Standing Committee on Legislation
Hearing on the Review of Nunavut's
Language Legislation, the Official
Languages Act and the Inuit Language
Protection Act
Iqaluit, Nunavut
September 28, 2023

Members Present:

Bobby Anavilok
Janet Pitsiulaaq Brewster, Co-Chair
George Hickes
Mary Killiktee
Adam Lightstone
Solomon Malliki

Karen Nutarak Daniel Qavvik Joseph Inagayuk Quqqiaq

Joseph Inagayuk Quqqiaq Alexander Sammurtok Joe Savikataaq, Chair Craig Simailak

Staff Members:

Siobhan Moss

Interpreters:

Eva Ayalik Andrew Dialla Attima Hadlari Millie Hikok Jacopoosie Peter

Abraham Tagalik Blandina Tulugarjuk

Witnesses:

Paul Irngaut, Vice-president of Nunavut
Tunngavik Incorporated
Kilikvak Kabloona, Chief Executive Officer
of Nunavut Tunngavik Incorporated
Jesse Mike, Director of Social and Cultural
Development

Bruce Uviluq, Legal Counsel, Nunavut Tunngavik Incorporated Lলしলৈকণা চበLትናትና

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>>Committee commenced at 9:00

Chairman (Mr. Savikataaq)(interpretation): Thank you. (interpretation ends) I would like to call our Committee meeting to order. It's the legislative Committee on Legislation. Oops, no more. I'm still on? Okay, sorry. Just before we start, I would like to....

(interpretation) If we can start with an opening prayer so we can meet fruitfully, listen carefully, and to be able to respond properly. Mr. Simailak, lead us in prayer.

>>Prayer

Chairman (interpretation): Thank you, Mr. Simailak. We can now conduct our meeting properly. This morning, we're having this hearing broadcast on television. As the Standing Committee on Legislation, we're dealing with these hearings on language live on air.

We have Nunavut Tunngavik Vice-president, Mr. Irngaut. Mr. Irngaut, can you please introduce your delegation and then proceed with your opening comments. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you for the invitation to this hearing on languages.

The delegation with me today is Kilikvak, our Chief Executive Officer of Nunavut Tunngavik, Jesse Mike, Director of Culture, and Bruce Uviluq, our Legal Counsel. This is the delegation here today. Thank you.

Thank you, Mr. Chairman. I will be speaking in both Inuktitut and English.

First of all, I immensely appreciate, Mr. Chairman, the opportunity to present our recommendations to the Standing Committee during your review of the *Official Languages*

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Act and the Inuit Language Protection Act.

I believe everyone recognizes me, but I'm Paul Irngaut, the recently elected Vice President of Nunavut Tunngavik Incorporated. Unfortunately, our President, Aluki Kotierk, sends her regrets from Nain, Labrador, as she is attending the Inuit Tapiriit Kanatami Annual General Meeting. With me today is Kilikvak Kabloona, Chief Executive Officer for Nunavut Tunngavik Incorporated, although I already introduced them; Jesse Mike, Director of Social and Cultural Development, and Bruce Uviluq.

I would like to start off by saying how I am encouraged that the standing committee is holding this hearing and that it is televised because to me, this is a strong gesture that there is intention to keep the public informed and that there is commitment to the advancement of Inuit language rights.

We have always had language rights and this is one of our Inuit rights. We have always had language rights. The demographic and economic landscape of Nunavut warrants the elevation of Inuit rights affirmed under the (interpretation ends) Canadian Charter of Rights and Freedoms, (interpretation) including the aboriginal right to language as protected under section 35, to the fullest extent possible by the Legislative Assembly of Nunavut, to protect and strengthen Inuktut. Protection of Inuktut must be a pressing and substantial government objective before its imminent erosion, and measures to limit the impact of English to lessen its predominance over Inuktut in Nunavut.

Inuktut is the public majority language of Nunavut and our territory is the only jurisdiction where the public majority language is not English or French. In this regard, the *Official Languages Act* and the *Inuit Language Protection Act* were

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remarkable for their time. However, times have changed and we know from experience that more needs to be done to protect the language. We have work to do.

Since the passing of the *Official Languages* Act and the Inuit Language Protection Act in 2008, our Inuit language rights have strengthened in Canada and internationally through the United Nations Declaration on the Rights of Indigenous People and enabling legislation in Canada. Since 2008, the Truth and Reconciliation Commission released their final report and Canada passed the Indigenous Languages Act to begin to reverse the language loss they had created through residential schools. We heard many stories from residential school students that were told not to use their language of Inuktitut, and they were hurt at the facilities physically, as they were not aware of those that ran the schools, and the language of Inuktitut was minimized at that stage. We receive important implementation funding with this legislation, including \$42 million over five years for the expanded Nunavut Teacher Education Program at Nunavut Arctic College.

Both Canadian and international law is catching up to what Inuit have known for decades, that our language is a core value of our existence. For nearly 30 years, Inuit pushed for their own Nunavut territory to be governed by Inuit for Inuit. The right to use our own language in all areas of our lives was intricately tied with the negotiations of the *Nunavut Agreement* on the expectation that both would be fulfilled by the Government of Nunavut when it was established.

Next, in 1999, the first Members of the Legislative Assembly established the *Bathurst* mandate to reflect the goals and objectives of the first territorial government to make Inuktitut the working language by 2020, in government services and education, as well as

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to yield greater educational and employment opportunities, and economic prosperity for Inuit. That was based on the priorities reflected in the *Bathurst* mandate, the Legislative Assembly immediately began developing Bill 1, a made-in-Nunavut *Education Act* in 1999. Efforts to revise the Northwest Territories *Official Languages Act* to elevate Inuktut in equal status began shortly thereafter in 2001.

At that time, Eva Aariak, the first appointed Languages Commissioner of Nunavut, introduced the concept of the *Inuit Language Protection Act*. This was to ensure Inuktitut and Inuinnaqtun received equal status as English and French so that Inuit would not be discriminated against based on their language and culture.

The Legislative Assembly established a Standing Committee to explore these important initiatives and to ensure that Inuit would be well-established in quasiconstitutional legislation and implemented by the Government of Nunavut. In 2008, the Minister of Culture, Language, Elders and Youth, the Hon. Louis Tapardjuk, proudly presented the bills on the revised Official Languages Act, the Inuit Language Protection Act, and the Education Act before the Legislative Assembly of Nunavut. The very objectives of the legislation was to enable Inuktitut as the working language of the legislature, in the administration of justice, spoken and used by the public sector, to be taught throughout early childhood and within our schools, as well as to allow Inuit to receive services in their own language.

As we are aware, Inuit then and now value Inuktut. There is no doubt it touches upon the very core of our being, identity, and our collective political will to prioritize Inuktut, yet there has been a 16 percent decline in Inuktut as a mother tongue in Nunavut since Λ~~~ς¾·UC %DDΔ°α¾ ΔΦ/ΥΠ°σ. Ċ°α
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the legislation was introduced in 2008. Considering the steady declining rates of Inuktut since the legislation was passed, the question before us now is whether legislation, strategies, plans, and government measures have protected, promoted, and revitalized Inuktut as originally envisioned.

Unfortunately, we at Nunavut Tunngavik feel the answer to the question is no. Our inherent indigenous rights are stated in the legislation but were never fully enshrined in legislation to receive equal status and privileges as English or French. This resulted in the opposite effect of declining Inuktut across all spectrums since 2008, when the *Official Languages Act* and the *Inuit Language Protection Act* were passed here in the Legislative Assembly. It was passed right here.

I'll speak in English a little bit if it's okay with everyone.

(interpretation ends) I would like to identify the gaps and omissions for the Standing Committee:

- The Inuit Language Protection Act does not guarantee Inuit to receive Inuktut instruction, in early childhood, from kindergarten to grade 12 education, and post-secondary education and training;
- The *Inuit Language Protection Act* does not guarantee Inuit to work in Inuktut in the private sector workplace nor does it sufficiently specify how the federal, territorial and municipal governments and the private sector would be required to implement their requirements to comply with the Act;
- The legislation does not sufficiently guarantee Inuktitut to have equal status as English or French, and left the courts, the

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- The scope of the rights to receive services in Inuktitut is limited to essential, residential and hospitality or client/reception services; and
- The requirements to comply with the legislation are weak, and the requirements for governments to implement are passive, vague, or even non-existent.

(interpretation) As Members of the Standing Committee on Legislation, during your hearing, you have the authority to fix these gaps and omissions that I just mentioned. You can work to correct them. There are some parts in the legislation where Inuktut has been prominent, such as in official signage and essential or residential services, which has yielded Inuit employment and Inuit contracting to some extent. However, more than half of the population in Nunavut cannot speak or use Inuktut, in part related to the following:

- Our young children are exposed to television and other media mainly in English;
- Only half of Inuit enrolled in the early childhood education system are taught in Inuktitut, and nearly 100 percent of Inuit children enrolled are not taught in Inuinnagtun, which is very worrisome;
- Inuit students are not taught in Inuktut beyond grade 3 or 4 and classes and subjects are predominantly taught in English;
- (interpretation ends) Inuit are not able to attend training or college funded by the public government in Inuktut;

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- Inuit working in the private sector are not able to exercise the right to work in Inuktut;
- Inuktut is not being respected or implemented by the federal departments in Nunavut nor are Inuit being provided bilingual bonuses within the federal public service;
- Inuktut as a working language within hamlets or the City of Iqaluit is not guaranteed;
- Nearly 70 percent of Inuit employed within government sectors cannot speak their language with non-Inuit supervisors;
- Inuktut services to the public in client, reception, residential, hospitality or essential services are sporadic;
- Inuktut in oral or written form means that the administration of justice, health and social services, and education or government contracted services are limited;
- Compliance requirements are weak and difficult to apply, and implementation measures by government are inadequately financed; and
- Inuit employment has not significantly increased, and the Government of Nunavut continues to recruit and employ non-Inuit with significant incentives and benefits, such as staff housing, relocation costs, security of employment, training and advancement, Northern Allowance, bonuses, pension, and medical benefits.

(interpretation) As Inuit, we have a deep desire to speak or learn Inuktut, but the fact that we couldn't speak Inuktitut is not very

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apparent. Perhaps some people are not able to learn Inuktitut, although there has been direction to make this a reality, but it's not there yet. It erodes our sense of identity, belonging, self-worth, and our confidence to succeed.

Applying the lessons learned to the Official Languages Act and the Inuit Language Protection Act could start improving the lives of Inuit in Nunavut. With all the Members' experience and knowledge, you could initiate substantial improvements in legislation, policies, strategies, plans, and implementation measures to strengthen Inuktut in its entirety. You have the ability to fulfill the original intention of quasi-constitutional legislation that was envisioned by Members of the Legislative Assembly of Nunavut 20 years ago. It is our hope that you carefully consider Nunavut Tunngavik's recommendations to strengthen Inuktut, as well as apply more meaningful ratification and implementation measures.

(interpretation ends) Inuktut rights can be properly ratified through other legislative amendments, such as to the Daycare Act, the Education Act, the Public Service Act, the Labour Standards Act, and the Universities and Degree Granting Act. You have the authority to ensure that policies can be changed to place value on Inuktut, such as the Government of Nunavut Staff Housing Policy and the Inuktut Language Policy. You can also establish new policies to implement Inuktut as an official language in the Legislative Assembly of Nunavut, in courts, tribunals, government services, and through Inuit employment plans, in early childhood, education, and at the college.

(interpretation) As Inuit leaders in the Legislative Assembly, you all have the ability to direct that the Government of Nunavut increase funding allocations toward early

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childhood and education, Inuit training and professional development, Inuit employment rights and benefits, Inuit recruitment and hiring measures, and Inuktut television and other media.

Finally, as Members of the Standing
Committee on Legislation, in your hearing,
you can direct that the budgets for the
Department of Culture and Heritage and the
Inuit Uqausinginnik Taiguusiliuqtiit be
increased to fully implement Inuktut across all
areas in Nunavut and increase the annual
budget of the Office of the Languages
Commissioner to protect and promote our
precious languages. It's important that Inuktut
does not disappear. It is our culture and it tells
us who we are. We are Inuit; we speak
Inuktitut.

These legislative, policy and operational changes are achievable. We can get there. With the changing political landscape and the lessons we have learned in the implementation of the *Official Languages Act* and the *Inuit Language Protection Act*, now is the time to be bold to ensure that Inuktut use increases meaningfully for everyone across Nunavut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. I open the hearing for questions or comments from the Members. Any comments to the opening comments? I don't believe so. I'll open the floor for questioning. Mr. Malliki, as per my list.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. Welcome, delegates, and I thank you for your very clear presentation. I also say "good morning" to Nunavummiut.

Your submission begins with a focus on Nunavut's economy and the role that language plays in that economy. Can you elaborate further on the relationships between language use and economic activity in the different sectors of our economy? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you. As I did say, budgets are provided to various entities, such as the Office of the Languages Commissioner, and there is funding provided for education. The use of Inuktitut has to be strengthened in the schools and this can only suffice through legislation and be implemented. As I mentioned, we have the opportunity and you have the opportunity to strengthen these areas to protect the Inuit language and strengthen it in the Act in recognition of Inuktitut, our language. The Office of the Languages Commissioner must be strengthened and you can only achieve that with proper funding.

I don't know if I answered your question or not. Thank you.

Chairman (interpretation): Thank you. Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. Thank you for clarifying that. I'll speak English. (interpretation ends) Both the Official Languages Act and the Inuit Language Protection Act were introduced in 2008, with a number of objectives to protect and promote language rights. In addition to economic factors, what key measures could be used to evaluate whether Nunavut's language legislation is reaching its objectives? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you for asking that

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question. I always stated that our language and culture is important.

To your question, I'll ask our chief executive officer to respond, if that's okay with you. Thank you.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona (interpretation): Good morning, Mr. Chairman and Members. I'm Kilikvak Kabloona and I'm the Chief Executive Officer for Nunavut Tunngavik. In 2020, I learned Inuktitut at Pirurvik Centre. I learned Inuktitut and I'm still learning, but I'll be speaking in English today.

(interpretation ends) At NTI, we rely on data from Statistics Canada and the Nunavut Inuit Labour Force Analysis to make comparisons over the years. Thank you.

