᓂᑦᑎᕚᑐᑦ ᖡᒧᓴᐌᖩᑖᐊᑦᐅ.

ᓂᖅᐅᑎᑎᕐᖁᔮᖕ ᓇᐅᑫᑦ ᐱᑖᐃᓯᐊᖅᑎᑦᑎᖤᓂᖅᓂᖤ ᖃᐆᓕᖢᒪᖤᑦ ᐊᒻᒪᓗ ᐊᑕᐅᑦᑭᒡᑦ. ᑕᒡᑦᑦᑭᐊ ᐃᖃᒃᑕᐅᖃᑦ ᖃᐅᔨᑦᔾᑐᒉᖳᐊᖁᓐᖃᖅᔮᖤᖳᓄ ᖃᐅᖯᔮᑕᕐᐊᖢᕴᑦ ᐊᑐᖤᑦᑐ ᑐᑖᖤᒐᑦᑎᖤ. ᓄᐊᑦᑭᓂᑦ ᓂᖅᐅᒡᑦᑭᒋᓂᖤ ᐱᓯᑎᑖᖤᑐᖧᓂ ᐊᔾᖃᕆᓂᖤᖳ ᐱᓐᓇᓐᐅᖤᓂᑦ ᖡᒧᕚ ᖡᖀᐅᓂᖃᖅᑐᑦ ᖃᐅᔨᒪᔾᔮᑐᖤᖤᖳ ᐊᔾᖃᕆᓂᑦ ᓇᔮᒡᑦᑭᑦ ᐊᑐᐃᖡᐅᐅᑎᑦᖃᕆᓂᖤᑦ ᐊᑐᑖᖡᓯᐃᖤᕚᑐᑦ. ᖡᖅᖲᖡᖴ, ᐃᑲᔾᐊᐅᐃᖤᖳ.

ᐃᑲᔾᐊᐅᐃᖤᖳ: ᖡᖅᖲᖡᖴ. ᒥᑦᑕ ᓚᐃᑦᔮᖔ.

ᓚᐃᑦᔮᖔ (ᑐᒃᓯᖕᓇᐅᔫᖔᑦ): ᖡᖅᖲᖡᖴ, ᐃᑲᔾᐊᐅᐃᖤᖴ. ᐊᔾᐊᓂᖤᖴ ᐊᓴᖅᑯᓚᒋ ᖒᖡᕚᒆᒪᒪ ᐊᒻᒪ ᐊᓴᖅᑯᖡᖃ ᑕᐃᒫᖃᖤᖣᖤᔾᐅᐅᖤᑐᖄᓂᑦ ᐊᓯᓂᓐᐊᑖᖤᓕ.

ᓇᖡᖔᐃᖃᑐᐅᑦᖃᑦᑦᖃᕚᒪᕚᖳ ᐃᖕᓯᑯᑐᒃᓐᖔᓂᑦ ᒪᖍᖢᔾᖤ ᐊᕐᖾᕐᖃᕐᑐᖤ ᖡᖔᐅᔭᖤᖣᖤ ᐊᑐᐃᖃᖅᐃᒪᓐᖳ ᖏᑖᑐᖤᔾᖃᒡᑖᖤᑐᐅᕚᑐᑦ ᑕᖤᖡ FANS–ᒝᑦᖤᖢ ᐊᒻᒪᓗ ALT. ᐊᔾᖾᖔᖔᑖᖁᖤᕚ ᑲᖡᑕᒥ ᓂᖝᐊᖅᑕᐅᔾᔭᒐᐅᕚᖤ? ᒪᖍᖤᖤᑖᐅᖤᕚ ᑕᐃᒦᖤ ᖡᖔᐅᔭᑮᓯ ᐊᑐᐃᖃᖅᖃᕐᖃᖔᖀᑖ ᐃᓕᓐᓂᐊᖅᑎᓂᑦ ᒪᖍᑖᖔᖤᖢᕚᓂᖤ? ᖡᖅᖲᖡᖴ, ᐃᑲᔾᐊᐅᐃᖤᖳᖴ.

ᐃᑲᔾᐊᐅᐃᖤᖳ: ᖡᖅᖲᖡᖴ. ᒥᑦ ᓯᖣᑦ.

ᓯᖣᑦ (ᑐᒃᓯᖕᓇᐅᔫᑦ): ᖡᖅᖲᖡᖤᕐᖢᑦ.

ᐱᑖᖔᖡᖝᖃᑎᑦᑯᖤᖢᑕᖢᔾᖖᖓᓂ ᐊᔾᖢᖤᖤᖢ ᖡᒧᖤᖲᐊᖅᖤᒪᖤᕿᖤ ᐊᔾᖢᖤᖤᓂ ᓂᖝᐊᖅᑖᐅᔾᖤᒪᓐᖳᖤ

Chairman. We did some benchmarking. We were looking at other jurisdictions and financial supports. I don't think we directly asked the question, "How many programs were offered in each jurisdiction?" I think it is fair to say that most jurisdictions have a program that is very targeted to supporting students and learners who wish to enter into post-secondary education.

I think there are also a series of labour market agreements between the various jurisdictions and the federal government that allow for funding for other programs, and I think that the Department of Family Services would be more equipped to answer that question.

Whether there are other types of supports; I think there are a variety. I actually recently, in preparation for this hearing, was looking at some other kinds of supports and are there programs that specifically support individuals, assist them with living expenses for example, if they wish to take adult basic upgrading. It's not employment related but that would be leading them to or furthering their ability to take other education. I did discover that there are a couple of jurisdictions, including Alberta and Saskatchewan, for example, that have a variant, I think, of what is offered in Nunavut.

I did not do an exhaustive jurisdictional scan of all of those programs and how many variants there are, but again, I think Family Services likely is… and I think that Mr. Clift actually referred to a jurisdictional scan, if I'm not mistaken. Please correct me if I'm wrong, Mr. Clift. Alright, thank you very much, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I'll give Family Services a chance to respond on that topic.

ᐃᓕᓐᖑ ᑕᖅᑭᖅᓯᖅᓴᐅᑎᖓᑦ. ᑕᐱᒪ ᐊᐱᖅᓱᕈᓐᓇᑎᐊᖅᑐᒐᑦᑐᔪᖅᕿᑎ ᐃᓇᖑᐊᕐᔪᖕᓯᖅᑎᑦᐅᐱᒪᖕᐅᑕ ᐃᓇᒃᑯᑦ. ᐊᑕᖅᑎᐱᒧᑎᑦᖃᐃ ᒪᑯᐊ ᐃᓇᖑᐊᕐᔪᖕᑯᐅᔪᐱᔭᐅᐱᕇ ᐱᑎᓂᕐᔪᑎᖅᑐᑦᐅᑎᐱᕇ ᐃᑯᔾᖅᒧᑎᖕᓯᖕᓯᖅ ᐃᓇᖑᐊᖕᑎᖕ ᐃᓇᖑᐊᑯᖕᓯᕆᑎᑦᔪᑦ.

ᐃᖃᓇᐃᖅᓵᖕᑎᓐ ᑲᑐᕐᖅᕿᑎᓇᕆ ᐊᖕᑎᑲᑎᐱᖃᔾᖅᓴᒥᕇᕆ ᓴᐯᒃᑦᖅᑯᑯ ᐆᐅᓴᖕᐁᕝᐅᓇᐱᐅᑎᕆᓂᕇ ᐊᕈᖕᓇᓄ ᐃᓇᖑᐊᕿᑎᖕᓄ. ᐁᑯᑕᑭᐅᕆᖅ ᐃᓄᑕᓄᖕᑯ ᕿᐅᔾᖃᓇᓂᖅᑕᐅᕕᖕᑎᐱᔪᑎᐱᑦᕇ ᑕᖕᓯᒪᒥ.

ᐊᕈᖕᒧᑦ ᐃᑯᔾᖕᒧᑲᖅᒪᖅᐱᕇᖕ ᐱᑎᖕᒪᖕᐁᖕᐁᑐᔪᖅᒣᐅᓴᖕ ᐊᕈᔅᕿᐅᖕᑎᑐᓄᖅ. ᐆᕐᓴᒪ ᐊᑐᐆᒧᐱᕿᖅᓴᖅᑐᐃᓄᖅᖕ ᖒᐁᑕᖕᖕᓂᖕ ᐃᓯᒪᑎᑕᖅᑯᐅᕿᖕᒧᑦᐊᖕᓇᖕᓯᖕᖕᐱᐱᑯᐱ ᖕᓯᖕᑕᖕ ᐃᑯᔾᖅᒧᑎᖕᓯᐁᖕ ᕿᑯᑎᑐᖕᐊᖕᐁᓂᖕ ᐊᖅᒧᑎᖕᓯᖕᐱᕇᖕᓂᖕᒧᔫᖕᖅ ᕿᕿᒧᖕᐁᕆᕗᕇᔅᖕ. ᒪᑯᐱᖕᓯᖕᐆᔾᕇᖅ. ᐊᖑᐱᕇ ᐃᓇᖑᐊᖕᑎᖅᑐᐱᖕᐁᖕᓴᖕᖅᑯᑕ ᖅᑯᓇᖅᐱᒧᐱᐱᕇᖕᑐᑕ ᐊᖕᕿᓴᖕᖕᐁᖕᖕᑐᐁᖕᓂᖕ ᐃᖃᓇᐃᖕᑎᐁᖕᑐᒻᖕᐱᐁᑕ ᖅᕝᕿᖕᐊᖕᖅᕗᖕᑐᖕᖕ ᐃᖅᑯᐱᖅ ᕆᖕᓯᖕᐱᑕᐱᑕ ᖅᑕᓯᖕᖕᐱᐱᕇᖕᐊᖅ ᐊᕈᖅᖕ ᐃᓇᖑᐊᖅᖕᐁᓂᖅᑐᖕ. ᓘᔅᖒ ᑕᐱᒪ ᓴᖅᒥᐱᕗᔫᐱᖕ ᐃᐱᑐᖕᔾᑭᑯᑕ ᕉᖅᑯᑕᖅᒥ ᓇᐱᕆ ᕿᕿᖅᖃᖕᑎᐱᑕᕆᒥ ᐊᖕᒣᖕᑐᖕᓂᖕ ᐱᓐᑕ.

ᐱᕿᐱᖕ ᖅᑯᐱᖕᐁᖅᑕᐅᒣᐱᑕᖅᓂᖕᓴᖅᑐᐁᖕᒻᕿ ᓴᐯᖅᑯᐅᐱᕇᑎᖕᕇᑦ ᖅᑯᐱᕇᖕ ᐊᑐᐁᖕᑕᖕᓂᖕᐁᑯᖕᑕ ᖅᑯᐱᕇᖕᑐ ᐊᕆᖅᖕᖕᖕᖕᐅᒻᕿᑕ. ᐃᓇᖕᑎᖕᖕᑯᐅᖕᐱᐱᐆ ᒪᑯᖕᑕᖕᖕᐱᕇ ᖅᑯᐅᐱᑕᖕᓯᖕᐱᐆᕇᖕᐁᓂᖕᑦ. ᒣᖕᑕ ᕿᖒᖕᓂᖕ ᐆᖅᐅᖕᓯᓇᓂᖕᖅᖕᐱᐆᕆᖕᒪᖕᐱᖕᑯ ᓴᐯᖅᑯᐅᐱᕇᖕᐊᕆᖅᖅᓯᖕᓂᖕᒥ ᑕᑯᕿᐱᐱᐅᖅᖕᔾᕆᖅᖕᓂᖕᒥᑕ ᐃᐱᑯᖕᓴᖕᓇᓇᖕᖕ ᐸᖕᑐᖕᐱᕇᖕᖕᐱ. ᖅᑯᔾᖕᐱᒣᖕ, ᐃᖕᔾᐁᐅᑕᖅᖕ.

ᐃᖕᔾᐁᐅᑕᖅᖕ: ᖅᑯᔾᖕᐱᒣᖕ. ᐃᖃᓇᐃᖅᓵᖕᑯᑦ ᕿᐅᔾᖃᓇᖅᖕᑲᐱᐱᖕᓴᖕᓂᖕᐊᖅᕇᐱᑕ ᑕᖕᓯᒪᒥ. ᓇᓇᐱ ᕿᐅᖕᔾᕇᐅᖅ? ᒣᖕᑕ ᕿᑎᐅᕝᑕ.

Which representative would like to respond? Mr. Clift.

Mr. Clift: *Ma'na*, Mr. Chairman. In general, broadly speaking, there are different pots of money. Quebec may be the outlier on this one, but with respect to all the other Canadian jurisdictions there is a funding program for post-secondary education, and that is given in part by requirements from the federal government for funding it provides for student financial assistance. What has happened is the provinces build on top of that, and for the original Canada Student Loans Program, it was very clearly for post-secondary education, and so that is how that developed.

It is also the case for us because although we are not part of the Canada Student Loans Program, we do receive funding from the federal government to operate FANS and part of the criteria is that money is for post-secondary education.

Every jurisdiction in Canada, again Quebec being the outlier, also receives money from the federal government for labour market programs of one type or another. It is up to the jurisdictions, just as in our case, about the best way to spend that money. In general, other jurisdictions tend to have multiple programs targeting specific types of learners or industries. What we've been trying to do is move towards a general program. That is why we have ALTS. So rather than say we're only going to provide funding for someone to study in this field, basically anything that leads to employment, we'll fund through ALTS.

With the possible exception of Quebec and NWT, the other jurisdictions tend to not have that flexibility. They tend to be much more targeted in light of what the political priorities would be of the government of the

ᑭᓚᐧᑦ (ᑐᓵᔭᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓇᒻᒥᓂᖁ<ᒋᑦ ᐊᔾᔨᒌᖖᒋᑦᑐᓂᒃ ᑮᓇᐅᔭᖃᖅᑕᐅᖅᐳᓕᑦ ᒃᐊᐃᑉ ᑖᐃᒃᑯᐊ ᐊᔾᔨᒋᔭᐅᕐᓚᐃᓐᓐᓇᖅᑐᓗᓗᐊᑦ ᐊᔾᔭᑦᑕ ᑲᓇᑕᒥ ᐊᖏᑦᖅᔭᒡᓚᔪᓂᒃ ᓂᑑᖅᑕᐅᓲᒃᒪᐅᔭᓂᒃ ᓴᒐᓚᖃᖃᐳᔭᓂᒃ ᒃᐊᐅᔭᖃᖅᑎᑦᑎᖃᖅᒃᑕᖅᒃᑐᐃᑦ ᔾᓚᑦᑐᖅᒃᔾᖖᐊᑕᐊᖃᐱᖖᖕᓂᖅ. ᖃᖅᑳᑕᐅᑕ ᖅᑭᔭᓚᔭᐃᑦ ᓴᒃᓚᑐᖃᖅᒃᑯᖖᓄᖃ ᐊᑐᐃᓇᕿᐊᖅᖃᑕᖅᒃᑎᒃᑐᐹᔪᖅᓚᒃᒃᓄᖃ ᔾᓚᑦᑐᖅᒃᔾᖖᐊᑦᐊᓯᐊᖅᑑᓄᖃ ᐊᒻᒪᓗ ᑲᓇᑕᐹ ᐊᖃᑐᖅᒃᔾᓚᔭᖖᓇᓄᖃ ᐃᓚᕿᐊᖅᑕᐅᖃᖅᒃᑎᒃᔾᓚᑦᑕᖅᒃᑯᖃᖃ ᔾᓚᑦᑐᖅᒃᔾᖖᐊᓗᖃ ᑐᖅᑐᓇᓗᐊᓗᒃ ᒃᐊᐅᔭᖃ ᐊᓄᐊᓇᐃᖅᑕᐅᔾᓚᖃᑕᓂᖃᔾᖃ.

ᐅᐧᒃᔾᖃ ᐃᓚᕿᐊᖅᒃᑕᐊᖖᖕᖖᑲᓗᐊᖅᒃᑐᔾ ᑲᓇᑕᒥ ᐊᑐᖃᖅᑐᐊᖅᒃᖕᓄᑯᖅᖃᖅᑎᑑᑎᔾᓚᖖᓄᓄᖃ ᓴᒃᓚᑐᖅᒃᔾᖖᐊᖕᓄᓂ ᒃᐊᐅᔭᖃᖅᒃᑦᒃ<ᒃᖃᖃ FANS−ᑕᓂᖅᔾᑎᖅᓄᖖᓂᖖᓂᖃᒃ ᐃᓚᕿᐊᖖᓄᓄᖃ ᑐᖅᑐᓚᕿᖃᒃ ᒃᐊᐅᔭᖃᑕᓂᖅᔾᑎᖅᓄᖖᓂᖃ.

ᑲᓇᑕᒥ ᓴᒃᓚᖃᖃᒃᑲᓚᑕᑑ<ᒍᒃ ᒃᐊᐃᒃᑐᖖᔾᑐᖖᓂᖅᑐᖃᒃᒍᓐ ᐱᖃᖃᒃᑕᖖᑐᖖᓄᒃ ᒃᐊᐅᔭᖖᓂᖖᓄᒃ ᓴᒃᓚᑐᖅᒃᔾᖖᐊᖖᓂ ᐃᖃᖃᐃᓚᔾᓄᐊᖖᖕᓂᖅᒃᑲᓐᑎᖃᒃᖕᓄᑐᖖᓄᖅᒃᑎᖅᒃᒍᖃᒃᑎᖃᔾᖃᖖᓄᖅᒃ ᐊᒃᒃᖃᒃᑕᐃᓚᖅᖕᓄᖅᒃ ᑖᒃᒃᑯᐊᒃ ᓴᒃᓚᖅᒃᖃᐅᔭ<ᔾᖃᒃᖃ ᐊᔾᒪᖃᖅ<ᔾᖃᖃ ᖃᒃᓄᖅ ᒃᐊᐅᔭᖃᒃᒃᖕᒃᖕᓄᖅᒃ ᐊᑐᖖᓄᐊᖅᒃᖃᐅᔾᖃᖖᓄᖖᒃᖕᖕᓂᖅᒃᖕᖕᒃ. ᐊᔾᔾᖖᓄᖅ ᓴᒃᓚᖅᒃᖃᐅᔾᖃᖅᒃ ᐊᑐᐅᔾᔾᐊᖖᓄᖅᒃᑑᒃᒃᖃ ᐊᑐᐃᓇᖅᔾᖖᒃᖃᒃᒍᒃᑯᖃᒃᖅ ᐊᔾᔨᖖᖕᓄᖖᓂᖖᖕᒃᖕᓄᖖᓄᖃ ᖕᓄᐊᖕᔾᖕᓄᖅᒃ ᐃᖃᖃᐃᓚᖕᕿᖃᒃᖅ<ᔾᖃᖃ. ᑖᐃᒻᒃ ᑕᖅᖃ ᐃᖃᖃᖖᓄᖃ ᑐᖖᓄᖃᖅᖃ ᒃᐊᐅᔭ<ᔾᖃᖖᓄᖃ ᐃᖃᕿᖅᔾᑎᖅᖖᖃᖅᖃᖅᑐᖖᒃᖕᓄᖃᒃ. ᖃᖃᖅᒃᑐᖃᖅᒃᖕᑎᖖᖅ ᐃᖃᖃᖃᖃᐃᖅᔾᖃᖅ ᑐᖅᖀᖖᓄᖖᖃᖃᒃᑲ ᑕᖖᖕᓂᖃᖅ ᒃᐊᐅᔭᖅᒃᖃᖃᑎᖕᒃᖕᖕᓄᖖᓄᖖᓄᖃᖃᖃᒃᑐᖅᒃ.

ᑯᒃᐊᐃᒃ ᐊᔾᔾᖖᓄᖕᒃᖕᓄᖖᓄᖖᒃᖅᑐᖕᒃ ᓄᖃᕿᖃᖖᖕᓄᖃᒃ ᐊᔾᔾᖖᓄᖃ ᓂᑑᖅᒃᑕᖅᒃᖃᔾᖃᐃᖃᖃᖅᔾᑐᖕᓄᖕᒃᖕᓄᖃ ᐃᖃᕿᖅᔾᖅᑐᖖᐊᖕᓐᖕᓄᖃᖃᔾᔾᖕᖕᖕᒃᖖᒃᖖᓄᖃᒃᑎᖃᖃᔾᖃᖖᖕ ᐊᔾᔾᖖᒃᒃᖕ ᐃᖃᖃᖃᖃᐃᖃᖅᔾᖅ ᑐᖅᖀᖖᓄᖖᖕᖕᓄ<ᖕᓄᖖᖕᓄᖃ<ᖕᖕᒃᖖᓄ ᖃᕿᖖᓄᖃ ᒃᐊᐅᔭᖅᒃᖃᖃᑎᖅᖕᓄᖕᒃᖕᒃᖕᒃᖕᖕᒃᑐᖅᒃᖃᖕᒃᖃᒃ ᓴᒃᓚᖕᖕᓂᖖᒃ. ᖁᔭᓐᓇᒦᒃ,

ᐃᒃᓯᕙᐅᑖᖅ.

day. *Ma'na*, Mr. Chairman.

Chairman (interpretation): And I thank you as well. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I only have a few more questions and the last ones are for the Department of Family Services.

I would like to ask a few questions about the Department of Family Services' opening comments, and particularly in the second last sentence, it states that "The Department is committed to strengthening our support for Nunavut students and adult learners and ensuring that a lack of finances does not pose a barrier to post-secondary education."

While in the second paragraph it also states that offering financial assistance is meant to help offset the costs associated with pursuing post-secondary education. I see two conflicting statements here.

Family Services and FANS is intended to ensure that finance is not a barrier, yet FANS only offers partial assistance to offset the costs. So I would like to ask the department to explain those two comments. Thank you, Mr. Chairman.

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

Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) As Robert Clift had mentioned before, we are limited by the legislation in place. With FANS in particular, we recognize that there are areas of funding that could be improved and with hopes through the annual business case process, the funding process; that we'll have some increases. You, yourself, would be particularly interested to know the top two areas are ones that you have mentioned in the

ᐃᐅᐳᕐᕙᐳᑕᖅ (ᑐᓯᒪᓇᒍᑦ): ᖅᑯᔭᓇᒦᑦᑕᐅᖅ. ᒥᑦ ᓚᐃᑦᕐᔫᓐ.

ᓚᐃᑦᕐᔫᓐ (ᑐᓯᒪᓇᒍᑦ): ᖅᑯᔭᓇᒦᑦ, ᐃᐅᐳᕙᐳᒼᖅ. ᐊᑕᐅᓯᐊᖑᕐᒍᑐᒥ ᐊᕓᖅᑯᑎᓪᓴᖅᒋᒪᓪᒋᑕᐅᖅ ᐃᓄᓕᕆᖅᑯᑯᓐᐊᒡᒥᖅ ᑭᔪᑎᑕᐅᑐᒎᑦ.

ᐊᕓᖅᑯᑎᖅᐸᒪᒦᒥᒪ ᐃᓄᓕᕆᖅᑯᑯᒎᓂᖅ ᒫᑐᖅᕐᔪᑎᒎᖅᑲᐸᕐᓐᖁᓂᖅ ᐅᖅᑲᐳᕐᕙᖁᖁᓂᖅ. ᑭᔪᑕᖅᕐᑕᑐᑎᐊᑢ ᐅᖅᑲᐳᕐᕚᔪᑢ ᑎᑎᕋᖅᕐᔭᕙᢨᑢ, ᐃᓄᓕᕆᖅᑯᐸᔪᖅᖅ ᐊᖅᐲᖅᔯᓇᖅᖅᑐᒪ ᓴᖏᕆᖅᑎᑎᕋᖅᖩᑮᒎᓂᖩ ᐃᑲᔪᖅᔮᓇᔸᕙᑖᒥᖅ ᐃᓕᖁᓇᖅᑎᓇ ᐃᒎᖁᓇᕙᑖᒪ ᐃᒎᖁᕐᕰᒪ ᐃᓯᖃᕿᖁᢨ. ᑏᖩᐊ ᑮᖁᑯᖅᕷᖅᔮᓐᖏᒎᔭᖅ ᐊᕐᕙᖅᑕᖃᐅᖃᕷᖁᕿᖩ ᐃᓕᖁᓇᖁᕿᖣᒎ.

ᐊᐃᕷᕷᓐ ᑎᑎᕋᖅᕐᔭᕷᕷᓐ ᐅᖅᑲᖅᕐᔭᑮᖩᓂ ᐊᑐᐊᖁᖅᕷᓂᖅ ᑮᖁᑯᖅᕷᓇ ᐃᑲᔮᔸᐊᖄᓇᕷ ᑐᕷᖅᖅᖣᖅ ᐊᖅᖁᖁᓇᖁᕷᖁᐅᐊᖅᖅᑖᢨ ᕷᖩᑎᑐᖅᑮᕷᖄᓇᐊᖁᕷᖁᖅᖃᢨ ᐃᓇᖅᖁᓇᐊᖁᢨᖁᖅᖣ ᐊᖅᖁᖁᓇᖁᢨᢨ.

ᑏᖩᐊ ᐊᖁᕷᖅᑐᖅᑳᑎᖩᖅᖣᕷᖄᖁᐊᢨ ᐃᓄᓕᕆᖅᑲᖁ FANS−ᖁᑎᖁᢨ ᐃᓇᖅᖁᖅᖁ ᑮᖁᑯᖅᕷᖄᖁᖁᕰᖩᢨ ᕷᖃᐅᖃᖃᖁᐊᖁᑾᖅᖃᑭ ᑮᖁᑯᢨ ᖁᕷᖃᖁᖩᖂᖁᑳᖁᖁᖄᖁᕷᖃᖁᒎᖩᐊᖄᖁᢨᖁᖩᑎ ᐊᖄᖁ ᑦᖄᖁᖄᖁᐊᖁ ᐊᑐᖅᖁᖁᖁᑎᢨᖃᕷᖩᑐᖩᖄ ᐃᓇᐃᖁᖅᖁᓇᖁᖩ ᑮᖁᑯᖅᕷᑐᖁᖁᖁᖩᢨᖁᑳᖁᖃᖁᖁᖩᖄ ᐃᓇᖅᖁᖁᓇᖁᢨᖩᐊᖄ. ᐊᖁᖂᖄᢨᖂᖅᖃᑭᑎ ᐃᓄᓕᖁᖅᖁᑾ, ᑏᖩᐊ ᐅᖁᢨᖃᖩᑐᖩᖁᖁᑎ ᖁᖁᖁᑾᖃᖁᑎᖁᖁᑾᖩᖁᑾᖁᖩ ᕷᖂᖅ ᑖᐃᖃᖃ ᐅᖁᖁᖁᖁᖁᑾᖩᖩᖁᑳᕷ? ᖅᑯᔭᓇᖁᒦᑦ, ᐃᐅᐳᕙᖁᐳᒦᖅ.

ᐃᐅᐳᕷᕙᖁᑕᖅ: ᖅᑯᔭᓇᖁᒦᑦ. ᒥᑦ ᓇᐃᒎ.

ᓇᐃᒎ (ᑐᓯᒪᓇᒍᑦ): ᖅᑯᔭᓇᖁᒦᑦ, ᐃᐅᐳᕙᖁᐳᒦᖅ. ᕷᖏᑢ ᖁᓂᖁᑢ ᐅᖅᑲᖅᖁᑳᖁᒎᑢ ᐊᖁᖅᑳᖁᑎᖁᑳᖁᕷᖁᐊᖁᖃᖩᖣᖁᒎᑮᢨᑢ ᒪᑯᖩᑮᖁᓂᖁ ᖁᖅᖁᖁᖄᖁᐊᖁᖄᢨᖁᖣᖩ. ᑏᖩᐊ ᐃᓇᖅᖁᖁᓇᖁᢨᖩᐊᖁᑎᖁᑾ ᕷᖁᖁᑐᖅᖁᖄᖁᖁᖃᖩᖁᑾ ᐃᓇᖅᖁᖁᓇᖁᢨᖁᑐᖁᑾ ᑮᖁᑯᖅᕷᖁᑎ ᐃᓇᖁᖁᖁᕷᔸᖩᖃᖃᖁᑮ ᑮᖁᑯᖅᕷᖄᖁᖁᑎᖁ ᐊᖁᖅᖁᕷᖄᖅᖁᖁᑾᖣᖄᖩᖂᖃᑯ ᐊᖁᕰᑯᑢᖄᑮᢨ ᖅᒦᖁᖅᕷᖄᑕᖁᢨᖁᖃᖁᑢ ᑮᖁᑯᖅᕷᐊᖁ ᐊᖁᖁᖁᑾᖁᖄᖁᖄᖁᑾᖅᖁᑕᔸᖃᖩᐊᖁᑢ ᐊᖁᖂ ᑐᖩᑳᖁᖂᖁᖅᖁᖄᖃᐃᖁᒦᖁᑎᖁᑾᖁᑳᖁ ᒎᕷᖅᖅ ᑏᖩᐊ ᕷᖁᑎᖁᖁᖄᖃᖁᖣ ᐅᖅᑲᖁᖁᑎᖁᖁᖄᖁᖩᖁᖅᑭ ᐅᖅᑲᖁᖁᑎᖁᖁᖄᖁᑾᖅᖁᑳᖁᕷᖩᖅᖁᑳᖅ ᐃᖁᖁᖁᒎᢨ ᐃᑲᔸᖁᖄᢨ ᐊᖁᖅᖁᕷᖄᖁᑾᢨ ᐃᑲᔸᖁᖄᢨ ᐊᖁᖂᖃᖃᖁᑳᖅ ᐃᓇᖅᖁᖁᓇᖁᐊᖁᑎᖁᖄᖁᖩᖁᐊᖁᑾ ᐅᖅᑳᖃᖁᒦᖃᖅᖂᖁᑎᖁᖄᖁᖩᖁᐊᖁᑾ ᐃᑲᔸᖁᖄᢨ

past. The housing allowance component as well as the tuition fees and books are a major part of where we hope to increase our funding. Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I thank the official for that response and I'm really grateful to hear that because I see ourselves to be in a very unique situation where we have the potential to offer full support to completely cover tuition and books for those wishing to pursue post-secondary education. It's only a matter of the will of the government to do so. Given the statements that the department is looking to work with Inuit organizations and other stakeholders to align programming and objectives, I definitely see this as something that is achievable.

My last question for the Department of Family Services is in relation to the FANS budget. I'm curious: what percentage of the FANS budget is utilized every year? Is the FANS budget used up, is there a surplus, or does it go into a deficit from year to year? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I believe there are reports available, but nothing in a detailed manner. It's just aggregate, so it's a good question. Ms. Niego.

Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) We are almost always very close to it, especially in more recent years, but the director of career development can give a little more, or something closer to the level of detail I think you're asking. (interpretation) Thank you, Mr. Chairman.

ᐃᑲᖅᔪᐅᓇᐊᓴᖕ�})ᑕ ᐊᖕᒥᖕᑎᒥᐊᕐᔪᕐᑕᐅᓂᖕᓄᑦ ὺᓇᐅᔭᕐᓂᖕᓄᖅ. ᖅᑯᔭᖕᓇᖕᒥᖕ, ᐃᑊᕐᐁᐅᑖᖕᖅ.

ᐃᑊᕐᐁᐅᑖᖕᖅ: ᖅᑯᔭᖕᓇᖕᒥᖕ. ᒦᑦ ᓚᐃᓯᑐᖕ.

ᓚᐃᓯᑐᖕ (ᑐᕼᖓᑎᒍᑦ): ᖅᑯᔭᖕᓇᖕᒥᖕ, ᐃᑊᕐᐁᐅᑖᖕᖅ. ᖅᑯᔭᖕᓇᖕᑦᖕᑕᐅᖅ ᑕᐃᒫᖕᖅ ᑭᐅᖕᕿᖕᖓᐊᖕᖕᖕᒡ. ᑕᒫᖕᓇ ᑐᕼᕈᒐᓱᖕᑎᓚᓐᖕᖅᖕᖅ. ᐃᕐᒥᖕᓂᖕ ᒐᕐᐃᐳᖕᖕᑎᖕᒡᒡᑕᐃᓚᐃᖅ ᑕᑕᐊᖕᖅᐳᑕ ᐅᕿᖕᖕᖓᓂ. ᒐᑐᐃᖕᖅᖕᑲᐳᖕᖓᕐᑦ ᖅᑲᓂᖕᒫᖕᖅ ᐃᑊᕐᖕᔾᓂᖕᒐᖕ ᐃᖕᖕᓂᖕᒐᑭᖕᖕᖓᑲᖕᒡᖕᖕᒡᑦ ᐃᖕᖕᓂᖕᒐᑯᖕᖕᓂᕐᒡᒐᑯᖕᒡ ᖅᑯᑎᖕᖕᓂᖕᖕᖓᒥ. ᐱᐅᒐᖕᓂᖕᒥᖅᑕᑦ ᓚᐁᓚᐅᐅᑕᐃᖕᑦ ᓚᐁᖕᒃᑯᑦ ᐱᐅᒐᓂᖕᒃᖕᑲᑦ ᑕᐃᒪᐃᒐᖕᖓᓂᖕᒐᖕᓯᕐᔪᖕᓚᖕᑕ. ᐃᖕᖕᓂᖕᒐᖕᖕᓂᒐᖕᑕ.ᓂᖕᒃᑯᑦ ᐅᖕᖕᖕᒃᖕᒃᑕᖕᒃᖕᑎ ᐃᖕᐁᑦ ᓂᒐᖕᑎᖕᖓᖕᒡᖕᖓ ᐱᖕᖓᖕᒡᖕᒃᓂᖕᖕᖓᑲᕐᒐᖕᖕᖕᑦᖕᒃᑕᖕᑎ ᒐᔾᖕᖕᒡᖕᓂᖕᒐᖕᒡ ᐃᖕᖕᓂᖕᒐᒐᖕᖕᖕᒡᖕᓚᑦ ᑐᖕᒐᐃᑦ ᐅᖕᖕᒐᒐᖕᖕᖓᖕᒡᖕᑎᖕᖓᐅᖕᖕᒐᖕᖓᐃᕐᒐᖕ.ᖓᑎ. ᐱᕼᖕᖕᐅᖕᖕᒃᖕᑦᖕᒃᓚᖕᒐᖕᒡᖕᒡ ᒪᖕᒐ.

ᑭᖕᒡᑦᒐᕐᖕᖕᖕᑖᖕᒐ ᒐᐱᖕᖕᒃᑎᖕᒐᖕᒡ ᐃᖕᐊᖕᓂᒐᖕᓚᖕᒃᖓᖕᓄᖕᒐᖕᒡ, ᐱᖕᖕᐃᖕᖕᖓᖕᒃᖕᖕᐅᒐ ᑖᖕᒐᖕᖕᖕᒃᖕᒐᖕᒡ ᐃᖕᖕᓂᖕᒐᖕᒐᖕᖕᖕᐃᖕᒡ ᖕᑉᐊᐅᖕᖕᒃᖕᒃᖕᖕᖓᖕᒃᖕᒐ ᒐᕐᖕᒐᖕᖕᑖᖕᒃᖕᖕᖕᒃᖕᓂᖕᒡᒡ ᐃᖕᖕᓂᖕᒐᖕᒐᖕᒃᖓ ᖕᑲᖓᑎ %–ᖕᑉᖕᑦ ᑖᖕᒡᖓ ὺᓇᐅᔭᐃᖕᒃ ᒐᑐᖕᒃᖕᑕᐅᖕᖕᖕᒡᖓᖕᒃ ᓄᖕᒃᑕᖕᒃᐅᖕᖕᖕᒃᖕᖕᒃᖕᒃ ᒐᒐᖕᒃᖕᑦᖕᒐᖕᖕᖕᒡᖕᒃᖕᖓᖕᖕᐃᖕᒡ ᐅᖕᖕᖕᖕᓂᖕᐃᖕᒡ ᒐᑐᖕᒡᒐᖕᖕᒡᓄᒐᖕᒃᖕᒃᖕᑕᐅᖕᒃ? ᖅᑯᔭᖕᓇᖕᒥᖕ, ᐃᑊᕐᐁᐅᑖᖕᖅ.

ᐃᑊᕐᐁᐅᑖᖕᖅ: ᖅᑯᔭᖕᓇᖕᒥᖕ. ᐅᓄᖕᑲᖕᖕᑕᑖᖕ ᑕᒪᖕᒐᒪ ᒦᕼᓄᖕᒐ ᐊᖕᓄᐊᐃᖕᒃᑐᖕᒡᐊᖕᖕᒃᖕᒥᒪᖕᑎᖕᖕᓄ ᑕᐃᒐᐃᖕᒃᖕᑉᕐᓚᑐᖕᒐᖕᖕᑐᑦ. ᒦᖕ ᓇᐃᒍ.

ᓇᐃᒍ (ᑐᕼᖓᑎᒍᑦ): ᖅᑯᔭᖕᓇᖕᒥᖕ, ᐃᑊᕐᐁᐅᑖᖕᖅ. ᒐᖕᒃᐸᖕᑐᖕᑲᑎᖕᖕᓚᖕᓂᖕ ᐱᖕᒪᒐᖕᒐᖕᖕᒃᖕᑕᐅᖕᑐᒐᖕ ᖕᑲᖕᒡᒪᖕᐸᖕᒡᑎᖕᖕᓂᖕᖕᖕᖕᐅᖕ ᐅᖕᒐᖕᒐ. ᐊᖕᓄᐊᐃᖕᒃᑎᖕᒃᖕᑎᒐᖕᒐᖕᖓᖕᖕᒃᖕᐅᖕᒃᖕᖕᐳᑊᖕᖕᑲᖕᑲᐱᐊᐃᖕᒃ ᐅᐊ ᐱᖕᒡᒐᐃᖕᓄ ᐃᖕᑊᐊᑦ ᒐᖕᐱᖕᒃᖕᒡᖕᑊᖕᖕᓂᖕᒐ. ᖅᑯᔭᖕᓇᖕᒥᖕ, ᐃᑊᕐᐁᐅᑖᖕᖅ.

ᐃᑊᕐᐁᐅᑖᖕᖅ: ᖅᑯᔭᖕᓇᖕᒥᖕ. ᒦᑦ ᑭᓚᖕᕐᑦ.

Chairman (interpretation): Thank you.

Mr. Clift: *Ma'na*, Mr. Chairman. We'll provide the exact numbers for you. I'll get them done up tomorrow and then we'll have them sent over.

This past fiscal year we are about $200,000 under spent. The previous fiscal years I recall we were about $200,000 overspent. The numbers are very close. In fact, that $200,000 we underspent last year, had we funded 10 more students, we would have used it up. So that is certainly something that we have identified in the business case process, is that we are very close to our capacity on the overall budget at this point.

The overall budget is $7 million annually, and that has been the case for several years now. I'll just add that we fund everybody who is eligible. We don't turn anybody as the legislation requires us to fund people who are eligible. We don't turn away anybody, nor do we limit their reimbursement because we run out of budget. If we go over budget, we go cap in hand to FMB and then hope that they will fund it for us in those years that we are over. *Ma'na*, Mr. Speaker… Mr. Chairman.

Chairman (interpretation): That's alright. It's good. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Thanks again for that response. I do appreciate receiving that information. I just have one last request; when you do provide us with that detail, if you would ensure it is broken down in tuition books, travel, living allowance and grants. That is all. Thank you, Mr. Chairman.

Chairman: *Ma'na*. I will give the department a chance to commit to that. Ms. Niego.

ᑭᓚ�－°ᐟ (ᑐᒃᐱᐱᐊᓇᒍ): ᖅᑯᕐᓇᒦᒃ, ᐃ�***ᖓᕐᐊᐅᑦ°ᖅ.
ᐃᔅᐅᑎᒡᑲᒡᑦᐈᓂᒃ ᐱ***ᓂᒎᑕᒍᐊᓕᓇᐊᕐᐊᒡᓗᐊᒡᕾᒎᒡ
ᖅᑲᐅᖕ<<ᒡ ᑕᔩᕿᕐᒃᒃᒪᑲᑎᒎᒡ°ᐊᓄᐟ°ᖅᖅᒃ.

ᒫᓇ ᐊᕐᖅᒍᑲᓱᒪᕐᑞᒦ $230,000–ᓂᖅᖅᒃᐃ ᐊᒥᒡᐊᒎᐟ.
ᐊᕐᖅᒍᒎᑕᐊᑐᕐᐟᒥ $200,000–ᒥ ᐊᒎᐊ***ᐊᐊᓂᕾᒎᑕ.
ᖅᒃᓄᐅᐱᖅᖅᖕ<<ᐊᑐ $200,000 ᐊᕐᖅᒍᓂ ᐊᒎᔭ***ᒎᐊᕻᕾᔭᒡ
ᖅᐱᓕᕐᒃᑲᓂᒃᒎᒃ ᐊᓂᒃᐊᓂᐊᕐᒃᖅ˃ᓂᒃ
ᑭᐊᐅᕻᔭᖅᖅᒃᒃᒎᒃᐊᒃᕾᒡᒃ ᓄᒡᒎᐊᕐ˃ᐊᔩᒎᐊᖅᖅ.
ᑕᖅᐊᓂ ᐊᓄᑯᐊᐃᕻᔭᔪᒡᔭᒃ ᐱ***ᓂᕾᖃᒃ
ᐱᔅᐊᐅᑎᒡᓂᒃ. ᐃᖕᒥᒎᐊᐊᒎᕾᖅᒡ˃***ᑲᑎ<<***ᖅᒎᐈᒡ.

ᑭᐊᐅᕻᑕᒥᕾᒎᓂᒡ $7 ᒦᒡᐊᕾᐊ***ᕾᖅᒃᒪᕻᒎ ᐊᕐᖅᒍᑕᒡᒡᕾᒡᒃ
ᐊᕐᖅᒎᒡᐊᒎᓂᐊ°ᒎᒡ ᑕᐃᒪᐊᒎᕾᐟ°ᖅᒎᒎᒡ.
ᑭᐊᐅᕻᔭᖅᖅᒃᒃᒪᐊᔭ<<ᒡᒎᒃ ᑭᕿᒎᕾᓂᕾᖅᒃ
ᐱᔭ°ᓇᐅᐱᖅᖅᒃᖅᒃᒎᖅᒎ˃ᒃ.
ᐊᓂᕾᒎᐊᓂᒃᖅᖅᒃᒃᒪᕾᓂᒡᒎᒡ ᐱᔭ°ᓇ***ᑎᒎᒡᒎᓂᒃᒃᖅ ᐊᒃᒪ
ᑭᐊᐅᕻᐊᒎ***ᑎᒎᒥ˃ᒡ ᐱᕾ***ᑎᕾᒎᒡᐟ ᑭᐊᐅᕻᔭᒥᕾᖅ
ᐅᑎᖅᖅᖅᑎᐟ***ᓇᒡᒡᐅᖅᖅᕾᒃ***ᕾᖅᒎᐟ ᐊᒃᒪ
ᐊᑐᒎᐊᕾ***ᐊᒎᐟᒎᒃ ᓂᕟᒡᑲᔅᒎ***ᒎᒃ
ᑭᐊᐅᕻᔭᖅᖅᒃᒃᒃ***ᖅ°ᓂᖅᒃᒎᕾᑲᕾᒡ***ᕾᒡᐊᒎᐟᒎᒡ
ᐊᒎᒡᐊᑭᒎᒥᖅ°ᓂᕾᖅᒃ ᐊᕿ***ᒎᑎᕾᖕᒎᓂᒃ. ᖅᑯᕐᓇᒦᒃ,
ᐃᑄᕾᐊᐅᑦ°ᖅ.

ᐃᑄᕾᐊᐅᑕ°ᖅ (ᑐᒃᐱᐱᐊᒎᒡ): ᖅᑯᕐᓇᒦᒃ. ᒦᑕ
ᑲᐃᑦᕾᑐ°.

ᑲᐃᑦᕾᑐ° (ᑐᒃᐱᐱᐊᒎᒡ): ᖅᑯᕐᓇᒦᒃ, ᐃᑄᕾᐊᐅᑦ°ᖅ.
ᖅᑯᕐᓇᒦᒡ°ᕾᐅᖅᒃ ᑕᐃᒡᑲ ᑭᐅᒡᑲᕿᐟᕾᒎ ᖅᑯᕾᕿᑕ
ᑕᐃᒡᑲ ᑐᒡᕾ***ᑎᒡᐅᖅᖅᒃᒃᒃᑕᕾᐊᕾᕾᖅᒃ. ᑭᔪᕾᑕ***ᕾᑭᒦᒡ
ᑐᒡᕾᖅᐅᐅᖅᖅᒃᕾᒥᕾᒎ ᖅᑲᐊᑎᒎᐊᕾᒡ ᑕᐃᖅᑯᒎ°ᕾ
ᑐᒡᕾᑭᕾᖅᕾᑎᕾ°ᓂᕾᖅ ᐊᕿᒎᕾᕾᑲᑎᐊᕿ***ᖅᕾᒡ ᖅᕾᑎᒡ
ᐊᓂᕾᒎᐊᕾᐱᑎᕾᕾᒥᕾ***ᖅᒃ***ᒎᕾᕾᒡᒃᑎᕾ°ᒎᒡ ᖅᕾᑎᒡ
ᐅᖅᕾᓂᕾᒎ˃***ᓂᕾᖅ ᖅᕾᑎᒡ ᐊᐅᕾᑲᕿᐱᒎ˃***ᓂᕾᖅ
ᒪᒎᕾᒎᕾᔭᔭ˃***ᖅᒃ. ᖅᑯᕐᓇᒦᒃ, ᐃᑄᕾᐊᐅᑦ°ᖅ.

ᐃᑄᕾᐊᐅᑕ°ᖅ: ᖅᑯᕐᓇᒦᒃ. ᐃ***ᓇᕾᑎᒫᖅᒎᒃ
ᐊᖅᑭᒎᒫᕾᕾᒎᐊᕾᒎᕾ. ᒦᑕ ᓂᐃᒎ.

ᓂᐃᒎ (ᑐᒃᐱᐱᐊᒎᒡ): ᖅᑯᕐᓇᒦᒃ, ᐃᑄᕾᐊᐅᑦ°ᖅ. ᐃ,
ᐊᖅᑭᕾᐊᕾᖅᖅᒎᒡ ᑕᒪᐊ. ᖅᑯᕐᓇᒦᒃ, ᐃᑄᕾᐊᐅᑦ°ᖅ.

Ms. Niego (interpretation): Thank you, Mr. Chairman. We can commit to that. Thank you, *Iksivautaaq*.

Chairman (interpretation): Thank you. Continuing on, Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. How was I going to word my question?

To the Nunavut Arctic College, in paragraph 69 of the report, it states that in looking at the last five years, and I am sure you mentioned some of this earlier, but I would like to ask a question. For the past five years, the college did not offer its core (interpretation ends) adult basic-education, ABE (interpretation) programming. In reading the report from the Auditor General, almost 70 percent of Nunavut communities, and there are 25 communities, 70 percent of them did not have adult basic-education programs. This was mentioned a number of times as to why this is the case. Can you please explain why this is the case? I know you mentioned this as part of your answers, but I would like to hear your explanation as to why this is the case. Thank you, Mr. Speaker.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman. Thank you for asking that question. Some of the reasons are budgets as sometimes it does not fit in the budget. For example, money from the federal government departments, we want to work more with them and other colleges in the arctic to come up with agreements, to not change the funding and also to add to the funding that is given to the Arctic Colleges.

Colleges in the Arctic will be working together to try to get more. Working with the

ᐃᑭᓯᐧᐊᐳᑕᖅ (ᑐᖅᖠᑎᒍᔾ): ᖅᑐᖟᖃᒡᖅ. ᒥᖅ ᖅᑐᐧᐊᖕ.

ᖅᑐᐧᐊᖕ: ᖅᑐᖟᖃᒡᖅ, ᐃᑭᓯᐧᐊᐳᒡᖅ. ᖅᑲᓄᖅᒋᖅᓇ ᐧᐊᐱᖅᑯᏁᒋᒍᓪᖅᖃᐳᖟᏟ.

ᐃᒡᒪᖅ ᑖᒃᓄᖅᓂᐧ ᠃ᐸᑐᖅᖅᖟᖅᏗᔪᗆ ᑕᐃᒪ ᑖᖧᓂ ᓈᖠᐳᑎᓂᖕᒥ 69 ᐅᖧᓂ ᐅᖅᑲᓕᑕᐳᖅᏗᖟᏒᖅᒋᖕ ᓇᖧᓇᐃᔾᖅᏗᖟᖕᒪᓇᖕᖅ ᐅᖅᐳᖅ ᑦᓕᒪᖅ ᐱᐧᐊᖧᖅᔿᗆᖅ ᔾᖅᖟ ᑖᐳᑐᖕᖅᐧᐊᖅᖟᖕᖅ ᑕᐃᒪ ᑖᒃᐧ ᠃ᐸᑐᖅᖅᖟᖅᖃᖟᖕᒪᑐᗆ, ᐃᒡᒪᖅ ᐅᓄᖅᖃᖅᑦᖅᖠᖅᖟᖅᖃᐳᖅᖟᗄᑎᗆ ᐃᓇᖕᖅᗆ. ᖅᖠᐧᐊᖕ ᐧᐊᐱᖅᑯᏁᖅᖃᖕᓇᖟᖅᖟᗆ ᑖᒃᐧ ᠃ᐸᑐᖅᖅᖟᖅᖃᖅᖟᗆ ᑦᖅᖠᒋᖕᖕ *Adult Basic Education* ᖕᖤᓇᖅᖅᖃᐳᖧᗆ ABE ᖕᖤᓇᖅᖅᖃᐳᖅᑐᓇ ᒪᖕᖤᓇ ᐧᐊᑐᐃᖕᖤᐳᖅᖤᑐᖕᖅᖅ ᖅᖠᐧᐊᖕ ᑖᒃᐧ ᐧᐧᑦᖕᖅᖃᖕᒥᗆ ᓚᓄᖧᖟᗆ ᖕᖤᓇᖠᖟᓇᖅᖅᏟᖕ 70%ᖤᖕ ᒪᖕᖤᓇ ᔾᖅᖟ ᒪᖕᖤ 25ᖕᖤᒪᑦ᠃. 70%ᖕᖤᖕ ᑦᖕᖤ ᑖᐳᑐᖕᖅᐧᐊᖅᖟᗆᖧ. ᑦᖕᖤ ᐧᐊᑐᐃᖕᖤᐳᗆᖟᖕᖅᖤᒪᑦ᠃ ᐃᒡᒪᖅ ᐅᓄᖅᖃᖅᑕᑎᗆᖟᗆ ᖠᖅᖯᐧᐊᖟᖅᖟᗆᖅᖃᐳᖅᖟᗆᖕᒪᗆ ᐃᓇᖕᖅ ᔾᗆᖕᖕ ᐱᖟᐧᑎᖃᖟᗆᖕᖕᖕᖤ. ᔾᖕᖤᑦ ᑦᖕᖤ ᑕᐃᒪᖕᖤᓇᐃᖕᖤᗆᖕᖤᒪᖕᖕᖤᖕᖕ ᖅᖃᐳᖠᐳᖅᐧᐊᑲᒪᖟᖕᖤᓇ. ᐃᒡᒪᖅ ᐃᓇᖕᖤᖟᗆ ᐅᓄᖅᖃᖅᖃᐳᖅᖟᗆᖕᖤᓇ ᑐᖠᖅᖯᖕᖤᓇᐧᐊᔾᖟᒪᗆᖕᖤ ᔾᖕᖤᑦ ᑕᐃᒪᖕᖤᓇᐃᖕᖤᗆᐧᐊᖅᖟᖕᖤᓇᐃᖕᖤ. ᖅᑐᖟᖃᒡᖅ, ᐃᑭᓯᐧᐊᐳᒡᖅ.

ᐃᑭᓯᐧᐊᐳᑕᖅ: ᒪᖕᖤ. ᒥᖕᖤ ᓯᐧᐊᓄᖅ.

ᓯᐧᐊᓄᖅ: ᖅᑐᖟᖃᒡᖅ, ᐃᑭᓯᐧᐊᐳᒡᖅ ᐧᐊᖟ ᖅᑐᖟᖃᒡᖅ ᑦᖕᖤᒋᖕᖕ ᐧᐊᐱᓂᖟᗆᖟ. ᑕᖕᖤᐧᐊ ᐱᖟᐧᖕᐳᗆᐧᐊᗆᖤᖕᖤᒋᐳᗆ ᐃᖟᖕᖤᓇᖤᐳᖟᗆ ᖃᓇᐳᖟᖅᖤᑐᖟᖕᖤ ᐃᖟᖕᖤᓇᖤᐳᖟᗆ ᔾᖟᖕᖤᐧᐧᖕᖤᔾᖕᖤᒥᒪᑦᑲ ᑕᖕᖤᐧᐊ ᐅᖤᑐᖕᑎᗆᑐᖟᗆ ᐱᗆᖕᖅᑐᖕᖤᑲᐃ ᓚᖅᖟᑐᖅᖤᐳᖟᗆᖕᖤᖕᖤᖟᑎᐧᐊᗆ ᐧᐊᖟ ᐱᓇᖕᖅᖃᖕᖤᖕᖤᓇ. ᑕᖕᖤᐧᐊ ᖅᓇᖅᖤᖅᖤᑲᖕᐳᖟᗆᐧᐊᖅᖠᖅᖠᖕᒥᖤᖕᖤᖟᖟᗆ ᐧᐊᔾᖕᖕᖤ ᐅᖯᐳᖅᖃᖕᖤᒥ ᔾᖟᖕᖤᑦᖕᖤᖃᐧᐊᐳᔿᗆ ᖅᓇᖅᖤᖅᖤᑲᖕᐳᗆᖕᖤᖟᖟᗆ ᐧᐊᖟ ᐧᐧᖕᖤᖅᖕᖤᑦᖕᖤᒥᖟᖕᖤᗆᗆ ᓚᖅᖟᑐᖅᖤᐳᖤᖕᖤᓇ ᐧᐧᖟᖟᖃᐳᖟᐳᖤᗆᗆᒪᗆ ᐧᐊᖟ ᐃᓇᖟᐧᐊᖅᖤᐳᖤᖕᖤᓇᖟᇊᖕᖤᖟᇊᖕᖤ ᖅᖯᖕᖤᓇᖤᐧᐊᔿᗆ ᖃᓇᐳᖟᖅᖤᑐᗆᖕᖤᑲᐃ ᑐᖠᐳᖤᖟᗆᖕᖤ ᐅᖯᐳᖅᖃᖕᖤᒥ ᔾᖟᖕᖤᑦᖕᖤᖃᐧᐊᖕᖤᒪᖕ.

ᑦᖕᖤᐧᐊ ᖯᑐᖟᐳᖟᗆ ᐱᓇᖕᐧᐊᓄᒪᖟᓇᐧᐊᖅᖤᗅᖕ ᑦᖅᖯᓂᖟᐧᐊᖅᖤᖃᖕᖤᓇ ᒪᖕᖤᗆᖟᗆᖟᗆ. ᐃᖟᖕᖤᓇᖤᐳᖤᗆᖕᖤ ᐧᐊᔾᖕᖕᖤᑦ ᖯᑐᖟᖅᖤᖃᖕᖤᒋᗆᖤᑲᑐᑲᐳᖅᖤ

other universities and colleges, we try to work more with Inuit organizations. That is running very well right now, and it is becoming stronger all the time. Where we both consider certain matters, and partner on certain things. If we can add to those partnerships, things can get a lot stronger. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. That is very interesting to hear. I'll just proceed with my other comments. There are 25 communities and I am sure, for example, most of them, if not all of the communities have Arctic College learning centres. Do all communities have arctic colleges? For example, you indicated that the college did not offer its core adult basic-education program in almost 70 percent of the communities. Thank you, Mr. Chairman.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman. Yes, most of the programs that are provided are basically the same and we have to work closely together with the government departments. For example, if there is a new program that is going to be provided in the fall at the college, we make sure that we have the adequate staff and we also make sure that we work together with the different entities in that particular community. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman, and thank you for your response. I would like to direct my question to the Department of Family Services, and I will

ᐱᓕᕆᖃᑎᒌ�ᕋᔪᐊᓂᖅᓴᓕᕆᑦᒥᔭᕐᑖᑕᐅᖅ ᐃᓄᐃᑦ ᑎᒡᒃᑯᑎᖕᑏᑦ. ᐊᑦᕆᐊᓗᒃ ᐊᐳᑦᓂᖅᑲᑎᐊ�example ᑕᐃᐳᐊ ᐊᒻᓗ ᑕᐃᒫᓇ ᓴᖕᑎᑦᖅᑳᑦᑕᐊᖅᓇᖅᓝᓯᓂᓗ ᖃᓄᖅᑑᖅᑲᑎᖏᓇᕋᑦᑕᑲᐅᑦ ᐊᒻᓗ ᑲᑐᑎᖕᑲᑎᖏᓂᓕᕋᑦᑕᑲᐅᑦ ᐃᓄᐃᑦ ᑎᒡᒃᑯᑎᖕᑏᓂ. ᑕᒪᒃᑯᐊ ᐃᓚᒋᐊᖅᑲᓂᕐᒨᓇᓂᖅᖄᑕ ᐊᔫᕆᐊᓗᒃ ᓴᖕᑎᑦᖅᖃᑦᑕᕐᖅᑯᖅᑳᑦᑕᐊᔭᖅ ᑕᐃᒫᓇ. ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕝᕙᐅᑎᖅ.

