Standing Committee on Legislation Hearings on Bill 25, An Act to Amend the Education Act and the Inuit Language Protection Act Iqaluit, Nunavut November 27, 2019	ሬድራዲው የትርጉ የስርት የስርት የ ይበሬም የና ሬድሪና ሳጭ የቦላጭር እና የ ይናቄ ማላጭጋ ድ ሲኖ ነት ሬም የሳት ש ይና የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ
Members Present: Tony Akoak Pat Angnakak Joelie Kaernerk Mila Kamingoak Pauloosie Keyootak Adam Lightstone John Main, Chair Margaret Nakashuk David Qamaniq Emiliano Qirngnuq Paul Quassa Allan Rumbolt Cathy Towtongie, Co-Chair	<b>L</b> <i>c</i> - <i>b</i> - <sup>sh</sup> <i>h</i> <sup>c</sup> <i>b</i> < <i>b</i> - <i>c</i> :
Staff Members: Michael Chandler Stephen Innuksuk Siobhan Moss Interpreters: Lisa Ipeelee Andrew Dialla Attima Hadlari Allan Maghagak Philip Paneak Blandina Tulugarjuk	<sup>5</sup> bCσ CPD <sup>~</sup> <sup>6</sup> , Δ <sup>b</sup> /«PCP <sup>5</sup> bCP <sup>4</sup> <sup>5</sup> <b>Δ<sup>5</sup>baΔ<sup>j</sup><sup>5</sup></b> LΔd <sup>c</sup> <sup>i</sup> <sup>6</sup> D <sup>2</sup> γ <sup>i</sup> /« <sup>c</sup> Δ <sub>D</sub> <sup>b</sup> <sup>b</sup> γ <sup>i</sup> /« <sup>c</sup> Δ <sub>D</sub> <sup>b</sup> γ <sup>i</sup> /« <sup>c</sup> Δ
<ul> <li>Witnesses:</li> <li>Karliin Aariak, Acting Languages Commissioner</li> <li>Jane Bates, Representative for Children and Youth</li> <li>Katie Didham, Senior Systemic Investigator/Researcher, Office of the Representative for Children and Youth</li> <li>Okalik Eegeesiak, Board Member, Iqaluit District Education Authority</li> </ul>	<b>ፈለጭታጭሮ&gt;ሩ፡</b> ៦፦ ፈሲላ, ኦናኦኦናም ኦርኦፈኦሬኦሪኦን፦ ኦሬ° ሩሬና, ሥሁኈጋልኑ ለንጽና ዮሌምጋራጋ ኦሬበ በርዛ, ናኦኦኣግ/ጋየፖባላኈበ, ሥሁኈጋልኦኦና ለንፖናውና ደቃዋጋውን ላናሬናልጐሁ ኦኦሮጭ ልኦናታላኈ, ኦበደኑ, ልናኦጋዮ ልሮዮ ላኈጋሮሲማናገና ኦበደኦጐቦና

Lenise Hayes, Legal Expert, Indigenous	רָסָי Η⊲∆י, L⊂טרתסירש יט⊳אבאכיש,
Issues and Language	ᠴ᠋᠋᠋ᡆ᠋᠋᠋᠋᠋᠋᠋ᢑ᠖᠉ᢆᢧ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
David Joanasie, Minister of Education	ᢗ᠘ᡧᡅ ᢣᡐᡆᢣ, ᡏᠦᡃᢗ᠘ᡄᢩᠣᢦ᠋᠋᠋᠋ᢐᠫᡄᡅᠦ᠋ᡃᠴ
Francine Lantin, Director, Office of the	Ͻ⊲ᡃᡣᡥ ᡄ᠋᠋᠋ᡥᡣ᠄᠋᠋᠋ᡗᡰ᠘᠅ᡣᠬᠺᢣ, ᢂ᠋ᠮᢣᠴᢩᠥ᠖᠘ᢣᡆᢂ
Languages Commissioner	⊴ౕ⊂ిని∿
Lynn Matte, Director of Child and Youth	⊂ ` أد, ٦٤∟⊲™רי∩۶ ۲۶٬۰ ۲۳۹۵۵۲
Advocacy Services, Office of the	᠙ᡃ᠋᠘᠋᠋᠋᠉ᠫ᠆᠆᠂᠆᠆᠆᠆ ᠙ᡃ᠋᠘᠋᠋᠋᠉ᠫᢁᢗᢂ᠋ᡦ᠆᠘᠋᠋᠃
Representative for Children and Youth	، ۲۵ ـ ۲۵ ـ ۲۵ ـ ۲۵ ـ ۲۵ ـ ۹۰ ۹۰۵ <sup>®</sup> ⊃۵۲۵ ۲۵ ۲۵ ـ ۲۵ ۲۵ ۹۲۵ ۹۲۵ ۹۲۵
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Doug Workman, Chair, Iqaluit District	
Education Authority	
>>Committee commenced at 9:01	>>b∩LィՐ⊲Ⴊ⊃< 9:01」⊲Ⴊ∩'_J
$C_{1}$	<b>∆٥٩٩♦٦٢</b> (٢٩٩: ▷<ﺫ-٢√٩٩.
Chairman (Mr. Main)(interpretation): Good	٥ ٥ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩
morning. As the Standing Committee on	b∩L⁰σ∿۶°>< b≺H∆σ⊲⊂ናΓ'Lና L⊂ሁ፟፟፟\% 25
Legislation, our hearing will now proceed on	
Bill 25. This is our third day. We are probably	A <sup>®</sup> しくPでし、Lでし <sup>い</sup> <sup>®</sup> 25
tired of discussing Bill 25 as Members. We	>YOUTCO. LCO Y 23
will be meeting again tomorrow.	$H \square \square$
Yesterday when we had the Iqaluit District	᠘ᡃᢉ᠋᠋᠋ᢐ᠘ᡩᠶᡏ᠖᠋᠖᠘ᡩ᠘᠖᠋ᠴ᠉᠊ᠣ
Education Authority in front of us, we got into	
the questions and there were still questions	
from Members.	
I'm sorry, I forgot something. Can you say the	
opening prayer, please, Mr. Qirngnuq. Thank	
you.	Àd_> >AJGL كەHAكەتھەر, ٢٦ ٩٩-ئى مەرىپەرلىك ئېچىكى ئېچىكى
<i>y</i> = <i>m</i>	∧Ր⊲™∩HÞ⊲™∧∩J? L'a.
>>Prayer	
>>1 Tuyer	>>>
Chairman (interpretation): Thank you, Mr.	
Qirngnuq. I'm sorry I forgot the first item.	
Quinghuq. I in sony i lorgot the first item.	<b>Δ°7≪ÞC°°</b> : Γ'Ͻ °₽°° ປ°°, L'α. ⊲ <sup>L</sup> L Ád⊃°
We get into the questions restander, We:11	>Ճ⅃ᡄϷϚĹϷᡅͺዘՃ୭·୷℠<Ϸⅈଂ℄ℍϷϚℶ⊲ϚʹႶͿ
We got into the questions yesterday. We will	
continue with that as there are still Members	
with questions. Welcome, Minister and your	ᢗ᠘ᡨᡅᢧ᠖ᢋᡰ᠘᠋᠋ᠣᢦᡏ᠘ᢏ.ᢧ᠐᠘ᢣᡄ᠂ᡏ᠕ᢛᡆᢕᡰᢂᡩᡄᢏ
officials. First will be Mr. Lightstone.	CL <sup>ነ</sup> ϞϷ <sup>L</sup> LC HϷϲ. ΓσʹϽ Ͻ <sup>ͼ</sup> ʹυΗϷ <u></u> ቦϚ,
	Λϲሲትበኁ፞ጏ. ዘΔፇኁ፞፝⊂ኈ<Ϸσ⊲ኈ <sub></sub> ጏσ Γነጋ
Mr. Lightstone: Thank you, Mr. Chairman.	сΔΫ́́Э <sup>е</sup> .
Good morning. I would like to thank the	
Iqaluit District Education Authority for	<b>ሬΔና/ጋ</b> ° (ጋኣኦቢጋና): 'd৮°Ⴍ广', Δኑ/ペኦር%.
making their submission to the Assembly as	ᢄ᠆᠅᠆ᡎᠴᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
well as presenting before us here today.	᠘᠋᠋ᡃᢐ᠋᠋ᠴ᠈ᠳ᠈ᡔᢑ᠋ᡠᡄᢂ᠌᠈᠆ᡆᡄᢂ᠋᠘᠘ᡄᠾᡄᢂ᠋᠖ᡯ
	ᡧᡃ᠋᠋᠘᠊᠈᠈ᡔᠣᡃᡠᡅ᠌ᡏᢛ᠋᠋᠕᠋᠋᠋᠉᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
What I found really interesting during their	
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opening comments was the brief history of education in Nunavut dating back to the 1980s up until our current date. My first question is for the Minister and I would like to ask for his thoughts on the progression of education in Nunavut since the 1980s, as well as the mentioned digression of authority at the community level. Thank you, Mr. Chairman.	ΔΔC </th
<b>Chairman</b> (interpretation): Thank you. Minister Joanasie, good morning. Minister Joanasie.	<b>Δ•/≪Þር</b> ⁰•: L'α. Γσ'ጋ ⊀⊲α孑, ▷<ċና≀⊲⁰. Γσ'ጋ ⊀⊲α≀.
<b>Hon. David Joanasie</b> : Thank you, Mr. Chairman. Good morning, everyone.	<b>⊲∿ሁሩኈ፞፟፝፟፞፝ ፘፚልበ                                   </b>
I was just as intrigued as the Member about hearing the different perspectives from the IDEA on education history, the background information. It has been a long road to reach this point in time and I think everybody has their own educational histories, background, and experiences that they can contribute. We know things have changed and we know things we do want to try to improve upon the past. This is something that we are here to debate on Bill 25.	<ul> <li>ఏ, Þరాఠర్గించల్ స్రిల్ దిలార్ ఇండి అండి సింగాండి సిరాలు సింగాండి సి సింగాండి సింగాం సింగాండి సింగాండి సింగాండి సింగాండి సింగాండి సింగాండి సింగాండి సింగాండి సింగాం సి సింగాం సింగాండి సింగాండి సింగాంగాం సింగాం సింగాంది సింగాంది సింగాంగాం సింగాంగాం సింగాం సింగాంగాం సి సింగాం సింగాం సింగాం సింగా సింగాం సింగాం సి సింగాం సింగాం సింగా సింగా సింగా సింగాం సింగా సింగా సింగాం సింగా సింగా సింగా సింగా సింగాం</li></ul>
Of course there are some bad cases of educational experiences that we're not really talking about in this context, such as the residential schools, but that's kind of the backdrop that we want to reverse our cultural and linguistic policies around education. This is something that we will continue to try to address. I can keep going on and on, but I think I'll just leave it at that for now. Thank you, Mr. Chairman.	;ϳͼϼϭ;ͳͺϘϷͼϧͺϧͺϿͺϫͺϿ;ϷϲϲͺϷϒ Α Α Α Α Α Α Α Α Α Α Α Α Α
<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone.	<b>Δ•/«Þር</b> ••: L'α. Γ'Ͻ ϲΔና/Ͻ°.
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. Just to follow up on that question, over the last 30 years our communities have appeared to lose their level of autonomy and authority	<b>ሩΔና/ጋ፞°</b> (ጋኣኦበJና): ኀሪታ°ዺቮካ, Δካረペኦርጭ. ሮ°ዺ ኦΔሀቦላጋΔ°ዹኁጏህ. ፈናናህና 30 ፈσህናሥምሌሁσ ኣ°∿ቦσናΓኮ በህΓፈናσጭ
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. Just to follow up on that question, over the last 30 years our communities have appeared	⊳∆JՐ⊲⊃∆°ഘ≦⊃J. ⊲ˤᡬJ⊆ 30 ⊲σJናሥ₅∿Ⴑσ

over their schools over several different phases. Today there have been many DEAs and other organizations that have expressed their concerns that Bill 25 would further reduce the authority of our DEAs. I would like to ask the Minister if he would be able to respond to that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Again, I mean we are here to hear from the Iqaluit DEA and the Minister is in the House regularly, and we do have the entirety of Thursday morning to pose questions to the Minister. Mr. Lightstone, do you want to rephrase your question? Go ahead, Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. I will redirect my question to the Iqaluit DEA. As I just mentioned, it appears that over the last 30 years our communities have lost a substantial amount of authority and autonomy over our schools. To date we're hearing further concerns that Bill 25 will further diminish the responsibilities and authority at the community level. I would like to ask the Iqaluit DEA about their specific concerns in this regard. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you for being specific with your question. Mr. Workman.

**Mr. Workman**: Thank you, Mr. Chairman. I thank the Member for the question. I'm going to delve into a very sensitive topic. It's certainly something that is present and it is prevalent throughout different levels of government, but certainly what we notice and what we see in government and the Government of Nunavut.

Over the last, I think, 10 to 15 years, and you can make an argument on when it actually occurred, but it happened during the life of the Government of Nunavut, where the **Δ•/≪Þር**ጭ: L'α. (Ͻኣ̀ኦ∩Jና) ላዛሬጋ, የሪታ°αΓϷ αጋαΔ∩⊲ԽԵ°σናል▷▷ ⊲ለጭሪበና. Γነጋ ▷⊲ԽL°.

▶◄•L• (ϽϞϷ∩Ϳና): 'dᢣ°ႭႠႦ, ΔϷϒ≪ϷϹႪ, 'dᢣ°ႭႠႦჂ ႾႠႱႠϷႪႶ ⊲ΛႪd∩ቦႦჼჂႺ. ႦႪϷჇႦႦ<ናႠჃႶჼჂႺ Δና∧ႭႪჂႱႾႭႱႠႦ, ႲჇჃႫ Ⴀ°≪ႲႱႾና ჃႱჂ ⊲ჂႪႠႱႭႦႠႪჂჾ ჃႦჁჼჽႦႦ Ⴑ≪ႾႲჃႫႦ. ႲჇჃႫ, ႭჂႭჼჽႶႺႪ ႦႦႭჇႾႦႽႺ ႺႻႾႦႽჂჂ Ⴑ≪ႾႲჃႫ ႭႭႦႱႠ.

₽₽₽ჼ₺∆ 10-15 ₽₽₽ჼህረLჃႫჼ, ላ∆≪₽∩ჼႦ₽ჼႭჂჼኣ₽ႱჂላჼኦጋႶና ჼႦჂ∆ናჂჼႦჼ፥ረLႫჼႱႫჼ ₽ረላႫ ႠLჼႭ ∧≪՟⊂ላረLჼLና ჂႭዎና ∧°ჼႮჼჼႶႠϷረLႠჼႫჼႱႫ. bureaucrats have a lot of power. Not many Inuit are in those positions. It's about power and control, and that's what we're looking at in Bill 25. It's about centralizing decisionmaking and ensuring the bureaucrats, who are not accountable... . Everyone in this room is accountable. We were elected to our positions. We are accountable.

**Chairman**: Excuse me, Mr. Workman. It's a small note, but in this House we're not allowed to point the finger. It applies to Committee Members as well. You can use your hands, if you want to point like this.

# >>Laughter

It's a small intricacy of the legislature that Members have had to learn and yes, absolutely. Please continue and as much as possible, if you can be specific, specifically respond to Mr. Lightstone's questioning in terms of specific responsibilities that Bill 25, as proposed, would take away from district education authorities. Mr. Workman.

**Mr. Workman**: Thank you, Mr. Chairman. I think I was mentioning that in Bill 25 there are many authorities that we are being stripped of, taken away from, for example, language of instruction, like our participation in inclusive education, like the calendars. I can go on. There is Bill 37, which still has many of its content in Bill 25. They're taking away our authorities to actually run our schools.

Like I mentioned, we are all accountable to our constituents. Bureaucrats within the department are not accountable, but they seek power and control of us and how things are run, without concrete strategies in place other than for us to trust them to do the right thing. Well, we've had 20 years of the Government of Nunavut and its work and we have not seen very much in the way of real production, real **Δ<sup>5</sup>/«ϷϹ·**<sup>5</sup> (ϽϞϷΠͿϤ): LΓϤϫ·<sup>6</sup>, Γ<sup>5</sup>C ϷϤ<sup>5</sup>L<sup>6</sup>. C<sup>®</sup>«σ LclcϷ<sup>5</sup>ል<sup>®</sup>Γ<sup>6</sup> ΡαΓ<sup>6</sup> Λ<sup>6</sup>dϤ<sup>56</sup>γ<sup>4</sup>Λα<sup>5</sup>b<sup>®</sup><sup>6</sup>Γ<sup>2</sup>J<sup>2</sup> Ϥ<sup>2</sup>L<sup>3</sup> bΛL<sup>2</sup>5<sup>2</sup> CΔL<sup>e</sup>α Λ<sup>6</sup>dϤ<sup>56</sup>γ<sup>4</sup>Λα<sup>5</sup>b<sup>®</sup><sup>6</sup>Γ<sup>2</sup>Γ<sup>2</sup>Δ<sup>2</sup> Δά<sup>5</sup>bΛΓ<sup>8</sup>σ<sup>6</sup>. CΔL<sup>e</sup>α Λ<sup>6</sup>dϤ<sup>56</sup>γ<sup>2</sup>LJδ<sup>2</sup> ΔL<sup>e</sup>α Λ<sup>6</sup>d<sup>3</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>2</sup>J.

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creation, and real work emanating from this department. We ask that that be considered. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I'm interested in this whole calendar issue because it keeps coming up. The Iqaluit DEA, you did mention it specifically in your submission and you said that DEAs should have absolute control over the development of their school calendars. Minister, you have proposed a compromise where each region would have a choice of three calendars. Coming from the Iqaluit DEA's perspective, why can't the DEAs have absolute control over their calendar? I'm interested in understanding the logic behind the shift away from that. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, what we're proposing is to, to some level, standardizing the school calendar across the territory. If we look outside the jurisdiction, almost every other jurisdiction has probably one day where school starts. We're not proposing that whatsoever. What we're proposing is having three options per region and that would allow the DEAs to still control those, whichever option that they so choose from.

This is also in relation to planning around teacher orientation and professional development in the school calendar, as well as exams for high school students at the end of the school year. We know that sometimes some schools are out way in advance of when the exams are supposed to be taking place. There's much time loss in between when school is out and when the actual exam takes place. We want to further keep those in mind and allow students to retain as much information right up until exams take place. Thank you, Mr. Chairman. ⊲ڬ∩ჼᲮ՟௨Ⴂ<sup>ϧ</sup>Ͻσ՟*ᠴ* ᠘Ⴀ°σ⊲ჼ᠈ϽϲႢϷʹͿͼʹͼʹႱʹͽϽσϷ. ϹΔLΔϚϽʹϞϹϚ ϹL°Ⴍ ᠘៸᠘ϧʹͽ៸ϷϨႶቦϧϷʹϭͿϧϚ. ʹϭͿᢞႭϹϷ, ΔϷィ≪ϷϹʹϷ.

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<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone.	<b>Δ•/ペϷϹ·</b> Ϸ: L'ͼ. Γ'Ͻ ϲΔϚ <sup>;</sup> Ͻ·.
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. I've got three more topics to discuss: regulations, school space needs determination, as well as inclusive education.	<b>ሬΔና/ጋ፞ᅆ</b> (ጋኣኦበJና): ፣dሃ°Ⴍ广ჼ, Δŀ/ペኦርჼ. ለኈሁሥbσናሙ ኦኄኦሥኣኄኮግንኄ. LーႱΔና, Δーኣናልና, Δσŀኣሲቦላኄኮግንኌ, ዖ፝ኄንኈርኦኆ, ለዉ/JLቒናጋ ላዛጔ Δሮ°σላኈ<ሶናበላናቒና.
My next topic will be on the regulations. Yesterday the Iqaluit DEA made their comments about the issues surrounding regulation development and how, since the passing of the 2008 <i>Education Act</i> , there are still some outstanding regulations to be produced.	ϷʹͽϷϟͺϭͺϭϥϲͼͿϫ;ͺϫͺϲͺ; ΔͼϼϿϿͼ Ͽ; ϲ ϲ ϲ ϲ
Before I pose my questions to the Minister, I was just wondering if the Iqaluit DEA would just restate their concerns over regulation development. Thank you, Mr. Chairman.	Γσ՝Ϲ⅃ϤϤΛϲϲϷϫͽϻϭϫͼϫͺϲϲϤΛϲϞϹ϶϶ϧ ΔϞϳϿϿͼͼϫ; ϒͼ;ϲϥϷϷϭͽͼϲͺϒϿϲͼͺͼϥϷͼϲϲ; ΔͼϞϭϷϲͼϧ; Γ,ͻϷϥͼͿͼ
<ul> <li>Chairman (interpretation): Thank you. Mr. Workman.</li> <li>Mr. Workman: Thank you, Mr. Chairman. I thank the Member for the question. When it comes to regulations, a lot of the administrative ones were dealt quite quickly.</li> <li>With the Department of Education we had a group of stakeholders that would meet on a regular basis from 2009 through the spring of 2013, but there were some specific policies that I looked at as being significant and that was rewording of what it meant to be a teacher. They changed the definition to the 2000 Act what a teacher meant. Before, in the 2000-08 period of time with the <i>Education</i></li> </ul>	<ul> <li>▶</li> <li>▶</li> <li>♦</li> <li>↓</li> <li>↓</li></ul>
Act, the definition of a teacher was someone who taught in the school, I'm paraphrasing, and who had qualifications to be such. What they did was they expanded that term and what I was nervous about was who were they looking at expanding what a teacher could be because certification was a question mark that they were going to look at through the	2P*b

regulation process.	LርሀርሲσϷ <sup>&lt;</sup> ለペ <sup>ݛ</sup> ር⊲ኑϷσ∿ሀσ <sup>ϧ</sup> .
regulation process. My concern was this: it was an incident that I discovered in my travels as president of the Nunavut Employees Union. I went to Rankin Inlet and I found that the custodians were teaching in the classroom and they were not being compensated as such. I thought it was a bit unusual that that would actually occur. In fact I went to other schools in the Kivalliq and I found the same thing, that there were NEU staff who were not program staff, good people with incredible knowledge, but they weren't being compensated for being teachers. I posed that question with the Assistant Deputy Minister of the time and asked him, "What is your intention with certification? Does that mean you are going to certify anyone in the school system that could be deemed a teacher?" He gave me a nod, which scared the heck out of me. I look forward to the education staff regulations and it hasn't changed. That's the one that I was looking at, how they were going to fashion it, and in the meantime we have, as you know and as we have discussed throughout these hearings, is that we now have a shortage of Inuit and Inuktut-speaking teachers. Who are and who aren't? I mean	Lcucnapy       Λ         L°a       Δ         Lob       Δ         Δ       Δ         Lob       Δ     <
they're all questions that I wanted to address.	∆ር፟፞፞፞\∆ኦ⊳፞፞፞ፘታ፟፟፟፟፟፟፟፟፟. ር <sup></sup> ፝ዾ ጮ፞፞d፞፞፞፞፞፝፝ኇ ዾኄዾዾ፞ጚጚዸዾ፝፝፝፝፝፝ኯ፟ዸኯ፟፟፟
Two years ago, as a member of the Coalition of the Nunavut DEAs executive, I attended a meeting with the executive director, Nikki Eegeesiak, at the time and we shared our concerns because they were looking at eliminating some of the positions that were currently operated. They didn't get into much more than that; some of the specialist positions and as teaching, but that was it. They didn't talk about the school community counsellor position, if they needed to be certified. They didn't talk about student support assistants. We weren't sure where they were going with it, but nevertheless, we	C <sup>L</sup> & PPP <sup>C</sup> L <sup>S</sup> <sup>2</sup> <sup>b</sup> dσJ <sup>3</sup> <sup>b</sup> /L <sup>5</sup> <sup>b</sup> <sup>C</sup> bNL <sup>2</sup> P <sup>S</sup> <sup>b</sup> CP <sup>C<sup>3</sup>b Da<sup>2</sup><sup>S<sup>C</sup></sup> Δ<sup>2</sup><sup>e</sup>σ<sup>4<sup>b</sup></sup>D<sup>2</sup>C<sup>2</sup>A<sup>2</sup>C<sup>5</sup> bD<sup>2</sup><sup>5</sup><sup>b</sup>D<sup>2</sup><sup>b</sup>D<sup>2</sup>C<sup>5</sup> bN<sup>2</sup><sup>5</sup><sup>b</sup>C<sup>2</sup> b<sup>2</sup><sup>2</sup>C<sup>2</sup> b<sup>2</sup><sup>2</sup> b<sup>2</sup> b</sup>

shared our concerns and we haven't heard anything back since.	ᠻᠡᡧᠦ᠊ᢄ᠋ᡃᢐ᠋᠋ᡔᡎᡄᢄ᠅ᡟ᠘ᡧᢓ᠅᠘ᡘ᠋ᠴᢕᡗᢣ᠌᠀ ᢗ᠘᠘ᢩ᠅ᡫᠣᡝ᠊ᠴ᠋᠋᠋᠋᠋ᠵ᠋᠋᠋᠋ᡪ᠖ᡥ᠅ᡥ᠌᠌ᡆ᠅ᠨ᠋᠋᠘᠄
There is about, I believe, six or seven different regulations that have yet to be addressed. That's from the 2008 Act and we're looking atthis is 11 years, going on 12 years. To me there isn't a focus, so those are my concerns. Thank you.	CĹσౕ bΔ 6, 7-పి రా ఓౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖ Þ bÞ / Þళ్ౖౖ ౸ / ఓిం 2008- Γర్ ఓౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖ / ౯ CLి 2008- Γర్ ఓ౯ౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖ / ౯ 200- 12 Þ P రి రా నింది లింది లింది లింది లింది C Þ రి పింది లింది లింది లింది లింది లింది లింది Δ / ఓ పె గి రింది లింది ల
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Minister Joanasie, with regard to the development of regulations following the fundamental rewrite of the <i>Education Act</i> back in 2008. Minister Joanasie.	<b>Δ<sup></sup>ν/«ϷϹ·</b> <sup>ω</sup> : L'ϱ. (Ͻ <sup>ϳ</sup> ኣትበJ <sup>ເ</sup> ) Γσ <sup>·</sup> Ͻ ⊀⊲ϱၩ, LϲႱΔ <sup>ϲ</sup> Λ«·ϲϤኦϷσ <sup></sup> ዮ Λ· <u>ͻ</u> ዮ, Δϲ <sup>®</sup> σϤ <sup>®</sup> Ͻϲቢσ <sup>;</sup> J <sup>c</sup> LϲႱ <sup>®</sup> Ϥ <sup>;</sup> <sup>ͱ</sup> <sup>۵</sup> <sup>©</sup> ϹϷ <sup>L</sup> LሲϲϷ <sup>®</sup> Ոʹ <sub>ͻ</sub> J በበና <sup>®</sup> Lσ <sup>®</sup> 2008-Γ. Γσ <sup>·</sup> Ͻ ⊀⊲ϱၩ.
<b>Hon. David Joanasie</b> : Thank you, Mr. Chairman. We have full intentions of spending some time and effort on regulations. It has kind of been at a standstill since the <i>Education Act</i> review had started many years ago. The intent is that the regulations would be based a large part on the contents of Bill 25. That's as far as we can share at this moment.	<b>Φυλινό Cagn τααγ</b> (Σίλρησ): στο το, Δυγαρός. Calaur caltor Leuse cod Δωασοδος Leuse Aeradaor. στο το Caleur actor for another σατο στο το στο το στο στο στο στο στο στο στο στο στο σ
We have full intentions of engaging our stakeholders and consulting with them once we start the process of reviewing regulations. We have four specific ones, educator certification, planning and reporting, homeschooling, and student records regulations, that we need to deal with once this legislative process has taken place. Thank you, Mr. Chairman.	የረላσ ርሏካሪ ላኦሬናበናኦርኦፕሪር ነጋልና የኦኦስባናልቦሩ ነንር ኦር ርሬ ለፍሊላሲካዮ ምርንና ርሬ ልጋላ ምርንም. ርልካሪ ልሮት ማሪ የሆና የም ልጋላ ምርን የስት የስት የስት ልና አስት የስት የስት የስት የስት አስት የስት የስት የስት የስት የስት ስት የስት የስት የስት የስት የስት ስት የስት የስት የስት የስት የስት የስት ስት የስት የስት የስት የስት የስት የስት ስት የስት የስት የስት የስት የስት የስት የስት ስት የስት የስት የስት የስት የስት የስት የስት የስት ስት የስት የስት የስት የስት የስት የስት የስት የስት የስት የ
<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone.	<b>Δ•/ペÞር</b> ••: L'α. Γ <sup>៶</sup> Ϲ ϲΔϚ/Ͻ°.
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. My next question is for the Minister. With regard to Bill 25, a lot of the clauses do make references to regulations. It appears that the DEAs are allowed to maintain a certain amount of authority as long as they abide by	<b>ϲΔϚϟϽ</b> <sup>Φ</sup> (ϽϞϞΛͿϚ): ʹͼͿϧͼϼϮͼ, Δͼϟ≪ϷϹʹͼ. ΡʹϞͿ·ϲ·ʹͼͺϤΛʹͼͼϤͶϒϲ·ʹͰϟϚͺΓϭ·ʹϹͺͿϚͺͺͰϲϲϧϫͼ 25 ΛʹͻͺͿ. ϤΓϟϐ·ϲʹϫϿϚͺͶͶϚʹͼϟͰϭϷϟϪϚ ϷʹϧϷϟ;ϧͼϧϟͰϲϹͺͺϹϲϧͼͼͺϹϪͰϪͼϽͼͼ;ϳϧͼϧ ϼϫϲ΅ϭͺϪϲ΅ϭϤʹͽϽϲͺͺϞͼϭͺͼͳͼͺϪϟͼϧͼϽϭ ͺ Α;ͰͺͿ΅ϣϤϹϷϚϹʹͼͼϤϚͺϒ;ͼϫϭ·ͳͼͺϪϟͼϧͼϽϭ ͺͺϲϲϽϤʹͼϧϹ

the regulations that are set out by the department, for example, the school calendars. The DEAs will be able to select from three calendars, but that will be decided upon in the regulations imposed by the Minister. I would like to ask the Minister if there will be any sort of involvement by stakeholders in the development of these regulations. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. Yes, I just stated that we would engage stakeholders once this legislative process has completed, and then we need to deal with the regulations. That's the intention. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I believe one of our colleagues uses the term "ilulikulungit" when referring to the regulations. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. I'll move on to my next topic and that's in the DEA's submission there was a section on school space needs determination in which the DEA notes a concern with clause 79 of Bill 25, which proposes to amend section 81 of the *Education Act* with respect to the allocation of classroom space. My question to the Iqaluit DEA is: in your view, what specific changes to the proposed amendment would ensure that protections are in place for students of district education authorities which may be affected by the implementation of this section of the Act? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Workman.

**Mr. Workman**: Thank you, Mr. Chairman. I thank the Member for the question. This exercise was given to us about I think it was

**ዾ•거ペÞCˤۥ**: יּלאײַמרֹי. רסיכ לסבר.

**4<sup>°</sup>···<sup>4</sup>····<sup>6</sup>··· CΔ&Π <sup>4</sup>4α.**<sup>γ</sup> (Ͻ<sup>ϳ</sup>·ኦ∩J<sup>c</sup>): 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**Δッイペレርጭ**: L'a. (ጋኣኦበJና) LーレーϷჼ፥በϷჼႦበዎና ϷჼႦჼჼႦϷႾLና ϷჼႦϷჄჼႦჼႦናႺჼჼႱና ΔჂーdჂႺჼႦናႺჼჼႱႶና Ċჼdd LーႱΔና. Γʹር ϲΔናፖჂ<sup>°</sup>.

 $-\Delta^{c_{1}}$ ,  $(2^{i_{1}}+n)$ ,  $(3^{i_{2}}+n)$ ,  $(3^{i_{$ 

**∆⊳୵≪⊳⊂**∿: L'o. Γ\C ⊳⊲ьL°.

▶◀•L॰ (ጋኣኦበJና): 'ሪታ°ዺቮʰ, Δьፖ≪Ϸርંኈ ላዛሬ 'ሪታ°ዺቮኄርዾኈ ሬርしሮዾኈበ ⊲ለሲዛሬና ር°ዺ ኄዕሬርዾሬሥራያኔ two years ago, where what the department officials did is they took a grid and they just applied it to our school blueprint plan and they didn't take into consideration the equipment or the actual usability of the school space.

For example, at Inuksuk High School they have shop. They have extensive shop programs where there's a lot of equipment in the room. What they did was they took their overlay and they put it on the map and they did not discount the fact that we had capital equipment like power saws, jigsaws, and lathes that were in the room. They still counted it as a space within the school that an X number of students could actually be in. The little office that is in the shop was counted as a possible teaching space for three students. It was very small. I think you went to Inuksuk High School and probably noticed one of the shop offices, Mr. Lightstone, and you will know what I mean. It's not much bigger than a closet. We found that obviously the cafeteria is a space where we use as open study, but we also use it for other things as well.

They were suggesting that at Inuksuk High School we are only using approximately 70 percent of the capacity. It has changed in the last few years because we have higher numbers of students in classes. In fact the library is not a library anymore per se, it's a real classroom, and we have 40 students. Much of what Mr. Fanjoy had mentioned about class sizes is true in our schools. They didn't take into consideration what the actual spaces were used. They just used a very mathematical, very structured way of looking at things and identifying how many students are currently in the room and how much space was available when it wasn't really available because of capital equipment that was in it.

Another example is the gymnasium. Well,

ϤʹϚϳͺϳͺͺͺͰʹϷͼͺϤϭͻϥϲͼϧϤʹͼͺϭϫͼ Δϲ·ͼϭϤʹͽϽϲͺϧϷϭϐͼϚϜϷϹϪϚϪͰϪϲϷʹͼϟͰͺϤʹ ͼͺͻͼϪͼϿϨͶϭͼʹϛϷϪϚͶϹʹͼϭϪ ΔϲϧϷϽϪͼϫϹʹͼϭϤϪϚϪϲϧϫϚͶͼϫ ϭϲϷͶͽϤͼ ϚʹͼϷͶʹͼϧϲ ΔϲϧϷͶϭͼ Ϥ; ϤϲϿ Ϥͻϲ Δϲ; ϒͼϤϧ Δϲ Αϲ Α Δϲ, Δ

ᢄ᠆᠘᠆ᡐᢀᠫ᠘᠘᠆ᡩᢦ᠕᠘ᡄᠲᢕᡬᡃᢆ ۲۵۵°۵℃ ۲۵۵۶-۲۰۲۲ ۲۵۵۰ ۲۵۵۰ ۲۵۵۰ ۲۵ Δʹ-ͻϟͼΓ ΔΓΖάζας ΟΖησία δωάντης  $\Delta \sigma \Gamma U + \delta C^{h} C^{h} \sigma \Delta d L^{h} \delta^{h} \Gamma \Delta d^{h}$ יףלכתילחי אףשלדטי גשבישהשאייהישל ᠘᠊᠋ᠣᡃ᠋ᢣ᠌ᠺ᠉ᡃᡆ᠋ᢁᡣᢗᢂ᠋᠆ᠳᢑ᠖᠘᠆ᡆᢩ᠈᠘᠖᠉᠆ᠳ. ۵،۵۵۹۳۲ میک دوم کو که کو ک  ${}^{\circ}$ ቦ  ${}^{\circ}$   $\Delta \subset \ \delta P^{\circ} P^{\circ} C^{\circ} C^{\circ} C^{\circ}.$ 

 $\Delta \mathfrak{s}$   $\mathcal{A}$   $\mathcal{A}$ 

᠕᠌᠂᠕᠖᠊ᠧ᠘᠕᠅ᠺᢄ᠂ᢣ

even though the gymnasium is a large room, it isn't made for a classroom of many students. It's there for a program purpose just like the shops are and you have to take those kinds of situations into consideration, and they appeared not to be. Thank you.	Λ° ህସናል፦ ለልጋ <del>ረ</del> ປວບວປ፦ የረላው አፈንዮረL° ጥሬና ልርጎበናበልዮውላናጋው ልርዮውብ፦በሁረጋ°ውና. ርΔbៃៃሬርዮ ለግህላውናፑ ልርጎበናበልዮውላናጋው. ርΔነፅላናርዮ፦ አፈልና ርΔԼ፦ ΔረLቦቦላናቴናፑንዎና ላረላውና ጋናትሁዉበ፦ አፈንዮረLሬር. ናፅንኖዉ፫፦.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Mr. Lightstone, please continue and keep in mind that we have limited time left. You're done? Okay. (interpretation) Thank you. Mr. Qirngnuq.	<b>Δ৬/&lt;ϷϹ·</b> Ϸ: L'ϥ. (Ͻ <sup>ϳ</sup> ϡϷႶͿϚ) Γ·Ͻ ϲΔϚϟϽ϶, ϧϟϒϤϽΔ϶ϥͺϚ ΔͽϧϷͿΔ϶ϥʹͻϽϚ ΛልϷϧϚϹ. ΛϧሲͽϷϚ? (ϽϳϡϷͶϳϨ϶ϭͽϽͽ) L'ϥ. Γ·ϽϚϷͽϞͿͽ.
<b>Mr. Qirngnuq</b> (interpretation): Thank you, Mr. Chairman. I would like to welcome the Iqaluit District Education Authority. When you were being questioned yesterday, you responded by saying, and it's also written here in your opening comments, that in the past, beginning in 1985, you seem to have knowledge of the education system since that time. I would like to get clarification, as it includes a reference to early childhood educators possibly harassing their students or causing problems. From that time up to today, how old is this program now? I wish to understand this issue, which is why I am querying the Minister, Madam Chairperson. Thank you.	<b>'β°``J'`</b> ': 'd> Δ'' Δ'' Δ'' Δ'' Δ'' Δ'' Δ'' Δ'' Δ'' Δ'
<b>Chairperson</b> (Ms. Towtongie) (interpretation): Thank you, Member Qirngnuq. Mr. Workman.	<b>᠘ᢑᠡ᠌᠙ᡷᡄᢉᢛ</b> (ᢗ᠔᠋ᠫᢩᢩᡥᡅ): ᠂dᢣᢩᢁ᠋ᡤᢑ, ᠘᠆᠋᠋᠋᠋᠆᠋᠘᠆ᡐ᠋᠋᠋᠄ᡩ᠌ᢩᢁ᠂ᡁᠬᡠ᠋ ᠄ᠹᢩ᠉ᡃᡁᠬᡠ᠋᠋᠋᠄ᠮᠧ᠔᠆ᡐᡌᢩ
<b>Mr. Workman</b> : Thank you, Madam Speakersorry, Madam Chairperson.	<b>Ϸ⊲৽∟</b> ╸(ϽϞϞႶͿϤ): ᠂ϭͿϧͼϫϹϳͼ, Ϸʹͽϧͽ·Ϧ…ϹϹ⊲ϫͼ, Ϫͱϒ≪ϷϹʹͼ.
>>Laughter	᠉᠘ᡩᡄ᠊ᢛ᠋ᠫᡗ
We have always had, as far as I can recall, in the school system, and I taught in Pond Inlet in 1978 I remember, though, you're right. It was during the Baffin Divisional Board days that we were encouraged in the school system to have spaces for early childhood education. I know there was a vibrant	Δ <sup>®</sup> bDLJ <sup>®</sup> QC <sup>®</sup> σ <sup>°</sup> σ ΛC <sup>9</sup> bΔ <sup>®</sup> Q <sup>®</sup> νL√ <sup>®</sup> ΔσλΑ <sup>L</sup> Γ Γ <sup>°</sup> ΩLCσ <sup>L</sup> Γ ΔσλΔλDcD <sup>®</sup> νLUL 1978-Γ Δ <sup>®</sup> bDL⊀ <sup>®</sup> U. Δ΄, イσረΠ <sup>°</sup> . CLσ <sup>°</sup> PP <sup>®</sup> CJ <sup>L</sup> Γ Δσ <sup>®</sup> σσ <sup>®</sup> Dσαλ <sup>8</sup> dC <sup>9</sup> b <sup>9</sup> CΠ <sup>°</sup> JJ b <sup>4</sup> <sup>®</sup> Γ <sup>®</sup> S <sup>®</sup> CDcD <sup>®</sup> νLζJ <sup>°</sup> ΔσλΑ <sup>L</sup> ΓDCD <sup>°</sup> JC <sup>5</sup> <sup>®</sup> P <sup>9</sup> d <sup>2</sup> D <sup>°</sup> SC Δσ <sup>5</sup> S <sup>°</sup> Cσσ <sup>6</sup> C <sup>°</sup> SC

program at the college in those days. I don't know if that program is still going, but there seemed to be a real sense of support for daycares, even daycares within the school. I know when I was in Cape Dorset, the daycare started in a room in the school. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Workman. (interpretation) Member Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Madam Chairperson. I would like to ask the Minister about that. Are children today more difficult these days in the beginning of the school year than they used to be in the past? I would like to ask the Minister if he knows about that. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Member Qirngnuq. We will get back to the Minister.

Hon. David Joanasie (interpretation): Thank you, Madam Chairperson. I can only say that we believe what the coalition president said in her presentation because we rely on them to oversee the education system and we believe in our employees. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Minister Joanasie. Mr. Qirngnuq, I'm going back to you.

**Mr. Qirngnuq** (interpretation): Thank you, Madam Chairperson. I would like to ask a question to the Iqaluit District Education Authority. In the last paragraph on page 3 of their submission, the very last sentence, it states that (interpretation ends) Bill 25 (interpretation) should "be allowed to die on the order paper." However, yesterday the Iqaluit District Education Authority's words were that it would be better if we just keep the old Act. Did I understand what was said **Δ•/≪ϷϹ·**• (ጋኣኦ∩Jና): ናਰኦ≏Ⴍ广ゥ, ୮ʹϹ Ϸ⊲ჾĽ϶. (ጋኣኦ∩j₽ႽჾႪጋႪ) LႠႱႠჁႪႶ ና₽ႽฃႪ.

**·Ρ°ϞͿ·Ϸ**: ·ΊͿϞ϶ϫϹϳϷ, ΔϷϒϘϷϹ;Ϸ. Ϲ϶ϫϲϹϷʹͽ Γσ·Ϲ ϤΛתϞͿϫͻͿ ϹΔʹϟͿ Γ·Ϟϫͼ ϫϹʹͽϷͼ ϷʹϫΓ ·Ϸϫͽ Λʹ·ΓϹΔʹͽϽσ·ͽϞϷϲʹͽ< ϹϪʹϟͿϭΓϷʹϞυσϷ Ϫϲ϶ϭϤͺϤʹϷͼϲϲʹϞͽႶʹϫϽͼ ΛΓϤʹ·σʹϞυσϷ? Γσ·Ϲ ϹϪʹϟΓʹϞυ ·ϷϷϟʹ<Ϛ ϽΡϟϪΓϞͿϫʹϫͿ ϤΛϲͺ≪Ϛ. ·Ϳϟ϶ϫϹϳϷ, ΔϷϟϘϷϹ;ϲ.

**Δ•/<>Cና•**: ናሪታ°ዺΓ፞<sup>-</sup>, Lーしー>ኈበ ናዖ°ኂኈ. Γσ'ር\_ ዾበና\_ር.

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correctly? Can the DEA explain that further? Madam Chairperson, that's my question. Thank you.	ϽΡΗΔናΠϤჼႦϽϞႱϣΡϤჼϧ Բ·ϲϹϷϟϹϤჼϷϚϲϿ·ϞϤϨʹϽΗϤϨϹʹϣϞႱ ΔϷΗΔ≪ϷϹϲʹϷʹϤΛͺϲϿϞႱͺʹͼͿϞ·ϥϹϷͺ
<b>Chairperson</b> (interpretation): Thank you, Member Qirngnuq. Let's go back to Mr. Workman.	<b>Δ•/≪ϷϹ·</b> Ϸ: ·ϭͰϞ·ϼϹϳϷ, ϹϲႱϲϷ·ͽϹ ና₽°·ህ·Ϸ. ϷϹϳͻϹ ϹͺϹ Ϸ⊲ϷϹ°Ϥϲ
<b>Mr. Workman</b> : Thank you, Madam Chairperson. I thank the Member for the question. The <i>Education Act</i> that made Royal Assent in 2008 has not fully been enacted. It's not finished. We talked about regulations. The regulations aren't complete, but the full Act has never been fully implemented.	▶<◄૫ (ϽϞληυί): 'db°af°, Δνλανζεν αιτ Lcucpŵη αλαιίς Cale 'db°af°b6. Δc°σα™Ͻcασ'J' Lcub Ca°a bλληCocpŵλLt™ 2008-℃ης_J αϽςႪηCorcpŵλL°℃νις Λλάνλι∞νις, Lcuas Δ_ασ ϷωρλαႪοντυση Λλάνλι∞νις, σ°a Lcucis αϽςႪηCocpŵλL°℃νς.
For example, in the previous Act, in the Act of 2000 to 2008, the Minister had the responsibility of developing and implementing standards of education. When the Act was being looked at for modification, they removed the words "standards of education" and they put the words "high quality of education." At that time I spoke to the Minister of the day, Minister Picco, and asked him, "Are you eliminating standards of education within the education system in Nunavut?" His reply was, and I recall, "No, no, quality means more than just standards. We're going to ensure it all."	<ul> <li>ϷϲϽϼͼͻͿ ϲνετρκκτ ματικ 2000-σκικ.</li> <li>2000 2008-με αδα στο ακοι αναικο αναικ αναι</li></ul>
Well, since 2008 there doesn't appear to be an implementation or a development of standards of education throughout our school system, and that's a major piece. Yesterday Mr. Rumbolt asked questions of Mr. Fanjoy regarding student progression. Well, we don't have standards of education grade by grade. We don't. Students are socially passed. They stay with their peer group. The teachers are left from year to year to provide programs for catch-up.	CAL° & 2008-F రా 4D – M Child 'లే 'లే 'లే 'లే 'లే 'లే 'లే 'లే 'లే 'లే
Oftentimes we have students who reach grade 10 and are met with real standards from Alberta and they can't be met. That's why we	⊴୮୷⊴™Ո⊲౨ ᠘Ლऀଡ଼୕⊴℠ൎՈና ՙⅆՙՈ∿℺Ն 10-⅃℉ Ո₽ϷՈ≪ንՃና, ⊲ၬL೨ CdႱ∆ၬLC ՃᲚऀଡ଼୕୶₽Ո՟௨൩⊲೨ഀ൞ Ճ⊵՟ጵᢗՐ՟∿ൎႱႪጋ൞

have lots of dropouts in grade 10. Grades 10 and 11 are a place where I see so much frustration of students being caught. Yes, we do have some successes, but we could have had more successes of our Inuit students through that period of time. We do not have standards within our school system. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Workman. (interpretation) Let's proceed. Member David Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Madam Chairperson. I will speak in English. (interpretation ends) On page 2 of your submission you addressed the proposed changes to Bill 25 which expand and clarify the role and responsibility of the Coalition of Nunavut District Education Authorities. Can you provide further clarification on why you feel this initiative will put more administrative pressure on the district education authorities? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Member Qamaniq. Let's go back to Doug Workman.

**Mr. Workman**: Thank you, Madam Chairperson. I thank the Member for the question. The Coalition of Nunavut DEAs has two staff members right now and we have a board, which I am a member of, and Mr. Ameralik who was here yesterday had been a past member of the board. We have lots of energy, we have a vision of what we would like to see happen, and we would like to see more resources given to the coalition so that we can do our work.

The current proposal and I know that Bill 25 changed from the initial legislative proposal, but it still remains where the expectation for the Coalition of Nunavut DEAs is to do the training of the DEAs with four positions. Λθαφείτης Δε. ΟΔΕ φαιτο 10-Γε Δωδί Δαφατο Δαιτο Δε. Αλαγού 10 στο 11 Γενα Δαφατο Δαφατο Δαιτο Δαιτο

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We've had many meetings with the Department of Education. We have explained to them numerous times that, to do the job effectively, as effective as the way it was in the '80s and '90s, we need many more than four positions. To do the job effectively, we need the support of the school principal. We no longer have the support of the adult educator. That position has moved onward, but we're going to need a lot of community visits and there needs to be a lot more than four.

We suggested that if we had ten positions, it would get the work done because certainly we're going to need to look at training our DEA members in policy and governance. It's not easy to read or try to develop policy. You really need someone special. That's a specialized field and we need training at the local level for us to be able to talk coherently to the department when those situations arise. For example, regulations where the Minister suggested, "We will engage in stakeholders," well, we want to be able to come as stakeholders, representatives of our communities, and be able to work intelligibly and coherently with the knowledge and skills about policy and regulation development. Right now we rely on contractors, but we need all of our members to be well educated and well developed in that area. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Doug Workman. Before I go back to Member Qamaniq, (interpretation) I would like to hear from the Minister. (interpretation ends) Bill 25 (interpretation) is changing the number of staff positions from four to six. I want to know where that number comes from and how (interpretation ends) Bill 25 (interpretation) is changing the roles. Minister, I would like to hear from you on this.  $\Lambda + \nabla^{\circ} \Delta^{\circ} \Gamma^{\circ} \Delta^{\circ} \Gamma^{\circ} \sigma^{\circ} \sigma^{\circ}$ ᠄ᡏ᠋ᡏ᠄᠌ᡒ᠋ᢛᢗᠵᡃᡆ᠋᠆ᠴ᠋᠕᠆᠆᠘ᡃᢣ᠘᠍᠍᠆ᡆ᠄ᠣᡃ᠋ᠴᢗᠴᢗᠵ᠋᠉ Δ⊂°σ⊲∿Ͻϲͺ;Ϸ ΠΓነਰΠ∿Γς LϲႱϲͺϭ·Γϧ ᡏ᠋ᢄ᠆᠈ᡩ᠘᠘ᢞᢐᢕᠧ᠘᠘ᡷ᠋᠕᠘ᡩ᠘᠘᠘ Λδίρ2 σΛίριρς σΛιριρς ᡬᡃᠳᠴ᠋ᡐ᠋᠘᠆ᡩᠣ᠋᠊ᢦ᠋᠋ᡐ᠋ᠵᡄ᠕ᡃᡆᠲᠴ ےمرد∩°ס ⊲لاے فلاہک۲ ۵۹کס ۵۹کو منطع.  $P \sim \Delta^{\circ} \Gamma^{\circ} G \sigma^{\circ} b c^{i} U C. P \sigma$ ለペ՟⊂ላናበላኈጋኄኮሊላლ ርLካժσ∿Ⴑ. ነሪታ≗ႭჁ, ᠘ᡃ᠈᠆ᡏᡐ᠘ᡩᡕ

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**Chairperson** (interpretation): Thank you, Minister Joanasie. I will go back to David Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Madam Chairperson. Perhaps you can allow me to ask two more questions. Please let me know if this was asked already. I will speak in English. (interpretation ends) Section 107 of the *Education Act* currently provides that the district education authority has the power to recommend the appointment or reappointment of the principal or vice-principal of a school under its jurisdiction.

It has been suggested that as an employee of the Department of Education, the contracts for principals and vice-principals should be administered by the government. What is your position on which entity should be responsible for the appointment, reappointment, or dismissal of a principal or vice-principal? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Member Qamaniq. Let's go back to Mr. Workman.

**Mr. Workman**: Thank you, Madam Chairperson. I thank the Member for the

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Now, back in 2016 there was a communication protocol developed by the Department of Education. I was advised that I could not ask for that advice, comments from the superintendent of schools or from the executive director. I had to go through the department to ask for permission to speak with them in that regard. I felt offended that I would have to ask permission for anything when it is in regard to the supervision of our schools and our school administrators. I argued with the ADM that there was no such issue or content in this Act that would suggest otherwise.

Through time we have done our own evaluation and assessment of our school principals. There have been principals in Iqaluit that have not been extended for their term. They got positions in other communities. They had good traits, but for us it wasn't a good match. Frankly that's the key. The DEAs meet with their principals on a regular basis and they do work with them. I know the principals, like I suggested in my opening remarks, are often at odds with what direction they get from the department versus the DEAs, but in most cases, if there is honesty, openness, and willingness on the parties, they can stay as long as they can. We have principals in Iqaluit that have been there for quite some time. It works. It's in the Act.

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Of course there is an opportunity for the department or the Minister to get involved. If the recommendation from the DEA is to terminate or not extend the term, they can be involved, but that is something that they would have to take up. In our case we have made the recommendations and it has always been honoured. I think that is the way it should be. If you're doing a good job as a school principal and you're being, again, open and honest and working and trying to incorporate the IQ principles in the school and having a good program, you can stay as long as you want. That's what I have heard from all of our DEA members through the coalition in time. I think it should remain the same.

We're accountable. Like I mentioned earlier, all of us DEA members are accountable to our constituents. The Department of Education bureaucrats are not accountable to anyone. That's my comment. Thank you and thank you for the question. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Workman. (interpretation) I'll go back to Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Madam Chairperson. My final question is short and brief. I'll speak in English. (interpretation ends) Do you have any specific suggestions for specific amendments to the current *Education Act* that you could provide to the Committee for our consideration? Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Member Qamaniq. I'll go back to Mr. Workman.

**Mr. Workman**: I think for us, like what we said in our opening remarks, we really see the Coalition of Nunavut DEAs' submission as being the amending of section 13 of the Act. 13.1 is a real valuable possibility that could

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**Δ•/≪Þር**⁰፦ ᠂dᢣᢩ°ឩᡤᢆᡃ, ᠘᠆Ⴑ᠆▷ኈՈ ᠂b᠘σ·ჼ. ▷Ոናኌ∿Ⴑ Γʹር ▷⊲ჼĽ°፞፞፞፞፞፞፞፞፞፞፞

amend the Act so that Inuktitut is given the respect. You hear words all the time, "respect," but it is real respect for the language in the school system. Yes, it gives DEAs authorities and it retains them, but more than anything else, Inuktitut becomes on par with what the francophones already have. They have many more resources than what the DEAs have to invoke their responsibilities and authorities. For me, that's the one amendment.

I think the rest of the *Education Act* can remain the same because of the theme I have been talking about. Education authority members across Nunavut are accountable to their constituents and the Department of Education bureaucrats are not, but at least with 13.1, Inuktut gets the respect and appreciation that it so richly deserves. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Mr. Workman. Let's proceed. Member Quassa.

**Mr. Quassa** (interpretation): Thank you, Madam Chairperson. Welcome. I'll speak in English. I don't have a lot of questions. Though I did hear a bit, I would like to reiterate a couple of the questions that I heard.

(interpretation ends) At the bottom of page 2 of your submission, I know you have noted that "DEAs should have absolute control over the development of their schools' calendars." Earlier today we were talking and you mentioned you need a standardized system and I know the Minister has being using the term "standardizing" a lot of the things that we use in our schools.

Bill 25 proposes to establish three different school calendars for each of the three regions across Nunavut, and I know you mentioned a bit about that, and it further proposes that the DEAs select one of the three calendars for **Δ•/ペÞርና**⁰: ናਰታ⁰ႭՐ҆⁰, Γነር ▷⊲⁰L°. b⊰/\_ጋር L⊂し⊂▷⁰∩ ናਰ⊲ነ.

**ჼdd\**: ჼdታ°Ⴍ广ჼ, ΔŀረペϷĊჼჼ. ጋ°ჼႱረቦናበ. ჼႦჼჂႭϷታႦჼႺጋΔ°ႭჼσሻናL ჼႦჼႶႭჼσჼ ጳለჼჼdႶჼኣჼႦჼႦჂႱ ΔŀረペϷĊჼჼ. ჂኣჼჼႦϷታናჂჃዎና ጳለჼჼdႶቦჼႦ°σጋΔ°Ⴍჼσ∢ჼჼႠჼႦ ჂኣჼჼႦϷታናჂჃዎና.

