Standing Committee Ajauqtiit Review of Bill 6, Official Languages Act and Bill 7, Inuit Language Protection Act Iqaluit, Nunavut October 18, 2007

Members Present:

James Arreak, Co-Chair James Arvaluk Peter Kattuk

Alternate Members Present:

Levi Barnabas Hunter Tootoo

Staff Members:

John Quirke Leetia Nowdluk

Interpreters:

Mary Nashook Blandina Tulugarjuk

Witnesses:

>>Committee commenced at 13:33

Chairman (Mr. Arreak)(interpretation): Thank you very much for coming. Before we begin, I would like to ask the Member for Quttiktuq, Levi Barnabas, to lead us in prayer.

Mr. Barnabas (interpretation): First of all, before I start praying, in the past the whole world had one language and then he divided them to have different languages. Now, we are dealing with different languages today, so let us pray.

>>Prayer

Chairman (interpretation): Thank you, Mr. Barnabas. Good afternoon and welcome.

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シンゲイグ

My name is James Arreak and I'm the Member of the Legislative Assembly for Uqqummiut, and I will be chairing the hearings today. Steve Mapsalak, the Chair of the Standing Committee *Ajauqtiit*, has been delayed due to weather and will be joining us as soon as possible.

I am pleased to make some opening remarks as we begin our public hearings on Bill 6, the proposed *Official Languages Act* and Bill 7, the proposed *Inuit Language Protection Act*.

I would like to first introduce the other members of the standing committee. With me today are James Arvaluk, Member for Tunnuniq and Peter Kattuk, Member for Hudson Bay. We are also joined by alternate members Levi Barnabas, Member for Quttiktuq and Hunter Tootoo, Member for Iqaluit Centre.

We had planned to have interpretation available for these hearings in Inuktitut, Inuinnaqtun, French, and English. However, again due to weather, our Inuinnaqtun interpreters have been weathered out and we apologize that we will not have any Inuinnaqtun interpretations at these hearings.

(interpretation ends) As members are aware, our government inherited the *Official Languages Act* from the Northwest Territories upon the creation of Nunavut in 1999. On February 26, 2001, the First Legislative Assembly established a special committee to review the *Official Languages Act*, as required under section 29 of the law.

This special committee consulted with key stakeholders on language in Nunavut, GN departments, the federal government, the Languages Commissioner of Nunavut, the ታΔΓΥ ፭ሲ⊲∜ປ∜ሁ CLÞ∿ሁ P⁰ሁჼንΔላ∜ሁ L፫ሁ፫Þჼ፥በÞ°ጔጐሁ Þſ፥d⁴ΓÞΔ°. C°᠙σ Þ°ጔΓ Ͻ՝\በናበσናΓ• Δ⁰ϒ᠙ÞርሊታÞbΔ°ᢏናσϤʹናL. Ċ°œ ϒ'Ո° L<\ċ• Δ⁰ϒ᠙ÞርሊታÞ∀ነ• Ċ⁰dፊጐሁ ϤϧϘʹͽʹበ· b∩Lϟናċ∿Ր°Δ°

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Francophone Association and other jurisdictions, including Nunavik, Greenland, and the Northwest Territories. The special committee held public meetings in over one-third of Nunavut's communities. The special committee made a number of recommendations to the government in its final report, which was presented to the House on December 2, 2003.

On March 28, 2007, the Minister of Culture, Language, Elders and Youth tabled draft bills for a new *Official Languages Act* and a new *Inuit Language Protection Act*. On June 5, 2007, the minister also tabled the department's summary report on its community consultations on the draft language bills, which were jointly held with NTI in the spring of 2007.

On June 5, 2007, Bill 6, the proposed *Official Languages Act* and Bill 7, the proposed *Inuit Language Protection Act* received first reading in the Legislative Assembly. On June 6, 2007, both bills received second reading and were referred to this committee for scrutiny.

On June 13, 2007, the chair of the standing committee wrote directly to a wide range of individuals and organizations across Nunavut inviting formal submissions on the two bills. We provided three months for submissions to be prepared, in order to allow adequate time for stakeholders to fully consider the bills.

This is where we are today.

I am very pleased to say that we have received formal submissions from Nunavut Tunngavik Incorporated, the Qikiqtani Inuit Association, the Office of the Languages Commissioner, Arctic Co-ops

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Limited, the Inuit Broadcasting Corporation, the Francophone Association of Nunavut, the francophone school board, Ms. Madeline Redfern, who has submitted as an individual and students in Nunavut Arctic College's Interpreter/Translator Program.

(interpretation) Although Arctic Co-ops did provide us with a written submission, they could not appear before us today and send their regrets. The standing committee will, however, follow up with Arctic Co-ops through correspondence and this will be made public through tabling in the House at the appropriate time.

The standing committee has also written to the Minister of Culture, Language, Elders and Youth and to the Information and Privacy Commissioner of Nunavut, seeking clarification on some specific provisions of the bills.

The standing committee recognizes that language is a very complex issue in Nunavut.

(interpretation ends) For example, in looking around this room today, we have members and guests with us who are from a number of different communities. We speak Inuktitut, Inuinnaqtun, English and French. All of us are proud of our language and heritage, and the standing committee is committed to working towards the best possible legislation for our territory.

We have a significant job ahead of us and we are prepared to carefully consider your comments, concerns and recommendations during these hearings.

We have prepared a detailed schedule for these hearings and we have allotted times for presentations to the standing ΔΦΔς βϽ;ϟʹϐΠϔ·ʹϒ·σ, ϷʹϐϷͰʹϲʹϲσʹ϶ʹ βΓʹϞαϷʹ ΠΠϚʹϐʹʹ·Ͱʹσ, ϭϤ<ʹ·ͼʹ ΔϲʹϷʹϞϲ, ΔΦΔς ϹͼͿʹͼͺͰϧʹϲʹϲϧϧͼʹ, ΦαϿ·Γ ϷΔάς βϽ;ϟʹϐΠϔ·ϒ·, Ϥ·ͰϽ ϷΔάς Δϲʹ·ϭʹϤʹϐʹʹϒ·Ϲ βΠͰϟʹϒʹ·ϭʹ·Ϥ·ͰϽ Γ΄ ͰΠϲʹ· ϚʹϘʹ·Γ΄, Ϲʹͼ Δ·Γʹ϶ͼʹʹϧϭ ʹϧΔϲʹΠϲϷʹʹ϶Ͻʹͼ ΠΠϚʹͼͰͰϯϭϲ ϤʹͰϽ ʹϧΔϲʹΠϧϷϲϷʹϲʹϽϹ ΦαϿʹΓ Ͱϲ·Ͻʹͼϧʹʹϧʹϧʹ·ϧʹϧʹϧϧϧϧͼʹϒͼ ΔΦΙϽϲʹΑϷϭʹʹΓΕ Δϲʹ·ϭʹϤʹͼϽʹϲ

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committee. In order to allow as much time as possible for dialogue, once we have concluded with a presentation and the discussion period, we will proceed to the next presenter. If we do not have enough time for members to pose all of their questions, we will follow up by correspondence. If anyone else present during our hearings would like to make comments to the committee, please approach our staff, and we will try to accommodate you.

These hearings are being broadcast and recorded for the public record.

This concludes my opening remarks, I will now ask members if they have any opening remarks they would like to make before we proceed to our first presenter.

Thank you, Qujannamiik.

Chairman (interpretation) Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. Very briefly in regard to the two languages bills that we are dealing with at this time as the Standing Committee *Ajauqtiit*, I had several meetings in my riding with the hamlet and other entities in regard to these two bills and I could give you a brief overview of what was discussed when we had those meetings.

One of the concerns that we had is the different dialects that we use in Nunavut. But, again, I would like to thank the Cabinet for trying to make sure that the deputy ministers will be able to speak in Inuktitut during their term. We would like to make sure that all services are available in Inuktitut for anybody who accesses the government and we would like to make sure that you are able to communicate with the government officials in the language of

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your choice, and also to make sure that your concerns are heard by the government.

For myself personally, when we started doing paperwork as an Inuit culture, there were no schools established at that time, and I think the first pieces of paper that we started reading was the bible and there were no instructors or teachers at that time. We taught ourselves how to read the Inuktitut language and the Syllabics can be read by anyone, for example, in the other jurisdictions like Nunavik.

At the national level, we have seen other aboriginal people who have lost their language, and because of that, we have to make sure that we retain and preserve the Inuktitut language in the future.

I'm sure that there are other languages like French and English, but in the Baffin region we have 23 communities that have varying dialects, so we have to agree to the usage of one Inuktitut language that would be used in our jurisdiction.

The Inuit writing system, we will have to make sure that we will be using our Inuktitut Syllabics on the computer. I would like to thank the individuals and the organizations that made submissions to our committee. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Barnabas. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I will try to address my concern. I would like to welcome everyone to the chambers, and to all the presenters and to the people here to observe the proceedings.

The issue we are dealing with is very

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important, although we are not about to lose the Inuktitut language at this time but many of us had visited the provinces in Canada and have seen Inuit communities such as the Western Arctic and Alaska, and they have let us know that the Inuktitut language is in danger of being lost in those areas, and also down south, especially in the reservations that we have been to.

Some whole communities don't know their first language. For that reason, we're dealing with an issue that is an urgent case that the Inuktitut language has to be protected and be taught when we're dealing with Bill 6 and Bill 7. But we are all aware that there are various publications that have been written and that we will be reviewing in the two days.

We have realized that these same entities will have to use the same government funding, for example, publications in the Inuktitut curriculum are inadequate. If my son, who is 10 years old, goes to the library, for example, there is no publication or literary publication that is adequate for my ten year old.

Although, we say it protects the Inuktitut language in all aspects; it will probably become very costly. What I'm trying to say is that once the Inuktitut language has been established, it has to be set properly without taking away some funding from our essential services to be provided by the government and that's why we have to be very careful when considering Bill 6 and Bill 7.

We don't have to just think about Bill 6 and Bill 7, we also have to consider other impacts that it will have within the government operations and how they will protect so that we won't lose it. Those are the two most important things that we have

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I'm very proud to see elders, and last night I had seen elders during supper time and I spoke with them. They are very proud to see the Inuktitut language protected by the government, and not just by the government but by the youth; the young people who try to get into interpreter training programs. We have seen in Ottawa, where there is a Sivuniksavut Program, which the students are very proud to take the program and they're very capable by the time they come home.

So those are the areas that we have to protect, not just to protect the Inuktitut language but to be efficient and used by everyone.

Let's remember that we are consulting with you, let's remember that once we start dealing with small frivolous things, then we will lose the part of the Inuktitut language that has to be protected. So let's not get away from that. Let's try to remember that and keep that in mind that when we look at the government, when we deal with social services and also schools.

Sometimes when we deal with those, we forget that once the Nunavut Land Claims was being negotiated, the reason why we negotiated land claims was so that the Inuit could stand on their own so that they can be self-sufficient.

So let's remember that and we will have to remember that once we start dealing with language issues, we're not talking about ourselves, we are talking about our future generations that might be forgetting how to speak our language.

So let's think of how we can protect our language from being lost when we deal

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with the bills. Let's be equal with the bill; about the cost and about the protection of the Inuit language and be equal to that. We will have to set that up equally. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. And also, Mr. Kattuk would like to make his opening comments.

Mr. Kattuk (interpretation): Thank you, Mr. Chairman. I would like to thank everyone for coming and welcome them. I want to make a comment in regard to this - I'm a member of this standing committee but I do have a different dialect amongst my colleagues here; my dialect is different from the Baffin, the Kitikmeot, and the Keewatin.

