



**Standing Committee on Oversight of Government Operations and Public
Accounts**

***Report on the Review of the 2019 Report of the Auditor General of Canada
to the Legislative Assembly of Nunavut on
Support for High School Students and Adult Learners***

**2nd Session of the 5th Legislative Assembly of Nunavut
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Introduction

The *2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners* was tabled in the Legislative Assembly on June 4, 2019.

The Standing Committee on Oversight of Government Operations and Public Accounts held a hearing on the Auditor General's report from September 25 to September 26, 2019. The standing committee's hearing was televised live across the territory and was open to the public and news media to observe from the Visitors' Gallery. The transcripts from the standing committee's hearing may be downloaded from the Legislative Assembly's website.

During the hearing, staff from the Office of the Auditor General of Canada appeared before the standing committee and senior officials from the Department of Education, Nunavut Arctic College and the Department of Family Services also appeared as witnesses on behalf of the Government of Nunavut.

In 2013, the Auditor General of Canada conducted an audit on *Education in Nunavut*. That report contained a number of recommendations to the Department of Education. The department did develop an *Education Act Implementation Work Plan* and its progress in achieving some of the objectives listed in that work plan can be followed in its subsequent Annual Reports which were tabled in March of 2018 for the 2014-2015 and 2015-2016 annual years and, more recently, the Annual Report for 2016-2017 which was tabled on March 4, 2019. While the Office of the Auditor General's 2019 report is not a direct follow-up to its 2013 report, it was noted that a number of issues identified in the 2013 report were still ongoing.

Also following the 2013 report, a standing committee of the Legislative Assembly conducted a review of the *Education Act* as mandated within the statute. Additionally, a bill proposing amendments to the *Education Act* was introduced during the Legislative Assembly of Nunavut's Fourth Assembly, but did not pass. Currently, Bill 25, *An Act to Amend the Education Act and the Inuit Language Protection Act*, is currently before the Standing Committee on Legislation. This review of the *2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners* does not address these initiatives.

The Auditor General's 2019 report is based on a wide scope audit covering the activities of three different departments or entities and addressing the needs of both youth and adults who are at very different stages of the learning process. As noted by the Assistant Auditor General during the hearing, despite examining differing and distinct circumstances faced by high school students and adult learners, the audit provides an overview of the government's overall success in providing educational opportunities and supports to Nunavummiut as it progresses towards meeting the obligation of Article 23 of the *Nunavut Agreement* which is to have a Nunavut workforce that is reflective of the Inuit population of Nunavut.

Observations and Recommendations

Issue: Government of Nunavut Action Plans

The *2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners* contained a total of 12 specific recommendations. These were formally responded to by the entities in the report:

- Department of Education: 9 recommendations
- Nunavut Arctic College: 2 recommendations
- Department of Family Services: 1 recommendation

The responding entities formally agreed to all twelve of the Auditor General's specific recommendations. The Government of Nunavut submitted an updated response just prior to its appearance before the standing committee during the televised hearing. (Attached as an addendum to this report.) A number of the responses indicated that work towards addressing some of the Auditor General's recommendations would be initiated in upcoming academic or fiscal years.

Standing Committee Recommendation #1:

The standing committee recommends that the Government of Nunavut provide annual stand-alone updates to the Legislative Assembly on specific actions taken to implement the recommendations contained in the *2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners*.

The standing committee further recommends that the Department of Education and Nunavut Arctic College include in their Annual Reports updates on specific initiatives undertaken to address the recommendations contained in the *2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners* as well as such information as detailed statistics on drop out rates and the results of assessments conducted, the use of Nunavut Arctic College facilities to provide Nunavut Arctic College funded courses during the evenings, weekends and summer periods, and detailed statistics on the number of College graduates who succeed in gaining employment in their chosen field of study.

Issue: Departmental Collaboration

While each department or entity audited by the Office of the Auditor General in the *2019 Report of the Auditor General of Canada on Support for High School Students and Adult Learners* has distinct responsibilities with respect to the supports and services it provides to Nunavummiut, some overlap does exist with respect to the client populations served by each entity.

The Department of Education has responsibility for Kindergarten to Grade 12 School Operations which leads to the graduation of High School students. The Department of Education also has an Advanced Education division for adult learning, including the Pathway to Adult Secondary School program which provides an option for adults to obtain their High School diploma, as well as developing such programs as those which focus on training educators like Student Support Assistants.

