



REPRESENTATIVE FOR CHILDREN AND YOUTH 2019-2020 ANNUAL REPORT

Ensuring the Government of Nunavut provides ethical, equitable, and consistent services that meet the needs and support the rights of young Nunavummiut, and the families, who rely on them.



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NUTAQQANUT INULRAMIRNULLU
UQAQTIKHAANIK

REPRESENTANT DE
L'ENFANCE ET DE LA JEUNESSE

REPRESENTATIVE FOR
CHILDREN AND YOUTH

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REPRÉSENTANT DE
L'ENFANCE ET DE LA JEUNESSE

REPRESENTATIVE FOR
CHILDREN AND YOUTH

September 2, 2020

The Honourable Paul Quassa
Speaker of the Legislative Assembly of Nunavut
P.O. Box 1200
Iqaluit, NU X0A 0H0

Dear Speaker:

It is my pleasure to present the Representative for Children and Youth
2019-2020 Annual Report to the Legislative Assembly of Nunavut.

This report covers the period of April 1, 2019, to March 31, 2020, and has been
prepared in accordance with section 35(1) of the *Representative for Children and
Youth Act*.

Yours sincerely,

Jane Bates
Representative for Children and Youth

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MESSAGE FROM THE REPRESENTATIVE

It is my pleasure to present the Representative for Children and Youth 2019-2020 Annual Report. As my first year as Nunavut's Representative for Children and Youth has come and gone, I feel honored and privileged to occupy this position as working with and on behalf of young people is my passion. I'd like to acknowledge the solid foundation on which this office was established; the dedicated staff of the Representative for Children and Youth's Office; and the many young people, families, community members, service providers, and government decision makers that I have had the opportunity to meet and work alongside, whose intentions genuinely include the best interests of young Nunavummiut and the future of Nunavut. The advocacy work our office did and how we did it this year, is detailed in this report. While an immense amount of work was done, there is still much to do and we move into 2020-2021 with perseverance.

For myself, as the Representative for Children and Youth, this year was all about observing, listening, and learning. Through this, the three most prominent things brought to my attention were that some Government of Nunavut (GN) employees are not being held accountable for their decisions and/or actions; that by not acknowledging and addressing the abuse that some children experience it is being condoned; and that there is an accepted complacency that this is "just the way of the North" and action does not need to be taken to address arising problems.

This year, our office set out to determine what it means to be a young person growing up in Nunavut. To do this, we asked questions and requested information from child- and youth-serving GN departments and designated authorities¹ (departments). The information we were provided is reflected in the Status of Young Nunavummiut section, pages 5-9, of this report.

Several information requests made through our Individual Advocacy and Systemic Advocacy programs have led us to believe that basic information about those accessing GN services is often not being tracked. Our efforts to gather information for the Status of Young Nunavummiut section of this report confirmed this belief. We have learned that what service was accessed and what service was provided is not being tracked accurately, consistently, or even at all, despite departmental policies. The intention of the Status of Young

Nunavummiut overview was to provide baseline information that could be used by GN decision makers to inform their decisions and assist in providing a clear, collaborative direction as to the best way forward. However, the majority of the information we requested is not tracked or was not provided by departments. In some cases, inaccurate information was provided by the department's own admission. Without this basic information about GN services, how can departments determine where they need to go when they do not know where they are?

As I began work to support my staff in addressing complaints brought to our attention, I often found myself reflecting on the same question repeatedly, "who is accountable?" To answer this question, I first turned inward to gain a better understanding of the accountability of our office. Throughout the year, this process led to a review of all of our program areas including, a review of our policy and procedure manual, a file audit of some of our individual advocacy cases, a review of our systemic database, a review of our public awareness information materials, and a re-evaluation of how we conduct our community visits.

Then, as I turned my search for "who is accountable?" outward, those responsible within the GN were easy to identify, yet their decisions and actions did not reflect their accountability for the very important role they play in the lives of young Nunavummiut and their families. For example, some service providers are not following their own department's policies, procedures, and legislation and supervisors are not enforcing corrective actions. In bringing this to the attention of directors and deputy ministers, there appears to be complacency and a lack of accountability about this from the top down. There is no recognition of the



¹ Designated authorities are listed under Schedule A of the *Representative for Children and Youth Act*.

problem, no commitment or follow through for training and adherence to quality assurance measures, and no support to hold those responsible accountable.

Another initiative still in progress for our office is the launch of our fourth program area which involves examining the circumstances leading up to a critical injury or death of young person(s), to determine if they received the GN services they were entitled to and if these services met their needs. These reviews will support our office in making recommendations to ensure accountability of the responsible department(s) and/or to make suggested improvements to legislation, policies, procedures, programs, and services with the intention of preventing similar injuries or deaths of young people from occurring in the future.

Having received a list of the critical injuries and deaths of young people that have occurred over the past five years from the Department of Family Services, I was shocked at the frequency and extent of violence and physical and sexual abuse noted. Equally as alarming was the lack of response these incidents received from the Department of Family Services. Investigations were inconsistently conducted into these circumstances and steps to reduce the potential risk of further exposure and/or harm to the young person(s) involved were not taken due to a lack of adequate options available for both victims and offenders, or because keeping a family unit together, despite safety concerns, was prioritized. Further, the list I received is incomplete because, as I mentioned earlier, the Department of Family Services has admitted that these occurrences were not being tracked consistently.

All young people have the right to be free from all forms of abuse, including physical abuse, sexual abuse, emotional abuse, and neglect;² yet, it has been said that "Child sexual abuse has been normalized for Inuit children."³ Young people as a vulnerable group are depending on us, the adults in their lives, to do what is best for them. This includes government decision makers. We must invest now in preventative measures to address child abuse in Nunavut. By not acknowledging the problem and addressing it through a continuum of services, from prevention to intervention, and culturally-appropriate, Inuit-led treatment options for both victims and offenders, it sends the message, loud and clear, that violence and abuse is not only tolerated, it is accepted.

As a public service, government has a responsibility to accommodate and respond to the needs of the people it serves. While the GN works to incorporate *Inuit Qaujimajatuqangit*, these principles must be embedded directly into legislation, policies, procedures, programs, and services in order to adequately meet the needs of Nunavut's majority Inuit population.⁴ Additionally, as 48% of Nunavut's majority Inuit population is under the age of 24 years,⁵ child rights and government's responsibilities under the United Nations *Convention on the Rights of the Child* must also be embedded directly into legislation, policies, procedures, programs, and services as the ratification of this human rights agreement, more than 30 years ago in Canada, requires government to do. The needs of young Nunavummiut must be prioritized.

Throughout the year, I have heard many people say that the GN is broken. However, I believe the problem is that it is not evolving to meet the needs of today's young Nunavummiut. Fundamental, Inuit-led changes, mindful of the past but in the best interests of young Nunavummiut and the future of Nunavut, must be implemented at a foundational level. These changes must be prioritized and enforced by all levels of government, community members, families, and young people. Departments cannot continue to be complacent about the important role they play in the lives of young Nunavummiut and their families. Making these changes is going to take strong leadership and collaborative work from all Nunavummiut. We must start now.

Yours sincerely,



Jane Bates
Representative for Children and Youth

² Office of the High Commissioner for Human Rights. (2017). *Convention on the rights of the child*. Geneva, CH: Office of the High Commissioner for Human Rights. Retrieved from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

³ Pauktuutit Inuit Women of Canada, AnânuKatiget Tumingit Regional Inuit Women's Association, Saturviit Inuit Women's Association of Nunavik, Ottawa Inuit Children's Centre, and Manitoba Inuit Association. (2018). *National Inquiry into Missing and Murdered Indigenous Women and Girls*. Ottawa, ON: Pauktuutit Inuit Women of Canada. p. 27. Retrieved from <https://www.pauktuutit.ca/wp-content/uploads/written-submission-final-website.pdf>

⁴ Nunavut Bureau of Statistics. (2016). *Population Estimates July 1, 2016*. Iqaluit, NU: Nunavut Bureau of Statistics. Retrieved from https://www.gov.nu.ca/sites/default/files/population_estimates_report_july_1_2016.pdf

⁵ Nunavut Bureau of Statistics. (2018). *Nunavut Total Population Estimates by Age Group, Region and Community, 2018, as of July 1*. Iqaluit, NU: Nunavut Bureau of Statistics. Retrieved from <https://www.gov.nu.ca/executive-and-intergovernmental-affairs/information/population-data>

⁶ Nunavut Bureau of Statistics. (2018). *Nunavut Total Population Estimates by Age Group, Region and Community, 2018, as of July 1*. Iqaluit, NU: Nunavut Bureau of Statistics. Retrieved from <https://www.gov.nu.ca/executive-and-intergovernmental-affairs/information/population-data>

⁷ Nunavut Bureau of Statistics. (2016). *Population Estimates July 1, 2016*. Iqaluit, NU: Nunavut Bureau of Statistics. Retrieved from https://www.gov.nu.ca/sites/default/files/population_estimates_report_july_1_2016.pdf

⁸ Break down of population by age does not add up to the total population. This is due to an error made by Nunavut Bureau of Statistics.

⁹ Provided by the Department of Family Services for the 2019-2020 fiscal year

¹⁰ Of dwellings, 80% are rented and 20% are owned.

¹¹ Overcrowded means there are not enough bedrooms for people living in the home.

¹² Food security exists when all people, at all times, have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life.

¹³ Nunavut Food Security Coalition. (2016). Retrieved from <https://www.nunavutfoodsecurity.ca/Rates>

STATUS OF YOUNG NUNAVUMMIUT

General Nunavut Statistics⁶

From Nunavut Bureau of Statistics, July 1, 2018, unless otherwise indicated.

POPULATION

Population of Nunavut

38,396

Inuit⁷
84.2%

Non-Inuit⁷
15.8%

By age (in years)⁸

0-4: **4,321**

5-14: **7,893**

15-24: **6,292**

25-44: **11,003**

45-64: **7,190**

65+: **1,480**

Population,

0-24 years of age

48%

Median income⁹

\$27,306

Unemployment rate

16.6%

People, under 18 years of age,
living in homes receiving income
assistance⁹

6,438

HOUSING

Dwellings

9,400

Occupied dwellings¹⁰

8,550

Overcrowded¹¹ dwellings

6,438

FOOD SECURITY^{12 13}

69%

of Inuit homes in Nunavut
are food insecure.

