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

Stephen Innuksuk Siobhan Moss

#### **Interpreters**:

Chris Amautinuar Andrew Dialla Philip Paneak Blandina Tulugarjuk

### Witnesses:

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

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#### >>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 Oversight of 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

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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.

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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 might be presumed or perceived as negative.

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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.

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(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, head counts, 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. Lightstone.

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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. *Qujannamiik*, Mr. Chairman.

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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." In 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' conference this week was safe and caring schools. The videos are not being highlighted

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**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 thank the department for providing those updated figures, although I would just like to

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**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 Education will commit that it will follow through with these periodic assessments as CAL C°a PPP "ULP"DT C°a C°dd

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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 in 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. (interpretation ends) I wish today was Take Your Kids to Work Day because I'm missing

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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.

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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 sharing is dependent on the candidate, the

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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 our career development officers to high

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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.

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**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 next 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's the division it fell under, therefore the position was filled here in Iqaluit. Qujannamiik, Mr. Chairman.

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

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. (interpretation ends) On page 8, No. 34, the second tab, it also states "...the 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 don't have very many questions, but I also want to ask a question on page 11, (interpretation ends) paragraph 48, (interpretation) which talks about guidance counsellors. Is the Department of Education looking at that? Are those positions filled? (interpretation ends) It states

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"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, (interpretation ends) Nunavut Early Apprenticeship Training, (interpretation) apprenticeship for students. 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.

**Δ<sup>6</sup>/«ÞC<sup>66</sup>**: L'α. ΔϹ<sup>6</sup>σϤ<sup>66</sup>Ͻϲሲ<sup>26</sup>d<sup>6</sup>, Γ<sup>6</sup> L<sup>6</sup>Γϲ<sup>6</sup>.

**Δ<sup>6</sup>/<bc<sup>6</sup>**: L'a. Γ<sup>1</sup> abc<sup>16</sup>.

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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. Department of Family Services, Mr. Clift.

**Δ<sup>6</sup>/«ΡC<sup>66</sup>**: L'α. (Ͻ<sup>i</sup>λΡηͿ<sup>6</sup>) LΓ⊲α<sup>66</sup> <u>L</u><sup>6</sup>α <sup>†</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>6</sup> <sup>6</sup> Δ<sub>2</sub><sup>6</sup><sup>6</sup><sup>6</sup><sup>7</sup> <sup>6</sup>

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**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 with for the schools, but at this point we're

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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 Iggaggaukkaringnig 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.

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**L<sup>6</sup>Γϲ<sup>4</sup>** (Ͻ<sup>1</sup>λ<sup>2</sup>Λ)<sup>4</sup>): 'dϧ<sup>4</sup>α<sup>1</sup><sup>6</sup>, Δ<sup>6</sup>γ<sup>4</sup>«Ρ<sup>6</sup>6. CΔ<sup>6</sup>d Δ<sup>6</sup>bαΔ<sup>6</sup>γ<sup>6</sup>βΛ<sup>6</sup>6. L<sup>2</sup>Δ<sup>6</sup>α<sup>2</sup>γ<sup>6</sup>6. 'Δ<sup>6</sup>6. 'σ<sup>6</sup>Γ<sup>6</sup> Δ<sup>6</sup>σ<sup>4</sup>γ<sup>6</sup>6. 'Δ<sup>6</sup>6. 'dϧ<sup>6</sup>α<sup>1</sup>6, Δ<sup>6</sup>γ<sup>6</sup>8<sup>6</sup>6. 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 would alleviate some of the work that they

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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, and 12? (interpretation) That is my first question. Thank you, Mr. Chairman.

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

**Mr. McKenzie**: Thank you, Mr. Chairman. Certainly attendance issues were a concern that was 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 that they had, there were questions around, for example, the incompleteness of the data or the quality. 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 who 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, do not mean that attendance is not a problem because certainly if students are not attending class, they're not getting the instruction that they require,

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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. 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 it right now with the Student Information System? Has the department taken steps to improve the data or how much training is put into those staff? (interpretation) That is my last question for now. 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.

**Chairman** (interpretation): Thank you. Mr. Kaernerk, do you have a final question?

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**Δ<sup>6</sup>/«ኦር%**: L'a. Δሮ°σ፭%ጋሮሲዶ<sup>6</sup>d<sup>c</sup>, Γ<sup>5</sup> L<sup>6</sup>Γሬ°.

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Mr. Kaernerk.

Mr. Kaernerk (interpretation): Thank you, Mr. Chairman, for recognizing me again. That was supposed to be the last one, but it did come to mind that the recommendation in paragraph 59, Iqqaqqaukkaringniq team, the (interpretation ends) transition team, (interpretation) who are they? Are they at the community level? Are they from the Department of Education? Who are these people? That's definitely my last question. Thank you, Mr. Chairman.

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

**Ms. MacMillan**: *Qujannamiik*, Mr. Chairman. The transition team is located in Arviat and that is in our curriculum division. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just for the Committee, if you could provide some specifics in terms of these two teams. I believe his question was about the two teams. How many staff are on each team and where are they located? Ms. MacMillan.

**Ms. MacMillan**: *Qujannamiik*, Mr. Chairman. The transition team is located in Arviat and the curriculum team is also located in Arviat. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) And then the next part of the question is: 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.

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

Γ<sup>'</sup>C <sup>'</sup>bΔ<sup>'</sup>σ<sup>'</sup>.

**Δ<sup>6</sup>/ペ>C<sup>56</sup>**: L'α. Γ<sup>5</sup> L<sup>6</sup>Γα<sup>6</sup>.

**Δ৽/«ኦር**••: L'a. (ጋጎትበJ°) ላዛ\_ጋ ጋየ/ቴቴቴፕσፈናናር ሲጋሲልቴ/ቴልቴሲና ርቴdላ ኦdኦ Lናżልሮቴሁ«-cልቴ Lናżልቴቴርኦታሪ ቴቴሃታቴ ልቴቴሲልታቴበቴቴ<ና ርቴdላ Lናżቴ ላዜጋ ሲታ<ና? የժታሲቮቴ, ୮ኑ LቴՐርቴ.

**L<sup>b</sup>୮ሬ<sup>a</sup>** (ጋጎትበJ<sup>c</sup>): <sup>ና</sup>dታ<sup>a</sup>a፫<sup>b</sup>, ል<sup>b</sup>/ペ▷ር<sup>c</sup>b. ለ<sup>©</sup>ሁረታσ<sup>b</sup>. <sup>ና</sup>dታ<sup>a</sup>α፫<sup>b</sup>, ል<sup>b</sup>/ペ▷ር<sup>cb</sup>. **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 22. Twentyone. *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 advanced courses could be made available to Nunavut students through distance learning. I'm wondering: of your audit evaluation, how many students were 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 of Canada, Mr. McKenzie.

Mr. McKenzie: Thank you, Mr. Chairman. In terms of the advanced level courses, maybe a couple of 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 department for information and what we got was.... We looked at the information and then there was additional information that we

**Δ৬/«ኦር%**: L'a. (ጋኒትበህና) ላዛሬጋ Δሮቴ ላንበሎኒር ኦሎበና የኦነላ ኦሚና? Γነ L<sub>°</sub> L<sub>°</sub>.

**Lº୮ሬº** (ጋቫትበJና): 'dታ°፞፞፞፞፞፞፞፞፞፞፞፞፞ (ጏ፟፟፟፟፟፟፟ት በታ° ፞ ፟፟፟፟፟፟ጏ፟፟፟ት በ° ር፟፞፞፞፞፞፞ ር፟፟ት 'b∆ 21. 'dታ°፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞ ፟፟ Δ°፟፟፟፟፟ ረ°፟፦.

**Ϥʹαϧʹ**ʹ<sup>6</sup>: ʹϭϧ<sup>ͼ</sup>αϳʹ<sup>6</sup>, ΔʹϒϘϷϹʹ<sup>6</sup>. (Ͻʹ៶ϒΠͿʹ) L<sup>6</sup>Λ<sup>6</sup>ϽͿʹ·ͿϤϲϷʹϲͺ<sup>6</sup>ͿΔ.

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got, but we couldn't 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 we reach out to organizations that we refer to in the audit. It's essentially a process of asking them, "Have we interpreted our reference to your organization correctly?" It was actually in that process that they were able to send us a list of the number of students, and they indicated that there were 13 students that were taking online courses and it was in areas such as, to give you an example, biology. There are challenges, as we note in the report. I don't know if they are necessarily challenges, but in some schools there may be a small number of students who 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.

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 ϤͰͺϽͺϹ·Ϲ·ϧϓϹϥ·ͽϒϷ·ͽʹϺ·ϢϹͺϪϲϲϦ·ͽʹϺ· ϪϦϥ·ͽ;ϳʹͶϧʹ;ϧϲͽʹͶϧϧ·ϭʹϲͺϤ;ϧϧ·ϹϾ ʹϭϲͼʹϭͺϤͼϧϧϲ 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 setting; 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 and 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.

**Ms. MacMillan**: *Qujannamiik*, Mr. Chairman. The department just completed the K to 12 distance learning directive and this improvised the process for families or

 $\Delta$ <sup>6</sup>ታ**ኖ**▷**C**<sup>6</sup>: L'a.  $\Gamma$ <sup>5</sup>  $\triangleleft$ <sup>6</sup> $\square$ <sup>6</sup>b.

**Δ<sup>6</sup>/ペ▷C**<sup>6</sup><sup>6</sup>: L'α. Γ<sup>1</sup> L<sup>6</sup>Γ<sub>C</sub><sup>6</sup>.

**LºΓϲº** (Ͻʹ៶ϟΩͿͼ): ʹͼͿϧ·ͼͺϔͼ, ΔʹϒϘϷϹͼͼ. Δϲ·ͼϭϤͼϽϲͺϹϷͼͿͼ ΛϧͺʹͼϧϥϛʹϲͺϷͼϧ ΓρϟϹϷϭͼͼʹͼʹϼͼϭͼ ϤͼϼϟϹϷϭͼͼʹͼϼͼ Δϲ·ͼϭϤͼϭͼͿϲ ͺϲϲϲϷͼͿϷϷϥϭͼ, ϹΔϧϥϥ Δϲͺϳϲ 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 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

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**L<sup>6</sup>Γር<sup>®</sup>** (ጋ<sup>1</sup>, ት/) ሀ<sup>1</sup>): 'dታ<sup>®</sup> ሲቮ<sup>®</sup>, Δ<sup>1</sup>/ የኦሮ<sup>®</sup>.

Δ<sup>©</sup> Δ<sup>Δ</sup><sup>1</sup>, <sup>Δ</sup><sup>1</sup>, <sup>Δ</sup><sup></sup>

**Δ<sup>6</sup>/<br/>(<sup>5</sup>6**: L'a. Γ<sup>5</sup> <br/>(<sup>5</sup>6) <sup>5</sup>6.

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-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. (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

**Δ•/ペኦር•**፡ L'α. Γ<sup>、</sup>L<sup>ϧ</sup>Γϲ<sup>α</sup>.

**Lº୮८°** (ጋቫትበJና): 'ቴውጐ Δጎ/ペÞርጐ? 'ቴውጐ, ▷⊲ናበ⊲₽Ϥ∆ ▷ርጐ₽ቴ∆°ഫሊና ርժቦ⊲'σ⊲ናካժ በበናጐ/L৮°σ.

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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 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 earlier comment about the role that the division such as educator development plays. They play a key role in terms of being in

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**Δ<sup>6</sup>/«C**<sup>6</sup>: L'α. Γ<sup>1</sup>C LP<sup>6</sup>/.

**LP°7** ( $D\dot{h}$ ANJ°):  $^{6}dh^{6}a\dot{h}^{6}$ ,  $\Delta^{6}H^{6}DC^{6}$ . ΔΛ<sup>16</sup>dΛ<sup>1</sup> CΔ<sup>1</sup>dΔ Δ<sup>16</sup>baΔ<sup>1</sup>σ<sup>1</sup>Γ < <sup>1</sup>αυζ<sup>16</sup>σ<sup>1</sup>Γ <sup>1</sup> 49 <sup>ዓ</sup>ρΓ<sup>γ</sup>ρα<sup>γ</sup>βγ Lτυς 7σ<sup>β</sup> Δς Δα<sup>β</sup>σ<sup>β</sup> በ\L<sup>c</sup> 7-σ<sup>b</sup> Δር\ል°σ<sup>b</sup> Cd৮<sup>c</sup>በ°σ<sup>b</sup>.  $O^{2}$   $O^{2$  $20^{\circ}$  $a \rightarrow a \Delta^{\varsigma_0} \supset {}^{\varsigma_0} / L \sigma^{\varsigma_0} h^{\varsigma_0} L^{\varsigma_0} U C$ .  $\Delta \subset {}^{\varsigma_0} \Gamma^{\varsigma_0}$ Q<sup>6</sup>2Δ ΔιL ΔC<sup>6</sup>ρς  $\sigma \rightarrow \sigma \Delta^{\omega} \rightarrow \Gamma^{\omega} \wedge \Gamma^{\omega}$ 

schools and helping train teachers and others such as principals and vice-principals about the school's policies and ensuring that they are aware of what is required. I just wanted to re-emphasize that as well.

