



ANNUAL REPORT ON OFFICIAL LANGUAGES

2007 – 2008



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Message from the Minister

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

The 2006 Census results show that the use of Aboriginal languages of the North is declining. Many people have identified an Aboriginal language as their mother tongue. However, there is a big difference between mother tongue and the language spoken at home. The home language in most cases is English, which has become the dominant language. Our languages are spoken mainly in isolated communities where it is used daily in the homes and at some community activities. Our efforts in language programs and services must continue to be part of the overall goal for Aboriginal languages and culture retention.



The Government of the Northwest Territories will continue its endeavours to support of languages in the NWT. The challenge for all of us, the government and language communities, is to continue to seek meaningful ways to contribute to the maintenance of our cultural distinctiveness and contribute to the overall health of our official 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 have contributed to the enhancement, maintenance and revitalization of our Official Languages in the NWT.

A handwritten signature in black ink, appearing to read "Honourable Jackson Lafferty".

Masi,

Honourable Jackson Lafferty
Minister Responsible for Official Languages

Introduction

The Government of the Northwest Territories (GNWT) is committed to improving the quality of and delivery of services in the official languages in the NWT.

The Aboriginal languages of the NWT are very important to Aboriginal people in transmitting culture and traditional knowledge from one generation to another. Transmission of such knowledge is a critical factor in Aboriginal language maintenance and revitalization.

There are many issues that impact the health of our official languages. The effects of modernization, historical factors and the prevalence of more dominant languages in everyday life contribute to the declining use of our Aboriginal languages. In order for our languages to survive, they must be passed on from one generation to the next. The best way for that to happen is to speak it at home where children will learn it as their mother tongue. Passing on the language from one generation to another is a critical factor for our languages' survival and continuity.

The GNWT has been successful in its funding negotiation with the Department of Canadian Heritage for a Single-Window Service Centre pilot project. 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 language services based on evaluation of this pilot project.

This report outlines the progress achieved in 2007-2008 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*. The document addressed, in detail, each recommendation and laid out a course of action over several years. In 2007-2008, a number of these actions were undertaken to further improve and enhance the GNWT's ongoing language programs and services.

Building human resource capacity in the Official Languages

The Yamozha Kue Society (formerly Dene Cultural Institute - DCI) proposed a pilot training program that can be adapted to other Dene languages. The pilot training was done in partnership with the Akaitcho Territory Government to develop and deliver a series of six basic Interpreter/Translator (I/T) training modules supplemented by a practicum. 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.

The first Module of the Aboriginal Interpreter / Translator pilot training project was completed in Fort Resolution in March 2007. Modules 2 and 3 of the pilot training project were completed in Yellowknife in February 2008. Module 4 was completed in March 2008 in Lutsel K'e. Elders and participants fluent in the Chipewyan language came from the communities of Deninu Kue, Fort Smith, Lutsel K'e and Dettah/Ndilo. Modules 5 and 6 will be completed in 2008-2009.

Upon the successful completion of each module, participants will receive a Certificate of Completion. Course content was developed in cooperation with the community and is adaptable to community needs. A list of students who complete the training (all six modules) will be published and distributed to community and government services

The Department of Education, Culture and Employment supports this pilot project as it is both in keeping with its strategic plan and with the recommendations of the Special Committee on the Review of the *Official Languages Act*.

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 Official Languages Board (OLB) is comprised of one representative of each of the Official languages (11) of the NWT. The Aboriginal Languages Revitalization Board (ALRB) is comprised of one representative of each of the Official Aboriginal languages (9) of the NWT. The Chairs of the Boards report to the Minister Responsible for Official Languages.

The Boards each operate separately as an advisory body. They provide the Minister with advice and recommendations on the delivery of official languages services by government institutions and on initiatives for the maintenance, promotion and revitalization of official Aboriginal languages. In the course of their work, both Boards may evaluate the provisions, operations and effectiveness of the *Official Languages Act*.

Following appointment of new members in February 2007, Initial meetings for both Boards took place in June 2007 focusing on orientation and board governance workshops. In September 2007 meetings were held to develop a work plan for each Board in line with recommendations from the previous Boards' evaluation report. Each Board also selected its Chair and Vice-Chair at the September meeting.

The Boards each held a meeting in December 2007 in Yellowknife at which they adopted their respective communications plans. At this meeting, the members decided that the Boards, upon request from the Speaker, would make a presentation during the statutory review of the *Official Languages Act* to begin some time in 2008. At this hearing the Boards will raise a number of issues and recommendations contained in their 2006 evaluation report.

The Official Languages Division provides administrative support to the Boards, primarily in preparation of correspondence, meeting arrangements, preparation of minutes, and travel arrangements.

Members of the Official Languages Board:		Members of the Aboriginal Languages Revitalization Board:	
Chipewyan	– Sabet Biscaye (Chair) Alternate: Angie Lantz	Chipewyan	– Sabet Biscaye Alternate: Angie Lantz
Cree	– Dorothy Desjarlais Alternate: Vance Sanderson	Cree	– Dorothy Desjarlais Alternate: Vance Sanderson
Gwich'in	– Elisabeth Hansen Alternate: Alestine Andre	Gwich'in	– Elisabeth Hansen (Chair) Alternate: Alestine Andre
Inuinnaqtun	– Vacant Alternate: Emily Kudlak	Inuinnaqtun	– vacant Alternate: Emily Kudlak
Inuvialuktun	– Vacant Alternate: Emily Kudlak	Inuvialuktun	– vacant Alternate: Emily Kudlak
Inuktitut	– vacant	Inuktitut	– vacant
North Slavey	– Alphonsine McNeely Alternate: Edith Mackeinzio	North Slavey	– Alphonsine McNeely Alternate: Edith Mackeinzio
South Slavey	– Margaret Leishman Alternate: Elizabeth Hardisty	South Slavey	– Margaret Leishman Alternate: Elizabeth Hardisty
Tłı̨chǫ	– Marie Louise Bouvier Alternate: Camilla Nitsiza	Tłı̨chǫ	– vacant Alternate: vacant
English	– Steve Petersen Alternate: Mary Lou Cherwaty		
French	– vacant		

Achievements: Official Languages in Education

1. Early Childhood Programs

Early Childhood programs are delivered to children of pre-school age. The Language Nest program is one of the Early Childhood programs offered in 20 of the 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 2007/08, twenty sites were funded in the Chipewyan, Cree, Gwich'in, Inuinnaqtun, Inuvialuktun, North Slavey, South Slavey and Tł'chó languages.

