



Standing Committee on Health and Education

Report on the Review of Nunavut Arctic College

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June 2006

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Standing Committee on Health and Education

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June 2006

Hon. Peter Kilabuk, MLA
Speaker of the Legislative Assembly
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Dear Mr. Speaker:

On behalf of the Members of the Standing Committee on Health and Education, I have the honour of presenting the Standing Committee's Report on the Review of Nunavut Arctic College.

Pursuant to Rule 91(5), your Committee requests that the Government table a comprehensive response to the report and its recommendations within 120 days of its presentation.

Respectfully submitted,


David Alagalak, MLA
Chair, Standing Committee on Health and Education

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Introduction

On May 17, 2004, the Auditor General of Canada's First Report to the Second Legislative Assembly of Nunavut was tabled in the House. That report, *Looking Back and Moving Forward*, highlighted a number of management issues in the government's Crown agencies, and included several specific observations relating to Nunavut Arctic College (NAC).

In June of 2004, the Minister of Education engaged a management consultant to conduct an external review of NAC with a focus on the operation of NAC as a whole.

The External Review, titled "*Aaqqigiarniq, Time to Move Forward*" An External Review of Nunavut Arctic College, was completed in late October 2004 and submitted to the Minister of Education. A memorandum from the Minister to NAC Staff indicates that the Executive Summary of the Report was released to the Board of Governors in mid-February of 2005. Shortly thereafter, the College's senior management was tasked with preparing a plan to respond to the External Review's 75 recommendations. These recommendations addressed a wide range of financial, administrative and logistical issues faced by the College.

In November of 2004, a Supplementary Appropriation (*Bill 2 - Supplementary Appropriation (O&M) No. 2, 2004-05*) in the amount of \$1,300,000 was approved in the Legislative Assembly for "one-time bridge funding" to address the College's deficit and to assist it "in implementing recommended improvements in management effectiveness and accountability". During the Legislative Assembly's consideration of the Bill, the Minister of Education indicated that NAC had reached a deficit situation as a result of a reduction in the College's base budget during the previous fiscal year.

Members of the Legislative Assembly raised a number of concerns regarding the magnitude of the College's deficit and how much of the supplementary funding would be used to address management and other operational issues.

In February and March of 2005, a number of concerns regarding the management and operations of Nunavut Arctic College continued to be raised during the Committee of the Whole's consideration of the Department of Education's 2005-2006 proposed Main Estimates and Business Plan. Members of the Legislative Assembly expressed an interest in reviewing the findings of the *External Review*.

It should be noted that the *Public Colleges Act* requires NAC to submit its Annual Report for tabling in the Legislative Assembly. As of June 1, 2006, NAC's Annual Reports from 1998-1999 to 2003-2004 have been tabled. To date, annual business plans for NAC have not been tabled in the House.

Despite requests for a complete copy of the External Review to be provided to Members, on March 2, 2005, the Minister of Education tabled an Executive Summary of the *External Review of Nunavut Arctic College*. The full report has never been tabled.

During deliberations in the House, a number of Members, including the Minister of Education, expressed their support for the idea of consulting with Nunavut communities to hear what Nunavummiut had to say about adult learning.

One of the roles of the Standing Committee on Health and Education is to provide support and direction on issues that relate to the mandate of the Department of Education. One opportunity for the Standing Committee to carry out its responsibilities was brought forward by the Chair of the Committee, MLA David Alagalak. Chairman Alagalak suggested that the Committee hear directly from the public, from students and educators, and other stakeholders working in the field of adult education about the goals and aspirations of Nunavut's adult learners and the kinds of challenges and difficulties experienced.

On March 16, 2005, Motion 12 – 2(2) was moved by Committee Member Hunter Tootoo and seconded by David Alagalak, empowering the Standing Committee on Health and Education to conduct public hearings and consultations on Nunavut Arctic College. The motion was unanimously carried. (See Appendix 1)

Acknowledgements

The Standing Committee on Health and Education would like to acknowledge the students, educators, and members of the public who took the time to contribute to the Committee's review of Nunavut Arctic College.

The Committee would like to recognize the support, assistance and contribution of NAC's three campus directors: Fiona Buchan-Corey in Cambridge Bay, Mike Shouldice in Rankin Inlet and Peesee Pitsiulak in Iqaluit who made campus meetings such a success.

During the initial stages of the review, MLA Patterk Netser took part in the Committee's activities. Members of the Committee would like to thank Minister Netser for his contribution to the Committee's work.

The Standing Committee particularly wishes to acknowledge and commend the Management Studies students at the Rankin Inlet campus for their significant contribution.

The Committee would like to acknowledge Inuksuk high school student Sileema Angoyuak for her assistance in compiling information for the report as part of her work experience program with the Office of the Legislative Assembly.

Background

The 1950s and 1960s witnessed the introduction of the first formal adult education system in the North by the federal government. By the 1970s, the territorial government supported a community-based adult education system with full-time community adult educators in many Northern communities across the NWT.

In 1982, the Legislative Assembly of the Northwest Territories' Special Committee on Education presented its landmark report, *Learning, Tradition and Change*. This Report recommended that the government establish an Arctic College which would offer Grades 11 and 12, vocational and higher education programs, training programs and continuing education opportunities.

In 1986, the institution of Arctic College was established through legislation when Bill 1, the *Arctic College Act* was introduced by the Government of the Northwest Territories. The legislation provided for the establishment of Arctic College as a post-secondary educational and training institution operating at arms-length from the government. The GNWT's Continuing Education Policy established Arctic College as the provider of adult basic education through Community Learning Centres (CLCs). Community adult educators working under the Advanced Education Branch of the Department of Education were transferred to the jurisdiction of Arctic College over the next year.

In 1994, Bill 7, *An Act to Amend the Arctic College Act*, was introduced. This Act effectively split Arctic College into two institutions, creating one college for the NWT and one college for the new territory-to-be, Nunavut. One amendment renamed the *Arctic College Act* to the *Public Colleges Act*. Another amendment repealed the *Science Institute of the Northwest Territories Act* and gave the College the power to delegate functions previously held by the Science Institute, a body whose primary function was to provide advice to the legislature on matters of science, research and development in the Northwest Territories. The Science Institute also maintained a system for licencing scientific research in the North and communicating science and scientific initiatives to communities across the North. The Science Institute has since become the Nunavut Research Institute (NRI).

The *Public Colleges Act* was inherited by Nunavut upon division from the NWT. It has not been amended since April 1, 1999.

According to the GN's most recent employment statistics, Nunavut Arctic College currently has approximately 132 full-time employees. (See Appendix 2) NAC supports CLCs in all Nunavut communities. It currently operates three regional campuses in Iqaluit, Rankin Inlet and Cambridge Bay. Its headquarters are located in Arviat. It should be noted that the Office of the president of NAC was temporarily located to Iqaluit in November 2004 in order to address a number of issues. The President's office continues to function from this location.

Past Reports Relating to the Role of Nunavut Arctic College.

Over the past decade, a number of reports and studies have focused on issues and challenges faced by Northerners in the areas of adult education, training and the relationships between education, employment and the economy. These reports, studies, analyses and strategies have brought forward many insights, suggestions, proposals, and recommendations to address these issues and challenges.

Significant examples of such reports include:

People: Our Focus for the Future, A Strategy to 2010 by the GNWT Department of Education, Culture and Employment (September 1994) offers a detailed overview of the challenges faced by Northern adults in acquiring the necessary skills for self-sufficiency and entering the workforce. A number of strategic objectives and proposed outcomes are presented.

The Bridge to My Future, A Report on Adult Basic Education in the NWT by the GNWT Department of Education, Culture and Employment (1997) discusses several aspects of adult basic education programs and what elements have proved successful over the years.

Strategy for Teacher Education in the Northwest Territories: Past Experiences and Future Directions by the GNWT Department of Education, Culture and Employment (March 1998) highlights critical strategies, objectives and goals specific to Nunavut as well as to the western Northwest Territories.

5 Year Labour Force Needs Analysis by RT & Associates for Nunavut's Department of Education (May 2000). This analysis developed models of trends in both the labour market and the economy, reported on consultations with stakeholders on issues and opportunities and identified areas where the Department of Education could take steps to improve the quality and standards of publicly-delivered education while also developing and delivering both industry- specific training and "transferable skills".

Aajiqatigiingniq: Language of Instruction Research Paper by Ian Martin (December 2000) discusses many factors relating to education and economic development in Nunavut by identifying specific resources, such as trained and certified staff, that need to be in place to address these issues.

Report and Recommendations for Changes to the Nunavut Student Financial Assistance Program by the Adult Learning and Post-Secondary Services Division of the Nunavut Department of Education (December 2002) focuses primarily on the Financial Assistance for Nunavut Students (FANS) program and its role in enabling and encouraging Nunavut students to pursue post-secondary studies.