Coming back to your question, we did not look at all of the schools, but in paragraph 49 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 grades 10, 11, and 12. Grade 10 and 11 are mandatory. This can be tracked through the Student Information System and the educational school program plans, 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.

**Ms. Kamingoak**: Thank you, Mr. Chairman. Moving on to paragraph 27 of the Auditor General's report, paragraph 27 of your report

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**L<sup>6</sup>Γ<sub>C</sub>** ()\\A\J<sup>c</sup>): \db<sup>6</sup>a, \D<sup>6</sup>\&\C\C\C\c).  $CL^{b}dA$   $\Delta^{cb}Da\Delta^{c}J^{c}$   $<^{c}CAC^{cb}$  $\Delta$ C $^{\circ}$ O $^{\circ$ ⊲ρά, νο Δαργριγο σο 10, 11, σιμ 12-Γ ΔC\doc JSΔ 10 dL 11  $474j^{6}650^{6}\Delta^{6}50^{6}$ ᠑᠙᠙᠙᠙᠙᠙᠙᠘ᠳ᠘᠘᠙᠙᠙᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ **Ϥ**ልናጋ<sup>16</sup>/Lσ<sup>1</sup>/Γ°σ<sup>1</sup> ΔC°σ4<sup>1</sup>σσα<sup>1</sup>δσσα<sup>1</sup>δος  $\Lambda \subset \Lambda^{5}b \cap S^{5} \subset \Lambda^{5}b \cap S^{5}b \cap S^{5}$  $\Delta C + \dot{A}^c \rightarrow A^b + V^b + \dot{A}^c + \dot$ JC?JJ44d? JJ°L?DC\_d°P4\_0CP Δ፫५ልናበ°σ. የժታ°αΓ', Δυζ<βΕ΄ς.

 $\Delta$ <sup>6</sup>**/የሶር**<sup>6</sup>: L'a.  $\Gamma$ <sup>5</sup> <sup>5</sup> $\Gamma$ <sup>6</sup> ህላ<sup>5</sup>.

**'bΓ°∜J석'**\* (ጋጎዶበJ'): 'dታ°쇼广\*, Δ°۲ペ▷Ć'<sup></sup>\*. CΔL bበ°°\ሁ▷'°ጋΔ° ሲ\▷በ⊂° 27 C'L'°۲۲ΝΤΟσ° ▷σ°ЬС lists a number of factors which can affect students' academic performance, and refers specifically to the high percentage of schoolaged children with hearing impairments. Did your audit also include 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 have mentioned in a previous audit in 2013, issues such as overcrowded housing and 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 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.

**Δ•/ペኦር**••: L'a. Γ'C LP°/.

**LP°7** (ϽʹͻϟႶͿϲ): ʹϭϧͼͼϹʹͼ, Δͼϒ≪ϷϹʹͼ.  $CL^{e}a$   $D/c^{e}D^{e}b^{e}\sigma^{e}$   $\Delta Chd^{e}$ .  $\dot{C}^{e}a$ ለ<sup>5</sup>ረበ'b'<sup>6</sup>ጋር, С<sup>6</sup>୧σ  $C^{L}$ ᠘᠘᠘᠘᠆᠘᠙᠙᠘᠘᠘᠘᠘᠘ dcDQ.pcD.pcCγrTC. Çσσ ᠂ᡃᡉᠵ᠘ᢣᠵ᠘᠘ᢥᢕᠳ᠘᠙᠘ᢆᢣ᠙ᢗᠸ᠘᠙᠙᠘  $DYC^0D^C$   $\Delta C^0\sigma d^0D^C$ .  $C^1L^0YL d^0YD^0D^C$ 2012 ofC<sub>95</sub>d<sup>2</sup>4d<sup>3</sup> らしているとといっているとともしているとともしている。  $\Delta b + 2 \cap C^{\circ} \supset C^{\circ} \cap C^{\circ} \supset C \cup C^{\circ} \cap C^{\circ} \cup C^{\circ}$ ᠂ᡰ᠐᠘ᢞᡳᠧ᠘ᠸ᠘ᢗ᠘᠘᠘ᢗ  $\Delta$ C\&CLO. 24024 $VLQ_{\ell}$ JP74P6, C√0.040, JP4/P6, C√10.00, JP4/P  $DYCC^4D\Delta^c$ .  $\Delta C^4C^4\sigma$   $\Delta^4$  $\Delta C^{\circ} \sigma d \delta^{\circ} \sigma$ .  $^{\circ} b = ^{\circ} C^{\circ} d d$ ϽͿʹ·ႶϤσʹͽͿϷͿʹ·ϼʹʹϧ·ϹϭϤʹͽͺͿϹ  $\Delta C \Delta P_{\rho} C_{\rho} C_{\rho}$  $2^{5}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{6}$   $2^{$ 

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. 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.

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**'ቴՐ՞∿ህላ'** (ጋጎት∩J'): 'dታ°ሲቮ', Δ°ፖ《ኦር'፥. ◁∧ና⁰d∩Ს △፫°σϤና⁰ጋ፫ሲት⁰ď°ሷና. 'ቴሷና⁰ 'ቴኦትᲡሁፖ<<^ለፖኦ⁰ △፫°σϤና⁰ቨና ጋፖር°⁴ቦ⁰ቴጋϤናኪ°ἱር? △፫°σϤና⁰ቨና ዮህ《ና⁰<፫፫Ϥናፊ°∿ቦሲናበሀና ጋጎህ°ሲበ⊲ኖ∿ቦ°σ∿ቦና ለን∀በቦ′ጏቦና. 'dታ°ሲ፫', Δ°ፖ《ኦር'፥.

**Δ<sup>6</sup>/ペ>C<sup>66</sup>**: L'α. Γ<sup>1</sup> L<sup>6</sup>Γ<sub>C</sub><sup>α</sup>.

**L<sup>6</sup>Γ<sub>C</sub>**<sup>6</sup> (Ͻ<sup>ʹ</sup>\2∩J<sup>c</sup>): <sup>6</sup>d<sup>c</sup><sup>6</sup> Δ<sup>6</sup>l<sup>6</sup>  $\Delta C^{\circ} \sigma d^{\circ} D = \Lambda^{\circ} C D^{\circ} C D^{\circ} C$ ۵٬۲۹۵ مار۱۰۵۲۲ کار۱۶۸ مار۱۶۵۲۲ مار۱۶۵۲ مار۱۶۵۲ مار۱۶۵۲ کار۱۶۵۲ کار۱۶۵ کار۱۶ کار۱۶۵ کار۱۶۵ کار۱۶۵ کار۱۶۵ کار۱۶۵ کار۱۶۵ کار۱۶۵ کار۱۶۵ کار۱۶ کار۱۶۵ کار۱۶۵ کار۱۶ کار۱۶ کار۱۶۵ کار۱۶۵ کار۱۶۵ کار۱۶ کاراژ ک  $4^{L}\Delta C + \Omega^{c}\Omega^{c}D^{c}C^{b}DC$   $\Delta C + \Delta A C^{b}$  $\Delta b \prec^{\varsigma_b} \cap \sigma^b \Delta b \prec^{\varsigma_b} \cap^{\varsigma_b} \cap \sigma^c \supset$ . Leader 50% 'PP%Cσ ΓΡίΟρσ%<'Δ' ΔσλδσΈςΩα' <u>Δι</u> ΔΓζσίβλΩς (dcΛσίβλΓβ Δςλάς)  $\Delta$ C\CO\LC $^{6}$ D $^{6}$ C C $\Delta$ L $\Delta$ C) $^{6}$ C $^{6}$ C 244C'60C">DC">. P&C"F 4&%C"  $\Lambda \gamma L C^{5}D\Delta^{c} C \Delta L \Delta^{c}D\sigma^{b} \gamma^{2} C^{5}D^{5}$ ᠫᡃᡪᢣᢉᠡᠦᢛ. CL°ᡆ ᠪᠵᡟᢛᡆᢛᠫᢛ ᠰᡄᡎᡆᢀᡕ᠘᠇ᢆᠮ  $L^{\circ}$ achdach  $\Delta b + V^{\circ} +$  $^{6}$  $DYC^DC^DC^{-1}$ .  $YC^DC^{-1}$ .

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(%)** Γ' (6) Γ° (1) Δ<sup>6</sup>.

**'bՐº┧ሳ'** (ጋጎትበህ'): 'd৮°៤ቮ', Δº/᠙▷Ċ<sup>'</sup>. 'bጔ'፫ ፭°ፚ፭'b'ሲ<sup></sup>°ቦ'ጋ፫ሲት'ዕ ለ፫ሊ/L፫<sup>™</sup>b° CLጋͿ<sup>™</sup>ሁ? ዾሷናበ°ፚ፫ ▷ጔ<sup>™</sup>ጋ'ᡶሲና Cd৮▷ናበ'LC. 'd৮°ሲቮ' 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 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....

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**Δ<sup>6</sup>/ペ>C<sup>6</sup>**: L'α. Γ<sup>1</sup> L<sup>6</sup>Γα<sup>α</sup>.

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**Δ<sup>6</sup>/«ΡC<sup>6</sup>**: DHd<sup>6</sup>HP<sup>6</sup><sup>6</sup>Γ<sub>C</sub>P<sup>2</sup>L<sup>6</sup> <sup>6</sup>δ'Δ<sup>Δ</sup>C. L<sup>2</sup>α. (Ͻ<sup>1</sup>λΡησ) Γ<sup>1</sup>C CP<sup>26</sup><sup>6</sup>Γ, P<sup>1</sup>δΡ<sup>1</sup>δ<sup>6</sup>6<sup>6</sup>δ<sup>7</sup>δ<sup>6</sup> 4Λ<sup>6</sup>δη<sup>6</sup>σ<sup>6</sup>, Ͻ<sup>1</sup>λΡησ<sup>6</sup> Ͻ<sup>1</sup>δ<sup>6</sup>ΛΡ<sup>6</sup>C<sup>6</sup><sup>6</sup>Γ<sup>6</sup>L<sup>6</sup>. Γ<sup>1</sup> CP<sup>26</sup>Γ.

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.

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you for clarifying that. (interpretation) You will try again, Ms. Towtongie. Let me remind the Members and

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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 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 generally adhere to past practices by looking at past decisions, what paths they took and what route was taken. Sometimes employees have personally taken that on in trying to collect information or recruiting potential students. In moving forward, we introduced this as we hired more staff within communications and looking for students to take communications training or orientation. We are filling these positions. Even with that being the situation, although these are indeterminate positions, we will be working cooperatively at Arctic College to provide the training.

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Obviously in the future we may have to provide more public outreach efforts, especially those targeting our communities and public announcements. This cannot be accomplished solely at Arctic College, as we need to travel to the communities and this is quite clear already. We wish to advertise the communication postions in the future and the board of governors directed us to draft better plans at Arctic College over the next ten years and our future plans for Arctic College in Nunavut.

Additionally, we need to include our collaborators that I mentioned yesterday, Memorial University, wherein they agreed to be involved and to provide more training to our staff on their past practices and in particular the more remote communities where they conducted their work.

Again, Canada-wide, we are involved with the Colleges and Institutes Canada. The director of CICan went to Nunavut for the first time, (interpretation ends) their first time in Nunavut, (interpretation) and they agreed to provide assistance.

Also, in the communities closest to us, we work with Inuit organizations that are open to cooperation and we began collaborating with them more as they too provide services to their constituents and to students in the communities, including NTEP students. Also mentioned briefly yesterday were the other organizations such as Kakivak, the Kivalliq and Kitikmeot Inuit associations, and we intend to work closely with them to have a comprehensive plan in the future as we can't deal with this unilaterally.

As well, with the Department of Education, we just recently arrived at an agreement to move forward, and this agreement isn't just for a single year. We plan to provide many opportunities to Arctic College students who

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

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. Also on page 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 the core Adult Basic Education program. 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 to deal with your question regarding adult learning, but you are going a little too far forward. Mr. Suvega, if you would like to respond to that right now.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. I also thank you for the question. In speaking of past practices, we use that to see what was useful and sometimes the results would differ, but at Arctic College we have tried to determine how to have it applied to other communities. We use best practices and have it worked out in one community before applying it to all the others, and in particular the smaller communities we rarely hear back from.