Criteria for financial support include the existence of a well-established regulated Early Childhood program as well as community and parental support. In addition, programs 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.



In 2007-08, training workshops for Language Nest personnel were held on:

- developing computer games in Aboriginal languages (Hay River Reserve, November 2007). The workshop examined how such games could be used by families, staff and others to learn an Aboriginal language as well as in Language Nest programs; and
- a celebration of Aboriginal Language Educators in the NWT (Yellowknife, March 26 and 27 2008), to which school and Teaching and Learning Centre (TLC) Aboriginal Language Educators were also invited. Delegates had the opportunity to provide input into the Dene Languages K-12 Curriculum, share best practices and participate in professional development sessions.

The findings of the program evaluation completed in February 2006 indicated 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 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.

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 and succeeding in language learning.

The Aboriginal language curriculum development process is being developed in two streams. The 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 second phase of a pilot. The pilot is taking place in all 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. 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 worked out a process for the development of a Dene K-12 2nd language curriculum for the Dene Languages: Chipewyan, South Slavey, North Slavey, Tłı̨chǫ and Gwich'in. A curriculum writer was hired. Deliverables required of the writer are as follows:

- Dene K-12 2nd Language Curriculum in all levels of language proficiency from beginners to advance will be concurred with the Dene spiral learning, contain appropriate themes/language learning outcomes specific to the Dene Kede curriculum document, reflective of the NWT Dene worldview and have Elders, language teachers and community members input.
- Teacher resource manual
- Relevant resources in correlation with the Dene 2nd Language curriculum



Tentative date for the completion of the deliverables is January 2009. The curriculum writer is expected to work closely with AL-SAC and in consultation with the Elders. AL-SAC meets on a needs basis to address challenges in developing such a complex curriculum.

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

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 2005-2009 signed with the federal department of Canadian Heritage.



libraries as well as for use as professional resources for teachers.

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



Divisional Education Council extended their French Immersion program in Inuvik to Grade 6. The additional funding received by the Commission scolaire

Over the past year, ECE provided training to francophone and French Immersion teachers in the areas of French Language Arts and Français. French educational materials, addressing the literacy and numeracy needs of French Immersion and francophone schools, were purchased for classrooms and school

Under the Additional Funding of the Protocol, money was provided to the DECs 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. Three jurisdictions received funding to offer additional programming in their French Immersion schools. For example, in 2007-2008, the Beaufort-Delta

francophone (CSF) 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 addition and renovation at École Allain St-Cyr in Yellowknife was such a project in 2007-2008. The addition provided space for the francophone community, in particular the junior high and high school students. A community library, a multi-purpose science room, a generic classroom, washrooms and staff support space created a 500m² addition. The renovation work included changes to the existing Administration and staff areas.

Teaching and Learning Centres

Some of the ways that Teaching and Learning Centres (TLCs) in the NWT continue to provide support to the Aboriginal Language and cultural programs in schools are:

- 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.

As an update to the curriculum support, ECE is in the process of hiring a linguist to be the lead curriculum writer. Much of the work will proceed in the next fiscal year. Therefore the 2007-2008 dollars focused on:

- Aboriginal Languages educators Workshop March 26-27, 2008 – (Language instructors and Subject Advisory Committee will be meeting with the lead writer for input into the curriculum)
- Gwich'in Social and Cultural Institute – contribution agreement to publish children's books in the Gwich'in language, and
- Yellowknife Catholic Schools – amendment to TLC contribution agreement to produce "Our Dene Elders Series" in DVDs for distribution to all schools in NWT.

3. Teacher Training

Teachers from the NWT are an essential element in providing the knowledge and expertise necessary to firmly build 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. Through this partnership, Aurora College delivers a four-year Bachelor of Education at Thebacha Campus in Fort Smith, with an option to exit with a Diploma after the third year. Teacher Education Program (TEP) Access years are delivered at all three regional campuses.

In addition, there are opportunities for community-based delivery of the Teacher Education Diploma and the option of teaching with the NWT or completing the fourth year of the Degree at either Thebacha Campus or via transfer to the University of Saskatchewan.

In 2006-2007, through a partnership with the Tłı̨chǫ (font) Community Services Agency, Tłı̨chǫ (font) Government, Aurora College and Education, Culture, and Employment, Aurora College offered a combined Community Education Preparation Program (CEPP) and TEP Access Program in the Tłı̨chǫ Region. This program provided courses in Aboriginal language, culture camps, healing and wellness, and academic preparation. Seven students completed CEPP and twelve students completed TEP Access. In 2007-2008, students who completed these programs, as well as some new applicants, continued on in either the Aboriginal Language and Cultural Instructor Program (a new, two-year Diploma) or the three-year Teacher Education Program Diploma.

In 2007-2008, the Tłı̨chǫ (font) Region offered the first of three years of the Teacher Education Program (TEP) Diploma and the first of two years of the Aboriginal Language and Cultural Instructor Program (ALCIP). Four students successfully completed the first year of the TEP Diploma and are currently enrolled for the 2008-2009 academic year. Nine students successfully completed the first year of the ALCIP Diploma and are currently enrolled for the 2008-2009 year.

The Aurora College Teacher Education Program is funded through the GNWT Strategy for Teacher Education and the Aurora College base budget. Starting in 2009-2010, ECE intends to offer increased opportunities for full-time community-based teacher education programming, both TEP and ALCIP, in locations throughout the NWT.

Aboriginal Language and Cultural Instructor Program (ALCIP)

In 2007-2008 Aurora College offered eight part-time courses from the Aboriginal Language and Cultural Instructor Program (one-year certificate) throughout the Beaufort-Delta, Sahtu, Deh Cho and South Slave regions. In terms of part-time delivery, this is one class less than in 2006-2007. There were sixty-six participants in part-time delivery of the one year ALCIP certificate program in 2007-2008, down 23 participants (26%) from 2006-2007.