I'm very proud to deal with these bills and I'm very proud to take part in dealing with these bills. Mr. Chairman, the two bills that are in front of us are not small pieces of legislation. They are huge and heavy legislation that we will have to deal with when it comes to the Inuktitut language and other official languages in Nunavut.

For that reason, Mr. Chairman, I want to say that I'm very proud of the Inuktitut language in Nunavut, officially recognizing the Inuktitut language in Nunavut and other official languages of Nunavut. The reason why I say that; I can use an example today that in the past we were assimilated to schools, so I was taught in a different community and I had to leave my family behind to go to school. I have lost many Inuktitut terminology words. Therefore, I'm very proud of these two bills and these issues will not be resolved overnight because these are very important bills.

In my home community, we have different dialects, not just the Sanikiluaq dialect.

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Even though it may be a very small community, we have different dialects. We have members of the community that came from Northern Quebec and we also have members from the Baffin region that reside in Sanikiluaq. For that reason I'm very happy to see the *Inuit Language Protection Act*.

As my colleague said that the Inuktitut language, at some time in the future, may be forgotten by our future generations. For that reason, I have a concern about that - what the situation is today by looking at it and hearing people talk because all of the traditional words or terminology are no longer being used in my home community.

The reason why I say that is we won't be able to resolve all of the issues overnight but we have to work diligently to protect the languages in Nunavut. For that reason, let's work together and be in partnership with the Nunavut Land Claims entity and the government, and work together so that we can have a long-term protection of the Inuktitut language.

If we want to protect the Inuktitut language we have to work together in dealing with these issues. Those are the issues that I want to bring up, Mr. Chairman. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kattuk. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank everybody for coming, I think we're here on an historic... first time something happens, this is the first time since the creation of Nunavut that we're actually using these chambers for public hearings for committee work. So I figure we're all part of history now, being here for the first hearing.

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I think one of the things that I look at and Mr. Kattuk said that I believe this is the first substantive major pieces of legislation that has been brought forward by the government and this Assembly for us to review. We're going on probably for our last year now, and it finally came out as something for us to have a look at and have some input on.

One of the other things that I want to point out is that the way the bill has been put forward, it's not the committee's bill; it's the government's bill, and the role of committees is to do the public consultations and get input from other stakeholders and people.

It doesn't necessarily mean that the way the bill is right now, we may recommend changes, or make some amendments, or just saying, "No, maybe it needs to go back to the drawing board," we don't know that yet. And part of this process is we want to hear what people have to say in regard to what the government has come forward with in their legislation and that nothing is necessarily set in stone, as far as any of this goes.

I, too, think that it's important to protect and preserve the language, my language that I've lost. Even my mother learned Inuktitut 45 to 50 years ago. When she comes back here to visit, a lot of the terminology and a lot of the words, everything is different she says. It's like the old style of Inuktitut, the old language is different terms, different words, and a different way of saying things; it has changed.

So I think we've got to find a way to preserve and protect it because it's like any language. It's continuously evolving. So Δლ[®]υ[°]CÞ[®] CΔ[®]α Γ[°]C Þ[°]Ö[°] Þ[°]ÞÞ/ሊናĊ[°]LJ, Ċ[®]α ሃ[®]°C[®]<[°]CNd[°]Γ[®] Λ[°]α-Ċ[®]D[®]d[°] d[®]Γ√NP[°]ΔΠ[®] Λ[°]dÞ[°]√Δ[°] Λα-ÞÞα-[®]D° U≪L[®]d[®]Δ[°] Կ[®]PCÞ/L[©]L[°] LC-UC-P[®]Nd[®]σ[°]-Δ.

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it's important that we find ways to preserve and remember the things that have changed and some things maybe why.

If you look at some of the stuff in the courts now and health related stuff, there's words being developed and there are still words out there that don't exist in Inuktitut. So I think it's important to document and find a way to protect all of that and preserve it.

The other thing, too, is that I think we need to really look at it very carefully and make sure that everyone feels comfortable in moving forward with it and whatever state it does, induct it. These two pieces of legislation are probably the most substantive pieces of legislation that either of our first two Assemblies has looked at. It's like anything, if you say if you're going to do something, you want to make sure you do it right, even if it takes a little longer because after something is done, it's a lot harder to change it after the fact.

So hopefully with the input that we get from the presenters and anyone else listening, and us just looking at it and asking questions, are we comfortable that this is where we want to start, or do we want to come forward with something better? Or, is it good enough to start with, or is it just something that's going to cause us more problems down the road if we just rush and put it through? So I think that that's also something that I know that I'll be looking at as this whole process goes on.

With that, Mr. Chairman, that's pretty much it but I look very much forward to all the comments that the people making presentations have to make, and like you said, I invite anyone that would like to say anything or contact us after, please feel free to contact any one of the members or our

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staff to let them know. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. And thank you, my colleagues. I also would like to welcome you to this public hearing. Today is the first day of our public hearing and we will hear a presentation from NTI.

I would also like to welcome Nunavut Tunngavik to make their presentation, and also, after you do your submission, the standing committee will be posing questions to you. The NTI officials can go sit down over here to make their presentations.

Welcome. Mr. President, you can proceed with your opening comments and make sure that the microphone is on.

Mr. Kaludjak (interpretation): I would like to thank you, Mr. Chairman, Members of the Legislative Assembly, and the young people sitting here. I was told that I would be sitting on the Premier's chair. I can say that the government will be taking a recess today as I'm sitting on the Premier's table but I'm told, again, that I don't take on the roles and responsibilities of the Premier.

Good afternoon, my name is Paul Kaludjak, President of NTI, and on my right, Nathaniel Obitt, Navarana Beveridge, and on my left is Lora Pelly, our legal advisor. I can also see Joanasie Akummalik sitting across, who also works for NTI. We also have Dennis Qulluruqtuq, who is sitting out in the Gallery.

Thank you very much. Once again, I was told that I can be here all day. I had wanted to make a submission to the Standing Committee *Ajauqtiit* and we have been informed that we're being recorded.

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Ე°∿ᲡᲫՐናᲫ. Mr. President, ▷ˤ७▷Კ⁰५°♂⁰ ▷ʻ७५°८୯°४°२°०

The media has stated that NTI will tear up the Language Bill, which the media went way overboard with. I had contacted the Premier and also Louis Tapardjuk about the misinformation that was put out by the media. So I did make contact with the Premier and the minister, and we are more than pleased to help you with these pieces of legislation. We're not just going to tear up the bill; I want to make sure that this is understood.

We do want to make responses to the comments that are made but we have to look at Nunavut as a whole. We have to look at the school system and the language of instructions. For example, we have a French school here in Iqaluit but there's no Inuktitut or Inuit school established anywhere in Nunavut.

So with the minority having their own school, I think it's very important also to make sure that the majority have their own school, or their language of instruction is Inuktitut and so on. So those are more like an icebreaker.

Here, teaching Inuktitut is way too expensive but I can tell you that we use more resources to teach in Inuktitut and French and that we use very little financial resources for the Inuktitut language. If we're going to concentrate on the expense, I don't think that we should be concentrating on that part of it, it's the right of the people. That's one that I would like to make a few comments on.

The NTI and the GN have worked together for the passed three years through the language legislations and a steering committee to develop the *Inuit Language Protection Act* and revise the *Official Languages Act*. We're pleased that we

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were able to participate when this was being drafted.

We are also happy to inform you, and because of the importance of this issue, we are making this presentation and the Inuit languages have to be protected through kindergarten to grade 12 and to the year 2019. You will also have to note that once this is implemented in the schools, we would like to recommend that the Inuktitut language be used up to grade 10.

The bill also states that the education system must be designed to produce proficient Inuit language graduates by 2019. Again, the necessary detail is lacking. The current wording would allow Inuktitut language arts alone to be taught as a means to gain full proficiency.

The bill must set a timetable of annual benchmarks for the delivery of instruction in the Inuktitut language from kindergarten to grade 12. We would like to make sure that this is implemented as soon as possible.

And on the next page, the daycares, Bill 7 states that the Nunavut Government shall develop and provide Inuit language early childhood education materials and programs. Bill 7 obligates the government to develop and provide Inuit language acquisition and upgrading materials, but again, it does not say how much material must be provided and does not guarantee that any of the programs will be delivered in the Inuit language.

Students of post-secondary education should be able to receive their instruction in the Inuit language. In that case, some of CAL ^'c^>σ%\^' CL°a, ^°%\d%%^°σ%\^' ^'c^\>σ%\^' CLö³707\c01 >'¬L >qq \\2016\c10\)

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the courses available through Nunavut Arctic College have the right to work in the Inuit language.

Bill 7 identifies the Inuit language as a language of work, as opposed to the language as called for in the government's Bathurst Mandate. We have a right to use Inuktitut in the work place. The right to work in the Inuit language should also apply to the private sector in municipalities. We know that the English language will always be available but we also have to make sure that the Inuit language has to be used in the work force.

The government should also be increasing the usage of Inuktitut at the work force and all of GN offers Inuit language training, upgrading, and assessments. As we heard from the members, some of them can learn Inuktitut and be given the opportunity to learn Inuktitut within the government.

Increase that training to the other entities outside of the government... or what we are saying here is that we would like to recommend that this bill be applied to the private sector and also other businesses outside of the government.

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Page 4, *Inuit Uqausinginnik Taiguusiliuqtiit* is established through Bill

7. We look forward to this entity and NTI supports the establishment of this entity and that it would be a stand-alone organization and be independent. *Taiguusiliuqtiit* may be able to hire its own employees after three years, subject to a review by the Legislative Assembly.

Currently, this legislation does not make *Taiguusiliuqtiit* independent.

Page 4 – Role of the Languages Commissioner – the intent of Bill 6 seems to be to curtail the Languages Commissioner's role, and specifically, to relinquish to the minister the role of monitoring and promoting language rights in the interest of Nunavummiut. NTI believes that the Languages Commissioner's roles should not be cut back but instead be enhanced.

While it is the role of the Languages
Commissioner to oversee all of the official
languages of Nunavut, it is important that
the need to protect and advance the
Inuktitut language is given a priority. In
addition to preparing an annual report, the
Languages Commissioner should be
charged with overseeing periodic
independent reviews of the effectiveness of
the Act and Inuit language revitalization
efforts, and neither the Inuktitut Language
Authority nor the Languages
Commissioner is currently charged
specifically with these important armslength functions.

In addition, the commissioner's annual reports should contain recommendations of how to improve the language legislation based on the commissioner's work. This information should be used in the legislative reviews of the Acts.

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Bottom of page 4 – Implementation of Inuit Language Rights – for duties of the government, private sector, municipalities, and the Nunavut Court of Justice to provide identified Inuit language services – no dates set yet; NTI believes that this should be set for one year.

For municipalities to provide signs, notices, and social welfare services in the Inuktitut language and various, four years; NTI believes this should be set at one year or before one year.

For the Department of Education to provide the identified Inuit language instruction for kindergarten to grade three, July 2009; to grades four to 12, July 2019; NTI believes this should be set much sooner, or as soon as possible before that actual year 2019, or to actually start in 2009.

Bill 6, the Official Languages Act, page 5, middle paragraph – the Inuit language needs to be equal to English and French. Bill 6 states that the Acts of the Legislative Assembly and instruments required to be published in Nunavut shall be published in English and French, and be equally authoritative in those languages. However, an order in counsel has required an Inuit language version to be published or be authoritative.

In conclusion, I would like to thank the *Ajauqtiit* Standing Committee and we know that these are very important bills. Our submission from NTI; we've been working on this for a long time and we would like to see an Act that's best and could be used most effectively, and we

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don't want to see any delays. If there are any problems, then we recommend that they be corrected.

The board wanted you to know that our recommendations that we made have been dealt with by our executive committee. If they're not set properly, we will be concerned and we will monitor, and will use our lawyers and deputy ministers if our recommendations are not implemented. I have been mandated by the NTI board to support these bills to make sure that these recommendations are included or implemented.