After the meeting in Baker Lake last spring, the board of governors provided a directive asking for a study to provide more assistance to smaller, non-decentralized communities through courses, opportunities, and communications. Thank you, Mr. Chairman.

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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. 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 the 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 provided with 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. In paragraph 49 of our report that's where we indicate that for the seven schools that we examined, we found evidence that students were preparing career and program plans.

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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 they are completed and then put in a file, but in fact that if they could be integrated into, for example, hands-on learning opportunities and 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 interests in school.

We did note in, again in paragraph 49, the number. What I would say is 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. Thank you for the question. Currently the Department of Education is working with our regional school operations, principals, and educator development to

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ΚʹͼϷͶʹϧϲϧ ΔʹͼϧͼϫͿͼʹϧͺ ΔϲʹͼϭϤͼϽϲϲϧϧϥϲ ΠηςͼϧϯͰͰϹ Δϲʹϧϧͼϧ ΔϲʹͼϭϤͼϽϲϲϧϧϥϲ ΠηςͼϧϯͰͰϹ Δϲʹϧϧͼ Δϲʹͼϭϥͼ, ͰϲͼʹϧϯϽϪͼͼϲϥͼϧͼ ΔϦϲϷʹϲϲϲʹͼ Κͼͼϧϲϲϥϭϧͼ ϤϷϲͼϧϧͼ, ʹϧϼϪϲϷʹϧϲϲͼϧ ϲͻͼϪϛϲʹϧϲ ϤͰϲ Ληϥʹͼϭϥͻϥϲʹϲ ϤͰϲ Δϧϧϧϧϲʹͼ,

 $\Delta$  የ/ የ C የ L ' a.  $\Delta$  ር °  $\sigma$  ላ የ ነጋር ሲ ት ዕ ር ,  $\Gamma^{\mbox{\tiny $V$}}$  L ነ ር  $\Delta$  ር °  $\sigma$  ላ የ ነጋር ሲ ት ዕ ር ,  $\Gamma^{\mbox{\tiny $V$}}$ 

**L<sup>b</sup>Γ<sub>C</sub><sup>a</sup>** (Ͻ<sup>i</sup>λ<sup>2</sup>Λ)<sup>c</sup>): 'dϧ<sup>a</sup>α Γ<sup>i</sup>, Δ<sup>b</sup>λ<sup>2</sup>Φ<sup>C̄i</sup>.
'dϧ<sup>a</sup>α Γ̄<sup>c</sup> ΔΛ<sup>b</sup>dΠ<sup>b</sup>υ<sub>Δ</sub>c. Γ̄<sup>a</sup>α Ϸ<sup>ζ</sup><sup>b</sup>
Δ<sup>c</sup><sup>a</sup>σ<sup>4</sup><sup>b</sup>Ͻ<sup>c</sup>Λ<sup>b</sup>d<sup>c</sup> Λ<sup>c</sup>Λ<sup>5</sup>bΠ<sup>5</sup>b<sup>c</sup>
Δδ<sup>c</sup><sup>b</sup>λ<sup>2</sup>λ<sup>c</sup> Δ<sup>c</sup><sup>a</sup>σ<sup>4</sup>δ<sup>c</sup>α Δ<sup>c</sup><sup>a</sup>σ<sup>4</sup>δ<sup>c</sup>σ

ensure the CPP is part of the education and program planning. The fall review will be soon submitted to the regional school operations for review in the department. There is an opportunity built in to ensure that 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. My questions are now geared towards school counsellors. First of all, can you explain to me what a student support assistant does? What does the person do in that job, school support assistant? Thank you, Mr. Chairman.

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

**Ms. MacMillan**: *Qujannamiik*, Mr. Chairman. A student support assistant

CL°a CPP Δc/bblj4°L°i6°
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'PΓ'?σ° JσbDσ4c°D° L°aLbc
Ċbds dacyblles
Δc°σ4°Achbbs 'PΓ'?bdσ4°LC
Δc°σ4°Dchbbc CLbd Δc°σ4?Λ'
ΛαγδηΓηθής CLbd Δc°σ4?Λ'
Λαγσίς 40Δ°aD/CDbj4°L°iC.
'db°af°, Δb/4Dc'°.

**Δ<sup>6</sup>/<6>** L'α. Γ<sup>1</sup>C ἀ<sup>1</sup>6

**ፈናፈላ** (ጋኒ ት በ J ና) : የ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ያ ና ይ ተ የ ይ ተ የ ያ ና ይ ተ የ ይ ተ የ ያ ና ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ ተ የ ይ

**Δ<sup>6</sup>/«ኦር%**: L'a. Δሮ°σব%ጋሮሲዶ<sup>6</sup>ሪ, Γ<sup>5</sup> L<sup>6</sup>Γሬ°.

**Δ৬/ペレርና७**: L'a. Γ<sup>1</sup>C d<sup>1</sup>6d<sup>1</sup>6.

**ዻ፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፟፟፟፟** (ጋ፟\ት\ባJ<sup>°</sup>): 'dታ°ฉ广<sup>°</sup>, Δ<sup>°</sup>ነላየኦር<sup>°</sup>.

ላለጭሰስ<sup>°</sup> ነን ጋናጭበር ናርታ ነው ፊር ው ፈናጭ ነር
ኦናት ራር ነራ ልር ው ፈና ነር ኦውተ ነር ነልባ
የተር ሲ ነውርናት ላ<sup>°</sup> ሊጋ የተመ ል አላጭስ<sup>°</sup>?

'dታ° ሲ ሶ, ልዮነላየኦር<sup>°</sup>.

**Δ<sup>6</sup>/ペ▷C<sup>6</sup>**: L'α. Γ\ L<sup>6</sup>Γ<sub>C</sub><sup>α</sup>.

provides supports and works in classrooms 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?

**Δ৬/ペレርና७**: L'a. Γ\C વં<sup>4</sup>dવ<sup>4</sup>6.

**Δ<sup>6</sup>/ペ>C<sup>6</sup>**: L'α. Γ' L<sup>6</sup>Γ<sub>C</sub><sup>α</sup>.

**L<sup>6</sup>ΓC<sup>6</sup>** (Ͻ<sup>1</sup>λ<sup>2</sup>ΛΟ<sup>1</sup>): 'd<sup>2</sup><sup>6</sup>α Γ<sup>6</sup>, Δ<sup>6</sup><sup>1</sup>
C<sup>6</sup>CLσ<sup>6</sup> Δ<sup>6</sup>6α Δ<sup>2</sup>6
C<sup>6</sup>CLσ<sup>6</sup> Δ<sup>6</sup>6α Δ<sup>2</sup>6
C<sup>6</sup>CLσ<sup>6</sup> Δ<sup>6</sup>6α Δ<sup>2</sup>6
C<sup>6</sup>CLσ<sup>6</sup> Δ<sup>6</sup>6α Δ<sup>2</sup>6
Δ<sup>6</sup>6α Δ<sup>2</sup>6
C<sup>6</sup>σ<sup>6</sup>1<sup>6</sup> Δ<sup>6</sup>6α Δ<sup>2</sup>6α Δ<sup>2</sup>6

**Δ•/ペレር·**Φ: L'α. Γ'C Ϥ<sup>ʹ</sup>·ͿͿϤ<sup>ʹ</sup>Φ.

**ዻ፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፟፞፞**່ດ (ጋ፞፞፞፞፞፞፞፞፞፞፞ትጠሪነ): የdታ°፞፞፞፞፞፞፞፞፞፞፞፞፟፞፞፞ ላኮት የኦሮ አስተር የነትት ላኮት የርግ ተመሰው የተመሰው የተመሰው

Am I going in the right direction? I'm just 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.

**Δ<sup>6</sup>/<br/>(%**: L'a., Γ', L<sup>6</sup>Γα.

**Δ৬/ペレርና७**: L'a. Γ<sup>ւ</sup>C Ϥ<sup>ና</sup>dϤ<sup>ና</sup><sup>6</sup>.

**ἀ'ἀΔ'\*** (ϽʹͱΑΠJ'): 'ἀϧ·αΓ'\*, Δ<sup>ﻪ</sup>γ≪ρĊ'\*.
'ἀϧ·αΓ'\* ϽΡγΠ'γϞ·α΄, Ϛϗς. ϹΔL
ΔϹ ϭϭ'ϗς ϹLΔϹ Δρς Λε'δικς'ς?
ΛC'δι'σ'\*<
CΔL α Δ<sup>ﻪ</sup>γ≪ρĊ'\*. Δ'δι<sup>\*</sup>ν'L''

Κ΄δι'σ'\*<
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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 principals 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.

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**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. Indeed, in listening to the questions and corresponding responses, one opines occasionally as an Inuk and having the capacity to speak Inuktitut that sometime in the future, related to the Inuktitut language, I hope they ask the exact type of questions about different matters related to Nunavut. The Inuktitut language is critically important. Furthermore, it has to be properly taught. Now, I was forced to learn in English, so I will be using that language to raise my questions, Mr. Chairman.

(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 percentage point difference between the two marks while a more recent analysis conducted under your current audit notes a difference of 20 percentage 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.

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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

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Department revise the policy to further reflect *Inuit Qaujimajatuqangit*." What is the current status of the student assessment 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. Yes, I want to make a small addition as we all know from the time that the Nunavut territory was created, the government identified Inuit *Qaujimajatuqangit* as a base, and that statement was made over 20 years ago now. If I understood him correctly, at this time, it is under review and finally being implemented or perhaps I misunderstood. To reitierate, it's been 20 years since Nunavut was created and the verbal commitment was always made to use these principles. Now I would like some clarification on that. Is this a brand-new initiative that they are reviewing or is this finally the implementation of the twenty year old IQ principles? Thank you, Mr. Chairman.

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

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

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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 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 respect to offering these types of courses, as we note in our report, were a lack of teachers that had the backgrounds 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,

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I'll ask a similar question to 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. 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 ed. For example, the technological support that would be required and videoconferencing 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. Chairman.

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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. (interpretation) Thank you.

**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 counsellors. 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 counsellor 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 counsellors are available in schools. I think, depending on the jurisdiction, what 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

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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 ever to achieve Article 23 and reach the 85 percent Inuit employment, it's going to be several organizations that are going to be

ἐ˙᠑ ϤϹϷϟ΅ Δၨቃረ፫ሲσϟ ʹቴነረσ₽Ϥ΅ Δ፫៶ჼΩσჼ Δbϟʹቴ·ϹʹϿσ. CLºdϤ ἀ\ϷՈჼՐ°σჼ ΦΟΔσʹቴነቴ·ϹʹჼϽʹ.

**Δካ/ペレር%**: L'a. Γ'C cΔና/ጋ°.

**ϲΔና/ኃ°** (ጋጎትበሀና): 'd৮°α广<sup>6</sup>, Δ<sup>6</sup>/ «ϷϹ<sup>6</sup>6. 'd৮°α广<sup>1</sup> ጋΡ/በናበቦላናልና.

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. *Oujannamiik*, 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. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you.

P┧Ġ᠀ᡪ ΔლσϤͽΠΟΡϧሲϤϳ· ΔლσϤʹϐʹͼϧ, ϒϲ·ϽͽͰʹϳϐʹͼϧ, Ϥϒʹϻͼͻ. ΔϳϒϲϲϒϹϳϸͰϹͼʹͰϲ ΔϲͼϭϤʹϐϲͺͰϭ ϤϥͼʹʹϻϲͶϥ϶ͻͿͿ·ͻ ϹͿϧϥ Δϳϒϲϲϳ϶ ϹΔΙΔ·Ͻϭϧ ϹϥͰϹͼʹϧ.

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**Δ<sup>6</sup>/ペ>C<sup>6</sup>**: L'a. Γ<sup>5</sup> L<sup>6</sup>Γc<sup>a</sup>.

**Lº୮८º** (Ͻʹ៶ͰΩͿʹ): ʹϭͿϧ·ʹͼͺϷ, ΔͼͰʹϘϷʹϲͼ. ΔͰϹϹϷϽϹϷʹͼϹͼͼϽͼͼ Ͼʹͼͼ ϧϽ;ͰͼϼͶϾͼϭͼ, ͰͰϤϭ ΔϹʹϛϪʹͰ Ϥͼϧϲͼͼͼ ΔϹͼϭϤͼͶ·ͶͰϷϭϭͼͿͼͺ ͼͺ϶ͼͺϪϧϪͰϷʹͼϹͼϧϽͼ. ʹϭͿϧ·ͼͺϲͼ, ΔͼͰϘϷϹʹͼ.

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Mr. Lightstone.

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.

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

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

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

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.

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.

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

Ms. MacMillan: Qujannamiik, Mr.