This household food insecurity rate is over eight times higher than the
Canadian average.

This is the highest rates of food insecurity for an Indigenous population
in a developed country.

BIRTHS AND DEATHS

Births

866

Infant mortality,
0-2 years of age

21

Deaths,
0-20 years of age

37

Percentage of suicides,
0-20 years of age

31%

Status of Young Nunavummiut continued...

According to the Department of Education for the 2019-2020 school year

LEGEND

- # Data reported by the department
- # Data reported but confirmed by the department to be inaccurate
- ? Data not provided by the department
- ? Data not tracked by the department

DAYCARES

	TOTAL	BAFFIN	KITIMEOT	KIVALLIQ
Number of child care facilities	58	36	9	13
Total number of spots (both filled and not filled)	1,240	764	219	257
Infant	206	132	31	43
Preschool	870	468	188	214
School-age	164	164	0	0

SCHOOLS

	TOTAL	BAFFIN	KITIMEOT	KIVALLIQ
Average class size, by grade	?	?	?	?
Attendance rates ¹⁴	64.8%	61.6%	64.8%	69.7%
Students on Individual Education Plans or Individual Support Plans	?	?	?	?
Total number of graduates	262	128	43	91
Number of violent or physical assault incidents ¹⁵	885	453	215	217
Number of times a crisis response was required	7	1	4	2

¹⁴ Based on the 2018-2019 school year

¹⁵ Incidents occurred between August 15, 2019, and January 8, 2020.

Status of Young Nunavummiut continued...

According to the Department of Family Services for the 2019-2020 fiscal year

Total number of young people receiving services from the Director

560

By region

?

By age

?

Referrals

?

Reason(s) for referral

?

Young people with special needs receiving services from the Director

70

Critical injuries to young people receiving services from the Director

134

Deaths of young people receiving services from the Director

3

Young people in the care of the Director

397

By region

?

By age

?

Temporary orders

66

Placements

Extended family:	182
In territory Foster home:	135
In territory group home:	13
Out-of-territory:	67

Foster homes in territory

135

Inuit Foster homes in territory

80-90%

Permanent orders

111

Departmental adoptions

2

Private adoptions

14

Custom adoptions

118

Young people who aged out of care¹⁶

15

Young people receiving services but not in the care of the Director

163

By region

?

By age

?

Homeless young people

?

Nights young people spent at family violence shelters

4,304

Nights young people, by age, spent at family violence shelters

By age (in years)

0-2:	282
3-5:	836
6-18:	3,186

¹⁶ Young person(s) who turned 16 years of age while in the care of the Director

Status of Young Nunavummiut continued...

According to the Department of Health for the 2019-2020 fiscal year

LEGEND

- # Data reported by the department
- # Data reported but confirmed by the department to be inaccurate
- ? Data not provided by the department
- ? Data not tracked by the department

HEALTH SERVICES

	TOTAL	BAFFIN	KITIMEOT	KIVALLIQ
Number of young people who accessed services	?	?	?	?
Reason(s) for referral	?	?	?	?
Medevacs	870	?	?	?
Number of young people sent out-of-territory for procedures/treatment	?	?	?	?
Births, in territory	348	?	?	?
Births, out-of-territory	?	?	?	?
Fetal deaths	?	?	?	?
Deaths, by age	?	?	?	?
Suicides, by age	?	?	?	?
Pediatrician service days	903	765	24	114

Status of Young Nunavummiut continued...

According to the Department of Justice for the 2019-2020 fiscal year

YOUNG PEOPLE IN THE JUSTICE SYSTEM

Youth involved in the justice system

158

Youth incarcerated

4

Youth incarcerated more than once

1

Charges laid

68

Segregation

0

Young people picked up for alcohol/drug related reasons¹⁷

109

ADULT CRIMES CONNECTED TO YOUNG PEOPLE

Charges laid with an offense against a child or youth

420

Convictions in relation to crimes against child or youth

?

Matters before the court regarding child or youth

?

In territory registered sexual offenders¹⁸

625

Type of matter, regarding child or youth, before the court

?

In territory registered sexual offenders with offences against children and/or youth

438

FAMILY VIOLENCE

Domestic violence charges and convictions¹⁹

477

Type of Victim Services support accessed

Sexual assault

20

Young people accessing supports through Victim Services

42

Assault

4

Attempted homicide

2

Child luring

2

Motor vehicle accident

1

¹⁷ Young people arrested and held in cells until sober, as they were not able to care for themselves due to their level of intoxication, or there was no safe place for the young person to stay where an adult could care for them.

¹⁸ Under the Criminal Code certain sex offences require mandatory registration on Canada's National Sex Offender Registry, which was created by the Sex Offender Information Registration Act (SOIRA) of 2004. As of 2011, judges no longer have discretion when it comes to requiring a convicted offender to register as a sex offender for these offences. If the individual is convicted of an offence covered by SOIRA, they must register as a sex offender: sexual interference; invitation to sexual touching; sexual exploitation; incest; bestiality (compelling the commission of, and in presence of or by a child); child pornography (making, possession, distribution); parent or guardian procuring sexual activity; exposure, sexual assault, sexual assault with a weapon, threats to a third party or causing bodily harm; aggravated sexual assault; attempt or conspiracy to commit any of the above offences. For other sexual offences, a Crown Prosecutor may apply to the Court for an order for registration. The Prosecutor will make this application when they believe an offender, who has not committed a SOIRA mandatory offence, poses an adequate risk to the public. It would then be up to the Judge to decide if registration is warranted.

¹⁹ This includes sexual assault, aggravated assault, assault, assault with a weapon, forcible confinement, and pointing a firearm.

ABOUT OUR OFFICE

The Representative for Children and Youth (Representative) is an independent officer who reports to the Legislative Assembly of Nunavut (Legislative Assembly) and the public.

It is the mandate of the Representative for Children and Youth's Office (RCYO) to make sure legislation, policies, procedures, programs, and services put in place by Government of Nunavut (GN) departments and designated authorities²⁰ (departments) provide ethical, equitable, and consistent outcomes that meet the needs and support the rights of young Nunavummiut, and the families, who rely on them. If anyone has a complaint about a department's service, or is unable to receive a service for a young person and/or their family, they can bring it to the attention of our office for review. All information reported to our office is confidential and can be reported anonymously.

OUR MISSION

We are an independent child and youth advocacy office that ensures the GN supports and protects the rights and interests of young Nunavummiut.

OUR VISION

All children and youth in Nunavut know their potential, value their identity, and feel supported and empowered to express their views in matters that affect them.

OUR MANDATE

Our mandate allows us to work on behalf of children and youth when all of the following apply:

- ✳ The young person impacted is under 19 years of age. There are a few exceptions that allow us to work with young people over 19 years of age. For example, if they were part of a government system prior to turning 19 years of age;

- ✳ A department(s) is involved; and
- ✳ The rights of the child, as described in the United Nations *Convention on the Rights of the Child*, are not being met.

Our mandate does not allow us to:

- ✳ Work on problems with personal relationships, such as when a young person is not listening to their parents;
- ✳ Conduct investigations of child abuse or neglect; or
- ✳ Work on complaints involving businesses or private organizations. For example, if a young person does not receive proper payment from their employer.

WHAT GUIDES OUR WORK

Our work is guided by the *Representative for Children and Youth Act* (RCYA), the United Nations *Convention on the Rights of the Child*, Inuit societal values (ISV), the voice of the child, and National Advocacy Standards established by the Canadian Council of Child and Youth Advocates (CCCYA).

REPRESENTATIVE FOR CHILDREN AND YOUTH ACT

Our mandate includes the following specific duties as outlined in the RCYA:

- ✳ Ensure the rights and interests of children and youth, individually and collectively, are protected and advanced;
- ✳ Ensure departments hear and consider the opinions of children and youth on matters that affect them;
- ✳ Ensure children and youth can access departments' services and that the departments considers their concerns and opinion about those services;

²⁰ Designated authorities are listed under Schedule A of the *Representative for Children and Youth Act*.

- ✳ Help children, youth, and their families communicate with departments' service providers to improve understanding between them;
- ✳ Inform the public about the rights and interests of children and youth, and the roles and responsibilities of the RCYO; and
- ✳ Provide advice and recommendations to departments on how to make laws, policies, programs, and services better for children and youth in Nunavut.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

The United Nations *Convention on the Rights of the Child* is an international human rights agreement, which describes all of the rights young people have, as well as the obligations governments have in connection to these rights.

Child rights are things all young people should have, like access to safe drinking water and nutritious food, or things they should be able to do, like go to school and receive instruction in their own language. Access to these things help children, youth, and their families make good choices for their lives, helping them grow and develop into capable and responsible citizens who support themselves, their family, and their community.

All young people have these rights regardless of who they are, where they live, what their parents do, what language they speak, what their religion is, their gender or gender identity, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly for any reason, according to Article 2 of the United Nations *Convention on the Rights of the Child*.

No single right is more important than another and often when one right is not met, it is common that several others are not met as well.

When Canada signed the United Nations *Convention on the Rights of the Child* more than 30 years ago, Canada promised to make sure that all young people and their families across the country, including Nunavut, would have access to all of the rights explained in the United Nations *Convention on the Rights of the Child*.

INUIT SOCIETAL VALUES

It is a legislative requirement that the work of the Representative be guided by the same eight ISV that guide the departments. These principles are based on *Inuit Qaujimagatuqangit* and aim to incorporate traditional Inuit knowledge into modern, everyday practices. Table 1 explains complementary principles in ISV and the United Nations *Convention on the Rights of the Child*.

Elders also offer invaluable wisdom and perspective based on lived experiences. To incorporate this knowledge into our advocacy, we work with Elder Advisors from across the territory. This year we continued to work with Meeka Arnakaq in Pangnirtung, Helen Iguptak in Rankin Inlet, Lucy Makkigak in Rankin Inlet, and Regilee Ootook in Pond Inlet. We would like to acknowledge and thank Regilee for the guidance she has provided to our office throughout her term, which concluded this year. Thank you, Regilee!

This year, we turned again to the public to provide us with nominations for Elder Advisors, specifically from the Baffin and Kitikmeot regions. The process resulted in several highly respected nominees, with selections and terms to be finalized next fiscal year.

THE VOICE OF THE CHILD

The voice of the child is the young person's opinion. All young people have the right to express their opinion. Adults, especially government decision makers, should at least hear and consider the young person's opinion when making a decision on their behalf.