ᐃᓯᕝᕙᐅᑎᖅ: ᒪᑦᓇ. ᒥᔅᑕ ᖁᐊᓯ.

ᖁᐊᓯ: ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕝᕙᐅᑎᖅ. ᑖᓇ ᑐᓴᒋᐊᓇᖅᑑᖅ. ᑕᐃᒫᓗ ᑭᖖᒍᑦᓐᖅ ᐊᐱᕆᑐᐊᓐᖃᓯᐊᖅᑕᕋ ᐋᕐ�/ᓪᖕᖢ ᐃᓚᒋᖕᒪᔫᐊᓂᐊᖅ. ᓄᓇᓕᑦ 25-ᑐᖕᒪᑕ ᐊᒻᓗ ᓇᓄᐊᖕᑏᑐᖅ ᖃᐅᔭᒪᑦᓂ ᓄᓇᓕᑦ 25-ᑐᔭᖏ ᑖᒃᑯᐊ ᓲ/ᓗ ᓱᑎᑐᖅᕺᖅᖂᖓᒪᑦᖓᑕ ᐊᑐᓂ. ᑕᐃᒫᖃᐃᐊᑎᓂᒐᐅ ᑖᒃᑯᐊ ᐊᑐᓂ ᓄᓇᓕᑦ ᓱᑎᑐᖅᕺᖅᖃᖂᖅᑐᐊᑦ 25-ᑐᖕᒪᑕ ᐃᓴᖅᐄᔨᖕᑏᒻ ᑕᐃᒫᖃᐃᐊᑎᐊᖅᑕᐅᑎᐊᖃᖂᖅᖅᑐᓗᒐᐊᐊᑦ ᑕᒪᖔᕐᑎᐊᖅ ᓄᓇᓕᑦ? ᑕᐃᒫᖃᐃᐊᑎᐊᖅᑕᐅᖃᖅᕺᑦ? ᓲᖓᓗ ᐅᖅᖃᖅᑲᐅᑎᐊᓗᑦ 70% ᓖᖃᓗᑦ ᑎᒋᕺᑐᒍ ᐊᑐᖅᖄᑕᐅᖃᖂᒧᓕᑦ ᑖᒃᑕᓇᖕᓂᑦ ᓄᓇᓗᖓᓂ 70%-ᒃᔫᖅᓄᖅ. ᑕᐃᒫᓇ ᓄᓇᓕᑦ ᐃᓴᖅᐄᔨᖕᒻ ᑕᐃᒫᖃᐃᐊᑎᐊᖅᑐᔅ ᐱᑕᖅᖄᑕᐅᑎᐊᖃᖂᒥᖂᖃᖔᓗᒐᐊᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕝᕙᐅᑎᖅ.

ᐃᓯᕝᕙᐅᑎᖅ: ᒪᑦᓇ. ᒥᔅᑕ ᓲᕕᒐᖅ.

ᓲᕕᒐᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕝᕙᐅᑎᖅ. ᐄ, ᑕᒪᒃᑯᐊ ᐊᔪᖕᑲᑦᐳᐊᖅᖃᐊᖕᑏᑐᖅ ᓄᓇᓕᖕᓂ ᐃᑦᖃᖕᐊᖅᓯᐊᑦ ᐃᓴᒻ ᓲᑦᑐᖅᕺᖅᖄᖅᖄᐳᖕᔭᐊᑦ ᐊᔪᖕᑲᖃᑦᒻ ᐃᖅᖃᓇᐃᖅᑐᖃᑎᖕᔭᕐᖅᑏᑐᖅ ᑖᒃᑯᐊ ᐸᖃᓇᔪᖅᖃᑎᖅᖄᕐᖅᒄᔨᓐᔭᖁᑦ. ᖃᐅᔭᓗᕆᑦ ᓲᓗ ᐅᐳᑳᕈᖅ ᓴᖕᑬᑐᖅᕺᓇ ᖅᖄᖅᖄᐳᕿᒻ ᓄᑦᕐᒻ ᐊᒻᓗ ᐃᓄᖃᕐᖃᐊᖅᑎᖅᕺᖅᕺᐳᑎᖃᒻ ᑖᒃᑯᐊ ᓴᖕᖄᖃᖕᑏᐊᖅᑲᖅᕺᖅᖄᐳᖅᖅᑏᑐᖅ ᐃᖅᖃᓇᐃᕐᖅᑏᑐᑦ ᐅᐊᖅᓗᖕᖕᖄᕐᑦ ᐊᕐᖃᖅᔫᑦ ᖃᐅᔭᓗᕆᖅᖃᑦᑕᐊᖅᑲᑦ ᑲᑐᑎᖕᒃᑯᖕᒋᑦᒋᖅᒋᖅᑕᑲᐅᑎᐊᑕᐅᕐᖕᑎᐊᓯᒨ ᓄᓇᖕᖔᒻᓯᓄ ᐱᓕᕆᐊᖅᖄᒥᖄᐅᕐᖅᖄᐳᒻ ᑖᒃᑯᐊ ᖅᑮ/ᖃᖕᑮᑦᒃ/ᖅᕺᖅᑳᑕᐅᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕝᕙᐅᑎᖅ.

ᐃᓯᕝᕙᐅᑎᖅ: ᒪᑦᓇ. ᒥᔅᑕ ᖁᐊᓯ.

ᖁᐊᓯ: ᖁᔭᓐᓇᒦᒃ, ᐃᓯᕝᕙᐅᑎᖅ. ᑕᐃᒫ ᑖᓇ ᖁᔭᓐᓇᒦᒃ ᑭᐅᑎᖃᐅᖃᓄᑦ. ᑕᐃᒫ ᑖᒃᑯᓇᖕᓂ ᐃᓄᓕᕆᖕᒃᑯᖕᖄᓂᑦ ᐃᓄᓕᕆᖅᑏᑦ ᐃᓄᓕᕆᖕᒃᑯᖕᖄᓂᑦ.

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ask my question in English.

(interpretation ends) A number of reports and studies have noted that learners taking core adult basic education programs are not eligible for funding support. Can you describe what consideration has been given to assessing funding support specifically for adult learners who want to develop their core literacy and other basic academic skills? Thank you, Mr. Chairman.

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

Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) There are a few barriers; one would be between the college as well as independent third parties. I know I've had the two departments; the college and Family Services, have had discussions. There is a space issue. Whether we're funding a third-party who needs space in the community and they rely on the college; that can be an issue, to increasing the number of programs available in the community. More specifically on the INAUDIBLE funding towards the adult learners, I will rely on my director of career development. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. I'm not the Speaker. Mr. Clift.

Mr. Clift: *Ma'na*, Mr. Chairman. The funding that we are provided for adult training, non-post-secondary adult training, as I said earlier, traditionally has been focused on full-time programs. There is presently a… what's the best way to put it? There is a bit of a policy gap about who is responsible for literacy in the territory. There is certainly a component to the college's involvement, the Department of Education, and ourselves.

ᖃᑉᓗᓇᐅᑦᑐᐃᒪᓇᓱᓂᐊᖅᖁᑦ Ċᒪ ᐊᐱᖅᑯᑎᓕ.

(ᑐᓪᔾᐱᑎᒍᑦ) ᐊᑕᐅᓯᐅᑉᐊᒻᖂᖐᑐᖅ ᐅᓂᒃᑲᑦ ᐊᒻᓗ ᖃᐅᔨᓴᕐᔾᒡᕙᐅᕐᓂᒃ ᓇᓄᓇᐃᖅᕿᒪᓕᒻᒪᑕ. ᑕᐃᒃᑯᐊ ᐃᓄᐃᑦ ᐃᓕᓐᓂᐊᕐᕕᕐᒥᓂ ᐃᓕᓐᓂᐊᖅᑐᑦ ᐱᓇᐅᔾᖅᑎᒍᑦ ᐃᑲᔪᖅᑕᐅᔪᓐᓇᖅᑎᓂᓚᔾᖅ. ᓇᓄᓇᐃᖅᔾᐊᓇᖅᐱᑦ ᐃᓯᒃᓐᖅᔾᐅᖅᑎᖅᑭᔾᖂᐱᐱᐊᒨᓚ ᐃᓐᓂᐃᑦ ᐃᓕᓐᓐᖏᑦ ᐱᓇᐅᔾᖅᑎᒍᑦ ᐃᑲᔪᖅᑕᐅᖅᑳᖂᖐᓂᐊᕐᓯᒪᓚᖂ ᐃᓕᓐᓂᐊᕐᖅᑎᓐᔾᓄᕐᑦ ᑕᒻᖁᑯᓂᖢ ᐃᓕᓐᓂᐊᕐᖐᒥ ᐃᓕᓐᓂᐊᕐᐲᓐᑎᖅᐳᐅᖅᖅᑕᖅᑐᖅ? ᖁᔾᓇᒥᖢ, ᐃᒃᓯᕙᐅᒿᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅ ᓇᐃᒍ.

ᓇᐃᒍ (ᑐᓪᔾᐱᑎᒍᑦ): ᖁᔾᓇᒥᖢ, ᐃᒃᓯᕙᐅᒿᖅ. ᐊᑕᐅᓯᐅᑉᖐᒐᐅᓱᓂᖅᓯᓚᖐᖐ ᓯᓇᓴᖕᖏᖑᒻᖐᖢ ᑕᐃᒃᑯᐊ ᑕᖅᖃᓚᓚᖐ ᖃᕐᔭᖅᑯᖅᓄᖓ ᐊᑕᐅᖐᑯᖐᑐᖢᓐᓕ. ᐱᓕᓐᖐᒐᖢ Ċᕐᐊ ᓚᔾᖃ ᖃᕐᔭᖐᖐᓯᓚᖐᖅᖑ ᐃᓄᐊᔾᓇᔾᖅᖢᓈ ᐅᖅᑲᖐᖃᑎᖅᖃᒃᖐᒪᔾᓚᔾᖅ ᐃᓐᖐᔾᔾᖃᔾᖐᖅᑐᐊᖅᖢᖐᖐ ᑕᒻᖂᐅᖐᔾᒿᒻᖢ. ᑕᐃᒃᑯᐊᖢ ᖃᐅᔾᓇ(ᖃᖐᖅᖐᖐᖐᔾᒻᖅ) ᖑᖐᖢᖐᖐᖐ ᔾᖢᖐᖐᖐ ᐊᖐᖃᐅᖐᖐᓚᖐᖐᖅᖅᖅᖅᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖐᖅ ᐱᓇᐅᖅᐱᑦᑕᖐ. ᖁᔾᓇᒥᖢ, ᐃᒃᓯᕙᐅᒿᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᖅᒿ ᑭᓕᕝᑦ.

ᑭᓕᕝᑦ (ᑐᓪᔾᐱᑎᒍᑦ): ᖁᔾᓇᒥᖢ, ᐃᒃᓯᕙᐅᒿᖅ. ᑕᐃᒃᑯᐊ ᖃᐅᔾᔾ ᐊᖐᐃᖑᖅᖐᑎᖅᑖᖅᑐᖅᑐᖐᖐ ᐃᐊᖢᖐᔾᒐ ᐃᖢᐃᑦ ᐃᓕᓐᖐᖐᓇᖅᑐᖐᖐᓱᖅᑐᖅᖐᖐᖐᖐ ᐃᓕᓐᖐᖅᑐᖐᖐᖐᖅ. ᒪᓗᓇᖢ ᐅᖅᑕ(ᔾᖅᐅᖅᑕᔾᖐ) ᐊᖅᖅᖄᔾᖅᑕᖅᑕᖐᑦ ᖃᓄᐱᐊᖅ ᐅᖅᑎᐊᖅᖅᑯ. ᑭᖅᑐᔾᖅᐊᖅᖃᖅᖐᖢᖐ ᖐᖅ ᑎᑎᖅᐱᐅᖅᖃᓂ(ᖐᖢ) ᒃᖢᖃᖐᖐᖐᖐᖐ ᐃᓕᓐᖐᖅᑐᖐᖐ ᔾᖐᖐᖐᖐ ᐊᖐᖐᖐᖐᖐ ᐅᖐᖅ ᐊᖐᖐ ᖃᖅᐱᐊᖐᖐᖐᖐ ᐊᖐᖐ ᑎᖐᖅᖐᖅᔾᖐᖅᖅᑎᖐ ᐅᓂᖅᖐᖐ ᖐᖐᖐᖅᖐᖅᖅᖐ. ᑕᐃᒃᑯᐊ ᐃᓄᐊᖐ ᐃᓕᓐᖐᖐᖐᖐ ᖐᖢᖐᖐᖅᖅᖐ.

ᖅᒥᖅᖃᓇᖐᖅᐅᖐᐅᖐᖐᖅᑐᖐ

I do know that, as mentioned in the Auditor General's report, there was a review done of the Adult Learning Strategy, and the issue of literacy and who supports it is one of those issues that will be discussed when that review is released.

For our part, as I mentioned earlier, we are looking at what we can do to provide individual support for part-time students. It's unlikely we can provide them with living allowances, but it may be possible for us to pay the tuition and book fees, for example, and that is what we are looking at. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Before we move on, just to follow-up on Mr. Quassa's line of questioning, for the college, when it comes to your ABE programs in any given year, how many of those programs are taught by the adult educator in a community and how many of those programs are taught by an instructor that you've had to go out and hire? I hope that question is clear. Mr. Suvega.

Mr. Suvega: Thank you, Mr. Chairman. I don't have that detail of information here. I would be pleased to provide that in writing as a follow-up, shortly. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Thank you for committing to provide that. The reason I ask that is it is my understanding that the adult educator in a community often, that is part of their job duties, is they do the adult basic education part. I'm just interested to see if that's the case across the territory or not. Mr. Suvega, could you maybe enlighten us: when it comes to the adult educators, is offering or teaching adult basic education part of their job normally? Mr. Suvega.

ᐅᓂᖅᑲᐅᓯᓐᔭᐅᐱᓗᑕᖅ<ᑕ ᐸᐃᐳᐸᖅᑕᑎᒍᑦ ᑕᐃᒫᓇ ᐃᓚᒥᔭᐅᖅᑲᑕᐅᐊᖅᑐᖅ.

ᖃᐅᑎᐊᖅ ᐃᓅᔾᑎᓄᖅᖃᐃ ᑐᖅ� ᓚᔪᓂᖅ ᐲᐊᐅᔾᖃᖅᑎᑎᔾᖃᐊᖅᑐᔪᑦ ᐃᒪᖅᖃᔪᕐᓄᑦ ᒪᑯ�units ᐅᖅᑲᓕᓗᓂᖅ ᐲᐊᐅᔾᖅᑐᒥᖻᓕᑕ ᑕᐃᑯᑎᐊ ᐊᑭᓕᖅᒋᑕᐳᐊᓇᕐᖅᖃᑕᐳᓐᑦ. ᖅᑐᔭᓇᒦᖅ, ᐃᑭᔭᐅᐳᓐᖅ.

ᐃᑭᔭᐅᐳᑕᖅ (ᑐᓯᔨᐊᑎᒍᑦ): ᖅᑐᔭᓇᒦᖅ. ᐊᔾᐊᓄᑕᐅᖅᖃᕐᓇᕐᓇ ᒦᑕ ᖅᑯᐊᔨᐊᐳ< ᐊᐱᖅᑯᑎᖅᑲᐳᔾᔭ ᐅᑎᖅᖄᖅᖃᓇᕐᓗᒍ. ᑕᐃᑯᑕᐊ ᐃᓕᐊᓂᐊᖅᑎᑎᖨᐊᑦ ᐃᖃᐊᕐᓄᑦ ᐅᖅᖃᐳᓚᑎᖅᑐᓂᖻᑯᑕᑦ ᖅᖄᓂᑦ ᐃᓪᐊᓂᐊᖅᐲᖅᖃᑦ ᐃᖃᐊᕐᓄᑦ ᐃᑕᓕᖅᑎᔾᑦ ᐊᑐᐃᖃᐳᖅᖃᑎᐳᖅᖃᑕᖅᑲᐳ<ᑕ ᐅᖅᖅᔪᖅᖄᖅᑦ ᐊᔾᖅᕐᑕᖅ? ᒦᑕ ᓯᕙᒐᖅ.

ᓯᕙᒐᖅ (ᑐᓯᔨᐊᑎᒍᑦ): ᖅᑐᔭᓇᒦᖅ, ᐃᑭᔭᐅᐳᑕᖅ. ᑕᐃᒪᖃᐊ ᐃᓗᓕᑯᔾᔭᕆᖃᐳᖃᓂᖅ ᓯᔾᒪᐊᕐᑕᐳᖅᖅᑯᐲᐲᓗᖃᐊᖅ ᑭᔾᐊᕐ ᖅᖃᐳᔾᖻᑯᑕ ᑎᑎᖅᖃᑎᒍᑦ ᑭᐳᔾᐊᓇᕆᖅᑐᔪᖻᐳ. ᖅᑐᔭᓇᒦᖅ, ᐃᑭᔭᐅᐳᑕᖅ.

ᐃᑭᔭᐅᐳᑕᖅ (ᑐᓯᔨᐊᑎᒍᑦ): ᖅᑐᔭᓇᒦᖅ. ᖅᑐᔭᓇᒦᖻᓗ ᑕᐊᓚᐃᖃᐊᖅᑐᔾᔭᒪᒃᐊᑦ. ᖻᖃᐊ ᐊᐸᖅᑯᑎᒦᓗᔾᖅᑕᖻᑕ ᐳᐲᔾᐳᒪᖻᐳᖅᖄᑦ ᐃᖃᐊᐃᑦ ᐃᑕᓕᖅᑎᖅᖻᖃᑦ ᐃᖅᖃᐳᐃᔾᖻᖻᐲᑕ ᐃᓚᒋᐳᖅᐳᖅᖇ ᐃᑕᓕᖃᐊᖅᑎᑎᕐᖃ>ᖅᖃ ᑎᑎᖅᖃᐳᖻᖻᓂᕐᒦᖻ ᐊᔾᖻᑖᓂᖻᖻᓗ. ᑕᐊᓚᐃᑐᐊᐳᓇᐳᖻᖻᓕᖻᓕᖻᐳᑦ ᓄᐊᐳᑎᓕᒦ ᐳᖻᐳᐱᓗᐲᐊᐳᖃᖅᑯᐳᖃᖅᖻᖻᐳ. ᐃᒻᖇᑯ ᐃᖃᐊᕐᓄᑦ ᐃᑕᓕᖅᑎᐲ ᐃᖅᖃᐳᐃᔾᖻᖻᐲᑕ ᐃᓚᒪᕐᐲᒍᔾ? ᖅᑐᔭᓇᒦᖅ. ᒦᑕ ᓯᕙᒐᖅ.

ᓯᕙᒐᖅ (ᑐᓯᔨᐊᑎᒍᑦ): ᖅᑐᔭᓇᒦᖅ, ᐃᑭᔭᐅᐳᑕᖅ.

Mr. Suvega: Thank you, Mr. Chairman. While there's a wide range of programs delivered college-wide, I think, within the college community I want to point out that everyone tends to help each other out, whether it's in their job description or not. Over the years I have known individuals in communities that have willingly helped out in trying to fill some of the gaps as they try to provide services to their communities.

We're very fortunate we have a strong college community that has a number of committed individuals who have been there for a long time. I'm very lucky to be working with these individuals across the territory, but that's not the point. I mean if they're doing this on top of what they're doing as part of their day job. Part of the challenge and the onus for us is to ensure that we're looking at the data, the information, and programs to make sure we have the resources and, let's say for example, staff for faculty in place to ensure that that's not happening.

I don't have a complete answer on how many structures versus how many adult educators are doing that right now. We try to avoid that as much as we can, but in another way we're also very fortunate to have a college community that really comes together as a community. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Thank you for recognizing me again. I would like to make a supplement in regard to the people who are interested in taking the Adult Basic Education Program. It was touched upon a little earlier. They are not provided financial support and that's part of the reason why some people leave the program without completing it. That's part of

ᐊ�ነᏐᑳᖅᒥᖨᑐᑭᔨᒧᓄᕀᖕᓂᖅ ᐃᓐᖕᓂᐊᕐᐱᑎᖕᓂᖅ ᓴᖅᑮᕐᖃᑎᖕᑎᖃᑲᑦᑕᕐᑦᑦ ᓲᓪᓚᑐᖕᕋᕀᖂᖕᓂ ᐊᒻᒪ ᐃᑲᔨᖅᑎᕂᒫᔨᕀᖅᑎᑕᑦᖅᑐᑭ ᑕᐃᑯᑳ ᐃᓐᖕᓂᐊᕐᓈᑦ ᕿᓯᓐᔪᐲᒪᔪᐊᐳᓂ ᐊᑐᖕᕋᑦᔨᓂᕐᑲᕀᖅ ᑎᑎᕋᖕᒧᖕᖕᑲᖅᐹᑕᓗ ᐃᖅᑲᓇᐃᔨᕀᑦ ᐃᓗᐊᓂ. ᐃᑲᕀᖅᐱᒫᕀ ᑕᐃᑯᑳ ᐊᑐᖕᑲᑦᖅᑕᒐᐯ ᒃᔫᓗ ᕿᑭᑦᑕᕐᒪᕀᖕᖃᖕᓂᒐᑦ ᒪᑯᓇᒃᒥ ᐱᔨᑎᖕᓂᖅᓯ ᓄᐊᒻᖃᓄᕀ ᓴᖅᑮᕐᖅᑎᑎᓇᕐᖃᑦᖅᐱᒐᑦ.

ᐃ, ᑕᐃᑯᑳ ᐃᖅᑲᓇᐃᔨᕀᖅᑎᖕᖅ ᐊᖕᕐᖏᖃᑦᖅᑲᑦ ᐃᓇᖅᒪᖕᔭ ᐊᑦᒪᐊᔭᕐ ᐃᓐᖕᓯᐊᐱᐟᔨᖏ ᑕᐊᓪᕀ ᑕᐃᒪᐊᒍᖅ ᓄᐊᐳᒐᖕᓂ. ᕀᐊᐳᖕᕐᑎᒐᕀ ᕀᕐᑳᐊ ᐃᖅᑲᓇᐃᔨᕀᕂᖅᑐᐊᕐᒐ ᕿᕀᕀᖕᐊᐊᒍᕀ ᐠᐟᕀᖃᑦᖕᕐᖅᕀᖃ. ᑕᐃᑯ ᐅᖂᑦ ᒪᑯᓇᒃᒥ ᐸᐃᕀᕀᖕᓂᕀ ᐁᖕᑯᐟᖕᒃᕀ ᑕᓐᕀᑯᖕᖕ ᕿᒻᕀᔭᕐᑎᐊᕀᖅᑲᕐᑦᔪᕀ ᓇᖕᕐᑎᖕᕀᑎᐊᓯᐊᕀᖕᖕ ᑕᐃᑯᑳ ᐃᓐᖕᓯᖕᐟᕀᖕ ᐃᓐᖕᓯᐊᖕᕀ.

ᒡᖕᐊᒻ ᑕᐃᒪᐃᐨᖕᕀᕀᑦ. ᕀᕐᐊᖕ ᐃᒧᐃᖕᐃᐳᕀᔪ ᕀᐅᐨᖕᕐᑕᓄᐊᕀ ᖕᕐᔭᕀ ᐃᓐᖕᓯᐊᖕᑦ ᖕᐟᐃᐲᖕᔪᐊᕀᕀ ᐃᓐᖕᓯᖕᐊᖕᕀ ᐊᒻᓗ ᖕᑰᐨᐊᐨᖕᑦᖕ ᑕᐃᑯᑳ ᐊᖕᕐᖅᔭᕀᑎᐨᐊᖕᑐᕀᖕ ᐃᑲᕀᖕᐟᕀᖕᖅᕀᑦᔪᑕᑦ. ᕀᖕᔭᐊᕀᕐ, ᐃᑲᕀᐧᐳᑦᕀ.

ᐃᑲᕀᐧᐳᑦᕀ (ᑐᕀᐳᕀᐟᔪᕀ): ᕀᖕᔭᐊᕀᖕ. ᒥᕀ ᕀᖕᕀᖕ.

ᕀᖕᕀᖕ: ᕀᖕᔭᐊᕀᖕ, ᐃᑲᕀᐧᐳᑦᕀ. ᕀᖕᔭᐊᕀᖕ, ᐃᓐᖕᓯᓂᖕᖕᐊᓂᖕᖕᐊᐱ. ᑕᐃᓪᐃᐃᐟᕀ ᐅᓂᖕᖕᑕᕂᐳᕀᒍᕀᕀᖅᑑᓗᖕᔪᕀᖅ ᒫᐊ ᕀᖕᕀᖕᕀᖕᓂᕀᕀᖕᕀᒍᕀᒐᕀᖕᖕᒍᕀᖕᕀ ᒡᐊᐊ. ᑕᐨᕀᑯᑳ ᐃᓐᖕᓂᐊᐨᐊᐊᐱᕀᖕᕀᓄᖕᔪᕀ Adult Basic Education ᐱᕀᔨᑕᖕᕀᒍ ᕀᖕᑲᑕᐅᕀᕀᕀᖕᒃᑳᐱᐊᕀᒃᓂᖕᑐᕀ. ᐀ᕀᐅᕀᖕᑕᐨᐳᖕᕀᖕᑐᕀᖕᖕᖕᒥᕀᕀ ᐃᓐᖕᕀᖕ ᐀ᕀᐅᕀᖕᑕᐅᕀᖕᐟᐊᖕᕀᖕᑐᕀᖕᕀ ᐅᖕ. ᑕᐨᕀ ᓄᖕᕀᖕᑕᐅᕀᖕᖅᑕᐨᒃᑯᕀᒃᕀ ᐃᓐᖕᓂᐊᕂᐊᕀᐊᒍᕀᖕᒥᕀᖕᔪᕀᖕᐊᕀᖕ ᐀ᕀᐅᕀᖕᑕᐅᕀᖕᖕᒍᖕᖕᖕᑯᓂᖕᖕ ᐃᒡᖕᓂ ᖕᖕᕀᑐᖕᕀᖕᖕᖃᕀᖃᕀᕀᖕᕀ ᐅᐸᒍᕀᖕᕀᕀᖕᕀᖕᔪ ᑕᐨᖕᕀ

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the problem and one of the challenges for the students.

(interpretation ends) For the Department of Family Services, again, I think we have brought this up over and over, but lack of financial support for our adult learners who wish to enrol into the adult basic education core programs has been long identified as a barrier to improving academic abilities and increasing employment opportunities. Can you be a little bit more specific as to what steps have been taken to explore options to access and provide additional funding to adult learners, especially those taking core programs and literacy courses in order that all adult learners can be supported as they transition to post-secondary education and employment? (interpretation) That's my final question. Thank you, Mr. Chairman.

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

Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for that question. Right now the priority is to complete the FANS transfer as well as the increase in FANS funding. Once I have departmental resources more available for the Adult Learning and Training Supports, we can dedicate more time towards that.

There are other funding possibilities through the department. However, for example, through income assistance, I do not have details on that with me here today, but with the plans I believe we have got an idea of what is required. Once the FANS project is nearing completion, then we will concentrate on adult learning and training.
(interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you as well. Continuing onwards, Ms. Angnakak.

ᑕᒪᐳᐊ�General ᐃᓕᖕᒪᔪᑦ ᓱᕐᓗ ᐊᕐᕈᐊᐳᑕᐅᖅᑲᑦᑕᓂᖕᒻᓕ ᐱᕈᑎᒌᑦᓗᒍ.

(ᑐᕼᕈᖅᑎᒍ) ᐃᓄᓕᕆᔨᒃᑯᓄ ᒃ, ᑕᒻᓇ ᐅᖅᐅᕿᑎᖅᑲᑦᑕᓯᕐᓄᓴᓗᐊᑦ ᑖᑯᐊ ᐸᓇᐅᔭᑎ ᕼᐅᖅᕝᑎ ᒃᑲᑦᕋᑐ ᓐᑐᑯᑦ ᐃᖕᐅᐃᑦ ᐃᒃᑭᒪᐊᑦᔨᖕᕆᖕᐃ ᐃᒃᑭᒪᐊᖅᑐᑐ ᐊᒻᓗ ᑕᒻᓇ ᐊᒃᑐᑕᓗᑯ ᐊᐳᖅᑕᐅᓐᑎᕖᑐᖕᒻᓕ ᖃᓄᖃᐃᖅᑕᐅᔪᕐᓚᖕ ᒃᑐᓂ ᐊᒻᓗ ᐃᖕᑲᐅᐃᔭᕐᕐᐋᓯᐅᔪᑐᐊᑦ ᑕᒻᕐᑯᑕ ᑎᑐᔭᕐᔭᖕᒪᖅ ᕉᓐᑖᖕᒃ. ᐊᓗᐊᐃᖕᔪᑲᖕᐊᓂ ᕐᖃᐃᖃᒻᓚᑯ ᖃᐳᐃᑕᕆᖕᔨᓕᒻᔿᕃ ᐃᕆᔾ ᕌ ᖕᑐ ᕿᖕᕈᐊᓗᓂ ᐸᓇᐅᔭᖅᕈᖕᑎᐅᐅᑲᑐᓂᖃᓂᕐᕕᖕᖕ ᑕᐃᒃᑯᐊ ᐊᖕᐊᐃᑦ ᐃᖕᓄ ᐊᖅᑐᑦ ᐱᓗᔭ ᔅᓱᑦ ᑕᐃᒃᑯᐊ ᐃᖕᐅᔭᔅᐊᖕᒥ ᐃᖕᐅ ᐊᕐᑎᐅᔭᐅᖅᑲᑦᑕᑐᖕ ᐱᔭᕐᔭᑦ ᐃᔾᓈᖕᑦ ᑕᐃᒃᑯᐊ ᐃᐅᐃᑦ ᐃᖕᓄ ᐊᔅᖕᕆᖕᓂ ᐃᖕᐅ ᐊᖅᑐᑐ ᐃᖕᕐᖅᑕᐅᑐᓐᐊᖅᑲᑦᑲᖅᕙᖕᓯᖕᐊᓗᖕ? (ᑐᕼᕈᖕᔾᕈᖕᖅᑐᖕ) ᐅᕼᕆᒥᖕᓚ ᑕᕐᕙ ᕚᑐᓕᖅᕺᔾᕋ. ᖅᑐᖕᖕᐊ, ᐃᐅᕆᐹᐅᐊᑦᓕ.

ᐃᐅᕆᐹᐅᐅᕐ: ᒪᑐ. ᕵᑦ ᓇᐃᒍ.

ᓇᐃᒍ (ᑐᕼᕈᖕᒍ): ᒪᑐ, ᐃᐅᕆᐹᐅᐊᑦ ᐊᒻᓗ ᖕᑐᖕᖕᐊᑦᕕᖅᓗᖕᑦᓂᖕ ᑖᖕᐊ ᐊᐱᖅᑯᑎᓯᖕᒪᖅᓂᕐᕙ. ᓕᖕᐊᐅᑯᓕᖕ ᑕᐃᒃᑯᐊ ᔐᕈᑉᓕᕉᐃᑦᑯᓕᕕᖅᐊ ᐱᔾᒪᔾᕇ ᐃᖕᐃᖕᓐᓐᖕ ᐸᓇᐅᔭᖕᔾᔾ ᐃᔭᖅᑲᑦᑐ ᒃᓱᑎᖕᑕᐅᕕᑐ ᐊᒻᓗ ᐸᓇᐅᔭᕐ ᐊᖕᑎᑎ ᐃᖅᑲᑦᖕᔾᓂᕐᕕᖅ ᖕᑐᖕᐊᓐᐅᔭᖅᓂᐅᑯᐃᑐᓐᖃᖕ. ᑕᒻᕐᑯᐊ ᐃᖕᐃᕐᖕᓂᒃ ᑐᖕᖅᓚᕕᑦ ᐱᔾᒪᕐᕑᖕᒥᑦᓕᖕ ᐱᓕᕐᐊᕐᕕ ᐅᑲᕐᖕ ᐊ ᒃ ᓕᖅᖕ ᕈ ᐊᖕᑐᐅᔕ ᑲ ᕐᑐ ᕙᕐᖃᓗ.

ᐅᖕᔾᖕᑎᕐᕋᒍ ᐃᒃᑕ ᖕᖃᐃᒥᕆᖕᑐᖅᑲᑦᑐ ᔾᓂᖕᖕᔾᑐ ᐸᓇᐅᔾᑦ ᐊᑐ ᖅᑕᐅᔾᓯᖕᓂᐅᑯ ᐊᕐᕑᖕ ᑮᓴ ᐃ ᓗᑐᑯᔾ ᓯᖕᓂ ᖕ ᑦ ᐱᕿᓕ ᖅᖕᑎᕐᓗᖕᒪ. ᐃ, ᖅᑯᐃᔆᓕᕝᓗᑯᔾ ᑦᑯᔾ ᑮᓴᑦ ᐱᑎ ᕐ ᑭᖕᓗᖕᕐ ᐊᓕᖕᔾᖕᑦ ᑕᓐᖕᐊ ᐃᖕᑦᕑᖕᑎ ᐸᓇᐅᔾᑐᖕᐃᑎᖕ ᒃᖅᑎᕐ ᑕᐅᔆᖅᕑᕂ ᐃᖕᐊᕐ ᖕᐊ ᖕᑐ ᑐ ᖕᖃ ᕝ ᓇ ᖃ ᖕ ᖃ ᓐᖕᖕᕐ ᖅ ᐊᖕᑐᕑᖕᖅ ᕑᕙ. ᖅᑐᖕᖕᐊᑦᓕ, ᐃᐅᕆᐹᐅᐅᕐ.

ᐃᐅᕆᐹᐅᐅᕐ: ᒪᑐ. ᑲᕐᒍᐊᓗᐊᑕ. ᕵᑦ ᐊᖕᐊᖕᑲᑦ.

ᐊᖕᐊᖕᑲᑦ: ᖅᑐᖕᖕᐊᑦᓕ, ᐃᐅᕆᐹᐅᐅᕐ. ᐊᐱᖕᓂ ᖅᑲᑦᐳᖕᒎᓗᐊᓕ ᐊᐱᖕᓐᖅᑲᑦᐳᖕᑲᑦᐅᖕᒻᓕᑦ.

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Ms. Angnakak (interpretation): Thank you, Chairman. I was going to ask a question earlier, but it was already asked.

I have a question about the Nunavut Arctic Colleges in the communities. Do the students have the option to take any programs, or can they identify what they are interested in and what types programs they would like to see in the communities? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Nunavut Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Chairman. Thank you for asking that question. Yes, we do get approached and people identify what they are interest in, and if they are not approached, it's possibly because they have limited resources. There is probably not enough information going out to the communities, but we are getting approached and we also have a close working relationship with the Inuit organizations because of course you have to collaborate with the other entities, with the other different government departments. Thank you, Mr. Chairman.

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

Ms. Angnakak (interpretation): Thank you, Chairman. Thank you for your response. The programs that are made available in the communities, we also have to focus on employment requirements. For example, there is going to be an elders centre that will be built in Nunavut and they will need human resources that are educated in that field. The elders centre is not built yet, but I think it is time that we set up the program so that we will have the human resources available. Do you plan ahead and do you work with the government and have a dialog

ᑭᕙᓪᓕᖅ ᐊᐱᕆᒃᑲᓐᓂᕈᒪᒐᓗᐊᖅᑐᖕᒎ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕐᕕᐊᒃᑲᑦᑲᖅᑐᒡ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᒥ ᓄᓇᓕᖕᒥ ᓂᕈᐊᖅᑕᐅᔪᕐᓇᖅᖢᖕᒃ ᖃᓄᐃᒪᑐᖕᒃ ᐃᓕᓐᓂᐊᕐᔪᐊᖅᖢᖕᒃ ᓯᕐᔪ ᐅᕝᕈᑕᐅᖅᑭᑦᑕᐅᒃ ᓄᓇᖅᓂᒥᒡᑎᐅᑕᐃᒃ ᑭᕐᓂᒃ ᐃᓕᓐᓂᐊᖅᑲᑦᑲᒥᖅᖢᖕᒃ? ᖅᑯᖕᐊᖕᒃᑅ, ᐃᑭᕆᐋᐅᑦᖅ.

ᐃᑭᕆᐋᐅᑦᖅ: ᒪᑯ. ᕼᐃᓚᑦᑐᕼᐊᖅᓴᓚᓐᐁᖅᑐᒃᑦ, ᒥᒃ ᓯᐊᑐᖕᖅ.

ᓯᐊᑐᖕᖅ: ᖅᑯᖕᖄᓕᖅ, ᐃᒉᕆᐋᐅᑦᖅ ᐊᒡᓗᕈ ᖅᑯᖕᖄᓕᖅ ᐊᐱᕆᓚᐅᕆᒃ. ᐃ, ᐅᒡᓗᒌᐅᑕᖅᑐᖅ ᐅᕝᕈᑕᐅᖅᑲᑦᑲᕇᓗᐊᑐᖕᕦᐁᒃ. ᐃᒉᓐᒃᓂᐃᑯᒃᑯ ᐅᕝᕈᑕᐅᖅᑲᑦᑲᕈᖕᖆᑎᒍᑎᕈᓂᐅᕝᕈᑕ ᑭᒃᔪᑲᓂ ᒪᓗᖅᑯᐋᖅᐃᒃ ᐃᖅᖃᓇᐃᔭᕐᖕᑎᖅᖕᖃᒃᒥᓪᒎᐊᖅᑳᕇᓕ ᐃᓚᖕᒃᓯᒋᐅ ᖅᕈᖕᖅᓂᑲᐅᖅᖃᑲᓐᖃᒥᓚᕈᓯᕐᖃᑐᖕᒃ ᐅᕈᖅᖂᒋᒃᑦ ᐱᒉᖅᓗᑲᐅᐅᓂᖕᓐᒃ ᖅᑭᑭᕆᒃᑎᕐᑎᓕᕆᖃᑐᖕᒃ ᑲᒪᐳᒃᑦᐁᓐᖕᒃ. ᐃᐊᑭᕆᐋᒃᖕᑲᐊᔭᑦᐈᒃ ᐊᖕᓗᖅᐋᒃᓐᑐᖕᒃ ᐅᕝᕈᑯᓐᖕᑲᐊᔭᑦᐈᒃ ᐃᒉᓐᒃᓂᐃᐊᖅᐁᒃ ᐃᖅᖃᓇᐃᔭᕐᖕᐁᒃ ᓯᕐᔪᑐᖕᒃᓗᖕᐁᒃ ᐊᒉᕆᓐᖕᖄᐋᐅᒃ ᐃᓄᐁᒃ ᑎᒪᕐᖅᑯᖕᖃᖕᕃ ᑯᑐᖅᖕᖂᖅᐁᒃᑎᓐᖕᕃᖕᖆᖕᖂᖅᑐᖕᑦ. ᐃᒉᖂᑎᓐᒃᓚᖅᐊᓐᖕᐃᖅ ᑲᒪᑲ ᐊᖅᓴᖕᓚᑭᓪᖕᖕᑦ. ᐊᑕᐳᒃᑯᒃᑦ ᐃᒉᓕᒃᓗᒃᔭᖅᑲᑦᑲᖅᒃᖕᑲᐅᓚᖕᕃᑭ ᐃᒉᓐᒃᓂᐃᖅᓐᖕᐋᐁᖕᖃᐊᐊᐋᖕᕦᖕᑲ ᐃᓐᒃᓂᐃᖅᓐᒃ ᐱᒃᓐᖕᖂᖕᖂᐅᑲᐅᑦᑯᖕᒃ ᓇᒌᒃ ᓇᒌᖕᖂᒃᓄᖅᐊᖕᖆ. ᖅᑯᖕᖄᓕᖅ, ᐃᒉᕆᐋᐅᑦᖅ.

ᐃᑭᕆᐋᐅᑦᖅ: ᒪᑯ. ᒥᓐ ᐊᖕᓇᒃᒃᖅ.

ᐊᖕᓇᒃᒃᖅ: ᖅᑯᖕᖄᓕᖅ, ᐃᑭᕆᐋᐅᑦᖅ. ᖅᑯᖕᖄᓕᖅᑲᑦᑕᖅ ᑭᐅᑎᐊᖅᓴᐋᖕᖃᖕᖕᒃ. ᐃᐊᒉᕆᒃᓚᖅᒎᖕᓚᖕᖂᒃᑐᒃᑐᖅ ᑖᒃᑯᐊ ᐃᒉᓐᒃᓂᐃᖅᑲᖅᑲᑦᑲᖅᑐᒃ ᐃᑭᕆᒃᓐᖕᐃᐅᔭᐅᖅᓯᕐᖃᑦᑲᕈᖕᒃᖕᐋᖕᒃ ᐃᖅᖃᓇᐃᔭᕐᖕᖆᖕᐅᔭᓚᖕᑐᖅ ᓯᕐᔪ ᐅᒃᒃᓗᑎᕐᖕᖂᔭᖅᐂᖕᖃᖕᑲᕇ ᑖᒃᑯᐊ ᐃᓄᑐᖅᒃᒃᑲᖅᐃᐋᑯᔭᐆᖅᑐᖅ ᓚᐅᕝᑯᖅᑯᓕᖕᖕᖕᐋᖕᖕᑯᖕᒃ ᐃᑭᕆᓕᖕᖕᖂᖕ ᐃᖅᖃᓇᐃᔭᕐᖕᖕᖕᒃᔪᖕᒃ ᑭᕙᖕᑐᑯᐅᑭᕐᒪᖕᒃᑭ ᐃᒉᓐᒃᓂᐃᖅᒃᓚᕐᖕᖕᒃ. ᒪᐃᒃᐋ ᐅᒃᒃᓗ ᑖᒃᓗᖕᖕᒃ ᓯᕐᖕ ᓇᐅᐳᖕᖕᐳᒃᓚᖕᖕᒃᒃᖕᕦᖕᖕᕃ ᑭᕙᖕᖕ ᐃᒉᓐᒃᓂᐃᖅᒃᓚᕐᖕᖕᖂᒃᑐᖅᑯᖅ ᐃᖅᖕᓇᐃᔭᕐᖕᖕᑎᖅᖕᖕᖆᖅᒃᑐᑭᐅᓐᖕᖕᖂᖕᑲ ᒪᐳᐃᖕᖕᖕᒃᑲᒃᒃᒃ. ᑖᖕᖕᐋᒃ ᐃᑭᕆᒃᓐᖕᖕᒎᒃ. ᑕᐅᒪᐃᑐᐳᒃᓚᖕᖕᖃᖕ ᕿᖕᖕᐋᐃᓂᑐᐊᕝᕆ ᓚᐯᓐᒃᓄᐃᑯᖕᖕᒃ ᐱᒃᖕᕦᐋᐃᕐᖕᖕᖂᒃᔪᓐᖕᖕᒃ ᖅᑯᖕᖂᖅᑐᖕᖕᖕᒃᑎᖕᖕᖂᒃᔪᓐᖕᖕᒃ? ᖅᑯᖕᖄᓕᖅ, ᐃᑭᕆᐋᐅᑦᖅ.

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about job opportunities?

Chairman (interpretation): Thank you. Nunavut Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Chairman. Yes. We try to plan ahead, for example, with the elders centre and the human resources that will need to be made available. We also look at the mining sector and nursing programs. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Chairman. Similarly to that, course selection, I would like to ask: how does the college go about measuring whether or not their courses have been delivered successfully, because you can even have graduates, but, sometimes the graduates are not trained. How does the college go about ensuing that their courses are up to par and that the people that are graduating are graduating with the knowledge and the skills needed to graduate from that course? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Nunavut Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Chairman. (interpretation ends) Thank you for asking that question. It all starts with designations and accreditations. Being the designated post-secondary institution for the territory, we do try to ensure that we're meeting not just territorial standards, but also national standards so that our students, our learners, when they graduate or when they complete something, that their education is not just credible in the territory. They can take their credits nationally anywhere and those credits will be recognized as having been obtained in their field of study.

ᐃᑉᓯᕙᐅᑕᖅ: ᒫᓇ. ᒥᔅᑕ ᓱᕕᒐᖅ.

ᓱᕕᒐᖅ: ᖅᑯᔭᓐᓇᒦᒃ, ᐃᑉᓯᕙᐅᑖᖅ. ᐄ, ᑕᒪᒃᑯᐊ ᐸᖄᐃᔾᔪᑎᕐᖅᑕᖅᓛᖅ ᖅᑲᐅᔨᓴᕆᐊᖅᒃᑎ ᓄᓇᐃᑦ ᐱᕚᓪᓕᖅᑐᐊᖅᒪᖕᑕ ᓄᓇᖁ ᐅᔾᔪᑎᖅᒃᑲᐅᔭᐃᑦ ᑖᒃᑯᐊ ᐃᖚᖁᓄᑦ ᐃᖅᑲᓇᐃᔾᖅᓴᐃᑦ ᐊᓕᕐᒥᖅᓗ ᐅᕐᖀᖂᖑᐊᖅᑐᓴᓂᓯᓗᑦ ᐃᓐᓯᓂᐊᖅᑐᓴᓂᓯᓗᑦ ᐅᑲᔾᖁᑦᖁᑕᓂᓯᓗᑦ ᑕᒪᒃᑯᐊᓚᓿᐃᑦ ᖁᒦᔾᖅᖁᑦᑕᖅ. ᖅᑯᔭᓐᓇᒦᒃ, ᐃᑉᓯᕙᐅᑖᖅ.

ᐃᑉᓯᕙᐅᑕᖅ: ᒫᓇ. ᒥᔅ ᐊᖅᓇᖅᖅ.

ᐊᖅᓇᖅᖅ (ᑐᑭᓯᐊᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ, ᐃᑉᓯᕙᐅᑖᖅ. ᑖᔅᓱᒧᖓᑦᑎᐸᓪᖁᑕᑦ Lᑯᐊ ᐃᓐᓇᓂᐊᖅᐱᑦᖅᐃᑦ ᐊᑐᐊᖁᕈᖅᑎᐅᖅᑎᐅᖅᑐᑦ. ᓯᓪᑐᖅᑦᓱᐊᖅᑯᑦ ᖅᓄᐃᖅᓅᖅᑦᑕᖅᑦᖅᐸᖁᑦ ᑕᐃᒃᑕᑦ ᐃᓐᓇᓂᐊᖅᐱᑦᖅᐃᑦ ᐳᑯᖅᑎᐊᖅᓱᖅᐊᖅᓚᖁᑦ ᐅᖅᖁᔪᖁᖁᑦ ᐃᓀᖁᖁᑦ ᐃᓐᓇᓂᐊᖅᖅᑎᑦᐸᖁᑐᐊᑦ ᓰᖁᑕ ᐱᔪᖅᖅᑯᖅᖅᖅᑎᑦᓅᖅᑦᖅᑦᖅᓚᑕ. ᑕᐃᒃᑯᐊ ᐃᓐᓇᓂᐊᖅᐱᑦᖅᐃᑦ ᐱᐅᓅᖅᑦᖅᖅᖅᑎᑐᒃ ᐊᖅᑯᑕᐅᔭᕆᖁᖅᑎᐸᖅᑐᑦ ᑕᒪᒃᑯᐊ ᐃᓕᓚᖅᑐᖁᓅᑦ ᑖᓪᖁᓅᑎᑦ ᐱᓪᖅᖅᑯᖅᑯᑎᖁᑦᖅᐊᖁᑕᓚᑕ? ᖅᑯᔭᓐᓇᒦᒃ, ᐃᑉᓯᕙᐅᑖᖅ.

ᐃᑉᓯᕙᐅᑕᖅ: ᒫᓇ. ᒥᔅᑕ ᓱᕕᒐᖅ.

ᓱᕕᒐᖅ (ᑐᑭᓯᐊᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ, ᐃᑉᓯᕙᐅᑖᖅ. ᖅᑯᔭᓐᓇᒦᖁ ᐊᐱᖅᖁᑦᔨᖁᓅᖁᖁᖁᑦ. ᐱᖁᓅᖅᑲᖅᖅᑕᖅᓅᖁᖅᑦ ᐄ ᐊᐸᖁᔳᖁᒃ ᐊᖅᓗ ᐃᑲᔪᑎᖅᑲᑎᖅᖅᖀᐅᖁ ᐊᖅᓗ ᑖᖄ ᓚᖁ ᐊᒦᖅᖁᑐᖅᖅᑦ ᓄᓇᑐᕽ ᐃᓚᖅᓯᖁᔪᖅᔳᖁ ᓯᖁᑯᔪᑦ ᓯᖁᑐᖅᓕᖁ ᐃᓐᓇᖅᑳᖁᓯᐱᑐᖁ ᐊᖅᖁᑐᑎᐅᖅ ᓄᓇᕗᖁᓅᓕᑐᖁᑦ ᑖᒃᑕᑐᐊᑐᖅ ᐃᓐᓇᖅᑎᒃᑎᐅᖅᑦ ᐃᓐᑐᖁᖅᑐᖁ ᐱᐊᓅᖅᖁᔪᖁᑦ ᐃᓐᓇᖅᑕᖁᖅ ᑖᖄ ᐃᓐᓇᓂᐊᖅᑎᖅᔳᖁᑦ ᓯᖁ ᓄᓇᕽᖁᑐᓚᑐᑦ ᐊᓚᑐᓚᑐᑦ. ᐄ, ᐃᓐᑕᖁᔪᖁᖁᖁᓅᔳᖁ ᐃᓐᓇᓂᐊᖀᖁᓅᔳᖁᑐᕓᖁ.

ᐊᖅᓗ ᓯᖁᒦᖅ ᐃᓪᖁᖅ ᐱᖁᓯᖁᓅᖁᖁᖁᑦ ᐅᖅᔳᑎᖁᓗᖁᑦ

I can give two, maybe three good examples: some on nursing, where they are in high demand and they go almost directly into their fields; education, certainly. I saw it on my last two convocations where a majority of the learners that were graduating either already had a job identified or were just in the tail end of getting confirmation that they were getting a job.

Environmental technology has run successfully over 30 years in the territory. I know that a majority of the graduates are highly sought even before they finish the program, so there are already great signs of success, but we should keep an eye on some of the other areas as well to ensure that all fields are being treated equally and that we provide support to all learners. Thank you, Mr. Chairman.

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

Ms. Angnakak (interpretation): Thank you, Mr. Speaker. For people complete the programs, do know what percentage of people who do complete them? Thank you, Mr. Chairman.

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

Mr. Suvega: We would be happy to provide a more detailed breakdown on the numbers, following the completion of this hearing, likely in the next week or so. I want to ensure we are accurate on the numbers to ensure that we're capturing all of the graduates or those that may need to go onto another program. (interpretation) Thank you, Mr. Chairman.

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

ᓇᔍᖅᒍᐊᓕᖅᓂᕐᒡᒍᑦ ᒪᓇᐅᐸᖅ ᓂᔅᓗ ᑕᐃᑯᖕᒥ ᐃᓕᓐᓂᐊᖅᒃᒃᕐᖃᒡᒥᓄᑦ ᐊᒻᒪᓗ ᑕᑯᓕᐅᖅᒃᕐᒌᓯ ᐃᒻᒥᖅᑿ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑲᕐᒃᕐᒃᕐ/ᓯᕝᒌᐊᑦ ᐊᒻᒪᓗ ᖃᓇᐅᒃᕐᓖᓯᓗ ᐃᓕᓰᖃᕐᒃᒃ/ᕝᓚᐅᖅᒃᒍᑎᖅ ᐊᒻᒪᓗ ᑕᐮᒡᓗ ᓄᐮᒡᓗ ᖃᓇᕐᕝᑦ ᐊᕐᑎᓕᓂᕐᒡᓗ.

ᑕᒪᖕᓇᑦᑐᒃᕐ ᐃᖕᒃᕐᑳᓂᖅᒃᕐᑎᐊᓚᐅᖅᒃᑐᖅᒃᕐ ᐅᑭᐅᓄᑦ 30–ᓄᑦ ᐊᒥᒐ�̇ᕝᐊᑦ ᑖᒃᑯᐊ ᐱᐊᓂᖕᓂᐊᓕᕐᒃᒒᓄᑦᓄᑦ ᐃᓕᓐᓂᐊᖅᒃᑕᒐᓂᒃᕝ ᐊᒻᒪᓗ ᑕᒃᑯᓄᖕᒃ ᓇᓄᓇᖕᕝᒃᑐᑦ ᑖᒃᑯᐊ ᐃᕝᑎᖕᓂᐊᖅᒃᒃᒒᐊᑦ ᐊᒻᒪᖅᒃᑲᐅᖅᒃᒃ ᑖᒃᑯᐊᖅᑲᐅᖅᒃᒃ ᐊᕝᕐᒃᒃᕐᑲᐅᖅᒃᒃ ᑕᒪᕝᒡᒃ ᓯᖅᒃᒒᑦᓲ. ᐃᑉᑳ, ᐊᒡᑎᖕᕐᖅᑎᖕᒃᐊᒃᓲᕝᒃᑦᕐᒃᑲᑦ ᑕᒪᐃᒃ. ᖅᑯᕝᒃᓇᑳᕝᒃᒃ, ᐃᕝᒃᕐᐊᐅᑦᒃ.

ᐃᕝᒃᕐᐊᐅᑦᒃ: ᒪ'ᕝ. ᒥᔅ ᐊᖕᒃᓇᖕᒃ

ᐊᖕᓇᖕᒃ: ᖅᑯᕝᒃᓇᖕᕝ ᐅᖅᒃᓇᖅᑲᖕᕝᒃᕐᒃᓴ. ᑕᐃᒃᑯᐊ ᐃᕝᒃᕐᑎᖕᖅᒃᑲᖕᕐᒃᑐᑦ ᓂᔅᓗ ᐳᕝᒃᐊᖕᒃᕐ ᕝᕝᒃᒒᒒᒒᕝᒃ ᖅᒃᐅᕝᒒᒒᒒᕝᕝᔅ? ᖅᑯᕝᒃᓇᖕᕝ, ᐃᕝᒃᕐᐊᐅᑦᒃ.

ᐃᕝᒃᕐᐊᐅᑦᒃ: ᒪ'ᕝ. ᒥᕝᒃ ᕝᒒᖕᒃ.

ᕝᒒᖕᒃ (ᑐᕝᕝᐊᒒᒍᕝ): ᕝᕝᒒᒎᕝᒒᕐᒃ, ᖕᖅᒃᐮᖕᒃᕝᕝᒒᒍᒃᕝᒒᕝᕝᒒᒃ ᖕ/ᕝᐊᓂ ᐊᒻᒪᖅᒃᒃ ᑖᒻᕝ ᖕᒒᒒᒒᖕᒒᒒᕝᒒᒒᒒᒒᒒᒒᒒᒃ ᐊᒻᒪᖅᒃᒃ ᐱᕝᒒᒒᒒᒒᕝᒃ ᐊᒒᒒᕝᕝᒒᒒᒒᒃ ᐊᒻᒪᖅᒃᒃ, ᒪᕝᒒ ᖕᒒᒒᐅᒒᒒᕝᒃ ᐅᖅᒃᒒᒒᒒᒒᒒᒒᒒᒃᒪᕝ ᐊᒻᒪᖅᒃ ᑖᒃᒒᑕᒪᐃᑦ ᐱᕝᕝᒒᒒᒒᒒᕝᒒᕝᒒᐊᑦ ᐃᕝᒒᒒᒒᒒᒒᕝᒒᒒᒒᒒᒒᒒᒒᒒᕝᒒᒒᒒᕝᒒᒒᕝᒃ ᐊᕝᒒᒒᒒᒒᕝᒒ ᐱᕝᕝᒒᒒᒒᒒᕝᒒᒒᒒᒒᒒᒒᒒᒒᒒᒒ. ᖅᑯᕝᒃᒒᒒᒒᕝ.

ᐃᕝᒃᕐᐊᐅᑦᒃ: ᒪ'ᕝ. ᒥᕝ ᐊᕝᒒᒒᒒᒒᒒᕝᕝ.