Chairman (interpretation): Thank you. Mr. Malliki.

Mr. Malliki (interpretation): Thank you. (interpretation ends) In your view, what are the most pressing language issues in Nunavut today and how can our language legislation help to address those issues? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you for that good question. I want to respond correctly to your question. Actually, within our presentation or agreement...I am always talking about the *Nunavut Agreement* so I apologize for that intrusion of that word.

In our list of recommendations which we presented; you can look at the details on page 20. It clearly identifies the *Official Languages*

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Act, and there are numerous sections we have listed including the revisions required. These must all be recognized that Inuktitut is necessary and to strengthen the Act to fully recognize Inuktitut and to ensure it remains strong.

This should apply to all written documents of the Legislative Assembly, as well as having Inuktitut on equal footing and standing within the legislation to apply to any new regulations in your publications called (interpretation ends) the Nunavut Gazette (interpretation) and to all courts, tribunals.

All decisions by these bodies should also have an accompanying Inuktitut version, so all the sections can be understood by Inuit. Also, with respect to the Languages commissioner, they should be empowered to conduct judicial investigations that are just currently investigated informally.

This would also ensure that the recommendations are being adhered to properly and reviewed to determine if they were implemented fully. If these revisions can be undertaken, our work in Inuktitut would be strengthened. There are many other recommendations listed here.

Due to the multiple recommendations, as I stated earlier, legislation such as the *Inuit Language Protection Act*, and the *Public Service Act*, which is another one. We have a list of these: The *Daycare Act* and the *Education Act*. There are numerous *Acts* that we have put our recommendations towards.

I can talk on and on but I am highlighting just a few. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr.

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 Δ ⁶/ \mathcal{C} ⁶: L'o. Γ ¹C Δ ¹ \mathcal{C} ⁰ \mathcal{C} ¹.

Δ⁶/«>C⁵⁶: L'α. Γ⁵ ⁵b⁵α.

Chairman. There are numerous recommendations, yes, I agree as we look at the legislation.

(interpretation ends) On page 3 of the submission it notes "Under the s.35 Charter of Rights into Inuit language was and always has been the priority of Inuit that was meant to be reflected within the *Official Languages Act* and the *Inuit Language Protection Act*."

To what extent do you feel these Charter rights are currently reflecting Nunavut language legislation? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. That is a good question. I will ask our legal counsel to speak to this if it is okay with you.

Chairman (interpretation): Thank you. Mr. Uviluq.

Mr. Uviluq: Thank you, Mr. Chairman. Thank you for the question. In referencing and answering that, we have to make a reference to inherent rights. Inuktut is an inherent right. We know that Section 35 [of the Charter of Rights and Freedom] recognizes and affirms the existing Aboriginal treaty rights on Inuit.

In our submission we talk about quasiconstitutional law, and this is legislation that is special and has special status. Also, in response to the previous question about how these *Official Languages Act* and the *Inuit Language Protection Act* are quasiconstitutional because they have so many implications to other legislation.

My president talked about some of those, the

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Education Act and the Public Service Act, and these kind of things. That is why they are so important and also section 35 talks about recognition and affirmation of existing Aboriginal rights.

Those are contemplated in these types of legislation. They are not in force, so we want to see them in force and also implemented and fully funded. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. Thank you for your prompt response. (interpretation ends) Your submission also includes discussion and recommendations for amendments to a number of other Nunavut laws which are not focused primarily on our language use. Why do you believe that Nunavut language legislation is not adequate to protect and promote Inuit language rights in such areas as education and employment? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I would like to thank you for your question. As I indicated earlier, the laws will have to be strengthened and there is a decrease in the usage of the Inuktitut language in some part. Because of that we have to strengthen the language laws and we have to envision and look at the vision that was visualized about 20 years ago.

There is a need for strengthening and giving some teeth to the laws. We have to be proud of our language. There is a large population in Nunavut that speak Inuktitut, but as I indicated earlier, we have to strengthen the laws to be implemented. I would like to refer

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this to my coordinator.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you, Mr. Chairman. Thank you for the question. The original vision of Nunavut entailed a lot of aspirations for language and culture and the language legislation was always envisioned as a foundational law that would also amend other legislation.

NTI has been making those recommendations. We continue to recommend other legislation be amended so that our language rights can be fully practiced by Inuit. We have these language rights already in Canadian law and now in international instruments, most recently with the enactment of the *United Nations Declaration on Indigenous Peoples Act* in Canada, which includes our right to practice our Indigenous languages.

Our recommendation to the legislature is to strengthen Inuit language through a quasiconstitutional piece of legislation that would then amend other legislation. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. This last question will be: (interpretation ends) As noted on the bottom of page 3, your submissions make a number of recommendations not only with respect to Nunavut language legislation, but also in regard to policies, programs, services, and funding "evaluate Inuktut."

In your view, what are the most significant aspects of Nunavut language legislation that impact our policies, programs, and services that could be implemented to evaluate Inuktut.

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Δ⁶/<bC⁶⁶: L'α. Γ⁵D LCP.

Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you for your question. As I indicated earlier, protecting the Inuktitut language can be challenging at times, when there is a large population that doesn't speak Inuktitut, especially the top management in the Nunavut government and in schools.

Those are some of the challenges we encounter. If we can strengthen those language legislations; they are already here. We would like to see Inuktitut as strong as both the English and the French in the work environment and also in the school system. We can only do that if we make amendments to the language laws. I will leave it at that, and we can do that by strengthening the policies at the workplace, to have a requirement to speak the Inuktitut language and be funded adequately.

As I said earlier, the non-Inuit are provided adequate housing and they have protection at their work environment and if they do a good job, they are given bonuses. They are given those types of benefits. If the Inuit language was recognized, we could also have those types of benefits. I hope I answered your question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Following my list of names, Mr. Sammurtok.

Mr. Sammurtok (interpretation): Thank you, Mr. Chairman. Good morning. I'll speak in English so that you can understand me.

(interpretation ends) Page 4 of your submission discusses Nunavut Tunngavik Incorporated's past participation in the development of Nunavut's language ▷ΛͿ/ΓϤʹͽϚʹϹ ▷ʹͽϷϽϒʹʹΠʹ·σͼ, ▷ϼʹϭͼͼϤϷʹͰϹ
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legislation and includes a list of key recommendations in Nunavut Tunngavik Incorporated's submissions at that time. Can you elaborate further on why you feel these recommendations are not adopted in the *Official Languages Act* and the *Inuit Language Protection Act* which were passed in 2008? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you for the question. As I indicated earlier, the law was enacted in 2008. I'll speak in English so you can understand.

(interpretation ends) In our submission, there are a bunch of things that we are asking; the *Official Languages Act*, the *Inuit Language Protection Act* and how they need to be strengthened. As you know, the gaps are too much, in our view. The protection of Inuktitut language is great in words, it is great in how it is written, but how do you implement it? There is no strength in the legislation to implement those things. That is why I keep pushing to have more strength in the Act, so that Inuktitut is equal to English and French.

All these other things that can come out of that is more recognition of Inuktitut in the education of our children, in the workplace, and it will put more pride in Inuit because their language is recognized. We would have equal footing with English and French in this territory. The majority of people in Nunavut are Inuit. That has to be recognized. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Sammurtok.

Mr. Sammurtok (interpretation): Thank you Mr. Chairman. I would like to thank you for

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your response. (interpretation ends) Pages 5 and 6 of your submission list a number of programs and services that NTI has prioritized to strengthen Inuktitut across the territory. Can you elaborate further on how NTI collaborates with the Government of Nunavut to coordinate and deliver these programs and services in the areas where they are most needed? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I would like to thank you all for your questions. As I indicated earlier, I would like our chief executive officer to elaborate.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you, Mr. Chairman. We have a number of working group level joint work plans. Specifically for Inuktut, we have a tripartite working group with the federal government and the Government of Nunavut. I think the most significant outcome of that working group is the pathfinder agreement that brought \$42 million from the federal government to Nunavut for the expansion of the Nunavut Teacher Education Program at Nunavut Arctic College, as well as our initiatives that are listed, starting on page 5. In addition to that, it was not enough money, so in addition to that, the pathfinder agreement is also funded through the Nunavut Implementation Panel, that is \$12 million, and also from Makigiagta for another \$12 million.

When we have worked together with the federal and territorial governments, we have achieved significant expansion of the Teacher Education Program for the intention of teaching Inuktut in the schools. It is a very good example of how we can work together.

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We do struggle currently, especially with capacity within the Government of Nunavut. It is sometimes difficult to schedule meetings and continue the work, but we are optimistic that we have a good relationship in some areas, particularly health and to a lesser extent, language, at the tripartite level. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Sammurtok.

Mr. Sammurtok (interpretation): Thank you, Mr. Chairman. This will be my last question. (interpretation ends) Section 9 of the *Inuit Language Protection Act* provides for the promotion of early childhood Inuit language education and is not yet in force. On page 7 of your submission, it notes that the legislation, as drafted, is a "passive requirement." Can you elaborate further on what you mean by a "passive requirement"? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you for that question. As I indicated earlier, we do have to strengthen the laws in order to strengthen the usage of the Inuktitut language in any place, especially at the schools.

Of course, sometimes, right from kindergarten, there's approximately 66 percent that are using the Inuktitut language, 2 percent in Inuinnaqtun, English 28 percent, and French 4 percent. The usage of the Inuktitut is declining at a pace. In 2019-2020, Inuktitut was at 52.2 percent, but the usage of the Inuktitut language is at 34.8 percent, and the French language, 10.8 percent.

With those numbers, it is now obvious that we have to strengthen the usage of the Inuktitut

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language. As it relates to the daycares, Inuit have to be taught Inuktitut at the daycares as it states in the Act, and as it relates to this, we are pushing for the enhancement and promotion of Inuktitut.

If I didn't answer your question, Kilikvak can elaborate. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you. By passive, we mean that there are no measures, it is not measured, the Inuktitut use. There are no requirements for Inuktitut use in the daycares from other places. So, you'll see on page 21, are related recommendations to guarantee the right of Inuit children to receive Inuktut instruction, and limit the use of English instruction to only non-Inuit children by regulation.

We recommend that early childhood centres be mandated to establish in Nunavut to provide 100 percent Inuktut instruction and cultural education programming where the centre provides service to more than 50 percent Inuit children.

We recommend that there be guaranteed benefits, such as; bilingual bonus or language incentive to every Inuk early childhood worker who provides early childhood education in Inuktut, and also to mandate the establishment of an early childhood secretariat to provide support to early childhood education centres with Inuktut instruction, cultural education programming and curriculum development, and support to early childhood centres on operations and training and the provision of bilingual bonuses and language incentives for the educators. I hope that answers your question. Thank you Mr. Chairman.

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Chairman (intrepretation): Thank you. Mr. Sammurtok.

Mr. Sammurtok (intrepretation): Thank you, Mr. Chairman. (intrepretation ends) You have spoken about the need to strengthen the laws. Do you think that amending Nunavut's Language laws to have the penalties and fines for not following the laws will give them teeth? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I thank the Member for that very good question. As I stated earlier, the legislation has come up and there is a change in our culture. The investigations done by the Languages Commissioner has to be strengthened.

Of course if they have a concern, Inuit can go to the Commissioner. Some people have concerns that if they only speak in Inuktitut that they're not going to be listened to. It's a concern when you're an Inuk. The investigations done by the Languages Commissioner really need to be strengthened. We have talked about this. And if there is a breach of the Act, the fines imposed should be strengthened.

The Inuit Language planners, (interpretation ends) Implementation Funds (interpretation), the people who prepare financial planning, reported that there were only 61. That was for not following the laws and they have to be fined just for that. The need to strengthen the Office of the Commissioner is evident. They have to protect the Inuit language and culture. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. That was clarification. Mr. Sammurtok asked

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regarding the fines if they don't follow the Act whether a larger fine should be added, you probably agree. On Page 19, there was an example, in Quebec, if they break the Language laws, \$700 to \$7,000 are the fines that can be levied; \$3,000 to \$30,000 for the private sector. Is this something you're looking at? Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. It's a bit different from Nunavut and the organizations we are dealing with compared to Quebec and laws that they follow. The issue of fines right now is too lenient, especially in the Office of the Language Commissioner. I think we would like to see a similar situation if we're going to protect our language and not be destroyed by the public. This breach has to be taken into account.

When we look at when the Act is contravened, if we increase the fines, I often think maybe because it's so cheap that if I break the law it doesn't matter. Perhaps if fines were higher, it would add more strength to the protection of Inuktitut, which would be more visible. Perhaps they would think, because currently they don't feel they need to comply. If we provide more support in schools and agencies, then we shouldn't be breaking the laws that we created. For those who break the law, we should increase the fines. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. From my list. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Welcome to the witnesses and guests in the gallery. I have asked this question to each of the other organizations that have appeared before the hearing. Section 38 provides that regulations may be made in respect to the legislation. To date, no regulations have been brought forward to support the

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implementation of the *Official Language Act*. In the view of Nunavut Tunngavik Incorporated, what areas should be considered as a priority for the drafting of the official languages regulations? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you for the question. I will have Mr. Uviluq or Ms. Kabloona answer, either one. Thank you Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you, Mr. Chairman. NTI's recommendation is a strengthened *Inuit Language Protection Act* and a strengthened *Official Languages Act*, then subsequent amendments to multiple other pieces of legislation.

After that, to make Inuktut equally authoritative in the regulations that follow. For example, we are recommending that in the *Inuit Language Protection Act*, Inuit children receive a right to Inuktut instruction in early childhood and then, within the regulations, limit the application of English instruction to non-Inuit where there are more that 50 percent non-Inuit in that centre.

Similarly in education under the *Inuit Language Protection Act*, we are recommending that Inuit children have the right to receive Inuktut instruction in K to 12, and then by regulation, limit the application of English instruction to non-Inuit.

In the *Education Act*, we would recommend other similar change where the legislation is changed and then by regulation you allow English language of instruction in certain

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scenarios, whereby, for example, 50 percent or more children are non-Inuit.

