Standing Committee on Oversight of Government Operations and Public Accounts Review of the 2013-14 Annual Report of the Languages Commissioner of Nunavut Iqaluit, Nunavut November 24, 2015

# **Members Present**:

Tony Akoak
Pat Angnakak, Chair
Joe Enook
David Joanasie
Pauloosie Keyootak
Steve Mapsalak
Simeon Mikkungwak
Allan Rumbolt
Alexander Sammurtok
Tom Sammurtok

## **Staff Members:**

Karen Aglukark Stephen Innuksuk

## **Interpreters**:

Gwen Angulalik Morgan Arnakallak Carole Chenier Andrew Dialla Allen Makhagak Mary Nashook Philip Paneak David Roberts Blandina Tulugarjuk

#### Witnesses:

Sandra Inutiq, Languages Commissioner Karliin Aariak, Inuit Language Investigator, Office of the Languages Commissioner

>>Committee commenced at 9:00

**Chairperson** (Ms. Angnakak): Good morning. Thank you for joining us today.

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My name is Pat Angnakak. I represent the riding of Iqaluit-Niaqunnguu, and I'll be chairing this meeting today.

Before proceeding, I ask all Members, witnesses, and visitors to place their cellphones, BlackBerrys, and any other electronic device on silent mode.

I almost forgot a very important thing, and that is, before we proceed any more, Mr. Enook, would you say the prayer for us.

>>Prayer

**Chairperson**: Thank you, Mr. Enook. Number 2 on our agenda is the review and adoption of the agenda. Agreed?

**Some Members**: Agreed.

Chairperson: Thank you. Let me begin again. I would like to formally welcome everyone present to this meeting of the Legislative Assembly Standing Committee on Oversight of Government Operations and Public Accounts.

We are meeting today on the occasion of our Standing Committee's televised hearings on the most recent annual report of the Languages Commissioner of Nunavut.

I would first like to introduce my Standing Committee colleagues:

- Tony Akoak, Member for Gjoa Haven;
- Joe Enook, Member for Tununiq;
- David Joanasie, Member for South Baffin;

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- Pauloosie Keyootak, Member for Uqqummiut;
- Steve Mapsalak, Member for Aivilik;
- Simeon Mikkungwak, Member for Baker Lake;
- Allan Rumbolt, Member for Hudson Bay;
- Alexander Sammurtok, Member for Rankin Inlet South; and
- Tom Sammurtok, Member for Rankin Inlet North-Chesterfield Inlet.

The terms of reference for this Standing Committee include the mandate to review the reports of the Languages Commissioner of Nunavut.

Ms. Sandra Inutiq assumed her duties as the Languages Commissioner of Nunavut on January 14, 2013. This is Ms. Inutiq's third appearance before a Standing Committee of the Legislative Assembly, and I would like to welcome her and her staff

The Languages Commissioner's responsibilities are established by two pieces of territorial legislation: the *Official Languages Act* and the *Inuit Language Protection Act*, both of which were passed in 2008 by the Second Legislative Assembly of Nunavut. Nunavut's new *Official Languages Act* came into force on April 1, 2013 while the *Inuit Language Protection Act* has been coming into force in stages.

The Languages Commissioner of Nunavut has three main areas of responsibility: the investigation and resolution of concerns relating to

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language rights, to provide guidance and support to various bodies and institutions on their obligations and duties with respect to language rights, and the administration of her office.

As I mentioned, Ms. Inutiq has previously appeared before a Standing Committee during her term of office. On April 16 and 17, 2014, that Standing Committee reviewed the 2011-12 *Annual Report of the Office of the Languages Commissioner* and presented its own report on that review to the Legislative Assembly in May of 2013. On September 22, 2014, the Standing Committee reviewed the Languages Commissioner's 2012-13 annual report and [presented] its own report on that review to the Legislative Assembly in October of 2014.

The Languages Commissioner's annual report for 2014-15 was tabled in the House last month on November 9, 2015. The Standing Committee is pleased to have the opportunity today to discuss issues relating to the Office of the Languages Commissioner's mandate and its responsibilities and activities over this period, as well as Ms. Inutiq's future plans for its activities.

I am pleased to take this opportunity to note that the Standing Committee's recommendations from its review of the Languages Commissioner's 2012-13 annual report have been taken into consideration in her 2014-15 annual report. Committee Members acknowledge the Office of the Languages Commissioner's effort to provide a greater level of detail and analysis concerning the office's activities and initiatives over this period than was contained in previous annual reports. The information provided enhances the

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transparency and accountability expected of all public office-holders.

In keeping with parliamentary practice, the Standing Committee anticipates reporting its findings and recommendations to the Legislative Assembly during the upcoming [winter] sitting. Under Rule 91(5) of the Rules of the Legislative Assembly, the government will be required to table a formal response to our report within 120 days of its presentation.

I would like to conclude by addressing some housekeeping matters.

This hearing is being televised live across Nunavut on local community cable stations and direct-to-home satellite service. Transcripts of the hearing will be posted on the Legislative Assembly's website.

For the benefit of our recording system, I ask witnesses to wait until I invite you to speak before activating your microphone.

I also ask witnesses to always go through the Chair when responding to Members' questions and interventions.

Members of the Standing Committee have been provided with a number of reports and other documents for their ease of reference during this hearing. For the benefit of our witnesses and interpreters, I ask Members to be precise when quoting from or making reference to specific documents.

With that, I will again welcome today's witnesses to this hearing. Please proceed with the opening comments on behalf of the Languages Commissioner. Thank you. Ms. Inutiq.

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**Ms Inutiq** (interpretation): Thank you. Good afternoon, Members. Let me first introduce the witness with me, Karliin Aariak, an Inuit language investigator.

Thank you for giving me the opportunity to stand before you as we review the 2013-14 *Annual Report of the Languages Commissioner of Nunavut*.

I had planned to discuss the activities and mandate of my office, but the Chairperson already covered those and so I will skip that part for now.

I will then outline some of the key activities conducted by our office in 2013-14.

During the 2013-14 year, the Office of the Languages Commissioner experienced staff shortages. As you know, staff vacancies can cause a serious impact on an organization's capacity and the fulfillment of its mandate. Despite capacity issues faced, the Office of the Languages Commissioner was able to continue to make progress in the following key activities:

- a review of six concerns from the public;
- organized a drawing contest that resulted in a poster for language weeks;
- created a private sector survey;
- co-releasing with the Nunavut
   District Education Authorities and the
   Department of Education a
   documentary called "Millie's Dream"
   about Millie Kuliktana's work to
   revitalize Inuinnaqtun;

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- participated in the public consultation for Nunavut on the implementation of the Official Languages Act for the French language; and
- meetings with languages stakeholders took place.

During 2013-14, there were six language concerns raised. Five of these concerns were admissible. Of the admissible concerns raised, the vast majority were related to the availability of information in both written and spoken forms by territorial institutions to the public or to the public service. The inadmissible concern was related to municipality services that do not fall under the *Official Languages Act*. That was one inadmissible concern.

In this annual report, we have included separate sections on both the private sector and the systemic investigation to provide a more detailed update on these areas. It is the view of the Office of the Languages Commissioner that a coming into force date for the provisions related to the private sector should be set. This will continue the momentum towards achieving equality amongst the official languages.

To provide an update on the systemic investigation on the Qikiqtani General Hospital, the Office of the Languages Commissioner finalized a report on the systemic investigation and provided it to the Department of Health. A summary and recommendations will be included in the 2014-15 annual report and the report itself will be tabled along with the annual report.

In this annual report, there are five recommendations put forward by the

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Office of the Languages Commissioner. These relate to the need to provide clarity around expected language services and communications from municipalities, more language supports available for the private sector, including an accredited translation bureau and programs to support the pharmaceutical industry, as well as the coming into force of the sections related to the private sector. It is also our observation that it is important that there be awareness raised about the role of the Inuit Uqausinginnik Taiguusiliuqtiit.

In closing, I thank you for providing me with the opportunity to outline some of the key activities of the Office of the Languages Commissioner. I look forward to discussing this annual report with you today. Thank you.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Are there any questions on Ms. Inutiq's opening comments? Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. Good morning, Ms. Inutiq and your official, Ms. Aariak. Welcome to the Assembly.

I have a question on your opening comments. You stated that "a coming into force date for the provisions related to the private sector should be set." I'll speak in English. Can you (interpretation ends) realistically (interpretation) tell us when this can be set up? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

**Ms. Inutiq** (interpretation): We have stated here that we want the Act to be

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**ՃՃ೧%**: Ċ°Q Þ&G Þ′b%/LUCC <a>Q>C%N'd<a>JOU LCU%.</a> implemented. We did the investigation on the private sector to see if the private sector is ready because we have been planning for the past three years and letting them know that they're going to have to follow this Act when it's implemented to provide services in Inuktut.

For the past three years, we have been notifying them. We actually started in 2009 to 2013 and we had a staff member doing that for us. The staff member would call these private businesses and also keep them informed by mail via the post office of the fact that our office is available and if they have any questions, they can ask our office. These are the laws that are going to have to be followed from now on. Our staff members sent three mailings to private businesses explaining that.

There were 550 businesses in 2011 and 2012 that were sent notices to help them understand what the law will mean. Forty-one businesses contacted us to ask questions in 2013 in regard to the information we sent out. We have done a lot of work in planning and we also investigated by giving out 100 questionnaires, to which we have received 17 responses. We have them here in the report. In the responses, they said that they were aware of what obligations they would have under the new law. Once it is implemented, I think it should run smoothly.

Some people are resistant to it. Quebec went through the same thing when they had to put up a lot of French words and signs, and similar things. There was a lot of resistance to the language rights and we saw the same thing here. That's my response. Thank you, Madam

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**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you. You talk about the resistance and people who don't want it. Would you be able to order them to comply? Can the government order them to follow the new laws if they don't want to follow it?

Ever since Nunavut was created, English has always had a stronger presence than our language, even in the workplace. Whether it is government or a private business, the Inuktitut language and the other official languages should be able to be used. How will you achieve this if businesses don't want to follow it or they don't realistically try to follow it? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): Under the Act, there is a reference to an implementation plan. This is a way that private businesses can slowly develop, following a plan that we have put together with them. There is a process that they have to follow.

We have also made information available on a recording or people can call the phone number for the information. We send all the correspondence to everybody. They can give us their plan and we can translate it for them. We can work with them if they can't implement it on their own right away.

For those businesses that are resistant to it, we will have to investigate them and find a way for them to become compliant.

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If we are told about a private business that is not complying with the *Official Languages Act*, we would have to investigate that business and inform them of their obligations under the Act. That is the way the Act is set up. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie, will you be asking another question? Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. I would like to ask a question on an issue that is not included in your report, but it's a matter I would like clarification on. I recall the Languages Commissioner once wrote correspondence to our Premier. I believe that was a little over a year ago. I would like to ask: did you ever receive a response from the Premier? That will be my final question. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Joanasie. Ms. Inutiq.

**Ms. Inutiq** (interpretation): No. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. (interpretation) Are you done? Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):
Thank you very much, Madam
Chairperson. I wish to welcome the
Languages Commissioner and her
official. First of all, I would like to ask
for clarification on her opening
comments. In the last paragraph on the
first page, it reads in English,
(interpretation ends) "The inadmissible
concern was related to municipality
services that do not fall under the Official

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**Δ<sup>6</sup>/«▷ር%**: ʿdታ°αΓ˙<sup>6</sup>, Γ΄ ΔၨΔΠ<sup>56</sup>. ΓʹC ᅻϤα*ໄ* ϤΛሊ<sup>6</sup>b°σʹσϤ<sup>6</sup>β<sup>C</sup>? ΓʹC ᅻϤα*ໄ* 

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**Δ•/«▷ር•** (Ͻጎ.>∩Ϳ·): 'dϧ•αΓ˙, Γ' Δ.ώ∩·δ. (Ͻጎ.>∩Ͻ;·ϭ·ͼͻϽͼ) CΔΙ.ͼͼς: Γ'C ΓΡε·ϢϤʹͼ.

**ΓΡ° ϞͿϤʹჼ**: L'a ʹͻϤϪϷ, ΔϷͰʹϘΡϹʹͰϧʹϷʹϿ· Ͻ° ʹͰͿʹʹϧϭϤʹϷʹϒͼ ͰΓͰα ΡΚΕ ΡΙΘΡΗΔ ΓΛ σϒ Ι΄ ϤͰͺͻ ΔʹϷϧα ΔϧʹϷʹΠʹ·Ͱ. Ϲʹ·α ΗΔϘʹ· Γʹ·Ϸʹʹʹʹ·ͼ ϽΡΗΔΓϤΡϤΡΠΓͰϚ Ϲʹ·Ϙϭ ϷϧϥΔΡΠʹͼσ ͰϧΛϤσ Ϲʹ·α ʹϥʹ· Γʹ·Ϸʹʹʹ·Ͱϭ, Ϲʹ·α ϷʹϯͿʹΓʹ·Ϸʹʹʹ·Ͱ. ʹϧϒͻάϽ· ΠΠʹϷΡΛσϤʹϷʹϚϜ, (ϽʹϯͰͿͿϲ) "ʹͺʹϷΡʹϷϹϷʹͰα ͼʹʹͰʹϒʹϚϭʹΓΓ Δ ΓΛ ΓΡΑ ΓΚΓ ΗϤʹͰͺ ΕΝΕΓ ΚΑΓΚΑ ΓΓΓ Δ ΓΛ ΓΡΑ ΓΚΓ Languages Act."

(interpretation) What I would like to have further explained is: as the Languages Commissioner for all of Nunavut, you deemed a municipal issue that was raised as a concern inadmissible. It was ruled not to be a languages issue. Can you give a more detailed explanation? Do all municipalities in Nunavut fully understand what is and what is not covered under the Languages Act? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): This concern was raised by an individual who was not receiving proper services in English and reported it to our office. Under the Act, we do not have the mandate to deal with English language services in the municipalities. We do have the mandate to deal with Inuktitut services in hamlets under the *Inuit Language Protection Act*, but with regard to English language services, we do not have that authority.

As for the requirement to provide English language services, I'll explain it in English. (interpretation ends) If it is deemed that there is a significant demand under the *Official Languages Act*, the Minister of Languages is supposed to pass a regulation deeming that there is a significant demand in a community for languages of English and French.

Until there's a regulation identifying that a community has to provide services in English or French, we don't have the jurisdiction to investigate concerns with municipalities in those languages. Right now, the only obligation to provide services is for municipalities under the *ᠺᠪ᠔*᠘᠘ᢗ᠘᠘᠘᠙ᠳ᠘ᢗᡠ᠘ᠳᠳᡒ᠘ᢗᡠ᠘ᠳ

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CAĹ<sup>b</sup> a\_a^<sup>6</sup>/Papay<sup>b</sup> aac<sup>l</sup> CALc Papay<sup>6</sup> ca PAĠD<sup>2</sup> Papay<sup>6</sup> ca Pagus<sup>6</sup> Papay<sup>6</sup>  *Inuit Language Protection Act* in Inuktut. Until those regulations are passed, our office does not have jurisdiction.

That is actually one of our recommendations, to provide clarity, because there are some municipalities where it's clear, like Iqaluit, where there's a huge English-speaking population and French-speaking population that the municipality, it would seem, should provide services in all official languages, English, French, and Inuktut, but the only obligation so far is Inuktut until the regulations are passed. That's the reference that was made. That is why it was an inadmissible concern. We couldn't investigate it.

In the second part of your question, (interpretation) you also asked about the communities and whether they know their roles and responsibilities under the Act. We have sent out questionnaires to the communities and asked the hamlet councils about what their roles and responsibilities are, if they knew their roles and responsibilities under the *Official Languages Act*, and whether they need more information.

We have sent out two sets of questionnaires to the communities, but we had very little response. We also thought about calling the communities to get the information that we would like to get and to find out whether they know their roles and responsibilities under the Act regarding language services. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Madam

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Chairperson. Listening to your responses and following what I understand, it's quite obvious that English, French, and Inuktut are officially recognized. As a government, the documents that we produce are required to be written in all official languages. In your earlier response, I seemed to understand that the local governments have not implemented the Act. Do I understand that correctly? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): There are two ways. There's the *Inuit Language Protection Act*, which only focuses on the Inuktitut language and the requirement to provide the services in Inuktitut. This Act has been implemented. Just recently in Baker Lake when I went to the hamlet council and spoke in Inuktitut, they had to provide the services back in Inuktitut.

We also have the *Official Languages Act*, which requires services to be provided in French, English, and Inuktitut, but it would be only under the regulations of the *Official Languages Act*. There are a lot of English speakers in Baker Lake. The Minister of Languages would have to make it a requirement to provide services in English if there is a request.

Since there are two ways, it can be difficult to explain definitely. I hope that makes it clear. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Do you have another question, Mr. Mikkungwak? Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):

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Thank you very much, Madam Chairperson. Yes, I do understand that. As the Languages Commissioner of Nunavut, and looking at all of the Nunavut communities, it also indicates here in the Act, and as the official watchdog of languages, you indicated that there would have to be regulations under the Act for them to be required to provide those services. With respect to the regulation, is that from your office or would this regulation have to be adopted at the community level? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mikkungwak. Ms. Inutiq.

**Ms. Inutiq** (interpretation): Just a moment.

If I understood your question correctly, the Minister of Languages would set up the regulation under the Act.

In order to find out what is a requirement, we would like to see... . It is in one of the recommendations we made. Just a minute.

It's the first recommendation and we will touch up on it later when we get to the recommendations. In the first one, we have, "...the Minister of Languages pass regulations on expected language services and communications for all municipalities according to their respective significant demand." Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Madam Chairperson. Good morning and welcome to the House, Commissioner

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Inutiq and Karliin Arreak. Welcome.

I have two questions for further clarity. To make sure that I'm understood, I will speak in Inuktitut. You touched up on an issue for which I would like further clarification on. You indicated that there's resistance or reluctance by some of the private sector in implementing the Act.

Why is it that there's reluctance or resistance on the part of the private sector? Is it because it's going to be a financial burden on their part or is it just reluctance or resistance because they don't believe in implementing the Act? Do you have any of the reasons why there's reluctance from the private sector? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): There was a time at a meeting when an individual indicated that it would be very hard to implement the Act and that it's hard to find Inuktitut-speaking people because most of the people who speak Inuktitut are hired by the government and interpreters are not readily available. Even though translators might be reliable, the Inuktitut documents that they produce might not be up to par. That's one of the concerns they had.

Part of it is to change their practices. I don't know if it's due to laziness, but it's sometimes hard to make changes in an organization. I'm not sure. I can't really respond to your question because we haven't asked them why they are reluctant to implement the Act. The challenges that are faced in the private sector are not enough Inuktitut-speaking

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personnel, reliance on interpreter/translators and what their abilities are. That's the response I can provide at this time. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. Maybe you responded to this question and perhaps I didn't hear it and I do apologize, but what is your office going to do and how do you respond when there's reluctance or resistance on the part of the private sector? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): Well, there are some private sector businesses that have readily implemented the Act in their offices. It might be a challenge, but if there is willingness, they could implement the legislation into their operations and be able to hire Inuktitut-speaking personnel.

We didn't bring the booklet that we produced, but there are pictures of private sector signage outside of their buildings. There are those in the private sector that have implemented the Act. We took some pictures and used them as models of how it could be implemented by others in the private sector. We did produce a booklet outlining what would be required in the Act.

We are open to the general public. You can get in touch with us by phone and we can send out information if you ask for it. Thank you, Madam Chairperson.