ᐊᕝᒒᒒᒒᒒᒒᕝᕝ: ᖅᑯᕝᒃᒒᒒᒒᕝ, ᐊᒻᒪᓗᒃᒒᒒᒒᕝᒃ ᐱᕝᒃᕝᐅᒒᒒᒒᒒᒒᒒᐅᕝ ᑕᐃᒃᑯᐊ

Ms. Angnakak (interpretation): Thank you. Also, if you could also add the information for individuals who have not completed their programs as well and why they didn't complete them, or why they stopped attending the program. We would like to have that information so we can get more clarification on that.

For the (interpretation ends) ABE core and essential courses, we have talked a lot about that today and I just want to add my voice that I really feel that it should be something that is delivered in the communities automatically, maybe for the next 20 years. We have a lot of people that I think are stuck. Some haven't gone to school, some have but are on the very low grades and are embarrassed to go and seek that themselves, and I think it would help if the college always had those courses being offered and people get more comfortable about attending.

I think that the college, with regard to their approach to potential students, sometimes I feel that the college, and not just the college; other government entities too, even Family Services and Housing, when we're dealing with people who have no education and no jobs, their self-esteem is pretty low, and I feel like the college needs to come out of the college. I'm talking about Iqaluit especially because I don't know how it really is with the other communities, but sometimes when you just go have coffee down at NorthMart, there are a lot of people there; there are a lot of young people there who want to do something but they don't know what. Going to the college institution is a very intimidating thing for them to do.

I've said this even to the housing corporation; "It would be great if you come down to the NorthMart. Come and have coffee. Talk with some people. You can hand out your flyers and say "Look, there are great

ᐃᠵᠴᠵᑎᖅᑕᒃᑲ�Bᖯᖳᑎᓕᑐᐞᠱ ᖃᖳᑎᐅᖦᓕᖏᓕᖅ ᐊᒻᒪᓗ ᑎᒻᒪᑕᐞ
ᓄᖃᖯᑕᐃᖭᖅ ᕼᓵᐹᒌᠪᑕ Cᒪᐅᑐᐴᖳᖃᖅ, ᑎᒻᒪᖁ? Ċᖁᖁ
ᑐᖦᑃᑎᖳᖦᒉᖳᑐᐊᖦᖵᐼᖆᐞᖅ ᑐᑋᖯᑳᖆᖱᑃᐊᕸᐞᖅ.

ᐅᖁᖁ *ABE Core and Essential Courses*
(ᑐᖼᑃᑎᐞᑀ) Ċᖁᖁ ᐅᐼᐞᒌ
ᐃᑃᒌᐊᖯᖁᖆᑫᒪᑐᐊᖁᖅᑐᒍ ᑐᕈᖢᖁ
ᐃᖯᐯᑎᑃᔥᑐᐞ ᖐᖅᖱ ᖁᖁᑃᖱᒌᑐᐞ ᐃᒍᐊᖆᖯᐃ
ᖁᖁᑫᖅᑉᑐ ᐃᒻᒪᖯ ᖳᐅᑃᖅᖳᑃᐵᖱᖅᖅᑐᐞᖆ
ᕼᖅᖀᑎᐱᖳᒫᖳᑖ 29 ᐅᖀᖆᖆᖆ, ᐊᖮᑎᖆᖆ
20−ᖆᖆ, ᐊᒌᖤᒪᖮᐊᖳᖦᒪᖆ ᐃᖆᐃᖆ ᐊᖯᖅᖤᖺᖳᖅᒪᖆ.
ᐃᖆᖅᖱᖆ ᐃᖆᐃᖆ ᐃᖆᖆᐊᖮᐊᖯᐅᖯᖤᒪᖆᑎᖆᐃᖆ,
ᐃᖆᖅᖱᖆᖆ, ᐃ̇, ᐃᖆᖅᖱᖆᖆ ᖸᖯᖷᖆᖯᖤᒌᖯ
ᐃᖆᖆᖱᐊᖆᖯᖯᖤᖳᖆᖆᖯ ᐊᒻᒪᓗ ᐃᖆᖅᖱᖆ
ᕼᖷᖆᖤᖳᖯᑃᖯᖆᐅᖯ ᐃᖯᐺᖱᖆᖯᖯᖵᖅᖯᑃᖅᒌᖆ
ᖷᖆᑃᑐᖤᕼᖳᖮᖆᖤᖯᐃ.

ᐃᒻᒪᖯ ᕼᖅᖰᖷᖯᖤᑎᑎᖯᖅᑃᖆᖯᑎᖅ ᐃᖆᖆᐊᖮᑎᖯᖯᖵᖆ.
ᑭᐅᖯᖯᐅᐺᖆᖆᑃᖆᐊᖁᖅᑄᖯᖯᐃ ᐊᒻᒪᓗ
ᐃᖷᖳᖱᖆᖆᑐᖳᑄᐅᖯᖅ ᖷᖆᑃᑐᖤᕼᖳᖯ ᐊᒻᒪ
ᐅᐸᖯᐅᐅᖪᖤᖯᒪᖯ ᖐᖅᖱ ᐃᖆᖆᐊᖮᑎᖯᖯᖵᑄᖵᖆᑄ. ᐃᖴᖁᖆᖯᐼᖆ
ᐃᖆᖆᐊᖮᑎᖯᖯᖵᖴᖮᖆ ᖷᖆᑃᑐᖤᕼᖳᖯᖯᐃᑐᖁᖆᐅᖞᖆᑎᑐᖅ
ᐊᒻᒪᓗ ᖯᖵᖳᖤᖆᖯᖮᖯᐼᖆ ᐊᖷᖯᖱᖆᖆ ᐃᖆᖆᖤᐼᖆᖮᖯᐼᖆᖆ
ᐃᖯᑐᖆᖯᖱᖆᑃᖆᖆ, Ċᖯᖆᐊ ᖯᒪᖱᖆᖤᖯᖯᖤᖯᖮᖮᑄᖆ ᐃᖆᐃᖆ
ᐃᖆᖆᐊᖮᐊᖆᖯᖯᖱᖯᖯᖯᒌᑐ
ᖔᖁᐅᖯᖤᖱᖯᖯᖯᖯᖯᒌᑐ ᐊᒻᒪᓗ ᐃᖷᒌᖆᖯ ᖁᖷᒌᖆᖤ
ᖯᖆᖯᖰᑎᖯᖰᖁᖆᑄ Cᖳᖵ ᐃᖯᐯᖆᖯᖤᖆᖤᖯᖷᒪᖳᖵ
ᖷᖆᑃᑐᖤᕼᖳᖆᖯ ᐃᖤᖳᖆᖵᖱᖆᖆ, ᖐᖆᐊᖤᖆᖱᖆᖯ
ᐃᖤᖳᐃᖆᖆᖱᖆ, ᖤᖆᖱᖯ ᖁᖁᑃᖆᖱᖆ ᐊᖷᖯᖱᖆᖱᖆ ᖤᖆᖱᖯ
ᕼᖯᐅᖃᒌᖆᖆᑎᖆᑄᖵ ᖃᖷᐊᖆ ᐃᖁᖆᖆᖯᖯᖯᖯᖯᖯᖯ
ᖯᖠᑐᖱᖯᐊᖆᖱᒪ ᐊᒌᖤᒪᖮᐊᖱᖆᑄ ᒪᖯᖯᑐᑃ
ᐊᖆᖯᖤᖷᖳᖯᖤᖷᖆᖱᑐᑄ ᖯᖠᑐᖱᖯᐊᖤᖱᒌ ᖷᖆᖱᖯ
ᖐᖺᖯᖤᖯᖷᖳᖷᑄ ᖤᖷᐊᖆ ᖐᖺᖯᖤᖯᖤᖱᑎᖱᖳᑄ ᐊᒻᒪᓗ
ᖷᖆᑃᑐᖤᕼᖳᖯᖲᖯᖯᐅᖯᑐᖆ Cᐃᖳᖵ ᖐᖅᖱ
ᖯᖠᖷᖷᖯᖆᖷᖳᖅᖆ.

ᐃᖯᑐᖆᖯᖱᖷᐊᖯᖯᖤᖁᖆᖆᖆᑐ ᐅᖅᖯᖤᖷᒪᖤᖆᖳᖯᖞᖆᖆ
ᖯᖠᑐᖱᖯᐊᖤᑐᐺᖆᑄ ᐅᖅᖯᖯᖯᑎᑎᖆᑐᖱᖆ ᐃᖆᐃᖆ ᐊᒻᒪᓗ
Cᖳᖯᖆᖁᖯᑃᖳ ᖐᖅᖱ ᐃ̇, ᖐᖺᖯᖤᖯᐅᖅᖅᑐᖆ, ᐃᖳᐃᐃᑐᖆᖯ
ᕼᖅᖰᖷᖆᖤᑎᖯᑐᖯᖯ ᑐᖆᐅᖅᖯᖯᖯᑄᖯᖯ
ᖁᖁᖅᖷᐊᖯᖯᖆᖆ ᐅᖅᖯᐅᖤᖮᖷᑄᖯ

ᑐᖁᖯᖳᖷᖯᑎᖯᐅᖷᒪᖯᐊᖤᖆᑐᐊᖅᑐᐃᑄ. Ċᖁᖁ Cᖳᖁᖁ
ᐃᖯᖷᖤᑐᖷᖰᑐᐃᖆᖁᖆᐅᖞᖳᑄ ᐅᖷᖁᖆᖆ ᐊᒻᒪᓗ ᐃᖆᐃᖆ

opportunities for you." And to tell them that they would be welcomed. Just the encouragement, everybody needs that, and I think that this would be very beneficial if the government can do that a little bit more. There are other common areas too that could be approached, I think.

I would like to talk now, if I may, about how the college works with Family Services in getting young Nunavummiut off of income support because as soon as you turn the age where you can get income support, it's almost like an automatic thing, they can go apply for their income support. I understand why people do that. If you don't have anything else, well that is what you're going to do, especially when we have low employment opportunities in a lot of our communities.

There are other things that could be done, and I'm just wondering: what is your outreach? How do the two departments work together when it comes to income support? My question, I don't know, either one can answer, or both can answer. I just want to know: is this a topic that you discuss? Is there a plan? Do you think about in the community we have so many people on income support, how can the college and Family Services work together so that we can get people maybe into business or other things? I would be interested to hear your response. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I guess we will go to the college first in terms of your response to that question and how you work with Family Services. Mr. Suvega.

Mr. Suvega: Thank you, Mr. Chairman. Thank you for that question. Mr. Clift did mention a little bit of that yesterday where it is very much community and individual

ᑕᒫᐃᑎᖅ ᐃᑲᔪᖅᑕᐅᔪᓂᐊᖅᕿᓪᓛᖅᑐᑦ ᐊᒻᒪᓗ ᐃᑲᔪᖕᓂᖃᖅᐹᓚᖅᒋᖅᔭᖅ ᒐᕙᒪᒃᑯᑦ ᑖᒪᐃᓕᒐᐅᕈᒪᖅᕿᐸᖅᐸᑕ ᐊᒻᒪᓗ ᐊᓯᖏᑦᑕᐅᖅ ᑕᒪᒃᑯᐊ ᑐᕿᖅᑕᐅᕿᓗᒋᖅᕿᓕᐊᑦᑕᐅᖅ.

ᑕᐊᓕᑕ ᐅᖅᑲᐅᓯᖃᕐᒪᓕᑕᖅᔭᐅᓗ ᐱᔪᓇᕐᒪᓕ ᖁᓄᖅ ᑖᖅᑕ ᐃᓇᔾᔾ ᓲᑎᓇᖅᕿᓂᑦᖅᔾ ᖁᓄᖃ ᐱᑎᓂᑦᖅᖅᖅᑕᑦᒪᕿᓚᐅᑦ ᐃᓇᑎᐊᕿᑯᖅᐱᓄᑦ? ᑖᖅᑕ ᓛᒃᑐᑐᐊᑦ ᐊᒻᒪᖅ ᐃᓕᐊᓇ ᐊᕐᕈᑎᖅᑐᐊᒪᒃ ᐅᖅᑎᖅᑐᐊᕿᑦ ᐃᓕᐊᕐᓇ ᓰᖔ ᐄ, ᓂᖅᑲᑐᓱᕿᐸᖅᐱᓂᓴᖅᖅ. ᑕᐊᒪ ᑐᖅᓯᐅᓕᖅᑐᖅᔭᐅᓗ ᖁᓄᐃᓄᕐᒪᕿᑦ ᓴᕿᓕᖅᕿᖅᖔᓱᐸᖅᕿᑕ ᑕᐊᓕᑕᐅᖅᕿᓇᖅᖅᖅᑕᑦ, ᐱᐆᖅᖔᑐᕐᖃ ᓇᐅᓕᑦᕿᖅᐅᖔᕿᓂᓲᑦᒍᒍ ᑍᓇᑕᕐᖔᕿ.

ᕿᕈᐊᓂᖅᑕᐅᖅ ᐊᕿᖅᑎᖅᑕᐅᖅ ᑖᖅᑕᐊᖅᑕᐅᖅ ᐱᕼᖅᑲᕐᒪᖃᕿᓚᒋᖅᖃ ᖁᓄᓕᑕ ᑖᖅᑕ ᐱᓕᖅᑲᐅᕈᓪᒍᑎᖅ ᖁᓄᖅᖅ ᐱᓕᑎᖅᕿᖅᕿᑦᕿᓕᖅᐱᕿ? ᐃᓇᑎᐊᕿᐊᖅᕿᓗᖅ, ᖁᓕᖅᒃᖓᐊᖅᖅ ᕿᐅᑎᓇᖅᓲᕿᑕᖅ, ᖅᑕᐅᔾᖔᓗᑎᐊᓇᖅᑐᓪᓂᖅ ᑕᒪᓇ ᐅᖅᑕᐅᔾᖅ ᑊᖅᓇᑎᖅᖅᑕᒪᕿᖅ? ᐃᕿᖃᕈᖃᑦᖅᕼᐱᔪᖅ ᑕᒪᒃᑕᖅ ᓂᖅᑲᑐᖅᖔᑎᓇᖅᖅ ᓲᑎᓇᖅᖔᕿᓇᖅᖅᐅ ᖁᓄᖅ ᐱᓕᑎᖅᕿᖅᕿᓕᖅᖅᖃᒪᕿ ᐃᓇᐃᖅ ᐊᒻᒪᖅ ᓲᑎ ᐱᖅᑲᖅᖅᕿᔾᖔᕿᕼᖅᑎᒍᓇᖅᕼᖅᖅᓇᕐᕼᓇᕐᐊᕿᖅᑎᔾᑐᖃ ᐅᒃᕿᓗᖔᖓᕐᑕ ᐊᕿᖅᕐᖔᖅ? ᑕᐊᓕ ᑐᖅᕿᒥᖅᑐᕐᖃ ᕿᐅᔾᐅᕈᑐᖅᕿᖔᓱᓕ ᐃᑲᔪᕙᐅᑕᖅ.

ᐃᑲᔪᕙᐅᑕᖅ: ᐋ'ᖅ. (ᑐᖅᕼᐱᑎᓲ) ᓲᑎᓇᖅᕿᓕᖅᖔᖅᑯᐁᖔᕿᑲ ᕿᐅᔾᐅᖅᕿᖔᒋᑦᖅ ᖁᓄᖅ ᑖᖅᑕ ᐱᓕᑎᖅᕿᖅᕿᖅᖃᖅᕻᔾᔾᑯᐴ ᐃᓇᑎᐊᕿᑯᑦ, ᒋᖅᑕ ᕆᐊᓕᓪᖅ.

ᕆᐊᓕᓪᖅ (ᑐᖅᕼᐱᑎᓲ): ᖁᔭᐅᖔᖅ, ᐃᑲᔪᕙᐅᑕᖅ, ᐊᒻᒪᖅ ᐊᐱᑎᓕᐊᑦ ᖁᔭᐅᖔᖅ. ᒋᖅᑕ ᕿ ᑕᐊᓕ ᐊᕼᕿᐴᖅ ᐅᖅᑕᐅᕼᔾᐱᓕᖅᑕᐅᖅᕿᑦᕸᓗ ᖔᑎᐊᒋᐅᑦᐊᑯᑦᑐᐁᓂᒍᑦ ᐊᒻᒪᖅ ᐃᓄᖅ ᐊᑕᐊᖅᖅᑯᔾᖔᖓᓂᑦ

ᑕᒪᓇ ᓰᖔ ᐄ, ᐅᖅᖃᖅᖔᑎᕏᓗᖔᖅᖓᓄᑦᓲ ᐱᖅᐊᓪᐊᑯᕼᒥᖅᖅᑕᓱᖔᖅᕻᕿ ᐊᒻᒪᖅ ᐄ, ᐃᓂᖅᕼᖅᖅᖅᑎᓇᖅᑯᑎᕿᖅᑐᑦ

driven, and though we are getting better at talking to each other between the two agencies, we do have a lot of room for improvement and how we provide better co-support, whether it is an income support recipient or a learner.

I think we did a few things this summer and even this fall to kind of strengthen some of that bridge as we co-support on how people are able to better access not just funding, but programs and services from the college or from other parts of government. I think we're finding different ways to see how that can improve. A lot of that is going to depend on outreach and how we best accomplish that in places like communities where they have different challenges and different needs. I think for the most part we are already finding better ways at talking with each other, and part of that is the active engagement and part of that is ensuring that the college is not viewed as an intimidating, but more as a place where they can transform their life on where they can move forward in their future and change it into something better, something bigger, something different. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) And from Family Services, Ms. Niego.

Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) Definitely at the executive and managerial level the college and Family Services definitely are on the same page and are aiming to work much more closer together to ensure, from the Family Services perspective, it's about funding for different programs, and so where ever the college is ready expand on the programs in a community, we're definitely there to support them. However, where there is a lack of that in a particular community, there is where our labour market federal

ᐃᓄᐊᖅᔨᒋᐊᑭᑎᓐᑦᓂᖅ ᐊᒻᒪᓗ ᐃᑲᔪᖕᓂᖃᐊᖅᖅᑐᑦ.

ᓯᖅᓗ ᑖᕐᓇ ᐃᓴᓐᓇᐊᓯᓐᐊᓯᐦᐅᐊᕐᓂ, ᐃᓴᓐᓇᐊᓯᓐᐊᖅᖢᓐᐊᕐᓂ ᑖᒪᓪ ᐊᐅᕝᒥ ᐊᒻᒪᓗ ᐅᑭᐊᒃᖔᒥ ᐃᒻᓘᖅ ᑕᓕᓂ ᓴᓐᖁᑎᕆᐊᕈᓐᓇᖅᑕᖅᑦ ᖅᑯᓯᓗ ᐃᓄᐃᑦ ᐊᖅᑯᑎᖅᖅᑎᖅᓴᓯᐅᐊᕈᓐᓚᕐᑎᖅᑦ ᐃᓴᓐᓇᐊᕐᑎᖅᓴᓂᖅ ᐊᒻᒪᓗ ᑭᓇᐅᔭᓪᖕᓇᖃᐊᕐᑏᓗᔪᐊᑦ ᑭᕐᐊᓂ ᓇᒋᖅᓴᐊᕐᓴᑦ ᖅᓄᖅ ᑕᒃᑯᐊ ᐃᓄᐊᖅᔨᒋᐊᑭᑎᐊᓐᑦ ᐊᒻᒪᓗ ᑕᒃᑯᐊ ᓴᑉᑐᖅᓵᑭᐅᐸ ᓴᑉᑖᔪᓐᓗ ᖅᓄᖅ ᐱᓴᐊᖅᑐᒻ ᓄᓇᓐᓂ ᐊᓴᐸᐊᖅᑐᓐᓂ ᐊᕈᑎᖅᖃᖅᓕᖅᓴᑐᓐᑦ ᑭᕐᐊᓂ ᑕᒪᐃᓐᖢᖢᓐᓗᖅ ᐱᓴᐊᖅᑐᒻᒪ ᓇᒋᖅᓴᐊᕐᓂᐊᑦ ᖅᓄᖅ ᐅᖅᖃᖅᑎᖅᖅᑕᕐᓴᖅ ᐅᖅᖃᖅᑎᖅᖅᑕᕐᓴᖅ, ᐱᓴᐊᖅᑐᒻ ᐁ, ᐊᒻᒪᓗ ᐃᓴᐦᐅᐊᖢᓐ ᓯᖅᓗ ᑖᒃᑕ ᓴᑉᑐᖅᓴᖢᖅᖕᓴᖅᑭᖅ ᐃᓪᐊ ᓯᖅᓗ ᑕᐅᑐᖅᑕᐅᖅᑐᒪᐊᖅᑎᖅᑐᖅ ᐃᓪᐊ ᖃᐊᔪᐊᖅᑐᐊᑦ ᐃᐅᒐᕐᑕᓪᖓᔪᑦ ᐃᒻᓘ ᓯᖅᑐᖅᖕᑎᖅᑐᐊᖅᓴᖢᐊᕐᑏᖅᑦ. ᖅᑯᖕᐊᖔᖕ, ᐃᑭᖅᐁᐅᑕᖅ.

ᐃᑭᖅᐁᐅᑕᖅ (ᑐᖕᐸᐊᑎᒍᑦ): ᐃᓄᑕᓐᐱᖅᑯᐊᓂᒋ, ᒻᕐ ᓇᐃᒍ.

ᓇᐃᒍ: ᒻᓇ, ᐃᑭᖅᐁᐅᑕᖅ. (ᑐᖕᐸᐊᑎᒍᑦ) ᐁᑎᓐᐊᖅ, ᑖᒃᑕ ᑲᓕᐊᑐᓐᒍᑦ ᐊᒻᒪᓗ ᓯᖅᑐᖅᖕᑎᖅᖃᑎᖅᖕᑎᒪᐊᖅᓴᖢᖕᓂ ᐃᓄᑕᓐᐱᖅᑯᐊᖕᓗ ᑖᒃᑕ ᐊᑕᐅᖅᑎᖅᖕᖃᖅᓯᓐᖢᖅᓴᐊᑦ ᐱᓇᖅᐊᖅᖃᖕᑖᕐᓂᖅ ᐊᒻᒪᓗ ᑕᐃᑖᑐᖕᓚ ᑐᖅᖕᓯᖅᑐᐊᑦ ᖅᑯᓇᐊᓐᓴᖅᓴᖢᖅᓂ ᐱᑎᓐᖃᑎᖅᓕᕐᓴᓂᖅᓴᖢᐅᖕᑕᕐᑏᖅᖢᓐᖕ ᐊᒻᒪᓗ ᐃᓄᑕᓐᐱᖅᑯᐊᓗ ᑕᐅᑐᖅᔪᐊᓴᕐᑭ ᓯᖅᓗ ᑖᒃᑕ ᐊᖅᐱᖅᖔᕐᑭᖢᐊᑦ ᑭᐊᐅᔭᖅᓐᖃᐸᐊᖕᓕᑦ ᐱᖕᓚᖕ ᐊᖅᐱᖔᕐᓂᖅᓴᖅ ᐊᒻᒪᓗ ᓯᖅᑐᖅᖕᓯᖅᑭᖕᓂᑦ ᖅᓇᖅᐸᖅᓂᖅᓴᖢᖅᖢᖕᑭ ᑕᒃᑯᓴᓇᖕᓗ ᓴᖅᐱᖅᖅᑎᖅᖅᑎᑎᖅᓂᖅ ᐱᖅᖔᓂᖅ ᑕᐊᕐᓂᖅ ᐊᒻᒪᓗ ᑭᕐᐊᓯᕐᖃᖔᖅ ᐱᓴᐊᖅᑐᒻᖕ ᐃᓴᖅᓐᑦ ᓄᓇᓂ ᑖᒪᓪ ᓇᐅᐅᑭᖅᓴᑎᖅᓯᕐᖢᖕᓂᖅ ᓚᕿᓚᖅᖅᑯᐊᓯᖕᓂ ᖅᓇᖅᐸᖅᓂᖅ

ᑖᐃᓪ ᐊᑎᑎᖅᖅᑭᖃᖅᕐᖢᓐᓕᑦ ᑕᖕᐸᖅᓐᓕᑦ.

funding side of things can come into effect.

There are a few examples. We have really good programs running. Through the literacy council we have also Inspire, and we also have Inspire, and then we also have some land programming through… I can't remember the name of the company that we fund, but there are also land programs where we're seeing huge successes, and where youth are taken out with an outfitter and the youth are now inspired to also follow and build their business. At the front community level, definitely the management in both organizations is both very supportive of frontline. (interpretation) Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you. Thank you for that response. I think those are very important projects that you used as an example.

I think I am concerned a little bit that we do have projects that are great, but what we need is to be consistent. That is why I really believe that the ABE, both levels, are like the foundation to a start, and that it is consistent and that it happens every year; if you take the one course, the next year you are going to be taking the next course. It is going to be there for you. It is not like you take one course and then there is no more courses happening to get to the next level, because that is very frustrating for people that really want to learn.

I think we need to look at the big picture. I think we really need to plan what is it, where do we need to start? Those literacy programs are wonderful and we need them, but, it has to be consistent and we need to take those people that are on the literacy programs to

ᑕᐃᒪ ᐱ�'t'ᑦᖅᑲᐅᖅᒧᒧᕌᒧᒋ ᑕᒪᖅᒋᓂᖢᖢ ᐅᖅᒐᒋᒧᒧᐂᒋᓂᖅᒋᖅ ᖅᐱᒋᖱᐊᒪᓄᖅᒐ ᐊᒋᒪᒧ ᑕᒪᖅᒋᓂᖢᒋᒋᐂᐅᖅᒐ ᐱᒋᖅᒋᖂᒧᒧᒋᐂᐅᖅᒐ ᔪᒻᒋ ᓄᐊᔪᐁᓂᒋᒐᒐᒋᒐ ᔾᒐᐃᐋᒐᒋᖅᒐ ᐱᒋᓗᒋᒐᒋᖅᒐ. ᐃᖅᒋᐅᒧᒻᒋᖼᐁᖮᒋᒐᒧᒋ ᖅᖂᖅ ᐊᒋᖅᒋᒧᐃᒧᒧᒧᖅᒐ, ᑮᒋᐅᔾᒋᖅ ᖁᒋ ᐱᒋᒍᖅᒋᖅᒧᒧᒐ ᖱᐁᐊᒧᒋᐅᖅᒐ ᓄᐊᔪᐁᒧᒋ ᔾᒐᒋ ᒪᖅᐸᒧᐁᓂᖅᒐ, ᑕᒪᒧᖂᒧᒋᐅᖅᒐ ᐊᒋᑕᖅᒋᖅᒋᖮᒋᖼᔾᒋ ᐊᒋᒪᒧ ᒪᖅᑐᒐᐂᒋ ᐊᐅᒋᖂᖅᒋᑦᖅᒋᖅᒋᒍᒋᒐᒍᒋ ᖩᒋᖅᒐᒋᖅᒋᖮᒋ. ᑕᐃᒪᒐ ᒪᖅᑐᒐᐂᒋ ᒪᐃᐊ ᒪᒋᑅᒋᒋᐅᖂᒻᒋᐊᒋᖅᒧᒋᖮ ᑕᒪᖅᒋᓂᖢᖢ ᔾᒋᒧ ᐱᖼᒪᖼᖅᒋᓂᖮᒋ, ᖁᖼᐊᓂᒋᖅᒋᖮ ᖩᖅᒐᒋ ᓄᐊᒋᑦᖮᒋ ᑕᐅᑑᑉᔾᒧᒋᖮᒋ ᑕᒪᐊ ᖱᒋᖅᖂᒋᖅᒋᓂᖮᒋ ᖩᖅᒐᒋ ᐃᖼᒋᖅᒍᒻᒋ ᒋᖅᖮᒋᖼᒪᖂᒧᒐᒋ. ᖅᑐᖂᐁᖮᒋ, ᐃᖼᒋᖼᐅᑉᒧᒻᒋᖅᒐ.

ᐃᖼᒋᖼᐅᐅᑕᖅᒐ: ᐃᖂᖊᒐ ᒪᐃᐊ. ᒋᖱ ᐊᖅᐊᖬᖅᒐ.

ᐊᖅᐊᖬᖅᒐ (ᑐᒋᔾᒧᒐᒋ): ᖅᑐᖂᐁᖮᒋᖅ. ᖅᑐᖂᐁᖮᒋᖅ ᖁᐅᔾᐅᐊᒋᖅᒐ. ᐃᔾᒋᒋᖂᒐᒻ ᑕᒪᖮᑋᒋ ᐊᒪᖂᐅᐂᔾᒻᒐᒋᖮᒋᖂᒻᒋ ᐱᖼᒋᐅᐂᖼ ᖩᖅᒋ ᐅᖂᒐᒋᖮᒋᐅᒐᒋ ᐊᒐᒋᖮᒋᒐᒋ ᐅᖂᒐᒋᖮᒐᒋ.

ᐃᔾᒋᒋᖂᒐᐂᒋᒐ ᑕᒪᖴ ᒋᖁᐁᖼᒐᒋᖅᒐ ᐃᒐᐅᐃᖃᒻᖅᒻᖮᒋᖂ ᐱᖼᒪᖼᖅᒻᒋᖂᒐᒋ, ᐱᒋᖅᒐᒋᖂᒐᖼᒋ ᖁᐅᔾᒐᒋᒋᐅᖅᒐ ᐊᖼᖮᑉᒋᖼᒋᖅᒻᒐᒋ ᖩᖅᒐ ᐃᒪᐂᒻᒋ ᐃᒐᖮᒻᒐᒋᐁᖅᒋ, ᐃᒻᖼᒋᖮᐁᖂᖱᒋ ᔾᒐᒻ ᑐᖂᒐᖂᒋᖼᐅᖂᒻᒋ ᑕᒪᖅᒧᖂᒻᒋ ᐱᒋᖂᖅᒐᒋᖼᐅᖂᐂᖂᒻᒋ ᖩᖅᒧ ᐊᖅᖵᒋᑅᒻᒋ ᑕᒪᖅᖂᒐ ᐊᖼᖮᖂᒻᒋᖮ ᐃᒪᖂᒋᖮ ᐃᒪᐃᐊᒋᖮ ᐃᒐᖮᒻᒻᒐᒋᖼᒻᒋᑉᒋ ᐊᖅᖵᒍᒋᑉ ᓄᑉᒻᒻᒋᖂ, ᖁᖮᒋᖮᐊᒻᒋᖮᖂ ᐃᒐᖮᒻᖮᒋᖮᖂᖂᒐᐂᒻᖂᑉᒋ ᑎᖮᖅᒻᒐ ᐊᓄᑅᖅᒻᒋᖼᖂᖼᒐᒻᒋᖂᖮᒋ ᐃᒐᖮᒻᖮᐅᖂᔾᒻᒻᒋ.

ᐅᖂᒻ ᐊᖼᖅᖂᖮᒋᒋᖅᒻ ᑕᑅᖅᖂᖮᒋᖂᒻᖂᒋ ᐸᖅᖼᑐᖅᐊᒋᖼᖅᖂᑐᒻᒋ. ᔾᒻᖂᒻᒋᖮ, ᖂᒋ ᐱᖼᐊᒋᖂᖅᒻᒋᒋᖂᐃᑉ? ᑕᒪᖮᑋᒋ ᐅᖅᒋᖅᒻᒐᒋᐅᖼᒋ ᖅᖼᒻᖂᖂᒋᐅᖂᒐᒋᖼᒐ. ᐃ, ᐱᖼᒐᐊᖅᒻᖅᒋᖅᒐᒻᒋ, ᖁᐅᔾᒋᒐᒋᒋᐅᖅᒐ ᐊᖼᖮᖮᒋᖮᖅᒻᒋᒋᖂᒋ ᐅᖂᒻᑅᖂᒻᒋᖅᖂᒋ ᖩᖅᒧ ᐃᒪᖂᒻᒻᑐᖅᒻ ᑕᒪᖂᖂᖂᒐᒋ ᐊᖼᒻᒻᒻᖅᒻᖮ ᐃᒐᖮᒻᖮᒋᖂᖂᒐᖂᒋᖮᖂᖮᒋ.
ᖂᖂᒻᖂᐁᔾᒐᒋᒐᒋᖼᒧᖻᒐᒋᒪᒋᐅᖂᖂᒐᒻᒋᖼᒻᒋ ᑕᐃᒪ ᑦᒋ

the next level. Once they have completed you can't leave them hanging because they get lost, and then we do not really get anywhere because they do not have quite enough to get to the next step.

That is my concern and that is what I would like to encourage the educators here to think about because I think the intensions are very good. People want to help other people, but I feel there are gaps that really need to be addressed and those are some big gaps. We are pleased that we have offered this course, but then we forget that, okay, it is not finished yet. We need to go on.

I just want make that a strong point of mine.

The other, I am curious about per diem rates. I do not know if you call them training rates, I do not know. If there is a single person and they are on income support… . I guess my question is to Family Services; if you are on income support and then you have an opportunity to go to school, and you go on FANS, let's say, or ALTS, what happens to that income I get through income support? Is it topped up, or is it something I have to now give-up and I go to a training, and the training is as comparable. I do not know. If you can just help me to understand that a little bit better. Thank you, Mr. Chairman.

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

Mr. Clift: *Ma'na,* Mr. Chairman. (interpretation ends) Firstly, as I mentioned yesterday, whether you got to FANS or whether you go to ALTS support, you get significant more as a single person than you would get on income assistance. In terms of raw dollars in your pocket, you get more. In general, someone who goes onto one of our training allowances gets $400 per week.

ᒡᐸᖃᑿᑦ ᐃᓄᐊᓪᑎᐅᕈᏪᑕᏪᖅᕼ ᐊᒡᒪ ᒡᐸᖑ ᐃᑿᕐᏪᑐᐊᕉᒡᖀ, ᐃᓴᑎᐃᕈᐸᕉᓂᖅ ᐃᑿᕐᏪᑐᐊᕉᒡᖀ.

ᐃᕐᒡᖁᑦ ᑐᒡᒡᐅ ᐊᒡᒡᐆ ᐱᕈᒡᖅᕐᖀᓂᖅ, ᐩ, ᐃᓄᐊᑦ ᐃᑿᐸᒡᐸᐃᑦ ᐊᕐᖀᒡᖀ ᐃᐆᖅᑎᒡᖀ ᖀᕉᓂᑕᐅᑕᏪᖅ ᑿᕉᐊ ᐸᑕᖅᖃᕐᒐᓂᖅᖀᓄᑕᐅᑕᖅ ᑿᕉᐊ ᐊᕐᒐᖅᕐᐳᒡᗘᕼ ᕼᏪᒡ ᖀᕉᐊᕐᒡᖀᑎᖅᑐᑦᖀ, ᖀᕐᕼᑿᑎᕐᖀᒡᑐᑦᖀ ᑿᕉᐊ ᕼᖀᕐᑎᕐᖃᑎᑐᕐᏪᖀᒡ ᐃᓚᐆᐊᕈᖅᑎᖅᕼᐃᑦ ᑿᕉᕉᓂᑕᐅᑕᖅ ᐳᐅᒐᐃᓄᑿᕐᑕᕐᒡ ᕍᓐ ᐱᕐᕼᖅᒡᕈᐆᕐᑐᒡᖀ, ᕍᓐ ᐱᐊᕐᖀᒡᗘᕐᕐᑐᑦ.

ᑿᕉᐊ ᐅᕐᖀᐅᕐᒡᐃᕐᒡᖅᑿᕐᑕᕼ.

ᒡᐸᖀᐊ, ᕼᖃᕐᑎᕉᖅ ᒡᐸᖃᖃᐃ ᑐᕈᐅᕐᖅᏪᓇᕈᑐᐃᖃᕐᖅᏪᕈ, ᑕᐃᒡᒡᕐᐅᕐᖅ ᑐᕈᐃᐃᕐᕉᕐᕉᕼᐃᕐᖅ ᑕᐆᕉᐊ ᐃᓚᖀᕉ ᖃᕉᐳᕐᖅᖀᐆᕐᕉᖅᕼ, ᕍᕐ ᐃᐄᖅ ᑿᕈ ᐃᐂᐈᖀ ᓂᖅᐃᒡᖀᖅᏪᖀᕐᖅᏪᒡᗘᕐᖀ ᐊᐱᖅᑎᓐᕈᖅᏪᖃᕼᕍ ᐃᐆᕐᓄᐆᕐᕐᗘᕈᕈᐆᕐᓂᖅ ᓂᖅᐃᒡᖀᖅᏪᖀᕐᖅᏪᕈᕈᕐᗘᕍ ᐃᓚᖀᐅᐊᕉᐆᕉᕉᕐᕍᕉᐊᖀᖀᕍᖀ ᐊᒡᒡ ᑿᕉᐊ ᐃᑿᕐᖀᕐᖃᕼᕍᕍ ᑕᐃᒡᓇ ᑿᐊᕍ ᓂᖅᐃᐅᕐᒡᕐᕐᖅᏪᖀᕐᖅᏪᕈᕐᖅ ᖀᓄᖅ ᐱᕈᐅᖅᕐᖃᕼᕍᕐᕈ, ᖀᖃᕼᓄᑦ ᐃᓚᕈᐅᕈᖃᕐᗘᕐᖃᕐᖀᕐᖅᏪ ᐅᕉᕈᐆᕐᖀ ᓂᖅᐃᐃᕐᖀᕐᖅᕼ ᖀᓄᖅ ᐊᒡᑐᖅᑕᐅᕈᕐᖃᕍᕈᖃᕍᕉᐅᑦᖀ? ᖀᓄᖅ, ᑐᕈᕐᖀᕐᖀᖀᕐᕼᑎᓚᓄᕈᐊᕼᑿᕈ. ᖀᕐᕐᖃᕈᕐᕉ, ᐃᕐᕈᖀᐅᕐᖀᕐᖅ.

ᐃᕐᕈᖀᐅᕐᖀᕐᖅ: ᒪ'ᐊ. ᒡᕐᖀ ᐱᓐᕐᕃᖅ.

ᐱᓐᕐᕃᖅ (ᑐᕼᕈᐃᓐᗘᕼ): ᖀᕐᕼᐊᕼᕐᕉ, ᐃᕐᕈᖀᐅᕐᖀᕐᖅ. ᕈᗘᕉᕐᖀᕼᖀᕐᕉ ᑕᐃᒡᓇ ᐅᕐᖀᕐᖃᕼᕈᒪᒪ ᐃᕈᕈᕼᕉᕼ ᐃᑿᕐᕈᖀᕐᖀᕼᑿᕐᖀᕼᕉᒡᖀ ᐃᓚᖀᐅᐊᕉᖀᕉᒡᑦ ᓂᖅᐃᐃᑐᕈᕼᕉᒡᖀ ᐃᐂᕐᖅᖀᕐᑎᖅ, ᐩ, ᖀᖃᕼᓄᑦ ᕼᐊᐅᕐᕼᕐᖃᕼᑎᐅᕐᕉᕼᖀᕐᖃᕼᖅᑐᒡᖀ. ᑕᓚᐃᐆᐆᕉᕐᖀ ᕍᕉᐆ ᐃᓚᖀᐅᐊᕉᖀᕉᒡᑦ ᐃᓚᐆᖀᓄᖅ ᖀᖃᕼᓄᑦ ᖀᓄᕐ ᖀᐅᕐᖀᕐᖃᕼᕍᕉᕐᖃᕐᖅ $400–ᓄᑦ ᐱᐊᕐᕉᐊᕈᕉᕢᒡ.

ᕍᕐᕉ ᐅᕐᖅᑐᕉᕼᕐᕉᕈ ᑿᕉᐊ ᓂᖅᐃᐃᑐᕼᕐᕐᖅᏪᕈᕉᕍᕼᕈᐆᑦ ᐃᐆᕐᓄᐆᕐᖀᕐᓄᐆᕉ

There are a few modifications. For instance the G.R.E.A.T. program allows people to stay on income assistance and then they get a top-up, and we are exploring other options like that with my colleague, the director of income assistance.

In general we move people over to ALTS because financially it is better for them, and it allows us to put them on a more straight forward stream, hopefully not getting them back to income assistance. We can keep moving them along the continuum. That certainly is our intention in doing that.

I think, as I said yesterday, certainly with respect to income assistance, I have not worked out all the numbers, but I do know for a fact because I was looking at this the other day for a client, is that a family of two adults and two children will get more money per months on ALTS than they will on income assistance. The program is very much oriented to not only, is this the way to go as far as improving your life, but it is actually the way to go as far as improving your life right now. You are going to have more resources available to you.

With respect to the comments made earlier about supporting part-time learners and such, this is one of the things we're looking at is that in the past we have been a bit piecemeal on some of the supports we provide and we're very much trying to look more holistically at how we support our learners, particularly those who don't have a lot of experience or didn't have good experiences in education. In a few weeks' time the Minister will be making an announcement about trades training and you will see some of that, that we're making some changes to better support learners all the way around and not just say, "Here's your money. You're on your own." Thank you, Mr. Chairman.

CL'd◁, Ȧ, ◁Ȯ∩ᕴᑕ∩◁ᔆᒀᐯ▷ᕹᑦ ᕴᑳᖐᒐᑐᕐᔆ, Ȧ, Ṗᑏᐅᕐᔆᑕᕴ∩ᑕᐅᒀᔦᐃᒪᑦᐧ

ᑭᕐᐋᓂᑦᑕᐅᕆᕴᑈ Ċᕴᑐ◁ Ṗᑏᐅᕐᕁᑐᑦ ᐱᐅᓂᕴᕁᐅᔦᒪᑦ ◁ᒀᒪ ᐃᒀᒪᕴ ᐃᒪᔦ ᔾᕈᑐ ▷∩ᕴᑐᑏ∩ᑦ ᓂᕴᕴᐃᑐᕴᑕᕕ◌ᕈᒪᑦ, Ȧ.

ᐃᐸᐸᕙᕴᕈᕴᐅᕴᕴ ▷ᕴᕴᕿᑐᒀᐅᕴᔦᒪᒪᒪ Ċᕴᑐ◁ ᑕᐅᑐᕴᒐᑐ ᓂᕴᐅᑐᕴᕿᕴᑕᕴᔦᒀ◁ᑦ ◁ᕥᔾᓂᕴ ȧᕵᐅ∩ᕴᑏ ᐱᔾᒀ ᑭᕐᐋᓂ ᕴᕿᐅᕴᒪᑦᕈ. Ċᕴᑐ◁ ᔾᔦᑐ ᐃᑕᕴᕕᕿᑐ◌ᑦ ᒪᕴᕥᕿ ᐋᑳᕿ ᒪᕴᕥᕿ ᔾᕐᔾᑦ Ṗᑏᐅᕴᕴᑕᕴᕕᓂᕴᕴᑕᕴᓂ◁ᕴᑐᕴ ᕴᑳᖐᑦ ᑕᕴᑭᑕᕴ ᔾᒀᑐ ◁ᒀᒪ Ċᒀᒐ ᐃᑕᕿᓂ◁ᕿᔾᕴᕿᑐᕴ ◁ᒀᒪ Ċᕿᒐ ᐱᕵᕴᐅᔦᕴᐅᕴ ᒪᒀᒐ ᐃᒀᐅᕴᔾᕈ◁ᕵᑕᐅᕙ ᐃȯᔦᒀᑐ? ◁ᒪᐃ. ᑭᕐᐋᓂ ᒪᕿᒀᐅᔦᕴ ᑕᒪᒪᐃᑕᐅᕴᔾᒪᕿᑏᓂᑐᓂ, Ȧ, ◁ᔾ◁ᒀᑕᐅᕴᕴ ᑐᔾᕴᕿ◌ᕴᑕᕴᕴᒪᑦᐧ

◁ᒀᒪᑕᐅᕴᕴ ▷ᕥᑐᑦ ᐃᑕᐃᕿ◌ᕿᕴᑕᕴᐅᕴᕴ ᑕᒪᒪᕴᕴᑕᐅᕴᕴ ᑕᐅᑐᕴᕿᒀ◁ᕙᕴᕴᑕᐅᕴᕴ, ▷ᕥᑐᑦ ᐃᑕᐃᕿ◌ᕿᕴᕴᑕᐅᕴᕴ ᕿᕝ◁ᒀᑕᑭ ᐃᕴᕥᕿᑐᐃᑕᐅᕴᕿᒪᑕᐅᕴᕿᑐᒀᒀᕴᑐᑦ ◁ᒪᔾᒀᕵᕴᑕᑐᕴ ◁ᒀᒪ ᕴᒀᕴ ᕴᑭᒀᕥᕵᕴᑕ◁ᔾᑦ ᕴᒀᕴ ᐃᕴᔾᑏᕴᕥᕴ ᐃᑕᒀᒀ◁ᕴᑐᒀᕴᐧ ᐃᑕᐃᕿ◌ᕴ◁ᕴ∩ᕿᕴᑏᒀᕴᕿᕿᕴᕴᒐ◁ᕴᑭ ᕴᒐᕴᕴ ᐱᒀᕴᕴ◁ᕵᑏᕴᕿᐃ ᒪᕿᔦᑕᐅᕵᔾᑐ ᑕᒪᒪ ᑐᕥᕴ∩ᕿᑏᕥᕴᑐᕴ ᑕᒪᕴᑐᒀᕿᒀᕥ ᐃᑕᕿᓂᕴ ᕴᐃᑕᒀᕵᕿᕝᑕᕥᕴᑐᒀ ◁ᒀᒪ ᑕᒪᕴᑐ◁ ◁ᔾᕿᒀᕴ∩ᕿᕴᒀᕵᕴᑕᕵᕴ ᒪᒀᒐ ▷ᕴᑕᐅᕿᒀᕿᑏᑕᕿᒀᕴᒐᒐᒀ Ṗᑏᐅᕴᕴᕴᑐᕴᐧ

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

Ms. Angnakak: Thank you. Thank you for that information. It's very useful to know. It makes me think now. We have a lot of people on income support. Let's say last fiscal year just so we could have a full year, how many have changed from income support to ALTS or income support to FANS? Who are we attracting? How many are we attracting? It would be great too to find out and I don't know if you track this, but let's say I was on income support for years and then I got onto ALTS and I trained and then I got a job, do you track how many people have actually graduated and now are independent? Do we have that kind of information? If so, I would be grateful if you could share that with us. It would be good to see. Do you or? Thank you, Mr. Chairman.

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

Mr. Clift: *Ma'na*, Mr. Chairman. Presently we don't. We do get anecdotal information from people, for instance, who have graduated from the G.R.E.A.T. program and have gone to do programs at the college and employment. We don't do it systematically at this point in part because our information technology infrastructure isn't there. We have an outstanding proposal at this point to integrate the information systems of income assistance and career development precisely be heading in this direction and it's part of our overall strategy for the department, which is moving to one client, one plan, that is, that we don't want to view people separately depending on which window they come to. We view them as a human being but needs a continuum of support. As I mentioned yesterday, we are making steps forward in that respect.

ᐊᕐᓇᒃᑲᖅ (ᑐᓯᕋᐅᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ. ᖅᑯᔭᓐᓇᒦᕐᓗ ᑐᓴᖅᑎᑦᑎᖑᐊᑦ ᐊᑐᓂᖅᑕᓐᐊᖅᑐᖅ ᖅᑲᐅᔭᓕᒻᒍ. ᐃᓱᒪᒃᑖᑐᐊᕈᑎᒃ ᓂᖅᐊᓱᖅᑲᑕᖅᑐᖅᑐᓂ ᐅᓄᑐᓂ ᐱᑕᖅᑲ�DL. ᖅᕐᔪᕐᒦ ᕖᕐᓗ ᐊᖅᕢᑐᕐᑖᔪᒥ ᐅᕿᖁᓕᖁ ᓂᖅᐊᒧᕐᓴᕐᔪᒃ ᐃᖃᖅᓄᕐ ᐃᓕᖅᓂᐊᕐᑐᓄᕐ ᐃᖏᖅᑕᖅᑐᖅ. ᖅᑯᐊᖃᓕᕐᓂᕐᒻᕐᔮᖅ ᐌᒃᑖᐊ ᓂᖅᐅᕐᐃᑎᖅᑖᖅᑐᑦ ᐊᖅᕢᔪᕐᕐᖅᓂᖅ ᕖᕐᓗ ᐃᖃᖅᓂᖅ ᐃᓕᖅᓂᐊᕐᖔᕐᓗᖅ ᐃᖅᑲᓇᐃᔾᔮᑐᖅ, ᖅᑲᐅᔭᓕᓂᖅᑲᑕᖅᑐᖅᐱᖅ ᖅᑲᔪᐅᖅᓕᖁᐂᕿᖒ ᐃᖅᓚᕐᑎᖅᑲᖅᑕᖅᑐᑦ ᐃᒻᒥᓂᖅᓗ ᐸᖅᑭᕐᖅᑎᐅᕐᕿ? ᑕᐅᑲᐃᒃᑐᓂᕐ ᖒᕐᐅᑎᖅᒃᐃᑎᖅᑲᖅᐱᓂ? ᐱᑕᖅᕙᕐ ᖅᑯᒐᑎᖅᐊᑲᕐᕿᖒᒃ ᑕᒻᒪ ᑐᕐᖁᐅᕝᕙᐅᕐ ᐅᕿᑎᖒᑦ, ᑐᑭᒥᖁᕐᕝᖁᖅ. ᐱᖅᖃᕿᕐ? ᖅᑯᔭᓐᓇᒦᒃ, ᐃᖅᕐᐊᐅᑕᖅᕐ.

ᐃᖅᕐᐊᐅᑕᖅ (ᑐᓯᕋᐅᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᑭᓕᕝᑦ.

ᑭᓕᕝᑦ (ᑐᓯᕋᐅᑎᒍᑦ): ᖅᑯᔭᓐᓇᒦᒃ, ᐃᖅᕐᐊᐅᑕᖅ. ᒫᓐ ᐊᖅᑲ ᑕᖅᑲᐅᓕᒍᐃᖒᒻ ᑐᖅᑕᖅᑐᑦ ᑕᕝᕿᖒᑎᖅ ᐃᖔᖅᓄᕐ ᐃᖅᓚᕿᖅᔪᒥ ᑕᒻᐃ ᕐᒪᓕᑐᖅᕐᐊᖑᓗᖅᑕᖅᑐᐊᑦ ᒫᓐ ᐊᒍᓪᕚᖅᕐᐊᖅ ᑕᒻᓕᖅᕿᐊ ᑐᖅᐃᐱᖅᑎᑎᕐᖃᖅᕿᖂ ᐱᖅᑲᖒᕐᕐᐅᓕᖅ. ᒫᓐ ᑕᐃ ᑐᖅᕙᖅᖒᖅᓕᖅᐃᖒ ᖅᖒᕐᐃ ᑕᐃᕝᕿᐊ ᑐᖅᐃᑲ ᐸᕕᖅᕿᖇᓗᖅᕿᖒᖅ ᕖᕐᓗ ᓂᖅᐃᖅᑎᖅᑲᕿᖅᑐᑦᖒᕐ ᐊᒻᕝᓗ ᐃᖅᑲᓇᐃᖅᖒᖅᕿᑕᖒ ᑕᐅᖅᖒᖅ ᑐᖅᕝᕿᕐᕿᖅᑐᑦ. ᑕᒻᒪᓕᑦ ᕙᖃᐅᑎᕐᕝᖁᕐ ᐱᓕᖅᖃᖅᓐᖃᓂᖅᕿᖂ ᐊᖃᖅ ᕙᖃᐅᖅᑲᐅᑎᖒᕐ ᐃᖒᐃᑦ ᑕᒐᖅᖁᐱᖃᖅᐅᕿ ᐊᖃᖅ ᐊᓚᖅᐊᖅᕝᖃᖅᐱᓄᕿ ᐊᖅᓪᐊᕐᕐᕝᖒᕿ ᐊᖃᐅᕐ ᐊᖅᓪᖃᐱᕐᓗᖅᐱᖅᕿᖑᕿᖅᖅᕚᐃᖅᕙᕿ. ᐃᕝᕝᖅᓕᖅ ᐅᖅᑲᓐᐅᖅᐅᓕ ᕒᐃᖂᐃᖅᕙᕿᖒᑦ ᑕᒪᒪᓕ ᒦᖅᐅᕿ.

ᐊᐃᑦᑖᔪᒐᓗᐊᖅ, ᐊᐅᑦᑖᔪᒐᓗᐊᔪᖒᕿᖒᖅ, ᑕᒦᖅᕿ ᓂᖅᐃᖅᓂᑦᖅᕿᑕᖅᑐᖒᖅ

Unfortunately I couldn't provide you the data on people who have gone from income assistance to ALTS or off to employment. I will ask my colleague, the director of income assistance, what he may have available, but I'm not familiar with his database. Thank you, Mr. Speaker. Oh, Mr. Chairman. Darn it!

>>*Laughter*

Chairman (interpretation): Thank you. (interpretation ends) It's getting better every time you say it.

>>*Laughter*

It happens all the time. Ms. Angnakak.

Ms. Angnakak: Thank you. Thank you for that information. It would be useful to know too how many people are on ALTS and that just so we can get… . Maybe that will be kind of like the base numbers to get an idea.

I would like to go on to talk a little bit about summer school for the college. I just feel it's very important. I think the college, in every community, becomes a very focal point where people like to go, especially for Internet and stuff, and I think there's a real opportunity. You're paying for the power and the heat and everything already. There's got to be a way that it could be worked out. There's always a way if there's a will.

I really believe that there are a lot of people in communities that don't have the chance to go away on summer holidays or boating, I mean students of all ages. I think it would be a real opportunity there for our government, our college to work with students, having maybe more science camps going on. I know that there are some and I know that a lot of these science camps are funded third party, but maybe there's some kind of money that

ᐃᓐᓂᐊᓂᐊᕐᖑᒧᖅᐸᖅᑕᖅᑐᓄᑦ
ᐃᖅᑲᓇᐃᔭᕐᑲᑦᑲᒃᑎᓗᓐᐊᖂᖄᑲᕐᖓᖂ ᓂᖅᑲᐅᔾᐃᑎᓐᓕᖅᐹᖅᑎᔾ
ᐊᐅᓚᑦᑎᔨᒃ ᐊᑐᐃᓐᓇᖅᑕᖅᑲᒪᖅᕿ ᑮᔾᐊᓂ
ᖅᑲᐅᓕᑎᓐᐊᔭᓕᓐᓇᒃᐱᑕ ᑕᐃᒃᕿᐊ ᓄᐊᖂᐃᔭᑎᖃᕐᑦᑲ. ᕿᑐᖐᓱᕆᖟ, ᐃᑉᐹᕿᐅᑕᖅ.

>>ᐃᓕᕆᑕᖅᑐᑦ

ᐃᑉᐹᕿᐅᑕᖅ (ᑐᖑ ᐃᖟᐱᑎᒍᑦ): ᕿᑐᖐᓱᕆᖟ. ᐄ, ᑐᖐᓂᕿᕿᕐᕆᑎᓐᐃᑕᐊᔾᑎᐊᓂᐊᖂ ᓱᖅ.

>>ᐃᓕᕆᑕᖅᑐᑦ

ᐄ, ᑕᐄᓚ ᐃᖑᒪᓇᐅᔾᐃᓯᑐᖅ. ᒥᔅ ᐊᖂ ᖃᓄᑦᑲ.

ᐊᖂ ᖃᓄᑦᑲ (ᑐᖑ ᐃᖟᐱᑎᒍᖅ): ᕿᑐᖐᓱᕆᖟ. ᕿᑐᖐᓱᕆᖟᖂ ᑕᒪᑐᒍᖟᖓᕿ. ᖃᖐᕐᔭᑦ ᐃᓄᕿᖂᓂ ᐃᓐᓂᐊᕐᖅᑲᖂᕿ ᐱᔾᔪᑎᒪᖅᑲᖐᑦᑲᐄ ᑖᖂᖅᑲᐄ ᐃᓕᒪᓇ ᑖᒃᑕᐊ ᐊᑎᓐᕐᖅᑲᖂ ᐊᖐ ᑲᖐᐅᑎᖅᕿᖅ ᕿᑐᖐᓱᕆᔾᑎᓂᐊᕐᑲᖄᑕᐊ, ᑲᔾᑐᕐᐊᖂᖂ.