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**Δ<sup>6</sup>/ペ▷C<sup>6</sup>**: L'α. Γ\ L<sup>6</sup>Γ<sub>C</sub><sup>α</sup>.

**L<sup>6</sup>FC<sup>6</sup>** (Ͻʹ៶ϟႶͿ<sup>6</sup>): ʹϭͿϧ<sup>6</sup>Ⴍϳ<sup>+</sup><sup>6</sup>, Δ<sup>6</sup>γʹ≪ϷϹʹ<sup>6</sup><sup>6</sup>. Ϲʹ<sup>6</sup>Ϳϭ ἀͺʹϒϷϹ<sup>6</sup><sup>6</sup> ϽϷϒͿʹϹϹ<sup>6</sup><sup>6</sup> ϷϷϲʹ<sup>6</sup>>Ϳʹ. ʹϭͿϧ<sup>6</sup>αϳ<sup>6</sup>, Δ<sup>6</sup>γ≪ϷϹʹ<sup>6</sup>6.

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**CΔΥ΄)<sup>®</sup>** (Ͻʹ\ΑΛΟ'): 'dϧ<sup>®</sup> α Γ˙<sup>®</sup>, Δϧ<sup>†</sup> «Ϙ<sup>†</sup> «Α΄, ϽΡγ΄ μ<sup>®</sup> υ CΔ<sup>®</sup> d Δ Δ Δ α΄ α΄, <sup>†</sup> « <sup>†</sup> » <sup>†</sup> » <sup>†</sup> « <sup>†</sup> » » <sup>†</sup> » ° » <sup>†</sup> » °

**Δ<sup>6</sup>/ペ>C<sup>6</sup>**: L'α. Γ' L<sup>6</sup>Γα.

**L<sup>b</sup>「C<sup>a</sup>** (Dİ\ANJ<sup>c</sup>): <sup>5</sup>db<sup>a</sup>aİ<sup>b</sup>,

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 reclarify 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.

**Ms. MacMillan**: *Qujannamiik*, Mr. Chairman. We're definitely considering that.

**Δ•/ペ⊳ር·**•: L'α. Γ'C ϲΔና/ጋ<sup>°</sup>.

**Δ<sup>6</sup>/ペ>C<sup>56</sup>**: L'a. Γ<sup>5</sup> L<sup>6</sup>Γc<sup>a</sup>.

**Δ<sup>6</sup>/«>C<sup>6</sup>**: L'α. Γ<sup>1</sup>C CΔ<sup>2</sup>/2<sup>3</sup>.

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

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**L<sup>b</sup>Γር<sup>a</sup>** (ጋጎትበJ<sup>c</sup>): 'dታ<sup>a</sup>a i<sup>b</sup>, Δ<sup>b</sup>/ 《PC<sup>c</sup><sup>b</sup>.

ላ<sup>L</sup>L<sup>a</sup> 'dታ<sup>a</sup>a i<sup>b</sup> C<sup>a</sup>a 〈Λ<sup>c</sup>bdnru<sup>b</sup>σ.

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Λ/L<sup>a</sup>r<sup>c</sup>C<sup>c</sup>u. 'dታ<sup>a</sup>a i<sup>b</sup>, Δ<sup>b</sup>/ 《PC<sup>c</sup><sup>b</sup>.

**Δ•/<>▷ር•**: L'α. Γ'C αΔΥ΄Ͻ•.

**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. (interpretation ends) 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 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 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

**Δ<sup>6</sup>/ «ÞC<sup>56</sup>**: <sup>5</sup>dታ<sup>6</sup>α Γ<sup>6</sup>. Γ<sup>5</sup> L<sup>6</sup>Γ C<sup>6</sup>.

**Lº୮८º** (ጋጎት/በሀና): የdታ°ሲቮቴ, Δቴፖዊኦርቴ. ሷ, CL°ሲ Δሮቴፖራንታኦተግሲመብቴጋ ΔርጎΔትነጎቴፖሶማግር. የፖላመ ኦፕሪቴሪቴ ግንሬ°ሲጋርቪናበላቴ CL°ሲ ላፖትረናσቴՐና ΔርጎΔትና ላፖንትቴርΔ°ሲኦተቤር የፖላመ ሲጎኦበመቴ ወላሀ°ሲቴርጵና. የdታ°ሲ፫ቴ, Δቴፖዊኦርቴ.

**Δ৽៸<⊳ር·**: L'a. (ጋጎ,ኑበJና) Űa. Þσ•ḃና Δϲ·σϤʹϐϤͻ·ϼϚ Ͻϔ·ͿͿͰϹ ϤႶʹͼͿϦ·ϧ;·ͼʹ·ϧ·ʹͿ·Ϳͻ. Γʹϲ ʹ·ϼ··ʹͿ·ͼ.

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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**Δ•/ペレርና•**: L'a. Γ<sup>ւ</sup>C በታ<sub>°</sub>.

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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 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

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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, Mr. McKenzie.

Mr. McKenzie: Qujannamiik, Madam Chairperson. 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 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

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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, Madam Chairperson. (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, 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

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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 recommendation. Thank you, Madam Chairperson.

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

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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 education? (interpretation) Thank you, Madam Chairperson.

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

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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, Ms. MacMillan. Thank you.

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

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

Mr. Main (interpretation): Thank you, Madam Chairperson. (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 it 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 English 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 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.

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√\F49.6 C.6QQ CrFehrL'α, Δ<sup>6</sup>ΗΔ</bd>

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**Δ<sup>6</sup>/«>C<sup>66</sup>**: (Ͻ<sup>ί</sup>, ϒΛ): ΔΛ)<sup>16</sup>, LĊ<sup>1</sup> γϧς.

**/ፅሩ** (ጋኣትበJና): የdታኄሲቮኑ, Δቴሃላይርናቴ. ርቴሲ ▷የቴኦፖሊታልና ሲጋሲልቴፖሊቴሮቴ የሚኖረትውሮቴ 12 የቴግሷበጋና ልርርኦፖሊታሊላሮቴ የቴኄዮቴሃውሪቴ ጋየፖኦኒታናበታና. ርቴሲ የዕላዊፖውሮቴ 12-Γና ለታሲንርኦተቴሲቴንንቴ, ርቴሲ 〈ልናናቴርናፖውውረቴ የቴኦኦኒቴርኦቲቴ ርቴፖፒቴኒ ለርቴሲላቴቴቴበርኦቲውና ጋየፖኦኒኒር, የቴኒዮቴላሪት ርቴሲ ልርቴሊተቴሪ አድር ልርተው መቀላሁኒና Եስፖኒኒኒስቴ 70 >ካቴፔ በበናሲላቴቴቴንቴ ላኒኒ ለበነቴርተርስና ቴበና ታውኔ 30 >ካናጎጋውኦ, ርቴዕላ በበነቴርተርስና ቴበናጋውኦ. ርቴሲ ላፖኒትቴርኦናር ኦቴንቴ. 50 >ካቴኒ ላኖሚኒሁኦርኦና ኃላኒር ቪቴሲ 70 ላኒኒ 30-ኦርቴንር.

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 nonspecified 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.

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.

የረላው  $4\Lambda$ % ዕበሁ  $\Delta$ ር%ሁውና, 4ረ%ቦ%  $\sigma$ ና 'd°</r>'d°12-Γ'ΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔ</ ᡃᡠᢞᡗᢛᡟᡆ᠋ᢓᠬᢀ᠄᠙ᠮᢉᡷᠦᠺᡥᠦ᠊ᡤᢐᡆ >%))\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigma'\sigm ۵۲۲۱۰ ۵۰۵ ۵۰۵۲۲ ک<sup>۳</sup> کا ۲۲۱۲ ک 'd° ᡣᢕᢛᢗᠵᠦᡥᡳ᠄ᠪᡃᢣᢇᢆᡆᢣᡳᡏᡲᡰ᠘  $4^{\flat}$ ት ቦናጋσ.  $47^{\flat}$ ቦና  $\Delta^{\varsigma}$   $\Delta^{\varsigma}$ ᠘ᠸ°ᠳᡏᠲ᠋᠋ᢕ᠘ᢣᢐᠿᠳᠸ ᠳᢓ᠋ᡏᢛᢣᠳᡏᢛ<С ᢐᢇᢐᢦᢢᡳᠮᢛᡒᠾ᠘᠘  $\Delta C^{\circ} \sigma d U^{\prime} L D^{\circ}$ , Place Code  $U^{\circ} U$  $\Lambda C^{6}b\Lambda dC^{6}D^{6}$ ,  $\dot{c}^{i5}D$   $\dot{a}\Lambda D^{2}\Lambda C^{50}$ . 5024505°, 5dee/2006 12 5b2666 Ċºd◁ ለ৮ጢ◁ጋ°∿ᡥᠺ᠑᠂᠙ᠪᡟ°ᡚᡤᢆᡶᠬ᠘ᢇᢥ,  $\Delta$ 6790 $\dot{C}^{56}$ .

**Δ⁰/<<>୯%**: ¹dታ°፞α广, Ĺር¹ ፖዕና. L፫ሀ፫▷ጭበ ϳ° L∆°.

**Lº୮ሬº** (ጋቫትበJና): 'dታ°ቂ፫⁰, Δ⁰ፖ≪▷፫ጐ. JPΔና 12 'bʻചർበጋና ለርናbሊናbʻሬና፫ጐጋጐ. (ጋቫትበJP°ቴጐጋጐ) 'dታ°ቂ፫ዮ.

**Δ<sup>6</sup>/«ΡC<sup>6</sup>**<sup>6</sup>: <sup>1</sup>d/<sup>6</sup>α Γ<sup>6</sup>. <sup>1</sup>L<sup>6</sup>α σπ<sup>6</sup>α<sup>1</sup>σ<sup>6</sup> <sup>1</sup>bρληρ<sup>6</sup> <sup>1</sup>PΓ<sup>6</sup>Ρα<sup>6</sup>ν<sup>1</sup>J. <sup>1</sup>d<sup>6</sup>-<sup>1</sup>J<sup>6</sup> ΡΠ<sup>6</sup>σα<sup>6</sup>><sup>1</sup>J<sup>6</sup> σπασ<sup>6</sup>d<sup>6</sup>C. 1:30 ΛΓα<sup>6</sup>bσ<sup>6</sup>σα<sup>6</sup>C<sup>6</sup> <sup>1</sup>bρλη<sup>6</sup>Ω. <sup>1</sup>α. >>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 the grade 12 level are part of the graduation requirements. *Qujannamiik*, Madam Chairperson.

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

>>ዾ<sup>®</sup>6%U6∆°ዾ®ጋና 11:55୮ ላ┖ዾ ^Րላ⁰6°σ®ጋ∩⁰ 13:31୮

**Δ<sup>6</sup>/«Ρር%**: ፕժታ°αΓ<sup>6</sup>, LCსCΡ<sup>6</sup> LΔ°. ΔC°σσ<sup>6</sup>)Cሊ<sup>2</sup>6σ°, Γ' L<sup>6</sup>ΓC°.

**Δ<sup>6</sup>/«>C<sup>66</sup>:** 'dታ° ۵ Γ<sup>6</sup>, Γ' L<sup>6</sup>Γ Δ°.

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. To the 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 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

**Δ<sup>6</sup>/«Ρር%**: <sup>ና</sup>dϧ<sup>α</sup>αͺϳ<sup>-</sup>, L<sub>C</sub>υ<sub>C</sub>ρ<sup>6</sup>η LΔ<sup>α</sup>. C<sup>1</sup>L<sup>6</sup><sup>6</sup>/L<sup>7</sup>(<sup>6</sup>/<sup>6</sup>) Γ<sup>6</sup>δ<sup>2</sup>.

**LP°γ** (ጋጎ>ηJና): 'dታ°αΓ', ΔνΥΘΡĊ<sup>1</sup>ν. Δ΄,
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**Chairperson** (interpretation): Thank you. Going back to Member Main.

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

**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, paragraph 59 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-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

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**Δ<sup>6</sup>/«Þር<sup>66</sup>**: ፕժታ<sup>6</sup>۵፫<sup>6</sup>, LCUCÞ<sup>66</sup>N LΔ<sup>6</sup>. ÞN<sup>6</sup>JC ΔC<sup>6</sup>σላ<sup>66</sup>JCሊσ<sup>6</sup>δ<sup>6</sup>Δ<sup>6</sup> ۵J۵ΔΛ4Ρ<sup>6</sup>α<sup>66</sup><<sup>6</sup>, L<sup>6</sup>ΓC<sup>6</sup>.