These are my opening comments, Mr. Chairman, and we wish to see the *Inuit Language Protection Act* go through and be used properly in the future, and be prioritized by our government. We expect to see the government setting up a proper system. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. For members will be asking questions and making their comments, if you would like to respond to some of the questions, you may respond, or if you want your officials to respond to the questions, please let us know. You still have an hour and 24 minutes. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. I would like to welcome and thank the President of NTI and his officials to this meeting. When we originally invited you to submit your views on the Bills 6 and 7, the *Ajauqtiit* Committee asked if you would be responding on behalf of all three regional Inuit associations.

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As you may know, we have received a separate submission from the Qikiqtani Inuit Association. Do you have any concerns that you are presenting, especially as the President of NTI, on behalf of the Kivalliq or Kitikmeot Inuit Associations? Thank you, Mr. Chairman.

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

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Barnabas. We asked the regional Inuit associations, Qikiqtani, Kivalliq, or Kitikmeot Inuit Associations, to make their own submissions and we encourage them to make separate submissions. However, they're allowed to work within the mandate and also outside of the mandate, especially when it comes to dealing with language issues.

Their roles and their views vary sometimes from NTI's entity and sometimes the regional Inuit associations' concerns vary from region to region. Although they may be similar to each other, sometimes they vary from region to region. So that's why it's that way.

Every time the Board Members of NTI meet, we talk about the regional differences, but I want the *Ajauqtiit* Committee to know that all three regional Inuit associations have been given a task to give their submissions. But we do meet together when we have to. Thank you.

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

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. We would like to thank you for starting the terminology workshops. I also attended the Inuktitut terminology

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workshops, and I know and it's evident that they will make it easier to make translations in Inuktitut, but I do want to ask you a question.

One of the first recommendations in your submission on Bill 6 is that the Inuktitut term "Inuit Uqausingit" be used in the legislation to refer to "the Inuit Language." Can you clarify how you feel this would improve the legislation? If the English language version of this legislation uses Inuktitut terminology, especially in reference to such a key concept, is there a risk of misunderstanding or misinterpretation? That's my question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Barnabas. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman, and also Mr. Barnabas. While we're conversing with each other, there's an Inuktitut terminology workshop happening as we speak, and Mr. Barnabas, they are working on Inuktitut terminology.

We have different dialects. When we first started the meetings someone said that we have different dialects from Sanikiluaq to the Baffin to the Kitikmeot. So for that reason, NTI is holding an Inuktitut terminology workshop so that we can tell or define the differences so that there won't be any confusion occuring. Today is the last day of Inuktitut word terminology in our office, so we're doing exactly that.

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If I understood your question, this is going to have an impact on the Inuktitut terminology and Inuktitut meaning so that the public will have more knowledge about Inuktitut terms. We do not want to confuse our staff because, as a person coming from the Keewatin region, my dialect is different from Qikiqtaaluummiut and sometimes I don't understand the dialect of the Baffin region.

So like you, I am in a learning process right now, so therefore we have our elders and interpreters holding our Inuktitut word terminology workshop for all aspects so that they could be understood and so that we can standardize the terms. Although it may have different dialects, we use the most understood word, or the word that is used most. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. I agree with you on this issue. For example, Mr. Kattuk has the Northern Quebec dialect and if he says "happy," the definition in the Baffin region would mean "scary," or if I went to Arviat and I apologize in my dialect, they would understand it exactly the opposite in the Arviat dialect.

Again, in your submission on Bill 6, you recommend that the bill be amended to contain a provision establishing a standard of proficiency and quality for official languages' communications.

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However, as you note in your submission on Bill 7, the *Inuit Uqausinginnik Taiguusiliuqtiit*, the Inuit Language Authority, has the responsibility of developing the relevant standards and tests. As NTI, how do you see the two bills working together in this area? Will NTI use these proficiency tests in its own work place? Those are the two questions. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Barnabas. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Barnabas. We know that we're going to have to do a lot of work and I think that this is one of the heavier subjects that we'll have to deal with.

Even though that is the case, we know that there is a slight difference between the dialects between the Baffin, Keewatin, and the Kitikmeot, but that is not going to be a deterrent. The most important is the protection of the Inuit languages, and without the *Taiguusiliuqtiit* becoming a deterrent.

There are the elders that we can utilize that know the Inuit language very well; we can work with them. But what is most important to us is the use of the Inuktitut language within the government and the different entities in Nunavut, and we look forward to seeing Inuktitut at the work place.

We know that Inuktitut is not utilized a lot

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outside of Nunavut but I think that it's very important to have the non-Inuktitut speakers learn the language. We urge that this goes ahead. We would like to make sure that the rules are relevant and to make sure that the non-Inuktitut speaking employees be given every opportunity to learn the language within the government or through other avenues within Nunavut.

For example, if you are a new hire going up to Nunavut that you would be told in advance that Inuktitut is the language in the workplace and that it would be a priority for you to learn Inuktitut. I will leave it at that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. This will be my last question for now so that I can give the other members an opportunity. I will ask my question in English.

(interpretation ends) Subsection 9(2) of the proposed *Official Languages Act* states that a final decision, order or judgment issued by a judicial or quasi-judicial body shall be provided with a translation in other official languages if:

- a. it determines a question of law of general public interest or importance;
- b. affects the official languages group

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c. if interpretation was already provided during the proceedings.

You recommended that such decisions, orders or judgments shall also be issued in the Inuit language at the request of any person. It appears that this would apply, for example, even in the case of a private dispute such as divorce proceedings where any member of the public could ask for an Inuit language translation of the judgment. If your recommendation is adopted, what mechanisms do you feel should be put in place to prevent costly and frivolous requests of this nature?

Would you also support the right for any person to request a decision, order or judgment to be translated into another official language, such as French? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Barnabas. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Barnabas. We have talked about the issue of utilizing interpreters. We want the interpreters to make sure that they're properly trained.

If this is adopted, we want to make sure there are proper interpreters and that the interpreters be fully-trained, or have a degree, or a legislative ability. If there's going to be an interpreter, we want to make sure that they're properly trained. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr.

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Δ৬/<>>(ጋጎ/አ•d<): የdአ•ፚ፫•, Γ′ር ሩਂፚ<′. Γ′ር የb_ንኦና•.

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Kaludjak. We have Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I would like to thank you, Paul. You talked about the money, but what I was trying to say is that we have very limited resources in Inuktitut in the schools.

Once this is implemented and once everything else rolls in, we would have to make sure that everything is translated into Inuktitut, whether they are going to be used or not. I don't think there's an Inuktitut word for statute requirements or other legal instruments. There are just a lot out there and we have all of that because we don't want to take away some of the resources that are being made available to our schools.

You talked about the Languages
Commissioner; the commissioner doesn't
have an Inuktitut word either. You talked
about the role of the Languages
Commissioner, for example, that the
Languages Commissioner had the same
power as a deputy minister and that NTI be
involved when the Languages
Commissioner is being appointed. NTI
believes that the Languages
Commissioner's roles should not be cut
back but instead be enhanced.

Where in the Nunavut Land Claims Agreement does the NTI get that power to appoint or to cut? Thank you.

Chairman (interpretation): Mr. Kaludjak.

ላናኆ፦ ጋ: የdታኈሷቮኑ, Δኑፖ《ኦርጐ, የdታኈሷቮኑ, ሩʹ·, ጋ°ጐሁረቦና. ላለጭረሲፈጐቦσጐσኄል ፈጐየትሃቴኦበቦ ጋጐሁ ርΔኈዉ ኦኄቴኦፖሊጐቴኦኦልና ቮዉኦታኦና Γቴኒውና. ΔLΔሮዉረጭቴኦሊጐ Δቴժላ ረጉ፫ና Δሮጐσላጭበነጐዮና Δውነበጋጭጋና ላፐሁጭጋኒኒሲፈጋታኒር ረሮ ርΔቴժላ.

4L. P56-C6DUCD56 P5666PFL86 Language Commissioner, からりとてんさ bΓ\α°υ, bΓΡγά, ⁽bΔΡΔ°Γ°α ΔΔ°Π)⁽ $C\Delta$ 5P9C2 1 1 1 2 $^$ $^{\circ}$ b $_{\circ}$ $^{\circ}$ Δ $_{\circ}$ $^{\circ}$ $^{\circ}$ APanca Lannérá aris ᢣᡥᢉ᠊ᢆᠯᠦᡃᡋ᠌ᢪᡆᠫᠣ ᠮᠦᡃᢗᢂ᠂᠘᠆᠘ PYD P'DC' DC' DC' DC' DC' Δ CP 4 CP Language Commissioner-Γ^c Γ ᢄ᠙᠙ᢅᢖᡱᡠ᠘ᢛ᠙ᡀᢆ ᠪᡏ᠋ᠲᡆᠵᠾᠲᡆᠯᡷᠳ᠘ᡩᡲᡶᢈᢗ. ᠵᢀ᠙ᡱᡩᡠ NTI-ďᡤᡑ ᠑᠘ᡶᢣᠣ᠐ᢗᠵ᠙ᢗᡳᠫᠾ᠙᠙᠘ᡩᠳ ᡠ᠋᠌ᢂ᠘᠙᠘ᡎᢗ᠘ᠳ᠘᠙᠘᠙᠘᠙ ᠳ᠘᠙ᠾᢛ᠘ᠳ᠘᠘ᠳ᠘ᠰ᠘ᡧ

Ċºdσ∿U ϤΛºdΠՐՎLϧϚ Þa, aÞºdʿ Land Claims ΔͻϤσ· ΠΠϚჼŀ/Lቲºdʻ C୯છ̞٠a ΛቲºaʿσʻbʔLԿL∿ÜC NTI-dʻ. ϽϞʔLቲ∿U, ʿdϧ°aİʻь.

Δ⁶/ペレርና⁶: 「db⁶a [r⁶, Γ⁶C ସናぐ⁶ے ⁶. Γ⁶C 「b」 ⁷/₂ ⁷/₆.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Arvaluk. I would like to thank you for that clarification. We wanted to make sure that these bills would be owned by Nunavummiut.

In regard to the role of the Languages Commissioner, we would like to be involved in providing support. We're not trying to take anything away from the committee but we want to be involved by way of support. We have also stated, and I don't know if you read it and understood it properly, but the Languages Commissioner, or Johnny Kusugak, has that role.

We want to have a review of the Inuit language at times and we want the Languages Commissioner to be able to make a recommendation to the House. That would be part of the role of the Languages Commissioner.

We would also want him to be the protector of the Inuktitut language, to be given that authority or role from the government, and if he needs to do any enforcement, or to lobby, that he is given that role also.

That's what we are asking for, but as NTI, we have been with the working group and those are some of the issues that we've been lobbying for. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. If you want to be involved

'b」ሃናው</mark>: ና<mark>d</mark>ታ°</mark> ሲ广⁶. Δ⁶/ ペ▷ር는 ⁶ ላ^LL ጋ Γ¹C 545° DP2°N46° JP2°N 4PD° T°5. $CL^{\circ}a^{\varsigma}dc^{\circ}b^{\varsigma}dc^{\circ}b^{\circ}c^{\circ}c^{\circ}d^{\varsigma}$ $\nabla^{6}D^{4}$ 4ºL AŸFPÞÞÞ AYGCÞSYNJ. $^{b}\Delta$ CNCPa c c Do c DrLCPSGNJ CΔL CΔ6dQCD56 ρL7σD< Leiγσε Δυρσης Γρουρού Αργωρούς. 6 CQT6 Dipart John JCQ 5/2016 April 1945 $P \wedge \Delta C \wedge$ P6P67LUCCCD6 CQ6 CQLCDG6 $P^{5}bCL^{5}L^{5}L^{5}\Lambda$ $P^{5}AP^$ ^۲و ۱۵م کوی ۱۵م کوی خود $\Delta \Delta^{\circ}$ PLJ Δ Pb $\dot{\gamma}$ σ d $\dot{\gamma}$
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in that role, do we already know, or did you say that if you would like to take this role, what the commissioner should do? Are you trying to say that NTI will be providing some resources for the daily operation of the commissioner's office? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Arvaluk. Perhaps, to make a supplement to the first comment you made on why NTI would like to have a role, the Premier and NTI have signed an agreement to work together by using that agreement. We have the role through our agreement that was signed to help the government.

