

**EVALUATION OF THE CANADA - NWT  
COOPERATION AGREEMENT FOR FRENCH AND ABORIGINAL  
LANGUAGES IN THE NWT**

**FINAL REPORT**

**PART II**

Prepared for :  
the Government of the Northwest Territories

Prepared by :  
New Economy Development Group  
Ottawa (Ontario)

December, 1993





**EVALUATION OF THE CANADA - NWT  
COOPERATION AGREEMENT FOR FRENCH AND ABORIGINAL  
LANGUAGES IN THE NWT**

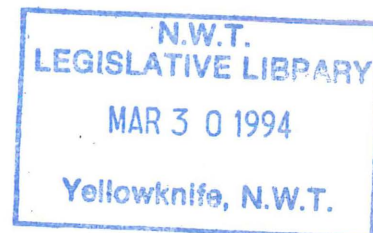
**FINAL REPORT**

**PART II**

Prepared for :  
the Government of the Northwest Territories

Prepared by :  
New Economy Development Group  
Ottawa (Ontario)

December, 1993



## Table of Contents

I. COOPERATION AGREEMENT PROFILE: ABORIGINAL LANGUAGES.....	1-1
A. Program Profile .....	1-1
B. Overview of the Agreement by Department .....	1-6
B.1 Program and Activity Profile .....	1-6
B.1.1 Department of Education, Culture and Employment .....	1-8
B.1.2 Department of Health .....	1-22
B.1.3 Department of Justice .....	1-23
B.1.4 Other Departmental Aboriginal Language Projects .....	1-24
B.2 Budget Allocation and Actual Spending .....	1-25
B.3 Budget Allocation by Language Group .....	1-31
B.4 Budget Allocation by Expenditure Category .....	1-33
II. ABORIGINAL LANGUAGES: RESULTS OF THE COMMUNITY SURVEY .....	2-1
A. Community Research Methodology .....	2-1
A.1 Overview of design .....	2-1
A.2 Sampling .....	2-2
A.3 Instrumentation .....	2-5
A.4 Comparative Analysis .....	2-6
A.5 Community Research: Validation .....	2-7
B. Results by Language Group .....	2-13
B.1 Chipewyan .....	2-13
B.2 Cree .....	2-28
B.3 Dogrib .....	2-42
B.4 Gwich'in .....	2-56
B.5 Inuktitut .....	2-70
B.6 Inuinnaqtun .....	2-84
B.7 Inuvialuktun .....	2-90
B.8 North Slavey .....	2-113
B.9 South Slavey .....	2-129
III. COOPERATION AGREEMENT PROFILE: FRENCH .....	3-1
A. Overview of the Agreement .....	3-1
B. Overview by Department .....	3-4
B.1 Program and Activity Profile .....	3-4
B.1.1 Department Responsible for Education, Culture and Employment Programs .....	3-4
B.1.2 Department of Justice .....	3-11
B.1.3 Department of Health .....	3-14
B.1.4 Government Services and Public Works .....	3-17
B.1.5 Other Departmental French Language Projects .....	3-18
B.2 Budget Allocation and Actual Spending .....	3-20
B.3 Budget Allocation by Region .....	3-27
B.4 Budget Allocation by Expenditure Category .....	3-28

## List of Tables and Charts

### PART II

<u>Tables</u>	Page
Table 1.1	Aboriginal Language Programs ..... 1-1
Table 1.2	Budget Allocations and Expenditures for Aboriginal Language Programs ..... 1-2
Table 1.3	Allocation of Agreement funds for Aboriginal language programs ..... 1-3
Table 1.4	Some GNWT contributions to Aboriginal language programs proposed for 1993-94 ..... 1-5
Table 1.5	Departmental Program Responsibility ..... 1-6
Table 1.6	Department of Education, Culture and Employment ..... 1-8
Table 1.7	Interpretation/Translation Services by Language Bureau ..... 1-10
Table 1.8a	Teaching and Learning Centre Activities - 1991-92 ..... 1-13
Table 1.8b	Teaching and Learning Centre Activities - 1992-93 ..... 1-14
Table 1.9	Language Enhancement Contribution Program Projects ..... 1-16
Table 1.10	Participation in Teacher Education Programs ..... 1-19
Table 1.11	Literacy Programs ..... 1-20
Table 1.12	Departmental Expenditures for Aboriginal Language Programs ..... 1-26
Table 1.13	Expenditures for Aboriginal Language Programs of the Department of Education, Culture and Employment ..... 1-28
Table 1.14	Expenditures for Aboriginal Language Programs of Arctic College ..... 1-30
Table 1.15a	Variance from Budget by Budget Line, 1991-92 ..... 1-30
Table 1.15b	Variance from Budget by Budget Line, Department of Education, Culture and Employment ..... 1-30
Table 1.16	Allocation of Resources by Language Group, 1992-93 ..... 1-32
Table 1.17a	1991-92 Budget and Expenditure According to Activity ..... 1-35
Table 1.17b	1992-93 Budget and Expenditure According to Activity ..... 1-36
Table 1.17c	1993-94 Budget According to Activity ..... 1-37
Table 2.1	Comparison between APS and Language Survey ..... 2-8
Table 2.2	Major Ethnic Sample Proportions In Relation to Survey Populations ..... 2-9
Table 2.3	Age Distribution of Indian Respondents ..... 2-10
Table 2.4	Age Distribution of Inuit Respondents ..... 2-11
Table 2.5	Proportion of Aboriginal Respondents With Positive Fluency Evaluations in at Least One Aboriginal Language ..... 2-12
Table 2.6	Age Distribution of Chipewyan Respondents, 1992 ..... 2-14
Table 2.7	Oral Fluency of Chipewyan Respondents, 1992 ..... 2-17
Table 2.8	Literacy of Chipewyan Respondents, 1993 ..... 2-20
Table 2.9	Perception About Availability of Services in Chipewyan and Use of These Services 1988-93 ..... 2-24
Table 2.10	Change in Ease of Access to Services in Chipewyan Between 1988 and 1993 ..... 2-26
Table 2.11	Age Distribution of Cree Respondents, 1992 ..... 2-28
Table 2.12	Oral Fluency of Cree Respondents, 1992 ..... 2-32
Table 2.13	Literacy of Cree Respondents, 1993 ..... 2-35
Table 2.14	Perception About Availability of Services in Cree and Use of These Services, 1988-93 ..... 2-39
Table 2.15	Change in Ease of Access to Services in Cree Between 1988 and 1993 ..... 2-40
Table 2.16	Age Distribution of Dogrib Respondents, 1992 ..... 2-42

Table 2.17	Oral Fluency of Dogrib Respondents, 1992 .....	2-46
Table 2.18	Literacy of Dogrib Respondents, 1993 .....	2-48
Table 2.19	Perception About Availability of Services in Dogrib and Use of These Services, 1988-93 .....	2-53
Table 2.20	Change in Ease of Access to Services in Dogrib Between 1988 and 1993.....	2-54
Table 2.21	Age Distribution of Gwich'in Respondents, 1992 .....	2-57
Table 2.22	Oral Fluency of Gwich'in Respondents, 1992 .....	2-60
Table 2.23	Literacy of Gwich'in Respondents, 1993 .....	2-63
Table 2.24	Perception About Availability of Services in Gwich'in and Use of These Services .....	2-68
Table 2.25	Change in Ease of Access to Services in Gwich'in Between 1988 and 1993.....	2-69
Table 2.26	Age Distribution of Inuktitut Respondents, 1992.....	2-71
Table 2.27	Oral Fluency of Inuktitut Respondents .....	2-74
Table 2.28	Literacy of Inuktitut Respondents, 1993.....	2-77
Table 2.29	Perception About Availability of Services in Inuktitut and Use of These Services .....	2-82
Table 2.30	Change in Ease of Access to Services in Inuktitut Between 1988 and 1993.....	2-83
Table 2.31	Age Distribution of Inuinnaqtun Respondents, 1992 .....	2-85
Table 2.32	Oral Fluency of Inuinnaqtun Respondents, 1992.....	2-89
Table 2.33	Literacy of Inuinnaqtun Respondents, 1993.....	2-91
Table 2.34	Perception About Availability of Services in Inuinnaqtun and Use of These Services.....	2-96
Table 2.35	Change in Ease of Access to Services in Inuinnaqtun Between 1988 and 1993.....	2-98
Table 2.36	Age Distribution of Inuvialuktun Respondents, 1992.....	2-100
Table 2.37	Oral Fluency of Inuvialuktun Respondents, 1992.....	2-104
Table 2.38	Literacy of Inuvialuktun Respondents, 1993.....	2-107
Table 2.39	Perception About Availability of Services in Inuvialuktun and Use of These Services.....	2-111
Table 2.40	Change in Ease of Access to Services in Inuvialuktun Between 1988 and 1993.....	2-112
Table 2.41	Age Distribution of North Slavery Respondents, 1992.....	2-114
Table 2.42	Oral Fluency of North Slavery Respondents, 1992 .....	2-118
Table 2.43	Literacy of North Slavery Respondents, 1993 .....	2-121
Table 2.44	Perception About Availability of Services in North Slavery and Use of These Services.....	2-125
Table 2.45	Change in Ease of Access to Services in North Slavery Between 1988 and 1993.....	2-127
Table 2.46	Age Distribution of South Slavery Respondents, 1992.....	2-129
Table 2.47	Oral Fluency of South Slavery Respondents, 1992 .....	2-133
Table 2.48	Literacy of South Slavery Respondents, 1993 .....	2-135
Table 2.49	Perception About Availability of Services in South Slavery and Use of These Services.....	2-140
Table 2.50	Change in Ease of Access to Services in South Slavery Between 1988 and 1993.....	2-141
Table 3.1	French Language Programs.....	3-1
Table 3.2	Budgets and Expenditures for French Language Programs .....	3-2
Table 3.3	Allocation of Agreement Funds for French Language Programs..	3-3
Table 3.4	Department Responsible for Education, Culture and Employment Programs .....	3-5
Table 3.5	Positions in the French Section of the Language Bureau .....	3-6
Table 3.6	Interpretation/Translation Services Provided by the French Section of the Language Bureau.....	3-7
Table 3.7	Community/Cultural Development Program.....	3-8

Table 3.8	Department of Justice - French Language Budget Allocations.....	3-11
Table 3.9	Department of Justice Positions Funded By the Agreement .....	3-12
Table 3.10	Department of Health - French Language Budget Allocations .....	3-15
Table 3.11	Department of Health French Language Positions and Requests for French Services .....	3-16
Table 3.12	Departmental Expenditures for French Language Programs .....	3-20
Table 3.13	Expenditures for French Language Programs of the Department of Culture and Communications -1991-92.....	3-21
Table 3.14	Variance from Budget by Budget Line for Culture and Communications.....	3-22
Table 3.15	Expenditures for French Language Programs of the Department of Education, Culture and Employment, 1992-93 .....	3-23
Table 3.16	Expenditures for French Language Programs of the Department of Government Services and Public Works, 1992-93 .....	3-23
Table 3.17	Expenditures for French Language Programs of the Department of Health .....	3-24
Table 3.18	Expenditure for French Language Programs by Health Centres and Hospitals in 1992-93 .....	3-25
Table 3.19	Expenditures for French Language of the Department of Justice ..	3-26
Table 3.20	Inquiries for French Language Services Made to Hospitals and Health Boards.....	3-27
Table 3.21a	Allocation of Funds According to Activities, 1991-92.....	3-29
Table 3.21b	Allocation of Funds According to Activities, 1992-93.....	3-30

<u>Charts</u>	Page
Chart 2.1 Highest Level of Schooling Achieved , 1992.....	2-14
Chart 2.2 Participation in Traditional Activities, 1992.....	2-15
Chart 2.3 Language Characteristics for Chipewyan Respondents, 1992.....	2-16
Chart 2.4 Oral Fluency Evaluation for Chipewyan Respondents by Age, 1992.....	2-18
Chart 2.5 Oral Fluency of Chipewyan Respondents by Level of Education 1992.....	2-19
Chart 2.6 Literacy Evaluation for Chipewyan Respondents by Age, 1993.....	2-20
Chart 2.7 Literacy of Chipewyan Respondents by Level of Education 1993...	2-21
Chart 2.8 Intensity of Aboriginal Language Use in Various Environments, 1992.....	2-22
Chart 2.9 Change in Language Usage in Various Environments, 1988-93.....	2-23
Chart 2.10 Use of and Impact of Various Government Services, 1993.....	2-27
Chart 2.11 Highest Level of Schooling Achieved , 1992.....	2-29
Chart 2.12 Participation in Traditional Activities, 1992.....	2-30
Chart 2.13 Language Characteristics for Cree Respondents, 1992.....	2-31
Chart 2.14 Oral Fluency Evaluation for Cree Respondents by Age, 1992.....	2-33
Chart 2.15 Oral Fluency of Cree Respondents by Level of Education 1992.....	2-34
Chart 2.16 Literacy Evaluation for Cree Respondents by Age, 1993.....	2-35
Chart 2.17 Literacy of Cree Respondents by Level of Education 1993.....	2-36
Chart 2.18 Intensity of Aboriginal Language Use in Various Environments, 1992.....	2-37
Chart 2.19 Change in Language Usage in Various Environments For Cree Respondents Reporting Changes in Language Usage, 1988-93.....	2-38
Chart 2.20 Use of and Impact of Various Government Services, 1993.....	2-41
Chart 2.21 Highest Level of Schooling Achieved, 1992.....	2-43
Chart 2.22 Participation in Traditional Activities, 1992.....	2-44
Chart 2.23 Language Characteristics for Dogrib Respondents, 1992.....	2-45
Chart 2.25 Oral Fluency Evaluation for Dogrib Respondents by Age, 1992.....	2-47
Chart 2.26 Oral Fluency of Dogrib Respondents by Level of Education 1992 ..	2-48
Chart 2.27 Literacy Evaluation for Cree Respondents by Age, 1993.....	2-49
Chart 2.28 Literacy of Dogrib Respondents by Level of Education 1993.....	2-50
Chart 2.29 Intensity of Aboriginal Language Use in Various Environments, 1992.....	2-51
Chart 2.30 Change in Language Usage in Various Environments For Dogrib Respondents.....	2-52
Chart 2.31 Use of and Impact of Various Government Services, 1993.....	2-55
Chart 2.32 Highest Level of Schooling Achieved, 1992.....	2-57
Chart 2.33 Participation in Traditional Activities, 1992.....	2-58
Chart 2.34 Language Characteristics for Gwich'in Respondents, 1992.....	2-59
Chart 2.35 Oral Fluency Evaluation for Gwich'in Respondents by Age, 1992.....	2-61
Chart 2.36 Oral Fluency of Gwich'in Respondents by Level of Education 1992.....	2-62
Chart 2.37 Literacy Evaluation for Gwich'in Respondents by Age, 1993.....	2-63
Chart 2.38 Literacy of Gwich'in Respondents by Level of Education 1993.....	2-64
Chart 2.39 Intensity of Aboriginal Language Use in Various Environments, 1992.....	2-65
Chart 2.40 Change in Language Usage in Various Environments For Gwich'in Respondents.....	2-66
Chart 2.41 Use of and Impact of Various Government Services, 1993.....	2-70
Chart 2.42 Highest Level of Schooling Achieved , 1992.....	2-72
Chart 2.43 Participation in Traditional Activities, 1992.....	2-72
Chart 2.44 Language Characteristics for Inuktitut Respondents, 1992.....	2-73
Chart 2.45 Oral Fluency Evaluation for Inuktitut Respondents by Age, 1992.....	2-75
Chart 2.46 Oral Fluency of Inuktitut Respondents by Level of Education 1992.....	2-76



Chart 2.47	Literacy Evaluation for Inuktitut Respondents by Age, 1993 .....	2-78
Chart 2.48	Literacy of Inuktitut Respondents by Level of Education 1993 .....	2-78
Chart 2.49	Intensity of Aboriginal Language Use in Various Environments, 1992.....	2-79
Chart 2.50	Change in Language Usage in Various Environments For Inuktitut Respondents .....	2-80
Chart 2.51	Use of and Impact of Various Government Services, 1993 .....	2-84
Chart 2.52	Highest Level of Schooling Achieved , 1992.....	2-86
Chart 2.53	Participation in Traditional Activities, 1992.....	2-87
Chart 2.54	Language Characteristics for Inuinnaqtun Respondents, 1992.....	2-88
Chart 2.55	Oral Fluency Evaluation for Inuinnaqtun Respondents by Age, 1992.....	2-90
Chart 2.56	Oral Fluency of Inuinnaqtun Respondents by Level of Education 1992.....	2-90
Chart 2.57	Literacy Evaluation for Inuinnaqtun Respondents by Age, 1993..	2-92
Chart 2.58	Literacy of Inuinnaqtun Respondents by Level of Education 1993	2-93
Chart 2.59	Intensity of Aboriginal Language Use in Various Environments, 1992.....	2-94
Chart 2.60	Change in Language Usage in Various Environments For Inuinnaqtun Respondents .....	2-95
Chart 2.61	Use of and Impact of Various Government Services, 1993.....	2-99
Chart 2.62	Highest Level of Schooling Achieved , 1992.....	2-101
Chart 2.63	Participation in Traditional Activities, 1992.....	2-102
Chart 2.64	Language Characteristics for Inuvialuktun Respondents, 1992....	2-103
Chart 2.65	Oral Fluency Evaluation for Inuvialuktun Respondents by Age, 1992.....	2-105
Chart 2.66	Oral Fluency of Inuvialuktun Respondents by Level of Education 1992.....	2-106
Chart 2.67	Literacy Evaluation for Inuvialuktun Respondents by Age, 1993 .	2-107
Chart 2.68	Literacy of Inuvialuktun Respondents by Level of Education 1993	2-108
Chart 2.69	Intensity of Aboriginal Language Use in Various Environments, 1992.....	2-109
Chart 2.70	Change in Language Usage in Various Environments For Inuvialuktun Respondents .....	2-110
Chart 2.71	Use of and Impact of Various Government Services, 1993.....	2-113
Chart 2.72	Highest Level of Schooling Achieved , 1992.....	2-115
Chart 2.73	Participation in Traditional Activities, 1992.....	2-116
Chart 2.74	Language Characteristics for North Slavey Respondents, 1992 ....	2-117
Chart 2.75	Oral Fluency Evaluation for North Slavey Respondents by Age, 1992.....	2-119
Chart 2.76	Oral Fluency of North Slavey Respondents by Level of Education 1992.....	2-120
Chart 2.77	Literacy Evaluation for North Slavey Respondents by Age, 1993..	2-121
Chart 2.78	Literacy of North Slavey Respondents by Level of Education 1993.....	2-122
Chart 2.79	Intensity of Aboriginal Language Use in Various Environments, 1992.....	2-123
Chart 2.80	Change in Language Usage in Various Environments For North Slavey Respondents.....	2-124
Chart 2.81	Use of and Impact of Various Government Services, 1993.....	2-128
Chart 2.82	Highest Level of Schooling Achieved , 1992.....	2-130
Chart 2.83	Participation in Traditional Activities, 1992.....	2-131
Chart 2.84	Language Characteristics for South Slavey Respondents, 1992 ....	2-132
Chart 2.85	Oral Fluency Evaluation for South Slavey Respondents by Age, 1992.....	2-134
Chart 2.86	Oral Fluency of South Slavey Respondents by Level of Education 1992.....	2-134
Chart 2.87	Literacy Evaluation for South Slavey Respondents by Age, 1993..	2-136

Chart 2.88	Literacy of South Slavey Respondents by Level of Education 1993	2-137
Chart 2.89	Intensity of Aboriginal Language Use in Various Environments, 1992.....	2-138
Chart 2.90	Change in Language Usage in Various Environments For South Slavey Respondents.....	2-139
Chart 2.91	Use of and Impact of Various Government Services, 1993.....	2-142

## **PREFACE : ORGANIZATION OF THE EVALUATION REPORT**

The evaluation report has been constructed in two parts. Part I comprises the main body of the report, while the following chapters - comprising Part II - consist of supporting documentation and findings.

In the first chapter of Part II, a profile of the Aboriginal language programs implemented under the Cooperation Agreement is presented. In the second chapter, findings from the community surveys that relate to Aboriginal languages are presented for each language group. In this chapter, details in the methodology used for the community research are presented. The final chapter comprises a profile of French language programs undertaken through the Contribution Agreement.

Part I contains five chapters, including an Introduction (Chapter I) and an outline of the Methodology used (Chapter II). These chapters are followed by a presentations of findings from the community surveys related to Aboriginal languages in aggregate (Chapter III) and to French (Chapter IV). Reference to these aggregate findings are found in the present document. Conclusions are presented in Part I, and are based upon material presented in both parts of the report.





# **I. COOPERATION AGREEMENT PROFILE : ABORIGINAL LANGUAGES**

## **A. PROGRAM PROFILE**

Responsibility for coordination of official languages programs rests with the Official Languages Unit (OLU), which is located within the Department of the Executive. This unit was established in July 1992, following recommendations made in the GNWT cabinet document entitled "Reshaping *Northern Government*." Previous to the establishment of the OLU, an Official Languages Section, within the Department of Culture and Communications, coordinated language-related activities.

The restructuring also led to an amalgamation of the Department of Culture and Communications and the Department of Education to create the new Department of Education Culture and Employment. The Department of Government Services and the Department of Public Works were also brought together, prior to fiscal 1992-93, under the new Department Responsible for Government Services and Public Works.

Aboriginal language programs that received funding through the Cooperation Agreement, and the responsible departments are outlined in Table 1.1. As indicated in this table, most program activities were maintained as distinct program elements through the restructuring process, even though in a few cases the departments responsible for these activities changed.

The allocation of funds available under the Agreement for Aboriginal language programs over the fiscal periods of 1991-92, 92-93 and 93-94 was \$17.37 million. The total resources fluctuated only slightly

**Table 1.1**  
**Aboriginal Language Programs**

1991-92		1992-93		1993-94	
Department	Program	Department	Program	Department	Program
Culture and Communications	Official languages implementation	Executive	Official languages implementation	Executive	Official languages implementation
	Language Bureau	Education, Culture and Employment	Language Bureau	Education, Culture and Employment	Language Bureau
	orthographies		terminology devp't and orthographies		language research, devp't and promotion
	language contributions		language enhancement contributions		language promotion contributions
	broadcast media		broadcast media		broadcast media
	museums/heritage		museums/heritage		
Education	Aboriginal language devp't		Aboriginal language devp't		Aboriginal language devp't
	specialist teachers' councils		specialist teachers' councils		
	literacy training and promotion		literacy training and promotion		literacy training and promotion
	teacher training		teacher training		teacher training
	Arctic College		Arctic College		Arctic College (see below for detailed programing)
Social Services	daycare/preschool				daycare
Arctic College	Interpreter-translator training	Arctic College	Interpreter-translator training	Arctic College	Eastern Arctic Interpreter-translator program
	Interpreter-translator terminology and materials devp't		Interpreter-translator linguistic analysis and course devp't		Western Arctic Interpreter-translator program
	Aboriginal language teacher training		Aboriginal language teacher training		Eastern Arctic teacher training
	Aboriginal language teacher literacy training		Aboriginal language teacher literacy training		Western Arctic teacher training
					North Slave courses

**Table 1.1 (Continued)**

1991-92		1992-93		1993-94	
<i>Department</i>	<i>Program</i>	<i>Department</i>	<i>Program</i>	<i>Department</i>	<i>Program</i>
Government Services	computer services				
Public Works	signage	Government Services and Public Works	signage	Government Services and Public Works	signage
Health	medical interpreter training	Health	medical interpreter training	Health	medical interpreter training
Justice	legal interpreter training	Justice	legal interpreter training	Justice	legal interpreter training
					programes and legislation
Transportation	signage				
				Renewable Resources	glossary



over the three-year period of the Agreement (Table 1.2). Total funds allocated annually for these programs peaked in fiscal year (FY) 1992-93 at \$6 million, up 5.25 per cent from the previous year's level of \$5.7 million. A decline of 5.5 per cent to \$5.67 million occurred in FY 1993-94. This decline reflected a similar reduction in the total Agreement funding level which was directly related to the 10 per cent cutback - due to budgetary restraint - in the federal contribution of that year.

In terms of the amount of budgeted funds that were actually spent, Aboriginal language programs achieved a rate of utilization of 86 per cent and 93 per cent of budget during FYs 1991-92 and 1992-93 respectively (Table 1.2).

**Table 1.2**  
**Budget Allocations and Expenditures for Aboriginal Language Programs**

1991-92			1992-93			1993-94
<i>Budget</i> <i>'000\$</i>	<i>Spent</i> <i>'000\$</i>	<i>% of</i> <i>budget</i> <i>spent</i>	<i>Budget</i> <i>'000\$</i>	<i>Spent</i> <i>'000\$</i>	<i>% of</i> <i>budget</i> <i>spent</i>	<i>Budget</i> <i>'000\$</i>
5,700	4,912	86	6,000	5,574	93	5,670

The departmental restructuring led to a reduction in the number of departments that allocated Agreement funds to Aboriginal language programs from eight in 1991-92, to five in 1992-93. The amalgamation of programs previously located within the Department of Culture and Communications, and the Department of Education, to form the new Department of Education Culture and Employment (ECE), as well as the relocation of a daycare program from the Department of Social Services to this new department created a single administrative framework that became responsible for over 85 per cent of Agreement funds allocated to Aboriginal language programs (Table 1.3). Restructuring also led to the bringing together of the former Department of Government Services and the Department of Public

Works under a new Department of Government Services and Public Works.

**Table 1.3**  
**Allocation of Agreement funds for Aboriginal language programs**

<i>Department</i>	<i>Budget 91-92 (\$)</i>	<i>Department</i>	<i>Budget 92-93 (\$)</i>	<i>Budget 93-94 (\$)</i>
Culture and Communications	2,262,500	Executive	300,000	126,000
		Education, Culture and Employment	4,632,000	4,345,000
Education	2,255,000			
Arctic College	637,500	Arctic College	628,000	600,000
Social Services	50,000			
Government Services	25,000	Government Services and Public Works	10,000	10,000
Public Works	10,000			
Health	125,000	Health	100,000	90,000
Justice	325,000	Justice	330,000	423,000
Transportation	10,000	Transportation	0	0
Renewable Resources	0	Renewable Resources	0	76,000
Total	5,700,000		6,000,000	5,670,000

As indicated earlier, Aboriginal language programming activities were maintained despite changes to the administrative framework caused by the restructuring. Aboriginal language programming allocations also remained at a similar level throughout the period from FY 1991-92 to FY 1993-94, as reflected in the budget data.

The relocation of the Official Languages Unit from the former Department of Culture and Communications to the Department of the Executive, and of the daycare program from the Department of Social

Services to ECE (in 1993-94) accounts for most of the year-to-year changes in budgeting allocations to departments.

Minor changes in budgetary allocations occurred in the remaining departments. Reductions totaling \$60,000 between 1991-92 and 1992-93 occurred in the Department of Government Services and Public Works, the Department of Health and in the Department of Transportation. Contributions to Arctic College also decreased slightly. Increases in allocations of Agreement funds for Aboriginal language programs occurred between 1992-93 and 1993-94 in the Department of Justice (\$93,000) and the Department of Renewable Resources (\$76,000).

The following three Aboriginal language projects were added to departmental budget allocations between fiscal year 1991-92 and 1993-94. The Department of Renewable Resources allocated \$76,000 in its 1993-94 budget to a glossary project while the Department of Justice budgeted \$8,000 to print and publish legal education materials under its "programs and legislation" project that was also initiated in 1993-94. In its 1992-93 budget, ECE allocated funding of \$67,000 to increase the number of traditional Aboriginal place names through a new "museums/heritage" project.

Three Aboriginal language activities ended during this period as well. A project to encourage and provide support for specialist teachers' councils to meet was dropped from the 1993-94 budget while funding for highway signage and a specialized computer software project lapsed in the 1992-93 budgets of the Department of Transportation and the Department of Government Services respectively.

#### *GNWT Contributions to Aboriginal Language Programs*

The allocation of resources made available for Aboriginal language programs through the Contribution Agreement needs to be put in the context of overall spending by the GNWT on Aboriginal language

programs and services. Through its regular budgets, the GNWT allocates considerable funds which contribute directly or indirectly to Aboriginal language programs and services. Resources that were made available through the Contribution Agreement added to these allocations.

**Table 1.4**  
**Some GNWT contributions to Aboriginal language programs proposed for 1993-94**

<i>Program</i>	<i>Relation to languages</i>	<i>GNWT (Vote 1) dollars</i>	<i>Agreement (Vote 4) dollars</i>
Dene languages translation and interpretation	direct	840,000	185,750
Inuktitut languages translation and interpretation	direct	1,150,000	433,750
Dene Kede curriculum	indirect	300,000	85,000
Beaufort/Delta Community Teacher Education Program	indirect	275,000	55,800
Baffin Divisional Board of Education - CTEP	indirect	275,000	79,300
Kitikmeot Divisional Board - CTEP	indirect	160,000	0
Arctic College: I/T training	direct	368,000	239,000
Arctic College: teacher education programs	indirect	1,452,000	329,000

Source: GNWT Internal document, 1993-94 workplan (Appendix D).

An example of the breakdown of resources allocated to selected Aboriginal language programs and services of the Department of Education, Culture and Employment is provided in Table 1.4. Within the Dene languages interpretation/translation (I/T) division of the Language Bureau for example, 14 of the 17 positions were funded by the GNWT. Similarly, 18 of the 26 Inuktitut languages I/T positions were funded by the GNWT.

## B. OVERVIEW OF THE AGREEMENT BY DEPARTMENT

### B.1 Program and Activity Profile

This section details the major Aboriginal language programs undertaken by the departments. Unless otherwise indicated, the figures used to construct the tables have been derived from the *Activity Reports -- Appendix A to the Canada-Northwest Territories Cooperation Agreement for French and Aboriginal Languages in the NWT*.

Brief statements of the objectives for the Aboriginal language programs undertaken in 1991-92 are presented in Table 1.5.

**Table 1.5**  
**Departmental Program Responsibility**  
*Fiscal year 1991-1992*

<i>Department</i>	<i>Program</i>	<i>Objectives/Activities</i>
Culture and Communications	Official Languages	i. evaluation
	Language Bureau	i. Interpretation and Translation services ii. interpreter/translator training iii. research related to revitalization of Aboriginal languages
	Orthographies (located within the Language Bureau)	i. language and literacy training and research ii. standardize Inuktitut and Dene language orthographies iii. publish Gwich'in language dictionary
	Language Contribution	i. support community initiatives in maintaining and revitalizing Aboriginal languages
	Broadcast Media	i. support production of Aboriginal language programming on radio and television

**Table 1.5 (continued)**

Education	Language Development	i. curriculum development and coordination ii. maintain Teaching and Learning Centres as locations for development of Aboriginal language and cultural programs and materials
	Native Teachers' Specialist Councils	support specialist councils of bilingual Inuit and Dene teachers.
	Advanced Education	i. develop and deliver literacy programs in Aboriginal languages ii. promote Aboriginal literacy
	Teacher Education	implement an alternate teacher education program for Aboriginal teachers.
Government Services	Computer services	make government information material available in Aboriginal languages
Health	Medical Interpreting Training	train people who are bilingual in English and an Aboriginal language to work in health centres
Justice	Legal Interpreting	provide training for interpreters so they can act as court interpreters
Public Works	Signs	provide Aboriginal language signs in GNWT buildings
Social Services	Daycare & Preschool	enhance use of Aboriginal languages in daycare and pre-school programs
Transportation	Signs	develop and install highway signage in Aboriginal languages
Arctic College	Interpreter/translator - training	provide a two-year diploma program to train Aboriginal language speakers as interpreter/translators
	Interpreter/translator - terminology and material development	develop terminology and materials in Inuktitut and Dene languages
	Aboriginal Language Teacher Program - Training	provide opportunities and training for Aboriginal language teachers
	Aboriginal Language Teacher Program - Literacy Training	enhance literacy training for Aboriginal language teachers

The remainder of this section highlights the major program activities undertaken by the departments. The departmental structure following reorganization is used as a framework for the discussion of specific language programs, and contributions to Arctic College are considered within ECE. Further discussion of key program areas, as they relate to categories of activity, is undertaken in Section B.4.