Developing an Adult Learning Strategy For Nunavut: A Discussion Document by the Department of Education (November 2003) was tabled in the House in December 2003. The purpose of this document was to promote discussion on adult learning issues by establishing an initial baseline of information and key initiatives relating to adult learning in Nunavut.

Working Draft: Nunavut Adult Learning Strategy by the Government of Nunavut and Nunavut Tunngavik Incorporated (October 2005) was tabled in the House in November 2005. This document proposes a series of 29 strategies with distinct courses of action aimed at helping adult learners participate in upcoming economic opportunities in Nunavut.

The Nunavut Project, Conciliator's Final Report on the Nunavut Land Claims Agreement Implementation Contract Negotiations for the Second Planning Period 2003-2013 by Thomas R. Berger (March 2006). This report directly addresses the role of education in relation to Article 23 of the Nunavut Land Claims Agreement.

Overview of the Standing Committee's Review Process

The emphasis of the motion passed in the Legislative Assembly on March 16, 2005, was on direct consultation with the people of Nunavut. Accordingly, Members of the Standing Committee decided from the beginning of the process that it was not the role of the Committee to duplicate the work done by various experts, consultants and government staff. The Standing Committee focused on ensuring that the public had the opportunity to directly express their personal views on the long-term role, operations and effectiveness of Nunavut Arctic College to their elected representatives.

There were a number of steps involved in this process.

1) Committee review of documentation and materials

Initial preparation for the public hearings began by a review of many of the documents listed above, beginning with the landmark 1982 Special Committee Report, *Learning, Tradition and Change*, which first proposed the establishment of Arctic College.

Following the literature review, Members sent comprehensive correspondence to the Minister of Education requesting baseline information from Nunavut Arctic College, in addition to other related materials. In particular, Members expressed an interest in reviewing the full text of the *External Review* commissioned by the Minister.

Although various versions of the *External Review* were made available to the Standing Committee, it was noted that significant portions of the report remained “blacked out”, ostensibly to protect the identity of individuals who provided information to the report’s author. The Committee recognizes that people need to be able to provide candid views without fear of reprisal. However, the Committee is puzzled in this case because it appears that the Minister and senior staff may have had access to the complete set of information, including individuals’ names.

In general, Members were pleased with the level of detailed information provided to the Committee by the Minister of Education and NAC. This baseline information included:

- A document listing **NAC management’s responses to the 75 recommendations of the External Review**. This document, dated June 2005, indicates that three recommendations required no action; action to address 14 recommendations had been completed; activities were in progress to address 41 recommendations; and action was still required to address 17 recommendations. It was noted that the total cost implications of implementing the *External Review*’s recommendations were estimated to exceed \$2,000,000 in additional or re-allocated funding. At the same time, if the costs for utilities, building maintenance and renovations were transferred to the Department of Community and Government Services, as recommended in the *External Review*, the College would save approximately \$1,800,000 in utility and related costs.
- **NAC variance reports for 2003-2005**. These documents provided details on the financial status of the College, including explanations for over-expenditures in such areas as medical travel and pension buybacks, as well as information on problematic areas of budget management, such as managing third-party contracts and following up on accounts receivable.
- **Listing and summary of current agreements with non-governmental organizations**, including agreements with three degree-granting institutions¹, credit transfer agreements with 10 post-secondary institutions and a number of training partnerships.
- **Copies of correspondence** between the Minister, the Board of Governors and the President of Nunavut Arctic College addressing the External Review. Also included is the Minister’s most recent Letter of Expectation to the Chair of NAC’s Board of Governors dated April 28, 2005. This letter of expectation was tabled in the House on May 2, 2005. (Appendix 3)

¹ Degree-granting institutions include McGill University for the delivery of the Nunavut Teacher Education Program; Dalhousie University for delivery of the Nunavut Nursing Program; and the University of Victoria for delivery of the Akitsiraq Law Program.

- **Program planning reports** for all three campuses.
- **Copies of NAC policies** relating to such academic matters as student evaluation, certification and graduation.
- **Baseline information on the student body**, including community of origin, beneficiary status and gender, by area of study.
- **Application, enrollment and graduation statistics** by year and program type from 1999 to 2004.
- **Information on beneficiaries** graduating from Nunavut Arctic College who are currently employed by the Government of Nunavut.
- Numbers of **Nunavut residents enrolled in post-secondary institutions** outside of Nunavut, broken down by beneficiary status and by year of study.

A review of this information allowed Members of the Committee to achieve a comprehensive and up-to-date picture of the programs delivered by Nunavut Arctic College, the status of its operations and the relative successes of adult students across Nunavut.

2) Committee discussion on issues for consideration and development of a public discussion guide.

In order to facilitate discussion at public hearings, a discussion guide was developed and made available in English, Inuktitut, French and Inuinnaqtun. (See Appendix 5)

This discussion guide was provided to community officials and to all individuals who attended the Committee's public hearings. Copies were made available in MLAs' constituency offices and on the Legislative Assembly's website. Members of the public were encouraged to submit their views in writing if they were not in a position to present them verbally or in person. Completed guides could be faxed, e-mailed or dropped off at Members' constituency offices.

A total of 55 completed discussion guides were submitted to the Standing Committee. An additional 33 written submissions were forwarded, many of them addressing specific questions posed in the discussion guide. Members of the Committee would like to sincerely thank the many individuals who took the time and effort to provide their views, concerns and suggestions. (See Appendix 4)

- 3) Committee identification of communities for public hearings and meetings at the regional campuses of Nunavut Arctic College.

Public Hearings

The Standing Committee decided to hold public hearings in all three regional centres and in at least one smaller community in each part of the territory. Inclement weather and other factors resulted in several rescheduled visits and, despite numerous attempts, a visit to Coral Harbour ultimately proved impossible within the available timeframe.

Public hearings were held in:

Kugluktuk on October 15, 2005;
Cambridge Bay on October 17, 2005;
Arviat on October 19, 2005;
Iqaluit on October 25, 2005;
Rankin Inlet on October 26, 2005;
Pangnirtung on March 2, 2006; and
Arctic Bay on March 4, 2006.

Public turnout varied from community to community. In total, approximately 125 members of the public attending these hearings.

NAC Regional Campus Meetings

During its travel for the public hearings in October of 2005, the Standing Committee also visited the three regional NAC campuses. Members of the Standing Committee were impressed by the strong interest from the campus directors, staff and students at the Cambridge Bay, Rankin Inlet and Iqaluit campuses.

At the three campus meetings, the Standing Committee had the opportunity to meet with students, instructors and other staff. Separate meetings for each of these groups meant that individuals could speak candidly on certain issues. In Iqaluit, the Nunatta Campus Staff Association also made a separate presentation to the Committee on November 25, 2005.

Committee Members were impressed with the forthright comments and informed views expressed at these meetings. The level of participation is testimony to the dedication and commitment of the students, educators and staff. Approximately 150 people associated with NAC attended these meetings.

Themes and Issues

Throughout the Standing Committee's review of Nunavut Arctic College, a number of themes and issues consistently emerged. From Kugluktuk in western Nunavut to Arctic Bay in Nunavut's eastern High Arctic, similar concerns and views were expressed with passion and conviction. Many comments echoed issues previously raised and addressed in the reports and studies described earlier in this report.

Student Preparedness

One of the most critical factors affecting the success of both individuals and the College itself is the level of preparedness of students pursuing courses or programs through Nunavut Arctic College and/or its Community Learning Centres.

Several issues were raised regarding the role of Nunavut Arctic College within Nunavut's education system as a whole. Some individuals expressed the view that Nunavut's K-12 system does not adequately prepare students for further studies. They noted that individuals are leaving high school with qualifications but without skills – or, as one individual expressed it, “they are schooled but not educated”. Others noted that there appears to be considerable acceptance of truancy and/or dropping out of school. In these cases, the consequences of missing out on educational opportunities, especially at a young age, do not appear to be considered with respect to an individual's ability to pursue employment opportunities later in life.

The lack of resources or personnel to assist high school students and continuing education students in considering their future options and plans is seen as a critical gap within the education system. In some

cases, high school graduates end up sitting out a year because they were unaware or unprepared for making the necessary arrangements to enter a post-secondary program. Some teachers indicated that even if Nunavut Arctic College were to simply send out course calendars to the high schools on a regular basis, this could foster a greater awareness of, and interest in, post-secondary opportunities. Many people told the Standing Committee that there should be Career Guidance Counsellors in all communities. Other suggestions included having community-based preparatory courses to better prepare students for attending the College at a regional campus.

“The Department of Education needs to promote education as a lifestyle choice or a quality of life choice. It is not enough just to say that you need education to get a job.”