The Department of Family Services' Career Development division develops and implements plans which focus on career and labour market training in order to meet the needs within Nunavut's labour force, and also provides program development in such areas as apprenticeship. Currently, the Department offers two types of funding programs to support further education: the Financial Assistance for Nunavut Students (FANS) who are attending post-secondary education institutions, and the Adult Learning and Training Support (ALTS) for clients participating in non-post-secondary training programs. Nunavut High School graduates as well as youth who have progressed through the school system without graduating and adults are potential candidates for training opportunities as well as for funding supports.

Nunavut Arctic College offers adult learning opportunities from core Adult Basic Education programs, to delivering the Pathway to Adult Secondary School program, to a number of accredited post-secondary degree programs, including in the field of education. Again, Nunavut High School graduates as well as youth who have progressed through the school system without graduating and adults are potential candidates for ongoing education options delivered by Nunavut Arctic College.

During the course of the hearings, a number of opportunities were identified for departmental or College representatives to conduct outreach activities to guide and inform youth and adults of further education and training opportunities following graduation and, potentially, recruit candidates into programs leading to employment within Nunavut's labour force.

Standing Committee Recommendation #2:

The standing committee recommends that the Government of Nunavut, in its response to this report, indicate what actions have been taken to date to improve collaboration between government departments and Nunavut Arctic College to provide guidance and support to both High School students and Adult Learners to further assist them in progressing towards post-secondary and employment opportunities;

The standing committee further recommends that the Government of Nunavut, in its response to this report, clarify what barriers exist that prevent interdepartmental collaboration;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a summary of where shared areas of responsibility exist between the Deaprtments of Education and Familiy Services and Nunavut Arctic College;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a rationale for why the Financial Assistance for Nunavut Students division is being transferred to the department of Education from the Department of Family Services.

Issue: Supports for High School Students

During the course of the hearing a number of specific issues were identified with respect to supports for High School students.

Members repeatedly raised the issue of providing opportunities for alternative learning and graduation paths for students. The potential for providing such courses as hands-on programs, pre-trades training, work place training and other non-academic learning options was highlighted. It was noted that providing a greater variety of learning options as well as delivering specialized programs could be an effective means to incentivize youth to stay in school as well as broadening the options they may consider for future careers or employment.

Testimony from witnesses during the hearings revealed that very few high schools across Nunavut had dedicated guidance counsellors and that career planning by students was often not completed. Best practices from other jurisdictions were discussed, including an initiative underway in the NWT to establish a mobile team of guidance counsellors who will travel to provide career planning support to students in different high schools across the territory. Members also discussed school staffing issues and it was noted that the Department of Education is considering laddering opportunities for school staff to access training to be able to take on the guidance counsellor role.

Standing Committee members expressed a number of concerns with the Department of Education's current methodology for determining staffing levels in Nunavut community schools. Suggestions included re-evaluating the department's formula for determining staff numbers at schools to take into account student enrolment data instead of attendance data as well as reconsidering whether certain staff members, such as principals, vice-principals or guidance counsellors, should be included when determining the student educator ratios in each school.

Committee members also expressed concerns regarding the Department of Education's assessment activities. It was noted that departmental assessments currently seem to focus on identifying areas where individual students may require adjustments to succeed in school instead of determining whether students have achieved the specific learning goals of a specific grade level before being promoted to the next level of schooling. Members noted that the overall results of the department's grade-specific assessments are not made available through such public documents as the department's annual reports. Given that student preparedness to progress from Grade 9 into the higher level grades was identified as one of the factors determining whether a student could successfully complete Grade 10 and, ultimately, to graduate, some Members were of the view that the department's assessment policies should be reviewed.