Incorporating the voice of the child into our work is not about excluding the opinion and involvement of the young person's parents or caregivers, it is about including the young person and their opinion in the decision being made about them. This does not necessarily mean that the young person gets to make the decision, but it does support that the decision being made is mindful of the best interests of the young person(s) involved. Including the young person in the decision also aims to teach them about responsible decision making, including that the young person is held accountable for their actions and responsibilities as a rights holders.

All humans have rights. The rights of one person do not supersede the rights of another person. Children and youth are a vulnerable group and rely on adults to

TABLE 1: Complementary Principles in ISV and the United Nations *Convention on the Rights of the Child*

ISV	United Nations <i>Convention on the Rights of the Child</i>
<p>Aajiqatigiinniq encourages decision making through discussion and consensus.</p>	<p>Article 12: Young people have the right to give their opinion and for adults to listen and take it seriously.</p>
<p>Pijitsirniq is about serving and providing for family and community. It is about leading through doing for other people. It is about serving others for the greater good.</p>	<p>Article 3: All adults should do what is best for young people. When adults make decisions, they should think about how their decisions will affect young people.</p> <p>Article 4: The government has a responsibility to make sure the rights of young people are protected. They must help families protect the rights of young people and create an environment where young people can grow and reach their potential.</p> <p>Article 26: Young people have the right to help from the government if they are poor or in need.</p>
<p>Pilimmaksarniq/Pjariuqsarniq is about learning and mastering new skills through observation, mentoring, practice, and effort.</p>	<p>Article 12: Young people have the right to give their opinion and for adults to listen and take it seriously.</p> <p>Article 29: A young person’s education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment, and respect other people.</p> <p>Article 30: Young people have the right to practice their own culture, language, and religion. Minority and Indigenous groups need special protection of this right.</p>
<p>Tunnganarniq emphasizes the role that being open, welcoming, and inclusive plays in fostering positive relationships.</p>	<p>Article 2: All young people have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, their gender or gender identity, what their culture is, whether they have a disability, or whether they are rich or poor. No young person should be treated unfairly on any basis.</p>

help them. It can be difficult for some adults to respect the rights of young people when they feel that they themselves have never been respected as possessors of rights.²¹ As adults, helping our young people have the best life possible is our responsibility.

NATIONAL ADVOCACY STANDARDS

National Advocacy Standards, established by the CCCYA, provide a framework for advocacy work to ensure consistency in child advocacy across Canada. They also provide a basis for accountability, a direction for staff training, and a means to evaluate our services.

²¹ UNICEF and Save the Children. (2011). *Every Child's Right to be Heard*. London, UK: Save the Children UK, Save the Children, and UNICEF. Retrieved from <https://resourcecentre.savethechildren.net/node/5259/pdf/5259.pdf>

REPORTING ON OUR ACTIVITIES

The RCYO currently works in three different program areas including Individual Advocacy, Systemic Advocacy, and Communications and Public Awareness. Our fourth program area, Reviews of Critical Injuries and Deaths, is not operational as that section of the RCYA is not yet in force.

INDIVIDUAL ADVOCACY

When someone has a complaint about a department's service or is unable to receive a service for a young person and/or their family, they can bring it to the attention of our office for review. These complaints are known as our individual advocacy cases.

Every individual advocacy case is unique and we tailor our response to fit each circumstance. Individual advocacy cases require varying levels of support from our staff, which result in varying lengths of time for different problems to be resolved. We categorize our individual advocacy cases as either basic or comprehensive.

The individual advocacy process involves three phases: intake and assignment, investigation and problem solving, and resolution and follow-up, as laid out in Figure 1.

LEGEND



Young person and/or their family



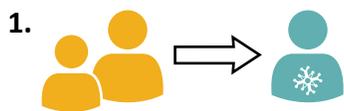
RCYO staff



Service provider(s)

FIGURE 1: The Individual Advocacy Process

Intake and Assignment



Someone contacts our office with a complaint about a department's service or is unable to receive a service. Our Intake Specialist records the information and determines if the complaint falls within our mandate, see page 10.

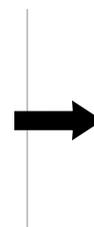


If it falls within our mandate, an individual advocacy case is opened, assigned to one of our three Child Advocates, and investigation and problem solving begins.

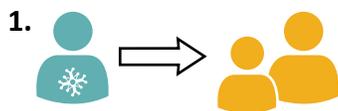
3. If it does not fall within our mandate, the individual is directed to someone outside of our office who can help them.

If the person is looking for information about our work, child rights, or department services and programs for young people, the Intake Specialist provides the relevant information or connects the person with someone who can help them.

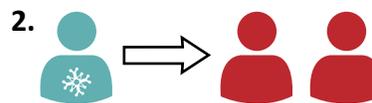
If someone is referred outside of our office, the Intake Specialist follows up to make sure help/answers were received. These are our information files.



Investigation and Problem Solving



When possible, the Child Advocate talks with the young person and/or their family to confirm the details of the situation and to determine which child rights are not being supported by the department(s).



The Child Advocate then talks with the service provider(s) involved and reviews relevant documents to confirm the facts.



The Child Advocate then works to resolve the problem in one of two ways:

3a. Basic advocacy support

The Child Advocate may assist with initial phone calls to service providers, make required referrals, and/or provide self-advocacy coaching to the young person and/or their family.

3b. Comprehensive advocacy support

When basic advocacy support isn't sufficient to resolve a complaint, comprehensive advocacy support is initiated. These cases may require meetings with the young person and/or their family, meetings with the service provider(s), attending/arranging case conferences, in-depth self-advocacy coaching, consultations with one of our Elder Advisors, escalating matters within the department(s), and/or finding other innovative and resourceful ways to resolve the problem.

Resolution and Follow Up



The Child Advocate follows up with the young person and/or their family and the service provider(s) to make sure the agreed upon solution is being implemented and the outcome is adequate.



If applicable, the Child Advocate notifies our Systemic Advocacy team that there is a potential systemic issue. See Systemic Advocacy section, page 18.

INDIVIDUAL ADVOCACY ACTIVITIES FOR 2019-2020

This year, a file review of 49 of our closed individual advocacy cases was completed. This information will be reviewed next fiscal year and used to inform our individual advocacy casework and updates to the RCYO Policy & Procedure Manual.

In addition to providing advocacy services for our clients, this year we completed 53 information files, which are typically questions or requests for information about our work, child rights, or department services and programs for young people.

TABLE 2: Breakdown of Individual Advocacy Cases Worked On and Closed this Fiscal Year

Total individual advocacy cases worked on	147
Ongoing cases from previous years	49
New individual advocacy cases	98
Basic advocacy support cases	40
Comprehensive advocacy support cases	58
Total individual advocacy cases closed	93
Reason for closure	
Resolved	77
All advocacy avenues exhausted	9
Unable to contact client	5
Declined advocacy services	2

TABLE 3: New Individual Advocacy Cases Opened, by Region

Total new individual advocacy cases	98
Iqaluit	35
Kivalliq	29
Baffin	17
Kitikmeot	8
Out-of-territory	9

TABLE 4: New Individual Advocacy Cases by Department(s) Involved

	Number of cases	Percentage of all new cases*
Department of Family Services	65	66%
Department of Education	27	28%
Department of Health	27	28%
Department of Justice	2	2%
District Education Authorities	5	
Nunavut Housing Corporation	3	3%
Licensed Daycares	1	1%

* Total cases exceed 98 and percentages exceed 100% due to 25 cases involving more than one department.

TABLE 5: Language of Service for New Individual Advocacy Cases

English	95
Inuktitut	2
French	1
Inuinnaqtun	0

TABLE 6: Person Who Raised New Individual Advocacy Case to Our Attention

Service provider	54%
Parent/family member	29%
Young person	6%
Other (eg. RCYO initiative, community member)	6%
Foster parent	5%

TABLE 7: Recommendations Made and Numbers of Times it Applied to a New Individual Advocacy Case*

	Department of Family Services	Department of Education	Department of Health	Department of Justice	Nunavut Housing Corporation
Total individual advocacy cases	65	27	27	2	3
Follow departmental policy, regulation, and/or legislation	50	15	12	1	
Improve service coordination, within department(s) and between departments	44	19	13	2	
Provide adequate planning and support for young people	39	16	15	1	
Investigate allegations of a young person in need of protection	21				
Provide appropriate supports for young people with complex medical needs			5		
Implement in-school supports		20			
Improve condition of public housing units which are impacting the health of young people living in them					2

* Total cases exceed 98 due to 25 cases involving more than one department.

SYSTEMIC ADVOCACY

If many young people and/or their families have the same problem when accessing a department's service, or are unable to receive a service, we consider what factors within the department may be causing the issue. If the problem has the potential to occur again and impact other young Nunavummiut if it is not addressed, we identify the problem as a systemic issue. Systemic issues require Systemic Advocacy which makes recommendations to responsible department(s) suggesting changes to legislation, policies, procedures, programs, and services to address underlying factors.

For each systemic issue, a lead department is identified as responsible for addressing the issue. However, some of the issues require multiple departments to work collaboratively to address the issue in a holistic way.

