

ANNUAL REPORT ON OFFICIAL LANGUAGES

2006 - 2007



November 2007



Kĩspin ki nitawihtĩn ā nĩhĩyawihk ōma ācimōwin, tipwēsinēn.

Cree

ᖃerihł'ís dēne sũliné yati t'a huts'elkēr xa beyéyati theᖅ ᖃat'e, nuwe ts'ēn yółti.

Chipewyan

If you would like this information in another official language, call us.

English

Si vous voulez ces renseignements en français, contactez-nous.

Français

Jii gwandak izhii ginjĩk vat'atr'ijāhch'uu zhìt yinothān jì', diits'àt ginohknìi.

Gwich'in

Hapkua titiqqat pijumagupkit Inuinnaqtun, uvaptinnut hivajarlutit.

Inuinnaqtun

ᑕᖅᑭ ᑎᑎᑦᑕᑦᑭᑦ ᐱᑦᐱᐱᑦᑭᑦ ᐃᑦᑕᑦᑭᑦᑭᑦᑭᑦᑭᑦ, ᐃᑦᑦᑦᑦᑦᑦ ᐃᑦᑕᑦᑦᑦᑦᑦᑦ.

Inuktitut

UVANITTUAQ ILITCHURISUKUPKU INUVIALUKTUN, QUQUAQLUTA.

Inuvialuktun

K'éhshó got'ine xədá k'é hederi ᖃedĩhtl'é yeriniwē nídé dúle.

North Slavey

Edi gondi dehgéh got'ie zhatié k'ée edatł'éh enahddhē nide.

South Slavey

Tłıchọ yati k'èè. Di wegodi newọ dè, gots'o gonede.

Tłıchọ

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Message from the Minister

Honourable Jackson Lafferty Minister Responsible for Official Languages



I am pleased to present the fourth Annual Report on Official Languages of the Northwest Territories.

The languages of the North are many and diverse, and their importance to each language group is great because they symbolize culture and group identity. Some languages are viable in isolated communities where they are used in daily community activities. Others are endangered where there are few speakers actively using the language. Northerners need the capacity to revitalize and maintain their languages and the Government of the Northwest Territories will maintain its endeavours in support of our languages in the NWT. We will continue to work closely with the language communities of the NWT in supporting their plans and activities to revitalize and improve the overall health of our languages.

This Report is a review of the progress that we have made in the past year towards language promotion and development and delivery of language programs and services.

I would like to acknowledge and thank the many organizations and individuals who contributed to the enhancement, maintenance and revitalization of our Official Languages in the NWT.

Honourable Jackson Lafferty
Minister Responsible for Official Languages

Introduction

The Government of the Northwest Territories (GNWT) continues to work with Aboriginal people, the Francophone community, and territorial leadership to address issues related to the Official Languages of the NWT. The GNWT is committed to continue its initiatives in improving the quality and delivery of its official languages.

The GNWT has been successful in its funding negotiation with the Department of Canadian Heritage for a single-window service centre pilot project for Yellowknife. Based on other models across Canada, the Centre will enhance the GNWT's capability to improve the delivery of French language services. The GNWT's long-term goal is to establish similar centres for Aboriginal languages services based on the success of this project.

There are many issues that impact on the health of our official Aboriginal languages. Most notably are the decline of local language use in the communities due to today's highly technical activities and the prevalence of the English language in everyday community life. In most communities in the NWT there are only a small number of speakers who are fluent in their language. The Aboriginal language communities are actively engaged in language retention activities, but many lack the capacity to go beyond these activities to increase the number of first language speakers.

Despite the many challenges, the GNWT, with the support and commitment of official languages groups, will continue to seek solutions to maintain the support of official languages in the NWT.

This report outlines the progress achieved in 2006-2007 and is intended as an annual review of activities under the *Official Languages Act*.



Achievements: Ongoing implementation of GNWT Response to the Final Report – Special Committee on the Review of the Official Languages Act.

In September 2003, the Minister Responsible for Official Languages tabled the *GNWT's Response to the Final Report of the Special Committee on the Review of the Official Languages Act*. This document addressed, in detail, each recommendation and laid out a course of action over several years. In 2006-2007, a number of these actions were undertaken to further improve GNWT's ongoing language programs and services.

Building human resource capacity in the Official Languages

As indicated in the latest census figures, the number of speakers of the Aboriginal languages in the NWT has decreased significantly. Hence the human resource capacity to deliver programs that would attempt to revitalize and/or maintain the use of languages is limited in quantity and quality. Of significance to the capacity building area is the programs that deal with teacher education, aboriginal language specialists programs as well as the Interpreter/Translator training certification program. The latter was noted in the *GNWT's Response to the Final Report of the Special Committee on the Review of the Official Languages Act*.

In the Response to the Final Report of the Special Committee on the Review of the *Official languages Act*, ECE indicated that Interpreter/Translator (I/T) training was necessary to increase the number of qualified and certified Aboriginal Interpreter/Translators. The Minister Responsible for Official Languages is committed to work with the language communities to determine how best to accomplish this.

In 2005 the Yamózha Kúé Society (formerly Dene Cultural Institute - DCI) proposed a pilot training program that can be adapted to other Dene languages. The Society will work in partnership with the Akaitcho Territory Government on this project to develop and deliver a series of six basic I/T training modules



supplemented by a practicum. The pilot training is based on the GNWT I/T training modules, including other relevant training programs. The focus of the training is to introduce the participants to the professional applications of interpretation and translation. The purpose of the I/T training is to improve the quality of Aboriginal Interpreter/Translator services and access to such services in NWT communities.

Module One of the Aboriginal Interpreter / Translator pilot training project was completed at Fort Resolution in March 2007. Elders and participants fluent in the Chipewyan language came from the communities of Deninu Kue, Fort Smith, Lutsel K'e and Dettah / Ndilo. Modules 2 through 6 will be completed in 2007-2008.

The anticipated result of Interpreter/Translator training initiative will be the establishment of a pool of qualified Aboriginal Interpreter/Translators who will be available to provide competent language services.

Official Languages Board and Aboriginal Languages Revitalization Board

Two Languages Boards were established in 2004 under authority of the *Official Languages Act* of the NWT. The Boards operate separately as an advisory body. The Chairpersons of the Boards report to the Minister Responsible for Official Languages in an advisory capacity.

The Official Languages Board (OLB) is comprised of one representative of each of the official languages (11) of the NWT. The OLB provides the Minister with advice and recommendations based on their review of the status of each of the official languages and the use of the languages in the administration and delivery of services by government institutions.

The Aboriginal Languages Revitalization Board (ALRB) is comprised of one representative of each of the Official Aboriginal languages (9) of the NWT. The ALRB provides the Minister with advice and recommendations in reviewing programs and initiatives of communities, government institutions and other bodies or institutions to maintain, promote and revitalize Aboriginal languages. In the course of their review, both Boards may evaluate the provisions, operations and effectiveness of the *Official Languages Act*.