(ϽʹϞϒͶͿϚ) Ϥʹϲ·ϷʹϚʹϞႱϭ L<Λ·ϷϽႱϞႱϭϷ 2, ϷʹͽϷʹϒLႱልϚ ϟʹ϶ͺͻ Δϲ·ϐϭϥʹϷϽϲͺϲϷϘϟΔϚ ͶΓʹͼͿͶϔϞϔϾ; ϟʹ϶ͺͻ ϤϷϲͼϺʹ·ϲͺϲͺϒϤϲϲ ϹLΔϐϭϲͺϳͺʹϷͺΛϨʹϲϥϭϲͺϟϞႱϭϚϷʹ϶ͺͽͼϟϷϺʹͼ ʹϷϿΔϚϽϔϤʹͽϬͼʹϷʹϐͼͼͺϤʹͰͺͻϷʹ϶ͿϚ ϷʹͽϷϒϲϧϷͼϷϷϔϹϫͺϤʹϞϲϿϷʹ϶ͿϚ ΔϿΔϚ;ϟʹ϶ͺͻ Ϫϲ·ϐϭϥʹϭϲϲϭͼϧϥͽϟϔϲϯϲϝϲ ϥϲͿϔϚϽϜͽͺͶϷϷͶϧʹϧϭͼ ϨͿϷϳϤϲϧϧϥϿͼϲϗ϶ϲ

Lলሁኣጭ ኣጭዋርኦሀLላጭ 25 ለጭሁለምና ላልቅጋጭለLጋው ኦሮጋጭለኦበምና ኣጭሶሀLዛሬና ርቅለL Lলሁኣኦሬና ላርሀ. ልሮቶውላጭጋলሲጵነውና ወንላንግዉናሃጭጋልና ለጭሁለም ዉናলላዮም ላክሲሁአጭርጭሀም their region by such a date. Just a little while ago the Minister did mention about that. Is your view that this approach does not provide enough flexibility for each DEA to determine appropriate school calendars for the schools in its district? (interpretation) Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Member Quassa. Let's go back to Mr. Workman.

**Mr. Workman**: Thank you, Madam Chairperson. I thank the Member for the question. What do I mean by absolute control? A couple of years we had already set our school calendar in place and unbeknownst to us, around Christmastime, I think it was Christmastime of 2017, our principals got a letter from the then Assistant Deputy Minister imposing dates that would change our school year. We weren't sought out what we thought as DEA members. We always set the dates. We already set the dates in the previous year. It goes through the Minister. We understand that the Minister can alter the school year; it's in the Act, but not a bureaucrat.

I thought it disrespectful that we would have to learn from the school principals in the January and we had about two weeks to make those modifications. The department had a couple of reasons for doing so, but we weren't consulted, we were not told, we weren't given a phone call, and we weren't given an email. We had to find out from a school principal that this is what's expected of us. I was not happy with that because we had already shared through community consultations ourselves about what the school year would be. That's what I mean about absolute control.

I understand that the Minister was cc'd on the letter. He was not. If he was cc'd on an email, I would have presumed that he was the one who was directing the situation. It didn't **Δ•/≪Þር**⁰: የਰੋਂ⊁°੧፫°, L୯୦୯▷%∩ የਰੋਂ⊲\. ▷೧፻<sub>-</sub>୦ር ୮୯୦ ▷⊲୭Ľ°-J°.

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Δ<sup><</sup>ΛJ<sup>μ</sup><sup>Φ</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>Φ</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4</sup><sup>-</sup>D<sup>4<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ጋየ/৮ናചላና ୮ԺՆር ᡧ᠈ᢣ᠋ᠬᡥᠣ᠌᠉ ጋ᠌ᡋᢣ᠌᠌Ϸᡄᢂ᠉᠆ᡬ ጋየ/Ⴑ৮ᡄᢂ᠉ᢗና ᢗᡃ᠌°ᡅ ᢗ᠋ᡝ᠋/᠋ᠮ᠌᠌᠌ ᡧᢂᡄ᠋᠋᠕ᡗᡊ᠘ᠮᢑ᠔ᠺᢑᡆ happen. I felt disenfranchised. I felt disrespected. I felt that members were disrespected and our community was disrespected. I found out the same thing happened in other regions in the territory. After a great deal of consultation with our board, we agreed with them, but I felt incensed. This was not acceptable.

As far as the school calendars are concerned, this has never been a real issue from the DEAs. None of the DEAs have issues with school calendars. They have their own school calendars. They have been doing it for as long as I have been up north. There has never been an issue raised at the DEA level. It's the department and the bureaucrats coming up with an idea and something I cannot accept. Thank you, Madam Chairperson.

**Chairperson**: Thank you, Mr. Workman. (interpretation) Let's go back to Member Quassa.

**Mr. Quassa** (interpretation): Thank you, Madam Chairperson. (interpretation ends) You mentioned earlier that between 2001 and 2008, I believe that was an old NWT Act or adopted from the NWT, and you mentioned about the standard of education, that you believed in a standardized education system.

Just on my previous question, I believe the Minister is trying to standardize the system on school calendars. I don't know if you answered the question that I had. Do you feel that this approach does not provide enough flexibility for each DEA? Does it not do that with this proposed amendment? (interpretation) Thank you, Madam Chairperson. (interpretation ends) I think I'm repeating myself. (interpretation) Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Member Quassa. Let's go back to Mr. **Δ•/≪Þርጭ** (ጋኣ̀ኦ∩Jና): ኀሪታ⁰Ⴍ广Ⴆ, ୮୯୦ ▷⊲ᲮĽ°. (ጋኣ̀ጶ∩J̀ዖ°ởናႪጋႪ) ▷∩ኁ⊇୦ Lᠸしᠸ▷Ⴊ∩⅃ና ኀd⊲ኣ.

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**Δ•/≪Þር**⁰: የਰ⊁⁰ႭႠႦ, Lーしー▷ዀበ የਰ⊲ኣ. ▷በና⊃ር, Γነጋ

#### Workman. ▷⊲비 ° IC ▶⊲•L° (ጋኣጉ∩J<sup>c</sup>): ኀሪታ°ฉ广<sup>b</sup>, ∆<sup>b</sup>ノペ▷Ć<sup>sb</sup>. Mr. Workman: Thank you, Madam Chairperson. I thank the Member for the question. When I talk about standards of education, I'm not talking about calendars. 'ሳናበጐσ 5-Γናጋ Δ<sup>μ</sup>ጋርጐΓ, 'ሳናበጐσ 5 Δነbጋዮσ I'm talking about grades; programs in our ᠕᠈ᡬ᠑᠘ᠳᡅ᠕᠃ᠴ᠆᠕᠆ᡐᢁ᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ schools. I'm talking about that a grade 5 CLOF%U DGD760%D%U. C°a AD4Fb student in Igloolik is at the same grade 5 level $\Delta \subset^{\circ} \sigma \triangleleft^{\circ \circ} \cap^{\circ} \cap \sigma \circ \Gamma^{\circ}$ . in Iqaluit or in Cambridge Bay. That's what I'm talking about. That's the high quality of education. When it comes to other aspects of the Act, I'm not talking about standardizing because it ᢄᡃ᠋᠔᠋ᢄᢣ᠒᠘ᢞᡐᢉ᠘᠋ᡗ᠂ᢧᡆᠧᡨᠣ has not been mentioned at the grassroots; it's ∆⊂°σ⊲∿ጋ⊂∿ን₽ዋ ₽ሀΓን∿℃₽₽ ₽₽₽₩. not mentioned at the DEAs. If the DEAs had כאבר איאריכייהריה הארא איש concerns about standardizing calendars like ∆⊂°σ⊲™ጋ⊂ኪሥݸ ∆ረĽ∿Րና ℅⊳ᢣ᠘ᢣᡪᠺ᠕ the department thinks, then we would know about it through the coalition. The issues that they have raised are their issues, their Ċᡃᠠ᠔ᡆᢩ°∿レ▷∿ᡗᡃᡗ᠉᠘ᠸᠲᠣ᠍ᡐ᠋᠉ᢕᡄᢥᡃ᠔᠋ concerns, not at the DEA level, but again I repeat and I apologize for repeating, the ⊲ካትՐႠჼჼႶჼႶჾჼჼ ∆ႠჼჾჃჼልϷ< ∧ႠႢჃჼႱჾჼ</p> standards that I spoke about is within the ᠂᠋ᡃݸᠺ᠋᠋᠉᠊ᠳ᠙᠘ᡔ᠋᠉ᠫᠣ᠋᠉ᢕᡄᠴᡗ᠄᠋ᢃ᠆ᡁ school program, the grade levels. Thank you, ᠘ᡃᠠᡗ᠊᠙ᢂᡬᢆᢐ Madam Chairperson. Thank you, Mr. Quassa. Chairperson: Thank you, Mr. Workman. **Δυ/«ΝC<sup>(1)</sup>** (). <sup>1</sup> (interpretation) Let's go back to Member $(\dot{A})^{2}$ Ouassa. Mr. Quassa (interpretation): Thank you, Madam Chairperson. (interpretation ends) At **ነძላኣ**: ነሪት°ዹ广፟<sup>6</sup>, Δ<sup>6</sup>ረ «ኦር<sup>6</sup>». (ጋኳትበህ () ርΔL the bottom of page 2 of your submission you L<Λυ™ 2 ⊲Ċσ ∩∩™ъг ⊳ъъ₩гμυልና Ċ⊎d⊲ note that legislation change would not be LCUILE 4422 46626 2666 4650 2666 4650 266 required to make a meaningful change in the ▷<sup>6</sup>b▷ィ<sup>6</sup>b<sup>®</sup>ィLU&<sup>c</sup> Ċ<sup>e</sup>α, Ċ<sup>i</sup>ィL ∧ϧሲ∩⊳<sup>μ<sup>6</sup>.</sup> classroom, and you provide a number of suggestions to achieve this. Can you elaborate ĎσŀĠႢŀb°σ₽°ႭჼŀΛϷ Ċŀda ヘჼႱჇ more fully on each of the three suggestions ٥٠٥٥ «٥٩٦ مالك ٢٥ معلية ٢٥ معلية ٢٥ ٥٢ معلية ٢٠ and why you feel their implementation would $\Delta \subset \Delta \rightarrow \sigma^{c} \Delta^{c} \rightarrow \partial^{c} \sigma^{c}$ increase the number of educators in the classroom? (interpretation) Thank you, Madam Chairperson. Chairperson (interpretation): Thank you, **Δ•/ペÞርኈ**: 'dᢣ°Ⴍ广, LႠႱႠϷჼስ 'd⊲հ. Member Quassa. Let's go back to Mr. רי⊃, רי⊃

Workman.	Þ⊲ <sup>⊾</sup> L°_J <sup>c</sup> .
<b>Mr. Workman</b> : Madam Chairperson, may I ask a question of clarification of Mr. Quassa? Is it the bottom of page 2 where it says, "Several specific areas of concern"? Okay.	▶◀•८॰ (ጋኣኑ∩טי): ኀdኑ°ഫ୮്י, ∆יּרפאכׂייּ. ጋየイฉ™ר∩ר⊲יb°σ₽°ฉ™<ና ୮ነር ኀd⊲ኣ. Lናለט™ 2 ⊲כֿסי ∆רֹLָבׂחריביכֿ™כזּבי?
Thank you, Madam Chairperson. I thank the Member for the question. I think one of the challenges we have, and I think people have been talking quite a bit about it, is about the loss of language, the loss of Inuktut, and trying to reenergize it in our school system. When preparing the submission, I spoke to our DEAs about the way it was. That's why we went through the historical process. I recalled to everybody and I'm sorry I'm going down memory lane, but I think it's a valuable path to go for a moment or so.	<sup>5</sup> كە، كە، كە، ئە، ئە، ئە، ئە، ئە، ئە، ئە، ئە، ئە، ئ
When I went to Pond Inlet as a young qallunaaq teacher in 1978, we had eight qallunaat teachers on staff. We had more Inuit on staff than the qallunaat staff. We had a position called a classroom assistant where they were Inuit who were very proficient in their language of Inuktitut and from K to 6 we had at least one, we had one classroom assistant in the classroom at all times. I was teaching grades 4 and 5. I had a classroom assistant in my class. She was skilled. She had classroom management skills. I learned more from her than she learned from me.	Γ <sup>c</sup> ∩LCccd <sup>w</sup> D <sup>v</sup> U L <sup>b</sup> d <sup>b</sup> D <sup>v</sup> D <sup>v</sup> U <sup>s</sup> b <sup>c</sup> D <sup>v</sup> U <sup>s</sup> b <sup>c</sup> D <sup>v</sup> U Δc <sup>L</sup> Δλ <sup>b</sup> C <sup>v</sup> D <sup>v</sup> U 1979, 8-σ <sup>b</sup> <sup>s</sup> b <sup>c</sup> D <sup>c</sup> C <sup>v</sup> D <sup>v</sup> D <sup>v</sup> C <sup>v</sup> D
Through the '80s we had those positions and they were positions that went on to become Inuit teachers, the classroom assistant position. Like I said in my opening remarks, those positions left in the '90s to save money, I guess. That was the Department of Education, but what a great loss that we had. For us, in the last few years when I was the NEU president, I used to travel to the schools and I noticed the great difference that took place in the '90s from where it was in the '70s and '80s. There were [fewer and fewer] Inuit	1980- <sup>*</sup> Γ <sup>*</sup> σ Δ <sup>*</sup> <sup>b</sup> baΔ <sup>j</sup> <sup>s</sup> bcPs <sup>c</sup> C. Č <sup>b</sup> d Δ <sup>*b</sup> baΔ <sup>j</sup> <sup>s</sup> Δ <sup>j</sup> <sup>c</sup> Δ <sup>j</sup> <sup>c</sup> Δ <sup>-</sup> C <sup>Δ</sup> Δ <sup>j</sup> <sup>c</sup> Δ <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>c</sup> Δ <sup>-</sup> C <sup>Δ</sup> Δ <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>c</sup> δ <sup>j</sup> <sup>b</sup> <sup>b</sup> bbLL Č <sup>b</sup> d4 Δ <sup>*b</sup> baΔ <sup>j</sup> <sup>s</sup> 1990- <sup>*</sup> Γ <sup>*</sup> σ <sup>j</sup> <sup>j</sup> <sup>s</sup> <sup>b</sup> <sup>c</sup> D <sup>c</sup> D <sup>s</sup> LC Å <sup>a</sup> D <sup>s</sup> T <sup>b</sup> <sup>c</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>j</sup> <sup>s</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>j</sup> <sup>j</sup> <sup>j</sup> <sup>s</sup> <sup>j</sup> <sup>j</sup> <sup>s</sup> <sup>s</sup> <sup>j</sup> <sup>s</sup> <sup>s</sup> <sup>j</sup> <sup>s</sup> <sup>s</sup> <sup>j</sup> <sup>s</sup> <sup>s</sup> <sup>j</sup> <sup>s</sup> <sup>s</sup> <sup>j</sup> <sup>s</sup>

on staff in all the schools, except for a couple of schools, and it made a difference in the dynamic of the lessons taught and the environment that was in the school.	దొారెషోనిందా, L్సారారుద శేందిలించింది. రోడ ఎరిలి రాంటింది దొందె శోరిరి గిరిందిందింది విలిలి రాంటింది దొందె శిం.
That's what I think, if there was a real investment from the Government of Nunavut Department of Education or the Government of Nunavut as such to keep the language, you have to spend money. You need to be able to do that. Invest it. It needs to have taken place a long time ago and that's what I'm looking at when I see more, hopefully, Inuit in the classroom working and supporting student achievement. Thank you, Madam Chairperson. I thank the Member for the question.	CΔL፫ Ρ΄ ΔϷ;ϧͽϿͼϿͼ ΔϚͼσϤͽϽϲͺͺϳͼ Ϸ;ϷϷ;ϫ Ϸ;ϷϷ; δ δ δ δ δ δ δ δ δ δ δ δ δ
<b>Chairperson</b> : Thank you, Mr. Workman. In the interest of time, try to shorten your answers and be specific. We like memory lane, but we're dealing with Bill 25. Going on, (interpretation) Member Aarluk Main.	<b>Δ•/ペÞርጭ</b> (ጋኣኦበJና): ናਰታ°ዺቮ° ୮ኑር ዎና. ርልL ዹሏዹ፞ኁጚ፞୮ቦዻዀ<ና ጋቦና የኦንጚበበና. ፚዀ፟፟፟፟፟፟፟፟፟፟ አብርኦጚዚታና የረሳσ Lーሪኮኣዀ 25-୮ና ለኆኊሁናር. ቴጚረቦላና ጋር, (ጋኣኦበታንዮታዀጋዀ) Lーሪሮኦዀበ ፈና ጋኈ LΔ°.
<b>Mr. Main</b> (interpretation): Thank you, Madam Chairperson. (interpretation ends) On page 2 of your submission under bullet 4, you mention specifically, "Downloading of Department of Education Responsibilities to the Coalition of DEAs." It goes on to say "downloading" and it says, "This downloading of responsibilities is irresponsible, puts more administrative pressure on DEAs, and will not improve student outcomes or experiences in the classroom."	LΔº: L'a, Δናረ≪ϷϹʹჼ (ጋኣኦበJና) Lናለሁ 2 ሮ՞ በኣLጐሁ σ, ሮ a ጋσረ ጋσ Δሮ σ ላ ንር ሲኑሪ ይ ሪ ይ የ አ ሮ ሰ ው ን አ የ ሰ ሰ ው ልሮ ም ላ ም ጋር ሲኑሪ ዕ በ L አ ቦ ፍ ኮ ቴ ም ሪ L ና ሲ ና ና ን መ ሪ ን ል ም ል ሰ ም መ ሪ ሰ ና ሲ ና ና ጋ መ ሪ ጋ ል ም ስ ሲ ና ሲ ና ሲ ና ሲ ና ሲ ና ና Δ ር ዮ σ ላ ም ስ ና ለ ኖ ር ላ መ ም ስ ይ ተ በ ነ ት ም L ነ ታ .
I wonder if you can explain to me the difference between downloading responsibilities and giving more power at the local level because, on the one hand, we keep on hearing that local control, local control, and here it appears to be an example where the Department of Education is giving away a responsibility and they're giving resources to deal with that responsibility, but the	Δ/LጋΔ°ฉ <sup>®</sup> D%U Ϲ <sup>©</sup> ዉ Ͻσ/ϽΔ°ฉ <sup>ና</sup> σ <sup>®</sup> bLቦታ <sup>\$</sup> ኣσ <sup>c</sup> Ϥ <sup>L</sup> L Λϟ <sup>®</sup> ฉ <sup>ና</sup> σ <sup>®</sup> Ϲʹσ <sup>5</sup> J <sup>c</sup> ዾαϲ <sup>®</sup> , Ͻኣ <sup>6</sup> <sup>5</sup> CΔ <sup>°</sup> αϚ <sup>C</sup> ዾαϲ <sup>®</sup> σ ϤϷϲ <sup>c</sup> በታሊϤ <sup>6</sup> <sup>5</sup> σ <sup>6</sup> Γ <sup>c</sup> . Ϥ <sup>L</sup> L ϽΡϲϷϽ <sup>®</sup> d <sup>2</sup> <sup>L</sup> L <sup>c</sup> Ϲ <sup>®</sup> ዉ Δϲ <sup>®</sup> σϤ <sup>®</sup> ϽϲჀ <sup>2</sup> <sup>6</sup> Ͻσ <sub>1</sub> Δ <sup>®</sup> bLϟ <sup>®</sup> α <sup>5</sup> σ <sup>5</sup> Γ <sup>b</sup> , Δ <sup>®</sup> bαΔታϷΠ <sup>\$</sup> ኣσ <sup>c</sup> <sup>A</sup> ΔϷ <sup>5</sup> σ <sup>4</sup> C <sup>3</sup> <sup>1</sup> <sup>3</sup> <sup>1</sup> <sup>2</sup> <sup>1</sup> <sup>2</sup> <sup>1</sup> <sup>2</sup> <sup>1</sup> <sup>2</sup>

Department of Education is still wrong in doing this based on your submission because it's "downloading."	᠘᠆᠋ᡨᠣ᠌ᡏ᠋᠋᠅᠑ᡄᡅᢣ᠋ᡷ᠂ᢗᡃ᠋᠋᠋᠋᠋᠘ᡃ᠋ᠳ᠋᠋ᢉᡃ᠋᠉ᠫᡊ᠂ᠺ᠕᠋᠉ᡋ ᠋᠋ᠫᠳᡝᠫ᠘᠋ᠳ᠋ᢩᡆ᠋᠂ᠳ᠌᠌ᢄᡔᢑ᠈ᠯ᠘
Specifically, how do you determine what is "downloading" and what is giving away power or putting power at the local level? (interpretation) Thank you, Madam Chairperson.	ჼႦഛ՟Ⴀ ጋႫჄጋሏჼႭჼႫჼჼ ჼႦϷϟႫჃჇልና ϷჼዊჂჼႫና ለኆႭϷႶႫჼ ഛႠႠჼഛ ጋႫჄႫჼᲙና (ჂኣትႶĴჇჼႫჼჼჂჼჼ) ĽჇႱ, ϪჼჄペϷϹჼჼႱ
<b>Chairperson</b> (interpretation): Thank you, Member. Let's go back to Doug Workman.	<b>Δ•/≪Þር∿</b> : 'd⊁⁰ዺ广҆, L⊂Ⴑ⊂▷ኈ∩. ▷∩ኁ∍ር, ርч ▷⊲ʰL°⅃ˤ.
<b>Mr. Workman</b> : Thank you, Madam Chairperson. I thank the Member for the question. I will try to be brief, maybe.	▶◀▶८单 (ጋኣ̀ᢣ∩Jና): ናdታ°ዺ广፟፟፟፟፟፟፟ , ᠘ᢑ୵≪ϷϹʹ·ͽ. ናdታ°ዺ广፞፞፞፞፞፞ጏ Lーしーዾኈ∩ ⊲ለኈd∩ኈႱፚና. ዹ∆ዹ፞ና୵°σ⊲ኈ<ና ∆ឞLናҌ.
When we use those words, it's to have an impact. Since 2000 there has been less attention given to DEAs at the local level. Training is essential in many different aspects. Right now I think there are four DEA development officer positions across the three regions. In fact the second position out of Qikiqtani School Operations in Pond Inlet is rarely filled. We don't get the advice and the constant contact that you really need to have for DEAs.	CΔL Γ Ϸ δ Ϸ γ ε C ε d d d d c s δ l θ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ
DEA members have been going through a high turnover every term. People get frustrated, they move on, and then we're retraining people, but the only focus that the department has is on financial training. It doesn't talk about governance. It doesn't talk about policy development. It doesn't talk about the other aspects within the Act that are as important as financials. A lot of the DEAs don't do their own finances. They contract that work out, yet that's the only training that appears to be given by the department.	Δ=°σ4%)σ-λλοσ ομλογοίο ομλογοίο ομεγοίο ομοιο ομοιο Δοιατογοίο ομοιο Δοιατογοίο ομοιο Δοιατογοίο Δοιδιο Δοιδιοδιο Δοιδιοδιοδιο Δοιδιοδιοδιοδιοδιοδιο Δοι
Downloading a failure of the department to have continuous support for DEAs, we see that as "downloading" because we understand that there's a lot more work involved than just	ΔL°ዉ ጋσረጋΔ°ዉናσႪ ርዛሬናσϷዛሬና ር°ዉ. Δb៩ႪረႪርϷѷՐ°σናΓ°σჾ Δϲ°σবႪጋϲჀኦჾሪና bՈLኦѷՐና. ጋየረϷLႱናႶJ ለϲჀσዛሲჀℾჾ

simply doing financials. There's a lot of work to be done and we will need staff to do so. Downloading or giving away something that's failed within the Department of Education and with very little resources, that's why we used the word "downloading." You can make an argument that well, they are sharing, but I will tell you that with four positions, we're not going to be able effective jobs of training on an ongoing basis. It's minimal and that's why I used the word "downloading." Thank you, Madam Chairperson. I thank the Member.	ΡαΡΥΓΛΟΟΔ° ΔΡΥΓΥΟΥΟ ΛΥΥΥΥΥΥΥΥ «Τ
<b>Chairperson</b> : Thank you Mr. Workman. (interpretation) Let's go back to Member Aarluk Main.	<b>Δ•/«ϷϹ·</b> • (ϽϞϞႶͿና): ʹͼͿϧͼͺϹϷ, ϹʹϹ Ϸ⊲ϷͺϹ·. (ϽϞϞႶϳϨͼϭ·ͽϽͽ) ϷႶ·ϿϹ ͺϹϲႱϲϷʹͽႶͺͼϳ·Ͽͽ ͺͺΔͼ.
<b>Mr. Main</b> (interpretation): Thank you, Madam Chairperson. (interpretation ends) Just a very specific follow-up on that, it was mentioned earlier and the witness just mentioned that there are not enough positions being allocated for this training responsibility. If the number of positions allocated through the bill were increased, let's say to 10, I believe which was mentioned before The coalition mentioned they need 9 to 12 staff. If it was significantly increased through this bill, would the proposed arrangements be acceptable from the Iqaluit DEA's point of view? (interpretation) Thank you, Madam Chairperson.	<b>LΔ</b> <sup>Φ</sup> : L'α, Δ <sup>β</sup> / <sup>Q</sup> <sup>β</sup> <sup>C</sup> <sup>5</sup> <sup>β</sup> . (Ͻ <sup>1</sup> <sup>β</sup> <sup>β</sup> ) α.ͻαΔ <sup>5</sup> <sup>β</sup> / <sup>Q</sup> <sup>β</sup> <sup>β</sup> <sup>6</sup> <sup>σ</sup> <sup>5</sup> <sup>3</sup> <sup>β</sup> <sup>2</sup> <sup>3</sup> <sup>Δ</sup> <sup>6</sup> <sup>β</sup>
<b>Chairperson</b> (interpretation): Thank you, Member Aarluk Main. Let's go back to Doug Workman.	<b>Δ•/≪ϷϹ·</b> ͽ: ՙd۶⁰ឩ广, L୯Ⴑ୯▷ኈ∩ ዻ፞ኁጔഄ L∆°. ▷∩ኁጔር, ር⊍ ▷⊲⁰L°.
<b>Mr. Workman</b> : Thank you, Madam Chairperson. I thank the Member for the suggestion. I know from our discussions at the coalition executive level that that is feasible. I know that providing what's mentioned in the current Bill 25, if we were to get 9 to 12 I chose 10 because that was the number I kept using, but yes, if it was 10 positions, it is workable. That would be workable if that was	>4•L• (ϽϞϞΛͿϚ): ͽϤϧͼϲϳͼ, ΔͼϟϘϷϲϳͼ. ϤͰ ͽϤϧͼϲϳͼϧ ͻͿ ϲͼϫ ϲϲϲϲϷͼ ͽϧͽͻ϶Ͽϲ ΔͼϷͽ ΔͼϷͽ Δͼ δͼ δͼ δͼ δͼ δ δ δ δ δ δ δ δ δ δ δ δ

to change because we would able to offer the support necessary at the grassroots level for the DEAs. We've had a big turnover this time in the election process, so we're going to need much more training. If the Minister is true to his word when it comes to engagement for stakeholders, when it comes to the development of regulations, we're going to need that. Thank you, Madam Chairperson.	⊲/᠈፟፟፝፝፝፝፝፝፝፝፝፝
<b>Chairperson</b> (interpretation): Thank you Mr. Workman. Let's go back to Member Aarluk Main.	<b>Δ•/«ϷϹ·</b> Ϸ: ·ϭͰ϶ͺϹϷ, ΓʹϹ Ϸ⊲ϷϹ·. ϷႶ·ͻϹ LϲႱϲϷኈႶͿ· ϭʹ·ͻϧ LΔ·.
<b>Mr. Main</b> (interpretation): Thank you, Madam Chairperson. (interpretation ends) I just have two more questions; I'm almost done here.	<b>LΔ</b> ª: L'ዉ, ΔናፖペϷርʹͽ. (ጋኣትበJና) LናዖΔ°፟፟፟፝፝፞ዾ ላለኈdበኈኣኈሮናL.
The DEA's submission mentions the coalition of DEAs and Mr. Workman mentioned the coalition of DEAs. I believe he is involved with the coalition of DEAs. Nunavut Tunngavik Incorporated is also involved in the coalition of DEAs. If you look at the submissions that we received regard to this bill, I guess my question is: can you explain the overlap and/or any coordination efforts with regard to Bill 25 between specifically the Iqaluit DEA, the coalition of DEAs, and any other parties? I am just interested in understanding whether there was a coordinated campaign with regard to Bill 25 or is this just an organic agreement that came about on this bill. (interpretation) Thank you, Madam Chairperson.	Δας <sup>¬</sup> σ Δς <sup>~</sup> σ <sup>4</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup>
<b>Chairperson</b> (interpretation): Thank you, Member Aarluk Main. Let's go back to Mr. Workman.	<b>Δ•/ペÞር፣•</b> : ናਰንድሏርጉ, ደርጉሪጉንውበ ሩናጋው ደልግ. ኦበናጋር, Γነር ኦላውደግ.
<b>Mr. Workman</b> : Thank you, Madam Chairperson. I thank the Member for the question. On the Coalition of Nunavut DEAs executive, we have board members from the different regions in the territory. I am vice-	• ዻ•L• (ጋኣትበJና): ናਰታ° ជ୮ଁ, Δ°/ «ኦሮ៌. ዻዛሬጋ ናਰታ° ជា ና ሪታ° ፈርዮ አምምንት አምት አምምንት አምምንት አም አምት አምት አምት አምምንት አምት አምት አምት

chairperson and the chairperson is Jedidah Merkosak. We have a secretary treasurer, Anne Akeeagok from Grise Fiord. On the board we do have NTI and we also have the Nunavut Disabilities. They have a representative, Mr. Papatsie. We also have the CSFN. They have a representative on the board.	Δ <sup>ϧ</sup> γ «ϷϹ <sup>ͼ</sup> Ϸ΄ ΑϹ Γ <sup>ͼ</sup> ν <sup>ϳ</sup> <sup>ϵ</sup> <sup>ψ</sup> <sup>κ</sup> <sup>κ</sup> « <sup>μ</sup> L <sup>Δ</sup> ΛΛϚ <sup>ͼ</sup> Λ Ϸ <sub>Δ</sub> Ϸϧϲ <sub>Λ</sub> <sup>κ</sup> <sup>6</sup> <sup>κ</sup> <sup>κ</sup> <sup>κ</sup> <sup>κ</sup> <sup>κ</sup> <sup>μ</sup> Δ <sup>κ</sup> <sup>Δ</sup> Δ <sup>μ</sup> μ <sup>2</sup> <sup>κ</sup> <sup>4</sup> <sup>κ</sup> <sup>4</sup> Δ <sup>κ</sup> <sup>4</sup> <sup>κ</sup> <sup>4</sup> Δ <sup>μ</sup> γ <sup>4</sup> <sup>κ</sup> <sup>4</sup> <sup>κ<sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ<sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ<sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ<sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ<sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ</sup><sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup><sup>κ<sup>4</sup><sup>κ<sup>4</sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup>
We have been doing quite a bit of discussion all the way through community consultations, whether it was with Bill 37 and most recently from 2018 until yesterday. We are always in communication. We want to bring forward our thoughts and our ideas. The DEA in Iqaluit, we have our own ideas and they were shared at our DEA level. We shared it with the coalition and obviously NTI, and they shared their submissions with us as well, but for us, we all have appeared to be in agreement and we arrived at the same place after much discussion.	<ul> <li>&gt;<sup>5</sup>b&gt;/<sup>2</sup>/<sup>2</sup> - Δ<sup>2</sup> - Δ<sup>2</sup> - Δ</li> <li>&gt;<sup>2</sup>P/Δ<sup>2</sup> - σ<sup>5</sup>b<sup>5</sup>b<sup>6</sup> - Δ<sup>2</sup> - C<sup>4</sup> - Δ<sup>5</sup> - Δ<sup>5</sup> - Δ<sup>2</sup> - C<sup>4</sup> - Δ<sup>5</sup>b<sup>5</sup> - 2018 - Γ Δ<sup>5</sup> - Δ<sup>5</sup> - Δ<sup>2</sup> - Δ<sup>5</sup> - Δ<sup>2</sup> - Δ<sup>5</sup> - Δ<sup>2</sup> - Δ<sup>5</sup> - Δ<sup>2</sup> - Δ<sup>5</sup> - Δ<sup>2</sup> - Δ<sup>5</sup> - Δ<sup>5</sup> - Δ<sup>2</sup> - Δ<sup>5</sup> - Δ<sup>5</sup> - Δ<sup>2</sup> - Δ<sup>5</sup> - Δ<sup>5</sup> - Δ<sup>5</sup> - Δ<sup>2</sup> - Δ<sup>5</sup> -</li></ul>
If you want to use "organic," I would agree with that. Is it a coordinated approach? I don't really think that, but you could make an argument for it because I am on the executive of the coalition. Nevertheless, I am only one voice, one vote, and I encourage the discussion from the board. I was pleasantly surprised that what I was thinking was being stated in those meetings. I try not to overstate my position. I try to be quiet about that and listen, and I was pleasantly surprised that we were all thinking similarly. I would agree with you on the organic production of the documents that you see before you. Thank you, Madam Chairperson.	<ul> <li>Δ, ϤϞՐ·ϧΟΓϷϿΓς.</li> <li>ϷϽϔϷͼϷΛΓϷσϷάϲͺϲͺϷʹϧϚϘϽἰυϿϤʹͽ. ϹϷϤͼσ</li> <li>ϒϿϷϧϲϲϣΝϷϧΕΔΕΛΑ</li> <li>Δεφουρματηματηματηματηματηματηματηματηματηματη</li></ul>
<b>Chairperson</b> : Thank you, Mr. Workman. (interpretation) Let's go back to Member Aarluk Main.	<b>Δ•/ペÞር፣•</b> (ጋኣኦበJና): የሪታ॰ሷቮ•, ୮ኑር Þላ•Ľ°. (ጋኣኦበJን°፞፞፝፝፝፞፝፝፝ ምንም) Þበናຼጋር LーႱーኦኈበጋና ላና LΔ°.
<b>Mr. Main</b> (interpretation): Thank you, Madam Chairperson. (interpretation ends) My final question is about accountability and the	<b>LΔ°</b> L'α, Δ <sup>6</sup> ΗΔ≪ϷϹʹ <sup>ͼ</sup> . (ጋ <sup>ϳ</sup> ϞͰበJና) Ϸα Քህ·ϲ·ͽʹϚʹህ·_ͻͿ ʹ <sup>ϳ</sup> ͺϹ <sup>ϲ</sup> ៶Ϸσ <sup>·</sup> ͽʹ.

Iqaluit DEA, the chair mentioned several times, I believe, that bureaucrats are not accountable. Accountability is very important for all parties. I'll use Kugluktuk as an example where the community felt the DEA was not accountable to the community and the DEA made a very unpopular decision in that particular example. Ways to ensure accountability, whether it is bureaucrats or DEAs, I believe, are important.

The question is for the Minister. When it comes to a blanket statement like "Bureaucrats are not accountable," what's the Minister's response to that? Is that indeed the situation with the Department of Education bureaucrats? Are they running wild within the territory? I want to better understand the accountability framework within the department, specifically in terms of how the department's bureaucrats deal with district education authorities. That's my final question. (interpretation) Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Member Aarluk Main. I'll go back to Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I thank the Member for his question. I've got to say that whether you're elected or not, you're accountable for the job that you do. I think that is the basic way that you could put it. The Government of Nunavut has us as elected officials, we have the cabinet, and then the chain of command, the organizational chart allows for the accountability to be shared with the public service. This is where the bureaucrats in this case, my deputy, my assistant deputy, and all staff on the organizational chart, report up the chain, so this is where accountability comes.

In addition to that, I'm here as the Minister representing the department and I provide

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**Δ•/«ϷϹ·ಀ**: ថሃ϶፝፝ዹ፫<sup>ኈ</sup>, Ϥʹ·ͻϧ ͰΔ<sub>ͼ</sub> Ͱϲ·ρϲϷͽͶϷ;ϿͶͼ ϤͰ ϷͶͼͻͽϧ, Ͱϫ;Ϲ ϞϭϭϞϽͼ

**Φ<sup>\*</sup>υ-Κ<sup>\*</sup>νό<sup>\*</sup>ν CΔ&Π -Καυ-Κ** (ϽΫΑΠJC): <sup>5</sup>σθ<sup>\*</sup>α, Δ<sup>k</sup>J «PC<sup>\*</sup><sup>\*</sup>ν</sub>. 4<sup>k</sup>L<sub>2</sub> <sup>5</sup>σθ<sup>\*</sup>α, <sup>1</sup><sup>k</sup><sub>2</sub>J L<sub>C</sub>U<sub>C</sub> P<sup>\*</sup><sup>k</sup>Π αΛα<sup>\*</sup>L<sup>2</sup>. σΡα<sup>4</sup><sup>k</sup>CP/LσdU<sub>2</sub>α, 202<sup>k</sup><sup>2</sup> Δ<sup>\*</sup>ν<sup>b</sup>α<sup>4</sup>ν<sup>2</sup><sup>4</sup><sup>2</sup></sub>. Δ<sup>2</sup><sup>k</sup><sup>2</sup> δ<sup>\*</sup>ν<sup>b</sup>α<sup>4</sup><sup>k</sup>CP, <sup>1</sup><sup>k</sup>α<sup>k</sup><sup>2</sup></sub> δ<sup>k</sup><sup>2</sup> δ<sup>k<sup>2</sup> δ<sup>k<sup>2</sup></sup> δ<sup>k<sup>2</sup> δ<sup>k<sup>2</sup></sup> δ<sup>k<sup>2</sup> δ<sup>k<sup>2</sup></sup> δ<sup>k<sup>2</sup></sup> δ<sup>k<sup>2</sup> δ<sup>k<sup>2</sup></sup> δ<sup>k<sup>2</sup> δ<sup>k<sup>2</sup></sup> δ<sup>k<sup>2</sup></sup></sup></sup></sup></sup></sup>

ᡧ᠋ᡃ᠘᠂ᡏᠦᡃᢗᢂ᠋᠊᠋ᠴ᠋᠋᠍᠍ᡃᡉ ᢗ<sup>ᢦ</sup>᠙ᡠᠺ᠋ᠫᢐ᠋ ᠘ᡄᡨ᠋ᡆᢂᡃ᠑ᡄ᠋ᡅᢣᡃᢨᠦᡗ᠙ᡃ᠋᠋᠋ᡰ᠖ᡃᡃᠫ᠘ᡃ᠋ᠴ᠈ᡃᡅ annual reports on what our department is doing on our initiatives in our schools. On top of that, I think we try to show as best we can our accountability and the structures that are in place to allow for that. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Minister. As the Chair, I would like a response to this ongoing concern. The bureaucrats make the decisions and they direct elected officials. We found out that the Minister was not cc'd on a letter that came from a bureaucrat within the Department of Education which stated how the school calendar will be set. Do the bureaucrats run the elected officials? Who is ultimately accountable? Thank you. Minister.

Hon. David Joanasie (interpretation): Thank you, Madam Chairperson. I won't be able to find out what every employee of the Department of Education has done. Therefore my Deputy Minister, Assistant Deputy Minister, and other staff such as directors or managers receive reports from their employees. With that being the case, I can delegate staff with certain responsibilities and duties, whether or not it's through correspondence. If the district education authorities or other entities receive correspondence from my department, we all need to understand that it comes from the government and even if the letter is not cc'd to me, it would have the same authority as if it came from me. I have made that directive and our plan as the government is to try to achieve our goals. Thank you, Madam Chairperson.

**Chairperson** (interpretation): Thank you, Minister. I have no more names of my list. Mr. Workman, I would like to ask if you have very brief closing comments. Thank you. **ፈኈኯ፨ዸዀ ርወ⊗ሀ ጘቒዾጘ**: Ճ. የዋ₽ወር የር⊳ኈ ٬۵۵۵٬۵۹۲ م۲۵٬۵۹۵ م۲۰٬۵۹۵ ϽΡィリームッジーックにして、CALΔーσσσω CLp94 J674 مرامه CLp94 J6  $\bigcap \subset \triangleright_{\Delta^{\circ} \cup} \cup \stackrel{i}{\triangleright} L^{\circ} \cup \stackrel{c}{\circ} \subset \triangleleft^{\circ} \sigma \supset \Delta^{\circ} \circ \overset{o}{\circ}$  $\Delta^{\text{sb}}ba\Delta^{\text{sb}}\Pi^{\text{b}}$ , "Da  $\Lambda^{\text{c}}ad^{\text{sb}}C\Delta^{\text{c}}$ ∩∩™۵⊳∿۲۰ン۳ألتα. כ∆L∆⊂∿レLC CL°a الأنت ΠΠϚίδϷ°σ<sup>™</sup><C Δσ<sup>°</sup>σ<sup>4™</sup>Ͻσ<sup>½</sup> bΠL<sup>2</sup><sup>™</sup>Γ ᠕᠆᠋ᡅ᠋ᢆᢀ᠋ᡗ᠒᠂ᡩᢝᢆᡶᢛ᠆᠋  $\mathcal{P}^{\mathcal{P}}$ ▷ᢟ᠋ᢩᢩ᠆ᡠ᠋ᢆᠰ᠋ᡛ᠘᠋ᢩ᠕᠋ᡃ᠅<᠋ᠺ, ▷ᢟᠴ᠋ᡗ ᠋ᠫᡬᡃ᠋ᡶ᠖ᡣᡈ᠘ᡧᡃ᠅< ᢗ᠘᠘ᡗ᠆ᠳᠿ᠋ᡃ᠘ᠴ᠋ᡗ᠄᠂dᢣᠲ᠋᠋ᡄᡏᡃ᠋᠇,᠘ᠺᡟ᠙ᢂᡬ᠄ 

Mr. Workman: Thank you, Madam	
Chairperson. I would like to defer the closing	<b>▷⊲ﻩ८</b> (Ͻݩᢣ∩Jና): ˤdァིᡅ广ᡝ, ᠘ﻩᢞ᠙▷ᢗᡝ᠈. ᢗᡝᡅ

remarks to my abled colleague, Okalik Eegeesiak.	Lጋረσኈ Þ≪፞፞፞፞፞ኇ፞፞፞፞፞፞ኯበጕ፞፞፞ኇ፞ዾዮ፝ዾኯኯ፟ ጋ°σኈ፞፞፞፞ሰበቦጚLነና.
<b>Chairperson</b> (interpretation): Please go ahead, Okalik Eegeesiak.	<b>Δ•거≪ϷϹ</b> ናゅ: Ϸ齿ϲ᠆ᠬ ΔϞϲϟ⊲ <sup>ϛ</sup> ϧ.
<b>Ms. Eegeesiak</b> (interpretation): Thank you, Members, Madam Chairperson, and Mr. Minister. I would really like to thank Doug Workman as the Chair of the Iqaluit District Education Authority because his knowledge and experience in the education system are valuable.	<b>Δኦና/ব</b> ጭ: የਰታବሏቮኑ, bበLኦና, ላዛሬ Δኑ/ «ኦሮኑ, Γσነር. የਰታବሏ፫ዖሬና ሬና ሬና ርካ ኦላካሬ Δካ/ «ኦርሲንኦና ጋσ Δየካጋዮσ Δሮዮσላጭጋርሲንካሮ ኦሮ የኦኦቶሬንዮና, ሬሮና/ሬንዮና, ላጋም/ሬንዮና ለዛሬሲኦዛሬር Δሮዮσላጭጋርሲσኦና Γናኣጋና. ሮካਰላ ሬሮሀርሲσናΓኮ ኦየኦኦቶናናር.
We are discussing legislation. We oppose the bill because, as you know, it's taking away our powers at the community level.	᠘᠆᠋ᡶ᠋ᠺᢣ᠋ᡔᠦ᠋᠋ᡪ᠋᠋᠄ᢣᢄ᠂᠋᠖ᢄ᠅ᢗᢄ᠅ᢕ᠖᠅ᢕᢄ ᢗ᠋ᢞᡇ᠅᠋ᡠ᠑ᢗ᠄᠋᠖᠋᠌᠌᠌᠌᠌᠌ᢄ᠅᠘᠅᠘᠅᠘ ᠘᠆ᡨᡆ᠋᠋᠋ᢁᠴᡄᠬᢣᡃᡆᡗ᠂᠋᠘᠆ᡄᢞ᠋᠋᠕᠅ᠺᢄ᠂ᠺ᠅ᡗᠥ᠋ᠮ᠌᠉ ᠬ᠋᠕᠈ᢞ᠆᠆ᡏ᠑᠘ᠳᡅ᠋᠅ᡶᢗ᠂ᠴᡅᡗᠬᠦ.
(interpretation ends) In our closing remarks we remind you that our graduation rates have remained well below Canadian standards. Just to use a couple of statistics as examples, from 1999 to 2003, the graduation rate was always less than 35 percent. Fast-forward to today, from 2013 to the current, the graduation rate has remained below 45 percent. During the last 20 years that this Department of Education has had its mandate, the graduation rates have not improved.	(ఎస్ఎస్) Lఎినిగొంకా Cదింది దినిలాగి కిందింది సింగా సింగా కిందింది సింగా కిందింది దినిలా కిందింది దినిలా కిందింది దినిలా కిందింది దింది దిందింది ది ది ది ది ది ది ది ది ది ది ది ది ద
Bill 25 is based on Bill 37. Both bills are proposed by the Department of Education to increase their stronghold. We ask you to question if this is what your constituents voted you for. Here I would like to recognize our MLA, Adam Lightstone, who I know and I have heard that he comes to district education authority meetings quite regularly, if not every meeting. That's the collaboration and communication we want with MLAs.	L రింగ్ 25 సింగ్ సింగ
You have heard many more submissions calling for the rejection of Bill 25. NTI, the coalition, Gjoa Haven, and Iqaluit have all asked for that. The Coalition of Nunavut DEAs recommended to you that a new part be	రిచ్రార్ ఎన్రోగి౦రిగెటిగి ఓడార్క్ 25 రెడ్ గిండి పారి రాజినికి దోరిపెద్ది, పొళిరిశింది, గిండిఎదస్ దిప్రిచింగా స్గార్ స్గారి సంగర్గింగింగి గిండింగింగింగింగింగింగింగింగింగింగింగింగింగి

added to the *Education Act* rather than tweaking Bill 25. We recommend inserting Part 13.1 from the Coalition of Nunavut DEAs' submission. We believe that inserting Part 13.1 will unify our education system and will result in increasing focus on student achievement, increasing collaboration, and making sure that communities are heard as they deserve to be. In short, we want the coalition to have the same authority as the CSFN.

(interpretation) I used to work for the Department of Education. While you're talking about education, it is great to hear that we all have similar concerns. Yesterday there were some questions and the Minister's reply was that Inuit language and culture are in the preamble. It's good if it's in the preamble, but it has to be used as the foundation. Using your language, Madam Chairperson, Inuktut and our culture have to be in the contents. They have to be in the "entrails" of the legislation.

When there were divisional boards of education, communities used to be involved and students' parents wanted to be kept informed. It's not really like that these days. We need to give the communities more authority for education.

(interpretation ends) I would like to highlight again when the Minister said that we can't please everybody. None of us can please everybody, but if we scrap this bill, a lot of people will be very happy.

Let's find a way of empowering and reempowering the communities so that we have more successful students and we have a better graduation rate. We expect our children and grandchildren to be ambitious. Let us walk the talk. Let's have a better collaboration and better communication so that all the communities are more successful. (interpretation) I'll end there. 

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Chairperson (interpretation): Thank you,	<b>Δ•/ペÞርˤၑ</b> : ˤdᡃᢣᢩ°ႭӶᡝᡃ, ᠘᠋᠄ᢅb᠘c b∩Lᢣᢩ᠈ᡣᡕ
Iqaluit District Education Authority. Thank	᠘᠆᠆᠋ᠳᡏ᠉Ͻ᠆᠆ᠺᠣ᠋ᠮ᠋ᠴ᠄᠂᠋ᠯᢞᡆᡏᡃ ᢗᡃ ᠌᠌ᢟ᠋᠘ᢩ᠂᠋᠘
you, Doug Workman. Thank you, Okalik	᠈ᡃᡆᢣᢩᢁ᠋ᡤᡃ᠉ᢄᡔ᠋᠁᠘ᢣᡘ᠕᠅
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	<i>&gt;&gt;&lt;</i> << <u>&gt;</u> <><
>>Applause	
>>nppiause	᠕᠆᠋᠋᠋᠆᠋᠋᠋ᠺᡃ᠋᠋ᡖ᠆ᡓ᠆ᡆᠺᡃ᠙᠋ᢄᢣᡄ᠅
I was able to work with you for a bit, Okalik.	
I was able to work with you for a bit, Okank.	
We will take a short break for 10 minutes. I'll	
give the Chair back as I'm just the Co-Chair.	Űዉ ഛ⁰Ხ∿Სᡄ▷∧ኁᡄ∿ơ⊲ናናር 10 ୮ơና∿.
(interpretation ends) Ten-minute break.	᠘ᡃᠡ᠋ᢞ᠙᠋ᠵ᠋ᢗ᠋᠄᠋᠘᠖᠋ᡥᠬ᠋ᡨᠣ᠋᠋ᠬ᠋᠋᠉᠆᠋ᠬ᠅᠘ᡄ᠋ᢂ᠋᠘᠆᠖᠘ᢞᡆᠺ᠘
(interpretation ends) ren-innute oreak.	
>>Committee recessed at 10:24 and resumed	᠈᠈ᢧᡣ᠘ᢣᡪᡄᢅ᠋ᡗ᠂᠋ᠴ <sup>ᢐ</sup> ᡃᡉ᠋᠋ <sup>ᢐ</sup> ᠘᠋᠋᠘ᢨᡆ᠊ᢐᢅ᠋᠋ᡔ᠋᠋
at 10:41	
	<b>Δ▷/≪▷ርˤ▷</b> (LΔᅆ): CΔL ▷∩ˤʰHΔLᢏˤΓ⊀ˤ
Chairman (Mr. Main)(interpretation): The	ᡖᡣ᠘ᢣᡏᡄᡶᠯ᠘ᡨ᠋᠋ᡄ᠋᠋᠉ᠫᡄ᠘᠆ᡄ᠋ᡅᡃᡰᡰᡆᡄ᠋᠋ᡞᠣᢂᡬᠴᢩ᠖
Standing Committee on Legislation is now	ዾዹ LᠸႱჼዘ⊲ჼ 25 ∧ႠႢ⊲ႢႶჼჂႶႰ ዾჲ
back as we're dealing with Bill 25. Acting	▷᠋ᡃ᠋ᡋᢣᡰ᠘ᡄ᠋᠋ᠬᠦ᠋᠋ᡗᠴ᠖᠋᠘᠘ᠴᡆ᠀ᡃ᠋᠋ᡏ,
Languages Commissioner of Nunavut, Ms.	ᡖ᠋ᡗ᠇ᡆᠵᡄᢣ᠋ᡖ᠘ᡥ᠌ᡓ᠖᠆᠆᠆᠃
Aariak, welcome, as well as your officials.	ጋ°∿ሀዘ⊳ቦና, ∧⊂∿ዖՐ-⊃ ላ⁴L⊃
I'm sure you have comments to make, so you	PSDHABHASDSAC Q_Q°CLC.
can now begin, Ms. Aariak.	ለቦ⊲ <sup>™</sup> Ⴢ՟_ጋ⊲ <i>⊏™</i> >∩ና, Γ' ጳሲ⊲ʰ.
Ms. Aariak (interpretation): Thank you for	<b>╡<sub>ᠭ</sub>⊲⋫</b> : ᠋᠂ᡃᠯᢣᡨ᠋᠋ᡄᡤᢆᠥ᠕᠋ᠺᠮ᠋᠖ᡃᢛᡣᢗᠵ᠋᠋᠘᠘ᢞ᠙ᠵᢗᡄᡃ᠊
giving me this opportunity, Mr. Chairman. I	
will first introduce the officials who are here	$\Box \Box \Delta \Delta \Delta D^{h}$ , $P \Box \ C \sigma^{h}$ H $\Delta^{h}$ L $C \cup C \cap A^{h}$
with me. This person is Lenise Hayes, our	<u>خ</u> دية دولي (به تو دولي الله الدولي المراجع المراجع المراجع المراجع المراجع المراجع المراجع المراجع المراجع الم
Legal Counsel, and Francine Lantin, our	רו ב ב גו ב ב גו גע
Director of the Office of the Languages	
Commissioner.	
I would first like to thank you and say "good	いっちょう しん マンド・マン・シーン シーン シート
morning" to you, the Members of the	LCUCD%CD%Cd4b, J~U/MACDULJ
Standing Committee on Legislation. I also	°d⊁°Ω˰.
thank you for your warm welcome.	
	<sup>ᡪ</sup> ᠔᠗ᡏᢞᡄᡅᡃᠫ᠋᠋ᡅ᠘᠆ᢣᡝ᠋᠋᠋᠋ᡃ᠋ᢆᢌᡶ᠋ᡠᠺᠫᢪ᠋ᡅᠺ᠘
It is my pleasure to appear before you to	۵۵٬۶۱ ۵۱۵ ۶ ۵ ۵۵٬۶۱ ۲ ۵۵ ۶ ۵ ۱۵ ۵۳۰۶ ۵۳۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰
present the Office of the Languages	م <sup>1</sup> د-۲۵° לבי מיר בי מוד בי מיבי&∿נסי גרנויגיי 25 Γוֹיגםי. גרנרס∿נליי
Commissioner's submission on Bill 25, An	
Act to Amend the Education Act and the Inuit	
Language Protection Act.	52-Γ52-σ4°σ°σ°σ° L⊂62< Γ <sup>ι</sup> μος.
Language I Tolechon Act.	
In our September 12, 2019 submission on Bill	/∩∧ሲ 12, 2019-ህ∩՟ጔJ ጋ°σሲጵና L⊂ႱኻႪ
25 to the Standing Committee on Legislation,	25 //dn-jj bnl/rbd.
we have focused primarily on the	bnl>hcčuba°c°obac
we have rocused primarily on the	512112002 を 25 らったっていていていていていていていていていていていていていていていていていていて

constitutional law and indigenous rights arguments. Through Bill 25, the Government of Nunavut proposes to significantly delay even further the implementation of Inuit language instruction. The government invokes the "lack of Inuktut-speaking teachers" as one of the reasons for imposing the delay, although a number of years have already passed since section 8 of the *Inuit Language Protection Act* came into force.

In its 2013 review of the *Education Act*, the report from the Auditor General of Canada recognized that the *Education Act* was enacted to address the increased use of English in homes and the corresponding decline of Inuit language fluency. The Auditor General's report also highlighted inadequate implementation and management of the Act, failure to meet the *Education Act*'s bilingual education goals or to properly monitor and measure its implementation.

Section 35 of the Constitution recognizes and affirms the existing aboriginal and treaty rights of the indigenous peoples of Canada. The Supreme Court of Canada recognizes that the content of these rights must be directed at fulfilling the purposes of Section 35. The court stated that to be an indigenous right, an activity must be part of a practice, custom, or tradition that is integral to the distinctive culture of the indigenous group claiming the right. Inuit language is clearly an element of practices, customs, and traditions integral to distinctive Inuit culture.

(interpretation ends) The preamble to the *Official Languages Act*, or OLA, contains similar wording but adds that the Inuit have an inherent right to the use of the Inuit language in full equality with the other official languages of Nunavut, English and French.

The United Nations has declared 2019 as the

ርΔካራሬው 2013 የΓየንσኪኑር Δርዮσላውጋርኪσነጋ ᠘᠆᠋᠋ᠳᠣᡏᢀ᠋ᠧ᠋᠋᠋*ᡄᠧᠾ*ᢀ᠘᠆᠋᠘ᡄ᠘᠆᠕ᢣᢩᢂ ዾኄኯዀጋኈጏ. bacዾ< ር፟፟፟፟፟፟ ር፟፟፟፟፟፟፟፟፟፟፟፟ ይኈብዾ< "ᡣ᠙ᠵ᠘ᢨᡙᠴᢦ᠋᠋ᡃᢛ᠋ᡔ᠋ᡏᡃ᠂ᡏ᠋ᡔᡄ᠋᠉ᢕᡄ᠉ᢕᡗᡆ᠉᠘ᢉᢣ᠋ᡃᢐᡝᠣ᠋ᡃᠴ ᠘᠆᠋᠘ᠵ᠂᠋᠕ᠫ᠋᠄ᡆᢣ᠉ᡥ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᢩᡄᡄ᠋᠋᠋᠋᠋᠃ᠳᢣᡆᢣᢙ᠋᠈ᢕᢩᢁᠴᡐ᠋᠘ᠴᡆ᠘᠊ ᠘ᠸ᠋ᢣ᠘ᡃᢣᡣᠴ᠋ᡗ᠋ᡣᡗᢨᡆ᠕ᠧ᠕ᡔ᠋᠕ᠴ᠋᠅ᡩᡄ ⊲⊃⊂ഌ∩⊂⊳൳ഀഀՐഀ൧ഀ."