We are at a turning point where significant changes are needed to the *Inuit Language Protection Act* and *Official Languages Act*. We have seen already that the language loss is severe, and we do not think that Inuktut will continue to thrive unless there are strengthened protections in the legislation first. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you Mr. Chairman. I appreciate Ms. Kabloona going into the *Inuit Language Protection Act*, that was going to be my next question as well. I am wondering if you would be able to elaborate a little bit more.

It was mentioned, the language of instruction parameters and I'll follow up on that a little bit more, but when we're talking about the Government of Nunavut drafting and implementing regulations with the associated legislation from both Acts, what are the priorities that the Government of Nunavut needs to focus onto it, of which regulations need to be prioritized to start implementing this legislation? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) As we are on this line, I will refer this back to Ms. Kabloona.

Ms. Kabloona: Thank you for the question. Assuming the *Official Languages Act* and the *Inuit Language Protection Act* are strengthened, following that, we would recommend that there be some regulated structure around Article 32 participation of Inuit in the drafting of other regulations. It's very similar to the way that the NNI Act is structured, where we know from the past that

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when Inuit parents have active participation in the education of their children, the school attendance rates go up, completion goes up, and we would like Inuit parents to have that same participation again through regulation to early childhood education. Thank you.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. It was mentioned in an earlier response and I did want to follow up on the language of instruction. The submission has recommended that Inuktut language of instruction be mandated 100 percent of the time where more than 50 percent of children are Inuit and require the Minister to restrict English instruction to the non-Inuit population.

I have heard it mentioned a couple of times now in different responses and I think of the complexities of school, teacher, classroom allocation, and things like that and I would like to get a little bit more detail on how it's envisioned that the government implement this legislation if it were amended to include this requirement. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you, Mr. Hickes, for the question. I stated earlier that Inuit are the majority in Nunavut. However, the service that they receive is much smaller. You as the Legislative Assembly or the Standing Committee have the ability to make the legislation stronger and we see that.

We represent Inuit, yes, and *qallunaat* and the French too, but the Inuit are the majority. We represent the Inuit language and we have to be proud of the language. Through our work and through drafting legislation, they have to be

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brought out properly and strengthened to protect Inuktut in education and childhood education. Even though that's the situation, it hasn't really been made a reality yet and it hasn't really been brought out yet. We advocate very hard as Nunavut Tunngavik to save Inuktitut and to strengthen the legislation.

Jesse Mike is our director and I'll ask her to make some comments, if it's okay with you, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think one of the things that is important to note and that we heard during the educators' gathering this past winter was that for many of the Inuit educators, many who were language specialists, even when they're in the smaller communities where the community is predominantly Inuit, they felt very lonely and isolated as Inuit teachers.

As well as not just with feeling isolated and lonely as Inuit teachers, but they were also having to work even harder than the English teachers because they've had to create their curriculum. I think it's important that we provide all of the supports that every teacher requires to be able to be a successful teacher that focuses on their job rather than having to do all of the other things that their peers might not have to do.

Those are things that we heard quite a bit and I think that is where the biggest investments need to be made when it comes to especially K to 12 education, and then when it comes to early learning and child care, it's very much the same thing. We have the one here in Iqaluit; sometimes in the smaller communities, they're inevitably in Inuktitut

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daycares because that is the predominant language, but when it comes to having the proper supports, the Inuktitut daycare here, Tumikuluit, for example, is struggling. They're not able to successfully do the job that they're expected to do because they constantly have to fundraise just to be able to meet the needs.

I think that having those types of supports, having the funding and all of the resources that they need is a step in ensuring those things. I'm not sure if I'm fully answering your question, but I'll leave it at that and you can follow up if you need. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. While I do appreciate the response to, to date and I agree with Ms. Mike; I think it's incredibly challenging for teachers to be able to provide an education without a curriculum developed and I think that's an initial step that needs to be rectified absolutely as soon as possible.

What I was trying to get at is more of, with the recommendation that's being made, how would it be implemented? Are you talking just Inuktitut-only schools as some jurisdictions have or are you splitting up classes to Inuit and non-Inuit? If you're going to be providing education 100 percent in Inuktitut to just Inuit kids, I can't wrap my head around what it would look like in the school as far as integration with other classmates. I'm trying to wrap my head around what this would look like if the recommendation was implemented in the legislation. Thank you, Mr. Chairman. If I can get a clear response.

Chairman (interpretation): Thank you. Ms. Kabloona.

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Ms. Kabloona: I thank you for that question. I think it's important to recognize that things won't change overnight, but they need to start with much stronger laws. If you compare it to the *Official Languages Act* and even here in Iqaluit, the provision of French language education, if the change started with a very strong piece of legislation, outlining the francophone right to education when they are in a minority setting and opposite in Quebec, anglophones are guaranteed the right of education in Quebec where there are numbers of students.

We're saying the same thing that Inuit should be guaranteed and we are under Canadian and international law. Inuit should have the right through legislation to Inuktut language of instruction and it will take some time to get there. It's the job of the government departments once you establish legislation to make sure that the policies and the funding align with your vision.

We would anticipate that there would be a stronger Nunavut Teacher Education Program as a first step. I mean, you have heard about the pathfinder. That's five years of funding and we're about halfway through it. We need a plan to continue those classes so that in ten years, we have substantially more educators. We also need to have more investments in curriculum development rather than lapsing the budgets year over year over year, and we can do that through Article 32, involvement of Inuit, through NTI, the regional Inuit associations, and elsewhere and we also would be looking at more resource development.

We introduced the Inuktut writing prize so that we will have more authors writing in Inuktut first rather than translations. Materials in our classrooms are predominantly translated from English. We can have

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resources in Inuktut first, but it will take an investment. That investment will come with stronger legislation. We expect that the stronger legislation would result in years of transition, but that we would be working towards the full implementation of our language rights. Thank you.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Just before I go on to my next question, Ms. Kabloona brought up the pathfinder and it has been mentioned a couple of times as well and like it was just mentioned, we're about halfway through that. I would like to ask a question on the current status and are the outcomes at the stage where it was expected to be at when this funding and agreements were announced. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I'm not sure (interpretation) who is going to respond. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr. Chairman. From NTI's perspective, we have accomplished several of the things that we had put out to achieve through the pathfinder agreement. In terms of what Nunavut Arctic College and the Government of Nunavut have, we don't have that information to date. However, we are meeting next week and we plan to have a full day of dialogue about where things are at and potentially we can have, if you would like, an answer to that later on. (interpretation) Thank you.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I'm sure there will be some written correspondence back and forth, so I would

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appreciate an update on whether that partnership is achieving or at least on the path to achieving the outcomes that were expected from that announcement.

We were talking about early childhood education and on pages 6 through 9 in the submission, it addresses the status of Inuktut in early childhood education and it included some comparative information about other jurisdictions in Canada. I'm curious as to whether the research on those other jurisdictions identified any specific legislative initiatives which focus on early childhood education and how they would be implemented. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): I'm sorry, Mr. Chairman. Thank you. Thank you, Mr. Hickes, for the question. Who would like to respond? Yes, Jesse.

Chairman (interpretation): Thank you. Ms. Mike.

Ms. Mike: Thank you, *Iksivautaliik*. In terms of the research around early childhood education, it mostly has been around, again, what has happened in Quebec, where they have a pretty strong early learning and child care system and legislation compared to other jurisdictions in the country. In terms of early learning and child care in language in other jurisdictions beyond that, I do not have that answer right now. (interpretation) Thank you.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Maybe if they do have that information and I'm sure there are piles of paper somewhere, maybe if they could include that in the written $4/^{\circ}$ ቦ°ታ° $6/^{\circ}$ $6/^{\circ$

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response as well too. I'll leave it at that. I do have a number of questions, but I also realize I'm kind of hogging the clock here, Mr. Chairman, so I'll take a little break in my questioning and proceed to the next name on the list. Thank you.

Chairman (interpretation): Thank you. At this time, (interpretation ends) I'll use my discretion as the Mr. Chairman and take a 15-minute break to stretch our legs and gather our thoughts. (interpretation) Thank you.

>>Committee recessed at 10:31 and resumed at 10:57

Chairman (interpretation): The hearing will now reconvene. Mr. Irngaut would like to make a comment first before we continue. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. To the earlier question before our break, Jesse Mike wanted to supplement her response.

Chairman (interpretation): Thank you. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just wanted to go further into Mr. Hickes' question about reviewing other jurisdictions in the work that we have done. I think it's pretty commonly known that we look to Greenland quite a bit as another Inuk neighbour who has been very successful in revitalizing and then making their language the only official language of Greenland. That is a jurisdiction we often look to for, I guess, ways of learning.

I think that Kalaallisut, Greenlandic, became the only official language back in 2009. When they're putting children into early learning and child care centres and into schools, they streamline them based on their mother tongue **Δ⁰/<<>୯'**: L'a. ⊲∩¹d∩७b L፫⁻ጔቦኄ, ୮୯୯ ∟∆୯√ጏ҇°.

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and the strength of their abilities in those classes. We did look at what that is like, what their system is like, and as a way of not necessarily duplicating, but working with what has worked best for them as solutions on how to move forward. I think also that based on the fact that a majority of our population, 85 percent, is Inuit, it is also a thing that we need to keep in mind in terms of how we prioritize the majority of the population's mother tongue and culture as the foundation of our education.

I just wanted to add those comments or clarification or additions to your question earlier. Thank you.

Chairman (interpretation): Thank you. Back to my list. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Good morning, witnesses before the Committee. I would like to thank you all for appearing before us. I would also like to thank you for your very detailed and comprehensive submission which identifies gaps and omissions in current legislation, as well as provides numerous recommendations for the Committee to consider.

First, I would like to recognize your team. I'm not sure who participated in the development of this submission, but it is very well done, very thorough. So, I would like to commend them.

In recognizing that many recommendations contained are beyond the scope of this review, beyond the *Official Languages Act* and the *Inuit Language Protection Act*. Your recommendations touch on to other pieces of legislation, as well as policies, and other operational matters.

However, you have made significant justification and rationale for providing

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As you had indicated, we are at a turning point with Inuktitut on a significant decline, and recognizing that fact, I believe it is imperative the Committee considers some drastic actions to encourage correction in this area. I would like to quote one of the lines that you had read in your opening comments on page 4.

The impact of not being able to learn, use or exercise Inuktut is silent, but very real. It erodes our sense of identity, belonging, self-worth and our confidence to succeed.

I could not agree with this statement more as I lost my Inuktitut at a very young age. It's been very challenging for me to try and reclaim that, that missing part of my identity, and that's why I believe it's so imperative, so important that we all do more to help and address that because I know that I'm not the only Nunavummiut who this sentence touches.

With that being said, I would like to commend Kilikvak Kabloona for your participation in the immersive Inuktitut training program. That's something that I would definitely love to take advantage of, and I encourage all others interested to consider.

I would like to start off my questions with following up on one of the questions that Mr. Hickes had asked in relation to fines associated with non-compliance of the legislation. In your response, you indicated that in your review, other jurisdictions, such

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as, I think it was Quebec, has fines for non-compliance in the range of \$30,000 to \$70,000, if I recall correctly.

I strongly agree that we do need a stronger piece of legislation and a bit more teeth, and I agree that fines are an appropriate incentive.

I would like to ask what your position is on elevation of fines, but specifically what sort of amounts or ranges would be appropriate here in Nunavut? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you, Mr. Lightstone, for your prompt question. Before I respond, just to comment that I feel your comment, people really fall when they can't Inuktitut although they are Inuit, and it shouldn't be the case because we are all Inuit, you are an Inuk, and we have to be proud, even if you cannot speak Inuktitut, you are Inuk, and others are no different in being proud of their own people. We're looking forward, looking ahead in view of our children, our future generation who will need to learn their Inuit identity because they know, but many cannot speak, which is an unfortunate case today.

So, we really look at strengthening the legislation and look at the fines for non-compliance that they be strengthened, but I don't believe we gave a specific detail, if I'm mistaken, my staff can correct me, how much are we looking at for fines? However, those who are non-compliant, for example, in Quebec because we just referenced them, but we have not really specified how much a fine should be. I can only say if non-compliance with our language, our culture, fines should be increased because when we break regulations, we have to pay those fines, this is no different.

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Although we have not given a number on how much a fine should be, but these are things that can be reviewed at a later time. If I am mistaken, correct me, but we are proud of you because you are an Inuk, even if you cannot speak Inuktitut, we are proud of you. Our children are no different, many, and we are really proud. There are young people, children who are able to speak Inuktitut, we are proud of them too. Our Inukness, it's not pick and choose, you're good, you're not good, it should not be the case. We are Inuit, we use our language, we can move forward, if we strengthen that in our legislation.

As Inuit, even if we're not 100% Inuk with maybe a non-Inuk father or mother, don't think of those because we are Inuit. Our language is strong, it gives us our identity, and these have to be protected in legislation and strengthen that legislation. How much fine should you pay? We have not outlined that at NTI, but it can always be reviewed, and if we do come up with a figure, we will be able to provide that information through letter to the Committee. Thank you.

Chairman (interpretation): Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Thank you for that response, I very much appreciate it, as well as your willingness to review such figures and provide a recommendation to the Committee. I think that would be very beneficial with our own review, and determining what would be an appropriate recommendation that we can make to the Government of Nunavut.

I would like to move on to my next line of questioning. I appreciate the emphasis that was placed on early childhood education in your submission, as well as Nunavut Tunngavik Incorporated and our regional Inuit associations, emphasis placed on early λ'*P∩Υ∩ΥL⊀U' CLDΓ*U. CL*d4, Ρασ
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childhood programming in assistance and support. You're absolutely right that that is such an integral moment in a young individual's development, and priority must be placed there to ensure that all youth are starting off at the same level.

In your submission, there was some discussion about an early childhood secretariat utilized to support our early childhood facilities and District Education Authorities, and it was touched on a little bit throughout our discussions, but I was wondering if you would be able to elaborate a little bit further on the role and activities that could be carried out by an early childhood secretariat. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I would like to thank you for your question. It's very true, when children start school, they have to be taught Inuktitut right from the beginning, and that's the most important, to start off with Inuktitut. We have also outlined the Nunavut Inuit Wildlife Secretariat, but that's for wildlife.