Under the *Official Languages Act*, the members of the Boards are appointed by the Minister based on nomination of the respective representative of the language communities referred to in the regulations. Under the regulations, a person is not eligible to serve as a Board member unless he or she is a resident of the Northwest Territories. The term is two years in duration and individuals from the ALRB may also be a representative on the OLB.

The Official Languages Division of the Department of Education, Culture and Employment provides technical resources, as well as administrative and logistical support to the Boards.

The Boards officially accepted and approved their Terms of Reference in April 2006. The Boards also participated in an evaluation workshop focusing on their mandates and activities in August 2006 at Hay River. The workshop report identified issues that the two Boards have encountered over the past two years of operation. The report also included recommendations for improvement that

was presented to the Minister Responsible for Official Languages. Appointment for the two languages Boards' term of office expired on October 6, 2006 and new appointments were made during the 2006 – 2007 year.

Members of the Official Languages Board:		Members of the Aboriginal Languages Revitalization Board:	
Chipewyan	– Sabet Biscaye	Chipewyan	– Sabet Biscaye
Cree	– Vance Sanderson	Cree	– Vance Sanderson
Gwich'in	– Alestine Andre	Gwich'in	– Alestine Andre
Inuinnaqtun	– Beverly Amos	Inuinnaqtun	– Beverly Amos
Inuvialuktun	– Beverly Amos	Inuvialuktun	– Beverly Amos
Inuktitut	– Vacant	Inuktitut	– Vacant
North Slavey	– Lucy Jackson	North Slavey	– Lucy Jackson
South Slavey	– Vacant	South Slavey	– Violet Sanguetz
Tłıchǵ	– Vacant	Tłıchǵ	– Mary Rose Sundberg
English	– Steve Pedersen		
French	– Fernand Denault		

Official Languages Act Regulations

In 2003, when the GNWT published the “GNWT Response to the Special Committee on the Review of the *Official Languages Act*”, the government recognized that there was room to strengthen and clarify the Official Languages Act. Greater clarity on the requirements to provide official languages services will help ensure that both government staff and clients are aware of rights and obligations.

Under Section 1 of the *Official Languages Act*, “government institution” is defined as a department or ministry of the Government of the Northwest Territories, the Office of the Legislative Assembly, and an agency, board, commission, corporation, office or other body designated in the regulations.

After consultation with stakeholders and GNWT departments and agencies, the GNWT approved the Government Institution Regulations in October 2006.

Among the institutions, the GNWT included the Health Authorities and organizations such as the Chief Electoral Officer, the NWT Human Rights Commission and the Workers' Compensation Board.

Achievements: Official Languages in Education

1. Early Childhood Programs

Early Childhood programs are the programs that are delivered to children that are of pre-school age. The Language Nest program is one of the Early Childhood programs that are offered in at least 20 of our 33 communities in the NWT.

Language Nests Programs

Language Nests operating in the NWT provide varying degrees of language immersion opportunities for young children. The NWT has had at least one program in the eight official language communities indigenous to the NWT, since the inception of the programs in 2003.

The daily level of Aboriginal language use is the primary criteria in determining the allocation of funds. Some of the Language Nest projects focus on a second language instruction approach while others are functioning with the majority of the program as an immersion in the Aboriginal language.

In 2006/07, twenty sites were funded in the Chipewyan, Cree, Gwich'in, Inuinnaqtun, Inuvialuktun, North Slavey, South Slavey and Tłıchǫ languages. Criteria for financial support include the existence of a well-established regulated early childhood centre as well as community and parental support. In addition, centres have to demonstrate improved language skills of the children and/or staff and parents in the projects, as well as fiscal responsibility and staff training. Elder involvement is a critical element as is the integration of the program with other community events and/or resource development.

Language Nests have undergone a program evaluation that included an evaluation workshop in February 2006. Language Nest personnel were taught to use assessment tools to use in their programs and participated in an evaluation of their programs. The evaluators also visited some communities to collect additional information on the programs.

The findings of the program evaluation indicate that Language Nests are contributing to Aboriginal language acquisition among preschool children. Furthermore, as the children learn and speak more of the traditional language, many adults in the community, including Language Nest staff, parents and elders are inspired to learn and use their traditional language more often. The Language Nest program is also helping to build bridges between the generations and building a foundation for immersion where applicable in the primary school system. At least two kindergarten immersion programs have started in communities where Language Nests are currently located.

Recommendations of the evaluation report include establishing a full time coordinator position, multi-year funding for language nests, continued training for

Language Nest personnel, more rigorous development of resources for programs, and the development of a preschool curriculum.

Language Nest staff participated in a workshop in May 2006 on Accelerated Second Language Acquisition delivered by Dr. Stephen Greymorning of the University of Montana. Approximately 33 staff attended the workshop. Also attending the workshop were 30 Aboriginal language instructors from the K-9 system.

2. School Programs

Aboriginal Language Curriculum

The schools in the NWT have provided funding for the delivery of Aboriginal languages and culture based education for at least four decades. The curriculum framework for the delivery of these programs is important in ensuring that students are progressing in language learning through outcomes that can articulate benchmarks of success.

The Aboriginal curriculum development process is being developed in two streams. First stream - the Inuvialuktun and Gwich'in 2nd Language Curriculum K-12, which was developed in 2005 by the Beaufort-Delta Divisional Education Council (BDDEC) in partnership with the Inuvialuit Regional Corporation and Gwich'in Social and Cultural Institute - is in its first phase of a pilot. The pilot is taking place in all of the nine schools in the Beaufort-Delta this academic year.



The approach they have taken was to pilot the program of studies, which was produced concurrently with the development of the curriculum. It was cross-referenced with the curriculum. During this pilot stage, the teachers are in regular teleconference with each other to talk about adjustments or changes that need to take place in the student learning outcomes suggested in the curriculum.

For the second stream, the Aboriginal Language Subject Advisory Committee (AL-SAC) of the education department met to work out a process to begin work on the development of a 2nd language curriculum for the Dene Languages: Chipewyan, South Slavey, North Slavey, Tłıchǫ and Gwich'in and will therefore

would be more reflective of the NWT Dene worldview. The AL-SAC has finalized the preliminary work and are moving into the next stage of the curriculum writing stage.

French First-Language Education and French as a Second-Language Instruction

The official languages in Education Protocol allows for the delivery of French First languages and Second language instruction in our school system.

ECE provided funding for French First-Language education, and French as a Second-Language instruction (French Immersion and Core French programs) under the *Official Languages in Education Protocol* signed with the federal Department of Canadian Heritage.

Over the past year, ECE provided training to francophone and French Immersion teachers in the areas of French Language Arts, Français, Core French and Social Studies. French educational materials, addressing the literacy needs of French Immersion and francophone schools, were purchased for school libraries as well as for use as professional resources for teachers.

Under the Regular Funding of the Protocol, DEC's and YK DEAs receive extra funding to provide for additional staffing, resource procurement, ongoing professional development of staff and school cultural activities.



