ᒫᔾᔨ 11, 2020

Hon. ᔫᓐ ᒪᐃᓐ
ᐃᒃᓯᕙᐅᑕᖅ ᒪᓕᒐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᑦ

ᐊᒻᒪ

ᑲᑎᒪᔨᕋᓛᓂ ᑲᑎᒪᔩᑦ
ᒪᓕᒐᓕᕆᓂᕐᒧᑦ ᑲᑎᒪᔨᕋᓛᑦ
ᓄᓇᕗᑦ ᒪᓕᒐᓕᐅᕐᕕᐊ
ᐃᖃᓗᐃᑦ, ᓄᓇᕗᑦ

ᒥᔅᑕ ᒪᐃᓐ ᐊᒻᒪ ᑲᑎᒪᔨᕋᓛᑦ ᑲᑎᒪᔨᖏᑦ,

ᐱᔾᔪᑕᐅᔪᒻ: ᐱᕐᑯᔭᒃᓴᖅ 25/ ᐱᓕᕆᕕᐊᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ, ᐋᑎᑯ 23 ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑏᑦ

ᖃᑦᓯᑲᓪᓚᐃᑦ ᑲᑎᒪᔨᐅᔪᑦ ᒪᓕᒐᓕᐅᕐᕕᖕᒥ ᐊᐱᕆᔾᔪᑎᖃᖅᓯᒪᖕᒪᑕ ᑖᑦᓯᒥᖓ ᐱᓕᕆᕕᐊᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᑦ ᐋᑎᑯ 23 ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑏᑦ (EDU IEP), ᑕᒪᒃᑮᒃ ᓄᕕᒻᐸ 25-28, 2019 ᑕᓚᕕᓴᒃᑰᖅᓴᐅᑎᒋᓪᓗᑎᒃ ᓈᓚᒃᑎᑦᓯᓂᖃᖅᑎᓪᓗᒋᑦ ᑲᑎᒪᔨᕋᓛᑦ ᒪᓕᒐᓕᕆᓂᕐᒧᑦ ᐊᒻᒪ ᑕᐃᒪᓐᖓᓂᒃ ᑕᐃᑦᓱᒪᓂᐅᓚᐅᕐᒪᑦ. ᐊᑕᑎᑦᓯᕗᖓ ᕿᒥᕐᕈᓂᐊᖅᑕᕐᓂᖅ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃ ᑎᒥᖓᑦᑕ (NTI)'s ᕿᒥᕐᕈᔾᔪᑎᒋᓚᐅᖅᑕᖏᑦ ᔪᓚᐃ 2019 ᓯᕗᓪᓕᖅᐹᖅᓯᐅᑎᖏᓐᓂᑦ ᑖᒃᑯᐊ ᐱᓕᕆᕕᐊᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᑦ ᐋᑎᑯ 23 ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑎᖏᑦ . ᐅᔾᔨᕈᓯᖕᓂᐊᖅᐳᑎᑦ ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑏᑦ ᐱᑕᖃᕆᐊᖃᖅᑎᑕᐅᖕᒪᑕ ᑖᑦᓯᒧᖓ ᐋᑎᑯ 23 ᑕᖅᑲᒃᑯᓂᖓ ᓴᖅᑭᐅᒪᓗᑎᒃ ᑎᑎᖅᑲᐃᑦ.

ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃ ᑎᒥᖓᑦ ᐅᖃᕆᐊᒃᑲᓐᓂᖃᑦᑕᖅᓯᒪᒐᓗᐊᖅᒪᑕ ᐊᒥᐊᖅᑎᖅᑐᑎᒃ ᐊᒻᒪ ᒪᓕᒐᓕᐅᖅᑎᓄᑦ ᓴᖅᑭᑎᑕᐅᓪᓗᓂ ᓈᓚᒃᑎᑦᓯᔪᓂ (ᓈᓚᒃᑎᑦᓯᔪᑦ ᑲᑎᒪᔾᔪᑎᕕᓂᖏᓐᓂ ᒪᒃᐱᒐᑦ 21-22) ᓈᒻᒪᒃᑐᓂᒃ ᐊᒻᒪ ᓇᓗᓇᐃᖅᓯᒪᔪᓂᒃ ᐱᓕᕆᕕᐊᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᑦ ᐋᑎᑯ 23 ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑏᑦ, ᐋᖅᑭᓯᒪᑦᓯᐊᕐᓗᓂ ᐱᕕᒃᓴᕆᑎᑕᐅᔪᖅ ᐃᓕᓐᓂᐊᕆᐊᖃᕐᓂᕐᒧᑦ ᐊᒻ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᖅᐸᓪᓕᐊᓂᕐᒧᑦ ᓇᓕᒧᑏᓕᕐᔫᒥᒍᑎᒃᓴᓂᒃ ᐃᓄᒃᑐᑦ–ᐅᖃᕈᓐᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔨᓂᒃ ᓇᐅᒃᑯᓕᒫᖅ ᖁᑦᓯᖕᓂᓕᒃᑯᑦ, ᐱᑕᖃᕆᐊᖃᒻᒪᕆᒃᑐᖅ ᖃᐅᔾᔪᑕᐅᓯᒪᔪᑦ – ᒪᓕᒃᓗᒋᑦ ᐃᓄᒃᑐᑦ ᐅᖃᐅᓯᕐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᓂᖅ (LOI) ᐱᕕᒃᓴᐅᔪᑦ ᐊᒻᒪ ᑕᐃᒪᐃᒻᒪᑦ ᐊᑑᑎᖃᑦᓯᐊᖁᓪᓗᒋᑦ *ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᕐᑯᔭᑦ* ᐃᓄᒃᑐᑦ ᐅᖃᐅᓯᕐᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᓂᕐᒧᑦ ᒪᓕᒋᐊᓖᑦ. ᑕᑯᓂᐊᕋᕕᑦ, ᑖᒃᑯᐊ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃ ᑎᒥᖓᑦ ᐃᓱᒪᖓᑕ ᑖᒃᑯᐊ ᐱᓕᕆᕕᐊᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᑦ ᐋᑎᑯ 23 ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑏᑦ ᐊᑭᕋᖅᑐᖅᑐᖅ ᐊᒥᓱᑎᒍᑦ, ᐃᓚᐅᓪᓗᑎᒃ ᑖᒃᑯᐊ ᐊᑭᕋᖅᑐᕐᓂᖏᑦ ᐋᑎᑯ 23 ᐊᒻᒪ ᑖᒃᑯᐊ ᒪᐃ 2015 ᐃᖅᑲᖅᑐᐃᕕᒃᑯᑦ ᐊᖏᕈᑕᐅᓚᐅᖅᑐᑦ ᐱᒍᒪᔭᐅᔪᑦ:

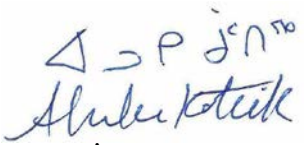
1. ᓇᓗᓇᐃᔭᐃᒍᓐᓇᖅᓯᒪᓐᖏᑦᑐᑦ ᖃᓄᖅ ᐅᕝᕙᓘᓐᓃᑦ ᖃᖓ ᑭᒡᒐᖅᑐᐃᔨᖃᑦᓯᐊᓕᕐᓂᐊᕐᒪᖔᑕ ᐃᓄᖕᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕐᓂᒃᑯᑦ.
2. ᐸᕐᓇᐅᑎᖃᕋᓂᓗ ᐃᓄᖅᓯᒋᐊᕈᑎᒃᓴᖏᓐᓄᑦ ᐃᓄᖕᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕐᓂᕐᒧᑦ ᑕᒪᒃᑯᓇᓂ ᐊᒡᒍᖅᓯᒪᔪᓂᒃ ᐃᓂᐅᔪᓂ ᑐᑭᒧᐊᒃᑎᑦᑎᔨᐅᓂᖅ, ᐊᖓᔪᖅᑳᖑᒻᒪᓇᖕᓂᖅ ᐊᒻᒪ ᕿᑎᐊᓃᑦᑐᓄᑦ ᐊᖓᔪᖅᑳᖑᓂᖅ.
3. ᐱᑕᖃᖅᑎᑦᓯᖏᑦᑐᖅ ᐋᖅᑭᓯᒪᔪᓂᒃ ᐊᑐᖅᑕᐅᓂᐊᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᓯᓂᕐᒧᑦ, ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕐᓂᕐᒧᑦ ᐊᒻᒪ ᖁᒡᕙᓇᐊᕿᓂᕐᒧᑦ ᐃᓄᖕᓂᑦ ᐊᓯᖏᓐᓂᒃ ᐃᖅᑲᓇᐃᔭᕐᕕᐅᔪᓂ ᖁᑦᓯᖕᓂᖅᓴᓂ, ᐅᖃᐅᓯᓇᔭᐅᓐᖏᑦᑐᑦ. ᑖᒃᑯᐊ ᐊᑐᖅᑕᐅᒍᒪᔪᑦ ᒥᑭᓂᖅᐸᖑᔪᑦ, ᐊᑕᓂᖃᓐᖏᑦᑐᑦ ᐊᒻᒪ ᒫᓐᖓᑐᐃᓐᓈᖅᑐᑦ.
4. ᑕᒪᒃᑯᐊᓘᓐᓃᑦ ᓈᒻᒪᒃᓯᒪᓐᖏᑦᑐᑦ ᐊᑐᖅᑕᐅᒍᒪᔪᑦ ᐊᑐᓕᖅᑎᑕᐅᑦᓯᐊᖏᑦᑐᓪᓘᓐᓃᑦ.

ᐃᓱᒪᒋᓪᓗᒋᑦ ᑕᒪᒃᑯᐊ ᓈᒻᒪᖏᔾᔪᑕᐅᔪᑦ ᒫᓐᓇᐅᔪᖅ ᑎᑎᕋᖅᓯᒪᓂᐊᓂ ᐱᓕᕆᕕᐊᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᑦ ᐋᑎᑯ 23 ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑏᑦ ᐃᓗᓕᖅᑲᓐᖏᑦᑐᑦ ᖃᓄᑐᐃᓐᓇᖅ ᐱᔾᔪᑕᐅᔪᓂᒃᒃ ᐊᒻᒪ ᐊᖏᕈᑕᐅᔪᓐᓇᖅᑐᓂᒃ ᑐᑭᓕᖕᓂᑦ, ᐱᑕᖃᕆᐊᖃᖅᑐᑐᖅᑲᑦ ᐊᒻᒪ ᐱᑕᖃᕆᐊᖃᒻᒪᕆᒃᑐᑦ” ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔾᔪᑎᒃᓴᑦ ᐊᒻᒪ ᐃᖅᑲᓇᐃᔭᖅᑎᑖᕈᑎᒃᓴᑦ ᐃᓄᖕᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᔨᓂᒃ. ᑖᒃᑯᐊ ᑲᑎᒪᔨᑦ ᓂᕆᐅᒋᔭᒃᓴᖃᓐᖏᑦᑐᑦ ᐱᔾᔪᑕᐅᔪᒥᒃ ᑖᓐᓇ ᐱᖁᔭᒃᓴᖅ 25 ᐊᒻᒪ ᑖᒃᑯᐊ ᐱᓕᕆᕕᐊᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᑦ ᐋᑎᑯ 23 ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑏᑦ, ᑲᑎᖓᓗᑎᒃ, ᐃᓅᑑᓗᑎᒡᓘᓐᓃᑦ ᓴᖅᑭᑎᓐᓂᐊᖅᓯᒪᔭᒥᓂᒃ ᓯᕗᒻᒧᐊᑦᓯᐊᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᖏᑦ ᐃᓄᐃᑦ ᐃᓕᓐᓂᐊᖅᑏᑦ. ᖃᐅᔨᒪᒐᕕᑦ, ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃ ᑎᒥᖓᑦ ᐱᒋᐊᑦᑎᑦᓯᓯᒪᓂᖓᓂᒃ ᐊᖏᑦᑕᑎᑦᒍᓐᓇᐃᓪᓕᔪᓄᑦ ᐊᖏᑦᑕᑎᑦᓕᖅᑎᑦᓯᒐᓱᐊᖅᑎᒥᒃ ᐱᓪᓗᒋᑦ ᑕᒪᒃᑯᐊ ᓈᒻᒪᖏᑦᑐᑦ ᑕᒡᕙᓂ ᐊᒻᒪ ᐊᓯᖏᑦ ᐃᓄᖕᓂᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᖃᕐᓂᕐᒧᑦ ᐸᕐᓇᐅᑏᑦ.

