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| **Standing Committee on Oversight of Government Operations and Public Accounts Hearing on the 2019-2020 Annual Report of the Representative for Children and Youth**<br>**Iqaluit, Nunavut**<br>**June 22, 2021** | **ᓇᐅᑦᑎᖅᓱᕐᓂᕐᒧᑦ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᑦᑭᓐᓂᑦ ᑮᓇᐅᔭᖅᑐᕈᑎᒥᓂᕐᓂᓪᓗ ᑲᑎᒪᔨᕋᓛᑦ ᑲᑎᒪᓂᖕᒋᑦ ᐱᔾᔪᑎᒋᓪᓗᒍ 2019-2020 ᐊᕐᕌᒍᑕᒫᑦ ᐅᓂᒃᑳᖕᒐ ᓄᑕᖅᑲᓄᑦ ᒪᒃᑯᒃᑐᓄᓪᓗ ᑭᒡᒐᖅᑐᐃᔨ ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ ᔫᓂ 22, 2021** |
| **Members Present**:<br>Tony Akoak<br>Pat Angnakak<br>Pauloosie Keyootak<br>Adam Lightstone<br>John Main, Chair<br>Calvin Pedersen<br>David Qamaniq<br>Emiliano Qirngnuq<br>Allan Rumbolt<br>Craig Simailak | **ᒪᓕᒐᓕᐅᖅᑏᑦ ᐅᐸᒃᑐᑦ**:<br>ᑑᓂ ᐋᕐᑯᐊᖅ<br>ᐸᑎᑯᓗᒃ ᐊᕐᓇᒃᑲᖅ<br>ᐸᐅᓗᓯ ᕿᔪᒃᑖᖅ<br>ᐋᑕᒻ ᓚᐃᑦᓯᑑᓐ<br>ᐋᕐᓗᒃ ᒪᐃᓐ, ᐃᒃᓯᕙᐅᑕᖅ<br>ᑳᑦᕕᓐ ᐲᑐᓴᓐ<br>ᑕᐃᕕᑎ ᖃᒪᓂᖅ<br>ᐃᒥᓕᐊᓄ ᕿᓐᖑᖅ<br>ᐋᓚᓐ ᕋᒻᐳᑦ<br>ᑯᓇᒡᒃ ᓯᒪᐃᓚᒃ |
| **Staff Members**:<br>Stephen Innuksuk<br>Siobhan Moss | **ᐃᖅᑲᓇᐃᔭᖅᑏᑦ**:<br>ᓯᑏᕙᓐ ᐃᓄᒃᓱᒃ<br>ᓯᕙᓐ ᒫᔅ |
| **Interpreters**:<br>Andrew Dialla<br>Philip Paneak<br>Jacopoosie Peter<br>Blandina Tulugarjuk | **ᑐᓴᔨᑦ**:<br>ᐋᓐᑐᓘ ᑎᐊᓚ<br>ᐱᓕᑉ ᐸᓂᐊᖅ<br>ᔭᐃᑯᐳᓯ ᐲᑕ<br>ᐸᓚᓐᑏᓇ ᑐᓗᒐᕐᔪᒃ |
| **Witnesses**:<br>Jane Bates, Representative for Children and Youth<br>Charlotte Borg, Director of Student Achievement<br>Rebecca Hainnu, Associate Deputy Minister of Education<br>Arijana Haramincic, Executive Director of Family Wellness<br>David Korgak, Manager of Individual Advocacy Services<br><br>Victoria Madsen, Assistant Deputy Minister of Health<br>Stephen Mansell, Deputy Minister of Justice | **ᐊᐱᖅᓱᖅᑕᐅᔪᑦ**:<br>ᔭᐃᓐ ᐸᐃᑦ, ᓄᑕᖅᑲᓄᑦ ᒪᒃᑯᒃᑐᓄᓪᓗ ᑭᒡᒐᖅᑐᐃᔨ<br>ᓵᓚᑦ ᐳᐊᒡ, ᑐᑭᒧᐊᖅᑎᑦᑎᔨ ᐃᓕᓐᓂᐊᖅᑏᑦ ᑲᔪᓯᓂᖅᑲᑦᑎᐊᕐᓂᖕᒋᓐᓄᑦ<br>ᐅᓖᐱᑲ ᕼᐊᐃᓐᓄ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒥᓂᔅᑕᐅᑉ ᑐᑦᓕᒋᔭᐅᖅᑕᐅᔪᖅ<br>ᐊᐅᕆᔫᓇ ᕼᐋᕋᒥᓐᓯᒃ, ᑐᑭᒧᐊᖅᑎᑦᑎᔨᒻᒪᕆᒃ ᐃᓚᒋᑦ ᖃᓄᐃᓐᖕᒋᑦᑎᐊᕐᓂᖕᒋᓐᓄᑦ<br>ᑕᐃᕕᑎ ᖁᐊᕋᖅ, ᐊᐅᓚᑦᑎᔨ ᐃᒻᒥᒃᑰᖅᑐᒃᑯᑦ ᑭᒡᒐᖅᑐᐃᓂᕐᒧᑦ ᐱᔨᑦᑎᕈᑎᓂᒃ<br>ᕕᒃᑐᐊᕆᔭ ᒫᑕᓴᓐ, ᐋᓐᓂᐊᖃᕐᓇᓐᖕᒋᑦᑐᓕᕆᓂᕐᒧᑦ ᒥᓂᔅᑕᐅᑉ ᑐᑦᓕᐊᑕ ᐃᑲᔪᖅᑎᖕᒐ<br>ᓯᑏᕙᓐ ᒫᓐᓯᐊᑦ, ᒪᓕᒐᓕᕆᓂᕐᒧᑦ ᒥᓂᔅᑕᐅᑉ ᑐᑦᓕᐊ | |

Lynn Matte, Director of Child and Youth Advocacy Services
Yvonne Niego, Deputy Minister of Family Services
Colleen Stockley, Deputy Minister of Health

*>>Committee commenced at 9:00*

**Chairman** (Mr. Main)(interpretation): Good morning, my colleagues and witnesses. Good morning. We are having a hearing as the Standing Committee on Government Operations and Public Accounts on the Representative for Children and Youth's 2019-2020 Annual Report.

To our colleague, Mr. Qamaniq, good morning. I'm glad that you are able to join us this morning. I didn't recognize you yesterday, as you were not present. We are glad that you are present this morning.

Representative, good morning. We will start with your report on (interpretation ends) page 10. (interpretation) I'll say it in English. (interpretation ends) We're going to start off where we left off yesterday, which was in the section of the representative's report titled "About Our Office" and that's pages 10 to 12. I understand that all the departmental witnesses are the same as yesterday, so there is no need to go through that again and we will start the meeting. I'll open the floor to questions from Committee Members under "About Our Office."

I can start off the questioning if that's the Committee's preference. For the representative, maybe if you could describe for the Committee what role the elder advisors play in terms of guiding the work of your office. Ms. Bates.

**Ms. Bates**: Thank you, Mr. Chairman, and good morning. We have a public nomination process and elder advisors serve a two-year

ᓕᓐ ᒫᑦ, ᑐᑭᒧᐊᖅᑎᑦᑎᔨ ᓄᑕᖅᑲᑦ ᒪᒃᑯᒃᑐᐃᓪᓗ ᑭᒡᒐᖅᑐᖅᑕᐅᓂᖏᓐᓄᑦ ᐱᔨᑦᑎᕈᑎᓂᒃ ᐃᕝᕚᓐ ᓇᐃᒍ, ᐃᓄᓕᓇᓂᕐᒧᑦ ᒥᓂᔅᑕᐅᑉ ᑐᑦᓕᐊ ᑳᓖᒃ ᓯᑖᒃᓕ, ᐋᓐᓂᐊᖃᕐᓇᓐᖏᑦᑐᓕᓇᓂᕐᒧᑦ ᒥᓂᔅᑕᐅᑉ ᑐᑦᓕᐊ

*>>ᑲᑎᒪᓯᒋᐊᖅᑐᑦ 9:00ᒧᐊᖅᑎᓪᓗᒍ*

**ᐃᒃᓯᕙᐅᑕᖅ** (ᒪᐃᓐ): ᐅᑉᓛᑦᓯᐊᖅ. ᑲᑎᒪᔨᐅᖃᑎᒃᑲ ᐊᒻᒪᓗ ᐅᕗᖕᒐ ᐅᖃᓪᓚᒋᐊᖅᑐᖅᓯᒪᔪᑦ, ᐅᑉᓛᑦᓯᐊᖅ. ᑲᑎᒪᓂᖃᖅᑎᕐᓗᑕ ᑲᑎᒪᔨᐊᓛᖑᐃᓐᓇᖅᑐᑎᒍᑦ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᓂᓇᔭᖏᑦᑕ ᑮᓇᐅᔭᖅᑐᕐᓂᓇᔭᖏᑦᑕᓗ ᒥᒃᓵᓄᑦ ᑲᑎᒪᓂᖃᕋᑉᑕᐃᓛᒃ ᒫᓐᓇᐅᔪᖅ ᐱᔾᔪᑎᖃᖅᓗᑕᐃᓛᒃ ᑲᑎᖃᑎᖃᕋᑉᑕ ᑭᒡᒐᖅᑐᐃᔨ ᓄᑕᖅᑲᓄᑦ ᒪᒃᑯᒃᑐᓄᓪᓗ ᐱᔾᔪᑎᖃᖅᓗᑕᓗ ᐆᒥᖕᒐ ᑲᑎᒪᔾᔪᑎᖃᖅᓗᑕ 2019/2020 ᐅᑭᐅᑕᒫᖅᓯᐅᑦ ᐅᓂᒃᑳᓕᐊᓇᓯᒪᔭᖕᒐ ᕿᒥᕐᕈᒐᑉᑎᒍᑦ ᖃᐅᔨᓴᕋᑉᑎᒍᓂᓛᒃ.

ᑲᑎᒪᔨᐅᖃᑎᕗᑦ ᒥᔅᑕ ᖃᒪᓂᖅ ᐅᑉᓛᑦᓯᐊᖅ ᑲᑎᒪᖃᑕᐅᔫᓪᓗᐊᕋᕕᑦ ᐅᑉᓛᖅ ᖁᕕᐊᓇᑯᓂ, ᐃᑉᐸᒃᓴᖅ ᐃᓕᑕᓇᖏᓚᐅᕋᓗᐊᖅᓗᑎᑦ ᐅᕙᓃᑦᑑᓪᓗᐊᓚᐅᖏᓐᓇᕕᑦ ᖁᕕᐊᓱᒃᐳᒍᑦ ᐅᑉᓛᖅ ᑕᕙᓃᑦᑑᓪᓗᐊᕋᕕᑦ.

ᑭᒡᒐᖅᑐᐃᔨ ᐅᑉᓛᑦᓯᐊᖅ. ᐱᒋᐊᕐᓂᐊᕋᑉᑕ ᐅᕙᓂ ᐅᓂᒃᑳᓕᐊᓇᓯᒪᔭᕐᓂᒃ ᒪᒃᐱᒐᖅ 10. ᖃᑉᓗᓇᐅᔭᕐᓗᒍ ...

(ᑐᓵᔨᑎᒍᑦ) ᑕᕙᖕᒐᕐᓂᐅᓴᓕᕋᑦᑕ ᐱᒋᐊᕐᓗᑕ ᐃᑉᐸᔅᓴᖅ ᓄᖅᑲᕐᕕᒋᓚᐅᖅᑕᑎᓐᓂ ᑕᕙᕙᓂ ᐅᓂᒃᑳᓕᐊᕕᓂᕐᓂ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᐅᓂᒃᑳᓕᐊᒥᓂᖏᓐᓂᒃ ᐊᓪᓚᕕᕐᑎᓐᓂᒃ ᐱᔾᔪᑎᖃᖅᑐᑦ ᑖᒃᑯᐊ ᐊᓪᓚᕙᖕᒐᓂᑦ. 10-ᒥᑦ 12-ᒧᖕᒐᔪᐃᑦ ᑕᐃᒃᑯᐊ ᐅᖃᓇᐊᖅᑐᖅᓯᒪᔪᑦ ᐃᑉᐸᔅᓴᖅ ᑖᖅᑯᐊᓴᐃᓐᓇᐅᒻᒪᑕ ᑭᒃᑯᒻᒪᖕᒑᑕ ᓇᓗᓇᐃᖅᑐᓇᐊᖃᖏᑦᑐᑦ ᐊᐱᖅᑯᑎᓅᑦᑕᐅᑎᒋᔪᓐᓇᕐᓂᐊᖅᑐᑦ ᑖᒃᑯᐊ ᐊᓪᓚᕙᖕᒐᑕ ᒥᔅᓵᓄᑦ. ᐱᒋᐊᖃᕈᑎᖃᕈᓐᓇᖅᑐᖕᒐ ᖃᓄᐃᔅᓴᖏᒃᑯᔅᓯ ᑲᑎᒪᔨᑦ.

ᑭᒡᒐᖅᑐᐃᔨᑦ ᓇᓗᓇᐃᖅᑐᐃᑲᐃᓐᓇᕈᓐᓇᖅᑮᑦ ᑭᓯᓕᓇᔨᐅᒻᒪᖕᒑᑕ ᐃᓐᓇᒻᒪᓇᐅᔪᑦ ᐅᖃᐅᔾᔨᒋᐊᖅᑎᐅᔪᑦ ᐃᓐᓇᑐᖃᐃᑦ ᐊᓪᓚᕙᔅᓯᓐᓂ? ᒥᔅ ᐸᐃᑦ.

**ᐸᐃᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ ᐃᒃᓯᕙᐅᑕᖅ ᐅᓪᓛᒃᑯᑦ. ᐃᓐᓇᑐᖃᑦ ᐅᖃᐅᔾᔨᒋᐊᖅᑏᑦ ᑕᐃᒪ ᓂᕈᐊᕋᔅᓴᓕᐅᖅᑐᖃᖃᑦᑕᖅᑐᖅ ᑕᖅᑳᓐᖕᒐᑦ ᐊᕋᒍᓐᓄᑦ ᒪᕐᕉᓐᓄᑦ ᐊᑕᔪᒫᕐᓂᐊᖅᑐᓂᒃ. ᒫᓐᓇ ᐊᕋᒍᕋᑖᖅᑐᒥ ᓂᕈᐊᕋᔅᓴᓕᐅᕋᓯᓚᐅᖅᑐᒍᑦ

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| term. We actually were in the process this past fiscal year of nominating new elders to advise us. | ᐅᖃᐅᔾᔨᒋᐊᖅᑎᒋᓂᐊᖅᑕᑦᑎᓐᓂᒃ ᐃᒫᓪᓕ ᐱᓕᕆᔨᑦ ᐅᕙᑦᑎᓐᓄᑦ, ᐅᖃᐅᔾᔨᒋᐊᖅᑏᑦ. |
| In terms of what they do for our work, elder advisors input work of our office. Individual advocacy specialists can consult with them and do consult with them about individual advocacy cases. They have reviewed some of our documents. They have reviewed quite a bit of our documentation. As I mentioned in the opening comments, the elder advisors consulted with us in regard to how Inuit societal values and child rights work together, and there is reference of that work inside the annual report. | ᐊᓪᓚᕕᑦᑎᓐᓂ ᐱᓕᕆᖃᑕᐅᔨᑦ ᐃᓛᒃᑯᑦ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᓕᓐᓂᒃ ᐃᑲᔪᖅᓯᖅᑕᐅᔭᕆᐊᓕᓐᓂᒃ ᐃᓛᒃᑯᓪᓗ ᑕᐃᒃᑯᐊ ᖃᐅᔨᒪᔪᑦ ᐱᓕᕆᔨᕗᑦ ᑕᐃᒪᐃᑦᑐᓕᕆᔨᕗᑦ ᖃᐅᔨᒋᐊᖃᑦᑕᒋᓐᓇᖅᑐᑦ ᐃᓐᓇᑐᖃᖁᑎᑦᑎᓐᓂᒃ ᑎᑎᕋᖅᓯᒪᔭᑦᑎᓐᓂᒃ ᐅᖃᓕᒫᓪᓗᐊᑲᓪᓚᔅᓯᒪᔪᐃᑦ ᐃᓐᓇᑐᖃᐃᑦ ᐅᖃᐅᔾᔨᒋᐊᖅᑏᑦ ᐅᕙᑦᑎᓐᓂᒃ ᖃᐅᔨᒋᐊᖃᑦᑕᖅᓯᒪᓪᓗᑎᓪᓗ ᖃᓄᖅ ᐃᓄᐃᑦ ᐃᓅᖃᑎᒌᓐᓂᕐᒧᑦ ᐅᐸᐱᓇᔭᖕᒋᑦ ᐃᓕᔭᐅᓯᒪᓲᖕᒍᒪᖕᒑᑕ ᐃᖅᑲᓇᐃᔮᖕᒋᓐᓄᑦ.

In terms of our reading books, they have also reviewed those particular books, *Mosesie Speaks Up* and also *Annie and Uqi Play*. Also, we consult with them on a regular, I would say, should be more regular basis on Inuit societal values and how we incorporate them into our work. Thank you, Mr. Chairman. | ᐅᖃᓕᒫᒐᕐᑯᑎᕗᑦᑕᐅᖅ ᐅᖃᓕᒫᖅᑕᐅᖃᑦᑕᖅᓯᒪᒻᒥᔪᐃᑦ, “ᒧᓯᓯ ᐅᖃᖅᑐᖅ” ᐊᒻᒪ “ᐃᓄᑭ ᐱᓐᖑᐊᑎᓪᓗᒍ” ᑕᐃᒃᑯᐊ ᐅᖃᓕᒫᒐᐃᑦ. ᖃᐅᔨᒋᐊᕐᕕᒋᖃᑦᑕᖅᑕᕗᑦ ᖃᓂᑏᑦᑕᓂᖅᓴᐅᔪᓂᓂᑖᒃ ᖃᐅᔨᒋᐊᕐᕕᒋᖃᑦᑕᓇᐊᓕᒐᓗᐊᕗᑦ ᐃᓄᐃᑦ ᐅᐸᐱᓇᔭᖕᒋᑦᑕ ᒥᔅᓵᓄᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Qirngnuq. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅᑕ ᖁᓐᖑᖅ. |
| **Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. In the representative’s report on page 11, there is reference to Inuit culture. Mr. Chairman, as fathers, we take care of children too but not like mothers and as fathers, we are not as knowledgeable about babies as mothers are. In terms of our Inuit culture, I would like to know how the representative feels about this statement. Thank you, Mr. Chairman. | **ᖁᓐᖑᖅ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ. ᐃᒃᓯᕙᐅᑖᖅ ᑕᓪᕙᓂ ᑭᒡᒐᖅᑐᐃᔾᔨᒃᑯᑦ ᐅᓂᑉᑲᓕᐊᕆᓯᒪᔭᑦᑕ ᐃᓗᐊᑦᓂ ᒪᒃᐱᒐ ᖁᓕᓪᓗ ᐊᑕᐅᓯᕐᓗ (11) ᐅᓇ ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖕᒋᑦᑕ ᒥᒃᓵᑕ ᐃᓗᐊᓂ ᑎᑎᕋᖅᓯᒪᔪᑦ. ᑖᒃᑯᐊ ᐃᒃᓯᕙᐅᑕᖅ, ᐅᕙᒍᑦ ᐊᑖᑕᐅᓪᓗᑕ ᓄᑕᖅᑭᕆᕙᒃᑲᓗᐊᖅᑐᒍᑦ ᐊᓈᓇᐅᔪᑎᑐᑦ ᐃᖕᒋᓐᓇᑉᑕ ᑕᒪᒻᓇ ᖃᓄᐃᑦᑐᒻᒪᕆᐅᖕᒪᑦ ᖃᐅᔨᒪᖕᒋᓐᓂᖅᓴᐅᒐᑉᑎᒍᑦ ᐊᑖᑕᐅᑉᓗᑕ ᓄᑕᖅᑲᑦ ᒥᒃᓵᓄᑦ, ᑖᑉᑯᐊ ᐃᓄᐃᑦ ᐃᓕᖅᑯᓲᑦᑕ ᒥᒃᓵᓄᑦ ᖃᓄᖅ ᐃᓱᒪᖃᕆᐊᒃᓴᖕᒋᑦᑕ ᑖᑉᑯᐊ ᑭᒡᒐᖅᑐᐃᔫᑎᒃᓗᒋᑦ ᐃᓈᓱᒃᑐᓄᑦ ᓄᑕᖅᑲᓄᓪᓗ. ᑐᑭᓯᕙᓪᓕᕈᒪᑉᓗᖕᒐ ᐊᐱᖅᑯᑎᒋᔭᕋ ᐃᒃᓯᕙᐅᑕᓖᒃ ᖁᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. In regard to and I just want to clarify the statement is that fathers are not as | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓇᓗᓇᐃᑲᐃᓐᓇᕈᒪᔭᕋ ᑖᓐᓇ ᐅᖃᖅᓯᒪᔪᖅ ᐅᖃᐅᓯᕆᔪᒪᔭᕋ ᐊᑖᑕᒋᔭᐅᔪᐃᑦ ᖃᐅᔨᒪᖕᒋᓐᓂᖅᓴᐅᖕᒪᑕ |

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| knowledgeable about babies and children as the mothers are. Am I correct? With respect to that, I can't speak to what knowledge men or fathers have with respect to children generally, but what I would say is that equally, fathers and mothers want the best interest of their children and want to raise their children in their traditions and culture. I think, again, equally, fathers play an important role in the raising of children. | ᓄᑕᕋᓕᕆᓂᕐᒥᒃ, ᑎᑎᕋᕕᑦᑕ ᑐᓐᖓᕕᒋᓚᕆᒻᒪᒍ ᐱᓕᕆ ᐊᓈᓇᒋᔭᐅᔪᓂᒃ ᐅᖃᐅᓯᖅ ᑖᓐᓇ ᐅᖃᕐᕕᒋᓗᐊᕈᓐᓇᓐᖏᑦᑕᕋ ᖃᓄᖅ ᖃᐅᔨᒪᓂᖃᕐᒪᖔᑕ ᐊᖑᑏᑦ ᓱᕈᓰᑦ ᒥᒃᓵᓄᑦ ᑭᓯᐊᓂᓕ ᐅᖃᕈᓐᓇᖅᑐᖓ ᑕᐃᒫᒃ ᐊᔾᔨᒌᒥᒃ ᐊᑖᑕᐃᑦ ᐊᓈᓇᒋᔭᐃᓪᓗ ᑕᐃᒫᓴᐃᓐᓇᖅ ᑲᒪᒋᔭᐅᑦᑎᐊᕐᑯᔨᔪᑦ ᐱᕈᖅᓴᔭᐅᕐᑯᔨᔪᑦ ᐃᓕᖅᑯᓯᖏᓐᓂᒃ ᐊᑐᕐᓗᑎᒃ ᑕᐃᒫᓴᐃᓐᓇᖅᑕᐅᖅ ᐊᔾᔨᒌᒥᒃ ᐊᑖᑕᒋᔭᐅᔪᐃᑦ ᐱᒻᒪᕆᐊᓗᒻᒥᑦᑕᐅᖅ ᐱᖃᑕᐅᓂᖃᕐᖃᑦᑕᖅᑐᑦ ᐱᕈᖅᓴᔭᐅᑎᓪᓗᒋᑦ ᓱᕈᓰᑦ. | ᐊᓈᓇᐃᑦ ᖃᐅᔨᒪᓂᖅᓴᐅᑉᐸᑕ ᐱᕈᖅᓴᐃᓂᕐᒥᒃ ᑖᓐᓇ ᐅᖃᕐᕕᒋᓗᐊᕈᓐᓇᓐᖏᑦᑕᕋ ᖃᐅᔨᒪᓂᖅᓴᐅᓂᕋᕐᓗᒋᑦ ᐊᕐᓇᐃᑦ. ᐊᖑᑏᑦᑕᐅᖅ ᓇᒻᒥᓂᖅ ᐃᓄᑑᔾᔨᓪᓗᑎᒃ ᐱᕈᖅᓴᐃᖃᑦᑕᓲᖑᖏᖓᑕ ᐊᓈᓇᖃᖅᑎᓐᓇᒋᑦ. ᑕᐃᒫᓴᐃᓐᓇᖅ ᐱᒻᒪᕆᓐᓈᓗᖕᓂᒃ ᐱᓕᕆᖃᑦᑕᖅᑐᑦ ᐱᕈᖅᓴᐃᓂᕐᒥᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| In terms of whether the mothers are more knowledgeable about child rearing, I don't think I can make a statement with respect to whether or not they're more knowledgeable. I think there are many fathers that may be raising children on their own, independently of having a mother present, but I think, equally, they play an important role in raising a child. Thank you, Mr. Chairman. | |
| **Chairman** (interpretation): Thank you. Mr. Qirngnuq. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅᑕ ᕿᓐᖓᖅ. |
| **Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. In the next one, the voice of the child, the one right below on the same page about the fact that the children need to have a voice and be able to say what other people are doing to them or what other children or adults are doing to them, I would like to get more information. I would like to ask the Department of Education to get more information about the voice of the child. Thank you, Mr. Chairman. | **ᕿᓐᖓᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ. ᑖᑉᑯᐊ ᑐᒡᓕᕆᔾᑦᑕᐅᖅ ᑖᓐᓇ ᓄᑕᖅᑲᑦ ᓂᐱᖃᕐᓂᖏᑦᑕ ᒥᒃᓵᓄᑦ ᑕᓪᕙᓂᑦᑕᐃᓐᓇᖅ ᒪᒃᐱᒐᕐᒥ ᓄᑕᖅᑲᑦ ᓂᐱᖃᕆᐊᖃᕐᒪᑕ ᖃᓄᐃᓕᐅᖅᑕᐅᓂᕆᔭᒥᖕᓂᒃ ᐃᓅᖃᑎᒥᓂᒃ ᓄᑕᕋᐅᖃᑎᒥᓂᓪᓘᓐᓃᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐃᓐᓇᕐᓂᒃ, ᑖᓐᓇ ᑐᑭᓯᕚᓪᓕᕈᑎᒋᔪᒪᓪᓗᒍ ᖃᓄᖅ ᐃᓕᐅᖅᑑᕐᒪᑕ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᒪᔨᖏᑦᑕ ᒥᒃᓵᓄᑦ ᐊᐱᖅᑯᑎᖃᕐᕕᒋᕙᕋᕐ ᑐᑭᓯᕚᓪᓕᕈᒪᓪᓗᖓ ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒃ. | |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. One of the fundamental principles of our office is to ensure that the voice of the child is heard. Again, I believe it centres on decision-making through discussion and consensus. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃᓚᖓᑦ ᑕᕝᕙ ᑐᓐᖓᕕᒋᔭᐅᓚᓇᑦᑐᖅ ᐊᓪᓚᕕᑦᑎᓐᓄᑦ ᖃᐅᔨᒪᓇᓱᒃᓗᑕ ᓱᕈᓰᑦ ᑐᓴᖅᑕᐅᕙᒃᑲᓗᐊᕐᒪᖔᑕ ᑕᒪᓐᓇ ᐃᓱᒪᓕᐅᕈᔾᔨᓂᕐᒥᒃ ᐱᔾᔪᑎᖃᖅᑐᖅ ᐅᖃᐅᓯᓇᔭᐅᓚᐅᖅᑐᑎᒃ ᐊᖏᖃᑎᑦᑎᓐᓄᑦ. |
| When we talk about ensuring that the voice of | ᐅᖃᐅᓯᖃᕋᐃᒐᑦᑕ ᓱᕈᓰᑦ ᓂᐱᖏᑦ ᑐᓴᖅᓴᐅᒐᓗᐊᕐᒪᖔᑕ |

the child is present, it is really kind of the foundation of our office in terms of when we're looking at cases, when we're looking at systems, we want to make sure that we can see that the voice of the child is present and that it has been considered. Just because a child has rendered an opinion or gives out "I would like this to happen" doesn't mean necessarily that's what's going to happen, but that opinion or that voice should be heard.

With respect to if they're having difficulties, again, it's ensuring that children are heard if they are being harmed, if there are concerns, or if they require services, that is really the fundamental basis, to ensure that when we're reviewing matters, when we are looking at systems, we can see that the voice of the child is present. Thank you, Mr. Chairman.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I want to ask this question to the Department of Education. What is being done within the schools towards this voice of the child? Thank you, Mr. Chairman.

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

**Ms. Hainnu** (interpretation): Thank you. With respect to your question, we have some good responses to it. I would want Charlotte to add to this.

First of all, education in Nunavut is changing and improving. Quite recently some communities have only had education for 50 to 60 years. With Inuit culture in the schools, the culture is not the same at home as it is in the schools with education as it is going through a change. What we call student achievement is there now and in 2014 there was one PY and now in 2021 we have many

ᑖᓐᓇ ᑕᕝᕙ ᑐᓐᖓᕕᒋᒐᓱᑦᓚᕆᑉᐸᑦᑕᕗᑦ ᑕᕝᕙᖓᑦ ᐱᒋᐊᕋᓱᑉᐸᑦᑐᒍᑦ ᑐᒃᓴᔭᐅᒐᓗᐊᕐᒪᖔᒐᑕ ᐊᒻᒪ ᖃᐅᔨᓪᒪᖃᑦᑕᖅᑐᒍᑦ ᑐᒃᓴᔭᐅᒐᓗᐊᕐᒪᖔᒐᑕ ᐅᖃᐅᓯᖕᒋᑦ ᖃᓄᖅ ᐃᓱᒪᖃᕐᒪᖔᕐᒥᓂᒃ ᐅᖃᕋᓗᐊᖅᑎᓪᓗᒍ ᐃᒪᐃᑕᐅᔪᒪᔪᖕᒐ ᒪᓕᑦᑕᐅᖕᒋᓐᓇᓱᖑᖕᒋᒻᒪᑕ ᑭᓯᐊᓂ ᐅᖃᐅᓯᖕᒋᑦ. ᐱᔭᕆᐊᑐᔪᖅᓯᐅᖅᑎᓪᓗᒍᓗ ᖃᐅᔨᒪᑦᑎᐊᕋᓱᑐᐃᓐᓇᓱᖑᔪᒍᑦ ᑐᓴᖅᑕᐅᒐᓗᐊᕐᒪᖔᒐᑕ ᐋᓐᓂᖅᑕᐅᖕᒋᒃᑲᓗᐊᕐᒪᖔᒐᑕᓘᓐᓃᑦ ᐃᓱᒫᓗᓇᖕᒋᒃᑲᓗᐊᕐᒪᖔᒐᑕᓘᓐᓃᑦ ᑖᓐᓇ ᑐᓐᖓᕕᒋᓪᓚᕆᒃᐸᒃᑕᕗᑦ ᐱᒋᐊᕐᕕᒋᓪᓚᕆᒃᐸᒃᑕᕗᑦ ᐱᓕᕆᑎᓪᓗᑕᓱ, ᐋᖅᑭᓱᖅᓯᒪᔪᓂᑦ, ᕿᒥᕐᕈᓕᕐᖓᑦᑕ ᐊᐅᓚᑦᑎᔾᔪᓯᐅᔪᓂᒃ ᑖᓐᓇ ᓂᐱᖓ ᑐᒃᓴᔭᐅᒐᓗᐊᕐᒪᖔᑦ ᖃᐅᔨᒪᓇᓱᒃᐸᒃᑐᒍᑦ. ᓱᕈᓯᒃ ᐃᓱᒪᒋᔭᒥᓂ ᐅᖃᕋᓗᐊᖅᑎᓪᓗᒍ ᐅᕝᕙᓘᓐᓃᑦ ᐅᖃᕐᓗᓂᓘᓐᓃᑦ "ᐃᒪᓐᓇᐃᕐᑯᔨᖕᒐ" ᐊᓱᐃᓪᓛᖑᓂᖕᒋᓐᓇᓲᒍᓐᖕᒋᑦᑐᖅ, ᑭᓯᐊᓂ ᐃᓱᒪᒋᔭᖕᒐ ᑐᒃᓴᔭᐅᔭᕆᐊᓕᒃ.

ᐃᓗᐊᓐᖕᒋᓕᐅᕈᑎᖃᕈᑎᒃ ᑕᐃᒪᓐᓇᓴᐃᓐᓇᖅ ᑐᒃᓴᔭᐅᔭᕆᐊᓖᑦ ᐋᓐᓂᖅᑕᐅᓕᕈᑎᒃ, ᐃᓱᒫᓗᓐᓇᖅᑐᖅᑕᖃᕈᓂ ᐱᔨᑦᑎᕋᕈᑎᖃᖅᑎᑕᐃᐅᒋᐊᖃᕈᓂ ᑖᓐᓇ ᑐᓐᖓᕕᓪᓚᕆᐅᔪᖅ ᕿᒥᕐᕈᑦᑎᐊᖃᓪᓗᑕ ᐋᖅᑭᓱᖅᓯᒪᔪᓂᑦ ᑕᑯᒍᓐᓇᖅᐳᒍᑦ ᓱᕈᓯᐅᑉ ᓂᐱᖓ ᑕᕝᕙᐅᒐᓗᐊᕐᒪᖔᖅ ᖃᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᖅᑕ.

**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᕿᓐᖑᖅ.

**ᕿᓐᖑᖅ**: ᖃᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ. ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᐱᖅᑯᑎᒋᔪᒪᓪᓗᒍ ᒥᒃᓵ ᖃᓄᐃᓕᐅᖅᑑᖕᒪᑕ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᑐᑭᓯᕙᓪᓕᕈᒪᑉᓗᖕᒐ ᐊᐱᕆᕗᖕᒐ ᐃᒃᓯᕙᐅᑕᓖᒃ, ᑐᑭᓯᓐᓇᕐᓂᖅᐸᑦ ᖃᔭᓐᓇᒥᒃ.

**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᕼᐊᐃᓐᓄ.

**ᕼᐊᐃᓐᓄ**: ᖃᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐊᐱᖅᑯᑏᑦ ᑐᓴᕈᒥᓇᖅᑐᓂ ᑭᒡᒍᓯᖃᑦᑎᐊᖅᐳᑎᑦ, ᐃᓄᒃᑎᑐᑦ ᓯᕗᓪᓕᕐᒥᒃ ᑭᐅᓚᐅᕐᓗᑎᑦ ᐃᖅᑲᓇᐃᔭᖃᑎᒐ ᓵᓚᑦ ᐳᐊᒡ ᑭᐅᖃᓂᐊᖅᑕᕋ ᓱᖃᑕᐅᖕᒋᑉᐸᑦ.

ᑭᓯᐊᓂ ᓯᕗᓪᓕᖅᐹᒥᒃ ᐃᓕᓐᓂᐊᕐᓂᖅ ᓄᓇᕗᒻᒥ ᐊᓯᔾᔨᖅᐸᓪᓕᐊᖕᒪᑦ ᐱᕚᓪᓕᖅᐸᓪᓕᐊᓪᓗᓂ ᒫᓐᓇᑦᑎᐊᑯᓗᓚᐅᖅᑐᖅ ᓄᓇᓖᑦ ᐃᓚᖏᑦ 50 ᐊᕐᕌᒍᓂᑦ 60-ᓂᓪᓗᓐᑏ. ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖕᒋᑦ ᐃᓕᖅᑯᓯᓇᖅᑕᖅᑕᖕᒋᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦ ᐊᖏᕐᕋᒥᑦ ᐊᔾᔨᒌᖅᑕᖕᒋᑦᑐᑦ ᐋᓪᓚᔪᐊᖅᑕᐅᑎᖅᑕᕐᓂᑯᑦ ᐱᕚᓪᓕᕈᑎᓂᒃ ᓴᖅᑭᑦᑎᓇᓱᖕᓂᑯ ᐃᓕᓐᓂᐊᕐᓂᓕᓇᓂᖅ. ᐊᓯᔾᔨᖅᐸᓪᓕᐊᓂᖕᒐ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᑎᐅᑉ

staff doing that work to help improve things in the school for the students.

We're always open for children; caretakers. We are always welcoming them to come to the school and tell stories and talk to the children and youth about what they do so that the youth and children can know who is available and what kind of help is available.

If you don't mind, I would like Charlotte Borg to respond further. Thank you.

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

**Ms. Borg** (interpretation): Thank you. Good morning. (interpretation ends) The best way to elicit the voice of the child, the voice of the youth lies within the relationship between the school staff and the families. The Department of Education continues, as it has done historically, to foster that critical relationship between school and community and to continue to be mindful to strengthen the relationship and to work together with community level partners, district education authorities, to empower the voice of the child and youth.

Specific actions the department has taken in recent years; in 2016 we started holding an annual conference called Nipivut, which means our voice, specifically for youth in grades 9 and up. We have delivered that conference annually in partnership with the Canadian Red Cross. In 2016 we held it in Iqaluit, later in 2016 in Rankin Inlet, then in Cambridge Bay, and we're now repeating the circuit, so we just had it in Pangnirtung this year. We opened the conference in Pangnirtung and held it remotely via sessions for students in South Qikiqtani and Grise Fiord because that community missed the conference last year due to weather. We have had the office of the representative do some

ᑲᔪᓯᓂᕆᓇᕋᓱᒍᕗᑦ. ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐱᕙᓪᓕᖅᐸᓪᓕᐊᔾᔪᑎ ᓴᖅᑭᓯᒪᓕᕐᒪᑦ ᐊᕐᕌᒍ 2014-ᖑᑎᓪᓗᒍ ᐊᑕᐅᓯᕐᒥᒃ ᐃᓄᕐᑲᓚᐅᖅᑐᖅ ᒫᓐᓇ 2021-ᖑᓕᖅᑎᓪᓗᒍ ᐊᒥᓱᓂᒃ ᑲᑎᒪᓂᕐᑲᓲᖑᔪᒍᑦ, ᐊᕐᕌᒍᑦᑎᓐᓂ ᐃᖅᑲᕐᑲ ᐃᖅᑲᓇᐃᔭᖅᑎᕐᑯᑎᕐᑲᓕᖅᑐᒍᑦ ᐱᓕᕆᕐᑲᑦᑕᖅᑐᑦ ᐱᕙᓪᓕᕈᑎᔅᓴᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᓴᖅᑭᔾᔭᕋᓱᑦᑐᓂᒃ.

ᒪᑐᐃᖓᐅᔭᐃᓐᓇᖅᑐᒍᑦ ᓱᕈᓯᕐᓂᒃ ᒪᒃᑯᑦᑐᓂᓪᓗ ᑲᒪᔨᐅᔪᓂᒃ ᑐᓐᖓᓱᑦᑎᕐᑲᑦᑕᖅᑕᕗᑦ ᐃᓕᓐᓂᐊᕐᕕᓄᑦ ᐳᓛᕆᐊᕐᑲᑦᑕᕐᓗᑎᒃ ᐅᓂᒃᑳᕆᐊᖅᑐᖅᐸᓪᓗᑎᒃ ᕐᑲᓄᐃᓕᐅᕐᑲᑦᑕᕐᓂᕐᒥᓂᒃ ᓱᕈᓲᑦ ᒪᒃᑯᑦᑐᐃᑦ ᕐᑲᐅᔨᒪᓂᐊᕐᒪᑕ ᑭᒃᑯᑦ ᐃᑲᔪᕈᓐᓇᖅᐸᑦ ᕐᑲᓄᖅ ᐃᑲᔪᖅᑕᐅᔪᓐᓇᖅᐸ ᐊᒻᒪ ᐋᓪᓚᔪᐊᖏᔾᔪᒥᓕᕐᓂᐊᖕᒐᑕ ᓱᕐᑯᑎᔅᓴᖏᒃᑯᔅᓯ.

ᓵᓚᑦ ᐳᐊᒃ ᑭᐅᒃᑲᓐᓂᕐᑯᔭᕋᓗᐊᕋ. ᕐᑯᔭᓐᓇᒦᒃ.

**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐳᐊᒃ.

**ᐳᐊᒃ** (ᑐᓵᔨᑎᒍᑦ): ᕐᑯᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓪᓛᒃᑯᑦ. ᐊᑲᐅᓂᖅᐹᖅ ᐊᑐᖅᑎᑦᑎᒐᓱᓪᓗᓂ ᓂᐱᖏᓐᓂᒃ ᓱᕈᓲᑦ ᒪᒃᑯᑐᐃᓪᓗ ᕐᑲᓄᖅ ᐱᓕᕆᕐᑲᑎᑏᑦᑎᐊᐸᒻᒪᖕᒐᑕ ᐃᓕᓴᕕᒻᒥᐅᑕᐃᑦ ᐃᓚᖏᓪᓗ ᑕᕝᕙᓂ ᐱᒋᐊᓐᖕᒐᕐᓂᕐᑲᖅᑐᑦ. ᐃᓕᓐᓂᐊᖅᑎᑕᐅᕙᓪᓕᐊᖏᓐᓇᓲᖑᒻᒪᑕᐃᓛᒃ ᑖᓐᓇ ᓄᓇᓛᓪᓗ ᐃᓕᓴᕕᐅᓪᓗ ᐱᓕᕆᕐᑲᑎᑏᓐᓂᖕᒐ ᑲᒪᒋᔭᐅᖏᓐᓇᕋᓱᐸᐸᑦᑐᖅ ᐃᓱᒪᒋᔭᕐᑲᐃᓐᓇᕋᓱᐸᐸᑦᑐᑎᒃ ᓴᓐᖏᓕᖅᑎᑦᑎᒋᐊᕋᓱᓐᓂᕐᒥᒃ ᐱᓕᕆᕐᑲᑎᑏᒍᓐᓇᕐᓂᖏᓐᓂᒃ ᑲᑐᔾᔨᕐᑲᑎᑏᓪᓗᑎᒃ ᓄᓇᓕᓐᓂ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᓄᓇᓕᓐᓂ ᓱᕈᓲᑦ ᓂᐱᖏᓐᓂᒃ ᓴᓐᖏᓕᖅᑎᑦᑎᒋᐊᕐᔫᒥᓗᑎᒃ.

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᕐᕌᒍᓂᒃ ᐊᓂᒍᕐᑖᖅᓯᒪᔪᓂᒃ ᐱᓕᕆᐊᕆᓯᒪᔭᖏᑦ 2016-ᒥᑦ ᐱᒋᐊᖅᑎᑦᑎᔪᔪᒍᑦ ᐊᕐᕌᒍᑕᒫᖅ ᑲᑎᒪᕕᔾᔪᐊᑎᑦᑎᖅᑲᑦᑕᖅᑐᓂᒃ ᐊᑎᓕᒻᒥᒃ "ᓂᐱᕗᑦ" ᑐᕌᖓᓪᓚᕆᑦᑐᒥᒃ ᒪᒃᑯᑦᑐᓄᑦ ᐃᓅᓱᑦᑐᓄᑦ. ᒍᕋᐃᑦᓕᓐᓄᑦ 9-ᒥᒃ ᕐᑯᓛᓄᓪᓗ ᑕᐃᓐᓇ ᑲᑎᒪᕕᔾᔪᐊᑎᑦᑎᖅᑲᑦᑕᔪᔪᒍᑦ ᐊᕐᕌᒍᑕᒫᑦ ᑲᑐᔾᔨᖅᑎᖅᑲᖅᑐᑕ ᑲᓇᑕᒥ ᐋᓐᓂᖅᑐᓕᕆᔨᒃᑯᓐᓂᒃ 2016-ᒥ ᐃᖅᑲᓗᓐᓂ ᑲᑎᒪᑎᑦᑎᔪᔪᒍᑦ ᐊᒻᒪᓗ ᑭᖑᓇᐃᒍᑦ 2016-ᖑᑎᓪᓗᒍ ᓱᓕ ᑲᖏᖅᓯᓂᕐᒦᓕᔪᒻᒥᔪᒍᑦ ᐃᖅᑲᓗᑦᑑᑦᑎᐊᕐᒥᓗ ᑕᐃᒪᐃᒃᑲᓐᓂᕈᒪᓛᕐᒥᔪᒍᑦ ᐸᓐᓂᖅᑑᒥ ᐱᒋᐊᖅᑲᕈᑎᖅᑲᖅᑐᑕ ᑕᕝᕙᓂ ᐊᕐᕌᒍᑦᑎᓐᓂ ᒪᑐᐃᔪᔭᕗᑦ ᖃᕋᓴᐅᔭᒃᑯᑦ ᐅᖓᓯᒋᒃᑲᓗᐊᖅᑐᑕ ᑲᑎᒪᓪᓗᑕ ᕿᑭᖅᑕᓂ ᓂᒋᐊᓂᒥᐅᑕᑦ ᐊᐅᓱᐃᑦᑐᕐᒥᐅᑕᐃᓪᓗ ᐱᖃᑕᐅᒍᓐᓇᔪᔪᑦ ᖃᕋᓴᐅᔭᒃᑯᑦ ᓯᓚ ᐱᔾᔪᑎᒋᓪᓗᒍ ᑎᑭᒍᓐᓇᔪᖏᒻᒪᑕ. ᕿᕝᕙᓂ ᐊᕐᕌᒍᑦᑎᓐᓂ ᖃᓄᐃᓕᖓᓂᐊᕋᓗᐊᖅᑯᒍᒃᑭᐊᖅ

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| sessions, I can't recall this year, but I know that in 2016 and in the following years about child advocacy sessions. I don't know if you recall that. | ᑕᐃᒪᐃᓚᐅᖅᓯᒪᔪᒍᑦ, ᑭᓯᐊᓂ 2016-ᒥ ᑭᖑᓂᐊᒍᓪᓗ ᓱᕈᓯᓕᕆᓂᕐᒥ ᑲᑎᒪᓂᑦᑐᓐᓂ. ᓇᓗᔪᖓ ᑕᒪᓐᓇ ᐃᖅᑲᐅᒪᒍᑦᑎᐅᒃ. |
| Also, the *Education Act* mandates every school to have a school team which consists of specific members of staff and education representatives, as well as the parent and the student can attend school team meetings when it's specific to the needs of a student. We are currently working on a handbook for school teams to better define the roles and responsibilities, and there will be a section there for families and how to better engage students as self-advocates as well. | ᐱᒋᐊᖅᑲᖅᑎᑎᒻᒪᑦ ᐃᓕᓴᕕᓕᒫᑦ ᑲᑐᔾᔨᖅᑲᑎᑦᑐᖅᑲᓇᐊᖅᑲᖅᑐᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᓐᓂᒃ. ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ ᑎᒃᑯᐊᖅᑕᐅᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᑭᒡᒐᖅᑐᐃᔨᖏᑦ ᐊᒻᒪᑦᑕᐅᖅ ᐊᓈᓇᒃᑯᒋᔭᐅᔪᑦ ᐊᑖᑕᒃᑯᒋᔭᐅᔪᑦ ᐃᓕᓐᓂᐊᖅᑎᓗ ᐱᖃᑕᐅᒍᓐᓇᖅᑐᑦ ᑲᑎᒪᑎᓪᓗᒋᑦ ᐃᓕᓴᕕᒻᒥ ᑖᒃᑯᐊ ᑲᑐᔾᔨᖅᑲᑎᑦ ᒫᓐᓇᓕ ᐅᖅᑲᓕᒫᒐᖅᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᑐᕋᖓᔪᓂᒃ ᐊᑐᐃᓐᓇᕈᐃᕙᓪᓕᐊᔪᒍᑦ ᑭᓯᓕᕆᔨᐅᒻᒪᖕᒐᑕ ᑭᒃᑯᑦ ᓇᓗᓇᐃᖅᑐᐃᔾᔪᑎᓂᒃ ᐃᓚᒌᓄᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑲᑦᑕᕐᓂᐊᖅᑐᓂᒃ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᔭᐅᕆᔪᓂᒃ ᐃᑲᔪᖅᓱᔨᓂᒃ ᐱᓕᖅᑎᖅᑭᓐᓇᕐᒪᖔᑕ. | |
| Our programming in schools since 2015, the Nunavut suicide inquest, again in partnership with the Canadian Red Cross, every year we have rolled out training for educators on a three-year cycle. Depending on the needs of the school and where they are in that three-year cycle, we facilitate peer leadership training specifically for youth. We deliver training on how staff can work with youth and children to build and foster healthier relationships and a fundamental of that is communication and the skills to express one's feelings. | ᐃᓕᓴᕕᒻᒥ ᐱᓕᕆᓂᕗᑦ 2015-ᒥᓂᑦ ᓄᓇᕗᒥ ᐃᒻᒥᓃᖅᑐᖅᑲᓚᐅᖅᑎᓪᓗᒍ ᖃᐅᔨᓴᓂᕐᓂᒥᓂᕐᒥᑦ ᑲᑐᔾᔨᖅᑲᖅᑐᑕ ᐋᓐᓂᖅᑐᓕᕆᔨᒃᑯᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᒃ ᐃᓴᑎᑦᑎᖅᑲᑦᑕᖅᑐᒍᑦ ᐱᖓᓱᑦ ᐊᕐᕌᒍᑦ ᓈᒐᐃᒻᒪᑕ, ᐃᖅᑲᓇᐃᔭᖅᑎᐅᖅᑲᑎᑦᑖ ᐃᓕᓴᖅᑲᑎᑦᑖᑉᐸᑦᑐᐃᑦ ᐱᓪᓗᒋᑦ ᒪᒃᑯᑦᑐᐃᑦ, ᐃᓛᒃ ᒪᒃᑯᑦᑐᐃᑦ ᐃᓕᓴᖅᑲᑎᑦᑖᑉᐸᑦᑐᐃᑦ. ᖃᓄᕐᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᒪᒃᑯᑦᑐᓂᒃ ᐱᓕᕆᖅᑲᑎᖅᑭᓐᓇᕐᒪᖔᑕ, ᐃᓅᖅᑲᑎᑦᑎᐊᕐᓂᕐᒥᒃ ᐃᓕᓴᑎᑕᐅᓪᓗᑎᒃ. ᑐᓴᐅᒪᖅᑲᑎᑦᓐᓂᕐᓗ ᐊᒻᒪ ᐃᒻᒥᓂᒃ ᓂᓪᓕᐊᒍᓐᓇᕐᓂᖅ ᐃᐸᐱᓐᓂᐊᒋᔭᓐᓂᒃ. | |
| In terms of other work we have done, we recently updated our education support services directive to align with the Government of Nunavut's information sharing protocol. Now students 16 and up can self-advocate for services without parental consent if they are considered a mature minor. | ᐊᓯᖏᓪᓗ ᐱᓕᕆᐊᕆᓯᒪᔭᕗᑦ ᐅᖅᑲᐅᓯᕆᓗᒋᑦ, ᓄᑖᕈᕆᐊᖅᓯᕋᑖᓚᐅᕐᒥᔪᒍᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐃᑲᔪᖅᓱᔾᔪᑎᑦᑎᓐᓂᒃ ᑎᑎᕋᖅᓯᒪᔪᓂᒃ, ᐊᔾᔨᒌᓕᖅᑎᑦᔪᒥᒐᓱᑦᑐᑎᒍ ᒐᕙᒪᒃᑯᑦ ᑐᑭᓯᐅᒪᔾᔪᑎᖏᓐᓂᒃ ᓴᖅᑭᔾᔭᖅᑎᑦᑎᓂᕆᕙᑦᑕᖏᑦ. 16-ᕈᖅᓯᒪᔪᐃᑦ ᐅᖓᑖᓄᑦᓗ ᐃᑲᔪᖅᓯᖅᑕᐅᒍᒪᒍᓐᓇᖅᓯᔪᐃᑦ, ᐊᓈᓇᒃᑯᖏᓐᓄᑦ ᐊᑖᑕᒃᑯᖏᓐᓄᑦ ᐊᖏᖅᑕᐅᖅᑳᓚᐅᕐᓇᑎᒃ, ᓯᓚᑐᓕᖅᓯᒪᕈᓗᑦᑑᔾᔭᖅᑲᑕ. | |
| There are a number of things. I can answer and give more detail. I think progress has continued to be made in recent years and we're happy to share that we don't intend to lose momentum in this area. (interpretation) Thank you. | ᐃᓗᓕᒃᑲᓐᓂᖏᓐᓂᒃ ᐅᖅᑲᐅᓯᖅᑲᓗᐊᕈᓐᓇᓐᖏᑦᑐᖓ. ᐱᕙᓪᓕᐊᖏᓐᓇᖅᓯᒪᔪᒍᑦ ᐊᕐᕌᒍᓂ ᐊᓂᒍᕋᑖᖅᓯᒪᔪᓂ. ᐊᒻᒪ ᖁᕕᐊᓱᑦᑐᒍᑦ ᐅᖅᑲᓇᐊᑦᓴᖅ, ᓄᖅᑲᐅᒥᔾᔭᖏᓐᓇᑦᑕ. ᖁᔭᓐᓇᒥᒃ. | |

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| **Chairman** (interpretation): Thank you. Moving on. Mr. Simailak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅᑕ ᓯᒪᐃᓚᒃ. |
| **Mr. Simailak**: Thank you, Mr. Chairman. Good morning, everyone. | **ᓯᒪᐃᓚᒃ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᐅᑦᑖᒃᑯᑦ ᐃᓗᓐᓇᓯ. |
| On page 11 on the left side there at the very bottom, that paragraph there, when Canada committed to the United Nations more than 30 years ago and made that commitment, they included Nunavut. I'm wondering and this would be a question for all of you, I guess: has the federal government provided enough funds and resources to meet the commitment that they made and, if not, what is being done to meet the shortfall? | ᒪᐸᐱᖅᑐᒐᖅ 11-ᒥ, ᑖᓐᓇ ᑭᖑᑦᓕᖅᐸᖅ ᑲᓇᑕ ᐊᑎᓕᐅᖅᑲᑎᖅᑲᖅᑎᑦᓗᒍ ᑖᔅᓱᒪ 30 ᐊᖁᕐᒍᑦ ᐅᖓᑕᐅᔾᔨᓯᒪᓕᖅᑐᑦ, ᓄᓇᕗᑦ ᐃᓚᒋᔭᐅᖅᑲᑕᐅᓚᐅᖅᒪᑦ. ᐃᒻᒪᖅᑳ, ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔪᓐᓇᖅᑕᕋ ᐃᓗᓐᓇᓯᓐᓄᑦ. ᑲᓇᑕᐅᑉ ᒐᕙᒪᒃᑯᖕᒋᑦ ᑮᓇᐅᔭᖅᑲᖅᑎᑦᑎᕙᓚᐅᖅᐸᑦ ᐊᒥᒐᖕᒋᑦᑐᓂᒃ? ᑕᐃᒪᐃᑦᑑᖕᒋᑉᐸᑦ, ᖃᓄᐃᓕᐅᖅᐱᓯ ᑕᒪᒃᑯᐊ ᐊᒥᒐᓗᐊᖅᑐᑦ ᐃᓚᖃᖅᓂᐊᖅᒪᑕ? |
| I don't know how if I need to read that paragraph or not that's on the page. Thank you, Mr. Chairman. | ᐅᓇ ᑎᑎᕋᖅᓯᒪᓂᖕᒐ, ᑕᕝᕙᖕᒐᑦ ᐅᖃᓕᒫᖅᑕᕋ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) I'll turn it to Ms. Bates to begin. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒥᔅ ᐸᐃᑦᓯᒧᑦ, ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for the question. In terms of funds, I think what the question is funds to implement the United Nations Convention on the Rights of the Child. I'm not familiar with what, if any, funds were allocated or directly put forward to implement. What I can tell you is that how the United Nations Convention on the Rights of the Child can be realized is ensuring that its commitment and the principles set out and the rights set out are embedded in legislation. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᓐᖕᒐᖕᓂ. ᑮᓇᐅᔭᑦ, ᐃᓗ, ᑮᓇᐅᔭᑦ ᐊᐱᖅᑯᑎᒋᕙᓪᓕᐃᒐᕕᒋᑦ. ᑖᒃᑯᐊ ᓱᕈᓰᑦ ᐱᔪᓐᓇᐅᑎᖅᑲᖅᓂᖕᒋᓐᓄᑦ ᑐᕌᖕᒐᔪᑦ. ᑮᓇᐅᔭᓂᒃ ᓴᓂᕐᕙᒃᑕᐅᓯᒪᔪᓂᒃ ᖃᐅᔨᒪᔾᖃᓐᖕᒋᑦᑐᖕᒐ, ᐊᑐᓕᖅᑎᑦᑎᔾᔪᑎᒃᓴᓂᒃ. ᑭᓯᐊᓂ ᐅᖃᕈᓐᓇᖅᑐᖕᒐ, ᑖᒃᑯᐊ ᓱᕈᓰᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᓐᓄᑦ ᑲᑎᒪᕐᔪᐊᕈᑎᒋᔭᐅᓚᐅᖅᓯᒪᔪᑦ, ᐅᖃᐅᓯᖃᓚᐅᖅᓯᒪᔪᑦ ᐊᖕᒋᖅᓯᒪᑦᑎᐊᕐᓂᕐᒥᖕᓂᒃ ᑐᓐᖓᕕᖃᖅᑎᑦᑎᓂᕐᒥᒃᓗ ᐊᒻᒪᓗ ᒪᓕᒐᕐᔪᐊᑦᑎᒍᑦ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᕐᑯᓪᓗᒋᑦ. |
| One of the fundamental things that we look for at the Representative for Children and Youth's Office, especially when we're providing submissions and especially when we're looking at legislation that serves children, such as the *Education Act* and the *Mental Health Act*, we often advocate for an actual expression and a commitment to the United Nations Convention on the Rights of | ᐊᒻᒪᓗ ᑭᒃᒐᖅᑐᐃᔨᐅᑎᓪᓗᖕᒐ, ᑎᑎᕋᕕᖃᖅᑎᓪᓗᖕᒐᓗ, ᒪᑯᓂᖕᒐ ᕿᒥᕐᕈᓇᓗᐊᓲᖑᔪᒍᑦ ᒪᓕᒐᕐᔪᐊᓂᒃ ᓱᕈᓯᕐᓄᑦ ᑐᕌᖕᒐᔪᓂᒃ, ᐱᓗᐊᕐᓗᒍ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕐᔪᐊᖅ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕐᔪᐊᖅ. ᑖᒃᑯᐊ ᓱᕈᓰᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᓐᓄᑦ ᑐᕌᖕᒐᔪᑦ ᑖᒃᑯᓂᖕᒐ |

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| the Child. We do that because, in a lot of ways, I'm not sure it's really about funding. I think it's more about ensuring that those rights are implemented. | ᑐᓐᖓᕕᖅᑲᓪᓗᐊᖅᐳᑦ. ᑮᓇᐅᔭᓕᕆᓗᐊᕋᓗᖏᑦᑐᒍᑦ, ᐃᓱᒪᒋᓂᖅᓴᐅᒐᑦᑎᒃᑯᓪᓕ ᑕᐃᒃᑯᐊ ᓱᕈᓲᑦ ᐱᔪᓐᓇᐅᑎᖏᑦᑕ ᐊᑐᓕᖅᑎᑕᐅᓂᖏᑦ. |
| We talk about the right to protection, the right to be with your family, and those types of things. I think they can be operationalized inside of jurisdictional legislation as opposed to a funding issue because they are principles to live by and they are principles that should be embedded in operations. When you're looking at policy and procedure, looking at that from a child rights perspective, does it uphold rights? | ᓴᐳᒻᒥᐅᓯᖅᑕᐅᓯᒪᓂᖏᓪᓗ, ᐃᓚᒌᒥᓃᑦᑕᕆᐊᖃᕐᓂᖏᓪᓗ ᑕᒪᒃᑯᐊ ᑐᓐᖓᕕᒋᓂᖅᓴᐅᒐᑦᑎᒃᑯᑦ. ᐊᒻᒪᓗ ᒪᓕᒐᕐᔪᐊᖅ, ᒐᕙᒪᖅᕕᖕᓄᑦ ᒪᓕᒐᕐᔪᐊᑉ ᐃᓗᐊᓃᕐᑯᓪᓗᒋᑦ, ᑮᓇᐅᔭᓕᕆᖏᓐᓂᖅᓴᐅᔪᒍᑦ. ᑕᐃᒃᑯᐊ ᐊᑐᓕᖅᑎᑕᐅᔭᕆᐊᖃᕐᒪᑕ. ᐊᒻᒪᓗ ᐊᑐᐊᒐᓕᕆᓂᖅ ᑕᑯᓪᓗᒍ. |
| That would be my answer to that question. Thank you, Mr. Chairman. | ᓱᕈᓯᐅᑉ ᐱᔪᓐᓇᐅᑖ ᑖᓐᓇᓪᓗᐊᑕᐅᔪᖅ. ᑕᐃᒪᓐᓇ ᑭᐅᓇᔭᖅᑐᖓ ᐊᐱᖅᑯᑎᖕᓄᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Mr. Simailak, do you want that question answered by the departments? Okay. We will start with Justice, I guess, and in terms of the United Nations Convention on the Rights of the Child and how that convention applies within the justice department's work. Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓴᔨᑎᒍᑦ) ᒥᔅᑕ ᓯᒪᐃᓚᒃ, ᖃᓄᖅ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖕᒋᓐᓄᑦ ᑭᐅᔭᐅᖁᖕᒥᔭᐃᑦ? ᐱᒋᐊᕈᑎᒋᓗᒍ ᒪᓕᒐᓕᕆᔨᒃᑯᑦ, ᐊᒻᒪ ᑖᒃᑯᐊ ᓱᕈᓲᑦ ᐱᔪᓐᓇᐅᑎᖏᑦᑕ ᑐᓐᖓᕕᖏᑦ, ᖃᓄᖅᓗ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖕᒋᑦ, ᐃᓛᒃ ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕝᕕᐊᓂ ᖃᓄᖅ ᑖᓐᓇ ᐊᑐᓕᖅᑎᑕᐅᖕᒪᖔᑦ. ᒥᔅᑕ ᒫᓐᓯᐊᑦ. |
| **Mr. Mansell** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the Member for the question. The document has become, I think, more prominent through the work of the advocate, and we do take it into account when we're particularly dealing with incarcerated youth with respect to our department. We do our best when dealing with youth particularly in a situation where their rights are being affected, their rights under the charter, when you're dealing with incarcerated youth, as well as their rights under the UN declaration. The department does all it can to respect human rights of children and all our clients. (interpretation) Thank you. | **ᒫᓐᓯᐊᑦ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒥᒃ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᖕᓂ. ᑖᒃᑯᐊ ᑎᑎᖅᑲᑦ ᐊᑐᖅᑕᐅᓂᖅᓴᑦᓚᕆᐅᓕᖅᑐᑦ, ᐊᔭᐅᖅᑐᐃᔨ ᑕᕝᕙᐅᓕᖅᑎᑦᓗᒍ. ᐊᒻᒪᓗ ᐃᓱᒪᒋᖃᓯᐅᑎᓲᕆᖕᒥᔭᕗᑦ ᐱᓗᐊᖃᓗᒋᑦ ᒪᒃᑯᒃᑐᑦ ᑎᒍᔭᐅᔭᕋᖕᒐᑕ ᐊᓐᓄᑦᓚᒃᓲᕕᖕᓄᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐱᓕᕆᕝᕕᑦᑎᓐᓄᑦ ᑲᒪᒋᔭᐅᓕᖅᐸᑕ. ᐊᒃᓱᕈᑎᒋᖃᑦᑕᖅᑕᕗᑦ ᒪᒃᑯᒃᑐᑦ ᐱᓗᐊᖅᓗᒋᑦ, ᐱᔪᓐᓇᐅᑎᖏᑦ ᐊᒃᑐᖅᑕᐅᓂᐊᖅᐸᑕ ᐊᒻᒪᓗ ᑐᓐᖓᕕᒐᔪᐊᖅᑎᒍᑦ ᐱᔪᓐᓇᐅᑎᖏᑦ, ᐊᒻᒪ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᓂᖏᒃᑎᒍᑦ. ᐱᓕᕆᕝᕕᕗᑦ ᑭᒃᑯᑐᐃᓐᓇᐃᑦ ᐱᔪᓐᓇᐅᑎᖏᓐᓂᒃ ᓱᕈᓲᓪᓗ ᐱᓗᐊᖅᓗᒋᑦ ᐱᔪᓐᓇᐅᑎᖏᓐᓂᒃ ᐃᓱᒪᒋᔭᖅᑲᑦᑎᐊᕋᓱᖅᑲᑦᑕᖅᑐᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |

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| (interpretation ends) We will go next to family services in terms of the United Nations Convention on the Rights of the Child. Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᐧᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓄᓕᓇᔨᒃᑯᑦ, ᓱᕈᓲᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᒃᑕ ᒥᒃᓵᓄᑦ, ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) A short answer would probably be not quite enough funds. | **ᓇᐃᒍ**: ᒪᐧᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᓇᐃᓈᕐᓗᒍ, ᑮᓇᐅᔭᑭᑦᑑᕐᑲᑦᑕᖅᑐᒍᑦ. |
| I think I would have to mention Bill C-92 and the work happening there with the federal government and other jurisdictions. Prior to C-92, Nunavut's legislation was already ahead of the game. Where we fall short are the resources at the community level to support children best. | ᐱᕐᑯᔭᒃᓴᖅ C-92, ᑕᐃᑰᓇ ᐱᓕᕆᐊᕆᔭᐅᔪᑦ ᑲᓇᑕᐅᑉ ᒐᕙᒪᒃᑯᖕᒋᓐᓄᑦ ᐊᒻᒪᓗ ᒐᕙᒪᖅᑲᕐᕕᖕᓄᑦ. ᓄᓇᕗᑦ ᒪᓕᒐᕐᔪᐊᖕᒐᑦ ᓯᕗᕙᓯᓚᐅᖅᓯᒪᔪᖅ, ᑭᓯᐊᓂ ᓄᓇᓕᖕᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᑲᓐᖕᒋᓗᐊᖅᑐᒍᑦ ᓱᕈᓯᕐᓄᑦ ᑐᕌᖕᒐᔪᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑲᑦᑕᕋᔭᖅᑐᓂᒃ. |
| One example would be for children who have to be flown out of territory and be cared for in, for example, medical foster homes. That's one example. We could always use more mental health counselling and social work type of life skill support for youth aging out of care. We need more resources, as the Member from Clyde River, I think, alluded to yesterday. Those are a couple of examples. (interpretation) Thank you, Mr. Chairman. | ᓲᕐᓗ ᒪᑯᐊ ᐊᐅᓪᓚᖅᑎᑕᐅᖅᑲᑦᑕᕆᐊᓖᑦ ᓄᓇᕗᑦ ᓯᓚᑖᓄᑦ, ᐋᓐᓂᐊᕕᖕᓄᓪᓘᓐᓃᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐃᓅᓕᓴᐃᕕᖕᓄᑦ. ᑕᐃᒪᓐᓇ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᐃᓅᓯᓕᕆᔭᐅᖅᑲᑦᑕᖅᑐᑦ, ᐱᓕᒻᒪᒃᓴᖅᑕᐅᓗᑎᒡᓗ ᐃᒻᒥᓂᒃ ᒪᑭᑕᔪᓐᓇᕐᓂᐊᕋᒥ ᐊᕐᕌᒍᖕᒋᑦ ᓈᒻᒪᒃᓯᒃᐸᑦ. ᑕᕝᕙ ᐆᒃᑑᑎᒋᑐᐃᓐᓇᖅᑕᒃᑲ ᐃᓚᐃᓐᓇᖕᒋᑦ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᒪᐧᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Department of Health, Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᐧᓇ. ᐋᓐᓂᐊᖅᑕᐃᓕᑎᕐᓯᔨᒃᑯᑦ, ᒥᔅ ᓯᑖᒃᓕ. |
| **Ms. Stockley**: Good morning. The Department of Health doesn't receive any funds directly for the promotion of the United Nations perspective on the rights of the child, but we do receive funding from the federal government that does speak to that kind of work. | **ᓯᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᐅᓪᓛᒃᑯᑦ. ᐋᓐᓂᐊᖅᓇᓐᖕᒋᑦᑐᓕᓇᔨᒃᑯᑦ ᑮᓇᐅᔭᖅᑖᖅᑎᑕᐅᖅᑲᑦᑕᖕᒋᑦᑐᑦ ᓱᕈᓯᕐᓄᑦ ᑐᕌᓪᓗᐊᖅᑐᑦ, ᓱᕈᓲᓪᓗ ᐱᔪᓐᓇᐅᑎᖕᒋᑦᑕ ᒥᒃᓵᓄᑦ. ᑭᓯᐊᓂ ᑲᓇᑕᐅᑉ ᒐᕙᒪᒃᑯᖕᒋᓐᓂᑦ ᑮᓇᐅᔭᖅᑖᖅᑲᑦᑕᖅᑐᒍᑦ ᑕᒪᒃᑯᓂᖕᒐ ᐱᓕᕆᐊᖅᑭᓐᓇᕐᓂᐊᕋᑦᑕ. |
| For example, we do receive funds that we use for mental health funding and that would be for mental health promotion projects, including sewing groups, radio programs and that sort of thing for youth, healing and community type of programs, on-the-land | ᓲᕐᓗ ᐃᓱᒪᓂᓕᕆᓂᕐᒧᑦ ᑐᕌᖕᒐᔪᑦ ᑮᓇᐅᔭᑦ ᓴᖅᑭᔫᒃᑲᓐᓂᕐᑯᓪᓗᒍ, ᒪᑯᐊ ᒥᖅᓱᕆᐊᖅᑐᖅᐸᒃᑐᓪᓗ, ᓈᓚᐅᑎᒃᑯᓪᓗ ᒪᒃᑯᒃᑐᓄᑦ ᑐᕌᖕᒐᔪᑦ |

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| programs, where youth can be brought out on the land and mentored by elders, and public health funding, which would also come, some of it from the federal government, and we would use that for community wellness type of initiatives that youth would be involved in. | ᐊᐅᑦᓚᐅᔾᔭᐅᖃᑦᑕᖅᓱᑎᒡᓗ ᒪᒃᑯᒃᑐᑦ, ᐃᓐᓇᕐᓂᒃ ᐱᖃᑎᖃᕐᓘᑎᒃ. ᐊᒻᒪᓗ ᐅᕐᑯᒪᐃᓐᓂᕐᓂᐊᖅᑎᒃᑰᖅᑐᑦ ᑮᓇᐅᔾᔪᑦ ᑲᓇᑕᐅᑉ ᒐᕙᒪᒃᑯᖏᓐᓃᖕᒫᕐᒥᔪᑦ ᐃᓅᓯᒃᑦᑎᐊᕐᓂᕐᒧᖕᒐᔪᓄᑦ ᑕᐃᒃᑯᐊ ᑐᕌᖅᑎᖃᑦᑕᖅᑕᕗᑦ. |
| Another one that comes to mind is the Canada Prenatal Nutrition Program that provides some funding for moms and babies and young children. Thank you, Mr. Chairman. | ᐊᐃᑉᐸᖕᒐᓗ, ᑲᓇᑕᒥ ᓇᔾᔨᔪᓄᑦ ᓂᕿᑦᑎᐊᕙᐃᑦ, ᒪᑯᓄᖕᒐ ᕿᑐᖕᒐᓕᖕᓄᑦ, ᓄᑕᕌᓛᓄᑦᓗ ᑐᕌᖕᒐᓂᖅᓴᐅᔪᑦ. ᕐᑯᔾᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Department of Education, Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᕐᔪᐊᒃᑯᑦ ᒥᕐ ᐸᐊᐃᓐᓄ. |
| **Ms. Hainnu**: Thank you very much for that question. Without going through a historical background information session, in summary, the *Education Act* was assented for the second time only in the history of Nunavut. It will always be a contentious bill because it pertains to our children most vulnerable in our population. I have to say that although it is not the funding that speaks to the United Nations Convention on the Rights of the Child, it must be how we think, how we breathe, and how we live in the way that we treat our children. I think it's not so much that it translates to funding but in how we incorporate the rights of the child in all of our systems. | **ᐸᐊᐃᓐᓄ** (ᑐᒫᔨᑎᒍᑦ): ᕐᑯᔾᓇᒥᒃ, ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᖕᓂ. ᐱᕙᓪᓕᐊᓂᕆᔭᖏᓐᓂᒃ ᐱᒋᐊᓐᖏᓪᓗᖕᒐ. ᓇᐃᓈᕐᓗᒍ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᓄᓇᕗᑦ ᓴᖅᑭᓚᐅᖅᑎᓪᓗᒍ ᑕᐃᒪᖕᒐᓕᒫᖅ ᐱᕙᓪᓕᐊᖏᓐᓇᕐᓂᐊᖅᑐᑦ ᐊᖅᑯᑎᒋᓗᒋᑦ ᑕᐃᒃᑯᐊ ᓱᕈᓯᑦ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᖃᕐᓂᖅᐸᑦ. ᑮᓇᐅᔭᓕᕆᓕᖅ ᑖᓐᓇᐅᖏᒃᑲᓗᐊᖅᑎᓪᓗᒍ, ᓱᕈᓯᑦ ᐱᔪᓐᓇᐅᑎᖏᑦ ᐃᓱᒪᒋᓐᓇᐅᔭᕆᐊᖃᖅᑕᕗᑦ, ᐊᓂᒫᖅᑐᖅᑎᑐᑦ, ᐃᑖᒃ ᑕᐃᒪᓐᓇ ᐊᓂᖅᒫᖏᓐᓇᐅᔭᕋᑦᑕ ᑕᐃᒪᓐᖕᒐᓕᒫᖅ ᐃᓱᒪᒋᓐᓇᐅᔭᕆᐊᖃᖅᑕᕗᑦ ᓱᕈᓯᑦ, ᑮᓇᐅᔭᐃᑦ ᐃᓱᒪᒋᓗᐊᖏᓪᓗᒋᑦ, ᐱᔪᓐᓇᐅᑎᖃᕐᒪᑕ ᑕᒪᓐᓇ ᐃᓱᒪᒋᓐᓇᕐᓗᒍ. |
| The Department of Education, as it is now, as you know, in the last 30 years since the passing of this, has undergone a great deal of change. Nunavut was created and from Nunavut, amalgamations of the three regional offices in Nunavut. There are political implications that took the forefront of the politics in Nunavut in the last 30 years, and so I am very pleased to say, with the only second Nunavut-made, IQ-based *Education Act* that was recently passed on November 10. | ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐊᕐᕌᖕᒍᑦ 30 ᐊᓂᒍᖅᓯᒪᔪᓂ, ᐊᒃᓱᐊᓗᒃ ᐊᓯᔾᔨᖅᓯᒪᖕᒪᑦ ᓄᓇᕗᑦ ᑕᐃᒪᖕᒐᓂᑦ ᓴᖅᑭᑎᑕᐅᓚᐅᖅᓯᒪᖕᒪᑦ. ᐊᒻᒪᓗ ᐱᖕᒐᓱᑦ ᑎᑎᕋᕐᕕᑦ ᐊᕕᒃᑐᖅᓯᒪᔪᓃᓚᐅᖅᑐᑦ ᐊᑕᐅᓯᕐᒧᐊᖅᑎᑕᐅᓯᒪᓕᕐᒪᑕ. ᓯᕗᒃᑲᑦᑕᐅᑎᒋᔭᐅᖃᑦᑕᖅᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᖅ ᐊᕐᕌᒍᑦ 30 ᐊᓂᒍᖅᓯᒪᑎᓪᓗᒋᑦ. ᓄᓇᕗᑦ, ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᓐᓂᒃ ᑐᓐᖕᒐᕕᓕᖕᓂᒃ ᒪᓕᒐᕐᔪᐊᕐᒥᒃ ᐊᓂᒍᐃᓚᐅᖅᓯᒪᔪᑦ. | |
| The United Nations Convention on the Rights of the Child has been affirmed and this is not | ᓱᕈᓯᑦ ᐱᔪᓐᓇᐅᑖ ᑐᓐᖕᒐᕕᒋᓪᓚᕆᒃᑕᕗᑦ. |

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| because of the Department of Education alone; it is in partnership with the RCYO, it is in partnership with the CNDEA, with the NTA, with the DEAs, and I look forward to more milestones such as these. Thank you. | ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᑐᐃᓐᓇᐅᖏᑦᑐᖅ. ᐃᒃᑯᐊᓗ ᓱᕈᓲᑦ ᑭᒡᒐᖅᑐᐃᔨᖕᒐᑦᑕ ᑎᑎᕋᕐᕕᖕᒐᑦ ᐊᒻᒪᓗ ᑕᑯᒃᑲᓐᓂᕈᒪᔪᖕᒐ ᓯᕗᓂᒃᓴᑦᑎᓂ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Thank you. Committee Members do recall the representative's submission on Bill 25 and it's included in this annual report. Department of Justice, I believe, wants to add something to their response. Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃ. ᐃᖅᑲᐅᒪᒍᔾᔪᑲᑎᒪᔨᑦ, ᒪᓕᒐᒃᓴᖅ 25 ᒥᒃᓵᓄᖕᒐᔪᓂᒃ, ᑖᓐᓇ ᑭᒡᒐᖅᑐᐃᔨ ᑎᑎᕋᐅᓯᕐᑲᓚᐅᖅᓯᒪᖕᒪᑦ. ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᐃᓚᒋᐊᒃᑲᓐᓂᖅᓯᔪᒪᕙᓪᓚᐃᖕᒪᑦ. ᒥᔅᑕ ᒫᓐᓯᐊᓪ. |
| **Mr. Mansell** (interpretation): Thank you. (interpretation ends) I spoke about our role on the corrections side of things, but the department also has a very important role as the legal advisor to the government and as the drafter of legislation. Any department can come to us to ensure that their programs or their legislation coincide with Canadian human rights norms. | **ᒫᓐᓯᐊᓪ**: ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᑦ) ᐊᓄᓪᓚᒃᓲᕕᖕᓄᑦ ᑐᕋᖕᒐᔪᓂᒃ ᓂᓪᓕᐅᑎᕐᑲᖅᑲᐅᒐᒪ. ᒪᓕᒐᓕᕆᔨᐅᓪᓗᑕ, ᒪᓕᒐᕐᓂᐊᖅᑎᒋᔭᐅᓪᓗᑕᓗ ᑎᑎᕋᖅᑎᒋᔭᐅᕐᑲᑦᑕᖅᑐᒍᑦ ᒪᓕᒐᒃᓴᓂᒃ. ᓇᓕᐊᑐᐃᓐᓇᖅ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖕᒋᑦ ᐅᕙᑦᑎᓄᕈᓐᓇᖅᑐᑦ, ᐃᖅᑲᓇᐃᔭᖅᑎᒋᔪᓐᓇᕐᓂᐊᕋᑦᑎᒃᑯᑦ ᑐᓐᖓᕕᒋᓗᑎᒃᑯᓪᓗ ᑲᓇᑕᒥ ᑭᒃᑯᑐᐃᓐᓇᐃᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᑦ. |
| Our director of the Legal Division sits on an FPT that is run by Foreign Affairs Canada, where all provinces and territories get together on a regular basis to discuss Canada's international human rights treaties and we have to report on what we do to ensure that the work that the Government of Nunavut does coincides with our international human rights obligations. | ᒪᓕᒐᕐᓂᐊᖅᑏᑦ ᓯᕗᒃᑲᖅᑕᖅᑎᖕᒐᑦ ᐃᒃᓯᕙᖅᑕᐅᖅᑕᖅᑐᑦ. ᐊᒻᒪᓗ ᐊᑯᓚᐃᑦᑐᒃᑯᑦ ᑲᑎᖅᑲᑦᑕᖅᑐᒍᑦ, ᑲᑎᖅᑎᒋᖅᑲᑦᑕᖅᑕᕗᑦ ᒐᕙᒪᖅᑲᕕᓕᒫᑦ ᑲᓇᑕᒥ ᐊᒻᒪᓗ ᐅᓂᒃᑲᐅᓯᕆᓪᓗᑎᒃᑯᑦ ᖃᓄᐃᓕᐅᕐᓂᕗᑦ. ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᑭᒃᑯᑐᐃᓐᓇᐃᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᓐᓂᒃ ᒪᓕᒃᑲᓗᐊᕐᒪᖔᖕᒋᑦ ᖃᓄᖅ. |
| As well, Members will recall that we recently passed the new *Legislation Act* and that Act will require statements from the Legislative Division alerting MLAs if a piece of legislation is contrary to human rights in any way. That's an important development as well, so I thank you for coming back to me. (interpretation) Thank you. | ᒫᓐᓇᕈᔫᓚᐅᖅᑐᖅ ᒪᓕᒐᕐᔪᐊᒥᒃ ᓴᖅᑭᑦᑎᓚᐅᕋᑦᑕ, ᑕᐃᓐᓇ ᒪᓕᒐᕐᔪᐊᖅ ᐊᖅᑯᑎᓪᓗᒍ. ᒪᓕᒐᕐᓂᐊᖅᑏᑦ ᖃᐅᔨᒃᑲᐃᖃᑦᑕᕆᐊᓖᑦ, ᒪᓕᒐᓕᐅᖅᑎᓂᒃ ᓯᖁᒥᑦᑎᔪᖅᑕᖃᕐᓂᐊᑐᐊᖅᐸᑦ ᒪᓕᒐᕐᔪᐊᕐᓂᒃ ᑭᒃᑯᓕᒫᓄᑦ ᑐᕋᖕᒐᔪᓂᒃ. ᖁᔭᓐᓇᒦᒃ. ᑭᒃᑯᓕᒫᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᓐᓄᑦ ᑐᕋᖕᒐᔪᓂᒃ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Mr. Simailak, you are done. Mr. Akoak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᓯᒪᐃᓚᒃ, ᑕᐃᒫᕋᕕᑦ. ᒥᔅᑕ ᐋᖁᐊᖅ. |

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| **Mr. Akoak**: Thank you, Mr. Chairman. Good morning to all. First of all, I would like to say thank you to the representative for looking after our children in Nunavut, thank you very much, as well as the departments, as best as they can. | **ᐋᕐᑯᐊᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓪᓛᑯᓪᓗ ᐃᓘᓐᓇᓯ. ᓱᕗᓪᓕᖅᐹᒥᒃ ᖁᔭᓐᓇᒦᕈᒪᔪᖓ ᑭᒡᒐᖅᑐᐃᔨᒥᒃ ᓱᕈᓯᑦᑎᓐᓂᒃ ᒪᒃᑯᒃᑐᖁᑎᑦᑎᓐᓂᒡᓗ ᑲᒪᑦᑎᐊᖁᒪᑦ ᐊᒻᒪᓗ ᐅᑯᐊ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖕᒋᑦ. |
| I like your paragraph where the voice of child, it says "The voice of the child is the young person's opinion. All young people have the right to express their opinion. Adults, especially government decision makers, should at least hear and consider the young person's opinion when making a decision on their behalf." That stands out to me. | ᐅᓇ ᓱᕈᓯᐅᑉ ᓂᐱᖓ, ᒪᒃᑯᒃᑑᑉ ᐃᓱᒪᒋᔭᒥᓂᒃ ᓂᑦᓕᐅᑎᖃᕈᓐᓇᖅᐳᑦ ᐃᓘᓐᓇᖕᒋᑦ ᒪᒃᑯᒃᑐᑦ. ᐃᓐᓇᐃᑦ ᐱᓗᐊᖁᓗᒋᑦ ᒐᕙᒪᒃᑯᓐᓂᑦ ᐃᓱᒪᓕᐅᖅᑏᑦ, ᓈᓚᒋᐊᖃᖅᐳᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᖃᖁᓗᑎᒡᓗ ᒪᒃᑯᒃᑑᑉ ᐃᓱᒪᒋᔭᖓᓂᒃ ᐃᓱᒪᓕᐅᕈᑎᓂᐊᖁᒪᒍ ᑖᓐᓇ ᒪᒃᑯᒃᑐᑦ. |
| I think my question is towards Family Services, social services area, where constituents have come up to me and said that when the people have problems in the family, the couple has problems, the only thing the department wants to do is take the children away and they're not listening to the children. We do have children who would like to stay with either the father or the mother when they're having problems. You don't take them away. I think that is what is happening today. They're not listening to the child. | ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ ᑐᕌᖓᑎᓪᓗᒍ, ᐅᐸᒃᑕᐅᖃᑦᑕᖅᓯᒪᒐᒪ ᓂᕈᐊᖅᑎᓐᓄᑦ, ᐊᑲᐅᓐᖕᒋᓕᐅᕈᑎᖃᓕᕌᖓᒥᒃ ᑭᓯᐊᓂ ᐊᒻᒪᓘᓐᓃᑦ ᐃᓚᒌᑦ ᐊᑲᐅᓐᖕᒋᓪᓕᐅᕈᑎᖃᓕᕐᓂᕌᖓᒥᒃ. ᑕᐃᒪᓐᓇ ᐊᖅᓵᖅᓯᓪᓗᑎᒃ ᑭᓯᐊᓂᐅᖃᑦᑕᕐᒪᑕ, ᑕᐃᒪᓐᖓᓕᒫᖑᖅᑰᔨᔪᖅ ᓱᕈᓯᕐᒥᒃ ᓈᓚᖕᒋᕐᓗᑎᒃ. ᐊᑖᑕᒥᓂᒃ ᐊᓈᓇᒥᓃᑎᑦᑐᒥᓇᕐᒪᑕ ᒪᑯᐊ ᕿᑐᕐᖓᕗᑦ, ᐊᖅᓵᑐᐃᓐᓇᖕᒋᓪᓗᒋᑦ ᐊᐅᓪᓚᐅᑎᓗᒋᓪᓗ. ᑕᐃᒪᓐᓇ ᐅᓪᓗᒥ ᑕᑯᑐᐃᓐᓇᖃᑦᑕᓕᕐᑦᑕ, ᓈᓚᓐᖕᒋᑦᑐᖅ ᓱᕈᓯᕐᒥᒃ. |
| At the bottom it says, "All humans have rights. The rights of one person do not supersede the rights of another person." That's another good point there. My question to the department: is the department aware of the roles and responsibilities of the Office of the Representative for Children and Youth? Do you go to them and seek their assistance or ask for their help? Thank you, Mr. Chairman. | ᐃᓄᓕᒫᑦ ᐱᔪᓐᓇᐅᑎᖃᖅᐳᑦ ᑕᐃᒪᓐᓇ ᑎᑎᕋᖅᓯᒪᖕᒪᑦ. ᓇᓕᐊᑐᐃᓐᓇᖅ, ᓇᓕᐊᑐᐃᓐᓇᐅᑉ ᐱᔪᓐᓇᐅᑖ ᖁᕝᕙᓯᖕᓂᖅᓴᐅᓐᖕᒋᓚᖅ ᐊᓯᒥᑕ. ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᕋ ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ, ᖃᐅᔨᒪᕕᓲ ᖃᓄᐃᑦᑐᓂᒃ ᐱᓕᕆᐊᖃᕐᒪᖔᑦ ᑖᒃᑯᐊ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᑎᑎᕋᖅᕕᖕᒐᑦ, ᐃᑲᔪᖅᑎᒋᖃᑦᑕᖅᐱᓯᐅᒡᓗᓐᓃᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. To the Department of Family Services, Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ, ᒥᕐ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) For this | **ᓇᐃᒍ**: ᒪᑉᓇ, ᐃᒃᓯᕙᐅᑕᖅ. (ᑐᓴᔨᑎᒍᑦ) ᑖᓐᓇ |

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| question, I think I'll invite Arijana Haramincic, who I believe is still on the line. (interpretation) Thank you, Mr. Chairman. | ᐊᐱᖅᑯᑕᐅᑎᓪᓗᒍ ᐅᐃᓇᔾᔭᓇ ᑭᐅᑎᓐᓂᐊᕋᒃᑯ. ᐃᓐᓇ ᓈᓚᖅᑰᕐᒪᑦ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Through Zoom, Ms. Haramincic. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᖃᓇᑕᐅᔭᒃᑯᑦ, ᒥᔅ ᐸᐋᕋᒥᓐᓯᒃ. |
| **Ms. Haramincic**: Thank you, Mr. Chairman. I thank you for your question. If I understand correctly, it is a question of if we work closely when there is a question about a child coming into care or not into care with the office of the representative. | **ᐸᐋᕋᒥᓐᓯᒃ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᑐᑭᓯᑦᑎᐊᕈᒪ ᐊᐱᖅᑯᑎᒋᔭᐅᔪᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᖅᑲᑦᑕᕐᒪᖔᒐᑦ. ᓱᕐᓗ ᓱᕈᓯᕐᒥᑦ ᑲᒪᒋᐊᖅᑲᕈᑦᑕ. |
| The responsibility of the Department of Family Services is to ensure the protection and well-being of the children. It is guided by the *Child and Family Services Act* of Nunavut. The responsibility of the department is to ensure that safety is first and foremost ensured within the family and that as the last resort is the decision to bring the child into care. | ᑖᓐᓇ ᓱᕈᓯᖅ ᓇᐅᒃᑯᓕᒫᖅ ᓴᐳᒻᒥᐅᓯᖅᓯᒪᓇᓱᖅᑲᑦᑕᖅᑕᕗᑦ, ᑖᓐᓇ ᓯᕗᓪᓕᐅᑏᓐᓇᐅᔭᖅᑕᕗᑦ ᐊᒻᒪ ᐃᓚᒥᓃᑎᓐᓇᓱᒃᑐᒍ ᐊᓯᖅᑯᕐᕕᒃᓴᖃᓐᖕᒋᐸᑦ ᐱᖃᑦᑕᖅᑕᕗᑦ. ᓱᕈᔫᑦ ᐊᒻᒪᓗ ᖃᐅᔨᓴᐃᓃᑦ ᑕᒪᒃᑯᐊ ᐊᑐᖃᑦᑕᕐᒥᔭᕗᑦ ᓱᕈᓯᕐᒥᒃ ᑲᒪᔭᓇᐊᖃᕈᑦᑕ. |
| There are a very small percentage of children that are being brought into care, considering the number of referrals or the number of investigations that our department conducts. If the children are being brought into care, those children are first considered to stay with a family, with their extended relatives or within the community. | ᑕᐃᒃᑯᐊ ᓱᕈᔫᑦ ᐅᕙᑦᑎᓐᓄᐊᖅᑕᐅᔪᑦ ᐃᓚᒥᓃᑦᑎᓐᓇᓱᖅᑲᑦᑕᖅᑕᕗᑦ ᓄᓇᓖᓪᓗᓐᓃᑦ ᐃᓗᐊᓂ. |
| The very last decision is for the child to be brought into care and be placed within a foster home, and then the second after that is if the child's needs are unable to be met within the community or within the foster home, then unfortunately we have to consider outside of the territory placement. If there are special or complex needs for the child or the behaviours that are unable to be maintained, we will extend the foster home. | ᐊᓯᖅᑯᕐᕕᒃᓴᖃᓐᖕᒋᑦᑕᕋᖕᒐᑦᑕ ᑖᓐᓇ ᓱᕈᓯᒃᑯᕕᖕᒧᐊᖅᑕᐅᖃᑦᑕᖅᑐᖅ. ᑕᐃᑲᓐᖕᒐᑦ ᑖᓐᓇ ᓱᕈᓯᖅ ᓄᓇᓕᖕᓃᑦᑐᓐᓇᖕᒋᐸᑦ ᐸᖅᑭᕕᖕᒥᓪᓗᓐᓃᑦ ᑕᐃᒫᒃ ᐃᓱᒪᒋᔭᕆᐊᖃᓕᕋᔭᖅᐸᕗᑦ ᓄᓇᕗᑦ ᓯᓚᑖᕕᕐᓂᐊᕐᒪᖔᖕᒐ. ᒪᑯᓂᖕᒐ ᐊᔪᕈᑎᖃᕐᓂᖅᐸᓪᓗᓐᓃᑦ ᐱᐅᓯᖕᒐᓗᓐᓃᑦ ᐋᖅᑭᒃᓯᒪᑦᑎᐊᖕᒋᐸᑦ. | |
| I am aware that when communities hear about the Department of Family Services, the first | ᐃ, ᖃᐅᔨᒪᓪᓗᖕᒐ ᐃᓄᓕᓇᔨᒃᑯᑦ ᑐᓴᐃᓐᓇᐅᔭᕋᑦᑕ |

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| thing is about the children being removed from the families. This is a very serious decision and removing the rights of the parent to care for their child is not taken lightly. I just want to reassure everyone that our department has taken this very seriously and has reviewed all the previous apprehensions, as we call them, and all the previous removals of the child and as soon as possible, we put a plan in place for those children to be either moved back to the family of origin with a safety plan in place or we will look at moving them to the family members with, again, supports in place that the family members can care safely for their child. | ᐊᖅᓵᖅᑕᐅᖃᑦᑕᕐᓂᖕᒋᑦ ᐃᓛᒃ ᐱᔭᐅᖃᑦᑕᕐᓂᖕᒋᑦ ᓱᕈᓲᑦ. ᑖᓐᓇ ᐊᖕᒐᔪᖅᑲᓇᔭᐅᔪᖅ ᐊᖅᓵᖅᑕᐅᑐᐃᓐᓇᕋᔭᓐᖕᒋᑦᑐᖅ ᐊᒻᒪᓗ ᑭᒃᑯᑐᐃᓐᓇᕐᓂᒃ ᓇᓗᓇᐃᖅᓯᔪᒪᔪᖕᒐ ᐃᓄᓕᓇᔾᒃᑯᑦ ᑕᒪᑐᒥᑐᖕᒐ ᐊᒃᓱᕈᑎᖃᕋᒥᒃ ᕿᒥᕐᕈᓇᕐᑎᐊᓕᖅᑕᕗᑦ ᓱᕈᓲᑦ ᐱᔭᐅᔪᑦ ᒥᒃᓵᓅᖕᒐᔪᓕᒫᑦ ᑕᐃᒃᑯᐊᓗ ᓱᕈᓲᑦ ᐃᓚᒥᖕᓄᑦ ᐅᑎᖅᑎᑦᑕᐅᓗᑎᒃ ᐊᑦᑕᕐᓇᔾᔭᐃᒃᑯᑎᖕᒋᑦ ᑕᒪᒃᑯᐊᖑᓗᑎᒃ. ᑕᐃᒪᐃᑦᑐᓂᒃ ᐱᖃᐅᕐᓗᑎᒃ ᑭᓯᐊᓂ ᐅᑎᖅᑎᓐᓇᔭᕋᑦᑎᒃᑯ ᓱᕈᓲᑦ. | ᐊᖅᓵᖅᑕᐅᖃᑦᑕᕐᓂᖕᒋᑦ ᐃᓛᒃ ᐱᔭᐅᖃᑦᑕᕐᓂᖕᒋᑦ ᓱᕈᓲᑦ. ᑖᓐᓇ ᐊᖕᒐᔪᖅᑲᓇᔭᐅᔪᖅ ᐊᖅᓵᖅᑕᐅᑐᐃᓐᓇᕋᔭᓐᖕᒋᑦᑐᖅ ᐊᒻᒪᓗ ᑭᒃᑯᑐᐃᓐᓇᕐᓂᒃ ᓇᓗᓇᐃᖅᓯᔪᒪᔪᖕᒐ ᐃᓄᓕᓇᔾᒃᑯᑦ ᑕᒪᑐᒥᑐᖕᒐ ᐊᒃᓱᕈᑎᖃᕋᒥᒃ ᕿᒥᕐᕈᓇᕐᑎᐊᓕᖅᑕᕗᑦ ᓱᕈᓲᑦ ᐱᔭᐅᔪᑦ ᒥᒃᓵᓅᖕᒐᔪᓕᒫᑦ ᑕᐃᒃᑯᐊᓗ ᓱᕈᓲᑦ ᐃᓚᒥᖕᓄᑦ ᐅᑎᖅᑎᑦᑕᐅᓗᑎᒃ ᐊᑦᑕᕐᓇᔾᔭᐃᒃᑯᑎᖕᒋᑦ ᑕᒪᒃᑯᐊᖑᓗᑎᒃ. ᑕᐃᒪᐃᑦᑐᓂᒃ ᐱᖃᐅᕐᓗᑎᒃ ᑭᓯᐊᓂ ᐅᑎᖅᑎᓐᓇᔭᕋᑦᑎᒃᑯ ᓱᕈᓲᑦ. |
| When it comes to the work with the office of the representative, we follow up on every recommendation that the representative provides to us. We take seriously any of the concerns that the representative has had. We've had numerous conversations, and I'm sure Ms. Bates will confirm that, about the concerns and possible resolutions of the issues that are being brought forward.<br>We do have our regular meetings which are broader meetings of the leadership teams twice a year, but on an ongoing basis, there is a communication about how do we service children better. | ᑭᒡᒐᖅᑐᐃᔾᐅᑉ ᑎᑎᕋᕐᕕᖕᒐᓂ ᐃᖅᑲᓇᐃᔭᕐᑲᑎᕐᑲᕐᓗᓂ ᐊᑐᓕᕐᑯᔭᓕᐊᓇᔭᐅᔪᑦ ᑖᔅᓱᒪᓐᖕᒐᑦ ᑎᑎᕋᕐᕕᖕᒥ ᕿᒥᕐᕈᓇᕐᑎᐊᕐᑲᑦᑕᖅᑕᕗᑦ. ᐅᖃᓪᓚᖃᑎᒌᓐᓇᖅᓗᑎᒃᑯᓪᓗ ᖃᓄᖅᑑᕈᑎᑎᓪᓗᑎᒃᑯᓪᓗ ᑕᐃᒃᑯᐊ ᐅᕙᑦᑎᓐᓄᐊᖅᑕᐅᔪᑦ. ᐊᑯᓚᐃᑦᑐᒃᑯᑦ ᑲᑎᒪᓂᓇᕐᑲᑦᑕᖅᑕᕗᑦ ᑕᐃᒃᑯᐊ ᓯᕗᒃᑲᖅᑕᖅᑏᑦ ᒪᕐᕈᐊᖅᑕᖅᓗᒍ ᐊᕐᕌᒍ, ᐊᕐᕌᒍᑉ ᐃᓗᐊᓂ. ᓱᕈᓲᑦ ᒪᒃᑯᒃᑐᓪᓗ ᐱᓪᓗᒋᑦ. | ᑭᒡᒐᖅᑐᐃᔾᐅᑉ ᑎᑎᕋᕐᕕᖕᒐᓂ ᐃᖅᑲᓇᐃᔭᕐᑲᑎᕐᑲᕐᓗᓂ ᐊᑐᓕᕐᑯᔭᓕᐊᓇᔭᐅᔪᑦ ᑖᔅᓱᒪᓐᖕᒐᑦ ᑎᑎᕋᕐᕕᖕᒥ ᕿᒥᕐᕈᓇᕐᑎᐊᕐᑲᑦᑕᖅᑕᕗᑦ. ᐅᖃᓪᓚᖃᑎᒌᓐᓇᖅᓗᑎᒃᑯᓪᓗ ᖃᓄᖅᑑᕈᑎᑎᓪᓗᑎᒃᑯᓪᓗ ᑕᐃᒃᑯᐊ ᐅᕙᑦᑎᓐᓄᐊᖅᑕᐅᔪᑦ. ᐊᑯᓚᐃᑦᑐᒃᑯᑦ ᑲᑎᒪᓂᓇᕐᑲᑦᑕᖅᑕᕗᑦ ᑕᐃᒃᑯᐊ ᓯᕗᒃᑲᖅᑕᖅᑏᑦ ᒪᕐᕈᐊᖅᑕᖅᓗᒍ ᐊᕐᕌᒍ, ᐊᕐᕌᒍᑉ ᐃᓗᐊᓂ. ᓱᕈᓲᑦ ᒪᒃᑯᒃᑐᓪᓗ ᐱᓪᓗᒋᑦ. |
| I trust this answers your question. *Ma'na*, Mr. Chairman. | ᑭᐅᕗᖕᒍᕐᑲᐃ? ᕐᑯᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Akoak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ ᒥᔅᑕ ᐋᕐᑯᐊᖅ. |
| **Mr. Akoak**: Thank you, Mr. Chairman. Thank you for the answer. Just a comment, we don't want our children in this day and age going back to residential school situations where children are being taken away when they're very young. It's not good, even in today's day and age. I'm hoping the departments will work with the representative to make things so much better for our young | **ᐋᕐᑯᐊᖅ** (ᑐᓵᔾᐅᑎᒍᑦ): ᕐᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ ᕐᑯᔭᓐᓇᒦᒃᓗ ᑭᐅᔾᔪᑎᖕᓄᑦ. ᐅᖃᐅᓯᑐᐃᓐᓇᖅ. ᑖᒃᑯᐊ ᕿᑐᕐᖕᒐᕗᑦ ᐅᓪᓗᒥᐅᔪᖅ, ᐅᓪᓗᒥᐅᓕᖅᑐᖅ, ᐃᓕᓐᓂᐊᓇᖅᑎᑕᐅᖃᑦᑕᕐᓂᕐᒧᑦ ᓱᕈᓲᑦ ᐊᐅᓪᓚᖅᑎᑕᐅᖃᑦᑕᓕᖅᑎᓪᓗᒋᑦ ᓱᕈᓱᓛᑯᔾᑎᓪᓗᒋᑦ ᐱᐅᓐᖕᒋᒻᒪᑦ ᐅᓪᓗᒥᐅᓕᕋᓗᐊᖅᑎᓪᓗᒍ. ᐃᓱᒪᒐᓗᐊᖅᐳᖕᒐ ᐱᓕᓇᕝᕕᐅᔪᑦ ᐱᓕᓇᖃᑎᖃᕋᔭᓐᖕᒍᐊᕋᓗᐊᕐᒪᑕ ᓱᕈᓱᕐᓂᒃ ᐱᒡᒐᖅᑐᓂᒃ ᐱᐅᓯᕚᓪᓕᕐᑯᓪᓗᒍ ᒪᒃᑯᒃᑐᕐᑯᑎᑦᑎᓐᓄᑦ. | ᐋᕐᑯᐊᖅ (ᑐᓵᔾᐅᑎᒍᑦ): ᕐᑯᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ ᕐᑯᔭᓐᓇᒦᒃᓗ ᑭᐅᔾᔪᑎᖕᓄᑦ. ᐅᖃᐅᓯᑐᐃᓐᓇᖅ. ᑖᒃᑯᐊ ᕿᑐᕐᖕᒐᕗᑦ ᐅᓪᓗᒥᐅᔪᖅ, ᐅᓪᓗᒥᐅᓕᖅᑐᖅ, ᐃᓕᓐᓂᐊᓇᖅᑎᑕᐅᖃᑦᑕᕐᓂᕐᒧᑦ ᓱᕈᓲᑦ ᐊᐅᓪᓚᖅᑎᑕᐅᖃᑦᑕᓕᖅᑎᓪᓗᒋᑦ ᓱᕈᓱᓛᑯᔾᑎᓪᓗᒋᑦ ᐱᐅᓐᖕᒋᒻᒪᑦ ᐅᓪᓗᒥᐅᓕᕋᓗᐊᖅᑎᓪᓗᒍ. ᐃᓱᒪᒐᓗᐊᖅᐳᖕᒐ ᐱᓕᓇᕝᕕᐅᔪᑦ ᐱᓕᓇᖃᑎᖃᕋᔭᓐᖕᒍᐊᕋᓗᐊᕐᒪᑕ ᓱᕈᓱᕐᓂᒃ ᐱᒡᒐᖅᑐᓂᒃ ᐱᐅᓯᕚᓪᓕᕐᑯᓪᓗᒍ ᒪᒃᑯᒃᑐᕐᑯᑎᑦᑎᓐᓄᑦ. |

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| people that… . What can I say? Maybe they are not the mistake; maybe the parents are the mistakes that are making all the problems for the little ones. It's just a comment not taken lightly. I hope everything will improve this coming future. Thank you. | ᖃᓄᑭᐊᖅ ᐅᖃᕈᓐᓇᖅᐳᖓ ᐃᒻᒪᕐᑳ ᑕᐃᒃᑯᐊᖃᐃ ᑕᒪᕐᒥᒃ ᐊᖓᔪᖅᑳᖓᖃᐃ ᑕᒻᒪᕐᓂᐅᕗᖅ ᑖᒃᑯᐊ ᓱᕈᓯᓛᑯᓗᖕᓄᑦ ᓈᒻᒪᒍᓐᓃᖅᑎᑦᑎᒋᑐᐃᓐᓇᖅᑐᒍᑦ, ᐅᖃᐅᓯᑐᐃᓐᓇᖅ. ᑕᒪᓐᓇ ᐱᒻᒪᕆᐅᖕᒪᑦ ᓱᕙᓕᑭᐊᕆᓐᖕᒋᓐᓇᒃᑯ ᐱᐅᓯᕝᓕᕈᑎᒋᓐᖑᐊᕋᔭᕋᑎᒍᑦ ᓯᕗᓂᒃᓴᑦᑎᓐᓄᑦ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Maybe I'll turn that to Ms. Bates. In terms of the United Nations Convention on the Rights of the Child, Article 3 says that all adults should do what is best for young people. When adults make decisions, they should think about how their decisions will affect young people. That's from your report on page 12. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒥᔅ ᐸᐃᑦᔪᖅᑲᐃ ᑐᓂᒍᒃᑯ ᑕᒪᑐᒧᖓᖅᑲᐃ ᓄᓇᕐᔪᐊᒥ ᓱᕈᓰᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᓐᓄᑦ ᓈᓴᐅᑎᖓ 3. ᐃᓐᓇᓕᒫᑦ ᐱᐅᓂᖅᐹᓂᒃ ᓱᕈᓯᕐᒧᑦ ᐱᔭᕆᐊᖃᕐᓂᕐᒧᑦ ᐃᓐᓇᐃᑦ ᐋᖅᑭᒃᓯᔭᕌᖓᒥᒃ ᐃᓱᒪᒋᖃᓯᐅᑎᓗᒍ ᖃᓄᖅ ᐊᒃᑐᖅᓯᓂᐊᕐᒪᖔᑦ ᒪᒃᑯᒃᑐᑦ. ᑖᓐᓇ ᒪᒃᐱᒐᖅ 12-ᒥᑦ ᐅᓂᒃᑳᖅ. |
| When we think about a child protection situation and what's best for the young person at the centre of the matter, it doesn't appear to be a simple decision of whether the child stays with their family or whether they go somewhere else, particularly when you think about compounding factors such as sexual abuse or domestic violence. In your work particularly as it applies to doing what is best for the young person, how do you help the departments to try to strike the right balance in terms of child protection issues? Ms. Bates. | ᑕᐃᒪᓕ ᓱᕈᓰᑦ ᓴᐳᒻᒥᔭᐅᓂᖕᒋᓐᓄᑦ ᐃᓱᒪᓕᖅᑐᖓ, ᐱᐅᓂᖅᐹᖑᕙᑦ ᑭᓱᑦ ᒪᒃᑯᒃᑐᒧᑦ ᐊᑯᓐᓂᖓᓃᑎᑦᓗᒍ, ᑖᓐᓇ ᐱᔭᕐᓂᖅᑐᑯᓗᖅᑰᔨᖓᒪᑦ ᐃᓚᒌᒥᓃᓐᖕᒋᓐᓇᕐᓂᐊᕐᒪᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐊᓯᐊᓅᖅᑕᐅᓂᐊᕐᒪᑦ. ᐱᓗᐊᖅᑐᒥᒃ ᐃᓱᒪᒋᒍᕕᐅᒃ ᑕᒪᒃᑯᐊ ᑲᑎᑉᐸᑦᓕᐊᓂᖕᒋᑦ ᖁᓄᔪᕐᓂᐊᕐᓂᒃᑯᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐋᓐᓂᖅᓯᕆᓂᕐᒧᑦ ᐃᓚᒌᓈᖕᓂᒃ ᐱᓕᕆᓂᐊᕐᓂᓖᑦ ᐱᓗᐊᖅᑐᒥᒃ ᐅᕗᓐᖓᐅᑎᓪᓗᒍ ᐱᐅᓂᖅᐹᒥᒃ ᒪᒃᑯᒃᑐᒧᑦ ᐃᓱᒪᒋᖕᒐᕐᓗᒍ ᖃᓄᖅ ᐃᑲᔪᕐᑲᑦᑕᖅᐱᒋᑦ ᐱᓕᕆᕝᕕᐅᔪᑦ ᓇᓕᒧᑏᖓᔪᒥᔪᒥᒃ ᓱᕈᓰᑦ ᓱᐳᒻᒥᔭᐅᓂᖕᒋᓐᓄᑦ ᐃᓱᒪᒋᓪᓗᒍ? ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. You're quite correct; these are complex matters and I'm going to speak from my experience and what I have seen at the office and our review of matters that we have dealt with as they relate to child protection and family services. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐃ, ᓱᓕᑦᑎᐊᖅᑐᑎᑦ ᑕᒪᒃᑯᐊ ᐃᓗᓕᑯᓗᔭᓕᒻᒪᕆᐊᓗᒻᒪᑕ ᐅᖃᐅᓯᖃᕐᓂᐊᓕᕐᒥᔪᑦ ᖃᐅᔨᓯᒪᔭᕐᓂᑦ ᑕᑯᓯᒪᔭᓐᓂᑦ ᐊᓪᓚᕕᑦᑎᓐᓂ ᕿᒥᕐᕈᑎᓪᓗᑕᓗ ᑲᒪᒋᖃᑦᑕᖅᓯᒪᔭᑦᑎᓐᓂ ᓱᕈᓰᑦ ᓴᐳᒻᒥᔭᐅᓂᖕᒋᓐᓄᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ. |
| Typically what we see, and I'm going to speak directly around the voice of the child, is if the child is in the care of the director and living in out-of-home care, there have been ongoing concerns if that child has not been spoken to or their wishes, their understanding of the situation is not a consistent occurrence in terms of what does the child want, what are the child's views and wishes. We have raised | ᑕᑯᒐᔪᑦᑐᒍᓪᓕ ᑖᓐᓇ ᓱᕈᓯᐅᑉ ᓂᐱᖓᓂᒃ ᐊᑐᕐᓗᖓᐅᓂᐊᕋᒪ ᑕᐃᒪᓕ ᓱᕈᓯᖅ ᐸᖅᑭᔭᐅᑉᐸᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᒍᑦ ᐊᖏᕐᕋᖓᑕ ᓯᓚᑖᓃᑎᓪᓗᒍ ᐃᓱᒫᓗᑎᒋᔭᐅᖕᒋᓐᓇᕐᒪᑦ ᐅᖃᖃᑎᒋᔭᐅᓯᒪᖕᒋᑎᓪᓗᒍ ᓱᕈᓯᐅᔪᖅ ᖃᓄᕐᓗ ᑐᑭᓯᐅᒪᒐᓗᐊᕐᒪᖔᖅ ᖃᐅᔨᒋᐊᖅᑕᐅᓚᐅᖅᑎᓪᓗᒍ ᑕᒪᓐᓇ ᓇᓕᒧᑦᑐᑯᓗᒥᒃ ᐊᑐᖅᑕᐅᔪᓄᑦ. ᓱᕈᓰᓪᓕ ᑭᓱᒥᒃ ᐱᔪᒪᕙᑦ? ᑖᓐᓇ ᐃᓱᒫᓗᑎᑦ ᐅᖃᐅᓯᕆᖃᑦᑕᖅᓯᒪᒐᑦᑎᒍ |

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| that concern on several cases. | ᖃᔅᓯᐊᖅᑎᑲᑦᓚᑦᑐᑎᒍ. |
| Second to that, one of the other concerns that I would say and one of the issues that I have raised is, for children in care of the director, so that's family and children services, there are currently no policy and procedures directly related to children in care. Why that is concerning to me and to our office is policies and procedures for a department govern how you do your work. We have a policy that all children in care must be seen in the foster home once per month, they must have a privacy visit, they must speak with the child. In absence of those policies and procedures, I believe that the voice of the child, the rights of children particularly in the director's care are not protected and there is not a consistent, standard way of ensuring the services to those children. | ᐊᐃᑉᐸᓂᓕ ᐃᓱᒫᒐᑦᑕᐅᒃᑲᓂᕐᒥᔪᖅ ᑕᒪᒃᑯᓄᖓ ᐸᖅᑭᔭᐅᔪᓄᑦ ᐊᐅᓚᑦᑎᔨᒧᑦ ᐃᓄᓕᓇᔨᒃᑯᓐᓂ. ᒫᓐᓇ ᐊᑐᐊᒐᖅᑕᖃᓐᖏᒻᒪᑦ ᑕᕝᕗᖓ ᑐᕌᖓᑦᓚᑦᑖᖅᑐᒧᑦ ᓱᕈᓲᑦ ᐸᖅᑭᔭᐅᓂᖅ. ᑖᓐᓇ ᐃᓱᒫᒐᑎᒋᒐᒃᑯ ᓇᒻᒥᓂᖅ ᐊᑦᓚᕕᑦᑎᓐᓂ ᐊᑐᐊᒐᐃᑦ ᐊᑐᒐᐃᑦᓗ ᐱᓕᕆᓂᖅ ᐊᐅᓚᑦᑎᔾᔪᑕᐅᒻᒪᑕ ᖃᓄᖅ ᐃᖅᑲᓇᐃᔭᖃᑦᑕᕐᒪᖔᖅ. ᐊᑐᐊᒐᖃᐃ ᑕᒪᒃᑯᐊ ᓱᕈᓱᓕᒫᑦ ᐸᖅᑭᔭᐅᔪᑦ ᑎᒍᐊᓐᖑᐊᖃᕐᕕᒻᒦᑦᑐᑦ ᑕᖅᑭᑕᒫᑦ ᑲᓐᖑᓇᖅᑐᒃᑯᑦ ᐳᓛᕆᐊᖅᑕᐅᔪᑦ ᐊᑐᐊᒐᖅᑕᖃᓐᖏᑦᑎᓪᓗᒍ, ᐊᑐᒐᖅᑕᖃᓐᖏᑎᓪᓗᒍᓗ ᐅᐸᐱᕆᔭᑦ ᑖᓐᓇ ᓂᐱᖓ ᓱᕈᓱᐅᑉ ᐱᔪᓐᓇᐅᑎᖏᓪᓗ ᑖᓐᓇ ᐊᐅᓚᑦᑎᔨᐅᑉ ᐸᖅᑭᔭᖓ ᓴᐳᒻᒥᔭᐅᖏᒻᒪᑦ ᓇᓕᒧᑦᑐᒥᒃ ᐊᔾᔨᒌᒻᒥᒃ ᑲᒪᒋᔭᐅᖃᑦᑕᕐᒪᖔᑕ ᑖᒃᑯᐊ ᐱᔨᑦᑎᕋᕐᓂᐅᔪᑦ ᓱᕈᓱᕐᒧᑦ.
| Second to that and I think to your point is when children are living in out-of-home care or in foster homes, one of the concerns that have come to the office's attention is that children who are in foster homes there may be for a lengthy period of time and there's not what I would consider to be long-term or family services, so long-term work with the family to address the risk, address the concerns that potentially required the child to be in need of protection, requiring out-of-home care. | ᐊᒻᒪᓗ ᐊᐃᑉᐸᓂᒃ ᐅᖃᐅᓯᕆᔭᕐᓄᑦ ᑕᐃᒪᓕ ᐊᖏᕋᖏᑕ ᓯᓚᑖᓂ ᑎᒍᐊᓐᖑᐊᖃᕐᕕᒻᒦᓕᖅᑎᓪᓗᒋᑦ ᐃᓱᒫᒐᑕᐅᔪᑦ ᐅᕙᑦᑎᓐᓄᑦ ᐅᖃᐅᓯᐅᓯᒪᔪᑦ ᓱᕈᓲᑦ ᑎᒍᐊᓐᖑᐊᖃᕐᕕᒻᒦᑦᑐᑦ ᖃᓄᕐᓗ ᐊᑯᓂᐅᑎᒋᔪᒥᒃ ᐋᖅᑭᒃᓯᒪᓪᓗᑎᒃ ᐊᒻᒪ ᐱᑕᖃᖅᑰᔨᒋᓐᖏᓇᒃᑯ. ᓯᕕᑐᔪᒥᒃ ᐱᓕᕆᖃᑎᒋᓇᓱᓪᓗᒍ ᐃᓚᒌᖏᑦ ᐋᖅᑭᒍᑎᒋᓇᓱᓪᓗᒋᑦ ᖃᓄᐃᒻᒪᑦ ᑖᓐᓇ ᓯᐳᒻᒥᔭᐅᔭᕆᐊᖃᓕᓚᐅᕐᒪᖔᖅ ᐊᖏᕋᕐᒥ. | ᐊᒻᒪᓗ ᐊᐃᑉᐸᓂᒃ ᐅᖃᐅᓯᕆᔭᕐᓄᑦ ᑕᐃᒪᓕ ᐊᖏᕋᖏᑕ ᓯᓚᑖᓂ ᑎᒍᐊᓐᖑᐊᖃᕐᕕᒻᒦᓕᖅᑎᓪᓗᒋᑦ ᐃᓱᒫᒐᑕᐅᔪᑦ ᐅᕙᑦᑎᓐᓄᑦ ᐅᖃᐅᓯᐅᓯᒪᔪᑦ ᓱᕈᓲᑦ ᑎᒍᐊᓐᖑᐊᖃᕐᕕᒻᒦᑦᑐᑦ ᖃᓄᕐᓗ ᐊᑯᓂᐅᑎᒋᔪᒥᒃ ᐋᖅᑭᒃᓯᒪᓪᓗᑎᒃ ᐊᒻᒪ ᐱᑕᖃᖅᑰᔨᒋᓐᖏᓇᒃᑯ. ᓯᕕᑐᔪᒥᒃ ᐱᓕᕆᖃᑎᒋᓇᓱᓪᓗᒍ ᐃᓚᒌᖏᑦ ᐋᖅᑭᒍᑎᒋᓇᓱᓪᓗᒋᑦ ᖃᓄᐃᒻᒪᑦ ᑖᓐᓇ ᓯᐳᒻᒥᔭᐅᔭᕆᐊᖃᓕᓚᐅᕐᒪᖔᖅ ᐊᖏᕋᕐᒥ. |
| Again, I would echo that we see at our office probably a lot of the children are in the director's care and there's often a small percentage of the number of families that the department will come in contact with that children won't come into care, but one of the concerns I have had is that work isn't being done with the family to support the family to address the risk issues that brought that child into the director's care, whatever that may be. | ᑕᑯᕐᑲᑦᑕᖅᑕᓐᓂᓪᓕ ᐊᓪᓚᕕᑦᑎᓐᓂ ᑕᐃᒃᑯᐊ ᐊᐅᓚᑦᑎᔨᐅᑉ ᐸᖅᑭᔭᖓ ᖃᔅᓲᓐᓇᑯᓗᒐᓗᐊᑦ ᑖᒃᑯᐊ, ᑖᒃᑯᐊ ᐃᓚᔮᕆᑦ ᑖᓐᓇ ᐸᖅᑭᔭᐅᓕᔭᕐᖏᑦᑐᖅ. ᑕᐃᒪᓕ ᐃᖅᑲᐃᔾᔪᑎᒋᓇᕐᒥᒻᒪᑦ ᑖᒃᑯᐊ ᐃᑲᔪᖅᓱᐃᓂᐅᔪᑦ ᑖᒃᑯᐊ ᐃᓚᔮᕆᑦ ᐃᑲᔪᖅᓱᖓᕐᓗᒋᑦ ᐃᓚᔮᕆᑦ ᑖᒃᑯᐊ ᖃᓄᐃᒻᒪᑦ ᐅᓗᕆᐊᓇᖅᑐᒥᓕᖅᑎᓪᓗᒍ ᐊᐅᓚᑦᑎᔨᐅᑉ ᐸᖅᑭᓕᓚᐅᖅᐸᐅᒃ? |
| Yes, we have made many recommendations | ᑖᒃᑯᐊᓗ ᐃᓄᓕᓇᔨᒃᑯᓐᓂ ᐊᑐᓕᕐᑯᔨᔾᔪᑎᓂᒃ ᐊᒥᓱᓂᒃ |

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| to Family Services on individual cases. Again, it's mainly related to compliance with policies, procedure, and legislation because, again, when you're not compliant with policies, procedure, and legislation, there is always a concern for violation of rights, and I have seen that, not just for children but for parents. I would additionally say that and systemic-wise and again, I raised the issue around having specific policies and procedures related to children in the director's care. | ᑖᒃᑯᐊ ᐊᑐᓃᖓᓪᓗᒋᑦ ᑖᓐᓇ ᐊᑦᑐᐊᓂᖃᓗᐊᖅᑐᖅ ᒪᓕᒋᐊᖃᕐᓂᕐᒥᒃ ᐊᑐᐊᒐᖃᕐᓂᖅ, ᐊᑐᒐᖃᕐᓂᕐᓗ ᒪᓕᒐᕐᓄᓪᓗ ᑕᐃᒪᐃᒪᑦ ᒪᓕᓐᖏᒃᑯᕕᒋᑦ ᐊᑐᐊᒐᐃᑦ ᐃᓱᒪᔾᑎᑦᑕᖃᐃᓐᓇᕐᒪᑦ ᐱᔪᓐᓇᐅᑎᖏᓐᓂᒃ ᓱᕋᐃᓂᕐᒥᒃ. ᓱᕈᓯᕐᓄᑑᓐᖏᑦᑐᖅ ᐊᖓᔪᖅᑳᓇᔭᖏᓐᓄᓪᓗ. ᐊᒻᒪᓗ ᖄᒃᑲᓐᓇᐃᒍᑦ ᑕᐃᒪ, ᑕᐃᒪ ᐅᖃᐅᓯᓇᒻᒥᒐᒃᑯ ᐊᑐᐊᒐᖃᕐᓂᕐᒥᒃ, ᐊᑐᒐᖃᕐᓂᕐᒥᓪᓗ ᓱᕈᓯᕐᓄᑦ ᐊᐅᓚᑦᑎᔨᐅᑉ ᐸᖅᑭᔨᐅᑉ. | ᑖᓐᓇ ᑭᐅᔭᔅᓇᒐᓗᐊᖅᑲᕋ ᐊᐱᖅᑯᑎᖓ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| I trust that answers the question. Thank you, Mr. Chairman. | |
| **Chairman** (interpretation): Thank you. (interpretation ends) Thank you. Moving on. (interpretation) As you are joining us this morning, Ms. Angnakak, we are happy because we were missing some Members. We are glad that you and Mr. Qamaniq are in attendance. (interpretation ends) Ms. Angnakak, go ahead. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃ. ᑲᔪᓯᓗᑕ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᐅᕙᓂᖃᑕᐅᔫᓪᓗᐊᕋᕕᑦ ᐅᑉᓛᖅ, ᒥᔅ ᐊᕐᓇᒃᑲᖅ, ᖁᕕᐊᐸᐅᒃᐳᒍᑦ ᐃᓚᑰᓚᐅᕋᑉᑕ ᐃᑉᐸᒃᐸᐊᒃ. ᒥᔅᑕ ᖃᒪᓂᕐᓗ ᑲᑎᒪᖃᑕᐅᓕᕋᑉᐸᐃ ᖁᕕᐊᐸᐅᒃᑐᒍᑦ. (ᑐᓵᔨᑎᒍᑦ) ᒥᔅ ᐊᕐᓇᒃᑲᖅ, ᑲᔪᓯᒋᑦ. |
| **Ms. Angnakak** (interpretation): I apologize. Let me get rid of these papers. | **ᐊᕐᓇᒃᑲᖅ**: ᒪᒥᐊᓇᖅ ᐸᐃᑉᐹᕐᓗᒃᑲᐅᑯᐊ ᐲᑲᐃᓐᓇᕐᓚᒃᑲ. |
| (interpretation ends) Good morning. I'm quite taken aback by Ms. Bates' statement and wonder if… . I mean, to me, that's very concerning and I'm wondering if the Department of Family Services, through you, Mr. Chairman, can make a response to those concerns raised by Ms. Bates. Thank you. | (ᑐᓵᔨᑎᒍᑦ) ᐅᓪᓛᒃᑯᑦ, ᑖᓐᓇ ᖁᔭᕐᓚᒋᒻᒪᕆᒃᑲᒃᑯ ᐊᒻᒪ ᒥᔅ ᐸᐃᑦᑐ ᐅᖃᐅᓯᓇᔭᖓᓗ ᐃᓱᒪᒋᓪᓗᒍᓗ, ᑖᓐᓇ ᐃᓱᒪᔾᓐᓇᖅᑐᒻᒪᕆᐅᒻᒪᑦ. ᐃᓱᒪᑐᐃᓐᓇᖅᑐᖓ. ᐱᓕᕆᕝᕕᖓᖃᐃ ᐊᖅᑯᑎᒋᓗᒍ ᐃᓄᓕᕆᔨᒃᑯᖅᑲᐃ ᐊᖅᑯᑎᒋᓗᑎᑦ ᐃᒃᓯᕙᐅᑕᖅ. ᑭᐅᔪᓐᓇᕐᒪᖔᑕ ᑖᒃᑯᓄᖓ ᐃᓱᒪᔾᑎᒋᔭᖏᓐᓄᑦ. ᖁᔭᓐᓇᒦᒃ. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᓇᐃᒍ. |
| **Chairman** (interpretation): Thank you. Ms. Niego. | |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I don't disagree with the representative. Yesterday I spoke a bit about resourcing. For example, today we have a bit of a crisis in the Kivalliq with two communities at least: Naujaat and Arviat. Some of our communities are single | **ᓇᐃᒍ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑕᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖏᖅᑎᒋᓐᖏᓪᓗᒍᓐᖏᑦᑑᒐᓗᐊᖅ ᑭᒡᒐᖅᑐᐃᔨ ᐃᑉᐸᔅᓴᖅ ᐅᖃᐅᓯᓇᐱᓪᓚᓚᐅᕋᒃᑯ ᐃᖅᑲᓇᐃᔭᐅᑎᖃᕐᓂᕐᒧᑦ ᑐᑭᓕᐅᑎᓗᒍ. ᐅᓪᓗᒥ ᖁᔭᕐᓚᓇᖅᑐᒦᓕᕋᑦᑕ ᑭᕙᓪᓕᕐᒥ ᓄᓇᓕᓐᓂᑦ, ᓇᐅᔮᑦ ᐊᒻᒪ ᐊᕐᕕᐊᑦ. ᓄᓇᓕᖁᑎᕗᑦ ᐊᑕᐅᓯᕐᒥᒃ |

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| social worker communities. You're the lone social worker serving how many families. At some points in your day you may be with a child and not able to do any other duty. | ᐃᓄᓕᕆᔨᖃᕐᒪᑕ ᐃᓄᑑᓪᓗᓂᓗ ᐃᓄᓕᕆᔨ ᖃᔅᓯᒐᓵᓗᓐᓂᒃ ᐃᓚᔮᖕᒋᓐᓂᒃ ᐱᔨᑦᑎᕋᖅᑐᑦ ᐃᓛᓐᓂᒃᑯᑦ ᓱᕈᓯᖅᑕᖃᑐᐃᓐᓇᖅᑐᖅ ᐊᓯᐊᒍᕐᕕᔅᓴᖃᓐᖕᒋᑦᑎᐊᓕᖃᑦᑕᕐᒪᑦ ᐃᓛᓐᓂᑦ. |
| There is a lot of work needed within the department. We are now six or seven years old. There is still building up of different parts of the department. There are many moving blocks. There is legislation. There are manuals. There are procedures. There are so many things required with very little resourcing, so I'm in full support of what the representative is saying. (interpretation) Thank you, Mr. Chairman. | ᐱᔭᒃᓴᖅᑕᓕᒃ ᐱᔭᒃᓴᖅᑕᓕᒻᒪᕆᐅᒻᒪᑦ ᐱᓕᕆᕕᑎᑦ. 6-ᓂᒃ 7-ᓂᒃ ᐅᑭᐅᖃᓕᖅᑐᑦ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᓂᒃ ᓱᓕ ᑖᒃᑯᐊ ᐊᐅᓚᓂᑯᓘᔾᔭᖕᒋᑦ ᒪᓕᒐᐃᑦ ᐅᖃᓕᒫᒐᐃᑦ ᐊᑐᒐᐃᑦ ᐃᖅᑲᓇᐃᔭᐅᑎᒃᓴᑭᑦᑐᑯᓘᓪᓗᑕᓗ ᑕᐃᒪ ᐃᑲᔪᖅᓱᑦᑎᐊᖅᐸᕋ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᐅᖃᐅᓯᕆᔭᖕᒐ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Thank you, Mr. Chairman. Thank you for your response. Since everybody knows that we are in a crisis and there are big problems, and at the same time we see very sad pictures in every one of our communities when it comes to children and youth. What are we waiting for? What needs to happen right away? I know people are working hard, but you say there is so much more that needs to be done. How do we get to that point? How do we get to actually doing something that needs to be done? What is it that's needed? I would like to ask the department. Thank you, Mr. Chairman. | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒥᓪᓗ ᑭᐅᔾᔪᑎᓐᓄᑦ. ᖃᐅᔨᒪᔪᐃᓐᓇᐅᒐᔅᓯ ᑕᐃᒪ ᒫᓐᓇ ᑐᐊᕕᕐᓇᖅᑐᒥᒃᑲᑦᑕ ᐃᓗᐊᓐᖕᒋᓕᐅᕈᑎᑕᓕᒻᒪᕆᐅᓪᓗᓂᓗ ᐊᒻᒪᓗ ᐊᑕᐅᑦᑎᒃᑯᑦ ᓄᒫᓇᖅᑐᒻᒪᕆᓐᓂᒃ ᑕᑯᑐᐃᓐᓇᕋᑦᑕ ᓄᓇᓕᓕᒫᖅᑎᑦᑎᓐᓂᒃ ᓱᕈᓲᑦ ᒪᒃᑯᒃᑐᓪᓗ ᐃᓱᒪᒋᓪᓗᒋᑦ. ᑭᓱᒥᒃ ᐅᑕᖅᑭᒐᑦᑕ ᖃᓄᐃᓘᖅᑐᖃᕆᐊᖃᕐᒪᑦ ᒫᓐᓇᑦᑕᐅᑎᒋ? ᖃᐅᔨᒪᔪᖕᒐ ᐊᔅᓱᕈᖅᑐᑦ ᐅᖃᕋᕕᑦ ᐱᔭᒃᓴᑦᑕᓕᒻᒪᕆᐅᒻᒪᑕ ᖃᓄᖅᓕ ᑎᑭᐅᑎᓂᐊᕋᑦᑎᒍ ᑕᐃᑯᖕᒐ? ᖃᓄᖅᓕ ᐱᓕᕆᓪᓚᑦᑖᖅᓂᐊᓕᖅᐱᑕ ᐱᔭᕆᐊᓕᓐᓂᒃ ᑭᓱᓂᒃ ᐱᑕᖃᕆᐊᖃᖅᐸ ᐱᓕᕆᕕᒃ ᐊᐱᕆᔪᒪᔭᕋ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) That's the Department of Family Services? Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ? ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I was saying, there are so many different facets, so many different pieces, moving blocks, right from housing. I can't seem to secure enough housing in communities to bring in a social worker. I have to contract with a private homeowner through housing. There is the HR | **ᓇᐃᒍ**: ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑕᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐃᒻᒪᖃ ᐊᒥᓱᒻᒪᕆᐅᒻᒪᑕ ᑕᐃᒪ ᐃᓚᑯᓘᔾᔭᖕᒋᑦ ᐊᐅᓚᔪᐃᓐᓈᓘᓪᓗᑎᒃ ᐃᒡᓗᓕᕆᕐᒧᑦ ᓄᓇᓕᓐᓂᑦ ᐃᓪᓗᓂᒃ ᓈᒻᒪᒃᓯᔪᓐᓇᕐᑯᓇᖅ. ᐃᓄᓕᕆᔨᐅᓪᓗᖕᒐ ᑳᓐᑐᓛᖃᑦᑎᑦᑎᔭᕆᐊᖃᖃᑦᑕᕋᒪ ᓇᒻᒥᓂᖅ ᐃᓪᓗᕐᑯᑎᓕᓐᓂᒃ ᐃᓪᓗᓕᕆᔨᒃᑯᑎᒍᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᕆᓂᖅ |

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| process which is taking longer because of lack of housing. There are casuals that, in the meanwhile, can be hired, but then who is able to go out and go to all of these universities where the social work programs are and recruit in? I need a big recruiting campaign there. | ᑕᒪᔾᔭᐅᒻᒪᑦ. ᐊᑯᓂᐅᓂᖅᓴᒥᒃ ᐃᓪᓗᑕᖅᑲᓐᒋᓐᓂᖓᓐᓄᑦ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᑐᐃᓐᓇᖅᑐᑦ ᒫᓐᓇᐅᔪᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᑲᐃᓐᓇᕈᓐᓇᖅᑕᕋᓗᐊᕋ. ᑭᓇᓕ ᑕᐃᒪ ᓱᓚᑦᑐᖅᓴᕋᕕᔾᔪᐊᓅᕈᓐᓇᖅᐸᓕ ᑭᓇ ᐃᖅᑲᓇᐃᔭᓕᖅᑎᑦᑎᓇᓱᓪᓗᓂ ᑕᐃᒪ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᕐᔪᐊᒐᓱᒋᐊᖅᑲᓕᖅᐱᑕ.