Standing Committee Recommendation #3:

The standing committee recommends that the Government of Nunavut, in its response to this report, address what options and related timelines are being considered to deliver alternative or multiple graduation options for High School students across Nunavut;

The standing committee further recommends that the Government of Nunavut, in its response to this report, indicate what specific options for hands-on or pre-trades training are being considered for future delivery in Nunavut's schools;

The standing committee further recommends that the Government of Nunavut, in its response to this report, indicate what specific hands-on or pre-trades training have been delivered in Nunavut's schools, including such information as what partnerships have been established to deliver hands-on and pre-trades courses and how much funding has been allocated to hands-on and pre-trades courses;

The standing committee further recommends that the Government of Nunavut, in its response to this report, state its position on re-introducing a revised version of the Nunavut Early Apprenticeship Training (NEAT) program in Nunavut schools;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a breakdown of the anticipated costs of establishing a food program in all of Nunavut's schools including the costs associated with staffing and space allocation in order to support students to stay in school;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a breakdown of what specific activities are being undertaken in order to improve school attendance and encourage students to stay in school;

The standing committee further recommends that the Government of Nunavut, in its response to this report, clearly explain why current school funding formulas are based on attendance data and not enrolment data and what alternatives school funding formulas are being considered;

The standing committee further recommends that the Government of Nunavut, in its response to this report, provide a cross-jurisdiction summary of how school funding formulas are determined in other jurisdictions across Canada;

Issue: Supports for Adult Learners

During the course of the hearing, a number of specific issues were identified with respect to supports for Adult Learners.

Members are in full support of efforts being made by the Department of Family Services to conduct further outreach to clients and divert them away from Income Assistance programs and provide encouragement and promote alternatives that lead to training and employment. It was noted that funding and benefits for clients registered under the Adult Learning and Training Support program can be significantly higher than funding and benefits received under the Income Assistance program. Concerns were raised that Income Assistance clients were not always receiving the same supports to undertake training courses as other adult learners. Testimony from witnesses during the hearings indicated that efforts are underway to better integrate client information from both the Income Assistance and the Adult Learning and Training Support programs to better identify ways to support individual clients and their families.

Standing Committee expressed some concern with respect the low number of Adult Basic Education core programs being delivered at the community level and the lack of opportunities for adult learners to access the programming necessary to successfully complete the Pathways for Adult Secondary School requirements to obtain a High School diploma.

It should be noted that just prior to the Standing Committee hearing, a cabinet press release announced that the Funding for Nunavut Students program (FANS) would be returned to the jurisdiction of the Department of Education. When the Auditor General's audit was being conducted, the FANS program was under the jurisdiction of the Department of Family Services.

Standing Committee Recommendation #4:

The standing committee recommends that the Government of Nunavut, in its response to this report, indicate what consideration has been given to providing financial support for adult learners taking Adult Basic Education core programs;

The standing committee further recommends that the Government of Nunavut identify and act to remove barriers that prevent adult learners from accessing learning opportunities;

The standing committee further recommends that the Government of Nunavut, in its response to this report, describe what financial assumptions are preventing the allocation of dedicated core funding for the delivery of Adult Basic Education core programs including the costs of staffing, space and programming and indicate what the actual cost of delivery of Adult Basic Education Core programs would be.

The standing committee further recommends that the Government of Nunavut consider providing more options for part-time adult learners with the addition of evening courses, summer courses and other alternative program delivery options;

The standing committee further recommends that the Government of Nunavut ensure that all Community Learning Centres have enough space to adequately accommodate community needs;

The standing committee further recommends that the Government of Nunavut strengthen the linkages between Income Support programs and the delivery of Adult Basic Education programs;

The standing committee further recommends that the Government of Nunavut provide real alternatives to the Income Support program to adults in Nunavut's communities;

The standing committee further recommends that Nunavut Arctic College enhance its outreach activities by displaying its promotional videos in Income Support offices in order that Income Support clients may be informed of College programs while they wait for their appointments with the Income Support Worker.

Issue: Commitments to provide information

During the course of the hearings, representatives from Department of Education, Nunavut Arctic College and the Department of Family Services all made a number of commitments to provide additional information to the Standing Committee.

Standing Committee Recommendation #5:

The standing committee recommends that the Government of Nunavut provide the Standing Committee with the information items that were committed to during the course of the hearing on September 25 and 26, 2019, at the earliest opportunity.