### B.1.1 Department of Education, Culture and Employment

Two of the Aboriginal language programs that were undertaken by ECE accounted for over half of the Agreement funds allocated by this department. These were the provision of Aboriginal language services through the Language Bureau, formerly administered within the Department of Culture and Communications, and Aboriginal Language Development, formerly a program of the Department of Education (Table 1.6).

**Table 1.6**  
**Department of Education, Culture and Employment**  
*Budget Allocation*

<i>Project</i>	<i>Former Department</i>	<i>FY 1991-92 (\$)</i>	<i>FY 1992-93 (\$)</i>	<i>FY 1993-94 (\$)</i>
Language Bureau	Culture and Communications	1,216,900	1,200,000	772,000
Terminology development and orthographies	"	95,600	110,000	--
Language research, development and promotion	"	--	--	408,000
Museums/heritage	"	0	67,000	68,000
Language enhancement contributions	"	500,000	500,000	540,000
Broadcast media	"	300,000	345,000	360,000
Aboriginal language development	Education	1,475,000	1,650,000	1,370,000
Specialist teachers' councils	"	30,000	30,000	0
Literacy training/promotion	"	300,000	280,000	232,000
Teacher education	"	450,000	450,000	550,000
Arctic College	"	637,500	628,000	600,000
Daycare	Social Services	50,000	0	45,000
<b>Total</b>		<b>5,055,000</b>	<b>5,260,000</b>	<b>4,945,000</b>

Note : The figure for FY 1991-92 was derived by combining the budgeted amounts allocated to programs which subsequently fell within Education, Culture and Employment.

### *Language Bureau*

The Language Bureau offered I/T services to a range of clients in all the official languages of the NWT. In addition to the provision of client services and the training of Interpreter/Translators (I/Ts), the Language Bureau was involved in Aboriginal language research, development and promotion. Language Bureau expertise has been utilized in terminology development, creation of terminology banks, Dene language standardization and the development of Inuktitut and Dene dictionaries.

In 1993-94, the language research and development activities of the Language Bureau were separated from language services and programs for budgeting purposes. All previous programs and positions remained intact, and the apparent decline in Language Bureau budget between 1992-93 and 1993-94 as indicated in Table 1.6 is simply a result of this change in reporting.

### *Interpreter/Translator Services*

The Language Bureau has the mandate to provide I/T services to clients that include the NWT Legislative Assembly, government departments and other government agencies and to the general public.

Following an earlier phase of expansion, prior to FY 1991-92, 21 positions - including 11 Interpreter/Translator positions - in the Language Bureau were funded under the Agreement. This number remained constant through FY 1992-93. In 1993-94, funding for 20 positions in the Language Bureau was allocated through the Agreement. This included funding for 13 positions under the Translation/Interpretation Services project (including ten I/T positions) and seven positions under the Language Research, Development and Promotion project.



In 1991-92 all but one position – that of Dene Terminologist – were filled. This position was staffed during 1992-93.

Provisions for meeting requests for language services beyond the capability of Language Bureau staff were made by arranging for the use of independent contractors. Freelance interpreters were hired on contract during sessions of the Legislative Assembly, and community language experts, including elders, were hired on contract during terminology workshops.

A summary of the interpretation and translation services provided by the Language Bureau during FY 1991-92 and FY 1992-93 is outlined in Table 1.7. These services were provided to the Legislative Assembly and its committees, to the courts and to a number of community and Aboriginal organizations. These included: the Dene Nation, Inuit Tapirisat of Canada, Inuit Circumpolar Conference, Dene Cultural Institute, Native Women's Association, regional and tribal councils, divisional boards of education, and health boards. No records of the use of outside contractors is provided in the Activity Reports.

**Table 1.7**  
**Interpretation/Translation Services by Language Bureau**

<i>Fiscal Year</i>	<i>Interpretation (hours)</i>	<i>Translation (pages)</i>
1991-92	3,505	4,056
1992-93	1,392	2,737

#### *Interpreter/Translator Training*

To facilitate the provision of services to clients by the Interpreter/Translators, the Language Bureau undertook to provide training assistance for I/Ts on its staff and to other Interpreter/Trans-

lator programs such as that of Arctic College. During FY 1991-92, courses were offered for all of the Language Bureau's Aboriginal I/Ts (including those in positions not funded under the Agreement). These courses were open to the public as well, and some were attended by local CBC Radio Aboriginal language announcers and local hospital interpreters. Training provided in FY 1992-93 included literacy, linguistics, use of simultaneous interpreting equipment, simultaneous interpreting training exercises, and translation methods.

### *Language Research, Development and Promotion*

Activities related to Aboriginal language research, development and promotion were undertaken by ECE (and the former Department of Culture and Communications) within the context of program initiatives that included the Language Bureau and the Terminology Development and Orthographies project.

In addition to the provision of translation and interpretation services, the Language Bureau was involved in activities related to the development of written language resource material and terminology. These activities included consulting with Aboriginal language specialists in other departments, providing linguistic research and training, and providing technical and computer research. Activities in FY 1991-92 included the organization of 11 workshops to develop terminology, attendance at the 1992 Inuit Studies Conference, the development of a keyboard layout for Dene fonts, and entering and reviewing 3,500 terms as part of an Inuit Terminology database project. In FY 1992-93 a Dene Terminologist began work on a Dene Terminology database, entering 500 terms. Four terminology workshops were held during this period.

The Terminology Development and Orthographies project included the development and recording of terminology in Aboriginal languages by the Inuktitut and Dene terminologists and linguists from the Language Bureau, and continued the work of standardization of the

Inuktitut and Dene language orthographies. The considerable linkages between the language research activities of the Language Bureau and the Terminology Development and Orthographies project led to the combining of these activities in the 1993-94 budget as a single project; "Language research, development and promotion." This project re-alignment is reflected in Table 1.6 as a reduction in the FY 1993-94 Language Bureau budget and a new project line "Language research, development and promotion."

### *Aboriginal Language Development*

The largest single Aboriginal language program undertaken by the GNWT – accounting for approximately one quarter of Agreement funds allocated to Aboriginal languages – was the Aboriginal Language Development program. The objectives of this program included the maintenance and enhancement of the activities of Teaching and Learning Centres (TLCs) in Yellowknife and in eight regions across the NWT, and the development of Dene and Inuktitut curricula.

#### *i) Teaching and Learning Centres*

The Teaching and Learning Centres of the district boards of education and the Yellowknife Catholic School Board, served as locations for the development of Aboriginal language and cultural programs and materials. New curricula were also piloted through selected centres.

Base funding and funding for special projects was allocated for Teaching and Learning Centres in the following regions :

- Baffin Divisional Board of Education
- Beaufort/Delta
- Teaching/Learning Centre for Inuvialuktun (Beaufort/Delta)
- Dehcho
- Dogrib
- Keewatin
- Kitikmeot
- South Slave
- Sahtu (began in fall of 1992)
- Yellowknife Education district #2

**Table 1.8a**  
**Teaching and Learning Centre Activities - 1991-92**

<i>Teaching and Learning Centre (Location)</i>	<i>Activities</i>
Baffin DBE (Iqaluit)	<ul style="list-style-type: none"> <li>- 25 books prepared; an illustrators' workshop in Iqaluit</li> <li>- collection of legends, children's writing, etc.</li> <li>- support, orientation, training for new teachers</li> </ul>
Beaufort/Delta DBE (Fort McPherson)	<ul style="list-style-type: none"> <li>- instructor/coordinator for language programs</li> <li>- 12 booklets produced</li> <li>- 1 unit of Grade One curriculum completed</li> <li>- Gwich'in legends transcribed</li> <li>- literacy workshop</li> <li>- 3 pre-school immersion programs</li> </ul>
Dehcho DBE (Fort Simpson)	<ul style="list-style-type: none"> <li>- 1 book published</li> <li>- Slavey place name workshop held</li> <li>- legends collected for Early Childhood Education Program</li> <li>- Slavey course for non-speakers held</li> <li>- drumming workshop held</li> <li>- Slavey Topical Dictionary project on-going</li> </ul>
Dogrib DBE (Rae Edzo)	<ul style="list-style-type: none"> <li>- development of <i>Dogrib Values and Bilingual Education</i> program components of Dene Kede curriculum on-going</li> <li>- portions of <i>Bilingual Education</i> program piloted</li> <li>- <i>Dogrib 15</i> course work (Grade 10) piloted and a video for parents produced</li> <li>- work on English/Dogrib dictionary</li> </ul>
Keewatin DBE (Rankin Inlet)	<ul style="list-style-type: none"> <li>- 10 texts prepared, 34 others in preparation, audio tapes transcribed into syllabics.</li> <li>- development of the <i>Inuktitut Integrated Program for Local Program Instructors and Inuit Teachers</i> on-going</li> <li>- Inuktitut materials catalogue development on-going</li> </ul>
Kitikmeot DBE (Coppermine)	<ul style="list-style-type: none"> <li>- alphabet and number systems produced in syllabics and roman orthography</li> <li>- writers and illustrators workshop held and resulted in 14 illustrated stories being produced</li> <li>- collection of stories on-going</li> <li>- <i>Inuinnaqtun Language Inventories</i> implemented in 2 communities, math and language games unit developed</li> </ul>
South Slave DBE (Fort Providence)	<ul style="list-style-type: none"> <li>- Slavey course offered at one high school with participation of 58 students</li> </ul>
Yellowknife District #2 (Yellowknife)	<ul style="list-style-type: none"> <li>- Dene Languages coordinator hired for Yellowknife Catholic School Board</li> <li>- Dene Kede curriculum (K - 6), and Dogrib and Slavey language instruction offered in one school.</li> </ul>

**Table 1.8b**  
**Teaching and Learning Centre Activities - 1992-93**

<i>Teaching and Learning Centre (Location)</i>	<i>Activities</i>
Baffin DBE (Iqaluit)	<ul style="list-style-type: none"> <li>- development of Inuktitut curriculum and production of theme units for schools</li> <li>- catalogue of 200 Inuktitut story books completed, and 26 manuscripts in preparation</li> <li>- development of Baffin community-based Teacher Education Program</li> <li>- bilingualism workshop and publications workshop for Baffin DBE members</li> </ul>
Beaufort/Delta DBE (Fort McPherson)	<ul style="list-style-type: none"> <li>- translation of Gwich'in material onto cassette tapes</li> <li>- pre-school programs (one in Gwich'in and two in Inuvialuktun)</li> <li>- hosted a series of local radio programs promoting the work of the Teaching and Learning Centre</li> <li>- Grade One curriculum developed</li> <li>- three booklets in preparation</li> <li>- three workshops held covering development of language materials, literacy and computers in publication</li> </ul>
Dehcho DBE (Fort Simpson)	<ul style="list-style-type: none"> <li>- continuation of the drumming group begun the previous year and teaching of drumming in Fort Providence; drumming course is being developed</li> <li>- Slavey course being developed</li> <li>- Slavey topical dictionary project on-going</li> <li>- 4 children's books were produced and distributed to school libraries</li> <li>- information provided regarding Dene culture and South Slavey language</li> </ul>
Dogrib DBE (Rae Edzo)	<ul style="list-style-type: none"> <li>- bilingual education program expanded</li> <li>- promotion of use of Dogrib in public signage</li> <li>- collection of materials which record and document Dogrib language and culture</li> </ul>
Keewatin DBE (Rankin Inlet)	<ul style="list-style-type: none"> <li>- promotion of bilingual education through assistance provided by 8 staff to Inuit teachers and students in 8 communities</li> <li>- coordination of curriculum development</li> <li>- coordination and support for the development of 13 Inuktitut language program units</li> </ul>
Kitikmeot DBE (Coppermine)	<ul style="list-style-type: none"> <li>- assistance to teachers through regular staff consultant visits</li> <li>- published 12 story books and numeral and alphabet charts</li> </ul>
Sahtu DBE	<ul style="list-style-type: none"> <li>- consultant hired to help North Slavey teachers develop curriculum and language proficiency</li> </ul>
South Slave DBE (Fort Providence)	<ul style="list-style-type: none"> <li>- preparations, including the purchase of materials, were made for the implementation of the Dene curriculum</li> </ul>
Yellowknife District #2 (Yellowknife)	<ul style="list-style-type: none"> <li>- Dene curriculum offered at one school</li> </ul>

Activities undertaken by the Teaching and Learning Centres in FY 1991-92 included language classes for community members,

workshops, publication of 48 books/booklets (many of these arising from writers' workshops), production of a video and work on the production of an English/Dogrib and a Slavey Topical Dictionary. Two pre-school immersion programs were offered in Inuvialuktun and one in Gwich'in. Activities undertaken in 1991-92 and 1992-93 are summarized in tables 1.8a and 1.8b.

#### *ii) Curriculum Development*

A priority of this program was the development of an Inuktitut curriculum. An Inuktitut curriculum coordinator was hired during FY 1991-92 and a Kindergarten to Grade 6 (K-6) Inuktitut curriculum was developed. This activity continued during FY 1992-93. Development of a K-6 Dene language curriculum was also undertaken during this period. A North Slavey curriculum coordinator position in the Sahtu Region was unfilled due to an inability to recruit a qualified candidate.

#### *Aboriginal Language Contribution Programs*

Two contribution programs were undertaken to provide funds in support of Aboriginal language activities. The Language Enhancement Contributions Program was initiated in FY 1991-92 with the objective of supporting community initiatives in maintaining and revitalizing Aboriginal languages. Contributions were made available through the Broadcast Media Project for the production of Aboriginal language radio and television programming. Table 1.9 provides a summary of the projects which received contribution support through the Language Enhancement Contributions Program.

**Table 1.9**  
**Language Enhancement Contribution Program Projects**

<i>Type of Project</i>	<i>FY 1991-92</i>		<i>FY 1992-93</i>	
	<i>Number of projects</i>	<i>Language</i>	<i>Number of projects</i>	<i>Language</i>
Language education : classes/camps, family-based	9	Gwich'in (3), Inuinnaqtun, Inuvialuktun, Chipewyan (3), Cree	14	Gwich'in (3), South Slavey (2), North Slavey, Chipewyan, all Dene (2), Cree (2), Inuvialuktun (2), Inuktitut
Publications: newsletters, pamphlets, calendar, video	3	Slavey, Dogrib, Dene	7	Inuvialuktun, Inuktitut (2), North Slavey, South Slavey, Dogrib, all Dene
Collections of traditional knowledge: stories, legends, songs, justice	8	Inuktitut (4), Slavey, Dogrib (3)	6	Inuktitut (2), Dogrib, South Slavey, all Dene languages, Inuvialuktun
Dictionary, thesaurus	2	Inuktitut, North Slavey	1	Inuktitut
Library catalogue	1	5 Dene languages		
Media support	3	Inuktitut, Inuvialuktun, Dene,	1	Inuktitut
Language development planning	1	Gwich'in		
Counseling services	1	Chipewyan and South Slavey		
Total number of projects funded	28		29	

Source : Department of Culture and Communications documents and ECE Activity Reports.

Language education was the most frequently funded project with a wide range of approaches being taken, including combined language/culture camps, a preschool language program and adult classes. Of the \$395,637 total funding for community-based programs in 1992-93, \$151,739 – or 38 per cent – was allocated to projects relating to the language education category.

Contributions to broadcast media were made to support the production of Aboriginal language programs on radio and television. Contributions were provided to the Inuit Broadcasting Corporation (IBC), the Native Communications Society (NCS) and the Inuvialuit Communications Society (ICS). While contributions were not made to the broadcasting consortium TVNC, which does not itself produce shows, some of the programming arising from the contributions were aired on TVNC.

Through the assistance of the Language Bureau, versions of existing programs were produced in other Aboriginal languages within the TV and Radio Services section of the department. In addition to providing contributions for programming, and undertaking in-house translation of popular programs into other Aboriginal languages (versioning), a program was begun in FY 1991-92 to train students in techniques used to produce Aboriginal language videos for broadcast by TVNC. In FY 1992-93, 32 students took part in video workshops in five communities. Videos resulting from these workshops were aired on TVNC. One full-time Official Languages Production Coordinator position was created to coordinate these activities.

A separate funding program, initiated in FY 1992-93, provided support for community-based geographic names projects. Although funds were not available until December 1992, due to the late signing of the Agreement, five grants were awarded totaling \$51,403. Interviews with 172 native elders led to more than 2500 traditional names being recorded.

### *Teacher Education and Support*

In 1992, 14 per cent of professional teachers in the Northwest Territories were Aboriginal while over 70 per cent of the school population consisted of Aboriginal students. In Section 58 of the Education Act of the Northwest Territories, the need for Aboriginal teachers is addressed:



*"The persons responsible for selecting professional and non-professional staff for the education system of the Territories shall endeavour to achieve and maintain in the staff in every education district a representation of ethnic and cultural backgrounds that reflects the ethnic variations of the population of the district, to the extent that qualified personnel are available."*

In 1990, the department set a goal of having 50 per cent of the teaching staff filled by Aboriginal people by the year 2000. To achieve this goal, it is estimated that over 500 Aboriginal teachers need to be trained between 1993 and 2000.

To meet this recognized need, three areas of activity relating to the training and support of Aboriginal language teachers were supported through Agreement resources. A teacher training program was implemented through the Department of Education, and teacher training courses were also provided through the Nunatta and Thebacha campuses of Arctic College. Assistance to facilitate the operation and meetings of two specialist councils of bilingual Inuit and Dene teachers was also included in the FY 1991-92 and 1992-93 budgets.

The community-based Keewatin Teacher Education Program (KTEP) and South Slave Teacher Education Program (SSTEP) were implemented as pilot projects to teach concepts and teaching methods in an alternative teacher education context. Three teacher interns who were involved in the SSTEP program, together with their supervising instructor, provided instruction for an elementary class in Hay River. Courses were delivered at Rankin Inlet to participants of the KTEP by three instructors from the Eastern Arctic Teacher Education Program at Arctic College and two instructors hired from southern Canada. Six participants graduated from the Dogrib Divisional Board of Education teacher education program in FY 1991-92 (Table 1.10), and a decision to evaluate this program was made during FY 1992-93.

**Table 1.10**  
**Participation in Teacher Education Programs**

	<i>Number of Participants in Program</i>	
	<i>FY 1991-92</i>	<i>FY 1992-93</i>
Dogrib Teacher Education Program	6 full time - graduated	(program completed and evaluation initiated)
Keewatin Teacher Education Program	28 full time, 41 part time	32 full time
South Slave Teacher Education Program	3 full time interns	2 full time interns
Nunatta Campus (Arctic College) - Iqaluit	166 registrants	77 trainees
Thebacha Campus (Arctic College) - Fort Smith	68 students	77 registrants

Source: GNWT Activity Reports for 1991-92 and 1992-93, and 1992-93 Interim Activity Report

Efforts were made in both FY 1991-92 and 1992-93 to facilitate meetings that would provide a forum to address concerns specific to Aboriginal educators in the NWT. Two meetings of the Western Arctic Aboriginal Educators Association, involving five representatives, and one meeting of seven members of the Inuit Specialist Teachers' Council were held in FY 1991-92. One workshop was held by the Inuktitut curriculum coordinator in 1992-93, but no further activities took place and funding for this project was not set aside for 1993-94.

Arctic College provided courses for Aboriginal language teachers who were working towards their B. Ed. and teacher certification. At the Nunatta campus, 77 students, all Inuit from the Baffin, Keewatin and Kitikmeot regions, took two courses each, out of six course titles that were offered during FY 1992-93. All of these participants were trainees who taught in schools in Inuktitut. At Thebacha Campus, registration for six courses totaled 77 and included participants from all regions of the Western Arctic. These courses were offered both on campus at Fort Smith, and in the regions of Dehcho, Sahtu and Beaufort/Delta. Participation in these courses helped lead towards eligibility for the NWT Interim Language Specialist Teaching Certificates.

*Literacy*

Literacy training programs and public awareness campaigns were carried out by ECE and by Arctic College. Funds for both workplace literacy and community-based literacy training programs were allocated, and a tuition reimbursement program for employees of the GNWT and day-care workers was established. These activities are summarized in Table 1.11.

**Table 1.11**  
**Literacy Programs**

<i>Description</i>	<i>Activities</i>	
	<i>FY 1991-92</i>	<i>FY 1992-93</i>
Inuktitut workplace literacy	postponed to next fiscal year	needs assessment
Dogrib workplace literacy	needs assessment	implemented
Workplace literacy kit	research and preparation of kit	promotion of workplace literacy to employers
Community-based literacy "Read to Me"	4 proposals funded development of program	8 proposals funded 2000 kits produced for distribution through nursing stations in every community
Tuition-reimbursement	initiated late in FY (no reimbursements made)	8 employees reimbursed for Inuktitut course
Writing workshops	16 participants in one 3-day workshop	45 participants in 3 workshops
Literacy promotion	promotional campaign undertaken	promotional campaign undertaken

As part of its Aboriginal Language Teacher Education Program, Arctic College undertook a literacy training program to enhance literacy training for Aboriginal language teachers. Activities at the Nunatta Campus included the preparation of courses that focused on improving the literacy skills and language teaching strategies of the participants. During FY 1991-92 two courses were offered with 33 students participating. In the following year, there were 51 participants in

three courses. All the participants were trainees who worked in schools and used an Aboriginal language in their work. In consultation with teachers, TLC staff and regional Directors of Education, Thebacha Campus focused its literacy efforts, on developing Aboriginal language course materials. These included alphabet posters in Gwich'in, North Slavey, South Slavey, Dogrib and Chipewyan, and production of a children's Aboriginal language publication that was distributed to TLCs in FY 1992-93.

ECE undertook to assist community-based and workplace-based literacy projects and to promote Aboriginal language literacy to the general public. This latter task was accomplished through publicity campaigns, and involved radio and newspaper advertisements, posters and the distribution of t-shirts and promotional buttons. Planning and preparation began for the "Read to Me" program, which promotes reading to children through the distribution of children's books and promotional material on the importance of reading to children in their mother tongue.

Writing workshops were initiated in FY 1991-92 and involved 16 participants in three languages (North Slavey, South Slavey and Dogrib). In 1992-93 workshops for Gwich'in, Chipewyan and Inuvialuktun speakers and for Inuinnaqtun and Inuktitut speakers were undertaken in addition to the one for North and South Slavey and Dogrib. Forty-five individuals participated in these writing workshops.

Community-based literacy classes received ECE funding and provided opportunity for literacy instruction in Iqaluit, Fort Smith, Holman Island, Inuvik, Fort MacPherson, Aklavik, Fort Simpson and the communities of the Inuvialuit settlement region. Participation levels were in the range of 8-10, although the Cree program in Fort Smith attracted 60 participants. One Gwich'in literacy program was aimed at parents of children who were enrolled in Gwich'in, in order to provide the parents with the means to reinforce their children's learning. The pilot Dogrib workplace literacy project, implemented in

FY 1992-93, was seen as a model that could be used to promote the idea of workplace literacy programming to other employers. Language class tuition reimbursement for public employees was implemented in 1992-93, with eight participants in an intensive Inuktitut course. This was an expensive course, and alternatives to tuition reimbursement were initiated. No allocations were made in the FY 1993-94 budget to continue the program.

### *Daycare*

Under the administrative umbrella of the Department of Social Services in FY 1991-92, an Aboriginal language daycare program was implemented. This program initiated pilot projects in three communities and produced eight booklets and dolls to be used as support materials for cultural and language learning at an early age. The daycare program was moved to ECE in FY 1993-94.

### B.1.2 Department of Health

The Department of Health undertook a Health Interpreter Training Program to train people who were bilingual in an Aboriginal language and English to work in hospitals and health centres across the NWT so as to enhance communication between health workers and Aboriginal language speaking clients. In association with Arctic College, a specialized training program for health interpreter/translators was developed and implemented. This program consisted of five two-week modules. In 1991-92, the program involved 78 students who participated in modules that were offered at both Nunatta and Thebacha campuses of Arctic College. A completion rate of 95 per cent was achieved that year. The next year, in 1992-93, 75 hospital and Department of Health employees attended interpreter training courses. By the end of fiscal 1992-93, a total of 17 participants, all Inuktitut speakers, had completed all five medical interpreting modules.

The number of participants in the Health Interpreting Training Program were recorded by the Health Boards as follows:

- Baffin Regional Health Board : 49 participants
- Inuvik Regional Health Board : 4 participants
- Keewatin Regional Health Board : 2 participants
- Kitikmeot Health Board : 11 participants
- Mackenzie Regional Health Services : 8 participants
- We Lai Dai (Ndilo Boarding Home) : 1 participant

Translation of the "Handbook for Interpreters in Health" from English to Inuktitut was accomplished under contract in 1992-93. Data on the provision of language services for in-patients and day-care surgery during FY 1992-93 which was recorded at Stanton Hospital in Yellowknife indicated that demand for services in Aboriginal languages was high, with over half (54 per cent) of the 5,138 patients served being Aboriginal. The remaining 46 per cent were of "Euro-Canadian" origin.

Within the context of the demand for Aboriginal language services, it should be noted that funds for bilingual bonuses to Aboriginal language speaking staff were allocated by the GNWT through Vote 1 resources, outside of the Agreement. Such expenditures amounted to \$151,799 for bilingual bonuses within health boards and hospitals in 1992-93.

### B.1.3 Department of Justice

The Department of Justice initiated a program to train Aboriginal language speakers as court interpreters. Four modules of two-week duration were offered to 37 students in 1991-92. These courses included the participation of lawyers, judges, Royal Canadian Mounted Police and GNWT staff in their delivery. In 1992-93, 55 students registered in one or more training modules. Also during this period,

34 students received their certification as legal interpreters and 11 students were completing their practicums.

Associated with the delivery of the legal interpreter training program was the development of Aboriginal language legal terminology. In 1991-92, Chipewyan (195 terms), North Slavey (206 terms) and Dogrib (359 terms) equivalents for English legal terminology were developed under contract. During 1992-93, two terminology workshops - in Iqaluit and in Yellowknife - were held with a total of 33 participants. Terminology was developed in Inuktitut (2,089 terms), North Slavey (383 terms), South Slavey (264 terms), Gwich'in (58 terms), Chipewyan (196 terms) and Dogrib (361 terms).

#### B.1.4 Other Departmental Aboriginal Language Projects

##### *Department of Government Services and Public Works*

During 1991-92, the then Department of Government Services was allocated a budget of \$25,000 to undertake activities that would make government information materials in Aboriginal languages more accessible. The department carried out research in the area of suitable computer software but was unable to identify appropriate resources and the project was not continued.

The former Department of Public Works began to formulate interim guidelines for Aboriginal signage on government buildings during FY 1991-92. Although 30 signs were manufactured in 1991-92, these were not erected due to contracting problems and the \$10,000 budget for 1991-92 was unspent. The budget for this activity was maintained through departmental restructuring into FY 1993-94. During 1992-93, signs were erected on buildings in Yellowknife and in Fort Simpson.

*Department of Transportation*

The Department of Transportation had a FY 1991-92 budget of \$10,000 for the development of Aboriginal language highway signage. No staff were assigned to the task and no expenditure was made. This project did not receive funding allocations in FY 1992-93 or 1993-94.

*Department of Renewable Resources*

Funds in the amount of \$76,000 were allocated to the Department of Renewable Resources in the FY 1993-94 budget for the development of an Aboriginal languages glossary of terminology used in wildlife research, and to publish informational material in Aboriginal languages.

*Department of the Executive*

A contract to carry out the evaluation of the Agreement was awarded in May, 1992. The evaluation has been the responsibility of the Official Languages Unit following departmental restructuring. Previously, this responsibility was held by the former Official Languages Section of the former Department of Culture and Communications.

**B.2 Budget Allocation and Actual Spending**

The previous section provided an outline of the major activities that were planned and implemented through funds made available under the Agreement. The present section considers the actual expenditures made from these budgets.

Expenditures for fiscal years 1991-92 and 1992-93 are presented for each department (Table 1.12). While the restructuring of the



Department of Culture and Communications and the Department of Education makes comparison of FY 1991-92 spending figures with those of FY 1992-93 difficult, observations regarding the other departments are more readily made. These departments will be considered first, with the activities undertaken by Culture and Communications and Education following.

#### *Department of Health*

Projects undertaken by the Department of Health utilized over 90 per cent of the resources that were budgeted in 1991-92. In 1992-93, the Health budget was reduced from the 1991-92 level of \$125,000 to \$100,000 – a level that was \$16,727 less than the amount that had been spent in the previous fiscal year, and \$24,400 less than was requested by the department in its 1992-93 Work Plan and Budget Projection. Nevertheless, the department over-spent its 1992-93 budget by \$24,498. The Department of Health was the only department for which 1992-93 budget allocations were actually less than 1991-92 expenditures.

#### *Department of Justice*

Spending by the Department of Justice reached 97 per cent of the available budget for Aboriginal languages in 1991-92 and 107 per cent in 1992-93.

#### *Department of Government Services and Public Works*

Programs budgeted within the Department of Public Works and the Department of Government Services were not implemented during 1991-92. As previously noted, the amount allocated to the Department of Government Services for computer services lapsed since suitable computer software was not available and this program was not included in subsequent budgets. The Department of Public Works

**Table 1.12**  
**Departmental Expenditures for Aboriginal Language Programs**

Department	1991-92			Department	1992-93		
	Budget (\$'000)	Spent (\$'000)	% of budget spent		Budget (\$'000)	Spent (\$'000)	% of budget spent
Culture and Communications	2,262.5	1,933	85	Executive	300	300	100
Education	2,255	2,088	93	Education, Culture and Employment	4,632	4,312	93
Arctic College	637.5	435	68	Arctic College	628	475	76
Social Services	50	23	46	Government Services and Public Works	10	9.8	98
Government Services	25	0	0	Health	100	124	124
Public Works	10	10*	0	Justice	330	352	107
Health	125	117	93	Transportation	0	--	--
Justice	325	317	97	Total	6,000	5,574	92.9
Transportation	10	0	0				

Note: The figure indicated by \* was obtained from the Official Languages Unit, as a correction to the figure reported in the 1991-92 financial statement.

began to formulate guidelines for Aboriginal language signage on government buildings and utilized resources from outside the Agreement to manufacture 30 signs. Due to problems in contracting for the erection of the signs, the \$10,000 that was budgeted was unspent in 1991-92, however an expenditure of \$9,798 was made in 1992-93 for signage in Yellowknife and Fort Simpson.

#### *Department of Transportation*

The Department of Transportation did not have sufficient time to develop highway signage and this \$10,000 project lapsed in 1991-92 with no expenditures made.

#### *Department of Education, Culture and Employment*

Expenditures within the Department of Education, Culture and Employment (and the former Department of Culture and Communications and Department of Education) were closer to the budgeted allocations in fiscal year 1992-93 than in 1991-92 (Table 1.12). Overall spending of \$4.3 million amounted to 93 per cent of the \$4.6 million 1992-93 budget. During the 1991-92 fiscal year, expenditures for programs of the Department of Culture and Communications amounted to \$1.9 million, or 85 per cent of the budget allocated to that department. Expenditures for programs of the former Department of Education accounted for 93 per cent of the that department's budget allocation for 1991-92.