ᐅᖅᑐᖐᓯᖅᑲᐱᖐᓪᒍᕿ ᐊᐅᔭᑦᑲᒃᖄ ᐃᓐᓂᐊᕐᑲᖐᖓᒥ ᔾᓕᑐᖅᖄᖐᖓᖓᒥ, ᑖᖂ ᐱᒪᖐᐅᔾᓂᓕᖅᑲᐃ ᓄᐊᓐᓂᓂ ᐅᐸᒃᐱᖂᑦ ᑐᖂ ᖅᑲᖐᐅᖐᖂᔾᖄ ᑖᖂ ᐊᐃᖐᖐᖂ ᖄᓄᖂ ᐃᑯᒪᖐᕿᑎᓐᖐᕿᓂᑦ ᐊᖅᖐᖂᕐᐃᓐᖐᖂ ᑖᖂ ᐊᖐᑲᐃᕐᖄᐅᕐᐄᖄᖐᖄᕿᖅ ᖄᐅᕿᒃᖄᑦ, ᐄ, ᐊᖐᑲᐃᐃᕐᖄᐅᕐᐄᖄᖐᖄᕿᖅ ᖄᐅᕿᒃᖄᑦ, ᐄ, ᐊᖐᑲᐃᐃᖅᖄᖂᖐᖄᒪᕐᔾᖄᖅᑲᖅᑐᖅ ᐱᔾᒍᐊᖄᕿᑦ ᐅᖄᐱᓐᕿᑎᐊᕐᖄ.

ᓄᐊᕿᖂᓂ ᐃᖂᐃᑦ ᐅᓄᖅᑐᐊᓂᖄᖂᖄ ᐊᐱᖄᖐᖄ ᐅᒥᐊᕐᖄᑐᐊᖂᖅᑲᖐᖂᖐᖂ ᐃᓐᓂᐊᕐᖄᐃᑦ, ᐃᖂᖂᐅᖐᓕᖂᐊᕿᓐᖄ ᒪᖐᖄᖄᖂᐊᕿᓐᖄ. ᑖᖂ ᐱᐊᖅᖄᐊᑦᑎᐊᕐᐅᔾᐃᖄᖐᖄᔾᖄᓕᖅᑐ ᓴᕿᖂᖄᖐᖐ ᔾᓕᑐᖅᖐᔾᖂᖂ ᐃᓐᓂᐊᕐᖅᑎᖂᖂ ᐱᑎᓐᖅᑎᖅᖄᖂ, ᒫᒃᐊᖅᐃ ᖐᖄᕿᖂᐊᕐᔾᑦ ᖅᑲᐅᓕᑎᖐᕿ ᖐᖄᕿᖂᐊᕐᖄᓄᔾᑦ ᔾᓂᖄᑎᖐᐊᖅᑲᖄᑐᖂ ᔾᓕᖐᖐᖄᖐ ᖐᐊᐅᕿᖅᑲᖐᖄᑦᖐᐊᕿᖄᖅᑲᖄᖐ ᓄᐊᕿᖐᖄᑦ, ᖐᐊᐅᕿᖅᑲᖐᐊᖐᑎᖐᑎᖄᕿᖅᑎᐊᖅᖄᑦ ᐊᑐᐃᓐᓇᐅᑎᖂᑐᖐᑦ ᓯᔾᔾᓂᖂ ᐊᔾᖄᕿᖐᖂᑦ

ᐱᐊᖅᖄᑐᐊᖂᕿᑦᑐᑦ ᐊᒻᖄᖂ ᐃᖂᐊᓂᖂᓂ ᐅᐁᖂ ᐊᐃᖐᖐᖄᑦ ᐃᓐᓂᐊᕐᐊᓚᐅᖐᖐᔾᖂ ᐊᖅᓵᓲᖂᕿᖐᐅᖅᑐᓂ

we can get for every community that they could offer something to the children, especially those who don't have other opportunities, and also for adults like me. I went to a summer course years ago and had a great time. You meet other people and it's a way of connecting with other people in your community. For Iqaluit, I think it's a good thing as well.

I was actually trying to find a place for a constituent who came to me because their child needed a couple of credits. They were trying to see if their daughter could do this over the summer so that she could go on to school in September. There was nowhere. Nobody was able to oversee her course and the evaluation of it like when she was testing and that. I would like to… . (interpretation) It's just a comment, (interpretation ends) just to say that something, I really think, should be done. Weekends and evening courses, there are a lot of us that like to do that kind of thing. Again, it brings us together as a community.

I'm getting to the end of my questions, but I do want to talk about the, and I'm not too sure this is a finance issue or is it a college issue or what, but about flex hours. When I was going through my door to dooring, I had a number of people bring up the concern about employment and flex hours, and one of them was about the college. Because we have such a problem with availability of daycare spaces, some couples, one has to stay home because there are children to look after and there's nowhere for them to go.

One of them was saying that they would love to teach at the college after hours. That was her dream, but the college didn't have that kind of flex hours, so it really wasn't… . I think maybe, when we talk about evening courses, you can attract some of us that maybe are busy throughout the day but want

ᖁᑯᐱᐊᓇᖅᑐᖢᓕᓇᐅᑕᐅᖅᖢᓂ. ᖃᐅᔨᒪᓐᖑᖅᑐᖦᓕᑕ ᑕᑯᕐᓇᐅᖅᖢᑕ ᓄᓇᖅᑲᑎᖕᓂᖕᓗ ᖃᐅᔨᒪᔾᔪᑎᑦ ᐃᖅᑯᓐᒪᓐᓂ ᐱᐅᖅᑯᒥᒪᓪᓕᑦ.

ᓇᓂᓯᔭᕆᖅᑲᐅᕗᑦ ᓂᕈᐊᖅᑎᓂᖕᓂᖅ ᑕᐃᒫ ᖃᑐᖅᑲᕐ ᑎᑎᖅᑲᖃᖕᓇᐊᖅᑲᑕᐅᕐᓕᑦ ᐃᓕᓐᓂᐊᕐᑎᖕᓂᖕᓂ ᖃᐅᔭᕋᕐᑕᕐᕌᑕ ᐸᓂᖕᓂ ᐊᐅᕐᑲᑦ ᑕᐃᒪᐃᓕᐅᕐᑐᖃᓇᑦᖢᓂ ᑕᐊᒪ ᐃᓕᓐᓂᐊᕐᐊᖅᑲᓈᓄᕌᑦᖢᓄᒍ ᓲᓐᑕᐾᒥ ᐱᑕᖅᑲᑕᐅᖕᓂᓪᑦ. ᑕᐊᒪ ᐃᓕᓐᓂᐊᕐᓂᖕᓇᓂ ᖏᐅᖅᑲᑕᐅᖕᓇᑎ ᐃᓕᓐᓇ ᖃᐅᔨᓯᖅᑕᐅᑎᑦᖢᒍᔪᐁᑕᑦ. ᑕᒪᓐᓇ ᐱᕐᕈᐁᓂᐊᖅᑲᑦᑦᖅᒍᑦᔭᖅ ᐱᓇᔾᐊᕆᕐᐴ ᓄᖕᔪᐊᓂ ᐅᓂᓄᑳᑦᖢᓗ ᑕᐃᒪᐃᓕᑕᐅᕆᖅᑐᑦ ᐊᒥᒻᓪᑕ ᐃᓕᓐᓇ ᑲᓐᕝᕝᑦᓕᑕᕈᐁᓇᓇᖕᓕᑎᑦᖢᒍ ᓄᓇᓕᖕᓂ.

ᐊᐱᖅᑯᑎᖕᖅ ᓄᖕᔪᖅᑐᖢᔪᐊᑦ ᑭᓯᐊᓂ ᐅᖃᐅᓯᖃᕐᒪᓪᖕᒥᐅᓪ ᐱᓇᐅᔭᒎᒫᖕᔪᓂᖢᔪᖓᑦ ᐅᕐᕈᓂᖕᒥᑦ ᔭᑕᑐᖅᓕᖕᓲᒥ ᒪᒃᑕ ᐃᑲᔭᕐᑐᑦ ᐃᔭᒪᖅᐘᑎᖅᑲᕖᒥᓂᖅ. ᑕᐊᒪ ᐳᓇᖅᕟᖢᖕᓕ ᖃᖢᔭᑕᕐᖕᓂᖅ ᐃᔭᒻᔪᑎᖅᖅᑐᓗᑕᐅᑦᖢᑦ ᐃᓕᓐᓇ ᐃᖅᑲᓇᐃᔭᖅᐱᕐᓇᓂᕐᒥᖅ ᐃᔭᒻᓕᔾᕐᒥᓅᖕᓂᖕᒥ ᔭᑕᑐᑮᓰ. ᑕᒪᓐᓇ ᐃᓗᐊᕐᖕᓕᑕᐅᑦᖕᖅᖅᑑᒪ ᐸᐃᓪᐱᖅᐸᕐᖕᓂᕐᓯᓪᑦ. ᐃᓕᖕᖅᑕᐃᔭᕐᕝᕝᖕᔮᒥ ᐃᔭᒻᔭᖕᖅᖢᔭᑕᖕᐊᖅᐱᖅᑲᕟᑦᖕᓕᕐ ᖃᑐᖅᑲᖕᖕᓕᑦ ᐊᓗᖕᓕᖃᑭᐱᖅᑎᖕᓂᖕᓂ.

ᔭᑕᑐᖕᕟᕙᓕᕐᒥᖢ ᐅᓇᖢᑳᑦ ᐃᓕᖕᐱᕆᐅᕐᑕᔪᐾᓇᔪᒫᑦ ᑭᕛᓇ ᔭᑕᑐᖕᕟᕙᖕ ᐃᑲᔭᕐᑦᖕᓂᖅ ᐃᔭᒻᔭᖕᔾᑦᖕᑕᖕᕐᖢᔪᐾᕈᕐᓇᑦ. ᑕᐊᒪ ᐅᖅᑲᐱᕐᓯᕐᖕᔾᖕᓕᒐᒃᖢᖕᖅᓕᑦᑦᕐ ᐅᓇᖢᖕᑦᖕᓕ ᐃᓕᓐᓂᐊᓂᐊᓂᕐᒥᖕ ᐅᐾᓇᒃᑦ ᐱᔪᕐᓯᖅᑳᖅᑐᖅᑐᖕᓄᒃ ᐅᓇᖢᖕᓕ ᐃᓕᓐᓂᐊᔭᖕᔭᑦ ᐊᒻᒪᓗ ᑕᐃᒃᑑᐊ ᐅᐾᓇᒃᑦ ᐊᖕᓕᖃᖕᖕᔾᕆᖃᕐᑦᕆᐊᓴᓂᑦᖅ ᑭᕛᓇ

ᐃᓕᖕᐱᕆᐅᕐᕕᐊᕐᓯᑐᒃᖕᑦᖕᓕ ᐅᐾᓇᒃᑦ ᑕᐊᒪ ᖃᒥᕆᕐᐹᖕᑦᖕᖕᓕᕈᖅᕐᖕ ᐊᕐᕐᐊᖅᑯᔭᖕᑦᕐᑐᖅ. ᑕᐃᒫᖕ

to take courses. You can have people like her who may be at home during the day but able to teach at night. It's just something to explore and I think it is possible because I have actually spoken to a few who wouldn't mind doing that. Now, that was like two years ago, so I don't know if they're in town now or not.

One thing about family services I did want to mention and you did talk about the one-window aspect and I really like that. I think that's great. I think that's the way we should be going. Just as an encouragement, I think that it should be the same way for training dollars too. When somebody is applying, I think ALTS, if I understand it correctly, does not cover dependants whereas FANS covers dependants. I think that you should do away with that and treat people the same. I understand about the length of time. I understand you have legislation about FANS, but the ALTS, you can put that in yourself, you could make that change yourself, you could make that policy change yourself and say, "You know what? We're going to treat everybody the same."

If you have to go away and you come here to Iqaluit to take a course that's funded through ALTS, you either leave your family behind or you bring them here, so you have to pay everything. The living arrangements, I think, have an impact on whether or not you're on ALTS or whether or not you're on FANS. I think training is training is training and it's very good and I'm being told to wrap it up, so that was my last question. Thank you very much.

Chairman (interpretation): Thank you. (interpretation ends) The question for Family Services or if you maybe just… . Oh, it's just a comment? Okay. We will now take a 10-minute break. Thank you.

ᐅᖅᖃᑎᖅᖃᖅᑲᑏᖅᓱᒻᒪ ᐊᑕᐅᓯᐅ�<ᖏᑐᒻ ᑕᐃᒪᐃᑐᐅᑉᒥᖃ ᐊᖦᖕᓂ ᐅᖕᑲᑎᓯᒻᑎᐅᑕᐅᖅᑐᒌᓗᒍᐊᖅ ᒪᖓᖦᒪᖃᖕᑕ ᓰᓂ ᖅᐅᐱᒪᖁᖕᑎᕋᒍᐊᖅᑲ.

Ċᖅᖁᖑᒪ ᐃᓗᑎᓂᐢᖕᒻᖁᖁᓂᒻ ᐅᖅᑲᐅᕈᓕᐈᖅᖃᐅᕆᕐ Ċᐅᖓ ᐊᑕᐅᕈᓫᒥᕐ ᐅᓪᖃᖅᑲᑎᖕᓂᖅ Ċᐅᖓ ᐱᐅᕆᕈᒪᓇᓕᑲᒋᐊᑐᑎᖃᖅᖁᖏᑫ. ᑕᐃᒪᐃᑐᐅᑉᕆᓇᐊᖅᑲᒃᑲᕈ ᐊᖦᐅᖅᑐᑐᐈᖓᖏᖅᑐᕐ Ċᕐᐊᐊ ᐊᖦᐱᒻᕈᓇᐊᖅᖃᒃᖁᒻᖃᖕᑫ ᐱᓕᒻᒪᖃᐅᑎᖕᓂᑲ ᐳᓇᐅᕈᖏᖁᑫ. ᑕᐃᒪ ᐱᓇᓭᑐᖃᓕᖅᑲᑫᕐ Ċᐅᐢ ᐃᐊᐃᖏᖁᑫ ᐃᓕᐢᖏᐊᖏᖅᖁᖅ ᐃᓫᐊᐊ <ᖅᐱᖦᖏᕕᖓᕐ ᐅᖅᑲᐅᕆᖅᒃᖁᐢᒻᖁᑫᖏ Ċᐅᐊ ᑕᐃᒪᐃᑐᐅᑉᖃᐊᐃᖏᖁᑫ ᐊᖦᐢᕈᖕᕐ ᐃᕈᐃᖏᐢᖕᓕᖅᑐᑫ. ᑐᕐᕈᐅᒪᖦᕈ ᐱᖏᕈᕕᕐ ᑐᐢᑲᐅᕈᖃᖅᒻᖕᖁᕐᕈ ᐃᒻᕈᖏ ᖁᕐᒥᖁᕐ ᐊᕈᖦᖃᖃᖁᖅᕈᐱᕐ ᐃᒻᐊᐊ ᐊᖦᐱᖁᕐ ᐱᖏᐊᓕᖕᕈᖅᑎᒍ ᐃᖁᐃᑫ.

ᑕᐃᒪᑫ ᐃᖃᖏᖁᖑᖁᕈᖁᖓᕐ ᐊᐅᕇᓱᒍᐏᒻᕈᖏᑫ Ċᖅᖁᖑᖃ ᐃᖏᖁᑫ ᐃᓕᐢᖏᐊᐱᖏᖕᕈᖓ ᐳᓇᐅᒪᖅ ᐃᓕᖦᐢᕈ ᖁᑖᓕᖅᒍᕈᑫ ᖁᒥᖦᐊᖏ ᖁᐱᒃᖦᖃᐅᖕᖁᕈᐊ ᖁᕐᒥᖁᕐ ᐊᖁᕇᖦᕈᐊᖅᕇᑫ. ᒪᒍᐊᒍ ᐊᖁᖏᖅᖃᕈᐊᖅᖃᖁᑫ ᐊᖦᐢᖅᖃᕈᖦᖁᖁᕕᖕᑲ ᐃᒻᐊᐊ ᐃᖏᐈᖁᑫ ᐃᓕᐢᖏᐊᐱᖏᖕᕈᐱᖏᕈᐢᖅᑎᖁᑐᕈᑫ ᖁᐢᐊᐅᖕᖁᕐ ᑐᖃᖓ&ᑫ ᐱᓕᒻᒥᐈᖏᖕᕐ ᐱᓕᒻᒥᐈᐏᖏᑐᖅᖕᑫ ᐱᐅᕆᕈᓇᕈᖃ&ᕐ. ᖁᖅᖃᖅᓕᖏᐢᖅᕇᐅᐅᖕᕐ… Ċᐅᖓ ᑕᖁᖁ ᖁᖦᖃᕇᖅᐱᖅ ᐊᐏᖕᕈᖕᐏ. ᖁᕈᖁᖕᖁᖦᐱᖏᖕ.

ᐃᖦᕈᖦᐈᐅᑫᖅ (ᑐᕈᖏᖃᖕᑫ): ᖁᕈᖁᖕᕈᖕ. ᐊᐏᖅᖁᖏᑫ ᐃᓗᑎᓂᐢᖕᒻᖁᖓᕐᕐ? ᐅᖅᑲᐅᕈᕈᖏᕈᐈᐱᐢᖅ? 10 ᒥᓇᕈᒻᕐ ᖁᕐᖃᖕᖁᖕᑲᐃᐊᖕᖁᕈᐊᖅ>ᖁᕐ. ᒪᕈᖁ.

>>ᐱᖅᖃᖕᖁᖕᑲᐃᐊᖁᖕᑐᕐ 15:14ᒥ ᐊᒻᒍ
ᐱᕇᐊᖅᖕᐊᐢᖅᑐᖕᐏ 15:37ᒥ

>>Committee recessed at 15:14 and resumed at 15:37

Chairperson (Ms. Towtongie): Getting back to the Department of Education, Ms. MacMillan has some information she would like to share. Please go head.

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. It is a quick announcement regarding district education authorities. Monday, October 28 is election day for all district education authorities and the Commission scolaire francophone du Nunavut, CSFN. DEAS and CSFN candidate declaration periods closes tomorrow and there are some communities that still have no candidates declared. The Department of Education encourages anyone who is interested in education in their community and who is looking to become an important community leader, to declare their candidacy. You can download the declaration of candidacy form from the Elections Nunavut website at www.elections.nu.ca, or to find out more about becoming a candidate, call Elections Nunavut at 1-800-267-4394. And again that is for the DEA elections and the closing is tomorrow. (interpretation) Thank you.

Chairman (interpretation): Thank you. Everybody who is listening in Nunavut, I encourage you all to run for the local DEA elections so you can be a part of your children's future. We'll get back to our meeting. Ms. Angnakak, are you done with your questions? The next name is the Member for Hall Beach, Mr. Kaernerk.

Mr. Kaernerk (interpretation): Thank you, Madam Chairperson. Member for Amittuq is the proper title. I just want to encourage everyone to run for their local DEAs. Please inform people that the closing date is tomorrow.

ᐃᑉᑯᓯᑲᑦᑕᖅ (ᑐᒃᓯᕌᑎᒍᖅ): ᒪᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᒋᐊᕐᓗᒃᑲᑕᑦᑕ. ᑖᓐᓇ ᒥᔅ ᒪᒃᒥᓚᓐᔪᖅ ᑐᓴᕋᓱᖃᕋᔭᖅ. ᐊᑏᖅ ᐅᖃᖅᕕᐊᔪᐊᖓᓂᑦ.

ᒪᒃᒥᓚᓐ (ᑐᒃᓯᕌᑎᒍᖅ): ᖁᔭᓐᓇᒦᒃ, ᐃᑉᑯᓯᕌᑦᑖᖅ. ᐅᖃᐅᓯᒃᓴᖃᕋᒪ ᑐᓴᕋᓱᖅᑯᑎᒃᖃᕋᑦ ᐱᔾᕈᑎᓕᒃ ᓄᓇᓕᐊᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓄᑦ ᑲᑎᒪᔨᖁᑎᖏᓂᒃ. ᓇᒡᒌᕈᐅᑉ, ᐊᒃᑐᕐ 28, ᓂᕈᐊᕐᓇᐅᓂᖏᓕᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓄᑦ Ćᒃᐊᔪ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑕ ᐅᖃᖃᑦᑕᕐᒪᑦᐊᑕ ᖃᕆᑕᐅᔭᒃᑯᑦ ᓂᕈᐊᕐᓴᐅᑎᖓᖅ ᓂᕈᐊᖅᑐᖃᖅᓯᒪᕈᑎᖓᓂᒃ ᐅᖃᕐᖃᑕᐅᔪᖁᐊᖁᑎ. ᑭᓇᑐᐃᓐᓇᖅᐅᑎᐊᖅ ᓂᕈᐊᖅᓴᖅᐅᖅᐱᐅᒐᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓄᑦ ᐱᖃᖅᑕᐅᑲᒪᓗᒐ ᔅᖁᑦᓕᐊᓂᖅᑐᖃᖅᑲᐅᔪᒪᓕᒐ ᓄᓇᓕᐊᓂ ᓂᕈᐊᖅᓴᖅᐅᖅᑕᐅᔪᒪᖅᕕᒃ ᓂᕈᐊᖅᓴᖅᐅᔪᒪᓕᕈᑎ ᖃᕐᓴᐅᖁᑑᑦ ᐊᑭᕐᓴᔪᖅᓴᑎᖏᓂ www.elections.nu.ca−ᒥ ᐱᕕᔪᖁᐊᖅᑑᑦ ᓂᕈᐊᖅᑕᐅᒪᓗᖅᐱᒋᒃ ᓂᕈᐊᖅᓴᖅᐅᖅᑲᑎᕐᒃᓂ. 1-800-ᒧᑦ ᐅᖃᓚᐅᖁᐊᖅᕿᑕᖅ 267-4394-ᒧᑦ ᖃᕐᐅᐱᐊᖅᕿᖅᐊᖓᒥᕐᖅᓕᖅᐱᕐ ᓂᕈᐊᖅᓴᖅᐱᒋᐅᖅᐱᕐ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᖁᓯᕐᖅᕐᑕ ᑕᐅᑐᖃᔨᕐ. ᑐᓴᕐᖃᑎᖃᖅᑕᕐᖃᑎᖃ ᖃᕐᐅᖁᔪᖅ ᓄᖃᕐᖃᐅᖃᕐᐅᖅᑕᖃᖅᓕᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑉᑯᓯᕌᑦᑖᖅ.

ᐃᑉᑯᓯᕌᑦᑖᖅ: ᖁᔭᓐᓇᒦᒃ. ᓄᓇᕗᒥ ᑐᓴᕐᔪ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔭᐅᓗᓄᑦ ᓂᕈᐊᖅᓴᖅᐊᖓᑐᓕᐊᓕᕐᑎ ᐊᖅᑲᒍ ᐅᖃᕐᐊᖅᓯᓇᖅᕿᓕᑦ ᐃᓇᕐᑲᑦᑲᖅᑕ. ᓄᑕᕐᑲᑦᑕ ᓯᕐᓯᓄᖅᕿᓕᒐᖅ ᐃᓚᒋᖅᐊᕐᐅᖅᑎᐊᖅᓯᓕᐊᖅᕿᕐᑕ. ᐅᑎᕐᖁᑐᖅ, ᔅᐊᑦ ᐊᕐᓇᖅᐅᖅ. ᐱᐊᔨᓄᖅᑑᖅᐅᑦ? ᔅᔭᑦ ᖃᕐᐊᕐᓯᖅᓂᖅ ᒪᕐᑐᓯᕐᑕᐅᖅᓯᑦ ᓴᓂᖅᕐᒃᓗᑦ.

ᖃᐃᕐᓯᓄᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᑉᑯᓯᕌᑦᑖᖅ. ᐊᒥᑦᑐᖅᓯᔪᖅᐱᐊ ᐃᒪᕐᐊᐃᓯᔪᑐᑦ ᑴᕐᓕᓄᖅᓴᖅ. ᐊᒥᒃᖅᑐᐃᑎᐊᒃᖃᖅᐊᓄᖅᕐᑐᓯᖅᐱᕐᓯᐅᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᐊᖅᒍ ᑲᑎᒪᔨᐊᖃᒍᓯᕐᐃᑎ ᑕᐅᑐᖃᖅᕐᓴᐃᕐ. ᑐᓴᕐᖃᑎᕐᖃᐅᑕᐅᕐᑎ ᖃᕐᐅᖃᕐᖁᐊᖅ ᓄᖃᕐᖃᕐᑲᕐᐅᖅᑕᐅᖅᓕᑦ.

ᐅᒪᓐᐊ ᖃᕐᐅᖃᖅᐊᕐᓴᖁᖅᐅ, ᑕᐊᒪ ᐅᖃᕐᓂᖃᖅᑕᖅᕐᖅ

I will proceed with my question. Using my own language, we call the Auditor General *qaujisaqtimariit* in our community, and some people call them *killisiniartiit*, and other people call them *tammaqsimajuqsiuqtit*, but it means the same thing; Office of the Auditor General.

I have a question on paragraphs 53 and 54 of the report and I would like to ask this question to the Nunavut Arctic College. The report notes the lack of outreach on the part of the college to inform high school students and students of other programs. My colleague from Amittuq stated they only have one teacher between the two communities, so how will you try to assist these students since the Auditor General found that there is a lack of outreach? What have you been doing to inform the students about the different program options? Is it running better now or is there still room for improvement? That is my fist question. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. My apologies. I should have referred to Mr. Kaernerk, the Member for Amittuq. Nunavut Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson and thank you for the question. Yes, they are being improved already. We are hiring more people, and local community staff have also been promoting the college and we will be hiring people who will be doing that specific work. We have already been approaching other organizations to ask to partner with them to help us inform the people of Nunavut of what programs are available, and not just education programs but as also finance helping programs and we have also had discussions on how we can better work together.

ᐅᖃᐅᓯᕆᐊᔪᑦ ᐊᑐᖅᓗᓇ ᖃᐅᔨᓴᖅᑎᒪᕆᐅᓐᖔᑦ, ᐅᑯᐊ ᖃᐅᔨᓴᖅᓈᓇᐅᓱᓇᔅᓵᖅᐳᑦ ᐃᓚᖕᒋᓐᐊ ᑲᓪᓕᖅᔪᐅᓐᑎᓐᑦ, ᐃᓚᖕᒋᓐᐊᒃ ᑭᓕᓯᓂᐊᖅᑎᑦ, ᑕᐦᐊ ᐱᖕᒡᓯᕐᒃ ᐅᖃᐅᔨᖅ ᐊᑕᐅᔅᒡᒪ ᑐᑭᖅᒃᓗᓇ.

ᐅᐸᓂ ᐅᓂᒃᑲᓕᐊᓂᕈᒪᔪᐦᒋᑎᔪᑦ ᑲᓪᒪᔪᓚᕈᖅᐅᖅᑎᑦ ᐅᓂᒃᑲᓕᐊᖕᓕᑦ 53 ᐊᒻᒪ 54. ᑕᒡᑯᐊ ᐊᐱᖅᑯᑎᒐ ᓄᐊᖕᓕᕐᑦ ᓯᓕᑐᖅᓯᐊᑎᓇᕐᒪᔅᓇᓕᒋᑕᒡ ᑐᖦᖅᑎᑕᑦ. ᑕᐊᒪ ᖃᐅᔭᓕᐅᖅᒻᒪᑕᑯᔅᒥ ᑕᒡᒃᑕ ᐊᕿᖅᐳᐦᑎᕿᖅᑕᕐᔭ ᑐᔅᕗᑲᑕᔅᔭᐅᑎᐅᔅᒡᔰᕐᓗ ᑐᓕᖅᑕᕐᒡᓇ ᐃᓕᓂᐊᓗᖅᕗᐅᓂᖅᑕᐅᒃ ᓄᐊᖕᒥ ᑐᔅᖦᓇᔮᓐᑦ. ᑕᐊᒪ ᖃᓱᕐᓗ ᑕᒪᐊ ᐱᕝᑕᖅᔮᓇᖅᒃᔭᐅᒃ? ᐅᓇ ᐅᕿᓐᑎᕐᓗ ᐊᒋᑐᖅᕝᐅᑕᔅᒡᓐᒡᒃ ᐊᑐᖅᔮᑐᖅᒡᒦᕐᒃ ᐃᓕᔅᐃᕐᒡᓗᖅᒡᕝᐅᐊᒃ. ᐊᕿᖅᑎᕐᒃᓇᓗᔮᕐᒪᖅᒡᓂᑦ. ᖃᓇᕐᑎ ᑕᒡᑯᐊ ᐃᓱᕝᔮᑦᖅᕝᐅᑐᕝᑎ ᑰᒡᑯᐊ ᖃᐅᔨᓴᖅᓐᓕᐅᕝ ᓇᓇᕕᓕᐅᖅᓇᐅᓐᑦᓗᕐᒡ ᕿᓄ ᑐᔅᕝᐅᓕᓐᑎᕝᐊᓂᖅᓂᖅ, ᖃᐅᔭᓕᓐᑎᕿᐅᐃᓂᖅᒡᔮᓇᖅᓂᕝᕐᒃ, ᐃᖅᓇᐅᐃᕝᒐᕐᒡᓂᒡᕐᒃᓐ ᐃᓕᔅᓇᐊᒡᖅᐅᕝᓇᐅᕿ ᐊᕿᖅᕝᐅᑎᐅᖅᒡᓇᓗ. ᑕᒡᒃᑕ ᖃᕝᐃᐅᑕᕝᐅᑕᕝᒡᓃᖅᕝ ᓄᐊᖕᒥ ᓯᓕᑐᖅᓯᐊᑎᓇᖅᒡᔭᐦᒡᑦ ᐃᖅᓴᖅᓴᖕᑎᕝᔭᕝᐅᓇᖅᒃᕝ ᐊᖅᐃᐅᑐᖦᒡᓇ ᐊᕿᖅᐲᕝᔮᓇᔅᒡᒡᖅᔮᖦᐅᔅ, ᑮᖅᕿᖅᓇ ᔭᕝᒡᑕᕐᖅᕝᐅᖦᒡᕝ ᐊᐱᖅᑎᐅᖅᒡᖦᒡᑕᓕᕝᒡᓇᖅᒃ. ᖅᑐᕝᖅᐅᒡᕝᒃ, ᐃᑭᕐᕙᐅᑦᖅᒃ.

ᐃᑭᕐᕙᐅᑦᖅᒃ: ᖅᑐᕝᖅᐅᒡᕝᒃ. Ȧᑯᓗᒃ, ᒪᒋᓚᑎᐅᖅᑎ ᐊᖅᕝᑐᕐᒡᓗᐊᔭᖅᒡᒃᑕᐅᒪᒪ ᕝᐊᑦ ᖅᐃᐃᕝᓂᖅᒃ. Ȧᑯᒡᔮᖅᐃᕝ. ᔭᕝᒡᑕᕐᖅᕝᐅᒡᕝᐅᒡᕝᐃᕐᒡ ᐅᕝᐅᐅᖅᑎᖅᒡᑕᒃ ᕝᕝ ᔭᖦᕝᒡᖅ.

ᔭᖦᕝᒡᖅ: ᖅᑐᕝᖅᐅᒡᕝᒃ, ᐃᑯᕝᐅᑦᖅᒃ ᐊᒻᓗ ᖅᑐᕝᖅᐅᒡᕝᒃ ᐊᐱᑯᓕᖅᒃ. Ȧ, ᑕᒡᑯᐊ ᖅᐃᒡᓕᕐᒡᕝᖅᕝᐅᖦᐃᑕᑎᖦᖅᔭᐃᑦᖦᒡᔭᑦ, ᐃᖅᓇᐅᐃᕝᒡᐅᓐᑦᖦᖦᕝᖦᖦᖅᐃᕝᒡᕝ. ᑕᒡᑯᐊ ᐊᔭᖅᐅᖅᑕᕐᖅᕝᐅᖅᑎᕝᑕᒡᐅᖦ ᔭᕝᖦᕝᒥ ᐃᖅᓇᐅᐃᕝᑎᕝᐅᐊᖦᖅᒡᔭᑦ ᑕᐃᒡᓇ Ⱡᖅᐅᒡᐃᖦᒡᔭᖅᒦᑕᒡᖅᒡᓐ ᓄᐊᒡᓗᖦᖦᒡᔮᐃᑦᖦᓗ ᓇᒡᒡᒡᕝᖅ ᓴᖅᒋᖅᑎᕝᔭᖅᑎᕝᐅᖅᕝᑕᕝᐅᖅᒡᕝᖦᖦᖦᖦᖦᖦᖦᖦᖦᖅᕝᖦ ᐊᔭᖅᐅᐃᖦᕝᖅᔭᕝᐅᖅᒦᕝᖦᒡᕝᒥᖦᖅ ᐃᖅᓇᐅᐃᕝᑎᕝᐅᐦᒡᕝᖦᒡᒦᕝᖅ ᑕᒡᑯᑐᖅᑎ ᐱᓕᕝᑕᖅᒡᑐᖦᓇᔅᕝᐅᕝᖅᑕᕐᒡᖅᒦᖅᒡᖅ ᐊᒻᓗ ᑕᒡᑯᐊ ᐃᓕᓇᐊᖅᑎᕝᔮᑦ ᐃᓕᓇᐊᔅᖦᓇᑦ ᑲᑎᖅᑎᕝᖅᑎᕝ ᐊᔭᖕᒡ ᐅᕝᒡᖅᕝᐅᖦᒡᔭᖅᓕᓕᕝᖅᑖᖅᒦ ᑲᑎᖅᑎᕝᖅᑎᕝᖅᒦᖅᒡᖅᒦᖅ ᑕᒡᑯᐊ ᑐᔅᖅᑎᕝᔮᑖᖅᒦᖅᑕ ᓇᒡᒡᓕᕐᒦᑕᒦᖦᒡᖅ ᐊᑐᐃᓇᖅᑐᖅᑕᖅᒡᓇᖅ, ᐊᑐᐃᓇᖅᖅᑕᖅᕝᖅᖅ. ᐃᓕᓇᐊᖅᑯᑎᕝᖦᖅᔮᐃᑦᐃᖦᐊᖦᕝᑕᖦᖅᖦᑐᖦ ᕝᖅᕝᖦ ᑮᐊᐅᖦᖦᖦᖅᖦᒡᔭᕝᐅᖦᒡᖅ ᐃᑭᕝᑎᑐᖅᒡᓇᖦᕝᖅᖦᐊᖦᖅ ᖅᑐᖅᕝᖦᖦᖦᖅ ᑲᑎᖦᒡᖅᑎᕝᖅᒦᖦᒡᖅᖦᕝᖅᕝᒦᖦᕿᖅᖦ? ᐅᕝᒡᖅᑎᕝᖦᖦᖅᕝᖦᖅᒡᖦᔭᕝᑎᖅᒦ Ⱡᖅᐊᖦᕿᖦᐅᖦ ᐃᓇᖅᓇᖦᖅᒡᖦᖦᓗ ᐅᕝᐅᒡᖅᕝᑐ ᑲᑎᖦᒡᖅᑎᕝᖦᖦᕿᐅᖦᖦᒡᔮᐅᖅᖦᒡᔮᑦᖦ ᖅᑕᐅᒡᐃᐊᒦᕝᑕᖅ

For example, quite recently the Department of Family Services and Nunavut Arctic College worked together when we found students who were falling behind. Though they may fall behind, sometimes they have to wait a long time, so we had discussions to see how we could help each other and anything else we should be doing. We didn't just want to give a response; we wanted to do a real response where we did something with financial institution to try and put more of a comprehensive answer for the students that come from the government and Arctic College.

If it comes from the College, the Department of Education, or Family Services, anybody who is interested in applying looks at us as one government, not three different departments. So we have to work together to try and put a response together, so that is what we decided to do. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Mr. Suvega, from Arctic College. Joelie, Member for Amittuq.

Mr. Kaernerk (interpretation): Thank you, Madam Chairperson. Thank you for that response. I can see there is room for improvement and it's in the Auditor General's report as well. Inuit learn by observation and hands-on learning. An elder who has never been in school, who has never been into college and if that elder's skidoo breaks down, then an uneducated person can fix their own skidoo. Can this be improved as well where people who want to go to school to learn carpentry or woodworking? Even though their grades are not on par or what's necessary and they are very good at woodworking and the only thing stopping them is the lack of diplomas and certification. Maybe the abilities of that person should be looked at first and then look

ᐃᓕᓐᓂᐊᖅᑎᖅᓴᐅᔪᓇᖅᓯᖅᑐᓂᒃ ᑭᖑᕙᖅᓯᒪᑦᓱᓂᒃ ᑐᑭᓯᐊᐅᑎᖃᕐᓂᖅ. ᑭᖑᕙᖅᓯᒪᒪᑕ ᓱᕖᖅᑕᖅᑏᓯᒍ ᐃᓕᓐᓂᒃᑯᑦ ᐅᑦᖅᐱᑦᖃᐃᐱᐊᖁᓂᒧᒪᑕ ᒪᓄᑐᐃᓇᖃᖅᑎᕐᑕ ᑕᒪᓇ ᐅᖅᖃᑎᖅᑎᖅᑦᑕᐅᕐᕐᕐᑕ ᓇᓕᒐᓵᖅ ᐊᑦᓕᖅ ᐃᑲᔪᕐᕆᐊᖅᑐᕆ ᐃᓕᒥᖁᖅᕕᓂᖅᓂᕐᒃ, ᖃᓄᑭᑲᓂᓵᖅ ᓯᖘᐊᖅᑭᕿ, ᐅᕕᑎᓂᕐᒃ ᑭᐅᑐᐊᓇᖅᓂᕐᑐᑕ, ᓯᕐᕐᑐᖅᓴᓐᒃ ᑕᑯ ᑭᐅᑦᑎᕆᒪᕐᔅ ᓚᖅᓂᖅᑐᔅ, ᐃᓕᐊᓚᒧᓚᑐᐊᖅᓇᖅᓇᕐ. ᒪᑯᕭᕐᕐ ᐊᕐᕐᑦ ᑐᖅᑲᐅᕿᕆᐊᔅ ᓯᕐᓗ ᕰᓇᐅᕿᓄᖅ ᑐᖘᖅᕰᕈᖅᕝᑭᐊᔅ ᐊᑐᖏᕐᕿᓂᕐᕐᐅᕿᒐᖅ ᕭᐅᕿᕐᑎᕿᖅᕐᖅ ᐃᓕᓐᓂᐊᖅᑎᖅᑕᐅᕈᔅ ᑐᓯᕆᒪᖅᑐᔅ ᒪᕎᕐᑲᕐᕿᕐᕐᕐᕿᕿᕿᕐᕿᕿᕐ.

ᓯᓚᑦᑐᖅᓴᓯᒪᒐᕐᓂᔅᓚᖅᑲᕐ ᐃᓕᓐᓂᐊᑐᓕᕆᒃᑯᑕᖅᓂᒡᓯᓚᖅᑕᖅᕈᔅ ᐅᕐᕐᔪᖅᓇᕐᕐᕐ ᐃᓄᕐᓂᓚᑐᖅᕗᖅᕿᑯᓇᕝᒃᕈᔅ ᑭᓇᔅᒐᕐᕐᐅᕐ ᕭᕿᕐᐱᖅᑯᔅ, ᑐᖘᖅᔭᕐᐱᕿᖅᕓ ᑕᑯᖅᓇᖅᕕᖅᕭᕐ ᐅᕐᕭᓄᕝᒃ ᒪᕎᖘᖅᕭᕿᔅ ᐊᑐᕐᓯᕓᕐ. ᐊᒫᖅ ᕭᕮᐅᕿᓄᖅᕭᕓ ᕰᕐᕿ ᐃᑲᔪᖘᖅᕍᕝᕭᕿᔅᕭᕿᕐᕿᕿᔅ, ᕭᕿᕐᓄ ᐊᑐᖅᕿᕭᕝᒐᔅ ᐊᑐᖅᓂᖘᖅᕭᕝᕿᕈ ᕭᐅᕿᕍᓚᕍᖘᕿᖅᕭᕿᕝᒪᕎᖅᑕᔅ ᕭᐅᕿᓚᖅᕭᕐᕿᕐᕿᕓ ᐃᓕᓐᓂᐊᖅᑎᖅᕓᕐ. ᑕᒪᓇ ᕭᕿᕿᕿᕭᕭᕓᕭᕝᒪᕎᕝᕭᕿᖅ ᕓᓄᕐᕿᕐᕿᕐᕓ. ᕿᕝᖅᕿᕭᕓ, ᐃᕿᕿᕭᕭᕿᖅᕓ.

ᐃᕿᕿᕭᕭᕿᖅᕓ: ᕿᕝᖅᕿᕭᕓ ᕿᕮᕭᕿᖅ, ᕓᕿᕐᕿᕿᕭᕭᕝᕿᕎ ᐊᕎᒪ ᕭᐃᕿ, ᒪᕎᕭᕿᐅᕿᕏ ᐊᕐᕭᕿᕓᔅ.

ᕿᕭᐃᕿᕿᕮ: ᕿᕝᖅᕿᕭᕓ, ᐃᕿᕿᕭᕭᕿᖅᕓ. ᕿᕝᖅᕿᕭᕓᕎ ᕭᕿᕿᕿᕿᕎ ᕿᕐᕎᕿᕿᕿᕓᕝᔅ. ᐃ, ᑕᒪᓇ ᕭᕿᕿᕿᕭᕿᖅᕓᕿᕎᕓᕿᕝᕍᖅ ᕭᐅᕿᕿᕭᒐᕮᒪ ᒪᑯᕭ ᐅᕿᕝᐅᕭᐅᕭᕿᕝᕭᕿᕓᕿᕎᕮ, ᐃᕿᕝ ᐅᕿᕝᕭᕿᕭᕎᕝᕭᕿᕭᕿᕮᕎᕮ ᕮᕭᕿᕭ ᕿᕝᐅᕎᕿᕝᐅᕿᕮᕭᕎᔅ ᐅᕿᕝᕿᕭᕿᕝᔅ ᐃᕿᐃᔅ ᕭᐅᕿᕝᕎᕿᕝ ᐃᕿᕎᔪᕿᕮᕎᕮᕭᕿ. ᒪᕎᕝᕭᕿᐅᕿᕝᕿᕎᔅ ᐅᕿᕝᐅᕎᕭᕿᕝᐅᕿᕝᕿᕭᕿᕿᕮ ᐃᕿᕭᕿ ᐅᕭ ᐃᕿᕿᕭᕭᕿᕮᕎᔅ ᐊᕎᕿᐅᕿᕝᕎᕮᕿᕎᔅ ᕓᕿᕐᕎᕿᕝᕓᕿᕮᕎᕭᕎᕿ ᐊᕎᕿᐅᕿᕝᕎᕮᕿᕎᔅ, ᐃᕿᕮᕿᕓᕭᕿᕿᕮ ᕓᕿᕝᕿ ᕿᕮᕭᕿ ᕿᕝᕿᕭᕮᕎᕿᕎ. ᕮᕭᕿ ᑕᒪᕎᕿᕮᕿ ᐃᕿᕝᕿᕎᔅ ᑕᐅᕿᕝᕎᔅ ᐃᕿᕿᕭᕎᕮᕝᕎᕮᕎ. ᑕᒪᕎᕿᕿᕎᕝᕿᕮ ᐅᕿ ᕭᕿᕝᕿᕮᕝᐅᕎᕭᕿᕎᕿᕝᐃ ᒪᑯᕭ ᐃᕿᕿᕭᕭᐃᕮᐃᕏᕭᕮᕝᕿᕮᕏᕭᕿᕝᐃ ᕿᕎᕎᕿᕮᕎᔅ ᐅᕝᕿᕿᕎ. ᐃᕎᕭᕝ ᕭᐃᕝᕎᕿᕮᕿᐃᕮ ᕭᕿᕎᕝᕎᕎᕿᕮᕿᕎᕝᕿᕮᕎ ᕿᕎᕎᕿᕮᕎᕿᕎᕝᐃ ᐃᕎᕎᕿᕮᕿᐃᕮᕎᔅ. ᐅᕎᕝᐃᕎᕿᕝ ᕭᐃᕝᕎᕮ ᕎᕿᕝᕮᕎᕿᕝᕿᕮᔅᕿᕏᕮ ᑕᒪᓇ ᐊᕿᕎᕿᕮ. ᑕᒪᓇᕿᕿᐃ ᕎᕿᕎ ᑕᐅᕿᕝᕎᕿᕝᕿᕮ ᕭᕿᕎᕭᕿᕎᕿᕝᕎᕝᔅ ᕿᕝᐅᕎᕿᕭᕿᕝᕿᕎᕿᔅᕎᕝᕮᕭ, ᐅᕎ ᕭᐃᕝᕎᕿᕮᕿᕭ ᕿᕮᔅᕎᕿᕮᕎᕝᕎᕝᕿᕎᕿᕝᕮᐃ ᕎᕮᕎ

at what certificates that person has, do it the other way around instead.

Can more thought be put into this matter? If I wanted to learn about woodworking or construction and I'm not certified in anything and I don't have any formal education, but I'm quite able to do woodworking, can Nunavut Arctic College look into this further along with the Department of Education to see how you can work together on those matters? Training done by the Nunavut government would mean something if it was done that way, look at the abilities of the person and then look at what other training that person needs. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. Arctic College…I don't think I'm pronouncing your name correctly. Mr. Suvega. Thank you.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. We do have relatives with the Sevoga last name in Baker Lake, so that's okay.

Thank you for asking the question. The plans that are made have not been really apparent up to now and we're trying to work hard to make sure that they are more apparent like these programs more apparent out there. Sometimes we would try to promote them to everybody and then we would end up taking too long. If anyone is interested in becoming a teacher or a nurse, we're always looking into them, not just reviewing them but also working with them.

The report from the Auditor General states how else we can improve things that can be considered if that person doesn't have any education on paper or if that person never completed. We're always trying to include them. It's called prior learning assessment in

ᐃᓐᓇᓂᐊᕈᑎᒃᖅᖢᖕᒐ ᐊᖅᑲᐅᒪᔪᖃᖅᕝᑎᑕᕋᓱᒋᓕᖅᑯᑖ ᓱᓕᑦᑐᖅᖏᖏᒻᒥ.

ᑕᒪᓐᓇ ᐃᓯᒪᒃᖅᔪᐸᑲᓂᖅᑕᕋᑕᑦᓯᕌᑯᖅᕿᕝᑕᓕᓂᕐᒍᒃ ᐆᑦᑐᑉᑕᓕᖓᑕᓯᓂᕐᒍ ᐊᔨᐊᑦᑕᑎᐊᖢᕆᖕ ᒋᑐᕿᐊᓂ ᐸᐃᕝᕝᖕᓯᖕᓕᑎᖕᕆᒃ ᐃᓐᓇᓂᐊᕈᐸᒪᓂᕐᒍᒃ ᐅᕙᖕ ᐊᖅᖏᒻᓪᓗᑎᓂᖅᖕᑕᑐᓐᒃ. ᑕᒪᓐᓇ ᑖᑎᕐᖅᖕᖏᑎᓂᕝᖃᑐᓯᓐᖅᕆᕆᑉᑯᖅ ᓯᓕᑦᑐᖅᖏᓯᑲᓂᖅᕐᑦᒃ? ᐃᓐᓇᓂᐊᖅᑐᑲᓂᖅᕐᑦᒃ? ᖄᑯᑦᑳᒐᓂᖅ ᐱᓕᓂᖅᑲᑐᒍᕗᐅᓂᖅᑉᓄ? ᑎᑐᕋ ᓄᓇᖏ ᒐᖕᕝᖕᑎᓂᕝ ᐱᓕᑦᓕᑉᓪᐃᐊᓂᖕ, ᑎᕐᕝᖅ ᑐᑉᖅᐸᑕᕐᖅᖅᐳᖕ, ᐂ, ᐱᓕᑦᓕᑉᓕᑕᐅᖅᖅᐳᕝᐸᖕ ᑕᑐᑐᑕᐅᖅᖢᕝᐸᖕ ᐱᓕᑦᓕᑉᓕᑲᕝᓗᓂᖅ. ᑕᒪᓐᓇ ᐃᓯᒪᒃᖅᔪᐸᕈᑎᖕᕐᐅᕝᐸᖕ ᑰᑕ ᓯᓕᑦᑐᖅᖏᓯᑲᓂᖅᕐᑦᒃᖏ? ᖅᑡᕐᑡᓂᖕ, ᐃᑭᕐᑳᐸᑕᖅ.

ᐃᑭᕐᑳᐸᑕᖅ: ᖅᑡᕐᑡᓂᖅ. ᓯᓕᑦᑐᖅᖏᒐᑲᑐᓄ ᓯᑲᓂᖅ. ᐅᓂ ᐅᖅᑲᕆᓈᐃᓕᓕᑲᓄᖅᕝᖕ. ᓯᑲᓂᖅ.

ᓯᑲᓂᖅ: ᖅᑡᕐᑡᓂᖅ, ᐃᑭᕐᑳᐸᑕᖅ. ᐂ, ᐃᓕᖅᑲᐅᕕᓗᐊᖕᑎᕝᑐᑕ ᖅᑲᓗᓕᑐᐊᕝᒥ ᓯᐳᓕᑲᕝᐅᖅᕝᑕᕐᑕᒐᒃᖢ ᐃᓕᑦᓂ ᖅᑲᐃᐊᕐᖕᑕᑐᖅ.

ᖅᑡᕐᑡᓂᖅ ᑰᑕ ᐊᐱᖅᑯᑎᕆᓕᐅᐅᖅ. ᑕᓕᑲᐊ ᐸᖅᑲᐅᑎᐅᖅᕝᑕᑲᖅᔪᖅ ᓕᖅᕆᓲᐊᖅᕝᑕᑲᑐᖅᖅᔪᖢᓕᓕᑲᓂᕐᓕᑕᑕ ᖃᐊᓂ ᐊᑎᕝᒐᑎᓂᐊᕝᒥᓯᓯᐅᖅ ᐊᓗᖅᑲᐅᕐᑲᐃᑕᕝ, ᓕᖅᕆᓕᖅᑐᑕ ᐱᕝᕝᕐᓕᐅᖕᖦᓄ ᖅᕿᓕᕝᐅᑕᖅᕝᑲᐅᖅᕝᕝᖢᕝᐅᖅᕝᐅᖅᕝ ᓕᖅᕆᓕᖅᑎᓕᓕᐊᕝᓕᑐᑕ ᐃᓕᓕᑐᑲᖅᑕ ᖃᔪᕝᓕᖢᑕᕝᕝᑕᑕᐊᖅᔪᖅᕝᑲᐅᖅᕝᕝᖢᕝᐅᑦᑕ ᓕᖅᕝᑎᖅᕝᐅᖦᖢᐅᕆᓕᖅᕝᑲᐅᖅᑕ ᖃᐅᑕᓕᕐᓄᑦ. ᑕᓕᑲᐊ ᐅᑐᑦᑲᐅᖅᕝᕝᑲᐅᖅᕝᐅᖅᕝᕝᑕᓕ ᐃᓯᒪᒃᖅᕝᖅᔪᐸᖅᕝᕝᑕᓕ ᐃᓐᓇᓂᐊᖅᕝᖕᑎᕐᓕᓕᑐᑲᐅᖅᕝᐅᖅᕝᐅᖅᐅᐅᐊᑲᖢᐅᖕᑲᖅᐅᖅᕝᐅ ᖃᓯᓕ ᐃᓕᓕᐅᓇᐊᑕᕐᓕᑉᖢ, ᓇᕝᒃᕝᒐᕝᖕᕕᑕᖕᓂᑲᖅᕝᖕᕐᖕᕝᕝ, ᑕᓕᑲᐊᑐ ᐊᓐᑲᑲᐃᐊᖅᕝ ᑕᓕᑲᐊ ᖅᕝᒐᖕᐊᖕᖦᕆᐅᕝᓕᑲᐃᐊᖅᕝᕝᖕᕐ ᖅᕝᒐᖕᖢᐅᑲᐃᓕᓯᓇᖕᕐᖕᖦᐅᑕ, ᐅᔨᑎᓕᖅᐅᕝᐅᖕᕐᖕᕝᑕᖅᕝ ᐊᓕᖢ ᖅᕝᖢᖅᖅᔪᖕᑕᖕᖦᐅᑕᒐᕝᖕᕐᖕᕝᑕᖅᕝ.

ᑰᖅᕝᑕᕝᖦᕙᐃ ᖅᑲᑎᓕᑲᑐᖕᑕᖕᑐᐸᖅ ᐅᖕᖢᖕᐸᓕᐊᕝᑕᕝᑲᖅᔪᖢᕝᑦ ᑰᖅᕝᑕᓕᖕ ᑕᒻᓕᖅᕝᑲᐃᖅᕝᕝᑲᐅᖅᕝᕝᑎᓕᑕᓕ ᖃᐅᖦᑲᐃᐊᖦᕝᖕ ᓕᖦᐸᐃᖦᕐᐊᓕᖕᖦᑐᖦᑲᐅᖦᕝᕝᒃ ᑕᓕᑲᕝᕝᑲᐅᖅᕝᕝᑲᖦ ᐃᓯᒪᒃᖦᕝᖅᔪᐸᖦᕝᖅᒃᕝᒃᑐᓕ ᐃᓐᓇᓂᐊᖅᕝᕝᐸᕝᖦᕝᖦᐅᖦᐳᓕ ᐸᐃᕝᕝᓕᑕᓂᑉᕝ ᐅᕝᓕᐊᑐᓕᓄ ᐃᓐᓇᓂᐊᖦᕝᐊᖦᑲᐅᖦᕝᖦᑕᑲᐅᖅᕝᐅᑕ ᐃᓕᖢᖦᐊᖕᖅᕝᖅᒃᖢᐅᐊᕝᐅᕝᐅᕝᐅᕝᐅ ᐸᕝᒃᐃᖦᕝᕝᐸᖕᖅᔪᐊᕝᒃᑕᕝᒃ ᑕᓕᑲᕝᐊ ᐃᓕᑕᐅᖦᕝᑕᕝᐊᖦᒃᕝᒃᕝᕝᕝᕝᕝᑐᖦᑲᐅᖕᖦᑲᐅᖦ. ᖃᑲᑐᑐᐊᖦᒃᑕᐃ

English. We do that for individual students and students learn more about how they can…we learn more about how we can progress the students. This may be changing as time goes by and as the requests from the communities change. We're not always just looking for things that can help us progress, but we want to actually use them to progress, not just look for them. Thank you, Mr. Chairman.

Chairperson (interpretation): Thank you. Member for Amittuq.

Mr. Kaernerk (interpretation): Thank you, Mr. Chairman. It's very good to hear that you will be looking more into that. There are people who have never gone into school. Woodworking is the example I was using. It's something that they can use to get into a school, their abilities.

I would like to move to a different question. In the Auditor General's report, paragraph 69, five years have passed that Nunavut Arctic College… . Over the past five years the college did not offer its core Adult Basic Education Program in almost 70 percent of Nunavut's communities. Those people need to be educated. Can you explain more about what's new or give us an update on this? That's my last question. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member for Amittuq. Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. I also thank you for that question. We're not just looking at them; we're learning them. We're finding out that we want to share the things we have compiled with other organizations, with the other departments within Nunavut and outside of Nunavut. Some of the reasons

ᐃᓕᓐᓂᖅᐳᑦ ᐃᓯᒪᒃᖑᐅᒍᓱᖕᒥᖓᖅᖓᑦ, "*prior learning assessment.*" ᑕᒃᒃᑕ ᐃᓕᓐᓂᖅᐳᑦ ᐅᑐᓲᑕᐳᒍᓱᖕᒥᖓᑦ ᐃᒪᒃᖁᖅᑏᓗᓯᑦ ᐅᑐᓄᑕᐅᑦᓗᖕ� ᑕᒃᒃᑕ ᐃᓇᕙᔾᑎᑐᑕᐅᒍᓱᖕᒥᖓᖅ ᖃᓄᒃᖓᓐᖅ ᓯᒍᓪᐊᖅᖃᓐᓂᖅᓐᓇᖏᖅᖃᖅᑲ ᐃᓇᖓᐊᖅᕠᖁᐅᑦ. ᑕᒪᓇ ᐊᔾᔭᓚᑦᐊᕠᓂᖁᓐᕠᕋᐳᓚᐃᔪᐅᐊᖅ ᓄᓇᖓᑦ ᐱᒪᓂᖅᑦ ᐊᔾᔭᓚᑦᐊᓯᕠᑦ ᓚᑦᓗᑕᕠ, ᖃᓄᐃᑦᑐᑕᐃᖀᖅᖓᖅ ᓯᒍᓪᐊᖅᖃᓐᓂᖅᑦᓐᐅᕠᖁᓐᕠᓯᓐ. ᖃᐱᓄᑐᐃᖁᖅᕠᖅᑕᑐᒃᑦ, ᐊᑐᖅᕠᕠᓐᐊᕠᒃᑦ ᐊᒐᒐ ᐊᑐᖃᖅᓐᓂᒪᒍᕠᑦᑎᓐ. ᖁᑲᖅᑕᒐᖏᖅᕠᑐᒃ, ᐊᑐᖅᕠᑦᐊᒃᖁᑦ ᐊᒐᒐ ᐊᑐᖅᑲᖅᓐᓄᖁᒪᒐᑐᖅᓐᒥᖓ. ᖁᖁᓄᑎᐃᖁᖀᖅᑐᒃ, ᖁᐅᖅᑑᖀ, ᐃᑦᐺᑕᖅ.