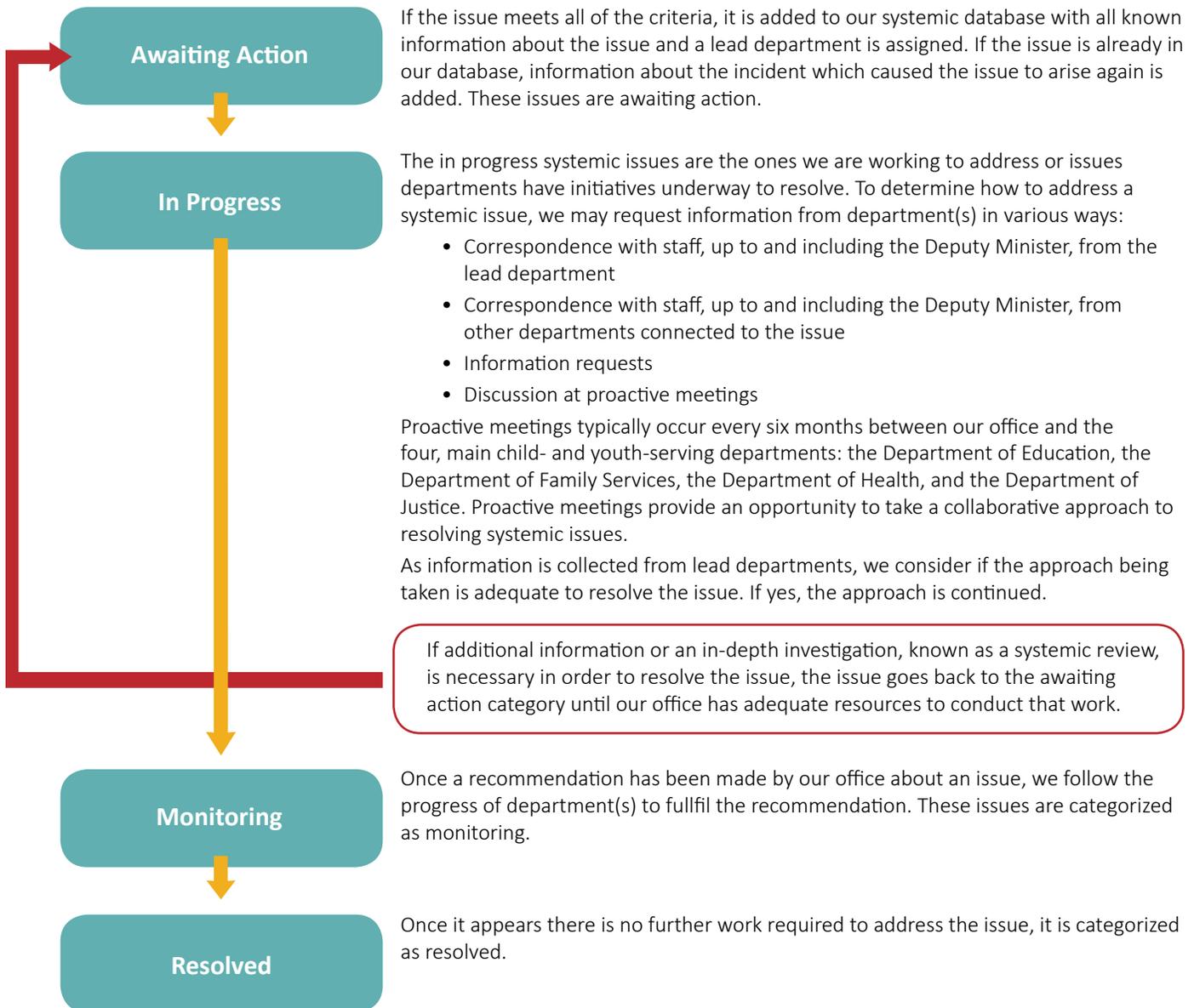
Systemic issues are brought to our attention in many ways, including: through our individual advocacy casework, from young people and their families, from community members, from Members of the Legislative Assembly, Youth Parliamentarians, departments, and through stories shared in the media.

Our systemic database is a year over year accumulation of all systemic issues identified by or brought to the RCYO's attention.

FIGURE 2: Process for Addressing Systemic Issues

When a possible systemic issue is brought to our attention, it is reviewed by the systemic advocacy team to determine if it meets all of the following criteria:

- Is a department(s) involved?
- Does the issue have the potential to occur again and impact other young Nunavummiut if it is not addressed?
- Would addressing the issue better meet the needs and support the rights of young people?



At any time throughout the process of resolving a systemic issue, the Representative may choose to report publicly on the issue, the department(s)' progress to fulfill our recommendation(s), or the resolution itself.

SYSTEMIC ADVOCACY ACTIVITIES FOR 2019-2020

This year, we conducted a review of our systemic database. As a result, changes will be made to the RCYO Policy & Procedure Manual as systemic issues are now categorized as resolved, monitoring, in progress, and awaiting action.

TABLE 8: Categorized Systemic Issues by Lead Department(s)

	Resolved	Monitoring	In Progress	Awaiting Action	TOTAL
Department of Family Services	2		9	8	19
Department of Health	3	7	7		17
Department of Education	1	4	5	4	14
Department of Justice	2		4	1	7
Multiple departments involved		1	3	3	7
Department of Finance			2		2
Department of Community and Government Services		1			1
Legal Services Board			1		1
Nunavut Housing Corporation				1	1
TOTAL	8	13	31	17	69

RESOLVED SYSTEMIC ISSUES

TABLE 9: Resolved Systemic Issues

	Change to policy	Change to practice	Departmental reorganization	Improved communication
Department of Education				
Psychoeducational assessments for learning disabilities not covered in Nunavut	●	●	●	
Department of Family Services				
Families experiencing delays in having the child tax benefit reinstated	●	●		
Problematic reporting structure of regional managers			●	
Department of Health				
Childcare and medical travel for mothers and children	●			
Medical travel for pregnant mothers (escorts)	●			
Legislation/policy regarding age of consent				●
Department of Justice				
Age of consent for sexual relationships				●
RCYO facilitating section 19 case conferences		●		●

MONITORING OF RECOMMENDATIONS MADE BY OUR OFFICE

Multiple recommendations may be made to address a single systemic issue. Also, the Representative may make recommendations about issues brought to their attention, which are not recorded in the systemic database. The recommendations noted in this section, were made to address 13 systemic issues in our database. The RCYO is currently monitoring a total of 42 recommendations.

Our Minds Matter: A Youth-Informed Review of Mental Health Services for Young Nunavummiut

After completing a formal systemic review of mental health services for young Nunavummiut in May 2019, our office released a report titled *Our Minds Matter: A Youth-Informed Review of Mental Health Services for Young Nunavummiut (Our Minds Matter)*, on our findings.

Guided by the input of young Nunavummiut, we made 15 recommendations to departments to address the inadequate mental health services for young people in the territory.

At the time of the report’s release, each department was advised that they were to provide a response, including the steps they proposed to take to give effect to the recommendations by September 30, 2019. A final response was not provided until February 28, 2020.

Through correspondence received from departments, we determined that there was agreement with six, partial agreement with five, and disagreement with one of the 15 recommendations made. For three recommendations, it is still unclear if there is agreement or disagreement.

TABLE 10: *Our Minds Matters* Recommendations

Recommendation Made	Recommendation Accepted	Response and Commitments Made
<p>1. The Department of Health and the Department of Education collaborate to ensure a full range of mental health services, including universal programming, targeted interventions, and intensive interventions are delivered in Nunavut schools.</p>	<p>Partially Agree.</p> <p>“The Department of Health (Health) agrees that collaboration with the Department of Education (Education) is important to ensure that a full range of mental health services are available to children and youth. Health recognizes that school settings may not be the appropriate location to provide some of the services that may be required.”</p>	<p>“Departments have been actively collaborating on several initiatives aimed at ensuring that a full range of mental health services,” such as:</p> <p>The GN is “in the process of developing a comprehensive interdepartmental protocol for the coordination of services. The Departments of Health and Family Services are co-leading this work as the co-chairs of the Inuusivut Committee (formerly the Quality of Life Committee), and it is anticipated that the protocol will be finalized by June 2020,” and</p> <p>“The Department of Education and the Department of Health met in January 2020 to re-establish a working group to focus on collaboration on several issues, including the provision of mental health services in schools.”</p>

Recommendation Made	Recommendation Accepted	Response and Commitments Made
<p>2. The Department of Education ensure that all school staff, including <i>Ilinniarvimmi Inuusilirijit</i>, guidance counsellors, teachers, support staff, and principals, receive basic mental health training on how to connect children and youth with appropriate mental health services and how to support them while this connection is being made.</p>	<p>Agree.</p>	<p>The Department of “Education ensures that all school staff... receive basic mental health training on how to connect children and youth with appropriate mental health services and how to support them while this connection is being made.”</p> <p>Although there are a number of mental health-related training opportunities, the department “does not track how many and which school staff have received the basic mental health training indicated.”</p> <p>“Training in identifying the pathways to mental health support was delivered to student support teachers and <i>Ilinniarvimmi Inuusilirijit</i> in fall 2019.”</p> <p>The Department of Education committed to providing ASIST training in Whale Cove in February 2020. Further, “the department is providing Trauma Informed Practice, Our Children, Our Responsibility, and safeTALK training to school staff in Kugaaruk, Gjoa Haven, Igloodik, Hall Beach, Pond Inlet, and Pangnirtung in spring 2020”, and is working on providing training in these areas to all schools over the next few years.</p> <p>The Department of Education requested the “Quality of Life Secretariat to provide the Indigenous Cultural Competency workshop to school staff in Baker Lake, Grise Fiord, Resolute Bay, Arctic Bay and the high school in Rankin Inlet during the 2019-20 school year.” The Department of Education is working on delivering this workshop to all school staff over the next several years.</p>

TABLE 10: *Our Minds Matters* Recommendations continued...

Recommendation Made	Recommendation Accepted	Response and Commitments Made
3. The Department of Education enhance mental health literacy in schools.	Agree.	<p>The Department of Education is “hiring a Team Lead for Aulajaaqtut.”</p> <p>The Department of Education is “ensuring that social-emotional learning and language (vocabulary) is being developed in Inuklut.”</p> <p>The Department of Education plans to pilot Zippy’s friends, an evidence-based mental health promotion program for ages five to seven during the 2019-2020 school year.</p>
4. The Department of Education, in consultation with the Department of Justice, immediately address the consent barrier that exists when students who may benefit from mental health services are identified in the school environment.	<p>Partially Agree.</p> <p>“The issue of mature minors and the consent barrier for young people under the age of 16 is something that requires further discussion and decision making within the Department of Education, in consultation with the Department of Justice.”</p>	<p>The Department of Education’s Education Support Services Directive was revised and finalized in July 2019 to align with the Interagency Information Sharing Protocol as it relates to consent.”</p> <p>“Changes to the Education Support Services Directive were communicated to student support teachers and Ilinniarvimmi Inuusilirijit during their annual conferences in October 2019.”</p>
5. The Department of Health ensure that contracts that adequately meet service demands are established for out-of-territory mental health services for children and youth where these services are not currently available in Nunavut, and ensure that children and youth receive appropriate aftercare and follow-up upon return to their home communities.	Agree.	<p>“An individual returning to their home community after receiving [out-of-territory] mental health and/or addictions treatment can expect follow-up support and treatment from community mental health staff, who will work with the care providers from the respective [out-of-territory] facility to ensure that a plan for continued wellness is put in place.”</p> <p>“While Health does deliver aftercare and follow-up upon return to their home communities on a case-by-case basis, Health will consider how to include follow-up options in contracts with out-of-territory facilities.”</p> <p>“While there are eight facilities on the current SOA [Standing Offer Agreement] that offer specific treatment services for children and youth, there is a significant demand for beds for clients under the age of 19 across Canada.”</p>

Recommendation Made	Recommendation Accepted	Response and Commitments Made
<p>6. The Government of Nunavut establish an in-territory facility that offers residential mental health treatment for children and youth, including, but not limited to, psychiatric, psychological, behavioural, and counselling services. These services should incorporate family engagement and healing and be grounded in Inuit knowledge, culture, and parenting practices.</p>	<p>Neither agree nor disagree.</p>	<p>The Department of “Health is committed to developing a continuum of mental health and addiction services based on best practices. This may or may not include a mental health facility in-territory.”</p> <p>“Programming and target populations for the Nunavut Recovery Centre (NRC) have not been decided yet. However, it is very unlikely that the NRC will be providing the full spectrum of mental health services for children or youth.”</p>

TABLE 10: Our Minds Matters Recommendations continued...