In the view of many College students, the choice of a program was limited by where it was offered and the proximity of that campus to their home community. Despite wanting to receive training in specific fields, some individuals stated that they would not be willing to leave their region or home community or other family members to pursue it. Some felt that core NAC programs, such as teaching or nursing, should be offered at all regional campuses, even if only on a rotational basis.

For many younger students and students attending short-term courses in a community other than their home community, problems with budgeting and being able to afford food are common. The distractions available in a large community, such as Iqaluit, often contribute to the challenges faced by students.

There are a number of other personal barriers that prevent students from either attending or successfully completing Nunavut Arctic College programs. Lack of self-esteem, motivation or confidence; addictions; family violence; family or community tragedy; health problems; level of maturity and criminal records are a few of the barriers that were identified at the hearings and in written submissions.

“Of the 175 full- and part-time students enrolled in September 2005, about 15% will withdraw before Christmas and another 10% will withdraw before graduation. Retention is not only a problem in the College but is a serious problem throughout Nunavut and is reflected in the high turnover rate in the work place.”

There appeared to be a general consensus that there were greater barriers facing men than women. Some expressed the view that men were less willing to learn in a classroom setting, while others felt that men had more difficulty overcoming self-esteem problems when attempting to return to an educational setting.

“Those who succeed in our programs have often overcome many hurdles in life, so they are really very successful. Our graduates are extremely employable because they have managed to accomplish so much.”

Members of the Committee were interested in whether men and women face different barriers and challenges in taking advantage of the programs Nunavut Arctic College has to offer. Information provided to the Committee and observations made by College educators revealed that since 1999, the majority of students in NAC core programs are women. For various reasons, it appears that men have more difficulties than women in completing programs at both the high school and college level. Educators noted, for example, that many men quit in the middle of their entrance evaluations. Some educators suggested that programs be introduced to target men specifically, or introduce different streams for men and women.

**Number of male and female students enrolled in NAC core programs
1999 – 2004**

Year	Males (%)	Females (%)
1999	19 (19%)	82 (81%)
2000	25 (22%)	84 (78%)
2001	34 (31%)	77 (69%)
2002	32 (32%)	71 (68%)
2003	30 (26%)	87 (74%)
2004	37 (25%)	111 (75%)

Based on data provided to the Standing Committee by the Minister of Education

Literacy and Upgrading

Low levels of literacy and numeracy combined with poor life skills are critical factors in limiting the ability of Nunavummiut to take advantage of opportunities both in the workforce and in advanced education. Many Nunavut residents who could benefit from educational upgrading lack basic literacy skills. This was observed to be the case for English, Inuktitut and Inuinnaqtun.

While specific funding for literacy programming within the College framework is limited, some programs are delivered with funding from outside sources, such as the federal government's National Literacy Secretariat.

Adult Basic Education (ABE) is a critical program enabling adults to upgrade their academic qualifications to high school equivalencies. However, some educators felt that there was a lack of status for ABE

"People come to College and think they've made it but they don't realize that thinking and reading is hard work. We really need people in these advanced programs but it is important that their literacy levels are up to the starting standard for the teaching or they won't get anywhere and it is all wasted."

programs. With many individuals already facing self-esteem issues, instructors of ABE programs often face additional challenges in achieving successful results. There is a critical lack of funding for ABE and the curriculum is seen as inadequate in preparing individuals for higher level courses.

It was noted by NAC staff that over 75% of ABE students are secondary school drop-outs with skill levels well below the Grade 7 or 8 needed to progress within the established curriculum framework.

Adult Basic Education is often provided under the guise of a "foundation year" or "access year" to a specific program.

"The College ends up teaching basic literacy and numeracy even though there is limited funding for this. Perhaps NAC shouldn't teach it. Maybe the Department of Education should set up an Adult High School specifically for that purpose."

This situation may be the direct consequence of a lack of funding or support for students to take basic ABE combined with the College's ongoing need for funding to offer entry-level courses. Because third party funding frequently provides for access years in specific programs, many students end up learning basic skills under this arrangement, but with a focus that limits future directions in which they can progress with their studies. There was very strong support for establishing ABE as a core-funded program with adequate regional or territory-wide supervision and a developed curriculum with established units of instruction.

Experience and Academics

A number of students had been unable to find employment within the GN without GN-recognized certification despite having similar qualifications from other jurisdictions and/or experience in the field. It appears that there is no standard system in place to evaluate and assess students' prior learning programs and work experience to take into account skills and knowledge that students bring with them to the College.

Some individuals indicated that they had been in NAC programs in the past, but over time, recognition of their training and learning had disappeared. For some adult learners, starting over again was too frustrating to consider.

"A number of years ago, I was involved in a Management Development Program. It was funded by the federal government, there were partnerships and sponsors from other areas, too. It was a very successful 3-year program that involved Inuit from all across the North. The GNWT started the program but it didn't continue under Nunavut. We thought it would have some accreditation but the program isn't recognized by anyone anymore. It left us all with nothing to go on with. The Government of Nunavut should have made sure that we had the opportunities to continue and become effective managers."

Funding

Funding issues for students ranged from the perceived inadequacy of the amount of living allowance, especially for students with children and/or no spousal support, to mistakes or delays in the issuance of cheques. Many questioned why the College's financial management of student financial assistance could not be administered at the campus level instead of from another community. For students with school-age children, the situation is especially difficult, as they often travel to the regional campus early in order to be able to register their children in time for the beginning of the school year. Financial assistance for college students doesn't begin, however, until some weeks later when College programs begin. Although provisions can be made to provide cash advances of student support funding, this can lead to problems later on when families have to make do on a reduced budget.

"Some of us are here to try to better ourselves – to improve our chances. But some students drop out because of the high cost of living. Some have to support a family and the cost of food is too high."

At one point in 2005, for example, Student Support services at the Iqaluit campus had issued more than \$5000 in food vouchers, provided meals to families going through crisis situations and provided Christmas hampers to families staying in family housing units.

The lack of funding for Adult Basic Education is a serious concern. College instructors estimated that the majority of students enrolled in ABE programs use the community food bank. Those individuals who are registered with Income Support indicated that they receive \$10 a day to approximately \$200 a month while they attend ABE classes but the amount is still inadequate, especially for those supporting children.

"I applied for computer training. I don't receive Employment Insurance or Income Support. The Adult Educator told me I can attend the course but will not receive financial assistance because I don't receive either of the above. It's kind of hard when you're unemployed. It would help a lot if there was funding for any basic training for adults like us young guys."

Students who experience family or other difficulties may have to return home without completing their course. This often leaves their financial and/or academic record in bad standing with the College. Individuals expressed concern that there was no means and little support to get back into an academic program once they had suffered such a setback.

From the standpoint of the delivery of programs, all three regional campuses face great difficulty in accessing funding to deliver programs. In addition, in 2004, the College underwent a cost reduction exercise that resulted in positions and resources being significantly reduced². Nunavut Arctic College delivers both base-funded programs and third-party funded programs at all levels of academic achievement. These range from continuing education to degree transfer programs. Base-funded programs cover those areas which have traditionally offered high employment opportunities in the North, such as jobs requiring certification in management, office administration, and environmental technology or in public sector positions such as teachers, interpreter/translators, nurses, and social workers. Other program areas such as health services, corrections/justice training, pre-trades training or basic office or administration skills are often supported through third party funding.

NAC staff have noted that the success rate of programs is significantly higher when there is some definite opportunity for employment at the end of a course. Staff expressed the need not only to work with potential employers but also to gain commitments from employers both during and after training programs. Partnerships were seen as key to program success.

² The GN's quarterly Inuit Employment Plan reports indicate that in December 2000, NAC had a total of 172 positions. The December 2005 report indicated that NAC had a total of 132 positions. Despite a reduction in the overall number of NAC positions between December 2000 and December 2005, the statistics show an increase of 4 senior and middle management positions and a decrease of 42 professional and paraprofessional positions.

Services and Support

Housing is a critical issue that affects students who are attending courses at regional campuses as well as their families at home. Accommodation for single students is provided at residences in the regional centres but family housing is in extremely limited supply.

The situation for adult College students in the North is profoundly different from that of the majority of post-secondary students in southern jurisdictions. Many young adults in Nunavut who are pursuing post-secondary education opportunities also have growing families. In many southern jurisdictions, it is much more likely that post-secondary students have fewer family obligations to manage.

It should be noted that the Department of Education's five-year Capital Plan does include new student housing projects for both Iqaluit and Rankin Inlet in future fiscal years. New family housing units for NAC students in Cambridge Bay were completed in early 2006. The Standing Committee, in noting NAC management's rejection of the *External Review's* recommendation to transfer NAC housing services to the Nunavut Housing Corporation, anticipates monitoring NAC's progress in this area.

Students could lose housing in their home community if they leave home and bring their whole family with them to the regional campus. The potential loss of housing at home prevents many people from leaving to get the qualifications which could help them to make a difference in their smaller home communities.

