

Qanukkanniq? GN Report Card

LIST OF RECOMMENDATIONS

1. IMPROVE EDUCATION AND TRAINING OUTCOMES

Education: K-12

- 1) Re-open negotiations with the Government of Canada under the NLCA to obtain financial support for a long-term, more aggressive education and training strategy.
- 2) Develop a long-term implementation strategy to redress the shortcomings of the current education system through a series of discrete, manageable, and incremental goals.
- 3) Accelerate the development of the made-in-Nunavut curriculum by increasing the financial and human resources available to the department for this essential work.
- 4) Involve Inuit elders in all levels of the development and delivery of educational programs to ensure cultural relevance and the incorporation of essential aspects of Inuit societal values.
- 5) Benchmark the content of made-in-Nunavut curriculum against other jurisdictions to ensure that educational standards in Nunavut are comparable in quality to other jurisdictions.
- 6) Emphasize basic literacy (Inuit language and later English or French) and numeracy throughout the elementary school years.
- 7) In the middle and high school years, continue the emphasis on literacy (Inuit language and English or French) and numeracy, and add a carefully sequenced and fully resourced program of career counseling, planning, and coursework to ensure that students focus their studies on achievable career goals.
- 8) In association with other GN departments, develop the bandwidth required to make advanced level high school courses available in small communities through means such as distance education, virtual classrooms, and e-learning.
- 9) Develop anti-truancy and anti-dropout campaigns, and eliminate social promotion.

Language of Instruction and Bilingual Education

- 10) Develop a carefully planned bilingual education strategy with appropriate curriculum and materials for each grade level as a core component of the made-in-Nunavut curriculum currently under development.
- 11) Develop simple, accurate information on language of instruction research and the benefits of bilingual education in each of Nunavut's official languages, and disseminate this information to parents through information workshops offered in partnership with District Education Authorities in each community.
- 12) Provide each school with the human and material resources required to implement bilingual education programs.

Local Curriculum Content

- 13) Make resources available to District Education Authorities to allow them to develop curriculum and learning materials for local use and as supplements to the main territorial

curriculum, and to develop and deliver realistic cultural skills development and land skills programs.

- 14) Develop communications tools within the Department so that teachers can readily share the materials they have developed.

District Education Authorities

- 15) Provide a vehicle through which District Education Authorities can easily communicate community concerns on educational issues with each other, and speak collectively to the appropriate departmental officials.
- 16) Provide each District Education Authority with the human and financial resources required to fulfill its responsibilities.
- 17) Reintroduce a training program for District Education Authorities so that they can become fully conversant with their duties and responsibilities, develop a comprehensive understanding of the Nunavut Education Act and its objectives, and learn about new approaches and trends in education.

Teacher Preparation and Orientation

- 18) Require all teachers coming to Nunavut from other jurisdictions to take a comprehensive orientation program developed and delivered by the Department of Education, and to participate in annual refresher courses. These orientation programs should not affect the length of the school year.
- 19) Plan for a long-term strategic investment in Inuit teacher education and professional development through:
 - (i) the allocation of increased base funding that will guarantee the delivery of basic teacher training programs at the community level in each region of Nunavut; and
 - (ii) the provision of teacher education programs beyond the B.Ed level, so the Inuit teachers can develop specialized subject skills required for middle and high school teaching, or graduate degrees.

Post-Secondary Education & Training

- 20) Fully implement the Nunavut Adult Learning Strategy (NALS).
- 21) Establish a Training Trust Fund for post-secondary education and training in Nunavut through which training providers, including NAC, can obtain funds to deliver the training programs required to prepare Nunavummiut for effective participation in the workforce.
- 22) Provide a comprehensive program of career counseling and planning, beginning in middle school and continuing through high school and college, to guide and encourage Nunavummiut in their chosen career paths. NAC adult educators, high school teachers and GN Career Development Officers can facilitate this process.
- 23) When the financial and human resources become available, implement use of the Nunavut Community Skills Inventory System (NCSIS) in both school and college programs to facilitate career counseling and planning programs.

- 24) Increase the availability of community based adult education programs leading to high school equivalency and of access programs to facilitate admission to vocational and professional training at the post-secondary level.
- 25) Develop a broader range of opportunities for apprenticeships.