**Lº୮८º** (Ͻʹ៶ϟႶͿ<sup>©</sup>): ʹϭͿϧ·ʹαͺΓͼ, ΔͼϒϭϷϹʹͼ, Ϫ, ΠՈͼͼͰͿϳͼͺͰϭϲͼ ϫͺϫϲϪͼͼϒϯϯϹͿͼͺ ʹͼͿϪϲʹͿϲ<sup>©</sup> (Ͻʹ៶ϟͿͿ϶·ϗ·ͼ϶Ͻͼ) ʹϭͿϧ·ʹαͺΓͼ.

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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 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.

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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, principal. Going back to Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. I would then like to ask a question to the Department of Education. Their response indicates that they're reviewing several policies. (interpretation ends) When I see the response to this recommendation from the 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 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, Madam Chairperson.

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

Ms. MacMillan: Qujannamiik, Madam

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Δº/«ኦር%**: 'dአ°௳广, L୯し୯ኦ%Ո ፟ታ° LΔ°. ኦበኄጋር Δ୯°σላ%ጋ୯ሊኦ'ժኄ, L७୮୯°.

**Lº୮ሬ°** (ጋጎት/ገታ): የժታ°ፈ广°,

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. Going back to 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 were 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, Madam Chairperson. (interpretation ends) To the Department of Education. (interpretation) Thank you.

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

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.

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**Lº୮ሬ** (ጋጎትበሀና): 'dታ<sub>°</sub>ፌቮቴ, Δቴ/ጳኦርቴቴ. ፫ቴժላ Δሮቴσላቴንሮሲትቴና ላdቴσቴ/ቴንσቴ bLትኦተና 'የΓናንፈናጋና Δሮቴσላንበቦታኦፈታቴጋσቴ Δሮኒቴበσቴ ላካቷ ጋኒኦፒኒተስና ርፒቴժላ ላጋኘጋσነተና Δረፒሮኦፎቴንና. 'dታቴሲቪቴ, Δቴ/ጳኦርቴቴ. **Chairperson** (interpretation): Thank you. Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. (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. Going back to the 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. We will be looking at that through the transition team, 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. Going back to Member John Main.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) 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? 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 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.

**Δ<sup>6</sup>/«▷ርና**: ʿdታ<sup>a</sup>aൎr, L<sup>6</sup>Γϲ<sup>a</sup>. LলႱলኦ<sup>ና</sup>6 ϳ<sup>a</sup> LΔ<sup>a</sup>.

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**Δ<sup>6</sup>/«ÞC<sup>56</sup>**: <sup>5</sup>d۶<sup>6</sup>αΓ<sup>6</sup>. ÞΠ<sup>5</sup>ΔC LCUCΡ<sup>56</sup>ΠJ<sup>5</sup> <sup>5</sup><sup>6</sup> LΔ<sup>6</sup>.

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**Chairperson** (interpretation): Thank you. Going back to the 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 more names on my list for questions. 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, Member Allan Rumbolt. Mr. Paul Suvega from 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 my assistant, Rebecca, if it's okay with you. My assistant, Rebecca, can elaborate on that. 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, 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 **Δ<sup>6</sup>/4ΦC<sup>66</sup>:** 'db<sup>6</sup>α Γ<sup>6</sup>. ΦΠ<sup>6</sup>ΔC ΔC<sup>6</sup>σ 4<sup>6</sup>DC Λ<sup>6</sup>b 4<sup>6</sup>Δ<sup>6</sup>, L<sup>6</sup>Γ C<sup>6</sup>.

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**Δ<sup>6</sup>/«ΡC<sup>6</sup>**: 'd/<sup>6</sup>α[<sup>6</sup>. 〈ΠC<sup>6</sup>δ<sup>6</sup>/L+dσ<sup>6</sup> 〈Λ<sup>6</sup>6/PL+σ<sup>6</sup> ΛC<sup>6</sup>6/P<sup>6</sup>σ<sup>6</sup>ΓL. CΔL ώΓ〈<sup>6</sup>3C αΔ\ΡΠ<sup>6</sup>6<sup>6</sup>)3<sup>1</sup> Ρ«<sup>6</sup><sup>6</sup>6<sup>6</sup> C<sup>1</sup>L<sup>6</sup>6/L+<sup>6</sup>6/P<sup>6</sup>6<sup>6</sup> ΠΠς<sup>6</sup>6/L+<sup>6</sup>6<sup>6</sup>6<sup>6</sup> 15-Γ<sup>6</sup> 25-J<sup>1</sup>6 ΠΡ<sup>6</sup>3J 〈Λ<sup>6</sup>6/P<sup>6</sup>α<sup>6</sup>6/4<sup>7</sup>, LC-bC<sup>6</sup>6 〈ic<sup>6</sup> ς<sup>1</sup>><sup>6</sup>6.

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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 have 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 Arctic College. Going to Member Allan Rumbolt.

Mr. Rumbolt: Thank you, Madam Chairperson. Again, my next question is for 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 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?

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Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Member Allan Rumbolt. Going back to 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 to 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, the building, and even the equipment. We saw things like computer servers sitting inside very dusty closets and some of those servers were quite old.

We're taking a whole systemic look at what some of the limitations are, whether it's physical, software, money, partners, and what are the community needs. All of that kind of is factored into how does the college adjust and better align itself to deliver the programming to meet the needs of the communities. This 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 'd>°aΓ'°, Δ°2<<<.

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to engage with them and identify certain areas that they may want to spend time on, whether it's mining, nursing, teaching, or sciences. Thank you. (interpretation) Thank you, Mr. Chairman.

**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, the limited space in some community learning centres are a factor. I know that in a lot of communities they only have one-room classrooms. 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.

**Chairman** (interpretation): Thank you. 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. With this assessment for your buildings and whatnot, I know you said that 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.

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

Mr. Suvega: Thank you, Mr. Chairman. Thanks for that question. We would like to try to get it to the Assembly as quickly as possible. Given just kind of the size of the task and the scale and 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's 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 ten-year strategic plans and our five-year academic plans. 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 the different factors that go into determining how best to realign some of the programs and what resources do we need. In some cases we know we're 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 we could perhaps try to go after outside 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 community learning centres. Would Arctic College be able to prepare a summary for Members? 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

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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 to look to build future options to introduce into things like long-term capital planning. We would like to try to aim for sometime this winter, perhaps in the next sitting, to present some of this information in a summary format. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) You said that 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 to at least present in summary format what some of the things we're finding by working with partners like Community and Government Services. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) We will take it. (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%.

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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 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. It's a 1,000page 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. 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 health care field, office administration, overall management, and as I understand it, science-based positions.

With regard to Nunavut Arctic College and of course Education, I had neglected to

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Ċ<sup></sup>ºd4 /C<sup>©</sup>º\%\J'\_> 4<sup>l</sup>L> ^>4<sup>®</sup>)F, À, AC<sup>®</sup>G4<sup>®</sup>)CNG'J', Ċ<sup>®</sup>Q mention Education. 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. I also thank you for asking that question. Arctic College has put in a lot of effort this 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. We have been plugging away at identifying a lot of the long-term vacancies, term instructor positions, longterm 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.

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It isn't just getting the Inuit employees into positions; it's also ensuring that they have a good track of supports and have available a suite 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 who 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's 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 question is for 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 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. Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for that question. It's 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,

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Though they're 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're actively looking with partners like Memorial University, other colleges throughout Canada, and Inuit organizations. Some of that happens in pockets and it's also community-driven.

There may be a safety aspect in a community where they want to learn more about things like first aid, ecotourism, cruise ship opportunities, and those sorts of things. For the most part, we're trying to ensure that we're providing the space open to the community. Though it may not necessarily be a college-driven program, we're trying to ensure that we're also being complementary 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;

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With that being said, across Canada in most other colleges they are heavily reliant on part-time staff to accommodate evening and weekend courses. 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. (interpretation ends) One of the early areas we are exploring is aspects around youth. All campuses and all community learning centres are geared to be family friendly and obviously we're kind of centred towards aiming at programs around youth or families. Things like actual camps are an easy one. Things for learning camps and language camps, we're exploring some of those options now.

One that I got contacted about recently was from CPA Canada, where they're 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 would like to provide this at this campus or this campus." If it's an offering, I would like to ensure that it's 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.

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**Δº/ペኦር%**: L'a. (ጋኒትበJº) Γ'C ለልじゅ, Δb√n'd'⊐ቦ በበናኈርኦ≪-⊏⊲ CPA baC የሥኒ-ኒኈ ኦ¹bኦ/ሊ√a?ልኦം? Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Mr. Chairman. I apologize. Yes, the (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 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're getting less take-up on that because people are getting part-time employment or there are family

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**CΔΥ΄)<sup>a</sup>** (Ͻʹ\ΑΠͿ<sup>c</sup>): 'dϧ<sup>a</sup>α Γ˙<sup>b</sup>, Δϧγορ C˙<sup>b</sup>.
ΔCΓϤΡΙ΄ ϽͿ ΔϹʹ σϤʹϧΟΡΔ<sup>a</sup>α Ρ<sup>a</sup>α <sup>c</sup><sup>b</sup>) Δ<sup>c</sup>.
Ρ<sup>a</sup>Δ<sup>b</sup>d' ϤΛ<sup>c</sup><sup>b</sup>dΠ˙<sup>c</sup>. CΔΙ Γ ΔΔ Γ Λ<sup>b</sup>d<sup>a</sup>Δ<sup>c</sup>
ϤΛΛՎΙ΄ ϽΓ΄ ΛΔ<sup>c</sup><sup>b</sup>Τ<sup>b</sup> 'bΔΔ<sup>c</sup>) σ<sup>b</sup>
Ρ˙αΡϧσ<sup>b</sup> ϤϽΔ<sup>a</sup>α <sup>c</sup>b<sup>c</sup> Δα Δ<sup>c</sup>ΓΡ Ι
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 $\Delta$ <sup>6</sup>ታ**የ** $\triangleright$ C<sup>5</sup><sup>6</sup>: L'a.  $\Delta$ acabda,  $\Gamma$ <sup>5</sup> a $\Delta$ J.

**αΔJ** (ϽΫΑΠͿς): ʹϭͰϧ·αΓ<sup>†</sup>, ΔͼͰʹͺϘϲʹͼ. ϹͼϭϤ ϤΓͰʹσʹͼϧʹΔϲʹ ϷαϷϧϭ ΔϲʹͼϭϤʹͼϧΩϼϲʹ ϷαϷ Ϸʹ϶ϲͺͰʹͼ ΔϲʹͼϭϤʹͼϧϲϲͼ϶Ͻϼϲ Ͻϛʹͼϧϲϲ ΡͰϤϭϲ Ϲϭαʹͼϧϲϲͼ϶ϽͿϲʹͼϧϼͼ ϭʹͼϧͰλΔͱ<sup>α</sup>αʹͰϧʹϳϲϲ Ϸʹ϶ʹ ΔϲΔ<sup>α</sup>α<sup>ϧ</sup>ϧϼϲ ϤϷϲ·ϒͿʹͼϧͼϧ ϹʹϒͿʹͼ ϤϷϲͺϘʹϲϥϭʹͼϧϧͺͺʹϭϧͼͺϲʹͼ, ΔͼͰʹϘϷϲʹͼϧ.

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. As part of our FANS review, we have identified this shortcoming 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 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 on to my next line of questioning and it's in relation to paragraph 94 and specifically the college's response. In

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**Δ•/«ኦር**•: L'a. Þ'b'bበ'በትኦ•'ነቦ'aL 'bÞትLσ석'•>በ'. Δ°ac 'bLσ'ጋላ'Γኦርኦ Lcしcኦ'•በኦ'bበጵ', Γ'ር Γዖ° ህላ'• Cኦ'ጋላጋላናታ'σ'•<'. Γ'ር cΔ'/ጋໍ°.

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're considering them to try to drive some programming change, if a need is arising from a community or if we suspect numbers are starting to shrink in a community for whatever reason, we would like to try to get to the root cause of some of those. Sometimes that may be one of the reasons that an assessment could be moved up to try to hedge ahead of something.

Nursing and teaching were kind of two areas we're keeping a close eye on as numbers either suddenly increase or suddenly decrease. We're also trying to ensure that there is good support for other programs. We're not just hyper-focusing on one area or one program. We're 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

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Δር <sup>°</sup>ቦ°σ<sup>°</sup> 'ቫኦትና<sup>°</sup>σኦና<sup>°</sup>
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need for more quantitative information to play a role in determining 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're assessing it to see the effectiveness of how well it's working and how well it's not, we're finding that the systems or the different programs didn't really do well at talking to each other. 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're also asking some of our partners, like Memorial University, to examine some of 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 captured 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're 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

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**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 has been 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. 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's fair to say that most jurisdictions have a program that's 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. 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 is a variety. I actually, recently in preparation for this hearing, was looking at some other kinds of supports and are there

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programs that specifically support individuals or assist them with living expenses, for example, if they wish to take adult basic upgrading. It's not employment related, but it 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. 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 driven 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.