"When I travel around Nunavut, I often see former students of mine. They are contributing enormously to their communities."

"It is hard to concentrate when you are hungry."

Access to adequate food is also seen as a serious issue for many College students, especially those with children. At least two of the regional campuses organize and sponsor guided hunts and fishing trips a few times a year to provide students with country food. Hunters and Trappers organizations also contribute on a regular basis. Many local students end up assisting their fellow students from other communities. It was noted that the smaller campuses have more success in integrating and supporting students from outlying communities than does Iqaluit with its many other distractions. Although the Iqaluit residence does have a cafeteria, it only provides food for students and not for family members. While a cafeteria is seen as a desirable asset at the regional campus, it is still not an adequate solution for those with children.

Given the number of College students with young children, it is not surprising that the issue of day care was raised at almost every public hearing and meeting with College students and instructors. Having dedicated child care facilities for parents attending College was seen as very important. Although there are day cares at the College campuses, spaces are not necessarily dedicated for the children of students. For those with school-age children, finding and affording reliable babysitters is another worry.

“Even the College day care has a waiting list. This makes it difficult to find reliable babysitters.”

Travel to and from students’ home communities was an issue for many people, especially those who had to travel out of their region to pursue their course of study. Homesickness, being without family over the holidays, complicated travel arrangements for those required to travel through Yellowknife were all issues of concern. It was suggested that arranging charters for student travel could be more efficient and cost-effective.

Many students expressed the need for tutors to help and support with assignments or basic problem solving. Access to library facilities and computers was felt to be very limited.

“We need to beef up the counselling support for students. Wellness is an issue but there are also students with learning disabilities and mental health issues.”

Basic resources such as books and course materials were seen as lacking by many current and former students. One student stated that although they are required to pay book fees, the materials were often very old, photocopies or simply non-existent. It was noted that current classroom space is insufficient for course offerings. College officials indicated that the demand for services from NAC has increased significantly over the past two years. NAC staff anticipated that new classroom space will be forthcoming.

Inuit Language and Culture

While many individuals expressed the desire for more Inuktitut and Inuinnaqtun language courses to be delivered, several also noted that at the regional centres, differing dialects make it difficult for students to study certain subjects as a group. Many suggestions regarding language or cultural courses indicated that the College's Community Learning Centres would be the best location for this type of instruction.

"We have science twice a week for three hours and Inuktitut twice a week for half an hour. It should be the other way around. We all speak Inuktitut but we all have different dialects. In science, most of the class is not getting anywhere. As Inuit we have difficulty understanding the concepts without the language to explain it."

"There is such a lack of Inuinnaqtun programming – it isn't at the High School and it isn't at the Learning Centre. There are so few Inuinnaqtun speakers at the Legislative Assembly, as Deputy Ministers, as Assistant Deputy Ministers, as Senior Managers. The lack of fluency in our language is related to the lack of education."

At the public hearing in Iqaluit, a number of long-term northern educators noted that at one time all NAC students were required to take Inuit language courses.

There were many suggestions relating to the potential role of Elders as mentors and resource people within the College.

"We need to teach Inuktitut for business administration and office management. We don't even have decent materials to teach basic Inuktitut. We always seem to start at the beginning. The materials we have were designed in the '60s by Qallunaat and we are still using them today. Our needs have changed."

"I am an advocate of involving Elders in our College. It would be good to have an Elder to seek advice from, to reinforce language use, to provide counselling, to help compare traditional lifestyles from then and now. Maybe our youth are lost because there is nothing there to help bridge that gap."

Curriculum

“We need to form a group of people while there are still people who can speak proper Inuktitut, to create a set of course materials.”

It was noted that although an Inuktitut and/or Inuit Studies curriculum was recently developed for use at Nunavut’s high schools, these materials could also benefit students at NAC. There was a perception that there is a lack of communication between the separate divisions of the Department of Education, which frustrates some educators. Students also expressed frustration that Inuktitut language courses often had no defined curriculum or specific course requirements to pass.

For some courses, such as office administration and nursing, students expressed the desire to learn more Inuktitut terminology in these areas.

There is a perception that the curriculum is too heavily oriented towards southern models and teaching styles.

“I learned Inuktitut terms for body parts and such when I was young but I am older now and I am losing it. I am in the nursing program and I would like to be able to use my own language but there is no Inuktitut programming. I don’t want to work with an interpreter later on but if this continues I will have to.”

NAC’s Environmental Technology program, which was developed in the North, was highlighted as a model for the development of other programs based in the North. NAC’s role in providing training in health-related fields is seen as extremely important. However, one individual noted that little progress was being made in establishing training programs, especially ones that could use distance learning technology that is already

“The programs follow a southern style too much. We can be more flexible and adapt programs to our needs and our style.”

“We should be recognizing cultural skills. What about 3 credits for being able to build an igloo? If we are motivated by our culture we could be even more successful in the modern world. Inuit are very knowledgeable and have learned to survive in a hard environment.”

available in all of Nunavut’s Health Centres, through the Telehealth network. While incorporating Inuit Qaujimajatuqangit is a frequently articulated principle, there were few specific suggestions as to how this could be practically accomplished.

“There should be an outpost camp in every region so that students can also learn about their culture.”

Linking Education and Employment

The Standing Committee frequently heard the observation that not enough is being done to prepare Nunavummiut for employment in the fields where jobs are available or anticipated to become available. While some individuals felt that more cooperation between the

“Training programs should be related to jobs, including practicums and on-the-job experience, like with the nursing and teacher programs. Practical experience would keep the student’s interest alive, especially for the longer programs.”

Government of Nunavut and Nunavut Arctic College would lead to improved training and placement opportunities, others indicated that more outreach activities are necessary to get third party support from potential employers. The task of soliciting additional funding and program support was often seen to be left to College staff who have as their primary duties program delivery and student support. This situation highlights the lack of communication between management and staff of the College.

“We have to connect job opportunities and economic development within our education strategy. Education shouldn’t be job replacement.”

“We should have had courses relating to the health field at the regional campus here. The new health centre is just opening but not many people from the community will get jobs there.”

There is a perception that programs and training at Nunavut Arctic College are targeted essentially towards providing trained employees for government jobs and not for jobs within the growing private sector. A number of individuals expressed the need for a College vision that develops courses and programs aimed at employment opportunities in the private sector, including the tourism and cultural industries.

Committee Members noted that the First Legislative Assembly’s Standing Committee on Community Empowerment and Sustainable Development recommended, in its November 2001 report, *From Potential to Payoff: Report on Community Consultations on the Future of Tourism in Nunavut*, that the Government of Nunavut allocate \$500,000 towards a tourism training fund to be administered by Nunavut Arctic College. Although the Department of Sustainable Development did, indeed, increase the core budget of Nunavut Tourism, the extent to which NAC and Nunavut Tourism have collaborated in this area is not readily apparent. The Standing Committee further notes that the May 2005 Memorandum of Understanding (MOU) between the Department of Economic Development and Transportation and Nunavut Tourism requires the Minister of Economic Development and Transportation to “plan for the implementation of an Interagency Tourism Training Fund”. The MOU also requires Nunavut Tourism to “cooperate with other departments and agencies with educational responsibilities to identify both tourism training needs and suggested training delivery resources.”

A number of individuals raised the issue that students who learn entrepreneurial trade skills, such as hairdressing, need follow-up support in their home communities to assist them in the business development aspect of their profession.

"I am trying to run a private business here at home. Many documents come in that I have to deal with. Even though I was taught my trade at the college, I was never taught administration. I really need help with administration and running a business."

"I went away to the NWT to learn how to be a furnace mechanic. It was hard, my language skills were low but I got my certification. If I resign tomorrow, there is no one to take my place. Why do they no longer offer training for boiler mechanics, plumbers, and other trades? For the courses they do have, you have to get a sponsor first and that's scary for some people."

The issue of training financial management professionals in Nunavut has received attention as a result of the Auditor General's observations in this area in her most recent report to the Legislative Assembly. Trades training, especially training relating to the mining industry, was a recurring issue. Many individuals expressed the concern that if training specific to the mining industry were not provided soon in order to prepare people for jobs opening up in the near future, then

opportunities would be lost. At the same time, it was noted that although a number of individuals had successfully completed trades training and become journeymen in their respective fields, jobs were often not available. In some cases, new trades workers are not prepared for expectations within the private sector, such as the extremely long working days during the short construction season.

Members of the Standing Committee were somewhat surprised to hear details of the employment potential at Baffinland's proposed mine site at the Mary River location near Pond Inlet. It is not clear what specific plans Nunavut Arctic College has in place to prepare students for opportunities such as this. Individuals expressed the hope that specific training would be provided for drilling and blasting, mechanics and industrial electronics – all important skills in the mining industry.