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**Δυγ«ΡΟς»**: ٩σμο α΄ς, Γιο Δως, Γι ΔώΩς.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. I would like some clarification on the first page of your opening comments. It states, "During the 2013-14 fiscal year, the Office of the Languages Commissioner had some capacity issues. As you know, capacity issues can really an organization's ability to get things accomplished." Can you clarify if that is still the case today? I know that this is from the 2013-14 annual report, but what is the status of that today? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutiq** (interpretation): There are seven positions in our office and there are presently four positions filled. The retention of employees has been the most challenging part since I started. I think that's it. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. Do you know why it's difficult to get staff? There are only seven positions and you can't fill them all. Why? Do you know the reason? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutiq** (interpretation): It's hard to give you a proper answer. I don't know why we can't fill the positions. Right now, we have three positions open; one is a communications officer. They are advertised for three weeks and once it is

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closed, we have to re-advertise it because there are no applicants. We had to advertise it twice. We just recently did interviews for one position and we will be advertising another position, that being for a coordinator. It's difficult to answer your question properly. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. If I understand correctly, you have four employees right now. What are the titles of the four positions or what do they do? Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutiq** (interpretation): There are myself, the Languages Commissioner; our Inuktitut language investigator, Karliin; a French researcher; and our receptionist. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Ms. Inutiq. Are you done? (interpretation ends) Does anybody have any more questions to the commissioner's opening comments? No. We will go on to the questions over the annual reports. Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Madam Chairperson. Welcome. First of all, my question is (interpretation ends) in the executive summary of your 2013-14 annual report, you state that pharmacies, and I quote, "will need support through extensive terminology development as well as assistance in the creation of appropriate software." Can

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you indicate if you have raised these concerns with the Inuit Uqausinginnik Taiguusiliuqtiit and, if so, what were the outcomes of that discussion? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mapsalak. Ms. Inutiq.

Ms. Inutiq: Yes, I have been in communication with both the offices of the Minister of Languages and Inuit Uqausinginnik Taiguusiliuqtiit. The new executive director and I have agreed to meet on a monthly basis just to have continual communications because there are several observations that my office has made that will need the Inuit Uqausinginnik Taiguusiliuqtiit's involvement, including this one. They're aware of the need for this and we started brainstorming on actions as to how to assist the pharmaceutical businesses. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Mapsalak.

**Mr. Mapsalak**: Thank you. Maintaining a full staff complement appears to be an ongoing concern in your annual reports. In your view, what factors are currently preventing your office from maintaining a full staff complement? Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Mr. Mapsalak. I think that was talked about a little a bit before, but perhaps you can answer the question, please, Ms. Inutiq.

**Ms. Inutiq**: I have asked the same question and, as I said, it's a difficult question to answer. I can only guess that it's a Nunavut-wide issue. There's a lot of movement in jobs. One of the

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requirements of the jobs in our office is bilingualism in two official languages and those kinds of people are very sought after by various offices for their skill sets. I can only guess that it's those factors. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Mapsalak.

Mr. Mapsalak: Thank you. In the executive summary of your 2013-14 annual report, you state that your office has, and I quote, "been getting involved with the International Association of Languages Commissioners," and that as a result, "many opportunities have surfaced and sharing of reports and research is constant." As of today, what specific types of research and reports has your office been able to access through this association that has allowed you to improve your role as the Languages Commissioner of Nunavut? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mapsalak. Ms. Inutiq.

Ms. Inutiq: One big one was when we were doing the systemic investigation on the Qikiqtani hospital. We also had done a similar project with the Wales Languages Commissioner. That was very informative in terms of the kind of approach that they took and the issues that they looked at. That's one example. The other is that there are questions that are posed to the association of projects that one jurisdiction is doing and they ask whether others are interested in partnering on issues such as employment and language services as a result.

Our office has not partnered *per se*, but I find that the work of other languages

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commissioners is very informative in our work and also leading up to one of the anticipations I have had, which is the Language Acts review. One of the discussions in the association is just looking at various language rights and legislative approaches in each jurisdiction and what kind of impact that has. We're unique here where we have private sector obligations or future obligations. The association also looks to us as a model of how things are legislated and language rights are upheld, I suppose.

It's also the network of being able to ask a question. There was one issue our office dealt with and one of the concerns. I asked the group, "Has anybody dealt with a similar situation," and then I received feedback. Those are the ways that the association is working. I have not taken the opportunity to partner or collaborate directly, but it's the network and the information that you're able to receive. Thank you.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Mapsalak.

Mr. Mapsalak: Thank you. I have another question. In the executive summary of your 2013-14 annual report, you state that organizations, such as housing authorities and institutions of public government are not clearly categorized as private sector entities or territorial institutions and that the current language legislation needs to be clear on the obligations of these entities. Can you provide some examples of specific institutions of public government that you are referring to? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mapsalak. Ms. Inutiq.

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Ms. Inutiq: We received a concern about the Nunavut Impact Review Board and it was a question of whether all of their documentation with the Mary River project should be provided in Inuktitut. Apparently there are huge binders that they provide when they're doing their public consultation. The question became: are they a territorial institution? Are they a federal body? Are they private? They don't fall neatly into any of the categories that are in the two Language Acts.

Also with the housing authorities, there was a concern about their policies and it had a huge impact on the resident and again, they're not listed as a board or an agency. The housing corporation is. Are they part of the housing corporation? It's not clear. When it's time to review the Language Acts, I think we will need clear definitions of who is obligated to do what and where do these entities fall into. Are they private? Are they government? What are they? Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. It sounds like a lot more work is needed in that area for sure in the next few years to come. Mr. Alex Sammurtok.

Mr. Sammurtok (interpretation): Thank you, Madam Chairperson. Good morning. (interpretation ends) In the activity report of your 2013-14 annual report, you state that your office reviewed job descriptions "to ensure there are bilingual language requirements for vacant positions." In your view, which positions in the public sector must include bilingual language requirements to allow the government to be able to meet its language obligations? Thank you, Madam Chairperson.

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**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

**Ms. Inutiq**: In my view, there has to be a lot more strategy in terms of which positions should be bilingual within the government.

I think the government does a good job of making the frontline workers be able to provide services in Inuktut, but if you look at our telephone verification calls, which tests, I guess, the government's ability on their active offer, active offer should exist within government. The first person you contact should greet you in all official languages and if they don't speak an official language, they should be able to direct you to somebody who can speak to the individual in that official language.

In our telephone verification calls and that active offer, a lot of work has to be done to ensure that it's seamless. There should be people who can provide the services in all official languages in the offices, especially essential services, such as the hospital. I'll leave it there for now. I don't know if I answered MLA Sammurtok's question clearly, but just that there has to be a lot more strategy involved in how the GN hires and what language skills should exist within departments, divisions, and so on. Thank you.

Chairperson: Thank you, Ms. Inutiq. Just before I go on to Alex, maybe I would like to ask you also: how do you see the work needed to determine the essential positions that need this bilingualism? Do you see yourself, as the commissioner, working with the government on that soon? Ms. Inutiq.

**Ms. Inutiq**: I could if I was asked. I think

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our systemic investigation on the hospital will be a good example of looking at an essential service and how to improve services in all official languages, and to start thinking about how we can plan better as a territory so that people are able to receive services in all official languages, especially in places like the hospital when people are most vulnerable. I would be open to participating in that process. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Sammurtok.

Mr. Sammurtok (interpretation): Thank you, Madam Chairperson. (interpretation ends) In the activity report of your 2013-14 annual report, you indicate that your office was screening and interviewing applicants for three different positions in your office from the months of May to July 2013. Can you indicate what other activities your office was able to undertake during that time? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

**Ms. Inutiq**: Let me just have a moment. Can you list what months? May to June?

**An Hon. Member**: July.

**Ms. Inutiq**: May to July? Okay.

If you look at our activity report, from May to July, as the MLA pointed out, there were job competitions. In June, there was a lot of attending of graduations, meeting with somebody in the staffing division on language requirements in the hiring process, speaking to Akitsiraq Law School

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orientation students, planning and producing media messaging for the 20th anniversary of the Nunavut Land Claims Agreement, sending letters to drawing contest winners, and working with the Department of Culture and Heritage and Inuit Uqausinginnik Taiguusiliuqtiit on creating a poster on our different roles because people confuse the three offices that deal with languages. We worked with those two offices to create a poster explaining our different roles, as well as writing a letter of support for the Inuit Broadcasting Corporation. Those are the activities.

In May, I attended the Nunavut Literacy Council's Peter Gzowski's invitational in Rankin Inlet and took the time to meet with the mayor of Rankin Inlet at the time. I had a presentation to the Government of Nunavut Interdepartmental French Working Group. I was just a few months into my job just explaining who I am and what my priorities are and them sharing what they do. I had a meeting with parliamentary interns and a meeting with the mayor of Iqaluit, also presenting to the City of Igaluit Council, and also attending the first meeting of the International Association of Language Commissioners in Dublin, Ireland. That's it. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Sammurtok.

**Mr. Sammurtok**: Thank you, Madam Chairperson.

**Chairperson**: One moment. Mr. Sammurtok, your mic...(inaudible)...

**Mr. Sammurtok**: Thank you, Madam Chairperson. In the activity report of your

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2013-14 annual report, you indicate that you travelled to Arctic Bay and met with the hamlet office. Can you indicate what was discussed during this meeting and what concerns, if any, the Hamlet of Arctic Bay has raised in relation to its language obligations? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

Ms. Inutiq: Yes, the hamlet wanted to understand what their language obligations were, so I was there to meet with them on the *Inuit Language Protection Act* and its intent, including what the hamlets are expected to do and what challenges they see facing in terms of implementing those obligations. That was the purpose of that meeting. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Sammurtok.

Mr. Sammurtok: Thank you, Madam Chairperson. In the activity report of your 2013-14 annual report, you indicate that you met with the director of legal services to discuss language services. Based on your discussions with this entity, is Nunavut's [legal] services office currently fulfilling its language obligations? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

**Ms. Inutiq**: I'm just trying to jog my memory.

That was somebody who works in the courts and we were meeting to see how...

As far as I know, the court services were

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up against challenges in terms of finding good interpreters. There used to be training through the senior justice before she retired. Once she retired, it had been discontinued. The court services were facing challenges finding good interpreters. I was seeing if there was any interest in continuing interpreter training of some sort or being more active in ensuring that people were being trained to interpret in the courts. That was the meeting. To be honest, I would need to go back and ask them how it's going.

In terms of the second part of your question, are they meeting their language service obligations, court services are an area that I have not looked at, but it could be an area that I could look at. I'm open to that if there's concern that it is not running as well as it should. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Sammurtok.

Mr. Sammurtok (interpretation): Thank you, Madam Chairperson. (interpretation ends) In the activity report of your 2013-14 annual report, you indicate that you met with the Auditor General of Canada in April of 2013 to discuss the delivery of bilingual education in Nunavut. Subsection 49(4)(b) of the *Inuit Language Protection Act* states that section 8, which provides parents with the right to have their children receive Inuit language instruction in Nunavut's education programs, will come into force for all primary and secondary grades on July 1, 2019.

In your view, will the education system in Nunavut have the resources and capacity to deliver a bilingual education in English and Inuktitut to all primary

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and secondary grades by July 1, 2019? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

**Ms. Inutiq**: The Auditor General meeting was to provide input on their audit of the education system.

In terms of your question on the ability to achieve the goal of bilingualism by 2019, I think the Auditor General answered that question, that the way the education system is being delivered, it's not achievable and that a lot more work needs to be done to be achievable. There's a lot more dedication and work that needs to happen.

I'm of the same opinion that a lot of effort needs to be made to make it a reality and we have to ask ourselves whether we're fully committed to bilingualism as a territory. That includes, as the Standing Committee recently reported, there is a lack of bilingual teachers, so we need to approach it in such a way to ensure that bilingual teachers are being trained. That's it. Thank you, Madam Chairperson.

Chairperson: Thank you, Ms. Inutiq. Just to clarify, it wasn't the Standing Committee; it was the Special Committee to Review the *Education Act*.

I just have one further question before we take a break. When you talk about going to Arctic Bay and working with that municipality.... I saw somewhere in your report that you also went to Rankin Inlet. What other communities have you gone to within Nunavut during the last year? Thank you. Ms. Inutiq.

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**Ms. Inutiq**: During the year that we're reviewing or after?

Chairperson: 2013-14.

**Ms. Inutiq**: Just give me a moment. Arctic Bay, Rankin Inlet, and meeting with the City of Iqaluit. That year, those were the communities that I met with.

Chairperson: Thank you, Ms. Inutiq. I also see that you travelled to the Northern Lights Tradeshow in Ottawa. What was your role there? Thank you. Ms. Inutiq.

Ms. Inutiq: We were finalizing the work on the private sector, so I felt that I should have a presence. During that trip was the trade show and we provided information to the private sector. That year, we had attended all the trade shows that related to Nunavut. That included the Northern Lights Tradeshow. During that trip to Ottawa, I also met with Nunavut Sivuniksavut students and the Amaujaq Institute on their bilingual education strategy. That was the purpose of the trip. Thank you, Ms. Chairperson.

Chairperson: Thank you, Ms. Inutiq. When you say that you met with private businesses, for example, at different, various trade shows, what's the follow-up to those? Like you meet with them and you discuss, perhaps, and I'm assuming that you would talk about the *Inuit Language Protection Act* and perhaps their obligations under that, but do you do a follow-up with these businesses? Ms. Inutiq.

**Ms. Inutiq**: As I explained, part of our strategy has been to be available to answer questions with the private sector and just having that rapport. One of the risks, I guess, of our office, as it was

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With the private sector, we have made an attempt, in the three years that we were working on informing the private sector, of just trying to maintain a relationship of being available to answer questions so that we're not perceived as there just to do punitive measures on the private sector, and just to kind of ease that anticipation or the fear.

In terms of the follow-up, since the term of the private sector liaison officer ended, that role has been changed to a project manager. Some of the connection with the private sector has been transferred to our public affairs officer, which is vacant right now. Once that position is done, we will have to go back to ensuring that we have that connection with the private sector and that we are providing information that they're able to provide language plans to our office if they're not in a position to comply.

That has been our strategy and I hope that answers your question. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Alex, do you have another question? Mr. Sammurtok.

**Mr. Sammurtok** (interpretation): Thank you, Madam Chairperson. (interpretation ends) In the activity report of your 2013-14 annual report, you indicate that your

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**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

**Ms. Inutiq**: As I explained earlier, maybe not in a trade show context. During the trade shows, there's information about the expected language service obligations to the private sector that would be handed out. There were attempts to have conversations with various private sector entities, and also making presentations at these trade shows. As a result of the collective work of informing the private sector, not just the trade shows but the letters we sent out in the media ads that we did, there were 41 requests for information during fiscal year 2012-13. Also, because of the communication with the private sector on Inuit language plan guidelines that we had published, we updated it just to make it more user-friendly, clearer and to avoid confusion. That was a result of the feedback that we received. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Sammurtok.

Mr. Sammurtok: Thank you, Madam Chairperson. In the activity report of your 2013-14 annual report, you indicate that you attended the Peter Gzowski Invitational Golf Tournament for Literacy in Rankin Inlet in May of 2013. Can you indicate how your office has benefited from your attendance at this

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event? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

Ms. Inutiq: That event is a fundraiser for the Nunavut Literacy Council and they invite guests from musicians from Canada and famous people, and I was asked to take part in that fundraiser. I agreed to take part. There were also young musicians from Arviat and there was a community event the last evening, which was a concert.

The Nunavut Literacy Council does important work and they have to fundraise in order to stay afloat. I felt it was an important cause and it also developed a relationship with the literacy council. I had not met the staff prior to that event. That was the purpose of the trip. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Sammurtok.

Mr. Sammurtok: Thank you, Madam Chairperson. In the activity report of your 2013-14 annual report, you indicate that your office provided a presentation to the Government of Nunavut's Interdepartmental French Working Group in May of 2013. Can you indicate if your office works with this working group a regular basis? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

**Ms. Inutiq**: In the annual report prior to this one, one of the issues that was visited or discussed was whether our office should be part of the interdepartmental group just to provide guidance on the

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types of language services that are expected within government, but it was felt that because our office is supposed to oversee government, maybe it's a conflict situation and also that people will not feel safe to freely discuss some of the challenges and issues that they face.

It was agreed that our office would not be a part of the interdepartmental group, but that when the group wanted our office to present, we would do that and if they had questions, they could ask our office. That is the kind of relationship we have with the interdepartmental group. Thank you, Madam Chairperson.

Chairperson: Thank you, Ms. Inutiq. Any more questions, Mr. Sammurtok? Before we go on to our next Member, we will take a 15-minute break.

>> Committee recessed at 10:35 and resumed at 10:52

**Chairperson**: Just learning this job here. Welcome back, everybody. Are there any further questions? Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. I would like to make reference to a response that I heard earlier regarding the May 2013 invitation that you got to Rankin Inlet. That was the Peter Gzowski Invitational Golf Tournament for Literacy. Maybe I wasn't listening carefully, but I wanted to know how you benefited from attending the Peter Gzowski Invitational Golf Tournament for Literacy. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): After having

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attended the invitational tournament.... We usually include our activities in the annual report. For example, literacy in English, French, and Inuktitut, I tried to make sure that all those languages were included, but there has been no research done on literacy in Inuktitut, whether it's Roman orthography or syllabics. At that time, I started thinking about the level of competency in reading and writing in the official languages.

I think our office benefited most on interaction with the organizations and with the literacy council. It gave me new ideas on what type of work is required under literacy and languages. You can also ask me about any issues on literacy. That's it. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Ms. Chairperson. I would like further clarity on other activities. We hope that they do benefit the organizations and your office.

You also indicated earlier that you participated and are becoming more involved at the international level and attending international conferences for languages commissioners. If I'm correct, you went to the conference in Ireland. How did that benefit your office in going to Ireland or to any other country? How does it benefit the people of Nunavut when you attend international conferences like that? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

 Δ'ŚJCĹ%/P/N°N°σ P'6P/ċ '6bΔC~6c%C

 NNS%/L'6PCSC
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 P'6bcĹ'pa's 'b'6DP'

 Δ'LΓC'-'dΓCP'\*L'S CΔ'YLσ ΛΑ'-'40'Jσ"-'6b

 P'6bcĹ'pa's 'b'6DP'

**Δ৬/«▷ር·»** (Ͻʹ៶ληͿϲ): ʹͼͿϧͼͺϲͺϹͼ, Γ<sup>ι</sup> Δͺͽͺʹη·ͼ. Γ<sup>ι</sup>Ϲ Δͺϧͼ.

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Δ°/<>C°6: 'd>° α Γ', Γ'C Δ Δ°. Γ' Δ Δ΄ Π°6.

Ms. Inutiq (interpretation): I think it benefited. As the Languages Commissioner, you feel like you're the only one. When you're making recommendations to the government, although you represent all members of the public, sometimes you feel so alone and the only one doing that type of work. It gets you more involved in your roles and responsibilities as the Languages Commissioner. I think it benefits working together with your counterparts and also in strengthening the usage of languages and language rights.

It gets you involved with other countries. You look at the retention of the languages of Nunavut and also preserving languages. There are also other countries that are working hard to revitalize and strengthen their languages. You look at different ideas and activities that are being held in other countries to preserve and protect their languages.

At times, you even think that you're doing it wrong or maybe you're the only one with this kind of an idea or wanting to do this type of an activity. The most challenging part in holding this office is the feeling of being alone. Interacting with other languages commissioners benefits and we can also ask if they have done a certain type of activity and when they do say yes or even if they say that "We haven't done this type of activity, but it's an idea and we can work together on it," it has benefited our office a lot.

In Canada, the languages commissioners are working more closely together after having attended at the international level. It gives you some ideas on how you can work together at the national and international level, Madam Chairperson. Thank you.