For the original Canada Student Loans Program, it was very clearly for postsecondary education and so that is how that developed. It's 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 CLºdd Δb</br>

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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's 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 have been trying to do is move towards a general program. That's why we have ALTS. Rather than say we're only going to provide funding for someone to study in this field, basically anything that leads to employment, we will fund through ALTS. With the possible exception of Quebec and the Northwest Territories, 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 day. *Ma'na*, Mr. Chairman.

**Chairman** (interpretation): 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.

 Δγγρου υθειθίθους

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**Δሣペኦር%**: Δ<sup>4</sup>δ<sup>4</sup>ω L'α. Γ<sup>1</sup>C CΔΥ<sup>2</sup>D<sup>4</sup>.

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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. 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 will have some increases. You yourself would be particularly interested to know the top two areas are ones that you have mentioned in the 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. 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

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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.

**Chairman** (interpretation): Thank you. Mr. Clift.

**Mr.** Clift: *Ma'na*, Mr. Chairman. We will provide the exact numbers for you. I'll get them done up tomorrow and then we will have them sent over.

This past fiscal year we are about \$200,000 underspent. 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 ten more students, we would have used it up. Certainly something that we have identified in the business case process is that we're 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 away anybody, as the legislation requires us to fund people who are eligible. We don't turn away anybody nor do Δ፫ቴታፈኈስ 'ቴናበ %-ኄቦና ፫ቴ៨ላ ቮ፞፞፞ዾዾ፟ትΔና ፈጋኈርኦቴትና ኌኄርኦቴትናና ፈፐላቴቴቴርፕቴት ኌኄቴና ኦኖዲኌኄቴና ፈጋጋፈናታፈቯቴቴርጭቴና? 'ፊታኄሲቮ, Δኔፖ«ኦርጐ.

**Δ<sup>6</sup>/«ΡC<sup>6</sup>**: L'α. (Ͻ<sup>1</sup>/<sub>2</sub>ΑΠJ<sup>6</sup>) Ρσ<sup>6</sup>6<sup>6</sup>CC<sup>6</sup> CLDL Γ<sup>1</sup>/<sub>1</sub>α<sup>6</sup> α.αΔ<sup>6</sup><sup>6</sup>DΔ<sup>6</sup>/L<sup>1</sup>ΓαΠ<sup>6</sup>. CΔJΔ<sup>6</sup><sup>6</sup>/<sub>2</sub>LDΔ<sup>6</sup>α <sup>6</sup>DΔ<sup>6</sup>. Γ<sup>1</sup> αΔJ.

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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...oh, Mr. Chairman.

**Chairman** (interpretation): That's alright. 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's all. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I will give the department a chance to commit to that. Ms. Niego.

**Ms.** Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) 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? Perhaps I'll direct it to Arctic College. Paragraph 69 of the report states that in looking at the last five years... Well, I'm sure that you mentioned some of it earlier, but I would like to ask about it again. Over the past five years the college "did not offer its core Adult Basic Education (ABEcore) program..." In reading the Auditor General's report, almost 70 percent of the 25 communities did not offer that program. This was mentioned a number of times as to why this is the case. I would like to know why this is the case. I know you explained this in

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part, but I would like to hear your explanation as to why this is the case. Thank you, Mr. Chairman.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman. I also thank you for asking that question. On occasion the reasoning may be the lack of funds within budgets, as some funds exist outside of budgets. As an example, for funding stemming from the federal government and its departments, we want to discuss issues with other northern colleges and to brainstorm with them and to negotiate with the federal government to not change the amounts, and to see if funds can be increased that are provided to our northern colleges.

We anticipate other universities and colleges in the Arctic working with us in the upcoming months, in the short term. We also work with other bodies and try to collaborate on shared areas, especially the Inuit bodies. That is running very well and it is becoming stronger, especially where we 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 community learning centres have sufficient teaching staff? For example, you indicated that the college did not offer its core Adult Basic Education program in

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almost 70 percent of the communities. Are there enough teachers in the communities for that program? Thank you, Mr. Chairman.

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

Mr. Suvega (interpretation): Thank you, Mr. Chairman. Yes, many programs are rarely changed that are offered within the community learning centres and when changes are made, our HR division works with other departments to develop the plans. If we know that in the upcoming fall season that a new course will be offered and if no staff was hired, then we would try to advertise them or use other avenues such as regional associations that can also work in the communities. We look for partners where we can in that community. These are some of the matters we check into. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I thank you for your adequate response. I would like to direct my question to the Department of Family Services and I will ask it 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? (interpretation) Thank you, Mr. Chairman.

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

**Ms.** Niego (interpretation): Thank you, Mr. Chairman. (interpretation ends) There are a

**Δ•/ペኦር**••: L'a. Γ<sup>ւ</sup>C <sup>-</sup>የժላ\.

**Δ•/ペኦር%**: L'a. Γ' aΔJ.

**ΦΔJ**: L'Φ, Δεγ<βĊ<sup>σ</sup>ε. (Ͻϳγληυς) ΦΟΡγρεφρίουτε 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, it 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 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 us.

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's what we're looking at. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you.

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(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. While I don't have that detailed 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.

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

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À, CΔºd4 ΔºbaΔ۶ºn୭º 4ºイアºbºCºLC Δϲ゚Ր゚→ 4dσ4→ ΔϲϞΔ۶۵°→೧º CΔĹº CΔLΔ°Ͻჼ Φα୭ϲĹΓ. Ċ゚αδ゚゚Ր°Ͻჼċ Ċºd4 Δ°baΔϳ۶°b5→45Γ 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 much, if any, financial support and that's part of the reason why some people leave the program without completing it. That's part of the problem and one of the barriers 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

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employment? (interpretation) That's my final question on that. 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 don't have details on that with me here today, but with the plans, I believe we've got an idea of what is required. Once the FANS project is nearing completion, we will concentrate on adult learning and training. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you as well. Continuing onwards, Ms. Angnakak.

Ms. Angnakak (interpretation): Thank you, Chairman. I was going to ask a question earlier, but it was already asked. I have a question about Arctic College's community learning centres. Do the students have the option to take any programs or can they identify what they are interested in and what types of programs they would like to see in the communities? Thank you, Mr. Chairman.

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

Mr. Suvega (interpretation): Thank you, Chairman. I also thank you for asking that question. Yes, in this day and age we get approached and in some cases where they weren't approached, especially where the lack of staff limits them, they can look at (Ͻʹ៶ͰͶͺϳϽͼʹͼ·ʹͼ·Ͻ·ͼϧʹͺ ʹϭͿϧϧϹͺϹͼϧͺͺϪͼϒͺϭϧϹʹͼϧ

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 $\Delta^{b} / \mathcal{C}^{c_{b}}$ : L'a. b $\mathcal{C} / \mathcal{C}$ ,  $\Gamma^{c_{b}} / \mathcal{C}^{c_{b}}$ .

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

Ms. Angnakak (interpretation): Thank you, Chairman. I also thank you for your adequate response. With regard to 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 a training program so that we will have the human resources available when the centre opens. Do you plan ahead for things like that in collaboration with the government? Thank you, Mr. Chairman.

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

Mr. Suvega (interpretation): Thank you, Chairman. Yes, we do try to prepare plans beforehand by trying to incorporate the courses the community wants and the staffing required. With the example you gave about elders' positions at the college, this includes others such as the mining sector, education and nursing programs. That is what we are researching now. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Chairman.

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 $\Delta$ <sup>6</sup>ታ**ኖ**▷**C**<sup>6</sup>: L'a.  $\Gamma$ <sup>5</sup>  $\triangleleft$ <sup>6</sup> $\square$ <sup>6</sup>b.

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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? You can even have graduates, but sometimes the graduates are not trained. How does the college go about ensuring that their courses are up to par and that the people graduating are graduating with the knowledge and the skills needed to graduate from that course? Thank you, Mr. Chairman.

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

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

I can give two or 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.

There are already great signs of success, but

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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. Do know what percentage of students complete their programs? 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 that we're 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.

Ms. Angnakak (interpretation): Thank you. If you could also include the number of individuals who have not completed their programs 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.

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

 $\Delta$ <sup>6</sup>/**ኖ**▷**C**<sup>5</sup>6: L'a.  $\Gamma$ <sup>5</sup>  $\triangleleft$ <sup>6</sup>  $\bigcirc$  <sup>6</sup>  $\triangleright$   $\triangleright$ 

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 Pa ABE Core and Essential Courses

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are on the very low grades and are embarrassed to go and seek it themselves. 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, in regard to their approach to potential students, sometimes I feel that the college, and not just the college but 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. I feel like the college needs to come out of the closet. I'm talking about Igaluit 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 have 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 opportunities for you,' and to tell them that they would be welcomed." Just the encouragement, everybody needs that, and I think that it 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, "Go apply for income support." I understand why people do that. If you don't have anything else, well, that's what you're going to do, especially when we have low employment opportunities

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in a lot of our communities. There are other things that could be done.

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's very much community and individual driven.

Though we are getting better at talking to each other between the two agencies, we do have a lot of room for improvement in how we provide better co-support, whether it's 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 ഫെ⊂′∩°ஏ.

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**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 wherever the college is ready to 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 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 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 own business. At the front community level definitely the management in both organizations is both very supportive of frontline. (interpretation) Thank you, Mr. Chairman.

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**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's why I really believe that the ABE, both levels are like the foundation to a start, and that it's consistent and that it happens every year; if you take the one course, the next year you're going to be taking the next course. It's going to be there for you. It's not like you take one course and then there are no more courses happening to get to the next level because that's very frustrating for people who really want to learn.

I think we need to look at the big picture. I think we need to really 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 who are on the literacy programs to the next level. Once they have completed, you can't leave them hanging because they get lost, and then we don't really get anywhere because they don't quite have enough to get to the next step.

That's my concern and that's 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's 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.

**Δ<sup>6</sup>/«>C<sup>6</sup>**: Δ<sup>6</sup>«) L'a. Γ<sup>1</sup> Δ<sup>1</sup>α<sup>6</sup>b<sup>6</sup>.

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I don't know if you call them training rates. I don't 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 training and the training is as comparable? I don't 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. 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. There are a few modifications for that.

For instance, the G.R.E.A.T. program allows people to stay on income assistance and then they get a top-up. We're exploring other options like that with my colleague, the director of income assistance. In general we move people over to ALTS because financially it's better for them and it allows us to put them on a more straightforward 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 haven't 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

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per month 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's actually the way to go as far as improving your life right now. You're 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. 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.

**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.

 $\Delta$ <sup>6</sup>ታ**ኖ**▷C<sup>6</sup>: L'a.  $\Gamma$ <sup>5</sup>  $\triangleleft$ <sup>6</sup>a.  $\square$ 6

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 to 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.

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

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**Δ⁰/ペ▶ር⁰**: L'a. (Ͻʹ\⊁በJዓ Å, Ͻ\ናσ⁰/ペケር√ΩΔ°a.⁰°ጋ°.

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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 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

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to say that's 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, 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 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

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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. 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.

>> Committee recessed at 15:14 and resumed at 15:37

Chairperson (Ms. Towtongie): We're going 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's 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 period 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

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γ<sup>\*</sup> κ<sup>\*</sup> Γ<sup>\*</sup> Λ<sup>\*</sup> δος Γλησ γ<sup>\*</sup> δος Γλησ 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. Again that's for the DEA elections and the closing is tomorrow. (interpretation) Thank you.

Chairperson (interpretation): Thank you. Everybody who is listening in Nunavut, I encourage you all to run for the local DEA elections, which is closing tomorrow, so you can be a part of your children's future.

We will get back to our meeting. Pat Angnakak, are you done with your questions? Now it's Joelie Kaernerk, Member for Hall Beach.

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.

I will proceed with my question. Using my own language, I call the Office of the Auditor General *qaujisaqtimmariit* while some people call them *tammaqsiuqtiit* or *kiglisiniaqtiit*, but those three terms mean the same thing.

I have a question on paragraphs 53 and 54 of the Auditor General's report and I would like to ask this question to Nunavut Arctic College. The report noted that the recruitment and outreach branches try to disseminate the information about potential courses at the college specific to Nunavut. Now, what have you initiated in this area? To use this example of my fellow Amittuq residents, they have one teacher position and no recruitment. How will you assist these

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students? Since the Auditor General found that lack of outreach initiatives, what have you done to inform the students about the different program options? How is this running at Nunavut Arctic College? Is there room for improvement? That's my first question. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. My apologies. I should have referred to Joelie Kaernerk as the Member for Amittuq. I apologize to you. Arctic College, Paul Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. I also thank you for the question. Yes, improvements are occurring as we hire more workers. We are looking at previous staff members who worked at the college, along with the local adult education workers who did most of the work will now receive support for curricular planning by actual employees who specialize in that.

