Standing Committee on Legislation
Review of Bill 25, An Act to Amend the Education Act and the Inuit Language Protection Act
Iqaluit, Nunavut
November 25, 2019

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

Staff Members:
Michael Chandler
Stephen Innuksuk
Siobhan Moss

Interpreters:
Lisa Ipeelee
Andrew Dialla
Attima Hadlari
Allan Maghagak
Philip Paneak
Blandina Tulugarjuk

Witnesses:
Melissa Alexander, Manager of Planning, Reporting and Evaluation, Department of Education
James Arreak, Interim Executive Director, Coalition of Nunavut District Education Authorities
Lori Idlout, Legal Counsel, Crawford Law Office
David Joanasie, Minister of Education

ᒪᓕᒐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕿᓛᑦ
ᕿᒥᕐᕈᓂᖕᒋᑦ ᒪᓕᒐᕐᒥᒃ ᐋᖅᑭᒋᐊᖅᑕᐅᕐᑯᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᓴᐳᒻᒥᔭᐅᓂᖓᓄᑦ ᒪᓕᒐᖅ
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ
ᓄᕕᐱᕆ 25, 2019

ᒪᓕᒐᓕᐅᖅᑏᑦ ᐅᐸᒃᑐᑦ:
ᑑᓂ ᐋᕐᑯᐊᖅ
ᐹᑦ ᐊᕐᓇᒃᑲᖅ
ᔪᐃᓕ ᖃᐃᕐᓂᖅ
ᒦᓚ ᖃᒥᖕᒍᐊᖅ
ᐸᐅᓗᓯ ᕿᔪᒃᑖᖅ
ᐋᑕᒻ ᓚᐃᑦᓯᑑᓐ
ᐋᕐᓗᒃ ᒪᐃᓐ, ᐃᒃᓯᕙᐅᑕᖅ
ᓯᒥᐅᓐ ᒥᑭᖕᒍᐊᖅ
ᒫᒡᒍᓚ ᓇᑲᓱᒃ
ᑕᐃᕕᑎ ᖃᒪᓂᖅ
ᐃᒥᓕᐊᓄ ᕿᓐᖑᖅ
ᐹᓪ ᖁᐊᓴ
ᐋᓚᓐ ᕋᒻᐴᑦ
ᖄᑕᓂ ᑕᐅᑐᙵᕆ, ᐃᒃᓯᕙᐅᑕᐅᖅᑕᐅᔪᖅ

ᐃᖅᑲᓇᐃᔭᖅᑏᑦ:
ᒪᐃᑯᓪ ᓵᓐᑐᓗ
ᓯᑏᕙᓐ ᐃᓄᒃᓱᒃ
ᓯᖀᓐ ᒫᔅ

ᑐᓵᔩᑦ:
ᓖᓴ ᐊᐃᐱᓕ
ᐋᓐᑐᕈ ᑎᐊᓚ
ᒥᐊᓕ ᓇᓱᒃ
ᐱᓕᑉ ᐸᓂᐊᖅ
ᐸᓚᓐᑏᓇ ᑐᓗᒐᕐᔪᒃ

ᐊᐱᖅᓱᖅᑕᐅᔪᑦ:
ᒪᓕᓴ ᐋᓕᒃᓵᓐᑐ, ᐊᐅᓚᑦᑎᔨ ᐸᕐᓇᓐᓂᕐᒧᑦ, ᐅᓂᒃᑳᓕᐅᕐᓂᕐᒧᑦ ᐊᒻᒪᓗ ᖃᐅᔨᓴᕐᓂᕐᒧᑦ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ
ᔭᐃᒥᓯ ᐋᕆᐊᒃ, ᑐᑭᒧᐊᖅᑎᑦᑎᔨᒻᒪᕆᐅᑲᐃᓐᓇᖅᑐᖅ, ᑲᖓᖅᑐᐃᔨᖕᒋᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓄᓇᕘᒥ
ᓗᐊᕆ ᐃᑦᓚᐅᖅ, ᒪᓕᒐᓕᕆᔨ, ᑯᕌᕗᑦ ᒪᓕᒐᓕᕆᔨᒃᑯᑦ ᐊᓪᓚᕕᖓ
ᑕᐃᕕᑎ ᔪᐊᓇᓯ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒥᓂᔅᑕ

Aluki Kotierk, President of Nunavut Tunngavik Incorporated Jedidah Merkosak, Chairperson, Coalition of Nunavut District Education Authorities Kathy Okpik, Deputy Minister of Education	ᐊᓗᑭ ᑰᑦᑎᖅ, ᐊᖓᔪᖅᑳᖅ ᓄᓇᕗᑦ ᑐᓐᖕᒐᕕᒃᑯᑦ ᑎᒥᖓᓄᑦ ᔩᑎᑕ ᒥᖅᑰᓴᖅ, ᐃᒃᓯᕙᐅᑕᓯᖅ, ᑮᒡᒐᖅᑐᐃᔨᖏᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓄᓇᕘᒥ
>>Committee commenced at 9:01	*>>ᑲᑎᒪᓯᒋᐊᖅᑐᑦ 9:01ᒥ*
Chairman (Mr. Main)(interpretation): Good morning. Ms. Towtongie, please lead us in prayer. Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᒪᐃᓐ): ᐅᐸᓛᖅᓯᐊᖅ. ᒥᔅ ᑕᐅᑐᓐᖕᒋ, ᑐᒃᕼᐃᐊᕐᓂᒃᑯᑦ ᐱᕆᐊᖅᑎᓚᐅᖅᑎᒍᑦ. ᒪ’ᓇ.
>>Prayer	>>ᑐᒃᓯᐊᖅᑐᑦ
Chairman (interpretation): Thank you, Ms. Towtongie. Good morning, colleagues and visitors in the gallery.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ, ᒥᔅ ᑕᐅᑐᓐᖕᒋ. ᐅᐸᓛᖅᓯᐊᖅ, ᑲᑎᒪᔩᖅᑲᑎᒃᑲ ᐊᒻᒪᓗ ᑖᕙᓂ ᒪᓕᒐᓕᐅᕐᕕᐅᐸ ᐃᓗᐊᓄᑦ ᑐᕼᐋᕆᐊᖅᑐᖅᕼᐃᒪᔪᑦ.
I am very pleased to welcome everyone to this meeting of the Legislative Assembly’s Standing Committee on Legislation. We have convened today to begin the Standing Committee’s televised hearings on Bill 25, the proposed *Act to Amend the Education Act and the Inuit Language Protection Act*.	ᖁᕕᐊᕼᐅᒃᑐᖕᒐᐃᓛᒃ ᐅᐸᓛᖅ ᑐᖕᒐᕼᐅᒃᑎᑦᑎᕆᐊᑦᓴᖅ ᑕᕝᕗᖓ ᑲᑎᒪᓂᕆᓂᐊᖅᑕᐸᑎᓐᓄᑦ ᑲᑎᒪᔨᕿᓛᖑᐃᓐᓇᖅᑐᑎᒍᑦ ᒪᓕᒐᕼᐊᓕᕆᓂᐅᑉ ᒥᒃᕼᐋᓄᑦ ᑲᑎᒪᓂᖅᑲᕐᓂᐊᖅᑎᕐᓗᑕ. ᑕᐃᒪ ᐅᐸᓗᒥ ᑲᑎᒪᓐᓂᕆᓂᐊᒐᖅᐳᑦ ᐱᔾᔪᑎᖃᕐᓂᐊᕿᐸᑕᐃᓛᒃ ᒪᓕᒐᕼᐊᖅ 25-ᒥᒃ. ᑖᓐᓇ ᒪᓕᒐᕼᐊᖅ ᐊᕼᐃᐊᙱᕆᐊᕈᑕᐅᓂᐊᕐᓗᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕼᐊᒥᓪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᕼᐃᖓᓂᒃ ᕼᐊᐳᒻᒥᐅᔭᐅᔾᔪᑎᒃᕼᐊᖓᓄᓪᓗ ᒪᓕᒐᕆᔭᐅᔪᒧᑦ.
I am pleased to first introduce my Standing Committee colleagues:	ᕼᐃᕗᓪᓕᖅᐹᒥᒃ ᐅᑯᐊ ᑲᑎᒪᔩᖅᑲᑎᒃᑲ ᐃᓕᑕᕆᔨᐊᖅᑐᒋᑦ;
• Pauloosie Keyootak, Member for Uqqummiut; • Allan Rumbolt, Member for Hudson Bay; • Tony Akoak, Member for Gjoa Haven; • Joelie Kaernerk, Member for Amittuq; • Adam Arreak Lightstone, Member for Iqaluit-Manirajak; • Pat Angnakak; Member for Iqaluit-Niaqunnguu; • Cathy Towtongie, Member for Rankin Inlet North-Chesterfield Inlet; • Paul Quassa, Member for Aggu; • Mila Kamingoak, Member for Kugluktuk; • Emiliano Qirngnuq, Member for Netsilik; • Margaret Nakashuk, Member for Pangnirtung; and	• ᐸᐅᓗᓯ ᕿᔪᒃᑖᖅ, ᐅᖅᑯᒥᐅᓄᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᖅ; • ᐋᓚᓐ ᕋᒻᐹᑦ, ᑕᓯᐅᔭᕐᔪᐊᕐᒧᑦ ᒪᓕᒐᓕᐅᖅᑎ; • ᑑᓂ ᐋᖅᑯᐊᖅ, ᐅᖅᓱᖅᑑᕐᒧᑦ ᒪᓕᒐᓕᐅᖅᑎ; • ᔫᐃᓕ ᖃᐃᖅᓂᖅ, ᐊᒥᑦᑐᕐᒧᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᖅ; • ᐋᑕᒻ ᐋᕆᐊᒃ ᓚᐃᑦᓯᑑᓐ, ᐃᖃᓗᐃᑦ-ᒪᓂᕋᔾᒧᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᖅ; • ᐹᑦ ᐊᖅᓇᒃᑲᖅ, ᐃᖃᓗᐃᑦ-ᓂᐊᖁᙱᕐᒧᑦ; • ᑳᑎ ᑕᐅᑐᓐᖕᒋ, ᒪᓕᒐᓕᐅᖅᑎᐅᔪᖅ ᖃᖏᖅᖢᓂᐅᑉ ᐅᐊᖕᓇᖓᓄᑦ-ᐃᒡᓗᓕᒑᕐᔪᒻᒧᑦᓗ; • ᐹᓪ ᖁᐊᓴ, ᒪᓕᒐᓕᐅᖅᑎᐅᔪᖅ ᐊᒡᒍᒧᑦ; • ᒦᓚ ᖃᒥᖕᒎᐊᖅ, ᖁᕐᓗᖅᑑᕐᒧᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᖅ; • ᐃᒥᓕᐊᓄ ᕿᙳᖅ, ᓇᑦᓯᓕᒻᒧᑦ ᒪᓕᒐᓕᒐᓕᐅᖅᑎ; ᐊᒻᒪᓗ • ᒫᒍᓖᑦ ᓇᑲᓱᒃ, ᐸᓐᓂᖅᑑᕐᒧᑦ ᒪᓕᒐᓕᐅᖅᑎ; ᐊᒻᒪᓗ

• David Qamaniq, whom I shouldn’t forget as he just became a member, Member for Tununiq.	• ᑕᐃᕕᑎ ᖃᒪᓂᖅ, ᐳᐃᒍᓇᐊᖅᑲᓐᖏᓪᓚᓇᒃᑕᕋᐅᒐᓗᐊᖅ ᒪᓕᒐᓕᐅᖅᑎᖓᙳᓵᖅᓂᑰᒐᒥ, ᑐᓄᓂᖅᒧᑦ ᒪᓕᒐᓕᐅᖅᑎ.
(interpretation ends) Bill 25 received second reading in the House on June 5, 2019 and was referred to the Standing Committee on Legislation for consideration. Over the past several months the Standing Committee has reviewed a significant amount of material, exchanged correspondence with the sponsoring Minister, and invited input from key stakeholders across Nunavut, as well as from members of the public. The written submissions that the Standing Committee received were tabled in the Legislative Assembly during its recent fall sitting.	(ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ 25 ᑐᓪᓕᐊᓂᒃ ᐅᖃᓖᖅᑕᐅᓂᖃᔪᒻᒪᑦ ᔫᓂ 5-ᖑᑎᓪᓗᒍ, 2019-ᒥ, ᑐᓂᔭᐅᕙᓪᓗᓂᓗ ᑲᑎᒪᔨᕌᖑᕙᓄᑦ ᒪᓕᒐᓕᕆᓂᖅᒧᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒋᔭᐅᓂᐊᖅᒪᑦ. ᑕᐃᒪ ᑕᖅᑭᓂᒃ ᐊᒥᓱᑲᓪᓚᓐᓂᒃ ᐊᓂᒍᖅᓯᒪᔪᓂᒃ ᑲᑎᒪᔨᕌᑦ ᖃᒥᖅᑯᓯᒪᒻᒪᑕ ᐊᒥᓱᑲᓪᓛᓗᓐᓂᒃ ᐅᖃᓖᕋᔅᓴᓂᒃ ᑎᑎᕋᖅᑲᑦᑕᐅᑎᖅᑲᖅᑲᑦᑕᖅᑐᑎᓪᓗ ᒥᓂᔅᑕᓇᔭᐅᔪᖅ ᓴᖅᑮᓯᒪᔪᒥᒃ ᐊᒻᒪᓗ ᖃᓄᖅ ᐃᓱᒪᒋᔭᐅᒻᒪᖔᑕ ᑐᓴᕈᓯᒪᓪᓗᑎᒃ ᐊᐅᓚᑦᑎᖅᑕᐅᖃᑦᑕᖅᑐᒥᒃ ᓄᓇᕗᒻᒥ ᐊᒻᒪᑦᑕᐅᖅ ᑕᖅᑲᒃᑯᓇᖕᖓᑦ ᑭᒃᑯᓐᓂᑐᐃᓐᓇᖅ. ᑖᒃᑯᐊ ᑎᑎᕋᖅᓯᒪᔪᑦ ᑐᓂᔭᐅᓯᒪᔪᐃᑦ ᒪᓕᒐᓕᐅᖅᕕᒻᒧᑦ ᑲᑎᒪᕌᓄᑦ ᒪᓕᒐᓕᐅᖅᕕᒻᒧᐊᖅᑕᐅᔪᔪᐃᑦ ᒫᓇ ᐅᑭᐊᒃᓵᖅ ᑲᑎᒪᓚᐅᖅᑎᓪᓗᒋᑦ.
I would again like to take this opportunity to publicly thank the individuals and organizations that took the time to provide submissions to the Standing Committee. (interpretation) Thank you. (interpretation ends) Although it was not possible for every submitter to appear at this week’s hearing, we are confident that the testimony that we will hear this week will be of benefit to the Standing Committee in its consideration of the bill.	ᒫᓇ ᑕᖅᑲᒃᑯᐊ ᑐᓵᑎᓪᓗᒋᑦ ᖁᔭᓐᓇᒦᕈᒪᔭᒃᑲ ᐃᓄᐃᑦ ᑎᒥᐅᔪᐃᓪᓗ ᑎᑎᕋᕋᓱᐊᕈᓐᓇᓚᐅᖅᒪᑕ ᑲᑎᒪᔨᕌᓄᑦ ᖁᔭᓐᓇᒦᖅᐸᔅᓯ. (ᑐᓵᔨᑐᕈᓐᓃᖅᑐᖅ) ᒪ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᑖᒃᑯᐊ ᑎᑎᕋᖅᓯᒪᔪᓕᒫᑦ ᑐᓂᓯᓯᒪᔪᓕᒫᑦ ᑕᕝᕙᓂ ᓴᖅᑭᒍᓐᓇᙱᑦᑑᒐᓗᐊᑦ, ᑭᓯᐊᓂ ᓇᓗᙱᑦᑎᐊᖅᑐᒍᑦ ᑖᒃᑯᐊ ᑐᓴᕐᓂᐊᖅᑕᕗᑦ ᑕᕝᕙᓂ ᐱᓇᓱᐊᕈᓯᑦᑎᓐᓂ ᐃᑲᔫᑎᖃᖅᓂᐊᖅᒪᑕ ᑲᑎᒪᔨᕌᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᖃᖅᑎᓪᓗᒋᑦ ᒪᓕᒐᒃᓴᒥᒃ.
The stakeholders that are scheduled to appear this week are Nunavut Tunngavik Incorporated, the Coalition of Nunavut District Education Authorities, the Nunavut Teachers Association, two district education authorities, the Office of the Languages Commissioner, and the Office of the Representative for Children and Youth. The Standing Committee looks forward to the opportunity to ask questions of the witnesses concerning their submissions.	ᑕᒪᒃᑯᐊ ᐊᐅᓚᑦᑎᖅᑕᐅᕈᓘᔭᖅᐸᒃᑐᐃᑦ ᒫᓇ ᓴᖅᑭᖅᓂᐅᓴᔪᐃᑦ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ, ᑭᒡᒐᖅᑐᐃᔨᖏᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ, ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ, ᒪᕐᕉᒃ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ, ᐊᓪᓚᕝᕕᖓᑦ ᐅᖃᐅᓯᕐᓄᑦ ᑲᒥᓴᓇ, ᐊᒻᒪᓗᑦᑕᐅᖅ ᐊᓪᓚᕝᕕᖓᓂᒃ ᑭᒡᒐᖅᑐᖅᑎᐅᔪᖅ ᓱᕈᓯᕐᓄᑦ ᒪᒃᑯᒃᑐᓄᓪᓗ. ᑲᑎᒪᔨᕌᑦ ᑖᒃᑯᐊ ᑲᔪᖏᖅᓯᐊᖅᐳᑦ ᐊᐱᖅᓱᕈᓇᖅᓂᐊᕋᒥᒃ ᑖᒃᑯᓂᖓ ᐅᖃᓇᐊᖅᑐᖅᓯᒪᔪᓂᒃ ᐱᓪᓗᒋᑦ ᑐᓂᓯᒪᔭᖏᑦ.
For the record, I would like to note that the Standing Committee has twice reached out to the commission scolaire francophone du Nunavut to invite comments on the bill. To	ᑲᑎᒪᔾᔪᑎᓅᕈᓇᖅᓂᐊᖅᒪᑦ ᑖᒃᑯᐊ ᑲᑎᒪᔩᑦ ᐅᖃᕈᒪᕗᖓᐃᓛᒃ ᑲᑎᒪᔨᕌᑦ ᒪᕐᕈᐊᑎᖅᑐᑎᒃ ᐅᐃᕖᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅᒧᑦ ᑲᑎᒪᔨᖏᓐᓂᒃ ᓄᓇᕗᒻᒥ ᐅᖃᐅᓯᔅᓴᖏᓐᓂᒃ ᑐᔅᓯᕋᖅᓯᒪᔫᒐᓗᐊᑦ ᒪᓕᒐᒃᓴᐅᑉ ᒥᒃᓵᓄᑦ.

date we have received no reply. I also wish to note for the record that a short letter from a minor was provided to the Office of the Minister of Education and subsequently transmitted to the Standing Committee. The Standing Committee chose to not include this item as part of its package of formal submissions. I also wish to note for the record that although the Standing Committee offered Nunavut's three regional Inuit organizations the opportunity to appear at this week's hearing, it was indicated that Nunavut Tunngavik Incorporated will speak for them in this matter.	ᐅᓪᓗᒥᒧᑦ ᑐᓴᓚᐅᖅᓯᒪᓐᖏᓇᑦᑕ. ᐅᖃᕈᒪᒻᒥᔪᖓ ᑎᑎᖅᑲᕐᓂᒃ ᐱᔪᕐᑲᓚᐅᖅᓯᒪᒻᒥᒻᒪᑦ ᐊᕐᕿᒍᑭᓗᐊᖅᑐᒥᒃ ᐊᓪᓚᕝᕕᖓᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᑯᑦ ᒥᓂᔅᑕᖓᑕ ᑕᕝᕗᖓ ᑐᓂᔭᒥᓂᐅᓪᓗᓂ ᑲᑎᒪᔨᕋᓛᓄᑦ, ᑭᓯᐊᓂ ᑲᑎᒪᔨᕋᓛᑦ ᐋᖅᑮᓚᐅᓐᖏᑦᑐᑦ ᑖᔅᓯᒥᖓ ᐃᓚᓕᐅᑎᓂᐊᕆᐊᔅᓴᖅ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᖏᓐᓄᑦ. ᐊᒻᒪᑦᑕᐅᖅ ᐅᖃᕈᒪᒻᒥᔪᖓ ᑖᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᑦ ᒪᓂᒪᑎᑦᑎᓚᐅᖅᑐᐃᑦ ᓄᓇᕗᒻᒥ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᓐᓄᑦ ᐊᕙᑦᑐᖅᓯᒪᓂᖏᓐᓂᒃ ᑕᐅᕙᓂ ᓴᖅᑮᕐᑯᔨᓪᓗᑎᒃ ᑭᓯᐊᓂ ᓇᓗᓇᐃᖅᑕᐅᓚᐅᖅᑐᖅ ᑖᒃᑯᐊ ᓄᓇᕗᑦ ᑐᙵᕕᒃ ᑎᒥᖓ ᐅᖃᕈᔾᔨᓂᐊᕐᒪᑕᒨᖅ ᑕᒪᓐᓇ ᐱᓪᓗᒍ.
The format of this hearing will also allow an opportunity for the sponsor of the bill to contribute substantively to the review process. (interpretation) I am therefore pleased to welcome the Hon. David Joanasie, Minister of Education, to this hearing.	ᐆᒪ ᓈᓚᓐᓂᐅᑉ ᐋᖅᑭᒃᓱᖅᓯᒪᓂᖓ ᐱᕙᖅᑲᖅᑎᑦᑎᓂᐊᕐᒥᔪᖅ ᒪᓕᒐᒃᓴᒥᒃ ᓴᖅᑮᔪᒥᓂᕐᓂᒃ ᐱᖃᑕᐅᔪᓐᓇᖅᑎᑦᑎᓗᓂ ᕿᒥᕐᕈᓂᐅᔪᒧᑦ ᐱᖃᑕᐅᔪᓐᓇᖅᑎᑕᐅᓗᑎᒃ ᕿᒥᕐᕈᓂᕐᒧᑦ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᑕᐃᒪ ᑕᒪᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ ᖁᕕᐊᓱᒃᑐᖓ ᑕᕝᕗᖓ ᑐᓐᖓᓱᒃᑎᑦᑎᕆᐊᑦᓴᖅ ᒥᓂᔅᑐᕆᔭᐅᔪᒥᒃ, ᑕᐃᕕᑦ ᔪᐊᓇᓯ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒥᓂᔅᑐ ᑕᕝᕙᓂHᐅᕐᒪᑦ. ᐅᐸᓛᒃ ᑐᓐᖓᓱᑎᑦ ᑕᕝᕗᖓ.
Before we hear from the stakeholders, the sponsoring Minister will first have the opportunity to provide a brief overview of the purpose and objectives of Bill 25, which we anticipate will also be of benefit and interest to Nunavummiut who are following these proceedings.	ᑐᓵᕆᐊᓚᐅᖅᑳᖅᑎᓐᓇᑕ ᖃᐃᕐᑯᔭᐅᓯᒪᔪᓂᒃ ᑖᓐᓇ ᒥᓂᔅᑐ ᐱᕙᖅᑲᖅᑎᓐᓂᐊᕐᐸᑎᒍ ᑕᒪᑦᓱᒪ ᒪᓕᒐᑦᓴᖅ 25 ᒥᒃᓵᓄᑦ ᐅᓂᒃᑳᖅᑑᓪᓗᐊᕐᑯᓪᓗᒍ ᓱᓇᓂᒃ ᑐᕌᒐᖅᑲᕐᒪᖔᑦ ᐱᔾᔪᑎᖃᕐᒪᖔᕐᓗ ᑕᒪᓇᓗ ᐃᑲᔪᕐᓂᖃᕐᓂᐊᕐᓯᒋᐸᑎᒍ ᑕᐅᑐᒃᑐᑦ ᑐᓵᔪᑦ ᓄᓇᕗᒻᒥᐅᑦ ᑐᑭᓯᕚᓪᓕᖅᑑᓪᓗᐊᕐᓂᐊᕐᒪᑕ ᑕᒪᑦᓱᒪ ᒥᒃᓵᓄᑦ.
After the Minister has provided his overview, we will hear from our first presenter. Witnesses will have up to 15 minutes to make an opening statement to the Standing Committee that highlights the contents of their formal submission.	ᐊᒻᒪ ᒥᓂᔅᑐ ᐅᓂᒃᑳᕌᓂᒃᐸᑦ ᐱᒋᐊᕐᓂᐊᖅᑯᑕ ᖃᐃᕐᑯᔭᐅᓯᒪᔪᑦ ᓯᕗᓪᓕᖅᐹᓇᔾᔭᖓᑦ ᐅᓂᒃᑳᓇᐊᕈᒫᖅᑯᓂ. ᖃᐃᕐᑯᔭᐅᓯᒪᔪᑦ ᑕᕝᕗᖓ ᑲᑎᒪᓂᕐᒧᑦ ᐱᕙᖅᑎᑕᐅᑦᑕᕐᓂᐊᕐᒪᑕ ᐱᒋᐊᕈᑎᒃᓴᓂᒃ ᐅᖃᐅᓯᒃᓴᖅᑎᑕᐅᓗᑎᒃ 15 ᒥᓇᑦᒥᒃ ᑭᒡᓕᖃᖅᑎᑕᐅᓗᓂ ᑕᒪᓐᓇ ᐅᖃᐅᓯᒃᓴᖓᓂᐊᕐᒐ.
Members of the Standing Committee will then have the opportunity to ask questions of the presenters. (interpretation ends) Depending on context, the Minister may be given the opportunity to respond to witnesses' comments, and the Chair will exercise discretion in this regard.	ᐊᒻᒪᓗ ᑭᖑᓂᐊᒍᑦ ᑲᑎᒪᔨᐅᔪᑦ ᐊᐱᖅᓱᖅᑑᓪᓗᐊᕆᐊᕈᒫᖅᑯᑎᒃ ᖃᐃᕐᑯᔭᐅᓯᒪᔪᓂᒃ. (ᑐᓵᔨᑎᒍᑦ) ᑕᐃᒪ ᐅᖃᐅᓯᕆᔭᐅᔪᖅ ᒪᓕᓪᓗᒍ ᑖᓐᓇ ᒥᓂᔅᑕᑦᑕᐅᖅ ᑭᐅᒍᓐᓇᖃᑦᑕᓂᐊᕐᒥᔪᖅ ᐅᖃᕆᐊᖅᑐᖅᓯᒪᔪᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐊᒻᒪ ᐃᑦᓯᕙᐅᑕᖅ ᐊᐅᓚᑦᓯᖃᑦᑕᓂᐊᖅᑐᖅ ᑕᒪᒃᑯᓂᖓ.
Time has been allocated on the final day of	ᐱᕙᖃᖅᑎᑕᐅᓯᒪᒻᒥᔪᖅ ᐅᓪᓗᖓᓂᒃ ᑭᖑᓪᓕᖅᐹᖓᓂᒃ

the hearing for the Minister to address concerns, issues, and themes that emerge during the week and to respond to questions from Members of the Standing Committee.	ᓇᓚᓐᓂᐅᑉ ᒥᓂᔅᑕ ᓂᓪᓕᐊᔾᔪᑎᖃᖃᑦᑕᕈᓐᓇᕐᓗᓂ ᐃᓱᒫᓘᑎᒋᔭᐅᔪᓂᒃ ᐅᖃᐅᓯᕐᓂᒃ ᓴᖅᑭᖅᓯᒪᔪᓂᒃ ᑕᒻᒪᓂ ᐱᓇᓱᐊᕈᓯᕐᒥ ᑭᐅᔪᓐᓇᕐᓗᓂᓗ ᒪᓕᒐᓕᐅᖅᑏᑦ ᐊᐱᖅᑯᑎᖏᓐᓂᒃ.
I would like to take this opportunity to emphasize that one of the key responsibilities that Members of the Legislative Assembly have is to give careful consideration to proposed pieces of legislation. As legislators, we are here to obtain the information that we need to make sound decisions on the proposed legislation that comes before us. This process requires a robust dialogue and I wish to assure all of our witnesses that the questions we ask as elected Members of the Legislative Assembly are intended to support the best possible scrutiny of the bill.	ᒫᓐᓇ ᐅᕙᕈᒪᒻᒥᔪᖓ ᐊᑲᐅᓈᕐᓂᖓᓂᒃ ᐃᓚᖓᑦ ᑖᓐᓇ ᐱᔾᔭᖕᓗᐊᑕᓪᓚᕆᒻᒥᒍᑦ ᒪᓕᒐᓕᐅᖅᑏᑦ ᒪᓕᒐᓕᐅᕐᕕᒻᒥ ᑕᒪᓐᓇ ᐃᓱᒪᔅᓴᖅᓯᐅᕈᑎᖃᑦᓯᐊᕐᓂᖅ ᒪᓕᒐᓕᐊᖑᒐᓱᐊᖅᑐᓂᒃ. ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ ᐅᕙᓃᑉᐳᒍᑦ ᑐᑭᓯᒃᑲᓐᓂᕈᑎᔅᓴᓂᒃ ᓄᐊᑦᑎᔭᖅᑐᖅᑐᑕ ᐱᒋᐊᓕᑦᑎᓐᓂᒃ ᐃᓱᒪᑖᑦᓯᐊᕈᓐᓇᕐᓂᐊᕋᑦᑕ ᐱᓪᓗᒋᑦ ᑖᒃᑯᐊ ᑐᓯᕋᖑᔪᐃᑦ ᒪᓕᒐᒃᓴᐃᑦ ᓵᑦᑎᓐᓃᑦᑐᐃᑦ. ᑕᒪᓐᓇ ᐅᖃᖃᑎᒌᓪᓚᕆᓐᓂᒃᑯᑦ ᑭᓯᐊᓂ ᓴᖅᑭᕈᓐᓇᖅᑐᖅ ᑕᒪᒃᑯᐊᓗ ᐅᖃᕆᐊᖅᑐᖅᓯᒪᔪᓕᒫᑦᑎᐊᖅ ᖃᐅᔨᒪᖁᑯᕙᒃ ᐊᐱᖅᑯᑎᒋᓂᐊᖅᑕᕗᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ ᓂᕈᐊᖅᑕᐅᓯᒪᓪᓗᑕ ᐃᑲᔪᖅᔫᔾᔪᑎᒋᒐᓱᐊᕋᑦᑎᒍ ᖃᒥᕐᕈᔭᐅᑦᑎᐊᕐᓂᖓᓄᑦ ᒪᓕᒐᒃᓴᐅᑉᓗ.
I will now briefly cover some logistical and housekeeping matters.	ᒫᓐᓇ ᑕᐃᒪ ᖃᓄᖅ ᐊᐅᓚᓂᐊᕋᖕᒫᑕ ᓇᓗᓇᐃᖅᑐᐃᑲᐃᓐᓇᕐᓂᐊᕋᒪ.
(interpretation) I ask all Members, witnesses, and visitors in the gallery to ensure that their cellphones and other electronic devices do not disrupt these proceedings.	(ᑐᓵᔨᑎᒍᑦᑐᕐᓃᖅᑐᖅ) ᑕᐃᒪ ᒫᓐᓇ ᐊᐱᕆᕗᖓ ᒪᓕᒐᓕᐅᖅᑏᑦ ᑲᑎᒪᔨᐅᔪᑦ ᖃᐃᖁᔭᐅᓯᒪᔪᓪᓗ ᐊᒻᒪᓗ ᑐᓵᕆᐊᖅᑐᖅᓯᒪᔪᑦ ᐅᖃᓘᑎᖃᕇᑦ ᓇᓴᖃᑦᑕᑦ ᓂᐸᖕᒋᖅᑎᓯᒪᓚᐅᕐᓗᒋᑦ ᑎᒍᒥᐊᕐᓂᕈᓯᓯ ᐃᓱᐊᓪᓗᑕᐅᓚᖕᒋᒻᒪᑦ ᑲᑎᒪᑎᓪᓗᑕ,
In order to assist our interpreters and technical staff, I ask that all Members and witnesses go through the Chair before speaking.	ᐊᒻᒪᓗ ᑐᓵᔨᕆᔭᕗᑦ ᐃᓱᒪᒋᓪᓗᒋᑦ ᐊᒻᒪᓗ ᐱᓕᕆᔨᕗᑦ ᑲᑎᒪᔩᑦ ᐊᒻᒪ ᖃᐃᖁᔭᐅᓯᒪᔪᑦ ᐅᖃᓪᓚᕆᐊᖅᑐᖅᓯᒪᔪᑦ ᐃᑦᓯᕙᐅᑕᖅᑎᒎᕐᓗᑎᒃ ᐅᖃᓪᓚᑦᑕᕐᓂᐊᖅᐳᑦ.
This hearing is being televised live across Nunavut on community cable stations and the direct-to-home satellite services of both the Bell and Shaw networks. It is also being live-streamed on the website of the Legislative Assembly at www.assembly.nu.ca.	ᐊᒻᒪ ᑖᓐᓇ ᑲᑎᒪᓐᓂᕆᔭᕗᑦ ᒫᓐᓇ ᑕᑯᔅᓴᐅᔪᖅ ᓄᓇᕗᑉ ᐃᓗᐊᓂ, ᒫᓐᓇᑦᑕᐃᓐᓇᖅ ᑕᑯᔅᓴᐅᓪᓗᓃᑦ ᑕᒪᒃᑯᑎᒎᓇ cable-ᑯᑎᒍᓪᓗ ᐊᒻᒪᓗ ᖃᖓᑦᑕᖅᑎᑕᐅᓯᒪᔪᑎᒍᑦ ᑕᕐᓇᔭᔅᓴᐅᑦᑕᔪᔪᑦ Bell ᐊᒻᒪ Shaw ᑕᕐᓇᔭᒐᔅᖓᑎᒍᑦ. ᐊᒻᒪᓗ ᒪᓕᒐᓕᐅᕐᕕᐅᑉ ᐃᑭᐊᖅᑭᕕᖓᒍᑦ ᒫᓐᓇᑦᑕᐃᓐᓇᖅ ᑕᑯᔅᓴᐅᒥᔪᖅ ᑕᒻᒫᓇ www.assembly.nu.ca.
Transcripts of the hearing will be posted on the Legislative Assembly's website at a later date.	ᑲᑎᒪᓐᓂᑯᕕᓂᖅᐳᑦ ᑎᑎᖅᑲᓐᖑᖅᑎᑦᓯᒪᓗᑎᒃ ᑕᐃᒪ ᒪᓕᒐᓕᐅᕐᕕᐅᑉ ᐃᑭᐊᖅᑭᕕᖓᓄᑦ ᓴᖅᑭᑎᑕᐅᕆᐊᕈᔅᕐᒥᔫᒐᓗᐃᑦ ᑲᑎᒪᓐᓂᕆᔭᖅᐳᑦ ᐊᓂᒍᐊᓂᒃᓯᒪᓕᖅᐸᑦ.
Members of the Standing Committee have been provided with a number of documents	ᐊᒻᒪᓗ ᑲᑎᒪᔩᑦ ᑎᑎᖅᑲᓂᒃ ᐊᔾᔨᑭᖕᒋᑦᑐᓂᒃ

for their ease of reference during this hearing. For the benefit of our witnesses and interpreters, I ask Members to be precise when quoting from or making reference to specific documents.	ᑎᒍᒥᐊᕐᒪᑕᐃᓛᒃ ᑕᕝᕙᓂ ᑲᑎᒪᓐᓂᕆᓂᐊᒐᑉᑎᓐᓂ ᐊᑐᖅᑑᑦᑐᐊᓕᕐᓂᐊᒐᕐᒥᓂᒃ. ᑕᐃᒪ ᓇᑐᓇᐃᔭᐃᑦᓯᐊᖅᑕᕐᑯᒐᑐᐊᖅᐸᒃᑲ ᑲᑎᒪᔩᑦ ᓱᓇᒥᒃ ᑎᑎᖅᑲᒥᒃ ᐅᖃᓕᒫᕐᒪᖔᑉᓯ ᐊᐱᖅᓱᕐᒪᖔᑉᓯ ᓇᓪᓕᐊᙳᓂᒃ ᓇᑐᓇᐃᔭᐃᑦᑎᐊᖅᑕᕐᑐᑕ ᑲᑎᒪᔨᐅᕙᑎᒍᑦ ᐃᓕᖅᑯᓯᕐᑲᕐᓂᐊᖅᐳᒍᑦ.
I would again like to welcome the Minister of Education, the Hon. David Joanasie, to our hearing and I now invite him to deliver his opening remarks. Maybe you can also introduce your officials. You may now begin, Minister. (interpretation ends) *Ma'na*, thank you, *qujannamiik*, and *merci*. Minister.	ᑕᐃᒪ ᑐᙵᓱᑦᑎᒃᑲᓐᓂᓕᖅᐸᕋ ᒥᓂᔅᑐ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ, ᐅᐱᓐᓇᖅᑐᖅ ᑕᐃᕕᑦ ᔪᐊᓇᓯ. ᑕᕝᕚᙵ ᑲᑎᒪᓂᕐᒧᑦ ᑐᙵᓱᒋᑦ ᐊᒻᒪ ᐅᖃᐅᓯᒃᓴᖏᔭᑎᑦ ᐱᒋᐊᖅᑑᑐᐊᕐᓂᐊᓕᒃᑲᑎᑦ ᐊᒻᒪ ᐃᒻᒪᖄᖃᐃ ᑖᒃᑯᐊ ᐱᓕᕆᔨᒋᔭᑎᑦ ᑮᓪᒪᙵᑕ ᓇᑐᓇᐃᔭᐃᖅᓵᕐᑐᑎᑦ. ᐱᒋᐊᖅᑑᑦᑐᐊᓕᖅᑯᑎᑦ, ᒥᓂᔅᑐ. ᒫ'ᓇ. ᒥᓂᔅᑐ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. Good morning, Members, Nunavummiut, and visitors in the gallery.	**ᐊᙳᑎᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᓇᑯᕐᒦᒃ, ᐃᑦᓯᕗᐅᑖᖅ, ᐊᒻᒪᓗ ᐅᓪᓛᒃᑯᑦ ᒪᓕᒐᓕᐅᖅᑏᑦ, ᓄᓇᕗᒻᒥᐅᑦ ᐊᒻᒪᓗ ᐳᓛᕆᐊᖅᓯᒪᔪᑦ ᒪᓕᒐᓕᐅᕐᕕᒻᒧᑦ.
Mr. Chairman and Members of the Committee, I am pleased to appear in front of the Standing Committee on Legislation as part of the public hearing on Bill 25, *An Act to Amend the Education Act and the Inuit Language Protection Act*. Mr. Chairman, I would like to thank you and the Committee for the invitation to discuss the amendments found in Bill 25. I have prepared reports on inclusive education and language of instruction, as requested by the Members, and have shared copies of them along with my opening comments.	ᐃᑦᓯᕗᐅᑖᖅ ᑲᑎᒪᔨᕋᓛᓪᓗ, ᕐᑯᕕᐊᑦᑐᖓ ᓵᖓᓐᓃᒍᓐᓇᕋᑦᓯ ᐊᒻᒪᓗ ᒪᓕᒐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᑦ ᑭᒃᑯᑐᐃᓐᓇᕐᓄᑦ ᓈᓚᑦᑐᓐᓅᖅᑕᐅᑎᓪᓗᒍ ᒪᓕᒐᑦᓴᖅ 25. ᑖᓐᓇ ᒪᓕᒐᑦᓴᖅ ᐋᖅᑭᐊᕆᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕐᒥᒃ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑕ ᓴᐳᒻᒥᔭᐅᒍᑎᖓᓄᑦᑕᐅᖅ ᒪᓕᒐᖅ. ᐃᑦᓯᕗᐅᑖᖅ, ᕐᑯᔭᓐᓇᒦᕈᒪᔭᕆᑦ ᑲᑎᒪᔨᕋᓛᓪᓗ ᖃᐃᕐᑯᔭᐅᓯᒪᓚᒪ ᐅᖃᐅᓯᕆᔨᐊᖅᑐᕐᓗᒍ ᐋᖅᑭᕆᐊᕿᑏᑦ ᒪᓕᒐᒃᓴᖅ 25-ᒥᒃ. ᐊᑐᐃᓐᓇᕿᐃᓯᒪᒍᑦ ᐅᓂᒃᑳᓕᐊᓂᒃ ᑭᒃᑯᓕᒫᑦ ᐃᓚᓕᐅᔾᔨᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᕐᓂᒃᑯᑦ ᐊᒻᒪᓗ ᐅᖃᐅᓯᕐᒥᒃ ᐊᑐᖅᑐᑎᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒍᑎᓪᓗᓂᓗ ᑐᑦᓯᕋᖅᑕᐅᓯᒪᔪᓂᒃ ᑲᑎᒪᔨᓄᑦ ᐊᒻᒪᓗ ᑐᓂᓯᓯᒪᓪᓗᑕ ᐊᔾᔨᖏᓐᓂᒃ ᒪᑐᐃᕿᑎᒃᑲ ᐱᕐᑲᓯᐅᑎᓗᒋᑦ.
Nunavut is a young territory. It is our responsibility as Members of the Legislative Assembly to make sure young people can achieve their goals by providing the tools necessary for success. (interpretation ends) Mr. Chairman, our education system is the very foundation where young people can build their futures. As MLAs, legislation is one of the best tools we have to help Nunavummiut improve their lives.	ᓄᓇᕗᑦ ᓅᕐᓗ ᒪᒃᑯᒃᑐᑎᑐᑦ ᐊᕕᑦᑐᖅᓯᒪᓂᐅᒻᒪᑦ ᐱᓕᕆᐊᓪᓴᖅᑲᖅᑎᑕᐅᔪᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ ᒪᒃᑯᑐᐃᑦ ᑎᑭᐅᑎᖅᑳᑦᑕᕿᓐᓇᖅᓯᕐᑯᓪᓗᒋᑦ ᑐᕌᒐᕐᒥᓄᑦ ᐊᑐᕐᓗᑎᒃ ᐱᓕᕆᔾᔪᑎᑦᓴᖅᑲᑎᑦᓯᒍᑎᐅᔪᓂᒃ ᒐᕙᒪᒃᑯᓐᓂ. (ᑐᓵᔨᑎᒍᑦ) ᐃᒃᓯᕙᐅᑖᖅ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕗᑦ ᑕᒪᔾᔭ ᑐᙵᕕᓪᓚᕆᐅᒻᒪᑦ ᒪᒃᑯᒃᑐᓄᑦ ᓯᕗᓂᕆᓂᐊᖅᑕᖏᓐᓄᑦ ᐱᕈᖅᓴᐃᕕᐅᒍᓐᓇᖅᑐᖅ. ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ ᒪᓕᒐᓕᐅᕐᓂᖅ ᑖᓐᓇ ᓴᓇᕐᕈᑎᑦᑎᐊᕙᐅᓂᖅᐹᖑᕗᖅ ᐃᑲᔪᕈᓐᓂᐊᕐᓗᓂ ᓄᓇᕗᒻᒥᐅᓂᒃ ᐃᓅᓯᖏᓐᓂᒃ ᐱᐅᓯᕚᓪᓕᖅᑎᑦᑎᒐᓱᐊᖅᑎᓪᓗᒋᑦ.
With Bill 25, students will receive better inclusive education. A quality Inuktut	ᒪᓕᒐᒃᓴᖅ 25-ᒧᑦ ᐃᓕᓐᓂᐊᖅᐆᑦ ᐱᐅᓂᖅᓴᒥᒃ ᐃᓚᐅᑎᑦᑎᓂᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᐊᖅᑐᐃᑦ ᐊᒻᒪᑦᑕᐅᖅ ᐱᐅᔪᒥᒃ

language curriculum for all grades will continue to grow. There will be stronger support for the Coalition of Nunavut District Education Authorities and local district education authorities, and the duties of principals, school staff, DEAs, and the Minister will better reflect the specific needs of our communities and territory as a whole. Together we can provide the tools and skills our young people need for a rapidly changing world while holding true to Nunavut's language, culture and identity.	ᐃᓄᒃᑐᑦ ᐃᓕᓐᓂᐊᕈᑎᓂᒃ ᖁᑦᓯᓂᓕᓕᒫᓄᑦ ᐊᖏᓪᓕᒋᐊᖅᑐᖅᑲᖅᐸᓪᓕᐊᖏᓐᓇᖅᓂᐊᖅᑐᖅ. ᓴᓐᖏᔪᒥᒃ ᐃᑲᔪᖅᓱᖅᑕᐅᓂᐊᖅᑐᑦ ᑭᒡᒐᖅᑐᐃᔨᖏᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑕ ᐊᒻᒪᑦᑕᐅᖅ ᐃᓕᓴᕝᕖᑦ ᐊᖓᔪᖅᑳᖏᑕ ᐃᓕᓴᐃᔨᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᑲᑎᒪᔨᖏᑕ ᐱᓕᕆᐊᕆᒋᐊᖃᕐᓂᖏᑦ ᓴᖅᑮᔭᖅᑎᑦᓯᑦᑎᐊᕐᓂᖅᓴᐅᓂᐊᖅᑐᐃᑦ ᓄᓇᓕᕐᑯᑎᑦᑕ ᐱᒋᐊᓕᖏᓐᓂᒃ ᓄᓇᕘᑉ. ᑲᑐᔾᔨᓗᑎᒃ ᑕᐃᒫᒃ ᐱᓕᕆᔾᔪᑎᑖᖅᑎᑦᓯᒍᓐᓇᖅᑐᒍᑦ ᐊᔪᕈᓐᓃᖅᑎᑦᓯᒍᓐᓇᖅᑐᒍᑦ ᒪᒃᑯᒃᑐᖅᑯᑎᑦᑎᓐᓂᒃ ᓯᓚᖅᔪᐊᖅ ᐊᓯᔾᔨᖅᐸᓪᓕᐊᔪᕙᔾᔪᐊᕋᔫᑎᓪᓗᒍ ᑎᒍᒥᐊᖏᓐᓇᕈᑦᑕ ᓄᓇᕘᑉ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐱᖅᑯᓯᖏᓐᓂᒃ ᑭᓇᐅᓂᖏᓐᓂᓪᓗ.
Because [education] affects everyone in the territory, many Nunavummiut are taking time from their busy lives to watch these hearings. I hope they find these hearings informative and I thank them for their continuing involvement in the education system. It matters and it is appreciated.	ᐱᔾᔪᑎᒋᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐊᑦᑐᐃᖅᑲᑦᑕᖅᒪᑦ ᑭᒃᑯᓕᒫᕌᓗᓐᓂᒃ ᓄᓇᕗᒥ ᐊᒥᓱᐊᓗᐃᑦ ᓄᓇᕗᒻᒥᐅᑦ ᐱᔭᑦᓴᓕᐊᓘᒐᓗᐊᖅᑐᑎᒃ ᐅᑯᓂᖓ ᓈᓚᑉᐳᑦ. ᖁᔭᓐᓇᒦᖅᐸᒃᑲᓗ ᐃᓅᒃ ᐱᖅᑲᑕᐅᖏᓐᓇᕋᓱᒃᑦᑕᕐᒪᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒥᒃ. ᖁᔭᓕᔭᐅᔪᔪ.
Mr. Chairman, I am pleased that the Committee has invited key education stakeholders as witnesses to these hearings. All of these witnesses participated in the many consultations that have taken place across the territory in preparation of this bill. I thank them all for their feedback and recommendations and for appearing before the Committee over the next few days.	ᐃᒃᓯᕙᐅᑖᖅ, ᖁᕕᐊᓱᑦᑐᖓ ᑖᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᑦ ᖃᐃᖁᔨᓯᒪᒻᒪᑕ ᐊᐅᓚᑦᓯᖅᑲᑕᐅᖅᑲᑦᑕᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒥᒃ ᐅᖅᑲᕆᐊᖅᑐᕈᓐᓇᖅᑎᑕᐅᓪᓗᑎᒃ ᓈᓚᑦᑎᑦᑎᓂᕐᒧᑦ ᑖᒃᑯᐊ ᐅᖅᑲᕆᐊᖅᑐᖅᓯᒪᔪᓕᒫᑦ ᐱᖅᑲᑕᐅᖅᑲᑦᑕᖅᓯᒪᒻᒪᑕ ᖃᐅᔨᕆᐊᕐᓂᖅᑕᖅᑲᖅᑎᓪᓗᒍ ᓄᓇᕗᓕᒫᒥ ᐊᑐᐃᓐᓇᕈᖅᑎᑕᐅᑎᓪᓗᒍ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ. ᖁᔭᓐᓇᒦᖅᐸᒃᑲ ᖃᐃᑦᓯᒍᓐᓇᖅᓯᒪᒻᒪᑕ ᐊᑐᓕᖅᑯᔭᓕᐅᕈᓐᓇᖅᓯᒪᓪᓗᑎᓪᓗ ᐊᒻᒪ ᑲᑎᒪᔨᕋᓛᑦ ᕿᖕᒐᓃᒍᓐᓇᖅᓂᐊᖅᒪᑕ ᐅᓪᓗᓂᒃ ᐊᒡᒋᖅᑐᓂᒃ.
I would also like to thank staff from the Department of Education, the Department of Culture and Heritage, and the Department of Justice for their continued support throughout these hearings. They have put in many hours up today and will continue to do so.	ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᖁᔭᓐᓇᒦᕈᒪᓕᒋᕚᒃᑲ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᒃᑯᓐᓂ, ᐃᓕᖅᑯᓯᓕᕆᔨᒃᑯᓐᓂ ᐊᒻᒪᓗ ᒪᓕᒐᓕᕆᔨᒃᑯᓐᓂ ᐃᑲᔪᖅᓱᐃᖏᓐᓇᖅᓂᖏᓐᓇᓄᑦ ᓈᓗᑦᑐᖅᑕᖅᑲᖅᑎᓪᓗᒍ. ᐃᑲᕐᕋᒐᓴᓐᓂᒃ ᐱᓕᕆᓂᖅᑲᖅᓯᒪᕗᑦ ᐅᓪᓗᒥᒧᑦ ᑕᐃᒪᓐᓇᓗ ᐊᒃᓱᕈᐃᓐᓇᖅᓂᐊᖅᑐᑎᒃ.
Mr. Chairman, I would like to introduce Kathy Okpik, Deputy Minister for the Department of Education, and Melissa Alexander, Manager of Planning, Reporting and Evaluation, who are accompanying me today.	ᐃᒃᓯᕙᐅᑖᖅ, ᑐᓐᖓᓱᑦᑎᑕᐅᖅᑯᓕᖅᒥᔭᕋ ᑳ ᐅᒃᐱᒃ, ᒥᓂᔅᑕᐅᑉ ᑐᓪᓕᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᒻᒪᓗ ᒪᓕᓴ ᐊᓕᒃᓵᓐᑐ, ᐊᐅᓚᑦᓯᔨ ᐸᕐᓇᐃᔨᒃᑯᓐᓂᒃ, ᐅᓂᒃᑳᓕᐅᖅᓂᕐᒥᒃ ᖃᐅᔨᓴᐃᓂᕐᒥᓪᓗ ᕿᒥᕐᕈᓂᕐᒥᓪᓗ ᐅᓪᓗᒥ ᑲᑎᒪᓂᕐᒥ.

Mr. Chairman, our communities are each different and have specific needs, values, and resources that must be considered when creating legislation. These specific and unique differences must be preserved and strengthened through our education system. Mr. Chairman, Bill 25 seeks to overcome these differences between our communities through an education system that balances the need for local autonomy, with the responsibility to provide every Nunavut student with the same high-quality level of learning.	ᐃᒃᓯᕙᐅᑖᖅ, ᓄᓇᓕᕐᑯᑎᕗᑦ ᐊᑐᓂ ᐊᔾᔨᒌᒡᒍᓐᖏᒻᒪᑕ ᐃᓛᒃᑰᖕᒐᔪᓂᓪᓗ ᐱᔭᕆᐊᖃᖅᑐᖅᑯᑎᖃᖅᑐᑎᒃ, ᐱᕐᔪᐊᕐᑯᑎᖃᖅᑐᑎᒃ ᐊᒻᒪᓗ ᐱᓕᕆᔪᓐᓇᐅᑎᓂᓪᓗ ᐃᓱᒪᒋᔭᐅᔭᕆᐊᖃᖅᑐᓂᒃ ᒪᓕᒐᓕᐅᕐᓯᓕᕚᖕᒐᑦᑕ. ᑕᒪᒃᑯᐊ ᐊᔾᔨᐅᖏᑦᑐᕐᑯᑎᒋᔭᐅᔪᐃᑦ ᓴᐳᒻᒥᔭᐅᔭᕆᐊᖃᖅᐳᑦ ᓴᖏᔪᑭᒃᑲᓐᓂᖅᑎᑕᐅᓗᑎᓪᓗ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᑦᑎᓐᓂ. ᐃᒃᓯᕙᐅᑖᖅ, ᒪᓕᒐᒃᓴᖅ 25 ᐅᖃᐅᓯᑦᑕᖃᖅᐳᖅ ᑕᒪᒃᑯᐊ ᐊᔾᔨᐅᖏᑦᑑᓂᕆᔭᕗᑦ ᓄᓇᕐᑯᑎᑦᑎᓐᓂ ᖃᖏᐅᔾᔭᐅᒍᓐᓇᕐᑯᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖃᕐᑯᓪᓗᑕ ᑐᑭᓕᐊᕆᔾᔪᑕᐅᔪᒥᒃ ᓄᓇᓕᓐᓂ ᐊᐅᓚᑦᓯᓂᖃᕆᐊᖃᕐᓂᕐᒥᒃ ᐃᓕᓴᐃᓯᓐᓈᑦ ᓄᓇᕗᒻᒥ ᕿᑐᕐᖓᕆᔭᐅᔪᓕᒫᓂᒃ ᐊᔾᔨᒌᒥᒃ ᐱᐅᑎᒋᓂᖃᖅᑐᒥᒃ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ.
In a similar way, Nunavummiut elected all of us, the 22 Members of the Nunavut Legislative Assembly, to represent our communities' distinct point of view and to raise their specific concerns, but we also need to balance those local concerns and perspectives with the needs of the territory as a whole. To guide the balance between local and territorial concerns, MLAs came to an agreement on what the Government of Nunavut's priorities and goals should be. These were stated in the mandate document *Turaaqtavut*, which was released in March 2018.	ᑕᕝᕘᓇᑦᑕᐅᖅ ᓄᓇᕗᒻᒥᐅᓄᑦ ᓂᕈᐊᖅᑕᐅᓚᐅᖅᐳᒍᑦ ᑖᒃᑯᐊᖑᓪᓗᑕ ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ 22-ᖑᔪᑦ ᑭᒡᒐᖅᑐᐃᖅᑯᓪᓗᑕ ᓄᓇᓕᕐᑯᑎᑦᑎᓐᓂᒃ ᐊᔾᔨᐅᓐᖏᑦᑐᒥᒃ ᑕᐅᑐᓐᓂᖅᑲᕐᑎᑦᑎᓐᓂᒃ ᐊᒻᒪᓗ ᓄᐃᑎᑕᐅᖅᑲᑦᑕᕐᑯᓪᓗᒋᑦ ᐃᓱᒫᓘᑎᒋᔭᒥᓂᒃ. ᑐᑭᓕᐊᕆᔭᕆᐊᖃᕐᒥᔪᑦᑕᐅᖅ ᓄᓇᓕᓐᓂ ᐃᓱᒫᓗᒋᔭᐅᓯᒃᑐᐃᑦ ᑕᐅᑐᒐᕆᔭᐅᔪᓂᓪᓗ ᓄᓇᕙᓕᒫᖅ ᐱᔭᕆᐊᖃᖅᑕᖏᑦ ᓴᓂᐊᑎᒍᑦ. ᑕᒪᓇ ᑐᑭᓕᐊᕆᓂᖅ ᐊᑐᖅᑕᐅᕐᑯᓪᓗᒍ ᓄᓇᓕᓐᓂ ᐊᒻᒪ ᓄᓇᕙᓕᒫᒥ ᐃᓱᒫᓗᑕᐅᔪᓂᒃ, ᒪᓕᒐᓕᐅᖅᑏᑦ ᐊᖏᖅᑲᑎᒌᓚᐅᖅᐳᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᑦ ᓯᕗᓪᓕᐅᑎᓂᐊᖅᑕᖏᓐᓂᒃ ᑐᕌᒐᕆᔭᐅᔭᖅᑕᖏᓐᓂᓪᓗ. ᑕᒪᒃᑯᐊ ᓇᓗᓇᐃᖅᑕᐅᓚᐅᖅᑐᑦ ᑎᑎᖅᑲᒥ ᑕᐃᔭᐅᔪᖅ "ᑐᕌᖅᑕᕗᑦ." ᑖᓐᓇ ᓴᖅᑭᖅᑎᑕᐅᓚᐅᖅᑐᖅ ᒫᑦᓯ 2018-ᒥ.
Under *Sivummuaqpalliajjutivut* we have committed to "provide education and training that prepares children, youth, and adult learners for positive contributions to society and for meaningful employment." (interpretation) MLAs agreed that one way to meet this goal was by committing to amend the *Education Act* and the *Inuit Language Protection Act* to ensure quality schooling and to improve student outcomes. This was the only legislation we committed to amending and prioritizing during this mandate.	ᓯᕗᒧᐊᖅᐸᓪᓕᐊᔾᔪᑎᑦ, ᐊᖏᖅᓯᒪᓚᐅᖅᑐᒍᑦ ᐃᓕᓐᓂᐊᕐᓂᖅᑕᕐᑲᕐᑯᓪᓗᒍ ᐱᓕᒻᒪᒃᓴᕐᓂᕐᑲᕐᑯᓪᓗᒍᓗ ᓱᕈᓯᕐᓄᑦ ᒪᒃᑯᒃᑐᓄᓪᓗ ᐃᓐᓇᕐᓄᓪᓗ ᐃᓕᓐᓂᐊᖅᑐᓄᑦ ᐱᐅᔪᒥᒃ ᐃᑲᔫᑎᖃᕈᓐᓇᖅᓯᓕᕐᑯᓪᓗᒋᑦ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔮᖅᑲᑦᑎᐊᓕᕐᑯᓪᓗᒋᑦ. (ᑑᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᒪᓕᒐᓕᐅᖅᑎᐅᔪᑎᒍᑦ ᐊᖏᖅᑲᑎᒌᓚᐅᖅᑐᒍᑦ ᑎᑭᐅᑎᒍᓐᓇᖅᓯᓂᐊᖅᑕᕗᑦ ᑖᓐᓇ ᑐᕌᒐᖅ ᐊᖏᕐᓗᑕ "ᑐᕌᖅᑕᕗᑦ" ᑐᕌᒐᑦᑎᓐᓂ ᐋᖅᑭᒋᐊᖅᑕᐅᓗᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑕ ᓴᐳᒻᒥᔭᐅᓂᖓᓄᑦ ᒪᓕᒐᖅ ᓇᓗᓇᖅᓯᓯᒪᒍᒪᓪᓗᑕ ᐱᐅᔪᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᕐᑲᑦᑕᕐᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑏᓪᓗ ᐱᔭᕇᖅᓯᖅᑲᑦᑕᕈᓐᓇᕐᑯᓪᓗᒋᑦ. ᑖᓐᓇᑐᐊᑦᓯᐊᖅ ᒪᓕᒐᑦᓴᖅ ᐊᖏᕈᑎᒋᓚᐅᖅᑕᕗᑦ ᐋᖅᑭᒋᐊᖅᑕᐅᕐᑯᓗᒍ ᓯᕗᓪᓕᐅᔾᔭᐅᕐᑯᓪᓗᒍᓗ ᓂᕈᐊᖅᑕᐅᓯᒪᓂᑦᑎᓐᓄᑦ.
Mr. Chairman, in 2008, when the *Education Act* and the *Inuit Language Protection Act* became law, they became two of Nunavut's	ᐃᑦᓯᕙᐅᑖᖅ, 2008-ᒥ *ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᓴᐳᒻᒥᔭᐅᓂᖓᓄᑦ ᒪᓕᒐᖅ* ᒪᓕᒐᓐᖑᖅᑎᑕᐅᓚᐅᖅᓯᒪᔪᐃᑦ. ᕿᓚᒥᐅᔫᒃᑯᑦ ᑕᒪᒃᑮᒃ ᓄᓇᕗᒻᒥ

most important pieces of legislation. They have laid the foundation for delivering the knowledge and skills youth need for a bright future while also protecting and revitalizing Inuit culture, values, language and identity. As Minister for the departments of Education and Culture and Heritage, this is why I knew amending these Acts would stir passion within Nunavummiut. That is why one year ago, in September 2018, my department set out on public consultations for the *Education Act* and the *Inuit Language Protection Act*. We offered a set of proposed amendments to begin the consultation with Nunavummiut and we were eager to listen to their thoughts.

(interpretation ends) The proposed amendments were based around four goals to make sure these two Acts continued to effectively deliver the quality education our youth need and deserve:

1. Creating a better balance of roles and responsibilities between the DEAs and the Minister;

2. Supporting local DEAs to ensure they have the capacity to meet their mandated obligations;

3. Extending bilingual education deadlines to address the need for Inuktut-speaking teachers and to support language of instruction in the classroom; and

4. Increasing consistency in the delivery of education programs across the territory so all students have access to the same level of programs and supports regardless of the community they live in.

Because of the importance of amending the *Education Act* and the *Inuit Language Protection Act*, the department set the ambitious target of consulting every community in Nunavut. This was necessary

ᐱᒻᒪᕆᐅᓂᖅᐹᖑᓪᓗᑎᒃ ᒪᓕᒐᓕᐅᓚᐅᖅᓯᒪᔪᑦ. ᑐᙵᕕᓕᐅᕈᑕᐅᓯᒪᔫᒃ ᐊᐅᓚᑦᓯᓂᕐᒧᑦ ᖃᐅᔨᒪᓂᕐᒧᑦ ᐱᔪᓐᓇᕐᓂᖅᑖᖅᐸᓪᓕᐊᓂᕐᒧᓪᓗ ᒪᒃᑯᒃᑐᕗᑦ ᓯᕗᓂᑦᓴᖃᑦᓯᐊᕈᓐᓇᖁᓪᓗᒋᑦ ᓴᐳᒻᒥᔭᐅᓯᓐᓈᕐᓗᑎᑦ ᒪᑭᑉᐸᓪᓕᐊᑎᑕᐅᒃᑲᓐᓂᖁᓪᓗᒋᓪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᑦ ᐃᓕᖅᑯᓯᖏᑦ ᐅᑉᐱᕆᔭᖏᑦ ᑭᓇᐅᓂᑦᑎᓐᓂᓪᓗ. ᑕᐃᒪᑦ ᒥᓂᔅᑕᕆᔭᐅᓪᓗᖓ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐃᓕᖅᑯᓯᓕᕆᔨᒃᑯᓐᓄᓪᓗ ᖃᐅᔨᒪᓚᐅᖅᑐᖓ ᐋᖅᑭᒋᐊᖅᑕᐅᓂᖏᑦ ᑖᒃᑯᐊ ᐱᕐᑯᔫᒃ ᐃᐸᕆᔭᐅᕕᔾᔪᐊᓘᕐᓂᖏᓐᓂᒃ ᓄᓇᕗᒻᒥᐅᓄᑦ. ᑕᐃᒪᐃᒻᒪᓪᓗ ᐊᕐᕌᒍ ᐊᓂᒍᖅᓯᒪᓕᖅᑐᑦ ᓯᑦᑎᒻᐸ 2018-ᒥ ᐱᔭᕇᕐᕕᕗᑦ ᑭᒃᑯᓕᒫᓂᒃ ᑐᓴᕆᐊᖅᑐᓴᖅᐸᓪᓕᐊᓕᓚᐅᖅᑐᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕐᒧᑦ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑕ ᓴᐳᒻᒥᔭᐅᓂᖓᓄᑦ ᒪᓕᒐᖅ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ. ᐊᑐᐃᓐᓇᕈᖅᑎᑦᓯᓚᐅᖅᐳᒍᑦ ᐋᖅᑭᒋᐊᕈᑎᑦᓴᓂᒃ ᐅᖃᖅᑎᒋᓂᐊᖅᑕᑎᓐᓂ ᓄᓇᕗᒻᒥᐅᑦ ᑲᔪᖏᑦᓯᐊᖅᑐᑕᓪᓗ ᑐᓴᕈᒪᓪᓗᑕ ᐃᓱᒪᒋᔭᖏᓐᓂᒃ.

(ᑐᓵᔨᑎᒍᑦ) ᐋᖅᑭᒋᐊᕈᑕᐅᔪᒪᔪᐃᑦ ᑐᙵᕕᖃᓚᐅᖅᐳᑦ ᑎᓴᒪᓂᒃ ᑐᕌᒐᕐᓂᒃ ᑖᒃᑯᐊ ᒪᓕᒐᒃᓵᖅ ᐱᑦᑎᐊᖅᑐᒥᒃ ᓴᖅᑮᔾᔭᐅᑕᐅᖁᓪᓗᒋᒃ ᐃᓕᓐᓂᐊᕐᓂᑦᑎᐊᙵᒥᒃ ᒪᒃᑯᒃᑐᖁᑎᑦᑕ ᐱᕆᐊᓕᖏᓐᓂᒃ:

1. ᑐᑭᓕᐊᕐᓂᖅᓴᒥᒃ ᐱᓕᕆᔾᔪᓯᖅᑕᖃᖁᓪᓗᒍ ᐱᓕᕆᐊᖃᕐᓗᑎᓪᓗ ᑖᒃᑯᐊ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔩᑦ ᐊᒻᒪᓗ ᒥᓂᔅᑕ;

2. ᐃᑲᔪᖅᑐᖅᑐᒋᑦ ᓄᓇᓕᓐᓂ ᐊᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᐱᓕᕆᔪᓐᓇᐅᑎᖃᑦᑎᐊᖁᓪᓗᒋᑦ ᐱᓕᕆᔾᔪᓯᕆᔭᒥᓂᒃ;

3. ᐅᖓᕝᕙᕆᐊᕐᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᐅᓪᓗᖏᑕ ᑭᓪᓕᓕᐊᖑᓯᒪᔪᓂᑦ ᐋᖅᑭᒋᐊᖅᑕᐅᒍᓐᓇᖁᓪᓗᒋᑦ ᐃᓄᒃᑐᑦ ᐃᓕᓴᐃᔨᖃᕆᐊᖃᕐᓂᕐᒧᑦ ᐊᒻᒪᓗ ᐃᑲᔫᑎᖃᕐᓂᕐᒥᒃ ᐅᖃᐅᓯᖅᑎᒍᑦ ᐃᓕᓴᐃᓂᖅ ᐃᓪᓗᕆᓯᕐᓂ;

4. ᑲᔪᓯᓂᖃᑦᑎᐊᕐᓂᖅᓴᐅᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒥᒃ ᓄᓇᕘᓕᒫᒥ ᐃᓕᓐᓂᐊᖅᑎᓕᒫᑦ ᑕᐃᒫᔅᓴᐃᓐᓇᖅ ᐱᐅᑎᒋᓂᖃᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᕈᑎᖃᖁᓪᓗᒋᑦ ᓇᓃᒐᓗᐊᖅᐸᑕ ᓄᓇᖁᑎᒥᓂᒃ.

ᑕᐃᒪ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᐅᑉ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᓴᐳᒻᒥᔭᐅᓂᕐᒧᑦ ᒪᓕᒐᐅᑉ ᐋᖅᑭᒋᐊᕐᓂᖏᑕ ᐱᕐᔪᐊᖑᓂᖓᓂᒃ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐋᖅᑮᓕᓚᐅᖅᐳᑦ ᑲᑎᒪᖅᑎᖃᓇᐊᖅᑐᕐᓂᒥᒃ ᓄᓇᓕᓕᒫᓂ ᓄᓇᕘᒥ. ᑕᐃᒪᓐᓇᐃᒋᐊᖃᓚᐅᖅᐳᑦ

because these Acts affect the lives of all Nunavummiut. We wanted to make sure everyone's ideas and opinions from all 25 communities were heard. We felt that all Nunavummiut needed the opportunity to provide their feedback and concerns on changes to these two important pieces of legislation. Despite the size of Nunavut, I am happy to say we achieved this goal.	ᑖᒃᑯᐊᒃ ᒪᓕᒐᒃᓰᒃ ᐊᑦᑐᐃᒻᒪᑎᒃ ᓄᓇᕗᒥᐅᓕᒫᑦ ᐃᓅᓯᖏᓐᓂᒃ. ᓇᓗᓇᐃᔭᐃᒍᒪᕗᒍᑦ ᑭᒃᑯᓕᒫᑦᓯᐊᑦ ᐃᓱᒪᒋᔭᖏᑦ ᑐᓴᖅᑕᐅᔪᓐᓇᖁᑦᑐᒋᑦ ᑖᑯᓂᖓᓕᒫᖅ ᓄᓇᓕᓐᓂᒃ 25-ᓂᒃ. ᑕᐃᒪᓐᓇ ᓄᓇᕗᒻᒥᐅ ᐱᕕᖃᕈᓐᓇᖅᑎᑕᐅᖁᑦᑐᒋᑦ ᐃᓱᒪᒋᔭᒥᓂᒃ ᐃᓱᒫᓘᑎᒋᔭᒥᓂᑦᑐ ᑕᒪᒃᑯᓄᖓ ᐊᓯᔾᔨᖅᑕᐅᒪᔪᓂᒃ ᑖᒃᑯᓄᖓ ᒪᓕᒑᓐᓄᑦ. ᓄᓇᕘᑦ ᐊᖏᔪᐊᓘᒐᓗᐊᖅᑎᑦᑐᒍ ᐊᒻᒪ ᐅᖃᕈᓐᓇᖅᓯᒍᒪᑦᑐᑕ ᑕᒪᑐᒥᖓ ᑐᕌᒐᕐᒥᒃ ᐊᓐᖑᑎᓯᒪᓂᒃᓴᒥᒃ.
(interpretation) By the time we visited our last community in January 2019, the consultation team, with representatives from the Coalition of Nunavut District Education Authorities and Nunavut Tunngavik Incorporated, met with over 800 Nunavummiut. This included district education authority members, partner agencies, parents, students, teachers, and youth groups. I truly appreciate the warm welcome we received from these communities.	(ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᑕᐃᒪ ᔭᓐᓄᐊᕆ 29-ᖑᓚᐅᖅᑐᒥ ᑕᐃᑯᖓ ᑎᑭᐅᑎᓚᐅᖅᑎᓐᓇᑕ ᑖᒃᑯᐊ ᑐᓴᕆᐊᑐᒐᓱᐊᓚᐅᖅᑐᑦ ᓄᓇᓕᓐᓂ ᑭᒡᒐᖅᑐᖅᑕᐅᓪᓗᑎᓪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔨᖏᑕ ᑲᑐᔾᔨᖃᑎᒌᖏᓐᓂ, ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᓐᓄᑦ. ᑲᑎᖃᑎᖃᓚᐅᖅᐳᒍᑦ 800 ᐅᖓᑖᓃᑦᑐᑦ ᓄᓇᕗᒻᒥᐅᑦ ᐃᓚᐅᑎᓪᓗᒋᑦ. ᑖᒃᑯᐊ ᐃᓚᖃᓚᐅᖅᐳᑦ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔨᖏᓐᓂᑦ, ᐊᔾᔨᒌᙱᑦᑐᐃᑦ ᑎᒥᐅᔪᑦ ᐱᓕᕆᖃᑕᐅᖃᑦᑕᖅᑐᒍᑦ, ᐊᖓᔪᖅᑳᕆᔭᐅᔪᑦ, ᐃᓕᓐᓂᐊᖅᑏᑦ, ᐃᓕᓴᐃᔩᑦ ᐊᒻᒪᓗ ᒪᒃᑯᒃᑐᑦ ᐱᓕᕆᖃᑕᐅᖃᑦᑕᖅᑐᑦ. ᖁᔭᓐᓇᒦᕈᒪᑦᓯᐊᖅᑕᒃᑲ ᐊᒻᒪᓗ ᑐᓐᖓᓱᒃᑎᑕᐅᕕᔾᔪᐊᓚᐅᖁᑦᑕ ᓄᓇᓕᓐᓂ ᑕᒪᐃᓐᓂ.
Over the five months of consultations, the diversity of experiences, perspectives and ideas told by Nunavummiut helped to give us a better understanding of the issues and concerns related to the *Education Act*, the *Inuit Language Protection Act*, and the education system as a whole. Students said that they wanted to be well prepared for any future opportunities, whether it was going on to post-secondary education or entering the job market right away.	ᑖᒃᑯᐊ ᑕᓪᓕᒪᑦ ᑕᖅᑮᑦ ᑐᓴᕆᐊᕐᕕᒋᓚᐅᖅᑕᕗᑦ ᐊᑐᖅᓱᒋᑦ ᐊᒻᒪᓗ ᐊᔾᔨᒌᙱᑦᑐᐃᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᓚᐅᖅᑐᑦ ᐃᓱᒪᒋᔭᐅᔪᓪᓗ ᐅᖃᐅᓯᕆᔭᐅᓚᐅᖅᑎᓪᓗᒋᑦ ᓄᓇᕗᒻᒥᐅᓄᑦ. ᐃᑲᔫᑎᖃᓪᓚᕆᓚᐅᖅᑐᑦ ᑐᑭᓯᐋᓪᓕᕈᑎᒋᔭᐅᓪᓗᑎᓪᓗ ᐊᔾᔨᒌᙱᑦᑐᐃᑦ ᖃᓄᐃᑦᑐᑦ ᐃᓱᒫᓘᑎᒋᔭᐅᔪᓪᓗ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ, ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓄᓪᓗ ᒪᓕᒐᐅᑉ ᐃᓗᐊᓂ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐊᑦᑐᐊᖓᑎᓪᓗᒍ. ᑖᒃᑯᐊᓗ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐅᖃᖃᑦᑕᓚᐅᕆᕗᑦ ᐸᕐᓇᑉᐸᒌᑦᓯᐊᕈᒪᒻᒪᑕ ᓯᕗᓂᑦᓴᒥᓄᑦ ᐱᕕᖃᑦᑎᑕᐅᔪᒪᑦᓯᐊᕐᒪᑕᓗ, ᓵᕐᓗ ᖁᑦᑎᓂᖅᓴᒧᑦ ᓯᓚᑦᑐᑦᓴᕆᐊᕈᒪᓐᓂᕈᑎᒃ ᐅᕝᕙᓘᓐᓃᑦ ᐃᖅᑲᓇᐃᔭᕐᕕᒻᒧᑦ ᐃᖅᑲᓇᐃᔭᖅᐸᓪᓕᐊᒍᓐᓇᖁᑦᑐᒋᑦ.
(interpretation ends) At the same time our students rightfully want to retain their culture and language. One grade 11 student in Baker Lake told us, "Once we get into higher grades from elementary school, we start to forget what we learned in Inuktitut because there are not many academic Inuktitut teachers for high school." DEA members repeatedly told us that they strive to make sure that Inuit language and culture remain strong within their schools, but they are	(ᑐᓵᔨᑎᒍᕐ) ᐊᑕᐅᓯᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᕗᑦ ᐱᖁᓯᕐᒥᓂᒃ ᐅᖃᐅᓯᕐᒥᓂᓪᓗ ᐸᐸᑦᑏᓐᓇᕈᒪᑎᓪᓗᒋᑦ ᖁᑦᑎᓂᓕᒃ 11 ᐃᓕᓐᓂᐊᕐᕕᒃ ᖃᒪᓂᑦᑐᐊᕐᒥ ᐅᖃᐅᓯᔅᓴᖃᓚᐅᕐᒪᑦ. ᑕᐃᒪᓕ ᐳᖅᑐᓂᖅᓴᓄᑦ ᑖᒃᑯᓂᖓ ᐊᔾᔨᓂᐅᖅᓴᓅᖔᕐᓗᑎᒃ ᐳᐃᒍᖅᐸᓪᓕᐊᓕᓲᖑᒐᑦᑕ ᐃᓄᑦᑎᑐᑦ ᐃᓕᓚᐅᖅᑕᕋᓗᐊᑎᑦ ᑕᐃᒃᑯᐊ ᐃᓄᑦᑎᑐᑦ ᐃᓕᓴᐃᔨᖃᓗᐊᙱᓇᑦᑕ ᐳᖅᑐᓂᖅᓴᓂᒃ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐅᖃᐅᑎᑦᑕᐃᓐᓇᓚᐅᕐᒪᑕ ᑖᒃᑯᐊ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐱᖅᑯᓯᖓᓗ ᓴᖏᔫᖏᓐᓇᖁᑦᑐᒋᑦ ᐃᓕᓐᓂᐊᕐᕖᖏᓐᓂ, ᑭᓯᐊᓂ

challenged by the amount of time and effort needed to do this effectively.	ᐊᒃᓱᐳᕐᓇᖅᑐᒃᑰᖅᐸᒻᒪᑕ ᐱᕕᖃᙱᓗᐊᕐᓂᖓᓄᑦ ᑖᒃᑯᓂᖓ ᐱᓕᕆᑦᑎᐊᕈᓐᓇᕐᑯᓪᓗᒋᑦ.
The Gjoa Haven District Education Authority explained that "We do our best to fulfill all our obligations under the *Education Act*, but the DEA portfolio is overwhelming and enough for a full-time job. We are not always fully aware of our responsibilities under the Act and more training and support is needed."	ᐅᖅᓱᖅᑑᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐅᓂᒃᑳᓚᐅᕐᒪᑕ ᐱᔪᓐᓇᕐᓂᓕᒫᑦ ᐱᔭᕇᖃᑦᑕᖅᑕᖏᑦ ᐱᓕᕆᓇᓱᖃᑦᑕᖅᑐᒍᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ, ᑭᓯᐊᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐱᔭᒃᓴᖃᖅᑐᕐᔪᐊᖑᒻᒪᑕ ᑖᒃᑯᓄᖓ ᐃᖅᑲᓇᐃᔮᖏᓐᓇᖅᑐᖃᕐᓗᑎᒃ, ᑭᓯᐊᓂ ᒪᓕᒐᑎᒍᑦ ᑲᒪᒋᔭᕆᐊᖃᖅᑐᒍᑦ ᖃᐅᔨᒪᐃᓐᓇᕈᓐᓇᖏᓐᓇᑦᑕ ᐱᓕᒻᒪᖅᓴᖅᑕᐅᔭᕆᐊᖃᖅᑐᒍᑦ ᐃᑲᔪᖅᓱᖅᑕᐅᔭᕆᐊᖃᖅᑐᒍᓪᓕ.
Inuit educators in Nunavut's middle and high schools explained that they need more support and resources to teach students Inuktut. A Cape Dorset teacher explained at their community consultation that "Being an Inuk teacher in high school is hard. Not many Inuktitut resources are available in high school for all grade levels."	ᐃᓄᒃᑎᑐᑦ ᐃᓕᓴᐃᔩᑦ ᓄᓇᕗᒻᒥ ᐊᑯᓐᓂᖅᓯᐅᖅᑐᓂᒃ ᐳᖅᑐᓂᖅᓴᓂᓪᓗ ᐃᑲᔪᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᕐᒪᑕ ᐱᓕᕆᔾᔪᑎᖃᕐᓂᖅᓴᐅᔭᕆᐊᖃᖅᑐᑎᓪᓗ ᐃᓕᓴᐃᔪᓐᓇᕐᑯᓪᓗᒋᑦ ᐃᓄᒃᑐᑦ ᐅᖃᐅᓯᖓᓂᒃ. ᑭᙵᕐᓂ ᐃᓕᓴᐃᔨ ᐅᖃᓚᐅᖅᑐᖅ ᓄᓇᓕᖓᓂ ᑲᑎᒪᑎᑕᐅᑎᓪᓗᒋᑦ, "ᐃᓄᑦᑎᑐᑦ ᐃᓕᓴᐃᔨᐅᓪᓗᓂ ᖁᑦᑎᓂᖅᓴᓂᒃ ᐱᔭᓇᐊᑐᒻᒪᑦ, ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᐃᓄᑦᑎᑐᑦ ᐱᑕᖃᓗᐊᙱᒻᒪᑕ ᖁᑦᑎᓂᓕᒫᓄᑦ."
All the feedback my department received from these consultations confirmed that we need adjustments to the foundation of our education system. To make sure Nunavut children and youth have a bright future, changes to the *Education Act* and the *Inuit Language Protection Act* are required. It is a challenging task to propose amendments that will be universally liked by a broad and diverse population. As I said earlier, it is tough balancing local concerns with the needs of the entire territory.	ᑐᓴᖅᓯᒪᔭᕗᑦ ᐱᓕᕆᕕᑦᑎᓐᓂ ᑕᒪᑐᒨᓇ ᑲᑎᒪᑎᑦᑎᖃᑦᑕᕐᓂᒃᑯᑦ ᓇᓗᓇᐃᖅᓯᓚᐅᖅᐳᑦ ᐋᖅᑭᒋᐊᕈᑎᖃᕆᐊᖃᕋᑦᑕ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᑦᑕ ᑐᙵᕕᖓᓄᑦ. ᓄᓇᕗᒻᒥ ᓱᕈᓰᑦ ᒪᒃᑯᒃᑐᓪᓗ ᓯᕗᓂᒃᓴᖃᑦᑎᐊᕐᑯᓪᓗᒋᑦ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕐᒧᑦ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓄᑦ ᓴᐳᒻᒥᐅᓴᕐᓂᕐᒧᑦ ᒪᓕᒐᖅ ᐋᖅᑭᒋᐊᖅᑕᐅᕆᐊᖃᕐᓂᐊᖅᑑᒃ. ᑕᒪᓐᓇᓗ ᐱᔭᕆᐊᑐᔪᒃᓴᒫᖑᕗᖅ ᐊᒻᒪᓗ ᐋᖅᑭᒋᐊᕈᑏᑦ ᑭᒃᑯᓕᒫᓄᑦ ᓈᒻᒪᒋᔭᐅᒐᔭᖅᑐᑦ ᓄᓇᕘᒥ. ᐅᐊᑦᓯᖅ ᐅᖃᖅᑲᐃᒐᒪ, ᐱᔭᕐᓂᖏᒻᒪᑦ ᑐᑭᓕᐊᕋᓯᒋᐊᒃᓴᖓᓂᒃ ᓄᓇᓕᓐᓂ ᐃᓱᒫᓘᑎᒋᔭᐅᔪᐃᑦ ᒪᑯᐊᓗ ᐱᔭᐅᔭᕆᐊᓖᑦ ᓄᓇᕘᓕᒫᒥ.
(interpretation) I want to assure everyone that the input provided by Nunavummiut has been carefully considered and is reflected in the proposed amendments found in Bill 25. My department did its best to produce a bill that responds to the many voices of Nunavummiut. I know there are Nunavummiut who do not like everything proposed in Bill 25. However, this bill strikes a balance within the diverse needs of our education system.	(ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖃᐅᔨᒪᖁᔨᕙᖓ ᑕᒪᐃᓐᓂᒃ ᑖᒃᑯᐊ ᓄᓇᕗᒻᒥᐅᑦ ᐅᖃᐅᓯᕆᓚᐅᖅᑕᖏᑦ ᐃᓱᒫᓘᑎᒋᓚᐅᖅᑕᖏᓪᓗ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᑦᓴᑦᑎᐊᕙᐅᓚᐅᕐᒪᑕ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᒪᓕᒐᑦᓴᓕᐅᖅᐸᓪᓕᐊᑎᓪᓗᑕ ᐃᓱᒪᒋᓚᐅᖅᑕᕗᑦ ᒪᓕᒐᑦᓴᖅ 25 ᑎᑎᕋᖅᑕᐅᓕᖅᑎᓪᓗᒍ. ᑖᓐᓇᓗ ᐱᓕᕆᕕᒋᔭᕗᑦ ᒪᓕᒐᑦᓴᒥᒃ ᐱᐅᓂᖅᐹᖏᑦ ᐃᓱᒫᓘᑎᖃᕈᒪᓚᐅᕐᒪᑕ ᑖᒃᑯᐊ ᓄᓇᕗᒻᒥᐅᑦ ᓂᐱᒋᔭᖑᓐᓂᒃ ᐃᓱᒪᓪᓗᑎᒃ. ᖃᐅᔨᒪᔪᖓ ᓄᓇᕗᒻᒥᐅᑦ ᑕᒪᐃᓐᓂᒃ ᓈᒻᒪᒃᓴᙱᒻᒪᑕ ᑖᑦᓱᒥᙵ ᒪᓕᒐᑦᓴᖅ 25-ᒥᒃ, ᑭᓯᐊᓂ ᑖᓐᓇ ᒪᓕᒐᑦᓴᖅ ᓲᕐᓗ ᐊᔾᔨᒌᓕᖅᑎᑦᓯᒍᒪᒐᓗᐊᕐᒪᑕ ᐊᒻᒪᓗ ᖃᓄᖅ ᑖᒃᑯᐊ ᐊᔾᔨᒌᙱᓐᓂᐅᔪᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐋᖅᑭᒋᐊᕈᑎᖃᕐᒪᖔᖏᑦ.

Based on our goals for education, Mr. Chairman, I am sure that you and the Committee will see that the amendments proposed in Bill 25 will further strengthen the foundation of the *Education Act* and the *Inuit Language Protection Act*.	ᑖᓐᓇ ᑐᙵᕕᒋᔭᐅᑎᓪᓗᒍ ᒪᓕᒐᑦᓴᖅ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑐᕌᒐᕆᔭᐅᔪᑦ, ᐃᑦᓯᕗᐅᑖᖅ, ᖃᐅᔨᒪᔪᑦᓴᐅᒐᑦᑕ. ᐊᒻᒪᓗ ᑲᑎᒪᔩᑦ ᑖᒃᑯᐊ ᒪᓕᒐᑦᓴᐅᑉ ᐃᓗᐊᓂ ᓴᙱᑦᓯᒋᐊᖅᑎᑦᓯᓇᓱᐊᕐᒪᑦ ᐊᒻᒪᓗ ᑐᙵᕕᓕᐅᒃᑲᓐᓂᕐᓗᓂ *ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᒪᓕᒐᙳᓂᒃ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓄᑦ ᓴᐳᒥᔭᐅᔾᔪᑎᖓᓄᑦ ᒪᓕᒐᕐᒥ*.
Mr. Chairman, before I begin explaining more specifically some of the amendments found in Bill 25, I would like to let you and Members of the Committee know that the bill we are discussing today is only one chapter in a longer story that goes back six years.	ᐃᑦᓯᕗᐅᑖᖅ, ᑖᒃᑯᐊ ᓇᓗᓇᐃᔭᕆᐊᒃᑲᓐᓂᓚᐅᙱᓐᓂᕐᓂ ᑖᒃᑯᐊ ᒪᓕᒐᑦᓴᐅᑉ ᖃᓄᖅ ᐋᖅᑭᒋᐊᕈᑎᖏᑦ ᑐᙵᕕᖃᕐᒪᖔᑕ ᖃᐅᔨᒪᕐᑯᕙᔅᓯ ᑲᑎᒪᔩᓪᓗ ᑖᓐᓇ ᒪᓕᒐᑦᓴᖅ ᐅᖃᐅᓯᕆᔭᕗᑦ ᓱᓕ ᑕᐃᑦᓱᒪᓂᒋᐊᖅ ᐅᓂᒃᑳᕆᔭᐅᓯᒪᓪᒪᑦ ᐊᑯᓂᑳᓪᓚᒃ. ᐱᖓᓱᓕᖅᑐᑦ ᐅᑭᐅᑦ ᓱᓕ ᐊᓂᒍᖅᓯᒪᔪᑦ ᑭᖑᓂᑦᑎᓐᓂ ᐱᓕᕆᐊᕆᔭᐅᕙᓪᓕᐊᓚᐅᖅᓯᒪᔪᑦ.
(interpretation ends) In 2013 the Office of the Auditor General of Canada conducted the first major review of the *Education Act* since it became law in 2008. Their report found that the implementation of the *Education Act* was a major undertaking for the Government of Nunavut, especially with regard to bilingual education. Fully achieving all aspects of the Act would require significant time, long-term effort, the creation of new resources, and the involvement of multiple stakeholders, including DEAs, parents, students, and communities.	(ᑐᓵᔨᑎᒍᑦ) 2013-ᖑᑎᓪᓗᒍ ᑖᒃᑯᐊ ᑕᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᑦ ᑲᓇᑕᒥ ᑎᑎᕋᖅᕕᖓ ᖃᒥᖄᓂᒪᕆᖅᑲᓚᐅᕐᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕐᒥᒃ ᒪᓕᒐᙳᓚᐅᖅᓯᒪᑎᓪᓗᒍ 2008-ᖑᑎᓪᓗᒍ. ᐅᓂᒃᑳᖓᓂᒃ ᖃᐅᔨᓚᐅᖅᐳᑦ ᑖᓐᓇ ᐊᑐᓕᖅᑎᑕᐅᓂᖓ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ ᐱᔭᕆᑐᔪᒪᕆᐅᓚᐅᕐᒪᑦ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖓᓂ ᐱᓗᐊᖅᑐᒥ ᒫᕐᕈᓐᓂᒃ ᐅᖃᐅᓰᓐᓂᒃ ᐃᓕᓂᐊᖅᑎᑦᑎᓂᕐᒧᑦ. ᑖᒃᑯᐊ ᐱᔭᕇᖅᑕᐃᓐᓇᕆᓇᓱᓪᓗᒋᑦ ᒪᓕᒐᖏᑦ ᐊᑯᓂᐅᒐᔭᕐᒪᑦ ᓯᕗᑐᔪᒥᓪᓗ ᐱᓇᓱᒃᑕᐅᓪᓗᓂ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᑦᓴᓂᒃ ᓄᑖᓂᒃ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᐊᒥᓱᒪᕇᑦ ᐱᓕᕆᖃᑕᐅᔪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᐅᔪᑦ ᐊᖓᔪᖅᑳᔭᐃᔪᐃᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᓄᓇᓖᓪᓗ.
When their report was released, the Office of the Auditor General did not make any recommendations to amend the Act. However, it did state publicly for the first time that there were many areas of concern, such as: • How inclusive education required more support from the department; • How DEAs were expressing that they were having difficulties performing their assigned duties; • How the pace of developing teaching resources for new curriculum have been slow, contributing to the department's inability to meet the bilingual education timelines; and	ᑕᐃᒪᓕ ᐅᓂᒃᑳᖏᑦ ᓴᖅᑭᑕᐅᑎᓪᓗᒍ ᑖᓐᓇ ᑕᒪᖅᓯᒪᔪᖅᓯᐅᖅᑎᐅᑉ ᐊᑐᓕᖁᔨᕗᙳᕈᑎᖃᓗᐊᙱᓪᒪᑦ ᐊᓯᔾᔨᕈᑎᑦᓴᓂᒃ ᒪᓕᒐᕐᒧᑦ, ᑭᓯᐊᓂᓕ ᑕᖅᑲᒃᑯᓄᖓ ᐅᖃᕆᐅᑕᐅᕐᒪᑕ ᑖᒃᑯᐊ ᐃᓱᒫᓘᑎᑕᓪᓚᕆᐅᓪᒪᖕᒎᖅ ᓱᓕ ᐅᑯᐊ: • ᖃᓄᖅ ᐊᑕᖏᖅᑐᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᕐᓂᖓᓂᒃ ᐱᓕᕆᕝᕕᑦᑎᓐᓂᒃ; • ᖃᓄᖅ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᓇᓗᓇᐃᖅᓯᓯᒪᓂᕋᖅᑕᐅᓪᓗᑎᒃ ᐊᔪᖅᓇᖅᑐᒃᑰᕈᑎᖃᖅᓂᕋᖅᑐᑎᒃ ᑲᒪᒐᓱᐊᖅᑎᓪᓗᒋᑦ ᑎᓕᔭᐅᒍᑎᒋᓯᒪᔭᖏᓐᓂᒃ; • ᓱᒃᑲᐃᓗᐊᕐᓂᕋᖅᑕᐅᓪᓗᑎᒃ ᓴᓇᖅᑖᖅᓂᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒍᑎᑦᓴᓂᒃ ᓄᑖᓂᒃ, ᑭᖑᕚᓕᖅᐸᓪᓕᐊᒍᑕᐅᓪᓗᓂ ᐱᓕᕆᕝᕕᑦᑕ ᒪᓕᒍᓐᓇᕐᓂᖏᓐᓂᒃ ᒫᕐᕈᓐᓂᒃ ᐅᖃᐅᓰᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒍᓐᓇᕐᓂᖏᓐᓄᑦ ᖃᖓᒃᑯᑦ ᐱᒋᐊᕐᕕᑦᓴᖓᓂᒃ; ᐊᒻᒪᓗ

• How the shortage of qualified Inuktut-speaking teachers were delaying progress towards meeting the bilingual education timelines.	• ᖃᓄᖅ ᐊᒥᒐᖅᓯᓂᖅ ᐱᔪᓐᓇᕐᓂᖃᑦᓯᐊᖅᑐᓂᒃ ᐃᓄᒃᑐᑦ ᐅᖃᐅᓯᖕᒋᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᔨᓂᒃ ᑭᖑᕙᕆᐊᕈᑕᐅᓯᒪᓂᖕᒐᓂᒃ ᓯᕗᒧᒋᐊᕈᑕᐅᒐᓱᐊᕐᓂᖕᒋᓐᓄᑦ ᒪᕐᕈᓐᓂᒃ ᐅᖃᐅᓰᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒍᓐᓇᓂᕐᒧᑦ.
From 2014-15 there was a second major review of the *Education Act* carried out by Nunavut's Special Committee to Review the *Education Act*. As part of this review, the Special Committee consulted Nunavummiut in three ways: by written submission, public meetings, and a public hearing right here at the Nunavut legislature.	2014-15-ᒥ ᑐᓪᓕᐊᓂ ᕿᒥᕐᕈᔭᐅᕆᐊᒻᒪᕆᓕᓚᐅᕐᒥᔪᖅ *ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ* ᓄᓇᕗᒥ ᑲᑎᒪᔨᕋᓛᖑᑲᐃᓐᓇᖅᑐᓄᑦ ᕿᒥᕐᕈᐃᓂᕐᒧᑦ *ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕐᒥᒃ*. ᐃᓚᒋᔭᐅᓪᓗᓂ ᕿᒥᕐᕈᐃᓂᓕᓚᐅᖅᑕᖓᓄᑦ, ᑲᑎᒪᔨᕋᓛᖑᑲᐃᓐᓇᖅᑐᑦ ᑐᓴᕆᐊᕐᕕᖃᓚᐅᖅᑐᑦ ᓄᓇᕗᒻᒥᐅᓂᒃ ᐱᖓᓱᓪᓚᖓᔪᑎᒎᑦ: ᑎᑎᕋᖅᓯᒪᔪᑎᒎᑦ ᑐᓂᓯᖃᑦᑕᕐᓂᒃᑯᑦ, ᑭᒃᑯᓕᒫᓂᒃ ᑲᑎᒪᑎᑦᓯᖃᑦᑕᓂᒃᑯᑦ, ᐊᒻᒪᓗ ᑭᒃᑯᓕᒫᓂᒃ ᓈᓚᓐᓂᒃᑯᑦ ᓄᓇᕗᑦ ᒪᓕᒐᓕᐅᕐᕕᖓᓂ.
The Special Committee received 38 total written submissions from 24 individuals, nine DEAs, and five organizations, including Nunavut Tunngavik Incorporated, the Coalition of Nunavut District Education Authorities, and the Nunavut Teachers Association. The public meetings were held in four communities: Baker Lake, Kugluktuk, Pond Inlet, and Iqaluit.	ᑖᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᖑᑲᐃᓐᓇᖅᑐᑦ ᑐᓂᔭᐅᓚᐅᖅᓯᒪᔪᑦ 38 ᑲᑎᓕᒫᖅᑐᒋᑦ ᑎᑎᕋᖅᓯᒪᔪᑎᒎᑦ ᐅᖃᐅᓯᖅᓴᓂᒃ 24-ᓂᒃ ᑭᒃᑐᐃᓐᓇᕐᓂᒃ, 9-ᓂᒃ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᖏᓐᓂᒃ, ᐊᒻᒪᓗ ᑕᓪᓕᒪᓂᒃ ᑲᑐᔾᔨᖃᑎᒌᓂᒃ, ᐃᓚᒋᔭᐅᓪᓗᑎᒃ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᓐᓂᒃ, ᓄᓇᕗᒥ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑕ ᑲᑐᔾᔨᖃᑎᒌᖏᓐᓂᒃ, ᐊᒻᒪᓗ ᓄᓇᕗᒥ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᔨᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᓐᓂᒃ. ᑭᒃᑯᓕᒫᓂᒃ ᑲᑎᒪᑎᑦᓯᖃᑦᑕᓚᐅᖅᑐᑦ ᓯᑕᒪᓂ ᓄᓇᓕᓐᓂ: ᖃᒪᓂᑦᑐᐊᖅ, ᖁᕐᓗᖅᑑᖅ, ᒥᑦᑎᒪᑕᓕᒃ, ᐊᒻᒪᓗ ᐃᖃᓗᐃᑦ.
During the formal hearings at the Legislative Assembly, the Special Committee wanted to examine specific issues that were raised through the written submissions and the public meetings. Representatives from the Department of Education, NTI, the CNDEA, and the NTA appeared as witnesses during the hearings. Based on its extensive review and consultations, the Special Committee tabled its final report on the *Education Act* with 23 recommendations for amending the Act.	ᓈᓚᓐᓂᖃᖅᑎᓪᓗᒋᑦ ᒪᓕᒐᓕᐅᕐᕕᐅᒥ, ᑲᑎᒪᔨᕋᓛᖑᑲᐃᓐᓇᖅᑐᑦ ᖃᐅᔨᓴᕈᒪᓚᐅᖅᑐᑦ ᐃᓗᓕᖏᓐᓂᒃ ᐃᓱᒫᓘᑎᐅᔪᓂᒃ ᓴᖅᑭᖅᑕᐅᓚᐅᖅᑐᓂᒃ ᑎᑎᕋᖅᓯᒪᔪᑎᒎᑦ ᑐᓂᔭᐅᔪᓂᒃ ᐊᒻᒪᓗ ᑭᒃᑯᓕᒫᓂᒃ ᑲᑎᒪᑎᑦᓯᖃᑦᑕᕐᓂᒃᑯᑦ. ᑭᒡᒐᖅᑐᖅᑏᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔨᒃᑯᓐᓂᒃ, ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᓐᓂᒃ, ᓄᓇᕗᒥ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᓐᓂᒃ, ᐊᒻᒪᓗ ᓄᓇᕗᒥ ᐃᓕᓐᓂᐊᖅᑎᓯᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᓐᓂᒃ ᐅᖃᓕᒪᒋᐊᖅᑐᖅᑕᑦᑕᓚᐅᖅᑐᑦ ᓈᓚᓐᓂᖃᖅᑎᓪᓗᒋᑦ. ᒪᓕᑦᑐᒋᑦ ᐊᑕᖏᖅᑐᓂᒃ ᕿᒥᕐᕈᐃᓯᒪᓂᖅ ᑐᓴᕆᐊᕐᕋᖅᑕᑦᑕᓂᒃᑯᓪᓗ, ᑲᑎᒪᔨᕋᓛᖑᑲᐃᓐᓇᖅᑐᑦ ᓴᖅᑭᖅᑎᑦᓯᓚᐅᖅᓯᒪᔪᑦ ᑭᖑᓪᓕᖅᐹᖅᓯᐅᒻᒥᒃ ᐅᓂᒃᑳᓕᐊᒥᓂᒃ *ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕐᒧᑦ* 23-ᓂᒃ ᐊᑐᓕᖁᔾᔭᐅᑎᓕᐅᖅᑐᑎᒃ ᐋᖅᑭᒋᐊᖅᑕᐅᔾᔪᑎᖃᓂᒃ ᒪᓕᒐᕐᒧᑦ.
Mr. Chairman, I would like to note some of the recommendations provided by Nunavut's Special Committee:	ᐃᒃᓯᕙᐅᑖᖅ, ᖃᐅᔨᒪᖁᔨᕙᖓ ᐃᓚᖏᑦ ᐊᑐᓕᖁᔾᔭᐅᓯᒪᔪᑦ ᓄᓇᕗᒥ ᑲᑎᒪᔨᖅᑲᓛᖑᑲᐃᓐᓇᖅᑐᓄᑦ ᐅᑯᐊᖑᕗᑦ:
• Refining the roles and responsibilities of the DEA coalition to ensure it has a clear mandate;	• ᓇᓗᓇᐃᕆᐊᒃᑲᓐᓂᖁᓪᓗᒋᑦ ᖃᓄᐃᓕᐅᖅᑎᐅᓂᖏᑦ ᐱᓕᕆᐊᑦᓴᖅᑎᐅᓂᖏᓪᓗ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑐᔾᔨᖃᑎᒌᑦ ᑐᑭᓯᓇᑦᓯᐊᖅᑐᓂᒃ ᑐᕌᒐᖃᖁᓪᓗᒋᑦ;
• Focusing on providing and implementing	• ᑐᕌᒐᖃᕐᓂᖅ ᐊᑐᐃᓐᓇᐅᑎᑦᓯᓂᕐᒧᑦ ᐊᑐᓕᖅᑎᑦᓯᓂᕐᒧᓪᓗ

a consistent program and curriculum across all regions to ensure that students in every community have access to the same education program;	ᐊᔾᔨᒌᓂᒃ, ᐱᓕᕆᐊᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒍᑎᑦᓴᓂᓪᓗ ᐃᓘᓐᓇᖏᓐᓂ ᐊᕕᑦᑐᖅᓯᒪᕕᐅᔪᓂ ᓇᑐᓇᐃᖅᑕᐅᓯᒪᖁᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᑏᑦ ᓄᓇᓕᓕᒫᓂ ᐊᑐᐃᓐᓇᖃᖅᑐᐃᓐᓇᖁᓪᓗᒋᑦ ᐊᔾᔨᒌᑦᓴᐃᓐᓇᕐᓂᖅ ᐃᓕᓐᓂᐊᕈᑎᑦᓴᓂᒃ;
• Providing the resources to ensure early childhood programs are made available in every community;	• ᐊᑐᐃᓐᓇᐅᑎᑦᓯᓂᖅ ᐱᓕᕆᔾᔪᑎᑦᓴᓂᒃ ᐸᐃᕆᕕᓐᓂ ᐃᓕᓐᓂᐊᕈᑎᑦᓴᐃᑦ ᐊᑐᐃᓐᓇᐅᖁᓪᓗᒋᑦ ᓄᓇᓕᓕᒫᓂ;
• Supporting local DEAs to ensure they have the capacity to meet their mandated obligations;	• ᐃᑲᔪᖅᓴᐃᓂᖅ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᓐᓂᒃ ᐱᓕᕆᔾᔪᑎᑦᓴᖃᑦᓯᐊᖁᓪᓗᒋᑦ ᒪᓕᒍᓐᓇᖁᓪᓗᒋᑦ ᑎᓕᔭᐅᒍᑎᒋᓯᒪᔭᖏᓐᓂᒃ ᐱᓕᕆᐊᑦᓴᖏᓐᓂᒃ;
• Strengthening inclusive education to ensure students are provided with the supports they need in the classroom; and	• ᑐᓐᖓᕕᓕᐅᕆᐊᕐᓂᖅ ᐊᑕᖏᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᑲᔪᖅᓱᖅᑕᐅᑦᓯᐊᖁᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐃᓗᐊᓂ; ᐊᒻᒪᓗ
• Extending bilingual education deadlines.	• ᒪᕐᕉᓐᓂᒃ ᐅᖃᐅᓰᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᕆᐊᖃᕐᓂᕐᒧᑦ ᐅᓪᓗᖏᑦ ᐊᑐᓕᖅᑎᑕᐅᕆᐊᖃᕐᕕᖏᑦ ᐅᖓᕙᓇᐊᖅᑕᐅᓗᓂ.
(interpretation) Mr. Chairman, I would like to pause here to note that as a government department, we take our direction from Nunavummiut as voiced through the Legislative Assembly. It is for this reason that we use the 23 recommendations provided by the Members of the Fourth Legislative Assembly to guide our work on proposed amendments to the *Education Act* and the *Inuit Language Protection Act*.	(ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᐃᑦᓯᕙᐅᑖᖅ, ᑕᒫᓂ ᓅᖅᑲᑲᐃᓐᓇᕈᒪᒐᖕᒐ ᐊᒻᒪᓗ ᓇᓗᓇᐃᕈᒪᓪᓗᒍ ᒐᕙᒪᐅᑉ ᐱᓕᕆᕝᕕᖏᑦ ᑖᒃᑯᐊ ᑐᕌᒐᑦᑎᓐᓂ ᐊᑐᖃᑦᑕᖃᑦᑕ ᓄᓇᕗᒻᒥᐅᑦ ᐃᓱᒪᒋᓪᓗᒋᑦ ᐊᒻᒪᓗ ᒪᓕᒐᓕᐅᕐᕕᒻᒥ ᓂᓪᓕᐅᑎᒋᔭᐅᖃᑦᑕᖅᑐᐃᑦ ᐊᑐᖅᓱᒋᑦ. ᑖᒃᑯᐊ ᑕᒪᐃᒻᒪᑕ ᐊᑐᓕᖁᔾᔭᖅᑎᐅᓯᒪᔪᑦ 23 ᐃᓚᒋᓪᓗᒋᑦ ᑕᐃᑲᓂ ᓯᑕᒪᒋᔮᖓᓂᒃ ᒪᓕᒐᓕᐅᕐᕕᒻᒥ ᐊᑐᖅᑕᐅᓕᓚᐅᖅᐳᑦ ᑕᒪᒃᑯᐊ ᒪᓕᒐᒃᓴᓕᐅᖅᐸᓪᓕᐊᓂᕐᒥᒃ ᐊᓯᔾᔨᖅᓯᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᒪᓕᒐᖓᓂᒃ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑕ ᓴᐳᒻᒥᔭᐅᒍᑎᖓᓄᑦ ᒪᓕᒐᕐᒥᒃ.
Beginning in May 2016, the department held two rounds of public consultations on proposed amendments to the Acts. Ten consultations were held in eight communities. Regional meetings were held with representatives of the DEAs and targeted meetings were held with education partners, including Nunavut Tunngavik and the Coalition of Nunavut District Education Authorities.	ᐱᒋᐊᖅᓱᓂ ᒪᐃ 2016-ᖑᑎᓪᓗᒍ ᐱᓕᕆᕝᕕᖓ ᒪᕐᕈᐊᖅᑎᖅᓱᒍ ᑐᓴᓇᐊᓚᐅᖅᓯᒪᒐᑦ ᑖᒃᑯᐊ ᒪᓕᒐᒃᓴᐅᑉ ᐋᖅᑭᒋᐊᕈᑎᒋᔭᒪᔭᖏᓐᓂᒃ. ᖁᓕᐅᓪᓗᑎᒃ ᑐᓴᓇᐊᕐᕕᒋᔭᐅᖃᑦᑕᓚᐅᖅᑐᑦ, ᓯᑕᒪᐅᔪᓐᖏᓚᖅᑐᑦ ᓄᓇᓖᑦ ᐃᓚᐅᑎᓪᓗᒋᑦ. ᑖᒃᑯᐊ ᐊᕕᑦᑐᖅᓯᒪᔪᐃᑦ ᑲᑎᒪᓂᐅᔪᑦ ᐃᓚᖃᓚᐅᓇᒍᑦ ᑭᒡᒐᖅᑐᖅᑕᐅᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔨᖏᓐᓂᒃ ᐊᒻᒪᑦᑕᐅᖅ ᐱᓕᕆᖃᑎᒋᔫᑦᑎᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ, ᐃᓚᒋᓪᓗᒋᑦ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ, ᑲᑐᔾᔨᖃᑎᒌᑦ ᐃᓄᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ.
Based on the feedback provided by Nunavummiut, the department made significant revisions to its initial proposals. This required the submission of a new legislative proposal. (interpretation ends) A	ᑕᐃᑲᓂ ᑐᓴᓇᐊᕐᕕᒋᔭᐅᖅᑕᕗᑦ ᐊᑐᖅᓱᒋᑦ ᓄᓇᕗᒻᒥᐅᓂᒃ ᐱᓯᒪᔪᓂᒃ ᐱᓕᕆᕝᕕᒋᔭᕗᑦ ᐋᖅᑭᒋᐊᖅᓯᓚᐅᖅᑯᑦ ᐊᖏᔪᒻᒪᕆᒻᒥᒃ ᑖᒃᑯᐊ ᓯᕗᓪᓕᖅᐹᓂᒃ ᐋᖅᑭᒋᐊᕈᑎᒋᔪᒪᓚᐅᖅᑕᖏᓐᓂᒃ ᑖᓐᓇᓗ ᑕᐃᒪᐃᒻᒪᑦ ᓄᑖᒥᒃ ᒪᓕᒐᒃᓴᓕᐅᕆᓂᕐᒧᑦ ᑐᒃᓯᕋᐅᑎᓕᐅᕆᐊᖃᓕᖅᐳᒍᑦ. (ᑐᓵᔨᑎᒍᑦ) ᐊᒻᒪᓗ

few of the changes the department made in direct response to Nunavummiut feedback included:	ᐊᓯᐳᖅᑕᐅᔪᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᑭᐅᔾᔪᑎᒋᓚᐅᖃᑦᑎᒍ ᓄᓇᕗᒻᒥᐅᓂᒃ ᑐᓴᖅᓯᑕ:
• Dropping the proposal to delete bilingual education deadlines;	• ᐲᖁᔭᐅᓪᓗᓂ ᑖᓐᓇ ᐲᖅᑕᐅᓗᓂ ᑭᒡᓕᖃᖅᑎᑕᐅᓂᖓ ᑕᒪᒃᑮᓐᓂᒃ ᐅᖃᐅᓰᓐᓂᒃ ᐃᓕᓐᓂᐊᕈᓐᓇᖅᓂᖏᓐᓂᒃ;
• Dropping the proposal of having a single bilingual education model;	• ᐲᖅᑎᑕᐅᓗᓂᓗ ᐊᑕᐅᓯᕐᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒍᓐᓇᖅᓂᖏᓐᓂᒃ;
• Dropping the proposal to have a single territory-wide calendar;	• ᐲᖅᑎᑕᐅᓗᓂ ᐊᑕᐅᓯᕐᒥᒃ ᐃᓕᓐᓂᐊᖃᑦᑕᖁᔭᐅᓪᓗᑎᒃ ᐅᓪᓗᖅᓯᐅᑎᖃᖅᑎᑕᐅᓪᓗᑎᒃ;
• Dropping the proposal to limit DEAs' role in principal annual performance;	• ᐲᖅᑎᑕᐅᓗᑎᓪᓗ ᐅᖃᐅᓯᐅᓚᐅᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑖᓐᓇ ᐊᖓᔪᖅᑳᖓᓪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᖃᓄᖅ ᐃᓕᓴᐃᔩᑦ ᐊᖓᔪᖅᑳᖓ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᕈᓐᓇᖅᓂᖓᓂᒃ;
• Providing DEAs with the choice to deliver early childhood education programs directly;	• ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᑖᒃᑯᐊ ᐱᔭᒃᓴᖃᖅᑎᑕᐅᒍᓐᓇᖅᓂᖏᓐᓂᒃ ᓄᑕᖄᓂᒃ ᐃᓕᓐᓂᐊᓕᖀᖅᑐᓄᑦ ᑖᒃᑯᐊ ᐱᓕᕆᖕᒫᕈᓐᓇᖅᑯᓪᓗᒋᑦ;
• Proposing a council of DEAs with clear accountabilities and increased responsibilities to the local DEAs;	• ᓴᖅᑭᖁᔭᐅᓪᓗᓂ ᑲᑎᒪᔩᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑭᒡᒐᖅᑐᐃᒍᓯᖕᒋᑦ ᐊᒻᒪᓗ ᓴᖖᒐᖅᑎᒋᐊᖁᔭᐅᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᖃᐃᑦ;
• Introducing the concept of a skilled Inuit cultural expert to account for the reality that elders are in high demand across the territory; and	• ᐃᓄᐃᑦ ᖃᐅᔨᒪᔨᒋᔭᐅᔪᐃᑦ. ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᖃᓄᖅ ᑭᐅᔪᓐᓇᖅᓂᓕᔭᕐᒋᓐᓂᒃ.
• Increasing departmental accountability on the implementation of bilingual education and inclusive education in its annual reporting requirements.	• ᐱᓕᕆᕙᒃ ᑭᐅᖃᑦᑕᓂᖅᓴᐅᓕᖅᑎᑕᐅᓗᓂ ᒪᖅᑰᓪᓕᒃ ᐅᖃᐅᒦᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᓂᐅᑉ ᐊᑐᓕᖅᑎᑕᐅᓂᖓᓄᑦ ᐊᖅᑮᒍᑕᒫᑦ ᐅᓂᒃᑳᓕᐅᖃᑦᑕᓕᐊᓕᖐᖓᑕᔭ
(interpretation) In April 2017 the department tabled Bill 37. As we all know, Bill 37 died on the order paper upon dissolution of the Fourth Legislative Assembly. Despite this, our government still saw amendments to the *Education Act* and the *Inuit Language Protection Act* as necessary to address the challenges facing our education system.	(ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᐊᐃᐳᕈᓪ 2017-ᖑᑎᓪᓗᒍ ᐱᓕᕆᕝᕕᒋᔭᕗᑦ ᒪᓕᒐᖖᓴᖅ 37-ᒥ ᑕᕝᕗᖓ ᒪᓕᒐᓕᐅᖃᕝᕕᒻᒧᑦ ᓴᖅᑮᓚᐅᖅᓯᒪᕗᑦ. ᖃᐅᔨᒪᓪᓗᑕᓗ ᑖᓐᓇ ᒪᓕᒐᖖᓴᖅ 37 ᑲᔪᓯᓚᐅᖅᓯᒪᓐᖏᒻᒪᑦ ᓯᑕᒪᒋᔭᖓᓂ ᒪᓕᒐᓕᐅᖃᕝᕕᒃ ᐅᒃᑯᐊᖅᑎᓪᓗᒍ. ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᒐᕙᒪᒋᔭᕗᑦ ᓱᓕ ᐋᖅᑭᒋᐊᕈᑎᖃᕐᓂᐊᖃᓚᐅᖅᐳᖅ ᑖᒃᑯᓇᖓᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖁᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑦᑕᓗ ᓴᐳᒻᒥᔭᐅᒍᑎᖓᑦ ᐱᖁᔮᓐᓂ, ᑖᒃᑯᐊ ᐊᔾᔨᒌᓐᖏᑦᑐᐃᑦ ᐊᑦᓱᕿᑎᒋᔭᐅᖅᑲᑦᑕᖅᓯᒪᔪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᐃᓗᐊᒍᑦ ᑲᔪᓯᒍᓐᓇᖁᓪᓗᒍ.
When I introduced Bill 25 in June 2019, I made sure significant efforts were made to address the ideas, recommendations, and	ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᓴᖅᑭᓚᐅᖅᑕᖓᓂᒃ ᔫᓂ 2019-ᒥ ᑖᒃᑯᐊ ᐃᓱᒪᒃᓴᖅᓯᐅᑲᓐᓂᖁᔨᒃᑲᓐᓂᓚᐅᕆᕗᖓ ᑕᒪᒃᑯᐊ ᐊᔾᔨᒌᓐᖏᑦᑐᐃᑦ ᐃᓱᒪᒋᔭᐅᓯᒪᔪᑦ ᐊᑐᓕᖁᔭᐅᓯᒪᔪᑦ

comments made over six years of review and consultation.	ᐊᒻᒪᓗ ᐅᖃᐅᓯᕆᔭᐅᓯᒪᔪᑦ ᑕᕝᕙᓂ ᐅᑭᐅᑦ ᐱᖓᓲᔪᖅᑐᑦ ᑮᖑᓂᑦᑎᓐᓂ ᕿᒥᕐᕈᓯᒪᑎᓪᓗᒋᑦ ᐊᒻᒪᓗ ᑐᓴᕆᐊᕐᕕᖅᑲᖅᑲᑦᑕᖅᑎᓪᓗᒋᑦ ᓄᓇᕗᒻᒥᐅᓂᒃ.
Mr. Chairman, Bills 37 and 25 significantly differ in many key areas.	ᐃᒃᓯᕙᐅᑖᖅ, ᑖᒃᑯᐊ ᒪᓕᒐᒃᓴᖅ 37-ᖑᓚᐅᖅᑐᖅ ᐊᒻᒪᓗ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᐊᖏᔪᒻᒪᕆᒻᒥᒃ ᐊᔾᔨᒌᙱᓐᓂᖃᖅᑑᒃ.
(interpretation ends) We are no longer proposing to change the wording in the *Inuit Language Protection Act* regarding the rights of parents to have their children receive Inuit language instruction in schools. My department firmly believes that parents should be able to exercise their right to high-quality Inuktut education for their children and that students have access to instruction in their first language.	(ᑐᓵᔨᑎᒍᖅ) ᐊᓯᔾᔩᒍᒪᔪᓐᓃᖅᑐᒍᑦ ᓴᖅᑭᖅᑯᔩᑦᑐᑕ ᐊᓯᕈᐃᓗᑕ ᑕᐃᒎᓯᖅᑕᖓᓂᒃ ᐃᓄᐃᑦ ᓴᐳᒻᒥᔭᐅᓂᖓᑕ ᒪᓕᒐᖓᑦ ᑖᒃᑯᐊ ᑐᕌᖓᓗᑎᒃ ᐱᔪᓇᐅᑎᖏᑕ ᐊᖓᔪᖅᑳᑦ ᐊᒻᒪᓗ ᕿᑐᕐᖓᓂᔭᖏᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᕐᒥᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒍᓇᕐᓂᖏᓐᓂ ᐃᓕᓐᓂᐊᕖᕐᓂ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐅᑉᐱᕆᔭᖃᖅᑐᐃᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᐃᑦ ᐱᔪᓇᐅᑎᒥᑎᒍᑦ ᑖᒃᑯᐊ ᖁᑦᓯᑑᒥᒃ ᐃᓄᒃᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᕈᓐᓇᕐᓂᖏᓐᓂᒃ ᓄᑕᕐᒥᓂᒃ ᐊᒻᒪᓗ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᓇᐊᖃᕐᓂᖏᓐᓂᒃ ᐅᖃᐅᓯᕐᒥᑎᒍᑦ. ᑕᒪᓐᓇ ᑕᐃᓘᑐᐃᓐᓈᖅᑕᐅᒍᓐᓃᕐᓗᓂ.
In Bill 37 the department initially proposed to change the wording so that parents were limited to having their child receive the majority of instruction in the Inuit language rather than Inuit language instruction in general. Based on the feedback of Nunavummiut, we are no longer proposing to amend this fundamental parental right.	ᒪᓕᒐᕐᒥ 37 ᐱᓕᕆᕙᒃ ᐊᓯᔾᔩᕆᐊᓐᖓᐳᒪᓚᐅᖅᑐᑦ ᐅᖃᐅᓯᖅᑕᓂᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᐃᑦ ᑭᒡᓕᖅᑲᖅᑎᑕᐅᖅᑯᓪᓗᒋᑦ ᐃᓕᓴᔭᐅᓂᖏᓐᓄᑦ ᕿᑐᕐᖓᖏᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᐃᓘᓐᓇᓂᐅᖏᑦᑐᖅ. ᑐᓴᖅᑕᖏᑦ ᒪᓕᒡᓗᒋᑦ ᓄᓇᕗᒻᒥᐅᓄᑦ ᑕᒪᓐᓇ ᑐᒃᓯᕋᓱᒍᓐᓃᖅᑕᕗᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᐃᑦ ᐱᔪᓇᐅᑎᖓᓄᑦ.
Bill 25 takes a phased implementation approach to the delivery of Inuit Language Arts instruction for grades 4 to 12 up to 2039. These timelines take into consideration curriculum development, student resources, teacher training, and assessment methods. These are the essential elements needed to support successful Inuit language instruction in the classroom. In 2017 the department proposed to extend bilingual education deadlines to 2029 for grades 4 to 9 and to monitor capacity to implement grades 10 to 12.	ᑖᓐᓇ ᒪᓕᒐᖅ 25 ᐃᓱᒪᒻᒥᒐᑦᑕ ᓯᐊᒻᒪᖅᑎᑕᐅᒍᓇᖅᓴᕐᓂᖓᓂᒃ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᑦ ᑕᒃᑯᓄᖓ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒍᓇᕐᓂᖏᓐᓂᒃ ᖁᕝᕙᓯᓐᓂᖏᑦ 4-ᒥᒃ 12-ᒧᑦ ᑎᑭᐅᑎᓪᓗᒍ 2039-ᒧᑦ. ᑕᒃᑯᐊ ᑭᒡᓕᖅᑲᕈᓐᓇᕐᓂᖏᓐᓂᒃ ᐱᖓᓱᐅᑎᒋᔭᕗᑦ ᐃᑲᔪᖅᑐᐃᒍᓇᖅᑯᓪᓗᒋᑦ ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᑦᓯᐊᕈᓐᓇᖅᑯᓪᓗᒋᑦ ᑎᑭᐅᑎᓛᖅᑦᑎᒍ ᑕᒪᓐᓇ ᐃᓗᓕᑯᖅᔭᖏᓐᓂᓪᓗ ᐋᖅᑭᑦᓱᐃᓗᑕ. 2017-ᖑᑎᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓴᖅᑭᑎᑦᓯᓚᐅᖅᑐᐃᑦ ᐅᖓᕙᓂᐊᖅᑕᐅᒍᓇᖅᑯᓗ ᑕᒃᐲᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᖅ 2029-ᒧᑦ ᖁᕝᕙᓯᓐᓂᓕᒃ 4-ᒥᒃ 9-ᒧᑦ. ᐊᒻᒪᓗ ᖃᐅᔨᓴᕐᓗᑎᒃ ᖃᓄᑎᒋᐅᒍᓇᕐᓂᖓᓂᒃ ᑲᔪᓯᑉᐸᑕ ᖁᕝᕙᓯᓐᓂᖏᑦ 10-ᒥᒃ 12-ᒧᑦ.
Throughout consultations on Bill 25, we repeatedly heard from Nunavummiut that the pace of Inuktut curriculum and resource development has been slow and that, to truly support Inuktut-speaking teachers and students, we needed to provide them with the	ᑕᒪᓐᓇ ᖃᐅᔨᓴᕐᓂᐅᑎᓪᓗᒍ ᒪᓕᒐᒃᓴᖅ 25 ᑐᓴᖅᑲᑦᑕᔪᒐᑦᑕ ᓄᓇᕗᒻᒥᐅᓂᒃ ᑕᒪᓐᓇ ᐅᑉᐱᓇᔭᖅᑲᓚᐅᖅᒪᑕ ᑕᒪᓐᓇ ᐃᓄᒃᑎᑐᑦ ᐃᓕᓐᓂᐊᕈᓐᓇᕈᑎᖏᑦ ᐊᒻᒪᓗ ᐊᑐᐃᓐᓇᒐᐅᒍᓐᓇᖅᓯᓇᔭᖕᒋᑦ ᓱᒃᑲᐃᑦᑑᒋᔭᐅᓪᓗᑎᒃ ᐊᒻᒪᓗ ᐃᑲᔪᖅᑕᐅᑦᑎᐊᖅᑲᑦᑕᓇᐊᖅᑲᖅᓂᐊᖕᒪᑕ ᐃᓕᓴᐃᔨᓂᐊᖅᑐᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑏᑦ. . . .