ΔόΛ<sup>16</sup>: Δἱϲ ϤϽΛ·ϧ·νο, Ϸ·ϧνιος ϧΓταρίσο Δοϳνιαίς, Λερλρφοσ ἐιρηΛος υφινος ἀιι Δοιος ὁροινος, Δοςίτος ριυνολλρυσφοσ Δέισο Δοϊνόλας Λαιρος Σιριδιανόλος Καιρος Αίλος Δοκινος Καιρος Α΄ Ανιρος Α΄ Ανιρος Δοκινος Ακιρος Α΄ Ανιρος Α΄ Α

'ቴ/ኦሲኒር ኦ'ቴ/ኦርስ ተካ አን- Γα አርጋጋላ ሲኒርርህ ተወ መን- Γ. ኦ/ቴ/ኦርስ ተመ ከመን- Γ. ኦ/ቴ/ኦርስ ተመ መን- Γ ላላ ነት በነው ነት ነው ነት በነው ነት በነው

4'L back'  $\Delta$ ad p'br's br'a $\Delta$ s

Ca'rlath for harmonic pactroph bolke  $\Lambda$ bch h'cac bacrcoh

bolke  $\Lambda$ bch h'cac calach length  $\Lambda$ cach  $\Lambda$ bch h'cac calach length  $\Lambda$ cach  $\Lambda$ br'ac,  $\Lambda$ br'ach.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. Participating in national and international conferences benefits you as the Languages Commissioner. If it has benefited you, how would it benefit me as a regular "Joe Inuk" of Nunavut? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): At times, it gives you something to work towards. It gives you new ideas on language preservation. It gives you more ambition to help in preserving and protecting the languages. It gives you new ideas and activities in regard to the issue of language preservation. Thank you.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Enook.

**Mr. Enook** (interpretation): I'm done.

**Chairperson**: Okay. Are there any further questions? Mr. Akoak, did you have a question? Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. Sandra Inutiq, officials, welcome. I just have one question. I will have other questions later on in the day. The one question I have is you say that you visit abroad, but I haven't seen any visits towards the Kitikmeot area. I'm wondering if you're going to be visiting that area some time soon. Just to remind you, we are a part of Nunavut as well. Just a question: when will you be visiting the Kitikmeot? Thank you, Madam Chairperson.

 $\Delta$ ኔ/ኖኦርናኔ: ʿdሃ° $\circ$ ሲ՝ $^{\circ}$ , Γ'  $\Delta$  $\circ$ በናኔ. Γ'ር  $\Delta$  $\circ$ b.

ΔΦ\*: 'dbትαΓ\*, Δ\*/«ΡĊ\*. Ċ\*α λ\*ι CL\*dΔ\*\
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ΔΦ\*ΓΡΟΡ΄Δ\*\ ΔCΡ'δ\*C'σΛδΔ°? 'db\*αΓ\*, Δ\*/«ΡĊ\*.

**Δ<sup>6</sup>/<>>(d**><sup>6</sup>a Γ<sup>6</sup>, Γ<sup>6</sup>C ΔΔ<sup>6</sup>, Γ<sup>6</sup> ΔΔ<sup>6</sup>Π<sup>6</sup>6.

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**Δ<sup>6</sup>/<β>(**Ο΄λληυς): የ<mark>d</mark>ታ°αΓ΄<sup>6</sup>, Γ' ΔΔης. Γ'C ΔΔ<sup>6</sup>.

**Δ\_0**<sup>6</sup>: Λϧὰ<sup>56</sup>Ͻ<sup>5</sup>υ.

**ፈሳፈጭ** (ጋኒትበJና): የፈታኈሲቮ, Δዮረጳኦርጐ. ኒጐጋና Δሷበጐ. ሮጐል ኦየዕኦተርሲσናЈና ዕፐተልሲታኦላጐ. ፈርኦተጋፈናቮ ፈለጭፈበጐኒቴርቪ ኦጐጋቮቴዮኇጐ ፈታጐቦጐው ፈለጭፈበናቴቴሪማፈጭጋጐሁ. ዕልርኦና ተርርሷና ዕበLታጭጋቴዮርጭበጐጋበና ርልL∆ቴጏጏፈጭበጐጋЈ ጭበናΓኦውና ጋናጐሁለታቴ ኦናዕኦተርሲσናΓዮ ርዕረኦግዮግልL ተር. Δሜዕልበናበቦፈቴሪግሪያጐሞንጋና ጭበናΓኦበJናርኦኈ ዾል≫ጌЈና አርቦትኦንቴርኦቲህናናቴሌሁር ርኦኦኤሁ ናዮበናΓኦውና >ċሊፈሩናጋፈጭዮና? የፈታግፈቮ, Δዮረጳኦርጐ. **Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: I went to Cambridge Bay last March to attend a youth gathering on the language planning on how the Kitikmeot will start working on revitalizing Inuktut. That was a very emotional and inspiring meeting because it was a group of young people and elders talking about what they're going to do to start working on revitalizing Inuktut. There was a group of young people that were there that had taken lessons in Inuktut. Some of the discussion was around what else can be done to support them in their learning.

And then last month, I was in Cambridge Bay to attend the Nunavut Association of Municipalities' gathering. I realize Cambridge Bay isn't the only Kitikmeot community and what I have been trying to do is attend meetings, such as the Nunavut Association of Municipalities, where everybody is gathered together, just to try and maximize the messaging with various representatives from communities. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. I'm going to the next MLA. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Ms. Chairperson. In the activity report of your 2013-14 annual report, you indicate that you met with the mayor of Iqaluit and presented to the Iqaluit City Council in May of 2013. In your view, is the City of Iqaluit currently meeting its language obligations under the current legislation and, if not, how is your office working with the city to advise it on improving its language services? Thank you, Madam Chairperson.

**ΔόΛ<sup>\*</sup>** (ϽʹϞΡηJ): Δ<sup>\*</sup>b<sup>\*</sup><sup>\*</sup><sup>\*</sup><sup>\*</sup> Λα<sup>\*</sup> Δο<sup>\*</sup> Δ<sup>\*</sup> Δ<sup>\*</sup> Δ<sup>\*</sup> Δο<sup>\*</sup> Δ

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): Since our last meeting, I have realized that they're trying harder. They even looked at having three languages visible on street signs and stop signs. City building signage is starting to have the three languages and the city provides information on Facebook. Inuktitut, English, and French are starting to appear more. I know they're progressing.

However, the research or survey that we're doing is ongoing in the communities on the status of language services, not only in Iqaluit but in other Nunavut communities. Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. Can you indicate how often your office meets with representatives from the city to discuss its language obligations? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

**Ms. Inutiq** (interpretation): I haven't met with them again since then. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. In the future, will you be planning any annual meetings? Thank you, Madam Chairperson.

**Δ⁰/ペ▷ር⁰**: የዕታ°ዺΓ፞⁰, Γʹር ≺ላዺ/. Γ′ Δሷበና७.

**ረላሲ**/: 'dታ<sub>°</sub>ሲቮ<sub>°</sub>, Δ<sup>°</sup>ረላየኦር˙<sup>°</sup>. ላ<sup>†</sup>L<sup>°</sup>Cኦ<sup>°</sup>
ኦ<sup>°</sup>b̄̄̄<sup>°</sup>ሲ<sup>°</sup>¢<sup>°</sup> 'b⊅በቦ Δċ <sup>°</sup> 'b<sup>°</sup>U<sup>°</sup>Cἰ<sup>°</sup>
bՈԼ<sup>°</sup>bՈՐ<sup>°</sup>b<sup>°</sup>C<sup>°</sup>L<sup>°</sup>U<sup>°</sup><sup>°</sup>Λ<sup>°</sup> Ċ<sup>°</sup>dላ ⊅ሲ፫<ኦነ<sup>†</sup>ዕ<sup>°</sup>
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'dհ<sup>°</sup>ሲ፫<sup>°</sup>, Δ<sup>°</sup>√«ኦር˙<sup>°</sup>.

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**Δυγ«ΡΟς»**: 'dϧ·αϳ·, Γ' ΔώΠ·. Γ'Ο Καωγ.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

**Ms. Inutiq** (interpretation): Yes, we can do that. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. Moving on, in your 2013-14 annual report, it indicates that you met with parliamentary interns and they also visited our Legislative Assembly. They even went to Kimmirut for a tour. We appreciate their visit, but I would like to ask Ms. Inutiq: can you explain what this meeting entailed and how it has benefited your office? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

**Ms. Inutiq** (interpretation): They want to meet with us on an annual basis to understand more about Nunavut. They meet with various people. They wanted information concerning official languages and the status of languages, so they came to our office. In talking with them, I learned that in Nunavut, we have the most number of people who speak more than one language compared to the rest of Canada. One of the participants had noticed something that I had never thought of before. I realized that we have to see the good and that we are quite capable and they showed me that, learning parliamentary procedures. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank

**ΔՃበ<sup>ና</sup>**: Å, CΔLΔ*C*~レ√°Ⴍ<sup>ና</sup>°ጋ<sup>ና</sup>°. <sup>ና</sup>dታ°ႭЃ°, Δ°√°८<sup>′</sup>°.

**ሂላዉ**7: 'ዕታ°ഫ፫⁰, Δናፖ《ኦርጐ. ላ፟፟፝፟፟፟፟፟፦ ዕላፊና ነተ ነው ነተ ነው

**Δυγ«ΡΟς»**: 'd> ° α Γ΄, Γ') Κασγ. Γ' ΔόΩ'.

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**Δυγ<β<**'': 'd>β α Γ', Γ' ΔώΠ'θ. Γ') Καωγ.

you, Madam Chairperson. During your previous appearance before the Standing Committee on September 24, 2014, you stated that you attended a conference in Spain in March 2014. Can you indicate why your annual report does not include this meeting? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): It was in May 2014 and it's outside this report. It will be in the next annual report. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. Thank you for clarifying that. In the activity report of your 2013-14 annual report, you indicate that you attended the Nunavut Arctic College Masters of Education graduation ceremony in June of 2013. Can you explain how your office has benefited from your attendance at this event? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): It is exposure of our job when I get invited to such events. I think it's necessary for me to attend to show my support. We're very proud of the graduates for receiving their Masters of Education. I went there to show my support and appreciation. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

**Δ৬/<>>(**'' ΔόΛ'', Γ') Κολ. Γ' ΔόΛ''.

**ΔόΠ<sup>ጭ</sup>:** Δ΄, ϹʹϒͰ ϒϹϹʹϭͰͰ<sup>Ϛ</sup>. LΔ 2014-ΓΡΟΡ<sup>®</sup>ΥͰ<sup>Ͱ</sup>Ͱ<sup>Ϛ</sup>. ϤʹϚͿϹͺͰ<sup>®</sup>ϒΡΠ<sup>Ϛ</sup> ϤΔʹ<<sup>®</sup> ʹ<sup>®</sup>Ρ<sup>®</sup>Β<sup>®</sup>σΡσ CΔΒϭϲ<sup>®</sup>Ͻ<sup>®</sup>. ʹϭͰʹϼͺΓ<sup>®</sup>, ΔʹϒϨΡϹʹ<sup>®</sup>.

**Δ৬/<>>(**'' ΔόΛ%, Γ') ΚΑΦ. Γ' ΔόΛ%.

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**Δ৬/৫ኦር%**: የ៨৮°۵ൎ୮৬, ୮ነ Δၨቃበና৬. Γነር ୧ላ۵.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. On another area, you attended the Nakasuk Elementary School. You have met with different groups, such as district education authorities, regional school operations, and the Nunavut Teachers Association to discuss obligations under the language legislation.

Perhaps I should restate the different education groups that you have approached, as you mentioned the Masters of Education graduation ceremony and in your report, you mentioned Nakasuk School. Can you indicate if your office has met with any district education authorities, regional school operations, or the Nunavut Teachers Association to discuss obligations under the language legislation that concerning the delivery of education programs? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): I have never met with the organizations you have mentioned. It states here that I met with Mary Simon. I'm not sure what the Inuktitut term is. We have worked with the Coalition of Nunavut District Education Authorities on a film called *Millie's Dream* on the revitalization of Inuinnaqtun. They're also in our building in our office and we see them frequently and we talk to them about what we're doing and they keep us informed of what they're doing. I have not met with the other organizations you have mentioned. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

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**Mr. Joanasie** (interpretation): Thank you, Madam Chairperson. Perhaps you will be able to meet with them some time before the end of your term. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

**Ms. Inutiq** (interpretation): Yes, it's possible. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. Moving on to another topic, in the activity report of your 2013-14 annual report, you indicate that you met with the Government of Nunavut's human resource representatives and staffing division in June of 2013. Can you indicate what was discussed during these meetings? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): Once we were done with the investigation on the Qikiqtani General Hospital, we were thinking of investigating human resources. I was thinking of trying to get a further understanding of what they're doing so that we wouldn't have to do a systemic investigation.

We did research work to make sure official languages could be utilized when individuals are applying for a job that is made available through the Nunavut government's website. They post employment opportunities on that website and we look to make sure that

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**Δυγ<βναί**, Γι Δώης. Γις Καωγ.

official languages are used on the site.

If I'm trying to apply for a position and for the interview, am I fluent in either one of the official languages? Do I have the freedom or the right to speak in French, Inuktitut, or English during the job interview? We investigate to make sure that these are set up. We met with the Government of Nunavut's Human Resources Division. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. I don't know if I understood you, but you spoke about an investigation of the Qikiqtani General Hospital. Is it because of that investigation process that you met with representatives from human resources? For example, did you just do an investigation on the Qikiqtani General Hospital or was it for the whole Department of Health? I hope I'm being clear. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): What I'm trying to say is that for the investigative process, it was very challenging and cumbersome when we investigated the Qikiqtani General Hospital and we wanted to conduct the same process for human resources. I started thinking of meeting with representatives from human resources first and then making recommendations to them and working with them.

Rather than doing a systemic investigation, we wanted to meet with

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「ᲮᲑᲑᲐᲚᲘᲚᲡചᲘJ<sup>c</sup> systemic investigation ላ▷ᲡᲚᲘᲚᲡ ᲡᲮᲑᲐᲠᲚ ർᲔᲚᲘᲚᲡᲥചᲘJ ᲮᲘᲠᲡᲘᲘᲮᲚചᲘJ them to resolve issues that need to be resolved and work with them, and make recommendations. That's how I wanted to set it up rather than doing a systemic investigative report on human resources. We met with them instead. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Let me ask a quick question. Has this systematic investigation of the hospital been completed? Where are you at with that investigation? Ms. Inutiq.

**Ms. Inutiq** (interpretation): It has been completed. When our 2014-15 annual report for 2014-15 is tabled in the Legislative Assembly, it will be included in there. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. I'm glad to hear that. Mr. Joanasie.

Mr. Joanasie (interpretation): Yes, thank you, Madam Chairperson. As the commissioner stated, you wanted to work with human resources rather than doing a systemic investigation. How did you work closely with them? Will it give you an idea to use a different way of working with them rather than doing a systemic investigation? Did you have a good working relationship with them and did they work closely with you? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): Yes. Ever since then, we have filled the French-speaking position and it was evident that all the information for positions that are made available for employment opportunities are using more of the

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official languages, but there are still recommendations or issues that need to be resolved.

We will have to work closely with them in regard to dealing with contract agreements. In those contracts, they have to use all official languages for their communication information. The staff members have to be oriented when they first start their job. There still needs to be improvement in that area, so we need to work with them closely and let them know what our expectations are. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Madam Chairperson. I also thank the commissioner for responding to my question. Moving on to another topic, in the activity report of your 2013-14 annual report, you indicate that you met with a Greenlandic specialist in education and decolonization in August of 2013. Can you indicate what other work your office has done to explore and research the methods of other jurisdictions, such as Greenland, that may be achieving progress in areas such as the delivery of language services and bilingual education? We're trying to use bilingual education in Nunavut. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

**Ms. Inutiq** (interpretation): Perhaps the Member can ask his question again because I was looking for information and did not hear it.

**Chairperson** (interpretation): Mr.

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Joanasie, if you can repeat your question, please.

**Mr. Joanasie** (interpretation): Thank you, Madam Chairperson. In your annual report on page 133 in English, you indicate that you met with a Greenlandic specialist in education and decolonization in August of 2013.

My question was: can you indicate what other work your office has done to explore and research the methods of other jurisdictions, such as Greenland?, that may be achieving progress in areas such as the delivery of language services and bilingual education? I'm not sure whether they came here or if you went there to discuss ways of achieving progress in areas such as delivery of language services and bilingual education in Nunavut, especially when we're trying to use bilingual education in Nunavut. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Joanasie. Ms. Inutiq.

**Ms. Inutiq** (interpretation): Yes, in Inuktitut, decolonization is also mentioned there and I have heard that *gavamatauniq* is an Inuktitut term for colonization.

I believe that it was very beneficial to have met with them. When we started drafting the education legislation, we submitted a letter. Greenlanders have been working for many years to try and protect their own language and they have realized that in protecting our language, we have to take note that we have to believe in our language.

We have been led to believe that we are losing our language. Therefore, when we

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I know we sometimes believe that our culture and language are not as valuable as others and that is shown in what we do, even though it's unintentional. They have done research work on that and they're trying to reclaim their language. This meeting was very beneficial and information was left with Arctic College, which we have copies of, and when we started working on that, we used that. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. Thank you for the clear response. On a different matter, you met with the manager of the Iqaluit Housing Authority in September 2013. Can you indicate what was discussed during this meeting? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): As I stated earlier, I wanted to see if I had the authority to investigate the housing authority. We were given a concern about the guidelines or policies that are only available in English, and the elders who only speak and read Inuktitut were not informed of what the policies were in Inuktitut because they were all written in English and they couldn't read English.

I met with the manager of the Iqaluit

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Housing Authority to see which policies or guidelines are not translated into Inuktitut and to see if they could be translated. I checked to see if there is funding available for the necessary translations into Inuktitut for the policies. They would have to work with the housing corporation to make sure that they are translated into Inuktitut. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. This will be my final question for the time being. In the activity report of your 2013-14 annual report, you indicate that you attended a public consultation on the implementation of the *Official Languages Act* for the French language, which took place in Iqaluit on October 2013.

According to the government's March 2013 report, titled *Implementation of the Official Languages Act: Priorities of the Francophone Community of Nunavut regarding French Services*, the primary objective of this consultation was to "identify the priorities of the Francophone community regarding French services in the context of the implementation of the *Official Languages Act* of Nunavut."

In your view, was this public consultation effective in identifying the French community's priorities in relation to French services and would the government's work to implement the *Official Language Act* benefit from holding similar consultations in other Nunavut communities for Inuit language speakers? Thank you, Madam Chairperson.

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**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): In 2010, the Minister of Languages held a conference for the planning of the language work. When they were consulting with the public as to what priorities should be set for services in Inuktitut, the French people were not asked about that, according to our knowledge.

Maybe the Minister can explain this better. The Minister of Languages set up that meeting and I was one of the invited parties when they were doing consultations on the implementation of the *Official Languages Act* to ask us what priorities the French language speakers have. That's how it was set up. The Minister was putting together things that he would be dealing with within the government, trying to put together a plan to try to implement the *Official Languages Act* for the French language in Nunavut.

Yes, it is useful. The French language is one of the official languages of Nunavut and they have to be informed about important matters and they have to be asked what their priorities are as well. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Joanasie, are you done? Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. I would like to request clarification on an earlier response. I hope it's just my misunderstanding and if not, then I will be very disappointed.

In your response earlier, Madam

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Commissioner of Languages, you stated that the systemic investigation was very difficult or cumbersome. I'm not sure what you're trying to say when you say that because the systemic investigation was so difficult, you did not want to continue with the investigation. I'm very concerned about that statement. To do an investigation to make sure that the people of Nunavut are being served properly is one of the important things out there, especially when it involves the Inuktitut language. You stated that it was too difficult or too cumbersome and you didn't want to continue with the investigation. I'm very concerned with that statement.

Although I understand that you meet with the human resources people, just having meetings and investigations are two very different matters in my mind. If you talked with someone as commissioner, they will only respond to you with what you want to hear. If you investigate, you will discover more things that would not be said to you during a conversation. Why are you saying that? Why are you making this weaker than it should be when it's so important, in my opinion? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): Yes, when I was here last year, it seemed the direction I was given was to make sure that I worked more closely with the Human Resources Division when we are dealing with human resources.

In my position, I know that not everybody will like my work. Sometimes they will say that I'm not doing enough and sometimes they will say that I'm 
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doing too much. That's the nature of the position.

If we tried to work with them and it wasn't working and nothing was changing, we were going to do the investigation anyway. It was very difficult to do the systemic investigation of the whole hospital.