Recommendation Made	Recommendation Accepted	Response and Commitments Made
<p>7. The Department of Health implement recommendations iii(4) and iii(5) from the 2015 Coroner’s Inquest into Suicide, and apply these recommendations in cases of suicidal ideation in addition to suicide attempts. These recommendations state, in part, that the Government of Nunavut,</p> <p>Recommendation iii(4)</p> <p>Establish a formal follow-up protocol for individuals who have attempted suicide by April 2016.</p> <p>Recommendation iii(5)</p> <p>Change the Mental Health Act to allow for family to be contacted and immediately involved after a suicide attempt regardless of the age of the person who has attempted suicide. This should be systematic, and it requires also that Mental Health workers receive training and re-orientation to always develop safety plans and conduct counselling with the family present. This is a new recommendation that involves allotment of resources to re-training and a change in orientation to a more family and community intervention approach.</p> <p>To supplement recommendation iii(5), we further recommend adding the option of an alternative adult if a family member is deemed inappropriate.</p>	<p>Neither agree nor disagree.</p>	<p>“Recommendations iii(4) and iii(5) are reflected in the new <i>Mental Health Act</i> before Standing Committee on Legislation.”</p> <p>The proposed Act “allows for the selection of an alternative adult in the case of a mature minor” and “in the case of a minor, the tikkuaqtaujuuit [selected representatives] are the minor’s parents, or other person who are lawfully entitled to give consent to the minor’s medical treatment.”</p>

Recommendation Made	Recommendation Accepted	Response and Commitments Made
<p>8. The Department of Health clarify the position titles, roles, responsibilities, and reporting structure of all mental health-related positions to ensure children and youth are connected with the existing services that best fit their needs.</p>	<p>Partially agree. “Health has reviewed the roles and reporting structure... and staff work to connect children and youth with services to fit their needs.”</p>	<p>As a result of the completed review of roles and reporting structure, “a Mental Health and Addictions (MHA) Program Supervisor has been created for each region.” “Every community has a youth program facilitator and the MHA territorial team has dedicated youth specific funds to support the implementation of programming by these staff.”</p>
<p>9. The Department of Health:</p> <p>a. finalize and deliver a comprehensive training program, that includes a substantial focus on delivering supports to children and youth, to mental health and addictions outreach workers; and</p> <p>b. ensure that in communities with more than one mental health and addictions outreach worker, one of these positions is dedicated to working with children and youth.</p>	<p>Partially Agree. “Health agrees that mental health workers should be able to support children and youth. Care is provided through a team and not siloed individuals.”</p>	<p>“The training manual has been completed with the first group of staff trained.” “‘The plan is that each community dedicates at least one of their outreach positions to youth.’ The Department of ‘Health, however did not name the outreach positions to specifically state ‘child and youth’, but instead put it in the job description.”</p>
<p>10. Nunavut Arctic College, in partnership with the Department of Health, offer professional education programs that build the capacity of the mental health workforce in Nunavut, and that these programs offer a focus or specialty related to child and youth mental health.</p>	<p>Partially Agree. “Health agrees with providing training and programs for current and potential staff,” and “‘There are however limitations via the Nunavut Arctic College (NAC) for specialized programs.’”</p>	<p>The Department of “Health will do what is feasible and based on identified priorities.” “During its next formal curriculum review, the Social Service Worker Program is committed to reviewing its curriculum to ensure child/youth mental health material is integrated into program content.” “NAC is open to working with partners to develop content and curriculum specific to child and youth mental health in currently offered programs, or in other programming.” “NAC welcomes a discussion on the development of a mental health related professional program.”</p>

TABLE 10: *Our Minds Matters* Recommendations continued...

Recommendation Made	Recommendation Accepted	Response and Commitments Made
<p>11. The Department of Health, or any other department hiring a mental health service provider:</p> <p>a. engage the services of Elders or cultural consultants to guide the delivery of mental health services; and</p> <p>b. offer an ongoing spectrum of cultural competency training and ensure that a minimum of one component is completed prior to the start of employment.</p>	<p>Neither agree nor disagree.</p>	<p>“Cultural consultants or elders can help to inform practice but can’t necessarily be involved in specific cases.”</p> <p>“The MHA division has made Indigenous Cultural Competence (ICC) training mandatory for mental health staff, starting with professional staff.” As staffing levels change on near daily basis, it is challenging for [the Department of] Health to provide an accurate figure of the staff who have completed the training.</p> <p>“Mental Health Outreach workers are hired locally in all Nunavut communities to support the delivery of mental health services.”</p>
<p>12. The Department of Health increase public and service provider awareness of existing mental health services available for children, youth, and their families.</p>	<p>Agree.</p>	<p>The Department of “Health and Addictions Outreach workers provide outreach support to schools and other areas within the community where youth are present.”</p> <p>“The MHA and the Quality of Life divisions will continue to work with health promotion to increase awareness.”</p>
<p>13. The Department of Health develop a youth-informed public awareness campaign for children, youth, and their families to reduce mental health stigma.</p>	<p>Agree.</p>	<p>In 2019-2020, “the Quality of Life Secretariat is funding Embrace Life Council to develop a youth informed public awareness campaign for children, youth and their families to reduce mental health stigma.”</p> <p>“Embrace Life Council is utilizing a youth-centered mixed gender working group representative of communities across Nunavut for this project.”</p>

Recommendation Made	Recommendation Accepted	Response and Commitments Made
<p>14. The Government of Nunavut, under the leadership of the Department of Executive and Intergovernmental Affairs, develop and implement an interdepartmental service coordination protocol for the delivery of child and youth-related services.</p>	<p>Agree.</p>	<p>The GN is developing a comprehensive interdepartmental protocol for the coordination of services, which will be finalized in June 2020.</p> <p>The Department of Executive and Intergovernmental Affairs (EIA) needs to consult with departments and then the protocol will need Cabinet approval.</p> <p>As of February 2020, EIA was working with an “interagency group on policies that will affect this initiative directly” by “looking at options for a general protocol for information sharing and/or incorporating mental health programs and services into existing protocols.”</p>
<p>15. The Department of Community and Government Services, in partnership with the Department of Culture and Heritage, hamlets, and young Nunavummiut, develop and implement a territorial child and youth recreation strategy and action plan.</p>	<p>Disagree.</p>	<p>“The Department of Community and Government Services does not agree with the recommendation to develop a strategy and action plan <u>specific to children and youth at this time.</u>”</p>

Language: *Our Minds Matter* was submitted to the Legislative Assembly in Inuktitut and English. Hardcopies are available in Inuktitut and English and can be made available in Inuinnaqtun and French. Digital copies are available on our website in Inuktitut, Inuinnaqtun, English, and French.

Submission on the Department of Education's Proposed Amendments to the 2008 Education Act

In 2018, our office made eight recommendations to the Department of Education on the proposed amendments to the *Education Act*. In June 2019, the Minister of Education introduced Bill 25, *An Act to Amend the Education Act and the Inuit Language Protection Act* (Bill 25). Two of our recommendations were fully reflected and two of our recommendations were partially reflected in Bill 25.

In the fall of 2019, following Bill 25's referral to the Standing Committee on Legislation (Standing Committee), our office provided a submission to, and appeared before, the Standing Committee to speak to our recommendations.

TABLE 11: Proposed Amendments to the 2008 Education Act

Recommendation Made	Recommendation Accepted	Recommendation Implemented
	Information taken from the Department of Education's inclusion of our recommendations in Bill 25 and the Minister of Education's comments made before Standing Committee in November 2019.	
1. Expressly include commitment to the United Nations <i>Convention on the Rights of the Child</i> as a guiding principle in the administration and interpretation of the revised <i>Education Act</i> .	Agree. Included in Bill 25.	Not as of March 31, 2020.
2. Deliberately and thoughtfully seek input from students past and present when developing policies and procedures in support of the revised <i>Education Act</i> and in future legislative reform.	Agree. At the November 2019 appearance before the Standing Committee, the Minister of Education stated that feedback was solicited from student and focus groups.	Not as of March 31, 2020.
3. Address the exclusion of minor students from initiating and actively participating in administrative proceedings, particularly those that pertain to student suspension and/or expulsion.	Partially agree. Bill 25 includes amendments that increase youth participation during reviews related to inclusive education. During the November 2019 appearance before the Standing Committee, the Minister of Education stated the department could look further into whether or not amendments could be made to Bill 25 regarding minor students' ability to participate in an appeal when facing suspension or expulsion.	Not as of March 31, 2020.

Recommendation Made	Recommendation Accepted	Recommendation Implemented
4. Strengthen student participation in the work of the District Education Authorities by adding clearer provisions in the legislation and establishing voting privileges for the elected student representatives.	Agree. Included in Bill 25.	Not as of March 31, 2020.
5. The Department of Education deliver Early Childhood Education programs in all communities in Nunavut.	Disagree. Bill 25 does not require that the Department of Education provide Early Childhood Education programs in all communities in Nunavut. During the appearance before the Standing Committee, the Minister of Education stated the department would have to look into the implications of changing the word “may” to “shall” in subsection 17(7) of Bill 25, as in its current form states “the Minister may provide early childhood programs in schools through agreements with third parties.”	Not as of March 31, 2020.
6. Prioritize the recruitment of young Inuit into the teaching profession under the Inuit Employment Plan.	Disagree. Although outside of Bill 25, a review of the Department of Education’s Inuit Employment Plan indicates that the recruitment of young Inuit into the teaching profession is not a stated priority.	Not as of March 31, 2020.
7. Add definitions of inclusive education and student supports to the <i>Education Act</i> , and ensure children, youth, and their families are made aware of the supports that are available to them. The definitions for education program and school program should be clarified in the legislation, including which matters fall under each program and who is responsible for tending to these matters.	Partially agree. Bill 25 did not define inclusive education and student supports. Bill 25 did include some amendments to the definition of education program and school program, although further clarity would be beneficial.	Not as of March 31, 2020.

