

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.

Chairman (interpretation): Thank you.

ბავშრების ცნობები ოცნებების განხილვის დროს უნდა იყოს ხელმძღვანელებს მიერ უფრო მეტად გაზიარებული. ცნობები უნდა იყოს უფრო მეტად გაზიარებული, როგორც დადებითი, ისე უარყოფითი ინფორმაცია.

უფრო მეტი ინფორმაციის გაზიარება, მათ შორის უარყოფითი სტატისტიკა, ძალიან მნიშვნელოვანია. მე ვთხოვ, დეპარტამენტი იზიაროს ნამდვილი მონაცემები დროებით, როგორც უარყოფითი, ისე დადებითი მონაცემები. მინდა იცნოს, თუ რამდენ ხანია იზიარებდა მონაცემებს.

Δβ/Δβც: ო. (უპასუხე) რი უფრო მეტი ინფორმაცია უნდა იყოს ხელმძღვანელებს მიერ უფრო მეტად გაზიარებული. ოცნებების განხილვის დროს უნდა იყოს ხელმძღვანელებს მიერ უფრო მეტი ინფორმაცია, როგორც დადებითი, ისე უარყოფითი ინფორმაცია.

უფრო მეტი ინფორმაცია (უპასუხე): თუ უფრო მეტი ინფორმაცია, მათ შორის უარყოფითი სტატისტიკა, უნდა იყოს ხელმძღვანელებს მიერ უფრო მეტად გაზიარებული, როგორც დადებითი, ისე უარყოფითი ინფორმაცია. მე ვთხოვ, დეპარტამენტი იზიაროს ნამდვილი მონაცემები დროებით, როგორც უარყოფითი, ისე დადებითი მონაცემები. მინდა იცნოს, თუ რამდენ ხანია იზიარებდა მონაცემებს.

Δβ/Δβც: ო. რი უფრო მეტი.

უფრო მეტი ინფორმაცია (უპასუხე): თუ უფრო მეტი ინფორმაცია, მათ შორის უარყოფითი სტატისტიკა, უნდა იყოს ხელმძღვანელებს მიერ უფრო მეტად გაზიარებული, როგორც დადებითი, ისე უარყოფითი ინფორმაცია. მე ვთხოვ, დეპარტამენტი იზიაროს ნამდვილი მონაცემები დროებით, როგორც უარყოფითი, ისე დადებითი მონაცემები. მინდა იცნოს, თუ რამდენ ხანია იზიარებდა მონაცემებს.

Δβ/Δβც: ო.

leave school before finishing their grade. I'm referring to 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 Members' 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 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

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ገሰ (ጋንታባህ): ለ'ወ. ገብረገብ፣ አባይ ገብረገብ። ለ'ወ. ገብረገብ፣ አባይ ገብረገብ።

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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's available through career development and again, that's 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. I also thank you for indicating that. That issue was brought up by my constituents last year and it's not the only incident, so you have to note that discrepancy so that all the students are treated equally.

I would also like to talk about the issue that my colleague talked about regarding the use of Inuktitut in schools. The Department of Education official indicated that English 120 is a requirement worth 10 credits 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 Nunavut communities who speak Inuktitut, though some are not fluent.

However, what really touched me is what's stated in paragraph 60, which I'll read in

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