same level of curriculum, resources, and tools as their English- and French-speaking counterparts.	
(interpretation) I know some Nunavummiut have expressed concern with our proposal to focus on Inuit Language Arts in Bill 25. I have heard the concerns that the timelines are too long, that they are not ambitious enough, and they do not address our urgent need for Inuktut-speaking teachers. Mr. Chairman, I would like to respond to these concerns directly.	(ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖃᐅᔨᒪᔪᖓ ᓄᓇᕗᒻᒥᐅᑦ ᐃᓱᒫᓗᑎᖃᖅᒪᑕ ᑖᒃᑯᐊ ᑐᒃᓯᕋᖅᓯᒪᔭᑦᑕ ᑐᕌᖓᓗᐊᖅᒪᑕ ᐅᖃᐅᓯᓕᕆᓂᖅᒧᑦ ᐃᓕᓐᓂᐊᒍᑎᒃᓴᐅᔪᓂᒃ ᒪᓕᒐᒃᓴᖅ 25-ᒥ ᐊᒻᒪᓗ ᑐᓴᖅᓯᒪᒋᑦᑐᖓ ᑕᒪᓐᓇ ᐊᑯᓂᐅᓗᐊᖅᑐᒥᒎᖅ ᐱᓕᕆᐊᕆᔭᐅᒐᔪᖕᒐᑦ ᐊᒻᒪᓗ ᐊᑦᓱᕈᓐᖏᓗᐊᕋᑦᑕ ᓲᕐᓗ ᐃᒻᒪᖄ ᑖᓐᓇ ᒫᓐᓇ ᑐᐊᕕᖅᓇᖅᑎᑦᑐᒧ ᐃᓄᒃᑎᑐᑦ ᐃᓕᓴᐃᔩᑕᐊᖃᖅᓯᒪᑎᑦᑐᑕ. ᐃᒃᓯᕙᐅᑖᖅ, ᑖᒃᑯᐊ ᓇᓗᓇᐃᔭᕆᐊᒃᑲᓐᓂᕈᒪᒐᓗᐊᖅᑲᒃᑲ ᑐᕌᒐᕆᔭᕗᑦ.
(interpretation ends) As we travelled across the territory meeting with Nunavummiut, we heard great concern over language loss among our youth at home and in the school. We heard confusion expressed by teachers, parents, and students about the dialectal differences within their communities and the impact this has on learning. We heard the need for a holistic approach to Inuit language instruction.	(ᑐᓵᔨᑎᒍᑦ) ᓇᒧᑐᐃᓐᓇᖅ ᐳᓚᕋᖅᑎᓪᓗᑕ ᐊᕝᕙᕋᖅᓯᑕ ᓄᓇᕗᒻᒥᐅᓂᒃ ᑐᓴᓚᐅᕋᑦᑕ ᐅᖃᐅᓰᑦ ᒥᑦᓵᓄᑦ ᐊᓯᐅᕙᓪᓕᐊᑎᓪᓗᒍ ᐊᖏᕐᕋᒥ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᕝᕕᑦᑎᒍᑦ. ᓇᓗᓇᖅᑐᒦᓐᓂᕋᖅᑕᐅᑎᓪᓗᒍ ᐃᓱᒫᓗᑕᐅᔪᐃᑦ ᐃᓕᓴᐃᔨᓄᑦ ᐊᖓᔪᖅᑳᖏᓐᓄᓪᓗ ᐃᓕᓐᓂᐊᖅᑎᓂᓪᓗ ᐅᖃᐅᓯᖃᑎᒌᓐᖏᑐᐃᓪᓗ. ᖃᓄᖅ ᑐᓴᕈᒪᓚᐅᖅᓯᑎᓪᓗ ᑐᓴᓚᐅᖅᑐᐃᑦ ᑕᒪᒃᑯᐊ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐃᓗᐃᒃᑲᖅᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᕆᐊᖃᖅᓂᖏᓐᓂᒃ ᐃᓄᐃᑦ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐅᖃᐅᓯᖓᑦ.
As a department, we gave careful consideration to the development of our timelines for Inuit language instruction. Our decision to focus on Inuktut Language Arts for first and second language learners came after careful consideration on the most effective way to prevent further language loss, encourage language retention in our schools, and support each of the language of instruction models. Our implementation plans for language of instruction will support schools across the territory, whether they are in communities that are experiencing significant language loss or communities where Inuktut is the first language.	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᑕᓚᐅᖅᐳᐃᑦ ᐊᒻᒪᓗ ᖃᓄᖅᑑᕈᒪᓂᓇᔭᖕᒋᑦ ᐃᓄᒃᑎᑐᑦ ᐅᖃᐅᓯᖅᒧᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐅᒐᔭᖅᑐᖅ ᓯᕗᓪᓕᖅᐹᒥᒃ ᐊᒻᒪᓗ ᑐᖕᒥᓕᖕᒐᓄᒡᒎᖅ ᐅᖃᐅᓯᖅᒥᓂᒃ. ᑖᒃᑯᐊ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᑕᐅᒋᐊᖃᓚᖓᔪᐃᑦ ᖃᓄᖅ ᐊᓯᔾᔨᐅᕙᓪᓕᐊᓂᐊᓐᖏᒻᒪᑦ ᐊᔪᐅᓇᓗᑕᓗ ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᕝᕕᑦᑎᒍᑦ ᓴᖓᖅᑎᒋᐊᕈᓐᓇᖅᑯᓪᓗᒍ. ᑲᔪᓯᒍᓐᓇᕈᑎᒋᔭᕗᑦ ᐃᓕᓐᓂᐊᕈᑎᒐᓚᐃᑦ ᐃᑲᔪᖅᑐᐃᓚᖓᔪᒍᑦ ᐃᓕᓐᓂᐊᕝᕕᓕᒫᓂᒃ ᓄᓇᕗᒻᒥ ᐊᒻᒪᓗᑦᑕᐅᖅ ᓄᓇᓕᖕᒋᓐᓂᒃ ᖃᐅᔨᖃᑦᑕᕈᑏᑦ ᐊᓯᐅᕙᓪᓕᐊᓂᐊᖅᑰᔨᓂᖅᐸᑕ ᐊᒻᒪ ᓄᓇᓕᓐᓂᒃ ᐊᑦᓱᕈᕈᑕᐅᓂᖅᐹᓂᒃ ᑖᒃᑯᐊ ᓯᕗᓪᓕᖅᐸᐅᔾᔨᒍᓐᓇᖁᔨᓂᐊᕋᑦᑎᒍ.
Our teams at the department work hard to develop made-in-Nunavut curriculum based on *Inuit Qaujimajatuqangit*, and there are many steps involved in this process. Our curriculum team first conducts a needs	ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᐊᑦᓱᕈᖅᓯᒪᔪᐃᑦ ᐱᕙᓪᓕᐊᒍᓇᖅᑯᑦᑐᒋᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᐅᕈᓐᓇᖅᓂᕆᔭᖕᖏᓐᓂᒃ ᑕᒪᒃᑯᐊ ᐃᓄᐃᑦ ᖃᐅᔨᒪᓂᖕᒋᑦ ᒪᓕᒃᑐᒋᑦ ᐊᒻᒪᓗ ᐅᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᖅᑯᔨᒋᔭᕗᑦ ᖃᐅᔨᓴᖅᑕᑦᑕᓚᐅᖅᒪᑕ

assessment, including research, cross-jurisdictional scans, and review by subject area specialists	ᖃᐅᔨᓴᖅᓯᒃᑯᑦ ᐊᒻᒪᓗ ᕿᒥᕐᕈᐊᖅᑐᑎᒃ ᑕᒪᒃᑯᐊ ᖃᐅᔨᒪᔨᒋᔭᕗᑦ.
Following the initial needs assessment and research, expert working groups are established and include a variety of stakeholders, such as the Department of Culture and Heritage, Inuit Uqausinginnik Taiguusiliuqtiit, elders, and teachers. The intent of the working group is to identify which outcomes, competencies, and activities should be included in the curriculum, as well as what should be produced by our other divisions, such as the development of teacher guides, classroom assessment tools, and student materials.	ᓯᕗᓪᓕᖅᐹᖕᒐᓂ ᖃᐅᔨᒋᐊᕐᖔᕐᖓᑕ ᑕᒪᒃᑯᐊ ᐋᖅᑭᑦᓱᐃᓕᓚᐅᖅᐳᐃᑦ ᐱᓕᕆᖃᑎᖕᒋᑦᑎᐊᕈᓐᓇᖅᑐᐃᑦ ᑕᒪᒃᑯᓂᖓ ᑲᑐᔾᔨᒍᓐᓇᕐᓗᑎᒃ ᐃᓚᐅᓚᐅᖅᑐᐃᑦ ᐃᓕᖅᑯᓯᓕᕆᔩᒃᑯᑦ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖕᒋᓐᓂᒃ ᑕᐃᑰᓯᓕᐅᖅᑏᑦ, ᐃᓐᓇᐃᑦ ᐊᒻᒪ ᐃᓕᓭᐃᔩᑦ. ᑖᒃᑯᐊ ᐊᑦᓱᕈᑎᖃᓚᐅᖅᑐᐃᑦ ᖃᓄᖅ ᐊᔪᕈᓐᓃᕈᑎᒃᓴᐃᑦ ᐱᔭᒃᓴᓇᔭᐅᒐᔭᖅᑐᐃᓪᓗ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᐅᑉ ᐃᓗᐊᓂ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᐅᕈᑕᐅᒍᓐᓇᖁᔭᖅᑐᓄᑦ ᓴᖅᑭᐸᓪᓕᐊᒍᓐᓇᕐᑯᓪᓗᒋᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᖏᑎᒍᑦ ᐃᓕᓐᓂᐊᕐᕕᑎᒍᑦ ᑖᒃᑯᐊ ᖃᓄᖅ ᐃᑲᔪᕈᑎᒃᓴᐃᑦ.
After further internal collaboration and outcome testing in a classroom, the draft curriculum is written to incorporate Nunavut-specific learning goals, outcomes, skills and knowledge. The curriculum is then rigorously field tested in a selection of schools and feedback from the field tests is incorporated. The process can take between two and three years for each curriculum, plus additional time for assessments, resources and training, but results in better and more relevant courses for Nunavummiut.	ᐊᒻᒪᓗ ᐅᕙᒍᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᑎᒍᑦ ᑲᑎᖃᑎᖃᖅᓯᑕ ᖃᐅᔨᓴᕐᓂᕐᒥᒃ, ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᓯᕗᓪᓕᖅᐹᖕᒐᓂ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᓴᖅᑮᒍᓐᓇᓕᓚᐅᖅᐳᒍᑦ ᑐᕌᒐᕆᔭᐅᔪᒃᓴᐃᑦ ᐃᓕᓐᓂᐊᕈᑎᓄᑦ ᐊᒻᒪᓗ ᖃᓄᖅ ᐱᓕᕆᒪᒃᓴᐃᔪᓐᓇᕈᓐᓇᖁᔭᕐᓂᖏᓐᓂᒃ ᐊᔪᓐᖏᓐᓂᖏᓐᓂᓪᓗ. ᑕᒪᒃᑯᐊ ᑭᐅᔭᐅᕙᓪᓕᐊᓕᓚᐅᖅᐳᒍᑦ ᖃᐅᔨᓴᕈᑎᒥᒋᐊᓐᖑᖅᑕᑎᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᑦ ᓂᕈᐊᖅᓯᒪᔭᕗᑦ ᖃᓄᐃᒻᒪᖔᖅ ᑕᒪᓐᓇ ᐊᒻᒪᓗ ᑕᒪᒃᑯᐊ ᖃᓄᐃᓐᓂᐊᕐᓂᖏᓐᓂᒃ ᐱᓕᕆᒪᒃᓴᖅᑕᐅᒍᓐᓇᖁᔭᖅᑕᖏᓐᓂᒃ ᐊᑑᑎᖃᕈᓐᓇᓂᐊᕐᒪᑕ ᓯᕗᓂᒃᓴᑎᓐᓂ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᒍᑦ.
A good example of made-in-Nunavut curriculum is our grade 10 social studies courses. The courses were created following the curriculum development process, and several of the courses were written in Inuktitut first and then translated into English. All four modules in the grade 10 social studies curriculum were designed with an *Inuit Qaujimajatuqangit* foundation and cover themes such as residential schools, Inuit land claim processes, and governance. Mr. Chairman, we are very proud of the curriculum we are producing.	ᐆᑦᑐᑎᑦᓴᑦᓯᐊᕙᒃ ᑖᓐᓇ ᖁᕝᕙᓯᓐᓂᓕᖓ 10-ᒧᑦ ᐃᓄᓕᕆᓂᕐᒧᑦ ᓯᓚᕐᔪᐊᓕᕆᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕈᑎᐅᖃᑦᑕᖅᑐᐃᑦ ᓴᖅᑭᑕᐅᒍᓐᓇᓕᓚᐅᖅᑐᐃᑦ ᕿᒥᕐᕈᐊᖅᑕᐅᖅᑳᖅᓱᓂ ᐃᓄᒃᑎᑑᓕᖅᑕᐅᓪᓗᓂ ᖃᓪᓗᓈᑎᑐᓪᓗ ᓯᑕᒪᓄᑦ ᐊᕕᑦᑐᖅᓯᒪᓚᐅᖅᑐᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᖅ ᖁᕝᕙᓯᓐᓂᖓ 10-ᒥᒃ ᑖᒃᑯᐊ ᓯᓚᕐᔪᐊᓕᕆᓂᕐᒧᑦ ᐃᓄᓕᕆᓂᕐᒧᑦ ᑐᕚᖓᔪᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᐋᖅᑭᑦᑕᐅᕙᓪᓕᐊᓪᓗᓂ ᑐᓐᖓᕕᖅᑲᖅᓱᑎᒃ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᑦᑎᒍᑦ ᑐᓐᖓᕕᒋᔭᐅᓪᓗᓂ ᑕᒪᒃᑯᐊᓗ ᕿᒥᕐᕈᔭᐅᓪᓗᑎᒃ ᓲᕐᓗ ᑐᓴᖅᑕᐅᒋᐊᓖᑦ ᓇᖕᒥᓂᖅᑖᕐᓂᕐᒧᑦ. ᐅᐱᒍᓱᑦᑎᐊᖅᑐᒍᑦ ᑕᒪᒃᑯᓂᖓ.
(interpretation) We know our plans for	(ᑐᓵᔨᑎᒎᖃᓂᖅᑐᖅ) ᖃᐅᔨᒪᒐᓗᐊᖅᑐᒍᑦ ᑖᒃᑯᐊ ᐸᕐᓇᐅᑏᑦ

language of instruction implementation require qualified bilingual teachers to deliver Inuit language instruction. As a department, we have done a significant amount of work to create the conditions necessary to develop and support bilingual teachers.	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐊᑐᓕᖅᑎᑦᓯᕙᓪᓕᐊᓂᕐᒥᒃ ᐊᒻᒪ ᑖᒃᑯᐊ ᐃᓕᓴᐃᔨᑖᖅᐸᑦᓕᐊᓂᖏᓐᓄᓪᓗ ᐃᓄᒃᑎᑐᑦ ᐃᓕᓴᐃᔪᓐᓇᕐᓂᐊᖅᑐᓂᒃ ᐃᒻᒪᖅᑲ ᐊᑯᓂᐅᑐᐃᓐᓇᓇᐊᖅᑲᖅᒪᑦ ᐊᒻᒪ ᐱᓕᕆᕝᕕᒋᔭᖕᒋᑦ ᐱᓕᕆᕙᓪᓕᐊᖏᓐᓇᕋᓱᐊᖅᓯᒪᒋᕗᒍᑦ ᑖᒃᑯᐊ ᑲᔪᓯᕙᓪᓕᐊᒍᓐᓇᕐᑯᓪᓗᒋᑦ ᐊᒻᒪ ᒪᕐᕉᓐᓂᒃ ᐅᖅᑲᕈᓐᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔩᖅᐸᑦᓕᐊᒍᒪᑎᓪᓗᑕ.
Beginning in 2015, our department conducted a feasibility study that looked at establishing a university in Nunavut. A strategic advisory committee was established with representatives from the departments of Family Services and Executive and Intergovernmental Affairs, Nunavut Arctic College, Nunavut Tunngavik, Inuit Tapiriit Kanatami, and Agnico Eagle.	ᐱᒋᐊᖅᓯᓂ 2015-ᒥ ᐱᓕᕆᒡᕕᒋᔭᕗᑦ ᐋᖅᑭᑦᓱᐃᕙᓪᓕᐊᓕᓚᐅᖅᐳᑦ ᕿᒥᕐᕈᓪᓗᑎᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᔾᔪᐊᒥ ᓴᖅᑮᒍᓐᓇᕋᔭᕐᒪᖔᑕ ᓄᓇᕗᒻᒥ. ᑖᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᑦ ᐅᖃᐅᔾᔪᐃᖃᑦᑕᓚᐅᖅᐳᑦ ᐊᒻᒪ ᐃᓚᖅᑲᓇᓪᓗᑎᒃ ᑖᒃᑯᓂᖓ ᐊᔾᔨᒌᓐᖏᑦᑐᓂᒃ ᐃᓚᐅᓪᓗᑎᒃ ᐃᓄᓕᕆᔨᒃᑯᑦ, ᒐᕙᒪᓕᕆᔨᒃᑯᑦ, ᓄᓇᕗᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᒃ, ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃ, ᐃᓄᐃᑦ ᑕᐱᕇᑦ ᑲᓇᑕᒥ ᐊᒻᒪ ᐅᔭᕋᓐᓂᐊᖅᑎᒃᑯᑦ ᐊᒡᓃᑯ ᐄᒍ.
The advisory committee provided insights and guidance on a wide range of issues on the establishment of a university in Nunavut, including student recruitment, support and retention, language and culture, and institutional governance. Together they recommended that the best option for Nunavut was a joint partnership between Nunavut Arctic College and an existing university.	ᑖᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᖑᓪᓗᑎᒃ ᐃᓱᒪᒃᓴᖅᓯᐅᖅᐸᓪᓕᐊᓕᓚᐅᖅᓯᒪᕗᑦ ᖃᓄᖅ ᑕᒪᓐᓇ ᐊᔾᔨᒌᓐᖏᑦᑐᓂᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᐅᑉ ᖃᓄᖅ ᓴᓇᒪᒪᒐᔭᕐᒪᖔᖅ ᓄᓇᕗᒻᒥ ᐃᓚᖅᑲᖅᑐᑎᒃ ᖃᓄᐃᑦᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᖅᑲᖃᔭᕐᒪᖔᖅ, ᖃᓄᖅᑐ ᐃᓕᓐᓂᐊᖅᑐᖅᑲᐃᓐᓇᖃᔭᕐᒪᖔᖅ ᐅᖅᑲᐅᓯᓕᕆᓂᖅ ᐃᓕᖅᑯᓯᓕᕆᓂᖅ ᐊᒻᒪ ᑖᓐᓇ ᖃᓄᖅ ᐊᐅᓚᑕᐅᒐᔭᕐᒪᖔᖅ ᓯᓚᑦᑐᖅᓴᕐᕕᔾᔪᐊᖅ. ᑲᑎᒪᖅᑎᕆᖅᑲᑦᑕᖅᓯᑎᒃ ᐊᑐᓕᖅᑯᔾᔨᑎᓕᐅᓚᐅᖅᐳᑦ ᓱᖅᑐ ᑖᓐᓇ ᓄᓇᕗᑦ ᑲᑐᔾᔨᖅᑎᖅᑲᖅᑐᑎᒃ ᓄᓇᕗᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᓐᓂᒃ ᐊᓯᐊᓂᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᓐᓂᒃ ᐱᓕᕆᖃᑎᖃᕐᓂᐊᖅᑲᖅᐳᑦ.
A selection committee was then established from this group and included representatives from the Department of Education, Nunavut Arctic College, and Nunavut Tunngavik Incorporated.	ᑖᒃᑯᐊ ᓂᕈᐊᓚᐅᖅᐳᑦ ᑲᑎᒪᔨᕋᓛᓂᒃ ᓴᖅᑮᓪᓗᑎᒃ ᑖᒃᑯᓇᙵᑦ ᐃᓚᖅᑲᖅᓯᑎᒃ ᑲᑎᒪᔨᐅᖅᑕᐅᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᒡᕕᒋᔭᖓᓂᒃ ᑭᒡᒐᑐᖅᑕᐅᓪᓗᑎᒃ ᓄᓇᕗᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ ᐊᒻᒪ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃ ᑎᒥᖓ.
(interpretation ends) Mr. Chairperson, I am proud to say that our joint efforts have resulted in a 10-year strategic partnership with Memorial University of Newfoundland and Labrador. A major focus of this partnership is the delivery of a refocused Nunavut Teacher Education Program, an initiative I am proud to say was supported by the Department of Education, realizing the needs of our education system and the need to foster Inuktut. The refocused program incorporates Inuktut language and culture to	(ᑑᓵᔨᑎᒍᑦ) ᐃᒃᓯᕙᐅᑖᖅ, ᐅᐱᑦᑐᖓ ᑲᑐᔾᔨᓂᑦᑎᒍᑦ ᐊᑐᖅᓱᒍ ᖁᓕᓄᑦ ᐊᖅᕿᒍᓄᑦ ᑐᑭᒧᐊᒍᑎᒃᓴᓂᒃ ᐋᖅᑭᑦᓱᐃᖅᑎᖅᑲᓚᐅᖅᑐᒍᑦ ᓅᕙᓛᓐᓂᐅᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᔾᔪᐊᖕᒐᓂᒃ. ᐊᒻᒪ ᑲᑐᔾᔨᖅᑎᕇᓐᓂᒃᑯᑦ ᑖᒃᑯᐊ ᖅᑭᒥᖅᕈᓇᑦᑎᐊᑲᓐᓂᖅᓂᐊᖅᑕᕗᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᙳᓇᐅᖅᓴᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕈᑏᑦ ᐊᒻᒪ ᖁᕝᕙᐊᓯᑦᑐᖓ ᑕᒪᓐᓇ ᐃᑲᔪᖅᓱᖅᑕᐅᓚᐅᕐᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᖅ ᐊᒻᒪ ᓴᖅᑭᖅᑕᐅᒃᑲᓐᓂᕆᐊᖅᑲᕐᓂᖓ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ. ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓄᑦ ᐱᖅᑯᓯᖏᓐᓄᓪᓗ ᑐᕌᖓᔪᑦ ᐊᑐᖅᑕᐅᓗᑎᒃ

ensure that graduates are prepared to enter Nunavut's bilingual teaching system. The first year of the refreshed Nunavut Teacher Education Program began this September 2019.	ᑕᐃᒃᑯᐊ ᐅᐸᓗᖕᒐᐃᖅᑎᑕᐅᓂᐊᖅᑐᑦ ᐃᓕᓴᐃᔩᙳᕆᐅᖅᓴᕐᓂᐊᖅᑐᑦ ᐊᒻᒪᓗ ᓯᕗᓪᓕᕐᒥ ᐊᕐᕌᒍᒥ ᐊᑐᖅᑐᑦ ᐃᓕᓴᐃᔩᙳᕆᐅᖅᓴᕐᓂᕐᒧᑦ ᐱᒋᐊᓚᐅᖅᑐᑦ ᓯᑉᑎᒻᕙ 2019-ᒥ.
After completion of the first year, learners will receive a Nunavummi Inuktut Uqariuqsatittijiunirmut Ilinniarniq certificate. Learners who complete the second year will be entitled to a language specialist diploma and will be qualified to work in our schools. Learners who complete the program will be prepared to obtain their Bachelors of Education with further studies. This laddered approach to teacher certification will support the professional development of Inuit entering the teaching profession.	ᓲᕗᓪᓕᖅᐹᖅ ᐊᕐᕌᒍ ᐱᔭᕇᕐᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᑦ ᐱᑎᑕᐅᓂᐊᖅᑐᑦ ᓄᓇᕗᒻᒥ ᐃᓄᒃᑐᑦ ᐅᖃᕆᐅᖅᓴᖅᑎᑦᑎᔪᓐᓇᕐᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᓇᓗᓇᐃᒃᑯᑕᕐᒥᒃ ᐃᓕᓴᕐᕕᓪᓗ ᑐᓪᓕᐊᓂ ᐃᓕᓐᓂᐊᓕᖅᑎᓪᓗᒋᑦ ᐅᖃᐅᓯᓕᕆᓂᕐᒧᑦ ᐸᐃᑉᐹᖅᑖᓛᖅᑐᖅ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᕐᕕᑦᑎᓐᓂ ᓴᓇᔪᓐᓇᖅᓯᓗᑎᒃ. ᐱᔭᕇᖅᓯᔪᑦ ᑕᐃᒪ ᖁᕝᕙᓯᓐᓂᖅᓴᓂ ᐃᓕᓐᓂᐊᕈᓐᓇᖅᓯᓂᐊᓯᔪᑦ ᑕᒪᓐᓇ ᐱᔭᕇᕈᑐᐊᕐᒪᑦ. ᑕᒪᓐᓇ ᖁᕝᕙᖅᐸᓪᓕᐊᓂᖅ ᐃᓕᓴᐃᔩᑦ ᓇᓗᓇᐃᒃᑯᑦᑎᖅᑕᐅᕙᓪᓕᐊᓂᖏᑦ ᐱᕙᓪᓕᐊᑎᑕᐅᓪᓚᕆᓐᓂᐊᖅᑐᖅ ᐃᓄᐃᑦ ᐃᓕᓴᐃᔩᙳᕆᐅᖅᓴᖅᑐᑦ.
Mr. Chairman, I am confident that the Nunavut Teacher Education Program is the best way we can develop the next generation of Inuktut-speaking teachers. My department will continue to support this made-in-Nunavut program.	ᐃᒃᓯᕙᐅᑖᖅ, ᓇᓗᖅᑯᑎᙱᑦᑐᖓ ᑕᒪᓐᓇ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᙳᕆᐅᖅᓴᕐᓂᖅ ᐋᖅᑭᑕᐅᔪᓐᓇᕐᓂᐊᕐᒪᑦ ᐊᒻᒪᓗ ᓯᕗᓂᒃᓴᑎᓐᓂ ᐃᓄᒃᑎᑐᑦ ᐅᖃᕈᓐᓇᖅᑎᐊᕐᓗᑎᒃ ᐃᓕᓴᐃᔩᑦ. ᑕᒪᓐᓇ ᐃᑲᔪᖅᑐᑦᑎᐊᒻᒪᕆᑦᑕᕗᑦ ᓄᓇᕗᒻᒥ ᓴᓇᔭᐅᓯᒪᔪᑦ.
Mr. Chairman, we have also made considerable efforts to develop new initiatives and programs to support Inuit employment in our schools and throughout our department.	ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒃᓱᕉᑎᕇᓐᓇᓂᐊᕐᒥᔭᕗᑦ ᓴᖅᑭᑦᑎᕙᓪᓕᐊᓗᑕ ᓄᑖᓂᒃ ᐱᔭᐅᓴᖅᑐᓂᒃ ᐱᓕᕆᐊᒃᓴᓂᓪᓗ ᐃᓄᐃᑦ ᐃᓯᖅᐸᓪᓕᐊᓂᐊᕐᒪᑕ ᐃᖅᑲᓇᐃᔭᕐᕕᓐᓄᑦ.
My department has recently developed and implemented Sivummuakpaallirutiksat to provide our Inuit employees an opportunity to take paid education leave for professional development and advancement in their careers.	ᓯᕗᒧᐊᒃᐸᓪᓕᕈᑎᒃᓴᑦ ᑖᓐᓇᑦᑕᐅᖅ ᐋᖅᑭᑦᑕᐅᓚᐅᖅᑐᖅ ᐊᑐᓕᖅᑎᑕᐅᓪᓗᓂ ᐃᓄᐃᑦ ᐊᑭᓕᖅᓱᖅᑕᐅᓗᑎᒃ ᐃᓕᓐᓂᐊᓇᐊᕐᑲᑦᑕᕈᓐᓇᕐᓂᐊᕐᒪᑕ ᖁᕝᕙᖅᐹᓕᕐᓗᑎᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ.
We continue to deliver courses in the Certificate in Educational Leadership program entirely in Inuktitut. This certificate is a requirement for educators seeking to become leaders within our school system.	ᐃᓄᒃᑎᑐᑐᐃᓐᓇᑦᑎᐊᖅ ᐊᑐᕐᓗᑕ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖅᑲᑦᑕᕐᓂᐊᖅᑐᒍᑦ ᑕᐃᒃᑯᐊ ᐃᓕᓴᖅᑐᑦ ᓯᕗᒃᑲᖅᑕᖅᑎᓪᓚᕆᕈᕈᓐᓇᓂᐊᕐᒪᑕ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᐅᑉ ᐃᓗᐊᓂ.
Additionally, we are reviewing our teacher	ᖄᒃᑲᓐᓂᐊᒧᑦ ᕿᒥᕐᕈᓇᕐᒥᔭᕗᑦ ᐃᓕᓴᐃᔩᑦ

certification regulations to ensure there are laddering opportunities and clear pathways into the classroom for the next generation of Inuit teachers.	ᓇᑐᓇᐃᒃᑯᑦᑎᖅᑕᐅᖅᑲᑦᑕᕐᓂᖕᒋᑕ ᒪᓕᒐᖕᒋᓐᓂᒃ ᑕᒪᓐᓇ ᖅᑯᕝᕙᖅᐸᓪᓕᐊᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᓂᖅ ᑲᔪᓯᑦᑎᐊᕐᓂᐊᕐᒪᑦ ᐊᒻᒪᓗ ᐊᖅᑯᑎᑦᑎᐊᕙᐅᓗᓂ ᐃᓄᓐᓄᑦ ᐃᓕᓴᐃᔨᙳᕆᐅᖅᓴᕐᓂᐊᖅᑐᓄᑦ.
We have increased the salaries of language specialists to make sure they are paid the same as all teachers in the classroom.	ᑮᓇᐅᔾᔭᒃᓵᓕᐊᕆᔭᐅᖅᑲᑦᑕᖅᑐᑦ ᐅᖅᑲᐅᓯᓕᕆᔨᓄᑦ ᑕᐃᒫᑐᐃᓐᓇᖅ ᐃᓕᓴᐃᔨᑎᑐᑦ ᐊᑭᓕᖅᓱᖅᑕᐅᖅᑲᑦᑕᕐᓂᐊᖅᑐᑦ.
All of these actions will form the basis of our 10-year Educator Retention and Recruitment Strategy, reference to which has been included in Bill 25.	ᑕᒪᒃᑯᐊ ᐊᐅᓚᔾᔭᒥᐊᕈᑏᑦ ᑐᙵᕝᕕᒋᔭᐅᓂᐊᖅᑐᑦ ᖁᓕᓄᑦ ᐊᕐᕌᒍᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᓂᒃ ᐸᐸᑦᑎᓇᓱᓐᓂᕐᒧᑦ ᕿᓂᖅᑕᑦᑕᕐᓂᕐᒧᓪᓗ ᑐᑭᒧᐊᕈᑏᑦ. ᑖᓐᓇᓗ ᑕᐃᔭᐅᖅᑲᓯᐅᔾᔭᐅᓯᒪᓪᓗᓂ ᒪᓕᒐᒃᓴᖅ 25 ᐃᓗᐊᒍᑦ.
Mr. Chairman, we are no longer proposing to establish a DEA council to replace the Coalition of Nunavut DEAs. In Bill 37 the department initially proposed the creation of an independent DEA council with greater legal, financial and operational responsibilities to support the work of the local DEAs. The idea of this council was originally proposed as a way to provide DEAs with an independent organizing body that would support DEAs in their day-to-day work.	ᐃᒃᓯᕙᐅᑖᖅ, ᓴᖅᑭᑦᑎᔪᓐᓇᓯᔾᔮᔪᓐᓃᖅᑐᒍᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖕᒋᑕ ᑲᑎᒪᔨᖅᔪᐊᖕᒋᓐᓂᒃ. ᒪᓕᒐᒃᓴᖅ 37-ᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓴᖅᑭᑦᑎᔪᒪᓚᐅᖅᓯᒪᒻᒪᑕ ᐃᒻᒥᒃᑰᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖕᒋᑕ ᑲᑎᒪᔨᖅᔪᐊᒃᓴᖕᒋᓐᓂᒃ. ᒪᓕᒐᑎᒍᑦ ᑮᓇᐅᔭᑎᒍᑦ ᐊᐅᓚᑕᖕᒋᓐᓂᓪᓗ ᑎᒍᒥᐊᕐᓂᖅᓴᐅᓗᑎᒃ ᐃᑲᔪᖅᓯᐃᓗᑎᓪᓗ. ᑖᒃᑯᐊ ᑲᑎᒪᔩᑦ ᐊᖅᑯᑎᒋᔭᐅᓂᐊᓚᐅᖅᑐᑦ ᐃᒻᒥᒃᑰᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖕᒋᑦ ᑎᒥᖅᑯᑎᖅᑲᕐᓂᐊᕐᒪᑕ ᐃᑲᔪᖅᑕᐅᖅᑲᑦᑕᕐᓗᑎᓪᓗ ᖅᑲᐅᑕᒫᖅᓯᐅᑎᓂᒃ.
The need for additional support and resources was a message we had heard clearly from DEA members across the territory. It's a need that still exists today. The delivery of education is a shared responsibility between the department and DEAs. DEAs ensure that the school budget is being managed effectively, that student attendance and Inuuqatigiitsiarniq policies are in place, that local programs are being delivered to students to reflect the local culture and language of the community. My department knows that supporting DEAs means supporting students, principals, and teachers in the classrooms.	ᑮᓇᐅᔭᒃᑲᓐᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐱᑕᖅᑲᕆᐊᖅᑲᕐᓂᖕᒋᓐᓂᒃ ᑕᒪᓐᓇ ᑐᓴᓪᓚᕆᓚᐅᖅᑕᕗᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔨᖕᒋᓐᓂ. ᓱᓕ ᑕᒪᓐᓇ ᐅᓪᓗᒥ ᑕᐃᒪᐃᑦᑐᖅ. ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᖅ ᑲᔪᓯᑎᑕᐅᕗᖅ ᐱᓕᕆᐊᕆᔭᐅᓪᓗᓂᒥᓗ ᐱᓕᕆᕝᕕᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᑲᑎᒪᔨᖕᒋᓐᓄᑦ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔨᖕᒋᑦ ᑮᓇᐅᔭᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᑐᕈᒫᕐᓂᐊᖅᑐᑦ ᐱᕐᑯᑎᖕᒋᓐᓂᒃ ᐊᐅᓚᑦᑎᑦᑎᑦᑎᐊᖅᐳᑦ ᐃᓕᓐᓂᐊᓇᐊᖅᐸᒃᑐᓪᓗ ᐃᓅᖅᑲᑎᒌᑦᓯᐊᕐᓂᕐᒧᓪᓗ ᐊᑐᐊᒐᑦ ᓄᓇᓕᖕᓂᓗ ᓴᖅᑭᑕᐅᔪᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᓄᓇᓖᑦ ᐱᖅᑯᓯᖕᒋᑦ ᐅᖅᑲᐅᓯᖕᒋᓪᓗ ᑐᙵᕝᕕᒋᔭᐅᓪᓗᑎᒃ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐃᑲᔪᖅᓯᖅᐳᑦ ᑲᑎᒪᔨᓂᑦ ᐃᓕᓴᐃᔨᓂᒃ ᐊᖓᔪᖅᑳᓂᒃ ᐃᓕᓴᐃᔨᓂᓪᓗ ᐃᖅᑲᓇᐃᔭᖅᑕᑦᑕᖅᑐᓂᒃ.
Throughout the consultation process for Bill 25, we heard repeatedly from the Coalition of Nunavut DEAs that the idea of establishing a	ᐃᓄᓕᒫᖅᑎᑦᑎᔾᔪᑎᕆᖅᑕᑦᑕᖅᓱᑎᒃᑯᑦ ᒪᓕᒐᒃᓴᖅ 25 ᐊᑕᐅᓯᐊᖅᑲᑕ ᑐᓴᖅᑎᑕᐅᖅᑲᑦᑕᓚᐅᖅᑐᒍᑦ ᑕᒃᑯᐊ ᑲᑎᒪᔨᖅᔪᐊᑦ ᓴᖅᑭᑕᐅᔪᒪᓪᓗᑎᒃ ᐃᑲᔪᖅᓱᖅᓂᖅᓴᐅᓂᐊᕐᒪᑕ ᑭᖑᖅᑐᐃᓂᐊᕐᒪᑕᓗ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔨᖕᒋᓐᓂᒃ,

council to better support and represent the DEAs was an attempt by the department to centralize authority without accountability.	ᑕᐃᒪᓐᓇᓗ ᐆᑦᑐᖅᑕᐅᓚᐅᖅᑐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓵᑕᒃᓴᐅᖕᒋᑦᑐᑎᒃ ᑎᒥᖕᒍᖅᑎᑕᐅᔪᓐᓇᕐᓂᐊᕐᒪᑕ ᑐᓐᖓᕕᒋᔭᐅᓗᑎᒃ.
Mr. Chairman, we heard that the coalition was developed in Nunavut by DEAs for DEAs. To acknowledge this homegrown agency, we are now proposing to strengthen the coalition in the legislation by providing them with more funding and more responsibilities to support local DEAs.	ᐃᒃᓯᕙᐅᑖᖅ, ᑐᓴᖅᑎᑕᐅᓚᐅᕐᒥᔪᑦ ᑖᒃᑯᐊ ᑲᒪᖅᑐᐃᔩᑦ ᓄᓇᕗᒻᒥ ᓴᖅᑭᑕᐅᓚᐅᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ ᑕᒫᖕᖓᑦ ᓄᓇᕗᒻᒥᖕᖓᖅᓱᓂ ᑎᒥᖕᒍᖅᑎᑕᐅᕐᑯᑦᓗᒍ ᐊᒻᒪᓗ ᒪᓕᒐᑎᒍᑦ ᓴᖕᖏᓂᖅᑖᖅᑎᑕᐅᑦᓗᑎᒃ ᑖᒃᑯᐊ ᑲᒪᖅᑐᐃᔩᑦ ᑮᓇᐅᔾᔭᖅᑎᑕᐅᓂᖅᓴᐅᓕᖅᓱᑎᑦᓗ ᐱᔾᔭᓂᑦᓗ ᐅᓄᒃᑲᓐᓂᖅᑐᓂᑦ ᑎᒍᓯᑦᓗᑎᒃ.
Mr. Chairman, many other changes were made to the bill in response to feedback we received from Nunavummiut. These include:	ᐃᒃᓯᕙᐅᑖᖅ, ᐅᓄᖅᑐᓂᒃ ᐊᓯᔾᔨᖅᓯᓚᐅᕐᒥᔪᑦ ᒪᓕᒐᒃᓴᐅᑉ ᐃᓗᐊᓃᑦᑐᓂᑦ ᓄᓇᕗᒻᒥᐅᓂᑦ ᑐᓴᖅᑕᕗᑦ ᑐᓐᖓᕕᒋᑦᓗᒋᑦ. ᐃᓚᒋᑦᓗᒋᑦ:
1. Nine school calendars, three for each region, instead of the previously proposed three calendars. We heard that the seasonal variations across the territory required the need for more than just one calendar per region. DEAs want their school calendars to have greater flexibility to respond to these seasonal differences. We listened.	1. ᕿᓕᖕᒋᓗᐊᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓄᑦ ᐅᑦᓗᖅᓯᐅᑏᑦ ᐱᖓᓲᑦᑕᖅᓱᒋᑦ ᐊᕙᒃᑐᖅᓯᒪᔪᑦ ᐱᓇᓱᐃᓐᓇᐅᓚᐅᖅᓯᒪᒐᓗᐊᕐᒪᑕ. ᐊᔾᔨᒌᖕᖏᑦᑐᓂᒃ ᑐᓴᖅᑎᑕᐅᕐᑲᑦᑕᓚᐅᖅᑐᒍᑦ ᐊᑕᐅᓯᑐᐊᑯᓗᖕᒥᒃ ᐅᑦᓗᖅᓯᐅᑎᕐᑲᓇᐊᕐᑲᖕᖏᓐᓂᖕᖏᓐᓂᒃ ᐊᕙᒃᑐᖅᓯᒪᔪᑦ ᐊᑐᓂ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐅᑦᓗᖅᓯᐅᑎᑖᕆᒪᓚᐅᖅᑐᑦ ᓈᕌᕐᕕᒃᓴᕐᑲᕐᓂᖅᓴᐅᔪᓐᓇᕐᓂᐊᕐᒪᑕ ᐅᑭᐅᖅᑕᖅᑑᑉ ᐅᐱᕐᖓᖅᑕᖅᑑᑦᓗ ᐊᔾᔨᐅᖕᖏᖕᒋᒪᑕ. ᓈᓚᓚᐅᖅᐳᒍᑦ.
2. DEAs maintain authority over principal appointment and reappointment panel instead of the department taking over the process. We heard clearly from DEAs that principals are leaders in the schools and the communities. We listened. DEAs are well placed to maintain this authority given their presence at the local level.	2. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐱᔪᓐᓇᕐᓂᕐᑲᐃᓐᓇᖅᐳᑦ ᐃᓕᓴᐃᔩᑦ ᐊᖓᔪᖅᑳᖏᓐᓂᒃ ᑎᒃᑯᐊᖅᓯᓂᖅ ᑎᒃᑯᐊᖅᓯᒃᑲᓐᓂᕐᓂᕐᓗ. ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂ ᑐᓴᖅᓯᒪᔪᒍᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓂ ᐊᖓᔪᖅᑳᑦ ᓯᕗᒃᑲᖅᑎᑦᓚᕆᐅᖕᒪᑕ. ᓄᓇᓕᒻᒥᓗ ᑑᓴᓚᐅᖅᐳᒍᑦ ᐊᒻᒪᓗ ᑲᑎᒪᔩᑦ ᐱᔪᓐᓇᕐᓂᕐᒥᒃ ᑎᒍᒥᐊᖕᖏᓐᓇᕆᒪᔪᑦ.
3. Local education program enhancements for local program courses can be offered by DEAs at all grade levels. The department had previously proposed limiting courses to grades 10 to 12 under Bill 37. We heard clearly that the education system needs to reflect and incorporate the principles of *Inuit Qaujimajatuqangit* so that students can successfully learn to navigate the world with a strong sense of their language and	3. ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᓴᖅᑭᑕᐅᓂᖕᖏᑦ ᐊᑐᐃᓐᓇᕈᖅᑎᑕᐅᔪᓐᓇᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᓐᓄᑦ ᖁᕝᕙᓯᓐᓂᓚᒫᓂ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑭᓪᓕᓕᐅᖅᓯᔪᒪᓚᐅᖅᓯᒪᒐᓗᐊᕐᒪᑕ ᖁᕝᕙᓯᓐᓂᓕᒃ 10-ᒥᒃ 12-ᒨᑦ ᐊᑐᕐᓗᒋᑦ ᒪᓕᒐᒃᓴᖅ 37. ᑐᓴᖅᑎᑕᓚᐅᖅᐳᒍᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᖅ ᑐᓐᖓᕕᕐᑲᓇᐊᕐᑲᕐᓂᖓᑦ ᓴᖅᑮᔭᖅᑎᑦᑎᔭᓇᐊᕐᑲᕐᓂᖓᓗ ᐃᓄᐃᑦ ᕿᐅᔨᒪᔭᑐᖅᑲᖕᖏᓐᓂᒃ ᐃᓕᓴᖅᑏᑦ ᓄᓇᕐᔪᐊᕐᒥ ᓇᒥᑐᐃᓐᓇᖅ ᓴᖕᖏᔪᒥᒃ ᐃᑉᐱᒍᓱᓐᓂᐊᕐᒪᑕ

Inuit heritage and culture. We listened. Local programs are the best method of ensuring that this opportunity is in place.	ᐃᓅᓯᕐᒥᓂᒃ ᐱᖁᓯᕐᒥᓂᓪᓗ. ᓈᓚᓚᐅᖅᐳᒍᑦ ᑕᒪᓐᓇ ᐱᕕᖃᕐᓂᖅ ᐃᓂᖓᓃᑦᓯᒪᔭᕗᑦ.
4. DEAs will be able to make other modifications to the curriculum in order to incorporate Inuit societal values and *Inuit Qaujimajatuqangit* principles in the classroom.	4. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔩᖏᑦ ᐊᓯᖏᓐᓂᒃ ᐋᖅᑭᒋᐊᖅᓯᓚᐅᖅᑐᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᐅᕐᓂᖅ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐃᓕᐅᖅᑲᖅᑕᐅᓪᓗᑎᒃ ᐃᓄᐃᑦ ᐅᑉᐱᕆᔭᖏᑦ ᐃᓄᐃᓪᓗ ᖃᐅᔨᒪᔭᑐᖃᖏᑕ ᑐᙵᕕᖏᑦ.
5. DEAs will have an enhanced role on the inclusive education review board. DEAs expressed a desire to maintain some involvement in inclusive education decisions as they are likely to have the confidence of parents and can act as liaisons between the school and parents, advocating on behalf of students. We listened.	5. ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐃᓘᓐᓇᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᑲᑎᒪᔩᑖᓚᐅᖅᐳᑦ ᖁᒻᒥᕐᕈᔩᓂᒃ ᒪᑭᒪᑦᓯᒍᒪᒐᑦᑕ ᐃᓱᒪᓕᐅᕈᑕᐅᓂᖅ ᑕᒪᓐᓇ ᐃᓚᒋᔭᐅᖅᑕᐅᓗᒍ ᐃᓕᓴᖅᑐᖅᑯᑎᓖᓪᓗ ᓇᓗᖅᑯᑎᓐᖏᓪᓗᑎᒃ ᐊᑯᓐᓂᖅᓱᖅᑎᒋᔭᐅᕙᓐᓇᕐᓗᑎᓪᓗ ᐃᓕᓐᓂᐊᕐᕕᓐᓄᑦ ᐊᒻᒪᓗ ᖃᑐᕐᖓᓕᓐᓄᑦ ᑭᒐᖅᑐᕐᓗᑎᑦ ᐃᓕᓴᖅᑐᐃᑦ ᓈᓚᓚᐅᖅᐳᑦ.
Mr. Chairman, I would also like to take some time to speak directly to the issue of social promotion. We have heard this issue come up in every community across the territory. Nunavummiut feel as though students are graduating without the required academic courses and skills needed to pursue post-secondary studies programs.	ᐃᒃᓯᕙᐅᑖᖅ, ᐱᕕᖃᕐᓂᕐᓂ ᐅᖃᐅᓯᖃᕈᒪᕚᖓ ᖁᕝᕙᖅᑎᑦᑎᕚᓪᓗᓕᐊᑐᐃᓐᓇᖅᑲᑦᑕᕐᓂᖅ ᑕᒪᓐᓇ ᓄᓇᓕᓕᒫᑦᑎᐊᕐᓂ ᑐᓴᖅᑕᑦᑕᓚᐅᖅᑕᕗᑦ ᖁᕝᕙᕐᓂᖅᓴᒧᑦ ᐃᓕᓯᖅᑕᑦᑕᕐᓂᖓᑦ ᐱᔭᓃᖅᑯᔾᔭᙱᒃᑲᓗᐊᖅᑎᓪᓗᒍ. ᑕᐃᒪᓐᓇ ᐃᓕᓐᓂᐊᑦᑎᐊᖅᓯᒪᙱᒃᑲᓗᐊᖅᓱᒋᑦ ᖁᕝᕙᓯᙱᓂᖅᓴᓄᑦ ᐃᓯᖅᐸᓪᓕᐊᔪᑦ ᐱᔭᕐᓂᕈᓐᓃᑉᐸᓪᓕᐊᑎᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᓂᐊᖅᑕᖏᑦ.
Mr. Chairman, let me make it perfectly clear: my department does not support the practice of social promotion. Our policy on student placement, promotion and retention allows the school team to retain students at their current grade level if a parent requests it or if a student has missed a substantial amount of instructional time. The department is also developing classroom-based assessment tools for teachers to determine how well students are achieving learning outcomes.	ᐃᒃᓯᕙᐅᑖᖅ, ᓇᓗᓇᐃᑦᑎᐊᓚᐅᕐᓚᖓ: ᑕᒪᓐᓇ ᐃᑲᔪᖅᓱᙱᓚᑦᑕᕗᑦ ᖁᕝᕙᑎᐊᖅᑎᑦᑎᖅᑕᑦᑐᐃᓐᓇᕐᓂᖅ. ᐊᑐᐊᒐᖅᐳᑦ ᐃᓕᓴᖅᑏᑦ ᐃᓕᔭᐅᓂᖏᑦ ᖁᕝᕙᑎᐊᖅᑕᐅᓂᖏᑦ ᐊᑐᖅᓱᒋᑦ ᒫᓇ ᖁᕝᕙᓯᖕᓂᖓ ᓈᒻᒪᒃᓯᓕᖅᓯᒪᓗᒍ ᐊᑐᖅᑕᑦᑕᕐᓂᐊᖅᑕᕗᑦ ᐅᕙᓘᓐᓃᑦ ᐃᓕᓴᖅᑏᑦ ᐅᐸᖅᑕᑦᑕᖏᓗᐊᖅᑐᓪᓚᑦᑕᐊᓘᓐᓂᖅᐸᑦ ᖁᕝᕙᑎᐊᖅᑎᑕᐅᒃᑲᓂᕐᔫᖏᑦᑐᖅ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐋᖅᑭᑦᓯᓯᒪᕆᕗᑦ ᖃᐅᔨᓴᐅᑎᓂᒃ ᐊᑐᖅᑕᐅᖅᑕᑦᑕᕐᓂᐊᖅᑐᓂᒃ ᐃᓕᓴᖅᑎᓄᑦ, ᐃᓕᓭᔨᓄᑦ, ᐃᓕᓴᖅᑏᑦ ᑕᒪᒃᑯᐊ ᐃᓕᐸᓪᓕᐊᖕᒋᓐᓇᕆᓗᐊᕐᒪᖔᖏᑦ.
Nunavut has a system of inclusive education that entitles all students to receive the supports they need to succeed in school based on their unique strengths and challenges as learners. We have heard the	ᓄᓇᕗᑦ ᐋᖅᑭᑦᓯᒪᕗᖅ ᐊᑕᐅᓯᕐᒥᒃ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᒥᒃ ᐊᑐᖅᑕᐃᓐᓇᐅᔪᓕᒫᖑᓗᑎᒃ ᐃᓕᓴᖅᑏᑦ ᐃᑲᔪᖅᑎᖅᑕᑎᐊᕐᓗᑎᒃ ᑐᙵᕕᒋᓗᒋᑦ ᓴᙱᓂᖏᑦ ᐱᓇᐃᓗᑕᕆᖅᑕᑦᑕᖅᑕᖏᑦ ᐃᓕᖅᑎᐅᑎᓪᓗᑎᒃ.

concerns that the system needs improvement. We are actively taking steps to strengthen our system on inclusive education. As part of our strategy, we are:	ᐃᓱᒫᓘᑎᒋᔭᐅᔪᓂᒃ ᑐᓴᖅᑎᑕᐅᖃᑦᑕᓚᐅᖅᐳᒍᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᓇᓂᖅ ᐱᐅᓯᒃᑲᓐᓂᕆᐊᖃᕐᓂᖓᓂᒃ ᐊᒻᒪᓗ ᐃᓘᓐᓇᖅᑎᓐᓄᑦ ᐊᑐᖅᑐᑦ ᑕᐃᒪᓐᓇᐅᑎᓪᓗᒍ ᐃᒪᐃᓕᐅᖅᐳᒍᑦ:
• Laying the foundation through our proposed amendments to inclusive education in the bill and clearly defining the roles and expectations of school staff, parents, DEAs, and students in the legislation;	• ᑐᓐᖓᕕᒋᔭᐅᓂᐊᖅᑐᑦ ᐋᖅᑭᐊᕈᑎᒃᓴᐃᑦ ᐃᓘᓐᓇᖅᑎᓐᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐋᖅᑭᐊᕐᓗᒍ ᓇᓗᓇᐃᕐᓗᒋᓪᓗ ᖃᓄᐃᑦᑐᓂᒃ ᐃᖅᑲᓇᐃᔮᖃᕐᒪᖔᖅ ᐃᓕᓴᕐᕕᒻᒥ ᐃᖅᑲᓇᐃᔭᖅᑎ, ᐃᓕᓐᓂᐊᖅᑏᑦ, ᑲᑎᒪᔩᑦ ᐃᓕᓴᕐᕕᓪᓗ ᐅᑯᑎᒎᓇ ᒪᓕᒐᑎᒍᑦ;
• Establishing a student achievement division dedicated to overseeing the implementation of policies, procedures, and standards for inclusive education;	• ᐋᖅᑭᒃᓱᓗᑕ ᐃᓕᓴᖅᑏᑦ ᐱᕙᓪᓕᐊᓂᐊᕐᓂᖓᓄᑦ ᐱᓕᕆᕕᓐᓂ ᐊᑐᓕᖅᑎᑦᑎᔨᐅᓂᐊᖅᑐᓂᒃ ᐊᑐᐊᒐᓂᒃ ᒪᓕᒐᓂᒃ ᐊᒻᒪᓗ ᒪᓕᒃᑕᐅᔭᓇᐊᖅᑲᖅᑐᓂᒃ;
• Supporting a multidisciplinary team of specialists that provide education support services to all communities, including a behavioural and social-emotional learning coordinator, a counselling development coordinator, a deaf and hard of hearing specialist, and student assessment and evaluating coordinators;	• ᐃᑲᔪᖅᓱᕐᓗᑕ ᐃᓂᖅᑎᕆᔨᐅᓂᐊᖅᑐᓂᒃᐱᑐᐃᓐᓇᐅᙱᑦᑐᓕᕆᔨᓂᒃ ᐃᑲᔪᖅᓱᐃᔨᐅᓂᐊᖅᑐᑦ ᓄᓇᓕᓪᓕᒫᓂ ᐃᓚᓕᐅᑎᓪᓗᒍ ᐃᓕᓴᖅᑎ ᖃᓄᐃᓕᐅᕐᓂᖏᓐᓄᑦ ᐱᑦᑎᐊᙱᓐᓂᕐᒧᑦᓗ ᑲᒪᒋᔭᐅᔾᔪᓯᐅᖃᑦᑕᓂᐊᖅᑐᓄᑦ ᑐᑭᒧᐊᒃᑎᑦᑎᔩ, ᐃᓅᓯᓕᕆᔩ, ᑐᓵᑦᑎᐊᙱᑦᑐᓕᕆᔩ, ᐃᓕᓴᖅᑎᓪᓗ ᖃᐅᔨᓴᖅᑕᐅᓂᖏᓐᓄᑦ ᑐᑭᒧᐊᕈᑏᑦ;
• Allocating additional funding to the installation of soundfield equipment in all K to 12 learning spaces in Nunavut to support students with hearing loss;	• ᓱᓇᒃᑯᑖᓕᒫᓂᒃ ᐃᓕᐅᖅᑲᐃᓗᑕ ᐱᒋᐊᓖᖅᑐᓂᒃ 12-ᓄᑦ, ᑐᓵᑦᑎᐊᙱᑦᑐᓄᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᓂᐊᖅᑐᓂᒃ;
• Partnering with the Department of Health to ensure students are properly diagnosed and receive the education support services they require in school;	• ᐋᓐᓂᐊᖃᕐᓇᙱᑦᑐᓕᕆᔨᒃᑯᓐᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᖅᑐᒍᑦ ᖃᐅᔨᓴᖅᑕᐅᑦᑎᐊᖃᑦᑕᕈᓐᓇᓂᐊᕐᒪᑕ ᐃᓕᓴᖅᑏᑦ ᐊᒻᒪᓗ ᐱᔨᑦᑎᕈᑎᑕᖅᑲᓇᐊᖅᐸᑦ ᐊᑐᖅᑎᓪᓗᒋᑦ;
• Developing tools and resources for school staff, including an individual student support plan handbook that outlines the process for planning, developing, implementing, monitoring, and revising individual student support plans and tools to help teach students skills in relaxation, positive thinking, and mindfulness; and	• ᓴᓇᕿᑎᒃᓴᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᓪᓗ ᐋᖅᑭᑦᓱᐃᓗᑕ ᐊᑐᖅᑕᐅᓂᐊᖅᑐᓂᒃ ᐃᓕᓴᖅᑎᓄᑦ ᐃᑲᔪᖅᓱᐃᔨᓄᓪᓗ ᐅᖃᓕᒫᒐᑦᓴᓂᒃ ᐸᕐᓇᐃᓂᕐᒧᑦ ᐱᕙᓪᓕᐊᑎᑦᑎᓂᕐᒧᑦ ᐊᑎᓕᐅᖅᑎᑦᑎᓂᖅ ᓇᐅᑦᑎᖅᓱᕐᓂᖅ ᐋᖅᑭᑦᓯᕆᐊᕐᓂᕐᓗ ᐸᕐᓇᐅᑎᓂᒃ ᐊᑐᖅᑕᐅᖃᑦᑕᓂᐊᖅᑐᓂᒃ ᐊᒻᒪᓗ ᐃᓕᓴᖅᑏᑦ ᐱᓕᖕᒪᒃᓴᖅᑕᐅᓂᐊᕐᒪᑕ ᓴᐃᓕᓂᕐᒥᒃ ᐱᐅᔪᓂᒃ ᐃᓱᒪᓂᕐᒥᒃ ᐊᒻᒪᓗ ᐃᓱᒪᔭᖅᑲᑦᑎᐊᕐᓃᑦ; ᐊᒻᒪᓗ

• Providing ongoing training through annual conferences to student support teachers, principals, and *Ilinniarvimmi Inuusilirijiit*.	• ᐃᓕᓐᓂᐊᖅᑎᑕᐅᕐᑲᑦᑕᕐᒥᓗᑎᒃ ᐊᕐᕿᒍᑕᒫᖅᓯᐅᑏᑦ ᑲᑎᒪᕐᔪᐊᖅᑎᑕᐅᕐᑲᑦᑕᕐᓗᑎᒃ ᐃᓕᓴᖅᑏᑦ ᐃᑲᔪᖅᑎᖏᑦ, ᐊᖓᔪᖅᑳᑦ, ᐃᓕᓐᓂᐊᕐᕕᒻᒥᓗ.
(interpretation) Mr. Chairman, my department has done significant work to strengthen our system of inclusive education to improve the educational outcomes of our students. We will continue to actively review, update, and evaluate our programs, resources, policies, and initiatives to ensure Nunavut's inclusive education system is responsive to the needs of our students.	(ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᐃᑦᓯᕙᐅᑖᖅ, ᐱᓕᕆᕝᕕᔭᕗᑦ ᐊᑦᓱᕉᖅᓯᒪᒻᒪᕆᑦᑐᖅ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᐊᐅᓚᓂᖓ ᓴᓐᖏᑦᑎᒋᐊᒃᑲᓐᓂᕈᒪᓪᓗᑎᒍ ᑭᒃᑯᓕᒫᑦ ᐃᓱᒪᒋᓪᓗᒋᑦ ᐊᒻᒪᓗ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓱᓕᑦᑎᑦᑎᐊᒃᑲᓐᓂᕐᑲᑦᑕᕈᓐᓇᕐᑯᓪᓗᒋᑦ. ᑖᓐᓇ ᑲᔪᓰᓐᓇᕈᑎᒋᓂᐊᖅᑐᑎᒍᑦ ᕿᒥᕐᕈᓂᖅ, ᓄᑖᕈᖅᑎᑦᑎᒋᐊᕐᓂᖅ, ᐋᖅᑭᒋᐊᕆᓂᕐᓗ ᑖᒃᑯᐊ ᐱᓕᕆᐊᕆᔭᕗᑦ, ᐊᑐᕐᑲᑦᑕᖅᑕᕗᓪᓗ ᐊᑐᐊᒐᐃᑦ, ᐱᓕᕆᐊᒃᓴᐃᓪᓗ ᕐᑲᓄᐃᓐᓇᖅ ᑕᒪᓐᓇ ᓄᓇᕗᑦ ᑭᒃᑯᓕᒫᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᒃ ᐊᑐᐃᓐᓇᕈᐃᕐᑲᑦᑕᑎᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑐᓄᑦ ᐊᒻᒪᓗ ᑐᕌᖓᑦᓯᐊᕆᐊᕐᑲᕐᒪᑕ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᑐᓇᐊᕐᑲᖅᑕᖏᓐᓂᒃ.
(interpretation ends) We won't see the results of the proposed amendments immediately. It will take several years and the combined efforts of our education partners before we see the outcomes of these legislative amendments. That should not be a reason to not make these amendments. It should be a reason to make these amendments now before more time is lost, to feel a sense of urgency as a government to take decisive action now for the future of Nunavummiut.	(ᑐᓵᔨᑎᒍᑦ) ᑭᓱᓂᒃ ᑕᖏᓕᓐᓂᒃ ᑕᑯᑲᐅᑎᒋᔾᔮᖏᑦᑐᒍᑦ ᑖᒃᑯᐊ ᐋᖅᑭᒋᐊᕈᑎᑦ ᐊᑐᓕᖅᑎᑕᐅᓯᒪᓕᕋᓗᐊᖅᑎᓪᓗᒋᑦ. ᐊᑕᐅᓯᐅᓐᖏᑦᑐᓄᑦ ᐊᕐᕿᒍᓄᑦ ᑲᑐᑎᓗᑎᒃᑯᓪᓗ ᐱᓕᕆᐊᕆᓗᑎᒃᑯᑦ ᑕᑯᓕᑕᐃᓐᓇᓛᖅᑕᕗᑦ ᕐᑲᓄᖅ ᐊᒃᑐᐃᓂᕐᑲᕐᓂᐊᕐᒪᖔᖅ. ᑕᒪᓐᓇ ᐱᔾᔪᑎᔅᓴᐅᓐᖏᑦᓚᖅ ᐋᖅᑭᒋᐊᕆᑎᔅᓴᓂᒃ ᐋᖅᑭᒃᓯᓂᐊᕈᑦᑕ. ᐋᖅᑭᒋᐊᕈᑏᑦ ᒫᓐᓇ ᓴᓇᔭᐅᔭᕆᐊᓖᑦ ᔭᒐᐃᒃᑲᓂᕐᓂᐊᖏᓐᓇᑦᑕ. ᑐᐊᕝᕙᕐᓇᖅᓯᔪᖅ ᒐᕙᒪᒃᑯᑦ ᐃᓱᒪᓕᐅᕈᑎᕐᑲᑦᑎᐊᕆᐊᕐᑲᕐᒪᑕ ᓄᓇᕗᒻᒥᐅᑦ ᓯᕗᓂᔅᓴᖓ ᐱᓪᓗᒍ.
My department has worked tirelessly since enacting the *Education Act* in 2008 to strengthen the foundation of our education system and to improve the student experience, their academic potential, and ultimately their futures. Despite the progress we have made since 2008, we know there is still much work to do. We know this will take time. We know it will take patience. We know it will take parents, teachers, students, community members, and the passion of Nunavummiut. Sustainable improvements in Nunavut's education system will require the combined efforts of all of us.	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑕᕐᑲᓯᐃᑦᑑᔮᖅᕈᑎᒃ ᐃᖅᑲᓇᐃᔭᖅᓯᒪᔪᑦ ᐊᑐᓕᖅᑎᑕᐅᖅᑯᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ *ᒪᓕᒐᖅ* 2008-ᒥᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᐅᑉ ᑐᓐᖓᕕᖕᒋᑦ ᑕᒪᒃᑯᐊ ᓴᓐᖏᑦᑎᐹᓪᓕᕐᓂᐊᕐᒪᑕ ᐊᒻᒪᓗ ᐱᐅᓯᒃᑲᓂᕐᓗᑎᒃ ᐃᓕᓴᖅᑏᑦ ᐊᑐᖅᑕᖏᑦ ᓯᕗᓂᔅᓴᕆᒻᒪᔾᔪᑦ. ᑕᒪᒃᑯᐊ ᐱᕙᓪᓕᐊᑦᑎᐊᕋᓗᐊᖅᑎᓪᓗᒋᑦ ᑕᐃᒪᙵᓂᑦ 2008-ᒥᓂᑦ ᓲᓖᓛᒃ ᐱᔭᔅᓴᕗᑦ ᐅᓄᖅᑐᐊᓗᐃᑦ ᐊᒻᒪᓗ ᐊᑯᓂ ᐊᑐᖅᐸᓪᓕᐊᓂᐊᖅᑎᓪᓗᒍ. ᐅᑕᖅᑭᑦᑎᐊᕆᐊᖅᑲᖅᑯᒍᑦ ᐃᓕᓴᖅᑏᑦ, ᐃᓕᓴᐃᔩᑦ ᐊᖓᔪᖅᑳᕆᔭᖏᑦ ᓄᓇᓖᓪᓗ ᐊᒃᓱᕉᑎᕐᑲᖅᐳᑦ ᓄᓇᕗᒻᒥ, ᑲᑐᔾᔩᓗᑎᓪᓘᔭᕆᐊᖅᑲᖅᓂᐊᖅᕈᑎᒃ. ᐱᐅᓯᒋᐊᕐᓂᐊᖅᐸᑕ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕐᑕᓕᕆᔾᔪᑦ ᐊᒃᓱᕉᑎᒋᔭᐅᔭᕆᐊᓕᒃ ᑭᒃᑯᓕᒫᓄᑦ.
As Members of the Legislative Assembly, we developed our vision for education and expressed it in *Turaaqtavut*. We know what we must do and we now have an achievable,	ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ ᑕᑯᓐᓇᙳᐊᖅᓯᒪᔪᒍᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᑐᕌᖓᔪᓂᑦ ᐅᖅᑲᖅᑕᐅᓯᒪᓪᓗᓂᓗ ᑐᕌᖅᑕᕗᑦ ᐃᓗᐊᒍᑦ. ᒫᓐᓇ ᑕᐃᒪ ᑎᑭᑦᑐᓐᓇᖅᑕᑦᑎᓐᓂᒃ

resourced, time-specific plan. As a government, we committed to amending the *Inuit Language Protection Act* and the Education *Act* and to ensure quality education and improved student outcomes. Let us say together as Members of the Legislative Assembly that we will achieve our goals for education.	ᐃᓱᓕᑦᑕᕆᓕᐅᖅᓯᒪᔪᓂᑦ ᐸᕐᓇᐅᓯᐅᖅᓯᒪᓕᖅᑐᒍᑦ. ᒐᕙᒪᐅᓪᓗᑕ ᐊᖏᖅᓯᒪᔪᒍᑦ ᐋᖅᑭᒋᐊᕈᒪᓪᓗᑎᒃᑯ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ *ᒪᓕᒐᕐᔪᐊᖅ* ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᕐᑲᐅᓯᖏᑦᑕ ᓴᐳᒻᒥᐅᓯᖅᑕᐅᓯᒪᓂᖏᓐᓄᑦ *ᒪᓕᒐᕐᔪᐊᖅ*. ᐊᑏ, ᐊᑕᐅᓯᐅᓗᑕ ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᑐᕌᒐᑦ ᑎᑭᐅᑎᓂᐊᖅᑕᕗᑦ.
(interpretation) Thank you very much, Mr. Chairman. I thank everyone here for their passion, dedication, and commitment to Nunavummiut and our territory's future. I look forward to the questions and comments from the Members and witnesses. Thank you, Mr. Chairman.	(ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒥᕗᒪᕆᓯᐊᖅᑐᖓ, ᐃᕆᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᐱᕕᖃᖅᑎᑕᐅᒍᓐᓇᕋᒪ ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐊᖏᔪᒥᒃ ᐊᒃᑐᐊᙵᓂᖃᖅᑎᓪᓗᒍ ᓄᓇᕗᒻᒥᐅᓄᑦ, ᑖᓐᓇᓗ ᓄᓇᕗᑦ ᓯᕗᓂᓵᖓᓄᑦ ᑐᖐᖓᒻᒪᑦ. ᑭᓯᐊᓂ ᓂᕆᐅᑦᑐᖓ ᐊᐱᖅᑯᑎᓵᐅᓂᐊᕐᒪᑕ ᐅᖃᐅᓯᔅᓴᐃᓪᓗ ᐊᒥᓱᑦ, ᑲᑎᒪᔨᓂᑦ ᐊᒻᒪᓗ ᑲᑎᒪᔨᐅᑦ ᓵᖓᓃᖃᑕᐅᓂᐊᖅᑐᓂᑦ ᑐᓐᖓᓱᒃᑎᓐᓂᐊᖅᐸᕗᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you Minister. We don't have time for questions right now to the Minister. I would like to remind Members that during the hearing, when the other witnesses are at the witness table, the Minister will be sitting with us here and we will be asking him questions. On Thursday we will have an opportunity that morning to ask questions to the Minister, if you have questions. I am sure that you will have questions.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒦᒃ, ᒥᓂᔅᑕ. ᒫ'ᓇ. ᑲᑎᒪᔨᐅᖃᑎᒃᑲ ᒫᓐᓇ ᐱᕕᖃᓛᙱᒃᑲᓗᐊᖅᑎᓪᓗᑕ ᐊᐱᖅᖄᖅᓂᕐᒧᑦ ᒥᓂᔅᑕᒧᑦ, ᐃᖅᑲᐃᑎᕆᐊᕐᓚᔅᓯ ᑕᑯᓐᓂ ᑲᑎᒪᓐᓂᕆᔮᑕ, ᑲᑎᒪᓚᐅᖅᑎᓪᓗᑕᐃᓛᒃ ᐅᖃᓪᓚᕆᐊᖅᑐᖅᖄᓚᔪᑦ, ᖃᐃᖁᔭᐅᖄᓚᔪᑦ ᑕᑯᓂᖄᐅᓕᖅᐸᑕ. ᒥᓂᔅᑕ ᐃᒃᓯᕖᖅᑕᐅᓂᐊᕐᒪᑦ ᑕᑯᓂ ᐃᓪᓘᑉ ᐃᓗᐊᓂ ᐊᐱᖅᖄᖅᑕᖅᑑᓪᓗᐊᕐᓂᖁᑦᑎᒍ ᑕᕝᕚᓇ ᐊᒻᒪᓗ ᖄᑕᒫᖑᓕᖅᐸᑦ Thrursday-ᒥᑦ ᐱᕕᖃᕈᒫᖁᐸᑕ ᐅᐸᑖᖓᓂᑦ ᒥᓂᔅᑕ ᐊᐱᖅᖄᖅᑕᖅᑑᓪᓗᐊᕐᓂᐊᖅᑐᑎᒍ ᐊᐱᖅᑯᖄᐃᖄᕐᑲᕐᓂᕈᐸᓯ. ᓇᓗᓇᙱᑦᑐᖅ ᐊᐱᖅᑯᑎᖄᕐᑲᖅᑐᓯ.
We will now take a 15-minute break and resume after that. Thank you.	ᑕᐃᒪ ᒫᓐᓇ ᓄᖅᑲᖓᓚᐅᒃᓂᐊᖁᑦᑕ 15 ᒥᓂᑦᓯᒥᒃ ᐅᕙᑦᓯᐊᕈ ᐅᑎᕆᐊᕐᓂᐊᖅᑐᑕ. ᒫ'ᓇ.
>>Committee recessed at 10:03 and resumed at 10:26	*>>ᑲᑎᒪᔨᖁᓛᑦ ᓄᖅᑲᖓᑲᐃᓐᓇᖅᑐᑦ 10:03ᒥ ᑲᔪᓯᓪᓗᑎᓪᓗ 10:26ᒥ*
Chairman (interpretation): Now that we are back, I would like to welcome the next witnesses to come and everyone else who has come to observe. President of Nunavut Tunngavik Incorporated, Aluki Kotierk, please feel welcome in the Legislative Assembly and you may now begin your opening remarks.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᑕᐃᒪ ᐅᑎᖅᖄᐃᒪᓕᕐᒥᒐᑉᑕ. ᑕᐃᒪ ᐅᓇ ᖄᐃᕗᑦᓕᖅᐹᖅ, ᐃᓛᒃ ᐅᑯᐊ ᖄᐃᕗᑦᓕᖅᐸᐅᓪᓗᑎᒃ ᖃᐃᖁᔭᐅᓯᒪᔪᑦ, ᐅᖃᓪᓚᕆᐊᖅᑐᖅᓯᒪᔪᑦ ᑐᓐᖓᖄᐅᓪᓕᑦ, ᑐᖄᑳᕆᐊᖅᑐᖅᑐᓪᓗ. ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᓐᓂᑦ ᑭᒡᒐᖅᑐᐃᔪᖅ ᐊᖓᔪᖅᖄᖅ ᐊᓗᑭ ᑰᑦᑎᖅ, ᑐᓐᖓᖄᐅᒥᑦ ᒪᓕᒐᓕᐅᕝᕕᖕᒧᑦ ᐊᒻᒪ ᒫᓐᓇ ᐱᒋᐊᖅᑑᓪᓗᐊᓕᖅᐳᑎᑦ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for giving me an	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒡᓗ ᑕᑯᓂ

opportunity to present before the Standing Committee in regard to Bill 25.	ᐱᕕᖃᖅᑎᑕᐅᒐᒪ ᒪᓕᒐᓕᐅᖅᑏᑦ ᑲᑎᒪᔨᐅᑲᐃᓐᓇᖅᑐᓄᑦ ᐅᓂᒃᑳᓇᐊᖅᑐᖅᓯᒪᑎᓪᓗᖓ ᒪᓕᒐᒃᓴᖅ ᑖᓐᓇ 25 ᐱᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑐᕌᖓᔪᖅ.
My presentation is a joint response from Nunavut Tunngavik Incorporated, the Qikiqtani Association, the Kivalliq Inuit Association, and the Kitikmeot Inuit Association and is informed by the active input of Nunavummiut. I am speaking to you today on behalf of Nunavut Inuit. We are calling for government to withdraw Bill 25. Inuit do not have a new language. I will be speaking very seriously about this. We have been speaking about the Act for a very long time and what it should contain.	ᑖᓐᓇ ᑲᑐᔾᔨᖃᑎᒌᒃᓯᒪᓪᓗᑕ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃ ᐃᓄᐃᑦ ᑐᓐᖓᕕᒃᑯᑦ, ᕿᑭᖅᑕᓂ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ, ᑭᕙᓪᓕᖅ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ, ᕿᑎᕐᒥᐅᓪᓗ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ ᐱᓕᕆᐊᕆᔭᕗᑦ ᐋᖅᑭᒃᓱᖅᓯᒪᔭᕗᑦ ᐃᓄᖕᓂᓪᓗ ᑐᓴᖅᓯᒪᔭᕗᑦ ᐃᓚᓕᐅᑎᓪᓗᑎᒍ. ᐃᓄᐃᑦ ᓄᓇᕗᒻᒥᐅᑕᐃᑦ ᑭᒡᒐᖅᑐᖅᖢᒋᑦ ᑕᕝᕗᖓ ᐅᓂᒃᑳᓇᐊᖅᑐᖅᓯᒪᔪᖓ. ᑖᓐᓇ ᓴᖅᑭᑕᐅᓯᒪᔪᖅ ᒪᓕᒐᒃᓴᖅ 25, ᓴᒃᑯᑕᐅᔭᕆᐊᖃᕐᓂᖓᓂᒃ ᓂᓪᓕᐊᔭᖅᑐᖅᑐᖓ, ᑲᔪᓯᑎᑕᐅᓐᖏᑦᑎᐊᒻᒪᕆᖁᓪᓗᒍ. ᐃᓄᐃᑦ ᓄᑖᒥᒃ ᐅᖃᐅᓯᖃᓐᖏᑦᑐᑦ. ᑖᓐᓇ ᐊᒃᓱᐊᓗᒃ ᐅᖃᐅᓯᕆᓂᐊᖅᑕᕋ ᑐᑭᖃᓪᓚᕆᒃᑐᖅ ᓇᓗᓇᓐᖏᑦᑐᓂ ᒪᓕᒐᒃᓴᖅ ᑖᓐᓇ ᐅᖃᐅᓯᕆᖃᑦᑕᖅᓯᒪᓵᔭᕋᑦᑎᒍ ᐃᓗᓕᒃᓴᖏᑦ ᖃᓄᐃᑦᑑᔭᕆᐊᖃᕐᒪᖔᑕ.
During public consultations regarding proposed amendments to the *Education Act* and the *Inuit Language Protection Act* last fall and winter, members of the public and local leadership of district education authorities took the time and effort to provide input in the hopes that they may contribute positively to education reform in our territory.	ᐃᓄᓕᒫᖅᑎᑦᑎᑎᓪᓗᒋᑦ ᐋᖅᑭᒋᐊᕈᑕᐅᓂᐊᖅᑐᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᓴᐳᔾᔨᓂᕐᒧᑦ ᒪᓕᒐᖅ, ᐅᑭᐊᒃᓵᖑᓚᐅᖅᑐᖅ, ᐅᑭᐅᖑᓚᐅᖅᑐᕐᓗ ᐊᔾᔨᒌᓐᖏᑦᑐᑦ ᓄᓇᓕᖕᓃᓐᖓᖅᓯᒪᔪᑦ ᓂᓪᓕᓇᐊᖅᑐᖃᑦᑕᓚᐅᖅᑐᑦ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᓪᓗ ᑲᑎᒪᔨᕋᓛᖑᖅᑲᑕᐅᔪᑦ ᓂᓪᓕᐊᖃᑦᑕᓚᐅᓂᓪᓗᑎᒃ. ᖃᓄᖅ ᐱᐅᔪᒥᒃ ᑕᐅᑐᒐᖃᕐᒪᖔᑦ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐊᑦᑎᖃᕈᓇᖅᒪᖔᑦ ᐊᑐᖅᑕᐅᑎᐊᕈᓇᖅᒪᖔᑦ ᓄᓇᕗᑦ ᐃᓗᐊᓂ.
Since the 1970s Inuit have consistently communicated a desired path forward in the broad area of education. These concerns have been communicated to you as Members of the Legislative Assembly as well as your predecessors through written correspondence and formal submissions, through direct contact with MLAs, and by other means.	1970-ᓂᑦ ᐱᒋᐊᖅᓯᒪᓪᓗᓂ ᐃᓄᐃᑦ ᓂᓪᓕᕈᑎᖃᖃᑦᑕᖅᓯᒪᐃᓐᓇᖅᒪᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᓪᓗᒍ, ᖃᓄᖅ ᓯᕗᓕᐅᖅᑕᐅᑎᐊᕈᓇᕋᔭᕐᒪᖔᑦ ᐃᓱᒪᒋᔭᐅᖃᑦᑕᖅᓯᒪᓪᓗᓂ. ᐃᓱᒫᓘᑎᒋᔭᕗᑦ ᐃᓕᔅᓯᒪᓄᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᓯᒍᑦ ᓇᓗᓇᐃᑎᐊᖅᓯᒪᔭᕗᑦ, ᐊᓪᓛᑦ ᓯᕗᓕᔅᓯᒪᓄᑦ ᓇᓗᓇᐃᑎᐊᖅᓯᒪᖕᒥᔭᕗᑦ. ᐊᔾᔨᒋᓐᖏᑦᑐᒃᑯᑦ ᓇᓗᓇᐃᖅᑕᖅᓯᒪᔭᕗᑦ ᑎᑎᕋᖅᓯᒪᔪᒃᑯᑦ, ᑎᑎᕋᖅᓯᒪᔪᒃᑯᑦ ᓇᓗᓇᐃᖅᑕᖅᓯᒪᔭᕗᑦ ᐅᖃᓪᓚᖕᓂᒃᑯᑦ, ᑎᑎᖃᒃᑯᑎᒍᑦ ᐊᒻᒪᓗ ᐊᔾᔨᒋᓐᖏᑐᒃᑯᑦ ᓇᓗᓇᐃᖅᓯᕙᒃᖢᑕ ᐃᓅᓪᓗᑕ.
Our main concerns are three-fold within this bill. The first one is that the Inuit language should be respected properly and dealt with. The Inuit language must be the language of instruction in all grades, from kindergarten through to grade 12, and in all subject areas, not just language arts. Inuit culture must form an equal part in the education system.	ᐱᖓᓲᓪᓗᐊᑕᖅᑐᑦ ᐃᓱᒫᓘᑎᒋᕗᑦ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ ᐃᓗᐊᓃᑦᑐᑦ. ᓯᕗᓪᓕᖅ, ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐃᒃᐱᒋᔭᐅᑦᑎᐊᕆᐊᖃᖅᓂᖓ. ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐃᒃᐱᒋᔭᐅᑦᑎᐊᕆᐊᖃᖅᒪᑦ ᐊᑐᖅᑕᐅᑦᑎᐊᕆᐊᖃᖅᖢᓂ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐊᑦᑎᖕᓂᖅᐹᑯᓗᖕᒥᒃ ᐃᓕᓐᓂᐊᕆᐅᖅᓴᖃᑦᑕᖅᑐᓂᒃ, ᖁᑦᑎᓐᓂᖅᐹᒧᑦ 12-ᒧᑦ. ᑖᒃᑯᐊᓗ ᐊᔾᔨᒋᓐᖏᑦᑐᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᖅᑐᑎᒃ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐊᑐᖅᑕᐅᑦᑎᐊᖅᑐᓂ, ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓐᓂᒃ ᐃᓕᓐᓂᐊᕆᐅᖅᓴᖅᑎᑕᐅᑐᐃᓐᓇᖅᐸᓐᖏᑦᑐᑎᒃ. ᐃᓄᐃᑦ ᐱᖅᑯᓯᖓᑦ ᐃᓕᖅᑯᓯᖓᑦ ᑐᓐᖓᕕᒋᔭᐅᓪᓚᑦᑖᕆᐊᓕᒃ ᐃᓚᒋᔭᐅᑎᐊᕆᐊᖃᖅᑐᓂ ᐊᔾᔨᒋᔭᐅᑎᑕᐅᑦᑎᐊᖅᑐᓂ ᐱᔪᓇᐅᑎᖅᑲᖅᑎᑕᐅᑦᑎᐊᖅᑐᓂ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ.
The second concern is DEA authority. The government must provide support to the	ᑐᒡᓕᐊ, ᐊᕕᒃᑐᖅᑕᐅᓯᒪᔪᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᔪᓇᐅᑎᖏᑦ. ᒐᕙᒪᒃᑯᑦ ᐃᑲᔪᖅᓱᒃᑲᓂᕆᐊᖃᖅᑐᑦ

Coalition of Nunavut District Education Authorities and DEAs to expand and take on substantive authorities and effectively deliver on Inuit language, curriculum, and incorporation of *Inuit Qaujimajatuqangit* throughout the education system, similar to the authority given to the CSFN.	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᐅᔪᖅ ᐱᕕᖃᖅᑎᑕᐅᑦᑎᐊᖃᑦᑕᕐᓂᖓ ᐊᔾᔨᖓᓂᒃ ᐱᖃᕆᐊᖃᕐᒥᔪᑦ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᐅᖃᑦᑕᖅᑐᑦ.
The third concern is in regard to inclusive education. We must ensure all students with diverse needs are included with their peers in regular classrooms, with timely diagnoses by qualified professionals, adequate supports and accommodations, ongoing assessments and recordkeeping, open communication between schools and families, and appropriately trained educators. The teachers must be informed and properly trained on how they can include that student with special needs in the school.	ᐱᖓᔪᐊᑦ, ᐊᑕᖅᕆᑦᑎᐊᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕈᓐᓇᕐᓂᕐᒥᖕᓂᒃ ᐃᑲᔪᖅᓱᖅᑕᐅᓯᓇᐊᖃᖅᑐᑦ. ᐃᓕᓐᓂᐊᖃᑎᒥᓂᒃ ᐃᓕᓐᓂᐊᕝᕕᐅᑉ ᐃᓗᐊᓂ ᐃᓚᐅᖃᑦᑕᑦᑎᐊᕈᓐᓇᕐᑯᓪᓗᓕᑦ. ᐃᓱᒪᕆᓪᓗᓕᑦ ᑕᐃᒃᑯᐊ ᐃᓚᐅᖃᑕᑦᑎᐊᕈᓐᓇᕐᑯᓪᓗᓕᑦ ᖃᐅᔨᓴᖅᑕᐅᖃᑦᑕᑦᑎᐊᓇᐊᖃᖅᑐᑦ ᐃᓗᐊᖅᓴᐃᔨᓄᑦ ᐃᑲᔪᖅᓱᖅᑕᐅᑦᑎᐊᖅᐸᓪᓗᑎᒃ ᓴᖅᑮᔭᖅᑎᑕᐅᕙᓪᓗᑎᓪᓗ ᖃᓄᖅ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕋᔭᕐᒪᖔᑦ. ᖃᐅᔨᓴᖅᑕᐅᑦᑎᐊᖅᐸᓪᓗᑎᒃ ᐊᒻᒪᓗ ᑎᑎᖅᑲᒃᑯᑦ ᓇᓗᓇᐃᖅᑕᐅᑦᑎᐊᖅᓯᒪᕙᓪᓗᑎᑦ ᖃᓄᐃᓕᖓᓕᕐᒪᖔᑕ. ᑖᒃᑯᐊᓗ ᒪᑐᐃᖓᕕᐅᑎᐊᖅᐸᓪᓗᑎᒃ ᑐᓴᐅᒪᑎᑕᐅᑎᐊᖃᑦᑕᕐᓗᑎᒃ ᐃᓚᒋᔭᐅᔪᑦ ᐃᓕᓐᓂᐊᕐᕖᑦ ᑕᒪᓯᒥᖓ ᓄᑕᕋᖁᓗᖕᒥᒃ ᑲᒪᔪᑦ. ᑖᒃᑯᐊᓗ ᐃᓕᓴᐃᔩᑦ ᖃᐅᔨᒪᑎᑕᐅᑎᐊᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᓯᒪᑎᑕᐅᑎᐊᖅᐸᓪᓗᑎᒃ ᖃᓄᖅ ᐃᓚᓕᐅᔾᔨᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑦ ᑖᓐᓇ ᐊᔪᕈᑎᓕᒃ ᐃᓚᒋᔭᐅᑎᐊᕈᓐᓇᕐᑯᓪᓗᒍ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐃᓗᐊᓂ.
These three concerns that I am outlining are ongoing without resolution. If Nunavut's education system continues on this path, it will lead to an unpleasant result for the majority of Inuit students. These issues must be resolved beforehand, and then Inuit priorities can be dealt with.	ᑖᒃᑯᐊ ᐱᖓᓱᑦ ᓇᓗᓇᐃᖅᑕᒃᑲ ᓄᑖᖑᓐᖏᓚᑕ ᖃᐅᔨᒪᓪᓗᖓᓗ ᑲᒪᒋᔭᐅᓚᐅᖅᑳᖅᑎᓐᓇᕆᑦ ᑲᔪᓯᓇᓱᑐᐃᓐᓇᖅᐸᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐱᐅᓐᖏᑦᑐᒧᑦ ᑎᑭᐅᑎᑐᐃᓐᓇᕐᓂᐊᕐᒥᖓᑦᑕ. ᑖᒃᑯᐊ ᑲᒪᒋᔭᐅᑦᑎᐊᓚᐅᕐᓗᑎᒃ ᑭᓯᐊᓂ ᐃᓄᐃᑦ ᓯᕗᓪᓕᐅᔾᔮᔭᖅᑦᑎ ᑲᒪᒋᔭᐅᓕᕋᔭᖅᐳᑦ.
I encourage all Members to search for alternatives that support our Nunavut students and to brainstorm together to search for theses alternatives. It seems clear today that the onus is the lack of efficiency in how government conducts its work, as we need to lessen their workload, and this lack of empathy seems to be the biggest barrier in my estimation. Nonetheless, I am not here just to voice my dissatisfaction of the government.	ᐃᓕᓯᓐᓄᓪᓕ ᑲᔪᖅᑎᖅᓴᐃᓇᔭᖅᐳᖓ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᕐᑯᑎᕗᑦ ᓄᓇᕗᑉ ᐃᓗᐊᓂ ᖃᓄᖅ ᐃᑲᔪᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕋᓱᒡᓗᑕ ᐱᐅᓂᖅᓴᖅ. ᒫᓐᓇᐅᔪᕐᓕ ᑐᑭᓯᓇᖅᑰᔨᖃᑦᑕᕐᒪᑦ ᒐᕙᒪᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖕᕆᑦ ᖃᓄᖅ ᐱᓕᕆᑦᑎᐊᕈᓐᓇᕐᓂᖅᓴᐅᓇᔭᕐᒪᖔᑦ ᐱᕕᑭᓐᓂᖅᓴᖅ ᐱᔭᕆᐊᑐᓐᖏᓐᓂᖅᓴᒥᒃ ᐱᓕᕆᔪᓐᓇᕐᑯᓪᓗᕆᑦ ᐃᓱᒪᕆᔭᐅᓂᖅᓴᐅᖅᑰᔨᕆᑦᑎᐊᒻᒪᕆᓕᕋᒃᑯ ᑭᓯᐊᓂ ᑕᕝᕗᓐᖓᖅᓯᒪᖕᕆᑦᑐᖓ ᐅᖃᐱᓗᕆᐊᖅᑐᓯᒪᑐᐃᓐᓇᖅᑐᖅᑰᖓ.
Inuit organizations also debate and discuss innovative ways of improving the shortfalls of our education system, including possible changes to make education more effective, which they want to relay to the government.	ᐃᓄᐃᑦ ᑎᒥᖁᑎᖕᕆᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᖃᑦᑕᕐᒪᑕ ᐋᖅᑭᒋᐊᕐᕕᖕᓂᓪᓗ ᐃᓱᒪᒃᓴᖅᓯᐅᖅᐸᒃᑰᑎᒃ ᖃᓄᖅ ᐱᐅᓂᖅᓴᒥᒃ ᓴᖅᑭᑎᑦᑎᒍᓐᓇᕐᒪᖔᑦ ᓇᓗᓇᐃᖅᓯᔪᒪᒃᑰᑎᒃ.

Due to our interest in this matter, Inuit organizations conducted an intensive review of this proposed bill, and the preceding bill to determine changes to the proposed legislation so that the present *Education Act* becomes more relevant.	ᑕᐃᒪᐃᒻᒪᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᕿᒥᕐᕈᓯᒪᔪᑦ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ ᑕᐃᓐᓇᓗ ᒪᓕᒐᒃᓴᐅᓚᐅᖅᑐᖅ ᐱᓪᓗᒋᑦ ᖃᓄᖅ ᐋᖅᑭᒋᐊᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕋᔭᕐᒪᖔᑦ. ᑖᓐᓇ ᒫᓐᓇᐅᓕᖅᑐᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ ᖃᓄᖅ ᐋᖅᑭᒋᐊᖅᑕᐅᔪᓐᓇᕐᒪᖔᑦ.
We invited Inuit to submit their concerns about our current education system and to include ways to improve it. At this time we had our lawyers conduct a comprehensive review and present an alternative bill called the Nunavut Education Reform Act on how to enact these changes and improvements. We surmised this based on the Inuit fundamental right to educate their children using Inuit cultural foundations. We also tried to envision how children can be caught in the middle between cultures and this is why we tried to base it on our Inuit culture.	ᑐᓴᐅᒪᓇᖅᑐᖅ ᐃᓄᖕᒦᓐᖔᖅᑐᒥᒃ ᐃᓱᒫᓘᑎᒋᔭᐅᔪᓂᒃ ᑖᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᖃᓄᖅ ᐊᐅᓚᐅᓯᖕᒐ ᐋᖅᑭᑦᑎᐊᕈᓐᓇᕐᒪᖔᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᒪᓕᒐᓕᕆᔨᕗᑦ ᐱᓕᕆᐊᖃᓚᐅᖅᑐᖅ ᓴᖅᑭᑦᑎᓪᓗᑕᓗ ᖃᓄᖅ ᒪᓕᒐᒃᓴᒥᒃ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐋᖅᑭᐅᒪᑎᑦᑎᓂᕐᒧᑦ ᒪᓕᒐᖅ ᖃᓄᐃᓕᖕᒐᔪᓐᓇᕋᔭᕐᒪᖔᑦ. ᑖᓐᓇ ᐃᓕᓴᓐᓂᑦ ᓇᒃᓯᐅᑎᓯᒪᔭᕗᑦ ᖃᐅᔨᒪᓪᓗᑕ ᑐᓐᖓᕕᒋᓪᓚᕆᒃᓗᑎᒍᑦ ᐃᓄᐃᑦ ᐱᔪᓐᓇᐅᑎᓪᓚᕆᖕᒐᓄᑦ ᑐᓐᖓᕕᖅᑲᕋᓯᒃᓗᑕ ᓄᑕᖅᑲᓪᓗ ᕿᑎᐊᓄᑦ ᓲᕐᓗ ᑕᐅᑐᒐᓱᒃᓗᑎᒍᑦ. ᑐᓐᖓᕕᒋᓇᓱᒃᓗᑎᒍᑦ ᐃᓄᐃᑦ ᐱᖅᑯᓯᖏᓐᓂᒃ ᐱᕚᓪᓕᕈᓐᓇᖁᓪᓗᑎᒍ.
The Nunavut Education Reform Act alternate legislation embodies this Inuit cultural foundation, as it enacts Inuktitut as the main language of instruction in all educational programs, such as early childhood all the way through kindergarten up to grade 12.	ᑖᓐᓇ ᒪᓕᒃᓗᒍ ᓄᓇᕘᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐋᖅᑭᐅᒪᓂᖅ ᒪᓕᒐᒃᓴᓐᖑᐊᖅ ᑐᓐᖓᕕᖃᓪᓚᕆᒃᑐᖅ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖃᑦᑕᕈᓐᓇᖁᓪᓗᒋᑦ ᑭᓯᓕᒫᓂᒃ ᐃᓕᓐᓂᐊᖃᓗᐊᖅᑎᓪᓗᒋᑦ ᐊᑦᑎᖕᓂᖅᐹᑯᓗᖕᒥᒃ ᐃᓕᓐᓂᐊᕆᐅᖅᓴᖅᑐᑦ ᖁᑦᑎᖕᓂᖅᐹᒧᑦ 12-ᒧᑦ.
We are aware that Inuit visions of proper education within Nunavut aren't relayed by many residents. Nonetheless, although we may seem to fall short of that vision, we know that Inuit consider it critically important to implement this fully. Our end vision is to see all graduating students fully proficient and fluent in both Inuktitut and one of the official, non-aboriginal languages.	ᑖᓐᓇᓗ ᖃᐅᔨᒪᔭᕗᑦ ᑕᐅᑐᒐᕆᔭᐅᔪᖅ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐃᓄᖕᓄᑦ ᐅᓄᖅᑐᓄᑦ ᐃᓛᓐᓂᒃᑯᑦ ᐃᓄᖅᑰᔮᖅᑲᑦᑕᖅᑕᕘᓗᐊᖅ ᑭᓯᐊᓂ ᖃᐅᔨᒪᔪᒍᑦ ᐱᓪᓚᕆᐊᓗᒋᒐᑦᑎᒍ ᓴᖅᑭᑕᐅᔭᕆᐊᖃᕐᓂᖓᓂᒃ. ᐃᓱᒪᒋᓪᓗᑎᒍᑦ ᐃᓱᓕᑦᑎᖅᑲᑦᑕᖅᑐᑦ ᑕᒫᓂ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐃᓱᓕᑦᑎᖅᑲᑦᑕᓚᐅᕐᓯᒃ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖕᒐᓂᒃ ᐱᒍᓐᓇᑦᑎᐊᕐᓗᑎᒃ ᐊᒻᒪᓗ ᖃᓪᓗᓈᑎᑐᓪᓘᓐᓃᑦ ᐅᐃᕖᑐᓪᓘᓐᓃᑦ ᐅᖃᕈᓐᓇᑦᑎᐊᕐᓗᑎᒃ.
All children are precious and with that in mind, we must diligently ruminate on how an Inuit linguistic foundation leads to a bilingual education system that integrates Inuit culture as the foundation. Due to this fact, our position is that Bill 25 should not be approved as it is drafted now.	ᐊᑕᖏᑦᑎᐊᖅᑐᑎᒃ ᓄᑕᕋᓕᒫᑦᑎᐊᑦ ᐱᒻᒪᕆᐅᔪᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᐊᒃᓱᐊᓗᒃ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒋᔭᕆᐊᖃᖅᑕᕗᑦ ᖃᓄᖅ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖕᒐᓂᒃ ᒪᖀᖕᓂᒃ ᐅᖃᐅᓯᖃᕈᓐᓇᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐱᖅᑯᓯᖏᓐᓂᒃ ᑐᓐᖓᕕᖃᕈᓐᓇᖁᓪᓗᒋᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᑲᔪᓯᔭᕆᐊᖃᕋᓱᒋᙱᑕᕗᑦ.

You are the elected legislators, so I fully encourage and welcome you to carefully consider our draft alternative legislation which we have provided and to deliberate which passages will lead to improving our education system within Nunavut.	ᐃᓕᔅᓯ ᒪᓕᒐᓕᐅᖅᑎᐅᒐᔅᓯ ᑲᔪᖕᒋᑦᑕᖅᓯᐊᖅᐸᔅᓯ ᑐᓐᖓᓱᒃᑎᑦᑎᐊᖅᖢᓯᓗ ᑖᓐᓇ ᒪᓕᒐᒃᓴᓐᖑᐊᖅ ᐃᓕᔅᓯᓐᓄᑦ ᑐᓂᓯᒪᔭᕗᑦ ᕿᒥᕐᕈᓇᒡᓗᓯᐅᒃ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᑐᓯᐅᒃ ᖃᓄᖅ ᐋᖅᑭᒋᐊᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᓄᓇᕗᑦ ᐃᓗᐊᓂ.
The proposed Nunavut Education Reform Act outlines how each local DEA operates within the system and how the coalition can garner more support. It also explains the parameters of their authority and the best operational methods to achieve that goal. It focuses on collaborative methods between them and to use *Inuit Qaujimajatuqangit* as the foundation within each school. The legislated rights of the education authorities and the coalition need to be collectively promoted wtihin Nunavut. The fact is that local district education authorities have a certain right and the coalition has only one distinctive authority, although every DEA should have that authority.	ᑖᓐᓇ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐋᖅᑭᐅᒪᓂᕐᒧᑦ ᒪᓕᒐᒃᓴᖅ ᓇᓗᓇᐃᖅᓯᑦᑎᐊᖅᑐᖅ ᖃᓄᖅ ᐱᐅᓯᖅᑲᕈᓐᓇᕋᔭᕐᒪᖔᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᖑᖅᑲᑦᑕᖅᑐᑦ ᐊᒻᒪᓗ ᑲᑐᔾᔨᖅᑲᑎᒋᔭᐅᔪᖅ ᖃᓄᖅ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕋᔭᕐᒪᖔᑦ ᓇᓗᓇᐃᖅᓯᒪᑦᑎᖅᖢᓂᓗ ᑭᓱᓂᒃ ᐱᔪᓐᓇᐅᑎᖅᑲᕐᒪᖔᑦ ᖃᓄᕐᓗ ᐊᐅᓚᐅᓯᖅᑲᖅᑲᑦᑕᕈᓐᓇᕐᒪᖔᑦ ᐱᓕᕆᖃᑎᒌᑦᑎᐊᕐᓂᒃᑯᑦ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᓐᓂᓪᓗ ᑐᓐᖓᕝᕕᖃᑦᑎᐊᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ. ᑖᒃᑯᐊ ᐱᔪᓐᓇᐅᑏᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᓄᑦ ᐊᒻᒪᓗ ᑲᑐᔾᔨᖅᑲᑎᒌᖏᓐᓄᑦ ᓴᖅᑮᔭᕐᕕᐅᒃᑲᓐᓂᓇᐊᖅᑲᕋᓗᐊᕐᒪᑕ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᑕᖅᑲᓐᖏᓪᒪᑕ. ᑎᒥᖁᑎ ᐱᔪᓐᓇᐅᑎᖃᑦᑎᐊᖅᑐᖅ ᐊᑕᐅᓯᑐᐊᑦᑎᐊᖑᓪᓗᓂ. ᑕᐃᒪᐃᑦᑐᐃᓐᓇᐅᔭᕆᐊᖃᕋᓗᐊᖅᑐᖅ ᓄᓇᕗᑦ ᐃᓗᐊᓂ.
Our proposed bill would reform Nunavut education and explain how the DEAs work, how the coalition work is envisioned, and the authorities they require to provide leadership in our schools and the principals of the schools, including the teachers.We envision that it could be an accompanying legislation to the current *Education Act* passed in 2008. It would be like the regulations for the *Education Act*. It provides for a collaborative approach within the regional approach of the GN and the Department of Education, the coalition of DEAs, including NTI, to review and recommend legislative changes and regulations specific to the legislation.	ᑖᓐᓇ ᓇᓗᓇᐃᖅᓯᓯᒪᔪᖅ ᒪᓕᒐᒃᓴᓐᖑᐊᖅ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐋᖅᑭᐅᒪᓂᕐᒧᑦ ᒪᓕᒐᖅ ᓇᓗᓇᐃᖅᓯᑦᑎᐊᕋᔭᖅᑐᖅ ᖃᓄᖅ ᐱᐅᓯᖅᑲᕈᓐᓇᕋᔭᕐᒪᖔᑦ ᑲᑎᒪᔨᕋᓛᑦ ᑲᑐᔾᔨᖅᑲᑎᒌᑦ ᐊᒻᒪᓗ ᑭᓱᓂᒃ ᐱᔪᓐᓇᐅᑎᖅᑲᕈᓐᓇᕋᔭᕐᒪᖔᑦ ᐃᓗᒥ ᐃᓱᒪᑕᕆᔭᐅᖅᑲᑦᑕᖅᑐᖅ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐊᒻᒪᓗ ᐃᓕᓴᐃᔩᑦ ᖃᓄᖅ ᐱᐅᓯᖅᑲᓇᐊᖅᑲᕋᔭᕐᒪᖔᑦ. ᐃᓱᒪᒋᔭᕗᑦ ᑖᓐᓇ ᓴᖅᑭᑕᐅᓐᓂᖅᐸᑦ ᓴᓂᓕᕆᑐᐃᓐᓇᕋᔭᕐᒪᒍ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ *ᒪᓕᒐᖅ* ᑖᓐᓇ ᓴᖅᑮᔭᖅᑐᖅ 2008-ᒥ ᓴᖅᑭᑕᐅᓚᐅᖅᑐᖅ ᑖᓐᓇᔅᓴᐃᓐᓇᐅᒐᓗᐊᕐᓗᓂ ᓴᓂᓕᕆᑐᐃᓐᓇᓕᕋᔭᕐᒪᒍ. ᓇᓗᓇᐃᖅᓯᑦᑎᐊᕋᔭᕐᒪᑦ ᖃᓄᖅ ᑲᑐᔾᔨᖅᑲᑎᒌᖕᓂᕐᒧᑦ ᐋᖅᑭᒃᓱᐃᑎᐊᕈᓐᓇᕋᔭᕐᒪᖔᑦ ᐊᕕᒃᑐᖅᑕᐅᓯᒪᔪᑦ ᒐᕙᒪᐅᑉ ᐃᓗᐊᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐊᒻᒪᓗ ᑲᑐᔾᔨᖅᑲᑎᒌᖑᔪᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᖑᖅᑲᑦᑕᖅᑐᑦ ᐊᒻᒪᓗ ᑐᓐᖓᕕᒃᑯᑦ ᐃᓚᒋᔭᐅᓗᑎᒃ ᐱᓕᕆᐊᕆᓴᕆᐊᖅᑕᒥᖕᓂᒃ ᒪᓕᒐᒃᓴᒥᒃ ᒪᓕᒐᕿᓂᓪᓗ ᐱᓕᕆᐊᖅᑕᓕᖅᓗᑎᒃ.
Inuit wish to be fully involved in operations that allow each school to run smoothly, both through their local DEA as well as the coaltion of DEAs. This is why we believe this should be the operational approach, as it would strengthen the DEAs and provide	ᐃᓄᐃᑦ ᐃᓚᐅᖅᑲᑕᐅᑦᑎᐊᕈᒪᖅᑲᑦᑕᖅᒪᑕ ᐊᐅᓚᑦᑎᔾᐅᑦᑎᐊᖅᑲᑕᐅᔪᒪᖅᑲᑦᑕᖅᖢᑎᒡᓗ ᑖᒃᑯᓄᖓ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᒃᑯᑎᒍᑦ ᑲᑐᔾᔨᖅᑲᑎᒌᒃᑯᑎᒍᑦᓗ. ᑕᐃᒪᓐᓇ ᑖᓐᓇ ᐱᐅᓯᖅᑲᓇᐊᖅᑲᕋᓱᒋᓚᖅᑭᔭᕋ ᓴᓐᖏᑎᑕᐅᒃᑲᓐᓂᕐᓗᑎᒃ

much-needed support for their operations. I also know and completely believe that cooperation and working together can resolve many of the concerns we hold for the benefit of our youth and children so that they can open more opportunities.	ᐃᑲᔪᖅᓱᖅᑕᐅᓗᑎᒃ, ᐊᐅᓚᑦᑎᐊᕈᓐᓇᕐᑯᓪᓗᒋᑦ. ᖃᐅᔨᒪᓪᓗᙱᓗ ᐅᒃᐱᕈᓱᓪᓚᕆᒃᓘᙱᓗ ᑲᑐᔾᔨᖃᑎᒌᓐᓗᑕ ᑖᒃᑯᐊ ᐃᓱᒫᓗᑎᒋᔭᕗᑦ ᐱᓕᕆᐊᕆᓇᓱᒍᓐᓇᕐᑎᒍ ᒪᒃᑯᒃᑐᑦ, ᓄᑕᖅᑲᑦ ᐃᓱᒪᒋᓗᑎᒍ, ᐱᕚᓪᓕᕈᓐᓇᕐᑯᓪᓗᒋᑦ.
In closing, I wish to reference Justice Thomas Berger's cover letter in the 2006 concilliator's report about the Royal Commission on Bilingualism and Biculturalism that was a result of the hearings held in the late 1960s. Following the commission's report, the federal government acknowledged their responsibility to fund the two official languages and functional bilingualism and two distinct cultures and to disseminate that throughout the country. In fact the head of the country of the day, Prime Minister Pearson, stated that francophones should feel at home in their own province and in Canada.	ᑭᙳᓪᓕᖅᐹᕆᓕᕐᓗᒍ ᐅᖃᕈᒪᙱᔪᙳ ᑕᐃᒡᓱᒪᓂ 2006-ᒥ ᐅᓂᒃᑳᓕᐊᒥ ᐃᖅᑲᖅᑐᐃᔾᔪᐊᖅ ᑖᒪᔅ ᑸᔾᔪ ᓴᖅᑭᑎᑦᑎᓚᐅᖅᓯᒪᙵᑦ ᐅᓂᒃᑳᓕᐊᒥᓄᑦ ᑎᑎᖅᑲᕐᒥᒃ ᐊᑕᑎᑦᑎᓚᐅᖅᓯᒪᙵᑦ ᑕᐃᑲᓂᓗ ᓇᓗᓇᐃᖅᓯᓯᓪᓗᓂ 1960-ᓂ ᖃᐅᔨᓴᕐᓂᕐᔪᐊᖅᑕᕐᑲᓚᐅᕐᒪᑦ ᒪᕐᕉᓐᓂᒃ ᐅᕐᑲᐅᓯᕐᑲᕐᓂᕐᒧᑦ ᐊᒻᒪᓗ ᒪᕐᕉᓐᓂᒃ ᐃᓕᖅᑯᓯᕐᑲᕐᓂᕐᒧᑦ. ᑕᐃᑲᓂ ᓇᓗᓇᐃᖅᑕᐅᓚᐅᖅᑎᓪᓗᒍ ᐅᓂᒃᑳᓕᐊᖅ ᖃᐅᔨᓴᕐᓂᕐᔪᐊᒥᒃ ᒐᕙᒪᑐᖃᒃᑯᑦ ᓇᓗᓇᐃᖅᓯᓚᐅᖅᑐᑦ ᑮᓇᐅᔭᖅᑑᑎᒋᔭᐅᖃᑦᑕᖅᑐᑦ ᐅᐃᕖᑦ ᐅᖃᐅᓯᖏᓐᓄᑦ ᐃᓕᖅᑯᓯᖏᓐᓄᓪᓗ ᓯᐊᒻᒪᖅᑎᕆᓇᓱᖕᓂᕐᒧᑦ ᐊᑭᓕᖅᓱᖅᑕᐅᔭᕆᐊᖃᖃᑦᑕᕐᓂᖏᓐᓂᒃ. ᐊᓪᓛᑦ, ᑕᐃᓐᓇ ᓯᕗᓕᖅᑎᕐᔪᐊᙳᓚᐅᖅᑐ ᑲᓇᑕᒥ ᑕᐃᔅᓱᒪᓂ ᓯᕗᓕᖅᑎᕐᔪᐊᖅ ᐱᐅᒃᓴᓐ ᐅᖃᓚᐅᖅᑐᖅ ᐅᐃᕖᒡᒎᑦ ᐊᖏᕐᕋᖅᓯᒪᔪᖅᑎᑐᑦ ᐱᔭᕇᕐᑲᖅᑐᑦ ᑕᒫᓂ ᓄᓇᑦᑎᓐᓂ ᑲᓇᑕᒥ, ᐊᖏᕐᕋᖅᓯᒪᔪᖅᑎᑐᑦ.
Now, in remembering that statement and with the majority of the public of Inuit descent, shouldn't Inuit feel at home in Nunavut? Inuit at home listening to this process should feel included as Nunavut is their home. I know that Inuit listening this morning have expectations and want their representatives to make careful and deliberate decisions, which is why we were elected to represent our Inuit constituents. They believe in our ability to carefully deliberate on these issues. Let us welcome Inuit into the fold and let us be inclusive of all Inuit who still live in their ancestral homes here in Nunavut. Thank you.	ᐃᓱᒪᒋᓪᓗᒍ ᑕᒪᓂ ᓄᓇᕗᒻᒥ ᐃᓄᐃᑦ ᐅᓄᕐᓂᖅᐹᙳᑎᓪᓗᒋᑦ ᐊᖏᕐᕋᖅᓯᒪᔪᖅᑎᑐᑦ ᐱᔭᕆᐊᖃᕋᓗᐊᕆᕚ? ᐃᓄᐃᑦ ᐊᖏᕐᕋᖅᓯᒪᔪᖅᑎᑐᑦ ᐱᔭᕆᐊᖃᖅᑐᑦ ᑕᒫᓂ ᓄᓇᕗᒻᒥ. ᖃᐅᔨᒪᔪᖓ ᑖᒃᑯᐊ ᐃᓄᐃᑦ ᑕᖅᑲᒃᑯᐊ ᑐᓵᔪᑦ ᐅᓪᓛᙳᔪᖅ ᐅᖃᐅᓯᐅᔪᓂᒃ ᐅᓪᓗᕐᓂᒃ ᖃᐃᔪᓂᒃ ᓂᕆᐅᒃᑐᑦ, ᐃᓱᒪᓕᐅᕆᑦᑎᐊᕐᑯᔨᔪᑦ. ᑕᕝᕙ ᓂᕈᐊᖅᑕᐅᓯᒪᔪᒍᑦ ᑭᒡᒐᖅᑐᐃᓇᓱᒃᓗᑕ ᐃᓱᒪᓕᐅᕆᑦᑎᐊᕐᑯᔭᐅᓪᓗᑕ, ᐅᒃᐱᕆᔭᐅᔪᒍᑦ ᐃᓱᒪᓕᐅᕆᑦᑎᐊᕐᓂᐊᕐᓂᑦᑎᓐᓂᒃ. ᐊᑏ, ᐃᓄᐃᑦ ᑐᓐᖓᓱᒃᑎᑕᐅᓚᐅᕐᓕᑦ, ᑐᓐᖓᓱᒃᑎᖅᑲᑦᑕᓚᐅᕐᓚᕗᑦ ᓄᓇᑐᖅᑲᒥᓂᒃ ᑕᒫᓂ ᓄᓇᕗᒻᒥ. ᖁᔭᓐᓇᒦᒃ.
Chairman: *Ma'na*, President Kotierk. (interpretation) Your opening comments are in a document, but you didn't quite follow them. Can you clarify if we will be able to ask questions on your documented comments? You didn't read the whole document. Can you indicate if it is okay with	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ, (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ. (ᑐᓵᔨᑏᕈᓐᓃᖅᑐᖅ) ᑕᐃᒪ ᑖᒃᑯᐊ ᐅᖃᐅᕼᐃᒃᕼᐊᓇᔭᑎᑦ ᑎᑎᖅᑲᙳᖅᑎᒃᕼᐃᒪᔪᑦ ᐅᖃᓕᒫᕋᓂᓚᐅᕋᓗᐊᖅᑐᓂ, ᑭᕼᐊᓂ ᐊᐱᖅᑯᑎᕆᑕᖅᑑᓪᓗᐊᕐᓂᐊᖅᐱᑎᒎᑦ? ᐅᑯᐊ ᐅᖃᐅᕼᐃᒃᕼᐊᓇᔭᑎᑦ ᑎᑎᖅᑲᐅᔪᑦ ᓇᓗᓇᐃᔭᐃᔫᓪᓗᐊᖅᐱᑦ ᑕᒪᑐᒥᙵ. ᖃᓄᐃᒃᕼᐊᖕᒋᑉᐱᑦ ᐅᑯᐊ ᐅᖃᓕᒫᓗᒃᑖᓂᓚᐅᕋᕐᓂ ᑎᑎᖅᑲᑎᑦ, ᐃᓛᒃ ᐅᖃᐅᕼᐃᒃᓴᑎᑦ. ᑕᒪᓐᓇ ᖃᓄᐃᒋᓐᖏᑉᐱᐅᒃ?

you? (interpretation ends) President Kotierk.	ᓇᓗᓇᐃᔭᐃᔫᓪᓗᐊᖅᐱᕐ, (ᑐᒃᓯᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you Mr. Chairman. To my understanding, I was only given 15 minutes and this was a condensed version. I have a lot of comments to make. It's obvious that I will be expecting questions from the submission we gave you. Please feel free to ask me questions. Thank you.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᑐᑭᓯᐅᒪᔭᒃᑯᓪᓕ 15 ᒥᓂᑦᓯᖅᑲᖅᑎᑕᐅᑐᐃᓐᓇᓚᐅᕋᒪ ᓇᐃᓈᕆᐊᖅᓲᒋᑦ ᓂᓪᓕᐊᕐᔪᑎᒋᔅᖅᑕᒃ. ᐅᖃᐅᓯᒃᓴᒃ ᐅᓄᖅᑐᒪᕆᐊᓗᐃᑦ, ᓇᓗᓐᓇᖏᕐᓲᓂᓗ ᑐᓂᕿᓯᐊᕆᓯᒪᔭᕗᑦ ᐃᓕᔅᓯᓐᓄᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᑕᐃᒃᑯᐊ ᐃᓯᒪᒋᓪᓗᒋᑦ ᐊᐱᖅᓱᖅᑕᐅᓂᐊᕋᓱᒋᔪᖓ. ᑐᓐᖓᓱᑦᑎᐊᕆᕐᓯ ᐊᐱᖅᓱᖅᑕᐅᔪᒪᒍᒪ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you for clarifying that. Members, now is the time to ask questions. If you want me to ask questions for you, I have that discretion as Chair.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ ᑕᒪᒃᕼᐅᒥᖓ ᓇᓗᓇᐃᔭᐃᓚᕖᑦ. ᑕᐃᒪ ᑲᑎᒪᔩᑦ ᐊᐱᖅᓱᕐᓂᖏᑦ ᐱᕕᖃᓕᖁᔭᐊᖅᐳᓯ. ᐊᐱᖅᕼᐅᖁᔨᓐᓂᕈᔅᓯᒍ ᐊᐱᕆᕼᐃᓐᓇᖅᑑᓪᓗᐊᕋᓗᐊᖅᑐᖓ ᐃᒃᕼᐃᕙᐅᑕᐅᓚᒪ.
>>*Laughter*	>>ᐃᑦᓚᖅᑐᑦ
Who wants to start? Ms. Towtongie.	ᕿᓇᑐᖅ ᐱᒋᐊᖅᑎᑦᑎᕼᐅᐊᖅᐸ? ᒥᔅ ᑕᐅᑐᙵᕆ.
Ms. Towtongie (interpretation): Thank you, Mr. Chairman. Welcome, President Aluki.	**ᑕᐅᑐᙵᕆ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᑐᓐᖓᓱᓯᑦ ᐊᖓᔪᖅᑳᖅ ᐊᓗᑭ.
I would like clarification. You wrote a letter on September 11, and Bill 25 is exactly the same as Bill 37. Bill 37 was introduced in the Fourth Assembly and it died on the order paper. We are currently reviewing the proposed Bill 25 as Committee Members. I would like to understand how Bill 25 is similar to Bill 37. Thank you, Mr. Chairman.	ᐅᓇᓕ ᓇᓗᓇᐃᖒᐅᔪᒪᔪᖓ ᑎᑎᕋᖅᓯᒪᒐᕖᑦ ᑕᐃᑲᓂ ᓯᑎᐱᕆ 11, ᐊᒻᒪᓗ ᑕᐃᓐᓇᒎᖅ ᒪᓕᒐᖅ 25 ᑖᓐᓇ ᓇᐃᓴᐅᑎᖃᖅᑐᖅ ᒪᓕᒐᖅ 25 ᐊᔾᔨᖃᑦᑎᐊᕐᒪᑦ ᓇᐃᓴᐅᑎᖃᖅᑐᒧᑦ 37. ᑖᓐᓇ ᓇᐃᓴᐅᑎᖃᖅᑐᖅ 37 ᒪᓕᒐᓕᐅᖅᑎᓄᑦ ᓯᑕᒪᓂᒃ ᑲᑎᒪᔨᕝᕙᓄᑦ ᓴᖅᑭᑕᐅᓚᐅᕐᒪᑦ, ᐃᓱᓕᑎᑕᐅᑐᐃᓐᓇᓚᐅᖅᓯᓂ ᖃᓐᖏᖅᑕᐅᙱᑦᓯᓂ. ᑖᓐᓇᓕ ᒪᓕᒐᖅ 25 ᒫᓐᓇ ᒪᓕᒐᒃᓴᓕᐊᕆᔭᐅᔪᖅ, ᐅᕙᒍᑦ ᑲᑎᒪᔨᕋᓛᑎᒍᑦ ᖃᐅᔨᓴᐃᖅᑎᒍᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᓕᖅᑐᒍᑦ. ᑕᐃᒪᓕ ᑐᑭᓯᔪᒪᔪᖓ ᖃᓄᖅ ᑖᓐᓇ ᒪᓕᒐᖅ 25 ᐊᔾᔨᖃᖅᒪᖔᑦ ᒪᓕᒐᖅ 37-ᒧᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᒃᓯᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for the question. We reviewed those bills. The prior legislation of Bill 37 was not passed by the previous government. We anticipated the passage, but we were informed that the newly elected government would use the *Turaaqtavut* mandate to amend the *Education Act* and expected that NTI would be fully involved. Nonetheless, we found out via a news story that the bill was already being dealt with.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ, ᐊᐱᕆᔭᐅᒐᒪ. ᑖᒃᑯᐊ ᖃᐅᔨᓴᕐᓚᐅᕋᑦᑎᒍ ᑲᔪᓯᑎᑕᐅᓚᐅᖅᓯᒪᙱᒻᒪᑕ, ᑕᐃᓐᓇ ᒪᓕᒐᒃᓴᐅᓚᐅᖅᑐᖅ 37 ᒐᕙᒪᒋᓚᐅᖅᑕᑦ ᑲᔪᓯᓚᐅᖅᓯᒪᙱᒪᒍ. ᓂᕆᐅᒋᓚᐅᕋᓗᐊᖅᑕᕗᑦ ᑐᓴᖅᓯᒪᓪᓗᑕᓗ ᒐᕙᒪᑖᔅᓴᕗᑦ ᑲᒪᓂᐊᕐᓂᕋᖅᓯᒪᖓᑕ ᑐᕌᖅᑕᕗᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᒪᓕᒐᖓ ᐋᖅᑭᒋᐊᖅᑕᐅᓂᐊᕐᓂᖓᓂᒃ, ᓂᕆᐅᒃᑲᑕ ᐃᓚᐅᖃᑕᐅᑦᑎᐊᕐᓂᐊᕐᓂᑦᑎᓐᓂᒃ ᓂᕆᐅᓚᐅᖅᑐᒍᑦ. ᑭᓯᐊᓂ ᐱᕙᓪᓕᐊᔪᒃᑯᑎᒍᑦ ᑐᓴᓚᐅᖅᑐᒍᑦ ᑲᔪᓯᑎᑕᐅᓕᕐᓂᖓᓂᒃ.