ᐃᖁᕠᐺᑕᖅ: ᖁᐅᖅᑕᖀᖅ. ᒪᓕᓚᑐᕠᑐ ᐊᒪᑐᖅᓗᑦ, ᔭᐃᑐ ᖃᐃᖀᓄᖅ.

ᖃᐃᖀᓄᖅ: ᖁᐅᖅᑕᖀᖅ, ᐃᖁᕠᐺᑕᖅ. ᐃ, ᑕᒪᓐ ᑕᒪᓇ ᑕᑑᑕᖁᕠᐳᖅᓐᖅᐊᑐᖅᖁᕠᕐᕠᕠᐺᕠ ᑕᒃᒃᑕ ᐃᓕᕠᕠ ᐃᓕᓐᓂᖀᖁᖅᑯᑦ ᐊᕠᓄᐅᖀᑦᐺᖅᑐᐃᑦ ᑕᒪᓇ ᐅᖁᒃᔪᑎᖅᖀᕠᑕ ᖁᕠᖃᓂᖀᓐ. ᐃᕠᒍᖁᓄᐅᑎᖅᐺᖓᐊᐺᖃᖅᓐᕠᖃᓐᖀᑦᑎᓐᑕᒃᑦ ᑕᒪᓇ ᐅᖀᒃᑐᑎᖀᖅᕠᖅᑕᑦ ᖁᖁᑐᖁᖀᓐᑐᓄᖀᓂᓐ.

ᐅᔪᖅᑕ ᑕᒪᓇ ᐊᐺᖀᕠᑐᑎᕠᑦ ᓴᖁᖅᕠᒃᑕᖅᒍᖀᖓᑐ ᑕᖁᖁᓂ ᖃᖁᐺᕠᖅᑎᕠᖁᕠᖀ ᐅᓂᖀᑕᐊᕠᓯᕠᖁᕠᖀᑐᑎᑦ 69ᒥ. ᑕᒪᓇ ᐊᖁᑐᒃᔮᑐᕠ ᑕᖀᑐᕠᑦ ᖃᖁᖅᖁᕠᓯᕠᓚᖀᑐᐃᑦ ᐺᖀᑕ ᕠᕠᑐᖀᖀᓴᑐᑎᖀᖀᖁᑦ ᐺᖁᒪᕠᑐ ᐃᓕᓐᓂᖀᐊᖀᑎᓂᖅ ᐃᖀᖁᓯᓂᑦ. ᑕᖁᖁᓂ 70% ᓄᓇᖁᓚᒍᕠᑦ, ᐃᖀᖁᕠᑕᖀᖀᖅᑎᖀᖀᖀᖁᓂᖁᑎᓄᓯᓐ 70% ᓯᑐ ᐃᓯᓐᓂᖀᓴᖁᖀᓯᓐᐊᖀᓐᕠᑦᒃᑕᑕ. ᖃᓄᐃᒪᓪᓐᐊᖀᑦ ᑕᒪᓇ ᐅᓂᖀᑕᐺᖁᕠᔭᖀᓯᖁᐃᖀᖓᐊ ᖃᓄᐃᖁᖁᓐᑐᖁᓪᓐᐅᖀᑦ? ᑕᖀᖁᓄ ᖀᒍᓕᕠᑑᕠᖁᑐᖀᑕᓐᑐᓂ ᐊᐺᖀᑐᕠᓐᖀᑦᖅ. ᖁᖁᖀᖁᓐᕠᖀ, ᐃᖁᕠᐺᑕᖅ.

ᐃᖁᕠᐺᑕᖅ: ᖁᐅᖅᕠᖀᖅ, ᐊᒪᑐᖅᖁᕠᑦ ᒪᓕᓚᑐᕠᑐ ᓯᑐᖀᑐᖀᕠᖀᐊᒃᑐᖀ. ᓯᐺᖁᖅ.

ᓯᐺᖁᖅ: ᖁᐅᖅᖁᕠᖀᖅ, ᐃᖁᕠᐺᑕᖅ. ᐊᒪᖀᑐ ᖁᐅᖀᖀᕠᖀᖅ ᐊᐺᖀᖁᕠᑕᑦ ᑕᕠᕠᓚᖀᖁ. ᑕᒃᒃᑕ ᖃᑐᖀᔮᑐᖁᓂᖀᕠᑕᖅᑐᐃᑦ. ᒣᕠᖁᖀ ᖃᖁᐺᖁᕠᖀᕠᖀᖀᑐᖀᖓᑦᑐ ᓄᖀᕠᑦᖀᑦᖁᖀᕠᖁᖀᖁᑐᑦ ᐊᒪᒃ ᐊᔮᖀᖁᖀᖁᑐᓂ ᑐᓐᖀᕠᑐᐊᖁᒪᖁᕠᖀᑐᕠᑐᖀᕠᑕᑦ ᖃᖁᖁᑦᑐᖁᑕᑐᖀᑐᖁᑦ ᓯᖀᖁᑐ ᕠᑐᖀᖁᑐᖁᕠᖀᖁᑎᕠᖀᑐᕠ ᐺᖀᑕ ᐃᓕᓐᖀᐺᖀᑐᖀᕠᐺᑦ ᓄᓇᖁᒣᖀ ᐊᒪ ᓯᑐᑐᖀᓂ. ᐃᓕᓐᖀᑦ ᐊᓯᑐᑐᖀᑐᖁᖀᖁᕠᐺᐃᐺᐃ ᓂᓇᐺᖀᑐᖀ ᐅᖀᖁᖁᖀᓂᓐᑐ ᑐᖀᓴᐺᓄᖀᖓᑐᓴᖀᑦᓚᐺᖀ ᓚᓇᐃᑦ ᐊᑐᐃᖀᖁᐺᖁᒣᕠᖀᑦ ᐱᓯᖀᕠᖀᐺᖁᑦ ᐃᖁᐺᑎᐺᖁᖀᖁᕠᑦ ᑐᖀᑕᒃᒃᑕ ᐊᖀᖁᖀᐺᐊᕠᖀᕠᐺᖀᑐᕠᕠᑐᑦ

have been the budget and also not knowing what's available out there and what services are available. We're correcting that, workers that can help and documents that can be made easier.

When I was just beginning my position, we went to Cambridge Bay for a trade show and they had all sorts of programs available there and some of them were just photocopied. They're always showcased differently and the promotional material is always different. If we're going to promote everything that is available in Nunavut, I wanted to make sure that we do it in a standardized way and have it available in different languages and not just on paper, not just online; we're also looking at utilizing radios and also in the schools. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. Member Keyootak is next.

Mr. Keyootak (interpretation): Thank you, Madam Chairperson. Maybe I just don't see it here; it may be in here. I'm not sure which document it is in, but I would like to ask Nunavut Arctic College. Now, with Nunavut Arctic College, in Clyde River there is a Piqqusilirivvik cultural school. It used to be independent. However, Nunavut Arctic College took it over. How is that going? Do the staff at Piqqusilirivvik work together with Nunavut Arctic College? How do they work together? That's my first question. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. We're going to Arctic College.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. Thank you for your question. I was just recently in Clyde River to participate in a meeting. We are also going to be going up to Clyde River next month to attend their meeting. We would like to have

ᐊᑐᐃᓐᓇᐅᑦᓯᐊᕆᐊᖃᕐᓂᖏᑦ ᒥᒃᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᑦ ᐃᑲᔫᑎᖏᓐᓄᒃᖕᑐᑦ ᐅᖃᓗᔮᓐᑦ ᐊᑦᒌᑦ ᐊᓕᓇᒃᔾᕐᖓᑦ ᐸᐸᕐᕈᓂᒃᖌᑎᑦ ᑕᒪᒃᑯᐊ ᐊᖅᑭᕆᐊᖅᑕᐅᑲᑖᓂᕐᓗᓂᕐᖕᑦ.

ᐱᒋᐊᓕᖅᖅᑐᖖ ᐃᖅᑲᐅᒪᔮ ᑕᐃᑭᓂ ᐃᖅᑯᐹᑦᒋᐊᒡᑉᒃᑕᐅᐃᓐᓇᒡᑕᖅᒌᒥᒡᒐ ᓴᖅᑮᖅᑎᑦᒥᓂ trade show-ᖕᖓ. ᐊᖏᓐᓂᕐᒐᐃᖖᒋᐃᑦ ᐱᔾᓴᐅᑎᑦ ᓴᖅᑭᓕᐅᖅᒥᒥᓪᒍ ᐃᓕᖕᑦ ᐊᒥᒍᑕᐅᖅᑕᐅᐳᓪᒍᐃᓐᓇᖅᔪᓪᒥᑦ. ᑖᒥᓂ ᓴᖅᑭᖅᑎᓐᒍᓐᑦ ᐊᖏᓐᒡᓴᑦᐊᒡᑕᐅᖅᒪᓐᒥᒡᒐ ᓴᖅᑭᓯᓂᕐᖕᑦ, ᐊᓕᒍᓴᐅᑦ ᐱᔾᓴᐅᑎᑦ ᓴᖓᔹᒐᓂᕐᖖ ᐊᖖᒃᑕᐅᒻᓂᓯᓐᕒᑎᓪᒥᒃᕒᓯᓂ. ᓄᐊᕝᒧᑦ ᓴᖅᑭᖅᑎᓯᓐᒡᒐ ᐊᖏᓐᖕᒃᕈᓄᕐᖖ ᓴᖅᑭᖅᑎᓐᒥᔾᕒᐊᓪᒥᔮᖕᒃᐃᔮᖅᑕᕒᒥᓯ ᐊᒡᒐ ᖅᖁᖖᒐᓯᐊᒧᑦ ᐊᔾᖕᒐᑎᒧᑦ ᐅᖅᑭᓯᑎᒧᑦ ᐊᑐᐃᓐᓇᐅᑎᔹᒌᒥᒧᑦ, ᐸᐸᕐᖕᖌᐃᓐᓇᐅᒻᓯᖃᒍᑦ ᐊᒡᒐ ᖃᕐᑕᐅᖅᓐᖖᖌᓐᒐᐅᖖᒐᒥᒃᕒᐃᔮᒍᑦ, ᒪᒃᐊᖕᑕᐅᒥ ᖅᒥᕒᖅᐊᓐᓕᕐᕕᒡᖕᒃ ᓂᓕᐅᑎᒡᑕ ᐊᒡᒐ ᐃᓕᓐᓂᐊᕐᒡᓕᒥᖕ ᐅᖅᕒᓕᑕᕒᔾᕒᖕᒃᖅᕒᓐᓇᖖᒌᐊᑦ ᓄᓂᐅᑦ ᐃᓄᒡᖕᓂ. ᖅᑯᖕᒐᒥᖅ, ᐃᑦᐸᖕᒃᑕᖅ.

ᐃᑦᒃᖕᒃᑕᖅ: ᖅᑯᖕᒐᒥᖅ. ᑕᐊᒪ ᒪᓕᒐᓯᑕᐅᖅᑎ ᖅᑯᖖᖅᑲᖅ.

ᖅᑯᖖᖅᖅᑲᖅ: ᖅᑯᖕᒐᒥᖅ, ᐃᑦᒃᖕᒃᑕᖅ. ᑕᒍᖕᒐᖕᑐᖕᒐᖕᑲᖕᒍᓄᐹᖕᑦ ᑕᖕᖕᐅᖕᒃᑯᖕᑐᖕᓯᐅᖅᖕᖌᐅᖕᖌᓄᐊᖕᑐᖕ ᓇᓐᐊᖖᒌᓯᐊᖕᓲᒡᑦ ᑕᒍᖕᒐᖕᑐᖕᒐᖕᒃᓄᐸᕒ. ᖕᖕᖕᐊᖖᒐᖕ ᐊᐱᑎᕒᓕᕒᖕᒃ ᓯᓄᓐᖕᑐᖕᕒᖕᒐᓐᑎᖕᕒᖕᓄᖕᒐᖕᑦ ᑕᐊᓐᑦ ᑕᒪᓂ ᓯᓄᓐᖕᑐᖕᕒᖕᒐᖕᑦ ᐃᓂᖅ, ᐳᕐᑎᖕᑯᕒᖕᖕᖕᓄᖕᒐᖕᒥ ᐃᖖᒃᕒᒃᓯᑕᕒᒥᒐᖕᒋ ᐃᓕᓐᓂᐊᕒᔾᖕᖕᒃᖕᖕᒃ ᑕᐊᐃᓇ ᐃᖕᒐᖕᕒᓯ ᐊᐅᑦᑕᐅᖖᒃᕒᒥᒐᖕᒥᖕᓄ ᑭᕒᐊᓂ ᓯᓄᓐᖕᑐᖕᕒᖕᒐᓐᑎᖖᒐᖕᖖᓄᖕᒐᖕ ᑎᖕᓄᖕᐅᖕᑯᖕᖕᓄᖕᒐᖕᓕᖕᑦ. ᖕᖖᖖᖖᑯᖖᒃᕒᐊᖕᕒᐊ ᖃᑐᖕᐊᓐᖖᕒᒃ, ᓇᖕᒃᖕᖕᖖ ᖕᖖᑯᖕᒐ ᐱᑎᖕᒃᕒᑕᖕᒃᕒᖕᖕᒃᕒ ᖕᖕᒥᖕᖕᒃ ᐱᖕᒃᒐᖕᕒᖕᕒᖕᒐᖕᖕᕒ ᐊᐅᑦᑕᕒᔹᖕᒃᖕᖖᖕ ᖕᖕᑐᖖᒃ ᓯᓄᓐᖕᑐᖕᕒᖕᒐᓐᑎᖖᒐᖕᖕᓄᖖᒐ ᖕᖖᖕᖖ ᐱᑎᖕᒃᐁᕒᖖᒃᕒᒃ ᖕᖖᖕᖖᒃ? ᓯᖕᖕᖕᒥ ᐊᐱᓐᖕᖕᒃᕒᖖᒃ. ᖅᑯᖕᒐᒥᖅ, ᐃᑦᒃᖕᒃᑕᖅ.

ᐃᑦᒃᖕᒃᑕᖅ: ᖅᑯᖕᒐᒥᖅ. ᓯᖖᒃᖕᖕ.

ᓯᖖᒃᖖ: ᖅᑯᖕᒐᒥᖅ, ᐃᑦᒃᖕᒃᑕᖅ ᐊᒡᒐ ᖅᑯᖕᒐᒥᖅ ᐊᐱᓕᓐᖕᖕᒃ. ᐅᓄᖕᖕᒃᐅᓐᖕᒐᖕᒃᕒᕒᑕ ᑕᖕᖕᖕᖕᕒᑯᖕᒐᖕᒥᓕᖕᒃ ᐃᖅᑲᓇᐃᔮᕒᖕᒐᖕᖖᖖᖕ ᓄᓇᖕᖕᓂᖕᖕᓄ ᑲᑎᒪᖕᖕᒃᕒᑕᐅᖖᒃᖕᒃᓕᖖᒃ. ᑲᑎᒥᖕᖖᖖ ᐸᖖᖕᖕᕒᔹᒡᖕᖖ ᑕᖖᖕᖕᒃᓇᓐᖕᖕᒃᑎᖕᓐᖖᓐ ᑕᐅᖕᖖᑕᐅᖕᖖᖖᕒᖕᖕᕒᑯᖕᒐᐅᖕᖖ ᑲᑎᒪᖕᒥᓐᖕᕒᖕᒐᕒᖕᒃᓐᖕᕒᑯᖖᒐ. ᑕᒪᖕᖕᖕ ᑲᑎᒥᖖᖕᖖ ᓇᓐᖖᐅᖕᖕᕒᒐᒡᒥᕒᖕᓕᖖᒃ ᓄᓇᕒᖕᖖ ᐊᖖᒃᕒᖕᖖᖖᖕᕒᓕᖖᖖᖖᓂ ᐊᖖᖖᖕᖕᕒᖕᖕᕒᖖᕒᑕᖖ ᑕᖕᕒᖕᖕᖖᖖᖖᕒᖕᖕᖖᒃ ᑲᑎᒪᕒᖕᖖᖖᒐᕒᑕᖕᒃᕒᖕᓐᖖᕒᖕᒐᕒᖕ ᐊᖖᒃᕒᖕᖖᖕᖖᖖᖕᕒᖖᖖ. ᐃᓕᓐᓂᐊᕒᔹᖕᖖᖖᖕᖕᕒᒐᓂᕒᖖᖖᖖ ᑕᒪᖕᖕᖖᖖ ᐃᖅᑲᓇᐃᔮᕒᑎᖖᒐᖕᕒ ᐅᖅᖃᒃᑎᕒᖖᖖᕒᖕᖕᕒᖖᖖᒃᕒᖖᖖᕒᖕᒐᖕ

several meetings a year, including the Piqqusilirivvik cultural school. I've had dialogue with the board members to find out which programs are running smoothly, what is required, and what is missing. Also, we look at the programs, for example, the cultural aspects of the school to make sure that there's appropriate funding.

The Piqqusilirivvik cultural school is recognized Nunavut-wide and also out of the territory. We are also looking at how we can better utilize their tools. We hope to provide more support to the cultural school. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Mr. Suvega. I also thank you, Member. Next is Margaret Nakashuk, Member for Pangnirtung.

Ms. Nakashuk (interpretation): Thank you, Madam Chairperson. My first question is in regard to an ongoing topic and this is in regard to the ABE program. We have a slightly different program in Pangnirtung and we've had those programs for quite a number of years now. With the students in the ABE-Essential Skills, they're requesting to get further training. Usually due to lack of students interested in that program, the program is usually stopped. Has there been any improvement or what have you done to make those programs available? Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Ms. Nakashuk. Mr. Suvega for Arctic College.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. Sometimes we have to cut a program due to lack of attendance or lack of interest. It might be in one community that the program is dropped, but we do try to make sure that we communicate

ᖃᓄᖅᑑᖅᑲᑎᒋᔪᒻᓗᑐᖏᑦ, ᖃᓄᐃᓕᖅ�².ᒡᒪᒐᐤ. ᓲᓇᐃᑦ ᐊᔨᐸᑎᐅᖁᓵᕐᓂ ᑲᔪᓯᔭᐅᖅᑲᓕᖆᑦ? ᐊᒡᓗᑐᖃᑕᐅᖅ ᑕᒃᑲᐊ ᐊᔨᖕᒋᑦ ᑲᑐᑦᔭᖅᑲᑎᖕᐃᓄᖂᐊᐳᔾᐊᖑᑐᑦ ᖅᒡᒥᖅᑐᖇᑦᖅᑲᔾᒪᐅᖼᐳᑦ. ᒪᑯᐊᖑᐃ ᐱᒍᐊᖅᑐᒥ ᐃᓂᖅᑯᕿᓂᖁᖂᑦ ᐊᔾᖕᓂᖂ ᐊᒡᓗ ᑲᔪᓯᔭᐅᖅᑲᒪᖇᒡᓂᐅᖂᓄ.

ᐱᖅᑯᕿᓂᕿᖅᑯᑦ ᐱᓂᖕᔭᑎᔾᖕᖕᖕᑦ ᐊᑦᕐᐊᓄᖅ ᐃᓇᓂᖂᐅᖅᑲᑦᐊᖨᖅ ᓄᐊᖅᒡᑐᐊᑦᖕᖂᖕᑦᑐᖅ, ᐊᑦᓕᖅ ᔪᑦᑖᓂᖚᖕᓄᖂᖅ. ᑕᒃᑲᐊ ᖅᒡᒥᖅᖂᓂᑎᐊᕐᒪᓄᐊᖅᑐᖌᑦ ᖃᓇᖂᖂᖅ ᐊᑐᖂᖂᖌᓇᖂᑦ ᐅᖅᐃᓐᓇᖄᑦ. ᐃᒪᐃᓄᐅᕐᓴᖅᑫᔾᒪᒡᖅᑐᒐᑦ, ᑲᑦᑏᐅᑎᖕᕿᒍᓂᐅᖂᑦ ᔪᒡᓯᖅᑲᔾᒡᒪᓄ. ᖂᖂᐊᓄᐊᒍᖂᑦ ᐃᑯᔾᖂᓂᒡᒥᑎᐃᒐᖕᓂᖂᖅᑐᖂᑦ ᓴᖕᓄᑦ-ᖂᖂᖌᒐᖂᓂᓄ ᐱᓂᖕᔭᑎᔾᖕᖕᓄ. ᖅᑯᖕᐃᒥ, ᐃᔾᖂᐱᑦ.

ᐃᖂᔾᖂᐱᑦ: ᖅᑯᖕᐃᒥ ᓲᐃᖕ, ᐊᒡᓚ ᖅᑯᖕᐃᒥ ᒪᕿᖕᑐᖅᖂ. ᑕᒐᒪ ᐏᑦᖂᐌ ᓄᖂᖂ, ᒪᕿᖕᑐᖅᖂ ᐸᖕᓂᖅᒡᑐᖕᐅᑦ.

ᓄᖂᖂ: ᖅᑯᖕᐃᒥ, ᐃᔾᖂᐱᑦ. ᔪᖂᖂᖂᖂᕿᒥ ᐊᐱᖅᑯᑎᕿᓚᖕ ᐅᖂᖂᕿᖂᖂᖄᖅᖂᑦ ᑕᐃᖂᖂᐊ ᓄᐊᖂᖂᓇᖄᖂᖂᑦ ᐃᓇᖄᓂᖅᑕᐅᖂᖂᑦᖂᑦᑐᐊᑦ ᖅᑯᖕᖂᔾᖂᖂᖂᐊᓄᖂᖂ ᑐᖂᖂᓄᖂᐊᑦ, *ABE Essential Skills*, ᐊᒡᓗ ᑦᖕᖂᓂ ᖂᐅᖂᖂᖅᖂᐅᖂᒡᖂᓂᖄᖂ ᐅᖂᖂᐅᖂᒡᒪᕿᖂᑦ ᐊᐅᓇᐃᖂᓇᖂᖂᖅᖂᖂᓄᖂᖂᓂᖂ. ᐅᖂᒡᖂᓇ ᐊᖅᖂᖂᖂᑎᖂᖂᖅᖂᖂᖂᑦ ᐃᓇᖕᔭᑦ ᐊᑐᖂᖅᖂᔾᖂᖄᖂᑕᐃᖂ ᐸᖕᓂᖅᑐᒥ ᖅᑕᑎᐊᖅᑐᑐᖄᖂ ᑕᐃᖂᐊ ᐊᐳᓇᖕᓂᖅ? ᑕᐊᑦ ᑖᓄ ᐃᓇᖂᐊᖂᐊᖅᖂᖂᖂᐊᖂᖂᑎᖂᖂᑦ ᑐᖂᖂᖅᖂᖂᑦᑐᖂᖂᐊᖂᒡᒪᑦᑦ ᐃᓇᖂᖂᖂᐊᖂᖂᖂᒪᖂᖂᖂᖂ *ABE Essential Skills*, ᐃᓇᖂᖂᐊᖅᖂᖂᑦᖂᐊᖅᖂᖂᖂᖂᓄ ᖂᖂ ᓄᐊᖂᖂ ᑕᐊᒪᐃᖂᖂᑐᖂᓄᖂᖄᖅᖂᐃ? ᔪᖂᖂᖅᖂᖂᖂᖄᖂ ᖂᖂᐊ ᐊᐱᖅᑯᑎᕿᓚᖕ ᔪᖂᖂᖂᖂᖂᖂᖂᖂᖂ ᖅᖂᖂᐊᖂᖂᐊᖂᖂᖂᖂᐊᖂᖂ ᑕᑦᖂᖂᖂᖂ. ᖅᑯᖕᐃᒥ, ᐃᔾᖂᐱᑦ.

ᐃᖂᔾᖂᐱᑦ: ᖅᑯᖕᐃᒥ ᒥ ᓄᖂᖂ. ᓲᐃᖕ, ᔪᖂᖂᖂᖄᖂᖂᖂᖂᖂᑦ.

ᓲᐃᖕ: ᖅᑯᖕᐃᒥ, ᐃᔾᖂᐱᑦ. ᐁ, ᐅᖂᔾᖂᖂᖂᖅᖂᖂᖂᖂᖅ ᐃᖕᖂᖂᖕᑦ ᖅᖂᖂᑲᖂᖅᖂᖂᖂᖂᔾᖂᖂᖂ ᓄᐊᖂᖂᖂᖂᖂᖄᖅᖂᖂᑦ ᐊᑐᐃᖂᖂᖂᖂᓂᖄᖅᖂᖂᐅᖂᖂᖄᖂᖅ ᐅᖂᖂᖂᖂᐅᖂᐊᖂᖂᖂᖂᑦᖂᖂᐅᖂᖂᖄᖂᑦ ᐊᒡᓗ ᑕᒃᑲᐊ ᑲᔾᖂᖂᖕᖂᖂᖂᖂ ᑕᐃᖂᐅᖂᖂᐅᑦᖂᖄᖂᖂᖂᓄ. ᕿᔾᖂᖂᑦᖂᖄᖅ ᐅᖂᖂᓂᖂᔾᖂᖅᖂᖂᖄᖅᖂᖂᓄ ᔪᖂᖂᖅᖂᖂᖄ ᑕᐃᖂᖂᖂᖂᓂᖂᖂᖄᖂᖂ ᐸᖂᖂᖂᖂᖄᖂᐊᖅᖂᖂᑐᑦ ᔪᖂᖂᖅᖂᖂᖄᖂ ᖅᖂᖂᔾᖂᖂᖅᖂᖄᖂᖂᖂ ᑖᖂᖂ ᐃᖅᖂᖂᐊᐃᖂᖂᖂᑦᓄ

or advertise to make sure that we have enough students to keep the program going and to make sure that we have the instructors available or to find about the availability of the instructors. We usually will set up the program in the spring to have it available in the fall. We have a close working relationship with the entities to make sure that the funds are available. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Mr. Suvega. Member Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Madam Chairperson. In the auditor's report there are employment-geared programs available at Arctic College so that they would become employable at the end within their community. There is also support from social services. The intent of those programs is to get them out of income support and into the workforce or be part of the labour force.

Nunavut Arctic College has meetings with the staff at the community level and they identify what programs they would like to see, for example, seal skinning, mechanics, and so on, which we rarely hear about. The Nunavut Arctic College office probably has a list of programs that the communities would like to see and what they're interested in, or is that information submitted to the headquarters over here? I'm sure there's a list of programs that the communities would like to see. If so, could you elaborate? Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Nakashuk. To Mr. Suvega for Arctic College.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. Thank you for that question. I agree with you wholeheartedly. It's going to be a benefit not only to the

ᑲᑐᔾᔭᖅᑲᑎᖃᑎᖓᐃᑉᓗ ᖃᓄᖅᑲᖓᓯᖅ ᓴᖅᑭᔭᖅᓂᖅᓴᐅᔪᐱᐅᖅᖃᕐᕿᓗ ᐅᓄᖅᓯᖓᐊᕐᖓᕍᖅ ᐃᓕᓂᐊᕐᖅᑎᖅᓴᐃᑦ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᓴᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᑎᑦᓯᔪᖓᓯᐊᕐᖓᕍᑎᓂ ᖃᓄᖅ ᐊᑐᐊᓇᐅᔪᓄᐊᕐᓯᐊᕐᖓᕍᑦᖑᑦ ᑕᐃᑯᓇ ᓴᖅᑭᔭᖅᓯᐊᕐᖅᓂᕐᒍ ᓯᐅᖓᓂᖓ. ᑕᒃᑯᐊ ᓄᐊᕐᕿᓚᕐᐊᕐᑏᑦ ᐊᖅᔪᑕᑦ ᐅᐱᓯᖓᑦᒋ ᓴᖅᑭᑎᖓᔪᕍᖅᑕᖅᓂᐊᕐᖓᕍᑦᑕ ᐃᓕᓂᐊᕐᐋᕐᑎᖅᓴᐅᔪᖅᔭᓂᖅ ᐅᐳᐊᕐᖔᔪᑎᖔᐱ ᐊᒻᒪᓗ ᐅᐳᐊᕐᓂ. ᑕᒃᑯᐊ ᐊᒃᓗᕐᖓᕍ ᐱᑕᖏᖅᑲᕐᓇᑲᖅᔭᐱᐱᖅᓴᖅᖓᕿᕐᕙᕐᖓᕍᓯᐊᕐᑲᓂᖓᖅᑏᑦ ᐅᖅᔪᔮᖔᕐᖓᕍᑦ ᐱᐳᐅᔭᖅᖅᑐᐊᕐᓂᖔᑭᑦᖓ, ᑕᒃᒥᖅ ᐊᑐᖅᑕᑎᖅᑕᖅᖓᕍᒥᒐᕍᑕ ᓇᓄᐱᖅᓂᖔᑦ. ᖅᑲᖅᓂᕐᑲᓂᓗ, ᐃᓯᖅᐅᐸᑲᖅ.

ᐃᖅᔪᐅᐸᑲᖅ: ᖅᑲᖅᓂᕐᑲᓂᓗ ᓯᑎᐅᔭᖅ. ᒪᓕᓯᐅᐱᔭᓯ ᓇᑲᔪᖔ.

ᓇᑲᔪᖔ: ᖅᑲᖅᓂᕐᑲᓂᓗ, ᐃᖅᔪᐅᐸᑲᖅ. ᑖᒃᑯᐊ ᖅᖃᐅᖅᓴᖅᑕᐅᒐᔪᖓᑎᑦᒥᕍᒍᑦᐱ ᐅᖅᑲᖅᒍᒐᕐᕍᑕᖅ ᐃᖅᑲᓇᐃᔭᖓᖅᔮᕐᓂᖔᔪᑦᖓᕍ ᐃᖓᐊᑲᐅᕐᓇᐅᔮᐱ ᑐᔭᕍᓴᖓᖅᒥᖅ ᐃᖅᑲᓇᐃᔭᐅᔭᖅᖃᒋᖓᕐᕍ ᐊᐅᐸᔮᑦᖓ ᐃᓕᓂᐊᕐᖓᖅᖃᖓᖅᓱᑎᖅᑕᐱᖅᔮᖔᖅ ᐊᐅᐸᔮᑦᖓ ᐱᔪᐱᖅᔭᐱᖅᑎᖅᔭᐱᖅᔭᓗᔪᒋᕐᑎᖓᑦ ᓄᐊᕐᑲᐱ ᐃᖓᐊᐊᓂᖅ. ᐃᖅᑲᖅᑎᖅᑕᖅᖃᕍ ᓯᖅᑕᑕᖅᐸᑲᑕᔪᖓᖅᖓᕍᖅ ᑕᑐᓯᒥᖅ ᓴᖅᔭᖓ ᐃᖓᐊᑲᕐᕍ ᐃᖓᐊᐊᓂ ᐊᖅᐱᐱᖅᔭᐱᖅᑲᑲᑕᐅᔭᖅᖓᑲᖅᔮᕐᓂᖔᑭᑦᖓᕐᕍ ᑕᑐᓯᒥᖅ ᑐᔮᑲᖅᖃᕍᕐᑕᔭ ᑖᖓ.

ᐅᖓᑲᓕᖅ ᐊᕝᖅᐊᑎᖅᒦᕍᖓᕍ ᑕᐃᒪᐃᖓᕐᕍᓂᖔᖓᐱ ᖅᖃᐅᕍᔭᖅᖓᕍ ᓄᐊᑕᖅ ᑲᑎᒪᕐᑎᖅᕙᔭᖅᒥᕍᕐᖓ ᐃᖓᐊᐃ ᐃᓕᓂᐊᕐᖓᐅᐱᖅ, ᓄᐊᐊᕐᕍ ᐃᖓᐊᐊᓂ ᑲᑎᖅᔭᐃᕐᑎᖅ ᐊᒦᖅ ᑲᑎᑲᕐᐅᔭᐱᖅ ᐅᖅᖃᔪᕐᓂᖔᑲᖅ ᐃᖅᑲᓇᐃᔭᖅᑏᑎᖅᔭᕍ ᑲᑎᖓᑕᐅᖓᑎᖅ. ᓇᔪᐊᐃᔭᕍᑦᑲᑎᖅᑲᒃᒐᖅ ᐃᖓᐃᐅᑎᒥ ᑭᖓᑦᓕᖅᑎᖓᔪᖅᑐᔭᖅ ᓄᐊᕐᕍ ᐃᖓᐊᐊᓂ ᐃᖅᑲᓇᐃᔭᖅᑕᐅᐸᕐᕍ ᐅᑯᐊ ᖅᑭᒃᓯᖓᖅ ᐅᖅᔪᔮᖔᕐᑎ ᐃᖓᐊᖅᕍᕐᑲᕐᐅᔭᕐᓂᖔᑦ ᓴᖓᑎᐅᖅᖓᖓᕐᒥᕍᕐᕍ. ᑕᒃᑯᐊ ᑐᓯᖅᑕᐃᖓᐱᖓᖅᔮᖅᕍᖓᕐᒥᕍᕐᑕ. ᑖᖔᓇ ᐃᖓᐊᐃ ᐃᖅᑲᓇᐃᔭᖓᖅᖓᓇ ᐊᕐᓇᖅᓵᐅᖅᔭᖅ ᓄᐊᕐᖅᓂᖅᑲᑕᑐᔪᖅᖓᕐᐅᕍᑕ ᓄᐊᕐᕍ ᑭᖓᑦᓕᖅᑎᖅᔭᖅᑐᐱᖔᖅᑲᖔᖅ. ᑖᒃᑯᐊᖅᖃᐱ ᐃᖓᐊᐃ ᐃᖓᐊᐃ ᐃᖅᑲᓇᐃᔭᖅᖓᖅᓂ ᑐᖓᕐᔭᖓᖅᕍᑕ "ᐅᖅᖅᐅᖓᕐᑲ ᑭᖓᑦᓕᖅᑕᐱᖅᑕᐅᖅᖅᔭᐱᖅᔪᖅᕍᕍᖓᕐ ᓄᐊᑭᖔᖅ." ᑕᐃᒪᐃᑐᓂᖅ ᑲᑎᖅᑕᐱᖅᐸᕍᖅᑕᐅᔮᖅᕍᑕ ᑕᐃᒪᑐᓇᖅᖓᐱ ᓇᔪᐊᐃᔭᖅᔮᐱᖅᔮᖅᕿᖅᑲᑕᖅ? ᖅᑲᖅᓂᕐᑲᓂᓗ, ᐃᖅᔮᐅᐸᑱᖅ.

ᐃᖅᔪᐅᐸᑲᖅ: ᖅᑲᖅᓂᕐᑲᓂᓗ, ᒪᓕᓯᐅᐱᔭᓯ ᓇᑲᔪᖔ. ᓯᖅᑕᑕᐅᓯᑎ ᓯᖅᑐᕐᖃᐱᖅᖓᕿᖓᑲᓯᖅᖓᑐᓂᖅᓯᖃᑐᖓᐱᖓᒍᑦᖓ.

ᓯᖅᑕᑕ: ᖅᑲᖅᓂᕐᑲᓂᓗ, ᐃᖅᔮᐅᐸᑱᖅ. ᐊᒻᒪᓗ ᐊ, ᖅᑲᖅᓂᕐᑲᓂᓗ ᐊᐱᖅᖔᖔᑦ ᑕᑲᖅᒪᖅᕍ. ᐊᖔᑲᕐᐸᖅᔪᑐᖅᓱᕍ, ᐊ, ᑕᐃᒪᐃᖓᐱᖓᑐᒍᔮᐅᑦ. ᐃᖅᑲᓇᐃᔭᖅᖓᕐᑎᐃᖔᑲᐅᐸᕐᓂᖓᑐᓄᖅ ᑕᒪᐊᐱ ᐊᑐᖅᖃᖅᓯᖓᕐᑏᓇᖓᐱᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᓴᐃᓂᖅ,

students; it is a benefit also to the businesses and to the people who hire at the community level. We are more than interested in receiving a list of programs that would like to be seen at the community level. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Mr. Suvega. Member Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Madam Chairperson. That's very interesting to hear and I would like to see more of the communities identifying what types of programs they would like to see. For example, in Pangnirtung not all classrooms are utilized. We would like to see all the classrooms utilized and to have more students entering the college. There are a large number of people who use the income support and we would like to enter the labour force.

We have meetings with our constituents and on more than one occasion. For example, last year the programs that were made available in Pangnirtung, this one student is an income support recipient and the other student was not a recipient, but they were taking the same class through the ALTS funding. It is available. If I was an income support recipient, there would be a $10 incentive that I would receive. We have to look at the funding that is made available to the students so that the students who are interested in going to school have that incentive.

This is not the first time that people have told me about this discretion and all I hear is it's under review. In order to decrease the number of recipients, we have to make sure that it's fair and financial support is provided to the students. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you,

ᐃᓕᓐᐃᐅᕐᓂᖁᓪᓗ ᐊᑐᖅᑕᐅᔪᒪᓂᖃᕐᐊᑎᓪᓗᓂ ᓴᓪᓚᖅᖢᕐᓴᐊᐅᕝ ᐃᓗᐊᓂ ᓄᓇᓕᓕᒃᓄᑦ ᑕᒪᒃᑯᐊ ᐸᖃᔪᖅᑕᐅᖃᑦᑕᓂᐊᕐᓪᖏᑕᒃ ᓯᖅᓱᒐᑎᒌᓄᑦ ᓯᓇᐃᓯ ᕼᖅᖁᖁᓪᑕᐊᐃᑦ, ᓯᓇᐃᓯ ᐱᔪᒪᒋᓘᓪᖄᕿᑦ ᓄᓇᓕᓐᓂ. ᑕᐊᓪ ᑕᒪᒃᑯᐊ ᕼᖅᖁᔾᕼᓂᖃᕼᐊᐅᐊᑯᓄᐊᑦᑕᖔᑎᕼᑏ ᓯᖅᖅᓂᖔᓂ ᓯᖅᖅᖁᔪᖅᖄᕿᑦ ᐃᓄᐊᓂ ᑕᒪᒃᑯᓇᐂ ᐱᐊᓴᒐᓄᑦ ᖃᖅᖁᔾᖔᐅᑕᒃ Staff, Faculty, and Learners. ᖁᔭᓇᒦᒃ.

ᐃ�someᕼᕿᐅᐂᐸᑯᖅ: ᖁᔭᓇᒦᒃ, ᓯᖅᖁᖅ. ᒪᓪᓚᑕᐅᖅᑎ ᓇᑯᓱᒃ.

ᓇᑯᓱᒃ: ᖁᔭᓇᒦᒃ, ᐃᑰᕿᐅᑕᒥᒃ. ᑕᒪᓇ ᑐᓴᕿᓇᖅᒍᖅ ᐊᒻᒪ ᑲᔪᓯᐊᖅᖃᖅᓂᕼᒐᖃᒃᒍᖅ ᓄᓇᓖᑦ ᖃᓄᔾᖁᑕᖅᖃᕿᖓᓕᑕ ᐱᔾᖄᕿᑕ. ᐸᒅᓂᖅᒌᑕ ᑕᖄᓇᖅᑐᒍ ᐃᖃᐃᑦ ᐃᓕᓐᐃᖃᑯᓇᒃ ᐃᓕᓐᐃᖃᖄᕼᓂᑦ ᐃᕼᓗᖅᔾᖓᓂᑦ ᐊᑐᖅᖁᐃᖃᐅᐂᒃᓂᓕᑕ. ᐊᑐᖅᖁᐅᒃᓇᒃᓂᖅᒥᐊᕼᓂᑕ ᐃᖃᐃᑦ ᐃᓕᓐᐃᑲᐃᒃᓄᖅᖁᐊᖅᔾᑈ. ᖃᖅᖁᒐᖄᕼᒃ ᓄᓇᓇ ᐃᕼᕿᐊᖄᖃᑦᑕᕐᒍᑦ ᖁᔮᕿᓕᖓᓂᑲᖄᕿᑦ ᐃᑕᖃᔾᐃᖄᕿᑕ.

ᐅᒪᖅᖁᑕ ᐊᓯᖅᑯᑎᖃᕼᕼᓴᖄᕼᒃ ᐃᓄᑕᓂᖄᕿᑐᐂᑦ ᐃᖄᕿ ᖃᑕᓴᖔᕿᖃᕼᔾᑯᓕᑕ ᐅᕿᐅᑦ ᖃᖄᓕᖅᑎᓂᓂᖅ. ᑕᐃᕼᒃ ᐅᖃᑯᐅᖅᖃᕐᓂᖔᓯᓕᑐᖅᕿᑦᑯᐂ ᐊᑕᖃᖄᖃᓂ ᑕᖄᓇᖅᖁᐊᔾᑈᔾᑦᔾᑯᐂ ᐊᖅᖃᕿᕿᓇ ᐃᓕᓐᐃᖄᕼᑕᐅᖃᔾᖄᕿᑦᑈ ᐸᒅᓂᖅᒌᕼ ᐊᑕᖃᖄᐃᖄᖄᑕᖅᕿᐊᑎᓂᖅ ᐃᓕᓐᐃᖄᕿᑎᖔᔾᓂ. (ᑐᖄᔾᐃᑎᔾᐂ) ᐅᑯᔾᖄᖃᕼᖃᕼᖄᒪᓐ, College Foundation, ᑎᐊᓄ ᐅᖅᖁᓇᔾᑎᐂᖄᕼᖄᑲᕐᓯ. (ᑐᖄᔾᐃᖄᔾᖁᖄᕼᓂᖅ) ᑕᐊᓪ ᑖ ᐃᓕᓐᐃᑈᔾᖄᕼᓂᖃᕼ, ᐊᐸᑲᑯ ᐃᑕᖃᔾᖄᕼᖄᕿᑐᔾ ᓯᖁᐊᔾᖄᖁᒃᒃᑦ, ᐅᖃ ᐃᓕᓐᐃᑈᔾᖄᕼᓂᖃᖄᕼᑕᖅᕿᕼ ᓯᖁᐊᔾᖄᕼᖃᖃᕼᑈᔾᑈ ᑖᖔᕼᒃ ᐃᓕᓐᐃᑈᔾᖄᕼᓂᕼᒌᕼ ᑈᓯᒪᓯᓕᖁᐊᖅ ALTS funding-ᑯᖅ ᐊᔾᖃᓇᖄᕼᑎᓂᔾᖄᕼ ᑎᐊᓇ. ᐅᖅᖁᓕᖄ ᓯᖁᐊᔾᖁᖃᖅᕼᒪᓕ ᑕᐃᓇ $10 incentive-ᖅᑦ ᐃᖁᖄᕿᕼᒌᕼ. ᐃᑕᖃᔾᖄᕼᓂᖅᑦ ᐊᔾᔾᑈᖄᖅᕼᒪᕼᑕ ᐃᓕᓐᐃᑈᑲᖄᕼ ᑎᐊᓇᖄᑲᐊᖄᐅᖁᔾᖄᕼᖄᕼᖄᕿᓯᖔ.

ᑎᐊᑯᐊ ᖅᕼᒌᔾᖃᔾᐅᖄᑕᖃᕼᖃᕼᖃᕼᐂᐂ ᐃᖄᕿᑦ ᑕᐊᓪ ᑖ ᔾᔾᖔᖁ ᐃᑕᖃᔾᖄᕼᓂᖄᕼ ᓇᖅᖁᐅᔾᖄᕼᔾᑈᖔᖁᖄᕼᖁᖔᕼᖄᕿᑦ. ᑎᐊᓇ ᐊᓴᖄᕼᑎᐅᖅᔾᔾᕼᓴ ᐃᓄᑕᓂᖄᕼᑈᔾᖔᕼᖁᖄᕿ ᑎᐊᓇ, ᐃᖄᕿᒃ ᐅᖁᖄᕼᖁᖔᕼᕼ ᐅᖅᖁᔾᖄᖅᕼᖃᕼᖃᕼᒍᕼᑦᓕᖔᕿᑈ ᐅᖅᖁᔾᖄᕼᖃᕼᖃᕼᖃᕼᖄᕼᖄᕼᖄᕿᑦ. ᑎᐊᓇ ᐊᓴᖄᕼᑎᓂᖔᕼ ᓯᖁᐊᔾᖄᕼᖔᕼᕼᔾᒍᐊᖓᕼᓇᖄᑦᓄᕼ ᐃᖁᖄᕿ ᐊᔾᖁᖔᕼ ᐃᓴᖄᕼᑎᐅᔾᖄᕼᖔᖔᕼᔾᑯᐊᔾᖁᕼᖔᕼ. ᖁᔭᓇᒦᒃ, ᐃᑰᕿᐅᑕᒥᒃ.

ᐃᑰᕿᐅᐂᐸᑯᖅ: ᖁᔭᓇᒦᒃ, ᒪᓪᓚᑕᐅᖅᑎ ᓇᑯᓱᒃ.

Member Nakashuk. Department of Family Services, Yvonne Niego.

Ms. Niego (interpretation): Thank you, Madam Chairperson. (interpretation ends) I'm not quite clear on the question. Can we have that reiterated? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. Member Nakashuk, please clarify your question.

Ms. Nakashuk (interpretation): Thank you, Madam Chairperson. (interpretation ends) My question was…I will give you an example of clients going into college foundation. One comes in as an income support recipient taking the same program, so the client receives the $10 incentive. Another student comes in and takes the same program that is not on income support and is getting the full ALTS funding. Their training allowance is different from one another, though they are taking the same program.

Is the department reviewing the training incentive for income support recipients for them to get off income support? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Nakashuk. Department of Family Services, Yvonne Niego.

Ms. Niego (interpretation): Thank you, Madam Chairperson. (interpretation ends) I'm not aware of any individual cases like that, however, my colleague, the director of career development, may be more informed. (interpretation) Thank you, Madam Chairperson.

Chairperson: Go ahead. (interpretation) Thank you. Robert Clift.

ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ, ᐃᕚ ᓇᐃᔪ.

ᓇᐃᔪ: ᒫᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᕐᓂᒃ ᑐᑭᓯᑎᐊᕐᓇᓐᓇᒃᑯᒃ. ᑖᓇᖃᐃ ᐅᖃᒃᑲᓂᖅᐃᐊᓇᒧᖅ. (ᑐᓵᔨᒍᐱᓯᓴ-ᖅᑐᖅ) ᒫᓇ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᖅᑯᓇᒥᖅ. ᒪᒻᒪᓕᑕᐅᖅᑎ ᓇᑲᓱᒃ, ᑖᓇ ᓇᓄᓇᐃᕆᐊᖅᕝᕐᓂ ᐊᐱᖅᑯᑏᑦ.

ᓇᑲᓱᒃ: ᖅᑯᓇᒥᖅ, ᐃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐅᒃᑑᑎᕆᓇᕅᒃᑯ ᐃᒃᑯᐊ ᑕᐃᒃᑯᐊ ᐃᓕᓐᓂᐊᕆᓕᕐᔫᑦ ᐃᒡᓇᐃᑦ ᐃᓕᓐᓂᐊᕐᒐᓈᒥᐅᓂ ᐊᑕᐅᕐᓯᖅ ᓂᖅᑲᐅᕐ�</sup>ᐅᑕᒥᓂ ᐊᒻᓗᒎ ᐊᐃ<<ᖅᒪ ᐅᖅᒥᓐ. ᑖᓇ $10-ᒥᖅ ᐱᔾᒥᒪᐅᒥᖅ ᐊᑭᓕᖅᑎᐅᖃᓂᖅᖃᕥᖅᖅ>ᖅ ᐊᒻᒪ ᑖᕐᑲᒥᖅᓕᓴᐃᒪᓇᖅ ᐃᓕᓐᓂᐊᖅᑐᖃᒡᑲᓂᖅ>ᓂ ᓂᖅᑲᐃᒥᑎᖃᕝᒃᖃᒪᖅᑎᒍᖅ ᐂᓇᐅᔭᖃᒥᖃᕚᒪᖃᕥᒥᓂᖅ ᐱᖅᓂᓂ. ᑕᐃᓚ ᐂᓇᐅᔭᖅᖃᕧᒥᖃᕥᖃᕈᓐᖅ ᐊᒧᖅᒥᒧᖅᕝᔾᖅ ᑖᕧᒥᒥᖃᔫᒪᖅ ᐃᓕᓐᓂᐊᕐᔪᐊᖅᑎᓐᓂᒪᓐᖅ.

ᑕᒧᖃᐊ ᓂᖅᑲᐃᕧᒃᑲᐳᒥᖅᕝᖃᓐᔾᒥᐊᔪᕼᖅ ᑕᒧᖃᐊ ᐊᕧᒡᑎᐊᖅᑕᐳᕇᖃᐃ? (ᑐᓵᔨᒍᐱᒪᖂᖅᑐᖅ) ᖅᑯᓇᒥᖅ, ᐃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᖅᑯᓇᒥᖅ, ᒪᒻᒪᓕᑕᐅᖅᑎ ᓇᑲᓱᒃ. ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ, ᐃᕚ ᓇᐃᔪ.

ᓇᐃᔪ: ᒫᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑕᐃᒪᐃᔪᐊᔭᓂᖅ ᒥᒪᓇ ᖅᑲᐳᓚᒪᖅᑐᒥᒪᖃ, ᑭᕧᓯᓂ ᑖᒧᖃ ᐃᖅᑲᓇᐃᔭᖅᑐᑎᓇᓂᖅᒥᖅ ᐱᑕᓐᔾᒥᖃᓐᖅ ᖅᑲᐳᓂᖃᖅᓐᐱᐳᔾᖅ ᐅᕚᓂᖅ. (ᑐᓵᔨᒍᐱᒪᖂᖅᑐᖅ) ᒫᓇ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ (ᑐᓵᔨᑎᒍᑦ): ᐊᑎ. (ᑐᓵᔨᒍᐱᒪᖂᖅᑐᖅ) ᖅᑯᓇᒥᖅ. ᕌᕐᑦ ᑭᓐᕼᑦ.

ᑭᓐᕼᑦ (ᑐᓵᔨᑎᒍᑦ): ᖅᑯᓇᒥᖅ, ᐃᒃᓯᕙᐅᑖᖅ.

Mr. Clift: *Ma'na*, Madam Chairperson. As far as I am aware at this point, and I'll have to check with my colleague, the director of income assistance, we're not generally providing any… what's the word I'm looking for; this $10 incentive people on income assistance. If they qualify, if they're taking a college foundations course full-time, they qualify for the full ALTS support and should be switched over to the full ALTS support. It may be the case that somebody got incorrect information and the client didn't get the benefit of that where they could have had it. In two weeks' time, people from HQ, for both the Career Development and Income Assistance divisions, are going to Pangnirtung to meet with income assistance and career development workers precisely to work out these kinds of issues to be clear about what is available to people. We have certainly found in other places that the income assistance workers aren't entirely aware of what is available through career development and again, that is one of the reasons why we're trying to focus on one client, but that shouldn't have happened. If they were both attending the program full-time, the individual on income assistance certainly should have been moved to ALTS. That was a mistake, absolutely. *Ma'na*, Madam Chairperson. **Chairperson** (interpretation): Thank you. Member Nakashuk. **Ms. Nakashuk** (interpretation): Thank you, Madam Chairperson, and thank you for that response. That is what happened in my community last year, and it's not the only incident so you have to note that discrepancy. I would also like to talk about the use of Inuktitut in schools. The Department of	ᖄᐳᖤᖕᖃᐃᓄᒐᑌᓐᑕ ᐊᒻᒧ ᖃᖃᐳᔅᒣᐊᖃᑑᓂᐊᒐ-ᖅ-ᒍᖃ ᓂᖃ∆ᐴᖓᕐᐳᕐᕿᐢᒥᖤ ᐱᒣᓐᑉᐳᑦᐳᓴᖃᖤ ᑕ∆ᐤᐊ $10 ᔪᒥᖦᔪᐳᎢᖅ ᔪᓟᔍ ᐃᐧᐃᕿᒒᓐᒣᖃᖦ ᐃᓂᓴᓄᖃᑉᐳᖤ ᐳᑖᔍᑕᖑᑦ ᕿᓇᐳᖦᖃᐴᓐᑕᐳᔍᒣᖃᖦᑖ ᐃᓄᐃᖢᓴᖅᐳ. ᐃᒣᖤ ᑕᕹᖃᖃᖤᓂᒣᖤᕿᐴ ᑕᐧᐃ ᐃᓄᐃᑉᐳᔑᐊᑐᐧᖃᖃᑕᒣᒣᖤ ᐃᓄᐃᖢᓴᖦᐳ ᐱᓴᔪᐢᑐᔞᓂᖤ. ᑕᐃᒣᖤᐊᖦᖃᒃᓴᐃᔷᖃᑐᒦᔌᐴᕐᕐᖃᖃ, ᐃᓄᑖᒣᔷᖦ, ᓂᖃ∆ᔪᑌᑦᔷᐴᖃᑉᑖᖦᑕᐳᒣᕦᖤᐴᐢ ᖦ ᓄᐊᖓᖃᑐᐧᐧᖤᒪ ᑕᒪᐴᑕᖃᒒ ᖅᕗᔭᓂᖃᖅᑐᖤᒇᐢᑌ ᑐᐴᒇᐳᑦᖃᐧᖓᐧᐧᒇᑖ ᕿᔹᖤ ᐊᑐᐃᑗᒣᔷᖃᖤᐴᐴᖃᑦᖦᒃᖢᕹᖤᖤᑖ ᐃᓴᔹᖤᖤᓴᖤᑌᑖ. ᑕᐃᒣᖤᐊ ᓂᖃ∆ᔍᖤᐳᓂᔌᖤ. ᖄᐳᖤᖢᖤᐊᖦᐳᑕ ᕿᔹᖤ ᐊᑐᐃᒣᔑᖤᐴᐴᒣᔌᖦᐴᐢᑖ ᑕᐃᒪᐃᖢᐧᔌᖑᒪᐢ ᐃᔪᖑᒣᖓᓂᖤ ᖅᕦᖤᕿᒒᖤᐢᒇ. ᑕᐃᒪᐃᖤᐢᐳᐊᑕᐳᒣᕹᑟᑖᒣᔌᖤ. ᐃᓴᖓᐊᔷᖓᒣᓂᖤᖤᖃ ᐳᑕᔍᑕᖦᖤ ᐊᔨᐊᒣᒣᔑᖤ ᕿᖑᐳᖤᖦᑕᖑᔫᔍᒣᖤᐴᒣᖢ ᓄᖤᖅᑕᐳᔷᐊᑐᐴᖤᒇᖤ. ᖃᔍᒣᓂᖤ, ᐃᖢᔹᐳᑌᖤ. **ᐃᖤᔹᐷᐳᑕᖤ**: ᒪᑌᓴᐳᖤᐊ ᓇᖤᔹᖤ. **ᓇᖤᔹᖤ**: ᖃᔹᖑᒣᔷ, ᐃᔹᐷᐳᑖᖤ. ᖃᔹᖑᒣᔌᑖᒇ ᑕᒣᒣᒣ ᓇᒇᒣ∆ᖤᐴᒃᒍ. ᐏᖤᒇᐢ ᖃᐴᓴᖤᑐᖤᑕᖢᑌᑖ ᔹᖃᕿᖃᐴᖤᔹᒇᑌᐳᖤᒣᔌᖤ ᐊᖤᔍᐅ ᐊᐴᐳᖑᖢᑌᐅᖤᐢᐴᖤᐴᖢᒇᑌᐳᖤᑐᖤ ᑕᒣᒣᐊᑌᑕᐴᖃᖓᖤᕹᐳᓴᖓᔪᐴᐳ ᑕᒣᒇ ᑕᑖᔑᐳᖤᖤᒇᔷᖦ ᐊᔹᔍᐴᒣᖤ ᐱᔹᓴᖤᔹᕹᑌᐴᐢᑕ ᐃᓴᖓᐴᐊᖦᑌ. ᐳᒇ ᐳᖃᐳᔹᒇᒍᔞᒇᕹᒣᐴᑟ ᒪᑌᓴᐳᖦᑖᖤᐳᖤᐴᒪ ᐳᖃᐳᔹᒣᔹᖦᔷᖤᒇ ᐃᒇᖤᑐᑖᖤ ᐃᓴᖓᔌᐴᐳᔹ ᐃᓴᐴᒇ ᐊᑐᖤᖃᖦᓴᖓᔹᖤᖢᑖᓂᖤᓂᖤᖤ ᐊᒣᒣ ᐃᓴᖓᖢᖤᐊᑐᐳᖤᑌᔹᖤᑟᖤ ᐊᖃᖦᐳᔹᖦᐢᖓᔷᖤ ᐳᖃᖃᖤᐳᐴᒣᕦᑖ English 120 ᑖᐊᒦᖃ ᐱᔹᒇᖦᐳᑖ

Education indicated that English 120 is a requirement, and 10 points and they would be able to complete grade 12.