The Government of Nunavut's Updated Responses
to the Report of the Auditor General of Canada to the Legislative Assembly of Nunavut
on Support for High School Students and Adult Learners

September 20, 2019

Recommendation #	OAG Recommendation	GN Response Given	Update to GN Response
<p>31</p>	<p>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 and transition to post-secondary education and employment.</p>	<p>Agreed. In the 2019–20 fiscal year, the Department of Education will develop a 10-year strategic plan. Strategies to help students successfully graduate and transition from high school will be included within this plan. Project planning for this began in fall 2018.</p>	<p>Work continues on the development of a 10-year Department-wide Strategic Plan for the Department of Education.</p> <p>The strategic plan will be developed in collaboration with our partners, stakeholders, students and staff to ensure we identify and implement the key strategic issues that will improve education in Nunavut.</p> <p>The strategic planning process is expected to be complete by the end of the 2019-20 school year.</p>
		<p>In spring 2018, the Department staffed a new position, within the Advanced Education Division. The focus of this position is to support the transition of adult learners either from high school, post-secondary education, or the labour market.</p>	<p>The Adult and Post-Secondary Education Coordinator's responsibilities include identifying and assessing the supports needed to make the pursuit of post-secondary training more accessible.</p> <p>The current focus of the Coordinator is strengthening the Pathway to Adult Secondary School (PASS) program, including reviewing the program for possible inclusion of work placements and cooperative education opportunities.</p>
<p>32</p>	<p>The Department of Education should take steps to improve the quality of attendance data.</p>	<p>Agreed. In 2012, the Department of Education began implementing the Student Information System (SIS) to standardize and improve the quality of student data that the Department can access. Data entry is generally done by school staff, with additional support provided remotely by divisional staff. The reliability and accuracy of data entry is impacted by staff vacancies and turnover.</p>	<p>The Department of Education continues to improve the implementation of the Student Information System (SIS). The Department now has the ability to provide targeted video training to staff about the system.</p>
		<p>The Department has developed and is implementing online training modules and system manuals for school office administrators, secretaries, and teachers, to ensure that all key users receive training on how to use, and enter data into, the SIS. This support helps to streamline the data-entry process and builds capacity within staff to ensure the overall quality of student data.</p>	<p>The Department recently hired two new staff within its Information Technology division, who will offer increased training support at the school level.</p> <p>A number of different training sessions will be offered throughout the 2019-20 school year, including those on tracking accurate attendance data targeted towards principals, teachers, and school administrative staff.</p>



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38	<p>The Department of Education should develop and carry out a strategy to recruit and retain staff in schools and throughout the Department. The strategy should: be based on a needs analysis, identify and address the conditions that discourage working as a teacher in Nunavut, and identify deliverables and related timelines and resources.</p> <p>The Department should periodically assess the effectiveness of its strategy and take corrective action as required.</p>	<p>Agreed. In the 2019–20 fiscal year, the Department of Education will develop a 10-year teacher retention and recruitment strategy. Project planning for this strategy development began in fall 2018.</p>	<p>The department will be collaborating with a number of stakeholders to develop the comprehensive 10-year Educator Retention and Recruitment Strategy. The strategy will take a three-pronged integrated approach to improve retention and recruitment:</p> <ol style="list-style-type: none"> 1. Short-term needs of recruiting and retaining educators 2. Longer-term goal of sustainable development for Inuit and Inuktit-speaking educators 3. Sustainable retention strategies to keep Nunavut educators in teaching roles. <p>All three approaches will be developed and acted upon simultaneously.</p>
39	<p>The Department of Education should develop specific actions to encourage students to enrol in post-secondary education programs that would lead to positions in the Department.</p>	<p>Agreed. The 10-year teacher retention and recruitment strategy being developed in the 2019–20 fiscal year will incorporate actions to encourage students to enrol in post-secondary programs that could lead to careers in the Department of Education.</p> <p>The Department will assist students to explore a variety of possibilities for post-secondary training by entering into partnerships that will incorporate hands-on learning opportunities through practicums, work experience, job shadowing, and co-op learning. The Department supports Take Your Kids to Work Day.</p>	<p>As the 10-year Educator Retention and Recruitment Strategy is being developed, the Department continues to reach out to Nunavut high school students with information packages promoting careers in education.</p> <p>GN and Coalition of Nunavut District Education Authorities representatives attended several career fairs and northern trade shows to promote the teaching profession in the territory and throughout Canada.</p> <p>The Department is exploring alternative scheduling scenarios, offering more support to students and employers embarking on work experience. These scenarios will be tested this fall in two Nunavut high schools.</p> <p>2019 Take Your Kids to Work Day has been scheduled for Wednesday, November 6, 2019.</p>