We recognized that a lot of the hunters' and trappers' organizations go bankrupt, or not operating properly, so we set up a secretariat, and Ms. Kabloona can also supplement my comment. Thank you.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: It's a structure that we're recommending, based on similar structures in Nunavut where there is dedicated support. We know, through poverty and reduction work that we've done with the Government of Nunavut that many organizations at the community level struggle with bookkeeping

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and legal registry, hiring processes, and so a secretariat is envisioned to provide common services to those daycares or early childhood centres, and support those organizations to stay in good standing, to continue to receive funding and continue to hire staff.

We envision that it would have administrative support, and it would also manage block funding, rather than application-based funding.

If you don't mind, I would also recommend that Jesse Mike speak to the findings of the environmental scan on early learning and child care. Thank you.

Chairman (interpretation): Thank you. Ms. Mike will supplement.

Ms. Mike: Thank you, Mr. Chairman. Thank you for your question. This is something that I think has always been an opportunity or that I've been very excited about because one of the things that, back in 2016, when the federal government, along with Inuit Tapiriit Kanatami came here to work with all of the different organizations that are involved with early learning and child care, so the Government of Nunavut, the federal government, the Head Start Program, all of the regional Inuit associations, many of the executive directors of those centres came together to map out what exists in Nunavut. Based on that, when we mapped it out, it was a very complex map that really had so many players in early learning and child care for Nunavut that, I think, because of how complex it was, it was playing a role in there just being a lot of inconsistencies.

Then, also travelling to communities to hear about the things that they would want, and as Kilikvak mentioned, there is a lot of the burnout and frustration happens when, not only are we asking people to raise and teach

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our children during the day, but we're also putting in financial administrative burdens that take away their focus from just focusing on programming and the children, and the way that all of the different organizations are setup.

I think the result of that was the secretariat, so that we can take everybody who was working in that area come together under one umbrella so that we're being as effective as possible in that we're making sure that, at the end of the day, the children and the teachers are the one that get to enjoy being children, and the teachers get to enjoy being teachers and caring for those children.

So, this vision that we have talked about for many years now at Nunavut Tunngavik Incorporated is that, and that's not necessarily that it's an Nunavut Tunngavik Incorporated organization, it's an organization that brings everybody involved in early learning and child care together to work for the same common goal, and putting all of their resources into one place, rather than a fragmented system that everybody is kind of connected through committees through working groups. There are so many different players that it's actually causing more stress, I think, on these centres than it is a level of comfort and support.

So that's where we envision this place, this is what we envision of a place like this, but we're not envisioning this as an Nunavut Tunngavik Incorporated thing. Obviously, we would need the support, and it will take a while to get there, but we would need the Government of Nunavut, and the federal government, and the other organizations within Nunavut to all agree to this, and so that's kind of, but what came about through a lot of those, the Indigenous early framework, the evaluation of the environmental scan in Nunavut, and then the end result of that, that's

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where it comes from. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just before I go back to Mr. Lightstone, I just want to get some clarification here. We're here to deal with the legislation on Official Language Act, Inuit Language Protection Act, and it appears we're talking about Early Childhood Act, I think that's what it's called, and I would just like to get clarification on how it can be put into what either one of these acts, because we're not dealing with the Early Childhood Act right now, that's a different act. We're dealing with these two, and if one of the panel members explain where and how we should put it into legislation, in the legislation that we're dealing with, and I'm not sure who wants to take on that question. Ms. Kabloona.

Ms. Kabloona: The amendments could be made to multiple acts, as you mentioned. A secretariat could be part of the *Inuit Language Protection Act*, for example, in the same way that the office of the Language Commissioner currently is part of that legislation. Thank you.

Chairman (interpretation): Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Thank you for that response. As I had indicated in my comments, my earlier comments, in the Inuktitut revitalization and protection is imperative, and understanding that some of these recommendations is beyond the scope of the two pieces of legislation, which the Committee is currently reviewing.

I strongly believe that the correlation between the issues that Nunavut Tunngavik Incorporated has raised, and the recommendations produced are intertwined with the intent of the *Inuit Language* ϤΛʹͽϭͿʹʹͰϧͼʹϭ·ʹͽ<ͺϲϪʹͽϧϷϒϧʹϲͺϼϲͺϿ· Ͻ·ʹʹ·ͺͰͼͼʹͺϹͰͼϭϭʹʹͰͺͺͶͿͳϤϔͰͺʹʹ·ͺʹͺϼϲͺϿ· ͰʹϤͰϧϭ·, ϹΔͺͰͼͺʹϹϻʹϷʹϹϷϽ·ϹͺϤ·ͰͺϽ <ΔʹϲϪϲʹʹϲϭ·ʹͼͺϹͰʹͼͺͺϼϲͺϿ·Ͱ ͰʹͼͺϷʹϧ·ʹϧ·ϧ·ʹϧϹϷʹϹϒʹϹϪͰͺϷʹͺϹϪͰͺϷʹͺͺϪʹϧϧϧ ϹϪͰͺϷʹͺϴͺϹͿ·ʹͼͺʹϧϧϧͺϹͿͰͼͺͺͺϗϧͼϧͼϧ ϹϪͰͺͼͺϪʹ·ϽϝͼͺͺͶϹ;ʹϗʹϝͼͺͺϧͼϧͼͺͶϧ;ϲ·Ϲ.

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ʹϧ<϶ͼΛϳʹϭϥϲʹͽ>ͽͿͺ (ϽϳϟΛͿͿ) ͰͽΛͿͽϽͿͽ 11, ϷϭͼϧϲϧϞͼϭ ΛίϥϧϷ< Δ϶ϥϭ, ϤϽϤͿΔ< Protection Act, and you know, when it comes to early childhood education and the role, that plays in supporting early development of Inuktitut is very important and merits discussion at today's deliberations.

I just have one more question, I guess two more questions that I'll wrap together. As in your previous comments, there was discussion of the complexity of early childhood education delivery in Nunavut with early childhood education providers being a mix between district education authorities and non-profit societies, and the difficulty it imposes on those volunteer boards to maintain ongoing operations of our early childhood facilities.

If I recall correctly, the City of Ottawa has put together Ottawa Early Childhood Education Facility Board. So, there's only one board operating in the entire city, overseeing the operations and policies of those early childhood care facilities.

My first question is; do you believe that would be beneficial in aiding revitalization of Inuktitut in early childhood centres? And the second question with the discussion about the Early Childhood Secretariat in Nunavut and how it can play a role in the revitalization and protection of Inuktitut in our communities. I appreciate that idea, and as you had indicated, a joint effort would be required between the government societies and Inuit organizations.

I guess my last question, in an effort to enhance collaboration and support in this area, I was curious if Nunavut Tunngavik Incorporated would be in a position to create such an Early Childhood Secretariat to support Inuktitut instruction across the territory? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

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Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you, Mr. Lightstone, for that question. Just briefly, we are currently looking at this issue as we're reviewing the two Language Acts, the Official Languages Act and the Inuit Language Protection Act. If we can strengthen those two language laws, the other laws would follow, amending. For example, if this was stronger, then everything would fall into place, especially when it comes to language and teaching of our children. If the language law were strengthened, and if the Inuit Language Protection Act was stronger, then everything else would fall into place. I just wanted to make that comment. In regard to your question, I'll have Jesse respond. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, to your first question, I think that this secretariat would have one board, ideally, for all of Nunavut, a parent board, likely. The same way that you spoke about that Ottawa Early Childhood Centre Board. So, I think yes, that would be the point, to reduce all of those other boards' burdens that most of our communities feel.

I think your next question was whether Nunavut Tunngavik Incorporated is in a position to take that on, I think that it's important that the Government of Nunavut give the... that this becomes the direction that we're given. As everybody that's involved in Early Learning and Childcare in Nunavut, and that it's appropriately funded through the government to allow us, our teams, to all work together to establish this place.

I think to add to what you mentioned about

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So, I don't think that for a territory-wide, it should be necessarily put on Nunavut Tunngavik Incorporated to take the lead on it, in terms of funding it, and those things. If we can decide how it goes, that's definitely where we want to be there as a partner through Article 32, through all of the different working groups. I can say that most recently, our relationship with the Government of Nunavut early learning and child care sector has seen some significant improvement.

So, I think I have some faith that we can create something that would, in the end, allow for children to thrive as young Inuit i Inuktitut, and with skills, like the Montessori Program, things like that. I think I'm kind of going off a little bit in more detail, but those are the two answers to your question. (interpretation) Thank you.

Chairman (interpretation): Thank you. Mr. Lightstone. Following my list of names, Mr. Quqqiaq.

Mr. Quqqiaq (interpretation): Thank you, Mr. Chairman. I'm very thankful that you're here in front of us during the hearings as this issue of language is very important, especially for the members here, that the members here feel strongly about our children and our future. I'm very grateful for this opportunity to discuss this issue today.

(interpretation ends) On page 11 of your submission, it states "In sum, legislation, policies, collective agreements, funding appropriations, and recruitment and employment practices combined place higher ᲘJГ석ჼ•ᲘÞԺላ'L^ᲡC 'b൧ጋ∆°൨ჼ፥, ĊჼᲫ쉭 ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ኯ፟ራ፦ CLჼᲫ쉭 ላĊԺ, ላĊԺʻ<<፡? ୮ነ Þልጔ.

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value on non-Inuit educators, and has the effect of suppressing Inuit educators in providing Inuktut instruction up to grade 12."

Can you clarify what specific sections of Nunavut's language legislation contribute to placing a higher value on non-Inuit educators and in suppressing Inuit educators and can you suggest how these sections could be amended? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you for the question. I'll ask our Chief Executive Officer, Kilikvak Kabloona, to answer the question.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you. The Canadian and Nunavut *Official Languages Act*, and Anglophone and Francophone children are guaranteed language of instruction rights. Inuit students do not have the same guarantee, even under our own legislation. As a result, there is a requirement for the Government of Nunavut to hire educators, and those educators from outside of the territory; they are more likely to receive staff housing and various other benefits that are listed on page 11 and also 22 of the submission.

So, we are recommending that Inuit children have the right to Inuktut language of instruction. That would realign government policies. So, for example, if Inuit children had the right to Inuktut instruction, there would be a priority to hiring Inuit educators, and providing staff housing, bilingual bonuses and various other benefits that are currently mostly going to non-Inuit instructors. Thank you.

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Chairman (interpretation): Thank you. Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Chairman. Thank you for your response. On page 12 of your submission, it states "Self-determination is the only way that Inuktut language of instructions and education attainment will increase. It is critical, now that the Government of Nunavut make the necessary changes for Inuit to take control over education."

In your view, can these changes be made through amendments through Nunavut's language legislation? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you for the question. Bruce Uviluq can answer. Thank you.

Chairman (interpretation): Thank you. Mr. Uviluq.

Mr. Uviluq: Thank you, Mr. Chairman. Thank you for the opportunity to answer this question. There are other jurisdictions that have positive examples of exactly what is taking place. I referenced the *Anishinabek* Nation Education Agreement Act, done in 2018, and in that case, the Ontario provincial government gave control to the Anishinabek First Nation Group, and I'm just going to read this here. In that legislation, the legislation provides the Anishinabek First Nations with self-determination over education, provides the authority for the Anishinabek First Nations redesign education programs and services, reallocate education funding to correspond the identified parties' needs of the individual communities, and in that case, a tailor-made process that gives First Nations

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This one is specific on education, but it could also apply to other pieces of legislation, where the provincial government or the territorial government could hand over the jurisdiction and give control to the Indigenous or the Inuit group here. I think that one is a positive example, and one that is creative, and gives this First Nation self-determination and control.

The problem that we know is that there are a lot of non-Inuit making decisions that affect Inuit, and so the self-determination and the creative processes like this allow for the Indigenous group to have a say, and to control things like curriculum and other policy and legislation.

That's one example that we wanted to include and say that it is possible, and it is taking place. It is something that Inuit are looking forward to and want to pursue. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just before I go back to Mr. Quqqiaq, I just want to ask for clarification. We're dealing with *Official Languages Act* and *Inuit Language Protection Act*, and is clarification on.... In this legislation, can a sample be provided on what roles or responsibility could be, might be, should be diverted to Nunavut Tunngavik Incorporated presently is under either one of these Acts? Mr. Uviluq.

Mr. Uviluq: Thank you, Mr. Chairman. I think that that's a very good question, and something that we're considering. I think that the Article 32 processes facilitate the involvement of Inuit in legislative and policy intentions paper, and this kind of thing; I'll say that we look forward to those processes.

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Those processes are taking place, and very positively, and Nunavut Tunngavik Incorporated was very happy to be involved, and we see the same sort of processes moving forward with these exact types of legislation, including the regulations, and those other specific things in there.

Specifically, I couldn't speak to the exact sections of those. I think we can provide that in writing, but it is more the involvement and inclusion and the adoption and use of Article 32 and having Inuit involved in these processes that would be beneficial for the Government of Nunavut, as well as Inuit. Thank you.

Chairman (interpretation): Thank you (interpretation ends) I agree with you, that's what we are doing right now. Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Chairman. You note on page 13 of your submission that only 6 percent of Inuit government employees undertook language training in 2016. In your view, what legislative initiative could improve the number of Inuit employees taking language training? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank the Member for this question on that. I will ask that my staff

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answer that. Actually, I can provide a response to this question. When Inuit want to be employed, they have to be accommodated especially when they are using their language rights. This would apply under the *Official Languages Act*, where this right to be served in a language of their choice must be adhered to in this legislation.

As well, the public service in our government, when they are non-Inuit even with my own awareness of their perpetual capacity issues, I am indeed aware of that fact. Nevertheless, these public servants must be made aware, exactly whose lands they are working within, which people form the majority of the residents in the territory, and Inuit are their service clientele.

Now, with that being said, when it comes to educational programs or training modules for the employees should be increased in my estimation, rather from my perspective, particularly cultural orientation when it comes to any supervisor overseeing any Inuit, as some are unilingual, while some Inuit do not comprehend French.

Maybe to imagine this scenario, supervisors in hospitals, health centres and schools, where the community ratios dictate, should also be representative of their population, to provide services in Inuktitut. Additionally, when it comes to medical services any service required must be available in Inuktitut and readily available. I hope I answered your question or perhaps not. I will ask Kilikvak Kabloona to provide more details with your permission. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you. On page 20, we have some recommendations specific to the Inuit language authority, and the second bullet

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is to provide every Inuk employee of a private sector employer the right to work in Inuktut, and limit the undue hardship from large-scale employers.