The individual should be able to read and write in Inuktitut, and there are a lot of people in the community, and we use Inuktitut in our Nunavut communities, though not all communities. What really touched me in the past and it says in paragraph 60, which I'll read in English, (interpretation ends) "…according to an international assessment of adult proficiency in literacy and numeracy conducted between 2011 and 2012, 83% of Nunavummiut aged 16 to 65 had literacy levels below what is needed for most tasks in society and the workplace. It is important to note that the assessment was conducted in English or French—neither of which was the mother tongue of most of the Inuit respondents."

(interpretation) It shows here, for example, you guys are not speaking English grammar too much, but it sounds like the Inuktitut language is being challenged. (interpretation ends) Maybe this isn't relevant. (interpretation) The Inuktitut language needs to be used more in Nunavut and in schools. I just wanted to elaborate on that. Thank you, Madam Speaker.

Chairperson (interpretation): Thank you, Member Nakashuk. Member John Main is next.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) I'm going to go to page 20 of the report and this is for the Office of the Auditor General. You have maps here and you show where these two types of ABE were offered by the college, adult basic education. It's notable that there seems to be a discrepancy between one region of the territory. The western Kitikmeot region seems to be doing a lot,

ᐊᒻᒪᓗ 10-ᓂᒃ ᐊᔅᑎᖁᒃᐱᒋᔪᒋᑕᓂᒃ ᐃᓕᓐᓂᐊᕆᐊᐅ�125<
ᐃᓄᐊᓂ ᐃᓕᓐᓂᐊᕆᓂ
ᐱᔭᕆᐆᖃᓕᕐ166ᖁᓕᓂᒃ ᒍᕋᐃᒃ 12-ᒥ.

ᐅᓇ ᐅᖃᐅᓯᐅᒍᒪᖖᒋᓗᓂᐅ ᐃᓄᒃᑎᑐᑦ
ᐅᖃᕈᓇᖅᑎᕐᓗᓂ, ᐃᓄᒃᑎᑐᑦ
ᑎᑎᕋᕈᓇᖅᑎᕐᓗᓂ ᐃᓕᓐᓂᐊᕆᐊᐅ�< ᐃᓄᐊᓂ
ᐱᔭᕆᐆᖃᖅᑯᖖᒎ. ᓄᓇᓕᐅ�< ᐃᓄᐊᓂ ᓄᓇᕋᐅᑦ
ᐊᒥᓱᑦ ᓄᓇᖅᑎᒥ ᐃᓄᒃᑎᑐᑦ ᓂᕐᕿᐊᓚᕐᒪᑕ,
ᐅᖃᕋᕐᑐᖖᒎ ᐃᓄᒃᑎᑐᑦ, ᐃᓪᕿᒃ
ᐅᖃᖅᖁᕐᖁᖕᒃᑯᒪᖅᒥᕐᒃᐆᔪᑦ ᐃᐅᑎᑐᑦ. ᑭᕕᕋ ᐅᓇ
ᐊᔾᕿᓚᒃ ᐅᕋᖕᒎᑦ ᐊᑐᖕᒃᓕᑕᐅᕐᒥᕐᒃᑯ
ᐊᒻᒎᓂᕐᓂᒃ 16 ᐅᖃᖅᖁᕿᔭᓱ ᖁᓚᓄᐱᕐᒥᕐᓗᒎ,
(ᑐᕕᒃᓯᑎᒍ�) ᑖᒪᓗ ᑖᕐᑯᐊ ᓄᓇᕐᕿᐊᑕᒥ ᑕᐅᕙ
ᐃᖖᒑᐃᑦ ᐅᖃᐅᒥᒐᓂᐆᕐᔪᑦ, ᐅᖃᓕᓚᓯᑎᓂᐆᕐᔪᑦ
2011-ᖖᒎᑦᓗᒎ 2012-ᒥᓗ 83 ᐳᖕᒑᑎᐱᔭᐆᑦ
ᓄᓇᕋᖕᒐᐆᑦ 15-ᓂᒃ 55-ᓘᑦ ᐅᖃᓕᓚᓯᕐᓂᐆᕐᔪᑦ
ᐱᓄᐊᖅᖁᒥᒃ ᐃᓕᓐᓂᐊᕐᒃᑎᐅᐱᐆᕐᒪᑕ ᐊᒻᒎ
ᓴᓇᔅᕐᕈᒃ ᑐᕿᖕᒃᓘᕐᒎᑎᒃ. ᑖᒪᓚᑎ ᐱᒻᒎᕈᐱᐆᑦ
ᑕᐅᒎ ᐅᖅᒐ ᐃᓄᒃᑎᑐᑦ ᐅᐃᐆᑎᑐᕐᖖᒎᐆᑦ
ᓂᐆᑎᐊᑎᐆᒥᖕᒑᖅᒃ ᑖᒪᓗ ᐃᓄᐃᑦ. . .

(ᑐᕿᑕᑎᒍᖕᒑᖕᒎᐆᖖᒃ) ᕿᓗᑎ ᐅᕋᐆᓂ ᐅᖃᖅᖁᕿᒪᑦᓕᑦ
"ᕿᑎ ᖁᐱᓗᑕᐆᑎᑐᑦ ᐅᖃᖕᒑᖅᑎᒎᐆᕐᖖᒃᔭ,"
ᐃᒪᐃᓕᐅᖅᒥᔾᕿᖕᒃᓕᑦ. ᐃᓄᒃᑎᑐᑦ ᐅᖃᐅᔅᕐᕿᐆᖕᒋᓂᐆᑎᒥᒃᑯᔳᔅᕿᖕᒃᑐᑎ ᑕᑯᐱᓱᕐᑯᐱ.
(ᑐᕿᑕᑎᒍᖕᒑ) ᐃᒻᒎᖕᒃ ᐅᕋᐆᓂ ᐃᐱᒪᒪᐆᔅᕿᐱᖕᒃᐱᒥ ᐅ.
(ᑐᕿᑕᑎᒎᑎᐆᖖᒎᐆᖖᒃ) ᐃᓄᒃᑎᑐᑦ ᐅᖃᐆᔅᕿ
ᐊᑐᖅᖁᐅᕿᒃᐱᐆᓂ⟨ᐊᑎᒃᑐᖕᒑᖕᒎᕿᐆ ᓄᓇᕐᓂᐆᒥ
ᐃᓕᓐᓂᐊᕆᐊᐆ< ᐃᓄᐊᓂᐆᑎ. ᑖᑉᓇ
ᐅᖃᖅᖁᕿᓂᕿᐆᑎᒎᑎᐆᖖᒑᕐᖕᒃᑕᕐᑕᐆ. ᕿᑦᕿᐆᒥᕐᒃ,
ᐅᖃᖅᑎ.

ᐃᑲᔪᐱᐆᐅᑕᒃᑎᒃ: ᕿᑦᕿᐆᒥᕐᒃ, ᒪᑎᒎᑎᐆᖕᒃᑯᑎ ᓇᑲᓱᒃ.
ᑖᒪ ᒪᑎᒎᑎᐆᖕᒃᑯᑎ ᔾ ᒪᐃᖕᒃ.

ᒪᐃᖕᒃ: ᒪ'ᓇ, ᐃᑲᖕᒑᐊᑕᐅᑕᐱᐆᑦᒃ. (ᑐᕿᑕᑎᒎᑎ) ᒪᓘᐱᒋᕿᐆᖕᒃ
20-ᓗᖕᒑᕐᖖᒎᐆᑦᑕ ᐅᐅᒃᑕᑎᐱᐊᐱᕐᒃᒥ ᑖᕐᑯᐱᐆᖖᒑ
ᓄᓇᖕᒑᕿᐊᖕᒃᐱᔭᒪᖖᒃᑕᕿᐆ ᐅᕋᐆᓂ ᐱᐆᒥ ᐅᕐᕿᐅᑲᐱᑕᐆ
ᑖᕐᑯᐱᐊ ᐃᖕᒑᐆᕐᒃᒪᐆᖖᒎ ᓴᖅᒃᑲᓱᐱᐆᔭᐆᐱᕿᖕᒃ ᐃᓕᓐᓂᐊᐆᐅᒃᒥᐆᑦ
ᐊᒻᒎ ᓇᖕᒑᓇᐃᑎᐱᔭᖕᒑᖕᒃᒥᔭᐆᒥᕐᒃ ᐃᐱᕿᕐᒃ ᐅᐆᖕᒑ
ᐊᑕᐆᔪᒃᒃ ᐊᖕᒑᑐᖕᒃᒥᔭᐱᕐᒥᒃ ᓄᓇᕐᖕᒑᕿ. ᐅᐊᑎᐱᕐᒃᒥ
ᕿᑭᑎᐱᐆᑕᑎᐆ ᐃᐱᓗᕿᕐᒃᐱᐆᕿᖕᒃᐱᕐᒥᐱᕐᕿᕐᒃᒧᔅᕿᐱᐆᕿᐆ ᐃᖕᒑᐆᑎ
ᐃᓕᓐᓂᐊᐆᐅᒃᐱᐆᕐᒃ ᐊᒻᒎ ᓄᓇᕿᐱᐆᑦ ᐊᔭᐱᕐᒃ ᒪᕿᕿᕿ
ᐊᖕᒑᐱᑐᖕᒑᖕᒎᐆᕿᔭᖕᒑᕐᒃ ᐃᖕᒑᐱᐅᓂᐱᖕᒃᓂᕿᐆᒃ ᑕᒪᐱᒃᑐᕿᕐᒃᒥ

ᐱᓚᓚᒃᒃᐆᕐᒥᐱ ᐱᑕᖕᒃᒥᒎᐊᖕᒎᐆᑐᖕᒎ. ᑎᐱᐊᒥᐱ
ᑐᐱᑲᐅᒥᔾᕿᔭᐆᒪᐱᑕᐱᐆ ᕿᖕᒑᒥᕿᐆᑦ ᑖᕐᑯᐱᐊ ᐊᖕᒑᑐᖕᒑᖕᒎᔅᕿᕐᒃᓗᖕᒎᑎᒃ

well, a lot better for this core adult basic education course, and then the rest of the territory, the other two regions were offering more adult basic education, the essential skills course. In the course of your audit, did you find an explanation for this discrepancy which seems to be broken down on regions? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member John Main. Office of the Auditor General, Mr. McKenzie.

Mr. McKenzie: Thank you, Madam Chairperson. If it's okay, I would like to answer part of this question and ask my colleague, Madam Scott, if she has anything else to add.

That is a question that we asked ourselves as well and one of the answers was that staff in that region recognized that providing access to ABE-core was important, that they identified that as a need amongst learners in their communities. As we note in our report in paragraph 81, some of the other factors that may play into this particularly in the other regions is things such as a lack of the necessary skills and experience by some adult educators in terms of being able to teach the ABE-core program. It requires that the individual know multiple subjects and that they have the lesson plans prepared and know what the needs of their students are.

Something that was raised earlier was limited space in community learning centres and also limited funding for ABE-core programming and instructors as well. If I would compare it to ABE-Essential Skills, one of the things that we noted was and we noted in our report in paragraph 63 is that ABE-Essential Skills, the college has received funding from the federal government to help deliver that program and that helped develop curriculum

ᓄᓇᓕᖕᓄᑦ ᖃᐃᒪᓪᓚᑦ ᑕᐊᒪᖃᓇᐃᓴᖅ<? (ᑐᒃᓯᐅᑎᒍᕐᓇᖅᑐᖅ) L'ᓇ, ᐃᒃᖄᐊᖅᐳᑦᖅ.

ᐃᒃᓯᕙᐅᑎᖅ: ᖁᔭᓐᓇᒦᒃ, ᒪᓚᒐᑐᐅᖅᑎ ᔪᓐ ᒪᐃᓐ. ᑕᒪᖅᓴᓕᕐᑕᕐᔭᐅᖅᑎᒃᑯᓂᐊᓄᑦ, ᒪᑭᓐᓯ.

ᒪᑭᓐᓯ (ᑐᒃᓯᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑎᖅ. ᖃᓄᐃᓐᓂᖅ<<ᑦ ᑖᖐᓇ ᐃᓕᓐᖏ ᕐᐳᕈᖅᖐᖅᑐᒍ ᐊᒻᒪᓗ ᒪᑭᑦ ᕐᑲᖅᓗ ᑖᖐᓇ ᐃᓕᖅᖏ ᕐᐳᕈᖏᖐᓂᕐᖅᑖ.

ᑕᐃᒪᓕ ᑖᖐᓇ ᐊᐱᖅᑯᑎᒐᖅᖃᑦᖃᖅᑐᖅ ᐆᘅᒍᑦᑕᐅᖅᖅ ᐊᐱᖅᑯᑎᒡᖃᑦᖐᒡᖐᖐᖐᕐ ᐊᒻᒪ ᑕᐃᒪᓕ ᑕᐃᒃᓂᒪ ᓱᑲᑐᕐᑲ ᑖᖓᓂ ᑖᖅᑯᓄᖅᖐ ᐊᖇᕐᖏᓄᑦ ᐱᓕᒻᒥᖅᓱᓂᕐᕍᓂᖅ ᐱᓕᓐᑐᐊᓲᕐᕍᐳᖐᘅᘅ ᑖᒪᓕ ᑖᐃᑯᖅᖐ ᓴᖅᐲᓐᑕᐳᓕᐳᕐᒣᖐᖅ. ᐊᒻᒪᖐᖅᑕᐅᖅ ᓇᐴᐊᐱᖅᖐᓚᖅᖅ 81-ᒥ ᑖᖃᑯ ᐊᓕᖏᖏᑐᖅᖐ ᐱᕐᑕᑕᐅᓕᖐᐳᑐᖅᖅ ᐱᖐᐊᖅᑖᒻᕐ ᓄᓇᕐᖏᓄ ᐊᕐᖐᖃᓂ ᐊᓇᖐᑐᖅᖐᖐᖐᒪᕐᖂ ᑕᓚᕐᑖᐊ ᐱᓕᓐᖐᖐᖃᕐᐯᐊᖅᖐᖐᓂᐊᖐᖐᒪᓄ ᐃᓕᐊ ᐃᓕᖐᐊᐱᑦ ᐱᓕᓐᖐᖐᖃᖅᖐᘅᖐᖅᖏᘅᖐᘅᓇ ᐃᓕᖐᐊᐳᐳᓂᖅᘅᒪᓐᔭ, ᐊᒻᒪᖅᖐᑕᐅᖅ ᑖᖐᓇ ᐃᓄᖅ ᖃᐳᐊᓕᖐᘅᖐᐱᖐᖐᐊᖅᖃᖅᖐᖅᖅ ᐊᑕᐳᖐᐳᖅᘅᖐᖐᘅᑐᒐᖐᖅ ᐃᓕᖐᖐᘅᖐᖐᖐᖐ ᐊᒻᒪᓗ <ᖅᖐᖐᑐᐊᓂᕐᓗ, ᐊᒻᒪᓗ ᖃᐳᐊᓕᖐᘅᑕᖐᖐᖅᖅᑐᓂᓗ ᐃᓕᖐᐊᖐᐊᖅᖐᑐᖅᘅᖐᖐᖐᖐᖐᖐᖅᑲᖐᖐᖐᖐᖅ ᖐᖐᘅᒦᖅ.

ᐊᒻᒪᓗ ᐃᓄᖅᖐᖐᖅᘅᖐᘅᖐᖏᖐᑲᖐᑖᖐᖐᘅᘅᓄᖐ ᐃᓕᖐᖐᖅ ᓄᓇᖐᖐᖐᖅᖐ ᐊᒻᒪᖅᑕᐅᖅᖅ ᐊᖃᖐᖐᖐᖅᑕᐅᖅᖅ ᑖᖐᑯᖐ ᖐᖐᐳᖐᖐᖐᖐᖐᖐᑕᑕᐳᖐᖐ ᖐᖐᐳᖐᖐᖐᖐᖐᐳᐊᑦ ᐃᓄᖐᖐᖐᘅᖐᘅᓚᖐᖐᘅᖐ. ᐊᒻᒪᓗ ᐊᖐᑕᖐᘅᖐᖏᖐᑲᖐᖐᖐᖐᖐᒐᖐᐳᖐ ᐊᖐᖐᖐᖐᖐᖐ ᐊᒻᒪᓗ ᐱᓕᓐᖐᖐᖐᖐ ᑖᖐᒪ ᓇᖐᓇᖐᖐᑕᐳᖐᖐᑦᘅᖐᖐᖐᖐᖅᑦ ᐳᖅᖐᓇ ᑎᑎᖅᖐᖐᘅᖐᖐ 63-ᒥ ᑖᖐᘅᑖ ᐊᖐᖐᖐᖐᖐᖐᘅᓄᑦ ᐃᓕᖐᖐᖅᖐᖐᐊᖐᑖᑕᐳᖐᖐᖐᐊᖐᐊᖐ ᐱᓕᓐᖐᖐᖐᖐᘅᖐ ᖐᑕᖐᑐᖐᖐᖐᖐᐊᖐᑖᒡ ᑖᖐᒪ ᖐᖐᐳᖐᖐᖐᖐᖐᖐ ᖐᘅᖐᖐᐳᖐᖐᖐᖐᖐᘅᖐᑖ ᓚᖐᖐᖐᑲᖐᖐᖐᖐᖐᖐᖐᓄᖐ ᑖᖐᖅᑕᖐᖐᓀᖐᑲ ᐃᓕᖐᖐᖅᖐᘅᖐᖐᖐᖐᖐ ᐊᒻᒪᓗ ᑖᖐᓇ ᐱᖐᖐᘅᖐᖐᑲᖐᖐᖅᑦ ᐊᑲᖐᖐᘅᖐᖐᑖᖐᖐᑕᖐᖐᖐᖐᑲᖐᖐᘅ ᐊᒻᒪᓗ ᑖᖐᑖ ᐃᓕᖐᘅᖐᑖᖐᖐᑕ ᓇᖐᓇᖐᖐᑕᐳᖐᖐᑕᐳᖐᖐᖐᒪᖐᖐᖐᓄᖐᘅ ᓇᖐᘅᑖ

materials and lesson plans that the instructors could then use. They were able to benefit from that funding to address some of the issues that we noted that were a challenge, some of the other factors that we noted in the report.

Those were some of the observations that we have made, and I would maybe just conclude by stating, in paragraph 93, where we talk about data that the college was collecting on people applying to their programs and we recommended that the college look at how that information could be better shared amongst the various managers who are delivering programs so that they are aware of some of the needs within their communities, some of which could be related to adult basic education core programs and could help inform them about delivering or the need for those types of programs within their communities.

Maybe I'll just ask Adrienne if there are any additional observations. Thank you.

Chairperson: Adrienne Scott.

Ms. Scott: Thank you, Madam Chairperson. I think I could add a couple of important points. As we understand it, the way that Nunavut Arctic College is organized, an adult educator is staffed in each community, but that adult educator has a lot of responsibilities. They need to help conduct a placement test that students need to take the entrance exams that students need to take, they are responsible for outreach and community needs assessments, people can walk in the door and time and ask some questions, and also sometimes they need to be providing support to students. So it's a very busy job, and as Mr. McKenzie said, with regard to teaching adult basic education core, you need to have the expertise and the time to prepare. So you have to prepare

ᐊᕐᑯᓴᖅᒃᓯᒡᒡᑎᑦᑐᑉ᠍ᕠᒻᖑᓴ᠍ᓈ᠍ᓯᒃᓯᑦᑎᓕᕆ

ᐊᒻᒪᓗ ᑕᒡᑯᐊ ᑕᐅᑐᒃᓱᒥᓚᒃᐳᑦ ᐃᒻᒥᓂᕈ ᒪᐅᖕᒥᓕ ᐅᖅᑲᕐᔪᖅᑐᒡᔪ ᐅᖅᑲᐅᓯᓂᓗᒍ 93-ᒥᑦ ᐅᖅᑲᐅᓯᖃᖅᓱᒥᓕᑕ ᐅᖅᑲᐅᔨᑦ Ċᑯᐊ ᓱᓕᑐᖅᑲᓯᖢᒻ ᑲᓂᖅᑲᔨᐃᓕᓇᖅ ᑕᒡᑯᑎᓴᖑ ᐸᐃᑉᑰᓄ ᐊᑎᓕᕈᓄᑐ ᐊᒻᒪᓗ ᓱᓕᑐᖅᑲᓯᖍ ᖄᓄᖅ Ċᑯᐊ ᑐᖏᐅᒥᕈᑐᒃᒐ ᖄᓄᖅ ᐊᒄᖏᑦᑲᕒᐊᒻᓱᑦᑐᖑᐊᒻᓐᑐᐊᒡᓕᑦ ᑕᒡᑯᑎᓴᖑ ᑲᒪᐃᐳᔭᑎᒃ ᐱᒃᓐᓱᐳᔨᓗᑦ ᐊᒻᒪᓗ ᐃᓇᖏᕐᓯᐅ ᓄᐊᑦᖕᖃ ᐱᒃᓐᓂᐊᒃᖕᖅᓯᖢᒡᒐᖕᖢᒡᓅ ᐊᒻᒪᓗ Ċᑯᐊ ᐃᖅᑲᖃᓱᐅ ᐃᑲᖏᐃᓄᒃ ᐃᓇᖏᑐᐊᒃᖕᖃᐃᓗ ᐊᔩᒡ ᐊᒻᒪᑦᑕᑎᖅᖅ Ċᑯᐊ ᐱᒃᓐᓂᐊᒃᖕᖅᐃᓕᑦ ᓄᐊᑦᖕᖃ ᖅᑲᐳᔭᒧᖢᑐᐊᒃᖕᖒᓐᖕ ᖅᑲᐅᐃᑐᔩᓴᓐ.

ᐊᒻᒪᓗ ᐊᐃᑐᖏᐊᑦᖕᖔ ᐃᑲᑦᖕᐊᒃᖕᓴᒧᖑᓈ᠍ᖅᖃᖅᖃᓯᓯᖢᖕᕁ. ᖅᑯᓴᓈᒻᕕ.

ᐃᖅᑲᖅᑲᑐᑦᖅᖃ: ᐊᐃᑐᖏᐊᓔ ᓯᑲᑦ.

ᓯᑲᑦ (ᑐᖏᐊᑐᔩᒃᑐ): ᖅᑯᓴᓈᒻᕕᖅ, ᐃᖅᑲᖅᑲᑐᑦᑴᖑᖅ. ᐃᓯᒻᒪᑎᑦᖕᖢᐄᑐᒃ ᐃᓕᖕᖅᑲ ᒪᖕᓱᒃᑎᖑᖕ ᐃᑲᑦᕐᐊᒡᐸᒃᖕᖃᑦᑕ ᐊᑦᖕᖢᐃᐳᔭᕐᐊᑦᖕ. ᑐᕐᔭᑐᒪᖕᔩᑦᑕ ᓄᐊᔪᖕ ᓯᑲᑐᖅᑲᓯᖍᖕ ᐃᓇᖏᑐᐊᒡᖕ ᐊᖕᑦᐊᑦᖕᖃᓐᑐᖢᒡᒥᖕ ᐃᓐᐊᐄᑦ ᐃᑲᑦᕐᐊᐃᔪᖕᖢᓈ᠍ ᓄᐊᑦᖕᖃ ᑕᓚᐊᒻᓂ ᐃᑲᑦᕐᐊᐃᐳᔩᖅᖃᖅᔩᖅ, ᑭᕒᐊᓂ ᐃᓇᖏᑦᖕᖃᐅᑦᑐᖅᒡᓈᑐᑐ ᐃᑲᑦᔪᑐᐃᑲᑦᕐᐊᒃᖕᖃᒻᑐᖅ ᐊᒻᒪ ᐃᓐᐊᐄᒃᓂᐅᐊᒻᖕᖅᑐᖕ ᖅᑲᐳᔭᖅᑯᐅᑦᕐᐊᒡᒡᒡᒃ ᖅᑲᐳᔭ ᐳᖅᑐᓂᖅᖕᓂ᠍ᖢᒥᒃ, ᐃᑲᑦᕐᐊᖅᑐᑦᖕᖅᒧ ᓄᐊᑦᖕᒥᐳᑕᑦᖕ ᒥᖅᖕᖢ ᐊᒻᒪᓗ ᖅᑲᖕᖢᒡᑦᖕ ᐃᓇᐃᑦ ᐃᒃᖅᖃᑕᑦᕐᐊᒡᐊᑦᖕᖔ ᐃᓇᖕᑐᖅ ᑕᖅᖃᖅᑲᖕ. ᐊᒻᒪᑦᑕᑐᖅᑲ ᐃᐸᒻᖕᖖᑦ ᐃᑲᑦᕐᐊᒃᖕᑐᐃᑲᑦᕐᐊᒃᖕᖅᒧᖕᖢ Ċᖕᐊ ᐃᑲᑦᕐᐊᖅᑐᑦᖕᖃᓐᑐᐊᒻᖕᕐᓂᐊᑦᕐᐊᒡᓄ ᐃᓇᖕᓂᖅ. ᑕᒡᒐᒪ ᒥᑦᑕ ᒪᓂᕐᔭ ᐅᖅᑲᖅᑲᐃᒡᒡᐃᑦ ᐃᑲᑦᕐᐊᒃᐃᐳᔩᓄᒡᑐᐃ ᐊᒻᒪᓗ ᐃᓇᖏᓈᐃᑐ ᐊᕐᖕᖃᑦᕐᖃᐊᓐᑐᖅᕐᖅᖃᑐ ᐊᒻᒪᓗ ᓯᒡ ᐸᖕᖃᓐᖔᑎᕐᐊᒃᖕᖔᑎᕐᐊᒃᖕᑐᖕ ᐸᖕᖃᐅᑐᒥᒃ, ᐃᑲᑦᕐᐊᒡᕈᑎᖅᕐᖅᒻ, ᐊᒻᒪᓗ ᑕᒡᒃᑯᐊ ᐊᕐᖕᖢᑎᕐᐊᒃᖕᖅᑕᑎᒃ ᐊᒻᒪᓗ ᖅᑲᐳᔭ ᐳᖅᑐᖕᖑᓂᖅ ᖅᑲᐳᔨᖏᐊᒃᖕᖅᒧᖕᖅ. ᑕᐱᖅ Ċᑯᐊ ᓇᒻᒻᖕᓯᖅ ᐱᖅᑲᑦᑕᐃᐳᔨᐊᒃᖕᖅᑕᑐᐃᕐᓂ Ċᓯᒻᐸ ᐃᑲᑦᕐᐊᒡᔩᐸ

lesson plans, you have to have the necessary subject matter expertise; you need to devise assessment rubrics and do grading. That is something that you as an adult educator need to develop on your own for the ABE Core program, whereas for ABE Essential Skills, as we understand it, there is a very extensive package of materials, so it's very easy for a teacher to teach it.

What we understand that they have been doing in the Kitikmeot region is that the manager has made a decision to shorten the school day so that the teaching hours, I think the school day in terms of lessons closes down at 3:30, and that gives the adult educator time to do all the other tasks that need to be done, prepare for the next day, to make it more manageable so that they can deliver those programs.

One of the things that we noted is that there is no dedicated core funding for adult basic education core, so the college has funding, and perhaps Mr. Suvega can speak to this, but as we understand it, there is funding for an adult educator position, there is funding for the operations and maintenance of the college, but that adult educator could be tasked with teaching anything, and there is no core dedicated funding on an annual basis for ABE Core.

I hope that I have maybe fleshed things out a little bit, but I think it is a multiplicity of different factors that come into play, including funding. Thank you, Madam Chairperson.

Chairman (interpretation): Thank you. Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) Thank you for explaining that.

ᓴᖅᑭᑎᑦᑎᓂᐊᕈᕐᓂ, ᐃᓕᓴᐃᔭᐅᓂᐊᕈᕐᓂ ᐃᓕᓐᓂᐊᖅᐱᑎᒃᓴᓂᒃ ᐊᒻᒪᓗ ᐱᓕᑕᒃᓴᕐᓂᓐᓄᑦ. ᐊᔨᒃᓗ ᑕᒪᒃᑯᐊ ᑐᑭᓯᐅᒪᓗᓄᐊᖅᑐᑎᐅᑦ ᐃᓕᓴᐃᔭᐅᔨᐃᖅᓴᑦᑕᐅᖅ ᐅ�$ᓇᑦᑕᐅᖅ ᑐᑭᓯᐊᓂᒥᓪ�$ᐅᑦ.

ᖅᑎᑦᒦᐅᑦ ᓄᐊᓕᖕᒥ ᑖᒃᑯᐊ ᐱᓯᒪᑕᐅᑕᐅᖅᒪᓕᑕ ᐊᐅᓪᑦᑎᐅᔭᐃᑦ, ᑲᐴᔭᐅᔮᑦ ᑖᒃᑯᐊ ᐃᓕᓴᐃᔭᖅ ᐃᑭᖅᒐᓪᐊᖕᒡᔪ ᐅᒡᓪᑯᑦ, ᐅᒡᔪᒃᒡᑯᑦ ᐊᒻᒪᓗ ᐃᓕᓴᐃᔭᐅᔭᖅᖅ ᐃ, ᐱᖖᑭ$ᖅᑉᖁᓈᖕᑦᐊᖅᒪᑦ, ᐊᔨᑕᒡᓂᒃ ᐱᖖᑭ$ᖅᑉᖁᓈᖕᐊᖕᐊᖅᒪᑦ ᐃᒪᓐᓇ ᐃᑭ$ᖅᒐᓂᒃ ᐃᓕᓴᐃᔭᓂᖅᓇᖅᑐᑎ ᐃᓕᓴᐃᔭᐅᖅ$ᓄᓇᓗ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᐱᔪᒃᓴᐃᑦ ᐃ, ᐱᔪᕐᓇᖅᒐᖅᒪᑕ.

ᑕᐃᒪᐃᑦᑕᐅᖅᖅ ᐃᓕᖕᒍ ᒦ$ᓇᐅᔭᕐ$ᖕ ᐴᓇᐅᔭᖅᖤᖕᑏᑐᖅ ᐃ$ᓇ$ᓄᑦ ᐊᒻᒪ ᒥᑦᖕ ᓯᓄᓪ$ᖤᐱ ᐅᖅᐸᔅᑎᓂ$ᓈᖅᖃᐅᓗ, ᐅᖅᐸᔅᑎᓂ$ᖣᓂᖅᔪᐻ ᐃᓇ$ᓄᑦ ᐴᓇᐅᔭᖅᖃᒡᓗᓈᖅ$ᑐᖅ, ᑭᔮᓂ ᐃᓕᓴᐃᔭᖣᑎᒃ ᒦ$ᓇᐅᔭᖅ ᐃᒪᓐᓇ ᐴᓇᐅᔭᖅᖤᑭᓈᖕᐳᓈᖕᑏᑐᖅ ᐃᓕᓴᐃᔭᒡᔪᑦ ᐅᖅᐹᑦᒦᒡᔪᒃ ᐅᒃᖁᔭᖐᖤᑦ ᐅᖅᐅᖅ ᐃᓕᐃᖃᖣᓂᖅ ᑭᔮᓂ.

ᑖᐃᒪᕐ ᐃᔨᒦᒡᔪᒋᑐᕐ ᑖᒦ ᓂᐱᐅᔪᒍᕉᖖᐅᓗ ᑖᒦ ᑳᖃᖕ ᑭᐅᔭ$ᓂᖅᒐᖅᑯᐃ ᐊᑉᖐᑦᖣᑏᕐᔭᓯᖃᒡ, ᑭᔮᓂ ᐊᒥᔮᖃᓂᖅ ᐱᔮᑎᖃᒡᖕ$ᖕ ᑖᒡᑯᑎᓂᕐᒃ ᓄᒃᕖᑏᖃᖅ$ᕦᖖᑭᖃᖅᑕᖅᑐᓂ ᐴᓇᐅᔭᖣᑕᐅᖅᖅ ᐱᔮᑦᑕᐅᑎ$ᓂᒍ. ᖅᐱᓇᒦᖣ, ᐃᖃᖐᐊᐴᖃᖅ.

ᐃᖃᖐᐊᐴᑕᖅ: ᖅᐱᓇᒦᖣ. ᒪᓐᒍᓯᐅᖅᑎ ᔮᓇ ᒪᐃᓐ.

ᒪᐃᓐ: ᒪᑋ, ᐃᖃᖐᐊᐴᑕᖐᖃᖅ. (ᑐᖐᔮᑎᒍᖅ) ᖅᐱᓇᒦᖣ ᑐᑭᔮᑕ$ᑎᖣᖕ$ᖃᒡ$ᓯᖃᑦ.

ᔨᑕᑦᑐᖣᖤᖣᒡᓈᒡᔮᖐ ᔮᕆᖃᖣ$ᖤ$ᖖᒦᖣᖃ ᐴᓇᐅᔭᖅ ᑖᒡᖃ ᐃᓄ$ᐃᑕᐅᑕᐅᑕᐴᔭᖅ. ᐃᔨᒦᒡᔪᖣᒡᓂᖃ ᐃᒋᖣᖃᖐᖃ

I guess I'll go to the college then. First on the funding issues, maybe just briefly, if the college can describe what you do when you're preparing to offer an ABE Core program in a community in terms of securing the funding. (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Main. Mr. Suvega from Nunavut Arctic College.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. (interpretation ends) Thank you for that question. Yes, funding is a real big issue and I think to try and ensure that there is continuity, especially if it is third-party funded, can be a bit of a challenge. To try and ensure, I think going forward, that there continues to be funding, the first piece we have tried to identify and let all different stakeholders know is: there is a certain need and level for advocacy work. Government is one of the main funders but we do have other streams that we could try and get funding from as well and to try and stabilize some of the funding.

One of them is Canada, and that is where we're trying to work with other jurisdictions, particularly northern jurisdictions, to advocate for not just continued funding, but increased funding too. If we haven't had increases in a certain number of years, and it's not keeping up with changes or demands. It's going to be difficult to try to keep that stable level of funding in place. Funding is just one component and as identified in the OAG's report, skills and space are two other components.

One of the things that I repeated over the last few responses are the need for things like academic planning and getting calendars out, not just for the learners or the communities but for the different stakeholders and funders

ᓇᐃ�episode ᓲᕋᑦᑐᖅᓵᓐᑕᓕᐊᑉᐃ ᑐᖅᓯᑎᑎᓂᖅ ᖃᓄᖅᑐᖅᑲᑦᖅᐱᓪᕇᑕ ᐸᖃᓇᐃᓘᖃᕕᕉᔭ ᐊᖃᖃᓕᐅᑦ ᐃᓐᖕᓂᐊᒃᒃᖅᕋᐃᑕᖕ ᓄᑕᓕᖕᓂᓯ, ᐱᓄᐊᖅᑐᖕᑲ ᑖᑯᐊ ᑭᓇᐅᑎᖅᑲᖅᔭᓕᓐᑕᓗ? (ᑐᔅᒐᑎᔭᕐᖑᔅᖅᑐᖅ) ᒪᐊᖅ, ᐃᒃᖍᐊᖁᐅᑕᓕᖅ.

ᐃᒃᖍᐊᐅᑕᖅ: ᖅᑯᓕᖃᒌᖅ, ᒪᓕᓕ᠑ᐅᖅᑎ ᒪᐃᖃ. ᓲᕋᑦᑐᖅᓵᓕᖃᐅᓯ, ᓲᖃᐅᖅ.

ᓲᖃᐅᖅ: ᖅᑯᓕᖃᒌᖅ, ᐃᒃᖍᐊᐅᑕᖅ. (ᑐᔅᒐᑎᔭᕐ) ᖅᑯᓕᖃᒌᖅ ᐊᐱᖅᖍᒃᓄᓐᕃᖅᐃᑦ. ᐊ, ᑭᓇᐅᑦ ᑖ ᐃᖔᐊᖃᓯᖅᕙᖑᖃᖅᖄᓕᖅ ᐊᒡᓗ ᑲᓯᓄᑭᓇᐅᑕᖅᓴᕆᓂ ᑕᐊᒪᓇ, ᐱᓄᐊᖅᑐᖕᑲ ᓲᕋᖔᔭᖕ ᑭᓇᐅᑦᖅᕋᑕᓘᓂ. ᑕᐊᒪ ᓲᖕᒌᖅᕋᕇᓴᐊᔨᓴᓕᓄ ᑭᓇᐅᑦᖅᖃᖅᖃᒪᒃᓕᕋᓄᑉᔭᓕᖅᖅᑑ ᓲᕙᓕᖕᖄᒍᖕᑲ ᑕᐃᖃᖕᓕᑕ ᐱᒪᖅᓄᖕᓂ ᐊᒡᓗ ᐊᓕᒪ᠑ᖃᖃᖅᑎᓪᕙᔭ ᑕᒃᖅᕕᓴ ᑎᒥᑕᖅᕃᑦ ᑎᒐᒌᖅᖃᒪᖃᔭᑉᖃ ᐊᒡᓗ ᑖᑯᓄᖕᓗ ᓇᐅᒡᓕ᠑ᖃᓂᓂᖕᔪᓂᓗ. ᐊᒍᖕ ᓘᖃ᠑ᖃᑦ ᑭᓇᐅᓴᖕ ᖄᖄᑎᔅᖃᖃᖅᑐᖅ, ᑭᔭᐊᓯᖃᑕᖅ ᓘᖃ᠑ᖃᓴᑕᖅᑎ ᐊᔭᐊᔪᑦ ᐊ, ᑭᓇᐅᑦᖅᖄᒃᑕᖅ ᐱᓄᔅᖃᖃᖅᖃᒪᖃᓐᕃᖕᒐ ᐃᓐᖕᓕᑕᖅ.

ᑕᐊᒪ ᐃᓐᑕᖃᔭᕃᖅ ᑲᓇᑕᒌ ᐊᒡᓗ ᐊᔭᖕᕆᑕ, ᐱᓄᐊᖅᑐᖕᑲ ᐅᑉᐅᖃᖅᑐᒌ ᐊᒡᓗ ᑭᔭᐊᔪᓄ ᐊᒪ ᑭᓇᐅᑉᖃ ᐊᖃᓕᖃᖃᑦᑕᖕᓯᑦᒃᓄ ᐊᖕᕐᓄᖅᖄᒌ. ᐊᒡᓗ ᑕᒃᖃᓄᖃᓪ ᐅᖃᐅᑦ ᖅᑭᔭᐃᔭᑦ ᐊᒡᓗ ᖅᕟᖅᐅᑎᔭᓕᓄᒌ ᑕᒃᖃᓄᖃᓪ ᐊᕆᔅᖃᑕᕃᔭᓕᓄ᠑ ᐊᕈᖃ᠑ᖃᑎᖃᕉᑦ ᖃᑭᖅ ᑕᒃᖃᐊ ᑭᓇᐅᑦᖅᖃᖅᖃᒪᖃᖃᕐᑎᓂᓗ. ᐊᒡᓗᑕᖅ ᑭᓇᐅᑦᖅ ᑕᐊᒪ ᑖᑕᑕᖅ ᐊᖕᕃᖃᖕᑕᖅᖃᒃᔪᕃᖅ ᑖ ᑕᒃᖃᐊ ᐱᓕᒪᖃᓕᓄᕉᑕ ᐊᒡᓗ ᐊᔪᖕ ᒪᓂᐅ.

ᑕᐊᒪᓐᕃᖅ ᐃᓐᑕᖃᕃᑕ ᐅᑎᖅᑕᒃᑕᖅᖃᒪᖃᖄᖅᕃᖅ ᑭᐅᔭᐅᓕᓄᕆ, ᐆᔅᑐᓐᕆᒍ ᑕᒃᖃᐊ ᐸᖃᐃᓴᖕ ᐊᖃᖃᓕᑉ, ᑕᖅᖂ᠑ᖃᔭᐅᑎᓄᕉᓗ ᒪᓕᖃᑕᓴᕆᖅᖅᑐᒌ ᐊᒡᓗ ᑖᑯᐊ ᑭᓇᐅᑉᓄᓗ ᓴᖕᖃᔭᑉᖃᖄᖅᑑᓄᕉ ᐊᑐᐊᑭᖃᒃᓇᕆᖄᖅᑐᓄᒌ ᐃᓐᖕᓇᕉᑐᒌᓄ ᐊᒡᓗ

ᐃᓐᕃᐃᔭᐅᕆᓄᓄ. ᖅᑯᓕᖃᒌᖅ, ᐃᒃᖍᐊᐅᑕᖅ.

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that also play a role in providing support to students, staff, and learners. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. Member Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) My understanding, then, is if you want to offer this program in a community, let's say Arviat, the college has to go and find third party funding from somewhere. You've got to put a proposal in somewhere and get third party funding. Am I correct in this? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. To Arctic College, Mr. Suvega.

Mr. Suvega: Thank you, Madam Chairperson. For a large part, yes, we do try to ensure that we have adequate funding pieces in place to continue delivering programs, but as we identify funding, we also have the necessary steps to get some of the pieces in place and ready, like the programming, the staffing, the skills, and the space. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) Has the college done any work to bring that ABE-core course into its core-funded programming? Has the college put forward a business case? Has the GN put in proposals to third parties to try to get money? It seems like a simple problem. We need these courses. The courses need money. Let's find the money. I'm sort of thinking that way. (interpretation) Thank you, Madam Chairperson.

ᐃ�***ᑉᕈᐁ***ᐅᑕᑦ: ᖅᑐᕐᓇᒥᖅ. ᒪᓕᓪᒪᐅᖅᑎ ᒪᐃᓐ.

ᒪᐃᓐ: Lʼᐊ, ᐃᑉHᐃᕈᐅᑕ́ᖅ. (ᑐᖅᐱᐅᑎᒍᑦ) ᑕᐃᒪᓕ ᑐᑭᓯᕙᒡᑯᒃ ᐅᐆᐊ Ċᐊᓇ ᔅᖹᒍ ᓄᐊᓕᖕᓂ ᐃᒪᐅᐊ ᐊᔅᐊᐊ ᔅᖹᒍ ᐃᑎᐊᓂᐊᖅᑎᑎᓂᖅ ᓴᖅᑭᑎᑎᓂᐊᖱ ᐊᒻᓗ ᐅᖅ ᐅᖅᑕᐅᔅᓓᖅ ᖅᐱᓂᐊᖅᑲᕋᖅᑐᔅ ᓴᒻᒪᐅᔅᖅᔅᐊᖅ ᓴᒻᐅᑉ ᑕᐅᓪᕈᔅᐅᖅ. ᑕᐃᒪ ᓴᒻᐅᕿᒃ? ᑕᐃᖅ ᑕᐃᒪᐃᑎᐅᖅᑉᐃᔅ? (ᑐᖅᐱᐅᑎᒎᒻᒃᒃᑐᖅ) Lʼᐊ, ᐃᑉHᐃᕈᐅᑕ́ᖅ.

ᐃᑉᕈᐅᑕᑦ: ᖅᑐᕐᓇᒥᖅ. ᓴᒻᐅᔅᒃᓴᒻᔅᐊᔅᓪᔅ, ᓴᒻᐅᓇᖅ.

ᓴᒻᐅᓇᖅ (ᑐᖅᐱᐅᑎᒍᑦ): ᖅᑐᕐᓇᒥᖅ, ᐃᑉᕈᐅᑕ́ᖅ. ᐃ, ᐊᖕᑎᓇᖅᐸᔅᒎᕿᖅ, ᐃ, ᑕᐃᒪ ᓅᒻᒃᑰᖅ ᐅᖅᑕᐅᖅᓴᔅᖅᒃᑕ́ᖅᑐᔅ Ċᐅᑯᔅᒃ ᐃᑎᐊᓂᐊᓪᕿᓇᔅ ᐊᖕᑎᕿᖅᑰᓄᔅ ᐊᒻᓗ́ᑕᐅᖅ ᑕᓪᑯᓂᒃᓪᔅᑕᐅᖅ ᒪᕐᓄᑉᑕᐅᖅ ᐃᒪᐅᐊ ᔅᖹᒍ ᐅᖅᑕᕐᓄᖅ ᖅᐳᕿᖅᑕᖅ Ì́ᐊᐅᑕᖅ ᐱᓲᑉᒃᓪᔅ, ᐱᑎᔅᒻᑉᓴᖅᓄᔅᒃ ᐃᓄᑉᓪᔅᓄᓪᒎ ᐃᑎᐊᓂᐊᕿᐊᐅᔅ. ᖅᑐᕐᓇᒥᖅ, ᐃᑉᕈᐅᑕ́ᖅ.

ᐃᑉᕈᐅᑕᑦ: ᖅᑐᕐᓇᒥᖅ. ᒪᓕᓪᒪᐅᖅᑎ ᔮᓐ ᒪᐃᓐ.

ᒪᐃᓐ: Lʼᐊ, ᐃᑉHᐃᕈᐅᑕ́ᖅ. (ᑐᖅᐱᐅᑎᒍᑦ) ᓴᒻᐅᔅᒃᓴᔅᐊ́ᓄ ᐱᑎᓂᓇᖅᑲᐅᖅᔅᒻᔅᕿᖅᓇ Ċᐊᓇ ᐃᒪᐊᔅᓄᔅ ᐃᑎᐊᓂᐊᐊᑎ ᐃᑎᐊᓂᐊᓄᖅᑕ? ᐃᒻᓪᖅᒃ ᐅᖅᑕᐅᖅᑕᓕᖅᑎᒃᑕᓇᓇᒎᔅᓄ ᓴᖅᑎᐊᖱᑉ ᐅᕾᖳᓄᓂᔅ ᔅᕿᒎᔅᓄᕿ́ᔅᒃ ᓄᐊᕿᔅᐃ ᓴᒻᐅᑉᒎᐊᒎᓄᔅ ᐅᕾᒎᓄᔅ ᐅᖅᑕᐅᖅ ᐅᖅᑎᔅᒍᖅᒻᔅᒍᓄᒃ ᓇᓄᔅ? ᐃ́ᒃᒃᖅ ᐅᖅᑕᐅᖅᑲᓇᐊᖅᒍᓇ Ċᒎᕿᐃ ᐃᑎᐊᓂᐊᖅᑎᒃᒎᔅᒃ. ᐃ, ᑕᐃᒪᓕ ᑕᐃᒪᐊ ᐃᔅᒍᑎᐊ᠋ᐊᖅᒪ. (ᑐᖅᐱᐅᑎᒎᒻᒃᖅᑐᖅ) Lʼᐊ, ᐃᑉHᐃᕈᐅᑕ́ᖅ.

ᐃᑉᕈᐅᑕᑦ: ᖅᑐᕐᓇᒥᖅ. ᓴᒻᐅᔅᒃᓴᔅᐊᔅᓪᔅ,

Chairperson (interpretation): Thank you. To Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. (interpretation ends) For trying to advocate for any sort of funding from any source, I don't see a lot of strong evidence that there have been previous business cases kind of put together before, but I think it is something we easily identified as a group and not just as solely as the college that we kind of need to work together on.

All the different business cases that I think we need to develop over the next year and few years as we try to suggest improvements to programs or reinvestments in certain areas like community learning centres, that's something we're recognizing right away that we do need to spend a lot of time on is generating reviews, provide that data so we can do the analysis and put them into our business cases. Thank you, *Itsivautaaq*.

Chairperson (interpretation): Thank you. Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. Earlier the Auditor General talked about (interpretation ends) paragraph 81, and this question is for the college. Where it says that "a lack of necessary skills and experience by some adult educators to teach the ABE-core program," I'm just curious why it would only be some adult educators who can teach this program and some can't. I was under the impression that to become an adult educator, you have to have a core knowledge or background. Why can't some of the adult educators teach adult basic education? It seems to me like if you can't teach adult basic education, maybe you should not be an adult educator. An educator can't educate?

ᓯᐊᑲᖅ.

ᓯᐊᑲᖅ: ᖅᐅᔭᓐᓇᒥᒃ, ᐃᓯᕆᐅᐸᑖᖅ. (ᑐᖅᓴᓂᔪᖅ) ᐄ, ᑕᐃᒪ ᐱᔅᓗ ᑭᓄᖅᑐᓵᔪᖕᓂᓂ ᑭᓇᐅᔭᖅᒡᓗᖁᓕᒃ ᓴᓇᔪᖕᐊᔭᓪᓂᓐ ᓇᒥ, ᐃᓕᖓ ᓴᖖᐱᔭᓗᒃ ᓇᓄᖃᐃᐸᑎᖅᑭᓲᔭᖅᖓᒪ ᐊᒻᓗ ᖃᓄᖅ ᑖᒃᐊ ᐱᓴᐅᔭᒃᑦ, ᑭᔭᓐ ᐊᒃᒪᑦᖏᔪᑦ ᐃᓚᑕᒃᐅᑎᖅᔪᖃᖅᑕᑐᐊᕆ ᐅᕙᔪᑦ ᐱᔅᓗ ᑖᒃᐊ ᔭᓚᑐᖅᓴᖅᓇᑕᐱᖅᔭᑦ ᐱᑕᓂᖅᑎᖅᓂᖅ.

ᐊᒻᓗ ᐊᔭᐳᑎᑦ ᑖᒃᐊ ᑕᐃᒪ ᐱᖅᒡᑲᑎᖅᑕᖁᓇᔭᖅᑐᑦ ᑎᐻᓂ ᐅᑭᐅᒥᓗ ᐊᓒᔪᒡᓗ ᐅᖕᓗᒋᒥ ᐊᒻᓗ ᑕᒃᐊᒃ ᐃᑐᔭᖅᒡᐱᔭᕐᖁᖕᑦ ᑕᒃᐊᒃ ᐅᖁᓄᖁᖕᑦ ᖅᑲᖃᓇᔭᖅᑎᕕᔭᑐᖕᑦ ᑕᒃᐊᒃ ᓄᓇᒃᑦ ᐊᕆᒃ ᐊᒻᓗ ᐄ, ᑕᐃᒪ ᐼᒃᐊ ᐃᓐᑐᔪᒃᖅᖃᑖᑦ ᐱᖅᒡᑲᑎᑲᔪᖅᑲᑕᖁᔭᖅ ᖅᕋᖅᑕᐃᖅᑲᑎᐊᕆᔪᖅᖃᖅᑐᔪᑦ, ᑕᒃᐊᒃᓗ ᐅᓴᐅᑎᑦ ᖅᒡᐅᔭᓂᔪᖅᖃᔭᖅᑕᐅᖅ. ᖅᑰᔭᓐᒥ, ᐃᓯᕆᐅᑖᖅ.

ᐃᓯᕆᐅᑕᖅ: ᖅᑰᔭᓐᒥ. ᒪᑕᓚᑐᐅᖅᑎ ᔪᓐ ᒪᐃᓐ.

ᒪᐃᓐ: ᒪᐁ, ᐃᓯᕼᐊᕆᐅᑖᖅ. ᑖᓇ ᐅᖁᕐᔭᖅ ᑖᒪᖅᕼᐊᒪᓗᖅᕼᐊᐅᖅᑎᒃᒐᒥᓄᑦ ᐅᖅᐸᑕᐃᐅᔭᕆᐅᖅᑕᐅᖅᑐᖅ (ᑐᖅᓴᓂᔪᖅ) ᑎᑎᖅᕼᐸᖡᕆ 81-ᒥᓂ, ᐊᒻᓗ ᐊᐱᖅᑯᑎᖓᔪᖃᑕ ᔭᓚᑐᖅᕼᐊᒃᑯᒪᒪᓄᑦ. ᐃᓒᖓ ᐱᔭᑲᖓᖅᑕᖃᖅᖅᑕ�<<ᕐ ᐊᑐᖅᔭᓚᖅᑭᑲᖅᖅᑕᕐ<<ᕐᓗ ᐃᓇᖃᑦ ᐃᑎᖁᐊᔭᖃᑦ ᐼᑲᖁᒃ ᐃᒑᓄᔭᖅᑎᑐᔭᖁᓄᖓ. ᖅᐅᔭᓗᑐᒐᖁᓇᖅᑐᖁ ᖃᓚᖅ ᐃᑎᐃᓂᓪᖁᑦ ᐃᒪᓄᑦ ᐃᓇᖃᐱᑦ ᑕᒃᐊᑎᓂᔭᓪ ᐃᑎᖁᐊᔭᖃᑎᑐᔭᖅᖅᑐᑦ ᐃᑎᖁᔭᓂᓗ ᐊᒡᓂᖅᑐᑎᖅ. ᐃᓯᕆᖅᕼᐱᐱᓗᖅᐊᕈᑕᖅᑲᑐ ᐊᖃᓄᖁᑦ ᐃᑎᖃᖁᓪᓄᖁᒪᔭᖃᑐᖓ ᖅᐅᔭᓗᖓᖅᕼᐱᖁᖃᔭᖃᒐᑦ ᐊᑐᖅᖁᒪᖓᖅᕼᐱᖁᐊᖃᔭᖃᓐᓗ. ᖅᑲᑐᐁᔭᓪᑦ ᐊᖃᓄᔭᒃ ᐃᑎᐃᖅ ᐊᑎᖁᑦ ᑕᒐᓒᖁᒃ ᐃᑎᖁᐊᔭᖃᑎᑐᔭᖅᖅᑎᓐ ᐊᖃᓄᓂᔭᖃᖃ? ᐅᕐᖁᓂ ᐃᒪᖁᐊᐃᖅᑯᔭᖅ ᑖᒪᖅ ᐃᑎᖁᐊᔭᖃᑎᑐᔭᖃᓂᖃᓂᑐᖅ ᐊᖃᓄᑐᖅ ᐊᖃᓂᖃᑦ ᐃᒑᖃᑎᒃᐅᔭᖃᖃᑎᑕᑐᖃᑦ. ᐃᑎᐃᖅ

ᐃᓐᑎᑐᔭᖃᓂᑐᖅᑕᕐ<<ᕐ ᑕᒪᑐᓪᑕ ᐱᔭᓪᓂᔭᖃᖅᖃᑐᖅᐱᐱᐅᔭᖁᓪᔭᓪᐊᖅ ᑐᖃᔭᒪᒪᓂ

I'm sure it's way more complicated than that, but I would like to understand why this is. (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. To Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. (interpretation ends) That is something we are taking a good look at as well and not just for adult educators; for staff and faculty across the board as we look at things like trying to develop more tools, more options, and support for things like professional development.

Part of the thing that I mentioned earlier too is that the college community does often come together to help each other out. So if we're struggling in one area, sometime we are able to kind of borrow from one area of the college to help something else out temporarily.

For the most part, it is trying to ensure, again, that there are tools and resources in place if staff want to do things like upgrading or professional development or even go back to school. So that is something that we're looking at within the college. We've also reached out to the Department of Human Resources and others to see what additional supports can be provided to public servants.

Staff training, Sivuliqtiksat training, professional development, and there are all kinds of courses for GN employees that college employees are now eligible for. That is working in conjunction with the Department of Human Resources. (interpretation) Thank you, Madam Chairperson.

Chairman (interpretation): Thank you, Mr. Suvega. Member John Main.

ᖃᓄᐃ�5ᕐ Cᐊᐃᔾᐊᓪᕆ5ᕐⁱᔪᑦ. (ᑐᓯᕖᑎᒍᕝᕆᓴᕐᑐ5ᕐ)
ᒪᕿ, ᐃᑉHᐃᑶᐳᐱᕐ.

ᐃᑲᕆᑶᐳᑕᕐ: ᖅᑯᕐᓇᒥᕐ. ᓴᓇᑐᕐᖩᕐᕕᒃᑯᓐᓂᒃ, ᓴᕕᕋᕐ.

ᓴᕕᕋᕐ: ᖅᑯᕐᓇᒥᕐ, ᐃᑲᕆᑶᐳᐱᕐ. (ᑐᓯᕖᑎᒍᑦ) ᐠᓐᐊ ᖅᑉᒥᕐᑅᐊᑎᐊᕐᔪᓐᕐᖃᑕᕐ5ᕐᑢ ᐃᓇᕐᓂ ᐃᑎᐳᐴᓐᑎᑐᕐᖃᒻᑐᕐ; ᐃᑉᖃᓇᐃᔾᖅᑎᓂᕐ ᐃᑎᐳᐴᓂᕐ ᓴᓇᑐᕐᖩᕕᒥ ᓇᖅᑎᖃᕐᖃᕐᑢ, ᒪᑯᓇᕐᔾ ᐃᕐᖃᓇᐃᔾᕕᒥ ᐃᑎᖃᕐᑎᓯᕐᒍᑦ.