Under the Additional funding, money was provided to the DEC's and YK DEAs to support their educational initiatives in French programming.

Five jurisdictions received funding to complement their Core French program for Grades 1 to 12. For example, Yellowknife District No. 1 Education Authority added a Grade 6 Intensive French class to their Core French

programming. Three jurisdictions received funding to offer additional programming in their French Immersion schools. For example, in 2006-2007 the Beaufort-Delta Divisional Education Council extended their French Immersion program in Inuvik to Grade 5. The additional funding received by the Commission scolaire francophone de division (CSFD) was used in a variety of ways. For example, they used the funding to increase the number of teachers in their two schools.

Under the Complementary funding, ECE continued its partnership with the Department of Canadian Heritage to co-finance the construction of school facilities for francophones in a minority setting. The extension of École Allain St-Cyr in Yellowknife was initiated.

Teaching and Learning Centres

Teaching and Learning Centres (TLCs) in the NWT continue to provide support to the Aboriginal Language and cultural programs in the schools by developing and producing resources, coordinating training for Aboriginal language instructors and Early Childhood Educators, coordinating language and culture camps, assisting with program planning and delivery, planning for regional education conferences, and conducting in-services for the infusion of Dene Kede and Inuuqatigiit into all core subject areas.

TLCs also provide their expertise through their participation in various Aboriginal language committees for ECE. TLC staff participated on the Dene K-12 2nd Language Curriculum Subject Advisory Committee, Aboriginal Language and Culture Instructor Program (ALCIP) Steering Committee, Teacher Education Program (TEP) Steering Committee and sub-committee, Aboriginal Perspectives Working Group and the Dene Kede curricular infusion of cultural perspective committee.

Teaching and Learning Centres from Yellowknife District 1, South Slave DEC, Dehcho DEC and Beaufort-Delta DEC delivered a total of 9 Aboriginal Language and Culture Instructor Program (ALCIP) courses, in conjunction with Aurora College, at various times throughout the year.

TLC staff attended a training workshop on Accelerated Second Language Acquisition (ASLA) with Dr. Stephen Greymorning, and met a second time to develop and share ASLA resources. The TLCs participated in the Dene Languages Conference in Yellowknife, hosted by Yamózhá Kúé Society and the University of Victoria's Linguistic Department.

Representatives from TLCs met with Regional Language Coordinators on the Hay River Reserve to tour the Yamózhá Kúé Society building and become informed on how to access their resources, and discuss issues of common concern. The participants also received training in the Dene Font and observed a Slavey language class at a local school.

The South Slave Divisional Education Council (DEC) has established a TLC, which is located within the Divisional Board Office. The resource centre has both layout and publishing capabilities and develops, publishes and distributes resources in all three South Slave Aboriginal languages. A major cooperative project between TLCs, involved publishing books developed by the South Slave DEC in all of the Aboriginal languages and was coordinated by the South Slave

TLC. As a result, three books were published in nine Aboriginal languages and a fourth book in seven Aboriginal languages.

Yellowknife Catholic Schools (YCS) published *The Old Man with the Otter Medicine* - **Eneèko Nàmbe ɪk'ɔ K'eèzhɔ**, and *The Legend of the Caribou Boy* - **Ekwò Dɔzhà Wegondɪ** in Tłıchɔ with multimedia CD to accompany the books. A set of 8 legends and stories, previously published by the Tulita Language Nest in conjunction with the Sahtu TLC, as well as 50 Eaglecrest primary readers were reprinted in Tłıchɔ, by YCS.

A teacher's resource guide to the book *Tatsea* by Armin Wiebe was published through partnership between the Tłıchɔ Community Services Agency and YCS.

YK1 republished Tłıchɔ language books: *Spring Hunt*, *Fishing* and the *Learn Dogrib* mini-series.

The Dehcho DEC TLC delivered a Slavey Writers' Workshop to adapt children's books from Onion Lake, Saskatchewan into their language. Six desktop books were produced and distributed among the schools in the region. The Dehcho TLC also conducted an information session for parents of students enrolled in the Deh Gah Immersion program.

The Gwich'in TLC reprinted the Gwichya Gwich'in *Googwandak* book, which was in high demand. They put together Essential Resource Kits for Kindergarten to accompany the Inuvialuit / Gwich'in Second Language Curriculum and provided a kit to each school in the region. They also compiled kits with materials relevant to the Gwich'in culture such as books, articles, videos and cultural items such as baby belt, basket sled, bone fish-hook, traditionally clad doll, snowshoes and snow shovels to complement the new Grade 4 Social studies curriculum. These kits were distributed to all the elementary schools in the region.

The Gwich'in TLC participated in meetings and piloting of the Inuvialuit/Gwich'in Second Language Curriculum, and worked on translation and data entry of the curriculum.

The Gwich'in TLC has been working on a website specific to the Gwich'in TLC. They have compiled legends, stories, pictures and historical information which will be posted on the website.

The Sahtu DEC established part time TLCs in 4 communities last year. They produced materials for the Accelerated Second Language Acquisition method. The Fort Good Hope TLC in conjunction with the local Language Nest facilitated an Accelerated Second Language Acquisition language workshop for parents and community members in Fort Good Hope. Participants learned and practiced the method and made sets of their own resources.

3. Teacher Training

Teachers that are from the NWT are essential element in providing the knowledge and expertise necessary to firmly plant our system on the foundation of the Aboriginal perspective.

We have two streams of teacher training. The first is the training of people to teach in our schools in the core curriculum areas. The second stream trains Aboriginal language and cultural instructors to teach the Aboriginal languages.

Aurora College Teacher Education Program

The Aurora College Teacher Education Program, in partnership with the University of Saskatchewan, prepares Aboriginal and Northern teachers for NWT schools. The program delivers a four-year Bachelor of Education at the Thebacha Campus in Fort Smith, community-based programming in regional locations, as well as an Access year at the regional campuses.

In 2006-2007, through a partnership with the Tłıchǫ Community Services Agency, Tłıchǫ Government, Aurora College and Education, Culture, and Employment, Aurora College offered a combined Community Education Preparation Program and a TEP Access Program in the Tłıchǫ Region. This program provided courses in Aboriginal language, culture camps and academic preparation. Seven students completed CEPP and twelve students completed TEP Access. Students who completed these programs, as well as some new applicants, will continue either in the Aboriginal Language and Cultural Instructor Program or the Teacher Education Program in 2007-2008.

In 2007-2008, the Tłıchǫ Region will be offering the first of 3 years of the Teacher Education Diploma program (TEP) and the first of 2 years of the Aboriginal Language and Cultural Instructor Program (ALCIP).

The Aurora College Teacher Education Program is funded through the GNWT Strategy for Teacher Education and the Aurora College base budget.