In the requests we made in previous years that were documented, we were never responded to and I have been thinking that once the Act is being reviewed.... How shall I put this? I feel that there needs to be an obstruction clause to not investigate, but to give our office more authority on such matters. Whenever we requested a document or anything from them during our investigation, it seemed like it didn't matter if they ignored us and there was really no recourse for us. We even started thinking about using the courts to get those documents. They were finally given to us when we started thinking like that.

It then became obvious that if we're going to do something like that again, then our staff would need to have another contracted position, in my opinion. I'm thinking that we would need an additional \$20,000 in finances to do that. I'm not saying that we're not going to do this again. This investigation is completed and we're going to start looking into how we could have done it better and if we're going to do this again, how we should go about doing it. We haven't really discussed this in our office yet. However, I just wanted to say or explain that I'm not saying we're not going to be investigating again.

There are two ways to investigate. I can be given a concern and then we

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investigate those things. However, what I was talking about was that doing a complete systemic investigation is very difficult. We have to plan this ahead of time properly and do it like that in the future. The staff and finances have to be set up properly as well. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. I was thinking more along the lines of what you said earlier. Listening to your words, the way I understood it is that investigations are just too difficult. That's what you said. After you said that, you stated that you decided not to do the investigation because it is too difficult, but you would have meetings with them instead. That's what I understood.

However, you stated again that if you request documents from them, for example, they don't need to give it to you if they don't want to. You then stated that you were even thinking about involving the courts to get those documents and they finally gave you some of those documents after hearing that. I don't think you should be worried about that at all. In my opinion, that's your job. You have the authority and if you need to go through the courts, you can do that; you can look into that.

What I'm trying to say is I don't like to hear you say that it's too difficult. I don't like to hear that at all. We say such things as our language is disappearing, our language is not being utilized enough, and the services are not available. Listening to your words, you're saying that it's too difficult to investigate those

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things. I really don't like hearing that and I'm sure Nunavummiut don't like hearing that either, especially those who want to be served in their own language.

Although this is our situation, I would like further clarification. You also stated earlier that if you're working with any group, and right now we're talking about human resources, you said you would investigate them and monitor them to make sure that they are following the Act or meeting their obligations under the Act. When will you decide if this group is not using it enough or that group needs to be looked into? What makes you decide if a certain entity has to be investigated? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): Yes, I completely agree with you. I think research is part of my job description. I wasn't trying to say that it's too difficult. What I wanted to speak to was the challenges and the funding required to do research.

It was a big learning experience when we were doing the systemic investigation and we hope to do systemic investigations that are better planned and well coordinated regarding human resources with Nunavut Tunngavik, who are doing studies. They have taken the federal government to court and they were going to get compensated for what they took to the court system. They asked me for advice about how those monies were going to be used. I don't think we need to go through human resources because they are doing it themselves as a division.

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Regarding the hospital, we wanted to gather the concerns regarding health over the 10 years. It seems that there have been no improvements on that part and if there are no improvements, then we will have to do another investigation. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Are you done? It's almost twelve o'clock. We will take a break until 1:30 p.m. Thank you.

>>Committee recessed at 11:54 and resumed at 13:27

**Chairperson**: Good afternoon. Hopefully everybody had a good lunch. I welcome everybody back to the House. Mr. Akoak, you're up next.

Mr. Akoak: Thank you, Madam Chairperson. Good afternoon. In the activity report of your 2013-14 annual report, you indicate that you held a teleconference with a PhD candidate regarding research on Nunavut's pharmacy services in September of 2013. Can you clarify what this research will entail and if it will be made publicly available? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: Yes, I have been back and forth with the PhD candidate. It is her research on pharmaceutical services in Nunavut. I was curious to know the language aspects of her research and so I have met with her twice now and just sharing some of the information that she has found in her research, as well as me sharing with her in terms of our work towards trying to get the private sector to

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I'm not sure if it will be publicly available. I can certainly check with her. It's not my research or my office's research. I will see what she has to say. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In the same annual report for the same years, you indicate that you met with representatives from Nunavut Tunngavik Incorporated's Social Development Division. Can you indicate what your discussions with these representatives entailed? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: Yes, that was our first meeting from our office with the NSDC staff just to share our work and our priorities to see if there are any areas of overlap because they work on language issues and do research on language issues. They did one in 2009-2010, I believe. I just wanted to touch base with them to see what they are up to and to share what our office plans on doing. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In the activity report, you indicated that you met with an Inuit Sign Language specialist in November of 2013. Can you indicate what your discussions with the specialist entailed and what concerns, if any, this individual

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raised regarding sign language and language services in Nunavut? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: Yes, this individual has been documenting Inuit Sign Language, which is very different than International Sign Language, and when Inuit Sign Language is used, working towards having better documented Inuit Sign Language and starting to think about how it can be taught and made so there's more awareness about the existence of Inuit Sign Language.

Some of the concerns shared [regarding] the other aspect of your question were the services, such as justice, to ensure that people who use Inuit Sign Language can receive services in areas such as the justice system. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In the same report, you indicate that you met with the Minister of Languages in January of 2014. Can you indicate how often your office meets with the Minister of Languages and the Department of Culture and Heritage's Official Languages Division? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

**Ms. Inutiq**: I have met with the former Minister of Languages, Paul Okalik, as indicated, in January 2014. I also met with Minister Kuksuk once he started his

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position as Minister of Languages.

There are ongoing communications at the officials' level between our office and that of the Minister of Languages. We work together in areas such as planning for language weeks and also for the language conference that took place in February 2013, as well as the poster that I mentioned that informs people about our various roles and what the differences are. Those are the immediate things that come to mind in terms of how we work together. I'll leave it there for now. Thank you, Ms. Chairperson.

**Chairperson** Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In the activity report, you indicate that you met with the president of Inuit Tapiriit Kanatami to discuss its work through the Amaujaq National Centre for Inuit Education. Can you indicate the extent to which your office works and meets with representatives from Inuit Tapiriit Kanatami and how this relationship helps your office to undertake its role and fulfill its mandate? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: This particular meeting was about the work on education. When I took my job, early childhood education and education were areas that I was particularly interested in. I wanted to see if there were any areas where we could collaborate because there's a lot of research that the Amaujaq Centre was looking to partner with, and I wanted to see if there were areas where we could collaborate in terms of trying to advance

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bilingual education.

There was ongoing communication with the Amaujaq Centre's Inuit language specialist; I believe the position was called. However, the individual has since left the position and ITK is looking to replace that individual. The communication has stopped for now in terms of that work just to keep each other informed on what we're doing. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In the same activity report, you indicate that you met with a representative from the Pirurvik Centre. Can you indicate what your discussions with this representative entailed? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

**Ms. Inutiq**: At the time, I was looking to see who could deliver a full immersion Inuktut program. I was hearing from various youth organizations that they want access to programs to learn Inuktut. I was seeing who could potentially deliver them and trying to coordinate that to make that happen and also meeting with Department of Culture and Heritage officials to ensure that the funding pockets that they have would fit a full immersion program if an organization was to take it on. That was the purpose of that meeting, to learn what Pirurvik was doing and what their long-term goal was in terms of Inuit language courses. So that's that meeting. Thank you, Ms. Chairperson.

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**Δ৬/<>>(**Σίλληυς): የປታ°αΓ'ς, Γ' Δώη%. Γ'ς ፈ'የፈሩ%.

**Δ৬/<>>(** Ͻ<sup>ϳ</sup>λληͿς): <sup>ና</sup>dϧͼϼϳͼ, ΓʹΟ ϭ<sup>ና</sup>dϭͼ. Γ΄ Δ.ὁης<sub>6</sub>.

 $\Delta$ ዕበ% (ጋጎትበJ¢): C $\Delta$ ጎረL $\sigma$  የ $\sigma$ ርD% /Ld% Uᢃᠳᢗᡥᢗᠬᢤᡅ᠘ᡯ᠘ᡀ᠘ᢤ᠘ᢖᡄᢖ  $\Delta C^{\circ} \sigma d^{\circ} < C d \sigma D^{<} \Delta \supset C^{\circ} C^{\circ} \sigma C \Delta^{\circ} d d L^{\circ} d^{\circ} C$  $\Delta \omega^b \cap \mathcal{D}^c \triangleright b^c \subset \mathcal{D}^{cb} \cup \sigma^c \cap \Delta \subset^c \sigma \triangleleft \mathcal{D}^b \cup \sigma^b$  $\Lambda \prec L \Leftrightarrow C \hookrightarrow L \Delta \hookrightarrow \hookrightarrow L$ PURPLY PAG CFAGE  $\Delta C^{\circ}$  $\mathsf{b}\mathsf{\Pi}\mathsf{L}^\mathsf{c}\mathsf{b}\mathsf{\Pi}\mathsf{\Gamma}^\mathsf{c}\mathsf{b}\mathsf{C}^\mathsf{c}\mathsf{\Gamma}\mathsf{b}\mathsf{P}^\mathsf{c}$  $C\Delta L\Delta^c D\sigma^b \Delta C^b \sigma^d \sigma^d \sigma^b \Gamma^c D^c$  $^{6}$  $\Delta$ C° $\sigma$ 420° $\Delta$ C  $\Lambda$ 7400° $\Delta$ C.  $C\Delta L\Delta CDCD^{5b}>J^{c}C\Delta^{5}L\sigma$ .  $^{5}d^{5}\Delta^{\dot{b}}$ ,  $\Delta^{b}$ 

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In the same activity report, you indicate that you met with the Minister of Education to discuss orthography issues. Given your work to monitor the delivery of language services in Nunavut's education system, public and private sector organizations, and municipalities, can you indicate what your position is regarding the issue of the standardization of the Inuit language writing system? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

**Ms. Inutiq**: It is certainly an area where we need to start working towards unifying the writing system. I have been communicating with the new chair of Inuit Uqausinginnik Taiguusiliuqtiit to see how we can support that organization with their work in this area because they are mandated under the *Inuit Language* Protection Act to deal with the orthography question. It's a difficult question to tackle. I think, in Nunavut, we're going to have to work together to ensure that the public is engaged and they feel that they have taken part in deciding what direction we want to take when it comes to our orthography in Inuktut in Nunavut. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

**Mr. Akoak**: Thank you, Madam Chairperson. In the activity report, you list a number of public outreach initiatives that your office undertook and participated in during the 2013-14 fiscal

**Δ৬/«▷ር·»** (Ͻʹ៶ληυς): የ<mark></mark>성ታ°αΓ΄», Γ' Δώης». Γ'C

**Δ৬/«ኦር**• (ጋጎዶበJና): የժታ°血፫<sub>6</sub>, Γ<sup>1</sup>C ፭ናժ፭<sub>6</sub>. Γ<sup>1</sup> Δ.۵በ<sup>-16</sup>.

**ἀίἀα™** (ϽʹͱϟΛͿϤ): ʹͼͿϧ·ͼͺϳ·ϧ, ΔϷͰϨϷͺϳ·ͼ. ϳͼͼͼͼͼͼͼͼͼͼ Ϸϭͼͼͼ Ϲͼͼͼͼͼͼ ͼϷͰͼͼͼͼͼͼͼ ͼ϶϶αλος Εςας Αραικοτος αιμώτος Δυαλγασίσε 2013-14 year. Can you indicate how you measure the effectiveness of your office's public outreach initiatives? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: It's very difficult to measure the effectiveness of public outreach. As you know, Nunavut is sparsely populated with the largest landmass in Canada and we have not only different language knowledge but also different literacy. Orthography is one area where you have the roman orthography as well as the syllabic orthography. There isn't much information on the literacy levels of those two groups.

Radio is often used as the major medium for public outreach, but it's difficult to assess in terms of what information you're putting out, whether people understand or getting that information. We have discussed in our office how we can.... Even just the question of "Is our public outreach directly attributable to the number of concerns that we receive?" We don't know. The number of concerns we receive goes up and down every year and there doesn't seem to be any kind of consistency for different reasons.

The other language commissioners have actually asked that very question that you're asking in terms of how we find out the effectiveness of public outreach. Are the number of concerns related to the public outreach that you do? It's an area that's not really known and so I can only guess an answer. All of that to say I don't know how effective our public outreach is. Thank you, Ms. Chairperson.

Chairperson: Thank you, Ms. Inutiq.

 $\Delta$ 67<br/>C66.

**Δ৬/<>>(** Ͻ<sup>ί</sup>λληυς): የປታ°αΓ΄, Γ′C ϭΊσος. Γ΄ Δ.ὁης».

**Δሷበጐ** (ጋኒትበJ፥): CL°a ለኦናσ°ቦናጋ°Lና P°dጋΔ°a′σ° ጋ\ና/°σ°. CΔL Δα»ና የb>ትL\'/▷ ΔΔΡΓጋdጏ°Lና ΔΔ°Γʹ ▷°\\/'°ጏC▷° ΔΓ Δα°\) ላ°Γσ°«< ګነ ۵σ baCΓ. ላንትሶ°°\("C)σ° ላንትሶ°°\("C)σ° ▷'b>/'6\("C)σ° ላንትሶ°°\("C)σ° Δንትሶ°°\("C)σ° ("C)σ° የbσὸ
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**Δυλ«ΡΟςι»** (ϽϳλΡΩJς): ۶σλε Φ΄Γ, Γι ΔΦΩςι.

Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. Can you indicate what challenges, if any, your office is facing in relation to publicizing your office's various roles and distinguishing these duties from those of the Department of Culture and Heritage and the Inuit Uqausinginnik Taiguusiliuqtiit? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

**Ms. Inutiq**: Would he be able to repeat the question, please.

**Chairperson**: Mr. Akoak, can you repeat the question, please.

Mr. Akoak: Thank you, Madam Chairperson. Can you indicate what challenges, if any, your office is facing in relation to publicizing your office's various roles and distinguishing these duties from those of the Department of Culture and Heritage and the Inuit Uqausinginnik Taiguusiliuqtiit? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: We recognized early on that as the Office of the Languages Commissioner, people often assumed that we're an interpreting/translating organization. When the previous Languages Commissioner came on, she changed the name of the organization in Inuktut. I believe it used to be called "Uqausilirijikkut Allavinga," which does sound like you're interpreting or translating. She ensured that the name was changed to include the commissioner

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**ἀ'dձ¹⁰** (ϽʹͱϒΛͿ·): 'dϧ·αͺϮ·, ΔινϘϷϹʹ··.
α\_αΔιμλεα ικ΄ Δινλεα ικ, ΔινΑνος κου Λοίριος αναδιμλεα αλυκοριστους. CLeα ρισλα ιως 'βρλγρηα λιου το Δινους Αλρία η Γιου Αναδια Αναδια Αναδια αναδια Αναδια Αναδια Αναδια.
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**Δ৬/«ኦር**% (ጋጎአስህና): የዕታ°αΓ҅, Γነር ፭የዕ፭%. Γ<sup>ነ</sup> Δώበ%.

**ΔΔΛ<sup>(6</sup>** (ϽʹλληͿ<sup>(1</sup>): ▷<sup>(6</sup>6<sup>6</sup>σ<sup>2</sup>σ<sup>26</sup>α<sup>(6</sup>ζ<sup>(6</sup>6Δ (C<sup>6</sup>α) 4Λ<sup>(6</sup>6/4σ.

**Δ৬/ペレር%** (ጋጎ,ትበJና): ୮ጎር ፭ናd፭%, Ċ゚Ⴍ ፈለ%dበቦ७৮ኆ₽°Ⴍ₽ል▷<sup>6</sup>.

**ἀ'dձ'\*** (ϽʹϧϒͿϽʹ): 'dϧʹʹϼͺϳʹ\*, ΔͼϒϘϷϹʹͼͼ. αϽαΔ<sup>ͼ</sup>ͼϒʹͼʹͼͼʹϔʹͼʹ Ϥͼϒʹͼʹͼʹʹͼʹʹͼʹʹͼʹ ϹʹͼͿϤ ΠΠϚʹͼϧʹϭͼʹ ʹͼϷϒϧϒͼʹͼʹͼʹʹͼʹʹͼ ϒͼϷϳϧʹͼͼͰͼʹͼʹͼ ΛϲʹʹϲͼͿϤϽ Ϥϧϧʹͼͼͼʹͼͼͼ ʹͼϷͿϒʹͼͼͼ ΔϲʹͼͼͿϲϲͺϧͼͼʹ ϤͼͺͿϲ ϹͼͼͿϤ ΔϼΔͼ ϷʹͼϷϒʹͼʹͼͼ ΔͼʹͼͼͰϲ ΔͼʹͼͼͰϲ ΔͼʹͼͼͰϲ ΔͼʹͼͼͰ ΔͼʹͼͼͰ ΔͼʹͼͼͰ Δεν ΘΕʹͼͼ.

**Δ৬/ペኦር%** (ጋጎ/ኦበJና): የ<mark></mark>ዕታ°<mark></mark>۵፫<sup>6</sup>, Γ<sup>1</sup>C ፭ናዕ፭%. Γ<sup>1</sup> Δ.۵በ%.

aspect.

Because there are three organizations that are mandated to deal with the language, Inuit Uqausinginnik Taiguusiliuqtiit, our office, and the Minister of Languages, people confused the different roles. That's why we decided to create a poster that explains our different roles. We sent that to all the schools during Language Week. I actually can't remember where else it was sent, whether it was sent to all the post offices in Nunavut or not. I would have to verify that.

Also, during language weeks, we make a point, when we are on CBC doing our public outreach or *Qanuq Isumavit* with the Inuit Broadcasting Corporation, that we all appear and explain our different roles so that people can associate our faces with the different roles that we have or our voice with the different roles that we have.

We have been making an effort during language weeks to heighten the public outreach and ensure that we are on radio at the same time explaining our roles. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In the activity report of your 2013-14 annual report, you indicate that you issued a press release regarding the need for better language funding from the federal government in August of 2013. Can you indicate why this press release is not currently available on your office's website? Thank you, Madam Chairperson.

Chairperson: Thank you, Mr. Akoak.

ϤͰϽ Λα/ϤΡ/ሲΠʹͻσϷʹ ϷʹϐϷ/ϲʹϲσʹͿʹ ;ʹΛ;ʹ·ϭϲʹϛʹ·ʹͿʹ ϹϹ·ϭϤ Ϸ·ϭϽΔʹ·αʹ·σ· ϽϒϷϹΠʹ·Πα-ʹʹ·ϽϹ ϹΔ·ϭϲͺͻʹʹʹͰϼʹʹ Δ*/*Lልʹϲϭʹ ΔϼΔʹ Ϲϭʹ·αϛ·ʹϒϲʹϲϧ·ϭʹʹ·ΠͿʹ Ϸϭ··Ϭϲʹʹ϶ΠͿʹ ϭʹͱϸʹ·ʹϒʹͰϹʹ Λϧ·ʹϒϘʹͺ ϭʹ·Ϸʹ·ʹ϶ʹ·ϭʹʹ Δϲʹϒϧϧʹ·αʹ·ͰʹϲϭʹʹͰϹ

**Δ৬/«Ρር%** (Ͻʹ៶λημο): ፕሬታ°αΓ°, Γ' ΔώΠ%. Γ'C ἀ'd<%.

**ፈሳፈጭ** (ጋኒትበJና): 'dታኄሲቮኑ, Δዮላየኦር๋ኈ. ርጳየơ ለርሊ/Lታት/ትው ኦውቴት/ትው 2013-14 ፈናጎJርቪጭ/ኦተር ኦውቴትናው ሲጋሲልጭ//ተሁልና ጋኒኦበበJሁቭቱ ኒቴምናበረናልና ለርናቴሲፈናቴናውኒሁው ኦናቴኦ/ርሲውና Jና ቮሲኦታናቴቱበርኦውናርቱ ሁዊLጋናቴትዕትውት ፈኮስሃ 2013-ህበናጋJ. ሲጋሲልጭ/ተሚጭሉና የቴውልቴርና ርቴሲ ጋኒኦበበJና ኒቴምበርኦቴሪስ ፈጋልጐሲኦናርና በበናናልሃ Δዮፈጭዮልጐሁው. 'dታኄሲቮኑ, Δዮላየኦር๋ቴ.