ᑕᐃᒪ ᐳᕐᐳᕖᑎᕐᑕᐳᒻᕆᑎ ᓴᕐᑐᕐᓴᒃᐳ ᐃᑲᕐᑕᐳᓐᑢᕐᖃᕐᓐᕐᖃᑢ. ᐃᑯᓇ ᐊᑉᕐᐴᕐᓐᑎᕐᐳᑢᐊᑦ ᐃᓪᕐᖃ ᐊᑖᕐᑐᐊᕐᖃᕐᑢ ᓴᓇᑐᕐᖩᕐᐳᕐ ᐊᕕᐊᓐᕐ ᐃᑕᕐ ᐃᒻᐊᕐ ᐃᒻᒥᓂᓂᐳᕐᕕᕐᖃᕐᑢᑕ ᓇᖅᑎᕐᖃᕐᕐ5ᖃᑢᐳᓐᕐ ᐃᑉᖃᓇᐃᔾᐳᐅᐳᑎᕐᖃᕐᑎ ᐃᑉᖃᓇᐃᔾᕐᔾᕐ ᐃᓪᕐᖃ ᐃᑎᑯᕐᖃᖏᑦ ᐳᕐᑶᓂᕐᕐ ᐃᑎᓇᐊᔾᖃᕐᔾᑦ ᐳᑎᕐᒍᑢᕐ.

ᒪᕐᖃ ᖅᒻᕐᐊᕐᑕᑕᕐ ᓇᖅᑎᕐᖃᕐᐳᕐ ᐃᑎᐊᕐ. ᐃᑉᖃᓇᐃᔾᕐᑐᕐᓐᑶᕐᔾᕐ ᐊᕐᓐᖃᕐᕐᐳ ᖅᑉᐳᕐᐊᕐᖃᕐᕐᑢᕐᔾᑦ ᖃᓇᕐ ᐃᑲᕐᖃᕐᔾᑐᐃᕐᑕᕐᖃᕐᕐᖃᓂᖃᓐᕐᒐᑦ ᓚᑶᕐᑯᑦ ᐃᑉᖃᓇᐃᔾᕐᕐᑎᕐᖃᑢᕐ.

ᐱᓐᓚᕐᕐᐃᓂᕐ ᐃᑉᖃᓇᐃᔾᕐᓂᕐ, ᓯᐳᓐᕐᑎᕐᔾᑦ ᐱᓐᓚᕐᕐᐃᓂᕐ, ᐊᕐᔾᑲᕐᕐᑯᑢᔾᕐᕐᐊᑢᕐᓂᕐ ᐃᑎᕐᓂᐊᔾᖃᕐᑕ ᓄᐊᕝ ᓚᑶᕐᑯᑦ ᐃᑉᖃᓇᐃᔾᕐᑎᕐᒐᕐ, ᐱᓐᑶᕐᑎᕐᖅᑐᑕ ᐃᑉᖃᓇᐃᔾᕐᑐᕐᓐᑶᖃᕐᑯᑢᕐᓂᕐ. (ᑐᓯᕖᑎᒍᕝᕆᓴᕐᑐ5ᕐ) ᖅᑯᕐᓇᒥᕐ, ᐃᑲᕆᑶᐳᕐ.

ᐃᑲᕆᑶᐳᑕᕐ: ᖅᑯᕐᓇᒥᕐ, ᓴᕕᕋᕐ. ᒪᑕᓚᑐᐳᕐᑎ ᔾᐊ ᒪᐃᐊ.

ᒪᐃᐊ: ᒪᕿ, ᐃᑉHᐃᑶᐳᕐᕐ. (ᑐᓯᕖᑎᒍᑦ) ᐳᐊ

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) This question is for the Auditor General's office. When you look at Nunavut and the background and everything, and it was interesting that you included both Arctic College and the Department of Education in the same audit because it's interesting to see the interplay, so we see problems within the education system, and we see the Arctic College offering all of these college foundation programs. There is college foundations for teachers, pre-nursing, pre-apprenticeship. I don't have an education background, but I thought that college foundations is called grade 12, to sum it up.

When you look at Nunavut and maybe other jurisdictions, are we unique in that there are all of these college foundation or preparatory type courses offered in the territory? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member John Main. I have other names on my list. I'll give you an opportunity, Auditor General, Mr. McKenzie.

Mr. McKenzie: Thank you, Madam Chairperson. Our understanding is that there are other post-secondary institutions where if a student does not have the necessary prerequisites, that they would be asked to take certain qualifying courses in order to get entry into their programs.

It's not that it is unique, and I think in the case of Nunavut, that there will be individuals who may not have completed high school, or have been out of the high school system for a while. So the college foundations program does provide an opportunity for those types of individuals. It does play a role.

ᐊᐱᖅᑯᑎᓂᐊᖅᑕᕋ ᖃᐅᔨᓴᖅᑎᖅᕙᐊᔅ ᐊᑦᓚᕝᐊᖕᖑᓂᐅᔅ. ᓄᓇᕗᑦ ᑕᒫ ᑕᑯᒍᓯᕈᐅᖅ ᒪᑯᐊᓗ ᐊᑐᖅᑕᐅᖅᑲᑦᖅᔪᕐᓚᕐᑦᕈᕐᓐᒍᕐᕐᒪᑦ, ᑐᑭᓯᓇᖕᕐᓚᕐᑦ ᐱᖅᓴᕐᐅᕐᕈᓚᕐᑦᐅᕐᕈᖅᑕᕐᓅᖕᕐᓂ ᑕᒫᕆᒃ ᓯᓚᕈᔮᓲᖃᕐᖅᕈ ᐃᓕᓐᓂᐊᖅᑎᒐᓴᓐ ᑐᓐᓕᕐᓴᕐᐱᖅᑎᓄᓇᓂᓄᕐ ᖃᐅᔨᓴᕐᐱᒃᕈᖅᐱᒃ ᐃᑦᐊᕕ ᐊᑕᑦᐊᖅᕐᐱᕈᒃᐅᒃᖅᑦᓂᕐᕕᓂᓕᖅᕈ ᓄᒃᓐᕐᕕᓂᕐᒪᕈ, ᐃᓗᖅᓯᖕᒃ ᐊᑦ ᐃᓖᓕ ᐅᒃᕈ ᐃᓕᓐᓂᐊᖅᑎᓯᓂᓐᐅᕐᓂ ᐃᓗᖅᑯᓂᒃᓐ, ᓯᓕᕐᑐᖕᕈᖅᕈ ᑕᑯᖅᐱᔪ ᒪᑯᖕᖅᓐ ᓯᓕᕐᓄᖅᖅᐱᖅᕐᓂ ᐃᓕᓐᓂᐊᖅᖅᓐ ᐊᒃᕐ ᐊᕌᕐᓴᒃ 12-ᒥ ᑕᐃᐊᖅᓇᕐᖅᑕᓐᓂ, ᓇᐃᓕᕕ ᓐᒃ.

ᑕᓕ ᓄᓇᕗᑦ ᑕᑯᒍ ᐅᕐᓂᐊᒃ ᐊᖃᖕᕐᒃ ᐊᖓᑦᓂᕐ ᐃᒃ, ᐊᖃᖅ ᑕᐃᐊᖅ ᓯᓕᕐᓄᖅᖅᐱᖅᕐ ᑐᖕᒃᕐᖅᓐᓂᕐᖅ ᕐᐊᒃᐊᔅᐱᐊᔅ ᐱᖓᕐᑐᕐᐱᖅᕐᓐ ᐊᑐᐊᒃᕐᐅᑦᐊᖅᖅᐱᔅ ᓄᓇᕗᑦ ᐃᓗᖕᓂᕐ ᐃᓗᖕᕐᓂᕐᕈᖕᒃ? (ᑐᖅᑎᕐᐱᕈᖅᖅᕐᕐ) ᒪᓐᒃᐊᕐ, ᐃᖃᐃᔪᐅᖅᑕᖕᕈ.

ᐃᕐᐊᔅᐅᑕᖕᓐ: ᖅᓐᒃᓄᓕᖕ, ᒪᓐᒃᐅᒃᕈᖅᑐ ᔪᒃ ᒪᕐᓐᑦ. ᐊᕐᖅᕐᓂ ᐊᑦ ᖃᕐᕈ ᐊᒃᐅᖅᕐᕐᓂᕐ. ᐅᕐᕐᐊᕈ ᐊᑦ ᓐᒃᓇᓄᖅᓐᓂᕐᕐᒃᕐ. ᒪᓐᒃ ᑕᕐᒃᕐᒃᖅᑐᒃᖅᑎ, ᒪᓐᒃᕈ.

ᒪᓐᒃᕈ (ᑐᖕᒃᑐᐅᒃ): ᖅᓐᒃᓄᖕᒃ, ᐃᕐᐊᔅᐅᑕᖕᔅ. ᑐᕐᔅᐅᒃᕐᓂᑦᓄᖕᒃᕈ ᐊᑦᕐᓐᒃᕐᒃᑐᒃ ᐊᑐ ᐃᒃᖅᕐ ᓯᓕᕈᖅᖅᓐᕐᓇ ᑕᒫ ᐃᓕᓐᓂᐊᖅᖕᓐᒃ ᐃᓐᒃᐱᒃᐱᖅᕐᒃᕐᓕ ᓐᑐᖅᕐᐅᕐᓐᓕᕐ ᐊᑦᐅᒃ ᐃᕈᖃᒃᐅᑦᓐᖅᕐᓐᕐ ᐃᓕᓐᓂᐊᖅᖕᒃ ᑕᐃᓕᖕ ᐃᕈᖃᖅᕐᓐᒃ ᐃᓕᓐᓂᐊᖅᖕᕐᓐ. ᐃᓗᖕᖅᐅᖕᕐᓂᕐᔅᓇ.

ᐊᔅᐅᖕᒃᕈᕐᓂᖕᕐᓐᓕᕐ, ᑕᓕ ᓄᓇᕗᑦ ᑕᑯᒃᐊᕐᐱᒃ ᐃᓐᒃᕐᐱᖅᕐᓂᕐᒃ ᔪᕐᐊᕐ 12-ᒥ ᓯᕐᐊᒃᓕᕐᐱᒃᕐᕐᔅᐅᑦᐅᕐᓂᐊᖅᐱᖅᕐ ᐅᕐᕐᔪᕐᓂᕐ ᐃᓕᓐᓂᐊᖅᖕᕐᓐᕐᓇᕐᓕᒃᕐᓅ. ᐃᑦᐊᕕ ᓯᓕᕐᓄᖅᖅᐱᖅᐊᕐᐱᔅ ᑐᖕᒃᖅᕐᐱᓄᓕ ᑕᕐ ᐃᓕᓐᓂᐊᖅᖕ ᕐᔅᖅᕐᑐᓐ. ᐃᕐ ᐱᓐᒃᕐᔅᐅᕐᖕ ᕐᕐᓐ.

ᑕᓕ ᑐᕐᒃᕐᑐᓕᕐᕐᒃ ᐃᓐᒃᓇᐱᔅ ᐃᓕᕐᖅᕐ ᖕᕐ

I think what we have heard from some of the educators though, is that students coming out of the high school system may not have the qualifications in order to move forward. I think if there are improvements at the high school level, that the demand and the potential need for offering those courses may reduce over time, but those types of programs do play a role given the needs of some of the learners and where they are in terms of their abilities, if you will, and their readiness to enter into some of these programs.

Maybe just as a final comment, it also speaks to what some of the earlier discussions we had about the high school system and students being provided with advice about the types of courses that they need to get into, for example, nursing or the teaching program so that if they graduate and they weren't aware about those pre-requisites, they may very well have to take something like college foundations to allow them to fill those gaps, so to speak, and get those pre-requisites.

Some of that demand, if you will, could be avoided by students having a better understanding of what it is that they need to take in high school so that they have those pre-requisites already when they graduate and avoid having to take a college foundations type of program. Thank you.

Chairperson: Thank you. (interpretation) Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. I'll now ask Arctic College about that. (interpretation ends) It's hypothetical, but I think it's not that far out there. If we, tomorrow, said no more college foundation course of any kind in Nunavut and you offer your courses, but you're not

ᐃᓕᓐᓂᐊᖅᑏᑦ ᐳᖅᑐᓂᖅᓴᓂᖕ
ᐃᓕᓐᓂᐊᖅᓴᑉᑖᙱᖅᑐᑦ ᐊᒻᒪ
ᐃᓯᒪᓂᖅᑲ�excelᑐᐱᓪᓇᐊᖅᖅᓗᑕ
ᓯᕕᑐᖁᓂᖃᓂᑎᒃᓯᒐᓂᖕ. ᑕᐃᒪᑎ ᐳᖅᑐᓂᖅᓴᒥ
ᐃᓕᓐᓂᐊᖅᑎᒎᓪ ᐱᐅᔾᒌᑦᑖᖅᑐᖅ ᐊᒻᒪᓗ
ᐱᔾᓕᕉᑐᖁ ᐱᑕᖃᕆᖅᓴᖃᒎᖕᔪ
ᐃᓕᓐᓂᐊᖅᑎᖅᑎᖃᖅᑎᒃᑎᓂᖕᔪᑦ
ᒥᑭᔫᖕᑐᐃᐋᖕᓇᐊᑕᐅᕙᖕᔫᖅ
ᐊᑐᖅᕕᖕᑕᑦᐊᓐᖕᔭᒎ ᑕᐅᖁᐊᕐᐊᑕᐅᖅ
ᐊᖅᑐᐱᓗᖕᖃᑕᐅᖁᓕᒐ ᐱᓴᓂᐊᖅᐊᖃᖅᐱᓂᑦ
ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᕿᐊᖅᐊᓐᓂᖕᔪᖅ ᑕᑯᒎᓂᑦ ᐊᒻᒪ
ᐃᓯᕇᐊᕐᓂᖕᔪᓐᓄᑦ ᑕᓪᖃᖅᓄᖁ
ᐃᓕᓐᓂᐊᖅᑕᐅᕐᓂᐊᖅᖁᓂᑦ.

ᕿᖕᔪᕉᖅᐸᓐᓲᖕᔪᐃ ᐅᖅᐳᕆᖅᖕᖕᒌᖕᔫᐱᓪᒐᒎᐃ
ᐅᖅᖃᑎᒌᒍᑎᖅᖃᕐᐸᓄᑦ ᐄ, ᐃᓕᓐᓂᐊᖅᖃᑦ
ᐳᖅᑐᓂᖅᓴᓄᖁ ᐃᓕᓐᓂᐊᖅᑏᑦ
ᐅᖅᑐᓪᖅᑐᖅᑕᕐᖅᐸᖁᔫᑦ ᖃᓄᐃᒎᑐᓂᖕ
ᐃᓕᓐᓂᐊᖁᐊᖅᖃᒥᓅᒐ ᓯᖕᔪ
ᐊᐋᓇᐊᕉᖅᑖᖅᖕᖃᑐᖕᓅᖕᔪᓐᓯᖕ
ᐃᓴᕉᐱᖁᑐᕐᓄᖕᔪᑉᖃᓄᖁ ᐱᕌᖅᐸᖅᑕ. ᑕᐃᒪᑎ
ᐃᓯᓛᕇᑐᓅ ᐅᕇᖁᖕᓂᒌᓄᒌ
ᐱᑕᖃᖅᐱᓄᐊᕉᒎᓂ ᑕᓪᖃᐊᓐᖕᖕᖁᐱᖁᖕ ᓯᓪᓴᖃᕉᖅᐊᓐᓲᒌ
ᐊᖕᓇᕇᓄᖁ ᐃᓕᓐᓂᐊᖅᑖᒌ
ᐃᓕᓐᓂᐊᖁᐊᖅᖃᒎᐋᖕᖕᑐᖅ ᑕᓪᖃᐊ
ᐃᓕᒎᖁᖕᐊᑎᐱᕐᖕᔪ ᐃᓴᓄᐊᑐᕐᔪ
ᐊᖁᖕᔪᐸᑎᐱᕌᖁᓅᖁᐊᖕᖕᖁᒌ
ᐊᑐᖅᕕᖕᐱᓗᖕᔪ.

ᑕᐃᒪᑎ ᐱᑕᖃᖕᓂᖅᖃᒎᐸᖕᓅᒌ ᐃᓕᓐᓂᐊᖅᑏᑦ
ᑐᑭᓯᐅᒎᖁᖅᐱᓗᖕᔪ ᕿᒌᒌ
ᐃᓕᓐᓂᐊᖕᔪᐊᖕᖃᑖᓯᒌᒐᖁᒌ ᑖᓪᖃᐊ
ᓄᒐᐊᖅᖃᖁᖅᓅᐊᖁᒌ ᐃᓯᖁᖕᐱᒐᐋᒎᒌᒌᖁᒌ ᑕᐅᒌᖁᕉ
ᓯᓪᓴᖃᕉᖅᓅᕌᖁᖕᖁᑕᖁᒎᖕ
ᐃᓕᓐᓂᐊᖕᔪᐊᖅᐊᖕᓅᒌᖕᖁ. ᖁᒌᐱᒐᕉᖁ.

ᐃᑭᕇᐊᖅᐅᑕᖅ (ᑐᖅᐱᐊᑎᒎᑦ): ᖁᒌᐱᒐᕉᖁ.
(ᑐᖅᐱᐊᑎᒎᖅᖃᕉᖕᓲᖅᑕ) ᒪᑎᓪᓯᐅᖕᑎ ᔮᓐ ᒪᐃᒌ.

ᒪᐃᒌ: ᒌᖁᐊ, ᐃᑭᕇᐊᖅᐅᑕᕉᒌ.
ᕉᐃᓴᕉᐱᖃᕉᖃᖃᓂᑭᐅᖕᔪᐊᒌ ᑕᐋᒌ
ᐊᖃᕇᕉᐊᕉᖕᖃᕉᖃᐱ ᑕᓪᖃᕇᒌ ᒌᐱᕉᐊᕌᖁᒌ. (ᑐᖅᐱᐊᑎᒎᑦ)
ᐃᓯᖁᖕ ᐃᓴᕉᑕᖁᖁᐅᒌᖅᖁᓂᐱᐅᕉᖕᔪᖕᖕ. ᖁᐱᕉᕉᐱᒌ
ᐅᖅᖃᓂᐱᒎᑕᐋ ᓯᓪᓴᖃᕉᕉᖕᖕᖕᖕᖁ-ᒎᒌᖕᐱᕇᐅᕇᖁᒌ
ᐃᓕᓐᓂᐊᖕᔪᐊᖅᑖᖅᕇᖁᐊᖕᖁᑐᖅᖃᖅ
ᐱᑕᖃᕉᖕᔪᐱᕇᖕᓅᖃᖕᓄᒌ, ᕿᖁᐊᓂ

ᓯᓪᓴᖃᕉᖅᖃᖕᖕᖕᑎᐅᖅᓅᖕᔪᑐᐅᖁ ᐃᓕᓐᓂᐊᖅᑎᑎᐅᓂᖕ
ᖁᐋᖁ ᐊᖕᔫᖅᐱᐱᖕᖃᖁᖁᕉᖕᖕᖕᖕᐊ ᓯᓪᓴᖃᕉᕉᖕᖕᑐᖁᖃᓪᑕᐋᒎᖁ

allowed to offer any college foundation courses, what would the effect be on the college and the course offerings and students within those courses? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. To Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. (interpretation ends) Hypothetically there could be immediate impacts to other programs. If a learner was previously taking something before or could have taken something before in the program that's now taken away, sometimes we see also that during their time in a community learning centre or a college program, they see something else has become available and their interest kind of changes over time too. Hypothetically they wouldn't have that opportunity because now a program is taken away, another tool is taken away. Sometimes that happens because funding disappears or a community needs change, but it should be community-driven and communities need to be involved.

For us, we need to do a lot better in, perhaps, educating the communities and the public about what sorts of program offerings are available and what exactly do they mean. For the most part, we try to impress upon all the learners regardless of what program they're taking that they're aware of all the requirements and all the responsibilities that they're signing onto as an adult. That's something that I think we're continually improving all the time, but that's clearly one area where I think we need to spend a little bit of time. We're starting with things like calendars, trying to clarify things with different stakeholders about the college's role, funding, communities, and so on. (interpretation) Thank you, Madam Chairperson.

ᐃᓕᓐᓂᐊᘁᕼᕝᕐᓂᕐᓄᑦ ᐃᓕᓐᓂᐊᕐᖃᑎᕐᓂᕐᓄᓪᓗ ᑕᕝᕙᓂ ᐃᓕᓐᓂᐊᕐᐸᕐᔅᖓᒥ? (ᑐ�ͣᑎᒍᔭᖅᖃᑦᖃᑐᖅᖅ) Lᒃᐊ, ᐃᖃᕼᐃᕐᐳᑕᖅᖅ.

ᐃᖃᕐᕐᐳᑕᖅᖅ: ᖅ�د̖ᖓᒥᖔᖅ. ᕿᑕᑐᖅᕼᕐᕕᖃᒃᑯᑣᓄᑦ, ᕿᕕᓕᖅᖅ.

ᕿᕕᓕᖅᖅ: ᖅ�د̖ᖓᒥᖔ, ᐃᖃᕐᕐᐳᑕᖅᖅ. (ᑐᕥᑎᒍᔪᑯ) ᑕᐃᓚ ᐃᕿᓕᒧᓕᔪᐊᖅᖓᒃᓗᒍ ᐊᖅᑐᖅᕼᕐᒃᑲᐅᑎᓂᕐᖃᖬᔪᐃᖃᓕᓂᐊᕐᑯᖃ ᐊᕥᖅᕐᓂᓄᑦ ᐱᓕᓂᐊᖅᕼᓄᖃ. ᑕᐃᒃᓕᓴ ᐃᓕᓐᓂᐊᕐᑎ ᐃᓕᓐᓂᐊᕐᑐᐃᓕᓄᕝᕕᕌᑦ ᐅᖅᕈᓄᖃᖔᕿᖃ ᐃᓕᓐᓂᐊᕐᔭᖃᖅᕐᑐᑎᓂᖅᕼᕝᕌᑯ ᕿᕝᖓᓂᐊᑦᒪᕿ Lᒃᐊᖃ ᖱᖅᑕᐅᕿᓕᖃᖅᑐᖅᒥᕌᖃ ᐃᕿᕐᓂᖃᑮᑯ ᕿᑯᕼᕐᑲᕤᕌᑦ ᑕᐃᓚᖃ ᓄᖃᖃᖬᕿ ᐃᕿᖃᕼᕿᕿ ᐃᓕᓐᓂᐊᕿᖃᖔᕿ ᐅᕝᖅᔪᖃᖗᔭᕿᖃ ᕿᕝᑯᖅᕝᖃᕿᖓᕌᒥ ᐊᑐᐃᕿᖃᖅᖔᕿᖃᕝᕼᕝᓄᖔᕝᕌᑦ ᕿᐊᕼᕌᑦᕋᕝᖓᕿ ᕿᕥᕿᖃᕿᖓᕿᕌᖓ ᕿᕗᕝᖓᕼᕐᑯ ᕿ̌ᖃ ᐃᕥᒪᕝᔪᐊᖃᕿᖃᕿᖗᔭ ᐱᕿᖃᕿᕥᖔᖬᕿᐱᖗᖅᕌᖅᕼᖅ ᑕᐃᓚ ᐃᕿᖃᕼᕿᕿ ᐊᕐᓴᖔᕿ ᖱᖅᑕᐅᕝᕼᕝ, ᕼᖃᕥᖃᖅᕏᖃᖅᖅᕝᕝᖓᕿᓕ ᖱᖅᑕᐅᕿᓕᖃᕿᕌᕿᖅ. ᑕᐃᓚᐃᕿᓂᖔᕿᓕᕌᕿ ᕿ̇ᖃᐅᕝᖃᕝᖃᕿᖗᓴᖃᖔᕝᕝᖅᕌᖃᖅᕌᒥ ᖱᖅᕿᖔᕿᖃ ᓄᖃᕿᓴᖔᖗ ᐱᕿᖓᕿᕥᖃᕌᕿ ᕿᕥᕿᖅᕼᕐ̌ᕐᕌ̌ᓖᖃᕌᑦᓕᕌᖅᖃᕥᓂᕝᕌᖔ, ᓄᖃᕝᕼᖓᖔ ᐱᓕᑦᕿᖅᕼᕼᑎᕿᐅᕝᕐᖃᕿᖗᖃ ᕝᓄᖔᕿ ᓄᖃᕥᕌᕼᖅᑕᐅᕝᕼ ᐃᓕᕿᐅᕐᕼᓴᖃᕿᖃᕝᕼᕼᕼᖃᕌᖗᕼᖅ.

ᐅᖅᕿᖔᕌᕿᖃ ᐱᓕᓂᕐᕿᕐᕌ̌ᓴᕼᖔᕼᕌᖅᕼᕌᕼ̌ᕼᖃᕌᖅᕝᕌ ᓄᖃᕥᕌᕼᕼᕼ ᐃᓕᕿᕿᕙᕌᕼᖃᖗᖔᕌᕼ ᕿᖃᕼᕿᕙᐃ ᐃᖃᐃᕝᕼᖔᓗ ᖱᕿᖃᐃᑐᖔᕼ ᐃᓕᓐᓂᐊᕐᖃᕿᖔᕼ ᐊᑐᐃᕿᖃᕼᕿᖃᕼᕼᖑᕌᑦ ᕼᖃᕼᕌᖔᕌᑦᖃᕼᖃ ᑐᖅᕼᕿᕼᖓᕌᑦ. ᑐᖅᕈᕿᑎᖃᕿᕥᕼᕼᕝᕌᕼᕌᖃᕼᕌᖔᕼ ᐃᓕᓐᓂᐊᕿᖄᕼᕼᖔᕼ ᓇᖃᕝᕐᓂᕐᑐᐃᕌᕼᕌᖅᕼ ᐃᓕᓐᓂᐊᕿᖗᕌᖔᕼ<ᖃ, ᕿᖃᐅᕥᕌᖔᕼᕌᖃᖔᕌᕼᖔᕼ ᐱᕥᕌᕼᕼᖃᕼᕼᖓᕼᖃ ᕝᓄᖔ ᖃᓕᕼᕌᕼᕼᕼᕼᕼᕿ ᐃᖃᐃᐅᕌᖗᖔᕼ ᐃᓕᓐᓂᐊᕿᕼᖔᕼᔭᕿᕌᖔᕼ. ᕼᐅᕿᕼᕿᕼᕼᕼᕌᐃᕌᖗᕼᕼᕌᕼ ᑕᐃᕌᖃᕼ, ᕿᕿᕼᕌᖔ ᕼ̇ᖃᕌᕝ ᑯᕿᕿ ᐱᓕᕿᕿᖃᕝᕼᕌᖃᕿᕼᕼᕼᕼᕌᕐᕌᕼ. ᕿᕼᕌᕝᕌ ᐅᖔᖗᕼᕿᕼᖔᕌ, ᑐᖅᕿᖃᕼᕿᕼᕌᕼᕼᕌᕼᖓᕼᓄᕿᕌᕼ ᐱᓕᕿᕼᕼᖃᕼᐅᕧᖃᕌ ᕿᕝᕌᑐᖅᕼᕼᕿᖃᕼᖃᕼ ᐱᓕᕿᐊᕼᕿᕼᓂᕌᕼ, ᕼᐅᕿᕼᕿᕼᕼᖔᕼᕌᕼᕼᕌᕼ, ᓄᖃᕝᕼᖓᕌ. (ᑐᕥᑎᒍᔪᖗᖃᕼᖅᖅᕌᖅ) ᖅᑐᖓᕼᖔᖔᕌ, ᐃᖃᕐᕐᐳᑕᖅᖅ.

ᐃᖃᕐᕐᐳᑕᖅᖅ: ᖅᑐᖓᕼᕌᕼᖔᕌ. Lᕿᑯᕐᑐᐃᖄᑎ ᕝᕌᕼ ᖅᑯᕝᕼ.

Chairperson (interpretation): Thank you. Member Paul Quassa.

Mr. Quassa (interpretation): Thank you, Madam Chairperson. On the same issue of what my colleague had asked earlier about, part of it, first of all, we're all aware that people who are sitting here, all of us are aware that we need more Inuit teachers who can speak Inuktitut, who are literate in Inuktitut that will be teaching Inuktitut. We all know that. We live in Nunavut and all of us are probably aware of that.

According to the report of the Auditor General's office, the college foundation program is very useful and NTEP, the Teacher Education Program was heavily utilized. The purpose probably is that people who graduate from grade 12 are not on par with… . They say they graduate grade 12, but they have to go through the college foundation course. It's unfortunate. It's very unfortunate. To my understanding, with the course being very useful in 2018, the Nunavut Arctic College were going to stop doing the college foundation program. To my understanding that is the situation and the reasoning was because they have to get third-party funding in order to operate. I have a short question; in 2018 you wanted to stop the college foundation program when we need a lot of Inuktitut teachers who are literate. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. For Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. I thank you for your question. On language, that is our priority too. They need to be added and they need to be a part of the work for the courses and programs. Yes, we need teachers, and yes, we totally agree with that. We operate with

ᖁᐊᓴ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᒪᑐᒻᒪ ᓯᕗᓪᓕᖅ ᒪᓕᒐᓕᐅᖅᑎᒋᑦᖃᑎᒪ ᐊᐱᕆᒍᑎᖅᑲᐅᔾᔪᑎᒋ ᐃᓚᖏᓂᒃ, ᓴᖅᑯᓐᓇᖅᕿᒐᐃ ᐃᓖᑦ ᖃᐅᔨᒪᓕᕐᑕ ᑕᕝᕙᓂᐊᑉᑎ ᖃᐅᔨᒪᓕᕐᑕ ᐃᓄᖕᓂᒃ ᐃᓕᓴᐱᑕᕆᐊᖃᕐᓚᖅᑲᑕ ᐃᓄᒃᑎᑐᑦ ᐅᖃᓪᓗᒐᖅᑐᓂᒃ, ᐃᓄᒃᑎᑐᑦ ᐃᓕᓴᐃᖃᑦᕿᓂᐊᖅᑐᓄᒃ. ᖃᐅᔨᒪᑦᕿᖅᑐᑦ. ᓄᓇᕗᑦᒥᐅᑕᐅᓕᕐᑕ ᑕᒪᑦᕿᓐᐊᑦ ᖃᐅᔨᒪᔭᖅᖅᐅᔪᑦ ᑕᒪᑐᒦᓇ.

ᑕᐃᒪ ᑖᑯᐊ ᑭᖑᕼᓂᓂᐊᖅᑎᒍᓂᓄᖅᑲᑦᕿᑕᐃᑦᒃᑕᒃ ᑎᑎᖅᑲᓂ ᒪᓕᒃᑐᒍᐃᓂᓂᒃ, ᑕᒪᓐᓇ College Foundation Program ᐱᕚᑦᐱᑕᓚᖅᑎᐸᐅᒐᓕᒃ ᐊᓪᓗ ᑖᑯᐊ ᐃᓕᓴᐱᔨᕼᕿᑎᕈᓂᓂᒃ ᐃᓕᓴᓂᐊᖅᑎᑎᖃᓕᖅᑎᒍᓄᖅ ᑕᖃᐊᓕᑎᐅᖅ ᐊᑐᖅᑕᐅᕐᕿᐊᓕᖃᑦᑕᑎᐅᕐᒐᓕᑦ College Foundation. ᐱᕚᑎᖃᖅᑐᑦ ᑕᒪᑕᑦ ᐃᓕᓴᓂᐊᖅᒃᓪᓇᖅᒃᑕᑎᓂ ᐃᓕᓴᓂᐊᒃᑎᓐᓂᐊᖅᑐᕕᑦ ᔪ�'t 12-ᑕᓄᖅᑕᓕᓗᓪᓐᐊᑦ ᓯᓐ ᐊᖑᓕᕐᕿᒃᓪᓂᖅᕿᓐᓂᖅᓄᖅ ᓱᓇᖅᕿᖅ ᔪᖃᑦ 12-ᓄᖅᓐᓂᖅᑕᐅᔮᓐᖅᑕᑦ ᑕᐃᒪᕿᓇᐃᑐᐋᓐᖅᑕᖅᑕᐅᑎᐊᖅᕿᓐᖅ. ᐊᓪᓐᕿᓐᖅᓗᓪᓇᖅ. ᒐᒃᓇ ᒪᒐᑎᓇᐃᓐᓂᖅ. ᑕᒪᑕ ᑐᑭᓯᒪᕼᖅᑎᑕ ᑕᖃᓕᕿᓐᐊ ᑕᒪᑕ ᐊᒻᓂᖅᖅᐅᕿᖅᑎᓐᐆᔪ 2018-ᓄᖅᓐᓄᔪ ᑖᑯᐊ ᓯᓐᓐᔭᓯᓐᖅᑎᓐᒃᑕᐅᑎᒃ CLᔪᒻᓂ College Foundation Program-ᒦᑕ ᐊᒃᑯᓐᖅᕿᓐᖅᐅᒪᓐᒃᒻ ᐊᖃᐅᒃᑎᑎᐊᔮᓪᐊᓄᒃᑎᐊᖅ. ᑕᒪᑕ ᑐᑭᐊᓐᕿᕼᓂᐊᖅᑐᑦ ᑕᒪᑕᖅᐊᐅᑦᑕᕐᐅᖅ ᐱᕼᓄᕿᓐᖅᒃᑖᑦ ᑎᑎᖅᑲᑎᓐᓂᐊᖅ ᖃᐅᕼᑦᑕᓄᒃ ᑕᒪᑕᐃ ᐊᐅᒐᖅᕿᓐᖅᒃᓚᓕᑦ. ᐅᕋ ᐊᐱᕿᑕᐃᒃᔮᕼ ᓇᐃᒃᓕᒪᓪᓂᐊᖅᖅᕼ: ᑕᒪᑕ 2018-ᒦ ᓄᖅᒃᓯᑕᓐᓂᖅᕼᔮ ᑕᒪᑕ College Foundation-ᒦᑕ? ᐃᓕᓴᐱᑕᖅᑎᒃᑕᐅᑎᒃᑐᑎᐅ ᐃᓄᖕᓂᒃ, ᐃᓄᒃᑎᑐᑦ ᐅᖃᓪᓗᒐᑎᑎᓐᓐᐆᔮᓐᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᖁᔭᓐᓇᒦᒃ. ᓯᓐᓚᓐᓂᐊᖅ, ᓯᕕᑲᖅ.

ᓯᕕᑲᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐊᓪᓗ ᖁᔭᓐᓇᒦᒃ ᑕᓐᓯᒐᕕᓐᐆᔪ ᐊᐱᕼᕿᒐᐃᑦ. ᑕᒪᑕ ᐅᖃᐅᓯᕼᑕᓂᓂᒐᕼᒃ ᐱᒪᓕᑕᐅᑎᒦᓯᔮᑕᑦᑕᕐᖅ ᐃᓚᓯᐅᔾᓂᐊᖅᕼᓄᒃᒻᓐᖅᓂᒃ ᐊᓪᒐ ᓇᐊᓪᐅᕼᑲᑐᐅᔾᓂᐊᖅᕼᓐᖅᒻᓐᖅᓂᒃᒻ ᐱᓚᓐᓐᓯᑲᐅᒃᔭᓂᒃ ᐃᓕᓐᓂᐊᖅᑕᑐᐅᐊᖅᑐᓂᓐᒻᔾᔪᓐᖅᑐᓐᓐᔾ. ᐃ, ᐃᓕᓴᐱᑕᖅᒃᑕᓐᑎᐊᖅᒃᑐᑦ ᐱᑕᓐᕼᓐᔭᓐᐆᒃᔮᓐᔾ ᓯᓐᓚᖃᖅᖅᕿᐊᒻᒐᒻ. ᑕᒪᑕ ᐊᖅᒃᖃᓐᑐᒐᓪᑎᕼᓐᐊᖅᕿᐊᖅ.

funding and if the funding is not there, if we need to cut programs when the funding is discontinued, occasionally maybe in the future, we don't want to see that. If that is going to be the case, we will have to approach the government again. This is in a dangerous position, are they going to cut it? If you want to consider that more as a government, and members will have to consider that in the future.

It is obvious I would like my vice-president to elaborate on that. Thank you.

Chairman (interpretation): Thank you. Rebecca Mearns.

Ms. Mearns: Thank you, Madam Chairperson. I'll just touch on a few examples from the college that we're currently working on as far as preparing our learners to enter into different programs, whether it be the degree program, or diplomas.

The first example of change is we have changed pre-nursing to pre-health, which opens up a number of different options for our learners, so it's not as narrow towards only nursing. It opens up, if a learner enters into pre-health, then it opens up additional options for them to continue on based on the courses that they receive in that program.

College foundations is currently being offered here in Iqaluit. Then when it comes to the teacher education program, as everyone is aware, there have been some changes that are happening to the Nunavut Teacher Education Program with a focus on Inuktitut in the first two years or Inuinnaqtun. Currently we are running a focus on first language, with ongoing development of a second language program as well.

ṖḀᐅᏐᐃᑕ ⊲ᐅᒧᢩᒧᑎᒧᑎᓐᏗ. ṖḀᐅᏐᐃᑕ ᑕᐃᏓᐱᓂᐊᐤᑊᏒ<ᑕ ᐵ, ᐃᓴᖏᑕ ᏓᐱᏐᏐᏄᐊᑊᑊᏒ<ᑕ ṖḀᐅᏐᐃᑕ ᑫ⊀ᏆᑕᐅᓂᐊᑊᏒ<ᑕ, ᐃᓵᓴᖏᑯᑕ ᏒᕼᓂᎢᑊᏐᏓᐃ ᑕᒧᖏ ᑕᐃᒧᐃᖏᑯᓇᖏᑎᑌᏝᓚᓲ⊲ᑊ ᑕᒧᐃᑭᑕᑭᓚᓲ⊲ᑊᏒᕼ, ᐃᏒᕼᖏᏆᑊᏒᓵᏆᒻᕐᑕᑕ ᒪᎴᎷᑯᒧᖏᑕ, "ᐵᑄ ᐅ᎔Ꮔᐤᖏᒀᕐᐃ ᐅᖏᎴᎴᏒᕐ ᏓᐱᏐᐅᖏᑌᓵᎷᐃ. ᒀᎧᖏᎧᑊᑊᏒᒧᎧᒀᏇᓚᏍᓲ?" ᑕᒧᖏ ᒪᎴᎷᑯᒧᖏᑕ ᒪᓚᑌᐅᑊᏄᎧᓚ ᐃᎷᒪᕼᓵᏒᐅᏆᑕᐅᏆᑊᏒᓵᏆ⊅ᕼᐃ ᐃᏒᕼᏐᑎᒧᏇᑕ.

ᖏᎧᖏᑊᒻᒧᎷ ᐅᑊᑕᐅᏐᕼᑫᑫᐃᒀᓚᒻᕼᑫᐅᒻᒻᒪᕼᑕᐅᑊ Ꭷᖏᑌᕼ ᐃᏒᕼᑯᒧᐊᒧᕼᒻᏐᕼ. ᒀᑯᖏᒀᒻᕐ, ᐃᏒᏆ⊲ᐅᑕᕼᕐ.

ᐃᑫᏆ⊲ᐅᑕᕼᕐ: ᒀᑯᖏᒀᒻᕐ. ᓯᏄᑫ ᒻᐳᕐ.

ᒻᐳᕐ: ᒀᑯᖏᒀᒻᕐ, ᐃᏒᏆ⊲ᐅᑕᕼᕐ. (ᑐᏒᏒᏄᏆᑕ) ᐅᑊᑕᐅᏐᏄᎴᑌᖏᒧᐊᏒᕼᑕ ᐅᑌᑐᏄᕼᑊᒧᖏᏄ ᏐᎴᑐᏐᕼᏐᐵᖏᒻ ᒪᎧᏆ ᎴᑌᏄᐊᏄᏐᑕᎧᓂᒻ ᎴᐵᏄᏐᏆᓂᎍᑊ ᎴᎴᎷᒻᕼᐃ⊅ᑕ ⊲ᏒᐵᎧᖏᑕᑐᒻᕐ ᏃᕼᑍᎧᒀᓚ ᐃᎴᏆᑕᑊ ᐃᑕᖏᑕⅠᎴ⊅ᑕ ⊲ᐵᖏ⊅ᕐ <ᐃ<ᏒᕼᏃᓂᕐᎴᑊ.

ᑐᏄᑕᐅᏄᑊᏄᏒᕐᏐ ᏐᎧᑌᏐᕼᏒᕼᕼ ⊲Ꮢᕿᖏᑊ<Ꮢᑕ⊲ᐵᕐ Ꮓᕼᑕ ⊲ᐵᓂ⊲ᏐᕼᏄᖏᕼᑯᑕᐅᖏᒻᑐᓇ ⊲ᐵᓂ⊲ᕼᑊᒀᖏᑯᑐᎴᏄ⊅< ᎧᎴᏃᎧᐵᓂᕐ ᏐᕼᑯᎴᒧᖏᎴᑊ ᐃᎴᏆ⊲ᕼᑍᎧᑕ. ᑕ⊾Ꮄᕿ ⊲Ꭷᓂ⊲ᏒᕼᏄᎴᒧᓂᑊᏐⅡᏒᏄ⊾ᖏᒀᓚᑊᑕ, ᐃᎴᏆᕼᑊᐃᑊ ᎴᐵᏄᏐᕼ<ᑕ ᑕᐃᎴ ᎧᎴᏃᎧᐵᕼᏒᕼᒀᖏᑕᎴᏃᐃᑊ ᐃᎴᏆ⊲ᏐᎧᕼᑕᖏᏐᕼ ᑕᏇᐵᎧ.

Ꮓᕼᑯᐵ ᏐᎧᑌᏐᕼᏒᕼᕼᒻᕐᑌᒻᕼᏒᕼᖏᕼ ᑕᏇᐵᓂ ᒪᎧᏆ ⊲ᏐᐃᖏᐅᏄᑕᐅᏒᕼ ᐃᏒᏆᎴᕼᖏᕐ. ᑕᐃᒪᎴᑌ ᐃᎴᏐᐃᏆᎧᎥᏐᕼᏐᓂ⊅Ꮠᕼ ᏒᏓᐵᑍᏆ⊲ᎧᐅᏄᑌᑕ ⊲Ꮢᕿᖏᑊ<ᑌᏄᏒᎴᑊ ᎧᎧᐵᒻ ᐃᎴᏐᐃᏆᎧᏄᎴᐅᏐᕼᖏᕼᒻ ᐃᎧᒻᏄᐅᑕ ᑕᏐᖏᎡᎴᕼᏒᕼᕼᐵᑌᎴᏐᑕ ᐃᎧᐃᎧᕼᎧᏐᕼᐅᎧᏆ ᒪᎧᐵᏐᕼ ⊲ᐵᎴᕼᏄᐃ ᏐᕼᏒᕼᒻᕐ ᐅᑊᑕᐅᏐᎧᐵᏐᕼ ᎴᐵᎴᐵᎧᕼᑕ ⊲ᎴᏃ ᐅᑊᑕᐅᏐᕼᑭᑊᒀᖏᒧᕼᑐᒻᕐ.

ᑕ⊾Ꮄᕿ ᑕᏇᐵᒀᎴ ᐃᎴᎴᐅᏄᎡᐅᎴᕼᎴᕼᏐᕼ ᐃᎴᒧ ᑐᎧᎴᎴᏐᏄᎧᒧᐵᑕᐃᏒᕼ ᑕᏇᐵᒀᎴᏒᕼ ᐃᎧᐵᏄᏐᕼ

Part of what is worked into that program currently is almost like a foundation year with a focus improving Inuktitut literacy, whether writing, reading, and improving their skills in Inuktut, and also providing the courses that are required to enter into the degree program for the Bachelor of Education. (interpretation) Thank you.

Chairman (interpretation): Thank you. (interpretation ends) Just be cognizant of the interpreters. Slow down. Slow down. Member Paul Quassa.

Mr. Quassa (interpretation): Thank you, Madam Chairperson. Yes, from what we just heard, we are just trying to be in a losing situation. Everything runs on money these days. It's very important, though. We really need Inuktitut-speaking teachers and we really need Inuktitut-speaking nurses. There are those things because we are in Nunavut after all and we're talking about Inuktitut.

When I was first speaking on the matter, referring to the report, it's a good report. However, it's all English. I'm not criticizing the English language. I was taught in English, so I can speak English, but everything seems to be slated towards the English language and it seems like the Inuit language is being set aside again.

It's probably my last question, Madam Chairperson. As I stated, we really need Inuit teachers and it really helps to have Inuit teachers. My next question will be to the Department of Education. What is the department doing? These teachers will be working for the Department of Education once they finish their Nunavut Arctic College schooling. If the Department of Education wants to have Inuktitut-speaking teachers, what is the department doing?

It was stated earlier by the Nunavut Arctic

ᐅᖃᓕᒫᕐᓂᐊᕐᓂᖅᒃ, ᑎᑎᕋᕐᓂᐊᕐᓂᕐᒥᒃ, ᐊᒻᒪᓗ ᐱᐅᓯᒋᐊᖅᑎᑦᑎᓂᕐᒥᒃ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᓯᒪᔪᓄᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑎᑎᓗᓂᑎ ᐃᓕᓐᓂᐊᖅᑕᕐᒃᑳᕐᓂᐅᖅᑎ ᑖᒃᑯᓇᖓᓕ ᐸᐃᕐᕈᖅᑭᕐᖕᓯᓂᒡᓚᑦ ᐃᓕᓴᐃᐃᓂᕐᒡᓚᑦ. (ᑐᒃᖆᑎᒡᔪᕐᓂᕐᓲᕐᓕᖅᒃᑐᖅᒃ) ᖁᔭᓐᓇᒥᒃ.

ᐃᒃᓯᕙᐅᑕᖅᒃ: ᖁᔭᓐᓇᒥᒃ. (ᑐᒃᖆᑎᒡᔪᑦ) ᐅᕐᓱᓇᖅᒃᑲᑎᕐᕵᓪᕆᕝᔭᐅᐳᖅᒃ ᑐᒃᖄᕐ ᓯᒃᑲᐃᕐᖔᒡᒍᓄ ᐅᖃᓪᓚᒃᒃᕙᖕᕄᕐᓴᒡᖯ. (ᑐᒃᖆᑎᒡᔪᒡᔫᕐᓲᕐᓕᖅᒃᑐᖅᒃ) ᒪᒃᓚᒃᑕᐅᖅᒃᑎ ᐳᓪᕈ ᖁᐊᓴ.

ᖁᐊᓴ: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅᒃ. ᐋᖄᑦ ᑖᒪᒡᐋᖄᕝ ᐅᖃᖅᒃᑲᕐᕆᒃᖅᑐᖅᒃ ᐃᓕᓐᖕᓚᖃᕐ ᕀᕐᒡ ᐅᖁᖅᒃᑎᓇᕐᖃᕐ, ᖃᓄᖅᒃᕄ, ᖂᕐᕋᐅᑐᒡᔔᕐᒃᑲᔅᕟᕐᖃᕐᒃᑕᖅᒃᑕᖅᒃ "ᕀᒃᕋᐅᖅᒃᑕᖅᒃᖕᕉᕝᕙᕕ ᒪᒋᐋᒃᐋᕀᖕᕄᖅᒃ" ᐋᕄᖕᖃᖃᐃᖅᒃᒃᕄᕐᒃᑎᖕᕄᕐᕋᕐ ᕀᖕᕈᕐᖕᕉᕟ ᑖᒪᓕ ᕀᕐᐋᕐᕀᖕᖕ ᕀᕄᒡᖔ ᕀᐋᑐᕟᖅᕀᕋ ᕀᓇᓕᒃ. ᑖᒪᕄᕄᕐᕉ ᑕᓕᒃᖕᖅ ᐱᕐᕀᕟᕐᕋᐋ ᐱᕀᓕᕀᐅᕟᕀᐋᕐ ᐃᓕᓴᐃᕈᓂᕐᒃ ᐃᓕᓐᓂᐊᕈᒡᔔᕐᒃ ᐃᓕᓐᓂᐊᕌᕐᖕᓂᖅᒃ ᐅᖃᖅᒃᑕᐅᖅᒃᖕᖅᑕᖅᒃᖕᖅ ᑖᒪᕿᖅᒃᖕᖅᑕᖅᒃ. ᕀᖄᕙᖔᕀᕋ ᕀᐋᕐᕀᕟᕐᕋᐋ ᕀᕋ ᕀᖅᒃᖕᖅᖕᖕᕋᕐ ᐃᓕᓐᖕᖅ.

ᐋᒻ ᑖᐃᒃᓯᒪᓂ ᕿᐅᕐᒃᑐᖅᒃᕝᕐᒃ ᐅᖅᕀᖕ ᕀᕄᕀᐋᖅᒃ ᕀᕋ ᐅᖃᓕᒐᕄᕐᒃᖅᑎᖕᖅᕄᕐᕋᕐᒃᕄᕐ ᕀᖄ ᐃᐅᖕᕀᕐᕟᐋᕋᐋ, ᕿᖅᕀᖔ ᑐᖕᖕᖕᕟᕄᖕᖕᓄᕐ ᖃᖕᓵᖕᕄᕐ ᐅᖅᒃᖕᓂᕐ. ᐋᐃᕋᖅᒃᑐᖕᖕᖕᕟᖅᒃ ᖃᖕᓵᖕᕄᕐ ᖃᖕᓵᕄᕐᕋ ᐃᓕᓐᓂᐊᖅᑎᑐᐃᕀᖔᕐᒃᒃ ᖃᕀᐋᕀᐋᐋᕀᖕᕀᕋᖕᕋ ᑕᕀᕀᕆ, ᕿᕀᓕᕋ ᖃᖕᓵᖕᕄᖅᒃᕄᖅᒃᕿᐋᐋᕀ ᐅᖅᒃᒃᓂᕐᒡᔔᖅᕀᖕᓂᖅᒃ ᑐᕿᕀᕋᕄᖕᖔᕋ ᑖᕀᐋᐋ ᕀᖅᕀᕋ ᐃᓄᐃᑦ ᕿᖕᕀᖔᖅᒃᑕᐅᔭᖅᒃ ᐅᖅᒃᖅᒃᖕᕄᖅᒃ ᑖᒪᕿᕋᐃᓄᒡᔔᖕᕀᖕᕄᖅᒃ.

ᕿᕀᐋ ᕀᕋ ᐋᕀᐋᒃᖕᖕ ᕿᐃᖅᕀᐋᕐᖅᒃᕀᕀᕃᕀᕀᕀᐋᖅᒃᕀᐋ, ᐃᒃᓯᕙᐅᑕᖅᒃ, ᕀᕄᕄᕐ ᕿᐃᕀᕀᕀᕀᕀᕀᕀᐋ ᐅᖅᒃᖕᖕᖕᕀᕀᖕᕈ ᐃᓄᖕᕀᕟᕟᕀᐋᕀᐋᕐ ᐋᒻ ᕀᖅᒃ ᕀᖕᕀᖕᖕᕀᖕᖕᖕᖕ ᕀᖕᖕᕀᐋᑕᐅᖅᒃ ᕀᐋᐃᖕᕀᖕᕀᖕᕀᐋᕀᖕᕀᖅᒃᕄᕐ. ᖃᖕᕀᕄᕋᐅᕀᕀᕀ ᐃᓕᓴᐃᕀᕀᕀᕀᕀᕀᕀᕀᕀᕀᕀᕀᕀ ᕀᖕᕀᐋᖕᕀᕀᐃᕀᖅᒃ ᐃᓕᓐᓂᐊᖅᑐᕟᕈᕀ ᕿᕀᐋᖕᕄᕀᐋ ᐱᕀᐋᕀᐋᕋ? ᐃᕀᕀᕋᐅᖅᒃᑎᕀᕀᕀᖕᖕᕀᐋᕀᕀ ᕀᕀᐋᕋ ᐃᓕᓴᐃᕋᕀᕀᕄᒡᔔᕟᕀᕀ ᐃᓕᓐᖕᕀᕀᖅᐋᖕᖕᕀᕀ, ᐃᓕᓐᓂᐊᒡᔔ ᐅᖅᒃᖕᕀᕀᕀᕀᕀᖅᒃᒃᕀᕀᕋᒡᔔᕀᕀᐋᖅᒃᒃᕀᖅᒃᕀᕋ ᖃᕀᐅᕀᐅᕀᕀᐋᕀᕀᕀ ᕀᕋ ᐃᓕᓐᓂᐊᖅᑐᕟᕀᖕᕀᕀᕀ? ᕀᕋ ᐅᖅᒃᕀᕀᐋᕄᕀᕀᕀ ᕀᕄᕀᕀᕀᕀᕀᕀᕀᕀᕀᕀᕀᖅᒃ ᕀᕀᕀᐋᕋᕀᐋ ᕿᖕᕀᖕᖔᒡᔔᕀ

College representative, my friend from the college said that everything runs on money and they always have to chase after the funding for college foundations programming. What's the position of the Department of Education on that? Thank you, Madam Chairperson.

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

Ms. MacMillan: *Qujannamiik*, Madam Chairperson. There are a number of things that the department does and works in collaboration with Nunavut Arctic College as it pertains to the NTEP program. Most recently in May 2019, as part of the recruitment for Inuit educators, we had worked with the college to reach out to our high school students and provide information, a video, and collaboration is continuing in that area and upgrading the video. That's one way.

Once we hire Inuit educators, we are in the process of developing an orientation, mentorship, and professional development programs, so supporting our Inuit educators with professional and ongoing professional development. *Qujannamiik*, Madam Chairperson.

Chairperson (interpretation): Thank you. I would like to remind Members that our time is running out and we will want to hear closing comments from our guests. Mr. Qirngnuq, I'll allow you to ask two questions and once you're done, I'll go back to John Main, as he will have questions. Mr. Qirngnuq, I'll let you go first. Member Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Madam Chairperson, for recognizing me. My question is on what was just stated by my colleague regarding page 19, paragraph 76.

ᑭᔪᐊᓂ ᑮᓇᐅᔭᖅᑖᕋᔪᓪᓗᓂ ᑭᔪᐊᓂ ᑖᓐᓇ College Foundation ᐱᒋᐊᖅ� ᓂᓄ. ᖃᓄᐃᓕᖕᓚᐧᑕᓛᕐᖅᐧᖅ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᑕᓕᔭᑯᑦ? ᖅᑯᔭᓈᒃ, ᐃᒃᔅᐧᐸᑕᖅ.

ᐃᒃᔅᐧᐸᑕᖅ: ᖅᑯᔭᓈᒃ. ᐃᓕᓐᓂᐊᖅᑐᑕᓕᔭᑯᒪᓄᑦ, ᒪᒃᒥᓚᒃ.

ᒪᒃᒥᓚᓇ (ᑐᒃᓯᐱᑎᒍᑦ): ᖅᑯᔭᓈᒃ, ᐃᒃᔅᐧᐸᑕᖅ. ᐊᑕᐅᔪᐴᖕᑎᒍᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᑕᓕᔭᑯᑦ ᐱᓕᕆᖃᑕᐧᖃᑐᑦ ᑲᑐᔾᔨᖃᑎᖃᖅᑐᑕᒃ ᓄᓇᕗᑦ ᔪᓚᑐᖅᔪᖖᐱᑯᑦᓄᑦ ᑖᒃᑯᐊ ᐃᓕᓚᐴᐱᑯᐧᖅᔮᑕᐧᖅᖖᐅ᠋ᔮᑕᕐᒃ ᐱᖕᔪᑎᑦ. ᒪᓇᖅ᠋ᑕᔫᓚᐴᖅᖖᒃ ᒪᐃ 2019-ᔪᑎᑦᓚᒍ ᐃᓕᒦᐳᑦᓄᖖᐅ ᐃᓕᓚᐱᑖᑕᕋ᠋ᖖᒥᓄᑦ ᐃᓴᖕᖖᕐᒃ, ᔪᓚᑐᖅᔪᖖᕐ ᐱᓕᕆᖃᑎᕐᔭᐧᖅᑕ ᐃᓚᖅᑖᒦ ᖅᑯᑎᖖᖖᕐᖖ᠋ᒃᖖᐅᖖᐅ ᐃᓕᖅᔭᐧᖅᖖᐅ ᑐᖅᔭᑎᕐᔪᖅᑐᒍ, ᑕᕐᒃᔪᖖᐅ ᑕᖅᖖᖖᐅᑦᑐᒍ, ᑲᑐᔾᔨᖃᑎᖕ᠋ᔭᖖ᠋ᒪᖖᖅᖖᐸᖅᖅ ᔮᓯ ᑖᖖᒃᐅ, ᑖᖖᒃᐅᓗᑎ ᓄᑖᔪᓚᖅᖖᑎᕐᔭᐅ᠋ ᑕᖖᒃᔭᖖ ᐊᐴᑕᖖᒃ.