On the next page, we recommend that the legislation be strengthened to specify that federal departments, agencies and institutions of the public comply with the *Inuit Language Protection Act*, and require an implementation timeline for compliance.

Also, we recommend removing discretionary provisions, where the right to Inuktut in the workplace and Inuktut services may be provided, and then to strengthen monitoring and compliance. If employers were required to be delivering service in Inuktut, we would see more investments in language training across the board, and we would also see more Inuit employment. I hope that answers your question. Thank you.

Chairman (interpretation): Thank you. Mr. Quqqiaq.

Mr. Quqqiaq (interpretation): Thank you, Mr. Chairman. This will be my last question. (interpretation ends) Pages 17 and 18 of your submission discuss the potential role of the media to promote the use or revitalization of Inuktut. Can you elaborate further on some of the initiatives you described which could address concerns in this area? Thank you, Mr. Chairman. That's my last question.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you for the question. When we talk about Inuktut language, we mention all of Inuktut and Inuinnaqtun at the same time when we say Inuktut. It needs to be made stronger, the Inuktut language needs to be made stronger, both Inuktitut and

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Inuinnaqtun. I want to clear that up first. It states here, in our submission, that... I will speak this in English.

(interpretation ends) In reference to media, section 24(2) of the *Inuit Language Protection Act* refers to the Minister of Language having the authority to develop policies and programs to promote the "development of the content and methods or technologies for Inuit Language media distribution [or access] that have the greatest potential to promote the use or revitalization of" Inuktut, "including print, film, television, radio, digital audio or video, interactive or any other media";

(interpretation) We need to better promote the Inuktut language and give the Minister the proper authority to initiate directives. I'll say this briefly in English. (interpretation ends) By comparison, the Inatsisartut Parliament of Greenland affirms the Kalaalliit language as the official language, (interpretation) which was mentioned earlier, (interpretation ends) and outright owns and controls its own publicly funded television and radio network called the Kalaalliit Nunaat Radio (KNR) to provide daily radio programming in the Kalaalliit language.

I know we do have some Inuktitut programming, but because of lack of funding to those programs, it's always like repetitive programming sometimes. If we can have more funds in those areas, we can expand Inuktitut a bit more, I would think.

(interpretation) Ms. Kabloona will add to this. Thank you.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you. We're recommending that the right to Inuktut in media should be strengthened beyond the

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Minister's requirements to develop policies and programs. This has occurred, for example, in French. There's a requirement in Canadian television for a proportion of French language television, just as an example. We are recommending that that amendment be made as well to the *Inuit Language Protection Act* as well as policies of the government.

We're recommending the government to consider or funding a public television and radio network and limit English media in all forms, including funding allocations to the Inuktut Implementation Fund, Inuktut grants and contributions, and funding to entities providing Inuktut in television, film, radio, print, multimedia, and social media platforms. We know this is done to a limited extent through the Department of Culture and Heritage and it was the result of the enactment of the *Inuit Language Protection Act*.

I think you saw a significant increase in the number of Inuktitut music, artists, and albums being released after. That's an example of what could be done and should be done, but to a broader extent. Thank you.

Chairman (interpretation): Thank you. Using my discretion as the Chair, I now recognize the clock and we will break for lunch. We will return here at 1:30. Please enjoy your lunch.

>>Committee recessed at 11:49 and resumed at 13:29

Chairman (interpretation): Nunavummiut who are watching the proceedings, we have reconvened our hearing. Following my list of names, Mr. Simailak.

Mr. Simailak (interpretation): Thank you, Mr. Chairman. (interpretation ends) Good afternoon, all. (interpretation) Welcome to the officials from Nunavut Tunngavik.

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(interpretation ends) I'm trying to get my notes together here. Sorry for the delay, Mr. Chairman. I'm looking for a bit of clarification from Nunavut Tunngavik first.

Regarding municipal governments, you say in your submission on page 15 that the Government of Nunavut supports municipal governments to comply with the *Official Languages Act* and the Language Protection Act. You further state that it can't really be verified, I believe. At the very bottom, you state, "The Office of the Languages Commissioner's funding appropriations should be increased to allow the office to hire additional staff to conduct monitoring and compliance of municipal governments."

I'm wondering: does Nunavut Tunngavik know that these hamlets are not meeting the obligations of the *Official Languages Act* or the Language Protection Act? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Mr. Simailak, for the question. Here in Igaluit in particular, English is mostly spoken in meetings and the staff. I don't have all that much knowledge of whether it is the situation in the other communities. However, the Office of the Languages Commissioner needs more funding to enable them to review these. Perhaps there is lack of staff. Oftentimes good employees are taken by someone else, but with proper funding for the Office of the Languages Commissioner, they will be able to conduct more reviews of the municipalities and particularly the City of Iqaluit. We don't exactly know, however, if that's the situation in other communities. Thank you, Mr. Chairman.

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Chairman (interpretation): Thank you. Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. Thank you, Mr. Irngaut, for the response. Just to clarify, your title there, it says municipal governments, but you're basing this on the City of Iqaluit only. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Mr. Simailak. As a resident here, this has been my personal observation, so I can only cite that as an example. I don't know if that's the case in other communities. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Simailak.

Mr. Simailak: Thank you, Mr. Irngaut. On page 15 of your submission on the same subject, municipal governments, you're addressing their role. Do you feel that the legislation should be amended to strengthen the requirement for municipal governments, not just the City of Iqaluit, but all municipal governments to comply with Nunavut's language legislation? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Mr. Simailak, for that question. I'll have our chief executive officer, Kilikvak Kabloona, respond.

Chairman (interpretation): Thank you. Ms. Kabloona.

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CL^a σ^ala^bla, ραρς σ^aρρc c^a λ>c/Lhασβρ^aσ^bCρς. Γ^ala^bσ α^aΓσ^b υαιβρσΓ σσος ρ^bργβργιας. CΔLΔς σ^aCβρς σ^bς υαις σρος ρασ Γ^alaγρας ραρς Γ^ala^bσ Δ^lb Δ^aσσσας ρ^aργρος Δ^aσσσας ραρς Γ^a Ms. Kabloona: Thank you for that question. What we do know is that municipal governments have 85 percent Inuit employment, which is encouraging, but we also know from the Nunavut Inuit labour force analysis that the majority of Inuit work at entry-level positions and they are not able to communicate with their supervisors. By and large, those individuals do not speak Inuktut. We anticipate, therefore, that the municipal governments have non-Inuit supervisors and Inuit do not have the right to work in Inuktut.

However, in that section we point out that we don't have adequate information to assess in all communities the availability of Inuktut, including the ability to work in Inuktut. We are recommending that the Office of the Auditor General have an expanded role in measuring that so that it can be better measured and tracked over time and mitigating measures can be taken. Thank you.

Chairman (interpretation): Thank you. Mr. Simailak.

Mr. Simailak: Thank you for the response. Moving on, I'm curious; on page 5 of your submission, Nunavut Tunngavik Incorporated's ongoing Article 32 participation, you list a few things that you guys have done: the Inuktuuqta! writing prize, the Makigiaqta Inuit Training Corporation, Inuit TV, Inuit-Crown Partnership Committee, prioritize funding an indigenous languages component. I'm wondering: to what level has this helped with regard to the Language Act or the *Inuit Language Protection Act*? Has this helped at all? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr.

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Chairman. (interpretation ends) To go through some of the specific pieces, the Inuktuuqta! prize, for example, has provided an incentive and opportunities for people to write their long stories in Inuktut and then resulting in mentorship to write those books without them first being written in English and then translated. I think that is not a common practice and I think that over time, as we continue to do that, there will be more resources of stories that are directly decided on by the individual author. I think that having more resources is always going to be a positive thing for our language and in our language, Inuktut.

In terms of Inuit TV, we know that there are a few different Inuit channels or avenues to be able to access Inuktitut content in shows and documentaries and things like that. I think it's one of the most common channels that are on in a lot of houses nowadays and I think that that tells you a lot just in that, I think, as we know that our community members spend a lot of time watching that. Imagine if we had more of that and we had more options for all age groups all throughout the day, if we could invest more in that, it would be a level of access that we don't currently have and our children don't currently have.

I mentioned the pathfinder agreement briefly earlier that we hosted about 300 Inuit educators this past February. That was an enormous success. It was nice to see the original Inuit educators from the '70s that were first teacher assistants that were there to be able to be in a place with hundreds of other Inuit educators. There were a lot of things that they said that they wanted to see, which we're just at the end of that report now that will help us decide how to move forward on the results of that, including having a proper support system for Inuit teachers to make them feel less alone, to continue to teach in Inuktitut rather than go to a job that might require less

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work, 9 to 5, and be done at 5. They want to teach, so our next steps are to make sure that we can provide them that level of support that they need. I think that everyone who has the authority and power to do so should be invested in that as well.

That was the first of its kind. I believe the last one was in the early '90s and that was mostly for the Qikiqtani region at the time. That was a huge success and in our opinion, based on what we saw and what we heard, not just based on our opinion. We're still working on the options paper for an Inuit educators association. There were Inuit educators from all over the world, not just within Canada and not just within Nunavut, that were able to come as well; however, a large majority were from within Nunavut.

And then the indigenous languages component, the work has begun and some of them have been completed and I think are good examples of things that can become permanent through government legislation, including, as I said, all the different levels of communication, media, social media, and those kinds of things. I think it's pretty commonly known that Pirurvik has been able to graduate people to become Inuktut teachers very successfully, but also, we have seen Inuit who could not speak Inuktitut come out with a stronger level of Inuktut and confidence after. There are different levels. I think that is a huge success and I think that the more we invest in those types of programs and put more money into language, through these legislations, we will continue to have a protective factor as we start to invest in things like Pirurvik.

Another one, I think, on a personal note, it was something that I had kind of helped work on that. It was kind of a test to see what can happen if we run an Inuktuuqta! summer day camp for kids where we found teenagers who

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were completely fluent in Inuktitut here in Iqaluit, which is hard to find, unfortunately, and just do things that the kids enjoy that are based on their community, with their elders, with experts, to just spend all day enjoying the summer outdoors in Inuktitut. Families were seeing an immediate switch within their household where even other family members were trying to switch to focus on Inuktitut, as the first choice of language which right now is often English. That was a huge success and if we can continue to do that within our schools, it's just a small example.

And then we talked about the pathfinder agreement of \$46 million. We don't have the exact data yet, but we have heard that with teacher education programs being expanded throughout the communities, that there is a lot more enrolment in the Teacher Education Program where people can go to school within their own community. I think, without having the exact numbers of that, I can say that we are seeing more people going to school in their home community.

I think those are just a few examples of the things that we have been able to do that are successful, but if they were permanently supported, financially and legally, they can continue and I think it will play a strong role in protecting our language and not just protecting it but promoting and increasing levels of fluency within our communities. Thank you, *Iksivautaliik*.

Chairman (interpretation): Thank you. Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. Thank you, Ms. Mike, for a nice response. It sounds promising and I hope there are more opportunities and options such as that going forward.

I'm kind of moving on a bit here.

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(interpretation) I'll speak Inuktut. We know that there is a decrease in the usage of the Inuktitut language. We are not quite sure, but we as Members of the Legislative Assembly who represent smaller communities are always looking at getting new schools, new health centres, and improvement in the airport system, and we work hard to get those types of infrastructure in our smaller communities.

However, we keep getting told by the government that they have limited budgets. We understand that, but we also understand that if a change is needed, we have to make the change to improve the language or the usage of the Inuktitut language, but the government, I'm sure, will say that it's going to.... We will have to go over our budget in order to make those changes.

When I was younger, I used to speak Inuktitut fluently, but when I went from kindergarten and on, I started losing my Inuktitut and it was a requirement to be taught in English. As I indicated earlier, the government will probably say that they don't have enough money in the budget to make those required changes. We as Inuit and Nunavut Tunngavik Incorporated and the three regional Inuit associations do have funds available, but we can't touch them.

The Nunavut Land Claims Agreement was signed in 1999 and we were just using the interest in order to keep the money for future use. It is now available and the negotiators at that time indicated that they were just going to use the interest so that our children and grandchildren will have that money when needed, but we still can't use that money. In Baker Lake we have an operating mine from 2000 and on, and from 2017 to 2022, Nunavut Tunngavik Incorporated received \$86,286,000. The Kivalliq Inuit Association received \$60,500,000 in royalties and the Kivalliq Inuit Association got an additional

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\$43,205,000, but we still can't touch that money. The *Nunavut Agreement* will have to be amended so that we can have access to those funds.

We have been talking all day about funds and I'm not quite sure how we can access those funds. We are saying that it's your responsibility. It's the responsibility of these entities or organizations, and Mr. Irngaut stated this morning that it's everyone's responsibility, without pointing fingers at other organizations. We can use Inuit traditional knowledge, cooperation, working together, and communication.

I'll switch to English. (interpretation ends) I have been bringing this up for a while now, many years, actually. Ms. Mike might remember from when she went to the hamlet council meeting in Baker Lake and we keep reaching out to our Inuit organizations, but they're handcuffed to the *Nunavut Agreement*, as Ms. Mike explained to us before when I was on the hamlet council, and that's very frustrating. We've got to stop hiding behind the *Nunavut Agreement* and actually start amending them and working for the betterment of Inuit.

Nunavut Tunngavik Incorporated has been talking about self-government for a while now. If that happens, I'm going based on this, is Nunavut Tunngavik Incorporated now planning to, as an option, maybe build a private school type facility for Inuktitut training? Expand on some of these great initiatives that Nunavut Tunngavik Incorporated has done: Inuktuuqta!, Makigiaqta, using Makigiaqta programs, Inuit TV.