When we conducted our research into the proposed bill, we searched for differences from the previous bill, including any improvements in the draft language. We identified them in a fairly thick document that highlighted all the similiarities. As an example, the lawyers seem to be trying to hoodwink Inuit by saying it is a different piece of legislation but introducing basically the same draft, albeit with very minor changes, including the numbering.	ᑕᐃᑲᓂ ᖃᐅᔨᕆᐊᓕᕋᑦᑕ ᖃᓄᖅ ᒪᓕᒐᒃᓴᖅ ᑖᓇ ᐊᔾᔨᐅᖕᒋᑎᒋᖕᒪᖔᑦ ᐱᐅᓂᖅᓴᐅᖕᒪᖔᑦ ᓇᓗᓇᐃᖅᓯᓯᒪᔭᕗᑦ ᐃᔾᔪᐸᓗᒃᓱᓂ ᐊᔾᔨᒌᓐᓂᖕᒋᓐᓂᒃ ᐊᔾᔨᒌᓪᓗᐊᑕᕐᓂᖕᒋᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᓯᒪᓪᓗᓂ ᓱᕐᓗ ᓯᓚᐃᕐᓇᔭᐅᓇᓱᑐᐃᓐᓇᖅᑐᑦ ᐃᓄᐃᑦ ᐊᓯᒋᓕᖅᑕᖕᒐᓂᒃ ᓴᖅᑭᕙᐅᓂᐊᕐᓂᕋᖅᑕᐅᓪᓗᑎᒃ. ᐅᕐᑲᐳᓐᓇᖅᑐᖓ ᐊᔾᔨᓪᓗᐊᐸᓗᒋᖕᒪᒍ ᐊᔾᔨᒌᔪᓐᓃᖅᑎᑦᑎᐊᕐᔪᒃᓱᑎᒃ ᐅᓄᕐᖏᑦᑐᑯᓗᖕᒥᒃ ᓈᓴᐅᑎᖕᒐᓗ ᐊᓯᔾᔨᖅᑕᐅᓪᓗᓂ.
They specified they conducted public hearings, and seemingly wanted to hear from the public and Inuit. Even with the voiced concerns during the public hearings, the document identified that they are only interested in hearing about certain matters that resulted in Bill 37 not being passed, but that the foundation would still be on the sections that weren't passed. The consultations were mainly to get approval for the sections that stopped the passage of Bill 37, and we didn't appreciate that legal tactic. Further, it became obvious that the changes made were listed in the report. This was presented by the government in three parts on issues they heard and would formulate the basis for Bill 25.	ᐃᓄᓕᒫᖅᑎᑦᑎᓯᒪᓂᑰᓪᓗᑎᒃ ᑐᓴᕐᕕᐅᔪᒪᖅᑰᔨᓪᓗᑎᒃ ᐃᓄᐃᑦ. ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᑕᐃᑲᓂ ᐃᓄᓕᒫᖅᑎᑦᑎᓂᐊᓕᖅᑎᓪᓗᒋᑦ ᑎᑎᖅᑲᖅ ᓇᓗᓇᐃᖅᓯᓯᒪᓚᐅᖅᑐᖅ ᐅᑯᓂᖓ ᑐᓴᕆᐊᖅᑐᕋᓱᖕᓂᐊᖅᑐᒍᑦ ᑲᔪᓯᑎᑕᐅᓚᐅᓐᖏᒻᒪᑦ ᒪᓕᒐᒃᓴᖅ 37 ᑐᓐᖓᕕᒋᓗᑎᒍ ᑕᐃᒃᑯᐊ ᑲᔪᓯᑎᑕᐅᓚᐅᓐᖏᑦᑐᑦ ᐊᖏᖅᑎᑦᑎᓇᓱᒡᓗᑕ ᐋᖅᑭᒋᐊᖅᑎᑦᑎᓇᓱᒡᓗᑕ ᑐᓴᕐᕕᒋᓇᓱᖕᓂᐊᖅᑕᕗᑦ. ᑕᐃᒪᓐᓇ ᐱᐅᓯᕐᑲᕐᓂᖓᓂᒃ ᓈᒻᒪᒋᖕᒋᑦᓚᑎᒃᑕᕗᑦ. ᐊᒻᒪᓗ ᓇᓗᓇᖕᒋᕐᓗᓂ ᐊᓯᔾᔨᖅᑕᐅᓂᐊᕐᓂᖕᒋᑦ ᐅᓂᒃᑳᓕᐊᒍᑦ ᒐᕙᒪᒃᑯᑦ ᓴᖅᑭᑕᖓ ᐅᓂᒃᑳᓕᐊᒥ ᐱᖓᓱᓕᖓᓪᓗᓂ ᐅᓂᒃᑳᖅᓯᒪᖕᒪᑦ ᑐᓴᖅᓯᒪᔭᖕᒋᒡᒎᖅ ᐅᑯᐊ ᐊᑑᑎᖃᕐᓂᐊᖅᑐᑦ ᑖᓯᒧᖓ ᒪᓕᒐᒃᓴᖅ 25-ᒧᑦ.
The second part identified the sections that couldn't be included in Bill 25. When a body conducts public consultations, it is supposed to include all issues voiced by the public that are to be considered. Nonetheless, they started with a document that was already missing many parts and this is what irked us, as it isn't right to try to pass a bill again. We noted that Bill 37 and Bill 25 are practically the same pieces of legislation. Thank you.	ᑐᒡᓕᐊ ᓇᓗᓇᐃᖅᓯᓯᒪᓪᓗᓂ ᒪᓕᒐᒃᓴᖅ 25 ᐃᓚᒋᓕᐳᓐᓇᖕᒋᑕᖕᒋᑦ ᐅᖃᐅᓯᐅᓯᒪᕖᒐᓗᐊᑦ. ᐃᓄᓕᒫᖅᑎᑦᑎᓂᐊᖅᓱᓂ ᐅᓱᒪᓗ ᑐᓴᖅᑕᐅᕙᓕᒫᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑕᐅᓂᐊᖅᑐᑦ. ᑭᓯᐊᓂᓕ ᐃᓚᑰᕙᒌᖅᑐᒥᒃ ᐱᒋᐊᕈᑎᖃᖅᓯᒪᓂᖕᒋᓐᓂᒃ ᓈᒻᒪᖕᒋᑦᓚᑎᒃᑐᖅ. ᑖᓇᓕ ᒪᓕᒐᒃᓴᐅᓚᐅᖅᑐᖅ 37 ᑖᓇᓗ ᒪᓕᒐᒃᓴᐅᕙᖅ 25 ᐊᔾᔨᒌᓪᓗᐊᐸᓗᖕᓂᖕᒋᓐᓂᒃ ᑐᑭᓯᓇᖅᓯᓚᐅᖅᑐᖅ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. We have rules for what can and cannot be said in the Chamber. You used the words "being fooled." I would like to remind you that we cannot tell others that they are lying. We	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. ᐃᒪᖄ ᐅᖃᐅᓯᕆᔭᕗᑦ ᑕᕝᕙᓂ ᒪᓕᒐᓕᐅᕐᕕᐅᑉ ᐃᓗᐊᓂ ᓈᒻᒪᒃᑐᒥᒃ ᐅᖃᐅᓯᒃᓴᐅᓯᐊᖃᖕᒋᑦᑐᒥᒡᓗ ᐱᑕᖃᕐᒪᑦ. ᑕᒪᓐᓇ ᓯᓚᐃᕐᓇ’, ᐊᑐᓚᐅᕋᕕᐅᒃ ᐅᕙᑦᓯᐊᖅ ᐃᒪᖃ ᐃᖅᑲᐃᑎᒋᐊᕐᓗᒋᑦ, ᓱᕐᓗ ᓴᓪᓗᓂᕋᐃᓗᑕ ᐅᕝᕙᓘᓐᓃᑦ ᖃᓄᖅ ᖃᓪᓗᓈᑎᑐᑦ,

can't use misleading comments in the Chamber. Let's keep that in mind. Ms. Towtongie.	ᓯᓚᐃᕐᓇᕐᓯᓂᖅ, ᑕᒪᓐᓇ ᐊᑐᖅᑕᐅᕆᐊᖅᑲᙱᒻᒪᑦ ᑕᕝᕙᓂ ᒪᓕᒐᓕᐅᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐃᖅᑲᐅᒪᓂᐊᖅᐳᑦ. ᒥᔅ ᑕᐅᑐᙱ.
Ms. Towtongie (interpretation): Thank you, Mr. Chairman. Thank you, President Aluki. Having reviewed the *Nunavut Agreement*, you have a weak position from Nunavut Tunngavik. For example, on fisheries quotas, the federal fisheries minister in Ottawa has to approve legislation and that's a weakness in the land claims agreement. Secondly, Nunavut Tunngavik's Article 4 states that we want a public government. Here we are, born of the land claims agreement as the Legislative Assembly.	**ᑕᐅᑐᙱ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᐊᖓᔪᖅᑳᖅ ᐊᓗᑭ. ᑕᐃᒪ ᕿᒥᕐᕈᐊᖅᓯᒪᓪᓗᒍ ᓄᓇᕗᑦ ᐊᖏᕈᑎ, ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᒫᓐᓇ ᑲᔪᓯᑎᑕᖓ, ᓴᙲᓐᓂᕐᑲᕐᒪᑦ. ᑖᓐᓇ ᓴᙲᓐᓂᖓ ᓲᕐᓗ ᐆᒃᑑᑎᒋᓗᒍ ᐃᖅᑲᓗᓕᕆᓂᕐᒧᑦ ᑰᑕᒥᒃ ᐊᔭᐅᖅᑐᐃᒃᐸᑕ ᐃᖅᑲᓗᓕᕆᓂᕐᒧᑦ ᒥᓂᔅᑕ ᑰᑕ ᑲᓇᑕᒦᙶᖅᑐᖅ ᐋᑐᕚ, ᐅᕙᒪᑐᖅᑲᒃᑯᑦ ᒥᓂᔅᑕᖓ ᐊᖏᕆᐊᖅᑲᖅᑐᖅ ᒪᓕᒐᒥᒃ. ᑖᓐᓇ ᓴᙲᓐᓂᖓ ᐊᖏᕈᑎᐅᑉ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ. ᐱᖅᑲᑎᐊ, ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᐊᖏᕈᑎᐅᑉ ᐃᓗᐊᓂ ᓇᓴᐅᑎᖅᑲᖅᑐᒥ 4, ᐊᖏᖅᓯᒪᖕᒪᑕ ᐅᕙᒪᑖᕈᒪᓪᓗᑎᒃ ᑭᒃᑯᓕᒫᓄᑦ ᑐᕌᖅᑐᒥᒃ ᐅᕙᒎᕗᑦ ᑕᒡᕙ ᓴᖅᑭᓯᒪᔪᑦ ᐊᖏᕈᑎᐅᑉ ᐃᓗᐊᓃᙶᖅᓱᑕ ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ.
Even though Article 32 states that Nunavut Tunngavik will do certain things, that they will review and push for legislation that is being proposed, but it does not state that Nunavut Tunngavik can enact legislation. It does not say that. Inuit have agreed to that for Nunavut Tunngavik. In the land claims agreement, Nunavut Tunngavik is a non-profit organization and they don't pay taxes, as approved by Revenue Canada.	ᑕᐃᑲᓂ ᐃᓛᒃᑯᑦ 32 ᐅᖅᑲᖅᓯᒪᒐᓗᐊᖅᑎᓪᓗᒍ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᓪᓘᖅ ᐃᒪᓐᓈᖅᑐᐃᖅᑲᑦᑕᕐᓂᐊᖅᑐᑦ ᖅᑲᐅᔨᒋᐊᖅᑲᑦᑕᕐᓂᐊᖅᑐᑦ ᐊᔭᖅᑐᐃᖅᑲᑦᑕᕐᓂᐊᖅᑐᑦ ᒪᓕᒐᓕᐅᖅᑐᖅᑲᕐᓂᐊᖅᐸᑦ ᓴᖅᑭᑎᑕᐅᔪᖅᑲᕐᓂᐊᖅᐸᑦ ᑭᓯᐊᓂ ᐅᖅᑲᖅᓯᒪᙱᑦᑐᖅ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᓪᓘᖅ ᒪᓕᒐᓕᐅᕐᓂᐊᖅᑐᑦ, ᒪᓕᒐᓕᐅᖅᑲᑦᑕᕐᓂᐊᖅᑐᑦ. ᑕᐃᒪᓐᓇ ᐅᖅᑲᖅᓯᒪᙱᑦᑐᖅ, ᐊᖏᖅᓯᒪᔪᑦ ᐃᓄᐃᑦ ᑖᔅᓱᒧᖓ, ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ. ᐊᒻᒪᑦᑕᐅᖅ ᑎᑎᖅᑲᖅᓯᒪᓂᓇᔭᖓᓂᒃ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᑮᓇᐅᔭᓕᐅᖅᑐᒃᓴᒪᐅᑎᐅᙱᔅᓱᑎᒃ. ᑎᒥᖓ ᓴᖅᑭᓯᒪᖕᒪᑦ, ᑮᓇᐅᔭᓕᐅᖅᑲᓯᐊᖅᑎᐅᙱᑦᑐᑦ ᐃᑲᔪᖅᑏᑦ ᑲᑐᔾᔨᖅᑲᑎᒌᑦ. ᑖᒃᓲᔭᓲᖑᙱᑦᑐᑦ ᐊᖏᖅᑕᐅᓯᒪᖕᒪᑕ ᐅᑎᖅᑐᒃᓴᔭᓕᓇᕐᒃᑯᓐᓄᑦ ᑲᓇᑕᒥ.
In asking this question, on September 29 you provided a submission as Nunavut Tunngavik to the Standing Committee on Legislation, which includes draft legislation. What are you asking for? How would you like to see Bill 25 written? With the bill that is presently in front of the Legislative Assembly…Let me say it in English. (interpretation ends) In your view, why is proposing additional legislation preferable to amending the bill that is currently before the Legislative Assembly? That's Bill 25. Thank you, Mr. Chairman. That's my final comment.	ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᓪᓗᒍ ᓯᑉᑎᒻᕙ 29 ᑐᓂᔾᔪᑎᒋᓯᒪᔭᓯ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᑲᑎᒪᔩᖅᑳᓂᒃ ᐃᓚᐅᑎᑦᑎᖕᒪᑕ ᒪᓕᒐᒃᓴᖅᒧᑦ. ᑖᓐᓇ ᑎᑎᖅᓇᐊᙵᐅᑎ ᒪᓕᒐᒃᓴᖅ. ᑕᐃᒪᓕ ᐃᒡᕕᑦ ᖅᑲᓄᖅ ᑐᒃᓯᕋᖅᓱᑎᒃ ᒪᓕᒐᒃᓴᖅᒥᒃ ᖅᑲᓄᖅ ᐋᖅᑭᒃᓯᖅᑯᐸᓇᔭᖅᐱᑦ ᒪᓕᒐᒃᓴᖅ 25 ᐱᔾᔪᑎᒋᓪᓗᒍ ᒫᓐᓇ ᒪᓕᒐᓕᐅᖅᑏᑦ ᓵᖓᓃᑦᑐᒥᒃ? ᖅᑲᑉᓗᓇᐅᔭᕐᓗᖓ, AIB. (ᑐᓵᔨᑎᒍᑦ) ᑕᐅᑐᒃᑕᕐᓂᒃ ᖅᑲᓄᒃᑲᓐᓂᖅ ᒪᓕᐊᓕᐅᕈᒪᕕᑦ ᑖᔅᓱᒧᖓ ᐊᓯᔾᔨᓇᐊᕈᑎᒋᓇᔭᖅᑕᖓᓄᑦ ᒪᓕᒐᒃᓴᖅ ᒪᓕᒐᓕᐅᕐᕕᐅᑉ ᓵᖓᓃᑦᑐᖅ ᒪᓕᒐᒃᑕᖅ 25. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᖑᓪᓕᖅᐹᖅ ᐊᐱᖅᑯᑎᒐ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑎᖅ.

Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I'm saying what I believe in. This is what I want to say. Therefore, in replying to the question, I agree Nunavut Tunngavik does not enact legislation. That is why you sit here as elected Members of the Legislative Assembly. This is just for consideration and you don't seem to hear our voice. That's why I said that with the proposed bill, we were not even informed on what the contents were.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᒃᐱᕆᔭᓐᓂᒃ ᓂᓪᓚᐊᕗᖓ. ᑕᐃᒪᓐᓇ ᐅᖃᐅᐃᓐᓇᕈᒪᕗᖓ. ᑕᐃᒪᐃᒻᒪᑦ ᑭᐅᓇᓱᒡᒍᖓ ᑖᓐᓇ ᐊᐱᖅᑯᑕᐅᔪᖅ ᐊᖏᖃᑎᒋᑦᑎᐊᖅᐸᕋ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᒪᓕᒐᒃᓴᓕᐅᖅᑎᐅᙱᒪᒪᑕ. ᐃᓕᑦᓯ ᑕᒡᕙ ᒪᓕᒐᓕᐅᖅᑎᐅᕗᓯ ᑕᕝᕙᓂ ᓂᕈᐊᖅᑕᐅᓯᒪᒐᑦᓯ ᒪᓕᒐᓕᐅᕐᕕᐅᑉ ᐃᓗᐊᓄᑦ ᐃᒃᓯᕚᖅᑎᑕᐅᓪᓗᓯ. ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᑐᐃᓐᓇᐅᓪᓗᓂ ᑖᓐᓇ ᑐᓂᕐᕈᓯᐊᕆᔭᕗᑦ ᑑᓴᔭᐅᖅᑰᕐᖃᑦᑕᙱᓗᐊᑘᔪᑦ. ᑕᐃᒪ ᐅᖃᖅᑲᐅᒐᒪ ᒪᓕᒐᒃᓴᖅ ᖃᓄᖅ ᐊᐅᓚᑕᐅᓂᐊᓕᕐᒪᖔᑦ, ᓇᓗᓇᐃᖅᑕᐅᓯᒪᑎᓪᓗᒍ ᐃᓚᓐᓂᐊᖅᑐᓕᕆᔾᑯᓐᓄᑦ ᑐᓴᐅᒪᑎᑕᐅᓚᐅᙱᓐᓇᑦᑕᓘᓐᓂᑦ ᖃᓄᖅ ᐃᓗᓕᖅᑲᕐᓂᐊᕐᒪᖔᑦ.
According to the agreement, Article 32.21 clearly indicates, "providing Inuit with an opportunity to participate in the development of social and cultural policies, and in the design of social and cultural programs and services." We were not involved, even though we represent Inuit and with Inuit being the majority in Nunavut, that's why we wanted to submit suggestions to you for consideration. You are the MLAs. You are the decision-makers and it's within your power to either accept or reject it.	ᑖᓐᓇᓗ ᐊᖏᕈᑎ ᒪᓕᒡᓗᒍ ᐃᓛᒃᑯᖓᔪᖅ 32, 32.2.1 ᓇᓗᓇᐃᖅᓯᒪᑦᑎᐊᕐᒪᑦ ᐃᓄᐃᑦ ᐃᓚᐅᖃᑕᐅᖃᑦᑕᕆᐊᖃᕐᓂᖏᓐᓂᒃ ᐊᒃᑐᐊᓂᖃᕐᓂᐊᖅᐸᑦ ᑭᓱᑐᐃᓐᓇᖅ ᐊᑐᐊᒐᖅ, ᐱᔾᑦᓯᕋᐅᑎ, ᐃᓅᓯᓕᕆᓂᕐᒧᑦ ᐊᒃᑐᐊᓂᖃᕐᓂᐊᖅᐸᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᐃᓚᐅᑎᑕᐅᓯᒪᙱᑎᓪᓗᑕ ᑭᒡᒐᖅᑐᐃᒐᓗᐊᖅᑎᓪᓗᑕ ᐃᓄᖕᓂᒃ ᐅᓄᕐᓂᖅᐹᖑᑎᓪᓗᒋᑦ ᓄᓇᕗᑦ ᐃᓗᐊᓂ, ᓈᒻᒪᒋᓐᖏᓗᐊᒧᑦ ᓱᖅᑭᑦᑎᔪᒪᓕᓚᐅᖅᑐᒍᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒥᒃ. ᐃᓕᔅᓯ ᑕᒻᒪ ᒪᓕᒐᓕᐅᖅᑎᐅᒐᔅᓯ ᐃᓱᒪᓕᐅᕆᔨᐅᓪᓗᓯ ᐱᔪᓐᓇᖅᑕᓯ. ᐱᔪᒪᙱᒃᑯᔅᓯᐅᒃᑰᓐᓃᑦ ᐃᓱᒪᖅᓱᖅᓗᓯ.
Therefore we wanted to make a submission, especially thinking about how else education can be supported. Basing it on the students, how can they graduate from school with fluency in Inuktitut and a solid foundation in Inuit culture? That's why we came up with the submission that we need legislation that supports the Inuit language and provides more support to district education authorities.	ᑕᐃᒪᐃᒻᒪᑦ ᓴᖅᑭᑦᑐᒪᓕᓚᐅᖅᑕᕗᑦ ᐱᓗᐊᖅᑐᒥ ᐃᓱᒪᒋᓪᓗᑎᒍᑦ ᖃᓄᒃᑲᓐᓂᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᖅᐸ, ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑐᑦ ᑐᓐᖓᕕᖏᓪᓗᒋᑦ. ᖃᓅᕐᖑᑯᐊ ᐃᓱᓪᓕᑦᑎᑦᑎᐊᖃᑦᑕᕈᓐᓇᕐᓂᐊᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ. ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐅᖃᓪᓚᒍᓐᓇᑦᑎᐊᕐᓗᑎᒃ, ᐃᓄᐃᑦ ᐱᖁᓯᖏᓐᓂᓪᓗ ᑐᓐᖓᕕᖃᑦᑎᐊᕐᓗᑎᒃ. ᑕᐃᒪᐃᒻᒪᑦ ᐃᑲᔪᖅᓲᑎᐅᓇᔭᖅᑐᓂᒃ ᓴᖅᑭᑦᑎᓇᓱᓪᓚᓚᐅᖅᐳᒍᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᐃᑲᔪᖅᓱᐃᔪᓐᓇᖅᑐᒥᒃ ᐊᒻᒪᓗ ᑖᒃᑯᓄᖓ ᑲᑎᒪᔨᕋᓛᓄᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᖃᓄᖅ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕋᖔᑦ.
In reviewing Bill 25 along with the prior Bill 37, it derogates certain sections. We ought not to dimish legislation, but rather to improve Nunavut's legislation. This is only for your consideration. Thank you.	ᕿᒥᕐᕈᓪᓗᑎᒍᓪᓗ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᑕᐃᓐᓇᐅᓚᐅᖅᑐᕐᓗ ᒪᓕᒐᒃᓴᖅ 37, ᐲᔭᐃᕙᓪᓚᐊᑐᐃᓐᓇᖅᑰᔨᒋᓚᐅᕋᑦᑎᒍ ᐲᔭᐃᕙᓪᓚᐊᙱᓪᓗᑕ ᓄᓇᕗᒻᒥ ᖃᓄᕐᓚ ᐋᖅᑭᒃᓯᒋᐊᒃᑲᓐᓂᕈᓐᓇᖅᐱᑕ. ᑕᐃᒪᓐᓇ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᑐᐃᓐᓇᖅ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Ms. Towtongie, you are done, so I'll go to someone else. Minister, you are sitting here. If you have a response or comment, I'll give you an opportunity. That's for your	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅ ᑕᐅᑐᓐᖏ ᑕᐃᓖᕋᕕᑦ. ᐊᓯᐊᓄᑦ ᑲᔪᓯᓚᐅᕐᓂᐊᕋᒪ. ᒥᓂᔅᑕ ᑕᕝᕙᓂ ᐃᒃᓯᕚᕋᕕᑦ. ᑭᐅᔾᔪᑎᒃᓴᓂᒃ ᐅᕙᓘᓐᓃᑦ ᐅᖃᐅᓯᒃᓴᖃᓪᓚᖕᓂᕈᕕᑦ ᖃᓄᐃᓕᐊᖅ ᐱᕕᖃᖅᑎᑦᑕᕐᓂᐊᕋᒃᑭᑦ

information. Mr. Qirngnuq.	ᖃᐅᔨᒪᓂᐊᖅᐳᑎᑦ. ᒥᔅᑕ ᕿᓐᖑᖅ.
Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. President Aluki, welcome. Your opening comments are good to hear. As MLAs we invited you to give support to us because the education bill is very important. That's the first comment.	**ᕿᓐᖑᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᓖᒃ. ᓯᕗᓕᐅᖅᑎ ᐊᓗᑭ ᑐᓐᖓᓱᒡᓕ. ᑖᒃᑯᐊ ᐅᖃᐅᓯᕆᔭᑎᑦ ᐱᔭᕆᐊᑐᒋᒡᒍᒋᑦ ᑐᓴᕈᒥᓇᖅᑐᑦ ᐃᑲᔪᕈᑎᒃᓴᒥᒃ ᑎᐊᕈᒪᓪᓗᑕ ᑐᑭᓯᒍᒪᓪᓗᑕ ᑕᒪᐅᓐᖓᑦᑎᑦᑎᖓᑦᑕ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᑎᒍᑦ. ᑕᐃᓐᓇ ᐱᒻᒪᕆᐅᒻᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᒪᓕᒐᒃᓵ. ᑖᓐᓇ ᐅᖃᐅᓯᑐᐃᓐᓇᖅ ᓯᕗᓪᓕᖅᐹᖅ.
I have two or three questions. My first question is, in your opening comments there's wording that we might come to a bad conclusion. What exactly does that mean? I want clarification and that's why I'm asking the question, Mr. Chairman. Thank you.	ᑕᐃᒪᓐᓇ ᒪᕐᕗᓐᓂᒃ ᐱᖓᓱᓂᓪᓘᓐᓃᑦ ᐊᐱᖅᑯᑎᒃᓴᖃᕐᓂᐊᕋᒪ. ᐅᓇ ᐊᐱᖅᑯᑎᒃᓴᕆᔭᕋ ᓯᕗᓪᓕᖅᐹᖅ, ᐅᐊᑦᑎᐊᖅ ᐅᒃᑯᐊᕈᑎᒋᔭᕐᓂ ᐱᒋᐊᕈᑎᒋᔭᕐᓂᒃ ᐅᖃᐅᓯᖅᑕᖃᕐᒪᑦ ᐱᐅᓐᖏᑦᑐᒥᒃ ᑎᑭᐅᑎᑐᐃᓐᓇᕆᐊᖃᖅᑕᑦᑕᒎᖅ. ᐅᓇ ᓱᓇᒥᒃ ᑐᑭᖃᕆᐊᒃᓵ ᑐᑭᓯᑦᓯᐊᕈᒪᑉᓗᖓ ᐊᐱᖅᑯᑎᒋᕙᕋ ᐃᒃᓯᕙᐅᑕᓖᒃ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for asking that question. In thinking that we may come to a bad conclusion, I would like to use the lack of Inuit language instruction as an example. A child who is learning should learn everything in Inuktitut. The Inuit language is the first language of the majority in Nunavut. The additional postponement to the year 2039 and reviewing the schedule appended to Bill 25, it identifies that certain grades will not use Inuktitut as the language of instruction. This is just the planned approach whereby only certain classes receive Inuktitut language instruction. This constitutes a very serious concern for NTI and for other Inuit organizations.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᓚᐅᕆᑦ. ᐃᓱᒪᒋᓪᓗᒍ ᐱᐅᓐᖏᑦᑐᒧᑦ ᑎᑭᐅᑎᔪᓐᓇᑐᐃᓐᓇᓂᐊᖅᖃᖅᑐᒍᑦ, ᐆᑦᑑᑎᒋᔪᒪᔭᕋ ᑖᓐᓇ, ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖃᑦᑕᖏᓐᓂᖅ. ᑭᓯᐊᓘᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᖅ ᓄᑕᕋᖅ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐃᓄᒃᑎᑐᑦ ᐃᓕᓐᓂᐊᕈᓐᓇᕆᐊᖃᕋᓗᐊᕋᒪ. ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐅᖃᐅᓯᕐᖓᐅᑕᕆᔭᐅᒻᒪᑦ ᐅᓄᕐᓂᖅᐹᓄᑦ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. 6ᑖᓐᓇ ᑭᖑᕙᕆᐊᖅᓯᒪᑎᓪᓗᒍ 2039-ᒧᑦ ᕿᒥᕐᕈᒃᑲᓂᖅᑐᒍ ᐅᐃᒍᖓᓂᒃ ᒪᓕᒐᒃᓴᖅ 25 ᓇᓗᓇᐃᖅᓯᓯᒪᖕᒪᑦ ᑕᒪᒃᑭᖏᓪᓗᒍ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᔾᔮᙱᑦᑐᑦ. ᑖᓐᓇ ᐸᕐᓇᒍᑕᐅᓯᒪᑐᐃᓐᓇᖅᑐᖅ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᐃᓕᓐᓂᐊᓚᐅᑲᑐᐃᓐᓇᖅᐸᓪᓗᑎᒃ. ᑖᓐᓇ ᐊᒃᓱᐊᓗᒃ ᐃᓱᒫᓘᑎᒋᔭᕗᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖓᓐᓃᙵᖅᑐᑕ.
We are all aware that Inuktitut speakers are decreasing annually. Every year the numbers decrease by 1 percent. Although that sounds insignificant, the continual decrease will add up and by the year 2051, we may only have 4 percent of Inuit who speak their mother tongue at home. This is disconcerting to many Inuit and the unscrupulous result of paternalism if this bill passes. We want to	ᖃᐅᔨᒪᒐᑦᑕ ᐅᓄᕈᓐᓃᖅᐸᓪᓕᐊᓂᖏᓐᓂᒃ ᐃᓄᒃᑐᑦ ᐅᖃᓪᓚᓲᑦ. ᐊᕿᒍᑕᓖᑦᑎᐊᖅ 1 ᐳᓴᒥᒃ ᐅᓄᕈᓐᓃᖅᐸᓪᓕᐊᓲᑦ. ᐅᓄᖅᐸᓕᑦᑎᖕᒋᑦᑑᕆᓗᐊᖅ ᑖᓐᓇ 1 ᐳᓴᓐ ᖃᐅᔨᒪᔭᕗᑦ. ᑕᐃᒪᓐᓇᔅᓴᐃᓐᓇᖅ ᐊᑐᐃᓐᓇᕈᑦᑕ 2051-ᖑᓕᖅᐸᑦ 4 ᐳᓴᖑᑐᐃᓐᓇᓕᕐᓗᑕ ᐊᖏᕐᕋᑦᑎᓐᓂᒃ ᐅᖃᓪᓚᖃᑦᑕᓖᖅᑐᒍᑦ. ᑖᓐᓇ ᐃᓱᒫᓗᖕᓇᓪᓚᕆᒃᑐᖅ. ᐱᐅᖏᑦᑑᑎᒋᕙᐅᒃ ᑖᓐᓇ ᑲᔪᓯᑎᑕᐅᓐᓂᖅᐸᑦ. ᐃᓱᒪᒋᒐᑦᑎᒍᓪᓕ ᖃᓄᖅ

improve this instead. We consistently hear about the lack of fluent Inuktitut teachers, which is the excuse used by education administrators for why we cannot reach this goal. With that being the excuse, we continually push the government to concentrate on training fluent Inuktitut speakers as teachers, in greater numbers, and in all of our communities, not just in Iqaluit or larger centres. We are aware of many Inuit who face various barriers. Although they want to receive further education, they are not aware of the requirements and do not want to leave their communities. So-called experts are constantly expounding that Inuit don't wish to pursue further education, although they themselves erect artificial boundaries, which in my opinion, are racial slurs against Inuit categorizing them as untrainable.	ᐋᖅᑭᒋᐊᕈᓐᓇᕋᔭᕐᒪᖔᑦ. ᑐᓵᖅᑲᑕᕋᑦᑕ ᐃᓄᒃᑎᑑᕈᓐᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔨᑮᓭᕐᓂᕐᒧᒡᒨᖅ ᑖᓐᓇ ᑎᑭᐅᑎᔫᓐᓇᖏᑦᑐᖅ. ᑕᐃᒪᐃᑎᓪᓗᒍ ᐊᔭᐅᖅᑐᐃᖏᓐᓇᖅᓯᒪᔪᒍᑦ, ᐊᑏ ᐃᓄᒃᑎᑑᕈᓐᓇᖅᑐᓂᑦ ᐃᓕᓴᐃᔩᓭᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒃᑲᓐᓂᕋᓱᓚᐅᖅᑕ ᐅᓄᕐᓂᖅᓴᓂᒃ, ᓄᓇᓕᖕᓂ ᐃᖃᓗᖕᓂᑐᐊᖑᓐᖏᑦᑐᖅ. ᖃᐅᔨᒪᒐᑦᑕ ᐊᔾᔨᒌᓐᖏᑦᑐᓂᒃ ᐊᐳᕈᑎᖃᐅᖅᓱᑎᒃ ᐃᓕᓐᓂᐊᕈᒪᔫᒐᓗᐊᑦ ᓇᓗᖃᑦᑕᕐᒪᑕ ᓄᓇᒥᖕᓂᒡᓗ ᐊᐅᓪᓚᕈᒪᙱᖏᓭᑎᒃ, ᑐᓵᖅᐸᒃᓭᑕᓗ ᐃᓕᓐᓂᐊᕆᐊᕋᓱᒃᐸᖕᖏᓐᓂᖕᖏᓐᓂᒃ ᐃᓄᐃᑦ. ᐅᕙᓐᓄᑦᑖ ᑕᐅᑐᒐᕆᔭᕋ ᓲᖃᐃᒻᒪᓕ ᐋᓯᓪᓕ ᐃᓄᐃᑦ ᐱᐅᓐᖏᑎᑕᐅᓕᕆᓲᑦ.
Inuit who have pursued secondary education are aware that proper information on the educational requirements towards a career as a teacher would result in many more Inuit wanting to take up that education. Back in 2016 we contracted Paul Berger, who conducted research of students attending 11 different high schools in Nunavut on whether they had any interest as being teachers. Many students expressed strong interest in pursuing this career but had no idea of the path to pursue to work towards becoming a teacher.	ᐅᕙ'ᒍᓪᓕ ᖃᐅᔨᒪᔪᒍᑦ ᑐᓴᐅᒪᑎᑕᐅᑦᑎᐊᕈᑦᑕ ᐃᓕᓴᐃᔩᓴᐅᓂᕐᒧᑦ ᖃᓄᖅ ᐊᖅᑯᑎᖃᕈᓐᓇᕋᔭᕐᒪᖔᑦ, ᐃᓕᓐᓂᐊᕆᐊᕈᒪᔪᑦ ᐅᓄᖅᑑᔫᓐᓇᕋᔭᕋᓗᐊᕐᒥᒪᑕ. 2016-ᖑᑎᓪᓗᒍ ᖃᐅᔨᓴᕐᓂᖃᖅᑎᑦᑎᓚᐅᕋᑦᑕ ᐹᓪ ᕘᔫ ᖃᐅᔨᓴᖅᑐᓂ ᐃᓕᓐᓂᐊᕐᕕᖕᓂᒃ ᑯᑦᑎᖕᓂᖅᓴᓂᒃ 11-ᓂᒃ ᖃᐅᔨᓴᖅᑐᓂᒃ ᐃᓕᓴᐃᔩᓴᐅᔪᒪᓇᔭᕐᒪᖔᑕ. ᐅᓄᖅᑐᑦ ᐃᓕᓴᐃᔩᓴᐅᔪᒪᓂᕋᖅᓱᑎᒃ ᓇᓗᓇᐃᓚᐅᖅᑑᒐᓗᐊᑦ, ᑭᓯᐊᓂ ᖃᓄᖅ ᐃᓕᓴᐃᔨᙳᕈᓐᓇᕋᔭᕐᒪᖔᑕ ᖃᐅᔨᒪᙱᖦᓱᑎᒃ.
In our current fiscal year, the Office of the Auditor General released a report detailing high school students and adult learners' career ambitions, which identified that there are no career plans in place for them to pursue post-secondary education after their graduation. There are a multitude of specific items contained in the report, but I'm just using that as an example. Thank you, Mr. Chairman.	ᐊᕐᕌᒍᕆᔭᑦᑎᓐᓂ ᑕᒻᒪᓂ ᑕᒪᖅᑐᖅᑐᖅᓯᐅᑏᑦ ᐃᑯᐊ OAD ᑕᒪᖅᑐᖅᓯᐅᑏᑦ ᓇᓗᓇᐃᖅᓯᓚᐅᕐᒥᖕᒪᑕ, ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑐᑦ ᐅᓂᒃᑳᓕᐊᕆᔭᐅᑎᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᑐᑦ ᖁᑦᑎᖕᓂᖅᓴᓂᒃ, ᐃᓐᓇᐃᓪᓗ ᐃᓕᓐᓂᐊᕆᐊᖃᖅᑐᑦ ᖃᐅᔨᓴᖅᑕᐅᑎᓪᓗᒋᑦ ᓇᓗᓇᐃᓚᐅᖅᑐᖅ ᐸᕐᓇᐅᑎᑕᖃᙱᒪᓪᓘᓐᓃᒡᒨᖅ ᖃᓄᖅ ᐃᓕᓐᓂᐊᕆᐊᒃᑲᓐᓂᕈᓐᓇᕋᔭᕐᒪᖔᑕ. ᑖᒃᑯᐊ ᐃᓱᓕᑦᑎᖃᑕᐅᖃᑦᑕᖅᑑᒐᓗᐊᑦ. ᑕᕝᕙ ᐃᓗᓕᖕᒋᑦ ᐅᓄᖅᑑᒐᓗᐊᑦ ᑖᓐᓇ ᐆᒃᑑᑎᒋᓪᓗᒍ ᓂᓪᓕᕈᑎᒋᕙᕋ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

Chairman (interpretation): Thank you. Mr. Qirngnuq.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒦᒃ, ᒪ'ᓇ. ᒥᔅᑕ ᕿᓐᖑᖅ.
Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I also thank the president for her candid response. The second question I want to ask relates to the wording used in your opening comments about *Inuit Qaujimajatuqangit* needing to be the educational foundation for our schools within the education system. I want to clearly understand this position, seeing as NTI is the primary Inuit organization, whether you would provide support for the legislation where it speaks to this initative, and whether NTI has identified any areas for improvement or if it is mentioned in the written submission you provided. I would like to understand that firstly, Mr. Chairman, hence my question. Thank you.	**ᕿᓐᖑᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᕼᐅᕙᐅᑖᓐᒃ ᖁᔭᓐᓇᒦᓪᓗ ᓯᕗᓕᐅᖅᑎ ᑭᐅᑦᑎᐊᕈᓐᓇᕐᒪᑦ. ᑖᓐᓇᑦᑕᐅᖅ ᑐᓪᓕᕇᔮ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ, ᐆᒥᖓ ᐅᖃᐅᕼᐃᖅᑕᖃᕐᒥᒻᒪᑦ ᐅᕙᑦᓯᐊᖅ ᐱᒋᐊᕈᑎᒋᔭᕐᓂᒃ, ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᑦᑕ ᒥᔅᓵᓄᑦ ᐱᔾᔪᑎᖃᖅᑐᓂ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ, ᑖᒻᓇ ᑐᓐᖓᕕᒋᔭᖃᕐᓂᖅᓯᒪᒻᒪᑦ ᐅᖃᐅᓯᖅᑕᕕᑦ ᐃᓗᐊᓂ. ᐅᓇ ᑐᑭᓯᔪᒪᓪᓗᙱᑦ ᑎᒥᖁᑎᒋᔭᐅᓪᓗᓯ ᑕᕝᕙᓂ ᑕᐃᔅᓯᒪᐅᑉ ᒥᔅᓵᓄᑦ ᐃᑲᔪᕐᑎᓴᒥᒃ ᑖᒃᓯᒪ ᒪᓕᒡᒐᖅᔫᑉ ᐃᓗᐊᓂ ᐃᓪᓗᐊᖅᓯᖃᔪᖃᖅᐸ ᑎᒥᖁᑎᒋᔭᖅᐱᑦ ᐃᓗᐊᓂ ᑎᑎᖅᑲᒥᓪᓘᓐᓂᑦ? ᑐᑭᕼᐃᔪᒪᓪᓗᙱᑦ, ᐃᒃᓯᕙᐅᑖᓐᒃ, ᐊᐱᖅᑯᑎᒋᕙᕋ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᒃᓴᐅᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for your question. We hear from Inuit teachers about how more support can be provided. It's obviously due to a lack of curriculum resources, particularly for Inuit language teachers. We know, for example, that curriculum resources are developed in Arviat. I'm not too familiar with that, but we hear curriculum development takes place in Arviat and I believe it takes many years to develop curriculum.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᓚᕝᕙᑦ. ᑐᓴᐅᒪᖃᑦᑕᖃᑦᑕ ᐃᓄᖕᓂᒃ ᐃᓕᓴᐃᔩᑦ ᐃᓕᓴᐃᔨᐅᔪᓂᑦ ᖃᓄᖅ ᐃᑲᔪᖅᓯᖅᑕᐅᒃᑲᓂᕈᓐᓇᕋᔭᕐᒪᖔᑕ. ᓇᓗᓇᙱᑦᓱᓂᓗ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᐊᒥᒐᖃᑦᑕᕐᓂᖏᓐᓂᒃ, ᐱᓗᐊᖅᑐᒥᒃ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐃᓕᓴᐃᔩᑦ ᐃᓕᓴᐃᔨᐅᖃᑦᑕᖅᑐᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᖃᐅᔨᒪᓪᓗᑕ ᐊᕝᕕᐊᓂ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᒃ ᓴᖅᑭᑦᑎᖃᑦᑕᕐᓂᖏᓐᓂᒃ. ᐱᓕᕆᐊᖃᖃᑦᑕᕐᓂᖏᓐᓂᖅᑲᐃ ᐅᖃᑦᑎᐊᕈᒪ ᓴᖅᑭᑦᑎᖃᑦᑕᓗᐊᕐᒪᙱᑦ ᖃᐅᔨᒪᓗᐊᓐᖏᒃᑲᓗᐊᖅᑑᒋᑦ ᐱᓕᕆᐊᖃᕐᓂᖅᑕᐅᖃᑦᑕᕐᒪᑕᐃᒃᑯᐊ ᐱᐊᓚᐃᑦᑐᒥᒃ ᓴᖅᑮᖏᑦᑑᔭᖃᑦᑕᖅᑯᕐᒪᑕᐃᒃᑯᐊ.
As an Inuit organization, I can provide an example of the Qikiqtani Inuit Association. They developed curriculum materials and provided them by working closely with various government departments, but we aren't always able to do that within each organization. There are challenges in reaching our goals and each organization faces challenges. It's always difficult to do	ᐃᓱᒪᒋᓪᓗᒍ ᖃᐅᔨᒪᔨᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᓐᓃᙱᖅᓯᒪᔪᑦ ᓵᖁ ᐆᒃᑑᑎᒋᓪᓗᒍ ᕿᑭᖅᑕᓂ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ ᐱᓕᕆᐊᖃᖅᓯᒪᖕᒪᑕ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᒥᒃ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐅᔪᓐᓇᖅᑐᒥᒃ ᐱᓕᕆᖃᑎᖃᑦᑎᐊᖅᓯᒪᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ, ᐊᕕᒃᑐᖅᑕᐅᓯᒪᔪᑦ ᒐᕙᒪᐅᑉ ᐃᓗᐊᓂ. ᑭᓯᐊᓂ ᑕᐃᒪᐃᑦᑐᐃᓐᓇᐅᖃᑦᑕᙱᒪᒥᒐᑦᑕ. ᑐᓐᖓᕕᒃᑰᓪᓗᑕ ᓴᖅᑭᑦᑎᓇᓱᓚᐅᖅᓯᒪᒐᓗᐊᕐᒥᒐᑦᑕ ᐊᒃᓱᐊᓗᒃ ᐊᐳᕈᑎᒥᒃ ᓴᖅᑭᕝᕕᐅᑲᑕᐃᓐᓇᖅᑐᑕ ᐱᓕᕆᐊᕆᓇᓱᒃᑕᑦᑕ ᑐᕌᒐᕆᔭᐃᓐᓇᖅᑰᕈᒐᓗᐊᖅᑐᑎᒍ ᐊᐳᕈᑎᒥᒃ ᓴᖅᑭᕝᕕᐅᙱᖅᑰᕈᖅᑲᑦᑕᓚᐅᕐᒥᒐᑦᑕ.

this.	
We know that it is the role of the government and the Department of Education to develop material and it's our role to push and challenge the department to continue to strengthen the curriculum that's being developed in the Inuit language. Everything can be taught in the Inuit language and it can be based more on the Inuit culture. We state and we hear in Nunavut that there are too many people within the system that do not complete their studies. It's as though Inuit aren't capable when that's definitely not the case.	ᑕᐃᒪᐃᒻᒪᑦ ᖃᐅᔨᒪᓪᓗᑕ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᑲᒪᒋᔭᐅᔭᕆᐊᖃᕐᓂᖅᑎᓐᓂᒃ ᐊᔾᔨᐅᖅᑐᐃᖅᑎᓐᓇᖅᐳᖓ. ᐊᑏ ᓴᖅᑭᑎᑕᐅᒃᑲᓐᓂᖃᑦᑕᓚᐅᕐᓕᑦ ᑭᓯᓛᑦᑎᐊᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᐊᑐᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓐᓇᕐᒪᑕ ᐊᒻᒪᓗ ᑭᓯᓛᑦᑎᐊᖅ ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖓᓂᒃ ᑐᙵᕕᖃᕐᓂᖅᓴᐅᓕᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓐᓇᕐᒪᑕ. ᐅᖃᖃᑦᑕᖏᑦᑕ ᑐᓴᐅᒪᖃᑦᑕᖅᑐᑕᓗ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐃᓯᓕᑦᑎᖃᑦᑕᙱᑦᑐᓪᓚᕆᖅ ᐅᓄᕐᒪᑕ, ᐃᓄᐃᑦ ᐃᓯᓕᑦᑎᖃᑦᑕᙱᑦᑐᑦ ᐅᓄᖅᑐᑦ. ᓲᕐᓗ ᐃᓄᐃᑦ ᐱᐅᙱᑦᑐᑦ, ᐊᔪᖅᑐᑦ, ᑕᐃᒪᐃᙱᑦᑎᐊᖅᑎᓪᓗᒋᑦ.
Last week I participated in poverty reduction meetings in Cambridge Bay, where one participant from the Kitikmeot stated that students are thrown out of school when teachers assume they are incapable of learning. It's like being thrown out of the school. Therefore curriculum materials should be geared towards our Inuit culture and properly incorporated in the education system. Thank you.	ᑐᓴᖅᓯᒪᓚᐅᖁᒪ ᐱᓇᓱᐊᕈᓯᐅᓚᐅᖅᑐᒥ ᐊᔪᖅᓴᖅᑕᐃᓕᒪᓂᐅᑉ ᒥᒃᓵᓄᑦ ᑲᑎᒪᓂᕐᒥ ᐃᓚᐅᖃᑕᐅᓚᐅᖁᒪ ᐃᖃᓗᒃᑑᑦᑎᐊᕐᒥ ᑕᐃᑲᓂ ᑲᑎᒪᔭᖅᑐᖅᓯᒪᖅᑲᑕᐅᔪᑦ ᖅᑭᑎᖅᒥᐅᖅᒥᐅᑕᖅ ᐅᖃᓚᐅᖅᒥᔪᖅ, ᐃᒃᑯᐊ ᓲᕐᓗ ᐊᓂᑕᐅᔪᑦ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᕕᐅᑉ ᐃᓗᐊᓂ ᐃᓕᓐᓂᐊᓇᐊᖅᐸᒃᑑᒐᓗᐊᑦ ᐃᓕᓴᖅᓯᙱᓗᐊᕐᓂᕐᒥᖕᓄᑦ ᑭᓯᒥᒃ ᐃᓕᓐᓂᐊᖅᒪᖕᒫᑦ ᐊᑑᑎᖅᑲᔪᙱᓗᐊᖅᓂᙱᓐᓄᑦ ᐊᓂᑕᐅᔪᖅᑎᑐᑦ ᐱᖅᑲᑦᑕᖅᑐᖅ. ᑕᐃᒪᐃᒻᒪᑦ, ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᐃᓄᐃᑦ ᐃᓕᖅᑯᓯᖓᓂᒃ ᑐᙵᕕᖅᑲᒃᑲᓐᓂᓇᐊᓖᑦ ᐃᓚᓕᐅᔾᔭᐅᑦᓯᐊᖅᑐᓂᑐ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Mr. Qirngnuq.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒦᒃ. ᒥᐢᑕ ᕿᙳᖅ.
Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. In your response, you had mentioned that there were some challenges. Perhaps you can explain the challenges you're faced with. That's my question, Mr. Chairman. Thank you.	**ᕿᙳᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᒃ. ᑖᓐᓇ ᑭᐅᔾᔪᑎᒋᔭᕖᑦ ᐃᓗᐊᓂ ᐊᐳᕈᑎᑦᑕᖃᕐᒪᑦ, ᓱᓇᒥᒃ ᑐᓗᖅᑕᕈᑕᐅᔪᖃᖅᐸ, ᑖᑉᓱᒪ ᒥᒃᓵᓄᑦ ᑐᑭᓯᔪᒪᓪᓗᖓ ᐃᒃᓯᕙᐅᑖᒃ ᐊᐱᖅᑯᑎᒋᕐᓴᖅᐸᖓ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. This has many facets where we face barriers as well as challenges that are identified to us. It lies within the partnership or collaborative work that is always mentioned but rarely undertaken. Although	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐃᓗᓕᖃᐅᕐᒪᑦ ᐊᐳᕈᑕᐅᖃᑦᑕᖅᑐᖅ ᐊᒃᓱᑦ ᓴᖅᑭᑕᐅᖃᑦᑕᕐᒪᑕ. ᐱᓕᕆᖃᑎᒌᓐᓂᐊᕐᓂᕐᒧᑦ ᓵᙵᓂᐊᓂᖅᑕᐅᖏᓐᓇᐅᔭᖅᑐᐊᖅᑐᑕ

the common refrain is the bureaucracy wants to work with Inuit organizations, the reality is that many barriers are erected by these public servants to drag down the actual implementation of the proposed changes and it is quite varied.	ᐱᓕᕆᖃᑎᒋᒍᒪᓂᕋᖅᐸᒃᑲᓗᐊᖅᑎᓪᓗᑕ ᐊᐳᕈᑏᑦ ᐅᓄᖅᓯᑰᒪᑕ ᐊᔾᔨᒌᖕᖏᑦᑐᑦ.
My own thinking on this matter…perhaps I am out of order. Nonetheless, my personal opinion is that the public service is the barrier itself, and elected MLAs follow the whims of their non-Inuit officials. The politicians are supposed to make the decisions, but far too often the public servants run the show. Although the MLAs are supposed to make these decisions, their non-Inuit officials make the decisions, rendering the politicians as impotent representatives, adhering to the whims of their non-elected administrators.	ᐃᓱᒪᒋᖃᑦᑕᖅᑕᕋ ᐅᕙᖓᓕ. . . ᓱᑯᖅᑕᐅᓂᐊᖅᐳᖓᖃᐃ. ᐃᓱᒪᒋᖃᑦᑕᖅᑕᕋᓕ ᐅᕙᖓᓕ ᐃᑖᓐᓂᒃᑯᑦ ᐊᐅᓚᑕᐅᓗᐊᕐᓂᖏᓐᓄᑦ ᓂᕈᐊᖅᑕᐅᓯᒪᔪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ. ᑕᐸᕗ ᐃᓱᒪᓕᐅᕆᔨᐅᓂᐊᖅᑐᖅ ᓂᕈᐊᖅᑕᐅᔫᖁᓗᐊᖅ ᐃᓱᒪᓕᐅᕆᔨᐅᖁᓗᐊᖅᑐᓂ ᐊᐅᓚᑕᐅᖑᓕᖅᑐᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᒥᓄᑦ.
They are the ones who are fighting against the wishes of the Inuit majority who want to enact changes because it would render them powerless, and they want to retain control as public servants. Thank you, Mr. Chairman.	ᑖᒃᑯᐊ ᐊᑐᖁᔭᐅᓐᖏᑦᑐᑦ ᐃᓄᖕᓃᖕᒫᖅᑑᖁᓗᐊᑦ ᐊᑐᖅᑎᑕᐅᔪᓐᓃᖅᑐᑎᒃ. ᑲᑐᖕᖁᔪᐊᓗᖕᒥᒃ ᐱᓕᕆᐊᕆᔭᐅᓇᓱᓕᕐᒪᑦ ᐊᐳᕈᑎᓂᒃ ᓴᖅᑭᕝᕕᐅᖃᑕᐃᓐᓇᓕᖅᑐᓂ, ᐱᓕᕆᖃᑎᒌᖕᓂᐊᓚᐅᖅᑐᕐᓕ ᑖᓐᓇ ᓱᐱᔭᐅᓪᓗᓂ, ᐱᑕᖃᕈᓐᓃᖅᑐᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Using my discretion as the Chair, I will say if it’s out of order. I’ll be able to do that freely as the Chair and if I need to remove someone from the Chamber, I can do so. I want that recognized.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᐊᒻᒪᓗ ᐃᒃᓯᕙᐅᑕᐅᓂᕋ ᐊᑐᖅᑐᒍ, ᓱᖁᖅᓯᑐᐊᕈᒪ, ᓱᖁᖅᓯᔫᓗᐊᕋᒪ. ᑐᑭᓯᑎᑦᑐᑦᓗᐊᕋᒋᑦ ᐊᒻᒪᓗ ᑲᑎᒪᕝᕕᐅᑉ ᐃᓗᐊᓂ ᐊᓂᖁᔾᔭᓐᓂᕈᒪ ᐊᓂᑦᑎᔫᓪᓗᐊᖅᑐᖕᒐ. ᐃᓕᑕᕆᔭᐅᖁᓪᓗᒍ ᑕᒪᓐᓇ
Perhaps to the Minister, if you can talk about the issue of teaching and the (interpretation ends) Nunavut Teacher Education Program (interpretation) that was discussed earlier. Can you clarify if teacher recruitment is mentioned in Bill 25 or if it is separate from the bill? Minister.	ᒥᓂᔅᑕᒧᑦ ᐃᒻᒪᖃᑏ ᓇᓗᓇᐃᔭᐃᔫᓪᓗᐊᕈᕕᑦ. ᒥᓂᔅᑕ ᐅᕙᑦᓯᐊ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᔨᓂᒃ, ᐃᓕᓐᓂᐊᑎᑦᓯᔨᒃᓴᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᓂᖅ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᒃᓴᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᒃ, ᐅᐊᑦᓯᐊ ᐅᖃᐅᓯᐅᓚᐅᕿᓪᓚᒻᒪᑦ, ᓇᓗᓇᐃᔭᐃᔾᔪᑎᓪᓗᐊᖅᐱᑦ ᐆᒪ ᒪᓕᒐᒃᓴᖅ 25 ᐃᓗᐊᓂ ᑕᒪᓐᓇ ᐅᖃᐅᓯᐅᕙ? ᐅᐸᕗᓘᓐᓃᑦ ᑕᒪᑦᓱᒪ ᒪᓕᒐᒃᓴᐅᑉ ᓯᓚᑖᓂᓯᐅᖅᐸ, ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᑎᑦᓯᔨᒃᓴᓂᒃ ᐱᓕᕆᓂᖅ. ᒥᓂᔅᑕ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We are in the process of working on teacher recruitment and retention, particularly for teachers from	**ᐊᕐᓚᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐱᓕᕆᐊᕆᕙᓪᓕᐊᔭᕗᑦ ᐃᓕᓴᐃᔩᑖᖅᐸᓪᓕᐊᓂᖅ ᐊᒻᒪᓗ ᐃᓕᓴᐃᔩᖃᐃᓐᓇᕐᓂᖅ

Nunavut. We're developing a 10-year strategy that will be used in the future. I will present it once it is available, Mr. Chairman. However, we have worked with, as I stated earlier, Nunavut Arctic College as they have updated their Teacher Education Program. We fully expect that that program will result in capable teachers who will be working in our schools. Thank you.	ᓄᓇᕗᒻᒥᖕᒫᖅᓯᒪᔪᓂᒃ ᐱᓗᐊᖅᑐᒥᒃ ᑖᓐᓇ ᐸᕐᓇᐅᑎᓕᐅᖅᐸᓪᓕᐊᒐᓱᐊᖅᑕᕗᑦ ᑐᑭᒧᐊᒍᑎᔅᓴᒥᒃ ᐊᕐᖀᒍᐃᑦ ᖁᓕᑦ ᓯᕗᓂᒃᓴᑦᑎᓐᓂ ᐊᑐᕐᓂᐊᖅᑐᒥᒃ ᑖᓐᓇ ᐱᕙᓪᓕᐊᒐᓱᐊᖅᑕᕗᑦ ᐊᒻᒪᓗ ᐊᑐᐃᓐᓇᐅᓕᕐᓂᕈᓂ ᓴᖅᑭᒍᒫᕐᓂᐊᖅᑕᕋ ᐃᒃᓯᕙᐅᑖᖅ ᑭᓯᐊᓂ ᒫᓐᓇᒧ ᐱᓕᕆᖅᑎᒋᓯᒪᔭᕗᑦ ᑕᐃᓐᓇ ᐅᖃᐅᓯᕆᖅᑲᐅᔭᕋ ᓄᓇᕗᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᒃᑯᑦ, ᑖᓐᓇ ᓄᑖᕈᖅᑎᑦᑎᕆᐊᖅᓯᒪᒻᒪᑕ ᐃᓕᓴᐃᔾᑦᓴᐅᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕈᑎᒥᒃ, ᐊᒻᒪᓗ ᑖᓐᓇ ᓂᕆᐅᒋᑦᓯᐊᕐᒥᔭᕗᑦ ᐊᔪᓐᖏᑦᑎᐊᖅᑐᓂᑦ ᐃᓕᓴᐃᔾᑖᕐᕕᒋᓂᐊᕋᑦᑎᒍ ᐃᓕᓐᓂᐊᕐᕖᑦᑎᓐᓂᒃ ᐱᓕᕆᓂᐊᖅᑐᓂᒃ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. I would like to get clarification, Minister, as this issue keeps coming up. We have frequently heard about the 2039 target date. In accordance with Bill 25, is the full implementation date of Inuit language of instruction for all grades set for 2039? Alternatively, can you indicate what the year 2039 signifies? Minister.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᐊᒻᒪᓗ ᐆᒥᖓᑦᑕᐅᖅ ᓇᓗᓇᐃᔭᐃᔫᓗᐊᕐᓂᕈᕕᑦ ᒥᓂᔅᑕ, ᐅᓇ ᐅᖃᐅᕼᐃᐅᓗᖀᓐᓇᐅᔭᕐᒪᑦ 2039, 2039 ᑐᓴᖅᑕᐅᔭᐃᓐᓇᖅᕼᐅᑎᒍ, ᖃᓄᖅ ᐅᓇ ᒪᓕᒐᔅᓴᖅ 25 ᒪᓕᒃᑯᒍ 2039-ᖑᓕᖅᐸᓪᓘᕝᕙ ᑕᒪᓐᓇ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ, ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᕼᐊᖅᑭᓕᑕᐃᓐᓇᓂᐊᖅᐸ? ᐅᕙᓘᓐᓃᑦ ᑖᓐᓇ 2039 ᕼᐅᓇᒥᑦ ᓇᓗᓇᐃᔭᐃᒻᒪᖕᒫᑦ ᑐᕼᐊᖅᑎᑦᑎᔫᓗᐊᕈᕕᑦ. ᒥᓂᔅᑕ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. To inform Nunavummiut further, at this time we have Inuit language curriculum and we have been developing various resources to be used in Nunavut. Our department adapts curriculum to be more suited to Inuit culture and *Inuit Qaujimajatuqangit*, but as was stated, perhaps we are not working fast enough. There are different factors involved. As I stated, sometimes it takes two to three years to prepare for these plans to develop curriculum, but we also have other work to do and we have to monitor the curriculum resources to make sure they are adequate and provide tangible benefits. There has been a lot of progress on this over the past three or four years.	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᑐᑭᓯᑎᒋᐊᒃᑲᓂᕐᓗᒋᖅᑲᐃ ᓄᓇᕗᒻᒥᐅᑦ ᒦᓐᓇ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᖅᑲᕋᓗᐊᕋᑦᑕ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐊᑐᖅᑐᓂᒃ, ᐊᒻᒪᓗ ᐱᕙᓪᓕᐊᒐᓱᐊᖅᓯᒪᓪᓗᑕᓗ ᐅᓪᓗᒥᒧᑦ ᐊᔾᔨᒌᙱᑦᑐᐃᑦ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᓕᐊᕆᔭᐅᕙᑦᑐᑦ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. ᓄᓇᕗᑦᓯᐅᑎᓂᒃ ᐃᓕᖅᑯᓯᑦᑎᓐᓄᑦ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᓐᓂᓪᓗ ᐊᑐᓕᖅᑎᑦᑎᕙᓪᓕᐊᖃᑦᑕᕋᑦᑕ ᐱᓕᕆᕝᕕᒋᔭᕗᑦ, ᑭᓯᐊᓂ ᐅᖃᖅᑐᖃᖅᑲᐅᒻᒪᑦ ᐃᒻᒪᖃ ᐱᐊᓚᐃᑦᑐᒥᒃ ᐱᓕᕆᙱᓗᐊᕋᑦᑕ, ᐃᓛᒃ ᐱᐊᓚᔪᒥᖃᐃ ᐃᒫᖕᒐᖅ ᐅᖃᕈᒪ. ᑖᓐᓇ ᐊᔾᔨᒌᙱᑦᑐᓂᒃ ᐊᑦᑐᐊᖕᒐᓂᖃᕐᒪᓗ. ᐅᖃᖅᑲᐅᒐᒪ ᐃᒻᒪᖃ ᓴᖅᑭᑉᐸᓪᓕᐊᖃᑦᑕᖅᑐᑦ ᐊᕐᖀᒍᒃ ᒪᕐᕉᒃ, ᐱᖓᓱᓪᓘᓐᓃᑦ ᐃᓗᐊᓂ. ᑭᓯᐊᓂᑦᑕᐅᖅ ᖄᒃᑲᓐᓂᐊᒍᑦ ᐊᓯᖏᓐᓂᒃ ᐱᕙᒦᔭᓇᐊᖅᑲᖅᓯᒪᓲᖑᒐᑦᑕᑦᑕᐅᖅ ᖃᐅᔨᓴᖃᑦᑕᕆᐊᖃᖅᑐᒋᑦ ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᐃᑦ ᓈᒻᒪᑦᑎᐊᕋᓗᐊᕐᒪᖔᑕ, ᐊᑑᑎᖃᑦᑎᐊᕋᓗᐊᕐᒪᖔᑕ. ᑭᓯᐊᓂ ᐊᕐᖀᒍᐃᑦ ᐱᖓᓱᑦ, ᓯᑕᒪᓘᓐᓃᑦ ᑭᖑᓂᑦᑎᓐᓂᑦ ᑕᒪᓐᓇ ᐊᖏᔪᒥᒃ ᐱᕙᓪᓕᐊᓯᒪᔪᑦ.
We have started work with a target date of 2039, but when Nunavut was created in 1999, we knew that Inuit language of instruction at all grades would not happen overnight. We should understand that and as I stated, we have to be patient and put a lot of effort in it. We came up with the year 2039,	ᑕᐃᓐᓇᓗ ᑖᓐᓇ ᑎᑭᐅᑎᒐᓱᐊᖅᑕᕗᑦ 2039-ᒧᑦ ᑎᑭᓪᓗᒍ ᑕᒪᓐᓇ ᐱᒋᐊᓈᖅᓯᒪᔪᖅ, ᑭᓯᐊᓂ ᓲᕐᓗ 1999-ᒥᑦ ᓄᓇᕗᑦᑖᕋᑦᑕ ᓲᕐᓗ ᖃᐅᑉᐸᕈᑐᐊᕈᓂ ᐃᓕᓐᓂᐊᕐᓂᐅᕐᑯᔭᕗᑦ ᑕᒪᐃᓐᓂᓕᒫᑦᑎᐊᖅ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᐃᓕᖅᑯᓯᖓᓂᒃ ᐊᑐᓕᖅᑕᐅᑎᒋᔾᔪᖕᒋᒻᒪᑦ ᑐᑭᓯᐅᒪᒋᐊᖃᕋᑦᑕ, ᐊᒻᒪᓗ ᐅᖃᖅᑲᐅᒐᒪ ᕿᓄᐃᓵᓇᐊᖅᑲᕋᑦᑕ ᐊᒻᒪᓗ ᐊᒃᓱᕉᑎᒋᓗᒍᑦᑕᐅᖅ. ᑭᓯᐊᓂ ᑖᓐᓇ 2039 ᐃᓱᒪᑦᓴᖅᓯᐅᕈᑎᒋᓯᒪᔭᕗᑦ

keeping in mind that there are Inuit first language learners and second language learners, in addition to those who speak Inuinnaqtun.	ᓱᕐᓗ ᑕᒪᒃᑯᐊ ᐊᔾᔨᒌᓐᖏᑦᑐᐃᑦ ᐅᖃᐅᓯᖕᖓᖃᖅᑐᐃᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖕᖓᓂᑦ ᓯᕗᓪᓕᐅᔪᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᑦ, ᑭᓯᐊᓂᑦᑕᐅᖅ ᐅᖃᐅᓯᖕᖓᖃᓐᖏᑦᑐᐃᑦ ᐃᓱᒪᒋᓪᓗᑎᒍ ᑐᓪᓕᐊᓂ ᐅᖃᐅᓯᖃᖅᑐᑦ, ᐊᒻᒪᑦᑕᐅᖅ ᓱᓕ ᖄᒃᑲᓂᐊᒍᑦ ᑕᒪᒃᑯᐊ ᐃᓄᐃᓐᓇᖅᑐᓐ, ᑐᖅᖓᓂᖅᓴᐅᖓᔪᕐᒥᔪᑦ ᑕᒪᒃᑯᐊ ᐃᓄᐃᓐᓇᖅᑐᓐ ᐅᖃᐅᓯᖓᓂᒃ ᐊᑐᕐᓗᑎᒃ.
Lastly I want to add that following the different grade levels, it's already identified in our plans that we have Nunavusiutit, Aulajaaqtut, and Iqqaqqaukkaringniq and our future plan is to translate material into the Inuit language for courses such as social studies. Thank you, Mr. Chairman.	ᕿᖑᓪᓕᖅᐹᒥᒃ, ᐅᖃᐅᓯᕆᓗᒪᔪᕐᑦᑕᐅᖅ ᑕᐃᓐᓇ ᑖᒃᑯᐊ ᖁᕝᕙᓯᓐᓂᖏᓐᓂᒃ ᐊᔾᔨᒌᓐᖏᑦᑐᐃᑦ ᒪᓕᓪᓗᒋᑦ ᐸᕐᓇᐅᓯᕆᔭᑦᑎᓐᓂᒃ ᓇᓗᓇᐃᔭᖅᓯᒪᕖᖅᑐᑦ ᐅᑯᐊ ᓱᕐᓗ ᓄᓇᕗᑦᓯᐅᑏᑦ, ᐊᐅᓚᔮᖅᑐᑦ, ᐃᖅᑲᒃᑲᐅᖅᑲᕆᖕᓂᖅ ᐊᒻᒪᓗ ᑕᒪᒃᑯᐊ ᓯᓚᕐᔪᐊᓕᕆᓂᕐᒨᖕᖓᔪᐃᑦ ᐊᔾᔨᒌᓐᖏᑦᑐᑦ ᑕᒪᒃᑯᐊ ᐃᓄᒃᑎᑑᓕᖅᑎᑕᐅᖓᔪᕆᐊᖏᓐᓂᑦ ᐸᕐᓇᐸᓪᓕᐊᓂᐊᖅᑕᕗᑦ ᓯᕗᓂᑦᓴᒧᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Let us proceed. Mr. Quassa.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᑲᔪᕼᐃᓗᑕ, ᒥᔅᑕ ᖁᐊᓴ.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. Welcome, President Aluki.	**ᖁᐊᓴ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᑐᓐᖓᓱᒋᑦ ᐊᖓᔪᖅᑳᖅ ᐊᓗᑭ.
First of all, you have said you felt that Inuit organizations were lacking involvement in the process with the Government of Nunavut in accordance with (interpretation ends) Article 32. (interpretation) You also say in your correspondence of September 11 that once two years passed and Bill 25 was introduced, you weren't really involved. I would like to get clarification on how you weren't really involved. Consultations were held from September 2018 to January 2019. With that being the case, how were you not really involved or were you told not to be involved? That's my first question, Mr. Chairman. Thank you.	ᓯᕗᓪᓕᖅᐹᒥᖅᑲᐃ ᐅᓇ ᐅᖃᖃᑦᑕᖅᓯᒪᖓᕕᑦ ᑖᒃᑯᐊ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᐃᓚᐅᑎᑕᐅᓗᐊᓚᐅᓐᖏᒻᒪᑕ ᑖᒃᑯᓇᓐᖓ ᓄᓇᕗᑦ ᒐᕙᒪᒃᑯᖏᓐᓂᒃ. ᐅᓇ ᒪᓕᒃᑯᒍ Article 32 ᐊᒻᒪ ᐅᖃᕈᓪᓗᑎᒃ ᑦᕓᓂ ᑎᑎᕋᓚᐅᖅᓯᒪᔪᕐᓂᒃ ᓯᑎᐱᕆ 11-ᒥᑦ, ᐅᑭᐅᒃ ᒪᕐᕉᒃ ᐱᐊᓂᒃᑎᓪᓗᒍ ᑭᓯᐊᓂ ᐅᑭᐅᖅ ᒪᕐᕉᒃ ᐱᐊᓂᑐᐊᕐᒪᑎᒃ Bill 25-ᓴᖅ ᑖᓐᓇ ᓴᖅᑭᑕᐅᓕᖅᑯᓂ ᐃᓚᐅᓗᐊᓚᐅᓐᖏᑎᓪᓗᓯ. ᑕᓐᓇ ᑐᑭᓯᑦᑎᐊᒃᑲᓂᕈᒪᕗᖓ ᐃᒃᓯᕙᐅᑖᖅ, ᖃᓄᖅ ᐃᓚᐅᑦᑎᐊᓚᐅᓐᖏᓐᓇᔅᓰ ᑕᐃᔅᓱᒪᓂ ᓯᑎᐱᕆ 2018-ᒥᑦ ᔮᓐᓄᐊᕆ 2019-ᒧᑦ ᑎᑭᖅᑯᒍ ᑖᒃᑯᐊ ᑐᓴᐅᒪᑎᑦᑎᓇᓱᓚᐅᕐᒪᑕ consultations-ᖃᓚᐅᕐᒪᑕ. ᑖᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ ᖃᓄᖅ ᐃᓚᐅᓗᐊᓚᐅᓐᖏᓐᓇᔅᓰ ᐅᕙᔫᕙ ᐃᓚᐅᖁᔭᐅᓚᐅᓐᖏᓐᓇᕋᔅᓰ? ᑖᔅᓱᒥᖓ ᓯᕗᓪᓕᖅᐹᑐᐃᓐᓇᖅ. ᐃᒃᓯᕙᐅᑖᖅ, ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. In thinking about how Inuit organizations expected to be involved, they have been involved when legislation is going to have a huge impact on Inuit. For example, when the Language Act was being drafted, Inuit organizations were thoroughly involved. When the *Wildlife Act* was going to	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐃᓱᒪᒋᓪᓗᒍ ᖃᓄᖅ ᐃᓚᐅᖅᑕᐅᓂᐊᕐᓂᖏᓐᓂᒃ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᓂᕆᐅᓚᐅᕐᒪᖖᑕ ᓇᓗᓇᐃᑦᑎᐊᕐᓗᒍ. ᐃᓚᐅᖅᑕᐅᖃᑦᑕᖅᓯᒪᖕᒪᑕ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᒪᓕᒐᒃᓴᒥᒃ ᐱᓕᕆᐊᖃᓕᖅᖓᒪ ᐊᒃᑐᐊᓂᖃᖅᑐᐊᖅᑐᒥᒃ ᐃᓅᓄᑦ, ᐊᒃᓱᐊᓗᒃ ᐊᒃᑐᐊᓂᖃᖅᑐᐊᖅᑐᒥᒃ. ᓱᕐᓗ ᐆᒃᑑᑎᒥᓗᒍ ᐃᓄᐃᑦ ᓱᕐᓗ ᐆᒃᑑᑎᒥᓗᒍ ᐅᖃᐅᓯᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ ᐋᖅᑭᒃᓱᖅᑕᐅᓕᖅᑎᓪᓗᒋᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᐃᓚᐅᖅᑕᐅᑦᑎᐊᓚᐅᕐᒪᑕ. ᐆᒪᔪᕐᓂᐊᖅᑎᒃᑯᑦ ᒪᓕᒐᖓ

be introduced, Inuit organizations were also thoroughly involved. When the *Inuit Language Protection Act* was going to be introduced, Inuit organizations were thoroughly engaged.	ᓴᖅᑭᑕᐅᓂᐊᓕᖅᑎᓪᓗᒍ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᐃᓚᐅᖃᑕᐅᑦᑎᐊᓚᐅᕐᒪᑕ. ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓄᑦ ᓴᐳᔾᔨᔪᖅ ᒪᓕᒐᖅ ᓴᖅᑭᑕᐅᓂᐊᓕᖅᑎᓪᓗᒍ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᐃᓚᐅᖃᑕᐅᑦᑎᐊᓚᐅᕐᒪᑕ.
I’m trying to say that we should have been thoroughly engaged and consider what will be contained in the Act. Before it was approved by the government’s Ministers, the organizations and government departments began deliberations. They had made presentations to the Standing Committee when the contents of the bill were being considered and what should be included.	ᐃᒪᓐᓇ ᐃᓚᐅᖃᑕᐅᑦᑎᐊᓚᐅᕐᓂᕋᐃᓇᓱᒃᐳᖓ, ᐃᓱᒪᒃᓴᖅᓯᐅᖃᑕᐅᓪᓗᑎᒃ ᒪᓕᒐᒃᓴᖅ ᑭᓱᓂᒃ ᐃᓗᓕᖃᕆᐊᖃᕐᒪᖔᑦ. ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᒥᓂᔅᑕᖏᓐᓄᑦ ᐊᖏᖅᑕᐅᓚᐅᖅᑳᖅᑎᓐᓇᒋᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᖃᑎᖃᑎᒌᓚᐅᖅᑐᑦ ᑎᒥᖁᑎᐅᔪᑦ, ᒐᕙᒪᓪᓗ ᐊᕕᒃᑐᖅᑕᐅᓯᒪᔪᓐᓃᓐᖓᖅᓯᒪᓪᓗᑎᒃ. ᑲᑎᒪᔩᑳᒥᒃ ᓴᖅᑭᑎᑦᑎᖃᑦᑕᖅᓯᒪᓂᑰᓪᓗᑎᒃ ᒪᓕᒐᒃᓴᐅᑉ ᐃᓗᐊᓂ, ᐃᓗᐊᓃᑦᑕᕆᐊᖃᖅᑐᑦ ᐃᓱᒪᒋᔭᐅᓪᓗᑎᒃ, ᑭᓱᓂᐅᒃᑯᐊ ᐃᓗᓕᖃᕆᐊᖏᓪᓚᑦ.
I look at any piece of legislation much like a skeleton and the regulations like the innards that will be put together afterward. However, once they have considered what the “skeleton” will be comprised of, we need to be closely involved, come to a consensus, and then the government would agree, “Let’s now proceed to amending the bill.”	ᒪᓕᒐᖅ ᑭᓱᐃᓐᓇᖅ ᒪᓕᒐᐅᒃᐸᑦ ᑕᑯᔭᐅᓗᓂ ᓱᖁᓗ ᓴᐅᓂᖅᑎᑐᑦ ᑕᐅᑐᙳᐊᖃᑦᑕᖃᒃᑯᑦ ᑎᒥᒥᒃ ᐃᖅᑲᕕᖏᓪᓗ ᒪᑯᐊ ᒪᓕᒐᖄᑯᓗᖏᑦ ᐋᖅᑭᒃᓱᖅᑕᐅᓂᐊᑐᐃᓐᓇᖅᑐᑎᒃ. ᑭᓯᐊᓂ ᑖᓐᓇ ᑎᒥᐅᔪᖅ ᓴᐅᓂᖅᑎᑐᑦ ᑭᓱᒥᒃ ᐃᓗᓕᖅᑲᖅᓂᐊᖅᒪᖔᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᖅᐸᕆᖅᓯᒪᓕᐅᖅᑐᑎᒃ ᐃᓚᐅᖃᑕᐅᑦᑎᐊᖅᑐᑎᒃ, ᐊᖏᖃᑎᕇᑦᑎᐊᓚᐅᖅᑐᑎᒃ, ᐊᖏᖅᑎᑕᐅᓕᖅᑐᑎᒃ ᒐᕙᒪᒃᑯᑦ, ᐊᑏ ᑲᔪᓯᒋᐊᓕᖅᑕ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ ᐋᖅᑭᒋᐊᕐᓱᓪᓗᑎᒍ.
We were informed only after the plan had already been approved as to what will be contained in the bill. Further, we were welcomed to participate in the public consultations in the 25 Nunavut communities and the government was the lead on that. However, they had come up with the agenda for those consultations and what they wanted to hear from Nunavummiut. Therefore we say that we weren’t fully participating. Thank you.	ᑐᓴᖅᑎᑕᐅᑕᐃᓐᓇᓚᐅᕐᑕ ᑖᓐᓇ ᐸᕐᓇᐅᑎ ᐊᖏᖅᑕᐅᕌᓂᒃᓯᒪᓕᖅᑎᓪᓗᒍ ᑭᓱᓂᒃ ᐃᓗᓕᖅᑲᕐᓂᐊᕐᒪᖔᑦ, ᐊᒻᒪᓗ ᑐᓐᖓᓱᒃᑎᑕᐅᓚᐅᖅᑐᒍᑦ ᓈᓚᖕᓂᖅ ᐃᓄᓕᒫᖅᑎᑦᑎᖃᑦᑕᕐᓂᐊᕐᒥᒎᖅ ᓄᓇᓕᖕᓄᑦ 25-ᓄᑦ ᑕᒫᓂ ᓄᓇᕗᒻᒥ, ᒐᕙᒪᒃᑯᑦ ᑲᒪᒋᓪᓗᓂᐅᒃ, ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᑦᑐᓂᐅᒃ. ᑭᓯᐊᓂ ᓇᓗᓇᐃᖅᓯᓯᒪᓪᓗᑎᒃ ᑭᓱᓂᒃ ᐅᖃᐅᓯᖃᖃᑦᑕᕐᓂᐊᕐᒪᖔᑦ, ᑭᓱᓂᒡᓗ ᑐᓴᕐᕕᐅᓇᓱᖕᒪᖔᑦ ᓄᓇᕗᒻᒥᐅᑕᐃᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᐃᓚᐅᖃᑕᐅᖏᓐᓂᕋᖅᓯᒪᖃᑦᑕᖅᐳᒍᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Mr. Quassa.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᔅᑕ ᖁᐊᓴ.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. I understand. They wanted public submissions starting September 2018 to January 2019 regarding the bill. I will focus on issues outside of Bill 25 at	**ᖁᐊᓴ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᓱ ᑐᑭᓯᕗᖓ ᑖᓐᓇ ᑖᒃᑯᐊᖏᓛᒃ ᑐᓴᐅᒪᑎᑦᑎᓇᓱᓚᐅᕐᒪᑕ ᓯᑎᐱᕆ 2018-ᒥ ᐱᒋᐊᖅᖢᒍ ᔫᓐᓄᐊᕆ 2019-ᒧᑦ ᑎᑭᖕᖢᒍ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ. ᐆᒧᖓᑦᑕᐅᖅᑲᐃ, ᐃᓛᒃ ᑖᒃᓱᒧᖓ ᒪᓕᒐᓪᓚᑦᑖᖅ ᐃᓗᐊᓃᓪᓚᑦᑖᖅᑐᑯᓗᖕᓂᒃ ᐊᐱᖅᓱᓐᖏᓚᐅᐱᓪᓛᖅᔭᒃᑐᖓ, ᑭᓯᐊᓂ ᒪᑯᓂᖓ ᓯᓚᑎᖕᒫᖕᒐᓅᖅᖅᔭᒃᑐᓂᒃ

this time. Your September 11, 2019 letter to our Chairman referred to the full involvement of the three regional Inuit organizations. What does it mean by saying that the Inuit organizations were fully involved? We clearly heard that the three organizations had an expectation and those three organizations had written correspondence, but the president clearly indicated that she would be representing those organizations. I would like to get more information on how you worked with the three Inuit organizations when you were writing the letter to our Chairman in regard to the proposed Bill 25. I hope I'm getting across. Thank you, Mr. Chairman.	ᒫᓐᓇᐅᔪᖅ. ᑕᐃᒪ ᓯᑎᐱᕆ 11-ᒥᑦᑕᐅᖅ ᑎᑎᖅᑲᐃᑦ ᑖᓐᓇ 2019-ᒥ ᓇᓗᓇᐃᔭᓚᐅᕐᒥᖕᒪᑦ ᑖᒃᑯᐊ ᑎᑎᕋᖅᓯᒪᔭᑎᑦ, ᑎᑎᕋᖅᓯᒪᔭᓯ ᑖᒃᑯᓄᖕᒐ ᐃᒃᓯᕙᐅᑕᑦᑎᓐᓄᑦ ᓴᓇᐅᔭᐅᓂᐊᖅᑎᓪᓗᒍ, ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᐊᕕᒃᑐᖅᓯᒪᔪᓂᑦ ᑖᒃᑯᐊ ᐃᓚᒋᔭᐅᑦᑎᐊᓚᐅᕐᓂᖕᒋᓐᓂᒃ ᑲᑐᔾᔨᖃᑎᒌᖑᔪᑦ ᐱᖕᒐᓱᐃᑦ ᑖᒃᑯᐊ. ᖃᓄᕐᓕ ᑖᓐᓇ ᑐᑭᖃᓪᓚᖕᒃᐸ ᐃᓚᐅᑎᑕᐅᑦᑎᐊᓚᐅᕐᓂᖕᒋᓐᓂᒃ ᑖᒃᑯᐊ ᑲᑐᔾᔨᖃᑎᒌᖑᔪᐃᑦ? ᑐᓴᑦᑎᐊᖅᑲᐅᒐᑦᑕ ᑖᒃᑯᐊ ᓂᕆᐅᒃᑐᖃᓚᐅᕋᓗᐊᕐᒪᑦ ᑖᒃᑯᐊ ᐱᖕᒐᓱᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᑦ ᑖᒃᑯᐊ ᑎᑎᕋᖅᓯᒪᓗᑎᒃ, ᑭᓯᐊᓂ ᓇᓗᓇᐃᑦᑎᐊᖃᐅᖕᒪᑦ ᓲᖃᐃᒻᒪᑦ ᑭᒡᒐᖅᑐᕐᓂᐊᖅᑕᖕᒋᑦ ᑖᒃᑯᐊ. ᐆᒥᖕᒐᓕ ᑐᑭᓯᔪᒪᒃᑲᓐᓂᐊᕐᔪᑐᐃᓐᓇᖅᐳᖕᒐ ᖃᓄᖅ ᑖᓐᓇ ᖃᓄᕐᓕ ᓴᓇᖃᑎᒋᓚᐅᕐᓂᖅᐱᕆᒃᑭᐊᖅ ᐱᖕᒐᓱᐃᑦ ᑖᒃᑯᐊ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᑖᓐᓇ ᑎᑎᖅᑲᖅ ᑎᑎᕋᕐᓂᐊᓕᖅᓗᒍ ᑖᒃᓱᒧᖕᒐ ᐃᒃᓯᕙᐅᑕᑦᑎᓐᓄᑦ. ᖃᓄᖅ ᐃᓱᒪᒋᖕᒪᖕᒑᒍ ᑖᓐᓇ proposed bill 25. bill 25-ᖑᓐᖏᒻᒪᑦ ᓱᓕ ᓴᖅᑭᑕᐅᓇᓱᒃᑐᖅ. ᑐᑭᓯᓇᕋᓗᐊᖅᐹ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖕᒐᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. The staff of regional Inuit associations and Nunavut Tunngavik Incorporation hold regularly scheduled meetings to discuss issues. The regional Inuit associations in the Baffin, Kivalliq and Kitikmeot regions are in constant contact. In actuality, when this bill was introduced, we immediately sent it out to our regional bodies and their staff to conduct reviews, in particular the social wellness and education divisions. We requested their comprehensive review of the newly proposed bill and its predecessor to determine the differences. Once the policy directors and senior managers identified them, they held teleconferences almost daily to deliberate on the proposed legislation.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ, ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᐱᓕᕆᔨᖕᒋᑦ ᑲᑎᒪᖅᑲᑎᖅᑲᐃᓐᓇᐅᔭᕐᒪᑕ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᐊᕕᒃᑐᖅᑕᐅᓯᒪᔪᓂᒃ ᕿᑭᖅᑖᓂᒃᑯᓐᓂᒃ, ᑭᕙᓪᓕᑯᓐᓂᒃ ᐊᒻᒪᓗ ᕿᑎᕐᒥᐅᑦ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᒃᑯᖕᒋᓐᓂᒃ. ᑕᐃᒪᐃᒻᒪᑦ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ ᓴᖅᑭᑕᐅᑎᓪᓗᒍ ᓇᒃᓯᐅᑎᑲᐅᑎᕆᓚᐅᖅᑕᕗᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ, ᐱᓕᕆᐊᖅᑲᖅᑲᑦᑕᖅᑐᑦ ᐃᓅᓯᓕᕆᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᓪᓗ ᕿᒥᕐᕈᖁᓪᓗᑎᒍ ᖃᓄᖅ ᐊᔾᔨᐅᖏᑎᒋᖕᒪᖕᒑᑕ. ᓇᓗᓇᐃᖅᐸᒃᑲᑎᒍᓪᓗ ᑕᐃᒃᑯᐊ ᐊᐅᓚᑦᑎᔨᐅᓪᓚᕆᒃᑐᑦ ᑎᑎᕋᕕᑦᑎᓐᓂᒃ. ᖃᐅᑕᒫᐸᓗᑦᑎᐊᖅ ᐅᖃᓘᑎᒃᑯᑦ ᑲᑎᒪᓂᖅᑲᖅᑲᑦᑕᕐᒪᑕ.
Due to our continuous discussions amongst the senior managers, each body was able to present their position to its counterparts and deliver their views on the differences. Even with all of that work, when we held meetings with my fellow board members on NTI who represent the RIAs and who serve as their	ᑕᐃᒪᐃᒻᒪᑦ ᐅᖃᐅᓯᐅᑲᑕᒃᓯᒪᐃᓐᓇᖅᑐᓂ ᖃᓄᖅ ᐃᓱᒪᒋᖕᒪᖕᒑᑎᒍᑦ ᐅᖃᐅᓯᕆᑲᑕᒃᑐᑎᒍ. ᑕᐃᒪᐅᒐᓗᐊᖅᑎᓪᓗᒍ ᑲᑎᒪᔨᐅᖃᑎᒃᑲ ᑐᓐᖓᕕᒃᑯᑦ ᑲᑎᒪᔨᐅᖃᑎᖕᒋᑦ,

presidents and vice-presidents, we discussed the ramifications of the proposed legislation.

As a matter of fact, during our previous review of the defunct Bill 37, when the debate first started, we debated the impacts during our annual general meetings of NTI, and developed our position outlining what this government was trying to accomplish with the bill and questions were raised as to which perspective government was coming from and the leaders questioned their senior managers on that.

In 2016 a motion was introduced by the NTI board opposing the passage of Bill 37, and whenever we held an AGM, the constant reference to educational issues, the need to protect the Inuktitut language, as well as the Inuit employment plans, although they seem to be three distinctive issues, are all related and resulted in resolutions opposing all three issues in our meetings. Thank you.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. In your submission, reading about (interpretation ends) Nunavut Inuit education fundamental reform (interpretation) and the initiatives are interesting, but I would like to ask if the draft legislation by Nunavut Tunngavik was written with the assistance of the Department of Education or someone else. It must have been written by an expert in the Nunavut education system. I'm just asking who assisted you in writing this draft legislation. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.

Ms. Kotierk (interpretation): Thank you, Mr. Chairman. We have a lawyer in our office and we have been reviewing the bill for a

ᐊᙳᕙᖅᑲᕆᔭᐅᙱᒪ, ᐊᙳᕙᖅᑲᓪᓗ ᑐᒡᓕᐊ ᐊᕕᒃᑐᖅᑕᐅᓯᒪᕙᓂᒃ. ᑲᑎᒪᓂᖅᑲᓕᕚᙳᑕ ᑕᐃᑲᓂᑦᑕᐅᖅ ᐅᖃᐅᓯᕆᓯᒪᔭᕗᑦ.

ᐊᒡᓛᑦ ᑖᓐᓇ ᐃᓱᒪᒋᓪᓗᒍ ᒪᓕᒐᒃᓴᐅᑉ, ᒪᓕᒐᒃᓴᐅᓚᐅᖅᑐᖅ ᑕᐃᓐᓇ 37 ᐅᖃᐅᓯᐅᖃᑦᑕᓕᖅᑎᓪᓗᒍ ᐊᖏᔪᑕᒫᖅᓯᐅᑎᒥᒃ ᐅᖃᐅᓯᕆᖃᑦᑕᓚᐅᕐᒥᔭᕗᑦ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᑲᑎᒪᓂᖅᖃᑎᓪᓗᑦ ᐊᖏᔪᑕᒫᖅᓯᐅᑎᒥᒃ ᓇᓗᓇᐃᖅᓯᓪᓗᑕ ᖃᓄᖅ ᒐᕙᒪᒋᔭᕗᑦ ᑲᔪᓯᑎᑦᑎᓇᓱᙳᙱᑕ, ᖃᓄᕐᓗ ᐃᓱᒪᖃᕐᒪᖔᑕ ᐊᐱᖅᓱᕐᓇᖅᑐᑎᒃ ᑐᑭᓯᓇᓱᒃᑐᑎᒃ.

ᑕᐃᔅᓱᒪᓂ 2016-ᒥ ᐱᕐᑯᓯᕚᖔᒥᒃ ᓴᖅᑭᑎᑦᑎᓚᐅᖅᓯᒪᓚᐅᑦ ᑲᔪᓯᕐᑯᐊᓐᓂᖅᑐᑎᒍ ᑖᓐᓇ ᒪᓕᒐᒃᓴᐅᓚᐅᖅᑐᖅ ᑕᐃᓐᓇ 37. ᐊᖏᔪᑕᒫᖅᓯᐅᑎᒥᒃ ᑲᑎᒪᓂᖅᑲᓕᕚᙳᑦ ᑕᐃᒪᓐᓇᔅᓴᐃᓐᓇᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᒥᒃᓵᓄᑦ, ᐃᓄᐃᑦ ᐅᖃᐅᓯᙳᑕ ᒥᒃᓵᓄᑦ, ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᑉ ᒥᒃᓵᓄᑦ ᐱᙳᓯᐃᓕᙳᖅᑰᔮᕚᓗᐊᖅ ᐊᒃᑐᐊᓂᖕᒋᓐᓄᑦ ᐱᕐᑯᓯᕚᖔᒥᒃ ᓴᖅᑭᑎᑦᑎᖅᑕᑦᑕᐃᓐᓇᖅᓯᒪᕙᒍᑦ ᑕᐃᑲᓐᖓᓂᑦ. ᖁᔭᓐᓇᒦᒃ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓇ. ᒥᔅᑕ ᖁᐊᓴ.

ᖁᐊᓴ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᑎᑎᕋᖅᓯᒪᔭᓯ, ᐃᓄᒃᑎᑐᑦ ᑕᐃᓇᔭᓐᖑᐊᖅᐸᕋ, ᓄᓇᕗᑦ ᐃᓄᐃᑦ education fundamental reform, ᐊᒻᒪᓗ ᐱᒋᐊᖅᑎᓯᒪᔭᕆᑦ ᑕᒪᒃᑯᐊ ᑐᓴᕈᒥᓇᕐᒪᑕ. ᕿᓯᐊᓂᓕ ᐆᒥᖓ ᐊᐱᖅᑯᑎᖃᕈᒪᓗᐊᖅᐳᖓ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓪᓕᖅᑖᓂᒃ ᐅᕙᔫᓐᓂᑦ ᑭᒃᑯᓪᓕᖅᑖᓂᓄᓇ ᐃᑲᔪᖅᑕᐅᓪᓗᓯ ᑖᓐᓇ ᑎᑎᕋᖅᑕᐅᓯᒪᕝᕚᖅᓂᖅᐸᑦ Proposed legislation-ᖑᓂᕋᖅᑕᓯ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᓐᓂᙳᖑᖅᑐᖅ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓪᓕᖅᑖᙳᔪᒃᓴᐅᔪᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕐᓂᖅ ᖃᐅᔨᒪᑦᑎᐊᖅᑕᙳᓂᒃ ᑎᑎᕋᖅᑕᐅᓚᐅᖅᓯᒪᔪᒃᓴᐅᒐᓗᐊᖅᐳᓂ. ᐊᐱᖅᑯᑎᒋᑐᐃᓐᓇᖅᐸᕋ. ᑭᒃᑯᓂᒃ ᓕᐅᓇ ᐃᑲᔪᖅᑕᐅᓪᓗᓯ ᑎᑎᕋᖅᑕᐅᕙᖅᑐᕕᓂᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒫᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᙳᕙᖅᑳᖅ ᑰᑦᑎᖅ.

ᑰᑦᑎᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᒪᓕᒐᓕᕆᔨᖃᕐᑕ ᑎᑎᕋᕐᕕᑦᑎᓐᓂ ᐱᓕᕆᐊᖃᖅᑐᓐᓇᖅᑎᒋᓪᓗ ᐊᒃᓯᑦ, ᑖᒃᑯᐊ ᕿᒥᕐᕈᔭᐅᓯᒪᔅᓱᔭᕐᒪᑕ

number of years now and it was written by our lawyer. Thank you.	ᐊᕿᒍᒐᓴᐅᓕᖅᑐᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐱᓕᕆᐊᕆᔭᐅᓚᐅᖅᑐᖅ ᒪᓕᒐᓕᐅᖅᑎᑦᑎᓐᓄᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Mr. Quassa.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅᑕ ᖁᐊᓴ.
Mr. Quassa (interpretation): The reason why I brought that up is because I wanted to know if she or he knew about the education system in general in Nunavut. I'm not saying that I don't like the submission or whatnot, but I just want to know if the author of the draft legislation is well versed in the education system. As you have agreed with the lawyer, they must have had extensive knowledge of the education system. Thank you, Mr. Chairman.	**ᖁᐊᓴ**: ᐋ, ᐅᓇ ᐊᐱᖅᑯᑎᒋᓗᐊᖅᑲᐅᕙᕋᐃᓛᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᖃᐅᔨᒪᑦᑎᐊᖅᐹ? ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᑕᒫᓂ ᓄᓇᕗᒻᒥ ᖃᓄᖅ ᐊᐅᓚᑦᑎᐊᕐᑲᕐᓂᖔᓂᒃ ᖃᐅᔨᒪᕖ? ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒥᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᑕᒪᓐᓇ ᓄᓇᕗᒻᒥ ᖃᐅᔨᒪᑦᑎᐊᕋᓗᐊᖅᐸ ᑖᒃᑯᐊ, ᐃᓛᒃ ᐅᖃᓐᖏᑦᑐᖓ ᐱᐅᓐᖏᑦᑐᖅ ᐃᒪᓐᓇᐃᓕᓐᖏᑦᑐᖓ, ᑭᓯᐊᓂ ᖃᐅᔨᔪᒪᑐᐃᓐᓇᕐᓚᕆᒃᐳᖓᓕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᖃᐅᔨᒪᑦᑎᐊᕐᓂᖅᐹ ᑖᓐᓇ ᑎᑎᕋᖅᑐᖏᓂᖅ? ᐊᒻᒪ ᐊᖏᖠᑎᒋᑦᑎᐊᖅᓯᒪᒐᔅᓯᐅᒃ, ᑕᐃᒪᓐᓇᐃᑦᑐᒃᓴᐅᓐᓂᖅᐳᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᐊᖓᔪᖅᑳᖅ ᑰᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. We have a working group that does the review, so our submission wasn't done by just one person. We consulted retired teachers and other individuals who know about the education system and where improvements can be made. Yes, indeed, this draft legislation was written by someone well versed in the education system. Thank you.	**ᑰᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑲᑎᒪᔨᕋᓛᓂᑦ ᓴᖅᑭᑎᑦᑎᖃᑦᑕᕋᑦᑕ ᐱᓕᕆᐊᖃᓕᖠᖓᓂᑦᑕ ᐃᓄᔫᔾᔨᐊᖃᓚᐅᖅᓯᒪᓐᖏᑦᑐᖅ ᓴᖅᑭᑕᑦᑎᓐᓂᒃ. ᑕᐃᒪᐃᒻᒪᑦ ᐊᔾᔨᒌᓐᖏᑦᑐᑦ ᐃᓕᓴᐃᔨᐅᓂᑰᕐᓗᓐᓃᑦ ᐅᖄᓚᕝᕕᐅᕙᒃᓗᑎᒃ ᑲᑎᒪᖃᑎᒋᔭᐅᕙᒃᓗᑎᒃ. ᑐᑭᓯᐅᒪᑎᑕᐅᓇᓱᒃᑕᖅᑐᒍᑦ ᖃᓄᖅ ᐊᐅᓚᐅᓯᖃᕐᒪᖔᑦ, ᖃᓄᕐᓗ ᐱᐅᕐᒥᒃ ᐱᕚᓪᓕᕈᑎᒃᓴᓂᒃ ᓴᖅᑭᕝᕕᐅᒃᑲᓐᓂᕈᓐᓇᖅᓯᒪᖔᑦ. ᑕᐃᒪᐃᒻᒪᑦ, ᐋ ᐊᖏᑦᑎᐊᖅᐳᖓ ᖃᐅᔨᒪᔪᒥᒃ ᑎᑎᕋᖅᑕᐅᓯᒪᔪᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Mr. Quassa.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅᑕ ᖁᐊᓴ.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. Thank you. I really wanted to clearly understand that. Now, we have heard how disconcerting this section is related to language and the deferral to 2039 as the target date. Further, the drafted language which I am unsure I can properly paraphrase in Inuktitut, which is (interpretation ends) language arts, (interpretation) perhaps it is just language courses or for all languages, but in looking at	**ᖁᐊᓴ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒃ ᑖᓐᓇ ᑐᑭᓯᔪᒪᓗᐊᖅᑲᐅᕙᕋ. ᑕᐃᒪᓗᐃᓛᒃ ᑖᓐᓇ ᐃᓱᒫᓗᒋᔭᐅᓪᓚᕆᒃᑦᑕᕐᓂᖓ ᑐᓴᕐᓇᖅᑦᑕᕐᒪᑦ ᑖᓐᓇ 2039-ᓚᒃᑦᑕᖅᓯᒪᔪᐃᓪᓗ ᐊᒻᒪᓗ ᑖᓐᓇ ᐅᖃᖅᓯᒪᓂᖓ ᐃᓄᒃᑎᑐᑦ ᖃᓄᑭᐊᖅ ᐅᖃᑦᑎᐊᕋᔭᖅᐸᕋ Language Arts, ᓰᕐᓗ ᐃᒪᖃ ᐃᓕᓴᕈᑎᑐᐃᓐᓇᖅ

the overall curriculum, it seems to just be a small portion, therein at least the way I understand it.	ᐃᓕᓴᕈᑎᓕᒫᑦ ᐃᓚᐃᓐᓇᑯᓗᒋᖅᑰᕐᒪᒍ Language Arts ᑕᐃᒪᓐᓇ ᑐᑭᓯᓇᖅᐸᖕᒪᑦ.
In your September 11, 2019 letter it identifies that revisions ought to be made to the proposal that would allow easier access to allow for more teachers to meet our needs. As an example, Inuktitut can be taught properly in our schools once we have fully fluent Inuktitut teachers providing the language lessons. Based on your letter, you stated that if it were done in this manner, it would alleviate the shortages we see.	ᑕᐃᒪᓕ ᑎᑎᕋᖅᓯᒪᔪᕐᓂᒃ ᓯᑎᐱᕆ 11-ᒥᑦ 2019-ᒥᑦ ᑖᓐᓇ ᐅᖅᑲᐅᓯᕆᑎᓪᓗᒍ ᐃᒪᓐᓇᙱᖅᑲᐃ ᐋᖅᑭᒃᓯᒪᒍᓂ ᐊᑲᐅᓂᖅᓴᐅᓇᔭᖅᑐᖅ ᐅᑯᐊᙱᖅ ᑕᐅᑐᙱᕐᓗᒋᑦ ᐃᓕᓴᐃᔨᖅᑦᑎᐊᓇᐊᖅᑲᖅᓂᖅ ᓱᕐᓗ ᐃᓄᒃᑎᑐᑦ ᑕᒪᓐᓇ ᐅᖅᑲᐅᓯᖅ ᐃᓕᓐᓂᐊᖅᕙᑦᑎᓐᓂᒃ ᐃᓕᑦᑕᐅᑎᐊᕋᔭᕐᒪᑦ ᐃᓄᒃᑎᑐᑦ ᐅᖅᑲᕈᓐᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔨᖅᑦᑎᐊᕐᒪᙱᑦ. ᑖᓐᓇᓕ ᑎᑎᕋᖅᓯᒪᔪᐃᑦ ᐃᒪᓐᓇᐃᓕᖓᙱᖅᐸᑦ ᐊᑲᐅᓂᖅᓴᓪᓚᕆᐅᓂᕋᖅᓱᒍ ᐅᓂᒃᑳᖅᑰᔪᓐᓇᖅᐲᑦ.
Can you elaborate on the changes you wish to see in Bill 25 and where NTI feels it can lead to improvements? Do you believe that the 2039 timeline is realistic? That's my question. Thank you, Mr. Chairman.	ᑖᒃᑯᐊ ᑕᕝᕙᓂ ᑎᑎᕋᖅᓯᒪᔪᐃᑦ Bill 25-ᒥᑦ ᐊᒻᒪ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᐃᓱᒪᒋᔭᖓ ᐃᒪᓐᓇᐃᓕᖓᙱᖅᐸᑦ ᐊᑲᐅᓂᖅᓴᐅᕚᖅ, ᐅᓂᒃᑳᖅᑰᔪᓐᓇᖅᐱᐅᒃ ᖃᓄᖅ ᓇᐅᒃᑯᑦ ᐱᐅᓂᖅᓴᐅᓇᔭᖅᐸ? ᐱᔾᔪᑎᒋᓪᓗᒍ ᓱᓕ 2039-ᒥᑦ ᑕᐅᑐᙳᐊᖅᔭᖅᐱᓰ ᐋᖅᑭᒃᓱᖅᓱᖅᓯᒪᓪᓗᒍ? ᖃᓄᑭᐊᖅ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᕙᕋ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for your question. I see it as the Department of Education who is working on this from the wrong end. In my opinion, a senior administrator arbitrarily picked this date at random without developing any sort of plan allowing for a greater number of competent and fluent Inuktitut-speaking teachers to be trained. This should be the foundation instead of a randomly selected date, which would be much more realistic.	**ᑰᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ, ᑖᓯᒧᖓ ᐊᐱᖅᑯᑎᖃᕋᕕᑦ. ᐃᒻᒧᙱᖓᓄᑦ ᑕᐅᑐᖅᑰᔨᖅᑲᑦᑕᖅᑕᒃᑲ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᑎ ᐃᓱᒪᒋᓪᓗᒍ ᐊᖅᑲᑰᓖᖅᑐᒥᒃ ᓇᑭᒃᑭᐊᖅ ᑎᒍᓯᑐᐃᓐᓇᖅᑰᔾᔪᑎᒃ ᐸᖅᑲᐅᑎᒥᒃ ᓴᖅᑭᑎᑦᑎᓯᒪᙱᒋᓪᓗᑎᒃ ᖃᓄᖅ ᐃᓄᙳᓂᒃ ᐃᓄᒃᑑᕈᓐᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔩᒃᑲᓐᓂᓕᕐᓗᑎᒃ. ᑖᓐᓇ ᑐᙵᕕᒋᔭᐅᙱᖅᓗᓂ ᑕᐃᒪᓐᓇ ᐋᖅᑭᐅᒪᓂᖅᑲᖅᐸᑦ ᐱᐅᓂᖅᓴᐅᔪᒥᒋᓪᓗᒍ.
We would like to see this type of approach where the government develops a comprehensive plan identifying how many teachers they would have after a set period towards this goal, and to follow this plan religiously so that students can be taught in their own language and become more concrete. That is how I envision meeting this goal.	ᐃᒪᓐᓇ ᐃᓱᒪᓇᖅᑐᐊᖅᒪᑦ ᐸᖅᑲᒃᓯᒪᓚᐅᖅᑎᓪᓗᒋᑦ ᖃᑦᓯᓂᒃ ᐃᓕᓴᐃᔩᑲᓕᖅᓂᐊᖅᓂᖕᒋᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᒪᓗᓯᒃ. ᑖᓐᓇ ᒪᓕᒡᓗᒍ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖅᑲᑦᑕᓕᖅᓂᐊᖅᑐᑦ ᐃᓄᐃᑦ ᐅᖅᑲᐅᓯᖕᒋᓐᓂᒃ ᐊᑐᖅᓗᑎᒃ, ᑖᓐᓇᓗ ᐅᒃᐱᖅᓇᖅᓯᓂᖅᓴᐅᓇᔭᖅᒪᑦ. ᑕᐃᒪᓐᓇᓕ ᑕᐅᑐᒐᓱᔭᖅ.