However, full-time delivery of the new two-year ALCIP Diploma started for the first time in the Tłı̨chǫ (font) Region in 2007-2008 with nine full-time students and ten courses completed. Including the Tłı̨chǫ (font) students provides a broader picture of ALCIP course delivery, with an overall decrease of 16% in enrolment (75 participants as compared to 89 in 06-07) and a significant 50% increase in courses delivered (18 courses as compared to nine courses in 06-07).

Aboriginal language teachers, Special Needs Assistants, Language Nest staff, and Early Childhood Educators took the part-time courses. In the Tlicho region, students enrolled in the full-time program were those who had continued on from the Community Educator Preparation Program (CEPP) and CEPP Extension preparation programming offered in 2006-2007.

2007-2008 Participant Information by Region	Number of Completions
Sahtu – one course (part-time certificate program)	7
Dehcho - one course (part-time certificate program)	18
Tłı̨chǫ – nine courses (full-time Diploma program)	9
South Slave – three courses (part-time certificate program)	23
Yellowknife – three courses (part-time certificate program)	18
Total	75

In 2006-2007, ECE provided funds to Aurora College for an Aboriginal Language and Cultural Instructor Program Coordinator. This position was also funded in 2007-2008, as it 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.

A summary of actions in 2007-08 and ongoing are:

1. Promotion of the ALCIP certificate and diploma program is ongoing and is essential to ensuring the creation of a new pool of Aboriginal language teachers. In March 2008, the ECE TEP Coordinator and Aurora College ALCIP Coordinator helped to promote the program at the Aboriginal Educators' Conference. This conference included Language Nest and Teaching and Learning Centre staff, as well as Aboriginal Language Specialists from across the NWT.
2. Promotion of the new ALCIP Diploma, which will be delivered in new locations in communities across the NWT starting in 2009-2010, will be a focus for the 2008-2009 year. This may include part-time delivery of programming and a media campaign, as well as community and school visits.
3. Two courses in Yellowknife were offered consecutively, in the morning and afternoon, to allow for earlier completion of the program and reduce travel expenses for course instructors. The third course delivered in Yellowknife was delivered in succession, immediately following the first two courses, to accommodate students and schools.
4. The ALCIP Coordinator and ALCIP Instructors have worked to gather teacher resources at the end of course delivery to share best practices for future course delivery. This will continue to be done in 2008-2009.
5. In 2007-2008, three courses were offered in order to allow students to progress through the program with minimal impact on the schools. This was very successful and will continue to be an option for other regions in the future depending on their needs.

Recommendations based on lessons learned in 2007-2008 include:

1. That the Aurora College Teacher Education Program put together kits for each of the ALCIP courses with teaching resources for future ALCIP instructors (as some courses are offered in both programs, e.g., Introduction to Teaching).
2. That the ALCIP courses be team-taught to provide a balance of perspectives for the inclusion of the Aboriginal languages and cultural perspectives of each region.
3. That the ALCIP courses be offered on a full-time or part-time basis over several months in the early fall to plan in advance for substitute teachers and to make it much easier to access Student Financial Assistance (November 15) in the new year.
4. That each region investigates the possibility of offering ALCIP courses through a job-embedded model of course delivery as it was positively received by the participants in the South Slave region and seemed to be a win-win situation for all involved.

In 2006-2007, the ALCIP Advisory Committee (formerly the ALCIP Review Committee) moved forward with the new two-year ALCIP Diploma, which is designed to be delivered on a full-time basis through a combined community and

regionally-based delivery model. In 2007-2008, the first year of the new Diploma program was offered in the Tłı̨chǫ (font) region in the community of Behchoko. The new ALCIP Diploma is a twenty-course program which 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 have continued to be involved throughout the program implementation in order to advise on an as-needed basis and will complete the vetting of courses for the second year of the program by early Fall 2008.

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 second year of the new Aboriginal Language and Cultural Instructor Program Diploma was offered in 2007-2008 full-time in the Tłı̨chǫ region and the ALCIP Certificate Program continues to offered part-time in the other regions. This will continue for a period of time to allow time for transition.

Highlights / Successes/ Future Plans

- ✓ There continues to be a cohort of students in Yellowknife which require only one or two more courses to complete the certificate program. The goal is to have this group complete their certificate in 2008-2009.
- ✓ Job-embedded course delivery was very successful in the South Slave region and may be chosen as an option in other regions in 2008-2009 in order to meet the needs of teachers and schools. As noted by the ALCIP Coordinator, this eliminates a barrier that has existed for some students in the past.
- ✓ Overall, Aboriginal enrolment in ALCIP (both part-time and full-time) has decreased by 16% in the past year but the number of courses offered (both part-time and full-time) has increased by 50%.
- ✓ Students benefited from interaction with elders, community members, and guest presenters, as well as from field trips. These included a trip to the AWASSIS Conference in Saskatoon for the Tłı̨chǫ students and trips to schools in Northern Saskatchewan to observe successful examples of Aboriginal language immersion programming for the South Slave group.
- ✓ In the Tłı̨chǫ region, there was a strong emphasis on healing and wellness, which students felt was very beneficial and was a major factor in their successful completion of the first year of their program. Healing and wellness will continue to be a strong component of the program in 2008-2009.
- ✓ There are nine potential graduates of the program in the Tłı̨chǫ in 2008-2009.

- ✓ With the completed updates of the ALCIP student profiles, effective planning and course selection will continue. Hopefully, this will result in increased graduation rates for the certificate program.
- ✓ ECE and Aurora College are planning for increased full-time community-based delivery of the ALCIP Diploma over the next three years. This will result in increased numbers of Aboriginal Language Specialists teaching in schools throughout the NWT with a higher level of education than past years and, ultimately, a more representative workforce.
- ✓ A territorial ALCIP Graduate (Certificate and Diploma) Database is being created within ECE, similar to the existing Teacher Education Program (Diploma and Degree), to track graduation rates and retention in the region, profession, and field of education.

April 2008 marked the first time that students graduated with a Bachelor of Education degree completed in the NWT. This was granted through a partnership with the Indian Teacher Education Program (ITEP) with the University of Saskatchewan. Students continue to have the option of transferring to the U of S for their fourth year of study.

4. Adult Education

ECE provided funding to Aurora College for the delivery of Aboriginal language courses in 2007-2008. 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 with Aboriginal languages.