∩∩ና<sup>™</sup>רב<sup>™</sup> 35 bac>< L⊂ניל⊲<sup>™</sup>נכ ⊲∿ՐኄᲮ∩Րํ∿σຩ໔ ∧๙°ฉ⊳∩ኄᲮኈ⊃ና. bฉC>< ᠑᠋᠋ᡃᡬᡰ᠖ᡙ᠕᠋᠋ᡃ᠖ᢛ᠋ᡔᡄ᠘ᠴᡄ᠆᠋᠉ᡔ᠘ᠴᢄ በበና<sup>66</sup>/L $\sigma$ ላር 35 ለ<sup>5</sup>/ለቦኑ<sup>6</sup>  $_{\circ}$ . ۵٫-۱۰۷ ۵٬۵۲۰ ۵٬۵۲۰ ۵٬۵۲۰ ےمے<sup>،</sup> ا<sup>ب</sup>ە<sup>،</sup> کارور ک کارور کارو ᠕ᢛᡆᢣᢂᢣᠴ᠔᠆ᡣ᠋ᡰᠴ᠔᠆᠃ᡀᢋ᠕᠋᠃᠕᠃᠕᠃ ∆ൎ൧൳൨ൟൎ>< ∧ൟ഻഻ഺഺഀഄഀഺ൧ഀ.

(ϽϞϷϽϤ) ϹΔϷϭ ΛΓϤ<sup>ͼ</sup>ϞႱჼσ<sup>ͺ</sup>Ϟσ<sup>ͺ</sup> ϫϿϫΔ<sup>ͼ</sup>ϽΔΡΠ<sup>、</sup>Ⴑσ<sup>ͺ</sup> Δ*ͻ*Δ<sup>ϲ</sup> ϷʹϐϷϟ<sup>ʹ</sup>ʹΓ<sup>ͼ</sup>σ<sup>ϧ</sup> Ϟ*>Ϟ*Ϸʹ·Ϳ<sup>ϲ</sup> *LϲႱ*ʹΓ<sup>ͱ</sup>, Δ*ͻ*ϲʹϐ<sup>·</sup><sup>κ</sup>Ϟ<sup>c</sup> ϷʹϐϷϟʹͼσ<sup>ϧ</sup> Δ*Δ*Δ<sup>ε</sup> CL<sup>ϧ</sup>dϤ ϤϽΡ<sup></sup><sup></sup><sup></sup><sup>2</sup>α<sup>,</sup>σ<sup>,</sup>δ<sup>,</sup><sup>2</sup></sub><sup>2</sup> Δ*ά*<sup>2</sup></sub> International Year of Indigenous Languages that "aims to raise awareness of the consequences of the endangerment of Indigenous languages across the world...to establish a link between language, development, peace, and reconciliation."

The Government of Canada enacted the *Indigenous Languages Act* on June 21 this year, showing its intention to support the reclamation, revitalization, and strengthening of indigenous languages in Canada, in which it explicitly recognized that "the rights of Indigenous peoples recognized and affirmed by section 35 of the *Constitution Act, 1982* include rights related to Indigenous languages."

This is also in keeping with the United Nations Declaration on the Rights of Indigenous People (UNDRIP), which explicitly sets out rights and corresponding obligations relating indigenous languages, including the right of indigenous peoples to transmit their languages to future generations.

The Government of Nunavut has itself affirmed this right in its submission to the United Nations Office of the High Commissioner of Human Rights in a study on the role of languages and culture in the promotion and protection of the rights and identity of indigenous people. In addition, the Government of Nunavut acknowledged that the Inuit language constitutes the banner under which the indigenous people of Nunavut exercise their rights under Article 5 and Article 13 of UNDRIP. The proposed amendments delaying the implementation of Inuit language instruction would appear to be contrary to this position.

These statements serve to acknowledge and reinforce the already existing Inuit language rights and corresponding obligations on the Government of Nunavut. More importantly, ▷'ᲮᲮᲙ՞ᲡᲜെ ഛବ୍ୟ୮ ▷'ᲮᲑᲙ՞Ր°Ნ. C°᠙ᲮᲡএଏჼስናጋՐ ՙᲮ՟এᲑᲘാ ଐL ▷᠘ᲒᲘᲣᢑጋ᠘ና.

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Language Protection Act therefore merely	ዾኄዾዾዀኇኯ፟፟፟፟፝፝፝ኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ
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instruction and the obligations that already	ᡏ᠋ᠫᡝ᠋᠋᠋᠋᠋ᠴ᠋ᠴᠴᠴᠴᠴᠴᠴ ᡏ᠋ᠫ᠋᠋᠋᠋ᠴ᠋ᢕ᠋᠈᠘ᡄᡨᡆ᠋᠋᠋ᢁ᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᡏ᠋
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exist.	
In addition, UNDRIP also sets out the rights and obligations in the area of education. Read as a whole, these UNDRIP provisions ground the argument that language is the clearest expression of culture, that the right to use, transmit and develop indigenous languages is an inherent indigenous right, and that governments have an obligation to ensure the survival, sustainability and enhancement of indigenous languages.	ϤϞͺϤϚϼͽ ϫͺϿͼϪͼϧϥϧͺϫͺϫͺϫϲϫϥϫͺͺϷϽϧϧͽϴϽϧ ϒͼϿϷͶϧϷͽϥϫͼͺϫͺϫ ϒͼϿϤ ϷͽϷϲϳͺͽϹϘͼϭϫͺͻϧͼͺϲͽϥ ͼ ϿͼϿ ϒͼϧϫ ϒ
Similar assertions can be found in Article 4 of the <i>Convention on the Rights of the Child</i> where it provides that States parties must "undertake measures to implement" the linguistic and cultural rights of children "to the maximum extent of their available	CΔĹ <sup>、</sup> \Δ <sup>e</sup> Δ <sup>&amp;</sup> Ϸ <sup>s</sup> Ϸ <sup>s</sup> Ϸ/L <sup>L</sup> ΓϟΔ <sup>c</sup> ά\ϷΛϲ <sup>L</sup> Γ <sup>b</sup> 4-Γ <sup>b</sup> Ϥ <sup>*</sup> Γ <sup>s</sup> ϷΛ <sup>i</sup> ΔΟΡ <sup>2</sup> Lϟσ <sup>b</sup> /Ρ <sup>2</sup> <sup>i</sup> Λϟ <sup>e</sup> ΔϷΛ <sup>*</sup> Γ <sup>e</sup> Δ <sup>c</sup> ΔϽϲ <sup>-</sup> <sup>s</sup> Ρ <sup>1</sup> Lϟ <sup>c</sup> CL <sup>b</sup> dϤ Ⴑ≪LΔ <sup>c</sup> Λϲͺυ/ΓϤϲ <sup>-</sup> ϤϽϲ <sup>-</sup> <sup>s</sup> Ρ <sup>i</sup> Ω-Λ <sup>b</sup> Ϸ <sup>s</sup> ϷΡ <sup>2</sup> <sup>s</sup> Δ <sup>c</sup> Λ <sup>*</sup> <sup>b</sup> θ <sup>2</sup> <sup>c</sup> Α <sup>e</sup> ΔϷΛ <sup>s</sup> <sup>b</sup> <sup>s</sup> δΓ <sup>*</sup> <sup>c</sup> /Ρ <sup>2</sup> <sup>i</sup> <sup>c</sup> C <sup>*</sup> <sup>b</sup> <sup>2</sup> <sup>b</sup> Λσ <sup>s</sup> <sup>i</sup> <sup>2</sup> <sup>3</sup> <sup>1</sup> θ <sup>2</sup> <sup></sup>
resources."	ᠴᡆ᠌᠀ᡃᡏ ᢗ᠋᠋᠋Ĺᠣ ᠘ᡠᠠ᠘ᡁ᠋᠕ᡩᡆ᠌ᢈ᠋ᠺ᠋᠋᠋ᡃᢐᢛᡆ
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In short, the Inuit of Nunavut enjoy an	ג>יל>לרי פֿג>∩רי 35-רי <i>גרטילסיר</i>
inherent indigenous right to use the Inuit	$bacr. C^a \Delta a^b \cap \mathcal{I}^c$
language, protected under section 35 of the	᠘᠋ᡄᡃ᠋ᠺ᠋ᠺᢄᡃ᠋ᡆ᠋᠂ᠳ᠋᠘ᢞ᠋ᡶᠣ᠋᠌᠉ᡬ᠋᠅
Constitution, including the right to Inuit	⊃≪ْ؈⊲⁴∿٢⊃ٛٮ ف∠◄۩⊂ٮ٦ 8-٦
language instruction, which does not depend	$\neg \neg $
on section 8 of the ILPA.	
Those linguistic rights connet simply he	
These linguistic rights cannot simply be revoked, restricted, or postponed by a	ᡬᡃ᠋᠉᠊ᢗᢦ᠋᠋ᠫᢨᡆ᠌ᢪᡆ᠋᠅ᡥᡗ᠋ᠶ᠋᠄᠘᠆᠋ᡶ᠋ᠮ᠊᠋ᠴ᠋᠋᠖᠆ᡘᡟᡷᡃ᠉ᢗᢂᢣᠴᢩ ᡥ᠋ᡃᡧᡧ᠋᠋᠕ᡩᡄᢂᡱᡆᠺ᠋᠋ᠬ᠋᠊ᠴ᠘᠆ᡶᡄ᠋᠋ᡶᡄ᠋᠋᠕᠆ᡁ
legislative amendment. Therefore the	ዶ ଅ≪ኪላ™୯Ϸ୦-ଘ୍ୟା
provisions of Bill 25 that aim to delay the full	ᡗᠬᡕᡰ᠋᠋᠋᠋ᠴᡄ᠆ᡣ᠋᠋ᡪ᠉ᡒ᠘ᡦ᠂᠋᠌᠘᠋ᡄ᠐᠂ᡪ᠉᠌᠌᠌᠌᠘᠆᠂ ᠌᠌ᢪ᠋᠊᠋ᢓ᠆᠁ᠺ᠉ᡒ᠘ᡦ᠂᠌᠌᠘ᡄ᠖ᢕᡪ᠉᠌᠌᠌᠘᠆᠂
	ΔΦΠϽϤ ΔΞΥΠΕΡσ <sup>1</sup> , 4Ρς <sup>1</sup> <sup>2</sup> <sup>3</sup>
and comprehensive implementation of Inuit language instruction go against the very	ΔΔΥΤΟ΄ ΔΕ ΥΠΕΡΟ Α, ΥΡΥΑΊΟ ΤΟΥ Α. Λ4°ΦΡΩΡ5°Ρ°σι ΔΔΔς.
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foundations of the inherent indigenous	Δ±0~0~21070 317 Λ μαριτη 03. β μαιαιομοίος στο Αστο Αστο Αστο Αστο Αστο Αστο Αστο
language rights of Inuit. The delayed, phased	
implementation of Inuit language instruction	CΔL Ρ <sup>3</sup> υςλς, 56Cσς%)σε Δρεσε
proposed by Bill 25 will conceivably deny generations of Inuit the exercise of their	\[         \]     \[         \[         \]     \[
language rights.	൧ഀഀഀ <sup>ֈ</sup> <sup>ֈ</sup> <sup></sup> <sup>1</sup> <sup></sup>

The recent Statistics Canada report by Jean-François Lepage and Stéphanie Langlois, with the collaboration of Martin Turcotte, released in July 2019 highlighted the significant decline in the use of the Inuit language in homes and elsewhere in society. In fact the role of schooling is evident as fewer children identify Inuktut as their mother tongue after grade 3, which is particularly alarming given the finding that the Inuit language is used less and less as the primary language at home.

(interpretation) In Doucet-Boudreau v. Nova Scotia (Minister of Education), the Supreme Court of Canada upheld an order that required provincial authorities to use their best efforts to provide school facilities and programs for the linguistic minority by specific dates. (interpretation ends) As the court explained, delays in the implementation of language rights must not be tolerated because it can create a situation in which there are no minority language speakers left to invoke such rights. The situation in Nunavut is similar to the "urgent context" that the Supreme Court of Canada described in Doucet-Boudreau. By delaying further the implementation of Inuit language instruction, the Government of Nunavut will find itself in a position where there are even fewer Inuktutspeaking teachers.

In previous submissions we raised certain administrative law principles which we feel continue to support our concerns around the law-making process. Of particular concern, the Department of Education has concentrated exclusively on those provisions of the *Inuit Language Protection Act* that deal with Inuit language education rights. (interpretation) However, the ILPA's preamble speaks to Inuit language instruction and the goal of nurturing the Inuit culture, which finds its roots and survival in language. The manner in which this revision was conducted therefore risks leading to inconsistencies and conflicts within

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Δ<sup>•</sup>d<br/> <u>\%₽∟₽%C%₽° לב∆ 2019-₽°. \%₽ċ₽%ՆC</u> ϪϲϧͶϹϷͽϷϲͽϫͺϒͽϧϧϧ ᠂ᡃ᠋ᠣᡄᢂ᠆᠋᠖᠆᠋᠕᠆᠋᠘ᡄ᠘᠆᠋᠕᠆᠃ <u>α\_αΔζίδες μουραγικός τη αραγική το αραγικός το από τη αραγική το αραγικός το από το αραγικός το από το αραγικός το από τι από το από το από το από το από παι από τι από το από</u> ᡏ᠋ᠫᢛᢗᢂ᠋᠆ᡎᠴ᠖᠋᠆ᠳ᠖᠘᠘ Ċŀdd^rc= UQLC>>< duundler jakidish ᠔ᢛᢗᢦ᠋᠆ᡐᢑ᠊ᡩᢛᠵᡄ᠂᠘ᢛᠹᢛ᠋᠋ᠵᢧᢣᢦᢗ ᡆ᠋᠋ᠴᡆ᠘ᡃ᠋ᢛᠠᢣ᠘ᡃ᠘ᢗ᠊᠋᠌ ᢪ᠋ᡃ᠍ᡧᡧ᠋ᠺ᠖᠖ᢧ  $^{6}$ ᡏ᠋ᠫ᠋᠄᠋᠋᠋ᠣᡄ᠋ᢙᡄ᠋᠘᠆ᡁᢣ᠋᠋᠋᠅᠋᠘ᢗ᠂ᠴᡆᠵ᠋᠘᠆᠘ ᠂ᡃ᠘᠘ᡩ᠕᠘ᡩᢂ᠉ᢣᢙᡆᢁᠫᢛ ጋላልჼႭჼσႢႺჂჼჼჄႾჂჼႱႫჼ ႦႭႠႠჼ ۵۳۵۹۰۲۵۰ کېږ کېږ کېږ کېږ کېږ ∆ჼჾႦჂჼჾႠႦႶჼႶႶჼჂႶჼ. ႼჼႱ≪Ⴂ⊲ჼჼႠႦႫჼჼ ᠘ᠴ᠋ᡅ᠋ᡣ᠋ᡔᡄᢄ᠈᠋᠖᠘᠘ᡄᢑᡆᢕᠧᡅ ዮህペヘላኈ∩ርኦσ∿Ⴑ. ርΔLσ ႱペႾჾ ኄኦኦት՟ኈታ <u>አር የ</u>

the *Inuit Language Protection Act* itself. Further, this Act must be read in conjunction with the *Official Languages Act* to understand the overarching purpose of these laws and ensure that any revisions ensure those purposes can be achieved.

Under the *Inuit Language Protection Act*, the Languages Commissioner is responsible for safeguarding the rights, status and privileges of the Inuit language. In order to carry out this daunting task, the Languages Commissioner is authorized to take any necessary actions and measures that are authorized by the Act. These actions and measures include receiving concerns, conducting investigations, and recommending measures.

Likewise, the Minister of Languages has the important functions under the *Inuit Language Protection Act*. Most notably, the Minister must develop programs and policies aimed at promoting the use and development of the Inuit language, Inuit language vitality, proficiency and learning, and overall ensuring that there is widespread integration of the Inuit language in all aspects of Nunavut society. (interpretation ends) The Minister's functions under the ILPA overlap with those functions set out in the *Official Languages Act*.

Also under the ILPA, a common overarching theme grounds the respective roles of the Minister of Languages and the Languages Commissioner, and that's to safeguard and promote the Inuit language in order to ensure its vitality, sustainability, transmission, and use. These purposes cannot simply be retracted by the revision of the Act as proposed by the Department of Education.

Section 43 of the ILPA requires that a review of the Act be carried out in conjunction with a review of the *Official Languages Act*. In fact the OLA governs the review of the ILPA.

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Along with any review of the ILPA, it is necessary to review the status of the Inuit Uqausinginnik Taiguusiliuqtiit.

Even though Members of the Legislative Assembly might enjoy the power to propose bills aimed at amending legislation, when dealing with quasi-constitutional statutes like the ILPA, this power should be exercised with great caution and in a comprehensive manner. The proposed amendments of Bill 25 to section 8 are at cross purposes to the goals of the ILPA in that they are not aimed at enhancing the use and viability of the Inuit language. It is also arguably contrary to the duties on the Minister of Languages and the Languages Commissioner when dealing with the declining use of the Inuit language in homes, at work, and in the community.

Section 8 describes the language rights of the Inuit of Nunavut and certain obligations on the Government of Nunavut with respect to education programs, but it does not create those rights. By proposing to suspend the application of section 8, Bill 25 may give the government false comfort that it still has time and reduce the sense of urgency that until recently the impending July 19, 2019 deadline for implementing comprehensive Inuit language instruction instilled.

Finally, language rights are inherent indigenous rights and any change to these rights should be preceded by significant public consultation focused simply on the issue of Inuit language education rather than the broader *Education Act* amendments.

Thomas Berger, the conciliator, noted that the failure to have Inuktut as the language of education through grade 12 had damaging effects on the students, which amounted to an "institutional rejection" of their culture and reinforced the "colonial message of inferiority." The only remedy, in his opinion, ٬የ୮ናን⊲൨⊲ʻ₺୵፟ሇLC ୯໊՟՟ ٬የ୮ናን⊲൨⊲ʻ₺ናናር Ճ൧ൔ൳ൖൎഄ൛ഀ൹൙൳൨ൎฦഺ൳ൖ൹ഀ൹൙ഄ ൨ൔഺഀഀഀ

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was the implementation of "a bilingual [education] system that works."

(interpretation) For me, this means having a clear monitoring and implementation plan and the ability to measure outcomes. We agree the foundation of language starts at home, but in order for the Inuit language to thrive, it must be supported by the government, especially through an education system that empowers Inuit language growth. Let's not forget that the students of today are tomorrow's teachers, public servants, and professionals. Without a strong Inuit language foundation provided through the schools, they will not be able to function and work in the Inuit language.

Inuit language is inseparable and an inherent part of the Inuit identity, of the practices, customs and traditions that are integral to distinctive Inuit culture.

Thank you for the opportunity to appear in front of you today. I am now open for questions.

**Chairman** (interpretation): Thank you, commissioner. Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. I thank the Languages Commissioner. Section 23 of the Canadian Constitution states that parents have the right to have their children receive school instruction, for example, in French, English, or Inuktitut, particularly in English and French. The *Education Act* that we're reviewing right now states that the Minister... . It is stated that the French are a minority, but their language rights are well protected.

Clause 74 of Bill 25 proposes that the Minister "may allow an individual who is not the child of a rights holder...to register with a school and be taught in a school or classroom under the jurisdiction of the Commission ▷ˤᲮ▷ᠠ∿ሁ°ᠳ ᠘᠆°ᠳᡏᡃ᠋ᠬᢐᡃᠣᡃᠠ ᢗ᠋᠋Ľᡃ᠈ᢪ᠈᠆ᡣ የᠯᡆ ᠊᠋᠍᠔ᡃ᠋ᢄᡗ᠆ᠴᠦᢂ᠂

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scolaire francophone" du Nunavut. If the rights holder agrees, the Minister may allow an Inuk child to receive French instruction. This has been amended. Do you support this amendment? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Commissioner.

**Ms. Aariak** (interpretation): Thank you. I can't answer that question because we mainly deal with language rights and we have to be fair to all languages, either in the Inuit language, English, or French. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Towtongie.

Ms. Towtongie (interpretation): This will be my last question. Thank you, Languages Commissioner. On page 2 of your submission you note that "...Bill 25 provides for the possibility to have Inuit language instruction in schools under the Commission scolaire francophone." Can you confirm that you are in support of clause 75 of Bill 25 as set out in proposed revisions to section 8 of the Education Act? If I say it in English, (interpretation ends) can you confirm that you are in support of clause 75 of the bill which gives the Commission scolaire francophone du Nunavut to give effect to Inuit language requirements as set out in proposed revisions to section 8 of the *Education Act*? (interpretation) Thank you, Mr. Chairman. That is my last question.

**Chairman** (interpretation): Thank you. Commissioner.

**Ms. Aariak** (interpretation): Thank you, Mr. Chairman. I think that question can be posed to the Minister because he can clarify. I think that's under his responsibility, if I understand the question properly. Thank you, Mr. **∆⊳/≪⊳⊂∘**: L'a. b୮ィa.

## **Δካ/ペÞርኈ**: L'፞፞፞፞<u></u>. Γ<sup>\</sup> CÞϽ<sup>≏∿</sup>Ր.

**CÞጋ°°Ր**: የህርጉ<sup>®</sup>ሩሲርነጋሀ ላለ<sup>®</sup>ሀበቦሃና. م\_م∆‰۲۵۵٬ C°م L⊂۵۵% 25 ᠘᠆᠋ᠳᡆᢓᢗᠵᢖ᠋ᠣ᠘᠆ᡨᡆ᠋᠋ᡃᡧᠺᡗᡥᠣᡑ᠘᠘ᡃᠣ ዾፚል፞ ᠘᠆ᡨᠣᡏᡃᢐ᠋᠋᠋ᠳ᠘ᡔᡅ᠘ᢪ᠋ᡆ᠋᠋᠖ᠰᡄ᠋ᢅᠧ᠘ <u>α</u>Δ\⊳∩<sup>6</sup>b<sup>6</sup><sup>6</sup><sup>5</sup><sup>6</sup> 75 Δ\_σσ L⊂<sup>6</sup><sup>6</sup> 25 ᠌ᡔᠳᢞ᠘᠋ᡗ᠅᠘ᡆ᠘ᢑᢂ᠆᠕᠕ᡊ ₫<sup>™</sup>₽Ր₫<sup>™</sup>C▷\_\_∩<sup>™</sup> Δ⊆<sup>™</sup>U 8, C°<°σ ئەئےم∩℃∿ە∆ ⊳ەك2 এএএএ?°এ%৮৮%°°এልና. የረଏơ ΔᲮᲙ℠ᲫՃႫናℾℙ ൎ≙ᢣᢈᢈᡅ 75-ℾና ႾႠႱჁჄႱ ĊŀdJjŀŀ ÞΔݥʿ ᠘ᠭ᠆ᠳᠯ᠖ᢥᡗᡥᠣᡰ ᠴᡆᢩᢞᡰ ᠘᠋ᠴᡃ᠋ᡣ᠋᠋ᡔ᠋ᡗᢄᢞ᠋ᡠᢂ᠋ᢣ᠋ᡝᡃᠥ᠘ᡩ᠋ᢧ᠋ᠴ ⊲√۶%CD√L√σ% ἁ√D∩%U 8-F ₽°୰՟⊂<sup>ናь</sup>ᡬ<sup>,</sup>᠖᠋᠕ᡪᢑᡆᢕႱ

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**ἀͺ⊲Ϸ**: ϷϹჼϷϤʹϲΓ໑Δና. ʹϭͰ϶ͺϲϳ·, Δελ«ϷϹϲ·. Ϲͼͺ ϤΛͼϤϹϷ;ͼϫͼϳͼϽͼ Ϲͼͺ ΓϭʹϹϷ< ΛϞ; ΛϲͺϥͺϧͽϧϼͼͺϤͽϽϥͽϧͼϳ;ͺͺϽϼϒϷͺͿϧϥ ϤΛͼϥϽͽϧͺͺ;

## Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I believe that Ms. Towtongie is trying to understand your office's position with regard to a specific clause of the bill. She is referring to clause 75, which to put it in laymen's terms as I understand it and I could be mistaken, it would require Inuit language instruction within the francophone school system in Nunavut. When it comes to rights and language rights, and if you're not in a position to confirm whether your office is in support or you're not in support, that is also an answer that could be given, but Ms. Towtongie was asking for a specific response on that clause. Ms. Towtongie.

**Ms. Towtongie** (interpretation): I'll clarify it. Thank you, Mr. Chairman. Bill 25 gives the Minister the authority, at the Minister's discretion and after careful research, if they want an Inuk child in the French school, they can receive instruction in French or Inuktitut. That was not the case before. That's in clause 75 of Bill 25. Are you pleased with it? Are you in support of it? What's your position on it? Maybe if I clarify it that way, Mr. Chairman. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) In order to be fair with the Commissioner, Ms. Towtongie, you have combined clause 74 and clause 75 of the bill, so maybe we will just put it to you, commissioner, in terms of a more general question. With regard to clause 74 and clause 75, which pertain to the francophone school governance in Nunavut, does your office have a position on those two specific clauses? Commissioner.

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school and the French school can make their own decisions. They can decide what courses they want to teach in the Inuit language. It's always good when the Inuit language is going to be taught anywhere. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Let's proceed. Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. I'm sorry. I'm aware that you were recently appointed to your position. Was your office involved with the drafting of Bill 25? That's my first question and I'll have another one. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Commissioner.

**Ms. Aariak** (interpretation): Thank you, Mr. Chairman. As I stated earlier, the *Inuit Language Protection Act* is closely linked to our mandate. When the bill was being considered, we were involved in the consultations on amendments to the legislation. I appreciate that Nunavut Tunngavik, (interpretation ends) the Coalition of Nunavut DEAs, (interpretation) and the teachers association were all given the opportunity to present their submissions, including our office, but we were not involved in the process. This has been our only opportunity.

Staff members from our office were not involved in the drafting of the bill. I can point out that I think it was in 2015 when they began the review of the *Education Act*. The Committee was asked, since the *Education Act* affects language provisions, if they considered the *Inuit Language Protection Act*. It seems to have been an afterthought with that other Act. Our office was not involved in that conversation. Thank you, Mr. Chairman. **Δ°/<>C<sup>so</sup>:** L'α. b<HΔ\_C. Γ<sup>s</sup>C <sup>s</sup>bLσ<sup>sb</sup>.

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Chairman (interpretation): Thank you. Mr.	<b>Δ•/ペÞር<sup>•</sup></b> ፡፡ L'α. Γ <sup></sup> ር <sup>-</sup> ኑይር <sup>-</sup> ኑ.
Qamaniq.	
<b>Mr. Qamaniq</b> (interpretation): Thank you, Mr. Chairman. I would like to ask a question on page 3 of your submission. You noted the proposed schedule for the phasing in and implementation of Inuit language provisions under clause 43 of Bill 25. Can you clarify whether you feel that the schedule proposes an achievable timeline with respect to the application of Inuit language provisions within Nunavut's education system? Thank you, Mr. Chairman.	<b>'bLσ''</b> : 'd> <sup>b</sup> Δ <sup>b</sup> Δ <sup>b</sup> A
<b>Chairman</b> (interpretation): Thank you. Commissioner.	<b>Δ»/ペϷር</b> <sup>;</sup> ຍ: L'α. bΓረα.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. I also thank you for the question. Can you clarify your question? Are you asking if we agree with the delay of the implementation? Thank you, Mr. Chairman.	<b>ἀͺͺϤ</b> Ϸ; ·ϭͿϧ϶ͺϲϳϹϧͺͺΔϧϒͺͺϘϷϹ;Ϲϧͺͺ·ϭͿϧ϶ͺϲϳϹϧ ϤΛͺͺͺͺͿϿͺϫͺϿϫͺΔϧϷͼϭϽͼͺͼ·ϷϪͼͺϤΛͼϧϥϦͼ Ϲϧϫϲ ͺϫͺϫͺϫ ϤϽϲͺͼϹϷϭͺͼͺϲϧϲͺϫ ϤϽϲͺͼϹϷϭϥͳϧϳϹϨͺͺϲϥϧͼͺϹϧͺͺϤϧϧϲ
<b>Chairman</b> (interpretation): Thank you. Mr. Qamaniq.	<b>Δ•/ペÞር</b> <sup>•</sup> ፡ L'ዉ. Γ <sup>៶</sup> ር <sup>-</sup> ቴLσ <sup>-</sup> •.
<b>Mr. Qamaniq</b> (interpretation): Thank you, Mr. Chairman. Maybe if I speak English. (interpretation ends) On page 3 of your submission you noted the proposed schedule for the phasing in and implementation of Inuit language provisions under clause 43 of Bill 25. Can you clarify whether you feel that the schedule proposes an achievable timeline with respect to the application of Inuit language provisions within Nunavut's education system? (interpretation) Thank you, Mr. Chairman.	<b>'bLσ''</b> : 'd> <sup>+</sup> Δ <sup>b</sup> / «PCĊ <sup>b</sup> . 'bLσ'' <sup>b</sup> : 'd> <sup>-</sup> Δ <sup>b</sup> /
<b>Chairman</b> (interpretation): Thank you. Commissioner.	<b>Δ•⁄ኆÞር</b> <sup>\$</sup> ": L'ם. bГイם.
<b>Ms. Aariak</b> (interpretation): I apologize. Can you hear me now? Thank you.	<b>ጳሊላዞ</b> : LГላሷኈ. ጋኣኈኣኦርኈሩ? ᠂dᢣ°ሷ广.

We do not agree with the proposed delay of the Inuit language instruction. Inuit language rights are identified in Nunavut and across Canada and it reaches outside of Canada, and the rights cannot be taken away. We do not agree with the delay. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I'll just add to Mr. Qamaniq's question. His question was whether the schedule proposes an achievable timeline. If your office doesn't support the proposed timeline, does your office have suggestions for alternatives? The 2019 deadline has already passed. I'm assuming that the deadline cannot be set in the past. It has to be at some point in the future between now and 2039. Does your office have specific suggestions as for alternative, achievable timelines? Commissioner.

**Ms. Aariak** (interpretation): Thank you, Mr. Chairman. We all know that the Department of Education wanted to delay the timeline due to the lack of teachers. However, we are not aware of what is available for curriculum materials in the schools. (interpretation ends) We don't have a clear idea of what the resources are that they have on hand. (interpretation) I believe I answered your question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, commissioner. We have tried to understand it ourselves in the Legislative Assembly as we need to be fully informed, and the Minister has informed us what the reasons are and what has to be done.

(interpretation ends) If it's okay, Mr. Qamaniq, I'm just going to go to the Minister. (interpretation) Minister, looking at the implementation schedule, they keep referring to 2039. What does it entail and how did you set the implementation deadlines for language Ċŀdd ᢏᠴᡆ᠘ᡃᡃᡰᢗᠵᡃᠢ ᢪ᠋ᡶ᠙ᡕ᠕ᡃᡃᡟᢗᢂ᠅᠘ ᠘ᠴ᠘ᡩᢂᡷᠰᡫ᠘ᡔ᠋ᠲ᠕ᡃᡪᢗᢂᡔ᠋ᠺ᠖ ᠮᡃ᠋ᢆᡪᠴᡩ᠋ᢩᡠᡃ᠘ᡥᢌᡳᢉᢓᡷ.᠘ᠴ᠘ᡩᢂᡷᠰᡶ ᠕ᢞᡆᢩᢂ᠋᠋ᡃ᠋ᢐ᠋ᡩ᠋ᡭᡊ᠋ᡩᡄ᠋ᡆᢩ᠌ᢁᡷᠮ, ᠌ ᠌ ᠌ ᠘ᠽᡄ᠋Ĺᡏ, ᠋ᠦᡄ᠙ᡩ᠘ᡄ᠋ᡠᢑᠺ᠋᠋ ᠺᡃᡰᡄ᠘ᡩᡆ ᡬ᠋ ᡶ᠋ ᡶ ᢓᡶ᠙ᡕ᠕ᡩᠦᢂᢗᡄᡄ ᡬ ᠘ᡃᢞᡆᡏᢀ,᠘ᡃ᠙ᠺᢗᡄᡃ.

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of instruction? What were the reasons? Minister Joanasie.	ΗΡΦΦ <sup>Ϸ</sup> Λ <sup>;</sup> ʹΫΗΔ <sup>;</sup> Ϸ <sup>;</sup> ͽΗΔ? Γσ <sup>.</sup> C ʹϤΦΥ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just in terms of the amount of work that will be required to make these resources available and the training of Inuktut-speaking teachers is going to take time and many other resources, financial and otherwise. Taking those into account, we have scheduled out a plan where language arts in Inuktitut as well as English is mapped out by different years and different grade levels, and each strand of the curriculum that has been developed to date in Nunavut continually has to be made available in Inuktitut. This encompasses curriculum development, assessment tools, resources, as well as training for using those materials.	<b>Φυλίνο δ΄ ΟΔΔΠ Ασαγ</b> : Δ, ίστο μ΄ μ Δεγαρζίδ. (Οίλ λημε) CLO μος Ανοιο μου μου μου μου μου μου μου μου μου μο
In our experience it takes two to three years to develop one specific piece of curriculum and one to two years for assessment tools, so five to ten years to develop resources as well as terminology for one year of training, and this is per subject area. We have tried to map it out as best we can, the resources that would be required and the efforts that need to be made, in the submission that we provided on Monday to the Standing Committee. Thank you, Mr. Chairman.	<sup>٢</sup> ٥٩٢٠٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) And just to confirm that document that you are referring to, I have it here in front of me, <i>Inuktut Language Arts</i> <i>Language of Instruction Implementation</i> . I have seen copies out in the foyer. Just to confirm, that's a public document available to any stakeholder that would like to look at it. Minister Joanasie.	<b>Δ<sup>ϧ</sup>/«ϷϹ·</b> <sup>ϧ</sup> : L'ϥ. (ϽϞϟႶͿϚ) ϥͺͻϥΔ <sup>Ϛϧ</sup> /ͿϹϽΔ <sup>°</sup> ϥͺ <sup>sϧ</sup> ͺͻ <sup>°</sup> Ⴑ Ϲ <sup>°</sup> ϥ Ϟσ <sup>°</sup> ϭ <sup>-</sup> L <sup>c</sup> Ϲ <sup>°</sup> ϥ Ϸ <sup>Ϛ</sup> ϷϷ/ͺϞΔ <sup>c</sup> . Δ <sub>Ω</sub> Δ <sup>c</sup> Ϸ <sup>s</sup> ϷΡ <sup>λ</sup> <sup>°</sup> <sup>ρ</sup> <sup>-</sup> ϼ <sup>c</sup> ϥ <sup>-</sup> σ <sup>k</sup> Ϸ <sup>Ϛ</sup> ϷϷ/ <sup>s</sup> <sup>w</sup> ϤϽ <sup>s</sup> <sub>2</sub> J Δ <sup>c<sup>°</sup></sup> σ <sup>4</sup> <sup>w</sup> Π <sup>c</sup> Πσ <sup>4</sup> <sup>c</sup> <sup>c<sup>-</sup>σ<sup>k</sup> /ϲΠ<sup>c</sup>Π<sup>d</sup>d<sup>2</sup><sup>c</sup>Π<sup>°</sup>σ<sup>p</sup> Ρα<sup>2</sup>Δ<sup>°</sup>α<sup>sk</sup> Ϥ<sup>s</sup><sup>k</sup><sup>°</sup><sup>c<sup>w</sup></sup> Λ<sup>c<sup>°</sup></sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup><sup>2</sup><sup>w</sup></sup>
<b>Hon. David Joanasie</b> : Thank you, Mr. Chairman. Yes, when we provided it to the Committee, we understand that it became a	<b>ዻኈሁሩኈ፞፟፝፞፝፞፝፞ኈ፞ ርΔልበ                                   </b>

public document. Thank you, Mr. Chairman.	ርጭ b እንዲት የ እንዲ
<b>Chairman</b> (interpretation): Thank you. Mr. Qamaniq.	Δ°7<νር~. <b>Δ°7&lt;νር~</b> : L'α. Γ'ር <sup>s</sup> bLσ <sup>sb</sup> .
<b>Mr. Qamaniq</b> (interpretation): Thank you, Mr. Chairman. I would now like to ask about the second paragraph on page 10 of your submission. It states that "It might also make it more difficult for an Auditor General to describe specific ways in which the Government of Nunavut is falling short of its obligations." Can you explain what they have overlooked and what it means to you? Thank you, Mr. Chairman.	<b>'bLσ</b> <sup>•</sup> b: 'db <sup>a</sup> d <sup>b</sup> , Δ <sup>b</sup> / «ÞĊ <sup>b</sup> . CΔL
<b>Chairman</b> (interpretation): Thank you. Commissioner Aariak.	<b>∆⊳ץ≪⊳⊂∿</b> : L'a. b୮ィa ସં∿⊲⊳.
<b>Ms. Aariak</b> (interpretation): Thank you Mr. Chairman. Is it on page 10? I don't quite understand your question, so if you can rephrase it. Thank you, Mr. Chairman.	<b>ዻ፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞</b> ፟፟፟፝፝፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
<b>Chairman</b> (interpretation): Thank you. Mr. Qamaniq.	<b>Δካ⁄ ≪⊳ርኈ</b> : L'ჲ. ୮ᡃᢗ ⁵bLσ⁵⁵.
<b>Mr. Qamaniq</b> (interpretation): Thank you, Mr. Chairman. I'll go back to English again. (interpretation ends) In the second paragraph on page 10 of your submission you state further, "It might also make it more difficult for an Auditor General to describe specific ways in which the Government of Nunavut is falling short in its obligations." Can you elaborate further on what you mean by this statement? Thank you, Mr. Chairman.	<b>'bLσ</b> <sup>•</sup> b: 'd৮° α΄t <sup>'</sup> , Δ <sup></sup> ν/«ϷϹ΄ <sup>®</sup> . 'b <sup>-</sup> _ລαϷϧ <sup>-</sup> Γ <sub>-</sub> Δ <sup>*</sup> υ. (ϽϞϷΛJ <sup>c</sup> ) Ϲ <sup>°</sup> α Ͻ <sup>,</sup> σ <sup>-</sup> 4 L <sup>*</sup> Λ <sup>®</sup> Ͻ <sup>®</sup> 10-Γ <sup>-</sup> Γ <sup>-</sup> Σ <sup>®</sup> Ͻ <sup>°</sup> σ <sup>-</sup> <sup>®</sup> dΛ <sup>°</sup> <sup>®</sup> bϷ <sup>+</sup> σ <sup>-</sup> <sup>®</sup> bϷ <sup>+</sup> σ <sup>*</sup> <sup>®</sup> bϷ <sup>+</sup> δ <sup>*</sup> <sup>9</sup> <sup>®</sup> <sup>5</sup> <sup>®</sup> Α <sup>-</sup> <sup>1</sup> α <sup>-</sup> <sup>9</sup> <sup>®</sup> <sup>1</sup> δ <sup>2</sup> <sup>®</sup> <sup>1</sup> δ <sup>2</sup> <sup>9</sup> <sup>9</sup> <sup>1</sup> δ <sup>2</sup> <sup></sup>
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Thank you for the clarification. Commissioner Aariak.	<b>∆▶୵⋞⋗⊂™</b> : Ľዺ. (ϽʹϞϷ⋂ͿϚ) ኀd۶°Ⴍ广Ϸ ϽΡイႭ℠ᆉ∩Ϸϐ℠σ. ϷΓイႭ ╡ሲ⊲Ϸ.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. It's on subsection 8(2). If there's a need to change what is in subsection 8(2), the Inuit are still going to have rights which can't	<b>ጳሊላ</b> ፦: የժታ°ዺቮঁኑ, Δኮ/ペϷር፦ <sup>ኑ</sup> . ር፟°ዺΔሩ <sup>ኑ</sup> Lলሁየታ በበናየትረቲጭ ላካጋጭርϷላደኈደና 8 2-ቮናጋጮ, Δሬጐሁ 8 2. ር፟°ዺ ዖንህペሊላየታዀ Ϸኖዺኌዮታና Δሬጐሁ 8 2-ቨናጋፐና ላፖንትንደሁኌላጭ<ር ፖሮ ΔውΔና ለቲ°ሲϷበናႦየታላናደር. ር፟°ሲ

he talen arress There alwas der herre Inseit	ᡬ᠋᠋᠋᠋᠋᠋᠅᠋᠘ᠴ᠘᠋ᡗᢄ᠈᠋᠘ᠴ᠘ᡗ
be taken away. They already have Inuit	
language rights which are recognized. If there	
is a change in that specific subsection that I	لحكة فنها معالية من المحالية المح
referred to, I would suggest reviewing the	᠘᠆᠋ᠾ᠆᠘ᡩ᠋ᢩᠴᡃ᠂ᢗᡆᢩᢩᢩ᠘᠆ᠺ᠅᠋ᢩ᠘᠆᠕᠅ᡔᠴᢩ᠕᠅ᡔ
whole Act and not just subsection 8(2). The	℃م⊃⊲طڬ∿٢℃ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۲
rights of Inuit in Nunavut cannot be removed.	᠕ᢞᡆ᠋᠌᠌ᢂ᠆ᡁ᠖᠕᠅᠖ᢕᢞᡆᢩ᠅ᡗᡊᠫ᠉ᢩ
I hope I understood you correctly. Thank you,	᠌᠌ᡔ᠋᠋ᡗᡝ᠋᠋᠋ᡄ᠋᠋᠋ᢛᢣ᠋ᢉᢂᡔᡃ᠙᠋ᠴᡱ᠋ᡠᡄ᠄᠂᠋᠔ᡟᡷ᠋ᢁ᠋ᡗᡃ᠉
Mr. Chairman.	
Chairman (interpretation): Thank you. Mr.	<b>Δ•거ペϷϹናゅ</b> : L'Ⴍ. ℾ <sup>៶</sup> ር ʹቴLσ <sup>ͼ</sup> .
Qamaniq.	
Mr. Qamaniq (interpretation): Thank you,	
Mr. Chairman. I can ask more questions, but I	<b>ჼᲮLσ᠊ჼၑ</b> : ჼdᢣᢩ°Ⴍ广ᡃ, ᠘ᡃᢣ᠙ᠵĊ <sup>ᡪ</sup> ᡃ
would like to give my colleagues an	ᡏ᠕ᢛ᠋᠋ᠿᢛᢣ᠋ᡗᢛ᠋ᠣ᠆ᡆᢄᠴᡐᢛᢩᠧ᠋᠂᠘᠂᠘ᡧᠥ
opportunity to ask their questions. Can I ask	$LCUCP^{s}DP^{s}D^{D^{s}}D^{D^{s}D^{s}D^{D}^{D}^{$
questions? Yes. Because you are not going to	ᡏ᠕᠋᠋᠋᠋ᢛ᠈᠆ᡎᢄ᠆᠕᠋᠋᠉᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
understand me in Inuktitut, I will just talk in	Ճ崎୵≪ϷϹʹ⅌. ୵୰ຩຒ୰ଽ୰୰ଽ୰
English to speed things up. This will be the	᠋ᡔ᠋᠋᠋₽ᢞᡣ᠋ᢙ᠋᠋᠋᠅᠋᠋ᡗ᠆ᡷᡩᠣ᠊᠋᠋ᡏ᠋ᢄ᠂᠋᠋᠋᠋᠖ᡩᠴᡈ᠋᠋᠒᠅ᡗ᠕᠋᠋᠋᠋᠘᠆ᡁ
last one for the time being.	ᢗ᠘᠋ᠳ᠋᠋᠋ᡅ᠂ᢞ᠋᠋ᡰ᠋ᠵ᠋ᢛᢣᠫᠣ᠋᠋ᠣᡏ᠋ᡗ᠘᠖᠕᠋᠋᠋᠉᠆ᡘ᠆᠕᠋
last one for the time being.	ᢨᡃ᠋᠆᠆᠋ᠬ᠋᠆ᢄ᠆᠘᠆ᠴ᠋᠆᠋᠋᠆᠘
(interpretation ends) It has been suggested	
	(ϽϞϷႶႱͼ)᠂ᡋ᠊ᠴᢛᡃ᠋ᠫᡔᡣ᠋᠋ᢣ᠋᠋ᠬᢦᢣᢛᢣᢂ᠅᠋᠉᠆ᡘ᠅᠘ᢣ᠉ᢕ
that early childhood education should be	<᠘ᡅ᠋ᠺᡃᡃ᠋ᢗ᠋᠋᠋ᡃ᠋ᠳ᠋ᠴᡆ᠋᠀᠆᠋᠋᠋᠋᠋᠋᠆᠋᠋ᡗ᠂ᡘᢀᠺ
provided universally across all Nunavut	∆ィLՐኑ∿ႱႱ፣ ⊲ၬ Ľ°ฉ ⊲ጋႪႠና ฉ५⊳∩ლ 9
communities. In your view and with respect to	᠘᠋ᠴ᠋᠋᠋ᢦᡠᡃᡗᡃ <i>᠘᠋ᡅ᠘᠋᠋᠋ᢄ᠋᠋᠋ᢐ᠖ᢂ᠅</i> ᡗᡃᢈᢗ
the requirements under section 9 of the <i>Inuit</i>	ᡃ᠋ᢣᠵᡃ᠋ᡗ᠌᠋ᠵᢞ᠋ᢕᢣ᠘᠊᠋᠋᠋᠆ᢞᡥ᠋ᢩ᠆ᠴᡄ᠘ᠮᢣᡏᢛ᠘ᢣ᠘᠋ᠮ᠖᠋᠉ᡬᠺ
Language Protection Act, do you feel that a	᠔ᡄ᠋᠋ᠣᠣᡧ᠋ᡄ᠉ᢣ᠋ᡝᠳ᠋᠋ᠴ᠋ᠫᡬᡃ᠋ᡶᢞ᠂᠕ᢣᢩᢥᡄ᠋᠋᠉᠋᠘ᢕᢂ᠋
universal early childhood education program	᠕᠌᠌ᢂ᠆᠋᠕᠆ᢞᠣ᠋ᡏ᠋᠖ᡔ᠋᠋᠋ᢁᡔ᠋
would be better achieved within the revised	᠘᠆᠋᠘᠂ᢣᡏᢁ᠂ᡬᢛ᠋᠙᠘᠆᠕᠖᠆᠘᠆᠘
Education Act or with a revised Child Care	᠊ᡬᠯ᠋᠋᠋᠄᠋᠉ᢄ᠆᠕᠂᠘᠘᠕ᡔ᠋᠕ᡔ᠋᠘ᡔ᠘ᠮᢣᡏ᠉
Act? Thank you, Mr. Chairman.	<sup>ና</sup> d৮°ዹ୮ <sup>ᢑ</sup> ᠘ᡃᠡᠯ᠙ዾĊ <sup>ና</sup> ჼ
<b>Chairman</b> (interpretation): Thank you.	<b>∆⊳ץ≪⊳⊂י</b> ש: L'ם. הרץם.
Commissioner.	
Mr. Aariak (internetation). Thank you Mr.	<b>ዻ፞፞፞፞፞፞ሲ⊲</b> Ϸ: <sup>ና</sup> dሃ°ዺ广፟ <sup>ኈ</sup> . Δ <sup></sup> ዮረኞዾር፟፝፦. <sup>ና</sup> bኈႱጋ∆°ዺኈ
<b>Ms. Aariak</b> (interpretation): Thank you, Mr.	<b>٩٣٩°:</b> , ۵۶−۵1°, ۵°۲<۲CC°, ۵°00Δ−۵.» ▷٤₽₽%>< Δ⊂°σ4%CPbb°σ2°۵%<
Chairman. I will always be happy anytime our	ለኦሶጐፈ <sup>ና</sup> σላ <sup>‰</sup> ርና. የረላσ ርጐ <u></u> ኦኄኦዖና
language can be taught, but the Office of the	
Languages Commissioner has a requirement	
to deal with language issues and that's exactly	
what we did when we reviewed the bill.	<sup>ነ</sup> ቦΓነን <sub>C</sub> ⊳ናናC.
If I among a factor M. Cl.	
If I can respond further, Mr. Chairman, to a	Ϥᡃ᠋᠘᠂᠋ᡗᢦᡃ᠖ᡱᠳ᠌᠌ᢄᡩᡆ᠌ᢄᡶ,᠘ᡃ᠈ᢣ᠙ᡐᢄ᠋᠋᠆ᡄᡃ ᠘ᡄᡗᢦᡃ᠌ᡃ᠌᠌᠖᠆᠋ᢧ᠆ᡩᡄ᠌᠌ᢄᡶᡪ᠋ᡬ᠋᠊᠋ᡬᢑᡃᡆᢂ᠙ᠺ᠋ᠬᡆ᠋᠅
question that was brought up earlier by the	ΔርΓላႪ-σγμήζηο ኦሚናΓιά™ 4ለ‰dበቦ‰bÞ۶∿υσ৬. ዖህዊሊላ‰በርኦ๔ሎጋ<
Member in regard to delaying deadlines, I	
believe it was your first question and I just	
	᠈ᢞ᠆᠋᠆ᢂ᠋ᠮᡑ᠋᠔ᢄ᠆᠆᠆᠆᠆

remembered something. If our language is not being taught in school right now, those students are the teachers of tomorrow and can be taught their language without delaying the schedule, and it should be immediate while we can still speak in Inuktitut and it should be available in our schools and to properly teach students how to speak Inuktitut. Thank you, Mr. Chairman.	Δ <sup>66</sup> bc>bbbL. Δς <sup>6</sup> σσίδ <sup>6</sup> σ > 6b>γ·C Γ <sup>6</sup> λ <sub>2</sub> Δς <sup>6</sup> σσ <sup>66</sup> ηC> <sup>6</sup> γ· <c l<sup="">6α, CΔLς Δς<sup>4</sup>Δ<sup>3</sup>ν<sup>5</sup>ν<sup>5</sup>υσ<sup>6</sup> L<sup>6</sup>α L<sup>6</sup>αb&gt;ηΓ &gt; 6b&gt;γ·Γ<sup>6</sup>σ<sup>6</sup> Δς<sup>6</sup>σσ<sup>66</sup>ηC&gt;<sup>4</sup><sup>6</sup>α<sup>6</sup>σσ<sup>46</sup>CC<sup>4</sup>α<sup>6</sup> <sup>6</sup><sup>1</sup>δ<sup>6</sup>α<sup>6</sup>σ<sup>46</sup>ηC&gt;<sup>4</sup><sup>1</sup>δ<sup>6</sup>α<sup>6</sup>σ<sup>46</sup> <sup>6</sup><sup>1</sup>δ<sup>6</sup>α<sup>6</sup>σ<sup>6</sup>σ<sup>46</sup><sup>1</sup>δ<sup>6</sup>σ<sup>46</sup> <sup>6</sup><sup>1</sup>δ<sup>6</sup>α<sup>6</sup>σ<sup>6</sup>σ<sup>46</sup><sup>1</sup>δ<sup>6</sup>σ<sup>46</sup> 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>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup>1</sup>δ<sup>6</sup><sup></sup></c>
<b>Chairman</b> (interpretation): Thank you. Mr. Qamaniq.	<b>Δ•/ペÞር፣</b> •: L'ዉ. Γ <sup>៶</sup> ር ኄLσኈ.
<b>Mr. Qamaniq</b> (interpretation): This is probably my last question. We went into the school system focused and we were taught only in English. Inuktitut instruction was about half an hour or 45 minutes and we learned Inuktitut orthography. I can read and write in both languages. If we read Inuktitut at the home, it would better preserve the Inuktitut language and not only be taught in the school.	<b>'bLo</b> : Ρి ປົ ຕ <sup>56</sup> < Ρ ్ ఎ ປ <sup>5</sup> bΔ. Δ ຕ <sup>6</sup> σ 4 <sup>5</sup> Δ Δ Δ Δ C <sup>6</sup> σ 4 <sup>56</sup> Π C 45 - Γ σ Γ <sup>1</sup> <sup>5</sup> σ <sup>6</sup> Δ <sup>6</sup> σ 4 <sup>56</sup> < Δ <sup>6</sup> Λ <sup>6</sup> Δ <sup>6</sup> σ 4 <sup>56</sup> < Δ <sup>6</sup> δ
Now, this subject matter you are speaking to in looking at our future, have you held discussions about students who may attend universities, that students who have been taught using Inuktitut as the language of instruction would be able to graduate? I am asking if that is what you are referencing when you speak about the language of instruction. That is my last question. Thank you, Mr. Chairman.	ርL°Ⴍ ϷჼႦϷϟሊϧϟ ϟϿσჼኣ⅃ና ርϷϽჼͺͻϟ ϷჼႦ՟ႺჼႦናርჼ፥ሊͱʹ? ϟϹናϽჼͱኣናልႱϟϥϮϲʹჼ፦<ር ርLჼdϤ Δ൧Δና ϷჼႦϷϟჼឩჼႶჼኇ፥ Δϲ՞ኇϭϤϪና ለϧሲჼ፥ኣϲͺϞ°ႭናϟႶჼჂͻϟϷჼ ርΔL°Ⴍ ϷʹႦ՟ႺჼႦናርናLჼႱႱϟ? Ρჼህናϲʹჼ፥<Γჼ ϤለሊጔჼႱ. ჼdϧჼႭϮჼ, ΔႱϟペϷϹϲʹჼ.
<b>Chairman</b> (interpretation): Thank you. Commissioner.	<b>Δ•/«Þር</b> ಼•: ˤdᡃᢣᢩᢩᢁᡤᢆᡃ, L'ᢩᡅ. Ხ୮구ᡅ.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. As I said earlier, we do agree that our language must have a solid foundation at the home, but as in walking, it has to balance and work closely with the home and the school in order to strengthen our language. If students are proficient in both Inuktitut and English or Inuinnaqtun upon graduation, they	ἰ、 Ϥ Ϸ: ἱ Ϥ Ϸ ໑ Ϲ, ΔϷ/ ϤϷ Ϲ Ϲ. Ϸῦ Ϸ Ϛ Ϛ Α, ϤϷ ϒ Ϸ Ϸ Ϸ Ϙ Δ. Α.

will be stronger because they can speak more than one language. They are fully capable of attending post-secondary institutions. There are many people who know their mother tongue that can go to college to get further education because their strength comes from being bilingual. I hope I responded to your question or maybe you need clarification. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Continuing on. Mr. Kaernerk.

**Mr. Kaernerk** (interpretation): Thank you, Mr. Chairman. Welcome, commissioner.

I would like to begin with your submission to the Standing Committee. In reading it, it focuses more on the Act and it seems to be conflicting with Inuit customs. Can you explain how this bill we are reviewing can be beneficial for Nunavut? That's my first question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Commissioner.

Ms. Aariak (interpretation): Thank you, Mr. Chairman. I also thank you for the question, Member Kaernerk. Before Bill 25 was introduced, they focused mostly on the amendments and at that stage of Bill 25 it seemed that subsection 8(2) and section 8 of the *Inuit Language Protection Act* should not be amended because Inuit have the right already. Even if the Act is changed, Inuit already have a language right that is nationally recognized. Indigenous languages in Canada are important and section 35 of the (interpretation ends) Constitution (interpretation) identifies that indigenous peoples have a right and it is recognized even outside of Nunavut. That right cannot be breached. Thank you, Mr. Chairman. I hope I responded to the question.