The Minister stated that his administration is working on a 10-year strategy. The language is beatific to hear. Nonetheless, we know that in 2006 the GN also developed a plan towards that and identified that they required 302 Inuktitut teachers. However, there was no allocation of funding towards that goal and to date, because of that lack of commitment, we are now in 2019 and still facing the same dilemma of teacher shortages. Due to that lack of foresight, I see your departmental officials who are backwards in their approach, which is why I stated that the students should be the focus and not the system so that we can force actual changes that benefit our students.	ᓲᕐᓗ ᑐᓴᖅᑲᐅᒐᒪ ᒥᓂᔅᑕᕆᔭᐅᔪᖅ ᐅᖃᖅᑲᐅᖕᒪᑦ ᐸᕐᓇᐅᑎᒥᒎᖅ ᓴᖅᑭᑎᑦᑎᓇᓱᖕᒪᑕ ᐱᓕᕆᐊᖅᑲᖅᖢᑎᒃ, ᖁᓕᓄᒎᖅ ᐊᕐᕌᒍᓄᑦ ᑖᓐᓇ ᑐᕌᒐᕆᔭᐅᓂᐊᖅᑐᖅ. ᑕᐃᒪᐃᑎᓪᓗᒍ ᑐᓴᕈᒥᓇᖅᑑᒐᓗᐊᖅ, ᑭᓯᐊᓂ ᖃᐅᔨᒪᑦᑎᐊᖅᑐᒍᑦ 2006-ᖑᑎᓪᓗᒍ ᒐᕙᒪᐅᔪᖅ ᓴᖅᑭᑎᑦᑎᓚᐅᖅᓯᒪᖕᒥᖕᒪᑕ ᐸᕐᓇᐅᑎᒥᒃ, ᓇᓗᓇᐃᖅᓯᓪᓗᑎᒡᓗ ᖃᓄᖅ ᐅᓄᖅᑎᒋᔭᒥᒃ ᑕᒻᒪᖕᒋᒃᑯᒪ 302-ᖑᓂᐊᖅᑰᓚᐅᖅᑐᑦ, ᐃᓕᓴᐃᔨᓐᖑᕐᓂᐊᓚᐅᖅᑐᑦ ᐃᓄᒃᑎᑑᕈᓐᓇᖅᑐᑦ. ᑭᓯᐊᓂ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᓚᐅᙱᓐᓂᖓᓄᑦ ᑖᓐᓇ ᐸᕐᓇᐅᑎ, ᒫᓐᓇᒧᑦ ᑎᑭᖦᖢᒍ 2019-ᖑᓕᖅᖢᑕ ᐃᓕᓴᐃᔨᑭᒃᓴᖅᑕᐅᖕᒫᓕᖅᖢᑕ. ᑕᐃᒪᐃᒻᒪᑦ ᐃᒡᓗᖕᒫᖕᒐᒍᑦ ᑕᐅᑐᖅᑰᔨᒋᓪᓗᒋᑦ ᐅᖃᖅᑲᐅᕗᖓ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᑯᓗᐃᑦ ᐃᓱᒪᒋᖕᒫᕐᓗᑎᒍ ᖃᓄᖅ ᐋᖅᑭᒃᓯᐃᒃᑲᓐᓂᕐᓯᒍᑎᒋᓚᐅᕐᓚᕗᑦᑐᖅ.
I am deeply concerned about this as we may go another 20 years before it is dealt with, and that is deeply unsettling. To date the GN has been in operations for 20 years, yet because of the lack of foresight and vision, we face the same teacher shortages we faced back then, but can we place any faith in this paternalistic system that anything will be accomplished in another 20 years? Thank you, Mr. Chairman.	ᐃᓱᒫᓗᒋᓪᓚᕆᒃᖢᒍ ᐊᕙᑏᑦ ᐊᕐᕌᒍᑦ ᐊᓂᒍᖅᐸᑕ ᐱᓕᕆᐊᕆᓴᐅᓂᐊᖅᐸᑦ, ᐊᒃᓱᐊᓗᒃ ᐃᓱᒫᓗᖕᓇᕐᒪᑦ. ᒫᓐᓇᒧᑦ ᑎᑭᖦᖢᒍ ᓄᓇᕗᑦ ᒐᕙᒪᖓ ᐊᐅᓚᓂᖅᑲᖅᓯᒪᓕᖅᑐᖅ ᐊᕐᕌᒍᓄᑦ ᐊᕙᑎᓄᑦ. ᑕᐃᒪᓐᓇ ᑎᑭᐅᑎᕗᒍᑦ ᐃᓕᓴᐃᔨᑭᒃᓴᖃᓗᐊᖅᖢᑕ. ᐅᒃᐱᕈᓱᒍᓐᓇᖃᓗᐊᖅᐱᑖ ᐊᕐᕌᒍᑦ ᐊᕙᑎᑦ ᐊᓂᒍᖅᓯᒪᓕᖅᐸᑦ ᐱᑕᖃᓕᕐᓂᐊᕐᓂᖓᓂᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Quassa.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑕ ᖁᐊᓴ.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. I'm sure other Members wish to ask questions too, so this will be my last question, as we do have a lot of questions.	**ᖁᐊᓴ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᓯᒃᑲᑦᑕᐅᖅ ᐊᐱᖅᓱᑲᑕᒍᒪᓕᑦᑎᐊᕐᓂᐊᕐᒥᖕᒪᑕ ᓇᓗᓇᖕᒋᑦᑐᖅ. ᑭᖑᓪᓕᖅᐹᓇᓚᐅᐱᓪᓚᑲᓚᐅᕐᑐᒍ ᐊᐱᖅᑯᑎᖅᑲᖅᑐᒃᓴᐅᔪᐊᓘᒐᓗᐊᖅᑐᒍᑦ ᐊᒥᓱᑎᒍᑦ.
In looking at the timeline set out in the Act which we are following. It stated that 2019 would be the final year where action items would be undertaken, but we have already surpassed July 2019. Further, the bill is proceeding through the Assembly's review process. There should be some sections that should be repealed instead or frozen. Based on my understanding, the dates are still frozen (interpretation ends) and that's the	ᑖᓐᓇᓕ ᒫᓐᓇᐅᔪᖅ ᑖᓐᓇ ᒪᓕᒐᖅ ᒪᓕᒃᖢᒍ ᒪᓕᒐᖅ ᒪᓕᑦᑕᕗᑦ ᑕᐃᓐᓇ 2019-ᒧᑦ ᐃᒪᓐᓇ ᐅᖃᖅᓯᒪᓚᐅᕐᒪᑦ 2019-ᒥᑦ ᐃᒪᓐᓇᐃᓛᕐᓂᐊᕐᓂᖕᒋᓐᓂᒃ ᑖᓐᓇ ᖄᖕᒋᐅᑎᓯᒪᓕᕐᒪᑦ ᔪᓚᐃ 2019-ᒥᐅᕙᓪᓚᐃᔪᖅ, ᐊᒻᒪ ᑕᐃᒪ ᒪᓕᒐᓕᐅᕐᕕᒃᑯᑦ. ᑖᓐᓇ ᐃᓚᖓ ᒪᓕᒐᖅ ᐃᓗᐊᓃᑦᑐᖅ ᓄᖅᑲᖕᒫᖅᑎᑕᐅᒋᐊᖅᑲᖅᑰᔨᔪᖅ ᓲᕐᓗ ᖁᐊᖅᑎᑕᐅᓯᒪᒋᐊᖅᑲᓚᐅᕐᒪᑦ ᐊᓪᓛᑦ ᒫᓐᓇ ᑐᑭᓯᐅᒪᒍᒪ ᖁᐊᖅᑎᑕᐅᓯᒪᔪᖅ.

term I am (interpretation) just using as we are now in the fall season.	ᐊᑐᑐᐃᓐᓇᖅᑕᕋ, ᐅᑭᐊᒃᓵᖑᓕᖅᑐᑎᐅᖕᒪᑦ, ᐋᒃᑲᐃ.
What are your thoughts on the freezing of the dates for implementation? Are we breaking legislation somewhere that speaks to protecting the Inuktitut language rights we have? I would like some feedback from our president. Thank you, Mr. Chairman.	ᑖᓐᓇᓕᑭᐊᖅ ᖃᓄᖅ ᐃᓱᒪᒋᕙᐅᒃ ᓲᕐᓗ ᖁᐊᖅᑎᑕᐅᓯᒪᓚᐅᐱᓪᓚᖕᒪᑦ ᒪᓕᒐᕐᒥᒃ ᓇᑯᒃᑭᐊᖅ ᓱᕋᐃᕕᑕ ᐃᓄᒃᑎᑐᑦ ᒫᓐᓇ ᐅᖃᐅᓯᖅ ᐱᔪᓐᓇᐅᑎᒋᒐᑦᑎᒍ ᖃᓄᑭᐊᖅ ᑖᔅᓱᒥᖓ ᑐᓵᕐᔪᒍᒪᕗᖓ ᐊᖓᔪᖅᑳᑦᑎᓐᓂᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. In thinking of this matter, I feel the department is approaching this from the other end, and I can certainly state that these things have already transpired. We have held many public meetings and consulted our communities on the exact same topics time and again. They expended many thousands of dollars for this process that lasted for many months for Bill 37, and the majority opposed the passage of that draft legislation and this is why it fell off the order paper. Now, seemingly for the exact same topics under Bill 25, it seems to be placed as an obstacle. As an example, someone's ego was causing a useless exercise to be undertaken.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐃᓱᒋᓪᓗᒍ ᐃᒡᓗᖕᒐᖕᒐᓄᑦ ᐱᓕᕆᓇᓱᒋᖅᑲᑦᑕᖅᑕᒃᑲ ᐃᒪᓐᓇ ᐅᖃᕈᓐᓇᖅᑐᖓ, ᐃᒪᐃᒻᒪᑦ ᐃᓄᓕᒫᖅᑎᑦᑎᓯᒪᔪᒍᑦ ᓄᓇᓕᖕᓄᑦ ᑐᓵᔭᖅᑐᖅᓯᒪᔪᒍᑦ ᑖᒃᑯᐊᔅᓴᐃᓐᓇᐃᑦ ᐅᖃᐅᓯᐅᔭᖅᑐᖅᓯᒪᓪᓗᑎᒃ, ᑮᓇᐅᔭᖅᑐᑐᕐᔪᐊᕌᓘᓪᓗᓂ ᑕᖅᑭᒡᓵᓗᐃᑦ ᑲᒪᒋᔭᐅᔪᑦ. ᑕᐃᔅᓱᒪᓂ ᒪᓕᒐᒃᓴᖅ 37-ᖑᑎᓪᓗᒍ ᓈᒻᒪᒋᔭᐅᓐᖏᓐᓂᖅᑕᐅᓪᓗᓂ ᐅᖃᐅᓯᐅᕙᓚᐅᕐᒪᑦ ᑲᔪᓯᓚᐅᓐᖏᑦᑐᖅ. ᑖᓐᓇᓴᐃᓐᓇᐸᓗᑦᑎᐊᖑᑎᓪᓗᒍ ᐱᓕᕆᐊᕆᓇᓱᒃᑎᓪᓗᑎᒍᑦ ᐊᕝᕕᐊᖅᑰᔨᕓᒪᕆᒃᑐᖅ, ᓲᕐᓗ ᓱᕙᓗᑭᐊᖅᑎᑐᑦ ᐱᓕᕆᐊᕆᓇᓱᖅᑰᔨᔭᕗᑦ.
We should be focusing on higher priority items, and the funds earmarked for consultations should be used to start training Inuktitut teachers. Why did this round of consultations occur when it could have been better spent alleviating our need for Inuktitut teacher training purposes? What is the department placing as barriers in not training Inuktitut-speaking teachers? There are high unemployment rates in Nunavut that can benefit from Inuit being trained as teachers, as we know that many Inuit in Nunavut have no employment prospects.	ᐱᒻᒪᕆᐊᓗᖕᒥᒃ ᐱᓕᕆᖕᒫᓪᓗᐊᖅᑰᔨᒐᓗᐊᖅᑕᑕ. ᐊᑏ ᑕᐃᒃᑯᐊ ᑮᓇᐅᔭᐃᑦ ᐊᑐᖅᑕᐅᓚᐅᖅᑐᑦ ᐃᓄᓕᒫᖅᑎᑦᑎᓇᓱᒃᑎᓪᓗᒋᑦ, ᓲᕐᑖᒃᑯᐊ ᐊᑐᖅᑕᐅᓚᐅᓐᖏᑉᐸᑦ ᐃᓕᓴᐃᔩᔅᓴᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓇᓱᖕᓂᕐᒧᑦ? ᑭᓱᓂᒃ ᐊᐳᕿᑎᖅᑲᖅᐸᒃᑕᑕ ᓴᖅᑭᑎᑦᑎᖅᑲᑦᑕᓐᖏᓚᒍᑦ, ᐱᕖᓪᓕᕿᑎᒃᓴᐅᓇᔭᖅᑐᓄᑦ ᐃᓄᖕᓄᑦ? ᖃᐅᔨᒪᒐᑦᑕ ᐃᓄᐃᑦ ᓄᓇᕗᒻᒥ ᐃᖅᑲᓇᐃᔭᓐᖏᑦᑐᑦ ᐅᓄᖅᑐᑦ.
We also know, as I was part of the review group perusing the correspondence and draft	ᖃᐅᔨᓪᓗᑕᓗ ᑕᐃᔅᓱᒪᓂ ᕿᒥᕐᕈᐊᑲᑕᐅᖃᑦᑕᖅᑐᖓ ᐅᖃᓕᓕᒫᑲᑕᐅᖃᑦᑕᖅᖢᖓ

legislation, and if I recall correctly, it was in June 2016 that the GN provided quarterly reports on employment statistics within their public service. In June 2016 substitute teaching positions were filled by 993 Inuit. In looking at that number, we urge the government to hire these substitute teachers full time. I'm sure criminal record checks were completed as they were working in the school system. Since they work from time to time in the schools, they are versed in the way schools operate, but they aren't teachers since they don't have a teaching certificate. Perhaps they want to pursue a teaching career. How can we provide support to them to follow this path towards becoming teachers? We should complement this with teacher training programs in all of our communities.	ᐃᖅᑲᐅᒪᑦᑎᐊᕈᒪ, ᔫᓂ 2016-ᖑᑎᓪᓗᒍ ᑕᖅᑰᑦ ᐱᖓᓱᑦ ᓈᑦᑕᕌᖓᒥᒃ ᒐᕙᒪᑦ ᓴᖅᑭᑎᑦᑎᖃᑦᑕᕐᒪᑕ ᐅᓂᒃᑳᓕᐊᒥᒃ ᖃᓄᖅ, ᖃᓄᑎᒋ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᐅᕐᒪᖔᑕ. ᑕᐃᔅᓱᒪᓂ ᔫᓂ 2016-ᖑᑎᓪᓗᒍ ᐃᓕᓴᐃᔩᑲᐃᓐᓇᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ 993-ᖑᖅᑰᓚᐅᖅᑐᑦ ᐃᓄᐃᑦ. ᑕᐃᒪᓐᓇ ᐃᓱᒪᒋᓪᓗᒍ ᐊᔭᐅᖅᑐᐃᖏᓐᓇᕋᓱᓚᐅᖅᓯᒪᒐᓗᐊᖅᑐᒍᑦ, ᐊᑏ ᐃᒃᑯᐊ ᐃᓕᓴᐃᔩᑲᐃᓐᓇᖃᑦᑕᕐᒪᑕ, ᐃᖅᑲᓇᐃᔭᑲᐃᓐᓇᖅᐸᒃᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ, ᖃᐅᔨᒪᔭᐅᒐᒥ ᐸᓖᓯᒃᑯᓐᓄᑦ ᖃᐅᔨᓴᖅᑕᐅᓯᒪᓂᑰᕝᓴᐅᒐᒥ ᑭᓯᐊᓂ ᑕᕝᕙ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓃᑦᑐᓐᓇᖅᐳᖅ, ᐃᖅᑲᓇᐃᔭᖃᑦᑕᖅᓯᒪᒐᒥ ᖃᓄᕐᓗ ᐱᐅᓯᖃᕐᒪᖔᑦ. ᐃᓕᓴᐃᔅᓚᕆᙳᖅᓯᒪᙱᑦᑐᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᑎᒍᒥᐊᙱᒻᒪᑕ ᐃᓱᓕᑦᑎᓯᒪᙱᒻᒪᑕ. ᐃᒃᑯᐊᓕᖅᑲᐃ ᐃᓕᓐᓂᐊᕈᒪᔫᒐᓗᐊᑦ? ᖃᓄᕐᓖᒃᑯᐊ ᐃᑲᔪᖅᓱᒃᑲᓐᓂᕈᓐᓇᖅᑕᕗᑦ ᐃᓕᓴᐃᙳᖅᑎᑐᓐᓇᕐᓗᑎᒍᑦ, ᐅᓄᕐᓂᖅᓴᒥᓪᓗ ᐃᓕᓴᐃᒃᓴᐅᔾᔪᑎᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖃᑦᑕᕐᓗᑕ ᓄᓇᓕᐅᑉ ᐃᓗᐊᓂ.
Sometimes we run into barriers because of the large landmass of Nunavut. Even though it's a large landmass, we know one another within the community. It can be our strength. Let's use it that way. For example, if we know of a community and there are very few Inuktitut-speaking teachers in that community, invite people who have the capacity to become teachers and to pursue post-secondary education. Some people don't know the process to become a teacher, but once informed, they can follow the path towards qualifying for a teaching career, but only with help can Inuit rise up. Thank you.	ᐃᓛᓐᓂᒃᑯᑦ ᓄᓇᕗᑦ ᐊᖏᓗᐊᕐᓂᖓᓄᑦ ᐊᐳᕈᑎᓂᒃ ᓴᖅᑭᑎᑦᑎᖃᑦᑕᕋᑦᑕ. ᓄᓇᖓ ᐊᖏᔫᒐᓗᐊᖅ, ᐃᓅᔪᑎᒍᑦ ᐅᓄᓗᐊᖅᑰᔨᙱᒃᑲᓗᐊᕋᑦᑕ ᓄᓇᓕᖕᓂ ᖃᐅᔨᒪᖃᑦᑕᐅᑎᖃᑦᑕᕋᑦᑕ. ᑕᐃᒪᓐᓇ ᖃᐅᔨᒪᖃᑦᑕᐅᑎᓂᕗᑦ ᓴᙱᓂᕆᓗᑎᒍᑦ ᐊᐅᓚᔾᔭᒐᐃᖓᓱᖃᑦᑕᓚᐅᖅᑕ, ᓲᕐᓗ ᐃᓱᒪᒋᓗᒍ ᐆᒃᑑᑎᒋᓗᒍ ᓄᓇᓕᖕᒥᒃ ᖃᐅᔨᒪᔭᖃᕈᑦᑕ ᐊᒥᒐᕐᓂᖏᓐᓂᑦ ᐃᓄᒃᑑᓰᖑᔪᓂᑦ ᐃᓕᓴᐃᔨᓂᑦ ᐊᑏ, ᐃᖅᑲᓇᐃᔭᖅᑎᐅᔪᓐᓇᖅᑐᑦ ᐃᓕᓴᐃᔨᐅᔪᓐᓇᖅᑐᑦ ᐅᖄᓚᕕᐅᑦᑎᐊᒻᒪᕆᒡᓗᑎᒃ ᐅᕝᕚᖅᑕᐅᑦᑎᐊᒻᒪᕆᒃᐸᒡᓗᑎᒃ ᑲᔪᖏᖅᓴᖅᑕᐅᑦᑎᐊᒻᒪᕆᖃᑦᑕᓚᐅᕐᓕ ᐃᓕᓐᓂᐊᕐᑯᔭᐅᓗᑎᒃ. ᐃᓛᓐᓂᒃᑯᑦ ᖃᐅᔨᒪᙱᓂᕐᒥᓄᑦᑕᐅᖅ ᐱᓕᕆᐊᖃᕋᓱᖃᑦᑕᙱᒻᒪᑕ, ᖃᐅᔨᒪᑎᑕᐅᑦᑎᐊᕌᖓᒥᒃ ᒪᑭᑉᐹᓪᓕᕈᓐᓇᖅᑐᒍᑦ ᖃᐅᔨᒪᑦᑎᐊᕋᑦᑕ. ᐃᑲᔪᖅᓱᖅᑕᐅᓪᓗᑕ ᑭᓯᐊᓂ ᒪᑭᑉᐹᓪᓕᖃᑦᑕᕋᑦᑕ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. The Minister was referring to how many teachers are needed. What is your goal as to how many teachers proficient in Inuktitut are needed, or is that proficiency in both languages? Is there a plan or something put together? I know that it is not under Bill 25 and it won't be seen under Bill 25. Nunavut Arctic College is responsible for instructing teachers, but the requirement for plans was mentioned earlier. Can you talk about that,	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᓂᔅᑕ ᑕᐃᒪ ᐅᕙᑦᓯᐊᖅ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔨᓂᒃ ᖃᑉᕼᐃᓂᒃ ᐱᑕᖃᕆᐊᖃᕐᒪᖔᑦ, ᑐᖄᒐᖃᕐᒪᖔ’ᕼᐃ ᕼᐅᓇᓂᒃ ᖃᑉᑎᐅᓇᔭᕐᒪᖔᑕ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔩᑦ ᐃᓄᒃᑐᑦ ᐊᔪᙱᑦᑐᑦ, ᑕᒪᐃᓐᓂᒃ ᐅᖃᐅᕼᐃᕐᓂᒃ ᐊᔪᙱᑦᑐᑦ. ᓇᓗᓇᐃᔭᐃᕼᐃᒪᔪᒥᒃ ᐸᕐᓇᐅᒐᕐᒥᓘᓐᓃᑦ ᐱᑕᖃᖅᐸ? ᖃᐅᔨᒪᒐᓗᐊᖅᑐᖓ, ᐄ ᑕᒪᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᐃᓗᐊᓂᕼᐅᙱᑦᑐᖅ, ᐃᓗᐊᓂᕼᐅᓚᙱᑦᑐᓂᓗ ᓄᓇᕗᑦ ᓯᓚᑦᑐᖅᓴᕝᕕᓕᕆᔾᑯᓐᓄᑦ ᑕᒪᓐᓇ ᑎᒍᒥᐊᖅᑕᐅᕙ? ᐃᓕᓐᓂᐊᒐᒃᕼᐊᖅ, ᑭᕼᐊᓂ ᐸᕐᓇᐅᒐᖃᕆᐊᖃᕐᓂᖅ ᐅᐊᑦᑎᐊᖅ ᐅᖃᕼᐅᓚᐅᖅᑎᓪᓗᒍ ᑕᒪᓐᓇ

Minister?	ᐅᖃᐅᕼᐃᓇᔩᑦᑐᐊᖅᐱᐅᒃ, ᒥᓂᔅᑕ?
Hon. David Joanasie (interpretation): Yes. Thank you. From our understanding to date, there are two categories where some are referred to as bilingual teachers and some are considered Inuit teachers. (interpretation ends) Total Inuit teachers (interpretation) under the Nunavut Teachers Association are 239; (interpretation ends) total bilingual in the Inuit language, 232; total teaching in Inuktut, 209. (interpretation) That is how it is, Mr. Chairman.	**ᐊᖓᔪᖅᑲᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᐄ. ᖁᔭᓐᓇᒦᒃ. ᑐᑭᓯᐅᒪᔭᕆᑎᒍ ᐅᑦᑐᒥᒧᑦ ᐅᑯᐊ ᒪᕿᐃᓕᖓᖅᑲᒪᑎᒃ ᐃᓕᓴᐃᔩᑦ ᐃᓚᖏᑦ ᒪᕿᙵᓂᒃ ᐅᖃᕈᓐᓇᖅᑐᑦ bilingual teachers-ᖑᓂᕋᖅᑕᑎᒍᑦ, ᐊᒻᒪᓗ ᐃᓚᖏᑦ ᐃᓄᐃᑦ ᐃᓕᓴᐃᔩᑦ ᑖᒃᑯᐊ (ᑐᓵᔨᑎᒍᑦ) ᑲᑎᑦᑐᒋᑦ ᐃᓄᐃᑦ ᐃᓕᓴᐃᔩᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᒃᑯᓐᓄᑦ (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) 239-ᖑᑦᑐᑎᒃ, ᐊᒻᒪᓗ (ᑐᓵᔨᑎᒍᑦ) ᑲᑎᕐᑐᒋᑦ ᒪᕿᓐᓃᒃ ᐅᖃᐅᓯᓖᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓗ, 232; ᑲᑎᕐᑐᒋᑦ ᐃᓕᓴᐃᔨᑦ ᐃᓄᒃᑎᑐᕐ, 209. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᑕᐃᒪᐃᓕᖓᕗᖅ, ᐃᕐᓯᕙᐅᑖᖅ.
When we were doing consultations with the people of Nunavut, what was mentioned was they made an estimate that we need around 450 new teachers. I believe that number is correct. The population of Nunavut is continually growing and the schools are being expanded, so it's obvious that we will need more teachers. Thank you, Mr. Chairman.	ᐊᒻᒪᓗ ᓄᓇᕗᒻᒥᐅᓂᒃ ᑲᑎᒪᖃᑎᖃᖃᑦᑕᖅᑎᑦᑐᑕ ᐅᖃᐅᓯᕆᔭᐅᖃᑦᑕᓚᐅᖅᑐᖅ ᓇᓚᐅᑦᑖᖅᓯᒪᒻᒪᑕ ᐃᒻᒪᖃ 450 ᑕᒫᓂᐸᓗᒃ ᐃᓕᓴᐃᔨᑖᒃᑲᓐᓂᓇᐊᖃᕐᓂᑦᑎᓐᓂᒃ ᑖᓐᓇ ᑕᐃᒪᓐᓇᖃᐃ ᓱᓕ, ᓱᓕᔪᖅ, ᐊᒻᒪᓗ ᓄᓇᕗᑦ ᐃᓅᖏᑦ ᐊᒥᓱᓐᖑᖅᐸᑦᑕᐊᑐᐃᓐᓇᕐᒪᑕ, ᐃᓕᓐᓂᐊᕐᕖᑦ ᐊᖏᑦᑕᕋᑦᑕᐊᖏᓐᓇᖅᑎᑦᑐᒋᑦ ᐃᓕᓴᐃᔩᒃᑲᓐᓂᖅᐸᑦᑕᐊᒋᐊᖃᕐᓂᐊᖅᑐᒍᑦᑕᐅᖅ ᓱᓕ ᖄᒃᑲᓐᓂᐊᒍᑦ ᓇᑐᓇᓐᖏᑦᑐᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᕐᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you for explaining that. Let us proceed. Ms. Nakashuk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ ᑕᒪᑐᒥᖓ ᓇᑐᓇᐃᔭᐃᒐᕕᑦ. ᑲᔪᕼᐃᓗᑕ, ᒥᔅ ᓇᑲᓱᒃ.
Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Thank you and welcome, Ms. Kotierk and the Minister. Everything both of you said is very interesting.	**ᓇᑲᓱᒃ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪ ᖁᔭᓐᓇᒦᒃ ᑐᓐᖓᓱᒋᑦ ᒥᔅ ᑰᑦᑎᖅ ᐊᒻᒪᓗ ᒥᓂᔅᑕ ᖁᔭᓐᓇᒦᒃ ᐅᖃᐅᓯᓚᖅᑲᐅᔭᓯ ᑐᓵᕈᒥᓇᖅᑐᐃᓐᓇᐅᑦᑐᑎᑦ.
Further, with regard to Bill 25, as MLAs we have continued with the review of the draft legislation, although we haven't made any decisions yet as to which path we would take, obviously, since we need to consult with our Inuit consituents as to their perspectives on this proposed legislation. It is not like monopoly or a game and it is very serious.	ᐊᒻᒪᓗ ᑖᓐᓇ ᒪᓕᒐᔅᓴᖅ 25 ᒪᓕᒐᓕᐅᖅᑎᐅᑦᑐᑕ ᖃᒥᕋᕈᓯᒪᖅᑲᑦᑕᕋᑦᑎᒍ ᐃᓱᒪᕗᑦᑐ ᐋᖅᑭᓯᒪᓐᖏᒻᒪᑦ, ᐅᐱᓐᓇᕋᓂᐅᒐᓗᐊᖅ ᑐᓴᕆᐊᖅᑲᖅᑐᒍᑦ ᐃᓄᓐᓂᒃ ᖃᓄᖅ ᐃᓱᒪᒋᔭᐅᒻᒪᖔᖅ ᑕᒪᓐᓇ, ᐱᓐᖑᐊᖑᓐᖏᒻᒪᑦ ᑕᒪᓐᓇ.
My first question is related to the Minister's opening comments whilst at the witness table about the action items his department has	ᐆᒥᖓᓕ ᓯᕗᓪᓕᖅᐹᒥᒃ ᐊᐱᖅᑯᑎᖃᕈᒪᔪᖓ, ᒥᓂᔅᑕ ᐅᖃᐅᓯᕆᑦᓯᐊᓐᖓᖅᑲᐅᔭᖓ ᑕᕝᕙᖓ ᐃᓯᕋᒥ

undertaken, and that NTI was part of the engagement process at certain points. Many Inuit are listening in and witnessing the proceedings about the process leading up to Bill 25, which is the draft legislation we are currently reviewing here, after it was introduced. Further, we have read many documents detailing the work and/or positions of certain organizations.	ᐃᒪᐃᐸᐸᓪᓕᐊᓯᒪᔪᒍᑦ, NTI-ᑯᑦ ᐅᕙᓂ ᐃᓚᒋᔭᐅᖃᑦᑕᖅᓯᒪᔪᐃᑦ, ᐊᒥᓱᐃᓪᓗᑕ ᐃᓄᐃᑦ ᑐᓵᒪᑕ, ᑕᑯᓐᓈᖅᑐᑎᓪᓗ ᖃᓄᐃᐸᐸᓪᓕᐊᓯᒪᓂᖓᓂᑦ ᑕᐃᑲᓐᖓᑦ ᐱᒋᐊᓚᐅᖅᓯᒪᒻᒪᑦ ᑖᓐᓇ ᒪᓕᒐᔅᓴᖅ 25 ᓴᖅᑭᖅᑕᐅᓕᖅᑎᓪᓗᒍ ᐊᒻᒪᓗ ᑎᑎᖅᑲᓂᑦ ᐅᖃᓕᒫᖃᑦᑕᖅᓯᒪᓪᓗᑕ.
In light of what the NTI president voiced about the similiarities of Bill 25 to its predecessor draft legislation, it should not be approved for passage. This was succinctly mentioned during the opening part of her presentation, and the president clearly outlined that NTI was not consulted for the foundational portion of the legislation which forms the backbone.	ᐊᒻᒪᓗ ᐊᖓᔪᖅᑳᖓ ᐅᖃᕋᑖᖓᑦ, ᑖᓐᓇ ᑲᔪᓯᔪᔅᓴᐅᓐᖏᑦᑐᖅ ᒪᓕᒐᔅᓴᖅ 25 ᐃᒪᐃᓕᖓᓪᓗᓂ ᐱᒋᐊᓕᕋᑖᖅᑎᓪᓗᒍ. ᐊᒻᒪᓗ ᓇᓗᓇᐃᔭᐃᑦᑎᐊᖅᑲᐅᔪᖅ ᓴᐅᓂᕆᔭᖏᓐᓂᑦ ᐋᖅᑭᔅᓱᐃᕙᓪᓕᐊᑎᓪᓗᒋᑦ ᐃᓚᓕᐅᔾᔭᐅᓯᒪᓚᐅᓐᖏᑦᑐᑦ ᑐᓐᖓᕕᒃᑯᑦ.
My first question relates to my reasoning for clearly understanding the ramifications of not having been involved during the required consultation phase and how it impacted your working relationship with the department. Have you done any collaborative work on this legislation with the erstwhile education administration officials? Have you identified the areas that NTI disagrees with due to consternation with the proposed legislation? That is my first question. Thank you, Mr. Chairman.	ᐆᒥᖓᓕ ᓯᕗᓪᓕᖅᐹᒥ ᐊᐱᖅᑯᑎᖃᕈᒪᔪᖓ ᐱᔾᔪᑎᒋᓪᓗᒍ ᑐᑭᓯᒃᑲᓐᓂᕈᒪᒐᒪ ᑕᐃᑲᓐᖓ ᑕᐃᒪᐃᓚᐅᖅᑎᓪᓗᒍ ᖃᓄᒃᑲᓂᖅ ᐱᓕᕆᖃᑎᒌᒃᑲᓂᖅᓯᒪᕖᓯ? ᐃᓱᒫᓘᑎᒋᔭᕗᑦ ᐅᑯᐊ ᓈᒻᒪᒋᓐᖏᑕᕗᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᑯᓐᓄᑦ ᓴᖅᑭᖅᓯᒪᕖᓯᐅᒃ? ᐱᓕᕆᖃᑎᒌᒃᑲᓐᓂᖃᑦᑕᖅᓯᒪᕖᓯ ᒐᕙᒪᒃᑯᓪᓗ ᐋᖅᑭᒋᐊᕈᑎᔅᓴᓂᑦ ᑖᒃᑯᓇᙵ ᐋᖅᑭᒋᐊᕈᑎᔅᓴᐅᒋᐊᖃᖅᑑᔦᑎᒋᔭᔅᓵᓂᑦ ᑖᓐᓇ ᒪᓕᒐᖅ ᐱᔾᔪᑎᒋᓪᓗᒍ? ᓯᕗᓪᓕᖅᐹᒥᒃ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. With regard to communication via our correspondence, we have always identified the fact that NTI wasn't fully engaged in this process. When public meetings were held, our employees attended the meetings to listen to the presentations. However, from the initial stages of this consultation, NTI noted that they hadn't been invited to attend and listed the areas where	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᓇᓗᓇᐃᖅᓯᓯᒪᐃᓐᓇᖅᑐᒍᑦ ᑎᑎᖅᑲᒃᑯᑎᒍᑦ ᐃᓚᐅᖃᑕᐅᑦᑎᐊᓚᐅᖓᕐᓇᕐᓂᑎᓐᓂᒃ, ᐃᓄᓕᒫᖅᑎᑦᑎᓂᐊᖅᑎᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᐃᓄᓕᒫᖅᑐᓂᒃ ᐃᓚᐅᖃᑕᐅᖃᑦᑕᓚᐅᖅᑐᖅ ᑐᓵᔭᖅᑐᖃᑕᐅᓪᓗᓂ. ᑭᓯᐊᓂ ᐱᒋᐊᓐᖓᕐᓂᖓᓂᒃ ᐃᓚᐅᖃᑕᐅᓚᐅᓐᖏᓐᓂᑎᓐᓄᑦ ᓇᓗᓇᐃᓚᐅᖅᑐᑦ, ᓇᐅᒃᑯᓪᓗ

we felt amendments were needed.	ᐋᖅᑭᒋᐊᒃᑲᓐᓂᕆᐊᖅᑲᕐᒪᖔᑦ.
We also reiterated what I stated earlier, that the process seemed to be planning from the bottom up, especially when we felt, with the addition of Inuktitut-speaking teachers, that it would then become the basis of the foundation for the plan as that seems to be the more practical approach to resolve our educational shortcomings. We have continued to push for more training, and we continue to deliberate on innovative ways and suggestions to the Department of Education.	ᑖᓐᓇ ᐅᖅᑲᐅᓯᕆᖅᑲᐅᔭᕋ ᐃᒡᓗᐊᓘᖕᖔᖅ ᑕᐅᖅᑯᓲᒥᓂᕋᖅᓱᒥᑦ. ᐃᓕᓴᐃᔩᒃᓴᐅᔪᑦ ᐅᓄᕐᓂᖅᓴᐅᓕᖅᐸᑕ ᐸᕐᓇᐅᑎᒃᑯᑦ ᑐᓐᖓᕕᒋᔭᐅᓗᓂ ᐋᖅᑭᒃᓱᐃᑦᑎᐊᕐᓂᖅᓴᐅᓇᔭᖅᑰᕋᓗᐊᕋᑦᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐱᓪᓗᒍ. ᑕᐃᒪᐃᒻᒪᑦ ᑖᓐᓇ ᐊᔭᐅᖅᑐᐃᖕᒋᓐᓇᕋᑦᑎᒍ, ᐃᓱᒪᒃᓴᒃᓯᐅᕋᓱᒃᑕᐃᓐᓇᖅᓱᑕᓗ, ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒃᓴᓂᒡᓗ ᓴᖅᑭᖅᑎᕕᒋᑲᑕᒃᓯᒪᓪᓗᑎᒍ ᐃᓕᓐᓂᐊᖅᑐᓕᕌᒃᑯᑦ.
As an example, my prior reference to the 993 Inuit who served as substitute teachers in our communities was included in the June 2016 correspondence to the Minister of Education as another matter for consideration. We stated this number was included in your report, and that the parties should deliberate on how to take advantage of the substitute teachers and ask these Inuit if they had any interest in undertaking the NTEP training program, which could lead to higher numbers of trainees.	ᓲᕐᓗ ᑕᐃᒃᑯᐊ ᑕᐃᖅᑲᐅᔭᒃᑲ 993-ᖑᓂᕋᖅᓱᒋᑦ, ᐃᓄᐃᑦ ᐃᓕᓴᐃᔨᐅᑲᐃᓐᓇᖅᑲᑦᑕᖅᑐᑦ ᓄᓇᓕᖕᓂ ᑕᐃᑦᓱᒪᓂ ᔫᓐ 2016-ᖑᑎᓪᓗᒍ. ᑎᑎᖅᑲᒃᑯᑎᒍᑦ ᓇᑦᓯᐅᔾᔨᓚᐅᖅᓯᒪᔪᒍᑦ ᒥᓂᔅᑕᕆᔭᐅᔪᒧᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒃᑲᓂᕐᒥᑦ ᐅᑯᐊ ᓇᓗᓇᐃᖅᓯᓯᒪᒐᔅᓯᐅᒃ ᐅᓂᒃᑳᓕᐊᒧᑦ. ᖃᓄᖅᑑᕈᑎᕆᒃᑲᓐᓂᓚᐅᕐᓚᕗᑦ. ᐃᓄᐃᑦ ᐃᓕᓐᓂᐊᕈᒪᕐᒪᖔᑕ ᐊᐱᖅᓱᖅᑕᐅᑦᑎᐊᒻᒪᕆᒃᐸᓪᓗᑎᒃ, ᑭᐅᓇᔭᕐᓂᖓᓂᒃ.
Therefore we have continually encouraged the GN, especially outside of judicial cases, where NTI and the federal government agreed on a settlement out of court in May 2015. Funds were allocated towards the lack of implementation, which included $50 million specific to Article 23. From that point forward, we have continued to inform the GN that funds that were allocated have been set aside to implement Article 23 and if this government wishes to apply for funding towards NTEP programming, NTI and the RIAs are in full agreement to fund this type of training and would approve the request.	ᑕᐃᒪᐃᒻᒪᑦ ᑖᓐᓇ ᐊᔭᐅᖅᑐᐃᖕᒋᓐᓇᖅᓯᒪᒐᑦᑎᒍ ᑕᐃᔅᓱᒪᓂ ᐃᖅᑲᑐᐃᕕᒃᑯᑦ ᓯᓚᑖᒍᑦ, ᑐᓐᖓᕕᒃᑯᑦ ᒐᕙᒪᑐᖅᑲᒃᑯᓪᓗ ᐊᑭᖅᑲᑎᕆᓚᐅᖅᓯᒪᖕᒪᑕ ᒪᐃ 2015-ᖑᑎᓪᓗᒍ. ᑮᓇᐅᔭᖅᓂᒃ ᓴᖅᑭᕗᕕᐅᓚᐅᖅᓯᒪᖕᒪᑕ. ᐃᓚᖓᑦ ᑖᓐᓇ $50-ᒥᓕᐊᓐ ᑐᕌᒐᓇᔭᐅᓚᐅᕐᒪᑦ ᐃᓖᒃᑰᖓᔪᖅ 23 ᐱᓪᓗᒍ. ᑕᐃᑲᖓᓂᒃ ᐅᖅᑲᑕᐃᓐᓇᒃᓯᒪᔪᒍᑦ ᒐᕙᒪᒧᑦ, ᑮᓇᐅᔭᑦ ᑕᐃᒃᑯᐊ ᓴᓂᕐᕙᑦᑕᐅᓯᒪᔪᑦ ᒐᕙᒪᑐᖅᑲᒃᑯᓐᓄᑦ ᐱᕘᓪᓕᖅᑎᑦᑎᓇᓱᐊᕐᓂᕐᒧᑦ, ᐃᓖᒃᑰᖓᔪᖅ 23 ᐊᑐᖅᑕᐅᔪᒪᓂᖅᐸᑦ ᐃᓕᓴᐃᔩᒃᓱᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒧᑦ, ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᐊᖏᖅᓯᒪᑦᑎᐊᖅᑐᑦ, ᐃᑲᔪᖅᓱᕋᔭᖅᑐᑦ.
Given the fact that we have agreed to support training of Inuit, the government should draft a proposal requesting funding towards	ᐃᓱᒪᒋᓪᓗᑎᒍᑦ ᐊᑏ ᐊᖏᖅᓯᒪᓂᑦᑎᓐᓂ ᓇᓗᓇᐃᖅᓯᓯᒪᓃᒃᑲᑦᑕ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᔾᔭᓪᓗᑎᒃ

training and to initiate the required training by submitting a proposal. We anticipated a proposal, but the government seems content to not apply, although several years have since passed from that agreement.	ᑐᒃᓯᕋᐅᑎᓂᒃ ᓴᖅᑭᑎᑦᑎᓂᐊᕐᓂᖏᓐᓂᒃ ᐃᓱᒪᒋᓚᐅᖅᑕᕝᕙᓗᐊᖅ ᐊᕐᕌᒎᒐᓴᐅᒻᒪᓇᓕᖅᑐᑦ ᑕᒪᐅᖓ ᑎᑭᐅᑎᔪᑦ.
As MLAs, you are aware that within Canada, the federal government tried to introduce legislation specific to indigenous languages. During that process, we lobbied really hard, arguing that since Inuit are the majority within Nunavut, this has to be acknowledged and funded properly so that any person of Inuit descent who wishes to use their language within Nunavut should be provided services in their language.	ᖃᐅᔨᒪᒐᔅᓯᓗ ᑲᓇᑕᒥ ᒐᕙᒪᑐᖃᒃᑯᑦ ᓴᖅᑭᑎᑦᑎᓇᓱᐃᓐᓇᕐᒪᑕ ᒪᓕᒐᒥᒃ ᓄᓇᖃᖅᑲᓯᒪᔪᐃᑦ ᐅᖃᐅᓯᖏᓐᓄᑦ ᐱᓪᓗᒍ. ᑕᐃᑲᓂ ᐊᒃᓱᐊᓗᒃ ᐊᔭᐅᖅᑐᐃᖏᓐᓇᓚᐅᕋᑦᑕ ᐃᓄᐃᑦ ᐅᓄᕐᓂᖅᐹᖑᑎᓪᓗᒋᑦ ᓄᓇᕘᑦ ᐃᓗᐊᓂ. ᐃᓕᓴᕆᔭᐅᑦᑎᐊᕆᐊᖃᕐᓂᖏᓐᓂᑦ, ᑮᓇᐅᔭᖅᑎᒍᓪᓗ ᐃᑲᔪᖅᓱᖅᑕᐅᑦᑎᐊᕆᐊᖃᕐᓂᖏᓐᓂᒃ. ᑭᓇᑐᐃᓐᓇᑦᑎᐊᖅ ᐃᓅᒃᐸᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᑦ ᐊᑐᕈᒪᒃᐸᑦ ᓄᓇᕘ ᐃᓗᐊᓂ ᐱᔨᑦᑎᖅᑕᐅᔪᓐᓇᕆᐊᖃᕋᓱᒋᓪᓗᑎᒍ.
As an example, this would apply in several areas, such as education, health, justice, the RCMP, as well as other critical services that must be available in the Inuit language, and all of these departments have to comply. Therefore, when the legislation was introduced, NTI voiced their disagreement with the proposed legislation to the federal minister, who at that time was Pablo Rodriguez. I personally met with him a number of times and explained how Inuit can receive more support to enable them to receive services in their own language within Nunavut.	ᓲᕐᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᐃᓗᐊᓂ, ᐋᓐᓂᐊᖃᑦᑕᐃᓕᒪᓂᐅᑉ ᐃᓗᐊᓂ, ᐃᖅᑲᖅᑐᐃᕝᕕᒃᑯᑦ, ᐸᓖᓯᒃᑯᓐᓂᒃ ᒪᑯᐊ ᐱᒻᒪᕆᐅᔪᑦ ᐱᔨᑦᑎᕈᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ, ᐱᔨᑦᑎᖅᑕᐅᔪᓐᓇᖃᑦᑕᕆᐊᖃᕋᓱᒋᓪᓗᑎᒍ ᐃᓄᐃᑦ. ᑕᐃᒪᐃᒻᒪᑦ, ᑕᐃᓐᓇ ᒪᓕᒐᖅ ᓴᖅᑭᑕᐅᓚᐅᖅᑎᒡᓗᒍ ᓈᒻᒪᖏᓐᓂᖃᑕᒃᓱᑎᒍ ᐅᖃᐅᓯᕆᓚᐅᕋᑦᑎᒍ ᒐᕙᒪᑐᖃᒃᑯᑦ ᒥᓂᔅᑕᖓᑦ ᑕᐃᔅᓱᒪᓂ ᒥᓂᔅᑕᒋᓚᐅᖅᑕᖓᑦ ᐹᑉᓘ ᐅᐊᔾᔩᑲᔅ ᑲᑎᖃᑎᒋᖃᑦᑕᖅᓯᒪᓚᐅᖅᑯ, ᓇᓗᓇᐃᖅᓯᓯᒪᓚᐅᖅᑐᒃ ᖃᓄᖅ ᐃᑲᔪᖅᑐᖅᑕᐅᑲᓐᓂᕈᓐᓇᕋᔭᕐᒪᖔᑦ ᐃᓄᐃᑦ, ᐃᓄᒃᑑᕈᓐᓇᕐᑯᓪᓗᒋᑦ ᓄᓇᕘᑦ ᐃᓗᐊᓂ.
We relayed the critical importance of this language right of Inuit, especially in light of the teacher shortages, although we are not responsible for education in Nunavut. In our role as the representatives of Inuit and to allow for proper service provision in their language, which would enable the language to be preserved, kept alive, and used daily, we have tried to work with the GN on this need. I mentioned earlier that barriers kept getting erected which slowed down this process and the officials seem content to delay and block any attempts to collaborate, which became very disconcerting to NTI.	ᐱᒻᒪᕆᐅᕐᑯᓂᖃᑕᒃᓱᑎᒍᓪᓗ ᐃᓕᓴᐃᔨᑭᒃᓴᖕᓂᖅ, ᑕᕝᕙ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᓕᕆᔨᐅᖏᒃᑲᓗᐊᖅᑐᒍᑦ. ᐃᓄᐃᑦ ᑭᒡᒐᖅᑐᕋᓯᒃᓱᑎᒍ ᐱᔨᑦᓯᖅᑕᐅᑦᑎᐊᕈᓐᓇᕐᑯᓪᓗᑎᒍᑦ. ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐆᒪᐃᓐᓇᕐᑯᓪᓗᑎᒍ ᐊᑐᖅᑕᐅᖏᓐᓇᕐᑯᓪᓗᑎᒍᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᒐᕙᒪᑦ ᓄᓇᕘᑦ ᒐᕙᒪᖓ ᐱᓕᕆᖃᑎᒋᓇᓱᒃᑲᑕᒃᓯᒪᐃᓐᓇᓚᐅᖅᑕᕗᑦ. ᐊᐳᕈᑎᓂᑦ ᓂᓪᓕᕈᑎᖃᖅᑲᐅᒪᒪ, ᓱᒃᑲᐃᔾᔪᑎᒃᓴᓂᒃ ᐊᐳᕈᑎᓂᑦ ᓴᖅᑭᕝᕕᐅᑲᑕᐃᓐᓇᖅᓱᑕ ᐃᓱᒫᓗᒋᒻᒪᕆᓕᓚᐅᖅᑕᕋ ᖃᓄᖅ ᓴᖅᑭᑕᐅᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑦ.

The federal government agreed with NTI on this requirement and wanted to support us, but the bureaucracy of the GN is definitely more difficult to work with than the federal government. That's why I met with the Minister of Education, including the Minister of Finance. I was urging them to lobby for more funding for this initiative from the federal government. I also met with the Premier on this matter. NTI became somewhat disillusioned as we didn't know where else to turn.	ᒐᕙᒪᑐᖅᑲᒃᑯᑦ ᐊᖏᖅᓯᒪᖅᑰᔨᑎᓪᓗᒋᑦ ᐃᑲᔪᖅᓱᒃᑲᓐᓂᕈᒪᖅᑰᔨᑎᓪᓗᒋᑦ. ᐱᔭᕆᐊᑐᓂᖅᓴᐅᖅᑰᔩᒻᒪᕆᓕᖅᓘᑎᒃ ᒐᕙᒪᒋᔭᕗᑦ. ᑕᐃᒪᐃᒻᒪᑦ, ᒥᓂᔅᑕᒋᔭᐅᔪᖅ ᑲᑎᖅᑲᑎᒋᓚᐅᖅᑕᕋ ᐊᒡᓛᑦ ᒥᓂᔅᑕᒋᔭᐅᔪᖅ ᑮᓇᐅᔭᓕᕆᓂᖅᒧᑦ ᑲᑎᖅᑲᑎᒋᓚᐅᖅᑕᕋ. ᐊᔭᐅᖅᑐᐃᓇᓱᒃᓘᖓ ᑮᓇᐅᔭᖅᓂᒃ ᐱᒃᑲᓐᓂᕋᓱᓚᐅᖅᑕ ᒐᕙᒪᑐᖅᑲᒃᑯᓐᓂᒃ. ᐊᒻᒪᓗ ᓯᕗᓕᖅᑎ ᑲᑎᖅᑲᑎᒋᓚᐅᖅᓘᒍ. ᓇᓗᓕᑲᑕᖅᑲᑦᑕᓕᓚᐅᖅᑐᖓ ᓇᒧᑦ ᓵᒃᑲᓐᓂᕆᐊᒃᓴᖅ.
This is extremely serious business, as the MLA stated, and I completely agree with you on that. This is critically important, especially when we feel that education can be improved with a solid foundation. Thank you.	ᑖᒃᑯᐊ ᐱᒻᒪᕆᐅᖕᒪᑕ, ᐱᓐᖑᐊᖑᕆᓐᓂᖅᑲᐅᒐᕕᑦ, ᐊᒃᓱᐊᓗᒃ ᐊᖏᖅᑲᑎᒋᕙᒋᑦ. ᐱᓐᖑᐊᖑᕆᓪᓚᕆᖕᒪᑕ ᑖᒃᑯᐊ ᐱᕖᓪᓕᖅᑎᑦᑎᔪᓐᓇᕋᓗᐊᖅᒪᑕ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ, ᐊᑲᐅᔫᒃᑯᑦ ᐱᐅᔫᒃᑯᑦ ᒪᑭᑕᑎᑦᑎᓂᖅᒥᒃ ᑐᓐᖓᕕᖅᑲᑦᑎᐊᕈᑎᒃ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Yes, this is very serious business. Ms. Nakashuk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᐄᓛᒃ ᑕᒪᓐᓇ ᐱᓐᖑᐊᖑᕆᓪᓚᕆᒃᑐᖅ. ᒥᔅ ᓇᑲᓱᒃ.
Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Thank you for explaining that. I believe what you are saying and I also believe that you were not heard. As regular MLAs, when we try to talk to the Ministers, sometimes it seems we're talking to thin air. Even though that's the situation, we must always work together and keep each other informed, especially when the Inuit organizations and the government should be working together.	**ᓇᑲᓱᒃ**: ᖁᔭᓐᓇᒦᒃ, ᐃᔅᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᓪᓗ ᑕᒪᒃᓱᒥᖓ ᓇᓗᓇᐃᖅᓯᒐᕕᑦ. ᓱᓕᔪᕆᑦᑎᐊᑕᒃᑲ ᑕᒪᒃᑯᐊ ᐅᖅᑲᐅᓯᕆᔭᑎᑦ. ᑐᓴᖅᑕᐅᖅᑲᑦᑕᖏᔅᓯᒪᓃᑦ ᓱᓕᔪᕆᒻᒥᔭᕋ. ᒪᓕᒐᓕᐅᖅᑎᑐᐃᓐᓇᐅᓗᑕ ᒥᓂᔅᑕᒧᑦ ᓂᓪᓕᐊᒐᓱᑦᑐᓂ ᐃᓛᓐᓂᒃᑯᑦ ᒪᐅᖓᑐᐃᓐᓈᓇᖅᑑᔭᖅᓇᓲᖑᒻᒪᑦ. ᑭᓯᐊᓂ ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ, ᐱᓕᕆᖅᑲᑎᒌᖅᑲᑦᑕᐃᓇᖅᓗᓂ ᑭᓯᐊᓂ ᑐᓴᐅᒪᖅᑲᑎᒌᖏᓐᓇᖅᑲᑦᑕᖅᓗᓂ ᑭᓯᐊᓂ. ᐱᓗᐊᖅᑐᒥᓕᑭᐊᖅ ᑕᕝᕙ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖅᑲᑎᒌᖏᑦ ᒐᕙᒪᒃᑯᓪᓗ ᐱᓕᕆᔪᔅᓴᐅᒻᒪᑕ.
What I want to query you about, since we can direct questions to the Minister, is the president's response was we face a teacher shortage and have acknowledged that Inuit who have substituted for a teacher or even non-Inuit substitutes totalled this number. Was the concern that she raised ever submitted to our government and, if so, was any consideration put towards that idea? That is my question, primarily due to my wish to clearly understand how this department and	ᐆᒥᖕᒐᓕ ᐊᐱᖅᑯᑎᖅᑲᕈᒪᔪᖓ, ᐊᐱᕆᔪᓐᓇᖅᒥᒐᑦᑕ ᒥᓂᔅᑕ ᑭᐅᔾᔪᑎᖓ ᐊᖓᔪᖅᑳᖅ ᐃᒪᐃᓕᔪᑦ; ᐃᓕᓴᐃᔨᑭᑦᓱᖅᓯᒪᔪᖑᑦ, ᐆᒥᖓ ᐃᓕᓚᖅᓯᓯᒪᔪᒍᑦ ᐃᓅᓐᓂᑦ ᐃᓕᓴᐃᔨᐅᑲᐅᓐᓇᖅᑲᑦᑕᖅᓯᒪᔪᓂᑦ ᐅᕝᕙᓗ ᐃᒪᐃᖏᒃᑲᓗᐊᖅᐸᑦ, ᐃᓕᓴᕕᐅᑉ ᐃᓗᐊᓂ ᐃᓕᓴᐃᔨᐅᑲᐃᓐᓇᖅᑲᑦᑕᖅᓯᒪᔪᐃᑦ ᐃᒪᓐᓇᐅᓚᐅᖅᑐᐃᑦ. ᐃᓱᒫᓗᑎᒋᔭᖓ ᑖᓐᓇ ᓴᖅᑭᖅᑕᐅᓚᐅᖅᓯᒪᕙ ᒐᕙᒪᒃᑯᓐᓄᑦ? ᐊᒻᒪ ᓴᖅᑭᖅᑕᐅᒻᒪᑦ ᖃᓄᖅᑑᕈᑕᐅᒃᑲᓂᖅᓯᒪᕙ? ᑖᔅᓱᒥᖓ ᐊᐱᖅᑯᑎᖅᑲᖅᑐᖓ, ᐱᔾᔪᑎᒋᓪᓗᒍ ᑐᑭᓯᒃᑲᓐᓂᕈᒪᒐᒪ ᖃᓄᖅ

NTI have collaborated on any concerns related to education as the reasoning.	ᐱᓕᕆᖃᑎᒌᖃᑦᑕᖅᓯᒪᒻᒪᖔᑕ, ᑖᒃᑯᐊ ᐃᓱᒫᓘᑎᐅᔪᑦ ᐱᔾᔪᑎᒋᓗᒋᑦ.
I keep hearing, "We were not kept informed. We were not engaged." That's what I'm hearing. Ever since that happened, how else have you worked together in the past years? Thank you, Mr. Chairman.	ᐆᒻᒥᖕᒐ ᑐᓵᓕᖅᑭᑦᑖᒐᒪ, ᐃᓄᒃ ᖃᐅᔨᒪᑎᑕᐅᓚᐅᖏᑦᑐᒍᑦ, ᐱᓕᕆᐊᖃᑎᒌᓚᐅᖏᑦᑐᒍᑦ, ᓅᕐᓗ ᐃᒪᐃᓕᐅᖅᑐᒥᑦ ᑐᓵᒐᒪ. ᐃᓗᓕᖏᑦ ᑖᒃᑯᐊ ᑕᐃᒃᖓ ᑕᐃᒪᐃᓚᐅᖅᑎᓪᓗᒋᑦ, ᖃᓄᑎᒋ ᐱᓕᕆᖃᑎᒌᒃᑲᓂᖅᓯᒪᕕᓯ, ᐊᕐᖀᒍᑦ ᑖᒃᑯᐊ ᑕᑯᓐᓇᖅᑐᒋᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᕐᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Nakashuk, who are you directing your question to? Is it to the Minister? Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ, ᒥᔅ ᓇᑲᓱᒃ. ᑖᓐᓇ ᑭᓇᒧᑦ ᑐᖀᖅᑎᑉᐱᐅᒃ ᐊᐱᖅᑯᑏᑦ, ᒥᓂᔅᑕᒧᓪᓘᓐᓃᑦ, ᒥᓂᔅᑕᒨᑦ? ᒥᓂᔅᑕ ᔪᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. Maybe I should explain myself right away.	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. ᐃᑖᕐᑲᐃ ᓇᓗᓇᐃᔭᖅᐸᕐᕿᓗᖓ.
I stated earlier that we created *Turaaqtavut* in 2017 and in spring 2018 we explained that we wanted to amend the bill. Afterwards we informed the people of Nunavut and our stakeholders on how we want to amend the bill and that we would start working on it in the fall. We thought that it would not be appropriate to hold consultations during the summertime in Nunavut. That's what we were thinking.	ᐅᖃᖅᑲᐅᒐᒪ ᑐᕌᖅᑕᕗᑦ ᓴᖅᑭᓚᐅᕋᑦᑎᒍ ᑕᒫᓂ 2017-2018 ᐅᐱᕐᖓᓖᓵᕐᒍᑎᓪᓗᒍ, ᑕᐃᑲᓂ ᓇᓗᓇᐃᖅᓯᒪᓚᐅᖅᓯᒪᒐᑦᑕ ᑖᒃᑯᐊ ᒪᓕᒐᐃᑦ ᐋᖅᑭᒋᐊᕈᒪᓂᕋᑦᓱᒋᑦ. ᑭᖑᓂᐊᒍᓪᓗ ᑐᓴᖅᑎᑦᓯᓚᐅᖅᓯᒪᓪᓗᑕ ᓄᓇᕗᒻᒥᐅᓂᑦ ᐊᒻᒪᓗ ᐱᓕᕆᖃᑎᒌᕝᕙᑦᑕᑎᓐᓂᑦ, ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ ᖃᓄᖅ ᐋᖅᑭᒋᐊᕈᒪᓂᐊᕐᒪᖔᑦᑎᒍ ᐱᕆᐊᕐᓂᐊᖅᑕᕗᑦ ᐅᑭᐊᒃᓵᖑᓕᖅᐸᑦ. ᖃᐅᔨᒪᒐᑦᑕ ᐊᐅᔭᐅᓂᖓᓂ ᑐᓴᓇᐊᕐᕕᖃᕐᓱᐊᕈᑦᑕ ᓄᓇᕗᒻᒥᐅᓂᑦ, ᓈᒻᒪᙱᖏᑦᑐᖅ. ᑖᓐᓇ ᑕᐃᒪᐃᓕᖓᔪᒥᒃ ᐃᓱᒪᖃᓚᐅᕋᑦᑕ.
We also explained to Nunavut Tunngavik and other groups back in July through correspondence that we would start the consultations in September and hold public meetings in the communities. Starting in September 2018 up to now, we've had numerous meetings with Nunavut Tunngavik, the coalition of DEAs, and other stakeholders to update them on how work on the bill is proceeding.	ᓇᓗᓇᐃᖅᓯᕕᒋᓚᐅᖅᓯᒪᓪᓗᑎᒍᑦ ᑐᙵᕕᒃᑯᑦ ᐊᓯᖏᓗ ᑕᒫᓂ ᔪᓚᐅᖑᑎᓪᓗᒍ ᑎᑎᕋᕕᒋᓪᓗᑎᒍᑦ. ᐱᒋᐊᕐᓂᐊᖅᑕᕗᑦ ᓯᑦᑕᑦᕙᐅᓕᖅᐸᑦ ᑖᓐᓇ ᑐᓴᓇᐊᕐᕕᖃᕐᓂᖅ ᑐᓴᓇᐊᖅᑐᖅᓯᒪᓂᖅ ᐃᓄᓕᒫᖅᑎᑦᓯᓂᖅ ᓄᓇᕗᒥ ᓄᓇᓕᓐᓂᒃ. ᑕᐃᒪ ᐱᖏᐊᖅᓱᒍ ᓯᑦᑕᑦᕙᒥ 2018, ᑕᒪᓐᓇ ᐅᓪᓗᒥᒧᑦ ᐊᒥᓱᐊᖅᑎᑦᓱᒍ ᑲᑎᒪᖃᑎᒋᖃᑦᑕᖅᓯᒪᔭᕗᑦ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ, ᐊᓯᖏᓪᓗ ᑕᒪᓐᓇ ᖃᓄᖅ ᑲᔪᓯᕙᓪᓕᐊᒪᖔᑦ.
Yes, I can say that we've had disagreements on how this has been progressing. The problem will always be as to how the government is proceeding, such as when bills start being drafted, where it originates, and when Inuit organizations and other non-	ᐄ, ᐅᖃᕆᓐᓇᖅᑐᖓ, ᓈᒻᒪᖏᓪᓕᐅᕈᑎᒌᖃᑦᑕᖅᓯᒪᖅᑰᖅᑐᒍᑦ ᖃᓄᖅ ᑲᔪᓯᕙᓪᓕᐊᕐᒪᖔᑦ ᑭᓯᐊᓂ ᑖᓐᓇ ᐃᒻᒪᖄ ᓈᒻᒪᖏᓪᓕᐅᕈᑎᒋᔭᐅᖏᓐᓇᖃᑦᑕᓂᐊᖅᑐᖅ ᖃᓄᖅ ᑲᔪᓯᕙᓪᓕᐊᒻᒪᖔᑦ. ᒐᕙᒪᒃᑯᑦ, ᓅᕐᓗ ᑖᓐᓇ ᒪᓕᒐᒃᓴᓕᐅᕐᓂᖅ ᓇᑭᑦ ᐱᖏᐊᓲᖑᒻᒪᖔᑦ ᐊᒻᒪᓗ ᓇᑭᑦ, ᓇᒥ, ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐊᓯᖏᑦ

governmental organizations become involved. We will never agree on a proper way to do that.	ᒐᕙᒪᐅᖏᑦᑐᑦ ᐃᓚᐅᑎᑕᐅᓕᓅᖑᒻᒪᖗᑦ, ᑖᓐᓇ ᐊᖏᖅᑲᑎᒌᑦᑐᐃᓐᓇᐅᖅᑲᑦᑕᖿᖏᑦᑐᒍᑦ ᖃᓄᐃᓕᖓᓂᐊᕐᒪᖗᑦ ᐊᒻᒪᓗ ᑖᓐᓇ ᐅᖃᐳᓐᓇᖅᑐᖓ ᑕᐃᒪᐃᓯᒪᔪᑦ.
We have always tried to include different groups like Inuit organizations and other organizations. There are many groups that we are working with in the communities. I can say that we have met with them many times and also can explain when we met with them. However, such things as substitute teachers have been considered, as was mentioned, of which there are over 900.	ᑭᓯᐊᓂ ᐃᓚᐅᑎᑦᓯᒐᓱᐊᖏᓐᓇᖅᑲᑦᑕᖅᓯᒪᒐᑦᑕ ᐊᔾᔨᒌᖏᑦᑐᓕᒫᑦᓯᐊᓂᒃ, ᑖᒃᑯᐊ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᑐᐊᖑᖏᑦᑐᑦ ᐊᓯᖏᓪᓗ ᐊᒥᓲᒻᒪᑕ ᐱᓕᕆᖃᑎᒋᔭᕗᑦ, ᓄᓇᓕᓐᓂ ᐊᒻᒪᓗ ᑎᒥᐅᔪᑦ. ᑭᓯᐊᓂ ᓇᓗᓇᐃᔭᖅᑐᕈᓐᓇᖅᑐᖓ ᐊᒥᓱᐊᖅᑎᑦᓱᒋᑦ ᖃᑦᓯᐊᑎᖅᓯᒪᔪᑦ ᑲᑎᒪᖃᑕᐅᖃᑦᑕᖅᓯᒪᒻᒪᖗᑦᑕ, ᖃᖓᐅᑎᓪᓗᒍ, ᐊᒻᒪᓗ ᑭᓯᐊᓂ ᑕᒪᒃᑯᐊ ᐃᓱᒪᑦᓴᖅᓯᐅᕈᑎᒋᔭᐅᖃᑦᑕᖅᓯᒪᔭᕗᑦ ᓅᖅᓗ ᐅᖃᐅᓯᕆᔭᐅᒃᑲᐅᒻᒪᑦ, ᐃᓕᓴᐃᔨᐅᓚᐅᑲᖃᑦᑕᖅᑐᑦ ᑕᐃᒃᑯᐊ 900 ᐅᖓᑖᓃᑦᑐᑦ.
I have always been emphasizing the fact that we need teachers and have stated that we need many teachers. I have been writing to grade 12 graduates to inform them of the path they need to take if they are interested in becoming a teacher. We try to keep Nunavummiut fully informed of the various opportunities that are available to them if they want to become teachers because we want qualified teachers.	ᑕᒪᓐᓇ ᑎᓕᐅᖅᑐᐃᒐᓱᐊᖅᑲᑦᑕᖅᓯᒪᕗᖓ ᑕᒪᓐᓇ ᐃᓚᒃ ᐱᓗᐊᖅᑐᒥᖃᐃ ᐃᓕᓴᐃᔩᑦᓇᐊᖃᕐᑕ ᓇᓗᓇᖏᒻᒪᑦ ᐅᖃᖅᓯᒪᓪᓗᑕᓗ ᐊᒥᓱᔪᐊᓂᑦ ᐱᒋᐊᖃᕐᑕ. ᑎᑎᕋᖅᐸᓪᓕᐊᖃᑦᑕᖅᓯᒪᕗᖓ ᑖᒃᑯᐊ ᐃᓱᓕᑦᓯᕙᓪᓕᐊᔪᑦ ᖁᕝᕙᓯᓐᓂᑖᑦ 12-ᒥᑦ ᐃᓕᓴᐃᔨᐳᒪᑐᐊᕐᓂᖅᐸᑕ ᐅᖃᐅᑎᓪᓗᓂᑦ ᐆᒃᑯᓇᖅᑐᑎ ᑕᕝᕙ ᐃᓕᓴᐃᔨᐳᕈᓐᓇᖅᑯᓯ. ᓇᓗᓇᐃᔭᖅᓯᒪᑦᓯᐊᖅᑎᒐᓱᐊᖅᑲᑦᑕᖅᑕᕗᑦ ᑕᒃᑯᐊ ᐊᔾᔨᒌᖏᑦᑐᐃᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᑦ ᓄᓇᕗᒻᒥᐅᓄᑦ, ᑕᒪᐅᖓ ᑎᑭᐅᑎᒍᓐᓇᕐᑯᓪᓗᒋᑦ. ᐃᓕᓴᐃᔨᐳᕈᓐᓇᐅᑎᒥᑦ ᐱᓯᒪᑦᓯᓯᐊᖅᑐᒥᑦ ᐱᒍᒪᒐᑦᑕ.
Further, when the substitute teachers are that numerous, it is impossible to engage them all. Nonetheless, we can only encourage them to inform our schools and officials to know they are available and to receive certificates, as certain programs were identified at Arctic College as modules and they are available to all Nunavummiut who wish to take the program, including the modules.	ᐊᒻᒪᓗ ᑕᒪᒃᑯᐊ ᐃᓕᓴᐃᔾᔨᐅᓚᐅᑲᖅᑲᑦᑕᖅᑐᑦ ᐊᒥᓱᑎᓪᓗᒋᑦ. ᑕᒪᓐᓇᓕᒫᖅ ᐊᑕᐅᑦᓯᒃᑯᑦ ᐅᖃᖅᕕᒋᔪᓐᓇᖏᒃᑲᓗᐊᖅᓯᑎᒍ ᑭᓯᐊᓂ ᑲᔪᖏᖅᓴᐃᓐᓇᕈᓐᓇᖅᑲᑦᑕᖅᐸᕗᑦ ᐱᓕᕆᕝᕕᑦᑎᓐᓄᑦ, ᐃᓕᓐᓂᐊᕐᕕᒡᒍᑦ ᖃᐅᔨᒃᑲᐅᑎᒍᓐᓇᑐᐊᖅᐸᑕ, ᐊᑏ ᖃᐅᔨᒃᑲᐅᑎᖃᑦᑕᕆᑦ. ᐊᒻᒪ ᐃᓕᓭᔭᐅᔾᔪᑎᑖᒃᑲᓂᕈᓐᓇᖅᑎᑕᐅᖃᑦᑕᓂᐊᕐᒪᑦ ᓇᓗᓇᖏᒻᒪᑦ. ᓯᓚᑦᑐᖅᓴᖅᕕᒃᑯᑎᒍᑦ ᑖᒃᑯᐊ ᓇᓗᓇᐃᔭᖅᐸᓪᓕᐊᔪᒪᔭᕗᑦ ᒪᓕᓪᓗᒋᑦ. ᑖᒃᑯᐊ ᐊᑐᐃᓐᓇᐅᕗᑦ ᐊᒻᒪᓗ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐱᔭᐅᒍᓐᓇᖅᑯᑦ ᐊᑐᖅᑕᐅᒍᓐᓇᖅᑯᑦ.
However, this is complex, and prior governments tried to work with NTI, but various barriers have been experienced and also possibly disagreements between what actions should be undertaken. However, if I can say that there are many groups we have to work with and not every party agrees with the chosen approach, this is my defence, as this is reality. We try to take all of the issues into consideration when contemplating our	ᑭᓯᐊᓂ ᑕᒪᓐᓇ ᐊᑦᑎᖕᖏᑦ ᑭᖑᓂᑦᑎᓐᓂ ᒐᕙᒪᐅᓚᐅᖅᓯᒪᔪᑦ ᑭᖑᓂᑦᑎᓐ ᑐᓐᖓᕕᒃᑯᓐᓂᒃ ᐱᓕᕆᖃᑎᖃᕈᓱᐊᖅᑲᑦᑕᖅᓯᒪᒐᓗᐊᕐᒥᒻᒪᑕ, ᐊᔾᔨᒌᖏᑦᑐᓂᒃ ᐊᑭᐅᑎᖃᖅᓯᒪᔪᑦ ᐊᒻᒪᓗ ᐃᒻᒪᖃ ᐊᖏᖅᑲᑎᒌᖃᑦᑕᖅᓯᒪᖏᑦᑐᑦ ᖃᓄᐃᓕᐅᕆᐊᖃᕐᒪᖗᑦ. ᑭᓯᐊᓂ ᐊᑕᐅᑦᓯᒃᑯᑦ ᐅᖃᕈᓐᓇᕈᒪ, ᓅᖅᓗ ᑕᐃᒃᑯᐊ ᐱᓕᕆᖃᑎᖃᑦᑕᖅᑕᕗᑦ ᐊᒥᓲᒻᒪᑕ, ᑕᒪᐃᓐᓂᓕᒫᖅ ᐊᖏᖅᑲᑎᒋᔭᐅᖃᑦᑕᖏᑦᑕᕗᑦ. ᑕᐃᒪᐃᑦᑐᒍᓐᓇᖅᑐᖓ ᑭᓯᐊᓂ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐃᓱᒪᒋᒐᓱᐊᖅᓯᒋᑦ ᐃᓱᒪᒐᓱᐊᖅᑲᑦᑕᖅᑯᒍᑦ

course of action, especially with the number of stakeholders included in the system, and further, with so many ideas to review, as an example, RIAs and other non-government organizations who submit recommendations which we have to consider. Thank you, Mr. Chairman.	ᓇᐅᒃᑯᑐᐃᓐᓇᖅ ᐊᒥᓲᑎᓪᓗᒋᑦ ᐱᓕᕆᐊᕆᔭᖃᑦ ᐊᒻᒪᓗ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᑦᓴᐃᑦ ᐊᔾᔨᒌᖅᑲᑦᑕᕐᕆᑎᓪᓗᒍᑦᑕᐅᖅ, ᓲᕐᓗ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᐅᑯᐃᓘᓐᓃᑦ ᐊᓯᖕᒋᑦ, ᐃᓄᐃᓪᓗ ᒐᕙᒪᒃᑯᑦ ᓯᓚᑖᓃᖕᖑᖅᓯᒪᔪᑦ ᐊᑐᓕᖅᑯᔨᖕᒋᑎᒎᖅᑲᑦᑕᒥᒻᒪᑕ ᑕᒪᒃᑯᓇᖕᖑᑦ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐃᓱᒪᕆᔭᖅᑲᓇᐊᖅᑲᓲᖑᒐᑦᑕ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Nakashuk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒦᒃ. ᒥᔅ ᓇᑲᓱᒃ.
Ms. Nakashuk (interpretation): I have many questions. However, another issue my colleague brought up was the lack of engagement of the various Inuit organizations that cannot be present before us today throughout Nunavut or rather, represented by NTI, where they have voiced their support for this position and have submitted their various concerns via correspondence. What I want to ask to our government or to the Minister is: have previous concerns or suggestions resulted in any meaningful changes? Has the legislation been amended to reflect these concerns or suggestions? I am not talking about the most current submissions either. There were many suggestions submitted to amend the previous bill. Did it lead to the department taking them into consideration or has any action been taken to address Nunavut Tunngavik's concerns by identifying them as being from NTI? Have the Minister and his officials addressed those concerns? Thank you, Mr. Chairman.	**ᓇᑲᓱᒃ**: ᐊᒥᓱᓂᒃ ᐊᐱᖅᑯᑎᔅᓴᖅᑲᖁᓗᐊᖅᑐᖓ. ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᐅᖃᐅᓯᕆᖅᑲᐅᒻᒪᒍ ᒪᓕᒐᓕᐅᖅᑎᐅᖃᑎᒪ, ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᑕᕝᕙᓂ ᐃᓚᒋᔭᐅᒍᓐᓇᖕᒋᒻᒪᑕ ᓄᓇᕗᒃᑯᓐᓂᑦ ᐃᑖᒃ ᑐᓐᖓᕕᒃᑯᓐᓂ, ᐃᑲᔪᖅᓱᐃᓯᒪᓂᖃᖅᑕᑎᑦ ᓇᓗᓇᐃᖅᓯᓯᒪᒻᒪᑕ ᐊᒻᒪᓗ ᐃᓱᒫᓘᑎᒋᔭᖕᒋᓐᓂᒃ ᑎᑎᖅᑲᒃᑯᑦ ᓴᖅᑮᓯᒪᓪᓗᑎᑦᑕᐅᖅ. ᐆᒥᖕᒐᓕ ᒐᕙᒪᒃᑯᓐᓄᑦ ᒥᓂᔅᑕᒧᑦ ᐊᐱᕆᒍᒪᓕᖅᑯᖕᒐ, ᑕᐃᒃᑯᐊ ᐃᓱᒫᓘᑎᐅᖅᑲᑦᑕᖅᓯᒪᔪᐃᑦ ᖃᓄᖅᑑᕈᑕᐅᔪᒪᔪᐃᑦ ᐃᓚᖕᒋᑦ ᐊᓯᔾᔨᖅᓯᒪᕚᑦ? ᒪᓕᒐᐅᑉ ᐃᓗᐊᓂ ᐃᒪᐃᒋᐊᒃᑲᓐᓂᖅᑯᔨᓯᒪᔪᑦ ᑕᐃᒃᑯᐊ ᒫᓐᓇᐅᖕᒋᑦᑑᒐᓗᐊᖅ. ᐅᑯᐊ ᐋᖅᑭᒋᐊᕈᑎᔅᓴᓐᓂᐅᔪᐃᑦ ᐅᕙᐅᔪᑦ. ᖃᓄᒃᑲᓂ ᒐᕙᒪᒃᑯᑦ ᐃᓱᒪᕆᔭᖅᓯᒪᕙᑦ ᐅᕙᓗ ᐱᓕᕆᓯᒪᕙᑦ? ᓄᓇᕘᑦ ᑐᓐᖓᕕᒃᑯᓐᓄᑦ ᐃᓱᒫᓘᑎᐅᔪᐃᑦ ᐅᑯᐊᖑᔪᐃᑦ. ᒥᓂᔅᑕ ᐊᒻᒪ ᐱᓕᕆᔩᖕᒋᑦ ᑕᐃᒃᑯᓂᖕᒐ ᐃᓱᒫᓘᑎᐅᔪᓂᒃ ᐋᖅᑮᒋᐊᒃᑲᓂᖅᓯᒪᕙᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᔅᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᓂᔅᑕ ᔪᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you. To use as an example… . Please wait a moment. Maybe I can first say that there are sections	**ᐊᖕᒐᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ. ᑕᒪᒃᑯᐊ ᐆᑦᑑᑎᒋᓗᒍᖅᑲᐃ, ᑕᐃᓐᓇ ᐅᑕᖅᑭᕗᖓ. ᐃᓛᖅᑲᐃ ᐅᖃᐅᓯᕆᖅᑳᕈᓐᓇᕈᒃᑯ ᑕᒪᓐᓇ ᑕᐃᓐᓇ

in Bill 25 that are different from Bill 37. Also considering Nunavut Tunngavik's proposed bill, I'll just use *Inuit Qaujimajatuqangit* for example. It states here under (interpretation ends) NERA (interpretation) section 10(1) that *Inuit Qaujimajatuqangit*, language and culture "shall be embedded into the curriculum, materials and resources used by Nunavut schools in early childhood education and in each grade from Kindergarten through Grade 12."	ᒪᓕᒐᒃᓴᖅ 25 ᐃᓗᐊᓂ ᐊᔾᔨᒌᖕᒋᑦᑑᒻᒪᑕ. ᒪᓕᒐᒃᓴᐅᓚᐅᖅᓯᒪᕚᖅ 37 ᐊᔾᔨᒌᖕᒋᓐᓂᖕᒋᓐᓂᑦ ᑕᐃᒃᑯᐊ. ᐅᓇ ᐃᓱᒪᒋᑦᓱᒍᑦᑕᐅᖅ ᑖᓐᓇ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᒪᓕᒐᒃᓴᐅᖁᒻᒥᔭᖕᒐ ᐅᓇ ᐆᒃᑰᑎᒋᑐᐃᓐᓇᖅᑲᕋ, ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖕᒋᑦᑕ ᒥᒃᓵᓅᖕᒐᕚᑦ, ᑖᒃᑯᓂ ᑎᑎᕋᖅᓯᒪᒻᒪᑦ ᓂᐅᕋ 10 ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖕᒋᑦ 10(1) ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖕᒋᑦ ᐊᒻᒪᓗ ᐅᖃᐅᓯᖕᒋᑦ ᐃᓕᖅᑯᓯᓕᕆᓂᖁᑦ ᐃᓕᐅᔾᔨᓯᒪᔪᕆᐊᖃᕐᒪᑦ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᐅᑉ ᐃᓗᐊᒍᑦ ᐊᒻᒪᓗ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᕐᕖᓐᓂ ᐊᑐᖅᑕᐅᒋᐊᖃᖅᑐᑎ ᐸᐃᕆᕕᓐᓂᓘᓐᓃᑦ. ᑖᒃᑯᐊ ᖁᕝᕙᓯᓂᖕᒋᑦ ᑕᒪᐃᓐᓂᓕᒫᖅ ᒥᑭᔫᑎᓛᓄᑦ ᐱᒋᐊᖃᑦᑕᕐᓗᑎᒃ ᖁᕝᕙᓯᓐᓂᓕᒃ 12-ᒧᑦ.
In Bill 25 we have proposed that the curriculum include *Inuit Qaujimajatuqangit* and culture. That's just an example; there are other things. For instance, when we held public consultations, we heard from many people on our proposed bill as well as things that are not included in the bill. Based on our draft and according to our understanding, we need to start implementing them in stages via other avenues, such as strategic planning or in developing policies that will assist us to implement the areas we want to concentrate on.	ᑖᓐᓇ ᒪᓕᒐᑦᓴᖅ 25-ᒥ ᑕᐃᒫᒃ ᑎᑎᕋᖅᓯᒪᕙᕗᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᐊᕆᓯᒪᕚᐃᑦ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖕᒋᓐᓂ ᐃᓕᖅᑯᓯᖕᒐᓂᑦᑕᐅᖅ ᐃᓚᓕᐅᔾᔨᓯᒪᔪᕆᐊᖃᖅᓂᖕᒋᓐᓂᒃ. ᑖᓐᓇ ᐆᒃᑰᑎᒋᑐᐃᓐᓇᖅᑲᕋ ᑭᓯᐊᓂᑦᑕᐅᖅ ᐊᓯᖕᒋᑦ ᓲᕐᓗ ᐃᓄᓕᒫᖅᑎᑦᑎᖅᑲᑦᑕᓚᐅᖅᓯᒪᑎᓪᓗᑕ ᐊᒥᓱᓂᒃ ᑐᓴᓚᐅᖅᓯᒪᒐᑦᑕ ᐊᒻᒪᓗ ᒪᓕᒐᑦᓴᓕᐊᕆᒐᓱᐊᖅᓯᒪᔪᑦᑕ ᒥᒃᓵᓄᑦ ᐃᓕᓐᖓᖕᒋᑦᑐᓂ ᑐᑦᖓᓐᖕᒋᑦᑐᓂᑦᑕᐅᖅ ᑐᓴᖅᑦᑕᕝᒥᒐᑦᑕ ᑕᒪᒃᑯᐊ ᑎᑎᕋᖅᓯᒪᔭᕗᑦ ᐊᒻᒪᓗ ᑐᑭᓯᒪᔭᑦᑎᒍ ᐊᑐᓕᖅᑎᑉᓪᓕᐊᒍᒫᕐᓂᐊᖅᓯᒪᒐᓗᐊᕐᒥᔭᕗᑦ ᐊᓯᐊᒍᑦ ᐱᓕᕆᐊᕆᔭᑦᑎᒍ ᐸᕐᓇᐅᑎᑦᑎᓐᓂ ᐊᒻᒪᓘᓐᓃᑦ ᐊᑐᐊᒐᐃᑦ ᑕᒪᒃᑯᐊ ᐊᑐᒐᒃᓴᓪᓕᐊᒍᒪᓂᐊᖅᓯᒪᔭᑦᑎᓐᓂ.
However, there are four main goals in the bill. We didn't make total changes to the education system, but for these four main reasons, if we tried to undertake the entire list of changes, it would require a larger undertaking than what we have identified or even result in different ideas that may have to be reconsidered, which would require agreement amongst the parties. However, based on what we have heard from Nunavummiut, they are listed in different areas outside of what we are trying to accomplish, even issues not in the proposed legislation, but it may be contained in our policies, our strategic plans, or within our diretives. That's what we tried to do. Thank you, Mr. Chairman.	ᑭᓯᐊᓂ ᑕᐃᒃᑯᐊ ᒪᓕᒐᖕᓴᓄᑦ ᑐᕌᖓᓗᐊᖅᑐᐃᑦ ᓯᑕᒪᓂᒃ ᑐᕌᖓᓂᖃᓗᐊᖅᓯᒪᓚᐅᕐᒪᑕ ᑕᐃᒪᓐᓂᓕᒫᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒥ ᐊᓯᔾᔨᖅᓯᓇᓱᐊᓚᐅᖕᖏᓇᑦᑕ ᓯᕗᓂᐊᓂ. ᓯᑕᒪᓂᒃ ᐱᔾᔪᑎᖃᓗᐊᖅᑲᓪᓚᑕ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐊᑕᐅᑦᑎᒃᑯᑦ ᐱᓕᕆᐊᕆᓇᓱᐊᕐᓂᐊᕐᓗᒍ ᐊᖏᔫᖓᔪᐊᕐᕈᓗᒻᒥᒃ ᐱᔭᕆᐊᖃᕋᔭᕐᒪᑦ ᐊᒻᒪᓘᓐᓃᑦ ᐊᔾᔨᒌᓐᖏᑦᑐᓂᒃ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᓴᒃᑲᓐᓂᕐᓂ ᐊᖏᖅᑲᑎᒌᒍᑎᒋᒋᐊᖃᕋᔭᖅᑕᑎᓐᓂ ᐱᑕᖃᕆᐊᖃᕐᒪᑦ. ᑭᓯᐊᓂ ᑕᐃᒃᑯᐊ ᑐᓴᖅᓯᒪᔭᕗᑦ ᑕᖅᑳᓐᖓᒐᑦ ᓄᓇᕗᒻᒥᐅᓂᒃ ᑕᒪᒃᑯᐊ ᐊᔾᔨᒌᓐᖏᑦᑐᓄᑦ ᐱᓕᕆᐊᕆᔭᑦᑎᓐᓂ ᒪᓕᒐᐅᑉ ᐃᓗᐊᓃᓐᖕᒋᒃᑲᓗᐊᖅᐸᑦ ᐊᑐᐊᒐᑦᑎᓐᓂ ᐸᕐᓇᐅᑎᑦᑎᓐᓂ ᑐᑭᒧᐊᒍᑎᑦᑎᓐᓂ ᐊᑐᕋᓱᐊᖅᐸᒻᒥᔭᕗᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Nakashuk.	**ᐃᒃᓯᕙᐅᑖᖅ**: ᒫ'ᓇ. ᒥᔅ ᓇᑲᓱᒃ.

Ms. Nakashuk (interpretation): Thank you. This is my last question for Ms. Kotierk. In her September letter, it mentions inclusive education. I'll read the (interpretation ends) first paragraph (interpretation) in English. It states, (interpretation ends) "The Department needs to recognize that, although statistics are not readily available, special needs students likely make up a significant majority of Nunavut students. For that reason alone, more attention needs to be paid to delivering them an education equivalent to other students." (interpretation) It states here that it has not been fully studied, but there are a large number of special needs students in Nunavut. I would like to get clarification. Has that been recognized through studies or research? Thank you, Mr. Chairman.	**ᓇᑲᓱᒃ**: ᖁᔭᓐᓇᒦᒃ. ᒥᕐ ᑰᑦᑎᕐᒧᑦ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ ᐊᒻᒪᓗ ᑮᓪᒍᑦᑕᖅᐹᖕᒍᓗᒍ ᑎᑎᖅᑲᖓ ᑎᑎᕋᓚᐅᖅᓯᒪᔭᖓ ᓰᑏᕝᕙᒥ. ᐅᕙᓂ Inclusive Education ᒥᒃᓵᓄᑦ ᐅᖃᐅᓯᖃᖅᓯᒪᒻᒪᑦ ᓯᕗᓪᓕᖅᐹᖅ ᑎᑎᕋᖅᓯᒪᓂᖓ, ᐅᓇ ᖃᓪᓗᓈᓂᑐᑦ ᐅᖃᓖᕐᓂᐊᕋᒃᑯ ᐅᖃᖅᓯᒪᒻᒪᑦ. (ᑐᓵᔨᑎᒍᑦ) ᐱᓕᕆᕝᕕ ᐃᓕᓭᖅᓯᓯᒪᔪᕆᐊᖃᕐᒪᑦ ᑖᒃᑯᐊ ᓈᓴᐅᑏᑦ ᐊᑐᐃᓐᓇᐅᓗᐊᓐᖏᒻᒪᑕ ᑕᒪᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᔪᕆᐊᓖᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐅᓄᕐᓂᓭᒪᕆᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᓂ ᓄᓇᕗᒻᒥ ᑖᓐᓇ ᐱᔾᔪᑎ ᑎᑎᕋᕆᓪᓗᒍ ᑖᓐᓇ ᓵᖕᖓᔭ ᐊᔾᔨᐅᒥᔭᕆᐊᓕᒃ ᑖᓐᓇ ᓇᓕᒧᑦᑐᒥ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᕐᑯᓪᓗᒋᑦ ᐊᓯᖏᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᓂ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᑕᕝᕙᓂ ᐅᖃᖅᓯᒪᒻᒪᑦ ᖃᐅᔨᓴᖅᑕᐅᓂᒃᑰᓪᓚᕆᔅᓯᒪᓐᖏᑦᑑᕆᓗᐊᖅ ᑖᓐᓇ ᑭᓯᐊᓂᒎᖅ ᐊᒥᓱᐃᑦ ᓄᓇᕗᒥ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕆᐊᖃᓪᓚᕆᑦᑐᓂ ᐱᑕᖃᒻᒪᖁᒎᖅ ᐃᒪᐃᓕᖓᒻᒪᑦ ᖃᐅᔨᓴᖅᑕᐅᔾᔪᑎᖏᓐᓂᒃ ᑖᓐᓇ ᐃᓕᓭᕆᔭᐅᓯᒪᒻᒪᑦ ᑕᐃᒪᓕᕙ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for that question. We all know that many students don't graduate in Nunavut, and the example I used earlier is that they are like expelled students because Inuit language or culture are not recognized within the school.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᕙᕐᒪ. ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᑦ ᖃᐅᔨᒪᒐᑦᑎᒍᑦ ᐃᓱᓕᑦᑎᕐᑲᑦᑕᓐᖏᑦᑐᑦ ᐅᓄᖅᑑᖓᒪ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. ᐆᒃᑑᑎᒋᖅᑲᐅᓪᓗᒍᓗ ᐃᓚᖏᑦ ᐊᓂᑕᐅᔪᖅᑎᑐᑦ ᐱᖃᑦᑕᕐᒪᑕ ᐃᓕᓭᖅᓯᖃᑦᑕᖏᓐᓂᑯᒧᑦ ᖃᓄᖅ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐅᑦᑑᓐᓃᑦ ᐱᖅᑯᓯᖓ ᐊᑐᖅᑕᐅᓐᖏᓗᐊᕐᓂᖓᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ.
Even though that's the case, it's clear that some students need more help. Whether it's the lack of teachers or when teachers have to work on their own curriculum, they don't have time to really help students. Due to that reason, students should be our primary focus on the assistance they require within the schools, such as resources within each school that can provide support for our students. Also, the different departments have different mandates and advocacies. Through careful research and review, as we have been provided information by regular citizens, they are being stressed due to the lack of support and assistance for their children who are students experiencing hardship or not	ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒋᑦ ᐃᓚᖏᑦ ᓇᓗᓇᐃᖏᑦᑐᖅ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕆᐊᓕᐅᕙᓗᐊᑦ ᐃᓕᓴᐃᔩᑦ ᐊᒥᒐᕐᓂᖏᓐᓄᑦ ᐅᑉᐱᓘᓐᓃᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᒃ ᐱᓕᕆᐊᖃᕆᐊᖃᕐᓂᖏᓐᓄᑦ ᐃᓖᓐᓂᒃᑯᑦ ᑲᒪᑦᑎᐊᕈᓐᓇᐃᓪᓕᖃᑦᑕᕐᒥᖓᒪᑕ. ᑕᐃᒪᐃᒻᒪᑦ, ᐃᓕᓐᓂᐊᖅᑐᑦ ᐃᓱᒪᒋᔭᐅᖅᑳᕐᓗᑎᑦ ᖃᓄᖅ ᐃᑲᔪᖅᓱᖅᑕᐅᑲᓐᓂᕆᐊᖃᕐᒪᖔᓐ. ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐃᑲᔪᕈᓐᓇᖅᑐᓂᒃ ᓴᖅᑭᑉᕕᐅᒃᑲᓐᓂᕐᓗᑎᒃ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᐊᔾᔨᒌᓐᖏᑦᑐᑦ ᐊᕕᒃᑐᖅᑕᐅᓯᒪᔪᑦ ᒐᕙᒪᐅᑉ ᐃᓗᐊᓂ ᐊᔾᔨᒌᓐᖏᑦᑐᓂᒃ ᑎᒍᒥᐊᖅᑲᑦᑕᕐᒪᑕ. ᖃᐅᔨᓴᕐᓂᕐᒥᒃ ᐊᑐᑦᑎᐊᕐᓗᑎᒃ ᓇᓗᓇᐃᖏᒻᒪᑦ ᑐᓴᖅᑎᑕᐅᖃᑦᑕᖅᐸᑕᓗ ᐃᓄᑐᐃᓐᓇᕐᓂᒃ ᐊᒃᓱᕈᖅᑎᑕᐅᖃᑦᑕᕐᓂᕐᒥᖕᓂᒃ. ᐃᓕᓐᓂᐊᖅᑐᕐᑯᑎᖃᖅᐸᓂ

receiving any support. Once a student goes through that hardship, they lose interest in attending school.	ᐃᑲᔪᖅᑕᐅᓐᖏᓗᐊᓕᖄᖕᒐᑦ ᑕᕝᕙᓕ ᐊᒃᓱᕈᓕᕐᒪᑦ ᐃᓕᓐᓂᐊᕆᐊᕈᒪᑦᑎᐊᖃᑦᑕᕈᓐᓃᕐᓂᖏᓐᓂᒃ ᑐᓴᐅᒪᑎᑕᐅᖃᑦᑕᕐᒥᒐᑦᑕ.
As a matter of fact, a news story spoke about students who experience hardship are often asked by the school administrators to stop attending school courses. This showcases the lack of support and resources. Any person in the world has the right to attend school if they wish to do so. Anyone in Nunavut should be able to attend school, even if they have a learning disability. They must receive the extra support to make it inclusive. We also found through research that there is also a lack of mental health services. If a student has difficulty learning, they should receive more support if their needs were identified. Since their needs have not been identified, they are not provided support. We identified that as the students who go through hardship. Thank you.	ᐊᒻᓛᒃ ᐱᕙᓪᓕᐊᔪᒃᑯᑎᒍᑦ ᓇᓄᓇᐃᖅᑕᐅᔪᖃᖅᓯᒪᓚᐅᕐᒥᔪᖅ ᐊᒃᓱᕈᕐᓇᖅᑐᒃᑰᖃᑦᑕᖅᑐᖅ ᐃᓕᓐᓂᐊᖅᑐᖅ ᐃᓕᓐᓂᐊᕆᐊᖁᔭᐅᖃᑦᑕᕈᓐᓃᖅᑐᕕᓂᖅ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓕᓐᓂᐊᕐᕕᒃᑯᓐᓂ. ᑖᓐᓇ ᐃᑲᔫᑎᒃᓴᓂᑦ ᐱᑕᖃᓐᖏᓗᐊᕐᓂᖏᓐᓄᑦ. ᑕᐃᒪᐃᒻᒪᑦ, ᑭᓇᑐᐃᓐᓇᑦᑎᐊᖅ ᓯᓚᕐᔪᐊᒥ ᐃᓅᔪᖅ ᑭᓇᑐᐃᓐᓇᑦᑎᐊᖅ ᐃᓕᓐᓂᐊᕆᐊᕈᒪᒃᐸᑦ ᐱᔪᓐᓇᐅᑎᖃᕐᒪᑦ ᐃᓕᓐᓂᐊᕈᓐᓇᕐᓗᓂ. ᑕᐃᒪᐃᒻᒪᑦ ᓄᓇᕗᒻᒥᑦᑕᐅᖅ ᑭᓇᑐᐃᓐᓇᖅ ᐃᓕᓐᓂᐊᕆᐊᕈᓐᓇᕆᐊᖃᕋᓗᐊᖅᐳᖅ ᐊᔪᕈᑎᖃᕋᓗᐊᖅᐸᑦ ᐃᓕᓐᓂᐊᕐᓂᒃᑯᑦ ᐊᒃᓱᕈᕐᓇᖅᑐᒃᑯᑦ ᐃᑲᔪᖅᓱᖅᑕᐅᑲᓐᓂᕆᐊᖃᕋᓗᐊᖅᐸᑦ ᐃᑲᔪᖅᓱᖅᑕᐅᑲᓐᓂᕆᐊᖃᖅᑐᖅ. ᑐᓴᐅᒪᖃᑦᑕᕋᑦᑕᓘᓐᓃᑦ ᖃᐅᔨᓴᕐᓂᒃᑯᑦ ᐃᓗᐊᖅᓴᐃᔨᒃᑯᑦ ᐱᑕᖃᓐᖏᓗᐊᕐᓂᖏᓐᓄᑦ ᐃᓚᖏᑦ ᐃᓱᒪᒋᔭᐅᔫᒐᓗᐊᑦ ᑕᐃᒪᓐᓇ ᐊᒃᓱᕈᕐᓇᖅᑐᒥᒃ ᐃᓕᓐᓂᐊᕋᓱᒃᑲᓗᐊᖅᑐᑎᒃ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕈᓐᓇᕋᔭᓚᐅᖅᑰᒐᓗᐊᑦ ᓇᓄᓇᐃᖅᑕᐅᑦᑎᐊᕐᓂᖅᐸᑦ ᓇᓄᓇᐃᖅᑕᐅᓯᒪᓐᖏᓐᓂᖏᓐᓄᑦ ᖃᓄᐃᒋᔭᐅᓐᖏᑦᑐᑦ ᐃᑲᔪᖅᓯᑕᐅᓐᖏᑎᐊᕐᒪᕆᓕᖅᓱᑎᒃ. ᐊᒃᓱᕈᖃᑦᑕᖅᑐᑦ ᑕᐃᒃᑯᐊ ᐃᓱᒪᒋᓪᓗᑎᒍ ᑖᓐᓇ ᓇᓄᓇᐃᓚᐅᖅᑕᕗᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Ms. Nakashuk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᔅ ᓇᑲᓱᒃ.
Ms. Nakashuk: I’m done for now. (interpretation) Thank you.	**ᓇᑲᓱᒃ** (ᑐᓵᔨᑎᒎᑦ): ᑕᐃᒫᖅᑐᖓ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ.
Chairman: My apologies, Ms. Nakashuk. Maybe I’ll turn it to the Minister to comment or even confirm because the question that Ms. Nakashuk was asking was with regard to the September 11 letter from Nunavut Tunngavik and the statement was “…special needs students likely make up a significant majority of Nunavut students.” Does the Department of Education have any data or evidence to support this statement, either way, regarding the proportion of special needs students within the schools? Minister.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒎᑦ): ᒪᒥᐊᓇᖅ, ᒥᔅ ᓇᑲᓱᒃ. ᒥᓂᔅᑕᒧᖅᑲᐃ ᑐᓂᑲᐃᓐᓇᕈᒃᑯ ᐅᖃᐅᓯᔅᓴᖃᕐᕕᒋᐸᐸᒍ ᐅᕝᕙᓘᓐᓃᑦ ᑖᓐᓇ ᒥᔅ ᓇᑲᓲᑉ ᐊᐱᖅᑯᑎᒋᖅᑲᐅᔭᖓ ᓯᑎᕝᕙ 11 ᑎᑎᖅᑲᕆᓚᐅᖅᑕᖏᓐᓂ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᐅᖃᖅᓯᓚᐅᕐᒪᑕ ᑕᒪᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕆᐊᑖᑦ ᐅᓄᕐᓂᖅᓴᕐᕙᐊᖑᔪᒃᓴᐅᒻᒪᑕ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑏᑦ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓈᓴᐅᑎᖅᑯᑎᖃᖅᐹᑦ ᑎᑎᖅᑲᖅᑯᑎᖃᖅᐹᑦ ᑖᓐᓇ ᐅᖃᐅᓯᐅᔪᖅ ᐃᑲᔪᖅᓯᕐᓗᒍ ᐅᕝᕙᓘᓐᓃᑦ ᓇᓕᐊᓐᓄᑐᐃᓐᓇᖅ ᑖᓐᓇ ᑕᒪᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕆᐊᑖᑦ ᐃᓕᓐᓂᐊᕕᑦᑕ ᐃᓗᐊᓂ? ᒥᓂᔅᑕ.
Hon. David Joanasie: Thank you, Mr. Chairman. I would point to the individual student support plans that are developed through the Maplewood system, so that	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ** (ᑐᓵᔨᑎᒎᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᓐᓇ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᐊᑕᐅᓯᐅᓈᖅᑎᓪᓗᒋᑦ ᐃᑲᔪᖅᓱᐃᔾᔪᑎ Maplewood System-ᖑᓂᕋᖅᑕᐅᔪᒃᑯᑦ ᐋᖅᑭᑦᑕᐅᓯᒪᒻᒪᑦ

would amount to how many students have specific needs in their learning development. We would have to compile the information, but we do track those types of information. If the Committee would agree, I could provide that within the next couple of days. Thank you, Mr. Chairman.	ᖃᔫᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᖃᓄᖅ ᐃᑲᔪᖅᑕᐅᔭᓇᐊᖅᑲᖅᒪᖕᒫᑕ ᐃᓕᓐᓂᐊᕐᕕᓕᐊᑎᓪᓗᒋᑦ. ᑖᒃᑯᐊ ᓄᐊᑦᑕᓇᐊᖅᑲᖁᔭᖅᑕᕗᑦ ᓈᓴᐅᑏᑦ ᑭᓯᐊᓂ ᖃᐅᔨᒪᕗᓪᓕᐊᓂᖅᑲᑦᑕᖅᑕᖁᓗᐊᕗᑦ ᑕᐃᒪᐃᑦᑐᑦ. ᑲᑎᒪᔨᖁᓖᑦ ᐊᖏᕈᓐᓇᖅᐸᑕ ᑖᒃᑯᐊ ᑕᒫᓂ ᐅᓪᓘ ᒪᕿᓂᐊᖅᑐᓂᒃ ᐱᑕᖃᖅᑎᑦᑎᔪᓐᓇᖅᓗᑕ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman: Sure and thank you for the offer for more information. I think the other thing that needs to be discussed or better understood is what is considered a special needs student. That's also another kind of cloudy area that I think the Committee would appreciate better understanding.	**ᐃᒃᓯᕙᐅᑕᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐊᐃ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᑐᓂᓯᒃᑲᓐᓂᕈᒪᓪᓚᕕᑦ. ᑕᐃᒪᓗ ᐅᓇᒃᑲᓐᓂᖅ ᐅᖃᐅᓯᕆᒃᑲᓐᓂᕆᐊᖅᑰᖅᒪᑦ ᑐᑭᓯᒃᑲᓐᓂᕆᐊᖅᑕᕗᑦ ᖃᓄᖅ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕆᐊᓖᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᖃᓄᐃᑦᑑᓂᖁᖅᑕᐅᒻᒪᑕ? ᑖᓐᓇ ᑐᑭᓯᓇᓱᐅᖅᓂᖅ ᑲᑎᒪᔨᖁᓖᓂ ᖁᔭᒋᔭᐅᒐᔭᖅᑰᖅᑐᖅ.
(interpretation) Even though I still have names on my list, Ms. Angnakak will start with her questions after lunch. Recognizing the clock, we will take a break and return at 1:30. Thank you.	(ᑐᓵᔨᑎᒎᕐᓃᖅᑐᖅ) ᑕᐃᒪ ᐊᑎᖁᑎᖅᑲᖁᓗᐊᖅᓱᖕᒐ ᕼᐅᓕ, ᒥᔅ ᐊᖅᓇᒃᑲᖅ ᐅᓪᓗᑭᖅᒥᑕᖅᓂᐅᕿᓂᒃᐸᑦ ᐱᒋᐊᖅᑎᑦᑎᔩᒫᖅᒪᑦ ᑲᑎᒪᓐᓂᕆᐊᓯᑎᓐᓂᒃ. ᒫᓐᓇ ᖃᐅᔨᕼᐊᐅᓪᓕ ᐃᓕᑕᕆᓗᒍ ᓄᖅᑲᖓᓚᐅᑲᖕᓂᐊᖁᑦᑕ 1:30 ᐅᑎᕐᓂᐊᖅᑐᑕᓗ. ᒪ'ᓇ.
>>Committee recessed at 11:59 and resumed at 13:31	*>>ᑲᑎᒪᔩᑦ ᓄᖅᑲᖓᕙᐃᓐᓇᖅᑐᑦ 11:59ᒥ ᑲᔪᓯᓪᓗᑎᓪᓗ 13:31ᒥ*
Chairman (interpretation): Good day. We are going to resume our hearing on Bill 25 as the Standing Committee on Legislation. We have invited (interpretation ends) President Aluki Kotierk, (interpretation) who is representing Nunavut Tunngavik. Members still have questions to ask. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᐅᐸᓗᑦᓯᐊᖅ. ᑲᑎᒪᓂᓴᖅᐳᑦ ᐱᒋᐊᒃᑲᓐᓂᖅᓂᐊᓕᖅᒥᖕᒪᑦ ᐃᓛᒃ ᐅᑎᖅᕼᐃᒪᓕᖅᒥᒐᑉᑕ ᐆᒥᖕᒐ ᒪᓕᒐᒃᕼᐊᒃ 25 ᒥᒃᕼᐋᓄᑦ ᑲᑎᒪᓂᖅᑲᖅᑎᓪᓗᑕ ᑲᑎᒪᔨᖁᓖᖕᒍᐃᓐᓇᖅᑐᑎᒍᑦ ᒪᓕᒐᒃᕼᐊᓕᓇᓂᐅᑉ ᒥᒃᕼᐋᓄᑦ. ᐅᓇ ᖃᐃᖁᔭᐅᕼᐃᒪᔪᖅ ᐅᖃᓪᓚᒋᐊᖅᑐᖅᕼᐃᒪᔪᖅ ᐊᖓᔪᖅᑳᖅ ᐊᓗᑭ ᑰᑎᖅ, ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᓐᓂ ᑭᒡᒐᖅᑐᐃᔪᖅ. ᑕᐃᒪ ᐊᐱᖅᑯᕼᐃᒃᕼᐊᖅᑕᖃᖅᑲᒪᑕ ᕼᐅᓕ ᑲᑎᒪᔩᑦ. ᒥᔅ ᐊᖅᓇᒃᑲᖅ.
Ms. Angnakak (interpretation): Thank you. Welcome. I was pleased to hear the various questions and responses this morning. I am going to now ask questions, although they are not too many.	**ᐊᖅᓇᒃᑲᖅ**: ᖁᔭᓐᓇᒦᒃ. ᑐᓐᖓᓱᑭᔅᓯ. ᐅᓪᓛᖅ ᖁᕕᐊᒋᖅᑲᐅᔭᖁ ᑐᓵᖅᑲᑦᑕᖅᑐᖕᒐ ᐊᐱᖅᓱᑕᐅᖅᑲᑦᑕᖅᑐᓂᒃ ᐊᒻᒪᓗ ᑭᐅᔭᐅᖅᑲᑦᑕᖅᑐᓂᓗ. ᐅᕙᖕᒐᓕ ᐊᐱᖅᓱᓂᐊᓕᖅᒥᒐᒪ ᐊᒥᓲᓗᐊᓐᖏᑦᑑᒐᓗᐊᓂᒃ.
(interpretation ends) Bilingual *ammalu* Inuktitut language of instruction (interpretation) are not the same thing. The government tends to use the phrase (interpretation ends) "bilingual instruction." (interpretation) When I read Nunavut Tunngavik's submission, you described that	Bilingual ᐊᒻᒪᓗ Inuktitut Language of Instruction, ᑖᒃᑯᐊ ᐊᔾᔨᒌᓐᖏᒻᒪᑎᒃ. ᒐᕙᒪᒃᑯᑦ ᐊᑐᖅᑕᑦᑕᖁᖕᒐᑕ Bilingual Instruction ᐊᒻᒪᓗ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᑎᑎᖁᓂᖅᓇᓯᖕᒋᑦ ᐅᖃᓚᒫᖅᑐᒋᑦ ᐃᒪᐃᓕᖕᒐᓱᒍᖕᒪᑦ

Inuktut (interpretation ends) must be the language of instruction. (interpretation) I feel they are not the same thing. Can you explain that? With it being written that way, are you trying to say that English is not important and that only Inuktitut is important? What are you trying to say there? Thank you, Mr. Chairman.	ᐃᓄᒃᑐᑦ must be the language of instruction. ᑖᒃᑯᐊ ᐊᔾᔨᒌᓐᓂᕕᐅᑎᒻᒪᑎᒃ. ᑖᓐᓇ ᐅᖃᐅᓯᕆᑲᐃᓐᓇᕈᓐᓇᖅᑭᐅᒃ ᓰᕐᓗ ᑕᐃᒫᒃ ᑎᑎᕋᖅᓯᒪᑎᓪᓗᒍ ᐅᖃᕋᓱᑉᐱᓰ ᖃᓪᓗᓈᑎᑐᑦ ᐱᒻᒪᕆᐅᓐᖏᑦᑐᑦ ᐃᓄᑦᑎᑐᑦ ᕿᓯᐊᓂ ᑕᐃᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᑦ? ᖃᓄᖅ ᐅᖃᕋᓱᑉᐱᓯ ᑕᐃᒪᐃᓕᙱᑎᓪᓗᒍ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᙳᐊᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I also thank the Member for her question. When I think about individuals teaching primarily in the Inuktitut language, we encourage them to continue and we support their efforts. We all know that when people use their first language to learn any subject, and here I am not just referencing Inuit people but whichever people's first language, when it is used as the language of instruction, then they tend to be more accomplished in their studies and it allows students to learn new languages.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᑖᓐᓇᓗ ᐊᐱᕆᙵᑦ ᖁᔭᓐᓇᒦᒃ. ᑖᒃᑯᐊᓕ ᐃᓱᒪᒋᓪᓗᒋᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐊᑐᖅᓗᑎᒃ ᐃᓕᓴᐃᖃᑦᑕᖅᑐᑦ ᑖᓐᓇ ᑲᔪᙱᖅᓴᖅᑕᕗᑦ ᐃᑲᔪᖅᓱᖅᑕᕗᑦ. ᖃᐅᔨᒪᒐᑦᑕ ᐅᖃᐅᓯᕐᖓᐅᑕᕐᒥᓂᒃ ᑭᓇᑐᐃᓐᓇᖅ ᐃᓄᖕᓄᑐᐊᖅ ᐅᖃᐅᓯᖃᓐᖏᒻᒪᕆᒃᓱᖕᖓ. ᑭᓇᑐᐃᓐᓇᑦᑎᐊᖅ ᐅᖃᐅᓯᕐᖓᐅᑕᕐᒥᓂᒃ ᐊᑐᕐᓗᓂ ᐃᓕᓐᓂᐊᕆᐊᖃᑦᑕᖅᐸᑦ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᓂᒃ ᐱᕚᓪᓕᕐᓂᖅᓴᐅᔪᓐᓇᕐᒪᑦ ᐊᒻᒪᓗ ᐊᔾᔨᒋᓐᖏᑕᖏᓐᓂᒃ ᐅᖃᐅᓯᕐᓂᒃ ᐃᓕᓐᓂᐊᒃᑲᓂᕈᓐᓇᖅᓱᓂ.
However, with the way our education system plods along today, in thinking of the actual practices, they push students to the second languge before the students have firmly learned Inuktitut writing and reading skills and enriched their vocabulary. When they have a weak foundation in their mother tongue and they are thrust into learning a second language such as English, it strips away their foundational language, which is quite noticeable. It has been studied and researched in different places throughout the world, and we urgently ask that it be added.	ᕿᓯᐊᓂ ᒫᓇᐅᓕᖅᑐᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐃᓱᒪᒋᓪᓗᒍ ᐋᖅᑭᐅᒪᓂᖓ ᐃᓕᑦᑎᐊᓚᐅᓐᖏᕐᓱᑎᒡᔫᓐᓃᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐊᑐᓕᑦᑎᐊᓚᐅᓐᖏᕐᓱᑎᒡᔫᓐᓃᑦ ᑎᑎᕋᐅᓯᕐᒥᒃ ᐅᖃᓕᒫᕆᐅᖅᓴᕐᓂᕐᒥᒃ ᐅᖃᐅᓯᕐᒥᒃ ᐊᓯᐊᓄᑦ ᓴᖐᓕᖅᑲᑦᑕᖅᑎᓪᓗᒋᑦ ᖃᓪᓗᓈᑎᑐᑦ ᑖᓐᓇ ᐋᔭᐃᕙᓪᓕᐊᓂᖓ ᓴᖅᑮᔭᖅᑲᑦᑕᕐᒪᑦ. ᐊᔾᔨᒌᓐᓂᑦᑐᒃᑯᑦ ᓯᓚᕐᔪᐊᕐᒥ ᕿᒥᕐᕈᔭᐅᓯᒪᙱᑦ ᐃᓚᒋᐊᓂᕐᒧᑦ ᐊᔭᐅᖅᑐᐃᔪᒍᑦ.
In thinking of the reality here in Nunavut, Inuit form the majority of the population and Inuktitut is the mother tongue for many of us. Therefore we need to have students well grounded in their primary language and to use Inuktitut as the language of instruction.	ᐃᓱᒪᒋᓪᓗᒍ ᑕᒫᓂ ᓄᓇᕗᒻᒥ ᐅᓄᕐᓂᖅᐹᖑᔪᑎᓪᓗᒋᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᕐᖓᐅᑕᖓ ᐃᓄᐃᑦ ᐅᖃᐅᓯᕆᖕᒪᒍ. ᑕᐃᒪᐃᒻᒪᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᑐᓐᖓᕕᖃᑦᑎᐊᕐᓗᑕ ᐊᑐᖅᑕᐅᓗᓂ ᐃᓕᓴᖅᑎᑕᐅᓗᑎᒃ

Once they have that strong foundation, they have an easier time learning English, which will be taught irrespective of Inuktitut as the world primarily uses the English language.	ᖃᓪᓗᓈᑎᑐᑦ ᐃᓕᓐᓂᐊᕐᓂᐊᕐᒥᖓᑕ. ᓯᓚᕐᔪᐊᒥ ᖃᓪᓗᓈᑐᑦ ᐊᑐᖅᑕᐅᕗᖓᑦ.
Students can become quite accomplished, and it is obvious that if the education system was properly structured within our schools, it would show how students with a strong linguistic foundation can undertake further courses if they also have a strong cultural identity within the curriculum offered. If any Inuk living in Nunavut or Canada is capable of speaking, writing and reading Inuktitut, they can also speak and read English and would graduate with ease. As a matter of fact, they would have a strong Inuit self-identity and of being a Canadian, as their foundation would be based on two strengths. That is our vision for Nunavut.	ᐊᔪᕈᓐᓃᕈᓐᓇᑦᑎᐊᖅᑐᑦ ᓇᓗᓇᓐᖏᕐᓱᓂᓗ ᐋᖅᑭᐅᒪᑦᑎᐊᖅᓯᒪᒃᐸᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᖃᓄᖅ ᐱᐅᓯᖃᕐᓂᐊᕐᒪᖔᑦ ᑐᓐᖓᕕᖃᑦᑎᐊᕐᓗᓂ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ. ᐃᓄᐃᑦ ᐱᖅᑯᓯᖏᓐᓂᔾᔪ ᑐᓐᖓᕕᖃᑦᑎᐊᕐᓗᓂ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᑭᓇᐅᔭᓐᓇᖅ ᐃᓅᓗᓂ ᑕᓕᓂ ᓄᓇᕗᒻᒥ ᑲᓇᑕᒥᐅᑕᐅᓗᓂ ᐃᓄᒃᑎᑑᕈᓐᓇᑦᑎᐊᕐᓗᓂ ᑎᑎᕋᕈᓐᓇᑦᑎᐊᕐᓗᓂ ᐅᖃᓕᒫᕈᓐᓇᑦᑎᐊᕐᓗᓂ ᖃᓪᓗᓈᑎᑑᕈᓐᓇᑦᑎᐊᕐᓗᓂᓗ ᐃᓱᓕᑦᑎᓇᔭᖅᑐᖅ. ᐊᒡᓛᑦ ᖃᐅᔨᒪᑦᑎᐊᖁᔭᖅᑐᖅ ᐃᓅᓂᕐᒥᓂᒃ ᑲᓇᑕᒥᐅᑕᐅᓂᕐᒥᓂᓪᓗ ᖃᐅᔨᒪᑦᑎᐊᕐᓗᓂ ᐊᑐᓂ ᐱᓯᒪᔭᐃᓐᓇᕆᓗᓂᒋᒃ. ᑕᐃᒪᓐᓇ ᑕᐅᑐᖓᕆᔭᕗᑦ.
However, I would firstly explain that Inuit consider this a critical need in Nunavut to use Inuktitut as the language of instruction, but due to the shortage of teachers, it seems to be falling into the gaps of our current system. Thank you, Mr. Chairman.	ᑭᓯᐊᓂ ᓯᕗᓪᓕᖅᐹᒥᒃ ᐱᒻᒪᕆᐅᒋᓪᓗᑎᒍᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᐃᓕᓐᓂᐊᕈᓐᓇᕆᐊᖃᕐᓂᖏᓐᓂᒃ. ᑖᓐᓇ ᐊᒥᒐᕐᒪᑦ ᒫᓐᓇ ᐃᓕᓐᖠᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᐃᓗᐊᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ.
Ms. Angnakak (interpretation): Thank you. (interpretation ends) I have a document; I don't know if anybody else has it too. It is Inuktitut Language Arts, Language of Instruction Implementation, Department of Education Report. In there they go into the different models. We have the Qulliq Model, Immersion Model, and Dual Model. There are three models. In each of them, grades 10 to 12, in each of these models it says that 50 percent should be able to speak Inuktut and 50 percent English, like a bilingual education system is what they're proposing. I'm just wondering what the president thinks of that because that's the direction that the	**ᐊᕐᓇᒃᑲᖅ**: ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᕐ) ᑎᑎᖅᑲᖅᑕᖃᕈᓂ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᑦᑕ ᒥᔅᓵᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᓵᓕᐊᕆᔭᐅᒍᒪᔪᐃᑦ ᑕᐃᑲᓂ ᐃᓗᐊᓂ ᐃᓗᓕᑯᑖᔭᖏᓐᓂ ᖁᓪᓕᕐᒧᑦ ᐊᒻᒪ ᐃᑦᑕᖅᑕᐅᒍᓐᓇᕐᓂᖏᓐᓂᒃ ᖃᓄᒃᑲᓐᓂᖅ ᓃᕐᓗ ᐱᖓᓱᐃᓕᖅᑲᖓᒻᒪᑦ ᐃᓕᓐᓂᐊᕆᔅᓴᐅᓂᐊᖅᑐᐃᑦ ᖁᕝᕙᓯᖏᓐᓂᒃ ᖁᓖᑦ ᑎᑭᐅᑎᓗᒍ 12-ᒧᕐ. ᑕᒫᓂ ᓇᐸᖏᓐᓂᒃ ᐃᓄᒃᑐᑦ ᐱᑎᐅᖅᓯᒪᑎᐊᓖᑦ ᐊᒻᒪᓗ ᑕᒪᒃᑮᓐᓂᒃ ᐅᖃᐅᓯᕐᓂᒃ ᑎᒍᒥᐊᕈᓐᓇᕐᓗᑎᒃ ᓃᕐᓗ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒍᓐᓇᕐᓗᓂ ᑖᒃᑯᑎᒎᓇᖅ ᒪᕿᐃᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᒃᑎᒍᕐ. ᑕᒪᓐᓇ ᐃᓱᒪᖃᖅᐳᖓᓕ ᖃᓄᖅ ᐊᖓᔪᖅᑳᖓ ᐃᓱᒪᖃᕐᒪᖔᖅ ᑐᑭᑖᕈᑕᐅᓯᒪᒻᒪᑦ

Department of Education would like to go in.	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑕᐃᒪᓐᓇ ᓯᕗᒧᐊᒍᒪᒻᒪᑕ.
I'm really wondering also about the youth because I feel like we have heard a lot of "Kill Bill 25." We have heard a lot of reasons why. NTI and some of the DEAs have provided us with their submissions. We've had a few submissions from ordinary mothers, parents who have said they don't like the bill for these reasons. A lot of these were the same letters that were different signatures, but a lot of them were written the same way.	ᐊᒻᒪᓗ ᐃᓱᒪᒃᑲᖅᐳᖓ ᖃᐅᔨᒃᓴᕋᒪ ᑕᐅᑦᑐᖃᖅᑕᐃᓂᕆᔭᑦᑕ ᐃᑭᐊᖅᑕᕐᕕᒻᒪᑕ ᐅᖃᐅᓯᕐᒥᓂᒃ ᑲᔪᓯᒃᑲᓐᓂᓚᐅᖅᑐᐃᓐᓇᐅᔪᖅᐳᖓ. ᐊᑐᐃᓐᓇᐅᖅᑎᑦᑎᔪᓐᓂᐊᕋᑦᑕ ᐊᕐᓇᐃᑦ ᓄᓇᕗᒥᐅᑦ ᑐᕌᒐᕆᔭᖏᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑕᒪᐃᓐᓄᑦ ᓯᕗᒧᐊᖃᑦᑕᕆᔭᐅᖏᒃᑲᓗᐊᕐᒪᑕ. ᑕᒪᑐᒪᓂ ᐊᑐᓕᖁᔨᓂᐊᖅᑐᑦ ᐊᐅᓚᑦᑎᓂᖅ ᐊᒻᒪᓗ ᖃᓄᐃᓕᐅᕈᓐᓇᕐᓂᖅ ᐃᓕᓐᓂᐊᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐊᐃᑉᐸᖓᓂᒃ. ᐊᒻᒪᓗ ᖃᓄᐃᓕᐅᕈᓐᓇᕐᓂᖅ ᖃᐅᔨᒪᔭᐃᑦ ᐱᔪᓐᓇᖏᑦᑐᑦ. ᐃᒃᐱᒋᔪᓐᓇᖅᑐᑦ ᐃᓚᖏᑦ ᑎᑎᕋᖅᑕᐅᓯᒪᔪᑦ ᐊᓯᐊᒍᑦ ᐊᓪᓚᖅᑕᐅᓯᒪᓪᓗᑎᒃ ᑕᐃᒫᑦᑕᐅᖅ.
One thing that I really noticed is we're all in here talking about the youth. We're all in here talking about the future, but I haven't seen anything from the youth themselves independently. People say, "Oh, we talked to youth and they said this and they said that," but to actually hear from the youth, to hear what they think about some of these amendments that the department wants to put forward, some of the statements that NTI has put forward, it would be really interesting to get that perspective. I do feel that the voice of the youth themselves to say how they view all of this is missing. It's very important.	ᐃᓱᒪᒋᔭᕋ ᐃᑖᒃ ᐅᔾᔨᕆᔭᕋᓕ ᐅᑯᓃᑦᑐᐃᓐᓇᐅᒐᑦᑕ ᐅᑯᓂ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐅᕕᒃᑲᓂ ᐅᖃᐅᓯᖃᕋᑦᑕ ᓯᕗᓂᕐᓵᖑᓂᓪᓗ. ᑭᓯᐊᓂ ᑕᑯᓯᒪᓐᖏᓐᓇᒪ ᐃᒻᒥᒃᑯᑦ ᐅᕕᒃᑲᕐᓂ ᐃᒪᓐᓈᕈᑕᐅᑎᐊᖅᑐᓂᒃ ᑐᓂᔭᐅᓯᒪᓐᖏᓇᑦᑕ ᐊᒻᒪᓗ ᐅᖃᐅᓯᐅᖃᑦᑕᖅᓱᓂᓗ ᐅᕕᒃᑲᐃᑦ ᖃᐅᕐᓕᑭᐊᕐᖓᐃ ᐃᓱᒪᕙᑦ? ᑕᒪᒃᑯᐊ ᐋᖅᑭᑎᐊᕈᑕᐅᒍᒪᔪᐃᑦ ᓯᕗᒧᐊᑦᑕᐅᓯᒪᔪᐃᑦ ᑐᓂᔭᐅᓯᒪᔪᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᒻᒪᓗ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᓐᓄᑦ. ᑕᒪᓐᓇᖃᐃ ᑐᓴᕆᐊᒥᓇᕋᔭᖅᑕᕋ ᑕᒪᓐᓇ ᖃᐅᔨᒃ ᓂᐱᕆᔭᕐᕆᑕ ᐅᕕᒃᑲᐃᑦ ᐅᕕᒃᑲᑖᒃ ᐃᓐᓇᑖᒃ ᑕᒪᒃᑯᓂᖓ ᖃᐅᔨᒃ ᐃᓱᒪᒻᒪᕐᒫᑕ. ᐱᒻᒪᕆᐅᑎᒋᒐᒃᑯ.
I know and I understand why everybody is so passionate about this bill and the goals that we want to reach, but I feel like the biggest part of the picture is not really here. I'm wondering if perhaps both parties can comment on my statement about if they feel the same way that I do. Thank you.	ᖃᐅᔨᒪᒐᒪᓪᓗ ᑐᑭᓯᐊᓪᓗᖓᓗ ᓱᖃᐃᒻᒪ ᐃᑉᐱᒋᔭᒻᒪᕆᐊᓗᑦᑎᓐᓂᒃ ᑕᒪᔅᓱᒥᖓ ᐃᑉᐱᒍᓱᒻᒪᕆᒃᑲᑦᑕ ᒫᓇᐅᔪᖅ ᑕᒪᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ. ᑭᓯᐊᓂ ᓱᖃ ᐊᒥᒐᖅᓯᖅᑯᓯᒐᑦᑕ ᐅᓂᐅᖅᓯᓯᒪᔫᔭᖅᑐᑕ ᐅᕕᒃᑲᐃᑦ ᓂᐱᖏᓐᓂᒃ. ᐊᒻᒪᓗ ᐃᑖᒃ ᑖᒃᑯᐊᖃᐃ ᑕᒪᒃᑮᓂᒃ ᑕᒪᓐᓇᓕ ᖃᐅᔨᒃ ᐃᓱᒪᒋᔭᐅᒻᒪᖔᖅ ᓱᖃ ᐃᓱᒪᖃᖅᒪᖔᑕ ᐅᕙᖓ ᐃᑉᐱᒋᓯᒪᔭᕋᓂᑦᑕᐅᖅ ᑕᐃᒪᓐᓇ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. (interpretation ends) Ms. Angnakak, you kind of posed a question. Your first question was regarding the models of instruction and the fact that all of them end up with 50 percent Inuktitut and English at the grades 10 to 12 age levels. I'm going to let President Kotierk respond to that first. President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒎᑦ) ᐊᐱᕆᕙᓪᓚᐃᒐᕕᑦ ᓱᖃ ᐊᐱᕆᔭᐃᑦ ᐃᓕᓐᓂᐊᕈᑎᒋᔭᐅᓂᐊᖅᑐᐃᑦ ᖃᐅᔨᓐᓂᕆᔭᖓᓂᒃ ᐊᒻᒪᓗ ᓇᑉᐸᖕᒋᑕ ᐃᓄᒃᑐᑦ ᖃᓪᓗᓈᑎᑐᓪᓗ ᓇᑉᐸᒋᓂᐊᕐᓂᖕᒋᓐᓂᒃ ᐃᓕᓐᓂᐊᕈᑕᐅᓂᐊᕐᓂᖕᒋᓐᓂᒃ ᕿᑭᕆᓐᓂᖕᒋᑦ 12-ᒧᑦ ᐊᒻᒪ ᐅᑭᐅᖕᒋᑦ ᖃᓂᒌᓐᓂᖕᒋᓐᓂᒃ ᓱᖃ ᐅᑭᐅᖃᑎᒌᑦ ᐃᓕᓐᓂᐊᖅᑕᖕᒋᓐᓄᑦ ᒥᓵᓅᖓᔪᐃᑦ. ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.

Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for the question. My thinking is that in the higher grades, it’s very apparent students taught properly in Inuktut will also be taught in English. I’m from Igloolik and I could tell you that I have relatives who moved to Iqaluit and their children couldn’t speak English. As English is spoken more in this city, they picked up English very quickly.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᖕᒪᕐ. ᐃᓱᒪᒋᑦᓱᒍ ᑖᓐᓇ ᖁᑦᑎᓂᖅᓴᕐᓂᒃ ᐃᓕᓐᓂᐊᓕᕈᑎᒃ ᓇᓗᓇᙱᒻᒪᑦ ᐃᓄᒃᑎᑐᑦ ᐃᓕᓴᖅᑕᐅᖃᑦᑕᖅᓯᒪᓂᑰᓗᑎᒃ ᖃᑉᓗᓈᑎᑐᑦ ᐃᓕᓯᒪᔭᕆᐊᕐᓂᐊᕐᒥᖕᒪᑕ. ᑭᓇᑐᐃᓐᓇᖅ ᓄᑕᕋᑯᓗᒃ ᐅᐢᐲᕐᓇᕐᒪᓪᓗᓐᓃᑦ ᐃᒡᓗᓕᖕᒥᐅᑕᒃᓴᔭᐅᒐᒪ, ᐃᓚᒐ ᑕᒪᐅᖓ ᓄᒃᑎᓚᐅᖅᓯᒪᖕᒪᑦ ᐃᖃᓗᖕᓄᑦ, ᕿᑐᙳᖕᒋᑦ ᖃᑉᓗᓈᑎᑑᕈᓐᓇᖕᒋᕐᒍᑎᒃ. ᑕᒫᓃᒃᑲᒥᒃ ᕿᓚᒥᑯᓗᒃ ᑕᒫᓂ ᖃᑉᓗᓈᑎᑑᕐᓂᖅᓴᐅᖃᑦᑕᕐᒪᑕ ᑕᒫᓂ ᐃᖃᓗᖕᓂ. ᕿᓚᒥᐊᓗᒃ ᖃᓗᓐᓈᑎᑑᓕᓚᐅᖅᑐᖅ.
I’m not too concerned about the ability to speak English; I’m not concerned about English not being taught in school, but I know of its benefits. In Nunavut, in the workplaces, in the government, the English language is used almost everywhere. I’m not saying that we should do away with teaching English, but I’m saying that we need to strengthen the Inuit language so that it is more prominent within the system and not just taught a certain amount of hours per week. We can approach the Inuit language holistically because we are not just talking about the spoken word, if that’s how you can understand me. Thank you, Mr. Chairman.	ᖃᑉᓗᓈᑎᑑᕈᓐᓇᕐᓂᕐᓕ ᐃᓱᒫᓗᒋᖕᒋᑦᑎᐊᖅᑕᖅ; ᐃᓕᓐᓂᐊᕐᕕᐅᐸ ᐃᓗᐊᓂ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓪᓚᓇᖕᒋᒃᑲᓗᐊᕈᑎᒃ ᐃᓱᒫᓘᑎᒋᖕᒋᑕᖅ, ᑭᓯᐊᓂ ᐊᑑᑎᖃᕐᓂᖕᒐᓂᒃ ᖃᐅᔨᒪᔪᖕᒐ. ᓯᓚ ᓄᓇᕘᑦ ᐃᓗᐊᓂ, ᑎᑎᕋᕐᕕᐅᐸ ᐃᓗᐊᓂ, ᒐᕙᒪᐅᐸ ᐃᓗᐊᓂ, ᓇᒥᓗᒃᑖᖅ ᖃᑉᓗᓈᑐᑦ, ᖃᑉᓗᓈᑦ ᐅᖃᐅᓯᖕᒐ ᐊᑐᖅᑕᐅᖖᒍᓂᖅᐹᖕᒍᐃᓐᓇᕐᒪᑦ ᓯᓚ. ᑕᐃᒪᐃᒻᒪᕐ, ᐅᖃᖕᒋᑦᑐᖕᒐ ᖃᑉᓗᓈᑎᑐᑦ ᐃᓕᓐᓂᐊᕈᓐᓃᕆᐊᖃᕐᓂᖕᒋᓐᓂᒃ, ᑭᓯᐊᓂ ᐅᖃᖅᑐᖕᒐ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖕᒐ ᓴᙱᑦᕕᑎᑕᐅᔪᓇᐊᓕᒃ, ᓴᖅᑭᔮᖅᑎᑕᐅᓗᓂ ᐊᑐᖅᑕᐅᓗᓂ. ᐃᓄᒃᑎᑐᑦ ᐃᓕᓐᓂᐊᓚᐅᐱᓪᓚᑐᐃᓐᓇᖅᐸᖕᒋᓪᓗᑎᒃ ᐱᓇᓱᐊᕈᓯᐅᐸ ᐃᓗᐊᓂ. ᑭᓱᓕᒫᑦ ᐃᓗᐃᑦᑑᖕᒪᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖕᒐ, ᑭᓱᓕᒫᑦᑎᐊᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖕᒐᓂᒃ ᐊᑐᕐᓗᓂ ᐃᓕᓐᓂᐊᖅᑕᐅᕙᓐᓇᕐᒪᑦ. ᑕᐃᒪᓐᓇ ᐅᖃᓪᓗᐊᑕᖅᐳᖕᒐ. ᑐᑭᓯᓇᕐᓂᕈᒪ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Angnakak’s other concern was about the youth who are within the education system currently and that they should be included in the process. What are your thoughts on that? (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. ᐊᒻᒪᓗ ᒥᔅ ᐊᕐᓇᒃᑳᖅ ᐅᖃᐅᕼᐃᒃᕼᐊᕆᓚᐅᕐᒥᔭᖕᒐ, ᐅᑯᐊ ᒪᒃᑯᒃᑐᑦ ᐃᓕᓐᓂᐊᖅᑐᑦ ᐃᓚᐅᑎᑕᐅᒋᐊᖃᕐᓂᖕᒋᓐᓂᒃ ᐅᖃᐅᕼᐃᖃᓚᐅᕐᒪᕐ. ᑕᒪᓐᓇᓕ ᖃᓄᖅ ᑭᐅᔾᔨᑎᒋᔫᓪᓗᐊᖅᐱᐅᒃ ᐃᕼᐅᒪᒋᔭᖃᖅᐱᔫᓐᓃᑦ ᖃᓄᖅ ᑕᒪᑐᒪ ᒥᒃᕼᐋᓄᑦ? (ᑐᓵᔨᑎᒍᑦ) ᐊᖕᒐᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I’m pleased to hear this question being raised. When we took a break for lunch, someone brought me documentation written by an Inuk child who is not even 10 years old. Their concern is that they want to learn the Inuit language in the school. That’s what we hear from different people.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᖁᕕᐊᒋᓪᓚᕆᒃᑕᕋ ᐊᐱᖅᑯᑕᐅᖕᒪᕐ. ᑕᒫᓂ ᓄᖅᑲᖓᓚᐅᒃᑎᓪᓗᑕ ᓂᕆᓐᓇᐅᑎᓪᓗᒍ ᓄᑕᕋᑯᓗᖕᒥᒃ 10-ᖑᖏᑦᑐᕐᔫᓐᓃᑦ ᑎᑎᕋᖅᓯᒪᔪᖏᑦ ᐅᕙᓐᓄᑦ ᓇᒃᓯᐅᔾᔭᐅᔫᖅᑲᐅᕐᒪᑕ ᐃᓄᖕᒥᒃ. ᐃᓱᒫᓗᒃᑐᕈᖅ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖕᒐᓂᒃ ᐃᓕᓐᓂᐊᕈᓐᓇᕈᒪᒐᓗᐊᖅᑯᓂ ᐃᓕᓐᓂᐊᕐᕕᐅᐸ ᐃᓗᐊᓂ, ᑕᐃᒪᓐᓇ ᑐᓴᖅᑎᑕᐅᖃᑦᑕᖅᑐᒍᑦ ᐊᔾᔨᒌᖏᑦᑐᓂᒃ.
In thinking about it, you are the decision-makers and if you feel that there is something missing, if you want to hear more from	ᐃᓱᒪᒋᓪᓗᒍᓗ ᐃᓕᕝᓯ ᐃᓱᒪᓕᐅᕆᔨᐅᕙᓯ, ᐃᓚᑰᓐᓇᓱᒋᓐᓈᒍᕝᓯ,

young people, you have that opportunity. However, having attended various meetings, when we're dealing with social issues and young people are speaking, they have a hard time in trying to have the Inuit culture as their foundation, which includes the Inuit language. Young people cry their hearts out because they would like to be able to speak Inuktitut. It is closely linked to their sense of identity as Inuit. Across Canada and in Inuit Nunangat, young Inuit are engaged in meetings and they discuss their priorities. They have also spoken about the importance they place on the Inuit language.	ᒪᒃᑯᒃᑐᒥᒃ ᑐᓴᒃᑲᓐᓂᕈᒪᒍᕐᓯ ᐱᕕᖃᖅᐳᓯ. ᐃᓱᒪᓕᐅᕆᔾᐅᕙᕐᓯ. ᑭᓯᐊᓂ ᖃᐅᔨᒪᔪᖕᒐ ᐊᔾᔨᒌᖏᑦᑐᓄᑦ ᖃᑎᒪᔪᖅᑐᖃᑦᑕᖅᓯᒪᓪᓗᖕᒐ, ᐃᓅᓯᓕᕆᓂᖅ ᐱᓕᕆᐊᕆᓕᖑᕙᑦᑎᒍ ᒪᒃᑯᒃᑐᑦ ᐅᖅᑲᓪᓚᓕᖑᕙᒥᒃ, ᐊᒃᓱᕈᕐᓂᕐᒥᖕᓂᒃ ᐃᓅᓯᕐᒥᖕᓂᒃ ᑐᓐᖓᕕᖅᑲᒃᑲᓐᓂᕈᒪᓂᖃᖅᑑᑎᒃ ᓇᓗᓇᐃᕙᔪᒃᑐᑦ. ᐃᓄᐃᑦ ᐅᖅᑲᐅᓯᖕᒐ ᑖᓐᓇ ᐊᑕᓪᓗᓂᓗ. ᐊᒃᓱᐊᓗᒃ ᕿᐊᖅᑲᑦᑕᖅᑐᑦ ᒪᒃᑯᒃᑐᑦ ᐃᓄᒃᑎᑑᕈᓐᓇᕈᒪᕙᓗᐊᖅᑑᑎᒃ, ᐃᓅᓂᕐᒧᑦ ᐊᒃᑐᐊᓂᖅᑲᓗᐊᒧᑦ. ᐊᖏᓛᑦ ᑲᓇᑕᓕᒫᒥ ᐃᓄᐃᑦ ᓄᓇᖕᒐᓐᓂ, ᒪᒃᑯᒃᑐᑦ ᐃᓄᐃᑦ ᑲᑎᖅᑲᑦᑕᕐᒪᑕ, ᑕᐃᑲᓂᓗ ᓯᕗᓪᓕᐅᔾᔨᔪᒪᔭᕆᖕᓂᒃ ᐅᖅᑲᐅᓯᖅᑲᖅᐸᒃᑑᑎᒃ. ᑕᐃᑲᓂ ᐃᓄᐃᑦ ᐅᖅᑲᐅᓯᖕᒐᓂᒃ ᓂᓪᓕᐊᖅᑲᑦᑕᖅᓯᒪᓂᑰᕐᒥᔪᑦ ᐱᒻᒪᕆᐅᒍᓱᒃᑑᑎᒃ.
I don't believe the statement that we haven't heard enough, as I have heard from many people, and I have also heard from young people who want to speak Inuktitut and the pain they hold onto when they aren't able to do that. Thank you.	ᑕᐃᒪᐃᓪᒪᑦ ᑐᓴᕗᐊᖅᑲᑦᑕᕐᕆᓐᓂᖅᐃᓂᖅ ᑖᓐᓇ ᐅᒃᐱᕆᓗᐊᕐᕆᑕᖅ ᐅᕙᖓᓕ ᑐᓴᖅᑲᑦᑕᖅᓯᒪᓂᒌᓗᐊᒧᑦ. ᑐᓴᖅᑲᑦᑕᖅᓯᒪᓪᓗᕆᓪᓗ ᑕᐃᒪᓐᓇᓗ ᒪᒃᑯᒃᑐᑦ ᐃᓄᒃᑎᑑᕈᒪᓂᖕᕆᓐᓂᒃ ᐋᓐᓂᐊᓂᕐᒥᓂᓪᓗ ᑎᒍᒥᐊᖅᑲᑦᑕᖅᓂᖕᕆᓐᓂᒃ ᐃᓄᒃᑎᑑᕈᓐᓇᖕᕆᑦᑕᖅᑲᖕᒐᒥᒃ, ᖃᐅᔨᒪᓗᐊᒧᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. I'll have the Minister respond to Ms. Angnakak's comments with regard to the inclusion of youth or students. Minister.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᓂᔅᑕ ᑕᒪᑦᑐᒥᖕᒐᑦᑕᐅᖅ ᑭᐅᑦᑎᐊᓚᖕᓂᐊᖅᑯ. ᒥᓯ ᐊᖅᓇᒃᑲᐅᑉ ᐅᕝᕙᓯᐊᖅ ᐅᖅᑲᐅHᐃᓐᓚᐅᖅᑕᖕᒐᑕ ᒥᒃHᐋᓄᑦ, ᒥᓂᔅᑕ ᒪᒃᑯᒃᑐᑦ ᐃᓕᓐᓂᐊᖅᑐᓪᓘᓐᓃᑦ ᐃᓚᒋᔭᐅᒋᐊᖅᑲᖅᓂᖕᕆᑦᑕ ᒥᒃHᐋᓄᑦ. ᒥᓂᔅᑕ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. Prior to Bill 25 being written and when we were engaged in community consultations, we wanted to hear from the students. The main three groups we heard concerns from were Nunavut Sivuniksavut students, students from Arviat and Baker Lake. Additionally, when Bill 25 was drafted, we engaged with the district education authorities and we encouraged them to include students with submissions and engagement throughout their consultations.	**ᐊᖕᒐᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᒪᓕᒐᕐᓴᖅ 25 ᑎᑎᕋᖅᑕᐅᓚᐅᖅᑎᓐᓇᒍ ᓱᓕ, ᑐᓴᕆᐊᖅᑐᖅᓯᒪᑎᓪᓗᑕ ᓄᓇᕗᓪᒥᐅᓂᒃ. ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᑐᓴᕈᒪᖅᑲᑦᑕᓚᐅᖅᑐᔪᒍᑦ ᐊᒻᒪᓗ ᐱᖕᒐᓱᓪᓗᐊᑕᐃᑦ ᑐᓴᕝᕕᒋᓚᐅᖅᓱᑎᒍ ᓄᓇᕗᑦ ᓯᕗᓂᒃᓴᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑏᑦ, ᐊᒻᒪᓗ ᐊᕐᕕᐊᓂᓗ ᖃᒪᓂᑦᑐᐊᕐᒥᓗ ᐃᓕᓐᓂᐊᖅᑏᑦ ᖃᓄᖅ ᐃᓱᒪᒋᔭᖅᓯᒪᖕᒌᕐᒐᑕ ᑖᒃᑯᐊ ᑐᒃᓯᖅᑕᑦᑕ ᓇᓚᑰᖕᒐᔪᓂᒃ. ᑭᓯᐊᓂᑦᑕᐅᖅ ᖄᒃᑲᓐᓂᐊᒍᑦ, ᑖᓐᓇ ᒪᓕᒐᕐᓴᖅ 25 ᑎᑎᖅᓯᒪᔪᖅ; ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔩᖕᕆᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᐃᓚᖅᑯᔩᖅᑕᖅᓯᕗᑦ ᓂᕈᐊᕈᓐᓇᖅᑐᓂ ᑖᒃᑯᐊ ᑲᑎᒪᔾᔪᑎᕆᔭᖕᕆᑦ ᒥᐦᓴᓄᑦ.
We agree with this assessment, and it was also a recommendation by the (interpretation ends) Representative for Children and Youth. (interpretation) We wish to have this section approved as we want to provide as much	ᑖᓐᓇ ᐊᖕᕆᖅᓯᒪᔭᕗᑦ ᐊᒻᒪᓗ ᐊᑐᓕᖅᑯᔭᐅᓯᒪᓪᓗᓂᓗ, ᑕᐃᒃᑯᐊ ᓱᕈᓯᖅᓄᑦ ᐊᒻᒪ ᐃᓅᓱᑦᑐᓄᑦ ᑲᑐᔾᔨᖅᑎᕌᖑᔪᑦ ᑖᓐᓇ ᐊᖕᕆᕈᒪᔭᕗᑦ,

opportunity for our students. Thank you, Mr. Chairman.	ᐱᕕᖅᑎᑦᓯᐊᕈᒪᓪᓗᑎᒍᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ.
Ms. Angnakak (interpretation): I lost my question. Oh, I found it. I'll ask a question to the Minister about (interpretation ends) bilingual education. (interpretation) I'll read what I wrote because I want to get a better understanding as to what the thoughts are with regard to Bill 25. (interpretation ends) Bill 25 proposes under clause 123 to change section 8(2) of the *Inuit Language Protection Act* by adding the words "and bilingual education." What precisely does "bilingual education" mean? There are no definitions stated in either the *Education Act* or in the *Inuit Language Protection Act*. Do you feel that all entities have a common understanding of what your definition or whoever's definition means? Are we all on the same page? Thank you, Mr. Chairman.	**ᐊᕐᓇᒃᑲᖅ**: ᒥᓂᔅᑕᒧᑦ, ᐊᑕᐅᓯᐅᖕᒋᑦᑐᒥᒃ ᐅᖄᕈᓐᓇᕐᓗᓂ ᐃᓕᓐᓂᐊᕐᓂᐅᑉ ᒥᒃᓵᓄᑦ ᐊᐱᕆᑲᐃᓐᓇᕈᒪᒐᒪ. ᐅᑯᐊ ᑎᑎᕋᖅᑲᐅᔭᒃᑲ ᐅᖃᓕᒫᕐᓂᐊᕋᒃᑭᑦ. ᑐᑭᓯᒍᒪᒧᑦᑕᐅᖅ ᖃᓄᖅ ᐃᓱᒪᒋᔭᐅᒻᒪᖔᖅ ᒪᓕᒐᒃᓴᖅ 25. (ᑐᓵᔨᑎᒍᑦ) ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ ᐊᓯᔾᔩᖁᔭᐅᓂᖓᓂᒃ, ᐃᓗᓕᑯᓘᔭᖕᒋᑦ 8(2), ᑖᓐᓇ ᐃᓗᓕᖕᒋᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐃᓚᓯᕙᒻᒪᑦ ᑕᐃᒎᓯᖅᑕᖕᒐᓂᒃ. ᑖᓐᓇ ᑕᒪᒃᐲᖕᓂᒃ ᐊᑕᐅᓯᐅᖕᒋᑦᑐᒥᒃ ᐅᖃᐅᓯᖃᕐᓂᖅ, ᑖᓐᓇ ᖃᓄᓪᓚᓇᒃ, ᑖᓐᓇ ᑕᐃᔭᐅᕙᓐᓇᕐᓂᖓᑦ ᑕᒪᒃᐲᖕᓂᒃ ᐅᖃᐅᓯᖃᕐᓂᖕᒋᓐᓂᒃ ᓲᕐᓗ ᐅᖅᑲᖅᓯᒪᖕᒋᓪᒪᑦ. ᑕᒪᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᒪᓕᒐᖕᒋᑦ ᒫᓐᓇ ᐅᕝᕙᓘᓐᓃᑦ ᒫᓐᓇ ᐃᓄᐃᑦ ᓴᐳᒻᒥᔭᐅᓂᖁᑦ ᒪᓕᒐᖕᒋᑕ ᐊᑖᒍᑦ, ᑖᒃᑯᐊ ᑕᐃᔭᐅᓯᒪᖕᒋᓪᒪᑕ. ᑖᒃᑯᐊᑦᑕᐅᖅ ᑐᑭᓯᐊᖅᑳᑦᑕᐅᑎᓯᒪᖕᒪᖕᒋᑦᑕ ᑕᒪᓐᓇ ᖃᓄᖅ ᑕᐃᒎᓯᖅᑕᖕᒐ ᑐᑭᓯᔾᔪᑎᒋᔭᖕᒐᑦ. ᓲᕐᓗ ᐊᑕᐅᓯᕐᒦᔅᐃᓐᓇᕐᒪᖕᒋᑕ ᑐᑭᓯᔪᒪᒧᑦ. ᖁᔭᓐᓇᒦᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) With clarification, you're referring to the Minister's opening remarks, the one which page you're on? Minister.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᒻᒪᓗ ᓱᖅᑯᐃᓇᖅᓯᑎᑦᑐᓐᓇᖅᑯᓪᓗᒍ ᒥᓂᔅᑕ ᐅᓂᒃᑳᓕᖅᑲᐅᔭᖕᒐᓂᒃ ᓇᓗᓇᐃᖅᓯᒃᑲᓂᑐᐃᓐᓇᖁᒪ. ᒥᓂᔅᑕ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) Under Part 4 of the current Act it stipulates bilingual education for first language learners and second language learners. If you give me some time to refer to that actual part, Mr. Chairman; can you give me a few minutes?	**ᐊᖕᒐᔪᖅᖄᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᒫᓐᓇ ᐊᑖᓃ ᐃᓗᓕᑯᓘᔭᖕᒋᓐᓂᒃ 4, ᒫᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᒪᓕᒐᖕᒋᑕ ᐊᑖᓂ. ᑖᒃᑯᐊ ᓯᕗᓪᓕᖅᐹᒥᒃ ᐅᖃᐅᓯᕐᒥᓂᒃ ᑎᒍᒥᐊᖅᑐᐃᑦ ᐊᒻᒪᓗ ᐅᖃᐅᓯᒃᑲᓐᓂᕐᒥᓂᒃ ᐃᓕᓐᓂᐊᓇᐊᖅᑳᖕᒋᑕ. ᑕᒪᓐᓇ ᑕᒪᒃᐲᒃ, ᐱᕕᖅᑎᑲᐃᓐᓇᕈᓐᓇᕈᕕᓐᖓ ᓇᓂᑲᐃᓐᓇᖅᑐᒍ. ᐱᕕᖅᑎᑲᐃᓐᓇᕈᓐᓇᕈᕕᓐᖓ ᐃᑦᓯᕙᐅᑖᖅ. ᐱᕕᖅᑲᑲᐃᓐᓇᒐᓛᓪᓚᖓ ᕿᓂᑲᐃᓐᓇᖅᓂᐊᖅᑯ.
Chairman (interpretation): Thank you. (interpretation ends) I guess we will give you a few minutes, but Ms. Angnakak, in the meantime, if you like to pose further questions, go ahead. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐱᕕᖅᑎᑲᐃᓐᓇᕈᓐᓇᖅᓂᐊᖅᑎᑦᑎᑦ ᕿᓂᖅᑎᓪᓗᑎᑦ ᐊᒻᒪᓗ ᒥᔅ ᐊᕐᓇᒃᑲᖅ ᐊᐱᕆᒃᑲᓐᓂᕈᒪᒃᐸᑦ ᐊᐱᕆᒃᑲᓐᓂᕈᓐᓇᖅᑯᖅ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ.
Ms. Angnakak: I just want to go back to a	**ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐊᒻᒪᓗ

different topic for the president of NTI. I'm going to refer to your letter on page 2 that you wrote to us on September 11, 2019. You made a reference to "…the Minister's reluctance to establish standards, and clear and transparent directives." Can you clarify what you mean by that statement? Thank you, Mr. Chairman.	ᐊᓯᐊᓄᑦ ᓄᒃᑎᑲᐃᓐᓇᓯᖕᒥᔪᖕᒐ. ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᐊᖓᔪᖅᑳᖕᒐᓐᓄᑦ, ᐊᒻᒪᓗ ᑎᑎᕋᖅᓯᒪᔾᕐᓂᒃ ᒫᒃᐱᖅᑐᒐᖕᒐᓂ 2. ᑎᑎᕋᖅᓯᒪᔿᐃᑦ ᓯᑎᐱᕆ 11, 2019-ᖑᑎᓪᓗᒍ. ᐊᒻᒪᓗ ᑖᓐᓇ ᒥᓂᔅᑕᒧᑦ ᓲᕐᓗ ᐊᔾᔨᒌᑦᑎᑦᑎᓹᒥᔭᕆᐊᖅᑲᕐᓂᖕᒋᓐᓄᑦ ᑕᒪᓐᓇᓗᑦᑕᐅᖅ ᒪᑐᐃᖕᒑᑦᓯᐊᖅᑐᒥᒃ ᑐᑭᑖᕈᑕᐅᒋᐊᖅᑲᑦᑕᐸᓂᖕᒋᓐᓂᒃ, ᖃᓄᖅ ᑐᑭᑖᕈᑕᐅᒋᐊᖅᑲᕐᓂᖕᒋᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᒪᒍᒪᓐᓂᖅᑮᑦ, ᓱᓇᒥᑭᐊᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒎᕐ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I want to clarify that when we were reviewing Bill 25, it became apparent that the authority and decision-making powers of district education authorities are going to be diminished. We think that they should be able to make decisions.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᓇᓗᓇᐃᖅᓯᔾᒪᑐᐃᓐᓇᖅᓘᖕᒐ. ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᕿᒥᕐᕈᓪᓗᑎᒍᑦ ᓇᓗᓇᖅᑰᔾᓚᐅᖕᒋᒻᒪᑦ ᐱᔪᓐᓇᐅᑎᒋᔭᐅᔪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔩᑦ ᐱᔪᓐᓇᐅᑎᖏᑦ ᐊᐅᓚᑦᑎᔾᔪᑎᖏᑦ ᒥᑭᒡᓕᕆᐊᖅᑎᑕᐅᓂᖅᓴᐅᓂᖕᒋᓐᓂᒃ. ᐃᓱᒪᓕᐅᕆᖅᑦᑕᕈᓐᓇᕐᓗᑎᒃ ᐃᓱᒪᕆᒐᓗᐊᕐᑎᒍ.
The Minister of Education should establish guidelines, for example, setting the number of days a year that a student has to attend school. As the DEAs would know how many school days are required, they would set their school calendar based on their knowledge of the community. I'm just using that as an example. The Minister can issue different directives to try to standardize the education system in Nunavut. However, because communities are different, the local district education authorities should have more power and freedom to make their own decisions.	ᑖᓐᓇᓗ ᒥᓂᔅᑕᒋᔭᐅᔪᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ, ᓴᖅᑮᖅᑲᑦᑕᕐᓗᓂ ᒪᓕᒃᑕᐅᔭᕆᐊᖅᖄᑐᓂᒃ. ᓲᕐᓗ ᐆᒃᑑᑎᒋᓗᒍ ᖃᐅᔨᒪᑎᑦᑎᓗᓂ ᐃᓕᓐᓂᐊᕆᐊᖅᑐᖅ ᐊᕿᒨᑉ ᐃᓗᐊᓂ ᐃᒪᓐᓇᑎᒋ ᐅᓪᓗᕐᓄᑦ ᐃᓕᓐᓂᐊᖃᑕᐅᖃᑦᑕᕆᐊᖃᖅᑐᖅ, ᓇᓗᓇᐃᑦᑎᐊᕐᓗᓂᐅᒃ. ᑖᒃᑯᐊᓕ ᑲᑎᒪᔨᕋᓛᖑᔪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᓄᑦ ᖃᐅᔨᒪᒐᒥᒃ ᖃᔅᓯᓄᑦ ᐅᓪᓗᕐᓄᑦ ᐃᓕᓐᓂᐊᕆᐊᖃᕐᒪᖔᑕ. ᐋᖅᑭᒃᓱᐃᓕᕋᔭᖅᓱᑎᒃ ᖃᓄᖅ ᐱᐅᓯᖃᕐᓂᐊᕐᒪᖔᑦ ᓄᓇᓕᖕᒥᓂᒃ ᖃᐅᔨᒪᒐᒥᒃ. ᑖᓐᓇ ᑕᐃᒪᓐᓇ ᐆᒃᑐᑎᒋᑐᐃᓐᓇᖅᑕᕋ. ᐊᔾᔨᒋᙱᑦᑐᑦ ᓴᖅᑭᑕᐅᔪᓐᓇᕐᒪᑕ ᒥᓂᔅᑕᐅᑉ ᐊᔾᔨᒌᓕᖅᑎᑦᑎᓇᓱᒡᓗᓂ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᑦ ᓄᓇᕘᑦ ᐃᓗᐊᓂ ᐱᓪᓗᒋᑦ, ᑭᓯᐊᓂ ᓄᓇᓖᑦ ᐊᔾᔨᒋᙱᓐᓂᖕᒋᓐᓄᑦ ᑖᒃᑯᐊ ᓄᓇᓕᖕᒥᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐊᐅᓚᑦᑎᔩᑦ, ᑲᑎᒪᔩᑦ ᐊᐅᓚᑦᑎᑦᑎᐊᑲᓐᓂᕆᐊᖅᑲᕐᒪᑕ ᐃᓱᒪᖅᓱᕐᓂᖅᓴᐅᓗᑎᒃ.
That's what I meant by that statement. Thank you, Mr. Chairman.	ᑖᒃᑯᐊ ᑕᕝᕙ ᑕᐃᔾᔪᑎᒋᕙᒃᑲ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Minister, perhaps you want to respond to Ms. Angnakak's earlier question. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᓂᔅᑕ ᐊᐱᖅᑯᑕᐅᓚᐅᖅᑐᒧᑦ ᑭᐅᒋᐊᖅᑑᓪᓗᐊᕐᓂᕈᕕᑦ, ᒥᔅ ᐊᕐᓇᒃᑲᐅᑉ ᐅᕙᑦᓯᐊᖅ ᐊᐱᖅᑯHᐃᒋᓚᐅᖓᖕᒐᓄᕐ. ᒥᓂᔅᑕ ᔪᐊᓇᓯ.
Hon. David Joanasie: Thank you, Mr. Chairman. I thank you for the additional time to refer to the current Act, Part 4, and it says	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ** (ᑐᓵᔨᑎᒎᕐ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᐱᕕᖃᖅᑎᑕᐅᒍᓐᓇᕋᑖᕋᒪ ᐅᖃᐅᓯᕆᓗᒍ ᑖᓐᓇ ᒪᓕᒐᖅ, ᐃᓚᖓᑦ 4, ᒫᓐᓇ

language of instruction, bilingual education, 23(1), "Every student shall be given a bilingual education and the languages of instruction shall be the Inuit Language and either English or French as determined by a district education authority with respect to the schools under its jurisdiction." That's for bilingual education. It ensures that there are two languages of instruction, Inuit language and/or English or French. (interpretation) Was that clear? Thank you, Mr. Chairman.	ᐅᖃᐅᓰᑦ ᐃᓗᓕᑰᓘᔭᖏᓐᓂᒃ 23(1), ᑖᓐᓇ ᖃᑦᑐᓈᑎᑐᖅ, ᐅᐃᕖᑎᑐᑦ ᐊᒻᒪᓗ ᑳᒃᑯᐊ ᓇᑦᓕᐊᓐᓂᒃ ᐃᓕᓐᓂᐊᕈᒪᓂᖏᓐᓂᒃ ᐃᓄᒃᑐᑦᓗ, ᑳᒃᑯᐊ ᓇᑦᓕᐊᓐᓂᒃ ᓄᓇᓕᖏᓐᓂ ᑕᐃᒫᑕᒡᒐ ᐅᖃᐅᓯᖏᓐᓂᒃ ᓇᑦᓕᐊᓐᓂᒃ ᐃᓕᓐᓂᐊᕈᒪᒻᒪᖕᒌᑕ ᒪᖅᑮᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᒍᓐᓇᖅᓂᖓᓂᒃ, ᐃᓄᐃᑦ ᐅᖅᑯᓘᓐᓂᑦ ᖃᑦᑐᓈᑎᑐᑦ ᐅᖅᑯᓘᓐᓃᑦ ᐅᐃᕖᑎᑐᖅ. (ᑐᓵᔨᑎᒌᕈᓐᓃᖅᑐᖅ) ᑐᑭᓯᓇᖅᐹ? ᐃᖏᕋᐅᑖᖅ, ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ.
Ms. Angnakak (interpretation): Thank you. Thank you for the clarification. The government and NTI have totally different perspectives. (interpretation ends) I guess, on language again, I want to just go back a little bit. Many times when you want to go into university and you want to further your course, you need to have English 30, 20, 10, if you want go into different fields. I'm wondering: should the government decide to go with what NTI would like, what kind of impact do you think is that going to have on those requirements? Thank you, Mr. Chairman.	**ᐊᕐᓇᒃᑲᖅ**: ᖁᔭᓐᓇᒦᒃ. ᖁᔭᓐᓇᒦᒃ ᑐᑭᓯᑎᑕᐅᒐᑦᑕ. ᐊᔾᔨᒌᙱᑦᑐᖅᐹᓗᓐᓂᒃ ᒐᕙᒪᒃᑯᑦ ᐱᒍᒪᓯᒪᔪᑦ ᐊᒻᒪᓗ NTI-ᑯᑦ ᐱᒍᒪᓯᒪᒻᒪᑕ ᓇᓗᓇᐃᓐᓃᑦᑎᐊᖅᑐᖅ ᑖᓐᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᒻᒪᓗ ᐅᑎᖅᕕᕆᔭᒪᑐᐃᓐᓇᖅᓱᒍ. ᐅᓂᖅᑐᐃᑐᖅᓱᑕ ᓯᓚᑦᑐᖅᓴᕐᕕᒡᔪᐊᓕᐊᕈᒪᓕᖅᒐᑦᑕ. ᐅᖃᐅᓯᖅᒧᑦ ᐅᑎᒃᑲᓐᓂᐊᖅᔪᒪᔪᖓ. ᐊᒥᓱᐊᖅᑎ ᐃᓕᓐᓂᐊᕝᕙᔾᔪᐊᓕᐊᕈᒪᑦᑐᓂ ᑖᕗᖓᒃᑲᓐᓂᖅ ᐃᓕᒍᒪᓂᕐᒧᑦ, ᖃᑦᑐᓇᐅᔭᕈᓐᓇᖅᑐᑕ ᑭᓯᐊᓂᐅᔭᕆᐊᖅᑲᓲᖑᒻᒪᑦ 20, 30, 10, ᐊᕙᑭᖏᑦᑐᓂᒃ ᐃᖅᑲᓇᐃᔮᖅᑖᕈᒪᓂᖅᐳᑦ ᒪᓕᒡᓗᒋᑦ. ᖃᓄᑭᐊᖅ ᑕᒪᓐᓇ ᐊᒃᑐᐃᓂᖅᑲᖅᓂᐊᖅᐸ ᒐᕙᒪᒃᑯᑦ ᒪᓕᒃᓴᖅᐸᑕ ᑐᓐᖓᕕᒃᑯᑦ ᐃᓱᒪᕆᔭᖏᓐᓂᒃ. ᑕᐃᒃᑯᓄᖓ ᖃᑦᑐᓇᐅᔭᕈᓐᓇᓇᐊᖅᑲᖅᓂᖏᓐᓂᒃ ᖃᓄᖅ ᐊᒃᑐᐃᓂᖅᑲᖅᓂᐊᕋᓱᒋᕚᐅᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) Ms. Angnakak, maybe if you can clarify your question a bit. You mentioned what NTI would like. Are you referring to the piece of legislation that they have provided, or maybe just clarify that? Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᐱᖅᑯᑏᖅᑲᐃ ᑐᑭᓯᓇᖅᓯᑎᕆᐊᒃᑲᓐᓂᖅᓗᒍ, ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᑕᑯᔪᒪᔭᖏᑦ, ᖃᓄᖅᒎᑯᐊ ᒪᓕᒐᒃᓴᓕᐊᕆᔭᐅᓯᒪᔪᖅ ᑕᐃᓐᓇ ᐅᖃᐅᓯᕆᕙᐅᒃ, ᑐᓐᖓᕕᒃᑯᓐᓄᑦ ᓴᓇᔭᐅᓚᐅᖅᑐᖅ?
Ms. Angnakak: Thank you. Let me just read. I'm actually going…the president's opening comments, "Our main concerns are three-fold. Inuktut must be the language of instruction in all grades and in all subject areas, not just language arts. Inuit culture must form an equal part in the education	**ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐅᑯᐊ ᐊᖏᔪᖅᑳᑉ ᒪᑐᐃᖅᓯᔾᔪᑎᖏᑦ ᑕᑯᓐᓇᖅᑭᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑦ ᐃᓕᓴᐃᔨᓄᑦ ᐊᑐᖅᑕᐅᓗᓂ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖅᑲᑦᑕᕆᐊᓖᑦ, ᐱᖅᑯᓯᑐᖃᖅᐳᑦᑐ.

system." I'm wondering: is that going to have an impact if the focus isn't English? I'm not saying it is right or wrong. I'm just wondering what kind of an impact that will have on requirements later on, I guess, when they want to further their education. Will this have an impact or maybe it won't? Thank you. I hope that clarifies it.	ᑕᒪᓐᓇᖃᐃ ᐊᒃᑐᐃᓂᖃᕐᓂᐊᖅᐸ ᖃᓪᓗᓈᑦ ᐅᖃᐅᓯᖅᑲᓂᒃ ᑐᓄᓯᒪᒍᑦᑕ, ᖃᓄᑭᐊᖅ ᑕᒪᓐᓇ ᐊᒃᑐᐃᓂᖃᕐᓂᐊᖅᐸ? ᐃᒃᑯᐊ ᓯᓚᑦᑐᖅᓴᕐᕕᒡᔪᐊᓕᐊᕈᒪᔪᑦ ᖃᓪᓗᓈᑎᑑᕈᓐᓇᕆᐊᖃᒪᑕ, ᐊᒃᑐᐃᓂᖃᕐᓂᐊᕋᓱᒋᕙᕋ ᐅᑯᓂᖓᓂᑦ ᐋᒃᑳ? ᑐᑭᓯᓇᖅᓯᓂᖅᓴᐅᕗᖃᐃ.
Chairman (interpretation): Thank you. (interpretation ends) Your question is a bit hypothetical because, I mean, it's something that…but President Kotierk, I will give you a chance to respond. Go ahead.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᒻᒪᓗ ᑕᐃᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ, ᐃᒪᐃᓕᖓᕚᓪᓚᒐᓕᖓᒪᑦ, ᓯᕗᓂᒃᓴᓕᕆᖓᒪᑦ, ᑕᑯᓚᐅᖏᑕᑦᑎᓐᓂᒃ ᓱᓕ. ᑖᓐᓇᖃᐃ, ᒥᔅ ᑰᑦᑏᖅ ᑭᐅᒍᓐᓂ?
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I'm glad that you asked that question. It is going to be very helpful. You asked what type of impact it would have, and I see it as having a positive impact.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᕕᐊᒋᔭᕋ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᕐᓂ. ᐃᓱᒪᒋᓪᓗᒍ ᐊᑑᑎᖃᓪᓚᕆᖕᓂᐊᖅᑐᖅ. ᖃᓄᖅ ᐊᒃᑐᐊᓂᖃᕐᓂᐊᕐᒪᖔᑦ ᐊᐱᕆᕙᑦ. ᐱᐅᔪᒥᒃ ᐊᑑᑎᖃᓪᓚᕆᖕᓂᐊᖅᑐᖅ.
My perspective is that in 2019 there are still not many Inuit who graduate from high school. There are many more Inuit students who are suspended or kicked out of school due to these students not having knowledge of their self-identity nor being taught in their mother tongue of Inuktitut. We are all aware that many people face difficult times within Nunavut and many Inuit have lost relatives to suicide. My personal perspective is that Inuit are starting to feel like strangers in their own lands, causing distress when they aren't recognized as being the rightful stewards of this land.	ᐃᒪᓐᓇ ᐃᓱᒪᒋᓪᓗᒍ ᒦᓇᐅᔪᒃᑯᑦ 2019-ᖑᓕᖅᑎᓪᓗᒍ, ᐃᓄᐃᑦ ᐃᓱᓕᑦᑎᖃᑦᑕᖅᑐᑦ ᐅᓄᙱᑦᑐᑦ. ᐅᓄᕐᓂᖅᓴᐅᖃᑦᑕᖅᑐᑦ ᐊᓂᑕᐅᔪᑦ ᐃᓕᓐᓂᐊᕕᒃᑯᑎᒍᑦ. ᐃᓕᓭᖅᓯᖃᑦᑕᖏᓐᓂᕐᒥᖕᓄᑦ ᕿᓇᐅᓂᕐᒥᖕᓂᒃ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒡᓗ ᐊᑐᖅᐸᖏᓐᓂᖏᓐᓂ. ᖃᐅᔨᒪᒐᑦᑕ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐊᒃᓱᕈᖅᑐᑦ ᐅᓄᖅᑐᑦ, ᐃᓄᐃᑦ ᐃᓚᐃᖅᓯᒪᔪᐃᓐᓇᐅᔪᒍᑦ ᐃᓅᓯᕐᒥᖕᓂᒃ ᕿᐱᓯᔪᒥᒃ. ᐃᓱᒪᒋᖃᑦᑕᖅᑕᕋᓕ ᐅᕙᖓ ᐃᓄᐃᑦ ᓄᓇᒥᖕᓂᒃ ᐊᖏᕐᕋᖅᓯᒪᖏᑦᑐᑎᑐᑦ ᐱᓗᐊᒍᑦ ᐃᓕᑕᕆᔭᐅᖃᑦᑕᖅᓯᒪᓂᑯᒍᑦ ᐱᓗᐊᒍᑦ.
All this in the face of the rights of any Inuk anywhere in the world, whose aboriginal rights are protected and used as their foundation to live their lives as Inuit, proud of their past, culture and language. However, in Nunavut Inuit are shameful and embarrassed of their own culture and language. I think it will be positive for students if they learn firstly in their own language, if they know where they come	ᑕᕝᕙ ᑭᓇᑐᐃᓐᓇᑦᑎᐊᖅ ᓯᓚᕐᔪᐊᒥ ᐃᓅᒃᐸᑦ ᓯᓚᕐᔪᐊᒥ ᐱᔾᔪᓇᐅᑏᑦ ᑭᓇᑐᐃᓐᓇᕐᒍᑦ ᑐᕌᖓᔪᑦ ᐊᑐᖅᓗᒋᑦ ᑐᓐᖓᕕᒋᓪᓗᒋᑦ. ᑭᓇᑐᐃᓐᓇᖅ ᐃᓅᔾᔪᓇᓇᐊᖅᑲᖅᑑᒐᓗᐊᖅ ᐅᐱᒍᓯᒃᓗᓂ ᑭᓇᐅᓂᕐᒥᒃ. ᑭᓯᐊᓂ ᓄᓇᕗᒥ ᐃᓗᐊᓂ ᐃᓅᓂᑦᑎᓐᓄᑦ ᐅᐱᒍᓱᓗᐊᕈᓐᓃᖅᑐᐊᓘᖃᑦᑕᖅᑐᒍᑦ, ᑕᓗᕈᒃᑯᑎᖃᑦᑕᖅᑐᒍᑦ. ᑕᐃᒪᐃᒻᒪᑦ, ᐊᑑᑎᖃᕐᕕᒡᔪᐊᕋᓱᒋᓇᔭᖅᑕᕋ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐊᑐᒃᑲᓐᓂᓕᕈᑦᑕ, ᐃᓄᐃᑦ ᐱᖅᑯᓯᖏᓐᓂᒃ ᑐᙵᕕᖃᒃᑲᓐᓂᓕᕈᑦᑕ, ᐅᓄᕐᓂᖅᓴᐃᖅᑲᐃ ᐃᓱᓕᑦᑎᖃᑦᑕᓕᕋᔭᖅᑐᑦ. ᑭᓇᐅᓂᕐᒥᖕᓂᒃ ᖃᐅᔨᒪᓗᑎᒃ

from and know their ability if they are proud of who they are.	ᐊᔪᓐᖏᓐᓂᕐᒥᓂᒡᓗ ᓇᕿᑰᖏᓐᓂᕐᒥᓂᒡᓗ ᖃᐅᔨᒪᒍᑎᒃ ᐃᓱᓕᑦᑎᑦᑎᐊᖃᑦᑕᕐᓗᑎᒃ.
At the same time English is very easy to learn and anyone can go for higher education, even if they were taught in Inuktitut. Thank you, Mr. Chairman.	ᐃᓱᓕᑦᑎᔭᕆᐊᖃᖑ̇ᖕᒐᒥᓗ ᐊᒃᓱᕈᖅᓗᐊᕐᓗᑎᒃ ᖃᓪᓗᓈᑦ ᐅᖃᐅᓯᖓ ᐃᓕᒍᕐᓂᖅᑐᕈᓘᖕᒪᑦ. ᐊᔪᓐᖏᑦᑎᐊᕐᓗᑎᒃ ᓯᓚᑦᑐᖅᓴᕝᕕᖕᒧᐊᕈᓐᓇᖅᔭᖅᑐᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. I would like to ask the Minister if he would like to respond to the comments made by the representative from NTI regarding the students who are thrown out of school. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᓂᔅᑕ ᑭᐅᔾᔪᑎᕼᐊᕼᐊᖏᒻᒪᖕᒋᑦ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᓐᓂᑦ ᑭᒡᒐᖅᑐᐃᔪᖅ ᐅᖃᐅᕼᐃᕆᐊᓂᕼᐊᖅᑕᖏᑦᑕ ᒥᒃᕼᐋᓄᑦ, ᑭᐅᔾᔪᑎᕼᐊᕼᐊᕐᓂᕈᕕᑦ. ᐊᓂᑕᐅᖅᑕᕐᓂᖅ‿ᓗᓂᒋᑦ ᐃᓕᓐᓂᐊᖅᑐᑦ ᐅᕙᑦᑎᐊᖅ ᑐᕼᐋᖑ̇ᓂᕼᐋᖁᑉᑕ. ᒥᓂᔅᑕ ᔪᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. With respect to learning Inuktitut, we have been working on the curriculum for a long time and it must be understood that 2039 is the target date. We’re not saying that Inuktitut will not be taught in school. It is taught, but there is a lack of resources. Based on our review, we have started to focus on language arts. Some students are proficient in the language, but some are not so proficient in the Inuit language. In recognition of that, we want to create learning materials that are tailored to their needs so that they have a solid foundation in their language.	**ᐊᖓᔪᖅᖄᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐃᓄᒃᑎᑐᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᕈᑎᓴᓕᐅᖅᓯᐊᖅᐸᓪᓕᐊᓂᕆᔭᕗᑦ ᐊᑯᓂ ᐱᓕᕆᐊᕆᓯᒪᔭᕗᑦ ᐊᒻᒪᓗ ᑐᑭᓯᐅᒪᔭᐅᔭᕆᐊᓕᒃ ᑕᐃᓐᓇ 2039-ᒧᓄᑦ ᐱᓕᕆᐊᕆᕙᓪᓕᐊᖏᓐᓇᖅᓯᐊᕈᒪᓂᑦᑎᓐᓂ ᐅᖃᖏᑦᑐᒍᑦ. ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐃᓄᒃᑎᑐᑦ ᐃᓕᓐᓂᐊᖃᑦᑕᔾᔮᖏᑦᑐᑦ. ᒫᓐᓇ ᐃᓕᓐᓂᐊᖃᑦᑕᖅᑑᒐᓗᐊᑦ ᑭᓯᐊᓂ ᐱᕚᓯᐊᖅᑐᑦ. ᑖᓐᓇ ᕿᒻᒥᕈᓯᒪᔭᑦᑎᓐᓂ ᑖᓐᓇ ᑐᖑ̇ᖕᒐᓂᖅᓴᐅᒐᓯᐊᖕᒫᓕᖅᓯᒪᔪᒍᑦ ᑖᓐᓇ ᐅᖃᐅᓯᓕᕆᓂᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᖅ, ᓱ̇ᕐᓗ ᐅᖃᐅᓯᖕᖓᒥᓂᒃ ᐊᔪᓐᖏᑦᓯᐊᖅᑐᐃᑦ ᐃᓚᖏᑦ ᐱᒻᒪᑕ, ᑭᓯᐊᓂᑦᑕᐅᖅ ᐅᖃᐅᓯᖕᖓᖅᓐᖏᑦᑐᐃᑦ ᐃᓚᖏᑦ ᐅᖃᐅᓯᖓᓂᒃ. ᑖᒃᑯᐊ ᐃᓕᓴᕆᐅᒪᓪᓗᑎᒍ ᑐᖑ̇ᖕᒐᓂᖅᓴᐅᔪᓂᑦ ᐃᓕᓐᓂᐊᕈᑎᓴᓕᐅᕈᑎᒐᓯᐊᕐᓂᐊᖅᑕᕗᑦ ᑐᓐᖓᕕᖃᑦᓯᐊᕐᓂᐊᕐᒪᑕ ᐅᖃᐅᓯᕐᒥᓐᓂᒃ.
On top of that, the other curricula aside from language arts, such as math and so on, we would like to have them translated into Inuktitut, but we are prioritizing language arts because it has to be completed for all grades, from kindergarten to grade 12. As long as they have a strong foundation of their mother tongue and if they have exercise books, math books, and other subjects in school, it would be of great benefit. Thank you.	ᑭᓯᐊᓂᑦᑕᐅᖅ ᑖᓐᓇ ᖄᒃᑲᓐᓂᐊᒍᑦ ᑕᐃᒃᑯᐊ ᐊᓯᖏᑦ ᐃᓕᓐᓂᐊᕈᑎᓴᐃᑦ ᐅᖃᐅᓯᓕᕆᓂᕐᒨᖓᖏᑦᑐᑦ, ᓈᓴᐅᓯᕆᓂᖅ ᐊᓯᖏᑦ ᑕᒪᒃᑯᐊ ᐃᓄᒃᑎᑑᓕᖅᑎᖅᐸᓪᓕᐊᒐᓯᐊᕈᒫᕐᓂᐊᕐᒥᔭᕗᑦᑕᐅᖅ. ᑭᓯᐊᓂ ᑖᓐᓇ ᐅᖃᐅᓯᓕᕆᓂᖅ ᓯᕗᓪᓕᐅᑎᖅᖄᖅᑕᕗᑦ, ᓈᒻᒪᑦᓯᐊᕆᐊᖃᕐᒪᑦ ᑕᒪᐃᓐᓂᓕᒫᖅ ᖁᓕᑦ ᒪᕿᓪᓗ 12-ᒧᓄᑦ ᑎᑭᓪᓗᒍ. ᑖᓐᓇ ᑐᓐᖓᕕᖃᑦᓯᐊᑐᐊᖅᐸᑕ ᐅᖃᐅᓯᕐᒥᓐᓂᒃ ᐊᓯᖏᓐᓂᒃ ᑖᒃᑯᐊ ᐅᖃᐅᓯᓕᕆᓂᒃᑯᑦ ᖃᐅᔨᒪᑦᓯᐊᑐᐊᖅᐸᑎᒃ ᐃᓕᓐᓂᐊᖅᑎᐅᔪᑦ ᑕᒪᒃᑯᓇᖕᒐᑦ ᐃᑲᐃᓕᓴᐅᑎᓂᒃ ᐅᑦᕙᓘᓐᓃᑦ ᓈᓴᐅᓯᕆᓂᕐᓂᒃ, ᐊᓯᖏᓐᓂᓪᓗ ᑐᑭᓯᐅᒪᒋᐊᒃᑲᓂᕈᓐᓇᖅᔭᕐᒪᑕ. ᑕᐃᒫᒃ ᑕᐅᑐᑦᑕᕗᓪᓚ ᐃᑦᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Ms. Angnakak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ.

Ms. Angnakak: Thank you. I appreciate the responses. I would like to go on to something else. Once again I'm going to refer back to the letter that we got from the president of NTI on September 11, where it discusses Bill 25's proposed changes to language of instruction requirements. They propose the development of a realistic timetable for the delivery of Inuktut language of instruction based on the Department of Education's Inuit Employment Plan. I'm wondering if the president can explain why she feels that that approach is more sensible and realistic than what the approach is in Bill 25's proposed legislation. Thank you.	**ᐊᕐᓇᒃᑲᖅ** (ᑐᓵᔨᑎᒍᑦ): ᐋ, ᖁᔭᓐᓇᒦᖅᓱᒋᑦ ᑖᒃᑯᐊ ᑭᐅᔾᔪᑕᐅᖕᒪᑕ. ᐊᒻᒪᓗ ᑕᐃᓐᓇ ᐅᑎᕐᕕᒋᓗᒍ ᑎᑎᖅᑲᖅᑖᕆᓚᐅᖅᑕᕗᑦ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᐊᖓᔪᖅᑳᖓᓐᓂᒃ ᑎᑎᖅᑲᖅᑖᕆᓚᐅᖅᑕᕗᑦ ᓯᑦᑕᕝᕙ 11-ᒥ. ᒪᓕᒐᒃᓴᖅ 25 ᐊᓯᔾᔨᖅᑕᐅᔪᒪᓂᖓ, ᐅᖃᐅᓯᖅ ᓇᓕᐊᒃ ᐊᑐᕐᓗᒍ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖃᑦᑕᕐᓂᐊᕐᓂᖅ. ᐊᒻᒪᓗ ᐃᓱᓕᑦᑕᕐᕕᖏᑦ ᑖᒃᑯᐊ ᓈᒻᒪᒃᓯᓕᖅᓯᒪᔭᓇᐊᓖᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦᑕ ᐸᕐᓇᐅᑎᖏᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ. ᖃᓄᖅ ᑖᓐᓇ ᖃᓄᐃᒻᒪᑦ ᐱᐅᓂᖅᓴᐅᒐᓱᒋᕕᐅᒃ ᒪᓕᒐᒃᓴᖅ 25 ᐃᓗᐊᓂ ᑎᑎᕋᖅᓯᓚᔪᑦ ᐊᑐᓐᖏᓐᖕᒎᕐᓗᒋᑦ? ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for that question. We all know that Article 23 is something that we have been lobbying as Nunavut Tunngavik and the Inuit organizations. It is obvious that the agreement was signed in 1993. With the target date of 2039 and looking at the number of Inuktitut-speaking teachers, we can't understand why 2039 is the target date. We still don't get where this arbitrary date originates from. At the end of every school year, if they identified how many teachers would be hired, including the amount of funding required to train that number of prospective teachers, and to use our shared plan as our foundation… . Albeit we do know even with a written plan, sometimes we note that certain responsible parties refuse to implement the plans. Nonetheless, we must agree to a shared plan that will become our foundation that identifies how many Inuit teachers will be trained in each year and to follow that to set a more realistic target date that accommodates these additional teachers being trained so we can know when Inuktitut can become the language of instruction in our schools.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᒐᖕᓂ. ᖃᐅᔨᒪᑦᑎᐊᕋᔅᓯ ᓄᓇᕗᑦ ᐊᖏᕈᑖᓂ ᐃᓛᒃᑰᖓᔪᖅ 23 ᐊᔭᐅᖅᑐᐃᖏᓐᓇᕋᑦᑎᒍ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑰᓪᓗᑕ, ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᓪᓗ. ᑖᓐᓇ ᐊᑐᓕᖅᑎᑕᐅᔭᕆᐊᖅᑲᕐᓂᖓᓂᒃ ᓇᓗᓇᖏᑦᑐᖅ 1993-ᒥᑦ ᐊᖏᕈᑕᐅᓚᐅᖅᓯᒪᖕᒪᑦ. ᐃᓱᒪᒋᖅᑲᑦᑕᖅᑕᕗᑦ, ᐅᖃᖅᓯᒪᑎᓪᓗᒋᑦ ᑖᓐᓇ ᓇᓗᓇᐃᖅᓯᒪᑎᓪᓗᒍ 2039-ᖑᓕᖅᐸᑦ ᒪᓕᒡᓗᒋᑦ ᖃᓄᖅ ᐃᓄᒃᑎᑑᓰᑦ ᐃᓕᓴᐃᔩᑦ ᐅᓄᕐᓂᖏᑦ ᒪᓕᒡᓗᒋᑦ ᐃᓄᒃᑎᑐᑦ ᐃᓱᖅᑎᑕᐅᑲᓐᓂᕐᓂᐊᕐᓂᖓᓂᒃ. ᖃᓄᖅ ᑖᓐᓇ 2039 ᐊᕐᕌᒍᖓ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᖕᒪᖕᒎᑦ ᑐᑭᓯᔪᓐᓇᖏᓐᓇᑦᑎᒍ. ᓇᑭᓐᖕᒎᖅᓯᒪᖕᒪᖕᒎᑦ ᑐᑭᓯᐊᓐᖏᑦᑕᕗᑦ. ᓇᓗᓇᐃᖅᓯᒪᑦᑎᐊᓚᐅᖅᐸᑦ ᖃᓄᖅ ᐅᓄᖅᑎᒋᔪᓂᒃ ᐃᓄᒃᑎᑑᕈᓐᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔨᒃᓴᓂᒃ. ᐊᕐᕌᒍᑦ ᓈᑦᑕᕐᖕᒎᒥᒃ ᐱᖅᑲᑦᑕᕐᓂᐊᕐᒪᖕᒎᑕ ᑐᑭᓯᓇᖅᑐᒥᒡᓗ ᖃᓄᖅᑎᒋ ᑮᓇᐅᔭᕐᒥᒃ ᐊᑐᕐᓂᐊᕐᒪᖕᒎᑕ ᐃᓕᓐᓂᐊᕐᓂᖅᑎᑦᑎᖅᑲᑦᑕᕐᓗᑎᒃ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᐊᖅᑐᓂᒃ. ᑖᓐᓇ ᑐᓐᖓᕕᒋᓪᓚᑲᒡᓗᑎᒍ ᐸᕐᓇᐅᑎ, ᖃᐅᔨᒪᓪᓗᑕᓗ ᐸᕐᓇᐅᑎᖃᖁᓗᐊᖅᑐᓂᒃ ᐃᓛᓐᓂᒃᑯᑦ ᐊᔾᔨᒌᖏᑦᑐᓄᑦ ᐆᒻᒪᖅᑎᑕᐅᖅᑲᑦᑕᖏᓐᓂᖏᓐᓂᒃ ᖃᐅᔨᒪᒐᓗᐊᖅᓱᑕ ᑭᓯᐊᓂ ᑐᓐᖓᕕᒋᔭᕆᐊᖅᑲᓪᓚᕆᒃᑕᖓ ᐸᕐᓇᐅᑎᑦ. ᖃᔅᓯᓂᓪᓗ ᐃᓕᓴᐃᔨᒃᓴᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖅᑲᑦᑕᕐᓂᐊᕐᒪᖕᒎᑦ. ᑖᒃᑯᐊ ᒪᓕᒡᓗᒋᑦ ᖃᖓᒃᑯᑦ ᐃᓄᒃᑎᑐᑦ ᐊᑐᓕᖅᑕᐅᒃᑲᓐᓂᕐᓂᐊᕐᒪᖕᒎᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᓇᓗᓇᐃᖅᓯᑦᑎᐊᕈᓐᓇᕐᓂᖅᓴᐅᓇᓱᒋᓪᓗᑎᒍ.

The Minister indicated this morning that right now they need an additional 450 Inuktitut-speaking teachers, so let's focus on that number. How is Nunavut going to obtain an additional 450 Inuktitut-speaking teachers? We know that there is a teacher shortage across Canada. Even though that's the case, teaching positions with the Department of Education are advertised more in places outside of Nunavut. Why is it like that? Inuit can also be teachers. Let us find out who is interested in becoming a teacher in our communities. Let's come up with a clear plan that assigns teachers to certain grades based on their Inuktitut language skills. Currently the timeline of five years is too onerous in my view and is a systemic barrier erected to discourage Inuit students from undertaking the training to become teachers.	ᐅᖃᖅᑲᐅᖏᓪᓚᑦ ᐅᖃᓪᓚᒃ ᒥᓂᑕᓱᐅᐊᕐᖓᖅ, ᐃᓐᓇᔪᖅ 450-ᓂᒃ ᐃᓕᓴᐃᔨᓂᒃ ᐃᓄᒃᑎᑐᑭᓇᓐᖓᓂᒃ ᐃᓕᓴᐃᔨᒋᒃᖯᓂᓇᐊᖅᑎᓚᒋᑦ. ᑕᐃᒪᐃᓚᑦ ᒋᐊᓇ ᐊᒃ ᓴᐅᖏᑦᑐᓕᐅᖅᑕᒋᑦ, ᖃᓄᓯᐊ ᐅᓄᖅᑎᑎᔪᓂᒃ 450-ᓂᒃ ᐃᓕᓴᐃᔨᒃᓴᓂᒃ ᐱᓇᓱᓂᐊᓕᖅᖢᑦ ᓄᓇᒋᑦ? ᖃᐅᐳᒪᒐᑦ ᑲᓇᑕᓕᒥ ᐃᓕᓴᐃᔨᑭᓴᒃᑕᖅᑐᑦ, ᑕᐃᒪᐃᓱᒃᓗᐊᖅᑎᓪᓗᓗ ᖃᓱᓴᐅᒃᓴᓯᑎᒍᑦ ᐱᔪᒥᓴᐅᑦᑐ ᐃᓕᓐᓂᐊᓕᖅᑐᑦᑕᖅᑐᑦ, ᐃᓄᒃᑎᑐᑦ ᓱᓕᒋᓄᑦ ᓴᓇᖏᓐᓂᐊᖅᑎᓪᓗᒍ. ᓱᓴᖅ, ᓱᓕᒋᓄᑦ ᓴᓇᖏᓐᓂᒃ? ᐃᓄᐃᑦ ᐃᓕᓴᐃᔨᐅᔪᓇᖅᑎᒋᔪᑦ, ᐊᒃᑲ ᐃᓕᓴᐃᔨᐅᔪᓚᔪᑦ ᖃᐅᔨᒋᐊᕐᓗᑐᒍ ᓄᓇᕗᑎᓐᓂᒃ <ᕐᓇᐅᑎᒥᒃ ᓴᖅᑭᑎᑎᓕᐅᖅᑕ ᓱᓕᔨᒥᒃ. ᒋᐊᓇᓗ ᐊᑐᕐᓗᑎᒍ ᓇᓗᓇᐃᖅᓱᓗᑕ ᖃᓄᑎᑎ ᐃᓄᒃᑎᑐᑦᑕᖅᑐᑦ ᕿᑎᐊᓱᓐᓂᒃ ᒪᓕᒐᓱᑎ ᐃᓄᒃᑎᑐᑦᑕᖅᑐᑦ ᐃᓕᓴᐃᔨᑎ ᒪᓕᒐᓱᑎ. ᐃᓐᓇᐅᓕᖅᑐᑦᓗ ᐅᐊᓗᐊᖓᖅᑯᓂᐅᖅᑕᕐᓂᖅ ᐊᖏᕐᓗᑎᒃ ᐃᓕᓴᐃᔨᒃᓴᓕᐅᖅᑐᑦ, ᓴᓇᖏᓐᓂᒃ ᐃᓕᓴᐃᔨᒃᓴᓕᐅᖅᑐᑦ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ. ᐃᓐᓇᐅᓕᖅᑐᑦᓗ ᐅᐊᓗᐊᖓᖅᑯᓂᐅᖅᑕᕐᓂᖅᑕᕐᓂᖅ ᐊᖏᕐᕋᔪᓂᒃ ᑕᓪᓕᒪᓂᒃ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ, ᓴᓇᐃᓐᓇᐅᓕᖅᑐᑦ.
As I said this morning, this is generally conducted in Iqaluit, and the review that was conducted resulted in the report by the Office of the Auditor General which indicates how the Teacher Education Program is operated. In reading the report that was released, I noted the program requires further improvements. I understood that much more support is required by Inuit students and that should be the first consideration taken. The way it stands today, it seems the employees operate this program to ensure that it is more convenient for them rather than trying to meet our needs. Thank you, Mr. Chairman.	ᑕᕝᕙ ᐅᖃᖅᑲᐅᐅᒪᒪ ᐅᓪᓚᒃ, ᐃᖃᓗᓐᓄᑦᓴᒪᓂᒃᑐᑦ ᑕᐃᓐᓇᓗ ᖃᖅᐳᓴᓴᓂᐅᓕᐅᖅᑐᑦᑐᖅ ᑭᒃᓵᓕᓐᓂᒃᑑᓂᐅᖅᑕᕐᓂᖅ ᐃᓄᒃᑎᑐᑦᑕᖅᑐᑦ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ. ᐊᑦᑲᑭᓕᒃᓴᓂᐊᓕᖅᑲᓂᓐᓇᓚᓂᒃ ᐅᖃᓕᒫᑦ ᖃᐅᔨᒋᐊᕐᓗᑎᒍ ᐅᖃᓪᓚᒃ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ. ᐊᑦᑲᑭᓕᒃᓴᓂᐊᓕᖅᑲᓂᓐᓇᓚᓂᒃ ᐅᖃᓪᓚᒃ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ. ᐃᓐᓇᐅᓕᖅᑐᑦᓗ ᐅᐊᓗᐊᖓᖅᑯᓂᐅᖅᑕᕐᓂᖅᑕᕐᓂᖅ ᐊᖏᕐᕋᔪᓂᒃ ᑕᓪᓕᒪᓂᒃ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ, ᓴᓇᐃᓐᓇᐅᓕᖅᑐᑦ.
Chairman (interpretation): Thank you. (interpretation ends) I apologize if you got distracted. We just had an issue with the translation. (interpretation) Is it fixed now? Okay. Ms. Angnakak.	**ᐃᒃᓱᕈᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᐃᓴᐃᑎᒍᑦ) ᒪᒋᐊᓇᖅ ᑐᐃᓴᐃ ᐊᐅᐅᓪᓗᑕᐅᒃᐃᓇᕆᔨᖅᑎᑕ. (ᑐᐃᓴᐃᑎᒍᑭᓇᐅᓕᖅᑐᓂᖅ) ᓇᒪᒋᑕᖅᐸ? ᐅᑭ. ᒥᓵ ᐊᖏᓇᐃᖅᖅ.
Ms. Angnakak (interpretation): Thank you, Mr. Chairman. That is also another reason why I wish to query the Minister about their opinion on this target date of 2039, which is	**ᐊᖏᓇᐃᖅᖅ**: ᖃᓄᓯᓇᒋᑦ, ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ. ᑕᐃᒫᒃᑕᐅᒃ ᐊᐱᓚᒍᒪᒪᓕᓐᓄᐊᖅᑕᕐᓄᐅᒃ ᒥᓂᑕ ᐊᐱᓚᔪᒪᓕᕆᔨ ᖃᓄᓂᒃ ᐃᓕᓴᐃᔨᒃᓴᐅᓂᒃᑐᑦ ᑕᐃᓐᓇᐅᓕᖅᑐᑦ 2039, ᑕᓪᓇ

the plan of the department by 2039. NTI has also indicated that the GN should use the (interpretation ends) employment plans (interpretation) instead. I would like to know what his thoughts are on this arbitrary date. Thank you, Mr. Chairman.	ᐸᕐᓇᐅᑕᐅᓯᒪᒻᒪᑦ ᐃᓱᒪᒋᔭᐅᓪᓗᓂ ᓵᕐᓗ ᑎᑭᒐᓱᐊᕐᓗᓂ 2039-ᒧᑦ ᐃᒫᒃ ᐋᖅᑭᒃᓱᐃᓂᐊᕐᖓᑕ ᐊᒻᒪᓗ NTI ᐅᖃᖅᓯᒻᒪᒪᑕ ᑕᐃᒃᑯᐊ employment plan ᐊᑐᖅᑕᐅᖕᒑᖅᑲᑕ ᐱᐅᓂᖅᓴᐅᓱᒋᔭᐅᓪᓗᑎᒃ, ᑖᓐᓇ ᖃᓄᖅ ᐃᓱᒪᒋᒻᒪᖕᒑᖅ ᑐᓴᕈᒪᒐᓗᐊᖅᑐᖕᒐ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. ᒥᓂᔅᑕ ᔪᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you. As a government we have an Inuit employment plan and we're also looking at increasing the numbers every year in collaboration with the Department of Human Resources' Sivumuaqatigiit Division. With the target date of 2039, we would like to see a gradual increase annually. With the Inuit Employment Plan, it seems adequate and that target would meet that deadline. We have been working on this through Sivumuaqatigiit. We don't believe it should be tied to the Act at this time. Thank you, Mr. Chairman.	**ᐊᖓᔪᖄᖅ ᑕᐃᕕᑦ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ. ᑖᒃᑯᐊ ᒐᕙᒡᓯᑕ ᐸᕐᓇᐅᑎᖃᕋᑦᑕ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᖅᐸᓪᓕᐊᒐᓱᐊᕐᓂᕐᒥᒃ ᐃᓄᓐᓂᒃ, ᑖᓐᓇᓗ ᐊᒥᓱᙵᖅᐸᓪᓕᐊᒍᒪᐃᓐᓇᖅᑕᕗᑦ, ᐱᓕᕆᖃᑎᒋᓪᓗᑎᒍ ᐃᖅᑲᓇᐃᔭᖅᑎᓕᕆᔨᒃᑯᑦ ᓯᕗᒧᖃᑎᒌᑦ ᐱᓕᕆᕝᕕᖓ, ᐊᒻᒪᓗ ᑖᓐᓇ ᑐᕌᒐᕆᒐᓱᐊᖅᑕᕗᑦ ᑖᒃᑯᐊ 2039 ᑎᑭᐅᑎᓚᐅᙱᓐᓂᖓᓂᑦ ᒪᓕᒐᓱᐊᕈᒪᔭᕗᑦ. ᑭᓱᐊᓂᑦᑕᐅᖅ ᒦᓐᓇ ᐅᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕋᓱᐊᕐᓂᕐᒧᑦ Inuit Employment Plans ᐃᓱᒪᒋᔭᕗᑦ ᑕᕝᕙᓂ ᒪᓕᒐᐅᑉ ᐃᓗᐊᓂ ᓈᒻᒪᒃᑑᔮᖏᔾᔪᑎᒋᔭᕗᑦ ᐊᒻᒪᓗ ᑕᐃᒃᑯᐊ ᒫᓐᓇᐅᔪᖅ ᓯᕗᒧᐊᖅᑎᒌᑦ ᑕᐃᑰᓇ ᐱᓕᕆᐊᕆᓯᒪᓗᒐᓱᐊᕋᑦᑎᒍ. ᑭᓱᐊᓂ ᑖᓐᓇ ᖃᓄᖅ, ᓵᕐᓗ ᐱᑐᒃᓯᒪ-ᑎᓪᓕᕐᓗᒍ ᒪᓕᒐᕐᒧᑦ ᓈᒻᒪᒋᓐᖏᑕᕗᑦ ᒫᓐᓇᒃᑯᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) Ms. Angnakak, I'll give you one more question and then we're going to move on to other Members. I'll move on right now? Okay. If we have additional time, we will come back to you, if you would like. Mr. Kaernerk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒥᔅ ᐊᕐᓇᒃᑲᖅ ᐊᑕᐅᓯᐊᒃᑲᓂᕐᓗᒍ ᐊᓯᐊᓄᑦ ᓅᑕᐅᓐᖏᓂᑦᑎᓐᓂᒃ, ᐊᓯᐊᓄᑦ ᓅᓐᓂᐊᓕᕋᑦᑕ ᐅᑎᕐᕕᐅᔪᒪᒍᕕᑦ ᐅᑎᓇᐊᕐᓂᐊᖅᑐᒍᑦ. ᖁᔭᓐᓇᒦᒃ, ᒥᔅᑕ ᖃᐃᕐᓂᖅ.
Mr. Kaernerk (interpretation): Good day, president. I welcome you and all of the guests.	**ᖃᐃᕐᓂᖅ**: ᐅᓪᓗᒃᑯᑦ ᐊᖓᔪᖄ, ᑐᓐᖓᓱᒋᑦ ᑐᓐᖓᓱᒋᔅᓯ ᓇᓗᓇᐃᕆᒋᐊᖅᑐᖅᑐᓯᒍᑦ.
I would like to first start off with this: you presented the Nunavut Education Reform Act this morning and you stated that it was a sample bill. We are working on Bill 25 here and you indicated that the Department of Education did a consultation tour with all the communities. You also indicated that your sample bill was put together by your lawyers at Nunavut Tunngavik. What I would like to	ᐆᒥᖓ ᐱᒋᐊᕈᑎᖃᖅᖠᕈᒪᔫᖓ ᐃᒃᓯᕙᐅᑖᖅ, ᑕᐃᒪ ᐅᓪᓛᖅ ᐅᖃᖅᑲᐅᕙᑦ ᑖᔅᓱᒥᖓ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐋᖅᑭᒋᐊᕈᑎ ᒪᓕᒐᒃᓴᖅ, ᐅᖃᖅᑲᐅᕗᑦ ᓇᓗᓇᐃᖅᑲᐅᕗᑦ ᒪᓕᒐᙳᐊᒃᓴᖅ. ᐆᒥᖓᓕ ᐱᓕᕆᑎᓪᓗᑕ ᒪᓕᒐᒃᓴᒥᒃ 25-ᒥᑦ, ᐊᒻᒪᓗ ᓇᓗᓇᐃᖅᓯᖅᑲᐅᕗᑦ ᑖᒃᑯᐊᒎᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐳᓚᕋᕐᓂᖅᑲᓚᐅᖅᓯᒪᔪᐃᑦ ᓄᓇᓕᓕᒫᓄᑦ, ᐊᒻᒪᓗ ᓇᓗᓇᐃᖅᓯᖅᑲᐅᕆᓪᓗᑎᑦ ᑖᓐᓇᒎᖅ ᒪᓕᒐᙳᐊᖅ ᐋᖅᑭᒃᓱᖅᑕᐅᓚᐅᕐᒪᑦ ᒪᓕᒐᓕᕆᔨᔅᓯᓐᓄᑦ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ. ᐆᒥᖓ

understand is: when you were putting your proposed bill together, did you work with Inuit organizations like the Qikiqtani Inuit Association? Those three organizations all have representatives. Did you consult with all the communities when you were putting the draft bill together? Thank you, Mr. Chairman.	ᑐᑭᓯᖅᔪᑎᖃᕈᒪᔪᖓ, ᑖᓐᓇ ᒪᓕᒐᓐᖑᐊᒃᓴᖅ ᐋᖅᑭᒃᓱᓕᕋᔅᓯᐅᒃ ᑖᒃᑯᐊ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᓪᓗ ᕿᑭᖅᑕᓂ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᑦ, ᐱᖓᓱᐃᑦ ᑖᒃᑯᐊ ᑭᒡᒐᖅᑐᐃᔨᖃᖅᑐᐃᓐᓇᐅᖕᒪᑕ. ᑕᐃᒪᖃᐃ ᑖᓐᓇ ᑐᓴᕆᐊᕈᑎᒋᓚᐅᖅᓯᒪᕕᓯᐅᒃ ᓄᓇᓕᓕᒫᓄᑦ ᑖᓐᓇ ᐋᖅᑭᒃᓱᕋᓱᓕᖅᑎᓪᓗᓯᐅᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for asking that question. This morning one of the Members made a statement I agreed with, that Nunavut Tunngavik Incorporated can't enact legislation. It is just a discussion paper that we produced because we felt Bill 25 was lacking in certain ways. We thought it was lacking, so we worked together on ways to improve it. We haven't presented it in public consultations, but we have posted it on our website. We are not legislators and we can't enact laws.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᒐᕙᑦ ᑖᓯᒥᖓ. ᐅᓪᓛᖅ ᒪᓕᒐᓕᐅᖅᑎᐅᖅᑲᐅᔪᖅ ᓇᓗᓇᐃᖅᓯᖅᑲᐅᖕᒪᑦ ᐊᖏᖃᑎᒋᑦᑎᐊᖅᑲᐅᓪᓗᒍᓗ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᒪᓕᒐᓂᒃ ᓴᖅᑭᑦᑎᔪᓐᓇᖏᒻᒪᑕ. ᑖᓐᓇ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑕᐅᓪᓗᓂ, ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒃᓴᐅᓪᓗᓂ ᓴᖅᑭᑕᕗᑦ, ᐃᓚᒌᓇᓱᒋᓪᓗᑎᒍ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᕿᒥᕐᕈᔭᓯ ᒦᓐᓇ, ᐃᓚᒌᓇᓱᒋᓪᓗᑎᒍ ᖃᓄᒃᑲᓐᓂᖅ ᐋᖅᑭᑦᑎᐊᒃᑲᓂᕈᓐᓇᕐᒪᖕᒫᑦ ᓇᓗᓇᐃᖅᓯᓇᓱᒃᑐᑕ, ᑲᑐᔾᔨᖃᑎᒌᖑᓪᓗᑕ ᐱᓕᕆᐊᕆᓚᐅᖅᑕᕗᑦ ᓄᓇᓕᓕᒫᓄᑦ ᐃᓄᓕᒫᖅᑎᑦᑎᓪᓗᑕ ᑕᑯᒃᓴᐅᑎᓯᒪᓐᖏᑕᕗᑦ, ᑭᓯᐊᓂ ᖃᕆᓴᐅᔭᒃᑯᑎᒍᑦ ᑕᑯᒃᓴᐅᑎᑦᑎᓯᒪᔭᕗᑦ ᒪᓕᒐᒃᓴᓕᐅᕈᓐᓇᖏᓐᓇᑦᑕ.
Although that is the case, we are still cognizant of the gaps in the areas of the proposed legislation which I want to reiterate. The report produced by the government from their public consultation was one we viewed with interest, and the accompanying document properly outlined in the second area that they hadn't reviewed the input or views voiced by the people of Nunavut received during the so-called public consultations. Due to that issue, when they conducted their tour, they introduced four themes, arbitrarily showing they had already made up their minds and they used Bill 37 as their foundation and basis for these hollow public consultations. Any ideas or themes outside of these four were not considered or included.	ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᐃᓚᒌᔾᔪᑎᒋᔭᖓᓂᒃ ᓇᓗᓇᐃᒃᑲᓂᕈᒪᓪᓗᖓ ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᓐᓂᑦ ᓴᖅᑭᑕᐅᓚᐅᖅᑐᑦ ᐅᓂᒃᑳᓕᐊᑦ, ᖃᕆᖅ ᐅᓂᒃᑳᓚᐅᕐᒪᖕᒫᑦ ᐃᓄᓕᒫᖅᑎᑦᑎᓗᑎᒃ. ᑖᓐᓇ ᐊᐃᑉᐸᕆᔭᖓ ᓇᓗᓇᐃᖅᓯᓯᒪᑦᑎᐊᕐᒪᑦ ᑐᓪᓕᐊ ᕿᒥᕐᕈᓯᒪᓐᖏᑕᖕᒋᓪᒍᖅ ᑖᒃᑯᐊ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᔪᑦ ᑐᓴᖅᓯᒪᔭᖕᒋᓐᓂᒃ ᓄᓇᕗᒻᒥᐅᑕᕐᓂᒃ, ᐃᓄᓕᒫᖅᑎᑦᑎᓗᑎᒃ. ᑕᐃᒪᐃᒻᒪᑦ ᑲᑎᒪᔭᖅᑐᖅᓯᒪᑎᓪᓗᒋᑦ ᐃᓄᓕᒫᖅᑎᑦᑎᓂᐊᓕᕋᒥ ᑎᓴᒪᓂᒃ ᐋᖅᑭᒃᓱᐃᓯᒪᕖᖅᓱᑎᒃ ᐃᓱᒪᓕᐅᕆᔭᖕᒋᓐᓂᒃ, ᑕᐃᓐᓇ ᑐᓐᖓᕕᒋᔭᐅᓪᓗᓂ ᒪᓕᒐᒃᓴᐅᓚᐅᖅᑐᖅ 37, ᑐᓐᖓᕕᒋᔭᐅᓪᓗᓂ ᐃᓄᓕᒫᖅᑎᑦᑎᓚᐅᖅᑐᑦ. ᑕᐃᒃᑯᐊ ᓯᓚᑖᒍᑦ ᐅᖃᐅᓯᐅᔪᑦ ᐊᒃᑐᖅᑕᐅᓕᒎᓐᖏᓴᕗᑎᒃ.
NTI feels that this type of review has to be	ᑕᐃᒪᐃᒻᒪᑦ ᐅᕙᖓᓕ ᑭᒡᒐᖅᑐᖅᑯᖓ ᐅᖃᖅᑐᖓ, ᐃᑐᐃᑦᑑᔭᕆᐊᖃᖅᑐᖅ ᕿᒥᕐᕈᔭᐅᔪᖅ.

comprehensive. Everybody has to be involved if we're going to put together a good proposal. We should look at having our students graduate from our schools proficient in Inuktut, along with English or French, while retaining their self-identity as Inuit and as Canadians. All that should be contemplated to ensure success within our systems. The input that was provided by Nunavut Inuit wasn't reviewed.	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᓕᕆᐊᖃᕐᔪᒃᑯᑦᑕ ᐱᐅᔪᒥᒃ ᐋᖅᑭᒃᓱᐃᓇᕐᔪᒃᑯᑦᑕ, ᑕᐅᑐᒐᖃᕈᑦᑕ ᐃᓄᐃᑦ ᐃᓱᓕᒃᑎᖃᑦᑕᕐᓂᐊᕐᓂᕐᒥᓂᒃ, ᐃᓄᐃᑦ ᐃᓱᓕᒃᑎᖃᑦᑕᕐᓂᐊᕐᓂᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᐃᓄᒃᑎᑑᕈᓐᓇᑦᑎᐊᕐᓗᒃᑦ, ᖃᓪᓗᓈᑑᕈᓐᓇᕐᓗᑎᒡᓗ, ᐅᐃᕖᑑᕈᓐᓇᕐᓗᑎᒡᓘᓐᓃᑦ ᐃᓅᓂᕐᒥᓂᒡᓗ, ᑲᓇᑕᒥᐅᑕᐅᓂᕐᒥᓂᒡᓗ ᖃᐅᔨᒪᑦᑎᐊᕐᓗᑎᒃ. ᑕᐃᒪᓐᓇ ᑕᐅᑐᒐᖃᕈᑦᑕ ᐃᓗᐃᑦᑑᓗᒍ ᕿᒥᕐᕈᔭᐅᔭᕆᐊᖃᕐᒪᑦ. ᑖᒃᑯᐊ ᑐᓪᓕᐊᓂᒃ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᔪᑦ ᐅᖃᖅᑕᐅᖃᑦᑕᖅᓯᒪᓂᑰᒐᓗᐊᑦ ᐃᓄᖕᓂᒃ ᓄᓇᕗᒻᒥ, ᕿᒥᕐᕈᔭᐅᓇᓱᓐᖏᑦᑐᑦ.
I was amazed and really surprised when I received the Minister's letter in July stating that that is how they are doing Bill 37 in the four-theme package so that the bill can be approved. We want you to think even further into the issue, to put together a more comprehensive bill. Thank you.	ᑕᐃᒪᐃᒻᒪᑦ ᐊᒃᓱᐊᓗᒃ ᑲᒪᒋᓚᐅᖅᑕᖓ ᑖᓐᓇ ᑎᑎᖅᑲᖅ ᒥᓂᔅᑕᒥᒃ ᐱᓚᐅᖅᑕᕗᑦ ᔪᓚᐃᒥᑦ, ᓇᓗᓇᐃᖅᓯᓚᐅᕐᒪᑦ ᑖᒃᑯᐊᒎᖅ ᐊᖏᖅᑕᐅᔭᕆᐊᖃᕐᑯᓪᓗᒋᑦ ᐱᓕᕆᐊᕆᓇᓱᒃᑕᖏᑦ ᑕᐃᒃᑯᐊ ᑎᓴᒪᑦ ᓇᓗᓇᐃᖅᑕᐅᓚᐅᖅᑐᐃᑦ ᒪᓕᒐᒃᓴᐅᓚᐅᖅᑐᖅ 37 ᐱᓪᓗᒋᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒃᑲᓐᓂᖅ, ᐊᖏᓂᖅᓴᒥᒃ ᐃᓱᒪᓕᐅᕆᒃᑲᓐᓂᕐᑯᒐᓗᐊᖅᑯᓯ ᑲᔪᖏᖅᓴᖅᐸᔅᓯ. ᐃᓗᐃᒃᑑᒃᑲᓐᓂᖅᑐᒥᒃ ᐃᓱᒪᒃᓴᖅᓯᐅᕐᑯᒐᓗᐊᖅᑯᓯ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. (interpretation ends) We appreciate the input and the information. The next part of this hearing is that we are looking for more information, we are looking for suggestions. However, as I understand, there are some limitations on our Committee on what we can do. We can't take a bill and change the scope of it entirely. We can't insert large blocks of legislation into bills. I'm just putting that out there for information in how I understand our role as the legislation committee. President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓕᔪᒍᑦ ᑐᓂᓯᖃᑦᑕᕋᕕᑦ ᐃᑲᔫᑎᔅᓴᓂᒃ, ᑕᕝᕙ ᓈᓚᓐᓂᖅᑕᖅᑎᑦᑎᕗᒍᑦ ᑕᐃᒫᒃ ᐃᒫᖕᒫᓚᔾᔪᑎᔅᓴᓂᓪᓗ ᐃᓱᒪᒋᔭᓂᑦ ᑐᓴᕈᒪᒐᑦᑕ, ᐊᒻᒪ ᑐᑭᓯᓯᒪᒻᒥᔪᖓ ᑲᑎᒪᔨᕋᓛᑦ ᐱᓕᕆᐊᕆᒍᓐᓇᖅᑕᖏᑦᑕᐅᖅ ᐃᓱᓕᒃᑕᖅᕕᖃᕐᒥᒻᒪᑕ, ᐄᔭᒐᑐᐃᓐᓇᕐᓇᑕ ᐊᓯᔾᔩᑐᐃᓐᓇᕈᓐᓇᖏᓐᓇᑦᑕ ᐃᓗᓕᖏᓐᓂᒃ, ᐃᓚᓕᐅᖅᑲᐃᒍᓐᓇᖏᓐᓇᑦᑕ ᒪᓕᒐᔅᓴᒧᑦ, ᒪᓕᒐᓕᐊᖑᓇᓱᑦᑐᒧᑦ ᒪᓕᒐᓕᐊᖑᓇᓱᑦᑐᒧᑦ ᐃᓚᓯᒍᓐᓇᖏᓐᓇᑦᑕ ᐅᖃᐅᔾᔨᒍᒪᑐᐃᓐᓇᖅᑐᖓ. ᑐᑭᓯᒐᓱᐊᑐᐃᓐᓇᕋᑦᑕ ᒫᓐᓇ ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᑕ, ᑲᑎᒪᔨᕋᓛᖑᓪᓗᑕ. ᐊᖓᔪᖅᑳᖅ ᑰᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for explaining that. I fully understand that, but I also know that I feel the bill is lacking certain things. You are the decision-makers. If you feel it is lacking in certain matters, then you should not pass it. That is what I'm trying to convey here. You lobby the government and you have rights as elected officials, so I'm just encouraging you. Thank you.	**ᑰᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒪᓐᓇ ᓇᓗᓇᐃᖅᑲᐅᕕᑦ ᑐᑭᓯᐅᒪᑦᑎᐊᖅᑕᕋ ᑖᓐᓇ. ᑭᓯᐊᓂ ᖃᐅᔨᒪᓪᓗᖓ ᐃᓚᑰᓇᓯᒋᒐᒃᑯᓕ ᐅᕙᖓ, ᐃᓕᔅᓯ ᑕᕝᕙ ᐃᓱᒪᓕᐅᕆᔨᐅᒐᔅᓯ ᐃᓚᑰᓇᓯᒋᒻᒥᒍᔅᓯᐅ ᑲᔪᓯᑎᓐᓇᓱᒃᑲᔭᓐᖏᑦᑕᓯᐅᒃ. ᑕᐃᒪᓐᓇ ᐃᓱᒪᓕᐅᕆᑐᐃᓐᓇᖅᐳᖓ, ᐊᔭᐅᖅᑐᐃᖅᑲᑦᑕᕐᒥᒐᔅᓯ ᒐᕙᒪᒥᒃ, ᐱᔪᓐᓇᐅᑎᖃᖅᑐᐃᓇᐅᓪᓗᓯ ᓂᕈᐊᖅᑕᐅᓯᒪᒐᔅᓯ. ᑕᐃᒪᓐᓇ ᑲᔪᖏᖅᓴᐃᒃᑲᓐᓂᑐᐃᓇᖅᐳᖓ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Mr. Kaernerk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᔅᑕ ᖃᐃᕐᓂᖅ.

Mr. Kaernerk (interpretation): Thank you, Mr. Chairman. In thinking of the previous Bill 37 and Bill 25, yes, you stated that it should die on the order paper. I would like to ask you: are both bills lacking in certain things? What are they missing? Are they not mentioning our language or culture enough? Can you please help me understand what's lacking in Bill 25? Can you clarify that? Thank you, Mr. Chairman.	**ᖃᐃᕐᓂᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᒪᓐᓇ ᑕᐃᓐᓇᓗ ᒪᓕᒐᒃᓴᐅᓚᐅᖅᑐᖅ 37 ᑖᓐᓇ ᐃᓱᒪᕆᑦᑐᒍ, ᐅᓇ ᒪᓕᒐᒃᓴᕐᓕ ᐃᓱᒪᕆᑦᑐᒍ 25, ᐄ, ᐅᕐᑲᖅᑲᐅᔪᑎᑦ ᑐᕐᑯᑕᐅᓂᒎᖅ. ᑕᐃᒪ ᐆᒥᖓ ᐊᐱᕆᔪᒪᓂᕆᕙᕆᑦ ᑖᒃᑯᐊ ᐃᓗᓕᓗᒃᑖᖏᑦ ᒪᓕᒐᒃᓴᐅᑉ ᐃᓚᒌᔭᐃᓐᓇᐅᕙᑦ ᑖᒃᑯᓂᖓ ᐊᕕᒃᑐᖅᓯᒪᔭᓂᒃ ᓇᐃᓴᐅᑎᑦ, ᖃᓄᖅ ᓇᐅᒃᑯᑦ ᐃᓚᑰᓂᕐᑲᕐᒪᑦ? ᐅᕐᑲᐅᓯᖅᑎᒍᑦ? ᐱᖅᑯᓯᖅᑎᒍᑦ? ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᒃᑯᑦ? ᑐᑭᓯᑎᒃᑲᓐᓂᕈᓐᓇᖅᐱᖓ ᓇᐅᒃᑯᑦ ᒦᓐᓇ ᐅᓇ ᒪᓕᒐᒃᓴᖅ 25, ᓇᐅᒃᑯᑦ ᐃᓚᑰᓂᕐᑲᕐᒪᑦ? ᑕᒻᒫᓇ ᑐᑭᓯᑎᑦᑎᒃᑲᓐᓂᕈᓐᓇᖅᐲᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for that question. Yes, we think that way. If I had been an MLA, I would think of ways to improve it, but sitting on this side as president of NTI, I can say that if it is improved in small aspects, it would still be useless. The changes needed are big foundational changes that have to do with Inuit education. In my opening remarks this morning, I said that there were three main reasons; the first one being the Inuit language has to be considered real and important and be taught in schools; the second one is local district education authorities must be given more authority; and the third one is anybody who has a mental or physical disability or other challenges has to be able to fully participate and go to school. Those are the three main things that we feel need to be changed. I don't want to just approve good little things. I know there are good little things in the bill, but looking at the whole bill, the bad things are too big and they are so foundational, so we don't want it to be passed. Thank you.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒡᓗ ᐊᐱᖅᑯᑎᒋᕙᖓ ᑖᓐᓇ. ᐄ, ᑕᐃᒪᓐᓇ ᐃᓱᒪᓇᖅᑐᖅ ᐃᓱᒪᓇᔭᖅᑰᕐᒥᔪᖓ ᒪᓕᒐᓕᐅᖅᑎᐅᓚᐅᕐᓂᑮᒪ ᖃᓄᑭᐊᕐᖑᓇ ᐋᖅᑭᐊᒃᑲᓐᓂᕈᓐᓇᖅᑐᖅ. ᑭᓯᐊᓂᓕ ᑕᒫᓂ ᐃᒃᓯᕚᖅᑐᖓ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᓐᓄᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᑦᑐᖓ. ᐅᕐᑲᕈᓐᓇᖅᑐᖓ ᐋᖅᑭᐊᖅᑕᐅᒐᓗᐊᖅᐸᑦ ᒥᑭᑦᑑᑎᓂᒃ ᐊᑑᑎᕐᑲᓖᓐᖏᑦᑐᑦ. ᐋᖅᑭᐊᖅᑕᐅᔭᕆᐊᓖᑦ ᐊᖏᔫᖓᒪᑕ ᑐᓐᖓᕕᑦᓚᕆᐅᑦᑐᑎᒡᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐊᒃᑐᐊᓂᕐᑦᓚᕆᒃᑐᑎᒃ. ᐅᑦᓵᖅ ᐱᕆᐊᕈᑎᕆᖅᑲᐅᒐᒃᑭᑦ ᐱᖓᓲᓂᕋᖅᓱᕆᑦ ᐱᑦᑐᐊᑕᓂᔭᕗᑦ, ᐃᓄᐃᑦ ᐅᕐᑲᐅᓯᖓ ᐱᑦᓚᓂᐅᑎᑕᐅᔭᓂᐊᕐᑲᕐᓂᖓᓂᒃ ᐃᓕᓐᓂᐊᕈᑕᐅᕐᑲᑦᑕᓂᐊᕐᑲᕐᓂᖓᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ. ᐊᐃᑉᐸᖓ, ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᖑᕐᑲᑦᑕᖅᑐᑦ ᐱᔪᓐᓇᐅᑎᖏᑦ ᓴᓐᖏᓂᖅᓴᒥᒃ ᐃᑲᔪᖅᓱᖅᑕᐅᔭᓂᐊᓛᑦ. ᐱᖓᔪᖓᑦ, ᑖᓐᓇ ᑭᓇᑐᐃᓐᓇᖅ ᐊᔪᕈᑎᕐᑲᕐᓗᐊᖅᐸᑦ ᐃᓱᒪᒥᒍᑦ, ᑎᒥᒥᒍᑦ ᓇᐅᒃᑯᑐᐃᓐᓇᖅ ᐊᒃᓱᕈᕐᓇᖅᑐᕐᑲᕐᓗᐊᖅᐸᑦ ᐃᓚᐅᕐᑲᑕᐅᑦᑎᐊᕈᓐᓇᓂᐊᕐᑲᕐᒪᑦ ᐃᓕᓐᓂᐊᓂᐊᕐᑲᑦᑕᕈᓐᓇᕐᓗᓂ. ᑖᒃᑯᐊ ᐱᖓᓲᑦᓗᐊᑕᖅᓱᑎᒃ ᐊᓯᔾᔨᓂᐊᕐᑲᕐᓯᕆᔭᕗᑦ. ᑖᒃᑯᐊ ᐊᓯᔾᔨᓚᐅᖅᑳᖅᑎᓐᓇᕆᑦ ᒥᑭᑦᑑᑎᓂᒃ ᐱᐅᓂᕐᐃᕚᕐᔪᑲᑕᒡᓗᖓ ᐱᔪᒪᓐᖏᓪᒥᔪᖓ. ᓇᓗᓇᓐᖏᑦᑐᖅ ᐱᐅᔪᖅᑕᕐᑲᐅᕚᕐᔪᒃᑑᒐᓗᐊᖅ. ᑭᓯᐊᓂ ᕿᒥᕐᕈᑦᑐᒍ ᐃᓗᐃᑦᑑᑦᑐᒍ ᐱᐅᓐᖏᓐᓂᖏᑦ ᐊᖏᔫᑕᐅᓗᐊᕐᓂᖏᓐᓄᑦ ᑐᓐᖓᕕᐅᓗᐊᕐᓂᖏᓐᓄᑦ ᑲᔪᓯᖁᓐᖏᑕᕗᑦ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Mr. Kaernerk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᖃᐃᕐᓂᖅ.

Mr. Kaernerk (interpretation): Thank you, Mr. Chairman. I would like to ask the Minister a question. We are given to understand that this bill is not good. What are we going to tell the people of Nunavut about Bill 25? Are you open to working with Nunavut Tunngavik if the bill was passed? Thank you, Mr. Chairman.	**ᖃᐃᕐᓂᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᒥᓂᔅᑕᒧᑦ ᐊᐱᕆᓗᖓ. ᑕᐃᒪᓕ ᑐᑭᓯᑎᑕᐅᒐᑦᑕ ᑖᓐᓇ ᒎᖅ ᓈᒻᒪᙱᒻᒪᑦ. ᖃᓄᕐᓕ ᑕᐃᒪ ᓄᓇᕗᒻᒥᐅᓄᑦ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25, ᑖᒃᑯᐊ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᐱᓕᕆᖃᑎᒋᔪᓐᓇᑦᑎᐊᖅᐱᓯᐅᒃ ᑖᓐᓇ ᑲᔪᓯᑎᑕᐅᓇᔭᕐᓂᖅᐸᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) Again, your question is a little bit hypothetical there (interpretation) to say "if the bill was passed," (interpretation ends) but I will give the Minister a chance to respond. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᖁᔫᑎᒍᑦ) ᐊᐱᖅᑯᑏᓄᓇ ᓴᖅᑭᓪᓚᕆᒍᓐᓇᖕᒋᑦᑐᒥᒃ ᐅᖃᐅᓯᖃᙱᑦ. ᒥᓂᔅᑕ ᑭᐅᔪᓐᓇᖅᑎᓐᓂᐊᕐᒥᔭᕋ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We want to work with Nunavut Tunngavik and other Inuit organizations on the proposed bill. As we are working on the bill, I said that there will be areas where we may not agree on and there has been a lot of work done to date. We don't want it to just go by the wayside, but maybe we need to understand more on how, as a government, we can work more closely with NTI and look at what needs to be improved in that regard. I'm just using that as an example, but I agree with President Kotierk when she used an example that QIA has helped us produce education curriculum for the lower grades. This has worked very well and we would like to see more of that happening and we expect that to continue. Thank you, Mr. Chairman.	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. ᑕᒪᒃᑯᐊ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ, ᐊᓯᖏᓪᓗ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᐱᓕᕆᖃᑎᒋᐊᒪᔭᕗᑦ ᐊᒻᒪᓗ ᑕᒪᓐᓇ ᒪᓕᒐᑦᓴᖑᓇ ᑲᔪᓯᕙᓪᓚᐊᓂᕆᔭᖓᓂᒃ, ᐅᖃᖅᑲᐅᒐᒪ ᐋ, ᐊᖏᖅᑲᑎᒌᓐᖏᑐᐃᓐᓇᕆᐊᖅᑐᒍᑦ ᑭᓯᐊᓂ ᑖᒃᑯᐊ ᐅᓪᓗᒥᒧᑦ ᐱᓕᕆᐊᕆᓯᒪᔭᕗᑦ, ᓱᕐᓗ ᐊᖏᖂᓯᒪᒻᒪᑦ ᐊᒻᒪᓗ ᒪᐅᖓᑐᐃᓐᓈᕐᑯᓇᓐᖏᒻᒪᑦ. ᑭᓯᐊᓂ ᐃᒻᒪᖄ ᑐᑭᓯᒋᐊᕆᐊᖅᑐᒍᑦ ᑕᒪᓐᓇ ᖃᓄᖅ ᐱᓕᕆᐅᑏᓐᓂᖅ ᒐᕙᒪᓪᓗᑕ ᐊᒻᒪᓗ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᐱᓕᕆᐅᑏᓐᓂᕆᓲᕆᔭᖓᓂᒃ ᖃᓄᖅ ᐋᖅᑭᒋᐊᕆᐊᖃᒻᒪᖔᖅ ᑖᓐᓇᖃᐃ ᕿᒥᕐᕈᔭᐅᓗᓂ. ᐃᒻᒪᖄ ᐆᑦᑑᑎᒋᓐᖑᐊᑐᐃᓐᓇᖅᑲᕋ ᑭᓯᐊᓂ ᐊᖏᖅᑎᒋᖅᑲᐅᓪᓗᒍᓗ ᐊᖓᔪᖅᑳᖅ ᑰᑎᖅ ᐅᖃᖅᑎᓪᓗᒍ, ᓱᕐᓗ ᐆᑦᑐᑎᖅᑲᐅᒻᒪᑦ ᕿᑭᖅᑕᓂ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᐅᖃᑎᒋᓯᒪᒐᑦᑎᒍ ᒥᑭᓛᑎᐅᓂᖅᓴᓄᑦ ᐱᓗᐊᙵᐊᖅᑐᒥ ᐊᒻᒪᓗ ᑲᔪᓯᑎᐊᖅᓯᒪᓪᓚᕆᐊᓗᒃᓯᒪᓪᓗᓂ. ᑕᒪᒃᑯᓂᖓ ᑕᑯᒃᑲᓐᓂᕈᒪᑐᐃᓐᓇᖅᓯᑕ ᐊᒻᒪᓗ ᑕᒪᒃᑯᓇᓐᖓᑦ ᐊᔾᔨᒋᓐᖏᑦᑐᓂᑦ ᑕᐃᒪᐃᑦᑐᖃᖃᑦᑕᕐᓂᐊᕆᐊᖓᓂᒃ ᓂᕆᐅᓐᓇᖅᑐᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. We will proceed to kind of a new MLA, Mr. Qamaniq.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᑕᐃᒪ ᑲᔨᐃᓗᑕ. ᒪᓕᒐᓕᐅᖅᑎᑖᕼᐋᖅ-ᖑᕆᓕᖅᑑᒐᓗᐊᖅ. ᒥᔅᑕ ᖃᒪᓂᖅ.
Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. I will read my questions in Inuktitut to the president of NTI.	**ᖃᒪᓂᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᐃᓄᒃᑎᑐᑦ ᐅᖃᓖᒪᕐᓂᐊᕋᒃᑭᑦ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᒃᑲ ᐊᖓᔪᖅᑳᖓᓄᑦ ᑐᓐᖓᕕᒃᑯᑦ.
In the fifth paragraph on page 2 of the September 11, 2019 letter, it states that the	ᑕᓪᓕᒪᒋᔭᖓ ᑲᑎᙵᐅᖅᑐᑦ ᒪᒃᐱᖅᑐᕋᖓᓂᒃ 2-ᖓᓂᒃ, ᓯᑎᐱᕆ 11, 2019-ᒥᑦ ᑎᑎᕋᕆᐅᓚᐅᖅᑕᕐᓂᒃ ᐅᖃᖅᓯᒪᖕᒪᑦ

education system in Nunavut has failed. Some of it has to do with the local district education authorities not receiving enough funding to do their work and they don’t receive adequate training to exercise their powers and duties. Can you provide some specific examples of what types of training local district education authorities would require in order to be able to fulfill their duties under the current legislation? Thank you, Mr. Chairman.	ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖓ ᐊᔪᓕᕐᒪᑦ ᐱᔾᔪᑎᖃᖅᑐᓂᒃ ᐃᓚᖓᒍᑦ ᑕᒪᒃᑯᐊ ᓄᓇᓕᖕᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᓈᒻᒪᒃᑐᓂᒃ ᕿᓇᐅᔭᖃᖅᑎᑕᐅᕙᖏᒻᒪᑕ ᐊᒻᒪᓗ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᓗᐊᖃᑦᑕᖅᑐᑎᒃ ᐱᓕᕆᔪᓐᓇᖅᓯᑎᑕᐅᓇᑎᒃ ᐱᔪᓐᓇᐅᑎᒥᓂᒃ ᐊᑐᖅᑐᑎᒃ ᐊᒻᒪᓗ ᐱᓕᕆᐊᒃᑲᓐᓂᕐᓂᕐᒥᒃ ᐆᒃᑰᑎᓂᒃ ᖃᐃᑦᑎᔪᓐᓇᖅᐲᑦ? ᐅᖃᕈᓐᓇᖅᐲᑦ ᓇᓗᓇᐃᖅᓯᔪᓂᒃ ᖃᓄᖅ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᒃᐸᑕ ᓄᓇᓕᖕᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐱᓕᕆᔪᓐᓇᖅᓯᒐᔭᕐᒪᖔᑕ ᐱᓕᕆᐊᕆᔭᕆᐊᓕᖕᒥᓂᒃ ᐊᑖᓂ ᒫᓐᓇ ᒪᓕᒐᐅᔪᒥᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for asking that question. We know it is obvious that we speak with the district education authorities and ask where they need more help. Therefore we indicated that the local district education authorities need more financial support and that they require training. I know that the chairperson of one of the DEAs will be doing a presentation here and give you the details. I expect that person will be able to talk about this better than I can. Thank you, Mr. Chairman.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒃ ᑖᔅᓯᒥᖓ ᐊᐱᖅᑯᑎᖃᕈᕕᑦ. ᓇᓗᓇᙱᑦᑐᖅ ᑖᒃᑯᐊ ᑲᑎᒪᔨᕋᓛᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐅᖃᓪᓚᖃᑎᒋᖃᑦᑕᕐᒥᒐᑦᑎᒍ ᑐᓴᕐᕕᒋᓇᓱᒃᐸᒃᑲᑎᒍᑦ ᖃᓄᖅ ᐃᑲᔪᖅᓯᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᕐᒪᖔᑦ. ᑕᐃᒪᐃᒻᒪᑦ ᓇᓗᓇᐃᓚᐅᖅᑕᕗᑦ ᐃᑲᔪᖅᓯᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᕐᓂᖏᓐᓂᒃ ᕿᓇᐅᔭᖅᑎᒍᑦ ᐊᒻᒪ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᔭᕆᐊᖃᕐᓂᖏᓐᓂᒃ. ᖃᐅᔨᒪᓪᓗᖓᓗ ᐃᒃᓯᕙᐅᑕᕆᔭᐅᔪᖅ ᐅᓂᒃᑳᕐᓂᐊᕐᒪᑦ ᐃᓗᓕᑯᓗᖏᓐᓂᒃ ᓇᓗᓇᐃᑦᑎᐊᕐᓂᐊᖅᑰᕐᒪᑦ ᓂᕆᐅᒋᑐᐃᓐᓇᖅᐸᕋ ᐅᖃᑦᑎᐊᕐᓂᖅᓴᐅᓂᐊᕐᒪᑦ ᐅᕙᓐᓂᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Qamaniq.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᔅᑕ ᖃᒪᓂᖅ.
Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. My second question, in the fifth paragraph on page 2 of your September 11, 2019 letter, it indicates that the Minister and local DEAs have different standards of accountability. Can you clarify why you feel the same standards should apply to both entities? Thank you, Mr. Chairman.	**ᖃᒪᓂᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒋᔪᒪᔭᒪ ᑐᒡᓕᖓ. ᑕᐃᒪ ᑕᓪᓕᒪᒋᔭᖓᓂᒃ ᑲᑎᙵᐅᖅᑐᑦ ᒪᒃᐱᖅᑐᒐᖓ 2-ᖓᓂᒃ ᓯᑎᐱᕆ 11, 2019-ᒥᑦ ᑎᑎᕋᕆᔭᐅᔪᓂᒃ ᐅᖃᖅᓯᒪᖕᒪᑦ: ᑖᓐᓇ ᒥᓂᔅᑕᐅᔪᖅ ᐊᒻᒪᓗ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᒃ ᓵᖓᔭᒃᓴᒫᖑᓂᐊᕐᒪᑎᒃ, ᓇᓗᓇᐃᕈᓐᓇᖅᐱᐅᒃ ᓱᖕᒪᑦ ᐊᔾᔨᒌᒥᒃ ᓵᖓᔭᒃᓴᒫᖑᓂᖃᕆᐊᖃᕐᒪᖔᑎᒃ ᑖᒃᑯᐊ ᑕᒪᒃᑮᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I lost a copy of my letter. My	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᐃᒃᑯᐊ ᑎᑎᖅᑲᑦ ᐅᐃᒻᒪᕈᔪᓗᐊᒧᑦ ᐊᓯᐅᔨᓚᐅᒃᑲᒃᑭᑦ. ᐅᑕᖅᑭᓚᐅᒃᑲᙵᐃᑦ,

apologies. Here it is. My apologies. Did you say it was on page 2? Please help me find the right spot again. I apologize, Mr. Chairman. **Chairman** (interpretation): Thank you. That's okay. Yes, we're supposed to clearly indicate what we're referencing. Mr. Qamaniq. **Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. Maybe I'll say it in English. (interpretation ends) The fifth paragraph on page 2 of your September 11, 2019 letter indicates that the Minister and the district education authorities are not being held to the same standard of accountability. Can you clarify why you feel the same standards should apply to both entities? Thank you, Mr. Chairman. **Chairman** (interpretation): Thank you. (interpretation ends) President Kotierk. **Ms. Kotierk** (interpretation): Thank you, Mr. Chairman. I also thank you for that clarification. When we wrote the letter, our thinking was it seems obvious that the powers and authority of the district education authorities are being eroded for the reason that they are not performing their duties adequately. With that, their powers are being eroded. We look at it the other way around because they are not given enough support and funding and not enough training is provided. That's why they fail to perform their duties. Therefore our thinking is the government should provide more support because Inuit want to control education. All the communities have schools and this is the avenue of the authority. We know that the francophones have their board and they can operate properly. Let us try to do the same thing with the DEAs.	ᒪᒥᐊᓇᖅ. ᑕᕐᓭ, ᒪᒥᐊᓇᖅ. ᒪᐅᐱᖏᓂᓂ ᒪᖁᑭᐅᓂᖏᓐᓂᖅᑕᐃᑦ ᓇᓗᓇᐃᐅᒃᓂᑭᓇᑭᓐᓂ ᐊᖅᓂᓕᖏᒪᑦ, ᒪᓕᐅᖏᓂᐊᖏᒪ. ᒪᒥᐊᓇᖅ, ᒪᒥᐊᐸᐃᖏᓪ. ᐃᐅᓯᒪᐅᑦᑲᖅ. **ᐃᐅᓯᒪᐅᑦᑕᖅ**: ᒪᓇ. ᓇᓪᒪᐅᑐᖅ ᓇᓗᓇᐃᔭᐃᓂᐊᐸᖅᑕᓪᓕᐊᖏᖅᖏᑦᑕᑦᑕᐅᖅ ᑲᑎᒪᔭᑎᔪᑦ ᓇᑦᑕᐊᖏᓂᒃ ᐅᖅᑲᐅᓯᖅᓯᒪᖏᓐᓇᖅ. ᑎᑕᐃᑦ ᐊᐅᖅᑐᖅ ᐅᖅᑲᐅᓯᖅᓯᒪᖏᓐᓇᖅ ᑕᐃᒪᓐᓂᖅ ᐃᓕᓴᐅᔪᖅᑐᑦ ᐊᐅᓚᐅᖅᑐᑦ ᐃᓚᖏᑕᐅᑦᑲᖅ ᐊᐅᓚᐅᖅᑐᑦ ᐃᓕᓴᐅᔪᖅᑐᑦ ᑲᑎᒪᔭᓕᕆᓂ ᐊᐅᓚᐅᖅᑐᑦ ᐃᓕᓴᐅᔪᖅᑐᑦ ᑲᑎᒪᔭᓕᕆᓂ ᐃᓚᖏᑕᐅᖅᑐᑦ

They seem to be looking at only one side and they are blaming the district education authorities for not performing their duties, so they are eroding their authority. If we are going to just keep doing that, having had a government for 20 years, maybe we should be eroding powers of the government too if they are not performing their duties. I'm just using that as an example. If they are not going to be operating properly, then their powers will be eroded. That was our thinking.	ᐃᓱᒪᒋᓪᓗᑎᒍᑦ ᐃᒡᓗᐃᓐᓈᓗᐊᓂᒃ ᑕᐅᑐᖅᑯᔨᖕᒪᑕ. ᑖᒃᑯᐊ ᐸᓯᔭᒃᓴᙱᖅᑎᑕᐅᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᑦ ᐱᓗᐊᙱᓐᓂᕋᖅᑕᐅᓕᖅᓱᑎᒃ. ᐱᓗᐊᙱᓐᓂᕋᖅᑕᐅᓕᕐᒪᑕ ᐱᔪᓐᓇᐅᑎᖏᑦ ᐲᔭᖅᑕᐅᓕᖅᓱᑎᒃ. ᐃᓱᒪᒋᓪᓗᒍ ᑕᐃᒪᓐᓇ ᒪᓕᒃᓴᐃᓐᓇᕐᓂᐊᕈᑦᑕ ᒐᕙᒪᕐᑲᓕᖅᑎᓪᓗᑕ ᐊᕐᕋᒍᓄᑦ ᐊᕙᑎᓄᑦ ᐱᓗᐊᙳᓐᓇᖅᑐᓂᒃ ᐲᔭᐃᕝᕕᒌᒃᑲᓐᓂᓇᐊᕐᑲᖅᑕᕗᓪᓕᕐᑲᐅᑯᐊᐃᑦ ᒐᕙᒪᐃᑦ? ᑕᐃᒪᓐᓇ ᐅᕐᑲᕈᑎᒋᙳᐊᖅᐸᕋ. ᑕᐃᒪᓐᓇ ᑕᐅᑐᒃᑕᐅᓂᐊᕈᑎᒃ ᐱᔪᓐᓇᐅᑎᒥᓂᒃ ᐊᐅᓚᑦᑎᙱᓗᐊᕐᓂᖏᓐᓂᒃ ᐲᔭᐃᔾᔪᔾᔭᐅᒃᑲᓐᓂᕐᓂᐊᕈᑎᒃ. ᑕᐃᒪᓐᓇ ᐃᓱᒪᒋᓚᐅᖅᑕᕗᑦ.
The government didn't revive the Inuit language in the schools, as they have a lack of Inuktitut-speaking teachers, and they have been dealing with this for 20 years. Are we going to believe them if they are going to be passing legislation like that? That's why I'm saying that. I hope that was clear. Thank you, Mr. Chairman.	ᑲᕙᒪᒃᑯᓪᓕᐅᑯᐊ ᐆᒻᒪᖅᑎᑦᑎᓚᐅᙱᑦᑐᑦ ᐃᓄᐃᑦ ᐅᕐᑲᐅᓯᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᐅᐸ ᐃᓗᐊᓂ ᐊᒥᑲᖅᓱᑎᒃ ᐃᓕᓴᐃᔩᑦ ᐃᓄᒃᑎᑑᕈᓐᓇᖅᑐᑦ. ᑕᕝᕙ ᐱᓕᕆᐊᕆᑦᑑᔭᖅᑕᙱᑦ ᐊᕐᕌᒍᓄᑦ ᐊᕙᑎᓄᑦ. ᖃᓄᕐᓕ ᐅᒃᐱᕇᓐᓇᕐᓂᐊᖅᐸᕗᑦ ᑕᐃᒪᓐᓇ ᑲᔪᓯᑎᑦᑎᓇᓱᙱᓂᐊᕈᑎᒃ? ᑕᐃᒪᓐᓇ ᐅᕐᑲᐅᓯᕆᕙᕋ. ᖁᔭᓐᓇᒦᒃ. ᑐᑭᓯᓇᖅᑐᒃᓴᐅᒐᖅ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Qamaniq.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑕ ᖃᒪᓂᖅ.
Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. This may be my last question. The way it is written is not really my dialect. I would like to be clear with my question. The sixth paragraph on page 2 of your September 11, 2019 letter refers to "…proposal is for an alternative solution" to the changes proposed under Bill 25, including "that the DEAs are properly funded, retain their authorities and be given equal weight as the Minister to make directions to Regional School Operations, Curriculum and School Services and Inclusive Education Division when exercising their authorities…" Can you provide further clarification in how you envision this alternative system would work across the territory, specifically how it would work when different DEAs give conflicting direction to divisions within the Department of Education? Thank you, Mr. Chairman.	**ᖃᒪᓂᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᒃ. ᑭᙳᓪᓕᖅᐹᙳᓗᒍᖃᐃ ᐊᐱᖅᑯᑎᒋᓂᐊᖅᑕᕋ. ᑕᑭᔪᒃᑲᓪᓛᕐᔫᙵᑦ ᑎᑎᕋᖅᓯᒪᓂᙵ ᑖᓐᓇ ᑖᒃᑯᐊᓗ ᓇᕿᑦᑕᖅᓯᒪᓂᖏᑦ ᐅᕙᙵ ᓇᙵᓂᖅ ᐅᕐᑲᐅᓯᖃᑎᒋᑦᑎᐊᖏᐅᔭᕋᓗᐊᖅᓱᒋᑦ ᑐᑭᓯᓇᕈᒪᓂᐊᕋᓗᐊᖅᐳᖓ ᐊᐱᖅᑯᑎᒋᓂᐊᖅᑕᓐᓂᒃ. ᐊᕝᕕᓂᓕᒋᔭᖑᓂ ᑲᑎᙵᐅᖅᑐᑦ ᒪᒃᐱᑐᒐᖓ 2-ᖓᓂ ᓯᑎᐱᕆ 11, 2019-ᒥ ᑎᑎᕋᕆᔭᐅᔪᓂᒃ ᓴᖅᑮᔪᒪᓂᐅᖕᒪᑦ ᐊᔾᔨᒋᙱᑕᖓᒍᑦ ᐋᖅᑭᒍᑎᒃᓴᐅᔪᓂᒃ ᐊᓯᔾᔨᖅᑕᐅᓇᓱᐊᖅᑐᓄᑦ ᒪᓕᒐᒃᓴᖅ 25-ᑯᑦ. ᐱᖃᓯᐅᑎᓪᓗᒋᑦ ᑕᒪᒃᑯᐊ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᓈᒻᒪᒃᑐᒥᒃ ᕿᓇᐅᔭᖃᖅᑎᑕᐅᓗᑎᒃ ᐱᔪᓐᓇᐅᑎᒥᖕᓂᒃ ᑎᒍᒥᐊᙱᓐᓇᕐᓗᑎᒃ ᐊᒻᒪᓗ ᓴᙱᓂᖃᕐᓗᑎᒃ ᐊᔾᔨᖓᓂᒃ ᒥᓂᔅᑕᐅᔫᑉ ᑐᕌᖅᑎᑦᑎᔪᓐᓇᕐᓗᑎᒃ ᐊᕕᒃᑐᖅᓯᒪᓂᕐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᐅᔪᓄᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᕆᓕᐅᖅᑎᓂᒃ ᐊᒻᒪ ᐃᓕᓴᕝᕕᖕᒥ ᐱᔨᑦᑎᖅᑕᐅᑎᓂᒃ ᐊᒻᒪᓗ ᐃᓚᐅᑎᑦᑎᓂᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐊᑐᓕᕋᐃᒃᐸᑕ ᓴᙱᓂᕐᒥᖕᓂᒃ. ᓇᓗᓇᐃᕆᐊᕈᓐᓇᖅᐱᐅᒃ ᖃᓄᖅ ᑕᑯᓐᓇᙳᐊᕐᒪᖔᖅᐱᐅᒃ ᑖᓐᓇ ᐊᓯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᓄᓇᕗᓕᒫᒥ ᐊᒻᒪᓗ ᓇᓗᓇᐃᖅᑐᕐᓗᒍ ᖃᓄᖅ ᐊᐅᓚᒐᔭᕐᒪᖔᑦ ᐊᔾᔨᒌᙱᑦᑐᕈᕚᔭᐃᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐊᑭᕋᖅᑐᕐᑲᑦᑕᐅᑎᔪᓂᒃ ᑐᕌᕐᓂᕐᑲᖅᑎᑦᑎᒐᓱᒃᐸᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᒃᑯᑦ

Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	ᐃᓗᐊᓂ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. **ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for that question. Our vision is that the local district education authorities should be given more support. We know and expect that if they are given proper support and training, as well as sufficient funding, they can become better and they can have more control over schools in their communities.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᑖᔅᓱᒥᖓ ᐊᐱᖅᑯᑎᖃᑦᑕᕖᑦ. ᑖᓐᓇ ᑕᐅᑐᒐᓇᔭᕗᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔩᑦ ᐃᑲᔪᖅᓯᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᕐᓂᖏᓐᓂᒃ. ᖃᐅᔨᒪᒐᑦᑕ ᓂᕆᐅᒃᓱᑕᓗ ᐃᑲᔪᖅᓱᖅᑕᐅᑦᑎᐊᕈᑎᒃ ᐱᓕᒻᒪᒃᓴᖅᑕᐅᑦᑎᐊᖃᑦᑕᕐᓗᑎᒃ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᑦᑎᐊᕐᓗᑎᒃ ᒪᑭᑉᐹᓪᓕᕈᓐᓇᕐᓂᕐᒥᓂᒃ, ᐊᐅᓚᑦᑎᔨᐅᒃᑲᓐᓂᕈᓐᓇᖅᓱᑎᒡᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᐃᓕᓐᓂᐊᕐᕕᖕᒥ ᓄᓇᓕᖕᒥᓂᒃ.
We also envision that the coalition would be able to support the district education authorities more if they were given proper funding by the government and given proper direction on their authority. We know that Inuit give full consideration and they are able to operate efficiently. Therefore we indicated that we think they need more support to be able to operate better rather than being controlled by the Minister. I know the Minister is the head and gives direction. I used an example earlier that the Minister can set how much classroom time should be given and it can be broken down into different segments as required. That’s just an example. It can be used as a standard in Nunavut, but the district education authorities should be administering education at the community level, with support from the coalition. Thank you, Mr. Chairman.	ᐊᒻᒪᓗ ᐃᓱᒪᒋᓪᓗᑎᒍᑦ ᑖᓐᓇ ᑲᑐᔾᔨᖃᑎᒌᖑᔪᖅ ᐃᑲᔪᖅᓯᑦᑎᐊᒃᑲᓐᓂᕈᓐᓇᖃᑦᑕᕐᓂᖅᓴᐅᓕᕐᓗᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᖃᑖᓂ ᓄᓇᓕᖕᓂ. ᑕᐃᒫᒃ ᒐᕙᒪᒃᑯᓐᓂ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᑦᑎᐊᕐᓗᑎᒃ ᓇᓗᓇᐃᕐᕕᐅᑦᑎᐊᖅᓯᒪᓗᑎᒃ ᖃᓄᖅ ᐊᐅᓚᐅᓯᖃᕈᓐᓇᕐᒪᖕᖔᑦ ᐱᔪᓐᓇᐅᑎᖃᕐᒪᖕᖔᑕᓗ. ᓇᓗᓇᓐᖏᒻᒪᑦ ᐃᓄᐃᑦ ᐃᓱᒪᓕᐅᕆᒃᑳᓘᖕᒪᑕ ᐊᐅᓚᑦᑎᔪᓐᓇᒃᑳᓘᓪᓗᑎᒡᓗ. ᑕᐃᒪᐃᒻᒪᑦ, ᒪᑭᑉᐹᓪᓕᕈᓐᓇᖁᓪᓗᑎᒍᑦ ᑖᓐᓇ ᓇᓗᓇᐃᓚᐅᖅᑕᕗᑦ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᕋᓱᒋᓪᓗᑎᒍᑦ. ᐊᐅᓚᑕᐅᓐᖏᓪᓗᑎᒃ ᒥᓂᔅᑕᒧᑦ. ᒥᓂᔅᑕ ᓇᓗᓐᖏᑦᑐᖅ ᓂᐊᖁᖕᒪᑦ ᓇᓗᓇᐃᖅᓯᔪᓐᓇᖅᑐᖅ ᐊᑐᖅᑕᐅᔭᕆᐊᖃᖅᑐᓂᒃ. ᐆᒃᑑᑎᒋᖅᑲᐅᒐᒃᑯ ᐅᐊᑦᑎᐊᖅ ᓲᕐᓗ ᐊᕐᕋᒎᑉ ᐃᓗᐊᓂ ᐅᓪᓗᕐᓄᑦ ᓇᓗᓇᐃᖅᓯᔪᓐᓇᖅᑐᖅ ᖃᓄᑎᒋ ᐃᓕᓐᓂᐊᖅᑎᒋᔭᕆᐊᖃᕐᒪᖕᖔ ᐊᔾᔨᒌᓐᖏᑦᑐᓂᒃ ᐊᕕᒃᑐᖅᑕᐅᔭᕆᐊᖃᑉ ᐊᕕᒃᑐᖅᑕᐅᓗᓂ. ᑖᓐᓇ ᐆᒃᑑᑎᒋᑐᐃᓐᓇᖅᓱᒍ ᓇᓗᓇᐃᖅᑕᐅᔪᓐᓇᖅᑐᖅ ᑖᓐᓇ ᐊᔾᔨᒌᒍᑕᐅᔪᓐᓇᖅᑐᖅ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖃᑦᑕᕐᒪᑕ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. ᑭᓯᐊᓂ ᑖᒃᑯᐊ ᐊᐅᓚᑦᑎᔾᒪᓇᐅᔭᕆᐊᖃᓗᐊᕐᒪᑕ ᓄᓇᓕᐅᑉ ᐃᓗᐊᓂ ᑲᑎᒪᔨᖃᑦᑖᖑᖅᑲᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐃᑲᔪᖅᑐᖅᑕᐅᓗᑎᒃ ᑲᑐᔾᔨᖃᑎᒌᖏᓐᓄᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Qamaniq, you’re done. Ms. Kamingoak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒦᒃ. ᒪ’ᓇ. ᒥᔅᑕ ᖃᒪᓂᖅ ᑕᐃᒫᖃᕖᑦ. ᒥᔅ ᖃᒥᓐᖑᐊᖅ.
Ms. Kamingoak: Thank you, Mr. Chairman. Welcome, Ms. Kotierk. In your opening remarks, your presentation was a joint response from NTI and the regional Inuit organizations and is informed by the active input of Nunavummiut. My question is: what specific input has the Kitikmeot Inuit Association brought forth to Bill 25? Thank you, Mr. Chairman.	**ᖃᒥᓐᖑᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑐᓐᖓᓱᒋᑦ ᒥᔅ ᑰᑦᑎᖅ. ᑕᕝᕙᓂ ᒪᑐᐃᕈᑎᓐᓂ ᑖᓐᓇ ᑲᑐᔾᔨᓗᓯ ᑐᓐᖓᕕᒃᑯᓐᓂ ᐊᒻᒪᓗ ᐊᕕᑦᑐᖅᓯᒪᔪᓂ ᐱᖓᓱᓂᒃ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ ᓄᓇᕘᒥᐅᓂᓪᓗ ᑎᑎᕋᔅᓯᓐᓂ ᑖᒃᑯᐊ ᕿᑎᕐᒥᐅᑦ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ ᐅᖃᐅᓯᔅᓴᖅᓯᒪᕙᑦ ᒪᓕᒐᒃᓴᖅ 25 ᒥᒃᓵᓄᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

Chairman: *Ma’na. Koana.* President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. We know that in the Kitikmeot, Inuinnaqtun speakers are becoming fewer and fewer. Therefore the Kitikmeot Inuit Association has shown their plans on how Inuinnaqtun and Nattilingmiutut can be given more support in the Kitikmeot. They are given funding so that, for example, it would allow for one-on-one mentoring or for Inuinnaqtun instruction for the more advanced students. It would allow for different approaches. It is something that enjoys widespread support. We have a social development committee under NTI. There are representatives from the Kitikmeot, Kivalliq, and Qikiqtani and they are involved when we deal with education. Thank you, Mr. Chairman.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᕿᑎᕐᒥᐅᓂ ᖃᐅᔨᒪᒐᑦᑕ ᐃᓄᐃᓐᓇᖅᑐᓐ ᐅᖃᓪᓚᖃᑦᑕᖅᑐᑦ ᐅᓄᕈᓐᓀᑉᐸᓪᓕᐊᑐᐃᓐᓇᕐᒪᑕ. ᑕᐃᒪᐃᒻᒪᑦ, ᕿᑎᕐᒥᐅᑦ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᓴᖅᑮᔭᖅᑎᑦᑎᓯᒪᔪᑦ ᖃᓄᖅ ᐸᕐᓇᐅᑎᒥᓃᒃ ᐃᓄᐃᓐᓇᖅᑐᓐ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕐᑯᓪᓗᒍ ᐊᒻᒪᓗ ᐃᓄᒃᑎᑐᑦ ᓇᑦᑎᓕᖕᒥᐅᑎᑐᑦ ᕿᑎᕐᒥᐅᓂ ᐅᖃᐅᓯᖓ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑦ. ᑕᐃᓐᓇ ᐊᑐᖅᑕᐅᓪᓗᓂ ᐊᔾᔨᒋᓐᖏᑦᑐᒃᑯᑦ ᑮᓇᐅᔭᖅᑎᒍᑦ ᐃᑲᔪᖅᑕᐅᖃᑦᑕᖅᑐᑦ ᓱᒃᕐᓗ ᐃᓕᓐᓂᐊᖅᑐᖅ ᐊᑕᐅᓯᐊᖅᑕᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᕈᓐᓇᕐᑯᓪᓗᒋᑦ ᓱᒃᕐᓗ ᐃᓄᐃᓐᓇᖅᑐᓐ ᐅᖃᓪᓚᒃᑲᐅᓂᖅᓴᖅ ᐃᓄᐃᓐᓇᖅᑐᓪᓗ ᐅᖃᓪᓚᒃᑲᐅᓐᖏᓐᓂᖅᓴᖅ ᐃᓕᓐᓂᐊᕋᓱᒃᑐᑦ ᑲᑎᖕᖓᓗᑎᒃ. ᐱᓕᕆᖅᑎᒌᒍᓐᓇᕐᓗᑎᒃ ᐊᔾᔨᒌᖕᒋᑦᑐᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᕐᒪᑕ ᑮᓇᐅᔭᖅᑎᒍᑦ. ᑖᓐᓇ ᐃᑲᔪᖅᓱᖅᑕᐅᖃᑦᑕᖅᑐᖅ. ᓇᓗᓐᖏᑦᑐᖅ ᑕᐃᓐᓇ ᑐᙵᕕᒋᓪᓗᑎᒍ ᖃᓄᖅ ᐱᐅᓯᖃᓇᖅᑲᕐᒪᖔᖅ ᑖᒃᑯᐊ ᐱᓕᕆᐊᕆᓪᓗᑎᒍ ᐅᖃᐅᓯᕆᖃᑦᑕᖅᓯᒪᔫᑉ. ᑖᓐᓇ ᐆᒃᑑᑎᒋᑐᐃᓐᓇᖅᑕᕋ. ᐃᓅᓯᓕᕆᓂᕐᒥᓪᓗ ᑲᑎᒪᔨᖃᕋᑦᑕ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᓐᓂ ᓂᕈᐊᖅᑕᐅᓯᒪᔪᖅ ᕿᑎᕐᒥᐅᓂ ᐊᒻᒪᓗ ᑭᕙᓪᓕᕐᒥ ᕿᑭᖅᑖᓗᖕᒥᓗ ᐃᓚᐅᖃᑕᐅᑦᑎᐊᖃᑦᑕᕆᐊᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᐱᓕᕆᐊᕆᓕᖅᑳᖓᑦᑎᒍᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Kamingoak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. ᒥᓯ ᖃᒥᓐᖑᐊᖅ.
Ms. Kamingoak: *Koana*, Mr. Chairman. *Koana,* Ms. Kotierk, for your answer. I encourage the Department of Education to take that specific concern into serious consideration and put more effort on specifically Inuinnaqtun.	**ᖃᒥᓐᖑᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ, ᒥᓯ ᑰᑦᑎᖅ ᐊᒻᒪᓗ ᑲᔪᖅᓯᖅᓴᑦᑎᐊᖅᐸᕋ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑖᓐᓇ ᐃᓱᒫᓗᑕᐅᔪᖅ ᐃᓱᒪᒋᖃᓯᐅᔾᔭᐅᓪᓚᑦᑖᖅᑯᓪᓗᒍ ᐊᒻᒪᓗ ᐊᒃᓱᕈᒃᑲᓐᓂᖅᑯᓪᓗᒋᑦ ᐃᓄᐃᓐᓇᖅᑐᓐ ᐱᓗᐊᖅᑐᒥᒃ.
Moving on, your fourth page in your opening remarks states that students feel like they are being pushed out of the education system. I would like to understand, or can you clarify what that statement means? Thank you, Mr. Chairman.	ᑲᔪᓯᒋᐊᖅᓗᖓ. ᒪᒃᐱᒐᖅ 4-ᒥ ᒪᑐᐃᕈᑎᓐᓂ ᐅᖃᖅᓯᒪᒻᒪᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᑦ ᑕᐃᒪ ᐊᓂᑎᑕᐅᖃᑦᑕᖅᑐᓇᔭᐃᑦ ᑐᑭᓯᔪᒪᒐᒪ ᑐᑭᓯᓇᖅᓯᑎᒋᐊᕈᓐᓇᖅᐹᑦ ᑖᓐᓇ ᐅᖃᐅᓯᖅ ᖃᓄᖅ ᑐᑭᖃᓪᓚᑦᑖᕐᒪᖔᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I also thank you for that question. I used an example this morning that last	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᖅᓗ ᑖᔅᓱᒥᖓ ᐊᐱᖅᑯᑎᖅᑲᕋᕕᑦ. ᐆᒃᑑᑎᖅᑲᐅᔭᕋ ᐅᓪᓛᖅ

week there was a poverty reduction roundtable in Cambridge Bay and the official from the Kitikmeot Inuit Association stated that students feel like they are being pushed out of school and that they lose their self-identity. They used that as an example and they used the example that the students want to go to school, but they stop going to school due to lack of housing. There are reasons for various challenges in Nunavut. There are different challenges. There are hard times to go through and students stop going to school. I'm just using that as an example. Thank you, Mr. Chairman.	ᐱᓇᓱᐊᕈᓯᐅᓚᐅᖅᑐᒥ ᐊᔪᖅᓴᕈᓐᓃᖅᑕᐃᓕᒪᓂᐅᑉ ᒥᒃᓵᓄᑦ ᑲᑎᒪᓂᖃᓚᐅᕋᑦᑕ ᐃᖃᓗᒃᑑᑦᑎᐊᕐᒥ ᑕᐃᓐᓇᓗ ᐅᖃᓚᐅᖅᑐᖅ ᕿᑎᕐᒥᐅᒥᐅᑕᖅ ᕿᑎᕐᒥᐅᑦ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᓄᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᐅᓯᓐᓈᖅᓱᓂ ᐅᖃᓚᐅᕐᒪᑦ ᐊᓂᑕᐅᔪᖅᑎᑐᐃᓐᒍᖅ ᐃᓕᓐᓂᐊᖅᑐᖅ ᐱᕐᑲᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᕿᓇᐅᕐᒪᖔᕐᒥᒃ ᐃᓕᓴᖅᓯᕐᑲᑦᑕᓐᖏᓗᐊᓘᑦ ᐃᓕᓐᓂᐊᖅᑕᒥᓂᒃ. ᑖᓐᓇ ᐆᒃᑑᑎᒋᓚᐅᖅᑕᖓ ᑭᓯᐊᓂ ᐊᓯᖏᑦᑕᐅᖅ ᐆᒃᑑᑎᒋᓚᐅᖅᑕᖏᑦ ᐃᓱᒪᖅᓱᕈᓐᓃᖅᓱᓂ ᐃᓕᓐᓂᐊᕈᒪᔫᒐᓗᐊᖅ ᐃᒡᓗᑭᒃᓴᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᑦᑎᐊᕈᓐᓃᖅᑲᑦᑕᕐᒥᔪᑦ. ᐊᔾᔨᒌᓐᖏᑦᑐᑦ ᐃᓅᓯᓕᕆᓂᖅ ᐱᓕᕆᐊᕆᓪᓗᒍ ᐃᓗᓕᖏᑦ ᐅᓄᖅᑑᕐᑲᑦᑕᕐᒪᑕ ᐊᒃᓱᕈᓘᖅᑕᐅᕐᑲᑦᑕᖅᑐᑦ ᐃᓚᑦᑎᓐᓄᑦ ᑕᒫᓂ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. ᐊᔾᔨᒌᓐᖏᑦᑐᑦ ᐊᑐᕈᒥᓇᓐᖏᑦᑐᑦ ᐊᒃᓱᕈᓇᖅᑐᑦ ᐊᑐᕐᑲᑦᑕᖅᑕᕗᑦ ᐃᓚᓐᓂᒃᑯᑦ ᐃᓕᓐᓂᐊᖏᓐᓇᕋᓱᒋᐊᒃᓴᖅ ᐊᔪᕈᑕᐅᓕᖅᑲᑦᑕᕐᒥᖕᒪᑕ. ᐆᒃᑑᑎᒋᑐᐃᓐᓇᖅᐸᕋ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Kamingoak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. ᒥᔅ ᖃᒥᖕᒎᐊᖅ.
Ms. Kamingoak: Thank you, Mr. Chairman. Moving on, my last question: how does the Kitikmeot Inuit Association feel about the timeline of phasing in the application of the Inuit language provisions from grades 4 to 12? Thank you, Mr. Chairman.	**ᖃᒥᖕᒎᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑲᔪᓯᕆᐊᕐᓗᖓ ᑭᖑᓪᓕᖅᐹᖅ ᐊᐱᖅᑯᑎᒐ. ᑖᒃᑯᐊᓕ ᖃᓄᖅ ᕿᑎᕐᒥᐅᑦ ᐃᓄᐃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᖁᑦᑎᓐᓂᓖᑦ 4-ᒥ 12-ᓄᑦ ᖃᓄᕐᓕ ᑖᓇ ᐃᓱᒪᒋᔭᐅᖕᒪᑦ ᖃᖓᒃᑰᓂᐊᕐᓂᖓ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you for that question. Our submission comes from each Inuit organization. Even though that's the case, it's obvious that we have to work at a faster pace, especially in the Kitikmeot. As the Inuit language is being used less and less in that region, we have to address it urgently. I keep saying that education is in a shocking place right now. We're losing the Inuit language at a very fast pace. If we stop using the language, who do we face if we want to revitalize the Inuit language? This being our traditional land, the Inuit language should be very strong. Thank you, Mr. Chairman.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᑖᔅᓱᒥᖓ ᐊᐱᕆᕕᑦ. ᑖᒃᑯᐊ ᕿᒥᕐᕈᑎᒋᓯᒪᔭᕗᑦ ᑎᑎᕋᖅᓯᒪᔪᑦ ᐊᑐᓂ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖕᖓᓂᖕᖔᖅᓯᒪᔪᑦ. ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᓇᓗᓇᐃᖏᑦᑐᖅ ᑐᐊᕕᐊᓇᓗᑎᒍ ᐱᓕᕆᐊᕆᒃᑲᓐᓂᕆᐊᖃᖅᑕᕗᑦ ᕿᑎᕐᒥᐅᓂ ᐱᓗᐊᖅᑐᒥ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᑕᐅᕙᓂ ᐊᑐᖅᑕᐅᓐᖏᓐᓂᖅᓴᐅᕙᓪᓕᐊᓂᖅᓴᐅᓕᖅᑎᓪᓗᒍ ᑐᐊᕕᐊᓇᓗᑎᒍ ᐱᓕᕆᐊᕆᔭᕆᐊᖃᖅᑕᕗᑦ. ᖁᐊᖅᓵᕐᓇᖅᑐᒦᓐᓂᑲᑕᒃᑲᒃᑯ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᖁᐊᖅᓵᕐᓇᖅᑐᒦᑦᓚᕆᖕᓂᖕᖔᕐᓂᖅ. ᓇᓗᓇᐃᕈᒪᔫᖓ ᕿᓚᒥᐊᓗᒃ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐊᑐᖅᑕᐅᔾᔪᓐᓃᖅᐸᓪᓕᐊᑐᐃᓐᓇᕐᒪᑦ. ᐅᕙᒍᓪᓗ ᐊᑐᕐᑲᑦᑕᕈᓐᓃᕈᑦᑎᒍ ᓇᒧᑦ ᓴᓛᖅᓱᑕ? ᓇᒧᓪᓕ ᓴᓛᕋᑦᑕ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐅᖃᐅᓯᐅᕐᑲᑦᑕᒃᑲᓐᓂᕐᑯᓕᕈᑦᑎᒍ? ᓄᓇᑐᕐᑲᓇᓪᓗᑎᒍ ᑕᒫᓂ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑦ ᓴᓐᖏᔫᔭᓇᐊᓕᐅᓚᓗᐊᖅ ᑕᒫᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Kamingoak, you said that you were done.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. ᒥᔅᑕ ᖃᒥᖕᒎᐊᖅ ᑕᐃᒫᕐᓂᕋᕋᕕᑦ.