We can say that through that agreement we can make certain recommendations that are best to be implemented and would be for the best interest of Inuit that we represent. We represent the same people with the Members of the Legislature and NTI.

Mr. Arvaluk, as to your comments in regard to provide resources and funding, we have only provided that recommendation but we expect that this is the government's role of providing funding for this operation. So that's how we envision it, that this is the jurisdiction or the role of the government. We expect that the government be provided funding in Nunavut from the GN or by the federal government. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. On page 5 of your opening comments, it states when the

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Δ৬/ペレር%: ናժታ°ሲቮ⁶, ୮¹ር ⊲ናぐነጔ⁶. ୮¹ር ናbጔ⁵ታ⁶.

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CLʻrlʻb dÞʻcʻonboʻ. Calb ἀʻpþrltduʻ

Δċ Cþɔʻbʻdʻbolʻo. Ċʻbd UQLbʻdʻ

Λcndbʻodcnʻlj Ċʻa Þʻbþrcnoʻb

Lcunbʻb Ċʻa, Ċʻbd

Þaþ› ቴъ̀nnhþrabraboʻ onþʻojʻ

Calbabʻbʻ C°qo UQLrynbʻdʻoʻ, oa°ʻ

Δ৬/《ኦርጭ: ˤdታኄፚ广ኄ, Γኄር ኄኄʻചንታኈ. Γኄር ◁ኄঔኀኌኄ. implementation should be for the *Inuktitut Language Protection Act*, you make recommendations that this should be at an earlier stage.

For example, on Bill 7, section 8, the Department of Education should make it known from grade four to grade 12, for the Department of Education to provide the identified Inuit language instruction from grades Kindergarden to three - July 2009. To grades four to 12, I don't know if there's any school open in July and August 2009 for grade four and annually after that until it reaches grade 12.

Because we know and we're all aware that we have limited resources for the operation, the Education Department would have insufficient funds if we were to follow through with this. I would like to get clarification that what you would like to see is to find out new funding to be provided for this so that we can provide this in July 2009. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Arvaluk. Yes, we would like to see the school calendar year start in July when the weather is warm. I'm just kidding. We would like to recommend that it would start this coming fall when the school season starts again that it would be implemented in July for the school year and that it would be implemented in the next school season.

In regard to your statement where we believe that this is too long for the implementation of the Inuktitut language and we feel that this is too slow. We are lagging behind as the days go by with the

ÞΥϽΛΓϽͿ, Bill 7, section 8,
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ϷʹϧϷϟʹϭ· ΔϹʹϭϤʹϭʹΓʹͼ. ͼʹ϶Ͻ grade 4 to
grade 12 ϷʹϧϲϽΛʹϧ ϞϲΔ 1, 2019-Γϳʹͼ.
ϞϲΔΓʹϧΔ 1-Γ ΔϹʹϭϤʹ϶ϽʹϧʹϧʹϧʹϲʹͰͼ. Δʹϐʹ϶Ͻ
ϷʹϧϲϽΛͼ ͼʹͼʹϤʹϒ 2009-Γ, grade 4-Ϳʹ ϤʹͰ
ϤʹϚʹͿϹϹ grade-Γ ΔϹʹϧϧϭʹʹϧʹʹϧʹϧʹϧʹ

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4)C"CPσ~U U&L"d° Δ_34σ ~"bΔP7%°.

Inuktitut language because if you envision it, Iqaluit, Rankin Inlet, and Cambridge Bay, the three headquarters, if you listen to the children talking or speaking amongst themselves that they speak English a majority of the time and they speak less Inuktitut. The majority of the smaller communities speak Inuktitut but I can say that we are getting behind daily.

So therefore, we are urging you to start this as soon as possible and we are very pleased to see this started off. We were very pleased to see that. We are willing to help to set proper settings to make sure that it is in the best interest of the people, and also to make sure that our recommendations be taken seriously by the committee.

I have told Minister Tapardjuk to deal with this very carefully and that the working group takes our recommendations seriously and not to just put our recommendations and suggestions on the backburner. We would like to see this bill acted upon as soon as possible, or be implemented as soon as possible. If we're going to implement it way too far from now – we're already way behind in our language today.

So that's our reasoning of stating that it's too slow and that we're lagging behind with the Inuktitut language. If possible, we will provide our support, using the knowledge that we have.

In regard to funding and resources of teaching the Inuktitut language, we have told them that it should be recognized by the federal government because the people in the Nunavut settlement area speak the Inuktitut language and that they should be providing funding for the Inuktitut language.

We're making recommendations to the

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Chairman (interpretation): Thank you, Mr. Kaludjak. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I don't think we're arguing about this issue. But the federal government only has a \$15 billion surplus. I don't know what they're going to use it for, perhaps for the GST or the Income Tax.

Mr. Chairman, what he is stating is true; this is an urgent case. I'll use an example on what I have seen. I think Mr. Kaludjak found out this fall when we met with him in Repulse Bay, after I went for a dog team ride from Pond Inlet to Igloolik to Repulse Bay.

After the dog team trip, in the school curriculum it states that if we teach Inuktitut to our children, like if we take them out hunting, they're recognized as a full education system. They can dry their mittens and chew their mittens to make them soft, and also to prepare.

One of the kids said, "Aapaa, Aapaa," in your mittens you have to turn your thumbs inside out first before the other parts of the mitts are turned around. But they went to Repulse Bay and they were going to school there, they were at a grade 4 level. They had to repeat the grade 4 level because they did not speak English. One of the twins had an A+ in Pond Inlet. I understand that these have to be set properly and I know we're not arguing about that.

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ΔΔΦ. C°ΦΩ CΔLΔΠ°σΦΊΕ<S, Mr.
Chairman. ſd৮°Q Ö.

Δ৬/«ኦር%: ፕժታ°௳广, ୮ኄር ኄታንታ%. ୮ኄር ላናぐ~_».

ላናኞ' _^: የdታ°ሲ፫ቴ, Δቴፖペኦርቴ. ላ∆ペቴቫጐቦናጋሆ Γጎር የbጏናታናጏ ርቴፖՐቴሁ. ርቴdላ Federal Government-ժ^Ⴑቯቴ \$15 ለርላ°ጋ∆°ሲናσቴ ላΓላቴժፕቴኒር. የፖ⅃ናር የላቴ ላጋናσላቴርናጋላኄቦና. GST-⅃ቴቴ∆, ርቴፖንጋ-⅃ቴቴ∆.

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One thing that I would like to get clarification on is that Inuktitut language should be taught from kindergarten to grade 12, or are you trying to say that the students should be taught in Inuktitut, whether it is academic, mathematics, or other subjects? What are you trying to say, if you can clarify that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Arvaluk. When I went to Igloolik I learned new things like when we first got there, we spoke in Inuktitut only and we were very pleased to do that.

Although we spoke in the Inuktitut language, other people came to visit us who did not understand Inuktitut but they were very pleased at the same time. So it's evident that while looking at us or observing us speaking with each other, they learn new things. They learn of what we're doing, by being raised, or anything that we're doing, that they learn from observation. We would like to see that occur, that the Inuit language is protected by observation and by activities.

We have been advocating for education for many years, but as NTI, the Land Claims Agreement has to be taught as a subject in all the schools. Although this has been initiated, it has been initiated in small versions. The government has not set an education curriculum about the Nunavut Land Claims Agreement but we do try to have that talk in schools.

I want the members of the committee to know that we have stated that the Inuktitut language should be taught at different

Δ⁶/«ÞC⁶⁶: 'dታ⁶α Γ⁶, Γ⁶C ላ'«⁶). Γ⁶C 'b₂ 'b₅.

ϤͰ ΔϼϧϽΔͼͼϧ ϷϧϧϲͼϧͻϤϧͶ;ͻϹ ϤϞϥϽͼϲϷϧ ϷϧϧϧͼϲϷϧϲϲϷϧϽϥ; Δϼϧͻͼ ϽͰͿϤϧͼ;ϽͿϲ ;ϥϗϤͿͼϧϥͺͼ ͼ϶ͼϧͼͺͼϧϽͼϧ ϷϧϧͼͺͼϧϽͼϧ Ασιμές Καταίντης

grade levels and get more challenging as the grade levels go up. From grade five, six, seven, and eight in English, they have an English subject. Inuktitut should be taught like that as a subject and get more challenging as the grades go higher.

So that's what we have stated and that the Inuktitut language be taught in schools and it would get harder as the grade levels go higher, up to grade 12, and to use it as an English language but it would be in Inuktitut so that the children or students would know what they're supposed to know. As they get older or more mature they would be taught more mature issues. That's what we have made our recommendations on. Thank you.

Chairman (interpretation): Thank you, Mr. Kaludjak. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. To supplement it, do I understand... very briefly, it comes twofold and I think that we have to understand it clearly. What we would like from kindergarten to grade 12 is that we would like all subjects, even if they're doing geography or science, that everything be taught with Inuktitut as the language of instruction, or are you saying that there be Inuktitut classes in all grades; which one are you referring to? Thank you.

Chairman (interpretation): Thank you, Mr. Arvaluk. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Arvaluk. We're talking about both. We're talking about having the Inuktitut culture be taught in the schools and to make the subject harder and more comprehensive as you go.

We're also talking about the Inuktitut

PY40 60L2 40>L04%>C P664L4JC. Ċ°۵٬CΝ% ΔΔΔς ΝθΝΥ% ᡃᡆᢗᡳᠳ᠋ᡕ ᠮᢗᢛᢇᠵᡕᡄᡆᢇᠦ᠂ᡏᠰᢛᠦᢛᡪᢎᡕᡆᡓᢊ LCº_JJ. CALYA® LCº5'db9° Hb°_J JSA° 5, 6, 7, 8 CΔĹ Λ¹6¹L² 16¹ΔάΩΣ. Ċ²α·CΣ¹⁶ $\Delta \Delta^{\dagger} \Omega^{\dagger} \Delta^{\dagger} \Delta^$ 4 C27 4 PC17 4 PC17 4 PC27 4 PC2 4 PC Δ C° σ 4%CP&CC4'dCJCP%. LC6\'dCJ. ¿, CΔLΔCYLᢣJ¢ Λ٤ᠰ᠘ᡐᡥ᠋ᢐᢐᢆ Δ C° σ 4° Δ 4°D Δ 9° C Δ 4°U J9 Δ 9° 12-J9. $\Lambda ^{\circ} C^{\circ} C^{\circ} \Delta C^{\circ} C$ ᠑᠘ᢗ᠙᠘ᢞᡳ᠘ᡩ᠙᠘ᢢ᠙᠙ᢗᡑ᠘ᢣ᠘ᡧᢗ ΔιΓ ΦθΑιθΗσίος CΓρΦονρ ΔιΓ ΦθΑιθΗσίος Lbd \mathcal{O} ታ CLbd \mathcal{O} ታ \mathcal{O} ና Cdc \mathcal{O} ታ Ld \mathcal{O} ۵۲°۵°۵ LC°۵J. CΔŰ Δ°6°7L7J° ĊºZJ%U, Gd>°QĊb.