During the 2007-2008 academic year, in partnership with the Tłı̨chǫ Community Services Agency (TCSA), Aurora College delivered the first of two years of the new Aboriginal Language and Cultural Instructor Program (ALCIP) Diploma to nine students. All nine students successfully completed the year and are currently enrolled in year two of the program. Nine graduates are anticipated in June 2009. ECE provided funding in the amount of \$301,000 to support delivery

of this program. This amount was allocated from the Teacher Education Program Strategy funding through College Services.

The GNWT identified ongoing funding to support full-time, rotational delivery of the new two-year Aboriginal Language and Cultural Instructor Diploma on a rotational basis throughout the regions. The Aboriginal Language and Cultural Instructor Program Coordinator supports regional delivery of courses and is based at the Thebacha Campus in Fort Smith. Part of the ALCIP Coordinator's role is to create and update student profiles and identify areas of need throughout the regions, as well as to coordinate part-time delivery of these courses.

Part-time courses continued to be offered throughout the regions in 2007-2008. In partnership with Divisional Education Councils, District Education Authorities, Language Centers, and First Nations Government Agencies, Aurora College offered 8 courses throughout 4 regions on a part-time basis. A total of 66 students registered and successfully completed the courses. For the majority of the students (76% or 50 of the 66 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 through Aurora College to support the delivery of these courses.

Achievements: Government Services and Official Languages

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 for Yellowknife.

A Single-Window Service Centre 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 2007-2008, the Department of Education, Culture and Employment hired a Project Manager to implement the service centre. The main activities were the identification of 27 wide-ranging services to be offered on behalf of the departments and boards at a more complex level than providing basic information, the creation of a working committee to assist with implementation of

the project formed of representatives from the GNWT departments and agencies and the consultation with language groups and community organisations.

A memorandum of understanding between seven departments was completed and an accessible, convenient downtown location was confirmed. Two full time bilingual employees were hired.

During the year, a communications plan was completed and a series of promotional tools were created. The Single-Window Service Centre officially opened June 2008.

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, staff of the Department of Justice and Education, Culture and Employment or by contractors.

In 2007-2008, translators in ECE and Justice, with the assistance of contractors, translated over 940,000 words into French or English for GNWT departments, boards and agencies. This includes job advertising, requests for proposals, calls for tender, correspondence from the public and various GNWT publications and reports.

Notable documents that were translated (English / French) in 2007-2008:

Northwest Territories Individual Education Plans: Guidelines for Development and Teacher Resource Kit 2006
Professional Operator's License Information
Motorcycle Operator's License Information
Northwest Territories Individual Education Plans
Northwest Territories Student Support
Plans: Guidelines for Development and Teacher Resource Kit
2006
Public Accounts 2006 – 2007
CASP 2007 Conference Abstracts
NWT's Health Specific Privacy Legislation
First Policy Discussion Paper
Office of the Information and Privacy Commissioner of the Northwest Territories: Annual Report 2006-2007
Quality Health Care in the NWT
Chief Electoral Report
Stratégie de développement touristique pour les TNO
Recueillir les toponymes inuit. Pour quoi faire?
Legislative Assembly Community Profiles
Road and Campground Guide
BDIC Financial Statements - Public Accounts
Grade 4 Social Studies - Social Studies Kit: Resource Development - Teachers Guide
Is there a case for Health Specific Privacy Legislation in the NWT?

French and English Translation 2007-2008

DEPARTMENTS / AGENCIES	# WORDS	%
AAIR	3,735	0.4%
ECE	309,115	32.9%
ENR	11,403	1.2%
Executive	9,130	1.0%
Finance	18,956	2.0%
FMB	19,520	2.1%
HSS	118,680	12.6%
Human Resources	36,290	3.9%
ITI	36,690	3.9%
Justice (1)	177,914	18.9%
Legislative Assembly (2)	114,076	12.1%
MACA	4,907	0.5%
NWTHC	14,883	1.6%
Outcrop	0	0.0%
PWS	7,892	0.8%
Transportation	51,986	5.5%
WCB	5,303	0.6%
Total	940,480	100.0%

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

French Legal Translation

Two staff legal translators translate all statutory instruments into French. When needed, contracted legal translators provide additional services. All of the legislative instruments that came into force in 2007 and 2008 were adopted in both English and French.

A total of 163,743 words were translated into French: 61,759 words for regulations; 99,994 words for Bills; 517 words for Orders; 614 words for Motions; and 859 words for other types of documents.

A total of 270 documents were translated into French:

- 18 Bills
- 128 Regulations
- 21 Orders
- 91 Motions
- 12 documents for public use, including legal forms and guides.

An annual volume of *Statutes of the Northwest Territories* is published annually in English and French. Parts I and II of the *Northwest Territories Gazette* are each published in English and French in 12 volumes in each calendar year.

3. Services to the Public

This section summarizes services to the public by departments, boards and agencies of the Government of the Northwest Territories. More details are available in the Activity Report 2007-2008 of the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT*.

1. Legislative Assembly

The Legislative Assembly continues to provide services to the public in as many Official Languages as possible. 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

Two new initiatives have allowed the Assembly to reach more residents of the Northwest Territories in all of the official languages. The Legislative Assembly introduced self-guided audio tours in all of the official languages of the Northwest Territories. The second initiative was the introduction of Legislative Assembly Television (LATV) during the June 2008 sitting of the Assembly.

LATV is a public service operated by the Assembly to bring the proceedings of the House to all residents of the NWT in all eleven official languages. The network has the ability to simultaneously record up to four languages and then to choose the languages to accompany the broadcast in each community and to rebroadcast according to community specific schedules. It is expected that by the fall of 2008 all 33 communities will have access to the network with all regional language components being operational.

2. Health and Social Services (HSS)

The Department of Health and Social Services (HSS) and the Health and Social Services Authorities offer their services in languages other than English either in the form of direct or facilitation services by bilingual staff, or by interpretation services.

Tele-Care Health Line NWT is a family health and support line for all residents of the Northwest Territories. The free and confidential telephone service is staffed by bilingual (French/English) nurses who are registered in the NWT. Tele-Care NWT offers three-way interpretation service for all aboriginal languages of the NWT and many foreign languages in addition to TDD/TTY. The service operates 24/7 and forms part of Primary Community Care.