2. REDUCE POVERTY

- 26) Immediately provide stabilized and sustained base funding for nutritious food and snack programs to ensure that children are adequately fed. This should be done within the school system by redirecting funds currently distributed through short-term grants from various GN departments for this purpose.
- 27) Develop a coordinated Poverty Reduction Strategy for Nunavut to address the causes of poverty:
 - a) Encourage self-reliance by identifying work in communities that could be performed by people transferring off income support.
 - b) Support self-reliance by improving access to micro-loans and entrepreneurship training.
 - c) Strengthen micro/small business opportunities for success by identifying potential markets and helping entrepreneurs sell their products and services.
 - d) Review policies throughout GN with the intent of finding opportunities to support self-reliance and poverty reduction.
- 28) As a component of the Poverty Reduction Strategy, conduct a major review and rationalization of the Income Support Program:
 - a) Look after the most vulnerable by providing the basic necessities. Review current levels of income support to ensure that the income levels and disbursement guidelines provide an adequate standard of living to the most vulnerable populations.
 - b) Increase self-reliance: Strengthen current initiatives and identify new ways to provide assistance to those who can work to enter or reenter the workforce.
 - c) Identify acceptable circumstances for job seekers to keep more of their income support payments
 - d) Identify and remove barriers such as procedures for rent payments that unfairly penalize income support clients.
- 29) Improve service delivery and to maximize federal and other program contributions by ensuring the full implementation of the Income Support Case Management System in 2009/10 fiscal year.

3. CONNECTING OUR COMMUNITIES

- 30) Reinvigorate local health, justice, and education committees, delegate decisions to them, and resource them appropriately.

4. HOUSING

- 31) In cooperation with partners like NTI, develop a very strong communication campaign. The intent of this campaign will be to inform a broad and diverse audience about Nunavut's housing plight, and gain their invaluable support in securing additional housing funds from Canada.
- 32) Identify and remove policy and program guidelines that contribute to the poverty trap, or that remove an individual's incentives to become more self-reliant.
- 33) Review current communication approaches and materials with the intent of improving the public's knowledge, and the client's understanding of program guidelines, policies, benefits, and the client's responsibilities as tenants or home owners.
- 34) Provide support to local housing authorities to help them improve their capacity and to determine how resources and local issues can be managed more effectively.
- 35) Staff housing is a contentious issue throughout Nunavut, exacerbated by the extreme housing emergency in communities. Given the intensity of feeling and the many horror stories it is clear that housing, especially for GN staff, is an issue that requires more attention.

5. INCREASE SUPPORT FOR CULTURE & THE ARTS

- 36) Provide a 1-800 for real-time oral translation services: one for GN employees and for private business with direction from the Languages Commissioner and the Inuit Language Authority (not yet established).
- 37) Investigate and remove barriers to recruiting bilingual Bylaw Officers, RCMP Special Constables and health care workers into communities.
- 38) Recognizing that current levels of service are not meeting client needs, create Inuit language communications tools that are relevant and timely, which explain government process and contact information ie. child apprehension, common assault charges, etc.
- 39) Develop and deliver a language training program for employees.

Markets

- 40) Task EDT and Environment with the responsibility to develop an aggressive marketing and communications plan addressing anti-sealing campaigns.
- 41) GN should take an active role in helping Nunavummiut develop the tools and capacity to engage in e-commerce for locally made arts.

6. HELPING THOSE AT RISK IN OUR COMMUNITIES

- 42) Prioritize implementation of Addictions and Mental Health Strategy. This comprehensive strategy has a number of critical elements that should be given priority.
- 43) Ensure that the Poverty Reduction Strategy specifically addresses an action plan for pension increases in high cost environments.

- 44) Develop and implement a strategy that will ultimately satisfy demand for day care spaces and programming.

7. SUPPORT COMMUNITY BASED SUSTAINABLE ECONOMIES

- 45) Facilitate the transition from dependence on income support into the wage economy for people who wish to move towards self-reliance and make active contributions in their communities. This can be achieved by redefining work within the Nunavut context.
- 46) Undertake community based consultation to identify and prioritize community based services that are required to improve the quality of life within communities (day care services, home care services, preparation of school meals, community hunters, home repairs, home construction, maintenance and care of municipal infrastructure, community beautification projects, wharf construction, etc.).
- 47) Develop appropriate modular, on-the-job training programs for each category of work.
- 48) Hamlet councils, NGOs, and CEDOs should work together to revise the community economic development plans. These plans will now need to include the development of operational plans and funding requirements to support and maximize the new approach to work.
- 49) Negotiate with the Community Access Program funders to ensure the maximum cost-sharing of these initiatives.
- 50) Ensure that the appropriate funding program is in place to aid in the transition from Income Support to work.

8. BUILDING OUR SKILLS TOWARDS SELF-RELIANCE

- 51) Extend Nunavut Arctic College's Prior Learning Assessment and Recognition Program so that adult educators can help individuals in each community can develop PLAR profiles for the skills they have already acquired and have these credited towards further training that they might take.
- 52) Recognize and give credit for achievements and experience in community projects and volunteer experiences.

Business Climate:

- 53) Ensure that any amounts owed by GN to businesses are paid on a timely basis and in accordance with their own policies.
- 54) GN to take all necessary steps to ensure that sufficient bandwidth and infrastructure are included in its redevelopment of its communication infrastructure to provide community residents access to a world-class communication system.
- 55) Examine the possibility of facilitating the development of economic incubator centres in each community that could provide space to entrepreneurs and small businesses.
- 56) Create a policy climate that encourages alternative, viable energy generation.