Δ⁶/«ኦር%: የ<mark>d</mark>ታ°ዺ፫፞⁶, Γʹር የ<mark>b</mark>ጋ⁵ታ%. Γʹር ፈናぐ²ጋ⁶.

4¹ペ・」⁶: ¹6¹
language; as I stated earlier, we are having a terminology workshop in our office. And as you stated earlier on, you asked me whether we want everything taught in Inuktitut, whether it's science, or geography, or any other subject, we do want to have both of those implemented gradually as we go along. Thank you.

Chairman (interpretation): Thank you, Mr. Kaludjak. I would like to ask the members if they have any questions. Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Chairman. When Mr. Kaludjak was making his opening comments, he stated that the Nunavut Government has to find financial resources to be used for education or training.

When Nunavut was created, there is the Nunavut Government. If we're going to create a Nunavut Government, then what is Nunavut Tunngavik going to do? I was told that NTI would have the responsibility of making sure that the Nunavut Land Claims Agreement is implemented and enforced, and adhered to by the federal government.

That was the understanding I got when the Nunavut Government was implemented and when we were dealing with the Nunavut Land Claims Agreement and when we signed it in 1993.

Nunavut Tunngavik is responsible to make sure that the Nunavut Land Claims
Agreement is adhered to by the federal government. I think it's up to you to get the financial resources so that the Inuktitut language can be taught. I would assume that that would be the right way to go. The Inuktitut language will have to be protected and from what I could understand way back, I think that would be the role of Nunavut Tunngavik.

CLA°A° Þ'bÞi°A° c' i'3 Þ'bʻbÞLL3° Þ'3Γ
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bNLN°NÞU° CAÞO NNS'ÐAN°O.
a3aAʻB' «CO'G' G'AC'AC' ÞÍBÞLA°
CʻBPC d'BÔ' FBIAA°. CLB CDII/ŚB°LLC
AC°PC. ŚBZ JAĊ BCPC, ŚBZ ŚB ŚB ŚBZ ŚB CPC Ldd
rockets, CLB dduca° ÞŚBÞZ Rª B'ZÓ' ADDC
ACDO'C. CLTB CAÚZ ŚB ADO'C
ADDO'C. CLTB CAÚZ ŚB ADO'C
CLA°A°. JŚĠ ANO B'ZÓ' AO'C. ŚĠĠ' ANO B'ZÓ' AO'C. JŚĠĠ' ANO B'SBBZ LGU, ŚĠĞ' AC'B.

Δ⁶/«ኦር⁶: ¹dታ⁶۵ ፫⁶, Γ¹C ¹bച⁵ታ⁶. Ć⁶dd ላለሴ⁶ታንደ«⁶b Lলሁলኦ⁶6በኦ¹6በ⁶b ላለ⁶dበ¹1, ⁶C¹6¹L⁶Ū¹6. Γ¹C 6¹6.

Ca DP/NCDJNPCD%/LUbd CΔ\/Lσ Land Claims Implementation-96%/C ΔLS 1993.

Ργάσ ρα, 'bɔ'৮% ρ'b'% βριίς ααθυίς Ραργτς 'ρσαα' βίες ρας Δγερυθα ό ἀα ααθς υζευθα ρασι υζερού βυσος Λογά (καρος ααροαλό ααθος αλος υζευ Ραργτς Λης βίγρο ρα Δαβος υζευ Ραργτς Απορώ γρο ααρος υζευ Ραργτς Απορώ γρο ααρος Αγρώ ηρυγ υζερού βυσος υζερού βυσος ό αρο βίρργαρα α βίρος αρος Συργς βαρος α βίρος Αγρώ γρος Αρος α βίρος Είτος Α΄ Δος βίρος Αγρος βίρος Αγρος βίρος Αγρος δίρος Αγρος δίρος Αγρος δίρος Αγρος βίρος Αγρος δίρος Αγρος Αγρος δίρος Αγρος My question will be in English, (interpretation ends) your submission offers a very comprehensive discussion on issues relating to Inuit language education. Can you describe your view of what an "education program" in the Inuit language should include and do you support the view that Inuit language instruction means that all subjects in the K to 12 curriculum should be taught in the Inuit language, or do you feel that Inuit language instruction means that the teaching of Inuit language should be included at all levels of the K to 12 curriculum? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Kattuk. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman, and also Mr. Kattuk. I am not here to talk about the Nunavut Land Claims Agreement, or what kind of role Nunavut Tunngavik had, but for your information, during the negotiations, they stated that education and housing should be included in the agreement.

The negotiators for the federal government and the Tunngavik didn't want those two to be included in the Nunavut Land Claims Agreement. Because of that, it is the responsibility of the federal government and the Nunavut Government.

Because you did not want us to take those two, it is your responsibility to make sure that you finance the educational fields. The government wanted to keep those two, so it's up to them to finance it. $^{\prime}$ ᠸ°ᠳᡏ᠋ᡃᢐᠸ᠋ᠾᠳᡈ ᢗ᠘°᠘ Δ° $\Delta C^{\circ} \sigma d r \dot{\rho} $\Delta \subset C^{\flat}$ Δρζιρλη Διρλιριού ΔυΔι Ριρρλιρισι **4Ͻʹ·Ͻϭ ΔϹʹ·ϭϤʹͽ**ͶʹͶϭʹͽ ΛΓϤϲʹͺʹͽϽϭ· ᡃᢨ᠙ᢞᢐᡄ᠍᠈᠒᠆᠘ᠺ᠘ᠸᡥᠳᡏ᠌ᢓᡤ᠙᠘᠘᠘ᠺ P.P.L. 4D.¬Up ᠘ᠸ°᠘ᠸ°ᠣᡏᢃ᠘᠘᠙᠙ᠫᢛᢗ᠘᠘᠙᠙ᠫ᠙᠙᠘᠙ Δ ሮ σ ላ% Γ ባር Γ ባር Γ ላ Γ ባር Γ ላ Γ ባር Γ J' Λρ'_J? 'dታ°ΦӶ', Δ'ሃ<β\C'\.

Δ৬/ペレር%: 'dታ° <u>a</u> Γ', Γ'C b^CD. Γ'C 'b_)'ታ%.

Going back to the question that you brought up earlier, from kindergarten to grade 12, we want to make sure that the Inuktitut language is taught, and that the Inuit language is used as the language of instruction. We would like Inuktitut language teachers to teach Inuktitut from kindergarten to grade 12.

I can agree to that, if I understood your question, Mr. Kattuk. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. Anything else, Mr. Kattuk?

Mr. Kattuk (interpretation): Thank you, Mr. Chairman. Thank you very much for your response.

(interpretation ends) Your submission proposes a number of recommendations relating to language use within the territorial public service. In addition to recommending that the Inuit language be specified as "the" working language of government instead of "a" working language of government, you also recommend that, except for certain administrative and managerial positions, knowledge of an official language other than an Inuit language should not be a required in any job description.

In addition, the recommendation that the Inuit language be specified as "the" working language of government instead of "a" working language of government, you also recommend that, except for certain administrative and managerial positions, knowledge of an official language other than an Inuit Language should not be required in any job description.

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b<ጋ⁶: Δ΄, PD</d>6>) Γ\C 66, Δ', PD</d>6>) Δ'δ'6.

Given that a significant amount of work within Nunavut's public service will still rely on technical documentation and information that is not in an Inuit language, what measures do you feel should be put in place to ensure that public service workers who do not speak any language other than an Inuit language will be able to do their job effectively? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Kattuk. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Kattuk. When a job opens and we are trying to make sure that the ad is put out in both languages, but I think that we have to do more to make sure that the people who are applying for those positions are aware that Inuktitut is the language used in the work force.

We have also asked for training dollars so that we can teach Inuktitut to the people who require it, or that there are monies available that can be accessed by the private sector so that they can teach their employees the Inuktitut language or if someone is appointed to a board where they don't speak Inuktitut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. Any other questions, Mr. Kattuk? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I welcome Mr. Kaludjak and his officials. Just a couple of things I just want to follow

Δº/ペレር%: 'dታ°ዺ፫፞⁰, Γ\C b^cጋ⁰. Γ\C ነb_ን'ታ^ና⁰.

'b」''›››: 'd›ት α Γ˙, Δͱ/ «ΡΟ C τ ላ L Γ˙ C 6°), 'd›ት α Γ΄ Π σ ι . Ρ σ ι / Α ρ ι / Α ι ν ι ο

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Δ⁶/<6> 'db⁶a f⁶, Γ'C 'b ב⁶/5⁶. ላ/⁶ቦ⁶σ⁶ 4/6⁶d/\'\'6⁶bbσ⁶/6 Γ'C b'2? Γ'C 22.

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(ጋጎ/አካሪና): የdታ°ሲ广^ቴ, Δካፖ

up on questions that were asked earlier. I'm not sure if I missed the answers. One of my colleagues asked earlier about the provisions to establish a standard of proficiency and quality for official languages communication, and that would be done by the Inuit Language Authority to develop that - the relevant tests and standards that were there.

I'm just wondering and I would assume that maybe this is an opportunity where we can learn from each other. Why would we have to reinvent the wheel if it's been done? Maybe that's something that you guys at NTI do, or do you have something in place like that there already where you would look at that? If not, if they did develop something like that, is that something that your organization would also use it its work place? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman. We will have to make sure that the microphone is on before I go, and thank you, Mr. Tootoo. If I understood your question correctly, we have stated that the commissioner be given the authority to monitor and to protect the Inuktitut languages.

If I understood your question correctly, that's where NTI stands and that the commissioner is given the additional responsibilities of reviewing and to make changes for what is required, and also to be able to make recommendations in order to improve the system and to enforce this Act.

We don't have anything specific, but this individual who is sitting beside me takes Inuktitut classes, and if anybody needs to

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Δ⁶/<bc' (ጋጎ/²⁶d^c): 'dታ⁶α Γ⁶, Γ'C ጋጋ. Γ'C 'b₂'ታ'⁶.

'b」''ኑ'': 'd৮'αΓ', Δ¹/4°▷C'는. Δ¹/4°□Δ' Δ/LC▷¹L^c ▷α. 'd৮'αΓ', Γ'C H¹C. CΔ¹α ▷'b▷/1√5Δ^c ⊃P/^cበ⊲'σ구'¹d ▷'b'¹/LU^cC Č¹α bΓ/α▷¹/4° Λ_CΩ¹/4° Δ¹/4° Δ¹/

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CALACYLYU, NYOĆC. CAYA LCUSĊCPYCLYYL°YPCSY PRUS D°YUAYA° ĊVdAJ°ĠG ACYG YVRYY ADDY be taught in Inuktitut, we give them the opportunity. So Mr. Tootoo, if you want to go to those Inuktitut classes, you are more than welcome to participate.

Chairman (interpretation): Thank you, Mr. Kaludjak. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Does that mean that I could get on their table somehow to be able to go and take...

>>Laughter

The other one I just wanted to follow up on and I think it was, I'm not sure if it was Levi that asked that it is just here, it talked about your recommendation that decisions from the courts, the judicial or quasijudicial bodies shall be provided in the official languages, and it said that any person would be able to or should be able to apply for it in any language, or in Inuktitut.

And, just to get it on the record, if it's an area you feel that's there for anyone; anyone could also ask for it to be in French, or I would assume it would be done in English automatically, but in the ones that are not normally done in are Inuktitut and French.