The Department of Health and Social Services maintains a public website that provides an exhaustive source of information about programs, services, publications, and contacts (www.hlthss.gov.nt.ca). The Department's public website is virtually bilingual in French and English. All of the forms are bilingual and can be provided in other official languages upon significant demand.

The Department of Health of Social Services' Official Languages Consultant is a voting member of the Coordinating Committee of the *Réseau TNO santé en français (RTS)* and as such attends regular meetings of this organization. In this capacity, the Official Languages Consultant also attended a national conference about human resources issues of providing health services in French in minority settings.

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.

In 2007-2008, approximately 500 clients/patients received French services and 124 French interpreting requests were completed out of 128 requests received, representing a completion rate of 96.9%.

Since February 2008, ***Can Talk***, a Telephone Interpreting system from Winnipeg from Winnipeg can be used if face-to-face interpreting cannot be provided within 20 minutes of receiving the request for French Services.

Yellowknife Health and Social Services Authority (YHSSA))

French Services are available after hours, and on a 24/7 basis on weekends and holidays by contacting the French Relief Interpreter on the after hours cell phone. For 2007-2008, there were 11 interpreting requests.

4. Executive

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

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

5. NWT Housing Corporation

The Northwest Territories Housing Corporation (NWTHC) continues to communicate in aboriginal languages as required when interacting with residents of the NWT. The NWTHC had two employees who received the bilingual bonus for an Aboriginal Language.

As listed on its website, the NWTHC offers translation in other official NWT languages upon reasonable request. As well, the NWTHC's partially funded Community Liaison Officer position in NWT communities with community organizations for the provision of housing services and Aboriginal language services when necessary. Aboriginal Languages are used in approximately nine communities.

As part of the new programs advertising, "*Housing Choices*," 886 English words were translated into the Dogrib language for print-based material distribution.

Common practice is to hire interpreters/translators when needed throughout the communities. 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.

The NWTHC has signed partnership agreements with Local Housing Organizations (LHO) in 23 communities for the administration of its public housing portfolio. The LHO staff are community residents and many employees are fluent in the local aboriginal language.

6. Transportation

The designated bilingual position in the Department of Transportation's North Slave Driver and Vehicles Licensing 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 are available in French (text format):

- 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*

Work has commenced to prepare the graphics and layout design of the French Basic License Driver's Handbook in preparation of a printable version similar to the English version.

The Behchokö issuing office provides services in Tłı̨chǫ.

The Basic Driver's Manual is also translated into Tłı̨chǫ.

7. Human Resources

- The Department of Human Resources had four Bilingual employees available to provide services in either French or an Aboriginal language during 2007-2008. These employees were all located at headquarters.
- GNWT Payroll processed Bilingual Bonus and Language Allowance to 294 employees for their use of two or more NWT Official Languages during the 2007-2008 fiscal year.
- All job postings advertised in a French Designated Area were published in both French and English during 2007-2008.

8. Education, Culture and Employment

NWT Library Services

- Library Services continue to encourage the use of all official languages of the NWT.
- Over the past year, collections of French language materials were housed at four public libraries: Mary Kaeser Library in Fort Smith, the NWT Centennial Library in Hay River, the Inuvik Centennial Library and the Yellowknife Public Library. Public Library Services performed some collection maintenance at the Yellowknife Public Library, ensuring that any outdated materials were removed from the collection. French language materials were available at any location through the inter-library loan or Mail-a-Book programs.
- Public Library Services continued to purchase materials in Aboriginal languages where possible. Community library staff members are encouraged to present family programming using local languages where possible.

9. Justice

- All services are provided in French upon request. Services are provided through bilingual staff, contracted interpreters and contracted francophone staff. All legislative instruments are enacted in French.
- All new products/campaigns are reviewed for OL considerations. New written materials that are intended for a public audience (ads, brochures, reports, etc) are bilingual E/F or available in French. Audiovisual materials (TV ads, radio ads, PSAs) are in French where appropriate.
- Forms used by the public that are newly produced or revised are made available in both French and English. Wherever possible, integrated bilingual forms are produced.

In 2007-2008, the following forms from the following offices are bilingual or available in French:

- Legal Registries
- Coroner
- Rental Office
- Maintenance Enforcement
- Public Trustee
- Victim Services

The following public-awareness campaigns were underway in 2007-08:

Family Violence:

In 2007-08, this campaign included French components as follows:

- Newspaper ads
- Newspaper insert
- General booklets about emergency protection orders
- Elders' booklets about emergency protection orders
- General booklets about protection orders
- Posters
- Info-sheets about hearings



Lawyer Recruitment:

In 2007-08, this campaign included French components as follows:

- French web page
- French video
- French "Images of the NWT" video

Family Law:

In 2007-08, this campaign included French components as follows:

- Brochures for the following programs:
 - Mediation
 - Maintenance Enforcement (separate creditor and debtor brochures)
- Information booklets about:
 - Custody and Access
 - Separation and Divorce
- Family Law Guide
- Posters for the following programs:
 - Mediation
 - Family Law

Victim Services:

In 2007-08, this campaign included French brochures on the following topics:

- When A Serious Crime Happens to You
- Breaking and Entering
- Peace Bonds
- Sexual Assault
- Being a Witness
- Youth Crime Victim Support Booklet

Information for Landlords and Tenants:

In 2007-08, the following info-sheets were made available in French:

- Residential Tenancy Agreement
- Information on Security Deposits

- Information on Rental Increases
- Termination of Tenancy Agreements
- Security of Tenure

Courts Services

Civil and criminal court proceedings are held in French. The court registry provides clerk services in French both in and out of court. Francophone judges and court staff are provided for French proceedings.

Court interpreters may be provided for any of the following:

- Unilingual accused
- Unilingual witnesses
- Unilingual jurors
- Unilingual member of the Court audience (at the direction of the Judge)

It is relatively unusual for NWT Courts to hire French interpreters, as it is the practice of the Court to provide francophone judges and court staff when parties to a court proceeding request that the matter be heard in French. During 2007-08, one matter was heard in French (other than *Procureur général des Territoires du Nord-Ouest c. Fédération Franco-Ténoise*: see below) and three French-English interpreters were hired by NWT Courts.