**ΔϷϟ≪ϷϹʹ·Ϸ**: L'α. bᢣHΔ\_ϽϹ. ΓʹϹ ʹϧΔʹσʹϧ.

**ჼᲮ∆ჼσჼჼ**: ჼdታ⁰Ⴍ广ჼ, ∆ŀፖ≪⊳Ċჼჼ. ጋ⁰∿ႱረՐና ႱГイႭ.

 $P_{-} = P_{-} = P_{-$ 

## **∆⊳ץ≪⊳⊂∿**: L'a. b୮ィa.

bГイ⊆Þ< ጋσイ⊆Þ%イL۶°° ₽℃σ⊲J ư⊆ <u>\™₽⊂⊅™∩°qJ L⊂Ⴑჾ∖™ 25.</u> ∧۲۲∩۵۵۵۹۵۵ م. ۲۵۵۵ ۸۲۹۵ Ċ°₽₽⊂™∩`\_J L⊂Ⴑຩ๎๎๎™ 25  $\forall b D \sigma^{10} D^{10} d$ ᢀ᠋ᡰᢂ᠆᠃᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ ᠘ᠴ᠘᠋᠋ᡗ᠕ᢞᡆᢈ᠋ᠺ᠋ᠮᢑᡃᢛᠵᡤ᠋᠋ᠮ᠘᠘᠘ᡄᡗᢛ ᢙᡄ᠕ᢇᠵ᠖᠋ᡔᡆᡧᡃᢣᡵ ᠕ᢞᡆᢂᡣ᠋ᡃᢐᢛᠵᡤ᠉ᠫ᠋᠂᠋᠊᠋᠋ᠣ᠋᠘᠖᠋᠆᠘᠂᠉᠘ᢞ Δαιδιοίροντο Αιμανικο LCUIZAIT 35 constitution alaalist  $\Delta \Box \Delta^{c} \Delta \dot{c}^{\flat} \Box \sigma^{\iota} b^{\iota} \dot{b}^{\iota} \dot{b}^{\iota} L^{\ell} \Lambda^{\ell} \sigma D \Lambda^{\iota} b^{\iota} D^{\iota}.$ ᡬᡃᠳᢩᠴ᠈ᡩᡠ<sup>ᡄ</sup> ᠘ᠸ᠊ᢣᡅᢣ᠌᠌᠌᠌ᠵ᠘᠊ᠣᡐ᠋ᡶ ᠈᠂᠋᠔ᡏᢗᢂᢞ᠋ᢩᡆ᠅ᡥᡗᠫᡃᢛ.᠂᠔ᡃᢞᡆ᠋ᡬᡃᢛ,᠘ᡃᢣ᠙ᡐᢗ᠋᠋ᠧᡃ PÞ°∩⊲PL.

<b>Chairman</b> (interpretation): Thank you. Mr. Kaernerk.	<b>∆•י∕≪⊳ርኁ</b> •: L'௳. ℾᡃር ⁵ხ∆⁵σ⁵•.
Mr. Kaernerk (interpretation): Thank you, Mr. Chairman. I also believe that. Our culture will never be changed even if the government tries to change it. The reason is that our ancestors didn't use written documentation. They had traditional laws on survival and working together.	<b><sup>\$</sup>bΔ<sup>\$</sup>σ<sup>\$b</sup></b> : <sup>\$</sup> d۶ <sup>\$</sup> αΓ <sup>\$b</sup> , Δ <sup>\$</sup> /«ϷϹϲ <sup>*b</sup> , CL <sup>\$</sup> α <sup>\$</sup> CϷ <sup>\$b</sup> CΔL <sup>\$</sup> α Ϸ <sup>\$</sup> Λα <sup>\$</sup> G, Δ <sup>\$</sup> c <sup>\$b</sup> d/ <sup>\$</sup> <sup>\$c</sup> d <sup>*</sup> λ <sup>\$</sup> <sup>\$b</sup> CϷ <sub>C</sub> Ϸ <sup>\$b</sup> d <sup>2</sup> σ <sup>\$b</sup> d <sup>*</sup> λ <sup>\$</sup> <sup>\$b</sup> CϷ <sub>α</sub> <sup>*b</sup> b <sub>-</sub> d <sup>2</sup> σ d <sup>\$</sup> <sup>\$b</sup> <sup>5b</sup> Λ <sup>\$</sup> dΠ <sup>\$c</sup> <sub>-</sub> J n <sup>\$b</sup> b <sup>1</sup> c <sup>\$-</sup> d <sup>2</sup> c <sup>\$b</sup> d <sup>2</sup> <sup>\$b}d<sup>2</sup><sup>\$b}d<sup>2</sup>d<sup>2</sup>d<sup>2</sup><sup>\$b</sup>d<sup>2</sup><sup>\$b}d<sup>2</sup><sup>\$b}d<sup>2</sup>d<sup>2</sup>d<sup>2</sup>d<sup>2</sup>d<sup>2</sup></sup></sup></sup></sup>
If you don't want subsection 8(2) amended and the bill was changed to reflect that, would you support it as the Office of the Languages Commissioner? Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Commissioner.	$C\Delta L = \Delta \Delta \Delta^{6} \lambda'^{5} \Omega^{6} C\Delta b = L = U^{6} \nabla^{16} \delta^{6} \Omega^{6} \Omega^{6$
	<b>Δ•/«Þር<sup>ւ</sup></b> : L'ם. bΓ/ם.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. In order to understand correctly and respond accordingly, are you asking if we will support the passage of Bill 25 if subsection 8(2) of the <i>Inuit Language</i> <i>Protection Act</i> is amended? Thank you, Mr. Chairman.	<b>ἀͺ⊲</b> •: ˤdᢣᅆᡆᡤᢆᡃ, ᠘ᡟᠡ᠙ϷϹᡄᡃᡃ. Ͻᠻᡤᠺᠠᡆ᠌₽ᡫᠴ ᠙ϷϚᡘᡆ᠌᠌₽ᡶᠫᠴᡁ᠋ᠴ, ᡬ᠊ᡅ᠘ᡄᠾ᠋ᡗᡤᢄ᠉᠖᠘ᡔ᠘ <i>ϷˤbϷᠡᢤ</i> ᡶᢗ᠊ <i>ᡪ᠌ᢣᡏᢣᡅ᠋ᠳᡅᡆᢏ᠘ᡄᠾ</i> ᢁ᠂ᡘᡟᢣ᠉ᢗ᠌Ϸᡃ᠆ ᢄ(2) ᠘ᡖᡶᡃᢛᠠ᠋ᡗ᠌᠅ᡁᡄ, ᠘ᡖᡶᡃᢛ᠈ᡔᠬ᠋᠋ᢦᢋ᠋ᢄ᠆ᡶᡄ ᡬ᠋ᡝ᠘᠋ᡶᡐᡶᡗᢑ᠘ᡄᡶᡟ᠋ᡪᠮ᠈᠌25-ᠮᡕ᠂ᡆᡘᡅ᠌ᡘ? ˤdᢣᡨᡆᡤᡃ᠈ ᠘ᡟ᠙ϷĊ᠅.
<b>Chairman</b> (interpretation): Thank you. Mr. Kaernerk, please clarify. Mr. Kaernerk.	<b>Δ•/ペϷϹና</b> •፡ L'ϥ. Γ·Ϲ ʹϧΔʹͼϭʹϧ ϥͺͻϥΔϧΔϞ <sup>ϳ</sup> ·ͺͻϤʹϭ·ϨϐϚ. Γ·Ϲ ʹϧΔʹͼϭʹϧ.
<b>Mr. Kaernerk</b> (interpretation): Yes, that was my question. Thank you, Mr. Chairman.	<b>᠈ᡃᠣ᠘᠋᠈ᠳ᠈᠅</b> ᠄᠘, ᡤᡃᢣ᠋᠋ᡏ᠌᠅᠋ᠣ᠕᠋ᠭ᠋ᠺᡬ᠅ᡔᡐ᠋ᡶ. ᠈ᢅᡆᡃᢞ᠌ᢩᢁᡤᡃ᠈ ᠘ᡃᢣ᠙᠋ᠵᡠᡃ
<b>Chairman</b> (interpretation): Thank you. Commissioner.	<b>∆⊳ץ≪⊳⊂∿</b> : L'⊂. b୮ረ⊂.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. We don't want the <i>Inuit Language</i> <i>Protection Act</i> changed or touched. The roles and responsibilities of the Languages Commissioner are outlined in the <i>Inuit</i> <i>Language Protection Act</i> . If there is going to be an amendment to that Act, the Languages Commissioner should be involved. We don't think the (interpretation ends) ILPA (interpretation) should be amended or	

touched, but if it's going to be reviewed, we would like the Office of the Languages Commissioner to be included in the process. The *Official Languages Act* does identify that if there is going to be a review of these two Acts, they should be reviewed at the same time. Further, the activities of the Inuit Uqausinginnik Taiguusiliuqtiit are also looked at. Those two Acts should be reviewed together. We don't want to change just one clause. If there is going to be a review of any language legislation, our office should be involved and just focus on languages. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I am just trying to get clarity here. The changes proposed under Bill 25 to the Inuit Language Protection Act are not major. It's not an overhaul of the Inuit Language Protection Act; neither is this bill an overhaul of the Education Act. Specifically with clause 123 of Bill 25, which makes changes to the Inuit Language Protection Act, what specific part of that clause does your office object to? Is it those three words that are being added, "and bilingual education," the three words that are being added, or is it the part of the clause where it changes the schedule for phased-in implementation? Commissioner.

**Ms. Aariak** (interpretation): Thank you, Mr. Chairman. I just stated that (interpretation ends) if the legislation is going to be changed, why not look at it in the lens of language? Take a look at the legislation as a whole and not just meddle with a small part of the legislation, of the Act, the *Inuit Language Protection Act*. If there are going to be changes anyway, why not do the whole review of the Act itself, specifically focusing on language? (interpretation) I hope that answers the question or if I understood the question. Thank you, Mr. Chairman. ᢀᡃ᠋ᠫᡃ᠋᠉᠊ᢗᢂ᠋ᢣᡅ᠕᠋ᡃᢑᠺ᠘ᠾᢛ᠋᠈ᡁ᠘᠘ᡔ᠘ LCU<sup>Sb</sup> Official Languages Act, CAbo ᠂᠙᠋᠋ᡏ᠄᠋᠋᠋᠋ᡒᢣᠵᠣᡆ᠋᠋᠋᠋ᢛ᠘᠆᠆ᢕ᠖᠆ᢕ᠖ <sup>•</sup> የΓ<sup>•</sup> የሥራ ጋላ<sup>•</sup> የ<sup>-</sup> ΔυΔ<sup>•</sup> ν<sup>•</sup> CAjyCD%/ و بهکحیوری CdabCD5-39:L40. C&&rive Vidip Codd ᠘᠋᠋ᠴ᠘ᡃᡗ᠋᠋᠋ᡏᡃ᠈᠕᠆ᡄᡅᡃ᠋ᡃᢆᢌᠲ᠋ᡃ᠘ᢗ.᠂᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋ᡗᠮ کے∆د⊃ل⊳ئ⊲کرے ⊂⊳⊃ ک⊷۲۵۲۰۷۹ حارت۹۵ کړ کې 

**Δ<sup>6</sup>/«<br/>>C<sup>60</sup>**: L'α. ()<sup>1</sup>/2<br/>) <sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2<br/><sup>6</sup>/2 Lርሪነካ<sup>66</sup> 25-Γና ΔΔΔና *Ρί*δ*Ρ*γ<sup>6</sup>ρ<sup>6</sup>σ<sup>6</sup> لحكه ملهجه حموت المعرب المحمد المحم ΠΠና™۲Lσ™ ἁᢣϷΠσ™ 123, ◊ґνἐκ ΔωΔ°  $\bigcap \cap \mathsf{G}^{\mathsf{G}} \mathsf{Z} \mathsf{L} \sigma \mathsf{D}^{\mathsf{C}} \triangleleft \mathsf{C}^{\mathsf{C}} \land \mathsf{C} \mathsf{C}^{\mathsf{C}} \land \mathsf{C}^{\mathsf{C}} \: \mathsf{C}^{\mathsf{C$ <sup>٬</sup>۵۰۵۹۲٬۹۵۲٬۹۲ ⊲ጋ⊂ኈ∩ር⊳≪·⊂⊲σ∿Ⴑው ∆ው⊳ጋና. b୮ረፈ.

 $\dot{d}_{A}d_{B}$ :  $id_{F}ac_{F}$ ,  $\Delta b_{F}QbCc_{F}$ .  $b_{F}bc_{F}CA_{F}D_{F}$ ( $Di_{A}DJ^{C}$ )  $\dot{C}^{a}ac_{C}C_{F}D_{F}^{A}D_{F}$ 

<b>Chairman</b> (interpretation): Thank you, Chair	<b>∆⊳ץ⋞⊳с∘</b> ⊳: L'௳, ∆ьН∆⋞⊳с
	᠈᠈᠘᠂ᡄ᠊ᢐ᠋ᡔ᠋᠋
>>Laughter	
Thank you, commissioner. Mr. Kaernerk, I'm sorry. I would like to direct this to the Minister to get more information. Minister, the commissioner just said that this bill is trying to change a little part of the Act. Why have you introduced a bill like that? (interpretation ends) If you can respond to the commissioner's remarks, Minister Joanasie.	L'α, bΓረα. Γ'C <sup>\$</sup> bΔ <sup>\$</sup> σ <sup>\$b</sup> , Δd⊃ <sup>b</sup> Γσ <sup>\$</sup> CJ <sup>\$</sup> Þα ϽϚ <sup>\$</sup> <sup>b</sup> Λ <sup>\$</sup> _Δσ <sub>5</sub> Δ <sup>\$</sup> σ <sup>\$b</sup> , Δd⊃ <sup>b</sup> Γσ <sup>\$</sup> CJ <sup>\$</sup> Þα Γσ <sup>\$</sup> CÞα Þ <sup>\$</sup> bÞረαστ <sup>\$</sup> <sup>b</sup> C <sup>\$</sup> b bΓζαÞ <sup>\$</sup> ϽΗσ <sup>\$</sup> -2J ΔcΔ <sup>\$</sup> αυ <sup>\$</sup> <sup>\$</sup> b <sup>\$</sup> b <sup>\$</sup> σd <sup>\$</sup> L <sup>\$</sup> C <sup>\$</sup> a Lσ <sup>b</sup> <sup>\$</sup> <sup>\$b</sup> , Δč <sup>\$</sup> αζ <sup>\$</sup> <sup>\$</sup> Hd <sup>\$b</sup> HΔL <sup>4</sup> L <sup>\$</sup> . HÞPd <sup>\$b</sup> ??? Lσ <sup>b</sup> HdΓ <sup>\$b</sup> <sup>\$</sup> <sup>\$b</sup> PHΔL&? (Ͻ <sup>\$</sup> A∩J <sup>\$</sup> ) PÞJ <sup>\$</sup> αP&P <sup>\$b</sup> Č <sup>\$</sup> α bΓζαP <sup>\$</sup> Þ <sup>\$</sup> bÞζαS <sup>\$b</sup> C <sup>\$b</sup> b. Γσ <sup>\$</sup> C ζdαζ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. The two Acts, the <i>Education Act</i> and the <i>Inuit Language</i> <i>Protection Act</i> , are connected together. Under section 8 of the <i>Inuit Language Protection</i> <i>Act</i> , when it comes to education, we would like it to be clearer that we are working on bilingual education. We want the Inuit language to remain in the school, as well as English or French. It's written that way to make it clearly outlined in both Acts, Mr. Chairman. Thank you.	<b>Φ<sup>*</sup>υ-Κ<sup>*</sup><sup>*</sup></b> <sup>*</sup> <sup>*</sup> <sup>*</sup> <sup>*</sup> <b>CΔ&amp;Λ ΚΦΔ</b> <sup>-1</sup> <sup>*</sup>
Chairman (interpretation): Thank you. Mr. Kaernerk.	<b>Δ<sup>ϧ</sup>ረኆϷርና</b> Ϸ: L'Ⴍ. Γ <sup>៶</sup> Ϲ <sup>ϛ</sup> ϧΔ <sup>ϛ</sup> σ <sup>ϛϧ</sup> .
<b>Mr. Kaernerk</b> (interpretation): Thank you, Mr. Chairman. Like my colleague from Tununiq, we had to speak in English in school and spoke our language when we got home. I believe my colleague when he said that yes, we speak English in school and at home I used to be told by my mother, "Don't speak so much English. You're home now." I believe in advising your children like that. It is our culture, it's our language and we're proud of it.	<b><sup>5</sup>bΔ<sup>s</sup>σ<sup>sb</sup></b> : <sup>5</sup> d <sup>s</sup> <sup>2</sup> a <sup>-</sup> b <sup>3</sup> , Δ <sup>b</sup> / <sup>2</sup> Q <sup>b</sup> C <sup>5</sup> <sup>b</sup> , <sup>b</sup> Γ <sup>b</sup> U <sup>c</sup> D <sup>5</sup> <sup>b</sup> L <sup>c</sup> U <sup>c</sup> D <sup>5</sup> <sup>b</sup> D <sup>5</sup> U <sup>c</sup> D <sup>5</sup> U <sup>c</sup> D <sup>5</sup> D <sup>5</sup> U <sup>c</sup> D
I would like to ask in English. (interpretation ends) What specific actions do you feel should be taken into consideration when determining the timelines for the phasing in	ϷͳჼႱႠ ႠႭႾ ჼႦჼჂႭႶჂჼ ჃለႭႶჃჼႮჃႠჼႭႱ ΔႾჼႭჼႦႭ. (ჂኣኦႶႱჼ) ႼჅႺႺႠႠ ჅႶჃჼႦႠჁჅႶჼ ႭჅႾჼႯჼႼჅႦႼႶჼႦჼჂႦჼႦႶჼჂႱ ჼႦჼႱႱႻႢჃჼႦჼႫჼႶჼႻ

and application of Inuit language provisions of the legislation? (interpretation) Thank you, Mr. Chairman.	⊲ጋ፫⁵⁰በርϷኆʹ፫⊲σ∿ቦ°σ⁵ ᠘ኌ᠘ና ϷናҌϷ៸∿ቦ°σ⁵ ϷናҌϷ៸ናҌჼ᠈᠘ᢣ᠘ና ᠘᠆Ⴑናℾ৽? ናਰታ≏ฉ广ঁ, Δŀ៸ኆϷϹናჼ
<b>Chairman</b> (interpretation): Thank you. Commissioner.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ·</b> Ϸ: L'ዉ. bΓϟዉ.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. Let me shut this off. Please wait.	<b>ዻ፞፞፞፞፞፞፞፞፞፞፞፞፞</b> ፞፞፟፟፟፟፝
Thank you, Mr. Chairman. We don't support the delaying of the implementation.	<sup>ና</sup> ძ৮°உ广 <sup>ຩ</sup> , Δ <sup>ϧ</sup> ϟ≪ϷϹϲʹ·. ԲϞͿ≪ᇿϤʹϭ·ϚϷ ΔbϞ <sup>·</sup> ͽϟʹ·ϚՈϤϚ <u>ͻ</u> ϤϚ·Ϲ.
I completely understand that in our home, our language has to be our foundation. Children attend school from 8:30 and we finish work around 5:00, and then there's other work that needs to be done at night. For example, my son plays hockey and is involved in other activities. We spend a very short amount of time at home with him. Because of that and while they're in school, they should be able to be taught their language.	CDD*ህປເບຍ໌ລC ປLລ DP/DLናበປ <sup>6</sup> D ປ້ ເ CDD*ህປເບອ CD CD CD CD CD CD CD CD CD CD
If we don't consider our language very important or if we don't learn it, then who will we be having as teachers? I hope I answered the question correctly. Thank you, Mr. Chairman.	▷ჼb▷ፖናበ°ቍ ለዛLዺኦበናበѷቦካር ፚϲጘሩናርኆ∿ቦካያርኌዮጵና የዹካያኖ ፚርኁሏትኘዕϲ፟ናናር? የኦናበላዖካ. የሪታዮሏቮካ, ፊካፖ≪ኦርඌ.
Chairman (interpretation): Thank you. Are	<b>ፊካ/«ኦርኈ</b> : L'ם. ርՃԼኈለ፞ኆ? L'ם. ୮ <sup>៶</sup> ርኦጋ°ኁቦ.
you done? Thank you. Ms. Towtongie. <b>Ms. Towtongie</b> (interpretation): Thank you, Mr. Chairman, for recognizing me again. I have a very short question. I would like to use this as an example, where our education system is similar to other jurisdictions in Canada. In Quebec they have education and French language legislation, and Canada has federal legislation for French-speaking people. If the French-speaking people are a majority, then Canada can release funds so that the French people can learn in French. If the English-speaking people are a majority, Canada can release funds under federal	<b>C &gt; 3 * r</b> : <sup>1</sup> d + α f , Δ * / « > C * , Δ ~ C ~ b * σ f * L. α Δ · C + Λ 4 - * F , > α > * D ∩ - J Δ * b * + > O ∩ b + d Δ ~ * σ 4 * D ~ ~ σ · J · , α Γ b α C Γ 4 * > * b < - J * a · L * i · 4 & D * 2 * · 1 · 5 * · 1 · 6 · 7 · 7 · 7 · 7 · 7 · 7 · 7 · 7 · 7

legislation so that they can be taught in their language. It is not that way for indigenous	᠘᠆᠆ᠳᡏᡃ᠋ᡏ᠆ᠴᠣ᠋ᢩ᠆ᡴᢄ᠈ᠮ᠖᠋᠋ᢣᡘᠮ᠋ᠺ᠋᠋᠕᠋ ᢗ᠘᠋᠋᠋᠋᠆ᡆ᠘ᢡ᠆᠋ᡅ᠋᠋ᡗ᠂᠘᠋᠋ᠴᡆ᠋᠋᠋ᠮ᠖ᡃᢛ᠋ᢆᢧᢄ᠈ᠮ᠖᠌ᢂᢞ᠋ᡶ. ᠘᠋,
languages. Although it has been recognized	᠘᠆᠋ᢗ᠋ᠬᢣ᠌᠌᠌ᡔ᠋ᢣᡄᢛᡃ᠋ᢆᠫᡰ᠋ᠴ᠋᠋ᡏ᠋᠋᠋᠋ᢐ᠋᠙ᢣᡐᠥ᠘᠋᠋ᡪᠺᢌ᠋᠋᠈ᡴ᠋
now, the Canadian government doesn't	᠙ᠴ᠌᠌ᠺᢣ᠋ᠮ᠋᠋ᠮ᠋᠈ᢣᡃᡆ᠘᠋᠋᠋ᡃ᠖ᡄᢗᢂ᠋ ᠂
provide funding for that.	₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽
My question is: when the Office of the Languages Commissioner reviewed the education system and Bill 25, did you compare it with the way they deal with language and education in Quebec? That's my final question. Thank you, Mr. Chairman.	▷ႭႠ ଏ୵ჼᢦ᠔ႶႱ, ▷ჼᲮ▷ჄႠႭჂჼჃና ĊჼჄႠჼႱ ᠘ႠჼσႯჼႣჼ⅃Ⴝ ᠘ႠჼσႯჇႶჁႵჁ ႱႠႱჼჂჼ 25 ჼ₽ႬჼჇႯႠႬႼ, ჼ₽ႬჼჇႯႺჂჼჁ入Ⴤ Ⴣく∆ჼႬ ჼႦჂჼჼ ჂჼᲮႦჄႠႭႣჼჼ ∆ልჼჼჂჼႦჄႱჼႱႽ ∆ႠჼႣႯჼႫჼ⅃ና? ĊჼႭ ଏ୵ჼ፥ᲫႶՐႵႾჂና ႼჼႮჼႠჼჼ<ჼႮႵჼჼ. ჼჃჂჼႭႠჼ, ΔჼჄ≪ϷĊჼჼ.
<b>Chairman</b> (interpretation): Thank you. Commissioner.	<b>∆•ץ≪⊳כ∘•</b> : L'ם. טרץם.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. I can say from my own knowledge that French language rights are considered very important, and they were able to make strong arguments to enact laws to that effect. It is still reaching us today where we see a people take real pride of their language rights. (interpretation ends) The French language legislation had a lot to do with the strengthening of the French language. It took people to be proud of their language rights.	<b>ጳሊላ</b> ቅ: የdንድሏቮኑ, Δኑ/ «ኦር፦ኑ. ኦናኦንድሏጭጋጐሁ ኦ«ጐሁ ናኦኦኦታሪ, ኦሏልሰጋና ለዳዲኦበዮጐም ለናርሲኦበናብሩርሲፈንጐኒር አጭቦላምታ ሬየደበናብሩ ሲርላንጐኒር አጭቦላምታ ሬየደበናብሩ ሲርላንጐ አምስናስት በግብ የሆኑ ኦጋር ገና በየኦኒቲሲዮንጭ ለዳዲኦበዮዮኖ ኦለህሥናበላጭ ጋቡ. (ጋፋኦበታና) ኦሏልኑታና ሬር ሀር ሚሲረ ሆኑ የጭዮሮጭበናበቦላጭ የድርሲናንጭ ኦሏልኑታና ኦዮሎ አዲዮርሙ በስቦላጭ የተላም ኦናኦዮናም ለዲዲኦበርም, ርሏርሏር ኦጭጋና.
I just want to get to an example that I put out in my opening statements earlier. In Doucet- Boudreau vs. Nova Scotia, it was through the Supreme Court of Canada that a group of parents took to court the Province of Nova Scotia because they wanted their children to ensure that they go to school in the language of their choice. In this particular case it happens to be in French. As the court explained, delays in the implementation of language rights must not be tolerated, and this is by the Supreme Court, because it can create a situation in which there are no minority language speakers left to invoke such rights. (interpretation) People who speak in French began by being proud of their language and it	<ul> <li>Ϸ<sup>i</sup>δ)Λ<sup>i</sup>δΡL<sup>4</sup><sup>4</sup><sup>4</sup> ኣ<sup>i</sup><sup>6</sup>P<sub>4</sub> Ϸ<sup>i</sup><sup>6</sup>C<sup>6</sup>σ<sup>b</sup> LDΔ<sup>i</sup><sup>6</sup>γJΛ<sup>a</sup>σ</li> <li>Ϸ<sup>i</sup>δϷ<sup>j</sup>ΔΔ<sup>i</sup><sup>6</sup>σ<sup>b</sup>. Doucet-Brodreau</li> <li>Δ<sup>i</sup><sup>6</sup>b<sup>5</sup>DΔΔ<sup>i</sup>d<sup>1</sup>(ΩΛ<sup>i</sup>) Δ<sup>i</sup><sup>6</sup> Δ<sup>i</sup><sup>6</sup> Δ<sup>i</sup><sup>6</sup> Δ<sup>i</sup><sup>6</sup> Δ<sup>i</sup><sup>6</sup> Δ<sup>i</sup><sup>6</sup> Δ<sup>i</sup><sup>6</sup> Δ<sup>i<sup>6</sup></sup> Δ<sup></sup></li></ul>
was added into the education system, from my	ᡣ᠃᠃᠃᠃᠃᠃᠃᠃᠃᠃ ᠕ᢞᡆᢩᢂ᠋ᡗᠮ᠅ᠣ᠋᠉᠈᠂᠈᠘ᢗᡕ᠑᠂᠈᠂᠍ᢗ᠘᠖ᠽ ᠕ᢞᡆᢩᢂ᠋ᡬ ᠘᠆ᡥᠣᡏ᠋᠋᠋᠋᠋᠃ᡔ᠘ᡕ᠘᠋᠋᠋᠋᠘᠆᠘᠋

understanding. Thank you, Mr. Chairman.	ጋየፖኦLንካሪ. የሪታ° ሲኮ, Δኮፖ «ኦር፦.
<b>Chairman</b> (interpretation): Thank you. Ms. Towtongie.	<b>Δካ/≪Þርኈ</b> : L'௳. ℾ <sup>៶</sup> ር⊳ጋ⁰∿Ր.
<b>Ms. Towtongie</b> (interpretation): Thank you, Mr. Chairman. The French- and English- speaking people have more language rights recognized in federal legislation in Canada. That's the way it is. Indigenous languages and the Inuit language are not recognized in that way. The Inuktitut-speaking population is the majority. As the spokesperson, are you saying that the Inuit language should be recognized as a minority right so that it can be protected properly? What are your views on that matter? Thank you, Mr. Chairman.	<b>CÞϽ°°Ր</b> : <sup>5</sup> d۶°ϱΓ <sup>6</sup> , Δ <sup>6</sup> /«ϷĊ <sup>6</sup> . Ϲ <sup>6</sup> ϱ <sub>C</sub> ϷΔάΠϽ <sup>c</sup> Ϸ <sup>5</sup> b <sup>6</sup> <sub>2</sub> <sup>°</sup> σ <sup>56</sup> Ϥ <sup>1</sup> <sub>4</sub> <sup>2</sup> <sup>3</sup> <sup>5</sup> b <sup>5</sup> <sup>2</sup> <sup>6</sup> σ <sup>56</sup> ϤΓ/Δ <sup>6</sup> <sup>2</sup> <sup>6</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup>
<b>Chairman</b> (interpretation): Thank you. Commissioner.	<b>Δ•/ペÞር</b> <sup>•</sup> ፡ L'ם. b୮ረם.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. Isn't it already recognized in the Canadian Constitution? I believe indigenous languages are already recognized. We already have rights to our language. Thank you, Mr. Chairman.	<b>ዻ፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞</b> ፟፟፟፟፟፟፟፟፟፟፟፟፟
<b>Chairman</b> (interpretation): Thank you. Ms. Towtongie.	<b>Δ•/ペÞር</b> <sup>•</sup> ፡ L'α. Γ <sup>、</sup> CÞጋ <sup>ჲ</sup> ∿Ր.
<b>Ms. Towtongie</b> (interpretation): It is recognized, but in the regulations, when Canada is designating official languages, they don't consider indigenous languages. Anywhere in Canada, if French people are a majority, then they can be provided funds under the federal legislation, and if they are an English-speaking minority, they can be provided funding under (interpretation ends) minority rights. (interpretation) It's just these two languages that have been recognized that way. The Inuit and indigenous languages have not been recognized that way. If we would like recognition that way from minority rights and receive funding from the Canadian	<b>CÞጋ°°</b> Γ: ΔϲϹͺϧϷγL«Ի՞ϷϽ <sup>5</sup> Ϸ ΡγϤσ ΔናϚϐ <sup>°</sup> Γ°σ ϷϥϹ Ϥ <sup>-</sup> ህΔϲϚ <sup>°</sup> <sup>+</sup> υΓ ϷʹϷϷγΔ <sup>6</sup> ϼϥʹϷ <sup>5</sup> Ϸ <sup>5</sup> <sup>-</sup> Σ <sup>-</sup> Ϸ <sup>5</sup> ϷϷγ <sup>+</sup> Γ <sup>-</sup> Ϥ <sup>-</sup> JΔ&Ϸγ <sup>-</sup> α <sup>-</sup> <sup>4</sup> <sup>-</sup> Γ <sup>-</sup> <sup>-</sup> ϷϥϹΓ ϥΓΓϤ <sup>5</sup> Ϸ ϷΔά <sup>-</sup> ϤΓ/Δ <sup>e</sup> αϷσ <sup>-</sup> <sup>+</sup> νϷ <sup>-</sup> <sup>5</sup> Δ <sup>-</sup> C <sup>-</sup> Ϥ <sup>-</sup> C <sup>-</sup> ϷΔ <sup>+</sup> <sup>-</sup>

government like the French and the English are able to, then we have to recognize this in	ႱペĽ๒ํϑ℉ჾႪ Ϸ∆ል๎ႶჂና Ⴊ<ჂႩႶჂና, Ⴀ∆ႾႠ ႾႠႱႶႮ ϪႠႠჀჂჀ⊲ႪჼჁ<ዎና
legislation, even though we are the majority.	
	<u> </u>
What are you saying? Are you saying you	
would like to change the Inuit language in	᠄ᡃᠣᠴ᠋ᢀ᠂ᡐ᠋ᠣ᠘᠂ᠺᠴ᠘ᡩᢂᡔ᠋᠕᠂ᡎᡆᢀᡃ
Nunavut to treat it like a minority right? I	minority rights᠆᠋ᠴ᠋ᡗᡬᡄ᠋ᡝ᠋᠋ᠴ᠋᠋ᠨ᠂᠋ᠺᡏ᠘ᡥᡆᢩᢂ᠋᠆ᠴ ᠫᡬᡅ᠋᠆᠋᠋ᠴ᠋᠋᠈ ᡬ᠂ᡅᠴᡆ᠘᠋᠋᠅ᢗᢂᡃᠺ᠘ᡥᡆ
would like that to be explained better because	ᡔᡕᡅ᠆ᠴᠡ᠌ᡣ᠂᠆ᠴᡆ᠊ᡆᠴᡆ᠌ᡘ᠉ᢗᢂ᠈ᡃᢦᠵ᠋ᡪ᠘᠆ᡆ minority ᢂ᠋᠋᠋᠋ᠠᡝ᠘ᢩᡆ᠔᠊᠋᠋᠋ᠬ᠋ᢐᢑ᠘ᢑ᠋ᡬᢂᡔᡝᡄ
minority means fewer people who can speak that language is now able to be invoked by the	Λζ°αρΛ°υ μ°α ϽϚ%Ͻ% ΡΔάρς ⊲μ∟⊃
French people and the English people, but it	ﻩﻻ∟ﻩﺩ ▷≪∩°ﻪﺩ ∆ﻪ∿ﻪﺩ ⊃ና°∿ף⊔ﺩ
can't be invoked by the Inuit when it comes to	᠙᠋ᠴ᠌᠌᠌ᠵ᠘᠋ᠺ᠈ᢣ᠋᠊ᡘ᠋᠋ᡣᡩ᠋ᠴᢉ᠊᠄᠂ᡠᡃᢞ᠋᠌ᢁᡏᡃ᠉,᠘᠋ᢂᢞ᠙᠋ᠵᡬᡃ᠉.
funding. Thank you, Mr. Chairman.	
Chairman (interpretation): Thank you.	<b>∆⊳⁄≪⊳ርኈ</b> : L'ם. bГ≀ם.
Commissioner.	
Ms. Aariak (interpretation): Thank you, Mr.	
Chairman. (interpretation ends) As I	<b>ዻ፞፞፞፞፞፞፞፞</b> ዺ <b>ጘ</b> ፟፦ <sup>ና</sup> ፞፞፞፞፞፞፝፝
mentioned earlier, that Doucet-Boudreau case	⊳₅₽₽₽₽₽ כעד אפיעער איז
vs. Nova Scotia, the Supreme Court of	
Canada upheld an order that required	ፚኈ፞፟፟፟፟፟፟፟፟፟ዄዀኯ፟፟፟፟ኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ ፟፟፟፟፟፟፟፟፟፟
provincial authorities, the provincial	᠕ᠸ᠋᠋᠋᠋ᠺᢉ᠂᠘ᢆᢧ᠇᠋᠋᠈᠂᠂᠐
government to use their best efforts to provide	<u>ልርነልዛር አ</u> ኈዮርኦቦላሮ <sub>ው</sub> ለ <u>ት</u> ጋዮ ርውነላ
school facilities and programs for the linguistic minority. Is that Inuktut or French?	᠄ᡃ᠋᠖ᡃᡗᡥᡆᢩᢂᡔ᠋ᡦ᠆᠋᠘᠘ᡩᢂ᠘ᠺᢄᢂᡬ᠘᠘᠘᠘ᡬ
(interpretation) Mr. Chairman, our legal	
advisor will add to that. Thank you, Mr.	ር°ዉ
Chairman.	$07 \pm 3, \Delta 7 \setminus V \in C^{2}$
<b>Chairman</b> (interpretation): Thank you. Ms.	<b>Δካ/ペÞር⁰</b> : L'ם. Γ' ዘ⊲Δ'.
Hayes.	
Ms. Hayes: Thank you very much, Mr.	
Chairman and Madam Member. We have	<b>ዙልኁ</b> (ጋኣኑስገሪ): <sup>ና</sup> ሪታ°ፈ广ካ, ፊዮ/ «ኦርጐ «ዛሬ»
drawn a number of parallels from case law	C°⊆ b∩L≻ʻ⊃ ʿd≻°⊆Ė', C'd⊲ ʿb⊳≻ኣ∿/LU<∩J
across Canada on language education rights.	᠘ᡄ᠋᠋ᡰᡄ᠋ᠧ᠋ᠴ᠋ᡄ᠘᠋ᠴ᠈᠋᠘᠆ᡱᠥ᠋᠕ᡄ᠋ᢑᡆ᠋ᢤ
These parallels help us to understand the	᠘᠆᠋᠋᠋᠋ᡰ᠅ᡗᢗ᠋᠋᠋᠋᠋᠖ᠴ᠋᠋᠖᠕ᢞ᠋᠋ᡆ᠌ᢂᠬᡠᢤ᠋ᢧᠣ᠋᠋ᢑ᠘ᡔ᠌᠌
underlying principles grounding education	
rights.	᠕ᢞᡆᢩᢂ᠋᠋᠄ᡃᡃᠣᢪᡄ᠋᠄᠘ᢩ᠅ᢆ᠘ᢗ
The first thing to understand is that while the	
charter protects minority language education	Ⴢየ <mark>៸</mark> ⊲Ր⊲ኄႱჾႠ୭ና ჂჼჼႱልና⊰⊲ჼႱ ႱႭႠႠ
rights with respect to the official languages of	ᢣᠵᡃᡏ᠋ᡣ᠋ᠻᠬᡤᡃᡃ᠋ᡃᡁ᠋ᠴᢩ᠋ᡏ᠋᠋ᢛ᠂ᠴ᠋᠋ᡆ᠋᠋ᡃᢐᢛᡃᢑᢛᡃ᠘ᢣ᠘ᠺ
Canada, the charter also recognizes	
indigenous languages in the sense that there is	Ϥၬᠴ ᡝᡃᠴ᠄ᡝ᠋ᢛ᠋᠋₽ᡔᠯᢣ᠋ᢣ᠌᠌᠌ᢣᠵ᠘᠋ᠮᡃ᠋ᢐᡃ᠋ᠳ᠅ᡗᢩᢁᠳ᠂ᡝ᠋ᠶᠴ

an aboriginal right to your language. This right is protected under section 35. In addition, with the *Nunavut Land Claims Agreement*, you have a treaty right and that was further reaffirmed in the preamble to the ILPA. With this being said, first of all, we can see that there is an overarching and very strong protection of your culture and linguistic rights because language is the utmost expression of culture. It is the way you maintain your culture.

To attach this to funding then, that's where we go to the case law and how the courts have applied minority language education rights across Canada, and also frequently we look at how Quebec deals with language rights when assisting the office in a number of questions that they have to deal with because there is no similar legislation. It is very difficult to find laws that uphold and protect your linguistic rights in the way that Nunavut does, and Quebec is one of those jurisdictions.

When we look at the case law, the principles that we pull from it are that delaying because you say you don't have the resources or there isn't sufficient demand, the courts don't accept that very often up to a certain point. Then you have to put your money where your mouth is and find a way to show everyone that you're going to make those efforts to achieve your obligation. In this case, providing Inuit language education is set out in a quasi-constitutional Act, which is the ILPA. Simply delaying is not the answer as we saw in Doucet. The underlying principle in Doucet is when you say you don't have the resources, you have to make efforts to make available those resources, whether it's in terms of teachers, whether it's in terms of curricula. You have to find ways to make your resources work in order that you achieve and that you satisfy your obligation.

It's not clear what that general obligation is

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because prior to attempts to change section 8, it was a positive right, which is how rights are normally expressed, was every parent has the right to have their child receive Inuit language instruction. It didn't say three hours a day, four hours a week; it just says Inuit language instruction. How that was delivered was then up to the Minister of Education. I would say that the court is clear when there's a right, and in this case it's a right that attaches to a constitutionally protected right as an aboriginal right language, then you must make efforts to make available resources to satisfy those rights when they are invoked. Thank you very much, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) And thank you for elaborating that. I think a lot of what the discussion has been around is Committee Members and witnesses are trying to understand what the Department of Education is doing. This recent document that they provided us projects over the next 19 years that the total estimated cost of curriculum implementation, language of instruction, is approximately \$232 million over the next 19 years. That works out to about \$12.2 million per year and that doesn't include teachers' salaries. If we include teachers' salaries, I'm assuming it would be substantially higher. We're talking in the hundreds of millions of dollars.

This is an important discussion and I'm going to propose that we continue it after our lunch break, Ms. Towtongie, if that's alright for you. (interpretation) We will take a break and we will come back at 1:30 and we will continue our questioning to the commissioner. Have a good lunch and we will see you later. Thank you.

>>Committee recessed at 12:04 and resumed at 13:41

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Ċ°Φ ΛΎμαρσιδιό Ρίδργαγος ΦΎμο δάγσαςς Ρ΄ϿρίΓςΡεΡιβηςου, ίδοΔ΄νζημάδς, Γ΄ CΡΟΐνΓ? (Οίγρησιο) CΔL Διδιότερδησαςς 1:30 ΡΠααίσαιβΗΡς δάΗΔσαιβΗΡΠ΄Ο CL°Φ αΛιδάςΡσαγί δΓγαρς, σαςγασαιβρΗΔ. Ρ«γαρίςΡω, μ΄Φ.

<b>Chairman</b> (interpretation): Good day, my colleagues. Minister and your officials, Languages Commissioner and your officials, welcome. The hearing of the Standing Committee on Legislation on Bill 25 will resume.	<b>Δ•/«ϷϹ·</b> »: ᲮᲘLኦϷናᲮᲘખંᲮ, ୮σ·Ϲ ΛϲჀኦՈ·ϫ, ϷናᲮϷ៸ϲჀσናͿϤ ϷΓ៸ͼ ΛϲჀኦՈ·ϫ Ϲ««ϷጦϷ. ᲮᲘLኑናՀ ህΔ° ͼ·ͽϽϚ LϲႱϷΗ⊲ϲჀσናͿϤ ᲮՈL° σჀϞʹႱϚ LϲႱϷΗ⊲Ⴊ 25 ΓϷΗ⊲ϫ ԵՀΗΔՈϷϫͿ.
Ms. Towtongie, I know you still have questions, but before you begin, (interpretation ends) just a question to the legal counsel for the Languages Commissioner. Can you please clarify your status, whether you're licensed to practise in Nunavut or whether you have a special appearance certificate? Ms. Hayes.	Γ' CDD°°F, বΛ®dNి\ొ5%DNDL೨4® HDC SDD2L4°L PHΔવσ বΛαΓવ®bN°αN°. (DΊ,ΣΛJS) αΛ®dN'\® LσυσαΣJS Č'7LD DSD7σαΣDS LσυσαΣ, SDD® CLσ Dag'F ζ'SD ΛδSB®ÅS σΔ\°758ÅS D®QS°CLσ CLσNbΔ°αDΔ°α2°αS°C? Γ' HαΔ'.
<b>Ms. Hayes</b> : Thank you, Mr. Chairman. I am not licensed to practise in Nunavut. I am here as an expert in indigenous law issues and language, and I am a lawyer. I am licensed as a lawyer. I practise generally in Quebec. Thank you, Mr. Chairman.	₩Δ' (ጋኣትበJና): ናਰታ°ዺ广፟፟፟, ΔየፖዊϷርና፝፦. ወዉዎኑΓ ሬΔኣ°γናႦ°ኁቦናጋ፝ኈሁ የረላσ ናቴϷትLትቦታϷጚኈ ወዉናቴዀ፟ጜየረፈላና Lলሁናਰበቦታኈቦ°σ፦ LলሁলኪትϷጚኈሁϷႱጔላኈ d<Δ°Γ. ዉզና፫፦, ΔዮረペϷርና፦.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Thank you for the clarification and that we can have that on the record. (interpretation) Moving on. Ms. Towtongie.	<b>Δ•/ኆϷϹ·</b> Ϸ· ͺͺʹϼͺͺͺϽϞϷႶͿϚ)
<b>Ms. Towtongie</b> (interpretation): Thank you, Mr. Chairman. I want to clarify an example about Inuit women who are experts in sewing and Inuit men who are experts in hunting. Let's say they're going to make a piece of ivory into a harpoon head, they turn it around and they already have a notion of what they're going to carve. Similarly, when pieces of legislation are being put together, they use models.	<b>CÞϽ°°Ր</b> : ჼdታ°ϱϮϧ, Δϧϟ≪ϷϹʹͽ. CΔL ΓͼϧϟͼͶϷϞLϹ, Ϸϱ ϽΡϟͼͺͺϭʹͽͺϽͿ, ΓͼϟͼͶϷͽʹLϹ ΔϿΔϚ ϭʹͼͺϫʹϒϚ ϷͽϽͶͽϲϟ·ͽϞͺ ϭϞL LͼϧΔϚϿϭͼϧϚϭϷ ϭϞͿͶϭϷ Ϸ·ႱͼͻϽΔυϚϲ. ϭϞͿͶϚϹϷͼ ϽϳϲϲϷϲ·ϭϭϤϚϧϹϷ ϧϧϤϹ Δ&ͼͶϟϭ;ϫ ΔϟϤϲϧ;Ϲͽϲ ϭϳͼϷϧϟϪͼϧϲϛLC. CΔL°ϱϚͶϭͼ LdϤ LϲυΔϚ ϭͼϷϷ;ϟͼϹϷϭϤϛϫυΓ ϷͻϽͶͼϧϟͽϞϹ.
Looking at Canada, Quebec has education legislation and it protects English language rights and they are able to speak in English, and the French language rights are protected. It's also the case in Nunavut. The majority of the population in Nunavut can speak Inuktitut,	bac iPriPaiblu Can d<Δb Lcuibbid Δcadiofic autor by Action by Action and a straight and a st

even though it's declining today.	▷≦ ▷
However, I have a question here. The francophones in Nunavut have education rights within legislation and it is recognized that they have (interpretation ends) minority language (interpretation) rights according to section 23 of the Canadian charter. My question is this: have Quebec's laws on education and language protection been reviewed by the Office of the Languages Commissioner and, if so, what considerations were made to designate Inuktitut as a (interpretation ends) minority language? I think that it's a good model for Nunavut. It's already happening in Quebec. Thank you, Mr. Chairman.	Ρ/ 4σ 4Λ% 4Λ% 4Λ% 5 L C 4 8 σ C 4 4 ΔάΓ Δα 6 5 2 Δα 8 L Λ 4 Δ Δ 5 L C Δ σ 6 5 2 Δα 8 L C Δ 2 4 σ. Δ σ C α 4 5 2 L C Δ 2 Δ σ. Δ σ C α 4 5 2 Δ 5 5 Δ 7 δ δ δ 2 4 σ 4 Γ 2 Δ α Δ σ 5 5 Δ 7 δ δ δ 2 4 σ 5 2 3, minority language. C Δ L σ 4 Λ 5 4 Δ Γ 4 2 3, minority language. C Δ L σ 4 Λ 5 4 Δ Γ 4 Δ 5 5 Δ 7 5 5 Δ 7 5 5 5 2 5 2 3 L σ L σ 4 5 2 3, minority language. C Δ L σ 4 Λ 5 4 Δ Γ 4 5 7 5 5 5 2 5 2 5 2 5 5 5 5 5 5 5 5 5 5
Chairman (interpretation): Thank you. Commissioner.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>: </b> L'α.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. In Nunavut we have language rights and they are outlined in the <i>Inuit</i> <i>Language Protection Act</i> . To say it in English, (interpretation ends) <i>Inuit Language</i> <i>Protection Act</i> , (interpretation) we are protected under that and we shouldn't touch that because our language is already protected under that Act, even though you are reviewing the education system.	<b>ἀͺ⊲</b> •: ·ϭͿϧͼϥϳϧ, ΔϧϥϭϷϹϲϧ. ϿαϿϧ ΛϗͼϿΡυ; ΔϿαΔͼΕΝΤΕϿ ΔϿΔͼ Νλη ΔϿΔ δε Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
With respect to federal recognition of French language rights, Inuit outside the territory would not be able to use that. I want our lawyer, Lenise, to explain further. Thank you, Mr. Chairman.	ᡬ᠆ᢆᡅ Ⴑ᠙᠘ᠫ᠋᠄᠌ᡃ᠋ᢐᡃᢦᠲ᠊ᠫᠥ᠘ᡔᡃ᠋ᠺᢣ᠌᠌᠌᠌ᢣ᠘᠋ᡔ᠋᠅ Ϸ᠘ᡬᠫ ᡬᡃᢐᡰᡆ᠕ᢞ᠊ᡆ᠌᠌᠌᠌ᢣᡘᡃᢐᡃᠦ᠅ᡗᡄ᠘ᠴ᠋ᢤᠴ᠋ᡦ᠂ᠴᡆᢟ᠋᠂᠘᠘ᡠ ᡆ᠋ᠫᢩᢛᢕᢣᠲᡆᡃ᠋ᡷ᠅᠋ᡆᡃ᠅᠆᠋᠘᠋ᢩ᠘ ᡆ᠋ᠴᡆ᠘ᡃ᠋ᢐᠳᠳᡀᠴᡆ᠋᠋ <sup>᠖</sup> ᠆ᠺ᠘ᡄᠾᡄ᠋᠋᠋ᠺ᠈ᠺ᠋ᠬᡱᠥ, ᠵ᠊ᡆᠦ. ᠂ᡏᢧᡃᡷᡆᢩᡤ᠈,᠘ᡃᡟ᠙᠌᠌᠌᠌ᢄ᠅.
<b>Chairman</b> (interpretation): Thank you. Ms. Hayes.	<b>Δ⊳/ペÞርኈ</b> : L'ዉ. Γ' ዘ⊲Δ'.
<b>Ms. Hayes</b> : Thank you, Mr. Chairman. Thank you, Member, for the question. The idea of the protection of the French language as a minority language or the English language as a minority language is found in the	<b>ዙወኣ</b> (ጋኣኦበሀና): ናਰኦ°ዺ广ঁኑ, Δኦፖ «ኦር՞ኈ. ፈਰናኮ ፈለኈਰበቦしልኦ•. ር፦ዕፈ ኦሏልና Δ_ወቦፈ°∿ቦ፦ኴጋፈኈበና_ጋቦና ር፦ዕፈ ጋ°∿しልጐቦበJና

Constitution of Canada. The indigenous languages are not protected in the same way. However, they are recognized as aboriginal rights under section 35 because they attach to a distinctive element of an indigenous group or society.

Inuit who would go down to Ottawa, for example, would not necessarily benefit from the protections that are offered to the French language or the English language depending on where you're living in the same way. Does that make sense? It would not be considered a minority language for the purposes of constitutional protection or charter protection. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Towtongie.

Ms. Towtongie: My final question, Mr. Chairman. Going back to the executive summary of the Languages Commissioner, you're telling us, "Generally speaking, the legislature enjoys broad powers to make law or change it." I would like you to elaborate on this specifically by proposing that. Are you proposing that Inuit language speakers be granted the same rights? Are you suggesting that Inuit language speakers also be considered a language minority in Nunavut? I want an elaboration on how you see that legislated. Will we have the broad powers to make law or change it? I want to see the response from the Office of the Languages Commissioner to the proposed amendments. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Commissioner.