"If you are out of school for a long time it is hard to take tests to get jobs because you forget a lot. We need training to prepare us for the job – we don't need the reading and writing, we have the skills but we need something to help us get the job."

"I am the only one working in my family. I left my children and wife behind to go on course and get training. I got the skills but I had to leave before I got my certification. I can work in the trades now but I don't have my ticket. A lot of us are like that."

Program Delivery

Methods of program delivery were an issue for many instructors. It was felt that innovative and alternative means of delivery should be explored. Distance education, for example, has proved successful for many institutions and was, at one time, a successful means of education employed by NAC. Incorporating hands-on, skills-oriented training or “project-based learning” within basic level programs such as upgrading was seen to be an effective means of engaging students and keeping them focused.

“We need to develop new models of program delivery and be innovative. We need adequate levels of administrative support and we need to ensure ongoing curriculum development and quality control.”

“Why can’t we have some of these smaller courses like cooking and hairdressing in the smaller communities? It is difficult to leave our homes for study. And this way the main campus could be free for the higher level courses.”

Course modules delivered at the community level by travelling instructors had been an effective means of imparting specific skills but was discontinued. Many individuals felt that there was not enough information provided at the community level on what is being offered by NAC and how to access it.

The lack of computer access is seen as a critical barrier in the ability to complete assignments in a timely manner. Computers are only available at certain times and are in high demand. Although distance education is seen as desirable, especially at the community level, the necessary infrastructure and support does not appear to be available.

“Often we have a few days to do an assignment but we have to wait to get on the system. Then, when I do log on to the system – I have time to set up a tent and make tea before I can get online. Why can’t we have decent computer access?”

“Yukon College got funding for computer access – they do video conferencing, online academic counselling and more. The NWT has a system linking everyone via the internet. Why are we so slow in getting linked in? We only recently got access to the broadband network and we share it with the school and the health centre.”

Staffing

The lack of appropriately trained adult educators was an issue raised by students in all three regions.

Many saw what they perceived to be the low quality of teaching skills to be a direct comment on their value as students. Others felt that the

College, on occasion, employed local residents to teach at the Community

Learning Centres without ensuring that they had the necessary teaching skills.

This practice was seen as particularly insidious in the hiring of Inuit language instructors. A number of individuals, both educators and students, stated that just because an individual was an Inuk and/or an Inuktitut-speaker did not necessarily make him or her an effective teacher of Inuit culture or language.

“Communities now have less influence on programming and course offerings than they ever did. We need the College system but it shouldn’t become a bureaucratic machine that takes away resources from community programming. It was better when community groups had some say in continuing education programs.”

“Local Education Committees used to do needs assessments, surveys and even evaluated and picked students that would go on to courses. All of that community control has been lost.”

The lack of qualified adult educators, especially in the smaller communities, is exacerbated by the fact that there is no perceived cohesion to the curriculum. Community adult educators are frequently required to put together units and

lesson plans, with varying levels of success and no overall supervision from the College. In some regions, the lack of adult educators limits the number and level of programs that can be effectively delivered. There is a perception that there is insufficient communication about what programs are offered at Community Learning Centres and how many people are interested in taking them.

At the other end of the spectrum, some students felt that some College instructors, especially those less familiar with Northern cultural norms, had an unreasonably strong bias towards southern teaching models, and did not take into account differences in learning style or language ability. It appeared that these students felt they had no recourse to bring forward concerns of this nature. This mismatch between the expectations of instructors and students was an issue raised at all three regional campuses.

“Look at the way the Universities of Alaska and Athabaska offer programs. There is nothing incompatible with one institution serving a broad spectrum of needs.”

Training and development of Inuit instructors and educators is perceived to be of critical importance. However, it was noted that funding was not consistently available, for example, to support intern instructor positions specifically for beneficiaries. Similarly, training opportunities for adult educators has been limited. Professional development for all staff, not only within their respective fields but also in areas such as counselling, were seen as vital to the ongoing improvement of services.

“The College can’t be all things to all people.”

Role of the Nunavut Research Institute

The role of the Nunavut Research Institute (NRI) which has facilities in Igloolik and Iqaluit, was rarely raised or discussed by members of the public. While there were some comments relating to the fact that the NRI works in sectors which may have an impact on the Northern economy, there appeared to be little public understanding of NRI's potential links for contacts, networking and training.

"The Research Institute gets lots of funding but Inuit Qaujimagatuqangit gets hardly anything. Where are our priorities?"

"The College is not just about programs. The Nunavut Research Institute has all kinds of information that could be useful to plan for future opportunities. The mining projects all have to do socio-economic assessments and that information passes through NRI. We have to move on these things or we will miss the boat."

Public Discussion Guide

Although the Standing Committee's public discussion guide was initially intended as a tool to focus discussion and commentary at the public hearings, an impressive number of individuals, fifty-five in total, provided completed copies of the guide.

An analysis of some of these responses is provided below. It should be noted that the guide itself was not designed as a comprehensive survey tool and the types of responses varied according to how individuals interpreted the questions.

Question 1

Question 1 asked respondents to choose which one of four statements *“best describes your view of the role that Nunavut Arctic College should play in helping to provide opportunities for Nunavummiut to succeed in their own lives and to support their families and communities”*

Many respondents chose more than one response, some ranked them, others chose “all of the above”. By a very close majority, just over one third of respondents chose the following option:

“Nunavut Arctic College is a place where people can study for an academic degree or diploma that will be recognized across Canada.”

Less than a fifth of respondents chose the following:

“Nunavut Arctic College is a place that helps to reinforce and preserve our language and culture.”

Rankin Inlet's Management Studies students posed this question as a class exercise and, in their analysis, identified the option

“Nunavut Arctic College is a place that provides practical training directly linked to employment or economic opportunities”

as best describing their view of the role that NAC should play in helping provide Nunavummiut with opportunities to succeed.

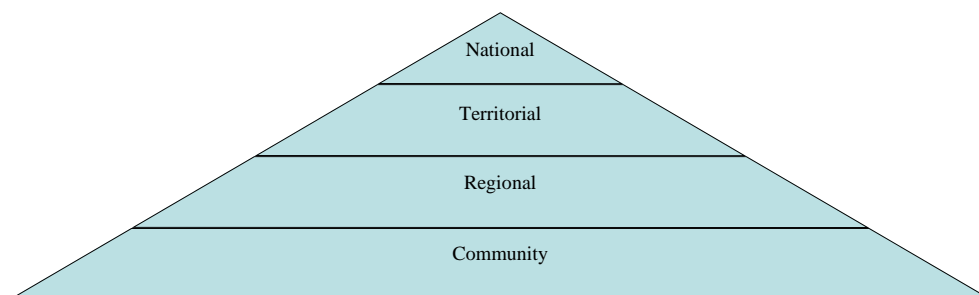
Questions 2 and 6

Questions 2 and 6 addressed related themes. One question asked what types of programs respondents thought NAC should deliver, while the other question asked which programs were most successful. A compilation of these responses is listed below.

Some examples of programs that respondents indicated should be offered at the community level or that were considered to be most successful when offered at the community level:

- ABE & upgrading
- literacy
- certification programs
- sewing
- hunting
- seal-skin preparation
- management studies
- heavy equipment operating
- welding
- air brakes
- cooking
- Inuktitut as a second language
- fine arts
- cultural programs
- Inuit Qaujimagajatuqangit
- guiding
- tourism
- distance education
- teacher education
- modular training
- safety and wilderness
- trades
- oil burners
- mechanic
- hairdresser
- criminology
- mental health
- mining training
- secretarial courses
- language and culture
- Bible studies
- human services
- computer literacy
- keyboarding
- skill specific
- culturally-based literacy
- health
- life skills
- problem solving
- land claims
- hospitality
- counselling
- journalism
- film-making
- short programs such as small engine repair
- entrepreneurial programs for small business management
- basic programs that lead to further education in a regional centre
- programs which enhance employment potential for residents but not just to staff GN positions

One respondent provided a schematic suggesting that community education programs should form the basis of a “feeder system that builds up to the next level”.



Some examples of programs that respondents indicated should be offered at the community level or that were considered to be most successful when offered at the regional campuses:

- Teacher Education
- nursing
- culture and language
- diploma or degree
- college and university-level
- trades and apprenticeship
- pilot training
- regional teacher education courses
- more Inuktitut and traditional knowledge
- home care and long-term care for the elderly
- courses requiring more specialized instructors
- heavy equipment
- mining and exploration
- job readiness for mining
- carpentry
- Environmental Technology
- computer courses
- information technology
- IQ Instructor training
- courses relating to higher levels of economic development
- programs linked to employment or supported by employers
- same programs in all three regional centres
- basic office procedures
- counselling
- human services
- office administration
- pre-trades
- advanced skills
- management and leadership
- more academic and longer programs (especially if they require stronger peer support)

One respondent indicated that sign language should be offered at both community and regional levels.