During 2007-08, 60 Aboriginal-language court interpreters were hired. Of this total, 44 were Tłı̨chǫ and 10 were North Slavey. The averages for the past nine fiscal years (1999-00 to 2007-08) are:

- Tłı̨chǫ: 47%
- South Slavey: 14%
- North Slavey: 12%
- Chipewyan: 7%
- Innuinaqtun: 4%
- Inuvialuktun: 2%
- Cree: less than 1%
- Gwich'in: less than 1%
- Inuktitut: less than 1%

The following public-awareness campaigns were underway in 2007-08:

Family Violence:

In 2007-08, this campaign included Aboriginal-language components as follows:

- Radio ads in:
 - Chipewyan
 - Cree
 - Gwich'in

- Inuinnaqtun
- Inuktut
- Inuvialuktun
- North Slavey
- South Slavey
- Tłı̨chǫ
- General booklets in:
 - Inuinnaqtun
 - Chipewyan
 - Tłı̨chǫ
- Elders' booklets in:
 - Inuinnaqtun
 - Chipewyan
 - Tłı̨chǫ
- Booklets about protection orders in:
 - Chipewyan
- Posters in Tłı̨chǫ
- English-language posters with the active offer in all official languages

Family Law:

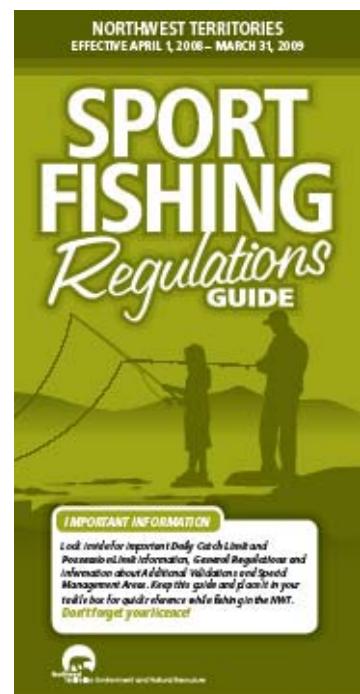
In 2007-08, this campaign included Aboriginal-language components as follows:

- Posters in Tłı̨chǫ
- Brochures in Tłı̨chǫ

Victim Services:

In 2007-08, this campaign included Aboriginal-language brochures on the following topics:

- When A Serious Crime Happens to You (South Slavey)
- Breaking and Entering (Gwich'in)
- Peace Bonds (Tłı̨chǫ)
- Sexual Assault (North Slavey)
- Being a Witness (Tłı̨chǫ)
- Victims of Youth Crime (all Aboriginal languages)



10. Environment and Natural Resources (ENR)

- Four employees received the bilingual bonus (three in Yellowknife, one in Norman Wells). Primary activities include translation of letters. Two employees also do regular interviews with Radio Canada International about wildlife issues in the Northwest Territories.

- This last year saw the translation of the 2007/2008 Sport Fishing Guide, the 2007/2008 Summary of NWT Hunting Regulations, the GNWT discussion paper on recycling waste products and the Species at Risk in the Northwest Territories Guide for 2008.

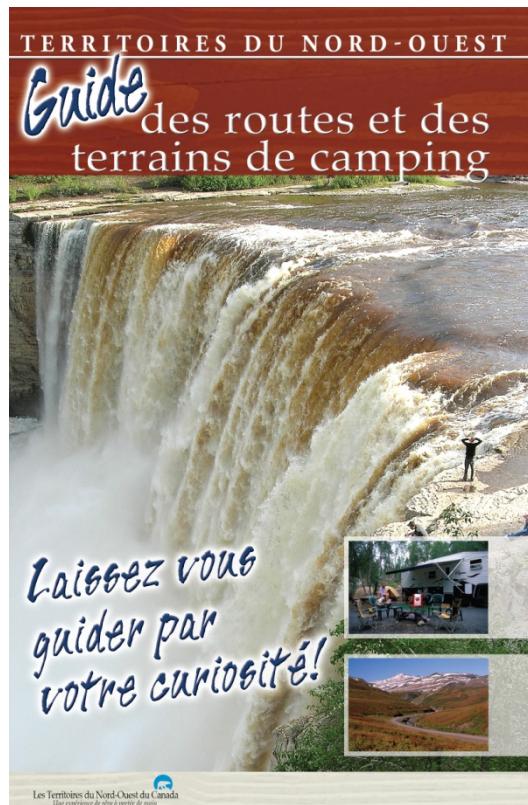
11. Public Works

In addition to French language activities funded through the cooperation Agreement, Public Works and Services carried out the following Official Language activities during 2007-2008:

- Bilingual bonus at the Petroleum Products Division in Fort Simpson 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 Active Offer was included in:
 - The Arts and Crafts Logo Program Guide (two editions),
 - Grants and Contributions Annual Report 2006/07,
 - Community Futures Annual Report to March 2007.
- Advertisements were placed in French – 28 RFP/Tenders and 2 displays.
- The NWT Business Development and Investment Corporation website is totally bilingual (English and French).
- 20 displays providing information on bison were produced in English and French for Wood Buffalo Park.



13. Aboriginal Affairs & Intergovernmental Relations (DAAIR)

Translation services are provided at Negotiation Table Meetings and Community Consultations as requested. These costs are covered by the Negotiating party who is hosting the event: the GNWT, the Federal Government, or the Aboriginal Organization.

14. Department of Municipal and Community Affairs

Through MACA's website the Department offers translation of all materials in Chipewyan, Cree, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, and Tłı̨chǫ

Within the Departments website, a link to the Dene Fonts Package is available to the public. This font package allows the writing/viewing of special vowels and consonants found in the Athabascan Languages. MACA has three bilingual employees receiving the bilingual bonus for Aboriginal languages:

Community Development Coordinator	Dehcho	Fort Simpson
Finance and Administration Officer	Tłı̨chǫ	Bechoko
Land Officer	Tłı̨chǫ	Bechoko

There was one French service point identified for the Department. The Communications and Policy Advisor at the headquarters in Yellowknife provided services in French.

15. Workers' Safety & Compensation Commission – NWT and Nunavut

In 2007-2008, one WSCC employee received a bilingual bonus for speaking Aboriginal Languages. The employee received the bonus for speaking North and South Slavey.