Also, we are looking at the facilities locally to determine if we can partner with associations and other agencies and we have approached potential partners. We have tried to keep Nunavummiut apprised of these developments, as to which programs may become available and current programs offered. We are not just looking at education programming, but financial assistance and support that could be made available and how we can best partner with like-minded organizations.

For example, recently the Department of Family Services and Nunavut Arctic College collaborated when we found students who were falling behind in their studies. Though they may fall behind, sometimes they have to wait a long time. Discussions were begun to proactively deal with these issues and we debated ways to provide more assistance that students can access and what else requires

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Whether this comes from the college, the Department of Education, the Department of Family Services, or the federal government, everyone who wishes to apply for them can do so and in their eyes, all governments are the same. Now, if we all responded separately, it may not provide any assistance. However, if we cooperatively respond, then it would be much better for the students. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Sevoga from Arctic College. Joelie, Member for Amittuq.

Mr. Kaernerk (interpretation): Thank you, Madam Chairperson. I also thank you for that clear 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. As one of the Members stated, 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 for people who want to go to school to learn carpentry or woodworking? Even though their grades are not on par or what's necessary, 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 at what certificates that person has, and 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 **'bΔ'σ''**: 'd5°αΓ', Δ''2°DC''. 'd5αΓ' Ċ<sup>۱</sup>۲<sup>۳</sup>ل مےمکانٰجھ<. ۵٬ ۲۵ م ᡩ᠙᠙᠘᠘ᡧ᠙᠘᠘ᡧ᠘ᡧ᠘ᡧ᠘ᡧ  $PO^{6}DPP^{6}DPP^{5}D$ Þơºbcơᠬᢣ᠌₽ᡪᡪᢕᢇᠦ ᢗᢎᢅᡐᡆ  $^{\circ}$ bbb\ $^{\circ}$ ble  $^{\circ}$ bbbbbe CP)  $\Delta C^{i}$   $\Delta C^{i}$   $\Delta C^{i}$   $\Delta C^{i}$   $\Delta C^{i}$   $\Delta C^{i}$  $\Delta C^{\circ} \sigma \sigma^{\circ} \delta^{\circ} \Gamma^{\circ} \Delta^{\prime} C^{\circ} \Gamma^{\circ}   $\gamma_{C}^{\circ}$  $C^{Q}$  CAL and Apply C>)- $\Delta C^{\circ} \sigma d^{-1} U^{\circ} C$ .  $C\Delta L CPd^{\circ} Da$ ᡩᢛ᠙᠘ᢛᢗᠵᠲᠳ᠋ᢇᢀ᠙ᡏ᠙᠘ᠳ ϰϽႶՐጔͿͺ ΔᡃĽĠ <Δ<<॑লᡙᡃᢣ᠒ᢥ ᢦᢛᡘᠨᠮᢕᢛᡒᠾᠹᠵᡐᡧᢕᠵᠵᡆ᠂ᡶᡪᡄᠳᢋᢛᢐᡎ 44°°Γ'CN4°N'->σ. ÞJ°LD4° <Δ<<̈́J' ₽%PSCPCdc. CF & ALYDC.  $CL^{\circ}aC^{\circ}b\Delta$   $L^{\circ}a$   $CDD^{\circ}\sigma^{\circ}d^{\circ}$  $\Delta$ C°GQPN5%U  $\dot{Q}$ %PDL4°Q% $\dot{C}$ °CGZPU6d ረርጋ<sup>ና</sup><sup>6</sup>\ናል<sup>®</sup>Γ. CL<sup>e</sup>Q

and I don't have any formal education, but I'm quite able to do woodworking, can 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. Are you considering this at Arctic College? Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you. To 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 used were never publicly available and we are focusing on them to try to publicize them, including the incentives. We try to advertise the programs faster, as in the past, our ads were late and programs were slow in being made available. For programs that residents can apply for or that students can deliberate upon if they wish to take the courses, for example, taking the teacher or nursing programs, we continue to conduct more research into that. We are not just reviewing the programs; they are being noted and potential solutions are being discussed.

This stems largely from the Auditor General's report on their audit of education and how to improve the availability of programs, even to a person without formal education or if that person hasn't graduated from high school. Therefore we are continuing to look at adding more programs. Perhaps to state the title in English, it is called (interpretation ends) prior learning **/ልሁ%**: 'd৮°ቂ፫ኑ, Δና/ペÞርኈ. ሷ, ΔϲʹቴÞናጔላኈበ°ጔር 'ቴLσናጋላናΓ /%ሀረታኦ'ቴናርናL Δ≟°σ 'ቴ⊿Δ°∿ቦ'ጋጐ.

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assessment (interpretation) that we conduct with potential students which they do individually. This also allows staff to learn what the student may need to upgrade or learn in order to become educated. 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 move forward. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you. Member for Amittuq.

Mr. Kaernerk (interpretation): Thank you, Madam Chairperson. 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. Their abilities are something that they should be able to use to get into school.

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 more education. Can you explain 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. To Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. I also thank you for that question. We are not just reviewing them as we learn from each program review along with compiled information which we want to share with other organizations to discuss potential partnerships, for example, with 'bΦΔ<sup>c</sup>))Δ<sup>c</sup>α'σ<sup>b</sup> /۶)|4<sup>b</sup>b<sup>c</sup>σ?ΠΡΚ<sup>c</sup>α<sup>t</sup>/σ 'Pσ)Δ<sup>c</sup>α<sup>c</sup><sup>c</sup>C)<sup>c</sup>, 4)<sup>t</sup><<sup>c</sup>C4<sup>d</sup> 4<sup>l</sup>L 4)<sup>b</sup>b<sup>c</sup>σ?L<sup>d</sup>J<sup>c</sup>, 'd۶<sup>c</sup>α[<sup>t</sup>, Δ<sup>c</sup>/«ΡC<sup>t</sup>).

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departments both within and outside of Nunavut. Some reasons revolve around funding or being unaware of available courses, services, and assistance. We are currently improving the availability of both our staff who can provide support or assist with paperwork required, so we have looked at making it easier.

I recall when I first started in this position, we travelled to Cambridge Bay and attended a public (interpretation) tradeshow, (interpretation) and at that time I saw different promotional materials. Some pamphlets were just photocopied and when we had ours here, the promotional materials were shown differently and actually, even the printing of the material was different. For all promotional materials for Nunavut, I want to ensure that we provide consistency in all regions and to ensure they are available in all official languages, as well as to have optional choices, not just on paper and not just online forms. We are also looking at public advertisements on local radios as well as information materials that can be presented in schools within the communities. 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, but it may be in here. I'm not sure which document it is in, but I would like to ask Arctic College. Now, with Arctic College, in Clyde River there is a Piqqusilirivvik cultural school. It used to be independent. However, Arctic College took it over. How is that going? Do the staff at Piqqusilirivvik work together with Arctic College? How do they work together? That's my first question. Thank you, Madam Chairperson.

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**Chairperson** (interpretation): Thank you. We're going to Arctic College.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. I also thank you for your question. What I can report here is I was just recently in Clyde River at the offices and community attending a meeting. We also plan to go up to Clyde River next month to attend the next meeting. The committee members have identified the need to meet with the local organizations after each month, so it would include Piqqusilirivik, which was fortunate as I've had dialogue with several staff members to try to plan for the future, to determine their course of action, what barriers they face, what programs are running smoothly and other areas where partnerships exist, such as funding and other courses that we have researched, primarily related to culture and others. It was apparently running well with the courses they offered.

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 resources so that we take advantage of them. As a college we also have not tried to take over the administration, but rather have looked for ways to provide more support to the school so that it is strengthened. 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—

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**Δ⁰/ペ▷ር⁰**: ፕժታ⁴ሷ፫⁰ /ልሁ⁰, ላ⁴L ፕժታሷ፫⁰ L፫ሁ፫▷⁰⁰በ. C∆L ĹIJĊ ሷቴ/⁰, L፫ሁ፫▷⁰°በ <∿σ∿ኃጔና.

Essential Skills, they're requesting to get further training. 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. It's unfortunate that 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 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 out about the availability of the instructors. We usually will set up the program in the spring to have it available in the fall. We now 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.

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 **ረልし**ና**፦**: ቫሪታ°ሲ፫ኑ, Δናረ≪ኦርናኑ. ᠘, P<sup>1</sup>Jd<sup>5</sup>α<sup>-5</sup>DLJd<sup>5</sup>0 Δċ<sup>6</sup>σ<sup>6</sup>d<sup>6</sup> ۵۵۲۵۰۱۲ ۵۵ ۵۳ ۵۲۵۹۰ ۵۲۵۹۰ <u>ላጋ</u>∆°፞፞፞፞ዾዀጜዀ፞፞፞፞፞፞፞፞ጜኯኯጜዾጜዺጏ፟ጜ፞ኇ Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial Partial 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on, which we rarely hear about. The 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. I also thank you for that question. I agree with you wholeheartedly. It's going to be a benefit not only to the 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 from (interpretation ends) staff, faculty, and learners. (interpretation) 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 at the learning centre are utilized. We would like to see all the classrooms utilized and to have more students entering the college. We know there are a large number of people who are on income support and that number can be lowered.

I have a question for Family Services. As MLAs, we usually hold constituency meetings in our ridings, and this has been

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voiced on more than one occasion. To use an example from last year from the programs offered in Pangnirtung, some students went to take another course but were provided the same course materials.

(interpretation ends) I'll give you an example, college foundation. That's an example. (interpretation) The students went to take the course, with one on income support, while the other student was not on income support but they went to the same class.

The ALTS funding is available, through that. If I was an income support recipient, there would be a \$10 incentive that I would receive. The students are getting different funding rates even though they are in the same class. Will these types of discrepancies be reviewed especially if we want income recipients to progress and not be stuck on welfare.

I want to ask about that matter to the Department of Family Services, as this is not the first time I have received the information. We were informed that it is being reviewed. This is why I am asking about that, and in order to decrease the number of income support recipients, we have ensure that fair and financial support is provided. 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 quite clear on the question. Can we have that reiterated? (interpretation) Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you. Member Nakashuk, please clarify your

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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. To the 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.

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.

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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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(interpretation) It shows here, for example, we are not speaking English enough, but it sounds like the Inuktitut language is being put down. (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 make that comment. 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 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,

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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 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

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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're responsible for outreach and community needs assessments. People can walk in the door anytime and ask some questions, and also sometimes they need to be providing support to students. It's a very busy job.

As Mr. McKenzie said, with regard to teaching Adult Basic Education-core, you need to have the expertise and you need to have the time to prepare. You have to prepare lesson plans, you have to have the necessary subject matter expertise, you need to devise assessment rubrics and do grading. That's 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.

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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 and 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. 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's a multiplicity of different factors that come into play, including funding. Thank you, Madam Chairperson.

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

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) Thank you for explaining that. I guess I'll go to the college then. First on the funding issue, 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. To Arctic College, Mr. Suvega.

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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 to ensure that there is continuity, especially if it is third party funded, can be a bit of a challenge. To try to 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 to get funding from as well and to try to stabilize some of the funding.

One of them is Canada and that's 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 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 ΛΑυ<sup>6</sup>: 'dϧ<sup>2</sup>α Γ<sup>6</sup>, Δ<sup>2</sup>γ
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**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.

**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 Ρ΄ΔΡΥΓ<sup>6</sup> 'Ρση Δ΄6ΥΥ<sup>6</sup>ΟΥ ΥΕ΄Ο<sup>6</sup>Υ΄Α<sup>6</sup> ΥΕ΄Ο U ΘΕ<sup>6</sup>Ο΄. CΔΕ ΥΕ<sup>6</sup>Ο<sup>6</sup>Ο? C<sup>6</sup>Ο CΔΕΔΕΡ<sup>6</sup>ΑΥ<sup>7</sup>? (ϽΫΑΠΙΡ<sup>6</sup> Θ΄<sup>6</sup>Ο<sup>6</sup>) Ε΄α, Δ<sup>6</sup>ΗΔΘΡΕ΄<sup>6</sup>6.

**Δ<sup>6</sup>/«▷ር%**: <sup>ና</sup>d৮<sup>6</sup>۵. /᠘<sup>c</sup>ጋ<sup>66</sup>\<sup>ና</sup>ል%<sup>1</sup>ς, /ልሀ<sup>6</sup>6.