ᐊᒥᓲᒻᒪᑕ ᓱᓕ ᐃᐅᓇᔫᓇ ᐊᐋᕋᒥᓐᓯᒃ ᑐᓂᖓᑲᐃᓐᓇᕈᒃᑯ. (ᑐᓴᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓇ, ᐃᒃᓯᕙᐅᑕᖅ.

There are so many other things; maybe I'll pass it on to Arijana Haramincic. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Through Zoom, Ms. Haramincic.

**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. ᖃᓇᑕᐅᔭᒃᑯᑦ, ᒥᔅ ᐊᐋᕋᒥᓐᓯᒃ.

**Ms. Haramincic**: *Ma'na*, Mr. Chairman. I thank you for the question. I think it goes back to the capacity that we talked about throughout the hearing yesterday and the capacity, in my mind, is not only ability of the people to work but it's actually having enough financial resources to support all the activities. Financial resources is number one, which would then help us to secure the people and hiring the people recruiting the people, and having enough knowledgeable, skilled individuals who are then able to take on those activities.

**Hᐋᕋᒥᓐᓯᒃ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ ᖁᔭᓐᓇᒦᓪᓗ ᐊᐱᖅᑯᑎᖕᒋᓐᓄᑦ. ᐅᑎᖅᑳᖅᑰᒻᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕈᓐᓇᖕᒋᓐᓂᑎ ᐃᑉᐸᔅᓴᖅ ᑐᓴᓚᐅᖕᒐᑦ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᕈᓐᓇᕐᓂᕗᑦ ᑖᓐᓇᑑᖕᒋᒻᒪᑦ ᐱᔪᓐᓇᕐᓂᑐᐊᕐᓂᑦᑎᒍᖕᒋᒻᒪᑦ ᐃᒪᓐᓇ ᑮᓇᐅᔭᕐᓗ ᓈᒻᒪᓐᓂᖕᒋᓐᓄᑦ ᐃᑲᔪᖅᑐᐃᔪᕐᓗ ᑮᓇᐅᔭᕐᑲᓇᐊᖃᕐᓂᖅ ᓯᕗᓪᓕᖅᐹᖅ ᖃᓄᕐᓕ ᑎᒍᓯᔪᓐᓇᖅᐱᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓇᓱᓕᕐᓗᑕᓗ ᐊᒻᒪᓗ ᓈᒻᒪᑦᑐᓂᑦ ᖃᐅᔨᒪᓂᖃᑦᑎᐊᖅᑎᓪᓗᒋᑦ ᑕᐃᒪᓕ ᐱᓕᕆᔪᓐᓇᖁᓪᓗᒋᑦ ᑕᒪᒃᑯᓂᖓ.

One of the first activities is to actually have the social workers who are permanent, indeterminate social workers in each of the communities who then can start building the engagement and involvement with the community and working on that trust that we talked about yesterday, how important it is in the social work field to then be able to not only develop a trust with the communities and the families but other professionals and develop those good practices so that really good social work can occur.

ᑕᐃᒪ ᓯᕗᓪᓕᖅᐹᖅ ᐱᓕᕆᐊᖑᔭᕆᐊᓕᒃ ᑕᒃᑯᐊ ᐃᓄᓕᕆᔨᑦ ᐃᖅᑲᓇᐃᔭᐃᓐᓇᕐᓗᑎᒃ ᐊᑐᓂ ᓄᓇᓕᓐᓂ. ᑕᐃᒪᓕ ᐱᕈᖅᑎᑦᑎᕙᓪᓕᐊᔪᓐᓇᖅᓯᓂᐊᕐᒪᑕ ᓄᓇᓖᑦ ᐱᓕᕆᖅᑎᒋᓗᒍᑦ ᐅᑉᐱᕆᖅᑎᑏᓪᓗᑎᓪᓗ. ᐃᑉᐸᔅᓴᖅ ᐅᖅᑲᐅᓯᕆᔭᑦ ᖃᓄᖅ ᐱᒻᒪᕆᐅᑎᒋᒻᒪᖕᒑᖅ ᐃᓄᓕᕆᔨᕐᒧᑦ ᐃᒪᓐᓇ ᐅᑉᐱᕆᖅᑎᑏᓐᓂᑐᐃᓐᓇᖕᒋᑦᑐᒃᑯᑦ ᐱᓕᒻᒪᒃᓴᖅᓯᒪᓂᒃᑯᑦ ᐃᓄᓕᕆᔨᑦᑎᐊᕙᒃ ᑲᔪᓯᑦᑎᐊᕈᓐᓇᕋᔭᖅᑐᖅ.

We have been having barriers, such as HR processes, and barriers in terms of having to look at unfunded positions. As you have heard, a quality assurance team has been

ᐃᒪᓐᓇ ᑐᓗᖅᑕᕐᕕᖅᑲᖅᑕᕋᑦᑕ ᓲᕐᓗ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᔨᒃᑯᓐᓂᒃ ᐊᒻᒪᓗ ᑮᓇᐅᔭᖅᑲᓐᓂᑦᑑᒐᓗᐊᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓲᖑᒐᑦᑕ. ᐱᓕᕆᖅᑎᑏᑦ

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| completely unfunded and we're also looking at developing a highly skilled team, which we called Nunavut Seals, to actually support when there's a crisis such as Ms. Niego mentioned in Arviat that we could send individuals who have good experience and who are aware of the Nunavut-specific issues and concerns and barriers and are able to immediately assist the community. However, without sufficient number of individuals, it is very difficult to move from the crisis-oriented approach to actually planned and really strategic. | ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓐᖓᑦᑎᐊᖅᓯᒪᒻᒪᑕ ᐱᓕᕆᖃᑎᑦᑑᒐᓗᐊᑦ ᑕᒪᒃᑯᐊ ᐱᓕᒻᒪᒃᓯᒪᔪᑦ ᓄᓇᕗᒻᒥ ᐱᓕᕆᖃᑎᑦ ᑐᐊᕕᖅᓇᖅᑐᖃᖅᑎᓪᓗᒍ ᐊᖅᕕᐊᓂ ᑕᐃᑯᓐᖓᖅᑎᑦᑎᔪᓐᓇᖅᓗᑕ ᐃᖅᑲᓇᐃᔭᓕᒻᒪᒃᓯᒪᔪᓂᒃ ᖃᐅᔨᒪᓕᕋᖓᑦᑕ ᓄᓇᕗᒻᒧᑦ ᑐᕋᖓᓪᓚᑦᑖᖅᑐᓂᒃ. ᑕᐃᒪᐃᓕ ᑕᕝᕙᓐᖓᑲᐅᑎᒋ ᐃᑲᔪᑲᐅᑎᒋᔪᓐᓇᖅᑐᓂᒃ ᓇᓗᓇᓐᖏᓚᖅ ᑭᓯᐊᓂᓕ ᐱᑕᖃᓐᖏᑎᓪᓗᒍ ᐃᖅᑲᓇᐃᔭᖅᑐᑦ ᐊᔪᖅᓇᖅᑐᒻᒪᕆᐅᒻᒪᑦ. ᑐᐊᕕᖅᓇᖅᑐᖃᓕᖅᑎᓪᓗᒍ ᑲᒪᓇᓱᓐᓂᖓᓗ ᐸᖅᓇᒍᑎᒋᑦᑎᐊᕋᓱᒋᐊᖓ ᐊᔪᖅᓇᖅᒪᑦ | ᑕᒪᒃᑯᓄᖓᓗ ᓱᕈᓲᑦ ᐸᖅᑭᔭᐅᔪᑦ ᒥᔅ ᐸᐃᑦᔅ ᐅᖃᐅᓯᕆᖅᑲᐅᔪᑦ ᐊᑐᓕᖅᑎᑦᑎᓯᒪᔪᒍᑦ ᑐᓗᖅᑕᖅᓂᖅᑕᖅᑭᓂ ᐱᔪᓐᓇᐅᑎᖕᒋᑦ ᓱᕈᓲᑦ ᐸᖅᑭᔭᐅᔪᑦ ᐊᖅᕌᒍᑕᒫᑦ 12 ᐅᖓᑖᓄᓪᓗ ᐊᖅᕌᒍᓕᓐᓂᒃ ᐊᖅᕌᒍᑕᒫᑦ ᖃᒥᖅᕈᓂᖅᑕᖅᑲᖅᑕᖅᒪᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᑦ ᐅᖃᓪᓚᒍᓐᓇᖅᓂᖕᒋᓐᓂᓪᓗ ᒪᓕᓪᓗᒋᑦ. ᑖᓐᓇ ᐱᔭᕆᐊᖃᖅᑎᑕᐅᒻᒪᑦ ᐃᓄᓕᕆᔨ ᒫᓐᓇ ᓱᕈᓯᖅᒥᒃ ᐅᖃᖃᑎᖃᖅᑯᓪᓗᒍ ᖃᒥᖅᕈᖃᑎᒋᓗᒍ ᐊᒻᒪᓗ ᓂᐱᖓ ᓱᕈᓯᐅᑉ ᒪᒃᑯᑦᑑᓪᓗ ᐃᓱᒪᒋᖃᓯᐅᑎᓗᒍ ᐸᖅᑭᔭᐅᔪᑦ. | ᑕᐃᒃᑯᐊ ᐱᓕᕆᖃᑎᒋᒋᐊᑦ ᒪᒃᑯᑦᑐᓐᓄᑑᓐᖓᑦᑐᖅ ᐸᖅᑭᔭᐅᔪᑦ ᒪᒃᑯᑦᑐᓕᒫᑦ ᓄᓇᓕᓐᓂ ᓂᐱᖓᑦ ᑐᓴᖅᑕᐅᖁᓗᒋᑦ, ᖃᓄᖅ ᐱᔨᑦᑎᑦᑎᐊᑲᓐᓂᕈᓐᓇᖕᒪᖔᑦᑎᒍ. ᐊᒻᒪᓗ ᐃᑉᐸᔅᓴᖅ ᐅᖃᓚᐅᕋᑦᑕ ᑖᒃᑯᐊ ᐅᖃᓕᒫᒐᖅᐳᑦ ᖃᒥᖅᕈᔭᕗᑦ ᑐᕋᖓᓪᓚᑦᑖᖅᑐᐃᑦ ᓱᕈᓲᑦ ᐸᖅᑭᔭᐅᔪᓄᑦ ᐊᑐᐊᒐᖅᓄᑦ ᐱᔭᒃᓴᖅᑕᓕᒻᒪᕆᐅᒻᒪᑦ ᐱᓕᕆᔾᔪᑎᒃᓴᖅᑕᖃᓐᖏᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᑖᒃᑯᐊ ᐱᓕᕆᐊᖑᕙᒌᖅᑐᑦ ᐱᔪᓐᓇᖅᓂᓕᒫᑦᑎᓐᓂ ᐱᓕᕆᐊᕗᑦ. | |
| The final comment in regard to specialized teams, we are piloting in Iqaluit, our largest office, the specific referral and intake team versus ongoing services team to try to address those issues and being able to follow up and work with families to build their strength and | ᑭᖑᓪᓕᖅᐹᒥᒃ ᐅᖃᐅᓯᕆᓗᒍ ᑕᒪᒃᑯᐊ ᐆᒧᖓ ᑐᕋᖓᓪᓚᑦᑖᖅᑐᒥᒃ ᐱᓕᕆᓂᖓᑕ ᐃᖃᓗᓐᓂ ᐊᓪᓚᕕᑉᐳᑦ ᑕᒪᒃᑯᐊ ᓱᕈᓯᖅᓂᒃ ᐱᓕᕆᖃᑎᖃᖅᐸᑦᑐᐃᑦ ᑕᒪᒃᑯᓂᖓ ᐋᖅᑮᒍᑎᒐᓱᑦᑐᑦ ᑖᒃᑯᐊ ᖃᐅᔨᒋᐊᒃᑲᓐᓂᕈᓐᓇᖅᐸᓪᓗᒋᑦ ᐊᒻᒪᓗ ᓴᓐᖏᑎᑉᐸᓪᓕᐊᓗᒋᑦ |

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| ability to care for their children safely so the children can actually remain in the homes or the children can be moved back to the homes sooner. *Ma'na*, Mr. Chairman. | ᑖᒃᑯᐊ ᐸᖅᑭᔭᐅᓐᖏᑦᑐᑦ ᐊᑦᑕᕐᓇᓐᖏᑦᑐᒥᒃ ᓱᕈᓲᑦ ᐊᖏᕋᖓᓃᖏᓐᓇᕐᑯᓪᓗᒋᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐅᑎᖅᑎᓵᓕᔪᓐᓇᖃᑦᑕᕐᑯᓪᓗᒋᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Thank you. I guess my next question would be for the Representative for Children and Youth, Ms. Bates. In light of what we just heard with the response, it seems like your office has identified some really troubling areas and the department has responded why we are at where we are today. I know that you provided recommendations on legislation and policies, but seeing that without the proper housing, without the proper staff, it just seems like a Catch-22 going round and round and round. How would you see the department address these concerns that they have just voiced? Thank you, Mr. Chairman. | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐃᒻᒪᖅᑲ ᐊᐱᖅᑯᑎᒪ ᐊᐃᑉᐹ. ᑭᒡᒐᑐᖅᑐᒧᑦ ᐃᓅᓱᑦᑐᓂᑦ ᓱᕈᓯᕐᓂᓪᓗ ᒥᔅ ᐸᐃᑦᔅ. ᑕᐃᒪ ᑐᓴᓵᖅᑕᕗᑦ ᑭᐅᔾᔪᑎᐅᔪᒥᒃ ᐃᒪᐃᖅᑰᔨᒻᒪᑦ. ᐊᓪᓚᕕᓯ ᓇᓗᓇᐃᓇᓱᒪᕗᓯ ᐃᓚᖏᓐᓂᒃ ᑲᒪᓇᖅᑐᓂᒃ ᐊᒻᒪᓗ ᖃᓄᖅ ᓱᒻᒪᑦ ᐃᒪᐃᑦᑕᓕᕐᒪᖔᑕ ᐃᒪᐃᑦᑐᒦᑦᑕᓕᕐᒪᖔᑕ ᐅᑉᓗᒥ, ᓱᒻᒪᑦ, ᑭᑐᑦ? ᖃᐅᔨᒪᒐᓗᐊᖅᑐᖔ ᐊᑐᓕᕐᑯᔨᔭᕐᓂᒃ, ᐊᑐᐊᒐᒃᓴᓄᑦ ᒪᓕᒐᒃᓴᓄᓪᓗ. ᑭᓯᐊᓂ ᐃᒡᓗᑭᒃᓴᖅᑎᓪᓗᒋᑦ, ᐃᖅᑲᓇᐃᔭᑭᒃᓴᖅᑎᓪᓗᒍ, ᓱᕐᓗ ᑲᐃᕙᖅᑰᔨᑐᐃᓐᓇᓕᖅᓗᑕ ᐱᒻᓇᑉᑕ. ᖃᓄᕐᓕ ᑕᐅᑐᒃᐱᓯᐅᒃ ᐃᓄᓕᓇᔨᒃᑯᑦ, ᖃᓄᖅ ᐱᓇᓱᒍᓐᓇᕋᔭᕐᒪᖔᑕ ᐃᓱᒫᓗᑕᐅᔪᑦ ᐅᖃᐅᓯᐅᓵᖅᑐᓄᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for the question. It is a complex issue. However, I would like to highlight a couple issues, if I may. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᓗ ᐊᐱᖅᑯᑎᖕᓄᑦ. ᐃ, ᐱᔭᕆᑐᖕᒪᑦ ᐅᖃᐅᓯᐅᔪᖅ. ᑕᐃᒪᐃᓗᐊᕐᓗᓂ. ᓇᓗᓇᐃᓇᔪᒪᕗᖔ ᐃᓚᖏᓐᓂᒃ ᐱᔾᔪᑕᐅᔪᓂᒃ. |
| There absolutely needs to be a plan in place and it's difficult to execute plans when you're having HR barriers. I would submit to you that community social services workers are hired on contracts. I assume that they still need housing when they're here doing those particular contracts, so I don't know how we translate moving contract staff into indeterminate positions for that stability piece. I think there are many issues around the housing issues and those types of HR issues. | ᐸᕐᓇᐅᑎᖃᓪᓚᑦᑖᓇᐊᖃᖅᑐᖅ, ᑲᔪᓯᐅᑎᒋᐊᖏᓪᓗ ᐸᕐᓇᐅᑏᑦ ᐊᔪᕐᓇᓲᖕᒍᓪᓗᑎᒃ ᐱᑐᖅᓯᒪᐅᑎᖃᕋᖕᒪᑕ, ᐃᖅᑲᓇᐃᔭᖅᑎᒃᓴᐃᑦ ᐱᓗᐊᖅᑐᖅ. ᐃ, ᓄᓇᓖᑦ ᐃᓄᓕᓇᔨᑦ ᐃᖅᑲᓇᐃᔮᖅᑖᖅᐸᖕᒪᑕ ᑳᑐᕋᑎᒍᑦ. ᖃᓄᖅ ᑳᑐᕋᑦ ᑕᒪᒃᑯᐊ ᐃᖅᑲᓇᐃᔮᓪᓚᓇᒋᓕᕐᓗᓂᔾᔪᒃ, ᐃᒡᓗᑭᒃᓴᕐᓂᖅ ᐱᔾᔪᑕᐅᖏᓐᓇᖅᓯᖃᑦᑕᕐᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕋᓱᖕᓂᕐᒧᑦ. |
| Having said that, again, I must come back to the issue around the collection of information | ᑕᐃᒪᐃᓗᐊᕐᓗᓂ ᐅᑎᓇᐊᖃᕐᒥᒐᑦᑕ ᑕᒪᒃᑯᐊ ᓇᒡᕙᖃᑦᑕᕐᓂᕐᒧᑦ ᑐᓴᒐᒃᓴᓄᑦ, |

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| and building a business case around why you need what you need. Yesterday there was a lot of reference by the departments about “We’re collecting information because the RCYO needs it and is requesting it.” What I would like to say about that is, and I’m going to use it in this particular case, in relation to referrals, so how can you make a business case about what you need in terms of staffing and those types of things when you don’t know how many sexual abuse cases that you’re dealing with over the course of a year? If you say, “We’ve got 500 referrals for the year, which equates into a caseload of 20 per worker, we’re going to need X number of staff to deal with that effectively and consistently,” and on top of that what I would say is once you establish those baselines, you understand, then you can put it forward to people and say, “We need this amount of money to do this job.” | ᐱᔾᔪᑎᒃᓴᓂᒃ, ᑐᓐᖓᕕᒃᓴᓕᐅᕐᓂᖅ, ᓱᖕᒪᑦ ᐃᒪᐃᑦᑐᑖᕆᐊᕐᑲᕐᒪᖕᒐᑦᑕ. ᓱᕐᓗ ᐃᑉᐸᒃᓴᖅ ᐅᖃᐅᓯᐅᓚᐅᕐᒪᑦ, ᓇᕝᕙᕋᓱᑲᐅᑦ ᑐᓴᒐᒃᓴᓂᒃ, ᑖᒃᑯᐊ ᑭᒡᒐᖅᑐᖅᑑᑉ ᓱᕈᓯᓂᒃ ᐃᓅᓱᒃᑐᓂᓪᓗ ᑭᓐᖑᕐᒪᒋᑦ. ᐊᒻᒪᓗ ᐅᖃᐅᓯᐅᕋᑖᖅᑐᒧᑦ, ᓱᕐᓗ ᑕᑯᔭᕐᓴᖃᖅᑎᑕᐅᒐᖓᑕ, ᖃᓄᕐᓕ ᑐᓐᖓᕕᓕᐅᕈᓐᓇᖅᐱᑦ, ᑭᓯᒥᒃ ᐱᔭᕇᐊᖃᕐᒪᖕᒐᖅᐱᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᓴᓄᑦ ᑕᒪᒃᑯᓇᖓ? ᖃᐅᔨᒪᓐᖕᒋᑎᑦᓗᑎᒃ, ᖃᑉᓯᑦ ᐱᓕᕆᒻᒪᖕᒐᖅᐱᑦ ᖁᓄᔪᕐᓂᐊᖅᑕᐅᓂᑯᓂᒃ ᐊᕐᕌᒍᑉ ᐃᓗᐊᓂ. ᓱᕐᓗ 500-ᓂᒃ ᑕᑯᔭᒃᓴᖃᕐᓂᖅᐸᑦ, ᓱᕐᓗ ᐊᕙᑎᐅᕙᓪᓗᑎᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ ᐊᑕᐅᓯᕐᒧᑦ, ᐃᖅᑲᓇᐃᔭᖅᑎᑖᒃᑲᓐᓂᕆᐊᖃᕐᓂᐊᖅᑐᒍᑦ ᓯᕗᒧᑦᑎᐊᕐᓂᐊᕈᑦᑕ ᖃᓄᐃᒍᑕᐅᔪᓂᒃ. ᖃᒃᑲᓐᓇᐃᒍᓪᓗ ᐅᖃᕈᓐᓇᕆᕗᖓ, ᑖᒃᑯᐊ ᑐᓐᖓᕕᑎᑦ ᓇᓗᓇᐃᖅᓯᒪᓕᕋᕕᒋᑦ ᑐᑭᓯᐅᒪᓕᕐᓗᑎᒃ, ᕐᓗ ᐅᖃᓕᕐᓗᑎᒃ ᐃᒪᓐᓇᑎᒋ ᑮᓇᐅᔭᖅᑖᕐᖃᑦᑖᕆᐊᖃᖅᐳᒍᑦ ᐃᒪᓐᓇᐃᓐᓂᐊᕈᑦᑕ. | ᐊᐃᑉᐹᓄᑦ, ᖁᕕᐊᓱᒻᒪᕆᑉᐳᖓᑦᑕᐅᖅ ᐆᑦᑐᖅᑕᑎᓐᓂᒃ, ᓱᕐᓗ ᐃᓚᒌᑦᑐᓕᕆᔨᒃᑯᓐᓂᒃ ᐃᑲᔪᖅᑕᐅᕙᑦᑐᓄᑦ ᐆᑦᑑᑎᐅᔪᒥᒃ. ᖃᐅᔨᖃᑦᑕᖅᓯᒪᔭᓐᓂᒃ, ᐃᓚᒌᑦᑐᓕᕆᔨᒃᑯᑦ ᑭᐅᔪᓐᓇᖅᓯᐊᓲᖑᒻᒪᑕ ᖃᓄᐃᑦᑐᖃᓕᕋᖓᑦ, ᐅᖅᓂᒍᑎᔅᓴᕋᐃᑦᑐᑎᒃ. ᑭᓯᐊᓂ ᐃᑲᔪᖅᑐᐃᓐᖕᒋᓗᐊᖅᓂᖃᓲᖑᒐᑉᑕ ᐃᓚᒌᓄᑦ, ᓄᑕᖅᑲᓄᑦ ᐃᑯᖓᒃᑲᓐᓂᖅ ᑕᐅᑐᖕᒋᕐᔪᑕ. ᖃᓄᕐᓕ ᑖᑉᑯᐊ ᐃᓱᒫᓗᑏᑦ ᐊᑦᓱᐊᓗᖕᒋᔫᒥᓇᔭᖅᐱᑎᒍᑦ, ᓄᑕᖅᑲᓂᒃ ᐱᓕᕆᓂᐊᕈᑦᑕ? ᐆᑦᑑᑎᐅᔪᖅ ᐱᔨᑦᓯᕋᐅᑎᒥᒃ, ᖃᓄᖅ ᑲᔪᓯᑎᒃᑲᐃᒍᓐᓇᕐᒪᖕᒐᑉᑖ. ᓱᕐᓗ ᖃᓕᓈᖅᑰᔨᔫᒐᓗᐊᖅ ᑕᐅᑐᑉᑕᒻᓂᒃ. | ᐱᖕᒐᔪᐊᓗ ᐅᖃᐅᓯᕆᓇᔭᕐᒥᔭᕋ, ᐊᑐᐊᒐᕐᓂᒃ ᐱᔭᕆᐊᓕᓐᓂᒃ ᒪᓕᓐᖕᒋᓇᕐᓂᖅ, ᒪᓕᒐᕐᓃᑎᑦᓗᒍ ᐊᐅᓚᑦᓯᔾᔪᑎᐅᓗᐊᕐᓗᐊᕐᒪᑕ, ᖃᓄᖅ ᓄᑕᖅᑲᑦ ᑲᒪᒋᔭᐅᔪᑦᓴᐅᒻᒪᖕᒐᑕ ᐊᐅᓚᑦᓯᔨᒧᑦ, ᖃᓄᕐᓗ ᑎᑎᕋᐅᑕᐅᒋᐊᖃᕐᒪᖕᒐᑕ, ᑕᐃᒪᓐᓇᕈᓗᔭᖅ. |

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| things. Again, not only recording and understanding the magnitude and scope of what you need and what you're dealing with, you also have to be following what your legislation sets out, what your policy and procedures set out, because again, that's accountability for the work and you can say, "We have done X number of investigations. Here's the documentation about the outcome of those investigations." | ᓱᓕᓗ ᑐᑭᓯᐅᒪᑐᐃᓐᓇᖕᒋᓪᓗᒋᑦ, ᖃᓄᖅ, ᑭᓱᒥᒃ ᐊᖕᒋᑎᒋᒻᒪᖕᒫᖅ ᐱᓕᕆᐊᕆᔭᑎᒃ, ᐱᔭᕆᐊᖃᖅᑕᐃᓪᓗ, ᒪᓕᒋᐊᖃᕐᒥᒐᕕᒋᑦᑕᐅᖅ ᒪᓕᒐᑎᑦ, ᐊᒻᒪ ᐱᖅᑯᓯᐅᔭᕆᐊᓖᑦ. ᓲᕐᓗ ᑭᐅᔪᓐᓇᕐᓯᐊᑯᑉᓗᑎᒃ ᐃᖅᑲᓇᐃᓛᕆᔭᕐᓄᑦ, ᓲᕐᓗ ᐃᒪᓐᓇᑎᒋ ᖃᐅᔨᓴᓚᐅᖅᐳᒍᑦ, ᐅᑯᐊ ᑕᐃᒪ ᐊᑐᓕᕐᑯᕙᕗᑦ ᓴᖅᑭᓯᒪᔪᐃᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ. | |
| I think again and I think the Auditor General, in some of her recommendations when she came in to review, talked about having indeterminate staff and having that foundation. Huge challenges, I can certainly appreciate that for the department, but again, I really need to circle back around to I struggle with understanding or being able to… . If you don't know what you're dealing with, how can you make a plan? That's really the bottom line here. Again, collecting this information and understanding the information isn't about what the Representative for Children and Youth Office wants. I believe that it is beneficial to the departments, particularly Family Services, in being able to set forth a vision for service delivery and responding to children and youth and their families. | ᐃᓱᒪᒋᒃᑲᓂᖅᓱᒋᑦ, ᑕᐃᓐᓇ ᑲᓇᑕᒥ ᑕᒪᓯᖅᒪᔪᕐᓂᐊᖅᑎ ᐊᑐᓕᕐᑯᓚᐅᖅᓯᒪᔭᖕᒋᑦ, ᕿᒥᕐᕈᓚᐅᖅᑎᓪᓗᒍ. ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕐᓯᐊᓪᓚᕆᓐᓂᖅ, ᑐᓐᖓᕕᖃᕐᓯᐊᕐᓂᖅ, ᐃ̇, ᐊᒃᓱᕈᕐᓇᖅᑑᒐᓗᐊᖅ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᑭᓯᐊᓂ ᐅᑎᕆᐊᖃᕐᒪᕆᑉᑲᑉᑕ. ᑐᑭᓯᐅᒪᕐᓯᐊᖃᕐᑕᖕᒋᓐᓂᖅ, ᖃᐅᔨᒪᖕᒋᒃᑯᕕᑦ ᑭᓯᒥᒃ ᐱᓕᕆᐊᒥᒃ, ᖃᓄᖅ ᐸᕐᓇᐅᑎᓕᐅᕈᓐᓇᕋᕕᑦ? ᑖᓐᓇᓪᓗᐊᑕᐅᒻᒪᑦ, ᓇᕝᕙᕆᐊᖃᕐᓂᖅ ᑐᓴᒐᑦᓴᓂᒃ ᐊᒻᒪ ᑐᑭᓯᐅᒪᒋᐊᖃᕐᓂᖅ ᑐᓴᕋᑦᓴᓂᒃ. ᑕᐃᒪᐃᒻᒪᑦ ᑭᒡᒐᑐᖅᑎᐅᓐᖑᓱᑦᑐᓂᒃ, ᑕᐃᒪᓐᓇᐃᑦᑐᒥᒃ ᐱᔪᒪᒻᒪᑦ. ᐊᑑᑎᖃᕋᔭᖅᑰᕐᒪᓪᓗ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ, ᐃᓚᒌᑦᑐᓕᕆᔨᒃᑯᓐᓄᑦ. ᓯᕗᒧᐊᑦᓯᔪᓐᓇᕐᓗᑎᒃ ᑕᐅᑐᑦᑕᒥᓐᓂᒃ, ᐱᔨᑦᓯᕋᐅᑎ ᖃᓄᖅ ᑲᔪᓯᔪᑦᓴᐅᒻᒪᖕᒫᑕ ᐊᒻᒪᓗ ᖃᓄᖅᑑᕆᐊᖅᐸᓐᓂᖅ ᐃᓚᒌᓄᑦ, ᓄᑕᖅᑲᓄᓪᓗ ᐃᓅᓱᑦᑐᓄᓪᓗ. | |
| I trust that answers the question. Thank you, Mr. Chairman. | ᑭᐅᒐᓗᐊᖅᐸᕋᖃᐃ ᐊᐱᖅᑯᑕᐅᔪᖅ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Thank you. I guess I would like to go back then to the Department of Family Services. In light of the concerns that you have brought up in representing your department, do you feel that the department is following its legislation and carrying out the duties under it? Thank you, Mr. Chairman. | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᐅᑎᕐᓗᖕᒐᕐᑲᐃ ᑖᒃᑯᐊ ᐃᓚᒌᑦᑐᓕᕆᔨᒃᑯᑦ ᐅᑎᕐᕕᒋᓗᒋᑦ. ᐃᓱᒫᓗᑕᐅᔪᑦ ᓴᖅᑭᖅᑲᐅᔭᑎᑦ ᑭᒡᒐᑐᖅᓱᑎᑦ ᐱᓕᕆᕝᕕᓐᓂᒃ. ᐃᑉᐱᕆᕕᐅᒃ, ᐃᓄᓕᕆᔨᒃᑯᑦ ᒪᓕᕐᓯᐊᕐᓂᖕᒋᓐᓂᒃ ᒪᓕᒐᕐᓂᒃ, ᐊᒻᒪᓗ ᓯᕗᒧᐊᑎᑦᑎᓯᐊᐸᓐᓂᖕᒋᓐᓂᒃ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᓇᐃᒍ. |

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| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm quite sure that the representative has brought out times when the department has not. As I said, in some communities we have lone social workers. At the managerial level, of the regional directors and regional manager positions I spoke of yesterday, almost all of those are vacant and filled by casuals. We have the overturn of staff. We are having difficulty in providing the proper mentoring, coaching, and supervising of frontline staff. I know that there are mishaps along the way. | **ᓇᐃᒍ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᒌᓴᐅᑎᒍᑦ) ᖁᓚᓐᖏᐸᓗᒃᐳᖕᒐ, ᑖᒻᓇ ᑭᒡᒐᑐᖅᑐᖅ ᐅᖃᕋᑖᖅᑕᖏᑦ ᐱᓕᕆᓯᒪᐸᓗᐊᑕᓐᖏᓇᐸᑕ. ᐅᖃᖅᑲᐅᒐᒪ, ᐃᓚᖏᑦ ᓄᓇᓖᑦ ᐃᓄᓕᕆᔨᑐᐊᖃᓯᒌᐸᓗᑎᒃ. ᐊᐅᓚᑦᓯᔨᓂᒃ, ᐊᕕᑦᑐᖅᓯᒪᔪᓂ ᐊᐅᓚᑦᓯᔨᑦ, ᐃᐸᐸᑦᓴᖅ ᐅᖃᐅᓯᕆᓚᐅᖅᑕᒃᑲ ᑕᒪᕐᒥᒃ ᐃᖅᑲᓇᐃ.ᑲᐃᓐᓇᐸᑦᑐᓄᑦ ᑭᓯᐊᓂ ᐃᓐᓄᑦᑕᐅᕙᒻᒪᑕ. ᓄᖅᑲᐸᑦᑐᑦᓗ ᐱᑦᓗᑎᒃ, ᐊᐸᓱᕈᖅᑲᑦᑕᒐᓚᑦᑐᒍᑦ. ᑎᑎᕋᐅᑎᖅᑲᑦᓯᐊᓂᕐᒥᒃ, ᐃᓕᓴᐃᑦᓯᐊᓂᕐᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᒻᒪᕆᖕᓂᒃ. |
| We are doing everything we can to try to push this client information system forward, building the best possible database to collect information but also to provide that remote supervision. It will be a means to monitor what's happening at the frontline. Data and research is one of our priorities. We have to be improving enforcement of our legislation, our own internal, through relying on that data. I recognize that. | ᐱᔪᓐᓇᖁᓂᕗᑦ ᒪᓕᖁᓗᒍ ᐊᔪᐃᓐᓈᖅᓯᒪᕗᒍᑦ, ᑕᒪᓐᓇ ᑐᓴᐅᒪᓂᖅᑲᑦᓯᐊᖁᓂᖅ ᐃᑲᔪᖅᑕᐅᒋᐊᓕᓐᓂᒃ. ᓯᕗᒧᑦᑎᐊᖁᓪᓗᒍ, ᑐᓐᖓᕕᑦᓯᐊᕙᐅᔪᓐᓇᖅᑐᖅ ᑎᑎᕋᖅᓯᒪᔪᐃᑦ ᓇᕚᖅᓯᒪᓗᑕ. ᓱᖁᓗ ᓇᐅᑦᓯᖅᑐᕈᑕᐅᒍᓐᓇᓂᐊᖁᒪᑦ ᖃᓄᐃᓕᐅᖅᐸᓪᓕᐊᖁᒪᖕᒑᑕ ᐱᓕᕆᓪᓚᑦᑖᐸᑦᑐᑦ. ᐃ, ᓇᕝᕚᖅᑕᓐᓂ ᑐᓴᕋᑦᓴᓂᑦ, ᖃᐅᔨᓴᖅᐸᓂᒡᓗ ᐊᖏᓂᖅᐸᖑᖃᑕᐅᐸᓗᓂ. ᐋᖅᑭᐸᓪᓕᐊᖏᓐᓇᕆᐊᖃᕋᐸᑕ, ᑲᔪᓯᐸᑲᐃᕙᓐᓂᖁᑦ ᒪᓕᒐᑦᑎᓐᓂ, ᓇᒻᒥᓂᖅ ᐊᓪᓚᕝᕕᑎᓐᓂ, ᑐᓐᖓᕕᒋᓗᒋᑦ ᑕᒪᒃᑯᐊ ᑐᓴᕋᑦᓴᖅ. ᐃᓕᑕᕆᓗᒍ . |
| Business cases are also not a simple thing. As I stated, there are many positions required. If the government were to allow us all of these positions, it still would take a long time. We're still trying to sort out the successful business cases from the last couple of years and filling those positions. When you create a new role in Nunavut that has never existed in Inuit society, it takes time to build that local resource, the understanding about the language. For example, the family resource worker positions were created a few years ago and we're still struggling to try to capture the proper role and the training with it, with, again, none of the resources to even do that. Everything has become a challenge. | ᑕᒪᒃᑯᐊ ᐱᓕᕆᐊᖑᕙᑦᑐᑦ ᐱᔭᕆᐊᑭᑦᑐᑯᓗᔾᔭᖕᒋᒻᒪᑦ. ᐅᖃᖅᑲᐅᒐᒪ, ᐅᓄᖅᑑᒻᒪᑕ ᐃᖅᑲᓇᐃᔾᑦ ᐃᓐᓄᑦᑕᐅᔭᕆᐊᓖᑦ. ᒐᕙᒪᒃᑯᑦ ᐅᕙᐸᑎᒻᓂᒃ ᐃᖅᑲᓇᐃᔾᖑᔪᓂᒃ ᑖᐸᑯᓇᖕᒐᑦ ᐱᔪᓐᓇᑎᑦᓯᒐᓗᐊᕋᑦᑕ, ᐊᑯᓂᐊᓗᓇᔭᖕᒪᑦ ᓱᓕ. ᓱᖅᑯᐃᖅᓯᓇᓱᑦᓯᐊᕆᐊᖃᕐᓂᕗᑦ ᐊᑐᖅᓯᒪᔭᕗᑦ ᐊᕐᕌᒍ ᒪᕐᕉᒃ ᒪᓕᒃᓗᒋᑦ. ᓄᑖᒥᒃ ᑲᒪᒋᔭᕆᐊᓕᓐᓂᒃ ᓴᖅᑮᒍᕕᑦ ᓄᓇᕗᒻᒥ, ᐃᓄᓐᓄᑦ ᐊᑐᖅᑕᐅᓚᐅᖅᓯᒪᖏᑦᑐᒥᒃ, ᑕᕝᕙ ᓄᓇᓕᓐᓂ ᐱᓇᓲᑎᖅᑲᓯᐊᕆᐊᖃᕐᓂᖅ ᑐᑭᓯᒪᑦᓯᐊᓂᕐᓗ ᐅᖃᐅᓯᐅᔪᒥᒃ. ᐆᑦᑑᑎᒋᓗᒍ, ᐃᓚᒋᑦᑐᓕᕆᔨᒃᑯᑦ ᐃᖅᑲᓇᐃᔾᖅ ᓴᖅᑭᖅᑕᐅᓐᓂᕈᑎᒃ ᐊᕐᕌᒍ ᐊᓂᒍᓵᖅᑐᓂᒃ, ᐱᓇᓱᐊᓚᐅᕐᓗᑕᓗ, ᐃᓕᓴᐅᑎᒋᕙᓪᓕᐊᕈᑎᒋᔪᓐᓇᕐᓗᒋᓪᓗ ᐱᒍᐸᑕ, ᐱᓇᓲᑎᖅᖏᕐᓗᑕᓗ ᑕᐃᒪᓐᓇᐃᒍᓐᓇᕋᓗᐊᖅᓱᑕ, ᐊᐸᓱᕈᑕᐅᓯᖅᑲᑦᑕᖕᒐᑕ ᑕᒪᒃᑯᐊ. |
| I don't know if that answers well. (interpretation) Thank you, Mr. Chairman. | ᑕᒪᓐᓇ ᑭᐅᔾᔪᑕᐅᔪᒃᓴᐅᕗᖅ ᐊᐱᖅᑯᒻᒧᑦ. (ᑐᒌᓴᐅᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |

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| **Chairman** (interpretation): Thank you. (interpretation ends) Thank you. Committee Members are keenly aware that just because something exists in legislation doesn't necessarily mean that it exists in reality. I think we're all aware that we have to consider resource limitations when we're looking at things like legislation. Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᑲᑎᒪᔨᑦ, ᖃᐅᔨᒪᑦᓯᐊᖅᐳᑦ ᐃᒫ ᑭᑐᒥᒃ ᒪᓕᒐᖅᑕᖃᕋᓗᐊᕌᒐᑦ, ᐱᓪᓚᑦᑖᖑᓯᑦᓴᐃᓐᓇᖃᑦᑕᖏᒻᒪᑦ, ᑕᕝᕙᐅᓯᑦᓴᐃᓇᖅᐸᖏᒻᒪᑦ ᖃᐅᔨᒪᓪᓗᑎᒍᑦ ᑕᒪᒃᑯᐊ ᐊᔪᕈᑎᒋᔭᕗᑦ ᐃᓱᒪᒋᒋᐊᖃᕐᒥᒐᐸᑎᒍ, ᒪᓕᒐᕐᓂᒃ ᕿᒥᕐᕈᓕᕌᖓᑦᑕ. ᒥᕐ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Thank you. Yes, the picture is not always rosy, I know. I know it's always easier to be the one asking the questions than the one having to answer with the realities. I recognize that as well. | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐃ. ᑕᑯᓐᓇᖅᑕᕗᑦ ᑕᑯᒥᓇᖅᑐᑯᓗᑦᓴᐃᓐᓇᖏᒻᒪᑦ. ᖃᐅᔨᒪᒐᓗᐊᖅᓗᖓ, ᐊᔪᕐᓇᖏᓐᓂᖅᓴᐅᓲᖑᒐᓗᐊᖅᑐᓃᓛᒃ ᐊᐱᖅᓱᖅᓱᓂ, ᑭᐅᔭᕆᐊᖃᖅᑑᑉ ᓴᓂᐊᓂ ᐱᓪᓚᑦᑖᖑᔪᓂᒃ. |
| I would like to know from the representative and also from the Department of Family Services: what kind of involvement have you had in looking at these concerns and in trying to find solutions and in discussing them with Inuit organizations? Are they involved? I mean, everybody is aware about the situation that we have, but not everybody, I don't believe, is really aware of why things aren't getting better the way we think they should be getting better. Thank you, Mr. Chairman. | ᖃᐅᔨᒍᒪᑉᓗᖓ ᑭᒡᒐᑐᖅᑎᒥᒃ, ᐊᒻᒪᓗ ᐃᓄᓕᕆᔨᒃᑯᓐᓂᒃ, ᖃᓄᐃᑦᑐᓂᒃ ᐃᓚᐅᑎᑦᓯᓲᖑᕕᑎᒃ, ᐃᓚᐅᑎᑦᑎᖃᑦᑕᖅᓯᒪᕕᓯ ᑕᒪᒃᑯᓇᖓᑦ ᐃᓱᒫᓗᑕᐅᔪᓂᒃ ᕿᒥᕐᕈᑎᑉᓗᓯ, ᐋᖅᑭᒍᑎᑦᓴᓂᓪᓗ ᖃᓄᖅᑑᕈᑎᖃᑉᑎᓪᓗᓯ, ᐅᖃᐅᓯᖃᖅᐸᑎᓪᓗᓯᓪᓗ ᑕᒪᒃᑯᓇᖓᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᓐᓄᑦ ᐃᓚᐅᑎᕙᑉᐹᑦ, ᖃᐅᔨᒪᕙᑉᐹᑦ? ᐃ, ᓇᓗᓇᖏᑦᑐᖅ ᖃᓄᐃᑦᑐᖃᕐᓂᖓᓂᒃ ᓇᒥᑐᐃᓐᓇᖅ, ᑭᓯᐊᓂ ᑕᒪᕐᒥᒃ ᖃᐅᔨᒪᔪᐃᓐᓇᐅᑦᓴᐃᓐᓇᖅᐸᖅᑰᖏᒻᒪᑕ, ᓱᒻᒪᑦ ᐃᓱᐊᖅᓯᕙᓪᓕᐊᖏᒻᒪᖔᑕ ᑭᑐᑦ, ᐃᓱᐊᖅᓯᕙᓪᓕᐊᓇᔭᓐᖑᐊᖅᑑᒐᐊᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᕐ ᐸᐃᑦᕐ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for that question. In terms of our involvement with Family Services in terms of creating solutions, I want to say that I recognize that our office receives the complaints, as I said in the opening comments, so everything that we generally see is a complaint gap and problem. Every time we look at an individual advocacy case or a systemic issue that is brought to our attention, I recognize that it's easy to be the armchair quarterback of the day and say "Do this or do that" because there are many realities of doing business. | **ᐸᐃᑦᕐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᓪᓗ ᐊᐱᖅᑯᑎᒋᔭᕐᓄᑦ. ᐅᕙᒍᑦ ᐃᓚᐅᕙᓐᓂᕗᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓂᒃ, ᐋᖅᑭᒍᑎᑦᓴᓄᑦ ᐱᓇᓱᑦᓱᑕ, ᐃᓕᑕᕆᒐᓗᐊᖅᓱᒍ ᐊᓪᓚᕝᕕᕗᑦ ᐅᓐᓂᕐᓗᕝᕕᐅᓲᖑᕗᒍᑦ, ᑖᓐᓇ ᓯᕗᓪᓕᖅ. ᑐᓴᒐᔪᑦᑕᕗᑦ ᐅᓐᓂᕐᓗᑏᑦ, ᖃᓄᐃᒍᑎᐅᔪᓪᓗ. ᐊᒻᒪ ᕿᒥᕐᕈᒫᖓᑦᑕ ᑭᓇᒥᒃ ᐃᑲᔪᖅᑕᐅᔪᒃᓴᒥᒃ ᖃᓄᐃᓐᓂᐅᔪᒥᓪᓗᓐᓂᑦ ᑐᓴᐅᒪᓕᕌᖓᑦᑕ, ᐃ, ᐊᔪᕐᓇᖏᑦᑑᒐᓗᐊᖅ ᐅᖃᑐᐃᓐᓇᕐᓗᓂ ᐃᒪᓐᓇ, ᐃᒪᓐᓇᐃᓕᐅᕆᑦ ᐃᒪᓐᓇᐃᓕᐅᕆᑦ. ᑭᑐᑦ ᐱᓪᓚᑦᑖᖑᔪᑦ ᐱᒻᒥᒻᒪᑕ. | |
| Having said that, when we do make | ᑖᑉᑯᐊᓕ ᐊᑐᓕᕐᑯᔭᐅᔪᓂᒃ, |

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| recommendations, again, it's always in mind with: is this a realistic recommendation? Is it possible? I think that a lot of the recommendations that we have made to Family Services again echo what the Office of the Auditor General had said and made recommendations. When we looked back at what the recommendations were made and the commitments that Family Services made in relation to those recommendations, we haven't seen… . What we were seeing in individual advocacy cases was, had those recommendations been implemented as set out and agreed upon, we wouldn't be seeing the same issues that we have continued to see year over year. | ᑕᒪᒃᑯᐊ ᓱᓕᒍᓇᐅᕙᑦ, ᓱᕗᒧᒍᓇᐅᕙᑦ ᐃᒪᐃᓕᖓᒋᐊᖃᕐᒥᒻᒪᑦ. ᑕᒪᒃᑯᐊ ᐊᑐᓕᕐᑯᓯᒪᔭᕗᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ, ᐃᒫᒃ ᑕᒻᒪᖅᓯᒪᔪᕐᓂᐊᖅᑎᐅᑉ ᑲᓇᑕᒥ ᐅᖃᓚᐅᖅᓯᒪᔭᖕᒋᑦ, ᐊᑐᓕᕐᑯᓚᐅᖅᓯᒪᓪᓗᓂᒋᓪᓗ. ᑕᐃᒪ, ᑭᖑᒧᑦ ᑕᑯᓐᓇᓕᖅᓗᑕ ᐊᑐᓕᕐᑯᔭᐅᓚᐅᖅᓯᒪᔪᓂᒃ, ᐊᖏᕈᑎᒋᓯᒪᔭᖕᒋᓪᓗ ᐃᓄᓕᕆᔨᒃᑯᑦ ᑖᑉᑯᓇᖕᒐᑦ. ᖃᐅᔨᓯᒪᓐᖕᒋᓚᒍᑦ, ᐃᓛᒃ ᐊᑐᓂ ᐱᓕᕆᐊᖑᕙᑦᑐᑦ ᐃᑲᔪᖅᑕᐅᕙᑦᑐᓂᒃ ᐊᑐᓕᕐᑯᔭᖕᒋᑦ, ᓱᕐᓗ ᐊᑐᓕᕐᑯᔭᐅᒍᒫᕐᓂᐊᖅᓯᒪᓂᖅ ᐊᖏᕈᑕᐅᓯᒪᓂᖕᒐ. ᐊᔾᔨᓴᐃᓐᓇᖕᒋᓐᓂᒃ ᑐᓴᐃᓐᓇᖃᑦᑕᕋᔭᓐᖕᒋᑦᑐᒍᑦ, ᑐᓴᐃᓐᓇᖅᑕᓲᖑᒐᑦᑕ ᐊᕐᕌᒍᑕᒫᑦ ᑕᒪᒃᑯᓇᓐᖕᒐᑦ. | |
| Having said that, I think there is absolute commitment by Family Services to address the situation. It's not an easy situation to address when you are delegated to carry out legislation, but what I would say is, specifically with child and family services legislation, it clearly sets out how you do and what you are required to document an investigation. If you decide not to investigate something, you must justify that as per legislation to the director, who is the ultimate authority under the Act. Those things in the day-to-day operations should be done because, if you have a person doing that work is what I'm talking about, there are provisions around the creation of plans of care. That is clearly set out of how you operationalize and how you create plans of care and assign plans of care. That's set out in legislation. It's more service and requirements on what you need to tell a parent when they enter into a plan of care. | ᑕᐃᒪᐃᓚᓗᐊᕐᓗᓂ, ᐃᓗᖕᒋᖅᓱᓐᓂᖃᑦᓯᐊᖅᑐᑦ ᑖᒃᑯᐊ ᐃᓄᓕᕆᔨᒃᑯᑦ ᖃᓄᖅᑑᕈᑎᒋᔪᒪᓪᓗᓂᔾᔪᒃ, ᐱᔭᕆᐊᑭᑦᑐᑯᓘᔭᖕᒋᒻᒪᑦ, ᒪᓕᒐᑎᒍᑦ ᐃᒪᓐᓇᐃᕐᑯᔭᐅᑎᓪᓗᑎᒃ. ᐅᖃᕈᓐᓇᖅᐳᖕᒐ ᐃᓄᓕᕆᔨᒃᑯᑦ ᒪᓕᒐᖕᒋᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᒪᕐᓯᐊᖅᑐᑦ ᖃᓄᐃᓕᔪᑦᓴᐅᒻᒪᖕᒑᖅᐱᑦ, ᑭᓯᒥᓪᓗ ᑎᑎᕋᐅᑎᖃᕆᐊᖃᕐᒪᖕᒑᐱᑦ ᖃᐅᔨᓴᖅᑎᓪᓗᑎᑦ, ᖃᐅᔨᓴᕐᓂᐊᖕᒋᒃᑯᕕᑦ ᐱᔾᔪᑎᑦᓴᖃᕐᓯᐊᕆᐊᖃᖅᑐᑎᒃ ᒪᓕᒐᑎᒍᑦ ᐊᐅᓚᕐᓯᔨᒧᑦ, ᐊᖕᒐᔪᖅᑳᖑᒻᒪᑦ ᒪᓕᒐᐅᑉ ᐊᑖᓂ. ᑕᒪᒃᑯᐊ ᖃᐅᑕᒫᖅᓯᐅᑏᑦ ᐱᓕᕆᐊᖑᕙᓪᓕᐊᔪᐃᑦ, ᐱᓕᕆᒐᓱᓐᓂᐊᕈᕕᒋᑦ ᑕᒪᑐᒪᖕᒐᑦ, ᐃᓗᓕᖕᒋᓪᓗ, ᓱᕐᓗ ᐸᖅᑭᑦᓯᔾᔪᑏᑦ ᓇᓗᓇᐃᔭᖅᑕᐅᓯᒪᑦᓯᐊᕐᒥᒻᒪᑕ ᖃᓄᖅ ᐊᐅᓚᓂᖃᕆᐊᖃᕐᒪᖕᒑᑕ, ᖃᓄᕐᓗ ᐋᖅᑭᑦᓱᒋᐊᖃᕐᒪᖕᒑᖅᐱᑦ, ᒪᓕᒐᕐᒥᒃ ᑎᑎᕋᖅᓯᒪᑦᓯᐊᖅᑐᑦ, ᐱᔾᑦᓯᕋᐅᑏᑦ ᐱᔭᕆᐊᓖᓪᓗ. ᖃᓄᖅ ᐅᖃᖅᑐᑦᓴᐅᒻᒪᖕᒑᖅᐱᓘᓐᓃᑦ ᐊᖕᒐᔪᖅᑳᕆᔭᐅᔪᒥᒃ ᐸᖅᑭᑦᓯᓂᐊᕈᕕᑦ. | |
| I would also say, in terms of the Inuit organizations, certainly we haven't consulted with respect to family services as it relates to that, and we certainly talked about having much more involvement with Inuit organizations and having that contact and | ᐃᓄᐃᓪᓗ ᑎᒥᕐᑯᑎᖕᒋᓪᓗ ᐃ, ᓇᓗᓇᖕᒋᓚᖅ ᐅᖃᖃᑎᖃᖅᓯᒪᓪᓚᕆᓐᖕᒋᑦᑐᒍᑦ. ᐅᖃᖃᑎᖃᖅᓯᒪᕗᒍᑦ, ᐅᖃᐅᓯᖃᖃᑦᑕᖅᓯᒪᓪᓗᑕᓗ ᐃᓚᐅᑎᑦᓯᒃᑲᓐᓂᕈᒪᓪᓗᑕ ᐃᓄᐃᑦ ᑎᒥᕐᑯᑎᖕᒋᓐᓂᒃ. | |

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| establishing that relationship. Anytime we have endeavoured when we were looking at a particular matter or a systemic matter and we did ask one of the Inuit organizations to review what we were proposing and in the future, again, I think that is imperative as a way forward because I think this needs to be a collective, it needs to be a community response, and I think everyone needs to be on the same page and working towards the same end goal, which is the improvement of services, ensuring that legislation, policy, and procedure are being followed, children are being adequately protected, children are being heard as it relates to any matter. | ᓇᓗᓇᕐᖏᓚᖅ ᑕᐃᒪᓐᓇ ᑐᓴᐅᒪᖅᑎᑏᑦᓯᐊᖅᐸᓕᕈᓐᓄᑦ ᐱᐅᓇᔭᖅᓗᓂ. ᐊᒻᒪᓗ ᐱᓇᓱᒃᓯᒪᒻᒥᔪᒍᑦ ᑭᓯᒥᒃ ᖃᓄᐃᔾᔪᑕᐅᒐᔪᑦᑐᒥᒃ. ᐃᓄᐃᑦ ᑎᒥᖁᑎᖓᑕ ᐃᓚᖓᑦ ᕿᒥᕐᕈᓚᐅᖅᓯᒪᓪᓗᑎᒃ ᐊᑐᓕᖁᔭᐸᑎᓐᓂᒃ, ᓯᕗᓂᒃᓴᑎᓐᓂᓗ ᑕᒪᓐᓇ ᓯᕗᐊᕈᑎᑦᓴᑦᓯᐊᕙᐅᒐᔭᖅᓗᓂ. ᑲᑐᑎᖃᑎᑏᓐᓂᖃᓇᐊᖃᕋᑦᑕ ᓄᓇᓕᓐᓂ ᐃᓚᐅᓂᖃᕐᓗᓂ. ᑕᒪᕐᒥᒃ ᑕᐅᑐᖃᑎᑏᑦᓯᐊᕐᓗᑎᒃ ᑐᕌᒐᓇᔭᒧᑦ ᐊᑕᐅᑦᓯᒃᑰᕐᓗᑎᒃ ᐃᓄᓕᓇᔨᒃᑯᑦ ᐱᓕᓇᐊᓇᒋᐊᖃᕐᒪᑕ ᒪᓕᒐᐃᑦ ᐊᑐᐊᒐᐃᓪᓗ ᒪᓕᐸᑕᐅᑦᓯᐊᖁᓪᓗᒋᑦ, ᓄᑕᖅᑲᑦ ᓴᐳᔭᐅᓯᒪᑦᓯᐊᖁᓪᓗᒋᑦ, ᑐᓴᖅᑕᐅᕙᑦᓯᐊᖁᐸᓗᒋᓪᓗ ᑭᓯᓗᑦᑖᒧᑦ. |
| I trust that answers your question. Thank you, Mr. Chairman. | ᑖᒃᑯᐊ ᑭᐅᔪᑦᓴᐅᕗᑦ ᐊᐱᖅᑯᑎᒋᔭᕐᓄᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) I believe Ms. Angnakak also wanted that question directed to Family Services. Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒥᔅ ᐊᕐᓇᒃᑲᐅᑉ, ᑖᓐᓇ ᐃᓄᓕᓇᔨᒃᑯᓄᑦᑕᐅᖅ ᑭᐅᔭᐅᖁᕋᑖᕐᒥᔭᖕᒐ. ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Family Services actually has quite a good relationship with the Inuit orgs, particularly NTI and through not only the Poverty Reduction Roundtable, Food Security Coalition, but on several files; Child First Initiative. There is regular contact with NTI. What gets difficult is the breadth of family services work. Family wellness is just one program. We are quite, actually, demanding on NTI and spend a lot of time trying to connect on many things. We are working with them in collaboration with the Inuit orgs. | **ᓇᐃᒍ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓄᓕᓇᔨᒃᑯᑦ ᐱᓕᓇᖅᑎᑏᑦᑎᐊᖅᑲᑦᑕᖅᑐᐃᑦ, ᖃᑦᓯᐊᖅᑲᑦᑕᖅᑐᐃᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖕᒋᓐᓂᒃ, ᐱᓗᐊᖅᑐᒥᒃ ᑐᓐᖓᕕᒃᑯᓐᓂᒃ, ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᓐᓂᒃ. ᐊᔪᖅᓴᓗᐊᖅᑲᑦᑕᖅᑐᓂᒃ ᐃᑲᔪᕋᓱᑦᑎᐅᔪᓂᒃ, ᓂᕿᓕᓇᔨᐅᔪᓂᓪᓗ ᐊᒻᒪ ᓱᕈᓲᑦ ᓯᕗᓪᓕᐅᔭᓇᐊᖅᑲᕐᓂᖕᒋᑦ ᐱᓕᓇᐊᖑᔪᖅ ᑐᓐᖓᕕᒃᑯᑦ ᖃᐅᔨᒪᖅᑎᒋᔭᐅᖅᑲᑦᑕᖅᑐᐃᑦ. ᑕᕝᕙ ᑭᓯᐊᓂ ᐃᓄᓕᓇᔨᒃᑯᑦ ᐱᓕᓇᐊᓴᓴᖕᒋᑦ ᐊᒥᓱᕐᔪᐊᕋᓗᒻᒪᑕ ᐃᓚᒋᑦᑐᓕᓇᓂᖅ ᐃᓚᐃᓐᓇᑯᓗᒋᒻᒪᒍ ᐃᓄᓕᓇᔨᒃᑯᑦ. ᐊᔾᔨᒌᓐᖕᒋᑦᑐᕈᓗᔾᔭᓐᓂᒃ ᖃᐅᔨᒐᓱᖃᑦᑕᕋᓗᐊᖅᑐᒍᑦ ᖃᐅᔨᖃᑎᒌᒐᓱᖃᑦᑕᖅᑐᒍᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖕᒋᓐᓂᒃ ᐱᓕᓇᖃᑎᖃᖅᑐᑕ. | ᒪᕐᕉᓐᓂᒃ ᐅᖃᐅᓯᖃᕈᒪᔪᖕᒐ ᐃᓛᒃ ᐊᐱᖅᑯᑎᑐᐊᖑᓐᖕᒋᑦᑑᒐᓗᐊᖅ, ᐊᐱᖅᑯᑎᒍᑐᐊᖑᓐᖕᒋᑦᑑᒐᓗᐊᖅ. ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐃᓄᓐᓂᒃ ᑲᑎᓯᓪᓚᓇᑉᐸᑦᑐᐃᑦ ᐃᑲᔪᖅᓱᖅᑕᐅᓂᖕᒋᑦ. ᓄᓇᓕᖁᑎᑦᑎᓐᓂᒃ ᑲᔪᖕᒋᖅᓴᐃᒐᓱᐸᑦᑐᒍᑦ ᓄᓇᓕᓐᓂᒃ ᐃᖅᑲᓇᐃᔮᖅᑖᖅᑎᑦᑎᖁᔨᓪᓗᑕ ᐃᖅᑲᓇᐃᔮᖅ ᑭᓯᐊᓂ ᐱᔭᕆᐊᑐᔪᕕᔾᔪᐊᕋᓗᔪᖅ. ᐸᓖᓯᐅᔮᖅᓇᖕᒐᑦ ᐃᓄᖁᑎᑦᑎᓐᓂᒃ, |

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| We have a lot of instances where if there is a file, a client, a family, a child involved, often our own staff will be related, which complicates especially when it's a serious or critical injury, for example, and it really affects the entire office if there is more than one PY within the office, one staff in the office, it affects the whole office and we require then moving bodies around from other communities to help support that. | ᐃᒫᒃ ᐱᓕᕆᐊᓴᖅᑕᖅᑲᖅᑲᑦ ᑎᑎᕋᖅᑕᐅᓯᒪᔪᓂᒃ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᓖᑦ ᐃᓚᒋᓪᓗᓐᓃᑦ ᓱᕈᓯᕐᓗᓐᓃᑦ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᖅᑲᖅᑲᑦ. ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ ᐃᓚᖅᑲᓲᖑᒻᒪᒪᑕ ᐱᔭᕆᐊᑦᑐᐃᓪᓚᕆᓲᖅ ᑖᓐᓇ ᐋᓐᓂᓪᓚᕆᓯᒪᔪᖅᑲᖅᑎᓪᓗᒍᓗᓐᓃᑦ. ᐊᑦᑐᖅᓯᓪᓚᕆᓲᖑᒻᒪᑦ ᐊᓪᓚᕕᓕᒫᑦᑎᓐᓂᒃ ᐊᑕᐅᓯᐅᓗᐊᖅᑐᖅᑕᖅᑲᕋᐃᒻᒪᑦ, ᐃᖅᑲᓇᐃᔭᖅᑏᑦ, ᐃᖅᑲᓇᐃᔭᖅᑎᑐᐊᖅᑲᕋᐃᒻᒪᑕ ᐱᓗᐊᓪᓚᕆᓲᖅ ᐊᑦᑐᑕᓪᓚᕆᐊᓗᓲᑦ. ᐊᐅᓪᓛᖅᑎᕆᖅᑲᑦᑕᕆᐊᖅᑲᓕᓲᖑᔪᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓐᓂᒃ ᐃᑲᔪᕆᐊᕐᓂᐊᖅᑐᓂᒃ. |
| Another one is the Member from Gjoa Haven mentioned something along the lines of parents and to your previous question of what can we do different, focusing on the child, I have to then remember "focus on the caregiver." They are, for example, the reason why sexual incest and sexual abuse in homes aren't getting reported. It's kept hidden in the home, so we have to focus on parents. | ᐊᐃᑉᐸᖅᑕᐅᖅ ᐅᖅᓱᖅᑑᑉ ᒪᓕᒐᓕᐅᖅᑎᖓ ᐅᖅᑲᐅᓯᕆᖅᑲᐅᔭᖓ. ᐊᖓᔪᖅᑳᕆᔭᐅᔪᐃᑦ ᐱᓪᓗᒋᑦ ᐊᔾᔨᒋᓐᖏᑕᖓᒍᑦ ᖃᓄᖅ ᐱᓕᕆᒍᓐᓇᖅᑭᑕᑭᐊᖅᖓᐃᑦ ᓱᕈᓯᖅ ᑐᕌᖓᕚᓐᖓᕆᐊᖅᓵᕐᓗᒍ. ᑕᐃᒪᑦᑕᐅᖅ ᐃᓱᒪᒋᔭᐅᒋᐊᖅᑲᕐᒥᒻᒪᑕ ᐱᓯᒪᑦᑎᔨᑦ ᐃᑲᔪᖅᑎᐅᕙᑦᑐᐃᑦ ᑕᒪᒃᑯᐊ ᖁᓄᔪᓐᓂᐊᕐᓂᐅᖅᑲᑦᑕᖅᑐᐃᑦ ᐊᖏᕐᕋᒥᓗ ᐅᓂᒃᑳᕆᔭᐅᖅᑲᑦᑕᓐᖏᓚᑦ. ᐃᔨᖅᑕᐅᓯᒪᖅᑲᑦᑕᖅᑐᐃᑦ ᐊᖏᕐᕋᕆᔭᐅᔪᓂᒃ ᑕᒪᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐊᓈᓇᒃᑯᒋᔭᐅᔪᐃᑦ ᐊᑖᑕᒃᑯᒋᔭᐅᔪᐃᑦ ᓵᓐᖓᒐᓱᖓᕆᐊᓲᕗᑦ ᐃᑲᔪᖅᓱᕋᓱᖓᖅᑐᑎᒍ. |
| There is so much trauma that we haven't dealt with when it comes to the parents and offering better parental support is, I think, one gap. We have the Inunnguiniq parenting program. The Qaujigiartiit research society has been at the forefront of that program. We don't invest enough into parental programs, and I think I'll stop there. (interpretation) Thank you, Mr. Chairman. | ᑕᐃᒪ ᐃᓄᓐᖑᐃᓂᖅ ᐃᓕᓴᑎᑦᑎᓂᖅ ᐱᑕᖅᑭᒥᔫᒐᓗᐊᑦ ᖃᐅᔨᒋᐊᖅᑏᑦᓗ ᖃᐅᔨᓴᖅᑏᑦ ᑖᒃᑯᐊ ᐱᓕᕆᖅᑕᐅᓪᓚᕆᔾᔪᒍᔪᐃᑦ ᑖᔅᓱᒧᖓ ᑭᓯᐊᓂ ᐃᓚᒋᑦᑐᓕᕆᓂᕐᒧᑦ ᑐᕌᖓᓐᖏᓗᐊᖅᑲᑦᑕᖅᑐᒍᑦ. ᑕᕝᕗᖓ ᓄᖅᑲᑲᐃᓐᓇᓕᕐᓚᖓ ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Moving on. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᓈᒋᐊᕐᓗᑕ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. My first question is for the representative. The United Nations Convention on the Rights of the Child, as well as setting the obligation… . Sorry. The conventions of the rights of the child, of course, they set out the rights that every child should have, including safe drinking water, going to school and receiving instruction in their own language, but it also outlines the obligations that governments have in meeting these rights. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓯᕗᓪᓕᖅᐸᖅ ᐊᐱᖅᑯᑎᒐ ᑭᒡᒐᖅᑐᐃᔨᒍ. ᑕᐃᒪ ᓯᓚᕐᔪᐊᓕᒫᒥ ᑲᑐᔾᔨᖅᑎᑏᕐᔪᐊᖏᑕ ᐱᔪᓐᓇᐅᑎᖏᓐᓄᑦ ᓱᕈᓰᑦ ᓄᑕᖅᑲᐃᑦ. ᐊᒻᒪᑦᑕᐅᖅ ᐃᒫᒃ ᐅᖅᑳᕐᓗᖓ ᑕᐃᒪ ᓱᕈᓰᑦ ᐱᔪᓐᓇᐅᑎᖏᓂᓛᒃ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᒻᒪᑕ. ᓱᕈᓰᑦ ᐱᔪᓐᓇᐅᑎᖏᑦ ᓱᕈᓰᒪᑦ ᐱᔪᓐᓇᐅᑎᕆᔭᕆᐊᓕᖏᑦ ᐃᒥᕋᔅᓴᑦᑎᐊᕙᕆᐊᖅᑲᖅᑐᑎᒃ, ᐃᓕᓴᕕᒻᒥᓪᓗ ᓇᒻᒥᓂᖅ ᐅᖅᑲᐅᓯᖏᑎᒍᑦ ᐃᓕᓴᑎᑕᐅᖅᑲᑦᑕᕆᐊᖅᑲᖅᑐᑎᒃ. ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᐊᕆᕆᐊᖅᑲᖓᑦ ᐱᔪᓐᓇᐅᑎᖏᓐᓂᒃ ᐊᑐᕐᓗᑎᒃ ᐊᑐᕈᓐᓇᑎᑦᑎᓗᑎᒃ. |

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| My question is specifically to the rights of children to have access to adequate, nutritious food, and given the rates of food insecurity in every community across the territory, MLAs in this House over the last several years have repeatedly requested the Government of Nunavut to do more to address this issue. However, it's a complex matter that no single Minister has been willing to accept responsibility for. | ᓱᑕᓲᑦ ᐱᔪᓐᓇᐅᑎᖏᑦ ᑕᐃᒪ ᐱᔪᓐᓇᕐᓂᖃᕆᐊᖃᖕᒐᑕ ᓂᕿᑦᑎᐊᕙᓐᓂᒃ ᐊᑐᐃᓐᓇᖃᕆᐊᖃᕈᓐᓇᖕᒐᑕ. ᐃᓱᒪᒋᓪᓗᒋᑦ ᑳᖃᑦᑕᖅᑐᐃᑦ ᓄᓇᓕᓕᒫᑦᑎᐊᕐᓂ, ᓄᓇᕗᒻᒥ. ᒪᓕᒐᓕᐅᖅᑎ ᐅᕙᓂ ᐊᕐᕌᒍᒐᓚᓐᓂᒃ ᑐᔾᓯᕐᖃᑦᑕᖅᓯᒪᔪᐃᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᓐᓂ ᐃᑲᔪᕐᔪᒥᑎᐊᕐᑯᔨᓪᓗᑎᒃ ᐊᔪᖅᓴᓗᐊᖃᑦᑕᖅᑐᓂᒃ. ᑭᓯᐊᓂ ᑖᓐᓇ ᐱᔭᕆᐊᑐᔪᐊᓘᒻᒪᑦ ᐊᑕᐅᓯᕐᒧᑦ ᒥᓂᔅᑕᒧᑦ ᓇᒻᒥᓂᖅ ᑲᒪᒋᔭᐅᒍᒪᔫᒥᐅᖅᓯᒪᓐᖏᒻᒪᑦ ᒥᓂᔅᑕᒧᑦ. | ᓱᑕᓲᑦ ᐱᔪᓐᓇᐅᑎᖏᑦ ᑕᐃᒪ ᐱᔪᓐᓇᕐᓂᖃᕆᐊᖃᖕᒐᑕ ᓂᕿᑦᑎᐊᕙᓐᓂᒃ ᐊᑐᐃᓐᓇᖃᕆᐊᖃᕈᓐᓇᖕᒐᑕ. ᐃᓱᒪᒋᓪᓗᒋᑦ ᑳᖃᑦᑕᖅᑐᐃᑦ ᓄᓇᓕᓕᒫᑦᑎᐊᕐᓂ, ᓄᓇᕗᒻᒥ. ᒪᓕᒐᓕᐅᖅᑎ ᐅᕙᓂ ᐊᕐᕌᒍᒐᓚᓐᓂᒃ ᑐᔾᓯᕐᖃᑦᑕᖅᓯᒪᔪᐃᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᓐᓂ ᐃᑲᔪᕐᔪᒥᑎᐊᕐᑯᔨᓪᓗᑎᒃ ᐊᔪᖅᓴᓗᐊᖃᑦᑕᖅᑐᓂᒃ. ᑭᓯᐊᓂ ᑖᓐᓇ ᐱᔭᕆᐊᑐᔪᐊᓘᒻᒪᑦ ᐊᑕᐅᓯᕐᒧᑦ ᒥᓂᔅᑕᒧᑦ ᓇᒻᒥᓂᖅ ᑲᒪᒋᔭᐅᒍᒪᔫᒥᐅᖅᓯᒪᓐᖏᒻᒪᑦ ᒥᓂᔅᑕᒧᑦ. |
| For example, Family Services has their poverty reduction roundtable and their food security initiative, and meanwhile the Department of Health has the Healthy Child Initiative funding which they distribute to schools and communities, and then there is the Department of Education which has some level of food programs currently being provided in every school. | ᐃᓄᓕᕆᔨᒃᑯᑦ ᐊᔪᖅᓴᓗᐊᖃᑦᑕᖅᑐᓂᒃ ᑲᑎᒪᔨᕐᑯᑎᖃᑦᑕᖅᑯᑦ ᐃᖃᔪᖅᑎᐅᒐᓱᑦᑐᓂᒃ ᐋᓐᓂᐊᖃᕐᓇᓐᖏᑦᑐᓕᕆᔨᒃᑯᑦ, ᓱᑕᓲᑦ ᖃᓄᐃᓐᖏᑦᑎᐊᕋᓱᓐᓂᖏᓐᓄᑦ. ᑮᓇᐅᔭᓂᒃ ᐊᑐᐃᓐᓇᖃᖅᐸᒻᒥᔪᐃᑦ ᐃᓕᓴᕕᓐᓄᑦ ᑐᕌᖓᔪᓂᒃ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓂᕿᓕᕆᖃᑦᑕᕐᒥᔫᒐᓗᐊᑦᑕᐅᖅ ᐃᓕᓴᕕᓕᒫᓂᒃ ᐊᑐᐃᓐᓇᖃᖅᑎᑦᑎᕙᒻᒥᔫᒐᓗᐊᑦ ᐃᓚᖓᒍᑦ. | ᓱᕗᓪᓕᖅᐹᓪᓕ ᐊᐱᖅᑯᑎᒐ ᑭᒡᒐᖅᑐᐃᔨᒧᑦ, ᐊᑕᐅᓯᕐᒥᒃ ᐱᓕᕆᕕᑦᑕᖃᖅᒃ ᒐᕙᒪᒃᑯᓐᓂ ᐱᐅᓛᖑᒐᖅᑐᒥᒃ ᐊᒃᐅᓛᖑᒐᔭᖅᑐᒥᒃ ᒃᒪᔨᐅᓗᑎᒃ ᓱᑕᓯᓕᒫᑦᑎᐊᑦ ᓄᓇᕗᒻᒥ ᓂᕿᑦᑎᐊᕙᓐᓂᒃ ᐊᑐᓐᓇᖃᕈᓐᓇᕐᓂᐊᕐᖓᑕ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for the question. My response to that is I think caring for children is a community responsibility and a community response. I believe that all departments share equal responsibility to work together to provide services to address gaps and issues. As it relates to food insecurity, I can see a role for each department in addressing those concerns. I would hesitate to say it is one department's responsibility. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᑕᐅ ᐊᐱᕆᒻᒪᑦ ᑕᐃᒫᒃ. ᑭᐅᔾᔪᑎᒐᓕ ᐱᓯᒪᑦᑎᓂᖅ ᓱᑕᓯᕐᓂᒃ ᓄᓇᖅᑲᑎᑖᓕᒫᓄᑦ ᒃᒪᒋᔭᐅᒐᓱᒋᐊᓖᑦ ᐱᓕᕆᕕᒫᑦᑎᐊᓪᓗᒍ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖏᑦ ᐊᔾᔨᒌᒥᒃ ᐱᓕᕆᖃᑎᒌᓐᓂᖃᕆᐊᓖᑦ ᐱᔨᑦᑎᕋᖃᑦᑕᕐᓗᑎᒃ. ᐊᓪᓗᖅᑕᐅᓯᒪᔪᓂᒃ ᐱᑕᖃᓐᖏᓐᓂᑰᔪᓂᒃ. ᓂᕿᑖᓪᓕ ᐃᓱᒪᒋᓪᓗᒋᑦ, ᓂᕿᒥᒃ ᐊᔪᖅᓴᖏᓐᓂᖅ ᒐᕙᒪᒃᑯᑦᑕᐅᖅ ᐱᓕᕆᕕᖏᑦ ᐃᓛᒃᑯᑦ ᑲᒪᖃᑕᐅᒋᐊᖃᕐᒥᔪᐃᑦ. ᐊᑕᐅᓯᑐᐊᒧᑦ ᐱᓕᕆᕕᐅᔪᒧᑦ ᐱᓕᕆᐊᖁᒐᔭᖅᐸᓪᓚᐃᖏᑦᑕᕋ | |
| I think, again, what I come back to is that interdepartmental surrounding that holistic approach of looking at children and | ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᕈᓗᔭᖏᑦ ᑲᑐᔾᔨᓗᑎᒃ, ᐊᑕᐅᑦᑎᒃᑯᑦ ᑕᕝᕙᖕᒐᔅᓴᐃᓐᓇᖅ ᑐᕌᕋᓱᓪᓗᑎᒃ |

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| addressing community issues, systemic issues, and I believe that food insecurity is one of those and I think you see places where Education is providing food programs. I'm unclear in terms of family services. I believe they may provide grocery vouchers and those types of things, but I think it's more a coordinated interdepartmental response too and that's where I see, again, perhaps it's more of an overall interdepartmental strategy and vision regarding how you address these concerns as a whole. Thank you, Mr. Chairman. | ᓄᓇᓖᑦ ᐃᓱᒫᓗᒋᔭᖏᓐᓂᒃ ᐃᓱᒪᖃᕐᓗᑎᒃ ᐊᐅᓚᑦᑎᔾᔪᓯᐅᔪᓂᓪᓗ ᐱᐅᓐᖏᑦᑐᓂᒃ ᐋᖅᑭᒋᐊᓇᓗᑎᒃ. ᓂᕿᓂᒃ ᐊᑐᐃᓐᓇᖃᑦᑎᐊᕐᓂᖅ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᓇᔨᒃᑯᓐᓄᑦ ᐃᔪᖅᑕᐅᖃᑦᑕᖅᑑᒐᓗᐊᖅ. ᐃᓄᓕᓇᔨᒃᑯᓪᓕ ᓂᕿᑖᕈᑎᔅᓴᓂᑦᑕᐅᖅ ᑐᓂᓯᖃᑦᑕᓲᖕᒍᕙᓪᓚᐃᒥᒻᒪᑕ. ᑐᑭᒧᐊᖅᑎᑕᐅᒋᐊᖃᖅᑑᔾᔭᖅᑐᖅ ᐱᓕᕆᕕᕈᓗᔭᐃᑦ ᑕᕝᕗᖕᒐᔅᓴᐃᓐᓇᖅ ᑐᑦᖅᑎᑕᐅᓗᑎᒃ. ᑐᑭᒧᐊᒍᑎᔅᓴᖃᕐᓗᑎᓪᓗ ᖃᓄᖅ ᑲᑐᔾᔨᓂᐊᕐᒪᖔᑕ ᑕᒪᒃᑯᓂᖔ ᐃᓱᒫᓗᑎᒋᔭᐅᔪᓂᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. Thank you, Ms. Bates, for that response. I understand where you're coming from, where it is a communal effort and all departments must play their role in a holistic, coordinated fashion. My follow-up question to you is: do you believe that there has been sufficient collaboration on this front to meet the obligation to ensure that every child in Nunavut has adequate, nutritious food? Thank you, Mr. Chairman. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᒥᔅ ᐸᐃᑦᔅ ᑕᐃᒫᒃ ᑭᐅᒐᕕᑦ. ᐃ, ᑐᑭᓯᔪᖕᒐ ᖃᐅᓕᒐᓱᒻᒪᖔᖅᐱᑦ. ᐃ, ᓄᓇᓕᓐᓂ ᑲᑐᔾᔨᒋᐊᖃᖅᑕᖅᑯᐃᑦ ᐱᓕᕆᕕᓪᓗ ᒐᕙᒪᒃᑯᑦ ᑲᑐᔾᔨᒋᐊᖃᕆᓪᓗᑎᒃ ᑐᑭᒧᐊᑦᑎᑕᐅᓗᑎᒃ. ᐊᐱᕆᒃᑲᓐᓂᕈᒪᕙᒋᑦ ᐅᐸᐱᕈᓯᐸᐃᑦ ᓈᒻᒪᑦᑐᓂᒃ ᑲᑐᔾᔨᖃᑎᒌᓐᓂᖅᑕᖅᑲᓯᒪᕙ ᑕᒪᓐᓇ ᐱᓪᓗᒍ? ᐱᔭᐅᔭᕆᐊᓖᑦ ᐱᔭᐅᑎᑕᐅᒐᓱᐊᖅᑐᑎᒃ ᓱᕈᓯᓕᒫᑦᑎᐊᑦ ᓄᓇᕗᒻᒥ ᐊᑐᐃᓐᓇᖃᕐᓂᐊᕐᖓᑕ ᓈᒻᒪᑦᑐᓂᒃ ᓂᕿᑦᑎᐊᕙᓐᓂᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. | |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thanks for the follow-up question. My response would be I am not aware at this time what interdepartmental coordination is occurring with respect to this particular issue. What I can tell you is coordination between departments has been a concern that the Representative for Children and Youth Office has raised as it relates to the coordination of services for children and youth. I would identify this area as one of those potential topics or issues that would fall under that category. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒦᑦᑕᐅᖅ ᐊᐱᕆᒃᑲᓐᓂᕋᕕᑦ. ᑭᖑᔾᔪᑎᒐᓕ, ᐅᕙᒐᓕ ᖃᐅᔨᒪᖕᒋᓐᓇᒪ ᒫᓐᓇ. ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖕᒋᑦ ᖃᓄᖅ ᑐᑭᒧᐊᑦᑎᑕᐅᒻᒪᖔᑕ ᑕᒪᓐᓇ ᐊᐱᖅᑯᑏᑦ ᐱᓪᓗᒍ. ᑭᓯᐊᓂ ᑭᐅᔪᓐᓇᕆᒃᑭᑦ ᑐᑭᒧᐊᑦᑎᑕᐅᑉᐸᑕ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᕈᓗᔭᖏᑦ ᑐᑭᒧᐊᑦᑎᑕᐅᓂᖏᑦ ᐃᓱᒫᓗᒋᔭᐅᖃᑦᑕᖅᓯᒪᔪᑦ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᓐᓄᑦ. ᑐᑭᒧᐊᑦᑎᑕᐅᓂᖏᑦ ᐃᓱᒪᒋᓪᓗᒋᑦ ᒪᒃᑯᑦᑐᓄᑦ ᐱᔨᑦᑎᕋᐅᑏᑦ. ᑖᓐᓇ ᑕᕝᕙ ᐃᓕᓴᕆᔪᓐᓇᖅᑕᕋ, ᓇᓗᓇᐃᕈᓐᓇᖅᑕᕋ ᐃᓱᒫᓗᓇᖅᑐᖅ ᐃᓕᔭᐅᖃᑕᐅᒍᓐᓇᖅᑐᖅ ᑕᕝᕗᖕᒐ. | |

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| It was a recommendation from “Our Minds Matter.” I believe it was no. 14 recommendation is the development of an interdepartmental protocol for the coordination of services for children and youth. To date that particular protocol has not been finalized or come to fruition. I think, again, those types of protocols and those types of formalized processes will hopefully have the departments get together and really, again, understanding what the problem is, but then getting together and say, “How can each of our departments… ?” If kids who are going to school are food insecure, how does the Department of Education coordinate that service and fill that gap? Where does the Department of Health fit into that overall piece of where can we contribute or how do we address that issue and subsequently, Family Services and Justice? Thank you, Mr. Chairman. | ᐊᑐᓕᕐᑯᔭᓕᐊᖑᓚᐅᖅᓯᒪᒻᒥᔪᖅ ᑕᐃᑲᓐᖓᑦ ᐃᓱᒪᕗᑦ ᐊᑑᑎᖃᖅᑯᑦ 14-ᓂᑦ ᐊᑐᓕᕐᑯᔭᓕᐊᕈᑎᖃᖕᖓᑕ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖕᒋᑦ ᑲᑐᔾᔨᖃᑎᒌᓐᓂᖕᒋᑦ ᑐᑭᒧᐊᕐᑎᑕᐅᕐᑯᔭᐅᓪᓗᑎᒃ ᐊᒻᒪᓗ ᐅᓪᓗᒥᒧᑦ ᑕᐃᓐᓇ ᓱᓕ ᐱᔭᕇᖅᑕᐅᓯᒪᓐᖕᒋᒻᒪᑦ ᑲᑐᔾᔨᖃᑎᒌᔾᔪᑎᒋᒐᔭᖅᑕᖕᒐ. ᑕᐃᒪᐃᑦᑐᑦ ᑕᐃᒪ ᒪᓕᑦᑕᐅᔭᕆᐊᓖᑦ, ᒪᓕᑦᑕᐅᔭᕆᐊᖃᕋᔭᖅᑐᐃᑦ ᐱᔭᕇᖅᑕᐅᑉᐸᑕ. ᑕᐃᒪᐃᕐᑯᓇᖅᑑᒐᓗᐊᖕᒋᓛᒃ ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖕᒋᑦ ᑲᑎᒪᓚᕿᑕᐅᓗᑎᒃ ᑐᑭᓯᓗᑎᒃ ᑭᓯᒥᒃ ᐊᑲᐅᓐᖕᒋᓕᐅᕈᑎᖃᕐᒪᖔᑕ ᖃᓄᖅ ᐱᓕᕆᕕᖕᑦ ᐃᓛᒃᑯᑦ ᓂᕿᒥᒃ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑲᑕ ᑳᓪᓗᑎᒃ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᒃᑯᓐᓄᑦ ᑕᒪᓐᓇ ᑲᒪᒋᔭᐅᒍᓐᓇᖅᑲ ᐊᒻᒪᓗ ᖃᓄᖅ ᐋᓐᓂᐊᖃᕐᓇᖕᒋᑦᑐᓕᕆᔨᒃᑯᑦ ᐃᓚᐅᒍᓐᓇᕆᕙᑦ ᑕᕝᕗᓇ? ᐃᑲᔪᖃᑕᐅᒍᓐᓇᕆᕙᑦ? ᐊᒻᒪ ᐃᓄᓕᕆᔨᒃᑯᑦᑕᐅᖅ, ᒪᓕᒐᓕᕆᔨᒃᑯᓪᓗ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. | ᐊᑐᓕᕐᑯᔭᓕᐊᖑᓚᐅᖅᓯᒪᒻᒥᔪᖅ ᑕᐃᑲᓐᖓᑦ ᐃᓱᒪᕗᑦ ᐊᑑᑎᖃᖅᑯᑦ 14-ᓂᑦ ᐊᑐᓕᕐᑯᔭᓕᐊᕈᑎᖃᖕᖓᑕ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖕᒋᑦ ᑲᑐᔾᔨᖃᑎᒌᓐᓂᖕᒋᑦ ᑐᑭᒧᐊᕐᑎᑕᐅᕐᑯᔭᐅᓪᓗᑎᒃ ᐊᒻᒪᓗ ᐅᓪᓗᒥᒧᑦ ᑕᐃᓐᓇ ᓱᓕ ᐱᔭᕇᖅᑕᐅᓯᒪᓐᖕᒋᒻᒪᑦ ᑲᑐᔾᔨᖃᑎᒌᔾᔪᑎᒋᒐᔭᖅᑕᖕᒐ. ᑕᐃᒪᐃᕐᑐᑦ ᑕᐃᒪ ᒪᓕᑦᑕᐅᔭᕆᐊᓖᑦ, ᒪᓕᑦᑕᐅᔭᕆᐊᖃᕋᔭᖅᑐᐃᑦ ᐱᔭᕇᖅᑕᐅᑉᐸᑕ. ᑕᐃᒪᐃᕐᑯᓇᖅᑑᒐᓗᐊᖕᒋᓛᒃ ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖕᒋᑦ ᑲᑎᒪᓚᕿᑕᐅᓗᑎᒃ ᑐᑭᓯᓗᑎᒃ ᑭᓯᒥᒃ ᐊᑲᐅᓐᖕᒋᓕᐅᕈᑎᖃᕐᒪᖔᑕ ᖃᓄᖅ ᐱᓕᕆᕕᖕᑦ ᐃᓛᒃᑯᑦ ᓂᕿᒥᒃ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑲᑕ ᑳᓪᓗᑎᒃ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᒃᑯᓐᓄᑦ ᑕᒪᓐᓇ ᑲᒪᒋᔭᐅᒍᓐᓇᖅᑲ ᐊᒻᒪᓗ ᖃᓄᖅ ᐋᓐᓂᐊᖃᕐᓇᖕᒋᑦᑐᓕᕆᔨᒃᑯᑦ ᐃᓚᐅᒍᓐᓇᕆᕙᑦ ᑕᕝᕗᓇ? ᐃᑲᔪᖃᑕᐅᒍᓐᓇᕆᕙᑦ? ᐊᒻᒪ ᐃᓄᓕᕆᔨᒃᑯᑦᑕᐅᖅ, ᒪᓕᒐᓕᕆᔨᒃᑯᓪᓗ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. Thank you again, Ms. Bates. My next question is going to be for the Department of Education. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔾᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒦᒃᑲᓐᓂᖅ ᒥᔅ ᐸᐃᑦᔅ. ᑭᖑᓪᓕᕐᓕ ᐊᐱᖅᑯᑎᒐ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᑐᕋᖅᑎᓐᖑᓱᑦᑕᕋ. |
| As I had previously indicated, the topic of providing government-funded food programs in schools has been brought up in this Assembly on a number of occasions and the Minister of Education himself has indicated that he feels that providing food programs in schools is not part of his mandate, not part of the mandate that is provided to the Department of Education, and therefore has not met the repeated cries or requests from Members. However, I believe that the Department of Education, as the department who has direct access to all children in Nunavut, would be best suited out of all the government departments and agencies to ensure that children are receiving adequate, | ᐅᖃᖅᑲᐅᒐᒪ ᑕᐃᒪ ᐅᖃᖃᑦᑕᖅᓯᒪᒐᒪ ᑕᒪᓐᓇ ᒐᕙᒪᒃᑯᓐᓃᓐᖓᖅᑐᓂᒃ ᓂᕿᖃᖅᑎᑦᑎᓂᖅ ᐃᓕᓴᕕᓐᓂ, ᒪᓕᒐᓕᐅᕐᕕᒻᒥ ᐅᖃᐅᓯᐅᓕᖅᑭᑦᑖᖃᑦᑕᖅᓯᒪᒻᒥᒻᒪᑦ. ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᒥᓂᔅᑕᖕᒐᓗ ᓇᒻᒥᓂᖅ ᓇᓗᓇᐃᖅᓯᖃᑦᑕᖅᓯᒪᓪᓗᓂ ᑕᒪᓐᓇ ᓂᕿᖃᖅᑎᑦᑎᓂᖅ ᐃᓕᓴᕕᑦ ᐃᓗᐊᓂ ᐃᖅᑲᓇᐃᔾᔭᖕᒐᑕᒍᖅ ᐃᓛᒃ, ᐱᓕᕆᐊᔅᓴᖕᒋᑦᑕ ᐃᓚᒋᖕᒋᒻᒪᒍ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ. ᑕᐃᒫᓪᓗ ᑐᔅᓯᕋᓕᖅᑭᑦᑖᕕᐅᓯᒪᒐᓗᐊᖅᑐᑎᒃ ᐱᑎᑦᑎᓯᒪᖕᒋᑦᑐᑦ ᒪᓕᒐᓕᐅᕐᑎᓄᑦ. ᑭᓯᐊᓂᓕ ᐅᐸᐱᕈᓯᒻᒥᒐᒪ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕕᖕᒐᑦ ᑖᓐᓇᐃᓛᒃ ᐱᓕᕆᕕᐅᔪᖅ ᐊᑐᐃᓐᓇᕐᑲᖅᐸᒻᒪᑦ ᓱᕈᓯᓕᒫᕐᓗᓐᓂ ᓄᓇᕗᒥ, ᐊᑐᐃᓐᓇᐅᓂᖅᐹᖑᒐᔭᖅᑑᔾᔭᕐᖕᒐᑦ ᑕᒪᒃᑯᓂᖕᒐ ᐃᑲᔪᖅᑎᐅᓂᐊᕐᓗᓂ ᖃᐅᔨᒪᒐᓱᑦᑎᐅᓂᐊᕐᓗᑎᒃ ᓱᕈᓰᑦ ᓄᑕᖅᑲᐃᑦ ᓈᒻᒪᑦᑐᓂᒃ | ᐊᑐᓕᕐᑯᔭᓕᐊᖑᓚᐅᖅᓯᒪᒻᒥᔪᖅ ᑕᐃᑲᓐᖓᑦ ᐃᓱᒪᕗᑦ ᐊᑑᑎᖃᖅᑯᑦ 14-ᓂᑦ ᐊᑐᓕᕐᑯᔭᓕᐊᕈᑎᖃᖕᖓᑕ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖕᒋᑦ ᑲᑐᔾᔨᖃᑎᒌᓐᓂᖕᒋᑦ ᑐᑭᒧᐊᕐᑎᑕᐅᕐᑯᔭᐅᓪᓗᑎᒃ ᐊᒻᒪᓗ ᐅᓪᓗᒥᒧᑦ ᑕᐃᓐᓇ ᓱᓕ ᐱᔭᕇᖅᑕᐅᓯᒪᓐᖕᒋᒻᒪᑦ ᑲᑐᔾᔨᖃᑎᒌᔾᔪᑎᒋᒐᔭᖅᑕᖕᒐ. ᑕᐃᒪᐃᕐᑐᑦ ᑕᐃᒪ ᒪᓕᑦᑕᐅᔭᕆᐊᓖᑦ, ᒪᓕᑦᑕᐅᔭᕆᐊᖃᕋᔭᖅᑐᐃᑦ ᐱᔭᕇᖅᑕᐅᑉᐸᑕ. ᑕᐃᒪᐃᕐᑯᓇᖅᑑᒐᓗᐊᖕᒋᓛᒃ ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖕᒋᑦ ᑲᑎᒪᓚᕿᑕᐅᓗᑎᒃ ᑐᑭᓯᓗᑎᒃ ᑭᓯᒥᒃ ᐊᑲᐅᓐᖕᒋᓕᐅᕈᑎᖃᕐᒪᖔᑕ ᖃᓄᖅ ᐱᓕᕆᕕᖕᑦ ᐃᓛᒃᑯᑦ ᓂᕿᒥᒃ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑲᑕ ᑳᓪᓗᑎᒃ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᑕᒪᓐᓇ ᑲᒪᒋᔭᐅᒍᓐᓇᖅᑲ ᐊᒻᒪᓗ ᖃᓄᖅ ᐋᓐᓂᐊᖃᕐᓇᖕᒋᑦᑐᓕᕆᔨᒃᑯᑦ ᐃᓚᐅᒍᓐᓇᕆᕙᑦ ᑕᕝᕗᓇ? ᐃᑲᔪᖃᑕᐅᒍᓐᓇᕆᕙᑦ? ᐊᒻᒪ ᐃᓄᓕᕆᔨᒃᑯᑦᑕᐅᖅ, ᒪᓕᒐᓕᕆᔨᒃᑯᓪᓗ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |

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| nutritious food. | ᓂᕆᑦᑎᐊᖃᑦᑕᕋᓗᐊᖅᒪᖕᒐᑕ. |
| My next question for the Department of Education: do you believe that you are obligated to ensure that children in Nunavut have access to nutritious foods that has been identified as their right? Thank you, Mr. Chairman. | ᑭᖑᓪᓕᕐᓕ ᐊᐱᖅᑯᑎᒋᒐᔭᖅᑕᕋ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐅᑉᐱᕈᓱᑉᐱᓲ ᐱᒋᐊᖃᕐᓂᖃᕋᔭ ᓱᕈᓲᑦ ᓄᓇᕗᒻᒥ ᑲᒪᒋᐊᖃᕐᓂᖃᕋᔭ ᖃᐅᔨᒪᓇᓱᐊᕐᓗᓯ ᓄᓇᕗᒻᒥ ᓱᕈᓲᑦ ᓂᕿᒃᓴᑦᑎᐊᕙᖕᓂᒃ ᐊᑐᐃᓐᓇᖃᕋᓗᐊᖅᒪᖕᒐᑕ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅ ᕼᐊᐃᓐᓄ. |
| **Ms. Hainnu**: Thank you. Thank you very much for the question. I am a teacher; I have been teaching for many years. There have been many times where I sat in the month of March for it is Nutrition Month and we have to talk about nutrition, what is healthy, what is a healthy alternative to, let's say, pop. When pop is $1.39 versus milk in the same container costs $4, we have a real social problem when that is the situation. We have to go back to the grassroots, I believe. I think food and food security, having healthy choice in food for children is absolutely their right. It is absolutely everyone's responsibility to feed their children, but this is a band-aid approach, providing food in the community. | **ᕼᐊᐃᓐᓄ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᖁᔭᓐᓇᒦᕋᓗᒃ ᐊᐱᓇᒐᕕᑦ ᐃᓕᓴᐃᔨᐅᖃᑦᑕᖅᓯᒪᒐᒪ ᐊᕐᕌᒍᒐᓛᓗᓐᓂᒃ ᐊᒥᓱᐊᖅᑎᐊᓗᒃᑕᐅᖅ ᒫᑦᔨᐅᓕᕋᐃᒻᒪᑦ ᓂᕿᑦᑎᐊᕙᓕᓇᓂᕐᒧᑦ ᑕᖅᑭᐅᒻᒪᑦ ᑕᐃᑲᓂ ᓂᕿᑦᑎᐊᕙᑦ ᑭᓲᒻᒪᖕᒐᓚᓗ ᓂᕿᑦᑎᐊᕙᐃᑦ ᓇᓗᓇᐃᖅᑐᐃᕕᐅᓲᖑᒻᒪᑦ. ᐃᒥᒐᖅ $1.39-ᕋᖅᑎᓪᓗᒍ ᐊᒻᒪ ᐃᒻᒧᒃ ᐊᖏᓂᖕᒐᑕ ᐆᖕᒐ ᐊᔾᔨᖕᒐ $4-ᕋᖅᑐᓂ. ᑕᕝᕙ ᑖᓐᓇ ᐊᑲᐅᖕᒋᓕᐅᕈᑎᓪᓕᕆᐅᕗᖅ ᐃᓅᓯᕐᒥᒃ ᑕᐃᒪᐃᑦᑐᖅᑕᖃᖅᑎᓪᓗᒍ. ᐱᒋᐊᓐᖓᕐᓂᖕᒐᓄᑦ ᐅᑎᕆᐊᖃᖅᑐᒍᑦ ᓂᕿᓕᕆᓂᖅ ᐃᓱᒪᒋᓗᒍ ᓂᕿᑦᑎᐊᕙᓐᓂᖅ ᐊᑐᐃᓐᓇᖃᕐᓂᖅ ᓂᕆᐊᕋᔅᓴᖃᕐᓂᖅ ᓂᕿᑦᑎᐊᕙᓐᓂᒃ ᐱᔪᓐᓇᐅᑎᒋᔭᓪᓕᕆᐅᒐᓗᐊᖅᖓᑦ ᑭᒃᑯᓕᒫᓄᓪᓗ ᑲᒪᒋᔭᐅᔭᕆᐊᖃᖅᑐᓂ ᓱᕈᓲᑦ ᓂᕿᑦᑎᐊᕙᖕᓂᒃ ᐱᖃᕋᓗᐊᖅᒪᖕᒐᑕ. ᑕᒪᓐᓇ ᓄᓇᓕᓐᓂ ᓂᕿᖃᖅᑎᑦᑎᑲᐃᓐᓇᕐᓂᖅ ᐃᒫᒃ ᒪᑦᑐᓯᖅᓯᓯᓂᑎᑐᐃᓐᓇᐅᔭᖕᒐᑦ. | |
| K to 12 students should not ever go hungry. After a long weekend, for some families, that is the reality. Hungry children come to school with tummies that are hurting and they don't know why their tummies are hurting. Absolutely and all of our educators in all of our 45 schools believe this and so what do they do is they volunteer. There is not another profession, a group of professionals, 800 and plus educators who come in early or who stay late, past their seven and a half hours a day, on volunteer, unpaid, thankless duties, they prepare breakfast, they provide packages, they prepare snacks. | ᑳᑦᑐᖃᖃᑦᑕᓇᐊᖃᖕᒋᒃᑲᓗᐊᖕᒐᐃᓛᒃ ᓱᕈᓱᓛᓂᒃ ᑭᓯᐊᓂ ᑕᐃᒪᐃᑉᐸᒻᒪᑕ ᑳᑦᑐᑎᒃ ᐃᓕᓐᓂᐊᓇᐊᖅᐸᑦᑐᐃᑦ ᓈᖕᒋᑦ ᓱᖕᒪᑦ ᐋᓐᓂᐊᒻᒪᖕᒐᑕ ᖃᐅᔨᒪᕙᖕᒋᑦᑐᑦ ᓱᖕᒪᑦ ᓈᒃᑯᑦ ᐋᓐᓂᐊᒻᒪᖕᒐᑕ ᑳᖕᒧᓂᒃᑯᐊ. ᑮᓐᓇᐅᔭᓇᓴᑎᒃ ᐃᓕᓴᐃᔨᑦ ᐃᑲᔪᖅᐸᑦᑐᑦ ᓂᕿᓕᐅᖅᑐᑎᒃ 800-ᓚᐅᓗᐊᖅᑐᑦ ᐃᖅᑲᓇᐃᔭᕆᐊᖅᓴᕋᐃᑉᐸᑦᑐᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐃᖅᑲᓇᐃᔭᕐᓇᐅᒍᓐᓃᑎᓪᓗᒍ ᐃᖅᑲᓇᐃᔭᖅᐸᑦᑐᑦ 7-ᓄᑦ 9-ᓄᑦ ᐃᑲᕋᓄᑦ ᑮᓐᓇᐅᔭᔭᓴᓇᑎᒃ ᐊᑐᐃᓐᓇᕈᖅᓴᐃᓪᓗᑎᒃ ᐅᓪᓛᒃᑯᑦ ᓂᕆᔭᐅᓛᖅᑐᓂᒃ ᐊᒻᒪᓗ ᑕᒧᓕᒐᔅᓴᕆᔭᐅᓛᖅᑐᓂᒃ ᐊᑐᐃᓐᓇᕈᖅᓴᐃᖃᑦᑕᖅᑐᑦ. | |
| Imagine a community approach solution to this issue where we're not just feeding the | ᓄᓇᓕᓐᓂ ᑲᑐᔭᐅᓗᑎᒃ ᐋᖅᑭᑦᑕᐅᔭᕆᐊᓕᐅᒐᓗᐊᖅ ᕿᒥᕆᑐᐃᓐᓇᖃᑦᑕᕐᓂᐊᕐᒋᓐᓇᑦᑕ |

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| children. When our children are coming in hungry, their parents are at home hungry. We need real solutions that take real dialogue within the communities so that the issue is addressed and not a band-aid approach is done. | ᓱᕈᓯᕐᓂᒃ. ᑲᑦᑐᕐᑲᖅᑎᓪᓗᒍ ᐊᓈᓇᒃᑯᖕᒋᑦ ᑕᐃᒪ ᑳᒃᑭᕗᑦ. ᐋᖅᑭᒍᑎᔅᓴᓪᓚᓇᓐᓂᒃ ᓇᓂᓯᔪᕐᑲᓇᐊᓕᒃ ᓄᓇᓕᓐᓂ ᐅᕐᑲᐅᓯᐅᓗᓂ. ᑕᒪᓐᓇ ᐃᓱᒫᓗᓇᖅᑐᖅ ᒪᑦᑐᓯᖅᑕᐅᑐᐃᓐᓇᖑᐊᖕᒋᓪᓗᓂ ᐋᖅᑭᑦᑕᐅᓪᓚᓇᒐᓱᓪᓗᓂ ᒪᒥᑎᑕᐅᓪᓚᓇᒐᓱᓪᓗᓂ. |
| I do absolutely, with 45 schools with access to K to 12 students on a daily basis, encourage all government departments, the RCY, and everyone in the communities to offer any funding there may be and to staff these positions because retention and recruitment for teachers alone is an issue in the north. To ask them to also do food programming, that's on top of what they already do, and I encourage any partnership to come in and be part of the solution. | ᑕᒪᒃᑯᐊ ᒥᑭᔫᑕᐅᓂᖅᐸᖕᒋᓐᓂᒃ ᒍᕋᐃᑦ 12-ᒧᑦ ᐃᓕᓴᐃᔨᑦ ᐃ̇, ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓱᒪᒋᓪᓗᒋᑦ. ᑲᑐᔾᔨᓗᑎᒃ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᓪᓗ ᓄᓇᓕᒻᒥᐅᑕᐃᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑖᑎᑦᑎᓗᑎᒃ ᓂᕿᓕᓇᔨᐅᒐᔭᖅᑐᓂᒃ ᐅᑭᐅᖅᑕᖅᑐᒥᒃ ᑖᓐᓇ ᓂᕿᓕᓇᑎᑕᐅᖅᑲᑦᑕᕐᓗᑎᒃ ᖃᖓᒍᒃᑲᓐᓂᖕᒋᓛᒃ ᐱᓕᓇᑎᑕᐅᖅᑲᑦᑕᕐᒪᑕ ᐃᓕᓴᐃᔨᑦ ᑐᓐᖓᓱᑦᑎᑦᑎᔪᒍᑦ ᑭᓇᑐᐃᓐᓇᕐᒥᒃ ᐋᖅᑭᒍᑎᔅᓴᒥᒃ ᐅᖅᑲᐅᓯᖅᑲᕈᓐᓇᖅᑐᒥᒃ. |
| I do thank you for that question. Thank you. | ᖁᔭᓐᓇᒦᖅᐸᒋᑦ ᐊᐱᖅᑯᑎᒋᕋᑖᕋᕕᐅᒃ ᑖᓐᓇ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Maybe if I can just follow up on Mr. Lightstone's question. Ms. Hainnu, you mentioned breakfast programs and the volunteer situation. The contribution that many teachers make is amazing and the Committee thanks them for their efforts. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᑖᓐᓇᖅᑲᐃ ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ ᐊᐱᖅᑯᑎᒋᔭᖓ ᐅᐃᒍᒃᑲᓐᓂᕐᓗᒍ. ᐅᓪᓛᕈᕐᒥᑕᖅᑎᑦᑎᖅᑲᑦᑕᕋᔅᓯ ᑕᐃᒪᐃᓕᖅᑲᐅᒐᕕᓂᓛᒃ ᐅᓪᓛᒃᑯᑦ ᐊᑭᓕᖅᓱᖅᑕᐅᖕᒋᕐᓗᑎᒃ ᐃᓕᓴᐃᔨᑦ ᐋᖅᑭᒃᓱᐃᖅᑲᑦᑕᕐᒪᑕ ᐅᓪᓛᕈᕐᒥᑕᖅᑕᐅᓂᐊᖅᑐᓂᒃ. |
| In terms of expanding the food programs for lunch programs in every school in Nunavut, is that something that has been priced out or do you have any estimates as to how much that would cost? I'm asking about a properly funded program, not on the backs of overworked teachers, but a properly funded program in terms of the amounts of money that would be required to establish lunch programs in every school in Nunavut. Is that something that has been budgeted or looked at? Ms. Hainnu. | ᐊᒻᒪ ᑕᒪᓐᓇ ᓂᕿᓕᓇᓂᕐᒧᑦ ᑐᕌᖓᔪᖅ ᓱᕐᓗᖅᑲᐃ ᐅᓪᓗᕈᕐᒥᑕᖅᑎᖅᑲᑦᑕᕐᓗᒋᑦ ᖃᓄᖅ ᑕᒪᓐᓇᖅᑲᐃ ᖃᔅᓯᑖᓚᑐᕐᒪᖕᒑᑦ (ᑮᓇᐅᔭᑎᒍᑦ) ᓇᓕᖅᑯᑕᖅᑕᐅᓯᒪᓕᖅᐸ ᖃᔅᓯᑐᖅᑲᕋᔭᕐᒪᖕᒑᑦ ᐅᓪᓗᕈᕐᒥᑕᖅᑎᖅᑲᑦᑕᕐᓗᒋᑦ ᖃᓄᖅ ᑕᒪᓐᓇᖅᑲᐃ ᖃᔅᓯᑖᓚᑐᕐᒪᖕᒑᑦ (ᑮᓇᐅᔭᑎᒍᑦ) ᓇᓕᖅᑯᑕᖅᑕᐅᓯᒪᓕᖅᐸ ᖃᔅᓯᑐᖅᑲᕋᔭᕐᒪᖕᒑᑦ ᐅᓪᓗᕈᕐᒥᑕᖅᑎᑦᑎᖅᑲᑦᑕᕈᑦᑕ ᐃᓕᓴᖅᑎᓂᒃ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᑦᑎᐊᕐᓗᓂ ᑕᑯᓐᓇᖅᑐᖓ ᓱᕐᓗᖅᑲᐃ ᐃᓕᓴᐃᔨᑦ ᐊᑭᓕᖅᓱᖅᑕᐅᖕᒋᓪᓗᑎᒃ ᑕᐃᒪᓐᓇᑐᐃᓐᓇᖕᒋᑦᑐᖅ. ᖃᔅᓯᑐᖅᑲᕋᔭᕐᒪᖕᒑᖅᑲᐃ ᐋᖅᑭᒃᓱᐃᓯᒪᕕᓯ ᐅᕝᕙᓘᓐᓃᑦ ᑮᓇᐅᔭᑦ ᐊᑐᕈᒫᕐᓂᐊᖅᑐᓂᒃ ᓴᓂᕐᕙᐃᓯᒪᕕᓯ ᑕᒪᒃᑯᓄᖓ ᐊᑐᕋᔭᖅᑐᓂᒃ? ᒥᔅ ᕼᐊᐃᓐᓄ. |
| **Ms. Hainnu**: Thank you for that question. No, not to this date, but I will have my team do that right away and submit it to the Standing Committee for your records. Thank | **ᕼᐊᐃᓐᓄ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᖕᓂ ᑖᒃᑯᐊ ᒫᓐᓇ ᑲᒪᒋᔭᐅᕐᓴᐅᑎᒋᑎᒍᓐᓇᖅᑕᕋ ᑐᑭᓯᓂᐊᕋᑦᑕ ᖃᔅᓯᑐᕋᔭᕐᒪᖕᒑᑦ ᐅᓪᓛᕈᕐᒥᑕᖅᑎᑦᑎᒍᑦᑕ ᐅᓪᓗᕈᕐᒥᑕᖅᑎᑦᑎᖅᑲᑦᑕᕐᓂᕈᑦᑕᓗᓐᓃᖅ. |

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| you. | ᖁᔭᓐᓇᒥᒃ. |
| **Chairman**: Thank you. It's something that Members have been asking about in various forms, so thank you for that commitment. (interpretation) Through Zoom, our colleague, Mr. Qamaniq. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᐃ ᒪᓕᒐᓕᐅᖅᑏᑦ ᑕᒪᓐᓇ ᖃᔅᓯᐊᖅᑎᐊᓗᒃ ᐊᐱᖅᑯᑎᒋᖃᑦᑕᖅᓯᒪᖕᒪᒍ ᖁᔭᓐᓇᒥᒃ ᑕᐃᒪᐃᓕᔪᓐᓇᕋᕕᑦ. (ᑐᓵᔨᒃᑰᕈᓐᓃᖅᑐᖅ) ᖃᓇᑕᐅᔭᒃᑯᑦ, ᑲᑎᒪᔨᐅᖃᑎᕗᑦ ᒥᔅᑕ ᖃᒪᓂᖅ. |
| **Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. Good morning. On page 11 of the annual report it identifies (interpretation ends) Inuit societal values and apparently these Inuit elder advisors are nominated and they only have a term position as the *Inuit Qaujimajatuqangit* traditional knowledge and there are only a few Inuit who are listed on the report and there seem to be only three communities that have appointed *Inuit Qaujimajatuqangit* traditional knowledge workers. | **ᖃᒪᓂᖅ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᐅᑦᑏᒃᑯᑦ ᑖᓐᓇ 11-ᒥᒃ ᓈᓴᐅᑎᓕᒃ ᐅᓂᒃᑳᓕᐊᖑᓯᒪᔪᖅ ᖃᓪᓗᓈᑎᑐᑦ ᓇᓗᓇᐃᖅᓯᓯᒪᓪᓗᓂ Inuit Societal Values (ᑐᓵᔨᑎᒍᑦ) ᑕᐃᒃᑯᐊ ᐃᓐᓇᐃᒡᒎᖅ ᓂᕈᐊᒐᒃᓴᓐᖑᖅᑎᑕᐅᖃᑦᑕᕐᒪᑕ ᐃᓕᓯᒪᑲᐃᓐᓇᑐᐃᓐᓇᖃᑦᑕᖅᓱᑎᒃ ᐃᓄᐃᑦ ᖃᐅᔨᒪᓂᑐᖃᖕᒋᓐᓂᒃ ᐱᓕᕆᐊᖃᕐᓂᐊᕐᓗᑎᒃ ᒪᕐᕈᐃᓐᓇᑯᓗᒃ ᐅᕙᓂ ᑎᑎᕋᖅᑕᐅᖃᓯᐅᔭᐃᓯᒪᖕᒪᑎᒃ ᐅᓂᒃᑳᑉ ᐃᓗᐊᓂ ᐊᒻᒪ ᐱᖕᒐᓱᐃᓐᓇᑯᓗᑦ ᓄᓇᓖᑦ ᑎᒃᑯᐊᖅᓯᓯᒪᓪᓗᑎᒃ ᐃᓄᐃᑦ ᖃᐅᔨᒪᓂᑐᖃᓕᕆᔨᐅᓂᐊᖅᑐᓂᒃ. |
| Why are there only three communities that have been identified and is the department going to appoint or nominate other Inuit traditional knowledge holders in other communities other than the three communities that are listed as wisdom and perspective based on lived experiences? Is the department going to appoint more Inuit traditional knowledge workers in other communities? Thank you, Mr. Chairman. | ᖃᓄᐃᒻᒪᓄᑯᐊ ᓄᓇᓖᑦ ᐱᖕᒐᓱᐃᓐᓇᑯᓗᐃᑦ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᕙᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐊᓯᖕᒋᓐᓂᒃ ᓂᕈᐊᒐᒃᓴᓐᖑᖅᑎᑦᑎᓂᐊᖅᐱᓯ ᐃᓄᐃᑦ ᖃᐅᔨᒪᓂᑐᖃᓕᕆᔨᐅᓂᐊᖅᑐᓂᒃ ᐅᑯᐊ ᐱᖕᒐᓱᐃᓐᓇᐅᖁᔨᖕᒪᑕ ᑕᐃᓯᓯᒪᔪᑦ ᐃᓐᓇᖁᓂᒃ ᐃᓅᓯᓕᐅᓪᓗ ᒥᒃᓵᓄᑦ ᖃᐅᔨᒪᔨᑕᕆᔭᐅᓂᐊᖅᑐᓂᒃ. ᖃᓄᖅ ᑎᒃᑯᐊᖅᓯᓛᖅᐱᓯ ᐃᓄᑐᖃᒃᒃᓐᓂᖅᓂᒃ ᑕᐃᒪᐃᑦᑐᓕᕆᔨᐅᓂᐊᖅᑐᓂᒃ ᓄᓇᓕᖕᓂ ᐊᓯᖕᒋᓐᓂᒃ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. I would like Lynn Matte, the Director of Child and Youth Advocacy Services, to answer this question for you. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑖᓐᓇ ᐱᔨᑦᑎᕈᑎᓂᒃ ᑲᒪᔨᐅᔪᖅ ᑖᔅᓱᒥᖕᒐ ᑭᐅᔪ35ᓇᖅᑐᖅ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you to the Member for the question. In 2019-2020 | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᖅᓗᒍᓗ ᑖᓐᓇ ᒪᓕᒐᓕᐅᖅᑎ ᐊᐱᖅᑯᑎᖃᕈᓐᓇᕐᒪᑦ. 2019-2020-ᒥ |

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| the office had five elder advisors from four communities. Unfortunately one of our elder advisors, Bessie Sitatak, passed away and she was from Kugluktuk. We also had advisors from Rankin Inlet and Pond Inlet. | ᑎᑎᕋᖅᕕᕗᑦ ᑕᓪᓕᒪᓂᒃ ᐃᓐᓇᕐᑯᑎᖃᓚᐅᖅᑐᑦ ᑭᓯᐊᓂ ᐱᐊᓯ ᓯᑎᑖᖅ ᐃᓅᔪᓐᓃᓚᐅᕐᒪᑦ ᖁᕐᓗᖅᑐᕐᒥᐅᑕᐅᓚᐅᖅᑐᖅ ᐊᒻᒪ ᑲᖏᖅᓱᓂᕐᒥᖕᒫᖅᑐᒥᒃ ᐱᑕᖃᓚᐅᕆᓪᓗᓂ ᒥᑦᑎᒪᑕᓕᖕᒥᓪᓗ. |
| The way that we obtained our elder advisors was through a public nomination process which was advertised in the newspapers across the territory. Our goal at the time was to make sure that we had representation from all three regions and it wasn't about a specific community people were from. | ᐃᓐᓇᕐᓂᒃ ᖃᐅᔨᒪᔨᑖᖃᑦᑕᖅᑐᒍᑦ ᑕᖅᑲᐅᖕᒐ ᒪᑐᐃᖅᓯᒐᑦᑕ ᐃᓐᓇᕐᓂᒃ ᕿᓂᕐᓂᕋᖅᓗᑕ ᑕᐃᔅᓱᒪᓂ ᐱᖕᒐᓱᑦ ᐊᕕᒃᑐᖅᓯᒪᔪᓂᒃ ᑭᒡᒐᖅᑐᐃᔨᖃᕈᒪᓚᐅᖅᓯᒪᔪᒍᑦ ᓇᓕᐊᖕᓂᒃ ᓄᓇᓕᖕᓂᖕᒫᕋᓗᐊᖅᐸᑦ. |
| In 2019-2020 we did hold a second nomination process, as some of our elders did not wish to extend their term because of medical conditions or other personal concerns. As part of that renewal process, we have now an elder advisor from Gjoa Haven, Mariam Aglukkaq, and two from Iqaluit, Mosha Akavak and Pitsiulak Akavak. | 2019-2020-ᒥ ᓂᕈᐊᒐᒃᓴᓐᖑᖅᑎᑦᑎᓂᕐᒥᒃ ᒪᑐᐃᖅᓯᓚᐅᖅᓯᒪᔪᒍᑦ ᐃᓐᓇᐃᑦ ᑕᐃᒃᑯᐊ ᐃᓕᓯᒪᔫᒐᓗᐊᑦ ᐃᓕᒃᑲᓐᓂᕈᒪᓚᐅᖕᒋᒻᒪᑕ ᐋᓐᓂᐊᒧᑦ ᐊᓯᐊᓂᓪᓘᓐᓃᑦ ᐱᔾᔪᑎᖃᖅᓱᑎᒃ ᒫᓐᓇ ᖃᐅᔨᒪᔨᑕᖃᓕᖅᑐᒍᑦ ᐅᖅᓱᖅᑑᖅ ᒥᐅᓕᐊᒻ ᐊᒡᓘᒃᑲᖅ ᐃᖃᓗᖕᓂ ᒪᕐᑮᒃ ᒨᓴ ᐋᑲᕙᒃ ᐊᒻᒪᓗ ᐱᕐᓯᐅᓛᖅ ᐋᑲᕙᒃ.