Mr. Chairman, I would like to ask that question. Is Nunavut Tunngavik looking at other options now instead of just waiting for the Government of Nunavut to fix these

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language issues we're facing? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) As we're just looking into the *Official Languages Act* and the *Inuit Language Protection Act*, I will narrow the question from all of what Mr. Simailak said if Nunavut Tunngavik Incorporated is willing to put some of their funds in the legislation as... . For example, the Office of the Languages Commissioner, Mr. Irngaut, said that they should get more money and in that context, if Nunavut Tunngavik Incorporated is willing to put some money into the legislation part of the two legislations that we are looking at and that's all we're looking at here, are these two legislations. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Mr. Simailak, for that good question. It has been since Nunavut was created, since the *Nunavut Agreement* was created. It's very true, but I remember at the beginning, it seemed like a large amount, but it's very small if we compare it to others. We had to also release a large amount of land. We have to think clearly and we also have to submit those options or budgetary requirements to the board of directors.

I think it has been approximately ten years since we did a review in Greenland to look at the schools and it was an Inuktitut-only folk school, but we just went to look at it and nothing came out of it, which I'm sorry to say. We have submitted a proposal and yes, it's very true that we can't just give it away. It has to be approved by the board of directors first.

Kilikvak, I believe, would like to make a supplement. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Kabloona.

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Ms. Kabloona: Thank you. I think you can see through federal allocations that government employees are supposed to be implementing your legislation through policy and budgets. For example, the last Public Accounts show a surplus of \$268 million for the Government of Nunavut. With stronger legislation, it would be possible for the Department of Culture and Heritage to seek more of those resources to implement the work of the legislation.

Where we have money, we do put it to Inuktut. It is one of the board's five priorities. For example, you mentioned royalties. We are funding Inuit TV exclusively through royalties. We are currently the only consistent funder for the Pirurvik Centre. We are the only funder for the only post-secondary institute in Nunavut with accredited Inuktut language training. We're funding them through Makigiaqta.

When we do work together, we are able to bring in more resources from the federal government. I have mentioned the pathfinder agreement. When we first proposed the pathfinder, we asked the federal government for \$89 million over five years to train Inuit teachers in our communities and they agreed. It was the Government of Nunavut and Nunavut Arctic College that scaled it back to \$42 million and then they revised their estimates and that's when we put in the extra \$12 million through the Nunavut Implementation Panel and \$12 million from Makigiaqta.

When we do work together, we can go to the federal government on our priority areas, and we did that work through the trilateral partnership table on language, an initiative that started in 2019 at our request.

I hope that answers your question.

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Chairman (interpretation): Thank you. Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. Thank you for the responses. Inuit TV, according to page 5 of your submission, was \$2.4 million over three years. As I mentioned, Nunavut Tunngavik received \$86 million. Are there any other initiatives that Nunavut Tunngavik is going to do to help with these two Acts we're working on right now with some of these royalties? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Mr. Simailak, for your question. We have to carefully review and our submission that we believe that to strengthen it, it will take funding. When we see recommendations related to the language and the *Inuit Language Protection Act*, I'm not aware, but I'm sure it required funding. We agree that we need stronger provisions in the *Act* in supporting the Inuktitut language. I cannot personally say that we are going to create funding for the support, but it could be reviewed and would have to be approved by the Nunavut Tunngavik Board of Directors. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you, Mr. Chairman. Of that money, we have put aside five years of funding to continue with the elder's pension. That is a board-approved initiative where we provide a monthly payment to all Nunavut Inuit elders. We do have a small amount of funding after that. We do need that five years of funding because mineral revenues are not guaranteed. We don't want to stop the pension for elders.

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There is a small amount of funds remaining. We are looking at options, and they are in the field of language. We went to the board in March, but a decision was not set at that point, so I cannot commit it. I would say again though, that when we work together, and we have common plans with work plans and joint initiatives, that would allow us to say we're going to do this part, you are going to do this part, and the federal government is going to do this part.

Right now, as Jesse Mike mentioned, it has been quite some time that those meetings have happened, and without those meetings, it gets very hard for us to go to the federal government, or even to allocate our own resources because there are times when we start something, but we have to stop because the government does it. Like the fibre optic project, we both put money into that but because our staff weren't meeting. We both ended up not proceeding on the fibre optic project. It is very important to work together. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Simailak.

Mr. Simailak: Thank you Mr. Chairman. Thank you for the responses, again. Mr. Irngaut mentioned that he has to go back to the board and see what the next plan is or what suggestions they'll put together. When would Nunavut Tunngavik get back to us with regard to these two *Acts* that we are working on today? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Just a reminder that we are dealing with these *Acts*, and this is slightly connected, so I'll let it go, but please remember, all Members here and participants, that we are dealing with the *Official Languages Act* and the *Inuit Language Protection Act*. Mr. Irngaut.

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Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you, Mr. Simailak. As we and you are reviewing this legislation and the two *Acts*, we are saying that there needs to be improvements. In terms of funding issues, I cannot commit or know the costs. When we understand, we can work with you, you as the government, as long as we are both working toward Inuit. Also, when we have findings from the research, then we will better know the costs. I currently cannot commit these kinds of funds to this. I cannot say. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Before I go to the next name on the list, Mr. Simailak asked a question on page 15 at the bottom. (interpretation ends) The Office of the Language Commissioner's funding appropriation should be increased to allow the office to hire additional staff to conduct monitoring and compliance of municipal governments.

We just had the Languages Commissioner before us and it was pointed out that her allocated budget has not been fully used for a number of years. I just would like to get the position or the opinion of how providing more funding to the Languages Commissioner would help when the current budget is not all expended. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I understand where you're coming from. As Nunavut Tunngavik, we cannot dictate or say regarding your funding issues. In terms of the funds, I have not seen the accounts of the Language Commissioner. There are many municipalities in the territory. I am not aware as to the funds of their operations, and seeing the number of the municipalities...

In terms of strengthening the two acts, the

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Δ⁶/ペ>C⁶: L'α. Γ¹ ΔCG⁶.

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municipalities might not follow it, and not knowing what kind of funding resources they have, they have their own operations, and so, if they don't follow this or that, there could be... and that is why we are pushing for the strengthening of the two acts. As I said, I am not aware of their funding used with the municipalities. I will let Jesse speak to this. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think, what I heard from the Office of the Languages Commissioner when she was speaking the other day is that she would like a level of independence from the Legislative Assembly, and with that would also come the independence of hiring and benefits and all of those things. I think if they had that independence, with the appropriate amount of funding, they would be able to succeed in the way that they were intended to when they were created.

There are different aspects, and yes, you know, I think that we understand that the Department of Human Resources, with the Government of Nunavut is struggling with capacity as a whole. I think that, what we've heard is that every day, there's a reduction in capacity with the Government of Nunavut. I think, in support of the Office of the Languages Commissioner becoming independent, providing them with the adequate funding to do the job that they need to do to make sure that these are being complied with would create a level of success in the things that they're also intended to do.

If I could go back a little bit to the previous, I guess, questions as beneficiary, to us Inuit organization, I think that... Okay, I'm trying to slow down for the interpreters. I guess,

ΔCና%: 'dታ°α广', Δ°ν'«ΡĊ[‰]. 'dታ°αΓ', Γ' 'b'_)ά[‰]. Δċ[®] CL[®]dd <Δሊά[©] ΛΓd'&Ρ^ιLC ^γΡγ[©]

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CΔL, ΔΥLΤΦ, ΔΥLΟΓ ΦΤΤΓΦ
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going back to the beginning when Mr. Simailak mentioned that I was in Baker Lake in 2007 as a very young policy analyst, going there with now Premier P.J. Akeeagok, who was a project coordinator to help bring the Piqqusilirivvik as a partnership with the Government of Nunavut to Baker Lake. At the time, neither of us had absolutely any role in resource revenues, but the hamlet council still did, but what we just saw and I think every beneficiary has their rights.

I wanted to also point out that recently and I mentioned it earlier when we were talking about early learning and child care is that there is a level of working together with the Government of Nunavut that we are seeing in some departments that is improving, and within our office we spend quite a bit of time, especially within our social and cultural development. We have a policy shop that worked very closely on the example that was given earlier around the Mental Health Act and our office spent a lot of time, which is a human resource, to work together with the Government of Nunavut in making sure that that was reflective of the whole territory, and then we are now working to.... We've got these partnership committees that have been recently created to work, again, towards a common goal. We're working quite regularly with the Government of Nunavut to make sure that we're achieving the things that we want to achieve together, and that's just to name a few.

I have worked at NTI for a long time and early on in my career and only recently I have come back to realize that there's actually some movement forward of having a strong relationship to work together. If we can provide our team; we have language policy people, all Inuit, who are working towards all of this work, and we would be totally happy for them to come and sit at the table every day as this legislation and all of this work is

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CL°a 'b_o'c Δ/LP&/▷°? /ʔ/ጐ L'?ጐጐ ▷'b▷/'Γʰ Δc°σ</P°a'L' ΛΡ</p> coming together. We've got the human resources to do it. Our department in particular, we're fully staffed with Inuit who are educated and talented at these things and will be there to help in any step of the way that you will allow us to.

I just wanted to bring those things. Those are just a few and those are just within our department. Early learning and child care, I mentioned earlier, TB, we have just recently helped fund the community-wide screening in Pangnirtung, as an example, and there are more examples. I can go on with those unprecedented relationships, I think. I think that we're not here pointing fingers. Everyone has a responsibility and if we had the responsibility at the end of the day for these two legislations, then we wouldn't have to be here to tell you what we think you should do.

I just wanted to point those out and I hope I answered some questions and maybe some clarification. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just for absolute clarity, we are here to have hearings on the *Official Languages Act* and the *Inuit Language Protection Act*. This Committee is not here to question how Nunavut Tunngavik Incorporated spends their budget or makes their decision. I'll make that absolutely clear. We are here just for these two and we will do our best to keep on track and on topic. (interpretation) Following my list of names, Ms. Nutarak.

Ms. Nutarak (interpretation): Thank you, Mr. Speaker. I have a question for NTI regarding early childhood, which is a topic that I would like to revisit. My question is: how would the bilingual bonuses be implemented in daycares? What changes would you make in the Act to supplement that? Thank you, Mr.

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Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you. Thank you, Mr. Chairman. Thank you for the question, Ms. Nutarak. Looking at page 4 of our submission, in Part B, the third bullet, it states that preschoolers and kindergarteners should be taught properly in Inuktitut. That's the one that we're pushing hard for and that's what we'd like done in the Act to protect Inuktitut in the Act for early childhood education. They should be taught entirely in Inuktitut, and from kindergarten to grade 12, students should be taught in Inuktitut and we believe that this has to be worked on. If the teachers of the children are teaching in Inuktitut, they should be given bilingual bonuses.

I hope that's understandable. Thank you.

Chairman (interpretation): Thank you. Ms. Nutarak.

Ms. Nutarak (interpretation): Thank you, Mr. Speaker and Mr. Irngaut. The question I had about the addition of bilingual bonuses is.... Let me say it in English. (interpretation ends) How would the bilingual bonus be implemented in daycares and what changes to the legislation would supplement that? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Ms. Nutarak, for the good question. I will have Kilikvak to respond to it and she will respond something about page 21. Thank you.

Chairman (interpretation): Thank you. Ms.

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Kabloona.

Ms. Kabloona: We are recommending that the Inuit Language Protection Act strengthen legislation to have the right of every Inuk child to receive Inuktitut instruction in early childhood be recognized, as well as the right to work in Inuktut by those employees. We would recommend that there be restrictions through regulation on English language instruction in early childhood to only facilities where more than half of the children are non-Inuit, and then a guaranteed benefit of a bilingual bonus or a language incentive to every Inuk early childhood worker who provides Inuktut early education. We would also recommend the establishment of the secretariat to administer some of those initiatives, including the bilingual bonus. Thank you.

Chairman (interpretation): Thank you. Ms. Nutarak.

Ms. Nutarak (interpretation): Thank you, Mr. Speaker. Thank you, Ms. Kabloona. The Inuktut and Inuit culture are very important, and I would like to thank you for Pirurvik, the school. I would like to thank NTI for providing the funding to start that through the Makigiaqta program. The programs have proceeded very well, and children are using that very well in Pond Inlet.

I will ask my next question in English. (interpretation ends) Do you feel section 9 in the *Official Languages Act* be amended to address the NTI suggestions to bring forward on early childhood education? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Ms. Nutarak. I

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will have Kilikvak respond to this, Ms. Kabloona.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you for the question. I believe it's about section 9 of the *Inuit Language Protection Act*. I wonder if I could get some clarification on that. I didn't catch it; I'm sorry.

Chairman (interpretation): Thank you. (interpretation ends) It is on section 9. Ms. Kabloona.

Ms. Kabloona: The delayed implementation of section 9 of the *Inuit Language Protection Act* is certainly an issue to NTI. It was already drafted as a passive requirement for the promotion of Inuktut. We don't feel that promotion of Inuktut is adequate. Our recommendation is to require Inuktut in early childhood education. We're also concerned with the lack of clear government accountability in ratifying the early childhood legislation and implementation of policies. As a result, you will see in our submission that both English and French usage in early childhood facilities has increased, but Inuktitut has declined. Thank you.

Chairman (interpretation): Thank you. Ms. Nutarak.

Ms. Nutarak (interpretation): Thank you, Mr. Chairman. Thank you, Ms. Kabloona. Does the data come from Iqaluit or all across Nunavut? Thank you, Mr. Speaker.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: The data provided in the submission from NTI is from Statistics Canada. It represents all of Nunavut child care

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facilities and you will see that since the passage of the *Official Languages Act* and the *Inuit Language Protection Act*, it's on page 7, so from 2009-2010 to 2019-2020, you will see that there has been 13.8 percentage points decline in the use of Inuktitut in early childhood facilities as the primary language, whereas both English and French have increased since the *Official Languages Act* and *Inuit Language Protection Act* were enacted in 2008. We're recommending that the strength of the language for protection in Inuktut be enhanced through your review. Thank you.

Chairman (interpretation): Thank you. Ms. Nutarak.

Ms. Nutarak (interpretation): Thank you, Mr. Chairman. Thank you, Ms. Kabloona. Yes, I believe daycares are where the children start off when they're young. The brain learns the fastest when they are that young, and those of us in the smaller communities, our daycare centres, I believe, run more in Inuktitut, and the Pirurvik Early Childhood Program is run in Inuktitut. Maybe they're not all run like that in Nunavut communities.