Recommendation #	OAG Recommendation	GN Response Given	Update to GN Response
<p>44</p>	<p>The Department of Education should complete its policies and guidelines on student assessment and implement them. It should also complete and implement the draft directive for school staff on the steps they can take to improve student performance and to further reduce the gap between classroom marks and end-of-year standardized exams.</p>	<p>The Department of Education's student assessment and reporting policy, framework, and handbook aim to provide guidelines on how to assess students for success and achieve consistency and reliability in assessment practices across Nunavut schools.</p> <p>The Department has a draft student assessment and reporting policy that is being reviewed following feedback from the Coalition of Nunavut District Education Authorities, which recommended that the Department revise the policy to further reflect Inuit Qaujimagatuqangit. The Department has commenced the reviewing process and the document will be ready for the 2020–2021 school year.</p>	<p>The Manager of Student Assessment position, vacant since March 2018, was filled in August 2019.</p> <p>Along with the Assessment, Evaluation and Reporting Policy, a framework and handbook are being developed for school staff. The framework, policy and handbook will be ready for implementation in the 2020-21 school year.</p>
		<p>The Department will continue its efforts to reduce the gap between end-of-year standardized departmental exams and classroom marks for Grade 12 English.</p>	<p>The process for the development of the Department of Education's 10- year Department-wide strategic plan is underway and will focus on student success, of which performance on standardized exams is a crucial measure.</p> <p>Beginning in the 2019-20 school year, the Alberta diploma exam for Nunavut students will be offered twice a year, with two additional opportunities for re-sits added. These additional opportunities to take the diploma exam will offer flexibility and help support student success.</p>
		<p>Recognizing the connection between a responsive, welcoming, and safe learning environment and student achievement, the Department is working toward increasing the success rates in the standardized exams through the development of a safe and caring school framework. This framework aims to create a teaching and learning environment that promotes a sense of achievement among students and educators, thus leading to higher success rates.</p>	<p>The Nunavut Inclusive Education Framework includes the two pillars of Safe and Caring Schools and Student Success.</p> <p>The Safe and Caring Schools Framework is being finalized during the 2019-20 school year; it will provide guidelines in keeping with Inuit Qaujimagatuqangit principles. The Student Assessment, Evaluation and Reporting Framework, Policy and Handbook will be completed during the 2019-20 school year.</p> <p>These frameworks will outline processes in schools to foster Tunnganarniq which is required to enhance student strengths, address student needs, and put appropriate resources in place to reduce the gap between classroom marks and end-of-year standardized exams.</p>
		<p>Over the next two years, the Department intends to have data analysis systems in place so that policy decisions are informed by data.</p>	<p>Work continues to make full use of the information gathered through SIS, including meaningful analysis of relevant data.</p>
		<p>The Department will also initiate the review process of the School Operations Directive: Review of Marks Differential Directive (2013).</p>	<p>Work to initiate the review process of this directive will begin in the 2019-20 school year with the aim to implement the proposed directive in the 2020-21 school year.</p>



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47	The Department of Education should complete and implement its directive and its delivery plan on distance learning.	Agreed. The Department of Education is finalizing the distance learning directive for students registered in Nunavut Kindergarten to Grade 12 schools for the 2019–2020 academic year. This directive clarifies the process for students, parents, principals, and district education authorities. It has simplified the process to access distance learning for parents and students.	The Kindergarten-Grade 12 Distance Learning Directive is complete. The directive clarifies and simplifies the enrollment and reimbursement process for distance learning courses.
		The Department will make an effort to initiate the process of developing a delivery plan for distance learning through a collaborative process involving several divisions. The delivery plan will further support implementation.	With the completion of the directive, a comprehensive Distance Learning Delivery Plan is being created for release in the 2020-21 school year.
52	The Department of Education should ensure that high school students are getting advice on academic and career options and that students complete career and program plans. The Department should also provide training and support materials to school staff on how to give students career advice.	Agreed. The completion of the career and program planning process is mandatory at Grade 9 and embedded into Aulajaaqtut courses at grades 10 and 11. Schools that have undergone a high staff and administrative turnover may not be following the mandate. To assist schools to better support students in career exploration, course selection, and involving parents in these life choices, the Department of Education will work with Regional School Operations administrators to ensure that school administrators and staff are aware of the career program planning process and have accounted for this in their Long Range / Year Plans to undertake this process with their students. This data will be used to inform the school's Education Program Plan (EPP).	To further enhance opportunities for career planning, the Department of Education is currently reviewing the career and program planning process for grades 7, 8, and 9. The department is also considering developing further training for school staff in this area.
		The Department will complete the staffing for the Curriculum Development Division Transition Team, so that initiatives such as Take Your Kids to Work Day, career fairs, and links to preparing students for a successful life after high school are available to all students.	In summer 2019, the Department of Education filled 2 of the 3 positions on its Curriculum Development Division Transition Team to support students in times of transition, including graduation paths, post-secondary training, and employment.