Moving on. Mr. Lightstone.	ᑲᔪᕼᐃᓗᑕ, ᒥᔅᑕ ᓚᐃᕐᓯᑑᓐ.
Mr. Lightstone (interpretation): Thank you, Mr. Chairman. (interpretation ends) President Kotierk, (interpretation) welcome. (interpretation ends) It has been a few years since you have been here, but it's a pleasure to have you before us today. I would like to thank you for your submission as well as your draft legislation as well. Your submission as well as the others that we received have given us a lot to think about.	**ᓚᐃᕐᓯᑑᓐ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑎᖅ, (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᑐᓐᖓᓱᒋᑦ. (ᑐᓵᔨᑎᒍᑦ) ᐊᕐᕋᒍᒐᓴᖕᓂᒃ ᐅᕙᓃᑦᑐᓐᓃᕋᕕᑦ ᑭᓱᐊᓂ ᖁᕕᐊᓇᖅᑐᖅ ᓵᑦᑎᓐᓃᑦᑐᓐᓇᕋᕕᑦ. ᖁᔭᓐᓇᒦᕈᒪᓪᓗᑎᑦ ᑖᒃᑯᓇᖓ ᑎᑎᕋᓚᐅᖅᑕᕐᓄᑦ ᐊᒻᒪᓗ ᑖᒃᑯᓇᖓᓗ ᒪᓕᒐᒃᓴᓕᐊᕆᓯᒪᔪᖅ ᑎᑎᕋᖅᓯᒪᔪᓂ ᑖᒃᑯᐊᓗ ᐊᓯᖏᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒻᒪᕆᒋᑦᑎᒍ.
I agree that with the current state of Bill 25, I would not vote in favour of it as is and I really hope that the Minister will be willing to accept some friendly amendments to the legislation.	ᐊᖏᖅᑲᑎᒋᒋᒃᑭᑦ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᐊᖏᔾᔫᓐᖏᓐᓇᒃᑯ ᒥᓂᔅᑕ ᐃᒪᓐᓇ ᐊᓯᔾᔨᒐᒃᓴᓂᒃ ᐋᖅᑭᒃᓯᒐᔭᓐᖑᐊᕋᓗᐊᖅᐸᑦ ᒥᓂᔅᑕ.
I'll go on to my first question. On the first page of your opening comments you stated your disappointment in not having the opportunity to take part in the early development phase of this legislation. You also made reference to Article 32 of the *Nunavut Agreement*. I was wondering if you might be able to clarify or explain to us a little bit more about this article and how it applies to the development of legislation in Nunavut. Thank you, Mr. Chairman.	ᓯᕗᓪᓕᖅᐹᖅᓕ ᐊᐱᖅᑯᑎᒐ, ᑖᒃᑯᐊ ᒪᒃᐱᒐᖅ ᓯᕗᓪᓕᖅᐹᒥᒃ ᒪᑐᐃᕈᑎᖕᓂ ᐅᖃᖅᑲᐅᒐᕕᑦ ᐊᐃᑦᑖᕈᓖᖕᓂᕆᔭᕐᓂᒃ ᐃᓚᐅᔪᓐᓇᓚᐅᓐᖏᓐᓂᕐᓂᒃ ᑖᒃᑯᐊ ᑖᔅᓱᒨᖓ ᒪᓕᒐᒃᓴᖅ ᐱᓕᕆᐊᖑᕙᓪᓕᐊᓕᖅᑎᓪᓗᒍ ᐱᒋᐊᕐᓂᖓᓂ ᐊᒻᒪᓗ ᐅᖃᐅᓯᖅᑲᐅᖕᒥᒐᕕᑦ ᐃᓗᓕᖓ 32-ᒥ ᓄᓇᑖᕈᑎᒥᓂᕐᒥ ᐃᓱᒪᕋᑖᕋᒪ. ᑐᑭᓱᓇᖅᓯᑎᒋᐊᕈᓐᓇᖅᐱᐅᒃ ᐅᓂᒃᑳᕐᕕᒋᒍᑦᑎᒍᓘᓐᓃᑦ ᑖᔅᓱᒥᖓ ᑖᓐᓇ ᐃᓗᓕᖓ ᐊᖏᖅᑲᑎᒌᒍᑎᐅᑉ ᖃᓄᖅ ᐊᒃᑐᐊᑎᒋᖕᒪᖔᑦ ᒪᓕᒐᓕᐅᕐᓂᕐᒧᑦ ᓄᓇᕗᒻᒥ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I also thank you for that question. According to Article 32 of the *Nunavut Agreement*, it indicates how government should operate and how they should follow the agreement. In 32.2.1 it indicates that if it has social effects on Inuit by policies and services put in place by the government, Inuit should be fully involved and be kept informed and how it can improve and affect Inuit. It points that out, including issues important to Inuit.	**ᑰᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᓗ ᑖᔅᓱᒥᖓ ᐊᐱᖅᑯᑎᖃᕋᕕᑦ. ᐃᓛᒃᑰᖓᔪᖅ 32 ᑖᓐᓇ ᒪᓕᒃᖢᒍ ᓄᓇᕗᑦ ᐊᖏᕈᑖᓂ, ᓇᓗᓇᐃᖅᓯᓯᒪᖕᒪᑦ ᑐᓪᓕᐊᓂ ᖃᓄᖅ ᒐᕙᒪᒃᑯᑦ ᐊᐅᓚᐅᓯᖅᑲᓇᐊᖅᑲᒪᖔᑦ ᖃᓄᖅᓗ ᒪᓕᒋᐊᖅᑲᒪᖔᑦ ᐊᖏᕈᑎ. ᑖᓐᓇ ᒪᓕᒃᖢᒍ 32.2.1 ᑖᓐᓇ ᓇᓗᓇᐃᖅᓯᓯᒪᔪᖅ ᐃᓅᓯᓕᕆᓂᕐᒧᑦ ᐃᓄᖕᓄᑦ ᐊᒃᑐᐊᓂᖅᑲᖅᓂᐊᖅᐸᑦ ᐊᑐᐊᒐᐃᑦ ᐱᔨᑦᑎᕋᕈᑏᑦ ᐊᑐᖅᑕᐅᓂᐊᖅᑐᑦ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐃᓄᐃᑦ ᐃᓚᐅᖅᑕᐅᑦᑎᐊᕈᓐᓇᕆᐊᖅᑐᑦ. ᖃᐅᔨᒪᑎᑕᐅᑦᑎᐊᕈᓐᓇᖅᑐᑎᓪᓗ ᖃᓄᖅ ᐋᖅᑭᒋᐊᕈᓐᓇᕋᔭᕐᒪᖔᑦ ᐃᓄᖕᓄᓪᓗ ᖃᓄᖅ ᐊᒃᑐᐊᓂᖅᑲᔭᕐᒪᖔᑦ ᓇᓗᓇᐃᖅᓯᓯᒪᓪᓗᓂ. ᐃᓚᓕᐅᔾᔭᐅᓗᓂ ᐃᓱᒪᒋᔭᐅᓗᓂ ᐃᓄᐃᑦ ᓯᕗᓪᓕᐅᔾᔨᔭᖏᑦ ᐱᒻᒪᕆᐅᒋᔭᖏᑦ.

We think that we have already shown our priorities. There were five priorities, but the first three priorities are the Inuit language, education, and Inuit employment. As I said, these are all intertwined. If one improves, it will affect the others. That’s why I said that. I used that as an example. Thank you, Mr. Chairman.	ᑕᐃᒪᐃᒻᒪᑦ, ᐃᓱᒪᒋᔭᕗᑦᑕ ᓴᖅᑭᑎᑦᑎᓯᒪᒐᑦᑕ ᓯᕗᓪᓕᐅᔾᔨᔭᑦᑎᓐᓂ ᑕᓪᓚᒪᐅᒐᓗᐊᖅᑑᑎᒃ ᓯᕗᓪᓕᖅᐹᑦ ᐱᖓᓱᑦ ᐃᓄᐃᑦ ᐅᖅᑲᐅᓯᖓᑦ, ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ, ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐃᖅᑲᓇᔭᖅᑲᑦᑎᐊᕈᓐᓇᕐᓂᖅ. ᑖᒃᑯᐊ ᐅᖅᑲᐅᓯᕆᖅᑲᐅᒐᒃᑭᑦ ᐊᒃᑐᐊᔪᐃᓐᓇᐅᓪᓗᑎᑦ ᓲᕐᓗ ᓂᒐᕙᓯᒪᔪᖅᑎᑐᑦ ᑕᐅᑐᖅᑲᑦᑕᖅᑕᕗᑦ ᐱᐅᓯᕚᓪᓕᓂᖅᐸᑦ ᐊᑕᐅᓯᖅ ᐊᒃᑐᐊᓂᖅᑲᓪᓚᓇᐅᔭᕐᒪᑦ ᐊᐃᑉᐸᖓᓂ. ᑕᐃᒪᓐᓇ ᐃᓱᒪᒋᓪᓗᒍ ᓂᓪᓕᕈᑎᒋᕙ. ᑖᓐᓇ ᐆᒃᑑᑎᒋᕙ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Lightstone.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ.
Mr. Lightstone: Thank you, Mr. Chairman. Thank you for that explanation. My next question is for the Minister. Given that Article 32.2.1 of the *Nunavut Agreement*, I would like to ask the Minister: why was NTI not invited to participate in the early developmental phase of this draft legislation? Thank you, Mr. Chairman.	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ ᓇᓗᓇᐃᖅᑎᐊᕐᕕᑦ. ᐊᐱᖅᑯᑎᒐ ᒥᓂᔅᑕᒧᑦ, ᑖᒃᑯᐊ ᐊᖏᕈᑎᒋᔭᖓᑕ ᐃᓗᐊᓂ 32 ᐃᓗᓕᑯᓘᔭᖓ 32.1 ᑖᓐᓇ ᖃᓄᐃᒻᒪᑦ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᖃᐃᖁᔭᐅᓚᐅᙱᒻᒪᖔᑦ ᐱᕙᓪᓕᐊᓕᓵᖅᑎᓪᓗᒋᑦ ᓯᕗᓪᓕᖅᐹᖓᓃᑎᓪᓗᒋᑦ ᑕᒪᓐᓇ ᓴᓇᔭᐅᓂᐊᖅᑎᓪᓗᒍ ᒪᓕᒐᒃᓴᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᓂᔅᑕ ᔪᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. When the government proposes a bill, it’s up to them as to what they will do. We understood that at the same time we would start discussions with Nunavummiut and various non-governmental organizations, and we proceeded with that prior to the bill being introduced. Thank you, Mr. Chairman.	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᒪᓕᒐᒃᓴᒥ ᑐᒃᓯᕋᕐᓂᐊᓚᑐᐊᕋᐃᒐᒥ ᒐᕙᒪᒃᑯᑦ ᐃᓱᒪᑦᓴᖅᓱᖅᑲᑦᑕᕐᒪᑕ ᖃᓄᐃᓕᐅᕈᑎᒋᓂᕐᒪᖔᑕ. ᑖᓐᓇ ᑐᑭᓯᐅᒪᓪᓚᐅᖅᑐᒍᑦ ᐊᑕᐅᑦᑎᒃᑰᕐᓗᑎᒃ ᓄᓇᕗᒻᒥᐅᑦ ᐊᒻᒪᓗ ᑕᒪᒃᑯᐊ ᐊᔾᔨᒌᙱᑦᑐᐃᑦ ᑎᒥᐅᔪᑦ ᒐᕙᒪᐅᑉ ᓯᓚᑖᓃᙶᖅᓯᒪᔪᑦ ᐅᖅᑲᖅᑲᑎᒋᕙᓪᓕᐊᓚᐅᔭᓇᐊᓂᑦᑎᓐᓂ. ᑕᐃᒻᒪᒃ ᑲᔪᓯᑕᓚᐅᖅᑐᒍᑦ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ ᓴᖅᑭᑕᐅᖅᑎᓐᓇᒍ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Lightstone.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ.
Mr. Lightstone: Thank you, Mr. Chairman. Just a further question for the Minister, I understand that NTI as well as a number of special interest groups were involved in the consultation phase of the *Education Act*, but I would like to ask: specifically what opportunities was NTI provided in drafting Bill 25 as early as the legislative proposal phase? Thank you, Mr. Chairman.	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᑦᑕᐅᖅ ᒥᓂᔅᑕᒧᑦ, ᑐᑭᓯᐊᓪᓗᙵ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᐊᒻᒪ ᐊᓯᖕᖏᖕᒋᑦ ᐃᓚᐅᓯᒪᖕᒪᑕ ᑕᒪᒃᑯᓂᖓ ᐅᖅᑲᖅᕕᐅᑎᓪᓗᒋᑦ ᖃᐅᔨᓴᖅᕕᐅᓯᒪᑎᓪᓗᒋᑦ ᑐᑭᓯᒋᐊᖅᕕᐅᓯᒪᓗᑏᓛᒃ. ᖃᓄᖅ ᐱᕕᖅᑲᖅᑎᑕᐅᓚᐅᖅᐸᑦ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᑕᒪᔅᓱᒥᖓ ᒪᓕᒐᒃᓴᖅ 25 ᓴᖅᑭᑕᐅᕙᓪᓕᐊᓂᐊᓕᖅᑎᓪᓗᒍ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

Chairman (interpretation): Thank you. Minister Joanasie.	**ᐃᒃᓯᕋᐅᑕᖅ**: ᒪ’ᓇ. ᒥᓂᔅᑕ ᔪᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. As I stated, we wrote a letter in July 2018 and we informed the organization that in September we were going to proceed with engagement and consultation with Nunavummiut. We met with the organization in September. We have always been welcoming them and we gave an opportunity to hear from every community we went to and we paid for the community tour. We wanted to hear from Nunavummiut on their thoughts. In October 2018 we also had a meeting and provided an update. In January 2019 we met with Nunavut Tunngavik to discuss what we heard. We have been working together on other things. I want you to be aware of what President Kotierk spoke about with regard to requesting funding from the federal government. We have provided support as a department. That has proceeded well. Nunavut Tunngavik has expressed that they wanted to provide a written submission and their position, but what we have seen to date is just their final submission to the Standing Committee and their draft legislation. Thank you, Mr. Chairman.	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕋᐅᑖᖅ. ᐅᖃᖅᑲᐅᒐᓚ ᑕᐃᒪ ᑎᑎᕋᖁᔨᓕᐅᕋᑦᑎᒍ ᔪᓚᐃᖑᑎᓪᓗᒍ 2018-ᖑᑎᓪᓗᒍ ᑐᑭᓯᑎᓪᓗᑎᒍ ᐅᑭᐊᔅᓵᖑᓕᖅᐸᑦ ᓯᑎᐤᕙᒥ ᐱᕆᐊᕋᔭᕋᑦᑕ ᑕᒪᓐᓇ ᓄᓇᕗᒻᒥᐅᓂ ᑐᓴᖅᐸᓪᓕᐊᓂᕆᔭᕗᑦ. ᐊᓯᐃᓪᓛᒃ ᑭᖑᓂᐊᒍᑦ ᑕᐃᑲᓂ ᓯᑎᐤᕙᒥ ᑲᑎᒪᖃᑎᒋᓪᓗᑎᒍᓪᓗ ᐊᒻᒪᓗ ᑐᓐᖓᓱᑦᑏᓐᓇᖅᓱᑎᒍ ᓄᓇᓖᑦ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐅᐸᑦᑕᑎᓐᓂ ᐱᕕᖃᖅᑎᑕᐅᓚᐅᖅᑕᕗᑦ ᐊᒻᒪᓗ ᐊᑭᓕᖅᓱᖅᓱᑎᒍᓪᓗ ᑕᐃᓐᓇ ᓄᓇᓕᓐᓅᕐᓂᕆᔭᕗᑦ. ᑖᓐᓇ ᑕᐃᒫᒃ ᐱᕕᖃᖅᑎᑲᓐᓂᕈᒪᓚᐅᕋᑦᑎᒍ ᑐᓴᕆᐊᖅᓯᒪᑎᓪᓗᑕ ᓄᓇᕗᒻᒥ ᖃᓄᖅ ᐃᓱᒪᕆᔭᖃᕐᒪᖔᖅ. ᖄᒃᑲᓐᓂᐊᒍᓪᓗ ᑕᒫᓂ ᐊᒃᑐᐤᕙᐅᑎᓪᓗᒍᑦᑕᐅᖅ 2018 ᑲᑎᒪᖃᑎᒋᓚᐅᕐᒥᔭᕗᑦ ᖃᓄᖅ ᑕᒪᓐᓇ ᑲᔪᓯᕙᓪᓕᐊᓯᒪᒪᖔᑦ. ᑭᖑᓂᐊᒍᓪᓗ ᔮᓐᓄᐊᕆ 2019 ᑕᒫᓂ ᑐᓴᓚᐅᖅᑕᕗᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᑦ ᑲᑎᒪᖃᑎᒋᓚᐅᕐᒥᔭᕗᑦ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ. ᐊᒻᒪᓗ ᐊᓯᐊᒍᑦᑕᐅᖅ ᐱᓕᕆᖃᑎᒌᑉᐸᓪᓕᐊᓯᒪᒪᒐᑦᑕ ᑖᓐᓇ ᐅᔾᔨᕆᔭᐅᖁᒥᐊᑲᓂᖅᓱᒍ. ᑕᐃᓐᓇ ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ ᐅᖃᐅᓯᕆᖅᑲᐅᔭᖓ ᒐᕙᒪᑐᖅᑲᒃᑯᓐᓂ ᖄᓇᐅᔭᓂᒃ ᑐᔅᓯᕋᖅᓯᒪᒻᒪᑕ ᐃᑲᔪᖅᓱᖅᓯᒪᓪᓗᑎᒍᓪᓗ ᐃᓚᔅᐃᔨᒃᓴᕈᖅᐸᓪᓕᐊᓂᖅᑯᑦ ᑕᒪᒃᑯᐊ ᐋᖅᑭᓱᖅᐸᓪᓕᐊᓕᖅᑎᓪᓗᒋᑦ. ᑕᒪᓐᓇ ᑲᔪᓯᑦᑎᐊᖅᓯᒪᔫᒐᓗᐊᖅ ᐊᒻᒪᓗ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᑭᓯᐊᓂ ᑐᔅᓯᕋᓚᐅᖅᓯᒪᒻᒪᑕ ᓵᖅᓗ ᒪᓕᒐᒥ ᑎᑎᕋᖅᑕᐅᒍᒪᓪᓗᑎᒃ ᐊᒻᒪᓗ ᖃᓄ ᑎᑎᕋᖅᓯᒪᖁᔨᒻᒪᖔᖅ ᑭᓯᐊᓂ ᐅᑯᐊ ᑕᐃᓐᓇ ᑭᖑᓪᓕᖅᐹᖅ ᑲᑎᒪᔨᕋᓛᓄᑦ ᑐᓂᔭᐅᓚᐅᖅᑐ ᑖᒃᑯᑐᐊ ᒪᓕᒐᔅᓴᓕᓇᔪᓂ ᑎᑎᕋᖅᓯᒪᔪᓂᒃ ᑕᑯᓯᒪᔪᒍᑦ ᐅᓪᓗᒥᒧᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕋᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Lightstone.	**ᐃᒃᓯᕋᐅᑕᖅ**: ᒪ’ᓇ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ.
Mr. Lightstone: Thank you, Mr. Chairman. My next question will be a follow-up for President Kotierk. Given these series of events that have occurred over the last year between the Department of Education and NTI, why is it that NTI is unsatisfied that it has had an appropriate opportunity to make a contribution to this legislation and, if the roles were reversed, if you were in the	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕋᐅᑖᖅ. ᐊᐱᖅᑯᑎᒋᔭᕋ ᐱᖃᑖ, ᐊᖓᔪᖅᑳ ᑰᑦᑎᖅᒧᑦ. ᑕᒪᒃᑯᐊᑦᑕᐅᖅ ᐊᓚᒃᑲᖅᓯᒪᔪᐃᑦ ᐊᖅᑰᒍᕆᔭᑦᑎᓐᓂ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ. ᓱᖓᒪᑦ ᓱᓚ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᓈᒻᒪᒃᓴᖅᓯᒪᓐᖏᓚᑦ ᐊᒻᒪᓗ ᐱᕕᖃᐃᓐᓇᕋᓗᐊᖅᑎᓪᓗᒋᑦ ᑕᒪᒃᑯᓄᖓ ᒪᓕᒐᒃᓴᒧᑦ ᑎᑎᖅᑲᖅᑕᖏᓐᓂᒃ ᑐᓂᓯᒍᓐᓇᓚᐅᕋᓗᐊᕐᒪᑕ? ᑖᒃᑯᐊᑦᑕᐅᖅ ᐃᕝᕕᖅᑎᓯᒪᓐᓂᕈᕕᑦ

Minister's seat, how would you have done it differently? Thank you, Mr. Chairman.	ᐃᒃᓯᕙᐅᑕᐅᖕᖏᕐᓂᕈᕕᑦ ᒥᓂᔅᑕᒧᑦ ᖃᓄᐃᓕᖕᒐᒐᔭᓚᐅᖅᐱᑦ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) Again, we're going into hypothetical land, but it is a valid question. President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒎᑦ) ᓱᓕ ᐃᒪᓐᓈᑐᓐᖑᐊᑐᐃᓐᓇᕋᔅᓯ ᐊᐱᖅᑯᑎᕚᓯᐊᕙᐅᒐᓗᐊᖅ. ᐊᖓᔪᖅᖄᖅ ᑰᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I enjoy the hypothetical questions. Thank you for that question. If I was the Minister, let me explain what steps I would have taken. In following the land claims agreement, we know that Article 4 established the Nunavut territory and a public government. It even established this Legislative Assembly. It is the foundation. Inuit are the foundation in Nunavut.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑏᑦ ᐊᐱᖅᑯᑏᑦ ᖁᕝᕙᐊᒋᖃᑦᑕᖅᑕᒃᑲ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᒐᕙᑦ ᑖᔅᓱᒥᖓ. ᒥᓂᔅᑏᓚᐅᕐᓂᕈᒪ … ᒥᓂᔅᑏᓚᐅᕐᓂᕈᒪ ᖃᓄᖅ ᐱᐅᓯᖃᕋᔭᓚᐅᕐᒪᖖᑦ ᐅᓂᒃᑳᑦᑎᐊᓚᐅᕐᓚᖓᐃᑦ. ᑖᒃᑯᐊ ᐊᖏᕈᑏᑦ ᒪᓕᒃᓱᑎᒍ ᖃᐅᔨᒪᒐᑦᑕ ᐃᓛᒃᑰᖓᔪᖅ 4, ᑖᓐᓇ ᓄᓇᕗᒻᒧᑦ ᓴᖅᑭᑎᑦᑎᓚᐅᖅᓯᒪᖕᒪᑦ ᒐᕙᒪᒃᑯᓐᓂᒃ ᓴᖅᑭᑎᑦᑎᓚᐅᖅᓯᒪᓪᓗᓂ. ᐊᒡᓛᑦ ᑖᔅᓱᒥᖓ ᒪᓕᒐᓕᐅᕐᕕᖕᒥ ᓴᖅᑭᑎᑦᑎᓚᐅᖅᑐᖅ ᑐᓐᖓᕕᐅᓪᓚᕆᒃᑐᖅ ᐃᓄᐃᑦ ᑐᓐᖓᕕᒋᔭᐅᖕᒪᑕ ᓄᓇᕗᒻᒥ.
Nunavut Tunngavik and the Inuit organizations are not supposed to be perceived as just beneficiary organizations. They are a separate entity, but they have to work hand in hand and that's why we have Article 32. We all know what the interpretation of Article 32 means. Our previous government and the following government always make improvements. Whenever Inuit and the people that are expressing their concerns are involved, anybody who decides to take on a task themselves will find that it will be a very difficult one, but if people work together for the common good, we always find that things will be a lot better.	ᑕᐃᒪᓐᓇ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᑕᐃᒪᐃᑎᓪᓗᒋᑦ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᓇᖕᒥᓂᖅᖃᑕᐅᔪᑐᐃᓐᓇᖅᑎᑐᑦ ᐱᔭᐅᔭᕆᐊᖃᓐᖏᑦᑐᑦ. ᑲᑐᔾᔨᖃᑎᒋᔭᐅᓗᑎᒃ ᐱᔭᐅᔭᕆᐊᖃᖅᑐᑦ. ᑖᓐᓇ ᑕᕝᕙ ᓇᓗᓇᐃᑦᑎᐊᖅᓯᒪᔪᖅ ᐃᓛᒃᑰᖓᔪᖅ 32. ᖃᐅᔨᒪᓪᓗᑕᓗ ᑖᓐᓇ ᐊᑑᑎᖃᕐᓂᖓᓂᒃ. ᒪᓕᒃᓴᐃᑦ ᓴᖅᑕᐅᔭᕌᖓᒥᒃ ᒐᕙᒪᒋᓚᐅᖅᑕᑦᑎᓐᓄᑦ ᐱᐅᓂᖅᓴᐅᓖᑦ ᐊᑑᑎᖃᕐᓂᖅᓴᐅᓖᑦ. ᐊᒃᑐᐊᓂᖅᓴᐅᓖᑦ ᐃᓄᖕᓄᑦ. ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᑦ ᐃᓚᐅᑦᑎᐊᕌᖓᒥᒃ ᐃᓱᒪᒃᓴᖅᓯᐅᕆᓗᑎᒃ ᖃᓄᖅ ᐱᐅᔫᓇᔭᕐᒪᖖᑦ. ᑭᓇᑐᐃᓐᓇᖅ ᐃᓅᔾᔨᓗᓂ ᐱᐅᓐᖏᓐᓂᖅᓴᕐᒥᒃ ᓴᓇᓲᖑᖕᒪᑦ ᐋᔾᔭᖃᑎᖒᓚᑕ ᐊᔾᔨᒌᓐᖏᑦᑐᒥᒃ ᐃᓱᒪᐅᓯᖃᖅᓚᑕ ᐱᓕᕆᐊᖃᕐᖓᑦᑕ ᐱᐅᓂᖅᓴᒥᒃ ᓴᖅᑭᑦᑎᑦᑎᔪᓐᓇᓲᖑᔪᒍᑦ.
As for proposing what should be within the law, I could say that it was identified by the media in the spring and then we were only informed in July that public input was going to be requested. If I was the Minister, I would not put an announcement to the public until I had spoken to the Inuit organizations so that I could plan an effective bill that is better tailored to Inuit needs. It's only by working together. If we had worked together	ᑕᐃᒪᐃᒻᒪᑦ ᑖᓐᓇ ᒥᓂᔅᑕᒋᔭᐅᔪᖅ ᓇᓗᓇᐃᖅᓯᑎᓪᓗᒍ ᑐᒃᓯᕋᐅᑎᐅᓚᐅᖅᑐᑦ ᒐᕙᒪᒃᑯᓐᓄᑦ ᖃᓄᖅ ᐃᓗᓕᖅᑲᕐᓂᐊᕐᒪᖔᑦ ᒪᓕᒐᒃᓴᖅ ᐊᖏᖅᑕᐅᕚᓂᒃᓯᒪᔪᑐᖃᐅᓕᖅᑎᓪᓗᒍ ᐃᖅᑲᐅᒪᒍᓯ ᐱᕆᓪᓕᐊᔪᒃᑯᑎᒎᑦ ᓴᖅᑭᑕᐅᓚᐅᖅᓯᒪᖕᒪᑦ ᐅᐱᕐᖓᒃᑯᑦ. ᑕᕝᕙ ᔪᓚᐃᒥ ᑐᓴᖅᑎᑕᐅᓕᑕᐃᓐᓇᖅᑐᒎᑦ ᐃᓄᓕᒫᖅᑎᑦᑎᓂᐊᓕᕐᓂᕋᐃᓪᓗᑎᒃ. ᒥᓂᔅᑏᓚᐅᕐᓂᕈᒪᓕ ᐱᕙᓪᓕᐊᔪᒃᑯᑎᒎᑦ ᑐᓴᖅᑎᑦᑎᓇᔾᔭᖕᖏᓐᓇᒪ ᑖᓐᓇ ᑎᒥᖁᑎᐅᔪᖅ ᑲᑐᔾᔨᖃᑎᒋᔭᕆᐊᖃᖅᑕᕋ ᐱᐅᓂᖅᓴᕐᒥᒃ ᐃᓄᖕᓂᒃ ᑭᒡᒐᖅᑐᑦᑎᐊᖅᑐᒥᒃ ᐋᖅᑭᒃᓱᐃᔪᒪᓗᐊᒧᑦ ᐸᕐᓇᐅᑎᑦᑎᐊᕙᖕᒥᒃ ᓴᖅᑮᔪᒪᓗᐊᒧᑦ ᒪᓕᒐᒃᓴᑦᑎᐊᕙᖕᒥᒃ ᓴᖅᑮᔪᒪᓗᐊᒧᑦ. ᑲᑐᔾᔨᖃᑏᑦᑎᐊᓚᐅᕈᑦᑕ ᑕᐃᒪᓐᓇ

with greater transparency, even if we don’t always agree, the public would then have a stronger belief in what we’re doing if we can show how well we are working together.	ᑕᑯᒃᓴᐅᔪᒃᑯᑦ ᐊᖏᖅᑲᑎᒌᖏᓐᓇᑲᑕᐃᓐᓈᓗᒐᔭᓐᖏᑦᑐᒍᑦ. ᐅᒃᐱᕈᓯᓕᕐᓂᖅᓴᐅᓇᔭᖅᑐᑦ ᑕᖅᑲᒃᑯᐊ ᐱᓕᕆᖅᑎᒌᑦᑎᐊᕐᓂᑦᑎᓐᓂ.
I am pleased that we were asked to engage. We did go to the meetings and I felt that it was more like listening at the meetings without having a say, without having a voice. That’s why I am saying we haven’t been working together as effectively as I would like to have seen. That is why I said that earlier, but my expectation is… . As Inuit, we always have expectations and we do not give up. I expect that in the months and years to come, even when we are no longer here on this earth, there will be a much better working relationship.	ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᐊᓂᒍᖅᓯᒪᓕᕐᒪᑦ ᑖᓐᓇ ᐃᓚᐅᖅᑕᐅᑦᑎᐊᕐᓂᕋᐃᓵᖅᑐᖅ ᑐᓐᖓᓱᒃᑎᑕᐅᔭᕕᓂᐊᓐᓅᓐᓂᕋᑦᑕ. ᐄᓛᒃ ᐃᓚᐅᖅᑕᐅᓚᐅᖅᑐᒍᑦ ᑐᓵᔭᖅᑐᖅᑲᑕᐅᑐᐃᓐᓇᑦᑎᐊᖅᓗᑕ. ᐃᓗᓕᖕᖏᓐᓂᒃ ᑭᓯᓂᒃ ᑐᓴᓇᐊᖅᑐᖅᓯᒪᖕᒪᖕᒫᑦ ᐃᓯᒪᖅᑲᖅᑎᑕᐅᓐᖏᖦᓗᑕ ᓂᐱᖅᑲᖅᑎᑕᐅᓐᖏᖦᓗᑕ. ᑕᐃᒪᐃᒻᒪᑦ ᐱᓕᕆᖅᑎᒌᑦᑎᐊᓐᖏᓐᓂᕋᐃᑲᑕᒃᐳᖓ. ᐱᓕᕆᖅᑎᒌᑦᑎᐊᖅᓯᒪᓐᖏᑦᑐᑦ ᑖᓐᓇ ᓇᓗᓇᐃᑲᑕᒃᐸᕋ. ᑭᓯᐊᓂ ᓂᕆᐅᒃᐳᖓ ᓂᕆᐅᖏᓐᓇᐅᔭᕋᑦᑕ, ᐃᓅᑦᑐᑕ ᓴᐱᓕᖅᐸᓐᖏᖦᓗᑕᓗ. ᓂᕆᐅᒃᐳᖓ ᐊᒡᒋᖅᑐᓄᑦ ᐅᑦᑐᕋᓄᑦ ᑕᖅᑭᓄᑦ ᐊᕐᕌᒍᓄᑦ ᑕᕝᕙᐅᔪᓐᓃᕋᓗᐊᖅᑎᓪᓗᑕ ᐱᓕᕆᖅᑎᒌᑦᑎᐊᕐᓂᕐᒧᑦ ᑎᑭᐅᑎᓛᕈᓐᓇᕐᓂᐊᕐᓂᑦᑎᓐᓂᒃ.
The Minister indicated that the federal government has announced funding for teacher training. We’re still not working together as close as we should. I could say that when we do have meetings, we have said that these are identified agendas. It is always after the fact that we get involved, so we have to work together for the benefit of the Inuit. Thank you, Mr. Chairman.	ᒥᓂᔅᑕ ᑕᐃᓯᔮᕐᒥᖕᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐃᓕᓴᐃᔾᔭᐅᓇᔭᖅᑐᒥ ᐃᓕᓐᓂᐊᕈᑎᓂᒃ ᑮᓇᐅᔭᖅᑎᒍᑦ ᓴᖅᑭᑉᐹᐅᓯᒪᒐᑦᑕ ᒐᕙᒪᑐᖅᑲᒃᑯᓐᓂ. ᐱᓕᕆᖅᑎᒌᑦᑎᐊᕐᓂᕐᒧᑦ ᓱᓕ ᑎᑭᐅᑎᑦᓚᓇᓚᐅᓐᖏᑦᑐᒍᑦ. ᐊᓪᓛᑦ ᑲᑎᒪᓇᓱᒃᐸᒃᑲᓗᐊᖅᑐᑕ ᑖᒃᑯᐊ ᑲᑎᒪᔾᔪᑏᑦ ᖃᓄᖅ ᐊᐅᓚᐅᓯᖅᑲᓂᐊᕐᒪᖔᑦ ᓇᓗᓇᐃᖅᓯᓯᒪᒐᓗᐊᕋᑦᑎᒍ ᑕᖅᑭᒐᓴᖕᓄᑦ ᐊᖏᖅᑕᐅᓚᐅᓐᖏᑦᑐᑦ ᓯᓚ. ᐊᔪᐅᖅᑐᐃᖏᓐᓇᐅᔫᓗᖅᑰᔨᓪᓗᑕ ᐱᓕᕆᐊᖅᑲᖃᓱᒃᑐᒍᑦ. ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᐊᔪᐅᑐᐃᖏᓐᓇᓂᐊᖅᑐᒍᑦ ᐃᓄᐃᑦ ᐱᑦᑐᒋᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. I have another name on my list. Mr. Lightstone, you can ask one more question. Mr. Lightstone.	**ᐃᒃᓯᕙᐅᑖᖅ**: ᒫᓇ. ᐊᑎᖁᑎᖃᕐᒪ ᕼᐅᓕ, ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ ᐊᑕᐅᕼᐃᒃᑲᓐᓂᕐᒥᒃ ᐊᐱᕼᐅᐊᕐᓂᕈᕙᑦ. ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ.
Mr. Lightstone: Thank you, Mr. Chairman. My next topic is on language of instruction. On page 3 of the September letter received from Ms. Kotierk, at the very top it highlights the timelines and targets for language of instruction. I believe, in the opening comments, President Kotierk also mentioned that for these dates, we have yet to see any justification and I share that concern. It’s good to see that there is a schedule, but it’s unfortunate that we have yet to see anything to substantiate those dates. My	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᕐᓂᖅ ᖃᓄᖅ ᐅᖃᐅᓯᖅ ᒪᓕᒡᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᒃᓴᐅᖕᒪᖔᑦ ᒪᒃᐱᖅᑐᒐᖕᒐᓂ 3 ᑎᑎᖅᑲᓇᔭᕐᓂᒃ ᓯᑎᕝᕙᓇᒥ. ᑖᓐᓇ ᖁᓪᓕᖅᐹᖑᓂ ᓇᓗᓇᐃᓇᓯᒪᖕᒪᑦ ᖃᓄᑎᒋ ᑎᑭᐅᑎᒐᒃᓴᓇᒐᔭᖅᑕᖕᒋᓐᓂ ᐅᖃᐅᓰᑦ ᐊᒻᒪᓗ ᐅᖃᖅᑲᐅᖕᒥᒐᕙᑦ ᐱᒋᐊᓖᖅᑎᓪᓗᑎᑦ ᑕᒪᒃᑯᐊ ᑭᒡᓕᒋᒐᔭᓐᖑᐊᖅᑕᖕᒋᓐᓂᒃ ᐃᓕᓐᓂᐊᕈᑎᒋᔭᐅᔪᓐᓇᓕᖅᓯᓇᐊᖏᑦ ᐅᖃᐅᓯᕐᒥᓂᒃ ᒪᓕᒡᓗᑎᒃ. ᑕᒪᓐᓇ ᐃᓯᒪᒋᔭᖅᓕ ᑕᑯᓪᓗᒍ ᖁᕕᐊᒋᓪᓗᒍ ᓱᕐᓗ ᐅᓪᓗᖏᑎᒍᑦ ᐅᓪᓗᖅᓯᐅᑎᒃᑯᑦ ᑭᒡᓕᖅᑲᖅᑎᑕᐅᒍᓐᓇᖅᓯᓇᔾᖏᓐᓂᒃ ᑭᓯᐊᓂ ᖃᓄᒃᑲᓐᓂᖅ ᐃᓗᓕᖅᑕᖏᓐᓂᒃ ᓱᕐᓗ ᖃᓄᐃᒻᒪᑦ ᑕᐃᒪᐃᖁᔭᐅᒻᒪᖔᑦ

question to Ms. Kotierk is: have you requested to see any information from the Department of Education to justify these dates? That's my question. Thank you, Mr. Chairman.	ᐊᐱᖅᑯᑎᒋᓂᐊᓕᖅᐸᕋ ᒥᔅ ᖁᑦᑎᕐᒧᑦ. ᑐᒃᓯᕋᖅᓯᒪᖕᒪᖕᒑᖅᐱᑦ ᑕᒪᔅᓱᒥᖕᒐ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᓐᓂ ᐃᓗᓕᑯᓘᔭᖕᒋᓐᓂᒃ ᖃᓄᐃᓪᓚᑦ ᑕᐃᒪᓐᓇ ᐅᑦᓗᖅᑲᖅᑎᑕᐅᖕᒪᖕᒑᑕ ᑭᓪᓕᖅᑲᖅᑎᑕᐅᑦᑐᑎᒃ ᑕᒪᓐᓇ ᑕᐃᒪᐃᑦᑑᓂᖕᒐᓄᑦ? ᐊᐱᖅᑯᑎᒋᕙᕋ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. (interpretation ends) Mr. Lightstone, if you recall, this Committee sent a letter to the Minister a few months ago asking those precise questions and we did receive a response from the Minister about a month later. We were asking precisely that in terms of justifying the dates and how they were calculated. This morning we were also provided another document which provides further information.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒥᔅᑕ ᓚᐃᑦᓯᑑᓐ, ᐃᖅᑲᐅᒪᒍᕕᑦ ᒥᓂᔅᑕᒧᑦ ᑕᖅᑭᒐᓴᖕᓂᒃ ᐊᐱᕆᔭᐅᓚᐅᖅᑐᐃᑦ ᑕᒪᒃᑯᓂᖕᒐ ᐊᐱᖅᑯᑎᐅᑦᑐᐊᖅᑐᓂᒃ ᑎᑎᖅᑲᐅᓯᐊᖅᑖᓚᐅᖅᓯᑕᑐ ᑕᖅᑭᑦᑐᐊᖅ ᐊᓂᒍᖅᓚᑦ ᐊᓪᒪᑐ ᐊᐱᕆᓚᐅᖅᑐᑕ ᑕᒪᑐᒪ ᒥᒃᓵᓄᑦ ᖃᓄᐃᓪᓚᑦ ᐅᑦᓗᖅᑲᖅᑎᑕᐅᓂᖕᒋᓐᓂᒃ ᐊᓪᒪ ᖃᓄᑎᒋ ᑕᐃᒫᒃ ᖃᐅᔮᓯᕐᓂᖅᑲᓚᐅᕐᓂᖕᒋᓐᓂᒃ ᐅᓛᓂᑦᑕᐅᖅ ᑎᑎᖅᑲᐅᓭᖅᑖᖅᑎᑕᐅᑦᑐᑕᑐ.
It's an important question, but we have seen information. For the record, we have seen information from the department as to how they got to these dates. Okay? Do you not have this document in front of you? The information is in there. You made a statement before you went into your question. That statement was inaccurate. Okay? President Kotierk.	ᐊᐱᖅᑯᑏᑦ ᐱᐅᔫᒐᓗᐊᖅ ᐱᓪᒪᕆᐅᑦᑐᓂ, ᑭᓯᐊᓂ ᑕᑯᒌᖅᓯᒪᓚᒐᑦᑎᒍ ᑕᒪᔅᓱᒥᖕᒐ ᑐᓴᖅᑎᑕᐅᓯᒪᓂᑦᑎᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᖃᓄᖅ ᐋᖅᑭᒃᓱᐃᔭᓚᐅᕐᓂᖕᒋᓐᓂᒃ ᑕᐃᒪᓐᓇ ᑭᓪᓕᖅᑲᖅᑎᑕᐅᓂᖕᒋᓐᓂᒃ. ᐱᓯᒪᙱᓐᓇᕕᐅᒃ? ᑐᓵᒍᑎᒋᒋᐊᖅᑲᖅᑕᐃᑦ ᐃᓕᖕᓂᒃ. ᑕᐃᒫᒃ ᐊᐱᕆᓚᐅᙱᓐᓂᕐᓂᒃ ᑖᓐᓇ ᓯᓚᙱᓪᒪᑦ ᐅᖅᑲᐅᓯᕆᖅᑲᐅᔭᐃᑦ. ᐊᖕᒐᔪᖅᑳᖅ ᖁᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I also thank you for that question. It touches on Article 23. It also clearly indicates what Inuit employment plans should include. It is clearly spelled out in section 23.4.2. Those plans are missing items. We have requested them from the government. It is clear that they indicate their goals, but we haven't been informed as to how they will hire more Inuit, when they will be completed, and how they will be trained. We request this information so that we have an idea of when Inuit language of instruction will be introduced in the education system. Thank you, Mr. Chairman.	**ᖁᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᓪᓗ ᑖᔅᓱᒥᖕᒐ ᐊᐱᖅᑯᑎᖅᑲᕋᕕᑦ. ᑖᓐᓇ ᐊᒃᑐᐊᓂᖅᑲᓚᑦ ᐃᓛᒃᑰᖕᒐᔪᖅ 23-ᒥ ᓇᓗᓇᐃᖅᓯᓯᒪᑦᑎᐊᖅᓱᓂᓗ ᑖᓐᓇ ᐸᕐᓇᐅᑏᑦ ᐃᓄᖕᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᒃᑲᓐᓂᕋᖕᓂᕐᒧᑦ ᑭᓱᓂᒃ ᐃᓗᓕᖅᑲᕆᐊᖃᕐᒪᖕᒑᑦ. ᑖᒃᑯᐊ ᓇᓗᓇᐃᖅᑕᐅᑦᑎᐊᖅᓯᒪᔪᑦ 23.4.2 ᐃᓗᐊᓂ. ᑖᒃᑯᐊ ᐃᓚᑰᖕᒪᑕ ᑐᒃᓯᕋᖅᑕᖅᓯᒪᔭᕗᑦ ᒐᕙᒪᒃᑯᓐᓂ ᓇᓗᓇᖕᒋᑦᑐᖅ ᑐᕌᒐᓕᔭᒥᓂᒃ ᓇᓗᓇᐃᖅᓯᖅᑕᑦᑕᖅᑐᖅ ᑭᓯᐊᓂ ᐃᓗᓕᑯᓗᖕᒋᑦ ᑐᑭᓯᐅᒪᑎᑕᐅᓗᑕ ᖃᓄᖅ ᖃᓄᑦᓚᕆᒃ ᐃᓄᖕᓂᒃ ᐃᓐᓄᒃᑲᓐᓂᕐᓂᐊᕐᒪᖕᒑᑦ ᓇᓗᓇᐃᕙᐅᓯᒪᙱᑦᑐᒍᑦ ᖃᖕᒐᒃᑯᓪᓗ ᐱᔭᕇᖅᓯᒪᓂᐊᕐᒪᖕᒑᑦ ᖃᓄᕐᓗ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᐊᕐᒪᖕᒑᑕ. ᑖᓐᓇ ᑐᒃᓯᕋᖅᑕᖅᑕᕗᑦ ᐃᓱᒪᒋᓪᓗᑎᒍᑦᑕ ᑖᓐᓇ ᑐᙵᕕᒋᔭᐅᑎᐊᕐᓗᓂ ᓇᓗᓇᐃᖅᓯᒪᓗᑎᒃ ᑐᙵᕕᒋᔭᐅᑎᐊᕐᓗᓂ ᐅᒃᐱᓐᓇᒃᑲᓐᓂᖅᑐᒥᒃ ᓴᖅᑭᑎᑦᑎᕙᓐᓇᕋᓱᒋᑦᑐᑎᒍᑦ ᖃᖕᒐᑦᓚᕆᒃ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐃᓕᓐᓂᐊᕈᑎᒋᔭᐅᓗᓂ ᓴᖅᑭᓂᐊᕐᒪᖕᒑᑦ ᐃᓕᓐᓂᐊᕕᐅᑉ ᐃᓗᐊᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Moving on. Mr. Akoak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᑲᔫᓯᓗᑕ. ᒥᔅᑕ ᐊᖁᐊᖅ.

Mr. Akoak: Thank you, Mr. Chairman. Welcome to President Kotierk. I just have a couple of questions. Clause 22 of your draft *Nunavut Inuit Education Fundamental Reform Act* indicates that "the Minister shall seek funding from available sources for the training initiatives" related to the department's Inuit Employment Plan. Would Nunavut Tunngavik be considered an available source for funding? Thank you, Mr. Chairman.	**ᐋᖁᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑐᓐᖓᓱᐃᑦᑕᐅᖅ. ᐊᑕᐅᓯᐅᙱᑦᑐᒥᒃ ᐊᐱᖅᑯᑎᖃᕐᓂᐊᕋᒪ. ᐅᑯᓇᓂ ᓄᓇᕗᒻᒥᐅᓂ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓄᑦ ᐋᖅᑭᒋᐊᖅᑕᐅᓂᐊᕐᓂᖏᓐᓄᑦ ᒪᓕᒐᖅᔪᐊᖅ. ᒥᓂᔅᑕ ᑮᓇᐅᔭᓂᒃ ᑐᒃᓯᕌᖅᑲᕐᓂᐊᖅᑐᖅ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓄᑦ ᐊᑐᖅᑐᒃᓴᐅᓂᐊᖅᑐᓂᒃ ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑏᑦ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᐊᑐᐃᓐᓇᐅᖏᓐᓇᓂᕋᖅᑕᖏᓐᓂᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I also thank you for asking that question. It's obvious that the government can request different pots of funding and it's also obvious that from their financial reports that we have reviewed to date, sometimes huge amounts of funding are surplused which can be used. Even though that's the case, we have continually pointed out what I was talking about… .	**ᑰᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᓪᓗ ᑖᔅᓱᒥᖓ ᐊᐱᖅᑯᑎᖃᕋᕕᑦ. ᐊᔾᔨᒌᙱᑦᑐᓂᒃ ᓇᓗᓇᙱᑦᑐᖅ ᒐᕙᒪᒃᑯᑦ ᑐᒃᓯᕋᕈᓐᓇᖅᑕᑦᑕᖅᒪᑕ ᑮᓇᐅᔭᖅᒥᒃ. ᓇᓗᓇᙱᔾᔪᓂᓗ ᒫᓐᓇᓘᑦ ᑎᑭᔾᔪᒍ, ᕿᒥᕐᕈᓗᑎᒍᑦ ᑮᓇᐅᔭᖅᑑᑎᕆᖅᑲᑦᑕᖅᑕᖏᑦ ᐃᑖᓐᓂᒃᑯᑦ ᐊᑐᖅᑕᐅᙱᑦᑐᑦ. ᐊᖏᔪᒐᓴᐅᖅᑲᑦᑕᖅᒪᑕ ᒐᕙᒪᒃᑯᓐᓂᒃ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᑦ. ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ, ᓇᓗᓇᐃᖅᓯᖅᑲᑦᑕᐃᓐᓇᖅᓯᒪᔪᒍᑦ ᑕᐃᓐᓇ ᐅᖃᐅᓯᕆᖅᑲᐅᔭᕋ...
Chairman: My apologies. We're having issues with the translation. Maybe just begin your response again, please, President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᒪᒥᐊᓇᖅ. ᑐᓵᔨᐅᔾᔪᑏᑦ ᐊᑐᑦᑎᐊᙱᑲᐃᓐᓇᖅᒪᑕ. ᑐᓵᔩᑦ ᑐᓵᓐᖓᖅᑭᑲᐃᓐᓇᖅᑭᑦ. ᐃᒻᒪᖄ, ᐱᒋᐊᒃᑲᓐᓂᕈᕝᕕᐅᒃ ᑭᐅᔾᔪᑎᕆᖅᑲᐅᔭᐃᑦ. ᒥᔅ ᑰᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Let me start over. Thank you for that question about where to seek available funding sources for training initiatives to increase Inuit employment. I understand that. I know that the government surpluses a lot of money every year. Of course we keep a close eye on the government's operational funds. Even though that's the case, it's clear that they're important.	**ᑰᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐱᒋᐊᒃᑲᓐᓂᕐᓗᖓ. ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᓵᖅᑲᕕᑦ ᑖᔅᓱᒥᖓ. ᖃᓄᖅ ᑮᓇᐅᔭᖅ ᓇᑭᑦ ᑐᒃᓯᕋᕈᓐᓇᒪᖔᑦ ᑮᓇᐅᔭᓂᑦ ᐃᑲᔫᑕᐅᓇᔭᖅᑐᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒃᑲᓐᓂᖅᓯᓂᖅᓯᒍᑦ, ᐃᓄᖕᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᒃᑲᓐᓂᖅᓯᓂᖅᓯᒍᑦ, ᑖᓐᓇ ᑐᑭᓯᒐᒃᑯ. ᖃᐅᔨᒪᓪᓗᖓ ᒐᕙᒪᒃᑯᑦ ᑮᓇᐅᔭᒐᓴᓗᖕᓂᒃ ᐊᑐᙱᔾᔪᑎᒃ ᐊᕐᕌᒍᑕᒫᑦ ᐱᖅᑲᑦᑕᖅᒪᑕ ᐊᐅᓚᐅᓯᖅᑎᑦ ᑮᓇᐅᔭᖅᑐᕈᓯᓐᓇᖅᑲᑦᑕᖅᑕᖅᑎᑦ ᓲᖅᑲᐃᒪ ᖃᐅᔨᒪᖅᑲᑦᑕᕆᒪᑦᑎᒍᑦ. ᑕᕝᕙᐅᓗᐊᖅᑎᓪᓗᒍᑦ, ᓇᓗᓇᖅᑐᖅ ᑖᒃᑯᐊ ᐱᒪᕆᐅᓂᖏᓐᓄᑦ.
Further, we had an out-of-court settlement with the federal government, as I stated this morning, in May 2015. We identified $50	ᐊᒻᒪᓗ ᐃᖅᑲᖅᑐᐃᕕᒃᑯᑦ ᓯᓚᑖᒍᑦ ᐊᖏᖅᑲᑎᒋᓚᐅᖅᓯᒪᖏᓪᓕᒪᓕᑦᑎᒍᑦ ᒐᕙᒪᑐᖅᑲᒃᑯᑦ ᐅᓪᓛᖅ ᑕᐃᖅᑲᐅᔭᖅ ᒪᐃ 2015-ᖑᓕᖅᑎᓪᓗᒍ. ᑕᐃᑲᓂ ᓇᓗᓇᐃᖅᓯᓚᐅᖅᑕᑦᑕ $50

million at that time, which the Government of Nunavut and the federal government can apply for, that can be used for training initiatives so that they can hire more Inuit. The deadline is 2023, which is very close. Therefore we have continually said to the government, especially the Department of Education, to request those monies so that we can increase the number of teachers in Nunavut. These funds are available.	ᒥᓕᐊᓐᓂᒃ ᑖᓐᓇ ᑐᒃᓯᕋᕐᕕᐅᔪᓐᓇᖅᐳᓂ ᓄᓇᕗᑦ ᒐᕙᒪᖓᓄᑦ ᐊᒻᒪᓗ ᒐᕙᒪᑐᖃᒃᑯᓐᓄᑦ. ᐊᑐᖅᑕᐅᔪᓐᓇᖅᐳᓂ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᒃ ᐃᓄᖕᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᒃᑲᓐᓂᕈᓐᓇᕐᑯᓪᓗᒋᑦ. ᑖᓐᓇ ᑭᒡᓕᕐᑲᕐᒪᑦ 2023-ᒥ ᒫᓐᓇᕈᓘᓛᓕᖅᑐᖅ. ᑕᐃᒪᐃᒻᒪᑦ ᐅᖃᑲᑕᐃᓐᓇᖅᓯᒪᔪᒍᑦ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐱᓗᐊᖅᑐᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᑏᑐᖅ ᑐᒃᓯᕋᐅᑎᒥᒃ ᑐᒃᓯᕋᓚᐅᕐᓂᐊᖅᐸᓯ ᑕᕝᕙᓐᖓᑦ ᑮᓇᐅᔭᕐᒥᒃ ᐊᑐᓛᕐᓴᔪ ᐅᓄᒃᑲᓐᓂᖅᑐᓂᒃ ᐃᓕᓴᐃᔩᑦᑕᖃᕐᓇᕐᑯᓪᓗᑕ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. ᑖᒃᑯᐊ ᑮᓇᐅᔭᐃᑦ ᐊᑐᐃᓐᓇᐅᖕᒪᑕ.
I would also like to say that the federal government introduced a bill to revitalize indigenous languages. At that time they identified a large amount of funding. As one of the indigenous groups, we are given an opportunity to receive further support for the Inuit language. In pushing for that, we were concerned about the upcoming federal election. We urged the Government of Nunavut to reach an agreement with the federal government so that they can access those funds. Thank you, Mr. Chairman.	ᖃᐅᔨᒪᓪᓗᑕᓗ ᐊᓯᐊᒍᑦ ᓂᓪᓕᒃᑲᓐᓂᕈᒪᓪᓗᖓ ᒐᕙᒪᑐᖃᒃᑯᑦ ᓴᖅᑭᑎᑦᑎᓚᐅᕐᒪᑕ ᒪᓕᒐᒥᒃ ᓄᓇᖃᖅᑳᖅᓯᒪᔪᑦ ᐅᖃᐅᓯᖏᓐᓄᑦ ᐱᕚᓪᓕᑎᑦᑎᓇᓱᐊᖅᐳᑎᒃ. ᑕᐃᑲᓂ ᓇᓗᓇᐃᖅᓯᓚᐅᕐᒥᖕᒪᑕ ᑮᓇᐅᔭᒐᓴᔾᔪᐊᓂᒃ. ᑕᐃᑲᓐᖓᑦ ᓄᓇᖃᖅᑳᖅᓯᒪᔫᖅᑕᐅᑎᓪᓗᑕ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓐᓂᒃ ᐊᑐᑲᓐᓂᕈᒪᑎᓪᓗᑕ ᐱᕙᖃᕈᓇᖅᑎᑕᐅᖕᒥᒐᑦᑕ ᖃᓄᖅ ᐃᑲᔪᖅᑕᐅᑲᓐᓂᕈᓐᓇᕐᒪᖔᑦ. ᑕᐃᒫᒃ ᑖᓐᓇ ᐊᔭᐅᖅᑐᐃᕈᑎᒋᓪᓗᑎᒍ ᐃᓱᒫᓘᑎᒋᒻᒪᕆᓕᓚᐅᖅᑕᕗᑦ ᒐᕙᒪᑐᖃᒃᑯᑦ ᓂᕈᐊᕐᓂᖅᑲᕐᓂᐊᓕᖅᑎᓪᓗᒋᑦ ᑐᐊᕕᐊᕆᓪᓗᑎᒍᑦ ᓄᓇᕗᑦ ᒐᕙᒪᖓ ᐊᔭᐅᖅᑐᕐᓯᓚᐅᖅᑕᕗᑦ ᐊᖏᕈᑎᒥᒃ ᑎᑭᐅᑎᔪᒪᓪᓗᑕ ᒐᕙᒪᑐᖃᒃᑯᑦ ᐊᖏᖅᑲᑎᒋᓗᑎᒍ ᑮᓇᐅᔭᕐᒥᒃ ᐊᑐᖅᑎᑕᐅᔪᓐᓇᕐᖁᓪᓗᑕ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Akoak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅᑕ ᐋᖁᐊᖅ.
Mr. Akoak: Thank you, Mr. Chairman. My last question is on clause 26 of your draft *Nunavut Inuit Education Fundamental Reform Act* addresses the issue of inclusive education. Can you elaborate further on what this clause proposes to achieve and clarify why the same result could not be achieved through an amendment to the current legislation through Bill 25? Thank you, Mr. Chairman.	**ᐋᖁᐊᖅ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓇ ᑭᖑᓪᓕᖅᐹᖑᓪᓗᓂ. ᓈᓴᐅᑎᓕᒃ 26-ᒥᒃ ᐱᔾᔪᑎᓕᒃ ᐅᑯᓇᓂ ᑎᑎᖅᑕᐅᕙᓚᐅᖅᑐᓂ ᓄᓇᕗᒻᒥ ᐃᓄᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᒪᓕᒐᕐᔪᐊᖅ ᑭᒃᑐᐃᓐᓇᖅᓂᒃ ᐊᔾᔨᒋᒃᑎᑦᑎᓗᑎᒃ ᐃᓕᓐᓂᐊᓂᕐᒥᒃ ᐱᔾᔪᑎᓕᒃ. ᑖᓐᓇ ᑭᓱᓂᒃ ᓴᖅᑭᔾᔭᐅᑕᐅᓪᓗᓂ ᐋᖅᑭᑦᑕᐅᓯᒪᕚ ᐊᒻᒪᓗ ᑕᐃᒫᒃ ᓴᖅᑭᑦᑐᒪᔭᖏᓐᓂᒃ ᓴᖅᑭᑦᑎᔾᔭᖏᒻᒪᖔᖕᖓᑦ ᑖᓐᓇ ᒫᓐᓇ ᐊᑐᖅᑕᕗᑦ ᒪᓕᒐᕐᔪᐊᖅ ᐊᖅᑯᑎᒋᓗᒍ ᒪᓕᒐᒃᓴᖅ 25? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I also thank you for that question. This morning we talked about how it can be supported further. As I indicated in the letter, there are probably a lot of items that are not	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᒃᓗ ᑖᔅᓱᒥᖓ ᐊᐱᖅᑯᑎᒃᓴᖅᑲᖅᕕᑦ. ᐅᓪᓛᖅ ᐅᖃᐅᓯᕆᖅᑲᐅᒐᑦᑎᒍ ᖃᓄᖅ ᐃᑲᔪᖅᓱᖅᑕᐅᑲᓐᓂᕈᓐᓇᕐᒪᖔᑦ ᖃᓄᖅ ᐅᓄᖅᑎᒋᖕᒪᖔᑦ. ᓇᓗᓇᐃᖅᓯᓯᒪᓪᓚᐅᕋᒪ ᑎᑎᖅᑲᒥᒃ ᐅᓄᖅᑐᒃᓴᐅᔫᒐᓗᐊᑦ ᓇᓗᓇᐃᑦᑎᐊᖅᓯᒪᙱᓐᓂᖏᓐᓂᒃ

clearly articulated. We also heard from the Minister that we can figure out where more support is needed by using the numbers. However, in thinking of that, we are concerned about whether the support is adequate or clearly identified.	ᐅᖃᖅᑐᖓ. ᒥᓂᔅᑕᒥᒃᑯ ᑐᓴᖅᑲᐅᓪᓗᑕ ᑕᐃᒃᑯᐊ ᐃᑲᔪᕈᑕᐅᖃᑦᑕᖅᑐᑦ ᓈᓴᐅᑎᒃᑰᖅ ᐊᑐᖅᓗᒋᑦ ᖃᐅᔨᔪᓐᓇᕋᑦᑕ ᓇᐅᒃᑯᑦ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕐᐊᖃᕐᒪᖔᑕ. ᑭᓯᐊᓂ ᑖᒃᑯᐊ ᐃᓱᒪᒋᓪᓗᑎᒍ ᐊᒥᒐᒃᑲᓐᓂᕐᒪᖔᑦ ᐅᕝᕙᓘᓐᓃᑦ ᓇᓗᓇᐃᖅᑕᐅᑦᑎᐊᖅᓯᒪᙱᒃᑲᓗᐊᕐᒪᖔᑕ ᐃᓱᒫᓗᑎᒋᔭᕗᑦ ᑕᐃᒃᑯᐊ ᐊᑐᖅᑕᐅᓂᐊᖅᐸᑕ.
Children going to school require different supports, some of whom are hard of hearing or have poor eyesight. Even though some students with disabilities try to attend school, they are having a hard time because they are not getting adequate support. For example, a student might not be able to reach the reading level required in their grade because they don't understand it. They require more support. However, it's obvious that due to the shortage of health care professionals in Nunavut to conduct those assessments, we don't know the exact number of students who are in need of support.	ᐊᔾᔨᒌᙱᑐᒃᑯᑦ ᐃᑲᔪᖅᑕᐅᒃᑲᓐᓂᕆᐊᖃᖃᑦᑕᕐᒪᑕ ᓄᑕᖅᑲᑦ ᐃᓕᓐᓂᐊᕆᐊᖅᑐᑦ. ᐃᓚᖏᑦ ᑐᓵᑦᑎᐊᙱᑦᑐᑦ ᐃᓚᖏᑦ ᑕᐅᑦᑎᐊᙱᑦᑐᑦ ᑖᒃᑯᐊ ᑎᒥᒥᒍᑦ ᐊᔪᕈᑎᓖᑦ. ᐃᓚᖏᓪᓗ ᐃᓕᓐᓂᐊᕋᓱᒃᑲᓗᐊᖅᑐᑎᒃ ᐊᒃᓱᕈᖅᑲᑦᑕᖅᑐᑦ ᐃᓱᒪᖓ ᐊᒃᓱᕈᖅᑲᑦᑕᕐᓂᖏᓐᓄᑦ ᐊᔾᔨᒌᙱᑦᑐᒥᒃ ᐃᓱᒪᒥᒍᑦ ᐊᒃᓱᕈᖅᑐᑎᒃ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕐᐊᖃᕐᓂᖏᓐᓂᒃ. ᓲᕐᓗ ᐅᖃᓕᒫᕆᐅᖅᓴᖅᑑᒐᓗᐊ ᐊᔪᓕᖅᐸᒃᑐᓂ ᓇᓗᓕᖅᐸᒃᑐᓂ ᐃᓱᒪᖓ ᐱᔾᔪᑕᐅᓪᓗᓂ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕆᐊᓖᑦ ᑖᒃᑯᐊ. ᓯᐊᓂ ᓇᓗᓇᙱᑦᑐᖅ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐃᓗᐊᖅᓴᐃᔨᒃᑯᑦ ᒪᒃᑯᐊ ᖃᐅᔨᓴᖅᓂᒃᑯᑦ ᐊᒥᒐᖅᑲᑦᑕᕐᓂᖓᓄᑦ ᖃᔅᓯᐅᓪᓚᕆᖕᒪᖔᑦ ᖃᐅᔨᒪᙱᓐᓇᑦᑎᒍᑦ.
We also know that some students face challenges in our communities, such as going hungry, lacking food, or lacking housing. They hold onto those challenges and it has an effect on their education. Therefore we think that there are various reasons for those challenges and as someone indicated this morning, the exact causes haven't been identified. We believe that those causes should be identified and there has to be some kind of an entity in the education system that would make sure that there is proper support given to students. Thank you, Mr. Chairman.	ᖃᐅᔨᒪᓪᓗᑕᓗ ᐊᒃᓱᕈᖅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᐃᓚᖏᑦ ᓄᓇᓕᑦᑎᓐᓂ ᓲᕐᓗ ᑳᖃᑦᑕᖅᑐᑦ ᓂᕿᑭᒃᓴᖃᑦᑕᖅᑐᑦ ᐃᒡᓗᑭᒃᓴᖃᑦᑕᖅᑐᑦ ᑖᒃᑯᐊ ᐊᒃᓱᕈᕐᓂᕐᒥᒃ ᑎᒍᒥᐊᓕᖃᑦᑕᕐᒥᖕᒪᑕ. ᐃᓕᓐᓂᐊᕐᓯᖕᓂᕐᒧᓪᓗ ᑖᒃᑯᐊ ᐊᒃᑐᐊᓂᖃᖅᑐᓂ. ᑕᐃᒪᐃᒻᒪᑦ, ᐃᓱᒪᒋᔭᕗᑦ ᑖᒃᑯᐊ ᐊᔾᔨᒌᙱᑦᑐᒻᒪᕆᐊᓘᑎᓪᓗᒋᑦ ᐅᖃᖅᑐᖅᑲᐅᖕᒪᑦ ᐅᓪᓛᖅ ᑭᓱᓪᓚᕆᒃᑯᓗᐊᕐᒪᖔᑦ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᙱᑦᑐᖅ. ᑭᓱᓂᒃ ᐃᓗᓕᖅᑲᓪᓚᕆᒃᑲᓗᐊᕐᒪᖔᑦ ᓇᓗᓇᐃᖅᑕᐅᒃᑲᓐᓂᕐᐊᖃᕐᓯᒋᔭᕗᑦ ᐊᒻᒪᓗ ᑎᒥᖁᑎᖃᕐᐊᖃᕐᓯᒋᓪᓗᑎᒍ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᐃᓗᐊᓂ ᑲᒪᓪᓚᕆᒃᑐᒥᒃ ᖃᓄᖅ ᐃᑲᔪᖅᓱᖅᑕᐅᒃᑲᓐᓂᕈᓐᓇᕐᒪᖔᑦ ᐃᓕᓐᓂᐊᕆᐊᖅᑲᑦᑕᖅᑐᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Akoak, you said that you were done. I'll again recognize Mr. Quassa.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅᑕ ᐋᖁᐊᖅ, ᑕᐃᒫᖅᓂᕋᕋᕕᑦ. ᐃᓕᑕᕆᒃᑲᓐᓂᖅᓂᐊᓕᖅᑐᒍᓗ ᒥᔅᑕ ᖁᐊᓴ.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. In your letter of September 11 on page 2, I'll ask about (interpretation ends) language of instruction. (interpretation) I'll read what it states here and then ask my question. (interpretation ends) "Bill 25's	**ᖁᐊᓴ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᕙᓂ ᑎᑎᕋᓚᐅᖅᑕᓐᓂᖅ ᓯᑎᐱᕆ 11, ᒪᒃᐱᒐᖓᓂᒃ 2, ᑖᓐᓇ ᐅᖃᐅᓯᓕᕆᓂᖅ Language of instruction. ᐅᕙᓂ ᐅᖃᓕᒫᕈᐃᓐᓇᖅᓂᐊᕋᒃᑯ, ᐊᐱᖅᑯᑎᒋᓂᐊᕋᒃᑯᑦ. (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ 25

stunning approach to Inuktut Language of Instruction in Nunavut schools is to remove Inuktut Language of Instruction timeline requirements all together…” (interpretation) For instance, it would remove all the timeline requirements for the Inuktut language of instruction if Bill 25 is passed. It also clearly indicates, “…and instead insert that an (interpretation ends) Inuktut Language Arts program (interpretation) or course be delivered…” It clearly states that.	ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐊᑐᖅᑐᑎᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᖃᑦᑕᕐᓂᐊᕐᓂᖏᑦ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᕐᕕᖓᓂᒃ ᐲᖅᑕᐅᓯᒪᖕᒪᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐊᑐᖅᑐᒍ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᐲᖅᑕᐅᑦᑎᐊᒻᒪᕆᖕᓂᐊᕐᒪᒡᒎᖅ. (ᑐᓵᔨᑎᒎᓐᓃᖅᑐᖅ) ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᑲᔪᓯᓐᓂᖅᐸᑦ ᐊᒻᒪᓗ ᓇᓗᓇᐃᑦᑎᐊᕆᓪᓗᓂ ᑖᓐᓇ ᓲᕐᓗ Language of Inuktutut Program, ᖃᓄᖔᖅ ᐃᒻᒥᒎᖅᑐᑯᓗᖕᒥᒃ. ᑖᓐᓇ ᓇᓗᓇᐃᔭᑦᑎᐊᖅᓯᒪᖕᒪᑦ.
Can you elaborate first of all about the Inuktut language of instruction being deleted from Bill 25 if the bill should go through and with a target date of 2039? That’s what I would like to understand first. Thank you, Mr. Chairman.	ᖃᓄᖅ ᑖᓐᓇ ᑐᓂᓯᒃᑲᓐᓂᐊᕐᔪᒍᒪ-ᓯᕗᓪᓕᖅᐹᒥᖃᐃ ᑖᓐᓇᒎᖅ ᐃᓄᒃᑐᑦ ᐅᖃᐅᓯᓕᕆᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕈᓯᖅ ᐲᖅᑕᐅᑎᐊᕐᔭᕐᒪᑦ. ᑕᒪᕐᒥᓪᓚᖅ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᑕᐃᒫᒃ ᑲᔪᓯᓐᓂᖅᐸᑦ ᐅᖃᖅᓯᒪᔭᖓ ᒪᓕᒡᓗᒍ ᒫᓐᓇᐅᔪᖅ ᓲᕐᑯᓯᖅᓯᒪᓐᓂᖏᑉᐸᑦ ᑕᐃᒃᑯᖓ ᑐᑭᓯᐅᒪᒍᒪ ᑕᐃᒃᑯᖓ 2039-ᒧᑦ. ᑖᓐᓇ ᑐᑭᓯᒃᑲᓐᓂᐊᕐᔪᒍᒪᔭᕋ ᓯᕗᓪᓕᖅᐹᒥᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I also thank you for that question. When we were doing a review, we were looking at how it would have an impact on the students who receive instruction in the Inuit language. We heard that it would be implemented in 2039. When we did a more thorough review, we thought that the Inuit language would be used as the language of instruction from kindergarten to grade 12. In the schedule it indicates that they would teach Inuktitut in certain hours of the day. It was shocking to find that it seemed like the Inuit language was put in the backburner at the end of the day. Thank you, Mr. Chairman.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒃᑯᑦ ᑖᔅᓱᒥᖓ ᐊᐱᖅᑯᑎᖃᕐᕕᑦ. ᑖᓐᓇ ᕿᒥᕐᕈᓪᓗᑎᒍᑦ ᐃᓱᒪᒋᓚᐅᖅᑕᕗᑦ ᖃᓄᖅ ᐊᒃᑐᐊᓂᖃᕐᓂᐊᕐᒪᖔᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᖅᑐᑦ ᓄᑕᖅᑲᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ. ᑖᓐᓇ ᕿᒥᕐᕈᓪᓗᑎᒍᑦ ᑐᓴᕋᑦᑎᒍᑦ 2039-ᖑᓕᖅᐸᑦ ᐊᑐᓕᖅᑎᑕᐅᓛᕐᓂᐊᕐᓂᖓᓂᒃ ᑐᓴᖅᓯᒪᓕᖅᑎᓪᓗᑕ ᕿᒥᕐᕈᑦᑎᐊᓕᕋᑦᑎᒍ ᐃᓱᒪᒋᓚᐅᖅᑕᕘᒐᓗᐊᖅ, ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᐃᓕᓐᓂᐊᖃᑦᑕᖅᑐᑦ ᑭᓯᓚᒫᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᑎᒃ ᐊᑦᑎᖕᓂᖅᐹᑯᓗᖕᒥᒃ ᖁᑦᑎᓐᓂᖅᐹᒧᑦ 12-ᒧᑦ, ᑕᐃᒪᓐᓇ ᐱᐅᓯᖃᕐᓂᐊᕋᓱᒋᓪᓗᑎᒍ ᐃᓱᒪᒋᓚᐅᖅᑕᕘᒐᓗᐊᖅ ᕿᒥᕐᕈᓕᕋᑦᑎᒍ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ ᐅᐃᒍᖕᒐᓂᒃ ᓇᓗᓇᐃᑦᑎᐊᖅᓯᒪᖕᒪᑦ, ᑖᔅᓱᒪᒎᖅ ᐃᓄᒃᑎᑑᓚᐅᖃᖃᑦᑕᓕᕐᒧᑦ ᐊᑑᑎᓕᒃ. ᑕᐃᒪᓐᓇ ᐊᒃᓱᐊᓗᒃ ᖁᐊᖅᓵᕐᓇᕈᑎᒋᓚᐅᖅᑕᖕᒐ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐱᒻᒪᕆᐅᑎᑕᐅᖅᑰᔨᔭᓐᓃᖅᓗᓂ ᓱᕙᓚᑭᐊᖑᔪᖅᑎᑐᑦ ᐱᔭᐅᖅᑰᔨᒋᓚᖅᓘᑎᒍᑦ, ᓯᕐᓂᒋᓕᓚᐅᖅᐸᕗᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Quassa.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ’ᓇ. ᒥᔅᑕ ᖁᐊᓴ.
Mr. Quassa (interpretation): Thank you. I also thank you for that information. Yes, I’m sure there are quite a lot of Inuit who have the same thoughts.	**ᖁᐊᓴ**: ᖁᔭᓐᓇᒦᒃ, ᖁᔭᓐᓇᒦᒃᑯᑦ ᑐᑭᓯᑦᑎᐊᕋᒪ. ᐃᓛᒃ ᑕᐃᒪᓐᓇ ᐃᓄᐃᑦ ᐊᒥᓱᑦ ᑕᐃᒪᓐᓇᑦᑎᐊᖅ ᐃᓱᒪᔫᒃᓴᐅᖕᒪᑕ.

Going to another topic, I was taught in English, so I'll ask my question in English. (interpretation ends) Clauses 4 through 6 of your draft *Nunavut Inuit Education Fundamental Reform Act* specifically address the rights of Inuit. Can you clarify how those clauses would be applied operationally within Nunavut's education system? (interpretation) How would that operate? Thank you, Mr. Chairman.	ᐊᓯᐊᓄᑦᑕᐅᖅ, ᐅᓇ ᖃᓪᓗᓈᑎᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓚᐅᖅᓯᒪᖕᒥᒐᒪ ᖃᓪᓗᓇᐅᔭᓚᐅᐱᓪᓛᕐᔪᖕᓂᐊᕋᒃᑯ ᐊᐱᖅᑯᑎ. (ᑐᓵᔨᑎᒍᑦ) ᓈᓴᐅᑎᓕᒃ 4-ᒥᑦ, 6-ᒧᑦ ᓯᕗᓪᓕᖅᐹᖅ ᑎᑎᖃᖅᓯᒪᔭᑎᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᐋᖅᑭᒃᑕᐅᒃᑲᓐᓂᕐᓂᐊᕐᓂᖏᓐᓄᑦ ᐅᖃᐅᓯᖃᕐᒪᑦ ᐃᓄᐃᑦ ᐱᔪᓐᓇᐅᑎᖏᓐᓂᒃ. ᓇᓗᓇᐃᖅᓯᔪᓐᓇᖅᐲᑦ ᖃᓄᖅ ᑖᒃᑯᐊ ᓈᓴᐅᑏᑦ ᐊᑐᓕᖅᑎᑕᐅᓂᐊᕐᒪᖔᖏᑦ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᐅᑉ ᐃᓗᐊᓂᑦ ᐊᑐᖅᑕᐅᖃᑦᑕᖅᑐᓄᑦ? (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᓲᕐᓗ ᖃᓄᖅ ᑖᓐᓇ ᐊᐅᓚᒐᔭᖅᐸ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. I also thank you for that question. In accordance with the agreement, Inuit have an inherent right, but when it isn't reflected in Nunavut legislation, sometimes Members of the Legislative Assembly, particularly staff, forget that the legislation has to have the *Nunavut Agreement* as its foundation. Therefore we thought when we considered the bill, we wanted to identify what is inconsistent with different agreements, such as the United Nations Declaration on the Rights of Indigenous Peoples, and outline federal legislation to strengthen the legislation and be understood by staff. That's what we thought. That was the first item to make better use of what already exists.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᓪᓗ ᑖᔅᓱᒥᖓ ᐊᐱᖅᑯᑎᖃᕋᕕᑦ. ᓇᓗᓇᖕᒋᑦᑐᖅ ᐃᓛᒃ ᐊᖏᕈᑎ ᒪᓕᒃᖢᒍ ᐃᓄᐃᑦ ᐱᔪᓐᓇᐅᑎᖃᓪᓚᕆᖕᒪᑕ. ᑭᓯᐊᓂ ᓄᓇᕗᑦ ᒪᓕᒐᖕᒐᓂᒃ ᓴᖅᑮᔭᓐᖏᑎᓪᓗᒍ ᐃᓛᓐᓂᒃᑯᑦ ᒪᓕᒐᓕᐅᖅᑏᑦ ᓘᓐᓃᑦ, ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐱᓗᐊᖅᑐᒥᒃ ᐳᐃᒍᖃᑦᑕᖅᑰᕐᒪᑕ ᑐᓐᖓᕕᖃᓇᐊᖃᕐᓂᖏᓐᓂᒃ ᓄᓇᕗᑦ ᐊᖏᕈᑖᓂᒃ. ᑕᐃᒪᐃᓪᒪᑦ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎ ᓇᓗᓇᐃᓕᖅᑎᒍ, ᓇᓗᓇᐃᑦᑎᐊᓪᒪᓂᒃᑯᑦᑎᒍᖃᐃ ᒪᓕᒐᐅᑉ ᐃᓗᐊᓂ ᐊᔾᔨᒌᙱᑐᒃᑯᑦ ᐊᑰᑎᖅᑲᖅᖢᑕ ᓄᓇᖅᔭᐊᖅ, ᓯᓚᖅᔭᐊᖅ ᐱᔪᓐᓇᐅᑎᖏᓐᓂᒃ ᓄᓇᖃᖅᑳᖅᓯᒪᔪᑦ ᐱᔪᓐᓇᐅᑎᖏᓐᓂᒃ ᓇᓗᓇᐃᑎᐊᖅᑐᑕ ᐊᒻᒪᓗ ᒪᓕᒐᖅᔭᐊᖅ ᑲᓇᑕᒥ ᓇᓗᓇᐃᖅᑐᑎᒍ ᑖᒃᑯᐊ ᓴᙱᓂᖅᓴᐅᓕᖃᔭᖅᑐᓴᐅᖕᒪᑕ ᑐᑭᓯᐅᒪᔭᐅᓕᕐᓗᑎᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᓄᑦ, ᑕᐃᒪᓐᓇ ᐃᓱᒪᒋᓚᐅᖅᑕᕗᑦ. ᑕᕝᕙ ᓯᕗᓪᓕᐅᔪᖅ ᐃᓱᒪᒋᓪᓗᒍ ᖃᓄᖅ ᐊᑐᖅᑕᐅᑦᑎᐊᕈᓐᓇᖃᔭᕐᒪᖔᑦ.
I stated earlier that we felt we weren't engaged enough as Inuit organizations, whereas we are looking forward to working together. It indicates working together. Since this bill was introduced by the government, we have been working in partnership with the district education authorities and their coalition because we know we represent the same people. With that, we're trying to make the government understand that we are representing the same people and because of that, let's work together. I think it would be better applied if it was included in the bill. Thank you, Mr. Chairman.	ᐅᖃᐅᓯᕆᖅᑲᐅᒐᒃᑯ ᐃᓚᐅᑦᑎᐊᖃᑕᐅᓇᓱᒋᙱᑦᑐᑕ ᐃᓄᐃᑦ ᑎᒥᖁᑎᖏᓐᓃᙶᖅᓯᒪᓪᓗᑕ. ᑲᑐᔾᔨᖃᑎᒌᖕᓂᕐᒥᓪᓕ ᓂᕆᐅᒃᑲᓗᐊᕋᑦᑕ. ᑖᓐᓇ ᓇᓗᓇᐃᖅᓯᓯᒪᖕᒪᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᓂᕐᒥᒃ, ᒫᓐᓇᐅᓕᖅᑐᖅ ᑖᒃᑯᐊ ᒪᓕᒐᒃᓴᑦ ᓴᖅᑭᑕᐅᓯᒪᑎᓪᓗᒋᑦ ᒐᕙᒪᒃᑯᓐᓂᒃ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᓪᓗ ᑲᑐᔾᔨᖃᑎᒋᓪᓗᑎᒍ ᐱᓕᕆᖃᑎᒌᓐᓇᖅᑕᕗᑦ. ᖃᐅᔨᒪᖕᒐᑦᑕ ᑭᒡᒐᖅᑐᖅᑕ ᐊᑕᐅᓯᔅᓴᐃᓐᓇᕐᒥᒃ, ᑖᒃᑯᐊ ᐃᓄᐃᑦ ᑭᒡᒐᖅᑐᖅᑕᐃᓐᓇᓂᓗᑎᒍ. ᑕᐃᒪᐃᓪᒪᑦ ᒐᕙᒪᒃᑯᑦ ᑐᑭᓯᑎᓐᓇᓱᕐᑲᑦᑕᖃᓗᐊᖅᑕᕗᑦ ᑖᒃᑯᓂᖓᔅᓴᐃᓐᓇᖅ ᑭᒡᒐᖅᑐᖅᑕ. ᐊᓃ ᑲᑐᔾᔨᖃᑎᒌᑦᑎᐊᕐᓗᑕ ᐱᓕᕆᐊᖃᓚᐅᖅᑕ. ᐃᓱᒪᒋᕙᕗᑦ ᓂᕆᐅᒋᓪᓗᑎᒍᓗ ᓇᓗᓇᐃᑦᑎᐊᖅᓯᒪᓐᓂᖅᐸᑦ ᒪᓕᒐᐅᑉ ᐃᓗᐊᓂ ᐊᑐᖅᑕᐅᓂᖅᓴᐅᓕᖃᔭᖅᑐᒃᓴᐅᕗᖅ ᐅᕙᙵᓂᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

Chairman (interpretation): Thank you. Mr. Quassa.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᔅᑕ ᖁᐊᓯ.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. This will be my last question. On the same bill or in your proposed bill, clauses 18 and 19 of your draft *Nunavut Inuit Education Fundamental Reform Act* give power to the district education authorities and the Coalition of Nunavut District Education Authorities to (interpretation ends) direct and supervise (interpretation) various Department of Education divisions. In your view, what level of training, expertise, or experience will the members of the district education authorities and the Coalition of Nunavut District Education Authorities require in order to be able to carry out these duties and responsibilities effectively? I hope that was understandable, Mr. Chairman. Thank you, Mr. Chairman.	**ᖁᐊᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑭᖑᓪᓕᖅᐹᓇᓕᕐᑐᒍᖅᑲᐃ, ᐅᕙᓂᑦᑕᐅᖅ ᑕᕝᕙᓂᔅᓴᐃᓐᓇᖅ ᓱᓕ ᒪᓕᒐᒃᓴᐅᖅᑯᔭᔅᓯᓐᓂᒃ, ᑖᓐᓇ ᓈᓴᐅᑎᓕᒃ 18 ᐊᒻᒪ 19, ᓇᒍᓇᐃᔭᐃᓯᒪᖕᒪᑦ ᑖᒃᑯᐊ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᓪᓗ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᑲᑐᔾᔨᖅᑲᑎᒌᖑᔪᑦ coalition, ᓱᓇᓂᒃ ᓴᓐᖏᓂᖅᓂᒃ ᑐᓂᔭᐅᒃᑲᓐᓂᕆᐊᖅᑲᖅᓂᖏᓐᓂᒃ, ᓲᖅᓗ ᓇᒍᓇᐃᔭᖅᓯᒪᖕᒪᑦ direct and supervise ᓲᖅᓗ ᐅᐊᖅᓯ, ᖃᓄᖕᒫᖅ ᖃᐅᔨᓴᖅᑎᓪᓚᕆᐅᒍᑎᒡᒍ ᑖᒃᑯᓂᖕᒐ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂᒃ. ᑕᐃᒪᓕᑭᐊᖅ ᑕᐃᒪᓐᓇᐃᓐᓂᐊᖅᓂᖅᐸᑦ ᖃᓄᕆᑦᑐᓂᒃ ᐃᓕᓐᓂᐊᕆᐊᖅᑲᕋᔭᖅᐸᑦ? ᓱᓇᓂᒃ ᖃᐅᔨᒪᔨᐊᖅᑲᕋᔭᖅᐸᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᓄᓇᓕᖕᓂ ᐅᕝᕙᓘᓐᓃᑦ ᑖᒃᑯᐊ ᑲᑐᔾᔨᖅᑲᑎᒌᖅᑯᑎᖏᑦ? ᑖᒃᑯᓂᖕᒐ ᑎᒍᒥᐊᒃᑲᓐᓂᖅᑯᔭᖅᓂᒃ ᐊᐅᓚᑎᑦᑎᓂᐊᖅᐸᑕ? ᑐᑭᓯᓇᖅᓗᐊᖅᐸᓗᑭᐊᖅ, ᑐᑭᓯᓇᖅᐹ ᐃᒃᓯᕙᐅᑖᖅ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. If the witness didn’t understand the question, she can let us know so that you can rephrase your question. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᐊᐱᖅᕼᐅᖅᑕᐅᔪᖅ ᑐᑭᕼᐃᐊᓐᖏᓂᖅᐸᒍ ᓇᒍᓇᐃᔭᐃᒥᐊᖅᓂᐊᖅᐳᖅ ᐊᐱᓕᕐᑎᐊᒃᑲᓐᓂᖅᑑᖅᓗᐊᖅᓂᐊᕋᕕᑦ. (ᑐᓵᔨᑎᒍᑦ) ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. With the draft legislation we have presented, clauses 18 and 19 indicate how the district education authorities would operate. We know that the francophone education authority holds a lot of power and we would like Inuit to have the same power. As they represent the Inuit language at the same time in the communities, they can be quite capable if they are given more rights. We have pointed out what those rights would be. It’s obvious that they would require more training, but the DEA coalition knows what types of training can be provided. Due to lack of resources and funding, they can’t really start those initiatives. We are very concerned about that.	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᒪᓕᒐᒃᓴᒥᒃ ᓴᖅᑭᓯᒪᔭᕗᑦ ᓈᓴᐅᑎᓕᒃ 18-19 ᓇᒍᓇᐃᖅᓯᓯᒪᕐᑎᐊᕐᒪᑕ ᖃᓄᖅ ᐊᐅᓚᐅᓯᖅᑲᖕᓇᕋᔭᕐᒪᖔᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔩᑦ. ᐃᓱᒪᒋᓪᓗᑎᒍ, ᐊᔾᔨᐸᓗᖕᒐᓂᒃ ᐊᔾᔨᐊᓂᒃ ᓇᓪᓕᐊᖕᓂᒃ ᐅᐃᕖᑦ ᑲᑎᒪᔨᕋᓛᒃᑯᑦ ᐱᔪᓐᓇᐅᑎᖅᑲᑦᑎᐊᕐᒥᖕᒪᑕ, ᐊᐅᓚᑦᑎᔪᓐᓇᑦᑎᐊᕙᓪᓗᑎᒃ. ᑕᐃᒪᓐᓇ ᐃᓄᐃᑦ ᐱᔭᐅᕐᑯᑐᐃᓐᓇᕐᒥᔮᑦ. ᐃᓄᐃᑦ ᐅᖅᑲᐅᓯᖕᒐᓂᒃ ᑭᒡᒐᖅᑐᐃᓯᓈᕐᓗᑎᒃ ᑲᑎᒪᔨᕋᓛᖑᕐᑲᑦᑕᖅᑐᑦ ᓄᓇᓕᖕᓂ ᐱᔪᓐᓇᐅᑎᖅᑲᕈᓐᓇᕐᓗᑎᒃ ᐊᔪᓐᖏᑦᑑᒻᒥᖕᒪᑕ, ᑖᒃᑯᐊ ᓇᒍᓇᐃᖅᑕᔮᑦ ᑭᓲᓇᔭᕐᒪᖔᑕ ᐱᔪᓐᓇᐅᑏᑦ. ᓇᒍᓇᓐᖏᑦᑐᖅ ᐃᓕᓐᓂᐊᒃᑲᓐᓂᕆᐊᖅᑲᖅᑐᑦ, ᑭᓯᐊᓂ ᖃᐅᔨᒪᔪᖓ ᑲᑐᔾᔨᖅᑲᑎᒌᖑᔪᖅ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᑦ ᑲᑐᔾᔨᖅᑲᑎᒌᖏᑦ ᖃᐅᔨᒪᑦᑎᐊᖅᑐᑦ ᑭᓱᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᒃᑲᓐᓂᕆᐊᖅᑲᕋᔭᕐᒪᖔᑕ. ᐱᕚᖅᑲᓐᖏᓗᐊᕐᓂᖏᓐᓄᑦ ᑮᓇᐅᔭᖅᑲᖅᑎᑕᐅᒃᑲᐅᖕᖏᓗᐊᕐᓂᖏᓐᓄᑦ ᐊᐅᓪᓚᔾᔭᓗᐊᖅᑲᑦᑕᖏᑦᑐᖅ. ᑕᐃᒪᓐᓇ ᐃᓱᒫᓘᑎᒋᓪᓚᕆᒃᑕᕗᑦ.