Question 5

Question 5 asked respondents to rank programs offered by NAC from the most important to the least important type of program. A basic interpretation of the compiled responses is shown below:

Most important



Diploma or Degree programs, including professional and academic programs such as the Nursing Program or the Teacher Education Program;

Adult Basic Education programs, including literacy and upgrading;

Certification programs such as the Social Worker program or the Computer Specialist program;

Continuing Education programs, including fine arts programs and trades training programs such as print-making or carpentry;

Other programs, such as language and culture programs.

Least important

Conclusion

The Standing Committee on Health and Education welcomed the opportunity to hear directly from Nunavummiut on their views concerning the programs, services and role of Nunavut Arctic College. Members of the Committee were pleased with the quality of input they received. Nunavut Arctic College staff and students, in particular, demonstrated a praiseworthy level of commitment and dedication to the importance of adult education and post-secondary learning.

The Standing Committee recognizes that the Minister's decision not to publicly release the complete copy of the 2005 *External Review* on NAC, was based on issues of confidentiality. The Standing Committee recognizes that in order to elicit honest and candid remarks, contributors need to be assured that their anonymity will be protected. However, having been privy to reviewing near-complete versions of the document since undertaking its own review, Committee Members are of the view that the Minister of Education could have made similar copies of the *External Review* available when questions initially arose.

Both the Auditor General's 2006 report and the *External Review* were completed some time before the Standing Committee's work took place. It is clear that Nunavut Arctic College has made efforts to improve its financial administration practices, as well as to address many other issues. While communication between management and staff still appears to be a stumbling block, it is not an insurmountable one.

However, the Standing Committee's Review has highlighted some very broad and basic themes concerning Nunavut Arctic College that demonstrate that further fundamental changes would be welcomed.

Committee Members are aware that the Department of Education has made significant progress towards developing a new *Education Act*. As the issues and concerns raised in this report are also relevant to the primary and secondary levels of the education system, the Standing Committee hopes that they will be taken into consideration and reflected in any proposed new legislation. The Standing Committee is also aware that the Department of Education intends to bring forward amendments to the *Public Colleges Act* in the near future. The Committee has reviewed the government's initial legislative proposal on this issue and looks forward to monitoring progress in this area.

The Government of Nunavut plans to open both a new Trades School and a new Cultural School within the term of this Second Legislative Assembly. The management and governance framework for these institutions will determine additional or revised needs in financial accountability, direction and coordination. The concept of an institution dedicated to improving the basic levels of education for adults, from literacy to numeracy to grade equivalencies, is an area that Committee Members feel should be given thorough consideration.

The Standing Committee on Health and Education launched its public hearings in October of 2005. The *Working Draft of the Nunavut Adult Learning Strategy* was tabled in the House in November of 2005. This document is a well-developed proposal, that includes 29 strategies, to address the future of adult learning in Nunavut. The Standing Committee has carefully considered this document and notes that many of the issues it addresses were also heard at community public hearings. The Committee supports initiatives to proceed with the implementation of the Nunavut Adult Learning Strategy.

Members are confident that the following recommendations will serve to complement this and other existing proposals to strengthen and reaffirm Nunavut Arctic College's key role in the future of our territory.

Recommendations

As indicated above, the Standing Committee on Health and Education recognizes that a number of strategic proposals directly relating to the operations and services of Nunavut Arctic College are currently being considered by the Department of Education and the Government of Nunavut as a whole.

The recommendations below seek to highlight various issues as brought to our attention by Nunavummiut, the public being served by Nunavut Arctic College. The Standing Committee is confident that the following recommendations will serve to support and enhance ongoing and upcoming plans and initiatives.

Recommendation #1:

The Standing Committee recommends that the Minister of Education table in the Legislative Assembly an updated status report on Nunavut Arctic College management's actions in response to the recommendations of the *External Review*.

Recommendation #2:

The Standing Committee recommends that Nunavut Arctic College continue to work with the Crown Agency Council on its governance model to clarify and strengthen relationships between the Board of Governors, the President, the Minister and the public they serve.

Recommendation #3:

The Standing Committee recommends that a multi-year Nunavut Arctic College Strategic Plan be developed. This plan should include clearly stated goals and the steps necessary to implement them. It should be tabled in the Legislative Assembly at the same time as the Department of Education's annual Main Estimates and departmental Business Plan.

The Standing Committee further recommends that the Department of Education support that plan by fostering connections between secondary school and post-secondary education by developing and providing such resources and initiatives as career guidance counsellors and Nunavut Arctic College outreach programs.

Recommendation #4:

The Standing Committee recommends that Nunavut Arctic College let instructors instruct, counsellors counsel, and administrators administrate by establishing a dedicated fund-raising unit that will focus on identifying and accessing opportunities for third-party funding, sponsorships and long-term partnerships.

Recommendation # 5:

The Standing Committee recommends that Nunavut Arctic College improve its delivery of services from the headquarters in Arviat, with specific focus on improvements to the student financial assistance program.

The Standing Committee further recommends that the Office of the President of Nunavut Arctic College be permanently located in Iqaluit, as are almost all other Deputy Minister level positions in Nunavut.

Recommendation # 6:

The Standing Committee recommends that Nunavut Arctic College should provide education and training to meet the broadest possible range of needs and opportunities facing all Nunavummiut.

The Standing Committee further recommends that the *Public Colleges Act* be amended to clarify and support the governance relationship between Nunavut Arctic College and other institutions providing adult learning in Nunavut.

Recommendation # 7:

The Standing Committee recommends that Nunavut Arctic College develop and implement a plan for strengthening the quality of instruction at the College including performance measurements, course evaluations and opportunities for professional development.

Recommendation # 8:

The Standing Committee recommends that the Government of Nunavut build on its 2002 review of the Student Financial Assistance Program and seek to enhance and equalize support for students enrolled in all College programs by providing training incentives and adequate financial support; with specific attention to and emphasis on meeting the needs of students with dependant children.

Recommendation # 9:

The Standing Committee recommends that Nunavut Arctic College student services be improved, with a focus on the areas of access to counselling, tutors, child care and housing.

Recommendation # 10:

The Standing Committee recommends that course curricula and delivery models for Adult Basic Education be reviewed and improved with an emphasis on providing cohesive, up-to-date materials and units of delivery.

The Standing Committee further recommends that Adult Basic Education be funded at the same level as core-funded programs.

Recommendation # 11:

The Standing Committee recommends that Nunavut Arctic College increase the number of adult educators allocated to each community through the development and implementation of a plan for training and employing qualified Northern adult educators.

The Standing Committee further recommends that Nunavut Arctic College ensure that adequate information on its courses and programs is made available at all Community Learning Centres.

The Standing Committee further recommends that the Department of Education amend the responsibilities of DEAs to allow for them to provide input and support in addressing community educational needs at all levels, and ensuring that potential students are identified, encouraged and supported in enrolment.

Recommendation # 12:

The Standing Committee recommends that the Government of Nunavut provide base funding for the development of distance education resources and technology that could be made available for use by the College and other stakeholders, including health professionals.

The Standing Committee further recommends that Nunavut Arctic College ensures the provision of, and improved access to, up-to-date information technology for all students.

Recommendation # 13:

The Standing Committee recommends that Nunavut Arctic College develop and implement Inuit language and cultural components for all programs of Nunavut Arctic College.

The Standing Committee further recommends that Nunavut Arctic College establish, fund and fill positions for Elders as Nunavut Arctic College counsellors, resource personnel and Inuit Qaujimagatuqangit instructors.

Appendices

1. Motion 12 – 2 (2)
2. NAC employment statistics from the Government of Nunavut's "Towards a Representative Public Service" quarterly reports December 2000 and December 2005
3. Minister of Education's Letter of Expectation to Nunavut Arctic College
4. List of Written Submissions
5. Public Discussion Guide



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ᓐᓂᓐᓂᓐᓂᓐ Motion: Standing Committee Hearings and Consultations on Nunavut Arctic College

WHEREAS our institutions of learning play a fundamental role in helping Nunavummiut gain the skills necessary for achieving meaningful employment;

AND WHEREAS Nunavut Arctic College was originally established in order that learning and higher education opportunities be available to Northerners in their own territory;

AND WHEREAS the Legislative Assembly has approved millions of dollars for the operations of Nunavut Arctic College;

AND WHEREAS the Department of Education’s External Review of Nunavut Arctic College and the Report of the Auditor General of Canada have identified a number of leadership, accountability, financial management and operational deficiencies;

AND WHEREAS the Legislative Assembly affirms that the Government of Nunavut is expected to act decisively in addressing these immediate challenges;

AND WHEREAS it is desirable for members of the public to have the opportunity to express their views, concerns and ideas on the educational needs and aspirations of their communities and the opportunities for Nunavut Arctic College to meet them;

NOW THEREFORE I MOVE, seconded by the Honourable Member for Arviat, that the Standing Committee on Health and Education hold such hearings and consultations as it deems appropriate on the long-term role, operations and effectiveness of Nunavut Arctic College;

AND FURTHER, I MOVE that the Committee report its findings to the House at the earliest opportunity.