Our office isn't specifically targeting communities. We ask the entire territory for their nominations and then we have to make a selection from those that are brought forward to us, and again, the selection is not done by specific community, but we do ensure that we always have representation from all three regions. (interpretation) Thank you, Mr. Chairman.

ᓄᓇᕗᓕᒫᖅ ᓇᑭᑐᐃᓐᓇᖅ ᓂᕈᐊᒐᒃᓴᖑᖅᑎᑦᑎᖃᑦᑕᖅᑐᒍᑦ ᑕᐃᒃᑯᐊᓗ ᐊᑏᑦ ᖃᐃᑕᐅᔪᑦ ᓂᕈᐊᖅᓱᕐᕕᒋᕙᒃᓗᑎᒍᑦ, ᓄᓇᓕᖕᒋᑦᑎᒎᖕᒋᕐᓗᑕ ᑭᒡᒐᖅᑐᐃᔨᖃᖅᑏᓐᓇᕋᓱᖃᑦᑕᖅᑕᕗᑦ ᐊᕕᒃᑐᖅᓯᒪᔪᑦ ᐱᖕᒐᓱᑦ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ.

**Chairman** (interpretation): Thank you too. Mr. Qamaniq.

**ᐃᒃᓯᕙᐅᑕᖅ**: ᐃᕝᕕᑦᑕᐅᖅ ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᖃᒪᓂᖅ.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. Are these elder advisors doing it on a voluntary basis or are they given a salary or are they paid and how long are their terms? I think that their appointment has expired for most of these positions. Thank you, Mr. Chairman.

**ᖃᒪᓂᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑖᒃᑯᐊᖃᐃ ᐊᑭᓕᖅᓱᖅᑕᐅᖕᒋᕐᓗᑎᒃ ᐱᓕᕆᑎᑕᐅᖃᑦᑕᖅᐸᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐊᑭᓕᖅᓱᖅᑕᐅᓪᓗᑎᒃ ᖃᐅᔨᒪᔨᑕᕆᔭᐅᖃᖅᑕᖅᐸᑦ ᐋᕐᕌᒍᓂᒡᒐ ᖃᔅᓯᓂᒃ ᑎᒃᑯᐊᖅᑕᐅᓯᒪᖕᒐᑕ ᑐᓴᕈᒥᓇᐅᒐᓗᐊᖅ ᐃᓚᖕᒋᑦ ᐃᓱᓕᑦᑎᖅᑲᑎᒋᕈᔪᖕᒪᑕ ᑎᒃᑯᐊᖅᑕᐅᓯᒪᓂᕐᒥᓂᒃ. ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒃ.

**Chairman** (interpretation): Thank you. (interpretation ends) Again to Ms. Matte.

**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. (ᑐᔅᓴᔨᑎᒍᑦ) ᒥᔅ ᒫᑦᒧᒃᑲᓐᓂᖅ.

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| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We do currently have five appointed elder advisors, so right now working with us, we have Helen Iguptak and Lucy Makkigak from Rankin Inlet, we have Meeka Arnakaq from Pangnirtung, and as I mentioned earlier, Mariam, Mosha, and Pitsiulak. All five of those elder advisors are currently working with our office. Those who previously had a two-year term and chose to extend, such as Helen, Lucy, and Meeka, continue to work with our office; their terms were extended. | **ᒫᑦ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐃ, ᒫᓐᓇ ᑕᓪᓕᒪᓂᒃ ᑎᒃᑯᐊᖅᓯᓯᒪᔪᒍᑦ ᒫᓐᓇ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᒋᔭᕗᑦ ᐊᐊᓚᓐ ᐃᒍᐸᑕᖅ ᐊᒻᒪ ᓗᓯ ᒪᑭᒐᖅ ᑲᖏᖅᑕᓂᕐᒥᑦ. ᒥᑲ ᐊᕐᓇᒃᑲᖅ ᐸᓐᓂᖅᑑᒥ, ᑕᐃᖅᑲᐅᔭᒃᑲᓗ ᑕᐃᒃᑯᐊ ᒥᐊᓕᐊᒻ ᐊᒡᓘᒃᑲᖅ ᐊᒻᒪᓗ ᒨᓴ ᐊᒻᒪᓗ ᐱᑦᓯᐅᓛᖅ ᐋᑲᕙᒃ. ᑖᒃᑯᐊ ᑕᓪᓕᒪᑦ ᐃᓄᑐᖅᑲᐅᔪᑦ ᑎᑎᕋᖅᕕᑦᑎᓐᓂ ᐱᓕᕆᖅᑲᑎᖅᑲᖅᑐᑦ. ᑕᐃᒃᑯᐊ ᐊᕐᕌᒍᖕᓄᑦ ᒪᕐᕉᖕᓄᑦ ᐊᑕᓂᐊᓚᐅᖅᑐᑦ ᐅᐃᒍᓯᒃᑲᓐᓂᕈᒪᓂᕋᓚᐅᖅᑐᑦ ᑖᒃᑯᐊ ᐊᐊᓚᓐ, ᓗᓯ ᐊᒻᒪᓗ ᒥᑲ ᓱᓕ ᑎᑎᕋᖅᕕᒋᔭᑦᑎᓐᓂ ᐱᓕᕆᖅᑲᑎᖅᑲᖅᓂᖓᓂᒃ ᑲᔪᓯᑐᐃᓐᓇᖅᑐᑦ ᐃᓱᓕᕕᒃᓴᖏᑦ ᐅᖓᕙᕆᐊᖅᑕᐅᓪᓗᑎᒃ; ᓱᖅᑲᐃᒻᒪ ᑎᓕᔭᐅᓯᒪᓂᖓ ᐅᐃᒍᔭᐅᑐᐃᓐᓇᓚᐅᕐᒪᑕ. | ᑖᒃᑯᐊ ᐃᓂᖏᑦ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᑦᑕ ᑲᑎᒪᔨᐅᕕᖏᑎᑐᑦ ᐋᖅᑭᒃᓯᒪᔪᑦ ᑲᑎᒪᔾᔪᓯᐊᖅᑖᖃᑦᑕᖅᑐᑦ ᐃᑲᔪᕋᖓᑕ ᑎᑎᕋᖅᕕᑦᑎᓐᓂᒃ. ᑮᓇᐅᔭᓕᕆᔨᒃᑯᓐᓄᑦ ᑕᒪᓐᓇ ᐃᓱᒫᓗᑎᒋᓪᓗᑎᒍᑦ ᓇᓗᓇᐃᓚᐅᕋᑦᑎᒍᑦ ᑮᓇᐅᔭᖅ ᑲᑎᒪᔾᔪᓯᐊᖅᑖᕆᔭᐅᖃᑦᑕᖅᑐᖅ ᐊᑭᑭᓗᐊᖅᒪᑕ. ᑮᓇᐅᔭᑦ ᐊᐅᓚᑕᐅᓂᖏᑦᑎᒎᖅᑐᑦ ᒪᓕᒃᓱᒋᑦ ᐊᑭᑦᑐᖅᐹᓪᓕᖅᓯᒪᓕᖅᑐᑦ ᐊᑐᓕᖅᑎᑕᐅᓯᒪᓕᕐᒪᖔᑦ ᓇᓗᔪᖓ ᒪᒥᐊᓇᐅᒐᓗᐊᖅ. | ᑭᓯᐊᓂ ᑕᒪᓐᓇ ᐅᖃᐅᓯᕆᒐᑦᑎᒍᑦ ᖃᐅᔨᒪᔨᑕᕆᔭᐅᔪᓄᑦ ᑮᓇᐅᔭᒧᑦᓕ ᐱᔾᔪᑎᖃᖏᑦᑐᒎᑕᔭᐅᓚᐅᖅᓯᒪᒐᑦᑕ ᓱᕈᓰᒎᖅ ᐃᓱᒪᒋᓪᓗᓂᔾᔪᒃ ᖃᐅᔨᒪᔨᑕᕆᔭᐅᖓᑕ ᒪᒃᑯᒃᑐᓪᓗ ᐃᓱᒪᒋᓪᓗᒋᑦ ᑮᓇᐅᔭᓪᓕ ᑖᒃᑯᐊ ᐱᓗᐊᕆᔭᐅᓚᐅᖏᑦᑐᑦ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| The positions are not on an organization chart. They're not full-time positions. They are similar to the Inuit Qaujimajatuqangit Katimajiit, which people may be familiar with, that Culture and Heritage has. The elder advisors receive an honorarium when they provide supports to our office and we have raised concerns with the Department of Finance that the amount of money we are allowed to pay does not seem to be adequate for the service that we are asking for and we did provide feedback to that department on section 8(10) of the *Financial Administration Manual* a few years ago, recommending increases. I unfortunately don't know off the top of my head if those increases have occurred. I don't believe so, but I could be incorrect. | |
| When we spoke with our elder advisors about that matter, their comments to us were "We aren't doing it for the money; we're doing it for the children," and so all of those who are working with us do it very much out of a passion for improving the lives of our young people. (interpretation) Thank you, Mr. Chairman. | |
| **Chairman** (interpretation): Thank you. Mr. Qamaniq, do you have any more questions? | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. ᒥᔅᑕ ᖃᒪᓂᖅ, ᐊᐱᖅᐸᐅᕈᐊᖅᐱᑦ ᐸᐅᓕ? |

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| **Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. This is my last question. I think that we have to elevate the elders' positions because I think it's very important. They make a great contribution when it comes to *Inuit Qaujimajatuqangit* or Inuit societal values. I would like your office to look into this further. Thank you, Mr. Chairman. | **ᖃᒪᓂᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑭᖑᓪᓕᖅᐹᒥᒃ ᑖᒃᑯᐊ ᐱᕕᒡᔪᐊᖑᔭᕆᐊᖃᕋᓗᐊᖃᒪᑕ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᑦ ᐱᕕᒡᔪᐊᖑᖕᒪᑕ ᑖᒃᑯᐊ ᐊᑭᓕᖅᓱᖅᑕᐅᖃᑦᑕᕐᓂᕆᔭᖏᑦ ᐊᒃᓱᕈᑕᐅᖁᒻᒪᕆᒃᑕᕋᓗᐊᒃᑲ ᐃᑲᔪᕐᓂᖃᕐᔪᐊᒻᒪᕆᖕᒪᑕ ᑕᒪᒃᑯᓂᖓ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᖏᓐᓂᒃ, ᖃᐅᔨᒪᑎᑦᑎᓇᓱᐊᖅᓗᑎᒃ. ᑕᑯᓇᒃᑕᐅᑦᑎᐊᖁᑦᓗᒍ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you, Mr. Qamaniq. We lost you for a second, so I didn't hear your question. Did you have a question in your statement? | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ ᒥᔅᑕ ᖃᒪᓂᖅ. ᑐᓴᖅᓴᐅᑦᑎᐊᕈᓐᓃᓚᐅᕋᕕᑦ ᐊᐱᖅᑯᑕᐅᔪᒥᒃ ᑐᓴᓐᖏᓐᓇᒪ. ᐊᐱᖅᑯᑕᐅᓐᖏᑦᑐᖅ ᑕᒪᓐᓇ ᐅᖃᐅᓯᒃᓴᑐᐃᓐᓇᖅ? |
| **Mr. Qamaniq** (interpretation): Yes, it's just a comment. Thank you, Mr. Chairman. | **ᖃᒪᓂᖅ**: ᐃ, ᐅᖃᐅᓯᒃᓴᑐᐃᓐᓇᖅ, ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Okay. (interpretation) Thank you, Mr. Qamaniq. At this time it's 10:30, so we will take a 15-minute break. When we resume, we will proceed with the section titled, to say it in English, (interpretation ends) individual advocacy, pages 14 to 17. (interpretation) We will be dealing with that section. We will first take a short break, (interpretation ends) a 15-minute break. (interpretation) Thank you. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᐆᑭ. ᒪ'ᓇ ᒥᔅᑕ ᖃᒪᓂᖅ. ᑕᐃᒪ ᒫᓐᓇ 10:30-ᒧᐊᕋᑉᑕ ᓄᖅᑲᖓᓚᐅᑲᖕᓂᐊᕋᑦᑕ 15 ᒥᓂᑦᒥᒃ. ᐅᑎᕈᑉᑕ ᑲᔪᓯᓂᐊᖅᓗᑕ ᐅᕗᖓ ᓇᓗᓇᐃᔭᖅᓯᒪᔪᒧᑦ ᖃᑉᓗᓈᑎᑐᑦ *individual advocacy* ᒪᒃᐱᒐᑦ 14-17ᒧᑦ ᑲᑎᒪᔾᔪᑎᒋᒋᐊᖅᓂᐊᕋᑉᑎᒍᑦ. ᒫᓐᓇ ᓄᖅᑲᖓᓚᐅᑲᖅᑳᖅᓗᑕ 15 ᒥᓂᑦᒥᒃ. ᒪ'ᓇ. |
| *>>Committee recessed at 10:29 and resumed at 10:49* | *>>ᓄᖅᑲᖓᓯᒋᐊᖅᐳᑦ 10:29ᒧᐊᖅᑎᓪᓗᒍ ᐊᒻᒪᓗ ᑲᑎᒪᓯᒋᐊᒃᑲᓐᓂᖅᑐᑦ 10:49ᒧᐊᖅᑎᓪᓗᒍ* |
| **Chairman** (interpretation): Our hearing will now resume on the 2019-2020 *Annual Report of the Representative for Children and Youth.* (interpretation ends) We're going to move on and the Committee is now reviewing the section titled "Individual Advocacy," which is on pages 14 to 17. I don't have any names, so I'll start off the questioning with a question for Ms. Bates.<br><br>Table 6 on page 16 shows that service providers were 54 percent of the numbers of individual advocacy cases. I wonder you can tell the Committee about what the relationship is or who these service providers who are | **ᐃᒃᓯᕙᐅᑕᖅ**: ᐱᒋᐊᒃᑲᓐᓂᕐᓂᐊᓕᕐᒥᖕᒪᑦ ᑲᑎᒪᓂᓇᔭᕗᑦ. ᑖᓐᓇ ᐅᑭᐅᑕᒫᖅᓯᐅᑦ ᐅᓂᒃᑳᓕᐊᓇᔭᐅᓯᒪᔪᖅ ᑭᒡᒐᖅᑐᖅᑎ ᓄᑕᖅᑲᓄᓪᓗ ᒪᒃᑯᒃᑐᓄᓪᓗ 2019/2020 (ᑐᓵᔨᑎᒍᑦ) ᑲᔪᓯᒋᐊᕐᓗᑕ ᕿᒥᕐᕈᓂᕐᒥᒃ ᐃᒻᒥᒃᑰᖅᑐᓂ ᐊᔭᐅᖅᑐᐃᔨ ᒪᒃᐱᒐᖅ 14-ᒥᑦ 17-ᒨᖅᑐᖅ. ᐊᑎᖁᑎᖃᖕᒋᓐᓇᒪ ᐱᒋᐊᕈᑎᒋᓗᒍ ᐊᐱᖅᑯᑎᖃᕐᓗᖕᒐ ᒥᔅ ᐸᐃᑦᓯᒧᑦ.<br><br>ᓇᓗᓇᐃᖅᑐᕈᑎᒃ 6 ᒪᒃᐱᒐᖅ 16-ᒦᑦᑐᖅ ᑖᓐᓇ ᑐᑭᓕᓈᒃᑎᓯᒪᔪᖅ ᑕᒪᒃᑯᐊ ᐱᔨᑦᑎᕋᖅᑏᑦ 54 ᐳᓴᒋᓚᐅᕐᒪᒋᑦ ᑖᒃᑯᐊ ᐊᔭᐅᖅᑐᐃᔨᑦ ᐱᓕᕆᐊᖕᒋᓐᓄᑦ ᐃᒻᒪᖅ ᑲᑎᒪᔨᕋᓛᖅᑲᐃ ᐅᖃᐅᑎᔪᓐᓇᖅᐱᒋᑦ ᖃᓄᖅ ᐱᓕᕆᖃᑎᒌᖕᓂᖃᕐᒪᖔᑦᑕ ᑭᒃᑯᖕᒪᖔᑕ ᑖᒃᑯᐊ ᐱᔨᑦᑎᖅᑕᑦ |

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| referring cases to your office. Ms. Bates. | ᐊᒡᓚᒡᕕᑦᑎᓐᓄᑦ ᑐᓂᓯᖃᑦᑕᖅᑐᑦ, ᒥᔅ ᐸᐃᑦ. |
| **Ms. Bates**: Thank you, Mr. Chairman. I would like David Korgak, the Manager of Individual Advocacy Services, to answer this question. | **ᐸᐃᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᕕᑦ ᖁᐊᕋᖅ, ᑲᒪᔨᐅᔪᖅ ᑖᒃᑯᐊ ᐊᔭᐅᖅᑐᐃᔨᓄᑦ ᑭᐅᖁᒐᒃᑯ. |
| **Chairman** (interpretation): Thank you. Mr. Korgak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅᑕ ᖁᐊᕋᖅ. |
| **Mr. Korgak**: Thank you, Mr. Chairman. When people contact our office, anybody is free to contact our office if they have a concern regarding any young person. | **ᖁᐊᕋᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪᓕ ᐅᖃᓚᔪᖃᕋᖕᒐᑦ, ᑭᓇᑐᐃᓐᓇᑦᑎᐊᖅ ᐅᖃᓚᒃᐸᑦ ᐃᓱᒪᓗᑎᖃᕈᑎᒃ ᓇᓕᐊᖕᓂᑐᐃᓐᓇᖅ ᒪᒃᑯᒃᑐᒥᒃ. |
| As it relates to service providers who contact our office, when they make referrals for individual advocacy cases, the reasons vary. Every individual advocacy case is different. However, generally we receive referrals from service providers when we come across circumstances where, perhaps, a teacher made a referral over to family services or to mental health, and there has been inconsistent or no follow-up that has been reported back to the teacher to mitigate the concern, or service providers are experiencing barriers within their departments with supervisors and management-level staff. | ᑕᒪᒃᑯᐊ ᐱᔨᑦᑎᖅᑐᑦ ᐊᒡᓚᒡᕕᑦᑎᓐᓄᑦ ᐅᖃᓚᑦᑕᖅᑐᑦ, ᑐᓂᓯᔭᕌᖕᒐᑦᑕ ᐃᒻᒥᒃᑯᑦ ᐊᔭᐅᖅᑐᐃᔨᒧᑦ. ᐱᔾᔪᑎᖕᒐ ᐊᔾᔨᒌᓐᖕᒋᒻᒪᑕ, ᐊᑐᓂ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᐃᓐᓇᐅᖃᑦᑕᖕᒐᑦ, ᑭᓯᐊᓂᓕ ᑕᑯᓐᓛᖅᑕᐃᓐᓇᕆᓗᒍ, ᑐᓂᔭᐅᖃᑦᑕᖅᑐᒍᑦ ᐱᔨᑦᑎᖅᑎᐅᔪᓂᒃ, ᐃᒪᐃᑦᑐᖃᓕᕌᖕᒐᑦ ᓱᕐᓗ ᐃᓕᓴᐃᔨ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᑐᓂᓯᕙᒻᒪᑕ ᐃᓱᒪᓕᕆᔨᒃᑯᓐᓄᑦᓗᓐᓂᑦ. ᑖᓐᓇ ᐃᓕᓴᐃᔨ ᑐᓴᕐᕕᒋᒃᓂᓚᐅᖅᓯᒪᔪᓐᓃᕐᓂᕐᓗᓂᐅᒃ ᐃᓕᓴᐃᔨᐅᑉ ᐅᕝᕙᓗᓐᓃᑦ ᐱᔨᑦᑎᖅᑎᐅᔪᐃᑦ ᑐᓗᖅᑕᕈᑎᖃᓕᕐᓂᖕᒐᒥᒃ ᒪᑯᓄᖕᒐ ᐊᐅᓚᑦᑎᔨᐅᔪᓄᑦ, ᑲᒪᔨᐅᔪᓄᑦᓗ. |
| Each referral is different, but we are seeing service providers come to us when they're experiencing those types of situations. Thank you. | ᐊᑐᓂ ᑐᓂᔭᐅᔪᑦ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᐃᓐᓇᐅᖃᑦᑕᕐᒪᑕ. ᐱᔨᑦᑎᖅᑏᑦ ᐅᕙᑦᑎᓄᑦ ᐅᐸᒍᑎᖃᑦᑕᕐᓂᖕᒋᑦ, ᐊᑐᓕᖕᒐᒥᒃ ᑕᐃᒪᐃᑦᑐᓂᒃ, ᑐᓗᖅᑕᕈᑎᖃᓕᖕᒐᒥᒃ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Just to follow up on that, in the case where it's a service provider who is raising a case to do with their own department, in your experience, are there concerns that the service providers have in terms of facing disciplinary action from within their own department for reaching out to the representative's office or is this something that is allowed by service providers and openly discussed? I hope you | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓚᒋᐊᒃᑲᓐᓂᑐᐃᓐᓇᕐᓗᒍ, ᑕᐃᒪᓕ ᐱᔨᓯᖅᑎᑦᑎᐅᔪᖅ, ᐅᖃᐅᓯᖃᖅᐸᑦ ᓇᖕᒥᓂᖅ ᐃᖅᑲᓇᐃᔭᕐᕕᒻᒥᓃᖕᒐᖅᑐᒥᒃ, ᐃᓱᒪᓗᑎᑦᑲᐅᖅᐹ ᖃᐅᔨᓯᒪᔭᕐᓂᒃ ᐃᓱᒪᓗᑎᑦᑲᖅᐸ ᑖᕐᖁᐊ ᐱᔨᑦᑎᖅᑏᑦ ᐃᒪᓐᓇ ᐃᓂᖅᑎᓇᓂᕐᒧᓗᓐᓂᑦ ᐱᓕᕆᕝᕕᖕᒐᑕ ᐃᓗᐊᓂ? ᐃᒪᓐᓇ ᑭᒡᒐᖅᑐᐃᔨᒧᑦ ᐅᐸᒍᖕᒐᓕᖃᑦᑕᖅᐸ ᐅᕝᕙᓗᓐᓃᑦ ᐱᔨᑦᑎᖅᑎᓂᒃ ᐱᔪᓐᓇᕈᑕᐅᕝ? ᐅᖃᐅᓯᕆᖃᑦᑕᖅᐱᓯᐅᒃ ᒪᑐᐃᖕᒐᑦᑎᐊᖅᑐᓂ? |

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| can understand what I'm trying to get at. Mr. Korgak. | ᑐᑭᓯᔪᒃᓴᐅᔪᑦ ᐅᖃᐅᓯᕆᓇᓱᒃᑕᓐᓂᒃ. ᒥᔅᑕ ᖁᐊᕋᖅ. |
| **Mr. Korgak**: I can't speak to the relationship of frontline service providers with their supervisors. However, all referrals made to our office are confidential. We do not share that information with the public or with anybody else. Our legislation has a section of it dedicated to ensuring that those who are in fear of reprisal are protected through the *Representative for Children and Youth Act*. We have those two layers in place to ensure that those who make referrals to our office are protected. Thank you. | **ᖁᐊᕋᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐅᖃᑦᓚᒍᑎᔪᓐᓇᖏᑕᒃᑲᓕ ᑖᒃᑯᐊ ᐱᔨᑦᑎᖅᑎᐅᔪᑦ. ᑭᓯᐊᓂᓕ ᐊᑦᓚᕕᑦᑎᓐᓅᖅᑕᐅᔪᓕᒫᑦ ᑲᖑᓇᖅᑑᒻᒪᑕ. ᑖᒃᑯᐊ ᐊᒥᖅᑲᖃᑦᑕᖏᓐᓇᑦᑕ ᑕᖅᑲᒃᑯᓄᖓᑐᐃᓐᓇᖅ, ᑭᒃᑯᑐᐃᓐᓇᕐᓄᑦᓗᓐᓃᑦ ᑕᖅᑲᐅᖓᑐᐃᓐᓇᖅ, ᒪᓕᒐᐃᑦ, ᑕᒪᒃᑯᐊ ᑐᕋᖓᔪᑦ, ᑕᒪᒃᑯᐊ ᐊᑭᒪᔭᐅᑐᐃᓐᓇᕆᐊᖃᖏᒻᒪᑦ ᐅᓗᕆᐊᓱᑦᑐᑦ, ᑕᕝᕙᓂ ᒪᒃᑯᑦᑐᓄᑦ ᓱᕈᓯᕐᓄᑦᓗ ᒪᓕᒐᓂᒃ ᑕᒪᒃᑯᐊ ᐊᑦᓚᕝᕕᑦᑎᓐᓄᑦ ᑐᓂᓯᔪᑦ ᓴᐳᒻᒥᔭᐅᕐᑯᑦᓗᒋᑦ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Committee Members, Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᑲᑎᒪᔨᕋᓛᑦ, ᒥᔅ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Thank you. On page 16 again in regard to total individual advocacy cases closed, on the last list here, it says "Declined advocacy services." I'm wondering if that could be better explained. What does that really mean? Thank you. | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒪᐸᐱᒐᖅ 16-ᒥ ᓱᓕ, ᐱᓪᓗᒍ ᑲᑎᓐᓂᖏᑦ ᐊᔭᐅᖅᑐᕈᔭᐅᒍᑎᕕᓃᑦ ᐱᔭᕇᖅᓯᒪᔪᑦ, ᐃᓱᒪᑐᐃᓐᓇᖅᑐᖓ, ᑭᖑᓪᓕᖅᐹᖓᓐᓂ ᒥᑭᒡᓕᒋᐊᖅᑐᑦ ᐊᔭᐅᖅᑐᐃᓂᕐᒧᑦ ᐱᔨᑦᑎᕐᓂᖅ, ᑖᓐᓇᖃᐃ ᐅᖃᐅᓯᐅᑦᓯᐊᕈᓐᓇᖅᐸ, ᖃᓄᓪᓚᑦᑖᖅ ᑐᑭᖃᖅᐸ? ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Mr. Korgak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᖁᐊᕋᖅ. |
| **Mr. Korgak**: A big theme that we have been discussing is the voice of the child, and one of the things that we do is if a young person does not want to pursue a matter that has been raised to our attention, we respect their wishes and can close a file if it's in their best interest. If they do not wish to pursue the advocacy matter and it is in their best interest, for example, if there was a child protection concern where they did not want to participate, we can continue to pursue the matter and review it. | **ᖁᐊᕋᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐃ, ᑖᒃᑯᐊ ᐅᖃᐅᓯᕆᓪᓗᐊᑕᖅᓯᒪᔭᕗᑦ, ᓂᐱᒋᔭᖓ ᓱᕈᓯᐅᑉ. ᑕᐃᒪᓕ ᐃᓚᖓᑦ ᐱᓕᕆᐊᕆᕙᑦᑕᕗᑦ, ᒪᒃᑯᑦᑐᖅ ᐅᕙᑦᑎᓄᑦ ᑐᓂᔭᐅᔪᕕᓂᖅ ᐱᓕᕆᐊᑲᒃᑲᓐᓂᕈᒪᖏᑉᐸᑦ, ᑕᐃᓐᓇ ᒪᑐᑐᐃᓐᓇᓕᕋᔭᕋᑦᑎᒍ, ᑕᐃᔅᓯᒧᖓ ᓈᒻᒪᓐᓂᖅᓴᐅᑉᐸᑦ. ᑖᓐᓇ ᐊᔭᐅᖅᑐᐃᔨᒧᑦ ᐃᑲᔪᖅᑕᐅᔪᒪᓐᖏᒃᑯᑎᒃ, ᓱᕐᓗ ᓱᕈᓯᖅ ᓴᐳᒻᒥᔭᖏᑦ ᐱᓕᕆᖅᑕᐅᔪᒪᓐᖏᑦᑐᕕᓂᐅᑉᐸᑦ ᓱᕈᓯᖅ, ᕿᒥᕐᕈᐃᓐᓇᖅᑕᖅᑕᕋᓗᐊᕗᑦ. |
| However, in other circumstances where, perhaps, a young person is seeking additional assistance in school, additional support, or | ᑭᓯᐊᓂ ᓱᓕ ᐊᓯᖏᑎᒍᑦᓕ. ᐃᒻᒪᕐᑑ, ᒪᒃᑯᑦᑐᖅᑲᐃ ᕿᓂᖅᑐᕕᓂᐅᑉᐸᑦ, ᐃᑲᔪᖅᑕᐅᔪᒪᒃᑲᓐᓂᖅᑐᕕᐅᑉᐸᑦ ᖃᒃᑲᓐᓇᐃᒍ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐅᕝᕙᓘᓐᓃᑦ |

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| accessing a mental health service that they may not want to engage with our office on, we respect their views and will close the advocacy matter. Thank you. | ᐃᓱᒪᓕᕆᔨᓂᒃ ᐊᑐᐃᓐᓇᖃᕈᒪᓗᓂ. ᐊᓪᓚᕕᕐᑎᓐᓂ ᐱᓕᕆᖃᑎᖃᕈᒪᓐᖏᑐᐃᓐᓇᕆᐊᓖᑦ ᑖᒃᑯᐊ ᐃᐸᐱᒋᑦᑎᐊᖃᑦᑕᖅᑕᕗᑦ. ᑕᐃᒪᓕ ᒪᑐᑐᐃᓐᓇᓕᕋᔭᕋᑦᑎᒍᑦ ᑐᒃᓯᕋᐅᑕᐅᓯᒪᔪᖅ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Thank you. I'm wondering if you can tell us a little bit more about it. I'm wondering if you have come across a case where a child has first raised an issue with your office, and then it involves family members and as you start to work with the family, it becomes very hard on the child, perhaps, and then the child backs down and no longer wants to carry on with the process because of the pressures placed upon that child by the family, how does your office deal with something like that? If you have dealt with that or maybe you haven't, I'm not sure, but if you can explain that to us. Thank you. | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐃᓱᒪᔪᖕᒐ, ᐃᓱᒪᑐᐃᓐᓇᖅᑐᖕᒐ ᐅᖃᐅᑎᔪᓐᓇᖅᐱᑎᒍᖅᑲᐃ, ᐃᓱᒪᒐᒪ, ᖃᐅᔨᓯᒪᓐᓂᕐᒪᖕᒑᖅᐱᑦ ᓱᕈᓯᖅ ᓂᒡᓕᐅᑎᖃᓚᐅᕈᓗᐊᖅᑎᓪᓗᒍ ᐊᓪᓚᕝᕕᒃᓯᓐᓄᑦ. ᑕᐃᒪᓕ ᐃᓚᒌᖕᒋᓐᓂᒃ ᐃᓚᐅᔪᖃᕐᓂᖅᑲᑦ ᑕᐃᒪᓕ ᐱᓕᕆᖃᑎᕙᓪᓕᐊᓕᕈᕐᓯ, ᐊᒃᓱᕈᕐᓇᖅᓯᔪᕕᓂᐅᐸᐸᑦ ᓱᕈᓯᕐᒧᖅᑲᐃ ᓱᕈᓯᕐᓕ ᑕᐃᒪ ᐱᔪᒪᔪᓐᓃᑲᓪᓚᕐᑐᕕᓂᐅᐸᐸᑦ ᑲᔪᓯᔪᒪᖕᒋᓪᓗᒍ, ᑖᒃᑯᐊ ᐃᐸᐱᓐᓇᓗᐊᕐᓂᖕᒐᓄᑦ ᓱᕈᓯᖅ ᐃᓚᒌᖕᒋᓐᓄᓗᖃᐃ. ᖃᓄᕐᓕ ᐊᓪᓚᕝᕕᕐᓯᓂᒃ ᑲᒪᒋᔭᐅᖃᑦᑕᖅᐸᑦ? ᑕᐃᒪᐃᓱᕝᕕᒍ, ᑕᐃᒪᐃᓱᒪᖕᒋᓚᓱᓗᑭᐊᖅ? ᑖᓐᓇᖃᐃ ᐅᖃᐅᓯᓇᑦᑎᐊᑲᓐᓂᓇᐊᕈᕝᕕᐅᒃ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Mr. Korgak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᖁᐊᕋᖅ. |
| **Mr. Korgak**: Our services as they relate to Government of Nunavut services, we typically do not get involved in private family matters. Family is a big part of many of our individual advocacy cases and we work with parents fairly frequently. | **ᖁᐊᕋᖅ** (ᑐᓴᔨᑎᒍᑦ): ᐱᔨᑦᑎᕋᕐᓂᖅᐳᑦ ᐊᑦᑐᐊᑎᓪᓗᒍ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐱᔨᑦᑎᕋᕐᓂᖕᒋᑎᒍᖕᒐᖕᒪᑦ. ᐱᓕᕆᖃᑕᐅᓲᖕᒍᖕᒋᑦᑐᒍᑦ ᐃᓚᒌᓈᓐᖕᒐᔪᓂᒃ, ᓇᖕᒥᓂᖅ ᑲᖕᒍᓇᖅᑑᒋᔭᖕᒋᓐᓂᒃ. ᑖᒃᑯᐊ ᐃᓚᒌᖃᕐᓂᖕᒋᑦ, ᑖᒃᑯᐊ ᐃᓚᒋᔭᐅᒐᔪᒻᒪᑕ ᐊᖕᒐᔪᖅᑳᓇᔭᐅᓪᓗ ᐱᓕᕆᖃᑎᒋᒐᔪᑦᑕᕗᑦ ᖃᑯᑎᒃᑯᑦ. |
| If I have to fall back and discuss the best interests of that particular young person, if the circumstance warrants and it is in their best interest, we will continue to advocate on their behalf. However, each circumstance where a young person may disengage, such as the one you reference, we may respect their wishes or we may pursue it further. It depends on the situation at hand. If it is related to a child protection matter or the young person wishing to access mental health services, for example, and they are not yet a mature minor, we can continue to advocate for them. However, we | ᑕᐃᒪᓕ ᐱᐅᓂᖅᐹᖑᔪᒧᑦ ᒪᒃᑯᑦᑐᒧᑦ ᑕᐃᔅᓯᒧᖕᒐ ᑕᐃᒪᓕ, ᑕᐃᒪ ᐱᐅᓂᖅᓴᐅᐸᐸᑦ ᓱᕈᓯᕐᒧᑦ ᐊᔭᐅᖅᑐᕈᑏᓐᓇᕋᔭᖅᑕᕋᓗᐊᕗᑦ. ᑭᓯᐊᓂᓕ ᐊᑐᓂ ᒪᒃᑯᑦᑐᑦ ᐱᓕᕆᔪᓐᓇᓐᖏᑲᓪᓚᑦᑐᕕᓂᐅᐸᐸ ᐅᖃᐅᓯᕆᖅᑲᐅᔭᑦᑐᑦ, ᐃᐸᐱᒋᑦᑎᐊᓕᑐᐃᓐᓇᕆᐊᖃᑦᑕᕗᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐱᓕᕆᐊᕆᒃᑲᓐᓂᕆᐊᑐᐃᓐᓇ ᑕᐃᓐᓇᓕ ᑕᑯᓐᓈᕐᓗᒍ ᖃᓄᐃᑦᑑᓂᖕᒐ. ᓴᐳᒻᒥᔭᐅᓂᖕᒐᓅᖅᐸᑦ ᓱᕈᓯᐅᑉ ᐅᕝᕙᓘᓐᓃᑦ ᒪᒃᑯᑦᑐᖅ ᐃᓱᒪᓕᕆᔨᓂ ᑕᑯᔪᒪᓕᕐᓂᖅᐸᑦ, ᐃᒪᓐᓇ ᐃᓱᒪᖕᒐᓗ ᐃᓐᓇᕈᖅᓯᒪᑎᓐᓇᒍ, ᐊᔭᐅᖅᑐᕈᑏᓐᓇᕐᓂᐊᖅᑕᕗᑦ ᑭᓯᐊᓂ |

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| typically do try to respect young persons' wishes that we contact. | ᐃᑉᐱᒋᑦᓯᐊᕋᓱᒐᔪᑦᑕᕗᑦ ᒪᒃᑯᑦᑑᑉ ᐱᔪᒪᔭᖕᒋᑦ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Thank you. I guess my other question around this when it comes to advocacy of the child, sometimes I think it's felt by everybody that Inuit societal values sometimes differ very much from how a child can be helped. I'm wondering: when it comes to advocacy with children and it differs from, perhaps, the traditional way of growing up or the values of the family where sometimes the child does not have a voice, how does your office deal with that kind of situation? Thank you. | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᐊᐱᖅᑯᑎᒃᑲᓐᓂᕋᖅᑲᐃ ᑕᒪᑐᒧᖕᒐ, ᐊᔭᐅᖅᑐᐃᔾᔪᔾᔨᓂᕐᒧᑦ ᓱᕈᓯᕐᒥᑦ ᐃᓛᓐᓂᒃᑯᑦ ᐃᑉᐱᒋᔭᐃᓐᓇᕆᓲᕆᖅᑰᕋᕐᑎᒍ, ᐃᓄᐃᑦ ᐅᑉᐱᕆᔭᖕᒋᑦ ᐃᓛᓐᓂ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᕕᔾᔪᐊᕋᓗᒋᖅᑲᑦᑕᕐᒪᒋᑦ, ᖃᓄᖅ ᓱᕈᓯᐅᑉ, ᖃᓄᖅ ᐃᑲᔪᖅᑕᐅᔪᓐᓇᕐᒪᖔᑦ ᓱᕈᓯᖅ. ᐃᓱᒪᑐᐃᓐᓇᖅᑐᖕᒐ, ᑕᐃᒪᓕ ᐊᔭᐅᑦᑐᐃᔾᔪᔾᔨᓂᕐᒧᑦ ᓱᕈᓯᕐᒥᒃ ᐊᔾᔨᒋᖕᒋᓪᓗᓂᐅᓪᓗ, ᐃᒻᒪᕐᑳ, ᑖᒃᑯᐊ ᐃᓕᖅᑯᓯᑐᖅᑲᖅᑎᑐᑦ ᐱᕈᖅᓴᐃᓂᖅ ᐃᓄᓐᖑᓴᐃᓂᕐᒧᑦ ᐅᑉᐱᓇᖕᒋᓐᓄᓪᓗᓐᓃᑦ ᐃᓚᒃᓈᑦ ᐃᓛᓐᓂᒃᑯᑦ ᓱᕈᓯᖅ ᓈᒪᑦᑕᐅᖕᒋᓚᖅ. ᖃᓄᕐᓕ ᐊᓪᓚᕝᕕᒃᓯᓂ ᑲᒪᒋᔭᐅᓯᒪᕙᑦ ᑕᐃᒪᐃᑦᑐᖅᑲᖅᑎᓪᓗᒍ? ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Mr. Korgak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᖁᐊᕋᖅ. |
| **Mr. Korgak**: If you refer to our annual report, we do have a section where Inuit societal values and children's rights align, and we try to elevate the voice of young people using those values. If a family's values do not align with these rights that young people have, they do have parental rights. However, it is everybody's obligation to uphold children's rights and because one of their rights is to have their voice heard, we would encourage that young person to speak up and always as it pertains to Government of Nunavut services because we do not get involved in private matters. Thank you. | **ᖁᐊᕋᖅ** (ᑐᓵᔨᑎᒍᑦ): ᑕᐃᒪ ᑕᑯᒍᕕᐅᒃ, ᖃᐅᑕᒫᖅᓯᐅᑎᓂ ᑕᕝᕙᓂ ᐱᑕᖃᕐᒥᒻᒪᑦ. ᐃᓄᐃᑦ ᐅᑉᐱᓇᔭᖕᒋᓐᓂᒃ ᐊᒻᒪᓗ ᓱᕈᓯᐅᑉ ᐱᔪᓐᓇᐅᑎᖓ ᓇᓕᒧᑎᒋᐊᕐᓗᒍ. ᑖᓐᓇ ᐳᖅᑐᓯᒋᐊᖅᑎᓐᓇᓱᓲᕆᒐᕐᑎᒍ ᓱᕈᓯᐅᑉ ᐱᔪᒪᔭᖕᒋᑦ. ᐃᓚᒃᓈᑦᓕ ᑕᐃᒪ ᐅᑉᐱᓇᔭᖕᒋᑦ ᓇᓕᒧᑎᖕᒋᑉᐸᑕ, ᐱᔪᓐᓇᐅᑎᖕᒋᓐᓄᑦ ᒪᒃᑯᑦᑐᑦ, ᑕᐃᒪ ᐊᖓᔪᖅᑳᓇᔭᐅᒡᓗᑎᒃ ᐱᔪᓐᓇᐅᑎᖅᑲᕐᒥᒻᒪᑕ. ᑭᓯᐊᓂ ᑕᒪᒃᑯᐊ ᐱᔪᓐᓇᐅᑎᖕᒋᑦ ᖁᕝᕙᖓᑎᑦᑕᓇᐊᖅᑲᖅᑕᐃᓐᓇᓇᒐᕐᑎᒍ, ᐱᔪᓐᓇᐅᑎᖓᑦᑕ ᐃᓚᒋᒻᒪᒍ, ᓂᐱᖓ ᑑᓵᔭᐅᔭᓇᐊᓕᒃ. ᑕᐃᒪ, ᑖᓐᓇ ᐅᖃᒡᓚᕐᑯᑦᑎᐊᒻᒪᓇᖃᑦᑕᖅᑕᕗᑦ ᓱᕈᓯᖅ, ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐱᔾᑦᑎᕋᕐᓂᖕᒋᓐᓄᑦ ᓇᖕᒥᓂᖅ ᐃᓚᒃᓈᑦᑐᓂᒃ ᐱᓕᖃᑕᐅᓲᖑᓐᖕᒋᓇᑦᑕ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Thank you. I guess I would like to ask the same question to the departments here. When it comes to children's rights and when it comes to the child being heard, it can sometimes be very conflicting within the family. How does the | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᐊᐱᖅᑯᑕᖅ, ᐊᔾᔨᖓᓂᖃᐃ ᐊᐱᓇᓗᒋᑦ ᐱᓕᕆᕝᕕᐊᑕ. ᓱᕈᓯᐅᑉ ᐱᔪᓐᓇᐅᑎᖕᒋᓐᓅᖓᑉᐸᑦ, ᑐᓵᔭᐅᔭᓇᐊᖃᕐᓂᖓᓄᓪᓗᓐᓃᑦ ᓱᕈᓯᖅ. ᑖᓐᓇ, ᐊᔾᔨᒋᑦᑎᐊᒻᒪᓇᑐᐃᓐᓇᓇᐊᖃᕐᒪᒍ ᐃᓚᒃᓈᑦ ᐃᑉᐱᒋᓂᖕᒋᑦ. ᖃᓄᕐᓕ |

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| department deal with that? Thank you. | ᐱᓕᕆᕝᕕᓂ ᑲᒪᒋᔭᐅᓲᖕᒍᕙ ᑕᒪᓐᓇ? ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Ms. Angnakak, you maybe want to rephrase your question. I'm just trying to get to the specific… . It's an audio problem we're having. Maybe rephrase your question to make it a bit more specific in terms of the departments. Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ, ᐊᐱᖅᑯᑏᖅᑲᐃ ᐋᖅᑭᒋᐊᒃᑲᓐᓂᕈᕕᐅᒃ. ᒫᓐᓇ ᑐᓵᔾᔪᑎᕗᑦ ᓈᒻᒪᖕᒋᑲᐃᓐᓇᕐᒪᑕ. ᑭᓱᒧᑦᓚᑦᑖᖅ ᑐᕋᖕᒐᖕᒪᖕᒐᑦ ᐱᓕᕆᕝᕕᒃ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Okay. That other voice is very… . | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔾᔪᑎᒍᑦ): ᐃ. ᐃᑦᑎᐊᖅ. ᑐᓴᖅᓴᐅᔪᖅᑲᒃᑲᓐᓂᖅᑐᐊᓗᒻᒪᑦ ᐅᓚᕕᓐᓇᖅᑐᓂᓗ.... |
| *>>Laughter* | ᐳᐳᐃᒡᓚᖅᑐᑦ |
| **Chairman**: We will just take a pause here while the technicians deal with the audio issue we're having. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔾᔪᑎᒍᑦ): ᓄᖅᑲᑲᐃᓐᓈᕐᔪᓪᓗᑕ, ᑖᒃᑯᐊ ᑐᓴᖅᓴᐅᔪᖅ ᑕᐃᓐᓇ ᑲᒪᒋᔭᐅᓇᓱᑦᑎᓪᓗᒍ. |
| Okay? (interpretation) Thank you. (interpretation ends) Apologies, Ms. Angnakak. Continue. | ᐋᖅᑭᒃᐸ? (ᑐᓵᔾᔪᑎᒎᑭᓐᓃᖅᑐᖅ) ᒪ'ᓇ. (ᑐᓵᔾᔪᑎᒍᑦ) ᒪᒥᐊᓇᖅ, ᒥᔅ ᐊᕐᓇᒃᑲᖅ ᑲᔪᓯᑐᐃᓐᓇᕆᑦ. |
| **Ms. Angnakak**: Thank you. I guess what I'm thinking about is I know of circumstances where, perhaps, a child is frowned upon for speaking up or maybe even asking questions or wanting something that maybe the parents don't realize or don't recognize or don't want that may be within that child's right. There are some conflicts that could happen within the family. As the Department of Family Services or the Department of Health or Education or Justice work on these issues, how do they go about addressing those conflicts? That's what I'm trying to get at when it comes to child advocacy. Thank you, Mr. Chairman. | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔾᔪᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐃᓱᒪᒋᔭᕋᖅᑲᐃ, ᖃᐅᔨᒪᒐᒪ ᐊᑐᖅᑲᑦᑕᖅᓯᒪᔪᒥᑦ, ᐃᒻᒪᖅᑳ ᓱᕈᓯᖅ ᓈᒻᒪᒋᔭᐅᓐᖕᒋᑦᑐᕕᓂᐅᓗᓂ ᓂᑦᓕᐊᓂᖕᒐᓄᑦ, ᐅᕝᕙᓘᓐᓃᑦ ᐊᐱᖅᓱᑐᐃᓐᓇᕐᓂᖕᒐᓄᑦ, ᐅᕝᕙᓘᓐᓃᑦ ᑐᒃᓯᕋᕋᓱᒃᑲᓗᐊᖅᑎᑦᓗᒍ ᐃᒻᒪᖅᑳ ᐊᖕᒐᔪᖅᑳᖕᒋᓐᓂᒃ, ᐅᔾᔨᕆᓐᖕᒋᑦᓗᑕ ᐃᓕᓴᕆᔭᐅᓯᒪᓗᓂ ᑕᐃᒪᐃᓕᐅᖅᑯᔭᐅᑐᐃᓐᓇᑎᑦᓗᒍ, ᑖᓐᓇ ᐱᔪᓐᓇᐅᑎᖕᒐᑕ ᐃᓗᐊᓃᒃᑲᓗᐊᖅᑎᑦᓗᒍ ᐊᔾᔨᒌᓐᖕᒋᓐᓂᖅᑕᖅᑐᐃᓐᓇᕆᐊᖅᑲᖅᒪᑦ ᐃᓚᒌᓇᖕᓄᑦ. ᓱᕐᓗ ᐃᓄᓕᕆᔨᒃᑯᑦ, ᐋᓐᓂᐊᖅᑲᕐᓇᓐᖕᒋᑦᑐᓕᕆᔨᒃᑯᑦᓗ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ, ᒪᓕᒐᓕᕆᔨᓂᒃ, ᖃᓄᕐᓕ ᑲᒪᒋᔭᐅᓲᖕᒍᕙᑦ, ᖃᓄᕐᓕ ᐋᖅᑭᒍᑕᐅᓇᓱᓲᖕᒍᕙᑦ? ᐊᖕᒋᖅᑲᑎᒌᖕᒋᓐᓂᖕᒐ ᐃᓚᒌᓇᑦ ᓱᕈᓯᕐᒥᒃ ᐊᔭᐅᔾᔪᐃᔾᔪᓂᕐᒧᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Department of Justice, Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔾᔪᑎᒍᑦ) ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᒥᔅᑕ ᒫᓐᓯᐊᓪ. |
| **Mr. Mansell** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the Member for the question. One area with | **ᒫᓐᓯᐊᓪ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔾᔪᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃᓗ ᒪᓕᒐᓕᐅᖅᑎ ᐊᐱᖅᑯᑎᖕᒐᓄᑦ. ᐃᓚᖕᒐᑦ ᑕᐃᓐᓇ |

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| respect to justice and services provided to children that I can think of where the child's desires or wishes may not align perfectly with the parents is release planning. Just a bit about that, as soon as a child comes under our care at the youth facility, release planning begins. They're assigned to youth workers who begin monthly reports and begin to speak with the family but also with the child about what their wishes are when they get out of the facility. | ᐱᑦᓗᒍ ᒪᓕᒐᓕᕆᓂᕐᒧᑦ ᐱᔾᑦᑎᕋᖅᑕᐅᓂᖏᑦᓗ ᓱᕈᓯᑦ. ᐃᖅᑲᐅᒪᔪᓐᓇᖅᑕᕋᓕ, ᓱᕈᓯᐅᑉ ᐱᔪᒪᔭᕋᓗᐊᖏᑦ ᓇᓕᒧᑎᖕᒋᑐᐃᓐᓇᕆᐊᖃᕐᒪᑕ, ᐊᖓᔪᖅᑳᕆᔭᐅᔪᑦ ᐱᔪᒪᔭᖏᓐᓂᒃ. ᑖᔅᓱᒧᖓ ᐅᖃᐅᓯᕆᐱᑦᓚᑦᑕ, ᓱᕈᓯᕐᓕ ᑕᐃᒪ ᐸᖅᑭᓕᑐᐊᕈᑦᑎᒍ ᒪᒃᑯᑦᑐᒃᑯᕕᒻᒥ ᐊᓂᑎᑕᐅᓛᕐᓂᖓ ᐱᓕᕆᐊᖑᓯᑲᐅᑎᒋᒻᒪᑦ. ᓱᕈᓯᕐᓕ ᑕᖅᑭᑕᒫᑦ ᐅᓂᒃᑳᓕᐅᖃᑦᑕᕐᓗᑎᒃ, ᐅᖃᖃᑎᖃᖅᐸᑦᓕᐊᓗᑎᒃ ᐃᓚᒦᒥᓂᑦ ᐊᒻᒪᓗ ᓱᕈᓯᕐᒥᒃ ᑭᓱᒥᒃ ᐱᔪᒪᒻᒪᖕᒑᑦ, ᐊᓂᔪᒥᓂᐅᑉᐸᑦ ᑕᕝᕙᖓᑦ ᒪᒃᑯᑦᑐᕕᒻᒥᒃ. | ᑐᕌᒐᔭᐃᓐᓇᕆᒐᑦᑎᒍ, ᖃᖓ ᐊᓂᑎᑕᐅᓛᕐᓂᖓᓄᑦ ᐸᕐᓇᑦᑎᐊᕐᓗᒍ. ᑖᒃᑯᐊ ᐱᔪᒪᔭᖏᑦ ᐃᓕᓴᕆᔭᐅᒐᓗᐊᕐᒪᖔᑕ ᐊᓂᓐᓂᕈᑎᒃ, ᑕᐃᒪᓕ ᐃᓱᒪᓇᑦᑎᐊᕋᓗᐊᖅᐳᖅ ᐊᖏᑦᕋᒥᓄᑦ ᐅᑎᕋᔭᕆᐊᖓ, ᓄᓇᓕᒻᒥᓄᑦᓗ. ᑭᓯᐊᓂ ᐃᓛᓐᓂᒃᑯᑦ ᐃᓚᔫᖏᑦ ᐃᓱᒫᓗᑎᕐᑲᓲᖑᒻᒪᑕ ᐅᑎᖅᑐᕕᐅᑉ ᐅᕝᕙᓘᓐᓃᑦ ᓱᕈᓯᖅ ᓇᒻᒥᓂᖅ ᐃᓱᒫᓗᑎᕐᑲᖅᑐᕕᓂᐅᑉᐸᑦ ᐅᑎᖅᑎᑕᐅᓛᕐᓂᕐᒥᓐᓂᒃ. ᑕᐃᒪᐃᑎᑦᓗᒍᓕ, ᑎᒍᔭᐅᓯᒪᔪᓕᕆᔨᒃᑯᑦ ᑖᓐᓇ ᑎᑎᕋᖅᓯᒪᔪᖅ ᐃᓚᖓᓂ 19-ᒥ ᑲᑎᒪᕐᑲᑎᒥᓃᑦ, ᑖᒃᑯᐊ ᒪᒃᑯᑦᑐᐃᑦ ᐱᕋᔭᖕᓂᕕᓂᖏᑎᒍᑦ ᑖᒃᑯᐊ ᐱᓕᕆᕐᑲᑕᐅᔪᑦ, ᓄᓇᓕᖕᓂᓗ ᐃᖅᑲᓇᐃᔭᕈᓐᓇᖅᑐᑦ, ᐃᖅᑲᓇᐃᔭᖅᑏᒡᓗ ᐃᖅᑲᓇᐃᔭᕐᑲᑎᓂ ᐱᓕᕝᕕᐅᕐᑲᑎᒌᑦ, ᒪᒃᑯᑑᑉ ᐱᔪᒪᔭᖏᓐᓂᒃ. ᑖᒃᑯᐊ ᓯᕗᓪᓕᖅᐸᐅᔭᐅᓲᖑᒻᒪᑕ ᐱᓇᓱᓐᓂᑎᓐᓂ. ᑕᐃᒪ ᓄᓇᓕᒻᒥᓄᑦ ᐅᑎᕈᒪᓐᓂᓐᖏᑦᑐᕕᐅᑉᐸᑕ ᐃᓱᒫᓗᑕᐅᓐᓂᖅᐸᑕᓗᓐᓃᑦ ᐊᖏᕋᖓᓄᑦ ᐅᑎᕋᔭᕐᓂᖓ, ᑕᐃᒪᓕ ᐱᓕᕆᓂᐊᖅᑐᓂᒃ ᓇᓂᓯᔾᔪᔾᔨᓲᕆᕐᑎᒍ ᐃᓂᒋᔪᓐᓇᕋᔭᖅᑕᖓᓂᒃ. ᑕᒪᒃᑯᐊᓗ ᑎᒍᔭᐅᓯᒪᔪᓕᕆᔨᒃᑯᑦᓗᒍ ᐱᓕᕆᖅᑎᑦᖅᑕᕋᕋᓯᐅᖅ, ᑖᓐᓇ ᑲᔪᓯᑦᑎᐊᕈᓐᓇᕐᑯᑦᓗᒍ ᐅᑎᖅᑎᑕᐅᓂᖓ, ᓇᒧᖓᖅᑕᐅᓂᖓ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ. | |
| **Chairman** (interpretation): Thank you. (interpretation ends) We will go next to Family Services. Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓄᓕᕆᔨᒃᑯᓐᓄᓕᖅᑯᒍᑦ. ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) For family services and social work in dealing with conflicting values, family values versus Inuit societal values versus governmental or operational type of values. Very much it would be a case-by-case-by-case basis. There are so many examples that we have come | **ᓇᐃᒍ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑖᒃᑯᐊ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐊᒻᒪ ᐃᓄᓕᕆᓂᕐᓗ ᐱᓕᕆᑎᑦᓗᒋᑦ, ᒪᕐᕈᐃᓕᖅᑲᖓᑎᑦᓗᒋᑦ ᓲᕐᓗ ᐃᓚᒋᓄᑦ ᐱᖅᑯᓯᐅᔪᖅ ᐊᒻᒪ ᐃᓄᐃᑦ ᐱᖅᑯᓯᖏᑦ ᒐᕙᒪᒃᑯᑦᓘᓐᓃᑦ ᐊᐅᓚᑦᔪᑎᖏᓐᓄᑦ ᐱᐅᓯᕆᕙᑦᑕᖏᑦ ᐊᑐᓃᖅᑕᖅᑕᐅᓗᑎᒃ ᖁᒥᕐᕈᔭᐅᑦᓚᑦᑖᓲᖑᔪᑦ ᐆᑦᑑᑎᒋᔪᓐᓇᖅᑕᕗᑦ ᐅᓄᕐᒪᑕ ᐊᑐᓂ. | |

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| across. | |
| Basically it comes down to dealing with individuals first one on one between the social work office and one the parents, then it may involve both of the parents, then it could involve extended family. Getting to the root of what values align and what don't align and working with all of the individuals, sometimes the child, we can bring some mediation into the picture. Sometimes the family is just not willing to engage that way and it could also be the age of the child, if they are very non-verbal. | ᓯᕗᑦᓕᐅᑎᓲᓇᔭᕗᑦ ᐊᑕᐅᓯᐅᖃᑎᒋᓗᒋᑦ ᐃᓄᓕᓇᔨᒃᑯᑦ ᐊᑦᓚᕝᕕᖓᓂᒃ ᐊᖓᔪᖅᑳᑦᓗ ᐃᓚᖓᓐᓂᒃ. ᐊᒻᒪᓗ ᐃᓚᒋᔭᒥᑦᓘᓐᓃᑦ ᑐᑭᓯᓇᓱᑦᓱᑎᒃ ᑭᒃᑯᑦ ᑭᒃᑯᓐᓂᒃ ᐱᖅᑯᓯᖃᑦᓯᐊᕐᒪᖔᑕ ᐱᖅᑯᓯᖃᑦᓯᐊᖏᒻᒪᖔᑕᓘᓐᓃᑦ ᐃᓛᓐᓂᒃᑯᑦᓗ ᓄᑕᖅᑲᑦ ᐃᑲᔪᕈᓐᓇᖅᑐᒥᒃ ᐅᖃᖃᑎᖃᕈᓐᓇᖅᑐᒥᒃ ᐱᑕᖃᓲᖑᒐᓗᐊᕐᒥᔪᖅ ᑭᓯᐊᓂ ᐃᓛᓐᓂᒃᑯᑦᑕᐅᖅ ᐃᓚᒋᑦ ᑲᒪᒍᒪᓲᖑᖏᒻᒪᑕ. |
| I'll be passing it on to the director of child welfare, Arijana, shortly, but probably one of the advantages of our office is we have access not just to a child focus but a family focus, very much involved with the families, the parents, extended family, and then foster homes as well. There are multiple options. It comes down to, though, child safety. When there is expected harm, that's when the authority of the social worker is there to enforce some separation. | ᑐᓂᓂᐊᕋᒃᑯ ᐃᓄᓕᓇᓂᕐᒧᑦ, ᐃᓛᒃ ᐊᑦᓚᕕᑦᑎᓐᓂᖅᑲᐃ ᐃᓗᐊᕐᓂᓇᕙᐅᒃ ᐊᑐᐃᓐᓇᖅᑭᓐᓇᕐᓂᓇᔭᕗᑦ ᓄᑕᖅᑲᓂᑐᐃᓐᓇᐅᖏᑦᑐᖅ, ᐃᓚᒌᖕᓄᑦᑕᐅᖅ. ᐃᓚᒌᑦ ᐊᖓᔪᖅᑳᓇᔭᐅᔪᑦ ᐃᓚᐅᑎᒻᒪᓇᒃᓱᒋᑦ ᐃᓚᒃᑲᓐᓂᖏᑦᓗ ᐃᓄᓕᓇᔨᒃᑯᑦ ᖃᓄᖅᑑᕈᑎᒃᓴᐃᑦ ᐊᒥᓲᓲᖑᔪᑦ ᐊᑦᑕᓇᖅᑐᒦᑎᐊᖃᖏᓐᓂᖓᓂᒃ ᓄᑕᕋᖅ ᑲᖏᓇᖅᑐᖃᑐᐊᕈᓂ ᖃᓄᐃᑕᐅᔪᖃᑐᐃᓐᓇᓇᐊᖃᓂᖓᓄᑦ ᐃᓄᓕᓇᔨ ᑖᓐᓇ ᐊᕕᑎᑦᓯᓇᔭᖅᐳᖅ ᐱᔪᓐᓇᕐᓂᖓ ᒪᓕᒃᑐᒍ. |
| If I may pass it on to Arijana to elaborate. (interpretation) Thank you. | ᐋᓇᔫᓇ ᐃᓚᒋᐊᖅᑎᔪᓐᓇᕈᒃᑯ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓇ. |
| **Chairman** (interpretation): Thank you. Joining us through Zoom, Ms. Haramincic. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. ᖃᓇᑕᐅᔭᒃᑯᑦ ᑲᑎᒪᖃᑕᐅᔪᖅ, ᒥᔅ ᐸᐋᕋᒥᓐᓯᒃ. |
| **Ms. Haramincic**: *Ma'na*, Mr. Chairman. I thank you for your question. Just to add a little bit more to Ms. Niego's comments, there are sometimes conflicting values, but those times are much rarer than what we would consider or what we think because the social work values and Inuit societal values are very much aligned and so the approaches, we have actually looked at our policies and procedures and aligning those so that we have situations where when we do find that we're advocating for one member of the family versus the other member of the family, we're finding ways to | **ᐸᐋᕋᒥᓐᓯᒃ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᒋᔭᕐᓄᑦ ᐃᓚᒋᐊᑐᐃᓐᓇᕐᓗᒍ ᒥᔅ ᓇᐃᕐᕉᑉ ᐅᖃᖅᑕᖏᑦ ᐃᓛᓐᓂᒃᑯᑦ ᑐᓗᖅᓯᒪᓲᖑᖏᖓᑕ ᐱᐅᓯᓇᔭᐅᔪᑦ ᑕᒪᒃᑯᐊ ᐃᓱᒪᒋᒋᐊᓲᓇᔭᕗᑦ ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖏᑦ ᐱᐅᓯᖏᓪᓗ ᑐᑭᒧᐊᖏᓂᖅᑲᑦᓯᐊᕋᓗᐊᕐᒥᖏᒪᑕ ᑕᐃᒫᒃ ᕿᒥᕐᕈᓪᓚᑦᑖᖅᓯᒪᒐᑦᑎᒍᑦ ᐊᑐᐊᒐᕗᑦ ᐱᖅᑯᓯᐅᔪᑦ ᑐᑭᒧᐊᑦᓯᐊᕋᓗᐊᕐᒪᖔᑕᑦᑕᐅᖅ, ᐃᒪᐃᖃᑦᑕᖅᓯᒪᒻᒥᒻᒪᑦ ᖃᐅᔨᔭᕋᖓᑦᑕ ᐊᔭᐅᖅᑐᐃᔪᒍᑦ ᐃᑲᔪᖅᑐᐃᔪᒍᑦ ᐃᓚᒌᓂᒃ ᓇᓪᓕᐊᓂᒃ ᐃᑲᔪᖅᑐᖏᑦᓱᑕ ᐃᓚᒋᔭᒥᒃ |

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| negotiate or mediate or find some solutions to honour both values and both approaches. | ᐊᑑᕐᑲᑎᒋᓇᓱᓲᓇᔭᕗᑦ ᐊᖅᑭᒍᑎᒃᓴᒧᑦ ᑕᒪᒃᑭᒃ ᐱᐅᓲᒃ ᐊᔾᔨᒌᓐᖏᒃᑲᓗᐊᕐᓂᕈᑎᒃ. |
| Some of the really helpful approaches that we have implemented are family group conferencing or family group mediation that we would sit down with the family members, extended family, with an elder, who will then advise all of us and support the child's wishes as well as the family wishes within the community. Very much our approach is community-based that focuses on the child's wishes. When it comes that the child's wishes are contradictory to the parent's wishes and it's impossible or it's not leading to the resolution that is satisfactory to everyone in the family, then those decisions will go leaning towards the child's wishes to ensure that the safety and well-being of the child is being cared for. | ᑕᐃᒫᒃ ᑖᒃᑯᐊ ᐅᖃᓗᑎᒃᑯᑦ ᐅᖃᖃᑎᒌᖃᕐᓂᖃᖅᓯᒪᔪᒍᑦ ᐃᕐᓯᕙᖃᑎᒋᓪᓗᒋᓪᓘᓐᓃᑦ ᐃᓚᒋᔭᖏᓪᓗ ᐃᓚᐅᓪᓗᑎᒃ ᐃᓐᓇᐅᒃᐸᓘᓐᓃᑦ ᐅᕙᑦᑎᓐᓂᒃ ᐅᖃᐅᔾᔪᐃᒋᐊᕈᓐᓇᓲᖑᖏᔪᑦ ᐃᑲᔪᖅᑐᖅᓱᑎᒍᑦ ᓄᑕᕋᐅᑉ ᐱᔪᒪᔭᖓ ᐊᖓᔪᖅᑲᓇᔭᐅᔪᓪᓗ ᐱᔪᒪᔭᖏᑦ ᓄᓇᓕᐅᑉ ᐃᓗᐊᓂ. ᑖᒃᑯᐊ ᓄᓇᓕᖕᒥ ᑐᓐᖓᕕᖃᓇᐊᖅᓱᑎᒃ ᓄᑕᖅᑲᒧᑦ, ᓄᑕᕋᐅᓪᓕ ᐱᔪᒪᔭᖏᑦ ᐊᔾᔨᒌᖏᑐᐊᕐᒪᒋᑦ ᐊᖓᔪᖅᑲᓇᔭᐅᔪᖅ ᐊᖅᑭᒍᑎᒃᓴᖃᖏᑐᐃᓐᓇᕋᖓᑦ ᑕᒪᒃᑭᓐᓄᑦ ᐃᓚᒌᓄᑦ ᑕᕝᕙ ᓄᑕᕋᐅᑉ ᐱᔪᒪᔭᖏᑦ ᓯᕗᓪᓕᐅᑎᓲᓇᔭᕗᑦ ᐊᑦᑕᓇᖅᑐᒥᒋᐊᖃᖏᓐᓂᖓ ᓯᕗᓪᓕᐅᔾᔭᐅᓂᖓᓄᑦ. | |
| I also want to add that we have in the recent years also implemented indigenous approaches to mediation practices and specifically based on the consensus and everybody's voice is being considered and valued. I hope that answers your question. *Ma'na*, Mr. Chairman. | ᐊᒻᒪ ᐊᕐᕌᒍᓂᒃ ᐊᓂᒍᓴᖅᑐᓂᒃ ᐊᑐᓕᖅᑎᓯᒪᖕᒥᔭᕗᑦ ᓄᓇᖅᑳᖅᑐᓄᑦ ᐱᐅᓯᐅᕙᑦᑐᑦ ᐊᑑᕐᑲᑎᒌᓐᓂᕐᒧᑦ ᐊᖅᑭᒍᔾᔨᒐᓱᒍᓐᓇᓂᕐᒧᑦ ᐊᖏᕐᑲᑎᒌᓐᓂᖃᐅᖅᓱᑎᒃ ᑕᒪᕐᒥᒃ ᐱᐅᓯᓇᔭᖏᑦ ᒪᑐᐃᖓᕕᐅᕐᓯᐊᖅᓱᑎᒃ ᑖᓐᓇ ᑭᐅᔪᒃᓴᐅᕗᖅ ᐊᐱᖅᑯᑎᐅᕋᑖᖅᑐᒧᑦ. | |
| **Chairman** (interpretation): Thank you. Department of Health, Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᐋ'ᓂᐊᖅᑕᐃᓕᑎᑦᓯᔾᔨᒃᑯᑦ, ᒥᔅ ᓯᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. Thanks to the Member for that question. For Health, like my colleagues, it would be very much a case-by-case basis. Consent for medical treatment would very much depend on the age of the child and the judgment of the practitioner on whether the child could consent on his or her own or whether the consent of parents was required. | **ᓯᑖᒃᓕ** (ᑐᓴᔾᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒥᒃ ᐊᐱᖅᑯᑎᐅᔪᒧᑦ. ᑖᒃᑯᐊ ᐃᑲᔪᕋᓱᒫᖓᑕ ᐱᓕᕆᖃᑎᒃᑲ ᐊᑐᓃᖅᑐᓂᒃ ᐱᓕᕆᐊᖑᓱᖑᖓᑕ. ᐋᓐᓂᐊᒧᓪᓗᓐᓃᑦ ᓄᑕᕋᖅ ᑕᐅᑐᒃᑕᐅᓪᓗᓂ ᖃᔅᓯᓂᒃ ᐊᕐᕌᒍᖃᖅᑎᒋᓂᖓ, ᐊᖓᔪᖅᑲᖏᓪᓗᓐᓃᑦ ᐊᖏᖅᓯᒪᒋᐊᖃᕐᓂᒪᖕᒫᑕ. |
| The other, I guess, points that we would consider would be mental health and addictions. As you probably will recall, the new *Mental Health Act* that just came into | ᐃᓱᒪᒋᔭᐅᖃᓯᐅᔭᐅᓱᖑᖏᔪᖅ ᐃᓱᒪᒋᖃᓯᐅᑎᓲᓇᖕᒥᔭᕗᑦ ᐃᓱᒪᓕᓇᓂᕐᒧᑦ ᐋᖓᔫᕐᓇᖅᑐᓂᓪᓗ ᐊᔪᕈᑎᖃᕌᖓᒥᒃ. |

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| law on June 8 really sets out a role for the representative and for the family with regard to mental health and addictions treatment. | ᑖᓐᓇ ᒪᓕᒐᖅ ᑕᑯᑎᑦᑯᓲᖅ ᐃᓛᒃ ᑕᑯᒃᑕᐅᑎᑦᑎᓗᐊᕐᒥᖕᒪᑦ ᐱᓕᕆᐊᕆᓗᐊᖅᑕᖕᒐᓂᒃ ᑭᒡᒐᑐᖅᑑᑉ ᒪᒥᓴᕐᓂᕐᒧᑦ ᐱᔪᓂᒃ. | |
| If it's okay with you, Mr. Chairman, I would like to reach out to Victoria Madsen to just provide a little bit more detail from the mental health perspective. Thank you, Mr. Chairman. | ᐃᒻᒪᖅᑲ ᕕᒃᑐᐊᕆᔭ ᒫᑕᓴᓐ ᓂᑦᓕᕆᐊᒃᑲᓐᓂᑭᓐᓇᖅᐸᑦ ᑕᒪᑐᒪ ᒥᒃᓵᓄᑦ ᐅᖃᖅᑕᕐᒪ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Madsen. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᒫᑕᓴᓐ. |
| **Ms. Madsen**: Thank you, Mr. Chairman. As Ms. Stockley said, it's certainly a case-by-case basis and sometimes, I have to say, I wonder if it's a clash of values or a clash of preferences, and perhaps sometimes it's education and support that helps and I'll give you examples. | **ᒫᑕᓴᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᑕᐃᒪ ᒥᔅ ᓯᑖᒃᓕ ᐅᖃᓵᓴᕐᒪᑦ ᐊᑐᓂ ᕿᒥᕐᕈᔭᐅᓲᖕᒍᒻᒪᑕ ᐃᓛᓐᓂᒃᑯᑦ ᐱᖅᑯᓲᑦᓗᑭᐊᖅ ᑐᓗᖅᓯᒪᒐᒥᒃ ᐅᕝᕙᓗ ᑕᑯᔪᒪᔭᐅᔪᑦ ᑐᓗᖅᓯᒪᒐᒥᒃ ᐆᒃᑑᑎᖃᐃᓐᓇᕐᓗᖕᒐ. |
| Sometimes we will have a youth come in and they have been assessed and one of the recommendations is for medications and sometimes their parents aren't comfortable with the medications and they don't want the youth to have these medications. That's a fairly common scenario with mental health and addictions and often we're able to reach a compromise either through care conferencing, giving more education, but mostly by taking our time and not pushing it and making sure that both the youth and the family are in agreement because, if we push it, the youth will sometimes not want to go against their parents and then they will decline the treatment. I think the main part is making sure people feel supported in their decision, we go slowly, we educate, and we try to meet people where they are. | ᐃᓛᓐᓂᒃᑯᑦ ᐃᓅᓯᒃᑐᒥᒃ ᖃᐃᔪᖃᖅᐸᑦ ᖃᐅᔨᓴᖅᑕᐅᓚᐅᖅᑎᓪᓗᒋᑦ ᐊᑐᓕᖁᔭᐅᒐᔪᓲᖕᒍᖕᒥᔪᖅ ᐆᔭᒐᖅᑐᐸᓐᓂᖕᒐ ᐃᓗᐊᖅᓴᐅᑎᓂᒃ ᑭᓯᐊᓂ ᐊᖕᒐᔪᖅᑳᖕᒋᑦ ᓈᒻᒪᔅᓴᖕᒋᒃᑯᑎᒃ ᐃᓱᐊᖅᓴᐅᑎᓂᒃ ᑖᓐᓇ ᑕᐃᒪᐃᓕᐅᒐᔪᑦᑐᖅ ᐃᓱᒪᓕᕆᓂᕐᒥᒃ ᐱᓂᖃᖅᑎᓪᓗᒍ ᐊᖏᖃᑎᒌᒍᓐᓇᖅᓯᒐᖕᒐᑕ ᐅᖃᓘᑎᑦᓯᒋᐊᒃᑲᓐᓂᕐᓂᒃᑯᓪᓗ ᑭᓯᐊᓂ ᐱᕕᖃᕐᔫᒥᒋᐊᕐᓂᒃᑯᑦ ᐊᔭᐅᖅᑐᐃᓗᐊᕐᓘᖕᒋᓪᓗᑕ ᑖᒃᑯᐊ ᓄᑕᖅᑲᑦ ᐃᓅᓯᑦᑐᑦ ᐊᖕᒐᔪᖅᑳᕆᔭᐅᔪᓪᓗ ᐊᖏᖃᑎᒌᑦᓯᒪᑦᓯᐊᕐᑯᓪᓗᒋᑦ ᐊᔭᐅᖅᑐᓗᐊᕈᐸᑎᒍᑦ ᐃᓛᓐᓂᒃᑯᑦ ᐊᖕᒐᔪᖅᑳᒥᓂᒃ ᐊᒃᑳᕈᒪᖕᒋᑦᓯᑎᒃ ᐊᓯᐊᓂᒃ ᑭᐅᔪᓐᓇᕐᒥᖕᒪᑕ. ᐃᑲᔪᖅᑐᖅᐸᓪᓕᐊᕌᔪᓲᕆᔭᕗᑦ ᓱᒃᑲᐃᑦᑐᒥᒃ ᐃᓕᓴᖅᑎᐸᐸᓪᓕᐊᓪᓗᑎᒍᑦ ᐆᑦᑑᑎᒋᔪᓐᓇᕐᒥᔭᕗᑦ. | |
| Another example is when we want to send youth out of territory and that's obviously not something that we like to do. We will sometimes see a child and we will think, "You know what? They need a bit more treatment, some more assessment," and we | ᓲᕐᓗ ᓄᓇᕗᑦ ᓯᓚᑖᓅᕐᑯᒫᖕᒐᑦᑎᒍᑦ ᑕᐃᒪᐃᒍᒪᖕᒋᒃᑲᓗᐊᖅᑎᓪᓗᑕ ᐃᓛᓐᓂᒃᑯᑦ ᖃᐅᔨᒍᑦᑎᒍᑦ ᓄᑕᕋᖅ ᐅᓇ ᒪᒥᓴᖅᑕᐅᒃᑲᓐᓂᕆᐊᓖᖅᓯᒪᒍᑦᑕ ᖃᐅᔨᓴᕐᓂᕐᒥᒃ |

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| talk to the family and say, “We would like to send this child out, and the family says no and they have a lot of good personal reasons that they say no. Same thing, we don’t push it, that would be the last thing we would want to do, and we try to keep the youth in territory and do what we can until potentially the family comes around and everyone feels a little bit more comfortable with that decision. | ᐊᖓᔪᖅᑲᓇᔭᖅ ᐅᖃᖃᑎᒋᓚᐅᕐᓗᑎᒍᑦ ᑖᓐᓇ ᓄᑕᖃᖅ ᐊᐅᓪᓚᖅᑎᑦᑐᒪᒐᑦᑎᒍᑦ. ᐋᒃᑳᖅᐸᑕᓗ ᐱᔾᔪᑎᒃᓴᖃᑦᓯᐊᖅᓱᑎᒃᑕᐅᖅ ᐋᒃᑳᓱᖕᖑᖕᒪᑕ, ᑕᐃᒪᓐᓇᑦᑕᐅᖅ ᐊᔭᐅᖅᑐᐃᓗᐊᕋᓗᒐᓱᒃᐸᖕᒋᑦᑐᒍᑦ ᐃᒪᐃᒍᒪᓂᕋᕋᓗᐊᖅᓱᑕ. ᓄᑕᖅᑲᑦ ᓄᓇᕗᒻᒥᑏᓐᓇᕋᓱᕖᖕᒐᖅᐸᑦᑕᕗᑦ ᐱᔪᓐᓇᕐᓂᕗᑦ ᐱᓇᓱᒃᓱᑕ ᐃᑲᔪᖅᑐᑎᒍᑦ ᐊᒻᒪ ᓈᒻᒪᒃᓴᖅᑐᐃᓐᓇᐅᕐᑯᓪᓗᒋᑦ ᐃᓱᒪᓕᐅᕈᑕᐅᔪᒥᒃ ᐊᒃᑐᐊᖃᑕᐅᔪᓕᒫᑦ. |
| As Ms. Stockley mentioned, in our new *Mental Health Act*, we have the tikkuaqtaujuq that is our substitute decision-maker when someone is found incompetent, but it’s also a person who, if mandatory for the mental health clinician, give them updates and this tikkuaqtaujuq doesn’t always have to be family; it can be a friend and I think that helps too because we get support for that youth in the circle that they feel the most comfortable with. | ᑖᓐᓇ ᐃᓄᒃ ᐊᑐᓇᐊᖃᕐᒥᒐᕐᑎᒍᑦ ᐃᓱᒪᓕᓇᓂᕐᒥᒃ. ᑐᓴᐅᒪᑎᑦᑎᖃᑦᑕᓇᐊᖃᕐᓂᕗᑦ ᐃᓚᒋᔭᖕᒋᑦ ᐱᑦᓴᐃᓐᓇᓇᐊᑐᖕᒋᒻᒥᔪᑦ ᐱᖃᓐᓇᓇᔭᖕᒋᓪᓘᓐᓃᑦ ᓱᕐᓗ ᐃᓱᐊᓇᔭᒥᓂᒃ ᐃᓚᐅᔪᓐᓇᖅᑐᕐᖃᕐᓗᓂ. |
| Those are a variety of responses. Thank you, Mr. Chairman. | ᑕᒪᒃᑯᐊ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒃᓴᐅᔪᓐᓇᓱᖕᒍᖕᒥᔪᑦ ᖃᓄᖅᑑᕈᑎᐅᔪᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Department of Education, Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᐃᓕᓐᓂᐊᖅᑐᓕᓇᓗᒃᑯᑦ, ᒥᔅ ᐺᐊᐃᓐᓄ. |
| **Ms. Hainnu**: Thank you for that question; I do appreciate it. I have to say that although the Department of Education has done family engagement strategic planning for the next ten years, it’s only the beginning of it. | **ᐺᐊᐃᓐᓄ** (ᑐᓵᓗᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᖕᓄᑦ. ᐅᐱᒋᓪᓗᒍ ᐅᖃᕈᓐᓇᖅᐳᖕᒐ ᐃᓕᓐᓂᐊᖅᑐᓕᓇᓗᒃᑯᑦ ᐃᓚᒌᓂᒃ ᐱᓕᓇᖃᑎᖃᖅᓯᒪᒐᓗᐊᖅᑎᓪᓗᒋᑦ ᐅᑭᐅᓂᒃ ᖁᓕᓄᑦ ᐱᒋᐊᕈᑎᑐᐃᓐᓇᐅᓯᒪᖕᒪᑦ. |
| I think there are already in practices in schools everywhere the school teams. The school team’s role is to advocate for the child and come up with an individualized student support plan, but also bring in the parents so that the parents are informed of what the child’s rights are and what parental rights are. In working with the school team, they can also educate both the educators and the parents about what the child’s rights are. | ᐱᐅᓯᖃᐅᖅᐸᑏᓕᕐᒥᔪᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂᒃ ᐃᓕᓴᐃᔾᔨᑦ, ᐃᓕᓐᓂᐊᖅᑎ ᐃᑲᔪᖅᑕᐅᓱᖕᒍᖕᒥᔪᖅ ᐸᕐᓇᐅᑎᒥᒃ ᐊᖓᔪᖅᑲᓇᔭᐅᔪᑦ ᐃᓚᒋᔭᐅᓪᓗᑎᒃ ᑐᓴᖅᑎᑕᐅᓪᓗᑎᒃ ᑭᓯᓂᒃ ᐱᔪᓐᓇᐅᑎᖃᕐᒪᖔᑕ ᓄᑕᖅᑲᑦ ᐊᒻᒪ ᐊᖓᔪᖅᑲᓇᔭᐅᔪᑦ ᑭᓯᓂᒃ ᐱᔪᓐᓇᐅᑎᖃᕐᒪᖔᑕ. ᐱᓕᓇᖃᑎᒌᑦᑐᑎᒃ ᐃᓕᓐᓂᐊᕐᕕᖕᒥ ᐃᓕᓴᐃᔭᐅᔪᓐᓇᓱᖕᒍᔪᑦ, ᐃᓕᓴᐃᔾᔨᑦ ᐊᖓᔪᖅᑲᓇᔭᐅᔪᓪᓗ ᓄᑕᖅᑲᑦ ᐱᔪᓐᓇᐅᑎᖕᒋᑦᑕ ᒥᒃᓵᓄᑦ. |

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| I think the biggest thing in Nunavut communities in places where I grew up like Clyde River is the role that the district education authorities play in informing public members of their own rights, right to ask questions, right to ask about what's the right of a child. Absolutely in Inuit society, the authority of family is the mother and father and the child does not rebuttal or engage in *kiuma*, they do not, but our role as departments and the RCYO as well is to inform of new, modern day lifestyles when entering a school system, the child's rights are, and those are the information pieces that we want to share, but it's not the responsibility of one department but of everyone's departments. | ᐅᓇ ᐊᖏᓛᖑᖅᑰᖅᑐᖅ ᓄᓇᓕᖕᓂ ᓄᓇᕗᒻᒥ ᐱᕈᖅᓴᓯᒪᕝᕕᓐᓂ ᓱᕐᓗ ᑲᖏᖅᑐᒫᐱᖕᒥ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᑦ ᑲᑎᒪᔨᖏᑦ ᑐᓴᐅᒪᑎᑦᓯᓲᖑᖕᒪᑕ ᓄᓇᖃᖅᑐᓂᒃ ᐱᔪᓐᓇᐅᑎᒥᓂᒃ ᓱᕐᓗ ᐊᐱᖅᓱᑎᖃᕈᓐᓇᕐᓗᑎᒃ ᓄᑕᕋᐅᑉ ᐱᔪᓐᓇᐅᑎᖕᒐᓂᒃ. ᐃᓄᐃᓪᓗ ᐱᐅᓯᖕᒐᓂᒃ ᐊᒻᒪᓗ ᐊᖕᒐᔪᖅᑳᖕᒍᔪᖅ ᐊᓈᓇᐅᒃᐸᑦ ᐊᑖᑕᐅᒃᐸᑦ ᑭᐅᒐᔪᖕᒋᒻᒪᑕ ᓄᑕᕋᑦ ᑭᓯᐊᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒪᕆᒃᑯᑦ ᐃᓅᓯᐅᓕᖅᑐᒧᑦ ᐅᓪᓗᒥ ᐱᕙᓪᓕᐊᓯᓲᖑᖕᒪᑕ ᐃᓕᓐᓂᐊᕐᕕᖕᒧᑦ ᐃᓯᑐᐊᕋᒥᒃ ᑕᒪᒃᑯᐊ ᐅᓐᓂᖅᓯᐅᕈᒪᓲᕆᔭᕗᑦ ᑐᓴᕋᒃᓴᑦ, ᑭᓯᐊᓂ ᐊᑕᐅᓯᕐᒧᑦ ᑎᒥᐅᔪᒧᑦ ᐱᔭᒃᓴᑑᖕᒋᒻᒪᑦ ᑕᒪᕐᒥᒃ ᑎᒥᐅᔪᓄᑦ ᐱᔭᒃᓴᐅᖕᒪᑦ. |
| One of the most amazing things I have seen from the RCYO in the last few years and in 2019, I believe it was, is the chart of all the rights of a child on one poster. It's beautiful and colourful. If we could have that everywhere, it would go a long way. (interpretation) Thank you. | RCYO-ᒥᒃ ᐊᕐᕌᒍᓂᒃ ᐊᓂᒍᓴᖅᑐᓂᒃ 2019-ᒥᐅᖅᑰᖅᑐᖅ ᑕᒪᒃᑯᐊ ᐱᔪᓐᓇᐅᑎᓗᒃᑖᖕᒋᑦ ᓄᑕᖅᑲᑦ ᑎᑎᕋᖅᑕᐅᓐᓂᖅᓱᓂ ᑕᒪᓐᓇ ᖃᐅᔨᒪᔭᐅᑦᑎᐊᕐᓂᖅᐸᑦ ᐊᕗᖕᒐᐅᔨᒋᐊᓪᓚᒍᑕᐅᓇᔭᒻᒪᕆᑦᑐᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Angnakak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ. |
| **Ms. Angnakak**: Thank you. I guess my last question is for the office of the children and youth. I'm wondering, when we talk about advocacy rights of children and youth there, the office has been busy doing that. How does your own office monitor your own progress when it comes to resolving these cases? Thank you, Mr. Chairman. | **ᐊᕐᓇᒃᑲᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐊᐱᖅᑯᑎᒐ ᑭᖑᓪᓕᖅᐹᖅ. ᐃᓅᓯᒃᑐᓄᑦ ᓄᑕᖅᑲᓄᓪᓗ ᑭᒐᖅᑐᖅᑎᒧᑦ ᐅᖅᑲᐅᓯᖅᑲᖅᑎᓪᓗᑕ ᐊᔭᐅᖅᑐᐃᓂᕐᒥᒃ ᐱᔪᓐᓇᐅᑎᖕᒐᓂᒃ ᓄᑕᖅᑲᑦ ᐃᓅᓯᑦᑐᐃᓪᓗ ᐊᓪᓚᕝᕕᖕᒋᑦ ᐱᓕᕆᓐᓇᖅᓱᑎᒃ ᑕᒪᑐᒪᖕᒐᑦ, ᐊᓪᓚᕝᕕᓯᓪᓕ ᖃᓄᖅ ᓇᐅᑦᓯᖅᑐᓲᖑᕕᓯ ᐱᕙᓪᓕᐊᓂᑦᓯᓐᓂᒃ? ᐋᖅᑭᑦᓯᒐᓱᓕᕋᖕᒐᑦᓯ ᑕᒪᒃᑯᓇᖕᒐᑦ ᖃᓄᐃᓐᓂᐅᔪᓂᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Korgak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᖁᐊᕋᖅ. |
| **Mr. Korgak**: Thank you, Mr. Chairman. Thank you, Member, for the question. If you refer to Table 2 in our annual report where we provide reasons for closure, you will see that 77 of 93 closed individual advocacy cases | **ᖁᐊᕋᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ ᐊᒻᒪ ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᐅᔪᒧᑦ ᑕᐃᒪ 2-ᒧᑦ ᑕᑯᒋᐊᕋᔭᕈᕕᑦ ᐊᕐᕌᒍᑕᒫᖅᓯᐅᑎᑦᑎᓐᓂᒃ ᐱᔾᔪᑎᓂᒃ ᓄᖅᑲᐅᑎᒋᔭᑦᑎᓐᓂᒃ ᑎᑎᕋᓱᖑᔪᒍᑦ ᓱᕐᓗ |

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| were resolved; nine, all avenues exhausted; five, unable to contact; and two, declined. I'm not aware of any overview of statistics that we may have done. I'm sure it has been done in the office over the last few fiscal years. However, to me, to see the number of issues that we're resolving for young people would be a clear indicator of our progress and our advocacy skills in this office for young people. Thank you. | ᓄᖅᑲᐅᔭᒥᓃᑦ ᐋᖅᑭᒍᔭᒥᓃᑦ 9-ᖑᓪᓗᑎᒃ, ᐃᓚᖏᑦ ᐱᒋᐊᓪᓚᒡᕕᕈᑎᑦᓱᑎᒃ ᐊᒻᒪᓗ ᑐᓴᕐᕕᐅᔪᓐᓇᐃᓪᓕᓪᓗᑎᒃ ᐃᑲᔪᖅᑕᐅᓇᓱᒃᑑᒐᓗᐊᑦ ᐊᒻᒪᓗ ᐃᒻᒪᖅᑲ ᓇᓗᓇᖏᓚᖅ ᐊᕐᕌᒍᓂ ᐊᑐᕋᑖᖅᑕᑦᑎᓐᓂᒃ ᑕᒪᓐᓇ ᐊᑐᖅᑕᐅᖅᑲᑦᑕᖅᓯᒪᓪᓗᓂ ᑭᓯᐊᓂ ᐅᕙᓐᓄᑦ, ᑕᑯᓪᓗᒋᑦ ᐋᖅᑭᒍᑎᐅᕙᓪᓕᐊᕙᒃᑐᑦ ᐃᓅᓱᒃᑐᓄᑦ ᑐᑭᓯᒍᑎᐅᑦᓯᐊᕙᐅᓲᖑᔪᑦ ᐱᕙᓪᓕᐊᓂᑦᑎᓐᓂᒃ ᐊᒻᒪ ᑖᒃᑯᐊ ᐊᔭᐅᖅᑐᐃᒍᓐᓇᑦᓯᐊᖅᓂᑦᑎᓐᓂᒃᑕᐅᖅ ᐃᓅᓱᑦᑐᓂᒃ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) For Ms. Bates, on page 17, in terms of the recommendations made and the number of times it applied to a new individual advocacy case, one of the most common issues is "Improve service coordination, within department(s) and between departments." This is something that, according to this Table 7, has been seen in all of the departments in front of us today or with us today. Is service coordination between departments improving in your view or is it something that is still largely on the to-do list within the departments? Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒪᒃᐱᒐᖓᓂᒃ 17 ᐊᑐᓕᖁᔭᐅᔪᑦ ᐱᓪᓗᒋᑦ ᐊᑕᐅᓯᐊᖏᑦᓱᓂ ᓄᑖᒥᒃ ᐱᓕᕆᐊᖑᓕᓵᖅᑐᒥᒃ ᓴᖅᑭᒡᒍᖓᑦ ᒪᓐᓇ ᐱᕙᓪᓕᐊᓂᖅ ᐱᔨᑦᓯᕋᐅᑎᓄᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓂᑦ ᑎᒥᐅᔪᓂᓪᓗ ᑖᓐᓇ 7-ᒦᑦᑐᖅ ᑕᑯᓪᓗᒍ ᑖᒃᑯᐊ ᑎᒥᐅᔪᓕᒫᑦ ᑕᑯᔭᕗᑦ ᑕᒫᓃᖅᑲᑎᕗᑦ ᐅᓪᓗᒥ, ᑕᒪᓐᓇ ᑐᑭᒧᐊᖅᑲᑎᑏᖕᓂᖏᑦ ᑎᒥᐅᔪᑦ ᐋᖅᑭᒃᐸᓪᓕᐊᕙᑦ ᐃᓱᒪᒋᔭᖅᓂᒃ ᐅᕝᕙᓗ ᐱᔭᒃᓴᕆᔭᐅᓂᐊᖅᐸ ᓱᓕ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for the question. I would say it's still on the to-do list. Again, I'm just going to reference back to the Recommendation No. 14 that we made in "Our Minds Matter," which was the interdepartmental service coordination protocol be developed and implemented, and it was for this sole reason is that this is an ongoing issue that we have seen. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᐱᖅᑯᑎᖅᓄᓪᓗ. ᓱᓕ ᐱᔭᕆᐊᖃᖅᓂᖓᓂᒃ ᐅᖃᕈᓐᓇᖅᑐᖓ. ᐅᑎᑐᐃᓐᓇᖅᓗᖓ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᒧᑦ 14 ᐃᓱᒪᓕᒫᑦ ᐊᑑᑎᖅᑲᖅᑑᓚᔪᒥᒃ. ᐱᕙᓪᓕᐊᔭᐅᓯᒪᓂᖓ ᐊᑐᓕᖅᑎᑕᐅᓪᓗᓂᓗ ᑕᒪᓐᓇᓗ ᐱᓪᓗᒍ ᑕᒪᓐᓇ ᐱᔾᔪᑕᐅᖏᓐᓇᖅᓂᖓ ᓴᖅᑭᔪᖓᑦ. | |
| I do know that at times the Representative for Children and Youth Office, the individual advocates, to resolve a situation, have helped convene meetings between the departments to facilitate service coordination, which is not really their role to be doing, but again, as part of their advocacy work that they are completing. | ᖃᐅᔨᒪᒐᓗᐊᖅᑐᖓ ᐃᓛᓐᓂᒃᑯᑦ ᑖᓐᓇ ᑭᒡᒐᑐᖅᑎ ᐃᓅᓱᒃᑐᓂᒃ ᐊᓪᓚᕝᕕᖓᓐᓂ ᐋᖅᑮᒍᔨᓐᓇᓱᓕᕋᖓᑕ, ᑲᑎᒪᑎᑦᑎᕙᒃᓱᑎᒃ ᑎᒥᐅᔪᓂᒃ ᐃᑲᔪᓲᖑᔪᓂᑦ, ᐱᓕᕆᐊᕆᓗᐊᖏᒃᑲᓗᐊᖅᓱᓂᔾᔪᒃ ᑭᓯᐊᓂ ᑕᐃᒪᓐᓇ ᐱᓕᕆᕙᑦᑐᑦ ᑭᒡᒐᑐᖅᑐᑦ. | |

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| To answer your question, yes, I would say it's still on the to-do list, very much so. Thank you. | ᐃ̇, ᐊᐱᖅᑯᑎᖕᓄᑦ ᐃ, ᐱᔭᕆᐊᖃᖅᑐᓂᒃ ᓱᓕ ᐱᔪᖅ. ᐊᒃᓱᑦ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) For the Department of Education, on page 17 of this report, it notes that the representative's recommendation to "Implement in-school supports" applied to individual cases 20 times. What challenges does the Department of Education face in providing the necessary supports in schools? Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ**: L'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓕᓐᓂᐊᖅᓂᓕᕆᔨᒃᑯᑦᓕ ᐱᑦᓗᒋᑦ, ᒪᒃᐱᒐᖓ 17 ᐅᓂᒃᑳᓕᐊᒥᓃᑦ ᐅᖃᐅᓯᖃᖕᒐᑕ ᑎᑎᕋᖅᓯᒪᒻᒪᑦ: ᑭᒐᖅᑐᐃᔨᐅᑉ ᐊᑐᖅᑯᔭᓕᐊᖓ ᐊᑐᓕᖅᑎᑦᑎᖅᑯᔨᑦᓗᓂ ᐃᓕᓴᕕᐅᑉ ᐃᓗᐊᓂ ᐃᑲᔪᖅᓲᒍᑎᓂᒃ ᐃᓛᒃᑯᑦ ᐃᑲᔪᖅᑕᐅᔪᓄᑦ ᐊᕙᑏᕋᖅᑕᖅᑐᓂᒎᖅ. ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᓂᓕᕆᔨᒃᑯᑦ ᓵᖓᑦᑎᖃᑦᑕᓂᖃᑦ ᐃᑲᔪᖅᓲᒐᓱᐊᖅᑐᑎᒃ ᐃᓕᓴᕕᐅᑉ ᐃᓗᐊᓂ? ᒥᔅ ᐸᐊᐃᓐᓄ. |
| **Ms. Hainnu**: I'm trying to recall what the 20 cases are. I appreciate the question. Thank you. I just want to say that when we received this report, like many Nunavummiut, the tone of the report was that once again, Nunavut was a terrible place, that all of our children were hungry, angry, behind academically when in fact we have wonderful children that are achieving many wonderful things and come from good, healthy homes. | **ᐸᐊᐃᓐᓄ** (ᑐᓵᔨᑎᒍᑦ): ᐃᖅᑲᕋᓱᒃᑲᓗᐊᕋᒃᑭᑦ ᐊᕙᑎᑦ ᖃᓄᐃᑦᑑᔪᖕᒪᖔᑕ ᖁᔭᓐᓇᒥᒃ ᐊᐱᕆᕋᑖᕋᕕᑦ. ᐅᖃᕈᒪᑐᐃᓐᓇᖅᑐᖕᒐᓕ ᐅᓂᒃᑳᓕᐊᒥᓂᒃ ᐱᒐᐃᒐᑦᑎᒍ ᑕᐃᒫᑦᑕᐅᖅ ᓄᓇᕗᒻᒥᐅᖑᖃᑎᑦᑎᑐᑦ ᐅᓂᒃᑳᑦ ᐱᐅᓐᖏᑦᑐᐊᓗᓂᕋᖅᑕᐅᓪᓗᓂ ᐋᓱᑦ ᐅᓂᒃᑳᕆᔭᐅᓚᐅᖕᒐᑦ. ᓱᕈᓱᓕᒫᕐᓗᐃᒐᖅ ᑳᒻᒪᑕ ᓂᓐᖓᐅᒪᓪᓗᑎᓪᓗ ᑭᖑᕙᖅᓯᒪᓪᓗᑎᓪᓗ ᐃᓕᓐᓂᐊᖅᓯᒪᔭᖏᑦ. ᑭᓯᐊᓂ ᐊᒥᓱᐊᓗᐃᑦ ᓱᕈᓱᖁᑎᕗᑦ ᑲᔪᓯᑦᑎᐊᖅᑐᕐᔪᐊᕋᓗᖅᑲᑦᑕᕐᒥᔪᐃᑦ ᖃᓄᐃᓐᖏᑦᑎᐊᖅᑐᓃᓐᖓᖅᑐᐃᑦ ᐃᓚᒌᓐᓂᒃ.  |
| The misleading aspect of the report, for me, was this page in particular where there are individual advocacy cases and systematic cases that we have followed and we have implemented seven out of nine recommendations by the RCY, and absolutely we totally appreciate those recommendations because it means that seven out of the nine recommendations truly came from instances where we needed to pay attention to what services we were providing and that hopefully with those recommendations implemented into the system, it improves it because we are talking about the implications to that of a child, to that of the cohort that a child exists with in their school career, which is a 13-year commitment. | ᐅᓂᒃᑳᓖᑦ ᑖᒃᑯᐊ ᑕᕝᕙᓂ ᐃᓛᒃᑯᒡᒍᖅ ᐃᑲᔪᖅᑕᐅᔪᖅᑲᑦᑕᖅᖓᑦ ᐊᒻᒪ ᐊᐅᓪᓚᑦᑎᔾᔪᓯᐅᔪᓂᓪᓗ ᕿᒥᕐᕈᔪᖅᑲᑦᑲᑕᖅᓯᒪᒻᒪᑦ 7 ᐊᑐᓕᖅᑯᔭᓕᐊᒥᓂᖅᐳᓪᓗ 9-ᓂᒃ ᐊᖏᖅᑕᒥᓂᐅᓪᓗᑎᒃ. ᖁᔭᕆᔪᔭᕗᓪᓗ ᑕᐃᒃᑯᐊ 7 ᐊᑐᓕᖅᑯᔭᓕᐊᑦ ᑕᐃᑲᓐᖓᓪᓚᕆᔪᒻᒪᑕ ᐊᑐᖅᑕᐅᓪᓚᕆᑦᑐᒥᓂᕐᓂᒃ ᖃᐅᔨᒪᒋᐊᖃᓪᓚᕆᑦᑕᒥᓂᑦᑎᓐᓂᒃ ᖃᓄᐃᑦᑐᓂᒃ ᐱᔨᑦᑎᕋᐅᑎᓂᒃ ᐊᑐᕐᒪᖔᑦᑕ. ᑕᐃᒫᒃ ᐊᑐᓕᖅᑎᑦᑎᖃᑦᑕᕐᓗᑕ ᐋᖅᑭᒋᐊᕈᑎᔅᓴᓂᒃ ᐱᐅᔪᖅ. ᓱᕈᓱᕐᓂᑦ ᐅᖃᐅᓯᖃᕋᑦᑕ ᓄᑕᖅᑲᓂᒃ. ᐃᓕᓴᑎᓪᓗᒋᓂᓛᒃ 13-ᓂᒃ ᐊᕐᕌᒍᓂᒃ ᐃᓕᓐᓂᐊᓲᖑᒻᒪᑕ. | |
| This table in 17, "Implement in-school supports," it feels like it implies that we disagreed with something or issues | ᑖᓐᓇ ᓇᓗᓇᐃᖅᑐᕈᑎᒃ ᒪᑉᐱᒐᖓᓂ 17 ᐃᓕᓴᕕᐅᑉ ᐃᓗᐊᓂ ᐃᑲᔪᖅᓯᕈᑎᓂᒃ ᐊᑐᓕᖅᑎᑦᑎᓂᖅ ᐊᖏᖅᑲᑎᖃᓐᖏᑦᑐᒥᓂᕐᔫᔭᕋᑦᑕ ᑖᒃᑯᓂᖓ ᑭᓯᐊᓂ |

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| implementing the supports when in fact I'm not aware of any. I would like to invite Charlotte Borg to add to my response. Thank you. | ᐊᖏᖃᑎᖃᓐᖏᓂᕐᒥᒃ ᖃᐅᔨᒪᓇᖓᓗ, ᑐᓴᐅᒪᓇᖓᓗ. ᓵᓚᑦᒧᑦ ᑖᓐᓇ ᐃᓚᒋᐊᖅᑕᐅᖁᔭᕋᓗᐊᕋ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Borg. | **ᐃᔅᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐳᐊᒡ. |
| **Ms. Borg** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. In terms of in-school supports, I think they range from… . I don't know the specifics of the numbers, what actually went into the 20, because some of the cases come directly from the communities and I would not be privy to all of those, but going from my experience, working in the area of ensuring our children are well served in our schools, they could range from needs requiring more support from personnel, for example, more student support assistants, more services, more timely services, so there is a whole range. | **ᐳᐊᒡ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᒐᕕᑦ ᑕᐃᒫᒃ. ᐃᓕᓴᕕᐅᑉ ᐃᓗᐊᓂ ᐃᑲᔪᖅᓲᓃᑦ, ᐃᑲᔪᖅᑕᐅᓃᑦ ᐱᓪᓗᒋᑦ ᑕᒫᓐᖓᖓᔪᑦ ᖃᐅᔨᒪᓪᓚᕆᓐᖏᓐᓇᒪᐃᓛᒃ ᓈᓴᐅᑎᖏᓐᓂ ᐊᕙᑎᑦ ᑭᓱᓂᒃ ᐃᓗᓕᖃᕐᒪᖔᑕ ᐃᓚᖏᑦ ᑖᒃᑯᐊ ᑲᒪᒋᔭᐅᒋᐊᖃᖅᓯᒪᔪᐃᑦ ᓄᓇᓕᓐᓃᓐᖓᖅᓯᒪᒻᒪᑕ ᐅᕙᖓᓕ ᐊᑐᖅᓯᒪᔭᖓᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᖓ ᓱᕈᓲᑦ ᐱᔨᑦᑎᕋᖅᑕᐅᑦᑎᐊᖅᑎᒐᓱᑦᑐᒋᑦ ᐃᓕᓴᕕᒻᒥ. ᐃᑲᔪᖅᓯᖅᑕᐅᒃᑲᓂᕐᓗᑎᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᓐᓄᑦ ᐃᓕᓴᐃᔨᑦ ᐃᓕᓐᓂᐊᖅᑏᑦᓗ ᐃᑲᔪᖅᑎᖏᓐᓄᑦ ᓈᒻᒪᓈᕋᓱᔅᓯᒪᓂᖅᓴᐅᑎᑕᐅᒐᓱᓪᓗᑎᒃ ᐱᔨᑦᑎᕋᖅᑕᐅᓂᖏᑦ. | ᑕᐃᒫᒃ ᐊᒥᓱᕈᓇᐊᖅᑕᐅᑎᓪᓗᒋᑦ ᐱᔨᑦᑎᕋᐅᑏᑦ ᐊᒻᒪ ᑭᖑᕙᖃᑦᑕᖏᓪᓗᑎᒃ ᓇᓗᓇᐃᖅᑕᐅᓂᖅᓴᐅᐸᐸᑕᓗ ᑭᓲᒋᐊᖃᕐᒪᖔᑕ ᐊᖏᓪᓕᕙᓪᓕᐊᓂᐅᓴᑐᐃᓐᓇᕐᖓᑕ. ᐊᒻᒪᓗ ᐊᒥᓲᓂᖅᓴᐃᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᑲᔪᖅᑕᐅᒐᐃᒻᒪᑕ ᑕᐃᒪᓕ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᖅᑎᖏᓛᒃ ᑐᑭᓯᕙᓪᓕᐊᖃᑦᑕᖅᑐᒋᑦ ᖃᓄᑎᒋ ᐃᑲᔪᕐᓂᖃᕆᐊᖃᕐᒪᖔᑦᑕ ᖃᓄᑎᒋ ᓴᓂᒧᑎᒋᔪᓂᒃ. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᑭᒡᒐᖅᑐᐃᔨᓕ ᐅᓂᒃᑳᓕᐊᒥᓂᓛᒃ ᐃᓱᒪᒋᓪᓗᒋᑦ ᐅᓇᓕ ᓱᓕᓐᖏᑦᑑᓱᒋᓐᖏᑕᕋ ᐅᓂᒃᑳᓕᐊᒥᓂᖅ ᑲᑎᒪᔨᕋᓛᑦ ᐊᔭᐅᕆᖃᑦᑕᖅᓯᒪᒻᒪᑕ ᑭᒡᒐᖅᑐᐃᔨᒥᒃ ᐊᑲᐅᓐᖏᓕᐅᕈᑎᓱᐅᖁᔭᐅᓪᓗᓂ. ᐊᒻᒪ ᓈᓚᓐᓂᐅᖃᑦᑕᖅᓯᒪᔪᓂᒃ ᑲᑎᒪᔨᕋᓛᑦ ᐅᖃᖃᑦᑕᖅᓯᒪᒻᒪᑕ ᑕᑯᒥᓇᖅᑎᑕᐅᒐᓱᑐᐃᓐᓇᖏᓪᓗᑎᒃ ᐱᐅᔪᐃᓐᓈᓗᓐᓂᓪᓗ ᐅᓂᒃᑳᓕᐅᕋᓱᖃᑦᑕᖅᑯᔨᓇᑎᒃ. ᑲᑎᒪᔨᕋᓛᑦ ᖁᔭᓕᔪᑦ ᒫᓐᓇᓕᓴᐅᓛᓂᑦ ᐅᓂᒃᑳᓕᐊᒥᓂᕐᓂᒃ ᑐᕌᖓᓪᓕᓇᒻᒪᑦ ᓇᐅᒃᑯᑦ ᐊᑲᐅᓐᖏᓕᐅᕈᑎᑕᖃᕐᒪᖔᖅ, ᓇᐅᒃᑯᓪᓗ ᐱᓕᓇᐊᖑᒻᒪᖔᑕ ᓇᐅᒃᑯᓪᓗ ᑐᓴᕈᒥᓇᖅᑐᖅᑕᖃᕐᒪᖔᑕ. |

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| we're here to troubleshoot, it kind of demands that we focus on where the trouble is. | ᐊᑲᐅᓐᖏᓕᐅᕈᑎᓂᒃ ᓵᓐᖓᑦᑎᑦᑎᔾᔪᕕᔾᔪᐊᕌᓗᐃᑦ. |
| I would like to turn it to the representative in terms of that, implementing in-school supports, on Table 7 and what that is referring to. Ms. Bates. | ᑭᒡᒐᖅᑐᐃᔨ ᐊᐱᕆᒍᒪᔭᕋ, ᐊᑐᓕᖅᑎᑦᑎᒐᓱᑦᑐᒋᑦ ᐃᓕᓴᕕᐅᑉ ᐃᓗᐊᓂ ᐃᑲᔪᖅᓱᐃᔾᔪᑏᑦ ᓇᓗᓇᐃᖅᑐᕈᑎ 7-ᒥᑦ. ᑖᓐᓇ ᓇᓗᓇᐃᕆᐊᒃᑲᓐᓂᕈᓐᓇᖅᑭᐅᒃ? ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. I just would like to make a general comment about the tone of the report. My comment, again, as I said in my opening comments, we took the feedback of the Management and Services Board and Standing Committee recommendations about what the annual report should look like, what should be contained in it, and I think this report reflects that feedback. The tone is not intended to be angry; the tone is intended to be factual and to reflect the work of our office in a factual way. We made a recommendation; we identified what the concern is and how we followed that up both individually and systemically. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᖃᑐᐃᓐᓇᖅᑲᕐᓗᖓ ᐅᓂᒃᑲᓕᐊᒥᓂᐅᑉ ᖃᓄᖅ ᖃᓄᐃᓕᖓᒐᓱᓐᓂᕆᔭᖓᓂᒃ. ᒪᑐᐃᖅᓯᒍᑎᓂᒃ ᐅᖃᓚᐅᕋᒪ ᑲᑎᒪᔨᓕᕆᔨᑦ ᑲᑎᒪᔨᖏᑦ ᐊᑐᓕᖁᔭᖏᑦ ᒪᓕᑦᑎᐊᕋᓱᓚᐅᕋᑦᑎᒍ ᖃᓄᖅ ᑕᐅᑦᑐᖃᖁᔭᐅᓂᖏᑦ ᑖᒃᑯᐊ ᐅᓂᒃᑳᓕᐊᖏᑕ ᒪᓕᒐᓱᑦᑐᑕ. ᐅᑯᐊᓕ ᓂᓐᖓᐅᒪᔪᐊᓗᓗᑎᒃ ᑐᑭᓯᔭᐅᖁᓐᖏᑕᕗᑦ ᓱᓕᔪᓂᒃ ᓴᖅᑭᔾᖅᑎᑦᑎᒐᑦᑕ ᑕᐃᒫᒃ ᑐᑭᓯᔭᐅᖁᔭᕗᑦ ᑕᐃᒫᒃ ᐃᓕᓴᖅᓯᑕᖅᑯᒍᑦ ᐊᑲᐅᓐᖏᓕᐅᕈᒻᒥᒃ ᐊᑐᓕᖁᔭᓕᐊᓇᑦᑕᖅᑲᕗᑦ ᐃᓛᒃᑯᑦ ᐃᑲᔪᖅᑕᐅᔪᐃᑦ ᐃᓱᒪᒋᓪᓗᒋᑦ ᐊᒻᒪᓗ ᐊᐅᓚᑦᑎᔾᔪᐃᑦ. | ᐃᓕᓴᕕᐅᓪᓗ ᐃᓗᐊᓂ ᐃᑲᔪᖅᓱᖅᑕᐅᓂᖅ ᐱᓪᓗᒍ ᐅᓇ ᑐᓂᖓᑲᐃᓐᓇᓐᖑᓱᒃᑲᒃᑯᑦ ᑕᐃᕕᖑᔪᒧᑦ ᐃᓛᒃᑯᑦ ᐃᑲᔪᖅᑕᐅᔪᓄᑦ ᑲᒪᔨᐅᔪᒧᑦ. ᑭᐅᑦᑎᐊᓂᖅᓴᐅᒍᓐᓇᓂᖅᓴᐅᕙᓪᓕᐃᒻᒪᑦ. ᖁᔭᓐᓈᒥᒃ. |
| **Chairman** (interpretation): Thank you. Mr. Korgak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᖁᐊᕋᖅ. |
| **Mr. Korgak**: Thank you, Mr. Chairman. Thank you for the question. As it relates to the 20 recommendations made, generally many of the individual advocacy cases we saw in that fiscal year pertained to young people who may need one-on-one classroom support due to the level of need, and those that were raised to our attention, perhaps, needed to be a little more highly prioritized. | **ᖁᐊᕋᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪ ᖁᔭᓐᓇᒥᒃ ᑕᐃᒫᒃ ᐊᐱᕆᒻᒪᑦ. ᑖᒃᑯᐊ ᐊᕙᑏᑦ ᐊᑐᓕᖁᔭᓕᐊᒥᓃᑦ ᐱᓪᓗᒋᑦ ᑖᒃᑯᐊ ᐊᒥᓱᑦ ᐃᑲᔪᒃᑯᑦ ᐃᑲᔪᕆᐊᖃᑦᑕᐅᖅᑕᕗᑦ ᐊᕐᕌᒍᒥ ᒪᒃᑯᑦᑑᕙᓪᓕᐅᖅᑐᐃᑦ ᐃᑲᔪᒃᑯᑦ ᐃᓕᓴᕕᐅᑉ ᐃᓗᐊᓂ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕆᐊᓖᑦ ᐃᓕᓵᖏᓐᓄᑦ. ᑕᐃᒃᑯᐊᓗ ᐅᕙᑦᑎᓐᓅᖅᑕᐅᓯᒪᔪᑦ ᖃᐅᔨᒃᑲᐅᔾᔭᐅᓯᒪᔪᐃᑦ. ᓯᕗᓪᓕᐅᑎᑕᐅᒋᐊᖃᓐᓂᖅᓴᐅᕙᓪᓕᐃᔪᒥᓂᐅᒐᓗᐊᑦ. | We're understanding of the fact that many schools may not have every position filled | ᑐᑭᓯᓯᒪᒐᑦᑕ ᐊᒥᓱᑦ ᐃᓕᓴᕕᑦ ᐃᖅᑲᓇᐃᔭᓕᒫᖏᑦ ᐃᓐᓄᑦᑕᐅᖅᓯᒪᔪᓴᓴᐅᖏᒻᒪᑕ |