ᑕᒪᓐᓇ ᐱᔾᔪᑎᒋᓪᓗᒍ, ᑎᓕᐅᖅᐸᕐᓯ ᑭᐅᕐᑯᓪᓗᒋᑦ ᐱᐅᔪᒥᒃ ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃ ᑎᒥᖓᑦᑕ ᔾᓐᓄᐊᓇ 30, 2020 ᑎᑎᖅᑲᑦ ᑐᒃᓯᕋᖅᑐᑦ ᐃᓚᐅᓂᖃᕐᑯᔨᓪᓗᑎᒃ ᑕᒪᒃᑮᖕᓄᑦ ᐊᖏᕈᑕᐅᔪᓐᓚᖅᑐᓂᒃ ᑐᑭᓯᐅᒪᖃᑎᒌᖓᓗᑎᒃ ᐱᒻᒪᕆᐅᓂᖓᓂᒃ ᐋᖅᑭᒋᐊᕈᑕᐅᒋᐊᓖᑦ ᑖᒃᑯᓄᖓ *ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ ᐱᖁᔭᕐᓄᑦ.* ᑕᐃᒪᓐᓇ ᐅᖃᓕᒪᓂᖅ ᐃᒪᐃᓐᓂᖅᑐᖅ, ᐱᑕᖃᕆᐊᖃᕐᓂᖓᓄᑦ ᐅᖃᐅᓯᖃᕈᑕᐅᓗᓂ ᐱᐅᓯᕝᕙᓪᓕᕈᑕᐅᒋᐊᓕᖕᓄᑦ ᑖᒃᑯᓄᖓ ᐱᓕᕆᕕᐊᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᑦ ᐋᑎᑯ 23 ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔭᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐸᕐᓇᐅᑏᑦ. ᐃᓱᒪᒋᓪᓗᒋᑦ ᐱᕕᒃᓴᐅᔪᑦ ᐊᓂᒍᖅᐸᓪᓕᐊᓂᖏᑦ ᐊᒻᒪ ᐱᒻᒪᕆᐅᓂᖓ ᑕᒪᒃᑯᐊ ᐅᖃᓕᒪᓂᐅᒋᐊᖃᖅᑐᑦ, ᓄᓇᕗᑦ ᑐᓐᖓᕕᒃ ᑎᒥᖓᑦ ᑭᐅᔭᐅᒍᒪᓪᓗᑎᒃ ᑖᒃᑯᓄᖓ ᑐᒃᓯᕋᖅᑕᐅᔪᓄᑦ ᐊᔪᕐᓇᕈᓐᓃᑐᐊᖅᐸᑦ.