- 57) Undertake aggressive investment attraction to meet the community energy requirements through micro-hydro and other environmental friendly alternative energy generation projects.

9. ADDRESSING SOCIAL CONCERNS AT THEIR ROOTS

- 58) Ensure that each community has a functioning Justice Committee by providing training and funding support.
- 59) Establish more diversion alternatives, e.g. youth camps.
- 60) Use Justice Committees and JP Courts more often to adjudicate misdemeanors and minor offences.
- 61) Ensure that a culturally appropriate treatment centre is established in Nunavut.
- 62) Increase the number of Inuit working with the RCMP by re-establishing Special Constables.

10. HEALTH THROUGH PREVENTION

- 63) Establish Community Health Committees, or in the communities where one exists, provide additional support to ensure its functionality. These committees should plan a lead role in accessing resources from the above fund.

11. GETTING BACK TO BASICS

ARTICLE 23

- 64) Recalibrate the timelines for achieving the objective of Article 23 to recognize the great need for training and skill set development necessary to ensure a professional and effective bureaucracy for the GN.
- 65) Make it mandatory for all employees to attend orientation sessions that include information regarding the Nunavut Land Claims Agreement, and Article 23 in particular, and review the expectations of the Government on such matters as absenteeism, hours of work, and performance management.
- 66) Identify an acceptable range of proficiency for each skill set required for each position, and recruit and promote only qualified candidates, giving priority to Inuit.
- 67) Develop aggressive training programs to ensure that all employees have the necessary skills to successfully perform duties assigned to them.
- 68) Make it mandatory for all supervisors to regularly evaluate the performance of their employees.
- 69) Make training requirements mandatory where it is necessary for the employee to meet the performance requirements of the position.

DECENTRALIZATION

- 70) Undertake an operational review of decentralization to determine how the initiative can be made to work for Nunavut. The criteria used for this review should include:

- a) Service to the public
- b) Efficiency, practicality, and cost implications of operating from a decentralized community
- c) Economic benefits to the community.

BUSINESS PLANNING

- 71) Fully implement the recommendations of the Auditor General within the shortest time possible.
- 72) Develop operational plans that identify the role of each major unit within the department in delivering the commitments included in the department's business plan.
- 73) Identify performance indicators and performance standards for all major program areas.
- 74) A performance management system must be integrated into a performance evaluation system for all employees.

INFORMATION TECHNOLOGY

- 75) Accelerate the implementation of the planned new communication infrastructure.
- 76) The GN should establish a world-class telecommunication system allowing for the development of Telehealth, Telejustice, and virtual education applications.

COMMUNICATIONS

- 77) Refocus and redesign the GN's web pages so that they have a client service focus.
- 78) Develop and publish appropriate telephone directories for the GN.
- 79) Train employees on effective client service.
- 80) Ensure that each Department has access to trained and resourced communication experts.
- 81) Reintroduce the GLO positions in each community to help residents access government program and services, and to provide an improved link between MLAs and their constituents.
- 82) Establish a service-oriented Information Desk for all of Nunavut, staffed by knowledgeable and multi-lingual people.
- 83) Provide each community with state-of-the-art community radio equipment and ongoing training for programming and maintenance.
- 84) Help each community establish a viable and relevant web presence with links to essential information.
- 85) Encourage Ministers to talk with the media about key developments in their respective departments.
- 86) Encourage MLAs to distribute newsletters or hold constituency meetings to discuss developments in government strategies and programs and issues relevant to the community.
- 87) Encourage MLAs and the Premier to call community radio stations regularly with news and information updates.

GOVERNANCE

- 88) The Cabinet should establish a Priorities Implementation Committee chaired by the Premier to track and coordinate the major initiatives of government and to ensure these initiatives are adequately resourced.
 - a) The committee membership should include the responsible Cabinet Members and their Deputy Ministers.
 - b) The committee should have independently funded administrative support.
 - c) The committee should engage expertise as required to ensure the successful completion of priorities
 - d) The committee should meet monthly or more frequently as required.
- 89) The Cabinet should establish two sub-committees to coordinate and provide ongoing oversight of the government's action plan.
 - a) One committee (the Self-Reliance Committee) should track initiatives that are primarily economic in nature and the other committee (the Healthy Communities Committee) should track initiatives that generally include social services and health matters.
 - b) The committee membership should include the responsible Cabinet Members, Deputy Ministers, and interested independent MLAs.
 - c) The committees should invite the input of independent expertise from time to time as the situation warrants.
- 90) The Cabinet should commission independent MLAs to investigate issues and scope out the policy options for pursuing long-term initiatives.
 - a) MLAs should be provided with the necessary resources to assist them in their work.

RECRUITMENT AND RETENTION

- 91) Train all managers on the operational limitations of the recruitment process.
- 92) Review the application of credentials in both the classification and hiring processes.
- 93) Revise the classification system so it is more sensitive to market forces.