 $\Delta$ 6740C66 ( $\Delta$ 5/2016): 6456 $\Delta$ 6/6,  $\Delta$ 70C 46446.

Ms. Inutiq.

Ms. Inutiq: Yes, our website is quite out of date and we have been working to update it. Our public affairs position is currently vacant. I have asked if there's any way of filling the public affairs position because we've had to advertise it twice now. One of the questions I have asked our corporate division is whether we can contract out updating our website. The accessibility of press releases is one aspect of needing to update our website. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In your August 22, 2013 press release, you stated that "if the federal government is genuine in their interest on economic development and social progress for Nunavut, then language revitalization and protection must be properly funded" and that there is "a need to fund education curriculum development and creation of material, early childhood programs, adult immersion programs, as well as all media outlets in Nunavut."

In your view, what specific government positions, programs, and offices need to be created or funded in Nunavut to adequately facilitate Inuit language revitalization and protection in the territory? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

**Ms. Inutiq**: My position is that the federal government should at least match what the Government of Nunavut is

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**Δ<sup>6</sup>/<8>(Ͻ<sup>1</sup>/**ληυς): <sup>4</sup>στ<sup>6</sup>, Γ<sup>1</sup> ΔΔης. Γ<sup>1</sup>Ο δ<sup>4</sup>σδ<sup>6</sup>.

**Δ•/<>C**• (ጋጎ/>በJ<sup>c</sup>): የժታ° ፞ ርቮ, ፭ናd፭ና. ፫ላ Δሷበና».

**ΔΔΛ<sup>6</sup>** (Ͻʹ\ληͿ<sup>6</sup>): Δμ<sup>6</sup>α CPϽ<sup>6</sup>b<sup>6</sup>d U</br>

spending to protect and revitalize the Inuit language. The state of our language is largely due to assimilation policies of the past that we're all aware of, which continue to affect the state of the language. In order to start reversing language loss, it's going to take a lot of effort and resources. My position has been that whatever the Government of Nunavut is spending to protect and revitalize the language, the federal government should at least match that amount. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In your annual report, you indicate that your office undertook systemic investigation telephone and personal interviews during April of 2013. Can you clarify if these interviews were related to your office's systemic investigation at the Qikiqtani General Hospital and how many interviews in total were conducted? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

**Ms. Inutiq**: If I may have a moment.

There were 51 people that were interviewed: 14 physicians, 8 hospital interpreters, 6 nurses, 10 supervisors, managers, and directors, 12 members of Nunavut communities, including 8 Inuktitut speakers and 4 French speakers, 3 laboratory technicians, and 8 Nunavut organizations. So that was 51 individuals in total. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

**Δ<sup>6</sup>/«ΡC<sup>6</sup>** (Ͻ<sup>ί</sup>λΡηJ<sup>6</sup>): <sup>6</sup>dγ<sup>6</sup>α Γ<sup>6</sup>, Γ<sup>7</sup> ΔΔη<sup>6</sup>. Γ<sup>7</sup>C d<sup>6</sup>dσ<sup>6</sup>.

**Δ৬/ペレር%** (ጋጎ// ): የዕታ° ۵ ፫ ኑ, Γ′ ር ፭ የዕ⊲%. Γ′ Δ.۵ በ የ ь.

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Mr. Akoak: Thank you, Madam Chairperson. You also indicate that your office worked with the Nunavut Bureau of Statistics to create a private sector survey in June of 2013. Can you clarify the timeline in which your office began and completed the development of this survey? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: I'm not actually sure when the survey was conducted, but we were very careful in how we formulated the survey and that's why we worked with the bureau of statistics. I would have to look for that information a bit more. I don't have it at hand. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. Can you indicate if your office is currently working with the Nunavut Bureau of Statistics to develop any additional surveys related to language use and services in the territory? That will be my last question, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: If we had another survey that we were formulating and felt that we needed assistance in formulating the questions, we would probably go back to the Nunavut Bureau of Statistics for guidance. Because trying to obtain information is a very specialized area, the information you receive depends on how you ask the questions. We recognized at the time that it's not something that our

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**ΔόΛ<sup>6</sup>** (ϽʹͱϒͿͿ): Ϲ<sup>6</sup>α <sup>6</sup>b>λL<sup>c</sup>α<sup>c</sup><sup>c</sup><sup>c</sup><sup>c</sup><sup>c</sup> d<sup>c</sup> d ΔΛ<sup>6</sup>β<sup>c</sup>σ<sup>6</sup> <sup>6</sup>b<sup>6</sup>l ΔϽ<sup>6</sup>C>α<sup>c</sup><sup>c</sup>l<sup>e</sup>l<sup>c</sup> Pγασ Δγ<sup>6</sup>β<sup>c</sup>β<sup>c</sup> <sup>6</sup>b<sup>6</sup>l Δ<sup>6</sup>β<sup>c</sup>β<sup>c</sup>l<sup>e</sup>l<sup>c</sup>l<sup>c</sup>l<sup>c</sup>l ΔΛ<sup>6</sup>β<sup>c</sup>σ<sup>6</sup> <sup>6</sup>b>λ<sup>c</sup>σ<sup>6</sup> CΔL<sup>6</sup>α Λαα<sup>6</sup>bη<sup>6</sup>bα<sup>6</sup>β<sup>c</sup>l <sup>6</sup>δλδσ<sup>6</sup> Č<sup>6</sup>dα <sup>6</sup>βσαα<sup>6</sup>β<sup>6</sup>σας<sup>6</sup>β<sup>c</sup>l <sup>6</sup>δβ<sup>c</sup>α<sup>6</sup>, Δ<sup>6</sup>β<sup>c</sup>c<sup>6</sup>.

**Δ৬/ペレር%** (ጋጎ, ληυς): የປϧͼαϳͼ, Γ<sup>ν</sup> Δ.Δη<sup>ν</sup>ε. Γ<sup>ν</sup>C ሷናህ

**Δ৬/<>>(** Ͻ<sup>ί</sup>λληυς): የປϧͼαΓ<sup>ί</sup>ς, Γ<sup>ί</sup>ς ἀ'θα<sup>ίδ</sup>. Γ<sup>ί</sup> Δ.ὸη<sup>ίδ</sup>ο.

**Δၨρῆ•** (ϽἰϟΛΟͿ): CΔLC ჼδΡλ\Δ<sup>\*</sup>δ°σʹσΡ°C ϤͰ ΔͰʹͰ<sup>\*</sup>σΡ°C ΔδͰ<sup>\*</sup>δΡͰ<sup>\*</sup>σΡ°C ϤΛ<sup>\*</sup>ͼͿ<sup>\*</sup>δη<sup>\*</sup> Կϼ<sup>\*</sup> ΔΕ<sup>\*</sup>δ ΡΠϚͰ<sup>\*</sup>ΟͿ<sup>\*</sup>. ϼα<sup>®</sup>ͰΓ Ρ<sup>\*</sup>C<sup>\*</sup>σϤ<sup>\*</sup>Π<sup>\*</sup>6 <sup>\*</sup> Δδ<sup>\*</sup><sup>\*</sup>CΡ<sup>\*</sup>L<sup>\*</sup>C. Λ<sup>\*</sup>ΚΠ<sup>\*</sup> ΔΙ ΛΟΔ<sup>\*</sup>α Ρ<sup>\*</sup>Γ<sup>\*</sup>L<sup>\*</sup> CL<sup>\*</sup>α. Λ<sup>\*</sup>CΛ<sup>†</sup>ΡΠ<sup>\*</sup> ΔΙ ΠΟΙ<sup>\*</sup>α Γ<sup>\*</sup>Δ<sup>\*</sup>Γ<sup>\*</sup>Δ<sup>\*</sup> 4Λ<sup>\*</sup>6Π Κ<sup>\*</sup>6α ΡΠ<sup>\*</sup>σ<sup>\*</sup>Γ<sup>\*</sup>L<sup>\*</sup>ὑ<sup>\*</sup>ΛΡ<sup>\*</sup>. 4<sup>\*</sup>L<sup>\*</sup>CP<sup>\*</sup> Δ<sup>\*</sup>C<sup>\*</sup>Δ<sup>\*</sup>Γ<sup>\*</sup>L<sup>\*</sup>C<sup>\*</sup>C CΔ<sup>\*</sup>Γ<sup>\*</sup>Lσ office specializes in and that we would need guidance. To answer the question, yes, we would go to the bureau of statistics again just to seek guidance. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. Good afternoon. In the activity report of your annual report, you indicate that your office was discussing language services in the health sector with the Office of the Welsh Language Commissioner. I don't know what that office is. Can you indicate what specific resources or information you were able to gain from these discussions and how this information may benefit your office's work to monitor and advise language services in Nunavut's health sector? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutig** (interpretation): Yes, that wasn't me, but it was one of my officials who had discussions with their officials. It was with respect to the actual questions related to the survey or what specific services were reviewed, evaluated, and what they found related to the complaint of not being serviced in their language in the hospital and what kind of problems that creates. I believe this was the most difficult survey to complete regarding language services at the hospital and trying to get information as it also included universities' archives on what is called (interpretation ends) research (interpretation) in English, in conducting queries about past research studies on this issue as well as the published results.

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ΔΔ<sup>6</sup>: 'db<sup>6</sup>aci<sup>6</sup>, ρ<sup>6</sup>ab<sup>6</sup>d<sup>6</sup>. C<sup>6</sup>daσ ρσ<sup>6</sup>bc<sup>4</sup>σ<sup>6</sup>
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When we received the information and reviewed the past research results, we were able to come up with recommendations by better understanding the context and were able to deliberate on recommendations to the government that outlined the steps required to provide these essential language services. In cases where inadequate language service is provided, it has repercussions beyond the lack of provision of language services.

As an example, if I were to register as a patient at the hospital or a health centre and my English was limited, without an interpreter/translator to assist me in understanding the doctor or nurse's medical diagnosis, I couldn't ask the relevant questions. I wouldn't understand what procedures the doctors were talking about performing. This can be very dangerous, in my opinion. That is why wading through these research results caused our team to find the results that laid the foundation for our report. This is just an example of where a person might go to the hospital or a health centre with a limited ability to communicate in English and who might only have enough comprehension for conversational English, but nothing complicated.

The patient's inability to be understood or for them to fully comprehend the medical issue isn't our only challenge. Misunderstanding medical requirements can lead to further complications. Also, if a patient doesn't understand the dosage or scheduled course of a medication or other health requirements of them in order to fully heal, it can be detrimental to their health.

Through using the information we received from these universities and with

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their support, we were able to find the type of research information relevant to our requirements and we have included some of it in our report. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. Before I move on to the next question, let me ask a question about this issue. Can we get a copy of the report you referenced? If I wanted to read a copy of the research that was done by your office, can I get a copy? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutiq** (interpretation): Yes, I can send it to your attention or rather to all the Members if they would like a copy.

**Chairperson**: Thank you, Ms. Inutiq. We look forward to that information. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. Perhaps for your convenience and to ensure that there is no duplication, you can send that report to our Chairperson and she can distribute that information to the Members. If you direct it to the Chairperson, it would be the simplest way.

Moving on, in the activity report of your annual report, you indicate that your office received a number of enquiries from individuals and public and private offices, including Community and Government Services, the Government of Nunavut Parks Division, a school board, a radio station, a union office, and

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Nunavut Tourism. Following your office's initial response, can you indicate if your office has followed up with any of these individuals or offices to ensure that their concerns were addressed? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): Our office is always improving. At the end of the day, we usually make plans and that's why we opened up a position so that there will be a project manager. It's not a director or a coordinator, but an employee who will be working on research issues so that we can monitor them. We're trying to make improvements on that in our office. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. Maybe I didn't clearly understand the answer. After a concern has been submitted, do you follow up with the individuals or offices to update them on the progress in addressing their concerns? Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): Our recommendations are usually included in our annual report. Further, with regard to the recommendations, we have to report on the progress of those recommendations. Also, there is a review conducted every five years on what the status is of our recommendations. We also want to list any actions towards them. That's where we are at today.

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Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. You recommended that the Minister of Languages collaborate with the Department of Economic Development and Transportation and the Inuit Uqausinginnik Taiguusiliuqtiit to provide "adequate and appropriate support for terminology development, training as well as software requirements" for private sector entities that provide essential services, including pharmaceutical services.

During your previous appearance before this standing committee last year, this issue was discussed at length and, at that time, you stated that you have noted in your review of this situation cases in which incorrect descriptions and varying dialects of Inuktitut may be creating confusion for clients seeking pharmaceutical services.

Can you indicate if your office is currently undertaking any ongoing initiatives to monitor the language services that are provided by pharmacies in Nunavut, as we had discussed last year, and if so, have you observed any progress in this area? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

## **Ms. Inutio** (interpretation):

Pharmaceuticals are sort of dealt with in two ways in Nunavut. There are the hospital or health centre pharmacies and then there are also three private <sup>ᡪ</sup>ᡆᢣ<sup>ᠲ</sup>ᠳᡤᢆᡃ,᠘ᡃ᠘ᢞᠺĊ<sup>ᡪ</sup>ᡠ.

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businesses that offer that service.

We have been talking to the university student who is doing the study. If they set up a computer database, there would be rules that they have to follow to ensure that nobody gets the wrong medication in the communities. I believe that if it is set up like that, it may be worked on more easily. That's why we decided to start a computer database for those terminologies.

The pharmaceutical industry would list the English name of a given medication and the Inuktitut equivalent would be listed in the column beside it. The dosage of medication and instructions would be included on the label, such as how many pills you're supposed to take, whether or not to take them with food, and so on. Those are the kinds of instructions that would be on the labels. They would also provide information stating that if you're taking this type of medication, it can't be mixed with that type of medication and things like that.

They should be put into a computer database and be available to be read because some pharmacies have stated that it's very difficult to find Inuktitut-speaking pharmacists. All the communities do not have pharmacies where people can offer the service in Inuktitut. That's why we made that recommendation. Maybe if a database is set up, then that could help. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Madam Chairperson. You also have a recommendation that "the Minister of

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Languages and Executive Council bring into force sections 3 to 5 of the *Inuit Language Protection Act*, which will require public sector bodies, municipalities, and private sector bodies in Nunavut to provide signage, advertising, and public services in the Inuit language.

As a result, your office may see an influx of admissible concerns from the public and a greater interest in the support services that your office can provide to organizations. You have said that you've had constant capacity issues and you have never been able to fill all of your positions. If you had everybody working and all your positions filled, would you be able to bring into force sections 3 to 5? In your view, does your office currently have the capacity to meet the potential increase in demand for your services? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutiq** (interpretation): We have tried to plan for that and to have a staff member take care of those kinds of concerns. The person would deal with certain types of concerns and delegate different concerns to another employee. There would be an indication where we would have to write to a person or body again to do follow-up and also to make sure our recommendations were dealt with. Once we filled that position, then that person would be able to make sure that all the concerns brought to my office were dealt with. That person would be the coordinator of these concerns. Thank you, Ms. Chairperson.

Chairperson (interpretation): Thank you,

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**Δ°γ<bc'** (Ͻϳγ>ηΟς): 'd۶°Φ¢'.

Ms. Inutiq. Mr. Enook.

**Mr. Enook** (interpretation): Thank you. I only wish. We will expect that as well.

Another possible recommendation that you made was that "the Minister of Languages work with appropriate bodies towards establishing an accredited translation bureau," like an office that will work with different languages. I would call it a translator, but then there are the Inuktitut, French, and English languages that we have to deal with. It would be like a liaison person. If it's a one person job and all sorts of concerns come to that person and try to use standardized terminology for this, which is what I believe you're thinking, the question I have is: can you indicate if your office keeps a list of accredited translators and interpreters in the territory? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutiq** (interpretation): What do we have? I don't understand the question. Thank you, Ms. Chairperson.

Chairperson (interpretation): He asked, (interpretation ends) can you indicate if your office keeps a list of accredited translators and interpreters in the territory? Ms. Inutiq.

Ms. Inutiq (interpretation): I was asking my staff person here and I didn't hear the rest of the question. I'm sorry. No, we don't have a list. That is the responsibility of the Inuit Uqausinginnik Taiguusiliuqtiit to compile a list of accredited interpreter/translators and also a list of interpreter/translators that are

<u>Γ΄</u> ΔώΠ<sup>ς</sup>δ. Γ'C Δωδ.

**ΔΔ<sup>6</sup>**: <sup>ና</sup>dታ<sup>6</sup>α Γ<sup>6</sup>. CΔLϽ<sup>6</sup>δ, CΔLϽ<sup>6</sup>δ. σωδ<sup>6</sup>δCδ<sup>6</sup>Ω Λωδ<sup>6</sup>δCδ<sup>6</sup>δ.

שלירטיץ. כישל בהיכשל שיששליכת שישי  $\Lambda \subset \Lambda^{\circ} \cap \Lambda^{\circ} \cap$ 7604σ7 %C%pγγd-76λ640Cγγθσγγ ᠈ᠳᢗᠫᡙᡥᡣ᠒ᡆ᠈ᢣᡏᡆᠯ ᠘᠘ᢀᡣ᠋ᢆᠫᠸᡙᢣ᠌᠌ᢂᠵᢎᢗᡪᠴᡐᠺ, ᠙᠘ᡏᠦ ᡃᡉᡃ᠋ᠴᡠ᠒ᡝᠫ᠘᠙᠘᠘᠙᠘᠘᠙᠘᠘  $C\Delta L\Delta^{c} C \cap \Delta^{b} C^{s} C^{s} \cap \Delta^{c} C^{b} C^{s} \cap \Delta^{c} C^{b} C^{s} \cap \Delta^{c} C^{b} \cap \Delta^{c} C^{c} \cap \Delta^{c} C^{c} C^{b} \cap \Delta^{c} C^{c} C^{c} \cap \Delta^{c} C^{c} \cap \Delta^{c} C^{c} \cap \Delta^{c} C^{c} \cap \Delta^{c} C^{c}$ ρος ος ος Οδος ος ΑγλήΓο ۵٬۶۲۰۹۲ ۵٬۹۵۸٬۵۹۰ ۵٬۹۶۸٬۵۹۰ ۵٬۹۶۸٬۵۹۰  $\Lambda$ C'bc2°a'd'\_J  $\Delta$ 'L'b"\_J', L°aP4'c  $\dot{P}$ T"U ሀሀ₀₽ሀገ。¬ עירשי ሀሀረ。יררש، , יפא, סֹךְף'  $\Delta$ 67 $\Phi$  $\dot{C}$ 66.

**Δ৬/«▷C·** (Ͻϳ/ኑΠͿϲ): የ៨৮°Φͺϳ-, Γ, Γ ΔΦ<sub>°</sub>. Γ, ΔΦ<sub>°</sub>. Γ, ΔΦ<sub>°</sub>. Γ,

**Δၨ**ሰ%: የረ୮<sup>6</sup> ለረLልር? ጋየረናበ⊲<sup>6</sup>ቦ<sup>6</sup>ሷ<sup>6</sup>d. የዕታ<sup>6</sup>ሷቮ<sup>6</sup>, ል<sup>6</sup>ረላየኦር<sup>6</sup>6.