ᖁᕕᐊᓱᒐᔭᖅᑐᖓ ᑲᑎᒪᖃᑎᒋᔪᓐᓇᕈᒃᑭᑦ ᑲᑎᒪᔨᕋᓛᑦ ᐅᕝᕙᓘᓐᓂᑦ ᓇᓪᓕᐊᑐᐃᓐᓇᖅ ᑲᑎᒪᔨᑦ ᑕᒪᓐᓇ ᐅᖃᐅᓯᓇᒋᐊᒃᑲᓐᓂᕐᓗᒍ
ᖁᔭᓐᓇᒥᒃ ᐃᓱᒪᒃᓴᖅᓯᐅᕈᑎᖃᕐᓂᐊᕋᓯ ᖁᓛᓃᑦᑐᓂᒃ.

ᑕᒡᕙᐅᕗᑎᑦ,



ᐊᓗᑭ ᑰᑦᑎᖅ
ᐊᖓᔪᖅᑳᖅ

ᐊᔾᔨᖏᑦ
ᐅᑯᓄᓐᖓᖅᑐᑦ: ᑏᕕᑦ ᔪᐊᓇᓯ, ᒥᓂᔅᑕ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᕐᒧᑦ
ᑳᑎ ᐅᒃᐱᒃ, ᑐᒡᓕᐊ ᒥᓂᔅᑕᐅᑉ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᕐᒧᑦ

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March 11, 2020

Hon. John Main
Chair of Standing Committee on Legislation

and

Standing Committee Members
Standing Committee on Legislation
Legislative Assembly of Nunavut
Iqaluit, NU

Dear Mr. Main and Standing Committee Members,

re: Bill 25/Department of Education's Article 23 Inuit Employment Plan

A number of Members of the Legislative Assembly have asked about the Department of Education's Inuit Employment Plan (EDU IEP), both at the November 25-28, 2019 televised hearings of the Standing Committee on Legislation and since that time. I am attaching for your review Nunavut Tunngavik Inc. (NTI)'s analysis of the July 2019 draft of the EDU IEP. Please note IEPs are required by Article 23 to be public documents.

NTI has relayed on many occasions, and a Member raised at the hearing (hearing transcript, pp.21-22) that an adequate and specific EDU IEP, with an ambitious timetable for training and hiring a representative number of Inuktut-speaking educators at all levels, is essential to an evidence-based Inuktut language of instruction (LOI) timetable, and therefore to the effectiveness of the *Education Act*'s LOI provisions. As you will see, it is NTI's considered opinion that the EDU IEP is deficient in many respects, including that, contrary to Article 23 and the May 2015 Settlement Agreement:

1. It fails to identify how or by when representative Inuit employment will be achieved, in any occupational grouping or level, or overall.
2. It fails to plan at all for increased Inuit employment in the critical categories of Executive, Senior Management and Middle Management.
3. It fails to provide specific coordinated steps to train, hire and promote Inuit in the other job categories that it does purport to address. The proposed steps are minimal, disconnected and random.
4. Even those deficient proposed steps are not being adequately implemented.

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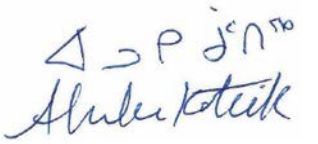
Given these deficiencies, the current version of an EDU IEP does not constitute, in any rational and acceptable sense, the much overdue and badly needed “plan” to train and hire Inuit educators. The Members can have no justifiable hope that Bill 25 and the EDU IEP, together or individually, will deliver on the promise of a successful education for our Inuit students. As you may be aware, NTI has commenced a dispute resolution process to attempt to resolve the issue of the deficiencies of this and other Inuit Employment Plans.

For this reason, I urge you to respond positively to NTI’s January 30, 2020 letter proposing a participatory approach to a mutually acceptable understanding as to the critical amendments to be made to the *Education Act.* Such discussions will, by necessity, also address the necessary improvements to the EDU IEP. Given the passage of time and the importance of these discussions, NTI is seeking your response to that proposal as soon as possible.

I would be happy to meet with the Standing Committee or any members to discuss this further. Thank you for your consideration of the above.

Sincerely,



Aluki Kotierk
President

cc: Honourable David Joanasie, Minister of Education
Kathy Okpik, Deputy Minister of Education