**Ms. Aariak** (interpretation): Thank you, Mr. Chairman. The *Inuit Language Protection Act* is being looked at and reviewed because it is connected to the *Education Act*. The right is identified and it can't be removed. If the

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**ἀͺ⊲Ϸ**: ᠂dᢣ°Ⴍ广Ϸ, ΔϷϒ≪ϷϹϲϫ. Δ*ͻ*Δ<sup>Ϛ</sup> ϷʹϷϷϒʹϷͿϹ Ϟ*Ͻ*ͱΓ*ϞϷσ*ʹ<sup>®</sup>*LσLσL*<sup>®</sup> Ϲ<sup>®</sup>Ⴍ ϹdႭ·ϹϷႭϟ<sup>ͱ</sup>L<sup>Ϛ</sup> ·ϷΓϚንϟϷ<sup>ϧ</sup>ͻσ Δ*ϲ*<sup>®</sup>σ*Ϥ*<sup>®</sup>Ͻ*ϲ*ͺ*σϷ*<sup>Ϛ</sup> *LσU*<sup>5</sup> Ϳ<sup>Ϛ</sup> Ϥ<sup>Ϸ</sup>ϽϤ<sup>ͽ</sup>*U*<sup>®</sup>L<sup>Ϛ</sup>. Λ;<sup>®</sup>ΔΡΛ<sup>ϵ</sup>Λ<sup>®</sup>σ ϥͺͻϥΔ<sup>®</sup>ϟ<sup>1</sup>L<sup>®</sup>L<sup>Ϛ</sup> Ϲ<sup>®</sup>ϥͺͻ ϳʹ<sup>®</sup>ϹϷ;<sup>®</sup>ϥ<sup>5</sup>ϥ.

language legislation is going to be reviewed, I want the Act looked at by itself from a language lens, not an education lens. It's not just an amendment to a section or subsection within the ILPA. We're not asking for amendments.	Ρ <sup>5</sup> bP/ <sup>5</sup> <sup>Δ</sup> <sup>6</sup> Lc <sup>6</sup> <sup>65</sup> <sup>6</sup> P <sup>5</sup> P <sup>5</sup> P <sup>5</sup> P <sup>6</sup> <sup>46</sup> <sup>6</sup> <sup>-</sup>
If the <i>Inuit Language Protection Act</i> is going to be reviewed with a focus on language, there must be an opportunity for deliberation. It's written in the Act that when it is going to be reviewed, the <i>Official Languages Act</i> also has to be reviewed. Those two Acts have to be reviewed together because they are connected. The Inuit Uqausinginnik Taiguusiliuqtiit would be included.	Ċ <sup>®</sup> <sup>Δ</sup> Lcu <sup>®</sup> Ϸ <sup>s</sup> bϷλ <sup>s</sup> <sup>Δ</sup> <sup>c</sup> <sup>Δ</sup> <sup>Δ</sup> <sup>L</sup> Γ <sup>β</sup> Ϸσ <sup>δ</sup> UC Lcu <sup>®</sup> <sup>s</sup> PΓ <sup>s</sup> P <sup>β</sup> νσ <sup>4<sup>s</sup></sup> <sup>2</sup> <sup>C</sup> <sup>Δ</sup> <sup>Δ</sup> <sup>2</sup> <sup>Δ</sup> <sup>c</sup> <sup>3</sup> <sup>2</sup> <sup>C</sup> <sup>Δ</sup> <sup>2</sup> <sup>5</sup> <sup>2</sup> <sup>C</sup> <sup>Δ</sup> <sup>2</sup>
The duties of the Languages Commissioner are written in the Act. When the Act is going	ᢗ᠘᠋᠍ᠯ᠆᠆ᠺ᠋᠉᠋ᠬᡟᡆᡃᢗᠺ᠉᠂ᡃᢐᠴ᠘᠆᠋᠋᠋᠈ᡶ᠆᠋᠅᠘ ᠄᠙᠋᠋᠋ᡏ᠄᠌᠋᠌᠋ᠵᢣᢄ᠆ᠴᢩ᠕᠋᠋᠋᠋᠋ᢉ᠊ᠯ᠋᠉
to be amended, the Languages Commissioner must be involved and consulted. There are no amendments required for the <i>Inuit Language</i> <i>Protection Act</i> . It was enacted to protect the Inuit language.	᠘ᠴ᠘ᡩ᠋᠌᠌Ϸᠮ᠔ᠹᢣ᠋ᢤᡥᠴ᠋ᢩᠣ᠖ᠮᢣ᠌᠋᠋ᡄ ᠮᡃᠦ᠌᠘᠆ᢣᡅ᠋ᠺᠮᢑᡃᡃᡊ᠋᠅ᡥᠥᡡ᠋ᠬᠺ᠋᠋᠋ᠬᢋ᠋᠄ᢣ᠘ᡄ᠘ᠮ ᢗᢪᡆ᠋᠘ᡄ᠋᠋᠘ᡃ᠋᠋᠆᠕ᢣᡃ᠈ᡃ᠖ᠺᠥ᠆᠋ᠬ᠅ᢕᡔ᠋᠕᠅᠋᠖ᡷ᠋᠈ ᠖ᡏᢣᡆ᠘ᡄᢂ᠋ᡃ᠖ᢕᡩᠴ᠋ᠺᡃ᠋ᢁ᠋᠅ᡬ᠖ᡗᡃᡡᠺ᠆ᡄ ᠋᠊᠋ᠺᢣ᠋ᡷ᠖ᠫᡝᢐᡏᠦ᠆᠋ᠱ᠆ᠺ᠘ᡄ᠋᠘ᠮ᠋ᠮ᠂ᢗᢆᠲᡆ
I hope I responded to the question, Mr. Chairman. Thank you.	マパシ۵ <sup>™</sup> CPゲルマン <sup>®</sup> P <sup>L</sup> L <sup>C</sup> کے ک <sup>C</sup> <i>P<sup>S</sup>DP/<sup>®</sup>CP<sup>®</sup></i> <i>S<sup>L</sup>L<sup>-</sup>L<sup>S<sup>®</sup></sup></i> Inuit Language Protection Act. کے ک <sup>C</sup> P <sup>S</sup> DP/ <sup>®</sup> C <sup>®</sup> S <sup>L</sup> L <sup>-</sup> D <sup>2</sup> L <sup>-</sup> d <sup>-</sup> L <sup>-</sup> L <sup>-</sup> L <sup>-</sup> C <sup>-</sup> d <sup>-</sup> L <sup>-</sup> S <sup>®</sup> .
Chairman (interpretation): Thank you. Yes,	
you answered the question. (interpretation ends) Minister, I wonder if you can just	₽Þ≪ናኄፚ, ፚ፟፟፟፟ኯጞ፝፞፞፝ዾዾ፝፟፝፦.
confirm for the Committee that the changes that you're proposing to the <i>Inuit Languages</i> <i>Protection Act</i> aren't intended to be a statutory review of the entire Act. It's my understanding there is a statutory requirement for the protection Act to be reviewed and that at the same time the <i>Official Languages Act</i> would be reviewed, which is what the Commissioner was referring to. That process is not what has happened leading into Bill 25. It's my understanding that the bits that you're trying to change are only the ones tied to education. Can you confirm that? Minister Joanasie.	<b>Δ<sup>5</sup>/«ϷϹ·ͽ</b> : L'α. ϤΛΛϲͺϷ <sup>56</sup> Ͻ <sup>56</sup> Ϥ <sup>5</sup> Γ <sup>5</sup> L <sup>c</sup> ΡϷϧ <sup>56</sup> . ά. (ϽϞλΠͿ <sup>6</sup> ) Γσ <sup>5</sup> C Ϸ <sup>5</sup> b <sup>2</sup> α <sup>2</sup> Α <sup>5</sup> <sup>6</sup> bΔ b <sup>1</sup> β <sup>2</sup> C <sup>2</sup> C <sup>5</sup> <sup>6</sup> C <sup>4</sup> b <sup>5</sup> b <sup>2</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> C <sup>5</sup> <sup>5</sup> D <sup>2</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup>

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, we are only proposing to change one piece of the <i>Inuit Language</i> <i>Protection Act</i> as it pertains to the <i>Education</i> <i>Act</i> . You are correct in that the statutory requirement to review the <i>Inuit Language</i> <i>Protection Act</i> and the <i>Official Languages Act</i> is something that the culture and heritage department would take charge of. This is something that we need to work towards, Mr. Chairman. Thank you.	<b>Δ<sup>*</sup>L<sup>4</sup><sup>**</sup>b<sup>**</sup> CΔ&amp;Π <sup>4</sup>σα<sup>J</sup></b> (Ͻ <sup>i</sup> λ <sup>+</sup> NJ <sup>c</sup> ): <sup>5</sup> d <sup>*</sup> <sup>*</sup> <sup>°</sup> <sup>±</sup> , Δ <sup>*</sup> γ <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>5</sup> <sup>1</sup> <sup>°</sup> <sup>°</sup> <sup>1</sup> <sup>°</sup> <sup>1</sup> <sup>°</sup>
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) And I guess we could always ask questions to the Minister of Languages or the Minister of Culture and Heritage if he was here today. Too bad he's not.	<b>Δ•/ペϷር·</b> Ϸ: Ľዺ. (ጋኣኦበJና) ርΔL ୮Ժ·Ϲ⅃ና ϷናϷϷ៸ናዹ ለჼ፦ថ៸ϲፙናጋና ୮Ժ·Ϲ ϷペႫ៓ϭჼ፦<ና. ⊲ΔናϹʹϞͿႱͻ⊲ჼ፦ Ϲ <sup>ͼ</sup> ペႫ <sup>ͼ</sup> ʹዮၬĽና.
>>Laughter	᠈᠈᠘ᡃᡄ᠋᠉᠊᠋᠋ᡔ
(interpretation) Let us proceed. Mr. Quassa.	(ϽϞϞ⋂ͺϳϨ·ϭ·ͽϽͽ) ϷϞℍΔͺͺͻϹ. ΓʹϹ ͽϤϤϞ.
<b>Mr. Quassa</b> (interpretation): Thank you, Mr. Chairman. Welcome. I will be speaking English, Mr. Chairman.	<b>፡ፅ⊲ኣ</b> : ፡dታ°ዉቮካ, ልካረዋኦርጐ. ጋ°ኈሁሥበላሊነረ. ፡b՟ጔዉኦታbር∟ኦለኁсኈσላኁፐႱԼ, ልካረዋኦርጐ.
(interpretation ends) In your November 27, 2019 letter or submission, it's very clear that I don't know how many pages; I think most of the pages are specifically talking about the language issue. It focuses primarily on the constitutional law and indigenous rights. You do imply that the Government of Canada proposes to significantly delay the implementation of Inuit language of instruction.	(ϽϞϞΛͿϚ) Ͽάኛዊ 27, 2019 ΛΛϚͽϟͰϟϞͼ ϫϿϫͼϞͶϚϭͽϟͰͰϲ ϷʹͽϷϟϲϫϭϚΓʹϿϤϹʹͽ ϷʹͽϲʹϲͺϤϲ Λʹ·ϿϤϹʹͽϽϹ ͰϲϧϞϤϹ Ͱϲϧϫ ͽϫͼϧͼϳͼ; ϒͼϫ ϫ ϫ ϫ
In your opinion, do you feel that the department is breaking the <i>Inuit Language Protection Act</i> ? That's my first question. (interpretation) Thank you, Mr. Chairman.	Δለደቦኑ፣ውሮ ሮቄዉ ለሮሲኛል ለናሏለሲልለው ሏወልና ውክውለጐቦናር ኣንዛፑንውነብፑ ደሮሁናየ? ሮቄዉ ለምናሮ፣፦ና፦ «መሰጠሁ. (ጋኣንስጋምታ፦ን፦ን፦) የፅንቄዉጦ, ፊዮለማውር፦.
<b>Chairman</b> (interpretation): Thank you. Commissioner Aariak.	<b>∆•⁄≪⊳ር</b> ∾: L'ฉ. b୮ィჲ ସં∿⊲⊾

<b>Ms. Aariak</b> (interpretation): Thank you. I will respond to the question first. What's being reviewed or proposed for change in the <i>Inuit</i> <i>Language Protection Act</i> is section 8(2). That is the only one they propose to change. It doesn't necessarily need to be changed. Even if there is a little change, the preamble in the <i>Education Act</i> already states we cannot pick and choose legislation by saying this part is good or take it out and change it.	<ul> <li><b>ά \[ \] \[ \] \] \] \] \] \] \] \]</b></li></ul>
If we're going to change an Act on language rights, the Act has to be reviewed as a whole. Section 8(2) pertains to education, but the Act was enacted. Legislation always has a preamble as to why it is necessary. In the preamble of the <i>Inuit Language Protection</i> <i>Act</i> it states that education pertains to our language. Even if you change section 8(2), you have to review the whole piece of legislation. That is a brief explanation. Thank you, Mr. Chairman. <b>Chairman</b> (interpretation): Thank you. (interpretation ends) Can you explain what you just said in the context of Ms. Towtongie's question, which was referring to page 10 of your submission? It says, "Generally speaking, the legislature enjoys broad powers to make law or change it. Interfering with that prerogative is difficult and does not offer the Office of the	<ul> <li>Αγ<sup>*</sup>λσ</li> <li>Αγ<sup>*</sup>λσ</li> <li>Αζ<sup>*</sup>αροιο<sup>6</sup> Λ<sup>*</sup>ζη<sup>6</sup> Ρ<sup>5</sup>δρ<sup>4</sup> Δ<sup>2</sup>Γ<sup>6</sup>σ<sup>5</sup> Λ<sup>2</sup></li> <li>Α<sup>*</sup>αροι<sup>6</sup> Λ<sup>2</sup></li> <li>Α<sup>*</sup>αρο<sup>6</sup> Λ<sup>2</sup></li> <li>Α<sup>*</sup>δ<sup>2</sup></li> <li></li></ul>
Languages Commissioner a strong response to the proposed amendments." Can you please explain that in the context of your response just now? I'm referring to the third paragraph on page 10 of your written submission to the Committee. Commissioner Aariak.	▷⁵Ხ▷ፖሊኆ፝፞፝ዹቝለ▷▷ ᡤᢆ°ዹ ዖ▷ኦጘበቦናᡤᢑᢗ᠘ና ለ՟ጔJ. ▷⁵Ხ▷ᡘ⁵Ხ᠉ጋ∿Ს ለ∿ሁኆኄና Ľ<ለሁ₻ 10 ᡤᢐᡆ᠋ᠴ ᠕ᡐႱᡕᡐᡅ°ᠦ. Ხ୮ፖዹ ଐ୕୷ଐ.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. I'll read it first.	<b>ዻ፞፞፞፞፞፞፞፞፞፞፞፞፞</b> ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
Can you hear me now? Thank you, Mr. Chairman. I'll read it in English. (interpretation ends) "Generally speaking, the legislature enjoys broad powers to make law	Ͻ៶ჼჼኣϷϲჼჼ ჼdታ°ႭႠჼ, ΔჼჄ֎ϷϹ;·. ϹʹჼႭ<br ႶႶናჼჄႾႫჼႱ ჼႦჼჂႭϷϟჼჾႯናჼd (ϽኣትႶႮჼ) ϷჼႦϷϟჼჂႯႠჼႶჼႫჼ ϹჼႭ ႾႠႱႠϷჼልჼ ለႵჼႭϷႶჼႦჼႾჼ ႾႠႱႠϷჇჼႭჼჂႶჼ

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or change it. Interfering with that prerogative is difficult and does not offer the Office of the	طئ <sup>ب</sup> ک <sup>،</sup> ےס כَ <sup>م</sup> כַבַב <sup>∞</sup> כַלאורַ ליאיי. פּלסס כִילישיט אמיש״רשסינר פישפארתסיש פראם
Languages Commissioner a strong response to	4°°Γ4Γς 60°4 740.52. Γς.
the proposed amendments."	
h-ch-cr-c	
(interpretation) When it is laid out in	(כיָלארוב-טרשייטייי) אישעידערני⊃ט געייטיא
legislation, the Office of the Languages	
Commissioner needs to be included in these	
debates. As per my earlier statement regarding	ଐୢ୴ୢ୰ୠୄୄୄୄୄୄୄୄୄୄୄୄ୶ଽୄ୷ୠ୶ଡ଼୶ୠୄୢ ୶ୢୄୄୄୄୄୄୄୄ୶ୄ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ୶ୠ
the previous Special Committee to Review the <i>Education Act</i> , there are minutes written	
specific to April 1, 2015. When the <i>Education</i>	b∩L'≺CÞ≺&♂ʿ♂ ⊲∆>Żʻ 1, 2015-Г.
Act was reviewed, since our language is tied	᠘᠆᠋ᠳᠣᡏᡃ᠑᠆ᡄᡅᠦ᠋᠋᠋ᠴ᠘᠆᠋᠋᠋᠆᠖᠂ᢆ᠋᠋᠋᠋ᡏ᠋ᡗᡃᢣᢈ᠋᠋
to that requirement, have Members taken into	ᢄ᠋ᡃ᠋ᢄ᠆᠕᠆᠕᠆᠕᠆ᡁᢄ᠂᠘᠆᠘᠆ᡁ
consideration the Inuit Language Protection	
Act when the Committee was reviewing the	᠘ᡔ᠘ᡃ᠋ᢣᡪ᠋᠋᠋᠉ᢣ᠌᠘᠆ᡨᠣᡏᢀ᠋᠆ᡄ᠋᠕ᠳ ᠘᠆᠋᠋᠋᠋᠋᠆᠘᠆ᡁ᠘᠅ᡁ᠘᠅, ᡬ᠊ᡆ <i>ᢂ᠖ᢂ</i> ᡔᠮ᠑ᡗ
Education Act? The answer was no. The Inuit	<u> </u>
Language Protection Act was added on as an	∆/LLγ>⊂%ጋσ ∆_L√%C>σd. L⊂U%
afterthought. If an Act is going to be reviewed and we're dealing with languages, we have to	৽₽ℾ৽₽⋗₽⊲℠Ո·ℶͿͺϹၑϥ⊲ϲͺͰϛʹͻϪϲͺͽ
review our rights.	᠕᠈᠊ᠯᡣ᠋ᡝ᠋ᡖ᠋ᡗᢕᢄᡃ᠖ᢂᡔᡟᡃ᠋ᠣ᠉᠕ᢞᡆᢂᠬᡗᢨᠣ᠉
Teview our rights.	᠄᠋᠋ᡏ᠋ᠮ᠈ᢣᡅ᠋᠋ᡏᢠ᠘᠋᠆᠋ᡘ᠆᠆᠘
I hope I responded to your question. Thank	የኦታየና. የዓትልርጉ, ፊኑረ«ኦር፦.
you, Mr. Chairman.	
	<b>Δ•/≪Þር</b> ⁰፡ L'ϥ. ୮σ·Ϲ dሪႱኈ ∆୳⊃ጋና
<b>Chairman</b> (interpretation): Thank you.	᠌ᠫᡥᡃ᠋ᡶᡰᢂ᠋᠋᠋ᢂ᠋ᡩ᠆ᡁ᠘ᠴ᠋᠕ᠺᢌᡄ᠘ᡆ
Minister Kusugak, welcome to the House. You're usually on my right. You look good	ᢗ᠆᠋᠋᠅᠕᠋᠋ᡗ᠋᠉᠋ᢕ᠅ ዘኦℾ᠋᠉ ᢗ᠋ᡫᠳ ᢗ᠋᠋dᡪᡝᠳ᠋ᠫᠴᢦ᠔ᠥ.
over there.	᠈᠈᠘ᡩᡄᢁᢅᠫ᠋ᢩ᠂
>>Laughter	⊲᠈ᡃᢣ⊳dᠦ, ᢗdᡪᡝᠦ᠋ᡨᠬᠺᠫᢩᠬ᠂᠕᠈ᡃᠵ⊳dᠦ.
	᠌ᡅ᠋᠋ᠴᡆ <sup>ᢩᢛ</sup> ᡥᡗᠫ᠋᠋ᠣ᠋ᠴ᠆ᡏᠦᡃᢗ᠌᠌᠌ᠵ᠋᠋ᢄᢞ᠋᠋᠋ᢣ᠘ᡌᢂᠫᢦ᠋᠋᠋᠘᠄ᢞ᠋᠋ᡐ᠋᠋᠋᠅
I know, as Minister, he is welcome to this	
House.	6√ዘΔ⊃C Δd⊃° Γ'C ነd⊲ኣ ⊲∧ኈዘ⊳ዖ⊲ኈሮናጋ⊲ናልና. 6√ዘΔቦና Γ'C ነd⊲ኣ.
Let us proceed. I'm sorry, Mr. Quassa, you	איזי≃חצאיט ט ז∟אזאי. טלח∆וי״ ו יע יטאז. 
wanted to ask another question. Go ahead,	<b>'d⊲\</b> : 'd≻⁰ႭЃҌ, ∆ӄノ≪ϷϹϚϷ. ∆ᡄҌ
Mr. Quassa.	ڡۥڡۥڡڮڔڗ؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋؋
	ᡣᡣ᠋᠋ᠺ᠋᠋ᢛᡝ᠘ᢣᠡ᠌ᢄ᠋ᠮ᠔ᡔᡄ᠋᠋᠕᠋᠋᠋ᡔ
Mr. Quassa (interpretation): Thank you, Mr.	
Chairman. As I said earlier, your submission	CALC টেরব ব/Cİ%৫ LCᲡᲡᲐ® টি॰এ 25 ১৫৮/८୯୯୦୦୦୫୦୯୮ ^°%৫୮८, ব/Cİ%৫৩০
seems to be more focused on languages. Bill 25 does not only deal with languages. You	C694 CD2~J46776
have probably reviewed the whole thing.	·የΓየ24 <sup>®</sup> /Lንካሊ «ፖሥርኦ <sup>®</sup> . ነኴሳር የ4 <sup>®</sup>
What is your position on the way Bill 25 is	۵،۲۵۷ میں میں میں میں میں میں میں میں میں میں
written? Are you okay with the rest of the	Ċ°௳ Bill 25-℃ਗ਼ੑੑੑੑੑੑ <sup>™</sup> ጋ%? ⊲үᠸĹ∿个º Ċ७d⊲
	ᠺᢀ᠘᠆ᡨ᠘᠘᠂᠂

bill? Thank you, Mr. Chairman.	'd৮°এটি, ১৮૮৫৯.
<b>Chairman</b> (interpretation): Thank you. Commissioner Aariak.	<b>Δ•/«ϷϹ·</b> •·: L'ϱ. ԵΓ៸ϱ ϤͺϤ. <b>ϤͺͺϤ·</b> : ΔϲͺՐϤ <sup>ϧ</sup> ϐ·ϭ·ͻͿ, ϤϡͽϧϽͼϷͼϲϷͼϒϹͼͼϲϽͼϼϲ
<b>Ms. Aariak</b> (interpretation): To add onto that, as we were not involved in the discussion, we didn't really give it a thought.	$\Delta \subset P^{s}b \subset P \subset P^{s}c \cap P^{s}c \cap P^{s}c^{s}$ $\Delta c P^{s}b c P \subset P^{s}c \cap P^{s}c^{s} \cap P^{s}} \cap P^{s}c^{s} \cap P^{s}c^{s} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s}c^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s} \cap P^{s} \cap P^{s}} \cap P^{s}  \cap P^{s} \cap P^$
It states in the Act that the Languages Commissioner should be dealing with, protecting and promoting Inuit language rights. If Inuit language rights are broken or misused, concerns can be brought to me. That being the case, we looked to see if the <i>Inuit</i> <i>Language Protection Act</i> is affected, and our concern is the proposed amendment to section 8(2) of the ILPA. Inuit rights cannot be diminished or extinguished. We already have rights and even if they change the dates, we will always have our rights. Section 8(2) doesn't necessarily need to be changed. Thank you, Mr. Chairman. I hope I responded to you.	L - U + U + U + U + U + U + U + U + U + U
<b>Chairman</b> (interpretation): Thank you. Mr. Quassa.	<b>Δ•/《ÞC<sup>·•</sup>:</b> L'α. Γ <sup>·</sup> C <sup>·</sup> dϤ <sup>·</sup> . <b>·dϤ<sup>·</sup>:</b> <sup>·</sup> d৮° ឧ广 <sup>·</sup> , Δ <sup></sup> <sup></sup> ィペϷϹ <sup>·</sup> <sup>•</sup> <sup>·</sup> d৮° α广 <sup>·</sup> 그
<b>Mr. Quassa</b> (interpretation): Thank you, Mr. Chairman. I also thank you for responding adequately. With (interpretation ends) Bill 25, (interpretation) when it comes to language, there are dates set until 2039. There are different phases leading up to that date with respect to language. What is your position on that? Is it breaking the Act that you are talking about? There are certain milestones that have to be achieved with regard to grade levels. What is your position? Is it breaching the <i>Inuit Language Protection Act</i> if it's going to phase in the implementation deadlines up until 2039? That seems to be the case. That is why I'm asking if the Act is being breached. I would like to hear from the Languages Commissioner. Thank you, Mr. Chairman.	$PP \cdot Pr \cdot Pr \cdot Pr \cdot Pr \cdot Pr \cdot Pr \cdot Pr \cdot$

**Chairman** (interpretation): Thank you, Mr. Quassa. We talked about that this morning, but to his question, commissioner.

**Ms. Aariak** (interpretation): Thank you, Mr. Chairman. I also thank you for your question. I'll respond again. I made my opening remarks this morning. The status of Inuit language has been studied. It is being lost. I talked about some of the historical facts when it started being studied. The number of Inuit language speakers has decreased in Nunavut, both in Inuinnaqtun and Inuktitut.

I can use Thomas Berger as an example. No, not that one. My apologies.

It was identified in a study that Inuinnaqtun is in a dangerous position. Inuktitut is heading towards being endangered too. This was not written yesterday and it was not identified yesterday. We have known for a long time that our language is being used less and less. While the language is being used less and less, they're delaying the use of the language in schools. What are we waiting for? Are we going to start only after we lose our language?

When the elders had a meeting on *Inuit Qaujimajatuqangit* in Iqaluit recently, I was able to hear from the elders and I appreciate that because I learned from them. An elder said that it seems like the date is being delayed as they wait for the elders to pass away. (interpretation ends) The delay in the date is just waiting for the elders to pass.

(interpretation) As I just stated, students in the schools right now should be learning their language. Yes, I agree that we have to make our language important at home. Our rights also need to be protected in the schools. They have rights. We clearly know that we are losing our language and we realize it. The fact that we're trying to wait, are we trying to lose the language by waiting? If students today **Δ•/≪ϷϹ·**Ϸ: L'ዉ. Γ'Ͻ 'd⊲ኣ CL°ዉ Þ<≟<sup>™</sup> ▷'bÞ/ቦናൎᢣᡄÞናና∩J, የረ⊲σ ⊲∧™d∩ቦን∿Ⴑჲና, bΓረዉ.

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have a strong foundation in their language, they would make good teachers. The students are our future teachers. Thank you, Mr. Chairman.	Űዹ ዾ'፞፞፞፞፝፝፝፝፝
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Ms. Aariak, can you maybe clarify that statement you just made? That was very strong wording that you used in terms of waiting for people to pass away. Can you clarify that those are not your words; that you're quoting somebody that you had been in a meeting with? Ms. Aariak.	<b>Δ•/ &lt; Þ C &lt;•</b> : L'α. (ϽϞϷΛͿϚ) Γ· ϭἰͺͺϭϷ, α_ͻαΔͺϷϷ <sup>°</sup> σΡ <sup>°</sup> α <sup>.</sup> <sup>6</sup> ΛϷ <sup>▶</sup> ϷʹϷϷϷϟͺͼϷϹϪϚ, Ϟ <sup>ͼ</sup> ዮͺͰϥͺϳʹϷϹϚͺϹ Δ
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. Do you want me to say it in English?	<b>╡∟⊲⋫</b> : ჼd≻°Ⴍ广Ⴆ, ∆ႦჇ≪ϷϹႠႦ. ჼႦႽჂႭႶჂႦႱႪ ႦჼႦჼႺĴ?
I was at a meeting where we were learning about <i>Inuit Qaujimajatuqangit</i> and what I said did not come from me. I heard it from an elder who made that comment and this individual indicated that they're just waiting for the elders to pass away. It didn't come from me. It came from an elder and I'm restating the facts. Thank you, Mr. Chairman.	b∩L⊀ởᡄϷϚL ΔϿΔϚ ჼႦϷϟLϟϽჼႦჼՐናር ℾჼኣϿና ΔϚჼσďჼ<ናϲイʹϿϹ. Ϲʹឩ ϷʹႦϚϲʹჼͼϹϚ Ϸ≪·ởͺ՟ႱჼႦϹͼჼϒϲϽʹჼͽ ϽኣϲϷʹჼϲϚ Δ°Ⴍჼ⅃ና Ϸʹϐ·ϲϲʹϲʹͼʹϽΓͼ, ͵ϳʹͼͺϿϳʹͼ ϷϹʹͼϷϟϷϽΔ°ႭʹͼϽϚ ΔάϞϐϭϲϤϲͺϟϷϽΔ°ႭʹͼʹͽϽϹͽ Δ°ႭʹϚϷ Ϲ°ႭϪϲʹϷ Ϸ≪·ϭͼʹͺϳʹϒϲϽʹͼ Δ°ႭናΓͼ Ͻ៶ʹͼϟϹϧ ϥϿϿΔϷϷ°ϭʹͼϚϲ. ʹϭϟ·ϿϹϳͼ, ΔͼϟϘϷϹϲ·.
<b>Chairman</b> (interpretation): Thank you as well. Minister, I will refer that question to you. We had asked for further information by way of correspondence and in the House. From now to 2039, what is your department going to be doing or do you have a plan for what you're going to be doing? Can you elaborate further on that? Are we just going to be waiting for the Department of Education, or what action plans do you have in place? Minister Joanasie.	<b>Δ<sup>6</sup>/«ϷϹ·</b> <sup>6</sup> : Δ <sup>8</sup> & <sup>2</sup> , <sup>5</sup> d <sup>6</sup> <sup>2</sup> <sup>4</sup> , Γσ <sup>5</sup> ) Δς <sup>6</sup> , <sup>6</sup> Οσς <sup>56</sup> <5 bNL <sup>2</sup> Ϸ <sup>5</sup> , <sup>5</sup> C Ϸ <sub>2</sub> ϽΡ/ <sup>6</sup> b <sup>6</sup> σ <sup>2</sup> d <sup>6</sup> / <sup>4</sup> LU <sup>6</sup> C NN <sup>56</sup> bNJ <sup>6</sup> d <sup>1</sup> L C <sup>8</sup> «σ Δ <sup>1</sup> , <sup>5</sup> Δ, <sup>3</sup> dσ Ϸ <sub>2</sub> L <sup>6</sup> Δ, Λ <sup>2</sup> Λ <sup>3</sup> , <sup>5</sup> Δ, <sup>3</sup> dσ Ϸ <sub>2</sub> L <sup>6</sup> Δ, <sup>6</sup> Δ, <sup>2</sup> Δ, <sup>3</sup> dσ Ϸ <sub>2</sub> L <sup>6</sup> Δ, <sup>2</sup> Δ, <sup>3</sup> d <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ, <sup>5</sup> Δ
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We would like to see Inuktitut at the schools. I think it was on Monday when I said that we have a shortage of Inuktitut-speaking teachers and a shortage of teachers in general. We have to provide further support to the teachers and we also	<b>ϤϞႱ⊀ჼჼႱჼ ϹΔϪႶ ┽ϤႭჄ</b> : ჼdႸჼႭႠႦ, ΔናჄ≪ϷϹʹჼႱ. ϹϹჼႭ ϪϹ΅ϭϤʹϐჃͲ ΔϿͼႶჂႫჼႭჼσჼႱ ႦႵჅႭჼdႸჂႽჼ ∧ϐϲϹႱჼႱჄϹ ΛϲϲͺϤϲͺ≪ʹϲͺϤႱϟϤჼႱϟͶͿ. ϤϞϹϿ ϷჼႦϲϷϚϹ ϤʹჼႶჼϐነ;ϞϤʹႮჼႱႻჼႦჂჼႱ ჅჼჂ ∧ϐϷ;ϟϤʹႦϽϽϾ ϹჼႭ ϹჼႱႻ ϪϲϞϪϳͼ ϤͳႱჼ៲ႶჼჂႶჼ ϹჼჃჂ ϪϿͼႶϽჼ ϪϲϞϪჼႦჼႺჼႦჂႽ, ჃႱჄჇჼႦႺჼႶჼჂႶჼ ϪႦႵჼႱჅႱႻႦჼႻჇႺჂႭჼႭႺჂჂႷჼႱႶჼႻ ϹჼႭϲ

want to develop our plans from now to 2039.	<ኁ፞ዹ<<՟⊏⊲ሀLσ⊲ኈሮጅና 2039–⅃ና በԲʻጔIJ.
Further, to cite this example of thinking outside the box and perhaps in a more traditional Inuit manner within the schools, including the legislation, and if you can bear with my trying to use a different method, to envision caribou, as we all know, and quite nutritious as they form part of our delicious traditional foods. It would be like the legislation, if it is drafted in such a way where every day, Nunavummiut would have three square meals a day, such as breakfast, lunch, and supper and some people would clamour for caribou meat prior to the identified day for caribou. As an example, the legislation is seemingly drafted in that manner. However, we know that in reality, several caribou populations have crashed, resulting in hunters having to go far and wide to search for caribou. More resourcefulness is required, as an example, to determine how we can attain our goals as written. Further, the plans we want to develop will serve as guidelines to develop more teachers in the upcoming ten years by enhancing current programs to increase the number of Inuktitut teachers and other professionals.	$ \begin{array}{l} 4 \label{eq:4} 4 eq:4$
We want to try to reverse the trend now. We are aware that fewer people speak Inuktitut. We want to see an increase in the numbers of people who speak Inuktitut. We want to work	ᢗLᠲᡅ ᠵᡃᡝᠫ ᠻᠵᠻᠠ᠋᠘ᡔᢦ᠋᠋ᡃ᠋ᡰᢄ᠆ᡧ᠖ᡔ ᠌᠋ᠫᢣ᠋᠘ᠲᡅ᠋ᡪᡄᡗ᠘ᠴᠻᡗᠫᡝᠦ᠋᠋᠋᠅᠊᠋ᡖᠧᡐ᠋᠆ᠮ ᡬᠲᡅᢩ᠆᠆᠆ᢤᡀ᠋ᢩ᠕᠆ᡩᡆᡷᢁ᠂ᡧ᠘ᠴ ᠕ᠵᡄᡅ᠋᠋ᡃ᠖᠋ᡗᡃᢑᢓ᠘ᡩᠴᢗ᠘ᡔ᠋᠋᠋᠋᠋᠋ᡬᢦ᠋ᡶᠧᡅᡈᡥᠦ᠌᠉

are aware that fewer people speak Inuktitut. We want to see an increase in the numbers of people who speak Inuktitut. We want to work with the Department of Culture and Heritage and other organizations like Taiguusiliuqtiit and Inuit organizations as all Nunavummiut should be on the same page, so not just government is working on language retention. I agree that when Inuktitut is the foundation in our homes and forms the primary language, it will continue. I have noted that with our children where they also try to continue it at school. We have been working on this for a long time and we will keep working on it, Mr. Chairman. Thank you.

<b>ʻdব৸</b> : ʻd৮৽൨广ঁ, ᠘৸৵᠙ϷϹʹ· <sup>៲</sup> Թህ <sup>៲</sup> ՟Ϲ· <sup>ֈ</sup> ·Ϲͺϲ·ʹͻͿʹb᠘ Ϸ൨ ᡏ᠕ᠸᢣϷᠵᡰᡃ᠋᠋ᢣᠺ᠉ᢑ᠋bϷ° <sup>ൟ</sup> Ր℃৸ϷϞʹႱͻϭ <sup>៲</sup> ͽ. Ϲ°᠙σ
L <sup>b</sup> Λς <sup>b</sup> U <sub>σ</sub> 7-Γ C <sup>e</sup> S <sup>b</sup> U b∩L <sup>b</sup> N <sup>b</sup> P <sup>a</sup> C <sup>b</sup> DJ <sup>c</sup> Δ <sup>b</sup> γP∩CP <sup>b</sup> Cγ P <sup>b</sup> b <sup>k</sup> L <sup>b</sup> L <sup>c</sup> C <sup>e</sup> <sup>e</sup> C <sup>a</sup> <sup>b</sup> DJ <sup>c</sup> Δ <sup>b</sup> C <sub>2</sub> Δ <sup>c</sup> O <sup>b</sup> Cγ P <sup>b</sup> b <sup>k</sup> L <sup>b</sup> L <sup>c</sup> C <sup>e</sup> <sup>e</sup> C <sup>b</sup> C <sup>b</sup> D <sup>c</sup> <sup>b</sup> U <sub>σ</sub> <sup>b</sup> Λ <sup>a</sup> C <sup>a</sup> D <sup>c</sup> Δ <sub>c</sub> C <sup>b</sup> <sup>c</sup> <sub>2</sub> J Λ <sup>a</sup> C <sup>a</sup> D <sup>c</sup> b <sup>k</sup> D <sup>c</sup> <sup>b</sup> Δ <sub>2</sub> Δ <sup>c</sup> P <sup>b</sup> bP <sup>k</sup> <sup>b</sup> U <sup>c</sup> σ <sup>b</sup> dD <sup>c</sup> <sub>2</sub> σ ΔC <sup>a</sup> σd <sup>b</sup> DCPσ <sup>b</sup> . CL <sup>a</sup> C P <sup>b</sup> γLU <sup>c</sup> DJ d <sup>L</sup> L <sup>2</sup> D <sup>b</sup> U <sup>b</sup> C <sup>b</sup> r <sup>b</sup> 2σ Δ <sub>2</sub> Δ <sup>c</sup> P <sup>b</sup> bP <sup>k</sup> <sup>b</sup> U <sup>c</sup> S <sup>k</sup> C <sup>b</sup> r <sup>b</sup> C <sup>b</sup> C <sup>b</sup> C <sup>b</sup> C <sup>b</sup> C <sup>b</sup> C <sup>b</sup> C <sup>b</sup> C <sup>b</sup> C <sup>b</sup> C
L       L
<b>Δ•/ኆ⊳ርኈ</b> : L'ዉ, Γነጋ ናਰ⊲ኣ ⊲∧∿ਰ∩ቦ≻∿Ⴑഛ, ๒୮イዉ ସ໋⊾⊲ <sup>▶</sup> .
<ul> <li><b>ά</b>Λ</li> <li><b>ά</b>Λ</li> <li><b>ό</b>Ν<sup>4</sup></li> <li><b>δ</b><sup>4</sup>Λ<sup>4</sup></li> <li><b>δ</b><sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup></li> <li><b>δ</b><sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup></li> <li><b>δ</b><sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup></li> <li><b>δ</b><sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup></li> <li><b>δ</b><sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup></li> <li><b>δ</b><sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ<sup>4</sup>Λ</li></ul>
are given a certain amount of rights and then more will be added from this date to that date. ∧ל ב⊳חחי ∧יש סבייל איילרי איילרי. Maybe it will be explained better in English. I Ċ°ح،62 ،65-JaU ϷσϷϳͽͼϹϷͼͶϭϷϼͼϲͼϫͼ would like to refer this to our legal advisor if ᠙ᢂ᠋᠖᠆᠘ᠺ᠆ᠺ᠘᠖᠕᠘᠘᠘᠘᠘᠘ she would like to supplement my response. ለልናኮምበናሳዊና ርት. ናሳታ ሲኮ, Δνረ የኦርሮ. Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Ms. **Δ<sup>b</sup>/<br/><br/>ל<br/><br/>
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* Hayes. Ms. Hayes: Thank you, Mr. Chairman. I think as well what we are looking at here when we ᠘ᢣ᠘ᢞ᠋᠊ᡅ᠘᠖᠆ᡩᡆᠴ᠉᠋ᠳᡲᡗᢓ᠕᠘ look at that phrase that was mentioned by the Hon. Member, that the use of the Inuit language and the Inuit language instruction is  $\Delta \Box \Delta^{-} \supset \nabla^{-} D \nabla^{-} U^{-} U^{-} D \nabla^{-} U^{-}  an inherent right does not depend only on ᠕ᢞᡆᢩᢣ᠋ᡣᢂᢣ᠘᠂᠋ᠴ᠋ᢞ᠋ᡶ᠕᠋᠂ᡃᠣ᠘ᡩᡆ᠅ᡣᡃ᠘ section 8 is because we find reference to that in the preamble of the ILPA. The ILPA is ᢄ᠋᠋ᡃᢑ᠘ᡔ᠘ᢑ᠘ᡓ᠘ᡓ᠘ᡔ᠘ᢑ᠘ᡔ᠘ᢑ᠘ᡔ᠘ very strong in what it says about this, that the ל>>>ל ברויך. סינש ליישלישס use of the Inuit language is a right. This ᠋᠂ᡃᡃᠣ᠋ᠴ᠋᠋᠃ ᢂ᠋᠖ᡩᠣ᠖᠘᠋᠘᠘ᢄ᠆᠘᠋ attaches then to the treaty, which then attaches ᠘ᠴ᠘᠋ᡗ᠊ᢂ᠋᠆ᡩ᠘᠘ᡁ᠆ᡆ᠖᠘ᡷᡆ᠋᠘᠘᠘ to section 35 of the *Constitution Act*. ∿∿∿₽∩№¬₽∽⊐σ⊐ ⊲чJാ™∠לσ 35-」 If we look at the preamble to the ILPA, and I am just pulling it up so that we can look at it C<sup>1</sup>~ Cdaγ26UJ δ6βγ4~4°600°C ΔΔΔ6 very quickly...thank you. It says, ▷የ₽₽%₽₽₽ ለ>₽₽₽₽ "Considering the importance of the Inuit  $\flat$  b c L D L  $\Delta$  c  $2^{b}$  d i P i P i  $2^{b}$  c  $\sigma < q$  c Language (a) "C<sup>▲</sup>𝔄, Λ<sup>⊥</sup>L<sub>∩</sub>▷⊂<sup>₅</sup>P୭<sup>₅</sup><sup>▶</sup> Δ<sub>□</sub>Δ<sup>c</sup> (a) as a cultural inheritance..." ▷ኄ▷ሥ∿ບጔና, ᠘⊂ኈዸጘናГ∩ጏና." Then if we go to paragraph B, CdUPCOJ  $PGPC^{C}C B-C,$ (b) "as the fundamental medium of personal and cultural expression... (c) to the development of the dynamic and (b) "এ৽৶৻৴৶৻৴৵৻৴৵৻৴৴৴ strong individuals, communities and ⊳ჼᲮ₽ረჼᲮჼσჼℾჼ... institutions in Nunavut that are (c)  $\wedge^{\varsigma} + \wedge^{\circ} \vee + \vee^{\circ} \vee + \vee^$ required to advance the [purposes of] reconciliation... ᢣ᠘ᡃ᠘᠌ᢂ᠋ᢙ᠘᠘᠘ (d) to support the meaningful engagement (d) "(d)" Δb
Δυ of Inuit Language speakers in all  $\Delta \dot{\rho} / \Omega \dot{\rho} - \dot{\rho} \partial \rho / \sigma \partial \rho$ levels of governance and in socioeconomic development... (e)  $\Im^{b} \cup A^{b} \cup A^{b} \cup A^{c} \cup$ (e) as a foundation necessary to a sustainable future...as a people of

Act. We already have an inherent right. We

<b></b>	
distinct cultural and linguistic identity within Canada;"	᠘᠆᠋᠋᠋᠋᠋᠋ᢛᡃᡉ᠋᠋᠘ᡩ᠋ᢧᠣ᠋᠋ᢉ᠋᠋᠋ᡆᢄᡩ᠋᠑ᢄ᠂ᢣᢛᢕ᠋᠋ ᠙ᡆᢂᡃᡪᠯ᠋᠋᠋᠋ᡃ᠖᠋᠂ᠳ᠋ᡗᠮ᠋᠋᠖ᡆᢗ᠋᠋᠋᠋᠋ᢗ᠋
Further on, the next paragraph talks about "a language of education, in a system that in both its design and effect strives to equip Inuit children to enter adult life as world citizens having a rich knowledge of the Inuit Language and full ability to participate in the day-to-day life"	ΠΠϚჼיϟͰϟϭ ΔͰΔϚʹ·ϧͰϹϟϪϚ;ϷʹͽϷϟʹͽϹͺϧʹͽ ΔϚʹͼϭϤϭʹͿϚͺϥʹͽϷ·ϟͰϭʹ·ϧͶͿϚͺϥϚϿϪϭʹ·ϧͶͿʹͺͻ ϽʹʹϧϧϿϧʹϥʹϿͿ ΔͼϼͼʹϞͿ;ϥϲͺ;ϷϷ;ͰϭͼϷϲͶϥͼϿͶϛ ϷͼϷϟʹϧͼͼ ΔϲϷͿͼͼͺͶϥͼͽϽϲ ͻ ;ϷϷϹϳͺͼͱϟϷͶϭ
The preamble goes on to tie itself to the <i>Nunavut Land Claims Agreement</i> , which then makes it a treaty right which has constitutional status and does not depend solely on the writings of section 8. Thank you, Mr. Chairman. I hope that responds to the question.	ሃ≫∿ሁσ በበና፨ላLጚጭ ፋንጋሏσቴሌኢዎጭ ഛሏጵΓ ഛୁርናምናጋና ፈ∿ቦንበኮ ር∆ቴd⊲ ር∆°ሏ Δ፫ጜሊታϷለL∿Lና ጋ°∿ሁልഛና Ϸፇ∿ሁኌ 8−ጋና ፈርናኌσ. ናਰታ°ฉ广ካ, Δኮረ≪Ϸርናኈ, የϷፇ∿ሁናҌΔ.
<b>Chairman</b> (interpretation): Thank you. Is that okay, Mr. Quassa, and you're done? Okay. Moving on. Ms. Kamingoak.	<b>Δ•/ペϷϹ·</b> Ϸ: L'ﻮ. ἀ <sup>ـ</sup> LϷϽʹϷ, ኀdϤኣ, ϹΔĹႪͺͻႶʹͺͻ. bϞ៸ͺͻϹ. Γኣ ·bΓ <sup>ϼ</sup> ህϤႪ
<b>Ms. Kamingoak</b> : Thank you, Mr. Chairman. Welcome to the commissioner and her colleagues.	<b>ჼᲮ୮≗୬J⊲ჼ</b> ♥ (ጋኣ̀ኦ∩Jና): ჼd۶ීႭႾႦ, ∆ჾჄ≪ϷϹჼჼ ⊲Ⴞ∟Ⴢ ጋ°ኈႱፖቦኁፖ.
With respect to Inuinnaqtun and the state it is in, does the Languages Commissioner feel that the <i>Education Act</i> or Bill 25 provides enough support to revitalize Inuinnaqtun in our education system? Thank you, Mr. Chairman.	ΔϿΔ <sup>Φ</sup> ᡆΔ <sup>Ϛ</sup> ϷʹϧϷϟʹ·ϧϚ ΛʹϞϤͶϔ·ϿͿ ϷʹϧϷϟϲͺͺϭ·ʹͿϚ ϧΓϟͼͺʹϧϿʹϚ ΔϟͰͺͺϾͼͼ Δϲ·ͼϭϤʹϭϲͺͺϭ·ϳϚ Ϲϲϧͽ 25 ΔϧϟͽϟΔͼ ͰϼͶͼͶͽϐͼϭϭϥͼϭͼͳͽ ΔͽΔͼͼϪͼ ϷʹϧϷϟʹ·ϧͼϭͽ? ϳϥϧͼͼϹϧͺϪͽϟͼϷϹʹͽ.
<b>Chairman</b> (interpretation): Thank you. Commissioner Aariak.	<b>∆৽៸⋞⊳⊂৽৽</b> : ᠳ⊲৹. ৮୮៸៰ ৰ৾৸ঀ৽.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. I also thank you for your question and thank you for welcoming me. It has been recognized and we know that over the years there are fewer proficient Inuinnaqtun speakers, and that is why we have to work harder to strengthen the Inuinnaqtun language. I'll read this in English. (interpretation ends) "As a result, Inuinnaqtun	<ul> <li><i><i><i><i><i>&lt;</i></i></i></i></i></li> <li></li> <li></li></ul>

is now considered definitely endangered and Inuktitut is now as classified as vulnerable." (interpretation) This is recognized by UNESCO.	ᢂ᠆᠕᠆ᡧᠴ᠋᠆ᡩᠣᠺᡃ᠋᠉ᢄᡔᡳᡏ᠋ ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
Statistics Canada conducts research, including language issues, such as how many people can speak Inuktut, how many people can speak Inuinnaqtun, if you speak your language at home, and how proficient your level of speaking Inuinnaqtun or Inuktitut is. Statistics Canada gathers that information. Due to the fact that we are starting to lose our language, we have to work harder if we value our mother tongue. I hope I responded to your question. Thank you, Mr. Chairman.	<sup>5</sup> bP>\`\`&bd &baCF P'\- \'\
<b>Chairman</b> (interpretation): Thank you. Ms. Kamingoak.	<b>∆⊳∕≪⊳⊂಼</b> : L'௳. ℾ <sup>ᡪ</sup> ˤხℾ℠୰⊲⁵ം.
<b>Ms. Kamingoak</b> : Thank you, Mr. Chairman. I agree; we need to work harder to revitalize Inuinnaqtun at a much faster pace now. Has your office brought forward any specific recommendations to the department on this situation with respect to ensuring that Inuinnaqtun is properly being revitalized, to be delivered adequately in our schools? Thank you, Mr. Chairman.	<b>'ԵΓ°'J⊲'</b> ' (ϽʹϞϷΛͿϤ): 'dϞ°Ⴍ广', Δν/«ϷϹʹ·. Δ΄, Ϥʹ·ΓʹϧΔΠϲϤʹͼ<Γϲ Ϥν/ϷΛΡϷϐʹϭϭϤʹͼϹϘϲ ΔΔΔ° ΔΔ° ϷʹϧϷϒʹ· LΡνϐͼϭϷ° ϛϭϤʹͰϹ / <sup>μ</sup> ϐϭʹϧϧάς. ϹΔL ΛΛϚʹδλ ϤϽϲʹ·ϤϞϲϷʹͽϟLϘʹ Δϲ° σϤʹͽϽϲ ΔϷʹϤϾ ΔΔΔ° ΔΔς ϷʹϧϷϒʹ· ΛϞϤΛΓ΄ ͻͿ ϤͰLͻ ΔΔΔ° ΔΔς ϷʹϧϷϒʹ· ϷͰLʹͽΛϹϷϧϐϭϷ϶ ʹϛϭϤʹLς ϤͰLͻ ϤϽͽʹϹϷϲʹͽ.
<b>Chairman</b> (interpretation): Thank you. Commissioner Aariak.	<b>∆⊳៸≪⊳ር</b> ⁰፡፡ L'௳. Ხ୮ィ௳ ዻ፞፞൨⊲⁵.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. We have reviewed the proposed amendments. Well, as you were reviewing the proposed amendments to the <i>Inuit Language</i> <i>Protection Act</i> , there was agreement as to how the changes would be made, but we were not involved when they were drafting the bill. There were no deliberations. For example, (interpretation ends) we made a submission, just like the other presenters that came before you: Nunavut Tunngavik Incorporated, Coalition of Nunavut DEAs, the teachers association, Iqaluit District Education	

Authority, and others, the ones you had invited. We could not have meaningful input into the changes if we weren't properly involved. (interpretation) Does that make sense? Thank you, Mr. Chairman.	⊲୵∿Ր՟ـ೨. ር∆ናd⊲ ՙᲮ∆℠dᡄ▷℠ር୵ Cኖፇ∿Ⴑ. Cኖኆ, ⊲ጏ̀∩ኁҌና∩⊲ႪጋℾϷ ՃᡄলϷኪ๙°ଘႪ≀L°∻Րϲ⅃ና Ľኮ∧ႱϷ⊀ഛና ՃᡄϷ°∿ՐՈ՟ᠴႠ. (ϽϞϡ∩ϳ₽°ႫႪϽႪ) Ͽዮ៸ଘႪ>∿ႱናҌՃ? ՙⅆᢣ°ฉℾԻ, Ճຩ୵ኆϷႠႪ.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) I mean, with all due respect, commissioner, the Committee in terms of our role, we are involving you and your staff in this process.	<b>Δ•/«ϷϹ·</b> •: L'ϥ. (ϽϞϷͶͿϚ) Ϥ <sup>ͺ</sup> LϿ, Δ͵͵ͺͿͺϤͼϿϤͽϿϤͽ ϷΓϟͼ ϷͶͰϷϚϲͼ ΛϲͺͺͺϤϧϿͼͺϹͿϐ·ϿͿ ϪϲϷͶͼϟϿͿͼ Ϫϲ΅ϭͼ ϪͽϷϥϪϧͽͶϟͼϭϿͺϹϹϽͿϞϾͺϪ≪ϲϤϭϷϟͿͼ.
The legislation as it is written now is not written in stone. It's written on paper and this Committee and this group has the ability to suggest amendments to the bill, to suggest deletions. We can't fundamentally rewrite the bill, we can't go beyond the scope of the bill, but Ms. Kamingoak's question was regarding specific recommendations to the bill as it is written now.	Lebes Πηςώγμανυ μετοι μετο
We understand that you weren't involved in the drafting of the legislation and neither were the Regular Members in this House. I would like to point that out for the record. We are not consulted in terms of the drafting of the legislation. The right of the government is the right to govern, and that's how I understand it.	ϽΡϟϷͺϷϿͺͿʹͺͻͺϪϲϷϟͺͺϷͼϫϐ ՈՈϚჼჼϹϷͺϘʹϲʹϭͺʹʹͽʹͶʹͺͻͿͺͺϹϲႱͼͺϚ ΔϲϷϲϷϚͶʹͺͻͺͺϹϲͼͺϷʹͼͶϽϪͼϫϪϛͺϹʹͼϭϭ Δ <sup>ι</sup> ͺͻΓ. ϹͺLͼϫͺϷʹͼϷϒϲͺϫͼϫͼϹϚ. ΔϲϷϟͺLͼϞϔϲϲͺͿϛͺϷʹϐϧϐͶϹϟϷϧϹͻ ͶͶϚʹͼϹϷϟϹϭͼϫϿͶϹͱͺϹͼϫϫϫͼϫ ϲϪϲͼͺϽϼϟϷϲͺͿϧ
In terms of her question and specific recommendations to Bill 25 as it is written, Commissioner Aariak.	CALল ଏ∧™ᲫᲘଏഛ ୧୦୯୯୯୯୦ ଏ୦୮ଏ୫୮ଟ୍ର L୯୯୯୯ 25 ۸-୦୦ ೧೧೯™೭೮~୯୦୯, ୪୮୯୦ ସ୍へ୯.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. In the Act it states that the commissioner's rights and responsibilities are there for languages. When it comes to education, yes, if we were asked, but we have rights or authorities over language. The Act outlines our office's responsibilities. The Department of Education knows its responsibilities. My roles and responsibilities have been outlined as the Languages Commissioner. That's my area of responsibility. I can say that.	