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properly trained. Taiguusiliuqtiit would take care of that list. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you. Let me ask this question now. You're stating that that's the way it is, that it is the responsibility of the Inuit Uqausinginnik Taiguusiliuqtiit. They are supposed to take care of that. However, with your office, the fact that interpreter/translators can be accredited and try to have standardized terminology, especially in Inuktitut, have you spoken to the Inuit Uqausinginnik Taiguusiliuqtiit about this matter? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): I met with them as some of their board members are new and I told them that I will be making certain recommendations to give them a heads up and I have done that with Taiguusiliuqtiit. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

**Mr. Enook** (interpretation): Thank you. The Inuit Uqausinginnik Taiguusiliuqtiit works with languages too. Within a year, how many times do you meet or talk with that group? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutiq** (interpretation): Since I have

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**Δυγ«ΡΟς»**: ٩σμο Διός Γιο Διό

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**ΔΔ<sup>6</sup>**: 'db<sup>6</sup>ac<sup>6</sup>. C<sup>6</sup>ddc λ<sup>4</sup>bΔ<sup>1</sup>L

> 'bbλcch<sup>6</sup>c λ<sup>4</sup>s Δαβ > 'bbλδ c<sup>6</sup>c λ<sup>4</sup>s Δασ

'b'λd<sup>4</sup>ch<sup>6</sup>pc bhl<sup>4</sup>bhrλhah<sup>6</sup>

> 'b'bhrλhah<sup>6</sup>s λ<sup>6</sup>c<sup>6</sup>c λ<sup>6</sup>c λ<sup>6</sup>

**Δυγ«ΡΟς»**: ٩σμο α΄ς, Γιο Δως, Γι ΔώΩς.

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started, I have met with their board members three times. In 2015, I have met with them twice so far. They have made improvements to the way the board is set up and they try to get information from us as to what kind of concerns we have received. We plan on talking with them on a monthly basis because they have a coordinator now. We planned with the previous coordinator where they had an *Inuugatta* committee coordinator. Our staff worked with their staff pretty regularly, but not me. We usually start planning for Language Week around November or December, so we have meetings and that's how it works. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Are you done, Mr. Enook? Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Madam Chairperson. It's my turn to ask questions.

In the private sector report of your 2014-15 annual report, you indicate that your office sent out a survey to 100 private sector organizations and only received 17 responses. Can you indicate how often your office plans to conduct this private sector survey? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): We want it to continue. We sent out 100 surveys to private sector organizations and only 17 responded, but the surveyor told us that they get very few replies most of the time and that that is the typical number of responses to a survey. Does that answer

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**Δ<sup>6</sup>/«▷C<sup>66</sup>**: የd৮°α ι<sup>6</sup>, Γ' ΔΔΩ<sup>66</sup>. Γ'C ΔΔ<sup>6</sup>, CΔι ι<sup>66</sup>? Γ'C ΓΡ° ህ σ<sup>66</sup>.

**ΓΡ<sup>α</sup>ህፈጭ**: L'α<sup>c</sup>ΔϤδ<sup>6</sup>, Δ<sup>6</sup>/ペρĊ<sup>6</sup>. ΔΛ<sup>6</sup>/<sub>C</sub>ρΛ<sup>6</sup>C<sup>6</sup>σςLC.

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your question? We recommended that the private sector has to provide services in Inuktut. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):
Thank you very much, Madam
Chairperson. You answered part of the question. You will be surveying the private sector and if you're going to do that on an annual basis, how often do you plan to do it within a year? You sent 100 copies of your survey out to private sector organizations and received only 17 responses. Can you indicate how your office will work to draw a higher number of responses to its surveys in the future? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): We usually call the departments of the Government of Nunavut and we also send press releases to the media. We also look after private sector organizations and they would just become part of our survey. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):
Thank you very much, Madam
Chairperson. As you said earlier,
government staff and businesses in
Nunavut are involved. You indicated as
well, however, that these individuals are
adequately able to speak in Inuktitut, for
example, in Baker Lake, those who are
fluent in the local dialect.

After the surveys were conducted by your

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office on the Inuktitut fluency of staff, were the numbers matching up with the results? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): I'm sure the number will be low, but there's a possibility that it may increase. I'm not sure what the outcome would be or how the numbers will vary in future surveys with regard to private sector organizations. Thank you.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Madam Chairperson. In your annual report, you indicate that 65 percent of the respondents to your office's private sector survey claimed to provide an active offer of services in Inuktitut. Can you clarify if your office contacted these organizations to confirm if they were in fact providing active offer of services in the Inuit language? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): I believe it is two separate issues. It has been said that it is very difficult to recruit fluent Inuktut-speaking workers. The other issue is Inuit who can speak or understand some Inuktut, but who would like to get Inuktut language skills training.

We have also seen the need to offer Inuit language skills training, not only in government but also for the public as ΔΔ<sup>6</sup>Π)<sup>6</sup> Ρ<sup>6</sup>b<sub>2</sub>J<sup>6</sup>α<sup>6</sup>γα<sup>6</sup>σο<sup>6</sup> Ρ<sup>6</sup>«<sup>3</sup>6<sup>6</sup> ΣΡγασσας ΣΡγα<sup>6</sup>σα<sup>6</sup>L<sup>6</sup> ΔΔ<sup>6</sup>D<sup>6</sup> Ρ<sup>6</sup>b<sub>2</sub>Jα<sup>6</sup>γα<sup>6</sup><sup>6</sup>Dο<sup>6</sup> Δ<sup>6</sup>bαΔ<sup>6</sup><sup>6</sup>ΠΡ<sup>6</sup>σο<sup>6</sup>, CL<sup>6</sup>α Կ<sup>6</sup>γγα<sup>6</sup> Ρ<sup>6</sup>«<sup>3</sup>6<sup>6</sup> ἀΥΡ<sup>6</sup> <sup>6</sup>b<sub>6</sub> – <sup>6</sup>6<sup>6</sup> – <sup>6</sup>

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well as our private sector businesses. There are some who can speak conversational Inuktitut, but who are either ashamed or require more training in order to become more proficient in Inuktut. These are some of the challenges we face in the private sector. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):
Thank you very much, Madam
Chairperson. You indicated earlier that
some departments and/or businesses
either do not have enough money to hire
people who can speak Inuktitut or have
difficulty retaining them. To date, how
many organizations have actually
requested assistance to complete a
language plan to date? Thank you,
Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): As I pointed out earlier, our office received 41 requests for assistance for the year 2012-13. The staff member responsible as the liaison for the private sector and for providing notices to businesses left their position, so that had to be taken over by the communications officer. We currently have eight older requests that we may have a problem with fulfilling as some Inuktitut language skills training requests may no longer be valid.

I have also informed the Minister that more Inuktitut language proficiency training courses should be offered, not just for public servants but also to the general public. <u>α</u>ιΓσήσηγρης. Δε<sup>\*</sup>ρς Δω<sup>5</sup>)γ<sup>\*</sup>ἀίνθωσθ<sup>5</sup>Οη β<sup>\*</sup>ϑ/<sup>6</sup>)ης <sup>5</sup><sup>\*</sup>σς ρ<sup>6</sup>«<sup>5</sup><sup>\*</sup>σς Δε<sup>\*</sup>σσφβ<sup>\*</sup>σασβ<sup>6</sup>λος. <sup>6</sup>δε α<sup>†</sup>ς C<sup>6</sup>«β<sup>\*</sup>Γ<sup>\*</sup>LC α<sup>\*</sup>Γσήσηγρη <sup>6</sup>δος. <sup>6</sup>δε α<sup>†</sup>ς, Δ<sup>6</sup>γ «βο<sup>†</sup>ς.

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**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak, did that answer your question? Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much. She responded to my question in part. You indicate that there were 41 requests in 2012-13. You also indicated earlier that there were eight requests for assistance. Since the duty has been given to other personnel, are you going to be able to actually assist with the other 33 requests once you get that position filled? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): When businesses have questions, we're always available to help out. We have been informing the Minister regularly about the problems in implementing it when we find that certain entities that should have language plans don't have them.

Not only for education and human resources, but we know that implementing it will be very costly to the private sector. This includes producing posters outside of buildings as well as mailings in Inuktitut, and all that costs money. I think the government should be able to make financial assistance available to the private sector and small businesses in order to implement the Act because they are the ones that don't make a lot of money.

When we find out that there are problems, we encourage the Nunavut

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**ΓΡΦὖͿΦ:** L'α-Δαδ. Δαδυ ΡΡΑϋΔΦ.

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government to resolve them. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Madam Chairperson. In your private sector report, you indicate that 31 percent of the respondents to your office's private sector survey indicated that their organizations have already begun planning for the coming into force of relevant sections in the *Inuit Language Protection Act*.

Can you indicate if any organizations of the remaining 69 percent of organizations provided an explanation as to why they may not be planning for the coming into force dates of the *Inuit Language Protection Act*? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mikkungwak. Ms. Inutiq.

**Ms. Inutiq** (interpretation): Let me look for it.

With the numbers, we didn't get a lot of replies. Yes, 31 percent stated that their organizations have already begun planning for the coming into force of relevant sections. I can't respond to the remaining 69 percent and why they're not planning for the coming into force date at the moment. I have to look at the survey results because I don't have them with me. I could look into it and respond later. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Madam

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**Δ৬/ペレር%**: የdታ°ዺΓ፞<sup>6</sup>, Γ<sup>1</sup> Δώበ%. Γ<sup>1</sup>C ΓΡ°ህላ%.

**ΓΡα·ϢϤ·** (ϽϤϒΛͿ·): ʹϤϦʹʹϤ΅, ΔϷͰʹϘϷϹʹϴ. ϹʹϷϤϤϭ Ϸϭ·ϷϲʹϤϪϭ·ʹϭ·Ϸ 2014-15 ϤʹϚʹͿϹͺϹʹϴͰϒϷΛ Ϸϭ·ϷʹϷʹʹϷʹϭ·, 31 >ԿʹʹʹʹΛʹͰʹΓ΄ ϹΔϷϤϤ ΡϷϲͺϷʹϴʹ· ʹϐϷͰͰϪΛʹʹ·϶Ͱ. Ϸʹϐ·ϷͰͿϲͺϷʹϴϽ· <ʹʹϤϷʹϚʹʹϹϤʹϹʹͺʹϴʹϽͰʹͿʹϴ ΔϼΔʹ ϷʹϐϷͰʹϒʹʹ ϤϽϲʹϷΛϹϷϘʹʹʹϹͿϭʹϤϹʹ.

**Δ৬/ペኦር%** (ጋጎ/አበሀና): የ<mark></mark> የታ<sub></sub> ሲቮ<sup>6</sup>, Γኒር Γρ<sup>6</sup>ህላ%. Γ<sup>1</sup> Δ.۵በ%.

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Chairperson. If you're going to provide a response at a later date, maybe you can also take this into consideration. In your report, you indicate, and I quote, "despite their importance to the health and safety of their clients, the provision of Inuktut among particular services does not appear to be much different from that of the other businesses."

Can you clarify how the Inuit language services between general private sector organizations and those providing particular services are not "much different" and how, in your view, the services provided by these types of organizations should differ? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mikkungwak. Ms. Inutiq.

**Ms. Inutiq**: Can I just ask what page he is quoting from so that I can answer it properly? Thank you.

**Chairperson**: Mr. Mikkungwak, what page were you quoting from?

**Mr. Mikkungwak**: I believe it is 147 or 146. Thank you.

**Chairperson**: Ms. Inutiq.

**Ms. Inutiq**: Can he repeat the question? What was the question relating to the second paragraph on 146?

**Chairperson**: Thank you, Ms. Inutiq. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Madam Chairperson. In your private sector report, you indicate that "despite their importance to the health and safety of their clients, the provision of Inuktut

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**Δ<sup>6</sup>/ペρር%** (Ͻ<sup>i</sup>\2∩J<sup>c</sup>): Γ<sup>c</sup>C Γρ<sup>α</sup>ህ⊲<sup>c</sup>, α\_σ<sup>d</sup>ህ<sup>c</sup>bρ<sup>c</sup>L<sup>c</sup> L<sup>6</sup>Λ<sup>c</sup>DU<sup>c</sup>?

**୮ዮ** ህላ% (ጋጎትበሀና): 147, 146-ጔዖላ%. የძታ ሲቮ.

**Δ<sup>6</sup>/<br/>(56**: Γ<sup>1</sup> Δ.ώΩ<sup>16</sup>.

among particular services does not appear to be much different from that of the other businesses."

Can you clarify how the Inuit language services between general private sector organizations and those providing particular services are not "much different" and how, in your view, the services provided by these types of organizations should differ? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mikkungwak. Ms. Inutiq.

**Ms. Inutiq**: The *Inuit Language* Protection Act identifies businesses or government entities that provide particular services and these services are considered to have a higher impact on people's lives. This is section 3(2) under the Inuit Language Protect Act. It lists particular services, including essential services such as emergency rescue, urgent services, dispatch, and also lists household, residential, or hospitality services such as restaurants, hotels, lodgings, basic services to households such as electricity, fuel, water, and telecommunications. Those entities are listed because the Act seems to recognize that they have a higher impact on people's lives. They then have a more onerous obligation to be vigilant. That's what that paragraph is saying.

Even though those particular services that I just listed and the importance they have on the health and safety of people.... Their level of readiness doesn't seem to be different from other businesses. The Act recognizes that they're more important in terms of the kind of impact they have, that they should be in a position to comply more than other

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businesses. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Madam Chairperson. Along the same lines, you raise concerns that organizations and individuals are not aware of the respective mandates of the Office of the Languages Commissioner and the Inuit Uqausinginnik Taiguusiliuqtiit. In response to a question from one of my colleagues, you stated that you have developed posters and participated in radio shows. With that, how do your office and the office of the Inuit Uqausinginnik Taiguusiliuqtiit publicize its respective mandates and services that are required so that Nunavummiut will be more aware? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): I believe it has been longer than a year now where we have used Facebook to get more exposure. As we know, many of our people in Nunavut post on Facebook, so we have made it part of our effort to be more accessible by using this medium.

We also focus on events such as Language Week, where we collaborate with the various radio stations in Nunavut to offer broadcasting information or ads in papers such as *Nunatsiaq News* and *News North*. We publicize our contact information, our mandate, as well as our availability and different contact means if anyone has any language-related concerns.

**Δ•/<>>** (Ͻ<sup>ϳ</sup>\ληυς): 'dϧͼͼϳͼ, Γ<sup>ι</sup> Δώη<sup>ͼ</sup>. Γ<sup>ι</sup>C Γρε<sup>\*</sup>ህ<<sup>ϵ</sup>.

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ΔΟ<sup>®</sup> - CP<sup>©</sup> (Δ΄ – CP<sup>©</sup> – CLPα.

Ϥ·Ͱ ▷·ϧϷϽ·ϳ· Λα-ͿϤϽͰʹ·Γσ ΔϦϥʹϧϹʹͼʹϽϹΔʹϲͺ ἀϹϷͶͼϳϸϹʹͼϭ·Γͼ ϷʹϧϹʹͰͿϧϤʹ϶ʹͼϲ ͰϥϤ ϫϲͺ;ͿϤͼ Λͼʹϲϥϥ, Λͼʹϲϥϥʹϫ ϫϥ··ϥͼ ϧͼϷϳϧʹͼϭ·Γͼ Ϥ·Ͱ ϷͿϲϲϧϷϧͰͿͼʹϳϲϹ ϷʹϧͼϧͿͰϥͼͼ ϤϽϪʹʹαϷϭ·ʹͶʹʹϼ·ϫ ϥΛͼͿͶʹϧͼʹϽʹϧͻϧϽͼ ΔͿʹͰͺ϶ͶʹϧͼʹϽϭϲ We are aware of the need to be more exposed in the public eye. We are also looking at email surveys as well as using the World Wide Web to advertise our website that is connected to our offices. We need to work on our webpage. We don't have a communications officer, so it has been difficult.

The Qikiqtani Inuit Association produces publications and we also had an article in there. We try to gear it more toward Inuit or French. We try to produce our own newsletters. We recently did that. Perhaps these avenues are readily available in other publications. People are already familiar with those publications and already read them. That's where we stand right now. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Madam Chairperson. Perhaps you could consider your comment about Facebook for younger people and we who are middle aged understand that, but since we got Nunavut, the elders are still around. They also need to be informed and need to understand.

Thinking about the elders in all of Nunavut, including the Baffin, Kivalliq, and Kitikmeot, and as my colleague was asking questions, I know you responded by saying that you are short staffed. Have you considered hiring more employees to provide more information?

Not all people have computers. Computers cost money and you need to pay for Internet connection on a monthly basis. It's obvious that some people can't afford it. Can you consider different

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avenues of communication with Nunavummiut? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): Yes, what you're saying is true. When it comes to elders, we consider the different ways of communicating with them. They have the least language services available to them and that probably makes them the most vulnerable. We would like to be given ideas on how we can communicate better with elders and unilingual Inuit. If you have any ideas or if you want to have discussions with us, we're always available. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Madam Chairperson. The reason why I brought this up is Baker Lake is one of the communities with the most elders in Nunavut. I urge you to consider that.

I will ask a supplementary question to that. You state that "the lack of translators continues to plague the private sector" and I agree with you somewhat. You also state that "this is compounded by the absence of an accreditation authority for translators of Inuktut." My colleague asked a question earlier about providing training programs to accredit translator/interpreters and that it hasn't been set yet.

In your view, to what extent should the Government of Nunavut, through the Ministers of Languages and the Official Languages Division of the Department of

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Ċ<sup>1</sup>a C>><sup>1</sup>yJ >PY>L<>JJ, NNG<sup>1</sup>&P<sup>1</sup>\*Y ><sup>1</sup>b>YCA<sup>1</sup>'' bFYaD<sup>2</sup>JY Da<sup>2</sup>Y U&L<sup>1</sup>d<sup>2</sup> ><sup>1</sup>C>X<sup>1</sup>Y D<sup>2</sup>DY DA<sup>2</sup>Y D<sup>2</sup>Y D<sup></sup> Culture and Heritage, be responsible for providing this accreditation authority? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mikkungwak. Ms. Inutiq.

**Ms. Inutiq** (interpretation): The Inuit Uqausinginnik Taiguusiliuqtiit needs to set the direction and standards for testing proficiency in Inuktut. As well, it can include the interpreting and translating program requirements.

The whole issue of properly educated workers and proficiency in both languages applies to the interpreter and translator accreditation challenges as it can have dire consequences, as we found out during our hospital investigation. Their interpreter/translators are categorized as simple office staff with a starting salary of \$56,000. If they had the recognized accreditation for medical interpreters, they can make upwards of \$82,000 annually.

The challenge is facing the disparity of abilities in the interpreter/translator field. Interpreters deserve to have their pay increased to go along with their accreditation and training. The current disparity in the range of language skills was very apparent during our hospital language services investigation. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Madam Chairperson. Regarding your response, that leads to my next question. As you indicated earlier, there is a huge disparity in language skills among

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interpreter/translators that is out there.

With respect to the workers who are just started, as their education and training increases their level of pay would follow. This also applies to translators and certification processes. As workers are trained, this would include terminology courses.

With that being the case, are you able to provide details or plans towards any regional language courses that can be offered to departments or organizations? I know that you have met with stakeholders about language issues, as a focus group met in 2012 about these issues. Are you able to provide any details about competency in different dialects, as there are obviously quite a few, and how competency can be dealt with? Are there any plans? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): The Inuit Uqausinginnik Taiguusiliuqtiit has to take responsibility and deal with this. I can't really answer the question and maybe you can ask it when IUT appears before you. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Madam Chairperson. In your annual report, you indicate that the private sector liaison officer position in your office ended in June of 2013 and that this position was responsible for informing the private sector of its responsibilities under the language legislation. In your view, will your office have the capacity to continue

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**Δሷበና**•: Ċ<sup></sup>፞፞፞</sup>፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፟፟፟፟፟፟፟ፚ<sup>c</sup> bLቦታ▷ታሲዻናቴናΓ<sup>i</sup>L<sup>c</sup> የ▷ጔዻ፞፞፞፞፟፟፟ጏዻ<sup>a</sup> <sup>a</sup> <sup>a</sup> <sup>c</sup> C<sup>c</sup>, ላለሲታ▷ፈ<sup>a</sup> ር<sup>c</sup> የኦ<sup>b</sup> ጋልና<sup>b</sup> bል. ና<mark>d</mark>ታ <sup>a</sup> ፫ ኮ, C<sup>e</sup> «ጵር - 2 በ<sup>b</sup>. ና<mark>d</mark>ታ <sup>a</sup> ፫ ኮ, ል<sup>b</sup> / «▷ር<sup>c</sup>.