Aboriginal Language and Cultural Instructor Program (ALCIP)

In 2006-2007 Aurora College offered 9 part-time courses from the Aboriginal Language and Cultural Instructor Program. Eighty-nine (89) people from 4 NWT regions participated which is an increase of 15 participants or a 17% increase in enrollment from 2005-2006. Aboriginal language teachers currently employed, Special Needs Assistants, Early Childhood Educators took the courses.

Participant Information by Region

	Number of Completions
Beaufort Delta - two courses	16
Dehcho - one course	19
Tłıchǫ - four courses	41
South Slave - two courses	13
Total	89

In 2006-2007, ECE provided funds to Aurora College for an Aboriginal Language and Cultural Instructor Program Coordinator. This position has proven to be invaluable for extending delivery of courses through strengthened partnerships with the Teaching and Learning Centres, the Divisional Education Councils, and the College. The coordinator has made recommendations for the program which include:

- greater promotion to ensure the creation of a new pool of future Aboriginal language teachers;
- gather teacher resources from instructors at the end of course delivery to share best practices;
- arrange delivery of two courses at a time through morning and afternoon course scheduling. This allows for earlier completion of the program and reduces travel expenses for course instructors.
- incorporate more job-embedded deliveries, as this model allows students to progress through the program with minimal impact on the schools.



Also, in 2006-2007, the ALCIP Review Committee moved forward with the new ALCIP two-year diploma which is designed to be delivered on a full-time basis through a combined community and regionally based delivery model. The ALCIP Committee met to advise Aurora College on the updating and development of all courses in this program.

The new ALCIP Diploma is embedded in a language acquisition philosophy through the use of cultural camps and classroom instruction. The program is composed of revised courses and new courses in technology application, classroom management, drama, linguistics, and culture-based curricula. The Committee provided guidance for course developers and vetted each course for the first year of the program. They will continue to be involved throughout the program implementation in order to advise on an as needed basis and will be vetting courses for the second year of the program, as well.

In 2006-2007, the Aboriginal Language and Cultural Instructor Program was funded primarily through the NWT-Canada Cooperation Agreement and supplemented through the ECE Aboriginal Language Acquisition Initiative and the TEP Strategy budget. As previously mentioned, the first year of the new Aboriginal Language and Cultural Instructor Program will be offered in 2007-2008 full-time in the Tłıchǫ region and part-time in the other regions.

Highlights / Successes

- Currently, the Yellowknife cohort of students requires only one or two more courses to complete the certificate program. The goal is to have this group complete their certificate in 2007-2008.
- As a result of job-embedded course delivery there was a larger enrollment and higher success rate for students. As noted by the coordinator, this is something to consider for future delivery models, as it eliminates a barrier that has existed for some students in the past.
- Aboriginal enrollment in ALCIP has increased 17% in the past year.
- Students benefited from interaction with elders, community members, and guest presenters.

4. Adult Education

ECE offered funding to Aurora College Community Learning Centres and other adult education programs for the delivery of Aboriginal language courses in 2006-2007. The purpose of these courses was to provide pre-service and in-service training for Aboriginal language and culture teachers to meet the increased demand for Aboriginal language instruction in schools, early childhood and adult education programs; to provide accredited courses that enable current language instructors to become certified; to provide professional and refresher courses for certified Aboriginal language teachers; and, to promote acquisition, revitalization and maintenance of NWT Aboriginal languages. Courses were also available to Language Nest staff and community members working in the area of Aboriginal languages.

During the 2006-2007 academic year, in partnership with the Tlicho Community Services Agency (TCSA), Aurora College offered a Community Educator Preparation Program (CEPP) to provide academic upgrading for potential Aboriginal Language and Cultural Instructor Program (ALCIP) students. 9 students enrolled in the program. 7 students completed and 2 withdrew from or did not complete the program. ECE provided funding in the amount of \$398,000 to support delivery of this program. This amount was allocated from the Teacher Education Program Strategy funding through College Services.

The GNWT has identified ongoing funding for 2007-2008 and additional funding for 2008-2009 to support full-time, rotational delivery of the new 2 year Aboriginal Language and Cultural Instructor Diploma on a rotational basis throughout the regions. This funding (part of TEP Strategy funding) also provides the salary for the Aboriginal Language and Cultural Instructor Program Coordinator. This position was funded and created in 2006-2007 to support regional delivery of courses and is based at the Thebacha Campus in Fort Smith. Part of the ALCIP Coordinator's role is to create student profiles and identify areas of need throughout the regions, as well as to coordinate delivery of these courses.



Part-time courses continued to be offered throughout the regions in 2006-2007. In partnership with Divisional Education Councils, District Education Authorities, Language Centers, and First Nations Government Agencies, Aurora College offered 9 courses throughout 4 regions on a part-time basis. A total of 89 students registered and successfully completed the courses. For the majority of the students (83% or 74 of the 89 students), these courses were required for certification and efforts were made to accommodate their work schedule, as many were teaching in schools at the time. ECE provided funding to support the delivery of these courses.

5. Dene as a Second Language Curriculum (DSL) for Adult Learning

In February 2003, the Dene Cultural Institute (DCI) received funding from ECE to begin the process of developing a second language curriculum for the Dene languages, using Dene Zhatie (South Slavey) as the pilot language. This

curriculum development process was in response to a recommendation by the Special Committee on the Review of the Official languages Act to “develop an Aboriginal second-language curriculum for adults and promote and support language training for GNWT employees, parents and other interested adults.”

The DSL project was proposed as a multi-year project, encompassing five main set of activities:

- Scoping and sequencing of the DSL curriculum, with a particular focus on the introductory levels
- Development of introductory level vocabulary and phrase lists of one Dene language, using elders and other language specialists
- Development and piloting of introductory-level lesson plans and supporting resources
- Translation of curriculum documents, lesson plans and other resources into all of the Dene languages, in cooperation with the respective language communities
- Development of intermediate and advanced level vocabulary and phrase lists, lesson plans and resource materials.

The first portion of the overall DSL project resulted in a framework for the development of the curriculum outline and a set of introductory words and phrases, generated by a group of elders and language instructors. The project continued during the 2003-2004 fiscal year and resulted in the preparation of a draft DSL 1 document. During the 2004-2005 and 2005-2006 fiscal years, the DSL 1 document was piloted, revised and finalized. As well a draft DSL curriculum outline for Level Two was developed. Furthermore, a set of resource materials was developed to support the Level One outline.

During the 2006-2007 fiscal year, more Level One resources were prepared (including assessment materials), further piloting took place, the Level One curriculum outline was promoted through Denendeh, and the document and supporting materials were translated into Dene Suline Yati. Although it is a final document, it is meant to guide instructors and can be adapted for different learning situations.

Achievements: Government Services and Official Languages

To ensure the effective application of the Official Languages Policy and Guidelines, in compliance with *the Official Languages Act* and Regulations, the Department of Education, Culture and Employment (ECE) works in close partnership with GNWT departments, boards, and agencies, through its Official Languages Division.