I have a question on a different matter about adult education. I was an adult educator for 12 years and I taught people. I taught courses in English and Inuktitut and I would translate the English courses into Inuktitut to teach them to the adults. I'll ask the question in English. (interpretation ends) Page 13 of your submission includes a list of key programs delivered by Nunavut Arctic College. Can you elaborate further on how you envision Inuktitut becoming the language of instruction for these programs? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

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Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Ms. Nutarak. I'll have Jesse respond to the question. Thank you.

Chairman (interpretation): Thank you. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think, if we're thinking big picture where they're at, like right where we want them to be, it would be that their curriculum and their teachers are all able to teach them these skills in Inuktut, much like how they deliver these in our neighbours in Greenland, where Inuktut is their official language. That's the easy answer and we understand that it would take a lot of work to get there, but the first step is commitment, and changing legislation and making sure that these legislations have grit so that these different groups have those opportunities to teach in Inuktitut.

I know that there have been several NTEP teachers that teach in Inuktitut and in some cases, social work, environmental tech, they have Inuit teachers in there. They rely a lot on things in our surroundings. It's not the main curriculum, but it is being done, I think, in piecemeal in these programs. I think that it's 100 percent possible because others have done it. Without going from step 1 to the ideal, that's how we would envision it happening. Thank you.

Chairman (interpretation): Thank you. Ms. Nutarak.

Ms. Nutarak (interpretation): Thank you, Mr. Chairman (interpretation ends) and Ms. Mike. (interpretation) I think we all have that vision that all could be taught in Inuktitut and they would be able to complete their programs all in Inuktitut. The students in schools, in retrospect, learn Inuktitut from kindergarten

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For having my own children, I see that myself. My children's ability to read and write English is a little late, and sometimes I worry whether my child will be able to complete or be able to even go to university, although I want my child to graduate. If a person learns only in Inuktitut, the person would not be able to go to school in the south. I would like my child to excel in Inuktitut, who enjoys hunting, but what pains my heart is the fact that my child's education is falling behind.

What is your opinion? A child can learn two languages from the start and be fluent in both languages growing up. What is NTI's position concerning children when you read here in your recommendations that you want them to be able to learn all in Inuktitut from kindergarten to grade 12? Is there some worry that perhaps if they want to go to the south and become a doctor, would they be too behind in English? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Ms. Nutarak is talking mainly about the *Education Act*, but I will allow it through because on page 22 of NTI's submission, it says, "Strengthen legislation to have every Inuk child the right to receive Inuktitut instruction from K to 12 and limit the application of English instruction to non-Inuit by regulation." In that sense, it's part of the two laws that we are reviewing. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr. Chairman. I want to respond in Inuktitut, but having grown up here in Iqaluit, I have struggled myself because most people here speak in English. When we moved here, my mother would only speak in Inuktitut to me

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and would not listen to me if I spoke in English, and that's how I can speak Inuktitut without benefit from learning it at school. That's the way it is.

(interpretation ends) I'm going to speak English. I think many of us are products of that kindergarten to grade 4 in Inuktitut and then the sudden transition to English. I think that if we're able to learn completely in our language, in Inuktitut, going through school, as we have seen through different learning programs, just being proud about who we are as Inuit and our ability to thrive in a place also gives us the confidence to take on different opportunities in the world because we were raised in an education system, hypothetically, that completely respected who we were as Inuit. That's not the case right now.

There's already that, that impacts our confidence at such a young age because we're being told that our language is no longer important at a certain age. Not only are we unable to thrive, reading and writing in both languages; we're just constantly stuck between the two and it really does impact academically in the English stream how well we do versus our counterparts who don't speak Inuktitut, who were predominately raised in languages that are respected by their country. It has been studied over and over again.

If you look at Greenland, again, as Inuit, they're able to go to school from the moment they go to daycare until they go to university and they take on other opportunities if they want to learn in other languages and still be able to work in those languages. I think it's also important to note that our goal at the end of the day isn't always to leave Nunavut. We want to live here. We want to be able to be hunters and providers and live in our society that the ultimate goal for a majority of people is not to leave home and it shouldn't be.

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I think that it's possible to have multiple options. If we're going into school, I wish I could have been in school from kindergarten to grade 12 in Inuktitut because I would have done so much better and I would be more comfortably addressing you in Inuktitut. I think there are ways that we can do it. It means that we need to put more resources into making sure that happens. If I don't speak English at all, which people can live in Nunavut without speaking English, with speaking only Inuktitut, not as easy as those that speak English, but we should have that option. I would love for my kids to only be going to school in Inuktitut. They can always learn English just the way that the rest of us have.

I think, if we can envision all the possibilities, not just as ideas but actually things that have been done, then that's how we proceed with it. Well, I guess it's all personal because it's our language and it's our community and it's our children, but it's also a common experience that needs to be changed because it's not setting Inuit up for success in our territory. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just before I go on to the next person, I just want a clarification here. It was talked about on page 22 of NTI's submission, it said, "provide guaranteed benefits through a bilingual bonus or language incentives to every Inuk early childhood worker who provides early childhood education in Inuktitut." Just for the record, I absolutely agree that bilingual bonuses should be given, but my question is, in the smaller communities, we do have some non-Inuit that speak Inuktitut. Is it against human rights if we put in legislation that only Inuit can get bilingual bonus? I'm not sure who to give this to, but Ms. Kabloona.

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Ms. Kabloona: Thank you. Thank you for that question. There are allowable uses of incentives for an intended purpose. If the intended purpose was to increase Inuit employment at all levels, we have talked a few times today about supervisors not being Inuktitut speaking. Employment equity is allowed in law, so it is allowable in certain circumstances to provide benefits to Inuit for an intended outcome, which in this case would be elevating the status of Inuktut and at all levels so that Inuit would have a right to work in the Inuktut language.

I hope that answers your question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Following my list of names, Mr. Anavilok.

Mr. Anavilok (interpretation): Thank you, Mr. Chairman. Thank you for appearing before us. (interpretation ends) I just want to go back to page 2 of your opening comments on the \$42 million over five years that you receive from the government for the pathfinder program to train teachers to teach in the Inuit language. How does NTI work with Nunavut Arctic College to decide which communities to deliver teacher programs? (interpretation) Thank you.

Chairman (interpretation): Thank you. (interpretation ends) Mr. Irngaut. Oh, sorry. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr. Chairman. (interpretation ends) It was mentioned earlier that \$42 million that was given to Nunavut Arctic College was up to Nunavut Arctic College to decide where those programs are going to take place. I believe they are in several more communities than what we have seen before, but I don't have the answer to give you where exactly those

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Chairman (interpretation): Thank you. Mr. Anavilok.

Mr. Anavilok: Thank you, Mr. Chairman. I guess the next question might go towards Arctic College students, but I'll ask it anyway. Some communities are losing their language, for instance, Kugluktuk is around 87 percent. How can Nunavut's language legislation be strengthened to focus on revitalizing the Inuit language, especially Inuinnaqtun, for example, through supporting teacher training? *Quanaqqutit*, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you for your good question. Here on page 20 of our submission, here are the areas where we want to strengthen and they are clearly outlined in 4.1 (a) and (b).

Under (a), in the first bullet, the recognition of Inuktitut and Inuinnagtun as equally authoritative, as it states, I'm thinking of the Act passed by the Legislative Assembly that these be approved here by you, and that Inuktitut and Inuinnaqtun get full recognition and authority when any publication is given here in the Legislative Assembly, and Inuktut and Inuinnagtun be given equal authority when regulations and Acts are being published in your *Nunavut Gazette*, and the civil court and tribunal proceeding notifications and decisions be provided in Inuktut, and enable the Language Commissioner to conduct follow-up investigations or reviews to measure whether recommended actions have been substantially complied with, and remove discretionary provisions where Inuktitut services may be

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And (b), the *Inuit Language Protection Act*, strengthen legislation to have every Inuk child the right to receive Inuktut instruction in early childhood and limit the application of English instruction to non-Inuit by regulation, provide every Inuk employee of a private sector employer, the right to work in Inuktut, and limit undue hardship for large-scale employers, strengthen legislation to have every Inuk child from kindergarten to grade 12 the right to receive Inuktut instruction and limit the application English instruction to non-Inuit by regulation; expand the scope of services to the broader definition of commercial and business services to enable the exercises of the right to Inuktut beyond the listed services of client, customer, reception, hospitality, essential, medical, residential, utilities, and not just be labourers; strengthen legislation to provide the right to Inuktut instruction, impose secondary institutions and colleges established in Nunavut, strengthen legislation to specify the federal departments, agencies and institutions of the public to comply with the Inuit Language Protection Act, and require an implementation timeline for compliance; remove discretionary provisions where right to Inuktut in the workplace and Inuktut may be provided, and also strengthen monitoring and compliance provisions of the Official Languages Act and the Inuit Language Protection Act to enable the Office of the Languages Commissioner to conduct investigations of his or her own volition, not specifically tied to an applicant's filing of a concern; strengthen fines and penalties to ensure organizations comply with the obligations and duties, including enabling the Languages Commissioner to with investigations and findings to major compliance instances, and specific fines and penalties for non-compliance.

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I'm just outlining the *Inuit Language Protection Act* section 4.1(a) and (b). Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Anavilok.

Mr. Anavilok: Thank you. (interpretation) Thank you for the response. (interpretation ends) This next one is probably my last and maybe just a comment, but there might be some good pointers, maybe. We're speaking a lot about early childhood, Inuinnaqtun, keeping the language, communities losing their language, pretty much all of Nunavut communities, and it's through education we could get that language back.

When I think about it, when I look at the credit systems they use in the high schools and like math, science, English, social studies are all major and they all got these more credits in them. I know that it goes from 5 to 15 credits maybe, but if it's implemented that the Inuit language course would be somewhere around that figure because I'm noticing some of the courses that they give in the high schools, like they've got one credit, three credits, that's not very much. I know most of the kids these days want to graduate, so they want more credits and maybe making the Inuinnaqtun language courses like courses with lots of credits, it's probably going to help.

What Ms. Mike was speaking of before, onthe-land programs, I know those work really good because Kugluktuk had those for a while and it stopped for two years and some of the elders that were taking kids out were telling me that some of them were saying, "How come we don't go out any more?" Some of them were asking in Inuinnaqtun and one of the elders said it's.... I checked into it and the DEA and the education department are not really focusing on it. I mean, it's like it's not a Δ $_{\circ}$ $^{\circ}$ Pdd Δċ*, ddfa2nn
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priority, so that's something there that needs to be noticed on too for them.

It's the same thing when I talk about credits. On the land, it could be, I don't know how communities are there, they've got different winters, different summers, state and months, but springtime and August and September, if those could be included with credits, I think most of the senior students probably would say, "Okay, there are lots of credits there, 10 to 15 credits," so add that to their label for their classes and all that. I just thought I would bring that up. *Quana*, Mr. Chairman.

Chairman (interpretation): Thank you. That's just a comment. (interpretation ends) That's just a comment. It pertains mostly to the *Education Act*, which is beyond the scope of our mandate here for this hearing. We're just here to hear on legislation changes that may happen to the *Official Languages Act* and the *Inuit Language Protection Act*. I'll go to the next person on my list. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Section 10 of the *Inuit Language Protection Act* which provides for adult Inuit language acquisition and upgrading is not yet in force. On page 12 of Nunavut Tunngavik's submission, it's noted that this section only provides an obligation for the Government of Nunavut to develop materials and programs. I would like to get a sense of what section of this legislation could be strengthened and, if so, how. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Mr. Hickes, for that good question. In our submission...I keep saying the agreement. I apologize. In our submission on page 22, we touched upon it a little bit with the Member representing

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Ċ°Q Þ9ÞYZJLSĊ9TU9 PYAG PQÞ9dN95J49J4 PQF9CESJ49J4 Kugluktuk. It's to provide the right to receive Inuktut instruction in post-secondary institutions and colleges in Nunavut.

Maybe Ms. Kabloona can supplement my response.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you. In terms of adult education and post-secondary, if our intention is to have Inuit nurses and Inuit teachers providing services in Inuktut and they are expected to do that already, they should be taught in Inuktut as well.

Learning the terminology in one language but working in another language isn't a very strong way of working. For example, we know that Inuit nurses are expected to work in Inuktut, but none of their courses set them for success in that. That's why, as the vice-president mentioned, we're recommending that the legislation provide for the right of Inuit to learn at the post-secondary level in Inuktut, not translated, not English and then expect them to work in Inuktut, and that includes early childhood education, trades and apprenticeships, management and administration, and also adult basic education.

We know that there are 1,200 Inuit students at post-secondary at Nunavut Arctic College who are not currently receiving Inuktut language of instruction. I would like to speak to how that would function. I think it was raised by a few Members today. In all of the plans produced by the Government of Nunavut, for example, immersion in school, the ideal immersion model is supposed to use 85 to 90 percent Inuktut medium for grades kindergarten to 3, 80 percent to 85 percent for grades 4 to 6, and then 70 percent after that.

Even the French school here requires its

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Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. That leads right into my next question. Page 13 of the submission includes a list of key programs delivered by Nunavut Arctic College and Ms. Kabloona just named a few of them. Can you elaborate further on how you envision Inuktut becoming the language of instruction for these programs? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: If we follow the model for French, the strength comes from the legislation and then the policies and the funding is allocated by us in order to achieve the results of the legislation.

To the *Inuit Language Protection Act*, we would recommend that Inuit students have the right to learn at the post-secondary level, and then in terms of the policies, we would encourage that the Staff Housing Policy be amended so that Inuit are eligible for staff housing. Currently the Government of Nunavut spends \$30 million per year on staff housing for non-Inuit.

We would recommend a change which would support Inuktut instruction at the postsecondary level and schools as well. We have talked about the bilingual bonuses in the past. I hope that answers your question. Thank you.

Chairman (interpretation): Thank you.

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 (interpretation ends) I was just going to ask for clarification. Ms. Kabloona, you're stating that Inuit do not qualify for government staff housing. Can you just clarify that, please? Ms. Kabloona.