**Δ<sup>6</sup>/<br/>«** <sup>6</sup> db<sup>6</sup> α f<sup>6</sup>. LcUc P<sup>6</sup> h f<sup>6</sup> LΔ<sup>6</sup>.

**Δ৬/<>>(%):** የዕታ° ሲ ፫ ኮ. ረርጋና ካላናል ጌር, ረልሆና

**՚ጴᲡႪ**: 'ᲥᲧዮႭ፫Ⴊ, △‹՚⟨ᲓᲑ፫Ⴊ. (ϽʹϞᲑᲘᲙႽ) ᠘, C∆L ℴℹ℠ℶ ՔԽᲡ℠ጋፕℴՐԾՃ℠ᠴԺ ႭӶ, △LႪ ԻႭᲑᲧՐՐ՟ᲞႪᲠ ለႭჅႣႯႪႫ ႭӶ, △LႪ Կ℠ՐՎᲥᲙՐԽ ႭጔႭムᲖᲑᲘᲖᲡᲚᲑՐ™ႭL ᲥᲡጔ ՙᲮጔጭ ፫ႪᲥላ ለֈ₽՚ŁႡ, የ՚ՎᲥᲚ △ՎՐՐ՟ᲥᲡ △ᲚርჀᲮᲑᲘՐ๙ჀᲠ୯ናጔՎ≫Ր ▷ጲᲙᲡ ℴℹ℠Ქ ᲚᲡᲥᲫ 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? 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 ᠯ᠋ᢗᢗ᠋᠙᠘ᢗ᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘᠙᠘

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**/δυ%**: 'd৮°αΓ', ΔΥ/<bC'%. (Ͻʹ\λΛυς) Ċ°α 'PΓ'?ΖΥΓΛΖΓΑΙ'°α '%C'Φς Δα'Ως ΔC\ΔλωϽ°%Γ'ς)ς%; 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. If we're struggling in one area, sometimes we are able to kind of borrow from one area of the college to help something else out temporarily. For the most part, it's 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. That's something we're looking at within the college.

We have also reached out to the Department of Human Resources and others to see what additional supports can be provided to public servants, so staff training, Sivuliqtiksat training, professional development, and there are all kinds of courses for GN employees that college employees are now eligible for. That's working in conjunction with the Department of Human Resources. (interpretation) Thank you, Madam Chairperson.

**Chairman** (interpretation): Thank you, Mr. Suvega. Member John Main.

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.... 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. We see problems within the education system and we see Arctic College offering all of these college foundation programs; college foundations for teachers, pre-nursing, pre-apprenticeship. I don't have

Δ<sup>16</sup>bαΔϟ<sup>16</sup>Πϼ<sup>1</sup> Δ<sup>1</sup>C\Δλ<sup>2</sup>σ<sup>1</sup>, Ldρ<sup>1</sup>U<sup>2</sup> Δ<sup>16</sup>bαΔ<sup>1</sup>/Γ<sup>1</sup> Δ<sup>16</sup>C<sup>1</sup>σ<sup>1</sup>σ<sup>1</sup>I<sup>1</sup>.

CΔL ▷'b▷λሲ'b▷-Γλς λαία ἀνλὰΡΠ'bὰ-٬ Δυς'δΠηνλίδις' Αὐα ἀνλὰΡΠ'δὰ-٬ Διὰ ἀϽʹΦϽϤΡὰ ας٬ς λαίο ἀνλὰ ἀνδος ἀλάσι Δὰ Δυάσ Διτσσος λίδις το ἡαίρη δίδιο Διὰ Δσιδιορλογίδιο Πιο Δίδιο Δλος Διὰ Δσιδιορλογικό Δυάσ.

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Δη<sup>6</sup>CP

Δη<sup>6</sup>CP
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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 to ask another question later. Principal 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, they would be asked to take certain qualifying courses in order to get entry into their programs. It's not that it is unique. 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 and so the College Foundations program does provide an opportunity for those types of individuals. It does play a role.

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 that if there are improvements at the high school level, 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  $\Delta$ L°a  $\Delta$ C\ $\Delta$ PP/L°°PbJ4°D°U, P/4 $\sigma$   $\gamma$ C'D°N'6 USA' 12- $\Gamma$  C $\Delta$ PP'64SJ4°L',  $\alpha$ Dà'D'N'7P'  $\alpha$ P'C'J  $\alpha$ DA'D'N'7L',  $\alpha$ DA'D'N'7L',  $\alpha$ DA'D'N'7L',  $\alpha$ DA'D'N'7L',  $\alpha$ DA'D'N'7L',  $\alpha$ DA'D'N'7CD'  $\alpha$ DA'CPP'  $\alpha$ DA'CPP'  $\alpha$ DA'CPP'  $\alpha$ DA'CPP'  $\alpha$ DA'CPP'  $\alpha$ DA'D\ $\alpha$ POCPP'  $\alpha$ DA'D\ $\alpha$ POCPP'  $\alpha$ DA'D\ $\alpha$ POC'N',  $\alpha$ D'HA'QPC'N'.

**Δ<sup>6</sup>/«ΡC<sup>66</sup>**: <sup>1</sup>d/<sub>2</sub>°°°°, LC/<sub>2</sub>C<sup>16</sup>, LC/<sub>2</sub>C<sup>16</sup>, LΔ<sup>2</sup>.

4/<sup>4</sup>/<sup>2</sup>σ<sup>6</sup> 4/<sup>6</sup>6/L 4C/<sub>2</sub>/<sup>1</sup><sup>1</sup>, Ρ4<sup>1</sup>/<sub>1</sub>A<sup>2</sup>

4/<sub>4</sub>Λη<sup>6</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>2</sub>C<sup>1</sup>/<sub>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᠙ᡃᡫ᠆ᠬᡃᢦᢅᡬᡅ᠋᠘ᡃᢐ᠘᠈ᠪ᠋᠌᠌ᠪ᠘᠂᠙ᠳᢗ ᠘᠂᠘᠆ᠳ᠘᠘᠘ ᠘᠂᠘᠆᠙᠘᠘ 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 prerequisites, they may very well have to take something like college foundations to allow them to fill those gaps, so to speak, and get those prerequisites.

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 prerequisites 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 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 CΔLC ΛCʹϧ·ὑ·ϧ·ͼ<ϔ·ʹ϶ϲ Δϲ·ͼϲϤͼ·Ϧ· ϽΡΥΡΓΟϤ;Ϥ·ͼ·ͼϒΡΓΓ ΕςΓε ΦϹ·ͼϤϤϤͺϷͼͺϹϴϤͺ ͶΊΓϤͼ϶<ϦͼϤΓΟ ΦΥϹͼͶΥΓ, Το ΕΦΓε ΥϹ·ϽͼͰͺϗϧͼͺϹͼ ΦϹͼͺϤϹϤͺϴͺϧͺͺͺͺ

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**՚՚₲Სჼ**፡ ᆟሃትႭ፫ჼ, Δናረペ▷ር๋ჼ. (Ͻʹ៶ϒ⋂Ϳʹ)

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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.

**Chairperson** (interpretation): Thank you. Member Paul Quassa.

Mr. Quassa (interpretation): Thank you, Madam Chairperson. On part of the issue that my colleague had asked about earlier, 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 Foundations program is very useful and when they were ዾዺሇ<sub>፝</sub>፞፞፟ዾ<sub>ዸ</sub> \Ċ৺ۥᡶᢕᡧ᠘ᡧ᠙ᡶ **ΔαΔ Δυθθυνού Κάδι ΔυΔ΄** ᢐ᠘᠑᠘ᢗ᠘ᢗᠳ᠘᠘ᠸᠲ᠘ᢗ᠘ᠳ 4)Δ°α-%C'b'L%U' 4LD 'bΔ'C'C'\  $\mathsf{DPFbFL}^{\circ}$ UC.  $\mathsf{DPPFD}^{\circ}$  $\Delta C^{\circ} \sigma d^{\circ \circ} \dot{\cap}^{\circ} \ \Delta C d^{\circ} \sigma D \Delta^{\circ} \Delta^{\circ \circ}$  $\Delta^{\circ} \Delta P^{\circ} D^{\circ} \Delta C^{\circ} \sigma d^{\circ} D^{\circ} \partial^{\circ} D^{\circ}.$ Ċ°QC C°Θ ΛCQQ\b°σQ456°C9°. 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teaching our potential teachers, the College Foundations program was heavily utilized. The purpose probably is that people who graduate from grade 12 do not have the necessary qualifications. They say they graduate grade 12, but they have to go through the college foundation course. It's unfortunate. It's very regretful.

To my understanding, with the course being very useful, in 2018 Arctic College said that they were going to stop delivering the College Foundations program. My understanding is that's the situation and the reasoning is because they have to get third party funding in order to operate the program. I have a short question. Is it true that in 2018 you wanted to stop the College Foundations program even though we really need Inuit teachers who are fluent in Inuktitut? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you. To Arctic College, Mr. Suvega.

Mr. Suvega (interpretation): Thank you, Madam Chairperson. I also thank you for that question. We also have language as a priority and recognize the need for the additions and that they require inclusion into the work specific to course development. Yes, we definitely need teachers for the courses we make available and we concur with that assessment.

With regard to operations, funding is what fuels the work and if insufficient funding results, then some courses may be discontinued, especially if funding is cut off. Sometimes it is hard to ascertain that in the future where we don't want programs cut. If that occurs, then we would have to approach the government by stating that the program is in a precarious spot or in danger of being cut. That is something the government and Members here may have to deliberate on in

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the future.

Further, my vice-president wanted to add some comments to this answer, so I will ask her to elaborate. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you. Rebecca Mearns.

Ms. Mearns (interpretation): Thank you, Madam Chairperson. (interpretation ends) 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 degree programs 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. 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, and 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.

Part of what is worked into that program currently is almost like a foundation year with a focus on 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

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Education. (interpretation) Thank you.

Chairperson (interpretation): Thank you. (interpretation ends) Just be cognizant of the interpreters. Slow down. Slow down. (interpretation) Member Paul Quassa.

Mr. Quassa (interpretation): Thank you, Madam Chairperson. Indeed, from what we just heard, we seem to be in a losing situation when we say that there's no money for it. It's true that everything runs on money these days. It's very important, though, because 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 only geared towards 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.

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 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 Arctic College representative, my friend, 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 **Δ৽৴⋖⊳ርኈ**: 'd৮°௳广<sup></sup>•. (ጋጎᆠአብሆ) ▷<sup>\*</sup>ኦሊ¹৬°ርዖ°쇼ዖ¹√▷⁰ ጋጎት<sup>°</sup>ና ሎ⁰∆²√Γጔ√ ▷<sup>\*</sup>ኄ°亡⁰⁰∿Ს¹√. (ጋጎ⊁በվዖ°ፚኈጋኈ) L፫Ს፫▷ኈበ <<sup>°</sup> 'd⊲Կ.

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you, Madam Chairperson.

**Chairperson** (interpretation): Thank you. To the 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. 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

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CΔቴላይቴሀ ጳዘΔናጋΔውናርኦቴ 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.

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

**Mr. McKenzie**: Thank you, Madam Chairperson. If it's 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 part of ABE—Essential Skills, but I understand that it is offered. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you. Mr. Qirngnuq, we spoke to that earlier. Looking at the clock, I will get John Main to ask a question. Thank you.

Mr. Main (interpretation): Thank you, Madam Chairperson. (interpretation ends) 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's very hard to admit to your friends that you're 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

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**LP°7** (ጋጎዖበJና): የd৮°ዺ፫<sup>1</sup>, Δ¹/ペ▷ር<sup>4</sup>. የbጔΔ¹\~°\ቦ°dልና LĊ<sup>1</sup> /bናJና ር<sup>6</sup>ሲ የ▷ሃ▷∿じናdሃናጔ⊲ና. የd৮°ዺ፫<sup>6</sup>.

**Δ<sup>6</sup>/«ΡC<sup>66</sup>**: 'dታ°ሲቮ<sup>6</sup>, 'የ°<sup>6</sup>ህ<sup>66</sup>, Ċ<sup>6</sup>α Ρ<sup>6</sup>/
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effect on high school learners? (interpretation) Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you. Principal 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, and 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 clock, 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. A sincere thank you for your genuine interest in the subject. It's a lot of work for the team to do work like this and it's very rewarding to get the type of feedback 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

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coming to the conclusion is that it's 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's 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, 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

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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 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

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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. As well, regarding our student review, we also wanted to acknowledge the employees and teachers who did that, so we musn't forget them.

We have visited both the departments and bodies that we visited in trying to make improvements and in trying to strengthen the programs offered at Nunavut Arctic College, and we have tried to make them available to all residents. We are very appreciative for the availability of the programs, particularly the employees and workers at Arctic College. We thank you all for your support and for keeping the college up and running. In particular you as Members of the Legislative Assembly, I thank each and every

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one of you for your questions and for your support of our programming. Due to your support, we now have many options available, so we are here to request additional support for the future. As well, we would welcome all Members to visit Arctic College and local schools. 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 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?

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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

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