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| and may not have all of the resources they need. While working with schools and the Department of Education through those individual advocacy cases, we're able to ensure that the students that were identified as needing more support were provided more support. Thank you. | ᐊᒻᒪᓗ ᐱᓕᕆᔾᔪᑎᔅᓴᖏᑦ ᐊᑐᐃᓐᓇᕈᖅᑕᐅᓯᒪᓐᖏᒻᒪᑕ. ᐃᓕᓴᕕᓐᓂᑦ ᐱᓕᕆᖃᑎᖃᖅᐸᑦᑐᒍᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕕᖓ ᐱᖃᑎᒋᓪᓗᑎᒍ ᐃᓛᒃᑯᑦ ᐃᑲᔪᕋᓱᑦᑕᑎᓐᓂ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᔪᓂᒃ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕆᐊᖃᕐᓂᕋᖅᑕᐅᓪᓗᑎᒃ, ᐃᑲᔪᖅᑲᓐᓂᖅᐸᐸᕗᑦ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) We will now move on to the next section of the report which is titled "Systemic Advocacy," and for Committee Members just to keep in mind that this is quite a long section; it stretches from pages 18 to 29, if you include the recommendations section pertaining to the "Our Minds Matter" report, and so I just remind Committee Members to be specific in referring to which page you're asking questions on. I'll open the floor. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᓄᒋᐊᓕᖅᑕ ᑭᖑᓪᓕᕐᒥᒃ ᐊᕕᑦᑐᖅᓯᒪᓂᕆᔭᖓᓄᑦ ᐊᑎᖃᖅᑐᒧᑦ ᐊᐅᓚᑦᑎᔾᔪᓯᐅᔫᑉ ᒥᔅᓵᓄᑦ ᐃᑲᔪᖅᑰᓂᖅ. ᑲᑎᒪᔨᑦ ᖃᐅᔨᒪᓂᐊᕋᔅᑰᓛᒃ ᑕᐃᒪ ᑖᓐᓇ ᑕᑯᔪᑲᓪᓛᔅᒪᑦ ᑕᕝᕙᓐᖓᑦ ᒪᐸᐱᒐᖓ 18-ᒥ ᑕᒪᐅᖓ 29-ᒧᖓᒻᒪᑦ ᐱᖃᓯᐅᑎᒍᔅᓯᐅᒃ ᐊᑐᓕᖅᑯᔭᓕᐊᒥᓃᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᑕᕝᕙᓐᖓᑦ ᐃᓱᒪᕗᑦ ᐊᑑᑎᖃᖅᐳᑦ ᐅᓂᒃᑳᓕᐊᒥᓂᕐᓃᓐᖓᖅᑐᐃᑦ. ᑕᕝᕗᖓ ᐊᐱᕆᒐᐃᒍᔅᓯ ᒪᐸᐱᒐᖓᓂ ᓇᓪᓕᐊᓂᒃ ᐊᐱᖅᑯᑎᖃᕐᒪᖔᖅᐱᓯ ᐅᖃᖃᑦᑕᕐᓂᐊᖅᑯᓯ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. My first question is for the representative and on page 22, Recommendation No. 1 in Table 10, "Our Minds Matter," the RCYO recommends that the Department of Health and Education "collaborate to ensure a full range of mental health services, including universal programming, targeted interventions, and intensive interventions are delivered in Nunavut schools." My first question is...well, first, I believe that this is an excellent recommendation. I'm glad to see it as number one, top on the list, but before going further on into this topic, I was wondering if you would be able to elaborate further on exactly how you envision these services being provided. Thank you, Mr. Chairman. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓯᕗᓪᓕᖅᐹᓪᓕ ᐊᐱᖅᑯᑎᒐ ᑭᒡᒐᖅᑐᐃᔨᒧᑦ. ᒪᐸᐱᒐᖓᓂ 22-ᒥ, ᓯᕗᓪᓕᖅᐹᖅ ᐊᑐᓕᖅᑯᔭᓕᐊᓇᓯᒪᔭᐃᑦ ᐊᑕᐅᓯᕐᒥᒃ ᓈᓴᐅᑎᓕᒃ, ᓯᕗᓪᓕᖅᐹᒥᒃ ᓈᓴᐅᑎᓕᒃ. ᐃᓱᒪᒍᑦᑕ ᐊᑑᑎᖃᖅᐳ ᐅᓂᒃᑳᓕᐊᒥᓂᕐᓂᒃ. ᑖᓐᓇ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᐊᑐᓕᖅᑯᔭᓕᐅᓇᓯᒪᒻᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᔨᒃᑯᑦ, ᐋᓐᓂᐊᖃᕐᓇᓐᖏᑦᑐᓕᓇᔨᒃᑯᓪᓗ ᑲᑐᔾᔨᕐᑯᔭᐅᓪᓗᑎᒃ ᐃᓱᒪᓕᓇᓂᕐᒧᑦ ᐃᑲᔫᑎᔅᓴᐃᑦ ᐃᓗᓐᓇᖏᑦ ᐊᑐᐃᓐᓇᕈᕐᑯᔭᐅᓪᓗᑎᒃ ᐊᒻᒪ ᓄᖅᑲᑎᑦᑎᔾᔪᑏᑦ ᓱᔪᖃᕋᓱᑦᑎᓪᓗᒍ ᐊᑐᐃᓐᓇᐅᕐᑯᔭᐅᓪᓗᑎᒃ. ᓯᕗᓪᓕᖅᐹᖅ ᐊᐱᖅᑯᑎᒐ, ᐅᖃᖅᑳᕐᓗᖓᐃᓛᒃ ᑖᓐᓇ ᐱᐅᓪᓚᓇᑦᑐᖅ ᐱᐅᒋᓪᓚᓇᑦᑕᕋ ᐊᑐᓕᖅᑯᔭᓕᐊᒥᓃᑦ. ᑭᓯᐊᓂ ᐊᐱᓇᒋᐊᓚᐅᓐᖏᓂᓐᓂ ᓇᓗᓇᐃᖅᑐᐃᑲᓐᓂᕐᑯᒐᓗᐊᓇᒃᑭᑦ ᖃᓄᖅ ᑕᑯᓐᓇᓐᖑᐊᕐᒪᖔᖅᐱᐅᒃ ᑖᒃᑯᐊ ᐱᔨᑦᑎᕋᐅᑏᑦ ᖃᓄᖅ ᓴᖅᑭᖅᑕᐅᒐᔭᓇᐊᖏᑕ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Chairman** (interpretation): Thank you. Ms. Bates. | |
| **Ms. Bates**: Thank you, Mr. Chairman. I'm going to ask Lynn Matte to answer this particular question. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓖᓐ ᒫᑦ ᑭᐅᔭᐅᕐᑯᓐᖑᓱᒃᑲᒃᑯ. |

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| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you to the Member for the question. The recommendation that we made, which thank you for your support for the recommendation, was based on the feedback that we received from 475 Nunavummiut. Through the course of that review, 225 of the people who participated were young people in the territory and we heard very clearly from them that they would like to see these types of supports available through the school system, in schools. The recommendation that we made is based on their input and we don't generally, in our recommendations, direct departments on how specifically to figure that out. That is generally envisioned as the role of the departments to work together to decide. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅ. (ᑐᓴᔨᑎᒍᑦ) ᖁᔭᓐᓇᒥᖅᐸᕋ ᒪᓕᒐᓕᐅᖅᑎ ᐊᐱᕆᒻᒪᑦ. ᐊᑐᓕᖁᔭᓕᐊᕆᔪᔭᕗᑦ ᐃᓛᒃ ᖁᔭᓐᓇᒥᒃ ᐃᑲᔪᖅᓯᕋᕕᐅᒃ ᑕᐃᑲᓐᖓᔪᔪᖅ 475-ᓂᒃ ᓄᓇᕗᒻᒥᐅᓂᒃ ᐅᖃᖃᑎᒋᓯᒪᔭᑦᑎᓐᓂ ᕿᒥᕐᕈᓪᓗᑕ 225 ᑭᐅᖃᑦᑕᔪᔪᐃᑦ ᒪᒃᑯᑦᑑᔪᒻᒪᑕ ᓄᓇᕗᒻᒥ ᐊᒻᒪ ᑐᓴᕐᕕᒋᓪᓚᕆᔪᔭᕗᑦ ᑕᐃᒪᐃᑦᑐᓂᒃ ᐃᑲᔫᖅᓱᒍᑎᓂᒃ ᐊᑐᐃᓐᓇᐅᖁᔨᓪᓚᕆᒻᒪᑕᒎᖅ ᐃᓕᓴᕕᐅᑉ ᐃᓗᐊᓂ. ᐊᑐᓕᖁᔭᓕᐊᕆᓚᐅᖅᑕᕗᑦ ᒪᓕᑦᑐᖅ ᑕᐃᑲᓐᖓᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ. ᐊᒻᒪ ᐊᑐᓕᖁᔭᓕᐊᑦᑎᓐᓂᓗ ᑎᓕᐅᕆᓲᖕᖕᒋᑦᑐᒍᑦ ᐱᓕᕆᕕᒻᒥ ᖃᓄᖅ ᑲᒪᒋᔭᐅᖁᔭᐅᒻᒪᖕᒐᖅ, ᑲᒪᒋᔭᐅᖁᒻᒪᖕᒐᑦᑎᒍ ᓇᒻᒥᓂᖅ ᐋᖅᑭᑎᑦᑕᐅᖅᑎᓲᕗᑦ ᐱᓕᕆᕕᐅᔪᓄᑦ. |
| There has been some work, it was not in 2019-2020, but there has been some work done in order to start providing some supports in schools and that preliminary work that was done was very well received by young people. I think that the departments actually have some good information to share on how they're piloting this and seeing opportunities to bring services into schools. Thank you. | ᑭᓯᐊᓂ 2019-2020-ᒥᖕᒍᔪᔪᒐᓗᐊᖅ ᐱᓕᕆᕕᐊ ᐃᑲᔪᖅᓱᒍᑎᓂᑦ ᐋᖅᑭᑦᑎᕆᕙᓪᓕᐊᓕᓚᐅᖅᑐᐃᑦ ᐃᓕᓴᕕᒻᒥ ᐱᒋᐊᓕᕋᑖᖅᑐᔅᓯᐅᑎᓂᒃ ᐊᒻᒪ ᖁᕕᐊᒋᔭᓪᓚᕆᐅᔪᓪᓗᑎᒃ ᒪᒃᑯᑦᑐᓄᑦ ᓴᖅᑭᑕᐅᒻᒪᑕ. ᐆᑦᑐᕋᖅᑕᐅᒻᒪᓂᓛᒃ ᐃᓕᓴᕕᒻᒥ ᑖᓐᓇ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Maybe I'll turn it over to the Department of Health and the Department of Education to respond. Which one of you would like to go first? Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. (ᑐᓴᔨᑎᒍᑦ) ᐋᓐᓂᐊᖅᑕᐃᓕᓕᕆᔨᒃᑯᓐᓄᑦ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓄᓪᓗ ᑭᐅᔭᐅᒍᓐᓇᒥᐸᐸᑦ ᓇᓪᓕᐊ ᓯᕗᓪᓕᐅᒍᒪᕙ.? ᒥᔅ ᐺᐊᐃᓐᓄ. |
| **Ms. Hainnu**: Thank you. I appreciate the question. It is very important. 10,900 children who go to our schools in the K to 12 system do deserve mental health supports if they need it and so mental health supports is something in the territory there are no mental health specialists that are trained specifically in treating children ages 5 to 18 and it's really | **ᐺᐊᐃᓐᓄ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᖁᔭᓐᓇᒥᒃ ᑕᐃᒫᒃ ᐊᐱᕆᒻᒪᑦ, ᐊᐱᕆᒐᕕᑦ. ᐱᒻᒪᕆᐊᓗᖕᒋᓛᒃ 10,900-ᖕᒍᒻᒪᑕ ᓱᕈᓯᑦ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑐᑦ ᒥᑭᔫᑕᐅᓂᖅᐹᓐᓂᒃ ᖁᑦᑎᓂᓪᓕᒻᒧᑦ 12-ᒧᑦ. ᐃᓱᒪᓕᕆᔨᒃᑯᑦ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᓖᑦ ᐃᑲᔪᖅᑕᐅᒍᒪᐸᐸᑕ. ᐃᑲᔪᖅᓯᓂᕐᓗ ᐃᓱᒪᒃᑯᑦ ᓄᓇᕗᒻᒥ ᐱᑕᖃᓐᖕᒋᒻᒪᑦ ᖃᐅᔨᒪᔨᑕᐅᔪᒥᒃ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᓱᕈᓯᕐᓂᒃ ᐃᑲᔪᕈᓐᓇᖅᑐᓂᒃ ᐊᕐᕌᒍᓕᓐᓂᒃ ᑕᓪᓕᒪᓂᒃ 18-ᒧᑦ, |

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| hard to find that specific mental health worker. | ᑕᐃᒪᐃᑦᑐᓕᕆᔨᓂᒃ ᓇᓂᓯᔭᕐᓂᖏᑦᑐᕕᔾᔪᐊᕋᓗᔪᖅ. |
| Again, going back to what can the community offer? Is it *silagujarniq*, which are traditional on-the-land programs that specialize with schools? Schools are being very creative in how they address some of the mental health issues, educating about drug-induced schizophrenia, which is a trend in Nunavut schools or in schools in Canada, educating the public about how do they occur. These are just examples. | ᐅᑎᒃᑲᓂᕐᓗᑕ ᓄᓇᓖᑦ ᑭᓯᓂᑦ ᐊᑐᐃᓐᓇᖃᕈᓐᓇᕐᒪᖔᑕ ᐊᒻᒪᑦᑕᐅᖅ ᓄᓇᒧᑦ ᐊᐅᓪᓚᐅᔾᔨᖃᑦᑕᕐᓂᖅ ᑕᕝᕙᐅᕙᒻᒥᔫᒐᓗᐊᖅ ᐃᓕᓴᕕᑦ ᓴᖅᑮᖃᑦᑕᖕᒐᑕ ᑕᐃᒪᐃᑦᑐᓂᒃ. ᐃᑲᔪᕈᑎᒋᒐᓱᑦᑕᒥᓂᒃ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ. ᐃᓕᓴᑎᑦᑎᕙᑦᑐᑎᓪᓗ ᐋᖏᔭᕐᓇᖅᑐᓄᑦ ᐃᓱᒪᒃᑯᑦ ᐊᑦᑐᖅᑕᐅᑲᒻᒪᓐᓂᖅ, ᖃᐅᔨᔭᐅᖃᑦᑕᓕᖕᒐᑦ ᐃᓕᓴᕕᓐᓂᒃ ᑲᓇᑕᒥ ᑕᖅᑲᒃᑯᐊ ᐃᓕᓴᑎᑕᐅᕚᓕᒋᐊᖃᑦᑕᖅᑐᑎᒃ ᖃᓄᐃᑦᑑᔪᓐᓇᕐᒪᖔᑕ ᑕᐃᒪᐃᑦᑐᒃᑰᖅᑐᐃᑦ. |
| There are mental health supports also with the departments of Health, Family Services, and Justice, actually, through Inuusivut and Inuunivut committees. That has been a forefront of our dialogues in meetings and making a comprehensive mental health strategic plan that is co-chaired by two departments, the Department of Health and the Department of Education, and also mental health supports starting before the issues arise, with pre-screening on hearing, pre-screening on literacy, implications of a trilingual writing system, family, homelessness. There are children in our system that are couch-surfing and when they are couch-surfing, they're surfing the couches of their relatives. They're not homeless, but they have four or five different homes, and so mental health is very different in Nunavut communities and we do need to have and hone in on skills that target issues in Nunavut. | ᐊᒻᒪᑦᑕᐅᖅ ᐋᓐᓂᐊᖃᕐᓇᓐᖏᑦᑐᓕᕆᒃᑯᑦ, ᐃᓄᓕᕆᔨᒃᑯᓪᓗ, ᒪᓕᒐᓕᕆᔨᒃᑯᓪᓗ ᐱᓕᕆᖃᑎᒌᑉᐸᑦᑐᑦ ᐃᓅᓯᕗᑦ ᑲᑎᒪᔨᕋᓛᖏᑎᒍᑦ. ᑕᐃᑲᓂ ᐅᖃᖃᑎᒌᕝᕕᒋᓪᓚᕆᖃᑦᑕᖅᓯᒪᔭᕗᑦ. ᐃᓱᒪᓕᕆᓂᖅ ᑐᑭᒧᐊᒍᑎᔅᓴᓕᐅᕈᑎᒋᒐᓱᑦᑐᑎᒍ. ᒪᕐᕉᓐᓄᒃ ᐃᔅᓯᕙᐅᑕᖃᖅᑐᖅ ᐋᓐᓂᐊᖃᕐᓇᓐᖏᑦᑐᓕᕆᔨᒃᑯᓐᓃᓐᖔᖅᑐᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᐊᒻᒪ ᐃᑲᔪᖅᓯᖅᑕᐅᖃᑦᑕᕐᑯᔭᐅᓪᓗᑎᒃ ᐃᓱᒪᒃᑯᑦ ᐋᓐᓂᐊᖅᑖᓚᐅᓐᖏᓐᓂᖏᓐᓂᒃ ᐃᑲᔪᖅᑕᐅᒋᐊᖃᓚᐅᓐᖏᓐᓂᖏᓐᓂᒃ. ᐱᖓᓱᓂᓪᓗ ᐅᖃᐅᓯᕐᓂᒃ ᐊᔾᔨᒌᓐᖏᑦᑐᓂᒃ ᑎᑎᕋᐅᓯᖃᕋᑦᑕ ᐊᒻᒪ ᐊᖏᕋᕐᖃᓐᖏᑦᑐᕐᓗ ᑕᐃᒪᐃᒍᓪᓗᑎᒃ. ᓱᕈᓯᕐᑯᑎᖃᖅᑐᒍᑦ ᐃᑲᔪᖅᐸᑦᑎᓐᓂᒃ ᐃᔅᓯᕙᐅᑕᑯᑖᕐᒥᒃ ᓇᒥᕈᓘᔭᖅ ᐃᓚᖏᓐᓂ ᓯᓂᒋᐊᖅᑐᖃᑦᑕᖅᑐᓂᒃ, ᐊᖏᕋᕐᖃᓐᖏᑦᓚᕆᑦᑑᒐᓗᐊᑦ ᑭᓯᐊᓂ ᑎᓴᒪᓂᒃ ᑕᓪᓕᒪᓂᓪᓘᓐᓃᑦ ᐊᖏᕋᕐᖃᖅᑐᐃᑦ. ᓄᓇᕗᒻᒥ ᓄᓇᓕᓐᓂ ᐊᔾᔨᒋᔭᐅᓐᖏᑦᓚᕆᒻᒪᓪᓕ ᑲᓇᑕᒥ. ᑕᒪᒃᑯᐊ ᓄᓇᕗᒻᒥ ᐃᓱᒫᓗᓇᖅᑐᐃᑦ ᐱᓕᕆᐊᖑᔪᓐᓇᖅᓯᑎᕐᑯᔭᕋᓗᐊᕗᑦ. |
| I am very pleased to be here with Charlotte Borg, in student achievement, who has been a part of many initiatives that are implemented in our K to 12 schools that are real efforts in addressing some of the needs of our children and staff. If you will let me, I would like Charlotte Borg to add to the answer. | ᑕᐃᒃᑯᐊᓗ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᐱᔭᕇᖅᑎᐊᖅᑎᑦᑎᒐᓱᖅᑏᑦ ᐃᑲᔪᖅᓯᒪᓪᓚᕆᒻᒥᔪᐃᑦ. ᒥᑭᔫᑕᐅᓂᖅᐹᓂᒃ ᐊᖏᔫᖅᑕᐅᓂᖅᐹᓂᒃ, ᓴᖅᑭᖅᓯᒐᓱᑦᑐᑎᒃ ᐱᒋᐊᓕᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᑎᑦᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑕᓗ. ᓵᓚᑦ ᐳᐊᒡᒧ ᑖᓐᓇ ᐃᓚᒋᐊᖅᑕᐅᕐᑯᑦᑕᕋᓗᐊᖅᑲᕋ. ᕐᑯᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Ms. Borg, briefly. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᕐᑯᔭᓐᓇᒥᒃ. ᒥᕐ ᐳᐊᒡ ᐃᕝᕕᑦᓕ. |

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| **Ms. Borg** (interpretation): Thank you, Mr. Chairman. (interpretation ends) There have been successes since the report was issued. For example, working collaboratively with the Iqaluit youth mental wellness team, staff at Aqsarniit Middle School piloted Makimautiksat, which is a youth mental health and wellness program developed by the Qaujigiartiit Health Research Centre. I apologize for my pronunciation. I want to highlight that success. It's a critical connection that bodes well for the future of mental health services in schools. | **ᐳᐊᒃ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᓇᐃᓈᕐᓗᒍ. ᑲᔪᓯᑦᑎᐊᖅᓯᒪᔪᓂᒃ ᐱᒋᐊᖅᓯᓯᒪᔪᒍᑦ ᑕᐃᒪᓐᖓᓂᑦ ᑖᒃᑯᐊ ᐅᓂᒃᑳᑦ ᓴᖅᑭᓚᐅᖅᑎᓪᓗᒋᑦ. ᐃᖃᓗᓐᓂ ᒪᒃᑯᑦᑐᓕᕆᔨᑦ ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᒋᔭᕗᑦ ᐊᒻᒪᓗ ᐊᖅᓴᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᑦ ᒪᑭᒪᐅᑎᔅᓴᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑐᑦ ᒪᒃᑯᑦᑐᓄᑦ ᐃᓱᒪᓕᕆᓂᕐᒧᓪᓗ ᑐᕋᖓᔪᓂᒃ. ᒪᒥᐊᓇᖅ ᐅᖃᑦᑎᐊᖏᓐᓇᒃᑯᑦ ᑐᑭᓯᓐᓂᖏᑦᑎᐊᒻᒪᕆᓴᕋᒃᑯ ᒪᒥᐊᓇᖅ. ᑕᒪᓐᓇ ᓯᕗᓂᒃᓴᕗᑦ ᐋᖅᑭᒃᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓄᑦ. |
| We are working with mental health to revitalize the school-based mental health framework that was drafted a few years ago and see what that means moving forward in the light of recent collaborative actions with mental health and also in light of the recent mental health pilot that the Department of Education rolled out in schools just prior to the pandemic. We did encounter some difficulty with that during the pandemic, but we are open to working with mental health to find a different approach to rolling out school-based mental health services for our children and youth. Thank you. | ᐊᒻᒪᓗ ᐃᓱᒪᓕᕆᔨᒃᑯᓐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᖅᑲᖅᑐᒍᑦ ᐃᓕᓐᓂᐊᕐᕕᓐᓂ ᑐᓐᖓᕕᓕᓐᓂᒃ ᐋᖅᑭᒃᓯᓯᒪᒐᑦᑕ ᐊᕐᕌᒍᒐᓴᐅᓕᖅᑐᓄᑦ. ᑲᑐᔾᔨᖅᑲᑎᑏᓐᓂᒃᑰᕈᑎᒋᔭᐅᑦᓗᑎᒃ ᐃᓱᒪᓕᕆᓂᖅ ᑲᒪᒋᔭᐅᓯᒪᔪᖅ. ᐊᒻᒪᓗ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᐆᒃᑑᑎᓕᐊᕆᔭᐅᓯᒪᔪᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᑐᓕᖅᑎᑕᐅᓵᓚᐅᖅᓯᒪᔪᖅ ᓄᕙᒐᔪᐊᕐᓇᖅ ᑎᑭᓚᐅᖅᑎᓐᓇᒍ. ᓄᕙᒐᔪᐊᕐᓇᖅ ᐊᑐᖅᑎᓪᓗᒍ ᑕᒪᓐᓇ ᐃᖏᕋᕐᑎᐊᓚᐅᖏᑦᑑᒐᓗᐊᖅ ᑭᓯᐊᓂ ᒪᑐᐃᖓᔪᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᖅᑭᒪᔪᒍᓪᓗ ᐃᓱᓕᕆᔨᒃᑯᓐᓂᒃ, ᐃᓕᓐᓂᐊᕐᕕᓐᓂᒃ ᑐᓐᖓᕕᓕᓐᓂᒃ ᐃᓱᒪᓕᕆᓂᕐᒨᖓᔪᓄᑦ ᒪᒃᑯᒃᑐᓄᑦ ᓱᕈᓯᕐᓅᓪᓗ ᑐᕋᖓᔪᓂᒃ ᑲᔪᓯᓂᐊᕋᑦᑕ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) I'm going to go to the Department of Health before I go back to you, Mr. Lightstone. Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒎᓕᖅᑐᖅ) ᐋᓐᓂᐊᖅᑲᕐᓇᖕᒋᑦᑐᓕᕆᔨᒃᑯᑦ, ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐᒎᓚᐅᖏᓐᓂᓐᓂ. ᒥᔅ ᓯᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. I would like to thank my colleagues for such a complete answer. | **ᓯᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒥᕈᒪᓪᓗᖓ ᑖᓐᓇ ᑭᐅᑦᑎᐊᓵᕐᒪᒍ. |
| Basically the only thing I would like to add is that at the request of Education, mental health and addictions staff in each community will approach the schools to introduce themselves and to start those relationships and advise of local services and how they can be accessed. Mental health and addictions is working with education in various communities to conduct | ᐃᓚᒃᑲᓐᓂᑐᐃᓐᓇᕐᓗᒍ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᖅ ᐃᓱᒪᓕᕆᔨᓪᓗ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᐊᖅᑕᖅᑐᑦ ᑭᒃᑰᖕᒪᖔᕐᒥᓂᒃ ᓇᓗᓇᐃᖅᓯᓂᐊᕐᒪᑕ ᐊᒻᒪᓗ ᐱᔨᑦᑎᖅᑏᑦ ᑕᒪᒃᑯᐊ ᖃᐅᔨᒃᑲᖅᓗᓂᔾᔪᒃ ᖃᓄᖅ ᐅᖃᖃᑎᔭᐅᔪᓐᓇᕐᓂᐊᕐᒪᖔᑦ. |

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| after school psychosocial programming with children and youth that education and educators identify as requiring extra support. Thank you, Mr. Chairman. | ᐃᓕᓐᓂᐊᕋᓂᒃᓯᒪᓕᖅᑎᓪᓗᒋᑦ ᒪᒃᑯᒃᑐᓄᑦ ᓱᕈᓯᕐᓄᓪᓗ ᑐᕋᖓᔪᓂᒃ ᐋᖅᑭᒃᓯᓯᒪᔪᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᕐᓂᐊᖅᑐᓂᒃ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. I would like to thank the responses received from everybody. That was a lot of information and I'm really glad to hear that there is being progress made on this avenue and I look forward to hearing more about it. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᕈᒪᓪᓗᒋᑦ ᑖᒃᑯᐊ ᑭᐅᓵᕐᒪᑕ ᐊᒃᓱᐊᓗᒃ ᑐᓴᑦᑎᐊᒃᑲᓐᓂᖅᐳᖓ, ᓂᐅᑉᐳᖓ ᐅᓄᒃᑲᓐᓂᖅᑐᓂᒃ ᑐᓴᖅᑎᑕᐅᓛᕐᓂᐊᕐᓂᕐᓂᒃ. |
| The first issue that piqued my interest is the fact that there are no mental health specialists in Nunavut who specialize in youth ages 5 to 18, but that's a matter I'll get to later. | ᑖᓐᓇ ᑕᑯᓗᐊᖅᑲᐅᒐᒃᑯ ᐃᓱᒪᓕᕆᔨᑕᖃᖏᒻᒪᑦ ᓄᓇᕗᒻᒥ 5-ᒥᑦ 18-ᒧᑦ ᐊᕐᕌᒍᓕᖕᓄᑦ ᑐᕋᖓᔪᓂᒃ. |
| Another issue that was brought up was the topic of drug-induced schizophrenia. This is something I was surprised to hear. I do understand that there is some sort of correlation between cannabis use and early onset schizophrenia, especially amongst teens and youth. That's an area that I would like to focus on next. | ᐊᒻᒪ ᐊᐃᑉᐸᖓ ᓂᑦᓕᐅᑎᒋᔭᐅᖅᑲᐅᔪᖅ ᒪᑯᐊ ᐃᓱᒪᒃᑯᑦ ᑕᐅᑦᑐᖃᓕᓲᑦ ᓱᕋᖕᓇᖅᑐᖅᑐᖃᑦᑕᓗᐊᕐᓂᕐᒧᑦ ᐊᒻᒪᓗ ᑐᑭᓯᓯᒪᓪᓗᖓ ᐃᖅᑲᓇᐃᔭᖃᑎᒌᖕᓂᖏᓐᓂᒃ. ᒪᑯᐊ ᓱᕋᖕᓇᖅᑐᖅᑐᑦ ᐃᓛᓐᓂᑦ ᑕᐅᑐᒐᖃᓕᓲᖕᒍᖕᒪᑕ ᑐᓵᔭᖃᓕᓲᖕᒍᖕᒪᑕᓗ, ᑖᓐᓇ ᐅᖃᐅᓯᕆᔪᒪᓪᓗᒍ. |
| As Ms. Hainnu from Education had indicated, there is an issue of drug-induced schizophrenia. I would like to dig a little bit further on that specific topic and ask if there has been any collaboration with other departments, specifically the Department of Health, on this matter and identifying any sort of statistical information or plans to educate youth on the dangers of early cannabis use. Thank you, Mr. Chairman. | ᐋᓐᓂᐊᖃᕐᓇᖕᒋᑦᑐᓕᕆᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᐅᖃᖅᑲᐅᖕᒪᑎᒃ ᑕᐃᒪᐃᑦᑐᓂᒃ ᑕᐅᑐᒐᖃᓕᖅᑐᑦ ᑐᓵᔭᖃᓕᖅᑐᓪᓘᓐᓃᑦ ᐅᖃᐅᓯᕆᒃᑲᓐᓂᕈᒪᒐᒃᑯ. ᐃᒻᒪᖁᒃ ᐊᐱᕆᓗᖓ, ᐊᓯᖏᓐᓂᒃ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖏᓐᓂᒃ ᐃᖅᑲᓇᐃᔭᖃᑎᖅᑲᒃᑲᓐᓂᕐᒪᖔᔅᓯ ᑕᒪᑐᒪ ᒥᒃᓵᓄᑦ ᑐᓴᐅᒪᒃᑲᓐᓂᖁᓪᓗᑕ, ᐸᖕᓇᐅᓯᐅᖅᓯᒪᖔᔅᓯᓗᓐᓃᑦ? ᒪᒃᑯᒃᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᐊᕐᒪᑕ ᓱᕋᖕᓇᖅᑐᑦ ᑕᒪᒃᑯᐊ ᐅᓗᕆᐊᓇᕈᓐᓇᕐᓂᖏᑦ ᒥᒃᓵᓄᑦ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᐸᐊᐃᓐᓄ. |
| **Ms. Hainnu**: Thank you. As Ms. Bates actually said earlier, how will we know what to do if it's not driven by data? We need to | **ᐸᐊᐃᓐᓄ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅ ᐸᐃᑦᔅ, ᐅᖃᖅᑲᐅᖕᒪᑦ ᐅᐊᑦᑎᐊᖅ ᑭᓱᑦ ᒪᑯᓂᖓ ᐸᐃᑉᐹᖏᑐᐊᖅᐸᑦ ᑲᔪᓯᑎᑕᐅᒐᖏᒻᒪᑕ |

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| take intentional steps and collect that data. I do believe in that and that processes of collecting that data from different communities has begun and the collaboration with professionals, chief paediatricians, and meeting with the Department of Health and collaborating through our directors that are sitting here today on what is it that we need to look at. That absolutely is a part of our regular discussions and what do we do in terms of screening, in terms of treating, in terms of following through so that when those types… . | ᑕᒪᒃᑯᐊ ᐱᓕᕆᐊᖑᔭᕆᐊᓖᑦ. ᒫᓐᓇ ᓄᐊᑦᑎᕙᓪᓕᐊᓕᖅᑐᒍᑦ ᓄᓇᓕᓐᓃᖕᒫᖅᑐᓂᒃ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᖅᑲᖅᓱᑕ ᓗᒃᑖᓂᒃ ᓱᕈᓯᓄᑦ ᓱᕈᓯᕐᓂᒃ ᑲᒪᓲᒥᒃ. ᑕᕝᕙᓄᓗ ᐃᒃᓯᕝᖅᑲᑎᒋᔭᕗᑦ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᖅᑲᖅᑕᖅᑐᒍᑦ ᐃᓱᒪᓕᕆᔨᐅᔪᓂᒃ ᓱᕈᓯᕐᓄᑦ ᐅᕝᕙᓘᓐᓃᑦ ᓗᒃᑖᕆᔭᐅᔪᓂᒃ. ᒪᑯᐊ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᖃᐅᔨᓴᐃᓂᖅ ᑲᒪᒋᔭᐅᔾᔪᓯᖕᒋᑦ ᖃᓄᓕᐅᕆᐊᖃᕐᓂᑦᑎᓐᓂᒃ. | ᑕᒪᒃᑯᐊ ᐱᓕᕆᐊᖑᔭᕆᐊᓖᑦ. ᒫᓐᓇ ᓄᐊᑦᑎᕙᓪᓕᐊᓕᖅᑐᒍᑦ ᓄᓇᓕᓐᓃᖕᒫᖅᑐᓂᒃ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᖅᑲᑎᖅᑲᖅᓱᑕ ᓗᒃᑖᓂᒃ ᓱᕈᓯᕐᓄᑦ ᓱᕈᓯᕐᓂᒃ ᑲᒪᓲᒥᒃ. ᑕᕝᕙᓄᓗ ᐃᒃᓯᕝᖅᑲᑎᒋᔭᕗᑦ ᐃᖅᑲᓇᐃᔭᖅᑲᖅᑕᖅᑐᒍᑦ ᐃᓱᒪᓕᕆᔨᐅᔪᓂᒃ ᓱᕈᓯᕐᓄᑦ ᐅᕝᕙᓘᓐᓃᑦ ᓗᒃᑖᕆᔭᐅᔪᓂᒃ. ᒪᑯᐊ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᖃᐅᔨᓴᐃᓂᖅ ᑲᒪᒋᔭᐅᔾᔪᓯᖕᒋᑦ ᖃᓄᓕᐅᕆᐊᖃᕐᓂᑦᑎᓐᓂᒃ. |
| That's just one type that I only used as an example, but other trends could be TB in communities. Other trends could be recovering from COVID-19. When those occur, how we know to prepare for that as a school system is that we talk with and engage in dialogue with the Department of Health. I hope that answers your questions; if not, I can clarify. Thank you. | ᑖᓐᓇ ᐆᒃᑑᑎᒋᑐᐃᓐᓇᖅᑲᐅᒐᒃᑯ, ᑭᓯᐊᓂ ᐊᓯᖕᒋᑦ ᓴᖅᑭᑉᐸᓪᓕᐊᓲᑦ ᒪᑯᐊ ᐳᕙᓪᓗᓐᓃᑦ ᓄᕙᒡᔪᐊᕐᓇᐃᑦ ᐅᐸᓗᖕᒐᐃᖅᓯᒪᖅᑕᕆᐊᖅᑕᕋᑦᑕ ᐃᓕᓐᓂᐊᕐᕕᑦ ᐃᓗᐊᓂ ᑕᐃᒪᐃᑦᑐᖅᑕᖅᓕᕐᓂᖅᐸᑦ ᐅᐸᓗᖕᒐᐃᔭᖅᓯᒪᒪᕙᑏᖅᑕᖅᑐᒍᑦ. ᑭᐅᑦᑎᐊᖕᒋᒃᑯᒪ ᑐᑭᓯᓇᒃᑲᓐᓂᕋᓱᓪᓗᖕᒐ ᐅᖅᑲᓪᓚᒃᑲᓐᓂᕈᓐᓇᖅᑐᖕᒐ. ᖁᔭᓐᓇᒦᒃ. | ᑖᓐᓇ ᐆᒃᑑᑎᒋᑐᐃᓐᓇᖅᑲᐅᒐᒃᑯ, ᑭᓯᐊᓂ ᐊᓯᖕᒋᑦ ᓴᖅᑭᑉᐸᓪᓕᐊᓲᑦ ᒪᑯᐊ ᐳᕙᓪᓗᓐᓃᑦ ᓄᕙᒡᔪᐊᕐᓇᐃᑦ ᐅᐸᓗᖕᒐᐃᖅᓯᒪᖅᑕᕆᐊᖅᑕᕋᑦᑕ ᐃᓕᓐᓂᐊᕐᕕᑦ ᐃᓗᐊᓂ ᑕᐃᒪᐃᑦᑐᖅᑕᖅᓕᕐᓂᖅᐸᑦ ᐅᐸᓗᖕᒐᐃᔭᖅᓯᒪᒪᕙᑏᖅᑕᖅᑐᒍᑦ. ᑭᐅᑦᑎᐊᖕᒋᒃᑯᒪ ᑐᑭᓯᓇᒃᑲᓐᓂᕋᓱᓪᓗᖕᒐ ᐅᖅᑲᓪᓚᒃᑲᓐᓂᕈᓐᓇᖅᑐᖕᒐ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Mr. Lightstone, before I go back to you, I just want to get this clarified. On page 22 of the report under Response and Commitments Made, it says "The Department of Education and the Department of Health met in January 2020 to re-establish a working group…" Maybe I'll go to the Department of Health. What's the status of this working group between your two departments? Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ, ᐅᑎᖁᒋᖕᒋᓐᓂᓐᓂᒃ. 22 ᒪᐸᐱᖅᑐᒐᖅ ᑭᐅᔭᕕᓃᑦ ᐊᒻᒪᓗ ᐱᓕᕆᐊᕆᔭᐅᓂᐊᖅᓯᒪᔪᑦ, ᐅᖅᑲᖅᓯᒪᖕᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐋᓐᓂᐊᖅᑲᖅᓇᓐᖕᒋᑦᑐᓕᕆᔨᒃᑯᓪᓗ ᑲᑎᓚᐅᖅᑐᑦ ᓵᓐᓄᐊᓕ 2021-ᒥᑦ ᐱᔭᕆᐊᑭᓪᓕᑎᑦᑎᔨᑦ ᑲᒪᑎᔨᖕᒋᓐᓂᒃ ᓴᖅᑭᑦᑎᓂᐊᖅᓗᑎᒃ. ᖃᓄᐃᓕᖕᒐᓕᖅᐸᑦ ᑖᒃᑯᐊ ᐱᔭᕆᐊᑭᓪᓕᑦᑎᑦᑎᔨᑦ ᑲᑎᒪᔨᖕᒐᖅᓂᑎᑕᐅᓚᐅᖅᓯᒪᔪᑦ. ᒥᔅ ᓯᑖᒃᓕ. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ, ᐅᑎᖁᒋᖕᒋᓐᓂᓐᓂᒃ. 22 ᒪᐸᐱᖅᑐᒐᖅ ᑭᐅᔭᕕᓃᑦ ᐊᒻᒪᓗ ᐱᓕᕆᐊᕆᔭᐅᓂᐊᖅᓯᒪᔪᑦ, ᐅᖅᑲᖅᓯᒪᖕᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐋᓐᓂᐊᖅᑲᖅᓇᓐᖕᒋᑦᑐᓕᕆᔨᒃᑯᓪᓗ ᑲᑎᓚᐅᖅᑐᑦ ᓵᓐᓄᐊᓕ 2021-ᒥᑦ ᐱᔭᕆᐊᑭᓪᓕᑎᑦᑎᔨᑦ ᑲᒪᑎᔨᖕᒋᓐᓂᒃ ᓴᖅᑭᑦᑎᓂᐊᖅᓗᑎᒃ. ᖃᓄᐃᓕᖕᒐᓕᖅᐸᑦ ᑖᒃᑯᐊ ᐱᔭᕆᐊᑭᓪᓕᑦᑎᑦᑎᔨᑦ ᑲᑎᒪᔨᖕᒐᖅᓂᑎᑕᐅᓚᐅᖅᓯᒪᔪᑦ. ᒥᔅ ᓯᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. It's actually one of the things that Ms. Borg mentioned that we are regularly meeting. COVID-19 has wreaked some havoc in some of our in-person meetings, but we have continued our collaboration as we committed to as joint departments for that recommendation. Thank you, Mr. Chairman. | **ᓯᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅ ᐳᐊᒡ ᓂᑦᓕᐅᑎᒋᖅᑲᐅᔭᖕᒐ, ᑲᑎᓚᐅᖅᑲᑦᑕᖅᑐᒍᑦ ᓄᕙᒡᔪᐊᕐᓇᖅ ᑭᓯᐊᓂ ᐱᔾᔪᑎᒋᓪᓗᒍ ᑲᑎᑦᑐᓐᓇᐃᓕᐅᖅᑲᓯᒪᒐᑦᑕ ᑭᓯᐊᓂ ᑲᑐᔾᔨᖅᑲᑎᒌᖕᓂᒃᑰᕈᑎᒋᓂᐊᖅᓕᖅᑕᕗᑦ ᑕᒪᓐᓇ ᑲᔪᓯᑎᓐᓇᓱᒃᑕᕗᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | ᓯᑖᒃᓕ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅ ᐳᐊᒡ ᓂᑦᓕᐅᑎᒋᖅᑲᐅᔭᖕᒐ, ᑲᑎᓚᐅᖅᑲᑦᑕᖅᑐᒍᑦ ᓄᕙᒡᔪᐊᕐᓇᖅ ᑭᓯᐊᓂ ᐱᔾᔪᑎᒋᓪᓗᒍ ᑲᑎᑦᑐᓐᓇᐃᓕᐅᖅᑲᓯᒪᒐᑦᑕ ᑭᓯᐊᓂ ᑲᑐᔾᔨᖅᑲᑎᒌᖕᓂᒃᑰᕈᑎᒋᓂᐊᖅᓕᖅᑕᕗᑦ ᑕᒪᓐᓇ ᑲᔪᓯᑎᓐᓇᓱᒃᑕᕗᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |

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| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. Thank you for those responses. I truly hope that the Department of Education and the Department of Health will tackle the specific issue of drug-induced schizophrenia in our schools and get a good grasp on the data and work to proactively address the situation by educating youth on the dangers that cannabis poses on the developing brain. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒥᒃ ᑭᐅᒐᒃᓯ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐋᓐᓂᐊᖃᕐᓇᙱᑦᑐᓕᕆᔨᒃᑯᓪᓗ. ᑕᐅᑐᒐᖃᓕᓲᑦ ᑐᓵᔭᖃᓕᓲᓪᓗ ᑕᒪᒃᑯᐊ ᑲᒪᒋᔭᐅᖕᒪᑦ ᖃᓄᖅᑑᕈᑎᒋᔭᐅᖕᒪᓪᓗ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖕᒪᑕ ᒪᒃᑯᒃᑐᑦ ᓱᕋᖕᓇᖅᑐᖅᑐᖃᑦᑕᕐᓗᓂ ᐃᓱᒪ ᖃᓄᐃᓕᒍᓐᓇᕐᒪᖔᖕᒐ.
| Returning back to page 22, the Department of Health partially agrees to the RCY's recommendation and it seems like it's a bit contrary to what we have been hearing. It sounds there has been a lot work and progress made in this area, but on page 22 it states that "The Department of Health (Health) agrees that collaboration with the Department of Education (Education) is important to ensure that a full range of mental health services are available to children and youth." And then it states that "Health recognizes that school settings may not be the appropriate location to provide some of the services that may be required." I just would like to ask if the Department of Health would be able to elaborate a bit further on that last sentence, what services would not be appropriate in a school setting, and specifically to the three items that were recommended: universal programming, targeted interventions, and intensive interventions. Thank you, Mr. Chairman. | ᒪᒃᐱᖅᑐᒐ 22-ᒧᑦ ᐅᑎᕐᓗᖕᒐ, ᐋᓐᓂᐊᖃᕐᓇᙱᑦᑐᓕᕆᔨᒃᑯᑦ ᐃᓚᖕᒐᒍᑦ ᐊᖏᖅᑐᒐᒎᑦ, ᐃᓚᖕᒐᒍᑦ ᐊᑐᓕᕐᑯᔭᐅᓕᐊᕆᔭᐅᓯᒪᔪᒥᒃ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ. ᐃᖅᑲᓇᐃᕐᑲᑎᕐᑲᑏᕈᓗᔭᖃᑦᑕᓯᒪᓂᑰᓪᓗᓯ ᑖᓐᓇ ᐃᒡᓗᖕᒐᖔᓄᖅᑰᔨᖕᒪᑦ ᐃᓚᖕᒐᒡᒎᖅ ᐊᖏᖅᑲᑎᓖᑦ. ᑕᒪᒃᑯᐊ ᐱᔨᑦᑎᕈᑏᑦ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᑐᕌᖕᒐᔪᑦ ᐊᑐᐃᓐᓇᕈᖅᑎᑕᐅᓯᒪᓂᐊᕐᒪᑕ ᒪᒃᑯᒃᑐᓄᑦ ᓱᕈᓯᕐᓄᓪᓗ. ᐃᓕᓐᓂᐊᕐᕕᑦ ᐃᓛᓐᓂᑦ ᓈᒻᒪᖃᑦᑕᔾᔭᖕᒋᑦᑐᑦ ᑕᐃᑲᓂ ᑲᒪᒋᔭᐅᓗᑎᒃ, ᐋᓐᓂᐊᖃᕐᓇᙱᑦᑐᓕᕆᔨᒃᑯᖅᑲᐃᑦ ᑕᒪᑐᒥᖕᒐ ᓂᓪᓕᐅᑎᖃᒃᑲᓐᓂᕈᓐᓇᖅᐳᑦ ᖃᓄᐃᓕᖕᒐᓕᕐᒪᖔᑦ ᑕᐃᒃᑯᐊ ᐱᔨᑦᑎᕈᑏᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ. ᑖᒃᑯᐊ ᐱᖕᒐᓱᑦ ᐱᓗᐊᕐᓗᒋᑦ ᓄᓇᕐᔪᐊᓕᒫᒧᑦ, ᑲᒪᔾᔪᓱᑦ ᑕᒪᒃᑯᓄᖕᒐ ᐊᑲᐅᓐᖕᒋᓕᐅᕈᑎᒋᔭᐅᖃᑦᑕᖅᑐᓄᑦ ᐃᓱᒪᒃᑯᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅ ᓱᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. With your permission, I would like to ask Ms. Madsen to address that question, please. Thank you, Mr. Chairman. | **ᓱᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅᑕ ᒫᑕᔅᓐ ᑭᐅᖕᒐᖁᒐᒃᑯ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |

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| **Chairman** (interpretation): Thank you. Ms. Madsen. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅᑕ ᒫᑕᓴᓐ. |
| **Ms. Madsen**: Thank you, Mr. Chairman. Yes, that's exactly correct; it's the intense portion. It caused a concern and we can't sort of commit or promise that the full continuum of mental health services could be offered in a school setting. Sometimes we have some kids that are very fragile, there are some confidentiality issues, and sometimes there are some agitated behaviours that might be impulsive and we need to create a safe space and therefore we couldn't commit entirely to always being able to give all services in a school setting. Thank you, Mr. Chairman. | **ᒫᑕᓴᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᓱᓕᔪᖅ ᐃᓱᒪᔨᑎᒋᓚᐅᖅᓯᒪᒐᑦᑎᒃᑯᑦ ᑖᓐᓇ ᐃᒪᐃᓕᐅᕐᓂᐊᖅᑐᒎᓚᓯᒪᔪᒪᔪᒍᑦ ᐃᓱᓕᒪᓕᕆᓂᖅ ᑕᒪᓐᓇ ᐱᔨᑦᑎᕈᑎᐅᓗᓂ ᓴᖅᑭᔾᔭᖅᑎᑦᑐᓐᓇᕋᑦᑎᒃᑯᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓂ. ᐃᓛᓐᓂᒃᑯᓂᒃᑯᐊ ᐅᓗᕆᐊᓇᖅᑐᒥᑦᑐᑯᓘᖅᑲᑦᑕᕐᒪᑕ ᐃᓛᓐᓂᒃᑯᓪᓗ ᐃᒪᓐᓇ ᐅᐃᒻᒪᐅᓕᖅᓗᑎᐅᓲᖕᒍᖕᒪᑕ ᑕᐃᒪᐃᑦᑑᖕᒪᑦ ᐊᑦᑕᕐᓇᖕᒋᑦᑐᒥᑎᑦᑕᕆᐊᖅᑲᖅᑕᕗᑦ. ᐃᓕᓐᓂᐊᕐᕕᖕᒥᖕᑏᓐᓇᕐᓂᐊᖅᑑᓚᒍᓐᓇᖕᒋᑦᑐᒍᑦ ᑕᒪᓐᓇ ᐅᐃᒻᒪᐅᓂᖕᒋᑦ ᖃᓄᐃᑦᑑᓂᖕᒋᑦ ᒪᓕᒃᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒥᑦᑑᓐᓇᖅᑐᑦ ᐃᓚᖕᒋᑦ, ᐃᓚᖕᒋᑦ ᐋᒃᑲ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. Thank you, Ms. Madsen, for that response. My next question is directed at the Department of Justice as well as the Department of Education. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᖅᓗᒍ ᑕᐃᒪᓐᓇ ᑭᐅᔭᐅᒐᒪ. ᐅᓇ ᐊᐱᖅᑯᑎᒋᔪᒪᓂᐊᓕᕐᒥᔭᕋ, ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕕᐊᓄᑦ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦᓗ. |
| On page 16 of the "Our Minds Matter" systemic review, it indicates that youth involved in the criminal justice system are often connected with mental health resources and supports, and I have heard some very positive things that our youth have access to in the young offenders' facility. However, there seems to be some indication that these youth tend to fall off the rails after their release from the facility. | 16 ᒪᒃᐱᖅᑐᒐᖅ, ᐃᓱᒪᓕᕆᓂᖅ. ᐃᓱᒪᓕᕆᓂᖅ ᑖᒃᑯᐊ ᐃᓚᐅᓂᐅᓴᑐᐃᓐᓇᖃᑦᑕᖅᑐᑦ ᒪᓕᒐᓕᕆᔨᑦ ᐱᓕᕆᕕᖕᒐᑦ, ᐱᐅᔪᓂᒃᓗ ᓴᖅᑭᑦᑎᓯᒪᓕᖅᓗᑕ ᒪᒃᑯᒃᑐᒃᑯᕕᑦ ᑕᐃᓐᓇ ᐅᐸᒃᑕᐅᖃᑦᑕᕈᓐᓇᕐᒪᑦ ᐃᓱᒪᓕᕆᔨᒃᑯᓐᓄᑦ. ᑕᐃᒃᑯᐊ ᒪᒃᑯᒃᑐᑦ ᐃᓱᒪᖅᓱᖕᒋᑦᑐᒃᑯᕕᖕᒥᑦᑐᕕᓖᑦ ᐊᓂᑕᐅᒐᒥᒃ ᐃᓗᐊᖕᒋᑦᑐᒥᓕᓱᖕᒍᖕᒪᑕ. | |
| I would like to ask: how does your department, the Department of Justice, collaborate with Education and/or Health to ensure that young offenders can continue to have the same level to access to services after they are released? Thank you, Mr. Chairman. That is my final question for now. | ᐊᐱᕆᔪᒪᕗᖕᒐ: ᖃᓄᑦᓕ ᑕᒪᓐᓇ ᑲᒪᒋᔭᐅᕙ ᑕᐃᒃᑯᐊ ᒪᒃᑯᒃᑐᑦ ᐱᔨᑦᑎᕈᑎᓂᒃ ᐊᑐᐃᓐᓇᖃᐃᓐᓇᖃᑦᑕᕐᓂᐊᕐᒪᑕ ᐊᓄᑦᓚᒃᓯᖅᑕᐅᔪᓐᓃᕋᓗᐊᖅᑎᑦᓗᒋᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᕝᕙᕗᑦ. |

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| **Chairman** (interpretation): Thank you. Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅᑕ ᒫᓐᓯᐊᓪ. |
| **Mr. Mansell** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the Member for the question. You are correct; we do have quite a bit of services that we provide in facility. The department has a mental health nurse and a clinician that are available to all client under our care as well as we do quite a bit of programming in facility. | **ᒫᓐᓯᐊᓪ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᖅᓱᒍ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᖕᒪᒍ. ᐃ, ᓱᓕᔪᖅ ᐱᔨᑦᑎᕈᑎᓂᒃ ᐊᑐᐃᓐᓇᕈᐃᖃᑦᑕᖅᑐᒍᑦ ᑕᕝᕙᓂ ᐃᓱᒪᖅᓱᖕᒋᑦᑐᒃᑯᕕᖕᒥ. ᓗᒃᑖ ᐋᓐᓂᐊᓯᐅᖅᑎᑕᖃᕐᓚᖅᐳᖅ, ᐃᓅᓯᓕᕆᔨᖃᐅᖅᓱᑎᒃ ᐊᒻᒪᓗ ᒪᑯᐊ ᐱᕝᕙᓕᐅᑎᒃᓴᐅᒃᑲᓐᓂᕈᓐᓇᖅᑐᑦ ᒪᒃᑯᒃᑐᓄᑦ. |
| I spoke a bit about the release planning and the section 19 conferences that we have and that are where we work with our partners to identify the needs that the young person is going to have when they are released from the facility and that process starts upon intake into the facility. | ᐸᖃᐅᓯᐅᖃᑦᑕᖅᑐᒍᑦ ᒪᑯᓄᖓ ᐊᓂᑕᐅᓂᐊᓕᖅᑐᓄᑦ, ᐃᖅᑲᓇᐃᔭᖃᑎᒋᓲᕆᓪᓗᑎᒃᑯᓪᓗ ᒪᑯᐊ ᐱᓕᕆᕖᑦ ᖃᓄᐃᑦᑐᓂᒃ ᐊᑐᖃᑦᑕᖅᓂᐊᖅᒪᖕᒑᑦ ᖃᓂᓯᒪᓕᖅᑎᓪᓗᒍ. ᑭᒃᑯᓐᓄᑦ ᐃᑲᔪᖅᑕᐅᒃᑲᓐᓂᖅᓂᐊᒪᖕᒑᖕᒐ. |
| Our community correctional workers are available to provide support and check-ins to the young person as well. We can't provide our medical care outside of the facilities, but we work with the Department of Health and the Department of Education to create those release plans to ensure that the young person is provided the care that they need when they are released from the facility. (interpretation) Thank you. | ᑕᐃᒃᑯᐊ ᐊᓄᓪᓚᒃᓲᕕᖕᒥ ᐃᖅᑲᓇᐃᔭᖃᑦᑕᖅᑐᑦ ᐃᑲᔪᖃᑦᑕᕐᒥᔪᑦ ᑖᓐᓇ ᐃᓱᖅᑕᐅᓕᖅᑎᓪᓗᒍ, ᑕᕝᕙᓂ ᐃᓱᒪᖅᓱᖕᒋᑦᑐᒃᑯᕕᖕᒥ ᐃᓗᓐᓇᖕᒋᑦ ᐃᓅᓕᓴᐅᑏᑦ ᑕᐃᑲᓃᖕᒋᒻᒪᑕ ᐋᓐᓂᐊᖃᕐᓇᓐᖕᒋᑦᑐᓕᓇᔨᒃᑯᑦ ᐊᖅᑯᑎᒋᖃᑦᑕᖅᑕᕗᑦ. ᑖᓐᓇ ᒪᒃᑯᒃᑐᖅ ᐸᖅᑭᔭᐅᑦᑎᐊᕐᓂᐊᕐᒪᑦ ᑕᕝᕙᖓᑦ ᐊᓂᓯᒪᓕᕋᓗᐊᖅᑎᓪᓗᒍ. (ᑐᓵᔨᑎᒍᑭᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you, Mr. Mansell. (interpretation ends) That sounds again like a situation where coordination between departments is required because this is the youth is going from Department of Justice to the Department of Health so maybe I will turn it to Ms. Bates in terms of commenting on the responses that are provided just now and how important it is to ensure that that coordination is actually happening. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅ ᒫᓐᓯᐊᓪ. (ᑐᓵᔨᑎᒍᑦ) ᐃ, ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖕᒋᑦ ᐃᖅᑲᓇᐃᔭᖃᑎᒌᒃᓗᑎᐅᔭᕆᐊᖃᖅᕙᓗᒃᑐᖅ ᒪᒃᑯᒃᑐᖅ. ᒪᓕᒐᓕᕆᔨᒃᑯᓐᓂᒃ ᐸᖅᑭᔭᐅᔅᓱᖅᐳᖅ, ᐋᓐᓂᐊᖃᕐᓇᓐᖕᒋᑦᑐᓕᕆᔨᒃᑯᓐᓄᐊᔅᓱᖅᐳᖅ. ᒥᔅ ᐸᐃᑦᒧᖅᑲᐃ ᓴᖑᓗᖕᒐ, ᑕᐃᒃᑯᐊ ᑭᐅᔾᔪᑕᐅᓵᖅᑐᑦ ᓂᓪᓕᐅᑎᒋᔪᓐᓇᕐᓂᐊᕐᒪᒋᑦ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖕᒋᑦ ᖃᓄᖅ ᐃᖅᑲᓇᐃᔭᖃᑎᒌᖕᓂᖕᒐ ᐱᕐᔪᐊᖑᑎᒋᖕᒪᖓᑦ ᑕᒪᒃᑯᓂᖕᒐ ᑭᐅᓂᐊᕐᒪᑦ. |
| **Ms. Bates**: Thank you, Mr. Chairman. I think the responses are encouraging in terms of what is currently occurring in terms of | **ᐸᐃᑦᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᑐᓴᕈᒥᓇᖅᑐᑦ. ᖃᓄᖅ ᑕᒪᒃᑯᐊ ᐊᑐᖅᑕᐅᖃᑦᑕᕐᒪᖕᒑᑦ |

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| delivering mental health supports and ensuing the young people have access have access to those supports. | ᐃᓱᒪᓕᕆᓂᖅ ᐱᓪᓗᒍ ᐊᒻᒪᓗ ᐱᔨᑦᑎᕈᑎᓂᒃ ᐊᑐᐃᓐᓇᖃᖅᓯᒪᖕᒪᑕ. |
| I can't stress enough, again, as you see in the individual advocacy cases that one of the reasons that we have is make the recommendation that coordination between departments really is central to ensuing that children, youth and their families are receiving that coordinated approach in a timely manner and that all of the departments are working together to provide the services that children, youth and their families are entitled to and should be receiving so that they can live their best lives. I think it is such an important aspect of public service and the delivery of service, departments working together to be able to communicate and to share information, certainly within the parameters of privacy so that they can deliver those services. | ᐃᓚᖓᑦ ᐅᓇ ᐊᑐᓕᖁᔭᓕᐊᕆᓚᐅᖅᑕᕗᑦ ᑕᒪᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖕᒋᑦ ᐱᔨᑦᑎᖁᐅᑦᑎᐊᕆᐊᓖᑦ ᐊᒻᒪᓗ ᐃᓚᖕᒋᑦ ᑲᑐᔾᔨᖃᑎᒌᓐᓂᒃᑰᕈᑎᒋᔭᐅᓗᑎᒃ ᑖᒃᑯᓄᖓ ᒐᕙᒪᒃᑯᓐᓄᑦ, ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖕᒋᓐᓄᑦ ᑕᐃᒪᐃᑦᑐᓂᒃ ᐱᔨᑦᑎᕈᑎᓂᒃ ᐊᑐᐃᓐᓇᕈᖅᕕᐅᓯᒪᔭᕆᐊᖃᖅᒪᑕ ᐃᓅᖃᑦᑎᐊᖅᓂᐊᖅᐸᑕ. ᐃ, ᑖᓐᓇ ᐱᖅᔪᐊᕆᓂᖅᐹᕆᔭᕋ ᒐᕙᒪᒃᑰᒐᒥᒃ ᐱᔨᑦᑎᕈᑎᓂᒃ ᓴᖅᑭᔭᖅᑎᑦᑎᔨᐅᒐᒥᒃ ᑲᑐᔾᔨᖃᑎᒌᓐᓂᒃᑰᖅᓗᑎᒃ. ᑕᐃᒪᓐᓇ ᐃᑲᔪᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᖅᑐᑦ, ᐊᑐᐃᓐᓇᕈᐃᓯᒪᓗᑎᒡᓗ ᐱᔨᑦᑎᕈᑎᖕᒋᓐᓂᒃ. | |
| Again, I come back to on the to-do list and to really ensure that that ability to do that and that set out with a coordinated way and a set out way so that there is no concerns about can I share this, can I not share this, how do we work together? | ᑕᐃᒪᐃᑦᑐᓐᓇᕆᐊᓖᑦ ᑲᑐᔾᔨᖃᑎᒌᓐᓂᒃᑰᖅᓗᑎᒃ ᖃᓄᖅ ᐃᖅᑲᓇᐃᔭᖃᑎᒌᓐᓂᐊᖅᐱᑖ ᐃᓛᒃ, ᑲᑐᔾᔨᖃᑎᒌᓐᓂᒃᑰᖅᑎᒌᒋᐊᓖᑦ. |
| I trust that answers the question, Mr. Chairman. | ᑭᐅᒐᓗᐊᖅᐸᕋᖃᐃ ᐊᐱᖅᑯᑕᐅᔪᖅ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Moving on. Mr. Qirngnuq. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. ᑲᔪᓯᓗᑕ. ᒥᔅᑕ ᕿᓐᓂᖅ. |
| **Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I want to ask about this subject listed on page 22 within the report, where it states what mental health services are. Mental health is extremely important, especially amongst our youth. It identifies the youth who may require additional mental health counselling or services and that some youth require this service while they are resident in Nunavut. | **ᕿᓐᓂᖅ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ. ᑕᒡᕙᓂ ᒪᑉᐱᕋᓂ ᐊᕙᑎᑦᓗ ᒪᕐᕉᑦᓗ ᐃᓗᐊᓂ ᐅᓐᓂᖅᓯᒪᔪᖅᑲᒻᒪᑦ ᐃᒪᐅᒪᕗᑦ ᐱᒻᒪᕆᐅᖅᒪᑕ. ᐃᓅᒪᐅᒃᑐᑦ ᓇᓗᓇᐃᖅᓯᑎᑕᐅᒪᐃᒪᖅᒪᑕ ᑖᒻᓇ ᐃᒪᐅᒪᒥᒍᑦ ᐃᓗᐊᖅᒪᐃᒋᐊᖃᕐᓂᖕᒋᑦᑕ ᐃᒪᐃ ᐃᓅᒪᐅᒃᑐᑦ ᓄᓇᕗᒻᒥᐅᑕᐅᑎᑦᓗᒋᑦ. |

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| Mental health is extremely important, as it is written within the report, and I want to see how the policy will be interpreted, and I would like to understand when this policy will be reviewed and if it will be available for review, Mr. Chairman. I wish to understand this issue, hence my question on it. Thank you. | ᑖᒻᓇ ᐃᕼᐅᒪᒧᑦ ᐱᒻᒪᕆᐅᓂᖓ ᑕᒡᕙᓂ ᐅᓂᒃᑳᓕᐅᖅᕼᐃᒪᔪᓂ ᑎᑎᕋᕐᕕᒋᔭᐅᔪᓂ, ᑖᒻᓇ ᐊᑐᐊᒐᐸᕼᐊᒃ ᖃᓄᖅ ᖁᓐᖏᐊᖅᑕᐅᓂᐊᕆᐊᖅᑦᓵ ᑐᑭᓯᔪᒪᑦᓗᖓ ᖃᑯᒍ ᑕᐃᒻᓇ ᖁᓐᖏᐊᖅᑕᐅᕕᒃᑦᓵ ᑕᐅᑐᓐᓇᖅᓯᓂᐊᕆᐊᒃᕼᐊᓃᒃ ᐃᒃᓯᕙᐅᑖᖅ ᑐᑭᕼᐃᔪᒪᑦᓗᒍ ᐊᐱᖅᑯᑎᒋᔪᒪᕙᕋ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Mr. Qirngnuq, can you rephrase your question please? Thank you. Mr. Qirngnuq. | **ᐃᒃᓯᕙᐅᑕᖅ** ᒪᑉᓇ. ᒥᔅᑕ ᖁᓐᖓᖅ, ᑐᑭᕼᐃᓇᖅᕼᐃᑎᒋᐊᒃᑲᓐᓂᖅᑑᑦᓗᐊᖅᐱᐅᒃ ᐊᐱᖅᑯᑎᒋᔭᑦ? ᒪᑉᓇ. ᒥᔅᑕ ᖁᓐᖓᖅ. |
| **Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. (interpretation ends) On page 22 of your report, *Our Minds Matter: A Youth-Informed Review of Mental Health Services for Young Nunavummiut*, now, under the "Our Minds Matter" report was your office's first systemic review. Can you describe how your office determines when to conduct a formal systemic review? (interpretation) Thank you, Mr. Chairman. | **ᖁᓐᖓᖅ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᕼᐃᕙᐅᑕᓖᒃ. (ᑐᓵᔨᑎᒍᑦ) ᒪᐸᐱᖅᑐᒐᖅ 22 ᐃᓱᒪᕗᑦ ᑖᓐᓇ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᑐᕌᖓᔪᖅ ᒪᒃᑯᒃᑐᓄᑦ ᑖᒃᑯᓇᓂ ᐅᓂᒃᑳᖏᓐᓂ ᓇᓗᓇᐃᖅᓯᔪᓐᓇᖅᐱᑦ ᖃᓄᖅ ᑎᑎᕋᕐᕕᓯ ᖁᒥᕐᕈᓇᖕᓂᖃᓛᕐᒪᖔᑦ ᑕᒪᒃᑯᓂᖓ? (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. I am going to ask the Director of Child and Youth Advocacy, Lynn Matte, to respond to that question. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᓇᓂᐊᕋᒃᑯᑦ ᐊᐅᓚᑦᑎᔨ ᒪᒃᑯᒃᑐᓄᑦ ᐊᔭᐅᖅᑐᐃᔾᔪᓯᖕᒋᓐᓄᑦ ᑭᐅᖁᓂᐊᕋᒃᑯ. |
| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᒫᑕᓴᓐ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you to the Member for the question. Members may recall from previous annual reports that the office had a very long list of systemic issues to consider making a choice which one that we wanted to review first. To help us figure out which topic to look into first, we asked a series of questions, things like how many young people are being affected by this matter, does it have the potential to have a | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒥᑦᓗ ᒪᓕᒐᓕᐅᖅᑎ ᐊᐱᖅᑯᑎᖓᓐᓄᑦ. ᐃᖅᑲᐅᒪᓂᐊᖅᑐᒃᓴᐅᕗᓯ ᑕᐃᒫᒃ ᐊᕐᕌᒍᑕᒫᖅᓯᐅᑦ ᐅᓂᒃᑳᖕᒍᖅᑲᑦᑕᖅᓯᒪᔪᓂᒃ ᑕᑭᔪᒻᒪᕆᖕᓂᒃ ᑎᑎᕋᖅᓯᒪᖕᒪᑕ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑕᐅᔭᕆᐊᓖᑦ ᓇᓖᕐᖅᑕᐅᔭᕆᐊᓕᖕᓂᒃ. ᐃᑲᔫᑎᓂᐊᕐᒪᑦ ᐅᕙᑦᑎᓐᓄᑦ ᓇᑦᓕᐊᒃ ᑕᑯᓇᖕᓂᐊᕐᒪᖔᑦᑎᒍ ᐊᐱᖅᑯᑎᖅᑲᐅᓚᐅᕋᑦᑕ ᖃᔅᓯᑦ ᒪᒃᑯᒃᑐᑦ ᐊᒃᑐᖅᑕᐅᓯᒪᕙᑦ ᑕᒪᑐᒧᖓ |

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| negative impact on many young people if it is not addressed, the number of times this concern was raised to our attention, how often we are seeing the topic come up in our individual advocacy cases. | ᐊᑲᐅᓐᖏᑦᑐᒃᑯᑦ ᐊᒃᑐᖅᓯᑐᐃᓐᓇᕆᐊᖃᖅᐸᑦ ᐋᖅᑭᒍᑕᐅᓐᖏᑉᐸᑦ. ᑖᓐᓇ ᖃᔅᓯᐊᖅᑎᑲᓪᓚᒃᑐᑦ ᐅᕙᑦᑎᓐᓄᑦ ᐅᖃᐅᓯᐅᓲᖅ ᖃᔅᓯᐊᖅᑎᖅᓗᑎᒃ ᐊᔭᐅᖅᑐᐃᔾᔪᔾᔨᓗᑕ ᖃᔅᓯᐊᖅᑎᑭᐊᖅ ᑕᑯᓯᒪᕕᑦ. |
| We looked at all of that information and the concerns about mental health services for young people scored the highest. It was also a topic that had been raised to our attention in every single community that we have travelled to. Young people, their family, service providers, everybody was telling us that mental health services for young people needed to be improved and so for all of those reasons, we chose this as the topic of our first review. (interpretation) Thank you, Mr. Chairman. | ᑕᐃᒪᓕ ᑕᑯᓂᐊᓚᐅᕋᑦᑎᒍ ᑖᒃᑯᐊᓕᒫᑦ ᐃᓱᒪᒍᑕᐅᔪᑦ ᐃᓱᒪᓕᕆᔭᐅᓂᖏᓐᓄᑦ ᒪᒃᑯᒃᑐᑦ ᑖᒃᑯᐊ ᐳᖅᑐᓛᖑᓚᐅᕐᒪᑕ ᐊᒻᒪᓗ ᐅᕙᑦᑎᓐᓄᑦ ᐅᖃᐅᓯᐅᖃᑦᑕᖅᓯᒪᔪᑦ ᓄᓇᓕᓕᒫᑦᑎᐊᓄᑦ ᐳᓛᕆᐊᖅᑕᑦᑎᓐᓄᑦ ᒪᒃᑯᒃᑐᑦ ᐃᓚᒌᖏᓪᓗ ᐱᔾᑦᑎᕋᖅᑎᖏᓪᓗ ᑭᒃᑯᓕᒫᑦ ᐅᖃᔾᔨᓚᐅᕐᒪᑕ ᐅᕙᑦᑎᓐᓄᑦ ᐃᓱᒪᓕᕆᔭᐅᓂᖏᑦ ᒪᒃᑯᒃᑐᐃᑦ ᐱᐅᓯᕙᓪᓕᕆᐊᖃᕐᒪᑕ ᑖᒃᑯᓂᖓ ᐱᔾᔪᑎᖃᖅᑐᑕ ᑖᓐᓇ ᑕᕝᕙ ᓯᕗᓪᓕᖅᐸᖑᓪᓗᒍ ᕿᒥᕐᕈᔪᒪᓚᐅᖅᑕᕗᑦ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman** (interpretation): Thank you. If it is ok with you, Mr. Qirngnuq Department of Justice would add on to that. Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᐃᖅᑲᖅᑐᐃᕕᓕᕆᔨᒃᑯᑦ ᐃᓚᒋᐊᕈᐊᖅᒪᒍ ᑕᒪᓐᓇ ᑭᐅᔾᔪᑎᒋᔭᖓ. ᒥᔅᑕ ᒫᓐᓯᐊᑦ. |
| **Mr. Mansell**: Apologies, Mr. Chairman, actually it was related to the issue of interdepartmental cooperation post-release. To add to that, the youth facility has actually taken steps recently to offer programming in-facility to young offenders who receive probation in Iqaluit. | **ᒫᓐᓯᐊᑦ** (ᑐᓵᔨᑎᒍᑦ): ᒪᒥᐊᓇᖅ ᐃᒃᓯᕙᐅᑕᖅ ᒪᑐᒧᖓ ᐱᓕᕆᖃᑎᑏᖕᓂᖏᓐᓄᑦ ᐱᓕᕆᖕᕕᑦ ᐃᓚᒋᐊᕈᑎᑐᐃᓐᓇᕐᓗᒍ ᑖᔅᓱᒧᖓ ᒪᒃᑯᒃᑐᒃᑯᕕᐅᑕᐃᓪᓕ ᒫᓐᓇᕋᑖᖅ ᐱᓕᕆᐊᖃᕆᐊᓚᐅᕐᒪᑕ ᒪᒃᑯᒃᑐᓄᑦ ᐱᕋᔭᒃᑐᖅᓯᐅᑎᓄᑦ ᐊᓂᑎᑕᐅᔪᓄᑦ.
| Previously when you left the facility, you left the facility, but we are enabling them to come back and the centre is coordinating to bring youth into the centre that we feel can continue to benefit from the programming that is available in the centre, even though they are on probation and programming staff have been leaving the centre to provide assistance to youth that are on probation. | ᑕᐃᒪᓕ ᐊᓂᔭᖕᖓᕕᑦ ᐊᓂᑐᐃᓐᓇᖃᑦᑕᓚᐅᕋᓗᐊᕋᕕᑦ. ᑕᐃᒪᓕ ᐱᔪᓐᓇᖅᑎᓕᖅᑕᕗᑦ ᐅᑎᕈᓐᓇᕐᓗᑎᒃ ᑐᑭᒧᐊᒃᑎᑕᐅᔪᑦ ᑕᒪᒃᑯᐊ ᒪᒃᑯᒃᑐᓂᒃ ᐃᖅᓯᖅᑎᑦᑎᒃᑲᓐᓂᖅᑐᑦ ᐃᑲᔪᖅᑕᐅᒃᑲᓐᓂᖅᑰᔾᔪᑦ ᑎᒍᔭᐅᓯᒪᕕᖕᒥ ᐊᓂᓯᒪᓕᕋᓗᐊᖅᑎᓪᓗᒋᑦ ᑖᒃᑯᐊᓗ ᐱᓕᕆᔾᔪᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐃᑲᔪᕆᐊᖃᑦᑕᖅᓯᒪᓕᕐᒪᑕ ᒪᒃᑯᒃᑐᓄᑦ ᐊᓂᑎᑕᐅᓯᒪᓕᖅᑐᓄᑦ ᐱᕋᔭᒃᑕᐃᓕᑎᑕᐅᔪᑦ. | |
| As well, for interdepartmental cooperation, our medical staff work for Justice, but we have a teacher that works for the Department of Education that is focused on the youth facility and so that teacher works with his | ᐊᒻᒪᓗ ᐱᓕᕆᖃᑎᑏᖕᓂᖅ ᐱᓪᓗᒍ, ᑖᒃᑯᐊ ᐃᓅᓕᓴᐃᔨᑦ ᒪᓕᒐᓕᕆᔨᒃᑯᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑐᑦ ᐃᓕᓴᐃᔨᖁᑎᖃᕐᒥᒐᑦᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑑᒐᓗᐊᖅ ᑭᓯᐊᓂ ᒪᒃᑯᒃᑐᑦ ᑎᒍᔭᐅᓯᒪᕕᖕᒦᑎᑕᐅᔪᑦ |

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| colleagues at the Department of Education to assist with transitioning back into the regular school system and ensuring that the schools know what the needs of the student are. Thank you. | ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂ ᐱᓕᕆᐊᖃᑎᖃᖃᑦᑕᖅᑐᐃᑦ ᑕᐃᒪ ᐃᓕᓐᓂᐊᕐᕕᖕᓄᑦ ᐅᑎᖅᐸᓪᓕᐊᔪᓐᓇᕐᑯᓪᓗᒍ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᕐᕕᑦ ᖃᐅᔨᒪᑦᑎᐊᕐᑯᓪᓗᒋᑦ ᑭᓯᓂᒃ ᐱᔭᕆᐊᖃᕐᒪᖔᑦ ᒪᒃᑯᒃᑐᖅ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Mr. Qirngnuq. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᖁᓐᖑᖅ. |
| **Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I also thank the witnesses for responding adequately. This question was raised earlier by one of our colleagues as part of their question. I would like to get further clarification on this issue, so I wish to query you on it. | **ᖁᓐᖑᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ ᖁᔭᓐᓇᒦᒡᓗ ᑖᑉᑯᐊ ᑭᐅᑦᑎᐊᕈᓐᓇᒪᑕ. ᐅᓇ ᐅᕙᑦᑎᐊᖅ ᒪᓕᒐᓕᐅᖅᑎᐅᖃᑎᒪ ᐃᓚᖓᑦᑕ ᐊᐱᖅᑯᑎᒋᔭᑕ ᐃᓚᒋᑎᓪᓗᒍ ᑐᑭᒪᐃᕝᓕᒋᒪᓪᓗᒍ ᐊᐱᖅᑯᑎᒋᓂᐊᖅᐸᕋ. |
| When discussing our youth in Nunavut, I would like to know what type of direction or plan is provided. Since we are talking about our youth, I want to ask the Department of Family Services what programs are made available for youth. Some young people are provided services without the parents' involvement, especially for future services and often it seems the social workers are dictating to the youth their preferred approach, especially the types of services they may be directed to, and I believe if given the choice, they can make informed decisions, but I am worried about the consequences if the social worker makes the wrong decision. | ᐅᑯᐊ ᐃᓅᒪᐅᒃᑐᑦ ᓄᓇᕗᒻᒥᐅᑦ ᖃᓄᖅ ᑎᓕᐅᖅᑕᐅᖃᑦᑕᕐᓂᖕᒋᑦᑕ ᒥᒃᓵᓄᑦ ᐅᖃᐅᓯᕆᒐᐸᑎᒍ. ᑖᒃᑯᐊ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᐱᕆᔪᒪᕗᖓ ᑖᒃᑯᐊ ᐃᓅᒪᐅᒃᑐᑦ ᐃᓚᖏᑦ ᐃᓛᓐᓂᑦ ᓇᒥᓂᖅ ᖃᓄᖅᑑᕈᑎᒃᓴᒥᒃ ᐊᖓᔪᖅᑳᖏᑦ ᐃᓚᐅᖕᒋᑎᒃᑐᒋᑦ ᐃᒪᐅᒪᓕᐅᖅᑎᑕᐅᔫᔭᖅᑕᒃᒪᑕ ᓇᓕᐊᓐᓄᑦ ᑐᕋᕐᓂᐊᕆᐊᒃᓴᐃᑕ ᐱᔪᒪᔭᒥᒃᓂᒃ ᐃᒪᐅᒪᒋᔭᒥᒃᓂᒃ ᑐᕋᖅᑎᑕᐅᔪᓐᓇᕋᔭᖅᑰᕐᒪᑕ ᐃᓄᓕᕆᔨᒃᑯᓐᓂᑦ ᐃᓗᐊᖕᒋᑐᒃᑰᖅᑎᑕᐅᑉᐸᑕ.
| I wish to clearly understand this situation, Mr. Chairman, which is why I am querying the witnesses, especially in cases where problems may crop up with the parents disagreeing with the suggested course of action. Why are the parents not included? Is it because the child or youth has a problem? How and in which area can parents become involved in the process, especially if the youth is impacted negatively? | ᑖᓐᓇᓕ ᓇᓕᐊᒃᑯᑦ ᑐᑭᓯᑦᑎᐊᕈᒪᒃᓗᒍ, ᐃᒃᓯᕙᐅᑕᓖᒃ, ᐊᐱᖅᑯᑎᒋᕙᕋ, ᐃᓗᐊᖕᒋᑦᑐᓕᐅᖅᑎᓪᓗᒋᑦ ᐊᖓᔪᖅᑳᑦ ᖃᓄᖅ ᐃᓚᐅᑎᑕᐅᓂᖅ ᐊᔪᖅᑎᑕᐅᒻᒪᕆᐸᑦ ᐅᕝᕙᓗᑭᐊᖅ ᓇᓕᐊᒃᑯᑦ ᐃᓚᐅᑎᑕᐅᔪᓐᓇᕋᔭᖅᐸᑦ ᑕᐃᒻᓇ ᐋᓐᓂᖅᑎᑕᐅᓂᖓ ᐊᑐᖅᑑᑎᓪᓗᒍ ᐃᓅᒪᐃᖓᒃᓂ. |
| Mr. Chairman, I hope you can understand me. Thank you. | ᐃᒃᓯᕙᐅᑕᓖᒃ, ᑐᑭᓯᓇᕐᓂᖅᐸᑦ. ᖁᔭᓐᓇᒦᒃ. |

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| **Chairman** (interpretation): Thank you. Department of Family Services, Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᐃᓄᓕᓇᔨᒃᑯᑦ, ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think the answer to the question is similar to one that had been asked before about family values. It's very much case by case by case. It might depend on the age of the child. If they are old enough to start making their own decisions, we have to respect that to some degree. As much as possible, families are consulted. If safety is a concern, of course it needs to be taken into consideration. | **ᓇᐃᒍ**: ᒪᖕᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑭᐅᔾᔪᑖ ᐊᔾᔨᒃᓴᒋᖅᑰᖅᑕᖕᒐ ᐊᐱᖅᑯᑕᐅᖅᑲᐅᒻᒥᔪᒧᑦ. ᐃᓚᒌᓈᑦ ᐅᑉᐱᓇᔭᖕᒋᓐᓄᑦ ᐊᑐᓃᖕᒐᓪᓗᒋᑦ ᑖᓐᓇ ᑲᒪᒋᔭᔅᓴᖅ ᑐᓐᖓᕕᖅᑲᑐᐃᓐᓇᓇᐊᓕᒃ ᖃᓄᖅ ᐊᖅᑦᒍᖅᑲᖅᑎᐅᒻᒪᖕᒐᖅ ᓱᕈᓯᖅ. ᑕᐃᒪᓕ ᓇᒻᒥᓂᖅ ᐋᖅᑭᓯᔪᓐᓇᖅᓯᓯᒪᓕᖅᑲᑦ ᑖᒃᑯᐊ ᐃᑉᐱᒋᑦᑎᐊᓇᐊᖅᑲᕋᑦᑎᒍ ᐱᔪᓐᓇᕐᓂᓕᒫᑦᑕ ᐃᓚᒌᓈᑦ ᑐᓴᖅᑎᑦᑕᐅᓯᒪᓲᑦ ᐊᑦᑕᓇᖅᑐᒃᑰᑐᐃᓐᓇᓇᐊᖅᑲᕐᓂᖕᒐ ᐃᓱᒪᒋᖅᑲᓯᐅᔾᔭᐅᔭᓇᐊᖅᑲᕐᒥᒻᒪᑦ.  |
| There are so many factors and of course our frontline staff make every effort to balance all perspectives. Not every time will a child make the right decision for themselves. We also have to think long term in the community, in an isolated community. Maybe today that's what the child thinks is best for them, the youth, but then in the long term, will the family go against that youth? Even though today that seems like the right decision; maybe long term there could be effects. | ᐊᒥᓱᒻᒪᓇᐅᒻᒪᑕ ᑕᐃᒪ ᑕᒪᑐᒧᖕᒐ ᐱᔾᔪᑕᐅᔪᓐᓇᖅᑐᑦ. ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᐱᔪᓐᓇᕐᓂᓕᒫᒥᓂ ᓇᓕᒧᑎᑦᑎᓇᓱᖅᑲᑦᑕᖅᑑᒐᓗᐊᖅ ᐱᓕᓇᐊᖅᑲᖅᑲᑕ ᓱᕈᓯᖅ ᑖᓐᓇ ᓈᒻᒪᑦᑐᐃᓐᓇᑯᓗᓐᓂᒃ ᐋᖅᑭᓲᖕᒍᓐᖕᒋᒻᒪᑦ ᓯᕕᑐᔪᑦ ᓄᓇᓕᕋᓛᖕᒍᔪᒥᒃ. ᐱᐅᓂᖅᓴᐅᓱᒋᔭᐅᔫᒐᓗᐊᖅ ᒪᒃᑯᑦᑐᒧᑦ ᑭᓯᐊᓂ ᓯᕕᑐᔪᒃᑯᑦ ᑕᑯᓐᓈᕐᓗᒍ ᐃᓚᒌᖕᒋᓐᓂᖅᑲᐃ ᐊᑭᕋᖅᑐᖅᑕᐅᓂᐊᖅᑐ ᐅᑦᓗᒥ ᓈᒻᒪᖅᑰᔨᓚᐅᕋᓗᐊᖅᑎᑦᓗᒍ ᑭᓯᐊᓂ ᓯᕕᑐᔪᒃᑯᑦ ᓈᒻᒪᓐᖕᒋᑐᐃᓐᓇᓇᐊᖅᑲᕐᒪᑦ.  |
| There is so much to consider and things can change also along the way. Of course we provide service, not just one time, one day; it can extend and the influencing factors will play into that. It's not an easy answer, but not an easy question. (interpretation) Thank you, Mr. Chairman. | ᐊᓯᔾᔨᖅᑐᖅᑲᐃᓐᓇᓇᐊᖅᑲᕐᒥᒪᑦᓗ ᐊᑐᐊᖅᐸᑦᓕᐊᑎᑦᓗᒋᑦ ᐊᑕᐅᓯᐊᑐᐃᓐᓇᖅᑐᑕ ᐱᔨᑦᑎᓲᖕᒍᓐᖕᒋᑦᑐᒍᑦ ᑭᓯᐊᓂ ᐅᐃᒍᒋᐊᖅᓯᒪᓲᑦ ᑕᒪᒃᑯᐊᓗ ᐊᑐᓕᖅᐸᑦᓕᐊᔪᑦ ᐃᓱᒪᒋᖅᑲᓯᐅᑎᓗᒋᑦ. ᑖᓐᓇ ᐱᔭᕐᓂᖅᑐᑯᓘᓐᖕᒋᑦᑑᒐᓗᐊᖅ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᒪᖕᓇ, ᐃᒃᓯᕙᐅᑖᖅ.  |
| **Chairman** (interpretation): Thank you. We have to recognize the clock at this time. We will take a break for lunch. The meeting will resume at 1:30 p.m. We will see you later. Have a good lunch. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᑕᐃᒪ ᒫᓐᓇ ᖃᐅᔨᓴᐅᑦ ᐅᔾᔨᓇᒋᐊᖅᑲᕋᑦᑎᒍ ᐅᑦᓗᕈᕐᒥᑕᕐᓇᕐᒧᑦ ᓄᖅᑲᖕᒐᓚᐅᑲᓐᓂᐊᕋᑦᑕ. ᑲᑎᒪᓂᖅ ᐱᒋᐊᒃᑲᓂᕐᓂᐊᕐᒥᔪᖅ 1:30-ᒧᐊᖅᐸᑦ. ᐅᐊᑦᓯᐊᕈᑦᑕᐅᖅ ᓂᓇᑦᑎᐊᓂᐊᖅᐳᓯ. |
| *>>Committee recessed at 11:58 and resumed at 13:28* | *>>ᓄᖅᑲᑲᐃᓐᓇᖅᑐᑦ 11:58ᒧᐊᖅᑎᑦᓗᒍ ᐊᒻᒪᓗ ᑲᔪᓯᔪᑦ 13:28ᒧᐊᖅᑎᑦᓗᒍ* |
| **Chairman** (interpretation): We're now back | **ᐃᒃᓯᕙᐅᑕᖅ**: ᐅᑎᖅᓯᒪᓕᕐᒥᒐᑦᑕ |

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| to resume our hearing as the Standing Committee on Government Operations and Public Accounts with the Representative for Children and Youth. This morning we left off with Mr. Qirngnuq asking questions, so he will continue. (interpretation ends) We are on the section titled "Systemic Advocacy" in the report and it's quite a long section. It stretches roughly from pages 18 to 40. I'll just remind Members to be clear when you're asking questions and reference the page number when possible. Mr. Qirngnuq. | ᑲᑎᒪᓐᓂᕆᔭᕗᑦ ᐱᒋᐊᕐᓂᐊᓕᕐᒥᖕᒪᑦ. ᑲᑎᒪᔨᕋᓛᖑᐃᓐᓇᖅᑐᑦ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᓂᕆᔭᖕᒋᒃᑕ ᑮᓇᐅᔭᖅᑐᕐᓂᕆᔭᖕᒋᓚᓗ ᒥᒃᓵᓄᑦ ᑲᑎᒪᓂᖃᖅᑎᕐᓗᑕ ᑭᒡᒐᖅᑐᐃᔨ ᓄᑕᖅᑲᓄᑦ ᒪᒃᑯᒃᑐᓄᓪᓗ ᑲᑎᖃᒋᒐᕐᑎᒍ ᐃᓛᒃ ᑐᓴᕐᕕᒋᒐᕐᑎᒍ. ᐅᑉᓛᖅ ᓄᖅᑲᓚᐅᕋᕐᑕ ᒥᔅᑕ ᕿᓐᖑᖅ ᐊᐱᖅᓱᓚᐅᖅᑎᓪᓗᒍ ᑲᔪᓯᓂᐊᕐᒪᑦ ᓱᓕ. (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᑖᒃᑯᓇᓂ ᐅᓂᒃᑳᕐᓂᖅᑐᒍᑦ ᐊᑐᖅᑕᐅᓗᐊᓐᖑᐊᑦᐸᒃᑐᓄᑦ ᐊᔭᐅᖅᑐᐃᔾᔪᑎᓄᑦ ᒪᒃᐱᒐᖕᒐᓂ 18-40-ᒧᖅᑰᖅᑐᖅ. ᐊᐱᖅᓱᓕᕋᐃᒍᔾᔪ ᓈᓴᐅᑎᖕᒐ ᒪᒃᐱᒐᐅᑉ ᐅᖃᖃᑦᑕᕐᓗᒍ ᐊᔪᕐᓇᓐᖕᒋᑉᐸᑦ. ᒥᔅᑕ ᕿᓐᖑᖅ. | ᕿᓐᖑᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ. ᐅᑉᓗᒃᑰᖅᐸᑉᐸᕼᐃ ᑲᑎᒪᔭᖅᑐᖅᕼᐃᒪᔪᕼᐃᒍᑦ. |
| Mr. Chairman, here on pages 22 to 29, for clarity, I'll speak in English. (interpretation ends) On page 22 of your annual report you note that of the 15 recommendations from your systemic review, *Our Minds Matter*, you determined that there was an agreement of six recommendations, partial agreement with five, and disagreement with one, and the remainder unclear if there was agreement or disagreement. Can you describe how you will continue to monitor these recommendations? (interpretation) Thank you, Mr. Chairman. | ᐃᒃᓯᕙᐅᑖᖅ, ᑕᒡᕙᓂ ᓱᓕ ᒪᐸᐱᒐᖅᑲᖅᑐᖅ 22-ᒥ ᑕᐃᑯᖕᒐ 29-ᒧᑦ ᑎᑭᕼᐃᒪᔪᖅ ᐃᓗᐊᓂ ᐅᓇ ᑐᑭᕼᐃᓐᓇᖅᕼᐃᑲᐅᑎᒋᓂᐊᕋᒪ ᖃᐸᓗᓈᑑᕐᓗᒍ ᐅᖃᐅᕼᐃᓇᓂᐊᕋᐸᑯ. (ᑐᓵᔨᑎᒍᑦ) ᒪᐸᐱᒐᖕᒋᓐᓂ 22 ᐊᕐᕌᖑᑕᒫᖅᓯᐅᑎᓐᓂ ᑎᑎᕋᖅᓯᓯᒪᒐᕕᑦ 15-ᓂᒃ ᐊᑐᓕᕐᑯᔭᐅᓯᒪᔪᓂᒃ ᐃᓱᒪᕗᑦ ᐱᒻᒪᕆᐅᓂᖕᒐᔪᒥᑦ ᑖᒃᑯᐊ ᐊᕐᕕᓂᓖᑦ ᐊᑐᓕᖅᑕᐅᕐᑯᔭᐅᔪᑦ ᐊᖏᕈᑎᓅᑲᐃᓐᓇᖅᓯᒪᓪᓗᑎᒃ ᑕᓪᓕᒪᑦ ᐊᑕᐅᓯᖅ ᐊᖏᖅᑲᑎᑏᑕᐅᖕᒋᑦᑐᓂ ᐊᒥᐊᒃᑯᖕᒋᑦ ᑐᑭᓯᓇᖕᒋᕐᓗᓂ ᐊᖏᖅᑲᑎᑏᖕᓂᕐᒪᖔᑕ ᐊᖏᖅᑲᑎᑏᖕᓂᖕᒋᒻᒪᖔᑕᓗᓐᓃᑦ ᐅᓂᒃᑳᕈᓐᓇᖅᐱᑦ ᖃᓄᖅ ᓇᐅᑦᑎᖅᑐᐃᓐᓇᕐᓂᐊᕐᒪᖔᖅᐱᑦ ᑕᒪᒃᑯᓇᖕᒐᑦ ᐊᑐᓕᖅᑯᔭᐅᓯᒪᔪᓂᒃ? (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. ᒥᔅᑕ ᐸᐃᑦ. |
| **Ms. Bates**: Thank you, Mr. Chairman. I'm going to ask Lynn Matte, the Director of Child and Youth Advocacy Services, to speak to this. | **ᐸᐃᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᓕᓐ ᒫᑦ ᑖᓐᓇ ᐊᐅᓚᑦᓯᔨᐅᔪᖅ ᑕᒪᒃᑯᓄᖕᒐ ᓄᑕᖅᑲᓄᑦ ᐃᓅᓱᑦᑐᓄᓪᓗ ᐊᔭᐅᖅᑐᐃᓂᕐᒧᑦ. |
| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. Good afternoon. (interpretation ends) Thank you for the question. In front of you, you have our 2019-2020 annual report. We reported out what we knew in that fiscal | **ᒫᑦ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓐᓄᓴᒃᑯᑦ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᒋᔭᓐᓄᑦ. ᑖᒃᑯᐊ 2019-2020 ᐊᕐᕌᒍᑕᒫᖅᓯᐅᑦ ᐅᓂᒃᑳᖕᒋᑦ ᐅᓂᒃᑳᓕᐅᖅᓯᒪᕗᒍᑦ ᖃᐅᔨᒪᔭᑦᑎᓐᓂ ᑕᐃᑲᓂ |

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| year. These recommendations will appear again in subsequent annual reports to let you know what progress departments are making on them. We follow up with departments annually to ask what they are doing to implement the recommendations and we will continue to report out on it publicly. | ᐊᕐᕌᒍᒥ. ᑖᒃᑯᐊ ᐊᑐᓕᕐᑯᔭᐅᔪᑦ ᓴᖅᑭᑲᓐᓂᓛᕐᒥᔪᑦ ᐅᓂᒃᑳᓕᐊᖑᒃᑲᓐᓂᕐᓂᒃ ᑐᑭᓯᓛᕋᑉᓯ ᖃᓄᖅ ᐱᕙᓪᓕᐊᓯᒪᒻᒪᖕᒑᑉᑕ ᐅᑎᕐᕕᒋᕙᓪᑕᕗᑦ ᑎᒥᐅᔪᑦ ᖃᓄᖅ ᐊᑐᓕᖅᑎᕐᓯᕙᓪᓕᐊᒻᒪᖕᒑᑕ ᐊᑐᓕᕐᑯᔭᐅᓯᒪᔪᓂᒃ ᐅᓂᒃᑳᓇᓱᓇᓪᓗᑎᒋᓪᓗ ᑭᒃᑯᓕᒫᓄᑦ ᑐᓴᐅᑎᑎᒍᑦ. |
| We have in the last year established a process with departments such that for the majority of our recommendations that are systemic, we will allow them a year before we ask them what they have done, but we will ask them sooner than that whether or not they agree or disagree with the recommendation. After a year has passed, then we will start asking departments to let us know what they have done to implement the recommendation and we are committed to continuing to publish that in our annual reports going forward. (interpretation) Thank you, Mr. Chairman. | ᐊᕐᕌᓂ ᑖᒃᑯᐊ ᑎᒥᐅᔪᑦ ᐱᓕᕆᐊᖃᓕᓚᐅᖅᑐᒍᑦ ᑕᒪᒃᑯᐊ ᐊᑐᓕᕐᑯᔭᐅᓯᒪᔪᑦ ᐃᒪᐃᒐᔪᓐᓂᖏᑦ ᖃᓄᐃᓗᖅᓯᒪᒻᒪᖕᒑᑕ ᐊᐱᕆᒐᔭᖅᑕᕗᑦ ᐊᐱᕆᓵᓕᓯᒪᒐᔭᓚᐅᖅᑕᕗᑦ ᐊᖏᖃᑎᒌᔅᓯᒪᒻᒪᖕᒑᑕ ᐋᒡᒐᖅᓯᒪᒻᒪᖕᒑᑕᓗᓐᓃᑦ. ᐊᒻᒪ ᐊᓂᒍᖅᓯᒪᓕᖅᐸᑦ ᖃᓄᖅ ᐊᑐᓕᖅᓯᓯᒪᕕᓯ ᑕᒪᒃᑯᓇᓐᖕᒐᑦ ᐊᑐᓕᕐᑯᔭᐅᓯᒪᔪᓂᒃ ᐊᕐᕌᒍᑕᒫᖅᓯᐅᑎᒥᒃ ᐅᓂᒃᑳᕐᓂᒃ ᑎᑎᕋᖅᓯᒪᓛᖅᓱᑎᒍ. (ᑐᓴᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᕐᑯᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Qirngnuq. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. ᒥᔅᑕ ᕿᓐᖑᖅ. |
| **Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. Still on table 10, page 29, the last paragraph, 15, (interpretation ends) "The Department of Community and Government Services, in partnership with the Department of Culture and Heritage, hamlets, and young Nunavummiut, develop and implement a territorial child and youth recreation strategy and action plan." There's a disagreement in response and the commitments made by "The Department of Community and Government Services does not agree with the recommendation to develop a strategy and action plan specific to children and youth at this time." (interpretation) Mr. Chairman, I'm asking for clarification on that. Thank you. | **ᕿᓐᖑᖅ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ. ᑕᐃᕙᓂ ᕼᐅᓕ table 10 ᐃᓗᐊᓂ ᒪᐸᐱᒐᓂᒃ 29 ᑭᖑᓪᓕᖅᐹᖅ 15-ᖑᔪᖅ (ᑐᓴᔨᑎᒍᑦ) ᑖᒃᑯᐊ ᓄᓇᓕᓐᓂᑦ ᒐᕙᒪᒃᑯᓕᕆᔨᒃᑯᓄᓪᓗ ᑕᒪᒃᑯᓇᓐᖕᒐᑦ ᕼᐊᒻᒪᓚᓐᓂᒃ ᓄᓇᕗᒻᒥᐅᓂᓪᓗ ᒪᒃᑯᑦᑐᓂᒃ ᐋᖅᑮᔪᒪᓪᓗᑎᒃ ᓄᓇᕗᒥ ᐃᓅᓯᑦᑐᓄᑦ ᐱᓐᖑᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐸᕐᓇᐅᑎᒥᒃ ᖃᓄᖅᑑᕈᑎᔅᓴᒥᓪᓗ. ᐊᖏᖃᑎᒌᓐᓂᖃᖅᓱᓂ ᑭᐅᔾᔪᑎᐅᔪᓂᒃ ᐊᒻᒪᓗ ᑲᔅᓱᖕᒐᐃᖅᓯᒪᒍᑎᐅᔪᓂᒃ ᑖᒃᑯᐊ ᓄᓇᓕᓐᓂ ᒐᕙᒪᒃᑯᓐᓂᓪᓗ ᐱᔨᑦᑎᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᖏᖃᑎᖃᖅᓯᒪᓐᖏᕐᓱᑎᒃ ᖃᓄᖅᑑᕈᑎᓂᒃ ᐸᕐᓇᐅᑎᓕᐅᕐᑯᔨᓂᐅᔪᒥᒃ. (ᑐᓴᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᐃᒃᓯᕙᐅᑖᓖᒃ, ᑐᑭᕼᐃᕐᑎᐊᕈᒪ'ᓗᖓ ᑖᐸᕼᐅᒥᓐᖓ ᐊᐱᖅᑯᑎᖃᖅᑐᖓ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. | **ᐸᐃᑦᔅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |

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| I'm going to again ask Lynn Matte, the Director of Child and Youth Advocacy Services, to respond. | ᑖᓐᓇ ᓕᓐ ᒫᑦ ᑭᐅᒃᑲᓐᓂᕐᑯᓂᓇᕙᕋ ᑕᒪᑐᒧᖓ. |
| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. The Department of Community and Government Services told us that they were working on a sport framework for the entire territory and that they hoped to encompass all age groups in one document and that was the reason why they disagreed with the recommendation. They are choosing not to develop a framework that is specific to sport connected to young people or recreational opportunities that would focus on those opportunities just for young people. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒥᑦᓗ ᐊᐱᖅᑯᑎᓐᓄᑦ. ᑖᒃᑯᐊ ᓄᓇᓕᓐᓂ ᒐᕙᒪᒃᑯᓂᑦᓗ ᐱᔨᑦᑎᖅᑐᓕᕆᔨᒃᑯᑦ ᐅᕙᑦᑎᓐᓄᑦ ᐅᖃᐅᔾᔨᔪᑦ ᐱᓕᕆᐊᖃᕐᒪᑕᒨᖅ ᐱᓐᖑᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᓄᓇᕗᓗᑦᑖᒧᑦ ᖃᓄᐃᓕᖓᓂᔅᓴᖏᑦ ᐋᖅᑭᒃᓱᐃᒻᒪᑕ ᐊᕐᕌᒍᖃᖅᑐᓕᒫᓄᑦ ᐊᑕᐅᓯᕐᒥᒃ ᑎᑎᕋᕋᔭᖅᓱᓂᐅᒃ. ᑕᐃᒪᐃᒻᒪᑦ ᐊᖏᖃᑎᖃᔪᓐᖏᑦᑐᑦ ᐊᑐᓕᖁᔭᐅᔪᒥᑦ ᐋᖅᑮᔪᒪᓐᖏᒻᒪᑕ ᑐᕌᖓᓗᐊᖃᑦᑕᖅᑐᒥᒃ ᐃᓅᓱᑦᑐᓄᓪᓗᐊᑕᖅ, ᐃᓅᓱᑦᑐᑐᐊᓂᒃ ᐱᔪᓂᒃ. |
| As a result of that disagreement, you see it in the 2019-2020 annual report, but because the department has disagreed, there is nothing for us to follow up with them on. They aren't doing it. They have told us no. Jane has the authority as the representative to issue recommendations, but she cannot force departments to take action. Decisions on whether or not to implement a recommendation lie with the departments. (interpretation) Thank you, Mr. Chairman. | ᐊᖏᖃᑎᖃᓚᐅᓐᖏᒻᒪᑕ, ᑕᑯᒐᔭᕋᕕᑦ 2019-2020 ᐊᕐᕌᒍᑕᒫᖅᓱᐅᑎᓂᒃ ᐊᖏᖃᑎᖃᓚᐅᓐᖏᒻᒪᑕ ᐅᕙᒍᑦ ᐅᑎᕕᒋᔪᓐᓇᖏᑦᑕᕗᑦ. ᑕᐃᒪᐃᔾᔭᖏᒻᒪᑕᒨᖅᓚᒃᓱᑎᒃ ᐱᔪᓐᓇᕐᓂᖃᖅᑐᒍᑦ, ᐱᔪᓐᓇᕐᓂᖃᓇᓪᓗᑎᓪᓗ ᐊᑐᓕᖁᔭᕐᑎᓐᓂ ᓯᕗᒧᔾᔨᓂᖅ ᑭᓯᐊᓂ ᑖᒃᑯᐊ ᑎᒥᖁᑎᐅᔪᖅ ᐊᑐᓕᖁᔭᓂᐊᕐᒪᖔᑕ ᑲᔪᓯᒃᑲᐃᓐᓂᐊᕐᒪᖔᑕ ᑖᒃᑯᓄᖓᓂ ᑎᒥᐅᔪᒧᑦ ᑐᓐᖓᒪᑦ. (ᑐᓵᔨᑎᒍᑭᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Thank you. Next name on my list: Mr. Simailak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒥᒃ. ᐊᒻᒪ ᐊᑎᖁᑎᓐᓃᒻᒥᔪᖅ: ᒥᔅᑕ ᓯᒪᐃᓚᒃ. |
| **Mr. Simailak**: Thank you, Mr. Chairman. I would just like to quickly add onto or ask about your last response here. There has been a change of Ministers and some executive staff, I believe, at the department. Has there been a follow-up to see if there has been any change in mind about this response? Thank you, Mr. Chairman. | **ᓯᒪᐃᓚᒃ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᖑᓪᓕᖅᐹᒧᑦ ᓲᕐᓕ ᑭᐅᕋᑖᖅᑕᒧᑦ. ᐊᓯᔾᔨᖅᓯᒪᖔᒪᑕ ᒥᓂᔅᑕᐅᔪᑦ ᐊᒻᒪᓗ ᐊᒻᒪᓗ ᓯᕗᓕᖅᑎᐅᔪᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᒃ, ᐅᑎᕕᐅᓯᒪᕙᑦ ᐊᓯᔾᔨᓯᒪᖔᒪᖔᑕ ᐃᓱᒪᒋᔭᐅᔪᑦ ᑕᒪᑐᒧᖓ ᑭᐅᔾᔪᑎᒋᒋᐊᓐᖓᓚᐅᖅᑕᒥᖔᓄ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |

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| **Chairman** (interpretation): Thank you. (interpretation ends) That's regarding Recommendation 15 in the "Our Minds Matter" report. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᐅᑎᒍᑦ): ᑖᒃᑯᐊ ᐊᑐᓕᕐᑯᔭᐅᔪᒧᑦ 15-ᒧ ᐃᓱᒪᕗᑦ ᐱᒻᒪᕆᐅᓂᖏᓐᓂᒃ ᐅᓂᒃᑳᓕᐊᖑᓯᒪᔪᓂᒃ. ᒥᕐ ᐸᐃᑦᕐ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for the question. No, there has been no further follow-up. We expected the answer of the departments. Certainly that's something that we can consider in the future, but it's not something typically we would do. Thank you, Mr. Chairman. | **ᐸᐃᑦᕐ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪ ᖁᔭᓐᓇᒥᒃ ᐊᐱᖅᑯᑎᖕᓄᑦ. ᐋᒃᑲ, ᐅᑎᕐᕕᒋᓯᒪᓐᖏᑕᕗᑦ ᐊᖏᑐᐃᓐᓇᓚᐅᖅᓯᒪᔭᕗᑦ ᑭᐅᔾᔪᑎᖕᒋᑦ ᑕᐃᒃᑯᐊ ᑎᒥᖕᒐᑕ. ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒃᓴᖅᑲᐃ ᓯᕗᓂᒃᓴᑦᑎᓐᓂ ᑭᓯᐊᓂ ᑕᒪᓐᓇ ᐅᑎᕐᕕᒋᓯᒪᓐᖏᑕᕗᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Simailak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᓯᒪᐃᓚᒃ. |
| **Mr. Simailak**: Thank you, Mr. Chairman. Thank you for the response. Moving on, on page 23, I would like to direct my question to Education. Recommendation No. 2, "The Department of Education ensure that all school staff, including *Ilinniarvimmi Inuusilirijiit*, guidance counsellors, teachers, support staff, and principals, receive basic mental health training on how to connect children and youth with appropriate mental health services and how to support them while this connection is being made." | **ᓯᒪᐃᓚᒃ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪ ᖁᔭᓐᓇᒥᒃ ᑭᐅᔾᔪᑎᓐᓄᑦ. ᐊᓯᐊᓅᕐᓗᖓ ᒪᐸᐱᒐᖓᓂ 23 ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐊᐱᖅᑯᑎᒋᓂᐊᖅᑕᕋ ᐊᑐᓕᕐᑯᔭᐅᔪᖅ ᑐᐸᓕᐊ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᒫᖕᒋᑦ ᐃᓕᓐᓂᐊᕕᒻᒥ ᐃᓅᓯᓕᕆᔨᑦ ᐊᒻᒪᓗ ᐃᓕᓴᐃᓐᑦ ᐃᑲᔪᖅᑏᑦᓗ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᕙᓪᓗᑎᒃ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᖃᓄᖅ ᐱᓕᕆᔭᕆᐊᒃᓴᖅ ᓄᑕᖅᑲᓂᒃ ᓈᒻᒪᑦᑐᒃᑯᑦ ᐊᒻᒪᓗ ᐃᓱᒪᓕᕆᔨᒃᑯᑦ ᖃᓄᖅ ᐃᑲᔪᖅᑐᐃᑲᓐᓂᖅᑕᐅᒍᓐᓇᕐᒪᒑᑕ. ᒪᒥᐊᓇᖅ. |
| There are some casuals regularly working in our schools, I believe, in every community. They could be substitute teachers, substitute student support assistants, but because they are casuals, they do not take part in any of these courses or in-service sessions that happen throughout the school year. I would like to know why that is because these people do work regularly, every month some of them, and they're dealing with our children on a daily school basis. I'm wondering why these people are not included in these training sessions. Thank you, Mr. Chairman. | ᐃᓚᖏᑦ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᐸᑦᑐᑦ ᐃᖅᑲᓇᐃᔭᐃᓐᓇᕈᔪᑦᑐᑎᒃ ᐃᓕᓐᓂᐊᕕᓐᓂ ᓄᓇᓕᓕᒫᓂᐅᖅᑰᖅᑐᖅ. ᑭᖑᕝᕕᖅᑲᑦᑕᖅᑐᑦ ᐃᓕᓴᐃᓐᑦ ᐅᕝᕙᓗ ᐃᑲᔪᖅᑐᐃᔨᐅᖅᑲᑦᑕᖅᑐᑦ ᐃᖅᑲᓇᐃᔭᓚᐅᑲᑐᐃᓐᓇᖅᑲᑦᑕᖅᖓᑕ ᐃᓚᐅᖅᑲᑦᑕᖏᑦᑐᑦ ᑲᑎᒪᓂᐅᖅᑲᑦᑕᖅᑐᒥᒃ ᐃᓕᓐᓂᐊᕐᓂᐅᕙᑦᑐᓂᓪᓗ ᐊᕐᕌᒍᑉ ᐃᓗᐊᓂ ᐃᓕᓐᓂᐊᕐᓇᐅᑎᓪᓗᒍ. ᓱᒪᒃᑭᐊᖅ? ᑕᒪᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᐃᓐᓇᖅᑲᑦᑕᕐᒪᑕ ᐃᓚᖏᑦ ᑕᖅᑭᓕᒫᖅ ᐊᒻᒪ ᓄᑕᖅᑲᑎᓐᓂᒃ ᖅᑲᐅᑕᒫᑦ ᐱᓕᕆᖅᑎᖅᑲᖅᐸᔅᓯᑎᒃ ᐃᓕᓐᓂᐊᕐᓇᐅᑎᓪᓗᒍ ᓱᒪᒃᑭᐊ ᐃᓚᒋᔭᐅᖅᑲᑦᑕᖅᓯᒪᓐᖏᓚᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓕᕋᖓᑕ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Department of Education, Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᒥᔅ ᕼᐊᐃᓐᓄ. |

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| **Ms. Hainnu**: Thank you for that question. I do appreciate the question very much. As it pertains to professional development, the Department of Education's Professional Development Fund assists with the Nunavut Teachers Association. The millions that are devoted to professional development go and sit with the NTA, and so what I can do for you today is pass this question along because you bring a valid point that all of our students in our school system deserve a trained employee in the building, whether it is a custodian, a secretary, *ilinniarvimmi inuusilirijiit*, DEA elder hires, teachers, or administrators. | **Ầᐊᐃᓐᓄ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᒋᑦᑎᐊᕋᕕᐅᒃ. ᖁ ᑖᒃᑯᐊ ᐱᕙᓪᓕᐊᓂᕐᒧᑦ ᑐᕌᖓᔪᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᕙᓪᓕᐊᔪᓕᕆᓂᕐᒧᑦ ᑮᓇᐅᔭᖃᕈᑎᒋᔭᕗᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔨᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᑖᑉᑯᐊ ᑕᒪᒃᑯᓇᖕᖓᑦ ᐃᓕᓴᐃᔨᓄᑦ ᐃᓚᐅᓲᖑᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᓂᖃᖅᑎᓪᓗᒋᑦ. ᐃᒪᐃᒍᓐᓇᖅᑐᖓ ᑐᓂᔪᓐᓇᐸᕋ ᑖᓐᓇ ᑐᓴᕋᔅᓴ ᐅᖃᑦᓯᐊᕋᕕᑦ ᐃᓕᓐᓂᐊᖅᑎᓕᒫᕗᑦ ᐃᓕᓴᐃᔨᑦ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᓯᒪᑦᑎᐊᓇᐊᖃᕐᒪᑕ ᓴᓗᒻᒪᖅᓴᐃᔨᑐᐃᓐᓇᐅᒐᓗᐊᕈᓂ, ᐊᓪᓚᑦᑎᑕᐅᓐᓇᐅᒐᓗᐊᕈᓂ, ᐃᓕᓐᓂᐊᕕᒻᒥᓪᓗ ᐃᓅᓯᓕᓇᔨᐅᑉᐸᑦ, ᐃᓐᓇᐅᑉᐸᓘᓐᓃᑦ, ᐃᓕᓴᐃᔨᑦ ᐊᓪᓚᕕᓕᓇᔨᑦ. |
| As for an NTA member is only an NTA member when they are a substitute teacher on the day they show up and that is a collective bargain item and so that is covered under the collective agreement between the NTA and the Department of Education and some of those logistical pieces tie up resources that we could have a say in. | ᑖᒃᑯᐊ ᓄᓇᕗᒻᒥ ᑲᑐᔾᔨᖃᑎᒌᓐᓄᑦ ᐃᓚᐅᔪᑦ ᐅᐸᖃᑦᑕᕌᖓᒥᒃ ᑖᓐᓇ ᐊᖏᕈᑕᐅᓯᒪᒻᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᓂᕐᒧᑦ ᑖᒃᑯᐊ ᑲᑐᔾᔨᖃᑎᒌᒃᑯᖏᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ, ᑕᒪᒃᑯᐊᓗ ᐱᓕᕆᔾᔪᑎᒃᓴᓂᒃ ᐊᑐᕐᓗᑎᐅᒻᒪᑕ ᐅᖃᐅᓯᖃᕐᕕᒋᔪᓐᓇᖅᑕᑦᑎᓐᓂᒃ. |
| I would like [to ask] Charlotte Borg if she has anything to add to the II training in particular. Thank you. | ᓵᓚᑦ ᐳᐊᒃ [ᐊᐱᕆᒍᒪᓪᓗᒍ] ᐃᓚᒋᐊᖅᓯᒍᒪᒻᒪᖕᒑᑦ ᖃᓄᖅ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ ᐃᓅᓯᓕᕆᔨᑦ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᖃᑦᑕᕐᒪᖕᒑᑕ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Borg. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ ᒥᓴ ᐳᐊᒃ. |
| **Ms. Borg** (interpretation): Thank you. (interpretation ends) The Department of Education does its best to be inclusive of all school level staff, working in a school and across the territory at any given moment in time. For example, this past February we delivered training via teams to all our *ilinniarvimmi inuusilirijiit*, some of whom are employed in term positions or as casuals. That training was in mental health first aid and we ensured that all those serving in that role had access to that training. I do believe we had 95 percent uptake across the territory. (interpretation) Thank you. | **ᐳᐊᒃ**: ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒻᒪᕆᒃᑯᑦ ᐱᓇᓱᑦᓯᐊᖃᑦᑕᖅᑐᐃᑦ ᐃᓚᐅᑎᑦᓯᒐᓱᑦᑐᑎᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᓗᑉᑖᓂᒃ ᓴᓇᕙᑦᑐᓂᒃ ᐃᓕᓐᓂᐊᕕᓐᓂᒃ ᖃᖓᑐᐃᓐᓇᑦᓯᐊᖅ ᑐᓴᖅᑎᑕᐅᓲᖑᓕᖅᑐᑦ ᐆᑦᑑᑎᒋᓗᒍᖅᑲᐃ ᕖᕝᕗᐊᕆᐅᔪᒥ ᕖᕝᕗᐊᕆᐅᔪᒥ ᐃᓕᓐᓂᐊᑎᑦᓯᔪᒻᒥᔪᒍᑦ ᐃᓐᓇᕐᒥᒃ ᐃᓅᓯᓕᕆᔨᓂᒃ. ᐃᓚᖏᑦ ᐃᖅᑲᓇᐃᔭᑲᐃᓇᐸᑦᑐᑦ, ᐃᖅᑲᓇᐃᔭᖅᑎᒻᒪᕆᐅᓪᓗᑎᒃ ᑖᒃᑯᐊ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᐃᑲᔫᑎᓂᒃ ᐱᓕᕆᓪᓗᑕ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᕈᑎᒧᑦ ᑕᒪᑐᒧᖓ ᐊᑐᐃᓐᓇᐅᑎᒐᓱᓱᔭᕗᑦ 95 ᐳᓴᓐᑎᒥᐅᖅᑰᖅᑐᖅ ᐃᓚᐅᑎᖃᑦᑕᖅᑐᑦ ᓄᓇᕗᓗᑦᑖᕐᒥ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ. |

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| **Chairman** (interpretation): Thank you. Mr. Simailak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅᑕ ᓯᒪᐃᓚᒃ. |
| **Mr. Simailak**: Thank you, Mr. Chairman. Thank you for the responses. Next question, under responses to commitments made on the same page, on 23, "The Department of Education committed to providing ASIST training…" It lists a few different communities. I'm wondering: how often is this ASIST training done in our communities? Is it done in every community? | **ᓯᒪᐃᓚᒃ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᓪᓗ ᑭᐅᔾᔪᑎᐅᔪᒧᑦ. ᐊᐱᖅᑯᑎᒪ ᐊᐃᑉᐸ, ᑭᐅᔾᔪᑎᐅᔪᓂᒃ ᐃᓗᖕᒋᖅᓱᑕᐅᔪᓂᓗ ᑕᕝᕙᓂᔅᓴᐃᓐᓇᖅ ᒪᑉᐱᒐᕐᒥᒃ ᐃᓚᓐᓂᐊᖅᑐᓕᕆᔨᒪᕆᒃᑯᑦ ᐃᓚᓴᐃᒍᑎᓂᒃ ᐃᓚᖕᒋᓐᓂᒃ ᓄᓇᓚᓐᓂ ᖃᑦᓯᐊᖅᑎᒐᔪᑉᐱᓯ? ᑕᒪᓐᓇ ᐃᓚᓴᐃᔨᖃᑎᖃᕐᓂᕐᒥᒃ ᓄᓇᓚᓚᓗᑦᑖᓂᒃ ᐊᑐᖅᑕᐅᕙᑉᐸ? |
| ASIST training, I believe, has to do with suicide prevention and we all know that this is a very serious issue in our territory. I had one in my high school this past January or February during our winter sitting, and it was very hard for me to be here in Iqaluit and not in Baker Lake at the time. | ᐃᑲᔪᖅᐸᑦᑐᑦ ᐃᓚᓴᐃᓂᕐᒥᒃ ᐃᒻᒥᓃᖅᑕᐃᓕᓂᕐᒧᖅᑲᐃᕐᖑᓇ ᐱᔾᔪᑎᖃᖅᐳᖅ ᐊᒻᒪᓗ ᖃᐅᔨᒪᑉᓗᑎᒍ ᐱᒻᒪᕆᐊᓘᒻᒪᑦ ᑕᒪᓐᓇ ᓄᓇᕗᒻᒥ ᐃᓚᓐᓂᐊᕐᕕᓐᓂ ᓵᓐᓄᐊᕆ ᕕᕝᕗᐊᕆᒥᓗᑭᐊᖅ ᐅᑭᐅᖅ ᐃᒃᓯᕙᓂᖃᖅᓯᓪᓗᑕ ᐃᖃᓗᓐᓃᒋᐊᑦᓴᖅ ᐊᔪᓐᓇᓪᓚᕆᔪᔪᖅ ᖃᒪᓂᖅᑐᐊᒦᒍᒪᓪᓗᓂ. |
| I'm wondering about this ASIST training. How often is it done and is it provided to new teachers? Are they coming from the south or NTEP graduates? Thank you, Mr. Chairman. | ᑕᒪᓐᓇ ᐃᑲᔪᖅᐸᓐᓂᖅ ᐃᓚᓴᐃᔾᔪᑎᓄᑦ ᖃᑦᓯᐊᖅᑎ ᐊᑐᖅᑕᐅᒐᔪᑉᐸ? ᐊᑐᐃᓐᓇᐅᑎᑕᐅᕙᑉᐸ ᓄᑖᓄᑦ ᐃᓚᓴᐃᔨᓄᑦ ᖃᓪᓗᓈᓃᓐᖕᒐᖅᑐᓄᖅᑲᐃ? ᐅᕙᓗᓐᓃᑦ ᓄᓇᕗᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᒐᓐᓂᒃ ᐱᐊᓂᑦᓯᓯᒪᔪᓂᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ, ᒥᔅ ᕼᐊᐃᓐᓄ. |
| **Ms. Hainnu** (interpretation): Thank you, Mr. Chairman. Thank you for that good question. (interpretation ends) ASIST training, like professional development, is up to the teachers. In the collective agreement it stipulates that the professional development will be at the discretion of the teacher, but the department has offered to ensure that the right kind of professional development is available is make them available. Any teacher that comes in can take ASIST, they can sign up for it, they can sign up for it at any time, they can utilize their professional development during PD week in February, but at the same time they can retake it. I have taken ASIST and I have been to Red Cross, I think it's the same course, four times with different | **ᕼᐊᐃᓐᓄ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᑕᐅᖅ ᐊᐱᖅᑯᑎᒋᑦᑎᐊᕋᕕᐅᒃ. (ᑐᓵᔨᑎᒍᑦ) ᐃᑲᔪᖅᑕᖅᑕᒃᑲ ᐃᓚᓴᐃᔨᓂᒃ ᐃᑲᔪᖅᓂᖅ ᐃᓚᓴᐃᔨᒧᑦ ᒪᓚᒻᒪᑦ ᐊᖏᕈᑎᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ ᐅᖃᖅᓯᒪᒻᒪᑦ ᐱᕙᓪᓕᐊᓂᖅ ᐃᖅᑲᓇᐃᔮᒧᑦ ᐃᓱᒪᖅᓱᑕᐅᓂᐊᖅᐳᖅ ᐃᓚᓴᐃᔨᒧᑦ. ᐃᓚᓐᓂᐊᖅᑐᓕᕆᔨᒪᕆᒃᑯᓪᓕ ᐃᒪᐃᒐᓱᔾᔪᒪᕗᒍᑦ ᓈᒻᒪᑦᑐᒥᑦ ᐱᕙᓪᓕᐊᓂᖅᑲᖅᑯᓪᓗᒍ ᐃᖅᑲᓇᐃᔮᒧᑦ ᐊᑐᐃᓐᓇᐅᑎᑦᓯᐊᕐᓗᒋᑦ ᑭᓇᑐᐃᓐᓇᖅ ᐃᓚᓴᐃᔨᐅᔪᖅ ᐃᓚᐅᑎᒋᐊᕈᓐᓇᖅᑐᑦ ᖃᖕᒐᑐᐃᓐᓇᑦᑎᐊᖅ ᐊᑐᕐᓗᓂᔾᔪᒃ ᑖᒪᒃᑯᐊ ᐃᖅᑲᓇᐃᔮᒥᓂᒃ ᐱᕙᓪᓕᐊᔾᔪᑎᒋᔪᓐᓇᕐᓗᓂᐅᒃ ᕕᕝᕗᐊᕆᒥ ᐊᑕᐅᓯᒃᑯᓪᓗ ᐊᑐᒃᑲᓐᓂᕈᓐᓇᕐᓗᓂᔾᔪᒃ Red Cross-ᑯᓐᓄᑦ ᑕᐃᒫᒃ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᓂᑦ |

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| participants. You walk away with something different each time. | ᐃᓚᐅᓯᒪᔪᓂᒃ ᐊᔾᔨᒋᓐᖓᒋᑦᖓᒋᓐᓂᓪᓗ ᓇᕐᑮᓲᖕᒐᒻᒪᑕ. |
| As for the logistics, like the number of ASISTs offered, I could not tell you that, but I will ask my associate to answer the question if she has the data. Thank you. | ᑭᓯᐊᓂ ᐅᖃᐅᑎᒍᓐᓇᓐᖓᒋᒃᑲᓗᐊᖅᑕᒋᑦ ᖃᑦᓯᐊᖅᑎ ᐃᑲᔪᕋᓱᔾᔪᒪᒻᒪᖕᒑᑕ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Borg. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᒪ'ᓇ. ᒥᔅ ᐳᐊᒡ |
| **Ms. Borg** (interpretation): Thank you. (interpretation ends) I extend my condolences to the Member from Baker Lake for the loss in your community this past year. | **ᐳᐊᒡ**: ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᑦ) ᐊᒻᒪᓗ ᒪᒥᐊᓇᖅ ᐊᓯᔨᐅᓕᓚᐅᕋᕐᓯ ᐃᓅᖃᑎᕐᓯᓐᓂᒃ ᐃᓅᔪᓐᓃᖃᖅᑐᖃᓚᐅᖅᒪᑦ ᓄᓇᓕᔅᓯᓐᓂᒃ, ᐃᑉᐱᒋᕙᔅᓯ. |
| Together we continue to work so that we stem the tide of loss in our territory and in that regard, as my colleague Ms. Hainnu has stated, we do make ASIST training available and we work with the Embrace Life Council and the Canadian Red Cross to make training to all our staff accessible at the community level. | ᐊᑕᐅᕐᓯᒃᑯᑦ ᐱᓕᕆᖃᑎᒌᑦᓴᐃᓐᓇᖅᐸᑉᐳᒍᑦ ᐅᕗᒍᑦ ᒥᔅ ᐺᐊᐃᓐᓄᒃ ᐅᖃᕋᑖᕐᒪᑦ ᐃᓕᓴᐃᓱᖕᒍᔪᒍᑦ ᐃᑲᔪᖅᓱᖅᑐᑕ ᑖᒃᑯᐊᓗ ᐃᓅᓯᖃᕐᓯᐊᕐᓂᕐᒥᑦ ᑲᑎᒪᔨᑦ ᐃᓚᒋᑦᓗᑎᒍ ᐊᒻᒪ ᐃᓕᓴᐅᑏᑦ ᑕᒪᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᒫᓄᑦ ᐊᑐᐃᓐᓇᐅᕐᑯᑉᓗᑎᒍ ᐃᓕᓴᕐᕕᓕᒫᓂᒃ. |
| As the annual report here notes, we haven't in the past done so well in documenting the number of staff that take the training and we have measures in place to do a better job documenting the number of staff taking the training moving forward. (interpretation) Thank you, Mr. Chairman. | ᐊᕐᕌᒍᑕᒫᖅᓯᐅᑎᓂᒃ ᐅᓂᒃᑳᖕᒋᓐᓂ ᐅᐊᕐᓯᐊᕈ ᑎᑎᕋᕈᓐᓇᕐᓯᐊᖃᑦᑕᖅᓯᒪᒐᑦᑕ ᖃᑦᓯᑦ ᐃᓕᓐᓂᐊᖅᑎᑦ ᐃᓚᐅᖃᑦᑕᖅᓯᒪᒻᒪᖕᒑᑕ ᐃᓕᓐᓂᐊᓂᕐᒧᑦ ᐊᒻᒪ ᑎᑎᕋᖅᐸᓪᓕᐊᓪᓗᑎᒍ ᖃᑦᓯᐅᓂᖕᒋᑦ ᓯᕗᒧᑦ ᑕᐅᑐᑦᑕ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Simailak said that he was done. (interpretation ends) I'm going to throw in a few questions of my own here. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᓯᒪᐃᓚᒃ ᑕᐃᒫᕐᓂᕋᕐᒪᑦ. (ᑐᓵᔨᑎᒍᑦ) ᓇᒻᒥᓂᖅ ᐊᐱᖅᑯᑎᔅᓴᖃᕐᒥᒐᒪᑦᑕᐅᖅ. |
| Recommendation 11 on page 28 references cultural competency training, so I would like to ask the representative first. When your office was putting together this report, what were you hearing from Nunavummiut about the importance of cultural competency training for mental health service providers? Ms. Bates. | ᐊᑐᓕᖁᔭᓕᐊᖅ 11, 28 ᒪᑉᐱᒐᖕᒐᓂ ᐅᖃᐅᓯᖃᕐᖕᒐᑦ ᐃᓕᖅᑯᓯᕐᒥᒃ ᖃᐅᔨᒪᑦᑎᐊᕋᓗᐊᕐᒪᖕᒑᑕ ᐱᓕᒻᒪᔅᓴᐃᓂᖅ, ᐊᔪᓐᖕᒋᓕᖅᓴᐃᓂᖅ. ᑭᒡᒐᖅᑐᐃᔨ ᐊᐱᕆᔪᒪᔭᕋ ᐊᓪᓚᕕᓯ ᐅᓂᒃᑳᓕᐅᖅᑎᓪᓗᒍ ᐅᑯᓂᖕᒐ ᓱᒻᒪᓄᓇ ᖃᓄᖅ ᑐᓵᖃᑦᑕᕐᓂᕋᔅᓯ? ᓄᓇᕗᒻᒥᐅᓂᒃ ᐱᒻᒪᕆᐅᓂᖕᒐᓂᒃ ᐃᓕᖅᑯᓯᕐᒥᒃ ᖃᐅᔨᒪᑦᑎᐊᕋᓗᐊᕐᒪᖕᒑᑕ ᐱᓕᒻᒪᔅᓴᐃᓂᕐᒥᒃ ᐃᓕᖅᑯᓯᕆᔭᐅᔪᓂᒃ ᖃᐅᔨᒪᑦᑎᐊᕋᓗᐊᕐᒪᖕᒑᑕ ᐃᓄᓕᕆᔨᒃᑯᑦ. ᒪ'ᓇ. ᒥᔅ ᐸᐃᑦᔅ. |

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| **Ms. Bates**: Thank you, Mr. Chairman. I wasn't directly involved in the formation of this particular report, so I think it is best that I ask Lynn Matte, who was the director of child and youth advocacy services, to speak to this. Thank you. | **<ᐃᑦᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐱᖃᑕᐅᕕᒋᓪᓚᓇᓚᐅᖏᓐᓇᒃᑯ ᑖᓐᓇ ᐋᖅᑭᑎᖅᑕᐅᑎᓪᓗᒍ ᐅᓂᒃᑳᓕᐊᒥᓂᖅ ᐅᓇ, ᑕᐃᓐᓇ ᒫᕐᒥᒃ ᐊᑎᕈᓯᓕᒃ ᐱᖃᑕᐅᔪᒻᒪᑦ ᐅᖃᐅᓯᖃᕈᓐᓇᓂᖅᓴᐅᕙᓪᓚᐃᔪᖅ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. As I mentioned in an earlier response, we did hear from 475 Nunavummiut, 225 of which were young people. We heard directly from the young people as we administered surveys to them in communities across the territory. I believe it was 10 communities we went to. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒥᑦᑕᐅᖅ ᑕᐃᒫᒃ ᐊᐱᕆᒐᕕᑦ. ᐅᖃᖅᑲᐅᒐᒪ ᑭᐅᓪᓗᖓ ᐅᐊᑦᑎᐊᕈ, ᑐᓴᖃᑦᑕᓚᐅᖅᑐᒍᑦ 475-ᓂᑦ ᓄᓇᕗᒻᒥᐅᑕᖅᓂᒃ, 225 ᐃᓅᓱᑦᑑᓪᓗᑎᒃ. ᑐᓴᖅᕕᒋᑦᑎᐊᒻᒪᕆᖃᑦᑕᓚᐅᖅᑕᕗᑦ ᑕᐃᒃᑯᐊ ᐃᓅᓱᑦᑐᐃᑦ ᓄᓇᓕᓐᓂ ᓄᓇᕗᒥ. ᖁᓕᓂᒃ ᓄᓇᓕᓐᓂ ᐳᓛᕆᐊᔪᒐᑦᑕ. |
| What we were hearing was very much that in order to receive appropriate services, the people who are providing those services needed to be aware of the context around those young people, which includes the realities of Nunavut, its creation, the fact that it is a majority Inuit population, that Inuktitut is the first language for a large portion of our population and that they have a right to receive services in that language if they wish, that they wanted cultural practices to potentially be part of the solutions to helping them address their mental health concerns, if that was appropriate, and the only way to have those kinds of solutions even explored is to have service providers who have that cultural awareness. (interpretation) Thank you, Mr. Chairman. | ᑐᓴᖃᑦᑕᔪᔪᒍᑦ ᒪᑯᓂᖓ ᐱᔨᑦᑎᕋᐅᑎᓂᒃ ᐱᑎᑕᐅᓂᐊᖅᑲᑕ ᑕᐃᒃᑯᐊ ᐱᔨᑦᑎᕋᖅᑏᑦ ᖃᐅᔨᒪᔭᕆᐊᓖᑦ ᑭᓯᓂᒃ ᐃᓗᓕᖃᕐᒪᖔᑕ ᓄᓇᕗᒻ ᐊᑐᓪᓚᕆᖃᑦᑕᖅᑐᓂ. ᐃᓄᓐᓂᒃ ᐃᓄᖃᕐᖓᑕ ᐃᓄᑦᑎᑐᓪᓗ ᐅᖃᐅᓯᖅ ᓯᕗᓪᓕᐅᓪᓗᓂ ᐅᖃᐅᓯᕆᔭᐅᖃᑦᑕᕐᖓ ᐊᖏᕐᕋᖏᓐᓂᒃ. ᑕᐃᒫᓪᓗ ᐱᔨᑦᑎᕋᖅᑕᐅᔪᓐᓇᕆᐊᖃᕐᖓᑕ ᐅᖃᐅᓯᕐᒥᓂᒃ ᐊᑐᕐᓗᑎᒃ ᐱᒍᒪᐸᑕ. ᑕᐃᒪ ᐃᓕᖅᑯᓯᓕᕆᔪᑦ ᐋᖅᑭᒍᑎᔅᓴᖅᓯᐅᓯᓐᓈᕐᖁᔭᐅᔪᑦ ᑕᒪᓐᓇ ᓇᒻᒪᐸᑦ ᐊᒻᒪ ᑕᐃᒪᐃᑦᑐᓂᒃ ᐋᖅᑭᒍᑎᔅᓴᖅᑕᖃᖅᑲᓐᓇᖅᑐᖅ ᑭᓯᐊᓂ ᑕᒪᐅᓇᑐᐊᖅ ᐱᔨᑦᑎᕋᖅᑎᑕᖃᖅᑲᑦ ᐃᓕᖅᑯᓯᕐᓂᒃ ᖃᐅᔨᒪᔪᓂᒃ. (ᑐᓵᔨᑎᒎᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman** (interpretation): Thank you. (interpretation ends) In the response on that same recommendation from the Department of Health, it states on page 28 that Indigenous Cultural Competence training has been made mandatory. However, it also mentions that "As staffing levels change on near daily basis, | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒎᓕᖅᑐᖅ) ᑕᕝᕙᓂ ᑭᐅᔾᔪᑎᖏᓐᓂᒃ ᐊᑐᓕᖁᔭᓕᐊᒥᓂᕐᒥᒃ ᐋᓐᓂᐊᖃᖃᓇᓐᖏᑦᑐᓕᕆᔨᒃᑯᓐᓂᒃ, ᐅᖃᖅᓯᒪᒻᒪᑦ ᒪᐟᐱᒐᖓᓂᒃ 28-ᒥ, ᑕᒪᒃᑯᐊ ᓄᓇᖃᖅᑳᖅᑐᒥᓃᑦ ᐃᓕᖅᑯᓯᖏᓐᓂᒃ ᐃᓕᐸᓕᑎᑦᑎᒐᓱᓐᓂᖅ ᐊᓯᐊᒍᕐᕕᖃᕋᓂ ᐃᓕᑦᑕᐅᔭᕆᐊᖃᖃᑦᑕᓕᖅᒐᑦ ᐊᒻᒪᑦᑕᐅᖅ ᖃᐅᑕᒫᐸᓗᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᒐᒍᖅ ᐊᓯᔾᔨᖃᑦᑕᖅᒐᑕ |

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| it is challenging for [the Department of] Health to provide an accurate figure of the staff who have completed the training." That's concerning from where I sit, so I would like to turn it to the Department of Health, Ms. Stockley, in terms of: do you now have an accurate picture or an accurate figure in terms of how many of your mental health service providers have completed the Indigenous Cultural Competence training? Ms. Stockley. | ᐱᔭᕆᐊᑐᕗᖅ ᐋᓐᓂᐊᖅᑕᐃᓕᓕᕆᔨᒃᑯᓐᓄᑦ ᓈᓴᐅᒻᒥᒃ ᑐᓂᓯᒋᐊᕐᓴᖅ, ᖃᑦᑏᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖁᑎᖏᑦ ᐃᓕᓴᑕᐅᓯᒪᒻᒪᖕᒑᑕ. ᑖᓐᓇ ᐃᓱᒫᓗᓇᖕᒐᕐᓕ ᐅᕙᖕᒐ ᑕᑯᓐᓈᖅᑕᖕᒐᒍᑦ, ᐋᓐᓂᐊᖅᑕᐃᓕᓕᕆᔨᒃᑯᑦ. ᒥᕐ ᓯᑖᒃᓕ, ᒫᓐᓇ ᓱᓕᕐᓚᕆᑦᑐᓂᒃ ᖃᐅᔨᓯᒪᓕᖅᑭᓯ ᖃᑦᑎᑦ ᐃᓱᒪᓕᕆᔨᖁᑎᓯ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᒻᒪᖕᒑᑕ ᐃᓕᖅᑯᓯᖁᓂᒃ ᖃᐅᔨᒪᔭᐅᔭᕆᐊᓕᓐᓂᒃ? ᖁᔭᓐᓇᒦᒃ. ᒥᕐ ᓯᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. I would like, with your permission, to ask Ms. Madsen to respond. Thank you. | **ᓯᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓇᒻᒪᒋᒍᕕᐅᒃ ᒥᕐ ᒫᑕᓴᓐᒧᑦ ᑭᐅᔭᐅᖁᔭᕋᓗᐊᕋ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Madsen. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᕐ ᒫᑕᓴᓐ. |
| **Ms. Madsen**: Thank you, Mr. Chairman. Yes, I think the near daily changes aren't a very good description. I think that how it should read is whenever we're asked what our mental health staff numbers are throughout the territory, it changes, let's say, with the turnover of our casual staff, and so I think "daily" makes it sound more chaotic or not as robust as it actually is. | **ᒫᑕᓴᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᖃᐅᑕᒫᐸᓗᖏᓛᒃ ᐊᓯᔾᔨᖃᑦᑕᕐᓂᖅ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᓐᓂᒃ ᐊᓯᔾᔨᖃᑦᑕᕐᓂᕋᐃᓂᖅ ᐃᓱᓕᑦᑎᐊᖏᑦᑐᖅ, ᑕᐃᒫᓕᓚᕆᐊᔫᖏᑦᑑᒐᓗᐊᖅ. ᐃᓱᒪᓕᕆᔨᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖁᑎᕗᑦ ᐊᓯᔾᔨᖅᑕᖃᑦᑕᖅᑐᐃᑦ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖃᑦᑕᖅᑎᕗᑦ ᐊᓯᔾᔨᖅᑕᕐᓂᖏᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ, ᑕᐃᒃᑯᐊᖕᒐᑦ ᐊᓯᔾᔨᑕᕐᓂᖅᓴᐅᖃᑦᑕᖅᑐᐃᑦ. |
| As for the numbers, yes, we could say who has done ICC (Indigenous Cultural Competence). A couple of things, ICC isn't always able to be accessed because the department in which it is at present doesn't always have the resources to have someone travel throughout the territory and do this very needed course. We're looking at how we can make sure we can reach more people faster with ICC because of its content and it should be something everybody has. | ᓈᓴᐅᑎᖏᓕᓕ ᐅᖃᐅᓯᕆᓗᒋᑦ, ᖃᐅᔨᒪᔪᒍᑦ ᑭᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᒻᒪᖕᒑᑕ. ᐃᓕᓐᓂᐊᖅᑕᐅᖏᓐᓇᖃᑦᑕᕈᓐᓇᖏᒻᒥᒻᒪᑦ ᒫᓐᓇ ᐱᓕᕆᕕᒻᒥ ᐃᓂᒋᔭᖕᒐ ᐃᖅᑲᓇᐃᔭᖅᑎᒥᒃ ᐊᑐᐃᓐᓇᖃᐃᓐᓇᓲᖑᖏᒻᒪᑦ ᓄᓇᕗᒍᑦ ᐳᓚᕋᓗᔭᕈᓐᓇᖅᑐᒥᒃ ᐃᓕᓴᑎᑦᑎᔭᖅᑐᕐᓗᓂ. ᖃᐅᔨᒐᓱᐊᖅᑐᒍᑦ ᖃᓄᖅ ᐊᒥᓲᓂᖅᓴᓂᒃ ᑎᑭᐅᑎᒍᓐᓇᕋᔭᕐᒪᖕᒑᑦᑕ ᖁᓚᒻᒥᐅᓂᖅᓴᖅ ᐊᓂᒍᖅᓯᒪᔪᓂᒃ. | ᓈᓴᐅᑎᖏᓕᓕ ᐅᖃᐅᓯᕆᓗᒋᑦ, ᖃᐅᔨᒪᔪᒍᑦ ᑭᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᒻᒪᖕᒑᑕ. ᐃᓕᓐᓂᐊᖅᑕᐅᖏᓐᓇᖃᑦᑕᕈᓐᓇᖏᒻᒥᒻᒪᑦ ᒫᓐᓇ ᐱᓕᕆᕕᒻᒥ ᐃᓂᒋᔭᖕᒐ ᐃᖅᑲᓇᐃᔭᖅᑎᒥᒃ ᐊᑐᐃᓐᓇᖃᐃᓐᓇᓲᖑᖏᒻᒪᑦ ᓄᓇᕗᒍᑦ ᐳᓚᕋᓗᔭᕈᓐᓇᖅᑐᒥᒃ ᐃᓕᓴᑎᑦᑎᔭᖅᑐᕐᓗᓂ. ᖃᐅᔨᒐᓱᐊᖅᑐᒍᑦ ᖃᓄᖅ ᐊᒥᓲᓂᖅᓴᓂᒃ ᑎᑭᐅᑎᒍᓐᓇᕋᔭᕐᒪᖕᒑᑦᑕ ᖁᓚᒻᒥᐅᓂᖅᓴᖅ ᐊᓂᒍᖅᓯᒪᔪᓂᒃ. |
| What we do in between our opportunities to have ICC is we reach out, usually through Culture and Heritage, and we have secured sometimes it's an elder or sometimes another person who will give us our own cultural | ᒫᓐᓇᓕ ᐃᒪᐃᒐᓱᖅᑕᓕᖅᑐᒍᑦ, ᐃᓕᖅᑯᓯᖅᓂᖅ ᐃᓕᐸᓕᖅᑎᑦᑎᒐᓱᑦᑐᑕ ᐃᓕᖅᑯᓯᓕᕆᔨᒃᑯᑦ ᐃᑦᑕᖅᓴᓕᕆᔨᒃᑯᓪᓗ ᐊᑐᖅᑐᑎᒍ. ᐃᓛᓂᒃᑯᑦ ᐃᓐᓇᑐᖃᖅᓂᒃ ᐱᓕᕆᑎᑦᑎᓪᓗᑕ ᐊᓯᐊᓂᓪᓘᓐᓃᑦ ᓇᒻᒥᓂᖅ ᐃᓕᖅᑯᓯᕆᔭᐅᔪᓂᒃ |

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| awareness presentation, and we try to have it as in-depth as we can and it is mandatory because we can't have people coming from the south and going to communities without having this knowledge. We try to have people to come through Iqaluit first so we can ensure that they have the basic knowledge. I don't think it's very respectful to put someone into a community without this. | ᐅᓂᒃᑳᕐᕕᐅᖃᑦᑕᖅᑐᒍᑦ. ᐃᓗᓕᖅᑐᑎᒐᓱᐸᐸᑦᑕᕋᓗᐊᕗᑦ ᐊᓯᐊᒎᕐᕕᖃᕋᓂ ᐃᓕᓴᔭᐅᔭᕆᐊᖃᖅᑎᐸᑦᑕᕗᑦ, ᖃᓪᓗᓈᓂᒃ ᑕᒪᐅᖓ ᐃᖅᑲᓇᐃᔭᕆᐊᑐᖃᕐᑯᔨᓐᖏᓇᑦᑕ ᑐᓴᐅᒪᓐᖏᑎᐊᖅᑐᓂᒃ ᐃᓕᖅᑯᓯᕐᓂᒃ. ᖃᐅᔨᒫᕐᔪᑦᑕᖅᑲᑕ ᓇᒻᒪᒋᓲᕆᓚᕐᑎᒍ, ᐱᑦᑎᐊᕐᓂᐅᓚᔭᖏᒪᓪᓕ ᓄᓇᓕᒻᒧ ᑎᑭᑎᑦᑎᒋᐊᔅᓴᖅ ᐃᓕᓴᑎᑕᐅᓯᒪᖏᑦᑐᒥᒃ. | ᑭᐅᓗᒍ ᐊᐱᖅᑯᑎᒋᔭᐅᔪᖅ, ᐃ̇, ᓇᓴᐅᑎᓂᒃ ᕿᓂᕈᓐᓇᖅᑕᓗᐊᒃᑲᓂᒃᑯᐊ ᓈᓴᐅᑏᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᔪᑦ ᖃᑦᑎᐅᒻᒪᖕᒐᑕ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| In answer to the question, yes, I'm sure we could come up with the numbers; it has been recorded what types of cultural competency training we give. Thank you, Mr. Chairman. | |
| **Chairman** (interpretation): Thank you. (interpretation ends) I'll beg the forgiveness of the Committee. I'm just going to throw in one more question here. You're referring to turnover and staffing levels, so for the Department of Health, as it pertains to mental health services for children and youth, how much of a barrier is the staff housing issue in terms of your workforce and your staffing levels at the community level? Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᐊᑕᐅᓯᒃᑲᓂᕐᒥ ᐊᐱᓇᒍᒪᒐᒪ, ᒪᒥᐊᓇᐅᒐᓗᐊᑦ ᑲᑎᒪᔨᕋᓛᑦ. ᐊᓯᔾᔨᖅᑕᖃᑦᑕᕐᓂᖏᓐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐅᖃᐅᓯᖃᖃᑦᑕᕐᖓᑕ ᐋᓐᓂᐊᖅᑕᐃᓕᓕᓇᔨᒃᑯᓐᓂ. ᐱᔨᑦᑎᕋᖃᑦᑕᕐᓂᖏᑦ ᓱᕈᓯᕐᓂᑦ ᒪᒃᑯᑦᑐᓂᓪᓗ ᐃᓱᒪᓕᓇᔨᒃᑯᑦ ᐃᓱᒪᓕᓇᓂᒃᑯᑦ. ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐊᖏᕋᖃᑦᑎᐊᖏᓐᓂᖏᑦ ᖃᓄᑎᒋ ᐊᑦᑐᐃᖃᑦᑕᓇᕙ ᐃᖅᑲᓇᐃᔭᖅᑎᓯᓐᓂᒃ, ᐃᖅᑲᓇᐃᔭᖅᑎᓯ ᖃᑦᑎᐅᒻᒪᖕᒐᑕ ᓄᓇᓕᓐᓂ? ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᓯᑖᒃᓕ. | |
| **Ms. Stockley**: Thank you, Mr. Chairman. I can honestly say that it is the biggest barrier, not only for mental health and addictions but for critical care, long-term care, all kinds of care that the Department of Health is responsible for providing. | **ᓯᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᖃᑦᑎᐊᒻᒪᕆᒍᓐᓇᖅᑐᖓᓕ ᑖᓐᓇ ᐊᖏᓂᖅᐹᖕᒍᔪᖅ ᐊᐳᖅᑕᕈᑎᐅᓪᓗᓂ. ᐃᓱᒪᓕᓇᓂᕐᒧᑦ ᐊᔪᓕᕈᑎᖃᖅᓯᒪᔪᓄᓪᓗ ᐊᒻᒪ ᐊᑯᓂ ᐸᖅᑭᔭᐅᔭᕆᐊᓕᓐᓄᑦ ᐋᓐᓂᐊᖅᑕᐃᓕᓕᓇᔨᒃᑯᓐᓄᑦ ᐱᑕᖃᖅᑎᑕᐅᔭᕆᐊᓕᓐᓂᒃ. | |
| Simply put, without being able to put people in positions, we can't do our work, so we have people that are working more than one position at a time, we have a patchwork of CSAs, contractors, potentially people working from the south because we have no choice, they can do the work here, but they have nowhere to live. | ᑕᐃᒪ ᐃᓕᖏᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᒪᕐᕉᓐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑲᒻᒪᕆᐸᐸᑦᑐᑦ, ᑕᒫᖓᓪᓗ ᑲᑎᑎᕈᓘᔭᖅᐸᑦᑐᑕ ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᑎᓂᒃ ᐊᒻᒪ ᐊᓯᐊᒎᕐᕕᖃᓐᖏᒐᐃᒻᒪᑦ ᖃᓪᓗᓈᓂᒃ ᑎᑭᑎᑦᑎᒋᐊᖃᖅᐸᑦᑐᑕ ᓇᔪᒐᖃᕆᐊᖃᖅᐸᒥᒻᒪᑕᑦᑕᐅᖅ. |
| I can honestly say it is the biggest barrier and having the ability to have staff in place is the biggest risk to the Department of Health. Thank you, Mr. Chairman. | ᐅᖃᑦᑎᐊᒻᒪᕆᒍᓐᓇᖅᑐᖓ ᑖᓐᓇ ᐊᖏᓂᖅᐹᓪᓕᕆᐅᔪᖅ ᐊᐳᖅᑕᕈᑎᐅᓪᓗᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕋᓱᓐᓂᕐᒧᑦ. ᑖᓐᓇ ᐅᓗᕆᐊᓇᕐᓂᖅᐸᖑᕙᓪᓕᐃᔪᖅ ᑖᓐᓇ ᒫᓐᓇᐅᔪᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |

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| **Chairman** (interpretation): Thank you. (interpretation ends) That's concerning to hear. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᐃᓱᒫᓗᓇᖅᑐᖅ ᑖᓐᓇ ᑐᓴᕆᐊᖓ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. My question is for the Department of Health and it's regarding Recommendation No. 6 on page 25 and the recommendation is that "The Government of Nunavut establish an in-territory facility that offers residential mental health treatment for children and youth..." and the department neither agreed nor disagreed with the recommendation and responded that "Programming and target populations for the Nunavut Recovery Centre (NRC) have not been decided yet. However, it is very unlikely that the NRC will be providing the full spectrum of mental health services for children or youth." | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒐᓕ ᐋᓐᓂᐊᖅᑕᐃᓕᓕᕆᔨᒃᑯᓐᓄᑦ, ᐱᔾᔪᑎᖃᖅᑐᑦ ᐊᑐᓕᖁᔭᓕᐊᑦ ᓈᓴᐅᑎᓕᒃ 6, ᒪᑉᐱᒐᖓ 25-ᒥ. ᑖᓐᓇ ᐅᖃᓕᒫᖅᑐᒍᐃᓛᒃ ᐃᒪᐃᓕᖓᒻᒪᑦ, ᓄᓇᕗᑦ ᒐᕙᒪᖓ ᓴᖅᑭᖅᓯᖁᔭᐅᔪᖅ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐃᓪᓗᔪᒥᑦ ᓇᔪᖅᑕᐅᖃᑦᑕᕋᔭᖅᑐᒥᑦ ᒪᒥᓴᕐᕕᐅᓗᓂ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᒪᒃᑯᑦᑐᓄᑦ. ᐱᓕᕆᕕᒃ ᑖᓐᓇ ᐊᖏᖃᑎᖃᖅᓯᒪᖏᑦᑐᖅ ᐋᒡᒐᖅᓯᒪᓇᓂᓗ ᑐᔾᓯᕋᖓᔪᒥᒃ, ᓄᓇᕗᒻᒥ ᒪᒥᓴᕐᕕᔅᓴᐅᒐᔭᖅᑐᖅ ᐋᖅᑭᑕᐅᓯᒪᖏᒻᒪᑦ ᓴᖅᑭᖅᑕᐅᓛᕆᐊᖓ. ᐊᒻᒪᓗ ᑖᓐᓇ ᐃᓗᐃᑦᑐᓂᓪᓗ ᐃᑲᔫᑎᓂᒃ ᓴᖅᑭᔭᖅᑎᑦᑎᒐᔭᖅᑐᓴᐅᒻᒥᓇᓂ ᒪᒃᑯᑦᑐᓄᑦ ᓱᕈᓯᕐᓄᓪᓗ. | |
| I would like to ask if Ms. Stockley would be able to explain the rationale for neither agreeing nor disagreeing with the recommendation and, as the response was provided over a year ago, if you would be able to provide an update on the Nunavut Recovery Centre's programming and target population. Thank you, Mr. Chairman. | ᐊᐱᕆᒍᒪᔪᖓᓕ ᒥᔅ ᓯᑖᒃᓕ ᓇᓗᓇᐃᖅᑐᐃᒍᓐᓇᕋᔭᕐᒪᖔᖅ ᓱᒻᒪᑦ ᑕᐃᒫᒃ ᐃᓱᒪᑖᕐᓂᕐᒪᖔᑕ ᐊᖏᖃᑎᖃᖅᑕᖅᑎᒃ ᐊᖏᖃᑎᖃᖅᑭᓐᓇᑎᓪᓗ. ᐊᕐᕌᒍᓗᐊᓕᖅᖓᑦ ᐊᓂᖅᓯᒪᓕᖅᖓᑦ ᐅᓪᓗᒥ ᖃᓄᐃᓕᖅᖓᓕᕐᒪᖔᖅ ᒪᒥᓴᐃᕕᔅᓴᓕᕆᓂᖅ ᒪᒃᑯᑦᑐᓄ, ᖃᓄᐃᓕᖅᖓᓕᖃᓗᐊᕐᒪᖔᖅ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman** (interpretation): Thank you. Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅ ᓯᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. Given the technical nature of that question, with your permission, I would like Ms. Madsen to respond. Thank you. | **ᓯᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᑭᐅᔭᕐᓂᖏᓐᓂᖓ ᐱᔾᔪᑎᒋᓪᓗᒍ ᒥᔅ ᒫᑕᓴᓐᒧᖔᖅ ᑭᐅᔭᐅᖁᔭᕋᓗᐊᕋ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Madsen. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅ ᒫᑕᓴᓐ. |
| **Ms. Madsen**: Thank you, Mr. Chairman. The Nunavut Recovery Centre would not be able to give the full spectrum of mental health services for youth because we're going to be focusing on addiction. We will also be looking at some trauma counselling as well as | **ᒫᑕᓴᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪᓕ ᓄᓇᕗᒻᒥ ᒪᒥᓴᕐᕕᔅᓴᐅᒐᔭᖅᑐᖅ ᐃᓗᐊᑦᑐᓂᑦ ᐃᓱᒪᓕᕆᓂᕐᒧᑦ ᐱᔨᑦᑎᕋᐅᑎᓂᒃ ᐱᑕᖃᖅᑎᑦᑎᒐᔭᖏᑦᑐᖅ ᒪᒃᑯᑦᑐᓄᑦ. ᒪᑯᓂᖓ |

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| it pertains to addiction, but the Nunavut Recovery Centre won't be a full spectrum of services. You're right; after a year we are closer to imagining who our target audience is and we look forward to sharing that as we get the details together. | ᐊᔪᓕᕈᑎᖃᖅᓯᒪᓂᖓᖏᓐᓂᒃ ᐱᓕᕆᕕᐅᒐᔭᖕᒐᑦ ᑕᐃᓐᓇ ᓄᓇᕗᒻᒥ ᒪᒥᓴᕕᐅᒐᔭᖅᑐᖅ ᐃᓗᐃᑦᑑᒐᔭᖏᑦᑐᖅ. ᐊᕐᕌᒍᑦ ᐊᓂᒍᖅᓯᒪᓕᖕᒐᑦ ᖃᑦᓕᑲᓐᓂᐊᕐᔪᓯᒪᓕᕋᓗᐊᕐᒥᔪᒍᑦ ᐱᒋᐊᖅᑎᑕᐅᕕᔅᓴᖓᓄᑦ. ᐅᓂᒃᑳᕆᒍᓐᓇᖅᑕᕗᑦ ᑖᓐᓇ ᐋᖅᑭᑎᖅᐸᑦᓕᐊᑎᓪᓗᑎᒍ ᐅᓂᒃᑳᕆᖃᑦᑕᕈᓐᓇᕐᓂᐊᖅᑕᕗᑦ. |
| At this time, when we look at agreeing or disagreeing to a facility for the youth in Nunavut, I think what we have to ensure is being able to offer the full spectrum to the youth and that may or may not include an actual facility. We don't know. As you know, we look forward to having a new mental health and addictions strategy in the next couple of years and I'm sure that's where we will be able to determine the best way to do this. Thank you, Mr. Chairman. | ᑖᓐᓇ ᐊᖏᖃᑎᖃᖅᓇᑕ ᐊᖏᖃᑎᖏᓐᓇᑕᓗ ᑕᐃᒫᒃ ᑕᐃᓯᓯᒪᒐᑦᑕ ᐊᑐᐃᓐᓇᖃᖅᑯᒐᑦᑎᒍ ᐃᓗᐃᑦᑐᓂᒃ ᐃᑲᔫᑎᔅᓴᐅᒐᔭᖅᑐᓂᒃ. ᐃᓪᓗᑕᖃᕆᐊᖃᖅᒪᖕᒐᖅ ᖃᐅᔨᒪᖏᑦᑐᒍᑦ ᑐᑭᒧᐊᒍᑎᔅᓴᖅᑖᕆᐊᖃᕋᑦᑕᐃᓛᒃ ᖃᐅᔨᒪᔪᒍᑦ ᓄᑖᒥᒃ ᑕᐃᑰᓇ ᐋᖅᑭᔅᓯᒍᓐᓇᓛᖅᐸᓪᓕᐃᔪᒍᑦ ᐱᐅᓛᖑᔪᒥᒃ ᐋᖅᑭᒍᓐᓇᑕᑦᑎᓐᓂᒃ ᑕᒪᓐᓇ ᐱᓪᓗᒍ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. Thank you, Ms. Madsen. My next question is also for the Department of Health. Over the last day and a half there has been much discussion over the topic of child abuse and it's clear that we all know that it's going on, but no one is quite certain of the extent. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᑕᐅᖅ ᒥᔅ ᒫᑕᓴᓐ. ᑭᖑᓪᓕᖅ ᐊᐱᖅᑯᑎᒐ ᐋᓐᓂᐊᖅᑕᐃᓕᓕᕆᔨᒃᑯᓐᓄᒃᑲᓐᓂᖅ, ᐃᑉᐸᔅᓴᓂᑦ ᑕᐃᒪ ᐅᖃᐅᓯᐅᕕᐅᑎᔅᓯᒪᒻᒪᑦ ᓱᕈᓲᑦ ᐱᑦᑎᐊᖅᑕᐅᖃᑦᑕᖏᓐᓂᖏᑦ ᐋᓐᓂᖅᑕᐅᖃᑦᑕᖅᓂᖏᑦ. ᖃᐅᔨᒪᔪᐃᓐᓈᓗᔪᒍᑦ ᑕᐃᒪᐃᑦᑐᖃᖃᑦᑕᖅᒐᑦ, ᖃᓄᑎᒋᐅᒻᒪᖓᖅ ᖃᐅᔨᒪᑦᓚᕆᑦᑐᖃᕋᓂ. | |
| However, there was a comment made earlier this morning which I found to be alarming and it was stated that currently there are no mental health workers in Nunavut who specialize in treating youth aged 5 to 18. I think it's quite obvious that physical and emotional abuse is traumatic and will leave lifelong scars, and those youth need assistance on the road to recovery, but when it comes to child sexual abuse, it's exceptionally traumatic at a completely different level. | ᑭᓯᐊᓂᓕ, ᐅᐊᑦᑎᐊᕈ ᑕᐃᒪ ᐅᖃᐅᓯᐅᖅᑲᐅᔪᖅ ᐅᓪᓛᖅ ᖁᐊᖅᓵᖅᓇᕆᖅᑲᐅᒐᑲᑯ ᐅᖃᖅᑐᖃᖅᑲᐅᒻᒪᑦ ᐅᓪᓗᒥᐅᔪᖅ ᐃᓱᒪᓕᕆᔨᑕᖃᖏᑦᑐᖅ ᓄᓇᕗᒥ ᒪᒥᓴᐃᔪᓐᓇᖅᑐᓂᒃ ᒪᒃᑯᑦᑐᓂᒃ ᐊᕐᕌᒍᓕᓐᓂᒃ 5-ᒥᑦ 18-ᒧᑦ. ᓇᓗᓇᐃᖏᑦᑎᐊᒻᒪᕆᑦᑐᖏᓛᒃ ᑕᒪᒃᑯᐊ ᑎᒥᖏᑎᒍᑦ ᐃᓱᒪᒃᑯᓪᓗ ᐋᓐᓂᖅᑕᐅᓂᐅᖃᑦᑕᖅᑐᐃᑦ ᐃᓅᓯᓕᒫᒧᑦ ᐋᓐᓂᓯᒪᒍᑕᐅᓲᖑᒻᒪᑕ. ᒪᒃᑯᑦᑐᐃᑦ ᑕᐃᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᒋᐊᖃᖅᑕᒐᑕ ᐊᒻᒪ ᒪᒥᓴᕋᓱᓐᓂᖏᓐᓂᒃ. ᑕᒪᒃᑯᐊᓕ ᓱᕈᓯᓛᑦ ᖁᓄᔪᓐᓂᐊᖅᑕᐅᖃᑦᑕᑎᓪᓗᒍ ᖁᐊᖅᓵᓇᕐᓂᖅᐹᖑᑦᑎᐊᒻᒪᕆᑕ ᐊᔾᔨᒋᓐᖏᑖᓗᐊᓂᒃ. | |
| My first question for the department is: how is the Department of Health assisting abused kids to recover? Thank you, Mr. Chairman. | ᓯᕗᓪᓕᖅᐹᕐᓕ ᐊᐱᖅᑯᑎᒐ ᐱᓕᕆᕕᒻᒧᑦ, ᖃᓄᕐᓕ ᐋᓐᓂᐊᖅᑕᐃᓕᓕᕆᔨᒃᑯᑦ ᐃᑲᔪᕋᓱᖃᑦᑕᖅᑲᑦ ᐋᓐᓂᖅᑕᐅᓯᒪᔪᓂᒃ ᓱᕈᓯᕐᓂᒃ ᖃᓄᐃᒍᓐᓃᖅᑎᒐᓱᐊᖅᑐᒋᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |

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| **Chairman** (interpretation): Thank you. Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅ ᓱᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. As I mentioned yesterday, Health has contributed to the Umingmak centre, which offers mental health clinical services to children and that's predominantly aimed towards children who have experienced abuse. Children and youth also have access to virtual mental health care. Just because the statement was made that care is not available in territory doesn't mean that it's not available. With your permission, Mr. Chairman, I would like Ms. Madsen to offer some details on that. Thank you. | **ᓱᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃᑉᐸᔅᓴᖅ ᐅᖃᓚᐅᕋᒪ ᐋᓐᓂᐊᖅᑕᐃᓕᓕᕆᔨᒃᑯᑦ ᐅᒥᒻᒪᒃ ᐃᓪᓗᖓᓂ ᐃᓱᒪᓕᕆᔨᒃᑯᓐᓄᑦ ᐱᔨᑦᑎᕋᖃᑦᑕᖅᑐᑦ ᓱᕈᓯᕐᓄᑦ ᐱᓕᕆᖃᑎᒋᕙᒃᑲᑦᑎᒍ ᑕᐃᒃᑯᐊ ᐋᓐᓂᖅᑎᖅᑕᐅᓪᓚᕆᔅᓯᒪᐃᔪᑦ, ᑕᐃᑰᓇ ᑲᒪᒋᔭᐅᓲᖕᒍᒻᒪᑕ ᐊᒻᒪᑦᑕᐅᖅ ᖃᕋᔭᐅᔭᒃᑯᑦ ᐃᑲᔪᖅᑕᐅᒍᓐᓇᐸᒻᒥᔪᐃᑦ ᐊᑐᐃᓐᓇᐅᖃᑦᑕᖕᒋᒻᒪᑦ ᓄᓇᕗᑦ ᐊᑐᐃᓐᓇᐅᖃᑦᑕᖕᒋᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᓄᓇᕗᒥ ᐊᑐᐃᓐᓇᐅᖕᒋᒻᒪᑦ, ᐅᖃᑦᑎᐊᒻᒪᕆᒐᔅᓴᐅᖕᒋᑦᑐᖅ. ᒥᔅ ᒫᑕᓴᓐᒧᑦ ᑖᓐᓇ ᐃᓚᒋᐊᖅᑕᐅᖅᑕᑦᑕᕋᓗᐊᖅᑲᕋ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Madsen. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅ ᒫᑕᓴᓐ. |
| **Ms. Madsen**: Thank you, Mr. Chairman. We wish we had more mental health clinicians who specialized in child and youth. Unfortunately, with the staffing issues that have already been outlined, we don't always have the luxury of picking and choosing to that extent. Over the years there have been times that we've had excellent clinicians that specialize in child and youth. Unfortunately they moved to another position or moved out of territory. Right now we do have a counsellor, though virtual, who specializes in child and youth. | **ᒫᑕᓴᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪᐃᖁᔨᑦᑕᕋᓗᐊᖅᑯᒍᑦ ᐊᒥᓱᒃᑲᓂᖁᓂᒃ ᐃᓱᒪᓕᕆᔨᓂᒃ ᐋᓐᓂᐊᓯᐅᖅᑎᓂᒃ ᓘᑦᑖᓂᒃ, ᓱᕈᓯᖁᓂᒃ ᑲᒪᔪᓐᓇᖅᑐᓂᒃ ᐃᑲᔪᕈᓐᓇᖅᑐᓂᒃ. ᑭᓯᐊᓂᓖᓛᒃ ᐅᖃᐅᓯᐅᑏᖅᑲᐅᒻᒪᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᑭᔅᓱᖁᓂᕗᑦ ᓂᕈᐊᕈᓐᓇᐸᖕᒋᓇᑦᑕ ᐱᒍᒪᔭᑦᑎᓐᓂᒃ. ᐊᖁᕐᒍᓂ ᐊᓂᒍᖅᓯᒪᔪᓂ ᑕᐃᒪᐃᑦᑐᓕᕆᔨᑦᑎᐊᕙᓗᖃᖃᑦᑕᖅᓯᒪᒐᓗᐊᖅᑐᒍᑦ ᓱᕈᓯᖁᓂᒃ ᐋᓐᓂᖅᑕᐅᓯᒪᔪᓂᒃ ᐃᑲᔪᓲᓂᒃ, ᑭᓯᐊᓂᓕ ᐊᐅᓪᓛᖅᓯᒪᓕᖁᒥᒻᒪᑕ ᐊᓯᐊᓄᑦ ᐃᖅᑲᓇᐃᓛᒧᑦ ᐅᕝᕙᓘᓐᓃᑦ ᓄᓇᕗᑦ ᓯᓚᑖᓄᑦ. ᖃᕋᔭᐅᔭᒃᑯᑦ ᐃᑲᔪᖅᑎᖅᑲᖅᑕᓕᕋᓗᐊᖅᑐᒍᑦ ᓱᕈᓯᖁᓂ ᒪᒃᑯᑦᑐᓂᓪᓗ. |
| It's very similar to the fact that we don't have a person who specializes in geriatrics or people who specialize in couple's therapy. People come with their general knowledge and usually we find that that type of person can work in a health centre and they can meet a lot of needs, but we are always looking for more people who specialize in child and youth. Thankfully we do have psychiatrists that regularly visit Nunavut face to face and we also have psychiatrists virtually. Thank you, Mr. Chairman. | ᐊᔾᔨᖃᐸᓗᒻᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖕᒋᒻᒥᒐᑦᑕᑦᑕᐅᖅ ᑕᒪᒃᑯᓄᖓ ᐃᓐᓇᒻᒪᕆᐅᔪᓄᑦ ᐊᒻᒪᓗ ᐊᐃᑉᐸᓈᓄᑦ ᐃᑲᔪᖅᑎᐅᔪᓂᒃ. ᖃᐅᔨᒪᑐᐃᓐᓇᖅᑕᒥᓂᒃ ᓇᔅᓴᓲᖕᒍᒻᒪᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ, ᐋᓐᓂᐊᕕᒻᒥ ᐃᖅᑲᓇᐃᔭᕈᓐᓇᑐᐃᓐᓇᖅᑐᑎᒃ ᐊᒻᒪ ᖃᓄᐃᑦᑐᕈᒫᔭᓗᓐᓂᒃ ᐃᑲᔫᑎᖃᕈᓐᓇᓱᑦ ᖃᐅᔨᒪᔭᕗᑦ. ᕿᓐᓂᓐᓇᕋᓗᐊᖅᑐᒍᓂᓚᒃ ᓱᕈᓯᖁᓂᒃ ᐃᑲᔪᖅᑎᑦᓚᕆᐅᔪᓂᒃ ᐃᓱᒪᓕᕆᔨᐅᔪᓂᓪᓗ, ᐃᓱᒪᓕᕆᔨᑦ ᒪᐅᖓ ᑎᑭᖃᑦᑕᓲᖕᒍᒻᒥᒻᒪᑕ. ᖃᕋᔭᐅᔭᒃᑯᓪᓗ ᐃᑲᔪᖃᑦᑕᓲᖕᒍᒻᒥᔪᐃᑦ ᑕᐃᒃᑯᐊ ᐃᓱᒪᓕᕆᔨᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |

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| **Chairman** (interpretation): Thank you. (interpretation ends) I would like to give the representative a chance to comment on Mr. Lightstone's question. In terms of the services that are available or facilities, such as the Umingmak centre, and given the status of child sex abuse in the territory, are you of the opinion that what is currently available is adequate to address the problem? Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᑖᓐᓇ ᑭᒡᒐᖅᑐᐃᔨ ᑕᒪᑐᒪ ᒥᒃᓵᓄᑦ ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ ᐊᐱᖅᑯᑎᒋᖅᑲᐅᔭᖕᒐᓄᑦ ᑭᐅᖁᒐᒃᑯ ᐅᕝᕙᓘᓐᓃᑦ ᓂᑦᓕᖁᒐᒃᑯᑦ, ᐅᒥᖕᒪᒃ ᓴᓐᑑᓂᕋᖅᑕᐅᔪᖅ ᒥᒃᓵᓄᑦ ᐊᒻᒪᓗ ᓱᕈᓯᖁᐊᖅᑕᐅᖁᑦᑕᖅᑐᑦ ᑕᒫᓂ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. ᖃᓄᐃᖁᓕ ᐃᓱᒪᕕᑦ ᑕᐃᒃᑯᐊ ᑕᒪᒃᑯᐊ ᐱᔨᑦᑎᕈᑏᑦ ᐊᑐᐃᓐᓇᐅᔪᑦ ᓈᒻᒪᒃᐸᑦ, ᑕᒪᓐᓇ ᐃᓱᒫᓗᓐᓇᖅᑐᖅ ᑲᒪᒋᔭᐅᔪᓐᓇᖅᐸ? ᒥᔅᑕ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Do I feel what is currently available is adequate? Again, I just want to circle back and say that not knowing the magnitude and the scope of the issue and the magnitude and scope of the problem, it's difficult to say whether the services that are currently available are adequate to meet the need. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒫᓐᓇ ᓈᒻᒪᖕᒪᖕᒐᖅ ᐊᐱᓇᓵᕋᕕᑦ, ᐊᒻᒪᓗ ᓇᓗᓪᓗᖕᒐ ᖃᓄᑎᒋ ᑖᓐᓇ ᐊᖕᒋᑎᒋᖕᒪᖕᒐᖕᒐ ᐊᑲᐅᓐᖕᒋᓕᐅᕈᑕᐅᔪᖅ. ᐅᖃᕈᓐᓇᖕᒋᑦᑐᖕᒐ ᒫᓐᓇ ᑕᒪᒃᑯᐊ ᐱᔨᑦᑎᕈᑏᑦ ᓈᒪᒐᓗᐊᕐᒪᖕᒐᖕᒋᑦ ᐊᒥᒐᓗᐊᕐᒪᖕᒐᖕᒋᓪᓘᓐᓃᑦ. |
| Having said that, I think the Umingmak centre is a very… . In such a small jurisdiction, to have a centre of that calibre, for a lack of a better word, I think is exceptional because you have access to… . Again, they specialize largely in abuse. They're doing what I would call multidisciplinary investigation and support and treatment of child abuse. Again, not knowing truly what the numbers are and how many children are in need and how many child abuse cases are actually occurring, again, it's difficult for me to say whether the services are adequate. | ᑕᐃᒪᐃᓕᖅᑲᐅᑎᓪᓗᖕᒐ ᑕᐃᓐᓇ ᐅᒥᒻᒪᒃ ᐱᓐᖑᐊᕐᕕᒃ ᐱᑕᖃᕐᒪᑦ ᐃᓄᐃᑦ ᐃᓛᒃ ᐅᓄᕐᓂᕗᑦ ᐅᓄᓐᖕᒋᑦᑑᑎᓪᓗᒋᑦ ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᑲᒪᒋᔭᖃᓲᖑᓪᓗᑎᒃ ᐊᔾᔨᒌᓐᖕᒋᕈᓗᔭᖅᑐᓂᒃ ᓱᕈᓯᕐᓄᑦ ᑕᒪᒃᑯᓄᖕᒐᑐᐃᓐᓇᐅᓐᖕᒋᑦᑐᖅ ᑐᕋᖕᒐᔪᓂᒃ ᐃᓗᓕᖅᑲᐅᑯᓗᔭᖅᓗᑎᒡᓗ ᓈᓴᐅᑏᑦ ᐱᑕᖃᓐᖕᒋᑦᑎᓪᓗᒋᑦ. ᖃᔅᓯᓪᓗ ᓱᕈᓯᕐᓂᐊᖅᑕᐅᖃᑦᑕᕐᒪᖕᒐᖕᒋᑦ ᓇᓗᓇᐃᖅᓯᔪᓐᓇᖕᒋᑦᑐᖕᒐ ᐊᒥᒐᖅᓯᓗᐊᕐᒪᖕᒐᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐋᒡᒐ. | |
| I would say that the Umingmak centre is absolutely having that resource here in the territory, although it's central to Iqaluit, I do know that Family Services has brought young people in to go to the Umingmak centre, but I think there is always room for more services. Again, I would never not advocate for having more services for children. Thank you, Mr. Chairman. | ᐅᒥᖕᒪᒃ ᐱᓐᖑᐊᕐᕕᒃᑕᖃᕐᒪᑦ ᑕᒫᓂ ᐃᖃᓗᖕᓃᒃᓱᓂᓗ ᑕᐃᒃᑯᖕᒐᖃᑦᑕᕈᓐᓇᖅᑐᑦ ᒪᒃᑯᒃᑐᑦ ᓱᕈᓯᕐᓗ ᑭᓯᐊᓂᑦᑕᐅᖅ ᑕᐃᒪᓐᖕᒐᓕᒫᖅ ᐱᔨᑦᑎᕈᑏᑦ ᐅᓄᖅᓯᒃᑲᓐᓂᕋᓗᐊᖅᐸᑕ ᑕᐃᒪᐃᓕᑦᑐᓐᓇᖅᑐᖕᒐ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |

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| **Mr. Lightstone**: Thank you, Mr. Chairman. Thank you, Ms. Bates, Ms. Matte, and Ms. Stockley, for those responses. I would like to also put a big shout-out there for the Umingmak facility and their staff and the Arctic Children and Youth Foundation. The role that Umingmak is playing in providing that, I forgot the correct term, child advocacy centre. They have really stepped in and filled the void and provided the assistance and the space where all the different departments that assist these children can come together and work together in a way that is most positive and safe for the children. | **ᓚᐃᕐᓱᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᒥᔅ ᐸᐃᑦᑕ, ᒥᔅ ᒫᑦ, ᓱᑖᒃᓕᓗ. ᖁᔭᓐᓇᒦᖅᑕᒃᑲ ᑕᐃᒃᑯᐊ ᐅᒥᖕᒪᒃ ᐱᓐᖑᐊᕐᕕᖕᒐᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑐᑦ ᐊᒻᒪᓗ ᓱᕈᓯᕐᓄᑦ ᑐᕋᖕᒐᔪᑦ ᑲᑐᔾᔨᖅᑲᑎᑏᑦ ᐅᒥᒻᒪᖅ ᐱᓐᖑᐊᕐᕕᒃ ᐃᑲᔪᓪᓚᓇᖕᒪᑦ ᐃᑲᔪᖅᑎᒋᔭᐅᖅᑲᑦᑕᖅᓗᓂᓗ ᓱᕈᓯᕐᓄᑦ. ᐱᑕᖅᑲᓐᖕᒋᓗᐊᖅᑎᓪᓗᒍ ᑕᐃᒃᑯᐊ ᓴᖅᑭᖅᑐᕕᓂᐅᖕᒪᑕ ᐃᑲᖅᑎᒋᔭᐅᓕᖅᐳᑦ ᐃᓂᒃᓴᖅᑲᖅᑎᑦᑎᐊᖅᓗᑎᒡᓗ ᓱᕈᓯᕐᓄᑦ ᑲᑎᕝᕕᐅᖅᑲᑦᑕᕈᓐᓇᕐᓂᐊᕐᒪᑦ ᐊᒻᒪᓗ ᐱᐅᓂᖅᓴᒧᑦ ᑐᕌᖅᑎᑦᑎᓇᓱᖕᒪᑕ ᓱᕈᓯᕐᓂᒃ ᒪᒃᑯᒃᑐᓂᓪᓗ.

It has come to my attention that the first 12 months alone in the operation of the Umingmak facility, they've had over 80 children who have suffered abuse come through their doors and I believe that they are predominantly from Iqaluit.

ᖃᐅᔨᑎᑕᐅᓯᒪᓕᖅᑐᖕᒐ 12 ᑕᖅᑭᑦ ᐃᓗᐊᓂ ᑕᐃᓐᓇ ᐅᒥᒻᒪᒃ ᐱᓐᖑᐊᕐᕕᒃ ᒪᑐᐃᕐᒪᑦ 80-ᒍᑦ ᐱᓂᕐᓗᖅᑕᐅᖅᑲᑦᑕᖅᑐᑦ ᑕᐃᑰᓇᓕᓈᖅᑐᑦ. ᐃᖃᓗᖕᒥᐅᑕᐅᔪᐃᓐᓇᐸᓘᓪᓗᑎᒡᓗ ᑕᐃᒃᑰᓇᖃᑦᑕᖅᑐᑦ.

My next question, I'm going to pose it to the Department of Health. I'm not sure who would be most appropriate to provide a response, but as I indicated, Umingmak has done exceptional job in filling the void that should be available to all children in every community. My next question is; I know that the GN and the feds played a role in creating Umingmak. Are there any intentions or plans on assisting Umingmak to expand into other communities? Thank you, Mr. Chairman.

ᑖᓐᓇ ᐊᐱᖅᑯᑎᒐ ᐋᓐᓂᐊᖃᕐᓇᓐᖕᒋᑦᑐᓕᓇᔨᒃᑯᓄᖅᑲᐃ ᓇᓕᐊᓐᓄᒃᑭᐊᖅ ᐊᐱᖅᑯᑎᒋᓂᐊᕐᑲᑯ. ᐅᖃᖅᑲᐅᒐᒪ ᐅᒥᖕᒪᒃ ᐱᓐᖑᐊᕐᕕᒃ ᑕᐃᓐᓇ ᑭᓯᑕᖃᓚᐅᓐᖕᒋᑦᑐᒥᒃ ᓄᐃᑦᑎᖕᒪᑦ ᐊᑐᐃᓐᓇᐅᔭᕆᐊᓕᒃ ᓱᕈᓯᓕᒫᓄᑦ ᐊᒻᒪᓗ ᖃᐅᔨᒪᓪᓗᖕᒐ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐅᒥᖕᒪᐅᑉ ᓴᖅᑭᑕᐅᓂᖕᒐᓂᒃ ᐃᓚᐅᓂᖅᑲᓐᖕᒋᑲᓴᓚᐅᕐᒪᑦ. ᐃᑲᔪᕈᓐᓇᖅᐱᓲ ᐅᒥᖕᒪᒃ ᐱᓐᖑᐊᕐᕕᖕᒥᑦ ᐊᔾᔨᐸᓗᖕᒋᓐᓂᒃ ᓄᓇᓕᖕᓂᑦ ᐱᑕᖃᓕᕐᓂᐊᕐᒪᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. ᒥᔅ ᓱᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. As I referenced yesterday, Dr. Amber Miners actually provides a lot of training to communities outside of Iqaluit, but with your permission, Mr. Chairman, I would like for Ms. Madsen to expand on my answer, please. | **ᓱᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃᑉᐸᒃᓴᖅ ᐅᖃᖅᑲᐅᒐᒪ ᐋᒻᐳ ᒪᐃᓄ ᐃᓕᓐᓂᐊᑎᑦᑎᖃᑦᑕᖅᑐᖅ ᐃᖃᓗᐃᑦ ᓱᓚᑖᓂ ᐱᔪᓐᓇᖅᑎᒃᑯᕕᓐᖕᒐ ᒥᔅ ᒫᑕᓴᓐ ᑖᑦᓱᒧᖕᒐ ᑭᐅᖁᔭᕋ.

**Chairman** (interpretation): Thank you. Ms. Madsen. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. ᒥᔅ ᒫᑕᓴᓐ |

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| **Ms. Madsen**: Thank you, Mr. Chairman. Yes, of course, we would want to have those services everywhere, but realistically speaking, looking at resources, we're going to have to start smaller than in a facility in all the regions. What we do now is when we're aware of a situation in another community, another region, we do work with Umingmak and there was a recent time that there was a tragedy in one of the communities that Umingmak sent their counsellors with our mental health counsellors and together they went to the community to help the children.<br><br>We often consult and you might remember that the counsellors that work at Umingmak actually were mental health counsellors with our programs, so that means our relationship is very close. That combined with the training that we're doing throughout Nunavut with Dr. Miners and Radius, which is an excellent training module for dealing with kids in these situations, we're hoping all our paraprofessionals are trained, we're hoping that we get to the nurses. We have big plans to move this along. Thank you, Mr. Chairman.<br><br>**Chairman** (interpretation): Thank you. (interpretation ends) Mr. Lightstone, I'll give you one more question. Go ahead.<br><br>**Mr. Lightstone**: Thank you, Mr. Chairman. Thanks again, Ms. Stockley and Ms. Madsen. I'm very glad to hear that there are some big plans and I hope that we will be hearing something shortly down the road.<br><br>Getting back to the topic of assistance to children who have experienced these traumatic events and the lifelong scars that it leaves on them, and in previous responses, there was indication that there have been specialists in the past and today there are currently counsellors who assist children virtually, I was wondering if the Department | **ᒫᑕᓴᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᑕᐃᒪᐃᑦᑐᓂᒃ ᓇᒥᓕᒫᖅ ᑕᑯᔪᒪᒐᓗᐊᖅᑐᒍᑦ ᑭᓯᐊᓂ ᓴᓇᕐᑭᑎᑭᒃᓴᕐᓂᑯᒧᑦ ᒥᑭᒃᑐᓂᒃ ᑭᓯᐊᓂ ᐱᒋᐊᕐᓗᑕᐅᔭᕆᐊᖃᕋᔭᖅᑐᒍᑦ ᐊᕕᒃᑐᖅᓯᒪᔪᓕᒫᓂᑦ. ᐊᓯᑦᑎᓐᓂᒃ ᐃ̇. ᐃᖅᑲᓇᐃᔭᖃᑎᖃᖃᑦᑕᖅᑐᒍᑦ ᐃᓄᖕᓂᒃ ᓄᓇᓕᖕᓂᒃ ᐃᓚᖕᒐᓐᓂ ᐱᓂᕐᓗᖅᑐᖃᖅᑎᓪᓗᒍ ᐅᒥᒃᒪᒃ ᐱᓐᖑᐊᕐᕕᖕᒥᓐᖕᒑᖅᑐᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᓱᕈᓯᕐᓂᒃ ᐃᑲᔪᕆᐊᓚᐅᖅᓯᒪᖕᒪᑕ ᓄᓇᖕᒐᓐᓄᑦ.<br><br>ᑕᐃᒃᑯᐊ ᐃᓄᓯᓕᕆᔨᑦ ᐃᓱᒪᓕᕆᔨᑦ ᑕᐃᒪᓐᓇ ᐃᖅᑲᓇᐃᔭᖃᑎᒌᒃᐳᒍᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓯᓐᓈᖅᓗᑕᓗ ᓄᓇᕗᒻᒥ ᓘᒃᑖᖅ ᒪᐃᓄ ᕋᐃᑎᐊᔅᓗ ᐱᖃᑎᒋᓪᓗᑎᒃᑯ ᑕᐃᒃᑯᐊ ᒪᑯᐊ ᐃᓄᓕᔅᐃᔨᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐃᓐᓇᕆᔪᒪᔭᕗᑦ ᐋᓐᓂᐊᓲᖅᑏᑦ ᐸᕐᓇᐅᓯᐅᖅᓯᒪᕈᓘᔭᖅᑐᒍᑦ ᑕᒪᑐᒪ ᒥᒃᓵᓄᖕᒐᔪᓂᒃ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Mr. Lightstone, I'll give you one more question. Go ahead. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ, ᐊᑕᐅᓯᐊᒃᑲᓐᓂᕈᓐᓇᖅᑐᑎᑦ. ᐊᑏ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. Thanks again, Ms. Stockley and Ms. Madsen. I'm very glad to hear that there are some big plans and I hope that we will be hearing something shortly down the road.<br><br>Getting back to the topic of assistance to children who have experienced these traumatic events and the lifelong scars that it leaves on them, and in previous responses, there was indication that there have been specialists in the past and today there are currently counsellors who assist children virtually, I was wondering if the Department | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒥᖅᓗᒍᓗ ᒥᔅ ᒫᑕᓴᓐ. ᐃ̇, ᖁᕕᐊᓇᖅ ᐸᕐᓇᐅᓯᐅᕋᔅᓯ ᐊᖕᒋᔪᑎᓂᒃ ᑐᓴᖅᑎᑕᐅᓴᕋᐃᓛᖅᑐᒃᓴᐅᓕᖅᑯᒍᑦ ᑭᓲᒻᒪᖕᒐᖕᒋᑦ. ᓱᕈᓲᑦ ᖁᔅᓴᑦᓚᔅᓯᒪᓂᑯᐃᑦ ᐃᓄᓯᓕᒫᖅ ᑕᐃᒪᓐᓇ ᐃᓗᕐᓇᔭᖕᒋᑦᑐᖃᑦᑕᕐᓂᖕᒋᑦ ᐱᑦᓗᒋᑦ. ᐅᑦᓗᒥ ᐃᓄᓯᓕᕆᔨᑦᑕᖃᓕᖅᑐᖅ ᑕᓚᕕᓴᒃᑯᑦ, ᐃᓛᒃ ᑕᓚᕕᓴᒃᑯᑦ ᐊᓯᐊᒍᑦᓘᓐᓃᑦ |

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| of Health would be able to expand a little bit further on what is currently being made available to children who have experienced traumatic events. | ᐃᑲᔪᕈᓐᓇᖅᑐᓂᑦ. ᑕᐃᒃᑯᐊᓕᑭᐊᖅ ᓱᕈᓲᑦ ᖁᒃᓴᑦᓚᒃᓯᒪᓂᑯᐃᑦ. |
| I just really want to express the importance of this. It's something that we never really hear about and I think it's a little known fact that most predators were victims once themselves, so the treatment is absolutely necessary in ending the cycle, which is why I'm really trying to push this here now. | ᐃᓛᒃ ᐅᖃᒃᑲᓐᓂᕈᒪᒐᓗᐊᖅᑐᖓ ᑖᓐᓇ ᐱᕐᔪᐊᕋᓗᖕᒪᑦ ᐊᒻᒪᓗ ᖃᐅᔨᒪᖅᑰᖅᑐᑕ ᑕᐃᒃᑯᐊ ᓱᕈᓯᕐᓂᐊᖃᑦᑕᖅᑐᑦ ᐃᒻᒥᓂᒃ ᓱᕈᓯᐅᑎᑦᓗᒋᑦ ᐱᓕᕆᐊᖑᖃᑦᑕᖅᓯᒪᓂᑰᔪᐃᓐᓇᐸᓗᖕᒪᑕ. |
| With that being said, I would like to ask if you can provide a little bit more information on what exactly is being made available to those children. Thank you, Mr. Chairman. My last question. | ᓇᓗᓇᐃᖅᓯᒃᑲᓐᓂᕈᕕᖅᑲᐃ ᖃᓄᐃᑦᑐᑦ ᐱᔨᑦᑎᕈᑏᑦ ᐱᑕᖃᐅᒃᑲᓐᓂᕐᒪᖔᖕᒋᑦ ᑕᒪᒃᑯᓄᖓ ᓱᕈᓯᕐᓄᑦ ᒪᒃᑯᒃᑐᓄᑦᓗ ᑐᕌᖓᔪᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᖑᑦᓕᖅᐹᖅ ᐊᐱᖅᑯᑎᒐ. |
| **Chairman** (interpretation): Thank you. Ms. Madsen. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᒫᑕᓴᓐ. |
| **Ms. Madsen**: Thank you, Mr. Chairman. Well, first of all, thank goodness for the report, "Our Minds Matter." I have noticed since that report we've actually had more community and stakeholder support in getting things like this done. It has really brought to the attention of the need and a mental health clinician in a community, one person, can't meet that need alone. | **ᒫᑕᓴᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓯᕗᓪᓕᕐᒥᒃ ᐃ, ᑖᒃᑯᐊ ᐃᓱᒪᕗᑦ ᑲᒪᓇᖅᑑᓚᓯᒪᔪᑦ ᑖᒃᑯᐊ ᐅᓂᒃᑳᑦ ᒪᑯᐊ ᑕᒪᒃᑯᓄᖓ ᐊᑐᖃᑦᑕᖅᑐᑦ ᑭᓐᖑᒫᒪᔭᖃᕐᓂᕗᑦ ᑕᒪᓐᓇ ᓄᐃᓯᒪᔪᖅ. |
| When we've had issues like this brought forward, depending on the community and the situation, we've had great support from Family Services and the RCMP in making sure that we deal with this as best we can. Now, it depends on the case. Sometimes a family will say, "We would all like to go south and we would all like to have some counselling together." Sometimes people will come to us and say, "I know someone in Yellowknife and I would feel comfortable if we went there." Sometimes it's the psychiatrist that comes to town and does follow-up virtually for a few weeks after that | ᓱᕐᓗᖃᐃ ᑲᒪᒋᔭᐅᔭᕆᐊᖃᖅᑐᒥᒃ ᐱᑕᖃᖅᐸᑦ ᖃᓄᐃᑦᑐᒥᑦᓗ ᑕᐃᓐᓇ ᐃᓄᒃ ᐊᑐᓚᐅᖅᐸ ᐃᓄᓕᕆᔨᒃᑯᑦ, ᐸᓖᓯᒃᑯᑦᓗ ᑖᒃᑯᐊ ᐊᖅᑯᑎᒋᔭᐅᖃᑦᑕᖅᑐᑦ ᐊᒻᒪᓗ ᖃᓄᖅ ᐱᓕᕆᐊᕆᓕᕐᓗᑎᒃᑯᑦ ᑕᐃᓐᓇ ᖃᓄᐃᓐᓂᐅᓚᐅᖅᑐᖅ. ᐃ, ᖃᓪᓗᓈᑦ ᓄᓇᖓᓐᓄᕈᒪᔪᒍᑦ ᐃᓄᓯᓕᕆᔭᐅᔪᒪᔪᒍᑦ ᐅᐸᑦᑕᐅᖃᑦᑕᖅᓯᒪᔪᒍᑦ ᔨᐊᓗᓇᐃᒥᒍᖅ ᐃᓄᓯᓕᕆᔨᑕᖃᕐᒪᑦ ᑕᐃᒪᐃᓕᔪᖃᓚᐅᓲᖅ ᐊᒻᒪᓗ ᐃᓱᒪᓕᕆᔨ ᑖᓐᓇ ᒪᐅᓐᖓᓚᐅᖃᑦᑕᖅᓗᓂ. |

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| with the family.<br><br>We have to get together what we can right now because we do need more resources. That's absolutely true, but right now this is how we do it: on a case-by-case, what are the resources we have, how can we work together, what's the best for this child because it's obviously not always leaving their community, what can we bring in. The virtual services work much better than I ever dreamed they would work. I'm not going to say it's a good thing that we have had to rely on them in the last year, but it has really opened up people's minds on using them. Right now I think we're doing pretty well, but we can absolutely do better and we will keep working toward a better plan and more resources. Thank you, Mr. Chairman. | ᐱᑕᖅᑐᒃᑲᓐᓂᕆᐊᖅᑲᓪᓚᑦᑖᕋᑦᑕ ᑭᓯᐊᓂ ᒫᓐᓇ ᑕᐃᒪᓐᓇ ᐋᖅᑭᒃᓯᒪᔪᒍᑦ ᖃᓄᐃᐸᐸᓪᓕᐊᓃᑦ ᑕᒪᒃᑯᐊ ᒪᓕᒃᑐᑎᒃᑯᑦ ᑭᓯᓪᓕ ᐊᑐᕈᑦᑎᒃᑯᑦ ᐱᐅᓂᖅᐹᖕᒍᓐᓂᐊᕐᒪᖔᑦ ᑖᔅᓱᒧᖕᒐ ᓱᕈᓯᕐᒧᑦ. ᒪᑯᐊ ᑕᓚᕕᓴᒃᑯᑦ ᐃᓅᓕᓴᖅᑕᐅᖅᑕᕐᓃᑦ ᐱᐅᔪᖅ ᑕᒪᑐᒪᓂ ᐊᕐᕌᒍᒥ ᐊᑐᖅᓯᒪᒐᑦᑎᒃᑯ. ᐱᑦᑎᐊᖅᑐᕈᓘᒐᓗᐊᖅᑐᒍᑦ ᑭᓯᐊᓂ ᐱᐅᓂᖅᓴᒃᑲᓐᓂᕐᓂᒃ ᓴᖅᑭᖅᑐᖅᑲᕈᓐᓇᖅᑐᖅ. ᕐᑯᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) The Department of Justice would also like to respond. Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᓂᑦᓕᕈᒪᖕᒥᔪᑦ. ᒥᔅᑕ ᒫᓐᓯᐊᑦ. |
| **Mr. Mansell** (interpretation): Thank you, Mr. Chairman. (interpretation ends) As was mentioned with respect to these issues and with the operations of the Umingmak centre, the RCMP is also an important stakeholder in this. | **ᒫᓐᓯᐊᑦ**: ᕐᑯᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑕᒪᒃᑯᓄᖓ ᑐᕋᖓᔪᑦ ᐊᒻᒪᓗ ᐅᒥᖕᒪᑦ ᐱᓐᖑᐊᕐᕕᒃ ᑕᐃᒃᑯᐊ ᐸᓖᓯᒃᑯᑦ ᐃᓚᒋᔭᐅᖅᑲᑕᐅᑦᓚᕆᒃᑐᑦ. |
| Just some updates from the RCMP, they have filled the divisional family violence coordinator position which works towards supporting educational initiatives but also investigating allegations of family violence, as well, they have staffed a special investigations team which is fully operational, located here in Iqaluit, but investigates matters across the territory, and the objective of the unit is to investigate crimes of a sexual nature, involving victims at risk, which includes children. These are highly specialized officers with training dealing with child victims and marginalized victims and | ᐸᓖᓯᒃᑯᓐᓂ ᑐᓴᖅᑎᑕᐅᓯᒪᔪᒍᑦ ᐃᖅᑲᓇᐃᓛᔭᕐᒥᒍᖅ ᓄᐃᑦᑎᓯᒪᓕᖅᑐᑦ ᑕᐃᓐᓇ ᐃᑲᔪᖅᑎᒋᔭᐅᖅᑲᑦᑕᕐᓂᐊᖅᓗᓂ ᓲᕐᓗ ᓂᖓᕐᓂᖅᑕᕐᑲᕐᓂᖅᐸᑦ ᐃᑲᔪᖅᑎᒋᔭᐅᖅᑲᑦᑕᕐᓂᐊᖅᑐᖅ ᖃᐅᔨᓴᐃᔨᐅᖅᑲᑦᑕᕐᓂᐊᖅᓗᓂᓗ ᖃᐅᔨᓴᖅᑎᓄᑦᓗ ᐃᓚᒋᔭᐅᖅᑲᑕᐅᓂᐊᖅᓗᓂ. ᑕᒫᓃᑦᑐᖅ ᐃᖅᑲᓗᖕᓂ ᑭᓯᐊᓂ ᓄᓇᕗᓕᒫᒥ ᐃᓗᐊᓂ ᑲᒪᔨᐅᖅᑲᑦᑕᖅᑐᑦ. ᐊᒻᒪᓘᓐᓃᑦ ᒪᑯᐊ ᕐᑯᓄᔪᓐᓂᐊᖅᑕᕕᓃᑦ ᐃᓚᓕᐅᓪᓗᒋᑦ ᓱᕈᓲᑦ ᐸᓕᓯᑕᖅᑲᕐᒥᔪᖅ ᑕᐃᓐᓇᓗ ᐃᖅᑲᓇᐃᔭᖅᑎ ᑕᒪᒃᑯᓂᖓ ᐱᓕᒻᒪᒃᓴᖅᑎᑕᐅᓯᒪᔪᑦ |

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| they are now the lead on all matters related to child sexual abuse. | ᓱᕈᓯᕐᓄᑦ ᑐᕋᖓᔪᓕᒫᑦ ᑕᐃᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓯᒪᔪᑦ. |
| Our victim services staff at the department also work with the Umingmak centre. They do a lot of referrals to mental health, to counsellors, and to the Umingmak centre. Since their establishment, Victim Services has supported 116 child victims and that's an important role as well for maybe when the RCMP isn't involved, our Victim Services do get involved in these matters as well. The RCMP is making some very good progress on getting specialized investigative units and officers with the proper training and proper mindset to deal with these victims. Thank you. | ᐅᒥᖕᒪᖅ ᐱᓐᖑᐊᕐᕕᖕᒐᓐᓂ ᑕᐃᒃᑲᓃᖅᑕᐅᖅᑕᖅᑐᑦ ᐊᒻᒪᓗ ᑕᐃᑰᓇᖅᑐᑦ ᓱᕈᓰᑦ ᐃᓅᓯᓕᕆᔨᓄᑦ ᐅᒥᖕᒪᒃ ᐱᓐᖑᐊᕐᕕᖕᒧᑦ ᑐᕋᖅᑎᑕᐅᖅᑕᖅᑐᑦ. 116-ᓂᒃ ᓱᕈᓯᕐᓂᒃ ᐱᓂᕐᓗᖅᑕᕕᓂᕐᓂᒃ ᐃᑲᔪᖅᑐᕕᓃᑦ. ᐃ, ᑕᒪᓐᓇ ᐱᕐᔪᐊᒻᒪᕆᐊᓗᒃ ᐃᒻᒪᕐᑳᓗ ᐸᓃᓯᒃᑯᑦ ᐃᓚᐅᓐᖏᑦᑕᕋᖓᑕ ᑕᐃᒃᑯᐊᖑᕐᑲᑦᑕᖅᑐᑦ. ᐸᓃᓯᒃᑯᑦ ᐱᕙᓪᓕᐊᓂᕐᑲᓪᓚᕆᑦᑐᑦ ᖃᐅᔨᓴᖅᑎᑖᖅᐸᓪᓕᐊᖏᔪᒍᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓪᓗᑎᒃ ᐸᓃᓯᒃᑯᑦ ᑕᐃᒪᐃᑦᑐᑦ ᐱᓂᕐᓗᖅᑕᐅᖅᑕᖅᓯᒪᔪᓂᒃ ᑲᒪᔪᓐᓇᕐᓂᐊᕐᒪᑕ. ᖁᔭᓐᓇᒦᒃ. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒫᓐᓯᐊᓪ ᐊᒡᒍᖅᑐᑦ ᑖᒃᑯᐊ ᓈᓴᐅᑏᑦ 116-ᖑᓂᕋᖅᑲᐅᔭᑎᑦ ᐊᒡᒍᖅᑐᖅᓯᒪᓗᒋᑦ ᑎᑎᕋᖅᓯᒪᓗᒋᑦ ᓇᓗᓇᐃᔭᖅᓯᒪᑦᑎᐊᕐᓗᒋᑦ ᖃᐃᑦᑎᔪᓐᓇᖅᐲᑦ? ᓄᓇᓕᖏᑦᑎᒍᑦ ᐊᒡᒍᖅᑐᖅᓯᒪᓗᑎᒃ ᐊᕕᒃᑐᖅᓯᒪᔪᑦ, ᑕᐃᒪᐃᓐᓇᐃᑦᑐᓂᒃ ᖃᐃᑦᑎᔪᓐᓇᕐᓂᐊᖅᐱᑦ? ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒫᓐᓯᐊᓪ. | **ᒫᓐᓯᐊᓪ** (ᑐᓵᓴᐅᑎᒍᑦ): 20 ᒥᓂᔅ ᐅᕙᓂ ᐱᓯᒪᔭᒃᑲ ᓇᓂᓂᐊᖅᑕᒃᑲ 20-ᒥᓂᑦ ᐅᖓᑕᓅᓐᖏᑦᑐᖅ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Mr. Mansell, would you be able to provide a breakdown of that figure of 116? It could be at a later date or in writing in terms of the regional breakdown and a breakdown by community in terms of where the victims were from. Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒫᓐᓯᐊᓪ |
| **Mr. Mansell**: If I don't find it in my book in the next 20 minutes or so, I will follow up with the Committee for sure. Thank you. | |
| **Chairman** (interpretation): Thank you. Mr. Keyootak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᖁᔪᒃᑖᖅ. |
| **Mr. Keyootak** (interpretation): Thank you, Mr. Chairman. Some of the issues that I would like to ask about were touched upon and maybe I can direct my question to the Department of Education. | **ᖁᔪᒃᑖᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᓯᓇᔪᒪᔭᒃᑲ ᐅᑯᐊ ᐃᓚᖏᑦ ᐅᖃᐅᓯᐅᖅᑲᐅᔫᒐᓗᐊᑦ. ᐃᓕᓐᓂᐊᖅᑐᓕᓇᔨᒃᑯᓄᖅᑲᐃ. |
| Let me start off with the recommendations in the report, and I have the Inuktitut copy. On page 27, Recommendation No. 10 indicates that your department is working with Nunavut Arctic College and the Department of Health collaboratively to assess whether this idea would work, as some comments were made | ᐊᐱᓇᖅᑳᕐᓗᖓ ᐃᓛᒃ ᐅᖃᐅᓯᕐᑲᖅᑳᕐᓗᖓ ᑖᒃᑯᓂᖓ ᐅᕙᓂ ᐊᖏᕋᔅᓴᓕᐊᖑᓯᒪᔪᓂᒃ ᐅᑯᐊ ᐃᓄᑦᑎᑑᖓᔪᑦ ᐱᓯᒪᒐᒃᑭᑦ 27-ᒥ ᒪᐟᐱᖅᑐᒐᖓᓂ ᑕᕝᕙᓂ 27 ᐃᓄᑦᑎᑑᖓᔪᓂᒃ ᐅᕙᓂ ᐊᖏᕋᔅᓴᓕᐊᖑᓯᒪᔪᖅ 10-ᖓᓂᒃ ᓇᓗᓇᐃᔭᖅᓯᒪᒻᒪᑕ ᑖᒃᑯᐊ ᐱᓕᕆᖃᑦᑲᕐᓂᕋᖅᑐᑎ ᑖᒃᑯᓂᖓ ᓯᓚᑦᑐᖅᓴᕐᕕᓐᓂ ᐱᓕᕆᔨᐅᔪᓂᒃ ᐋᓐᓂᐊᖃᕐᓇᖏᑦᑐᓕᕆᔨᖁᓪᓗ ᑲᑐᔾᔨᖃᑎᒌᑦᑐᑎᒃ ᖃᐅᔨᓇᓱᐊᖅᓯᒪᒻᒪᑕ ᑕᐃᒪ ᐅᖃᖅᑐᖃᖃᑦᑕᖅᑲᐅᒻᒪᑦ |

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| about the need for an instructor, however, it was said in the vein of counselling youth. Now, there is an existing institution as the report states that Arctic College is completely open to any collaborative approaches to combat this need, at least in the recommendations. | ᖃᐅᔨᒪᒻᒪᕆᑦᑐᓂᑦ ᑭᓯᐊᓂ ᐃᓕᓴᐃᔨᖃᑭᒪᖁᔨᓂᕋᖅᑐᑎᑦ ᑕᒪᒃᑯᓂᖓ ᒪᒃᑯᑦᑐᓄᑦ ᐱᓗᐊᖅᑐᒥᑦ. ᑕᐃᒪ ᐱᓕᕆᕕᑦᑕᖃᒃᑲᓂᕐᖓᑦ ᑖᒃᑯᐊ ᐅᖃᖅᓯᒪᒻᒪᑕ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᒪᑐᐃᖓᑦᑎᐊᖅᑐᑦ ᐱᓕᕆᖃᑎᖃᑭᒪᓂᕐᒥᑦ ᑕᒪᑐᒥᖓ ᑖᒃᑯᓂᖓ ᐊᑐᓕᖁᔭᐅᔪᓂᒃ.  |
| In Clyde River, the cultural school Piqqusilirivvik along with Ilisaqsivik Society provide counselling services, and all of their work is solely provided in Inuktitut, and they train people only by using the Inuktitut language, and they have professional trainers and teachers in that school. And further, the society also provides healing workshops and their counsellors travel to communities, and they also focus on teaching children and youth about the cultural practices and traditional counselling at Ilisaqsivik, and Piqqusilirivvik teaches youth how to conduct safe travels out on the land. | ᑲᖏᖅᑐᒐᐱᒻᒥ ᐱᖅᑯᓯᓕᕆᕕᑦᑕᖃᖅᖓᑦ ᐊᒻᒪᓗ ᐃᓕᓴᖅᓯᕕᒃ ᒪᕐᕉᒻᒪᑎᒃ ᑕᐃᒃᑯᐊ ᐱᓕᕆᕖᒃ ᑲᖏᖅᑐᒐᐱᒻᒦᑦᑐᖅ. ᑕᒪᕐᒥᓪᓗ ᐃᓄᑦᑎᑐᑦᑎᐊᖅ ᑭᓯᐊᓂ ᐃᓕᓴᐃᓪᓗᑎᐅᒪᑕ ᑕᐸᐱᑲᓂ ᖃᐅᔨᒪᔪᐊᓘᒻᒪᑕ ᑕᐃᒃᑯᐊ ᐃᓕᓴᐃᔨᐅᕙᑦᑐᑦ ᐊᒻᒪᓗ ᒪᒥᓴᖅᓯᒪᑦᑎᐊᖅᐸᑦᑐᑎᑦ ᐱᓕᕆᔨᐅᔪᑦ ᑕᒪᕐᒥ ᓱᕈᓯᕐᓂᓪᓗ ᒪᒃᑯᑦᑐᓂᒃ ᐃᓕᓐᓂᐊᑎᑦᑎᑦᑎᐊᖅᐸᑦᑐᑎᒃ. ᑕᐃᒃᑯᐊ ᐃᓕᓐᓂᐊᑎᑦᑎᕙᑦᑐᑦ ᐃᓕᓴᖅᓯᕕᒻᒥ ᐊᐅᓪᓛᖅᓯᒪᓂᕐᒥᓪᓗ ᓄᓇᓕᐅᑉ ᐊᓯᐊᓂ ᐱᓕᕆᖃᑎᖃᖅᐸᑦᑐᑎᒃ. | ᑕᐃᒃᑯᐊᖃᐃ ᑐᓴᕋᓱᐊᕐᕕᐅᓯᒪᓐᖏᓪᓚᑦ ᓱᒻᒪᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐱᓕᕆᖃᑎᖃᖅᓯᒪᓐᖏᓚᓯ ᑕᐃᒃᑯᓂᖓ ᐅᕙᓂ ᑕᑯᓐᖏᓐᓇᒪ ᑖᒃᑯᐊ ᐱᖅᑯᓯᓕᕆᕕᒃᑯᑦ ᐃᓕᓴᖅᓯᕕᒃᑯᓪᓗ ᑐᓴᕋᕕᐅᓇᓱᐊᖅᓯᒪᒻᒪᑕ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you, Mr. Keyootak. Is your question for the Department of Education? Ms. Hainnu, if you can respond. We do know that Arctic College representatives are not here today. Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ, ᒥᔅᑕ ᖁᔪᑦᑖᖅ. ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᐱᖅᑯᑎᒋᔭᑦ? ᒥᔅ ᐸᐊᐃᓐᓄ ᑭᐅᒋᐊᖅᑐᓪᓗᐊᕈᕕᑦ ᖃᐅᔨᒪᒐᓗᐊᖅᑐᒍᑦ ᐸᐃᓚᑦᑐᖅᐸᐊᖅᑐᕕᑦ ᐸᐃᓚᑦᑐᖅᐸᐊᖅᑕᓕᕆᔨᒃᑯᑦ ᐅᕙᓃᓐᖏᒻᒪᑕ ᐅᑉᓗᒥ. ᒥᔅ ᐸᐊᐃᓐᓄ. |
| **Ms. Hainnu** (interpretation): Thank you very much for your relevant question. Thank you, Mr. Chairman. As you may be aware, my Minister is responsible for two portfolios and I work for the Department of Education as well as for adult education services, as that is the other part of the portfolio. I also wish my Minister a very happy birthday today. | **ᐸᐊᐃᓐᓄ**: ᖁᔭᓐᓇᒦᒃ. ᑖᓐᓇ ᐊᐱᖅᑯᑎᑦᑎᐊᕙᐅᔪᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖃᐅᔨᒪᔪᔅᓴᐅᕗᓯ ᒥᓂᔅᑕᒋᔭᕋ ᒪᕐᕉᓐᓄᒃ ᒥᓂᔅᑑᒻᒪᑦ ᐅᕙᖓ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖏᓐᓄᑦ ᐊᒻᒪ ᐃᓐᓇᕐᓄᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᕙᑦᑐᓄᑦ ᒥᓂᔅᑑᕙᒻᒥᒻᒪᑦ ᒥᓂᔅᑕᕗᑦ ᐅᓪᓗᒥ ᐸᐊᐃᖅᐸᕋ ᓇᓪᓕᐅᑎᒻᒪᓪᓗ ᓇᓪᓕᐅᑎᑦᑎᐊᖅᓯᒪᖁᓪᓗᒍ. |

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| That's a very good question. From what I understand, Ilisaqsivik and Piqqusilirivvik, Piqqusilirivvik teaches adults based on the elders' knowledge about Inuit cultural traditions, and use that as the foundation for teaching topics using Inuit elders, and they also take advantage of the wisdom of our elders. It includes life skills, childrearing techniques to ensure healthy children who are proud to be Inuit and strong in their culture. | ᑖᓐᓇ ᐊᐱᖅᑯᑎᑦᑎᐊᕙᐅᔪᖅ. ᑐᓴᐅᒪᔭᒃᑯᑦ ᐃᓕᓴᖅᓯᕕᑦ ᐊᒻᒪᓗ ᐱᖅᑯᓯᓕᕆᕝᕕᒃ, ᐱᖅᑯᓯᓕᕆᕝᕕᒃ ᐃᓐᓇᕐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖃᑦᑕᖅᑐᑦ ᐃᓄᐃᑦ ᐱᖅᑯᓯᖕᒋᓐᓂᒃ ᑐᓐᖓᕕᖃᖅᑐᑎᒃ ᐊᒻᒪ ᑐᑦᑕᕐᕕᖃᖅᑐᑎᒃ ᐃᓐᓇᕐᓂᒃ, ᓯᓚᑐᔪᒡᒍᑎᐅᓪᓗᑎᒃ ᐃᓐᓇᐃᑦ ᐃᓅᓯᖃᑦᑎᐊᕐᓂᐊᕐᒪᑕ ᕿᑐᕐᖕᒋᐅᓕᖅᐸᑕ ᕿᑐᕐᖓᓕᖅᐸᑕ, ᕿᑐᕐᖓᖕᒋᑦ ᖃᓄᐃᓐᖕᒋᑦᑎᐊᕐᓂᐊᕐᒪᑕ. ᐃᓅᓗᑎᒃ ᐃᓄᓐᖑᖅᓯᒪᓗᑎᒃ. |
| Now, under Arctic College, there are components that are taught that include some IQ principles, however, it is only in social work training modules that are sent from southern institutions, as the courses are readily available. This will be the first course we offer this year, where we will have advanced social work courses, but with respect to Piqusilirivvik's mandate as well as Ilisaqsivik's mandate, we would like to see that available in all communities, as many Inuit would like to take training offered in Inuktitut using Inuit knowledge and cultural skills, and using their mother tongue. | ᑖᒃᑯᐊ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᖃᑦᑕᖅᑐᖅ ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖕᒋᓐᓂᒃ ᐃᓚᖃᕋᓗᐊᖅᑎᒃ ᑭᓯᐊᓂ ᐃᓄᓕᕆᓂᕐᒥᒃ ᖃᓪᓗᓈᓐᖕᒑᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᕈᑎᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᐊᑐᐃᓐᓇᐅᔪᖃᓯᐅᖑᖕᒪᑦ ᑕᒫᓂ ᓯᕗᓪᓕᖅᐹᒥᖕ ᐊᕐᕌᒍᕆᓂᐊᖅᑕᑦᑎᓐᓂᒃ, ᐃᓕᓐᓂᐊᖅᑐᖃᕐᓂᐊᓕᔪᑦ ᑕᒪᑐᒥᖓ ᐃᓄᓕᕆᓂᐅᑉ ᒥᒃᓵᓈᖓᓂᒃ. ᑭᓯᐊᓂ ᐱᖅᑯᓯᓕᕆᕝᕕᒃᑯᑦ ᐱᓕᕆᔭᖕᒋᑦ ᐊᒻᒪ ᐃᓕᓴᖅᓯᕕᒃᑯᑦ ᐱᓕᕆᔭᖕᒋᑦ ᓄᓇᓕᓕᒫᓂᕐ ᑕᑯᔪᒥᓇᑦᑎᐊᕋᔭᖅᑐᑦ ᐊᒥᓱᐃᑦ ᐃᓄᐃᑦ ᐃᓄᕐᑎᑐᑦ ᖃᐅᔨᒪᓪᓗᑎᒃ ᐃᓕᖅᑯᓯᖃᖅᑐᑎᕐ, ᐅᖃᐅᓯᖃᖅᑐᑎᓪᓗ. |
| Perhaps it can be incorporated into the nursing program which is called ICC, where they could become the trainers, however, when it comes to legal issues and the law, these tend to bind our options when it comes to offering that. We are bound by law on some issues, as it is not within our legal mandate, and therefore we cannot deal with that matter as it is another department's responsibility. I hope I answered your question properly, but yes, that is our preference. Thank you. | ᑐᑦᑕᕐᕕᐅᒍᓐᓇᖕᒐᑕ ᐃᓕᓐᓂᐊᕐᕕᓂ, ᐋᓐᓂᐊᓯᐅᖅᑎᓄᑦ. ᑕᐃᒃᑯᐊᖃᐃ ᐃᓕᓐᓂᐊᖅᑕᐅᖃᑦᑕᖅᑐᑦ ICC-ᖑᓂᕋᖅᑕᐅᔪᑦ ᐃᓕᓴᐃᔨᓐᖑᒻᒪᕆᓪᓗᑎᒃ ᒪᓕᒐᕐᓄᑦ ᑭᓯᐊᓂ ᕿᓚᒃᓯᖅᑕᐅᓯᒪᖅᑰᔨᖃᑦᑕᕋᑕ ᐃᐱᖅᓯᒪᔪᖅᑎᑐᑦ ᓲᕐᓗ ᐅᓇ ᐃᒃᓯᒪ ᐱᓕᕆᐊᕆᖕᒪᒍ ᐊᑦᑐᕈᓐᓇᖕᒋᑕᕗᑦ. ᑭᐅᑦᑎᐊᖅᐸᓪᓗᑭᐊᖅ, ᐋᖑᒍᒪᔫᒐᓗᐊᖅ. ᖁᔭᓐᓇᒦᒃ. | |
| **Chairman** (Mr. Rumbolt): Thank you, Ms. Hainnu. As you noticed, I have traded seats with Mr. Main. He wants to ask some further questions, so to make it a little easier, I will chair the meeting for a little while, but continuing on, Mr. Keyootak, do you have another question? | **ᐃᒃᓯᕙᐅᑕᖅ** (ᕋᒻᐳᑦ)(ᑐᒫᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅ ᐺᐊᐃᓐᓄ. ᖃᐅᔨᒪᒋᔅᓯ ᐃᒃᓯᕙᐅᑕᕐᓗ ᑕᐅᖅᑰᕋᑖᕋᓐᓄᑦ ᒥᔅᑕ ᒪᐃᓐ ᐊᐱᖅᑯᑎᖃᒃᑲᓐᓂᕈᒻᒪᑦ ᐱᔭᕐᓂᕐᓂᖅᓴᐅᓂᐊᕐᒪᑦ ᐃᒃᓯᕙᐅᑕᐅᑲᐃᓐᓇᕐᓂᐊᕋᒪ. ᑲᔪᓯᓗᑕ, ᒥᔅᑕ ᕿᔪᒃᑖᖅ ᐊᐱᖅᑯᑎᖃᒃᑲᓐᓂᖅᐱᑦ? |

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| **Mr. Keyootak** (interpretation): Thank you, Mr. Chairman. I also thank you for the good response. Indeed, I know that Arctic College is responsible for that portion, nonetheless, I appreciated her candid response, and further, I prefer that the cultural school Piqqusilirivvik as well as Ilisaqsivik Society be involved as that would be good optics as well. It would help placate Inuit who want to see real tangible programs in all communities in light of the successes of Clyde River, as it is operating very smoothly and they have good resources that they could provide, and the counsellors who do that work in Clyde River for Ilisaqsivik and trainers from Piqqusilirivvik could help. | **ᕿᓯᒃᑖᖅ**: ᐃᒃᓱᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᓪᓗ ᑕᐃᓐᓇ ᑭᐅᑦᑎᐊᖕᖓ. ᐃᓛᒃ ᑕᐃᒃᑯᐊ ᖃᐅᔨᒪᔪᖕᒐᐅᒐᓗᐊᖅ ᑕᒫᓂ ᓯᓚᑦᑐᖅᓴᖁᒻᒥ ᑖᓐᓇ ᐱᓕᕆᐊᖑᔪᖅ ᑭᓯᐊᓂ ᑭᐅᔾᔪᑎᒋᔭᖕᒐ ᐱᐅᒋᑦᑎᐊᖅᑐᒍᑦ ᐊᒻᒪ ᐃᓚᐅᑎᑕᐅᒃᑲᓐᓂᕆᐊᒃᑲᓂᖅᑲᑕ ᑕᐃᒃᑯᐊ ᐱᖅᑯᓯᓕᕆᖁᒃᑯᑦ ᐃᓕᓴᖅᓯᖁᒃᑯᑦᓗ ᐊᒃᓱᒻᒪᕆᐊᓗᒃ ᐱᐅᒐᔭᖅᑐᖅ ᓇᓗᓇᐃᖏᑦᑐᖅ. ᐃᒪᐃᑦᑐᖃᖁᔨᔪᒥᓇᓪᓚᕆᒃᑲᓗᐊᒃᑲᓗᐊᖕᒐᖏᓛᒃ ᓄᓇᓕᓕᒫᓂᒃ ᑖᓐᓇ ᑕᑯᓯᒪᓪᓗᑎᒍ ᑲᖏᖅᑐᒫᐱᒻᒦᑦᑐᖅ ᐊᐅᓚᓂᖃᑦᑎᐊᓪᓚᕆᒻᒪᑦ ᐊᔅᓱᐊᓗᒃ ᑐᓴᕋᓱᕝᕕᑦᑎᐊᕙᐅᒐᓗᐊᖕᒐᑕ ᑕᐃᒃᑯᐊ ᑲᖏᖅᑐᒫᐱᒻᒥ ᐱᓕᕆᕙᑦᑐᑦ ᐃᓕᓴᖅᓯᕕᒻᒥ ᐱᖅᑯᓯᓕᕆᕕᒻᒥ.

These are two separate bodies and both of them provide these services entirely in Inuktitut, and they provide much-needed support and assistance to our youth who take their courses, and they would be very good resources for the government. I encourage you to explore these ideas to include the two institutions in Clyde River that provided much-needed grounding for our youth, as they also under healing workshops, and are taken out on excursions to practise the skills they need. It would be good to see that happen and I would prefer that. I urge you to do so, and this is just a comment. Thank you, Mr. Chairman.

ᒪᕐᕉᒻᒪᑎᖏᒃᑯᑦ ᐱᓕᕆᕕᐅᕙᑦᑑᒃ. ᑕᒪᕐᒥᓪᓗ ᐃᓄᑦᑎᑐᑦᑎᐊᖅ ᐱᓕᕆᓪᓗᑎᐅᒻᒪᑕ ᒪᒃᑯᑦᑐᓄᑦ ᐊᒃᓱᐊᓗ ᐃᑲᔪᕐᓂᖃᕐᖓᑕ ᑕᐃᒃᑯᐊ. ᑐᓴᕋᓱᕝᕕᑦᑎᐊᕚᔫᔪᓐᓇᕐᖓᑕ ᑎᓕᐅᕆᐊᒃᑲᓐᓂᕋᓗᐊᖅᑐᖕᒐ ᑕᐃᒃᑯᐊ ᐱᓕᕆᖃᑕᐅᒋᐊᒃᑲᓐᓂᕈᓐᓇᖅᑲᑕ ᑲᖏᖅᑐᒫᐱᒻᒥ ᐱᓕᕆᕕᐅᔪᑦ. ᒪᒃᑯᑦᑐᓕᕆᓂᕐᒧᑦ ᐊᒃᓱᐊᓗᒃ ᐃᑲᔫᑎᖃᖅᐸᑦᑐᑦ ᒪᒥᓴᖅᑎᑕᐅᑦᑎᐊᖅᐸᑦᑐᑎᓪᓘᒻᒪᑕ ᐊᐅᓪᓚᕈᔾᔭᐅᓯᒪᓪᓗᑎᓪᓗ ᒪᒃᑯᑦᑐᐃᑦ. ᑕᐃᒪᐃᑦᑐᓂ ᑕᑯᔪᒥᓇᓪᓚᕆᒻᒪᑦ ᑕᕝᕗᖕᒐ ᐃᓚᓕᐅᔭᐅᒃᑲᓐᓂᖅᑲᑕ ᐅᕙᖕᒐ ᐊᒃᓱᐊᓗᒃ ᐱᐅᒋᒐᔭᖅᑕᕋ ᑖᓐᓇ ᑎᓕᐅᖅᑐᕈᑎᒋᒋᐊᒃᑲᓐᓂᑐᐃᓐᓇᖅᑕᕋ ᐊᐱᖅᑯᓯᐅᓐᖏᑦᑐᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓱᕙᐅᑖᖅ.

**Chairman**: Thank you for comments. Mr. Main.

**ᐃᒃᓱᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐅᖃᐅᓯᖅᓄᑦ. ᒥᔅᑕ ᒪᐃᓐ.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) On page 36 and 37 of the representative's report, there is a large list of systemic issues. Well, actually it goes on to page 38. This question is for the representative. At the bottom of page 36, two of the issues listed there are child sexual abuse and inadequate protection. In your experience in your office's work, is there a link between these issues and mental health

**ᒪᐃᓐ**: ᒪᒃᓇ, ᐃᒃᓱᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒎᓕᖅᑐᖅ) ᒪᑉᐱᒫᒃ 36 ᐊᒻᒪ 37, ᑭᒡᒐᐅᖅᑐᐃᔨᐅᑉ ᐅᓂᒃᑳᖕᒐᑦ ᐅᓄᒻᒪᓇᖕᒪᑕ ᑖᒃᑯᐊ ᓇᒻᒪᖕᒋᓐᓇᔭᖅᑐᑦ 38-ᒧᑦ ᑲᔪᓯᓗᑎᒃ. ᑖᒃᑯᐊ ᑭᒡᒐᖅᑐᐃᐅᑦ ᐊᐱᖅᑯᑎᒐ 36 ᐊᑖᓂ ᒪᕐᕉᒃ ᑎᑎᕋᖅᓯᒪᔪᑦ ᓱᕈᓰᑦ ᖁᓄᔪᓐᓂᐊᖅᑕᐅᕙᑦᑐᓄᑦ ᐊᒻᒪᓗ ᓴᐳᒻᒥᔭᐅᖏᓗᐊᖃᑦᑕᕐᓂᖏᑦ. ᑲᓱᓐᓂᖅᑕᕐᑲᖅᐸᕐᑲᐃ ᖃᐅᔨᓯᒪᔭᕐᓂᒃ ᐊᓪᓚᒡᕕᐅᔪᓂᒃ ᑲᓱᖅᓯᒪᓂᖅᑕᕐᑲᖅᐳᕐᑲᐃ ᑖᒃᑯᓄᖕᒐ ᐃᓱᒪᒥᒍᓪᓗ

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| issues that are seen in young people? (interpretation) Thank you, Mr. Chairman. | ᐃᓗᐊᓐᖏᓕᐅᕈᑎᖃᖅᐸᒃᑐᓄᑦ ᑕᑯᖃᑦᑕᖅᑕᑦᑎᓐᓄᑦ ᒪᒃᑯᒃᑐᓂ? (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you, Mr. Main. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᐃᓐ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for that question. Yes, to answer your question, there is absolutely a link between the exposure of child abuse, child sexual abuse… . Really, any form of abuse has generally a direct link to mental health. To further the point is that the intervention that comes after the abuse, after it has been investigated, after it has been dealt with is extremely important and can contribute to the long-term mental health of that young person.<br><br>I trust that answers the question. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᓗ ᐊᐱᖅᑯᑎᖕᓄᑦ. ᐃ, ᑭᐅᔾᔪᑎ ᐊᒃᑐᐊᓂᖃᑦᑕᓇᒃᑐᖅ ᑖᓐᓇ, ᑖᓐᓇ ᓱᕈᓲᑦ ᐱᓂᖅᓗᑕᐅᕙᒃᑯᑦ ᖁᓄᔪᖅᓂᐊᖅᓂᒃᑯᑦ ᓇᐅᒃᑯᑐᐃᓐᓇᖅ ᖃᓄᑐᐃᓐᓇᖅ ᐱᓂᖅᓗᓐᓂᖅ ᑖᓐᓇ ᐃᓱᒪᓕᓇᓂᖅᒧᑦ ᐊᒃᑐᐊᑦᑎᐊᒻᒪᓇᒃᑐᖅ ᐊᒻᒪᓗ ᐅᖃᐅᓯᓇᒃᑲᓐᓂᖅᓗᒍ ᑕᒪᒃᑯᐊ ᓄᖅᑲᖅᑎᑦᑎᓂᖅ ᑭᖑᓂᖓᒍᑦ ᐱᓂᖅᓗᒃᑕᐅᔪᖃᖅᑎᑦᓗᒍ ᖃᐅᔨᓴᖅᑕᐅᓚᐅᖅᑎᑦᓗᒍ ᑲᒪᒋᔭᐅᓚᐅᖅᑐᑦᓗ ᐱᒻᒪᓇᐅᖕᒪᑦ ᐊᒻᒪᓗ ᐃᑲᔫᑎᔪᓐᓇᕐᒪᑦ ᓯᕕᑐᔪᒃᑯᑦ ᐃᓱᒪᖕᒐᑕ ᐃᓗᐊᖅᓯᒍᓐᓇᕐᓂᖕᒐᓄᑦ ᒪᒃᑯᒃᑐᑦ. | ᑕᐃᒪ ᑭᐅᔭᒃᓴᓇᒐᓗᐊᖅᐸᕋ. |
| **Chairman**: Thank you. Mr. Main. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᐃᓐ. |
| **Mr. Main** (interpretation): Thank you. (interpretation ends) There is a link there in the representative's opinion between sex abuse and mental health. I'm trying to connect these issues because we talk a lot about suicide prevention and the need to prevent suicide. It's a very difficult topic to talk about, as is sex abuse. It's very difficult to raise it in the community or in any room without affecting people emotionally. | **ᒪᐃᓐ**: ᒪᓐᓇ. (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᑕᐃᒪ ᐊᒃᑐᐊᓂᖃᖅᐹ ᑖᔅᓱᒪ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᐃᓱᒪᒋᔭᖕᒐᓂᒃ ᑖᓐᓇ ᖁᓄᔪᖅᓂᐊᓂᒃᑯᑦ ᐱᓂᖅᓗᐃᓂᖅ ᐊᒻᒪᓗ ᐃᓱᒪᒥᑎᒍᑦ ᐃᓗᐊᖕᒋᓗᐊᕈᑎᖃᖅᓂᖅ? ᐃᒻᒪᖅᑳ ᑖᒃᑯᐊᖃᐃ ᑲᓱᒃᑎᓐᓇᓱᑖᒃᑲ ᐅᖃᐅᓯᖃᖅᑐᒻᒪᓇᐅᖃᑦᑕᕋᑦᑕ ᐃᓅᓯᖅᒥᒃ ᑭᐱᓯᑦᑕᐃᓕᓂᖅᒥᒃ ᐊᒻᒪᓗ ᐃᓅᓯᖅᒥᒃ ᑭᐱᓯᑦᑕᐃᓕᓂᖅ ᑖᓐᓇ ᐊᒃᓱᕈᓐᓇᖅᑑᒐᓗᐊᖅ ᐅᖃᐅᓯᓇᓇᓱᒃᓗᒍ ᖁᓄᔪᖅᓂᐊᖅᓂᒃᑯᑦᓗ ᐱᓂᖅᓗᒃ ᓄᓇᓕᓐᓂ ᓴᖅᑭᓐᓇᓱᒃᑐᒍ ᓇᓂᑐᐃᓐᓇ ᐊᒃᑐᖅᓯᖃᑦᑕᖅᑐᑦ ᐃᓱᒪᖕᒋᑦᑎᒍᑦ ᐃᓄᐃᑦ. | |
| For Family Services, in your 2019-2020 annual report on page 6, this is the department's annual report under the *Child and Family Services Act*, on page 6, titled "Strengthening Government's Response to Child Abuse," it mentions that "…the Department of Family Services is committed to leading efforts to strengthen the Government of Nunavut's response to child sexual abuse." I would like to pose a question to Ms. Niego, maybe if she can explain the link, if there is one, between child sex abuse and suicide or suicide attempts. (interpretation) Thank you, Mr. Chairman. | ᐃᓄᓕᓇᔨᒃᑯᑦ 2019-2020 ᐊᕐᕌᒍᑕᒫᖅᓯᐅᓂ ᒪᒃᐱᒐ 6-ᒥ, ᐱᓕᓇᕝᕕᐅᑉ ᐊᕐᕌᒍᑕᒫᖅᓯᐅᑎᖕᒋᓐᓂᒃ, ᓱᕈᓯᕐᓄᑦ ᒪᒃᑯᒃᑐᓄᑦᓗ ᐱᔨᑦᑎᕐᓂᖅ ᒪᒃᐱᒐᖅ 6, ᓴᓐᖕᒋᑦᑎᒋᐊᕐᓂᖕᒋᑦ ᓱᕈᓲᑦ ᐱᓂᖅᓗᒃᑕᐅᖃᑦᑕᖅᑎᑦᓗᒋᑦ ᐃᓄᓕᓇᔨᒃᑯᒡᒍᖅ ᓯᕗᓕᖅᑎᐅᓇᓱᖕᓂᐊᖅᐳᑦ ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᐱᓕᓇᒋᐊᕐᓂᖕᒐᑦ ᓴᓐᖕᒋᓕᖅᑎᒋᐊᕐᓗᒍ. ᐊᐱᖅᑯᑎᖃᕈᒪᔪᖕᒐ ᒥᔅ ᓇᐃᒍᒧᑦ, ᐅᖃᐅᓯᓇᔪᓐᓇᖅᐸᒍᖃᐃ ᑲᓱᖅᓯᒪᓂᖕᒐ ᑖᓐᓇ ᐱᑕᖃᖅᐸᑦ ᐅᑯᐊ ᖁᓄᔪᖕᓂᐊᖅᓂᒃᑯᑦ ᐱᓂᖅᓗᒃᑕᐅᓂᖕᒋᑦ ᐃᓅᓯᖅᒥᒃᓗ ᑭᐱᑎᓐᓇᓱᖃᑦᑕᖅᓂᖕᒋᑦ? (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑖᖅ. | |

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| **Chairman**: Thank you, Mr. Main. Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᐃᓐ. ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) For a link, I would say there are two reports that I would refer to; one would be what's known as the follow-back study. In there, I can't remember the years that it was involved, but it was, I believe, 60 cases and I can't remember if it was 60 actual and 60 similar or if it was 30-30, I can't remember the split, but they followed the lives of either 30 or 60 individuals and in the report it narrows down to mainly for Nunavut two areas, one was child sexual abuse and the other was drug use, I believe it was. | **ᓇᐃᒍ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓴᔨᑎᒎᓕᖅᑐᖅ) ᑲᓱᖅᓯᒪᓂᖅ ᒪᕐᕉᓂᕋᓱᓐᓇᕋᒃᑭᑦ ᐅᓂᒃᑳᑦ ᐅᖃᐅᓯᕆᔪᓐᓇᖅᑕᒋ ᐊᐃᑉᐸᖕᒐ ᐅᓇᐅᒐᔭᖅᑐᖅ, ᑖᓐᓇ ᖃᐅᔨᓴᒃᑲᓐᓂᕐᓂᖅ ᖃᐅᔨᖃᓚᐅᔪᔪᖅ ᑖᓐᓇ ᐊᕐᕌᒍᖕᒐ ᐃᖅᑲᐅᒪᖕᒋᓐᓇᒃᑯ ᐱᓕᕆᐊᖑᓚᐅᕐᓂᐱᑭᓲᑦ 60-ᐅᓚᐅᖅᓯᒪᖅᑰᖅᑐᑦ ᐱᓕᕆᐊᖑᔪᕕᓃᑦ. ᐃᖅᑲᐅᒪᖕᒋᒃᑲᓗᐊᖅᑐᖕᒐ 60 ᐱᑦᓚᒃᑖᖑᓐᓂᕐᒪᖕᒐᑕ ᐊᔾᔨᑲᓴᖕᒋᑦ ᐅᕝᕙᓘᓐᓃᑦ 30, ᐊᒻᒪ 30-ᐅᓂᕐᒪᖕᒐᑕ ᖃᐅᔨᒋᐊᖅᑕᐅᒃᑲᓐᓂᓂᐊᖅᑐᑦ. 30-ᓗᑭᐊᖅ 60-ᓪᓗᑭᐊᑦ ᐃᓄᐃᑦ ᐅᓂᒃᑳᕐᒥᒃ ᑕᐃᑲ ᓄᓇᕗᒻᒧᑦᓗᐊᑕᑐᐊᖅ ᒪᕐᕉᒃ ᑐᕌᖕᒐᓪᓗᑎᒃ, ᐊᐃᑉᐸᖕᒐ ᐅᓇᐅᓪᓗᓂ, ᖁᓄᔪᕐᓂᐊᕐᓂᒃᑯᑦ ᓱᕈᓯᑦ ᐱᓂᕐᓗᒃᑕᐅᖃᑦᑕᕐᓂᖕᒋᑦ ᐊᒻᒪᓗ ᓱᕐᕋᓐᓇᖅᑐᓂᒃ ᐊᑐᖃᑦᑕᕐᓂᖅ ᑖᓐᓇ ᐅᓂᒃᑳᖅ ᐊᐃᑉᐸᕆᑦᑕᖅᐸᐅᒃ.