The WSCC translated 19 public documents into an Aboriginal Language in 2007-2008. This included forms, brochures, posters, the Annual Report, and the Corporate Plan.

To support the provision of French, the WSCC employs 4 bilingual employees in the NWT. Forty-two letters were translated in French to ensure that clients were served in their language of choice.

Achievements: Partnerships with Language Communities

1. Aboriginal Languages Communities Program

In 1994, ECE published *“People: Our Focus for the Future,”* which mentioned a long-term strategy for education and cultural development in the NWT. This document committed the department to “transfer existing research and development resources to language communities to improve language planning for each language.” This would allow the language communities to plan and subsequently implement and manage their own language plan and provide accountability for language funding for the region.

After various consultations (*Language – Aboriginal Language Community Consultations*) the GNWT provided initial funding to each regional Aboriginal organization to hold workshops and prepare a language plan that would guide the development and delivery of language projects and activities in the respective regions. The recommendations and other information generated from these regional language workshops formed the basis of the regional strategic language plans.

Since 2000, language funding to regional Aboriginal organizations has been based on the development, review and implementation of their strategic language plans.

ECE will continue its overall responsibility for coordination and support of official languages. ECE will also continue to promote public awareness and value of the Aboriginal languages and cultures and to encourage increased use and appreciation of all the official languages of the NWT.

2. Aboriginal Languages Literacy Program

Literacy, as most of us understand it, means having the ability to read and write. In ECE’s draft of the NWT Literacy Strategy it is defined as follows: *“Literacy is the lifelong development of a broad range of skills in one or more of the NWT official languages for the purpose of expanding an individual’s potential for optimal health, personal success and positive participation in community wellness and development.”*

According to the Strategy Framework, “literacy encompasses a broad range of competencies: reading different kinds of printed materials, writing, speaking, listening, observation, visual representation, numeracy, use of technology, critical thinking and problem solving. Development of these multiple literacies is encouraged in the 11 official languages of the Northwest Territories.

For the past few years ECE has provided funding to each of the official Aboriginal languages group for community-based literacy programs or projects. The focus of this initiative is on development of community and family literacy programs through traditional and cultural learning in the local language. Some communities have been able to collect and preserve traditional stories, traditional knowledge and local history through the use of audiovisual technology. The purpose is to improve literacy and raise awareness of the importance of literacy in the local Aboriginal language. Some assistance is provided where communities have the information but lack the capacity and resources to transcribe and translate such information.

ECE will continue its support of the Aboriginal Languages Literacy program to improve literacy skills of individuals, family members and community members so that they will have a greater opportunity to actively participate in local and regional development. ECE believes that the single most important benefit it can provide to the communities as a long-term goal is literacy.

3. Geographic Place Names Program

The NWT Cultural Places Program at the Prince of Wales Northern Heritage Centre is responsible for geographical names of features and places in the NWT. The Program coordinates official recognition for place name changes, placing special emphasis on the recognition of Aboriginal language place names. This is in line with the NWT Geographical and Community Names Policy 71.09 of 1997.

A searchable database link on the PWNHC website provides access to over 4,000 official geographical names. The NWT Geographical Names database also contains another 4,000 traditional place names that have been recorded by researchers and language specialists over the past 30 years. Program staff work with communities to research and identify places and geographic features suitable for official status in the NWT.

In 2007-08, the NWT published a book on researching and documenting traditional sites titled *Living with the Land: A Manual for Documenting Cultural Landscapes in the Northwest Territories*. It includes a chapter on traditional place names. The book is available in Portable Document Format (pdf) on the PWNHC website (www.pwnhc.ca/programs/geog.htm).

In addition, funding and technical support was provided to the North Slave Metis Alliance to research and document Metis history and place names, and to the Gwich'in Social and Cultural Institute on behalf of the Gwich'in Tribal Council to collect, document and submit for recognition the traditional place names of the Arctic Red River headwaters.

4. Museum Exhibits

In 2007-08 the Prince of Wales Northern Heritage Centre (PWNHC) produced a major, 2,000 square foot exhibit titled 'Yamoria – *The One Who Travels*' that will run until January 2009. All NWT Dene dialects are presented in multimedia format. A travelling version of the exhibit will be produced in future years.

Storyline development was completed for the first of a series of planned programs for an interactive display in the Orientation Gallery at the PWNHC. *The Land Up Here* will provide information about the Aboriginal languages in the NWT and the viewer will be able to select sound tracks in Aboriginal languages as well as English and French.



The PWNHC enhanced its offering of French language web-based exhibits by adding 25 modules to the *NWT Historical Timeline* in French on its website (www.pwnhc.ca/timeline/index.html)

5. NWT Archives

The NWT Archives digitized 37 reel-to-reel recordings, most of which are drum dances and stories, in North Slavey for the community of Délîne. In addition, Archives staff conducted a workshop in Délîne in digital recordings to assist the community to create their own archives of traditional drumming and oral histories in their Aboriginal language.

6. Aboriginal Languages Website Project

The NWT Official Aboriginal Languages website serves two purposes; one is to promote our official Aboriginal languages and the second is to provide further

communication tools for those involved in the teaching of Aboriginal languages in our territory.

Providing ways for Aboriginal language communities and educators to communicate with each other and create and share materials and resources is paramount to the Department of the ECE. The website has materials that will be made available to the general public and those interested in learning about the Aboriginal languages of the NWT.

ECE, responsible for presentation, has a prototype website which is continually being updated and revamped. In November 2007 a test web page was created with information on the Aboriginal languages of the NWT.

Aboriginal language communities continue to work on the content and this responsibility for content allows them to add their own resources to the database of Aboriginal language publications. The installation, maintenance and ongoing administration of this website are still under discussion and review.

7. Aboriginal Broadcasting Program

Over the past few years ECE has provided funding support to the Native Communications Society (NCS) and to the Inuvialuit Communications Society (ICS) to produce and broadcast Aboriginal languages radio and television programming. It is important to note that both Societies have produced many hours of unique and distinctly northern Aboriginal programming in the languages of their respective regions. They provide culturally appropriate, Aboriginal Language broadcast programming for Aboriginal audiences in communities across the NWT.