The degree to which budgeted allocations for programs of the Department of Education, Culture and Employment were utilized varied from program to program (Table 1.13). Spending for the two largest programs - Language Bureau and Aboriginal Language Development - was on target in 1991-92. In 1992-93, Language Bureau expenditures were \$176,646 less than the amount budgeted, accounting for an expenditure rate of 85 per cent. Of this amount,

\$126,616 that had been allocated for salaries, wages and benefits was unspent, due in part to a position that remained vacant during this period.

Of the total 1991-92 funding of \$2,262,500 for the Department of Culture and Communication's Aboriginal language program activities, \$329,450 or 14.6 per cent was unspent. Of this amount, \$150,000 that had been allocated to the Official Languages Section for evaluation contract services was unspent as the contract was awarded in the following fiscal year. The budget allocation in 1992-93 was fully spent by the Official Languages Unit of the Executive.

An amount of \$148,734 that was allocated for Language Enhancement Contributions was also unspent in 1991-92. The late signing of the Agreement was reported as a factor in this case, since some communities were unable to make proposals in time to receive funding approval. During the fiscal period 1992-93, expenditures of \$468,549 were made under this program, accounting for 94 per cent of the allocated budget. This represented an increase of 70 per cent from the previous fiscal year.

**Table 1.13**  
**Expenditures for Aboriginal Language Programs of the Department of Education, Culture and Employment \***

Program	1991-92			1992-93		
	Budget (\$)	Spent (\$)	% of Budget spent	Budget (\$)	Spent (\$)	% of Budget spent
Evaluation	150,000	0	0		(moved)	
Language Bureau	1,216,900	1,211,588	100	1,200,000	1,023,354	85
Language Bureau orthographies	95,600	69,932	73	110,000	46,833	43
Museum/heritage	0	0	--	67,000	59,491	89
Language enhancement contributions	500,000	351,266	70	500,000	468,549	94
Broadcast media	300,000	300,264	100	345,000	391,261	113

**Table 1.13 (continued)**

Aboriginal language development	1,475,000	1,460,912	99	1,650,000	1,627,641	99
Specialist teachers' councils	30,000	3,296	11	30,000	1,294	4
Aboriginal language literacy	300,000	231,488	77	280,000	289,110	103
Teacher education	450,000	392,604	87	450,000	404,685	90

\* including expenditures from the former Department of Culture and Communications and Department of Education

Within the former Department of Education, 92.6 per cent of the \$2,255,000 budget was spent in 1991-92. Of the \$166,701 that was not spent, under-spending in the Aboriginal language literacy and the teacher education programs accounted for \$125,908. The primary reason for unspent funds within these programs appears to be the late signing of the Agreement. Within the Aboriginal language development project (support for Teaching and Learning Centres), an inability to recruit a qualified person to fill the North Slavey Curriculum Coordinator Position at the Sahtu DBE in 1991-92 led to under-expenditure in salary for this project, but this was balanced by greater than budgeted spending for contract services. In 1992-93, expenditures within these programs were closer to the budget allocations (Table 1.14).

An amount of \$202,888 – or 32 per cent – of the budget allocated for grants to Arctic College was not spent during fiscal year 1991-92 (Table 1.12). This under-spending was attributed to the late confirmation of the Agreement and to some difficulties in managing and staffing some of the programs. Expenditures in 1992-93 were closer to the allocated budget with 24 per cent being unspent.

**Table 1.14**  
**Expenditures for Aboriginal Language Programs of Arctic College**

<i>Program</i>	<i>Budget (\$)</i>	<i>1991-92 Spent (\$)</i>	<i>% of budget spent</i>	<i>Budget (\$)</i>	<i>1992-93 Spent (\$)</i>	<i>% of budget spent</i>
Interpreter-Translator Program -Training	221,000	155,343	70	200,000	242,718	121
Interpreter-Translator Program -Terminology and Material Development	26,800	25,296	94	25,000	14,707	59
Training	290,700	234,979	81	303,000	199,957	66
Teacher Education Program - Literacy Training	99,000	18,994	19	100,000	18,073	18
<b>Total</b>	<b>637,500</b>	<b>434,612</b>	<b>68</b>	<b>628,000</b>	<b>475,455</b>	<b>76</b>

#### *Expenditures According to Budget Line*

An examination of the difference between approved budget and actual expenditure levels according to budget line categories indicates that the specific areas where over- or under-expenditures occurred within a given program are unique to that program. Indications that one or two budget line categories frequently accounted for departures from budgets are not evident (Tables 1.15a and b). There does appear to be some relation between the *salaries and wages* lines and the *contract services* line in 1991-92. Three of the four programs included in Table 1.15a which significantly under-spent on salaries and wages, over-spent on contract services. Where staff were not available to carry out program activities, contractors were hired to fill the gap. Conversely, the Language Bureau, which over-spent on salaries and wages, under-spent for contract services. As previously mentioned, the late signing of the Agreement led to under-spending of the Language Contributions budget, as some communities were unable to put proposals together in the limited time available. In this case,

**Table 1.15a**  
**Variance from Budget by Budget Line for Selected Projects - 1991-92**

<i>Budget Items</i>	<i>Difference between expenditure and budget</i>							
	<i>(\$ -- figures in brackets indicate under-expenditure)</i>							
	<i>Culture and Communication</i>				<i>Education</i>			
	<i>Language Bureau</i>	<i>Orthographies</i>	<i>Language Contributions</i>	<i>Broadcast Media</i>	<i>Language Development</i>	<i>Specialist Councils</i>	<i>Literacy</i>	<i>Teacher Education</i>
Salaries and benefits	32,983	(100)	(26,141)	(100)	(73,402)	(100)	(100)	(100)
Wages and benefits	45,368	(15,000)	9,036	(12,618)	(100)	(100)	(100)	(100)
Grants and contributions	(100)	(100)	(113,916)	0	(48,365)	(100)	(32,062)	(438,000)
Travel and transport	9,228	(5,356)	(13,002)	(2,851)	(12,340)	(25,704)	7,959	22,870
Materials and supplies	(6,928)	(85)	1,698	1,469	32,155	(100)	9,388	167,027
Purchased services	(50,308)	(12,503)	(830)	(705)	14	(100)	(35,976)	(100)
Utilities	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)
Contract services	(37,565)	18,975	(2,155)	15,475	117,550	(100)	(29,750)	7,500
Fees and payments	5,860	700	(100)	(100)	(29,300)	(100)	7,753	182,500
Other expenses	(1,250)	(12,600)	(100)	(100)	(100)	(100)	(100)	1,207
Furniture and equipment	(2,500)	(100)	(3,124)	(100)	(100)	(100)	4,575	(100)
<b>Total</b>	<b>(5,312)</b>	<b>(25,668)</b>	<b>(148,734)</b>	<b>264</b>	<b>(14,088)</b>	<b>(26,704)</b>	<b>(68,512)</b>	<b>(57,396)</b>

**Table 1.15b**  
**Variance from Budget by Budget Line for Programs of the Department of Education, Culture and Employment**  
**1992-93**

	Difference between expenditure and budget (\$ -- figures in brackets indicate under-expenditure)								
	Language Bureau	Language Bureau Orthographies	Cultural Affairs	Broadcast Media	Language Development	Specialist Councils	Literacy	Teacher Education	Museum/ Heritage
Salaries and benefits	(119,046)	(50,000)	(756)	(6,193)	3,318	--	--	--	--
Wages and benefits	(7,569)	(100)	2,404	10,635	(10,000)	(100)	(100)	--	4,369
Grants and contributions	0	(100)	(24,383)	49,000	(6,037)	--	13,753	(44,000)	(11,637)
Travel and transport	(1,657)	30,797	(5,565)	(6,109)	46,424	(26,406)	18,335	1,315	(158)
Materials and supplies	(16,113)	(9992)	(9,039)	9,561	(32,472)	(1,000)	32,241	--	1,616
Purchased services	(15,697)	(2855)	(607)	(3,184)	(44,657)	(1,000)	(45,000)	--	150
Utilities	--	--	--	--	--	--	--	--	--
Contract services	(16,771)	(33,336)	7,414	(13,082)	(4,484)	(100)	(40,720)	--	(1,550)
Fees and payments	948	3,400	180	1,000	16,767	(100)	30,701	--	(100)
Other expenses	(77)	20	(100)	(100)	(100)	--	(100)	--	(100)
Furniture and equipment	(662)	(1,000)	(1,000)	4,733	8,882	--	--	--	(100)
<b>Total</b>	<b>(176,646)</b>	<b>(63,167)</b>	<b>(31,451)</b>	<b>46,261</b>	<b>(22,359)</b>	<b>(28,706)</b>	<b>9,110</b>	<b>(45,315)</b>	<b>(7,509)</b>



where the limiting factor was external to program administration, both salary and contract services were under-spent.

### **B.3 Budget Allocation by Language Group**

The Contribution Agreement was not organized according to Aboriginal language groups and therefore spending targets by group were not set. Nonetheless, an indication of the allocation of Agreement funds to programs related to specific Aboriginal language groups is of interest as a means to determine how programs have targeted the special needs of these groups. Data that relate to specific language groups is not comprehensive and allocations to several groups are often lumped together. Table 1.16 shows the participation of the various groups in programs carried out during FY 1992-93. Similar data for 1991-92 were not available. This table needs to be considered in the context of the differing population sizes of the Inuit and Dene language groups.

The demand for Language Bureau services for Inuit languages was significantly higher than for Dene languages with twice as much interpretation and eight times the amount of translation being carried out. Inuit language programming for broadcast in 1992-93 (84 hours of original programming) was much higher than for Dene languages (one hour). Participation in literacy awareness programs and in the Teacher Education Program by Inuit language speakers was also much greater than by Dene language speakers (Table 1.16).

**Table 1.16**  
**Allocation of Resources by Language Group – 1992-93**

<i>Program</i>	<i>Inuit Languages</i>	<i>Dene Languages</i>	<i>Cree</i>
<b>Department of Education, Culture and Employment</b>			
Language Bureau			
- hours of interpretation	962	430	0
- pages of translation	2438	300	0
linguists on staff	1	1	0
Terminology Development and Orthographies			
terminologists on staff	1	1	0
Language Enhancement contributions			
number of projects funded	12	18.5	1.5
value of contributions	\$163,874	\$193,763	\$38,000
Broadcast Media contributions for programming	\$234,000	\$35,000	\$6,000
hours of original programming	84	1	0
hours of repeat broadcasting	282	3	0
Aboriginal Language Development			
- number of TLCs <sup>1</sup>	4	6	0
Teaching and Learning Centres (TLCs)	\$602,500	\$427,500	\$0
Special Projects (through TLCs)	\$83,454	\$142,059	\$0
Curriculum Development	\$235,223	\$136,905	\$0
Specialist Teachers' Councils	\$1,294	\$0	\$0
Literacy and Literacy Public Awareness			
- number of community- based projects supported	5	2	1
- number of workplace literacy programs	1	1	0
- number of people participating in tuition- reimbursement program	8	0	0
- were writing workshops undertaken?	yes	yes	no
Teacher Education			
- number participating in teacher trainee program	32	3	0

**Table 1.16 (continued)**

<i>Program</i>	<i>Inuit Languages</i>	<i>Dene Languages</i>	<i>Cree</i>
<b>Department of Health</b>			
Medical Interpreter Training			
- number participating in interpreting training program	63	12	0
<b>Department of Justice</b>			
Legal Interpreter Program			
- number participating in interpreting training program	23	32	0
- hours of court interpretation	657	305.5	0

Note : 1. The TLC in Yellowknife included activities in Dogrib, North Slavey and Inuktitut and is therefore included under both Inuit and Dene language groups.

The number of contributions made under the Language Enhancement Contributions program for Dene language projects was greater than for Inuit languages, however (Table 1.16).

#### **B.4 Budget Allocation by Expenditure Category**

A general indication of the priorities governing the expenditure of Agreement resources can be derived by considering the functions to which these resources have been applied. An examination of the type of activities undertaken with Agreement funds suggests a broad division of programs into four categories based on the objectives of the programs. These categories are: coordination and evaluation; provision of language services; language training/education; and community programs.

Programs were grouped into the activity group that best described the major objectives of the program (Tables 1.17a and b). Thus, for example, undertakings of the Language Bureau were grouped into the category of *Language Services*. Training of interpreter/translators

through the Bureau was considered to be in support of providing language services, rather than being included in the *Language Training and Education* category.

The *Language Training and Education* category included programs that were related to curriculum development, teacher training and support, as well as language training in the workplace. The Aboriginal Languages Development Program, which supported regional Teaching and Learning Centres was the largest program included in this category. While some of its activities, such as the drumming workshop, were community-oriented, the priority of the program was towards curriculum development and publication of educational materials.

Programs that served to raise awareness of Aboriginal languages (including promotion of literacy), or which attempted to integrate the use of Aboriginal languages into the everyday context of the community were included in the *Community Programs* category.

The largest category of Aboriginal language program activity was Language Training and Education. These programs accounted for 41 per cent and 42 per cent of the total Agreement budget allocations, and 43 per cent and 40 per cent of expenditures in 1991-92 and 1992-93 respectively. The second most important type of program were those related to the provision of Language Services. These accounted for 36 per cent and 33 per cent of budget allocations and 39 per cent and 33 per cent of expenditures in 1991-92 and 1992-93 respectively. Community programs accounted for 20 per cent of budget allocations in both years and 18 per cent and 22 per cent of expenditures in 1991-92 and 1992-93 respectively.

**Table 1.17a**  
**1991-92 Budget and Expenditure According to Activity**

<i>Category of Activity</i>	<i>Program</i>	<i>Budget (\$)</i>	<i>category as % of total budget</i>	<i>Spent (\$)</i>	<i>category as % of total spent</i>
Coordination/ evaluation	evaluation	150,000	2.6	0	0
Language Services	language bureau	1,216,900		1,211,588	
	terminology development/ orthographies	95,600		69,932	
	signage	20,000		0	
	government services	25,000		0	
	interpreter/ translator training	697,800		613,927	
<i>Total language services</i>		<i>2,055,300</i>	<i>36.1</i>	<i>1,895,447</i>	<i>38.6</i>
Language	language development	1,475,000		1,460,912	
Training and Education	specialist teachers' councils	30,000		3,296	
	teacher education	450,000		392,604	
	Arctic College teacher training	290,700		234,979	
	A.C. - teacher literacy training	99,000		18,994	
<i>Total language training</i>		<i>2,344,700</i>	<i>41.1</i>	<i>2,110,785</i>	<i>43.0</i>
Community programs	language contributions	500,000		351,266	
	broadcast media	300,000		300,264	
	literacy/public awareness	300,000		231,488	
	day care/pre-school	50,000		22,955	
<i>Total community programs</i>		<i>1,150,000</i>	<i>20.2</i>	<i>905,973</i>	<i>18.4</i>
<b>TOTAL</b>		<b>5,700,000</b>	<b>100</b>	<b>4,912,205</b>	<b>100.0</b>

Source : Derived by NEDG from GNWT budget and expenditure data.

**Table 1.17b**  
**1992-93 Budget and Expenditure According to Activity**

<i>Category of Activity</i>	<i>Program</i>	<i>Budget (\$)</i>	<i>category as % of total budget</i>	<i>Spent (\$)</i>	<i>category as % of total spent</i>	
Coordination/ evaluation	evaluation	300,000	5.0	300,125	5.4	
Language Services	language bureau	1,200,000		1,023,354		
	terminology development/ orthographies signage	110,000		46,833		
	interpreter translator program -- training	10,000		9,798		
	interpreter translator program -- linguistic analysis and course development	200,000		242,718		
	health interpreter training	25,000		14,707		
	legal interpreting program	100,000		124,498		
		330,000		352,221		
	<i>Total language services</i>		<i>1,975,000</i>	<i>32.9</i>	<i>1,814,129</i>	<i>32.5</i>
	Language Training and Education	language development specialist teachers' councils	1,650,000		1,627,641	
teacher education		30,000		1,294		
Teacher education program - training		450,000		404,685		
Teacher education program - literacy training		303,000		199,957		
		100,000		18,073		
<i>Total language training</i>		<i>2,533,000</i>	<i>42.2</i>	<i>2,251,650</i>	<i>40.4</i>	
Community programs	cultural affairs	500,000		468,549		
	broadcast media	345,000		391,261		
	literacy/public awareness	280,000		289,110		
	museum/heritage	67,000		59,491		
<i>Total community programs</i>		<i>1,192,000</i>	<i>19.9</i>	<i>1,208,411</i>	<i>21.7</i>	
<b>TOTAL</b>		<b>6,000,000</b>	<b>100</b>	<b>5,574,315</b>	<b>100.0</b>	

Source : Derived by NEDG from GNWT budget and expenditure data.

**Table 1.17c**  
**1993-94 Budget According to Activity**

<i>Category of Activity</i>	<i>Program</i>	<i>Budget</i>	<i>category as % of total budget</i>
Coordination/ evaluation	evaluation	126,000	2.2
Language Services	language bureau	772,000	
	language research, development and promotion	408,000	
	signage	10,000	
	programs and legislation	8,000	
	glossary	76,000	
	health interpreter training	90,000	
	legal interpreting program	415,000	
	<i>Total language services</i>		<i>1,779,000</i>
Language Training and Education	language development	1,370,000	
	teacher education	550,000	
	Arctic College	600,000	
<i>Total language training</i>		<i>2,520,000</i>	<i>44.4</i>
Community programs	language enhancement	540,000	
	contributions		
	broadcast media	360,000	
	daycare	45,000	
	literacy/public awareness	232,000	
	museum/heritage	68,000	
<i>Total community programs</i>		<i>1,245,000</i>	<i>22.0</i>
<b>TOTAL</b>		<b>5,670,000</b>	<b>100.0</b>

The relative importance of these respective functions remained constant during the two years for which expenditure data is available, indicating that no fundamental shift in spending priorities occurred during this period. Budget allocations for 1993-94 also maintained the relative importance of these activities (Table 1.17c).







## **II. ABORIGINAL LANGUAGES : RESULTS OF THE COMMUNITY RESEARCH**

### **A. COMMUNITY RESEARCH METHODOLOGY**

#### **A.1 Overview of design**

The community research aims primarily at assessing the impacts and effects of the Agreement's programs and activities on the Aboriginal languages communities. In particular, the community research seeks detailed measures of the current state of, as well as recent changes in, Aboriginal language use, retention and acquisition from a "cluster sample" of the targeted linguistic community members. Analysis of fluency characteristics includes examination of oral fluency and literacy. In addition, the surveys gather a relevant range of personal and institutional information through which an analysis of the various sources of existing language support and services, as well as changes over time in language preference and competence, may be identified and understood.

In order to assess impacts and effects, a static comparative analysis is used, in which data were collected between July and October of 1992 and again between July and September 1993, and then compared in order to assess changes. In accordance with this methodology, community surveys are conducted twice and for two years in a row, in which the same respondents are targeted each time. The surveys are administered on a one-to-one personal interview basis in the appropriate language by locally recruited and project trained, interviewers.

The target population includes those permanent residents, school aged and older, who belong to one of the linguistic groups. The

inclusion is not contingent upon any prior attempt to categorize their current language preferences or fluencies. As per the Terms of Reference, a total of 31 communities were selected for inclusion in the community survey.

## **A.2 Sampling**

The *frame* of the survey – the list of all units comprising the survey population – was defined as all school-aged permanent residents of the Northwest Territories who belong to one of the linguistic groups under consideration. The sampling procedure that best suited the particular population targets and research goals is referred to as *multi-stage cluster sampling*. This procedure is used when: (1) it is either impossible or impractical to compile an exhaustive list of the survey population (from which a “simple random sample” could be drawn), and; (2) there is a need to conduct the analysis at the level of non-homogeneous groupings within the overall target population (in this case discrete communities and linguistic groups).

The first stage of the procedure involved selecting a sample of communities from all communities of the Northwest Territories. The selection of a non-probability sample of 31 communities was done on the basis of a list contained in the Terms of Reference. The second stage involved stratifying each community sample by gender and by age group, using pre-defined sample ratios for determining community sample size. The intent of the stratification process was to obtain representative samples, that is, samples in which the relative gender and age distribution of each community sample corresponds to that of the base population.

The sample ratios – the size of the sample compared to the size of the community – is defined as non-proportional, that is, the weight of each community sample within the overall sample does not correspond to the weight of that community within the base population. The ratios

were arrived at by using the following guidelines, which represented the optimal trade off between sample theory and administrative constraint:

(1) Based upon population data obtained from the Department of Culture and Communications and from the Bureau of Statistics, the size of each linguistic group for all surveyed communities was estimated.

(2) For each selected community, a minimum sampling size was set at either: 50, which represents a compromise between an acceptable number of observations (cell counts) for all groupings and cost; or a 15-to-1 sampling ratio, whichever was the higher. For communities with less than 50 members of a particular linguistic group, a full census (where every eligible community member was interviewed) was undertaken.<sup>1</sup>

The third and final stage was the selection of individual respondents within each community sample. This stage involved a mix of *quota* and *cluster* sampling : interviewers were provided with target numbers by age group and gender for their community, and they were encouraged to meet these targets – or quotas – to the extent possible. In addition, local interviewers were allowed to select several members of each visited household – or clusters, as long as they met the initial target numbers.

### *Interview process*

Central to the research design was the requirement to rely exclusively on local interviewers to conduct the field work and not to provide direct, person-to-person supervision in the surveyed communities. As a result, the idea of locating survey coordinators and senior researchers in four (4) regional centers - Iqaluit and Rankin Inlet for the Eastern Arctic, and Yellowknife and Inuvik for the Western Arctic - was adopted. These centers were used both as training centers and

as locations from which the team's senior staff would be supervising the field work.

A one-day training session was conducted with all local interviewers expected to initially take part in the community research. A training manual was developed and provided to local interviewers during the training session, to be used as a reference guide. The content of the training sessions themselves went well beyond data sheet familiarization. Interviewers were given intensive instruction in the concepts behind the various questions so as to ensure more informed interpretation of respondents' answers. Since the interviewers were recruited from within their subject communities, they helped validate the relevance of the survey instruments, particularly the fluency test materials. Finally, the interviewers engaged in reverse "role playing", a well established training technique which requires each interviewer to play the role of the respondent, thus gaining sensitivity on how to maximize respondent confidence. Details on the community research protocol may be found in the separate technical paper accompanying this report.

### *Community Research Protocol*

The community research was organized on the basis of a structured protocol :

- interviewers were provided with a sampling plan containing target numbers of interviews (broken down by gender and age group);
- interviewers were asked to send to their regional supervisors by fax their first and fifth completed data sheets, so that the supervisors could verify the accuracy of the answers. Where anomalies were found, further instructions were given by phone;
- bi-weekly and, in some cases, daily telephone reporting was required of local interviewers;

- contingency plans were designed to allow survey supervisors and coordinators to fly to communities if and when problems arose.

### **A.3 Instrumentation**

Instrumentation consists of a combined personal information/evaluation schedule and linguistic competency test. The interview schedule (see Appendix D) was developed in consultation with the Official Languages Unit, and the linguistic competency test was designed by the project's linguist in consultation with staff from the Language Bureau and with local interviewers (inputs from local interviewers insured that the local and regional contexts were taken into account).

The interview schedule and linguistic competency test is integrated into one easy-to-use survey form, to be administered by local interviewers. The form is comprised of four main sections : identification and profile of the respondent; linguistic profile; access to language and other services; and competency test. Most of the questions contained in the form are close-ended questions (where respondents have to choose between a limited number of alternate answers).

#### *Pre-testing*

The adequacy of the survey instrument was tested during the first year, baseline data collection phase. Overall, the survey instruments proved very effective at gathering the required information. In particular, the fluency test materials were well understood by local interviewers and well received by respondents. These results can be explained by the fact that significant inputs from local speakers of the various languages were obtained and integrated into final versions of the survey materials.

#### **A.4 Comparative Analysis**

As mentioned earlier, a static comparative analysis is used to help determine the impacts and effects of the Cooperation Agreement on access to services, and language use and fluency. For this purpose, a first set of information – baseline data – was collected by way of personal interviews between July and October of 1992. The second set – comparative data – was assembled between July and September of 1993, thereby allowing a one-year interval to measure changes.

The baseline data set also served as a basis for describing language use and access to services by language group. This descriptive analysis can be found in Section B of this chapter. It is worth noting that information from the (1993) comparative data set was used to answer specific questions on service availability and on literacy – also contained in the above mentioned sections – given that minor changes made to the 1993 survey questionnaire allowed a more detailed analysis of these questions than the 1992 data set.

For the comparative analysis, a series of statistical tests were designed to measure the impacts of the Cooperation Agreement on a number of key variables. The results of this analysis can be found in Appendix F. Generally speaking, the tests aimed at measuring changes over time (the one-year interval) between averages for the key variables. The choice of which tests to utilize hinged, in the present case, on a number of considerations :

- the sample size
- the number of samples to compare
- the extent to which the samples are logically related or not (independent or dependent samples)
- the extent to which the value distribution of the key variables approximates a normal distribution

Based on these considerations and after analyzing the characteristics of the two data sets, *non-parametric tests* were retained for the purpose of the comparative analysis.<sup>2</sup> These tests provide the best compromise between explanatory power and assumptions about the randomness of the samples.

### **A.5 Community research : validation**

An essential element of the survey design is the validation of both the overall survey construct and of the results. Construct validity was carried out by way of consultations (with Language Bureau linguists and local interviewers) and pre-testing. The validation of results, on the other hand, is a post-survey activity implying the comparison of survey results for key variables with that of another, reliable source of information. In the present case, the recent publication of results from the 1991 Statistics Canada's Aboriginal Peoples Survey (APS) provided the comparative data for the purpose of validation.

It is worth noting, however, that the APS survey results do not allow for direct comparisons given that it presents some striking differences with this evaluation's language survey (LS). Table 2.1 shows the differences and similarities between the APS and the LS. One can see from the table that for the key elements of the surveys, differences are significant: the survey period, the population universe, the sample design and the target population present some differences. Thus the reader should apply caution when comparing the results from the two surveys. Nonetheless, the APS is the only recent and comprehensive survey that contains specific information on ethnicity and language fluency in the Northwest Territories.



**Table 2.1**  
**Comparison between APS and Language Survey**

	<i>Aboriginal Peoples Survey</i>	<i>Language Survey</i>
Survey period	1991	1992
Survey population	Indian, Inuit, Metis	Indian, Inuit, Francophone
Geographic boundaries	National with regional break downs	NWT
Methodology	Structured interviews (self-assessed fluency)	Structured interviews with administered fluency tests
Population universe	Aboriginal, census list	Ethnic community member
Sample design	Systematic, individuals from census returns	Systematic, language group and community affiliation

There are other limits to the use of APS as a source of comparative data. First, not all the variables included in the APS are at this time available for analysis<sup>3</sup> and the available information is not broken down to allow very fine analyses by gender, age group, community or ethnicity. The confidentiality legislation that is applicable to the APS explains to a large extent this situation. All comparisons are, therefore, limited to the whole of the Northwest Territories.

It is worth mentioning that the number of comparisons had to be limited to a few, given that a large number of the APS tables that could be used for comparison did not report base numbers – the numbers used to calculate proportions, such as population – or missing data, which made the comparisons unreliable. The following sub-sections provide the comparisons between the APS results and the LS's for which reliability did not appear questionable.

### *Ethnicity*

The APS (in its current state of availability) provides three ethnic divisions: "North American Indian," "Metis," and "Inuit." Since the LS

included Francophones and Aboriginal people of Indian and Inuit ethnicity, the "Metis" in the APS and the Francophones in the LS were removed from their respective data sets prior to comparison.

Since the APS was drawn from a total census list, the ethnic proportions may be expected to closely approximate the real population division.<sup>4</sup> This is not necessarily the case for the LS given that its sample distribution and weight was intentionally skewed to allow a sufficient number of respondents from each language group to be represented. This non-proportional sampling was undertaken to ensure sufficient counts for use in individual language group analyses (see sample design discussion in Section A.2 of this chapter).

Since some of the language groups within the so-called Indian population included some relatively small populations, the Indian population component of the LS was necessarily over-represented in relation to the Inuit population. As a consequence, comparing the relative proportions of Indian and Inuit groups within the survey population does not provide a reliability check. However, it can provide a basis for applying weights to the LS for other comparisons.

**Table 2.2**  
**Major Ethnic Sample Proportions In Relation to Survey Populations**

	<i>Indian percentage</i>	<i>Inuit percentage</i>
Aboriginal Peoples Survey	32.0	68.0
Language Survey (baseline data)	47.0	53.0

Table 2.2 indicates that, indeed, the LS Indian group is over-represented as compared to that of the APS. While the sample design of the LS did not allow to predict just how the ethnic frequencies

would distribute themselves, every effort was made to limit the sample skewing to the minimum required to meet the research objectives. The results of Table 2.2 suggest that this objective was largely achieved.

### *Age Distribution*

The age distribution comparison is a particularly important validity check because the literature on language development emphasizes that age-related factors play a large role in explaining language features of the types relevant to the LS.

The available APS results provide four age categories : *Adults, 15 to 19 years of age, Children aged 0-4 and Children aged 5-14*. In order to achieve compatibility, the age variable in the LS was recoded into two categories : *15 years of age and older and Children aged 5-14*. The APS's *Children aged 0-4* category was deleted as the LS did not include respondents who were below school age. The LS results, however, are expected to slightly under-estimate the *Children aged 5-14* group.<sup>5</sup>

**Table 2.3**  
**Age Distribution of Indian Respondents**

	<i>5-14 years old percentage</i>	<i>Over 15 years old percentage</i>
Aboriginal Peoples Survey	25.8	74.2
Language Survey (baseline data)	21.7	78.2

Given the above caution regarding the possible under-representation of the *Children aged 5-14* group as a consequence of the slight variation in the APS's and LS's *5-14 years of age* stratification process,

it is apparent from Tables 2.3 and 2.4 that both surveys have very close respondent age distributions for each of the major aboriginal ethnic groups.

**Table 2.4**  
**Age Distribution of Inuit Respondents**

	<i>5-14 years old percentage</i>	<i>Over 15 years old percentage</i>
Aboriginal Peoples Survey	31.0	69.0
Language Survey (baseline data)	28.6	71.4

### *Fluency*

Because the APS contained only relatively simple fluency questions and relied exclusively upon self-reported evaluations (as opposed to the interviewer-administered and self-reported fluency assessments of the LS), the only fluency variable in the LS that is directly comparable from among the many (APS) language relevant questions is the self-evaluation variable. However, there are some useful reliability checks to be had from the inclusion of additional LS objective measures of fluency and literacy, which are included for consideration in Table 2.5.

It is worth mentioning that factors such as the specific fluency criteria, the age distribution of respondents and the evaluation questions obviously affect the distribution of responses. However, it is reassuring that in terms of the most comparable and least restrictive self-evaluation question, there is for the *over 15 years old* age group less than a 2 per cent variation between the two surveys. Just why there should be a wider gap in the *5-14 years old* category is not entirely clear. However, it may relate to the fact that the APS did not pursue linguistic competence beyond subjective evaluations of conversational fluency, while the LS included more detailed and more

objective literacy tests. Thus, those just learning to read and write may have felt obliged to lower their overall fluency self-evaluation. Although speculative, this explanation is consistent with the literacy-linked "interviewer" assessments that are also included in the above table.