1. Single-Window Service Centre Pilot Project

In March 2003, as part of its final report, *One Land Many Voices*, the Special Committee on the Review of the *Official Languages Act* recommended that the Government of Northwest Territories (GNWT) work with the federal government and the francophone community to support the establishment of a pilot French language Single-Window service centre (SW) for Yellowknife.

A SW is a “one-stop shop” that brings together government services, or information about them, to members of the public. Services will also be made available to the public in outlying communities through a 1-800 toll-free line.

In response to this recommendation, the GNWT indicated its commitment to action in *The GNWT Response to the NWT Official Languages Report*, tabled in October 2003, by conducting an analysis of services and financial requirements to determine the benefits of the Service Centre.

In December 2003, the GNWT contracted the services of Conroy Ross Partners Limited to conduct a study regarding the delivery of government services in English and French using a SW model.

Research into the feasibility of a SW model of government service delivery concluded that the initiative has strong support from GNWT Departments and Agencies and the French community.

Following this study, the Department of Canadian Heritage agreed to provide \$380,000 over three years to support the Government of Northwest Territories for this project. Financial support included the implementation and cost related to the operation of the SW Centre until March 31, 2009.

The Department of Education, Culture and Employment (ECE) through the Official Languages Division is the lead for this project.

<p>In 2006-2007, ECE starts the implementation of the project by visiting the Bilingual Service Centres in Manitoba. These centres provide a wide range of bilingual government services while promoting the active offer of services in the French language within the Francophone milieu. A Project Manager should be hired in 2007-2008 and the SW should be operational in 2008.</p>
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2. Communications with the Public

The GNWT is committed to the promotion of government services and to the publication of government documents in the Official Languages of the NWT. As required by legislation, GNWT departments, boards, and agencies ensure that appropriate materials are translated into Official Languages, by contractors for Aboriginal languages, and by staff of ECE's Official Languages Division for French.

In 2006-2007, translators in ECE, with the assistance of contractors, translated over 952,000 words into French or English for GNWT departments, boards and agencies. This includes all job advertising, requests for proposals, calls for tender, and various GNWT publications and reports. In addition, the Department of Justice translated over 111,000 words, representing, Regulations, and Orders and Motions and over 29,000 words in other types of documents. ECE (32.5%), Health and Social Services (18%, and Justice (17.3%) account for more than sixty-seven percent of the total volume of translation.

Notable documents that were translated (English / French) in 2006-2007:

NWT Gazette (Parts I and II)
Annual Volume of Statutes
Institut de formation Postsecondaire
Air Brakes Manual
Basic Licence Driver's Handbook
Guide for prospective candidates_Election
Budget Speech
Access to Health Care/Wait times
Community Wellness Report 2004-2005
Hunting Regulations
Students-2006 School Tobacco Survey
Public Account
GNWT Strategic Plan/2006 Progress Report
Career Op Series
Human Rights Annual Report
Annual Report/Rental Office
Fishing Regulations Guide - revised 2006-2007
Towards Excellence/A report on Education
Student Financial Assistance Guide (SFA)
Legislative Assembly Retiring Fund (LARAF)
NWT Coroner's Service 2004 Annual Report
Social Agenda Community Demonstration Projects

French and English Translation 2006-2007

DEPARTMENTS / AGENCIES	# WORDS	%
AAIR	0	0
ECE	317,594	32.5%
ENR	48,595	5.0%
Executive	20,138	2.1%
Finance	6,748	0.7%
FMB	19,472	2.0%
HSS	176,198	18.0%
Human Resources	32,886	3.4%
ITI	12,835	1.3%
Job Ad (Inkit)	0	0.0%
Justice ¹	168,864	17.3%
Legislative Assembly ²	57,301	5.9%
MACA	3,790	0.4%
NW/THC	12,754	1.3%
Outcrop	9,942	1.0%
PWS	10,264	1.1%
Transportation	73,332	7.5%
WCB	5,631	0.6%
TOTAL	976,344	100%

¹ Included French translation of Acts and Regulations

² Included Votes and Procedures & Orders of the Day

Source: ECE, Official Languages Division and Department of Justice

3. Services to the Public

This section summarizes services to the public by departments, boards and agencies of the Government of the Northwest Territories.

1- Legislative Assembly

The Legislative Assembly continues to provide services to the public in as many Official Languages as practicable. Members may request that interpreters for any of the Official Languages be present for sittings of the Assembly, thereby providing simultaneous interpretation for all Members and for public present in the gallery of the Chamber. This service is also extended to the Members of our Youth Parliament.

Simultaneous interpretation in one or more of the Official Languages, as identified by the community, is also provided for public hearings conducted by Committees of the Assembly throughout the NWT.

The Legislative Assembly regularly informs Northerners of its activities and events through the use of print media for French and community radio for Aboriginal languages

2- Health and Social Services (HSS)

The Department offers Tele-Care NWT, which is a free, confidential telephone health and support line which providing round-the-clock advice and access to information from bilingual (English / French) registered nurses. This service is available all day, every day, in all NWT official languages through the use of interpreters.

Three bilingual employees at the Department's headquarters receive a bilingual bonus for the services they deliver in French.

Individuals requiring service in French from Health Service Administration in Inuvik are assisted by bilingual employees in Yellowknife. Bilingual (English / French) phone menus offer service in either of these two languages.

The Department's website is virtually fully bilingual (English / French) and constant efforts are made to maintain this achievement as new web information is added. Resources in other official languages are increasingly available to varying degrees.

HSS staff were offered presentations about official language obligations by the Official Languages Consultant, who works to ensure services are offered in compliance with the Act.

Since 2006, the French Language Services Coordinator (Stanton Territorial Health Authority and Yellowknife Health and Social Services Authority) and the Official Languages Consultant for Headquarters are voting members (rather than observers) of the Coordinating Committee of the *Réseau TNO santé en français*.

3- Health Authorities

Stanton Territorial Health Authority (STHA)

Health services are available 24 hours a day, seven days a week at Stanton Hospital. Whenever possible, services are offered directly by bilingual staff. At all other times, services are facilitated by a bilingual employee from another area or by interpreters. Nine employees received a bilingual bonus (E / F).

In 2006-2007 there were 94 French interpretation requests of which 92 were completed.

The hospital has a part-time Languages Coordinator and has combined this position with a similar part-time position from the Yellowknife Health and Social Services Authority. This position is funded by the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages*.

Fort Smith Health and Social Services Authority (FSHSSA)

The authority has a bilingual staff at the hospital's reception desk. This individual provides French language services during regular work hours, Monday to Friday.



At other times, and for other languages, services are available, upon request, through volunteers.

The authority has a part-time Languages Coordinator position funded by the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages*.

Hay River Health and Social Services Authority (HRHSSA)

Due to the small number of bilingual employees, language services are facilitated by bilingual staff upon request.

The authority has a part-time Languages Coordinator position funded by the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages*.