So by your submission, it's clear that you feel that it's important then if someone had the right to ask for it in Inuktitut, but would you also support someone who asks for an order or judgment to be translated into French as well? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Tootoo. As I had stated earlier, the interpreters would have

Δሮቴσላቴናርኒና ላናሰቦነሪና ኦናbኦበJLአጵና ርቴላላ Δሮቴσላሲላቴቴናር ኦዴታና ለተሲልናር Δጋላσ, ለተጋ ጋቴቴሪልቴና Δጋላσ, ለተሲቴበርጵና ΔሮቴσላፕሪታጋበJ. Γነር ዘላቴር ጋቴቴሪታናበርጵና Δሮቴσላንደቴσቴቴና ኦዴናበቴσ ላናርልናበቴσ Δሮቴσላቴርኦ/ቴሬቴቴርቴንቴ ለተደቴሞናና, የፊታሴር ነቃና

Δν/ペレር%: 'dታ°αΓ', Γ'C 'b_'ታ'. Γ'C ጋጋ.

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to be properly trained and certified, or recognized by the government or by an entity. For example, if there's a specialized translation required, then we will have to make sure that the translator be properly trained.

The Inuktitut would be the default language but if anybody asks to have the decision translated to Inuktitut, and we have also stated that English and Inuktitut would be second; we're just saying that they would be secondary languages.

I hope I responded to your question. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. I guess that's a yes.

The other thing he mentioned and you mention it again here, and you mentioned it earlier, I think it's something that's very true. We need to look at developing or building on the program that's offered at the college right now for interpreters.

I think that over in the east here, there seems to be a lot of people doing interpretation. When you go over to the west, however, in the Kitikmeot, sometimes it's impossible to get anything done or translated into Inuinnaqtun. They just don't have the people there trained to be able to do it. If they look at a bill or anything to get translated, it would take months and months to get it done. Even when you look at some of the stuff our standing committees look at, the public accounts are a good example.

The government says that they are always breaking the law and doing it late because

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it takes forever to get it translated. They translate it and then the Auditor General's got to look at it and they get it translated. In fact, my colleauge whose chair I'm sitting in here from Rankin Inlet South, I'm saying, you know, 'Why do you even have to do these reports in Inuktitut, nobody reads them.' Is there a way to figure out, like some documents or the things that should be there? I think we have one Inuk accountant.

In reports like that, would it be your view, I guess, that they all have to get done, even though they've got just numbers and things like that? I would just like to maybe get your view on that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman, and also Mr. Tootoo. The issue that you state, I believe that should be legislated and that's why we have to wait the month and deal with that.

Yes, we have to wait a long time for Inuinnaqtun translators. We cannot say that it will not be read because we don't know whether they will be read or not. I don't think that's a good example, but we have said it should be made available. An Inuk should have the right to be able to read these documents.

If this bill goes ahead and is implemented, the issues you stated should be dealt with properly, whether it would be the federal government or the other entities that we dealt with.

If they land in Nunavut, then they should understand the official language of Nunavut, which is Inuktitut, and start from

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there, and use the Nunavut Land Claims Agreement to support the vision that if you land in Nunavut that you have to understand the fact that Inuktitut is the official language. So therefore, I will have to hire an interpreter/translator when I go to Nunavut. I need a qualified interpreter/translator so that he/she will have the concept understood by different languages, whether it would be in one of the three regions.

Once this bill has been implemented, I know that things will fall into place or things will be set up as we go along. That's why things are the way they are because they are not legislated, because the governments or entities that are outside of Nunavut don't recognize Inuktitut in Nunavut as an official language.

It's not protected properly. So once the public understands that this is the law of the land, then there will be a better understanding at that time. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I couldn't agree with Mr. Kaludjak more and that's what I said. If you look at those reports being produced in Inuktitut in this Assembly, the Second Assembly, all the Members of this Assembly are either unilingual in English, or bilingual in English/Inuktitut.

However, in the First Assembly, we had some members that were unilingual Inuktitut speaking members. Who's to say that that won't happen down the road, and if there's no documentation or information there in Inuktitut, then there is a blank spot that if they wanted to look at something,

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then they would be missing it. So I couldn't agree with you more on that.

One of the things that you mentioned is dealing with, and I believe, that you're saying that you want to have Inuktitut taught from K to12, and then you indicated that you wanted it at a graduated type of curriculum or program where you start off with just easier stuff, and when you move up in the grades, it gets more difficult.

If you look at the population here, and through most of the decentralized communities, it's a very transient population, where you have a lot of people coming up here from the south, who may have kids that may be in grade 10, 11, or 12 or eight.

I guess I'm just wondering if there could be a problem there; if all of sudden, they're in a different jurisdiction, then they could either be English only, or English/French, or whatever, then all of a sudden they come here in their last two or three years and they're going to be here for that long, and you have to learn all of that Inuktitut in that much time, otherwise, it would prevent them from graduating. I'm just wondering if that's something that you've given any thought to, or a way to try and address that concern. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman, and also Mr. Tootoo. Yes, we understand the fact that we want Inuktitut teaching available in the school. In regard to your question, I'm not going to go into grade 10 right away; I have to start from kindergarten to grade two, and so on.

Likewise, Inuktitut is going to be taught

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from the beginning level of education to higher education. This would not prevent the students from learning or being taught a difficult language.

They're not going to be taught or immersed in a new situation. So they're going to be taught from grade one and on. Once this is set properly inside the schools, for example, the French language can be learned by any individuals. Likewise, the Inuktitut language should be at the same level as French classes; there will be Inuktitut classes at the same level as French.

But regard to your question, I don't believe the school could immerse a student in a difficult subject in such that they would have an appropriate system for new students coming in to Nunavut. Thank you.

Chairman (interpretation): Thank you, Mr. Kaludjak. Any further questions? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I would like to thank Mr. Kaludjak for that response. The other thing in your submission, you talked about recommending that the GN be required to deliver Inuit language programs with qualified instructors to early childhood programs including daycares, and I say they're having a hard time even finding qualified early childhood care workers period, never mind just going around to teach Inuktitut in there.

So I guess what you're saying is that you are recommending that the Government of Nunavut establish a group of instructors who would be specifically trained to go into these daycares and other organizations that offer early childhood programs in order to provide instruction in the Inuit

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language? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman, and also Mr. Tootoo. Yes, we have stated that the Inuktitut instructors should be qualified and if they need to get training...

If they're going to be teaching as Inuktitut instructors, they should get their training through Arctic College and that our government would set up or establish a program for Inuktitut instructors in early childhood programs. For example, there's a teacher training program or a nursing training program. We would recommend that this would be done likewise, that these Inuktitut instructors at daycares should be taking their training at Arctic College. Thank you.

Chairman (interpretation): Thank you, Mr. Kaludjak. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. The next question I would like to ask Mr. Kaludjak on is, again, in his submission, he addressed the requirement for the monitoring, auditing, implementation, and effectiveness of the language legislation, as well as other review-type duties, that recommended that role should be clearly assigned to the Languages Commissioner rather than the Inuit Language Authority.

I guess having looked at it, it seems like a lot of the roles and responsibilities outlined in this draft legislation, I say draft legislation, pretty much take a lot of the current roles and responsibilities away from the Languages Commissioner and basically just leaving him there as like the language police officer to go around and

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that's pretty much it.

I'm just wondering if I could get your thoughts on that and also why you think that the Languages Commissioner is the best choice of person in that position to do and fulfill that role. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Tootoo. The reason why we included that in our submission is because it's in there already. We made a recommendation and we're not trying to take any responsibilities out, we're making an addition to the roles and responsibilities of the Languages Commissioner.

As was stated earlier, there's going to be an entity called the 'Inuit Uqausinginniq Taiguusiliuqtiit,' the Inuit Language Authority, and we're recommending that this authority also be under the Languages Commissioner's role. We would like them to be given the authority. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. Anything else, Mr. Tootoo?

Mr. Tootoo: Thank you, Mr. Chairman and Mr. Kaludjak. I just want to go back and touch a little bit on what you mentioned earlier about the public service out there that would be specified as "the" working language of the government instead of "a" working language.

You go on to recommend that, "... except for certain administrative and managerial positions, knowledge of an official language other than the Inuit language not be required in any job description." That's

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something that we've batted around in here for the last seven years, too, is what types of jobs in the territorial government, from your point of view, from NTI's view, could be effectively performed by an unilingual Inuktitut speaking person and what types of jobs you feel would require knowledge from a non-Inuit language. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Tootoo. Probably, the jobs that are more directed for Inuit because, of course, you would have to have qualifications and different classifications, for example, a health profession or an engineer position, or heavy equipment mechanics.

We know that we're not going to be taking those right away but we know that we have to have at least a few years in order to implement the usage of the Inuktitut language in the work force, but we have to begin somewhere. We're already late today because it has taken us too long to implement the usage of the Inuktitut language in the workforce.

For your information, we have to work on this issue but we want to make sure that we start teaching Inuktitut within a workforce. That would be the beginning, but we also understand that not all professions can be performed by unilingual Inuktitut speakers.

If this Act is implemented, we have to

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There are a lot of people say that they don't want to apply for a job because they can't speak English. We want to get rid of that. We want to be proud of the fact that we speak Inuktitut and we want the people to say instead, "I can speak Inuktitut. I can apply for that job."

So these are the recommendations that we are making to you for your consideration and if it is going to be reviewed by the committee, these are the issues that are important and we would like them to be included in the bill. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank Mr. Kaludjak for that response. I want to thank the organization for taking the time to put in a pretty substantive submission; it's pretty technical, along with amendments. I just note that in your cover letter, in your submission, you say that existing drafts are not strong enough to achieve our common vision of a healthy, sustainable Inuit language.

I don't know if you could answer me or not, but if it goes through in the present form without the amendments in there,

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Chairman (interpretation): Thank you, Mr. Tootoo. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Tootoo. We made a presentation because there have to be some changes made to this proposed bill.

If there were no changes to be made, we wouldn't be in front of you. We wanted to give a hand to the government while this is being implemented. It is a very important bill and we want to make sure that it's a good bill.

I even asked my staff, for example, our lawyers; sometimes I get mad when they get too technical or their wordings are too technical, and we would like to have them speak in something that we can understand.

I want this bill to be fully understood by the people out there, and as I stated earlier, if our recommendations don't get implemented, we have Thomasie over there to... if our proposed changes aren't implemented, then it would be quite hard to give support to these bills.

We would like to see them implemented and if our changes are not proposed, or implemented, or if they're watered down, then it's going to be useless to have this bill. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Chairman. Thank you, Mr. Kaludjak. I just have one last question or comment.

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Right at the very beginning of your presentation, you said, "Don't worry about the money." I didn't want to get into any financial impact of this legislation. I wouldn't even begin to guess what they were and would bet half of that amount... the government has not got a clue yet either of what those impacts are going to be.

I guess, from your comment, you are saying that regardless of what the costs are, even though we don't know the cost implications or anything yet, when you say regardless of what they are, it does not matter what they are, that that's going to be a priority, or should there be a point at which you think that there needs to be a balance with what can be implemented with the resources that are available. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Tootoo. Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and Mr. Tootoo. Maybe I'm starting to talk like a politician; I'll have to keep repeating myself. But as I stated earlier, if we worry about the price tag, we'll never get things going.

For your information Mr. Tootoo, what we're trying to say is that we have to focus on the importance of the Inuktitut language instead of the implications. The federal government has a surplus of billions of dollars. As you understand there are English curriculums available everywhere, but we haven't even seen one dollar invested in the production of Inuktitut language curriculum. So this is where we are and this is what we're concerned about.

I know that once this is implemented, then you can talk about the dollars until you turn blue. But we will support you wherever we ΛΓϤϲʹϧʹΓΛϤʹͽϧϷϹʹʹϽϹͺͺͺͺͺͺͺͺͺͺ ΔϥʹϹ϶ϹͿϲͺϲͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺ ϤϲϽʹͽϹϷϭϷϧϽϪͼϲͺʹϧϧͰϹϲ ϧϷ϶ͰϲϧͺϹϽϹ϶ͼϲͺͺͺϧϷϪϲϧϯϼϥ;ͳϧϳͺϧ ϹϪͰϪϲϧϧϳϧͿϥϲϹ

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can or however we can because, of course, we occasionally have an opportunity to meet with the federal government. We can give you support in that way. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak. At this time I have no other names on my list. I would like to thank you very much for making your presentation and responding to the questions posed by the members.