**Δ<sup>6</sup>/«ኦር%** (Ͻ<sup>ϳ</sup><sub>1</sub>ληυς): 'dϧ<sup>6</sup>α ϳ<sup>6</sup>, Γ<sup>1</sup> Δ.Δης, Γ<sup>1</sup>C Γρ<sup>6</sup>ህላ<sup>6</sup>.

**ΓΡ° ϞͿϤʹ•** (ϽʹͱϒΠͿʹ): ʹͼͿϧʹʹαͺΓʹ•, ΔͼͰʹϘϦϹʹͼ. ϭʹʹ϶ʹͿϹͺϹʹͼʹͰϹͰ Ϸϭͼʹ϶ϹͺϹͼʹͼʹͰϹͿϲ ϲʹʹͰϭϲϲϧʹϧͼʹͰϹͼʹͼʹͼͼ϶ ΔʹͼϧϲϪϧͼ· ;ʹͼ 2013-Γ ΔλϲϲϲϧʹͰϲʹϲʹͼͼ϶ ΔʹͼϧͼϪϧͼ· ϽʹͼϧϹͺϹͼʹͼͼ϶ ΔʹͼϧͼϪϧͼ· ϽʹͼϧϹͺϹͼʹͼͼͼ Δʹͼϧͼ ϲʹϧϲϧͼͼ ϭϽϳ϶Ϳϲ ϭϲʹϲ ΛʹͼͿϧϪϲ ϷʹϧϷϒϲϲϲͼʹͿϲ. ΔλͰϹϧͼϲ ΠΠϚʹͼ ΔͼϧͼϪϧͼϧϹϻϧϧͼ this work in the absence of a private sector liaison officer? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mikkungwak. Ms. Inutiq.

**Ms. Inutiq**: I touched on it a bit earlier. Some of the responsibilities of the private sector liaison officer were transferred to the public affairs officer.

With the other aspect, we have changed the position of the private sector liaison officer to project manager in anticipation of the private sector complying and to ensure that the concerns that our office is receiving are better managed and also seeing trends when there are a number of concerns in certain areas to determine if we need to do a systemic investigation.

We have been reorganizing our office in anticipation of the private sector to comply. The person that would assist the private sector in giving information and language planning would be the public affairs officer. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):
Thank you very much, Madam
Chairperson. Thank you for your
explanation regarding communication.
Can you indicate how your office plans
to close this information gap and
continue to engage with the private
sector? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

**Ms. Inutiq** (interpretation): I was talking

ᡆᢞᠮᠦᡃᢐᡃᡃ᠑ᢅ᠌ᠣ᠙ᠰᠸᠬ᠋᠍᠕ᠸᠬ᠋᠍᠕ᡩ᠐ᡟᢀ᠋᠑ᢅ ᠙ᡌᢣ᠘ᡥᠬᠪᡃᠪᡟᢗᢉᠳ᠌᠌ᡆᠰ᠑ᠮᡃ᠙᠂ᡏᡕᡰᢞᡆᡤᢆ.

**Δ৬/«▷ር·** (ጋጎ,ኑበJ<sup>c</sup>): የժታ° ፞ ፲<sup>c</sup>, ፲<sup>c</sup> ፲ ፫ ፫ ፫ ፻ ህላጐ, ፲<sup>c</sup> Δ.۵ በናь.

**Δሷበ<sup>16</sup>** (ጋቫትበJ<sup>1</sup>): ▷'b▷ተሊ<sup>16</sup>b▷ትናጋ<sup>4</sup>ና ▷ϤʹበϤ<sup>16</sup>. Δϲ<sup>1</sup>/<sup>16</sup> bLቦት▷'b<sup>1</sup>C<sup>16</sup>)<sup>5</sup> CΔ<sup>1</sup>d۵<sup>1</sup> Δ<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1</sup>/<sub>1</sub>6<sup>1<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Δ<sup>1</sup>/<sub>1</sub> Δ<sup>1</sup>/<sub>2</sub> Δ<sup>1</sup>

 $\Delta$ ዕበናь:  $\dot{\Delta}$ ,  $C\Delta$ °ር

about the document on how to act on recommendations. We have stated that we want to make sure that the private sector understands the process. We will have to consider how we will be distributing that information to the private sector. It could benefit the private sector and at least they can visualize what their language obligations are.

We had to work on the consultation process in three stages. I believe the work has been done. Once the Act has been implemented, it can be dealt with by the public affairs officer. I believe that it has been completed. Although we want the communications officer to continue.... How do I say it correctly? It could be the private sector liaison officer. Thank you, Ms. Chairperson.

Chairperson (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak, are you done? We will take a 15-minute break. Thank you.

>>Committee recessed at 15:05 and resumed at 15:23

**Chairperson**: Welcome back. The next on my list is Mr. Enook. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. Since we're reviewing the annual report, I would like to ask a question. You indicate that your office had decided to continue to monitor progress to deliver Inuit language instruction from kindergarten to grade 4 or 5. Can you provide an update on the results of your office's work in this area? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

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**Δ<sup>6</sup>/«Ρር%**: ʿdታ<sup>6</sup>α Γ˙<sup>6</sup>, Γ<sup>1</sup> ΔΔΩ<sup>6</sup>. Γ<sup>1</sup>C ΓΡ<sup>6</sup>ህላ<sup>6</sup> CΔĹ<sup>6</sup>β<sup>6</sup>? Ρβ, Δ<sup>6</sup>6<sup>6</sup>υ6Δ<sup>6</sup>α ʿσ (<sup>6</sup>) J<sup>1</sup>C 15 Γσ<sup>1</sup>C. 15 Γσ<sup>1</sup>C ʿdy<sup>6</sup>α Γ˙<sup>6</sup>.

>>b∩Lትናċ゚ ዾ<sup>ೄ</sup>b∿b∆°፞፞፞፞፞፞፞፞፞፞፞ዾ<sup>ೄ</sup>ン゚ 15:05-Γ ላ⁴L⊃ ለቦ⊲⁰७°σ™ጋ∩⁰ 15:23-Γ

 $\Delta$  የአራ የሚያ (ጋኒ/ አብሀና): ጋ የ የሀላር የተባና የ የነር ል ነው። የተር ል ነው። የተር ል ነው። የተር ል ነው። የተር ል ነው።

Δυγφρς. 'σμο α΄, Γιο Δο, Γι ΔόΩ.

Ms. Inutiq (interpretation): Are you talking about the education research? For the 2014-15 annual report, the systemic investigation for the Qikiqtani General Hospital will be included and it will also include the education part of it. For the 2015-16 annual report, an investigation mostly on education will be published in that report. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Madam Chairperson. I will just wait patiently for that report and it is my understanding that those items will be included.

Moving on, in your report, you indicate that your office decided not to complete a report on the availability of communications and services provided by municipalities due to capacity issues. Did your office complete this work in the 2014-15 fiscal year as anticipated? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutiq** (interpretation): Yes, I alluded to them. We sent the survey to the communities, but there was no response.

I went to speak with NAM when they held their AGM in Cambridge Bay in October last month in regard to this issue. I met with the municipal officials during the meeting that was held here in Iqaluit and I reminded them again. We sent the surveys to the communities and that it would be beneficial to get a response so that we can have a better indicator of what the status is at the local level where

**ΔόΠ<sup>6</sup>**: Δ΄, C<sup>6</sup>dd ΔC<sup>6</sup>σd<sup>6</sup>)CCΛσ<sup>6</sup>! <sup>6</sup>bPλ<sup>5</sup>σ<sup>6</sup>? CΔ<sup>6</sup>αΔ<sup>6</sup> 2014-15 d<sup>6</sup>dJCL<sup>6</sup>Γ <sup>7</sup>S<sup>6</sup>h<sup>6</sup>h<sup>7</sup>dN<sup>6</sup> d<sup>6</sup>σdN<sup>6</sup> <sup>6</sup>bPλ<sup>5</sup>σ<sup>6</sup>υΔ<sup>6</sup> <sup>8</sup>Dσ<sup>6</sup>b<sup>6</sup>b<sup>6</sup>c<sup>6</sup>Dσ. d<sup>6</sup>L ΔC<sup>6</sup>UJ<sup>6</sup> <sup>8</sup>ΔC<sup>6</sup>σd<sup>6</sup>DCCσ<sup>6</sup>JC P<sup>6</sup>bPλCC<sup>6</sup>C <sup>8</sup>CΔbσ<sup>6</sup>CC<sup>6</sup>DCC 2015-16 ΔC<sup>6</sup>σd<sup>6</sup>DCCσ<sup>6</sup>Γ<sup>6</sup> <sup>9</sup>bPλ<sup>5</sup>σ<sup>6</sup>C<sup>6</sup>λΓ<sup>6</sup>UDd<<sup>8</sup>D<sup>6</sup>BPλ<sup>6</sup>b<sup>6</sup>DC <sup>9</sup>d<sup>6</sup>JCL<sup>6</sup>h<sup>7</sup>D<sup>6</sup>C<sup>6</sup>σ 5<sup>6</sup>C. <sup>6</sup>d<sup>6</sup>aL<sup>6</sup>h, <sup>8</sup>Δ<sup>6</sup>λ<sup>6</sup>C<sup>6</sup>h.

Δ৬/ペレር%: የժታ°ο Γ', Γ' Δώበ%. Γ'ር Δ.Δ.

**ΔΔ<sup>6</sup>:** 'dϧ<sup>6</sup>αϳ<sup>6</sup>, Δ<sup>6</sup>/<βρά<sup>6</sup>. Σα<sup>6</sup>β<sup>6</sup>Ωνα<sup>1</sup>α<sup>6</sup>α<sup>6</sup>α<sup>6</sup> ΕΔ<sup>6</sup>δα Κ<sup>6</sup>β<sup>6</sup><α ΕΔβσ Λ<sup>6</sup>βγβηλια<sup>6</sup> ΕΔι<sup>6</sup>α Σβγ<sup>6</sup>δςι.

**Δ৬/<>>()** 'd>° α Γ', Γ'C ΔΔ', Γ' ΔΔ΄ Π''.

 $\Delta$ **ጏበ**%:  $\dot{\Delta}$ , ▷'b▷ላሲለ'ር%b▷≪b. 'b▷〉ላናናጭ ላለ%dĤσċ ዾዺሮችውና  $\Delta$ ይዮ〉ለር▷%/Lሁጋላናናብሪ, ₽▷ታ▷ላL $^{\circ}$ ቦ·LC.

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the problem areas are.

To date, I don't think any one of them have responded to the survey. Karliin is working on that. We're considering making phone calls and asking questions rather than just sending out a survey correspondence. We will probably get a better response that way. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. I don't know if this is a question, but first of all, your office can work diligently only if they respond to your surveys or research. It would be very beneficial if we respond to surveys or questionnaires. We can get a better understanding and it could provide better services that way. I urge Nunavummiut to respond to surveys that are being sent out to the communities. I believe that that's better, if there is no other way.

As you stated, you're starting to consider making phone calls rather than sending out surveys. When do you expect to start making the phone calls? What would be the foundation for your decision? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

**Ms. Inutiq** (interpretation): We wanted to get a response by November 12. I was away for a bit, so we hardly discussed this matter. Once this hearing is over, Karliin and I will be able to consult with each other as to what the next steps will be. Thank you, Ms. Chairperson.

Chairperson (interpretation): Thank you,

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Ms. Inutiq. Are you finished? Mr. Tom Sammurtok.

**Mr. Tom Sammurtok** (interpretation): Thank you, Madam Chairperson. Welcome. (interpretation ends) I only have a few questions here.

However, in your annual report, you state that the preliminary report on your office's systemic investigation of the quality of Inuit and French language services and communications at the Qikiqtani General Hospital - I think you referenced that a few times this afternoon - has been completed. You say that it "will be sent to the Department of Health for comments on recommendations," after which a final report will be completed.

First of all, can you indicate if your office has received comments from the Department of Health and, if so, when will you provide a final report on this investigation to this House? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

Ms. Inutiq: Yes, I have received comments from the Department of Health. The report is complete and so now we are going through the process of designing our annual report and having it translated and then printed. We hope to table the 2014-15 annual report, with the appendix of the systemic investigation, in the Legislative Assembly in January. That's my hope right now. Thank you, Ms. Chairperson.

**Chairperson**: Thank you. Mr. Sammurtok.

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Mr. Tom Sammurtok: Thank you, Madam Chairperson. You indicated that your office was unable to hold meetings with the francophone organizations during the 2013-14 fiscal year due to staff shortages. Can you indicate if your office was able to hold meetings with any francophone organizations in the 2014-15 fiscal year? Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

**Ms. Inutiq**: Would the Member be able to provide me where that is stated? Thank you, Ms. Chairperson.

Chairperson: Mr. Sammurtok.

**Mr. Tom Sammurtok**: Sorry. I believe it's in 162 or 163.

**Chairperson**: Ms. Inutiq.

**Ms. Inutiq**: I'm just trying to find the reference the Member is making. If you can just give me a moment.

**Chairperson**: I believe it's 163 under results. You talk about getting a staff shortage resulted in extra work for the investigation. There were no meetings with the francophone organizations. Ms. Inutiq.

Ms. Inutiq: What happened was the investigator/researcher for the French language was the main person working on the systemic investigation. That took her away from some of the activities that we had hoped for her to take part in. Now that the systemic investigation is complete, she has resumed her regular duties, as of date. Thank you, Ms. Chairperson.

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**Chairperson**: Thank you, Ms. Inutiq. Mr. Sammurtok.

**Mr. Tom Sammurtok** (interpretation): Thank you, Madam Chairperson. (interpretation ends) For now, this will be my last question. In this report, you state that one of your office's one-time initiatives for the 2013-14 fiscal year was to complete research to, and I quote, "provide recommendations supporting the linguistic needs and rights of children in Nunavut in anticipation of the comprehensive review of the Child Care Act and the Inuit Language Protection Act." You also indicate that your office has completed much of this research and will complete further analysis and report writing for this initiative in the 2015-16 fiscal year. Can you explain some of the preliminary findings of your office's research in this area? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Sammurtok. Ms. Inutiq.

Ms. Inutiq: As I indicated earlier, our 2015-16 annual report will focus on education, including early childhood education. Some of our projects have had to be postponed due to staffing issues, as well as the focus on trying to complete the systemic investigation.

If you can imagine 51 interviews of half an hour and trying to pull quotes just from those interviews alone, and the research that was done trying to create expectation standards of language services for multilingual services, we were actually quite overwhelmed by the level of work by the systemic investigation.

That took away from some of the work

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that we had hoped to do, including the work on education. I decided that the annual report for 2015-16 will focus on education. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):
Thank you very much, Madam
Chairperson. The first question that I
would like to ask is looking at this whole
thing from the outside and looking at the
year 2013-14, you went to southern
Canada and overseas. In the coming year,
so that the people of Nunavut will
understand your office better, are you
planning to visit the smaller communities
more? There are 25 communities in
Nunavut. Thank you, Madam
Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

**Ms. Inutiq** (interpretation): For those years, 2013-14 and 2014-15, we didn't really plan to visit the communities because I was not quite sure of what I was going to do. I expected the review of the Act. The *Inuit Language Protection* Act states that after five years, the Act is supposed to be reviewed. I thought it was going to be reviewed, so I waited to see what would happen. I didn't know what was going to happen, so I didn't do much planning to go to the communities. If they are planning to go to the communities. I would want to be involved. I was going to take part in any community tour and that's why I didn't make any plans.

However, to date, in this year... . Hold on. The previous year, I went to the

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Kivalliq to Arviat, Rankin Inlet, and Baker Lake. I stated earlier that I was in Cambridge Bay in March and I went there again last month. Keeping the communities informed and being visible and being known about is important. I just wanted to say that because I was expecting the Act was going to be reviewed, I was just waiting, so I didn't make any plans to visit the communities in 2013-14 and 2014-15. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Madam Chairperson. As the Languages Commissioner of Nunavut, it has to be dealt with carefully.

Also on page 129 of your report, looking at the figure, there are 31,770 Nunavut residents. However, it states there that "Inuktut is the mother tongue of 21,225 people." It also states, "Within that population 16,490 say they speak Inuktut at home." Looking at those figures, it's pretty much half of the people. As the Office of the Languages Commissioner, do you have any concerns about that? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): The two Language Acts were enacted to protect the languages. They envisioned it applying to language in the home, in the media and telecommunications, such as TV and radio language provision so that language can be everywhere. This also applies to the private sector to offer proper Inuktitut services, to offer proper

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Inuktut language programs in schools, as well as the different programs and services provided by all levels of governments, including our communities, and to combine all of them to protect our language and to hear it spoken properly and to have our children hear Inuktitut spoken properly. That is the only way they can become proficient in the language.

However, the diminishing use of the language is very strong. We must find a way to redouble our efforts to deal with this trend, so we need to work together and come up with ways to increase the visibility and use of Inuktut in a more holistic way. The private sector can improve their language services. Starting at the school level, parents need to speak Inuktitut at home more often to their children. That is what is envisioned in the legislation for the protection of the Inuit language.

Statistics Canada is also aware of it and in the 2011 results, the Inuit, French, and English were not done divided up in the statistics as to how many of them speak their mother tongue at home. In 2016, they say that they're going to come back to do it again in the long form survey.

As to how far the Inuit language has dropped since 2011, and if we're going to try and revitalize the language and make it stronger, then we need to be aware of how far it has dropped and we need to be able to measure how quickly it's rising up again. The work that we do gives us indicators of those things. I don't know how else to respond to that. However, if the provisions in the Act are implemented properly and the visions are realized, we will be able to protect our language properly and be able to measure the drop

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and rise of language proficiencies. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Madam Chairperson. Moving right along, you indicate that your office will conduct a survey to determine the number of employees of territorial institutions that can work in the Inuit language, know their language rights, have access to information in the Inuit language, and report workplace discrimination related to the use of the Inuit language. Can you indicate if this survey has been conducted to date and, if not, when do you plan to begin and complete this survey? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq (interpretation): We said that we will do that in 2016-17. We have to put together the survey questionnaires and they were in the 2011-12 or 2012-13 report. I'm not sure which one. We had to revise the surveys. Once the questionnaires are completed, we want to have them completed by 2015-16. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Madam Chairperson. This will be my last question. With this survey that you will be conducting in 2015-16 and there are 25 communities in Nunavut, will it include data from all communities? Thank you, Madam Chairperson.

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**Chairperson** (interpretation): Thank you, Mr. Mikkungwak. Ms. Inutiq.

**Ms. Inutiq** (interpretation): The survey will be sent to all the hamlet councils and the City of Iqaluit, Madam Chairperson. Thank you.

Chairperson: Thank you, Ms. Inutiq. (interpretation) Are you done, Mr. Mikkungwak? Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. Your 2013-14 annual report was tabled in the Legislative Assembly earlier this month, over a year and a half after the end of the 2013-14 fiscal year. Can you indicate when your office completed this annual report and what factors have contributed to it being tabled over a year after the end of the fiscal year? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: Once a fiscal year is done, the Languages Commissioner has another fiscal year within the next fiscal year to table the annual report. Technically, yes, it is seven months late. There were several factors. When I started my job, I asked all the staff to provide activity reports. There was one month where a person left and there was no activity report, so we had to look through our files and make sure that we were not missing any activities. That was one major factor.

Everything was done by last February except the activity report. By then, it was quite clear that we couldn't meet the deadline of March 31 because, even if you're done your annual report, you need to have it designed, translated, and

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printed. By June, it was completed. From June until November were the design, translation, and printing. That's the general timeline of what happened.

The other factor is when you have different staff starting, there is a learning curve of the annual report writing and the process of translations, and so on. There are several factors and it's not something that I'm proud of and it's something that I really want to avoid for the next fiscal year. Those are the factors. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

Mr. Akoak: Thank you, Madam Chairperson. In the 2014-15 work plan included in your annual report, you indicate that your office will review the Auditor General of Canada's 2013 report on education in Nunavut and the Minister of Languages' annual report to determine the number of schools with Inuit language instruction. Does your office have any plans to undertake its own analysis of the status of Inuit language instruction in Nunavut's schools? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

**Ms. Inutiq**: Yes, as I indicated earlier, the focus of our 2015-16 annual report will be on education, so it will look at early childhood education as well as kindergarten to grade 12, to answer the Member's question. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Akoak.