4. Executive

As a central agency, the Department of the Executive provides occasional direct service to the public. On those occasions where service has been requested in French, these inquiries are directed to the Chief of Protocol, Corporate Communications and Protocol Division. The Chief of Protocol receives a bilingual bonus for dealing with all French language inquiries received by the department. While the Chief of Protocol receives the occasional telephone request in French, she frequently deals with federal counterparts and international visitors who speak French.

In October 2006 the Government of the Northwest Territories published "2006 Progress Report," an extensive update on the government's progress in advancing its goals and achieving the vision identified in its Strategic Plan *"Self-Reliant People, Communities and the Northwest Territories – A Shared Responsibility."* The "Progress Report" was published in French and English and

made available in both hard copy and posted on the main GNWT website for viewing.

Support was continued to place advertising as appropriate for public members in the French language paper, *L'Aquilon*.

Public directional signage was updated at Executive locations in appropriate languages.

5- NWT Housing Corporation

The Northwest Territories Housing Corporation (NWT HC) continues, as and when required, to use communication in aboriginal languages to interact with residents of the NWT. The NWT HC had 2 employees who received the bilingual bonus for an Aboriginal Language - one of the employees came on-stream mid-year.

As listed on its website, the NWT HC offers translation in other official NWT languages upon reasonable request. As well, the NWT HC partially funds Community Liaison Officer positions in 28 communities with community organizations to provide housing services and Aboriginal language services when necessary. Language services are utilized in approximately nine communities.

Program Delivery / Direct Services

In Ulukhaktok and Paulatuk, interpreters and translators for the Inuvialuktun language were hired for the Beaufort Delta District Office's community presentation of *Housing Choices*, the new homeownership programs in March 07.

Common practice is to hire interpreters / translators on an as needed basis throughout the communities when delivering public meetings. One-on-one counseling in an Aboriginal Language is delivered by staff or most often, family members of residents requesting housing services provide this assistance.

6. Transportation

The designated bilingual position in the Department of Transportation's North Slave Driver and Vehicles Licensing

November 2007



Office ensures the availability of French language services.
Approximately twenty percent of this employee's transactions were conducted in French.

The complete set of NWT Drivers Manuals was translated into French:

- Basic Licence Driver's Handbook - *Manuel de l'automobiliste*
- Professional Operator's Licence Information - *Manuel du conducteur professionnel*
- Airbrake Manual Training & Reference Guide - *Manuel sur les systèmes de freinage pneumatique*
- Motorcycle Operator's Licence Information - *Manuel du motocycliste*

The Behchokö issuing office provides services in Tłıchǵ.
The Basic Driver's Manual is also translated into Tłıchǵ.

7. Human Resources

- The Department of Human Resources had six Bilingual employees available to provide services with either French or an Aboriginal language during 2006-2007. These employees were located in headquarters or a regional office.
- GNWT Payroll processed Bilingual Bonus and Language Allowance to approximately 300 employees for their use of two or more NWT Official Languages during the 2006-2007 fiscal year.
- All job postings advertised in a French Designated Area were published in both French and English during 2006-2007.

8. Education, Culture and Employment

NWT Library Services

- Libraries encourage the use of all official languages of the NWT
- Libraries encouraged people to celebrate reading in the French language. The Fort Smith, Hay River, Inuvik and Yellowknife libraries featured collections of French reading material for children and adults. The usage of French materials continues to increase in all four libraries.

- Libraries encourage use of Aboriginal languages by purchasing materials in those languages where possible. In several communities, public library staff present bilingual children's and family programming using English and the official Aboriginal language of use in the community.

Prince of Wales Northern Heritage Centre

- The Education and Extension Services Section at Prince of Wales Northern Heritage Centre (PWNHC) provides programs and services in French to the general public and to schools.
- In 2006-07 a whole day school program on Dene Lifeways was presented at L'école Boréale in Hay River.
- In June 2007 the "Voyageur Program" was presented at the museum for five days. This very successful program introduced French culture and the Voyageurs' lifestyle to English speaking students and was also presented in French to French speaking students (see attached schedule for more details on numbers of participants)
- The French language heritage education officer kept meeting with the Francophone organizations, developing stronger links with the Conseil de développement économique (CDÉTNO) that has a French tourism component.
- The e-mail list of NWT French immersion and first language teachers has been updated, and information on school programs and French language teaching resources at the PWNHC was distributed. French brochures were distributed.
- A French educational kit (modes de vie déné) was adapted in French from the English Dene Lifeways edukits in collaboration Early Childhood and School Services

The following exhibits, which had French Language components, were opened at the Prince of Wales Northern Heritage Centre:

- Through the Eyes of the Cree and Beyond : The Art of Allen Sapp
- Qilalukkat! Belugas
- We Live Securely By The Land
- Long Ago Sewing We Remember

9. Justice

- All services are provided in French upon request. Services are provided through bilingual staff, contracted interpreters and contracted francophone staff.
- All statutory instruments were available in French.
- All new communications products and campaigns were reviewed for Official Languages considerations. Public education campaigns for family violence, family law, the proposed *Safer Communities and Neighbourhoods Act* and victim services were conducted in Official Languages.
- Eight bilingual staff, three of which are located in the Department's headquarters, delivered French services to the public. Three positions are designated bilingual – these employees are required to be fluent in English and French. In addition, four employees received bilingual bonuses for Aboriginal languages, (two each for Chipewyan and Tłıchǫ).
- Direct services in French are available from bilingual staff at the Legal Services Board, Public Trustee, Legal Registry, and Court Registry.



- All public, headquarters and regional offices provide service through telephone interpreters at no notice. On-site interpreters are hired when reasonable.
- The Legal Registry's web site has a French interface to facilitate access to information.

The Department's web site has a French interface to access its legislation component and two separate pages of French and Aboriginal-language resources.

- In 2006/07, 62 court interpreters were contracted to provide interpretation in Official Languages other than English. Interpreters are contracted when needed by the accused, a witness, a juror or a member of the court audience (at the judge's discretion).
- A variety of legal guides and public legal information is available in French.
- Lawyer-recruitment activities were conducted in French, including a French web page and a French video.

10. Environment and Natural Resources (ENR)

- The updated Sport Fishing Guide, the Summary of Hunting Regulations, NWT Species 2006-2010 report as well as energy conservation, caribou management and forest fire prevention advertisements were translated to French.
- Materials were also produced in French for the Sustainable Forest Management Working Group and the Canadian Council of Resource Ministers meeting held in Yellowknife.
- Two positions - one in Headquarters and one in the North Slave Region - received a bilingual bonus.

11. Public Works

- In addition to French language activities funded through the cooperation Agreement, Public Works and Services carried out the following Official Language activities during 2006-2007:
- Bilingual Bonus, Michael Squirrel, Fort Simpson, Petroleum Products Division, for South Slavey.
- Routine language translations for project signage across the NWT

12. Industry, Tourism, and Investment (ITI)

- One bilingual employee works in Fort Smith.
- The Doi T'oh territorial park and Canol heritage trail management plan included an active offer.
- Four advertisements were placed in French.
- The fishing regulations were translated into French.
- The NWT Business Development and Investment Corporation website is totally bilingual (English and French).