**Table 2.5**  
**Proportion of Aboriginal Respondents**  
**With Positive Fluency Evaluations in at Least One Aboriginal Language**

	<i>5-14 years old percentage</i>	<i>Over 15 years old percentage</i>
APS - Self-evaluation (conversational or better)	67.1	84.0
LS - Self-evaluation (best spoken fluency)	60.7	85.8
LS - Interviewer : (spoken and written : average to excellent)	53.5	76.7
LS - Interviewer: (spoken and written : good )	33.2	63.9
LS - Interviewer: (spoken and written : excellent)	9.7	32.4

By and large, the analysis presented in this section indicates that results from the community research present a relatively high level of validity. While it may have been desirable (but not possible) to include more variables into the comparative analysis, it appears that the LS produces results which are consistent with the APS. In addition, pre-testing and other activities have shown that the LS contains a high degree of construct validity.

## **B. RESULTS BY LANGUAGE GROUP**

This sub-section presents the descriptive analysis results for each linguistic group represented in the database. Four main categories replicate categories presented in Chapter III of Part I (in which data for Aboriginal language groups are presented in the aggregate) : socio-demographics; language fluency and literacy; language use in different environments; availability, use and satisfaction with services.

### **B.1 Chipewyan**

The following attributes of the Chipewyan linguistic group are derived from a sample of 154 people identified as Chipewyan speakers in the communities of Fort Resolution, Fort Smith and Lutsel k'e.

#### B.1.1 Socio-Demographics

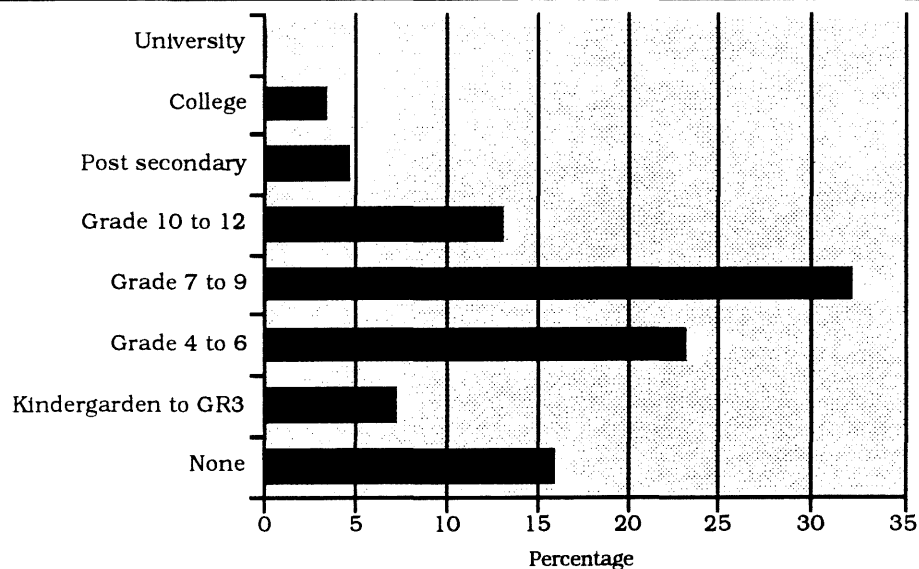
The age distribution of respondents – Table 2.6 – differs from that of the general Northwest Territories' population in the percentages of people less than 35 years old and over 65 years old. The largest contingent of respondents is in the *15 to 24 years old* age group, which accounts for 25.3 per cent of the total. However, this age group represents only 17.6 per cent of the general NWT population. Conversely, only 13 per cent of respondents were aged *25 to 34 years old*, while this age group accounts for 20.3 per cent of the general population. The proportion of Chipewyan respondents aged *35 to 54 years old* is similar to that of the NWT as a whole but the percentage of respondents over 55 years old – 22 per cent – is considerably higher than that of the general NWT population (7 per cent).

**Table 2.6**  
**Age Distribution of Chipewyan Respondents, 1992**

<i>Age group</i>	<i>Count</i>	<i>Percentage</i>
5 to 14 years old	27	17.5
15 to 24 years old	39	25.3
25 to 34 years old	20	13.0
35 to 44 years old	22	14.3
45 to 54 years old	12	7.8
55 to 64 years old	13	8.4
65 plus years old	21	13.6
TOTAL	154	100.0

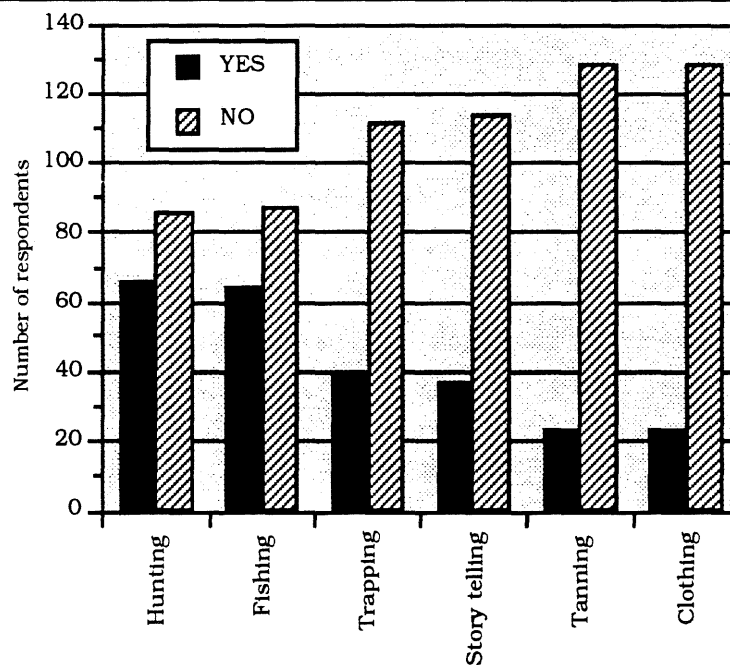
Chart 2.1 shows the highest level of schooling achieved by respondents, and demonstrates that one third of the respondents have completed between a *Grade 7 and 9* education. Over 16 per cent have had no formal education, while at the other end of the spectrum, eight per cent have had some post-secondary or college education. None of the respondents has any form of university education.

**Chart 2.1**  
**Highest Level of Schooling Achieved , 1992**  
*As a percentage of all Chipewyan respondents*



Compared to Aboriginal respondents in the aggregate (refer to Chart 3.2 in Part I, Chapter III), the Chipewyan group has a higher percentage of people with no formal education – only nine per cent of the general respondent group is in this educational category. The Chipewyan respondents also have a higher proportion of people with post-secondary or higher education (eight per cent compared to only 5.4 per cent in the general group).

**Chart 2.2**  
**Participation in Traditional Activities, 1992**  
*Number of Chipewyan respondents*



The level of participation in traditional activities provides an interesting backdrop for investigating language use and preference. Chart 2.2 indicates that nearly half of Chipewyan respondents reported that they participated in hunting and fishing activities (44 and 42 per cent respectively). Twenty-five per cent and 26 per cent

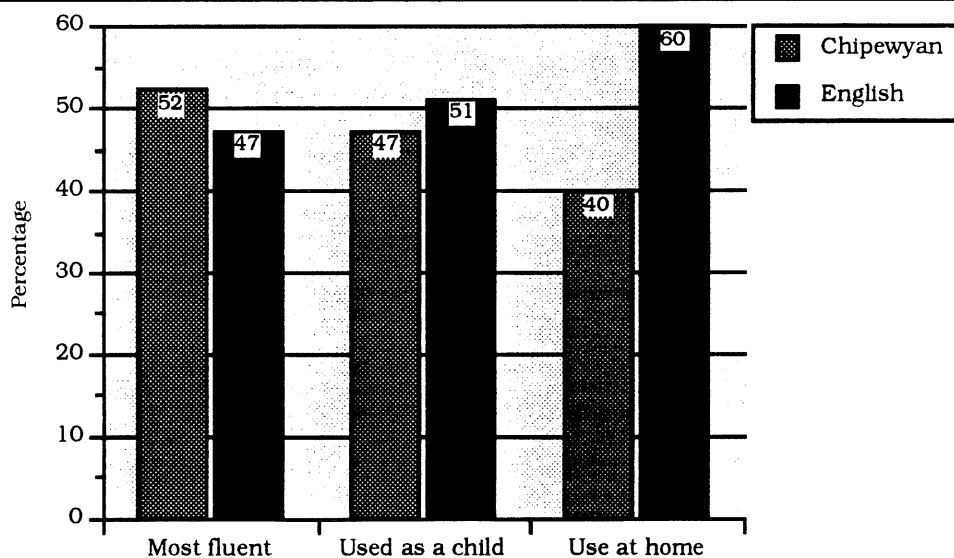


of the respondents take part in story telling and trapping activities respectively, and 15 per cent are involved in tanning and clothes-making.

### B.1.2 Language Fluency and Literacy

Several questions on the survey asked respondents about their language history, preferences, and use. Question B.1 asked people to list the languages they spoke in order of fluency; Question B.2 asked for the language first learned as a child; and Question B.3 asked which language was most frequently spoken in the home at the present time. Chart 2.3 shows the results of these three questions for the Chipewyan communities in the survey.

**Chart 2.3**  
**Language Characteristics for Chipewyan Respondents, 1992**  
*As a percentage of all Chipewyan respondents*



The chart indicates that approximately 47 per cent of the Chipewyan respondents learned Chipewyan as their first language as a child.

While 52 per cent indicate Chipewyan as their most fluent language, only 40 per cent of the respondents in this group speak it most frequently at home at present. English is the language used as a child of about 51 per cent, but is now the most fluent language of 47 per cent, and the home language of 60 per cent. The figures on language learned as a child suggest that a switch towards English was begun in the generation of the parents of the respondents, while the home language data indicate changes in language use during the respondents' own lifetimes. On the other hand, it seems that some people are learning Chipewyan well after their early childhood years. Therefore, it seems that English is making inroads in the Chipewyan community, but Chipewyan is an important and growing part of the language life of approximately half the respondents.

### *Fluency Characteristics*

The 1992 survey included seven questions in Chipewyan that showed how the respondents could use vocabulary, grammar, and general expression in the language. The last item was an overall assessment by the interviewer of how well the respondent spoke the language. Since the result of that assessment matched the results of the other Chipewyan oral language questions well, it will be used here as the basic measure of fluency. Table 2.7 shows the results of this assessment for all Chipewyan respondents.

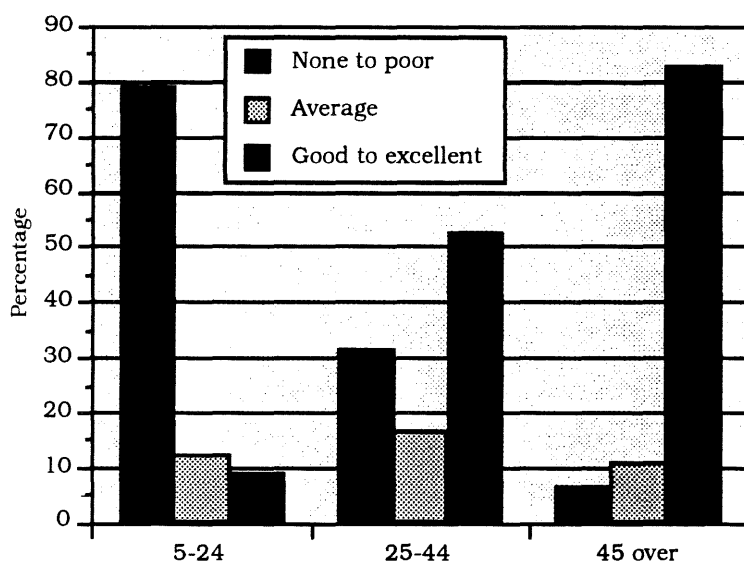
**Table 2.7**  
**Oral Fluency of Chipewyan Respondents, 1992**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	19	12
Poor	49	32
Average	20	13
Good	23	15
Excellent	43	28

More than a quarter of the respondents were rated as excellent speakers and an additional 15 per cent were rated as good. Only about 12 per cent were considered not to have any fluency.

Since the figures reported in Chart 2.3 above show that some Chipewyan people are using English more over time and others are increasing their skills in the language, it is useful to look at fluency in relation to the respondent's age. Chart 2.4 shows the breakdown for all Chipewyan respondents by age group.

**Chart 2.4**  
**Oral Fluency Evaluation for Chipewyan Respondents by Age, 1992**  
*As a percentage of all respondents in each age group*

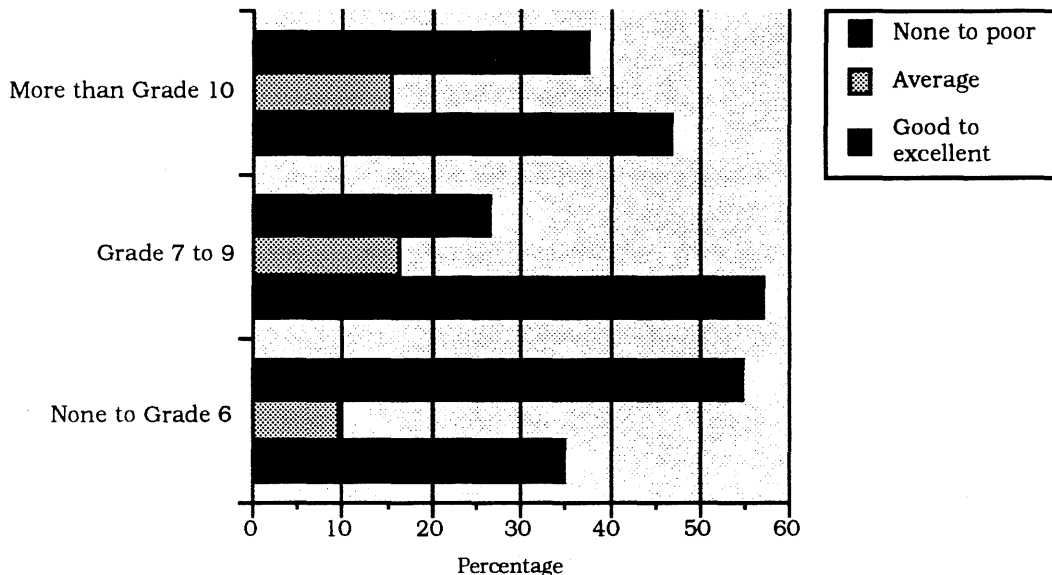


Clearly, the more fluent speakers tend to be older. People in their middle years show various levels of fluency, while children and youth are generally much less fluent.

Schooling has been blamed by some for Aboriginal language loss and is expected by many to help in Aboriginal language revitalization. The

relation between educational experience and oral fluency among Chipewyan respondents is shown in Chart 2.5.

**Chart 2.5**  
**Oral Fluency of Chipewyan Respondents by Level of Education 1992**  
 As a percentage of all respondents in each education level



Those with little or no schooling show the highest levels of oral fluency. Fluency levels go down among those having higher levels of education. Nevertheless, there are people rated as highly fluent for each education category, and the number in this category increases from moderate to high levels of schooling. It is encouraging to see people with average or higher fluency in the over Grade 10 column, since this suggests that people do not have to abandon their Aboriginal language in the process of doing well in English language education.

### *Literacy Characteristics*

In the 1993 survey, several questions required respondents to do activities to demonstrate their skills in reading and writing an

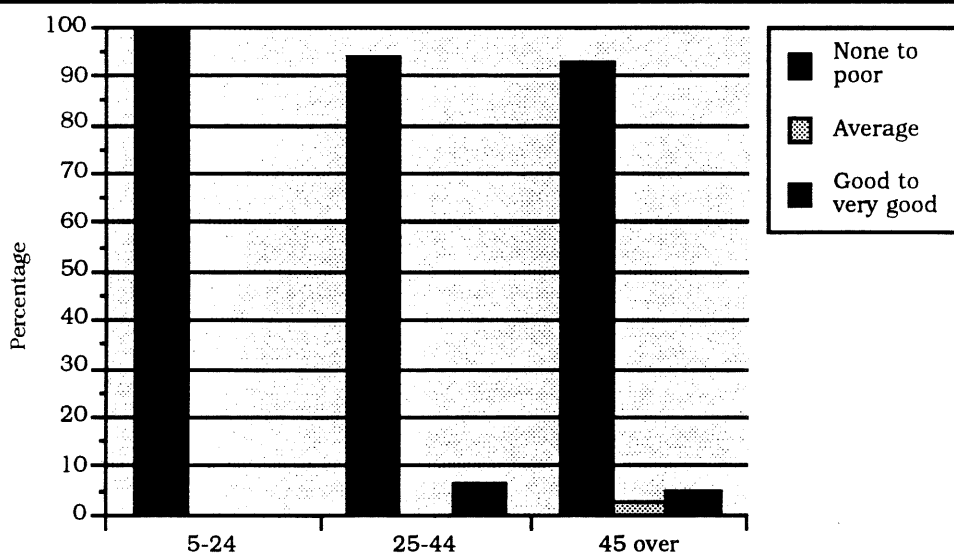
Aboriginal language. After these tests, the interviewer gave an overall assessment of each respondent's literacy skill in the language. The results of that assessment are used as the general measure of Chipewyan literacy, and are presented in Table 2.8.

**Table 2.8**  
**Literacy of Chipewyan Respondents, 1993**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	115	82
Some	19	14
Average	1	1
Good	2	1
Very Good	3	2

82 per cent of the respondents were considered to have no literacy in Chipewyan. Of the remainder, 14 per cent have some literacy skills while very few were evaluated to have good or very good skills.

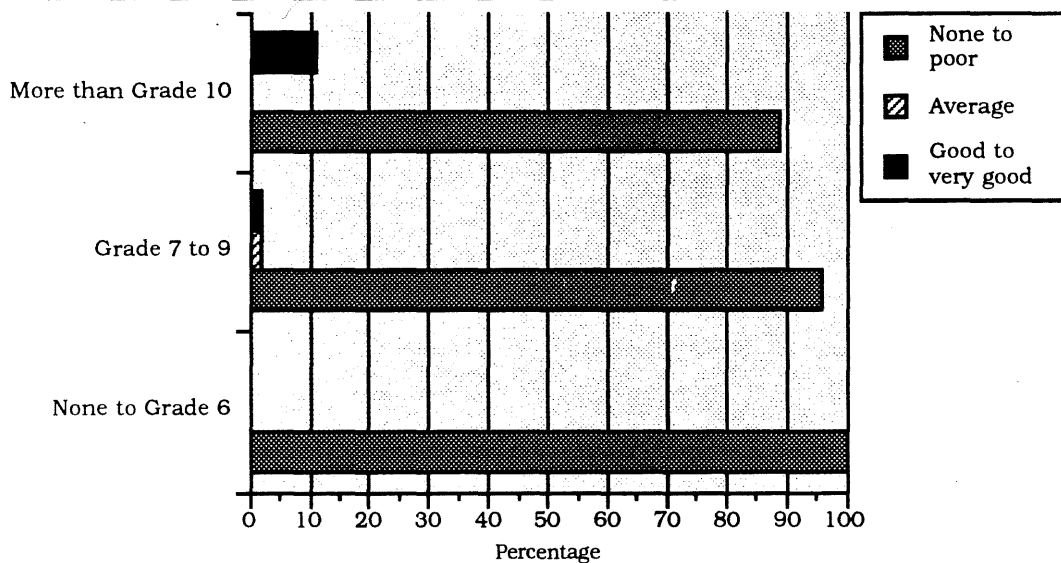
**Chart 2.6**  
**Literacy Evaluation for Chipewyan Respondents by Age, 1993**  
*As a percentage of all respondents in each age group*



An indication of how these results break down when age is considered along with literacy is provided in Chart 2.6. This chart indicates that respondents having some level of Chipewyan literacy were all over 25 years of age. None of the 5 to 24 year old respondents had any Chipewyan literacy skills.

Chart 2.7 relates the literacy assessment figures with the highest level of schooling achieved by the respondents.

**Chart 2.7**  
**Literacy of Chipewyan Respondents by Level of Education 1993**  
*As a percentage of all respondents in each education level*



In contrast to the pattern observed for oral fluency, literacy levels in Chipewyan rise according to the level of schooling achieved. Those with no formal education indicate no literacy, while nearly all the respondents having good or very good Chipewyan literacy had more than a Grade 10 education.

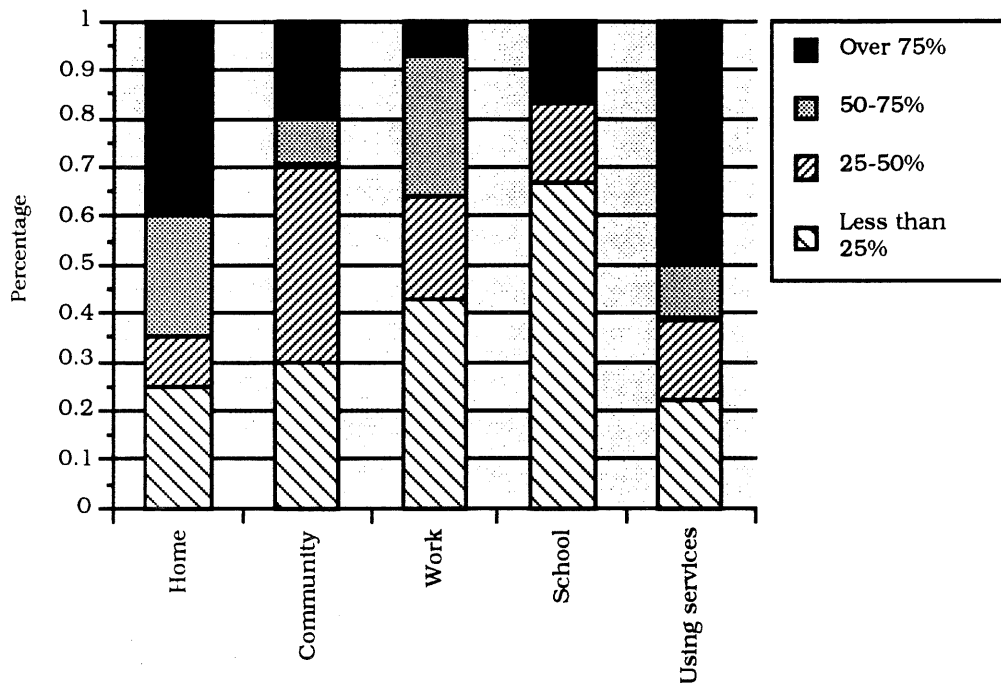
### B.1.3 Language Use in Different Environments

This section describes major trends associated with the use of Chipewyan in different environments. To determine the influence of setting on the use of Chipewyan, respondents were asked how much the language is spoken in various environments. A summary of the results is found in Chart 2.8.<sup>6</sup>

**Chart 2.8**

**Intensity of Aboriginal Language Use in Various Environments, 1992**

*As a percentage of all Chipewyan respondents*



An indication of the increase in use of the respondents' primary languages – in this case Chipewyan and English – is obtained through an analysis of the responses to questions related to change in language use. None of the respondents reported increased use of English in any environment. The number of respondents reporting an increased use of Chipewyan is presented in Chart 2.9 and indicates the most

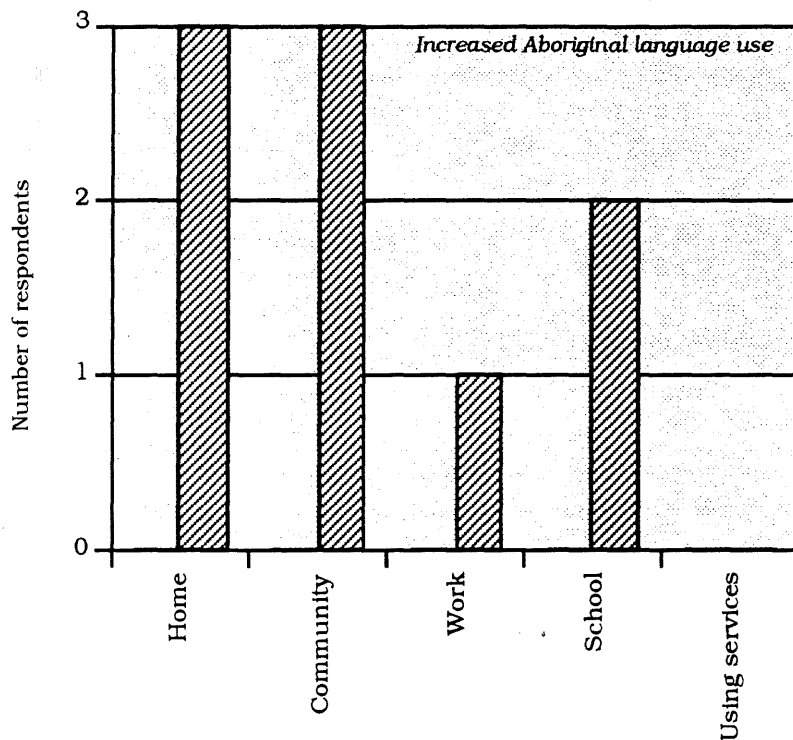
frequent increases in the *home* and *community* environments. While this is a positive trend, the small number of respondents reporting an increase in Chipewyan usage indicates that this trend is very weak.

**Chart 2.9**

**Change in Language Usage in Various Environments**

**For Chipewyan Respondents Reporting Changes in Language Usage, 1988-93**

*Ratio of those who moved from English to the Aboriginal language, to those who moved in the opposite direction*



**B.1.4 Availability of Services, Use and Satisfaction**

This section focuses on respondents' ability to access services in Chipewyan, and on their perception of whether or not ease of access to such services has improved over time. The section also discusses the use and impact of various government language services. Note that the discussion is based on the results of the 1993 (comparative) survey because it provides more detailed information, on this topic than the 1992 survey due to a slight rewording of questions. Table 2.9



summarizes respondents' perceptions about their ability to access services in Chipewyan and, for those who responded that a service was available, whether they used it.

**Table 2.9**  
**Perception About Availability of Services in Chipewyan and Use of These Services**  
**1988-93**

Types of services	Service available?		Use the service?	
	Yes	No*	Yes	No
	Number of responses		Number of responses	
Nursing stations	57	88	29	26
Regional health centres/hospitals	55	90	27	26
Family assistance	31	113	14	15
Information on job/employment	28	117	3	24
Justice services	26	118	10	13
Obtaining information on trapping	21	122	6	14
Obtaining fishing/hunting licenses	19	124	6	12
Help for recreational activity	19	125	4	14
Information on home construction	18	127	4	13
Help for businesses	10	135	2	7
Obtaining student assistance	2	141	1	1
Boarding homes	2	126	1	1
Library	0	143	0	0

\* includes the *Don't know* answers

Perceived access to services in Chipewyan varies according to the type of service, but is generally low (Table 2.9), and is lower than for the aggregate Aboriginal respondent population. For example, only 39 per cent of Chipewyan respondents felt that they have access to services at nursing stations, while the aggregate Yes response for this service was 62 per cent (refer to Table 3.6 in Part I, Chapter III). Access to language services at nursing stations and regional health centres/hospitals are, nonetheless, the services perceived to be the most widely available, as well as the most widely used. These are followed by family assistance and job/employment training information services.

A high level of perceived service availability may be expected to integrate both the availability of service in Chipewyan (the actual availability) with the level of demand among respondents for that service (relating to the perceived availability). Among those who responded that nursing stations provide services in Chipewyan, 51 per cent actually used those services. Utilization of services at regional health centres/hospitals was similarly high - 49 per cent. In this context, it is interesting to examine the perception of availability and demand for family assistance and job/employment information services. Perception of availability of services in Chipewyan was about 20 per cent for these two service categories. In the case of family assistance services, 45 per cent of those who were aware of the service had actually used it, while in the second case only 10 per cent of those who knew about the service used it. It is clear that in this latter case, knowledge of the service originates from sources other than direct experience of the service. Among Aboriginal respondents in the aggregate grouping, 48 per cent of respondents who are aware of job/employment training information services actually used the service.

A second question relates to the change in access to services in Chipewyan. Respondents include people who did not use a service. The results that are presented in Table 2.10 are ranked according to the perception of "easier access."

In the case of the first four types of services ranked in Table 2.10, more respondents felt that access had improved than felt there had been no change. In the remainder of cases, the most frequent response was *Don't know*, indicating a relatively low demand for those services. Among those who did perceive a change in these latter cases, *Easier access* was identified more frequently in five of the nine service types, while, in the remainder, *No change* was most often identified. Overall, therefore, respondents are neutral to optimistic about change in access to Chipewyan language services.

**Table 2.10**  
**Change in Ease of Access to Services in Chipewyan Between 1988 and 1993**  
*Chipewyan respondents*

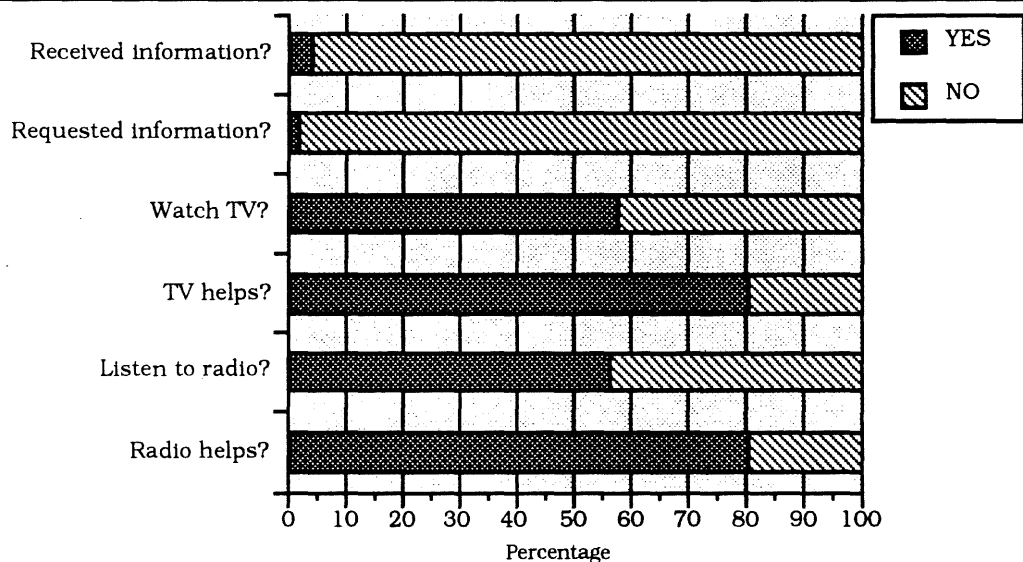
<i>Types of services</i>	<i>Easier or more difficult to access?</i>				<i>Number of responses</i>
	<i>No change</i>	<i>More difficult</i>	<i>Easier</i>	<i>Don't know</i>	
	<i>Percentage of all applicable responses*</i>				
Nursing stations	30	0	48	23	40
Regional health centres/hospitals	31	0	46	23	39
Help for businesses	11	0	44	44	9
Family assistance	35	0	41	24	17
Obtaining fishing/hunting licenses	25	0	35	40	20
Information on home construction	11	0	33	56	9
Information on job/employment	25	0	33	42	12
Obtaining information on trapping	29	0	29	43	14
Obtaining student assistance	13	13	25	50	8
Help for recreational activity	17	17	25	42	12
Justice services	29	7	21	43	14
Boarding homes	25	0	13	63	8
Library	17	0	0	83	6

\* excludes the *Not applicable* answers

As is the case for the aggregate Aboriginal respondent group (refer to Table 3.7 in Part I, Chapter III), Chipewyan respondents ranked health services first in terms of increasing accessibility – 48 per cent felt that access to Chipewyan services at nursing stations had improved during recent years, while 46 per cent felt that services at regional health centres and hospitals had improved. The relatively low proportion of respondents who answered *Don't know* (23 per cent in both cases) indicates a high level of interest in these services. A similarly low *Don't know* response rate is found in relation to family assistance, again indicating a high level of interest in this type of service. In an interesting departure from the aggregate Aboriginal response, four Chipewyan respondents perceive easier accessibility to business services in their language. In the aggregate results, business services were ranked last in terms of improved access.