TABLE 11: Proposed Amendments to the 2008 *Education Act* continued...

Recommendation Made	Recommendation Accepted	Recommendation Implemented
8. Introduce the concept of mature minors to the <i>Education Act</i> to reduce barriers for minor students who wish to make decisions on their own behalf, and who have the maturity to do so.	Disagree.	Not as of March 31, 2020.
9. Shorten the timelines for the Minister to develop and establish orientation and mentoring for teachers, as outlined in s.96 of the <i>Education Act</i> , to within the first year after they take up the duties of their positions and ensure that a component of orientation and mentoring is completed prior to the start of teachers' employment.	<p>This recommendation was not included in our 2018 submission to the Department of Education regarding revisions to the <i>Education Act</i>, but was included in our submission to the Standing Committee regarding Bill 25.</p> <p>At the appearance before the Standing Committee, the Minister of Education clarified that the two-year window for orientation and mentoring is in the current <i>Education Act</i> and that this was another item the department could possibly look into.</p>	Not as of March 31, 2020.

Language: Submissions were provided to the Department of Education in English and to the Standing Committee in Inuktitut and English. Digital copies are available on our website in Inuktitut, Inuinnaqtun, English, and French.

Submission to the Department of Education on the Student Record Regulations and Policy Intentions

Our submission was made on October 19, 2019. At the end of the 2019-2020 fiscal year, we were awaiting a response to our recommendations.

TABLE 12: Student Record Regulations and Policy Intentions Recommendations

Recommendation Made	Recommendation Accepted	Recommendation Implemented
1. Move forward with the proposal to review each student record biannually. [s.3(2)]	Not as of March 31, 2020.	Not as of March 31, 2020.
2. Expand the proposed categories for the collection of student information to include student identification numbers from all Canadian jurisdictions, and not specifically Nunavut, Alberta, or the Northwest Territories. [s.4(1)(b)]	Not as of March 31, 2020.	Not as of March 31, 2020.
3. Consider the ability of mature minors to consent to the inclusion of the information in their student record. [s.4]	Not as of March 31, 2020.	Not as of March 31, 2020.
4. Allow signed statutory declarations to validate the name and date of birth in the student record, in addition to the list of government issued documents that are currently proposed. [s.4(1)(a) and s.4(1)(b)]	Not as of March 31, 2020.	Not as of March 31, 2020.
5. Use gender inclusive language in official documents and templates. [s.4(1)(c)]	Not as of March 31, 2020.	Not as of March 31, 2020.
6. Ensure currently accepted terms for ethnicity are used. [s.4(1)(e)]	Not as of March 31, 2020.	Not as of March 31, 2020.
7. Move forward with the proposal to collect email addresses and reject the proposal to replace residential address with mailing address only. [s.4(1)(f) and s.4(1)(g)]	Not as of March 31, 2020.	Not as of March 31, 2020.

TABLE 12: Student Record Regulations and Policy Intentions Recommendations continued...

Recommendation Made	Recommendation Accepted	Recommendation Implemented
8. Add a provision to exclude any information relating to advocacy cases that involve the work of the Representative for Children and Youth's Office from the student record. [s.5(b)]	Not as of March 31, 2020.	Not as of March 31, 2020.
9. Add specific timelines in the student record process. [s.9]	Not as of March 31, 2020.	Not as of March 31, 2020.
10. Establish an electronic transfer process to address the challenges and delays that arise by exclusively using registered mail for the transfer of student records. [s.9(2)]	Not as of March 31, 2020.	Not as of March 31, 2020.
11. Deliberately and thoughtfully seek input from students past and present during this process to ensure their opinions are considered.	Not as of March 31, 2020.	Not as of March 31, 2020.

Language: The submission was provided to the Department of Education in English and is available upon request in Inuktitut, Inuinnaqtun, and French.

Submission to Nunavut Arctic College for the 10-Year Strategic Plan Consultation

Our submission was made on February 28, 2020. At the end of the 2019-2020 fiscal year, we were awaiting a response to our recommendations.

TABLE 13: Recommendations Made to Nunavut Arctic College for the 10-Year Strategic Plan Consultation

Recommendation Made	Recommendation Accepted	Recommendation Implemented
1. Seek input from young people as part of a broader consultation process.	Not as of March 31, 2020.	Not as of March 31, 2020.
2. Keep young people informed of post-secondary education and career options supported by Nunavut Arctic College.	Not as of March 31, 2020.	Not as of March 31, 2020.
3. Develop and implement a child rights module for delivery within all current and future course offerings.	Not as of March 31, 2020.	Not as of March 31, 2020.
4. Offer professional programs to build the capacity of the mental health workforce in Nunavut and ensure that these programs offer a focus or specialty related to child and youth mental health.	Not as of March 31, 2020.	Not as of March 31, 2020.
5. Form a partnership to allow students to earn a Bachelor of Social Work.	Not as of March 31, 2020.	Not as of March 31, 2020.
6. Explore and implement ways to enhance offerings that will support post-secondary education and career options in the recreation field.	Not as of March 31, 2020.	Not as of March 31, 2020.

IN PROGRESS SYSTEMIC ISSUES

TABLE 14: Systemic Issues In Progress and Steps Taken to Address the Issue

	Discussed at proactive meetings with lead department	Raised with additional department(s)	Correspondence to department(s)	Correspondence to Deputy Minister	Outstanding information request	Departmental initiative in progress	RCYO developing recommendations
Department of Education							
Crisis response protocol in schools	●		●		●	●	
Shortage of Student Support Assistants	●						
Student educator ratio and overcrowded classrooms	●					●	
Bullying and cyberbullying	●		●				
Individual Education Plans, regarding opportunities after graduation	●		●		●		
Department of Family Services							
Inappropriate use of guardianship order		●					
Workload and workforce management	●	●		●			
Collection of basic information on young people in care	●			●			
Young people under care of parent(s) under Guardianship Order		●					
Foster and residential care out of territory						●	
Safe houses for young people and their families						●	
Transition planning for young people in care	●		●				
Child sexual abuse	●						
Inadequate protection	●			●			

	Discussed at proactive meetings with lead department	Raised with additional department(s)	Correspondence to department(s)	Correspondence to Deputy Minister	Outstanding information request	Departmental initiative in progress	RCYO developing recommendations
Department of Education and Department of Family Services							
School attendance	●		●		●	●	
Department of Finance							
Canadian Child Benefit						●	
Education on cannabis' harmful effects			●				
Department of Health							
Medical travel for families with sick children out of territory	●						
Compassionate travel when family member is sent out of territory	●						
New pediatric guidelines and impact on smaller communities	●						
Respiratory Syncytial Virus and Palivizumab	●					●	
Concerns about young people being "formed" under the <i>Mental Health Act</i>						●	
Dental care services	●				●		
Issues relating to specialty services	●				●		
Department of Health and Department of Family Services							
Custom adoption and medical consent	●			●	●		●
Lack of proper training for sexual abuse investigations	●					●	

TABLE 14: Systemic Issues In Progress and Steps Taken to Address the Issue continued...

	Discussed at proactive meetings with lead department	Raised with additional department(s)	Correspondence to department(s)	Correspondence to Deputy Minister	Outstanding information request	Departmental initiative in progress	RCYO developing recommendations
Department of Justice							
Access to community hall blocked by the court circuit	●						
Child friendly court	●						
Notification to schools regarding sexual offenders	●						
Transition planning for young people in custody	●						
Legal Services Board							
Youth unaware of legal aid support						●	

Language: Correspondence with departments was done in English.

SYSTEMIC ISSUES AWAITING ACTION

TABLE 15: Systemic Issues Awaiting Action, by Lead Department(s)

All Departments

Considering the voice of young people when making decision on their behalf

Accessibility of services and opportunities for young people with disabilities

Department of Education

School reintegration

Lack of daycare

Daycare and District Education Authorities' policies

Quality of the education system

Department of Education and Department of Family Services

Food security

Department of Family Services

Stability of foster home placements

Iqaluit Women's Shelter policies

No record of report and no investigation

Financial Assistance for Nunavut Students Travel Policy

Support for foster parents/input

Child and Family Services Act appears to offer less protection to youth than children

Young people placed in unsafe home

Parental support for families

Department of Justice

Lack of probation officers in communities

Nunavut Housing Corporation

Inadequate and overcrowded housing

COMMUNICATIONS AND PUBLIC AWARENESS

Part of our mandate is to raise Nunavummiut's awareness of child rights and to share information about how our office works to make sure department's legislation, policies, procedures, programs, and services meet the needs and support the rights of young people, and the families, who rely on them.

Our communications and public awareness work takes many forms, including presentations and information sessions, community engagement, attending public events, contests, developing and distributing information and promotional materials, and maintaining our office's website (www.rcynu.ca). All of these initiatives share the goal of building and strengthening relationships with our many stakeholders including children, youth, families, community members, the departments, the Legislative Assembly, and the media.

Every year we strategically plan public awareness initiatives while continually looking for new opportunities to engage with Nunavummiut, as our resources allow.

One of our most comprehensive public awareness initiatives is our community engagement work. As our office is located in Iqaluit and we work on behalf of all Nunavummiut, we aim to visit twelve Nunavut communities annually, which means we are in each community at least once every two years. When in communities we set up information tables in public spaces, talk about our work on community radio, host education sessions with service providers and other community members, facilitate our *Raise Your Voice: Self-Advocacy Workshop* in schools, and take part in community events and activities when possible. Additionally, we work to create space and time to hear directly from Nunavummiut about current problems affecting young people in each community.