At this time we'll take a brief break. Everyone is invited to the Natsiq Committee Room, and after our break, we will invite the Qikiqtani Inuit Association to make a submission.

We will take a 15-minute break. Do you have any closing comments? Mr. Kaludjak.

Mr. Kaludjak (interpretation): Thank you, Mr. Chairman and the *Ajauqtiit* Committee Members. We know that there are some committee members that weren't able to make it here because of the weather.

We look forward to working with your committee, and if there are going to be any changes, we would like to see the changes implemented into these drafts, and I'm sure it will be discussed by a lot of people. We do want to make sure that everything is implemented. The people are looking forward to seeing the changes and we are here representing the people.

Thank you very much for giving us an opportunity and I hope everything was clear. We know that we can work together to the end on this issue. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kaludjak and your staff. We will come

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back at 4:10 p.m.

>> Committee recessed at 15:54 and resumed at 16:14

Chairman (interpretation): Thank you for coming back. Let's resume the meeting. We have the Qikiqtani Inuit Association appearing before us. I would like to welcome them. You can do your opening comments, Mr. President.

Mr. Alikatuktuk (interpretation): Thank you. First of all, I would like to introduce my two officials to my right and one to my left. This individual came to appear before our board meeting, Salamonie Brian. When he started talking to us about the Inuktitut language, he had a great impact on it. So I will have him make a presentation after my presentation.

Thank you, Mr. Chairman. My name is Thomasie Alikatuktuk and I'm the President of Qikiqtani Inuit Association. I would like to thank you very much for inviting Qikiqtani Inuit Association to your meeting.

Qikiqtani Inuit Association represents the 14,000 Inuit who live in the Baffin region. Our mission statement is, "Protecting and Promoting Inuit Rights and Values." That is our mission statement at QIA.

One of the most important rights Inuit have is the right to freely express ourselves in our own language. Inuktitut is the backbone of Inuit culture and identity. It allows the precise and natural expression of all ideas essential to the Inuit culture and view of the world.

Qikiqtani Inuit Association's position is that Inuit language rights are constitutionally guaranteed by both section $b4^{\circ}\Gamma D\Gamma^{\circ}D U^{\circ}A^{\circ}C U^{\circ}D$

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President. ΔΛ Σ⁶ΒΡ⁶Δ⁶Α⁶ΥΛΩ⁶.

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Section 35 states that "the existing aboriginal and treaty rights of the aboriginal peoples of Canada are hereby recognize and affirmed," is a position that existing aboriginal rights include Inuit language rights.

Article 23, which guarantees Inuit participation in government employment in Nunavut to a representative level of 85 percent, has been interpreted by Judge Thomas Berger as implying that "there should be a program of bilingual education and that, in Nunavut, Inuktitut must be principle language of the work place and of the delivery of government services." I will say this in English for clarity.

(interpretation ends) QIA has reviewed Bill 6, the *Official Languages Act*, and Bill 7, the *Inuit Language Protection Act*. In our opinion, these bills do not adequately protect our Inuit language rights. One of the main problems is that the bill is located in the preamble forward of the bills are described as quasi-constitutional.

These words downgrade the constitutional status of Inuit language rights and undermine their equality with English and French. This description of the bills as quasi-constitutional is inconsistent with the Inuit language guarantees in chartered section 35 and *Article 23* of the Nunavut Land Claims Agreement, and opens up the bill to the possibility of constitutional challenge. Our strong recommendation is that this wording be changed to reflect the Inuit position that Inuit language rights enjoyed full-fledged and social protection.

One important aspect of Inuit language

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In QIA's view, this is a much leisure right than the one that Inuit have asserted and continue to assert to be our proper entitlement, and not only the right of every parent to have their entire education program – math, science, and geography – delivered to his or her child in the Inuktitut language.

Section 8 reduces the Inuit education right down to the bare minimum to their right to receive Inuktitut language instruction, and in so doing, clears the words for English and French to be a primary language of instruction in Nunavut schools, as there are now just as a result is unacceptable.

QIA strongly recommends that section 8 be changed so that it says, "Every parent whose child is enrolled in the education program in Nunavut, including a child for home and individual education plans have been proposed or implemented, has the right to have his or her child to be educated in the Inuktitut language."

And that the serious problem with Bill 7, the *Inuit Language Protection Act*, is

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section 49(4). This section says that section 8 comes to force:

- a. for kindergarten to grade three on July 1, 2009; and
- b. for other primary and secondary grades on July 1, 2019.

In other words, the Inuit right to be educated in their own language and guaranteed right under chartered section 35 and *Article 23* of the Nunavut Land Claims Agreement will not be implemented for another 12 years. QIA's position is that the 12-year delay to provide for section 49(4) is totally unreasonable. We strongly recommend that these sections be changed to require immediate implementation of the Inuit rights to be integrated in the Inuit language from kindergarten right through to grade 12.

The above are some of the QIA key recommendations to strengthen these two important bills. We have other recommendations as we have put in writing and which will be made available to you today.

In conclusion, Mr. Chairman, Inuit have the high hope that the *Official Languages Act* and the *Inuit Language Protection Act* will make the Inuit language an official language of Nunavut in the same way that Bill 101 in Quebec makes French an official language of the province.

In order to make this hope a reality, QIA requests that Bill 6 and Bill 7 not be passed into law until they have been redrafted and made stronger in accordance with the powerful language right Inuit have under chartered section 35 and in *Article 23* of the Nunavut Land Claims Agreement. (interpretation) Thank you, Mr. Chairman. I'm going to ask if you don't mind if he

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can speak.

Chairman (interpretation): Thank you, President Alikatuktuk. Yes, Mr. Salamonie Brian can make his presentation.

Mr. Brian: Thank you, Mr. Chairman. QIA has asked me come and talk for them as I talked to them in the meeting they had earlier on today. The problem with the Inuktitut language, I'm losing how to speak Inuktitut and I haven't spoken it since maybe grade four or five, and I value this language and I want to keep speaking and using this language.

It's hard to keep this language when you don't use it in high school or at home. We barely use this language. In the Inuktitut class in high school, what we do is use it as a class to catch up in homework for other classes. We don't speak or really do much in our class and something should be done about that. That's all I have to say. Thanks.

>>Applause

Chairman (interpretation): Thank you very much. The committee members will have questions. Yes, there'll be questions posted by the members of the committee. Mr. Alikatuktuk you can respond to the questions if you would like, and you can allow your officials to respond whether it is Terry or Jaypeetee Arnakkaq and identify to us as to who will be responding.

Are there questions from the members? Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I would also like to thank the Qikiqtani Inuit Association for making an appearance in front of the committee in regard to the two language bills, and I would like to thank the individual from the

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high school. It was a very brief presentation but he basically gave us the reasons why we need these two pieces of legislation and he used himself as an example.

I have a question for the QIA President. In your submission to the standing committee, you indicate that you feel that the tone of the preamble is "distant and condescending." That's what you wrote in your submission. Can you clarify which parts of the preamble you find are "distant and condescending," and how would you suggest it be improved? Could you identify which paragraph it is and what kind of changes that you would like to see so that it's friendlier? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): Thank you, for your excellent question. In my opening statement I identified it and we have also indicated what kind of changes we would like to see.

Education is very important and I would like to give Jaypeetee an opportunity to respond to your question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Alikatuktuk. Mr. Arnakkaq.

Mr. Arnakkaq (interpretation): Thank you, Mr. Chairman. In regard to James Arvaluk's question, it's in both bills. The preamble states 'the Inuit', it seems like they're pointing at the Inuit, us Inuit. We should be saying, "We, the Inuit," but you can tell that these bills were drafted by a *Qalunaaq* or English speakers because they're referring to the Inuit as "those people" instead of "We, the people."

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So we would like to see a change, it should state, "We, the Inuit." Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. We will make sure to note that. So if I'm pointing to myself, "they, the Inuit," so we'll keep an eye out for that. Thank you very much for your response, too.

And again, in your submission, you state that you would like to add in a paragraph that was in the earlier draft bill that the government circulated for consultation and that paragraph reads:

"Believing that the Inuit language shall receive national and constitutional recognition of its importance to Canada, and given the support required to [use] and transmit the Inuit language and the Inuit culture [in Nunavut, and that Nunavummiut regard the Inuit language as a shared heritage, responsibility and legacy of all Canadians]."

Can you please explain further why you feel it is important to add this back into Bill 6? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): Thank you, Mr. Arvaluk. Again, I will refer this question to Jaipitee. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Alikatuktuk. Mr. Arnakkaq.

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Mr. Arnakkaq (interpretation): Thank you, Mr. Chairman. We have seen the earlier drafts and this paragraph was included in an earlier draft bill. We liked it because it would receive national and constitutional recognition of its importance to Canada.

When this paragraph was taken out, it weakened the contents of the bills, and I think that putting it back would give it that additional strength. I think that it's very important to include this back in this bill because it would give recognition in the future. Thank you.

Chairman (interpretation): Thank you, Mr. Arnakkaq. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. This will be my last question. Again, in your written submission, you indicate that QIA believes that all decisions, orders, and judgments issued by the Nunavut justice system also includes verbal and written communication between its various agencies, law enforcement, and the public, and that Inuit language rights should apply in all of these cases.

Can you give us some examples and can you clarify how you think the Nunavut Government can legislate with respect to the operations of federal agencies, such as the RCMP? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): Thank you, Mr. Chairman and Mr. Arvaluk. It's very important to have the documents written in Inuktitut, especially in the Nunavut justice system. I think it would be very important to have those justice issues

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We have been directed by the Inuit to make sure that all documents and processes be in Inuktitut and that this be included in the bill. It's not only the justice system, there's also the health care facilities, and also the documents say that the prescriptions that are written in English.

At times, there are patients who are seen by the doctors but the patient is not informed about what his or her illness is because there is a language barrier. Thank you, Mr. Chairman.

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

Mr. Tootoo: Thank you, Mr. Speaker. I welcome the president and his officials to the first public hearing held in the Assembly.

A question I know that's something that was raised in NTI's presentation as well, is that the QIA and your submission has concerns regarding what you refer to as "downgrading" of the Languages Commissioner's advocacy and language promotion roles, in favour of creating a Minister of Languages.

Can you give some specific examples of what the Languages Commissioner currently does that should be maintained in the new legislation? Like you said earlier that they're taking away everything except for being the police to go out there and take care of things away from what the Languages Commissioner does.

So I was just wondering, for the record, if I

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could get some comments on that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Tootoo. Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): Thank you, Mr. Chairman, and thank you very much for your question.

I will direct this to Jaipitee.

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

Mr. Arnakkaq (interpretation): Thank you, Mr. Chairman. Thank you, Mr. Tootoo. In regard to the Languages Commissioner, this commissioner is reporting to the Legislative Assembly. I think it's very important that he retains his present roles. We're not looking at creating a Languages Minister because we already have the Minister of Culture, Language, Elders and Youth.

We think that if those responsibilities are taken from the commissioner's role that it would create a distance between the Inuit and the government. We would like the Languages Commissioner to retain his present roles as he works at arms-length as an independent officer.

He is the only one that we can turn to when it comes to the issue of languages. You have to go through a government department in order to voice your concerns and that would just be more red tape created. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arnakkaq. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. And thank you for that response. I think

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there would be a heck of a lot more than just a little more red tape.