ᑖᐊᓗᓪ ᐃᖅᖖᐧᑖᐴᔭᖖ᠋ᑎᑕᖖ᠋ᔭᐱᔮᑦᑕᕐᖖᐅᑦ ᐃᓄᔮᖖᐧ ᐃᓕᓐᓂᐊᖅᖖᑎᑎᐅᖖᒃᖖᐅᒃ ᑕᐱᑯᑕᖖ᠋ᒃᖖ ᐃᓕᕐᔭᐧᑦᕐᑐᑎᖖ᠋ᖖᐅᖅᖖᐅᑦ, ᑐᑭᔭᐧᖖᖖᑐᑎᖖ᠋ᖖᐅᖖᐅᑦ, ᐱᖅᖖᑕᑐᔪᑎᖖ᠋ᖖᐅᖖᐅᑦ ᖅᖖᑯᑎᖖᖖᐅᑦᖖᐅᐴᖖ ᐃᐴᖖᔭᑐᔪᐱᓚᑐᐴᑐᒃᔭᐴᖖᐅᖖ ᐃᖅᖖᐧᑖᐴᔭᖖ᠋ᖖᐅ᠋ᒃᖖᐅᖅᖖᐅᑦ ᐱᖅᖖᑕᔮᑦᑕᐧᖅᖖ᠋ᖖᐅᖅᖖᐅᖖᐱᑎᐴᖖᐅᖖ. ᖅᑯᔭᓈᒃ, ᐃᒃᔅᐧᐸᑕᖅ.

ᐃᒃᔅᐧᐸᑕᖅ: ᖅᑯᔭᓈᒃ. ᑖᐊᓗ ᐃᖅᖖᐱᐴᑎᑎᕐᔭᐴᐱᓚᔭᐧᖖ ᒪᒐᓚᑐᐧᖖ᠋ᑎᓄᒃ ᐧᖖᐱᐴ ᐃᐴᖅᑎᔮᑦ ᓄᖅᔮᐧᑐᖅᖖᐅᔮᑯᕐᖖᐅᑦ ᑖᖖᒃᐅᓗ ᑮᔮᖅᖖᐧᖖᑕ ᑐᖅᔮᑐᖅᔪᖖᔭᕐᑦ ᖅᖖᐃᔮᑦᔪᑕᕐᖖᐅᖖᐱ. ᖅᖖᐱᖖᔪᖖ, ᒪᔮᔮ᠋ᑦᖖ ᐧᑖᖖ᠋ᑯᑎᖖᔭᖖᐱ ᐧᑖᖖᔮᑎᖖᐅᑦᖖᐧᖅᖖᐅᔮᑦ, ᐧᑖᖖᔮᖖᖖᑯᑕᐴᑦ ᔪᔮ ᒪᐴᔮᔪᑦ ᐴᖅᖖᔮ᠋ᑎᖖᐧᖖᐱ ᐧᑖᖖ᠋ᑯᑎᖖ᠋ᔭᑦᖖᐱᓚᑐᐧᖅᖖ᠋ᖖᒃ. ᖅᖖᐱᖖᔪᖖ, ᔮᔮᑦᑐᖖᔪᖖ᠋ᖖᐱᐧᖅᖖ᠋ᐸᖖ᠋ᑦ. ᒪᓚᑐᐧᑦᖖ ᖅᖖᐱᖖᔪᖖ.

ᖅᖖᐱᖖᔪᖖ: ᖅᑯᔭᓈᒃ, ᐃᒃᔅᐧᐸᑕᖅ, ᐃᓄᑕᓄᔮᓄᖖᕐᕈ. ᐴᒐᖖᔮ ᐧᑖᖖ᠋ᑯᑎᖖᖖᐱᒪᐧᖅᖖᖖᐱ ᑖᖖᒪ ᐴᖅᖖᐴᐃᐴᐴᑦᔪᖖᖖ᠋ᔮᖅᖖᑐᖖ ᒪᓚᑐᐴᖖᑎᖅᖖᑎᖖᓄᑦ ᑖᖖᒪᐴᑦᖖ ᑖᔮᖖᖖᐅ ᒪᔮᐴᔮᒃᖖᑦᑐᖖ 19, ᑎᑎᖖᖖ᠋ᑯᖖᑐ 76 ᐃᓗᐴᓄ. ᕼᐃᓚᑦᑐᖅᖖᕼᐴᔮᐴᐧ ᒦᔮᑦᖖᑦ ᐃᓕᓐᓂᐊᔮᐱᑎᖖᖖ᠋ᑐᐴᐴᒃᑦᖖ ᓄᐴᓄᖖᖖ᠋ᑯᑦ ᖅᖖᑐᑦ᠋ᑦᖖ᠋ᒃᖖ ᐴᖖᖖᐴᑦᖖ᠋ᑐᖖ᠋ᐴᖖᖖᐴᑦᖖᐱᐧᑦ.

With respect to Arctic College, there's a training program offered in 18 communities. "This program is designed to develop English and math skills at the 120 level, along with other skills adult learners need for entry-level or semi-skilled jobs in Nunavut." My question is for the Office of the Auditor General regarding how they think of including the Inuktitut language in the program. I would like to know, hence my question, Madam Chairperson.

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

Mr. McKenzie: Thank you, Madam Chairperson. If it is okay, I'm going to ask Madam Scott to respond to the question. Thank you.

Chairperson (interpretation): Okay. Thank you. Go head, Ms. Scott.

Ms. Scott: Thank you, Madam Chairperson. I will just answer very briefly because I know we don't have a lot of time. We don't specifically mention Inuktitut in the chapter in the report as being offered as a part of ABE Essential Skills, but I understand that it is offered. Thank you, Madam Chairperson.

Chairman (interpretation): Thank you. I will get Mr. Main to ask the next question because we've covered that already, Mr. Qirngnuq.

Mr. Main (interpretation): Thank you, Madam Chairperson. My last question for the Auditor General's office; when you were doing your work looking at the different schools, one of the big barriers to high school students is that they're hungry. There is a big amount of people who don't have enough food to eat. Especially for teenagers it is very hard to admit to your friends that you are

"ᐃᓪᓗᐊᖅᖕᓴᐅᖕᕼᐊᒪᑦᒦᑦᑕ ᑕᐃᕚᕐᒍᖕᓪᑐ ᐃᓕᓂᐊᖅᐸᑎᕼᓕᓄᑦ ᖃᕐᓴᓕᔭᓪᓂᖅᓂᖅᖕ ᑎᑎᖅᖃᓕᑎᓕᓂᖅᓪᑐ ᓴᕼᐊᐅᑎᓕᓂᓂᖅᖕ 120-ᒥᖕ ᐃᓕᑦᖅᐅᕼᐊᓕᓂᔮᖕᐊᓂᖅᑐᓂ ᑕᐃᕚᓇ ᐃᓕᓂᐊᖅᓂᐊᓂᖕᔭᐅᔮᓇᖅᑐᖅ ᑖᖕᕼᐅᓕ ᐃᓄᓪᐊᓂ, ᑕᐃᕚᑯᓄᖕᕼᓕ ᐊᕼᐊᖕᓗᐃᓗᓄᑦᑕᐅᖅ ᐃᓕᓂᐊᖅᐸᑎᕼᖅᑕᖕᖕᓄ ᐅᕐᖕᕼᓕ ᐱᔪᕼᑎᖅᕼᓄ ᕼᐊᓇᐅᑖᕼᐊᖅᑤᓇᖅᖕᖕᓂᕐᒧᓄ ᓄᓇᕝᓄ ᐃᓄᓪᐊᓂ." ᑖᓇ ᐊᐱᕼᑯᑎᕐᕓ ᑕᒪᓪᖅᕼᐊᓕᕼᖅᕼᐊᐅ�an ᒥᕼᓄᓕ ᖃᓄᓐ ᑕᐃᕚᓇ ᐃᕼᐅᓕᒥᕼᐅᕓ ᐃᓄᐃᑦ ᐅᖅᖃᕼᐊᐊ ᑖᖅᖅᓄᖅᖃᐅᔮᓇᖅᕼᕓ ᕼᐊᓇᐅᑖᕼᐊᖅᕼᑕᕼᐅᐊᓂᕼᕓ ᒥᕼᓄᓄᑦ. ᑐᑭᕼᐊᕐᒪᖕᓕ ᐊᐱᕼᑯᑎᕐᕓ, ᐃᕼᕐᕓᐅᑕᓐ. ᖅᑕᖅᓇᒦᖅ.

ᐃᕼᕐᕓᐅᑕᖅᖕ: ᖅᑕᖅᓇᒦᖅ, ᒪᓕᕼᓕᐅᕼᕐᓐ. ᑖᒪᓪᖅᕼᒪᐊᕼᕼᕐᓕᕐᕼᐅᕼᕐᓐ ᒪᖕᓕᕐ.

ᒪᖕᓕᕐ (ᑐᕼᕐᐱᓐᓄᑦ): ᖅᑕᖅᓇᒦᖅ, ᐃᕼᕐᕓᐅᑕᓐ. ᖃᓄᐃᕼᓐᖅᖕᕼᑯᑦᓕᕐ ᒪᖕᑕᖕ ᕼᐃᒦᓐᓕᕓ ᑖᓇ ᖅᐅᕐᕓᕚᓂᖅᑕᖅᕼᓄᖕᐊᕓ. ᖅᑕᖅᓇᒦᖅ.

ᐃᕼᕐᕓᐅᑕᖅᖕ: ᖅᑕᖅᓇᒦᖅ. ᕼᐃᑤᕐ. ᕼᕚᑦ.

ᕼᐃᑤ (ᑐᕼᕐᐱᓐᓄᑦ): ᖅᑕᖅᓇᒦᖅ, ᐃᕼᕐᕓᐅᑕᓐ. ᖃᐅᕐᕚᖅᑤᕚᓇᕐᕼᓄ ᐱᖃᐅᕼᑤᕼᐱᔮᖕᕼᑕᕼᕐᑕᖅᑕ. ᐅᖅᖃᐅᕼᕚᓇᖕᕐᑖᕼᕼᕓ ᐃᓄᕼᑎᓄᑦ ᐅᖅᖃᐅᕼᖅ ᑖᖅᖃᓂ ᐃᓕᓂᐊᖅᕼᕼᓄᕼᕐ ᐊᖅᖃᐃᕚᐅᕼᓄᕼᓄᖕ, ᕼᕚᕼᐊᓂ ᐊᖅᖃᐊᖕᕓᐅᑎᖅᖃᐅᕼᕐᕼᐅᓄᖅᕚᖕ ᑐᕼᐅᕼᓕᖅᖕᑖᕓᓐ. ᖅᑕᖅᓇᒦᖅ, ᐃᕼᕐᕓᐅᑕᓐ.

ᐃᕼᕐᕓᐅᑕᖅᖕ: ᖅᑕᖅᓇᒦᖅ. ᖃᓇᖅᐉᕚᖕ, ᕼᐊᓇ ᐅᖅᖃᐅᕼᓂᕼᖅᕼᐅᕼᓄᕼᐊᖅᖅᕓ ᐃᕼᕚᖕᕓ ᑕᐅᑐᖅᖃᕚᕐᓄᕼ ᕼᐊ ᒪᐃᓐ ᐊᐱᕐᕓᑎᐊᑕᓇᓄᐊᖅᕼᑯ. ᖅᑕᖅᓇᒦᖅ.

ᒪᐃᓐ: ᒪ'ᓇ, ᐃᕼᕼᐃᐊᕼᐅᕼᐉᕼᕐ. (ᑐᕼᕐᐱᓐᓄᑦ) ᖃᖕᑤᓄᕐᖅᕼᑤᕼᑯᑎᓐᓄᓇ ᐊᐱᕼᕼᐅᑎ ᖃᐅᕚᖕᐱᑎᕼᔮᕚᕼ ᐊᓕᓄᕼᕚᕼᓕᓄᕓ. ᐃᕼᕼᐅᓇᐃᔮᕚᖅᖅᔪᕚ ᖅᒥᕼᖃᐊᓄᕼᓗᕼ ᐊᖕᕼᓂᓄᕼᐅᕼᔮᕐᔮᓄ ᐃᓕᕼᕓᓄᕚ ᐊᕼᖃᖅᖃᑕᐅᕼᖅᑕᕐᕼᓄᕼᐅ ᑖᕼᕚ ᖅᕼᑎᓇᕼᕼᓕᖕᒦ ᐃᓕᓂᕼᑯᕚ ᖃᓄᕼᕼᑎᕼᕼᓄᖕᕼᑯᕓᓄᕼ. ᐊᒦᕼᑤᔮᕚᕐᓄᖕᕼᓄ ᕼᕓᓄᕼᕼᕼᕚᕼᑎᐊᕼᕼᕐᓄᖅᕼᑎᐊᕓᕼᕼᕐ, ᕼᓄᕼᐊᕼᔮᕼ ᐃᕼᕚᕚᕼᓄᕼᕼ, ᒪᕼᑯᕼᑯᕼᕓ, ᐃᕼᕼᓄᕼᕼᑎᕼᕼᑕᕼᕼᐱᕚᕓᕼᓄᕼᕓᕼᕼᕼᓄᐱᒪᕚᕼᕐ ᖃᐅᕼᓄᖅᖅᑤᕼ ᕼᕼᕼᕼᑎᒦᕼᓄᕼ. "ᕼᕼᖅᖅᕼᐅᕼᕼᕐᓇᒪ" ᑕᐃᒦᕼ ᐅᖅᖃᕼᕓᐃᕼᕼᑎ.

hungry. You don't want to get out of bed because you didn't have a good meal.

I'm just asking for a brief answer. During your work, audit, did you have any observations regarding food programs offered in the schools and the effect on high school learners? (interpretation) Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. Auditor McKenzie.

Mr. McKenzie: Thank you, Madam Chairperson. There were in certain instances, breakfast programs that were being offered in schools, and they were seen as being beneficial to getting at some of the questions around attendance. It also provided an opportunity for some students who could participate in helping deliver that program. It gave them a bit of outside the classroom type of experience.

I think, as we noted in our report around the strategy going forward, food insecurity, housing, overcrowded housing, are certainly barriers that youth are facing before they come to school. Those should certainly be some of the issues that get included in a strategy going forward. Thank you, Madam Chairperson.

Chairman (Mr. Main)((interpretation): Thank you. (interpretation ends) And as you may have noticed, I just changed seats. (interpretation) Recognizing the time, we have to begin wrapping up our meeting. (interpretation ends) I'll ask now for some brief closing comments. First, Office of the Auditor General, Mr. DeJong.

Mr. DeJong: I'll be quite brief and then pass it over to Mr. McKenzie. Sincere thank you for your genuine interest the subject. It is a lot of work for the team to do work like this

ᐃᖅᑲᓇᐃᔭᖅᑐᒪᑕ ᑭᐅᓯᑲᐃᓴᓇᒪᓇᖅᐱᖅᐅᖅᐃ ᐃᖅᑲᓇᐃᔭᑐᔾ ᖃᐅᓴᖅᑎᖕᒍᔾ ᑕᑯᓂᖅᕆᔾ ᓂᓚᑎᑎᖅᑕᖕᑎᓂᐅᔪᓐ ᐃᓕᓴᐃᐅᑉ ᐃᓄᐊᓂ ᖃᓄᕐᒍ ᐊᑕᐅᓂᖅᖅᑕᖕᑕᖕᖅᓚᓐᒃᑯᑦ ᐃᓴᑎᕝᓐ? (ᑐᕼᓯᑎᒍᔾᐃᓐᖅᖅᑐᖅ) L'ᓇ, ᐃᕼᐅᐋᖁᐅᑕᑦᖅ.

ᐃᕼᕐᖁᐅᑕᑦᖅ: ᖁᑦᔭᓇᒦᖅ. ᑕᒪᒡᖅᔾᒪᔾᕿᔾᐅᖅᑎ ᒪᑭᓐᔾ.

ᒪᑭᓐᔾ (ᑐᕼᓯᑎᒍᔾᒃ): ᖁᑦᔭᓇᒦᖅ, ᐃᔾᖁᐅᑕᑦᖅ. ᐃᓖᓐᓐᖅᑯᑦ ᑕᒪᓪ ᐃᓕᒪᕐᓇᓂ ᐅᑦᕈᕿᒡᑕᓪᓯᓐᖅ ᐊᑐᐊᓇᐅᑎᑎᕆᖅᖅᑦᑕᓚᐅᖅᑐᖅ ᐊᒻᓪ ᑕᑯᔾᐅᕆᓐᖅᖅᑕᓚᐅᖅᑐᖅ ᐊᐢᑎᖅᖅᓯᖅᑖᖅᑕᐅᑦᑐᑎ ᐅᐸᖅᖅᑕᖕᓚᔾᓐᒃ. ᐊᒻᓪᑦᐊᑕᖅ ᐃᓚᖕᕐᖕ ᐃᓇᖓᓂᖅᑖᓐᑎ ᓂᕐᑎᐅᓐᐅᖅᖅᖕᒃᑕᕐᓇᐢᖕᒪᒋᔾᒪᓚᑕ ᐃᓴᑎᕝᐅᑉ ᐃᓅᓇᖕᖕᑕᓐᖅᐅᒃᑦᑐᓐᖅ.

ᑕᖅᐋᓂ ᐅᓂᑅᑲᑎᖕᓇ ᓯᕚᓗᐊᓐᐊᕈᓐᕐᖕᓇ ᓂᕐᓇᖕᖕ ᐊᕈᖅᖕᕐᓇᕐᖕ, ᐃᓐᓄᖅᑎᖕᐊᖕᖕᒏᓐᖅ ᑥᓐᐊ ᐊᐳᖅᖅᑲᑎᖕᒃᕐᓇᐅᑎᖅᖅᑕᓐᖕᖕᒃ ᒪᒃᑯᑐᓄᒃ ᐃᓕᓴᕈᐊᒍᐅᖕᒥᓚᓐᒃᑎᖕᓄᒃ. ᑥᓐᐊ ᐃᓴᒥᔾᐅᒡᐊᖅᖅᑐᖕ ᑐᖅᖕᐊᒡᔾᓐᖅᖕᓇᐅᖅᖅᑖᖕᖕᓇᐊᖅᖕᖕᒃ. ᖁᑦᔭᓇᒦᖅ, ᐃᔾᖁᐅᑕᑦᖅ.

ᐃᕼᕐᖁᐅᑕᑦᖅ (ᒪᐄᓐ): L'ᓇ. (ᑐᕼᓯᑎᒍᔾᑦ) ᖅᐅᔭᕋᑦᖅᐳᑦᑲᐃᔾᑎᓐᖕᑦ ᑕ̇ᓐ ᐃᕼᕐᖁ̇ᓐᓚᕐᒐᒪ. (ᑐᕼᓯᑎᒍᔾᒪᒐᒻᖅᖅᑐᖅ) ᖅᐅᔭᖅᓯᐅᑉ ᑕᒪᓪ ᓫ̇ᓇ ᐃᓕᓐᓐᓇᔾᒍ ᑕᒪᓪ ᐱᐊᖅᖕᖕ̇ᓐᐊᓚᓐᐅᖅᖅᓂᐊᕐᕐᓐᒃ ᑲᑎᒪᖕᖕᓐᑎᖕᓯᑎᖕᓐᒃ. (ᑐᕼᓯᑎᒍᔾᑦ) ᓫᑐᔾᐅᑦᐊᑐᐃᓐᐊᑎᖕᓐᒃ ᓂᑦᓐᖕᖕᕆᒪᕐᔾᖅᖅᑕᒃ ᐊᐱᑎᖅᖕ̇ᖕᒍᔾᒪ̇ᒃᒪᓕ ᖅᐅᔭᖅᓯᐅᖕᖕᑎᕝᕖᐅᑉ ᐊᑦᓐᖕᒺᖕᓗᖕ ᓯᐅᑦᓐᐅᖅᑐᒍᔾᑦᓐᒃ. ᒦᑦᓐ ᑎᕝᖅ.

ᑎᕝᖅ (ᑐᕼᓯᑎᒍᔾᑦ): ᓇᐃᑐᒦᒃ ᐅᖅᖕᐊᔾᐅᕐᑐᖕᓇ ᒦᑦᓐ ᒪᑭᓐᔾ ᓂᖕᒺᓇᕐ̇ᔾᖕᒥᓚᑦᖕ. ᖁᑦᔭᓇᒦᑦᔾᐅᕿᕆ, ᖁᑦᔭᓇᒦᑦᑲᑎᖕᐅᑖᕿᔾ ᑕᖅᐋᓂ ᑐᕼᐸᒥᓂᖅᖕᑲᑎᖕᓐᑐᐃᒍᓗᒃᕿᔾ, ᐊᕝᖕᕆᐊᒍᔾᒪᒧᓐ ᑥᓐᓇ ᐱᓂᖕᐊᓇᕝᖕᓐᖕᐊᖅᖅ ᑕᒪᒺᓐᒃᒍ ᓂᑦᓐᑎᐊᐅᑦᓐᒍᓇ ᖁᑦᑕᓇᓐᑎᖕᓐᑐᖅᖅ.

and it is very rewarding to get the type of feed-back that we've had today.

The danger with a wide scope audit like this is it can look like a lot of individual problems, but what I think what we're coming to the conclusion is that it is a system, and if you want to have real progress, again section 23 of the land claims Act, you are going to have to graduate more people. If you want more teachers in your system that speak the languages of your community, the only real source of those teachers is going to be the education system because it is very unlikely that people coming from away are going to have those skills.

Thank you again for the interest. Thank you for the constructive responses to the audit. I would ask to hand it over to Jim for his final words.

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

Mr. McKenzie: Thank you, Mr. Chairman. Very briefly, when we were meeting with various people in communities and during the planning for this audit, one of the things that people mentioned to us is that the system is not set up to help students succeed, that it's making it difficult for them succeed, whether it's high school students, adult learners, and we have tried in our report to identify some of the areas that need improvement.

It's easy to say and include recommendations, but I just wanted to emphasize a couple of the things that we noted. One is that it's important that all of the organizations, particularly the three that have appeared during this hearing, work together, that this is an issue that needs collaboration and cooperation, that the use and reporting of data and information would, in our opinion,

ᐃᒻᒥᒃ ᐊᖅᑐᕿᐊᒍᓛᒻᒃ, ᓴᓂᒍᑐᕿᐊᒍᓛᒻᒃ ᖃᐅᔨᓴᖁᔨᓪᓕᑦᑕC ᐃᓄᑐᖅᐊᖅᓄᒃ ᐊᖅᐳᐊᕐᕕᑕᕐᐲᐳᐱᐅᕆᐊᒍᓄᒃ ᑕᑯᔪᐊᖅᓄᖄᑐᕿᐊᖅᑐᕐ ᒫᓇ. ᐊᐸᑕᓐᑐᕆᐳᓕᑐ Cᒪᐁᓇ, ᐊᐸᑕᓐᑐᕆᔐᒻᒃ ᖅᑉᕐᐳᐊᖅᑕᑦᑕᑦC ᑲᔪᕐᑎᕆᐊᕆᒪᐁᓄᖅᖂᑲCᐊᐃᒻᒃ ᐂᓴᐲᐱᓛᒃᑉ 23 ᓄᐊᒉᕆᐅᑎᕆᓕᐊᑦᐊᒃ Cᐊᐃᓕᐊᕿᐁᖅᖅᓂᐊᖅᔮ ᐊᒥᔾᓇᖅᖄᓇ ᐃᓴᕗᑐᖃᒻᖅ ᐃᕆᐌᖅᑎᑕᕆᐊᖅᓂᐊᖅᑐᔾ ᐊᒥᔾᓇᖅᖄᓇᒃ ᐃᓴᐂᖅᖃᐳᓚᒍᔾ, ᐅᖅᐳᔾᔪᐊ ᓄᐊᔮᓄ ᐅᖅᒼᓇᒃ C＊ᐌᖅᖅᓚᖂᖅ ᐱᓴᐊᖅᔾᐳᒃ ᐃᓴᖅᓂᐊᖅᖃᒻᓕ. ᔾᓚᓐᑎᓇᖅᖄᓴᒃᖅᓄᖂᐊᑦ Cᐊᐃᒻᒃ ᖅᑉᐂᐃᓴᖅᖃᔾᓴᖅᖂᐁᖅᖃᒻᑎᐃᒻᒃ.

ᖅᑕᔾᖄᓇᒍᒻᒃ ᐂᓕᕆᓇᖅᖃᒻᑎᐊᖅᔾ ᐊᐃᓕᖅᑕᐅᖅ ᐊᒃᐃᓐᑕᓄᖅᖂ ᕿᐅᖅᖃᒻᑕᖅᖅᔾᐳᖃᒃᔾ. ᒫᓇ ᑐᓂᑲᐃᖃᖄᔾᔾᓚᖅᖂᖄ ᐃᓕᓄ ᕿᖂᓐᓇᖅᖃᕈᒻᒃ ᐅᖅᑲᐅᕐᖃᒃᖂᖂᐊᖂᓐᐊᒃ.

ᐃᑲᔾᐌᐳC^ᖅ: ᒪᐅᐊ. ᒥ^ᓐC ᒪᑭᐊᔾ.

ᒪᑭᐊᔾ (ᑐᖃᐃᑎᐃᐁᑐᖄᓯᒃ): ᖅᑕᔾᖄᓇᒻᒃ, ᐃᓐᕆᐌᐳᐁᖅᒃᖅ. ᓇᐃᖄᖃᓐᒼᖄᒍ ᑲᐌᕕᖃᒼᐅᑲᓐᑕᖂᑦᑦC ᕿᐅᒐᕿᐊᒻᖂᒃ ᓄᐊᖂᖃ ᐊᒼᒃᓕ ᐳᖃᖅᑦC ᖅᑉᐂᓴᒻᑦᐊᖂᓂᖅ ᐅᖅᖅᐌᖂᐳᖄᒻᑕᑦᑕᓪᒼᖂᕆᖅ ᐂᒼᒃ ᓐᐃᐅᒪ ᐂᓇᖅᓇᖅᖄᖅᑐᑕᓄᖅᖅ ᐊᒥᕿᐱᖅᖅᖅᐁᔾᓚᖅᕐᑐᖅᖄ ᐂᓇᖅᖄᓇᖅᖄᑎᖂᒃ ᐃᕆᐲᖅᑎᑕᐌᖃᒻᖂ. ᐃᒼᒪᐂᖅᑕᑎᖂᔾᐌᖂᕐᑲᖄᖅᖂᖅ ᖅᑳᑎᖃᒻᖂᒻᒃ ᐂᓴᔾᐳᖂ ᐂᖅᐃᖅᖄᐊᖂ ᐂᓴᔾᐳᖂᒼ. Cᐊᐃᒻᒃ ᐅᓇᖄᑲᐊᑎᖅᓇ ᐊᐳᖅCᐲᐳᐳᖅᖃᖄᖅᖅᐳᒃ ᐂᖅᐃᒪᐊᖂᐳᕿᐊᒻᐁᖂᒻᒃ ᓴᖅᐂᖅᖃᓐᑎᑕᒥᐊᖅᖂᖄᖂᒃ.

ᐊᑐᒃᖄᐳᑲᐳᑐᐂᒼᖂᓄ ᐂᔾᐃᐊᑦᑦᐳᖅᖄᖂᓚᖄᖅ, ᕿᓚᖅᓇ ᐅᖅᖂᑲᓄᔪᒃᔾᖃᒐ ᒪᒀᖂᖂᒃ Cᕿᓚᔾᔾᑎᖅᖃᒃ ᐂᓕᓄᐊᒍᔾᒼᖂᒻ. ᔾᔾᖅᑦᑕᖃ Cᒼᖂᕿ ᐁᒥᖃᒍᔾᖄᐃᑦ, ᐂᓚᖅᖃᑦᒼᖄᖃ ᐁᖂᖃᑦ ᐂᓴᖂᖄᖂᖂᓇ ᐅᖂᖄᓇ ᕿᐳᔾᓚᖂᕐᑐᖅᖃᒃ ᐂᓴᓄᖂᒃ ᑲᑦᔾᖄᑲᑎᐲᖂᕿᓚᖃᐁᖅᖃ, ᑲᑐᔾᖄᑲᑎᐲᐸᐌᖃᒼᑕᒀ, ᐊᒼᒃ ᐅᓇᖅᖃᐅᖃᒼᖂᖃᒍᖅᖄ ᐂᓴᔾ ᓄᐊᔾᓚᖅᖂᖂᖂᒃ ᐊᐳᖅᖂᖂᑲᓄᖂᖃᖂᖅᖂ, ᓴᖅᖂᑎᖅᖃᖂᐁᐁᓄᖂᑦᒀᖂᖂᑦᑐᖅᖄ ᖃᕆᑲ ᐁᖂᓇᔾᔾᓪᖂᒼᖂᓚᖂᕐᑕᖂᖂ ᖅᑉᐂᓴᐁᐳᖃᓇᖅᖄᐳᑲᓇ, ᐊᒼᖂ ᐃᑲᔾᖂᒼᔾᖃᒼᖂᓇᖅ

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strengthen both accountability, the notion of continuous improvement, and also supporting decision-making that the various organizations have to make.

I think that there are opportunities and I mentioned collaboration. I think there are opportunities that the Department of Education, for example, there was a discussion or a comment earlier about career development officers could maybe go more frequently to schools or have more consistent presence in schools. I think that notion of looking at what other resources are available within the community is again an opportunity that the department could benefit from, that they could leverage on the work of others.

Lastly, I think we saw some promising initiatives. We have tried to identify some in our report, and I think the challenge or the key is that programs, policies, and some of those promising initiatives be consistently implemented and that they're sustained over time. There are no easy short-term solutions. It's not something that's going to be fixed overnight, but it will require that consistent and concerted, sustained effort over time to overcome some of the barriers that learners are facing and make the system so that if we came back in the future, people are saying the system is helping students and learners achieve their goals and it's being successful.

Again, just to thank the Committee for providing us the opportunity to appear and also a genuine thank you to the three organizations that were part of the audit. They were very open with us. Officials were very candid in meeting with us and sharing their observations, so again a thank you to them as well. Thank you.

Chairman (interpretation): Thank you. (interpretation ends) We will go to the departments or to the organizations. You

ᐃᓯᒪᓕᑎᐅᖅᑎᖅᓵᖃᑦᑎᖅᑐᓐ ᑎᒥᐅᔨᐊᑦ ᓇᒻᒥᓂᖅ ᑕᐃᒪ ᐃᓯᒪᓕᑎᐅᖃᑦᑕᐊᖅᔪᖕᒪᑕ.

ᑎᒍᔾᐊᖅᑕᖅᑕᖃᐊᖕᒍᑦ ᑲᑐᔾᔭᖃᑎᒌᓂᑦ ᐱᑎᐊᖅᑎᑎᑎᖅᔪᖅᖃᐊᖅᑐᖅ. ᐃᓐᓂᓂᐊᖅᑐᒐᑎᐊᒃᑯᑦ ᐅᑎᔆᐱᑎᑐᓐᑦ, ᐃᓛᒃ ᐅᖅᖃᑲᐅᒻᒌᒪᓐᑦ ᐃᖅᑲᓇᐃᓴᓂᖅ ᐱᕐᑦᑦᐊᑎᒃᑎᓴᒐᓐᑦ ᑕᐃᒃᑯᐊᖃᐃ ᐃᓐᓴᐊᒪᓅᖅᖃᑕᓂᖅᔆᐅᖅᖃᑦᑎᖃᑦᑕᖃᑯᑦᑦ, ᓵᖅᒥᔾᒥᖅᖓᐊᖃᑦᑕᖃᑦᑎᑦ ᑕᐃᓕᖃ ᑕᓪᕐ ᑦᑐ ᖃᓅᑲᐊᓂᖅ ᐱᓐᓂᔆᓐᓂᑦ ᐊᑐᐊᒪᖅᑕᖅᑦᔆᐃᓕᑦ ᓄᐊᓐᒪᓂ ᓐᓐ ᑎᒍᔾᔆᐅᐆᖅᖃᐿᓐᑦ ᐃᓐᓂᓂᐊᖅᑐᑎᐊᒃᑯᓂᑦ ᐃᐊᔇᑎᑐᒐᐊᖅᑐᖅ, ᐱᐊᐅᑐᒐᐊᖅᑐᖅ ᐊᕐᒧᓐᑦ ᐱᓐᓂᐊᓐᐆᓕᔾᖓᑎᓂᑦ ᐱᐱᖅᔾᐆᓐᑦ.

ᐊᒻᒪᕐᑕᖅ ᐱᐆᔆᐊᓂᑦ ᐱᓐᐊᖃᑎᐆᔾᓕᔆᐊᓂᑦ ᑕᐅᔾᒪᒻᒌᑦ. ᐅᓐᖃᓐᔾᓕᔾᐊᖅ ᐃᓐᖓᑎᑦ, ᑕᐃᒪᓐ ᐊᖅᑯᑎᖅᖃᑦᑕᓐᑎᖅᐊᖅᖃᕐᑦᑐᑦ ᑕᓪᐸᑎᐊ ᐱᓐᐆᑦ ᐊᑐᐊᓕᐊᒃ ᐊᐊᐱᑦᑎᑎᐆᖅᒃᐆᑦ ᐊᑐᖅᖃᑎᐆᖅᑕᑯᑦᑕᑯᖅᑦᑦᑯᖓᐆᖅᑦᓐᓐᑎ ᑦᐊᕐᐆᕐ ᐊᖅᖓᓐ ᔆᐆᓐᑎᐊᓐᑦ. ᐱᖅᓐᐊᐱᖅᑦᐆᓐᑦ ᐊᖅᖃᐱᔭᓐᓐᖅᖃᑦᑕᖅᐄᕐᐆᓐᒪᐆᑦᑯᐊᐄᓐᒪᓐᔆ. ᐅᐊᐆᐊᖅᖆᐊᖅ ᐊᖅᖃᐱᓐᔆᐅᓐᑎᐆᐊᓐᑦ. ᑕᐅᔾᐸ ᑦᖅᖇ ᑦᐊᕐᐆᕐ ᐊᕐᔆᐃᖅᖇ ᑲᑐᔾᐄᐅᔾ ᐱᓐᐊᖅᔆᐆᐊᖃᖅᔆᐆ ᑦᐊᕐᐆᐊ ᐊᐆᖅᖃᑕᖃᐄᑦ ᐊᖃᐄᔾᔆᐆᓐᒐᓐᔾ. ᑕᐃᓕᖃ ᐃᓐᓂᓂᐊᖅᑐᑎᓐᓂᖅ ᐅᐄᕐᐆᑦᐆ ᐊᐱᖅᐱᐄᖅᖅᐄ ᐄᓐᐊᐄᖅᖃᓐ ᐃᓐᓂᓂᐊᖅᑐᑎᓐᓂᖅ ᐃᓐᓂᓂᐊᖅᑎᓂᑦ ᑐᓐᖃᐊᖅᐆᓐᐆᑦ ᑎᖅᑎᓐᑎᖅᖃᑦᑕᑕᐊᖅᑐᖅ ᑕᐃᓕ ᑐᓐᖃᐊᐄᔆᐊᓐᑕᑦ.

ᐊᒻᒪ ᖃᑦᓕᓐᑲᐊᖅᓐᔆᐆ ᒃᑎᓂᐊᖅᐄᑦ ᐱᐱᖅᖃᓐᑎᑎᓐᖅᐄ ᐅᖐᓐ ᓵᖅᒥᔆᔾᖃᐄᖅᐄᒪᖅᑐᒐᐊᖅᑐᑦ. ᐊᒻᒪ ᖃᑦᓐᐆᓕᖅᑦᐆ ᐊᓐᔆᔾᓐᑎᓐᔆᐄ ᐱᐊᑐᔭᐄᑦ ᑕᑦᑯᐊ ᑎᒍᔾᐊᑦ ᖃᐅᐄᖃᑕᐅᐆᓐᐆᐆᔆᐄᑦ ᐊᒻᒪ ᐃᖅᑲᓇᐃᓴᐊᖅᑎᓐᐆᕐᑦ ᓗᒍᐄᐊ ᑎᑎᐊᖅᑐ ᓐᐆᐊᓃ ᐅᐊᖃᐊᖅ ᐱᐆᓐᐆᐊᒃ. ᑲᑎᓐᔆᐄ ᐆᐊᓕᐄ ᑦᓇᔆ ᑕᑦᐆᓕᖅᐄᕐᐊᓐᑦ ᐅᓐᐆᑎᐆᑦᐄᑎᐊ ᐊᑕᐊᓐᑯ ᐅᓐᐆᔆᐊᖅᐄᐊᖅ ᓐᑐᔆ ᖃᐄᓕᐆᖅᒃᖃᖓᑕᑦᐊᖅ. ᓵᖅᒥᔆᐄᑦ.

ᐃᕝᕈᐊᐅᑕᖅ: ᒪᓇ. (ᑐᑎᐱᑎᔫᑦ) ᒃᑕᑎᐊᐆᐆ ᐊᑎᓐᖃᐊᖃᓐ ᓵᖃᐆᐊᔆᐆ. 1 ᒌᓐᖃᖅᑐᐆ.

ᐃᓐᓂᓂᐊᖅᑐᑎᐊᒃᑯᓐᖃᖅᐆᖅᖐᓐᑎ. ᒌᓐ ᒪᒃᓐᓕᐊᒻ.

ᐊᐱᔆᐱᑦᐆᑦᐆᑦ ᑕᐃᒪᐊᐆᐊᓐᖃᖅ

have about 60 seconds each. We will go to Education first. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. In closing I want to thank the Office of the Auditor General for their work that went into this report. It is an important tool that the Department of Education will use as we move in forward with improving various areas of education in Nunavut. Also we thank our partners and we will continue to work and collaborate with you. Also we thank the Standing Committee and Members for their important questions, and we will follow up in writing for some of those items that were asked. (interpretation) Thank you.

Chairman (interpretation): Thank you. (interpretation ends) I'll take this opportunity to remind all of the organizations that there were a number of commitments made to provide additional information, so the Committee would appreciate receiving those items at the earliest opportunity. (interpretation) I hope that was clear. Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. Arctic College very much thanks the Office of the Auditor General and their team as well as our colleagues at the departments of Education and Family Services, including others. They were very open and we thank them for that. I would like to thank our officials who are here, Rebecca, Jackie, and Andrea, for their assistance. We would also like to recognize the employees who work very hard.

We have visited the community learning centres to make improvements and to strengthen the programs and that it benefits all Nunavummiut, especially the staff at Nunavut Arctic College and all the employees. Thank you all for your support

�박&ᑕ&ᵃ (ᒍᑼᐱᑎᒍᒃ): ᖁᔭᕐᓇᒦᒃ, ᐃᖃᓇᐃᔭᕆᓯᒃ. ᒪᑐᔨᓱᑐᖕᓇ ᖁᔭᕐᓇᒦᒍᒪᔭᕋ ᖃᐅᔨᓴᖅᑎᕆᐊᑦ ᑎᑎᖃᖅᓄᓂᖅ ᓯᕐᖓᒃᓂ ᐅᓂᒃᑯᓂ ᐊᖅᑯᒃᑯᔭᐃᑦᐅᒋᒪᒪ ᐊᒻᒪᓗ ᓯᖅᐊ ᐃᑲᔪᕐᓇᖅᑐᖅᑐᑦ ᐃᓕᓴᐃᓇᖅᑐᕐᓂᖅᑯᑦ ᐱᑎᓂᐊᓂ ᐊᒻᒪ ᐊᖅᑭᒋᐊᖅᑕᐅᔪᑎᒃ ᐃᓕᓴᐃᓯᓇᓄᕐᖑᔪᑦ ᑐᖅᖓᖓ ᓄᓇᕗᒥ. ᐊᒻᒪᓗ ᖁᔭᕐᓇᒦᒃᑲᓗᑦ ᖃᐅᔨᔭ ᐃᖅᖃᖃᐅᓯᖅᑎᒥᖅᓅᖃᖅᑕᑉᖅᕝ ᐊᒻᒪ ᑲᑎᒪᔨᒋᕙᑦ ᒪᓚᓴᐅᖅᓄᖕᓗ ᐊᓯᖅᕐᖃᖅᕐᖃᐅᓕᒪ ᓯᕐᕙᖕᓂᒃ. ᐃ, ᑕᒪᒃᑯᐊ ᐅᖃᐅᔨᓯᖅᖃᕐᕈᑦ ᑲᓕᖅᖃᐅᓯᓇᕐᖃᖅᑭᑦ. (ᒍᑼᐱᒍᑆᐅᖅᖅᑐᖅ) ᖁᔭᕐᓇᒦᒃ.

ᐃᖅᕆᖃᐅᑦᖅ: ᐧᐄ. (ᒍᑼᐱᒍᒃ) ᐊᒻᒪ ᐱᖅᖃᕐᓱᓇᖓ ᑕᒪᒃᑯᐊ ᑎᒪᖓᔪᖅᑎᑕᐅᒪᔭᖅᕐ ᐊᑕᐅᓯᖅᖑᖅᑐᒋᒃ ᐊᖕᕐᓯᖅᑎᖃᖅᕐᑕᐅᓕᖅᒃ ᑐᓴᐅᒪᒃᓯᑎᓂᒃ ᑐᖅᕐᓯᖃᖅᑕᐅᓕᒃᑕ ᑕᐃᒃᑯᐊ ᖃᐊᑕᐅᖅᕐᖃᓇᖅᕐᖐᔪᖅᒃᒐ ᖃᐊᑕᐅᖅᓄᖅᖐᖅ. (ᒍᑼᐱᒍᒆᐅᖅᖅᑐᖅ) ᑐᖅᕼᐃᓯᑳᕐᖅᖏᖅᑦ. ᕼᐃᓇᓲᖏᖅᕼᐊᕐᖃᕐᓚᖅᑎᒃ, ᒥᒃ ᓯᑌᖅ.

ᓯᕙᖅ: ᖁᔭᕐᓇᒦᒃ, ᐃᑲᔪᕐᓇᖅᑆ. ᓯᓇᖅᖐᖅᕐᓵᕐᒐᖅ ᖁᔭᕐᓇᒦᒃᓂᓄᖅᒍᒃ ᑕᒃᖅᔅᖐᓇ ᕿᓄᓯᓇᖅᕐᖐᑆ ᐊᖅᖃᖅᓇᖑᖅᕐ ᐃᖅᖅᑆᐃᓯᖅᖏᓚᖓᖓ ᑕᒃᖅᔅᖅᒋᖅ ᐱᑎᓱᖅᑲᖏᖅᕼᐅᒃ ᐃᓕᓴᐃᖅᖅᑐᕐᓇᖅᕐᖐᖅᒋᓇ ᐊᒻᒪᓗ ᐃᓇᖅᓄᖅᕐᖐᖃᖅᒃᖑᔅᖐᔥᑐᐊᖅ ᐊᔅᖅᕐᖐᑕᖐᖅ. ᑕᒃᖅᔅᖐ ᐊᖅᕙᖅᓄᖅ ᒪᑐᐃᖑᖅᖃᑕᑕᐅᖅᖐᖅ ᖁᔭᖅᑎᖅᕼᖅᕐ. ᐃᖅᖃᖃᐅᔨᓇᖅᑎᖓᖐᓄ ᑕᖐᖃᒃᖅᑐᖐᑕ ᓂᖅᖅᕼᖅᕼᑦ, ᕼᖅᖅᑕᖅ, ᐊᑐᑎᐊᖅᑕᖅ ᑕᖐᖃᖅᖅᒃᑕᑕᐅᖅᖐᖅᒃᖐᖅᕈᖅᑕᖐ ᐃᑲᔪᖅᓇᖅᒈᓇᖅᒍᖐᖅ.

ᑕᒃᖅᔅᖐ ᐃᓕᓴᐃᔭᖅᑎᖅᖐᖅ ᖅᕐᖄᖅᑖᖅᑕᑎᐅᖅᑆᖅᖐᖅ ᑕᖐᖃᐊᕐᖓᖅᑕᖅ ᐅᖅᖅᑎᖅᑕᐅᖅᑑᒪᒃᖅᕈᔅ ᐃᖅᖃᖃᐅᔨᓇᖅᖐᑦ ᕼᖃᖖᐅᖓᖅ ᑕᖐᖃᖅᕐ ᖅᐱᑐᖅᖅᕐ ᑕᐅᖅᓄᖅᑕᖐᔅᖅᑕᖅᖐ ᓇᖅᕿᒪᓇᕐᓄᕐᔅᖅᑎᒎᖅᑆᖅ. ᑕᒃᖅᕐᖐᖅ ᐱᑎᓱᖅᖅᕼᐃᐅᖅᕆᖅᑕᖐᖐ ᑎᒪᖅᑲᖅᑕᖐᓄᖅ ᐅᖅᕐᖃᖃᖅᖑᖅᕐᖅᕆᖅᖐᑎᖅᒋᖅᑕᓇᖅᒋᒃ ᐊᖅᖅᕿᖅᕐᖃᑎᓇᕐᖅᖐᑆ ᐱᑎᓇᖅᖐᖐᖅᖐᓄ ᑕᖐᖃᑕᖅᑆ ᐊᖅᒃᖅᖃᖅᖅᖖᒃᖖ ᑕᓄᕐ ᒪᒃᖅᑕᐅᖅᖅᑕᑆ. ᑕᒃᖅᖐᑆ ᒪᒍᐃᖖᑕᖖᖐᖓᖅ ᐊᖅᒃᖅᕐᖃᖅ ᖅᕐᖄᖅᑕᖅᕿᖅᖐ. ᐱᖅᖅᖐᖅᑕᖐᒪᖅ ᖅᕿᖓᖅᒋᖅᑕᖅᕐᖃᖅᖐ ᐃᖅᖃᖃᐅᔨᓇᖅᑎᓇᖅᕈᖅ ᕼᖃᖅᖅᕐᖄᖅᑕᖅ ᐊᖅᖅᕐᖄᖅ ᖅᕐᖄᖅᖖᖅᑆᖅ ᐃᑲᔪᖅᒍᐃᖅᕼᖅᕼᐃᐅᖅᕆᖅᑕᓇᖅ ᐊᒻᒪ ᐅᖃᖐᑎᓇᖅ ᒪᖅᖅᑎᖅᑎᖅᖅᖅᕼᖐ. ᐱᖅᖅᖐᑆ ᐃᓇᖅᒋ, ᑲᑎᖅᖃᖅᕈᕆ,

Particularly you as Members of the Legislative Assembly, I thank you for your questions and for supporting our departments and agencies. We're here to get additional support in the future. We welcome you all to go visit Nunavut Arctic College. Thank you very much, Mr. Chairman.

Chairman (interpretation): Thank you. Department of Family Services, Ms. Niego.

Ms. Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) I echo much of the same things as my two partners.

To make it short, I would also like to acknowledge the frontline service providers, such as our career development officers and income assistance workers who are there with our clients every day and identify some of these issues. I would also like to address clients if at all possible. In speaking to your frontline service workers, it is how to inform the department and the decisions being made, and it comes back to the Auditor General spoke of data being important to us. Those discussions at the frontline are a part of that data.

Then also I would like to make mention of the Inuit Child First Initiative. There was a discussion on hearing within the classrooms. There is that potential funding available for individual families to apply for that is managed through the federal government as well as NTI. There is an NTI, Nunavut Tunngavik Incorporated contact.

And then lastly, thank you to my colleague, Mr. Robert Clift. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Clift, I'm not the Speaker, for your information, right?

ᖁᔭᓐᓇᒦᒃᕗ ᐃᓅᖃᑎ ᐊᐱᖅᓱᖅᑲᑕᐅᕋᓱ ᐊᒻᒪ ᐅ�macᑎᓂᒃ ᐃᑲᔪᖅᑐᐃᒪᒋᕕᑦ. ᐃᓕᕿᔪᒪᓄᑦ ᐱᓕᕆᐊᖃᖅ ᐊᕐᕕᐊᓄᑦ ᐊᒥᓲᕙᒃ. ᐃᓕᕿᔪᒪᓄᑦ ᖃᕐᕕᐅᔪᑦ ᐃᑲᔪᖅᓯᖅᑕᐅᒎᓪᒻᓄᑦ ᓯᖅᓂᑎᒪᓄᑦ. ᐊᒻᒪᓗ ᑐᙵᓱᒃᖅᑕᓐᕙ�</br>ᒥᕐᔪᔅ ᐃᓕᕿᒪᓂᓖᖅ ᓯᓪᐳᖅᓵᓐᑎᓂᒃ ᐃᓕᓄᐊᕐᓪᐊᑎᓂᓐᓗ. ᖁᔭᓐᓃᒦᕐᓯᐊᔪᓗ, ᐃᓯᕚᐅᑖᖅ.

ᐃᓯᕚᐅᑖᖅ: ᖁᔭᓐᓃᒃ. ᒪᓐ. ᐃᓄᒥᑎᐲᒃᑐᑦ, ᒥᔅ ᓂᐃᔪ.

ᓂᐃᔪ: ᒪᓐ, ᐃᓯᕚᐅᑖᖅ. (ᑐᒃᓯᐊᑎᒍᑦ) ᑖᒃᑯᐊ ᐅᖃᐅᓯᕐᔫᑎᖅᑐᑦ ᐊ�`ᔅᑐᐃᒪᕖᓂᒃ ᐅᖃᐅᓯᕿᖅᒪᓕᖅᓇ ᓇᐃᓐᓯᑎᕐᓗᒍ.

ᓇᓄᖃᐃ�)]ᒪᔪᒻ Cᐃ`ᐅᔪᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᕙᐅᖃᑕ ᐃᓄᓂᒃ ᑲᔪᐅᖅᒪᔪᕿ ᖃᐅᑕᒫᑦ ᑖᐃᖏᑦ ᐃᓄᑎᓇᖅᑕᐅᖅᑐᑦ ᖃᔪᓐᓃᕐᔪᐊᖅᖃ. ᐊᒻᒪᓗ ᑖᐃᖏᑦ ᐅᐸᖃᑕᖅᑐᑦ ᐃᑲᔪᖅᑕᐅᖅᑐᖅᒪᕿᐊᔪᑦ ᑖᐃᒪᑎ ᑐᕐᓯᑎᖃᑕᔭᖅᒪᖃᒍᑦ ᑕᒪᒃᓴᓇᖅ ᑐᕐᓯᑕᖁᑎᓯᐊ^ᓂᒃ. ᒪᑯᐊ <ᐸᕿᖏᑎᓗ ᐊᖅᑕᐃᕿᒃ ᐃᑲᔪᑎᐊᖃᔭᖅᑕ ᐃᕿᓐᐅᖅᑎᖅᓂᕿᐊᖅᑎᓂᑦ ᐃᓄᕿᓄᑦ ᐊᖅᑐᐃᕿᓂᒃ.

ᐊᒻᒪᓗ ᑖᐃᒃᑯᐊ ᐅᖅᖃᐅᓯᕐᓇᑕᐅᕿᓇᐅ ᒦᐊᕿᔪᕿᖅᑐᖅ ᐃᓄᖅᓯᐊᖏᓂ ᐃᓄᖅᓯᐊᖅᑎᖃᕿᖅᑐᑦ ᓯᕿᔭᖏᑎ ᐊᒻᒪᓗ ᐸᓇᐅᓯᖅᑕᖃᒎᐊᖅᓯᐊᕿᐊ^ᓂᐅᔭᖅᑐᕿ ᑐᒃᓰᕿᐅᕿᐊᖅᑐ. ᐊᒻᒪᓗ ᑐᙵᕿᖅᑐᓇᒃᑯᐊ ᐱᕿᖅᑎᑐᓯᔅᒻᒪᒐ ᐅᖃᒃᑲᐅᐸᖕᐅᒐᕿᕗᑦ.

ᑭᙵᓪᓂᖅᖄᓇᓐᖅᑐ ᖃᔪᓐᓃᖃᓲ ᐃᖅᑲᓇᐃᔭᒃᑎᒥ ᒦᑕ ᕌᑦ ᕿᓕ^ᕗ. (ᑐᒃᓯᐊᑎᒍᔭᖅᕿᑎᐳᖅᑐᖅ) ᒪᓐ, ᐃᓯᕚᐅᑖᖅ.

ᐃᓯᕚᐅᑖᖅ: ᒪᓐ. ᐊᒻᒪ ᒦᑕ ᕿᓕᕗᒃ, ᐅᖃᖅᑎᓯᔭᐅᖅᖃᓇᓇᐅ`ᐅ ᖃᐅᓰᓇᕿᖅᕿ>ᑎᒃ, ᐊᐃ?

ᐳᑦ`ᐅ^ᑕᖅᑐᑦ

>>*Laughter*

We thank the Office of the Auditor General and invited guests on behalf of the Committee for answering our questions. Thank you. We will expect the Office of the Auditor General providing another report next year. The reports and findings are very helpful to us as Members of the Legislative Assembly and some innovative ways on how we can improve the services to the people of Nunavut.

The meeting is adjourned. Have a good evening.

>>*Committee adjourned at 16:59*

Ἀ, C'L⁵ᵇHΔLᐳ⁵ᵇHΔᐅ⁵ᵇ∩ᵇᏧᶜ ᐊᑕᏞᑐ ⁵ᵇΔᶴᏧᐳᐅHΔLᒥ̇ᐅ⁵ᵇᑐᓄᏟᶜ Ḻ'ȯᒥᒥ⁵ᵇᐸᐯᶜ ᑲ∩ᒪᐱᐅᐸᓄᐱ Ꮗᐅᓂᓄᐱᶴᐸᶴ⁵ᵇᒪᒥᐅᶴ᙭HΔᑐ ᐊᐱ⁵ᵇᏧHΔᓂᐱᶴ∩ᶦᓂᵇ Ḻ'ȯ. ᐊᑕᏞᑐ ᓂᓂᐅᶴᓂᐊᶴ⁵ᵇᐳᏧᶜ ᐅᏧᐊ C'L⁵ᵇHΔLᐳ⁵ᵇHΔᐅ⁵ᵇ∩ᵇᏧᶜ ᐊHΔᐊᓂᵇ ᐊᶴᏯᏧᶜ Hᐊ⁵ᵇṖᶴḶ'ᒥᒪᏟ ᐅᓂᵇᑲᒥᐊᓂHΔLᶴᒥᓂᵇ ᓂᓂᐅᶴᓂᐊᓂᏇᏧᶜ HᐅᓇᐅᓂᐊᶦᏞᵉᶦᶦᶜ. ᐊᑕᏞᑐ ᐱᒥᓂᐊᓂᶜᏯᐊᶴᓂᑐᶴᓂᐊ⁵ᵇᐸᐯᶜ ΔᑲᏯᓂᶴᵇᏯᐊ⁵ᵇᑕᶴLᏟᐅᶜᵇ ᐅᏧᐊ C'L⁵ᵇHΔLᐳ⁵ᵇHΔᐅ⁵ᵇ∩ᵇᏧᶜ ᐅᏉᏧᶜ ᒪᒥᐅᒪᐅ⁵ᵇ∩ᐅᶜᐱᏟ ⁵ᵇᒪᐊΔᒥᐅᏅᵇHᐊᓂᵇ ᐱᒥᶜᏯᐊᓂᐊᵇᵃᓂᐅᏅᐅᐊᶴᶴᵇᑐᓂᵇ ᓄᐊᏮᒪᐅᶜ ᐱᶴᏐ∩ᏟᓄᏟ ΔᑲᏯᓂᶴᵇᏯᐊ⁵ᵇᑕᶴᏇHΔ Ḻ'ȯ.

Cᐃᒪ ᑲ∩ᒪᵒᓂᏟᐅᐯᶜ ΔHᐅᒥᐸᐯ⁵ᵇ. ᐅᵒᓄ⁵ᵇᶜᏯᐊᓂᐊ⁵ᵇᐳHΔ.

>>*ᑲ∩ᒪᐱᏅᏟᶜ ᓄ⁵ᵇᑲ⁵ᵇᑐᶜ 16:59ᒥ*