Chart 2.10 presents responses to survey questions regarding receipt of unsolicited information and receipt of requested information in Chipewyan from government sources. The chart also presents results of the questions related to watching/listening to TV and radio programs in Chipewyan, and the respondents' perception of whether these programs help them to learn or to keep the language.

**Chart 2.10**  
**Use of and Impact of Various Government Services, 1993**  
*Proportion of Chipewyan respondents*



Little government information was received or requested in Chipewyan – only two per cent of the respondents report having requested such a service, indicating a low demand for such a service and/or a perception that it would not be available. Slightly more than half of the respondents report having watched Chipewyan TV programs and listened to Chipewyan radio programs. Eighty per cent found these services to be useful for keeping or improving their language ability.

## B.2 Cree

The following attributes of the Cree language group are derived from a sample of 50 people of Cree background in the community of Fort Smith.

### B.2.1 Socio-Demographics

As Table 2.11 shows, the Cree respondents tend to be older than the general population of the Northwest Territories. Little more than one-third of the respondents are under 34 years old, while 20 per cent are over 55 years old. In addition, 44 per cent of Cree respondents are aged between 35 and 55 years. In contrast, less than a quarter of the general NWT population is in this middle age category, while 58 per cent are younger than 35, and only 7 per cent are older than 55.

**Table 2.11**  
**Age Distribution of Cree Respondents, 1992**

<i>Age group</i>	<i>Count</i>	<i>Percentage</i>
5 to 14 years old	5	10.0
15 to 24 years old	7	14.0
25 to 34 years old	6	12.0
35 to 44 years old	13	26.0
45 to 54 years old	9	18.0
55 to 64 years old	5	10.0
65 plus years old	5	10.0
TOTAL	50	100.0

**Chart 2.11**  
**Highest Level of Schooling Achieved , 1992**  
 As a percentage of all Cree respondents

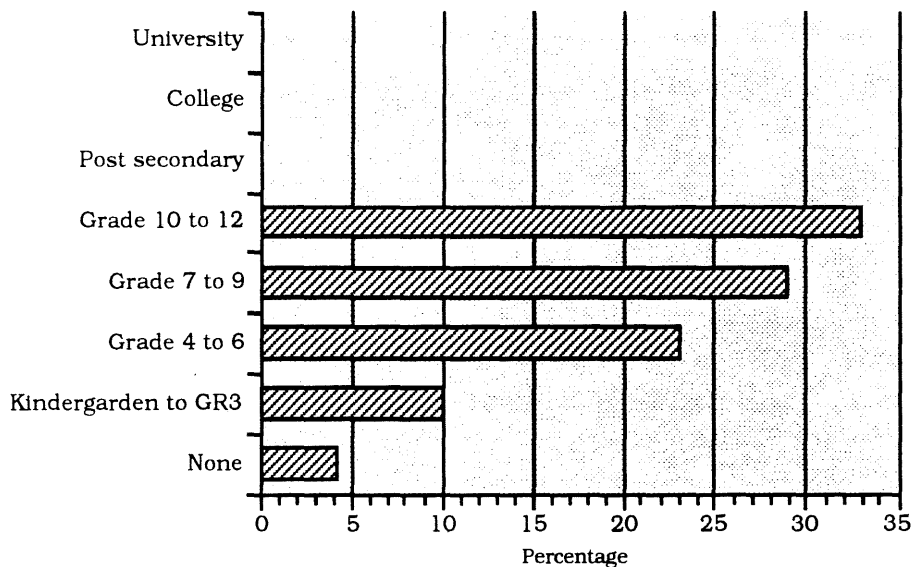
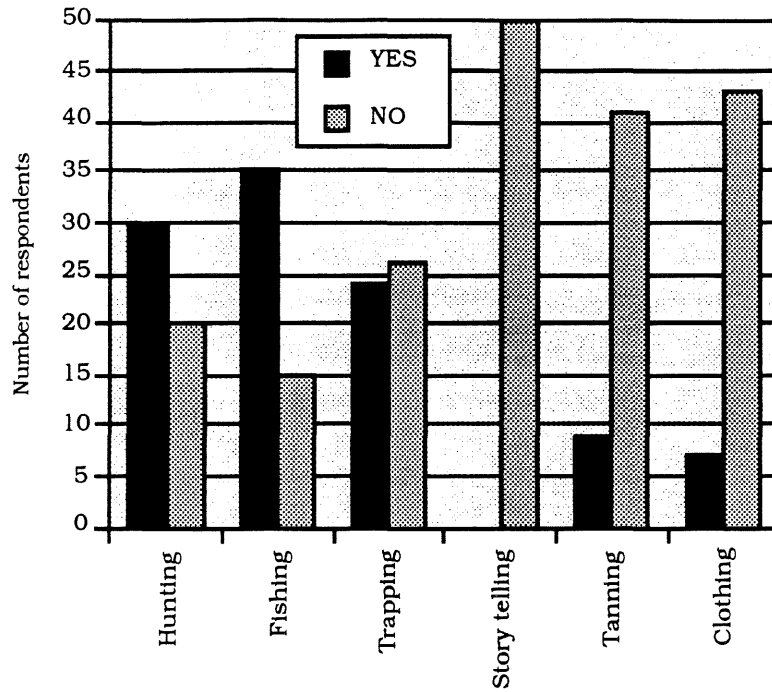


Chart 2.11 shows the highest level of schooling achieved by respondents, and demonstrates that one-third of the respondents have completed between a *Grade 10 and a Grade 12* education, and 29 per cent have completed between a *Grade 7 to Grade 9* education. None of the Cree respondents have had any post-secondary education. On the other hand, only four per cent of Cree respondents have had no formal education at all.

Compared to Aboriginal respondents in general (refer to Chart 3.2 in Part I, Chapter III ), the Cree respondent group has a much higher percentage of people with *Grade 10 to Grade 12* education – only 20 per cent of the total Aboriginal respondent group has achieved a Grade 10 or higher level of education. This linguistic group also has a lower proportion of people with no formal education – four per cent as opposed to nine per cent Aboriginal respondents are in general.

**Chart 2.12**  
**Participation in Traditional Activities, 1992**  
*Number of Cree respondents*



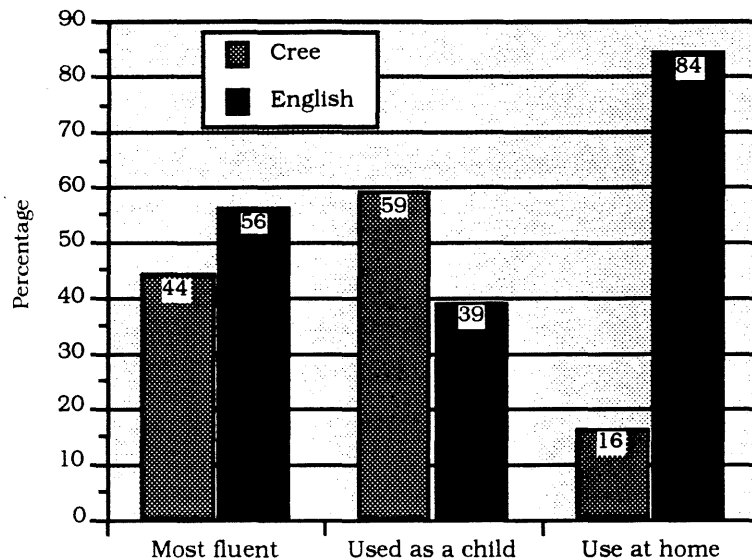
Traditional hunting, fishing and trapping are relatively important to the respondents, and their participation rates in these activities are 60 per cent, 70 per cent and 48 per cent respectively (Chart 2.12). None of the respondents take part in story telling, but 19 per cent are involved in tanning and 14 per cent in clothes making.

### B.2.2 Language Fluency and Literacy

Several questions on the survey asked respondents about their language history, preferences, and use. Question B.1 asked people to list the languages they spoke in order of fluency; Question B.2 asked for the language first learned as a child; and Question B.3 asked which language was most frequently spoken in the home at the present time.

Chart 2.13 shows the results of these three questions for the Cree communities in the survey.

**Chart 2.13**  
**Language Characteristics for Cree Respondents, 1992**  
*As a percentage of all Cree respondents*



The chart indicates that about 59 per cent of the Cree respondents learned Cree as their first language as a child. However, only about 44 per cent gave that language as their most fluent language today and 16 per cent speak it most frequently at home at present. English was the first language of about 39 per cent, but is now the most fluent language of 56 per cent, and the home language of 84 per cent. The figures on first language learned as a child suggest that a switch towards English was begun in the generation of the parents of the respondents, while the home language data indicate changes in language use during the respondents' own lifetimes. Therefore, it seems that English is making considerable inroads in the Cree community, and that Cree is an important part of the language life of well less than half of these respondents.



*Fluency Characteristics*

The 1992 survey included 7 questions in Cree that evaluated how well the respondents could use vocabulary, grammar, and general expression in the language. The last item was an overall assessment by the interviewer of how well the respondent spoke the language. Since the result of that assessment matched well with the results of the other Cree oral language questions, it will be used here as the basic measure of fluency. Table 2.12 shows the results of this assessment for all Cree respondents.

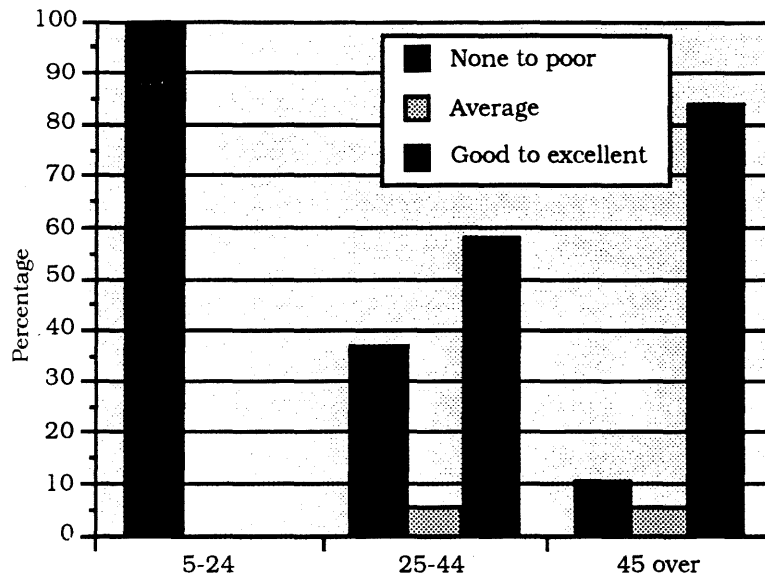
**Table 2.12**  
**Oral Fluency of Cree Respondents, 1992**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	2	4
Poor	19	38
Average	2	4
Good	7	14
Excellent	20	40

Forty per cent of the respondents were rated as excellent speakers and an additional 14 per cent were rated as good. Only about 4 per cent of the respondents were considered not to have any fluency.

Since the figures reported in Table 2.12 above show that some Cree people are using English more over time, it is useful to look at fluency in relation to age of speakers. Chart 2.14 shows that breakdown for all Cree respondents.

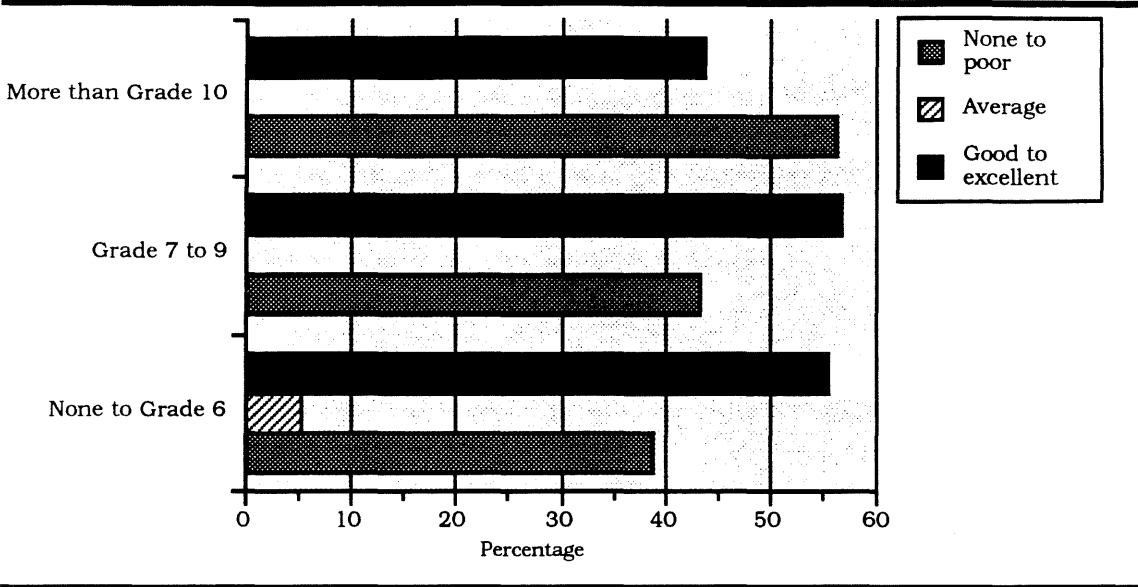
**Chart 2.14**  
**Oral Fluency Evaluation for Cree Respondents by Age, 1992**  
*As a percentage of all respondents in each age group*



More fluent speakers are found in the over 45 year old group than in the younger groups. People over the age of 25 show various levels of fluency, while children and youth all lack Cree fluency skills. It is clear from these data that Cree fluency is being eroded in the respondent population.

Schooling has been blamed by some for Aboriginal language loss and is expected by many to help in Aboriginal language revitalization. The relation between educational experience and oral fluency among Cree respondents is shown in Chart 2.15.

**Chart 2.15**  
**Oral Fluency of Cree Respondents by Level of Education 1992**  
*As a percentage of all respondents in each education level*



Good Cree fluency ability appears to be independent of the level of schooling. Nonetheless, it is interesting to note an increasing percentage of respondents having poor fluency as the level of education increases. However no strong relationship between fluency levels and education levels is evident from this chart.

### *Literacy Characteristics*

In the 1993 survey, 8 items required respondents to do tasks that showed their skills in reading and writing in an Aboriginal language. After that, the interviewer gave an overall assessment of each respondent's literacy skill in that language. The results of this assessment are used as the general measure of Cree literacy, and are presented in Table 2.13.

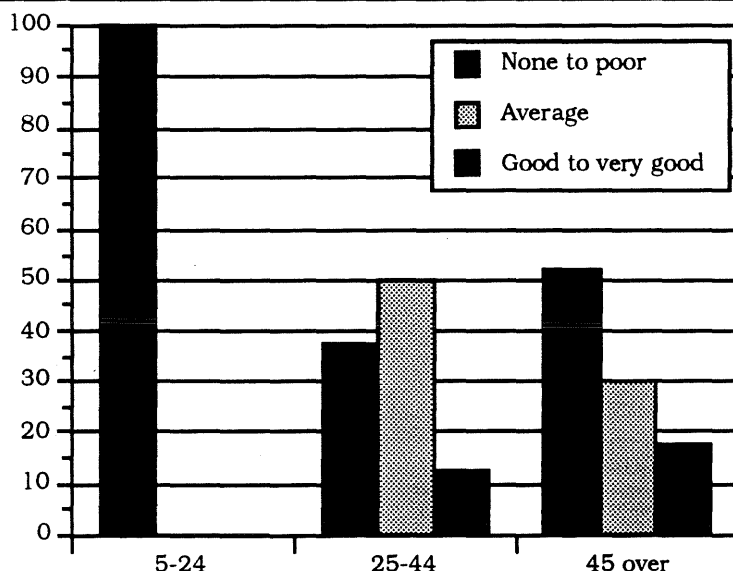
**Table 2.13**  
**Literacy of Cree Respondents, 1993**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	5	10
Some	24	48
Average	15	30
Good	3	6
Very Good	3	6

About 10 per cent of the respondents were considered to have no literacy in Cree and almost half were considered to have some skills. Very few were thought to have good or very good skills.

An indication of how these results break down when age is considered along with literacy is provided in Chart 2.16.

**Chart 2.16**  
**Literacy Evaluation for Cree Respondents by Age, 1993**  
*As a percentage of all respondents in each age group*



This chart indicates that respondents having some level of Cree literacy were all over 25 years of age. None of the 5 to 24 year old respondents had any Cree literacy skills. As in the case of fluency, Cree literacy ability is being eroded among the respondent population.

**Chart 2.17**  
**Literacy of Cree Respondents by Level of Education 1993**  
*As a percentage of all respondents in each education level*

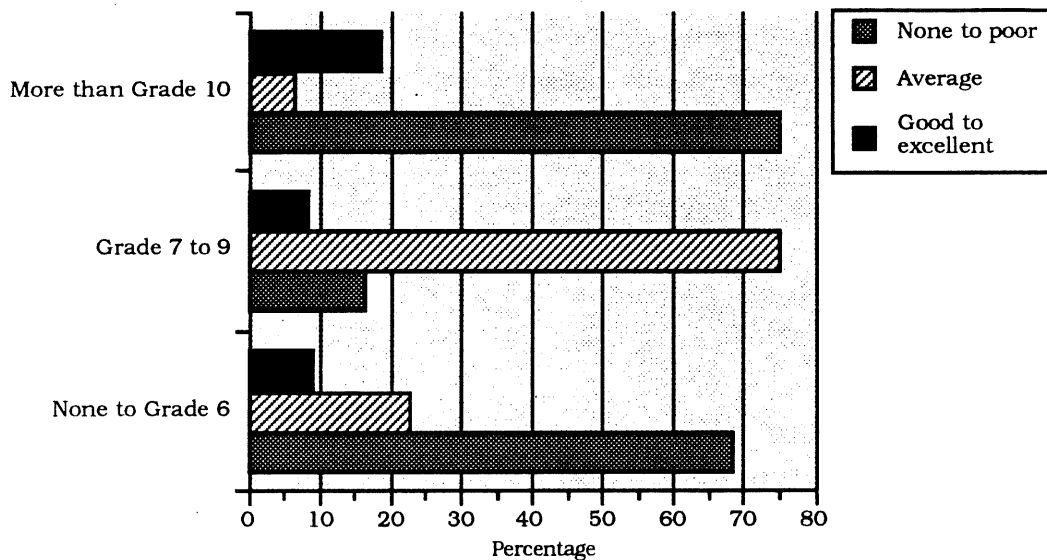


Chart 2.17 relates the literacy assessment figures with the highest level of schooling achieved by the respondents.

Those respondents with little formal education showed poor literacy skills in Cree. The greatest proportion of respondents having some literacy ability are those who have had between one to six years of education. The greatest proportion having good and very good literacy skills are those who have had the highest level of education. Thus, unlike fluency, literacy in Cree seems to be somewhat positively related to education. It must be emphasized though that the proportion of respondents who are literate is small compared to those who are not.

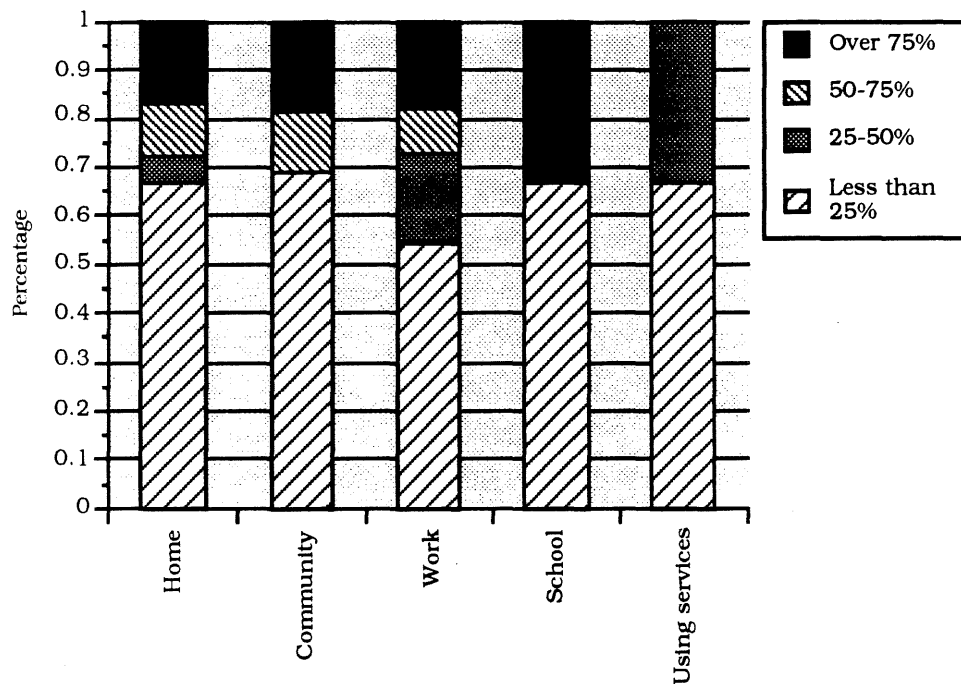
### B.1.3 Language Use in Different Environments

This section describes major trends associated with the use of Cree in different environments. Perceptions about the influence of setting on the use of Cree are detected by answers to questions about how much of this language is spoken in various environments. A summary of the results is found in Chart 2.18.

**Chart 2.18**

**Intensity of Aboriginal Language Use in Various Environments, 1992**

*As a percentage of all Cree respondents*



Patterns of Cree usage do not vary strongly according to the usage environment. Rather, for all environments except *services* there is a remarkable split in the respondent population between those – about twenty per cent – who use Cree most of the time, and those – 55 to 65 per cent – who use it less than twenty-five per cent of the time. This is a disturbing profile with respect to the prospects for maintenance

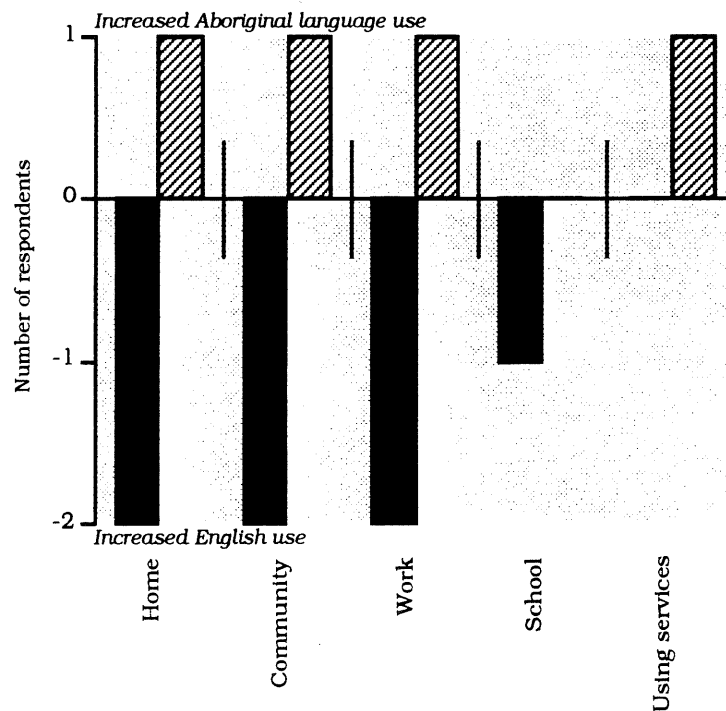
of this language as it implies that the language has not found a context or niche in which it is used by most of the respondents. The split between high and low usage seems to mirror the age profile for this group : 62 per cent under 45 years old and twenty per cent over 55.

**Chart 2.19**

**Change in Language Usage in Various Environments**

**For Cree Respondents Reporting Changes in Language Usage, 1988-93**

*Ratio of those who moved from English to the Aboriginal language, compared to those who moved in the opposite direction*



Analysis of the responses to questions related to increased use of the respondents' primary languages – in this case Cree and English does not indicate any strong trend (Chart 2.19). Only a small number of respondents report an increase in either Cree or English usage and these are about equal for both languages.

### B.1.4 Availability of Services, Use and Satisfaction

This section focuses on respondents' ability to access services in Cree, and on their perception of whether or not access to such services has improved over time. The section also discusses the use and impact of various government language services.

Table 2.14 summarizes respondents' perceptions about their ability to access services in Cree and, for those who responded that a service was available, whether they used it. The data suggest that respondents do not perceive that services are available in the Cree language. Respondents report using Cree language services in only two cases (in the area of health).

**Table 2.14**  
**Perception About Availability of Services in Cree and Use of These Services, 1988-93**

Types of services	Service available?		Use the service?	
	Yes	No*	Yes	No
	Number of responses		Number of responses	
Nursing stations	2	47	1	0
Regional health centres/hospitals	2	47	1	0
Obtaining fishing/hunting licenses	0	48	0	0
Obtaining student assistance	0	48	0	0
Obtaining information on trapping	0	48	0	0
Family assistance	0	48	0	0
Justice services	0	48	0	0
Help for businesses	0	48	0	0
Library	0	48	0	0
Help for recreational activity	0	48	0	0
Information on home construction	0	48	0	0
Boarding homes	0	48	0	0
Information on job/employment	0	48	0	0

\* includes the *Don't know* answers

A second question probes the respondents' perception of change in access to services in Cree. Respondents include people who did not



use a service. The results presented in Table 2.15 are ranked according to the perception of *easier access*.

**Table 2.15**  
**Change in Ease of Access to Services in Cree Between 1988 and 1993**  
*Cree respondents*

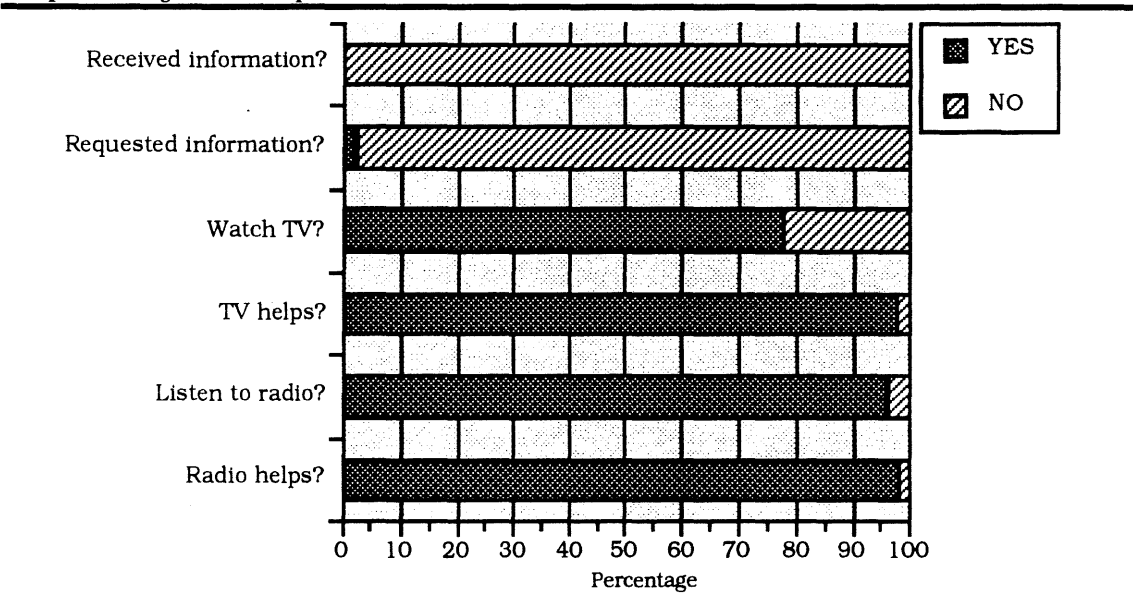
Types of services	Easier or more difficult to access?				Number of responses
	No change	More difficult	Easier	Don't know	
	Percentage of all applicable responses*				
Nursing stations	77	17	4	2	47
Regional health centres/hospitals	77	17	4	2	47
Obtaining student assistance	24	3	3	70	37
Justice services	8	3	3	86	36
Information on job/employment	73	9	2	16	44
Obtaining fishing/hunting licenses	67	9	0	24	46
Obtaining information on trapping	49	7	0	44	43
Family assistance	35	10	0	55	40
Help for businesses	6	3	0	91	35
Library	8	3	0	89	37
Help for recreational activity	24	5	0	71	38
Information on home construction	6	3	0	92	36
Boarding homes	6	3	0	92	36

\* excludes the *Not applicable* answers

Among the respondents who express an opinion (those who do not answer *don't know*), the most frequent response is *no change*. In eight of the thirteen service types, however, the most frequent response is *don't know*. These responses reflect the strong perception that Cree language services are not available. Comparing the responses of *easier* access and *more difficult* access, it is clear that a slight negative perception exists regarding trends in accessibility. In almost all cases, more respondents say a service is more difficult to obtain than say it is easier. In two cases (student assistance and justice), respondents are equally divided on the issue.

Responses to survey questions about receipt of unsolicited information and receipt of requested information in Cree from government sources are presented in Chart 2.20. This chart also presents results of the responses to watching/listening to TV and radio programs in Cree, and the respondents' perception of whether these programs help to learn or maintain the language.

**Chart 2.20**  
**Use of and Impact of Various Government Services, 1993**  
*Proportion of Cree respondents*



Only one respondent has requested government information in Cree, and none has received unsolicited Cree material, indicating a low demand for such a service and/or a perception that it would not be available. Cree television and radio programs are very popular and are felt to be useful in maintaining and improving the respondents' Cree language ability in nearly all cases.

### B.3 Dogrib

The following characteristics of the Dogrib language group are derived from a sample of 221 people of Dogrib background in the communities of Detah, Lac La Martre, Rae Edzo, Rae Lakes and Yellowknife.

#### B.3.1 Socio-Demographics

The age distribution of respondents – Table 2.16 – indicates a young population. Nearly half (47 per cent) of the respondent population is younger than 24, while 84 per cent are younger than 45 years of age. Less than 5 per cent of the respondent group are in the *65 and over* age group. Apart from a significantly higher group in the *5 to 14 year* age group – 30.3 per cent versus 20.0 per cent for the general NWT population (refer to Chart 3.1 in Part I, Chapter III) – the age distribution of Dogrib respondents closely resembles that of the NWT population as a whole.