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Appendix 2

Nunavut Arctic College

Employment Summary, by Category

	Total Positions			Beneficiaries	
	Total Positions	Vacancies	% Capacity	Hired	% IEP
Executive	1	0	100%	1	100%
Senior Management	5	0	100%	0	0%
Middle Management	14	5	64%	1	11%
Professional	73	21	71%	9	17%
Paraprofessional	50	3	94%	20	43%
Administrative Support	29	13	55%	7	44%
Total Board	172	42	76%	38	29%

Employment Summary, by Community

Arctic Bay	200	0	0	0	
Qikiqtaaluaq	205	0	0	0	
Cape Dorset	210	3	0	100%	1 33%
Clyde River	215	1	0	100%	0 0%
Grise Fiord	220	1	0	100%	0 0%
Hall Beach	225	1	0	100%	0 0%
Igloolik	230	7	1	86%	3 50%
Iqaluit	235	88	24	73%	11 17%
Kimmirut	240	1	0	100%	0 0%
Pangnirtung	250	3	0	100%	2 67%
Pond Inlet	255	2	0	100%	1 50%
Sanikiluaq	265	1	0	100%	1 100%
Arviat	300	3	0	100%	2 67%
Baker Lake	305	2	0	100%	2 100%
Chesterfield Inlet	310	2	1	50%	0 0%
Coral Harbour	315	1	0	100%	1 100%
Rankin Inlet	320	25	11	56%	9 64%
Repulse Bay	325	1	0	100%	1 100%
Cambridge Bay	410	20	3	85%	3 18%
Gjoa Haven	415	2	0	100%	0 0%
Kugluktuk	420	4	2	50%	0 0%
Pelly Bay	425	1	0	100%	1 100%
Taloyoak	430	2	0	100%	0 0%
Other	600	1	0	100%	0 0%
Total Community	172	42	76%	38	29%

Employment Summary, By Headquarters & Region

Headquarters	8	3	63%	3	60%
Region	164	39	76%	35	28%

Nunavut Arctic College

Employment Summary, by Category

	Total Positions			% Capacity	Beneficiaries	
	Total Positions	Vacancies	Filled		Hired	% IEP
Executive	1	0	1	100%	0	0%
Senior Management	8	1	7	88%	2	29%
Middle Management	15	2	13	87%	2	15%
Professional	61	12	49	80%	14	29%
Paraprofessional	20	3	17	85%	8	47%
Administrative Support	27	9	18	67%	16	89%
Total Board	132	27	105	80%	42	40%

Employment Summary, by Community

Arctic Bay	1	0	1	100%	0	0%
Qikiqtarjuaq	1	0	1	100%	1	100%
Cape Dorset	1	0	1	100%	1	100%
Clyde River	1	0	1	100%	0	0%
Grise Fiord	1	1	0	0%	0	-
Hall Beach	1	0	1	100%	1	100%
Igloolik	4	2	2	50%	1	50%
Iqaluit	68	12	56	82%	17	30%
Kimmirut	1	1	0	0%	0	-
Pangnirtung	2	0	2	100%	2	100%
Pond Inlet	1	0	1	100%	0	0%
Sanikiluaq	1	1	0	0%	0	-
Arviat	14	3	11	79%	7	64%
Baker Lake	2	0	2	100%	2	100%
Chesterfield Inlet	1	0	1	100%	0	0%
Coral Harbour	1	0	1	100%	1	100%
Rankin Inlet	15	4	11	73%	5	45%
Repulse Bay	0	0	0	-	0	-
Cambridge Bay	12	1	11	92%	4	36%
Gjoa Haven	1	0	1	100%	0	0%
Kugluktuk	1	1	0	0%	0	-
Kugaaruk	0	0	0	-	0	-
Taloyoak	1	0	1	100%	0	0%
Resolute Bay	1	1	0	0%	0	-
Total Community	132	27	105	80%	42	40%

Employment Summary, By Headquarters & Region

Headquarters	16	3	13	81%	7	54%
Region	116	24	92	79%	35	38%
TOTAL	132	27	105	80%	42	40%

Corporate Priorities for 2005-2006

The immediate priorities for the Board of Governors of the College will include:

- enhancing management capacity and stability in the operations of the NAC;
- providing for the Board's ongoing effectiveness, including through the establishment of committees or other groups that can assist the Board in its work;
- examining organizational changes, especially those that are cost-neutral, that will improve the territorial-wide administration and delivery of community-based programming;
- improving information sharing and joint priority setting with the Department of Education in order to ensure appropriate harmonization between government priorities and College practices;
- working with senior management of the College, Inuit organizations and other outside stakeholders to develop a long-term corporate plan and vision for the College;
- building stronger partnerships with Regional Inuit Associations, by regularly soliciting their views about future College programming requirements;
- ensuring appropriate financial control of the College and the timeliness of financial reporting (see also next section);
- encouraging the development of data that would assist in benchmarking the performance of NAC, such as student perception surveys, employer satisfaction surveys and exit interviews of departing staff; and
- playing an active role in the marketing of the College as well as in community relations.

Financial Priorities for 2005-2006

Over the next few years, the Government is facing financial challenges in many program areas. This will make financial management generally more difficult. Each president and deputy head will be held accountable to manage their department or Corporation within existing budgets and financial resources.

In her 2004 report, the Auditor General of Canada highlighted a number of financial challenges that the Crown Corporations must address. Progress has been made in addressing many of these concerns. During 2005-06, you are instructed to give attention to the following priorities:

- improving the accuracy and timeliness of financial reports, in compliance with the *Financial Administration Act*. This entails, tabling the Board approved Annual Report and Audited Financial Statements for the fiscal year 2004-05 within 90 days of your organization's fiscal year end, indicating the date that the motion was passed and recorded in the Board Meeting Minutes;
- submitting the Board approved Annual Budget and cash flow statements within 30 days of their approval, indicating the date the motion was passed and recorded in the Board Meeting Minutes. This is required in order to table these documents

- at the same time the Government's Main Estimates are tabled in the Legislative Assembly;
- tabling in the Legislative Assembly, formal responses to all letters of expectation, letters of instruction and Ministerial directives made to the Corporation. These responses must be tabled during the first session of the Legislature subsequent to the corporation receiving these letters;
 - better planning and implementation of capital expenditure projects. This includes working directly and communicating with GN Departments of Finance and Education, right from the inception of the project. This will enable the corporation as well as the GN to better predict the cash flow requirements for these projects;
 - tabling three year Business Plans and Pro-Forma Financial Statements, for 2007 through 2010 fiscal years. These documents must be tabled at the same time the Corporation's annual budget for 2006-07 is tabled in the Legislative Assembly;
 - submitting to the GN Department of Finance all schedules and working papers required (for the purpose of preparation of GN Public Accounts), regarding the fiscal year end, within 15 days of the request;
 - tabling in the Legislative Assembly, a plan of action, addressing all observations and recommendations of the Auditor General, pertaining to the corporation, in the Auditor General's annual report. These responses must be tabled in the Legislature annually, at the session subsequent to the tabling of the Auditor General's report;
 - submitting to the GN Department of Finance, management letters issued by the auditors (both the Auditor General and any other independent auditor) for all the audits conducted on the corporation during the year.
In addition, the corporation must submit its response to the management letters and any other significant communication with the auditors;
 - submitting to the GN Department of Finance a comprehensive listing of its leased properties. The list must indicate the length and value of each lease. It must also identify the entities with which the Corporation signed leased agreements. Any associated leasehold related contracts must also be included;
 - providing details of any new financing agreements the Corporation is negotiating (prior to finalizing the agreements). All new debt obtained by the corporation, must be approved by the Government, as these new loans might have implications on the Government's debt cap; and
 - working co-operatively with the GN Department of Finance and the Crown Agency Council to address a number of outstanding financial and policy issues.

The Department of Finance will be responsible for tabling the requested documentation to the appropriate Government body (Legislature, Financial Management Board). Consequently, we request that all the documentation be sent in electronic format to the Crown Agency Council at the Department of Finance.