ᑖᓐᓇ ᐅᖃᐅᓯᖃᖅᑰᔨᓪᓗᓂ ᐃᓱᒪᒥᑎᒍᑦ ᐃᓗᐊᖕᒋᓕᐅᕈᑏᑦ ᒪᑯᓄᖕᒐ ᐃᓅᓯᕐᒥ ᑭᐱᓯᔪᒪᓕᖃᑦᑕᖅᑐᑦ ᐊᒻᒪᓗ ᑕᐃᓐᓇ ᐊᐃᑉᐸᖕᒐ, ᖃᓄᐃᑉᐱᑕᓕ ᖃᐅᔨᓴᕐᓂᐅᓚᐅᖅᑐᖅ ᓯᕗᓂᖕᒑᖕᒐᒍᑦ ᐱᔭᐅᓚᐅᖅᓯᒪᓪᓗᓂ. ᐊᔾᔨᒌᓐᖕᒋᕈᓘᔭᖅᑐᐊᓗᓐᓂᒃ ᓇᓴᐅᑎᑕᖃᕐᒪᑦ ᐃᓐᓇᐃᑦ ᐊᐱᖅᓱᖅᑕᐅᓪᓗᑎᒃ ᐅᖃᐅᓯᖃᕐᒪᑦ ᑖᒃᑯᓄᖕᒐᑦᑕᐃᓐᓇ ᒪᒃᑯᑦᑑᓪᓗᑎᒃ ᐊᑐᖃᑦᑕᖅᑕᕕᓂᕐᒥᓂᒃ. ᐃ, ᑕᒪᓐᓇ ᑲᓱᕐᓂᖃᓪᓚᒃᑖᖅᑐᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you, Ms. Niego. Mr. Main. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅ ᓇᐃᒍ. ᒥᔅᑕ ᒪᐃᓐ. |
| **Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would like to turn it back to the representative again on this topic of child sex abuse, which is so hard to discuss and it's so uncomfortable for many of us, but it has to be discussed. In your office's experience or in your experience, is there a link between occurrences of child protection related to abuse linked to inadequate housing situations, such as overcrowding, couch-surfing, and what have you? (interpretation) Thank you, Mr. Chairman. | **ᒪᐃᓐ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓴᔨᑎᒎᓕᖅᑐᖅ) ᐅᑎᖅᑎᑦᑐᒪᓪᓗᒍ ᑭᒡᒐᖅᑐᐃᔨᒧᑦ, ᑕᒪᑐᒧᖕᒐᑦᑕᐃᓐᓇᖅ ᓱᓕ ᓱᕈᓯᑦ ᖁᓄᔪᓐᓂᐊᖅᑕᐅᖃᑦᑕᕐᓂᖕᒋᓐᓄᑦ. ᑖᓐᓇ ᐅᖃᐅᓯᓇᔭᕐᓂᖕᒋᑦᑐᒻᒪᓇᐅᖕᒪ ᐊᑲᐅᓐᖕᒋᒻᒪᑦ ᐅᕙᑦᑎᓐᓄᑦ ᐅᓄᖅᑐᑎᒍ ᑭᓯᐊᓂ ᐅᖃᐅᓯᓇᔭᓇᐊᖃᕋᑦᑎᒍ. ᐊᒡᓚᒡᕕᒃᓯᓐᓂ ᖃᐅᔨᓯᒪᕕᓲ ᑲᓱᕐᓂᖃᖅᐹ ᓱᕈᓯᑦ ᓴᐳᒻᒥᑕᐅᓂᖕᒋᓐᓄᑦ ᐱᓂᕐᓗᒃᑕᐅᖃᑦᑕᖅᑐᑦ, ᐃᓪᓗᑭᒃᓴᕐᓂᕐᒧᑦ ᐊᒃᑐᐊᕙ? ᓱᕐᓗ ᐸᖕᒥᐅᖃᑦᑕᖅᑐᓄᑦ ᓯᓂᕝᕕᒃᓴᖃᖕᒋᑦᑐᓄᓪᓗ? (ᑐᓴᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you, Mr. Main. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᐃᓐ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. | **ᐸᐃᑦᔅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |

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| Thank you for the question. I'm going to rely on my professional experience here. Being a long-term social worker who operated in child welfare, I can tell you that the link between child abuse and what I would call basic needs being met, so if you have a lack of housing, if you have a lack of financial security, you can't get an amount of food, it creates a stress situation and stress situations can, in certain circumstances, lead to abusive situations, keeping in mind that if someone is in an abusive situation or a family violence situation and they can't leave because they don't have adequate housing to go to. All of these things are interconnected and they lead potentially, not all the time, can lead to child protection issues. | ᖁᔭᓐᓇᒦᒃᓗ ᐊᐱᕆᖕᒪᑦ. ᑐᓐᖓᕕᒋᓂᐊᕋᒃᑯ ᑖᒃᑯᐊ ᐱᓕᕆᓯᒪᓂᓐᓄᑦ ᐊᑯᓂᐅᔪᒃᑯᑦ ᐃᓄᓕᕆᔨᐅᓯᒪᓪᓗᖓ ᐊᒻᒪᓗ ᓱᑭᓯᓕᕆᔨᐅᓯᒪᓪᓗᖓ, ᐃᓛᒃ ᓱᑭᓯᕐᓂᒃ ᑲᒪᓲᖅ. ᑖᓐᓇ ᑲᓱᖅᓯᒪᓂᖓ ᓱᑭᓲᑦ ᐱᓪᓗᑕ ᐊᒻᒪᓗ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᖃᕐᓂᖕᒋᑦ ᒥᑭᓛᖑᑎᒍ. ᑕᐃᒪᓕ ᐃᓪᓗᑭᔅᓴᓂᕐᒧᑦ ᑮᓇᐅᔭᑭᔅᓴᖃᑦᑕᑭᔅᓯᓗᓐᓃᑦ ᐊᒃᓱᑭᓐᓇᖅᑐᒃᑰᓕᑭᑕᐅᕗᖅ ᐅᓪᓗᒥ ᐊᒃᓱᑭᓐᓇᑐᒃᑰᓕᖅᑎᓪᓗᒋᑦ ᐱᓂᕐᓗᐃᖃᑦᑕᓕᕐᓂᕐᒥᒃ ᓴᖅᑭᑦᑎᔪᓐᓇᕐᒪᑕ ᐃᖅᑲᐅᒪᒋᐊᕐᓗᒍ ᐱᓂᕐᓗᑦᑕᐅᖃᑦᑕᖅᐸᑕ ᐋᓐᓂᓱᖅᑕᐅᖃᑦᑕᖅᐸᓗᓐᓃᑦ ᐃᓚᒌᖕᒋᓐᓄᑦ ᕿᒪᑭᑎᔪᓐᓇᖕᒋᓪᓗᓂᓗ ᐃᓪᓗᓴᖅᑕᖃᓐᖕᒋᐸᐸᑦ. ᑖᒃᑯᐊ ᑕᕝᕙ ᐊᑦᑐᐊᓂᖃᖅᑐᐃᓐᓇᐅᒪᑕ. ᑕᐃᒪᐃᖕᒋᓐᓇᔪᓐᖕᒋᑦᑑᒐᓗᐊᖅ ᑭᓯᐊᓂ ᓴᐳᒥᔅᓯᓐᓇᓱᓐᓂᕐᒧᑦ ᐊᑦᑐᐊᓂᐅᓴᒻᒪᑦ. | |
| I trust that answers the question. | ᑭᐅᔭᔅᓴᓇᕙᕋ ᐊᐱᖅᑯᑎᒋᔭᖕᒐ. |
| **Chairman**: Thank you. Mr. Main. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᐃᓐ. |
| **Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'll go back to the Department of Family Services, if there is a relationship between housing issues, such as overcrowding, multigenerational homes, too many people living under one roof, and child protection issues, is there a direct link there where the more overcrowding your housing is, the more likely you are as a child to be in need of protection? That's my question. (interpretation) Thank you, Mr. Chairman. | **ᒪᐃᓐ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐅᑎᕐᕕᒋᓗᒍ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐅᑎᕐᕕᒋᓗᒋᑦ. ᐊᑦᑐᐊᓂᖃᕐᒪᖔᑦ ᐃᒡᓗᓕᕆᓂᕐᒧᑦ ᐸᖕᒥᐅᖃᑦᑕᕐᓂᖅ ᑕᒪᒃᑯᐊᓗ ᑭᖑᕙᓈᑦ ᐊᑕᐅᓯᐅᓐᖕᒋᑦᑐᒻᒪᓈᑦ ᐃᒡᓗᖃᑎᒌᑦᑐᑦ ᐃᓄᒋᐊᓗᐊᖅᑐᑦ ᑕᕝᕙᓂᑕᐃᓐᓇᖅ ᐊᒻᒪᓗ ᓱᑭᓲᑦ ᓴᐳᒻᒥᔭᐅᓂᖕᒋᓐᓄᑦ. ᑖᓐᓇ ᑲᓱᖅᓯᒪᓂᖃᑦᓚᑦᑖᖅᐸ ᐃᓄᒋᐊᖕᓂᖅᓴᐅᒃᐸᑦ ᐃᒡᓗ ᑕᐃᒪ ᓱᑭᓲᑦ ᓴᐳᒥᔭᐅᔭᕆᐊᖃᕐᓂᖅᓴᐅᓕᖃᑦᑕᖅᐸᑦ? ᐊᐱᖅᑯᑎᒐ. (ᑐᓵᔨᑎᒎᑭᓐᓃᖅᑐᖅ) ᒪᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you. Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think I would have to go to my former profession as well in policing and my experiences there, as well as hearing from the social work side that I currently now am involved with. | **ᓇᐃᒍ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑕᐃᒪ ᐃᖅᑲᓇᐃᓛᓇᓚᐅᖅᓯᒪᔭᓐᓄᑦ ᐸᓖᓯᒃᑯᓐᓂ ᐅᑎᓇᐊᖃᖅᑐᒃᓴᐅᔪᖕᒐ ᐊᑐᖅᓯᒪᔭᓐᓂᒃ ᑕᐃᑲᓂ ᐊᒻᒪᓗ ᑐᓴᖃᑦᑕᖅᓯᒪᓪᓗᖓ ᐃᓄᓕᕆᔨᒃᑯᓐᓂ ᒫᓐᓇ ᐱᓕᕆᕕᒋᔭᓐᓂ. ᑖᓐᓇ ᐸᖕᒥᐅᖃᑦᑕᕐᓂᖅ ᑖᓐᓇᑐᐊᖅ ᐱᔾᔪᑎᒃᓴᑑᔪᓐᓇᖕᒋᑦᑐᖅ ᖁᓄᔪᕐᓂᐊᖅᑐᓄᑦ. ᐊᖕᒋᕋᖅᑎᐊᕙᓗᒃᑕᖃᐅᕐᒪᑦ ᐃᓄᒋᐊᒃᑑᒐᓗᐊᓂᒃ |
| Overcrowding alone cannot be alone the reason for sexual abuse. There are lots of good homes that are overcrowded and it | ᑖᓐᓇ ᐸᖕᒥᐅᖃᑦᑕᕐᓂᖅ ᑖᓐᓇᑐᐊᖅ ᐱᔾᔪᑎᒃᓴᑑᔪᓐᓇᖕᒋᑦᑐᖅ ᖁᓄᔪᕐᓂᐊᖅᑐᓄᑦ. ᐊᖕᒋᕋᖅᑎᐊᕙᓗᒃᑕᖃᐅᕐᒪᑦ ᐃᓄᒋᐊᒃᑑᒐᓗᐊᓂᒃ |

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| doesn't occur. However, when you mix it with all types of generational trauma, the alcohol, and then you provide that moment for a crime of opportunity, that of course increase the risk, and then on top of that, mix in the actual predator type of person who, perhaps, mental health can describe that area better, but the sexual offender, the habitual one, it creates a really big opportunity. (interpretation) Thank you, Mr. Chairman. | ᑭᓯᐊᓂᓕ ᑲᑎᖅᓯᕐᓗᒋᑦ ᐃᓄᐃᑦ ᐊᔾᔨᒌᓐᖏᕈᓘᔭᖅᑐᓂᒃ ᖁᐊᖅᓵᓇᖅᑐᒃᑰᖃᑦᑕᖅᓯᒪᔪᓂᒃ, ᐃᒥᐊᓗᖃᑦᑕᖅᑐᓂᒃ. ᑕᐃᒪ ᐱᕕᖃᓕᕈᓐᓇᕐᒪᑦ ᐱᕋᔭᓐᓂᖅᑕᖃᓕᕈᓐᓇᕐᒪᑦ ᑖᓐᓇ ᐅᓗᕆᐊᓇᖅᓯᒃᑲᓐᓂᕈᑎᒋᔾᔪᑎᒋᔪᓐᓇᕐᒪᒍ ᐊᒻᒪᓗ ᖄᒃᑲᓐᓇᐃᒍᑦ ᐃᓚᓕᐅᑎᒍᕕᐅᒃ ᑖᓐᓇ ᐱᓂᕐᓗᒃᓯᔭᖅᑐᖅ ᐃᓄᒃ ᐃᓱᒪᓕᕆᔨᒃᑯᓐᓂᖃᐃ ᑖᓐᓇ ᖁᓄᕐᓐᓂᐊᕐᓂᒃᑯᑦ ᐱᕋᔭᒐᔪᓐᓂᒃᑯᑦ ᑖᓐᓇ ᓴᖅᑭᑦᑎᔪᓐᓇᕐᒪᑦ ᐱᕕᖃᓕᑎᑦᑎᒃᑲᓐᓂᕈᓐᓇᕐᒪᑦ ᑕᐃᔅᓯᒥᖕᒐ ᐱᕋᔭᓲᒥᒃ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you. Mr. Main. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᐃᓐ. |
| **Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I want to go back to the representative. In this report it discusses child sexual abuse; you mentioned it yesterday as being a crisis. Are you handcuffed… ? Not handcuffed, that's a bad term to use. Are you limited in what you can look into in terms of that issue of child sexual abuse? | **ᒪᐃᓐ**: ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐊᒻᒪᓗ ᐅᑎᖃᕈᔪᒪᓪᓗᒍ ᑭᒡᒐᖅᑐᐃᔨ. ᑕᕝᕙᓂ ᐅᓂᒃᑳᖅᓂᒃ ᐅᖃᐅᓯᖃᕐᒪᑦ ᓱᕈᓲᑦ ᖁᓄᔪᖅᓂᐊᓂᒃᑯᑦ ᐱᓂᕐᓗᒃᑕᐅᔪᑦ ᐃᑉᐸᒃᓴᕐᓗ ᑖᓐᓇ ᖁᐊᖅᓵᓇᖅᑑᓂᕋᓚᐅᕋᕕᐅᒃ ᑐᐊᕕᖃᓇᖅᑑᓂᕋᓚᐅᕋᕕᐅᒃ. ᐊᑦᑐᖏᖅᓯᒪᖅᑰᔨᕙᖅᑲᐃ ᖃᓄᖅ ᑕᑯᓇᑦᑎᒋᔪᓐᓇᕐᒪᖕᒑᖅᐱᑦ ᓱᕈᓲᑦ ᓄᓕᐊᖅᓂᒃᑯᑦ ᐱᓂᕐᓗᒃᑕᐅᖃᑦᑕᖅᓂᖅ? |
| I'm thinking specifically of the offenders. If the offenders are not youth or are not children, if they are adults, does your mandate limit you to looking specifically at children and youth who are the victims or do you have the ability to look at the services needed to, I guess, help the offenders as well? (interpretation) Thank you, Mr. Chairman. | ᐱᕋᔭᖃᑦᑕᖅᑐᓂᒃ ᐅᖃᐅᓯᖃᕐᓗᑎᒃ, ᑖᒃᑯᐊ ᒪᒃᑯᒃᑑᖏᑉᐸᑕ ᐱᓂᕐᓗᐃᖃᑦᑕᖅᑐᑦ ᐃᓐᓇᐅᒃᐸᑕ, ᐱᔭᒃᓴᑏᑦ ᐃᓱᓕᑦᑕᕐᓂᖃᓲᖕᒍᕙᑦ ᓱᕈᓯᕐᓄᑦ ᒪᒃᑯᒃᑐᓄᑕᐅᖅ ᐱᕋᔭᖅᑕᐅᔪᓐᓇᑐᐊᕐᓗᓂ ᑕᑯᓇᒍᓐᓇᖅᐱᑦ? ᐅᕝᕙᓘᓐᓃᑦ ᐱᔪᓐᓇᐅᑎᖃᖅᐱᑦ ᐱᔨᑦᑎᕋᖅᑕᐅᔭᕆᐊᖃᕐᓂᖏᓐᓂᒃ ᐃᒻᒪᖃ ᑖᒃᑯᐊ ᐱᕋᔭᑦᑎᖕᒑᑦ ᐃᑲᔪᕈᓐᓇᕐᓗᒋᑦ? (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you, Mr. Main. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᒪᐃᓐ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for the question. In terms of the representative's role in reviewing matters, again, we can review any matter that is brought to our attention and we certainly try to review all matters from a holistic perspective so it's not just… . We want to look at what has happened for this young person who has accessed those types of things, keeping in mind we're not a service provider, a frontline service provider, so we're not completing an investigation that | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᓗ ᐊᐱᖅᑯᑎᖕᓄᑦ. ᑕᒪᑐᒧᖕᒐᓕ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᐱᔭᒃᓴᖏᑎᒍᑦ ᕿᒥᕐᕈᓂᕐᒧᑦ ᑕᒪᒃᑯᓂᖕᒐ ᖃᓄᐃᑦᑐᑐᐃᓐᓇᕐᑎᐊᓂᒃ ᕿᒥᕐᕈᔪᓐᓇᖅᑐᒍᑦ ᐅᖃᐅᓯᐅᔪᓂᒃ. ᐊᑕᖏᖅᑐᒍ ᕿᒥᕐᕈᓇᓱᓲᕋᓗᐊᕗᑦ ᑖᓐᓇ ᒪᒃᑯᒃᑐᖅ ᖃᓄᐃᓕᐅᖅᑕᐅᓂᑰᒻᒪᑦ. ᐃᖅᑲᐅᒪᒋᐊᕐᓗᒍ ᐱᔨᑦᑎᕋᖅᑎᐅᓐᖏᓐᓇᑦᑕ ᖃᐅᔨᓴᖅᑎᐅᓇᑕᓗ |

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| Family Services would do. | ᐃᓄᓕᓇᔾᑯᑦᓕ ᑕᐃᒪᐃᓕᐅᕋᔭᖅᐳᑦ. |
| When we examine cases, what we're looking at are where the policies and procedures currently in place, do they meet the needs of that young person. Let's say if we're talking about an investigation, was an investigation completed? Was it documented? What were the findings? Were adequate steps taken to protect that child and make sure they were in a safe place? Was there follow-up with respect to treatment? Again, where is the offender? Those types, we look at all of those aspects of the case. | ᑕᐃᒪᓕ ᕿᒥᕐᕈᐊᖕᒫᕋᑦᑎᒍ ᐅᖃᐅᓯᐅᔪᑦ ᑕᑯᓇᖃᑦᑕ ᐊᑐᐊᒐᐃᑦ ᐅᑐᒐᐃᓪᓗ ᖃᓄᐃᑦᑐᑦ ᐃᓕᓯᒪᕙᒋᖅᐸᑦ ᑖᔅᓱᒧᖕᒐ ᐱᔭᕆᐊᖃᖅᑐᒍᑦ ᒪᒃᑯᒃᑐᒧᑦ ᑕᑯᓐᓇᓗ ᐅᖃᐅᓯᖃᕈᑦᑕ ᖃᐅᔨᓴᕐᓂᖅ ᐱᔭᕇᖅᑕᐅᓚᐅᖅᐹ? ᑎᑎᕋᖅᑕᐅᓚᐅᖅᐹ ᖃᓄᕐᓗ ᖃᐅᔨᔪᖃᓚᐅᖅᐸ ᐊᒻᒪᓗ ᓴᐳᒻᒥᔭᐅᓇᓱᑦᑎᐊᓚᐅᕋᓗᐊᖅᐹ ᐊᑦᑕᕐᓇᖅᑐᒥᓐᖏᒃᑲᓗᐊᕐᒪᖔᑦ ᖃᐅᔨᒋᐊᒃᑲᓐᓂᖅᐸᒡᓗᒍᓗ ᐃᓅᓕᓴᖅᑕᐅᓂᖕᒐ. ᐱᕋᔭᓐᓂᒃᑯᑦᓕ ᓇᓃᓕᖅᐸᑦ ᑖᒃᑯᐊ ᑕᑯᓐᓈᖅᑕᐃᓐᓇᕆᖃᑦᑕᖅᑕᕗᑦ. | |
| This also speaks to critical injury and death. Sexual abuse is considered to be a critical injury. Currently, as I previously stated, section 4(b) that allows the representative to review critical injuries and deaths is not currently in force, but again, this would fall into that category. If a critical injury was reported to our office, we could review it and again, the focus of that review is to look at: did this young person receive all the services they were entitled to? Did those services meet that child's needs, i.e. did they protect them from that harm? Could different services have prevented something? | ᑕᐃᒪᓐᓇ ᐋᓐᓂᖅᑕᐅᔪᓄᑦᓗ ᑐᕐᑯᑕᐅᔪᓄᑦᓘᖕᒐᖕᒥ, ᑖᓐᓇ ᐋᓐᓂᖅᓯᓂᐅᓱᕆᔭᐅᖕᒪᑦ ᑕᐃᒪ ᐅᖃᖅᑲᐅᑎᑦᓗᖕᒐ ᑖᓐᓇ ᑭᒡᒐᖅᑐᐃᔨ ᕿᒥᕐᕈᔨᐅᓐᓂ ᐋᓐᓂᖅᑐᓂᒃ ᐊᒻᒪᓗ ᐃᓄᐊᖅᑕᐅᔪᓂᑦᓘᓐᓃᑦ. ᑖᓐᓇ ᐊᑐᓕᖅᑎᑕᐅᓯᒪᖕᒋᒻᒪ ᑖᓐᓇ ᑖᔅᓱᒪ ᐊᑖᓄᕋᔭᖅᑐᖅ. ᑕᐃᒪᓕ ᐋᓐᓂᖅᑐᒻᒪᕆᒃᑕᕐᑲᕐᓂᖅᐸᑦ ᐅᖃᐅᓯᐅᔪᓂᒃ ᐊᒃᓚᒃᕕᑦᑎᓐᓄᑦ ᕿᒥᕐᕈᔪᓐᓇᖅᑕᕗᑦ, ᑕᑯᓐᓈᒐᖃᕋᔭᕐᒪᑦᓕ ᕿᒥᕐᕈᔨᕗᑦ. ᑖᒃᑯᐊᓕ ᒪᒃᑯᒃᑐᑦ ᐱᔨᑦᑎᕋᖅᑕᐅᓚᐅᕋᓗᐊᖅᐹᑦ ᐊᑐᐃᓐᓇᐅᔪᓕᒫᓂᒃ, ᐱᔨᑦᑎᕋᖅᑕᐅᓂᖏᑦ ᐱᔭᕆᐊᓖᑦ ᓴᐳᒻᒥᔭᐅᓕᓚᐅᕋᓗᐊᖅᐹᑦ ᐋᓐᓂᖅᑕᐅᒃᑲᓐᓂᕐᑯᓇᒋᑦ? ᐊᓯᖏᑎᒍᑦ ᐱᔨᑦᑎᕋᖅᑕᐅᓂᖏᑦ ᓄᖅᑲᖕᒐᔾᔪᑕᐅᔪᓐᓇᕐᓗᓂ? | |
| Again, I think it's a two… . We do, on individual advocacy cases, certainly we have identified that because it's a systemic issue, it means we have seen it more than once and it's a larger issue, it affects more than one child, but again, the addition of critical injury and death reviews would also permit the representative to critically look at those particular incidents because we consider them critical injuries. | ᑕᐃᒫᒃ ᐊᔭᐅᖅᑐᐃᔾᔪᔾᔨᓂᕐᒧᑦ ᑕᐃᒃᑯᐊ, ᑖᓐᓇ ᑕᐅᕗᖕᒐᓕᒫᖅ ᑲᔪᓰᓐᓇᖃᑦᑕᖅᑐᕕᓂᐅᑉ ᑖᓐᓇ ᐊᖏᓂᖅᓴᐅᓗᓂ ᓱᕈᓯᕐᒥᒃ ᐊᑕᐅᓯᐅᖏᑦᑐᒥᒃ ᐊᒃᑐᖅᓯᒃᐸᑦ. ᑖᒃᑯᐊ ᐋᓐᓂᖅᓯᓂᕐᒧᑦ ᑐᕐᑯᑦᑎᓂᕐᒧᓪᓗ ᐃᓱᓕᑦᑕᕐᕕᖃᕈᓐᓇᕐᒥᖕᒪᑦ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᑕᑯᓇᒍᓐᓇᕐᓂᖕᒐᓂᒃ, ᑖᒃᑯᐊ ᐋᓐᓂᕐᓂᕐᒧᑦ ᐃᓱᒪᒋᒐᑦᑎᒍ. | |
| **Chairman**: Thank you. Mr. Main. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᒪᐃᓐ. |
| **Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just wanted to get the response clarified. That review of | **ᒪᐃᓐ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒎᓕᖅᑐᖅ) ᑐᑭᓯᓇᖅᓯᑎᒋᐊᖅᑕᐅᖁᑐᐃᓐᓇᖅᑲᐅᑉᓗᒍ ᑕᒪᓐᓇ ᕿᒥᕐᕈᓂᖅ |

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| critical injury and death, section 4(1)(b) of the Act, the part that's not currently in force, would it be fair to say that if that is brought into force, the ability to review those critical injury and death occurrences, is it safe to say that that would be another tool in the tool kit to address child sexual abuse in Nunavut, in the representative's opinion, of course? (interpretation) Thank you, Mr. Chairman. | ᐋᓐᓂᖅᑐᖃᖅᐸᑦ ᑐᖁᔪᖃᕐᓂᖅᐸᓗᓐᓃᑦ 4(1)b-ᒥᖅᑰᖅᑐᖅ ᐱᖁᔭᒥᒃ, ᑖᓐᓇ ᐊᑐᓕᖅᑎᑕᐅᓯᒪᓐᖕᒋᑦᑐᖅ ᓱᓕ. ᐅᖃᑦᓯᐊᕋᔭᖅᐳᖓᖃᐃ ᑖᓐᓇ ᐊᑐᓕᖅᑕᐅᓇᔭᖅᐸᑦ, ᑕᒪᓐᓇ ᕿᒥᕐᕈᒍᓐᓇᕐᓂᖅ ᐋᓐᓂᖅᑐᖃᖅᐸᑦ ᑐᖁᔪᖃᖅᐸᓗᓐᓃᑦ. ᐅᖃᑦᓯᐊᖅᐳᖕᒐ ᑖᓐᓇ ᐊᑐᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕋᔭᕐᓂᖕᒐᓂᒃ ᐱᓇᓲᑕᐅᒃᑲᓐᓂᕈᓐᓇᕋᔭᕐᓂᖕᒐᓂᖅᑲᐃ, ᖁᓄᔪᕐᓂᐊᖅᑕᐅᕙᒃᑐᑦ ᓄᑕᖅᑲᓂᒃ ᓄᓇᕗᒻᒥ? ᑕᒪᑦᓱᒪᖕᒐᑦ ᑐᓴᕈᒪᓪᓗᖕᒐ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you, Mr. Main. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᒥᔅᑕ ᒪᐃᓐ. ᒥᔅᑕ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for the question. Yes, it would be another tool in the tool kit. Again, referring back to the fact that the representative reviews and makes recommendations with respect to services or policies, procedures, and legislation, and that is the view from which we look at critical injury and death, and I think it's a helpful perspective because then we can make recommendations to the departments about changes in policy, procedure, and certainly changes in legislation that may prevent or treat child sexual abuse. Thank you. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᓪᓗ ᐊᐱᖅᑯᑎᖕᓄᑦ, ᐃ, ᐊᑐᕋᑦᓴᐅᒃᑲᓐᓂᕋᔭᖅᑐᖅ ᐱᓇᓲᑕᐅᓗᓂ. ᐅᑎᕐᕕᒋᑲᐃᓐᓇᕐᓗᒍ ᑖᓐᓇ ᑭᒡᒐᖅᑐᖅᑎᐅᑉ ᕿᒥᕐᕈᓂᖕᒋᑦ ᐊᑐᓕᖁᔭᖕᒋᓪᓗ ᒪᓕᒐᐃᑦ ᐊᑐᐊᒐᐃᑦ ᐱᓇᓱᐊᕈᓲᑦ ᒪᓕᒃᓗᒋᑦ ᑖᑉᑯᐊ ᑲᒪᔪᑦ ᐋᓐᓂᖅᑐᖃᖅᐸᑦ ᑐᖁᔪᖃᖅᐸᑦ. ᑕᐃᒪ ᐊᑐᓕᖁᔨᒍᓐᓇᕋᔭᕋᑦᑕ ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ ᐊᓯᔾᔨᖅᑕᐅᒍᑎᒃᓴᖕᒋᓐᓄᑦ ᐊᑐᐊᒐᐃᑦ, ᒪᓕᒐᕐᒧᑦ ᑎᑭᑦᑐᒍ ᑕᐃᒪᐃᑦᑐᖃᖃᑦᑕᖁᓇᒍ ᐅᕝᕙᓗ ᐃᑉᐱᒋᔭᐅᖃᑦᑕᖁᓪᓗᒋᑦ ᖁᓄᔪᓐᓂᐊᖅᑐᖃᕐᓂᖅᐸᑦ ᓄᑕᖅᒥᒃ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman**: Thank you. Mr. Main, any other questions? Go ahead. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅᑕ ᒪᐃᓐ, ᓱᓕᓗ? ᑲᔪᓯᒋᑦ. |
| **Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I want to change to a different topic now. On page 37 of the representative's report under the Department of Health, dental care services are listed as one of the systemic issues. I wonder if the representative can just briefly give us a summary of what the dental care service issue is pertaining to children and youth. (interpretation) Thank you, Mr. Chairman. | **ᒪᐃᓐ**: ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᐊᓯᐊᓄᑦ ᐅᖃᐅᓯᖃᕈᒪᓕᕆᓪᓗᖕᒐ ᒪᑉᐱᒐᓂᒃ 37 ᑖᑉᓱᒪ ᑭᒡᒐᑐᖅᑐᑦ ᐅᓂᒃᑳᖕᒋᓐᓂᒃ, ᐋᓐᓂᐊᖅᑐᓕᕆᒃᑯᑦ ᓱᕐᓗ ᑭᒍᓐᓂᐊᖅᓂᐅᕙᑦᑐᑦ ᑕᒪᒃᑯᐊ ᐊᑲᐃᓪᓕᐅᕈᑏᑦ ᓴᖅᑭᒍᔪᑦᑐᓄᒃ ᐅᓂᒃᑳᑲᐃᓐᓇᕈᓐᓇᖅᐲᑦ ᓇᐃᓈᕐᓗᒍᑦ ᖃᓄᖅ ᑭᒍᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᖃᓄᖅ ᐱᔾᔪᑕᐅᑦᑕᕐᒪᖕᒐᑦ ᐃᓅᓱᑦᑐᓄᑦ ᓄᑕᖅᑲᓄᓪᓗ? (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓐᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. With permission, I would like to ask Lynn Matte to respond to this question. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖃᓄᐃᑦᔅᖕᒋᒃᑯᕕᑦ ᓕᓐ ᒫᑦ ᑭᐅᖁᑉᓗᒍᑦ ᐊᐱᖅᑯᑎᐅᔪᒧᑦ. |

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| **Chairman**: Thank you. Ms. Matte, please go ahead. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᒫᑦ ᑲᔪᓯᒥᐊᓇᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. The matter has been raised to our attention through a number of different ways and it is a matter that has been highlighted in some of our previous reports with individual advocacy case samples. | **ᒫᑦ**: ᖁᔭᓐᓇᒦᒃ. ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑎᓐᓄᑦ. ᑕᒪᓐᓇ ᑐᓴᖅᓯᒪᔭᕗᑦ ᐊᑕᐅᓯᐅᓐᖏᑐᒃᑯᑦ ᑖᓐᓇᓗ ᐅᖃᐅᓯᐅᒻᒪᓇᒃᓯᒪᓪᓗᓂ ᓯᕗᓂᐊᓂ ᐅᓂᒃᑳᓕᐊᓇᖃᑦᑕᖅᓯᒪᔭᑦᑎᓐᓂᒃ ᐃᒻᒥᒃᑰᖅᑐᒥᒃ ᐱᓕᕆᔨᖃᕋᓐᒐᑦ.
| We have seen a number of cases where young people are waiting for very long periods of time in order to access dental services and often it's not a matter of a checkup and a cleaning; it's a matter of the need for medical intervention under general anaesthetic. The Department of Health has had programs in place, I believe, in partnership with the federal government to try to bring down those wait-lists, but despite the best efforts that have gone on to date, those wait-lists continue to grow and so the issue continues to come to our attention. | ᐅᕙᒍᑦ ᖃᐅᔨᓯᒪᕗᒍᑦ ᐊᑕᐅᓯᐅᓐᖏᑦᑐᓂ ᐃᓅᓱᒃᑐᑦ ᐅᑕᖅᑭᖃᑦᑕᓲᖑᓪᓗᑎᒃ ᐊᑯᓂᐊᓗᒃ ᑭᒍᓐᓂᐊᖅᑕᐅᓂᔅᓴᒥᓐᓄᑦ ᐊᒻᒪᓗ ᖃᐅᔨᓴᖅᑕᐅᓂᓐᖏᑐᐃᓐᓇᖅᑐᖅ ᑭᓯᐊᓂᑦᑕᐅᖅ ᒪᑯᐊ ᐋᓐᓂᐊᓇᖏᑦᑐᒥᒃ ᑲᐱᔭᐅᓯᒪᒋᐊᖃᓲᖑᒻᒥᒻᒪᓂᖏᓐᓄᑦᑕᐅᖅ. ᒐᕙᒪᑐᖃᒃᑯᖅᑲᐃ ᑲᑐᔾᔨᖃᑎᒋᓪᓗᒋᑦ ᑕᒪᒃᑯᐊ ᐅᑕᖅᑭᕙᓐᓂᖏᑦ ᓄᖑᐸᐸᓪᓕᖁᓪᓗᒋᑦ ᐅᑕᖅᑭᕙᑦᑐᑦ. ᑭᓯᐊᓂ ᑕᐃᒪᐃᓕᐅᓐᖏᓐᓇᖅᑐᑦ ᐅᓪᓗᒥᒧᑦ ᐅᓄᖅᓯᕙᓪᓕᐊᑐᐃᓐᓇᖅᓱᑎᒃ ᐅᑕᖅᑭᓲᔭᖅᐸᑦᑐᑦ. ᑐᓴᖅᓯᒪᒋᐊᓕᖅᓱᑎᒍ. | It has included situations like a young person seeing the dentist, a referral being made for surgery, that referral form goes to Non-Insured Health Benefits people at the federal government, and somebody reads the form and decides that the child does not need surgery, so no surgery is booked and the family is told, "You will need to see the dentist again the next time they're in town," except the child is desperately in need of dental surgery and the system should not be sending them back to do the same thing that they did the first time to try to get a different outcome. | ᐃᒪᐃᒍᑕᐅᓯᒪᒻᒪᑦ ᓲᕐᓗ ᐃᓅᓱᑦᑐᖅ ᑭᒍᓂᐊᖅᑎᒥᒃ ᑕᑯᓚᐅᖅᓱᓂ ᓲᕐᓗ ᐱᓚᑦᑕᐅᒋᐊᖃᓕᖅᓱᓂ ᐊᓯᐊᓅᖅᑕᐅᓪᓗᓂ ᐊᒻᒪᓗ ᑕᑯᔭᐅᔭᓇᐊᖃᕐᓂᖓ ᑕᒪᒃᑯᐊ ᓄᓇᖃᖅᑳᖅᑐᓄᑦ ᐃᑲᔫᑎᐅᕙᑦᑐᑎᒍᑦ. ᐃᓱᒪᓕᐅᓕᕈᑎᓕ ᐃᓄᓕᓇᔨᒃᑯᑦ ᑭᒍᓐᓂᐊᖅᑕᐅᒋᐊᑐᓐᖏᑦᑐᖅ. ᐅᖃᐅᑎᔭᐅᓕᖅᓱᑎᑦ ᑖᒃᑯᐊ ᐊᖓᔪᖅᑳᖏᒃ ᑖᓐᓇ ᓄᑕᖅᑲᖅ ᑕᑯᔭᐅᒃᑲᓐᓂᓛᖅᑯᓪᓗᒍ ᑭᒍᓐᓂᐊᖅᑎᒥᒃ ᑭᓯᐊᓂ ᐱᓚᑦᑕᐅᒋᐊᖃᒻᒪᓇᑎᓪᓗᒍ ᐅᖃᐅᑎᔭᐅᑲᓂᖅᓱᓂ. | When we get involved in those kinds of cases, we are working directly with the Department of Health to try to find ways to help families navigate those various systems because it is a combination of the Department of Health contractors who come up to provide the | ᑕᕝᕙ ᐃᓚᐅᓕᕋᖓᑕ ᑕᐃᒪᐃᓐᓇᐃᑦᑐᓄᑦ ᐅᕙᒍᑦ ᐱᓕᕆᖃᑎᖃᑦᓚᑦᑖᖅᐸᑎᒍᑦ ᐋᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂ ᖃᐅᔨᓇᓱᑦᑐᑕ ᐃᓚᒋᑦ ᑕᒪᒃᑯᓇᖕᖓᑦ ᐊᑲᐃᑦᓕᐅᕈᑕᐅᕙᑦᑐᓂᒃ ᖃᓄᖅᑑᑲᓐᓂᖁᓪᓗᒋᑦ ᑖᒃᑯᐊ ᑳᓐᑐᕋᑎᑕᐅᔪᑦ ᐋᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ |

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| services and permissions coming from the federal government, so there are multiple layers to that particular issue. (interpretation) Thank you, Mr. Chairman. | ᐊᖕᒋᖅᑕᐅᓯᒪᓪᓗᑎᒃ ᒐᕙᒪᑐᖅᑲᑯᓐᓂ, ᑕᕝᕙ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᑦ ᐱᓕᕆᔨᑦ ᐊᑦᑐᐊᒥᒻᒪᑕ ᑕᒪᑐᒧᖕᒐ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you, Ms. Matte. Mr. Main. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅ ᒫᑦ. ᒥᔅᑕ ᒪᐃᓐ. |
| **Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would like to turn it to the Department of Health in terms of the dental care service issue. How does the department track the amount of need at the community level as it pertains to youth and children? How does the department track how much need is there and how much service is required on a community-by-community basis? (interpretation) Thank you, Mr. Chairman. | **ᒪᐃᓐ**: ᒪᑉᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐋᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᓵᒍᒪᓪᓗᖕᒐ ᑕᒪᓐᓇ ᑭᒍᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐱᓪᓗᒍ. ᖃᓄᖅ ᐋᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓇᐅᑦᓯᖅᑐᓲᖕᒍᕙᑦ ᖃᓄᖅ ᑭᓐᖕᒍᖅᑕᐅᕙᒪᖕᒐᑕ ᓄᓇᓕᓐᓂ ᑭᒍᓐᓂᐊᖅᑕᐅᒋᐊᓖᑦ? ᖃᓄᖅ ᓇᐅᑦᓯᑐᖅᑕᐅᕙᑉᐸᑦ ᐊᒻᒪᓗ ᖃᓄᖅ ᐊᑐᓂ ᓄᓇᓖᑦ ᖃᓄᖅ ᐱᔨᔾᓯᖅᑕᐅᑲᓐᓂᒋᐊᖃᖅᐸᑦ? (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᑉᓇ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman**: Thank you. Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᓯᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. The department tracks all referrals that come in for in particular the children who need dental services under general anaesthetic and we do as a department provide services on behalf of NIHB (Non-Insured Health Benefits). NIHB gives the authorization for us to go ahead to book the surgery for the child and there are, in some cases, a little bit of pushback. When we become aware of any pushback from the federal government, from NIHB, we will advocate and we will get our chief dental officer involved and look at those on a case-by-case basis. | **ᓯᑖᒃᓕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐋᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓇᐅᑦᓯᖅᑐᓲᖕᒍᔪᑦ ᑕᑯᔭᕐᓴᐅᔪᒫᖅᑐᓂᒃ ᓄᑕᖅᑲᓂᒃ ᐱᓗᐊᖅᑐᒥ ᑭᒍᓐᓂᐊᖅᑕᐅᒋᐊᓕᓐᓂᒃ ᐋᓐᓂᐊᓇᖕᒋᑦᑐᒥᒃ ᐱᓯᒪᓗᑎᑦ. ᑕᐃᒪ ᐋᓐᓂᐊᕕᓕᐊᖅᑐᓄᑦ ᓇᓪᓕᐅᒃᑯᒫᖅᑲᖕᒋᑦᑐᓄᑦ ᐃᑲᔫᑎᑦ ᑭᒡᒐᑐᖅᓱᑎᑦ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᓂᑦᑎᓐᓄᑦ ᑲᔪᓯᒃᑲᐃᓱᖕᒍᔪᒍᑦ ᑕᑯᔭᕐᓴᐅᔪᒫᖅᑐᓂᖕᒐᓂᒃ ᓄᑕᖅᑲᖅ. ᐃᓛᓐᓂᒃᑯᑦ ᑭᖑᕙᓇᐊᖅᑕᐅᒋᐊᖅᑲᖅᐸᒻᒥᔪᑦ ᑐᕐᐅᒪᓕᕋᖕᒐᑕ ᑭᖑᕙᓇᐊᖅᑕᐅᔪᓂᒃ ᒐᕙᒪᑐᖅᑲᑯᓐᓂᓗᓐᓃᑦ ᓄᓇᖅᑲᖅᑐᓂᒃ ᐃᑲᔫᓯᐊᕈᑎᒋᕙᑦᑕᖕᒋᓐᓄᑦ. |
| There is a big need. The wait-list has grown. A lot of it is due to COVID-19 and the lack of being able to have children come in and have surgeries, particularly dental surgeries, and we imagine that most people have had interruptions in their dental care too because the kind of care it is, there are concerns when there are COVID outbreaks. The wait-list was 840 children in March and it has grown again, it's over a thousand now, and that's a huge | ᑭᓐᖕᒍᖅᑕᐅᕙᑦᑐᑦ ᐊᒥᓱᐊᓗᐃᑦ ᑭᖑᕙᓇᐊᖅᑕᐅᕙᓐᓂᖕᒋᑦ ᒫᓐᓇᓗᐊᖅ ᐱᓗᐊᖅᑐᖅ ᓄᕙᒡᔪᐊᖅᓇᖅ ᐱᓪᓗᒍ ᑭᖑᕙᓇᐊᖅᑕᐅᓯᒪᓂᖕᒋᑦ ᐱᓗᐊᖅᑐᒥᒃ ᑭᒍᒃᑯᑦ ᓇᐅᒃᑯᑦ ᖃᓂᒃᑯᑦ ᐱᓚᑦᑕᐅᒋᐊᖃᖅᑐᓄᑦ. ᑕᒪᒃᑯᐊ ᑲᒪᒋᔭᐅᒋᐊᖃᖅᑎᒋᓂᖕᒋᑦ ᒪᓕᑦᑐᒋᑦ ᐃᓱᒫᓗᑕᐅᓯᒪᓂᑰᒻᒪᑕ ᓄᕙᒡᔪᐊᖅᓂᖅᑲᖅᓯᒪᑎᓪᓗᒍ. 840-ᖑᓚᐅᖅᑐᑦ ᒫᑕᓴᓐᒥ ᐅᑕᖅᑭᔪᑦ ᒫᓐᓇᓗ 1,000 ᐅᖕᒐᑖᓐᓂᓕᕆᔨᓯᑎᒃ |

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| concern. | ᐃᓱᒫᓗᑎᐅᒻᒪᕆᓕᖅᓱᓂ. |
| Right now we're looking at getting extra OR times; getting them in the south is not an option. As many of you know, for example, I have heard that Ontario is going to take years to catch up just on their own residents' surgical needs. We're looking to make the best use of our operating room at the QGH, at the hospital here in Iqaluit, and as well, looking to have extra weeks provided in Churchill, Manitoba. Now, in Manitoba they can't operate on children less than three, but we can here at the QGH, so that's a work in progress. There are extra weeks that have been added and it's something I discussed with the representative only last week with regard to the work that is being done on this. | ᒫᓐᓇ ᕿᓂᕋᓗᐊᖅᑐᒍᑦ ᐱᓕᕆᒃᑲᓐᓂᕈᓐᓇᖅᑐᓂᒃ ᖃᑦᓗᓈᓄᕈᔾᔭᐅᑐᐃᓐᓇᕈᑎᑦ ᓈᒻᒪᙱᒻᒥᒻᒪᑦ ᐊᒻᒪᓗ ᑐᓴᖅᓯᒪᑦᓗᙱ ᓇᒻᒥᓂᔫᓐᓃᑦ ᐋᓐᑎᐅᕆᐅᒥᐅᑕᐃᑦ ᐊᖑᒪᓯᒪᙱᒻᒪᑕ ᐱᓚᑦᑕᐅᒋᐊᖃᖃᑦᑕᖅᓯᒪᔪᓂᒃ. ᑕᕝᕙ ᐱᓚᕝᕕᒋᔪᓐᓇᖅᑕᕗᑦ ᑕᒫᓂ ᐃᖃᓗᓐᓂ ᐊᑐᕐᓂᖅᓴᕆᒍᒪᓯᒪᑦᓗᑎᒍ ᐊᒻᒪᓗ ᐱᓇᓱᐊᕈᓯᒃᑲᓂᕐᓂᒃ ᒫᓂᑑᐸᒥ ᐱᔪᒫᕐᓂᐊᖅᓯᒪᑦᓗᑕ. ᐱᕙᓪᓕᐊᔭᕗᑦ ᓱᓕ. ᐃᓚᒋᐊᖅᑕᐅᓯᑲᓐᓂᖅᓯᒪᑦᓗᑎᒃ ᐱᓇᓱᐊᕈᒍᑦ ᐅᖃᐅᑎᒋᔪᑦᓗᒍᓗ ᑭᒡᒐᖅᑎᒧᑦ ᓱᕈᓯᕐᓂᒃ ᐱᓇᓱᐊᕈᓯᐅᔪᔪᒥ. | ᑕᐃᓐᓇ ᐱᓚᑦᑕᐅᔪᖃᖃᑦᑕᓂᐊᕈᓂ ᑕᒪᒃᑯᐊ ᓴᓗᒻᒪᖅᓴᐃᔨᖃᕆᐊᖃᑦᑕᖅᐳᑦ ᐱᓚᑦᑐᐃᕕᒻᒥ ᐋᓐᓂᐊᓯᐅᖅᑏᑦᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᓗᑦᑖᑦ ᑕᐃᒪᓐᓇ ᐱᓕᕆᔪᓐᓇᖅᑐᓂᒃ ᐱᔭᕆᐊᖃᖅᑐᐃᑦ. ᓇᓂᓯᒍᓐᓇᙱᒃᑯᑎᒃ ᐃᖅᑲᓇᐃᔭᖅᑐᔅᓴᒥᒃ ᑖᓐᓇ ᑐᓗᖅᓯᒪᐅᑎᒻᒪᕆᐅᖃᑦᑕᒥᒻᒪᑦ ᑕᒪᑐᒧᙱ ᐱᔨᔅᓯᕋᐅᑎᐅᔪᒧᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you, Ms. Stockley. Before I go back to Mr. Main, it's very easy for us to use acronyms here, but it makes it very difficult for the interpreters, so if we could try to not use acronyms, please. Mr. Main. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᒥᔅ ᓱᑖᒃᓕ. ᒥᔅᑕ ᒪᐃᓐᒧᓚᐅᓐᙱᓂᓐᓂ, ᐅᕙᒍᑦ ᒫᓂ ᓇᐃᓈᖅᓯᒪᔪᓂᒃ ᑎᑎᖅᑲᑎᒍᑦ ᐊᑐᓗᐊᖅᑕᐃᓕᒪᖃᑦᑕᕐᓗᑕ ᑕᐃᓪᓚᑦᑖᖃᑦᑕᕐᓗᒋᑦ ᓇᐃᓈᓐᙱᓪᓗᒋᑦ. ᒥᔅᑕ ᒪᐃᓐ. |
| **Mr. Main** (interpretation): Thank you. (interpretation ends) I would like to turn this issue to the Department of Education. A big part of dental care, it's my understanding, is prevention and some schools currently have dental hygienists in them and it was something we had when I was a kid growing up in the NWT days, but unfortunately it seems to have fallen out of fashion or it's no longer as common as it was in those days. | **ᒪᐃᓐ**: ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᑖᓐᓇ ᓵᒍᒪᓪᓗᒍ ᑭᒍᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐃᓚᒋᓪᓚᕆᒻᒥᒻᒪᒍ ᐊᒻᒪ ᐱᒡᒐᐃᔭᖅᓯᒪᒋᐊᖃᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᕕᑦ ᐃᓚᙱᑦ ᑭᒍᑎᓯᐅᑎᖃᐅᓲᙱᒻᒪᑕ ᑕᐃᒪᐃᑉᐸᔪᒻᒪᑦ ᓄᓇᑦᑎᐊᕐᒥ ᐱᕈᖅᓴᖅᓯᓂ ᑕᐃᒪᐃᑉᐸᔪᒻᒪᑦ. ᑭᓯᐊᓂ ᑭᑐᑭᐊᖅ ᐱᓪᓗᒍ ᐊᑐᖅᑕᐅᒍᓐᓃᐸᓪᓕᐊᖅᓯᒪᒻᒪᑦ ᑕᒪᓐᓇ ᑕᐃᒪᐃᔅᓱᒪᓂᐅᓚᐅᖅᑎᑐᑦ ᐊᑐᖅᑕᐅᓗᐊᕈᓐᓃᖅᑐᓂ. |

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| Can the Department of Education give an update in terms of how many hygienists are working in schools? (interpretation) Thank you, Mr. Chairman. | ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑐᓴᖅᑎᑦᑎᔪᓐᓇᖅᐸᑦ ᖃᑦᑎᑦ ᑭᒍᑎᖃᑦᑎᐊᓂᕐᒧᑦ ᐱᓕᕆᔪᓐᓇᖅᑐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖅᐸᒻᒪᖕᒑᑕ ᐃᓕᓐᓂᐊᕐᕕᒻᒥ? (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you. Ms. Hainnu. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᐺᐊᐃᓐᓄ. |
| **Ms. Hainnu**: Thank you for that question. (interpretation) Thank you, Mr. Chairman. (interpretation ends) I do not have the number of the hygienists. There are community initiatives, in working with the Department of Health, who are health employees come to the school and work with our K to 12 students, and I can't even recall what they are called, but they are similar to hygienists without having acquired the credentials, but they do informative classroom visits, information about oral hygiene, and they work with classroom teachers. | **ᐺᐊᐃᓐᓄ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐊᐱᖅᑯᑦᑎᓐᓄᑦ. ᓈᓴᐅᑎᖕᒋᑦ ᐱᓯᒪᓐᖕᒋᒃᑲᓗᐊᖅᑕᒃᑲ ᑭᒍᓐᓂᐊᖅᑏᑦ. ᑕᐃᒪ ᐋᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᖃᑎᒋᓪᓗᒋᑦ ᐃᑲᔪᓲᖕᒍᒻᒪᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᒃ ᑎᑭᑎᑦᑎᓲᖕᒍᓪᓗᑎᒃ ᓄᑕᖅᑲᓄᑦ ᖁᕝᕙᓯᓐᓂᓕᓐᓄᑦ 12-ᒧᑦ ᑎᑭᑦᑐᒍ ᑭᒍᓐᓂᐊᓲᖕᒍᓪᓗᑎᑦ. ᑭᒍᓐᓂᐊᖅᑎᑎᑐᓪᓗ ᑕᐃᒃᑯᐊ ᐱᔨᐅᑉ ᐊᔾᔨᒋᐊᕐᓯᐊᖕᒋᑦᑕᖕᒐᓂᒃ ᐱᔪᓐᓇᐅᑎᖃᖅᑐᑎᒃ ᐊᒻᒪ ᑐᓴᐅᒪᑎᑦᑎᓲᖕᒍᓪᓗᑎᒃ ᑭᒍᑎᖃᑦᑎᐊᖅᓂᐅᑉ ᒥᔅᓵᓄᑦ. |
| I would like Charlotte Borg to add to this; she may be more knowledgeable on the subject. Thank you. | ᓵᓚᑦ ᐳᐊᒃ ᐃᒻᒪᖃ ᑭᐅᒋᐊᒃᑲᓐᓂᕈᓐᓇᖅᐸᐅᒃ ᑕᒪᑦᑐᒪᓐᖕᒐᑦ ᖃᐅᔨᒪᓂᖅᓴᖅᑰᖅᒪᑦ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman**: Thank you. Ms. Borg. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᐳᐊᒃ. |
| **Ms. Borg** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We have begun and have been for some time in our capital planning including space in our schools for dental hygienists to use when they come through and work with our students, but I think the practice, as the Member has said, has not continued in a systematic manner and that we would love for dental hygiene to be provided in our schools moving forward. Thank you. | **ᐳᐊᒃ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐊᑯᓂᒐᓕ ᐊᑭᑐᔫᑎᓂᒃ ᐸᕐᓇᐅᑎᓃᓯᒪᔪᑦ ᐃᓂᔅᓴᓪᓗ ᐃᓕᓐᓂᐊᕐᕕᓐᓂ ᑭᒍᓐᓂᐊᖅᑎᓄᑦ. ᑎᑭᑦᑕᕋᖕᒐᑕ ᐃᓕᓐᓂᐊᖅᑎᕐᑯᑎᑦᑎᓐᓂ ᑲᒪᓲᖕᒍᓪᓗᑎᒃ. ᐅᓇᖃᐃ ᐅᖃᖅᑲᐅᔭᖕᒐ ᒪᓕᒐᓕᐅᖅᑎᐅᑉ ᑲᔪᓯᑦᓯᐊᖅᓯᒪᓐᖕᒋᓐᖕᒐ ᑭᒍᑎᖃᑦᑎᐊᖅᑐᓕᕆᓂᖅ ᐃᓕᓐᓂᐊᕐᕕᓐᓂ ᑕᑯᔪᒪᓪᓗᒍ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman**: Thank you. Before I go back to you, Mr. Main, I'm going to ask Ms. Stockley if she has anything she can add to this because the education department did mention that the Department of Health records some of this, so Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᒥᔅᑕ ᒪᐃᓐ ᓂᓪᓕᓚᐅᓐᖕᒋᓂᓐᓂ, ᐅᖃᖅᑲᐅᒻᒪᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐅᖃᖅᑲᐅᒻᒪᑕ ᐋᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᓪᓕᖅᓯᒪᒻᒥᒻᒪᑕ ᑕᒪᒃᑯᓇᖕᒐᑦ. ᒥᔅ ᓯᑖᒃᓕ. |

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| **Ms. Stockley**: Thank you, Mr. Chairman. What Ms. Borg was referring to are community oral health coordinators and they provide basic preventative services in oral health care. For example, they will go in and they will apply fluoride varnish as a preventative service. There are currently 13 community oral health coordinators in 11 communities; Iqaluit has two. In Resolute Bay and Grise Fiord, community health representatives take on a dual role as a community oral health coordinator. Unfortunately there are currently 11 vacant positions at this time. Thank you, Mr. Chairman. | **ᓯᑖᒃᓕ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒥᔅ ᐳᐊᒡ ᐅᖃᐅᓯᕆᕋᑖᖅᑕ ᓄᓇᓕᑦᑎᓐᓂ ᑭᒍᓐᓂᐊᖅᑐᓕᕆᔨᓄᑦ ᑐᑭᒧᐊᑦᑎᑦᑎᔨ ᐱᔨᑦᑎᕋᐅᑎᖃᓲᖑᓪᓗᑎᒃ ᑭᒍᑎᖃᑦᑎᐊᖅᓂᐅᑉ ᒥᔅᓵᓄᑦ ᐃᓕᓴᐃᓪᓗᑎᑦ ᐊᒻᒪᓗ ᑕᒪᒃᑯᐊ ᑭᒍᑎᓂᐅᑏᑦ ᐊᑐᖅᑕᐅᓲᖑᓂᖏᑦ ᐅᓂᒃᑳᖅᓱᑎᒃ. 13-ᓂᒃ ᑐᑭᒧᐊᖅᑎᑦᑎᔨᖃᐅᖅᑐᖅ 11-ᓂᒃ ᓄᓇᓕᓐᓂ ᐃᖃᓗᓐᓂ ᒪᕐᕉᓪᓗᑎᒃ. ᖃᐅᓱᐃᑦᑐᒥ ᐊᐅᓱᐃᑦᑐᖅᓗ ᑖᒃᑯᐊ ᓄᓇᓕᓐᓂ ᐋᓐᓂᐊᓯᐅᖅᑐᓕᕆᔩᖅᑲᐃ ᐱᓲᖑᓪᓗᑎᑦ ᐊᒻᒪᓗ ᑭᓯᐊᓂ 11-ᖑᓪᓗᑎᒃ ᐃᖅᑲᓇᐃᔾᔭᕐᓵᑦ ᐃᓐᓄᑦᑕᐅᓯᒪᓐᖏᑦᑐᑦ ᒫᓐᓇᐅᔪᖅ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman**: Thank you. Are you done, Mr. Main? Okay, one more? Go ahead, Mr. Main. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᐱᔭᕇᖅᑮᑦ, ᒥᔅᑕ ᒪᐃᓐ. ᐊᑕᐅᓯᕐᒥᑦ ᓱᓕ? ᐊᑏ ᑲᔪᓯᑦ, ᒥᔅᑕ ᒪᐃᓐ. |
| **Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I wonder if the departments of Education and Health would be able to come back to the Committee with further information on this topic in terms of specifically what is the best way to provide dental care for children in schools. Is it by having a hygienist actually based in the school, ideally local, a trained individual? Just a comparison of approaches would be useful, maybe, for the Committee, so that's my request. (interpretation) Thank you, Mr. Chairman. | **ᒪᐃᓐ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓴᔨᑎᒍᑦ) ᐊᐱᖅᓱᕈᒪᓪᓗᖓ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐋᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦᓗ ᐅᑎᕈᓐᓇᕋᔭᕐᒪᖔᑕ ᑲᑎᒪᔨᓄᑦ ᑐᓴᖅᑎᑦᑎᑲᓐᓂᕐᓗᑎᒃ ᐅᖃᐅᓯᐅᔪᒥᒃ ᐱᓗᐊᖅᑐᒥᒃ ᐱᐅᓂᖅᐹᖑᒻᒪᖔᖅ ᑕᒪᒃᑯᐊ ᑭᒍᓐᓂᐊᖅᑎᐅᕙᑦᑐᑦ ᑭᓱᑦ ᐱᕙᒻᒪᖔᑕ. ᓄᓇᓕᒻᒥ ᐃᓕᓐᓂᐊᕕᒻᒥ ᓄᓇᖃᖅᑐᒥᒃ ᐃᓕᓐᓂᐊᖅᓯᒪᔪᒥᒃ ᑭᒍᓯᓕᕆᔨᖃᓲᖑᕝᕕ ᐅᕝᕙᓗ ᓇᓖᕋᕋᓱᑐᐃᓐᓇᖅᓱᑎᒃ ᖃᓄᖅ? ᐊᑑᑎᖃᕋᔭᖅᑰᕐᒪᑕ ᓇᐅᒃᑯᑦ ᑲᒪᒋᔭᐅᕙᓐᓂᖏᑦ. (ᑐᓴᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman**: Thank you. I don't know which one will answer. I'll try Ms. Stockley and see if she can give a response. Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᓇᓪᓕᐊᑭᐊᖅ ᑭᐅᓂᐊᖅᐹ? ᒥᔅ ᓱᑖᒃᓕ ᑭᐅᒍᓐᓇᑕᕐᒪᖔᖅ. ᒥᔅ ᓱᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. Yes, of course, we can do that. | **ᓯᑖᒃᓕ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ, ᑕᐃᒪᐃᑦᑐᓐᓇᖅᑐᒍᑦ. |
| I would like to add that the community oral health coordinators are trained local people in the communities. I had the opportunity when I first came to Nunavut in 2014 to go over and see the first group that was being trained and let them practise on me as a matter of fact. | ᐃᓚᒋᐊᑐᐃᓐᓇᕐᓗᖓ ᓄᓇᓕᒻᒥ ᑭᒍᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑐᑭᒧᐊᖅᑎᑦᑎᔨ ᐃᓕᓴᖅᑕᐅᓲᖑᔪᑦ ᓄᓇᖃᖅᑐᑦ ᓄᓇᓕᒻᒥ. ᐱᕕᖃᓚᐅᖅᓯᒪᕗᖓ ᓄᓇᕗᒻᒧᕋᒪ 2014-ᒥ ᑕᒫᓃᓕᕋᒪ. ᑕᑯᒋᐊᓐᖓᓚᐅᖅᓯᒪᔭᖅᑲ ᐃᓕᓴᖅᑕᐅᔪᑦ ᐱᒋᐅᖅᓴᕐᕕᐅᓚᐅᖅᓯᒪᓪᓗᖓᓗᓐᓃᑦ ᐊᓪᓛᑦ. | |

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| They do offer a great service and they are very welcomed by the Department of Education. | ᐃ̇, ᐱᔾᓯᕋᐅᑎᑦᑎᐊᕝᓗᒻᒥᒃ ᐊᑐᐃᓐᓇᖃᖅᑎᑦᑎᕙᑦᑐᑦ ᑐᓐᖓᓱᑦᑎᑕᐅᑦᑎᐊᖅᑐᑎᓪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂᒃ. |
| Again, unfortunately so many positions are unfilled. The positions actually exist, but there are 11 current positions vacant, as I mentioned, in Gjoa Haven, Kinngait, Clyde River, Sanikiluaq, Chesterfield Inlet, Kugluktuk, Coral Harbour, Sanirajak, Whale Cove, Taloyoak, and Kugaaruk. If we were able to house and hire, we would be able to offer those services. Thank you, Mr. Chairman. | ᑭᓯᐊᓂ ᐅᒡᒍᓇᖅᑐᑦ ᐃᓂᔅᓴᐃᑦ ᐃᓐᓄᑦᑕᐅᓯᒪᓐᖓᒻᒪᑕ ᑖᒃᑯᐊ ᐱᑕᖃᕋᓗᐊᖅᓱᑎᒃ ᑭᓯᐊᓂ 11-ᖑᒻᒪᑕ ᐃᓐᓄᑦᑕᐅᓯᒪᓐᖓᑦᑐᑦ, ᐅᖃᖅᑲᐅᒐᒪ ᐅᖅᓱᖅᑑᖅ, ᑭᓐᖓᐃᑦ, ᑲᖏᖅᑐᒫᐱᒃ, ᓴᓂᑭᓗᐊᖅ, ᐃᓪᓗᓕᒫᕐᔪᒃ, ᖁᕐᓗᖅᑑᖅ, ᓴᓪᓖᑦ, ᓴᓂᕋᔭᒃ, ᑎᑭᕋᕐᔪᐊᖅ, ᑰᒫᕐᔪᓪᓗ. ᐃᓪᓗᖃᖅᑎᑦᑎᒍᓐᓇᖅᓯᒪᓪᓗᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᓯᒪᓪᓗᑕ ᑕᒪᔾᓯᒧᖓ ᐱᔾᓯᕋᐅᑎᐅᔪᒧᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you. Any other questions, Mr. Main? Go ahead. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔾᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᒥᔾᑕ ᒪᐃᓐ ᓱᓕ ᐊᐱᖅᑯᑎᔾᓴᑦ? ᑲᔪᓯᒋᑦ. |
| **Mr. Main** (interpretation): Thank you. (interpretation ends) I guess the request was for further information to be provided to the Committee from between the two departments in terms of the approach to providing dental care, so I guess I'll make that request again, Mr. Chairman. (interpretation) Thank you. | **ᒪᐃᓐ**: ᒪ'ᓇ. (ᑐᓵᔾᑎᒍᑦ) ᐅᓇ ᑭᓄᐊᓗᔾᔪᑕᐅᓯᒪᔪᖅ ᑐᓴᕋᔾᓴᑲᓐᓂᕐᓂᒃ ᖃᐃᑦᑎᔭᐅᒃᑲᓐᓂᕈᓐᓇᕋᔭᕈᑦᑕ ᑖᒃᑯᓇᓐᖓᑦ ᒪᕐᕉᓐᓂᒃ ᑎᒥᐅᔫᓐᓂᒃ ᑭᒍᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᒥᔾᓴᓄᑦ. ᑕᒪᑐᒪᓐᖓᑦ ᐊᐱᖅᑯᑎᖃᒃᑲᓂᖅᐳᖓ ᐱᓛᕈᒪᓪᓗᖓ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔾᑎᒨᕈᓐᓃᖅᑐᖅ) ᒪ'ᓇ. |
| **Chairman**: Thank you. I think we're in agreement from the nodding of the heads that they do agree to get more information back to the Committee. With that, anybody else with questions? Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔾᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᐊᖏᖃᑎᒌᖅᑰᖅᐳᒍᑦ ᐊᖏᖅᑐᑎᒃ ᐅᑎᕐᕕᐅᓛᕋᔾᓯ ᑲᑎᒪᔨᑦ? ᑭᓇᓗ ᐊᐱᖅᑯᑎᔾᓴᖃᖅᐸ? ᒥᔾᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. I would like to tip my hat to the representative and Ms. Lynn Matte. Reading pages 36, 37, and 38, the number of systemic issues currently in progress or the number of systemic investigations under progress, there is a considerable amount of items listed on here under each department, and we could spend a whole week discussing each of these topics. You have highlighted a number of very key areas; crisis response protocols in schools; safe houses for young people. You have also identified child sexual abuse and inadequate protection in here. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔾᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓕᒍᒪᑐᐃᓐᓇᖅᑕᕋ ᑖᓐᓇ ᑭᒡᒐᖅᑐᐃᔨ ᐅᖃᓕᒫᖅᑐᒋᑦ 36, 37, 38, ᑖᒃᑯᐊ ᐊᐅᓚᑦᑎᔾᔪᓯᐅᔪᓂᒃ ᐃᓱᒪᓗᒋᔭᐅᔪᐃᑦ ᑲᒪᒋᔭᐅᔪᐃᑦ ᒫᓐᓇᐃᓛᒃ ᑕᑯᓐᓈᖅᑐᒋᑦ ᐊᒥᓱᑲᓪᓛᓗᒻᒪᑕ ᑖᒃᑯᐊ ᐃᓛᒃᑯᑦ ᐱᓕᕆᕕᓐᓄᑦ ᑲᒪᒋᔭᐅᔪᑦ ᑲᒪᒋᔭᐅᒋᐊᓖᑦ. ᐱᓇᓱᐊᕈᓯᓕᒫᖅ ᑖᒃᑯᐊ ᐃᓛᒃᑯᑦ ᐅᖃᐅᓯᕆᒍᓐᓇᒻᒪᕆᑦᑕᕋᓗᐊᕗᑦ ᑭᓯᐊᓂ ᐱᒻᒪᕆᐅᓂᖏᑦ ᐅᖃᐅᓯᕆᒍᒪᒐᒃᑭᑦ. ᖁᐊᖅᓵᓇᖅᑐᖃᖅᑎᓪᓗᒍ ᐃᓕᓴᕕᒻᒥ ᓱᒋᐊᕐᓂᐅᒐᓱᒍᓐᓇᖅᑐᐃᑦ ᐊᑦᑕᓇᖏᑐᐃᓪᓗ ᐊᖏᕋᕆᔭᐅᒍᓐᓇᖅᑐᐃᑦ ᑕᒪᔭᕈᔫᔭᔫᒻᒪᑕ. |

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| The first issue that I would like to question the representative about is under the Department of Justice, you have the issue of notification to schools regarding sexual offenders. This is something I'm curious to find out more about your work on. I have been bringing this exact issue up for the last few years. I would like to ask the representative if they would be able to expand a little bit further on what exactly is being investigated here or considered. Thank you, Mr. Chairman. | ᓯᕗᓪᓕᖅᐸᕐᓕ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ, ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᐊᑖᓂ ᖃᐅᔨᒃᑲᐃᔨᖃᕋᔅᓯ ᐃᓕᓴᕕᓐᓂ ᖁᓄᔪᕐᓂᐊᖅᑕᐅᔪᖃᓚᐅᖅᑎᓪᓗᒍ. ᖃᐅᔨᒍᒪᑦᑕᕋᓗᐊᖅᑯᖓ ᖃᐅᔨᒃᑲᓐᓂᕈᒪᔪᖓ ᖃᓄᖅ, ᐅᖃᐅᓯᕆᖃᑦᑕᖅᓯᒪᓕᕋᒃᑯ ᑕᒪᓐᓇ ᐊᕐᕌᒍᓂᒃ ᖃᑦᑎᒻᒪᕆᓐᓂᒃᑭᐊᖅ ᓴᖅᑭᖅᑕᐅᕐᑯᓪᓗᒍ, ᑭᒡᒐᖅᑐᐃᔨ ᐅᓂᒃᑳᕆᐊᒃᑲᓐᓂᕈᓐᓇᖅᑲᐅᒃ ᑭᓯᓪᓚᑦᑖᒥᒃ ᖃᐅᔨᓴᕐᒪᖔᑕ ᖃᓄᓪᓚᑦᑖᖅ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (Mr. Main)(interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᒪᐃᓐ): ᒪ'ᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. Members may know that issues do come to our attention from a number of sources and sometimes this very House is the source of issues that come to our attention. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᑦᑕᐅᖅ ᐊᐱᓇᒻᒪᑦ ᑕᐃᒫᒃ. ᒪᓕᒐᓕᐅᖅᑏᑦ ᖃᐅᔨᒪᔪᔅᓴᐅᔪᑦ ᐊᑕᐅᓯᐅᓐᖓᑦᑐᒥᒃ ᖃᐃᑦᑎᔭᐅᕙᒃᑲᑦᑕ ᐃᓱᒫᓗᓇᖅᑐᓂᒃ. ᐃᓛᓐᓂᑯᓪᓗ ᐅᕙᓐᖓᑦ ᒪᓕᒐᓕᐅᖁᒻᒥᒐᑦᑕ. |
| We have discussed this issue with the Department of Justice to find out whether or not it is possible, and it appears, in discussions with Justice, that the notification lies with the RCMP. It is outside of the Government of Nunavut's jurisdiction to have control over it, that it does lie with those folks that we contract to provide the service to us. | ᐅᓇ ᐅᖃᐅᓯᕆᓯᒪᔭᕗᑦ ᒪᓕᒐᓕᕆᔨᒃᑯᓪᓗ ᓴᖅᑭᕋᔅᓴᐅᒻᒪᖔᖅ ᐅᖃᐅᑎᒋᓪᓗᑎᒍ ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᑕᒪᓐᓇ ᖃᐅᔨᒃᑲᐃᓂᖅ ᐸᓛᓯᒃᑯᓐᓄᑦ ᑎᒍᒥᐊᖅᑕᐅᔪᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᑕ ᐊᐅᓚᒍᓐᓇᓐᖏᑕᖓ. ᑕᐃᒃᑯᐊ ᑳᓐᑐᕋᑦᑕᐅᓯᒪᓲᑦ ᐸᓛᓯᒃᑯᓐᓄᑦ ᑲᒪᒋᔭᐅᔭᕆᐊᓕᒃ. |
| We did ask questions as well in connection to some jurisdictions such as Manitoba that appear to have a committee that looks at those types of situations to determine whether or not the public interest outweighs the confidentiality concerns of the sexual offender. Because our only police service is the RCMP, a committee isn't going to be able to make that decision. | ᐊᐱᖅᓱᔪᒻᒥᒐᑦᑕᑦᑕᐅᖅ ᐊᓯᑦᑎᓐᓂ ᒐᕙᒪᖅᑲᕝᕕᐅᔪᓂᒃ ᒫᓂᑑᐸᒥ ᑲᑎᒪᔨᕋᓛᖅᑐᕐᔫᔭᖅᒐᑦᓕ ᑕᐃᒪᐃᑦᑐᓂ ᕿᒥᕐᕈᐊᓲᓂᒃ ᑕᖅᑲᒃᑯᐊ ᑐᓴᕆᐊᖅᑲᓂᖏᑦ ᓴᓐᖏᓂᖅᓴᐅᕝ ᑲᓐᖑᓇᕐᓂᖓᓂᒃ ᖁᓄᔪᕐᓂᐊᖅᑐᒥᓂᐅᑉ? ᐸᓛᓯᒃᑯᓐᓄᑦ ᑲᒪᒋᔭᐅᔭᕆᐊᖅᑲᖓᑦ ᑲᑎᒪᔨᕋᓛᓄᑦ ᐋᖅᑭᑦᑕᐅᒍᓐᓇᕋᔭᓐᖏᑦᑐᖅ. | |
| The RCMP is bound by federal legislation on privacy on how it manages these things, but I believe it's also our understanding that there is ongoing conversation that there may be | ᐸᓛᓯᒃᑯᑦ ᑲᓇᑕᒥ ᑲᓇᑕᐅᑉ ᒐᕙᒪᒃᑯᖏᓐᓂ ᑲᓐᖑᓇᖅᑐᓕᕆᓂᕐᒥ ᒪᓕᒐᖏᓐᓂᒃ ᒪᓕᒋᐊᖅᑲᖓᑕ. ᑭᓯᐊᓂ ᐅᖃᖃᑎᒋᔭᐅᖏᓐᓇᖃᑦᑕᖅᑑᒐᓗᐊᑦ |

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| more openness to these types of conversations amongst the RCMP. (interpretation) Thank you, Mr. Chairman. | ᒪᑐᐃᖓᓂᖅᓴᐅᓗᑎᒃ ᑕᒪᓐᓇ ᐅᖃᐅᓯᐅᕐᑯᔭᐅᓪᓗᓂ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. My next question along the topic will be towards the Department of Justice. I have previously indicated in this House that I believe Nunavut is the only jurisdiction in Canada where the RCMP have yet to publicly announce the release of violent sexual offender into a specific community. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᖑᓪᓕᖅ ᐊᐱᖅᑯᑎᒐ ᒪᓕᒐᓕᕆᔨᒃᑯᓐᓄᑦ ᑐᕋᖓᓂᐊᖅᑐᖅ. ᐅᖃᖃᑦᑕᖅᓯᒪᒐᒪ ᐅᕙᓂ ᒪᓕᒐᓕᐅᕐᕕᒻᒥ ᓄᓇᕗᑦ ᒐᕙᒪᖃᕐᕕᑐᐊᑦᑎᐊᖑᒻᒪᑦ ᑖᒃᑯᐊ ᑲᓇᑕᒥ ᐸᓖᓯᒃᑯᑦ ᑕᖅᑲᐅᖓ ᓴᖅᑭᖅᑎᖃᑦᑕᓐᖏᒻᒪᑕ ᐋᓂᖅᓯᓪᓗᑎ ᖁᓄᔪᕐᓂᐊᖃᑦᑕᓲᓂᒃ ᓄᓇᓕᓐᓄᑦ.
| Looking at the other two territories, Yukon and the NWT, there have been a number of instances, in small jurisdictions such as the Maritimes there have also been instances, and when I raised this specific issue up with the Minister and to the department through written questions, the response was, as Ms. Matte had indicated, it is the RCMP's duty to release that type of information or determine when it's necessary to breach an individual's privacy rights in the best interest of the public. | ᔪᒃᑲᓐ, ᓄᓇᑦᑎᐊᕐᓗ ᑕᑯᓐᓈᖅᑐᒋᒃ ᑕᐃᒪᐃᑦᑐᖃᖃᑦᑕᖅᓯᒪᒻᒪᑦ ᒐᕙᒪᕋᓛᖃᕐᕕᐅᓂᖅᓴᐅᔪᓂᒃ. ᐅᖃᐅᓯᕆᒐᒃᑯ ᐅᓇ ᒥᓂᔅᑕᒧᑦ ᐊᒻᒪᓗ ᐱᓕᕆᕕᒃᑯᖏᓐᓄᑦᓗ ᑎᑎᖅᑲᖅᑎᒍᑦ ᐊᐱᖅᑯᑎᑎᒍᑦ, ᒥᔅ ᒫᑦ ᓇᓗᓇᐃᖅᓯᖃᐅᒻᒥᒻᒪᑦ, ᑖᒃᑯᐊ ᐸᓖᓯᒃᑯᑦ ᐱᓕᕆᐊᔅᓴᒫᕆᒻᒪᒍ ᓴᖅᑭᖅᓯᓂᖅ ᑕᐃᒪᐃᑦᑐᓂᒃ ᑐᑭᓯᒃᑲᓐᓂᕈᑎᔅᓴᓂᒃ ᓴᖅᑭᖅᓯᒋᐊᖃᖅᑐᒋᓕᕋᐃᒍᑎᒃ ᑭᒃᑯᑐᐃᓐᓇᐃᑦ ᑲᓐᖑᓇᖅᑐᖁᑎᖏᑦ ᓴᐳᔭᐅᒋᐊᖃᕐᓂᖏᑦ ᐃᓱᒪᒋᓪᓗᒋᑦ.
| I would like to ask: over the last year or two, would you be able to provide an update on progress made on discussions with the RCMP on one, releasing warnings to a community of the release of an offender, and two, notification to schools regarding sexual offenders? Thank you, Mr. Chairman. | ᐊᐱᕆᒍᒪᔪᖓᓕ ᐊᕐᕌᒍᓂ ᒪᕐᕉᖅᑲᐃ ᐊᓂᒍᖅᓯᒪᔫᓐᓂᒃ, ᖃᓄᐃᓕᖓᓕᕐᒪᖔᒐᑕ ᖃᓄᖅ ᐱᕙᓪᓕᐊᓯᒪᒻᒪᖔᒐᑕ ᐅᖃᐅᓯᖃᕈᓐᓇᖅᑮᑦ ᐸᓖᓯᒃᑯᓐᓂ ᑲᓇᑕᒥ ᓴᖅᑭᖅᓯᖃᑦᑕᓂᕐᒥᒃ ᑕᒪᒃᑯᓂᖓ ᐅᓗᕆᐊᓇᕐᓂᕋᐃᔪᓂᒃ ᓄᓇᓕᓐᓄᑦ ᐊᓄᓪᓚᓲᕕᒻᒥ ᐊᓂᔪᖃᕋᐃᑉᐸᑦ ᐅᓗᕆᐊᓇᖅᑐᒥᒃ ᐃᓕᓴᕕᒻᒥᓘᓐᓃᑦ ᑲᒪᓲᓂᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅᑕ ᒫᓐᓯᐊᓪ. |
| **Mr. Mansell** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the Member for the question. As Members know, there was a specific presentation from Superintendent Jones and Constable Crockford, who is the member responsible for | **ᒫᓐᓯᐊᓪ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᑦᑕᐅᖅ ᒪᓕᒐᓕᐅᖅᑎ ᐊᐱᕆᒻᒪᑦ. ᑕᐃᒪ ᒪᓕᒐᓕᐅᖅᑏᑦ ᖃᐅᔨᒪᒻᒪᑕ ᐅᓂᒃᑳᖅᑐᖃᔪᒻᒥᒻᒪᑦ ᐊᖓᔪᖅᑳᖅ ᔫᓐᓴ ᐸᓖᓯᒃᑯᓐᓂ ᐊᒻᒪᑦᑕᐅᖅ ᐸᓖᓯ ᑯᕋᒃᑯᑦ ᑲᒪᔨᐅᔪᖅ |

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| the registry and notifications in Nunavut, and we talked about the current process, which is the RCMP internally conducts a balancing related to the risk to the public as well as privacy concerns. They take into account the safety of the community. One thing I can assure you is that victims are notified on a regular basis. Community-wide notifications are somewhat of the exception in Nunavut. | ᑎᑎᕋᖅᑕᐅᓂᖏᓐᓄᑦ ᖃᐅᔨᒃᑲᐃᓂᕐᒧᑦᓗ ᓄᓇᕗᒻᒥ. ᒫᓐᓇ ᐅᑦᓗᒥ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᖅ ᐅᖃᐅᓯᕆᔪᔭᕗᑦ ᑖᒃᑯᐊ ᐸᓖᓯᒃᑯᑦ ᐃᒻᒥᒃᑯᑦ ᓇᓕᓈᑎᑦᑎᒐᓱᐊᓲᖑᒻᒪᑕ ᖃᓄᑎᒋ ᐊᑦᑕᓇᕐᓂᖓ ᐊᒻᒪ ᑲᓐᖑᓇᕐᓂᖓ ᓇᓕᐊᒃ ᐃᓱᒪᓗᓇᕐᓂᓴᐅᒻᒪᖕᒑᖅ ᓄᓇᓖᑦ ᐊᑦᑕᓇᖅᑐᒦᒋᐊᖃᓐᖏᓐᓂᖏᑦ ᐃᓱᒪᒋᔭᐅᓗᑎᒃ. ᑭᓯᐊᓂ ᐅᖃᐅᑎᒍᓐᓇᕆᔾᔪ ᑕᐃᒃᑯᐊ ᐋᓐᓂᖅᑕᒥᓃᑦ ᖃᐅᔨᒃᑕᐅᑦᑕᐅᑎᒋᓲᖑᒻᒪᑕᓕ ᓄᓇᓕᓕᒫᖅ ᖃᐅᔨᒃᖅᑕᐅᓐᖏᓐᓇᖏᒃᑲᓗᐊᖅᑎᑦᓗᒋᑦ. | ᑖᓐᓇ ᑲᑎᒪᔨᕋᓛᒥ ᐊᐅᓚᑕᐅᓂᖅ ᒫᓂᑑᕙᒥ ᓴᓯᑲᑦᓯᐋᓐᒥᓗ ᑲᑎᒪᔨᕋᓛᖃᕐᖓᑕᓕ ᓂᕈᐊᕋᕐᓴᓕᐊᖑᓯᒪᔪᓂᒃ ᐊᑐᓕᕐᑯᔭᓕᐅᓲᓂᒃ ᓴᖅᑭᖅᓯᔪᖃᕆᐊᖃᕐᒪᖔᖅ ᐅᕝᕙᓘᓐᓃᑦ ᐋᒡᒐ. ᓄᓇᕗᒻᒥ ᐸᓖᓯᒃᑯᑦ ᕿᒥᕐᕈᐊᖅᓯᒪᔪᑦ ᑖᔅᓱᒥᖓ ᒪᓕᑦᑕᐅᖃᑦᑕᖅᑐᒥᒃ ᒫᓐᓇ ᕿᒥᕐᕈᔪᑦ. ᐅᖃᖃᑎᒋᖃᑦᑕᖅᑕᕗᓪᓗ ᑕᒪᓐᓇ ᐱᓪᓗᒍ. ᒫᓐᓇ ᓴᖅᑭᖅᓯᓂᐊᕐᓂᕋᕐᓗᑕ ᐅᖃᕈᓐᓇᓐᖏᑦᑐᒍᑦ ᐅᖃᐅᓯᕆᑐᐃᓐᓇᕋᑦᑎᒍ ᓱᓕ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ. | |
| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑐᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. Thank you for that response. My next question for the representative will be an item under the Department of Family Services which has been identified as a systemic issue is safe houses for young people and their families. I think we have touched on that item over the course of these hearings and I was wondering if the representative would be able to expand on why that was included and what sort of findings or conclusions the representative has made on the matter. Thank you, Mr. Chairman. | **ᓚᐃᑦᓯᑐᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᑕᐅᖅ ᑭᐅᒐᕕᓐᖓ ᑕᐃᒫᒃ. ᑭᖑᓪᓕᖅ ᐊᐱᖅᑯᑎᒐᓕ ᑭᒐᖅᑐᐃᔨᒧᑦ ᑖᓐᓇ ᐃᓄᓕᓇᔨᒃᑯᓐᓂ ᐱᔾᔪᑎᖃᖅᑐᖅ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᔪᖅ ᐊᐅᓚᑦᑎᔾᔪᓯᕐᓂᖅ ᓈᒻᒪᓐᓂᕋᖅᑕᐅᓇᓂ ᐃᓪᓗᐃᑦ ᐅᓗᓇᐊᓇᓐᖏᑦᑐᐃᑦ ᒪᒃᑯᑦᑐᓄᑦ ᐃᓚᒋᓄᓪᓗ. ᓈᓚᓐᓂᖅᑕᖃᖅᑎᓪᓗᒍ ᑭᒐᖅᑐᐃᔨ ᐅᓂᒃᑳᖃᕆᐊᒃᑲᓐᓂᕈᓐᓇᖅᑳ ᓱᒻᒪᑦ ᐃᓚᓕᐅᑎᔭᐅᓐᓂᕐᒪᖔᖅ ᐅᓂᒃᑳᓯᓐᓄᑦ ᐊᒻᒪᓗ ᖃᓄᐃᑦᑐᓂᒃ ᖃᐅᔨᓯᒪᒻᒪᖔᔾᔪ ᑭᒐᖅᑐᐃᔨᒃᑰᓪᓗᓯ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. With your permission, I would like Lynn Matte to respond to the question. Thank you. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖃᓄᐃᔅᓴᓐᖏᒃᑯᕕᑦ ᒥᔅ ᒫᑦᒧᑦ ᑭᐅᔭᐅᖁᔭᕋᓗᐊᕋ ᐊᐱᖅᑯᑎ. ᖁᔭᓐᓇᒦᒃ. |

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| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) If I understood the question correctly, it wants more information on how this matter came to our attention. It has come to our attention in a variety of ways and the first I'll start with is in connection to our individual advocacy cases. We have seen situations where young people appear to be falling through the cracks because they don't quite fit into the mandate for the shelters that are operating in our territory. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑐᑭᓯᑦᑎᐊᕈᒃᑯ ᐊᐱᖅᑯᑎᖓ ᑐᑭᓯᒃᑲᓐᓂᕈᒪᒻᒪᑦ ᖃᓄᖅ ᖃᐅᔨᓐᓂᕐᒪᖔᑦᑎᒍ ᑖᓐᓇ. ᖃᐅᔨᔪᔭᕗᑦ ᐊᑕᐅᓯᐅᓐᖏᑦᑐᒃᑯᑦ. ᓯᕗᑦᓕᖅᐹᒥ ᐃᓛᒃᑯᑦ ᐃᑲᔪᕋᓱᑦᑎᓪᓗᑕ ᖃᐅᔨᖃᑦᑕᖅᓯᒪᔪᒍᑦ ᒪᒃᑯᑦᑐᐃᑦ ᐃᓅᓱᑦᑐᐃᑦ ᑲᒪᒋᔭᐅᓐᖏᑐᖅᐋᒦᔭᖃᑦᑕᖕᒐᑕ ᒪᑯᓄᖓ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᔪᓄᑦ ᕿᒫᕕᓐᓄᑦ ᓯᓂᒋᐊᖅᑐᕕᓐᓄᑦᓗ ᓈᒻᒪᓈᖅᓯᒪᑦᑎᐊᓲᖕᓐᖏᒻᒪᑕ. | |
| For example, there was a situation where a mother and children were staying at the women's shelter and as soon as a male child turned 14, that male child was no longer eligible to reside in the shelter, so the family was left to make a decision of: do we stay in the shelter but tell the 14-year-old that they don't get to live with us anymore? Do we all leave the shelter and potentially return to an unsafe home to stay together as a family? The 14-year-old male is not old enough to live at any other shelter in the territory and so there was a gap in services. | ᐃᒪᓐᓂᖅᑕᖃᔪᒻᒥᒻᒪᑦ ᐊᓈᓇᒋᔭᐅᔪᖅ ᕿᑐᕐᖓᓕᒃ ᐊᕐᓇᐃᑦ ᕿᒫᕕᖓᓃᑦᑐᒥᓂᐅᓪᓗᓂ, 14-ᕈᑐᐊᕐᖓᑦ ᕿᑐᕐᖓᖓ ᑕᐃᓐᓇ ᕿᒫᕕᒻᒦᒋᐊᖃᕈᓐᓃᑦᑕᐅᑎᒋᓚᐅᖅᓯᒪᒻᒪᑦ 14-ᕈᑐᐊᕐᖓᑦ. ᑖᒃᑯᐊ ᐃᓚᒌᑦ ᐃᓱᒪᑖᕋᓱᒋᐊᖃᓕᔪᔪᐃᑦ ᑕᕝᕙᓃᖏᓐᓇᓂᐊᕐᒪᖔᕐᒥᓂᒃ ᐅᕝᕙᓘᓐᓃᑦ ᑖᓐᓇ 14-ᓂᒃ ᐅᑭᐅᓕᒃ ᐅᕙᑦᑎᓐᓂᒥᐅᑕᐅᔾᔭᒍᓐᓃᖅᑳ? ᑲᑎᒪᑎᑕᐅᒐᓱᒋᐊᖃᕋᓗᐊᖅᑐᑎᑦ. 14-ᓂᒃ ᐊᕐᕌᒍᓕᒃ ᕿᒫᕕᒻᒧᕈᓐᓇᖕᒋᑦᑐᖅ ᐅᑭᐅᑭᓗᐊᖅᒐᑦ ᑕᕝᕙᓂ ᑲᒪᒋᔭᐅᕕᔅᓴᖃᓐᖕᒋᑦᑐᖅ. | |
| I believe we are also all aware of the very tragic situation that occurred with Ambar Roy who, as an 18-year-old who was intoxicated, was not eligible to be received at the shelters in Iqaluit and ended up, unfortunately, out on the land and did not make it home. We have also seen situations where young people, as has been mentioned, are in essence couch-surfing. There have been instances raised to our attention of young people who were using the emergency room at the Qikiqtani General Hospital as an impromptu shelter, but it was not an appropriate use of the space. It has come to our attention in a number of ways. | ᐊᒻᒪᑦᑕᐅᖅ ᐋᒻᐳ ᕈᐃ ᑕᐃᓐᓇ ᑐᓴᐅᒪᒻᒥᒐᑦᑎᒍ 18-ᓂᒃ ᐊᕐᕌᓕᒃ ᐃᑲᔪᖅᑕᐅᒍᓐᓇᓂᓐᖏᑦᑐᖅ ᓯᓂᒋᐊᖅᑐᕕᒻᒧᕈᓐᓇᓂᓐᖏᑦᑐᖅ. ᓄᓇᒧᖅᑐᒥᓂᐅᓪᓗᓂ ᐊᖏᕋᖕᒋᓐᓇᖅᑐᒥᓂᖅ ᐃᓅᒍᓐᓃᖅᑐᓂ. ᖃᐅᔨᖃᑦᑕᖅᓯᒪᒻᒥᔪᒍᑦᑕᐅᖅ ᒪᒃᑯᑦᑐᓂ ᐃᔅᓯᕙᐅᑕᑯᑖᓂᖃᑦᑕᖅᑐᐃᑦ ᓇᒥᕈᓘᖅ. ᑕᐃᒃᑯᐊ ᐊᒻᒪ ᕿᑭᖅᑕᓂ ᑐᐊᕕᕐᓇᑐᖅᓯᐅᒻᒥ ᐃᓪᓗᕈᓯᒻᒦᖃᑦᑕᕐᓂᔪᒻᒥᔪᐃᑦ ᑭᓯᐊᓂ ᓈᒻᒪᔪᓐᖏᒻᒥᔪᖅ ᒪᒃᑯᑦᑐᓄᑦ ᑕᐃᓐᓇ ᐋᖓᔭᖅᑐᓄᑦ ᓯᓂᒋᐊᖅᑐᕕᒃ. ᖃᐅᔨᒃᑲᖅᑕᐅᓯᒪᔪᒍᑦ ᑕᒪᑐᒪ ᒥᔅᓵᓄᑦ ᖃᓄᕈᓘᔭᖅ. | |
| We have also seen situations where families | ᑕᑯᖃᑦᑕᖅᓯᒪᒻᒥᔪᒍᑦ ᐃᓚᒌᑦ |

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| are being told that the shelters are full, which is true because there is a need for those services, and so then having to make decisions about whether or not they try to press for services, as in having to leave the territory or leave their community in order to access safe places, and sometimes young people need to be able to leave a home without a parent, especially our youth. They might find themselves in a situation where it's not them and a number of other family members trying to find a safe place; it's just one young person. | ᐅᖃᐅᔭᐅᖃᑦᑕᖅᑐᐃᑦ ᑕᒪᒃᑯᐊ ᕿᒫᕕᑦ ᑕᑕᒻᒪᑕ. ᐃ, ᑕᐃᒪᐃᓪᓚᕆᖃᑦᑕᖅᑐᑦ ᑕᑕᓪᓚᕆᖃᑦᑕᖅᑐᑦ. ᐃᓱᒪᑖᕋᓱᒋᐊᖃᖃᑦᑕᖅᑐᑦ ᐊᔪᐃᓐᓇᕋᓱᓐᓂᐊᕐᒪᖕᒫᕐᒥᓂ ᐅᕝᕙᓗᓐᓃᑦ ᓄᓇᕗᑦ ᓯᓚᑖᓄᑦ ᐃᑲᔪᖅᑕᐅᕕᔅᓴᖅᓯᐅᕈᓐᓇᕐᓂᐊᕋᒥᓪᓗᓐᓃᑦ. ᐃᓛᓐᓂᑯᓪᓗ ᒪᒃᑯᑦᑐᐃᑦ ᐊᓂᒍᓐᓇᕆᐊᖃᓲᖕᒻᒪᑕ ᐊᓈᓇᒃᑯᖕᒋᑦ ᐊᑖᑕᒃᑯᖕᒋᑦ ᐱᖃᑕᐅᑎᓐᓇᒋᑦ ᐃᒫᒃ ᐊᑲᐅᓐᖕᒋᓕᐅᕈᑎᖃᓕᖅᑎᓪᓗᒋᑦ ᐃᓚᒌᓐᓂᒃ ᓯᓂᕝᕕᔅᓴᖅᓯᐅᕐᓂᖅ ᐊᑕᐅᓯᕐᒧᑦ ᐱᔭᕆᐊᑐᓲᖕᒻᒥᔪᖅ. |
| We currently have the shelter that's operating in Cambridge Bay and the recent announcement that there's a funding pot now available to hopefully open another safe space for young people, but it is a definite gap in services that we have seen. (interpretation) Thank you, Mr. Chairman. | ᐃᖃᓗᒃᑑᑦᑎᐊᕐᒥ ᕿᒫᕕᑕᓕᐅᒐᓗᐊᖅ. ᐊᒻᒪᓗ ᑮᓇᐅᔭᓂᓪᓗ ᐊᑐᐃᓐᓇᖅᑕᖅᑕᕐᒥᒪᒃᑰᖅ ᐊᑕᐅᓯᒃᑲᓂᕐᒥᒃ ᒪᑐᐃᖅᓯᒍᑎᔅᓴᐅᔪᓂᒃ. ᑭᓯᐊᓂ ᑖᓐᓇ ᖃᐅᔨᓯᒪᔭᕗᑦ ᐱᔨᑦᑎᕋᐅᑎᓂᒃ ᐊᓪᓗᖅᑕᐅᓯᒪᓪᓚᕆᑦᑐᖅ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. Thanks again, Ms. Matte. My next question will be for the Department of Family Services. As Ms. Matte has indicated, there is a clear gap in services available to youth who are in need of safe spaces. My first question is: is this a concern of the Department of Family Services? Thank you, Mr. Chairman. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᑲᓐᓂᖅ, ᒥᔅ ᒫᑦ. ᐃᓄᓕᕆᔨᒃᑯᓐᓄᖕᒐᖅ ᐊᐱᕆᒍᒪᓕᕐᒥᔪᖕᒐ. ᒥᔅ ᒫᑦ ᐅᖃᕋᑖᖕᒐᑦ ᓇᓗᓇᖕᒋᑦᑎᐊᖅᑐᒥ ᐊᓪᓗᐃᓯᒪᓂᖅᑕᕐᑲᖕᒐᑦ ᐱᔨᑦᑎᕋᐅᑎᓂᒃ ᐱᑕᖃᖕᒋᓐᓂᐅᔪᓂᒃ ᐱᑕᖃᕆᐊᖃᕋᓗᐊᖅᑎᓪᓗᒍ ᐃᓂᔅᓴᒥᒃ ᐊᑦᑕᓇᖕᒋᑦᑐᒥᒃ ᒪᒃᑯᑦᑐᓄᑦ. ᓯᕗᓪᓕᖅ ᐊᐱᖅᑯᑎᒐᓕ, ᑖᓐᓇ ᐃᓱᒫᓗᒋᐅᖃᑦᑕᕆᕝᕕ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes. (interpretation) Thank you, Mr. Chairman. | **ᓇᐃᒍ**: ᒪᒃᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐃ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᒃᓇ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) You sounded like Dr. Patterson there. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᓗᒃᑖ ᐹᑐᓴᓐᕙᓗᐊᓗᔭᓕᕋᕕᑦ. |
| *>>Laughter* | ᐳᐳᐃᓪᓚᖅᑐᑦ |

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| Mr. Lightstone. | ᒥᓴᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. Thank you, Ms. Niego, for that response. Continuing along that line of questioning, the Minister had indicated that the Department of Family Services played no role in the creation of the youth shelter in Cambridge Bay, and the Minister had also indicated that there is a pot of federal funding that the GN has that applicants can apply for. Aside from that application process, is there any further assistance that the Department of Family Services is willing to provide to interested groups who may wish to open youth safe shelters? That's my final question. Thank you, Mr. Chairman. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᒥᓴᑕ ᓇᐃᒍ ᑭᐅᒐᕕᓐᖓ ᑕᐃᒫᒃ. ᑖᓴᓯᒥᖕᒐᓴᓴᐃᓐᓇᖅ ᐃᓛᒃ ᑕᒪᐅᓇᓴᓴᐃᓐᓇᖅ. ᒥᓂᓴᑕ ᐅᖃᖅᓯᒪᒻᒪᑦ ᐃᓄᓕᓇᓗᒃᑯᒡᒍᖕᒍᑯᐊ ᐱᖃᑕᐅᓂᖃᖅᐸᖕᒋᒻᒪᑕ ᒪᒃᑯᑦᑐᓄᑦ ᖁᒫᕕᑦ ᓴᓇᔭᐅᑎᓪᓗᒋᑦ ᐃᖃᓗᒃᑑᑦᑎᐊᕐᒥ ᐊᒻᒪᑦᑕᐅᖅ ᒥᓂᓴᑕ ᐅᖃᖅᓯᒪᒋᓪᓗᓂ ᑮᓇᐅᔭᓂᒃ ᐊᑐᐃᓐᓇᖅᑕᖃᓕᕐᒥᒪᒐᒍᖅ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖕᒋᓐᓂᒃ ᒐᕙᒪᑐᖃᒃᑯᓃᖕᒐᖅᑐᓂᒃ ᑐᓯᕋᕐᕕᓴᐅᔪᓂᒃ ᐃᓪᓗᓕᐅᕈᑎᓴᓴᓂᒃ. ᑐᓯᕋᐅᑎᐅᑉ ᐊᓯᐊᒍᑦ ᐱᑕᖃᒃᑲᓐᓂᓇᕝᕕ ᐃᑲᔫᑎᐅᒍᓐᓇᖅᑐᒥ ᐃᓄᓕᓇᓗᒃᑯᓐᓄᑦ ᑭᒃᑯᑐᐃᓐᓇᕐᓄᑦ ᑎᒥᐅᔪᓄᑦ ᒪᑐᐃᖅᓯᒍᒪᔪᓄᑦ ᑕᐃᒪᐃᑦᑐᒥᒃ ᓯᓂᒋᐊᖅᑐᕕᓐᓂ ᐊᑦᑕᓇᓐᖏᑦᑐᓂᒃ? ᑖᓐᓇ ᑭᖑᓪᓕᖅᐹᖁᑎᒐ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I will refer the response to my colleague, Arijana, shortly, but the department can work in different ways with youth in crisis. It's not just about youth safe shelters. There are foster homes that can be utilized as temporary overnight stays. There is a safe home policy in the works to create more spaces. There are the pots of funding that Arijana and her team are working on, so I will pass it on to her, if I may, *Iksivautaaq*. | **ᓇᐃᒍ**: ᒪᑉᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᓴᐅᑎᒎᓕᖅᑐᖅ) ᑖᓐᓇ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᖃᑎᓐᓄᑦ ᐃᐊᓇᐋᓇᒧᑦ ᑭᐅᔭᐅᒃᑲᓐᓂᖁᓂᐊᖅᑕᕋ. ᐃᓄᓕᓇᓗᒃᑯᑦ ᐊᔾᔨᒌᓐᖏᑐᒃᑯᑦ ᐱᓕᓇᒍᓐᓇᖅᑐᑦ ᑐᐊᕕᖕᓇᖅᑐᖃᖅᑎᓪᓗᒍ ᒪᒃᑯᑦᑐᓂ. ᑕᒪᐅᓇᑑᓐᖏᑦᑐᖅ ᒪᒃᑯᑦᑐᓂ ᓯᓂᒋᐊᖅᑐᕕᓴᓴᑐᐃᓐᓇᐅᓐᖏᑦᑐᒃᑯᑦ. ᑕᐃᒪᐅᒻᒥᒻᒪᑕᑦᑕᐅᖅ ᑎᒍᐊᓐᖑᐊᖃᓲᑦ ᐊᖏᕐᕋᖏᑦ ᓯᓂᒋᐊᖅᑐᕕᓴᓴᐅᓲᖑᒻᒥᔪᐃᑦᑕᐅᖅ. ᐊᑦᑕᓇᓐᖏᑦᑐᓂ ᐊᖏᕐᕋᖃᕐᓂᕐᒥᒃ ᐊᑐᐊᒐᖃᖅᑐᒍᑦ ᓴᖅᑭᓯᒃᑲᓐᓂᓇᐊᖃᖅᑐᑕ ᐃᓂᓴᒃᑲᓐᓂᕐᓂ. ᑮᓇᐅᔭᓂᒃ ᐊᑐᐃᓐᓇᖅᑕᖃᖅᑐᖅ ᐃᐊᓇᐋᓇᒃᑯᓪᓗ ᐱᓕᓇᖃᑎᖏᓐᓄᑦ ᑎᒍᒥᐊᖅᑕᐅᔪᓂᒃ. ᑕᐃᓴᓯᒧᖕᒐᖕᒑᖅ ᑐᓂᑲᐃᓐᓇᕈᒪᓕᖃᑯ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Through Zoom, Ms. Haramincic. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᖃᓇᑕᐅᔭᒃᑯᑦ, ᒥᓴᑕ ᕼᐋᕋᒥᓐᓯᒃ. |
| **Ms. Haramincic**: *Ma'na*, Mr. Chairman. Thank you for your question. There are a number of possibilities for the communities that are interested in opening a shelter or opening services for youth in Nunavut. We do have available funding and we will certainly work with any community, any groups, any not-for-profit or hamlets that are interested in providing or establishing and implementing | **ᕼᐋᕋᒥᓐᓯᒃ** (ᑐᓵᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᑕᐅᖅ ᐊᐱᓇᒻᒪᑦ ᑕᐃᒫᒃ. ᐊᑕᐅᓯᐅᓐᖏᑦᑐᑦ ᓄᓇᓖᑦ ᒪᑐᐃᖅᓯᒍᒪᔪᖃᖅᑲᑕ ᓯᓂᒋᐊᖅᑐᕕᓴᓴᒥᒃ ᖁᒫᕕᓴᓴᒥᒃ ᒪᒃᑯᑦᑐᓄᑦ ᐊᑐᐃᓐᓇᐅᖃᖅᑐᒍᑦ ᑮᓇᐅᔭᓂᒃ ᓇᓕᐊᓐᓂᑐᐃᓐᓇᑦᑎᐊᖅ ᓄᓇᓕᓐᓂ ᑎᒥᐅᔪᓂᓪᓘᓐᓃᑦ ᑮᓇᐅᔭᓕᐅᕋᓱᑦᑎᐅᓐᖏᑦᑐᓂᒃ ᕼᐊᒻᓚᐅᔪᓂᓪᓘᓐᓃᑦ ᒪᑐᐃᖅᓯᒍᒪᔪᓂᒃ ᒪᑐᐃᖅᓯᒐᓱᐊᕈᒪᔪᓂᒃ |

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| services for youth. | ᒪᒃᑯᑦᑐᓄᑦ ᓯᓂᒋᐊᖅᑐᕕᔅᓴᓂ ᑐᓴᕈᒪᔪᒍᑦ. |
| The Cambridge Bay shelter, we have worked with the hamlet to establish the youth shelter in Cambridge Bay and we will continue supporting them throughout the next fiscal year. There is a contribution agreement in place and we will be following closely with other supports that are required specifically for Cambridge Bay's shelter. | ᐃᖃᓗᒃᑑᑦᑎᐊᕐᒥ ᐺᐋᒻᒪᒃᑯᖕᒋᓐᓂᒃ ᐱᓕᕆᖃᑎᖃᖃᑦᑕᖅᓯᒪᔪᒍᑦ ᓴᖅᑭᑎᓪᓗᑕ ᓯᓂᒋᐊᖅᑐᕕᒻᒥ ᒪᒃᑯᑦᑐᓄᑦ ᑕᐃᑲᓂ ᐃᖃᓗᒃᑑᑦᑎᐊᕐᒥ. ᐃᑲᔪᖅᓲᓇᕐᓂᐊᖅᑕᕗᑦ ᐊᕐᕌᒍᓂᐊᖅᑐᒥ. ᐃᑲᔪᖅᑕᐅᒍᑎᔅᓴᖕᒋᑦ ᑮᓇᐅᔭᖕᒋᑦ ᐋᖅᑭᓯᒪᓪᓗᑎᒃ ᐃᖃᓗᒃᑑᑦᑎᐊᕐᒦᓛᒃ. |
| We're also presently in the process of discussing a possibility of similar services in Iqaluit and Pond Inlet. There are services for youth specifically to ensure safety, some education and awareness in Arviat that has been funded. There are a number of communities that came forward to work with us on providing services for youth. | ᒫᓐᓇ ᐅᖃᖃᑎᖃᖃᑦᑕᕐᒥᔪᒍᑦ ᐊᔾᔨᖕᒋᓐᓂᒃ ᐱᔨᑦᑎᕋᐅᑎᓂᒃ ᐃᖃᓗᓐᓂ ᓴᖅᑭᖅᓯᒍᓐᓇᖕᒋᒃᑲᓗᐊᕐᒪᖔᑕ ᒥᑦᑎᒪᓕᒻᒥᓗ. ᐱᔨᑦᑎᕋᐅᑎᑕᖃᖕᒐᑦ ᒪᒃᑯᑦᑐᓄᑦ ᑐᕌᖕᒐᔪᓂᒃ ᐊᑦᑕᓇᖅᑐᒦᔭᐃᒃᑯᑎᖕᒋᓐᓂᒃ ᐊᕐᕕᐊᒻᒥ. ᓄᓇᓖᑦ ᑖᒃᑯᐊ ᑕᕝᕙ ᑐᔅᓯᕋᖅᓯᒪᔪᐃᑦ ᐅᕙᑦᑎᓐᓂ ᐱᔨᑦᑎᕋᕈᒪᓪᓗᑎᒃ ᒪᒃᑯᑦᑐᓂᒃ. |
| I hope this answers your question. *Ma'na*, Mr. Chairman. | ᑭᐅᒐᓗᐊᖅᑯᒋᖅᑲᐃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Thank you. At this point in the afternoon I'm going to call a 15-minute break and we will resume around 3:18. Thank you, everybody. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ. ᒫᓐᓇ 15 ᒥᓂᔅᓯᒥᒃ ᑳᐱᑐᓚᐅᑲᓐᓂᐊᕐᑦᑕ. 3:18 ᑕᒫᓂᕈᔪᒃ ᐅᑎᕐᓂᐊᖅᐳᒍᑦ. ᖁᔭᓐᓇᒦᒃ ᐃᓗᓐᓇᓯ. |
| *>>Committee recessed at 15:01 and resumed at 15:21* | *ᐳᐳᓄᖅᑲᑲᐃᓐᓇᖅᑐᑦ 15:01ᒧᐊᖅᑎᓪᓗᒍ ᐊᒻᒪᓗ ᑲᔪᓯᒋᐊᒃᑲᓐᓂᖅᑐᑦ 15:21ᒧᐊᖅᑎᓪᓗᒍ* |
| **Chairman** (interpretation): We will resume our meeting. (interpretation ends) We're currently on the systemic advocacy section of the report, but to simplify things, we are simply going to open up the rest of the report to the Committee in terms of what you can ask questions on, so the entire report, from page 1 to 54, it is up to Committee Members. (interpretation) Mr. Lightstone, I believe you have a question. (interpretation ends) Go ahead. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᑕᐃᒪ ᑲᑎᒪᓂᖅ ᐱᒋᐊᕐᓂᐊᓕᕐᒥᕐᒪᑦ. (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᒫᓐᓇ ᐅᑯᐊ ᐅᓂᒃᑳᑦ ᐃᓗᓕᖕᒋᓐᓂᒃ ᐊᔭᐅᖅᑐᐃᓂᖅ. ᑖᒃᑯᐊ ᐅᓂᒃᑳᑦ ᐃᓗᓐᓇᖕᒐ ᒪᑐᐃᕐᓂᐊᓕᕐᑦᑎᒃᑯᑦ ᓇᓕᐊᑐᐃᓐᓇᕐᒥᒃ ᐊᐱᖅᑯᑎᖃᕈᓐᓇᖅᑐᓯ ᒪᒃᐱᖅᑐᒐ 1-ᒥ 54-ᒧᑦ ᑎᑭᓪᓗᒍ ᐃᓱᒪᖅᓲᑎᒋᕙᓯ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒥᔅᑕ ᓚᐃᕐᓯᑑᓐ, ᐊᐱᖅᑯᐊᐃᒃᐊᐊᕐᑲᖅᑰᕋᕙᑦ. (ᑐᓵᔨᑎᒍᑦ) ᑲᔪᓯᒋᑦ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. I just have one question in relation to the | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᑕᐅᓯᕐᒥᒃ ᐊᐱᖅᑯᑎᔅᓴᖅᑲᖅᑐᖕᒐ ᑕᒪᑐᒪ |

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| systemic issues in progress. The representative's annual report identifies that one of the reviews being undertaken is near the completion phase and the RCYO is developing the recommendations, and that's the custom adoption and medical consent review. I'm just curious: when do you expect the review will be complete and your back-and-forth with the final report with the departments will be done and it will be released to the public? Thank you, Mr. Chairman. | ᓴᖅᑭᓐᓇᖃᑦᑕᖅᑐᖅ ᒥᒃᓵᓄᑦ. ᑖᓐᓇ ᐅᓂᒃᑳᓕᐊᒥᓂᒃ ᑭᒡᒐᖅᑐᐃᔨ ᕿᒥᕐᕈᓇᖅᐸᓪᓕᐊᓕᕐᒪᑕᒍᖅ ᐊᒻᒪᓗ ᐊᑐᓕᕐᑯᔭᖏᑦ ᑎᑎᕋᖅᐸᓪᓕᐊᓕᖅᓗᒋᑦ ᐃᓄᐃᑦ ᐱᖅᑯᓯᖏᑎᒍᑦ ᑎᒍᐊᕐᓂᖅ ᐊᒻᒪᓗ ᓘᒃᑖᖅᑕᐅᓂᐊᕐᓗᓂ ᐊᖏᖅᓯᓂᖅ; ᖃᖕᒐ ᑕᐃᒃᑯᐊ ᐅᓂᒃᑳᓕᐊᓯ ᐱᔭᕇᕐᓂᐊᖅᐸᑦ ᑭᖑᓪᓕᐸᖅᓯᐅᑏᑦ ᐊᒻᒪ ᖃᖕᒐ ᑕᖅᑲᐅᖕᒐᖅᑕᐅᓂᐊᖅᐸᑦ ᑭᒃᑯᑐᐃᓐᓇᕐᓄᑦ ᑕᑯᔭᐅᔪᓐᓇᕐᓂᐊᕐᒪᑦ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | ᓴᖅᑭᓐᓇᖃᑦᑕᖅᑐᖅ ᒥᒃᓵᓄᑦ. ᑖᓐᓇ ᐅᓂᒃᑳᓕᐊᒥᓂᒃ ᑭᒡᒐᖅᑐᐃᔨ ᕿᒥᕐᕈᓇᖅᐸᓪᓕᐊᓕᕐᒪᑕᒍᖅ ᐊᒻᒪᓗ ᐊᑐᓕᕐᑯᔭᖏᑦ ᑎᑎᕋᖅᐸᓪᓕᐊᓕᖅᓗᒋᑦ ᐃᓄᐃᑦ ᐱᖅᑯᓯᖏᑎᒍᑦ ᑎᒍᐊᕐᓂᖅ ᐊᒻᒪᓗ ᓘᒃᑖᖅᑕᐅᓂᐊᕐᓗᓂ ᐊᖏᖅᓯᓂᖅ; ᖃᖕᒐ ᑕᐃᒃᑯᐊ ᐅᓂᒃᑳᓕᐊᓯ ᐱᔭᕇᕐᓂᐊᖅᐸᑦ ᑭᖑᓪᓕᐸᖅᓯᐅᑏᑦ ᐊᒻᒪ ᖃᖕᒐ ᑕᖅᑲᐅᖕᒐᖅᑕᐅᓂᐊᖅᐸᑦ ᑭᒃᑯᑐᐃᓐᓇᕐᓄᑦ ᑕᑯᔭᐅᔪᓐᓇᕐᓂᐊᕐᒪᑦ? ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. In the 2019-2020 year it was still under development, but the work has since been completed, a recommendation has been issued to the department and we have received a response. That recommendation, I believe, was issued in the 2020-21 fiscal year, so it will appear in the next annual report. There was only one recommendation issued and so it was in a letter to the department rather than a comprehensive, full report. It will be coming soon. (interpretation) Thank you, Mr. Chairman. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒥᒃ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᓐᓂ. 2019-2020-ᒥ ᓱᓕ ᑖᓐᓇ ᐋᖅᑭᓯᖅᐸᓪᓕᐊᖑᔭᓚᐅᖅᓯᒪᒐᑦᑎᒃᑯᑦ ᐱᔭᕇᖅᓯᒪᓕᖅᑐᖅ ᐊᒻᒪᓗ ᐊᑐᓕᕐᑯᔭᕐᓂᑦ ᓴᖅᑭᑦᑎᓯᒪᓕᖅᓗᑕ ᐱᓕᕆᕕᖕᓄᑦ. ᑭᐅᔭᐅᑦᑏᔪᒍᑦ ᐊᑐᓕᕐᑯᔭᖅ 2020-ᒥ ᐊᑐᓕᕐᑯᔭᓕᐊᕆᔭᐅᓚᐅᖅᓯᒪᔪᑦ. ᐊᕐᕌᑕᒫᖅᓯᐅᑏᑦ ᐅᓂᒃᑳᓂᒃ ᑎᑎᕋᓕᕐᒥᒍᑦᑕ ᑕᐃᓐᓇ ᓴᖅᑭᓛᖅᑐᖅ ᐊᑕᐅᓯᐅᓚᐅᕐᒪᑦ ᐱᓂᐊᕕᖕᒧᑦ ᑎᑎᕋᓚᐅᖅᓯᒪᔪᒍᑦ. ᐃ, ᓴᖅᑭᓛᓯᔪᖅ ᑕᒪᑐᒪ ᐊᕐᕌᒍᒥᒃ ᐊᒡᒋᖅᑐᒥᒃ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Moving on. Mr. Qirngnuq. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. ᑲᔪᕼᐃᓗᑕ. ᒥᔅᑕ ᕿᓐᖑᖅ. |
| **Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. In your report on page 36, included are references to the Department of Education and the Department of Family Services. The focus of our discussion today and yesterday has been on crimes against youth.<br><br>I would like to get clarification from the representative regarding youth or young people who have experienced physical violence or bullying, and as I spoke about | **ᕿᓐᖑᖅ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ. ᑕᒡᕙᓂ ᐅᓂᒃᑳᕐᕕᒋᔭᑕ ᐃᓗᐊᓂ 36-ᒥ ᒪᒃᐱᒐᖅᑐᖅ ᐅᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᐅᖃᐅᓯᖃᕐᕕᒋᔭᐃᑕ ᐃᓗᐊᓃᑦᑐᑕᖃᐅᕐᒪᑦ ᐅᓐᓂᖅᑐᖅᕼᐃᒪᔪᖃᐅᒻᒪᑦ ᑖᒃᑯᐊᓗᑦᑕᐅᖅ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐅᖃᐅᓯᖃᕐᕕᒋᔭᐃᑕ ᐃᓗᐊᓂ ᐅᓐᓂᖅᑐᖅᕼᐃᒪᐅᒻᒥᒃᒪᑕ. ᐅᓇ ᐱᓗᐊᖅᑐᒥᒃ ᐅᖃᐅᕼᐃᕆᓪᓗᐊᑕᖅᑯᑦ ᐅᐸᓗᒥ ᐃᐸᐸᒃᕼᐊᕐᓗ ᐃᓅᕼᐅᒃᑐᑦ ᐱᕋᔭᒃᑕᐅᖃᑦᑕᕐᓂᖏᑦᑕ ᒥᒃᓵᓄᑦ. | ᑖᓐᓇ ᑐᑭᕼᐃᕝᕙᓪᓕᕈᑎᒋᔪᒪᒃᓗᒍ ᑖᒃᑯᓄᓐᖑᖅᑲᒍ ᑭᒡᒐᖅᑐᐃᔨᐅᔪᓄᑦ ᐊᐱᖅᑯᑎᒋᔪᒪᒃᓗᒍ ᑕᐃᐸᓯᒪ ᒥᒃᓵ ᐃᓅᕼᐅᒃᑐᑦ ᐱᓂᕐᓗᖅᑕᒐᐅᖃᑦᑕᖅᑐᑦ, ᐊᓂᖅᑎᓇᔭᐅᖃᑦᑕᖅᑐᓪᓗᓐᓃᑦ, ᐃᐸᐸᒃᓴᖅ |

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| yesterday, some youths are timid and fearful. Whether it is to a social worker or to a health centre nurse, or even in a court setting and other places of work, youth generally feel scared and intimidated or that they are scared of authoritative figures. | ᐅᖃᐅᕼᐃᓇᕙᕋ ᐅᖃᐅᔪᒃᓴᒥᔅᓂᒃ ᐃᓕᕋᓱᒪᑕ. ᐅᑯᐊ ᐃᓄᓕᓇᔨᓪᓗᓐᓃᑦ ᐋᓐᓂᐊᖅᑐᓕᓇᔨᒃᑯᓪᓗᓐᓃᑦ ᐅᕝᕙᓗᓐᓃᑦ ᐃᖅᑲᖅᑐᐃᕝᕕᓕᓇᔨᒃᑯᑦ ᕼᐊᓐᓇᕕᐊᑕ ᐃᓗᐊᓂ ᐃᓕᕋᓱᖃᑦᑕᒪᑕ ᐅᕝᕙᓗᓐᓃᑦ ᑲᑉᐱᐊᕼᐅᖃᑦᑕᒻᒪᑕ. |
| Due to that reason, I would ask the child and youth representative: since these are not visible signs we can discern, how many times a year are sessions scheduled to provide assistance to youth? How many trips are scheduled into the smaller communities to provide these services or to hold meetings? I would like to understand, hence my question, Mr. Chairman. Thank you. | ᑕᐃᒻᓇ ᐱᔾᔪᑎᒋᓗᒍ ᐅᑯᐊ ᐃᓅᕼᐅᒃᑐᓂᒃ ᓄᑕᖅᑲᓂᒃ ᑭᒡᒐᖅᑐᐃᔨᐅᔪᑦ ᑕᒡᕙᓂ ᑕᐅᑐᓐᓇᓐᖕᒋᒐᑕ ᐅᓐᓂᖅᕼᐃᒪᔪᒥᒃ ᐊᐱᓇᔪᒪᒃᓗᒋᑦ: ᖃᓄᖅᓕ ᐅᑭᐅᕋᖕᒐᑦ ᐅᕝᕙᓗᓐᓃᑦ ᐅᑭᐅᓗᒃᑖᖕᒐ ᑕᐃᓐᓇ ᑲᒪᒋᔭᐅᓇᕼᐅᐊᒃᒪᑦ ᑖᑉᑯᓇᓐᖕᒐᑦ, ᖃᓄᖅᓕᑭᐊᖅ ᖃᑉᓲᖅᑕᖃᑦᑕᖅᐸᓕᑭᐊᖅ ᐅᑭᐅᖅ ᐊᑕᐅᕼᐃᖅ ᓄᓇᓕᖅᓱᓄᑦ ᑕᐃᑉᓱᒪ ᒥᒃᓵᓄᑦ ᐅᖃᐅᕼᐃᖃᐊᖅᑐᖅᓗᑎᒃ ᐅᕝᕙᓗᓐᓃᑦ ᑲᑎᒪᔭᖅᑐᖅᓗᑎᒃ? ᑐᑭᓯᔪᒪᑉᓗᖕᒐ ᐊᐱᓇᕗᖕᒐ, ᐃᒃᓯᕙᐅᑕᓖᒃ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. I'm going to turn this question to Lynn Matte, the Director of Child and Youth Services. Thank you. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᒥᔅ ᒫᑦᒧᑦ ᑐᓐᓂᖁᑎᒋᓂᐊᕋᒃᑯ ᓱᑭᓯᖅᓂᒃ ᑖᓐᓇ ᑲᒪᔨᐅᖃᑦᑕᖅᒪᑦ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. Prior to the pandemic and the travel restrictions that were put in place, our office had a goal to travel to 12 communities every year as a minimum and in 2019-2020 we made it to 11 communities and had two more visits that we had planned in those last few weeks of March, but those were cancelled. Visiting 12 communities every year meant that we were in communities once every two years. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒥᒃ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᖕᓂᒃ. ᓄᕙᒡᔪᐊᕐᓇᖅ ᑕᒪᓐᓇ ᐱᑕᖃᑕᐅᖅᑎᓐᓇᒍ ᑎᑎᕋᕐᕕᕗᑦ ᓄᓇᓕᖕᓄᑦ 12-ᓄᑦ ᐳᓛᓇᐊᖃᑦᑕᕈᒪᓚᐅᖅᑐᑦ ᐊᕐᕌᒍᑕᒫᖅ ᐅᓄᖕᒋᓛᖑᑎᓪᓗᒋᑦ 2020-ᒥ 11-ᓄᑦ ᓄᓇᓕᖕᓄᑦ ᐳᓛᓇᐊᓚᐅᖅᓯᒪᔪᒍᑦ ᐊᒻᒪᓗ ᒪᕐᕉᒃ ᐸᕐᓈᓇᓯᒪᒐᓗᐊᖅᓗᑎᒍᑦ ᑭᓯᐊᓂ ᑕᐃᒃᑯᐊ ᒪᕐᕉᒃ ᐅᐸᒍᓐᓇᓚᐅᖕᒋᑕᕗᑦ ᓄᕙᒃᔪᐊᕐᓇᖅ ᑎᑭᒻᒪᑦ ᐊᕐᕌᒍᑦ ᐊᓪᓗᖅᑕᕐᓗᒋᑦ. |
| We have since, in collaboration with our elder advisors, discussed new ways to engage communities and so we still have plans once travel restrictions are eased and communities are ready to have visitors coming in again that | ᐊᒻᒪᓗ ᐃᓐᓇᐃᑦ ᖃᐅᔨᒪᔨᑕᖅᐳᑦ ᑕᐃᒃᑯᐊ ᐊᖅᑯᑎᒋᓪᓗᒋᑦ ᓄᓇᓕᖕᓂᒃ ᐃᓚᐅᑎᑦᑎᓂᖅᓴᐅᓇᓱᒃᑐᒍᑦ ᐊᒻᒪᓗ ᐸᕐᓇᐅᓯᐅᖅᓯᒪᓪᓗᑕ ᓄᓇᓕᖕᓄᐊᖅᑕᒃᑲᓐᓂᕈᒪᓪᓗᑕ ᐃᓯᕈᓐᓇᖅᓯᒍᑦᑕ ᐳᓛᖅᑎᖃᕈᓐᓇᖅᓯᒃᐸᑕᓗ ᓄᓇᓖᑦ ᐊᔾᔨᒌᓐᖕᒋᑦᑐᑦ. |

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| we will still try to visit the same number of communities, but we will make those visits look a little bit different. We started out with a focus on making sure service providers were aware of our office and a bit of public engagement at the local Northern Store or the Co-op, or going to wherever children were doing evening activities and now the focus will be more on making sure that opportunities are available to community members, families, and young people to see us and less focus on service providers. | ᑕᐃᒫᑐᐃᓐᓇᖅ 12-ᓄᑦ ᓄᓇᓕᖕᓄᑦ ᐳᓛᕆᐊᕈᓐᓇᖅᑐᒍᑦ. ᑭᓯᐊᓂ ᐊᔾᔨᒋᓐᖕᒋᐅᔭᕐᓂᐊᓕᕐᒥᔭᖕᒐ ᒪᑯᐊ ᖃᐅᔨᒪᑎᓐᓇᓱᒃᑲᑦᑎᒍᑦ ᐱᔨᑦᑎᖅᑎᐅᕙᒃᑐᑦ ᖃᓄᐃᑦᑐᓂᒃ ᐊᑐᐃᓐᓇᖃᕐᒪᖔᑦᑕ ᐊᒻᒪᓗ ᖃᐅᔨᒪᔾᔪᑎᓂᒃ ᐋᖅᑭᒃᓱᐃᖃᑦᑕᖅᓯᒪᓪᓗᑕ ᑎᑎᕋᖅᓯᒪᔪᑦ ᐊᑐᐃᓐᓇᐅᓂᐊᕐᒪᑕ ᓂᐅᕕᕐᕕᖕᓂᒃ ᐅᐸᒃᑕᐅᒐᔪᒃᑐᓂᒃᓗ. ᒪᑯᐊ ᐃᓚᒌᕆᑦ ᒪᒃᑯᒃᑐᓪᓗ ᑕᒪᒃᑯᐊ ᓵᓐᖓᓗᐊᖑᐊᓚᐅᖅᑕᕗᑦ. | ᑕᐃᒃᑯᐊ ᐃᓐᓇᕐᓄᑦ ᖃᐅᔨᒪᔨᑕᕆᔭᕗᑦ ᐅᖃᐅᓯᕆᓚᐅᖅᑕᖕᒐ ᒪᓕᒃᓱᒋᑦ ᐋᖅᑭᒋᐊᕐᔫᒥᓚᐅᖅᑕᕗᑦ ᖃᓄᖅ ᐱᐅᓯᖃᕐᓂᕆᓲᕆᓂᕆᔭᕗᑦ ᓄᓇᓕᖕᓂᑦ. ᐃ, ᑕᑯᒃᑲᓐᓂᕈᒪᔪᒍᑦ ᒪᒃᑯᒃᑐᓂᒃ ᐱᓗᐊᕐᓗᒋᑦ ᐃᓚᖕᒋᓐᓂᒃᓗ ᐆᒃᑑᑎᒋᓗᒍ ᑕᐃᒪᐃᑦᑐᓂᒃ ᐊᑐᕐᓗᑕ ᓄᓇᓕᖕᓄᐊᖅᑕᕈᒪᓚᐅᖅᑐᒍᑦ 2020-21 ᐊᕐᕌᒍᖕᒐᓂ ᒫᓐᓇ, ᐃᓛᒃ ᓯᕗᓂᒃᓴᕐᑎᓐᓂ ᑕᐃᒪᐃᑦᑐᒪᔪᒍᑦ ᐳᓛᕆᐊᒃᑲᓐᓂᕈᓐᓇᖅᓯᒍᑦᑕ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ. | |
| That was some of the feedback we have received from our elder advisors in order to better engage Nunavummiut as a whole. You would see in our report that service providers have always been at the top of the list of people who make referrals to our office and we would like to see more referrals coming directly from young people and from their families. We intended to pilot that type of community visit in the 2020-21 fiscal year, but it has been delayed. It is still our plan to do that in the future. (interpretation) Thank you, Mr. Chairman. | | |
| **Chairman** (interpretation): Thank you. Mr. Qirngnuq. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᕿᓐᖓᖅ. | |
| **Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. Thank you very much for your response. We will be looking forward to seeing you in our community once restrictions are lifted. | **ᕿᓐᖓᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ ᖁᔭᓐᓇᒦᒃᓗ ᑭᐅᑦᑎᐊᕈᓐᓇᕐᒪᑦ. ᓂᕆᐅᓇᕈᒫᒪᓕᖅᑯᖅ ᖃᑯᒍ ᑕᐃᒪ ᑕᐃᒻᓇ ᓄᕙᖕᓇᔪᐊᖅ ᑲᑦᑐᖕᒐᓕᖅᐸᓪᓕᕐᔫᒥᔪᓐᓇᖅᐸᑦ. | |
| Moving on to another item that is also on page 38, under the reference to the Department of Justice, it mentions child-friendly court. Can the official from the Department of Justice provide a brief explanation of what child-friendly court is? Thank you, Mr. Chairman. | ᐊᓯᐊᓄᓐᖓᕐᓗᖓᑦᑕᐅᖅ ᑖᕝᓯᒪ ᐃᓗᐊᓃᑦᑑᒐᓗᐊᖅ ᓱᓕ, ᒪᒃᐱᒫ 38 ᐃᓗᐊᓂ. ᐅᓇ ᐃᖅᑲᖅᑐᐃᕕᓕᕆᔨᒃᑯᑦ ᐅᖃᐅᓯᕐᑲᕐᕕᒋᔭᑕ ᒥᒃᓵ ᑕᐸᑯᐊ ᓄᑕᖅᑲᑦ ᐃᖅᑲᖅᑐᒐᐅᕕᐊᑕ ᖃᓄᖅ ᑐᓐᖓᓇᕐᔫᒥᔪᒃᑯᑦ ᐅᖃᖅᓯᒪᖕᒪᑦ, ᑕᒻᓇ ᐃᖅᑲᖅᑐᐃᕕᓕᕆᔨᒃᑯᓐᓂᖕᒐᖅᑐᖅ ᐅᖃᐅᓯᕐᑲᕈᓐᓇᖅᐸᓪᓗᓐᓃᑦ ᓇᐃᑦᑑᒐᓗᐊᒥᒃ ᑐᑭᓯᕚᓕᕈᒪᓪᓗᖓ ᑖᐸᓯᒧᖓ, ᐃᒃᓯᕙᐅᑕᓖᒃ ᖁᔭᓐᓇᒦᒃ. | |
| **Chairman** (interpretation): Thank you. Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᒫᓐᓯᐊᓪ. | |

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| **Mr. Mansell** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the Member for the question. It's a very good question because court can be an unfriendly place for children and an intimidating place for children. | **ᒫᓐᓯᐊᓪ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᓴᑎᒍᑦ) ᖁᔭᓐᓇᒥᖅᓗᒍ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᖕᓂ, ᐊᐱᖅᑯᑎᑦᑎᐊᕙᓗᒃ. ᐃᖅᑲᖅᑐᐃᕕᑦ ᑐᓐᖓᓇᖕᒋᑦᑐᕈᓗᖅᑲᑦᑕᖅᒪᑕ ᒪᑯᓄᖓ ᓱᕈᓯᖅᓄᑦ ᖁᓄᓐᓇᖅᓗᓂᓗ. |
| I talked in my opening statement about some of the work that we're trying to do; developing child-friendly materials related to separation and divorce, but also when it comes to children that are appearing in court, one of the things that our Victim Services along with Court Services do is they bring the child into the court before the hearing, a week before when it's empty, there's nobody there, and familiarize them with where they will sit and who the parties are. I let them sit in the witness box and talk them through the process and answer any questions they might have about the court and how it works. For some children and some matters, it is enough to allow them to appear in court and feel comfortable. | ᒫᓐᓇ ᐋᖅᑭᒃᓱᐃᕙᓪᓕᐊᔪᒍᑦ ᒪᑯᐊ ᓱᕈᓯᖅᓄᑦ ᑐᕌᖓᔪᓄᑦ ᐅᖅᑲᓕᒫᒐᓂᒃ ᐱᑕᖅᑲᖅᓗᑕ ᐊᕕᑦᑐᖅᑲᖅᓂᖅᐸᓪᓘᓐᓃᑦ ᐊᖓᔪᖅᑳᖕᒋᑦ ᑕᒪᒃᑯᓄᖓ ᑐᕌᖓᔪᑦ ᐃᖅᑲᖅᑐᐃᕕᑦ ᐃᓯᖅᓯᖅᑐᖅᐳᑦ ᓱᕈᓯᖅᒥᑦ ᓈᓚᖕᓂᖅ ᑖᓐᓇ ᐃᓄᖅᑲᖕᒋᓐᓂᖓᓂ ᑕᐃᑯᖓ ᐃᖅᑲᖅᑐᐃᕕᖕᒧᑦ ᑕᑯᔭᖅᑎᑦᑎᖅᑲᑦᑕᖅᑐᑦ ᓇᓂ ᐃᒃᓯᕙᖅᓂᐊᖅᒪᖕᒑᑦ ᑭᒃᑯᓪᓗ ᖃᐃᖅᑯᔭᐅᓂᐊᖅᒪᖕᒑᖕᒋᑦᑕ ᓇᓂᓗ ᐃᒃᓯᕙᖅᓂᐊᖅᒪᖕᒑᑕ ᐊᒻᒪ ᐱᓕᒻᒪᒃᓴᖅᐸᒋᖅᑎᖅᓗᑎᒍᑦ ᖃᓄᐃᑦᑐᓂᒃ ᐊᐱᖅᑯᑎᒃᓴᓂᒃ ᐊᐱᖅᓱᖅᑕᐅᒐᔭᖅᒪᖕᒑᑕ. ᑕᐃᒪᓐᓇ ᐃᓗᖅᓇᔭᖅᑎᒃᑲᓐᓂᕋᓱᒃᓗᑎᒍᑦ ᐅᐸᓗᖕᒐᐃᔭᖅᑲᑦᑕᖅᑕᕗᑦ. | |
| In some matters, particularly those involving sexual assault or severe violent crimes when a young person is a witness, they may not be comfortable or our Victim Services staff will know that that young person should not be in court facing the accuser and our Court Services has two options in that case. There is a screen that the young person would sit behind that separates them from the rest of the court or in other cases we can even allow them to testify by closed-circuit television. That work is ongoing to develop more ways to help young people feel more comfortable in court. | ᒪᑯᐊᓗ ᖁᓄᔪᖅᓂᐊᖅᑕᕕᓃᑦ ᐅᕝᕙᓘᓐᓃᑦ ᑕᑯᓐᓇᖅᓂᖅᐸᑦ ᐅᓗᓇᐊᓇᖅᑐᒥᒃ ᐃᓄᐊᖅᓂᖅᒥᒃᓘᓐᓃᑦ ᐃᓗᖅᓇᔭᖕᒋᒻᒪ ᓱᖅᑲᐃᒪ ᑕᐃᑯᓐᖕᒐᖅᑕᐅᒍᓂ, ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᖃᐅᔨᒪᕙᒋᖅᑎᓲᓇᔭᕗᑦ ᑕᐃᓐᓇ ᐱᓂᖅᓗᒃᓯᓚᐅᖅᑐᖅ ᑕᕝᕙᓂᑦᓴᐃᓈᖅᑲᑎᒋᓂᐊᖕᒋᒻᒪᒍ ᑖᓐᓇ ᓱᖅᓗ ᑕᓗᐊᖅᑲᖅᑐᒥᓐᓇᔭᖅᒪᑦ ᑕᑯᓐᓇᔭᖕᒋᒻᒪᑦ ᑕᐃᑲᓃᑦᑐᖅᑲᖅᒪᑦ. ᐃᓛᓐᓂᒃᑯᓪᓘᓐᓃᑦ ᒪᑯᑎᒎᓇ ᑕᓚᕕᓴᒃᑯᖕᒐᖅ ᐊᐱᖅᓱᖅᑕᐅᓲᑦ. ᒫᓐᓇ ᑕᒪᓐᓇ ᐱᓕᕆᐊᓈᓐᓇᖅᑕᕗᑦ ᖃᓄᖅᑑᕈᑎᒌᓐᓇᖅᓗᑎᒍᓗ ᒪᒃᑯᒃᑐᑦ ᐃᖅᑲᖅᑐᐃᕕᓕᐊᕆᐊᖅᑲᕈᑎᒃ ᐃᓗᖅᓇᔭᖅᓂᖅᓴᐅᓂᐊᖅᒪᑕ. | |
| We had an open house career fair at the court as well a few months ago where we invited anybody from the community to come in and visit the court and also learn about jobs in justice, but it was also an opportunity just for people to drop in and get some swag and learn | ᐃᖅᑲᖅᓇᐃᔭᖅᑐᓕᕆᓂᖅ ᑕᒪᓐᓇ ᓴᖅᑭᔭᖅᑎᑕᐅᑎᓪᓗᒍ, ᑕᖅᑮᒃ ᒪᖅᑑᒃ ᑐᓐᖓᓱᒃᑎᑦᑎᓚᐅᖅᑐᒍᑦ ᑭᒃᑯᑐᐃᓐᓇᖅᓂᒃ ᐃᖅᑲᖅᑐᐃᕕᖕᒥᒃ ᑕᑯᓇᒃᑎᖅᓗᑎᒍᑦ ᐃᓕᓐᓂᐊᖅᑎᖅᓗᑎᒍᓪᓗ |

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| about the court and what we do. As I say, the court can be an intimidating place for young people and for Nunavummiut and so we are doing our best. | ᖃᓄᐃᓕᐅᖃᑦᑕᖅᒪᖕᒑᑦᑕ ᐃᖅᑲᖅᑐᐃᕕᐅᑉ ᐃᓗᐊᓂ. ᐃ̇, ᐅᖃᖅᑲᐅᒐᒪ ᐃᖅᑲᖅᑐᐃᕕᒃ ᒪᒃᑯᒃᑐᓄᑦ ᐊᒻᒪᓗ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐃᓗᕐᓇᔾᕕᐅᖃᑦᑕᖏᒻᒪᑦ ᑐᓐᖓᓇᖏᑦᑑᖕᒪᑦ. |
| With respect to one of the other related items in the report, access to community halls blocked by the court, so our court is a travelling court. Generally when there are no restrictions on travel, there are two courts flying around territory at any time and it's our mandate as a department to bring the justice system to Nunavummiut where they live. | ᐊᓯᖏᑦᑕᐅᖅ ᑕᒪᒃᑯᓄᖓ ᑐᕌᖓᔪᑦ ᐱᓐᖑᐊᕐᕕᖕᒥᑦ ᑕᐃᒃᑯᐊ ᐃᖅᑲᖅᑐᐃᕝᕕᑦ ᓄᓇᓕᖕᓄᐊᖅᑕᓕᕌᖓᒥᒃ ᐊᑐᒡᒍᖕᒪᑕ ᐊᒻᒪᓗ ᖃᖓᑐᐃᓐᓇᑦᑎᐊᖅ ᐃᖅᑲᖅᑐᐃᓵᑦ ᓄᓇᓕᖕᓄᐊᖅᑕᖅᑲᑦᑕᕐᒪᑕ ᒪᕐᕉᒃ ᐊᕕᒃᓯᒪᓪᓗᑎᒃ ᓄᓇᓕᖕᓂ ᑲᒪᒋᔭᐅᔭᕆᐊᖃᖅᑐᑦ ᑕᐃᒃᑯᐊ ᐱᓕᕆᐊᕆᔭᐅᓂᐊᕐᒪᑕ. |
| Part of the problem is that we are limited in the facilities in the communities that can handle the amount of people and the technological requirements and the requirements to hold a court, and so we often have to use the community hall or the gym in the school and that does disrupt the community. When booking, our court staff do the best they can to ensure that we're not interfering with community events and that sort of thing, but in order to bring court to the communities, we often do have to sometimes disrupt those communities. | ᒫᓐᓇ ᓄᓇᓕᖕᓂ ᐱᓐᖑᐊᕐᕕᑦ ᐋᖅᑭᒋᐊᒃᑲᓐᓂᖅᑕᕗᑦ ᖃᔅᓯᓂᒃ ᐃᓄᖃᕈᓐᓇᕐᒪᖕᒑᖏᑦᑕ ᑕᒪᒃᑯᐊ ᑎᑎᕋᖅᐸᓪᓕᐊᔭᕗᑦ ᐋᖅᑭᒃᓯᒪᕙᒋᕐᓂᐊᕋᑦᑕ ᐱᓐᖑᐊᕐᕕᖕᓃᒡᒍᒐᑦᑕ ᐊᒻᒪᓘᓐᓃᑦ ᐃᓕᓐᓂᐊᕐᕕᑦ ᐱᓐᖑᐊᕐᕕᖕᒋᓐᓂᒃ ᓱᕐᓗ ᐱᓕᕆᓂᐅᒡᒍᔪᑦ ᑕᒪᒃᑯᐊ ᓄᖅᑲᕐᓗᑎᒃ ᑭᓯᐊᓂᐅᖃᑦᑕᕐᒪᑕ ᑎᑭᑦᑕᕌᖓᑕ ᓄᓇᓕᖕᓄᐊᕌᖓᑦᑕ ᑕᐃᒪᓐᓇ ᐅᐸᓗᖓᐃᔭᕋᓱᖃᑦᑕᖅᑐᒍᑦ ᓄᖅᑲᖅᑎᑦᑎᖃᑦᑕᕋᑦᑕ ᒪᑯᓂᖓ ᓴᖅᑭᔾᕋᓱᒃᑐᓂᒃ. |
| We are sending sheriffs along with the circuit court now and we are exploring the idea that the sheriffs, again, being a tool to show people opportunities in justice and to make the court a little friendlier to communities. (interpretation) Thank you. | ᒪᑯᐊᓗ ᐅᐊᑦᓯᔨᑦ ᓇᒃᓴᖃᑦᑕᕐᒥᔭᕗᑦ ᒫᓐᓇ ᐃᓚᐅᑎᖃᑦᑕᓕᕐᒥᔭᕗᑦ. ᑕᐃᒃᑯᐊᓗ, ᐃᓛᒃ ᖃᐅᔨᒪᑎᓐᓇᓱᒃᓗᑎᒍᑦ ᑕᐃᒃᑯᐊ ᓄᓇᓖᑦ ᖃᓄᖅ ᐊᐅᓚᓂᖃᖃᑦᑕᕐᒪᖕᒑᑦᑕ ᑐᓐᖓᓇᕐᓂᖅᓴᐅᕐᑯᓪᓗᒍ. (ᑐᒑᔨᑎᒍᕈᓐᓂᖅᑐᖅ) ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Qirngnuq. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᕿᓐᖑᖅ. |
| **Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I also thank the official from the Department of Justice for that clarification. | **ᕿᓐᖑᖅ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ ᖁᔭᓐᓇᒥᒡᓗ ᐃᖅᑲᖅᑐᐃᕝᕕᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᔨᖁᑎᒋᔭᓂᓐᖓᖅᑐᖅ ᑖᒻᓇ ᑐᑭᓯᓐᓇᖅᓯᕙᓪᓕᖁᖅ. |
| What about the court system and related processes, such as the legal aid or assistance? Are our youth provided any assistance when | ᑕᑉᓱᒪᑦᑕᐅᖅ ᐃᒡᓗᐊᓂ ᐅᑯᐊ ᐃᖅᑲᖅᑐᐃᕝᕕᖕᒧᑦ ᐃᑲᔪᖅᑕᐅᕝᕕᐅᖃᑦᑕᖅᑐᑦ ᑕᐃᑉᑯᐊ ᐃᓅᓱᒃᑐᑦ ᖃᓄᐃᓕᐅᕌᖓᑕᓗᓐᓂᑦ |

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| they are facing charges for events they undertook? This is usually when legal aid or a worker begins to provide counselling or legal advice. | ᐃᖅᑲᖅᑐᒐᒃᓴᐅᓂᐊᓕᕌᖓᑕ ᐃᑲᔪᖅᑎᒋᔭᐅᔪᓂᒃᑕᐅᖅ ᑲᒪᒋᔭᐅᓕᖅᑲᑦᑕᕐᒪᑕ. |
| However, not enough effort is provided to ensure they completely understand the consequences of their actions, and due to their lack of knowledge, it leads to severe mental stress, resulting in suicidal actions, especially with our youth, as this occurred in our community, and this was not a very pleasant experience for local elders. Obviously this occurs in many other communities with that kind of resulting action. | ᑭᓯᐊᓂ ᖃᓄᖅᑑᕈᑎᒃᓴᒥᖕᓂᒃ ᑐᑭᓯᐅᒪᑖᖅᑲᑦᑕᖕᒋᓐᓂᖕᒋᓐᓄᑦ ᐃᓚᖕᒋᑦ ᐱᔾᔪᑕᐅᖅᑲᑦᑕᕐᒪᑕ ᐃᒥᖕᓂᒃ ᑲᒪᒋᓕᖅᓗᑎᒃ ᐃᓅᓱᒃᑐᑦ ᑕᐃᑉᑯᐊ ᑕᐃᑲᓂ ᐊᖕᒋᕐᕋᑉᑎᒥᓂᒃ ᑕᐃᓐᓇ ᐅᕙᑉᑎᓐᓄᒃ ᖁᕕᐊᓇᖕᒋᑦᑑᓪᓗᓂ. ᓇᓗᓇᖕᒋᑦᑐᖅᑕᐅᖅ ᓄᓇᓕᖕᓂ ᑕᐃᒪᐃᑦᑐᖅᑲᓚᐅᖅᐸᖕᒪᑦ ᖃᑯᑎᒃᑯᑦ ᓇᓗᓇᙵᒋᒻᒪᑦ. |
| In order to try to alleviate the mental stresses placed on them, what type of information is provided to the youth? I would appreciate it if the Department of Justice can provide an overview of the types of actions that are provided to the youth. I would like to understand more of the process, Mr. Chairman, which is why I am asking about this. Thank you. | ᑕᐃᓐᓇ ᑎᐊᓐᓇᐃᑦᑑᖕᒋᑉᐸᓪᓕᕈᓐᓇᖅᑯᓪᓗᒍ ᖃᓄᖅᓕ ᓯᕗᒧᒃᑲᐃᓕᖅᐹᓪᓕᕈᓐᓇᖅᐸᑦ? ᑖᒃᑯᐊ ᐃᖅᑲᖅᑐᐃᕕᓕᕆᔨᒃᑯᓐᓂᖕᒑᖅᑐᑦ ᑕᐃᑉᓱᒪ ᒥᒃᓵᓄᑦ, ᐃᒃᓯᕙᐅᑕᓖᒃ ᑐᑭᓯᑦᑎᐊᕈᒪᓪᓗᖓ ᐊᐱᕆᕗᖓ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. ᒥᔅᑕ ᒫᓐᓯᐊᓪ |
| **Mr. Mansell**: I could follow up if there is any information I haven't shared. | **ᒫᓐᓯᐊᓪ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᓯᓕ ᓂᓪᓕᐅᑎᖅᑲᖕᒋᓐᓂᕈᒪ ᑕᐃᒃᑯᐊ ᑎᑎᖅᑲᑎᒍᑦ. |
| Also, just to highlight that when a young person becomes involved in the justice system, often in Nunavut they are able to avoid the court system altogether through the community justice committees. Community justice committees have representatives of all ages and they have special regard for youth and elders in the community, and they provide an ability to review the offence, facilitate dialogue between the young person and the offender so they understand the impact of their crime, and to facilitate community-based consequences for their actions. | ᓇᓗᓇᐃᔭᕈᓐᓇᖅᑕᒃᑲ ᒪᒃᑯᒃᑐᒥᒃ ᐃᖅᑲᖅᑐᐃᕕᒃᑎᒍᖅᑐᖅᑲᓕᕌᖓᑦ ᑕᐃᑰᓇᕐᓗᓂ ᑭᓯᐊᓂᐅᓲᖑᖕᒪᑕ ᐃᓛᓐᓂᒃᑯᑦ ᐃᖅᑲᖅᑐᐃᔨᐊᓛᒃᑰᖕᒋᓪᓗᑎᒃ ᑕᐃᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᑯᓗᖅᑲᕐᒪᑕ ᐃᖅᑲᖅᑐᐃᕝᕕᓕᕆᔨᐅᔪᓂᒃ ᐊᕐᕌᒍᖕᒋᑦ ᐊᔾᔨᒌᓐᖕᒋᑦᑑᓪᓗᑎᒃ ᑕᐃᒃᑯᐊ ᐃᖅᑲᖅᑐᐃᔨᐊᓛᑦ ᕿᒥᕐᕈᓇᒍᓐᓇᖅᑲᑦᑕᖅᑐᑦ ᖃᓄᐃᑦᑐᓂᒃ ᐱᕐᑯᔭᓂᒃ ᓯᕐᑯᒥᑦᑎᓚᐅᕐᒪᖔᑦ ᑐᑭᓯᓯᒪᕙᒌᕈᓐᓇᕐᓂᐊᕐᒪᑕ ᖃᓄᑎᒋ ᐅᕐᑯᒪᐃᑎᒋᖕᒪᖔᑦ ᑕᐃᓐᓇ ᓯᕐᑯᒥᓚᐅᖅᑕᖕᒐᒃ ᐱᕋᔭᖕᓂᓇᓚᐅᖅᑕᖕᒐᓗᓐᓃᑦ. ᐊᔪᕐᓇᖕᒋᑦᑕᕌᖓᑦ ᓄᓇᓕᖕᓂ ᑲᒪᒋᔭᐅᑎᓐᓇᓱᖅᑲᑦᑕᖅᑕᕗᑦ. |

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| In addition, we have discussed the Therapeutic Justice Program which was launched in Cambridge Bay and recently expanded to Arviat. The Therapeutic Justice Program is somewhat similar to the community justice committees in that it provides a diversion from regular court. If you're charged, you can go to the Therapeutic Justice Program and they set up a plan of care and a number of treatments and sort of stepping stones that you have to do and, if you meet that, your charges may be dismissed. | ᑖᓐᓇᐅᖅᑲᐅᖕᒥᑎᓪᓗᒍ ᐊᕐᕕᐊᓂ ᐱᒋᐊᕈᑎᖅᑲᖅᓱᑕ ᐋᒃᑲᓕᐊᓯᑦ, ᐃᖃᓗᒃᑑᑦᑎᐊᕐᒥ ᐱᒋᐊᕈᑎᒋᓚᐅᖅᓱᑎᒍᑦ ᐊᕐᕕᐊᑦ ᐃᓚᓕᐅᑎᓚᐅᖅᑕᕗᑦ ᐃᖅᑲᖅᑐᐃᕕᓕᓇᓂᖅ, ᓲᕐᓗ ᐃᖅᑲᖅᑐᐃᕕᐊᓛᖅᑎᑐᑦ ᐊᐅᓚᓵᒐᓗᐊᑦ ᑭᓯᐊᓂ ᑕᐃᒃᑯᐊᑦᑕᐅᖅ ᐊᖅᑯᑎᒋᔭᐅᔪᓐᓇᖅᑐᑦ ᐸᓯᔭᒃᓴᓐᖑᖅᑎᑕᐅᓐᓂᕈᕕᑦ ᑕᐃᒃᑯᐊ ᐊᖅᑯᑎᒋᔭᐅᖕᒐᕈᓐᓇᖅᑐᑦ ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᑲᑎᒪᔨᐊᓛᑦ ᐋᖅᑭᒃᓱᐃᓗᑎᒃ ᖃᓄᐃᓕᐅᓇᐊᖃᕐᓂᐊᕐᒪᖕᒐᖕ ᖃᖕᒐᐅᓕᕋᖕᒐᓪᓗ ᑖᒃᑯᐊ ᐊᖅᑯᑎᒋᔭᐅᓲᑦ. ᑖᒃᑯᐊ ᐊᑐᓇᐊᖃᖅᑕᑎᑦ ᐊᑐᖅᑕᐃᓐᓇᓇᒍᕕᒋᑦ ᖁᔭᓈᖅᑖᐅᔪᓐᓇᖅᑐᖅ ᐃᖅᑲᖅᑐᐃᕕᒃᑰᕈᑎᒋᓂᐊᓚᐅᖅᑕᐃᑦ. |
| The Therapeutic Justice Program is available to young people as well as adult offenders and during the pilot year, 16 clients successfully completed the program and had their charges dismissed upon completion of the Therapeutic Justice Program and five of those were youth under the age of 19. (interpretation) Thank you. | ᑕᒪᒃᑯᐊ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᑦ ᒪᒃᑯᒃᑐᓄᑦ ᐃᓐᓇᕐᓄᓪᓗ 16 ᐱᔭᕇᖅᓯᓚᐅᖅᓯᒪᔪᑦ ᑕᒪᑐᒪᓂ ᐊᕐᕌᒍᒥ ᐊᑐᓇᐊᖃᖅᑕᒥᖕᓂᒃ ᐃᓗᓐᓇᖕᒋᓐᓂᒃ ᒪᓕᐊᓂᖕᒪᑕ ᐃᖅᑲᖅᑐᐃᕕᒃᑎᒍᕈᓐᓃᖅᓱᑎᒃ. ᑕᓪᓕᒪᑦ ᒪᒃᑯᒃᑑᓚᐅᖅᓱᑎᒃ 19 ᑐᖕᒐᓂ ᐊᕐᕌᒍᓖᑦ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Moving on. Mr. Simailak. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᑲᔪᓯᓗᑕ. ᒥᔅᑕ ᓯᒪᐃᓚᒃ. |
| **Mr. Simailak**: Thank you, Mr. Chairman. I'm directing my question to the representative. On page 35, it is Recommendation No. 1 to Arctic College's 10-year strategic plan consultation. I'm wondering if you have any updates yet on that. Recommendation No. 1 is "Seek input from young people as part of a broader consultation process." | **ᓯᒪᐃᓚᒃ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑐᕋᖅᑎᓪᓗᒍ ᐊᐱᖅᑯᑎᒐ ᑭᒐᖅᑐᐃᔨᒧᑦ. ᒪᒃᐱᒐᖅ 35-ᒥᑦ ᐊᑐᓕᖁᔭᐅᔪᖅ ᓈᓴᐅᑎᖕᒐ 1 ᓯᓚᑦᑐᖅᓴᕐᕕᖕᒧᑦ ᐅᑭᐅᓄᑦ ᖁᓕᓄᑦ ᐸᕐᓇᖕᓂᖅ, ᐅᖃᓇᐊᒃᑲᓐᓂᕈᓐᓇᖅᐱᑦ ᑖᓐᓇ ᐊᑐᓕᖁᔭᐅᔪᖅ ᑐᓴᕋᓱᖕᓂᐅᑉ ᐃᓚᒋᓗᓂᐅᒃ. |
| Let me quickly explain why I'm bringing this up. Coming from Baker Lake, it's not a civil servant town. There are not much jobs for our youth. I throw a rock in any direction here in Iqaluit and there is a civil servant position. I can't do that in Baker Lake. We're a mining town and a lot of our youth do want to work for the mining sector. It could be for the mine themselves or for one of the subcontractors, but they need the training for something like | ᐅᖃᐅᓯᕆᑲᐅᖅᑐᓚᐅᖅᓚᒍ ᓱᒻᒪᑦ ᑕᒪᓐᓇ ᓴᖅᑭᑦᑎᒻᒪᖕᒐᒃᑯ. ᖃᒪᓂᑦᑐᐊᕐᒥᖕᒐᖅᑐᖕᒐ ᒐᕙᒪᒃᑯᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖅᕕᐅᓇᓂ ᒪᒃᑯᒃᑐᑦ ᐃᖅᑲᓇᐃᔾᒃᓴᖃᓗᐊᖕᒋᑦᑐᑦ, ᐃᖃᓗᖕᓂ ᐃᖅᑲᓇᐃᔾᒃᓴᓄᑦ ᐸᕐᓇᒍᓐᓇᕐᒪᑕ ᑭᓯᐊᓂ ᖃᒪᓂᑦᑐᐊᕐᒥ ᑕᐃᒪᐃᓗᐊᕈᓐᓇᖕᒋᒻᒪᑕ ᐅᔭᕋᖕᓂᐊᕐᕕᒃᑦ ᐊᓯᖕᒋᓐᓄᑦ. ᐅᔭᕋᖕᓂᐊᕐᕕᐅᖕᒪᑕ ᒪᒃᑯᒃᑐᕗᑦ ᑭᓯᐊᓂ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᓯᒪᔭᕆᐊᖃᕐᒪᑕ |

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| that and I'm wondering if you have any updates on this Recommendation No. 1, if I can ask that, Mr. Chairman. Thank you. | ᐃᓱᒪᔪᖕᒐ, ᐅᖃᓇᐊᒃᑲᓐᓂᕐᕕᒋᔪᓐᓇᖅᐱᐅᒃ ᑖᓐᓇ ᐊᑐᓕᕐᑯᔭᐅᓯᒪᔪᖅ ᓈᓴᐅᑎᓕᒃ 1-ᒥ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Again with permission, I would like to ask Lynn Matte, the Director of Child and Youth Services, to respond to that question. Thank you. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓕᓐ ᒫᑦ ᒪᒃᑯᒃᑐᓕᕆᔨᐅᔪᖅ ᑭᐅᖁᔪᓐᓇᕈᒃᑯ. ᖁᔭᓐᓇᒦᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. We did receive a response from the college; it just wasn't in 2019-2020, so that's why it's not in the report in front of you and we will include that in full detail in our next report. | **ᒫᑦ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃᓗ ᐊᐱᖅᑯᑎᒋᔭᕐᓄᑦ. ᑐᓂᔭᐅᓚᐅᖅᓯᒪᔪᑦ ᑭᐅᔭᐅᓚᐅᖅᓱᑕᓗ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ 2019-2020-ᒥ ᑕᕝᕙᓃᑦᑲᒃ ᐅᓂᒃᑳᕐᒥ ᐱᖃᓯᐅᑎᓂᐊᖅᑕᕗᑦ ᓈᒪᑦᑎᐊᕐᓗᓂ ᐅᓂᒃᑳᓕᐅᓕᕐᒥᒍᑦᑕ. |
| In answer to your question, the college did confirm with us that they took steps to engage with young people to find out from them what they would like to see in the college going forward. (interpretation) Thank you, Mr. Chairman. | ᑭᐅᓗᑎᑦ, ᓯᓚᑦᑐᖅᓴᕐᕕᒃ ᐅᖃᓚᐅᖅᓯᒪᔪᖅ ᐅᕙᑦᑎᓐᓄᑦ ᐱᓕᕆᐊᖅᓯᒪᔪᒡᒍᖅ ᒪᒃᑯᒃᑐᓂᒃ ᐱᓕᕆᖃᑎᖃᒃᑲᓐᓂᕋᑦᑕ ᑭᓯᓂᒃ ᑕᑯᔪᒪᒃᑲᓐᓂᕐᒪᖔᑦᑕ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᒥ ᐃᓕᓐᓂᐊᒐᒃᓴᓂᒃ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. Mr. Simailak, are you done? Okay. I have no more names on my list. Do members have any questions? (interpretation ends) On page 37 under systemic issues, one of the issues listed here is school attendance and it's listed under the Department of Education and the Department of Family Services. I'm wondering if the representative can give us an understanding of what that systemic issue listed there is. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ, ᒥᔅᑕ ᓯᒪᐃᓚᒃ ᑕᐃᒫᖅᐲᑦ? ᐅᑭ. ᐊᑎᖁᑎᖃᕈᓐᓃᖅᑐᖕᒐ. ᐊᐱᖅᑯᑎᒃᓴᓖᑦ. (ᑐᓵᔨᑎᒍᑦ) ᒪᒃᐱᒐᖅ 37-ᒥ ᑕᒪᒃᑯᐊ ᑕᐃᒪᕐᓴᐃᓐᓈᖕᒋᓐᓇᖅᑐᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᕕᖕᒧᑦ ᐅᐸᖃᑦᑕᖅᑐᓄᑦ ᐅᖃᐅᓯᕐᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐃᓄᓕᕆᔨᒃᑯᓪᓗ ᐅᖃᐅᓯᕆᔪᒪᓪᓗᒍ, ᑭᒡᒐᖅᑐᐃᔨᖃᐃ ᑐᑭᓯᒋᐊᖅᑎᑦᑎᒃᑲᓐᓂᕈᓐᓇᐸ ᓇᐅᒃᑯᑦ ᑕᐃᒪᐃᓐᓇᑦᑕᐃᓐᓈᖕᒋᓐᓇᓕᖅᓯᒪᔪᑦ ᑭᓲᖕᒪᖔᑕ? ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. The matter of school attendance | **ᒫᑦ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃᓗ ᐊᐱᖅᑯᑎᖕᓄᑦ. ᐃᓕᓐᓂᐊᓇᐊᖅᐸᒃᑐᑦ |

had been raised to our office's attention numerous times and some of the ways that it was being raised to our attention was in connection to the question of whether or not young people who are not attending school is potentially a flag that they may be a young person in need of protection. It is a topic that has been discussed with departments at Standing Committee at the last appearance.

In 2019-2020 we were still considering it a joint issue, but I will give you a little bit of information on our next year's report. We have pulled that issue apart. Departments told us that while a young person not attending school may be of concern in and of itself as a single reason, it would not constitute a child in need of protection, but it in combination with other factors could be red flags that there are some concerns for that young person's well-being.

In the future years' reports you will see that issue pulled apart a little bit more so that we are keeping school attendance as an issue connected with the Department of Education on its surface and then we are delving into whether or not there is adequate protection for young people and whether or not reports of concern are being investigated and sits as a separate issue with the Department of Family Services because, as a stand-alone item, school attendance on its own, we have been told, does not constitute a child in need of protection, although it may be a concern in conjunction with other factors. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you for clarifying that. For the Department of Family Services, on page 36, two of the systemic issues listed in this annual report involve guardianship orders. Can you describe the challenges faced when guardianship orders are put in place for Nunavut children and youth and what the

ᐅᕙᑦᑎᓐᓅᖅᑕᐅᓯᒪᓕᕐᒪᑦ ᖃᑦᓯᐊᖅᑎᑲᓪᓚᒃ. ᐅᕙᑦᑎᓐᓄᓪᓕ ᐅᖃᐅᓯᐅᓚᐅᖅᑐᖅ ᐊᒃᑐᐊᓂᖃᕐᓂᖅᑐᓂ ᐊᐱᖅᑯᑎᕗᑦᑕᐅᖅ ᒪᒃᑯᒃᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒧᑦ ᐅᐸᒍᑎᖃᑦᑕᖏᑦᑐᑦ ᖃᐅᔨᒋᐊᕐᑯᔭᐅᓪᓗᑎᒃ ᑖᓐᓇ ᒪᒃᑯᒃᑐᖅ ᐃᓕᓐᓂᐊᕆᐊᓐᖏᓐᓇᓕᖅᑐᖅ ᐃᓱᒫᓗᓇᖅᓯᖏᒃᑲᓗᐊᕐᒪᖔᑦ ᓴᐳᔭᐅᒋᐊᕆᐊᖃᓕᖏᒃᑲᓗᐊᕐᒪᖔᓪᓘᓐᓃᑦ. ᑖᓐᓇᓗ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒋᓪᓗᓯᐅᒃ ᐅᖃᐅᓯᕆᓚᐅᕐᒥᔭᓯ ᒪᓕᒐᓕᐅᖅᑎᑦ ᑲᑎᒪᔨᕋᓛᖑᔪᑦ ᓵᖕᒐᓐᓄᑦ ᐅᓂᒃᑳᕆᐊᖅᑐᕋᕋᑦ.

2019-2020 ᐊᕐᕌᒍᖕᒐᓂ ᓱᓕ ᑕᒪᓐᓇ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒋᓚᐅᖅᑕᕗᑦ ᑕᒪᒃᑮᖕᓄᑦ ᐱᔾᔪᑎᒋᔭᐅᓯᒪᓂᖕᒐᓄᑦ. ᐊᕐᕌᒍᓂᐊᖅᑐᖅ ᐅᓂᒃᑳᑦᑕ ᐃᓗᐊᓃᓐᓂᐊᖅᑐᖅ ᑖᓐᓇ ᐃᓗᓕᓕᒫᑯᓗᐊ ᑕᑯᓇᒋᐊᖅᓯᒪᔭᕗᑦ, ᐱᓕᕆᕕᐅᔪᑦ ᐅᕙᑦᑎᓐᓂᒃ ᐅᖃᐅᔾᔨᓯᒪᖕᒪᑕ ᒪᒃᑯᒃᑐᖅ ᐃᓕᓐᓂᐊᕆᐊᑲᑕᒃᑎᓐᓇᒍ ᐃᓱᒫᓗᓇᑐᐃᓐᓇᕆᐊᖃᕐᓂᖕᒐᓂᒃ ᐃᒻᒥᒃᑰᖕᒐᑐᐃᓐᓇᕐᓗᓂ ᑕᒪᓐᓇ, ᐱᔾᔪᑎᒃᓴᐅᓇᔭᖏᒻᒪᑦ ᓴᐳᑎᔭᐅᒋᐊᕆᐊᖃᓕᕈᑎᒃᓴᖕᒐᓄᑦ. ᑭᓯᐊᓂ ᐊᓯᖏᑦ ᐱᔾᔪᑎᒃᓴᐅᔪᑦ ᑕᒪᔭᐅᑎᓪᓗᒋᑦ ᓇᓗᓇᐃᒃᑯᑕᐅᖃᓯᐅᑎᔪᓐᓇᖅᑐᖅ ᓴᐳᑎᔭᐅᒋᐊᕆᐊᖃᓕᕐᓂᖕᒐᓂᒃ.

ᑕᐃᒪᐃᓐᓂᖕᒐᓄᑦ ᓯᕗᓂᑦᑎᓐᓂ ᐅᓂᒃᑳᓕᐊᕆᖃᑦᑕᕋᔭᖅᑕᑦᑎᓐᓄᑦ ᑕᒪᓐᓇ ᐱᔾᔪᑕᐅᓗᓂ ᐅᖃᐅᓯᐅᒋᐊᒃᑲᓐᓂᖃᑦᑕᕐᓂᐊᖅᑐᖅ ᑭᓯᒧᖕᒐᓂᖕᒋᑦ ᖃᓄᐃᒻᒪᐅᖕᒪᖔᓪᓗ ᐊᒻᒪᓗ ᐅᔾᔨᖅᓱᕐᓂᐊᓕᕋᑦᑎᒍᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᒧᑦ ᐅᐸᖃᑦᑕᖏᑦᑐᑦ ᐱᓪᓗᒋᑦ ᐱᓕᕆᖃᑎᒋᓗᑎᒍᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕕᖕᒐ, ᐃᓗᓕᖏᓐᓂᓗ ᕿᒥᕐᕈᓕᕐᒥᒍᑦᑕ ᒪᒃᑯᒃᑐᑦ ᓴᐳᒻᒥᔭᒃᓴᐅᔪᑎᒃᓴᖏᑦ ᓈᒪᒐᓗᐊᕐᒪᖔᑕ ᑕᑯᓇᒃᓗᑕ ᐊᒻᒪᓗ ᐃᓱᒫᓗᓇᕆᔭᑦ ᐅᖃᐅᓯᐅᓯᒪᔪᑦ ᖃᐅᔨᓴᖅᑕᐅᑦᑎᐊᖃᑦᑕᕋᓗᐊᕐᒪᖔᑕ, ᑖᓐᓇᓕᑦᑕᐅᖅ ᐃᓛᒃᑰᖔᓪᓗᓂ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕕᖕᒐᑦᑎᒍᑦ. ᑖᓐᓇᑦᑕᐅᖅ ᐃᒻᒥᑰᖔᓪᓗᓂ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖏᓐᓂᖅ ᐅᖃᐅᔭᐅᓯᒪᒐᑦᑕ ᒪᒃᑯᒃᑐᖅ ᓄᑕᕋᕐᓘᓐᓃᑦ ᓴᐳᑎᔭᐅᒋᐊᖃᓕᕐᓂᖕᒐᓂᒃ ᐊᐅᓚᔭᒋᐊᕈᑕᐅᓗᓂ ᐱᔾᔪᑎᒃᓴᐅᔭᕆᐊᖃᖏᒻᒪᑦ, ᑭᓯᐊᓂ ᐃᓱᒫᓗᓇᖅᑐᑦ ᐃᓚᒋᓗᒍ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃ ᓇᓗᓇᐃᕋᖕᓂ. ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕕᖕᒐᓐᓄᓪᓕ ᒪᒃᐱᒐᖅ 36-ᒥ ᒪᕐᕉᒃ ᐱᓕᕆᒍᑏᑦ ᐋᖅᑭᒃᓯᒪᓂᖕᒋᓐᓄᑦ ᐊᒃᕕᐊᕈᑕᐅᔫᓂᕋᖅᑕᕐᓯᓐᓄᑦ, ᐊᕐᕌᒍᒧᑦ ᐅᓂᒃᑳᓕᐊᕐᓯᓐᓂᒃ ᑕᐃᓯᖕᒪᑦ ᐸᖅᑭᔨᒃᓴᖅᑲᖅᑯᔨᓂᕐᒥᒃ. ᓇᓗᓇᐃᕆᐊᕈᓐᓇᖅᐱᐅᒃ ᐊᒃᕕᐊᕈᑕᐅᑦᑕᖅᑐᑦ ᐸᖅᑭᔨᒃᓴᖅᑲᖅᑯᔨᓕᕋᖕᒐᑦᓯ ᓄᓇᕗᒥ ᓄᑕᖅᑲᑦ ᒪᒃᑯᒃᑐᓪᓗ

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| Department of Family Services is doing to improve this service? Ms. Niego. | ᐊᒻᒪᓗ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᕕᖓ ᖃᓄᐃᓕᐅᖅᐸᓪᓕᐊᖕᒪᖕᒑᑕ ᑕᒪᑦᓱᒥᖓ ᐃᖏᕋᑦᑎᐊᖅᐹᓪᓕᓕᖅᑎᑦᑎᓇᓱᒃᓗᑎᒃ? ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm not sure on the detail of those; I may have to refer that part of it to my director of child welfare, Arijana Haramincic. | **ᓇᐃᒍ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑕᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓗᓕᑯᓗᔭᖕᒋᓐᓂᒃ ᖃᐅᔨᒪᓗᐊᖕᒋᒃᑲᓗᐊᖅᑐᖓ ᐃᒻᒪᖃ ᑭᐅᔭᐅᑎᒋᐊᕈᓐᓇᕐᓂᐊᖅᑕᕋ ᐃᐅᕆᔭᓇᒧᑦ ᐊᐋᕋᒥᓐᓯᒃ. |
| However, what the department has been doing is the creation of the Office of the Public Guardian was within the department. Having social workers we assigned to become the public guardian, there is an obvious conflict there, and then eventually the public guardian was pulled away a little bit from the frontline social work to be more like an oversight, a guardianship, and then eventually we received approval to separate it totally and bring it within the Department of Justice. Those two items actually, for the current year, would fit within the Department of Justice. | ᑭᓯᐊᓂᓕ ᐱᓕᕆᕕᐅᔪᖅ ᐃᒪᐃᓕᐅᖃᑦᑕᖅᓯᒪᔪᖅ ᐱᓐᖑᖅᑎᑦᑎᓪᓗᑎᒃ ᒐᕙᒪᒃᑯᓐᓄᑦ ᑲᒪᒋᔭᐅᓕᖅᑐᓄᑦ ᑲᒪᕕᖃᓕᖅᑎᑦᑎᓪᓗᑎᒃ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐃᓗᐊᓃᓚᐅᕐᒪᑦ ᑕᒪᒃᑯᐊᓗ ᐃᓄᓕᕆᓂᐅᔪᑦ ᑐᓐᓂᖅᑯᑕᐅᖕᒪᑕ ᐊᐳᖅᑕᕈᑎᑕᖃᓕᓚᐅᕐᒪᑦ ᐊᓱᐃᓛᒃ ᓄᑕᖅᑲᓂᒃ ᒪᒃᑯᒃᑐᓂᓪᓗ ᒐᕙᒪᒃᑯᓐᓄᑦ ᑲᒪᒋᔭᐅᓕᖅᑐᑦ ᕿᒪᖔᑎᓯᒪᔭᐅᓕᑲᐃᓐᓇᓚᐅᕐᒪᑦ ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᐅᐊᑦᑎᔭᐅᓂᖅᓴᐅᖕᒑᓕᖅᓗᑎᒃ. ᐊᓱᐃᓛᒃ ᐊᖏᖅᑕᐅᓂᑦᑎᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᕕᐅᒐᑦᑕ ᐃᒻᒥᒃᑰᖓᓕᑦᑎᐊᒻᒪᕆᒃᓗᓂ ᐊᕗᑎᔪᓐᓇᖅᓯᓂᖓᓂᒃ ᐃᖅᑲᖅᑐᐃᕕᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᐊᖓᑦᑕ ᐃᓗᐊᓃᖓᓕᖅᑐᑦ ᑕᕝᕙᓂ ᐊᕐᕌᒍᒥ ᐱᓕᕆᓐᓇᐅᔪᒥᒃ. |
| Maybe if I can get Arijana Haramincic to speak on the detail of that. (interpretation) Thank you, Mr. Chairman. | ᐃᒻᒪᖃ ᐃᐅᕆᔭᓇ ᐊᐋᕋᒥᓐᓯᒃ ᐅᖃᒃᑲᓐᓂᕈᓐᓇᖅᐸᑦ ᐃᓗᓕᖕᒋᓐᓂᒃ ᐊᑲᐅᒐᔭᖅᑐᖅ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑕᖅ. |
| **Chairman** (interpretation): Thank you. Through Zoom, Ms. Haramincic. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᖃᕆᑕᐅᔭᒃᑯᑦ, ᒥᔅ ᐊᐋᕋᒥᓐᓯᒃ. |
| **Ms. Haramincic**: *Ma'na*, Mr. Chairman. I thank you for your question. I think inappropriateness of use of guardianship, the detail that I can provide in this situation is that there are certain circumstances where the child once in care and then transitioning into becoming a youth, so this is between the ages of 16 and 18 or 18 and 26, there could be, in support of a transition to adulthood, the use of a guardianship order. In those circumstances, we work closely with the office of the guardian to ensure which is the best department to provide services to the young person. | **ᐊᐋᕋᒥᓐᓯᒃ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᓪᓗ ᐊᐱᖅᑯᑎ. ᑖᓐᓇ ᐸᖅᑭᑦᓯᔪᑦ, ᑖᒃᑯᐊ ᐃᓗᓕᑯᓗᔭᖕᒋᑦ ᐅᖃᐅᓯᕆᔪᓐᓇᖅᑕᒃᑲᓕ ᑖᔅᓱᒧᖕᒐ, ᑕᐃᒪ ᐃᒪᐃᑦᑑᑐᐃᓐᓇᖕᒐᑦ ᑕᐃᒪ ᐸᖅᑭᕙᐅᓕᖅᑐᕐᓕ ᐸᖅᑭᔭᐅᓕᖅᑐᒥᓂᐅᒃᐸᑦ ᒪᒃᑯᒃᓯᓕᔪᑦ, ᑕᒫᓂ 16-ᓂᒃ 18-ᒧᑦ, 18-ᒥ 26-ᒧᑦ ᐊᕐᕌᒍᖃᕐᓗᑎᒃ, ᐃᑲᔪᖅᓯᖅᑕᐅᓗᓂ ᐃᓐᓇᕈᕋᓱᓐᓂᖓᓂ ᑖᓐᓇ ᐸᖅᑭᑦᓯᔭᐅᓂᖓ ᑎᓕᔭᐅᔾᔪᑎᒥᒃ. ᑎᓕᔭᐅᔾᔪᑎᖃᖅᐸᓪᓕ ᑕᐃᒪ ᐱᓕᕆᖃᑎᖃᑦᑎᐊᖃᑦᑕᖅᑐᒍᑦ ᐸᖅᑭᑦᓯᔫᑦ ᓇᐅᒃᑯᑦ ᐱᐅᓛᖑᒻᒪᖔᖅ, ᓇᓕᐊᒃ ᐱᓕᕆᕝᕕᒃ ᐱᔨᑦᑎᕋᑦᑎᐊᕈᓐᓇᓂᖅᐹᖅ ᒪᒃᑯᒃᑐᒧᑦ. |
| We have initiated and are still working on the | ᐱᒋᐊᖅᑎᑕᐅᓯᒪᔪᖅ ᐱᓕᒋᐊᕆᔭᕗᑦ, ᓱᓕ |

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| working group to develop the better communication and better plans where we do have the young people that are between the departments. Since the guardianship orders and the guardianship responsibility moved to the Department of Justice and very often we also have the Department of Health being involved in servicing the young people, and the Department of Family Services, we're jointly working on establishing a family services conferencing or discussions for permanency planning, conferences where we will be discussing situations, which department is in the best position to continue servicing the young Nunavummiut. | ᐱᓕᕆᑎᖃᑎᒌᑦᑐᑦ ᓴᖅᑭᖅᐸᓪᓕᐊᓪᓗᒋᑦ ᒪᒃᑯᑦᑐᖁᑎᖃᕋᑦᑕ ᐱᓕᕆᕝᕕᑦ ᐊᑯᓐᓂᖓᓃᑦᑐᓂᒃ, ᑖᓐᓇ ᑎᓕᔭᐅᔾᔪᑕᐅᔪᖅ ᐸᖅᑭᔭᐅᖁᔭᓪᓗᓂ, ᒪᓕᒐᓕᕆᔨᒃᑯᓪᓗ ᑲᒪᒋᔭᖃᖁᓪᓗᑎᒃ. ᐊᒥᓱᐊᖅᑎᖅ ᐋᓐᓂᐊᖃᖁᓐᖏᑦᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᖃᑕᐅᓯᒪᖕᒥᖕᒪᑕ ᐱᔨᑦᑎᖁᓂᖁᒧᑦ. ᒫᓐᓇ ᐱᓕᕆᖃᑎᒋᔭᕗᑦ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐊᒻᒪᓕ ᐸᖁᓇᖃᑎᒋᕙᓪᓕᐊᔭᕗᑦ. ᑕᐃᒪ ᐅᖃᖃᑎᒌᖕᓂᐊᕆᓪᓗᑕᓗ ᓇᓕᐊᒃ ᐱᓕᕆᕝᕕᒃ ᐱᓕᕆᑦᑎᐊᕈᓐᓇᖁᓂᖅᐹᖕᒐᒻᒪᖕᒐᖅ ᐱᔨᑦᑎᕋᖁᓗᓂ ᒪᒃᑯᒃᑐᓂᒃ ᓄᓇᕗᒥ. | ᑐᒡᓕᐊᓂᒃ, ᑖᓐᓇ ᑎᓕᔾᔪᑕᐅᓯᒪᑎᓪᓗᒍ ᐸᖅᑭᔭᐅᖁᔭᐅᓗᓂ ᒪᒃᑯᒃᑐᑦ ᓄᓇᕗᒻᒥᐅᑦ, ᐃᒪᓐᓇᒐᔭᖅᑑᒐᓗᐊᖅ ᖃᐅᔨᓴᖅᑕᐅᓗᑎᒃ ᐊᖕᒐᔪᖅᑳᕆᔭᐅᔪᖅ ᐸᖅᑭᑦᑎᑦᑎᐊᕈᓐᓇᕋᓗᐊᖅᒪᖕᒐᖅ ᒪᒃᑯᒃᑐᒥᒃ, ᐃᓱᒪᒍᑕᐅᖕᒪᑦ. ᐃᓚᖏᑎᒍᓪᓕ, ᑖᒃᑯᐊ ᓴᐳᒻᒥᔭᐅᓂᖕᒐᓄᑦ ᐃᓱᒪᒍᑦᑐᑦ. ᑕᐃᒪᓕ ᑲᔪᓯᑦᑎᐊᖃᑦᑕᖅᓯᒪᕗᒍᓕ, ᐊᖕᒐᔪᖅᑳᕆᔭᐅᔪᑦ ᐃᑲᔪᖅᓯᖅᑕᐅᔪᖅ ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᔨᓂᒃ. ᐃᒪᓐᓇ ᐊᖅᓵᑐᐃᓐᓇᖏᓪᓗᒋᑦ, ᑕᐃᒫᒃ ᐸᖅᑭᔭᐅᔭᕆᐊᖃᖅᑐᖅ. ᑕᐃᒪ, ᐃᒪᓐᓇ ᓈᖕᒪᒃᑐᒥᒃ ᐸᖅᑭᔭᐅᑦᑎᐊᕈᓐᓇᕋᓗᐊᖅᒪᖕᒐᖅ ᓱᕈᓱᖅ. |
| I can bring that as a really positive and good outcome for the Department of Family Services in being able to support parents who traditionally in the past were not able to continue caring for their children. Thank you for your question. *Ma'na*, Mr. Chairman. | ᑖᓐᓇ ᓈᒻᒪᑦᑎᐊᖅᑐᒥᒃ ᓴᖅᑭᑦᑎᓯᒪᔪᖅ, ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᐃᑲᔪᖅᓱᐃᔪᓐᓇᖅᑎᓪᓗᒍ ᐊᖕᒐᔪᖅᑳᕆᔭᐅᔪᓂᒃ. ᑕᐃᒪᓕ ᐅᕙᑦᑎᐊᕈ ᐃᒪᓐᓇᐅᖃᑦᑕᓚᐅᖅᑎᓪᓗᒍ, ᑲᔪᓰᓐᓇᕈᓐᓇᓚᐅᖕᒋᒻᒪᑦ ᐸᖅᑭᔭᐅᓂᖕᒐ ᓱᕈᓯᐅᑉ. ᖁᔭᓐᓇᒥᒃ, ᐊᐱᖅᑯᑎᖕᓄᑦ. ᒪᑉᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) I would like to turn to the representative for comment on the new information and the changes that have been put in place regarding the guardianship function and whether these systemic issues have been resolved or whether they continue | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ. (ᑐᓵᔨᑎᒍᑦ) ᑕᐃᒪ ᑭᒡᒐᖅᑐᐃᔨᒧᑦ ᐅᖃᐅᓯᖃᖁᓕᕐᒥᒐᒃᑯ, ᓄᑖᑦ ᑐᓴᖅᑕᕗᑦ, ᑖᒃᑯᐊ ᓄᑖᑦ ᐊᓯᔾᔨᕈᑕᐅᓯᒪᔪᑦ ᐃᓕᔭᐅᓯᒪᓪᓗᑎᒃ, ᐱᓪᓗᒍ ᑖᓐᓇ ᐸᖅᑭᑦᓯᓂᕐᒧᑦ. ᑖᒃᑯᐊᓗ ᑕᐃᒪᓐᓇᐅᖕᒋᓐᓇᓕᕐᓂᑯᐃᑦ ᐋᖅᑭᑦᑕᐅᓯᒪᓕᕋᓗᐊᕐᒪᖕᒐᖕᒐ, ᐅᕝᕙᓘᓐᓃᑦ ᑲᔪᓰᓐᓇᑐᐃᓐᓇᖅᐸᑦ |

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| to be of concern to the office. Ms. Matte. | ᐃᓱᒫᓗᑕᐅᖕᒋᓐᓇᖅᐸᑦ ᐊᒡᓚᕝᕕᖓᓐᓂᒃ? ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Neither of the issues is considered resolved at this point in time. While we have been having conversations with departments to learn more about the issues, we have not received information that has led us to a point that we would consider the issues to be resolved. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᒫᓐᓇ ᐋᖅᑭᑦᓯᒪᔪᐃᓐᓇᐅᖕᒋᑦᑐᑦ ᓱᓕ. ᐱᓕᕆᕝᕕᐅᔪᖅ ᐅᖃᖃᑎᑏᓐᓇᖅᑕᕗᑦ ᐃᓕᔾᔪᑎᒋᒃᑲᓐᓂᕋᓱᒃᑐᑎᒍ, ᑭᓯᐊᓂ ᑐᓴᖅᑎᑕᐅᓚᐅᓐᖕᒋᑦᑐᒍᑦ ᓱᓕ ᐋᖅᑭᖕᒪᖕᒫᑕ, ᖃᐅᔨᒪᒍᑎᒋᒐᔭᖅᑕᑦᑎᓐᓂᒃ ᐋᖅᑭᒍᑕᐅᓯᒪᔪᖃᓕᖕᒪᖕᒫᑦ. |
| I would like to provide a little bit more information on both of those issues for the Committee's information. For the inappropriate use of guardianship order, the concerns that were raised to our attention were in connection to young people who would be transitioning from youth services, in particular under the care of the director, and seeing young people ending up with guardianship orders rather than, for example, the use of an extended services agreement that would see that young person move on to independence. A guardianship order means that that young person is not going to achieve independence because they require additional supports in at least one realm of their life; they have been deemed to be incapable of making decisions for themselves. | ᑐᓴᖅᑎᑦᑎᑲᓐᓂᕈᒪᓪᓗᖕᒐ, ᑕᒪᕐᒥᒃ ᑲᑎᒪᔨᕋᓛᑦ ᖃᐅᔨᒪᓂᐊᕐᒪᑕ. ᑖᒃᑯᐊ ᑎᓕᔾᔪᑎᒋᔭᖕᒐ ᐊᑐᕐᓂᕐᓗᒃᑕᒥᓄᑦ, ᐅᕙᑦᑎᓐᓄᑦ ᑐᓴᖅᑎᑦᑎᔾᔪᑕᐅᔪᑦ ᒪᑯᓄᖕᒐ ᒪᒃᑯᒃᑐᓂᒃ ᐅᕙᖕᒐᑦ ᒪᒃᑯᒃᑐᓂᒃ ᐱᔨᑦᑎᖅᑎᖕᒋᓐᓂᒃ ᓄᖅᑎᖅᐸᓪᓕᐊᑎᓪᓗᒋᑦ ᑖᒃᑯᐊ ᐊᐅᓚᑦᑎᔨᒧᑦ ᐸᖅᑭᔭᐅᓂᐊᓕᖅᑎᓪᓗᒍ. ᑕᑯᓪᓗᒋᑦ ᒪᒃᑯᒃᑐᑦ ᑎᓕᔾᔪᑕᐅᓯᒪᔪᖅ ᐸᖅᑭᔭᐅᕐᑯᔭᐅᓗᑎᒃ. ᑕᐃᒪ ᐅᐃᒍᓯᒋᐊᕐᓂᑐᐃᓐᓇᐅᖕᒋᑦᑐᒧᑦ ᐱᔨᑦᑎᖅᑕᐅᓂᕐᒧᑦ ᐸᖅᑭᑦᑕᐅᔭᕆᐊᓕᖕᒧᑦ ᑎᓕᔾᔪᑕᐅᔪᖅ, ᑕᐃᓐᓇ ᒪᒃᑯᒃᑐᑦ ᐃᒻᒥᒃᑰᕈᓐᓇᖅᓯᔾᔭᓐᖕᒋᑦᑐᖅ, ᑕᐃᒪ ᐃᑲᔪᖅᓯᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᕐᒪᑕ ᐃᓅᓯᕐᒥᖕᓂᒃ, ᑕᐃᒪ ᐅᖃᐅᓯᐅᓯᒪᖕᒪᑕ ᐃᒻᒥᓂᒃ ᐸᖅᑭᔪᓐᓇᓯᔾᔭᖕᒋᓐᓂᖕᒋᓐᓂᒃ. |
| We also had a situation brought to our attention of a young person who had a physical disability and required supports in order to learn how to live independently, but the workers in the community were struggling to find a way to be able to provide that person supports. If they didn't fall under the *Child and Family Services Act*, then they were too old, but they also didn't have a guardianship order in place, then it appeared that there was no way to provide supports to this young person, and so there was exploration of getting a guardianship order in place in order to be able to provide this young person with access to independent living supports and training, which we had grave concerns with. | ᑕᐃᒪ ᑐᓴᖅᑎᑕᐅᓯᒪᖕᒥᒐᑦᑕ ᒪᒃᑯᒃᑑᑉ ᒥᒃᓵᓄᑦ ᑎᒥᒥᒍᑦ ᐊᔪᕈᑎᓕᖕᒥᒃ ᐊᒻᒪᓗ ᐃᑲᔪᖅᓯᖅᑕᐅᔭᕆᐊᖃᓚᐅᖅᑐᓂ, ᖃᓄᖅ ᐃᒻᒥᒃᑯᑦ, ᐃᒻᒥᓂᒃ ᐃᓅᓕᕈᓐᓇᕐᒪᖕᒐᑦ. ᐃᖅᑲᓇᐃᔭᖅᑏᑦ, ᓄᓇᓖᑦ ᐊᒃᓱᕈᖅᑐᒻᒪᕆᐅᓚᐅᕐᒪᑕ, ᑕᐃᒪ ᐃᑲᔪᖅᓱᐃᓇᓱᖕᓂᕐᒥᒃ. ᑕᐃᒪᓕ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᖁᔭᖕᒐᑕ ᐊᑖᓅᖕᒋᑉᐸᑦ, ᐃᓐᓇᐅᓗᐊᓕᖅᑐᕆᔭᐅᓗᓂ ᑕᐃᒪ ᐸᖅᑭᑦᓯᓂᕐᒧᑦ ᑭᐅᔾᔪᑕᐅᓯᒪᓪᓗᓂ. ᑕᐃᒪᓗ ᐱᕕᒃᓴᖅᑲᖅᑰᔨᓚᐅᖕᒋᓐᓇᑦᑕ ᐃᑲᔪᖅᓱᐃᓂᕐᒧᑦ ᒪᒃᑯᒃᑐᒧᑦ, ᕿᓂᖅᐳᒍᓪᓕ ᑕᐃᒪ ᐃᓕᓯᔾᔪᑎᒥᒃ ᐃᓕᓯᔪᓐᓇᕐᒪᖕᒫᑕ, ᑖᓐᓇ ᒪᒃᑯᒃᑐᖅ ᐊᑐᐃᓐᓇᖃᕐᑯᓪᓗᒋᑦ ᐃᒻᒥᒃᑯᑦ ᐸᖅᑭᔪᓐᓇᖅᓯᓂᐊᕐᓂᖕᒐᓄᑦ. ᑖᓐᓇ ᐃᓱᒫᓗᑎᒋᒻᒪᕆᓚᐅᕋᑦᑎᒍ. |

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| The other item, young people under the care of parents under a guardianship order, our concern is not connected to the fact that the young people continue to reside with their parent. Obviously if that's possible, it's the best place for a young person to be. Our concern is in connection to a court deciding that that adult or parent is not competent to make decisions in a particular area of their own life. That has been decided by a court, yet the parent remains responsible for making decisions in that area of their children's lives because they remain the legal guardian of those children. | ᐊᓯᐊᑦᑕᐅᖅ, ᒪᒃᑯᒃᑐᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᓂ ᐸᖅᑭᔭᐅᔪᑦ ᑎᓕᔾᔪᑖ ᐃᓱᒫᓗᒋᖕᒋᑕᕗᑦ, ᐃᓱᒫᓗᒋᔭᕗᓄᓇ ᐊᖏᔪᑳᕐᒥᓃᖕᒋᓐᓇᖅᑐᖅ ᐃᓱᒪᓘᑎᖕᒋᑦ. ᑖᓐᓇ ᐊᔪᕐᓇᖕᒋᑉᐸᑦ ᐱᐅᓂᖅᐹᖕᒪᑦ ᒪᒃᑯᒃᑑᑉ ᐃᓂᒋᒃᐹ. ᐃᓱᒪᓘᑎᒋᔭᕗᑦᓕ ᐃᖅᑲᖅᑐᐃᐅᒃᑯᑦ ᓇᖕᒥᓂᖅ ᐋᖅᑭᒃᓱᐃᔪᑦ ᑖᒃᑯᐊ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᑦ ᐃᓐᓇᐃᑦ ᐋᖅᑭᒃᓯᔪᓐᓇᖕᒋᓗᐊᕐᒪᑕᒍᖅ ᐃᒻᒥᖕᓂᒃ ᐃᒻᒥᖕᓄᑦ ᐃᓅᓯᕐᒥᒃ. ᑖᓐᓇ ᐃᖅᑲᖅᑐᐃᕕᖕᒥᓕ ᐋᖅᑭᒃᑕᐅᔪᖅ, ᑭᓯᐊᓂᓕ ᑲᒪᑎᑕᐅᖕᒋᓐᓇᖅᓱᓗᓂ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᖅ ᕿᑐᕐᖓᖕᒐᑕ ᐃᓅᓯᖕᒐᓂᒃ, ᒪᓕᒐᖅᑎᒍᑦ ᐸᖅᑭᒃᓯᔾᐅᓂᖕᒋᓐᓄᑦ. | ᑕᐃᒪᓕ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᖅ ᐊᔪᖅᐸᑦ, ᐋᓐᓂᐊᖃᕐᓇᖕᒋᑦᑐᓕᕆᓂᕐᒧᑦ, ᐋᓐᓂᐊᖃᕐᓇᖕᒋᓐᓂᕐᒧᑦ ᓇᖕᒥᓂᖅ ᐋᖅᑭᑦᓱᐃᔪᓐᓇᖅᑰᔾᔪᖕᒋᒃᑯᓂ, ᖃᓄᕐᓕ ᓂᕆᐅᒋᓂᐊᕋᑦᑎᒍ ᐃᓐᓇᖅ ᑲᒪᔪᓐᓇᕐᓂᐊᕋᓗᐊᕐᒪᖔᖅ ᑎᒥᖓᓂᒃ ᕿᑐᕐᖓᖕᒋᑦᑕ. ᐃᓱᒫᓗᑎᑦ ᐃᒪᓐᓇ ᓇᓃᓐᓂᖓ ᐃᓱᒫᓗᒋᖕᒋᑕᕗᑦ ᐃᑲᔪᖅᓯᖅᑕᑉ, ᑭᓯᐊᓂ ᑭᓇᓕ ᑕᐃᒪ ᐋᖅᑭᑦᓯᖃᑦᑕᕐᓂᐊᖅᐸ ᐃᖅᑲᖅᑐᐃᕕᒃᑯᓐᓂᑦ ᐃᓐᓇᐅᓱᕆᔭᐅᓗᓂ ᐃᖕᒥᓂᒃᓗ ᐋᖅᑭᑦᓯᔾᔪᔾᔪᓐᓇᖕᒋᑦᑐᕆᔭᐅᓗᓂ? (ᑐᓵᔾᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔾᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃᓗ ᐅᖃᐅᓯᒋᐊᒃᑲᓐᓂᕋᑦᑎᒍᑦ ᑕᒪᑐᒪᖔ. ᒥᔅᑕ ᓯᒪᐃᓚᒃ ᐃᓕᖕᓄᑦ ᐅᑎᕐᓗᑕ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Thanks for bringing us up to date on those issues. Back to you, Mr. Simailak. | |
| **Mr. Simailak**: Thank you, Mr. Chairman. I just want to get further clarification from Ms. Arijana Haramincic. She mentioned earlier about, when she was talking about youth shelters, she was answering one of my colleague's questions that there is funding available for youth shelters and whatnot, I believe, is what she said. I'm wondering what else can be done if the funding being offered is not enough to upgrade or renovate an existing building that would like to be used for a shelter, if I'm making sense here. What | **ᓯᒪᐃᓚᒃ** (ᑐᓵᔾᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃ̇, ᑐᑭᓯᓐᓇᕆᐊᒃᑲᓐᓂᕐᑯᔭᕋ ᒥᔅ ᐃᐅᕆᔮᓇ ᐺᐊᕋᒥᓐᓯᒃ, ᐅᖃᖅᑲᐅᒻᒪᑦ ᑕᐃᒪ ᐅᕙᑦᑎᐊ, ᒪᒃᑯᒃᑐᓂᒃ ᖁᒫᕕᒋᔭᐅᔪᑦ, ᒪᓕᒐᓕᐅᖅᑎᐅᖃᑎᒥᓂᒃ ᑭᐅᔅᓗᓂ, ᑮᓇᐅᔭᖅᑕᖃᕐᒪᑦ ᒪᒃᑯᒃᑐᓄᑦ ᖁᒫᕕᖕᒥᒃ ᑮᓇᐅᔭᖅᑕᖃᕐᒪᖔᑦ. ᐃᓱᒪᔪᖓᓕ, ᖃᓄᒃᑲᓐᓂᖅ ᐱᔪᓐᓇᖅᐱᑕ ᑮᓇᐅᔭᖅ ᐊᑐᐃᓇᐅᔪᑦ ᓈᒻᒪᖕᒋᑉᐸᑕ, ᓄᑖᖑᕆᐊᕈᑕᐅᓗᑎᒃ ᒫᓐᓇ ᐃᒡᓗᕙᒋᖅᑐᒥᒃ ᖁᒫᕕᐅᔪᓐᓇᖅᑐᒥᒃ ᒪᒃᑯᒃᑐᓄᑦ. | |

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| other avenues are there? | ᓇᐅᒃᑯᒃᑲᓐᓂᕈᓐᓇᖅᐳᓄᑯᐊ? |
| Ms. Niego did visit Baker Lake not too long ago and she met with the mayor and council, I believe, and she advised them that there are monies available for shelters and speaking with the mayor, they were under the assumption that the funding would not be enough to upgrade or renovate an existing building. That being said, Baker Lake is still without a shelter and we're stuck. I'm wondering if I can get some more clarification about some of this funding that's available or what other avenues there are, if I can ask that, Mr. Chairman. Thank you. | ᒥᔅ ᓇᐃᒍ ᖃᒪᓂᑦᑐᐊᓕᐊᓚᐅᖅᓯᒪᔪᖅ ᐅᕙᑦᑎᐊᕈᓗᐊᖏᑦᑐᖅ, ᒪᐃᔭᒥᒃ ᑲᑎᒪᔨᓂᒡᓗ ᑲᑎᒪᖃᑎᖃᖃᓂᕐᒧᑦ, ᐅᖃᐅᑎᑦᓗᒋᑦ ᑮᓇᐅᔭᖅᑕᖃᖃᓂᕋᖅᓱᓂᐅᒃ ᑭᒫᕕᖕᓄᑦ. ᒪᐃᔭ ᐅᖃᒡᓚᖃᑎᒋᑦᓗᒍ, ᑮᓇᐅᔭᒡᒍᖅ ᓈᒻᒪᒃᑲᔭᕐᒪᑕ ᓄᑖᖑᖅᑎᓐᓇᓱᑦᓗᒍ ᐃᒡᓗᕐᔪᐊᖑᕙᒋᑦᑐᒥᒃ. ᑖᓐᓇ ᐅᖃᐅᓯᕆᔭᐃᑦ, ᖃᒪᓂᑦᑐᐊᖅ ᖃᒫᕕᖃᖏᒻᒪᑦ ᓱᓕ. ᐊᔪᖅᓯᒃᑲᑦᑕ, ᐃ, ᑕᐃᒪ ᑐᑭᓯᓇᖅᓯᒋᐊᒃᑲᓐᓂᕈᓐᓇᖅᐱᐅᖅᑲᐃ ᑮᓇᐅᔭᖅ ᐊᑐᐃᓐᓇᐅᖏᑦᑐᖅ, ᓇᐅᒃᑯᒃᑲᓐᓂᕐᓗ ᐱᔭᐅᓇᓱᒍᓐᓇᕐᒪᖔᑕ. ᖁᔭᓐᓇᒦᒃ. | |
| **Chairman** (interpretation): Thank you. Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) While I was in Baker Lake discussing the matter, it seemed to surround not specifically youth sheltering; it was more specific to homeless men and secondarily, family violence for women and children. At the time there was an announcement from NTI. The NTI AGM was occurring in Baker Lake. There were funds there that were to be used for the capital required for four shelters, Baker Lake being one of those four. | **ᓇᐃᒍ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓴᔨᑎᒍᑦ) ᑕᐃᒪ ᖃᒪᓂᑦᑐᐊᖁᑦᑎᓪᓗᖓ ᐅᖃᐅᓯᖃᖅᓯᖓ ᑕᒪᑐᒪᖓᑦ, ᐃᒫᒃ ᐃᓅᓯᒃᑐᓄᑦ ᐊᖏᕋᖃᖏᑦᑐᒃᑯᕕᔪᒥᒃ, ᐊᖏᕋᖃᓐᖏᑦᑐᓂᒃ ᐃᓐᓇᖃᓂᒃ ᐊᖑᑎᓂᒃ ᐃᓱᒪᔭᐅᓗᓂ, ᐊᒻᒪᓗ ᐱᓂᕐᓗᒃᐸᒃᑐᐃᑦ ᐃᓚᒋᓂᒃ ᓄᑕᖅᑲᓂᒡᓗ ᐱᓪᓗᒋᑦ. ᑕᐃᐸᓱᒪᓂ, ᑐᓐᖓᕕᒃᑯᑦ ᑐᓴᕋᑦᓴᖃᔪᒻᒪᑕ ᐊᖁᑖᒫᖅᓯᐅᖅᓂᖃᖅᑎᓪᓗᒋᑦ ᖃᒪᓂᑦᑐᐊᒥ, ᑮᓇᐅᔭᖅᑕᖃᔪᒻᒪᑦ ᐊᑐᖅᑕᐅᔫᒪᖅᑐᓂᑦ ᐊᑭᑐᔫᑎᓄᑦ ᐊᑐᓇᐊᖃᕋᔭᖅᑐᓂᒃ ᓯᑕᒪᓄᑦ ᐊᖏᕋᖃᓐᖏᑦᑐᑯᕕᓐᓄᑦ, ᖃᒪᓂᑦᑐᐊᖅ ᐃᓚᒋᔭᐅᔫᓗᓂ. | |
| Along with that, our department has secured funding to go alongside with that, O&M money for family violence shelter. A youth shelter was not one of the items that the community brought forward. However, there is another set of money that Arijana has been talking about, the youth initiatives money which is now up to $900,000, I believe, for this current fiscal and it was $300,000 for last. All of last year's money was spent. Current year, there is some money left over, which Arijana can expand upon. (interpretation) Thank you, Mr. Chairman. | ᖄᒃᑲᓐᓇᐃᒍᑦ, ᐅᕙᒍᑦ ᐱᓕᕆᕝᕕᖓᓐᓂ ᓇᐸᔫᕈᓐᓇᓚᐅᖅᑐᒍᑦ ᑭᓇᐅᔭᓂᒃ. ᐊᑲᐅᓈᕆᐊᕐᓗᒋᑦ ᑕᒪᒃᑯᐊ ᐊᐅᓚᑦᓯᔾᔪᑎᓅᕐᓂᐊᕐᓗᒋᑦ ᑕᒪᒃᑯᐊ ᖃᓂᓕᖅᕕᐅᕙᑦᑐᓂᒃ ᖃᒫᕕᐅᕙᑦᑐᓄᑦ. ᐃᓅᓯᒃᑐᓄᑦ ᖃᒫᕕᒃ ᑕᒪᓐᓇ ᓯᕗᒧᐊᑦᑕᐅᓗᐊᓚᐅᖏᑦᑐᖅ, ᑭᓯᐊᓂ ᐊᓯᐊᓂᒃ ᐃᐅᕆᔭᓇ ᑭᓇᐅᔭᓂᒃ ᐅᖃᐅᓯᖃᖅᓯᒪᔪᖅ ᐃᓅᓯᑦᑐᓄᑦ ᑐᕌᖅᑐᓂᒃ. ᑭᓇᐅᔭᐃᑦ $900,000-ᒦᖅᑯᓖᖅᑐᑦ ᐊᕐᕌᒍᒋᓂᐊᖅᑕᑎᓐᓄᑦ, $300,000-ᖑᔪᑉᓗᓂ ᑭᖑᓪᓕᕐᒥ. ᐊᕐᕌᓂ ᑭᓇᐅᔭᑦ ᐊᑐᖅᑕᐃᓐᓇᐅᔪᑉᓗᑎᒃ, ᒫᓐᓇ ᐊᒥᐊᒃᑯᖃᕐᒥᔫᒐᓗᐊᖅ ᐃᐅᕆᔭᓇᐅᑉ ᐃᒻᒪᕐᑳ ᐅᖃᐅᓯᕆᒋᐊᕈᓐᓇᖅᐸᐅᒃ. (ᑐᓴᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. | |

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| **Chairman** (interpretation): Thank you. Through Zoom, Ms. Haramincic. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. ᖃᕆᑕᐅᔭᒃᑯᑦ, ᒥᔅ ᐸᐋᕋᒥᓐᓯᒃ. |
| **Ms. Haramincic**: *Ma'na*, Mr. Chairman. Thank you for your question. There are probably more than 40 percent of the allocated funds still available for the youth initiatives. Some communities are using this to establish youth shelters and some communities are establishing different programs that will ensure safety and well-being of youth. It is up to the community, depending on their needs and depending on the voices of the youth in that specific community, what they would consider would be the best approach or the funding being used in the best way. | **ᐸᐋᕋᒥᓐᓯᒃ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᐅᔪᓄᑦᓗ. ᐃᒻᒪᖃᖃᐃ, 40-ᐳᓴᖕᒋᑦᑕ ᑮᓇᐅᔭᖅ ᐊᑐᐃᓐᓇᐅᓯᒪᕗᑦ ᐃᓅᓱᒃᑐᓄᑦ ᑐᕋᖕᒐᔪᑦ, ᐃᓚᖕᒋᑦ ᓄᓇᓖᑦ ᐊᑐᖅᐸᑦᑕᖕᒋᑦ ᖃᒫᕕᖕᓄᑦ ᐊᓯᐊᓄᑦᓘᓐᓃᑦ ᐱᓕᕆᐊᑦᓴᕆᔭᐅᔪᓐᓇᖅᑐᓄᑦ, ᓄᓇᓕᐅᑉ ᐃᓱᒪᖅᓲᑎᒋᑦᓗᓂᐅᒃ ᑭᖑᖅᑕᖕᒋᑦ ᒪᓕᖅᑐᒋᑦ, ᐃᓅᓱᒃᑐᐃᑦᓗ ᑖᑉᑯᐊ ᓄᓇᓕᖕᓄᑦ ᐱᖕᒪᑦ ᐃᓱᐊᓛᖑᓇᔭᖅᓱᓂ, ᑮᓇᐅᔭᐃᑦᓗ ᐊᑐᖅᑕᐅᑦᓯᐊᓂᖅᓴᐅᖁᑉᓗᒋᑦ. |
| The process for it is to contact our youth initiatives coordinator and discussing your idea and, if possible, she can also work through with you what would be the best way to apply for that funding. It is an ongoing application process and at any time, any interested community or community group, not-for-profit organizations and hamlets can approach the department and work through to what their needs are and apply for the monies that are available. I hope this answers your question. *Ma'na*, Mr. Chairman. | ᐱᕙᓪᓕᐊᕈᓯᖕᒐ ᑖᒃᑯᐊ ᑐᑭᒧᐊᑦᑎᑦᓯᔨᖕᒐ ᐃᓅᓱᑦᑐᓄᑦ ᐱᔭᖅᓴᐅᔪᓂᒃ, ᐃᒻᒪᖃ ᑕᐃᓐᓇ ᐃᓕᑦᓯᓐᓂᒃ ᐱᓕᕆᖃᑎᖃᕈᓐᓇᕋᔭᖅᐳᖅ ᖃᓄᖅ ᐃᓗᐊᖑᓇᔭᖅᒪᖕᒐᑦ ᑮᓇᐅᔭᓂᒃ ᓇᕝᕙᕋᓱᒋᐊᒥᒃ. ᐃ, ᑐᒃᓯᕋᕋᓱᓐᓂᒃᑯᑦ ᐱᒐᔭᖅᒪᑦ ᓇᓕᐊᑐᐃᓐᓇᖅ ᓄᓇᓕᒃ ᐱᔪᒪᒍᑎᒃ, ᑮᓇᐅᔭᓕᐅᕋᓱᑦᑎᐅᖕᒋᑦᑐᓪᓘᓐᓃᑦ ᑎᒥᖅᑯᑕᐅᔪᑦ ᑭᖑᖅᑕᐅᔪᑦ ᓄᓇᓕᒻᒥ ᒪᓕᑦᑐᒋᑦ, ᑮᓇᐅᔭᐃᑉᓗ ᑕᒪᒃᑯᓄᖕᒐ ᐊᑐᖅᑕᐅᒍᒪᔪᓄᑦ ᐊᑐᐃᓐᓇᐅᓕᖅᓗᑎᒃ. ᑭᐅᔪᒃᓴᐅᕗᖕᒐ ᐊᐱᖅᑯᑎᐅᔪᒧᑦ. ᒪᖕᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) I believe it does; Mr. Simailak has no further questions. For the representative, again on page 37 under systemic issues under the Department of Health, one of the systemic issues listed here is "New pediatric guidelines and impact on smaller communities." I wonder if we could get a bit more information in terms of what that specific issue is. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᖕᓇ. (ᑐᓴᔨᑎᒍᑦ) ᑭᐅᖅᑰᖅᒪᑦ; ᐊᐱᖅᑯᑎᒃᓴᖃᕈᓐᓃᖅᑰᖅᒪᑦ ᒥᔅᑕ ᓯᒪᐃᓚᒃ. ᑭᒡᒐᑐᖅᑐᒧᑦ ᓱᓕ, ᒪᑉᐱᒐᖕᒐᓂ 37 ᑕᒪᒃᑯᓇᖕᒐᑦ ᓴᖅᑭᒡᒍᔪᑦᑐᑉ, ᓴᖅᑭᒡᒍᔪᑦᑐᑉ. ᑕᒪᒃᑯᐊ ᓄᑕᖅᖃᓄᑦ ᑐᑭᒧᐊᕈᑏᑦ ᐊᒻᒪᓗ ᖃᓄᖅ ᐊᑦᑐᐃᒍᑕᐅᕙᒪᖕᒐᑕ ᓄᓇᓕᖕᓄᑦ. ᑐᓴᕆᐊᒃᑲᓐᓂᕈᒥᓇᖅᐳᖅ ᖃᓄᖅ ᑖᒻᓇ ᑭᓯᒥᑦ ᐅᖃᐅᓯᖃᑦᑕᕋᓗᐊᖑᖕᒐᑦ. ᒥᔅ ᒫᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The matter that was raised to our attention was that under new guidelines that were being proposed for | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓴᔨᑎᒍᑦ) ᑖᒻᓇ ᓴᖅᑭᑕᐅᓯᒪᔪᖅ ᐅᕙᑦᑎᓄᑦ, ᓄᑖᑦ ᑐᑭᒧᐊᕈᑏᑦ ᒪᓕᑦᑐᒋᑦ ᐃᓛᒃ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᑦ ᑕᒪᒃᑯᐊ |

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| paediatric visits, rather than a set schedule for paediatricians to visit every community on an annual basis with a set number of service days, there would have to be a certain threshold met of demand in the community before a paediatrician would visit. We had concerns that this would mean delays in service for young people, especially in smaller communities. | ᓗᑦᑖᑦ ᓄᑕᖅᑲᓂᑦ ᑲᒪᕙᑦᑐᑦ, ᓄᓇᓕᓕᒫᓂᒃ ᐳᓚᕋᓲᖑᒻᒪᑕ, ᖃᖓᒃᑯᑦ ᐱᔾᑦᓯᕕᑦᓴᖏᑦ ᒪᓕᑦᑐᒋᑦ. ᓇᐅᒃᑯᑦ ᖃᓄᖅ ᕿᖑᖅᑕᐅᑎᒋᓂᖏᑦ ᒪᓕᓚᐅᖅᑐᒋᑦ ᑕᑯᔭᐅᓚᐅᖅᑐᑎᒃ ᖃᑦᓯᐅᓂᖏᑦ ᐃᓱᒪᓕᐅᕈᑕᐅᓲᖑᔪᑦ, ᑭᖑᕙᓇᐊᖅᑕᐅᒍᑕᐅᓲᖑᐸᓗᓂ ᐱᓗᐊᖅᑐᒥᒃ ᐃᓅᓱᑦᑐᓄᑦ ᓄᓇᓕᓐᓂ ᒥᑭᔫᑕᐅᓂᖅᓴᓄᑦ. |
| We have since learned that the way around that, for example, if a young person was the only person in the community requiring paediatrician services for an extended period of time, then there would be efforts put in place for that young person to travel to a location where they could access the service, but it puts the burden on the child and their family to travel rather than bringing the service to them. (interpretation) Thank you, Mr. Chairman. | ᑕᒪᓐᓇ ᐃᒻᒪᕐᑳ ᐊᓯᐊᒍᑦ ᐱᓇᒍᐸᑕ ᐃᓅᓱᑦᑐᖅ ᐊᑕᐅᓯᑑᐸᑦ ᐃᓱᐊᖅᓴᐃᔾᒧᑦ ᑕᑯᔭᐅᖃᑦᑕᓇᐊᖃᕈᓂ ᖃᓄᑎᒋᐅᐸᑦ, ᑕᐃᒪ ᐊᐅᓚᕈᓐᓇᖅᑎᑕᐅᒍᓐᓇᕐᓗᓂ ᐊᑐᐃᓐᓇᖃᕐᕕᐅᔪᓐᓇᕋᔭᕐᒥᔫᒐᓗᐊᖅ ᑭᓯᐊᓂ ᐊᒃᓱᕈᕐᓇᒥᒻᒪᑦ ᑖᑦᓯᒧᖓ ᐃᓅᓱᑦᑐᒧᑦ, ᐃᓚᒋᔭᖏᓐᓄᑦᓗ. (ᑐᓵᔾᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) I would like to turn this issue to the Department of Health. It sounds like this issue has been clarified, but if you can maybe elaborate a bit on whether that threshold is still in place or what assurances the Committee can have that children and their families are not being left out, particularly those in smaller communities. Ms. Stockley. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔾᑎᒍᑦ) ᐊᒻᒪᓗ ᑖᒻᓇ ᐋᓐᓂᐊᖅᑐᓕᕆᔾᒃᑯᓐᓄᑦ ᑐᓂᒍᒪᒋᓪᓗᒍ ᐊᐱᖅᑯᑦ, ᑖᒻᓇ ᓇᓗᓇᐃᔭᖅᑕᐅᖅᑰᔾᖓᑦ, ᐃᒻᒪᕐᑳ ᐅᖃᕆᐊᓪᓚᑲᓐᓂᕈᓐᓇᑐᐃᓐᓇᕈᕕᑦ, ᖃᓄᖅ ᑖᒻᓇ ᑕᒪᓐᓇ ᑭᓪᓕᖏᑦ, ᖃᑦᓯᓄᒋᐊᖃᕐᓂᖏᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᕐᒪᖔᕐᒥᒃ, ᖃᓄᕐᓗ ᑲᑎᒪᔨᑦ ᑭᓯᒥᒃ ᑐᓐᖓᕕᖃᕈᓐᓇᖅᐱᑕ ᓄᓇᓖᑦ ᐃᓚᒋᑦ ᖁᔭᓈᖅᑕᐅᖁᓇᒋᑦ ᓄᓇᓖᑦ ᒥᑭᔫᑕᐅᓂᖅᓴᑦ ᐱᓗᐊᖅᑐᑦ. ᒥᕐ ᓯᑖᒃᓕ. |
| **Ms. Stockley**: Thank you, Mr. Chairman. We actually had a conversation with the representative just last week with regard to this and yes, under the previous system, paediatricians were often unavailable between their two annual community visits, which could lead to wait times for children, but we do have a new system in place, partly assisted by the increased use of telehealth that has come to be as part of the COVID response. | **ᓯᑖᒃᓕ** (ᑐᓵᔾᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᖃᖃᑎᒋᕋᔭᕋᑖᔪᔭᕗᑦ ᐱᓇᓱᐊᕈᓯᐅᔪᔪᒥ ᑭᒡᒐᑐᖅᑎ ᑖᓐᓇ ᐱᓪᓗᒍ. ᐃ, ᓯᕗᓂᐊᓂ ᐃᓂᓪᓚᖓᐅᓯᕗᑦ ᒪᓗᑦᑐᒍ ᓄᓇᓕᓐᓄᑦ ᒪᕿᐃᖅᓱᑎᒃ ᐳᓚᕋᖃᑦᑕᓲᖑᒻᒪᑕ ᐅᑕᖅᑭᑎᐊᕈᑕᐅᓲᖑᒻᓯᒻᒪᑦ ᓄᑕᖅᑲᓄᑦ. ᑭᓯᐊᓂ ᐃᓂᓪᓚᖓᐅᑎᖃᓕᕐᒥᕗᒍᑦ, ᐅᓄᖅᓯᕙᓪᓕᐊᓂᖓ ᓄᕙᒡᔪᐊᕐᓇᖅ ᐱᔾᔪᑕᐅᓯᒪᓪᓗᓂ. | |
| At this point, enquiries and questions from community health nurses and general | ᑕᒪᒃᑯᐊᓗ ᐊᐱᖅᑯᑎᐅᓗᐊᖅᓯᒪᔪᑦ ᐋᓐᓂᐊᓯᐅᖅᑎᓄᑦ ᐊᒻᒪᓗ |

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| practitioners are now answered in a time-efficient manner, typically within 24 hours. When a patient is assessed and needs to be seen urgently by a paediatrician, arrangements can be made by the paediatrician for the patient to fly to be seen within a couple of days. | ᐃᓗᐊᖅᓴᐃᔨᓄᑦ ᑭᐅᓵᓕᖃᑦᑕᕈᓐᓇᖅᓯᓪᓗᑎᒃ ᐃᑲᕐᑦ 24 ᑐᖓᓂᒃ. ᑖᓐᓇ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᓕᒃ ᖃᐅᔨᓴᖅᑕᐅᕋᖓᑦ, ᐃᓱᐊᖅᓴᐃᔨᒧᓪᓗ ᐸᕐᓇᐅᑕᐅᓲᖑᔪᖅ ᑕᑯᔭᐅᕝᕕᑦᓴᖃᖅᑎᑕᐅᓕᖅᓱᓂ ᐅᓗᑦ ᖃᑦᓯᑦ ᐊᓂᒍᕋᑖᖅᑎᒡᓗᒋᑦ. |
| As I mentioned, we're using telehealth as well with phone support and in-person visits and, when it's urgent and appropriate for telehealth utilization, a telehealth visit can be arranged within a few days. We have shifted from a schedule to more of an on-demand type of system and I know that the representative and staff have raised some concerns to make sure that it doesn't put a lot of burden on family, so we will continue to monitor that and try to continue to find the model that works best for the territory. Thank you, Mr. Chairman. | ᐅᖃᖅᑲᐅᒻᒥᒐᒪ, ᖃᕆᑕᐅᔭᒃᑯᑦᑕᐅᖅ ᑕᕆᔭᐅᑎᒃᑯᑦ ᒐᕙᒪᒥ-ᔪᒍᑦ ᑐᐊᕕᖅᓇᕌᖓᑦ. ᐊᑐᕆᐊᒃᑲᓂᖅᓱᑎᒍᑦ ᐊᑐᖅᑕᐅᒋᐊᖃᕌᖓᑦ ᕿᓚᒥᑯᓗᒃ ᐋᖅᑭᑦᑕᐅᒍᓐᓇᓲᖑᒻᒪᑦ. ᐊᒻᒪ ᐱᔪᒪᓂᖕᒋᑦ ᒪᓕᒃᑐᒋᐅᖃᑦᑕᓚᐅᖅᑑᒐᓗᐊᖅ ᑕᐃᒪᐃᖕᒋᓐᓂᖅᓵᖅᓕᖅᒥᔫᒐᓗᐊᖅ ᐃᓱᒫᓗᑕᐅᖃᑦᑕᖅᓯᒪᓂᑰᖕᒥᖕᒪᑦ ᐊᒃᓱᕈᖅᓇᖃᑦᑕᖅᓯᒪᓂᖕᒋᓐᓄᑦ ᐃᓚᒌᖑᔪᓄᑦ. ᑕᐃᒪ ᐃᓗᐊᓛᒥᒃ ᓯᕗᒧᐊᒍᑎᒋᔪᓐᓇᖅᑕᑦᑎᓐᓂᒃ ᐱᓇᓱᒃᓯᒪᔭᕗᑦ ᑕᒪᓐᓇ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Thank you. There is a long list of systemic issues on pages 36 to 38 and then there are systemic issues awaiting action on page 39. Looking through this list, some of these are pretty major issues: lack of daycare, quality of the education system, inadequate and overcrowded housing. These issues are very familiar to MLAs in the room and no doubt the departmental officials as well. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒥᒃ. ᑕᐃᒪ ᐊᒥᓲᖕᒪᑕ ᑕᒪᒃᑯᐊ ᓴᖅᑭᒐᔪᒃᑐᑦ 36-ᒥᒃ 38-ᒧᑦ ᒪᒃᐱᒐᖕᒋᓐᓄᑦ ᐊᒻᒪᓗ ᓴᖅᑭᒐᔪᒃᑐᑦ ᓱᓕ ᐱᓇᓱᐊᖅᑕᐅᔭᕆᐊᓖᑦ ᒪᒃᐱᒐᖕᒐᓂ 39-ᒥᑦ ᑕᑯᓪᓗᒋᑦ ᑖᒃᑯᐊ ᑎᑎᕋᖅᓯᒪᔪᑦ ᐃᓚᖕᒋᑦ ᐊᖕᒋᔫᑎᐊᓘᖕᒪᑕ ᐱᒻᒪᕆᐅᑎᐅᓪᓗᑎᒃ ᓲᕐᓗ ᐸᐃᕆᕕᒃᓴᖃᑦᑎᐊᖕᒋᓐᓂᖅ ᐊᒻᒪᓗ ᐃᓕᓴᐅᑏᑦ ᐱᐅᓗᐊᖕᒋᓐᓂᖕᒋᑦ ᓈᒻᒪᖕᒋᓗᐊᕐᓂᖕᒋᑦ ᐊᒻᒪᓗ ᓂᓐᓂᐅᓗᐊᖅᐸᖕᓂᖕᒋᑦ ᐃᒡᓗᐃᑦ ᑕᒪᒃᑯᐊ ᐃᓕᓴᕐᓇᒻᒪᕆᖕᒪᑕ ᒪᓕᒐᓕᐅᖅᑎᓄᑦ ᑕᕝᕙᓂ ᓇᓗᓇᕋᓂᓗ ᑖᒃᑯᓄᖕᒐᑦᑕᐅᖅ ᑎᒥᐅᔪᑦ ᐱᓕᕆᔨᖕᒋᓐᓄᑦ. | |
| How does the representative's office choose which issues to tackle next? If we look at the list on page 39 as your to-do list, how does the office decide which ones are going to be addressed and in which order? Ms. Matte. | ᑕᐃᒪᓕ ᖃᓄᖅ ᑭᒡᒐᑐᖅᑎᐅᑉ ᐊᓪᓚᕕᖕᒐ ᓇᓪᓕᐊᓐᓂᒃ ᐱᓇᓱᒋᐊᒥᒃ ᑕᑯᒍᕕᑦ ᒪᒃᐱᒐᖕᒐᓂ 39 ᐱᔭᕆᐊᖃᖅᑕᑦᑎᓱᓐᓂᒃ ᖃᓄᐊᓗᒡᓕ ᑕᐃᒪ ᐃᓱᒪᓕᐅᖅᐸᒃᐱᓯ ᐊᓪᓚᕕᑦᓯᓐᓂᒃ ᓇᓪᓕᐊᒃ ᑲᒪᒋᔭᐅᓯᒋᐊᕐᓂᐊᕐᒪᖕᒐᑦ ᖃᓄᕐᓘᓐᓃᑦ ᓯᕗᓪᓕᐅᑎᔭᐅᓂᐊᕐᒪᖕᒐᑦ. ᒥᔅ ᒫᑦ. | |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) As you have said, there are a lot of issues that could use some attention, and certainly the resources of our office are ten people, two people who report to me that work on systemic issues. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐅᖃᕋᑖᕋᕕᑦ ᐊᒥᓲᖕᒪᑕ ᐃᒃᐱᒋᔭᕆᐊᖃᖅᑐᑦ. ᐱᓇᓱᒃᑎᕗᑦ ᐊᒡᓚᕕᑦᑎᓐᓂ ᖁᓕᐅᓪᓗᑕ, ᒪᕐᕉᒃ ᑖᒃᑯᐊ ᐅᕙᓐᓄᑦ ᑭᐅᔭᕆᐊᖃᖃᑦᑕᖅᑑᒃ ᑕᒪᒃᑯᓇᖕᒐᑦ ᐊᓚᒃᑲᒐᔪᒃᑐᓂᒃ. |

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| What you have seen in the report is that not every single issue needs a systemic review for it to be addressed or a discussion to start or to see some movement and some change, and that's why you saw three pages of "in progress" issues because we have been having conversations with departments to see if they are doing things that might be addressing the issues that are being raised to our attention. A lot of the issues that you pointed to on page 39 are some of our biggest, most difficult issues in the territory, such as housing, food security, daycare spaces. They are large issues. They do absolutely, though, deserve our attention and our efforts. | ᑕᑯᔭᑎᑦ ᐅᓂᒃᑳᓂᒃ ᑕᒪᕐᒥᒃ ᐅᖃᐅᓯᐅᕙᒃᑐᑦ ᐅᖃᐅᓯᐅᒋᐊᑐᒃᑲᓐᓂᔾᔭᖏᑦᑐᑦ ᑕᐃᒪᐃᒻᒪᑦ ᑕᑯᕗᑎᑦ ᒪᒃᐱᒐᑦ ᐱᖓᓱᑦ ᐱᕙᓪᓕᐊᓂᖏᓐᓂᒃ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᑐᐃᓐᓇᖅᐳᑦ. ᑐᑭᓯᔾᔪᑎᒃᓴᒥᒃ ᐱᕙᓪᓕᐊᖕᒪᖔᑕ ᐃᓄᓕᓇᔨᒃᑯᑦ ᖃᐅᔨᒐᔭᖑᐊᖅᑕᑦᑎᓐᓂᒃ ᒪᒃᐱᒐᖕᒐᓂ 39-ᒦᑦᑐᑦ ᐊᖏᓛᖑᖃᑕᐅᔪᖅ ᐱᔭᕆᑐᓂᖅᐸᖑᔪᑦ ᓄᓇᕗᒻᒥ ᐃᒡᓗᑭᒃᓴᕐᓂᖅ ᐃᓂᖃᕐᓯᐊᕆᐊᖃᕐᓂᖅ. ᑕᒪᒃᑯᐊ ᐊᖏᔫᑎᐊᓘᔪᑦ ᐱᔾᔪᑕᐅᓂᖏᓪᓗ ᐊᒃᓱᐊᓗᒃ ᐃᒃᐱᒋᔭᕆᐊᖃᖅᑕᕗᑦ ᐱᓇᓱᐊᒻᒪᕆᒡᓗᑎᒍᑦ. | |
| How we make decisions on what issue to look at next, we take information from our systemic database that lets us know how many times have Nunavummiut brought this concern to our attention. We take referrals that come from our individual advocacy cases. Even though we might have worked on a situation to fix a problem for one person, if we keep seeing that same problem come again and again, it gets sent over to the systemic team to say "Something bigger needs to change than just fixing it for people when they come to us one by one." | ᖃᓄᖅ ᑕᐃᒪ ᐃᓱᒪᓕᐅᖃᑦᑕᖅᐱᑕ ᓇᓕᐊᓐᓂᒃ ᕿᒥᕐᕈᖅᑳᖃᑦᑕᕐᒪᖔᑦᑕ ᑐᓴᒐᒃᓴᖅ ᓇᒡᕚᖃᑦᑕᖅᑕᕗᑦ ᑐᑦᑕᕐᕕᒋᕙᑦᑕᑎᓐᓂ ᑐᓴᕋᒃᓴᓄᑦ ᖃᑦᓯᐊᖅᑎ ᓄᓇᕗᒻᒥᐅᑕᐃᑦ ᐃᓱᒫᓗᑎᒥᖕᓂᒃ ᓴᖅᑮᓯᒪᓕᖅᐸᑦ ᐅᕙᑦᑎᓐᓄᑦ, ᑕᒪᒃᑯᐊ ᑕᑯᔭᐅᕝᕕᒃᓴᖃᖅᑎᑉᐸᒃᑕᕗᑦ ᐊᔭᐅᖅᑐᐃᔪᓂᒃ ᑐᓴᕐᕕᒋᖃᑦᑕᖅᑕᕗᑦ ᐊᑲᐃᑦᓕᐅᕈᑕᐅᔪᖅ ᓱᕐᓗ ᐊᑕᐅᓯᖅ ᓴᖅᑭᒐᔪᓕᖅᐸᑦ ᐊᑲᐅᖏᓕᐅᕈᑕᐅᔪᖅ ᑖᒃᑯᐊ ᕿᒥᕐᕈᓇᖅᑎᓄᑦ ᓴᖅᑭᒐᔪᓗᐊᖅᑐᓂᒃ ᐋᖅᑭᒋᐊᕈᑎᒃᓴᒥᒃ ᐱᓇᓱᐊᓕᖅᓗᑎᒃ. | |
| We listen to what people are saying when we go to communities. We listen to the topics that the Members are raising here in the Legislative Assembly. We listen to what young people are putting forward in all the different channels that they communicate. We see them being active on social media. We see them engaging with the traditional media, raising issues. We look at what our national Inuit youth council is raising as topics. We take all of that information and we look at what we will run a systemic review on next. | ᓈᓕᒋᐊᓲᖑᔪᒍᑦ ᐃᓄᖕᓄᑦ ᖃᓄᖅ ᐅᖃᐅᔾᔭᐅᖃᑦᑕᕐᒪᖔᑦᑕ ᐱᔭᕆᐊᓕᖕᓂᒃ ᐃᓱᒫᓗᑕᐅᔪᓂᒃ. ᐅᕙᓂᓗ ᑐᓴᖅᑕᑎᓐᓂᒃ ᒪᓕᒐᓕᐅᕐᕕᖕᒥ ᒪᓕᒐᓕᐅᖅᑎᓂᒃ ᒪᒃᑯᒃᑐᓪᓗ ᓄᐃᑎᑕᒥᖕᓂᒃ ᓇᐅᒃᑯᑐᐃᓐᓇᖅ ᑐᓴᐅᑎᑎᒍᑦ ᖃᕆᑕᐅᔭᒃᑯᑦ ᓴᖅᑮᖃᑦᑕᖅᓱᑎᒃ ᐅᖃᐅᓯᕆᔪᒪᔭᒥᓂᒃ, ᑲᓇᑕᒥᓗ ᐃᓅᓱᒃᑐᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᖃᓄᕐᓗ ᐅᖃᐅᓯᖃᖅᐸᓪᓕᐊᖕᒪᖔᑕ ᑕᒪᕐᒥᒃ ᑐᓴᖅᓴᓕᒫᑦᑎᐊᑦ ᓇᕙᖃᑦᑕᖅᑕᕗᑦ ᕿᒥᕐᕈᒋᐊᖅᓱᑕ ᖃᓄᐃᓕᐅᕐᓂᐊᓕᕐᒪᖔᑦᑕᓕ ᕿᒥᕐᕈᓂᐊᕐᓂᑦᑎᓐᓂᒃ ᑕᒪᒃᑯᓇᖔᑦ. | |
| I can share with the Committee that we are currently conducting a systemic review regarding child protection services at the | ᐅᓐᓂᖅᓯᐅᕈᓐᓇᕆᕗᖔ ᒫᓐᓇᐅᔪᖅ ᕿᒥᕐᕈᕙᓪᓕᐊᓂᖃᓕᕐᒥᒐᑦᑕ ᑖᒃᑯᐊ ᓄᑕᖅᑲᓂᒃ ᓴᐳᔾᔨᒌᑦ |

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| Department of Family Services. The department was notified in, I believe, July 2020 that we were conducting the review and we are hoping to complete that review and have it to the Assembly before the end of the current fiscal year. (interpretation) Thank you, Mr. Chairman. | ᐃᓄᓕᕆᔨᒃᑯᓐᓂ ᔪᓚᐃᒥᐅᖅᑰᖅᑐᖅ 2020-ᒥ ᕿᒥᕐᕈᓚᐅᖅᓯᒪᖕᒥᒐᑦᑕ ᓂᕆᐅᒃᐳᒍᓪᓗ ᐱᐊᓂᓛᕐᕋᑎᒍᑦ ᐊᑐᐃᓐᓇᐅᑎᓛᖅᓱᑎᒍᑦ ᐃᓱᓕᓚᐅᖕᒋᓐᓂᖓᓂᒃ ᐊᕐᕌᒍᑉ ᐃᓗᐊᓂ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you, Ms. Matte. (interpretation ends) Maybe I'll turn it to Ms. Bates. That's the first that we have heard of this next in-depth systemic review. In terms of what Committee Members can expect to see in terms of presentation or I guess we can look to the "Our Minds Matter" report; it would be a similar type of in-depth report. If you can maybe elaborate a bit on what we can expect there, Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ, ᒥᔅ ᒫᑦ. (ᑐᓵᔨᑎᒍᑦ) ᐃᒻᒪᖅ ᒥᔅ ᐸᐃᑦᔫᑲᐃᓐᓇᕐᓂᐊᖅᐸᕋ ᑖᓐᓇ ᓯᕗᓪᓕᐅᑦᑕᕐᑯᖅ ᑐᓴᑕᐃᓐᓇᖅᑕᕗᑦ ᑭᖑᓪᓕᕐᒥᒃ ᕿᒥᕐᕈᓂᒃᓴᐅᔪᖅ ᐱᓕᖅᑭᒐᔪᓗᐊᖅᑐᓂᒃ ᐊᒻᒪᓗ ᐅᓂᒃᑳᖅᑕᕐᓯᓐᓂᒃ ᐃᒻᒪᖅ ᕿᒥᕐᕈᒍᓐᓇᕐᒥᔭᕗᑦ ᐃᓱᒪᓕᒫᑦ ᐱᒻᒪᕆᐅᖕᒪᑖᖅᑐᖅ ᐅᓂᒃᑳᑦ ᑭᓱᒥᒃ ᓂᕆᐅᖕᓂᐊᖅᐱᑕᓕ ᑕᕝᕙᓐᖓᑦ? ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman. Yes, it would be a similar report to the ones of "Our Minds Matter." It's not quite as in-depth, I would say, simply because when we initially decided to take on this particular review, it's a smaller type of review because we were and, again, it kind of stemmed out of the ongoing concerns that we were seeing through the individual advocacy. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ, ᐃ̇, ᐊᔾᔨᐸᓗᒋᓇᔭᖅᑕᖕᒐ ᐅᓂᒃᑳᖅ ᑖᔅᓱᑐᓇᖅ "ᐃᓱᒪᐃᑦ ᐱᒻᒪᕆᐅᔪᑦ" ᐃᓱᒪᓕᐅᕆᐊᓐᖓᕋᑦᑕ ᑖᔅᓱᒥᖕᒐ ᕿᒥᕐᕈᔪᒪᓪᓗᑕ ᒥᑭᓐᓂᖅᓴᐅᓚᐅᖅᓯᒪᔪᖅ ᕿᒥᕐᕈᓂᕆᔭᕗᑦ ᑕᒪᓐᓇᓗ ᐃᓱᒫᓗᑕᐅᖕᒋᓐᓇᖅᓗᓂ ᐱᒋᐊᕈᑎᒋᓚᐅᖅᑕᓯᒪᔭᕗᑦ ᐊᔭᐅᖅᑐᐃᔪᓄᑦ.
| What we're looking at is, I think I had previously spoken about this, that the Auditor General of Canada had come in and had done two reports with respect to family services and child welfare services. What we were looking at and what we are currently looking at is several recommendations were made and when we were looking at individual advocacy cases, seeing the concerns that we were seeing, we were thinking, "If those recommendations had been implemented, would we still be seeing those concerns?" | ᕿᒥᕐᕈᕙᓪᓕᐊᔭᕗᓪᓗ ᓯᕗᓂᐊᓂ ᐅᖃᐅᓯᕆᓯᒪᖕᒥᔭᕋᓗᐊᕋ ᑲᓇᑕᒥ ᓴᐳᓐᓂᐊᖅᑎᖓᑕ ᐅᓂᒃᑳᕇᓚᐅᖅᓯᒪᔭᖓᓂᒃ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐱᓪᓗᒋᑦ. ᕿᒥᕐᕈᓚᐅᖅᓯᒪᔭᕗᑦ ᒫᓐᓇᓗ ᕿᒥᕐᕈᕙᓪᓕᐊᖕᒥᔭᕗᑦ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᑦ ᓴᖅᑭᑕᐅᓯᒪᔪᓂᒃ, ᐊᑐᓂ ᕿᒥᕐᕈᒐᑦᑎᒍᑦ ᐃᓄᐃᑦ ᐃᑲᔪᖅᑕᐅᕙᑦᑐᑦ ᐅᓐᓂᕐᔫᑕᐅᕙᑦᑐᑦ ᑐᓴᖅᑲᑦᑕᕐᓂᕗᑦ ᒪᓕᒃᑯᒋᑦ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᑦ ᑲᔪᓯᓐᓂᖅᐸᑕ ᐃᓱᒫᓗᑕᐅᖕᒋᓐᓂᖅᓴᐅᒐᔭᕐᓂᖕᒋᑦ. |
| That is the general focus of this particular report. There have been some challenges regarding obtaining information, but it will be similar to the format and what you see in | ᑕᐃᒪᐃᒻᒪᑦ ᑕᐅᑐᓪᓗᐊᑕᖅᓯᒪᕗᒍᑦ ᑖᒃᑯᓂᖓ ᐅᓂᒃᑳᓂᒃ. ᐃ̇, ᐊᒃᓱᕈᕐᓇᖅᑐᖃᖅᓯᒪᖕᒥᔫᒐᓗᐊᖅ ᓇᒡᕙᕋᓱᒃᑎᓪᓗᑕ ᑐᓴᒐᒃᓴᓂᒃ ᑭᓱᐊᓂ ᐊᔾᔨᐸᓗᑐᐃᓐᓇᕆᒐᔭᕐᒥᔭᖓ, ᐊᔾᔨᑐᐃᓐᓇᐸᓗᒋᓛᖅᑕᖓ ᑕᑯᔭᓯᓐᓂᒃ |

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| "Our Minds Matter." Thank you, Mr. Chairman. | ᐃᓱᒪᐃᑦ ᐱᒻᒪᕆᐅᓂᖏᓐᓃᖅᑐᓂᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you. I don't have any further names on my list from the Committee, so I'm just going to keep going until I run out of questions, if that's okay. For Family Services, your 2019-2020 annual report, on page 8, lists new positions within the department and so there are funded positions and then unfunded positions. I wonder if we could just get an explanation first of all on what you mean by "unfunded positions." Does that mean that these are not permanent, that these are temporary type assignments that have been made? Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ. ᐊᑎᖁᑎᖃᕈᓐᓃᕋᒪ ᑎᑎᕋᖅᓯᒪᔭᓐᓂᒃ ᒫᓐᓇ ᐊᐱᖅᓱᒃᐃᓐᓇᕐᓂᐊᕋᒪ ᓄᖑᕈᑎᓇᓱᖕᓂᓐᓂᒃ. ᐃᓄᓕᕆᔨᒃᑯᓐᓄᓪᓕ 2019-2020 ᐊᕐᕌᒍᑕᒫᖅᓯᐅᑎᔅᓯᓐᓄᑦ ᐅᓂᒃᑳᓕᐊᒥᓂᖅᓯ ᒪᒃᐱᒐᖓᓂᒃ 8 ᓇᓗᓇᐃᖅᑐᐃᖕᒪᑦ ᓴᖅᑭᔾᖅᑎᑦᑎᑦᓗᓂ ᓄᑖᓂᒃ ᐃᖅᑲᓇᐃᔾᓂᒃ ᑖᔅᓱᒪ ᐱᓕᕆᕕᐅᑉ ᐃᓗᐊᓂ. ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᔪᐃᑦ ᐃᖅᑲᓇᐃᔾᑦ ᐊᒻᒪ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᖏᑦᑐᑦ ᐃᖅᑲᓇᐃᔾᑦ.ᓇᓗᓇᐃᖅᑐᐃᔪᓐᓇᕐᑭᓯ ᖃᓄᖅ ᑐᑭᖅᑲᕐᒪᖔᑕ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᖏᑦᑐᑦ ᐃᖅᑲᓇᐃᔾᑦ? ᑕᐃᒪᓕ ᑐᑭᖅᑲᖅᑲ ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔾᓕᕆᐅᖏᑦᑐᐃᑦ ᑕᐅᕗᖓᓕᒫᖅ, ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᕐᕕᐅᔪᐃᑦ? ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, *imaa*. (interpretation) Thank you, Mr. Chairman. | **ᓇᐃᒍ**: ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓴᔨᑎᒍᑦ) ᐃ, (ᑐᓴᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᐃᒫ. ᒪ'ᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Why are these positions unfunded? I mean, quality assurance coordinator, that sounds like a pretty important job based on what we're hearing from the representative, based on the issues that were raised by the Auditor General in 2011 and 2014. It sounds to me like it's an important role. When we see a position like that and it's unfunded, what are Committee Members to interpret when we look at the fact that it's unfunded? | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓴᔨᑎᒍᑦ) ᑕᐃᒪᓕ ᓱᒻᒪᓄᑯᐊ ᐃᖅᑲᓇᐃᔾᑦ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᖏᓚᑦ? ᖃᓄᖅ ᐱᓕᕆᑦᑎᐊᕋᓗᐊᕐᒪᖔᑕ ᑐᑭᒧᐊᑦᑎᑦᑎᔨ ᐃᖅᑲᓇᐃᔾᖅ ᑖᓐᓇ ᐱᒻᒪᕆᐊᓘᕐᕙᓘᓗᐊᖅᑐᓂ ᐅᖃᖅᑕᐅᖃᑦᑕᕋᑖᕐᖓᑕ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᐅᑦᓗ ᐅᓂᒃᑳᓕᐊᒥᓂᖏᓐᓂᒃ 2014-ᒥ ᑕᐃᔭᐅᓯᒪᑦᓗᓂ, ᐱᒻᒪᕆᐊᓘᕙᓗᑦᑑᔾᖕᒐᑦ ᐃᖅᑲᓇᐃᔾᖑᑦᓗᓂ. ᑕᐃᒪᐃᑦᑐᒥᒃ ᐃᖅᑲᓇᐃᔾᒥᒃ ᑕᑯᑦᓗᓂ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᖏᑦᑐᒥᒃ ᖃᓄᖅᑦ ᑕᐃᒪ ᑲᑎᒪᔨᕋᓛᑦ ᑐᑭᓯᒐᔭᖅᑲᑦ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᖏᓐᓂᖓᓂᒃ? |
| Does that mean that the Department of Family Services has been unable to convince decision-makers within the government, I guess the Financial Management Board or whoever has authority over budgeting processes, does that mean that the department has been unable to convince them that these positions are important enough to justify funding or does it indicate something else that, perhaps, I haven't mentioned? Ms. Niego. | ᐃᓄᓕᕆᔨᒃᑯᓄᑯᐊᖃᐃ ᐊᔪᖅᓯᒪᔪᑦ ᐊᖏᖅᑎᑦᑎᒋᐊᒃᓴᖅ ᐋᖅᑭᑦᑎᕆᔨᐅᔪᓂᒃ ᒐᕙᒪᐅᑉ ᐃᓗᐊᓂ ᑮᓇᐅᔭᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᓐᓂᒃ ᓇᓕᐊᓐᓂᒃᑭᐊᖕᖏᓛᒃ ᐱᔪᓐᓇᐅᑎᖅᖅᑐᒥᒃ ᑮᓇᐅᔭᖅᑲᖅᑎᑦᑎᓂᕐᒧᑦ ᐊᑐᕈᒫᕐᓂᐊᖅᑐᓂᒃ ᑖᓐᓇᓕ ᑐᑭᖅᑲᖅ ᐃᓄᓕᕆᔨᒃᑯᑦ ᐊᖏᖅᑎᑦᑎᒍᓐᓇᓚᐅᖅᓯᒪᖏᑦᑐᑦ ᒐᕙᒪᒃᑯᓐᓂ ᐱᒻᒪᕆᐊᓘᖏᓗᐊᕆᔭᐅᖓᑕ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᓐᖏᓛᑦ? ᐅᕝᕙᓘᓐᓃᑦ ᐊᓯᐊᓂᒃ ᐱᔾᔪᑎᖅᖅᑲ ᑐᓴᖅᓯᒪᓐᖏᑕᓐᓂᒃ? ᒥᔅ ᓇᐃᒍ. |

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| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Part of the reason would be that and that's not to those other decision-makers, it's not to their criticism; it's to our department in that we don't have the data to substantiate a good business case and reason for it other than it could be one recommendation from a report internally to the department. | **ᓇᐃᒍ**: ᒪᑉᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᒦᓴᐅᑎᒍᑦ) ᐃᓚᖓ ᐱᔾᔪᑎᒋᒐᔭᖅᑕᖓ ᑖᓐᓇ. ᑕᐃᒃᑯᐊ ᐊᓯᕗᑦ ᐃᓱᒪᑖᖅᑎᐅᔪᐃᑦ ᑕᐃᒃᑯᐊ ᐊᑭᕋᖅᑐᖏᑕᕋᓗᐊᕗᑦ ᐅᕙᒍᑦ ᐱᓕᕆᕕᖕᒐᖓᓄᑦ ᑎᑎᕋᖅᓯᒪᔪᕐᑯᑎᖅᑲᖏᓗᐊᕋᑦᑕ ᐅᑉᐱᓇᖅᑎᑦᑎᒍᑎᔅᓴᓂᒃ ᑐᔅᓯᕋᐅᑎᑦᑎᓐᓄᑦ ᑕᒪᓐᓇ ᓴᖅᑭᕈᓐᓇᖅᓯᒪᒻᒪᑦ ᐊᑕᐅᓯᕐᒥᑦ ᐊᑐᓕᕐᑯᔭᓕᐊᒥᓂᕐᒥ ᐅᓂᒃᑳᓕᐊᒥᓂᕐᓂᒃ.

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| There are so many needs and we have to substantiate with data that this particular position will be the priority. I can't remember exactly, but of all departments, this current government has approved of any other department a lot for Family Services. It takes time to build and build. We can't just have an influx of so many positions all at once. We just can't manage that, so it has to be built in blocks. | ᐅᑉᐱᓇᖅᓯᑎᑦᑎᒋᐊᖅᑲᖅᐸᒃᑲᑦᑕ ᓇᓗᓇᐃᖅᑐᕈᑎᖅᑲᕐᓗᒋᑦ ᑎᑎᕋᖅᓯᒪᔪᓂᒃ. ᑖᓐᓇ ᐃᖅᑲᓇᐃᔾᔭᖅ ᓯᕗᓪᓕᐅᑎᑕᐅᕐᑯᓪᓗᒍ, ᓱᖅᑯᐃᒋᑦᑎᐊᖏᓐᓇᒃᑰᓇ ᐃᓘᓐᓇᖓ ᐱᓕᕆᕕᓕᒫᑦ ᒫᓐᓇ ᒐᕙᒪᐅᔫᑉ ᐱᓕᕆᕕᖏᑦ, ᐃᓄᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᖏᖅᑕᐅᑎᑦᑎᒐᓱᒋᐊᔅᓴᖅ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔾᔭᑦ ᐃᓕᔭᐅᕙᓪᓕᐊᒐᓱᒋᐊᖅᑕᕋᔭᕆᓪᓗᑎᒃ ᓇᓪᓕᒃᑭᑕᕐᓗᑎᒃ ᐃᓛᒃᑰᖅᑕᕐᓗᑎᒃ ᐃᓕᔭᐅᕙᓪᓕᐊᒍᓐᓇᕋᔭᖕᒐᑕ ᑭᓯᐊᓂ.

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| Part of the reason for quality assurance, or quality improvement is more along the lines of what we called it, is simply to respond to the numerous and numerous RCYO or representative requests and requests from this Committee. There are constant papers and documents being requested of us, taking us away from frontline work when we only have so many social workers. | ᑖᓐᓇ ᐱᓕᕆᑦᑎᐊᖅᑐᖅᑲᕋᓗᐊᕐᒪᖔᑦ ᖃᐅᔨᓴᖅᑎ ᐊᒥᓱᐊᓗᓐᓂᒃ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᑐᔅᓯᕋᕆᕙᑦᑕᖏᓐᓂᑦ ᑲᒪᔨᔅᓴᒥ, ᐅᕙᓐᖓᓪᓗ ᑲᑎᒪᔨᕋᓛᓂᖔᖅᑐᓂᒃ ᑐᔅᓯᕋᕈᓘᔭᓗᓐᓂᑦ ᐸᐃᑉᐸᕈᓘᔭᓗᐃᑦ ᐅᖃᓕᒫᒐᕈᓘᔭᓗᐃᑦ ᑐᔅᓯᕋᖑᖃᑦᑕᖕᒐᑕ ᐃᓄᓕᕆᔨᕗᓪᓗ ᐊᒥᒐᕕᐅᑎᑦᑐᑎᒃ.