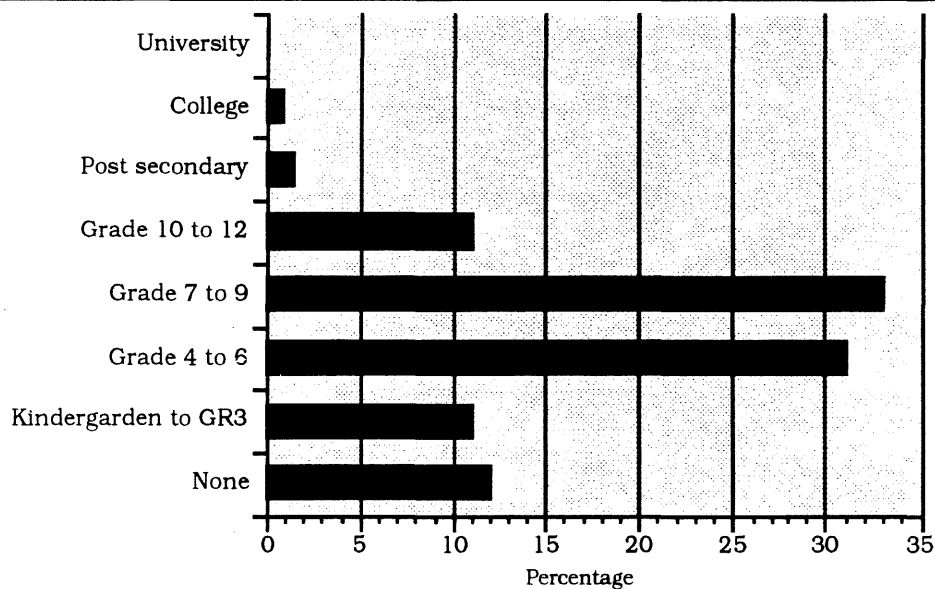
**Table 2.16**  
**Age Distribution of Dogrib Respondents, 1992**

<i>Age group</i>	<i>Count</i>	<i>Percentage</i>
5 to 14 years old	67	30.3
15 to 24 years old	37	16.7
25 to 34 years old	51	23.1
35 to 44 years old	31	14.0
45 to 54 years old	11	5.0
55 to 64 years old	14	6.3
65 plus years old	10	4.5
TOTAL	221	100.0

Chart 2.21 shows the highest level of schooling achieved by respondents and demonstrates that one third of the respondents has

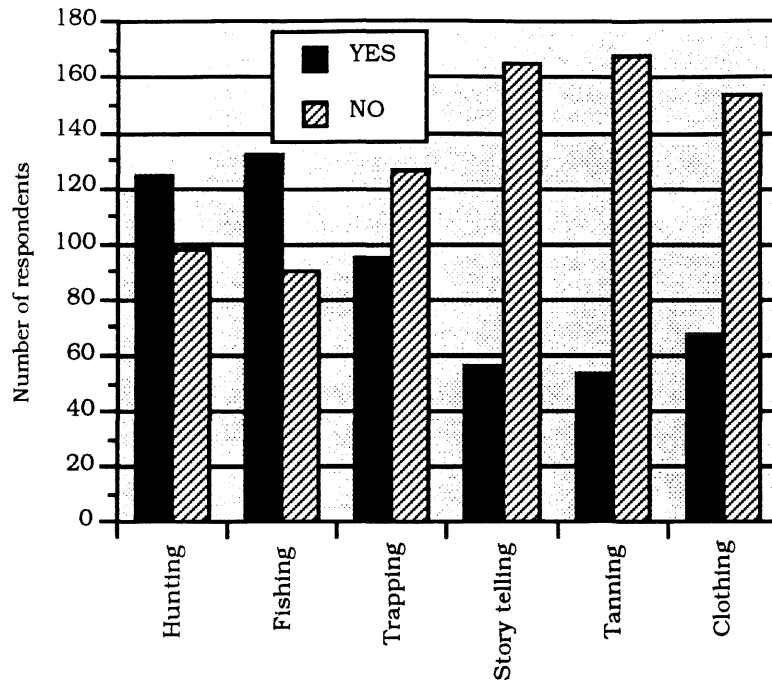
completed Grade 7 to 9 and 31 per cent has had Grade 4 to 6. Eleven per cent has completed between a *Grade 10 to 12* education and just over two per cent participated in post secondary or higher formal education. Twelve per cent of the Dogrib respondents has no formal education.

**Chart 2.21**  
**Highest Level of Schooling Achieved , 1992**  
*As a percentage of all Dogrib respondents*



The education profile of this group is similar to the aggregate profile for all Aboriginal respondents (refer to Chart 3.2 in Part I, Chapter III). However, a larger percentage of Dogrib respondents (12 per cent) has no formal education, compared to 9 per cent in the aggregate group.

**Chart 2.22**  
**Participation in Traditional Activities, 1992**  
*Number of Dogrib respondents*



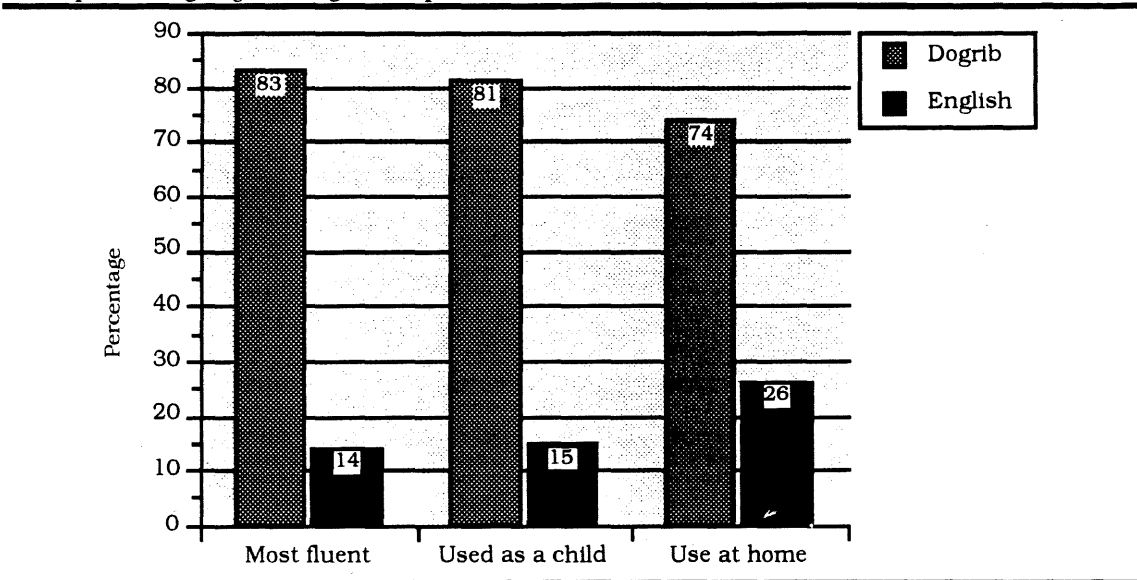
Fishing and hunting are the most important traditional activities for Dogrib respondents, with 59 and 56 per cent participating respectively (Chart 2.22). Story telling is also an important activity, with a relatively high percentage (25 per cent) of respondents taking part in story telling activities. Tanning and clothes-making are also relatively important activities among these respondents with 24 and 30 per cent participation rates.

### B.3.2 Language Fluency and Literacy

Several questions on the survey asked respondents about their language history, preferences, and use. Question B.1 asked people to list the languages they spoke in order of fluency; Question B.2 asked for the language first learned as a child; and Question B.3 asked which language was most frequently spoken in the home at the present time.

Chart 2.23 shows the results of these three questions for the Dogrib communities in the survey.

**Chart 2.23**  
**Language Characteristics for Dogrib Respondents, 1992**  
*As a percentage of all Dogrib respondents*



The chart indicates that about 81 per cent of the Dogrib respondents learned Dogrib as their first language as a child. While 83 per cent of the respondents indicated Dogrib as their most fluent language today, only 74 per cent speak it most frequently at home. English was the first language of about 15 per cent, and remains the most fluent language of only 14 per cent of the respondents. Twenty-six per cent of the Dogrib respondents currently speak English at home. The figures indicate that while Dogrib is an important part of the language life of the majority of these respondents, some erosion is occurring as use of English at home increases at the expense of Dogrib.

### *Fluency Characteristics*

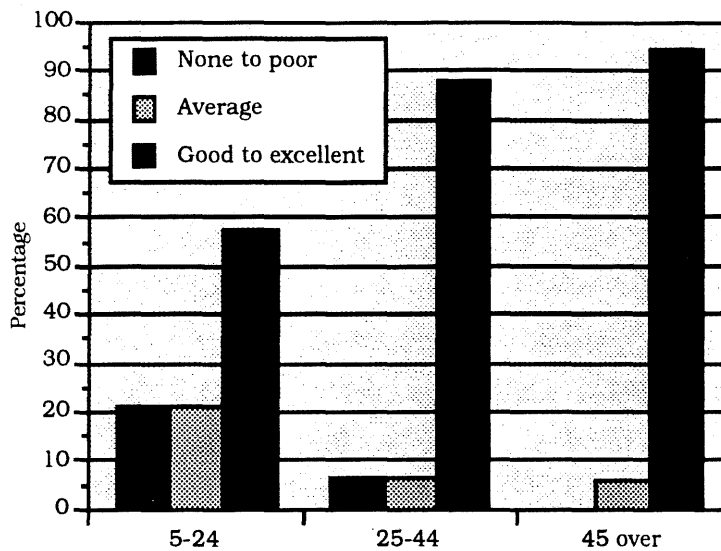
The 1992 survey included 7 questions in Dogrib that showed how the respondents could use vocabulary, grammar, and general expression in the language. The last item was an overall assessment by the interviewer of how well the respondent spoke the language. Since the result of that assessment closely matched the results of the other Dogrib oral language questions, it will be used here as the basic measure of fluency. Table 2.17 shows the results of this assessment for all Dogrib respondents.

**Table 2.17**  
**Oral Fluency of Dogrib Respondents, 1992**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	18	8
Poor	9	4
Average	29	13
Good	96	43
Excellent	69	31

Almost a third of the respondents were rated as excellent speakers and an additional 43 per cent were rated as good. Only about 8 per cent were considered not to have any fluency.

Since the figures reported in Chart 2.23 above show that a slight trend towards decreasing use of Dogrib is occurring, it is useful to look at fluency in relation to the respondents' age in order to determine which part of the respondent group is most affected. Chart 2.25 shows the breakdown for all Dogrib respondents by age group.

**Chart 2.25****Oral Fluency Evaluation for Dogrib Respondents by Age, 1992***As a percentage of all respondents in each age group*

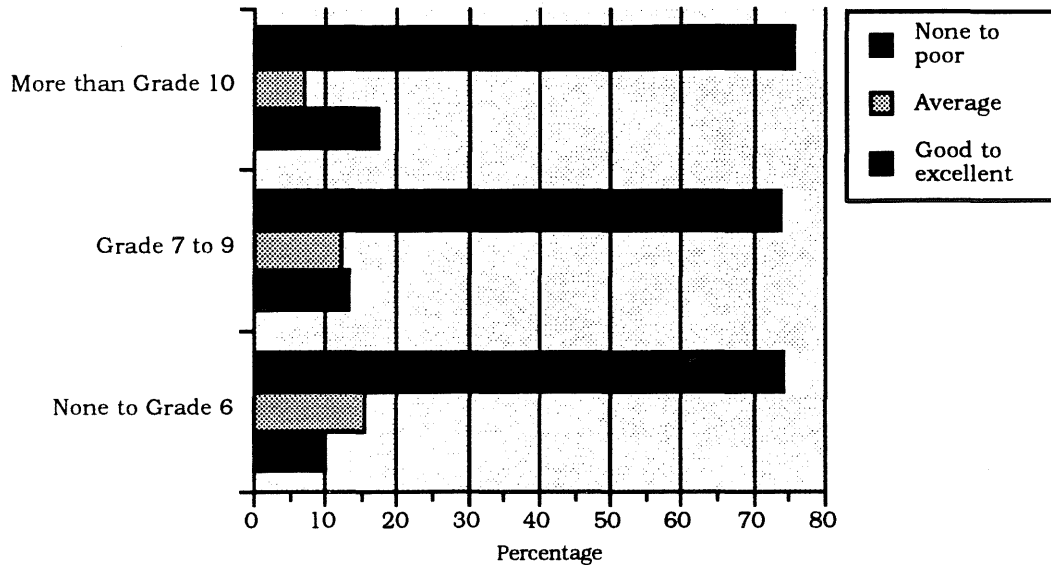
This Chart clearly indicates that any trend towards a loss of Dogrib fluency in the respondent group is a recent occurrence. Most individuals who can only speak this language poorly are younger than 24 years old, while none are over 45. Nonetheless, the majority of respondents in all age categories have high levels of fluency in the Dogrib language.

The relation between educational experience and oral fluency among Dogrib respondents is shown in Chart 2.26.

In this chart, it is interesting to note that while schooling does not seem to influence fluency at the good to excellent level, there seems to be an inverse relationship between education and average fluency, and a positive relationship between schooling and poor fluency. This is to say that as schooling increases, the number of average speakers decreased while those with poor Dogrib ability increased. Thus the capacity of speakers with only average Dogrib fluency to maintain that level appears to be eroded with increased schooling.



**Chart 2.26**  
**Oral Fluency of Dogrib Respondents by Level of Education 1992**  
 As a percentage of all respondents in each education level



### *Literacy Characteristics*

In the 1993 survey, 8 items required respondents to do tasks that showed their skills in reading and writing in an Aboriginal language. After that, the interviewer gave an overall assessment of each respondent's literacy skill in that language. The results of this assessment are used as the general measure of Dogrib literacy, and are presented in Table 2.18.

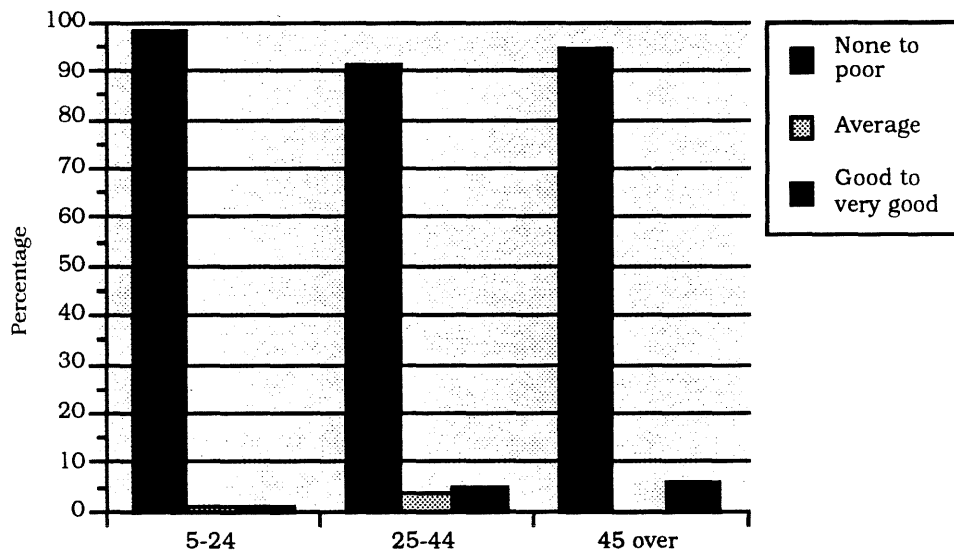
**Table 2.18**  
**Literacy of Dogrib Respondents, 1993**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	200	81
Some	36	15
Average	4	2
Good	5	2
Very Good	2	1

About 80 per cent of the respondents were considered to have no literacy in Dogrib and another 15 per cent more were considered to have some skills. Very few were thought to have average, good, or very good skills.

An indication of how these results break down when age is considered along with literacy is provided in Chart 2.27.

**Chart 2.27**  
**Literacy Evaluation for Dogrib Respondents by Age, 1993**  
*As a percentage of all respondents in each age group*



This chart indicates more of the individuals having average to good literacy levels are in the middle and older age groups and very few are younger than 24 years old.

**Chart 2.28**  
**Literacy of Dogrib Respondents by Level of Education 1993**  
*As a percentage of all respondents in each education level*

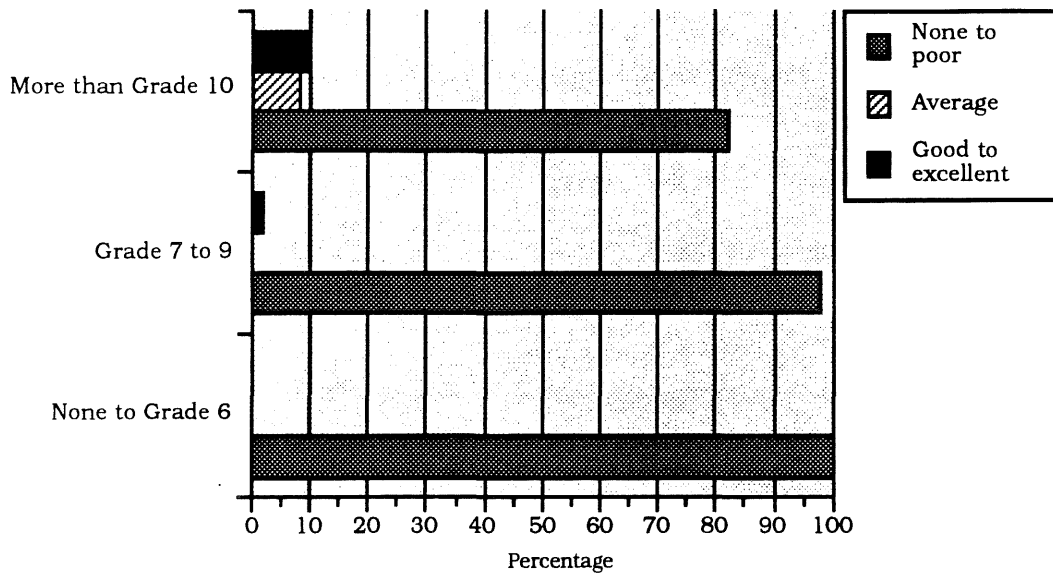


Chart 2.28 relates the literacy assessment figures with the highest level of schooling achieved by the respondents.

Literacy rates increase with increased education, as the above chart illustrates. The education category having the highest proportion of individuals with good to excellent literacy is very clearly the over Grade 10 group.

### B.3.3 Language Use in Different Environments

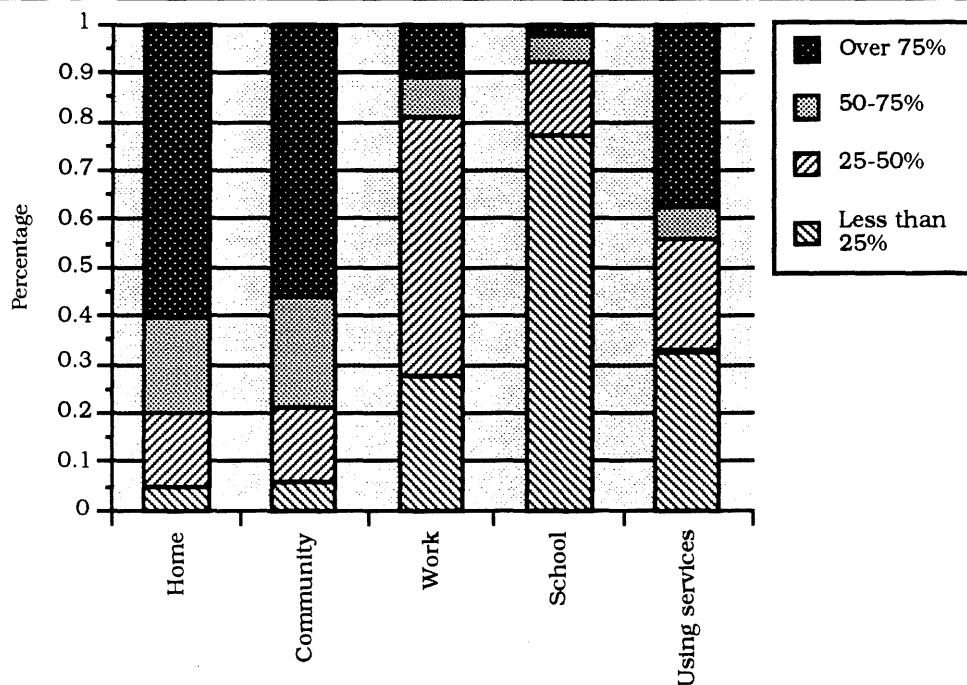
Use of Dogrib is strongly related to the environment of the respondent (Chart 2.29). The results indicate that Dogrib is the dominant language used in the *home* and *community* environments, with 80 per cent of respondents using this language more than half the time. Use of Dogrib in work and school environments on the other hand is infrequent. Only eight per cent of respondents report using this

language more than half the time when at school while over 75 per cent use it less than 25 per cent of the time in this environment.

**Chart 2.29**

**Intensity of Aboriginal Language Use in Various Environments, 1992**

*As a percentage of all Dogrib respondents*



An indication of the increase in use of the respondents' primary languages – in this case Dogrib and English – is obtained through an analysis of the responses to questions related to change in language use. In all language use environments where an increase was reported, more respondents indicated increasing English usage than indicated increasing Dogrib usage (Chart 2.30). Only one response each indicated an increased use of Dogrib in the *home* and *community* environments while six indicated increased use of English. With respect to the *school* environment, no respondent indicated an increasing use of Dogrib, while six indicated increasing use of English. While these are negative trends with respect to language maintenance,

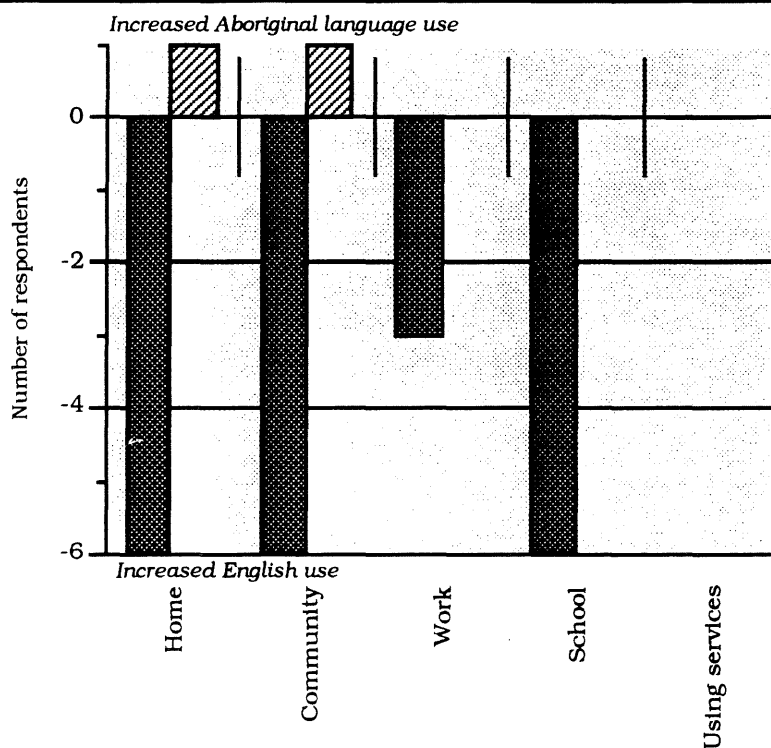
the small number of respondents reporting a decrease in Dogrib usage indicates that these trends are weak.

**Chart 2.30**

**Change in Language Usage in Various Environments**

**For Dogrib Respondents Reporting Changes in Language Usage, 1988-93**

*Ratio of those who moved from English to the Aboriginal language, compared to those who moved in the opposite direction.*



**B.3.4 Availability of Services, Use and Satisfaction**

This section focuses on respondents' ability to access services in Dogrib, and on their perception of whether or not access to such services has improved over time. The section also discusses the use and impact of various government language services. Table 2.19 summarizes respondents' perceptions about their ability to access

services in Dogrib and, use of the service among those who said it is available.

Perceived access to services in Dogrib varies according to the type of service, but is generally high (Table 2.19). In all but two cases, Dogrib respondents perceive that a service is available in their language more frequently than Aboriginal respondents as a group (refer to Table 3.6 in Part I, Chapter III). The exceptions are services related to *information on job/employment training* and *help for businesses*, where the perception of availability is higher among the general (aggregated) Aboriginal respondent population. The perception that services in the Dogrib language are available at nursing stations is very high, shared by 83 per cent of respondents. The reported availability of service in Dogrib at regional health centres/hospitals and in matters of family assistance services is also high – 64 and 58 per cent respectively.

**Table 2.19**  
**Perception About Availability of Services in Dogrib and Use of These Services, 1988-93**

Types of services	Service available?		Use the service?	
	Yes	No*	Yes	No
	Number of responses		Number of responses	
Nursing stations	204	41	91	104
Regional health centres/hospitals	150	85	56	85
Family assistance	142	101	46	90
Help for recreational activity	121	121	28	80
Justice services	119	124	32	81
Obtaining fishing/hunting licenses	110	133	31	72
Obtaining information on trapping	104	138	32	65
Obtaining student assistance	75	162	8	61
Boarding homes	61	171	4	55
Information on home construction	60	171	20	39
Information on job/employment	59	180	15	39
Library	50	182	9	39
Help for businesses	10	220	3	5

\* includes the *Don't know* answers

Utilization of service in Dogrib by Dogrib respondents is moderate. For example, 46 per cent of those who indicated that this service was available at nursing stations used this service compared to 57 per cent in the aggregate group. In all but one instance – that of *business services* – the utilization rate of service in Dogrib is lower than the aggregate in any area.

Another category relates to the change in access to services in Dogrib. The results, presented in Table 2.20, are ranked according to the perception of *easier access*. Respondents include people who did not make use of a service.

**Table 2.20**  
**Change in Ease of Access to Services in Dogrib Between 1988 and 1993**  
*Dogrib respondents*

Types of services	Easier or more difficult to access?				Number of responses
	No change	More difficult	Easier	Don't know	
Percentage of all applicable responses*					
Nursing stations	22	2	59	17	190
Regional health centres/hospitals	17	4	56	23	167
Help for recreational activity	10	1	50	39	171
Family assistance	12	2	49	37	166
Obtaining information on trapping	9	2	39	50	163
Justice services	12	1	38	48	170
Information on home construction	3	3	37	56	149
Obtaining fishing/hunting licenses	12	2	36	50	165
Obtaining student assistance	5	2	36	57	159
Boarding homes	4	2	27	67	147
Library	3	2	26	69	152
Information on job/employment	7	6	14	73	162
Help for businesses	3	4	3	91	144

\* excludes the *Not applicable* answers

Table 2.20 indicates clearly that Dogrib respondents have a strong impression that access to Dogrib services has improved in recent

years. Among those who express a perceived change in these latter cases, *easier access* was identified more frequently than either *no change* or *more difficult* in all but one instance. This compares with only four such instances among the total of all Aboriginal respondents (refer to Table 3.7 in Part I, Chapter III).

As is the case for the aggregate of Aboriginal responses, Dogrib respondents ranked health services first in terms of increasing accessibility – 59 per cent felt that access to services in Dogrib at nursing stations had improved during recent years, while 56 per cent observed improvements at regional health centres and hospitals. The relatively low proportion of respondents who answered *don't know* (17 and 23 per cent respectively) indicates a particularly high level of interest in health services. Half of the Dogrib respondents indicate that access to help related to recreational activities has improved, in contrast to only 18 per cent among the aggregate Aboriginal respondent group.

**Chart 2.31**  
**Use of and Impact of Various Government Services, 1993**  
*Proportion of Dogrib respondents*

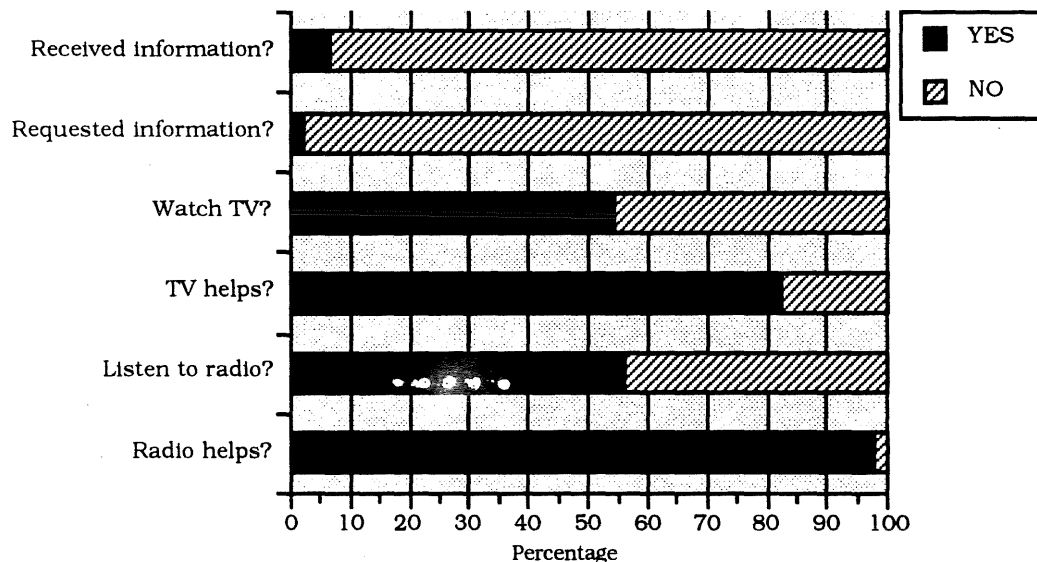




Chart 2.31 presents responses to survey questions regarding receipt of unsolicited information and receipt of requested information in Dogrib from government sources. Results of the questions related to watching/listening to TV and radio programs in Dogrib, and the respondents' perception of whether these programs help them to learn or to keep the language are also presented in this chart.

Little government information was received or requested in Dogrib – only 2 per cent of the respondents report having requested such a service, indicating a low demand and/or a perception that it would not be available. Dogrib programming on television and radio was used by just over half of the respondents. The respondents who report watching/listening to this programming feel it is useful in terms of keeping or improving their language ability – eighty per cent for television and 98 per cent for radio.

#### **B.4 Gwich'in**

The following characteristics of the Gwich'in language group are derived from a sample of 161 people of Gwich'in background in the communities of Aklavik, Arctic Red River, Fort McPherson and Inuvik.

##### B.4.1 Socio-Demographics

The age distribution of respondents – Table 2.21 – indicates a relatively high proportion of people in the *over 55 years old* and in the *under 25 years old* groups (20 per cent and 47 per cent respectively). A correspondingly low percentage (24 per cent) of Gwich'in respondents are between 25 and 44 years old. In contrast, this middle age range accounts for 35 per cent of the general NWT population, while only 38 per cent is younger than 24 years old and seven per cent is 55 years old or over.