I am confident that, in addressing the above priorities, you and your team at the College will continue to make progress in meeting the commitments outlined in *Pinasuaqtavut* through sound financial management. The success of Nunavut is heavily contingent on the training and educational opportunities available to its citizens and thus, in large

Appendix 4

Written Submissions

Name	Community
Andrew Keenainak	Pangnirtung, NU
Arlene Ford	Rankin Inlet, NU
Bernie Blais	Iqaluit, NU
Candy Inutuinaq	Rankin Inlet, NU
Corinne Carpenter	Rankin Inlet, NU
Cynthia Sateana	Rankin Inlet, NU
David Wilman	Iqaluit, NU
Faith Ittinuar	Rankin Inlet, NU
Irene Duncan	Rankin Inlet, NU
Jason Owljoot	Rankin Inlet, NU
Judith Paradis-Pastori	Iqaluit, NU
Kayla Aokaut	Rankin Inlet, NU
Kyra Tanayak	Rankin Inlet, NU
Local resident	Arviat, NU
Local resident	Cambridge Bay, NU
Lorraine Kablutsiak	Arviat, NU
Martha Anoe	Rankin Inlet, NU
Melia O. Dobson	Iqaluit, NU
Mike Shouldice	Rankin Inlet, NU
Murray Tulugarjuk	Rankin Inlet, NU
NAC Instructors, Management Studies/Office Administration	Rankin Inlet, NU
NAC Students Management Studies	Rankin Inlet, NU
Nancy Uluadluak	Rankin Inlet, NU
Nunatta Staff Association	Iqaluit, NU
Peirre Tautu	Chesterfield Inlet, NU
Ron Woodman	Iqaluit, NU
Ronnie Illungiyok	Rankin Inlet, NU
Sam McLeod	Rankin Inlet, NU
Savikataaq D. Ford	Rankin Inlet, NU
Stella Kablalik	Rankin Inlet, NU
Susanne Ningeocheak	Rankin Inlet, NU

Your College.
Your Future.
Your Say.

The Legislative Assembly's Standing Committee on Health and Education wants to hear your views on Nunavut Arctic College.

On March 16, 2005, the Legislative Assembly of Nunavut approved a motion empowering the Standing Committee on Health and Education to hold public hearings and consultations on the role of Nunavut Arctic College. The Standing Committee is visiting different communities across Nunavut to listen to what Nunavummiut have to say about Nunavut Arctic College, its programs and services.

Here are some important issues and questions.



Standing Committee on Health and Education
David Alagalak, Chair

1) Please take a moment to think about your personal vision for Nunavut's future. Which of the following **best** describes your view of the role that Nunavut Arctic College should play in helping to provide opportunities for Nunavummiut to succeed in their own lives and to support their families and communities?

- Nunavut Arctic College is a place that helps to reinforce and preserve our language and culture;
- Nunavut Arctic College is a place where adults can improve and upgrade their literacy skills and basic educational levels;
- Nunavut Arctic College is a place that provides practical training directly linked to employment or economic opportunities; or
- Nunavut Arctic College is a place where people can study for an academic degree or diploma that will be recognised across Canada.

2) What types of programs do you think Nunavut Arctic College should deliver...

- at the community level?

- at the regional campuses in Cambridge Bay, Rankin Inlet and Iqaluit?

3) How do you think Nunavut Arctic College could improve on the services that it currently delivers?

- 4) What kinds of problems prevent some people from getting the most out of Nunavut Arctic College programs? Do men and women face different barriers?

- 5) Nunavut Arctic College offers a range of programs. On a scale of 1 to 5, please rank the following with a '1' for the type of program you think is the **most** important to a '5' for the one you think is the **least** important.

Adult Basic Education programs including literacy and upgrading;

Continuing Education programs including fine arts programs and trades training programs such as printmaking or carpentry;

Certification programs such as the Social Worker program or the Computer Specialist program;

Diploma or Degree programs including professional and academic programs such as the Nursing Program or the Teacher Education Program;

Other programs such as language and culture programs.

- 6) What types of programs are most successful when they are offered...

- at the community level:

- at one of the regional campuses:

7) Are there any programs that you would like to see Nunavut Arctic College offer that are not currently offered...

○ at the community level:

○ at one of the regional campuses:

8) What kinds of Nunavut Arctic College programs are the **most** successful?

9) What kinds of Nunavut Arctic College programs are the **least** successful?

10) What top three things should Nunavut Arctic College change or do to improve its service to Nunavummiut?

1. _____

2. _____

3. _____

The Standing Committee warmly welcomes and encourages your input. This document may be dropped off at your MLA's Constituency Office by November 1st, 2005. You may also submit your comments to the Committee by contacting the Legislative Assembly of Nunavut at Box 1200, Iqaluit, Nunavut X0A 0H0, by calling 1-877-334-7266 or by e-mailing your comments to:

NACReview@assembly.nu.ca

Prenez la parole! Il s'agit de votre avenir et de vos études collégiales

Les membres du Comité permanent sur la santé et l'éducation de l'Assemblée législative souhaitent connaître votre point de vue sur le Collège de l'Arctique du Nunavut.

Le 16 mars 2005, l'Assemblée législative du Nunavut a adopté une motion confiant au Comité permanent sur la santé et l'éducation le mandat de tenir des consultations et des audiences publiques sur le rôle du Collège de l'Arctique du Nunavut. Le Comité se rendra dans plusieurs collectivités du Nunavut afin de rencontrer les Nunavummiut et d'entendre leurs commentaires sur le Collège de l'Arctique du Nunavut, ses services et ses programmes.

Voici quelques sujets qui seront abordés.



Comité permanent sur la santé et l'éducation
David Alagalak, président

1) S'il vous plaît, prenez quelques instants pour réfléchir à votre vision personnelle de l'avenir du Nunavut. Parmi les énoncés suivants, lequel décrit **le mieux** votre opinion quant au rôle que doit jouer le Collège de l'Arctique du Nunavut afin d'aider les Nunavummiut à connaître du succès et ainsi contribuer au soutien de leurs familles et de leurs collectivités?

- Le Collège de l'Arctique du Nunavut aide à renforcer et à préserver notre langue et notre culture;
- Le Collège de l'Arctique du Nunavut permet aux adultes d'accroître et de perfectionner leurs compétences dans les domaines de l'alphabétisation et de l'éducation de base;
- Le Collège de l'Arctique du Nunavut offre des cours de formation pratique directement liés à l'emploi ou aux possibilités économiques;
- Le Collège de l'Arctique du Nunavut offre de la formation menant à l'obtention d'un grade universitaire ou d'un diplôme qui sera reconnu dans l'ensemble du Canada.

2) Selon vous, quels types de programmes devraient être offerts par le Collège de l'Arctique du Nunavut :

o dans les collectivités?

o dans les campus régionaux de Cambridge Bay, Rankin Inlet et Iqaluit?

3) Selon vous, de quelle façon le Collège de l'Arctique du Nunavut peut-il améliorer les services qu'il offre déjà?

Quels types de problèmes empêchent certaines personnes de profiter pleinement des programmes du Collège de l'Arctique du Nunavut? Les obstacles à surmonter sont-ils les mêmes pour les hommes et pour les femmes?

- 4) Le Collège de l'Arctique du Nunavut offre toute une gamme de programmes. Sur une échelle de 1 à 5, veuillez classer ce qui suit, en inscrivant « 1 » pour le type de programmes que vous trouvez le **plus** important, et ainsi de suite jusqu'à « 5 » pour le type de programmes que vous trouvez le **moins** important.

- Les programmes d'éducation de base pour les adultes** incluant l'alphabétisation et le perfectionnement;
- Les programmes d'éducation permanente** incluant les programmes de beaux-arts et de formation dans les métiers comme la gravure et la menuiserie;
- Les programmes menant à l'obtention d'un certificat** comme le Programme de formation des travailleurs sociaux ou le Programme des informaticiens;
- Les programmes menant à l'obtention d'un grade universitaire ou d'un diplôme** incluant le Programme de formation en sciences infirmières et le Programme de formation des enseignants;
- Autres programmes** notamment les programmes de langue et de culture.

- 6) Quels types de programmes connaissent plus de succès lorsqu'ils sont offerts...

- dans les collectivités :

- dans un campus régional :

Y a-t-il des programmes que le Collège de l'Arctique du Nunavut devrait offrir selon vous et qui ne sont pas offerts en ce moment :

- dans les collectivités :

- dans un campus régional :

- 7) Selon vous, quels types de programmes du Collège de l'Arctique du Nunavut connaissent le **plus** de succès?

- 8) Selon vous, quels types de programmes du Collège de l'Arctique du Nunavut connaissent le **moins** de succès?

- 9) Nommez les trois choses les plus importantes que le Collège de l'Arctique du Nunavut devrait faire ou modifier afin d'améliorer les services offerts aux Nunavummiut.

1. _____

2. _____

3. _____

Le Comité vous invite à lui faire part de vos commentaires. Vous pouvez remettre ce document au bureau de circonscription de votre député d'ici le 1^{er} novembre 2005. Vous pouvez également transmettre vos commentaires par courrier à l'Assemblée législative du Nunavut, C.P. 1200, Iqaluit (Nunavut) X0A 0H0, par téléphone au 1-877-334-7266 ou par courrier électronique à l'adresse :

NACReview@assembly.nu.ca