I agree with you that the whole role Languages Commissioner is as an independent officer and reports to the Legislative Assembly and it's the standing committee's mandate to oversee and hire and have everything to do with the Languages Commissioner. I see a lot of it just being government-decided, without even consulting with the standing committee that's been doing it for seven years now - what kind of things in roles and responsibilites should change, it's been the mandate of the standing committee since 1999.

So I couldn't agree with you more there and I think that's even the more reason that it needs to be, if you look at some of the stuff in the legislation where the deputy heads have to develop, monitor, and evaluate how their doing things, but if we're going to do that, we're policing ourselves.

Of course, if I look at my department and the deputy head and say, "Yes, we're doing a great job," I'm not going to say, "We're doing a terrible job." I see that happening all the time in all governments. They never say they're doing bad for themselves, they always say they're doing a great job. So I think it's important to agree that it should still continue to be at arms-length.

I guess you touched on it a little bit, but I just want to get it on the record that I couldn't agree with you more; we already have a Languages Commissioner. We have the Minister responsible for Culture, Language, Elders and Youth, so why would they want to take that out of there? Do they not have enough resources that they can't focus on fulfilling its full

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mandate in that area? I look forward to asking them why they wanted to do that.

Maybe, from your view, to have it on the record, why you feel that it's not necessary to create a whole new Ministry of Language. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): Thank you. That was your last one? Did you want to have a response, or is that just a statement?

Chairman (interpretation): Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I was just asking if you can get on the record why you feel that it's not necessary to create a whole new Ministry of Language. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tootoo. Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): I'll answer in English. (interpretation ends) Yes, you're absolutely right, Mr. Tootoo, that if you are serious about government accountability, then you have to set up or enhance the role of the Languages Commissioner and steer clear from creating new ministries for all intents and purposes take away rather than enhance the rights of Inuit. Thank you.

Chairman: Thank you, Mr. Arnakkaq. (interpretation) Mr. Barnabas would like to ask a question.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. I would like to welcome you, Mr. President and your staff. As a standing committee, we will have to review

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your recommendations and your proposed changes to Bills 6 and 7. Are there any other specific changes that you would recommend be made to Bill 6? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Barnabas. Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): Thank you. We wanted to make another addition and Jaipiti will respond to that.

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

Mr. Arnakkaq (interpretation): Thank you, Mr. Chairman. Those are the recommended changes we made through our submission. One of the main concerns we had was the creation of a Minister of Language. We don't want to downgrade the Languages Commissioner's advocacy and language promotion roles, and in fact, we would like to see him take on additional roles.

With Mr. Tootoo's question, I think it's better to be more accommodating instead of creating more red tape. (interpretation ends) ... in the negative. When you put a negative phrase in a piece of legislation, it opens it up more to interpretation because now you are setting a standard that is not, as opposed to something that is positively phrased.

That is just a technical point, but it opens up too much when you phrase something in the negative because it's now restricting something to a very particular point and it opens it up for interpretation. Thank you.

Chairman (interpretation): Thank you, Mr. Arnakkaq. Mr. Barnabas.

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Mr. Barnabas (interpretation): Thank you, Mr. Chairman. I also would like to thank Mr. Arnakkaq for his response. I have a question in regard to Bill 7 in English.

(interpretation ends) In your submission to the standing committee, you quote from the preamble in the draft bill that was circulated by the GN earlier this year before the formal introduction of Bill 7. Part of the preamble in the draft bill referred to the "authentic and strong development of individuals, communities and institutions in Nunavut." The preamble in Bill 7 now refers to the "development of the dynamic and strong individuals, communities and institutions in Nunavut that are required to advance the reconciliation contemplated by the Nunavut Land Claims Agreement." Are you satisfied with the wording in the preamble to Bill 7, and if not, how would you suggest it be improved? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Barnabas, Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): Thank you, Mr. Chairman. As Inuit, this is very important to us, especially in the education area and according to the points given to me by non-natives, especially in Pangnirtung.

This individual has children and asked where can I learn Inuktitut? I have no answer because we have no Inuktitut schools and this is needed. There is an interest out there to get into Inuktitut classes or training. For example, I was on a ship and we usually speak to the tourists

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who were in the cruise ship about Inuit and about the Inuit language.

One of the individuals thought that they would like to see an Inuktitut school in Nunavut because this is Inuit homeland. They expected to see a school like that in Inuktitut. You have stated that this bill has to be strong once it is passed because this is part of our societal values. This has to be put out in the front because I have seen many times whether they set up Acts or bills.

In the past, we would never have any opportunities to voice our concerns. We are in support of Inuit. I am representing Inuit people. So we make recommendations according to the wishes of what the Inuit needs are, so that's why we want to see it improved or amended. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Alikatuktuk, Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Chairman. This is my last question.

Yes, I agree with the president. I have been a Member of the Baffin Education Board and it has been a long time since we have been dealing with that and we are still dealing with that.

In your written submission, you say that Bill 7 is too weak with respect to the issue of the language of instruction in schools. You recommended that the bill should be ϤϽጢϤʹϧʹϲͺʹϹʹͽͰ;, ϲͺͺͺͰͺͰͺ Δ^ιͰͺʹϧ, Ϸͺ ϷʹϽΠΓϧϲϭʹϽͿ ϹΔͰ ͺͰ·ͼ ϷΓϤʹ;ϤϤʹϳʹϧϹϷϲͺϷʹΓυͰ ϹΔϧϤϤͺϧϲʹϽͼ ϷʹϧϲʹϧϗϹϭ;ϽͶͿ ΔΦΩͺ ϹϧϯϿϲ, Δϲϧ ϷʹϧϷϒϲϹͺͺͺͺͺ

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amended to provide that every parent in Nunavut "has the right to have his or her child receive Inuit language of instruction in any and all academic subjects offered in the education program." Do you believe that there are currently enough resources such as teachers and teaching materials to deliver any and all academic subjects in Inuktitut and Inuinnaqtun from kindergarten to grade 12, and if not, what do you believe is the realistic time frame in which to achieve this? What kind of timeframe do you believe is realistic to achieve this? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Barnabas, Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): Yes, thank you, Levi. Although it's quite difficult to express this, for example, from kindergarden to grade 12, it would be possible to teach them and it wouldn't be too hard in Inuktitut because the traditional Inuit way of teaching is very powerful. I know that because when we started being taught how to read and write Inuktitut Syllabics, when I was a small chilld, we would read the holy bible.

We would have to recite the bible without looking at it. That's how serious the Inuit way is because we had to recite the bible without even looking at the verses. That was how it was. We had to study the bible until we were able to recite it without even looking at it. Like Lucien Ukaliannuk, although he passed away, he wanted to see the Inuit way of teaching implemented and it could be used to teach a lot of subjects.

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Sometimes, I think that during a meeting such as this, once they start setting up ways like how we would know about the environment at a certain time of the season; we would know that this wildlife would appear at a certain time of season or month. One thing that I have heard especially, that our traditional Inuktitut terminology, when I was a child, I was not allowed speaking in Inuktitut. We were not able to say those words until we were older. These things could be taught as a subject in high school, in grade 12. These words could be taught in Inuktitut like in the past. Thank you.

Chairman (interpretation): Thank you, Mr. Alikatuktuk. Mr. Kattuk would like to ask a question.

Mr. Kattuk (interpretation): Thank you, Mr. Chairman. I would like to welcome the president. I am very pleased that when we went to school in Churchill, Manitoba, we only spoke in English. I am proud to say that we are able to speak Inuktitut at the Legislative Assembly.

We are able to work together using the Inuktitut language, which I am proud to say, but we have to ask questions. What are your positions or viewpoints in regard to the bill? I am very pleased and thankful you responded to our questions. I will be asking my question in English.

(interpretation ends) You also suggest that in order to implement the right to language of instruction, children should also have the right to be examined and assessed in Inuktitut, and to have the results and transcripts recognized as being as legitimate and valid as the ones that are obtained through English or French

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instruction and assessment. Do you believe that we have the tools to examine and assess students in the Inuit language and can you clarify your concern with respect to transcripts? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kattuk. Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretaion): Thank you, Mr. Chairman. I will have Jaipitee respond to that question.

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

Mr. Arnakkaq (interpretation): Thank you, Mr. Chairman, and also Mr. Kattuk. In Arviat's office... you definitely have to look at the curriculum that is produced in Arviat and how they have progressed because all the school curriculums they have developed are very good to use and we're very proud of them. Using the work that ICI had already done, they could use that to asses and examine our children being taught in Inuktitut.

Section 8(1) is too weak when it just says that they have the right to have their child taught in the right language of instruction, and if you don't recognize the right to be examined or assessed in Inuktitut, it's just not going anywhere. So that's why we had made that recommendation. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arnakak, Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Chairman and Mr. Arnakkaq. My last question. (interpretation ends) The standing committee may decide to propose amendments to Bill 7. Are there any other

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specific changes that you would recommend be made to Bill 7? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Kattuk. Mr. Alikatuktuk.

Mr. Alikatuktuk (interpretation): Thank you, Mr. Chairman. In regard to the comment you had made earlier, when we were in Churchill, Manitoba, we were not allowed to speak our own language. At that time when we were at that residential school, everytime I spoke Inuktitut I would be kicked out of the classroom; yes, that's true.

I'm very proud to say that we can use our own language officially. I didn't think we would be able to use our own language within the government. Perhaps Jaipitee will respond to your question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Alikatuktuk. Mr. Arnakkaq.

Mr. Arnakkaq (interpretation): Thank you, Mr. Chairman, and also Mr. Kattuk. In regard to your question, the Inuit Language Authority's roles and responsibilities and how they will be working with the language-related workers and that they should also make a policy with authority. This language authority should have policy-making authority and that the Inuktitut Language Authority is just words right now. How do we make it tangible? It does not state how it will be made tangible.

But the guidelines should be set properly to make sure that these recommendations are followed through in the two bills. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr.

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Arnakak. The member said that will be his last question. I have no more names on my list for questions. There are no further comments from the committee members.

I would like to thank Mr. Alikatuktuk for appearing before the committee and thank you for responding to our questions. If you have any closing remarks, I will allow you, and your submissions and your comments are not going to be lost. Salomonie Brian, thank you very much for your presentation. Your presentation had a great impact on us.

If you have any closing remarks, Mr. Alikatuktuk, the floor is yours now.

Mr. Alikatuktuk (interpretation): Thank you very much for inviting us to appear before the committee. I am very proud to appear before you because as Inuit representing an Inuit association, we are able to make a submission to you on those bills. We are very proud that you are consulting with the Inuit.

When it was still the Northwest Territories, we never had any opportunities to voice our concerns, but the government was always making legislation, but I am very happy that the Legislative Assembly of Nunavut allows us to voice our concerns and make our submissions.

One thing that we are really missing is that *Article 32* has to be brought back because it's very important in the Nunavut Land Claims Agreement.

I would also like to thank Salomonie. He is not the only individual who has things to say. My wife is a teacher at the Inuksuk High School. There may be lots of non-Inuit who would like to learn the Inuktitut language. It should be made available to those individuals.

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The Inuktitut language should be taught to anyone who is interested, like English programs and French programs are made accessible for anyone or the public, likewise the Inuktitut language should be taught to that way and be taught to anyone who is interested and have that right because that is our language and way of life. That way we can maintain and keep our language alive so that my grandchildren and great grandchildren can speak it. Thank you very much for inviting us.

Chairman (interpretation): Thank you. These are our last submitters for today. Tomorrow morning at 9:00 we will also do another consultation meeting and anyone is invited when we start. We will hear from the Languages Commissioner in the morning.

To remind the members, we will have a committee meeting tonight at seven o'clock in the committee room. Thank you and have a good evening. See you tomorrow.

>>Committee adjourned at 17:08

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