**Table 2.21**  
**Age Distribution of Gwich'in Respondents, 1992**

<i>Age group</i>	<i>Count</i>	<i>Percentage</i>
5 to 14 years old	41	25.5
15 to 24 years old	35	21.7
25 to 34 years old	21	13.0
35 to 44 years old	17	10.6
45 to 54 years old	14	8.7
55 to 64 years old	18	11.2
65 plus years old	15	9.3
TOTAL	161	100.0

**Chart 2.32**  
**Highest Level of Schooling Achieved , 1992**  
*As a percentage of all Gwich'in respondents*

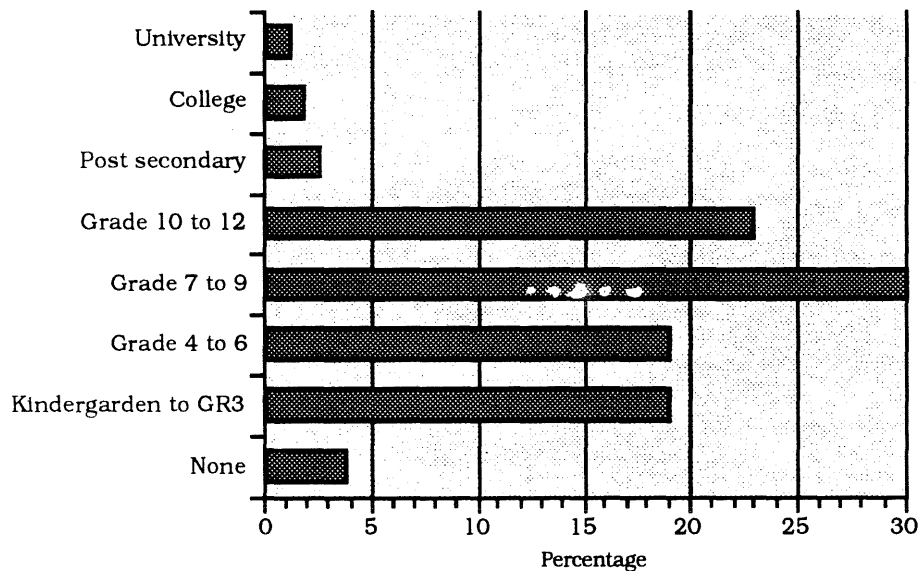


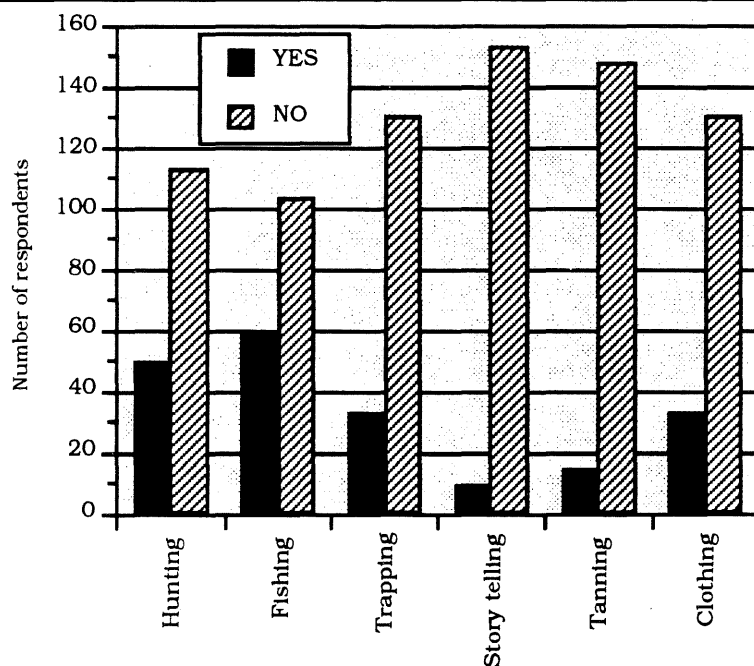
Chart 2.32 shows the highest level of schooling achieved by respondents, and demonstrates that 23 per cent of the Gwich'in respondents have a *Grade 10 to 12* education, and 30 per cent have a *Grade 7 to 9* education. Two of the respondents – 1.3 per cent – have achieved *university* education (the only members of a Dene language

group to do so) and three attended college (1.9 per cent). Four per cent of Gwich'in respondents have had no formal education.

Compared to Aboriginal respondents in general (refer to Chart 3.2 in Part I, Chapter III), the Gwich'in respondent group has a higher percentage of people who have achieved Grade 10 or higher (nearly 29 per cent). Only 20 per cent of the total Aboriginal respondent group have done so.

**Chart 2.33**  
**Participation in Traditional Activities, 1992**

*Number of Gwich'in respondents*

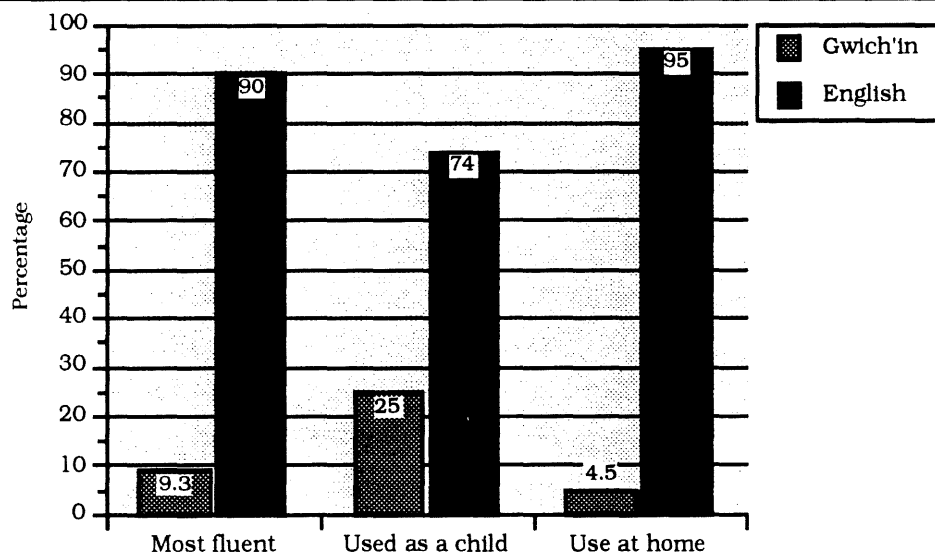


Participation in hunting, fishing and trapping activities involves 30 per cent, 36 per cent and 20 per cent, respectively, of the Gwich'in respondents (Chart 2.33). Twenty per cent of the respondents take part in clothes-making activities, a relatively high rate of participation compared with other Dene groups. A small percentage (5.5 per cent) of respondents take part in story telling.

### B.4.2 Language Fluency and Literacy

Several questions on the survey asked respondents about their language history, preferences, and use. Question B.1 asked people to list the languages they spoke in order of fluency; Question B.2 asked for the language first learned as a child; and Question B.3 asked which language was most frequently spoken in the home at the present time. Chart 2.34 shows the results of these three questions for the Gwich'in communities in the survey.

**Chart 2.34**  
**Language Characteristics for Gwich'in Respondents, 1992**  
*As a percentage of all Gwich'in respondents*



The chart indicates that about 26 per cent of the Gwich'in respondents learned Gwich'in as their first language as a child. However, only about 9 per cent consider that language to be their most fluent language today and 4.5 per cent speak it most frequently at home at present. English was the first language of about 74 per cent, but is now the most fluent language of 91 per cent, and the home language of 96 per cent. The figures on first language learned as a child indicate that for many of the respondents, a switch towards English was begun in the generation of their parents. The home language data indicate changes in language use during the

respondents' own lifetimes. Therefore, it seems that English is making serious inroads in the Gwich'in community, and that Gwich'in plays a part in the language life of very few of the respondents.

### *Fluency Characteristics*

The 1992 survey included seven questions in Gwich'in that showed how the respondents could use vocabulary, grammar, and general expression in the language. The last item was an overall assessment by the interviewer of how well the respondent spoke the language. Since the result of that assessment closely matched the results of the other Gwich'in oral language questions, it will be used here as the basic measure of fluency. Table 2.22 shows the results of this assessment for all Gwich'in respondents.

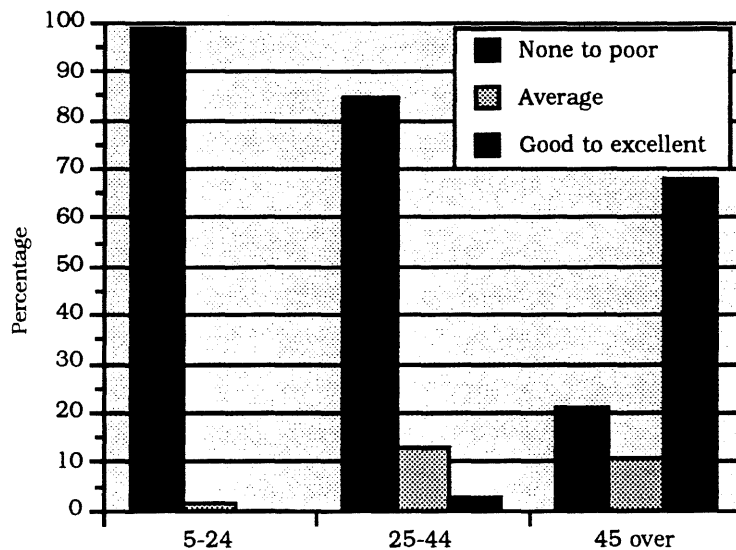
**Table 2.22**  
**Oral Fluency of Gwich'in Respondents, 1992**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	90	56
Poor	28	17
Average	11	7
Good	10	6
Excellent	23	14

Just over one-quarter of the respondents have average or better fluency in the Gwich'in language. Of these, 14 per cent were rated as excellent speakers and an additional six per cent were rated as good. More than half were considered not to have any fluency.

Since the figures reported in Chart 2.34 above show that a strong trend towards decreasing use of Gwich'in is occurring, it is useful to look at fluency in relation to the respondent's age in order to determine which part of the respondent group is most affected. Chart 2.35 shows the breakdown for all Gwich'in respondents by age group.

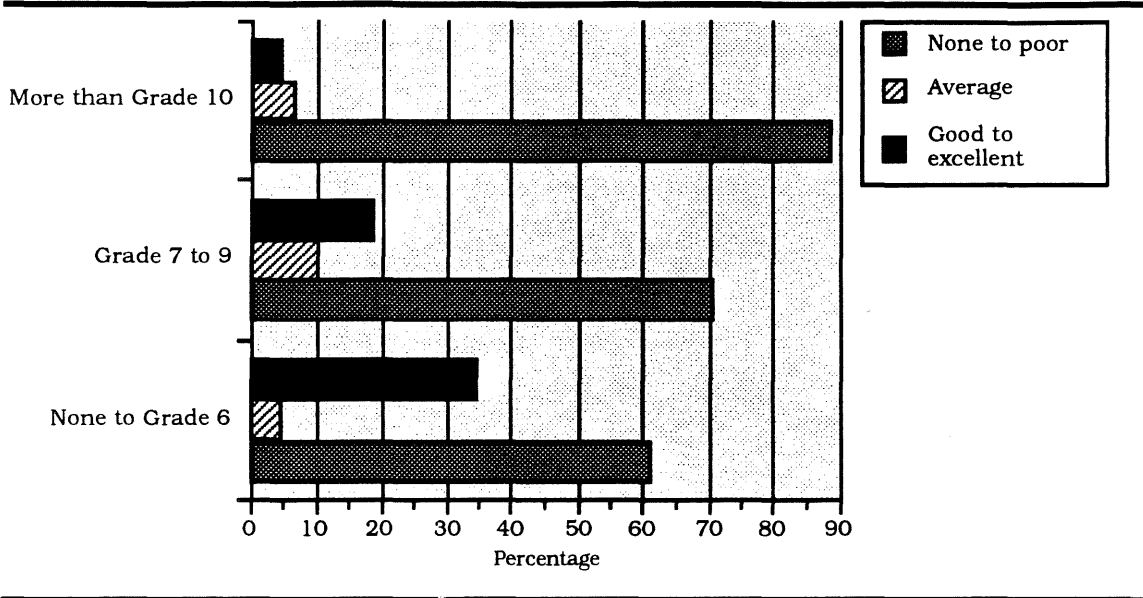
**Chart 2.35**  
**Oral Fluency Evaluation for Gwich'in Respondents by Age, 1992**  
*As a percentage of all respondents in each age group*



It is clear from this chart that a major erosion of Gwich'in fluency has occurred in recent generations. Over 65 per cent of those over 45 years old have good to excellent fluency and only 20 per cent of this group have no Gwich'in capacity. Amongst those respondents younger than 25 years old, nearly all respondents had no or very little fluency.

The relation between educational experience and oral fluency among Gwich'in respondents is shown in Chart 2.36.

**Chart 2.36**  
**Oral Fluency of Gwich'in Respondents by Level of Education 1992**  
*As a percentage of all respondents in each education level*



A correlation between Gwich'in fluency and levels of schooling is apparent from this chart, but the significance of the relationship is not clear. Unlike the relationship between age and fluency, significant levels of fluency are found amongst respondents from all levels of education. Hence age is a stronger correlate than is the level of schooling.

### *Literacy Characteristics*

In the 1993 survey, 8 items required respondents to do tasks that showed their skills in reading and writing in an Aboriginal language. After that, the interviewer gave an overall assessment of each respondent's literacy skill in that language. The results of this assessment are used as the general measure of Gwich'in literacy, and are presented in Table 2.23.

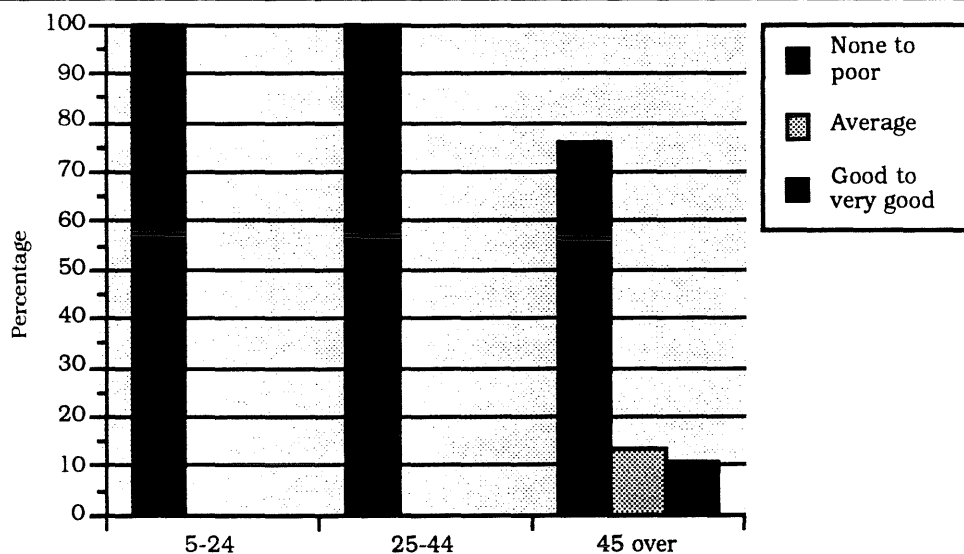
**Table 2.23**  
**Literacy of Gwich'in Respondents, 1993**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	86	58
Some	54	36
Average	5	3
Good	1	1
Very Good	3	2

Fifty-eight per cent of the respondents were considered to have no literacy in Gwich'in and a third more were considered to have some skills. Very few were evaluated to have average, good, or very good skills.

An indication of how these results break down when age is considered along with literacy is provided in Chart 2.37.

**Chart 2.37**  
**Literacy Evaluation for Gwich'in Respondents by Age, 1993**  
*As a percentage of all respondents in each age group*

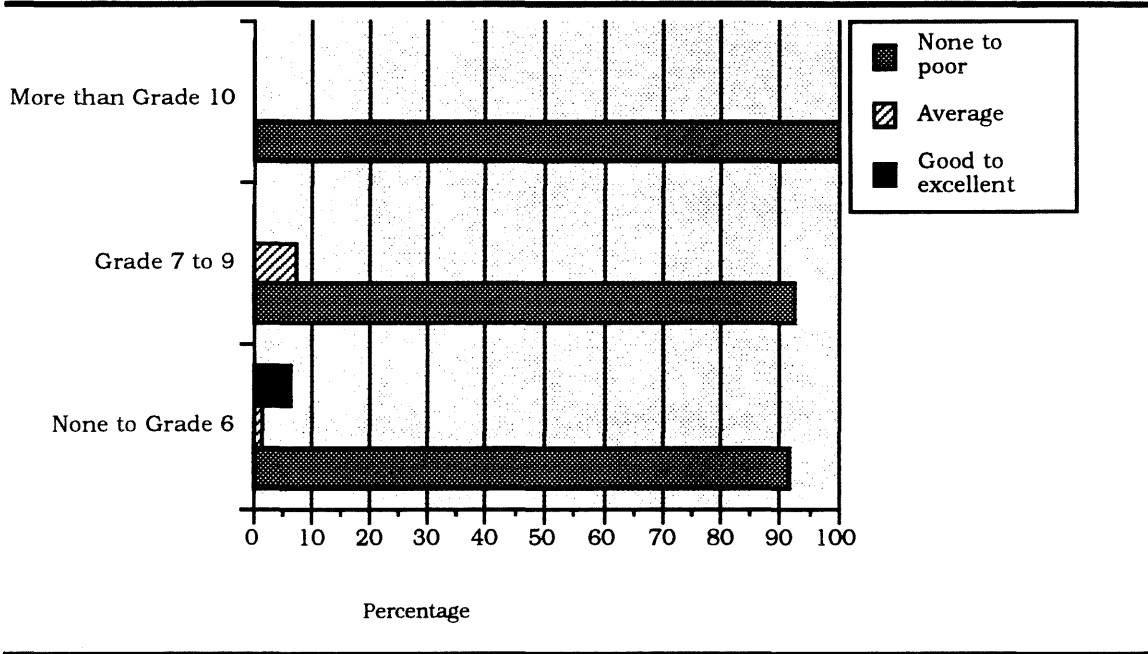




This chart indicates that respondents having average or better Gwich'in literacy skills are all 45 years old or older. As in the case of fluency, Gwich'in literacy has already been severely eroded among the respondent population.

Chart 2.38 relates the literacy assessment figures with the highest level of schooling achieved by the respondents.

**Chart 2.38**  
**Literacy of Gwich'in Respondents by Level of Education 1993**  
*As a percentage of all respondents in each education level*

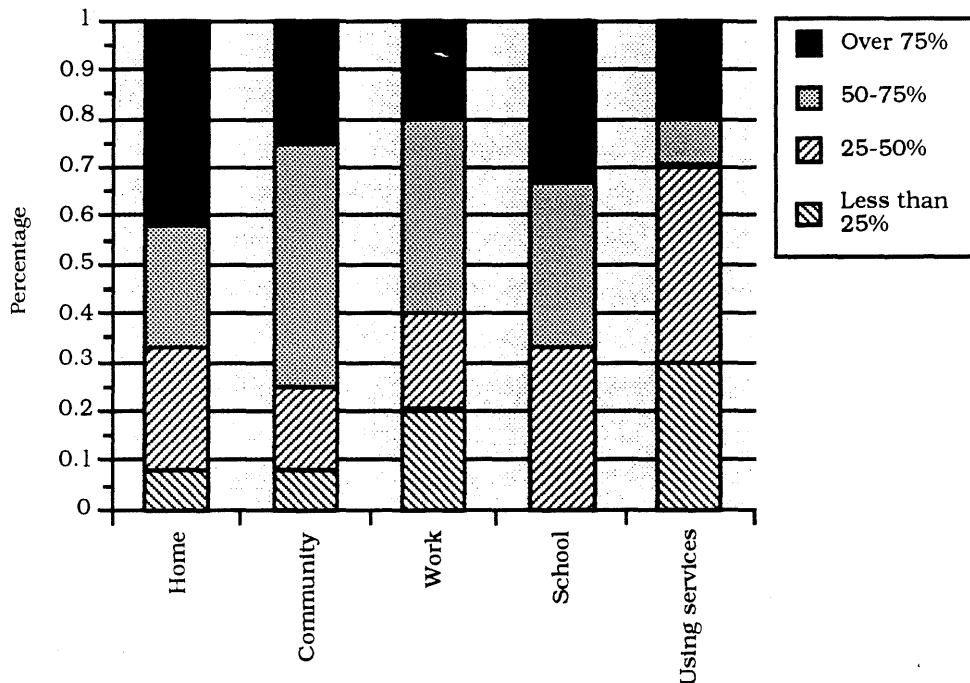


Counter to the patterns seen in the other language groups discussed thus far, respondents with higher literacy in Gwich'in most frequently have had low levels of education. As with Gwich'in fluency, age is a stronger correlate than education however.

### B.4.3 Language Use in Different Environments

This section describes major trends associated with the use of Gwich'in in different environments. Perceptions about the influence of setting on the use of Gwich'in are detected by answers to questions about how much of this language is spoken in various environments. A summary of the results is found in Chart 2.39.

**Chart 2.39**  
**Intensity of Aboriginal Language Use in Various Environments, 1992**  
 As a percentage of all Gwich'in respondents



The results indicate a generally high level of Gwich'in usage by the respondents. For all environments except *services* this language was used more than half the time by a majority – between 75 and 60 per cent – of respondents. The most intense use of the language (usage over 75 per cent of the time) occurs in the *home* environment, while use of Gwich'in occurs least in the *services* environment. In analyzing

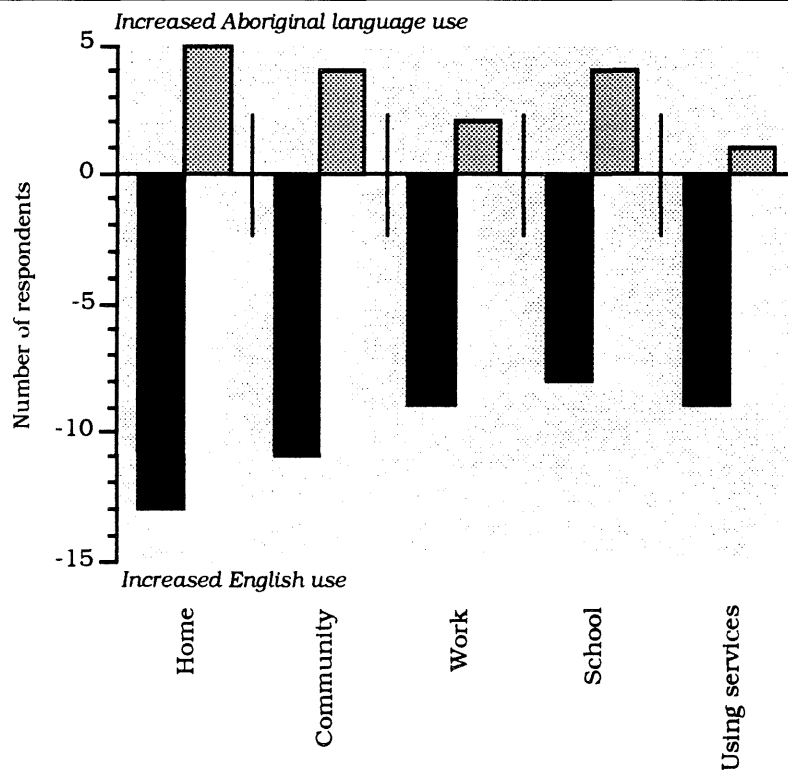
these results, the small sample of people who responded to this question (between 3 and 12 individuals for each environment type) should be recognized. Only 3 respondents indicated their language use in the *school* environment making these results difficult to interpret.

**Chart 2.40**

**Change in Language Usage in Various Environments**

**For Gwich'in Respondents Reporting Changes in Language Usage, 1988-93**

*Ratio of those who moved from English to the Aboriginal language, compared to those who moved in the opposite direction*



An indication of the increase in use of the respondents' primary languages – in this case Gwich'in and English – is obtained through an analysis of the responses to questions related to change in language use. The number of respondents reporting either an increased use of Gwich'in, or an increased use of English is presented in Chart 2.40.

For all environments, more respondents indicated increasing their use of English than indicated increasing use of Gwich'in. It is interesting to note that the ratio of increasing English to increasing Gwich'in is higher for *home* than for *school* - 2.6 versus 2.0. This may simply reflect the greater number of respondents who have not used English at home in the past (and can therefore increase its use) than is the case for school, but it also tempts the observation that some activity in the school environment is helping to tilt the balance towards increased use of the Aboriginal language.

#### B.4.4 Availability of Services, Use and Satisfaction

This section focuses on respondents' perceptions of their ability to access services in Gwich'in, and on their perception of whether or not access to such services has improved over time. The section also discusses the use and impact of various government language services. Table 2.24 summarizes perceptions of ability to access services in Gwich'in and, use of the service among those who say it is available.

Responses indicate, that most services are perceived to be not available in Gwich'in, the exceptions are those related to regional health centres/hospitals and nursing stations. In these latter two instances, 29 and 28 per cent of respondents feel that services are available in Gwich'in. However, among these respondents less than 20 per cent report actually having used the service.

**Table 2.24**  
**Perception About Availability of Services in Gwich'in and Use of These Services**  
 1988-93

Types of services	Service available?		Use the service?	
	Yes	No*	Yes	No
	Number of responses		Number of responses	
Regional health centres/hospitals	31	76	6	25
Nursing stations	30	77	5	25
Obtaining information on trapping	4	102	0	4
Justice services	3	103	0	3
Obtaining fishing/hunting licenses	2	104	0	2
Help for recreational activity	2	105	2	0
Information on job/employment	1	105	1	0
Obtaining student assistance	0	106	0	0
Library	0	106	0	0
Information on home construction	0	106	0	0
Help for businesses	0	106	0	0
Family assistance	0	102	0	0
Boarding homes	0	106	0	0

\* includes the *Don't know* answers

A second question probes to the respondents' perception of change in access to services in Gwich'in. Respondents include people who report not having used the service. The results that are presented in Table 2.25 are ranked according to the perception of *easier access*. The high rate of *don't know* responses to this question corresponds to the perception that services are unavailable. It is significant to note, however, that in the two cases where services were perceived to be available by some respondents, a strong perception exists that access has improved recently.

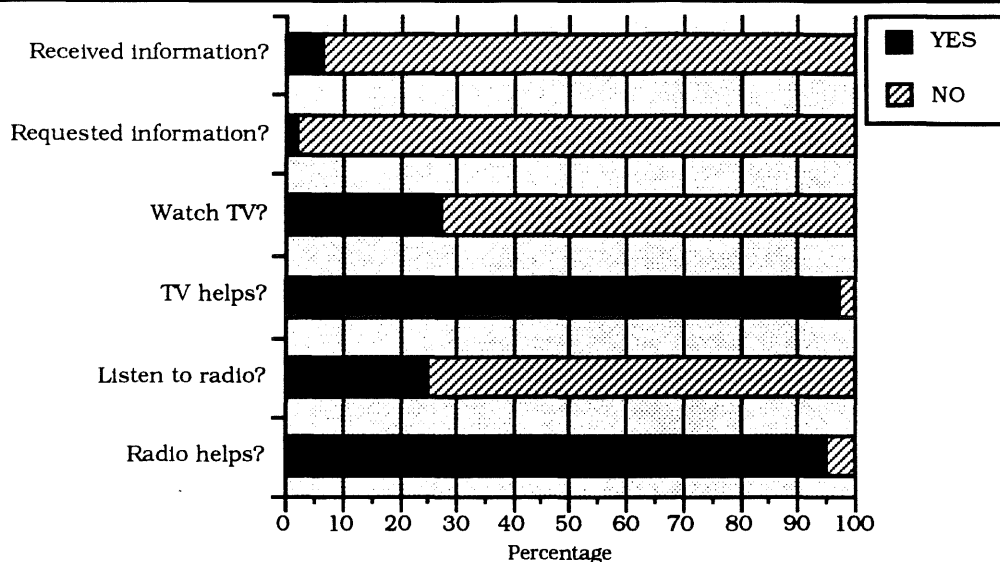
**Table 2.25**  
**Change in Ease of Access to Services in Gwich'in Between 1988 and 1993**  
*Gwich'in respondents*

Types of services	Easier or more difficult to access?				Number of responses
	No change	More difficult	Easier	Don't know	
	Percentage of all applicable responses*				
Nursing stations	3	0	42	54	59
Regional health centres/hospitals	3	0	42	54	59
Help for recreational activity	4	0	4	93	57
Justice services	7	0	3	90	58
Obtaining information on trapping	7	0	2	91	58
Family assistance	7	0	2	91	57
Help for businesses	5	0	2	93	57
Information on home construction	7	0	2	91	58
Obtaining fishing/hunting licenses	7	0	0	93	58
Obtaining student assistance	5	0	0	95	57
Library	5	0	0	95	57
Boarding homes	5	0	0	95	57
Information on job/employment	7	2	0	91	58

\* excludes the *Not applicable* answers

Chart 2.41 presents responses to survey questions on receipt of unsolicited information and receipt of information requested in Gwich'in from government sources. This chart also presents results of the questions on watching/listening to TV and radio programs in Gwich'in, and whether respondents feel these programs help them to learn or maintain the language.

**Chart 2.41**  
**Use of and Impact of Various Government Services, 1993**  
*Proportion of Gwich'in respondents*



Little government information has been received or requested in Gwich'in. Only one respondent has requested such a service, indicating a low demand and/or a perception that it would not be available. Only 30 per cent of the respondents watch Gwich'in television programming and 25 per cent listen to radio programming in this language. Nonetheless, most of the respondents who do report watching or listening to this programming – 97 per cent and 95 per cent respectively – feel it is useful or maintaining or improving their language ability.

### **B.5. Inuktitut**

The following attributes of the Inuktitut linguistic group are derived from a sample of 773 people of Inuktitut background from the communities of the eastern Arctic.

### B.5.1 Socio-Demographics

As Table 2.26 shows, the Inuktitut respondent group tends to be a younger population than the general NWT population. Almost 60 per cent of the Inuktitut group is under 25 years old, whereas only 38 per cent of the general NWT population falls within this age category. Conversely, the proportion of respondents in the 35-to-54 age group is relatively low – 14 per cent – compared to 22 per cent for the NWT population as a whole. The proportion of respondents aged 25 to 34 years and over 55 years closely matches the general NWT population at 20 per cent and 7 per cent respectively.

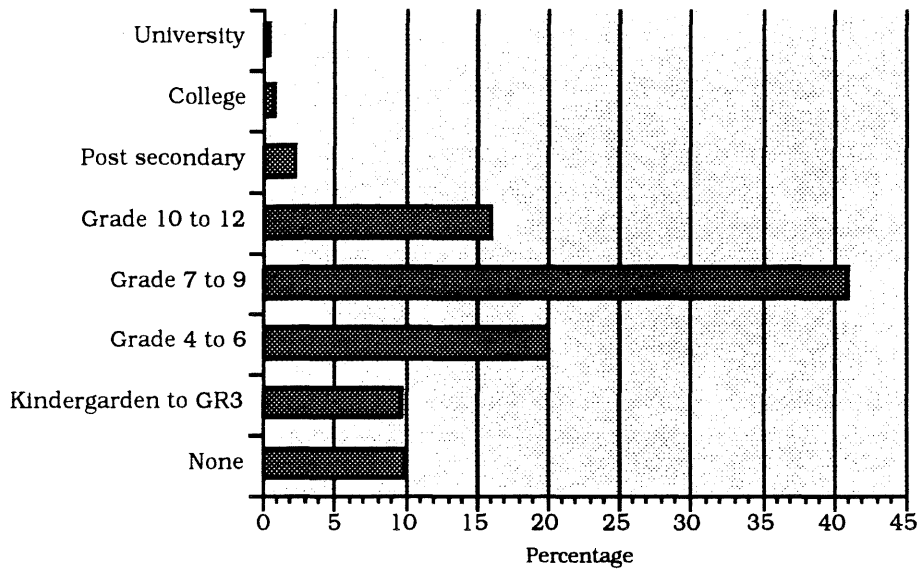
**Table 2.26**  
**Age Distribution of Inuktitut Respondents, 1992**

<i>Age group</i>	<i>Count</i>	<i>Percentage</i>
5 to 14 years old	228	29.5
15 to 24 years old	227	29.4
25 to 34 years old	154	19.9
35 to 44 years old	73	9.4
45 to 54 years old	37	4.8
55 to 64 years old	33	4.3
65 plus years old	21	2.7
TOTAL	773	100.0

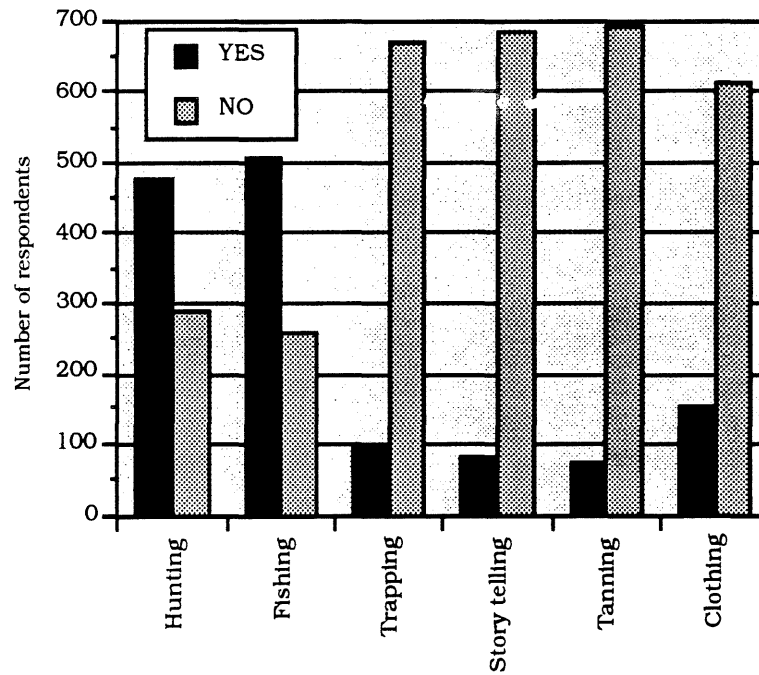
Chart 2.42 shows the highest level of schooling achieved by respondents, that 41 per cent has completed *Grade 7 to 9*, and only 16 per cent has completed *Grade 10 to 12*. Just over three per cent of Inuktitut respondents have achieved *post-secondary, college or university* education. Ten per cent have no formal education. The Inuktitut group makes up 40 per cent of the general Aboriginal respondent group; it is not surprising therefore that the Inuktitut education profile closely resembles the general group profile.