COMMUNICATION AND PUBLIC AWARENESS ACTIVITIES FOR 2019-2020

This year, we re-evaluated the effectiveness of our community engagement visits. We will use our insights as well as valuable input received from our Elder Advisors, to inform and make adjustments to the way we conduct these visits next fiscal year. We also reviewed the effectiveness of our information materials. So far, we have received feedback about our materials from staff at the Legislative Assembly and Tuttarviit. Work will continue on this initiative next fiscal year, as we plan to get input on these materials from other stakeholder groups, including young people.

COMMUNITY ENGAGEMENT

This year, the RCYO started its third round of community engagement visits. In addition to engaging with people in Iqaluit, we visited 10 communities but had to postpone two community engagement visits due to COVID-19 travel restrictions.

TABLE 16: Community Engagement Schedule

Community	Date Visited
Iglolik	April 7-12
Naujaat	May 12-17
Grise Fiord	May 27-31
Gjoa Haven	November 1-6
Iqaluit	Ongoing
Kugaaruk	November 6-10
Whale Cove	November 24-27
Kinngait (Cape Dorset)	December 9-15
Sanirajak (Hall Beach)	January 13-17
Baker Lake	February 2-8
Coral Harbour	February 9-14
Clyde River	Postponed due to COVID-19 travel restriction
Kugluktuk	

CHILD RIGHTS EDUCATION RESOURCES

Raise Your Voice: Self-Advocacy Workshop

We continued to facilitate our made-in-Nunavut *Raise Your Voice: Self-Advocacy Workshop* to teach young people about their rights and the responsibilities of having rights, how to communicate clearly and respectfully, and how to navigate department systems. This year, we delivered our *Raise Your Voice: Self-Advocacy Workshop* to 696 students in grades seven to 12 throughout the territory.

Language: Workshop materials, classroom resources, and activities are available in Inuktitut, Inuinnaqtun, English, and French. Workshops were delivered in Inuktitut, English, and French.

This year, classroom resources and activities that are part of our *Raise Your Voice: Self-Advocacy Workshop* were shared with all Nunavut teachers as part of the Department of Education’s self-learning professional development initiative.

Language: Classroom resources and activities were provided to the Department of Education in Inuktitut, Inuinnaqtun, English, and French.

Sila is Cold: The Igloo Game

Sila is Cold: The Igloo Game was piloted last year and based on the positive feedback received from teachers and the high engagement experienced with students when facilitating the activity, it has now become a regular part of our school visits for students in grades three to six. This year, we delivered our made-in-Nunavut *Sila is Cold: The Igloo Game* to 524 students across the territory.

Language: Games were facilitated in Inuktitut, English, and French.

Annie and Uqi Play Out

This year, we developed our second book for the Department of Education’s Balanced Literacy Program, titled *Annie and Uqi Play Out*. Our Elder Advisors assisted us with the development of this book by reviewing the initial storyline for cultural relevance and overall relatability.

Annie and Uqi Play Out was written for a grade two reading level focusing on personal wellness, coping strategies, and being community-minded. This book and its corresponding extension activities were to arrive in schools across the territory in late 2020; however, printing has been postponed due to COVID-19 precautions.

Language: Hard copies of *Annie and Uqi Play Out* and the extension activities will be made available in Inuktitut and English, with Inuinnaqtun and French versions to follow once translation is completed. Digital copies will also be made available on our website.

Your Story, Your Voice contest

Every year on November 20, National Child Day is celebrated in recognition of Canada's agreement to the United Nations *Convention on the Rights of the Child*. In honour of National Child Day, we host a child-rights art contest which aims to raise awareness of child rights and the work of our office. The contest is open to all schools across the territory and provides educators with resources and activities to facilitate a child rights-based discussion in the classroom.

This year, we hosted our fifth annual *Your Story, Your Voice* contest which highlighted Article 42 of the United Nations *Convention on the Rights of the Child* which states – you have the right to know your rights! Adults should know about your rights and help you learn about them, too.

The number of contest entries we received this year was low in comparison to other years, but we believe there may have been a connection to this and the GN ransomware attack, as the contest deadline fell the week after this occurred. However, we were excited to receive thoughtful submissions from 64 students in three classes from across the territory.

Language: Digital copies of contest materials, classroom resources and activities were emailed to Nunavut Principals and made available on our website in Inuktitut, Inuinnaqtun, English, and French.

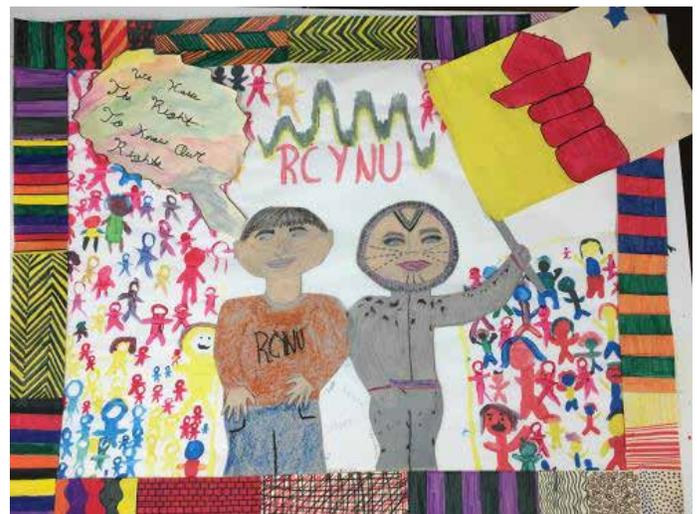
FIGURE 3: 2019 *Your Story, Your Voice* contest winners



Grade 1A class at Rachel Arngnamaktiq Elementary School, Baker Lake



Grade 9 class at Maani Ulujuk Ilinniarvik, Rankin Inlet



Grade 10 Art class at Qiqirtaq Ilihakvik, Gjoa Haven

WEBSITE

Another way we share information with our stakeholders is through our website, www.rcynu.ca. Updates on community engagement visits, our reports and news releases, and child-rights resources can be found on our website.

TABLE 17: Website Visits by Language Accessed

Total website visits	668
English	78.2%
French	9.5%
Inuktitut	6.5%
Inuinnaqtun	5.8%

PARTNERSHIP AGREEMENTS

Number of Partnership Agreements: 5

This year, we reviewed and re-signed partnership agreements, known as protocols, with the four, main child- and youth-serving departments: the Department of Education, the Department of Family Services, the Department of Health, and the Department of Justice. These protocols guide the working relationship between our office and each respective department and aim to provide a clear understanding of how we will work together.

We also has a Memorandum of Understanding (MOU) with the CCCYA. This MOU details the working relationship between all Canadian offices, particularly in connection to providing advocacy supports to mutual clients who may cross from one province or territory to another, to ensure seamless and timely access to services, and permit the sharing of relevant information. This MOU has been in place since 2015.

REVIEWS OF CRITICAL INJURIES AND DEATHS

This program is not operational as Section 4(1)(b) of the RCYA is not yet in force.

In Nunavut, critical injuries to young people are not independently reviewed and deaths of young people are only reviewed by the Office of the Chief Coroner when the death has occurred in territory, to determine the identity of the deceased, and how, when, where, and by what means they died.

Once this section of the RCYA is in force, our Reviews of Critical Injuries and Deaths program will conduct investigations into circumstances leading up to a critical injury or death of a young person(s), to determine if they received the services they were entitled to and if these services met their needs.

After completing a review, our office may make recommendations to ensure accountability of the responsible department(s) and/or to make suggested improvements to legislation, policies, procedures, programs, and services with the intention of preventing similar injuries or deaths of young people from occurring in the future.

REVIEWS OF CRITICAL INJURIES AND DEATHS UPDATE FOR 2019-2020

Retroactive information requested from the Office of the Chief Coroner and received this fiscal year contained 109 reportable deaths of young Nunavummiut between January 2015 and September 2019. Beginning in the fall of 2019, as per the RCYA, the Office of the Chief Coroner started reporting deaths to our office on a consistent basis. The Chief Coroner notified our office of the deaths of 12 young Nunavummiut that occurred between October 1, 2019, and March 31, 2020.

In preparation for bringing this section of the RCYA into force, this year, we reinforced the mandatory reporting requirement for the Director of Child and Family Services to report all critical injuries and deaths that have occurred to young Nunavummiut receiving services from the Director of Child and Family Services.

The preliminary data received from the Director of Child and Family Services indicated that between September 30, 2015, and March 31, 2020, 556 critical injuries and deaths occurred to young Nunavummiut who were receiving services from the Director of Child and Family Services. In response to our request for this information, a letter from the Director of Child and Family Services dated March 23, 2020, noted that there was a “significant lack of documentation, tracking and reporting of these injuries”, and that one region had not been collecting this information at all. Despite departmental policies to collect, document, and track this information, it was not being done thoroughly, which means that the reported numbers are not accurate. Our office will review the information provided by the Department of Family Services next fiscal year.

TABLE 18: Recommendation Made to the Director of Child and Family Services

Recommendation Made	Recommendation Accepted	Recommendation Implemented
1. For the Department of Family Services to be in compliance with reporting requirements of critical injuries and deaths of children and youth, as per Section 19 of the RCYA.	Agree.	Yes.

Language: This correspondence was done in English.

COMPLIANCE WITH SERVICE STANDARDS

FEEDBACK ON INDIVIDUAL ADVOCACY CASEWORK

After closing an individual advocacy case, the opportunity to complete a survey about our office's involvement is extended to all persons involved in the matter to assess the effectiveness of our individual advocacy services. This year, one young person, 2 parents, and 17 service providers participated in the survey.

TABLE 19: Individual Advocacy Client Satisfaction Survey Results

Question Asked	Youth	Parent	Service Provider
1. Did your Child Advocate talk about confidentiality?			
Yes	100%	100%	82%
No			
Can't Recall			18%
2. Did the Child Advocate, the young person, their parent(s), and the services provider(s) all work well together to resolve the problem?			
Worked well together	100%	50%	44%
Mostly worked well together		50%	38%
Sometimes			6%
Did not work together			13%
3. Were you happy with what happened?			
Yes	100%	100%	
No			
4. Would you recommend our office to others?			
Yes	100%	100%	87.5%
No			12.5%

PUBLIC ENGAGEMENT

Our public engagement events held this year with young Nunavummiut and other stakeholder groups are detailed in Tables 20 and 21.