13. Aboriginal Affairs & Intergovernmental Relations (DAAIR)

DAAIR continues to ensure the provision of GNWT programs and services required under the official languages act of the Northwest Territories by providing administrative and policy support for the implementation of the official languages act of the Northwest Territories

- New signage was installed in all eleven official languages.
- The draft Dehcho constitution was translated from South Slavey into English.
- One bilingual employee receives the bilingual bonus.

Interpretation services are provided at negotiation table meetings and community consultations as requested. The negotiating party hosting the event covers costs related to translation.

Tripartite documents (between DAAIR, aboriginal organizations and the federal government) are translated by the federal government.

Achievements: Partnerships with Language Communities

In shaping its strategies to support Aboriginal languages, the GNWT has been guided by the following principles:

- The languages and cultures of the NWT are valued and will be the foundation for the development and delivery of programs and services;
- Primary responsibility for ensuring the survival of languages rests with the individual, the family and the language community; and
- Responsibility, authority and accountability for programs and services relating to Aboriginal languages will be devolved to the greatest extent possible. This will ensure that the programs and services are responsive to the needs of the people they serve, enabling language communities to achieve their goals.

1. Aboriginal Languages Communities Program

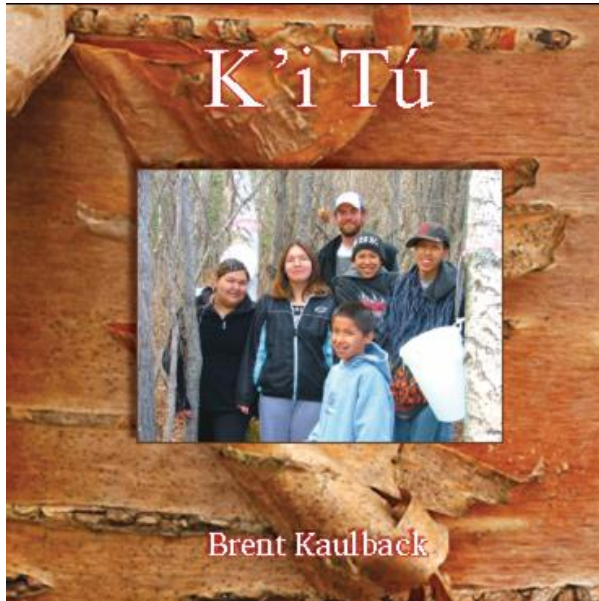


In the mid-1990's the GNWT altered its overall approach to the provision of language services within its organizational structure. These changes resulted in the consolidation of language functions and a decentralization of responsibilities for language programming to the Aboriginal language communities. Community driven language programs are based on community commitment to set priorities, develop and carry out its strategic language plan. The GNWT's response to regional language needs, after various consultations, was to establish a funding process to the language communities. Since 2000, language funding to regional Aboriginal organizations has been based on such strategic language plans.

ECE continues to act as the lead resource for the regions by providing advice and assistance in the development of language plans. These efforts and continued annual financial contribution have helped to promote, enhance and revitalize Aboriginal languages in the NWT.

2. Aboriginal Languages Literacy Program

Literacy as defined in ECE's Literacy Strategy Framework is as follows:



"Literacy is an individual's ability to listen, speak, read, write, view, represent, compute and solve problems in one or more of the NWT Official Languages at levels of proficiency necessary to function in the family, in the community and on the job."

Based on this definition funding is provided to each official Aboriginal languages group. The focus is on development of community and family literacy programs using the local language. The purpose is to improve literacy levels in the NWT and raising awareness of the

importance of literacy in the official Aboriginal languages. The purpose of ECE's Aboriginal Languages Literacy program is to see literacy become a long-term community goal and value with the ownership of literacy activities in the hands of language communities.

3. Geographic Place Names Program

The NWT Cultural Places Program at the Prince of Wales Northern Heritage Centre helps communities gain official recognition for traditional place names in the NWT, including Aboriginal language place names. A searchable database on the PWNHC website currently contains over 4,000 entries. Program staff work with communities to research and identify places and geographic features suitable for official status in the NWT.

In 2006-07, the NWT official community names map and list, with pronunciation guides, were updated. These documents are available on the PWNHC website (www.pwnhc.ca/programs/geog.htm). In addition, funding and technical support was provided to the Saamba K'e Dene Band, and to the Gwich'in Social and Cultural Institute on behalf of the Ehdiitat Gwich'in Band and the Gwichya Gwich'in Band, to collect, document and submit for recognition the traditional place names of their regions.

4. Museum Exhibits

The Prince of Wales Northern Heritage Centre (PWNHC) opened three exhibits with significant Aboriginal language content in 2006-07. *We Live Securely by the Land* (Tłıchǫ), *Long Ago Sewing We Remember* (Gwich'in), and *Qilalukkat – Belugas* (Inuvialuktun) were conceived and developed in collaboration with Aboriginal partners.

Infrastructure was acquired and preliminary programming was undertaken for a custom-built interactive display in the Orientation Gallery at the PWNHC on the land, resources and people of the Northwest Territories. *The Land Up Here* will provide information about the Aboriginal languages in the NWT, and the viewer will be able to select Aboriginal language sound tracks. Programs for this display will be produced in collaboration with Aboriginal organizations.

5. NWT Archives



The NWT Archives continued to catalogue and, where required for preservation and access purposes, reformat collections containing written and audio recordings in Aboriginal languages. Of note is a new acquisition of written and recorded materials from the Summer Institute of Linguistics, consisting primarily of Tłıchǫ and Slavey materials. Audio recordings in the NWT Archives that were reformatted for preservation and access include the Mike Hewitt

recordings of Dogrib chants and drum songs from 1964, and the Snare Lake Band Council's recordings of their elders from 1989-1992.

6. Aboriginal Languages Website Project

As part of ongoing strategy for the promotion of official Aboriginal languages ECE developed a proto-type website.

The purpose of the website is to provide a way for Aboriginal language communities and educators to communicate with each other, create and share materials and resources. The website will also make the materials available to anyone else who is interested in research of Aboriginal languages of the NWT.



ECE will be responsible for presentation. The Aboriginal language communities will be responsible for content. This will allow them to add their own resources to the database of Aboriginal language publications. Limited content for this website has been

received from the Aboriginal language communities. The responsibility for the installation, maintenance and ongoing administration of this website is still under discussion.

7. Aboriginal Broadcasting Program

The Department of Education, Culture, and Employment provides funding to the Native Communications Society (NCS) and to the Inuvialuit Communications Society (ICS) to support Aboriginal language programming. Both societies produce radio and television programming that provides information and cover current issues from an Aboriginal perspective that is presented in the Aboriginal languages of their respective regions. There are also live broadcasts of regional assemblies and leadership meetings. Such live broadcasts play an important role in increasing awareness of regional and national Aboriginal issues. All live broadcast and commentaries are in Aboriginal language of the region.