Ms. Kabloona: In the Staff Housing Policy currently, it prioritizes workers being hired from outside of the community they live in. For example, you have expanded the Teacher Education Program and we found the communities; right now it is being delivered in Arctic Bay, Pond Inlet, Qikiqtarjuaq, and Sanirajak. That's year one. When those students graduate, they will not be eligible to apply for staff housing, even though their non-Inuit counterparts being brought in are prioritized. If Inuktut is the priority, the policy needs to prioritize Inuktut workers so that those people feel valued.

We have in here from the Nunavut Inuit Labour Force, the survey we did for educators. It's on page 11. Nearly 50 percent of Inuit respondents to the Inuit educator survey indicated the lack of eligibility for staff housing was the primary reason they felt undervalued as educators.

Thank you for that question. Inuit are eligible, but the way it's set up, it prioritizes hiring from outside the community. Thank you.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I'm trying to stay on the same topic before I switch gears, but I think I might have to switch gears and maybe I'll come back to it.

On page 14 of the submission, you discuss that the Languages Commissioner's systemic investigation into health services at the Qikiqtani General Hospital in 2015 has recommended that legislation be amended to

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require the Languages Commissioner to follow up on past systemic investigations, review whether the recommended actions have been complied with, and submit the report for tabling in the Legislative Assembly.

We just had the Languages Commissioner here the other day and she did stress how some of the challenges that her office has had with completing investigations, yet to my understanding of the legislation, she does have the ability to go back and review previous investigations at her discretion. I'm just wondering why it's needed to put this amendment in as law.

One of the things that has come up a couple of times over this week, when we look at making amendments to the legislation, it becomes law. It's not a "would," "could," or "should." It's law. Regulations can be a little bit vaguer, but there are always these unintended consequences of making something law.

The way I understand this part of the submission, it would obligate the Languages Commissioner to do follow-up into previous investigations related to systemic issues. I would just like to get some clarification on that recommendation. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you for the question, Mr. Hickes. The recommendations from Nunavut Tunngavik's submission, the Office of the Languages Commissioner needs a proper work plan for the commissioner to do the work required and also, to address the changes regarding the Inuktitut language when we speak in our offices. On page 14 of our submission, yes, the work has to be done by the Languages Commissioner and the

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That's what I wanted to mention and I don't know if anyone else wants to add anything. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Section 4 of the *Official Languages Act* provides that government contractors comply with requirements to provide communications and services in the Inuit language.

On page 15 of Nunavut Tunngavik's submission, it discussed that the need to conduct research on how compliance or lack of compliance with this requirement may impact Inuit. In addition to elaborating a little bit further on how you see this research being conducted, I'm curious to hear if Nunavut Tunngavik Incorporated also uses contractors for a number of different projects and I'm curious as to what measures or processes are put in place to allow those contractors to fulfill the language requirements of the territory.

I know it's not an obligation under Nunavut Tunngavik Incorporated, but I'm thinking that as you're making a recommendation in this area, you may have some insight into how Nunavut Tunngavik Incorporated makes sure that their contractors communicate in Inuktut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Kabloona.

Ms. Kabloona: Thank you. As of April 1, the board had passed new procurement and expenditure policies and we now maintain a standing offer agreement list and prioritize Inuit firms and Inuit firms that provide Inuktut

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services.

Our contracting is very different from yours, so I would also like to speak to the fact that within NTI, we have amended our human resource manual. In terms of Inuit employment, we have amended our human resource manual to allow for Inuit staff to take full-time accredited Inuktut language training at the Pirurvik Centre and it is fully funded.

We are at 88 percent Inuit employment and as a result of that, most of our employees are fully bilingual. The education that they receive is typically keyboarding and terminology specific to their work. It's a different scenario, but it is something that we have been doing. Thank you.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I would just like to take a step back to how the Official Languages Act and the Inuit Language Protection Act pertain to education. Back in 2015 and 2016, I was a part of a special committee reviewing the Education Act back then and as recently as earlier this week, I had actually somebody stop me in the store that was following the proceedings of the reviews on this legislation and had a comment to me and we heard this comment a few times across the territory when we were travelling, reviewing the *Education Act*, that there are parents out there. Inuit parents out there that feel that language starts at home, as I think we all agree too, and it has been mentioned here and I include myself in the category that unfortunately had challenges maintaining language early on in life.

That being said, it is a desire of a lot of parents that Inuktut should be a course in the school, as Mr. Anavilok says, maybe a high credit course versus... . How do I put this

properly? The feedback that we got then and the comment that was made to me earlier this week was that we need our kids to be learning their math and their sciences and we will have these other courses in English so that they can be successful at the post-secondary level, not just at Nunavut Arctic College but southern institutions as well. I understand that there are differing opinions on the veracity of both models.

I don't even know if I have a question in there, Mr. Chairman. It's just that when we hear these differing viewpoints and when we look at the outcomes that we want to achieve, we want our children to be, in my opinion, trilingual, I think, to give them all advantages, not just here in Nunavut but across the country, if not the world.

When we look at changing legislation, again, as I said earlier, it makes it law and that's where the challenge comes in is if a parent, as an example, an Inuk parent that wants their kid not to be taught other courses in Inuktut and if we do lay it out in law that if the majority or over 50 percent of the children in that classroom is Inuit, it has to be taught in Inuktut. It takes away options in law if we put it that way.

I would just like to maybe get a little bit of feedback on the intent of the recommendation and would Nunavut Tunngavik Incorporated be amenable to some parameters established within to give the parents the choice in the education model that their child studies under. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. Thank you, Mr. Hickes, for the question. I know that this is almost impossible to do, but we're trying to protect our future

and our descendants as well. If we don't do anything and if we don't strengthen the laws now that we use, then the Inuktitut language is diminishing.

The reason why it's so difficult is we can't tell the parents how to raise their children. Even though that's the case, it has become obvious now that if they're not taught within the home, then the TV is in English and the computers are in English, and all those things. What we're trying to say is that Inuktut has to start at home and if we want to protect Inuktitut and Inuinnagtun; however, there are many distractions out there, on TV, online, on computers, and even through the music that we listen to. We have to look at all of those carefully. What do we want to accomplish or what do we want to see? What do we want to protect? I believe we all agree that we need to protect the Inuit language.

In regard to your question and comment, it's almost impossible to answer it directly myself. We can't tell the parents what to do. We're Canadians and we all have human rights. What we're trying to say is that those people who speak Inuktut in Nunavut are the majority. They comprise 85 percent of the population. We would like the two Acts strengthened so that our languages will be better protected in the schools, the workplace, and our government.

I apologize if I didn't answer your question directly. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I think we do all agree that Inuktut needs to be protected and, where it's diminishing, to revitalize it with everything we can do. I'm not saying that any of us have a different level of appreciation for the language, but I know

what I have lost and like it was mentioned earlier, I struggle with my own stuff in that manner.

I would like to talk a little bit more on funding. When we were talking earlier about the different funding opportunities that Nunavut Tunngavik has provided through Makigiaqta as well as a number of different agreements with the federal government, which that training fund was created from the federal government's concession, I guess, on a lawsuit with the Government of Nunavut and Nunavut Tunngavik Incorporated. We know that it's a shared board allocating those funds, but there are also other opportunities, as the pathfinder and other agreements that were mentioned earlier.

I would like to phrase my question this way: section 8 of the federal government's *Indigenous Languages Act* provides that the federal "Minister may cooperate with...Indigenous organizations...by entering into agreements or arrangements...for purposes such as providing Indigenous language programs and services..." To date, has Nunavut Tunngavik entered into any agreements or arrangements with the federal government to provide Inuktut programs and services? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Mike.

Ms. Mike (interpretation): Thank you, Mr. Chairman. (interpretation ends) In terms of funding, we're just close to an agreement called the Indigenous Languages Component, which previously was a few different programs in the past from the federal government, where we are going to be providing funding either through direct to the regions so that the regional Inuit associations can decide themselves how they would like to spend that funding, but also, we will have a

call for proposals for any organizations within Nunavut that are working towards language revitalization. That is a federal program.

Not an opinion, I think it's based on just all of the treaties and colonial past is that money that we get from the federal government isn't given to us. It's a right that we have to have that money as Inuit but also as a government that they claim a lot from. I just want to point that part out, but we do have funding that is going to be coming to us. It hasn't been finalized yet, but we have been working closely with Culture and Heritage to make sure they're aware of the program and that we're working together.

And then through that previously, we have things like the Inuktut Innovation Fund, which we have most recently.... That is also part of the pathfinder agreement where we have provided funding for Inuit educators within the Nunavut education system to use the PD week to go and learn Inuit Montessori training from the Pirurvik Preschool, which Karen was talking about earlier, as that resource is so limited within the territory that they're relying on that.

I'm not sure if I'm allowed; I just wanted to, to your previous question, if I'm allowed to elaborate a bit more on what our vicepresident was saying. When it comes to education for Inuit or education in Inuktut and I'll say again, Greenland is an example of an education system that is in Inuktut in every single subject; math, science, all of those things, social studies, it's all in Inuktut. Several people that I know and I think statistically it shows that many Greenlanders actually travel and live in different parts of the world to pursue further education in English or other languages because they have grown up with that ability to be very confident in one language that gives them the ability to do things further in that way.

Also, I think it's important to note that also, we're graduating a very small minority of people that are eligible to go to university. There are so many Inuit that, in this current system, are graduating without the ability to read and write in English. We're graduating people without the appropriate academic ability to read and write in any language, so I think there's a bit of a...where we're thinking about a small minority of people who've had the privilege of going through a high school system and I think Igaluit is very different from any community in terms of high school options to further go to post-secondary education. I think it's a small percentage, as I said, compared to many communities where a lot of communities right now are having to take online courses in order to qualify for university if they have the means to do that, and then we're seeing many people being...if they, again, have the opportunity to move outside of the territory to pursue secondary education.

It's a complex thing, but I think that it has been done before and I think I would also like to reiterate the fact that if we have Inuktut education from kindergarten to grade 12, it doesn't mean that there are no opportunities to also learn proficiency in English or French that they could potentially come out very fluent in both and successful in both. I don't think it's an either or, but I think the dream of Nunavut was to be an Inuktut-speaking and functioning territory and by the statistics that we're seeing, we're far from that and often catering to a very small group of those of us that are privileged to have Iqaluit become a capital and have those resources. I just wanted to go back to that one as well. (interpretation) Thank you.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I agree wholeheartedly; I think there need to be more children or students going on to post-secondary and then have those opportunities in their home community to be able to qualify to go to post-secondary institutions, wherever it may be.

The final section of the submission suggests a number of areas where Nunavut Tunngavik Incorporated feels that increased financial appropriations should be allocated to strengthen Inuktut in Nunavut. As mentioned earlier, there are many competing needs for the Government of Nunavut's limited public funds.

With the knowledge that we just received that there are a number of agreements either in place or forthcoming, would Nunavut Tunngavik be prepared to make financial contributions towards strengthening Inuktut by allocating funding to the specific areas identified in your submission? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank you, Mr. Hickes, for your question. As I stated earlier today, I can't say this is how much that we will set aside for languages right now. However, it has to come from the board and the board has to make an approval before we can do that. We get left behind in things that could benefit or help Inuit and language can really help if the Act is strengthened. It needs to be reviewed by our staff as to how much it would cost to run and as to how we can help with resources, but then the board will have to make a consideration, so I can't say any numbers right now in terms of how much money we will be making available for languages. It will have to be reviewed first by the board and, if

the board wants to do that, they will bring out the financial help. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I do hope that the board does consider as these funding agreements are put in place to help, again, participate in the solutions. I know that there are a number of examples Ms. Kabloona mentioned earlier and a number of them were the Government of Nunavut, the federal government, and Nunavut Tunngavik have been able to partner and achieve some momentous advancements in a number of different initiatives. I would just like to express my desire for that to continue and to even expand into more sections of what we're trying to achieve to make all of our lives, our children's and our grandchildren's lives better. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. That was just a comment. At this time, I have no more names on my list. I believe we are done. At this time, the vice-president of Nunavut Tunngavik now has an opportunity to provide closing remarks. Mr. Irngaut.

Mr. Irngaut (interpretation): Thank you, Mr. Chairman. I also thank the Committee Members for discussing a very important issue today. You were able to ask appropriate questions and listen diligently for your consideration of these two Acts. My first comment is to thank you for doing your job.

I would like to add that Inuktitut and Inuinnaqtun are used by the majority of people in Nunavut and in Canada, and more are not speaking English or French. Irrespective of that, our language has drastically dwindled by 60 percent, Inuktitut or Inuinnaqtun.

Although the Acts were established, yes, the Inuit language has drastically been reduced. Our language is our right and it's protected in your Act and in the Constitution of Canada. We want equal power as the English and French language, and you can make that change today to strengthen the Inuktitut language so that it does not disappear for future generations, so that our children don't lose the Inuktitut language. We have the means today and we want to work with you as government and NTI to realize this. We may disagree in certain areas, but by working together, we can realize this, to strengthen these two Acts, because it is an important subject.

Inuinnaqtun in particular is a dialect that is being lost very fast in the west. It has been like that for a time. Revitalization attempts are made but are slow. Those who are able to speak fluently are disappearing and that's worrisome. Inuinnaqtun may disappear in the near future. It is no different with Inuktut. It may disappear as well if we don't take it seriously.

As such, we would like to see the strengthening of the two Acts and I know that you will consider it, but again, we have the opportunity now and you have that opportunity and we want to work with you to look at what Inuit envisioned when the land claims agreement was being negotiated to protect the Inuit language. These goals always have to be there and we should be there to protect the Inuit language and culture.

Again, I thank you all for listening to us and again, you will consider these submissions seriously and you will review them even when we're not here anymore, and I thank you very much, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) This concludes our

hearing on the review and submissions on Nunavut's language legislation.

This week, we heard from a number of organizations, including the Minister of Languages, the Languages Commissioner of Nunavut, the Francophone Association of Nunavut, Inuit Uqausinginnik Taiguusiliuqtiit, and Nunavut Tunngavik Incorporated.

I will be reporting back to the House in the upcoming fall sitting and I will outline the specific recommendations at that time.

I thank the Members of this Committee for their time as well as the presenters and witnesses this week.

This concludes our review. (interpretation) Thank you. Please enjoy your evening. The hearing is now closed.

>>Committee adjourned at 15:33