TABLE 20: Engagement Events with Young Nunavummiut and Language Used

Community	Number of participants	Language(s)
Igloolik	125	English
Naujaat	140	English
Grise Fiord	12	English
Gjoa Haven	32	English
Iqaluit	141	English/French
Kugaaruk	44	English
Whale Cove	33	English
Arviat	57	English/Inuktitut
Kinngait (Cape Dorset)	171	English/Inuktitut
Sanirajak (Hall Beach)	73	English/Inuktitut
Baker Lake	188	English
Coral Harbour	165	English/Inuktitut

TABLE 21: Stakeholder Engagement Sessions

Stakeholder Group/Type of Engagement	Language(s)
Alcohol Education Committee Conference	English
Arviat: middle school	English/Inuktitut
Baker Lake: schools, service providers, and community	English
Canadian Council of Child and Youth Advocates: Fall Meeting	English
Winter Meeting	English
Biennial Conference	English
Webex information sharing sessions	English
Cape Dorset (Kinngait): schools, service providers, and community Youth Program Facilitator	English/Inuktitut English
Children's Healthcare Canada	English
Children's Hospital of Eastern Ontario	English
Coral Harbour: schools, service providers, and community	English
Department of Education: Senior Management	English
Principals' Conference	English
Student Support Teacher Conference	English/Inuktitut
<i>Ilinniarvimmi Inuusiliriji</i> Conference	English/Inuktitut
Department of Family Services: Senior Management	English
Ilagiittugut Centre for Youth	English
Family Wellness Headquarters Members	English
Department of Health: Senior Management	English
Territorial Mental Health Leadership	English
Youth Wellness Team: Mental Health Week, Youth Mental Wellness Camp, and Open House	English
Department of Justice: Senior Management	English
Chief and Deputy Chief Coroner	English
<i>Isumaqsunnigittukkuvik</i> Young Offenders Facility	English
Gjoa Haven: schools, service providers, and community	English
Grise Fiord: schools, service providers, and community	English
Hall Beach: schools, service providers, and community	English/Inuktitut
Igloolik: schools, service providers, and community	English

Stakeholder Group/Type of Engagement	Language(s)
Iqaluit: schools, service providers, and community	English/French
City of Iqaluit Mass Registration	English
Santa Claus Parade	English
City Council	English/Inuktitut
Kugaaruk: schools, service providers, and community	English
Kugluktuk: service providers, families	English
Law Society of Nunavut	English
Media: Introduce new Representative	English/Inuktitut
Naujaat: schools, service providers, and community	English
Nunavut Arctic College	English
Nunavut Housing Corporation	English
Nunavut Trade Show	English
Office of the Auditor General of Canada	English
Prince Edward Island Advocate's office	English
RCMP:	
C Watch	English
D Watch	English
Special Victims Unit	English
National Youth Services	English
Standing Committee on Legislation	English/Inuktitut
Standing Committee on Oversight of Government and Public Accounts	English
Tammaativvik Boarding Home	English/Inuktitut
Tuttarviit	English
Umingmak Centre	English
Whale Cove: schools, service providers, and community	English

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

RCYO staff are encouraged and supported to take part in opportunities that strengthen our internal capacity and expertise. Training and professional development completed by our staff this year are detailed in Table 22.

TABLE 22: Staff Training and Professional Development Completed

Training/Professional Development	Date Completed	Number of Staff
Applied Suicide Intervention Skills Training (ASIST)	November 2019	1
Case Management System	September 2019 and January 2020	3
CCCYA Biennial Conference	September 2019	4
CCCYA Information Sharing Sessions		
Ongoing professional support and development to assist all child and youth advocacy office across Canada in staying up to date on issues, resources, and best advocacy practices. Sessions hosted via Webex.		
Manitoba: Thrival Kits- Changing Classrooms, Changing Lives	April 2019	2
Nunavut: Issue Categorization and Prioritization (ICP) Tool	May 2019	3
British Columbia: Indigenous ways of knowing and being in Advocacy, Investigations and CID programs	November 2019	5
Alberta: Process and findings on “A Critical Time: A Special Report on Emerging Adults Leaving Children’s Services Care”	January 2020	6
Child and Human Rights Extension Certificate Modules	October 2019, January and March 2020	4
Child Rights Impact Assessment	December 2019	4
<i>Coroners Act</i> Training	February 2020	8
Effective Report Writing Training	May 2019	1
Executive Coaching in Media Relations	November 2019	1
Hivuliqtikhanut Senior Managers Series	June 2019	1
Indigenous Cultural Competence	January 2020	2
International Summer Course on the Rights of the Child The Right to Education For All: Inclusive Education and Children’s Rights	June 2019	1
Inuit History and Culture	September 2019	1
Inuktut Language Tutoring	March 2020	1
Office of the Public Guardian	March 2020	7

Training/Professional Development	Date Completed	Number of Staff
RCYO Media Training	November 2019	1
RCYO Policy & Procedure Manual	August, September, October, and January 2020	4
<i>Representative for Children and Youth Act</i> Training	August, September, October 2019 and January 2020	4
Sharpening Your Teeth: Advanced Investigative Training for Administrative Watchdogs	October 2019	4
Strategic Communications	November 2019	1
Texting Platform	April, September, December 2019 and January 2020	8
Training on revisions to the RCYO Policy & Procedure Manual	May and December 2019	10
UNICEF, Child Rights Impact Assessment	December 2019	4
<i>Uqausirmut Quviasuutiqarniq</i>	February 2020	10

As mentioned in the Message from the Representative on page 2 of this report, this year we conducted a review of the RCYO Policy & Procedure Manual, a file audit of some of our closed individual advocacy cases, a review of our systemic database, a review of our information materials, and a re-evaluation of how we conduct community engagement visits. As our work to revise and update all of our program areas continues in 2020-2021, it is anticipated that our service standards, as well as the way we monitor, track, and report on our compliance with our service standards, will also evolve.

STAFF TRAVEL SUMMARY

TABLE 23: Staff Travel Summary

Purpose of Travel	Dates	Number of Staff
Igloolik Community Engagement	April 7-12, 2019	1
Naujaat Community Engagement	May 12-17, 2019	1
Grise Fiord Community Engagement	May 27-31, 2019	1
Effective Report Writing Training, Saskatoon, SK	May 27-June 1, 2019	1
International Summer Course on the Rights of the Child, Moncton, NB	June 23-26, 2019	1
Individual advocacy case work, Kugluktuk	August 11-16	1
CCCYA Biennial Conference, Winnipeg, MB	September 15-18, 2019	4
CCCYA Fall Meeting, Winnipeg, MB	September 19-21, 2019	1
Sharpening Your Teeth: Advanced Investigative Training for Administrative Watchdogs, Toronto, ON	October 18-24, 2019	4
Gjoa Haven Community Engagement	November 1-6	1
Kugaaruk Community Engagement	November 6-10	1
Critical Injury and Death Review Training, Victoria, BC	November 15-24	1
Whale Cove Community Engagement	November 24-27	2
Self-Advocacy Workshops, Arviat	November 28-29	1
Kinngait (Cape Dorset) Community Engagement	December 9-15	2
Sanirajak (Hall Beach) Community Engagement	January 13-17	1
CCCYA Winter Meeting, Toronto, ON	January 20-23	1
Baker Lake Community Engagement	February 2-8	1
Coral Harbour Community Engagement	February 9-14	1

BUDGET REPORT

Summary Statement of Budget and Expenditures
Fiscal Year Ended March 31, 2020

TABLE 24: Budget Report

	Budget	Expenditures	Percentage of Budget Spent
Permanent Salaries	1,426,000	1,296,028	
Casual Wages	-	175,270	
Total Compensation & Benefits	1,426,000	1,471,298	
Travel & Transportation	195,000	145,440	
Materials & Supplies	145,000	67,985	
Purchased Services	65,000	62,423	
Contract Services	250,000	303,971	
Fees & Payments	20,000	18,690	
Other Expenses	-	2,628	
Tangible Assets	19,000	8,027	
Computer Hardware & Software	10,000	19,120	
Total Other Expenses	704,000	628,284	
Total	2,130,000	2,099,582	98.6%
Surplus		30,418	1.4%

LOOKING FORWARD

This year ended with a global pandemic. COVID-19 is actively changing our world, from the way we work and educate ourselves, to the way we socialize and care for one another. While COVID-19 is changing the entire way we live, it is also giving us an opportunity to reflect on the way we were living, to realize what is most valuable to us, and make conscious efforts to protect it. As other jurisdictions across Canada and countries around the world are battling active cases, Nunavut has remained COVID-19 free.

Recognizing the potential threat the virus presents to Nunavummiut and the strain it would apply to the territory's limited resources, responsible departments quickly responded by implementing a strategic plan to keep COVID-19 out of the territory. To do this, innovative, proactive, holistic, and perhaps what some might consider extreme measures, were implemented and enforced by the GN and adhered to by departments, businesses, and the public, all for the safety and best interests of Nunavummiut. This is no small feat. Not only has the GN demonstrated commitment and accountability, their consistency and follow through highlights that with their leadership and with all Nunavummiut working together, we can achieve our goal, whatever it may be.

Given this achievement, time must be dedicated to evaluating the decisions and actions implemented to ward off COVID-19 to date, in order to determine the best practices that could be applied to other crises that exist in the territory; overcrowded housing, violence and abuse, food insecurity, mental health and addictions, and the high suicide rate, to name just a few. With the proven problem-solving abilities of the GN, there is reason to believe that we can learn from this achievement and maintain momentum in addressing all epidemics that exist in our own territory.

With this in mind, in the upcoming year, we will implement new policies and service standard changes internally, as a result of our program area reviews conducted this year. We will also continue to look for and implement effective ways to engage with all of our stakeholders, primarily

young people and their families, our Elder Advisors, and Inuit organizations. With reporting requirements in place, we will continue to monitor information provided to us by department(s) regarding critical injuries and deaths of young people receiving government services. All of this information and engagement will support us in continuing to advocate for the best interests of young Nunavummiut and their families. We will continue to advocate for ethical, equitable, and consistent services and against complacency, against the acceptance of what has become the status quo, and against a tolerance of destructive patterns that have become normalized in Nunavut.

If 2019-2020 taught us anything, it is that there is always going to be something that applies extraneous pressure to the government system. From ransomware to COVID-19, we cannot let these be the excuses that limit us from meeting the needs and supporting the rights and best interests of young Nunavummiut. They must become the additional challenges we overcome while continuing to meet the needs and support the rights and best interests of Nunavummiut. This is the level of accountability we should all be striving for and what I will, and all Nunavummiut, should be holding departments to moving forward.