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55	<p>Nunavut Arctic College should inform high school students about the various academic programs it offers and ensure that it keeps information on its programs and admission requirements clear and up to date.</p>	<p>Agreed. The Minister responsible for the Nunavut Arctic College and the Board of Governors have directed the College to see how it can begin to address these gaps. The College has recently begun to overhaul its website and has posted an updated program schedule for the 2019–2020 academic year. The maintenance of a digital presence for the purpose of communicating information with the public is an iterative process, and the College will continue to update and improve its website content for the purpose of providing current and clear information to the public. The College has received additional funding for these activities.</p> <p>During the winter sitting of the Legislative Assembly (February–March 2019), additional base funding was appropriated for the College with the express purpose of creating a marketing, communications, and recruitment team. This team will include a divisional manager, promotional materials specialist, and two strategic recruitment coordinators. This funding will be available to the College on 1 April 2019, and the College is already preparing to fill those positions as soon as possible.</p> <p>The College acknowledges that, due to the size of the territory, some marketing activities will need to remain with individual faculties, divisions, or frontline staff in the communities. As such, the additional expertise of the headquarter division along with the supplemental funding for marketing materials and activities is intended to augment existing activities and help build capacity where necessary, rather than completely centralizing recruitment operations.</p> <p>The College recognizes the need to inform high school students and mature learners of the academic programs being offered in both the campus communities as well as the community learning centres, and is committed to improving how it communicates and markets its programs and course offerings to Nunavummiut.</p>	<p>The College has recruited staff in our Communications, Marketing and Recruitment division. We now have a Communications Manager, a Promotional Material Specialist and a Recruitment Specialist. The main goal of this division is to utilize marketing campaigns and recruitment outreach activities to increase awareness and understanding of available programs support, as well as increase levels of enrollment through-out the territory. This team will work closely with the Community Learning Centers, campuses, faculty, front-line staff and interested stakeholders to help increase our reach to Nunavummiut across the territory.</p>



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<p>59</p>	<p>The Department of Education should, in collaboration with other departments and partners, increase students' access to opportunities for hands-on learning, including work placements or cooperative education options.</p>	<p>Agreed. The Curriculum Development Division Transition Team in the Department of Education is tasked with increasing awareness of hands-on learning opportunities to staff, students, and parents. The Transition Team will engage partners to ensure that academic and experiential learning opportunities are tied to program planning, course selection, and career pathways.</p>	<p>The Transition Team will review existing barriers limiting the ability of schools to offer hands-on learning opportunities such as work experience and cooperative learning.</p> <p>The Department worked with external stakeholders to support experiential learning initiatives in spring 2019, including the Nunavut Health Careers Camp held in Iqaluit, and the Iniuiniit Career Fair held in Baker Lake.</p>
		<p>The Transition Team and the Iqqaqqaukkaringiq Team will review the former Nunavut Early Apprenticeship Training (NEAT) program, to see whether an updated plan for high school students to begin apprenticeship training early can or should be implemented.</p>	<p>The review work is intended to begin during 2019-20 school year.</p>
		<p>The Department is also considering how the Pathway to Adult Secondary School Graduation program (PASS) can incorporate work placements and cooperative education options.</p>	<p>The recently hired Adult and Post-Secondary Education Coordinator position is currently reviewing the PASS program for possible inclusion of work placements and cooperative education opportunities to allow adult learners to explore a variety of possibilities for post-secondary training and employment.</p>
<p>87</p>	<p>The Department of Education should review the requirements needed to obtain a high school diploma through the Pathway to Adult Secondary School Graduation program (PASS) and determine whether alternative requirements for obtaining a Nunavut high school diploma should be established for adult learners.</p>	<p>Agreed. The Department of Education is reviewing the requirements needed to obtain a high school diploma through the PASS program. The Department had identified a policy gap for the program wherein it cannot currently issue a high school diploma to graduates of the PASS program unless they have 100 credits.</p> <p>To address this issue, the Department commissioned a review of the PASS program in April 2018 to identify the policy gaps and offer recommendations for addressing them. While this circumstance has not occurred (to date, all PASS graduates have thus far been issued high school diplomas), the Department has identified the potential for this situation to occur while this policy gap exists.</p> <p>The Department is currently working on addressing this policy gap so that all graduates of the PASS program can be issued high school diplomas. The Department expects to have this policy gap resolved by the spring of 2019.</p>	<p>A Request for Ministerial Decision formalizing the program's seven-course graduation requirement was approved in July 2019.</p> <p>The Department of Education is now collaborating with Nunavut Arctic College to design and implement a directive that will outline the procedures for staff to follow when issuing the secondary school diploma to those who complete the program's seven-course graduation requirement, which includes the graduation-level course from each of the five general strands and two additional courses at the 30 (Grade 12) level.</p>