Radio and television programming is a way to strengthen and revitalize Aboriginal cultures and languages through

communication technology. Such programming educates, informs, entertains and raises awareness of Aboriginal cultures, languages, values and beliefs in the NWT

8. Certification of Aboriginal Interpreter / Translators

The Department of Education, Culture and Employment (ECE), along with an industry committee of interpreter/translators, developed and finalized the “Occupational Standards” in February 1999, and the “Certification Process” in September 2000 for Aboriginal language interpreters and translators. These documents are now more than five years old, and consultation with administrators of the *Apprenticeship, Trades and Occupational Certification Act* indicated that the documents should be reviewed before they are formally submitted for approval.

Representatives of the languages communities met in September 2006 and December 2006 to review, update and validate the occupational standards for Aboriginal Interpreter/Translator. The participants discussed the standards to ensure that they accurately reflect the knowledge, skills and aptitude required of a competent Aboriginal Interpreter/Translator.

The plan now is to pilot the I/T Certification with the same participants who finalized the occupational standards. The pilot project will take place once resource for this process is identified.

The need for certified Aboriginal Interpreter/Translators has continued to increase largely due to public hearings on land claims, mining, and other northern developments. Aboriginal Interpreter/Translators now must have expertise in these fields, and other areas, such as health terminology, government, legislature, courts, environment, and global warming that will impact the lifestyles of the northerners. In order to communicate with and to inform the Aboriginal population, all governments, Aboriginal organizations, and industry need the services of certified Aboriginal Interpreter/Translators.

9. Support to the French-Speaking Community

ECE maintained its support of the NWT's French-speaking community through administration of the Community Cultural Development Program. Funding for 2006-2007 was \$145,000.

The Fédération franco-ténoise; its member associations in Fort Smith, Hay River, Yellowknife and Inuvik; the *Garderie Plein Soleil* in Yellowknife (daycare); and *L'Aquilon* (community newspaper) received funding which enabled them to support a range of social and cultural activities, such as:

- French Youth Parliament
- Promotion campaign for *L'Aquilon* newspaper; and
- Update of web site in French.

Aboriginal Peoples' Program

The renewal of the Aboriginal People's Program was waiting on the federal government's response to the recommendations of the Task Force on Aboriginal Languages and Culture. However, a new federal government was elected and the shift in policy of the new federal government was not clear on the funding process for Aboriginal languages.

In November 2006 the new federal government announced changes to the Federal Aboriginal Languages funding program. Thereafter the Department of Canadian Heritage proposed the establishment of a new program, the First Nations, Inuit and Metis Languages Initiative (FIMLI), to support the preservation, revitalization and promotion of First Nations, Inuit and Metis languages. The design and objectives of this new program will be determined through consideration of the recommendations of the Task Force on Aboriginal



Languages and Cultures, discussions with Aboriginal organizations and language experts, and through consultation across federal government departments and with provinces and territories. The new program will comprise of three components: Community-based Language Programming, National Coordination and Special Projects.

The current national allocation of funding under the Aboriginal Languages Initiative (ALI) will be maintained, specifically 75 percent to First Nations languages, 15 percent to Inuit languages and 10 percent to Metis languages.

The new federal government indicated its commitment to extend the Aboriginal Languages Initiative and made provision for funding for Aboriginal languages under the new FIMLI program at a level of \$5 million per year until 2014.

Conclusion

The GNWT recognizes the diversity of its official languages and that these languages are flourishing in some communities and in a critical state in others. On that basis, the GNWT continues to allocate funding from the Agreement to various school and community language programs to support resource development and activities that promote and encourage the use of Aboriginal languages. The GNWT will also continue to maintain its support to the community and cultural development of the Francophone community.



The GNWT continues its negotiations with the federal government for a new multi-year *Canada-NWT Cooperation Agreement* to ensure continued support for the enhancement, maintenance, and revitalization of its Official Languages.

Appendix 1 (Amended May 2008)**GNWT Language Program Expenditures – Aboriginal (06-07)**

	VOTE 4		VOTE 1	
	Budget	Expenditures	Budget	Expenditures
Health (Aboriginal Terminology)	35,000	35,000		
Teaching and Learning Centres	475,000	475,000		
Aboriginal Language & Culture Instructor Program	200,000	200,000		
Aboriginal Language Broadcasting	220,000	216,875	222,000	172,875
Language Planning / Evaluation	5,000	8,125		
Language Promotion	20,000	20,000		
Language Resource Development	5,000	5,000		
Geographic Place Names	15,000	15,000		
Community Contributions	925,000	922,061	443,000	423,759
Language Acquisition Initiative			797,000	427,868
Early Childhood Development Initiative			727,000	760,699
Literacy (from Literacy Initiative)			300,000	185,000
Language Services Division – Administration			410,000	223,712
Aboriginal Language School Programs Total			7,370,000	7,222,093
Totals for Aboriginal Languages	1,900,000	1,897,061	10,269,000	9,416,006

Appendix 2 (Amended June 2008)

GNWT Language Program Expenditures – French (2006-07)

Canada - NWT Cooperation Agreement for French and Aboriginal Languages		Budget	Expenditures
Education, Culture and Employment		799,000	761,556
	GNWT French Translation Services	454,000	440,613
	Services to the Public	50,000	31,720
	Policy and Coordination	128,000	128,067
	Language Promotion	15,000	13,052
	Community Funding (PDCC)	145,000	145,000
	Special Project – Single Window	7,000	3,104
Justice		463,000	461,039
	Legal Translation Services	431,000	390,433
	Services to the Public	32,000	70,606
Health and Social Services		270,000	265,686
	Policy and Coordination	15,000	50,977
	Services to the Public	50,000	14,714
	Services to the Public (HSS Authorities)	205,000	199,995
Environment & Natural Resources	Services to the Public	10,000	10,592
Executive	Services to the Public	6,000	3,905
Finance	Services to the Public	3,000	2,407
FMBS	Services to the Public	2,000	1,831
Human Resources	Services to the Public	2,000	2,443
Industry Tourism & Investment	Services to the Public	8,000	8,645
Legislative Assembly	Services to the Public	14,000	13,418
MACA	Services to the Public	12,000	10,693
NWT Housing Corporation	Services to the Public	12,000	9,208
Public Works and Services	Services to the Public / Office Space	90,000	89,990
NWT Power Corporation	Services to the Public	0	0
Transportation	Services to the Public	13,000	13,000
Workers' Compensation Board	Services to the Public	3,000	1,862
Total Canada NWT Cooperation Agreement		1,707,000	1,656,275
Canada NWT Agreement on Minority Language Education and Second-Official Language Instruction for French Language Education		2,418,000	2,418,000

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Gwich'in Social and Cultural Institute, pages 13, 28 (Ingrid Kritsch), 31

Native Communications Society of the NWT / CKLB Radio, page 32

GNWT, all other photos