Aboriginal radio and television programming play a crucial role in the retention and maintenance of Aboriginal languages and deserve to be recognized with continued support. Both societies produce broadcast programming that provides information and covers current issues from an Aboriginal perspective that is presented in the Aboriginal languages of their respective regions. Live broadcasts of regional assemblies and leadership meetings play an important role in increasing awareness of regional and national Aboriginal issues.

ECE will continue its working relationship with the Aboriginal communication societies through annual financial support. ECE recognizes and realizes the challenges faced by the two Aboriginal communication societies such as cost of broadcast programming and acquisition of new production and broadcast technologies. With their cooperation, ECE will seek new approaches to support alternative revenue generating strategies as a long-term goal.

8. Certification of Aboriginal Interpreter/Translators



ECE privatized its Aboriginal language services in 1997 and was directed by the FMB to develop and implement a certification process for Aboriginal Interpreter/Translators (I/T). The certification will formally recognize the skills required in this occupation under the *Apprenticeship, Trades and Occupational Certification Act (NWT)*. The Occupational

Standards were developed in February 1999 and Certification Process in September 2000. However, these are now more than five years old and were required to be reviewed prior to being accepted by the Apprenticeship Board.

Representatives of the Aboriginal languages met twice in 2006. First to review and update the occupational standards for Aboriginal I/Ts and secondly to discuss the standards to ensure that they accurately reflect the knowledge, skills and attitudes required of a competent Aboriginal Interpreter/Translator. The occupational standards were validated and copies circulated among the participants for further comments.

Another meeting was scheduled for September 2007 to develop an evaluation process and select testing materials to be used in a proposed pilot certification. The content of the testing materials would reflect topics that interpreters and translators commonly work with, such as court proceedings, environmental hearings, news releases and medical, government and industry meetings. Unfortunately only one participant responded with the required testing materials. The meeting was postponed until March 2008.

After careful review of the whole certification process, it became apparent that there was a lack of qualified Aboriginal evaluators among some of the Aboriginal languages. Elders could be used to verify the speaking proficiency of a candidate in an interpretation setting. However for the written test, there is a lack of qualified evaluators to verify the writing skills of a candidate. In order to properly develop a certification process for Aboriginal I/Ts, there needs to be a pool of qualified I/Ts. In order to have a pool of qualified I/Ts, there needs to be a training process primarily for Interpreter/Translators.

The meeting scheduled for March 2008 was cancelled and the project put on hold with the cancellation of the certification contract.

The intention now is to complete the certification process in the future when there will be a pool of qualified Aboriginal Interpreter/Translators who have completed the current regional Interpreter/Translator training program. At that time there will be qualified individuals who will be available to actively participate and contribute to the certification process.

ECE recognizes that there is a definite need for the services of certified Aboriginal Interpreter/Translators and will continue to support and work with Aboriginal language communities to achieve that goal.

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.

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.

Achievements: Agreement between Quebec and the GNWT

Since 1969, the Government of Quebec has had an Intergovernmental Cooperation Program to promote French language and culture in Canada. One of the main objectives of the program is to encourage the people of Quebec and Francophones and Acadians in Canada's provinces and territories to get to know each other better through a Cooperation and Exchange Agreement.

In August 2007, the Government of Quebec and the Government of the Northwest Territories (NWT) entered into an agreement for cooperation and exchange in matters relating to the Francophonie, in the presence of representatives of the NWT francophone community.

The agreement will give groups and institutions from Quebec and the NWT the opportunity to develop relationships and carry out joint activities in the areas of education, culture, youth, French language, economy, and communications.

Conclusion

The GNWT recognizes the diversity of its official languages and the many challenges that the language communities face in their efforts to revitalize and maintain their languages. It is through these community efforts and the government's continued support that the future of our Aboriginal languages can be assured.

Appendix 1

GNWT Language Program Expenditures – Aboriginal (2007-2008)

	VOTE 4		VOTE 1	
	Budget	Expenditures	Budget	Expenditures
Health and Social Services (Aboriginal Terminology)	35,000	6,482		
Teaching and Learning Centres	475,000	475,000		
Aboriginal Language & Culture Instructor Program	200,000	200,000		
Aboriginal Language Broadcasting	200,000	197,375	222,000	230,754
Language Planning / Evaluation	25,000	2,359		
Language Promotion	20,000	44,072		
Language Resource Development	5,000	0		
Geographic Place Names	15,000	0	0	15,000
Community Contributions	925,000	974,712	443,000	240,967
Language Acquisition Initiative			797,000	301,931
Early Childhood Development Initiative			740,000	747,387
Literacy (from Literacy Initiative)			300,000	215,000
Language Services Division – Administration			410,000	227,617
Aboriginal Language School Programs Total			7,673,000	7,564,682
Totals for Aboriginal Languages	1,900,000	1,900,000	10,585,000	9,543,338

Appendix 2

GNWT Language Program Expenditures – French (2007-2008)

Canada - NWT Cooperation Agreement for French and Aboriginal Languages	Budget	Expenditures	
Education, Culture and Employment	896,000	893,560	
GNWT French Translation Services	380,000	412,093	
Services to the Public	33,000	60,185	
Policy and Coordination	150,000	158,326	
Language Promotion	15,000	8,138	
Community Funding (PDCC)	145,000	145,000	
Special Project – Single Window	173,000	109,818	
Justice	489,000	455,618	
Legal Translation Services	429,000	396,684	
Services to the Public	50,000	48,934	
Policy and Coordination	10,000	10,000	
Health and Social Services	301,000	280,468	
Policy and Coordination	46,000	46,466	
Services to the Public	50,000	29,002	
Services to the Public (HSS Authorities)	205,000	205,000	
Environment & Natural Resources	Services to the Public	10,000	13,518
Executive	Services to the Public	6,000	2,211
Finance	Services to the Public	3,000	2,169
FMBS	Services to the Public	4,000	1,728
Human Resources	Services to the Public	2,000	4,144
Industry Tourism & Investment	Services to the Public	15,000	10,544
Legislative Assembly	Services to the Public	20,000	20,000
MACA	Services to the Public	12,000	6,370
NWT Housing Corporation	Services to the Public	12,000	13,893
Public Works and Services	Services to the Public / Office Space	80,000	79,497
Transportation	Services to the Public	20,000	16,818
Workers' Compensation Board	Services to the Public	3,000	1,698
Total Canada NWT Cooperation Agreement	1,873,000	1,802,236	