We are also concerned that Bill 25 doesn’t even give them a voice. They are not referenced, even though they are the decision-makers and managers of education. Therefore we believe that the district education authorities and the coalition should be given more power. Thank you, Mr. Chairman.	ᐊᒡᓛᑦ ᐃᓱᒫᓘᑎᒋᖕᒥᔭᕗᑦ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᓂᓪᓚᕈᑎᖃᓐᖏᒪᓪᓘᓐᓃᑦ ᐃᓚᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᐃᓗᐊᓂ ᐊᕕᒃᑐᖅᑕᐅᓯᒪᔪᑦ, ᐊᕕᒃᑐᖅᑕᐅᓯᒪᔪᓂ ᐊᐅᓚᑦᑎᔨᕐᔪᐊᕐᒍᖃᑦᑕᖅᑐᑦ. ᑕᐃᔭᐅᓯᒪᓐᖏᒻᒪᑕ ᐃᓱᒪᓕᐅᕆᔨᕐᔪᐊᕿᔫᒐᓗᐊᖅᑎᓪᓗᒋᑦ, ᐊᐅᓚᑦᑎᔨᕐᔪᐊᕿᔫᒐᓗᐊᖅᑎᓪᓗᒋᑦ ᐃᓚᓐᓂᐊᖅᑐᓕᕆᓂᕐᒥᒃ. ᑕᐃᒪᐃᒻᒪᑦ ᑖᒃᑯᐊ ᓵᓐᖓᑦᑎᒋᐊᒃᑲᓐᓂᕆᐊᖃᕐᓱᒋᓪᓚᕆᒃᑕᕗᑦ ᐃᓚᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᑦ, ᐊᒻᒪᓗ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Quassa, you said you were done. Are you done? I have no more names on my list. One moment, please. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ. ᒥᓯᑕ ᖁᐊᓴ ᑕᐃᒫᖅᓂᕋᓚᐅᕋᕙᑦ ᐊᐱᖅᑯᐊᓂᒃᐲᑦ? ᑕᐃᒪ ᐊᑎᓕᐅᖅᓯᒪᔪᖃᕈᓐᓃᖅᓯᓂᓗ ᐊᐱᕆᕼᐅᐊᖅᑐᓂᒃ. ᒫᓐᓇ ᑲᑎᒪᔨᐅᓪᓗᑕ ᐅᐊᑦᓯᐊᕈᐊᐃ, ᒥᓂᔅᑕ ᔪᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman, for giving me another opportunity. We would like this to be understood. I presented the plan for curriculum development for the future to 2039 to the Standing Committee this morning. It is written there on page 13 of 21 pages. Pages 13 and 14 explain the language of instruction and also about the Inuktut Language Arts program that we are planning. We would like you to understand that we are not just planning for language courses. We’re also trying to get the other courses translated into Inuktut. If the Standing Committee would like an amended copy of that, I think we can agree to do that. Thank you, Mr. Chairman.	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕖᑦ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ ᐱᕙᖃᖅᑎᑕᐅᒃᑲᓐᓂᕋᒪ. ᑖᓐᓇ ᑐᑭᓯᔭᐅᒃᑲᓐᓂᕆᐊᖁᑐᐃᓐᓇᖅᓱᑎᒍ ᐃᓕᓐᓂᐊᕈᑎᑦᓴᓕᐅᕐᓂᖅ ᓯᕗᓂᑦᓴᑎᓐᓄᑦ 2039-ᒧᑦ ᐸᕐᓇᐅᑎᕗᑦ, ᐅᓪᓛᖑᖅᑲᐅᔪᖅ ᓴᖅᑭᖅᑎᖅᑲᐅᒐᒪ ᑲᑎᒪᔨᕋᓛᓄᑦ, ᑕᐃᑲᓂ ᑎᑎᕋᖅᓯᒪᓪᓗᓂ ᒪᐸᒐᖅ ᓈᓴᐅᑎᖏᓐᓂᒃ 13, 21-ᖑᑎᓪᓗᒋᑦ Page 13 ᐊᒻᒪ 14, ᑖᒃᑯᐊ ᓇᓗᓇᐃᔭᖅᓯᒪᔪᑦ ᐅᖃᐅᓯᓕᕆᓂᕐᒧᑦ ᐊᒻᒪᓗᑦᑕᐅᖅ ᐊᓯᖏᑦᑎᒍᑦᑕᐅᖅ ᑕᐃᒃᑯᐊ ᐃᓄᒃᑐᑦ ᐅᖃᐅᓯᓕᕆᓂᕐᒥᒃ ᐊᑐᖅᑕᐅᒍᒫᕐᓂᐊᖅᑐᑦ ᐸᕐᓇᒃᑕᕗᑦ, ᑐᑭᓯᐅᒪᔭᐅᕐᑯᔭᕗᑦ ᑖᓐᓇ ᐅᖃᐅᓯᓕᕆᓂᕐᒧᑐᐊᖅ ᐸᕐᓇᖕᒋᓇᑦᑕ ᐊᓯᖏᓐᓂᑦᑕᐅᖅ ᐃᓕᓐᓂᐊᕈᑎᓴᓂᒃ ᐃᓄᒃᑑᓕᖅᑎᑦᑎᔭᕆᐊᑦᓴᖅ ᐱᒐᓱᐊᕐᒥᒐᑦᑕ, ᐊᒻᒪᓗ ᑕᕝᕙᓂ ᒪᓕᒐᑦᓴᒥᒃ ᓇᓗᓇᐃᔭᕆᐊᑦᑎᐊᑲᓐᓂᕈᓐᓇᖅᐸᑦ ᑖᓐᓇ ᑐᒃᓯᕋᖅᑕᐅᒍᒪᐸᐸᑦ ᑲᑎᒪᔨᓄᑦ ᑖᓐᓇ ᐋᖅᑭᒋᐊᖅᑕᐅᓗᓂ ᐊᖏᕈᓐᓇᕋᔭᖅᑰᖅᑕᕗᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you for explaining that. Right now, (interpretation ends) President Kotierk, (interpretation) we say “thank you” to you as the Standing Committee for coming here to do a presentation and being available to answer questions. If you have any closing comments, I now give you the floor. (interpretation ends) President Kotierk.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ’ᓇ, ᑕᒪᑐᒥᖓ ᓇᓗᓇᐃᔭᐃᒐᕙᑦ. ᒫᓐᓇ ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ ᒫᓐᓈᖅᐳᒧᑦ ᑲᑎᒪᔨᐅᓪᓗᑕ ᑕᕝᕗᖓ ᐅᖃᓪᓚᒋᐊᖅᑐᓚᐅᕋᕕᑦ, ᐅᓂᒃᑳᕆᐊᖅᑐᓚᐅᕋᕕᑦ ᐊᒻᒪᓗ ᐊᐱᖅᑯᕼᐃᖃᖅᑎᓪᓗᑕᓗ ᐊᑐᐃᓐᓇᐅᑎᐊᓚᐅᕋᕕᑦ. ᐱᐊᓂᒍᑎᒃᕼᐊᕐᓂᒃ ᐅᖃᐅᓯᒃᕼᐊᖃᕐᓂᕈᕕᑦ, ᐱᕙᖃᖅᑎᓕᖅᐸᕆᑦ ᐊᖓᔪᖅᑳᖅ ᑰᑦᑎᖅ.
Ms. Kotierk (interpretation): Thank you, Mr. Chairman. Thank you very much, everyone, all the MLAs, for my warm welcome and opportunity. Please be aware that I’m	**ᑰᑦᑎᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᖁᔭᓐᓇᒦᑦᑎᐊᖅᐸᓯ ᐊᑕᖏᑦᑎᐊᖅᑐᓯ ᒪᓕᒐᓕᐅᖅᑏᑦ ᑕᒪᐅᖓ ᑐᓐᖓᓱᒃᑎᑕᐅᒐᒪ, ᐱᕙᖃᖅᑎᑕᐅᓪᓗᖓ. ᖃᐅᔨᒪᓂᐊᖅᐳᓯ

completely open. I always want to hear from you on how we can work together better because we represent Inuit. We're all working towards the same goal.	ᒪᑐᐃᖓᑦᑎᐊᕋᒪ. ᐃᓕᓯᓐᓂᒃ ᑐᓴᕈᒪᑐᐃᓐᓇᖃᑦᑕᖅᑐᖓ ᖃᓄᖅ ᐱᓕᕆᖃᑎᒌᒃᑲᓐᓂᕈᓐᓇᕋᒻᒪᖔᑦᑕ, ᑲᑐᔾᔭᖃᑎᒌᒃᑲᓐᓂᕈᓐᓇᕋᒻᒪᖔᑦᑕ, ᐃᓄᐃᑦ ᑭᒐᖅᑐᕋᑦᑎᒍ ᐊᑕᐅᓯᖕᐃᓐᓇᕐᒥᒃ ᐱᓕᕆᔾᔪᑎᖃᖅᑐᒍᑦ.
I would also like to say that I'm not here for me personally. I'm here to talk about Bill 25 because in 2039 I probably won't be around anymore and even if I'm not around anymore, I'm concerned about my descendants and their future descendants. I don't want the Inuit language to disappear. I know that if the Inuit language is lost, Inuit will be more like a lost people. We see our people out there and some of them are lost, which is quite pitiful. Although they want to rise up and are a part of the majority in Nunavut, they act as if they are visitors. I work hard for them because the Inuit language is precious, not just to me but to everyone else and their descendants and the descendants of their descendants.	ᐅᖃᒃᑲᓐᓂᕈᒪᓪᓗᖓ ᐅᕙᓐᓂᒃ ᐱᔾᔪᑎᖃᖅᑰᖓ ᑕᐃᕙᓃᓐᖏᑦᑐᖓ, ᑖᒃᑯᐊ ᐅᖃᐅᓯᐅᓯᒪᔪᑦ ᒪᓕᒐᒃᓴᖅ 25 ᓂᓪᓕᕈᑕᐅᔪᑦ, 2039-ᖑᓕᖅᐸᑦ ᐊᕙᑎᑦ ᐊᕐᕌᒍ ᑕᕙᐅᔪᓐᓃᓲᖅᑐᒃᓴᐅᖕᒥᔪᖓ. ᑕᕙᐅᔪᓐᓃᖅᓯᒪᓕᕋᓗᐊᕐᓗᖓ ᐃᓱᒫᓘᑎᒋᔭᒃᑲ ᑭᖑᕚᒃᑲ, ᑭᖑᕚᕆᓵᖅᑕᖏᓪᓗ ᓯᕐᓂᕆᕙᑏᖅᑕᒃᑲ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᔭᒐᑕᐅᕐᑯᓐᖏᕐᓘᒍ. ᖃᐅᔨᒪᒐᒪ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᔭᒐᑕᐅᒃᐸᑦ ᐃᓄᐃᑦ ᐊᓯᐅᓯᒪᔪᖅᑎᑐᑦ ᐱᓂᖅᓴᐅᓕᕋᔭᖅᑐᑦ. ᒫᓇ ᑕᑯᖃᑦᑕᕋᑦᑕ ᐃᓅᖃᑎᑦᑎᓐᓂᒃ ᐊᓯᐅᓯᒪᔪᖅᑎᑐᑦ ᐱᔫᑦ, ᓇᒡᓕᙵᓪᓚᓇᓕᔫᙳᔪᑦ. ᑎᒍᒥᐊᕈᒪᒐᓗᐊᖅᑲᕐᑎᒃ ᒪᑭᑦᑎᐊᕈᒪᒐᓗᐊᖅᑲᕐᑎᒃ ᐅᓄᕐᓂᖅᐹᖑᖃᑕᐅᒐᓗᐊᖅᑲᕐᑎᒃ ᓄᓇᕗᑦ ᐃᓗᐊᓂ. ᑐᓐᓂᐊᓱᒃᑎᑐᑦ ᐱᓲᑦ. ᓯᕐᓂᒋᓪᓗᒋᑦ ᐊᒃᓱᕈᐊᕆᔭᕋ ᑖᓇ. ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐊᓐᓂᕐᓇᖅᒪᑦ. ᐱᒻᒪᕆᐅᖅᒪᑦ. ᐅᕙᓐᓅᓐᖏᑦᑐᑦ, ᑕᒃᑲᒃᑯᓄᖓ ᑭᖑᕚᖏᓐᓄᓪᓗ, ᑭᖑᕚᕆᓵᖅᑕᖏᓐᓄᓪᓗ.
The Inuit language is still whole and it should not be looked at as a useless thing. The whole education system in Nunavut should be reviewed. The government has presented a document that has missing information and it's inadequate when they're trying to make estimations based on that. Even the preamble says that they didn't look at the comments made by Inuit. It's not a good foundation because of those reasons. We need to develop something that has Inuit and the Inuit language as its foundation because we won't always be around.	ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᐃᓗᐃᑦᑑᑦᑎᐊᖅᑐᖅ. ᐱᐅᓐᖏᑦᑐᑎᑐᑦ ᑕᐅᑐᒃᑕᐅᔭᕆᐊᖃᓐᖏᑦᑎᐊᖅᑐᖅ. ᐊᑑᑎᖃᓐᖏᑦᑐᑎᑐᑦ ᑕᐅᑐᒃᑕᐅᔭᕆᐊᖃᓐᖏᑦᑎᐊᖅᑐᖅ. ᐃᓗᐃᑑᓗᒍ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᖃᕆᖅᑭᔭᐅᔭᕆᐊᖃᖅᑐᖅ. ᒐᕙᒪᒃᑯᑦ ᓴᖅᑭᑎᒪᔭᖓ ᐅᖃᐅᓯᖅᐅᓯᕐᒥᒃ ᓇᓛᑦᑖᕋᓱᒃᑎᓪᓗᒋᑦ ᓈᒻᒪᖏᑦᑎᐊᖅᑐᖅ. ᑖᓇ ᐅᓂᒃᑳᓕᐊᕐᔫᓃᑦ ᐅᖃᖅᓯᒪᔪᖅ ᐅᑯᐊ ᖃᕆᖅᑭᓚᐅᖏᑦᑕᕗᑦ, ᓂᓪᓕᕈᑕᐅᖃᑦᑕᖅᓯᒪᔫᒐᓗᐊᑦ ᐃᓅᓐᓂᖖᒑᖅᓯᒪᔪᑦ. ᑕᐃᒪᐃᑎᓪᓗᒍ ᑐᙵᕕᑦᑎᐊᕙᐅᖏᑦᑐᖅ, ᐋᖅᑭᐅᒪᓂᕐᒥᒃ ᐃᓄᖕᓄᑦ ᑐᙵᕕᖃᖅᑐᒥᒃ, ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᑐᙵᕕᖃᖅᑐᒥᒃ ᐋᖅᑭᒃᓯᓇᓱᕆᐊᖃᕋᓗᐊᖅᑐᒍᑦ, ᑕᕙᐅᔪᓐᓃᕋᒥᒐᑦᑕ.
I would like to remind everyone that when we were trying to get Nunavut, it has been 26 years now since the agreement was signed and Article 4 created Nunavut. It created this Legislative Assembly. It created this government. The Legislative Assembly and government should consider Inuit as important. That is what the Inuit are trying to believe. They're trying to have expectations.	ᑖᓇᓗ ᐃᖅᑲᐃᑎᑦᑎᔪᒪᓪᓗᖓ ᓄᓇᕗᑖᕋᓱᓚᐅᖅᑐᑦ, ᒫᓇᐅᓕᖅᑐᖅ ᐊᕐᕌᒍ 26-ᖑᓕᕋᒪᑕ, ᐅᑎᕈᑎᒃ ᑖᓇ ᐊᑎᓕᐅᖅᑕᐅᓚᐅᖅᑎᓪᓗᒍ, ᐃᑏᒃᑰᖓᔪᑦ 4 ᓴᖅᑭᑎᑦᑎᓚᐅᖅᑐᑦ ᓄᓇᕗᒻᒥ, ᒪᓕᒐᓕᐅᕐᕕᖕᒥᑦ ᓴᖅᑭᑎᑦᑎᓚᐅᖅᑐᑦ, ᒐᕙᒪᒥᒃ ᓴᖅᑭᑎᑦᑎᓚᐅᖅᑐᑦ. ᐃᓄᖕᓂᒃ ᐱᒻᒪᕆᐅᒍᓯᒋᐊᓕᒃ ᒪᓕᒐᓕᐅᕐᕕᒃ, ᒐᕙᒪᒃᑯᓪᓗ. ᐃᓄᐃᑦ ᑕᐃᒪᓐᓇ ᐅᒃᐱᕆᔭᖃᕋᓱᒃᑐᑦ, ᓂᕆᐅᒋᔭᖃᕋᓱᒃᑐᑦ,

They expect me to do things. They have expectations of you as elected officials. Please make careful considerations in trying to make a good future for our descendants. You all know that Nunavut Day on July 9, I sent a letter to all the elders who are 70 years and older and asked them, "After 25 years have passed since the *Nunavut Agreement* was signed, what are your visions? What else should we do to correct Nunavut?" That is how Nunavut was created. They asked the elders on what their visions are for the future. I have been given handwritten letters from elders. Some of them are very touching. I would like to read one of the letters and this really touches me as I know the person who wrote it. It's a handwritten letter. This is what they wrote: "I can't provide a full response. When they meet about curriculum, they can't be included in Arviat, even though they might have good ideas. I stopped going there because I need to use a mechanical ventilator." That person is 80 years old and knows they won't be around very long. That person stopped participating because they are using a ventilator, but they consider it important to have the curriculum based on Inuit culture. Let's think of what our ancestors wanted and what we will leave for our descendants. We will be to blame if we leave bad things behind. Thank you. *>>Applause* **Chairman** (interpretation): Thank you for coming to make your presentation and for the correspondence that we received from Nunavut Tunngavik Incorporated. Thank you, (interpretation ends) President Kotierk. (interpretation) We will now take a 10-minute break and we will begin with the	ᐅᕐᓂᓄᑦ ᓂᓚᐅᓴᑐᑦ ᓂᕈᐊᖅᑕᐅᓵᕆᑎᑎᕐᔪᖏ, ᐃᓕᓴᕐᓂᓄᑦ ᓂᓚᐅᓴᑐᑦ ᓂᕈᐊᖅᑕᐅᓵᕆᑎᑎᕐᔪᓯ.ᐃᓱᒪᓴᖅᓯᐅᖅᑎᐊᖅᓂᐊᖅ>ᓯ ᖃᓄᖅ ᐱᐅᔨᒥᑦ ᓯᕗᓕᐅᕆᓯᓕᓐᓄᑦ ᑭᖑᕐᓂᑎᓄᑦᓄᑦ ᐊᖅᑭᓴᓯᐃᕐᑎᐊᕈᓐᓇᖅᑐᒃᓯᒪᓕᖅᓱᓚᖅᑕ. ᖃᓄᐅᓪᒪᑎᔪᓯ ᓄᓇᕗᑦ ᐅᑦᓄᖅᓱᒃ ᔨᓕᐃ 9, ᑎᑎᖅᑲᒥᒃ ᓇᓴᐅᔪᓪᓕᐅᕐᓕᒪ ᐃᓄᓇᕐᓄᑦ, 70-ᓂᒃ ᐅᑭᐅᖃᖅᑐᓄᑦ ᐅᖏᓪᓕᓄᑦᓗ, ᐊᐱᓚᑦᓄᓕᒥᑦ ᐊᖅᑭᔪᒃ 25 ᐱᓵᓱᖅᓯᒪᓕᕆᖅᑎᑦᓄᓕᒥᑦ ᐊᓂᔪᖅᓯᒪᓕᕆᖅᑎᑦᓄᓗᔪ ᐊᖏᕈᑐᑎᑎ, ᐊᖏᕈᖅᑕᐅᓕᐅᕆᖅᑎᑦᓄᓗᔪ, ᖃᓄᖅ ᑕᐅᑐᓴᖃᖅᐱᓯ ᖃᓄᖅ ᐊᖅᑭᑎᐊᓴᓂᓚᐊᖅᖃᑦᑕ ᓄᓇᕗᑦ? ᑕᐃᒪᓐᓇ ᐱᐅᓯᖃᓕᐅᕆᓯᒪᑕ ᐊᐃᖏᕐᐅᓕᐅᕆᖅᑐᑦ ᓄᓇᕗᑦᑕᖅᓯᓕᓄᑦ, ᐃᓐᓇᕆᓂᓴ ᖃᐅᔨᓇᓯᔪᑎᒃ ᑭᓯᒥᒃ ᑕᐅᑐᓴᖃᖅᓕᖅᑎᓕᒃ. ᐊᑕᐅᓯᔪᑐᒃᓴᒥᒃ ᐊᓕᕐᓂᓴᖅᑐᒥᒃ ᐅᓇᕐᓂᕆᐅᕈᓐᓇᖅᑐᒥᒃ ᐃᓐᓇᕆᓂᓴ ᐊᖓᔪᖅᓴᖅᑎᑎᒃ ᑎᑎᕆᖅᑕᒥᓂᖅ. ᐊᑕᐅᓯᔪᒃ ᐅᖃᖅᑐᓴᖃᖅᑐᑦ ᓄᓇᕗᑦᑕᖅᓯᓕᓄᑦ ᐊᖓᔪᖅᓴᖅᑎᑎᒃ ᐃᓐᓇᕆᓂᓴ

coalition of district education authorities after the break. Thank you.	ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᐱᒋᐊᖅᑎᑦᑎᓂᐊᖅᖢᑎᒃ ᓄᖅᑲᖕᒫᓂᒃᑯᑦᑕ. ᒪ’ᓇ.
>>Committee recessed at 15:12 and resumed at 15:28	*>>ᑲᑎᒪᔨᕋᓛᑦ ᓄᖅᑲᑲᐃᓐᓇᖅᑐᑦ 15:12ᒥ ᑲᔪᓯᓪᓗᑎᓪᓗ 15:28ᒥ*
Chairman (interpretation): Okay, we are back for the Standing Committee on Legislation’s review of Bill 25. Nunavut Tunngavik Incorporated was invited and we asked them questions and heard their comments. We will now proceed to the Coalition of Nunavut District Education Authorities. It is great to see you all here today. Please feel welcome. Ms. Merkosak, you may now begin your presentation. Ms. Merkosak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᐆᑭ, ᑕᐃᒪ ᐅᑎᖅᕼᐃᒪᓕᕐᒥᒐᑉᑕ. ᑲᑎᒪᔨᕋᓛᖑᐃᓐᓇᖅᑐᑦ ᒪᓕᒐᒃᕼᐊᓕᕆᓂᐅᑉ ᒥᒃᕼᐋᓄᑦ ᐱᓕᕆᐊᖃᖅᑎᓪᓗᑕ ᒪᓕᒐᒃᕼᐊᖅ 25 ᒥᒃᕼᐋᓄᑦ ᐱᓕᕆᐊᖃᖅᑎᓪᓗᑕᐃᓛᒃ. ᑕᐃᒪ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᖃᐃᖁᔭᐅᕼᐃᒪᓚᐅᖅᑎᓪᓗᒋᑦ ᐊᐱᖅᓱᕐᕿᐊᓂᖅᑲᐅᒐᑦᑎᒍ ᐊᒻᒪᓗ ᐅᖃᐅᕼᐃᒃᕼᐊᕆᔾᔪᕐᒋᑦ ᑐᕼᐊᓚᐅᖅᖢᑎᒍᑦ. ᑕᐃᒪ ᒫᓐᓇ ᑲᔪᕼᐃᓗᑕ ᐅᑯᐊ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᕋᓛᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ. ᑕᕝᕙᓃᑦᑐᑉᓗᐊᕋᕽᕼᐃ ᐅᑉᓗᒥ ᖁᕕᐊᓇᖁᓂ ᑐᓐᖓᕼᐅᒋᑦᑎ ᐊᒻᒪᓗ ᒥᔅ ᒥᖅᑰᓴᖅ ᐱᒋᐊᕈᓐᓇᖅᕼᐃᕗᑎᑦ ᒫᓐᓇ. ᒥᔅ ᒥᖅᑰᓴᖅ.
Ms. Merkosak (interpretation): Thank you, Mr. Chairman. Good afternoon. My name is Jedidah Merkosak. I am the Founding and Current Chairperson of the Coalition of Nunavut DEAs.	**ᒥᖅᑰᓴᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐅᓐᓄᓴᒃᑯᑦ. ᔩᑎᑕ ᒥᖅᑰᓴᖑᔪᖓ ᑖᓯᒥᖓ ᑎᒥᐅᔪᒥᒃ ᓴᖅᑭᑎᑦᑎᓯᒪᔪᖓ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᕝᕙᓕᕆᔨᒃᑯᑦ ᓄᓇᕗᒻᒥ. ᒫᓐᓇᓗ ᐃᒃᓯᕙᐅᑕᐅᓪᓗᖓ.
I want to thank the Standing Committee for inviting the coalition to make a presentation on the Department of Education’s proposed bill. I will be speaking in Inuktitut and English during my presentation. We were invited to the review of Bill 25 and we are thankful for that when there is work to amend the *Education Act* and the *Inuit Language Protection Act*.	ᖁᔭᓕᔪᖓ ᑕᕝᕗᖓ ᖃᐃᖁᔭᐅᓯᒪᒐᑦᑕ ᑭᒡᒐᖅᑐᐃᔨᐅᓪᓗᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᑖᓯᒥᖓ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᒪᓕᒐᖓᓂᒃ ᐱᓕᕆᑎᓪᓗᓯ. ᑖᒃᑯᐊ ᐅᖃᐅᓯᕆᓂᐊᖅᑕᒃᑲ ᐃᓄᒃᑐᓪᓗ ᐅᖃᓪᓚᒃᐸᓪᓗᖓ ᖃᓪᓗᓈᑎᑐᓪᓗ ᐅᖃᓪᓚᖃᑦᑕᕐᓗᖓ ᐱᓂᐊᖅᑐᖓ. ᓈᓴᐅᑎᓕᒃ ᑖᓐᓇ 25-ᒥ ᒪᓕᒐᒃᓴᖅ 25 ᐱᓕᕆᐊᕆᓰᓪᓗᓯᐅᒃ ᖃᐃᖁᔭᐅᒐᑦᑕ ᖃᐃᖁᔭᐅᓐᖑᐊᑕᖅᓯᓇᕋᑦᑕ ᖁᔭᓐᓇᒦᑦᑎᐊᖅᑐᒍᑦ ᐋᖅᑭᒋᐊᖅᑕᐅᓇᓱᒃᑎᓪᓗᒍ ᐊᒻᒪᓗ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓ ᓴᐳᒻᒥᔾᔪᐅᓂᖓ.
I am here with James Arreak, our Executive Director, and Lori Idlout, our new Legal Counsel with the Crawford Law Office.	ᑖᒃᑯᐊ ᔾᐃᒥᓯ ᐋᕆᐊᒃ ᑐᑭᒧᐊᒃᑎᑦᑎᕆᔨᕗᑦ ᐊᒻᒪᓗ ᓗᐊᕆ ᐃᓪᓚᐅᖅ ᒪᓕᒐᓕᕆᓂᕐᒧᑦ ᑲᒪᔨᕆᕙᒃᑕᕗᑦ. ᒪᓕᒐᓕᕆᔨ ᑯᕌᕗᑦ ᑎᑎᕋᕐᕕᖓᓂ.
In our presentation today we will provide context about how the coalition was created, summarize the Bill 25 submissions from our perspective, summarize our submission, and conclude by providing our recommendations.	ᑕᕝᕙᓂ ᓇᓗᓇᐃᖅᓯᓂᐊᖅᐳᖓ ᖃᓄᖅ ᑭᒡᒐᖅᑐᐃᓂᒃᑯᑦ ᓴᖅᑭᓚᐅᖅᓯᒪᖕᒪᖔᑕ ᑕᕝᕙᓂ ᐅᖃᐅᓯᐅᓯᒪᔪᖅ ᐱᐅᓯᖃᖅᓯᒪᓂᑦᑎᓐᓂ. ᓴᖅᑭᑎᓚᐅᖅᓯᒪᔪᕗᑦ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑐᕆᔨᒃᑯᓐᓄᑦ ᓄᓇᕘᑦ 2006-ᖑᑎᓪᓗᒍ ᖃᐃᖁᔭᐅᓯᒪᓪᓗᑕ (ᑐᕌᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ 25 (ᑐᕌᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᐱᓕᕆᐊᕆᔭᐅᓂᐊᖅᑎᓪᓗᒍ ᓄᓇᕘᒥ.

Creation of the Coalition of Nunavut DEAs

In 1999, when the Government of Nunavut was created, there were three existing regional boards of education. The regional boards were dissolved by 2000 as recommended by the Department of Education.

Around 2001 consultations began and eventually Bill 1 was established. Bill 1 was meant to be a made-in-Nunavut *Education Act*. There had been many consultations. It was during these consultations that DEAs voiced the isolation that was created to dissolve the boards. Ultimately in 2002, Bill 1 was rejected.

Since the dissolution of the boards, the Minister and support staff have shown minimal respect and care for the knowledge and experience that elected DEAs have in their communities.

Even though the DEAs' policies and stuff were still there, they didn't seem to be considered by the Department of Education. However, they remained steadfast in their momentum to keep a network going, to keep learning and being guided by each other because they were elected by their communities. They always work together and it took four more years before the Coalition of Nunavut DEAs was created in August 2006.

The coalition was truly created by the district education authorities in the communities. The coalition remains an example of what happens when communities band together. The coalition remains a voice of the communities in the areas of education and language rights, local autonomy, and the importance of moving forward with foundations based on Nunavut realities.

ᓴᖅᑭᑕᐅᓂᖓ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑐᔾᔨᖅᑎᒌᖓᑦ

1999 ᓄᓇᕘᕐᑲᓕᖅᑎᓪᓗᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᕐᑲᓚᐅᖅᓯᒪᖕᒪᑕ ᐱᖓᓱᓂᒃ ᐊᕕᒃᑐᖅᓯᒪᔪᓂᒃ. 2001-ᖑᓕᖅᑎᓪᓗᒍ ᐲᖅᑕᐅᓚᐅᖅᓯᒪᖕᒪᑕ. ᐃᓄᒋᐊᖑᓕᕆᔨᒃᑯᑦ ᐲᖅᑕᐅᓂᐊᕐᓂᕋᖅᑕᐅᓚᐅᖅᓯᒪᖕᒪᑕ ᑲᔪᓯᑎᑕᐅᓪᓗᓂᓗ.

2001-ᒥ ᐱᒋᐊᖅᖢᓂ ᓈᓴᐅᑎᓕᖕᒥᒃ 1-ᒥ ᐱᒋᐊᓚᐅᖅᑐᖅ ᑖᓐᓇ ᓄᓇᕗᒻᒥ ᓴᖅᑭᖅᑎᑕᐅᓂᐊᓚᐅᕐᒪᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᐅᓂᐊᖅᑐᖅ. ᑐᓴᕐᑲᑦᑕᕋᓱᓚᐅᖅᓯᒪᔪᑦ ᐅᓄᖅᑐᐃᖅᓱᐊᓗᒃᖢᑎᒃ ᐃᓚᖓᓂᒃ ᑲᑎᒪᑎᑕᐅᓕᖅᑎᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑐᓴᕋᓱᒡᕕᐅᓪᓗᑎᒃ ᓇᓗᓇᕈᓐᓃᓚᐅᖅᓯᒪᖕᒪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᓪᒪᕆᒃᑯᑦ ᑭᓐᖚᒪᔭᐅᓚᐅᖅᓯᒪᖕᒪᑕ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐃᓛᒃᑰᖓᑎᑕᐅᖅᑰᔨᓚᐅᖅᓯᒪᓪᓗᑎᒃ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᕐᔪᐊᒃᑯᑦ ᐲᖅᑕᐅᓚᐅᖅᑎᓪᓗᒋᑦ ᑭᓐᖚᒪᓇᓚᐅᖅᑐᑦ ᓇᓗᓇᕈᓐᓃᓚᐅᖅᓯᒪᖕᒪᑦ. 2000-ᖑᓕᖅᑎᓪᓗᒍ ᓈᓴᐅᑎᓕᒃ 1-ᒥ ᑲᔪᓯᑎᑕᐅᓕᖅᖢᓂ.

ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᕐᔪᐊᒃᑯᑦ ᐲᖅᑕᐅᓚᐅᖅᑎᓪᓗᒋᑦ. ᑖᒃᑯᐊ ᒥᓂᔅᑕᐅᔪᖅ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᕐᕕᖕᒥ ᐊᐅᓚᑦᑎᔨᐅᔪᑦ ᐃᒃᐱᒋᓱᖅᑰᔨᓚᐅᖏᑦᑐᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂᒃ ᓂᕈᐊᖅᑕᐅᓯᒪᔫᒐᓗᐊᓄᑦ ᓄᓇᓕᖕᓂ. ᑖᒃᑯᐊ ᓂᕈᐊᖅᑕᐅᓯᒪᔪᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓄᓇᓖᑦ ᒪᓕᒐᕆᔭᖏᑦ.

ᑖᒃᑯᐊᖑᑦᑎᐊᕋᓗᐊᖅᖢᑎᒃ ᐃᒃᐱᒋᔭᐅᖅᑰᔭᐊᓐᓃᖅᖢᑎᒃ ᐃᓕᓐᓂᐊᕐᕖᑦ ᐊᐅᓚᑦᑎᔨᖏᑦᑐ. ᖃᐅᔨᒪᓂᕆᔭᖏᑦ ᐊᒻᒪᓗ ᑭᒡᒐᖅᑐᖅᑕᖏᑦ ᓄᓇᓖᑦ ᓂᕈᐊᖅᑕᐅᓯᒪᔪᑦ ᐱᓕᕆᓇᓱᒃᑲᓗᐊᖅᖢᑎᒃ. ᑕᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ ᑲᔪᓰᓐᓇᕐᑲᑦᑕᓚᐅᖅᑐᒍᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓂᕈᐊᖅᑕᐅᓯᒪᖕᒪᑕ ᓄᓇᓕᖕᓂ ᐱᔭᒃᓴᕆᔭᖏᓐᓂᒃ ᐊᑐᕋᓱᐊᖅᖢᑎᒃ ᐃᑲᔪᖅᑎᒌᖏᓐᓇᖅᖢᑎᒃ. ᐊᕐᖀᒍᐃᑦ ᑎᓴᒪᓐᖑᖅᑎᓪᓗᒍ ᑖᒃᑯᐊ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᓄᓇᕘᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᓴᖅᑭᑎᑕᐅᓯᒪᔪᒍᑦ 2006 ᐋᒍᓯᐅᑎᓪᓗᒍ.

ᑖᒃᑯᐊ ᓴᖅᑭᑎᑕᐅᓚᐅᖅᑐᑦ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᐅᔪᑦ ᑕᒃᑯᐊᓗ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᓇᓗᓇᐃᖅᓯᓪᓗᑎᒃ ᓄᓇᓕᐅᔪᓂᒃ ᑲᑐᔾᔨᖅᑎᒌᒃᑯᖏᒃᑕ ᐃᑲᔪᖅᑎᒌᑦᑎᐊᕈᓐᓇᕐᓂᕐᒥᒃ. ᑖᒃᑯᐊ ᓂᐱᒋᔭᐅᕗᑦ ᓄᓇᓕᐅᔪᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒥᒃ ᐊᒻᒪᓗ ᐅᖃᐅᓯᕗᑦ ᐱᑦᑐᒍ. ᓄᓇᓕᖕᓃᖓᕐᑐᓂ ᐊᐅᓚᑦᑎᔨᐅᔪᖅ ᐱᕕᒃᓴᐊᖑᕗᖅ. ᑐᓐᖓᕕᖃᒃᖢᓂ ᓄᓇᕘᒦᓐᖓᖅᑐᒥᒃ.

<table>
<tr><td>Local DEAs continue to demand that they make the decisions affecting their communities. (interpretation ends)</td><td>ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᔪᓰᑦ ᓄᓇᓕᒋᔭᒥᓂᒃ ᐊᐅᓚᑦᑎᔪᒪᓪᓗᑎᒃ ᓄᓇᓕᓐᓄᑦ ᑐᕌᖓᔪᓂᒃ. (ᑐᓵᔨᑎᒍᑦ)</td></tr>
<tr><td>English Bill 25 Submissions</td><td>ᒪᓕᒐᒃᓴᖅ 25 ᖃᓪᓗᓈᑎᑐᖅᑐᐃᑦ ᑐᓂᔭᐅᓯᒪᔪᐃᑦ</td></tr>
<tr><td>We have read the submissions made to you. We note that 34 submissions were tabled. We highlight that there is an overwhelming call for the rejection of Bill 25, just as there was for Bill 37. If there was any kind of support for Bill 25, it was supported with caveats, i.e. dialects. There were only 3 of the 34 submissions that showed some support.</td><td>ᐅᖃᓕᒫᖅᓯᒪᔭᕗᑦ. ᑕᐃᒃᑯᐊ ᐃᓕᔅᓯᓐᓄᑦ ᖃᐃᑕᐅᓯᒪᔪᐃᑦ 34 ᑎᑎᕋᖅᑕᐅᓯᒪᔪᐃᑦ ᒪᓕᒐᓕᐅᕐᕕᖕᒨᖅᑕᐅᓯᒪᔪᑦ ᐊᒥᓲᓂᖅᓴᒻᒪᕆᐊᓗᐃᑦ ᕿᔭᓈᖅᑕᐅᖁᔨᔪᐃᑦ (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ (ᑐᓵᔨᑎᒎᕈᓐᓃᖅ) 25-ᒥ, ᑕᐃᒻᓴᐃᓐᓇᐅᔪᒥᒃ (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ (ᑐᓵᔨᑎᒎᕈᓐᓃᖅ) 37-ᒧᑦ. ᐃᑲᔪᖅᓱᖅᑕᐅᓯᒪᒃᐸᑦ (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ (ᑐᓵᔨᑎᒎᕈᓐᓃᖅ) 25 ᐃᑲᔪᖅᓯᖅᑕᐅᓚᐅᖅᑐᖅ ᐃᓚᐃᓐᓇᖏᓐᓄᑦ. ᐱᖓᓱᐃᓐᓇᐃᑦ 34-ᓂᒃ ᑐᓂᔭᒥᓂᕐᓂᒃ ᐃᑲᔪᖅᓱᐃᓯᒪᕗᑦ.</td></tr>
<tr><td>We are encouraged by NTI's leadership and the 13 responses by Nunavummiut who voiced their concerns by using NTI's template offered as a service. All of these submissions show that either the Department of Education or the drafters of Bill 25 do not care for the importance of Nunavummiut voicing their concerns, especially when there was such an extensive consultation leading up to both Bill 37 and Bill 25.</td><td>ᑲᔪᖏᖅᓱᖅᐸᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᓯᕗᓕᖅᑎᖏᑦ ᐊᒻᒪᓗ 13 ᑭᐅᔾᔪᑎᕕᓃᑦ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐊᑐᖅᖢᑎᒃ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᑎᑎᖅᑲᖏᓐᓂᒃ ᑐᓂᓯᔪᕕᓃᑦ. ᑖᒃᑯᐊ ᐊᑕᖏᖅᖢᑎᒃ ᑐᓂᓯᓯᒪᔪᐃᑦ ᑕᑯᒃᓴᐅᑎᑦᑎᔪᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑎᑎᕋᖅᑐᕕᓃᑦ (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ (ᑐᓵᔨᑎᒎᕈᓐᓃᖅ) 25-ᒥᒃ ᐃᓱᒪᒋᔭᖃᓐᖏᑦᑎᐊᖅᑐᐃᑦ ᓄᓇᕗᒻᒥᐅᓂᑦ ᐱᔾᔪᑎᒋᓪᓗᒋᓛᖅ ᖃᐅᔨᒋᐊᕐᓂᕐᔪᐊᖃᓚᐅᖅᑎᓪᓗᒋᑦ ᒪᓕᒐᒃᓴᑦ 37 ᐊᒻᒪ 25.</td></tr>
<tr><td>(interpretation) Oops, I made a mistake. Oh, I was right.</td><td>(ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᑕᒻᒪᕋᒪ. ᑕᒻᒪᓐᖏᑦᑑᖅ? ᐃ̇.</td></tr>
<tr><td>List of documents in our submission on September 13, 2019:</td><td>ᓇᓗᓇᐃᕐᓗᒍ ᑐᓂᓚᐅᖅᑕᕗᑦ ᓯᑎᐱᕆ 13, 2019:</td></tr>
<tr><td>
• A summary of the 2018 Education Act consultations from the coalition's perspective;
• A proposal to achieve a unified education system;
• A copy of the coalition's submission to Bill 37 was submitted on December 2017;
• An April 21, 2017 letter to the Chair of the Standing Committee on Legislation opposing Bill 37 as well as Bill 25;
• Tables that show the balance of power and responsibilities between the department and the Commission scolaire
</td><td>
• ᓇᐃᓈᖅᓯᒪᔪᖅ 2018 ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᒪᓕᒐᒃᓴᖓᓄᑦ ᖃᐅᔨᒋᐊᕐᓂᐊᓚᐅᖅᑐᑦ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᓐᓄᑦ ᐃᓱᒫᓗᒋᔭᐅᔪᑦ;
• ᑕᑯᔪᒪᓪᓗᑎᒃ ᐊᑕᐅᓯᐅᓕᖓᔪᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓗᑎᒃ;
• ᓇᓕᖅᑲᖓ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᑐᓂᔭᐅᔪᕕᓂᖅ (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ 37 (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᑎᓯᐱᕆ 2017;
• ᐊᐃᐳᕈᓪ 21, 2017 ᑎᑎᕋᓚᐅᖅᑕᕗᑦ ᑖᒃᑯᓄᖓ ᑲᑎᒪᔨᕋᓛᖑᔪᓄᑦ ᑖᓐᓇ ᐱᐅᕆᓐᖏᑦᓱᓂᔾᔪᒃ (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ 37 (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᐊᒻᒪ (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ 25;
• (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᑖᒃᑯᐊ ᓇᓗᓇᐃᖅᓯᔾᔪᑎᑦ ᐱᔪᓐᓇᕐᓂᖏᑦ ᐱᔭᒃᓴᕆᔭᖏᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐊᒻᒪᓗ ᐅᐃᕖᒃᑯᑦ
</td></tr>
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francophone du Nunavut and the imbalance of power between the department and the Coalition of Nunavut District Education Authorities.	ᒪᓕᒐᑲᔾᖏᑦ ᐊᒻᒪᑦᑕᐅᖅ ᐊᔾᔨᒌᙱᑎᑦᑎᓂᖏᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᑭᒡᒐᖅᑐᐃᔩᖏᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓄᓇᕗᒥ.
The 2018 Community Consultations	**2018-ᒥ ᓄᓇᓕᖕᓂ ᑐᓴᕐᓯᓐᓂᑲᔾᖏᑦ**
The coalition was fortunate to participate in every consultation that was carried out in the Nunavut communities and thank the Department of Education.	ᐃᓚᐅᔪᓐᓇᖅᑎᑕᐅᓚᐅᕐᒪᑕ ᑭᒡᒐᖅᑐᐃᔩᒃᑯᑦ ᑐᓴᕐᓰᒃᑎᓪᓗᒋᑦ ᓄᓇᓕᖕᓄᐊᕐᑲᑦᑕᐅᕐᑲᑦᑕᖅᓱᑎᒃ ᐊᒻᒪᓗ ᖁᔭᒋᓪᓗᑎᒍᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ.
We documented 974 comments made by Nunavummiut and DEAs. Today we highlight that:	974-ᖑᓚᐅᖅᑐᑦ ᐅᕐᑳᓚᐅᑕᐅᔭᕕᓃᑦ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐅᑦᓗᒥ ᓇᓗᓇᐃᖅᐸᕗᑦ:
• Only 14 percent, or 136 comments, were responses from the department's four themes; • 85 percent, or 838 comments, fell outside of the department's four themes	• 136 ᐅᕐᑲᐅᓯᐅᔭᕕᓃᑦ ᑖᒃᑯᓄᖓ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᓐᓄᑦ ᑎᓴᒪᐅᔪᑦ ᑭᐅᓯᔭᕕᓃᑦ; • 838 ᐅᕐᑲᐅᓯᐅᓯᒪᔪᑦ ᑕᑯᔭᐅᔪᒪᔪᑦ ᐃᓄᖕᓄᑦ ᐱᒻᒪᕆᐅᓂᖄᖅᑕᐅᔪᑦ.
These are shocking figures as it is evidence of how far the department is from understanding what the priorities and issues are of the district education authorities and communities.	ᑖᒃᑯᐊᑲᑕᓗᐊᕌᓗᒃ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᑐᑭᓯᐅᒪᙱᑦᑐᑦ ᑭᓱᑦ ᓯᕗᓪᓕᐅᔾᔭᐅᔭᓇᐊᕐᑲᕐᒪᖕᖔᑕ ᐊᒻᒪᓗ ᑭᓲᖕᒪᖕᖔᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐃᓱᒫᓘᑎᖏᑦ ᐊᒻᒪᓗ ᓄᓇᓖᑦ.
We are confident you have read our materials. However, I'll quickly summarize some detailed issues in our submission:	ᐅᕐᑲᓖᖅᓯᒪᒐᔅᓯᐅᒃ ᖃᐅᔨᒪᔪᒍᑦ ᑖᒃᑯᐊ ᐃᓕᔅᓯᓐᓄᑦ ᑐᓂᓯᒪᔭᕗᑦ, ᑭᓯᐊᓂ ᓇᓗᓇᐃᔭᒐᓛᒃᑲᓐᓂᕐᓗᒋᑦ ᐃᓱᒫᓘᑕᐅᔪᑦ ᑐᓂᓯᒪᔭᕗᑦ:
• The inadequacy of funding for inclusive education; • The need to improve relationships; • The power imbalance between the department and district education authorities; • Narrow consultation timelines; • How the proposed legislation fell short of reconciliation; • The language of instruction challenges involved the way human resources was managed, particularly Inuit teachers; • There was a total lack of appropriate management approach to qualified Inuit	• ᑮᓇᐅᔭᖅᑑᑎᑦ ᓈᒻᒪᙱᓗᐊᕐᓂᖏᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑕᐅᒃᑲᓐᓂᓇᐊᓕᖕᓄᑦ; • ᐱᕚᓪᓕᕈᑕᐅᔭᓇᐊᓖᑦ ᐱᔪᓐᓇᕐᓂᕐᑲᖅᑎᑦᑎᓂᖓ ᓈᒻᒪᙱᓐᓂᖓ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂᒃ; • ᐊᐱᖅᓱᖃᑕᒃᑎᓪᓗᒋᑦ ᐱᕕᒃᓴᖅᑲᖅᑎᑦᑎᓂᖓ; • ᑕᒪᓐᓇ ᒪᓕᒐᙱᖅᑎᑕᐅᓇᓱᒃᑐᖅ ᑲᓲᕐᑲᑎᒌᒍᓐᓇᙱᓐᓂᖓ; • ᐅᕐᑲᐅᓯᓕᕆᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᒃᓴᐃᑦ ᐱᔭᕆᐊᑐᓂᖓ ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᐅᓚᓂᑲᔾᖓᓄᑦ, ᑖᒃᑯᓄᖓ ᐃᓄᖕᓄᑦ ᐃᓕᓴᐃᔨᐅᔪᓄᑦ ᐱᓗᐊᖅᑐᒥᒃ; • ᐊᐅᓚᑦᑎᓂᑲᔪᑲᐊᕐᑲᖅᑕᖕᒥᓐᓄᑦ ᐋᖅᑭᒃᓯᒪᑦᑎᐊᙱᓗᐊᕐᒪᑦ ᐃᓄᖕᓄᑦ ᐃᓕᓴᐃᔨᐅᔪᓄᑦ ᐸᐃᑉᐹᖅᑖᖅᓯᒪᔪᓄᑦ

teachers. This lack of appropriate management obviously meant the department did not place any value on their language skills.	ᐃᓕᓴᐃᔨᙳᖅᑎᑦᑎᔾᔪᑦ ᐸᐃᑉᐹᖅᑖᖅᓯᒪᔪᓄᑦ ᑕᐃᒃᑯᓄᖓ. ᑖᓐᓇ ᓇᓗᓇᐃᖅᓯᓪᓗᓂ ᑖᒃᑯᓂᖓ ᐃᓅᔪᓂᒃ ᐃᓕᓴᐃᔩᓂᒃ ᐱᔾᔪᐊᖅᑲᙱᑦᑐᑦ ᐅᖃᐅᓯᓕᕆᓂᖏᑦ ᐃᓕᓴᐃᔨᓂᖏᓐᓄᑦ.
A major observation is the lack of vision and courage the department portrays about developing a bilingual education that includes Inuktitut.	ᐅᓇ ᐅᔾᔨᕆᓗᐊᖅᑕᕋ ᓇᓗᓇᐃᖅᓱᒍᓗ ᑕᐅᑐᙳᐊᕐᓇᑎᒃ ᐊᒻᒪᓗ ᓇᓗᓇᐃᖅᓯᓪᓗᑎᒃ ᒪᕐᕉᖕᓂᒃ ᐅᖃᐅᓰᖕᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖏᑦ ᐅᒃᐱᒍᓱᙱᒻᒪᑕ, ᐃᓚᐅᓪᓗᓂ ᐃᓄᒃᑐᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ.
When the department produced the 2018 consultation report, the coalition felt hope. We could see that the department had appeared to sincerely listen to what the communities and district education authorities had to say.	2018 ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᓴᖅᑭᑎᑦᑎᓚᐅᕐᒪᑕ ᑐᓴᕆᐊᖅᑎᓪᓗᒋᑦ ᐃᓄᖕᓂᒃ ᐅᓄᒃᑳᖅᓯᒪᔪᓂᒃ. ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᓂᕆᐅᖕᓂᖅᑖᓚᐅᖅᑐᑦ ᑐᓴᕈᒪᑦᑎᐊᖅᑰᔨᓪᓗᑎᒃ ᓄᓇᓕᖕᓄᐊᖅᑲᑦᑕᕐᓗᑎᒃ ᐃᓄᖕᓂᒃ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓂᒃ. ᑕᐃᒪᓐᓇᐅᓂᐊᖅᑰᔨᓕᖅᓱᓂ.
Based on a similarity that Bill 25 has to Bill 37, the coalition is extremely concerned with the continued mismanagement of ensuring community input into education-related priorities. Not only were the consultations extensive; they were also expensive. We question what happened between the consultation, the consultation report and publication of Bill 25.	ᑖᒃᑯᐊ ᒪᓕᒐᒃᓴᖅ 25 ᐊᒻᒪᓗ ᒪᓕᒐᒃᓴᖅ 37 ᐊᔾᔨᒌᑦᑎᐊᐸᓘᖕᒪᑎᒃ, ᑭᒡᒐᖅᑐᓯᐃᔨᒃᑯᑦ ᐃᓱᒫᓘᑎᖅᑲᒻᒪᕆᖕᒪᑕ ᐊᐅᓚᑦᑎᐊᙱᒻᒪᕆᖕᓂᖏᓐᓂᒃ ᓄᓇᓕᖕᓂᑦ ᑐᓵᖅᑰᔨᙱᒻᒪᑕ. ᐱᔭᕆᐊᖅᑲᓗᐊᙳᐊᖅᓂᕆᔭᖏᓐᓂᒃ ᓄᓇᕘᒥ ᐱᔪᒪᔭᖏᓐᓂᒃ. ᑖᓐᓇ ᐳᓚᕋᓐᓂᕆᓚᐅᖅᑕᖓ ᐱᔭᕆᐊᑐᔪᐊᓘᔅᓱᖅᐳᖅ ᐊᒪᓗ ᐊᑭᑐᔪᐊᓘᓪᓗᓂ. ᐊᐱᖅᑯᓯᖅᑲᕐᕕᒋᓕᖅᑕᕗᑦ ᖃᓄᐃᓘᖅᑕᐅᓯᒪᔪᑦᑖᒃᑯᐊ ᑕᐃᒃᑯᐊ ᐊᓪᓗᖅᑕᐅᖅᑲᑦᑕᓚᐅᖅᑐᑦ ᐃᓄᖕᓄᑦ ᐅᖅᑲᖅᑕᐅᓇᓯᖅᑲᑦᑕᓚᐅᖅᑐᑦ ᑕᑯᔭᐅᔪᓕᒪᔪᒥᒃ ᒪᓕᒐᕆᔭᐅᔪᒥ. ᓇᓃᓕᖅᑐᑦᓛᒃᑯᐊ? ᑖᒃᑯᐊᓗ ᐅᓂᒃᑳᓕᐊᒥᓃᑦ ᐊᒻᒪᓗ ᓴᖅᑭᖅᑎᑕᐅᓪᓗᑎᒃ ᒪᓕᒐᒃᓴᐃᑦ.
Bill 25 proposes to diminish Inuktitut language rights, DEA authorities, and add responsibilities but not authorities to the coalition.	ᒪᓕᒐᒃᓴᖅ 25 ᑐᒃᓯᕋᐅᑎᖅᑲᒻᒪᑦ ᐲᖅᑕᐅᖅᑯᓪᓗᒋᑦ ᐃᓄᑦᑎᑐᑦ ᐅᖃᐅᓯᕐᒧᑦ ᐱᔪᓐᓇᐅᑏᑦ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓪᓗ ᐱᔪᓐᓇᐅᑎᖏᑦ ᐊᒻᒪᓗ ᐃᓚᓯᔾᔪᑏᑦ ᑲᒪᒋᔭᒃᓴᖏᑦ ᑭᓯᐊᓂ ᐱᔪᓐᓇᐅᑎᐅᙱᑦᑐᓂᒃ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᓄᑦ.
The department claims the curriculum meets a linguistically appropriate standard. These standards work in most parts of Canada, but they are not working here in Nunavut. (interpretation ends)	ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᓴᖅᑭᑎᑕᖏᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᓂᖏᑦ ᓈᒻᒪᖕᒪᑕ ᑕᒪᐃᓐᓄᑦ. ᑖᒃᑯᐊ ᑲᓇᑕᒥᐅᖑᖅᑲᑎᑦᑎᓐᓄᑦ ᓈᒻᒪᒃᑐᑦ, ᑭᓯᐊᓂ ᓄᓇᕗᒻᒥᐅᓄᑦ ᑕᐃᒪᓐᓇᐅᖏᒻᒪᑦ. (ᑐᓵᔨᑎᒍᑦ)
Concerns Regarding Curriculum	**ᐃᓱᒫᓗᒋᔭᐅᔪᑦ ᐃᓕᓐᓂᐊᕈᑎᓄᑦ**
Nunavut is unlike any jurisdiction in Canada. The curriculum must centre around the unique realities, worldview and cultural strengths of the people.	ᐃᓱᒫᓗᒋᔭᐅᔪᑦ ᐃᓕᓐᓂᐊᕈᑎᓄᑦ ᓄᓇᕗᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᑎᑐᑦ ᐊᔾᔨᒋᔭᐅᖏᒻᒪᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᐊᑯᓐᓂᖅᑲᓇᐊᖅᑲᖅᓚᑕ ᐊᔾᔨᐅᙱᓂᕐᒥᓐᓄᑦ ᑕᐅᑐᓐᓂᖏᓐᓄᓪᓗ ᐊᒻᒪᓗ ᐱᖅᑯᓯᕐᒥᒃ ᓴᙱᔫᓂᖏᓐᓄᑦ ᐃᓄᐃᑦ.
The department has said they have worked	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ

with elders, developed Aulajaaqtut, but where is the real commitment?	ᐃᓐᓇᕐᓂᒃ ᐱᓕᕆᖃᑎᖃᖅᓯᒪᔪᑦ ᐊᐅᓚᔮᖅᑐᓂᑦ ᓴᖅᑭᑎᑦᑐᑎᒃ.
Inuit teachers have confirmed they are forced to use their own time to produce their own materials to teach in-class all day, while English-speaking teachers have curriculum they can work from, yet we see fewer graduates compared to any other jurisdiction in Canada.	ᑭᓯᐊᓂ ᐱᓕᕆᔩᑦ ᐃᓄᐃᑦ ᐃᓕᓴᐃᔪᑦ ᓇᒻᒥᓂᖅ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᐅᕆᐊᖃᖃᑦᑕᖅᐳᑦ ᐅᓪᓗᓕᒫᖅ ᐃᓕᓐᓂᐊᖅᑎᔾᔪᓯᕐᓂᒃ. ᑖᒃᑯᐊ ᖃᓪᓗᓈᑎᑐᑦ ᐃᓕᓴᐃᔩᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᖃᖅᑐᑎᒃ ᐱᓕᕆᔾᔪᑎᒃᓴᐃᑦ, ᑭᓯᐊᓂ ᐱᔭᕇᖅᓯᕙᓪᓚᐊᔪᑦ ᐅᓄᕈᓐᓃᖅᐸᓪᓚᐊᑐᐃᓐᓇᖅᐳᑦ ᐊᕕᑦᑐᖅᓯᒪᓂᖏᑦ ᑲᓇᑕᒥ ᑕᑯᓪᓗᒋᑦ.
This is a fact that our curriculum does not provide the resources needed to support Inuktitut-speaking teachers in Nunavut. This lack of Inuktitut accommodation is contributing to the erosion of the language, where Nunavut is now at a tipping point, which means if we don't act to save the language, we could be in danger of losing our language.	ᑖᓐᓇ ᑕᕝᕙ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᖅ ᖁᑦᑎᒃᑐᒥ ᑖᒃᑯᓂᖓ ᐃᖅᑲᓇᐃᔭᐅᑎᒃᓴᓂᒃ ᐱᑕᖃᖅᑎᑦᑎᑦᑕᕐᒪᑕ ᐃᑲᔪᖅᓯᕈᑎᒃᓴᐃᑦ ᐃᓄᒃᑎᑑᕈᓐᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔨᓂᒃ. ᑖᓐᓇ ᐃᓄᒃᑎᑑᒥᒃ ᐊᑑᑎᖃᓐᖏᓐᓂᖓ ᑖᓐᓇ ᓄᖑᑎᖅᐸᓪᓕᐊᓂᖏᓐᓂᒃ ᓄᓇᕗᑦ ᐊᕗᖓ ᐃᓪᓗᐊᓄᖕᖑᑐᐃᓐᓇᕐᓗᑎᒃ ᑕᐃᒪ ᐅᖃᐅᓯᖅ ᓴᐳᑎᓇᓱᓪᓗᑎᒃ ᑕᐃᒪ ᐅᖃᐅᓯᑦᑎᓐᓂᒃ ᐊᓯᐅᔨᑐᐃᓐᓇᓕᐊᖃᖅᑕ.
If the department is not made to work with organizations like the coalition to make the curriculum relevant to Nunavut, then this government is at risk of betraying Nunavummiut. This has led to DEAs voicing their frustration with challenges in implementing their role. Indeed you heard the Minister of Education quote a DEA in the submission. Context must be given and that context is based on the continual miscommunication the department continues to practise.	ᑕᕝᕙᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᐱᓕᕆᖃᑎᖃᖃᑦᑕᕐᒪᑕ ᑕᐃᒪᐃᑦᑐᓂᒃ ᓲᕐᓗ ᑭᒡᒐᖅᑐᐃᔪᓂᒃ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᐃᑦ ᓄᓇᕗᒻᒧᑦ ᓵᙵᓗᑎᒃ ᑖᓐᓇ ᒐᕙᒪᒃᑯᑦ ᑖᔅᓱᒥᖓ ᓄᓇᕗᒥᐅᑦ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᓈᒻᒪᒃᓴᖏᑦᑐᒻᒪᕆᐅᒻᒪᑕ. ᑕᐃᒪ ᒥᓂᔅᑕ ᑐᓵᖅᑲᐅᕗᔅᓯᐅᒃ ᑖᒃᑯᐊᒎᖅ ᑐᓐᖓᕕᖅᑲᐅᓗᑎᒃ ᐅᖃᖃᑎᖃᐃᓐᓇᕐᓗᑎᒃ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᑲᔪᓰᓐᓇᕐᓗᑎᒃ.
DEA Authorities	**ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᐱᔪᓐᓇᐅᑎᖏᑦ**
All legislation, including the *Education Act*, must encourage the engagement of the DEAs and parents; if not, they will continue to be powerless in the education system. The colonial history of Nunavut demands that communities, that Inuit take back control of decision-making. Nunavut was created so communities could regain decision-making. There have been consultations, including for Bill 1 and Bill 37. All have called for DEAs	ᒪᓕᒐᓕᐊᑦ ᐱᖃᓯᐅᓪᓗᑎᒃ ᐃᓚᐅᑎᑦᑎᓂᕐᒥᒃ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᓂᓪᓗ. ᑕᐃᒪᐃᓐᖏᑉᐸᑕ ᓴᓐᖏᓂᖃᓐᖏᑮᓇᕐᓂᐊᖅᐳᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒥᒃ. ᐃᒪᐃᖁᔭᐅᒻᒪᑕ ᓄᓇᓖᑦ ᐃᓄᐃᑦ ᐊᐅᓚᑦᓯᓂᕐᒥᒃ ᐅᑎᖅᑎᑦᑎᖁᓪᓗᒋᑦ ᐋᖅᑮᔪᓐᓇᐅᑎᓂᒃ ᓄᓇᕚᑕᓚᕿᔾᔪᑎᕆᓯᒪᔭᕗᑦ ᑕᒪᒃᑯᐊ ᓄᓇᓖᑦ ᐋᖅᑮᔪᓐᓇᖅᓯᖁᓪᓗᒋᑦ. ᑲᑎᒪᑎᑦᑎᖃᑦᑕᖅᓯᒪᕗᒍᑦ ᒪᑯᓂᖓ ᒪᓕᒐᒃᓴ 1-ᒧᑦ ᐊᒻᒪᓗ ᒪᓕᒐᒃᓴᖅ 37-ᒧᑦ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ

to have or maintain authority so that communities who know their students and members of society are the ones making decisions for the betterment of their communities.	ᐱᔪᓐᓇᐅᑎᖃᐃᓐᓇᖁᓪᓗᒋᑦ. ᓄᓇᓖᑦ ᖃᐅᔨᒪᓂᖃᕐᒪᑕ ᐃᓕᓐᓂᐊᖅᑎᖁᑎᒥᓂᒃ ᓄᓇᓕᓐᓂᒥᐅᓂᓪᓗ ᐋᖅᑮᔭᐅᖁᓪᓗᒋᑦ ᓄᓇᖁᑎᖏᑦ ᓱᕗᒍᐊᖅᓂᖃᑦᑎᐊᖁᓪᓗᒋᑦ.
The department's mismanagements have led to mistrust and frustration. This has led to the appearance that there is no interest in education from the community level. The coalition continues to be impressed with DEAs. They have never given up on their government. They continue to press the government to work with them, to hear them, and make decisions with them. We are not going to give up, to achieve what we want to hear from the community level.	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᐊᐅᓚᑦᑎᑦᑎᐊᙱᓐᓂᖏᓐᓄᑦ ᓱᓕᔪᓇᔭᐅᓂᖃᕈᓐᓃᖅᓯᒪᕗᑦ ᓈᒻᒪᓴᙱᓐᓂᕐᒥᓪᓗ. ᐃᒪᐃᖅᑰᔨᓕᖅᑐᓂ ᐃᓕᓐᓂᐊᖅᓂᓕᕆᔪᒪᙱᑦᑐᖅ ᓄᓇᓕᒃᑎᒍᑦ. ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑐᔾᔨᖃᑎᒌᑦ ᓱᓕ ᐅᐱᒍᓱᑉᐳᑦ ᓄᓇᓕᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᐅᔪᓂᒃ, ᓴᐱᓕᓚᐅᖅᓯᒪᙱᓪᒪᑕ ᒐᕙᒪᒃᑯᓐᓂᒃ. ᐊᒃᓱᕉᑎᖃᐃᓐᓇᖅᐳᑦ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐱᓕᕆᖃᑎᒋᔭᐅᖁᓪᓗᒋᑦ ᑑᓴᔭᐅᓗᑎᓪᓗ ᐋᖅᑭᒃᓱᐃᖃᑕᐅᕙᓪᓗᑎᒡᓗ, ᓴᐱᓕᔾᔮᓇᑕᓗ. ᑖᒃᑯᐊ ᓄᓇᓕᖕᓂ ᑐᓴᕈᒪᔭᑦᑎᓐᓂᒃ ᓴᐱᓕᔾᔮᙱᑦᑐᒍᑦ. ᖁᔭᓕᒍᑦ ᐃᑲᔪᖅᓱᐃᖁᓪᓗᓯ ᓂᕈᐊᖅᑎᕆᓯᒪᔭᔅᓯᓐᓂᒃ.
We ask you to advocate for your constituents. We ask you as lawmakers to make laws that the government can implement. We ask you to simplify the *Education Act* so that we all can implement it.	ᖁᔭᓕᒍᑦ ᐃᓕᔅᓯᓐᓄᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᓪᓗᓯ ᒪᓕᒐᓕᐅᖁᓪᓗᓯ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐊᑐᓕᖅᑎᑕᐅᔪᓐᓇᖅᓂᐊᖅᑐᓂᒃ. ᖁᔭᓕᒍᑦ ᐃᓕᔅᓯᓐᓄᑦ ᐱᔭᓇᐊᑭᒡᓚᑎᑕᐅᖁᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᓂᓕᕆᓂᕐᒧᑦ *ᒪᓕᒐᖅ* ᑕᐃᒫᒃ ᐃᓘᓐᓇᑕ ᐊᑐᓕᖅᑎᑦᑐᓐᓇᖅᓂᐊᖅᑕᑦᑎᒍ.
Rights-based Approach	**ᐱᔪᓐᓇᐅᑎᓅᖕᒐᔪᒥᒃ ᐱᓇᓱᐊᕈᑎᖃᖅᓂᖅ**
Our submission took a rights-based approach as a measure to unifying the education system. Our submission is based on years of work and analysis. We have seen how education is applied in Nunavut. There is a huge inequality between language groups. We will be direct. Our submission includes an analysis of a two-tiered education system between the French-speaking residents and the general/Inuit-speaking residents of Nunavut.	ᑐᓂᓯᒪᔭᕗᑦ ᐱᔪᓐᓇᐅᑎᓅᖕᒐᔪᒥᒃ ᐱᓇᓱᐊᕈᑎᖃᖅᓯᒪᖕᒪᑦ ᐆᒃᑐᖅᐅᑎᒋᓪᓗᒍ ᐊᑕᐅᓯᐅᖃᑎᒌᖕᓂᖅᒧᑦ ᐋᖅᑭᒃᓯᒪᖁᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᓂᓕᕆᔾᔪᓯᕗᑦ. ᑐᓂᓯᒪᔭᕗᑦ ᐊᑕᖕᒪᑦ ᐊᕐᕌᒍᒐᓴᖕᓂᒃ ᐃᖅᑲᓇᐃᔮᖑᓯᒪᔪᓄᑦ ᐊᒻᒪᓗ ᕿᒥᕐᕈᑕᐅᓯᒪᔪᓄᑦ. ᑕᑯᓯᒪᒐᑦᑕ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ *ᒪᓕᒐᖅ* ᐊᑐᖅᑕᐅᖅᑲᑦᑕᖅᒪᖔᑦ ᓄᓇᕗᒥ. ᐊᖏᔪᐊᓗᖕᒥᒃ ᓈᒻᒪᙱᓐᓂᖃᕐᒪᑕ ᐅᖃᐅᓯᖃᑎᒌᖕᒋᑦᑐᑦ. ᐅᖃᑦᑎᐊᒻᒪᕆᖕᓂᐊᖅᑐᒍᑦ. ᑐᓂᓯᒪᔭᕗᑦ ᐱᖃᓯᐅᔾᔨᓯᒪᖕᒪᑦ ᕿᒥᕐᕈᑕᐅᓯᒪᔪᓂᒃ ᒪᕐᕈᐃᓕᖅᑲᖕᒐᔫᖕᓂᒃ ᐃᓕᓐᓂᐊᖅᓂᓕᕆᔾᔪᓯᐅᕙᒃᑐᒥᒃ ᐅᐃᕖᑎᑐᑦ ᐅᖃᐅᓯᓕᖕᓄᑦ ᓄᓇᓕᖕᓄᑦ ᐊᒻᒪᓗ ᐃᓘᓐᓇᖏᓐᓂ ᐃᓄᒃᑎᑐᑦ ᐅᖃᐅᓯᓕᖕᓄᑦ ᓄᓇᓕᖕᓄᑦ ᓄᓇᕗᒥ.
Not only are the language groups unequal in their language rights but also in their ability to make decisions. The French-speaking residents have more decision-making ability than do the general/Inuit-speaking residents. Therefore they are more at home than we are as Inuit.	ᐅᖃᐅᓯᖃᑎᒌᑦᑐᒡᒍᑏᑦ ᓈᒻᒪᙱᓐᓂᖃᐅᖕᒐᑕ ᐅᖃᐅᓯᕐᓄᑦ ᐱᔪᓐᓇᐅᑎᖏᓐᓄᑦ ᑭᓯᐊᓂ ᑕᒪᓐᓇᑦᑕᐅᖅ ᑐᑭᑖᕈᑎᖃᖃᑦᑕᕈᓐᓇᖅᓂᖏᑦ. ᐅᐃᕖᑎᑐᑦ ᐅᖃᐅᓯᓖᑦ ᓄᓇᓖᑦ ᑐᑭᑖᕈᑎᖃᕈᓐᓇᖅᓂᖃᑦᓚᓇᖃᑦᑕᖅᖕᒐᑕ ᓴᓂᐊᓂ ᐃᓘᓐᓇᖏᓐᓂ ᐃᓄᒃᑎᑐᑦ ᐅᖃᐅᓯᓖᑦ ᓄᓇᓖᑦ. ᑕᐃᒪᓕ ᑐᓐᖓᓱᒍᓐᓂᖅᓴᐅᔪᐃᑦ ᐅᕙᑎᓐᓂᒃ ᓄᓇᒋᓚᐅᖅᑎᓪᓗᑎᒍᑦ ᐃᓅᓪᓗᑕ.

When we speak of this, we speak of [Part] 13 of the *Education Act*. The Act empowers the francophone community to address education issues like social promotion and control of curriculum, etcetera. Part 13 empowers the francophone community to take charge of education challenges, provided with funding commitments and resources that support their rights.	ᑕᒪᑐᒥᖓ ᐅᖃᐅᓯᖃᖅᑎᓪᓗᑕ, ᐅᖃᐅᓯᖃᖅᑐᒍᑦ ᐃᓚᖓᓂ 13 ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ *ᒪᓕᒐᕐᒥᑦ*. ᒪᓕᒐᖅ ᐱᕙᓐᓇᖅᓯᑎᑦᑎᓯᒪᒻᒪᑦ ᐅᐃᒡᒍᖅᑲᑎᒌᓂᑦ ᑲᒪᒋᔭᖃᕈᓐᓇᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᐱᔾᔪᑕᐅᔪᑦᑐᓂᑦ ᓃᕐᓗ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᖁᕝᕙᓕᐊᖅᓯᖃᑦᑕᕐᓂᕐᒥᒃ ᐃᑭᓐᖑᑎᖏᓐᓂᒃ ᒪᓕᑐᐃᓐᓇᕐᓗᑎᒃ, ᐊᐅᓚᑦᑎᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᕈᑎᔅᓴᓂᒃ, ᐊᓯᖏᓐᓂᓪᓗ. ᐃᓚᖓ 13 ᐱᕙᓐᓇᖅᓯᑎᑦᑎᓯᒪᒻᒪᑦ ᐅᐃᒡᒍᓂᑦ ᓄᓇᖅᑲᑎᒌᓂᑦ ᑲᒪᒋᔭᖃᕈᓐᓇᕐᖁᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᐊᔾᔨᒋᐊᓕᕝᕆᑦᑕᖏᓐᓂᑦ, ᑮᓇᐅᔭᓂᓪᓗ ᑲᑦᑐᖓᐃᕈᑎᖃᖅᐸᑦᑐᑎᒃ ᐊᒻᒪᓗ ᐱᓇᓱᐊᕈᑎᔅᓴᓂᒃ ᐃᑲᔫᑎᓕᓐᓂᒃ ᐱᕙᓐᓇᐅᑎᖏᓐᓄᑦ.
These are the authorities DEAs and Nunavummiut Inuit are asking for. We believe the Inuktitut language, the predominant language of Nunavut, is even more of a unique language that deserves better recognition and protection.	ᑕᒪᒃᑯᐊ ᐱᕙᓐᓇᐅᑏᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᑎᓐᓂᑦ ᐊᒪᓗ ᓄᓇᕗᒻᒥᐅᓄᑦ ᐃᓄᐃᓐᓄᑦ ᕿᓄᔾᔭᑕᐅᒪᓪᓚ. ᐅᑉᐱᕈᓯᑦᑐᒍᑦ ᐃᓄᒃᑎᑐᑦ ᐅᖃᐅᓯᖅ, ᐅᖃᐅᓯᓪᓚᑦᑖᕆᔭᐅᓪᓗᓂ ᓄᓇᕗᒥ, ᐊᔾᔨᒋᔭᐅᓐᖏᓂᖅᓴᒻᒪᕆᐅᓪᓗᓂ ᐅᖃᐅᓯᐅᒻᒪᑦ ᐃᓕᓴᕆᔭᐅᑦᑎᐊᕐᓂᖅᓴᐅᒋᐊᖃᖅᑐᕆᓪᓗᑎᒍ ᐊᒻᒪᓗ ᓴᐳᑎᔭᐅᑦᑎᐊᕐᓂᖅᓴᐅᒋᐊᖃᖅᑐᕆᓪᓗᑎᒍ.
Part 13.1 Unifying the Education System	**13.1 ᐊᑕᐅᓯᐅᖃᑎᒌᓪᓗᑎᒃ ᐋᖅᑭᓪᓗᓂ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔾᔪᓯᖅ**
As a result, the coalition's submission has included a proposal to create 13.1, Inuit Language Rights in the *Education Act*.	ᑖᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ, ᑲᑐᔾᔨᖃᑎᒌᑦ ᑐᓂᔭᖓᑦ ᐱᖃᓯᐅᔾᔨᓯᒪᔪᖅ ᑐᓴᕋᐅᒻᒥᑦ ᐋᖅᑮᓂᐊᕐᖓᑦ ᑎᑎᕋᖅᓯᒪᓂᐊᖅᑐᒥᒃ ᐃᒪᐃᓕᖓᔪᒥᒃ 13.1 ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓐᓄᑦ ᐱᕙᓐᓇᐅᑎ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ *ᒪᓕᒐᖓᓂᒃ*.
Section 13.1 proposes that existing francophone rights provisions be applied to general/Inuit as rights under section 35 of the *Canadian Charter of Rights and Freedoms*. Inuit language rights are now further protected after the *Indigenous Languages Act* was passed earlier this year. It was enacted to reclaim, revitalize, strengthen and maintain indigenous languages in Canada. This kind of recognition can only be made by the people who are in this room, you who have been elected to make these decisions. (interpretation)	ᑎᑎᕋᖅᓯᒪᓂᖓ 13.1 ᑐᔅᓯᕋᐅᑎᖃᖅᖓᑦ ᐊᑐᖅᑐᑦ ᐅᐃᒡᒍᑎᑐᑦ ᐱᕙᓐᓇᐅᑏᑦ ᑎᑎᕋᖅᑕᐅᓯᒪᔪᑦ ᐊᑐᖅᑎᑕᐅᖁᓪᓗᒋᑦ ᐃᓘᓐᓇᖏᓐᓄᑦ ᐃᓄᓐᓄᑦ ᐱᕙᓐᓇᐅᑎᐅᓗᑎᒃ ᑎᑎᕋᖅᓯᒪᓂᖓᑕ 35 ᓇᓛᓂ *ᑲᓇᑕᒥᐅᑦ ᒪᓕᒐᕈᐊᖓᓐᓂ ᐱᕙᓐᓇᐅᑎᓄᑦ ᐃᓱᒪᕐᓱᕈᓐᓇᐅᑎᓄᓪᓗ*. ᐃᓄᓐᓄᑦ ᐅᖃᐅᓯᕐᓄᑦ ᐱᕙᓐᓇᐅᑏᑦ ᓴᐳᑎᔭᐅᕆᐊᒃᑲᓂᖅᓯᒪᓕᖓᑕ *ᓄᓇᖃᖅᑳᖅᓯᒪᔪᓄᑦ ᐅᖃᐅᓯᕐᓄᑦ ᒪᓕᒐᖅ* ᑲᔪᓯᑎᑕᐅᓚᐅᖅᑎᓪᓗᒍ ᑕᒫᓂ ᐊᕐᕌᒍᒥ. ᐱᓐᖑᖅᑎᑕᐅᕙᒻᒪᑦ ᐊᑐᖅᑕᐅᓯᒃᑲᓐᓂᕐᖁᓪᓗᒋᑦ, ᓇᖅᑭᑦᑎᑕᐅᕐᖁᓪᓗᒋᑦ, ᓲᖑᓯᑎᑕᐅᕐᖁᓪᓗᒋᑦ, ᐋᖅᑭᐅᒪᑎᑕᐅᕐᖁᓪᓗᒋᑦᓗ ᓄᓇᖅᑲᖅᑳᖅᓯᒪᔪᑦ ᐅᖃᐅᓯᖏᑦ ᑲᓇᑕᒥ. ᑕᐃᒫᒃ ᐃᓕᓴᕆᔭᐅᕙᓐᓇᖅᖓᑦ ᑭᓯᐊᓂ ᑖᒃᑯᓄᖓ ᑖᕝᕙᓃᑦᑐᓄᑦ ᐃᓄᓐᓄᑦ, ᓂᕈᐊᖅᑕᐅᓯᒪᕙᓯ ᑕᐃᒪᒃ ᑐᑭᑖᕈᑎᖃᖃᑦᑕᕐᓂᐊᕋᔅᓯ. (ᑐᓵᔨᑎᒍᑦᓇᕐᓃᖅᑐᖅ)
Recommendations	**ᐊᑐᓕᖁᔨᔾᔪᑕᐅᔪᑦ**
The coalition submits the following recommendations to the Standing Committee:	ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᑐᓂᓯᔪᑦ ᑖᒃᑯᓂᖓ ᐊᑐᓕᖁᔨᔾᔪᑕᐅᔪᓂᒃ ᑲᑎᒪᔨᕋᓛᖑᔪᓄᑦ:
• Reject Bill 25; • Take an Inuit rights approach to improving the *Education Act*;	• ᐊᖏᖅᑕᐅᓐᖏᓪᓗᓂ ᒪᓕᒐᒃᓴᖅ 25; • ᐃᓄᐃᑦ ᐱᕙᓐᓇᐅᑎᖓ ᐱᕙᒪᔭᐅᕙᖅ

• That this government commits to the principle that Inuktitut and Inuit communities deserve the same respect and authority as francophone communities in Nunavut; • That this government commits to the principles that Inuit ways of teaching deserve to be the foundation of our education; • The coalition recommends that this government uses the coalition's submission as a basis to adopt a new section 13.1 to recognize the English and Inuktitut language rights and unifying the education system to ensure a single tiered education system; • The coalition recommends that this government make changes to its funding regime to allow for equal funding for all languages and governance for all Nunavummiut. (interpretation ends) **Conclusion** The Department of Education values standardization whereas communities and DEAs have fought against it. If there is to be standardization created, it should be in the authorities that DEAs have. The CSFN and the DEAs should have a standard system outlining standard level of rights, funding, and authorities. We agree with NTI that there is an urgency to preserve and revitalize Inuktitut. We have read the Nunavut Education Reform Act prepared by NTI and agree at the very least that process is important, that partnerships must be implemented, and that NTI's role is not just as an advocate. NTI is our land claim organization and is entrusted with the voice of Inuit when it comes to social and cultural issues. NTI and the coalition must have a role in improving education outcomes. The department's failure to involve and engage us has led us to a repeat of Bill 37. The	ᐋᖅᑭᒋᐊᖅᓯᓂᕐᒧᑦ ᒪᓕᒐᕐᒥᒃ ᐊᑐᓕᕐᓗᓂ; • ᑖᒃᑯᐊ ᒐᕙᒪᒃᑯᑦ ᑲᔪᓯᑎᑦᑎᓗᑎᒃ ᐃᓄᐃᑦ ᒪᓕᒐᙱᔾᖓᓂᒃ ᐊᒻᒪᓗ ᑕᒪᐃᓐᓂᒃ ᓄᓇᓕᐅᔪᓂᒃ ᑕᒫᓂ ᐊᔾᔨᒌᖑᓗᓂ ᐊᔾᔨᒌᑎᑕᐅᓗᑎᒡᓗ ᑖᒃᑯᓄᖓ ᐅᐃᕖᒃᑯᑦ ᒪᓕᒐᙱᔾᖏᓐᓄᑦ ᓄᓇᕗᒻᒥ; • ᒐᕙᒪᒃᑯᑦ ᑲᔪᓯᑎᑦᑎᓗᑎᒃ ᐃᓄᐃᑦ ᒪᓕᒐᖏᓐᓂᒃ ᐃᓄᐃᓪᓗ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᓯᙱᔾᖓᓂᒃ ᑐᙵᕕᖅᑲᐊᕐᓗᑎᒡᓗ; • ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᐊᑐᓕᕐᑯᔾᔪᑎᓖᑦ ᑖᒃᑯᐊ ᒐᕙᒪᒋᔭᕗᑦ ᐊᑐᕐᑯᓪᓗᒋᑦ ᑐᓂᓯᒪᔭᙱᔾᖏᓐᓂᒃ ᑐᙵᕕᐅᓗᑎᒃ ᐊᑐᖅᓯᓂᕐᒧᑦ ᓄᑖᓂᒃ ᑎᑎᕋᖅᑕᐅᓯᒪᔪᓂᒃ 13.1-ᒥᒃ ᐃᓕᓴᕆᔭᐅᕐᑯᓪᓗᒋᑦ ᖃᓪᓗᓈᑎᑐᑦ ᐃᓄᒃᑎᑐᓪᓗ ᐅᖃᐅᓯᕐᓄᑦ ᐱᔪᓇᐅᑏᑦ; • ᑭᒡᒐᖅᑐᐃᔨᒃᑯᓪᓗ ᐊᑐᓕᕐᑯᔾᔪᑎᓖᑦ ᑖᒃᑯᐊ ᒐᕙᒪᐅᔪᑦ ᐊᑐᕐᑯᓪᓗᒋᑦ ᑐᓂᓯᒪᔭᙱᔾᖏᓐᓂᒃ, ᑐᙵᕕᐅᓗᑎᒡᓗ ᑮᓇᐅᔭᖅᖁᑎᑦᑎᓂᕆᕝᑕᙱᔾᖏᓐᓄᑦ ᑕᒪᐃᓐᓄᑦ ᐊᔾᔨᒌᒥᒃ ᑮᓇᐅᔭᖅᖁᑎᑦᑎᖅᑦᑕᕐᓂᐊᕐᒪᑕ ᐅᖃᐅᓯᕐᓅᖓᔪᑦ. (ᑑᓵᔨᑎᒍᑦ) **ᑖᒃᑯᐊ ᐅᖃᐅᓯᕆᓗᒋᑦ ᑭᖑᓪᓕᖅᐹᖓᓂ** ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᒃᑯᑦ ᐅᐸᑭᕆᔭᖃᕐᒪᑕ ᐊᔾᔨᒌᓕᖅᑎᓯᔪᓐᓇᕐᓂᖏᓐᓂᑦ ᓄᓇᓕᐅᔪᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᒃᑯᓪᓗ ᑕᒪᓯᒥᙵ ᐊᑭᕋᖅᑐᖅᓯᒪᖃᑦᑕᖅᑎᓪᓗᒋᑦ. ᑕᒪᒃᑯᐊ ᐊᔾᔨᒌᓕᖅᑎᑕᐅᖃᑦᑕᖅᐸᑕ ᓖᕐᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᒃᑯᑦ ᐊᒻᒪ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᑕᐃᒫᒃ ᑭᓯᐊᓂ ᓇᓗᓇᐃᖅᓯᒪᔪᐃᑦ ᑕᐃᒪᓐᓇᐃᑦᑑᓂᐊᖅᐸᑕ ᐱᔪᓐᓇᐅᑎᖏᑎᒍᑦ ᑮᓇᐅᔭᖏᑎᒍᑦ ᐊᒻᒪ ᓴᙱᓂᖏᑎᒍᑦ ᐊᔾᔨᒌᓕᖅᑎᑕᐅᔾᔩᒥᔭᕆᐊᖅᑲᕐᓂᖏᓐᓂᒃ ᐊᑐᐃᓐᓇᐅᒍᓐᓇᕐᓂᖏᓐᓂᑦ. ᐊᔭᐅᕆᕗᒍᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓂᒃ ᓴᒃᑯᐃᖏᓪᓗᑕ ᐊᒻᒪ ᓴᙱᒐᑦᑎᒋᐊᕐᑯᓪᓗᑎᒍᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᒃᑯᑦ ᑕᒪᓯᒥᙵ ᐱᒻᒪᕆᐅᑎᑦᑎᒐᑦᑕ. ᑕᐱᖅᑎᒌᒋᐊᖅᑲᖅᓂᑦᑎᓐᓂᓪᓗ ᓖᕐᓗ ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᓖᕐᓗ ᐅᖅᑎᑦᑎᔾᑐᐃᓐᓇᐅᕐᒋᒃᑲᓗᐊᕐᒪᑕ ᐊᖏᖅᑲᑎᕆᒍᑎᒃᑯᑦ ᑎᒥᖁᑎᒋᒐᑦᑎᒍᑦ ᐊᒻᒪᓗ ᑐᓂᔭᐅᓯᒪᒻᒪᑕ ᑕᒪᓐᓇ ᓂᐱᖁᑎᒋᔭᐅᔭᓇᐊᖅᑲᖅᓂᕐᒋᓐᓂᑦ ᐃᓄᓐᓄᑦ ᐃᓄᓕᓇᓂᕐᒋᑎᒍᑦ ᐱᖅᑯᓯᓕᓇᓂᕐᒋᑎᒍᑦ. ᓄᓇᕗᑦ ᑐᙵᕕᒃᑯᑦ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᓪᓗ ᑕᒪᓇ ᐋᖅᑭᒋᐊᓇᖅᑯᔨᓯᒪᒻᒪᑕ ᐃᓕᓐᓂᐊᑎᑦᑎᓂᖅ ᐃᓕᓐᓂᐊᖅᓂᐅᑉ ᐃᓗᐊᓂ ᖃᓄᐃᑦᑑᓂᖏᓐᓂᒃ.

department's failure has led us to the unfortunate Bill 25.	ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᓱᕐᕋ ᐅᒡᒍᐊᕐᓇᖅᐳᑦ ᑕᒪᔅᓱᒥᙵ ᐃᓚᐅᑎᑦᑎᓐᖏᓗᐊᕐᓂᖏᓐᓂᒃ ᐅᑎᖅᑎᑦᓯᕐᑰᔾᓂᖏᓐᓂᓪᓗ ᒪᓕᒑᖅᑲᕐᒥᒃ.
(interpretation) I'll end it there. If you have any questions, Lori or James can provide responses. Thank you, Mr. Chairman.	(ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᑖᒃᑯᙵ ᐃᓱᓕᕐᓗᒍ ᐊᐱᖅᑯᓯᒃᓴᖅᑳᔅᓯ ᓗᐊᕆᓘᓐᓃᑦ ᑕᐃᒻᓘᓐᓃᑦ ᑮᐅᕐᑲᑦᑕᕐᓂᐊᕐᒥᔫᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. You have said something that is different. Minister, do you have any comments at this time with regard to the presentation or the opening comments that was delivered by the coalition? Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᑖᒃᑯᓂ ᐅᕐᑲᐅᓯᒃᓴᕆᔭᕐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᒥᒃᓵᓄᑦ ᐅᕐᑲᐅᓯᒃᓴᖅᑕᕐᑲᕐᒪᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᒃ. ᒥᓂᔅᑐ, ᐅᕐᑲᐅᓯᒃᓴᕐᑲᖅᐱᑦ ᑕᒪᑯᐊ ᐃᓗᓕᕆᔭᖏᑕ ᒥᒃᓵᓄᑦ ᐅᖃᓘᓐᓃᑦ ᐅᕐᑲᐅᓯᒃᓴᕐᑲᙱᑉᐱᑦ? ᒥᓂᔅᑐ ᔫᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. I would like to welcome the coalition of DEAs and the chairperson. They have been given this opportunity to provide the Committee their thoughts and views. How can I put this? I can say to you that we always work with the district education authorities in moving forward with education in Nunavut and we will continue to do so in the future.	**ᐊᙳᕙᖅᑳᖅ ᑕᐃᕕᑎ ᔫᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ ᐊᒻᒪᓗ ᑐᓐᖓᓱᒃᑯᕚᒃ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔨᖏᓐᓂᒃ ᓂᓪᓕᐊᔾᔪᑎᖃᒃᑲᓐᓂᕈᓐᓇᕐᓂᐊᕐᒪᑕ ᑕᒪᒃᑯᓂᙵ ᐃᓱᒪᒋᔭᒥᓂᒃ. ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᓕᕇᑦ ᑲᑎᒪᔩᖏᑦ ᐱᓕᕆᖃᑎᒌᓐᓇᖃᑦᑕᕋᑦᑎᒍ ᑲᔪᓯᕗᓪᓕᐊᓂᕆᔭᙳᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐊᒻᒪᓗ ᐱᓕᕆᖃᑎᒌᓐᓇᕐᓂᐊᖅᓯᑎᒍᓪᓗ ᓯᕗᓂᑦᓴᑦᑎᓐᓂ.
When the bill was being drafted, we considered different aspects, especially the status of the district education authorities and their roles, which seem to be inconsistent, as far as we have seen. We have always wanted to be supportive through services to them from Bill 25, especially in providing more staff and appropriate training. We heard how the DEAs wanted their roles clarified. This is something we want to support.	ᑖᒃᑯᐊ ᒪᓕᒐᑦᓴᖅ ᑎᑎᕋᖅᑕᐅᕙᓪᓚᐊᓗᐅᖅᓯᒪᑎᓪᓗᓂ ᐊᔾᔨᒌᙱᑦᑐᓂᒃ ᐃᓱᒪᑦᓴᖅᓯᐅᕈᑎᖃᓗᐅᖅᓯᒪᒐᑦᑕ, ᐱᓗᐊᖅᑐᒥᒃ ᑕᒪᒃᑯᐊ ᓄᓇᓖᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᖃᓄᐃᓕᖓᒪᖔᑦ ᐊᒻᒪᓗ ᐱᓕᕆᐊᕆᕙᑦᑕᖏᑦ ᓱᕐᕋ ᓇᓕᒧᕐᑦᑐᔾᔭᖅᑕᖅᓯᒪᙳᕆᒻᒪᑕ ᖃᐅᔨᓯᒪᔭᑦᑎᓐᓂᒃ ᐊᒻᒪᓗ ᐃᑲᔪᖅᓱᕈᒪᓃᓐᓇᖅᑐᐊᖅᓱᖅᑎᑐᑦ ᑕᒪᓇ ᐱᔨᑦᑎᕋᖅᑕᐅᒍᑎᓴᓂᒃ ᓴᖅᑮᒐᓱᐊᕈᒪᕗᒍᑦ ᑖᒃᑲᓇ ᓚᓚᒐᓴᖅ 25 ᐃᓗᐊᓂ ᐃᑲᔪᖅᓱᕈᓗᐊᖅᑲᕗᑦ, ᐱᓗᐊᖅᑐᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑳᒃᑲᓐᓂᕐᓗᓂ ᐱᓕᒻᒪᓴᕈᑎᒋᓂᐊᖅᑕᖏᓐᓄᑦ ᑐᕌᖓᓗᐊᕋᔭᖅᑐᒥᒃ ᐊᒻᒪ ᑖᓐᓇ ᑐᓵᓚᐅᖅᓯᒪᒐᑦᑎᒍ ᓱᕐᕋ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔨᖏᑦ ᐱᔭᑦᓴᒥᓂᒃ ᐱᓕᕆᐊᕆᔭᒥᓂᑦ ᖃᐅᔨᒪᒃᑲᓐᓂᕈᒪᕐᑲᑦᑕᖅᑎᓪᓗᒋᑦ ᑕᒪᓇ ᖃᐅᔨᒪᑦᓯᐊᕐᑯᕙᑦᑎᒍᓗ ᐃᑲᔪᖅᓱᕈᒪᔭᕗᑦ.
Also, as far as standardization of education within Nunavut, we have continued with that in the bill, for example, what is being learned in Kugluktuk is the same as what is being learned in Kimmirut, and to ensure that they reach grade 12. Yes, we are aware that every community has their own unique circumstances and we have identified that the DEAs will still hold onto that responsibility of serving each community's unique needs	ᑕᐃᒃᑯᐊ ᑕᐃᑦᓱᒪᓐᖓᑦ ᐃᓕᓐᓂᐊᖅᑐᓂᕐᒧᑦ ᓚᓕᒐᖓᓂᑦ ᕿᒥᕐᕈᓚᐅᖅᓯᒪᔪᐃᑦ ᑭᖑᓪᓕᕐᒥ ᓚᓕᒐᓕᐅᕐᕕᐅᓚᐅᖅᓯᒪᔪᒥᒃ ᑕᒪᒃᑯᓇᙵᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦᑕᐅᖅ ᕿᒥᕐᕈᓗᓚᐅᖅᓯᒪᒻᒪᑕ ᐋᖅᑭᒋᐊᕐᑯᔾᔪᑎᓕᐅᖅᑐᑎᓪᓗ ᓱᕐᕋ ᑕᒪᓇ ᐃᓕᓐᓂᐊᕐᓂᖅ ᓄᓇᕘᓕᒦᒥ ᑕᒪᐃᓐᓂ ᓇᓕᒨᒃᑲᓐᓂᕈᓐᓇᕐᑯᓪᓗᒍ. ᑕᐃᒪᐃᓐᓂᑯᙵᓄᑦ ᑖᒃᑯᐊ ᓚᓕᒐᓴᐅᑉ ᐃᓗᐊᓂ ᑲᔪᓯᕝᓕᐊᒐᓱᐊᖅᓯᒪᕗᒍᑦ, ᐆᑦᑐᑎᒋᓐᖑᐊᕐᓗᒍ ᖁᕐᓗᖅᑑᒥ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᑦ ᐊᒻᒪ ᑭᒻᒥᕈᒻᒥ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᑦ ᑖᑦᓱᒥᙵᓴᐃᓐᓇᖅ ᐃᓕᓐᓂᐊᕈᓐᓇᕐᑯᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᖅᑎᕗᑦ, ᓱᕐᕋ ᖁᕙᓯᓐᓂᖅᐹᒥᒃ ᐃᓕᓐᓂᐊᕐᑯᔨᒐᑦᑕ ᑖᑦᓯᒧᙵᓴᐃᓇᖅ. ᐄ, ᖃᐅᔨᒪᒐᓗᐊᖅᑐᒍᑦ ᓄᓇᓖᑦ

through their engagement within the community as an authority. We are looking at Nunavut as a whole and we want a standardized education system, which we have continued to work on to date, Mr. Chairman. Thank you.	ᑕᒪᐃᓐᓂᒃ ᐊᔾᔨᒌᓐᖏᒻᒪᑕ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᓇᓗᓇᐃᖅᓯᒪᓪᓗᑎᒍ ᓲᕐᓗ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔩᓐᖏᑦ ᐋᖅᑭᑦᓱᐃᔨᐅᖃᑦᑕᕐᓂᐊᕐᒪᑕ ᓱᓕ ᓄᓇᓕᒻᒥᓂ ᑕᑯᔭᒪᔪᒥᓂᒃ ᓯᕗᓪᓕᐅᕐᑯᔪᒥᓂᒃ. ᑖᓐᓇᓗ ᐃᑲᔪᖅᓱᖅᓱᐃᑦᓱᑎᒍ. ᑭᓱᐊᓂ ᑕᒪᐃᓐᓂᓕᒫᖅ ᓄᓇᕗᑦ ᑕᐅᑐᓪᓗᒍ ᕿᒥᕐᕈᒐᑦᑕ ᐊᒻᒪᓗ ᓇᓕᒧᑮᑦᑐᒥᒃ ᐃᓕᓐᓂᐊᕐᑯᔨᒐᑦᑕ ᑲᔪᓯᕗᓪᓕᐊᓯᒪᕗᒍᑦ ᐅᓪᓗᒥᒧᑦ. ᐃᑦᓯᕙᐅᑖᖅ, ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Questions? First on the list is Mr. Lightstone.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᑕᐃᒪ ᐊᐱᖅᑯᓯᒃᓴᓖᑦ, ᓯᕗᓪᓕᖅᐸᐅᓗᓂᓗ ᒥᔅᑐ ᓚᐃᑦᓯᑑᓐ.
Mr. Lightstone: Thank you, Mr. Chairman. My questions are surrounded around four thematic areas. Before I begin, I would like to say *tunngasugit*, welcome. It is nice to have you here today and I appreciate your opening comments as well as the submissions that you have put forward to the Standing Committee. They have also given us a lot to consider.	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᐱᖅᑯᑎᒋᔭᕋ ᑕᒪᒃᑯᐊ ᐊᑐᓅᖓᓚᖓᔭᐃᑦ ᐊᐱᖅᑯᑎᒋᔭᒪᓂᐊᖅᑕᒃᑲ ᐊᒻᒪ ᑐᓐᖓᓱᒋᑦᑯᔨᕗᖓ. ᑕᑯᓪᓗᑎᑦ ᖁᕕᐊᓱᒃᐳᒍᑦ ᐊᒻᒪᓗ ᑐᓂᓯᕋᑖᕋᕕᑦ ᑖᓐᓇ ᑐᓂᔭᐃᑦ ᐅᖃᐅᓯᒃᓴᐃᑦᑐ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒃᓴᑦᑎᐊᕙᓂᒃ ᐃᓱᒻᒥᖅᑕᐅᕗᒍᑦ.
My first question is in relation to page 4 of your opening comments in which you provide a summary of your submission. That first sub-bullet at the top of the page is what I am assuming is your most important issue. It states, "The inadequacy of funding for inclusive education." I was wondering if you might be able to elaborate a bit further on that issue. Thank you, Mr. Chairman.	ᐊᐱᖅᑯᑎᒋᔭᕋ ᓯᕗᓪᓕᖅᐹᖅ. ᒪᒃᐱᖅᑐᒐᖓᓂ 4 ᐅᖃᐅᓯᒃᓴᕆᔭᕐᓂ. ᑖᓐᓇ ᐅᖃᖅᓯᒪᒐᕕᑦ ᓇᐃᓈᖅᓯᒪᔪᓂᒃ ᑖᒃᑯᐊ ᖁᓕᐊᓂᑦ ᐅᖃᖅᓯᒪᖕᒪᑕ ᐱᒻᒪᕆᐅᑎᒋᔭᑎᖅᑲᐃ ᓯᕗᓪᓕᖅᐹᖏᓐᓅᒻᒪᑕ ᑎᑎᖅᑲᖁᑎᒋᔭᔅᓯᓐᓂᒃ ᐊᒻᒪᓗ ᐊᒥᒐᖅᓯᖃᑦᑕᕐᓂᖏᓐᓂᒃ ᑮᓇᐅᔭᓂᒃ ᒪᑯᓂᖓ ᑕᒪᐃᓐᓂᒃ ᐃᓚᐅᑎᑦᑎᔾᔪᓇᕐᓂᖅ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ. ᑕᒪᓐᓇᖃᐃ ᓇᓗᓇᐃᒃᑲᓐᓂᖅᐸᓐᓇᐸᕕᐅᒃ ᓯᕗᓪᓕᖅᐹᒥᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Merkosak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅ ᒥᖅᑰᓴᖅ.
Ms. Merkosak (interpretation): Thank you, Mr. Chairman. James will respond to that question.	**ᒥᖅᑰᓴᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᔭᐅᒥᓯᐅᑦ ᑖᓐᓇ ᑭᐅᓂᐊᖅᑕᖓ.
Mr. Arreak (interpretation): Thank you.	**ᐋᕆᐊᒃ**: ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Mr. Arreak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒦᒃ. ᒥᔅᑐ ᐋᕆᐊᒃ.
Mr. Arreak (interpretation): Thank you for your question, Mr. Lightstone. This was discussed during the consultations. One of the most identified issues was inadequate	**ᐋᕆᐊᒃ**: ᖁᔭᓐᓇᒦᒃ ᐊᐱᕆᒍᔅᓯ, ᐊᒻᒪ ᓚᐃᑦᓯᑑᓐ ᐊᐱᕆᒍᕕᑦ ᑖᔅᓱᒥᖓ. ᑖᓐᓇ ᐅᖃᐅᓯᕆᔭᐅᖃᑦᑕᓚᐅᖅᑐᖅ ᑐᓴᕋᒃᑎᓪᓗᒥᑦ ᖃᔅᓯᒐᓛᓗᖕᓂᒃ ᐅᖃᐅᓯᕆᔭᐅᖃᑦᑕᓚᐅᖅᓯᒪᖕᒪᑦ

funding for education. We heard from the communities, for example, that there are discrepencies in the level of learning among the students as a result of inadequate funding. That is what our chairperson is talking about with regard to what our priorities are.	ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓐᖏᑐᐊᕐᓂᖓᓂᒃ ᑕᒪᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᑭᓇᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᒫᓂᒃ ᑮᓇᐅᔭᖃᖅᑎᑕᐅᓇᓱᖕᓂᖓ. ᑕᒪᓐᓇ ᐱᓕᕆᔾᔪᑎᒋᓪᓗᑎᒍ ᑐᓴᖅᑭᑎᔭᕗᑦ ᑕᐃᒃᑯᐊ ᐱᔾᔪᑎᖃᓗᐊᕐᒪᑕ ᓲᕐᓗ ᐆᒃᑑᑎᒋᓪᓗᒍ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᑦ ᐃᓚᖏᑦ ᐊᔾᔩᓐᖏᑐᐊᖅᑲᑦᑕᖅᓂᑰᓂᖏᓐᓄᑦ ᐊᒻᒪ ᑮᓇᐅᔭᖃᓐᖏᑐᐊᕐᓂᖏᓐᓄᑦ. ᑖᒃᑯᓂᖓ ᐊᔾᔩᓐᖏᑐᐊᕈᑎᖅᑲᖅᑎᑦᑎᖅᑲᑦᑕᖅᓂᑰᖕᒪᑕ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᓂᒃ. ᑖᓐᓇ ᐱᔾᔪᑕᐅᓪᓗᓂ ᓂᓪᓕᕈᑎᒋᖅᑲᐅᔭᕗᑦ ᐊᖓᔪᖅᑳᖅ.
I will speak in English about other things that were mentioned, the first one being the (interpretation ends) roles and responsibilities. (interpretation) I'll say it in English if it's okay with you. (interpretation ends) The second phase of my comment is in this four-themed approach that the department had consulted during consultations included the roles and responsibilities and in these comments there were 19 comments, including involving the issue of inclusive education and the lack of resources.	ᐊᒻᒪ ᐊᐃᑉᐸᖓᑦ ᑖᒃᑯᐊ ᓂᓪᓕᐅᑕᐅᓚᐅᖅᓯᒪᖕᒥᔪᐃᑦ ᑕᕝᕙᓂ ᓯᕗᓪᓕᖅᐹᖑᔭᐅᓪᓗᓂ (ᑐᓵᔨᑎᒍᑦ) ᐱᓕᕆᔪᓐᓇᐅᑎᑦ ᐱᓕᕆᐊᖑᔭᕆᐊᓖᓪᓗ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖃᓪᓗᓈᑎᑑᖅᓂᐊᖅᑯ ᖃᓄᐃᒃᓴᖏᒃᑯᕙᖅ. (ᑐᓵᔨᑎᒍᑦ) ᐅᖃᐅᓯᕆᓴᖓ ᐱᖃᑖ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᐊᕝᕗᖅᑎᓪᓗᒋᑦ ᓄᓇᓕᖕᓂ ᑭᒡᒐᖅᑐᐃᒍᓯᓇᔭᖏᑦ ᖃᓄᖅ ᒪᑯᓄᖓ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᓐᓄᑦ ᐊᒻᒪᓗ ᖃᓄᖅ ᐃᓚᐅᔪᓐᓇᖅᓂᓇᖅᑲᑦᑕᖅᑕᖏᓐᓂᒃ ᒪᒃᑯᐊ ᑕᒪᐃᓐᓂᓕᒫᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐃᓚᐅᔪᓐᓇᖅᑯᑦᑐᑎᑦ ᕿᒪᐃᓐᖏᑦᑐᑕ ᑭᓇᑐᐃᓐᓇᖅᒥᒃ.
I don't know if I clearly answered that, but if we need to add more, we will.	ᑭᐅᓪᓚᕆᒃᑐᒃᓴᐅᓐᖏᒃᑲᓗᐊᖅᑕᖏᑦ ᑭᓯᐊᓂ ᑭᐅᒃᑲᓐᓂᓇᐊᖅᑲᐳᑦᑎᒍᑦ ᐃᓚᓯᒃᑲᓐᓂᕈᓐᓇᖅᒥᔪᒍᑦ. ᖁᔭ.ᓐᓇᒦᒃ ᐃᒃᓯᕙᐅᑕᖅ.
Chairman (interpretation): Thank you. Mr. Lightstone.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑐ ᓚᐃᑦᓯᑑᓐ.
Mr. Lightstone: Thank you, Mr. Chairman. Thank you very much for that response. I would like to pose the same question to the Minister. I also have concerns over the lack of funding available to those students that need it, especially those that fall under this inclusive education segment. I would like to ask the Minister if he would be able to provide a response about how that concern over the lack of funding for inclusive education would be addressed in the current proposed Bill 25. Thank you, Mr. Chairman.	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᑕᒪᓐᓇ ᑭᐅᔪᓐᓇᕋᕕᒃ. ᐊᐱᕆᒃᑲᓐᓂᕈᒪᖕᒥᔪᖓ ᒥᓂᔅᑕᒧᑦ ᑖᓐᓇ ᐃᓱᒫᓘᑎᒋᖕᒥᒐᒃᑯ ᑕᒪᓐᓇ ᑮᓇᐅᔭᖃᖅᑎᑦᑎᓐᖏᓗᐊᖅᑲᑦᑕᕋᑦᑕ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ. ᑕᒪᓐᓇ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐃᓚᐅᔪᓐᓇᖅᑯᖅᑲᑦᑕᕋᑐᐊᕋᑦᑎᒍ. ᖃᓄᖅ ᑭᐅᔪᓐᓇᓇᕖᑦ, ᒥᓂᔅᑖ, ᐃᓱᒫᓘᑎᒋᔭᐅᓱᑦ ᐊᒥᒐᖅᓯᖅᑲᑦᑕᕐᓂᖅ ᐃᓚᐅᑎᑦᑐᒥᓇᐅᖅᑲᑦᑕᕋᑐᐊᕐᒪᑕ. ᖃᓄᖅ ᑭᐅᔪᓐᓇᕋᔭᖅᐱᐅᒃ ᑖᓐᓇ ᓴᖅᑭᑕᐅᔪᒪᑎᑦᑐᒍ ᒪᓕᒐᒃᓴᖅ 25? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᓂᔅᑐ ᔪᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) If we proceed with these provisions under the	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᖅᓯᕙᐅᑖᖅ. (ᑐᓵᔨᑎᒍᑦ) ᑲᔪᓯᓂᐊᖅᓂᕈᑦᑎᒍ ᑕᒪᒃᑯᓄᖓ ᒪᓕᒃᑕᐅᔪᒃᓴᐃᑦ

bill, our intention is to build them into our business planning cycle to have inclusive education.	ᒪᓕᒐᒃᓴᐅᑉ ᐃᓗᐊᓂ, ᐱᓇᓱᐊᕈᒪᓂᐊᕋᑦᑕ ᐅᕙᒍᑦ ᐸᕐᓇᐅᑎᒋᔭᑦᑎᒍᑦ ᐃᓚᐅᑎᒍᓐᓇᖃᑦᑕᕐᑯᓪᓗᒋᑦ.
I've got to point out that we did form a student achievement division which has responsibility for inclusive education. We have dedicated a lot of resources to try to address some of the concerns that have been raised on inclusive education to date. We have employed specific occupational speech therapists and specialized services to help address and identify some of the needs in the territory.	ᑕᒪᒃᑯᐊ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐃᓕᓐᓂᐊᖅᑏᑦ ᐊᓐᓇᐃᙱᑦᓗᑕ ᐊᒻᒪᓗ ᐱᔪᓐᓇᕐᓂᖏᑦ ᐊᔪᕈᓐᓃᕈᓐᓇᕐᓂᖏᓐᓂᒃ ᑭᒡᒐᖅᑐᐃᔭᕆᐊᖃᕐᒪᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑐᓂᓗᑎᒍᑦ ᑐᓂᓯᔪᓐᓇᕐᓂᑦᑎᒍᑦ ᐋᖅᑭᒃᓱᐃᑎᓪᓗᑕ ᐃᓚᐅᑎᑦᑐᓐᓇᖃᑦᑕᕐᓗᑎᒍᑦ. ᑭᓯᐊᓂ ᐅᓪᓗᒥᒧᑦ ᐅᐸᓗᖓᐃᖅᓯᒪᕗᓪᓕᐊᕗᒍᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᒃ ᑎᒍᓯᓯᒪᓪᓗᑕ. ᐅᖃᓇᐅᖅᓴᓂᕐᒧᑦ ᖃᐅᔨᒪᔨᑕᕇᔭᑦᑎᓐᓂᒃ ᐊᒻᒪᓗ ᐊᔾᔨᐅᙱᑦᑐᒃᑯᑦ ᐊᓯᐊᑎᒍᑦ ᖃᐅᔨᒃᑲᐃᕙᓐᓇᖁᓪᓗᑕ ᓄᓇᓕᖕᓂ ᑭᓲᓪᓚᕆᐅᙲᙶᑦ ᐊᑐᖅᑕᐅᕙᒃᓴᐃᑦ.
I want to point out too that earlier we had mentioned about how it was… . Hold on a sec.	ᐊᒻᒪᓗ ᐅᖃᖅᑲᐅᙱᒐᒪ ᐅᐊᑦᑎᐋᓵᖅ… ᕿᓂᑲᐃᓐᓇᐃ.
Our department commissioned the Hall report, which came up with a number of recommendations that our department started working on right away. One of the things that came as a result of that report was that a majority of the supports that are needed for students is on hearing impairment. We have identified that as something to address and having implemented soundfield systems across schools. We have contract services dedicated $850,000 to help address some of the needs on inclusive education. Thank you, Mr. Chairman.	ᐅᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᑎᒃᑯᑦ ᐅᓂᒃᑳᒥᒃ ᓴᖅᑭᑎᑦᑎᓚᐅᕋᒪ ᐊᑐᓕᖅᑯᔭᐅᔪᔪᓂᒃ ᐊᒻᒪ ᐱᕆᐊᓚᐅᖅᑕ ᐊᐅᓚᔾᔭᕐᓴᐅᑎᕆᔪᔪᑦ. ᐃᓚᖓᓂᒃ ᐅᓂᒃᑳᒥ ᓴᖅᑭᑦᑐᖅᑲᕐᒪᑦ ᐊᒥᓲᓂᖅᓴᓂᑦ ᐃᑲᔪᖅᑐᐃᒍᑕᐅᕆᐊᓕᖓᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᓲᕐᓗ ᑐᓯᓚᑦᑐᓄᑦ ᑐᓵᙵᔪᓂᒃ ᓴᖅᑮᓕᓚᐅᖅᑕ ᐊᒻᒪᓗ ᑕᒪᓇ ᓴᖅᑭᑕᐅᔪᒻᒥᒪᑦ ᑐᓯᓚᑦᑐᓄᑦ ᐃᑲᕈᑎᐅᕆᐊᖅᑲᓲᑦ. ᐊᐅᓚᑦᑎᔾᔪᑎᓇᔾᖏᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᑎᒍᑦ ᓯᐊᒻᒪᑎᕐᓯᕙᐅᓪᓗᑕ ᐊᒻᒪ ᐊᖏᖅᑲᑎᕌᒍᑎᑦᑐᑦ $850,000-ᓂᑦ ᑕᒃᑯᓄᖓ ᑕᐃᒫᒃ ᐃᓚᐅᒍᓐᓇᕐᑯᓪᓗᒋᑦ ᑕᒪᐃᓐᓂᓕᒫᖅ ᐃᓕᓐᓂᐊᖅᑏᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕗᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Lightstone.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅᑐ ᓚᐃᑦᓯᑑᓐ.
Mr. Lightstone: Thank you, Mr. Chairman. I'll move on to my next line of questioning and it's also in relation to the opening comments, page 4. At the bottom of the sub-bullets, the last two are related to human resource issues. They state that "The language of instruction challenges involved the way human resources was managed," particularly towards Inuit-speaking teachers. The last bullet states that "There was a total	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓯᕗᒧᐊᓚᐅᕐᒥᓚᙵ ᐊᐱᕆᒃᑲᓂᕈᒪᓪᒥᑕᒪ ᐅᖃᐅᓯᕆᖅᑲᐅᔭᕐᓂᒃ ᒪᐸᖅᑐᒐᖓᓂ 4 ᐊᓪᓕᖅᐹᖓᓃᑦᑐᖅ. ᒪᑯᐊ ᓴᐃᒧᐊᖅᓯᒪᔪᐃᑦ ᒪᕿᒃ ᑮᒍᓪᓕᖅᐹᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᓂᕐᒧᑦ ᑐᓵᖓᔪᖅ ᑕᒪᒃᑯᐊ ᐅᖃᐅᓰᑦ ᐊᑕᐅᓯᐅᙱᑦᑐᒥᒃ ᐊᐅᓚᑕᐅᓰᖑᓐᓂᖏᓐᓂᒃ ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᒋᔭᐅᔪᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᔨᐅᔪᐃᑦ ᐊᒻᒪ

lack of appropriate management approach to qualified Inuit teachers" and "This lack of appropriate management obviously meant the department did not place any value on their language skills." First I would like to ask if the coalition would be able to maybe expand on those two specific issues a little bit further. Thank you, Mr. Chairman.

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

Ms. Merkosak (interpretation): Thank you, Mr. Chairman. Thank you, Mr. Lightstone, for welcoming us. I will refer this question to James.

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

Mr. Arreak (interpretation): Thank you. We can respond by saying that there are different levels of competency among the Inuktitut teachers in the schools and they're not given enough support. We have heard that directly from the teachers. There has to be a better support system given to those teachers. They indicated that if they did get that adequate support and attention, they would be much more self-reliant. That's what we heard during the consultations on the bill.

I'll say this in English. (interpretation ends) The second part of my response is involving the approach of management managing people as staff and particularly involving Inuktitut-speaking teachers. They felt that they weren't properly managed and that they were treated differently than other teachers. That eroded some people's hope, especially the Inuktitut teachers. I wanted to say that. (interpretation) Thank you.

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

ᐊᐅᓚᒡᕙᓯᕆᔭᖏᓐᓂᒃ ᓈᒻᒪᙱᑐᐊᖅᑐᓂᒃ ᑎᑭᐅᑎᒐᔅᓴᕆᒐᔭᙳᐊᕋᑐᐊᖅᑕᖏᓐᓂᒃ ᑎᒍᓯᒍᓐᓇᖁᓪᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᒃ ᐃᓄᒃᑑᖅᑐᓂᒃ. ᑕᒪᓐᓇ ᖃᓄᑎᒋ ᐋᖅᑭᔅᓯᐅᑎᓯᒪᙱᑐᐊᕐᓂᖏᓐᓂᓪᓗ ᖃᓄᖅ ᐃᓄᒃᑐᑦ ᐊᕙᙱᑎᒋᒐᓗᐊᕐᒪᖔᑕ. ᑕᒪᓐᓇᖃᐃ ᐅᖃᐅᓯᕆᑦᑎᐊᒃᑲᓐᓂᕈᓐᓇᕈᕕᐅᒃ ᒪᕐᕉᓐᓂᒃ ᑭᓯᓕᕆᓪᓗᐊᑕᕐᒪᖔᑕ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅ ᒥᖅᑯᓵᖅ.

ᒥᖅᑯᓵᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑐᙵᓱᑦᑎᖅᑲᐅᒐᕕᑦ ᖁᔭᓐᓇᒦᒃ, ᓚᐃᑦᓯᑑᓐ. ᑖᓐᓇ ᔭᐃᒥᓯᐅᑉ ᑭᐅᓂᐊᖅᑕᖓ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅᑐ ᐋᕆᐊᒃ.

ᐋᕆᐊᒃ: ᖁᔭᓐᓇᒦᒃ. ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᖓ ᑭᐅᔾᔭᖅᑕᕗᑦ ᓂᓪᓕᕈᑕᐅᓚᐅᖅᓯᒪᒻᒪᑦ ᐃᓕᓴᐃᔩᑦᔪᖅ ᐃᓕᓐᖓᐅᑎᑦᑎᒍᓕᓐᓂᐊᖅ ᐃᓕᓴᐃᔨᐅᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᑲᒪᒋᔭᐅᑎᐊᙱᑐᐊᓕᖃᑦᑕᕐᓂᑰᒪᑕ. ᐃᓚᖏᑦ ᑐᓴᖅᓯᒪᔭᕗᑦ ᐃᓕᓴᐃᔨᓂᒃ ᑕᕝᕙᖓᑦᓚᕆᒃ ᑐᓴᕐᕕᒋᓪᓗᑎᒍ ᐅᖃᖃᑦᑕᕐᓂᑰᒪᑕ. ᐃᒫᒃ ᑲᒪᒋᔭᐅᑎᐊᒃᑲᓂᕐᓂᕈᑎᒎᖅ ᖃᐅᑕᒫᑦ ᓲᕐᓗ ᐊᖓᔪᖅᑳᕆᓐᓄᑦ ᑲᒪᒋᔭᐅᑎᐊᒃᑲᓂᕐᓂᕈᑦᑎᒎᖅ ᐃᒃᐱᒋᔭᐅᑎᐊᒃᑲᓂᕐᓂᕈᑎᒎᖅ ᐅᓪᓗᒥᒧᑦ ᒪᑭᑕᓂᖅᓴᐅᔪᓐᓇᕐᓂᕋᖅᓯᒪᓂᑰᓚᐅᖅᓯᒪᒻᒪᑕ. ᑖᓐᓇ ᑐᓴᖅᓯᒪᓂᑯᓇᓚᐅᕋᑦᑎᒍ ᑐᓴᕋᓱᒃᑎᓪᓗᒋᑦ ᑖᔅᓱᒥᖓ ᒪᓕᒐᖅ ᕿᓂᖅᑕᐅᑎᓪᓗᒍ ᑖᓐᓇ ᐅᖃᐅᓯᕆᔪᓐᓇᖅᑕᕗᑦ.

ᖃᓪᓗᓈᑎᑐᓪᓗ ᐅᓇ ᐅᖃᕐᓗᒍ, (ᑐᓵᔨᑎᒍᑦ) ᑖᒃᑯᐊ ᑭᐅᒡᕙᑎᒪ ᐃᓚᖓᑦ ᐱᒡᕙᑎᖅᑲᖅᑐᖅ ᖃᓄᖅ ᑲᒪᒋᔭᐅᖃᑦᑕᕐᒪᖔᑦ ᐊᐅᓚᑕᐅᖃᑦᑕᕐᒪᖔᖏᓪᓗ ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᖅᑏᑦ ᐱᓗᐊᕐᓗᒋᑦ ᐃᓄᒃᑎᑐᑦ ᐅᖃᓪᓚᒍᓐᓇᖅᑐᑦ ᐃᓕᓴᐃᔩᑦ. ᐃᓱᒪᖃᓚᐅᖅᓯᒪᒻᒪᑕ ᐊᐅᓚᑕᐅᑎᐊᙱᑐᐊᓂᕋᖅᐳᑎᒃ ᐊᒻᒪᓗ ᐊᔾᔨᐅᙱᑎᑕᐅᓪᓗᑎᒃ ᐊᓯᖏᑦ ᐃᓕᓴᐃᔩᑦ ᑕᑯᓐᓇᖅᐳᑎᒃᑯᑦ. ᑕᐃᒪᐃᑦᑑᓂᖓᓄᑦ ᐃᓚᖏᑦ ᓂᕆᐅᙵᖅᑭᓐᓃᓕᓚᐅᖅᓯᒪᒻᒪᑕ ᐱᓗᐊᕐᓗᒋᑦ ᑕᐃᒃᑯᐊ ᐃᓄᒃᑎᑐᑦ ᐅᖃᖅᑎᓐᓇᖅᑐᑦ ᐃᓕᓴᐃᔩᑦ. (ᑐᓵᔨᑎᒎᖅᑎᓐᖏᖅᑐᖅ) ᑖᓐᓇ ᐅᖃᐅᓯᕆᔭᕋ. (ᑐᓵᔨᑎᒍᑦ) ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒎᖅᑎᓐᖏᖅᑐᖅ) ᐃᒃᓯᕙᐅᑖᖅ ᖁᔭᓐᓇᒦᒃ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅᑐ ᓚᐃᑦᓯᑑᓐ.

Mr. Lightstone: Thank you, Mr. Chairman. I would like to pose the same questions to the Minister. I have also heard several concerns over the retention of Inuktitut-speaking teachers. I would like to ask the Minister if he would like to provide a response to that topic. Thank you, Mr. Chairman.	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔪᒪᖕᒥᔭᕋ ᒥᓂᔅᑕᕆᔭᐅᔪᒧᑦ ᐊᑕᐅᓯᐊᕐᓇᖓ ᐃᓱᒫᓘᑎᒋᔭᐅᔪᓂᒃ ᑐᓵᖅᑎᑕᐅᖃᑦᑕᖅᓯᒪᒐᒪ ᐃᓄᒃᑎᑐᑦ ᐅᖃᓪᓚᒍᓐᓇᖅᑐᑦ ᐃᓕᓴᐃᔩᓂᒃ. ᑖᓐᓇ ᒥᓂᔅᑕᕆᔭᐅᔪᖅ ᐊᐱᕆᔪᒪᔭᕋ ᑕᒪᑐᒎᖓ ᐊᐱᖅᑯᑎᒋᖅᑲᐅᔭᕐᓄᑦ ᑭᐅᔪᒪᖕᒪᖔᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᓂᔅᑐ ᔪᐊᓇᓯ.
Hon. David Joanasie: Thank you, Mr. Chairman. I thank the Member for his question. Through the Nunavut Teachers Association Collective Agreement, we were able to increase salaries for language specialists specifically so that they are paid at the same level as all teachers. That is one thing that is a big item in partnership with NTA that we have been able to agree on. We want to continue on the same path.	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ** (ᑐᓴᐅᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪ ᖁᔭᓐᓇᒦᖅᐳᒍ ᑖᓐᓇ ᐊᐱᖅᑯᑎᖅᑳᕋᒪᑦ. ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ ᑲᑐᔾᔨᖃᑎᖏᑦ ᐊᖏᕈᑎᖏᑦ ᐊᖅᑯᑎᒋᓪᓗᑎᒃᑯᑦ ᐅᖃᐅᓯᓕᕆᔩᑦ ᐃᓕᓴᐃᔩᑦ ᑮᓇᐅᔾᔭᒃᑳᖏᑦ ᐊᑭᑦᑐᕆᐊᓚᐅᖅᓯᒪᔭᕗᑦ ᑕᐃᒫᑐᐃᓐᓇᖅ ᐃᓕᓴᐃᔨᑎᑐᑦ ᑮᓇᐅᔾᔭᒃᓴᕈᓐᓇᖅᓯᓂᐊᕐᒪᑕ. ᑖᓐᓇ ᐋᖅᑭᓚᐅᖅᓯᒪᔭᕗᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᖏᑦ ᐊᖅᑯᑎᒋᓪᓗᑎᒃᑯᑦ.
In terms of human resources management at the school level, I think that this is something we will have to take a closer look at in terms of how we can work with the school team and/or if there are feelings of inequality of some sort that might be playing out at the local level, we want to address that in partnership with the NTA, with the coalition, and the DEAs, of course, at the local level. If we want to dive into in further detail, we can do that in different ways. Thank you, Mr. Chairman.	ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᓂᖅ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ, ᑕᒪᓐᓇ ᕿᒥᕐᕈᓇᒃᑲᓐᓂᕆᐊᖅᑲᕐᓂᐊᖅᑕᕗᑦ ᖃᓄᕐᓗ ᐃᖅᑲᓇᐃᔭᖃᑎᒌᔾᔪᓐᓇᕐᓂᐊᕐᒪᖔᑎᒃᑯ ᐃᓕᓴᕐᕕᖕᒥ ᐃᖅᑲᓇᐃᔭᖅᑐᑦ ᐱᐅᓯᑎᒋᐊᒃᑲᓐᓂᕐᓗᒋᓪᓗ ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔭᕐᕕᖕᒋᑦ ᑲᒪᒋᔭᐅᔾᔪᓯᖕᒋᓪᓗ ᐃᖅᑲᓇᐃᔭᕐᑲᑎᒋᓗᑎᒃᑯᑦ ᓄᓇᕗᒻᒥ ᐃᓕᓴᐃᔩᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᐊᒻᒪᓗ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑭᒡᒐᖅᑐᐃᔩᓪᓗ. ᑕᒪᓐᓇ ᑲᒪᒋᔭᐅᒃᑲᓐᓂᕈᑎᒃᑯᑦ ᑕᐃᒪᓐᓇ ᑲᑐᔾᔨᖃᑎᒌᖕᓂᒃᑯᑦ ᐊᔾᔨᒌᓐᖏᑦᑐᓂᒃ ᐊᖅᑯᑎᖃᕐᓗᑕ ᑲᒪᒋᔪᓐᓇᕐᓂᐊᖅᑕᕗᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) Minister, just for clarification, earlier when NTI was here, we were discussing the Nunavut Teacher Education Program, Inuit Employment Plan. Just for clarification, that's not in Bill 25, correct? My understanding is it's related, but it's an operational piece along with the human resource management. If you can clarify whether that's within Bill 25 or whether it's a separate process. Minister	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓴᐅᑎᒍᑦ) ᒥᓂᔅᑐ, ᓱᖅᑯᐃᓇᖅᓯᑎᑦᑎᒋᐊᕐᓂᕐᒧᑐᐃᓐᓇᖅ. ᐅᐊᑦᑎᐊᖅ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃᑯᑦ ᑕᕝᕙᓃᑦᑎᓪᓗᒋᑦ ᐅᖃᐅᓯᖅᖃᐅᒐᑦᑕ ᐃᓕᓴᐃᔾᔭᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᒃ ᓄᓇᕗᒻᒥ, ᐃᓄᖕᓂᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᑎᓂᕐᒧᑦ, ᓱᖅᑯᐃᓇᖅᓯᑎᒋᐊᕈᓐᓇᖅᐱᐅᒃ ᑕᒪᓐᓇ ᐱᖃᓯᐅᔾᔭᐅᓯᒪᓐᖏᑦᑐᖅ ᒪᓕᒐᒃᓴᖅ 25-ᒥ, ᑕᐃᒪᐃᓕᖓᕗᖅ? ᑐᑭᓯᐊᔭᒃᑯᑦ ᐊᒃᑐᐊᖕᒥᖕᒪᑦ ᑭᓯᐊᓂ ᐊᐅᓚᑦᑎᓂᒃᑰᖓᑐᐃᓐᓇᖅᒪᑦ ᐱᖃᓯᐅᑎᓗᒋᑦ ᐃᖅᑲᓇᐃᔭᖅᑐᓕᕆᓂᖅ. ᑕᒪᓐᓇ ᓱᖅᑯᐃᓇᖅᓯᑎᒋᐊᕈᓐᓇᕈᕕᐅᒃ ᑕᒪᓐᓇ ᒪᓕᒐᒃᓴᖅ 25-ᒥ ᐃᓚᒋᔭᐅᖕᒪᖔᑦ ᐅᕝᕙᓘᓐᓃᑦ ᐃᓛᒃᑰᖓᔪᑎᒨᖓᖕᒪᖔᑦ? ᒥᓂᔅᑐ

Joanasie.	ᔪᐊᓇᓯ.
Hon. David Joanasie: Thank you, Mr. Chairman. Thank you for the question. We referenced the implementation of the retention and recruitment strategy in Bill 25. This strategy which is still under development, we plan on working towards short, medium and long terms of work to ensure our current capacity to deliver Inuit language instruction remains as strong as it can and moving forward to strengthen that over the ten years in leading up to it as capacity and resources expand, going towards that down the line. Thank you, Mr. Chairman.	**ᐊᕐᖓᔪᐊᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᒃ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᕐᓂᒃ. ᑕᐃᓯᒪᔭᑦ ᐊᑐᓕᖅᑎᑕᐅᓂᖓ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕋᓱᖕᓂᕐᒧᑦ ᐸᐸᑦᑏᓐᓇᕋᓱᖕᓂᕐᒧᓪᓗ ᒪᓕᒐᒃᓴᖅ 25 ᐃᓗᐊᒍᑦ. ᐱᕙᓪᓕᐊᑎᑦᑎᓂᖅ ᐱᔾᔪᑎᒋᓪᓗᒍ, ᐋ, ᐊᕗᓐᖓᐅᔾᔨᓯᒪᔪᒃᑯᓪᓗ ᐋᖅᑭᒃᓱᖅᓯᒪᔪᒪᔭᕗᑦ ᐅᖃᖅᓯᕙᓪᓕᐊᔪᓐᓇᕐᓂᐊᕐᒪᑕ ᑕᐃᒃᑯᐊ ᓴᓇᕐᑲᑦᑕᖅᑐᑦ ᐊᒻᒪᓗ ᐊᒃᓱᕉᑎᒋᓂᖅᓴᐅᓗᒍ ᓇᓕᐊᖕᓂᒃ ᐅᖅᑲᐅᓯᕐᓂᒃ ᐊᑐᕐᓗᑎᒃ ᐃᓕᓴᐃᓂᐅᑉ ᒥᒃᓵᓅᖓᔪᑦ. ᖁᓕᑦ ᐊᕐᕌᒍᐃᑦ ᐃᓗᐊᓂ ᐊᒻᒪᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᕗᑦ ᑕᒪᒃᑯᐊ ᐅᖃᖅᓯᕙᓪᓕᐊᑏᓐᓇᕐᓗᑎᒃᑯᑦ ᑐᕌᒐᓇᔭᑦᑎᒃᑯᑦ ᑕᒪᓐᓇ ᓯᕗᓂᒃᓴᑦᑎᓐᓂ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Lightstone.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅᑐ ᓚᐃᑦᓯᑑᓐ.
Mr. Lightstone: Thank you, Mr. Chairman. I would like to move on to my next line of questioning. This one is for the Minister. The coalition has identified that the current *Education Act* has created a two-tier system and addressed the inequality between language groups. As was stated in the opening remarks, the coalition feels that the French-speaking residents have more decision-making ability than do the general/Inuit-speaking residents.	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᓯᐊᓄᑦ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᓐᓅᕐᓂᐊᓕᖅᒪ. ᒥᓂᔅᑕᒧᑦ ᑖᓐᓇ ᑐᖑᖅᑎᓐᓂᐊᖅᑕᖅ. ᑖᒃᑯᐊ ᑲᒻᒪᖅᑐᐃᓃᑦ ᓇᓗᓇᐃᖅᓯᓯᒪᖕᒪᑕ ᓖᓐᓇ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᖅ ᒪᕐᕈᐃᓕᖕᖓᔪᓂᒃ ᓴᖅᑭᑦᑎᓯᒪᖕᒪᑦ ᐊᔾᔨᒌᒃᑎᑕᐅᖏᑦᑐᑎᔾᔪ ᑕᐃᒃᑯᐊ ᐅᖃᐅᓰᑦ ᐊᑐᖅᑕᐅᓪᓗᑎᒃ ᐃᓕᓐᓂᐊᕈᓯᕆᔭᐅᖃᑦᑕᖅᑐᑦ. ᒪᑐᐃᖅᓯᔾᔪᑎᓐᓂ ᐅᖅᑲᖅᑲᐅᒐᕕᑦ ᑖᒃᑯᐊ ᑲᒻᒪᖅᑐᐃᓃᑦ ᐅᐃᕖᑦᑖᒃᑯᐊ ᐃᓱᒪᖅᓱᕐᓂᖅᓴᕐᔪᐊᕋᓗᐊᖕᒪᑕ ᐃᓄᒃᑎᑐᑦ ᑕᑯᓐᓇᕐᓗᑎᒃᑯᑦ.
The coalition, in their submission, made recommendations to add a segment to the *Education Act* amendment to amend Part 13, which is the French language rights aspects and to add a 13.1 section to give Inuit language rights that are on par with French. I would like to ask the Minister what his thoughts would be on that. Thank you, Mr. Chairman.	ᐊᑐᓕᖁᔭᓕᐅᖅᓯᒪᕐᒪᑕ ᐃᓚᓕᐅᔾᔨᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᐅᑉ ᐃᓗᐊᓃᖅᑕᐅᔪᒃᓴᒥᒃ ᐋᖅᑭᒋᐊᕐᓗᒍ ᓈᓴᐅᑎᓕᒃ 13 ᐅᐃᕖᑦ ᐃᓕᓐᓂᐊᕐᓂᖏᓐᓄᑦ ᑐᖐᕐᖓᕐᒪᑦ, 13.1-ᒥᒃ ᐃᓚᓗᒍ. ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑦ ᐱᔪᓐᓇᐅᑎᒋᔭᐅᓂᖓ ᑕᐃᒫᒃ ᐅᐃᕖᑎᑐᑦ ᖁᕝᕙᓯᒃᑎᒋᓕᖅᓗᒍ ᓇᓕᒧᖅᑲᓕᖅᓗᒍ. ᖃᓄᖅᓕᑭᐊᖅ ᑕᒪᓐᓇ ᐃᓱᒪᒋᕙᐅᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᓂᔅᑐ ᔪᐊᓇᓯ.
Hon. David Joanasie: Thank you, Mr.	**ᐊᕐᖓᔪᐊᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ,

Chairman. Under section 23 of the *Canadian Charter of Rights and Freedoms*, it guarantees French and English minority language rights, which one of the criteria for determining whether a language is a minority language or is not is the number of people who went to school in English or French. As most Nunavummiut went to school in English, it cannot be considered a minority language for the purposes of section 23 of the charter. Therefore section 23 of the charter does not guarantee English language rights in Nunavut.	ᐃᒃᓯᕙᐅᑖᖅ. ᓈᓴᐅᑎᓕᒃ 23 ᑲᓇᑕᒥ ᐱᔪᓐᓇᐅᑏᑦ ᐃᓱᒪᖅᓱᕈᓐᓇᕐᓂᕐᒧᓪᓗ ᑐᓐᖓᕕᒡᔪᐊᓇᔭᐅᔪᑦ ᖃᓪᓗᓈᑦ ᐅᐃᕖᓪᓗ ᐅᖃᐅᓯᖏᓐᓂᒃ ᑖᒃᑯᓂᖓ ᐃᓕᓴᖅᓯᓯᒪᖕᒪᑕ ᐊᒻᒪᓗ ᐅᓐᓄᖏᓐᓂᖅᓴᐃᑦ ᐅᖃᐅᓯᖏᑦ ᑕᕝᕙᓂ ᑎᑎᕋᖅᑕᐅᖃᓯᐅᔾᔭᐅᓯᒪᓐᖏᑦᑐᑦ. ᑕᐃᒃᑯᐊ ᐅᐃᕖᑎᑐᑦ ᖃᓪᓗᓈᑎᑐᓪᓘᓐᓃᑦ ᐃᓕᓐᓂᐊᖅᓯᒪᖕᒪᑕ ᓄᓇᕗᒻᒥᐅᑦ ᖃᓪᓗᓈᑎᑐᑦ ᐃᓕᓐᓂᐊᖅᓯᒪᓪᓗᑎᒃ. ᑕᐃᓐᓇ 23-ᒥ ᓈᓴᐅᑎᓕᒃ ᒪᓕᒃᖢᒍ ᑕᐃᒪᐃᓕᖓᔪᖅ. 23-ᒥ ᖃᓪᓗᓈᑦ ᐅᐃᕖᓪᓗ ᐅᖃᐅᓯᖏᓐᓂᒃ ᓇᓗᓇᐃᖅᓯᓯᒪᖕᒪᑕ ᐊᓯᖏᑦ ᓇᓗᓇᐃᖅᑕᐅᓯᒪᓐᖏᑦᑐᑦ.
Further to that, the purpose of section 23 rights is to protect the minority language and culture from the majority language and culture. If English language rights were created for Nunavut, it would mean the English language and culture would have to be protected from the Inuit language and culture. The *Education Act* and the *Inuit Language Protection Act* and Bill 25 aim to do the opposite, to protect the Inuit language and culture, not English language and culture. Thank you, Mr. Chairman.	ᐊᒻᒪᓗ 23-ᒥ ᐱᔪᓐᓇᐅᑏᑦ ᑕᒪᒃᑯᐊ ᓴᐳᒻᒥᐅᓴᖅᑕᐅᓯᒪᔪᑦ ᐅᓄᓐᖏᓐᓂᖅᓴᓄᑦ ᐅᖃᐅᓯᕐᓂᒃ ᐊᑐᖅᑕᑦ. ᑕᐃᒪᐃᑦᑑᖕᒪᑦ ᖃᓪᓗᓈᑦ ᐅᖃᐅᓯᖓᑦ ᐃᓕᓴᕆᔭᐅᓯᒪᔪᖅ ᒫᓂ ᐊᒻᒪᓗ ᑕᐃᒪᐃᑦᑑᓂᖓᓄᑦ ᐅᐃᕖᑦ ᓴᐳᒻᒥᐅᓴᖅᑕᐅᓯᒪᔭᕆᐊᓕᒃ ᑐᓐᖓᕕᒡᔪᐊᒥᒃ ᑎᑎᕋᖅᑕᐅᓯᒪᓂᖓ ᐱᓪᓗᒍ. ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᑦᑕ ᓴᐳᒻᒥᐅᓴᖅᑕᐅᓯᒪᓂᖏᓐᓄᑦ ᒪᓕᒐᖅ ᓴᖅᑭᔮᖅᐳᖅ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑦ ᓴᐳᒻᒥᐅᓴᖅᑕᐅᓯᒪᓂᐊᕐᒪᑦ ᖃᓪᓗᓈᑦ ᐅᐃᕖᓪᓗ ᐅᖃᐅᓯᖏᑦ ᐃᓚᐅᓐᖏᕋᖅᖢᑎᒃ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Mr. Lightstone.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅᑐ ᓚᐃᑦᓯᑑᓐ.
Mr. Lightstone: Thank you, Mr. Chairman. I would just like to follow up on that question to the Minister. I would like to thank the Minister for the brief description of section 23 of the Charter of Rights and Freedoms, but that didn't quite answer my question. I would like to ask the Minister again. The coalition has put forward a recommendation to give Inuit language rights at par with French language rights. I would like to ask again: what are the Minister's specific thoughts on incorporating or amending section 13 and incorporating a new section 13.1? Thank you, Mr. Chairman.	**ᓚᐃᑦᓯᑑᓐ** (ᑐᓵᔨᑎᒍᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᐅᐃᒍᕆᐊᖅᑐᒍ ᐊᐱᖅᑯᑎᕆᔪᒪᖕᒥᒐᒃᑯ ᐊᒻᒪᓗ ᖁᔭᓐᓇᒦᖅᖢᒍ ᒥᓂᔅᑕ ᓇᓗᓇᐃᔭᐃᑲᐃᓐᓇᖅᒪᑦ ᓈᓴᐅᑎᓕᒃ 23 ᐃᓱᒪᖅᓱᕈᓐᓇᕐᓂᕐᒧᑦ ᑐᓐᖓᕕᔾᔪᐊᓕᓇᔪᖅ. ᑖᓐᓇ ᑭᐅᒐᓗᐊᕋᕕᑦ ᐊᐱᖅᑯᑎᓐᓂᒃ ᑭᐅᑦᑎᐊᖅᑲᐅᖏᓪᒪᑦ. ᒥᓂᔅᑕ ᐊᐱᓇᒃᑲᓐᓂᕈᒪᔭᕋ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᓇᔨᒃᑯᑦ ᑲᑎᒪᔩᖏᑦᑕ ᑭᒡᒐᖅᑐᐃᔩᖏᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓄᑦ ᐱᔪᓐᓇᐅᑏᑦ ᐅᐃᕖᑦ ᐅᖃᐅᓯᖏᑎᑐᑦ ᑕᐃᓖᑎᒋ ᓴᓐᖏᑎᒋᓕᖅᓗᓂ, ᒥᓂᔅᑕᖅᑲᐃ ᖃᓄᖅ ᑕᒪᑐᒥᖓ ᐃᓱᒪᖃᖅᐸ ᐋᖅᑭᒋᐊᖅᑕᐅᖁᓪᓗᒍ ᓈᓴᐅᑎᓕᒃ 13 ᓄᑖᒥᒃ 13.1-ᒥᒃ ᐃᓕᓯᓗᓂ? ᖃᓄᕐᓕ ᑕᒪᓐᓇ ᐃᓱᒪᕆᕙᐅᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ.