If Lenise wants to add to my response, I	ᡬ᠋᠋ᠳᡅ᠘ᡄᡗᢦ᠋᠋᠋᠉ᢗᠵ᠋ᡃᢐᠣᡒ᠋᠌᠘ᡃ᠆ᠺ᠂᠋ᡄᡠᡃ
would like her to be given an opportunity, Mr. Chairman. Thank you.	ለልኄቴኈበናጋLኆና. Δኑረኆኦር一 ፞፞፞፞፞፞፞፞፞፞፞፞
<b>Chairman</b> (interpretation): Thank you. Ms. Hayes.	<b>∆⊳ץ≪⊳ር∿</b> ։ L'œ. Γ' ዘ⊲∆'.
<b>Ms. Hayes</b> : I think what I understand from the commissioner is that no specific recommendations were ever prepared for Bill 25 or 37, specifically. The Office of the Languages Commissioner reviews specifically those areas that were within the purview of the responsibilities of the commissioner, and that was the issues that go to the language rights as opposed to how education should be delivered in Nunavut. I hope that answers the question, Mr. Chairman. Thank you.	ΗΔ' (ϽϞϡΛͿϤ): Δ/L≫ ບ ϽΡ/σς L - J bΓ/αΓ Ρ΄
<b>Chairman</b> (interpretation): Thank you (interpretation ends) Thank you for elaborating. (interpretation) The last person I would like to recognize for the second time is Mr. Qamaniq.	<b>Δ•/ペϷϹ·</b> •፡: L'ዺ. (ጋኣ፞ኦበJና) <sup>ና</sup> dሃ°ዺ广 ዹےዺΔሊላ <sup>ϧ</sup> ይ°ኇናልϷ <sup>ϧ</sup> . (ጋኣኦበJ፟፟፟፟፟፝ን <sup>ኈ</sup> ታኈ፟ጋኈ) የኄነ፝፝፝፝፝፝፝፦ርኈሩϷσ⊲፫ኈ፟፟፟፟፟፟፟፟፟፟፟፟ናንኈ ጋ፝፝፦ርኊ፟፝፝፝፝፝፝ኊ፝፞፞Ⴑፚ፝ ፚ፫ርሲ፫ኈ፝፝፝፝ዺJ, Γነጋ ናይLፚኈ.
<b>Mr. Qamaniq</b> (interpretation): Thank you, Mr. Chairman, for recognizing me again. I'll speak in English and then Inuktitut.	<b>ჼbLσჼ</b> ": 'dᢣ°Ⴍ广ᡃ, ᠘ᡃᡟ᠙ኦርዽᡃ. ᠘ᡄᡃ᠋ᠬ᠌᠌᠌ᡃᡋᢪᠦᢪ᠋᠌ᡆᠺ᠋ᢌᡃᡶ. 'b՟ᠴᡆ᠌᠌ጶᢣᡄ᠌ጶ᠋᠋bᡃᠴ᠋᠈ᡃ ᠘᠌᠋ᢧᡃ᠋ᡣ᠌ᠫ᠋ᡗ᠈ᢄᡃ᠋᠋᠋᠋ᡃ᠖ᡃᡄ᠅᠋ᠳ᠍᠍᠋᠋᠋ᡃᢐ᠌᠌᠊᠋
(interpretation ends) In your opening statement, maybe under the fifth paragraph, it states that and most of the comments from the Office of the Languages Commissioner refer to section 35 of constitutional law, I suppose, and "recognizes and affirms the existing aboriginal and treaty rights of the indigenous peoples of Canada. The Supreme Court of Canada has stated that the content of these rights must be directed at fulfilling the purposes of section 35. The court states that to be an indigenous right, an activity must be part of a practice, custom, or tradition that is integral to the distinctive culture of the indigenous group claiming the right. The Inuit language is clearly an element of practices, customs and traditions integral to distinctive	() Α΄ Α΄ Α΄ Α΄ Α΄ Α΄ Α΄ Α΄ Α΄ Α΄ Α΄ Α΄ Α΄

Inuit culture."	᠘ᠴ᠘᠋ᡗ᠕ᢛᡃᡆᢪ᠋᠋᠂ᠳᠴᡄ᠘᠆᠘ᡔ᠘ᡕ
(interpretation) As Inuit, our language is changing. When an elder who is 80 or 70 years old and a 19-year-old person are talking to each other, I can't understand them anymore. I can't understand elders anymore when they speak traditionally and we who are younger, the way we speak Inuktitut is	<ul> <li>(Di、トロジア・ジャン・) CAL ムシン C トックト・シック</li> <li>マージア・ジャン・) CAL ムシン C トックト・シック</li> <li>マージア・ジャン・</li> <li>マージア・シック・</li> <li>マージア・シック・</li> <li>マージア・シック・</li> <li>マージア・シック・</li> <li>マージア・シック・</li> <li>マージア・シック・</li> <li>マージア・シック・</li> <li>マージア・シック・</li> <li>マージア・</li> /ul>
different than the way a 70- or 80-year-old speaks.	Δــــــــــــــــــــــــــــــــــــ
As Inuit, we believe our laws about counselling, court, hunting, and so on. Some of them need to be learned and some of them can only be learned by going out and doing it through observation. To try and teach them in a classroom is useless. We are not using the	
Inuit ways of counselling and laws about wildlife and court because we are following	᠘᠆ᡨᠣ᠋᠊᠋᠆ᠳ᠋ᢄ᠆ᡷ᠆᠘ᢕ᠋ᢩ᠕᠆ᡘ᠆᠕᠆ᠴ ᠴ᠋᠋ᡗᢑ᠋ᡝᡆᡃᠵᢘᢤᢄᢞᡆ᠘᠆
federal laws. When they are not recognized by	᠊᠌᠌᠋ᡘ᠆᠈᠋᠃᠘᠘ ᠘᠆ᢣᡅᢣ᠌᠌᠌ᢄ᠆᠈᠋᠃᠘ᢗ
the federal government, while we are trying to	Λ4°ΦΝ≫ς. CL°d
teach them, our rights don't really have much	᠘ᡃ᠋᠈ᡃᠣ᠘᠋᠋ᠣᡄ᠋ᡳᡠ᠋᠄ᠳᡃᠯᠰᡅᡠ᠋᠄᠋᠕ᢤ᠋ᡗ᠆ᠴ
strength when it comes to counselling, court, wildlife management, and so on.	ᡏᡰ᠋ᠴ᠔ᠴ᠘᠋ᡗ᠈᠋᠖ᢑ᠋᠔ᠵᡘᢑᢉᢩ᠆ᠳᢐ᠑᠙ᢣᢉᢦᡃ᠋ᢐᡨᠳᢓᠺᡰᢣ᠘ᠺ
when han agement, and so on.	᠋᠂ᡃ᠋᠋᠋ᡦᡄᠴᡆ᠌᠌᠌ᢂ᠆ᡱᢦ᠘ᢋᡁ᠋᠕᠘ᡩᡆ᠋᠋ ᠘᠋᠋ᠺ᠋ᡬᢛᡃ᠘᠊᠋᠘᠆ᡁ᠂᠖᠋ᢂᢣ᠘᠂ᢞᢑ᠘᠋᠘ᡔ᠋ᢤ᠋᠘
Additionally, with respect to Inuit language	ΔΔΔ< Ρίδργ°ρ°Δς. ΔΔΔ< CΔj/ςλγάζας Δ
dictionaries, I only know of one dictionary for	レンジャン 2011 1 2 1 2 2 2 2 2 2 1 1 1 1 1 1 2 1 2
the Inuit language. Although there is a group	֊℠ℙ℉Ո℀· <del>՟</del> ⅆ℠⅃℠ℹℂ ℂⅆ <b>℄</b> Ϸ℠ℯ⅃ℙ℠ℋ⅁℠℧
that develops Inuktut terminology, I haven't	ᢗᡃᢆᠣᡆ᠋᠘ᡄᢩᠣᡆ᠋᠋ᡐᡔᠧᠧᠣ᠋᠋ᠶ᠘ᡄᡊᠵ᠘ᢄᢂ
seen it. Also, there is not much curriculum	᠔᠆᠆ᡏ᠕᠋᠆᠆᠆᠆᠂᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
coming out of the Department of Education.	
It's only through planning by the Minister of Education's office that they can start being	᠘᠆᠋ᠳᠣᡏ᠋ᡃ᠋ᢒᡄ᠋ᡅᠦ᠋ᡝ᠋᠋ᠴ᠋᠋ᡗ᠊᠋᠋᠋᠋ᡦᡃᢗᢂ᠋ᡭ᠕᠋ᢩ᠆ᡁ ᢣ᠋᠋᠋᠋ᡥ᠙᠆᠆᠆᠆ᢤᡄ᠋᠋᠋᠋᠋
produced. Perhaps when there are positions in	く~アベ と 47 在 止と、との在る 五上の </td
the three regions of Baffin, Kivalliq, and	٩٩٩ ٢ ٢ ٩٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩ ٩
Kitikmeot to produce curriculum, it would	᠘᠆᠆ᠳ᠀ᢆᢣᡊ᠊ᢂ᠋᠂᠂
help protect what you're talking about.	ᢗ᠋᠋᠘ᡃ᠔ᡏ᠔᠋ᢄ᠈ᢣ᠘ᢣ᠘ᡷᢂᡩᡄ᠋᠌᠌ᡔᡱᡆᠺᡃᡷ᠋ᡗ᠘
When there is really nothing available, it was	ᡬᢛᡆ᠆ᢣᢛᡆᡏᢞᡃ᠖ᢪ᠆ᡣᡣ᠅ᠳᢄᡔ᠘᠆ᠰ᠘ᡷ ᠘᠋᠘ᢣᢤ᠋᠋᠆ᡔᡄ᠘᠆ᠬᡗ᠅᠆᠖᠘᠆᠘᠘ᡷ
said that Inuit teachers go through great	ᡧ᠈ᢞᠫᡏ᠋ᠴᠣ᠋᠋ᡥᡥᠣᢑ᠈ᡷ᠋ᡰ᠈ᡷ᠋ᢧᢓᢛ
difficulty and they have to create their own	᠕᠆᠋᠋᠆᠆᠕ᡩ᠋᠕᠋᠆᠘᠆᠕᠆ᠺ᠆᠕᠆ᠺ
curriculum while they are trying to teach. I	᠘᠆᠋ᠳᠣᡏᢛ᠋ᡣᠻ᠋᠋ᠬᡄᢞᢩᡔ᠋ᡣᡃᠴ᠕᠋ᡃ᠋᠋᠋ᢐᡄ᠋ᡬ᠘ᡄ
would like to know how you feel about the	ﻧﻪ౨੶ᠵ ᠘ᡪ᠘ᢉ᠅᠘᠅ᡠ᠕ᠵᡅ 2039 ⊲੶ᡬJ
reference to 2039 and that they will only be	ᢄᡃ᠋᠋ᡋᢂ᠆᠕ᡩᠳ᠘ᢄᡩ᠆᠆ᡧ᠋᠆᠆ᡧᠴᠴ
planning while curriculum is being developed.	ĊჼჾჃჃ ᠘ლჼႻჃჇႶჼჽႭჼ

Is it okay with you if Bill 25 is passed? Thank you, Mr. Chairman.	᠊ᡬᠯ᠋ᡃᢛ᠌᠌₽ᢞᢞ᠋᠖᠆᠆ᡧ᠆᠋ᢍ᠆ᠰᡃᠳ᠋ᢞᢉᢛ᠊ᠳᡷ, ᠈ᡏᡆ᠋ᡣ᠋ᡥ᠋᠆ᡥᠺ᠌ᢄᡱ ᠂
	bᢣᠠ᠘᠋ᠴᠡ᠋᠋᠋ᠬᢛ<᠅᠋᠀᠂ᡆᡃᢞ᠌᠌ᡅ᠋ᡏᡃ,᠘ᡃ᠈ᢣ᠙ᠵᢗᡄᡃᡃ
Chairman (interpretation): Thank you. Commissioner Aariak.	<b>∆⊳ץ≪⊳⊂∿</b> : L'a. b୮୵a ସં∿⊲⊳.
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. I also thank you for that question. The <i>Inuit Language Protection Act</i> was passed by the Legislative Assembly in 2008. The date stated was July 1, 2019. This is written in the Act and included is that starting July 1, 2009, students from kindergarten to grade 3 would be able to be taught in Inuktitut and it would be implemented on July 1, 2019 for the older students up to grade 12. Eleven years have passed and today students are able to be taught in their language from kindergarten to grade 3. Maybe if I ask if there had been a plan to date. I hope I answered your question. Thank you, Mr. Chairman.	$\dot{\mathbf{q}}_{\mathbf{q}}\mathbf{q}^{\mathbf{b}}: idf^{\mathbf{b}}_{\mathbf{q}}\dot{\mathbf{r}}^{\mathbf{b}}, \Delta^{\mathbf{b}}/\mathcal{P}C\dot{c}^{\mathbf{b}}: idf^{\mathbf{b}}_{\mathbf{q}}\dot{\mathbf{r}}^{\mathbf{c}}$ $4\Lambda_{\mathbf{q}} \log^{2}. 2008-idf^{\mathbf{b}} \Delta \Delta \Delta \mathcal{L} Distortance Distor$
<b>Chairman</b> (interpretation): Thank you. Mr. Qamaniq.	<b>∆ካ⁄≪⊳ርኈ</b> ։ L'௳. ℾՙር ˤხĹσᢑ.
<b>Mr. Qamaniq</b> (interpretation): Thank you, Mr. Chairman. They say that the future planning and regulations will be put together by the Minister's staff and 2039 is the target date. My question was: can you support the approval of Bill 25 with the expectation that the regulations will be put together at a later date? That was my question. I asked that the Eskimo way. Thank you.	<b>'bLσ''</b> : 'd৮° Δ <sup>†</sup> ', Δ <sup>b</sup> / «ÞĊ' <sup>6</sup> '. CL <sup>b</sup> d         d´ <sup>ib</sup> P <sup>b</sup> / <sup>ib</sup> C Þ -         Δ <sup>ib</sup> P <sup>b</sup> / <sup>ib</sup> C Þ -         Δ <sup>ib</sup> P <sup>b</sup> / <sup>ib</sup> C Þ -         d <sup>ib</sup> P <sup>b</sup> / <sup>ib</sup> C Φ         d <sup>ib</sup> P <sup>b</sup> / <sup></sup>
<b>Chairman</b> (interpretation): Thank you. Commissioner Aariak	<b>ፊካኆ⊳ርኈ</b> ։ L'a. bГイュ ዻ፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞ ዻ፞፞፞፞፞
<b>Ms. Aariak</b> (interpretation): Thank you, Mr. Chairman. No. Thank you.	<b>╡<sub>ᡣ</sub>⊲⋼</b> : ˤdᡃᢣᢩ°ݠᡤᢛ, ᠘ᡃᡟ᠙ᠺᢗᡄᡃᢛ. ᠌ᡧᡃᡃᠥ. ˤdᡃᢣᢩ°ݠᡤᢛ.
<b>Chairman</b> (interpretation): Thank you. Are you done? I would like to explain the letter we received from the Office of the Language Commissioner. It does not say to reject Bill	<b>Δ•/ペレርጭ</b> : L'α. ርΔĹ <sup>Ⴊ</sup> ᢥና? ላዛሬው ልዛሬቴ ዉጋዉΔታΔውንሁ ርድዉ በበ <sup>Ⴊ</sup> Եኦዘላሲፖሬታዎና ԵΓፖዉኦና በበናናልবσ, ፈንቦኈበንዮውጋ Bill

25. The commissioner points out things that are wrong, but there is no reference to rejecting the bill or that it's impossible to amend. That's not what it says, if understand it correctly, commissioner.

Lastly, (interpretation ends) I have a question here. I'm going to refer to page 2 of your submission and then I'll refer to page 3 of your comments, and it's around administrative law principles, okay? In the introduction to your submission it says, "Administrative law principles no longer offer a strong basis for challenging the law-making process." Okay? That seems clear enough, okay, and then on page 3 of your opening comments you bring up administrative law principles and this is the fourth paragraph. It says, "In previous submissions we raised certain administrative law principles which we feel continue to support our concerns around the law-making process."

I'm just looking for clarification in terms of which is it. Do administrative law principles offer a basis for challenging the law-making process or do they not? I'm obviously not an expert in this area; I'm just interested in it because these two documents don't seem to match up. Commissioner Aariak.

**Ms.** Aariak (interpretation): Thank you, Mr. Chairman. There's also a need to know what (interpretation ends) administrative law amma constitutional law is. Administrative law (interpretation) relates to the way government operates when they are enacting legislation, while (interpretation ends) constitutional law (interpretation) tends to deal with precedents set by the court system or that deal with the Canadian Constitution and the review of legislation in light of this overarching law.

When questions are submitted to the Office of the Languages Commissioner about certain areas, they used to undertake the review using

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لحك ٢٩٦ ٢٢ ٢٠ ٢٢ ٢٠ ٢٢ ٢٠ ٢٠ ٢٠ ٢٠ ٢٠ ᢣᡃ᠋ᡆᢉᢣᠵ᠋᠘ᢣᢛᠵ᠅ᡬᡃᡆᢕ᠍᠍᠍᠍ᠣ ᠂ᡃᡃᠣᠴ᠋ᡃ᠋᠅᠋ᡔᡄᢄ᠆ᡩᠣ᠘᠊᠋᠋ **Ͻ**ΡϟJLUL Ċŀd< LΥΡΔι ΛΛινδΔ CΔĹι 

Administrative Law ⊲L Constitution Law? Ċ°o Constitutional Law、 42%CPィLのdくの ᠘᠋᠋᠋ᠬ᠋ᢧ᠖᠆ᡐ᠙᠋ᠴᢩ᠂ᡠᢈ. ᡃᠥᡄᢕ< Lーレィイペレー Δンーットゥー ιδLット

(interpretation ends) administrative law (interpretation) to determine if the legislation amendments affect their legislative mandate, and advise whether or not the legislation ought not to be changed.	Administrative Law ኘႦഛ <sup>ና</sup> Խ CL <sup>e</sup> Ⴍ LႠႱ <sup>ና</sup> Խ ፈłኦኑምርኦዲናር ፈውъႱഛና ለነረበናኮም ኃበԽ ናየΓናንድጋበԽ ፈłኦኑምርኦድጋፈ <sup>ው</sup> ዮርጋና <sup>™</sup> .
In looking at the proposed Bill 25 when it was reviewed by the Members, it was as if the Constitution, if you look at Canada as a whole and then up towards Nunavut, the review was different. In looking at this proposed legislation, we don't want to see any changes that might impact the <i>Inuit Language</i> <i>Protection Act</i> as another piece of legislation cannot force amendments of certain sections only.	Ϲ <sup>ͼ</sup> Ⴍ 25 Γ <sup>ϧ</sup> ʹϧϼ <sup>ϲ</sup> ·ϷΓ·Ͽ;ϷϷϹ·ͻͿ <i>ͱ</i> ʹ·ͻ ϹϲႱ·;ϤϚ ϷႭϹϲͺϹϹϹϤʹϧͼͻϭ ΔͻͱͿͼ ϿϥϿͱͺͿͼ, ϹϹͼ ·ϷΓ·Ͽ;Ϸϭͼ Ϥͽ;Ϲͼͺ ϹͼϤϤ <i>ϲ</i> ϲϲϧ ϤϧϧͼϹϷ;ϤͼϧϲϹͽͼ, <i>ΔϿΔͼ Ϸ·ͼϷϧ·ͼ</i> ϲ <i>Ϟ;</i> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup>
Perhaps it will be more sensible to make that argument in English. If Lenise Hayes wants to supplement my response, I would ask that she be provided an opportunity to explain. Thank you, Mr. Chairman.	<sup>ና</sup> b՟ےൎᡄႶጋჼჾႱႭ ጋየረዺ፞፞፞፞፞፝፝፝፝፝፝፝፝ኯ፟፝፝፝ኯዾኇ፞፞፞፞፝፝፝፝ የዾ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ጛኯ፟፟፟ዀ የጛኯ፟፟፟፟፟፟፟፟፟፟፟ ናታ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
<b>Chairman</b> (interpretation): Thank you. Ms. Hayes.	<b>Δካ/ペÞርጭ</b> : L'α. Γ' ΗΔ'.
<b>Ms. Hayes</b> : Thank you, Mr. Chairman. Thank you, Member, for the question. For the administrative law principles, it's conceded that yes, the Legislative Assembly has all the powers and prerogatives to enact laws, amend laws, and repeal laws. No law is set in stone, as you mentioned, and that is correct. In fact one of the beautiful things about laws is you can change them to respond to the needs of society.	<b>ΗΔ'</b> (ϽϞϡΛͿϚ): αστέ, Δνγαρέ αστέ αλαγαώρομας, σε ακαρίε αυτά μανα το το το το το το το το το το το το το
When we look, though, from an administrative law principle, we look at things such as statutory interpretation principles. In this case when we're purporting to suggest amending a specific provision in a certain way, one of the concerns is that amendment, particularly when it's not an amendment that's proposed by the department or the Minister or in this case the office that has the	CAL°

overarching purpose of the law? In this case when we look at the purposes of the Inuit Language Protection Act, it's very clear what those purposes are. It's set out very clearly in the preamble. When we bring in concepts such as bilingual education, it is probably undermining that purpose in the sense that the Inuit Language Protection Act is there to protect the Inuit language and guarantee rights to Inuit language instruction. It is not there to guarantee rights to English and French language instruction; it's specifically for Inuit language. From that perspective as administrative law, it brings in some concerns that when it comes time to interpret the law and for people to understand what their obligations are and what their rights are, it will be very difficult because on one hand we're putting forward some very broad statements and offering a positive right to receive Inuit language instruction, but then on the other hand we're denying it for certain age categories. Rights are always expressed as positive and broad as statements. We don't say to somebody, "You have the right to a lawyer, but only for five minutes." We say, "You have the right to a lawyer." You wear that right with you wherever you go. When you interact with the state in a certain situation and in this case if the police were to stop you, then you have the right to invoke your right to a lawyer. In this case it's a broad statement. Every

responsibility of that law, is the proposed

amendment consistent with the underlying or

parent has the right to have their child receive Inuit language instruction, but then we put some restrictions on it. It could be "Well, if you have blue eyes, then no, you can't, but if you have green eyes, you can." In this case they have put age categories, so up to grade 3

ĊŀduĥuĊĹŵ dł'n'n'nju dCDłiJDu°aŵ.

Ċ°Ⴍ C°Ҿ ᢣ᠋᠖᠔ᡗᡆᢩ᠖ᢥ᠘ᡣ᠐ᢣᡊᢗᡪ᠋ᠴᢀᡐ. ጋየረበሀበቦኈ₽₽ኑናበ°σ ረ≫·⊂ኈ<፟∿ቦና, Lናዖ∆σ▫ ጋናしሊしᢣ᠌ ୰ଐଦ୍ଦେଦ୍ଦ ୭ ଚ ଚ ଚ ଚ ଦ ୯ ୯ ୩ ୯ ୯ ୯ ᠘᠆᠆ᠳ᠋᠆ᡏᢛᡣᢗᢂ᠆ᢣ᠘ᠴ᠕᠋᠋᠂  $P_{P}^{O} = P_{P}^{O} = P_{P$ ک⊂°σ⊲∿∩C≻√L<<C, کنے نہے ک ⊳∆ۿؗ∩ڬۦڬ؈ٛڂڔ ػڡ∆ۮ ۮ؇ ∆۲۲۵۶۵۵  $a^{c} = a^{b} = b^{b} = b^{c} = a^{c} 

 $L \subset U \Delta^{c} \triangleleft^{L} P \alpha^{b} d^{c} P^{b} U^{b} \supset \Delta d^{b} \Delta d^{b} L^{b} U.$ <u>Ċ°ዉ CʰᲡ ለᢣᡅᡏ᠌ᢣᡘᠯᠺᡘ᠊ᡘ᠘ᡷᡄᡎ</u> ϽϚʹϧϘͽϧϲϧϲͺϤϲ;ϫϲϲ;ϫϲ; 

۲۰۶ ۳۵٬۵۳ ۲۵۵ ۲۹۵ C  $L \subset U \subset \Lambda^{+} \subseteq A \land \Lambda^{-} A \supset \Omega^{+} \cap \Omega^{+}$ ΛJΓΔ<sup>™</sup>CΔ<sup>c</sup> <sup>™</sup><sup>b</sup><sup>U</sup>C<sup>L</sup><sup>™</sup>. ΔΛ<sup>™</sup><sup>J</sup>PLJ<sup>®</sup>  $L \subset U \subset L^{+} \Gamma^{+} \wedge \mathcal{A}^{+} \circ \mathcal{A}^{+}$ ⊳ኄኄኄъ≥°ചገና ୮୯୮୯ հฦฦ ᡥᡄᡏᡆ᠋᠋ᡱ᠋ᠬᡗᠫᡃᢛ. ᡧ᠋᠘ᠴ ᢗᢞ᠙᠋᠕ᢆᡃᡥᡣ᠍᠍᠕᠘᠕ᢂ Ċ°ص C°« C>% Ċ°ص L'L'

ϷʹϧϷϞͼ Ϲͼϭ ͶͶͼϷͼϧϲϲ  $\Delta L \Delta C^{ULC}, \Delta C^{e} \sigma \triangleleft^{G} \cap C \triangleright \prec^{G} \sigma^{ULC}, \Delta C^{e} \sigma \triangleleft^{G} \cap C \triangleright \prec^{G} \sigma^{G} \sigma^$ ᢣ᠋᠋᠋᠋᠋᠋ᢞᡳᠣᡅᡞ᠋᠋᠋ᢙ᠋ᡃᢑ᠖᠆᠘ᠴ᠙᠘ᠴ ᡣᡣ᠋ᠺ᠋᠋᠋᠋᠋᠋ᡊ᠋ᠮ᠋᠘ᡄ᠋᠋ᠮ᠘ᢗ᠂ᡃᡆ᠋ᢞ᠙ᢣᡄ᠋ᢤ᠌ᡨ᠋ᠧ᠋ ∩₽₽∩\_J ᡃᠯኛ≪Ⴤ°Ⴋ∿Ⴑ 3-⅃ና,

you get to have Inuit language instruction, but after that you don't. This also creates some inconsistency about how people can exercise their right. From an administrative law perspective, we want to avoid inconsistencies and incoherencies in laws.	ዮ៸Ϥϭ ዮህϭϤͿ· Ϸʹϧ·ϲͺͼϒϹͼʹϒͰϹ ϹϪϳϟʹ·ϹͿϛ ϹϲϧʹϒϷʹϪϿϤϭ, ʹϧϿʹϲ ϹʹʹϘ ϷϫϽϪ·ϫ΅ͺͶϞʹͼϷϹͿϹϭ· ϒϿͿϤͽϹͿͼͼͽϭϷ ΔϹͼϭϤͿϹϭͽϧͺͼʹϲϤͼϭ ϪϲͼϭϤϨϹϦ;ͳͼϳϲϿͼϲ
Also, there are policy considerations that go with it. Generally speaking, when a provision of an Act is going to be amended, government will often involve the different departments that have an interest in that and they will involve them from the very beginning so that they can help design an appropriate or suitable response rather than at the end when it's all done. It makes sure that when we go forward, the proposed amendment remains consistent and coherent with the rest of the law and with the other laws like the OLA that interact with the ILPA.	Ċ <sup>b</sup> dd C <sup>b</sup> b dDdbcad <sup>s</sup> b <sup>5</sup> σ <sup>4</sup> b <sup>5</sup> CP <sup>5</sup> d <sup>b</sup> Ddσ <sup>5</sup> b <sup>2</sup> <sup>3</sup> b <sup>4</sup> F <sup>4</sup> LC C <sup>b</sup> dσ <sup>5</sup> b Lcbcad <sup>5</sup> b <sup>2</sup> d <sup>5</sup> bPCd <sup>5</sup> b <sup>5</sup> σd <sup>4</sup> <sup>5</sup> b <sup>5</sup> U <sup>4</sup> L <sup>4</sup> d <sup>6</sup> Lcb <sup>5</sup> P <sup>6</sup> σ <sup>b</sup> C <sup>b</sup> dd d& <sup>5</sup> D <sup>4</sup> L <sup>4</sup> d <sup>6</sup> Aca <sup>4</sup> <sup>6</sup> A <sup>5</sup> C <sup>5</sup> C <sup>5</sup> <sup>6</sup> <sup>6</sup> d <sup>4</sup> CP <sup>5</sup> ΔcD <sup>4</sup> a <sup>5</sup> D <sup>6</sup> C <sup>6</sup> σ <sup>5</sup> C <sup>6</sup> <sup>6</sup> <sup>4</sup> b <sup>4</sup> C <sup>5</sup> C <sup>5</sup> <sup>6</sup> C <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> ΔcD <sup>4</sup> <sup>5</sup> b <sup>4</sup> a <sup>4</sup> C <sup>6</sup> P <sup>6</sup> σ <sup>5</sup> d <sup>2</sup> P <sup>6</sup> σ <sup>5</sup> P <sup>6</sup> σ <sup>5</sup> ΔcD <sup>4</sup> <sup>5</sup> b <sup>4</sup> a <sup>4</sup> C <sup>6</sup> P <sup>6</sup> σ <sup>5</sup> d <sup>2</sup> P <sup>6</sup> σ <sup>5</sup> C <sup>6</sup> <sup>5</sup> <sup>6</sup> C <sup>6</sup> C <sup>6</sup> <sup>5</sup> <sup>6</sup> C <sup>6</sup> <sup>5</sup> <sup>6</sup> C <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup>
I hope that responds to your question, Mr. Chairman. Thank you very much.	ጋየረዒኝσንደ ላለኈዕበቦናርኈርፚና ሏኦረペኦርኈ. ዺዕና广፟ <sup>ኴ</sup> .
<b>Chairman</b> : Yes, it does. Thank you. That was supposed to be my last question, but I just need further clarification here in terms of what the position of the Office of the Languages Commissioner is on clause 123 of the bill, which proposes to add in the words "and bilingual education." It proposes to add that into the <i>Inuit Language Protection Act</i> and it was mentioned specifically just now. Is the office's position that this clause should not be accepted, specifically on that clause 123? Ms. Hayes.	<b>Δ•/ «ϷϹ</b> <sup>•</sup> (Ͻ <sup>ϳ</sup> , Ϸ∩Ϳ <sup>ς</sup> ): Δ΄, ϽΡ/ Δ <sup>•</sup> <sup>•</sup> ν <sup>4</sup> <sup>•</sup> , <sup>4</sup> L ϤΛ <sup>•</sup> <sup>•</sup> <sup>4</sup> <sup>1</sup> <sup>-</sup> <sup>5</sup> <sup>4</sup> <sup>1</sup> <sup>-</sup> <sup>•</sup> <sup>4</sup> <sup>4</sup> <sup>-</sup> <sup>-</sup> <sup>2</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>-</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>1</sup> <sup>5</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>1</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>1</sup> <sup>4</sup>
<b>Ms. Hayes</b> : Thank you, Mr. Chairman. We've had discussions about this clause with the office and we do feel that the inclusion of "bilingual" in section 8 of the ILPA would actually be inconsistent with the overarching purpose, which I said as before in the preamble is to protect, enhance, support and promote the use of the Inuit language and its transmission. It is not concerned with other	<b>ΗΔ'</b> (ϽϞϷΠͿϚ): <sup>5</sup> d۶ <sup>°</sup> <sup>4</sup> <sup>C</sup> <sup>6</sup> , Δ <sup>6</sup> ν <sup>4</sup> <sup>6</sup> <sup>6</sup> , <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>2</sup> <sup>5</sup> <sup>6</sup> <sup>2</sup> <sup>2</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup>

languages; it's specifically for the Inuit language. Including "bilingual" in the education provisions of the ILPA then would probably not be in line with that preamble, the overarching object of the ILPA, but also with other parts of the ILPA that deal specifically and exclusively with the Inuit language. I hope that responds to your question, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) It does somewhat, and I think I'll turn it to the commissioner in terms of that same question. With regard to clause 123, what is your office's position? If you don't have a position on that specific clause, that is fine. I'm just looking for clarification. Commissioner Aariak.

**Ms. Aariak** (interpretation): Thank you, Mr. Chairman. In the preamble of the Act it states that there are rights to the Inuit language and education. If the Act is going to be amended, it will make the two Acts different. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. I have no more names on my list. (interpretation ends) I am going to give you two minutes for closing comments, and I will tell you right now that two minutes is a hard deadline and the reason for that is that we've had other witnesses provide long and rambling closing comments, and frankly, not a lot of substance. I'm just clarifying that for you. Closing comments, Commissioner Aariak.

**Ms. Aariak** (interpretation): Thank you for the invitation and the opportunity. It seems apparent that our language is something that we all want to protect. If we did not want to protect it, there would not be a lot of people here. I can see just from this room that everyone feels that language is important. Thank you for this opportunity.  $Δ^{b}/ < > C^{b}$ : L'α. (ϽϞλησ) Δς<sup>6</sup>υ<sup>6</sup>σ<sup>b</sup> C<sup>a</sup> bΓ/α]<sup>c</sup> < AΛασ $< F^{b} C^{b}$  < b  $\Delta$  - c<sup>b</sup> 123 bΓ/αΓ > D<sup>c</sup> < b  $\Delta^{b}$   $L^{a}$ PD& $< D^{c}$  < b  $\Delta^{b}$   $L^{b}$ PD& $< D^{c}$  < b  $\Delta^{b}$   $\Delta^{c}$ P/< d  $< d^{b}$ DP/ $< D^{b}$   $< D^{b}$ CD<sup>b</sup>  $< D^{b}$  < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup> < dCD<sup>b</sup>

A lot of people would like to express their views, but they don't have the opportunity to come. However, for those who are out there listening, I know they also cherish their language dearly. We all have a right to exercise our ability to speak in our language. Thank you for the opportunity.	ϹჼჼႱჾႺჂႺ ϹჼჼႱჾႺჂႺ CჼႱ CჼႱ CჼႱ CჼႱ CჼႱ CჼႱ CჼႱ CჼႱ
I also want to thank my officials who are here today. I thank all of you who are here in the room. Thank you, Mr. Chairman.	ᡬᡃᠣᠯᡆᠴ᠘᠋᠋᠋᠉ᡃᡃᠣᡆ᠘ᢣ᠋᠉ᡤ᠂᠂ᠯᢣᢁ᠋ᡤ᠌᠌ᠵ᠘᠋᠄᠈ ᢗ᠋᠋᠘ᡠ᠋᠂᠋ᡃᡉ᠋ᡣᡳᢞ᠋ᢩᡆᠺᡃ᠈᠋᠙ᡃ᠋᠈᠋᠘᠆᠂ᢣᡊ᠋᠋᠋᠋ᡬ ᠈ᠯᢞ᠌ᡆ᠋ᡤ᠉ᡔ᠋᠋᠈ᡶ᠂᠂ᠯᢣᢁ᠋ᡤ᠈᠕᠈ᢞ᠙ᢂᢗᡄᡃ
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Thank you for your written submission. (interpretation) I also thank you and your officials for being here today. We thank you and we also say " <i>Ma'na</i> , <i>qujannamiik</i> , <i>koana</i> ," as the Committee. Have a good day.	<b>Δ<sup>ϧ</sup>/«ϷϹ·</b> Ϸ: L'ϥ. (ϽϞϡΛͿϚ) ϥϭϮϷ (ϽϞϡΛϳϨ·ϭ·ϷϽͽ) ΛΛͽϷϭϚ Ϲͼϥ ͽϧΔϲϷͽϹΔϚ ϤϞϹͻ ϹϹϭ·Ͻʹ·ͻϤϚϐϚ ΛϲϲϟΛ·ͻ ϷʹͻϹ, ϹὰΗΔϹϞͿϚ, ϭϤϥϲ·ϹͽϽϹͻ ϧΛϹϟϷϞͶͿϚ. ϷʹͻʹϧϾϚϤϭϭʹϷ϶ΗΔ.
(interpretation ends) The Committee will now take a short break while we get the next witnesses in place. We will be hearing from the Representative for Children and Youth next. Fifteen-minute break. (interpretation) Thank you.	(ϽϞϞႶͿና) ͺͺϷ·ͼͺͺϫͼϧϧϧϙϼͼͺͼϫϥͼͻϽϲͺϹϭϧϥϥ ͺϤϧͺϳϧͺϲϲͺϧϧϿϤ;ϲͺͺϞͻϟϲͺϿϹͼϷϤϲͺϷϗͼϷϤͺ ͺ Ϸ;ϼϫϼϫϼϲ ϿͼϷϼϧϼϿϿͺͼϧϹ·
>>Committee recessed at 14:54 and resumed at 15:17	>>bハL>ናذ ወ®b%bb∆°a®ጋና 14:54Г bלבירב 15:17Г
<b>Chairman</b> (interpretation): The Standing Committee on Legislation is now reconvened for the review of Bill 25. We have another invited guest. (interpretation ends) Welcome to the House, Representative for Children and Youth, our new representative or relatively new, Jane Bates. (interpretation) Welcome to the Chamber, as well as your officials. You may now proceed with your opening comments and introduce your officials. Ms. Bates.	<b>Δ<sup>6</sup>/«ϷϹ·</b> <sup>6</sup> : ϹΔL ϷΛ <sup>6</sup> <sup>6</sup> /L <sub>C</sub> <sup>6</sup> Γ <sup>4</sup> <sup>C</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup>
<b>Ms. Bates</b> : Thank you, Mr. Chairman, and good afternoon. My name is Jane Bates and I have been the Representative for Children and Youth since July 22, 2019. Joining me today	< <b>Δ°^</b> (ጋኣትበJና): 'dᢣ°Ⴍ广ঁᡃ, Δካረዋኦርʹჼ፡. ኦ°_ኴኣካሪና ኦΔ° <Δናኣኂህፈኈሁ ዖካሪኈጋΔትረኦLርናኈጋኈሁ ረንረናኴና Lካውጋውናጋ ፈርΔ 22, 2019-Γσና. ኦ≪σናҌበቦታካႦ

are Lynn Matte, Director of Child and Youth Advocacy Services, and Katie Didham, one of our office's senior systemic investigator/researchers. I am pleased to appear before you today to speak about the recommendations that our office has put forward about revising the <i>Education Act</i> in Bill 25.	ሮ ፲ሩ ጋዖJላካበናበት ረንረናውና ይላታጋ ላታኦኈጋሏትውና ላዛሬው ይልበ በርዛር ሮ ፍውንስባላኈበ ፍውንጓናምበ. ናዕልላፈሩን ካ ትግሞታንድ ባሬና እናውንሲውን ላጋርና ሰባናናልናበድ ላረንንጭርው ፈረናም ነውና ልሮድ ማላጭጋሮሲ ምና ገና ደር ሆኑ ደር ሁካና 25-ሪና.
Educating young people is about passing on skills and knowledge from one generation to the next. A young person's education happens in many places: in the home, in the community, and in the classroom. I think everyone here today can agree that education in its many forms is essential to the development of young people as functioning citizens that grow up to support themselves, their family, and their community.	Δሮ°σላჼኮበናበσና Ľኮውጋሙ ለሮ፡Ľኮኣሙ የኦኦሬምናናጋ ጋσታወኦ፡ሬና ዮህጲሲውና Ľኮውንና Δሮ°σላჼኦጋና ላΓታσና Δሮ°σላኘኦናርናሬና ላጐቦናናር, ወዉሮ°σ, ላ፡ሬጋ Δሮ°σላኘል፡Γ. Δታሬቲኄ ላጐቦኘሪኦፈልኄፈናናር Δሮ°σላኘስና ላንኦሶጭቦኦጋጭበታና ለዊናርላውዮቦኄውና ĽኮውንΔና ወჲናኑዕበኦጋቦና ለዖናጋቦና Δ፡Γσኮ ΔኦቲႪንናσላናናር Δርሶ°σኮ ወዉሮ°σ՟ጋ.
The Representative for Children and Youth's office is an independent office of the Legislative Assembly of Nunavut. While it is the responsibility of the Government of Nunavut to provide the best services possible to all Nunavummiut, it is the responsibility of the Representative for Children and Youth's office to make sure Government of Nunavut services for young people are the best they can be for the children, youth, and families who rely on them. Our office provides feedback on legislation, policies, programs, and services for young people, which is why I am appearing before you here today.	Ρ'Ⴑჼ>Δ> /ʔʔ's໑' L'd'>Ͽ' ∩∩ና'ል` Δ'Γ'd`'L'⊃σ LcLcÞ'&\Γ ໑៤୭'Γ. CΔL bLՐ>'bና_೨
We would like to acknowledge that we support the Office of the Languages Commissioner's submission on the proposed amendments to the <i>Inuit Language Protection</i> <i>Act</i> . Regarding the <i>Education Act</i> , our submission has nine recommendations. Each recommendation was made with the best interests of young Nunavummiut and the future of Nunavut as a whole in mind. Many of our recommendations stemmed from the <i>United Nations Convention on the Rights of</i>	ΔϚϹʹϷϟϟͰϿͺͿ·ΔϧϟͽϽΔσ·ʹϺ·σϧͺϤʹϲϪͽͺ ϧ δΓϟϫϷ ΔϽϲ;ϥ϶Ϸ δ δ δ δ δ δ δ δ δ δ δ δ δ

<i>the Child</i> , which details all of the rights of young people. Rights are things children and youth should have like access to safe drinking water and nutritious food or things they should be able to do like go to school and receive instruction in their own language so that children, youth, and their families have what they need to make good choices for their lives.	
The United Nations Convention on the Rights of the Child is a legally binding international agreement that Canada signed almost 20 years ago. When Canada signed it, Canada promised to make sure that every young person and their families across the country, including Nunavut, would have access to all of the things mentioned in the United Nations Convention on the Rights of the Child.	ΔΔ <sup>·</sup> *4 <sup>·</sup> <sup>1</sup> <sup>-</sup> Γ <sup>·</sup> <sup>1</sup> b <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> b <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> b <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> b <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> b <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> b <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> b <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> b <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> <sup>1</sup> <sup>-</sup> 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Nations Convention on the Rights of the Child is a child's right to education. A young person's education is so important that it is actually two of their rights: first, all young people have the right to good quality education and should be encouraged to go to school to the highest level they can; and secondly, a young person's education should help them develop their talents and abilities. It should also help them learn to live peacefully, protect the environment, and respect other people.	Δ ͺ <sup>5</sup> Δ , <sup>5</sup> Δ , <sup>5</sup> Δ , <sup>5</sup> Δ , <sup>5</sup> Δ , <sup>6</sup> Δ , <sup></sup>
The United Nations Convention on the Rights of the Child is so important for all young people that our first recommendation was to have it included in the Education Act, and we were pleased to see that it was added to the preamble by Bill 25. Four of the recommendations made in our	∧৬dቦኑናԽና∩⊲₽°ഘናϭ՟ჂՐና. Ͽឩና┽⊲ናℾ ᲮጋᲘናᲮᲘՐჁϭና ጋ₽ႠϷ₽ՈՐჄԼኑѷՐና ๙₽๙ ∧๙ឩϷႶѷՐ°Ⴃჼ ∧ᄔ൨⊲ჂႱႱና ՃՃ๙ႽჂႠĹჲና. Լ՞ቄݐჂ ⊲ჂႠናថៃ๙Ⴑ≪୭ና ∧ናᲮ๙ϷႶᢣϷ๙Ⴑናថ₽≫Ⴐና ՃႠ°Ⴃ⊲ჼჼჂႠႢႣჼჂႺ ႱႠႱѷႱႣ. ናថ&⊲ႨႶናႦჼჼჄL≫ႰჂ ႠჿჄႳႠႦ ՃႠႠϷႶႸϷჄႱႣჼႱႣჼ ϷႣჼႦႢ⊲ჼჼႱϷႶჼՐჼႣ ႱႠႱჼኣℾ 25-ℾ.
submission were made in support of a young person's right to give their opinion with the hope being that through discussion, consensus, and collaboration, we can make	Πᡪ᠘᠄ ϤϽϲ·ͼϥϒϷͽ· Ͻϭϧ;Ϻ·ϭͺͺϧͽϷϹϷϒϹͽͼ ΔϧϞͽϽΔϭͼϺ·ϼͼͺΔϫϟ·ϽϚͺΛ;ͼͺϷϺͽϧϭ ΔϟϹͿϭͼͺϿϪͼϟ;ͼͼ;ͻϹͼͺϪϟϹͶ·ϿϹ Ϸ;Ϸ;ϷͶϹϷϷϨͼϭͼͿͼͺͺϥͽϹͽϒϹϭͼϹͿ·ͻ;ͺϥͱϹͻ Ϥʹϳͽ;ϷͶϹϷϷϨͼϭͼͿͼͺϪͻϥϲϹ

the best decision together.	$\Delta H \subset \mathbb{P}^{\mathrm{sb}}$ $\mathcal{P}^{\mathrm{sb}} = \mathcal{P}^{\mathrm{sb}} = \mathcal{P}^{\mathrm{sb}} = \mathcal{P}^{\mathrm{sb}} = \mathcal{P}^{\mathrm{sb}}$
	ଏ୧ମନଅବଦ୍ଧୁଠି ୭୯୬୦
It has been more than 20 years since I	᠘᠆᠆ᠳᡏ᠋᠊᠋ᡧ᠋ᢞ᠋ᡝᡄᢂ᠋᠋᠆ᡘ᠆᠆᠆᠆
attended school. I can try to imagine, but I	᠘ᢣ᠘᠌ᡅᢣ᠋᠕᠆ᡆ᠋ᢩ᠋ᡔᡗᠺᢂᢟᢑ᠘᠙ᢣᢀ᠋ᠳᡄ
don't truly know exactly what it is like to be a	٬۵۵۶۲۲۲۲۷، ۱۹۵۰ ۱۹۵۰ ۱۹۵۰ ۱۹۵۰ ۱۹۵۰ ۱۹۵۰ ۱۹۵۰ ۱۹۵۰
student today, with computers, iPhones, social	᠘ᡄᢩ᠂ᠳᡏ᠋᠋᠋ᠬᠺᢂᡏ᠈ᢄ᠆ᠴ᠋ᡗ᠋ᢀ᠆ᠴ᠋
media, and cyber bullying. Since I don't	٬هدد۵۶۹خ۵۶، ۵٬۹۵
know, I think the best thing to do is to ask	ᢀᢅᢪ᠋᠋᠘ᡔᢎᡄᢛᠫᠣᡄᠴ᠂ᡐ᠋᠘ᠴ᠂ᡃᠥᠧᢗᢂᡷᡆ
someone who does, someone who has first-	᠈᠋ᡝᡃ᠋ᡃ᠋᠋ᢤ᠋ᢄ᠂᠖᠋ᢂᡔ᠋᠆᠆᠘ᡁᠴ᠄᠖ᢂ᠋
hand experience, which is why asking our	᠕ᡃ᠋ᠴ᠋ᠡ᠘ᢩᠵᢀ᠋ᡄ᠋ᡃ᠋ᡅᡅᠯᡅ᠙ᡪᢀ᠕᠋᠋ᠬ᠋ᡃ᠋᠋᠖᠘ᠸᡘ
young people for their opinion is so	ჼᲮ▷ᢣ᠘σჼᲮჼᲮጋσჼ. ₽Ⴍℾჼ ርĽჼdႭჼჼႱ
important. This does not mean that young	᠋᠄ᡃ᠋ᢣ᠋ᢂ᠋ᡃᡩᡄᢈ᠋ᡬᡃ᠉᠋ᢖᢑ᠂ᢗ᠘᠘᠘ᡃ᠘᠋᠋᠂᠘
people get to make the decisions; it just means	᠘᠊ᢩ᠘᠆᠋᠕᠆᠘ᢉᢣᠮ᠊᠋᠋᠋ᢍ᠖᠕ᡃ᠘ᠬᡐ᠋ᢩ᠘ᡄ᠋᠋ᡩ᠋᠌᠉᠅
that we the adults should ask for their opinion	᠌ᠫᡗᡃ᠋ᡰᡄᢇ᠘ᠴ᠘ᡔᢐ᠘ᡓ
and listen to their ideas so we can make the	᠘ᡔᡃ᠘᠆ᡄᢂ᠋᠋᠋᠋᠋᠋ᢄᢞᢦ᠆ᡩ᠘᠆᠘᠆᠘᠆
best decisions on their behalf. Overall I	᠌ᠫᠻᡃ᠋ᡖ᠆ᠴᡆ᠋᠋᠘ᢞᡆ᠉ᡔ᠉ᢂᢕᡁ᠘ᢞᡆᢄᡔᢑᡃ᠘᠘ᡁ
encourage the Committee to give	ᡏ᠕᠕᠋᠖ᡃᡦᢕ᠋᠋᠕᠕᠆᠕ᡧ᠘ᢉᢣᡏ <i>ᡆ</i> ᠈
consideration to any input received from	∆۲∠⊂⊳٩٩٩٤<<>>>>℃ ₽٤℃. ۵٤°
young Nunavummiut as this legislation, the	ᢗᠣ᠋᠆ᠴ᠋᠋᠊᠋᠋᠊᠋᠋᠊᠕᠂ᢣ᠋᠅ᡗ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠆᠆᠘᠋᠋᠘᠆ᡔ᠋᠋
<i>Education Act</i> , will have the greatest impact	᠘ᡔ᠘ᢉ᠋᠖ᢣᡐ᠈ᡩᡄ᠋᠆ᡣ᠂ᢙᠴ᠑᠘ᠳ᠋᠋ᠴ᠉
on them.	᠘ᡝ᠘ᢉᢣ᠌᠌ᢂᢣᡆ᠉ᠴᡆ᠀ᡃ᠋ᠮ᠘ᡱᡝᠺᠫᠴ᠋ᡗᢗᡃ᠙ᠳ
	LCUUNCT, LCUUNU AUPLI
With this in mind, recommendation 2 speaks	⊲٢⊃∆σˤهᡄ∿ك٤ﺩ ᡤ<ᡆᢩᢨᡕ.
to asking for input from students past and	ᢄ᠘ᢞᡆᢩ᠘ᢞ᠘ᡥ᠊ᠴ᠋᠋᠋ᢣ, ᡏ᠋᠌ᠫ᠆᠋᠄ᠯᢣᠻ᠋᠋᠕᠍᠄ᠻ᠊᠋ᠴ᠌ᡷ᠋᠍ᢧ
present in order to develop legislation,	᠔᠆᠆ᡆ᠆ᡧ᠖᠆ᡧ᠅ᢣ᠈ᡃ᠘ᢣ᠉᠆᠕᠆᠃
policies, and procedures that will work best	᠔᠆᠆ᠳᡏ᠖᠋ᢂᡔ᠙ᡄᢂ᠋᠈
for the students who use the education system.	᠔ᡄᡨᠣᡏ᠋᠋᠋᠋᠃ᢕᡄ᠋᠉᠑᠊᠋ᠴ
for the students who use the education system.	᠘᠆᠋᠘᠆ᠺ᠉ᠫ᠋᠋ᠮ᠋᠖ᡩᡄ᠋᠋ᠴ᠘᠆᠕᠋᠘᠆᠘᠆
Further, recommendation 3 suggests that	᠕ᢟᡄ᠋ᡏᡆᡅᡃᠯᠿᢂᡔ᠋ᡆᡄ᠋᠕ᡔᡐᡄ᠋ᢆᡟᡶᡆᡃ
students who are to be suspended or expelled	᠕᠆᠋ᠳᡆ᠋᠖᠘᠆ᡱᡆᠺ᠉ᠫᡄ᠋᠕᠆ᠳᢆᡆ᠖᠉᠘
should be involved in the discussion about it,	ᡣᡄᠴ, ᡏ᠋ᠫᡄ᠋ᡝᡆᡰᠵᢈ᠘ᠰ᠋ᢆᡰᢣᡐ᠖᠕᠋ᢆᡷᡁᢣᡐ᠖
even students under 16 years of age. Not only	᠘᠆᠆ᠣᡏ᠖᠆ᠴ᠋᠉ᡃᢑ᠋᠘ᢕᢕ᠋ᢣ᠘ᡱᡆ᠋᠆᠆᠆
is this an opportunity for the young person to	᠔᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
	ΔᡄϷႶϹϷϞʹϞϷՐ୭ና ርL°Ⴍ ϷʹϧϷϯϷႶʹʹͻͿ.
take responsibility for their actions; it gives	᠘᠆ᡨᠣᢦ᠋᠉ᡤ᠆ᡱ᠂ᡠ᠂᠙᠙᠋᠋᠖ᠫ᠈ᢆᡫᠣ
them a chance to participate in the process to	᠊᠋᠋ᡏᡃ᠋ᡬᠯᡄᠮ᠊᠘ᢞᡆ᠕᠋᠋᠋᠕ᡩ᠖ᡃ᠋ᠳ᠋᠋᠋ᡔ᠘ᡱᡆᢂ᠋᠅ᡣᡄ᠋᠉
understand the consequences of their actions	᠘ᡃᠣ᠋ᡰᠫ᠋ᠴᡃ᠊᠋᠋᠊᠋᠘ᡗᢣᡅ᠋᠋᠋ᡏ᠋ᡃᠴ᠋᠋ᡦ᠆᠕᠋ᠫᡃ᠋᠋᠉᠆ᡏ᠘᠋᠋
and learn from it.	᠕᠋᠋᠖᠘᠘᠆ᢞ᠋ᡃ᠘᠘᠘᠋᠋᠕᠕᠋᠕᠘᠘᠘᠘
	<u></u> ᠌ᡔ᠋᠋₽ᢣᢦ᠋᠋ᡄᢞ᠊᠋᠋ᠳ᠋ᡏ᠌᠉᠂ᡏ᠋᠉᠋᠆ᡘ᠉᠋ᢄ᠆ᡁ
Recommendation 4 suggests that student	∆⊂ి౮⊲?∩౬౨౬౨.
representatives elected to district education	ᡏ᠋᠘ᡄ᠋ᡎ᠕᠆ᡆ᠕ᡩ᠘᠆ᢐᠴ᠘ᡁ᠘᠕᠘ᡩ
authorities be given voting privileges, and we	ᠣ᠌᠌᠌ᠵᡆ᠋᠋ᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
are pleased to see that this recommendation	ᡖ᠐᠘ᡷ᠋᠈ᡥᠴ᠂᠋᠆᠆᠘᠂᠆᠘᠆᠆᠘᠆᠆᠘᠆᠆᠘᠆᠘
has been filled with the proposed	᠈ᠳᡐᡆᢣ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
amendments.	᠘ᡄ᠆ᢂ᠈ᢣᢂ᠘ᡃ᠘᠋᠄᠂ᡬᡃᢛ᠋᠋᠙ᡴ᠋᠋ᡐᢓᢗᢂ᠆᠋ᡗ
Recommendation 5 encourages the	ব৴ল্প্বদেবন্দ 5 বদচন্দ্বচেপ্রন্দ

development of early childhood education programs across the territory. In communities where the district education authority does not provide early childhood programs, the Department of Education would be responsible to do so. This recommendation further supports a child's right to education.

Recommendation 6 prioritizes the need to recruit young Inuit into the teaching profession to assist the department in reaching its obligations under Article 23 of the *Nunavut Agreement*, as well as support the department's ability to train, hire, and retain Inuit language speaking educators. Providing classroom instruction in the Inuit language would support a child's right to practise their own culture and language. Further delay of recruiting Inuit-speaking teachers risks the loss of the Inuit language.

Recommendation 7 encourages the Department of Education to define some words used within the Education Act to avoid confusion because what something means to one person might be different than what it means to another. For example, we recommended that the concept of "inclusive education" be defined. For the Representative for Children and Youth's office, "inclusive education" means that schools should be welcoming of all young people and the way something is taught should be based on the learner's abilities. We also recommended that "school supports" be defined and in doing so, young people and their families should be made aware of what school supports are available and how to access them.

In recommendation 8 we encourage the Department of Education to recognize and support mature minors in the *Education Act*. A mature minor is a person under the age of 19 that has the maturity and understanding to make decisions on their own behalf. From time to time, young people need to be able to Δሮ<sup>®</sup>σ⊲ሮ<sup>®</sup>ዮንጋያ ΔሮኣΔσና ያሏጵር Γ. ይፍሮ Δሮ<sup>®</sup>σፈ<sup>®</sup>ንርኪσና የበርትዮ Δሮ<sup>®</sup>σፈ<sup>®</sup> የንንትዖበናቴ<sup>®</sup>በናበኞ<sup>®</sup> የኒር. Δሮ<sup>®</sup>σፈ<sup>®</sup>ንርኪትያና ርL<sup>b</sup>dσ<sup>®</sup> bLቦታናቴናፈ<sup>®</sup>ንና. ሮካፈ ፈንሮና ሪአረ<sup>®</sup> Δυל<sup>®</sup>ንΔዎና ሪንሪኦ ለቶፍውበ<sup>®</sup> በም Δሮ<sup>®</sup>σፈን<sup>©</sup> Δ

⊲ጋ⊂ჼd๖⊂₫™ 7 ₫₺₽™ጋ∆JC₽୭™ ᠕᠆᠆᠆᠕᠉᠆᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ ᢄ᠋᠋᠋᠋᠋᠋᠋ᢄ᠆᠆᠘ᡄ᠋᠋᠃ᢕᢩᡆ᠋᠘ᢕ᠋᠉᠘ᡄᢑᢕᠴᡆᡄ Lʰdʰጋ൧ഀጏ በበናነል∿Ⴑ, ለነbፖ⊳∩ናበσነ፟፝」  $\Delta \subset \Delta \sigma^{sb}$  ጋዖናbሲላናb<sup>sb</sup>><sup>sb</sup>  $\Delta C^{c} \sigma d^{s} \dot{A}^{c}$ ∧ᢞᡆᡃᡆ᠋᠋ᡃᠣ᠋᠋᠈᠊᠋᠋᠆᠋᠕ᢞᡆ᠋᠂ᠳ᠋᠉᠆᠃ Δς°σδ°Δ Δ642ής Ͻθς566462 ᠋᠂ᡃ᠋᠔ᡔ᠌᠉᠊᠘᠆ᡩ᠘᠘ᡩ᠘᠘᠘ ∆۲۲۵۲۲۵۲۵۲۵ ۵۲۲ ۵۲۲۵ ۵۲۲۵ ۵۲۲۵ ۵۲ ⊲⊃∿⊂⊳⊰⁰ڡ₁∟∿ڶ⊂.

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consent to decisions about themselves. In Bill	᠘ᡃᢦ᠋ᡃ᠋ᠫ᠂᠋᠕᠋᠋ᡎᢄ᠆ᡆᡅ᠕ᡄ᠋᠋ᠬ᠂ᡬᡃᢛ᠋᠋ᢪᢄᡔᡲᡆ᠋
36, the Mental Health Act, mature minors are	᠘ᡔ᠋᠘ᡄ᠋ᠣ᠋ᡏ᠋᠘᠆᠋᠋᠘᠆᠘᠋ᠮ᠋ᠺ᠕ᢩ᠂᠋ᡆ᠋᠋᠋᠋᠋ᢁ᠋᠘᠘ᠺ
able to consent for themselves when decisions	᠔᠙᠔᠙᠋᠕᠉᠘᠅᠕᠘ᢞᡆ᠕ᢓᡕ᠘᠙᠕᠘᠙
about their health care need to be made	ᡩ <sup>ᢎ</sup> ᡠ᠋ᡣᢕᠵᡆᡐ᠈ᠴᠴ᠋ᡩ᠋ᠴ᠋ᡭ᠆ᡩ᠖᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘
without the help of a parent or guardian.	᠕ᢣᡅ᠌᠌ᡏ᠋ᡃᢐᡃᢑ᠋ᠫ᠋᠄ᡃ᠋ᡉᡩ᠋᠅᠘᠋ᢣ᠍ᢞᢛ᠋᠋᠋ᠬ᠋ᠮ
Further, all legislation for the territory should	ᢦᢪᠠ᠋ᢣᢛ᠋ᢆᡠᡅᢣᡏ <i>ᡡ</i> ᠈ᢞᡇ᠋ᢩᢣᡱ᠅᠋ᡠ᠋᠋᠅ᠺ᠘ᡃᡗ᠕ᢣ᠋ᡗᢣᠮ᠋ᠴ᠋᠋ᡗ
align; if the Department of Health recognizes	ላዛጉን ከርጉር ወሚ እይ ጋንር ላይ የሚካለ ነው። እስከ እስከ እስከ እስከ እስከ እስከ እስከ እስከ እስከ እስከ
mature minors so should the Department of	ᢤ᠋᠂ᠳᡐ᠋ᠮ᠋᠋᠖ᡆᢩᢨᡳᡗᠫᡄ᠋ᡅᢣᡃ᠋ᠳᡄ᠘ᡄ᠋᠋ᢣ᠋᠋ᢛᡟ᠆<<
Education.	᠕ᡱ᠋᠋ᡆ᠆ᡷᡃ᠋᠋᠋ᠮᠳᠺ᠋᠋᠋ᡃᢛᢗᢂᢣᡆ᠋ᡄ᠈ᢣ᠋᠋᠋᠋᠋ᠺᢄ᠆ᠺ
	᠘᠆᠆ᠳᡏᡃ᠋᠉ᠫᡄ᠋᠋ᡣᢣᡃ᠋ᠳᢗᠺ᠋᠈᠋ᢑ᠘᠘᠒ᡩ᠋ᢐ᠋ᡗᠮᢣ᠘ᠺ
Our final recommendation, recommendation 9, encourages the Department of Education to make sure that at least one component of the	ᠻᡃ᠋᠋᠍᠍᠆ᠭᢛᡬ᠅᠂ᡏ᠑᠆ᡎᡀᡔᡆᡷᡄ᠋᠕ᡷᢄ᠋᠕᠆᠆᠆ ᠕᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
THAKE SULE THAT AT LEAST ONE COMPONENT OF THE	

9, encourages the Department of Education to make sure that at least one component of the orientation and mentoring program for teachers be completed before they even start working, with a requirement to complete the program within the first year. This recommendation shortens the current timeline from two years to one, ensuring that new teachers are as prepared and knowledgeable as they can be as quickly as possible.

Over the past several years staff at the Representative for Children and Youth's office have had the honour of working with hundreds of young people and their families from across the territory, including working on 80 concerns related to the Department of Education. It is important to our office to acknowledge them and recognize the courage they have demonstrated by reaching out to us, seeking support, and trusting us with their stories.

Mr. Chairman, I bring these recommendations forward in the spirit of working together for a common cause and decision-making through discussion and consensus. I welcome the Committee's questions. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you. I'll just remind Committee Members as well as the witnesses to please be conscious of the need for interpretation and our interpreters are excellent, but particularly when we're Δυγ «ΡΟ΄», Ουά Ο°ση «Νο ΑΟς άλς α Αςηνίο Αςουνίος Ας Ργιος Αναιτικός Αναιτικός Ανωρίος Αναδίος Ασιδίδα Ασιδια Ασιδί Ασιδι Ασιδίζα Ασιδίζα Ασιδίζα Ασιδί Ασιδί

**Δ<sup>6</sup>/«ϷϹ<sup>60</sup>**: L'α. (Ͻ<sup>ϳ</sup>,ϷΛͿϚ) ʹͼͿϧͼͺϹϷ. Δ<sup>66</sup>ΔΛՎL≪Ϸ ϷΛLϷϚϲϾ Ϥ<sup>L</sup>ͺϽ ϤΛ<sup>66</sup>Ζ<sup>66</sup> Ϸ<sup>3</sup>ϷΖ<sup>4</sup>ϟΓʹͼͿʹͻϒ Ͻ<sup>ϳ</sup>,ϷϚΛͼσϷ Ϥ<sup>L</sup> Λ<sup>6</sup>ϷϷ<sup>C</sup>ϿΛς, Ρλασ Ϸ<sup>6</sup>ϷϷλ<sup>2</sup>ϷͻϤ<sup>6</sup><sup>6</sup>ህϤ<sup>66</sup>Λ<sup>C</sup>ϽC **Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. Page 3 of your submission defines "minor students" and "mature minors." As a regular individual and my fellow Inuit, we have rights with our children. Even when they're adults or even if they are parents, they're always our children, but if we enter something that we did not set up, they are called adults when they reach the age of 19. This is a real barrier to parents.