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94	<p>Nunavut Arctic College should ensure that it collects information on program applicants consistently and uses it to inform decisions such as when and where to offer adult literacy and academic upgrading programs. The College should also ensure that relevant information is shared among partners involved in supporting adult learners, such as the Department of Education and the Department of Family Services.</p>	<p>Agreed. 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 and are used to drive determination of which programs are delivered in which community. This enabled College staff to determine upcoming programs in a timelier manner, so that information could be provided to the public earlier than previously possible.</p> <p>The College also recognizes a need for more quantitative information to play a role in determining program deliveries at campuses and community learning centres. The College is currently in the midst of implementing a new Student Information System which will allow the College to more easily collapse data into aggregate reports to inform decision making.</p> <p>The College will initiate, in the upcoming academic year, discussions with the Advanced Education Division of the Department of Education on how the College and the Department can align each organization's respective information for the purpose of decision making on when and where to offer adult literacy and upgrading programs.</p> <p>The College will also make an effort to initiate the creation of an ongoing working group of stakeholder departments involved in supporting adult learners, such as the Department of Education, the Department of Family Services, and potentially the new Department of Human Resources.</p>	<p>The College continues to make strides in this area on different fronts. For example, our College and Distance Learning program continues to engage Nunavummiut in conversations about learner needs in their community. They have streamlined the process for community feedback on program requests, through their Community Needs Assessment.</p> <p>The College continues to update its website with up-to-date information and material and are working to have information also available in Inuktitut and French on the website. We are also working to improve our Student Information System (SIS). The College has recently hired an IT strategic Advisor, and Systems Analyst to help lead the finalization of the SIS project, as well as manage a digitization and reporting project. We believe this work will vastly improve our ability in sharing relevant data to stakeholders, thereby allowing for informed decisions to be made on the strategic direction in academic upgrading, adult literacy and long-term program planning.</p>



The Government of Nunavut's Updated Responses
to the Report of the Auditor General of Canada to the Legislative Assembly of Nunavut
on Support for High School Students and Adult Learners

September 20, 2019

Recommendation #	OAG Recommendation	GN Response Given	Update to GN Response
95	<p>The Department of Family Services should review its financial aid programs to ensure that there are no unintended barriers to adult learners wishing to upgrade their education.</p>	<p>Agreed. The Department of Family Services is presently reviewing its financial aid programs to ensure that they meet the needs of Nunavummiut. The Department anticipates implementing minor changes in September 2019. Major changes are subject to approval by the Legislative Assembly of Nunavut.</p>	<p>The Department has prepared an analysis of the gaps in financial aid programs using administrative data and student feedback and submitted a business case detailing proposed funding measures to address those gaps.</p> <p>Operational directives are being revised to address some of the potential barriers uncovered during the Department's review of post-secondary student supports.</p> <p>The review of post-secondary student supports took place between October 2018 and July 2019.</p> <p>Phase 1 – Collection of comparative information from other Canadian jurisdictions on the type and amount of support available to students.</p> <p>Phase 2 – Interviews with FANS staff about the feedback they receive from students on the type and amount of support provided by FANS.</p> <p>Phase 3 – Analysis of administrative data to determine if FANS support is meeting the actual costs of tuition, books and fees.</p> <p>Phase 4 – Creation of models of living costs incurred by students studying in the North and the South.</p> <p>Phase 5 – Preparation and costing of recommendations to address the most significant shortfalls in student supports</p>