Minister Joanasie.	ᒥᓂᔅᑐ ᔪᐊᓇᓯ.
Hon. David Joanasie: Thank you, Mr. Chairman. We would have to look at this more carefully, but in terms of legal questions around what the Member is asking, I may have to refer to another witness on that. It may be most appropriate on Thursday when the Committee has time to question me on our bill. That would be the most appropriate time. Thank you, Mr. Chairman. We can revisit it.	**ᐊᖓᔪᖅᑲᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ** (ᑐᓵᔨᑎᒎᑦ): ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᕿᒥᕐᕈᓇᑦᑎᐊᒃᑲᓐᓂᕆᐊᖃᕐᓂᐊᖅᑕᕗᑦ ᒪᓕᒐᕐᓂᐊᖅᑎᒍᑦ ᐊᐱᖅᑯᑎᒋᔭᐅᓲᖑᒻᒪᑦ ᑖᓐᓇ. ᐊᓯᐊᓄᖔᖅ ᑖᓐᓇ ᑭᐅᔭᐅᒍᓐᓇᕐᓂᐊᖅᑐᒃᓴᐅᕗᖅ. ᐃᒻᒪᖄ ᐊᐱᖅᑯᑎᒋᔭᐅᕝᓂᒃᓯᒪᓕᖅᐸᑦ ᑖᓐᓇ ᑲᑎᒪᔨᕋᓛᓄᑦ. ᓈᒻᒪᒃᓯᒃᐸᑦ ᑖᓐᓇ ᕿᒥᕐᕈᓇᒍᓐᓇᖅᓯᓂᐊᖅᑕᕗᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. (interpretation ends) Thank you for that suggestion. I will remind the Committee that the coalition is here to answer our questions. The Minister is regularly in this House, including during oral question period, so we have lots of chances to ask him questions. (interpretation) Are you done? (interpretation ends) Okay. Ms. Towtongie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. (ᑐᓵᔨᑎᒎᑦ) ᖁᔭᓐᓇᒦᒡᓗ ᐃᓱᒪᒋᔭᐅᕐᖁᔭᕐᓗᑦ. ᑲᑎᒪᔨᕋᓛᑦ ᐃᖅᑲᐃᑎᓂᐊᖅᐸᒃᑲ ᑕᒫᓃᒃᑲᑦᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓃᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒐᑦ ᑕᒫᓃᒻᒪᑕ ᑭᐅᒋᐊᖅᑐᕐᓗᑎᑦ ᐊᐱᖅᑯᑎᑦᑎᓐᓂᒃ ᐊᒻᒪᓗ ᒥᓂᔅᑕ ᒪᓕᒐᓕᐅᕐᕕᖕᒥ ᑕᕝᕙᓂ, ᐊᐱᖅᓱᕐᓇᐅᑎᓪᓗᒍ ᐱᓗᐊᖅᑐᒥᒃ, ᐊᐱᖅᓱᕈᓐᓇᑦᑎᐊᖃᑦᑕᖅᑎᒍ. (ᑐᓵᔨᑎᑏᕈᓐᓃᖅᑐᖅ) ᑕᐃᒪᖅᐱᑦ? ᐋᕿ. ᒥᔅ ᑕᐅᑐᙵ.
Ms. Towtongie (interpretation): Thank you, Mr. Chairman. Welcome, James, Jedidah, and Lori.	**ᑕᐅᑐᙵ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐊᒻᒪ ᑐᓐᖓᓱᒋᑦᑎᒃ ᔭᐃᒻᔅ, ᔨᑎᑖ ᐊᒻᒪ ᓗᐊᕆ.
On September 13, 2019 you wrote a letter indicating that Bill 25 is basically a carbon copy of Bill 37. Bill 37 was introduced before we became Members of the Legislative Assembly and did not pass. Bill 25 is the proposed legislation that is currently under review by the Standing Committee. Can you clearly explain why you feel that Bill 25 is a carbon copy of Bill 37? Thank you, Mr. Chairman.	ᑕᐃᒪ ᑕᐃᑲᓂ ᓯᑉᑎᒻᐸ 13 ᒫᓐᓇ ᑕᖅᑭᐅᕆᓚᐅᖅᑕᑦᑎᓐᓂ 2019 ᑎᑎᕋᓚᐅᕋᔅᓯ ᑖᓐᓇᒎᖅ (ᑐᓵᔨᑎᒎᑦ) ᒪᓕᒐᒃᓴᖅ 25 (ᑐᓵᔾᑰᖏᑦᑐᖅ ᐊᔾᔨᖃᐸᓪᓗᑦᑎᐊᕐᒪᑦ ᓇᐃᓴᐅᑎᖅᑲᖅᑐᒥᒃ ᒪᓕᒐᕐᒥᒃ 37. ᑖᓐᓇ 37 ᒪᓕᒐᖅ ᒪᓕᒐᓕᐅᖅᑎᐅᓐᖏᑎᓪᓗᑕ ᓴᖅᑭᑕᐅᓚᐅᕐᒪᑦ ᐊᒻᒪ ᑲᔪᓯᑎᑕᐅᓂᐊᖅᓱᓂ. ᒫᓇᓕ ᒪᓕᒐᖅ 25 ᐆᒃᑐᕋᖅᑕᐅᖕᒪᑦ ᒪᓕᒐᓐᖑᖅᑎᑕᐅᓇᓱᒃᓱᓂ ᕿᒥᕐᕈᐊᕋᑦᑎᒍ ᐅᕙᒍᑦ ᑲᑎᒪᔨᕋᓛᑎᒍᑦ ᖃᓄᐃᓕᖓᓂᐊᕐᒪᖔᑦ. ᐅᓇᓕ ᑐᑭᓯᔪᒪᔪᖓ ᖃᓄᖅ ᐃᒃᐱᒍᓱᒃᐱᓯ ᑖᓐᓇ ᓇᐃᓴᐅᑎᖅᑲᖅᑐᖅ 25 ᐊᒻᒪ ᓇᐅᒃᑯᑦ ᐊᔾᔨᖃᕐᒪᖔᑦ 37-ᒥᒃ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Merkosak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅ ᒥᖅᑯᓵᖅ.
Ms. Merkosak (interpretation): Thank you, Mr. Chairman. Lori will respond to that question.	**ᒥᖅᑰᓵᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᓗᐊᕆᐅᑉ ᑭᐅᓂᐊᕐᒪᒍ.

Chairman (interpretation): Thank you. Ms. Idlout.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ. ᒥᔅ ᐃᓪᓚᐅᖅ.
Ms. Idlout (interpretation): Thank you, Mr. Chairman and Cathy, for that question. When Bill 25 was introduced, we did a side-by-side comparison with Bill 37. Bill 25 and Bill 37 have the exact same page numbering. In reviewing them page by page, I'll say for example that the numbers are basically the same in Bill 25 and Bill 37. In Bill 25, section 96.2 is going to be repealed. Bills 25 and 37 are carbon copies, even the numbers. If you do a side-by-side comparison, you will notice that they're basically carbon copies.	**ᐃᓪᓚᐅᖅ**: ᖁᔭᓈᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᐊᒻᒪᓗ ᑳᑎ ᐊᐱᕆᒐᕕᑦ. ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᓴᖅᑭᑎᑕᐅᓵᖅᑎᓪᓗᒍ ᓴᓂᓕᓈᒃᑎᕐᒍᑎᒍ ᖃᐅᔨᓴᓯᑲᐅᑎᒋᓚᐅᕋᑦᑎᒍ ᒪᓕᒐᒃᓴᖅ 37. ᑖᒃᑯᐊ ᒪᒃᐱᖅᑐᒐᕐᒋᑦ ᐊᔾᔨᒌᑦᑎᐊᑦ ᓲᕐᓗ ᒪᒃᐱᖅᑐᒐᕐᒋᑦ 1-ᒥᒃ ᑕᑯᓪᓗᒍ 25 ᐊᒻᒪ 37, 2 ᐊᔾᔨᒌᑦᑎᐊᒃ 25 ᐊᒻᒪᓗ 37 ᐊᔾᔨᒌᑦᑎᐊᑦ. ᑖᒃᑯᐊ ᒪᒃᐱᖅᑐᒐᕐᒋᑦ ᒪᓕᒃᓴᖅᑯᕐᒋᑦ ᑕᑯᓇᒃᑯᕐᒋᑦ ᓲᕐᓗᖃᐃ ᐅᖃᓐᖑᐊᑐᐃᓐᓇᕐᓗᒐ 25 ᐊᒻᒪᓗ 37 ᐊᓯᔾᔨᖅᑕᐅᓂᐊᕐᓂᕐᒋᒃ ᐅᓐᕙᓘᓐᓃᑦ ᐊᔾᔨᒌᓐᓂᐊᕐᓂᕐᒋᒃ ᓈᓴᐅᑎᕐᒋᓪᓘᓐᓃᑦ ᐊᔾᔨᒌᑲᓴᒻᒪᕆᕐᒪᑎᒃ.ᓲᕐᓗᒎᖅ 25-ᒥᒎᖅ ᐊᕕᒃᑐᖅᓯᒪᔪᖅ 96-2 ᐲᖅᑕᐅᓂᐊᕋᒥᒎᖅ. ᑖᓐᓇ ᐅᖃᐅᓯᕐᒐ ᐊᔾᔨᑦᑎᐊᕐᒐ 25 ᐊᒻᒪ 37. ᓈᓴᐅᑎᕐᒋᒃ ᐊᔾᔨᒌᒻᒪᕆᒃᑑᒃ, ᑕᐃᒫᑦᑎᐊᖅ. ᑖᒃᑯᐊ ᑕᐅᑯᕐᒐᓕᒫᖅ ᑕᐅᑦᑐᒃᑯᕐᒋᒃ ᑕᐃᒫᑎᑐᑦ ᓴᓂᓕᓈᒃᑐᑎᑐᑦ ᑕᑯᓇᒃᑯᔅᓯᐅᒃ ᐅᔾᔨᕆᓂᐊᖅᑕᓯ. ᐃᔾᔪᐊᖅᑕᐅᓯᒪᑐᐃᓐᓇᑦᑎᐊᐸᓗᒃᑐᖅ.
When they're talking about the coalition, they indicated that there's a change or an amendment in that part. Looking at the contents of Bill 37, they would be put under what would be referred to as the council, but they have put them under the responsibility of the coalition. Their authority was not changed, but their responsibilities were increased. For example, as elected members, we're usually given a right and we have the right to direct somebody to carry out a certain responsibility, but the coalition wouldn't be that type of an organization. It would be like a non-profit organization or it would be like a voluntary organization with a lot of responsibilities but no authority.	ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᐅᖃᐅᓯᕆᔭᐅᑎᓪᓗᒋᑦ ᑖᓐᓈᒎᖅ ᐊᓯᔾᔨᖅᓯᒪᕐᒪᑦ. ᑭᓯᐊᓂ ᒪᓕᒐᒃᓴᖅ 37-ᒦᓚᐅᖅᑐᑦ concil-ᓂᖅᑕᐅᔪᒧᑦ. Concil-ᓂᖅᑕᐅᒐᔭᖅᑐᒧᑦ ᐃᓗᓕᕆᔾᔨᐅᓇᔾᔭᓚᐅᖅᑑᒐᓗᐊᖅ ᑑᖅᑕᐅᕝᕕᖅᓱᑎᒃ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᐱᓕᕆᔭᒃᓴᕆᓂᐊᖅᑕᕐᒋᓐᓂᒃ. ᑖᒃᑯᐊ ᐊᐅᓚᓂᕆᓂᐊᖅᑕᕐᒋᑦ ᐊᓯᔾᔨᖅᑕᐅᕐᒋᕐᓱᑎᒃ, ᑭᓯᐊᓂ ᐱᓕᕆᔭᒃᓴᕐᒋᑦ ᐊᒥᓲᓐᖑᖅᑎᑕᐅᒃᑲᓐᓂᖅᓱᑎᒃ. ᓲᕐᓗ ᓂᕈᐊᖅᑕᐅᓯᒪᔪᐃᑦ ᓂᕈᐊᖅᑕᐅᓯᒪᔪᑎᒍᑦ ᐱᔪᓐᓇᐅᑎᖃᓲᖑᒐᑦᑕ, ᑖᒃᑯᐊ ᐱᔪᓐᓇᐅᑎᒋᔭᖅᐸᑦ ᑎᓕᓯᔪᓐᓇᖅᓱᑕ, ᑭᓯᐊᓂ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᑕᐃᒪᑎᑐᑦ ᑎᒥᐅᒐᔭᓐᖏᑦᑐᖅ. ᓲᕐᓗ ᑎᒥᑐᐃᓐᓇᖅ ᑮᓇᐅᔾᔭᒃᓴᖅᑕᐃᓕᔪᖅᑎᑐᑦ ᑎᒥᑐᐃᓐᓇᐅᓗᓂ ᑎᒥᐅᑐᐃᓐᓇᕐᓗᓂ ᑖᒃᑯᐊ ᑭᓯᐊᓂ ᐱᓕᕆᔭᒃᓴᕐᒋᑦ ᐊᒥᓲᓐᖑᖅᑎᑕᐅᒃᑲᓐᓂᕐᓗᑎᒃ ᐱᔪᓐᓇᐅᑎᖃᒻᒪᕆᓐᖏᑦᑐᑎᒃ.
It indicates here that they would be given additional resources, but our question is: "How much would it cost the coalition?" If we approve Bill 25, we would have to be run by the government. We would be given these responsibilities and be run by the government. As our chair indicated right at the beginning, the coalition was created by the communities and it has to stay that way. It can't be a government entity.	ᐅᖃᖅᓯᒪᕗᒐᓗᐊᖅ ᓲᕐᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦᑐᑦ ᑐᓂᔭᐅᒃᑲᓐᓂᕋᔭᖅᑐᐃᑦ, ᑭᓯᐊᓂ ᐊᐱᕆᐊᖃᓚᐅᖅᐸᕗᑦ; ᐊᐱᖅᑯᑎᖃᖅᐳᑦ ᖃᓄᖅ ᑖᓐᓇ ᐊᑭᖃᕋᔭᖅᐸ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᓐᓄᑦ. ᑖᒃᑯᐊᒎᖅ ᒪᓕᒐᒃᓴᖅ 25 ᐊᖏᖃᑕᐅᒍᑦᑎᒍᑦ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐊᐅᓚᑕᐅᒋᐊᖃᓕᕋᔭᖅᑐᒍᑦ. ᒪᑯᓂᖓᒎᖅ ᐱᓕᕆᐊᒃᓴᓂᒃ ᓴᖅᑭᑕᐅᒐᔭᓕᖅᑕ ᒐᕙᒪᒃᑯᓐᓄᑦ ᐊᐅᓚᑕᐅᖓᓕᕐᓗᑕ. ᐃᒃᓯᕙᐅᑕᖅᐳᑦ ᐅᖃᖅᑲᐅᖕᒪᑦ ᓲᕐᓗ ᓯᕗᓪᓕᖅᒥᒃ ᐅᖃᑲᐅᑎᒋᓪᓗᓂ, ᑖᒃᑯᐊᒎᖅ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᑦ ᐱᒋᐊᖅᑎᑕᐅᓚᐅᖅᓯᒪᔪᑦ ᓄᓇᓕᖕᓂ. ᑖᓐᓇ ᓄᓇᓕᖕᒥᓐᖕᖔᓪᓚᕆᒃᑎᓪᓗᒍ ᓄᓇᓕᖕᓂᓐᖕᖔᖏᓪᓚᕆᐊᓗᒃ, ᒐᕙᒪᒃᑯᓐᓄᑦ ᑎᒥᒋᔭᐅᓕᖅᓗᓂ.
Those are some brief comments that I would like to make, as many of them are basically	ᑕᒪᒃᑯᐊ ᓲᕐᓗ ᓇᐃᓈᖅᓯᒪᒋᐊᖅᑐᕐᒋᑦ ᐅᓂᒃᑳᕆᑎᖕᒋᕆᐊᖅᐸᒃᑲ ᓲᖃᐃᒻᒪ

the same.	ᐊᔾᔨᒌᒃᑐᒻᒪᕆᐊᖑᖕᒪᑎᒃ.
Chairman (interpretation): Thank you, Ms. Idlout. Once we're done speaking in the House and we say "thank you," that's the cue for the technicians that we have finished speaking, so please keep using that. Ms. Towtongie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ, ᐃᓪᓚᐅᖅ. ᐅᖄᓂᒃᑳᖕᒐᑉᑕ ᑕᕝᕙᓂ ᐃᒡᓘᑉ ᐃᓗᐊᓂ ᖁᔭᓐᓇᒦᒌᖕᒐᑉᑕ ᐅᑯᐊ ᑕᖅᑎᓴᓕᐅᖅᑐᓕᕆᔩᑦ ᖃᐅᔨᒪᖁᔨᖕᒪᑕ ᑕᐃᒪ ᐅᖃᓪᓚᓂᒃ ᐊᑐᖅᑕᕐᓂᐊᖅᐳᒍᑦ. ᒥᔅ ᑕᐅᑐᓐᖏ.
Ms. Towtongie (interpretation): Thank you, Mr. Chairman. This will be my last question. There have been two references to the French majority language rights and the role of the Commission scolaire francophone du Nunavut in the legislation. We have seen your submission. What do you mean by standardizing the education system and where do the language groups differ when it comes to French, English, and Inuktitut? Thank you, Mr. Chairman.	**ᑕᐅᑐᓐᖏ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ ᑭᖑᓪᓕᖅᐹᖅ ᐊᐱᖅᑯᑎᒋᔪᒪᔭᕋ. ᒪᖅᑮᒃ ᑎᑎᕋᐅᓯᐅᓯᒪᖕᒪᑎᒃ ᐅᐃᕖᑦ ᐊᒥᓱᐃᓐᓇᐅᓂᖅᓴᐅᒃᐸᑕ ᐅᖃᐅᓯᖏᓐᓄᑦ ᐱᔪᓐᓇᐅᑏᑦ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᖃᓄᐃᓕᐅᖅᑐᒃᓴᐅᖕᒪᖕᒫᖕᒋᑦᑕ ᑲᒥᓯᓄ ᓯᑭᓕᐅ francophone du Nunavut, ᑕᐃᒃᑯᐊ ᐅᐃᕖᓄᑦ ᑎᒥᖁᑎᒋᔭᐅᕙᖅ ᒪᓕᒐᐅᑉ ᐃᓗᐊᓂ. ᑕᐃᒪᓕ ᓇᓗᓇᐃᕆᐊᒃᑲᓐᓂᖅᐱᑦ ᑖᒃᑯᐊ ᑕᑯᓯᒪᒪᒐᑦᑎᒍ ᑎᑎᕋᖅᓯᒪᔭᓯ ᖃᓄᖅ ᑐᑭᖃᖅᒪᖕᒫᑦ ᐊᑕᐅᓯᓐᖑᖅᑎᑦᑎᔾᔫᒥᓂᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᒥᒃ ᐊᒻᒪ ᓇᐅᒃᑯᑦ ᐊᔾᔨᒌᙱᓗᐊᖅᐸᑦ ᐅᖃᐅᓯᖃᑎᒌᙱᑦᑐᑦ. ᑖᓐᓇ ᑐᑭᓯᔪᒪᔭᕋ ᐅᐃᕖᑦ, ᖃᓪᓗᓈᑦ, ᐃᓄᒃᑎᑐᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Ms. Merkosak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᒥᖅᑰᓴᖅ.
Ms. Merkosak (interpretation): Thank you, Mr. Chairman and Cathy Towtongie. I'll respond to that and my two officials can respond if they want.	**ᒥᖅᑰᓴᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ, ᑳᑎ ᑕᐅᑐᓐᖏ. ᑭᐅᒌᖅᔪᓪᓗᒍ, ᑭᐅᔪᒪᔪᓄᑦ ᓇᓚᐊᖕᓄᑦ ᑭᐅᔭᐅᓂᐊᕐᒥᖕᒪᑦ.
In reviewing the proposed Bill 25, it looks like the French will be given more responsibilities to run their own school more freely. In comparison, we indigenous people who have been elected by our communities seem like we have less power and ability to make our own decisions. That is not right. We are the first people who desire to exercise more control over our lives. We created Nunavut because we wanted to have more things run by Inuit. That's not a reality yet after 20 years. It's like we have been working backwards to this day.	ᑖᒃᑯᐊ ᒪᓕᒐᐃᑦ ᒪᓕᒐᙳᖅᑎᑕᐅᓇᓱᒃᑑᒃ 25 ᑕᑯᓇᒃᖢᒋᑦ ᐃᓱᒪᖅᓱᖅᑎᑕᐅᓂᖅᓴᐅᖅᑰᔨᓪᓗᑎᒃ ᑖᒃᑯᐊ ᑐᓐᓂᕆᔭᐅᓯᒪᓂᖅᓴᐅᖅᑰᔨᓪᓗᑎᒃ ᐊᐅᓚᑦᑎᕙᓐᓇᖅᐳᑦ ᓇᖕᒥᓂᖅ ᐃᓕᓐᓂᐊᕐᕕᖁᑎᒥᖕᓂᒃ ᐅᐃᕖᑐᑦ. ᐅᕙᒍᑦ ᓄᓇᖅᑲᖅᑳᖅᓯᒪᓪᓗᑕ ᓂᕈᐊᖅᑕᐅᓯᒪᓪᓗᑕ ᓄᓇᓕᒋᔭᑦᑎᓐᓂᒃ ᒪᓕᒐᕆᔭᕗᑦ ᒥᑭᓐᓂᖅᓴᐅᖅᑰᔨᓪᓗᑎᒃ ᐃᓱᒪᖅᓱᕐᕕᖃᙱᓐᓂᖅᓴᐅᖅᑰᔨᓪᓗᑕ. ᑕᒪᓐᓇ ᐃᓗᐊᙱᒻᒪᑦ. ᓄᓇᖅᑲᖅᑳᖅᓯᒪᕚᓪᓗᑕ ᐊᐅᓚᑦᑎᔪᒪᓪᓗᑕ ᓄᓇᕘᖅᑖᕐᕋᓯᓚᐅᖅᑐᒍᑦ ᐃᓄᒃᑎᑐᑦ ᐊᐅᓚᔾᔨᔪᒥᒃ ᓄᓇᕘᒥᐅᑎᑐᑦ ᐊᐅᓚᔾᔨᔪᒪᓪᓗᑕ, ᐱᔪᒪᓪᓗᑕ. ᐅᕙᖕᒐᓗᑦ ᑕᐃᒪᐃᓕᖕᒐᖅᑰᔨᙱᑦᑐᖅ ᓱᓕ ᐊᕐᕌᒍᐃᑦ ᐊᕙᑎᐅᓕᖅᐳᑦ. ᓲᖅᓗ ᑭᖑᑉᐱᐊᖕᒑᖅᑰᔨᖅᑲᑦᑕᖅᑐᒍᑦ ᒫᓐᓇᒧᒃ ᑎᑭᖦᖢᒍ.
That's what I wanted to say. Now Lori or James can add to my comment if they wish, Mr. Chairman.	ᑕᕝᕗᖓ ᐅᖃᕈᒪᓚᐅᑲᒃᖓ ᓇᓚᐊᒃ ᓗᐊᕆᓗᓐᓃᑦ ᔭᐃᒥᓯᓗᓐᓃᑦ ᐅᖃᓇᐊᒃᑲᓐᓂᕈᒪᒃᐸᑎᒃ ᐃᓚᒋᐊᖅᓯᕙᒪᒃᐸᑎᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

Chairman (interpretation): Thank you. Ms. Idlout.	**ᐃᒃᓯᕙᐅᑕᑎ**: ᒪ’ᓇ. ᒥᔅ ᐃᓪᓚᐅᖅ.
Ms. Idlout (interpretation): Thank you. In our submission, maybe I can point something out. What is mentioned is (interpretation ends) unifying the education system, page 9. Just as an example, in the current *Education Act*, when we compared the francophone community's rights in the *Education Act* and the DEAs, on the left column you will see that for language choices for schools, the CSFN, the only thing the Minister has to do is ensure French language instruction and funding whereas for DEAs, there are many more rules that have to be followed. There are more sections in the *Education Act*. You will notice when you read through unifying the education system again, what we did was create a table to show the differences in how we observe the two-tiered system being created. The rules are broad for the francophone community whereas there are many more specific rules for the Nunavut and the general population DEAs. I hope that clarifies that document for you and answers your question. (interpretation) Thank you.	**ᐃᓪᓚᐅᖅ**: ᖁᔭᓐᓇᒦᒃ. ᐅᖃᓕᒫᒐᓕᐊᕆᓚᐅᖅᑕᑦᑎᓐᓂ ᑐᓂᓚᐅᖅᑕᑦᑎᓐᓂ ᑎᒃᑯᐊᖅᓯᒍᒪᖃᐃ. ᐅᓇ ᑕᐃᔭᐅᓯᒪᔪᖅ (ᑐᓵᔨᑎᒍᑦ) ᐊᑕᐅᓯᙳᖅᑎᑦᑎᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒥᒃ, ᒪᒃᐱᒐᖅ 9-ᒥ. ᐆᑦᑑᑎᒋᓗᒍ ᒫᓐᓇ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧ ᒪᓕᒐᕐᒥᒃ ᐅᐃᕖᙳᔭᐃᑦ ᓱᕐᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᒪᓕᒐᕐᒥᒃ ᐊᒻᒪᓗ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕇᒃᑯᑦ, ᓴᐅᒥᐊᓂᒃ ᑕᑯᒐᔭᖅᑐᓯ ᐅᖃᐅᓯᓕᕆᓂᕐᒧᐊᙵᔪᓂᒃ ᓇᓖᕋᒃᓴᓂᒃ ᐃᓕᓐᓂᐊᕐᕕᖕᒥ, ᒥᓂᔅᑕ ᐃᒪᐃᓕᑐᐃᓐᓇᕈᓐᓇᖅᑐᖅ ᑎᑎᕋᕐᓗᓂ ᐅᐃᕖᑦ ᐅᖃᐅᓯᖓᓐᓂᒃ ᐃᓕᓴᐃᓂᕐᒥᒃ ᑮᓇᐅᔭᒃᓴᓂᓪᓗ. ᒪᑯᐊᖓᕐᓕ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕇᑦ ᐊᒥᓱᓂᖅᓴᓂᒃ ᒪᓕᒐᕐᓂᖅᓴᒻᒪᑎᐅᖕᒪᑕ ᒪᓕᒋᐊᖅᑕᒥᓂᒃ. ᑎᑎᕋᖅᓯᒪᔪᕐᓂᖅᓴᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᐅᑉ ᒪᓕᒐᖓᓂᒃ. ᖃᐅᔨᒐᔭᖅᑐᓯ ᐊᑕᐅᓯᙳᖅᑎᑦᑎᔪᒪᑐᐊᕈᕕᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒥᒃ, ᐃᒪᐃᓕᓚᐅᖅᑐᒍᑦ ᐅᐃᒍᓕᓃᒃᑐᒥᒃ ᓴᖅᑮᔭᕐᑯᓪᓗᕆᑦ ᐊᔾᔨᐅᙱᓐᓂᐅᔪᑦ ᖃᓄᖅ ᒪᕐᕉᓕᖓᔫᑉ ᓴᖅᑭᑕᐅᓕᕐᑭᓂᖏᓐᓂᒃ. ᒪᓕᒋᐊᖅᑕᐅᔪᑦ ᐅᐃᕖᓄᑦ ᐊᑦᖏᐅᒪᓂᖅᓴᐅᕗᑦ ᑭᓯᐊᓂ ᐊᒥᓱᒪᓂᐅᓂᖅᓴᐅᓪᓗᑎᒃ ᒪᓕᒃᑕᐅᔭᓂᐊᖠᑦ ᓄᓇᕗᒻᒧᑦ ᐃᓄᒋᐊᖕᓂᖅᓴᐅᔪᓄᓪᓗ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕇᒃᑯᓐᓄᑦ. ᓂᕆᐅᒃᐳᖓ ᑕᒪᓐᓇ ᓱᖅᑯᐃᓇᖅᓯᑎᕆᐊᖅᑐᖅ ᑕᒪᑐᒥᖓ ᑎᑎᖅᑲᒥᒃ ᑭᐅᓪᓗᒍᓗ ᐊᐱᖅᑯᑏᑦ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. (interpretation ends) Minister Joanasie, the francophone commission keeps coming up or has been raised in several submissions. Unfortunately we have not heard, in the context of Bill 25, from the commission. Bill 25 does make some changes to the relationship between the commission and the Department of Education. I wonder if you can briefly outline what those changes are. The reason I'm asking is that we don't have a time slot allotted to the francophone issue because that is just how things have gone with our Committee's work so far. (interpretation) Minister Joanasie, can you give us a brief explanation? Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᑦ) ᒥᓂᔅᑕ ᔪᐊᓇᓰ, ᐅᐃᕖᒃᑯᑦ ᑲᒥᓴᓇᒃᑯᖓ ᓄᐃᖃᑦᑕᐃᓐᓇᕐᒪᑦ ᓴᖅᑭᑕᐅᓯᒪᓪᓗᑎᓪᓗᓐᓃᑦ ᐅᖃᐅᓯᒃᓴᓕᐊᕆᔭᐅᓯᒪᔪᓂᒃ. ᑭᓯᐊᓂᓕ ᐊᐃᑦᑖᙳᒐᓗᐊᖅ ᑐᓴᓚᐅᙱᓐᓇᑦᑕ ᒪᓕᒐᒃᓴᖅ 25 ᑐᖕᒑᑎᒍᑦ ᑖᒃᑯᓇᙵᑦ ᑲᒥᓴᓇᒃᑯᓐᓂᒃ. ᒪᓕᒐᒃᓴᖅ 25 ᐊᓯᔾᔨᕐᓂᐊᕐᒪᑦ ᖃᓄᖅ ᑲᒥᓴᓇᒃᑯᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᑐᓕᕆᔾᔪᑦ ᐱᓕᕆᓂᖏᓐᓂᒃ. ᓇᐃᓈᕐᓗᒍᖃᐃ ᓇᓗᓇᐃᕆᐊᕈᓐᓇᖅᐱᐅᒃ ᖃᓄᖅ ᐊᓯᔾᔨᖅᑕᐅᓇᓱᐊᕐᒪᖕᒫᑦ? ᐱᔾᔪᑎᖃᖅᑐᖓ ᐱᕕᖃᖅᑎᖏᓐᓇᑦᑎᒍᑦ ᐅᐃᕖᒃᑯᑦ ᑲᑐᔾᔨᖃᑎᒌᖕᒋᑦ ᑕᐃᒪᐃᓕᓯᒪᖕᒪᑕᐃᓛᒃ ᑲᑎᒪᔨᕋᓛᓕᕆᑎᓪᓗᑕ. ᓇᐃᓈᕆᐊᕐᓗᒍ ᐅᓂᒃᑳᖅᑑᓪᓗᐊᖅᐱᑦ ᑕᒪᑐᒧᖓ? ᒥᓂᔅᑕ ᔪᐊᓇᓯ.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, just briefly, we are adding some reporting requirements for the Commission francophone scolaire du Nunavut. (interpretation) If I didn't pronounce that properly, I apologize. (interpretation ends) That is in line with what DEAs currently have to report on. In addition to that, through Bill 25, there are provisions that would allow Inuit language instruction in the CSFN school which is not called for in the previous Bill 37, if I have it right, but I think this is where it would have been great to get some feedback from the CSFN on these proposed amendments. We want to go along the lines of having increased accountability, which would also allow for the Minister to approve curriculum for the CSFN. There are different ways we are trying to achieve that. If they could have spoken for themselves, I can't speak for them, but we are proposing some changes to what they're required of in the *Education* Act. Thank you, Mr. Chairman. **Chairman** (interpretation): Thank you. Mr. Quassa**.** **Mr. Quassa** (interpretation): Thank you, Mr. Chairman. Welcome. This will be my first question. In the opening comments, in the last paragraph on page 4… . I wonder what would be an appropriate term for (interpretation ends) bullet. *>>Laughter* "Bill 25 proposes to diminish Inuktitut language rights…" (interpretation) I would like to understand why it states that. It proposes to diminish Inuit language rights. What does that mean? Will something written in Bill 25 going to destroy the language? Is that clear? Thank you, Mr. Chairman.	**ᐊᖏᓚᐢᖅᑲᖅ ᑕᐃᘐᑎᑎ ᓴᐊᓇᓗᓯ** (ᑐᓴᓕᑎᒍᑦ): ᖃᐅᔨᓇᒥᒃ, ᐃᒃᓯᕿᐅᑦᓱᖅ. ᓇᐃᐃᓇᖅᑐᐃᒍ. ᐃᓕᓯᓂᐅᓴᓴᒍᑦ ᐅᓂᒃᑲᓕᐊᓚᐊᖅᑲᓂᐅᔨᓂᒃ ᐅᐃᘐᒃᑯᑦ ᐃᓕᓐᓂᐊᕐᓗᒃᑯᑦ ᑲᑎᒪᓕᕐᓂᐅᖅ ᓴᓕᒃᑐᖅ ᐃᓕᓐᓂᐊᕐᓗᒃᑯᑦ ᑲᑎᒪᓕᕐᓂᑕ ᐅᓂᒃᑲᓕᐅᓚᐊᖅᑲᓂᕐᓂᐊᓂᒃ.
	ᓴᓕᑲᒃᖅ 25-ᑯᑦ ᑎᑎᕋᖅᓯᒪᓂᖅᑕᖅᑎᕐᕋᖅ ᐱᔨᓇᖅᑎᕋᑎᓇᓴᖅᑐᑐᒃ ᐃᓇᐃᓕᑦ ᐃᓇᒃᑎᑐᑦ ᐃᓕᓴᐅᑎᐅᔪᓇᑎᒃ ᐅᐃᘐᒃᑯᑦ ᐃᓕᓴᐅᑎᐅᔪᓇᑎᒃ ᑲᑎᒪᓕᕐᓂᑕ ᐊᓯᔾᔨᕋᓯᓕᕐᓂᒃ ᓴᓕᑲᒃᖅ 37-ᒥ ᑕᐃᒪᐃᓕᓴᖏᓐᓄᕋᖅᑕᕐᓴᐅᓇᖅᑐᑐᑐᑐᒍᑦ. ᑕᕐᕈᓂ ᑕᐃᒪ ᐱᐅᓪᓚᑲᒃᑲᖅᑐᒥᓂᐅᑕᐊᖅ ᑐᓴᕐᓂᐊᕐᓗᓂᐅᕙᑎᒍᒍᑎ ᑕᐃᒃᑯᐊ ᐅᐃᘐᒃᑯᑦ ᐃᓕᓴᐅᑎᐅᔪᓇᑎᒃ ᑲᑎᒪᓕᕐᓂᑕ ᐊᔪᔨᔭᕋᓯᓕᕐᓂᒃ ᓴᓕᒃᑐᖅᑲᖅᑎᒋᐅᓂᖅᑲᓴᐅᑕᕋᓗᑎᒃ ᐊᓪᓚᑎᔨᒃᑲᒻᒪᔪᓂᖅᑲᓴᐅᑕᕋᓗᑎᒃ ᒥᓂᑕᓗ ᐊᖏᕈᓐᓇᕋᓂ ᐃᓕᓴᐅᑎᐸᑎᖅᓂᐅᓂᒃ ᐅᐃᘐᒃᑯᑦ. ᐊᔪᖏᓐᓂᒃᑕᐅᖅ ᐊᔨᔨᓐᖏᕈᑎᔭᐅᓂᒃ ᐱᓕᓚᔪᓂᒃᑐᑐᒍᑦ ᑕᐅᔭᓕᕐᓂᒃ ᑕᕐᕈᓂ ᐃᓕᓴᐅᑎᐸᑎᖅᓂᐅᓂᒃ ᐅᐃᘐᒃᑯᑦ. ᐊᔪᖏᓐᓂᒃᑕᐅᖅ ᐊᔨᔨᓐᖏᕈᑎᔭᐅᓂᒃ ᐱᓕᓚᔪᓂᒃᑐᑐᒍᑦ ᑕᐅᔭᓕᕐᓂᒃ ᑕᕐᕈᓂ ᐃᓕᓴᐅᑎᐸᑎᖅᓂᐅᓂᒃ ᐅᐃᘐᒃᑯᑦ ᐃᓕᓴᐅᑎᐅᔪᓇᑎᒃ ᑲᑎᒪᓕᕐᓂᑕ ᐊᔪᔨᔭᕋᓯᓕᕐᓂᒃ ᐱᓕᓚᔪᓂᒃᑐᑐᒍᑦ ᑕᐅᔭᓕᕐᓂᒃ ᑕᕐᕈᓂ ᐃᓕᓴᐅᑎᐸᑎᖅᓂᐅᓂᒃ ᐱᓕᓚᔪᓂᒃᑐᑐᒍᑦ

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

Ms. Merkosak (interpretation): Thank you, Mr. Chairman and Paul. To return to the first thing that we said, we have spoken to the French commission about our submission and they have agreed with us. We have a board member that is from that commission.

James can respond to what Paul was talking about.

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

Mr. Arreak (interpretation): Thank you, *Katimatittijii*. To answer the question, with regard to Bill 25, the reason that we are saying these things is because it does not support our language enough. That is why we said that. If we look at the bill, the DEAs' rights and the Department of Education's rights are too different.

When we look at the French commission's rights, they can do things basically on their own. Under Bill 25 there are not enough resources for Inuktitut language of instruction and curriculum. Under Bill 25 there are not enough rights for Inuktitut-speaking people and there is a lack of Inuktitut language usage in schools. We feel that the Inuktitut-speaking people and the people who don't speak Inuktitut are treated too differently.

Specifically with regard to the DEAs, for example, Lori spoke about their rights. We presented that to you in our submission. If you haven't seen it, I'll speak to it briefly. We used to play with seesaws at school. One end would come up and the other end would go down. The heavy one would go down and the lighter one lifted up. There is too much weight on one side where it is on the

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅ ᒥᖅᑯᓵᖅ.

ᒥᖅᑯᓵᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᐹᓪ, ᑕᐃᓐᓇ ᐅᖃᐅᓯᕆᖃᑖᖅᑕᕗᑦ ᓯᕗᓪᓕᖅ ᐅᑎᖅᕕᒋᐊᖅᔪᓪᓗᒍ ᑕᐃᒃᑯᐊ ᐅᐃᕖᖑᓂᖃᖅᑕᐅᔪᑦ, ᐅᖅᑲᖅᑎᕖᒃᓯᒪᔪᒍᑦ ᑖᔅᓱᒧᖓ ᑐᓂᓯᒪᔭᑦᑎᓐᓂᒃ ᐊᒻᒪ ᐊᖏᖅᑲᑎᖃᖅᓯᒪᓪᓗᑎᒃ ᐅᕙᑦᑎᓐᓂᒃ ᐊᒻᒪ ᐃᓚᖅᑲᓪᓗᑕ ᑕᐃᑲᙵᖅᑐᒥᒃ ᑲᑎᒪᔩᐅᖅᑲᑎᖅᑲᓪᓗᑕ.

ᔭᐃᒻᔅ ᑭᐅᒋᐊᕆᓐᓇᖅᑕᖓ ᑕᐃᓐᓇ ᐹᓪ ᐅᖃᐅᓯᕆᖃᑖᖅᑕᖓ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅᑕ ᐋᓇᐊᒃ.

ᐋᓇᐊᒃ: ᖁᔭᓐᓇᒦᒃ ᑲᑎᒪᑎᑦᑎᔩ. ᑖᓐᓇ ᐊᐱᖅᑯᑎᖓ ᑭᐅᒋᐊᖅᓗᒍ ᑖᓐᓇ ᒪᓕᒐᒃᓴᖅ 25 ᐱᔾᔪᑎᒋᓪᓗᒍ, ᐃᒪᓐᓇᐃᓕᐅᕈᑎᒋᕙᕗᑦ ᐅᖃᐅᓯᑦᑎᓐᓂᒃ ᐃᑲᔪᖅᓱᓐᖏᓗᐊᓇᒐᑦᑎᒍ. ᑖᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ ᓂᓪᓕᕈᑎᒋᖅᑲᐅᔭᖓ. ᑕᑯᓇᒃᑯᑦᑎᒍ ᑖᒃᑯᐊ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᑲᑎᒪᔩᑦ ᐱᔪᓐᓇᐅᑎᖏᑦ ᐊᒻᒪᓗ ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᓪᓚᕆᒃᑯᑦ ᐱᓕᕆᕝᕕᖓᓂ ᐱᔪᓐᓇᐅᑎᖏᑦ ᐊᔾᔨᒌᓐᖏᓗᐊᖅᒪᑕ.

ᓱᕐᓗ ᑕᐃᒃᑯᐊ ᐃ, ᐅ, ᐊ,-ᒃᑯᑦ ᐱᔪᓐᓇᐅᑎᖏᓐᓂᒃ ᑕᑯᓇᒃᒐᑦᑕ ᑕᐃᒃᑯᐊ ᐃᓄᓕᕆᔪᓐᓇᓪᓚᕆᒡᒍᑎᒃ ᐱᓕᕆᔪᓐᓇᖅᒪᑕ. ᑖᒃᑯᐊᓕ ᒪᓕᒐᒃᓴᖅ 25 ᓴᖅᑭᑎᓐᓇᓱᑦᑕᖓ ᐃᓄᒃᑎᑐᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᔾᔪᑎᓂᒃ ᐱᑕᖃᓐᖏᓗᐊᖅᑕᖅᐳᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓕᕆᓂᖁᑦ ᐃᓗᐊᓂ ᐱᑕᖃᓐᖏᓗᐊᕐᓭᖅᐳᖅ ᐊᒻᒪᓗ ᑕᕝᕙᓂ ᒪᓕᒐᒃᓴᖅ 25 ᐱᔪᓐᓇᐅᑎᓂᒃ ᐱᑕᖃᓐᖏᓗᐊᕐᓭᖅᐳᖅ. ᐃᓄᒃᑎᑐᑦ ᓱᕐᓗ ᐅᖃᓪᓚᒃᑐᐃᑦ ᐊᒻᒪ ᐃᓄᒃᑎᑑᖁᓂᖅ ᑎᒍᒥᐊᖅᑕᐅᓂᖓ ᑕᕝᕙᓂ ᐃᓕᓐᓂᐊᕝᕕᒃ ᐃᓗᐊᓂ ᐱᑕᖃᓐᖏᓗᐊᕐᓂᖓᓄᑦ ᑖᓐᓇ ᓂᓪᓕᕈᑎᒋᖅᑲᐅᔭᖓ. ᑖᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ ᐊᔾᔨᒌᒃᑎᑦᑎᓐᖏᓗᐊᖃᓯᒋᕙᑦᑎᒍ ᑖᓐᓇ ᓴᖅᑭᑕᐅᓇᓱᒃᑐᖅ ᐃᓄᒃᑎᑑᖅᑐᓂᒃ ᐊᒻᒪᓗ ᐃᓄᒃᑎᑑᓐᖏᑦᑐᓂᒃ ᑖᓐᓇ ᓂᓪᓕᕈᑎᒋᓗᐊᖅᑕᕗᑦ.

ᑖᓐᓇᑦᑕᐅᖅ ᓄᓇᓕᖕᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᖑᓪᓚᕆᒃᑐᖅ ᓱᕐᓗ ᐱᔪᓐᓇᐅᑎᖏᑦ ᑖᒃᑯᐊ ᐅᖃᐅᓯᕆᖅᑲᐅᖕᒪᒋᑦ ᓗᐊᕆᐅᑉ ᑖᒃᑯᐊ ᓴᖅᑭᑎᓚᐅᖅᑕᕗᑦ ᐃᓕᔅᓯᓐᓄᑦ ᑐᓂᖅᑯᑎᒋᓪᓗᑎᒍᑦ. ᑕᑯᓚᐅᖏᒃᑯᔅᓯᐅᒃ ᓂᓪᓕᕈᑎᒋᐊᖅᔪᓪᓗᒍ, ᓱᕐᓗ ᐃᒃᑯᐊ ᓯ, ᓯ, ᓴ-ᖑᓂᖃᖅᑲᑦᑕᓚᐅᖅᓯᒪᒐᑦᑎᒍ ᐱᓐᖑᐊᖅᑐᑯᓗᑎᓪᓗᒋᑦ ᐃᓕᓐᓂᐊᕐᕕᒃ ᐱᓐᖑᐊᕐᕕᖕᒐᓂ, ᐃᒪᐃᓕᐅᕐᓭᖅᐳᖅ ᑕᐃᒪᐃᓕᖕᒐᔪᒥᒃ ᓱᕐᓗ ᐅᖁᒪᐃᓐᓂᖅᓴᐅᒍᒪ, ᐹᓂ ᓵᓚᖅᑲᖅᓴᖅᑯᖕᒐ. ᐅᖅᑭᓐᓂᖅᓴᖅ ᐸᓃᓪᓗᓂ. ᑖᒃᑯᐊ ᐅᖁᒪᐃᓗᐊᖅᑐᓂᒃ ᐱᓯᒪᓇᓱᒋᔭᕗᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᑖᒃᑯᓄᖓ ᓄᓇᓕᖕᓂ

Department of Education. The DEAs have been made much lighter and not as important. It seems like that is what is being done to the Inuktitut language in Bill 25. I hope you understood my response, *Katimatittijii*. Thank you. **Chairman** (interpretation): Thank you. I am the Chair. (interpretation ends) *Iksivautaq*, Chair, literally. Mr. Quassa. **Mr. Quassa** (interpretation): Thank you, Chair John, Mr. Main. I apologize. Thank you for kind of answering my question, but my main question was: why do you say that it proposes to diminish Inuktitut language rights? I thought there was something in Bill 25. There is a phased-in implementation approach in Bill 25 for the Inuktitut language to 2039. To say it in English, it is called (interpretation ends) Inuktitut Language Arts. (interpretation) Maybe that is why you're saying it diminishes Inuit language rights. That is where I saw similarities. Also, your letter dated September 13 states that "Where there are changes in Bill 25, they appear to be throwing added responsibilities to the CNDEA without adequate resources." Subpart 8 of Bill 25 proposes a number of changes to the responsibilities of the coalition and it states that there would be an increase of staff positions from two to six. I'm just asking if you can clearly explain why you feel there will not be adequate resources for the coalition. Do you still think the resources will be inadequate for the coalition under Bill 25? I hope my question was clear. Thank you, Mr. Chairman. **Chairman** (interpretation): Thank you. Ms. Merkosak.	ᐃᓕᓴᕆᔨᖅᑐᓕᕐᓂᓱᐊᕈᓐᓇᖅ ᑲᑎᒪᔨᖏᓕ ᑭᓱᓕᕆᔨᖅᑎᑕᐅᓪᓗᖅᑐᑎᖅ. ᓄᖅᓗ ᑕᐃᒫᓕᑕᐅᖅ ᐃᓄᐹᑎᑦ ᐅᖅᑲᐅᓱᖓ ᑕᐃᒫᒃᑕᐅᖅ ᐱᖁᐅᓇᓂᕆᑎᒍ ᕿᖓᓄ ᒪᓕᒐᕐᕕᐅᑦ 25 ᐃᓗᐊᓂ. ᑐᑭᓇᓱᖅᓴᖅᑕᐊᖅ ᑲᑎᒪᑎᑕᕆᓚᐅᖅ. ᖃᐅᔨᓗᒃ. **ᐃᒃᓯᖏᑕᖅ**: ᒪ'ᓇ. ᐃᒃᓯᖏᑕᖅ. (ᑐᓴᐅᑎᒍᑦ) ᐃᒃᓯᖏᑕᐅᑐᐃᓱᐅᐅᓕᓪᓚᑕᖅ. ᒥᔅᑕ ᖃᐊᓴᒃ. **ᖃᐊᓴᒃ**: ᖃᐅᔨᓱᐅᒪᒃ, ᐃᒃᓯᖏᑕᒡᖅ ᓴᓱ, ᒥᔅᑕ ᒪᐃ. ᒪᒥᐊᓇᖅ. ᖃᐅᔨᓱᐅᒪᒃ ᑭᐅᔾᐅᑭᓲᒃᑲᒪ ᑭᓯᐊᓂᐅᓇ ᐊᐱᖅᑯᑎᑎᓪᓗᐊᖅᑲᐅᔾᔨᕐᓇ. ᖃᓄᓇᐃᒪᓕ ᒥᑭᓕᑎᑕᐅᓗᐊᕐᓯᑎᓕᕐᑐᐃᓚᖅᑭᑦ ᐃᓇᓕᖅᑐᓂᒃᑯᓕᕐᓂᖅ ᐃᓇᓄᐹᑦ ᐅᖅᑲᐅᓱᖓ ᐊᐱᓇᐅᑎᖓᓂᒃ. ᑕᐃᑯᓐᓄ 2039-ᒧᑦ ᐅᖅᑲᖅᓯᒪᓐᓄᑦ, ᑭᓯᐊᓂ ᐅᖅᑲᖅᓯᒪᓂᖓ ᒐᓱᓇ ᖃᓄᐹᓪᓚᕆᐊᓗ ᐃᓇᓄᐹᑦ ᐅᖅᑲᐅᓯᓚᓂᖅᓯᒪᓐᓄᑦ. ᒐᓱᓇ ᐃᓯᒪᒥᖅᑲᐅᔪᓐᓇ ᐃᓕᒪᖅ ᒐᕐᓯᒥᖓ ᐃᓯᒪᓐᒪ ᒥᑭᓚᑎᑕᐅᓗᐊᖅᓴᑦ ᐃᓇᓄᐹᑦ ᐊᑐᓯᓚᓗᐊᖅᑐᑦ ᐱᓇᓱᐊᓂᒃᑯᓂᖅᓴᓂᒃ ᐃᓇᓄᐹᑦ ᐅᖅᑲᐅᓱᖓᓂᓂᒃ ᐱᓇᓱᐊᓂᒃᑯᓂᖅᓴᓂᒃ ᐅᖅᑲᐅᓱᖓᓂᒃ ᐊᐱᖅᑯᑎᑎᓪᓗᐊᖅᑲᐅᔾᔨᕐᓇ ᐃᓇᓄᐹᑦ

Ms. Merkosak (interpretation): Thank you, Chairman John and Paul. Our executive director, James Arreak, will respond to that.

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

Mr. Arreak (interpretation): Thank you, Paul. To respond to your question, we have looked at the proposal to increase the number of staff and we have considered how we will handle it as a coalition. It would include various aspects, such as corporate services, how we would work more closely with the DEAs, how the education system in Nunavut can be improved, and how Inuit teachers can get more support in the schools. With attendance coming down, how can we improve attendance? We have reviewed those details.

We haven't really had serious considerations, but we have analyzed and looked at how we can be structured. We think bigger issues are the ones we bring up and should be considered more as a government by you. Before those issues are addressed, it seems like it would be for naught. We are thankful for them thinking about that, but I think the issues we bring up are bigger and I think they should be seriously considered by you as MLAs. I think we answered the question, Mr. Chairman. Thank you.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Yes, I seem to understand that if we're going to pass Bill 25, you don't mind the increase in staff. You don't seem to mind the increase of staff within the coalition. Do I understand that correctly? Thank you, Mr. Chairman.

ᒥᖅᑯᓵᖅ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ ᔮᓐ ᐊᒻᒪᓗ ᐹᓪ. ᑖᓐᓇ ᑐᑭᒧᐊᖅᑎᕆᔪᑦᑕ ᓴᐃᒥᓯ ᐋᕆᐊᒃ ᑭᐅᓂᐊᖅᑕᖓ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅᑕ ᐋᕆᐊᒃ.

ᐋᕆᐊᒃ: ᖁᔭᓐᓇᒦᒃ, ᐹᓪ. ᐊᐱᖅᑯᑏᑦ ᑖᔅᓱᒧᖓ ᑭᐅᒋᐊᕐᓗᒍ, ᑖᓐᓇ ᐃᓚᔭᐅᕆᐊᕈᒪᓂᖓ ᓱᕐᓗ ᐃᖅᑲᓇᐃᔭᖅᑎᖏᑦ ᑕᑯᓐᓇᒃᓯᒪᔭᕗᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᖅᓯᒪᔭᕗᑦ ᖃᓄᖅ ᖃᓄᐃᓕᖕᒐᒐᔭᓐᖑᐊᕐᒪᖔᑦᑕ ᐅᕙᒍᑦ ᑭᒡᓚᖅᑐᐃᔨᐅᔪᒍᑦ. ᑖᒃᑯᐊ ᐃᓗᓕᖅᑲᐅᒐᔭᕐᒪᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᑐᑭᒧᐊᖅᑎᑦᑎᒐᔭᕐᕋᖅᐳᑦ ᕿᓇᐅᔭᓕᕆᓂᖑᐊᖅ ᐊᒻᒪ ᑕᒪᒃᑯᐊᒐᓚᐃᑦ ᓄᓇᓕᓐᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔩᑦ ᖃᓄᖅ ᐱᓕᕆᖅᑎᕆᑦᑎᐊᒃᑲᓐᓂᕋᓱᒃᑲᔭᖅᐸᕗᑦ ᐊᒻᒪᓗ ᐊᓯᐅᕆᑦ ᑕᑯᓇᒐᔭᖅᑐᐃᑦ ᖃᓄᖅ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐱᕗᓪᓕᐊᔪᓐᓇᕐᒪᖔᑦ ᐊᒻᒪᓗ ᖃᓄᖅ ᐃᓄᐃᑦ ᐃᓕᓴᐃᔩᑦ ᓱᕐᓗ ᑕᒪᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᕚᓪᓕᕈᓐᓇᕐᒪᖔᑕ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ. ᑕᒪᒃᑯᐊᖑᕋᖅᐳᑦ. ᐊᒻᒪᓗ ᒪᑯᐊ ᐊᔾᔨᒌᙱᑦᑐᑦ ᓱᕐᒪᑦ ᓱᕐᓗ ᐃᓚᕐᕆᑦ ᐃᓕᓐᓂᐊᕆᐊᕈᓐᓃᑐᐃᓐᓇᓱᑦ ᐃᓕᓐᓂᐊᕆᐊᖅᑕᖅᑐᐃᑦ ᑕᒪᒃᑯᐊ ᖃᓄᖅ ᐋᖅᑭᒃᐹᓪᓕᖅᑕᐅᔪᓐᓇᕐᒪᖔᑕ. ᑕᒪᒃᑯᐊ ᐃᓗᓕᕐᕆᑦ ᕿᒥᕐᕈᐊᖅᓯᒪᔭᕗᑦ.

ᐃᓛᒃ ᐃᓱᒪᒃᓴᖅᓯᐅᖅᑐᐊᓘᓪᓗᑕ ᐱᓯᒪᓐᖏᑦᑐᒎᓗᐊᖅ, ᑭᓯᐊᓂ ᐃᓱᒪᒃᓴᖅᓯᐅᓚᐅᕐᓯᒪᔭᕗᑦ ᖃᓄᐃᓕᖕᒐᓐᖑᐊᕋᔭᕐᒪᖔᑕᓗ ᐅᕙᒍᑦ. ᓱᕐᒪᓪᓕ ᑖᓐᓇ ᒪᑯᐊ ᐊᕐᕆᑲᐅᓇᓯᒋᒐᑦᑎᒍ ᓴᖅᑭᑕᕗᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑕᐅᒃᑲᓐᓂᓇᕐᑲᕆᓯᒋᓪᓗᑎᒍ ᒐᕙᒪᑦᑎᓐᓄᑦ ᐃᓕᔅᓯᓐᓄᑦ. ᑕᒪᒃᑯᐊ ᐋᖅᑭᒃᑕᐅᓐᖏᑎᓪᓗᒋᑦ ᓱᕐᓗ ᑕᒪᒃᑯᐊ ᓱᕙᓕᑭᐊᖑᓂᖅᓴᐅᖅᑰᕋᔭᕐᒪᑕ ᖁᔭᓕᑦᑎᐊᕋᓗᐊᖅᑐᒍ ᑕᒪᒃᑯᓂᖓ ᐃᓱᒪᒃᑲᒪᑕ. ᑭᓯᐊᓂ ᐅᑯᐊ ᐊᕐᕆᑲᓂᖅᓴᐅᓇᓯᒋᒐᑦᑎᒍ ᓴᖅᑭᑕᕗᑦ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑕᐅᕆᐊᖅᑲᕆᓯᒋᓪᓕᒃᑲᑦᑎᒍ ᐃᓕᔅᓯᓐᓄᑦ ᒪᓕᒐᓕᐅᖅᑎᐅᔪᓯ. ᑖᓐᓇ ᑭᐅᖅᑰᕋᑦᑎᒍ, ᐊᖓᔪᖅᖄᖅ, ᖁᔭᓐᓇᒦᒃ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ'ᓇ. ᒥᔅᑐ ᖁᐊᓴ.

ᖁᐊᓴ: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑐᑭᓯᖅᑰᔨᕗᖓ ᑖᒃᑯᐊ ᐅᓄᖅᓯᒋᐊᕐᓂᖏᓐᓂᒃ ᐅᓄᖅᓯᒋᐊᕈᓐᓇᕐᓂᐊᕐᓂᖏᓐᓂᒃ ᑖᓐᓇ (ᑐᓵᔨᑎᒍᑦ) ᒪᓕᒐᒃᓴᖅ 25 (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᒪᓕᖕᓂᐊᕈᑎᒍ ᖃᓄᐃᓕᙱᑦᑐᓯ. ᑐᑭᓯᖅᑰᔨᕗᖓ ᑕᐃᒪᓐᓇ ᑖᓐᓇ. ᐊᒥᓱᙳᖅᐹᓪᓕᒃᑲᓐᓂᐊᕐᓂᖏᓐᓂᒃ ᐱᓕᕆᔩᑦ ᑕᕝᕙᓂ ᑲᑐᔾᔨᖅᑎᕇᑦ, ᖃᓄᐃᒃᓴᖅᑰᔨᙱᑦᑐᓯ. ᑐᑭᓯᕗᖓ ᑕᐃᒪᓐᓇ? ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.

Chairman (interpretation): Thank you, Mr. Quassa. Ms. Merkosak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ, ᒥᔅᑐ ᖁᐊᓴ. ᒥᔅ ᒥᖅᑯᓵᖅ.
Ms. Merkosak (interpretation): Thank you, Chairman John. James.	**ᒥᖅᑯᓵᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑕᖅ ᔫᓐ. ᔭᐃᒥᓯ.
Chairman (interpretation): Thank you. Please say "thank you" so that the mic goes back to me. Mr. Arreak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᖁᔭᓐᓇᒦᖅᑕᖅᓯᓐᓇᕗᑎᑦ ᐅᕙᓐᓄᑦ ᐅᑎᖅᑕᕐᓂᐊᕐᒪᑦ ᐊᒻᒪ. ᒥᔅᑐ ᐋᕆᐊᒃ.
Mr. Arreak (interpretation): Thank you, Mr. Chairman. I look at your question in three parts. First of all, the positions that are proposed to be given to us, six is still too low a number as we see it. If we had 9 to 12 staff, it would be extremely helpful to the coalition. That's what I think. It still hasn't been dealt with by the board members, but that's what I have to say about that, Mr. Chairman. Thank you.	**ᐋᕆᐊᒃ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᒃᑯᐊ ᐱᖓᓲᓕᖅᑲᖓᔪᒥᒡᓕ ᑕᐅᑐᒃᑲᒃᑯ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᔭᐃᑦ. ᓯᕗᓪᓕᖅᐹᒥᒃ ᑖᒃᑯᐊ ᖃᐃᑕᐅᓇᓱᒃᑐᐃᑦ ᐃᓃᑦ 6-ᖑᒃᐸᑕ ᐊᒥᓲᓐᖏᓗᐊᕋᔭᖅᑐᑦ ᓱᓕ ᐅᕙᑦᑎᓐᓄᑦᓕ ᑕᑯᓇᒃᖢᒍ. ᑭᓯᐊᓂ ᒫᓂᖃᐃ 9-ᒥ 12-ᒥ ᑕᒫᓃᒃᑲᔭᖅᐸᑕ ᐃᑲᔪᖅᐹᓪᓕᖅᑎᑦᑎᒐᔭᓪᓚᕆᒃᑐᑦ ᑭᒡᒐᖅᑐᐃᔨᒃᑯᓐᓂᒃ. ᑖᒃᑯᐊ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᒋᓪᓗᒍᓕ ᐃᒫᒃ ᑲᑎᒪᔩᓄᑦ ᑲᒪᒋᔭᐅᓚᐅᓐᖏᒻᒪᑦ ᓱᓕ, ᑭᓯᐊᓂ ᑕᒪᓐᓇ ᐅᖃᐅᓯᕆᑐᐃᓐᓇᖅᖢᒍ. ᐊᖓᔪᖅᑳᖅ, ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. Mr. Quassa.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅᑐ ᖁᐊᓴ.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. If you don't mind, I would like to ask the Minister: how did you come up with the six positions? They want to go from two positions to six positions. How did they determine that six positions would be adequate, or five positions? My question to the Minister is how they came up with that number. Thank you, Mr. Chairman.	**ᖁᐊᓴ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᑖᓐᓇ, ᐃᒃᓯᕙᐅᑖᖅ, ᖃᓄᐃᒃᓴᖏᒃᑯᕕᑦ ᐊᐱᖅᑯᑎᒋᔪᒪᑐᐃᓐᓇᕋᔭᖅᐸᕋᓕ ᑖᔅᓱᒧᖓ ᒥᓂᔅᑐᒧᑦ. ᖃᓄᖅ ᓈᓴᐅᑦ ᐅᓇ 6, 6-ᖑᖅᑎᓚᐅᕐᒪᒍ, ᐃᓛᒃ 6-ᒥᒃ ᐱᒋᐊᕈᒪᖕᒪᑕ ᒪᕐᕈᑐᐃᓐᓇᐅᓚᐅᕋᓗᐊᖅᖢᑎᒃ 6-ᖑᓕᕐᒪᑦ. 6-ᓂᒃ ᐃᓕᓯᒋᐊᕈᒪᖕᒪᑕ. ᖃᓄᕐᓕ ᑖᓐᓇ 6-ᓂᒃ ᐱᖃᕈᑎᒃ ᓈᒻᒪᒐᔭᖅᑐᖅ? ᖃᓄᕐᓕ ᑕᐃᒪᓐᓇ ᐃᓱᒪᓕᐅᕐᖤᕐᓂᖅᐸᑦ? ᐋ, 6-ᖑᓗᑎᒃ ᓈᒻᒪᒃᑐᑦ ᐅᕝᕙᓘᓐᓃᑦ 5-ᖑᒍᑎᒃ. ᖃᓄᖅ ᓈᓴᐅᑎ ᑖᓐᓇ ᖃᓄᖅ ᓴᖅᑭᑕᐅᓚᐅᕐᒪᖔᑦᓕ? ᑖᔅᓱᒥᖓ ᐊᐱᖅᑯᑎᒋᑐᐃᓐᓇᓕᖅᐸᕋ ᒥᓂᔅᑐᒧᑦ. ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ.
Chairman (interpretation): Thank you. Minister Joanasie.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᓂᔅᑐ ᔪᐊᓇᓯ.
Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We want to increase the number of positions especially for training because we have heard that concern. The district education authorities need to know more about their roles and responsibilities. I think it would be up to the coalition, but as we see it, they would be more slated towards that.	**ᐊᖓᔪᖅᑳᖅ ᑕᐃᕕᑎ ᔪᐊᓇᓯ**: ᖁᔭᓐᓇᒦᒃ, ᐃᑦᓯᕙᐅᑖᖅ. ᐋ, ᑖᒃᑯᐊ ᐃᖅᑲᓇᐃᔮᖏᑦ ᐃᓚᒋᐊᕈᒪᔭᑦᑎᓐᓂ ᓲᕐᓗ ᐱᓕᒻᒪᑦᓴᖅᓯᑎᑕᐅᒍᑎᑦᓴᖏᓐᓄᑦ ᐱᑐᐊᖅᑐᒥᒃ ᑐᕌᖓᒐᔭᖅᑐᖅ ᑐᓴᑐᐊᓐᖑᐊᖅᓯᒪᒐᑦᑎᒍ ᖃᐅᔨᒪᑦᓯᐊᕆᐊᖃᕐᓂᖏᓐᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔩᖏᑦ ᐱᔭᑦᓴᓂᒃ ᐱᓕᕆᐊᕆᔭᕆᐊᖃᖅᑕᖏᑦ ᑖᑦᓱᒥᖓ ᒪᓕᒡᓗᑎᒃ. ᑕᐃᒃᑯᐊ ᐃᖅᑲᓇᐃᔫᑦ ᐃᓛᒃ ᓇᖕᒥᓂᖅᓲᕐᔭᖅᑰᖅᑑᒐᓗᐊᑦ ᑖᒃᑯᐊ ᑭᒡᒐᖅᑐᐃᔩᑦ, ᑎᒥᐅᔪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ. ᑭᓯᐊᓂ ᐃᓱᒪᒋᓐᖑᐊᖅᑕᕗᑦ ᑕᒪᒃᑯᓄᖓ ᑐᕌᖓᓂᖅᓴᐅᒐᔭᖅᑐᓄᑦ.

The schools have to plan with the help of the district education authorities. To use as an example, new teachers have to be given orientation. That would also be under the responsibility of the coalition and the district education authorities would still be involved. When we look at filling positions for senior staff, the coalition would still be involved. Thank you, Mr. Chairman. **Chairman** (interpretation): Thank you. Mr. Quassa. **Mr. Quassa** (interpretation): Thank you, Mr. Chairman. I'll speak in English for a bit and it's probably my last question, as I think other Members have questions. (interpretation ends) Subpart 8 of Bill 25 proposes a number of clarifications and changes to the role and responsibilities of the coalition. Were there any specific clauses under Subpart 8 that you found problematic and, if so, can you clarify which ones and why? (interpretation) I spoke in English for a bit. Thank you, Mr. Chairman. **Chairman** (interpretation): Thank you. Ms. Merkosak. **Ms. Merkosak** (interpretation): I apologize. I would like Lori to respond to that. **Chairman** (interpretation): Thank you. Ms. Idlout. **Ms. Idlout** (interpretation): Thank you, Mr. Chairman. When we were reviewing it, the concern became obvious right away. In our first comments, the francophone commission has rights. Their school board can direct their staff and they can hire their own staff. They already have that right. Bill 25 doesn't give the same authority to the coalition. They are just given responsibilities	ᐊᓕᒐ ᑕᒪᐅᑯᐊ ᐃᓕᓴᕆᐊᕐᕕᐊᓂ <ᕐᓇᖅᑕᑎᐊᕐᖅᓯᖅᓯᒪᒥᒪᒡᒪᑕ ᖅᓄᐃᓕᒋᐅᑎᑦᓴᓕᖅ ᐃᓕᓴᕆᔨᖅᑐᑦᓱᓂᒃ ᖅᑎᒪᔨᖅᑎᑦ ᐃᓕᐅᑎᑦᓗᑎᑦ ᐊᓕᒐᕐᑕᐅᖅ ᐅᑦᑐᑎᑭᓴᐃᕐᑐᒍ ᓯᐅᓐ ᐅᑯᐊ ᐃᓕᓴᐃᔨᑦ ᓄᒋᖅᑎᑦᓗᑎᑦ ᖃᓄᐃᕐᑐᒃ ᖃᐅᔨᒪᔭᑎᐊᖅᖃᑎᒋᐅᖅᑕᕐᖅᓯᒪᓕᒪᑕᕐᑕᐅᖅ. ᑕᵒᓇ ᐃᓱᒪᑎᔾᐅᑎᔾᖅᑐᖅ ᐱᓕᓇᐊᓇᔾᐅᑎᔾᖅᓄᓂᓐᓄᑐᒃ ᑕᑯᓄᓐᓄᑐᒃ ᑭᓴᖅᑐᐃᓐᓇᑦ ᖃᑐᐃᔨᖅᑎᑯᑯᓄᒃ ᐊᓕᒐ ᐃᓕᐅᖅᑕᐅᔪᒪᔪᑎᑕᐅᖅ ᓯᓕ ᐃᓕᓴᕆᐊᖅᑐᓂᓇᓐᓂᒃ ᑕᒪᑯᐊ ᐃᖅᑲᓇᐃᔨᓐᑎᑦ ᐃᓕᐅᖅᑕᐅᖅᑕᕐᒥᒪᒡᒪᑕ ᐃᓕᓴᕆᐊᖅᑐᓂᓇᓐᓂᒃ ᓯᓐᓂᒃ ᐃᖅᑲᓇᐃᔨᖅᑐᓂᒃ ᐊᕐᕿᓯᓄᖅᓴᓄᒃ ᑕᑯᓇᓇᓐᓄᑦ ᖃᑎᖅᑭᖅᑕᖅᑎᓪᓗᑐ ᐃᓐᓇᑎᐊᖅᑲᓕᕐᖅᓴᑦ ᑕᑯᓇᐊ ᐃᓕᐅᖅᑕᐅᓐᓄᓇᖅᑕᕐᕿᖅᒥᓪᓚᑦ ᑭᓱᖅᑐᐃᔨᓂ. ᖃᐅᔨᓇᒪᒃ, ᐃᕐᓯᐅᐅᑕᖅ. **ᐃᒃᓯᐅᐅᑕᖅ**: ᒪᓇ. ᒥᔭᑕ ᖃᐅᐊᓴ. **ᖃᐅᐅᓴᖅ**: ᖃᐅᔨᓇᓇᓐᓄᑦ, ᐃᒃᓯᐅᐅᑕᖅ. ᖃᑦᑐᓇᐅᑦᔨᓪᓕᐅᓐᓄᐊᕐᒪ, ᑭᖓᓪᓕᓐᖅᕿᓗᓕᓐᓄᖅᑕᒃᖅᓗᓪᓕᓪᑐᐃ ᐊᐱᖅᓯᕐᒪᔪᖅᑕᖅᑲᒃᑲᓐᓂᕐᒪᖅᑐᖅᓯᒪᐅᖅᒪᓪᓕᑦ. (ᑐᐃᔭᑎᐃᓯᑦ) ᑕᵒᓇ ᐃᓗᓕᓖᖅ 8 ᑕᵒᓇ ᑐᑭᓯᐊᕈᒪᓪᓗᑎᒃᑯ ᐊᒪᓚᓗ ᐊᓯᔨᖅᑐᓂᒃ ᐱᔨᒃᖅᓂᒃ ᒃᓚᒋᔨᒃᖅᖃᕐᓂᓕᒃ ᑐᐃᔨᖅᑎᑲᒃᑕᑦ ᑕᐃᓚᐃᓐᓇᑦ ᐅᓴᖅᑎᑦᓕᓐᓂᖅ ᐅᓴᖅᑎᑲᒃᑲᓂᓕᒃ ᐃᓗᐊᵒᖏᑦᓕᓕᐅᑎᖅᑲᖅᑐᓴᓕᐅᖅᑕᑦ ᑕᐃᓚᐃᓐᓇᑦᑐᓂ ᑐᑭᓯᵒᓇᖅᓯᑎᑕᐅᑎᐅᑯᓇᖅᑐᖅ ᓇᓕᐊᖅᓴᓚᖅᓗᑎᑦ ᖃᒃᓄᐃᓚᒪᑦᓗ. ᖃᐅᔨᓇᓇᓐᓄᑦ, ᐃᒃᓯᐅᐅᑕᖅ. **ᐃᒃᓯᐅᐅᑕᖅ**: ᒪᓇ. ᒥᔭ ᒥᖅᑯᑦᓴᖅ. **ᒥᖅᑯᑦᓴᖅ**: ᒪᒥᐊᓇᖅ ᓯᐅᓕᐅᖅᑎᓴᕆᑭᑦ. ᓗᐊᓕᒧᑦ ᑭᐅᔭᐅᖅᑯᑦᓗᑐᒍ. **ᐃᒃᓯᐅᐅᑕᖅ**: ᒪᓇ. ᒥᔭ ᐃᑦᓕᐅᖅ. **ᐃᑦᓕᐅᖅ**: ᖃᐅᔨᓇᓇᓐᓄᑦ, ᐃᒃᓯᐅᐅᑕᖅ. ᑕᒃᑯᐊ ᖃᒃᐅᔨᔪᖅᑎᑦᓗᑎᒍ ᐅᔨᔪᓇᖅᓯᒃᑲᐅᑎᑎᓕᐅᖅᑐᖅ ᐃᓯᒻᒧᓗᓇᓂᔪᓐᓇ. ᓯᓚᑦᓕᖅᔪᑦ ᐅᖅᑲᐅᓯᓇᖅᑲᒃᑲᐅᑎᑎᓕᐅᖅᑐᖅ ᓯᑦᖃᐃᓚᒪᑦ ᐅᐃᐹᒃᑯᑦᓕᓕ ᑎᒥᖅᑯᑎᔪᓂᑦ ᐱᔪᓇᓕᐅᑎᖅᑲᐅᖅᑎᑦᓗᑎᑦ ᖅᑎᒪᔨᖅᑐᑦ ᖃᒃᓄᐃᐃᓇᓇᖅ ᐃᖅᑲᓇᐃᔨᖅᑎᒥᓂᒃ ᑎᑦᓯᔪᓇᖅᓯᕐᓴᖅᐳᖅ. ᐃᖅᑲᓇᐃᔨᖅᑎᑦᓗᑕᒪᔭᐅᔪᖅ ᑕᵒᓇ ᐃᖅᑲᓇᐃᔨᖅᑎᖅᑲᓕᐅᓇᖅᓂᓕ ᐱᔪᓇᓕᐅᑎᓂᒃ ᐱᖅᑲᓂᒃᓴᑎᒃ. ᑕᒃᑯᐊ ᒪᓕᑌᒃᖅᖅ 25-ᒥᑦᑐᑦ ᓄᖅᑐᖅᑐᐃᐅᒃᑯᓇᑦ ᐅᖅᑲᐅᓯᒪᔭᐅᔪᑦ

and they are not given actual rights. It was a real concern. It became obvious that Bill 25 should not be passed. It was unfortunate for us because we wanted the board to be able to make considerations. It seemed good that they would be given staff. However, reading through it, I seem to understand that even if they are going to be their own organization, they would be directed by the government and have to report back to the government. When it was brought up during the consultations, we asked them why they wanted it structured that way. We were told that they require reports.

Sorry. I think we should have said first that our former executive director, Nikki Eegeesiak, worked really hard to be a proper representative and she had a full understanding that the coalition should always be an organization from the communities and that they should be given direction by the district education authorities, that the community voices should be heard, that the things considered important by the communities should continue, and that we should always use the communities as the foundation.

Exactly how the coalition was created wasn't mentioned. Jedidah summarized it briefly. NTI and the Department of Education co-chaired the public consultations. It became obvious at that time that the Department of Education worked in isolation. It then became obvious that the elected DEAs want to collaborate with other community members. If Bill 25 is passed, it will just create barriers to the district education authorities. It will give even more power to the Department of Education. We thought the power given to the coalition was not enough. Thank you.

Chairman (interpretation): Thank you. I thought you said that was your last question.

ᑕᐃᒫᑎᒋᑦ ᓴᓐᖏᑎᒋᔪᒥᒃ ᑐᓂᓯᙱᑦᑎᐊᕐᒪᑕ. ᐱᓕᕆᔾᔭᖅᑐᐃᓐᓇᑯᓗᙳᓂᒃ ᑎᓕᔭᐅᔦᑯᓗᒃᑎᑐᑐᐃᓐᓇᖅ ᑐᓂᐅᖅᑲᖅᑕᐅᑐᐃᓐᓇᖅᑐᑦ ᐱᔦᓐᓇᐅᑎᒻᒪᕆᙳᓂᒃ ᑐᓂᔭᐅᙱᑦᑐᑦ. ᑖᒃᑯᐊ ᐃᓱᒫᓗᑎᒋᓗᐊᒍᑦ ᐅᔾᔨᕐᓇᖅᑰᔨᓕᓚᐅᖅᑐᖅ ᒪᓕᒐᒃᓴᖅ 25 ᐋᓪᓛᖅᑕᐅᕐᑯᓪᓗᑎᒍᑦ. ᐅᒡᒍᐊᓚᐅᖅᑐᒎᒐᓗᐊᖅ ᑕᐃᒪᓐᓇ ᐃᓱᒪᒃᓴᖅᓯᐅᕐᑯᔫᓪᓗᑕ ᑲᑎᒪᔨᐅᔦᓂᒃ. ᓲᕐᑲᐃᒻᒪᑦ ᐅᐱᓐᓇᖅᑰᔨᒋᐊᓚᐅᕋᓗᐊᕐᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᓂᒎᖅ ᑐᓂᔭᐅᒐᔭᕐᒪᑕ. ᑭᓯᐊᓂ ᑖᒃᑯᐊ ᐅᕐᑲᓖᖅᓱᒋᑦ ᑐᑭᓯᓇᖅᑑᔭᕐᒪᑕ ᓇᒻᒥᓂᖅ ᑐᓂᓂᐊᖅᑰᔨᒐᓗᐊᖅᐸᑕᒎᖅ ᒐᕙᒪᒃᑯᓐᓄᑦ ᑎᓕᐅᖅᑕᐅᕐᑲᑦᑕᕋᔭᕐᒪᑕ. ᒐᕙᒪᒃᑯᓐᓄᑦ ᐅᓂᒃᑳᓇᐊᕐᑲᖅᐸᓪᓗᑎᒃ. ᑭᒃᑯᐃᓐᓈᖅᓯᓯᒪᕐᑲᑦᑕᓚᐅᖅᑎᓪᓗᒋᑦ ᑖᓇ ᐅᕐᑲᐅᓯᐅᕐᔪᐊᕋᓱᕐᑲᑦᑕᑎᓪᓗᒍ ᐊᐱᖅᓱᕐᑲᑦᑕᓚᐅᕋᑦᑎᒍᑦ ᕐᑲᓄᐃᒻᒪᑦ ᑕᐃᒪᒃ ᐋᖅᑭᑦᑎᐊᓚᖕᖓᖕᒪᖕᒫᖏᑦᑎᒍᑦ ᐅᕐᑲᐅᔅᓴᐅᕐᑲᑦᑕᓚᐅᖅᑐᒍᑦ ᐅᓂᒃᑳᕈᑎᒥᒡᒎᖅ ᑐᓂᓴᐅᔦᒪᕐᑲᑦᑕᕐᒪᑕ.

ᑕᐃᓐᓇᑯᓗᐃᓛᒃ, ᐃᓛᒃ ᒪᒥᐊᓇᖅ ᐃᓛᒃ, ᓯᕗᓪᓕᖅᒥᒃ ᐅᖃᕆᐊᖅᑲᖅᑯᖅᑲᐅᒐᓗᐊᖅᐳᒍᑦ ᑐᑭᓗᐊᒃᑎᑦᑎᔨᑦᓕᐅᖅᓯᒪᔪᑯᓗᒃᐸᑦ ᓂᑭ ᐃᔨᑦᓯᐊᖅ, ᐊᒃᓱᐊᓗᒃ ᐊᒃᓱᕈᖅᑲᑦᑕᓚᐅᖅᓯᒪᖕᒪᑦ. ᐃᒪᓐᓇᑦᑎᐊᖅ ᑐᓴᖅᑎᑦᑎᑦᑎᐊᕋᓱᒃᑯᓂᓗ ᑐᑭᓯᐅᒪᑦᑎᐊᖅᑲᑕᐅᕙᒃᑯᓂᓗ ᑖᒃᑯᐊ ᑐᑭᓯᐅᒪᑦᑎᐊᖅᑲᑕᐅᕙᒃᑯᑎᒃ. ᑖᒃᑯᐊᒎᖅ ᑭᒡᒐᖅᑐᐃᔾᔪᑦ ᓄᓇᓕᖕᓃᖕᖠᕐᓗᑎᒃ ᑎᒥᐅᖏᓐᓇᕆᐊᓕᒃ, ᓄᓇᓕᖕᓃᓐᖠᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᑎᓐᓄᑦ ᑎᓕᔭᐅᓯᒪᔭᕆᐊᓖᑦ. ᓄᓇᓕᐅᒡᒎᖅ ᓂᐱᖏᑦ ᑐᓵᔭᐅᒋᐊᖅᑲᕐᒪᑕ, ᓄᓇᓕᖕᓃᓐᖠᖅᑐᑦ ᐱᒻᒪᕆᐅᔪᑦ ᑲᔪᓰᓐᓇᕆᐊᖅᑲᕐᒪᑕ. ᓄᓇᓕᖕᓃᓐᖠᖅᑐᐃᑦ ᑐᓐᖓᕕᒌᓐᓇᕐᓗᑎᕗᒡᒎᖅ.

ᑕᐃᒃᑯᐊ ᐅᖃᐅᓯᐅᖅᑲᐅᖕᒥᖕᒪᓪᓘᓐᓃᑦ ᓲᕐᓗ ᖃᖕᒫᓗᓪᓕᑭᐊᖅ ᑭᒡᒐᖅᑐᐃᔾᔪᑦ ᓴᖅᑭᒻᒪᓂᓯᕐᒪᖕᒫᑦ. ᓇᐃᓈᖅᓱᒍ ᔨᐊᓯᑲᐅᑉ ᐅᓂᒃᑳᐅᑎᖅᑲᐅᔭᖓ ᓲᕐᓗ ᑐᓐᖓᕕᒃᑯᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᑲᑐᔾᔨᖅᑎᕖᒃᓱᑎᒃ ᐃᒃᓯᕙᐅᑕᐅᖅᑲᑎᒌᒃᓱᑎᒃ ᑭᒃᑯᑐᐃᓈᖅᑎᑦᑎᖅᑲᑦᑕᓚᐅᖅᓯᒪᖕᒪᑕ, ᓇᓗᓇᕈᓐᓃᑦᓚᓇᓚᐅᖅᓯᒪᖕᒪᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᑦ ᐃᓄᑑᔅᐱᔭᑯᓲᖅᑲᑦᑕᓕᓚᐅᕐᒪᑕ. ᓇᓗᓇᕈᓐᓃᓚᐅᖅᓯᒪᓪᓗᑎᒃ ᑕᐃᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔩᑦ ᓂᕈᐊᖅᑕᐅᓯᒪᔪᑦ ᑲᑐᔾᔨᖃᑎᖃᕈᒪᔪᑦ ᐊᓯᖏᓐᓂᒃ ᓄᓇᖃᑎᒥᖕᓂᒃ. ᑖᓐᓇ 25 ᑲᔪᓯᒃᐸᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᓐᓄᑦ ᐊᐳᖅᑕᕈᑕᐅᖕᒫᑐᐃᓐᓇᓕᕐᓂᐊᖅᐳᖅ. ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᓐᓂᒃ ᓴᓐᖏᓂᖅᑖᖅᑎᑦᑎᒃᑲᓐᓂᕐᓂᐊᑐᐃᓐᓇᕐᒪᑦ ᑖᒃᑯᐊ ᐅᖃᐅᓯᐅᕗᓚᐅᖅᑐᐊᑦ ᑭᒡᒐᖅᑐᐃᔾᔪᑎᓐᓄᑦ ᒥᑭᓗᐊᓇᓚᐅᕋᑦᑎᒍᑦᓕ. ᖁᔭᓐᓇᒦᒃ.

ᐃᒃᓯᕙᐅᑕᖅ: ᒪ’ᓇ. ᑕᐃᒪ

Mr. Quassa.	ᑭᖓᓪᓗᖅᓯᓇᖅᑎᓪᓗᐊᑦᓂᕆᕐᓗᐃᑦ. ᒥᔭᑕ ᖃᐅᐊᓴ.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. This will really be my last question. There are many changes that are being proposed in Bill 25 with respect to language of instruction. I keep referring back to the deadline of 2039. How does the coalition feel about that? That's my last question. Thank you, Mr. Chairman.	**ᖃᐅᐊᓴ**: ᖃᐅᔨᓇᒧᑦ, ᐃᒃᓱᖏᑦᑐᒃᑐᖅ. ᑭᖓᓪᓗᖅᓯᓕᕆᓂᖅᓯᒪᔭᑦ. ᑕᕐᖏᓂᒃ ᒪᓕᑐᒃᓴᖅ 25-ᒥ ᓇᓗᓇᐃᔨᖅᓱᒪᖓᓕᑦ ᐊᓱᔪᐊᐅᓂᖅᑐᑦ ᐊᒥᓱᖏᓪᓕᒃ. ᑲᓇᓇ ᐅᖃᐅᓱᓕᕆᓂᖅᓴᒧᑦ, ᐅᖃᐅᓱᒃᑯᑦ ᐃᓕᓴᐃᓂᖅ. ᑲᓇᓇ ᐱᔨᐁᑎᑦᓯᐊ ᑕᕐᖏᓂ ᓇᓗᓇᐃᔨᖅᓱᒪᔪᖅ ᖃᐅᔨᐊ ᑲᓇᓇ ᐅᕐᖏᓯᓇᓂᒃ ᐱᐊᓂᖅᓱᒪᓂᕆᐊᓕᓂᕆᓂᖅᓴᓂᒃ ᐅᖃᐅᓱᖅᑎᒋᒪᑦ ᓱᓕᓯ ᑲᓇᓇ ᐅᑎᖅᐃᑲᓇᖅᑕᕋ 2039-ᒧᑦ ᑎᑭᓱᒪᓕᒃᑦ. ᑲ129ᓇᓇ ᐅᖃᐅᓱᓚᖓᓕᓂ ᑕᐃᒪᓇᐃᓕᓂᖓᑎᑦᓯᐊ ᑲᑦᑯᓇᖓᓂᑦ ᑲᑐᔨᖃᑎᒌᒋᓂᒃ, ᑲᑐᔨᖃᑎᒌᖓᓂᒃ ᖃᓄᖅ ᐃᓕᓴᕐᕕᖏᓐᓂᒃ? ᑭᖓᓪᓗᖅᓯᓇᓕᖅᓴᐊ ᖃᐅᔨᓇᒧᑦ, ᐃᒃᓱᖏᑦᑐᒃᑐᖅ.
Chairman (interpretation): Thank you. Ms. Merkosak.	**ᐃᒃᓱᖏᑦᑐᕈᖅ**: ᒪᓇ. ᒥᔪ ᒥᖅᑯᓲᖅᖅ.
Ms. Merkosak (interpretation): Mr. Chairman, John Main, maybe he can clarify his question as we didn't quite get it. Thank you.	**ᒥᖅᑯᓲᖅᖅ**: ᐃᒃᓱᖏᑦᑐᒃᖅ ᐅᓐ ᒪᐃᓐ, ᐅᖅᑲᒃᑲᓐᓕᕐᓐᓇᖅᓯᐊ ᑐᑭᓯᓯᐊᖏᑎᓐᓇᕈᑕ. ᖃᐅᔨᓇᒧᑦ.
Chairman (interpretation): Thank you. Mr. Quassa, please clarify your question. Mr. Quassa.	**ᐃᒃᓱᖏᑦᑐᕈᖅ**: ᒪᓇ. ᒥᓪᓗᑕ ᖃᐅᐊᓴ. ᑐᑭᓱᓇᖅᓱᑎᓯᓱᐊᒃᑲᓐᓂᖅᑐᑐᓗᐊᖅᐱᐅᒃ? ᒥᓪᓗᑕ ᖃᐅᐊᓴ.
Mr. Quassa (interpretation): Thank you, Mr. Chairman. Bill 25 clearly states the changes to the Inuktitut language of instruction. It states that the language of instruction will be implemented in certain grades by a certain year and will eventually work its way to grade 12 by 2039. I'm talking about the phased-in implementation for (interpretation ends) language of instruction. (interpretation) I apologize for adding English terminology. What are your thoughts on the deadline of 2039? It indicates it is going to be Inuktitut Language Arts. What does the coalition think about that? Thank you, Mr. Chairman.	**ᖃᐅᐊᓴ**: ᖃᐅᔨᓇᒧᑦ, ᐃᒃᓱᖏᑦᑐᕈᖅ. ᑕᕐᖏᓂᒃ ᒪᓕᑐᒃᓴᖅ 25-ᒥ ᓇᓗᓇᐃᔨᖅᓱᒪᖓᓕᑦ ᐊᓱᔪᐊᖅᑎᓕᑎᓇᓱᒪᓂᕆᓂᖅᓯᒪ ᐅᖃᐅᓱᓕᕆᓂᖅᓴᖅ, ᐃᓄᒃᑎᑐᑦ ᐅᖃᐅᓱᓕᖅᓴᖅ ᐃᓕᓴᐅᓂᖅᑕᐅᐅᓂᖅᓴᑲ, ᐅᖃᐅᓱᓕᖅᓴᖅ ᐃᓕᓴᐅᓂᖅᑕᐅᐅᕐᓴᖅ, ᑕᕐᖏᓂ ᓇᓗᓇᐃᔨᖅᓱᒪᖓᓕᑦ ᓱᓕᓯ ᖃᐅᓕᖓᓂᓕᑦ ᐃᒪᓇᐃᓕᑕᑐᒃ ᓇᓴᐅᑎᑎᒃ, ᖃᐅᓕᖓᓂᓕᑦ ᐃᒪᓇᐃᓕᑕᑐᒃ ᐅᖏᓂ ᐅᑭᐅᕐᒥ ᐅᒥᖓᑲ ᐃᓕᓴᐃᔪᑎᒃ ᐅᖃᐅᓱᓕᖅᓴᖅ ᑕᓴᓱᒥᖓᑲ ᐊᐃᑲᓂᖅᓱᓕᖅᓴᖅ, ᑭᖑᓂᓯᒪᓕᒃᑦ 12-ᒧᑦ ᑎᑭᑕᐃᓇᕆᔨᖅᓴᓂ 2039. ᑲᓇᓇ ᐅᖃᐅᓱᓚᖓᓕᒃ ᐊᐃᓴᑕᖅᓱᒪᓂᓕᒃ, ᑭᓱᐊᓂ ᐅᖃᐅᓱᓕᖅᓴᖅ ᐃᓕᓴᕐᔨᑕᐅᔪᓚᓱᓕᓱᒪᔪᖅᓴᖅ, ᖃᓄᖅᓯᓇᐅᕆᓕᖅᑲᖅᓯᐅᕐᓕᓕᒃᑦ. ᖃᓄᖅᑭᑭᓴᖅ ᑕᒪᓇ ᐃᓱᒪᓕᕆᐅᕐ ᑲᑐᔨᖃᑎᒌᒋᓂᒃ ᑲᑐᔨᖃᑎᒌᖓᓂᒃ? ᖃᐅᔨᓇᒧᑦ, ᐃᒃᓱᖏᑦᑐᕈᖅ.
Chairman (interpretation): Thank you. Mr. Arreak.	**ᐃᒃᓱᖏᑦᑐᕈᖅ**: ᒪᓇ. ᒥᓪᓗᑕ ᐋᓚᐊᒃ.
Mr. Arreak (interpretation): Thank you. I also thank you for rephrasing your question. I'll respond this way: within the schools, for instance, they teach Inuktitut from kindergarten to grade 3 or grade 4, and then	**ᐋᓚᐊᒃ**: ᖃᐅᔨᓇᒧᑦ, ᐊᒻᒪ ᐊᐱᓚᑎᑎᐊᖃᕐᓂᑦ ᖃᐅᔨᓇᒧᑦ. ᑲᓇᓇ ᑭᐅᓕᑕᒧ ᐃᒧᒃ, ᐃᓕᓴᐅᓂᖅᑐᐊᕐᓂ ᐃᓗᐊᓂ ᓱᓕᓯ ᐃᓕᓴᐃᒃᑯᑎᒋᒪᑦ ᑕᐃᒃᑯᓪᓚ ᒥᑭᓇᐃᓕᓂᑦ ᐃᓄᒃᑎᑐᑦ ᑕᓴᓱᒥᖓᑲ ᐅᖃᐅᓱᓕᕆᓂᖅᓴᖅ, ᐃᓄᒃᑎᑐᑦ ᐃᓕᓴᐃᒃᑯᑎᒋᒪᑦ ᑕᓴᓱᒥᖓᑲ ᐅᖃᐅᓱᓕᖅᓴᖅ ᐃᓕᓴᕐᔨᑕᐅᔪᓚᓱᓕᓱᒪᔪᖅᓴᖅ, ᑲᑎᒪᔨᖅᑕᐅᓂᖅᓴᖅ

they switch to English from there to grade 12 until they graduate. I have heard that there are differences and we are concerned about it somewhat as there is a lack of Inuktitut teachers, which is a real barrier. Another reason is those who can teach Inuktitut from grade 4 onward. We mentioned that the Inuit teachers currently on staff have to be managed properly. They should not be treated differently. They should be given proper support. All of the teachers are given support, but they should be supported equally.	ᐊᓯᔾᔨᖅᑕᐅᓪᓗᓂ ᐃᓕᓐᓂᐊᕐᓂᖓ ᖃᓪᓗᓈᑎᑐᑦ ᐊᓯᔾᔨᖅᑕᐅᓪᓗᓂ ᑖᒃᑯᐊ ᑕᑉᐸᐅᖓ ᕿᑦᑎᖓᓂᖅ 12-ᒧᑦ ᑎᑭᖕᒍᒧ ᐱᔭᕇᕐᓯᐊᕐᓂᖓᓄᑦ. ᑕᒪᓐᓇ ᐊᔾᔨᒌᖅᑳᑦᑕᕆᓪᓚᑕ. ᑕᐃᒻᒪᒃ ᑐᓴᐅᒪᓪᓗᒍ. ᒫᓐᓇ ᐃᓱᒫᓗᒋᓪᓗᑎᒍ ᐃᓚᖓ ᐃᒪᐃᓚᖓᔪᒥᒃ ᐃᓄᒃᑎᑐᑦ ᐃᓕᓴᐃᔨᖃᕐᖏᓗᐊᕐᓂᖅ, ᑖᓐᓇ ᐊᒃᑲᐊᕈᑕᓪᓚᕆᐊᓘᓪᓚᑦ. ᐱᔾᔪᑎᒋᓪᓗᒍᑦᑕᐅᖅ ᑖᓐᓇ ᐃᓄᒃᑎᑐᑦ ᐃᓕᓴᐃᔪᓐᓇᖅᑐᐃᑦ ᑖᒃᑯᓈᖓᑦ ᕿᑦᑎᖓᓂᖅ 4-ᒥᑦ ᑕᑉᐸᐅᖓ ᓂᓪᓕᕈᑎᒋᖅᑲᐅᔭᕗᑦ ᐃᓄᐃᑦ ᐃᓕᓴᐃᑦ ᒫᓐᓇ ᐱᓯᒪᔪᓯ, ᐱᓯᒪᔭᐅᔪᑦ ᐃᓛᒃ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᔪᑦ ᑲᒪᒋᔭᐅᑦᑎᐊᕆᐊᖃᖅᓚᑕ. ᐃᒫᒃ ᐊᔾᔨᐅᖏᑦᑐᐊᓘᑎᑕᐅᓗᑎᒃ ᐋᒃ, ᑕᐃᒪᓐᓇ ᒪᓕᒡᓗᐅᓐᖏᑦᑐᑦ, ᑲᒪᒋᔭᐅᑦᑎᐊᕐᓗᑎᒃ. ᑖᒃᑯᐊ ᐃᓕᓴᐃᔨᓕᒫᑦ ᑲᒪᒋᔭᐅᑦᑎᐊᖅᑲᖅᑕᕐᒪᑕ ᑕᐃᒫᑦᑎᐊᖅᑕᐅᖅ ᑲᒪᒋᔭᐅᑦᑎᐊᕐᓗᑎᒃ ᐊᔾᔨᒋᓪᓗᑎᒃ.
In speaking about the students in the (interpretation ends) Nunavut Teacher Education Program, (interpretation) we believe it has graduated more Inuit teachers since we became Nunavut. The question I ask is why we have a shortage of teachers. We think it's that way because of the lack of support being provided. There should be an adequate number of teachers and more support needs to be provided to students who are training to become teachers if they are going to successfully deliver (interpretation ends) the language of instruction (interpretation) within the school.	ᐊᒻᒪᓗ ᒪᑯᐊ ᐃᓕᓴᐃᔨᒻᒐᓱᐊᓯᒃᑐᐃᑦ Nunavut Teacher Education Program ᑕᐃᑯᓇ. ᑖᓐᓇ ᐅᖃᐅᓯᓕᕆᓗᒍ ᓄᓇᕗᑦ ᐃᓗᐊᓂ ᐊᒥᓱᓛᑦᑎᐊᓂᒃ ᓴᖅᑭᑦᑎᓯᒪᓇᓯᕐᓗᑦᑎᒍ ᐃᓄᖕᓂᒃ ᐃᓕᓴᐃᔨᙱᖅᑐᓂᒃ ᓄᓇᕗᒻᒥ ᐱᖃᓪᓕᖅᓯᕐᑕ. ᓱᖕᒪᓪᓕ ᐃᓕᓴᐃᔨᖃᕐᖏᓗᐊᖅᐱᑕ ᑖᓐᓇ ᐊᐱᖅᑯᑎᒋᖃᑦᑕᖅᑯ. ᐃᓚᖓᓂᒃ ᑖᓐᓇ ᑲᒪᒋᔭᐅᑦᑎᐊᕆᐊᖃᖅᓯᓐᖓᓂᒃ ᐃᓚᖕᒋᓐᓄᑦ ᑕᐃᒪᐃᓐᓇᓯᒋᐊᑦᑎᒍ. ᐃᓕᓴᐃᔨᖃᑦᑎᐊᕆᐊᖃᖅᓯᒪᑦ ᐊᒻᒪᓗ ᐃᓕᓴᐃᔨᙱᖅᓯᒃᑐᓂᒃ ᐃᑲᔪᖅᓯᐃᑦᑎᐊᕆᐊᖃᖅᓯᒪᑦ ᑖᓯᒪᖕᒐ ᐃᓕᓴᐃᑦᑎᐊᕐᓂᐊᕈᑎᒃ The Language of Instruction ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ. ᑖᓐᓇ, ᓲᕐᓗ ᑕᐃᒪᓐᓇ ᑲᒪᒋᔭᐅᓂᖓᓂᒃ.
Our concern has been having enough Inuktitut-speaking teachers. They need a good Inuit employment plan. We reviewed that and a real concern has been why the number of Inuktitut-speaking teachers isn't increasing. We have followed up with some of the graduates. Even though they want to become teachers, the salary levels aren't attractive enough and that has been a real concern. We are also concerned about that. That's what I have to say, Mr. Chairman. Thank you.	ᐃᓚᖓᓂᒃ ᐃᓱᒫᓗᒋᖃᑦᑕᕐᓯᑎᒍ ᐃᓄᒃᑎᑐᑦ ᐅᖃᕈᓐᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔨᖃᑦᑎᐊᕆᐊᖃᖅᓯᒪᑦ, ᐸᕐᓇᑦᑎᐊᕆᐊᖃᖅᓯᒪᑦ ᑖᒃᑯᐊ ᐃᓄᐃᑦ Inuit Employment Plan-ᖑᓂᕋᖅᑕᐅᔪᑦ, ᑕᑯᓐᓇᕐᓯᒪᓕᕐᑎᒍᑦᑕᐅᖅ ᐃᓱᒫᓗᒋᓯᒪᓪᓚᑦᑕᕆᑦᑐᑦ ᓱᖕᒪᑦ ᐊᒥᓲᙱᑦ, ᓲᕐᓗ ᐃᓕᓴᐃᔩᑦ ᐃᓄᒃᑎᑑᖃᕐᓇᖅᑐᐃᑦ ᐅᓄᖅᓯᙱᑦᑕᐊᓐᖏᓚᑦ? ᐃᓚᖏᑦ ᖃᐅᔨᓴᖅᓯᒪᔭᕗᑦ ᐊᒻᒪᓗ ᒪᓕᒃᑕᕗᑦ ᐱᔭᕇᖅᐸᓪᓚᐊᕗᑯᒧᑦ ᓲᕐᓗ ᐃᓕᓴᐃᔨᙳᕈᒪᓪᓚᐅᒐᐊᖅᑐᑎᒃ ᑮᓇᐅᔭᓕᐅᖅᑕᕐᓂᖏᑦ ᐊᔾᔨᐅᖕᖏᓗᐊᕐᒥᒃ, ᓲᕐᓗ ᐱᕙᒥᓇᖕᖏᓗᐊᖅᑐᓂᒃ ᐃᓚᖓᓂᒃ, ᑖᓐᓇ ᐃᓱᒫᓗᔾᔨᐅᑎᑦᓯᓪᓚᕆᖕᒪᑦ ᐊᒻᒪᓗ ᐅᕙᒍᑦ ᓇᖕᒥᓂᖅ ᐃᓱᒫᓗᒃᒥᔭᕗᑦ. ᑖᓐᓇ ᓂᓪᓕᕈᑎᒋᕙᕋ, ᐊᖕᓚᔪᖅᑰᖅ. ᖁᔭᓐᓇᒦᒃ.
Chairman (interpretation): Thank you. We heard earlier from the Minister that the teachers' salaries are now the same. Ms. Angnakak, I think you have one question	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒫ'ᓇ, ᐊᒻᒪᓗ ᒥᓂᔅᑕᒥᒃ ᐅᐊᕆᓯᐊᖅ ᑐᓴᐊᓚᐅᖅᑐᑕ ᑮᓇᐅᔭᓕᐅᖅᑕᕐᓂᖏᑦ ᐊᔾᔨᒌᑎᑕᐅᓕᖅᑐᑦ, ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔩᑦ, ᑐᓴᐊᕐᓇᓕᓚᐅᖅᑐᓂ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ, ᐊᑕᐅᓯᐅᑐᐊᕐᒥᒃ

before five o'clock. Ms. Angnakak.	ᐊᐱᕆᓃᑦᑐᐊᕋᑐᐊᖅᐳᑎᑦ ᑕᑦᑕᒪᓄᐊᖅᑳᖅᑎᓐᓇᒎ. ᒥᔅ ᐊᕐᓇᒃᑲᖅ.
Ms. Angnakak (interpretation): Well, I did have a lot of questions, but nonetheless, I will proceed. Thank you. (interpretation ends) One chapter of your submission focuses on the Department of Education's 2018 *Education Act* consultations. (interpretation) They identified what you heard. (interpretation ends) In your analysis, when you looked at the comments, when you looked at the themes that were raised by the department, that were raised by the public, were there any key issues that you feel or that you identified that were not addressed in Bill 25, that came up, but they were not in Bill 25? Thank you Mr. Chairman.	**ᐊᕐᓇᒃᑲᖅ**: ᐃᖅ, ᐊᒥᓱᐊᓘᖅᑲᐅᒐᓗᐊᕐᒐᑕ, ᐋᒡᒐᓕᐊᓯᑦ. ᖁᔭᓐᓇᒦᒃ. (ᑐᓵᔨᑎᒍᑦ) ᐃᓚᖓᓐᓂᒃ ᑎᑎᖅᑲᖁᑎᒋᔭᔅᓯᓐᓂᒃ 2018 ᐊᑭᓗᕿᕈᓐᓇᕐᓂᕆᓚᐅᖅᑕᓯ. (ᑐᓵᔨᑎᒎᕈᓐᓃᖅᑐᖅ) ᐅᖃᐅᓯᖃᕐᓂᕐᒪᖔᖅ (ᑐᓵᔨᑎᒍᑦ) ᑕᒪᒃᑯᐊ ᐅᖃᐅᓯᒃᓴᕆᔭᐅᓚᐅᖅᑐᐃᑦ ᓇᑐᓇᐃᓚᐅᖅᑐᐃᑦ, ᓇᑐᓇᐃᕈᑕᐅᓚᐅᖅᑐᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᒃᑯᓐᓄᑦ ᐊᒻᒪ ᑭᒃᑯᓕᒫᓂᒃ ᑐᓴᖅᓱᑎᒃ, ᑭᓱᑦᑐᐊᑦ, ᑭᓱᑐᐊᓂᒃ ᐃᕙᑦ ᖃᓄᖅ ᐅᖃᐅᑕᐅᓚᐅᓐᖏᓪᓚᑦ ᑖᒃᑯᓇᓐᖓᑦ ᑕᐃᑲᓂ ᒪᓕᒐᒃᓴᖅ 25-ᒥᑦ ᓇᑐᓇᐃᕈᑕᐅᑐᐊᓚᐅᓐᖏᑦᑐᓂᖃᐃ ᐅᖃᐅᓯᖃᕈᒪᕖᑦ?
Chairman (interpretation): Thank you. Ms. Merkosak.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᒥᖅᑯᓵᖅ.
Ms. Merkosak (interpretation): Thank you, Mr. Chairman. Lori will respond.	**ᒥᖅᑯᓵᖅ**: ᖁᔭᓐᓇᒦᒃ, ᐃᒃᓯᕙᐅᑖᖅ. ᓗᐊᕆᐅᑉ ᑭᐅᓂᐊᖅᑕᖓ.
Chairman (interpretation): Thank you. Ms. Idlout.	**ᐃᒃᓯᕙᐅᑕᖅ**: ᒪ'ᓇ. ᒥᔅ ᐃᓪᓚᐅᖅ.
Ms. Idlout (interpretation): You are asking a very broad question. When we were compiling the report and through the coalition… . Our organization is actually quite small. The membership doesn't meet together in one place and so their reports were different. When we compiled the report, we wanted to try our best to respond. I don't want to forget anything, so I will try to respond as best as I can.	**ᐃᓪᓚᐅᖅ**: ᐊᖏᔪᐊᓗᖕᒥᒃ ᐊᐱᕆᕙᑦ. ᑖᒃᑯᐊ ᑲᑎᖅᓱᖅᓱᑎᒍᑦ ᑭᒡᒐᖅᑐᐃᔾᔪᑎᒍᑦ ᑎᒥᑯᓗᒃᐳᑦ ᒥᑭᑦᑐᑰᖕᒪᑦ. ᑲᑎᒪᔭᖅᑐᖃᑕᐅᕙᑦ ᐊᑕᐅᓲᓐᓇᐅᕚᖕᒋᕐᓱᓂ ᐅᓂᒃᑳᓕᐅᖅᐸᓪᓕᐊᔭᖕᒋᓪᓗ ᐊᔾᔨᒌᓐᖏᑦᑑᑕᐅᓚᐅᖅᓯᒪᖕᒪᑕ, ᑖᓐᓇ ᑲᑎᓯᖅᓱᑎᒍᑦ ᐃᖅᑲᖅᑐᑦᑎᐊᕋᓱᒃᓱᑎᒍᑦ ᑭᐅᑦᑎᐊᕈᒪᓂᓪᓗᑎᒎ ᐊᓯᖏᑦ ᐅᖃᐅᓯᐅᕙᒪᓚᐅᖅᑐᑦ ᐳᐃᒍᖅᓯᕙᒪᓐᖏᒃᑲᓗᐊᖅᓱᖓ ᑭᐅᓯᑎᐊᕋᓱᖕᓂᐊᖅᐳᖓ.
I can recall that there were a lot of questions about the school calendar. They were concerned about having only one school calendar. Some of them also suggested that maybe the divisional boards of education need to come back. Some of the things that were discussed were that our elderly	ᐃᖅᑲᐅᒪᑦᑐᒋᑦ ᓱᖁᑐ ᐃᓚᖏᑦ ᐊᐱᖅᓱᖅᑐᒻᒪᕆᐅᖅᑳᑕᓚᐅᕐᒪᑕ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᐃᓗᐊᓂ ᒪᓕᒃᑕᐅᕙᔭᖅᑐᐃᑦ ᐅᑦᑐᖅᓯᐅᑏᑦ, ᐃᓱᒫᓗᒋᔭᐅᑦᑐᑎᒃ ᐊᑕᐅᓯᑐᐊᕐᒥᒃ ᐅᖃᐅᓯᖃᖁᔨᓐᖏᑦᑐᑦ, ᐱᑕᖃᖁᔨᓐᖏᑦᑐᑦ. ᐃᓚᖏᑦᑕᐅᖅ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᓂᒃ ᑐᓂᓯᓚᐅᕐᒥᔪᐃᑦ, ᐃᒃᑯᐊᓕᖅᑲᐃ ᐊᕕᒃᑐᖅᓯᒪᔪᐃᑦ ᑲᑎᒪᔨᐅᓚᐅᖅᑐᑦ ᐅᑎᕆᐊᖅᑲᓕᕐᖏᓚᖅᑲᐃ? ᐃᓚᖏᑦᑕᐅᖅ ᐃᖅᑲᐅᒪᑦᑎᐊᕋᓱᒃᑐᒋᑦ ᐅᖃᐅᓯᐅᖃᑦᑕᓚᐅᖅᒥᖕᒪᑕ ᐃᓐᓇᐃᓪᓘᖅ

population is dwindling, so we have to figure out how we can incorporate them more within our schools. I recall somebody mentioning that sometimes the elders don't want to go into the school because their yearly income will be impacted and they will get a smaller income tax return. They would really like to teach, but it's harder to do with the way things are administrated. For example, they don't get enough time to teach. It's difficult for the elders if they're just going to be in the classroom for a very short time to inform the students about the wisdom that they would like to share. That's what we recalled. Another topic that came up… . **Chairman**: I'm sorry, Ms. Idlout. We have run out of time for today and our TV broadcast, (interpretation) but there are still some questions, so if you come back tomorrow morning, we will resume our meeting at nine o'clock and we will begin with questions to you, if you don't mind. I thank the presenters today, as well as the Minister and your officials. Thank you, my colleagues. Our meeting is adjourned for the day and we will resume at nine o'clock in the morning. Thank you. Have a good evening. *>>Committee adjourned at 17:00*	ᓄᖅᑐᓕᕐᓂᖅᓯᒪᔪᖅᑕᒪᑦ ᖃᓄᖅᑐᑎᓴᒥᐅᕐᓂᖅᖃᕐᓂᒃ, ᖃᓄᖅ ᐃᓕᓴᕆᔨᕐᕕᑦᑎᐅᓴᖅᑐᓴᕆᓚᕐᓗᒍ. ᐃᓕᓐᓂᒃ ᓱᓕᓗ ᐃᓐᓇ ᐃᖅᓄᐅᒪᑦᓯᓪᓚᖅᓴᖅ ᐅᕐᖅᑐᑎᖅᑐᑐᒃ ᐃᓕᓴᐃᔪᒍᖅ ᐃᓕᓴᕆᔨᕐᕕᑦᑎᓐᓇᒥᑦ ᐃᓐᓇᓴᕆᓂᐊᕐᓗᒃ, ᐃᓕᓴᕆᔨᕐᕕᑦᑎᐅᓴᖅᑐᑦᓯᐃᓕᓴᕐᓂᑐᐃᓕᑦ ᑭᓇᐅᔨᓴᓄᑎᖓᓂᒃ ᐊᓱᓴᕐᓂᕆᔨᕐᕕᑦᑎᒥᖓᒪᓕᒍᓴᖅ. ᓱᓕᓗ ᐃᓄᐊᖅᑐᖅᑕᐅᓪᓗᑎᒃ ᐃᓇᓂᓚᓴᓄᑯᓇᓂ ᐅᕙᓪᓕᓐᓄᑦ ᐊᕐᕿᒍ ᑕᒫᓄᑯᓂ ᑕᐃᓄᑯᓂ ᐃᓄᓀᒪᑕᓄᓱᑯᓂ ᐱᓕᕐᐅᓱᓂ, ᐊᓱᓴᕐᓂᐊᕐᒥᐸᐸᑕᒍᖅ ᐅᑎᖅᑎᕐᕕᐅᑲᖅᑐᑦ ᒥᑭᓪᓕᖅᑕᕐᕆᖅᓂᖅᓂᒃ. ᑕᓄᑯᓗᓗ ᐃᓕᓴᕆᔨᕐᕕᑦᑎᓂᕐᒪᕐᕕᓴᓐᓂᕐᕕᑦᓗᑎᒍᖅ ᑭᓱᓕᓂ ᓴᖅᑕᒍᑐᑎᑐᒃ ᐃᓐᓇᑐᑎᑐᒃ ᐃᓄᓀᒪᑕᓄᓱᑯᓂ ᐱᓕᕐᓂᓕᕆᔨᒃ, ᐊᓱᓴᕐᓂᐊᕐᒥᐸᐸᑕᒍᖅ ᐅᑎᖅᑎᕐᕕᐅᑲᖅᑐᑦ ᒥᑭᓪᓕᖅᑕᕐᕆᖅᓂᖅᓂᒃ. ᑕᓱᓕᓗ ᐃᓕᓴᕆᔨᕐᕕᑦᑎᓂᕐᒪᕐᕕᑦᓗᑎᒍᖅ ᑭᓱᓕᓂ ᓴᖅᑕᓗᓇᑎᑐᒃ ᐊᐅᓕᓇᓱᓂᓴᕆᔨᕐᕕᑦᓗᑎᒍᖅ ᑭᓱᓕᓂ ᓴᖅᑕᓗᒍᖅ ᐊᐅᓕᓇᓱᓂᓴᕆᔨᕐᕕᑦᓗᑎᒍᖅ ᑭᓱᓕᓂ ᐃᓐᓇᓴᕆᔨᕐᕕᑦᑎᓂᕐᒪ