I'll speak English. (interpretation ends) The prevailing authority that exists in the Inuit mind out there is that our children are dependent upon us throughout their lifetime regardless of age, and we clash with the institutionalized authorities when they put an age limit. You will often see parents saying, "That's my child." When Inuit children reach a certain age, according to the parents, even if they're married or not, we're still involved.

Can you clarify what you mean by these concepts, minor students and mature minors, and explain why they are important within the context of Nunavut's education system? My final question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Bates.

**Ms. Bates**: Thank you, Mr. Chairman. Thank you to the Member for the question. In health care a mature minor is a child or youth who is younger than the age of majority, which in Nunavut is 19 years of age, who meets certain criteria. For example, they're able to understand the medical treatment being offered, understand the possible consequences, and are fully able to give their <sup>5</sup>6<sup>-</sup> ΔΔΡ<sup>-</sup>/<sub>2</sub><sup>-</sup><sup>6</sup> Δ<sup>-</sup>/<sub>2</sub><sup>-</sup><sup>6</sup> Δ<sup>-</sup>/<sub>2</sub><sup>-</sup><sup>6</sup> <sup>-</sup><sup>6</sup> 
**Δ<sup>6</sup>/«<bC<sup>sb</sup>**: L'α. Γ<sup>s</sup> <Δ<sup>cs</sup>.

<Δ<sup>cv</sup> (ϽϞϷΠJ<sup>c</sup>): <sup>5</sup>d<sup>b</sup><sup>e</sup>af<sup>b</sup>, Δ<sup>b</sup>J<sup>c</sup>⊗P<sup>c</sup><sup>ib</sup>, Δ<sup>L</sup> <sup>5</sup>d<sup>b</sup><sup>e</sup>af<sup>b</sup> C<sup>e</sup>a 4Λ<sup>ib</sup>dΠ<sup>c</sup>b<sup>e</sup>σ. <sup>2</sup> 29<sup>-</sup><sup>3</sup>d<sup>ib</sup>J<sup>ib</sup><sup>c</sup>C<sup>e</sup>a 4Λ<sup>ib</sup>dΠ<sup>c</sup>b<sup>e</sup>σ. <sup>2</sup> 2<sup>5</sup>d<sup>ib</sup><sup>ib</sup><sup>2</sup>C<sup>ib</sup><sup>2</sup> Δ<sup>ib</sup><sup>2</sup> <sup>5</sup>d<sup>ib</sup><sup>2</sup> bL<sup>c</sup>b<sup>b</sup><sup>2</sup> Δ<sup>ib</sup><sup>2</sup> Δ<sup>ib</sup><sup>2</sup> <sup>5</sup>d<sup>ib</sup><sup>2</sup> bL<sup>c</sup>b<sup>2</sup> Δ<sup>ib</sup><sup>2</sup> Δ<sup>ib</sup> Δ<sup>ib</sup> Δ<sup>ib</sup> Δ<sup>ib</sup> Δ<sup>ib</sup> Δ<sup>ib</sup> Δ<sup>ib</sup> Δ<sup>ib</sup> Δ<sup>ib</sup>

fully informed and voluntary consent to health providers. A mature minor allows a child or youth to make health care decisions for	Δ/LーϷჇჼႭჼႦႫ Δ <sup>L</sup> LϿ ଐኇኆዀዸ፟፟፟ኇ ላ፟፟፟፟፟፟፟፟፟፟ ፈዛሬጋϷペσ LーႱႶႰ ርΔL°ႭΔႶϹϷႰႭႺჄჼჂჼჼ.
themselves and similarly, in the <i>Education Act</i> , they would be able to do the same.	
We know that in Australia the concept of mature minors, they have incorporated mature minors into their education system. Again, there may be circumstances where a parent or guardian may not be actively available and that should not be a barrier to a mature minor being able to consent to engage in the education system, i.e. register, if need be.	ଐንሲϲϤℾ ϷየϷϷ·Ͻ· ᠘Ϛ°ϭϤʹϭϲͺϭϷʹ ΔͻϤϿ· በበናჼϹϷʹϧϟϷʹϧϷϲϷʹͼϟϹϞͺ ϤϽϪ°ឩ <sup>ͺ</sup> ዮឩ <sup>ͺͺ</sup> Ϻϧͻϥʹͽ <sub>Ϙ</sub> Ϳ ϪϲʹϭϭʹϭϲͺϭϷʹ ΔͻϤϭ ϟʹͻ ϤႶϲϷʹჼϹϷϭϤʹͽՈ·ͻͿ
I trust that answers the question. Thank you, Mr. Chairman.	₽⊳ፇኈႱኈፚፚ. ፧፞፞፞፞፞፞፞፝፝፝ ፞፞፞፞ጛዾዹ፞፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) I believe you did answer the question because she has no further questions. (interpretation) Thank you. Mr. Qirngnuq.	<b>Δ•୵≪ϷϹ·</b> Ϸ: L'ዺ. (Ͻ <sup>ϳ</sup> ኣኦበJና) ላለኈժና ₽ኦኈਰ፞ኈርΔና, ሖ፞ኁbΔၬL ላለኈዕበኁbʰb°σ₽°ởናLና. (ϽኣኣበJ₽°ởኈጋኈ) L'ዺ. Γኁጋ ኁዋ°ኄ፝ነኈ.
<b>Mr. Qirngnuq</b> (interpretation): Thank you, Mr. Chairman. Welcome to the witnesses.	<b>'የዲንባሪ</b> , የዋምጋርም, ማይረጉል, ጋ <sub>ም</sub> ን በትምር ርቅዋ በትምር የትር
Just for further clarity, in your opening comments on the third page that the students be involved and to make them understand, "it gives them a chance to participate in the process to understand the consequences of their actions and learn from it." Can you elaborate further? As parents it is up to us to hear from our children as to what they would like to do. I would like to understand that, hence my question, Mr. Chairman. Thank you.	<ul> <li>▷Γ<sup>*</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup></li></ul>
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	Ċ°ᡆ ᠊᠋᠑ᠻᡰ᠘᠋᠋ᡗᠬᢦ᠋᠌₽᠘ᡩ᠋᠋᠋ᠴ᠋J ᠂ᡏ᠋᠕᠋᠋᠋᠋ᡃᢐ᠋ᠿᠬᡃᢐᠮ᠋᠕ᡣᡐᠺ ᠘ᡃᠡᠯ᠙᠌ᢂ᠋ᠧ᠆ᡷ,᠂ᡃᡆᡃᢞ᠌ᡅ᠋ᡏᡃ
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you to the Member for the question. With respect to recommendation 3, that is directly related to children in the <i>Education Act</i> who	<b>Δ•거≪ϷϹ·</b> Ϸ··ͺͺͺͿʹͺͺͺͺΓ·、<Δ <sup>ͼ</sup> ·. < <b>Δ··</b> (ϽʹϞϷႶͿϚ)։ ·ϭͿϧ·ͽϲϳϹͽ, ΔϷϒ≪ϷϹʹ·ͽͺϤϤͺ ·ϭͿϧ·ͽͺϽͺϳʹͼ·ϼͺϥϚͽ·ͼͿϹϲϧ;ϥϭϷϭ Ͻϛʹ·ϧϞͽͺϪϲϹ·ϭϥͼϲϲϲϭϷϚͺͺϹϲϧ;ϥϭϧϭ

have been suspended or expelled. Currently that young person doesn't have the opportunity to appeal or be involved in the process related to that. Our recommendation is to have students have that ability so that they can answer for why they may be being suspended or expelled. Also, I would say that there is research that shows that young who are supported to participate in decisionmaking are more likely to have increased confidence, self-belief, to exercise positive career choices, and have greater involvement and responsibility in the future. Thank you.

**Chairman** (interpretation): Thank you. Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. If a young person is going to make a decision, and just using high school students from grade 6, they might be asked what kind of career choices they would like to make in the future. If they change their mind sometime at a later grade without asking their parent or guardian, would they be able to go ahead with their plans? Mr. Chairman, I would like to get a response to that. Thank you.

**Chairman** (interpretation): Thank you. Ms. Bates.

**Ms. Bates**: Thank you, Mr. Chairman. If I understand the question correctly, I'm not sure I can speak to that because I'm not effectively inside the education system currently. In terms being able to change your career path late in school, again, I'm unable to comment on currently what the situation is with respect to that. My apologies. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Qirngnuq, are you done? Okay. (interpretation ends) Just before I move on to the next name, I think it's an interesting problem that Mr. **ΔϷ/ペϷϹ<sup>ͼϧ</sup>:** ͺͺʹϲͺ, Γ<sup>ͺ</sup>Ϲ <sup>ϛ</sup>ϼ···ϧϧ.

**᠂°°℃J°**: 'd≻°⊆˰, ∆°∕≪▷Cċ∽. Ċ°⊆ ⊇C°°°° △ف۲۵ ۵۲۵-۵۲۵ ∿۵۵ ۵۲۵ ۵۰ ۵۷ ۵۷ ک⊂<sup>ہ</sup>ح⊲<sup>ی</sup>نح⊲حنے) کھی ◊◊&ੑਗ਼ੑੑ੶ੑੑੑੑੑੑ<sup>™</sup>ליפָרָאָאָשָרָיַרַאָיָאָאַרַאַייָרָאַאָרָאַרַאַ ᠘ᡱᡆᢓ᠋ᠵᠣ᠘ᠸᡱ᠋ᠣᡐ᠖ᢕᠣ᠋ᢑ  $\Delta HDL$  b'  $\sigma d^{10}$  <? HD  $c c \ell L \sigma d^{10}$  <? C  $\Delta L^{\circ} c$ ᠘᠊ᡠ᠋᠊᠋ᡰᠵ᠋ᢀ᠋ᢕᢛ᠘ᡁ᠘ᡱᡄ᠘᠕ᡁ᠘᠉᠘ᠳᢂᡄ ᡔ᠋᠋ᡗ᠆᠕᠋᠉᠆᠕᠃ᢂ᠆᠕᠃ CALΔ<sup>c</sup>Ͻ°¬<sup>c</sup>σ¬<sup>c</sup><sup>c</sup><sup>c</sup><sub>c</sub>. Δ<sup>b</sup>HΔ<br/>
<br/>
CCLΔ<sup>c</sup><sup>c</sup><sup>c</sup><sub>c</sub>. Δ<sup>b</sup>HΔ<br/>
<br/>
CC<sup>c</sup><sup>b</sup>. ₽₽ᢣ₽<u>ᢣ</u>°<u></u>~°<u>,</u> <sup>י</sup>d۶°<u>a</u>Ľ

**Δ<sup>6</sup>/«ÞC<sup>66</sup>**: L'α. Γ<sup>1</sup>C <Δ<sup>c1</sup>.

**Δ•/ペϷϹ·**Ϸ: L'α. Γ<sup>、</sup>Ϲ <sup>ͼ</sup>Ϸ··ϑ·Ϸ, ϹΔĹ·ϷϽႶϚ? Ճ៨\_Ϸ. (ϽϞ*ϡ*ብͿͼ) ϤረϤϼͼ ͺϫϲϷͼʹͽϹϷͼϭ ϹL<sup></sup><sub></sub> α ϤϧϷͼʹϒϲϲϷϨͼ ΓʹϹ

Qirngnuq brought up. If a young person has a	᠄ᢨᠧᡃ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
right We will use your recommendation	᠕ᢞᡆ᠌᠌ᡅᡣ᠋ᠮᡃᡄ᠋᠋ᡪᢛᡔ᠋᠅᠋ᢗ᠅ᡆ᠂ᡏ᠋ᡔᡄᡝᡆᡃ᠘᠋᠋ᡃ᠘
here when it comes to expulsions or	
suspensions. How does your office envision	▷°≪ڬ◦ݗ בኈጛ∿ሁט∆≏בኈחכ⊳ሩ. חחናיאי∕ר
this working at the school level? Let's say for	᠈ᠳ᠘ᠺᠫᠣ᠋ᢛ᠂ᢗᡆᡃ᠋ᡆᢩ᠉ᡃ᠕ᡧ᠘ᢗ᠈ᢣ᠋ᡬᠫ
example, if it is a student and they are 12	12-ܡ⊂ ⊲‹ݙﺎ‹ף»<<
years old and they are about to be suspended,	ᠴ᠋᠋᠋ᢛ᠋᠔ᡄ᠋ᢣ᠋᠋᠖᠘᠆᠘᠖᠆᠘᠖᠆᠘᠖᠘᠉ᠳ᠘
and the student is involved in that process,	᠕ᡧ᠆᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
would the parents still be involved? Parental	᠖᠋ᠴ᠋ᢛ ᠘ᡄ᠌ᡅ᠋ᠺᢗᢦᡆᢣᢛᡃᡬ ᢗ᠋᠘ᠳᡆ᠂ᡧᡗ᠊ᡕᡃᢛ᠋ᡃᠥᡥᢈ
involvement is also very important and it is	
	ርቍ፝፟፟፟ኇኯዸ፟፟፟፝ጏዾዾዾኇ ዾጏዻ፞፞፞፞ፚ፞፟፟፟፟፟፟፟፟
something we are trying to see more of here in	$\Delta \subset P^{\circ}b^{\circ}C^{\circ} \supset \Omega$ . $\Gamma^{\circ} < \Delta^{c^{\circ}}$ .
Nunavut in the school system. If you can't	
answer that question, if it's just too much	
speculation, then please let me know. Ms.	
Bates.	
Ms. Bates: Thank you, Mr. Chairman. The	< <b>Δናי</b> (ጋኣትበJና): ፣ਰ৮°ዺ广፟ <sup>•</sup> , Δνረペኦር <sup>·</sup> <sup>•</sup> . ርΔνਰ
purpose of concept mature minors or	
including children in decisions is not to	۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵
exclude parents; it's to include the student. I	
just wanted to clarify that.	
When children get expelled or suspended, I	
am not sure the student is actively engaged	ᡏ᠋ᡰᠴ᠂ᡆᠦᢗᢂᢞ᠂ᠴ᠋᠋᠉᠋᠂᠖ᢑ᠋ᢧ᠋
with the administrator who is issuing that	Λ 40 CP( 00 01 CP02 CF ΛΓ CΔ°α CΔ°dα⊂ α°Γ°66°Γ°
suspension or expulsion. It's often the parent	Λ_) <sup>-</sup> <u>C</u> Δ <u>C</u> <u>C</u> <u>C</u> <u>C</u> <u>C</u> <u>C</u> <u>C</u> <u>C</u> <u>C</u> <u>C</u>
that is directly involved in that. I'm not saying	
that you should exclude the parent. I think it	
should be the student and the parent. I hope	
that answered the question. Thank you.	
Chairman (interpretation): Thank you.	
(interpretation ends) Thank you. Mr. Quassa.	<b>Δ•/«Þር</b> ••: L'ዉ. (ጋኣኦበሀና) የሪታቄዉቮካ. Γ <sup></sup> ር
Mr. Quassa (interpretation): Thank you, Mr.	
Chairman. Welcome. On the same subject,	<b>'d⊲\</b> : 'd≻⁰ዺ广⁰, ∆ዞረ≪⊳ር፞∿. ጋ°∿ሁረቦዓ. ርଁ°⊄
(interpretation ends) minor students and	PSDP2Pi307 Minor Students and Mature
mature minors, (interpretation) I am not	Minors, Cbda ΔροΩς δραζοδιά Mature
exactly sure what they are called in Inuktitut. I	MINOIS, 200 ZDAIDS 0DDC 0 CR 20C 662250000000000000000000000000000000000
	) )\~r)24°246796 )\?< b_~u~r24°266676 )\~r)24°266676
am not listening to the interpreters, but I am	
sure they have a term for it. I would like to	
make a comment again in English, Mr.	᠘᠋᠋ᡌ᠊ᡆ᠘᠆᠋᠋᠋᠋ᢆ᠆ᢣ᠘ᢞ᠋᠖᠂᠋᠋᠋᠖ᡩᠴᡆ᠌᠌᠌ᢂᡷ᠋᠘ᡱᡆᡗᡏ᠘᠘ ᠘ᢞᠡ᠙ᢂ᠋ᢗ᠋᠅᠋ᢆᡅ
Chairman.	
	(フムントのい) <\L_ L<∧ႪフレႪ 3-Г
(interpretation ends) As you noted on page 3	$\Delta \Delta \Delta \Delta \Delta A$
of your submission, you are in agreement with	

⊳יושירעי\_ט פֿל⊳∩רי 134(5) section 134(5) of the *Education Act* to provide the student representative on the DEA, or district education authority, with the right to vote. I know that you had supported the ᠋᠂ᡃ᠋᠔ᡔ᠘ᡩ᠋᠋ᠴ᠈᠋᠊ᡁ᠘᠘ᢞᡆ᠘᠋᠘ᢣ᠋ᠬᢛ᠘᠘ᡩᡆ section that states that "The Standing ΠΠϚჼჾϟϹϟჼͽ ϧΠΓϧϨϳς ⊳ͼϷͼϧϯΓͽͼ ∇Ϥ· Committee has noted that this may put a student representative in a position where they may be discussing and making decisions regarding a classmate, which leads to ᡃ᠋ᡃᢨᡃ᠋ᠡᡆ᠋ᡃᡃ᠋ᡠ᠋ᢕᢄᡔᢣᡅ᠍᠍ᡏᡷᡆ᠋᠃ᡄ᠂ᡄ᠘ᡨᡆ concerns with respect to privacy." What are  $\Delta / L \Gamma \otimes D^{\circ}$ ? ( $D \dot{A} > \Omega \dot{A} = \dot{A}$ vour views on this issue? (interpretation) ᠘ᡃᢣ᠙ᠵĊᡪᡃ Thank you, Mr. Chairman. Chairman (interpretation): Thank you. Ms. **Δ<sup>b</sup>/«ÞC<sup>sb</sup>**: L'α. Γ<sup>s</sup> <Δ<sup>cs</sup>. Bates. Ms. Bates: Thank you, Mr. Chairman. Thank you for the question. My answer to that is certainly with minors there are considerations ᠈ᡃᡆᢣ᠋ᠲᡆ᠋ᡬ᠊᠖ᡬᡄᡆ᠂ᡏ᠕᠋᠋᠉ᠳᢕᢉᢣᠲᠥ.᠘᠘ᡨᡆ to be made around privacy. I think there are considerations to be made for all adults with ᢗ᠘ᠳ᠋᠘᠆᠋᠉᠊ᢣ᠘ᠴ᠋᠉ᠫ᠒ᠺ᠋ᡗ᠋ᠮ᠖ᡃᠧ᠘᠆ᡧ᠖᠋ᠴ᠆ᡆ᠉ᡴ respect to privacy and you raise a good point ርΔϳϷ ΔͼϫΔʹͻ ϷͼϑϫͽϽႶϹϷϧϫϥϲϲ ϹͿϧϥϥ in terms of having students having voting privileges and those types of things. They C∆°م b∩L≻۶ذے ک۲%C>۲L°°۲C> may be privy to information that should be >ריאיכ⊳י<י, ∆כייילי ∆כ⊳חכרי<כ private and how do you contain that. I think, again, involving students in the parameters or ΔϲቦϞϷʹϧϹϷͿϭ ϷͶͿϞϩϲϥϽͼͽϲ ϽϞͽϹͽϲ understanding what is expected of them when ᡖ᠋᠋᠋ᢞᡃ᠋ᠣ᠋ᢛ᠋ᡃᠫᡣᢗᢂ᠋ᡃᢑ᠋᠋᠆ᡷᡊ᠕᠋᠋ᠮ᠖᠂ᠳ᠘ᢣᡪᡄᢅ᠋ they are a part of that committee or making **ΡΡΡΡΟσς ΛΟθε<** decisions or hearing information in terms of, again, I think any committee, whether there are minors on it or not, you always have to Cჼ<sup>ֈ</sup>bϷ<sup>ͼ</sup>ϧ<sup></sup>ϧ<sup>2</sup>, «հ<sub>2</sub>, «h<sub>2</sub>, « protect privacy, making it explicitly clear that ᠕ᡆ᠘᠋᠆᠆᠖᠕ᢗ᠋᠋᠋᠖ᡄ᠋ᡝᡃ᠋ᡃ᠘᠋ᡗ᠘ᠲᡆ during those proceedings that information is private, but I do believe there are other challenges related to that. Thank you. Chairman (interpretation): Thank you. Mr. Ouassa. **Δ•/<></** Mr. Quassa (interpretation): Thank you. To **᠈᠔⊲ᢣ᠈৽**: ᠈᠔ᡃᢞᡆᡤᢆᡃ. ᢗ᠘ᡨᡆ ۵۲۲۹۳۵۹۵۵۹۵۹ کړ دېږې continue on that line, we have used and seen, CD⊃ \* J46 C \* J46 as Committee Members, that anything that has a personal effect on us is to be declared a  $\neg \Box \Box \Delta^{\circ} \Box^{\circ} \lor \Diamond^{\circ} \Box^{\circ} \Box^$ (interpretation ends) conflict of interest. interest–ిరర్పం

clause 71 of Bill 25, which proposes to amend

 $b^{-} \Delta P^{-} \nabla b_{-} Again in English, (interpretation ends) on page 4 of your submission with respect to the discussion of early childhood education ĎჼႦჼჼႦႦႱልና Ⴤჼჼרלב<sup>®</sup>ჂႤ dჂႮႱႦႱႮd®ჂႧ programs you state, "...we strongly encourage effective ECE programs be provided to all ᠘᠆᠆ᠳᡏ᠕᠘᠖᠉ᡃ᠘ children in the territory." The concept of  $\Delta \Gamma \subset L^{\otimes} < D^{\otimes} C > C < \Delta C^{\circ} \sigma \wedge D^{\otimes} \sigma$ universal early childhood education across Nunavut has been raised on a number of  $\Delta \neq L^{+} \geq 25$ occasions throughout our deliberations on Bill 25. Can you elaborate further on why you feel  $\wedge \forall \forall L^{b}$ this is important and further, can you indicate whether you feel that a universal early childhood education program would be better achieved within the revised Education Act or under the revised Child Day Care Act? (interpretation) Thank you, Mr. Chairman. Chairman (interpretation): Thank you. **Δ৬/«ϷϹ·**<sup>ω</sup>: L'α. (Ͻ<sup>ϳ</sup>λΑηͿϲ) Δ΄, Ϲ<sup>ͼ</sup>α (interpretation ends) That's a two-part L $\mathcal{P}\Delta \subset \mathcal{U}L^{c} \triangleleft \Lambda \mathcal{W} \dashv \Lambda \mathcal{V}, \mathcal{V} \sqcup \mathcal{D} \land \mathcal{U}L^{c} \triangleleft \Lambda \mathcal{W} \dashv \Lambda \mathcal{V}$ question, so you can answer in whatever order ₽₽ᢣ°a₅ьC∆c Li <∇c. you would like. Ms. Bates. Ms. Bates: Thank you, Mr. Chairman. Thank you for the question. In terms of the benefits of early childhood education programming, ٬۵۶٬۹۷۲ Հ۹۵ ۵۸٬۰۹۵ ۲۵٬۰ there are many benefits. Access to affordable, high-quality child care programs such as early childhood education can boost maternal participation back in the workforce, it raises  $\Lambda C^{b} - \sigma$ .  $C \Delta^{b} d \triangleleft a a C b b c L C$ income, and it reduces income inequality, ᠙ᡆ᠌᠌ᢂ᠆᠖᠘ᡩᡄᢂ᠘᠘ᡩᠴ᠒᠕ᢂ᠘ᢤᡄᢂ᠘ improving educational opportunities for ᡧᡃ᠋᠋ᡔᠣ᠋ᢛᡃ᠘᠋ᡗ᠘᠋᠘᠊᠋᠆ᡆ᠆᠋ᠳ᠕᠘᠘᠘᠘ disadvantaged children. Participation in early childhood education has shown that children get greater educational attainment. The benefits of an early childhood education ᠕ᢣᡃᠣ᠋ᡆ᠋᠋᠂ᠳ᠖᠕ᡔᡠ᠋᠆᠄᠂ᡆᢀᢙᢧ᠆ᠳᢛᡃᠴ᠋ᡄ program was also noted by the Special Committee, which we agree with, to review CΔ°م ۵۸۲۲۶۵ کې ۱۹۲۰ د ۵۸۲۶ کې ۲۰۱۵ CΔ°م ۵۸۲۶ the *Education Act* in 2015, in which they had stated, "It has been well established that early DIPARATC AREACTER childhood is a critical phase that can determine the quality of health, well-being,

σ-μ-αιδιγ-γ-φισι σ-μ-αλ-βο

CALA°a۶%ン۶۵۹ ک۹۵ کو ۲۰۵۰ د. ۲۰

 $\sigma \wedge P < J^{\circ} b > V < C \land L^{\circ} a > P > J^{\circ} a \land d \subset L^{\circ} a$ 

(interpretation) I am sure that the student

would declare conflict of interest and I

expected that response.

learning, and behaviour of individuals later on in life." A cost-benefit analysis was done by a Canadian research organization also and reported that for every dollar invested in early childhood education, there is a \$3.60 return to the economy.	ϽϚʹ·ͺϤͼϤϿϫͺϤϿ; ΔϲϷϞϿͼͺͺϷϫϷ;ͽϿϩͶ·ͼ ͼϷϫϫͼͺϫͼϫϿ; ͼϫϫϫϫ ; Ͽϲϫϫ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ Ͽ
I hope that answers your question.	₽⊳Ს⊐⊲⁵ँ≺དˤᲮ᠘.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) As to the second part of Mr. Quassa's question, it was whether that universal program would be better delivered, in your opinion, through the <i>Education Act</i> or <i>Child Day Care Act</i> . Ms. Bates.	<b>Δ<sup>ϧ</sup>/«ϷϹ·</b> <sup>ϧ</sup> : L'ϥ. (ϽʹϞϷͶͿϚ) ʹϭͿϷʹϥϹϷ, ϭΔ<<ʹϚϚϹʹϷϹͽϧϲ Γ·Ϲ ʹϭͿϭϒϷϚ ϭͿΛͼϭͿϺ ΛϞϤͶͼϷϚϾʹϷϽͼ ϹͿͼϭϥ ϫϙϷΓ ϥͺͿϲͺϸͼ ϚͼϷϳͼ ϫͼͼ Δϲͼϭϭͼ ͿϲϲϧϧϤͽϧͼ ʹϭϫϗͼ ͿϲϲϧϧϤͽϧͼ
<b>Ms. Bates</b> : Thank you, Mr. Chairman. In terms of where the delivery of early childhood programs should be, the amendment outlined in Bill 25 states that "Every five years, the district education authorities can elect to provide early childhood education programs for the following five years." In terms of who delivers the program, I think our recommendation is more based in ensuring access to early childhood education by all children across the territory as opposed to who delivers it. It's really a matter of ensuring access. Thank you.	<Δ° (ϽϞληυς): ͽϭϧϫϥϳϫ, Δεγ«Ϸϳϫ. ϳͼ ΔϲͼσϤμϷͽϧϥΔς ͽϼͽ ϷͿμ϶Ϸͽϲϲ ϳͼ Ϥ Δϲͼ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
<b>Chairman</b> (interpretation): Thank you. Mr. Quassa.	<b>∆⊳∕≪⊳⊂∿</b> : L'∝. ୮ <sup>៶</sup> Ϲ ⁵d⊲Կ.
<b>Mr. Quassa</b> (interpretation): Thank you, Mr. Chairman. I didn't really get where the \$3.60 came from. (interpretation ends) You said \$3.60? Okay.	<b>ჼძবኣ</b> : ჼძ৮°ഫ广Ⴆ, ΔႦჇ≪ϷϹʹႪ. ϹΔ°ഫ \$0.60 ഫ₽∽ႱჼႱჼႱჼ ჼႦϷϟച൪ჼჼՐႠናച൪ና, (ϽϞϟႶͿჼ) ϷჼႦჼႦϷႱልჼ \$3.60?
(interpretation) Let me turn to something else. You were mentioning (interpretation ends) minor students and mature minors. (interpretation) My question is directed towards that. Clause 92 of Bill 25 proposes to permit district education authorities to allow individuals who are over the age of 21 to register with a school within its jurisdiction.	(ఎస్ఎం.ఎస్. రోరిని minor స్టరిసింగ్ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ and mature minors రోసి సింగ్ సింగ్ స్ట్రీ స్రీ స్ట్రీ స్ట్ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్ స్ట్రీ స్ట్రీ స్ట్ స్ట్రీ స్ట్ స్ట్రీ స్ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్రీ స్ట్

Probably those students who didn't finish their education would go back to grade 11 or 12 or whichever grade because they would like to try again. I think this is geared toward that.	ϟϳ·ϿͼϷϪͺϪͱϹ;ϷͺϤϨϪͺͳͻ-ϹϘϧ ͶϤϘϧϞͼϧʹͿϲϽϴϤͼϧͺϤϲϤͺͳϲϷ ϤϲϤϲϥ Ͽ;ϫͷϿϤͼϳ;Ϲ;
In your view, should students who are 21 years of age or older be included in the kindergarten to grade 12 classroom setting? Do you believe an individual who is 21 years of age or older should be included or allowed to go to the schools? Thank you, Mr. Chairman.	ር°ዉ፫ ርኦጋኑンህ ርĽካሪላ 21-σና ኦዖኦ፦ና ኦኣሁርσኌ°፞፞፞፞፝ኇና Δርቦንኦቦላ፣ካናብናስና ርኖዊσ Δሮ°σላ፣ልኊΓ Kindergarten-Γና ህናΔ 12-Jና በየፖረቲውና Δሮ°σላ፣ልኦቲσኑ? Δርኦቦላ፣ካናብሶና 21-σና ኦዖኦ፦ና ኦኣሁርσኌ°፞፞፝፝፝ኇና? ናሪታ°ዉՐካ, Δካፖዊኦርናኑ.
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ·</b> Ϸ: L'ϱ. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. The matter that you have raised is not really connected to our submission regarding Bill 25, but certainly I would be prepared at a later time to comment or to provide information about that. I just don't feel like I'm in a position to speak to that. Thank you.	<Δ <sup>ε</sup> (ϽϞϷႶͿͼ): <sup>ͼ</sup> dϧͽϲϳͼ, ΔͼϒϘϷϹͼ. Ϲͼϫ ϷͼϷϒϲϚϹͼϹΔͼ ϤͽϽϤσͼϷϿϤͼͼͲͰϹ ϷϘͿͼ ϽσϞϧϲͶͽϼ 25-σͼ, ΔλϹϞϫͼϒϷϨͶϹϲϷͼϿͿ ϷϷͼϭϿͼϫͼͼϲͼ Ϸͼϼͼϗϲ Ϸͼϼͼϫ ΔͼϒϭϷϹͼ.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Maybe I'll take the opportunity to turn this over to the Minister in terms of the issues around allowing individuals over the age of 21 into the K to 12 classroom setting. It is something that under Bill 25 would be a power or an authority given to the district education authorities. Minister, I wonder if you can respond to Mr. Quassa's question. Minister Joanasie.	<b>Δ<sup>6</sup>/«ϷϹ·</b> <sup>6</sup> (ϽϞͰηͿϲ): <sup>6</sup> d۶ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. μ <sup>6</sup> α. 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<b>Hon. David Joanasie</b> : Thank you, Mr. Chairman. If you would give me a moment.	<b>ዻኈሁጘኈ፞፞፟፞፞፞፞፞ኈ፞ ር∆ልበ                                   </b>
Thank you, Mr. Chairman. The proposal under Bill 25, section 92, where it talks about individuals over 21 years of age, under our current Act we have section 32, which allows a DEA to enroll a student if they are the age of 21 or older already. Even if they are not within that jurisdiction or the DEA's	<sup>ና</sup> የታድ ርጉ, ልጉረ የድርጉ, ርጉ የምር የድርጉ, የድርጉ, የምርጉ,

jurisdiction, they can be enrolled in another	<u> </u>
DEA jurisdiction, if that makes sense. Thank	ዾዉ⊂Ϸ<
you, Mr. Chairman.	
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) I'm assuming it makes sense because your department put it in the bill, but that is just a humorous comment; don't take it too seriously. Mr. Akoak.	<b>Δ•/ペϷϹ·</b> Ϸ· ͺͺʹϼͺͺͺϽϞϷϺͿϚ)ϽϷ·ϧͽ·Ͻ·ϞϷϷͽ ͺϹϲϧͼϫϳͼϭϲ;ϒϷͼͺͺϹͼϫ ͼϭͼϧϲͷϲͶϲϲͻϭͼͼͼϿͼϧͺϲϲͺ
<b>Mr. Akoak</b> : Thank you, Mr. Chairman. Welcome.	<b>╡ኁd⊲ኁ</b> ▶ (ጋኣ̀ᢣ∩Jˤ): ኁdᡃᢣᢩ°ݠᡤᢆ᠉, ᠘ᡟᠠ᠙⊳ᢗᡝ᠉. Ͻ°∿Ⴑィቦኣィ.
Your final recommendation on page 5 of your submission addresses orientation and mentoring for teachers, as provided for by section 96 of the <i>Education Act</i> . Clause 62 of Bill 25 proposes to amend section 92 by including a subclause requiring that such orientation programs include an introduction to Inuit language and instruction of Inuit culture and history. Are you proposing a further amendment to section 96 requiring that teachers participate in such programs during the first year that they take up their duties in the Nunavut school system instead of during their first two years? Thank you, Mr. Chairman.	Ρ <sup>°</sup> ປ <sup>°</sup> -c <sup>°</sup> b <sup>&lt;</sup> <sup>°</sup> bo P <sup>°</sup> bP <sup>/</sup> b <sup>°</sup> b <sup>°</sup> b <sup>°</sup> Δc <sup>-</sup> <sup>°</sup> bo P <sup>°</sup> bP <sup>/</sup> b <sup>°</sup> b <sup>°</sup> b <sup>°</sup> Δc <sup>-</sup> <sup>°</sup> b <sup>°</sup> b <sup>°</sup> b <sup>°</sup> b <sup>°</sup> b <sup>°</sup> b <sup>°</sup> Δc <sup>-</sup> <sup>°</sup> b <sup>°</sup> b
Bates.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ</b> ʹϷ: L'ϥ. ΓʹϹ <Δ <sup>ϲ</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you for the question. Yes, we're proposing currently in the <i>Education Act</i> the timeline for the training is two years and our submission was to shorten that to one year because during a school year you could have a teacher who has not received that training because the expectation is in the Act that it's within two years. Thank you.	<Δ° (ϽͺͻϸΩυς): ͽϥϧͺϲͺϳ, ΔϧϧͺϭϷς. ͽϥϧͺͺͺ ͼ ͼ ͼ ͼ ͼ ͼ ͼ κ κ κ κ κ κ κ κ κ κ κ κ κ
<b>Chairman</b> (interpretation): Thank you. Mr. Akoak.	<b>∆⊳∕≪⊳⊂಼</b> : L'o. ୮५୯ འં⁵d⊲₅ь.
Mr. Akoak: Thank you. My final question,	<b>ዻ፞ኁ፞፞፞፞፞ዻዻኁ</b> <sub>፟</sub> (ጋ፟፟ኣኦበJና): ኀ፞፞፝፝፝፝፝፞፞፞፞ጛኯዾ፟፟ ዻለኈ፟፟፟፟፟፟፟፟፟፟፟፟

the Office of the Child and Youth Representative plays an important advocacy role for children and youth across Nunavut. Your office's last three annual reports indicate that between 23 percent and 27 percent of the individual advocacy cases handled by your office involved the Department of Education. Your office's 2016-17 annual report notes on page 20 that "An overwhelming majority of these concerns related to school services."

In your view, will the amendments proposed in Bill 25 overall improve the ability of the Department of Education to help children and youth succeed in the classroom? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Bates.

**Ms. Bates**: Thank you, Mr. Chairman. Thank you for the question. We were pleased to see that several of our recommendations were incorporated into Bill 25, particularly the inclusion of the *United Nations Convention on the Rights of the Child* in the preamble; the student representatives elected to district education authorities given voting privileges.

Many elements of our November 2018 submission to the Department of Education are not reflected in Bill 25. For this reason, we believe that there are areas of improvement that still exist to address those issues. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Just to go a bit further on Mr. Akoak's question there, I think it also came up in your opening comments in terms of the amount of advocacy cases you had that tied to the school system. I realize that there's privacy involved and you can't get into too much detail, but when you say that these cases involved school services, particularly on language, were there any trends or anything to **ΔϧϞͺͺϷϲͺͼϧ**: Γ, <Δϲ, .

ርΔ២៨ ചልለኪ 2018-୮ ጋσጚታናር Δሮ<sup>®</sup>σ⊲<sup>®</sup>ጋሮኪሥወී ይና ርኛዊσ Lሮሁ፟፝፝፝፝፝፝፝ አንድር ነ<sup>®</sup>የጅረL<sup>®</sup>ጥ<sup>L</sup>୮ጚና. ርድሲ ለነፈበቦና ጋሀ ኦናለዖረና>ሪና ርኛዊσ ዻ፞<sup>®</sup>የቦዻናልኣ<sup>®</sup>ርቴናኄሪና ረሮ Lሮሁ፞፝፝፝፝፝ኑ 25 Δጋላσ. ናዕታ<sup>®</sup>ሲΓ<sup>™</sup>.

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indicate that students or parents or whoever was coming to your office specifically with concerns around language use in the schools? Ms. Bates.	ϤὰͺႭჼݸՐᢣϷϞϪϚϪϹ΅ϭϤʹჼჼႶʹ·ͺϳ·ͼϭϚ ϤʹϲϪჼႶჼͺϳϭϭʹჼϞϷʹϐϚϹϚʹჼͽϐϚϷʹϐϷϟʹናΓͽ ϪϲʹͺϪͱΓ, ϪϲͺϳͺϿϚͽϷͽϽϹ; Γ· <ϪϚʹ
<b>Ms. Bates</b> : Thank you, Mr. Chairman. I would like to turn this question to the director, Lynn Matte, if I may.	<Δ°° (ጋኣትበJና): የዛታሚቮኑ, ΔኑイペϷርናኑ. ርጐቧ ላለኈሆና ላ፦ሬልኑ୮ ላኈሁኆኈ፟፟፝፝፝፝፝ጜዀ፟ዀዀዾና ፝፝፝፝፦ Ĺና፝ዾና ₽ዾታዾኈ፟ሁና፞፞፞፞፞ቔ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ የዾታዾኈ፟ሁና፞፞ቔ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
Chairman: You may. Ms. Matte.	<b>Δ•/≪Þር</b> ጭ (ጋኣ̀ኦ∩Jና): ⊲ᡤ, ୮ <sup>៶</sup> ἰና.
<b>Ms. Matte</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) When it comes to our individual advocacy cases, language is an area that we can provide support, but it's actually not a very prevalent issue that gets raised to our attention when it comes to services. The number of advocacy cases we've had involving language services is quite low.	ἰς: ᡪᡆᡃᡷ᠌᠊ᡅᡏᡃ, ᠘ᡃᢣ᠙᠋ᢦᡄ᠋ᡬ᠅. (Ͻᡬᢣᠺ᠋᠋᠋᠋᠕᠋᠄) ᢗ᠋ᡫᡃᡆᡆᡄ ᠘ᡄᡃᡆᡃ ᠘ᡃᠦᡃ᠋᠉ᢣᡪᡃ᠖ᡃᢗᢉᡃ᠖ᢁᠺ᠂ᠴᡴ᠋ᡕ, ᢀ᠋ᢑ᠋᠔ᡔ᠅ ᡬᡃᡆᡄᢗᢂ᠋᠊᠋᠉᠘ᡃᢣ᠅ᠨᡗᠺᡊ᠅ᢗᢁᠺ᠋᠋ᢩᡘ ᢣ᠋ᠬ᠋ᠹᡪ᠍ᢣ᠘ᠺ᠋᠋ᢩᢃᡷ᠋ᢤ᠋ᢓᠺ᠘ᡃ᠋ᡬ ᢣ᠋ᠬᠺ᠅ᡊ᠋ᡬ ᠺᢣᡊᠺ᠋᠅᠋ᡄ᠋ᡬ ᠘ᡃᡶ᠋ᢤᡁᡬ ᠘ᡃᡶ᠋ ᠘᠋ᡶ᠘ᡁᡄᢗ᠘ᡆ᠋ ᠘ᡩ᠉ᡩ᠘ᢣᢓ ᡬ ᠘ᡁ᠘ᡁᡬᢕ᠘ᡄᢤ᠋᠘᠋ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘
When it comes to schools, what we see the most often is that either service providers are not coordinating supports for students and so the services being delivered in the schools don't address specific behavioural needs that rely on another service provider's input or specific learning needs that would require an assessment and then a plan to be put in place, or even just coordination within the school itself; a young person needs a student support assistant, but there are not enough resources in the school to make that happen.	Δ፫ኣልዛ୮ ለኦናበናϷበჼbናኌላჼኦጋበና ርঁኑժσጐႱ ΔbጚዖርϷՐላ፫ጐቦዮው ΔbጚዖርϷናbናርጐቦናጋΔና, ጋኣጐሳኮኣኈጋኌናጏኇ፞፞ኇና, ላዛኒጏዮኇና Δ፫ኣኦϷኦሊላ፦ና ሩናዉርϷՐላჼbჼኦbር, ርL°ዉ ጋየ⅃ላሀበናbናበላጐቦኌላናፐረጭ ላዛኒ LኮႻጋና ΔbጚጭርϷbዮσኪላናኬጭይና ዖረላσ Δb๙ႦዮჾዖበነኣΔና ለርናbኌላናፐዉበና.
While language is extremely important, it actually hasn't come up very often in our work as a whole and as far as school goes specifically, it's not one of the items that are ranking super high on our list as concerns people are raising. I have some statistics on how many times language has been a requirement when we do our advocacy work and these only go to 2017-18, but we only had at that point ten Inuktitut cases where they wanted services from us in that language out of the 200 cases we had opened, and we had	ϷʹͽϷϲ/ͽ Ϲʹ·Ͽ ΑʹͰͺϹͺϤͺϿͺͰͺϿϤͽ, Ϸ;Ϥϭ 、ͽϷϿϿϤͽϟͺϹͼϧϲϿͼ ϷϭϷϿϤͼ ΔϲϯͺϪ;ϲ Λ΄, Ͽϲ Ϲͼͽ ΔϲϳͺϿϲϧϲϿͼ Δϲϳ ϿϲϷͽϷͼϲͽ Δϲϳ Ͽ ͼ ϷʹͽϷ Δ ͼ ϲ ͽ ϲ Δ ͽ ϲ ͽ ϲ δ α ͼ Α ε ͼ ͼ Α ε ε ͼ ͼ Α ε ε ͼ ͼ Α ε ε ͼ α ε ͼ ϲ α ε ͼ ϲ α ε ε ε α ε ε ε α ε α ε α ε α ε α ε α

three French language cases. That was spread	᠕ᡐᠾᢞ Ϸ᠘ᢤ᠋ᡣ᠋ᠫ᠋᠄᠘᠋᠋ᢣᡘᢛᢗ᠌᠌ᠺ᠘ᢞ᠘ᠺ᠖᠖ᢤᡆ
across all the different departments. Most of	୰≪Lʰdʰ ᠕᠆ᡣ᠕᠆Ĺᢩ᠈ᡩ᠈᠋᠂᠖᠂᠘
those cases were connected to family services,	᠘ᡄ᠋᠋᠈ᡤ᠂᠘ᠴᡄ᠋᠋ᠬᢣᡃᡆᠲᠴ᠋ᡗ᠋᠋ᠫᡬᢌ᠋᠋᠘᠆᠘᠘᠆᠘
not education. (interpretation) Thank you, Mr.	᠘᠆᠋ᠳᡐᡐ᠋ᡔᡄ᠕ᢞᠣ᠋ᠴᡄ᠋ᠫᡬ᠋ᢤ᠋᠘ᢞᢦ᠋᠆ᡔ᠘ᠧ᠋
Chairman.	ᢄ᠘᠘᠘᠆᠋᠋᠋᠋᠆᠘᠘ᠺ. (Ͻᡃᡳᡝ᠋ᠺ᠋᠕᠋ᢖᢆᢄ᠂᠋᠘᠘᠆᠅᠘᠘
Chulthan	Δ <sup>▶</sup> /≪ÞĊ <sup>₅</sup> .
Chairman (intermetation). Then't you I have	
Chairman (interpretation): Thank you. I have	<b>∆⊳୵≪⊳⊂</b> ⁰: ˤdদ°൨广⁵. L'൨.
no more names on my list. Would you like to	$\Delta = \nabla \nabla \Delta = 0$ $\Delta = \nabla \nabla \Delta = 0$ $\Delta =$
ask a question? Okay. Ms. Angnakak.	
	Ր՝ ⊲ˤᡄʰbˤʰ.
Ms. Angnakak (interpretation): Thank you.	
(interpretation ends) I just have a couple of	<b>ዻኁ፞፞ዹ፞፞፞፞፞፟፟፟፟፟ጛ</b> ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
questions. Yesterday when we were talking	ᡏ᠕ᢛᡆ᠋᠋ᡣ᠈ᢣ᠋᠄᠋ᡖ᠋᠋ᠵ᠘᠆᠆ᡧ᠖᠘
with the other parties that came before us, one	▷ᡃ᠋᠔ᡔᡝᡃᢑᢛ᠋ᡣᡄ᠋ᠴᢗ᠂᠋᠕ᢞᡥᠣ ᠵᢁᡃᠺᡥᠦ
-	<u> </u>
of the questions I raised was about violence in	ϧ<∧⊲፟፟፟፞፞፞፞፞∟ <sup>;</sup> ϷϲϹኈϽσ <sup>ϧ</sup> ϧ<∧⊲፞ዹ <sup>៲</sup> ዮϧ·ϧϲϹኈϽσ.
schools with youth. I am wondering if you	۵۷٬۲۹٬۳۵۵٬۵۵٬۹۵٬۹۵۵٬۹۵۵٬۵۵۵٬ ۵۷٬۲۵۵٬۵۵۰٬۹۵۰٬۹۵۰٬۹۵۰٬۹۵۰٬
would look at violent behaviour challenges.	
Do you feel they are on the rise according the	
work that you do at the schools? Thank you,	
Mr. Chairman.	᠂ᡃᠣ᠋᠋᠋᠋᠋᠋᠔᠆᠆᠘᠆ᢘ᠋᠆ᡷᡰᢆᡕ᠕ᡃᢞ᠙ᢂ᠋ᡬ
Chairman (interpretation): Thank you. Ms.	
	<b>Δ<sup>ϧ</sup>/«Þር<sup>ናь</sup>: L'</b> ዉ. Γ <sup>、</sup> <Δ <sup>ϲ</sup> .
Bates.	
Ms. Bates: Thank you, Mr. Chairman. Thank	<b>&lt;Δ<sup>ϲ</sup>·</b> (ጋኣትበJ <sup>c</sup> ): <sup>ና</sup> ሪካታ°ዉ广 <sup>b</sup> , Δνረ «ϷĊ <sup>ና»</sup> .
you for the question. Our office doesn't keep	᠈ᡃ᠋ᠯᢞᡆ᠋ᡏᡃᡃᢗᢂ᠋᠋᠅᠂᠕᠋᠋ᡅᡃ᠘᠋ᡗ᠘᠘᠂᠋᠘᠆᠋ᠺ
specific information or statistical information	ᡣᡣ᠋ᡪ᠋᠋᠋᠋ᡥᢣ᠘ᢁ᠋᠋᠅ᠧᢄ᠂᠋᠌᠌᠌ᡔᢄ᠘ᢣᢑ᠖ᠼᠴ
on that particular issue, so I can't speak to	
whether it's on the rise or not. Thank you.	
Chairman (interpretation): Thank you. Ms.	<b>ΔϷ/ペϷϹჼϷ</b> : L'Ⴍ. ℾ <sup>៶</sup> ⊲ჼႭ <sup>ϧ</sup> ϸჼϧ.
Angnakak.	
Tinghukuk.	
Ms. Angnakak: Thank you. Well, maybe you	
•	<b>ϤჼႭϷϐჼϷ</b> (ϽϞϡ∩ͿϚ): ჼݸϧ≗ႭӶႦ.
don't keep or track it, but if I had to deal with	ᡣᡣ᠋᠋ᠬᠬ᠋᠋ᠮ᠋᠅᠆᠋ᢉᠺᠴ᠋᠘᠄᠖᠋ᢂ᠋᠘᠘᠂᠖᠘ᢞᡆ
an issue over and over, it would kind of be in	᠕ᡄᡅ᠋᠊᠋ᡧᡊ᠆᠋᠉ᠹᡏᢗᢆᡅ᠋ᡗ᠊ᡏ᠋ᡃ᠋ᡦᡝᠳ᠌᠌ᢪᢦᡰ᠘᠋᠋᠘᠋᠋᠋᠋᠋ᡘ
my head, "Is this a violent thing? Is this a	᠌᠌᠌ᠵᡄ ᠋᠋᠋ᡰᠵ᠕ᡧ᠋᠕᠄ᢣ᠕᠄ᢑ᠋᠉ᡔ
language thing?" Maybe you don't keep track	᠕᠈ᢣᠲ᠖ᡃᢧᢆᢣ᠉᠕᠖ᢂ᠕᠘᠘᠘᠘
of it, but is this something that you have	᠈ᡃ᠋᠋ᡰ᠋ᢄᢣᡄᢛᢣ᠘ᡧᢣ᠋᠉᠂᠘ᢣᢄ᠆᠅ᢣ᠘ᢁᢣ᠖᠈᠂ᡆᢣᢩᢁ᠆᠋ᡬ
become aware of? Thank you, Mr. Chairman.	△ʰᠠ᠙▷ᡤᢑ.
Chairman (interpretation): Thank you. Ms.	
· · ·	<b>Δ⊳/ペ⊳ርኈ</b> : L'ዉ. ℾ <sup>៶</sup> <∆ <sup>ϲ៶</sup> .
Bates.	
Ms. Bates: Thank you, Mr. Chairman. Again,	
as Lynn Matte indicated, a lot of the cases that	
	ᢄ᠘᠋᠋᠋ᡰᡃᢐᠣ᠋᠋᠉ᠫᡄᡄ᠋᠌᠈᠆᠅᠘ᡃ᠂ᡆᠴᡆ᠘᠋᠋᠉ᢣᡪᢗᡬᡃ᠋᠋᠉ᡃᠣ᠘

have come to our attention are largely around service provision. Anecdotally, violence is not one of the biggest issues that have been reported to our office with respect to children in the education system. Thank you.	ΔϧϟͺͺϤʹϧͽϞͿϲϧͽͼͺͺϒ;ϲͶϲϷͶϫ Ͷ;ϥ;Ϸ;ϹͼϧϲͿϲ Ͽ;Ͷϥ;ϫ; Ͽ;ϷϧϞϤ;Ϸ;ϲϲϫ; Ͽ;ϷϧϞ Ͽϲϧϫϥ; Ͽϲϧϫϥ; Δϲϧϫϥ;ϿϲͺϤϫ;ϲϿͳͼ Ͽͼ
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) It is my understanding that you are responding from where your office sits and it doesn't necessarily mean that it doesn't exist within the school system. That's my understanding and I see you nodding, so thanks for clarifying that. Ms. Angnakak.	<b>Δ•/ペϷϹ·</b> Ϸ: L'ሏ. (ϽኣኦበJና) ጋየተተLታናናርኦ <sup>ኈ</sup> የኦႱልና বናርልናኮና ነውንበና বናርልና ለሮኪላተ ΔተLዮ ጋቦ. ለርናኮኖ ምናናጋህ ኦናካናካ ሥኖ ቦር ነው ጋጣ ልርተልና ሲ ሞኒ ሀልና CduL. ናժአ ሲኮ. Γነ বና ካካኑ.
<b>Ms. Angnakak</b> : Thank you. Well, one of your recommendations is that when a student has been expelled, you want them to be part of the conversation around what has happened. Yesterday we heard from the DEA and the coalition that violence is on the rise in schools, and in fact they were saying that students being violent against other students or violence against the teacher. It made me wonder. You had that comment and we heard the comments yesterday. What has been your involvement with this issue in the schools? Obviously it's becoming a bigger problem. Perhaps it's not on your radar yet, but I'm sure it will be, according to what everybody else has been saying. The other thing that was talked about in regard to violent behaviour in schools, yesterday it was recommended that these kinds of behavioural challenges should perhaps be dealt with through Bill 25. I am wondering where you stand on that. Thank you, Mr. Chairman.	<b>ϤʹϤͺϷϧʹ·</b> (ϽϞϷϦͿ; ʹϭͿϷʹϣͺΓϷ. ΔϲͺͽͺϤϚͺϹΔL ϤϽϹ·ʹϭͿϷϲϤϒϷʹϧϐϷΫͿͰϤϲϤϚ ΔϲʹͼϭϤʹͽϦ ϤϭϹϷϟϤ<< ΔϲΓϒϷʹϭϤϞϒϷ ϷʹͽϐʹͽϦΓϯϽϹϷϲʹͽϿʹ϶ϿϿʹϲϿͽʹϐϭϭͳϫϿ ΔϲʹͼϭϤʹͽϽϲϧϷϭϚϤϿϷϲϔϲͿϤϿϿϫͼϔͼ ΔϲʹͼϭϤʹͽϽϲϧϷϭϚϤϿϷϲϲϤϤϹϿϲϞϐϤ ϤʹϲϿϷʹϐϽϲϲϧϷϭϤϚϤϒϿʹͽ< ϭϲʹͼϭϤʹͽϽϲϲϷʹϭϤʹϷϦϤͽ ϷʹϒϤϞϲͼϷϲϭͼ ϤΓϲϨͽ< ϲϲʹϲϤϤϷϿͼ ϷʹϒϤϞϲͼ ϷʹϲϫϿϲ Ϥϲʹͽ Ϥϲͼ Ϸ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>៸≪ϷϹ<sup>;ϧ</sup></b> : L'α. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. In terms of dealing with violent behaviour in schools, I'm not sure I have a position or my office has a position because I believe, when it's happening in the schools, the education	< <b>Δ<sup>ϲ</sup>·</b> (ጋኣትበJና): ናਰታ°ዉ广ঁ°, Δዮፖペኦርʹჼ <sup>®</sup> . ርĽካሪ σ°∿ሁ°σÞ< Γኣኣጔና ፖίጋ ናክጋጭ Þペ∿ሁ የኦሁጭጋሏልቦታና ዉጋዉΔጋላੋዖ°ዉ°ኊቦርቦና Űዉ. ርኮሪላ Δლ°σላናል∿ሁና ርĽካሪላ

system is in the best position to make decisions around how to deal with that and who should be dealing with that. I did hear testimony yesterday about the escalating violence between students, towards teachers, and I think that, again, because it's happening inside the schools, they're in the best position to make determinations around how to deal with that and who should be dealing with that. I believe it needs to be dealt with because it's a serious concern if it's escalating, and it sounds like it is based on the testimony yesterday. Thank you.

**Chairman** (interpretation): Thank you. Ms. Angnakak.

**Ms. Angnakak**: Thank you. I just feel that because you are the voice of children and youth when it comes to some circumstances, perhaps that is something that you need to think about or your office.

My last question is, or I think my last question, in your opening comments on page 3 I think you have a very good recommendation in the second paragraph where you say, "...asking for input from students past and present in order to develop legislation..." which really only the government can do, but you could put input through processes like this one today, "...policies and procedures that will work best for the students who use the education system." I couldn't agree with you more. I think that the government doesn't do enough of that when we talk about many issues to do with the education system, but I'm wondering if you can elaborate a little bit on what your thoughts are on how you think that can be achieved. What kinds of options do you think the department should be considering to support that statement? Thank you, Mr. Chairman.