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Mr. Akoak: Thank you, Madam Chairperson. This will be my last question. In the 2014-15 work plan included in your annual report, you refer to the conference on language rights that your office hosted with the Minister of Languages in February of 2015. Can you indicate how many participants attended this conference and provide an overview of the main outcomes of this conference? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Akoak. Ms. Inutiq.

Ms. Inutiq: The Minister of Languages prepared a report from that conference and there were over 100 participants. Some of the areas that were focused on were discussions on the state of the Inuit language, what's being done well in terms of trying to protect the language, looking at how minority languages have been revitalized around the world, and also what needs to be done. Those were the main areas of focus for that conference. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Do you have any more questions? Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. I have some questions. In the investigation report of your annual report, you indicate that your office received a concern that a candidate's name was not available in syllabics during an election and that you have been "attempting to resolve the matter informally." Can you indicate if this matter has been resolved and, if not, can you provide an update on this issue? Thank you, Madam Chairperson.

Chairperson (interpretation): Thank you,

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Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): Yes, when we heard about that incident, we looked at solutions with the Office of the Chief Electoral Officer. We thought it was going to be easy to find a solution and we decided that all ballots should be written in Roman orthography. I had written a letter to the chief electoral officer, but we didn't get a response from her office. It was their lawyer who was responding to me.

When you have to go through the court system, I'm sure that happens. It is a learning curve when you are dealing with the court system. It doesn't require a formal agreement to achieve that since the Languages Commissioner is already there to carry out research. This is something I learned from experience. When this was brought to court, I learned that they only responded through their lawyer. They didn't seem to have a lot of work to do if only they had agreed. This will be the case now.

I tried calling that person, but they weren't there. I wanted to talk with that person without a lawyer to see if we can come up with an agreement. Without even sending an email or correspondence, I tried to call that person directly to see if we can come up with an agreement through discussion. However, it just seems to be hanging there now and it's unfortunate. Our lawyers correspond with each other, even though this seems to be an easy matter to agree to.

I think it will have to go through an investigation, even though it doesn't seem to require much work. It's unfortunate. When I started dealing with it, I didn't want to force the issue. I wanted agreement through dialogue. I

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«<sup>1</sup><sup>16</sup>Π<sup>16</sup><sup>16</sup> σ<sup>1</sup>1<sup>16</sup> σ<sup>1</sup>2<sup>16</sup> σ<sup>1</sup>2

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I'm not sure if I answered the question. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Madam Chairperson. I believe your response indicated that it hasn't been completed yet. I think I understood it in that manner.

I would like to turn to another concern and I want to ask about the status. In your report, you indicate that your office received a concern relating to documentation that was provided in English only by the Nunavut Impact Review Board and that "there is an ongoing communication" with them. Can you indicate if this concern has been resolved to date? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Enook. Ms... (interpretation) I completely drew a blank. Ms. Inutiq. (interpretation ends) I don't know why I had a blank moment for a while.

>>Laughter

An Hon. Member: It's four o'clock.

**Chairperson**: I know it's tiring.

**Ms. Inutiq** (interpretation): As per my earlier statement, the organizations or (interpretation ends) institutes of public

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government (interpretation) within the legislation, I am not sure if they have that ability to enforce that for studies. That is doubtful and it doesn't really identify which body has that authority. However, the Nunavut Impact Review Board has been informed about that language concern that has been submitted to our office.

We informed them that the report wasn't in Inuktut that was made publicly available, only the executive summary. We asked them what preparations or plans they have to comply with the legislation about proper service provision in Inuktitut, especially when requesting public opinion.

The executive director said they felt that the executive summary contained enough information for the public, that the information contained sufficient detail, and that most of the report was meant for the information of the Minister. That was the argument submitted for that concern.

Furthermore, it was also mentioned that no budget was provided for any language services other than interpretation at public meetings for the Nunavut Impact Review Board. It was noted that shortly after the Nunavut Tunngavik Incorporated lawsuit against the federal government, funding for language services has been added to all institutions of public government. However, with respect to different languages, I haven't yet looked into the details as to whether they now have funding for translating reports.

Further, the executive director also mentioned that one of their difficulties in trying to comply with Inuktitut language translations is the shortage of LCUAC ADAO NASHILYUC SBRYSGIS QDQSILS. AL QCAYLLYUC QDQAGYLSNADOQOO AQNCAPS PSBRNADO AGNCAPS ASHING PSBRYSGIS BYBRYSGIS BYBRYSS BYBRYSGIS BYBRYSGIS BYBRYSGIS BYBRYSGIS BYBRYSGIS BYBRYSS

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interpreter/translators who are knowledgeable about mining terminology and technical details. They are deliberating on ways to have the mining terminology included in workshops or how NIRB can be involved and have it included in Arctic College courses. This doesn't seem to be a priority that should be implemented right away, even though they seem to be planning for it. NIRB is facing roadblocks.

I have wanted more discussion on when their funding is going to be increased, if languages services are not there, that they need to apply for funding. We really need to show more support so that they can provide services in Inuktut. That's where it stands right now. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Enook.

Mr. Enook (interpretation): Thank you, Madam Chairperson. If you're going to have discussions with them, I think you can also tell them that if they have a hard time finding people who know the mining terminology and they need assistance, the interpreter/translators at the Assembly know everything.

## >>Laughter

My question is in 2012-13, there were 15 concerns. In 2014-15, there were only six. Is that good? Are you worried about that? That's why I'm asking the question because I don't know the answer. The number of people who complained is declining. Is it declining when people ask for Inuktitut services? Is it because services are getting better or are Nunavummiut not informed enough about their language rights? Is that why

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the numbers of complaints are down? Would you have that information? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Enook. Ms. Inutiq.

Ms. Inutiq (interpretation): I cannot tell you why the number of complaints dropped so much in 2013-14. It went back up to 11 in 2014-15. I don't know why there were only six in 2013-14. I think that in 2012-13, the *Official Language Act* was passed and the public was informed through the radio at that time. Perhaps that got people thinking that their language is officially recognized now. They were informed of the fact that there was an Office of the Languages Commissioner.

Some of the languages commissioners in Canada have expressed the need for research on why complaints spike and drop. It's impossible to tell. The federal languages commissioner found through examining the data that one concern submitted was actually representing 21 people who had also submitted the same complaint. If there was any kind of research similar to this work, I would want to be involved, especially in determining what reasons exist and what exactly has to be publicized and how we can disseminate this information.

I don't think the number of complaints about improper language service provision will decrease. Also, one wants to be open and welcoming or at least that is the ideal practice. We want the public to know about our office, our work and mandate, as the protection of languages is part of our work. This is the sole purpose of this office and the only way we can do our work is if people submit their

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complaints. Only then will improvements be recommended and we can request their compliance.

I have been talking for such an extended period in trying to explain it to you that I lost track.

>>Laughter

That's it, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. I, too, am getting rather forgetful probably because I'm also tired.

>>Laughter

The one person whom we haven't heard from yet today is Mr. Rumbolt. (interpretation ends) You're on next, Mr. Rumbolt.

Mr. Rumbolt: Thank you, Madam Chairperson. I just have a few quick questions on the budget part of the report, which is on page 179. One line item in your budget, it says that you spent \$25,553 on travel. I'm wondering if you can provide us a brief breakdown of how that money was spent. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Rumbolt. Ms. Inutiq.

**Ms. Inutiq**: For 2013-14, the travel included going to Arctic Bay, Rankin Inlet, Dublin, Ireland, and the trade show in Ottawa. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Rumbolt.

**Mr. Rumbolt**: Thank you. Another line item, it says that you spent \$289,642 on

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**ςι'>** (Ͻίλληυ'): 'dϧͼϼϳͼ, CΔLς Δλασ διονικές \$289,642-σι ΔϽς Σκινία contract services. I wonder if you can explain to us what types of contract services you obtained for this funding. Thank you.

**Chairperson**: Thank you, Mr. Rumbolt. Ms. Inutiq.

**Ms. Inutiq**: The largest piece for that is our rent, which is \$223,000, and after that, it's our legal services, which was \$25,000, and the rest are things like design and print of promotional items and our annual report. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Rumbolt.

Mr. Rumbolt: Thank you. Another line item is that you spent \$34,833 on casual wages, which is about 30 percent less than the previous year. I'm just wondering if you can explain what accounts for the decrease in casual labour dollars. Thank you.

**Chairperson**: Thank you, Mr. Rumbolt. Ms. Inutiq.

**Ms. Inutiq**: I was anticipating the question of who I hired as a casual. There was an indeterminate position filled and that was... . Wait, let me just take a second to look at the staffing.

What caused the decrease is the less hiring of casuals. There was a casual hired from October to December and one was there from April to July. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Rumbolt.

Mr. Rumbolt: Thank you. Don't get me

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wrong, reducing the dollars in casual wages is a good thing because we're always after other government departments in spending a lot of money in their casual budgets. I'm just letting you know that's a good thing.

My last question is going to be overall, you lapse about 30 percent of your budget. I know you talked about lack of staff and a few other things during that period. Were there any other contributing factors toward the 30 percent lapse of funding? Thank you.

**Chairperson**: Ms. Inutiq.

Ms. Inutiq: It was largely vacancies in the office, including the director's position, which was vacant from January until the end of the fiscal year. That was the largest contributor. When you have vacancies, there is less work on projects. As you know, I had to move over some of the projects we had hoped to do to other years, partly to focus on finishing the systemic investigation, but also due to the vacancies. When you work on projects, there are more costs associated. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. That's it for you? Mr. Mikkungwak, I understand you have another question.

**An Hon. Member**: No, he doesn't.

>>Laughter

**Chairperson**: Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Madam Chairperson for recognizing me again. I appreciate that. I'll get right into the nitty gritty of it.

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**Δ<sup>6</sup>/«Σ<sup>C</sup>»** (Ͻ<sup>1</sup>/<sub>2</sub>): 'd۶<sup>6</sup>° Γ<sup>1</sup>, Γ<sup>1</sup>, ΔΔΠ<sup>16</sup>. CΔĹ<sup>16</sup>P<sup>1</sup>? Γ<sup>1</sup>C ΓΡ<sup>2</sup><sup>1</sup>Ud<sup>16</sup>, α/ασ<sup>6</sup> αΛ<sup>16</sup>dΠ<sup>1</sup>b<sup>1</sup>b<sup>1</sup>σ<sup>16</sup>< CΔU&<sup>1</sup>.

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**Δ•/ペレርጭ**: Г<sup>ւ</sup>С ГР<sup>®</sup>ህረ<sup>ና</sup>6.

On page 132, "April 2013, Reviewing job descriptions to ensure there are bilingual language requirements for vacant positions," I combined that with page 141, "Article 23 of the Nunavut Land Claims Agreement recognizes priority hiring of Inuit and Inuit language speakers. We recommend the Department of Finance create a policy related to hiring including consideration for the preferred hiring of persons with the ability to communicate in French and English as a second priority."

I understand on the follow-up portion that your office, in collaboration with the Department of Finance, create a policy. Seeing that a number of MLAs have brought up Article 23 in the House and that we are now in the 2015-16 fiscal year, have you already met with the Department of Finance? Is that policy being created as we meet today? Is it ongoing? When do you anticipate the finalization? Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Mikkungwak. Ms. Inutiq.

Ms. Inutiq: As far as I understood, our office has received the draft guidelines. As far as I understood, it was near to finalizing. I have not received an update on when they anticipate the guidelines will come into effect within the GN. It just says that they will review their human resource policies and guidelines this fiscal year. I have not asked for an update on the status of that to date. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. Mr. Mikkungwak, your final question.

Mr. Mikkungwak: Thank you. When do

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Δၨριο (ϽϤϒΛυς): ϽΡϒϤϒϭϤ ΠΠϚʹϭϹϒϒϘ· ϤϽϤͿͿϤϒϭϹϤʹͰϽϭϷ ʹϭΔϤΛΑϷϒͰϲͿϤ;, ϽΡϒϤϒϷϤʹ·Ͻ ΛϒʹϢʹϷϹϷϾʹ·ϹϤϒϾ· ʹϐʹʹͿͼϤϤ ϤϽϲʹͽΠϹϷϯͺϹʹͰͿʹ·ͺͿʹϲ ϽʹͰϲϷʹʹϧϹʹʹϧ·ͺ Ͱͼͺ Δ϶Ϥσ. Ϫ, ϷʹϧϣϒͰϽϪʹͼͺʹͰͺʹϙϹʹ;ϙϲϥϧ·Ϳ·ʹϳϣ ΔʹͽϸͼϪϒʹͽϽϲʹʹϲͺ ϤϽϤͿϧʹϹ· ͰϲϲϧʹϹͼϲϧ ϳͼϫϷϒϲʹʹͼϫϷʹͺϤʹͼͿϤϹ Ϫ϶Ϥϭ ϥϽʹͽϹϲϲ Ͱϒϥϭϲ Ͻʹϥ;ͰϧϧϧͼϲͺϷʹϧʹϹͼͺͰͺʹϧϧϗϲʹϧͺͰϲʹͰϧʹϳϲ Ϸʹ϶ϹͿʹ ΠΡʹ϶Ϳ ϹϹʹͼ.

**Δ৬/<>>** (Ͻʹ៶λΛησ): ٩σς Δ΄ Γ΄, Γ΄ Δ.Δης. Γ΄ Γρετικό, ρυστοικό Αλφαηνία.

**ΓΡ° ህረጭ** (Ͻʹ៶ληυς): 「dϧ° α.Γ΄». 「b∿υς CΔL

you anticipate following up on that and when do you anticipate a policy being created? By the end of this fiscal year or by the end of 2016? Thank you, Madam Chairperson. That's my last question.

Chairperson: Thank you, Mr. Mikkungwak. I think she sort of answered that, but I'll pass it over to Ms. Inutiq once again.

Ms. Inutiq: I can. It's something that I can check on after in the next little while just to get an update on what's happening with both the guidelines and the review of the human resource policies. It wasn't within my radar in the next little while, but it can be if the Members feel that it is important. Thank you, Ms. Chairperson.

**Chairperson**: Thank you, Ms. Inutiq. I think we look forward to that information. If you can pass that onto us, it would be great.

Before I wrap this up, I better ask if there are any more questions for the Languages Commissioner and if not.... Really? Mr. Joanasie wants to ask one question. Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Madam Chairperson. This is primarily a clarification request as well as a question on the status of your investigations. You said that you did six investigations and one was said to be inadmissible. If you look on page 30 in the Inuktitut version, it states that the concern was inadmissible. I believe the English version has that on page 150, where a person wanted to communicate with a hamlet in the English language.

They were asked to translate the correspondence into Inuktitut for the

**Δ৬/ペÞር%** (ጋጎ,ትበJና): የ<mark></mark>የታ°ሲቮ<sup>6</sup>, Γ<sup>1</sup>ር Γρ°<sup>®</sup>ህላ<sup>6</sup>. የኦ%ዕናር%ርናചላ<sup>®</sup>ሁ, የ<mark></mark>የላወ ጋው<sup>6</sup>b°ው<sup>6</sup>ራና Γ<sup>1</sup> Δ.۵በናJና.

**Δ৽/«ኦር**\* (ጋ<sup>i</sup>,ትበሀና): 'd৮°௳广<sup>i</sup>, Γ<sup>i</sup> Δၨዾበ<sup>i</sup>. CΔ°௳ ÞԺ<sup>i</sup>b<sup>i</sup> ለተ<sup>e</sup>ሲ<sup>i</sup>°CΓԺሊ<sup>e</sup>ԺʔልϷ<sup>i</sup> 'b▷ተ<sup>e</sup>ሲċʔል▷<sup>i</sup> 'd৮୯°በላና৮<sup>i</sup>'ጋሀ<sup>c</sup>.

hamlet and they submitted a concern that English is a recognized language within Nunavut. Therefore, the hamlet had no authority to ask for translation of the correspondence into Inuktitut. If I understand it, perhaps it's due to the fact that the *Inuit Language Protection Act* provisions have not all been enacted to date.

Your office can't do anything about that, but what did the hamlet say? Did they end up corresponding only in English? My question is: what was the result or what was the outcome of this after you investigated that concern? What was the result or outcome from this? Let me first ask that question. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. I'm just smiling at you now.

>>Laughter

Ms. Inutiq.

Ms. Inutiq (interpretation): Yes, I spoke to this concern about the English language service request to the hamlet and that we couldn't handle that complaint, as we are only tasked with looking into lack of Inuktut language service provision presently.

Once the (interpretation ends) cabinet (interpretation) provides a directive authorizing that could we conduct investigations for complaints about English and French services, we would then be able to request compliance. Currently, the only applicable part of the legislation applies to communities and provision of Inuktut language services. Due to that, our recommendations

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included one to the Minister to request that further directives be enacted to determine which communities will offer services in which languages.

I'm not too sure if I responded to the Member's question. Thank you, Ms. Chairperson.

**Chairperson** (interpretation): Thank you, Ms. Inutiq. Did she answer your question, Mr. Joanasie?

**Mr. Joanasie** (interpretation): Although I don't want the name of the individual, the person who wanted to communicate with the hamlet in English was told to translate their document into Inuktitut. What was the outcome of this? Have you never done an investigation? The hamlet requested documents to be translated into Inuktitut, but you said this was an inadmissible concern because the hamlet falls outside of their jurisdiction. Do you know what the outcome of this was? I'm trying to clarification as to whether they got the translated versions of the document? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Joanasie. Ms. Inutiq.

Ms. Inutiq (interpretation): We never checked to see what happened with the correspondence that caused the disagreement or whether the hamlet ended up corresponding with them in just English or not. I don't know. When we found out it was an inadmissible concern and that we could not deal with it, I told the Deputy Minister that we won't be able to investigate that just for their information. Thank you, Ms. Chairperson.

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**Δ<sup>6</sup>/«Ρር%**: 'dታ°αΓ', Γ' ΔΔΠ'. ΡΡታΡάς, Γ'ጋ ረላα*!*?

**₹₫₫₽**: Δ΄, Δċιο CΔοα ραραίο Δώυ\_αίο 9071/04% PYDA 96-707/10 P.PP4. 4026 402የচውበቦርላጋ° $^{\circ}$ ቦ° $\sigma$ ና $\Delta$  $^{\circ}$ ጋ $\sigma$ . የረላ $\sigma$   $C\Delta$  $^{\circ}$ ዕላ ΗΔΙΔΙΔΟ ΠΠΥΘΟΑσθρί ΟΔΙΔ 4000° C%4° 04%6° 0%90 PYDAUC 6057700047000470045 CVP4Q HQFCPQC  $2^{2}$ <sup>خد</sup>راد، ۲۹م خوم ΔΥĹͺ϶ΛΓγΟσσς άιμος σς γινιστον ላጋ<sup>6</sup>/በ<sup>6</sup>, ኦ<sup>6</sup>ペڬ<sup>6</sup> ፚዾ<sup>6</sup>በጋ<sup>6</sup> CΔ<sup>6</sup>dላ  $H4^{i}$ Cbd  $N^{6}$ Dbbc  $C^{6}$  DCbbbc  $C^{6}$ 

**Δ৬/<>>(**'' ΔόΛ%, Γ') ΚΑΦ. Γ' ΔόΛ%.

Chairperson (interpretation): Thank you, Ms. Inutiq. Are you done? (interpretation ends) If there are no more questions, I would like to take this time to thank you, commissioner, for spending your time here with us today. Do you have any closing comments that you would like to make? No? Okay. Well, thank you very much and I thank all the Members for their excellent questions. We will see you back here at nine o'clock tomorrow morning. Thank you.

>>Committee adjourned at 16:34

**Δ°γ<β>C°°**: 'db°ac'r, Γ' ΔάΠ<sup>6</sup>. Λελί<sup>6</sup>ρ<sup>6</sup>?

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