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| When the department was created, it didn't come with the full corporate services staff and policy staff, key parts to corporate services, the management of the department, and so we rely on these unfunded little pockets to help us get the work done. (interpretation) Thank you, Mr. Chairman. | ᐃᓄᓕᕆᔨᒃᑯᑦ ᓴᖅᑭᑕᐅᒻᒪᑕ ᑮᓇᐅᔭᓕᔨᒃᑯᖅᑲᖅᑎᑕᐅᑦᑕᐅᑎᒋᓚᐅᖅᓯᒪᖕᒋᒻᒪᑦ ᐃᓄᓕᕆᔨᒃᑯᑦ. ᑕᒪᒃᑯᓂᖓ ᑮᓇᐅᔭᖅᑲᓗᐊᖅᑎᑕᐅᖕᒋᑦᑐᑦ ᐊᑐᖅᑐᑎᒍᑦ ᐃᖅᑲᓇᐃᔾᔭᑦ ᐱᓕᕆᐊᔅᓴᕗᑦ ᐱᓕᕆᒐᓱᑉᐸᑦᑕᕗᑦ. (ᑐᒦᓴᐅᑎᒎᕈᓐᓃᖅᑐᖅ) ᒪᑉᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) I mean, I guess I'll turn that to the representative because, on the one hand, your office wants to see things improve in terms of the services for children and youth, one of the departments that you deal with shares that, but they're facing budgetary | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᑉᓇ (ᑐᒦᓴᐅᑎᒍᑦ) ᑭᒡᒐᖅᑐᐃᔨᒧᖅᑲᐃ ᐊᐱᓇᖔᑲᐃᓐᓇᕈᒪ. ᐃᓚᖓᒍᑦ ᑖᓐᓇ ᑭᒡᒐᖅᑐᐃᔫᑉ ᐊᓪᓚᕕᖓ ᐱᐅᓯᒋᐊᖅᑐᓂᒃ ᑕᑯᔪᒪᑦᑕᕐᑯᖅ ᐱᔨᑦᑎᕋᕐᓂᐅᔪᓂᒃ ᓱᕈᓯᕐᓄᑦ ᒪᒃᑯᑦᑐᓄᓪᓗ ᑕᒪᒃᑯᐊᓗ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕕᖏᑦ ᑕᐃᒫᔅᓴᐃᓐᓇᖅ ᐃᓱᒪᖅᑲᕋᓗᐊᕆᓪᓗᓂᑦᑕᐅᖅ ᑭᓯᐊᓂ ᑮᓇᐅᔭᑎᒍᑦ ᐊᑐᕈᒫᕐᓂᐊᖅᑐᕐᑯᑎᑎᒍᑦ

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| limitations. How do we get to a point where that's no longer an issue? If we don't have the data in front of us to say "This would be the right number of staff for the Department of Family Services," what can we go on as elected officials? | ᐊᒥᒐᖅᓯᖃᑦᑕᖕᒐᑕ. ᖃᓄᖅᓕ ᑕᐃᒪ ᑎᑭᐅᑎᒍᓐᓇᕿᑕ ᑕᒪᓐᓇ ᐃᓱᒫᒐᓇᕈᓐᓃᖅᓗᓂ ᐅᐸᐱᓇᕈᑎᖅᓴᖅᓂᑦ ᑎᑎᕋᖅᓯᒪᔪᓂᒃ ᐱᑕᖃᖕᒋᐸᐸᑦ ᐅᖃᖅᓯᒪᔪᓂᒃ ᐅᕝᕙᐅᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᐃᒪᓐᓇᐅᐸᐸᑕ ᓈᒻᒪᒃᑲᔭᖅᐳᓚᓯᒪᔪᓂᒃ ᑕᐃᒫᒃ ᓂᕈᐊᖅᑕᐅᓯᒪᓪᓗᑕᓕ.<br><br>ᑐᑭᓯᑦᑎᐊᕈᓐᓇᖕᒋᓪᓚᓇᒃᑲᒃᑯᐃᓛᒃ ᐊᐱᖅᑯᑎᒐ ᑐᑭᓯᓇᑦᑎᐊᖕᒋᐸᐸᑦ ᒪᒥᐊᒃᑲᓗᐊᖅᑐᖕᒐ ᑕᕝᕙᓂ ᐱᒋᐊᓐᖕᒐᕐᓂᖕᒐᓂᒃ ᐅᓂᒃᑳᓕᐊᒥᓂᖅᓯᓐᓂᒃ ᑐᓐᖕᒐᕕᖕᒋᓐᓂᒃ ᐊᓯᔾᔨᕐᑯᔨᓯᒪᒐᕕᑦ. ᑭᓯᐊᓂᓕ ᐃᓄᓕᓇᔨᒃᑯᓪᓗ ᐊᓂᒍᓈᖅᓯᒪᔪᓂᒃ ᐊᑐᐃᓐᓇᖃᖕᒋᑦᑎᐊᓇᓪᓗᑎᒃ ᑕᑯᔭᕐᓂᒃ. ᖃᓄᐊᓗᒃ ᐋᖅᑭᑦᑕᐅᔪᖃᕈᓐᓇᖃ ᑕᐃᒪᐃᑦᑐᓂᒃ ᐱᐅᓂᖅᐹᒃᑯᓂᓛᒃ? ᑐᑭᓯᒃᑲᓐᓂᕈᑎᕐᓂᒃ ᐊᒥᒐᖅᓯᔪᐊᔫᑎᓪᓗᒋᑦ ᐃᓄᓕᓇᔨᒃᑯᑦ ᖃᓄᖅ ᑲᔪᓯᒋᐊᕈᓐᓇᕿᑕ ᓯᕗᒧᑦ ᐃᕝᕙᑦ ᐃᓱᒪᒋᔭᖕᒐᒍᑦ? ᒥᕐ ᐸᐃᑦᕐ.<br><br>**Ms. Bates**: Thank you, Mr. Chairman. Thank you for the question. It's certainly a complex question, but I think, again, the starting point, child welfare is a very difficult service to provide. It requires a great deal of infrastructure. It requires a great deal of very clear policy, procedure, and legislation. It requires that the staff that are carrying out those duties are adequately trained and adequately supervised so that they have the supports to carry out those functions.<br><br>I think that the collection of information and the collection of data, even if you don't have a state-of-the-art client information system, I worked in a system for more than 17 years that did not have an electronic, state-of-the-art case management system or a client information system, yet we still collected data. Yes, it was labour intensive. Yes, on a piece of paper, the intake supervisor collected every single day that we received a referral and the reason for that referral, and that informed our business plan going forward to get staff, to justify "We need X number of staff to build our system so that we can respond to these concerns, these needs, and | **ᐸᐃᑦᕐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᑕᐅᖅ ᑖᔅᓯᒥᖕᒐ ᐊᐱᓇᒐᕕᑦ. ᑭᐅᔭᕐᓂᖕᒋᑦᑐᐊᓗᒃ ᐊᐱᖅᑯᑎᒋᔭᑦ. ᑭᓯᐊᓂ ᑕᐃᒫᔅᓴᐃᓐᓇᖅ ᐃᓱᒪᖕᒥᒐᒪ. ᐱᒋᐊᕐᕕᖕᒐ ᓱᕈᓯᓕᓇᓂᐅᒥᓛᒃ ᐃᑲᔪᕋᓱᓐᓂᖅ ᐱᔭᓇᐊᑐᒻᒪᑦ ᐱᔾᑦᑎᕋᐅᑎᒋᒐᓯᒋᐊᖕᒐ ᐱᓕᓇᕕᖃᓇᐊᖃᕕᐅᑎᑦᑐᑎᒃ ᐊᒻᒪᓗᑦᑕᐅᖅ ᑐᑭᓯᓇᑦᑎᐊᓪᓕᓇᑦᑐᑯᓗᓐᓂᑦ ᐊᑐᐊᒐᖃᓇᐊᖃᖅᑐᑎᒃ ᒪᓕᒐᖃᓇᐊᖃᖅᑐᑎᓪᓗ ᐊᒻᒪᓗ ᐃᖅᑲᓇᔭᐃᖅᑎᖕᒋᑦ ᐃᖅᑲᓇᐃᔭᖃᑦᑕᖅᑐᐃᑦ ᐱᓕᒻᒪᓴᖅᑕᐅᑦᑎᐊᖅᓯᒪᒋᐊᓖᑦ ᐊᖕᒐᔪᖅᑳᑦᑎᐊᕐᓗᑎᓪᓗ. ᑕᐃᒃᑯᐊ ᐃᑲᔪᖅᓯᖅᑕᐅᖃᑦᑕᕈᓐᓇᓂᐊᕐᖕᒐᑕ ᐃᖅᑲᓇᐃᔮᒥᓂᒃ ᐱᓕᕆᒐᓱᑦᑎᓪᓗᒋᑦ.<br><br>ᐃᓱᒪᔪᖕᒐ ᓄᐊᑦᑎᓂᒃ ᑐᑭᓯᒃᑲᓐᓂᕈᑎᕐᓂᒃ ᖃᐅᔨᓴᕋᕐᓂᑦ ᐊᓪᓛᑦ ᒫᓐᓇᓕᓴᓪᓚᓇᐊᓗᒻᒥᒃ ᖃᕋᓴᐅᔭᒃᑯᑦ ᑲᒪᔾᔪᑎᕐᓴᖃᖕᒋᒃᑲᓗᐊᕈᕐᔪ 17-ᓂ ᐊᕐᕌᒍᓗᐊᖅᑐᓂᒃ ᑕᐃᒪᐃᑦᑐᓂᒃ ᖃᕋᓴᐅᔭᖃᖕᒋᑦᑐᓂᒃ ᐊᐅᓚᑦᑎᒍᑎᓂᒃ ᐱᖃᖕᒋᑦᑐᓂᒃ ᐃᖅᑲᓇᐃᔭᖃᑦᑕᓚᐅᖅᓯᒪᒐᑦᑕ. ᑭᓯᐊᓂ ᓄᐊᑦᑎᕙᔪᒥᔪᒍᑦ ᖃᐅᔨᓴᕋᕐᓂᑦ ᐱᔭᓇᐊᑐᓂᖅᓴᐅᕙᔪᔫᒐᓗᐊᖅ ᐸᐃᑉᐹᖃᑦᑕᖅᑐᑎᒃ ᑐᓴᖅᑕᓕᒫᕗᑦ ᑎᑎᕋᖃᑦᑕᓚᐅᖅᓯᒪᒐᑦᑎᒍᑦ ᓱᒻᒪᓪᓗ ᖃᐃᑦᑎᔭᐅᒻᒪᖕᒐᑦᑕ ᐃᑲᔪᖅᑕᐅᒋᐊᓕᓐᓂᒃ. ᑕᒪᔭᓕ ᑕᒪᒃᑯᐊ ᐊᑐᖃᑦᑕᕈᓐᓇᖃᑦᑕᕈᓐᓇᕙᔪᔭᕗᑦ ᐃᒪᓐᓇᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᓇᐊᖃᖅᓂᐊᕋᑦᑕ ᑕᒪᒃᑯᐊ ᓱᒋᐊᓇᐊᓖᑦ ᐃᑲᔪᓇᐊᓇᐊᓖᑦ ᐅᐸᒋᐊᕈᓐᓇᖃᑦᑕᖅᓂᐊᕋᑦᑎᒍᑦ |

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| provide the services that children and families require." I know it's difficult to provide that information, but even a year's worth of that information, I believe, would provide a good foundation for making those business cases. | ᓱᕈᓲᑦ ᐃᓚᒌᓪᓗ. ᐱᔭᕆᐊᑐᔪᖅ ᖃᐅᔨᒪᔪᖕᒐ ᑕᒪᓐᓇ ᓴᖅᑭᕋᓱᒋᐊᖕᒐ ᑕᐃᒫᒃ ᓄᐊᑕᐅᕙᓪᓕᐊᖃᑦᑕᓕᖃᑕ ᑐᑭᓯᓇᑦᑎᐊᕋᔭᖅᑐᖅ ᑭᓱᒥᒃ ᑐᓐᖓᕕᖃᕐᒪᖔᑕ. |
| In addition, I want to make it clear that when the Representative for Children and Youth Office requests information, especially as it relates to individual advocacy cases, and in fact as it relates to systemic issues, the information that we are requesting should have already been completed and in the possession of the department. For example, we often request "May we see a copy of the investigation report that was completed on this particular matter." Although I appreciate that we do make several requests, that information should be readily available. | ᑐᑭᓯᓇᑦᑎᐊᕐᑯᔭᕋ ᑭᒡᒐᖅᑐᐃᔨ ᓱᕈᓯᕐᓄᑦ ᒪᒃᑯᑦᑐᓄᑦ ᐊᓪᓚᕕᖕᒐ ᑐᔾᔪᕋᕋᐃᒻᒪᑦ ᑐᑭᓯᒃᑲᓐᓂᕈᑎᔅᓴᓂᑦ ᐱᔾᔪᑎᖃᖅᑐᓂ ᐃᓛᒃᑯᑦ ᐃᑲᔪᖅᓯᖅᑕᐅᔪᓂᑦ ᐊᓪᓛᑦᑕᐅᖅ ᐊᐅᓚᑦᑎᔾᔪᑎᐅᔪᓂᑦ ᐃᓱᒪᔫᑎᖃᖅᑎᓪᓗᑕ ᑐᔾᔪᕋᕗᑦ ᐱᔭᕇᖅᑕᐅᓯᒪᔭᕆᐊᓖᑦ ᐸᐸᑕᐅᑦᑕᐅᑎᒋᓗᑎᒃ ᐱᓕᕆᕕᐅᔪᓄᑦ, ᐆᑦᑑᑎᒋᓗᒍ ᑐᔾᔪᕋᔭᔾᔪᖑᒐᑦᑕ ᑕᑯᔪᒪᓪᓗᑕ ᐊᔾᔨᖓᓂᒃ ᖃᐅᔨᓴᖅᑐᖃᖅᑎᓪᓗᒍ ᑕᑕᑎᖅᑕᒥᓂᕐᒥᒃ. ᑕᐃᒪ ᑐᑭᓯᕙᒃᑲᓗᐊᖅᑐᖓᐃᓛᒃ, ᑐᔾᔪᕋᖅᐸᑲᑦᑕ ᐊᒥᓱᓂᒃ. ᑭᓯᐊᓂ ᑕᐃᒃᑯᐊ ᑐᔾᔪᕋᕗᑦ ᐊᑐᐃᓐᓇᐅᑦᑕᐅᑎᒋᖃᑦᑕᕆᐊᖃᕋᓗᐊᖕᒐᑕ. |
| With respect to systemic issues, a lot of the information that we have requested, certainly recently as it relates to the special report, is to say the departments said they would create a workload policy. "Can you please provide us with a copy of the workload policy as per the recommendation of the Auditor General?" Commitment made and said that it was going to be completed. Again, I recognize it is time-consuming to go and find the policy, but again, it's a matter of sending it to our office. | ᑐᑭᓯᒃᑲᓐᓂᕈᑎᔅᓴᕈᓗᔾᔭᓗᐃᑦ ᑐᔾᔪᕌᓇᓯᒪᔭᕗᑦ, ᒫᓐᓇᒃᑰᓯᒪᔪᖅ, ᐱᓕᕆᕕᑦ ᐅᖃᖃᑦᑕᖅᓯᒪᔪᐃᑦ, ᐱᓕᕆᐊᔅᓴᐅᔭᕆᐊᓕᓐᓂᒃ ᖃᐃᑦᑎᓂᐊᖅᑯᓯ, ᐊᑐᓕᖅᑯᔭᓕᐊᖑᓯᒪᔪᐃᑦ ᒪᓕᓪᓗᒋᑦ ᑕᒻᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᐅᑉ. ᐱᔭᕇᖅᑕᐅᓂᐊᕐᓂᕋᖅᑕᐅᓯᒪᑦᑕᖅᑯᑦ, ᑭᓯᐊᓂ ᕿᓂᕋᓱᒋᐊᖏᑕᐃᓛᒃ ᑕᕝᕙᑦᑕᐅᑎᒋ ᓇᓂᔭᔅᓴᐅᓲᖑᖏᑦᑑᒐᓗᐊᑦ. | ᑭᓯᐊᓂ ᐃᓕᓴᖅᓯᔪᖕᒐ ᐃᓄᓕᓇᔨᒃᑯᓄᑯᐊ ᐊᒥᓱᐊᓗᓐᓂᒃ ᑐᔾᔪᕋᕋᕙᐅᖃᑦᑕᕐᖓᑕ ᐅᕙᑦᑎᓐᓂᒃ. ᖃᐃᑦᑎᔭᐅᓂᖅᐹᖑᕙᒃᑕᑕ ᐃᓄᓕᓇᔨᒃᑰᓇᐊᓕᓐᓂᒃ. ᐃᓱᒪᒋᓗᒍᓗ ᐃᓘᓐᓇᖕᒐ, ᐃᑲᔪᖅᓯᓪᓕᓇᒃᑲᔭᖅᑐᖕᒐ ᐃᖅᑲᓇᐃᔭᖅᑎᓃᒃ ᐃᓚᒋᐊᖅᑕᐅᐸᐸᑕ ᐃᓄᓕᓇᔨᒃᑯᑦ. ᑭᓯᐊᓂᓕ ᖃᐅᔨᒪᑦᑎᐊᕐᑯᔨᒻᒥᔪᖕᒐ, ᐃᓱᒫᓗᒃᑲᒪ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᒃ ᐃᓚᐅᓇᑐᐃᓐᓇᕈᔾᔪᑦ. ᐊᒻᒪᓗ ᒫᓐᓇ ᐃᖅᑲᓇᐃᔭᖅᑎᓇᔭᓯ ᒪᓕᐸᑎᓐᓇᒋᑦ ᐊᑐᐊᒐᕐᓂᒃ, ᑕᐃᒪᓕ ᐊᑲᐅᖕᒋᓪᓕᐅᕈᒻᒥᒃ ᐊᖕᒋᓪᓕᒋᐊᓇᕙᓪᓕᐊᖑᓱᐸᐱᓲ, ᐃᓱᒫᓗᓐᓇᖅᑐᓂᓗ ᑕᒪᓐᓇ. | |

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| I would also say from a quality assurance perspective that I absolutely support quality assurance, especially inside of child welfare. It's an essential function. The department has had a child welfare specialist position which is, I believe, a full-time, indeterminate position for some time and I read the job description and one of its sole functions is exactly what we're talking about, which is quality assurance in doing file audits on a yearly basis, providing clinical child welfare supervision. You also have supervisors and managers in place. Their function is also to provide quality assurance, which means they're providing that clinical training, support, and supervision as it relates to how you respond, how you provide good services to children and their families. | ᐊᒻᒪ ᐱᓕᕆᑦᑎᐊᕐᒪᖕᒫᑕ ᖃᐅᔨᓴᕋᓱᓐᓂᖅ ᐱᓪᓗᒍ, ᐃᑲᔪᖅᓲᓪᓚᕆᑦᑐᖕᒐ ᑕᐃᒪᐃᑦᑐᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕆᐊᖃᖕᒐᑕ, ᓱᕈᓯᕐᒥᒃ ᑲᒪᓂᐅᑉ ᒥᔅᓵᓄᑦ, ᐃᓗᐊᓂ ᐱᓗᐊᖅᑐᒥᒃ. ᑖᒃᑯᐊ ᐃᓄᓕᕆᔨᒃᑯᑦ ᓱᕈᓯᕐᓂᒃ ᖃᓄᐃᖕᒋᑦᑎᐊᖅᑐᓕᕆᔨᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖃᑦᑕᓚᐅᖅᓯᒪᔫᒐᓗᐊᑦ, ᐃᖅᑲᓇᐃᔮᖕᒐᑕᓗ ᓇᓗᓇᐃᖅᑐᕈᑎᖕᒋᑦ ᐅᖃᓕᒫᖅᓯᒪᓪᓗᒋᑦ. ᑕᕝᕙ, ᑖᓐᓇ ᐃᖅᑲᓇᐃᔮᖕᒐᑕ ᐃᓚᒋᓪᓚᕆᑉᐸᔪᔭᖕᒐᑦ ᐱᓕᕆᑦᑎᐊᖅᑐᖃᕋᓗᐊᕐᒪᖕᒫᑦ ᖃᐅᔨᓴᖅᑎᐅᓪᓗᓂ ᐅᓂᒃᑳᓕᐅᖅᐸᑦᑐᓂ ᐊᕐᕌᒍᑕᒫᑦ, ᑕᒪᒃᑯᐊ ᐋᓐᓂᐊᕕᒻᒥ, ᐃᓄᓕᕆᔨᒃᑯᓄᓪᓗ ᐃᑲᔪᖅᑕᐅᔪᑦ, ᑭᒃᑯᓐᓄᑦ ᐊᖕᒐᔪᖅᑳᖃᖃᕐᒪᖕᒫᑕ ᓇᓗᓇᐃᑦᑕᐅᑦᑎᐊᖅᓯᒪᖃᑦᑕᖅᑐᑎᒃ. ᑕᐃᒫᒃ ᐱᓕᒻᒪᒃᓴᐃᖃᑦᑕᖅᑐᐃᑦ ᐊᖕᒐᔪᖅᑳᖕᒍᓪᓗᑏᒃ, ᖃᓄᖅ ᓱᒋᐊᕆᐊᖃᓲᖕᒍᒻᒪᖕᒫᑕ ᓱᕈᓯᕐᓄᑦ ᐃᓚᑏᓄᓪᓗ. | ᑐᑭᓯᑦᑎᐊᖅᑕᕋ ᑖᓐᓇ ᐊᖕᒋᔪᐊᓘᒻᒪᑦ ᒪᓕᒐᒃᓴᖅ, ᑭᓯᐊᓂ ᐅᖃᕈᓐᓇᕐᒥᔪᖕᒐ ᐱᕐᑯᑎᕐᔪᐊᖅᑕᖃᖃᕐᓂᖕᒐ, ᐱᓕᒻᒪᓴᖅᑎᖃᖃᕐᓂᖕᒐᓗ ᑕᐃᒪᐃᑦᑐᓕᕆᓂᐊᕐᓗᓂ ᐊᖕᒋᔪᐊᓘᒻᒪᑦ. ᑭᓯᐊᓂ ᐱᒻᒪᕆᑦᓚᕆᐊᓘᔪᖅ. ᐊᓯᐊᓂᒃ ᐅᖃᒃᑲᓐᓂᕈᓐᓇᓂᖕᒋᒃᑯᒪ, ᒫᓐᓇ ᑲᑎᒪᔨᕋᓛᑦ ᓵᖕᒐᓃᑦᑎᓪᓗᑕ. ᐱᒻᒪᕆᐅᓂᖕᒐ ᑎᑎᖅᑐᐃᖃᑦᑕᕐᓂᖅ ᐃᖅᑲᓇᐃᔮᔾᓯᓐᓂᒃ ᑕᕝᕙ ᑭᐅᔾᔪᑎᔅᓴᒪᕆᕙᓯᐅᒃ ᐊᓪᓚᕕᒻᒥ ᐅᕙᒍᑎᑐᑦ. ᐱᔨᑦᑎᕋᕋᑦᑕᓕ ᓱᕈᓯᕐᓂᒃ, ᐃᓚᒋᓂᓪᓗ. | ᐊᒻᒪ ᐱᓕᕆᑦᑎᐊᕐᒪᖕᒫᑕ ᖃᐅᔨᓴᕋᓱᓐᓂᖅ ᐱᓪᓗᒍ, ᐃᑲᔪᖅᓲᓪᓚᕆᑦᑐᖕᒐ ᑕᐃᒪᐃᑦᑐᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕆᐊᖃᖕᒐᑕ, ᓱᕈᓯᕐᒥᒃ ᑲᒪᓂᐅᑉ ᒥᔅᓵᓄᑦ, ᐃᓗᐊᓂ ᐱᓗᐊᖅᑐᒥᒃ. ᑖᒃᑯᐊ ᐃᓄᓕᕆᔨᒃᑯᑦ ᓱᕈᓯᕐᓂᒃ ᖃᓄᐃᖕᒋᑦᑎᐊᖅᑐᓕᕆᔨᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖃᑦᑕᓚᐅᖅᓯᒪᔫᒐᓗᐊᑦ, ᐃᖅᑲᓇᐃᔮᖕᒐᑕᓗ ᓇᓗᓇᐃᖅᑐᕈᑎᖕᒋᑦ ᐅᖃᓕᒫᖅᓯᒪᓪᓗᒋᑦ. ᑕᕝᕙ, ᑖᓐᓇ ᐃᖅᑲᓇᐃᔭᖕᒐᑕ ᐃᓚᒋᓪᓚᕆᑉᐸᔪᔭᖕᒐᑦ ᐱᓕᕆᑦᑎᐊᖅᑐᖃᕋᓗᐊᕐᒪᖕᒫᑦ ᖃᐅᔨᓴᖅᑎᐅᓪᓗᓂ ᐅᓂᒃᑳᓕᐅᖅᐸᑦᑐᓂ ᐊᕐᕌᒍᑕᒫᑦ, ᑕᒪᒃᑯᐊ ᐋᓐᓂᐊᕕᒻᒥ, ᐃᓄᓕᕆᔨᒃᑯᓄᓪᓗ ᐃᑲᔪᖅᑕᐅᔪᑦ, ᑭᒃᑯᓐᓄᑦ ᐊᖕᒐᔪᖅᑳᖃᖃᕐᒪᖕᒫᑕ ᓇᓗᓇᐃᑦᑕᐅᑦᑎᐊᖅᓯᒪᖃᑦᑕᖅᑐᑎᒃ. ᑕᐃᒫᒃ ᐱᓕᒻᒪᒃᓴᐃᖃᑦᑕᖅᑐᐃᑦ ᐊᖕᒐᔪᖅᑳᖕᒍᓪᓗᑏᒃ, ᖃᓄᖅ ᓱᒋᐊᕆᐊᖃᓲᖕᒍᒻᒪᖕᒫᑕ ᓱᕈᓯᕐᓄᑦ ᐃᓚᑏᓄᓪᓗ. | If a child has experienced something, a harm, if they had to be taken away from their family, documenting how that happened, the decisions that were made and why they were made, that is important because that is the experience of that child, that youth, and they may come back to you, that department several years later, and say "Why did this happen to me? How did you make these decisions?" Without that documentation, the department is not accountable for that. Again, I cannot stress enough, as a social worker who worked in child welfare, documentation was one of these things we all dreaded, but it's an accountability piece and to me, it's the life of | ᓱᕈᓯᖅ ᐋᓐᓂᖅᑕᐅᓯᒪᓂᖅᑲᖃᕐᓗᓐᓃᑦ, ᐃᓚᖕᒋᓐᓂᓗᓐᓂᑦ ᐊᖅᓵᖅᑕᐅᔭᕆᐊᖃᕐᓂᖅᑲᑦ, ᑎᑎᕋᖅᑕᐅᑦᑎᐊᖅᓯᒪᑉᐸᑕ ᖃᓄᐃᓕᕙᓪᓕᐊᓂᕐᒪᖕᒫᑕ, ᓱᒻᒪᓪᓗ ᑕᐃᒫᒃ ᐃᓱᒪᑖᕈᔾᔭᐅᓂᕐᒪᖕᒫᖅ, ᑕᐃᒃᑯᐊ ᐱᒻᒪᕆᐊᓘᔪᑦ ᑎᑎᕋᖅᑕᐅᖃᑦᑕᖅᑲᑕ. ᐊᕐᕌᒍᒐᓚᐃᑦ ᐊᓂᒍᖅᑲᑕ ᐊᐱᕆᔭᐅᑐᐃᓐᓇᕆᐊᖃᕋᔾᔪ, ᓱᒻᒪᓄᑦᑐ ᐃᒫᒃ ᐃᓱᒪᑖᕈᑎᒋᓐᓂᖅᑭᓯᐅᒃ? ᑕᑯᒋᐊᒃᑲᓐᓂᖅᑲᑦᑕᕈᓐᓇᕋᔭᕋᔾᔪ. ᐅᖃᒃᑲᓐᓂᕈᓐᓇᒻᒪᕆᑦᑕᕋᐃᑖᒃ, ᐃᓄᓕᕆᔨᐅᓚᐅᖅᓯᒪᓪᓗᑕ ᑎᑎᕋᖃᑦᑕᕐᓂᖅ ᐊᓕᐊᓇᐃᖕᒋᑖᖕᒍᓚᐅᖅᓯᒪᒻᒥᒻᒪᑦ ᐃᖅᑲᐃᔮᑦᑎᓐᓃ. ᑭᓯᐊᓂᓕ, ᐊᑑᑎᖃᑦᓚᕆᑦᑐᖅ ᐃᓅᓯᖕᒐᓂᒃ | |

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| the child, it's the life of a family who is receiving services. | ᓱᑕᓲᑦ ᐅᖃᐅᓯᖃᖕᒐᑕ ᐊᒻᒪ ᐃᓚᒌᑦ. ᐃᓄᓕᓇᓗᒃᑯᓪᓗᑦ ᐃᑲᔪᖅᑕᐅᒐᓱᐸᑦᑐᑦ. |
| I trust that answers your question. Thank you, Mr. Chairman. | ᑭᐅᑦᑎᐊᕋᓗᐊᖅᑲᑎᖅᑲᐃ. ᖁᔭᓐᓇᒥᒃ, ᐃᓯᓯᕙᐅᑖᖅ. |
| **Chairman**: Thank you. I would like to ask you on another topic and it's also regarding Family Services and it is on page 37. At the bottom of page 37 you have listed under systemic issues custom adoption and medical consent, and then another issue right underneath that are sexual abuse investigations. It has been raised in the House before, but I don't believe it was during the representative's last hearing. Is the representative's office aware of the situation or the concerns that have been raised with custom adoptions and the potential for sex offenders to adopt a child through that avenue? Ms. Bates. | **ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ. ᐊᓯᐊᓂᖕᒐᖅ, ᐊᐱᕆᒍᒪᒐᒃᑭᑦ. ᐃᓄᓕᓇᓗᒃᑯᓂᑦᑕᐅᖅ ᐱᔾᔪᑎᖃᕐᒥᔪᒥᒃ. ᒪᑉᐱᒐᖕᒐ 37-ᒥ ᐊᑖᓂ 37 ᒪᑉᐱᒐᖕᒐᓂ, ᑎᑎᕋᔾᓯᒪᒐᔾᓯ, ᐊᐅᓚᑦᑎᔾᔪᓯᐅᔪᓂᒃ. ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖕᒋᑎᒍᑦ ᑎᒍᐊᕐᓂᖅ ᐊᒻᒪ ᐋᓐᓂᐊᕕᓕᐊᕐᓂᐊᖅᑐᓄᑦ ᐊᖏᖅᑲᑦᑕᕈᕐᓇᕐᓂᖅ ᐊᒻᒪ ᖁᓄᔪᕐᓂᐊᖅᑕᐅᔪᓂᒃ ᖃᐅᔨᓴᓂᖅ. ᐅᕙᓂ ᒪᓕᒐᓕᐅᕐᕕᒻᒥ ᐅᖃᐅᓯᐅᖃᑦᑕᖅᓯᒪᔪᖅ, ᑭᒡᒐᖅᑐᐃᔨᐅ ᓯᕗᓪᓕᐅᔪᔪᖃᐃ ᐅᕙᓃᑦᑎᓪᓗᒍ. ᑭᒡᒐᖅᑐᐃᔨᐅᓪᓗᓯ ᖃᐅᔨᒪᕕᓲ, ᐃᓱᒪᔫᑎᒋᔭᐅᓯᒪᔪᓂᒃ, ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖕᒋᑦ ᑎᒍᐊᕐᓂᒃᑯᑦ, ᖁᓄᔪᕐᓂᐊᖅᑏᑦ ᑎᒍᐊᖅᑖᑐᐃᓐᓇᕆᐊᖃᖕᒐᑕ ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖕᒋᑎᒍᑦ. ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman, for the question. With your permission, I would like Lynn Matte to respond to that question. Thank you. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᓯᓯᕙᐅᑖᖅ, ᐊᐱᕆᒐᕕᑦ. ᓕᓐ ᒫᑦᒧᑦ ᑖᓐᓇ ᑭᐅᔭᐅᖁᔭᕋᓗᐊᕋ ᖃᓄᐃᔅᓴᖕᒋᒃᑯᕕᑦ. ᖁᔭᓐᓇᒥᒃ. |
| **Chairman** (interpretation): Thank you. Ms. Matte. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒥᒃ. ᒥᔅ ᒪᑦ. |
| **Ms. Matte** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The matter that was raised to our attention concerning custom adoption was specifically connected to who has the authority to provide medical consent on behalf of the custom adopted child, in particular concerning out-of-territory medical services. | **ᒫᑦ**: ᖁᔭᓐᓇᒥᒃ, ᐃᓯᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑖᓐᓇ ᐅᕙᑦᑎᓐᓄᑦ ᖃᐅᔨᒃᑲᐅᔭᔭᐅᓯᒪᔪᖅ ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖕᒋᑎᒍᑦ ᑎᒍᐊᕐᓂᕐᒥᒃ. ᑭᒃᑯᑦ ᐊᖏᕈᓐᓇᖅᑎᑕᐅᕙᑦ ᐋᓐᓂᐊᕕᑦᑎᒍᑦ ᑎᒍᐊᕈᓐᓇᓂᐊᖅᑐᓂᒃ, ᓄᓇᕗᑦ ᓯᓚᑖᓂᑦ ᐋᓐᓂᐊᕕᓕᐊᕐᓂᖅ ᐃᓱᒪᒋᓪᓗᒍ. |
| As part of our review, we did come across information concerning how custom adoption takes place and what that process looks like, previous judgments that have been made. There was a judgment by Justice Bev Browne concerning this topic that provided a lot of background information for us. No specific | ᕿᒥᕐᕈᓂᑦᑎᓐᓄᑦ ᐃᓚᒋᔭᐅᓪᓗᓂ ᑐᑭᔅᓯᒃᑲᓐᓂᕈᑎᔅᓴᓂᒃ ᑕᑯᓚᐅᖅᑐᒍᑦ, ᖃᓄᖅ ᐃᓄᑦᑎᑐᑦ ᑎᒍᐊᖅᑐᖃᓲᖕᒍᒪᖕᒐᖅ, ᖃᓄᐃᓕᐊᕐᒪᖕᒐᕐᓗ. ᐊᒻᒪᓗ ᐊᓂᒍᖅᓯᒪᔪᓂᒃ, ᐃᖅᑲᖅᑐᐃᔨᒃᑯᓐᓄᑦ ᐱᐊᕗᓕ ᐳᕋᐅᓐ ᐋᖅᑭᖃᑦᑕᖅᓯᒪᔭᖕᒋᑦ, ᓯᕗᓕᓇᓯᒪᔭᖕᒋᓐᓂᒃ ᐅᓂᒃᑳᖃᕈᓐᓇᖅᓯᒪᔪᒻᒪᑕ. ᐅᕙᑦᑎᓄᓪᓕ |

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| concern has been raised to our office to date regarding the lack of safety checks that occur if a custom adoption takes place. (interpretation) Thank you, Mr. Chairman. | ᐃᓱᒫᓗᓯᒪᔪᖅᑲᓐᖏᑦᑑᖅ, ᐊᑦᑕᓇᖅᑐᒧᖅᐊᖅᑐᒋᔭᐅᒻᒪᖕᒐᑕ ᑎᒐᖅᑖᖑᓂᐅᓴᔪᐃᑦ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) That's a concern I have heard directly from constituents, so if you want to consider it raised with your office. I'm not the only MLA in the current government who has raised that. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᒃᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓱᒫᓗᑏᑦ ᑖᓐᓇ ᑐᓴᖅᓯᒪᔭᕋ ᓂᕈᐊᖅᑎᒋᓯᒪᔭᓐᓂᒃ. ᐊᑦᓚᕕᔅᓯᓐᓄᑦ ᖃᐅᔨᒃᑲᑦᑕᐅᓚᐅᖅᓯᒪᓐᖏᒃᑯᕕᑦ, ᖃᐅᔨᒃᑲᖅᑲᒋᑦ. ᒪᓕᒐᓕᐅᖅᑎᑐᐊᖑᓐᖏᓐᓇᒪ ᑖᔅᓱᒥᖕᒐ ᐅᖃᐅᓯᖃᖅᓯᒪᔪᑦ. |
| In terms of family services, I know that we have raised this before during, I believe, budget considerations, and so regarding custom adoptions and the potential for protection issues or safety issues with a child, is that something that your department is open to working with the representative's office to look into? Ms. Niego. | ᐃᓄᓕᓇᔨᒃᑯᑦᓕ, ᖃᐅᔨᒪᒐᒪ ᑖᓐᓇ ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ ᐅᖃᐅᓯᓇᓯᒪᒻᒥᒐᑦᑎᒍ, ᑮᓇᐅᔭᖅᑐᕈᑎᔅᓴᓂᒃ ᐃᓱᒪᔅᓴᖅᓯᐅᕈᑎᑲᖅᑎᑦᓗᑕ. ᐃᓄᑦᑎᑐᑦ ᑎᒍᐊᖃᑦᑕᖅᓂᖅ, ᐊᑦᑕᓇᖅᑐᒧᑦᑎᑦᑎᑐᐃᓐᓇᓇᐊᖃᖅᓂᖕᒐ ᐃᓱᒫᓗᒋᔭᐅᓪᓗᓂ ᓱᕈᓯᖅᓂᒃ, ᐃᓛᒃ ᓱᕈᓯᓛᓂᒃ. ᑭᒡᒐᖅᑐᐃᔨᒃᑯᓐᓂᑦ ᐱᓕᓇᖃᑎᖃᕈᒪᕕᓲ ᑕᒪᓐᓇ ᕿᒥᖅᕈᐊᖅᑕᐅᒋᐊᒃᑲᓂᖅᓂᐊᖅᖕᒐᑦ? ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Can you repeat the question? Sorry. Working with the representative, was it on the custom adoption piece? Yes, but I think the most important for custom adoption is the whole legislative process as well as, because it is custom, we depend on the Inuit custom which implicates the Inuit orgs. | **ᓇᐃᒍ**: ᒪᒃᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ ᐅᖃᒃᑲᓐᓂᑲᐃᓐᓇᕈᖅ? ᖃᓄᖅ ᐃᓄᐃᑦ ᐱᖅᑯᓯᖕᒋᑦᑎᒍᑦ ᑎᒍᐊᖅᓂᖅᒧᑦ ᐅᖃᐅᓯᖃᖅᐱᑕ? ᐃ, ᑭᓯᐊᓂ ᐱᖅᔪᐊᖑᓂᖅᓴᐅᔪᖅ, ᐱᖅᑯᓯᑐᖃᖅᑎᒍᑦ ᑎᒍᐊᖅᓂᖅ ᐱᓪᓗᒍ ᐊᒻᒪᓗ ᒪᓕᒐᐃᑦ. ᐊᒻᒪ ᐱᖅᑯᓯᑐᖃᖅᑎᑑᖅᒪᑦ, ᐃᓄᐃᑦ ᑎᒍᐊᕈᓯᖕᒋᓐᓂᒃ ᐊᑐᖅᒪᑦ. |
| With that, in the *Criminal Code* book, I don't know if you have seen it, but there are hundreds, if not thousands, of pages and that book has never been translated into Inuktitut. There are many different types of charges, even when it comes to sexual offences. There is suspicion, even, of sexual offences is that we don't know because we need the custom part of this to kick in. We need to know from an Inuit entity what is acceptable and what is not acceptable. | ᑕᐃᒃᑯᐊ ᒪᓕᒐᖅᓂᒃ ᓯᖅᑯᒥᑦᑎᓂᖅᒧᑦ ᑐᕌᖕᒐᔪᑦ, ᐃᔾᔪᔪᑯᔅᓱᒻᒪᓂᓐᓇ ᑕᐃᑲᓂ ᐃᓄᒃᑎᑑᓕᖅᑎᑕᐅᓚᐅᖅᓯᒪᖕᒋᖕᒪᑦ. ᖃᓄᐃᑦᑐᕈᓗᔫᓗᖕᓂᒃ ᐃᓗᓕᖅᑲᖅᒪᑦ, ᓄᓕᐊᖅᓂᖅᒧᑦ ᑐᕌᖕᒐᔪᑦ ᓄᓕᐊᖅᓂᖅᒨᖕᒐᔪᓪᓗ ᒪᓕᒐᓕᖕᒋᓐᓂᒃ ᓯᖅᑯᒥᑦᑎᔪᑦ. ᐃᓄᖕᓃᖕᒐᖅᒪᑦ ᑭᓱᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᒪᖕᒐᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖕᒋᒻᒪᖕᒐᓪᓗ. |
| There are so many different levels within the *Criminal Code* and I'm sure my colleague can speak more to that, but if we start to draw | ᓇᓗᓇᐃᔭᖅᑕᐅᑦᑎᐊᖅᓯᒪᔪᑦ ᑕᐃᒃᑯᓇᓂ ᒪᓕᒐᐃᑦ ᑐᓐᖓᕕᔾᔪᐊᖕᒋᓐᓂᒃ |

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| lines on what is allowable and what is not, that is up to the custom, the culture, the custom, not a public entity such as Family Services. I would have to rely on the Inuit orgs to tell me where the line should be drawn and so that's where the majority of that work would be. | ᒪᑯᓄᖓ ᐃᓄᓕᕆᔨᒃᑯᑦ ᒪᓕᖅᑲᑦᑕᕆᐊᓖᑦ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᖕᒋᓐᓂᒃ, ᑭᓯᑦ ᐊᑐᕆᐊᖃᖅᒪᖕᒫᑦ, ᑭᓯᓪᓗ ᐊᑐᕆᐊᖃᖕᒋᒻᒪᖕᒫᓪᓗ. |
| It would take in-depth consultation in each and every community because it could differ from community to community or region to region what is acceptable. Is the intent to touch acceptable or not in the custom? I don't know from community to community, so it's a complicated drawing of lines which we would have to rely on Inuit. (interpretation) Thank you, Mr. Chairman. | ᐊᔾᔨᒌᓐᖕᒋᑦᑑᓱᒍᖕᒍᓪᓗᑎᒡᓗ ᓄᓇᓕᖕᓂ ᐊᕕᒃᑐᖅᓯᒪᔪᓂ ᐊᔾᔨᒌᓐᖕᒋᑦᑑᑕᐅᖃᑦᑕᖅᒪᑕ, ᑭᐅᔭᖅᓂᖕᒋᑦᑐᖅ. ᐃᓄᖕᓂᒃ ᑭᓯᐊᓂ ᑐᓴᖅᑕᑦᑎᓐᓂᒃ ᒪᓕᒡᓗᑕᐅᖃᑦᑕᖅᒪᑦ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Inuit organizations again come in, as they were raised earlier, come into the conversation or the situation. Does the Department of Family Services have any plans to consult with Inuit organizations on this issue? Ms. Niego. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓄᐃᑦ ᑎᒥᖁᑎᖕᒋᑦ ᑕᐃᒪ ᓂᒡᓕᐅᑎᒋᔭᐅᖅᑲᐅᖕᒪᑕ ᓴᖅᑭᒃᑲᓐᓂᕆᕗᖅ. ᐃᓄᓕᕆᔨᒃᑯᑦ ᐸᖕᓇᐅᓯᐅᖅᓯᒪᕚᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖕᒋᓐᓂᑦ ᐅᖃᒡᓚᖃᑎᖃᖅᓂᐊᖕᓗᑎᒃ ᑕᒪᑐᒪ ᒥᒃᓵᓄᑦ? ᒥᔅ ᓇᐃᒍ. |
| **Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, we would have to proceed with the legislative proposal, secure funds for the consultation, and follow through all of that. It's in the planning stages. I expect it would not happen within the term of this government. The preplanning would start. It has been in the preplanning. The department has been busy with other legislation and now that that's complete, we can move on to the adoption and custom adoption. (interpretation) Thank you, Mr. Chairman. | **ᓇᐃᒍ**: ᒪᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐃ. ᑕᐃᒃᑯᐊ ᒪᓕᒐᒃᓴᐃᑦ ᐱᖕᒋᐊᖕᓗᒋᑦ, ᑮᓇᐅᔭᓂᒡᓗ ᐱᓗᑕ ᐅᖃᒡᓚᖃᑎᒌᖕᓂᖅ ᐊᑐᓯᒋᐊᖕᓂᐊᖕᒪᑦ. ᐃᓱᓕᑦᑎᓂᐊᖅᑐᒃᓴᐅᔪᓯ ᑭᓯᐊᓂ ᐸᖕᓇᐅᑏᑦ ᓯᕗᖕᖓᓂ ᐱᓕᕆᐊᕆᔭᕆᐊᓖᑦ ᑕᒪᒃᑯᐊ ᐱᒋᐊᖅᑎᑦᑐᓐᓇᖅᑕᕗᑦ. ᐱᓕᕆᕕᑦᑕ ᐊᓯᐊᓂ, ᐊᒻᒪᓗ ᐅᓄᖅᑐᓂᒃ ᒪᓕᒐᒃᓴᓂᑦ ᑲᒪᒋᔭᖃᖕᒪᑦ ᑕᕝᕙᒃᑲᓐᓂᐅᕗᖅ ᑎᑎᕋᖅᑕᐅᔭᕆᐊᓕᒃ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓇ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) For the representative, we have this child abuse and neglect response agreement as part of the Committee's package for this meeting, and roles and responsibilities are listed in here and so there are a number of | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. (ᑐᓵᔨᑎᒍᑦ) ᑭᒡᒐᖅᑐᐃᔫᑉ ᑎᑎᕋᖅᕕᐊᓄᑦ. ᓱᕈᓰᑦ ᐱᓂᕐᓗᒃᑕᐅᖃᑦᑕᕐᓂᖕᒋᓐᓄᑦ ᐃᒃᓯᓐᓇᑰᒋᔭᐅᓂᖕᒋᓐᓄᑦᓗ ᑐᕌᖓᔪᓂᒃ ᐊᖕᒋᕈᑎᑕᖃᑦᒪᑦ ᐊᒻᒪᓗ ᐱᔭᒃᓴᖅᑖᕆᔭᐅᓯᒪᔪᑦ ᐅᑯᓇᓂ ᓇᓗᓇᐃᔭᖅᑕᐅᓯᓴᒪᓪᓗᑎᒃ |

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| different parties to the agreement. Has your office reviewed this agreement and provided any feedback to the departments on it? Ms. Bates. | ᐊᔾᔨᒌᓐᖏᕐᓗᑎᒃ ᑎᒥᐅᔪᑦ ᑖᔅᓱᒥᖓ ᐊᖏᖃᑕᐅᓚᐅᖅᑐᑦ. ᑖᓐᓇᖃᐃ ᐊᖏᑭᑎ ᐃᓕᔅᓯᓐᓄᑦ ᕿᒥᕐᕈᓇᒃᑕᐅᓯᒪᕙᒪ? ᐊᖓᒪᔫᓐᓃᑦ ᐅᖃᐅᓯᔅᓴᖃᕐᕕᒋᓂᑰᕕᒋᑦ ᑖᒃᑯᓄᖓ ᒐᕙᒪᒃᑯᑦ ᐱᓕᕆᕝᕕᖏᓐᓄᑦ? ᒥᔅ ᐸᐃᑦᔅ. |
| **Ms. Bates**: Thank you, Mr. Chairman, for the question. Yes, prior to it being finalized and tabled, the department requested that we look at it and provide feedback and we did so. We in fact provided a copy or made suggestions that the departments may want to look at other jurisdictions that had similar reporting protocols, and I believe we provided one that we had looked at ourselves. We did consult and we did see the document and did provide feedback on it when it was in kind of that early phase prior to it being finalized. Thank you, Mr. Chairman. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᕐᑯᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᖕᓂ. ᐃ. ᒪᓕᒐᓕᐅᕐᕕᖕᒧᑦ ᓴᖅᑭᑕᐅᓚᐅᖏᓐᓂᖓᓂ ᑖᒃᑯᐊ ᕿᒥᕐᕈᓇᒍᓐᓇᖅᓯᓚᐅᖅᓯᒪᔭᕗᑦ, ᐊᒻᒪᓗ ᐃᒪᓐᓇ ᐋᖅᑭᒃᓯᒪᐸᐸᑕ ᐱᐅᓂᖅᓴᐅᓂᐊᑑᒃᐸᑦ-ᓚᕝᕕᒋᔪᓐᓇᓚᐅᖅᑕᕗᑦ. ᑕᐃᒃᑯᐊᓗ ᒐᕙᒪᖃᕕᓐᓂ ᖃᓪᓗᓈᑦ ᓄᓇᖏᓐᓂ ᖃᓄᖅ ᐋᖅᑭᒃᓯᒪᖕᒪᖔᑕ ᑕᐃᒃᑯᐊ ᕿᒥᕐᕈᓇᓚᐅᖅᓗᑎᒃᑯᑦ ᐅᖃᓪᓚᖃᑎᒋᓚᐅᖅᓗᑎᒃᑯᑦ ᓱᓕ. ᐱᔭᕇᖅᑕᐅᓐᖏᐊᕐᔪᒃᑎᓪᓗᒍ, ᐃ, ᐊᔾᔨᖏᓐᓂᒃ ᑕᑯᔪᓐᓇᖅᓯᓚᐅᖅᑐᒍᑦ. ᕐᑯᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) I would like to turn to the Department of Justice regarding this response agreement. On the front page it's dated September 2020, so it hasn't been that long since this was tabled in the House, but in terms of its application to date, what has the experience been from your department's perspective? Is this agreement proving to be useful in terms of coordinating the different pieces of responding to child abuse and neglect? Mr. Mansell. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦ ᓵᖕᒐᕈᒪᓕᓇᓪᓗᖕᒐ, ᑖᒃᑯᐊ ᐊᒋᕈᑎᐅᑉ ᒥᒃᓵᓄᑦ. ᐱᖏᐊᕐᓂᖓᓂᒃ ᓯᑦᑕᕝᕙ 2020-ᓚᓯᒪᖕᒪᑦ, ᖃᖓᑦᑎᐊᕈᓗᒃ ᑖᓐᓇ ᒪᓕᒐᓕᐅᕐᕕᖕᒧᑦ ᓴᖅᑭᑕᐅᓚᐅᖅᓯᒪᔪᖅ. ᑭᓯᐊᓂ ᐅᓪᓗᒥᒧᑦ ᑎᑭᕐᓗᒍ ᐱᓕᕆᕝᕕᓯ ᖃᓄᖅ ᐅᓇ ᐊᖏᕈᑦ ᐊᑑᑎᖃᖅᐸ? ᓱᕈᓲᑦ ᐱᓂᕐᓗᒡᑕᐅᖃᑦᑕᕐᓂᖏᑦ ᐃᓯᓐᓇᑯᒋᔭᐅᓂᖏᑦᑕᓗ ᒥᒃᓵᓄᑦ, ᐃᑲᔫᑎᖃᖅᐸ?. ᒥᔅᑕ ᒫᓐᓯᐊᑦ. |
| **Mr. Mansell** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would have to get back to you on that specific question. The frontline staff that would work with the document and investigate the matters, I would have to consult with them to determine whether or not they think the document has been beneficial in the last several months, and I can commit to get back to the Committee on that. | **ᒫᓐᓯᐊᑦ**: ᕐᑯᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑖᓐᓇ ᒫᓐᓇ ᑭᐅᔪᓐᓇᖏᕐᓗᒍ. ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᑕᐃᒃᑯᐊ ᐃᓄᖕᓂᒃ ᑕᑯᖅᑳᑦ ᑕᐃᒪᐃᑦᑐᓕᕆᖃᑦᑕᕐᒪᑕ, ᑕᐃᒃᑯᐊ ᐅᖃᓪᓚᖃᑎᒋᓚᐅᕐᓗᒋᑦ ᑭᓯᐊᓂ ᑐᑭᓯᔪᓐᓇᖅᑐᖓ ᑖᒃᑯᐊ ᐊᖏᕈᑏᑦ ᐊᑑᑎᖃᓚᐅᕐᒪᖔᑦ. ᖃᐅᔨᒃᑲᓛᑐᐃᓐᓇᖅᐸᒋᑦ ᑐᑭᓯᓯᒪᓕᕈᒪ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Thank you. I'll turn back to the representative. This is one part of the | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓐᓇ. (ᑐᓵᔨᑎᒍᑦ) ᕐᑯᔭᓐᓇᒦᒃ. ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᑎᑎᕋᕐᕕᖓᓄᑦ ᑕᕝᕙᐅᕗᖅ ᐃᓚᖓᑦ, |

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| puzzle, the child abuse and neglect response agreement. It's a response. It's something that's happening after the fact. When we consider the issue of sexual abuse, there is a prevention side of things. When we look at the prevention side of things or side of the issue, in your opinion, is enough being done to prevent abuse from happening in the first place, safeguards, criminal records checks, what have you? Is that an area that needs more investment in your opinion? Ms. Bates. | ᓱᕈᓯᑦ ᐱᓂᕐᓗᒃᑕᐅᖃᑦᑕᕐᓂᖕᒋᓐᓄᑦ ᐃᒃᓯᓐᓇᑯᒋᔭᐅᓂᖕᒋᓐᓄᑦᓗ ᐊᖕᒋᕈᑦ. ᑖᓐᓇ ᓄᓕᐊᕐᓂᖅ ᑕᒪᓐᓇᐅᑎᑦᓗᒍ, ᑕᐃᒪᐃᑎᑦᑎᑦᑕᐃᓕᒪᓂᖅ ᑕᒪᓐᓇ ᐃᓱᒪᒋᓐᓇᖃᑦᑕᕆᐊᖃᕐᒥᒐᑦᑎᒃᑯᑦ. ᐃᕝᕕᑦ ᐃᓱᒪᒋᔭᖕᒐᒍᑦ, ᑕᐃᒪᐃᑦᑐᖅᑕᖃᖕᒋᓐᓂᖅᓴᐅᕐᑯᓪᓗᒍ ᑕᒪᒃᑯᐊ ᓴᐳᒻᒥᐅᑏᑦ ᓈᒪᓇᓱᒋᕕᑦ, ᐅᕝᕙᓘᓐᓃᑦ ᒪᑯᐊ ᐱᕋᔭᕐᓂᑰᖕᒋᒃᑲᓗᐊᕐᒪᖔᑦ ᑕᒪᒃᑯᐊ ᖃᐅᔨᓴᐅᑏᑦ ᓈᒪᒐᓗᐊᖅᐸᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐱᓕᕆᐊᕆᔭᐅᒃᑲᓐᓂᕆᐊᖃᕋᓱᒋᕕᐅᒃ? ᖁᔭᓐᓇᒦᒃ. ᒥᕐ ᐸᐃᑦᕐ. | ᐸᐃᑦᕐ (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᖕᓂ. ᑭᖑᒧᒐᓚᑲᐃᓐᓇᕐᓗᖕᒐᐃ ᑖᒃᑯᐊ ᐊᖕᒋᕈᑏᑦ ᐊᑎᓕᐅᖅᑕᐅᓚᐅᖅᓯᒪᓂᖕᒋᑦ. |
| Although it's in this fiscal year, we did have a case referred to us in which we had to raise with the community social services worker that there was a protocol in place relating to the investigation of child abuse. In fact I sent it over to the worker and the supervisor because they seemed to be aware of its existence. I would say that training or making sure that everyone knows that it's in existence and what it means because it is a very… . In my opinion, when you look at the document, it very clearly outlines roles, responsibilities, and when police should be involved in interviews and those types of things. | ᑕᒪᑐᒪᓂ ᐊᕐᕌᒍᒥᒃ ᓴᖅᑭᑕᐅᓚᐅᕋᓗᐊᖅᑎᓪᓗᒍ, ᑕᐃᔅᓯᒪᓂ ᐃᓄᓕᓇᔨᑕᖃᓚᐅᖅᓯᒪᖕᒪᑦ ᒪᓕᒐᖅᑕᖃᕐᓂᕋᐃᓪᓗᓂ ᖃᐅᔨᓴᐃᓂᐊᖅᑎᓪᓗᒍ ᓱᕈᓯᕐᓂᒃ. ᑕᐃᔅᓯᒧᖕᒐ ᐃᓄᓕᓇᔨᒎᕋᒪ, ᐊᖕᒐᔪᖅᑳᖕᒐᓪᓗ ᑕᐃᒪᐃᑦᑐᒥᒎᖅ ᖃᐅᔨᒪᓚᐅᖅᓯᒪᓐᖕᒋᒪᑦ. ᑕᐃᒪᐃᑦᑐᓄᑦ ᒪᓕᒐᖅᑕᖃᕐᒪᑦ ᑭᒃᑯᓗᒃᑖᑦ ᖃᐅᔨᒪᕐᑯᔭᕗᑦ ᓱᕗᓪᓕᖅᐸᑦ ᐅᐸᒃᑕᐅᒡᒍᔪᑦ ᑕᐃᒃᑯᐊ ᐃᑲᔪᖅᑏᑦ. ᑕᐃᒪᐃᑦᑐᖅᑕᖃᖅᑕᐃᓕᒪᑎᑦᑎᓂᖅ ᐱᓪᓗᒍ ᓴᐳᒻᒥᐅᓯᖅᓯᓯᒪᖃᑦᑕᕐᓂᕐᓗ ᓱᕈᓯᕐᓂᒃ ᒪᒃᑯᒃᑐᓂᒃᓗ. | |
| In terms of prevention of child abuse and child sexual abuse, I think you have raised here discussing particularly child sexual abuse is uncomfortable and it's a difficult subject and I believe that that's the starting point. Preventing child sexual abuse is really talking about it, acknowledging that it's happening, and putting a plan in place. In some ways that's part of the prevention strategy. The fact that we're starting to have these conversations, it's starting to be publicly spoken about, I believe is the first step and I would say that no, there is not enough being | ᒪᑯᐊ ᓱᕈᓯᕐᓂᐊᖅᑕᐅᖃᑦᑕᖅᑐᑦ ᐅᖃᐅᓯᓇᓪᓗᒍ ᖃᓄᖅ ᑲᓐᖑᓇᕐᒪᑦ ᐅᖃᐅᓯᓇᔭᐅᒐᔪᖕᒋᕐᔫᓂᓗ ᐊᒻᒪᓗ ᖃᐅᔨᒪᔭᓇᐊᖃᖅᑐᒍᑦ ᑭᓱᑕᖃᓇᐊᖃᕐᓂᖕᒐᓂᒃ ᓴᐳᒻᒥᐅᓯᖅᑕᐅᓯᒪᓂᐊᕐᒪᑕ ᓱᕈᓰᑦ. | |

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| done in terms of prevention because I think we're at that early stage of really just starting to talk about it. | ᒫᓐᓇ ᑕᒪᓐᓇ ᐅᖃᐅᓯᕆᔭᐅᕙᓪᓕᐊᓕᖅᒪᑦ ᐊᓪᓗᕆᐊᕈᑎᒋᔭᕗᑦ ᒫᓐᓇ ᐅᖃᐅᓯᕆᓇᓱᓕᑕᐃᓐᓇᕋᑦᑎᒍᑦ. |
| I would say, again, it's a good step in the right direction, but there's a lot that needs to fall into place in terms of doing more about prevention and, again, defining what abuse is so that everyone has a common understanding, people feeling comfortable to talk about it, providing opportunities for children to make disclosures, having those safe conversations and having people who are safe for them to have those conversations with. Again, the whole area of prevention is and I think this is not just unique to this jurisdiction; I think, again, when we talk about the prevention of child sexual abuse or even child abuse in general, there is so much that needs to be done in that area. | ᑕᒪᓐᓇ ᐊᓪᓗᕆᐊᕐᑎᐊᕕᐅᔪᖅ, ᑭᓯ ᐱᓂᕐᓗᖕᓂᐅᖕᒪᑦ ᑐᑭᓯᓗᒍ ᐃᓗᕐᕆᔾᖃᑦᑕᖕᒋᒻᒪᑕ ᐃᓄᐃᑦ ᑕᒪᒃᑯᓂᖕᒐ ᐅᖃᐅᓯᖃᖅᓗᑎᒃ ᓱᕈᓰᑦ ᐅᖃᐅᓯᖃᖃᑦᑕᕐᓗᑎᒃ ᖃᓄᐃᑕᐅᓐᓂᕈᑎᒃ. ᐅᖃᓪᓚᖃᑎᒋᔪᓐᓇᖅᑕᖕᒋᓐᓂᒃ ᐱᑕᖃᕐᓗᓂ ᑕᐃᒪᐃᑦᑐᖅᑕᖃᖅᑕᐃᓕᒪᑎᑦᑎᓂᖅ ᐊᔾᔨᐅᖕᒋᑦᑑᖕᒋᑦᑐᖅ. ᐊᑐᖅᑕᐅᖕᒪᑦ ᓇᓂᓕᒫᖅ. ᓱᕈᓰᑦ ᑲᒪᒋᔭᐅᑦᑎᐊᖕᒋᑦᑐᑦ ᐊᒃᓱᕈᑎᒋᒃᑲᓐᓂᓇᐊᖃᖅᑕᕗᑦ. |
| I trust that answers your question. Thanks, Mr. Chairman. | ᑭᐅᕗᖕᒐᕐᖃᐃ ᐊᐱᖅᑯᑎᖕᓄᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) It does. I do feel guilty for hogging the mic, and nobody else has questions on this currently? Mr. Lightstone. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ (ᑐᓵᔨᑎᒍᑦ) ᐃ, ᒪᒥᐊᕐᓗᖕᒐᓗ ᐊᐱᖅᓱᖅᑐᐊᓗᑐᐃᓐᓇᐅᒐᒪ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ. |
| **Mr. Lightstone**: Thank you, Mr. Chairman. I appreciate all the great questions that you have been asking and I really appreciate the representative's responses. You pointed out a great fact that not too long ago there weren't high-end electronic case management systems, yet governments were still able to collect information that was necessary to ensure adequate resources were being appropriated. | **ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᒪᒃᑯᐊ ᐊᐱᖅᑯᑎᑦᑎᐊᕙᓗᒃᑎᑦ ᖁᕕᐊᒋᔭᒃᑲ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᖅᓱᖕᒐ ᑭᐅᔭᐅᑦᐊᖃᑦᑕᕐᒪᑦ ᑖᔅᓱᒪ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᓇᓗᓇᐃᖅᓯᑦᑎᐊᕐᒪᓪᓗ. ᐃᓛᒃ ᖃᕋᓴᐅᔭᑦᑎᐊᕙᓗᖃᖕᒋᒃᑲᓗᐊᕐᓗᑎᒃ ᖃᐅᔨᕗᒍᑦ ᒐᕙᒪᒃᑯᑦ ᑕᒪᒃᑯᓂᖕᒐ ᓈᓴᐅᑎᕈᔪᖕᓂᒃ ᓄᐊᑦᑎᔪᓐᓇᕐᓂᖕᒋᓐᓂᒃ ᑕᒪᓐᓇ ᐅᖃᐅᓯᕆᖃᐅᒐᖕᓂ ᖁᕕᐊᒋᔭᕋ. |
| I don't have any further questions; I just wanted to add a comment. Throughout the hearings we have discussed many different issues that are faced by children and youth in Nunavut, as well as the many challenges and barriers the Government of Nunavut must | ᐊᐱᖅᑯᑎᒃᓴᖃᕈᓐᓃᖅᑐᖕᒐ ᓂᓪᓕᐅᑎᒋᔪᒪᑐᐃᓐᓇᖃᐅᒐᒃᑯ ᑕᒪᑐᒥᖕᒐ ᓈᓚᖕᓂᖅ ᐊᖅᑯᑎᒋᓪᓗᒍ ᐅᓄᖅᑐᓂᒃ ᓇᓗᓇᐃᖅᓯᕗᒍᑦ ᐱᓇᐃᓗᑕᕆᔭᐅᖃᑦᑕᖅᑐᑦ ᒪᒃᑯᒃᑐᓄᑦ ᓱᕈᓯᕐᓄᓗ ᒪᑯᐊᓗ ᐅᕙᒍᑦ ᐊᐳᖅᑕᐅᑎᒋᖃᑦᑕᖅᑕᕗᑦ ᒐᕙᒪᒃᑯᑦ ᑖᒃᑯᓂᖕᒐ |

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| overcome to provide adequate services and protection to children. | ᐊᓂᒍᐃᔭᕆᐊᓖᑦ ᓈᒪᔪᓂᒃ ᓴᐳᒻᒥᐅᑎᒃᓴᓂᒃ ᐱᑕᖅᑲᖅᑎᑦᑎᓂᐊᕐᒪᑕ ᐱᔨᑦᑎᕈᑎᓂᒡᓗ ᓱᕈᓯᕐᓄᑦ ᒪᒃᑯᒃᑐᓄᑦᓗ. |
| I believe that some highlights over the last two days: I believe that the Government of Nunavut must do more to meet its obligation under the UN Rights of the Child; to ensure that all children have adequate access to nutritious food and I believe that will require a holistic approach from all the team members here, but in the end, it will be a universal, government-funded food program, breakfast, lunch, snacks, and equally as important are food banks in our schools. | ᐅᑦᔫᒃ ᒪᕐᕉᒃ ᐊᑐᖅᑎᑦᓗᑎᒍᑦ ᒐᕙᒪᒃᑯᑦ ᐊᒃᓱᕈᒃᑲᓐᓂᕆᐊᓖᑦ ᑖᓐᓇ ᓱᕈᓯᖅ ᐱᔪᓐᓇᐅᑎᖅᑲᕐᒪᑦ ᓱᕈᓯᓕᒫᑦᓗ ᐊᑐᐃᓐᓇᕐᑲᕆᐊᖅᑲᖅᑐᑎᒃ ᑕᒪᒃᑯᓄᖓ ᖃᐅᑕᒫᖅᓯᐅᑎᓂᒃ ᐊᒻᒪᓗ ᑲᑐᔾᔨᓗᑕ ᑭᓯᐊᓂ ᐊᓂᒍᐃᔪᓐᓇᖅᑐᒍᑦ. ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᓱᕈᔫᑦ ᓂᕆᑎᑕᐅᑦᑎᐊᖃᑦᑕᕐᓗᑎᒃ ᐅᑦᓛᕈᒻᒥᑕᖅᑎᑕᐅᓗᑎᒃ ᐅᑦᓗᕈᒻᒥᑕᕐᓗᑎᒃ ᑕᒧᓗᒐᒃᓴᖃᖅᑎᑦᓗᒋᑦᓗ. |
| I know there are some schools that do provide food banks and of course that is voluntarily run by the school staff and that is excellent, but I believe that the government must step in and provide assistance to support those teachers and provide funding and resources to ensure that there are food banks in every school that will never have empty shelves. | ᐃ̇, ᐃᒃᑯᐊ ᐃᓚᖕᒋᑦ ᐃᓕᓐᓂᐊᕐᕕᑦ ᓂᕿᓂᒃ ᓄᐊᑦᑎᓲᑦ ᑐᓂᐅᖅᑲᒐᒃᓴᓂᒃ ᐃᓕᓴᖅᑎᒥᓄᑦ ᑭᓯᐊᓂ ᒐᕙᒪᒃᑯᑦ ᐃᑲᔪᒃᑲᓐᓂᕆᐊᓖᑦ ᑕᐃᒃᑯᓂᖓ ᓂᕆᑎᑦᑎᖃᑦᑕᖅᑐᓂᒃ ᐃᓕᓴᐃᔨᑦᓗ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᕕᓕᒫᑦ ᑐᓂᐅᖅᑲᒐᒃᓴᓂᒃ ᓂᕿᓂᒃ ᓄᐊᑦᑎᔪᓐᓇᖃᑦᑕᕐᓂᐊᕐᒪᑕ. |
| In addition, I believe that the Government of Nunavut must do more to fulfill its obligation to ensure safety of all children from all forms of violence, whether it's physical, emotional, or sexual, through prevention, intervention, and post-vention. We all know that all forms of abuse are going to have a traumatic effect on those children which will have lifelong repercussions. The worst form and the deepest scars are those related to child sexual abuse, which has been a hot topic over the last few days, if not the last few years that we've had since the life of this Assembly. Again, the Government of Nunavut must do more in association with our Inuit organizations, with our communities. It will not just fall alone on the Government of Nunavut's shoulders to address child sexual abuse; it will require a holistic approach of all of Nunavut. | ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐊᒃᓱᕈᑎᖃᒃᑲᓐᓂᕆᐊᖃᖅᑐᑦ ᐊᑦᑕᖕᒋᑦᑐᒦᑦᑐᐃᓐᓇᐅᓂᐊᕐᒪᑕ ᓱᕈᓯᓕᒫᑦ ᐃᓱᒪᒃᑰᓗᐊᖅᐸᑦ ᓄᓕᐊᕐᓂᒃᑰᓗᐊᖅᐸᑦ ᑕᐃᒪᐃᑦᑐᖃᖅᑎᑦᑎᑦᑕᐃᓕᒪᓂᒃᑯᑦ ᑲᒪᒋᔭᐅᓗᓂ ᐊᑐᖅᑎᑦᓗᒍ ᑭᖑᓇᐃᒍᑦᓗ. ᐊᒻᒪᓗ ᖃᐅᔨᒪᑦᓗᑕ ᑕᐃᒃᑯᐊ ᓱᕈᔫᑦ ᑕᐃᒪᐃᓕᐅᖅᑕᐅᓂᑯᕕᓃᑦ ᐃᓄᓯᓕᒫᖅ ᐊᒃᑐᖅᑕᐅᓯᒪᖃᑦᑕᕐᒪᑕ ᓲᕐᓗ ᕿᓕᕈᓖᑦ ᐃᓚᖕᒋᑦᓗ ᐃᑎᓂᖅᐹᑦ ᖁᓄᔪᕐᓂᐊᖅᑕᐅᓂᖅ ᓱᕈᓯᕐᓂᐊᖅᑕᐅᔪᕕᓂᐅᑎᑦᓗᒋᑦ. ᑖᓐᓇ ᐅᖃᐅᓯᕆᔭᐅᖕᒋᓐᓇᖃᑦᑕᕐᒪᑦ ᑕᐃᒪᖕᒐᓂᒃ ᒪᓕᒐᓕᐅᖅᑎᖑᕋᑦᑕ. ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᐊᒃᓱᕈᑎᖃᒃᑲᓐᓂᕆᐊᓖᑦ ᓄᓇᓖᑦᓗ ᑎᒥᓐᖑᖅᑎᑕᐅᓯᒪᖕᒋᒃᑲᓗᐊᕈᑎᒃ ᐃᓄᑑᔾᔪᔭᐅᔭᕆᐊᖃᖕᒋᒻᒪᑦ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐃᓗᓐᓇᐅᓗᑕ ᑭᓯᐊᓂ ᓄᓇᕗᒻᒥᐅᑕᐅᔪᒍᑦ ᐱᕝᕙᓕᕐᓂᖃᕈᓐᓇᖅᑐᖅ. |
| I do want to note that we're in the last few months of this government, but I truly hope | ᐊᒻᒪ ᑕᖅᑭᓂᒃ ᐊᓂᒍᖅᓯᒪᔪᓂᒃ, ᐃᓛᒃ ᑕᖅᑭᒐᓴᐅᓕᕐᒪᑕ ᐃᓱᓕᕝᕕᒃᓴᕗᑦ ᑕᐃᑲᑦᑎᐊᖑᓕᕐᒪᑦ ᑕᐃᒪᑐᖅ |

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| that the next government will do more, designating the matter a crisis, creating public awareness initiatives, ending the shame so that victims will feel more comfortable in coming forward and parents will feel more comfortable talking about this with their children and give kids the knowledge they need to protect themselves, further correcting the errors or issues in data tracking, and long-term counselling services for victims as well as the perpetrators. I recall an individual mentioning the habitual predators. That's an item of extreme concern. | ᒐᕙᒪᐅᓂᐊᖅᑐᑦ ᐊᒃᓱᕈᑎᖃᒃᑲᓐᓂᕐᓂᐊᖅᐳᑦ ᐅᓗᕆᐊᓇᖅᑐᒦᓐᓂᕋᖅᑕᐅᓕᓚᐅᕋᑦᑕ ᑖᔅᓱᒪ ᑭᒡᒐᖅᑐᐃᔾᐅᑉ ᑕᖅᑲᒃᑯᓄᖕᒐᓗ ᑐᓴᒐᒃᓴᓂᒃ ᓴᖅᑭᑦᑎᓗᑕ ᑲᓐᖑᓵᕆᐃᓐᓇᕈᓐᓃᕈᑦᑕ ᑲᓐᖑᓱᒍᓐᓃᕈᑎᒃ… ᐃᑲᔪᖅᑕᐅᓇᓱᒍᓐᓇᖅᓱᓇᔭᖅᑐᑦ ᓱᕈᓲᓪᓗ ᖃᓄᖅ ᐃᒻᒥᓂᒃ ᓴᐳᒻᒥᐅᓯᖅᓯᒪᔪᓐᓇᕐᓂᖕᒋᑦ. ᒪᑯᐊ ᐸᐃᑉᐸᖅᑎᒍᑦ ᓄᐊᑕᐅᕙᒃᑐᑦ ᓈᓴᐅᑏᓪᓗ ᐋᖅᑭᒃᓱᑦᑎᐊᖅᓯᒪᓂᖅᓴᐅᓗᑎᒃ ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᐱᓂᕐᓗᒃᑕᐅᓯᒪᔪᑦ ᐱᓂᕐᓗᐃᖃᑦᑕᖅᑐᓪᓗ ᐃᓈᓯᓕᓇᔭᐅᓗᑎᒃ ᐊᑯᓂ. ᐅᖃᖅᑐᖃᓚᐅᕐᒪᑦ ᑕᐃᒃᑯᐊ ᐱᓂᕐᓗᑐᐊᕋᒥᒃ ᐃᓚᖕᒋᑦ ᐅᐃᓇᑦᑐᐊᓘᖃᑦᑕᕐᒪᑕ ᑕᒪᓐᓇ ᐃᓱᒫᓘᑎᒋᓪᓚᓇᒃᑕᕋ. | ᒐᕙᒪᐅᓂᐊᖅᑐᑦ ᐊᒃᓱᕈᑎᖃᒃᑲᓐᓂᕐᓂᐊᖅᐳᑦ ᐅᓗᕆᐊᓇᖅᑐᒦᓐᓂᕋᖅᑕᐅᓕᓚᐅᕋᑦᑕ ᑖᔅᓱᒪ ᑭᒡᒐᖅᑐᐃᔾᐅᑉ ᑕᖅᑲᒃᑯᓄᖕᒐᓗ ᑐᓴᒐᒃᓴᓂᒃ ᓴᖅᑭᑦᑎᓗᑕ ᑲᓐᖑᓵᕆᐃᓐᓇᕈᓐᓃᕈᑦᑕ ᑲᓐᖑᓱᒍᓐᓃᕈᑎᒃ… ᐃᑲᔪᖅᑕᐅᓇᓱᒍᓐᓇᖅᓱᓇᔭᖅᑐᑦ ᓱᕈᓲᓪᓗ ᖃᓄᖅ ᐃᒻᒥᓂᒃ ᓴᐳᒻᒥᐅᓯᖅᓯᒪᔪᓐᓇᕐᓂᖕᒋᑦ. ᒪᑯᐊ ᐸᐃᑉᐸᖅᑎᒍᑦ ᓄᐊᑕᐅᕙᒃᑐᑦ ᓈᓴᐅᑏᓪᓗ ᐋᖅᑭᒃᓱᑦᑎᐊᖅᓯᒪᓂᖅᓴᐅᓗᑎᒃ ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᐱᓂᕐᓗᒃᑕᐅᓯᒪᔪᑦ ᐱᓂᕐᓗᐃᖃᑦᑕᖅᑐᓪᓗ ᐃᓈᓯᓕᓇᔭᐅᓗᑎᒃ ᐊᑯᓂ. ᐅᖃᖅᑐᖃᓚᐅᕐᒪᑦ ᑕᐃᒃᑯᐊ ᐱᓂᕐᓗᑐᐊᕋᒥᒃ ᐃᓚᖕᒋᑦ ᐅᐃᓇᑦᑐᐊᓘᖃᑦᑕᕐᒪᑕ ᑕᒪᓐᓇ ᐃᓱᒫᓘᑎᒋᓪᓚᓇᒃᑕᕋ. |
| Like I said, in order to address the rampant rate of child sexual abuse in the territory, it will be an all-of-Nunavut approach, not just the Government of Nunavut, but the Government of Nunavut must step up and take the initiative. I have brought this up in the past, Greenland's sexual abuse strategy, the six-point strategy, from prevention, intervention, and post-vention and long-term services and community awareness, creating champions that go around to the communities and raise awareness about it. | ᐅᖃᖅᑲᐅᒐᒪᓗ ᑕᐃᒪᓐᓇ ᓱᕈᓱᕐᓂᐊᖃᑦᑕᖅᑐᑦ ᐅᐊᖑᓗᐊᓕᖅᑎᓪᓗᒍ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑐᐊᖑᖏᑦᑐᖅ ᑕᒪᑦᑕ ᐱᒋᐊᖅᑎᑦᑕᕆᐊᖃᖅᑕᕗᑦ ᑖᓐᓇ ᓂᓪᓕᐅᑎᒋᖃᑦᑕᖅᓯᒪᔭᕋ ᑭᖑᓂᑦᑎᓐᓂ ᓂᓪᓕᐅᑎᒋᖃᑦᑕᖅᓯᒪᓪᓗᒍᓗ ᐊᑯᑭᑦᑐᓂᒃ ᑕᐃᓐᓇ ᓱᕈᓱᕐᓄᑦ ᑐᕋᖕᒐᔪᑦ ᑲᒪᔾᔪᓯᖅ ᓯᕗᖅᒐᓂᒃ ᐱᓂᕐᓗᒃᑕᐅᑎᓪᓗᒍ ᐱᔭᕇᖅᓯᒪᓕᖅᑎᓪᓗᒍᓗ. | ᒐᕙᒪᐅᓂᐊᖅᑐᑦ ᑕᐃᒪᐃᑦᑐᓂᒃ ᐋᖅᑭᒃᓱᔪᒥᓇᖅ. ᐅᑭᐅᑦ ᖁᓖᑦ ᑐᑭᓯᐅᒪᑦᑎᐊᒐᔭᕐᓂᖅᓴᐅᒐᔭᖅᑐᒃᓴᐅᒐᓗᐊᖅᐳᑦ ᖃᐅᔨᒪᓂᖅᓴᓂᒃ ᑕᒪᒃᑯᐊ ᐊᑐᕐᓂᕐᓗᒃᓴᖃᑦᑕᕐᓃᑦ ᐱᓪᓗᒋᑦ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓱᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you, Mr. Lightstone. (interpretation ends) Thank you. I just have one last question for the representative before we wrap up the meeting and it's regarding page 45, which is the reviews of critical injuries and deaths update. It states here in the report, "Despite departmental policies to collect, document, and track this information," this this regarding the Department of Family Services, "it was not being done thoroughly, which means that the reported numbers are not accurate." | **ᐃᒃᓱᕙᐅᑕᖅ**: ᒪ'ᓇ, ᒥᔅᑕ ᓚᐃᕐᓱᑑᓐ. (ᑐᓵᔨᑎᒍᑦ) ᑭᖑᓪᓕᖅᐹᒥᒃ ᐊᐱᖅᑯᑎᒃᓴᖃᖅᑐᖕᒐ ᑭᒡᒐᖅᑐᐃᔾᒧᑦ ᑲᑎᒪᓂᖅ ᐃᓱᓕᓚᐅᖏᓐᓂᑦᑎᓐᓂ ᒪᒃᐱᒐᖅ 45-ᒥ ᐋᓐᓂᖅᓯᒪᔪᓄᑦ ᐃᓄᐊᖅᑕᐅᓯᒪᔪᓄᓪᓗ ᐅᖃᐅᓯᓇᔭᐅᓂᓇᔭᖏᓐᓂᒃ. ᐅᕙᓂ ᐅᖃᖅᓯᒪᖕᒪᑦ ᐅᓂᒃᑳᕐᒥ ᐱᓕᓇᕝᕕᒃ ᐊᑐᐊᒐᖃᕋᓗᐊᖅᑎᓪᓗᒍ ᓄᐊᑦᑎᔪᒪᒐᓗᐊᖅᑎᓪᓗᒋᑦ ᐊᑐᐊᒐᖅᑎᒍᑦ ᐃᓄᓕᓇᔾᒃᑯᑦ ᐱᓪᓗᒋᑦ ᑕᒪᓐᓇ ᐱᓕᓇᐊᖑᓗᐊᖅᓯᒪᖏᒻᒪᑦ ᓈᓴᐅᑎᑦ ᑖᒃᑯᐊ ᓱᓕᓗᐊᖏᒻᒪᑕ. ᓇᓚᐅᑦᑎᓗᐊᖏᒻᒪᑕ. | |

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| To the representative, has this situation with the reported numbers being inaccurate been rectified between your office and the Department of Family Services currently? Ms. Bates. | ᑭᒡᒐᖅᑐᐃᔨᒧᑦ ᑖᓐᓇᐅᓈ ᓈᓴᐅᑏᑦ ᐅᖃᐅᓯᐅᓯᒪᖃᑦᑕᖅᑐᑦ ᓈᒻᒪᖕᒋᓗᐊᖅᒪᑕ ᐋᖅᑭᒃᓯᒪᓕᖅᐹ ᐊᒃᓚᕝᕕᔅᓯᓐᓂᒃ ᐃᓄᓕᓇᔨᒃᑯᓐᓄᑦᓗ ᒫᓐᓇᐅᔪᖅ? ᒥᔅ ᐸᐃᑦ. |
| **Ms. Bates**: Thank you, Mr. Chairman, for the question. I would say that we're working on it. It's still an ongoing issue. It has definitely improved. We are receiving notifications regarding critical injury and death more consistently. There have been occasions when we have become aware of critical injuries through individual advocacy cases and then recognize that they weren't reported as critical injuries, but we're working very diligently with the Department of Family Services to ensure that reporting is consistent, accurate, but again, it's an ongoing issue and again, it's related to the collection and documentation issue. | **ᐸᐃᑦᔅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᐊᐱᖅᑯᑎᒋᔭᕐᓄᑦᓗ. ᐅᖃᕈᓐᓇᖅᑐᖕᒐ ᐱᓕᕆᐊᕆᕙᓪᓕᐊᔭᕗᑦ. ᑕᒪᓐᓇ ᑲᔪᒍᓐᓇᕐᒪᑦ ᓱᓕ. ᐱᐅᓯᕙᓪᓕᖅᓯᒪᓪᓚᕆᒃᑑᒐᓗᐊᖅ ᑐᓂᔭᐅᖃᑦᑕᖅᑐᒍᑦ ᖃᐅᔨᒃᑲᖅᑕᐅᓂᒃᑯᑦ ᐋᓐᓂᖅᑕᐅᓯᒪᔪᓂᒃ ᐃᓄᐊᖅᑕᐅᓯᒪᓂᒃ ᓇᓕᒧᔾᔪᒥᔪᒥᒃ ᑕᐃᒪᓕ ᐅᔾᔨᕆᔭᖃᓕᕋᖕᒐᑦᑕ ᒪᑯᓄᖕᒐ ᐊᔭᐅᖅᑐᐃᔾᔪᔾᔨᓂᕐᒧᑦ ᐋᓐᓂᖅᑕᐅᔪᖃᖅᑐᕕᓂᐅᑎᓪᓗᒍ ᑖᒃᑯᐊ ᐱᓕᕆᐊᓈᓐᓇᒻᒪᕆᒃᐸᕗᑦ ᐃᓄᓕᓇᔨᒃᑯᑦ ᐱᓕᕆᖃᑎᒋᓪᓗᒋᑦ ᑕᒪᒃᑯᐊ ᐅᓂᒃᑳᕆᔭᐅᓂᖕᒋᑦ ᓇᓕᒧᒃᑲᓗᐊᕐᒪᖔᑕ ᓇᓚᐅᑦᑎᒐᓗᐊᕐᒪᖔᑕᓗ. ᐃ, ᑕᒪᓐᓇ ᑲᔪᒍᓐᓇᖅᑐᖅ ᐊᒃᑐᐊᒋᓪᓗᓂ ᓄᐊᑕᐅᓂᖕᒋᓐᓄᑦ ᑎᑎᕋᖅᑕᐅᕙᓪᓕᐊᓂᖕᒋᓐᓄᓪᓗ. |
| I trust that answers your question. Thank you, Mr. Chairman. | ᑭᐅᔭᒃᓴᓇᒐᓗᐊᖅᐸᒋᑦ ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) We don't have any further questions, so I'm going to give the departments a chance to provide brief closing comments. I'll begin with Mr. Mansell, Department of Justice. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ (ᑐᓵᔨᑎᒍᑦ) ᐊᐱᖅᑯᑎᖃᒃᑲᓐᓂᕈᓐᓃᓇᓪᓗᖕᒐ. ᑕᐃᒪᓕ ᐱᓕᕆᕝᕕᑦ ᒪᑐᔾᔪᑎᓂᒃ ᐅᖃᖅᑎᓐᓂᐊᓕᕐᒥᔭᕋ ᒥᔅᑕ ᒫᓐᓯᐊᑦ ᒪᓕᒐᓕᕆᔨᒃᑯᓐᓂᑦ. |
| **Mr. Mansell** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the Members for all the good questions over the last two days. I thank the representative's office for the report. | **ᒫᓐᓯᐊᑦ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᖅᐸᒃᑲ ᒪᓕᒐᓕᐅᖅᑏᑦ ᐊᐱᖅᑯᑎᑦᑎᐊᕙᖕᓂᒃ ᐊᐱᖅᓱᑎᖃᖅᑕᑦᑕᕐᒪᑕ ᐅᓪᓗᖕᓄᑦ ᒪᕐᕉᖕᓄᑦ. ᑭᒡᒐᖅᑐᐃᔨᐅᓪᓗ ᐊᓪᓚᕝᕕᖕᒐ ᐅᓂᒃᑳᖕᒐᓄᑦ ᖁᔭᒋᔪᒪᓪᓗᒍ. |
| As I stated in my opening comments, we have been working hard as a department to be more responsive to the information requests and to build a positive dialogue between our department and the representative's office, and I think we're making real progress on that. | ᑕᐃᒪ ᒪᑐᐃᕈᑎᓐᓂ ᐅᖃᓚᐅᕋᒪ ᐊᒃᓱᕈᖅᑐᑕ ᐱᓕᕆᐊᓇᓯᒪᒐᑦᑎᒍᑦ ᑭᐅᑦᑎᐊᒃᑲᓐᓂᕋᓱᖃᑦᑕᖅᑐᒍᑦ ᐊᒻᒪᓗ ᓈᒻᒪᒃᑐᒥᒃ ᐅᖃᖃᑎᑏᓐᓇᖃᑦᑕᕐᑯᓪᓗᑕ ᐊᒡᓚᒡᕕᑦᑎᓐᓂ ᑭᒡᒐᖅᑐᐃᓂᖅ ᐱᕙᓪᓕᐊᑦᑎᐊᖅᑰᔨᒃᕗᑦ. |

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| We have discussed some very difficult issues over the last couple of days. I am optimistic about some of the work that is being done at the RCMP with respect to special victims and sexual assault, as well as my team at Victims Services and the hard work that is done by our team at the youth centre. We will continue to identify ways to do better. We know that we have a role in the protection of young people in Nunavut and that they're our future.<br><br>I appreciate the dialogue over the last couple of days and I thank you very much.<br><br>**Chairman** (interpretation): Thank you. Ms. Niego.<br><br>**Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) In closing, I guess two kinds of areas of not concern or caution but somewhere along those lines, one which the department definitely feels is in the area of support for our frontline staff. The impact of a venue such as this, either the whole of government at the highest level, the Legislative Assembly, or whether it's the representative's office, I think the term that the Chair used was "flowery language" in past reports and then the move to kind of the complete opposite, I would really hope that there is more of a balance.<br><br>When our frontline staff feel like they are put down, it really is counterproductive to all recruitment efforts for those good quality people that we need at the frontlines, so that's one of the areas. There is so much good work that is done by our frontline staff. My colleague spoke to all the volunteerism outside of regular working hours. I think some of the Members here spoke to how our frontline social workers handle difficult conflict situations. There is so much work that is done that some of the things I listed in my opening comments, I won't mention them, but with that, I think there is a need for | ᐅᖃᐅᓯᖃᖃᑦᑕᖅᓯᒪᔪᒍᑦ ᐊᒃᓱᕈᕐᓇᖅᑐᒻᒪᕆᖕᓂᒃ ᐅᓪᓗᖕᓄᑦ ᒪᕐᕉᖕᓄᑦ. ᑕᐃᒪᓕ ᐋᖅᑭᑦᑎᐊᕐᓂᐊᕐᑰᔨᒐᓗᐊᖅᐸᑦ ᐸᓛᓯᒃᑯᑦ ᐱᓪᓗᒋᑦ ᑕᒪᒃᑯᓄᖓ ᐱᕋᔭᒃᑕᐅᕙᒃᑐᓄᑦ ᖁᓄᔪᕐᓂᐊᖅᑕᐅᕙᒃᑐᓄᓪᓗ ᐊᒻᒪᓗ ᐱᕋᔭᒃᑕᐅᔪᕕᓂᕐᓄᑦ ᐱᔨᑦᑎᖅᑎᒃᑯᑦ ᐊᒡᓚᒡᕕᑎᑦ ᐊᒻᒪᓗ ᐊᒃᓱᕈᕐᓂᕋᐃᖃᑦᑕᖅᑐᓄᑦ ᐱᓕᕆᖃᑎᒌᒃᑐᓄᑦ ᒪᒃᑯᒃᑐᒃᑯᕕᑦ ᑲᔪᒨᓐᓇᕐᓂᐊᖅᐳᑦ ᓇᓗᓇᐃᖅᓯᓇᓱᐃᓐᓇᕐᓗᑕ ᐱᓕᕆᓇᓱᐃᓐᓇᕐᓗᑕ ᐱᐅᓂᖅᓴᒃᑯᑦ. ᖃᐅᔨᒪᔪᖓ ᐱᔭᒃᓴᖃᖅᑐᒍᑦ ᓴᐳᒻᒥᓂᕐᒧᑦ ᒪᒃᑯᒃᑐᓂᒃ ᓱᕈᓯᕐᓂᓗ ᓯᕗᓂᒃᓴᑦᑎᓐᓂ. | ᕐᑯᔭᒋᕙᒃᑲ ᐅᖃᖃᑎᒌᖕᓂᕆᖃᑦᑕᖅᑕᕗᑦ ᐅᓪᓗᖕᓄᑦ ᒪᕐᕉᖕᓄᑦ. ᕐᑯᔭᓐᓇᒥᒻᒪᕆᒃ. |
| | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. ᒥᔅ ᓇᐃᒍ. |
| | **ᓇᐃᒍ**: ᒪᓇ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᒪᑐᔪᑎᒋᔪᒪᓪᓗᒍ ᐃᒻᒪᖃ ᒪᕐᕉᓕᖅᑲᖓᔪᖅ, ᐃᓱᒫᓗᑕᐅᓗᐊᖏᑦᑐᖅ ᑭᓯᐊᓂ ᑕᒪᐅᓇᕈᔪᒃ ᐱᓕᕆᕙᑦᑕ ᐃᒃᐱᒋᒻᒪᕆᒃᑕᖓ ᐃᑲᔪᖅᓱᐃᓂᕐᒧᑦ ᓄᓇᓕᖕᓂ ᐃᖅᑲᓇᐃᔭᖅᑐᑦ ᐊᒻᒪᓗ ᒪᓐᓇ ᐊᒃᑐᖅᓯᖃᑦᑕᕐᓂᕆᔭᖓ ᓱᕐᓗ ᒫᓐᓇ ᐅᖃᖃᑎᒌᖕᓂᑦᑎᒍᑦ ᒐᕙᒪᓕᒫᒧᑦ ᐳᖅᑐᓂᖅᐹᖕᒋᑎᒍᑦ ᐊᒻᒪᓗ ᒪᓕᒐᓕᐅᕐᕕᖕᒥ ᐅᕝᕙᓘᓐᓃᑦ ᐅᓇᐅᒍᓗᐊᖅᐸᑦ ᑭᒡᒐᖅᑐᐃᔨᐅᑉ ᐊᒡᓚᒡᕕᖓ, ᐃᒃᓯᕙᐅᑕᐅᑉ ᐅᖃᐅᓯᕆᓚᐅᖅᑰᕐᒪᒍ ᐅᓂᒃᑳᓕᐊᖑᕐᑲᑦᑕᖅᑐᕕᓂᕐᓂ ᑕᐃᒨᓯᖅ ᐱᐅᑎᑦᑎᑐᐃᓐᓇᕐᑲᑦᑕᖅᓯᒪᓂᖅ, ᐅᖃᐅᓯᑦᑎᐊᕙᑯᓗᔾᓗᖕᓂᑦ ᐊᑐᑲᐃᓐᓇᕐᑲᑦᑕᓚᐅᕐᒪᑕ. ᐊᓱᐃᓛᒡᓗ ᐃᒡᓗᖕᒫᑦᑎᐊᒻᒪᕆᖕᒐᓄᑦ ᐅᓂᒃᑳᓕᐊᖅᑎᒍᑦ ᓴᖅᑭᑦᑎᖕᒫᓕᕆᓪᓗᑎᒃ. ᑕᐃᒪᓕ ᐃᓱᒪᒐᓗᐊᖅᐳᖕᒐ ᓇᓕᒧᓐᓂᖅᓴᒥᒃ ᐅᓂᒃᑳᓕᐅᕈᓐᓇᓛᕆᐊᒃᓴᖅ. | ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᓯᕗᓪᓕᐅᓪᓗᑎᒃ ᐅᐸᒍᑎᖃᑦᑕᖅᑐᑦ ᑲᑕᒃᓴᖅᑕᐅᑐᐃᓐᓇᕐᑲᑦᑕᕋᖕᒐᑕ ᐊᕐᓕᐊᕈᑎᑦᑎᐊᒻᒪᕆᓕᖃᑦᑕᕋᑦᑎᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᒃᓴᖅᓯᐅᓕᕋᖕᒐᑦᑕ ᐱᓕᕆᔨᑦᑎᐊᕙᔪᓂᒃ. ᑖᓐᓇ ᐊᒃᓱᕈᐊᕆᓂᐊᖅᑕᑦᑕ ᐃᓚᖓ ᐊᒃᓱᐊᓗᒃᓗ ᐱᓕᕆᑦᑎᐊᖃᑦᑕᕐᒪᑕ ᐱᓕᕆᔨᒋᔭᕗᑦ, ᐃᖅᑲᓇᐃᔭᖃᑎᒃᑲ ᐅᓂᒃᑳᓚᐅᕐᒪᑕ ᐊᑭᓕᖅᓱᖅᑕᐅᒐᑎᒃ ᖃᓄᑎᒋ ᐱᓕᕆᑎᒋᕙᖕᒪᖕᒐᑦ ᐃᖅᑲᓇᐃᔭᕐᓇᐅᑉ ᓯᓚᑖᒍᑦ. ᒪᓕᒐᓕᐅᖅᑏᑦ ᐃᓚᖕᒋᑦ ᐅᖃᐅᓯᖃᓚᐅᕐᒥᖕᒪᑕ. ᓄᓇᓕᖕᓂ ᐃᓄᓕᕆᔨᕗᑦ ᐊᒃᓱᕈᕐᓇᖅᑐᒻᒪᕆᖕᓂᒃ ᑎᒍᒥᐊᖃᑦᑕᕐᒪᑕ ᐱᓕᕆᓲᖑᓪᓗᑎᒡᓗ. ᒪᑐᐃᕈᑎᒋᔭᓐᓂ ᐅᖃᐅᓯᕆᓚᐅᖅᑕᒪ ᐃᓚᖕᒋᑦ, ᐅᖃᐅᓯᕆᓗᐊᔾᔭᖕᒋᑕᒃᑲ ᑭᓯᐊᓂ |

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| recognition and support of frontline staff.<br><br>The other area would be sort of a caution around government becoming the parent too much. I think the Member from Gjoa Haven hit on a really good point when it comes to supporting parents in their roles and that intergenerational piece and the trauma that our parents, our caregivers, our grandparents continue to suffer and not providing enough support for them to take care of the children. They're the gatekeepers of the children, truly, first and foremost before we are. We are there to support those homes.<br><br>That would be my closing comment in the spirit of our children. Thank you, everyone, for focusing on children and bringing the voice of children out. (interpretation) Thank you, Mr. Chairman.<br><br>**Chairman** (interpretation): Thank you. Department of Health, Ms. Stockley.<br><br>**Ms. Stockley**: Thank you, Mr. Chairman. I just want to say "thank you" to the Standing Committee and the representative and my colleagues here today, and particularly to the very hard-working staff of the Department of Health. I just want them to know that their efforts don't go unnoticed, even when there are difficult questions asked, and we commit to working together to continue to work together to improve services for children and youth. Thank you.<br><br>**Chairman** (interpretation): Thank you. Department of Education, Ms. Hainnu.<br><br>**Ms. Hainnu** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the opportunity to give a closing statement. I do appreciate very much what the Representative for Children and Youth is doing. | ᐃᓕᓴᕆᔭᐅᔭᕆᐊᖅᑲᖅᑰᕐᒪᑕ ᐃᑲᔪᖅᓱᕐᓗᑎᒍᓗ ᐃᓄᓕᕆᔨᕐᑯᑎᒋᕙᒃᑕᕗᑦ.<br><br>ᐊᐃᑉᐸᖕᒐᑦᑕᐅᖅ ᐊᓯᐊᒍᑦ ᐊᑦᑕᕆᒐᔭᖅᑕᕋ ᒐᕙᒪᒃᑯᑦ ᐊᖕᒐᔪᖅᑲᕆᔭᐅᓕᖅᐸᑕ ᐱᕈᖅᓴᐃᓗᑎᒃ ᓄᑕᖅᑲᓂᒃ ᒪᒃᑯᒃᑐᓂᒡᓗ, ᐃᓛᖅᑲᐃ, ᐸᖅᑭᒃᓱᕐᖑᑦᓴᐃᓐᓇᕆᐊᖅᑲᕆᓐᓂᖕᒋᑦ. ᕿᑐᕐᖓᖅᑲᖅᑰᕐᓕᕐᓗᑎᒃ. ᐅᖅᓱᖅᑑᒧᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᖅ ᐅᖅᑲᑦᑎᐊᖅᑐᐊᓘᓚᐅᕐᒪᑕ ᐊᖕᒐᔪᖅᑲᕆᔭᐅᔪᑦ ᐃᑲᔪᖅᓯᖅᑕᐅᑦᑎᐊᕆᐊᖅᑲᕐᓂᖕᒋᓐᓂᒃ ᑕᒪᒃᑯᐊᓗ ᑭᖑᕚᓈᓄᑦ ᑎᑭᐅᑎᔪᑦ ᑕᒪᒃᑯᐊᓗ ᐸᖅᑭᒃᓱᕐᐅᔪᑦ ᓱᓕ ᐱᓂᕐᓗᒃᑕᐅᓂᕕᓂᖕᒋᓐᓄᑦ ᓱᓕ ᖁᐊᖅᓵᖅᑎᑕᐅᓗᐊᖅᓯᒪᓂᕐᒥᖕᓄᑦ ᐋᓐᓂᐊᕈᑎᖅᑲᕐᒪᑕ ᐊᖕᒐᔪᖅᑲᕆᔭᐅᔪᑦ ᐊᒻᒪᓗ ᓂᖕᒋᐅᒃᑯᒋᔭᐅᔪᑦ ᐃᑦᑐᒃᑯᒋᔭᐅᔪᑦ ᑭᓯᐊᓂᓗ ᐃᑲᔪᖅᑕᐅᔾᔪᑎᒃᓴᖕᒋᑦ ᐱᑕᖅᑲᖕᒋᓗᐊᓇᓪᓗᑎᒃ ᐸᖅᑭᒃᓱᑦᑎᐊᕈᑎᒃᓴᖕᒋᓐᓄᑦ ᓄᑕᖅᑲᒥᖕᓂᒃ. ᑖᒃᑯᐊ ᐸᖅᑭᒃᓱᔭᐅᔪᑦ ᖃᐅᔨᒪᓂᖅᐸᐅᖕᒪᑕ ᐊᖕᒐᔪᖅᑲᕆᔭᐅᔪᓂᓛᒃ, ᐅᕙᒍᓪᓗ ᐃᑲᔪᖅᓯᔨᐅᔪᒃᓴᒪᐅᑕᐅᓪᓗᑕ ᐊᖕᒋᕋᕆᖕᒋᓐᓂᒃ.<br><br>ᑖᒃᑯᐊ ᐅᖃᐅᓯᒃᓴᕆᒐᔭᖅᑕᒃᑲ ᐱᔾᔪᑎᒋᓗᒋᑦ ᒪᑐᓯᔾᔪᑎᓐᓄᑦ ᓄᑕᖅᑲᑦ ᒪᒃᑯᒃᑐᓪᓗ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ. ᖁᔭᓐᓇᒥᖅᑕᐃᓐᓇᕙᔾᔪ. (ᑐᓴᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪᓇ, ᐃᒃᓯᕙᐅᑖᖅ.<br><br>**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. ᐋᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᒥᔅ ᓱᑖᒃᓕ.<br><br>**ᓱᑖᒃᓕ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᕆᔪᒪᑐᐃᓐᓇᖅᑕᒃᑲ ᑲᑎᒪᔨᕋᓛᑦ ᑭᒡᒐᖅᑐᐃᔨᑦᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᖅᑲᑎᒃᑲᓗ ᐱᓗᐊᖅᑐᒥᒃ ᐊᒃᓱᕈᖅᑐᒻᒪᕆᐅᖅᑕᖅᑐᓂᒃ ᐋᓐᓂᐊᖅᑲᓇᕐᖕᒋᑦᑐᓕᕆᔨᒃᑯᓐᓂᒃ. ᖃᐅᔨᒪᖁᑐᐃᓐᓇᖅᑕᒃᑲ ᑕᐃᒃᑯᐊ ᐊᒃᓱᕈᖅᑕᖅᓯᒪᔪᑦ ᐅᔾᔨᕆᔭᐅᖅᑕᕐᒋᑦᑐᑦ ᑕᐃᒪᓗ ᐅᖅᑲᖅᓯᒪᑦᑎᐊᖅᓂᐊᖅᐳᒍᑦ ᐱᓕᕆᖅᑲᑎᓐᓇᕈᒪᓂᑦᑎᓐᓂᒃ ᐱᐅᓯᕙᓪᓕᖅᑯᓪᓗᒋᑦ ᐱᔨᑦᑎᖅᓂᖅ ᒪᒃᑯᒃᑐᓂᒃ ᓱᕈᓯᖅᓂᒡᓗ. ᖁᔭᓐᓇᒥᒃ.<br><br>**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪᓇ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᒥᔅ ᐸᐊᐃᓐᓄ.<br><br>**ᐸᐊᐃᓐᓄ** (ᑐᓴᔨᑎᒍᑦ): ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒥᒡᓗ ᐱᕕᖅᑭᓐᓇᕋᑕ ᒪᑐᓯᔾᔪᑎᓂᒃ ᐅᖅᑲᐅᓯᒃᓴᖅᑲᕆᐊᒃᓴᖅ. ᖁᔭᕆᑦᑎᐊᖅᐸᔅᓯ ᑭᒡᒐᖅᑐᐃᔨᑦ ᓱᕈᓯᖅᓂᒃ ᒪᒃᑯᒃᑐᓂᒃᓗ ᐱᓕᕆᓂᖕᒋᑦ. |

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| I do, like Ms. Niego, would like to emphasize that the report can encompass more in terms of…I'll give you an example. Attendance is flagged, but attendance is work effort, a commitment made by district education authorities with the Department of Education, but the report doesn't allude us to that. Page 2 implies that there is complacency in normalizing of abuse in Inuit society. Some of the things, I think, could change in tone to better protect, to better provide a service to the children that need them, and to identify what are areas that really do need help and stipulating by identifying if attendance is an issue, then what in attendance is an issue and what truly are the recommendations to correcting the problem. | ᒥᑦ ᓇᐃᒍ ᐅᖃᖅᑲᐅᖕᒪᑦ ᑕᐃᒪ ᐅᖃᐅᓯᕆᑦᑎᐊᕐᓗᒍ ᐃᓗᓕᖅᑲᒃᑲᓐᓂᕈᓐᓇᖅᑑᒐᓗᐊᖅ ᐅᓂᒃᑳᑉ ᐃᓗᐊᓂ ᑐᑭᓕᐅᑎᓗᒍ ᐅᐸᖃᑦᑕᕐᓂᖅ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᓂᖓ ᑖᓐᓇ ᐱᓕᕆᔨᒪᔭᐅᖃᑦᑕᕋᓗᐊᕐᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ ᑖᓐᓇ ᐅᓂᒃᑳᕐᒥᒃ ᐅᖃᐅᓯᐅᖕᒪᑦ ᒪᒃᐱᒐᖅ 2-ᒥ ᐅᖃᐅᓯᕆᔭᐅᐱᓪᓚᒃᑑᒐᓗᐊᖅ ᑖᓐᓇ ᐃᒃᐱᒋᔭᐅᖏᓗᐊᕐᓂᖓ ᐱᓂᕐᓗᒃᑕᐅᖃᑦᑕᕐᓂᖏᑦ ᐃᓄᐃᑦ ᐃᓅᖃᑎᒌᖕᓂᖏᓐᓂ ᐃᓚᖏᑦ ᐊᓯᔾᔨᕈᓐᓇᖅᑐᑦ ᑕᒪᔭᐅᖕᒪᑕ ᓴᐳᒻᒥᑦᑎᐊᒃᑲᓐᓂᕈᓐᓇᕐᑯᓪᓗᒋᑦ ᐱᔨᑦᑎᕋᑦᑎᐊᒃᑲᓐᓂᕈᑕᐅᓗᑎᒃ ᓱᕈᓲᑦ ᐸᖅᑭᔭᐅᔭᕆᐊᓖᑦ. ᓇᓗᓇᐃᕐᓗᒋᑦ ᓇᐅᒃᑯᓂᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᖃᓪᓚᑦᑖᖅᐸᑦ ᐊᒻᒪᓗ ᓇᓗᓇᐃᔭᕐᓗᒋᑦ ᑖᓐᓇ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖏᓐᓂᖅ ᓇᐅᒃᑯᓂᓐᓇ ᐃᓕᓐᓂᐊᕐᕕᖕᒧᑦ ᐅᐸᖃᑦᑕᖏᓐᓂᖅ ᐃᓱᒪᓇᖅᐸ ᓇᐅᒡᓕ ᐊᑐᓕᕐᑯᔭᐅᓪᓚᕐᑖᖅᑐᑦ ᐋᖅᑭᒋᐊᕈᑎᓂᒃ ᓂᕆᐅᑦᑎᐊᖅᐳᖓ.

I look forward to working with the other departments, as I have been recently, with Inuusivut and Inuunivut initiatives, very promising initiatives that have a holistic approach to greeting a child into our government system, but also doing preventative measures for the parents that are taking care of the children.

ᐊᓯᖏᑦ ᐱᓕᕆᕝᕕᐅᔪᑦ ᐱᓕᕆᖃᑎᒋᖃᑦᑕᕋᒃᑭᑦ ᐱᓕᕆᖃᑎᒋᖃᑦᑕᐃᓐᓇᕐᓂᐊᖅᓱᒋᓪᓗ ᐃᓅᓂᕗᑦ ᐱᒋᐊᕈᑎᒋᓯᒪᔭᖓ ᑖᓐᓇ ᐱᐅᔪᒻᒪᕆᐅᕐᑯᔨᓂᖅ ᑭᓯᓕᒫᓂᒃ ᐊᑐᕐᒪᑦ, ᑕᐃᒪ ᒐᕙᒪᑦᑎᓐᓄᑦ ᑐᓐᖓᓱᒃᑎᓪᓗᒋᑦ ᒪᒃᑯᒃᑐᑦ ᐊᒻᒪᓗ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᑦ ᐱᕋᔭᒃᑕᐅᑦᑕᐃᓕᑎᑦᑐᓐᓇᕐᓗᒋᑦ.

I very much appreciate the role of the RCYO. I understand it is new and I think, like any new entity, the adult population also needs to be educated in the same way that our children get to be educated about what their rights are when school visits occur. Community consultations to better inform community members can be occurring too to enhance the relationship of the Representative for Children and Youth and communities. (interpretation) Thank you, Mr. Chairman.

ᑕᐃᒪ ᖁᔭᒋᑦᑎᐊᖅᐸᒋᑦ ᑖᒃᑯᐊ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᓱᕈᓯᕐᓄᑦ ᒪᒃᑯᒃᑐᓄᑦᓗ ᐊᒡᓚᒡᕕᒃ ᓄᑖᖑᔪᖅ ᖃᐅᔨᒪᔭᕋᓗᐊᕋ ᓄᑖᑦ ᑕᐃᒪᐃᓲᖑᖕᒪᑕ ᑐᒦᑦ ᐃᓐᓇᐃᑦᑕᐅᖅ ᑕᒪᔭᔭ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔭᕆᐊᖃᕐᒥᔪᑦ ᑕᐃᒪᓐᓇᑦᑎᐊᖅᑕᐅᖅ ᓱᕈᓯᖅᐳᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔭᕆᐊᖃᕐᒪᑕ ᐱᔪᓐᓇᐅᑎᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᖕᒥ ᓄᓇᓕᖕᓂᓗ ᖃᐅᔨᒋᐊᖃᑦᑕᕐᓂᒃᑯᑦ ᑐᓴᖅᑎᑦᑎᐊᒃᑲᓐᓂᕐᓗᒋᑦ ᓄᓇᖃᖅᑎᐅᔪᑦ ᑕᒪᒃᑯᐊ ᐃᓅᖃᑎᒌᖕᓂᕐᒥᒃ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᒪᒃᑯᒃᑐᓄᑦ ᓱᕈᓯᕐᓄᑦᓗ. (ᑐᒦᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

**Chairman** (interpretation): Thank you. (interpretation ends) Ms. Bates, you get the last words; you're the centre of this meeting. First of all, thank you very much to you and your staff for all the time and effort in preparing for this meeting, and any closing comments, Ms. Bates.

**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᒦᔨᑎᒍᑦ) ᒥᑦ ᐸᐃᑦ ᑭᖑᓪᓕᖅᐹᖑᓗᑎᑦ ᐅᖃᕐᕕᕐᑲᖅᐳᑎᑦ. ᐊᑯᓐᓂᖓᓃᑦᑎᐊᕋᕕᑦ ᑲᑎᒪᔨᑦ ᖁᔭᓐᓇᒥᒻᒪᕆᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᓗ ᐱᓕᕆᔪᓐᓇᕐᓂᕆᓚᐅᖅᑕᕐᓯᓐᓄᑦ ᐱᕙᒋᔭᖅᑎᑦᓗᓯ. ᒪᑐᔾᔪᑎᖃᖅᐲᑦ ᒥᑦ ᐸᐃᑦ.

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| **Ms. Bates**: Thank you, Mr. Chairman. Thank you for the opportunity to provide some closing comments. | **<ᐃᑦᑕ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒡᓗ ᐱᕕᖃᖅᑎᒃᑲᕕᖕᒐ ᒪᑐᔾᔪᑎᓂᒃ ᐅᖃᐅᓯᖃᖅᑎᓪᓗᖕᒐ. |
| First off, I wish to thank everyone here today. I always welcome the opportunity for our office to be held accountable for the work, to be held accountable for what we are legislated to do, what our office is supposed to be doing, and I take the feedback from the departments very seriously and I appreciate it. | ᑕᕝᕙᓃᑦᑐᓕᒫᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓪᓗ ᖁᔭᓐᓇᒦᕈᒪᓪᓗᒋᑦ ᑐᓐᖓᓱᒃᑏᓐᓇᖅᑕᒃᑲ ᐊᒡᓚᒡᕕᒃᐳᑦ ᑭᐅᔪᓐᓇᖅᑎᑕᐅᖁᓪᓗᒍ ᐱᓕᕆᐊᑦᑎᓐᓄᑦ ᑖᒃᑯᓄᖓᓗ ᑭᐅᔪᓐᓇᖁᓪᓗᑕᓗ ᐱᖁᔭᖅᑎᒍᑦ ᐱᔭᒃᓴᑦᑎᓐᓂᒃ ᐊᒻᒪᓗ ᐊᒡᓚᒡᕕᒃᐳᑦ ᖃᓄᐃᓕᐅᕆᐊᖃᖅᑎᑕᐅᓂᖓᓄᑦ. ᑖᒃᑯᐊ ᐃᒃᐱᒋᑦᑎᐊᖅᐸᒃᑲ ᐱᓕᕆᕝᕕᖕᓂᒃ ᑭᐅᕙᓪᓕᐊᔾᔪᑎᑦ. |
| What I want to say is the foundation of our office is: why does it matter? Why do we need to prioritize young people? They're 48 percent of the population is under the age of 24 here. The children and youth are the leaders and decision-makers and parents and caregivers of tomorrow and we want them to grow up to be helping, contributing members of society. They're going to be making decisions for us, for their own children. | ᐅᖃᕈᒪᓪᓗᖓᓕ ᐆᒥᖓ ᖃᓄᐃᒻᒪᑦ ᐊᒡᓚᒡᕕᑦᑕ ᑐᓐᖓᕕᖓ ᖃᓄᐃᒻᒪᓄᓇ ᐊᑑᑎᖃᖅᐸ, ᖃᓄᐃᒻᒪ ᓯᕗᓪᓕᐅᑎᕙᓪᓕᐊᔭᕆᐊᖃᖅᐸᕗᑦ ᒪᒃᑯᒃᑐᕗᑦ, 48 ᐳᓴᓐ 24 ᑐᖓᓂ ᐊᖁᒍᖃᖅᒪᑕ ᓄᓇᕗᒻᒥᐅᑦ. ᒫᓐᓇᒃᑯᓪᓗ ᓱᕈᓲᑦ ᒪᒃᑯᒃᑐᓪᓗ ᓯᕗᓂᒃᓴᐅᖕᒪᑕ ᖃᐅᒃᐸᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᓕᓛᖅᒪᑕ ᐸᖅᑭᒃᓱᐃᔨᐅᓕᖅᓗᑎᒡᓗ ᓄᓇᓕᖕᓂᓪᓗ ᐃᑲᔪᖅᑎᐅᓕᖅᓗᑎᒃ ᐋᖅᑭᒃᓱᐃᔨᐅᓕᓛᖅᒪᑕ ᑕᐃᒪ ᐅᕙᑦᑎᓐᓄᑦ ᖁᑐᖅᖓᒥᖕᓄᓪᓗ. |
| Conditions and experiences in childhood have a major impact on your life trajectory. Our number one goal is to ensure that the services that are being offered and provided by the Government of Nunavut, as I said in my opening comments, are equitable, ethical, and consistent. It is not easy to be held accountable, absolutely, and I recognize that. | ᑕᒪᒃᑯᐊ ᐃᓂᒋᔭᖕᒋᑦ ᓱᕈᓱᑦ ᐊᒃᑐᖅᓯᕐᔪᐊᖅᑐᒻᒪᕆᐅᖕᒪᑦ ᐃᓅᓯᐅᑉ ᓯᕗᓂᒃᓴᖓᓂᒃ. ᑕᐃᒪᐃᒻᒪᑦ ᑐᕌᖓᑦᑎᓐᓂ ᓯᕗᓪᓕᖅᐸᕐᖑᔪᖅ ᐱᔨᑦᑎᕋᕐᓂᐅᔪᑦ ᐊᑐᐃᓐᓇᐅᑎᑕᐅᔪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᒪᑐᐃᕈᑎᓂᒃ ᐅᖃᓚᐅᕋᒪ ᑕᐃᒪ, ᐊᑏ ᐊᔾᔨᒌᖓᔫᒥᓗᑎᒃ ᑕᐃᒪᓐᓇᑦᑕᐃᓐᓇᐅᖕᒋᓐᓇᕐᓗᑎᖓᓗ. ᐱᔭᕐᓂᖅᑑᓐᖕᒋᑦᑑᒐᓗᐊᖅ ᑭᐅᔪᓐᓇᖅᑎᑕᐅᖕᒋᕐᓗᓂ ᑖᓐᓇᓗ ᐃᓕᓴᕆᓯᒪᓪᓗᒍ. |
| I do want to say that I do appreciate again all the feedback that we have received today, and I do want to say that I want to thank all the staff at the Representative for Children and Youth Office who work tirelessly, who comb through information, who all have the best interests of young people in this territory at heart. I also want to recognize all the frontline service providers who also work tirelessly to deliver services. It is not an easy job. | ᐅᖃᕈᒪᓪᓗᒋᑦ ᖁᔭᒋᒃᑲᓂᖅᐸᒋᑦ ᒫᓐᓇ ᐅᖃᐅᔭᐅᔾᔪᑎᒋᔭᕗᑦ ᐅᓪᓗᒥ ᐊᒻᒪᓗ ᐅᖃᕈᒪᓪᓗᖓ ᖁᔭᒋᔪᒪᓪᓗᒋᑦ ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᒫᑦ ᑭᒡᒐᖅᑐᐃᔨ ᓱᕈᓱᕐᓂ ᒪᒃᑯᑦᑐᓂᓪᓗ ᐊᓪᓚᕝᕕᖓᓂ ᑕᖃᓱᐃᖅᑑᓪᓗᑎᑦ ᓄᐊᑦᑎᓪᓗᑎᑦ ᒫᓐᓇ ᐸᐃᑉᐸᓂ ᐱᓯᒪᔭᑦᑎᓐᓂ ᑕᒪᒃᑯᓄᖓ ᒪᒃᑯᑦᑐᓅᖓᔪᓂᒃ ᓄᓇᕗᒻᒥ ᑕᒫᓂ ᐆᒻᒪᑎᒥᑦᑎᒍᑦ. ᐊᒻᒪᓗ ᐃᓕᓴᕆᓗᒋᑦ ᑕᒪᒃᑯᐊ ᓄᓇᓕᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᔪᑦ ᑕᖃᓱᐃᖅᑑᓪᓗᑎᑦ ᐱᔨᑦᑎᕋᖃᑦᑕᕐᒪᑕ ᐱᔭᕐᓂᖅᑑᓐᖕᒋᒻᒪᑦ ᑖᓐᓇ. |
| I think I will just close again by saying "thank you." I look forward to the coming years and the ongoing collaboration and the ongoing | ᒪᑐᒃᑲᓐᓂᑐᐃᓐᓇᖅ, ᖁᔭᓐᓇᒦᒃ ᓂᕆᐅᑦᑎᐊᖅᐳᖓ ᐊᖁᕈᒍᓂᐊᖅᑐᓂᒃ ᐊᒡᒋᖅᑐᓂᒃ ᐊᒻᒪᓗ ᐱᓕᕆᖃᑎᒌᖕᒋᓐᓇᕆᓂᐊᖅᑕᕗᑦ |

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| discussions that we're about to have, and I recognize that there have been some very difficult subjects that we've had to talk about today, but I'm encouraged that we're talking about them because it only means a future that is brighter and only means that we can then address some of these concerns and make the services and the programs being offered to young people better. | ᐅᖃᖃᑎᒋᒌᓐᓂᕆᓂᐊᖅᑕᕗᓪᓗ. ᐃᓕᓴᕆᓯᒪᓪᓗ ᐊᔅᓱᕈᓐᓇᖅᑐᒥᒃ ᐅᖃᓪᓚᖅᑲᐅᒐᓗᐊᖅᑐᖓ ᑭᓯᐊᓂ ᖁᕕᐊᒋᔭᕋ ᐅᖃᐅᓯᕆᒋᐊᔅᓴᖅ ᑐᑭᖃᖅᓂᐅᓴᑐᐃᓐᓇᕐᒪᑦ ᓯᕗᓂᔅᓴᕗᑦ ᖃᐅᒪᓂᖅᓴᐅᓂᖅᓴᐅᓗᓂ ᐊᒻᒪᓗ ᐋᖅᑭᒍᑎᕙᓪᓕᐊᓕᖅᓂᐊᕋᕐᑎᒍ ᐃᓱᒫᓗᓇᕆᔭᕗᑦ ᐱᔾᑎᕋᖅᓂᐅᔪᓪᓗ ᐱᐅᓯᕙᓪᓕᖅᑯᓪᓗᒋᑦ ᒪᒃᑯᑦᑐᓄᑦ. |
| Thank you for the time and I thank you for the opportunity. Thank you, Mr. Chairman. | ᖁᔭᓐᓇᒥᒃ ᐱᕕᖃᖅᑎᑕᐅᒐᒪ. ᖁᔭᓐᓇᒥᒃ, ᐃᒃᓯᕙᐅᑖᖅ. |
| **Chairman** (interpretation): Thank you. (interpretation ends) Thank you. To all the departments, thank you for taking the time to attend our hearing. Ms. Bates, to you and your staff, I already mentioned, thank you very much and I look forward to working with your office in the future. | **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒥᒃ. ᑕᐃᒪ ᐱᓕᕆᕝᕕᐅᔪᓕᒫᒪᑦ ᖁᔭᓐᓇᒦᖅᐸᔅᓯ ᑕᒫᓂ ᐅᐸᒍᑎᔪᓐᓇᕋᔅ. ᒥᔅ ᐸᐃᑦᔅ ᐃᖅᑲᓇᐃᔭᖅᑎᖕᒋᓪᓗ ᐅᖃᓈᖅᑲᐅᒻᒪᑦ ᖁᔭᓐᓇᒦᒻᒪᕆᒃ ᓂᕆᐅᑦᑎᐊᖅᐳᖓ ᐱᓕᕆᖃᑎᖃᖅᓂᐊᓂᑦᑎᓐᓂ ᓯᕗᓂᑦᑎᓐᓂ. |
| (interpretation) Our interpreters, we thank you for allowing us to understand, whether we speak English or Inuktitut. I thank you for your good work and there were some people on their phones and some people talk really fast occasionally. You are quite able. | (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᑐᓵᔨᕗᑦ, ᒪ'ᓇᐅᕙᑦᑐᓯ ᑐᑭᓯᐊᑐᕋᐅᔫᓪᓗᐊᕋᑦᑕ ᖃᑉᓗᓇᐅᔭᕋᓗᐊᕖᖓᑦᑕ ᐃᓄᒃᑑᕖᖓᑦᑕᓘᓐᓃᑦ ᒪ'ᓇᐅᔪᓯ ᐃᒻᒥᑐᔫᓵᓯ. ᐅᖅᑳᓚᔪᓂᓪᓗ ᐱᑕᖃᐅᖅᓱᓂ ᐅᖅᑳᓗᐊᖅᑐᓂᒃ ᐅᖃᓪᓛᓗᐊᖅᑐᓂᒃ ᐱᑕᖃᖅᔫᒥᑦᑕᕐᒪᑦ ᐊᔪᓐᖕᒋᑐᕐᔪᐊᖓᒐᔅᓯ ᓇᓗᓇᓐᖕᒋᑦᑐᖅ. |
| (interpretation ends) Thanks to our staff for helping us to prepare for this meeting. (interpretation) Our meeting is adjourned. Enjoy your evening. | (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᖁᔭᓐᓇᒦᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᐱᕙᒋᔭᐅᒍᓐᓇᓚᐅᕋᑦᑕ ᑖᔅᓱᒧᖕᒐ ᑲᑎᒪᓂᕐᒧᑦ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᑲᑎᒪᓐᓂᕆᔭᕗᑦ ᐃᓱᓕᐸᐳᖅ. ᐅᓐᓄᖃᑦᓯᐊᓂᐊᖅᐳᓯ. |
| (interpretation ends) In terms of next steps, the Committee will be preparing recommendations which will be presented in the Assembly at the fall sitting. (interpretation) Thank you. Have a good evening. | (ᑐᓵᔨᑎᒍᓕᖅᑐᖅ) ᐱᓕᕆᐊᕆᓂᐊᓴᔭᕗᑦ ᑲᑎᒪᔨᓂ ᐱᕙᒋᔭᐃᓂᐊᖅᑐᑦ ᐊᑐᓕᖁᔭᒥᓂᒃ ᒪᓕᒐᓕᐅᕕᒻᒧᑦ ᑐᓂᔭᐅᑖᖅᑐᑎᑦ ᐅᑭᐊᔅᓴᖅ ᑲᑎᒪᖅᔪᐊᕐᓂᖅ. (ᑐᓵᔨᑎᒍᕈᓐᓃᖅᑐᖅ) ᒪ'ᓇ. ᐅᓐᓄᖃᑦᓯᐊᓂᐊᖅᐳᓯ. |
| *>>Committee adjourned at 16:52* | *ᐳᐳᑲᑎᒪᔨᕋᖑᑦ ᓄᖅᑲᖅᑐᑦ 16:52ᒧᐊᖅᑎᓪᓗᒍ* |