**△ﻩ୵≪ﻪ⊂ﻩﻩ**: Ľ. ୮<sup>៶</sup> ◁ናႭჾႦናჾ.

**⊲ና௳৽Ხ৽৽** (ጋኣ̀ᲑᲘᲙና): ናᲥᢣᠲႭ广Ⴆ. ♂∧Րᢣ⊳ႱኑჇ ĊჾႻჂჀ ₽ჀႪჂ∆ႱኑჇ ჇჇჇჅႦႦႦႦႦႦ ႭႷႱႪ ∆ჇႾჼႯႦჇႦჇႶႺჂႦႠႳႪႦჂჼჂ.

Chairman (interpretation): Thank you. Ms.	<b>Δ<sup>6</sup>/«ÞC<sup>sb</sup></b> : L'α. Γ' <Δ <sup>c</sup> '.
Bates.	
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you for the question. In terms of what kinds of policies and procedures I was referring to that students can be involved in and how to get their input, from our view, all policies and procedures connected to a young person's education that have a direct impact on the young person should incorporate feedback and from past and present students. It included but not limited to attendance policies, discipline policies, crisis response protocols, operational directives, and education support services.	<Δ° (ϽϞϷΠͿϚ): ʹϭͿϷͽϫϹϷ, ΔϷϒϘϷϹʹϷ. ʹϭͿϷͽϹϷ ϤΛʹϷϭͿΠϒϷͰͺϚ. ϤϽϤϧϪ·Ͽ Ρ; <sup>ϳ</sup> ͱͺͺϫͺϳϹ ʹϷϼʹϷ ΔϲϷͿϷͼϭͼʹϷϚͼϭϪͼϔϮϾʹϷϪ ΔϲϷͿϷͼϭͼʹϒϾϭ ΔϲϷͿϷͼϭͼʹϒϧͼ ΔϲϷͿϷͼϭͼʹϒ ΔϲϷͿͼͼϭͼ ΔϲϷ ϤϽϤϧ ϤϿʹ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ
In terms of getting input from students, it can be done through surveys. It can be done through student councils. There are various ways to hear youth voice, and quite frankly, social media in some respects. There are many ways to engage youth in those discussions and again, we always want to support youth and hear their voice because I think it can lead to informed policies and procedures. Thank you.	Ρ/Ϥσ ʹϷϿϷ ΡϷϞ <sup>ϫ</sup> Ⴍ <sup>;</sup> ΔϹ <sup>ϫ</sup> σϤ <sup>;</sup> <sup>6</sup> , ϷϤϤ <sup>,</sup> Ϸ <sup>,</sup> <sup>6</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup>
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) I think that was your last question too. Yeah, okay. I wasn't cutting you off. You did have an opportunity there. Ms. Nakashuk.	<b>Δ•/ペϷϹ·</b> Ϸ: L'ϥ. (ϽϞϷႶͿϚ) Ϲʹ·ϥ ϤΛ·ͽϭͿͶϚϹʹͽϹϪϚ Ρʹ·Ϳʹ·Ϲ·ͽʹϚʹͽ? ϥϧϚϹʹ·ʹϒϹϹϲ ለልʹϧϨʹ·ϥͺͽϽͶϷႱͺͻϭʹͽ. Γʹ ϥϧϲϧ.
<b>Ms. Nakashuk</b> (interpretation): Thank you. Welcome, Ms. Bates and your staff.	<b>ዉb/ʰ</b> : ˤdϞᅆႭᡤʰ. ϽᅆᢐႱィሶና Γኣ <Δͼኣ Δ℠Ხ௳ΔϞኈሰ՟᠋ᢩᠴ.
(interpretation ends) In your last section on page 4 of your submission, you recommend that definitions of inclusive education and student supports be added to the <i>Education</i> <i>Act</i> . Can you elaborate further on why you feel that Part 6 of the <i>Education Act</i> , which provides for the delivery of inclusive education within Nunavut's education, does not adequately define the concept?	(ϽϞϞႶͿና) ͺϷΛͽϽͺϷϧ Ϛͺ ϤϽϲ·ϭͿϟϒͺLϧϗϛͺϾͼϫͺͺϹϹͼϫ Δϧ;ͼϹϷϚͶϤϲͺϤ;ϧͼϫͼϒͼϭϫͺϾϫ Δϧ;ͼϹϷϚͶϤϲͺϤ;ϧͼϫͼϒͼϭ Δϧ;ͼϹϷϚͶϤϲͺϤ;ϧͼϫ Δϧ; Δϲ Δ Δ

(interpretation) Thank you.	(ϽʹϧϷႶͺϳϨ·ϭ·ͽϽͽ) ᠂ϭͿϧͼϫϹϷͺϪϷϒ≪ϷϹʹͽ
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>៸≪ϷϹ<sup>;ϧ</sup>:</b> L'α. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you for the question. Defining inclusive education in the legislation is important for clarity reasons. It is currently not defined, although it's not an easy definition. As I stated in my opening comments, it means different things to different people and I think it is important to define that in the <i>Education</i> <i>Act</i> . A similar recommendation was made by the Department of Education in their submission to the Special Committee to Review the <i>Education Act</i> in October 2014.	<Δ° (ϽͺͻϸͺϽͺϿ, ͽͺϿ, ϫ, Δ,
I think that also defining what school supports mean, again, allows for coordination of services, especially when you multiple departments that are providing supports to the same young person. Also, defining school supports allows for students and parents to understand what supports are available to them and what is the responsibility of the school system to be providing. Thank you.	ϽΡγυλαρτηυ Ργασ Οριδιοίραιο Δοκιοίος Οροιοίος Οροιοίος Οροιοίος Οροιοίος Οροιοίος Δοκιστηματικής Δοκιστηματηματικής Δοκιστηματηματηματηματηματηματηματηματηματημα
Chairperson (Ms. Towtongie) (interpretation): Thank you. I'll go back to Member Nakashuk.	<b>Δ৬៸≪ϷϹ·</b> · (ϹϷϽᅆ <sup>ͺ</sup> ዮ)։ ᠂ϭϟͼϫϮͼ ᠙ᡃႱͽϽሏϳͼ ᠴϹϚᠴ <sup>ϛ</sup> . ϷႶჼჂჼႱ LϲႱϲϷჼႶ ჲႱሎ.
<b>Ms. Nakashuk</b> (interpretation): Thank you, Madam Chairperson. (interpretation ends) My second question and final question, on page 5 of your submission, recommendation No. 8 refers to mature minors and notes that this concept has not been introduced in the legislation. Can you clarify what the concept of mature minor refers to specifically, how a student would be designated as a mature minor, and why you feel this concept should be introduced into the legislation? (interpretation) Thank you.	<b>αϧ</b> , <sup>μ</sup> : <sup>1</sup> σμ <sup>μ</sup> , Δ <sup>μ</sup> /«ϷĊ <sup>φ</sup> , (ϽϞϷΠͿ <sup>φ</sup> ) «Λ <sup>φ</sup> dΠ <sup>μ</sup> γς <sup>ρ</sup> <sup>ψ</sup> <sup>μ</sup> <sup>-</sup> c <sup>φ</sup> < <sup>4</sup> <sup>φ</sup> , μ <sup>φ</sup> Λ <sup>φ</sup> <sup>μ</sup> <sup>φ</sup> σ <sup>6</sup> <sup>φ</sup> (Δ <sup>φ</sup> ) «Δ <sup>φ</sup> <sup>μ</sup> <sup>φ</sup> <sup>μ</sup> <sup>φ</sup> <sup>φ</sup> <sup>μ</sup> <sup>φ</sup> <sup>φ</sup> <sup>φ</sup> <sup>φ</sup> <sup>φ</sup> <sup>μ</sup> <sup>φ</sup>

<b>Chairperson</b> (interpretation): Thank you, Member Nakashuk. Let's go back to the Representative for Children and Youth, Ms. Bates.	<b>Δ•/≪ϷϹ·</b> Ϸ: ჼdᢣ°Ⴍ广Ϸ LϲႱϲϷჼϷՈ ႭႱ/Ϸ. ϷႶჼ⊃ር
<b>Ms. Bates</b> : Thank you, Madam Chairperson. A mature minor is a young person who is under the age of 19. Again, there is a criterion usually that is employed. It's done on a case- by-case basis. It's important for mature minors to be included in the <i>Education Act</i> simply because, again, it allows for a young person to be able to consent in the absence of a parent not being present to education services.	<Δ <sup>ϵ</sup> (ϽϞϷΠͿϚ): <sup>5</sup> dϧ <sup>6</sup> αΓ <sup>6</sup> , Δ <sup>6</sup> λ«ϷϹ <sup>6</sup> <sup>6</sup> . Ϲ <sup>6</sup> α Ϸ& <sup>6</sup> b <sup>66</sup> ΔλL <sup>6</sup> b ΔλL <sup>7</sup> d <sup>66</sup> Ρλασ ΡΡΡς <sup>6</sup> bΔ 19- <sup>3</sup> θ <sup>66</sup> Γ <sub>2</sub> α <sup>66</sup> Δ <sup>4</sup> Γ <sup>6</sup> d <sup>67</sup> CP <sup>7</sup> CP <sup>4</sup> b <sup>26</sup> 4 <sup>7</sup> σ <sup>46</sup> <sup>7</sup> C <sup>6</sup> α λ <sup>4</sup> <sup>5</sup> Δ <sup>66</sup> σ <sup>46</sup> <sup>7</sup> C <sup>6</sup> α <sup>4</sup> <sup>5</sup> Δ <sup>66</sup> σ <sup>46</sup> <sup>7</sup> C <sup>6</sup> α <sup>4</sup> <sup>5</sup> <sup>5</sup> Δ <sup>66</sup> σ <sup>46</sup> <sup>66</sup> <sup>7</sup> C <sup>66</sup> <sup>46</sup> <sup>67</sup> <sup>7</sup> C <sup>66</sup> <sup>46</sup> <sup>46</sup> <sup>46</sup> <sup>46</sup> <sup>46</sup> <sup>46</sup> <sup>46</sup> <sup>46</sup> <sup>46</sup>
Some of the criteria or guidelines that often are included in determining mature minors, the best interest of students should always be considered in the decision about whether a student should be deemed a mature minor, but additionally, assessing whether or not the student is mature may include things like what their age is, their maturity, and what their understanding is of the decision to be made and the consequences of that decision. Thank you.	Ċ°Ⴍ ϽዖʹႦჼ፦ՈՐᢣჼႱ Δ <sup>ͺ</sup> Γσ Δ͵ʹͺͺͺͺϫ ͼϷϷϞͺʹͼͻϷϷϷ ͼ ϲ ʹͼϼͼͼϛϷ·ͺ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairperson</b> (interpretation): Thank you, Ms. Bates, representative. Let's go back to Member Nakashuk. Are you done? Okay. Let's proceed. Adam Lightstone, Member.	<b>Δ•/ペÞር</b> ••:
<b>Mr. Lightstone</b> : Thank you, Madam Chairperson. I would like to continue on the topic of mature minor. Before I begin, I would like to say welcome to the Assembly, Ms. Bates, Ms. Matte, and Ms. Didham. I appreciate your submission. You put forward some very valid recommendations and a very strong opening comment.	<b>ሬሬና/ኃ</b> • (ጋኣኦበJና): ናਰኦ°ഫቮኑ, Δኑፖペኦርናኑ. Ldd ኦናbኦፖሊJናበJ ር՞ഘ ኦልኑbናኑ, ለቦላርኦ°ጐቦσ°σ ጋ°ጐሁፖዮነፖ Γነ <Δናነ, ናਰልላፖናጋኈሁ ጋσፖሁንፖ በበጭbናਰበቦታንፖኖσ ላጋበ፫-Lሲ°σኈ ላጋ፫ናਰትፖLሁንፖ በበጭbጭርፖ ላጋበናሁርጐሁላΔና.
Earlier you had mentioned the fact that the Government of Nunavut does recognize mature minors in separate pieces of legislation. I believe it was the Health Act.	ዺጔዺሏ <sup>ኈ</sup> ፟፟፟፟፟፟፟፟ዾዾኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ

My question is going to be for the Minister. I would like to ask the Minister a question	ᢗᠲ᠋ᡄ᠊ᢂᡩᡊᠫ᠋ᠮ᠋᠋ᡃᢑ᠋᠋ᡣᡄᠴ᠋᠋᠋ᠨ ᢗ᠋᠆ᡧ᠆ᡷ᠋ᢆ᠆᠖ᡧ᠋ᢐᠥ ᠈᠋᠋᠊᠋ᡒᡄᢄᢞ᠋᠋᠋᠋᠋᠋᠃᠋ᢄ᠆ᢄ᠆᠘
while I do have the child and youth rep here in case I need further input.	
My question to the Minister is: why is it that "mature minor" is recognized in other government legislation but not in this <i>Education Act</i> , which is specific to youth and minors? Thank you, Madam Chairperson.	ዻለሊላLፇኈሁ ୮σጎር⅃ና, ኁኴፚሏዛርና ሥLና ር፟፝፝፝፝ ፚ፫ርሊታዾቭህዊ ፈዖኈ፟ኈ፝፝፝፝ቦ፝ኇ L፝፝፝፝፝፝፝ L፝፝፝፝፝፝፝ ጚኯኄ፟ኇ የረሻσ ፚ፝፝፝ኇ፟፟፝፝፝፝፝፝፝ፚኇ፝፞፝፝፝፝፝ ፈጋኈርዾኈ፞ቦ፟፞፞፝፝፝ቦ፟፞፞፝፞፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝
<b>Chairperson</b> (interpretation): Thank you, Member Lightstone. (interpretation ends) Hon. Minister David Joanasie, (interpretation) I go back to you.	<b>Δ•/ペÞርጭ</b> : 'dᢣ°உ广் Lେ୦୯୭ኈበ ሬሬና/ጋ°. ୮σ'ር ርሏልና
Hon. David Joanasie: Thank you, Madam Chairman. (interpretation) I'm sorry. (interpretation ends) Thank you for the Member's question. Under our inclusive education directive or education support services, we do recognize and define an "adult student." This is a student who has reached the age of 16 for the purposes of sharing information to support access to mental health services and a student who has reached the age of the majority, which is 19, for the purposes of sharing information to support all other aspects of the education program. We have defined it in some sense through our directive. Thank you, Mr. Chairman.	<b>Δ°L ϟ<sup>;</sup>νό το Δα Π                                  </b>
<b>Chairman</b> (Mr. Main)(interpretation): Thank you. Mr. Lightstone.	<b>ΔϷϟ≪ϷϹ</b> ·Ϸ(LΔ°): L'ϥ. Γ <sup>៶</sup> Ϲ ϲΔϚϟʹϽ <sup>ͼ</sup> .
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. Just to follow up on that theme, the Representative for Children and Youth did appreciate the fact that adult students are recognized under the inclusive education section of the Act, but still the fact that "minor students" is absent from other administrative sections of the Act.	<b>د۵۰، بُک</b> (کِنْہُ) نَّالَى نَالَى بَلَى بَلْ بَلَى بُلَى بَلَى بَلْنَا بَلَى بَلْنَا بَلَى بَلْنَا بَلَى بَلْنَا بَلَى بَلْنَا بَلَى بَلْنَا بَلَى بَلْنَا بَلَى بَلْنَا بَلَى بَلْ
My next question is in relation to recommendation 3 that the commissioner had	ᡏ᠋ᠫᡄ᠋᠋ᠮᡆᡷᠠ᠘ᡣᡄ᠋ᠫᡊ᠕᠋᠋᠋᠋᠋᠋ᠬ᠘ᡩᠦ᠂ᡬᢛᡆ᠊᠖ᡏᢣᡆ
ϷʹϐʹϐϷͰϹϚͺͺͰϭϤͺϪϹ· <sup>ϫ</sup> ϭϤʹͽʹϳϚ ϭͺΛʹϐϨ <sup>ϫ</sup> ឩϟ <sup>;</sup> ϞͿͼͽϘͰͺϹϹͺʹϐϧϿͺϤϚϲϲϹϷϭ·ϤϚʹϞϧϹ ϤͶͺͺϞϹϷʹϧͺͺϹͼϒϲϽͼͺϲͰϹϚͺϹϪϹϪϚϚϚ? ʹϭͿϧͼϫϹϷ;ͺͺϪͼϟϭϷϹʹͽͺ	
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<b>Δካ⁄≪Ϸር·</b> Ϸ: L'Ⴍ. ୮σ <sup>៶</sup> Ϲ ⊀⊲ႭჄ.	
<b>ፈኈሁናኈ፞፟፝፟፝ ርሏልበ                                   </b>	
L୮ላዹኈ. Þペሇ ፟ዾጛ፞በቦጔህ Δሮ°σላኈበ ኄጛዾትንበቦታኄし <ኄዾኦበቦታኦታሊላሮካ ኄጛናሪና ፈኑሪንናሪኒር	
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<sup>ና</sup> ២ഛ <sup>5</sup> ፊᲮᲫ२Ი <sup>ୄ</sup> ዮ <sup>°</sup> ഛ <sup>c</sup> ୵൳൨൪൨Ր൪ʻᲮ <sup>5</sup> ৮ር୭ <sup>c</sup> <ና൨ᲑᲘ <sup>ୢ</sup> ዮ <sup>°</sup> ഛ <sup>c</sup> . ር <sup>°</sup> ᡅ ୵ልናᲮዖ <sup>°</sup> ᡅ <sup>5</sup> ጋ ՃᡄኦJ <sup>°</sup> ᡅ <sup>ና</sup> ᠴᠳ ᠘ᡃᠮσ <sup>ᢑ</sup> 'ᲮഛՃ՝ኣ <sup>֊</sup> ዮᡃL <sup>ൣ</sup> ൎሁ. ር <sup>°</sup> ᡅ ርኖ᠙ Ϸጛ፞ጋበቦጔJ. 'd৮°ᡅᠭ, ᠘ᡃᢣ᠙ᠵርᡝ <sup>ᢑ</sup> .	
<b>Δ৬៸&lt;&lt;</b> Σ. Γ'C <Δ	
<b>ϲΔ</b> <sup>ϵ</sup> <i>γ</i> <sup>†</sup> <b>&gt;</b> <sup>•</sup> (Ͻ <sup>ϳ</sup> , Ϸ <sub>Π</sub> ): αd <sup>ι</sup> <sup>†</sup> <sup>+</sup> , Δ <sup>μ</sup> /«ϷϹ <sup>5</sup> <sup>+</sup> . ϤΛ <sub>Λ</sub> <sup>μ</sup> <sup>6</sup> <sup>-</sup> <sup>6</sup> <sup>-</sup> <sup>4</sup> <sup>+</sup> <sup>1</sup> Δ <sup>μ</sup> <sup>+</sup> <sup>4</sup> <sup>-</sup> <sup>4</sup> Δ <sup>μ</sup> <sup>-</sup> <sup>4</sup> <sup>-</sup> <sup>4</sup> Δ <sup>μ</sup> <sup>-</sup> <sup>4</sup> <sup>4</sup>	

facing suspension or expulsion? Thank you, Mr. Chairman.	ᠴ᠋᠋᠉ᡃᡖᢛ᠋ᢕᢗᠵ᠋ᠳᢦᢓᠺᠻ᠄᠂ᡁᢣᢩᢁ᠋ᡤᡃ᠉᠂᠘ᢣᡘᡧ᠋ᠵᡬ᠅
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) The question is: why is it not in the current school system or why is it not in Bill 25? Okay. Minister Joanasie.	<b>Δﻪ/ペϷር·</b> Ϸ: Ľዺ. (ጋኣኑስገና) ኀሪታዲኮ ላለኈሪርኦቲσ. ኄዾጔሪካ Ľቄ ልኆኇ፝፝፝፝፝፝፝ ላለኈሪዮታ ሬርሁኣኈ 25-ኮ՞∿ዮርኄኌዮኇ? ፑኇኄር ጚላ፞፞ዹፘ.
Hon. David Joanasie: Thank you, Mr. Chairman. I think this is something that we can look further into in terms of whether or not there are further amendments to the bill. Thank you, Mr. Chairman.	<b>ປ<sup></sup>∿ሁሩጭ፟፟፝ነ<sup>ኈ</sup> ርΔልበ                                   </b>
<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone.	<b>Δ•/ペÞር</b> ••: L'ۅ. Γ'Ϲ ૯Δና/Ͻ°.
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. My next question is in relation to recommendation 5 that the commissioner had made regarding early childhood education, and the recommendation is that clause 82, which states that if a DEA elects not to deliver early childhood programs, the Minister may do so through agreement with a third party. The commissioner had recommended changing this to state that the Department of Education must deliver early childhood education. My question for the Minister is how much of an implication that single word change would have on the department and the Act. Thank you, Mr. Chairman.	<b>ϲΔ</b> ϚγʹϽ· (ϽͺϤϒΛͿϚ): ͽʹͿϒͽͺϹϷ, ΔϷϒϘϷϹʹͽ. ϤΛ <sup>ͼ</sup> ϷϤΛϷϐ·ϭϚϲ ΛϞϤΛϲϷ ϤϽϲ·ͽʹͿ;ϷͺϿ LdϿ <sup>®</sup> Δϲ <sup>®</sup> σϤϲ <sup>L</sup> L <sup>b</sup> \ 4.2 <sup>°</sup> ϤϽϹ <sup>*</sup> ͼͿ Δ <sup>e</sup> <sup>®</sup> σϤ <sup>L</sup> L <sup>b</sup> \ 5 <sup>°</sup> δ <sup>°</sup> <sup>C</sup> <sup>®</sup> Δ <sup>°</sup> <sup>C</sup> <sup>®</sup> <sup>C</sup>
<b>Chairman</b> : Thank you. I believe the two words in question are "shall" or "may," just to be specific. Minister Joanasie.	<b>Δ•/«ϷϹ··</b> (ϽϞϷႶͿϚ): ·ϭͰϷϫϹϷ. Ϸ·ͽϷϟ ΛϞ <sup>ͼ</sup> ϫ·ͽϽͽ Ϸ««϶϶ϭϲ Λϧϫϥϲϧ ϽϷϲϷ·ϲϲϳͼ϶Ϳ. Γϭ·Ϲ Ϟϭϫϟ
<b>Hon. David Joanasie</b> : Thank you, Mr. Chairman. Again, we would have to look at what the implications of what this wording change would entail either way. Thank you, Mr. Chairman.	<b>Ϥʹ·Ⴑϟናͽʹϧͼ ϹΔϪϺ ϞϤͼ</b> ϟ (ϽʹϞϷϺͿϚ)։ ናͼͿϧͼͺϹͽ ΔϷϟʹϨϷϹʹͼϧͺ ϭϷϿͼϲͺͺϤϷϿͼͱϒϺϒͺϦϧͼ Ϲͼϼϲϥͼϧϲϫͼ Ϥϟ;Ϸ;ͼϫͺϿϿϪͼϫͼϧͺͺͼϥϧͼϫϲϳͼ, ΔϷϟʹϨϷϹʹͼϧ
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Maybe I'll give the representative a chance to further elaborate on	<b>Δ৽៸《ϷϹ·</b> Ϸ: Ľʹϥ. (Ͻ <sup>ϳ</sup> ͺϡϹͿͿϚ) Ϲʹ·ϥͺͽϧϪͺ Ρ·ϧͽϽϪϟ ለል৽ϧͽͶϣϥͺϷͽϷϟʹϤϷϥͺϿͺϧͺϹͼϥͽϧϦ

your recommendation 5, which Mr. Lightstone was just asking about. You make specific reference to those different wordings and you go on to say that this is of concern. The fact that it says "may" instead of "shall" is of concern to your office. Maybe elaborate why you're concerned about this one specific word within the bill. Ms. Bates.	4Ͻ~ናϞνως 5 Γ΄C ϲΔϚ/Ͻ° 4Λ΅ϞΔΠϚάΓϚϹ΅CʹϞυ. ϷϚϷϷϒϲʹϲϛϲϭϫ ϹϷϭϤ ϭϞϷϳͼϫϲͻϿ ϷϚϷϷ;Ϸ. ϷϚϷϷϭϲʹϿϹϿ Ϲͼ ΔϲἰϳϽϹϷϭϚ΅ϽͿ. Ϲͼϫ ΛͼϫϿͽ ΛϧϲϭͼϷͽϽͼϫϲͽϳͼϫϲϫϿϫ ΛϧϲϭͼϷͽϽϲͼϫϲͽϳͼ Δϲϳϳ ϽΓϲϳ Δϲϳ Δϲϳ Δϲϳ Δϲϳ Δ. Ασα. Γ΄ <Δς.
<b>Ms. Bates</b> : Thank you, Mr. Chairman. The proposed amendments in Bill 25 do not appear to clarify that in cases where the DEAs elect not to provide ECE programs, and then the Department of Education must do so. By changing that word, it makes it into that "shall" compels them to. Part of our recommendation is access to early childhood education programming for all children across the territory. Thank you.	<Δ° (ϽͺͻϸͺϿͺϿͺ Lcυν, 25-Γ αμεραμάνο ϽΡϲϷͺͽάϷͼνμίο Δϲͼσανοσκο δημε Δαεσασιμένος Γαράνο δημεραίο σανοτικό Δαεσανοτικό Δασ
<b>Chairman</b> (interpretation): Thank you. Mr. Qamaniq.	<b>∆ካ⁄≪⊳ርኈ</b> : L'௳. ℾ՝ ኄեσኈ.
<b>Mr. Qamaniq</b> : Thank you, Mr. Chairman. (interpretation) Welcome.	<b>ჼᲮLσჼ</b> (ጋኣትበJ <sup>ϲ</sup> ): ჼd۶°ႭႠჼ, Δ <sup></sup> ሃペϷĊჼ <sup></sup> . (ጋኣትበJዖ°ႫჼႦጋჼ) ጋ°∿Ⴑረቦና.
(interpretation ends) With respect to inclusive education as provided within Part 6 of the <i>Education Act</i> and amended under subpart 4 of Bill 25, you note that the bill does not include an amendment to propose a definition of "student supports." Can you describe what you would envision as a definition of "student supports" within the context of inclusive education within Nunavut's education system? (interpretation) Thank you, Mr. Chairman.	(ϽϞϡΛͿϤ) ϹϞͿϫυ Ϸϭϲͺϫ ΔϲͼσϤͼͶϲͶϭϫϤ δ ΔϲͼσϤͼϽϲ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δν/«ϷϹ·</b> Ϸ: <sup>ϛ</sup> dϧͼϼϳϫ. Γ <sup>ͺ</sup> <Δ <sup>ϲ</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you for the question. I think a definition of "student supports" would be a list of supports available, such as school assessments, individual student supports, occupational	<Δ° (ጋኣትበJና): የਰታ° உ广ঁ°, Δνረዋኦርና።. የਰታ° உ广ঁບ বለናቄ ሰበ° ውና. உጋ உልናቅ ፖ L መኖ ልርግ የማሻና ሰው ልን አምራ አውና ገና ዋጋልግ ድምና ራና መ ልርግ የማሻና የእን አምር እን የሆኑ አምር የመኖ የ በ አምር የ የእን አምር እስታ የምር እስ የ አምር የ የ አምር የ የ አምር የ የ አምር የ አምር የ አምር የ አምር የ አምር የ አምር የ አምር የ አምር የ አምር የ አምር የ አምር የ የ አምር የ አምር የ አምር ለ አምር የ

therapy, a list that would define what supports were available to students. I think it would clarify and it also commits in law what supports would be offered. Thank you.	۵ͺͺͻϿϪ <sup>ͼ</sup> ϞͿͱʹͰϤͼϫϲϤϪϦϞͼϞϭͼͳ ϤϽϪͼϫϷͿϫϳϹϽϒϟϫͼϞͶͺϤͱͿͺͻͺͿϲϲϦͶͿ ͶϧϲͺϤͼϦϲϲͽͶͼͶϦϫϿϽͼͺͼϦϫͽϪϦϟͼϞϪϭͼ ͶͼϦϹϷϦϟ;ͿϫϳϹͺͺͼͿϧͼϫϳϲϧͺϪͼϟ≪ϷϹʹͼͺ
<b>Chairman</b> (interpretation): Thank you. Mr. Qamaniq.	<b>Δ•ィペϷϹና•</b> : <sup>ና</sup> dᢣ°Ⴍ广 <sup>ϧ</sup> . Γ <sup>៶</sup> Ϲ <sup>ና</sup> bLσ <sup>ናϧ</sup> .
<b>Mr. Qamaniq</b> : Thank you, Mr. Chairman. At the bottom of page 4 of your submission you seem to indicate that the newly proposed definitions of "education program" and "local community program" under clause 23 of Bill 25 do not clearly explain which matters fall under each program. Can you clarify whether it is the content of each program which you feel needs further clarification or whether the legislation needs to be amended to provide greater clarity with respect to which entity is responsible for the delivery of each program? Thank you, Mr. Chairman.	<b>'ەلەت</b> () 'الالە 4-٢ ח الەك الى الەك الى
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>γ≪ϷϹ<sup>;ϧ</sup>: L'</b> α. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. The terms that are used in the <i>Education Act</i> and Bill 25 include "education program," "local community program," "local program enhancement," "school improvement plan," and "education program plan." Some of these are defined in the definition section of either the <i>Education Act</i> or Bill 25, but for others, the relevant information is in the body of the legislation or the bill.	<దా (ఎస్సిగిఎం): 'శికి షెగ్, దిశిశిర్. దీశి దా రాశించిందిని కి రాశింది కి రాశించింది గిరిగి రాశించి శింగి రాశించింది దీశి శింగి రాశించి దిలిలి సింది సింది దిలిలి సింది దిలి సింది దిలి సింది దిలిలి సింది దిలిలి సింది దిలిలి సింది దిలి సిలి సిలి సింది దిలి సింది సింది దిలి సిలి సింది దిలి సింది సిలి సిలి సిలి సింది సింది దిలి సిలి సిలి సింది దిలి సిలి సింది సిలి సిలి సింది
Without the user's guide to Bill 25, it's very difficult to understand how these programs are related. Plans relate to or differentiate from each other. Perhaps defining all the terms in the definition section would help that or having an accompanying guide would be useful to the bill or the Act to assist parents. Basically our submission is we encourage the department to simplify the information or make it accessible in one location. Thank you.	۵۵۵% ۲۵% ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰

Chairman (interpretation): Thank you. Mr.	<b>ΔϷϒ≪ϷϹናͽ</b> : L'α. Γ <sup>៶</sup> Ϲ <sup>ϛ</sup> ϧLσ <sup>ϛϧ</sup> .
Qamaniq.	
<b>Mr. Qamaniq</b> : Thank you, Mr. Chairman. This is my last question. On page 2 of your submission you discuss your recommendation that the Standing Committee "consider any submissions provided by young Nunavummiut" despite the Committee directly contacting schools in every Nunavut community to encourage the input of students to the Bill 25 review process. Only one submission purporting to be from a student was received. Going forward, what activities are the best practices do you suggest would promote greater participation by students, children, and youth in Nunavut's legislative process? Thank you, Mr. Chairman.	<b>'bLσ''</b> (ϽʹϞληυς): 'dyeat', Δν/«Ϸϲ΄. P'J'-σ'' ΔΛ''dηυ. L'Λυ' 2-Γ ηης'' ν'' ν'' ν'' ν'' ν'' ν'' ν''
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>: L'</b> ዉ. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you for the question. The best way to get input from students, to get input from youth is you have to go to where they are. If you put out a call for submission, if you put out a call for input, they are not usually going to respond. You have to go them. You can use social media, as I said before, using surveys, and really direct conversations. A lot of the input that we receive is through direct contact with students, going to them as opposed to expecting them to come to you. Thank you.	<Δ <sup>ᢏ</sup> (ϽϞϷႶͿϚ): ϞͼͿϷͽͺϹϷ, ΔϷϒϘϷϹʹϷ. ϞͼͿϷϿ ϤΛʹϷͼͿϤ. ϹΔϹϲ ΔϲϐϭϤͼϧ ϽϞϷϹͿϐͼ ϹϷϭϿͼʹϿϐͼ ϷϚͿͶϞϳϲͺϤͼϧͼͼ Ϥ;ͼϼ;ϥϲϲ ΔϹͽϛ ϷϚͿͶϞϳϲͺϤϷϗ Ϸϫϧϫ; Ϸ;ϷϷ;Ϟϫ;ϷϷϹͱϹͽϳϹ. ϹΔϹ ϷϷ;ϷͼϧϹ Ϸ;ϤϤϭϲ ϷϚͿϽͼʹͶϤϲϲϷϤϗͼ ;ϷϚϞϷ;ͼͶϽ·Ͽͼ ϹϤϿϧϹϿ ;ϷϷϷϲϤϿͶϭ Ϸ;Ϸ;ϷͶͿϲϿͼ ϹͼϤϤ ϷϚͿϽͼͶͼͱϲϽϹ ϽϞ;ϗͶϤͼϷ; ϭϲϷϹϽΔͼϣͼϧϹ;Ͽϲϲ ϷϚͼϭϥϲͺϤϧϹ. ;ϤϷͼϲϲ.
<b>Chairman</b> (interpretation): Thank you. Mr. Qamaniq.	<b>Δ•ረ«⊳ርኈ</b> ։ Ľ፞ឩ. ୮ <sup>៶</sup> Ϲ ኁьLσኁь.
<b>Mr. Qamaniq</b> : Thank you, Mr. Chairman. I would like to ask the Minister: what efforts did you take to encourage the input of students to the Bill 25 review process? Thank you, Mr. Chairman.	<b>ኑbLσ·</b> Ϸ (ጋኣትበJና): ነժታ°உ广ঁኑ, ΔኑイペϷርʹჼ፡. ୮σ <sup>.</sup> ላለሊՎLሁካ ነቴወልሮኦናሥኇ፝፣አናሮ ርLካሪ ልሮ°σላናልዛርናጋና ጋኣናልቦፈሥጋቦና Lሮሁኣጭ 25 ነዋΓናዖታኦペናሮላበናጋህ? ነሪታ°ዉ广ঁኑ, ΔኑイペϷርʹჼ፡.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) There were consultations	<b>Δ•/ペϷϹ·</b> Ϸ: L'ឩ. (ϽʹϞϷႶͿϚ) ϷʹቴϐʹϐͶʹϐʹϭϭϷϲϹϷʹϷϽϚ

that went into creating Bill 25. Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. We did solicit feedback from student groups, namely, in Baker Lake, Arviat, and Kugluktuk and we did a focus group with Nunavut Sivuniksavut students. On top of that, I remember also sitting here in front of the Youth Parliament when they talked about education in Nunavut, not specifically *per se* on Bill 25 but it touched on a lot of the discussions that we are discussing here today and the past few days. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. I don't have any more names on my list. (interpretation ends) I just wanted to ask a question or two on your sixth recommendation in your submission, which speaks specifically to "recruitment of young Inuit into the teaching profession under the Inuit Employment Plan." It is a very short recommendation that you have here and you do mention it in your opening comments as well, but if you can just give us your thinking behind including this in your submission. Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman. Including it in our submission is really, again, having young Inuit teachers who can instruct in language, quite frankly, to ensure that all children have the right to practise their language and culture. In terms of any ideas in terms of recruitment of teachers, I would suggest that ensuring students are aware of the pathways that exist on how to become a teacher, showing students what the benefits of becoming a teacher in Nunavut are, and again, seeking input from students potentially at the college or in a teaching program; why did they go into teaching, what inspired them to do so. We feel it is a very important aspect of maintaining our education system and

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<Δ° (Ο̈́ΑΛ)J(): 'd∀°ΔĊ', Δν/«ϷĊ'. C°«σ ΛΛςΔϷ'CΛ°σ ΔωσΡΛ΄ΔJ Ċvd4 Lvd ΔΔ°σ ΔαΛΔλύδο ΡίδΡλ'Γσ 'δΡΑLΛ΄ΔΛ CLvd4 λγλαίς Λ«ΔΡΛίδιζΟ ΡίδΡλ'Γσ 4ϽΡ°ΔΛαίδιζΟ ΛώαλγΓσ΄Δ. LOJ°υα ΔώδαΔλατίδιος Γάναι το Δλα δίδοΛδηγώδιος ΟΔ°Δ 'δΡΑL'ασ διδιδηγώδιος ΟΔ°Δ 'δΡΑL'ασ διδιδηγώδιος ΟΔ°Δ 'δΡΑL'ασ δοδίοΛοστος Δαλαδιάς Δυλάλοτη Δαλαδιάς Δυλάλοτη Δαλαδιάς Δυλάλοτη Δαλαδιάς Δυλάλοτη Δαλαδιάς Δυλάλοτη Δαλαδιάς Δολάλοτη Δαλαδιάς Δολάλοτη Δαλαδιάς Δολαδιάς Λιαδλαδιάς Δαλαδιάς Δαλαδ preserving the culture and language. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Minister Joanasie, on that recommendation No. 6 from the representative, it mentions that this is something that's within Bill 25, the requirement for a strategy for retention and recruitment, but it's also in the Inuit Employment Plan or it would be. If you could just clarify where this issue or need would be addressed in your department's view. Is it within Bill 25 and then also it would be something within the Inuit Employment Plan, or is it one or the other? If you could clarify that. Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. I believe it would be both. I have made an effort myself personally to try to entice and encourage graduates from our high schools in grade 12 to pursue the teaching career as an option.

In addition to that, I have written to the NTEP graduates to encourage them to apply for positions in our schools. We try to employ different ways to have a clear pathway for Nunavummiut particularly to get them on their way into the classroom teaching in their language with their credentials.

We want to continue to strive for a quality education program and this is where I think yes, we have a very young population and I think it's to our benefit that we can target the youth while they're young and plant the seed at the earliest stage possible and get them on their way. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) My last line of questioning is just around recommendation No. 9, which is the orientation and mentoring for teachers. The representative office's ᡰ᠋ᢣᠯ᠈ᢆ᠆ᡆ᠄ᢅ᠆᠆᠋ᠴ᠕᠋᠋ᠬᢑ᠋᠘᠆᠕᠄ᢐ᠋᠕᠄᠉᠆ᡔᢄ ᠆ᡁ᠘ᢣᢁ᠋᠋ᡏ᠖

**Ϥʹ·Ⴑϟʹ·ϧͺϬʹͽͺϹΔϪͺϚͺͺϞϤͼͺϒ** (ϽϞϷϦͿϚ): ʹͼͿϷ϶ͺϲϳϷ, ΔϷϟϘϷϹʹϷ. ϹϹϗϹͼʹϷϧϧͽ·ϳʹϷϽ. ͼͺϲϹϭʹϲ Λͼͺ͵ϫϷϟϹϧϚͺϹϹϷϭϤͺΛϧϲͺͼϧϥϭͼ ϪϲϐϭϤʹϐϐͼϭͺʹϐϐʹϨϒϐϭϲϐϭͺ12-Ϲ ΛϧϲͺʹϷϚʹϲϭϥͼͺϪϲϧϪϷͼʹϧͿͼϧϚʹϲϭϐϼͼϫϭʹϥ϶ϼϲ ͼͺϲʹϛͺϧϧϽͻϭ.

Ċ°Ⴍ ᡧᡃᠠ᠋ᢆᡷᡣᡤ°Ⴍ₽Ĺᢣᡃᡃᠥ ᠕ᠵᡧᡏ ᠘ᠸ°ᠳᡏᡃ᠋ᢐ᠋ᠮ ᠕ᢗ᠋᠋ᡝ᠋ᡋᡃ᠋ᠴ᠋J. ᠘, ᠘ᡃᡆ᠋ᠫᡃ᠘ᠧᠺᡃ᠘ᢗ ᠘ᠴ᠘ᢩᠬ Ċ°Ⴍ ᠌▷᠙ᡃᢉᡥ᠋ᠴ᠋ᡗ ᠘ᡃᢑᠯᡣᡗᡃ᠋ᡥᠣᡃ᠘ᢗ᠋᠘ᡬᡉ᠘ ᠘ᠭ᠋°ᠳᠮᡃᡢᡗ ᠘ᡃᡥ᠋᠊᠋᠋ᠦ᠅ᡁ ᢗ᠘᠋᠋ᠮᡠ᠘ ᠕ᢞ᠌ᡅ᠋ᢑᡝ᠋᠌᠌ᡔᡗᠺ ᠘ᡃᢞ᠙ᠵ᠋Ċ᠅.

**Δ•/ペÞርና**•፡: ናժታ°ዺ广፞•. (ጋኣኦበJና) ላለጭdበ ርΔL°ዺ ላጋርና ሪኦም ነንና ዓ-Γ Δርግ ማላጭበታ ላተሊጭረፊን አዲግ መርካ አውም ወደ የስም አስት የ የካሆ ማጋል አካም በበናናል የሆ

should be offered within the first year. Minister, I wonder why you have a two-year timeline proposed for this orientation and mentoring as opposed to one year, which the representative's office supports. Minister Joanasie.	ΔϹ <sup>ϼ</sup> ϭϤ <sup>ͼ</sup> ͶϹϷϞ <sup>ͼ</sup> ϤϞͺ <sup>ͼ</sup> ϟΔ <sup>;</sup> Ϸϭ <sup>;</sup> ͻ ϤϽΔ <sup>ͼ</sup> ͺϷϷϧͺϤϲ <sup>ͱ</sup> . Γσ <sup>,</sup> Ϲ <sup>ͼ</sup> ϷͻΔ <sup>ι</sup> L <sup>ͼ</sup> Ϥ <sup>ͼ</sup> ϲϳ <sup>ͼ</sup> σ <sup>ϧ</sup> L <sup>;</sup> <sup>ͻ</sup> <sup>ͼ</sup> ΛϞL <sup>2</sup> L& <sup>ͼ</sup> Δϲ <sup>ͼ</sup> σϤ <sup>ͼ</sup> ϺϚϺϘ <sup>ͼ</sup> ϲϤϭ·Γ ϤϞͺ <sup>ͼ</sup> ;ϟΔ <sup>;</sup> ϷϘ <sup>ͼ</sup> ͺͻϭ Ϥ <sup>;</sup> <sup>ϛ</sup> ͺͿΓ ϤϹϷϟϷ <sup>ͼ</sup> ʹϻϲϽΓ Ϲ <sup>ͼ</sup> Ρ <sup>ι</sup> ͺ <sup>ͼ</sup> ͻϽΔϷϷ <sup>ϛ</sup> ͶͶϚ <sup>;</sup> ͺͺͺ Γσ <sup>,</sup> ʹϹ ϞϤϲϟ
Hon. David Joanasie: Thank you, Mr. Chairman. Just to clarify, it's under the current Act that there's a two-year window for this to occur. This is maybe another something that we can look further into whether there are resources to allow for that. Thank you, Mr. Chairman.	<b>Ϥʹ·Ⴑ⊀··ͽʹϧ·ͽͺϹΔϪϺͺͺϞϤͼͺ୵</b> ͺͺϽʹϞϷϺͿϚ)։ ·ͼͿϧ· ΔϧϟϘϷϹʹ·ͽͺͺͺϹ·ͼͺͺͺϤϽ·ͽϹϺ·ʹϭ·ϚϽ·ͽͺͺϤϚͼʹϳͼͺ͵ϼ ͺͺϫͼ ϲϫ ϲ ͼ Ϸ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Just further, just so the Committee can better understand that piece,	<b>Δ•/ペϷር</b> ጭ: ናdታ°ฉ广ঁ <sup>5</sup> . (ጋኣትበJ <sup>c</sup> ) Δϲ <sup>ϧ</sup> b ጋየሥታል፣ ፈርናር ዋል ለሮ° መፈምር በትንክናር ምሩ

position is that this orientation and mentoring ムルトトッしって じゅ ィットー・マー マット・シート

Committee can better understand that piece, who delivers this orientation and mentoring for a teacher? Being specific, if we have a new teacher, maybe they're from Nunavut or maybe they're from outside of Nunavut, within that first two years, who gives them the orientation and mentoring program or support? Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We have an educator development division that's largely tasked with orienting new teachers, but in addition to that, we want to help or want to get assistance through the DEAs at the local level to allow teachers to have an environment when they first step into the community, the DEAs are right there at the local level to assist with facilitating that transition into the community. I think this is something that we can work on through more planning and having resources in place.

There was mention about the teacher induction program by the teachers association representative. That website is still up and is perhaps maybe a little dated, so this is an area that we're trying to revamp and spend some effort on as well. Thank you, Mr. Chairman. ᠘᠆ᢣ᠘ᢣᠦ᠘ᢂ᠋᠆ᢞᢑ᠋᠋᠋᠋᠃ᠳ᠋ᡔᢑ᠘ᡷᡆᢄ᠋

᠕᠆᠋ᠳ᠊ᠣ᠊ᢦ᠋᠋ᠬᡄᢂ᠋᠖᠖

ـمم۶۲۵۷۵۵ (۵۷۵۲۵۲ ۵۰۲۵۲۵ ۵۰۲۵۲۵ ۵۰۲۵۲۵) ا

 **Chairman** (interpretation): Thank you. (interpretation ends) Thank you for clarifying that. Ms. Towtongie, you're just about to go and catch a plane, but you have time for questions. Ms. Towtongie.

**Ms. Towtongie**: Thank you, Mr. Chairman, for recognizing me. I'm just very concerned as an Inuk parent. When I was talking about the prevailing authority that exists in the Inuit mind, a lot of us view our children as being dependent upon us throughout our lifetime. We don't necessarily look at age 19 or a mature minor is a person under the age of 19 that has the maturity and understanding to make decisions on their behalf.

When I speak about the prevailing authority of the Inuit as a parent, it's throughout our lifetime. We see our children as being dependent upon us. We don't see them as economic units. When they are able to make money, they are on their own. They are dependent upon us for decisions. They are dependent upon us for maturity. Understanding the thought process is different and the institutions clash, they really do, and it creates ambivalences within us, anger, and sometimes violence because of the lack of understanding of the differences of worldview.

When I see recommendation No. 8, I'm concerned where the Inuit parental authority exists or when the grandparents', grandfathers' authority exists because if we say in Inuit the IQ is the overarching of the preamble of Bill 25, it's based upon our elders, it's based on the traditional knowledge holders. If you're recommending that in the *Mental Health Act*, mature minors are able to consent for themselves when decisions about their health care need to be made without the help of a parent or guardian, that's a clash between the Inuit culture and the western society, total clash. I believe that if this **Δ•/<>>Δ•/6CC** 

**CÞጋ°℃** (ϽϞϞΛͿϚ): ·ϭͿϞͽͺϮϷ, ΔϷϒϘϷϹʹϷ Δϲ·ϞͺͺϷϐ·ϭϚϐʹ·ͺͺΔϷʹ·Ͽʹ·ͺϷϓϘϷϹʹϷ Δ/ĹͺͻΛ·ϐϷʹϿʹ·ͺ ϹΔ°ϫͺ ΛϞʹឩʹ·σʹϷϹʹϷΛϹϷϟͰͺϟʹϷ ΔΔΔϚ ΔϟϹΓϞʹʹͺͺϤϫʹͼ ϷϿͼͻϽͿͿϚͺͼϷϽͽʹϧϽϘ ϘͼϚϺ·ϼϚͺϹΔϹ<sup>ͽ</sup>ʹͺͺͿϲʹϷϽʹϞͿϥ ϹΔLΔϚϷʹϷͿϚϾʹʹϔϾϫϚϹ 19-2·ϷϟϹͼʹϷϹϿ ϽϼϟϟͼͺͼͻϽͽ ΔϟϹϲϷϨ·ͼͺͼͻϽͽ.

legislation is going to be specific for Nunavut, there should be recognition of the prevailing authority that exists in the Inuit mind.	Lলሁኣኈ ወዉዎዛያ ጋናትሁσላዖσ Δলኣኈረረ፤ፅረኦበኦሲላሎ ርΔነረፑኈሁ ΔወΔና ኄኦኦደታጋኄኈኈዮኇ ላጋኈርበኈኇ ኄናኣናፑኦርናበኈኇ.
I wanted to make a comment on that. I realize we're dealing with the <i>Education Act</i> , but I want to say further, when we're dealing with the <i>Education Act</i> , we're only dealing with classroom education in these walls. That's why I am concerned. Education to the Inuit is the total universe, the total cosmology. That's another type of education and it's under local enhancement programs and local education programs, but in dealing with classroom education, we have to recognize the existence of the cultural needs of the parents and the elders, mainly the grandparents. I wanted to make a comment on that because I'm leaving on a flight. Thank you, Mr. Chairman.	Ċ°
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Thank you, Ms. Towtongie. I believe one of the great things about this Committee is that we have so many different viewpoints and people like you who have a lot of experience.	<b>Δ৬/≪ϷϹ·</b> Ϸ: ͺͺʹϿͺͺͺϽͺ϶ͺϽͺͼ ϹϷϽͼϫϹ. ϳͺ ϧϹͿϲ϶ϲͺͼͺϹͼͺϫͺϒϷ;ϥϹͱ϶ϿϤ ϭ;ϷϳͼϫϹϲϽϥϿͼϭͼͺϪϲͿϲϧϷͽϧϲϲϲϲ ϪϲϲϽͼͺϒϲϲͳϧϥͳͼϤϤͽ;ϿͶͼϿ
Ms. Bates, in terms of Ms. Towtongie's comments or statement, when we look at your eighth recommendation regarding Bill 25, when you were preparing your submission on Bill 25 and this concept of mature minors, did you consider issues where this concept may clash with <i>Inuit Qaujimajatuqangit</i> or values within Nunavut? Was that something that was considered or is there a way to make these two things work together? I hope that's a clear question and if it's not clear, just let me know. Ms. Bates.	Γ' CÞ⊃ి ిగిం Þ ిరిరిగిని ిగింగింగింగింగింగింగింగింగింగింగింగింగిం
<b>Ms. Bates</b> : Thank you, Mr. Chairman. We had a great deal of discussion about this and the idea of mature minors and how that may be perceived as clashing with Inuit societal values. I believe that there are many overlapping concepts between the <i>United</i>	<Δናኣ (ጋኣትበጋና): ናਰታቄዺቮኑ, Δኑረ «ኦርና።. ձ, ርLቄዉ ኦናbኦፖሊንጏታርኦኈርጅና ላዛርጋ ኦዮኦዮናንና ልሥረተና. ልሷልናጋ ኦናለሲታዮና በበናናልናበቄσ ለሮሲզንህርኦኈፖር ፊቄሏናምና ናbኦትርትርናьኈረጋር.

Nations Convention on the Rights of the Child and Inuit societal values. This belief is formed by a lot of the work that has been done by our office with our elder advisors and we do speak with our elder advisors about this.	ር∆⊌d⊲ ⊳ዖ⊳ዖናጋና ∆ፖĽቦን∿Րና.
Again, what I would stress about the mature minors concept is that again, in some cases minors don't have a parent who is available for that guidance for that decision-making and it's done on a case-by-case basis and it's to prevent the barrier, some sort of person in their life, absolutely, some person who can't provide that guidance or that direction. It's to remove the barrier to, let's say, registering yourself in school or to gain services to mental health.	ΔϲʹϞႱͿϚ ϷϷϷϷϚϽϚ ΔϲʹϞϹϚ ϹΔϹʹͼ Δʹ·ϼʹϧϷʹʹϒϤϹ ϤʹϞϹ;ͼʹϷϚ ϹϹϷϭϥʹϞʹϦϷϤϹ ϹϒϷʹͽͶʹϧϷͼϒϚϚϚ ϷϷϷϷϚϽʹͽ ϹϪ·ͼͺͺϤϿʹͽϹϷϚͺͺʹϳϘϹʹ϶ͻͿͺͺϹΔϹϪϲʹͼϧͰͿϚ ΔϤϹϭͼͺϤϽ;ϿϭͺϪϲʹͼϭϤʹ;ϐͱʹͿϚ
I hope that answers the question. Thank you, Mr. Chairman.	₽⊳≫ኈႱኄፚ. ኀժ≻҇҇ዹ广҆, ፚ៴៸≪⊳ር፞ኈ.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Thank you for commenting on that. It's something for the Committee to consider as we continue our work on this bill.	<b>Δ•/«ϷϹ·</b> Ϸ: ͺͺʹϿͺ、(ϽͺͻϷϽͿͻ) ͼϥϧͼϫϳͼ ϷͼϷϒϲϫͼ ΔϲͿϲϧͼϒϷϿϽͼϧͼ ϹϹͿϹͼͺϷϽϹͼϫ ϪϲͿϲͼ;ϫϲ
Right now we have no further questions for you and for reasons that I won't go into, I will limit you to a two-minute closing statement. Ms. Bates.	Űዺ ዻለኈ፟፟፟፟፝ዸበኯ፟፝፝፝፝፝ጜ፞ዀ፝ጛኈ፟፟፟፟፟፟፟፟፟ፘኇ፟ኇ፟፟፟፟፟፟፟ጜ ዾኈ፟ዾ፝፝፝፝፝፝፝፝፝፝፝ኯኯ፟፟፟፟፟፟ ዾጛ፟፟፟፟፝፝፝ጚበኯ፟፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ ዾጛ፟ጚበኯ፟፟፟፝፝፝፟፝፝፝፝፝፝ዀዀዀዀዿዾዄ
<b>Ms. Bates</b> : Thank you, Mr. Chairman. I just would like to take the opportunity to thank the Standing Committee for providing us the opportunity to appear today. I want to thank my colleagues, Lynn Matte and Katie Didham, for appearing with me. I appreciate the warm welcome that everyone has provided to me.	<Δ° (ϽϞϞΛͿϚ): ·ϭͿϒͽϫϹϳͽ, ΔϷϒϘϷϹʹͽ. ·ϭͿϒͽϥϹϨͳϟͽϧ ϷͶϲϒϚϲϭϷ Λል·ͽϐͶϹϷͽͿϥϹͼϒͽϫϚ·Ϲ ϞϚϺͼϭͿͽϫͼϷϷϷϲϲϹͻ ϤͰϹͻ ϷϭϤ Ϲϭ·Ͻͼ ·ϭͿϒͽϥϹͼϒϒ ϽͼͽϧϲͶϲͶϲϷͼͶϥͼϷϷϧ
We look forward to working with departments in the future to ensure that services provided to young people and their families are the best that they can be. I believe that this is an example of how we can do that. I appreciate	ᠦᡅᢂ᠋᠆ᡘ᠉᠋᠖᠘᠉ᡃᠣ᠘ᢣᡃᡠ᠋ᠺ᠋᠋᠋᠄ᡃᡠ᠖᠘᠅᠖ᡘ᠋᠋᠅᠖ᡘ᠅᠖ᡘ᠅᠖ ᠘᠈᠂᠕᠈᠆ᡣᢄ᠂᠘ ᠕᠈᠆᠃᠆᠅᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠈᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆

the opportunity and thank you.	ለልናbዀበናበ≏ኂবርጐፖ≏ዹናልና. ናժታ≏ዹ୮፟፟፟፟፟
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Thank you for your written submission. Thank you for being here today along with your staff. The Committee does appreciate your input.	<b>Δ•/ペϷϹ·</b> Ϸ: L'ϥ. (Ͻ <sup>ϳ</sup> ϡϷႶͿ <sup>ϲ</sup> ) ʹͼͿϷͼͺϹϷ, ͶͶϚʹͼϟϹϟϹϷ Ϸϭ·ϷϹϷ. ʹͼͿϞϥϹ·ʹϿ ϹϹϭͼϷϐϫϚ Ϸʹ·ϿϹ ΔʹͼϷϥϪϧʹͼͶͶʹ·Ͽ. ϷͶϹϷϚϲʹϚ ʹͼͿϧϲʹϚͶϤʹͽϿϚ ϷʹͼϷϷϟͺϲʹͼϷϷϷϧʹϭ.
(interpretation) Our hearing will adjourn for now. We will resume tomorrow morning at nine o'clock. The Minister will be in the hot seat in the morning, (interpretation ends) the hot seat (interpretation) in English, but we will have an opportunity to ask questions regarding Bill 25 in the morning. Thank you, Members. Thank you, staff. Have a good evening. We will see you tomorrow.	(ఎషేసి౧ౢఎసికిరాకు) CAL రి౧౬ిరాషిసికి ఉం విరిపించింది 9:00-నెంకిండి సింహించింది 9:00-నెంకిండి సింహింది సింహింది సింహించి సింహించి సింహింది సింహించి సింహిం సింహించి సింహించి సింహించి సింహిం సింహి సింహిం సింహి సింహి సింహిం సింహి సిం సి సింహి సి సింహి సి సి సి స సి స
>>Committee adjourned at 16:43	᠉ᢧᢛᡃᢧᢐ⊃᠂16:43Г