**Chart 2.42**  
**Highest Level of Schooling Achieved , 1992**  
*As a percentage of all Inuktitut respondents*



**Chart 2.43**  
**Participation in Traditional Activities, 1992**  
*Number of Inuktitut respondents*

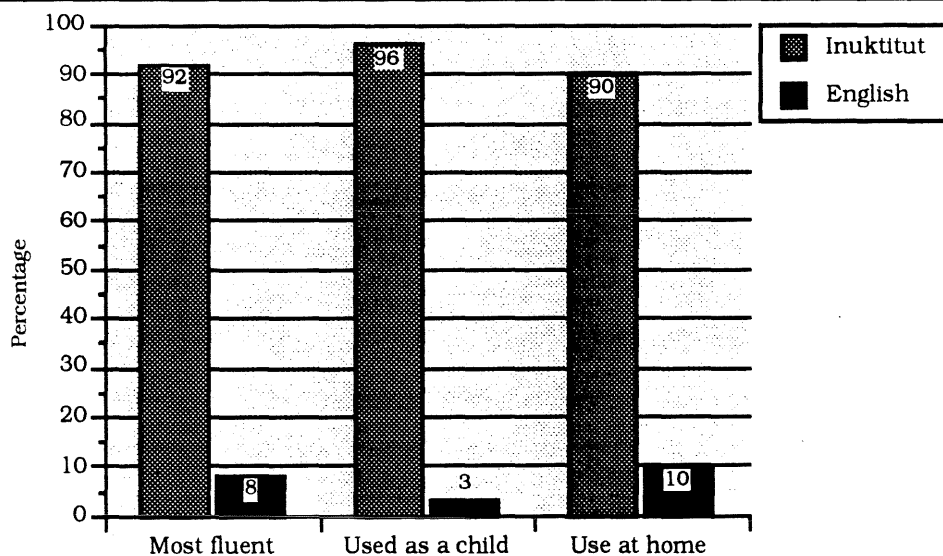


Fishing and hunting are important traditional activities for this group. Sixty-six per cent of respondents participate in fishing, 63 per cent, in hunting (Chart 2.43). The next most widespread traditional activity is clothes-making, with 20 per cent of respondents involved. Story telling and tanning involve 10 per cent of respondents and trapping 13 per cent.

### B.5.2 Language Fluency and Literacy

Several questions on the survey asked respondents about their language history, preferences, and use. Question B.1 asked people to list the languages they spoke in order of fluency; Question B.2 asked for the language first learned as a child; and Question B.3 asked which language was most frequently spoken in the home at the present time. Chart 2.44 shows the results of these three questions for the Inuktitut communities in the survey.

**Chart 2.44**  
**Language Characteristics for Inuktitut Respondents, 1992**  
*As a percentage of all Inuktitut respondents*



The chart indicates that about 96 per cent of the Inuktitut respondents learned Inuktitut as their first language as a child. About 91 per cent gave that language as their most fluent language today and 90 per cent speak it most frequently at home at present. English was the first language of about 3 per cent, but is now the most fluent language of 8 per cent, and the home language of 10 per cent. The figures on first language learned as a child suggest that a minor switch towards English was begun in the generation of the parents of the respondents, while the home language data indicate changes in language use during the respondents' own lifetimes. Therefore, it seems that English is making small inroads in the Inuktitut community, but Inuktitut is an important part of the language life of almost all the respondents.

#### *Fluency Characteristics*

The 1992 survey included seven questions in Inuktitut that showed how the respondents could use vocabulary, grammar, and general expression in the language. The last item was an overall assessment by the interviewer of how well the respondent spoke the language. Since the result of that assessment closely matched the results of the other Inuktitut oral language questions, it will be used here as the basic measure of fluency. Table 2.27 shows the results of this assessment for all Inuktitut respondents.

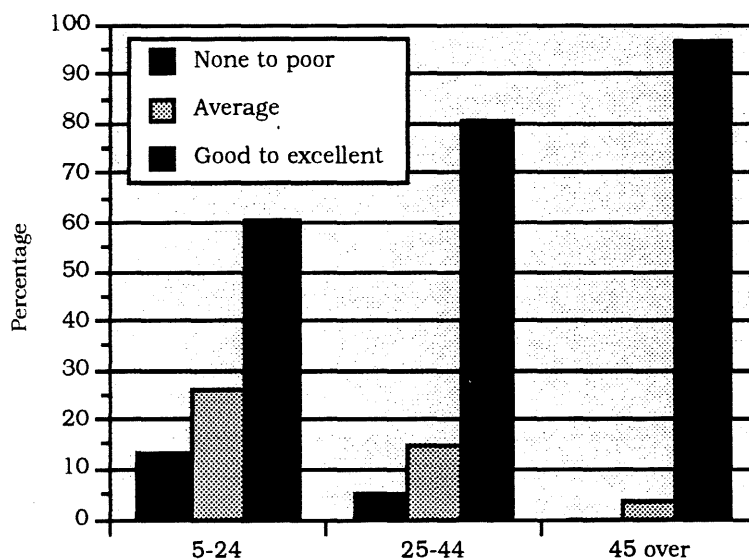
**Table 2.27**  
**Oral Fluency of Inuktitut Respondents, 1992**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	4	1
Poor	66	9
Average	154	20
Good	339	44
Excellent	199	26

A quarter of the respondents were rated as excellent speakers and an additional 44 per cent were rated as good. Less than one per cent were considered not to have any fluency.

Since the figures reported in Chart 2.44 above show that a slight trend towards increasing use of English is occurring, it is useful to look at fluency in relation to the respondent's age in order to determine which part of the respondent group is most affected. Chart 2.45 shows the breakdown for all Inuktitut respondents by age group.

**Chart 2.45**  
**Oral Fluency Evaluation for Inuktitut Respondents by Age, 1992**  
*As a percentage of all respondents in each age group*

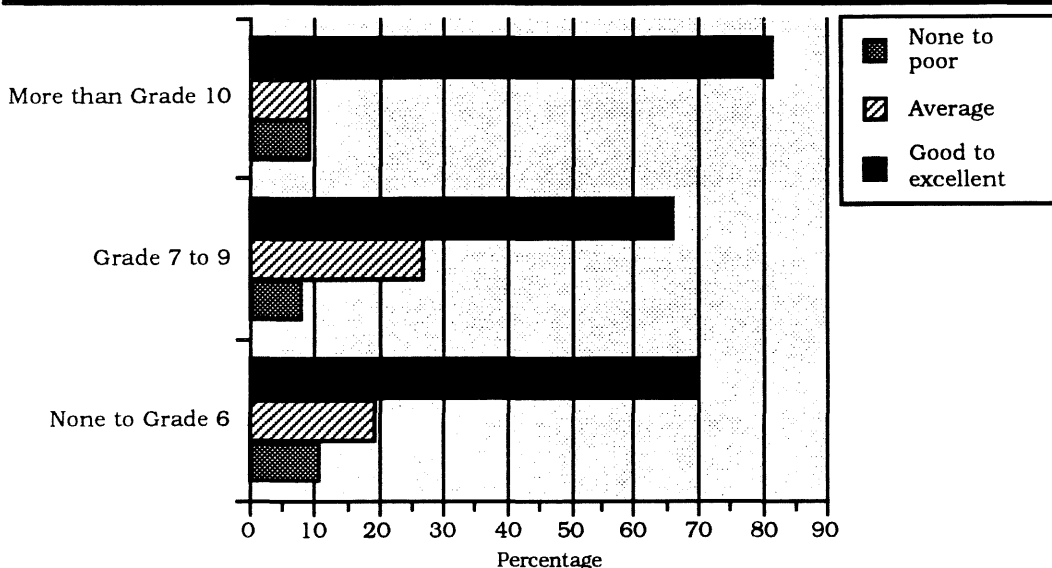


The most fluent speakers tend to be older – virtually no one over the age of 45 was assessed at lower than the good speaker level. People up to 44 years show a range of fluency levels, however a trend towards decreasing fluency in the younger age group is evident.

Schooling has been blamed by some for Aboriginal language loss and is expected by many to help in Aboriginal language revitalization. The

relation between educational experience and oral fluency among Inuktitut respondents is shown in Chart 2.46.

**Chart 2.46**  
**Oral Fluency of Inuktitut Respondents by Level of Education 1992**  
 As a percentage of all respondents in each education level



Inuktitut fluency appears to be independent of the level of schooling. High fluency rates – over 65 per cent good or excellent fluency – are found in all education levels, while the proportion of respondents with poor or no Inuktitut fluency are about equal. Nonetheless at the higher education level the difference between those with good to excellent fluency and those with average fluency is greater than in other levels.

### *Literacy Characteristics*

In the 1993 survey, 8 items required respondents to do tasks that showed their skills in reading and writing in an Aboriginal language. After that, the interviewer gave an overall assessment of each

respondent's literacy skill in that language. The results of this assessment are used as the general measure of Inuktitut literacy, and are presented in Table 2.28.

**Table 2.28**  
**Literacy of Inuktitut Respondents, 1993**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	64	8
Some	101	12
Average	138	17
Good	241	30
Very Good	266	33

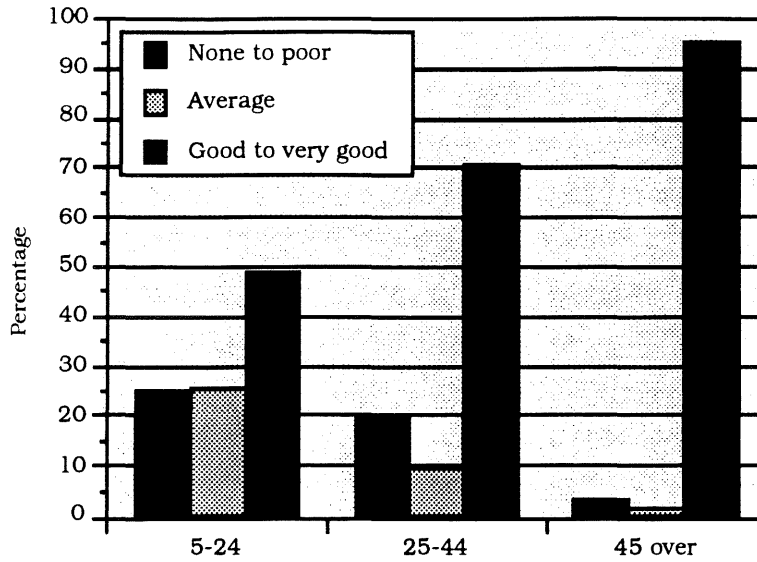
About eight per cent of the respondents were considered to have no literacy in Inuktitut and 12 per cent were considered to have some skills. A full 63 per cent have good or very good literacy skills.

An indication of how these results break down when age is considered along with literacy is provided in Chart 2.47.

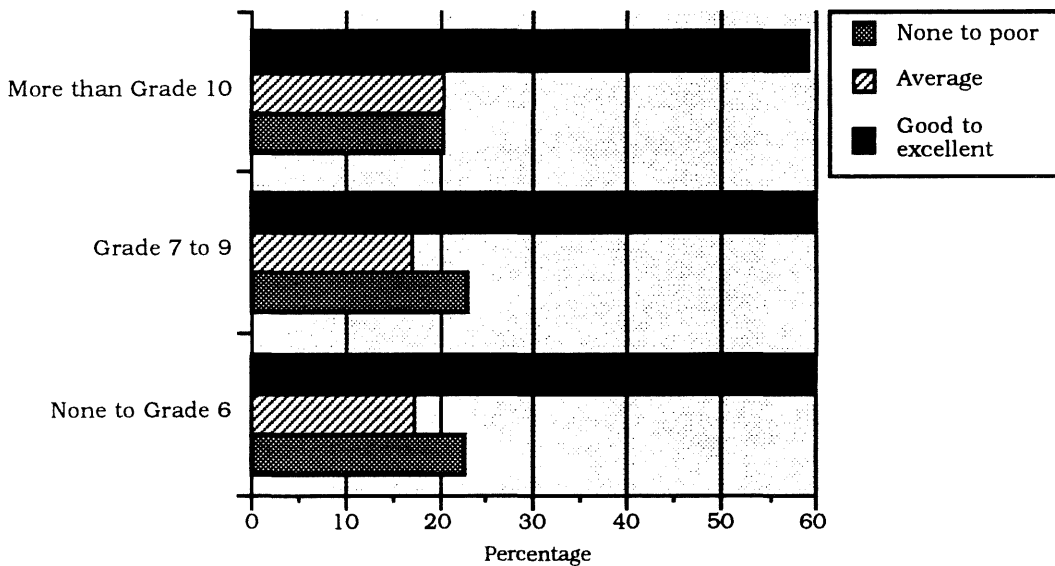
The figures on this chart show that literacy skills rise directly with age. Most younger respondents have at least some literacy skills, but the highest levels of skill are among the older people.

Chart 2.48 relates the literacy assessment figures with the highest level of schooling achieved by the respondents.

**Chart 2.47**  
**Literacy Evaluation for Inuktitut Respondents by Age, 1993**  
*As a percentage of all respondents in each age group*



**Chart 2.48**  
**Literacy of Inuktitut Respondents by Level of Education 1993**  
*As a percentage of all respondents in each education level*



This chart shows that Inuktitut literacy levels are independent of education amongst the respondent population. For each of these levels of schooling, approximately 60 per cent demonstrated good to excellent literacy skills.

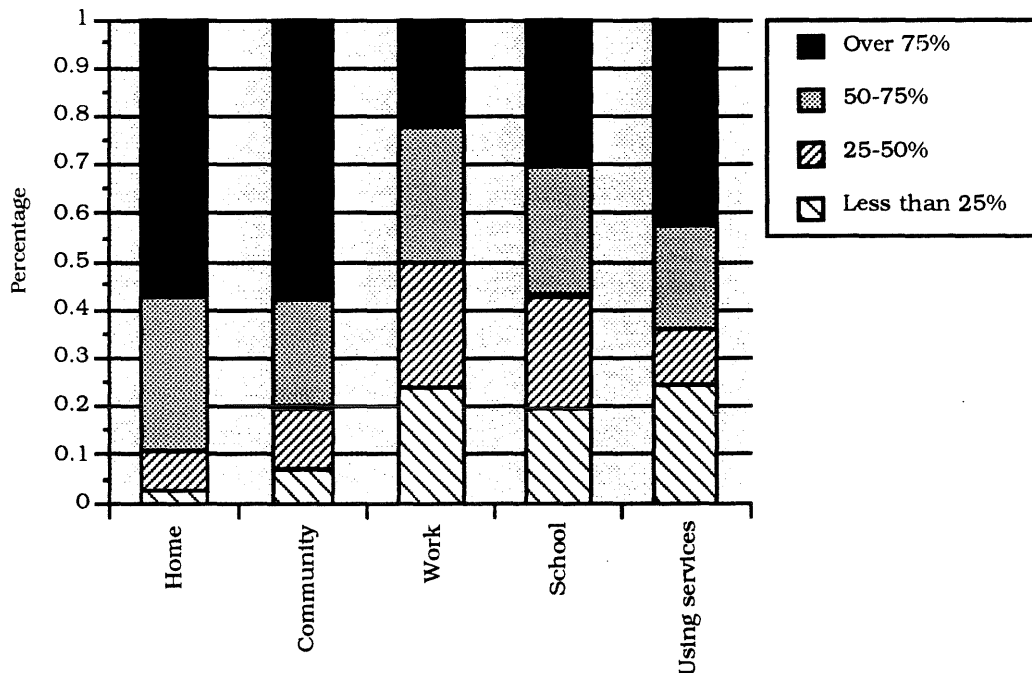
### B.5.3 Language Use in Different Environments

This section describes major trends associated with the use of Inuktitut in different environments. Perceptions about the influence of setting on the use of Inuktitut are detected by answers to questions about how much of this language is spoken in various environments. A summary of the results is found in Chart 2.49.

**Chart 2.49**

**Intensity of Aboriginal Language Use in Various Environments, 1992**

*As a percentage of all Inuktitut respondents*





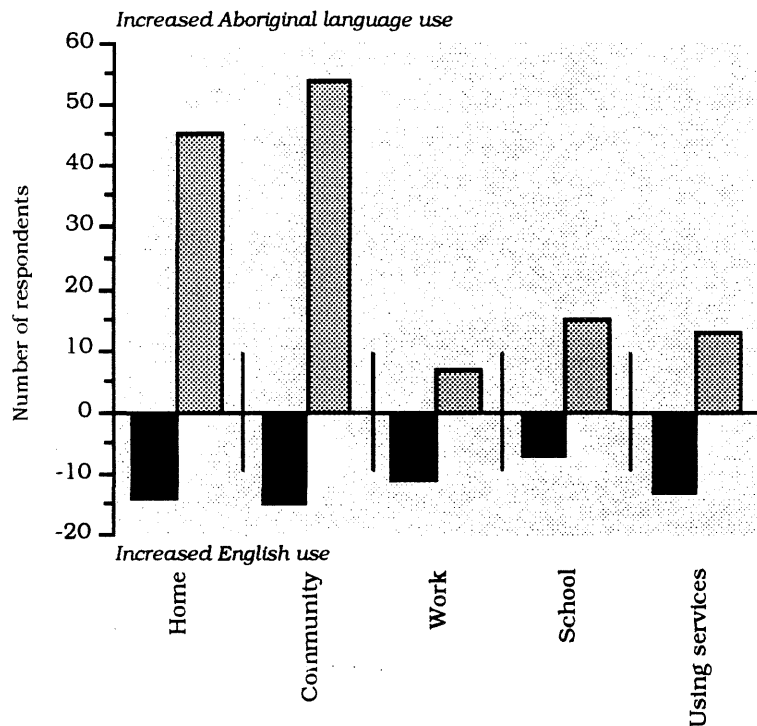
Use of Inuktitut is generally high, with over 50 per cent of respondents using it at least half of the time in all usage environments (Chart 2.49). Nonetheless, usage intensity is strongly related to the environment of the respondent. Inuktitut is clearly the dominant language used in the *home* and *community* environments, with 90 per cent and 80 per cent respectively of the respondents using this language more than half the time. Use of Inuktitut over half the time in work and school environments on the other hand is less frequent, at 51 and 57 per cent respectively. Inuktitut usage in the *services* environment falls between these two groups, reflecting the diversity of situations encompassed in the *services* environment.

**Chart 2.50**

**Change in Language Usage in Various Environments**

**For Inuktitut Respondents Reporting Changes in Language Usage, 1988-93**

*Ratio of those who moved from English to the Aboriginal language, to those who moved in the opposite direction*



An indication of the increase in use of the respondents' primary languages – in this case Inuktitut and English – is obtained through an analysis of the responses to questions related to change in language use. As indicated in Chart 2.50, a strong trend towards increased use of Inuktitut in the *home* and *community* environments is evident. For these environments, the ratios between increased use of Inuktitut (lightly shaded bars) to increased use of English (darkly shaded bars) are 3.2 and 3.6 respectively. A less strong but still positive trend is evident for usage in school with over twice as many reports of increasing Inuktitut as increasing English. Slightly fewer respondents report increasing Inuktitut at work than the number that report increasing English, resulting in a ratio of 0.6 for the work setting. This analysis supports a general conclusion that some degree of revitalization of Inuktitut is occurring among the respondent group.

#### B.5.4 Availability of Services, Use and Satisfaction

This section focuses on respondents' perceptions of ability to access services in Inuktitut and on perception' of whether or not access to such services has improved over time. The section also discusses the use and impact of various government language services. Table 2.29 summarizes perceptions of availability of service in Inuktitut and use of the service among those who say it is available.

Responses indicate perceptions of high service availability, and a high degree of use (Table 2.29). This is especially evident when compared to the general Aboriginal respondent group (refer to Table 3.6 in Part I, Chapter III). For all but two types of services (boarding homes and home construction information), the percentage of Inuktitut respondents who feel the service is available exceeds that of the general group. Eighty per cent of Inuktitut respondents perceive health services to be available, while 64 per cent feel this way about family assistance services and 55 per cent, about justice services.

**Table 2.29**  
**Perception About Availability of Services in Inuktitut and Use of These Services**  
 1988-93

Types of services	Service available?		Use the service?	
	Yes	No*	YES	NO
	Number of responses		Number of responses	
Regional health centres/hospitals	618	156	401	176
Nursing stations	608	140	401	165
Family assistance	506	283	249	240
Justice services	437	352	157	270
Information on job/employment	325	451	165	135
Obtaining fishing/hunting licenses	301	460	109	165
Library	249	513	93	131
Help for recreational activity	191	579	28	139
Obtaining information on trapping	186	579	34	143
Obtaining student assistance	139	630	14	119
Help for businesses	125	637	13	107
Boarding homes	76	684	27	33
Information on home construction	35	729	12	12

\* includes the *Don't know* answers

Use of services is also high amongst the Inuktitut respondent group, with the use of nursing stations, regional health centres/hospitals, family assistance services and information services related to job/employment training being highest.

A second question probes respondents' perceptions of change in access to services in Inuktitut. Respondents include people who report not having used the service. The results that are presented in Table 2.30 are ranked according to perceptions of "easier access."

**Table 2.30**  
**Change in Ease of Access to Services in Inuktitut Between 1988 and 1993**  
*Inuktitut respondents*

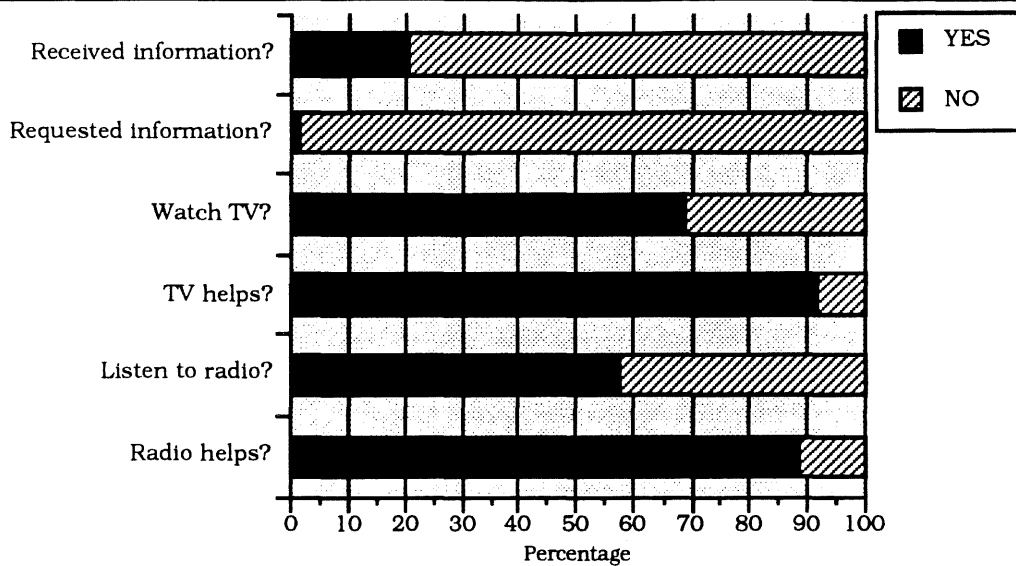
Types of services	Easier or more difficult to access?				Number of responses
	No change	More difficult	Easier	Don't know	
	Percentage of all applicable responses*				
Nursing stations	35	1	51	14	678
Regional health centres/hospitals	32	3	51	14	724
Family assistance	30	2	51	17	499
Justice services	35	1	42	22	468
Obtaining fishing/hunting licenses	37	3	27	33	392
Information on job/employment	49	2	22	27	401
Library	44	1	16	38	363
Obtaining information on trapping	32	4	14	50	272
Obtaining student assistance	27	9	10	62	232
Help for recreational activity	37	4	7	52	261
Boarding homes	27	2	7	64	226
Information on home construction	22	1	6	71	209
Help for businesses	19	2	5	75	198

\* excludes the *Not applicable* answers

Generally, the Inuktitut respondents demonstrate a high level of awareness of language services, as indicated by the relatively low percentage of "don't know" responses (Table 2.30). Fifty-one per cent of respondents feel that nursing station, regional health centre/hospital and family assistance services are becoming more available in Inuktitut; 42 per cent feel this way about justice services.

Chart 2.51 presents responses to survey questions regarding receipt of unsolicited information and receipt of requested information in Inuktitut from government sources. The chart also gives data on watching/listening to TV and radio programs in Inuktitut, and perceptions of whether these programs help people to learn or maintain the language.

**Chart 2.51**  
**Use of and Impact of Various Government Services, 1993**  
*Proportion of Inuktitut respondents*



A relatively large number – 20 per cent – of Inuktitut respondents have received government information in Inuktitut. Requests for government information are reported much less frequently – by only one per cent of respondents. Sixty-nine per cent of the respondents watch Inuktitut television programming while 58 per cent listen to radio programming in this language. Most of the respondents who report watching or listening to this programming feel it is useful for maintaining or improving their language ability.

## **B.6 Inuinnaqtun**

The following characteristics of the Inuinnaqtun language group are derived from a sample of 71 people identified as Inuinnaqtun speakers in the communities of Cambridge Bay and Coppermine.

### B.6.1 Socio-Demographics

The age distribution of respondents – Table 2.31 – indicates a high proportion of people in the *5 to 14 years old* age group (28 per cent) and in the *over 65 years old* age category (15.5 per cent). The NWT population distribution for the *over 65 years old* category is only 2.8 per cent and for the *5 to 14 year* age group it is 20 per cent. Apart from these two age categories, the age distribution of Inuinnaqtun respondents closely matches that of the NWT population as a whole (refer to Chart 3.1 in Part I, Chapter III).

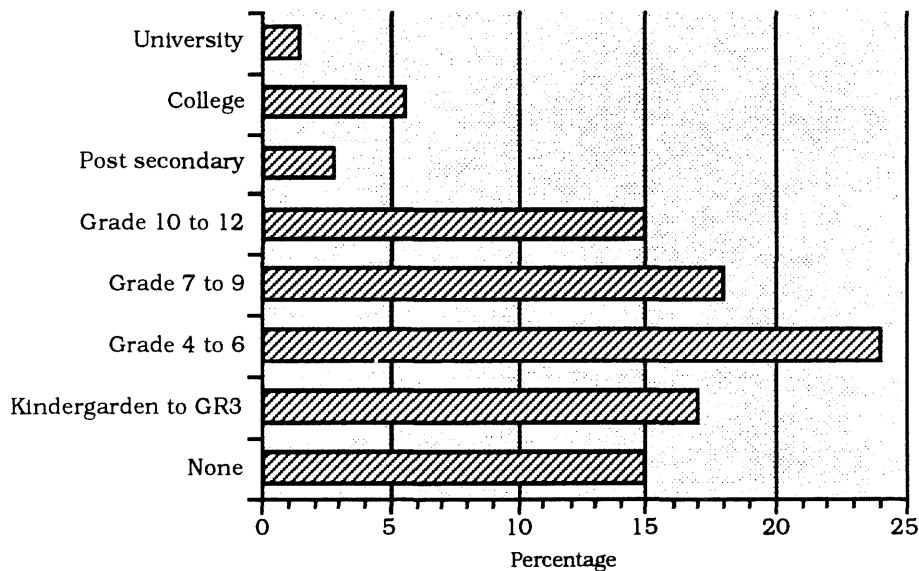
**Table 2.31**  
**Age Distribution of Inuinnaqtun Respondents, 1992**

<i>Age group</i>	<i>Count</i>	<i>Percentage</i>
5 to 14 years old	20	28.2
15 to 24 years old	8	11.3
25 to 34 years old	13	18.3
35 to 44 years old	11	15.5
45 to 54 years old	5	7.0
55 to 64 years old	3	4.2
65 plus years old	11	15.5
TOTAL	71	100.0

The level of education attainment of the Inuinnaqtun respondent group is lower than that of the other linguistic groups. Chart 2.52 indicates the highest level of schooling achieved by respondents that 15 per cent of the respondents have no formal education and that 32 per cent of the group have Grade 3 education or less. By comparison, the education profile of all Aboriginal respondents, presented in Chart 3.2 in Part I, Chapter III, indicates that only 19 per cent have achieved less than a *Grade 4* formal education.

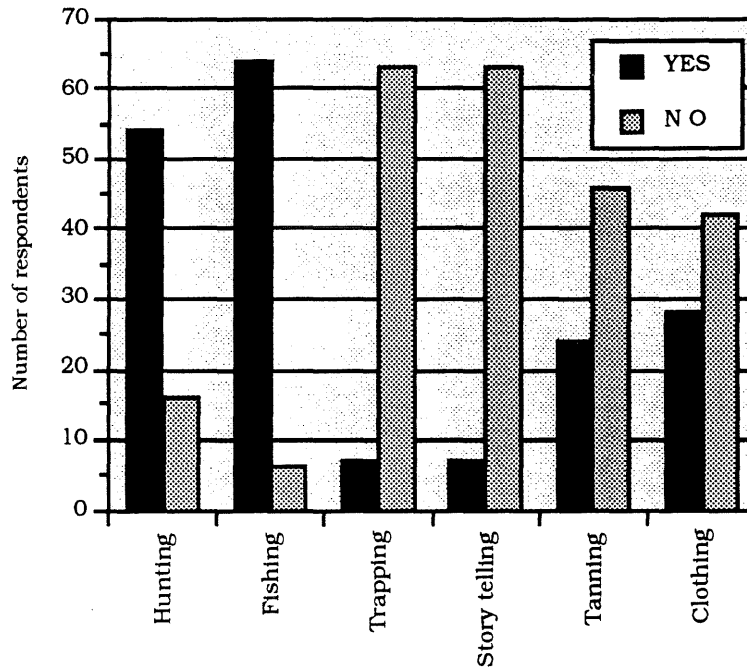
In spite of the high proportion of Inuinnaqtun respondents who have little or no formal education, a relatively high percentage – seven per cent – have achieved a *college* or *university* level of education, and an additional three per cent have some post-secondary schooling. In the aggregate group of Aboriginal respondents, only 2.4 per cent achieved college or university training.

**Chart 2.52**  
**Highest Level of Schooling Achieved , 1992**  
*As a percentage of all Inuinnaqtun respondents*



As with the Inuktitut respondent group, a large majority of the Inuinnaqtun respondents are involved in fishing and hunting activities – 91 and 77 per cent participation respectively (Chart 2.53). Clothes-making and tanning were also important activities, with 40 per cent and 34 per cent taking part in these activities. Ten per cent of this group reported involvement in story telling activities, a number similar to that of the Inuktitut group.

**Chart 2.53**  
**Participation in Traditional Activities, 1992**  
*Number of Inuinnaqtun respondents*

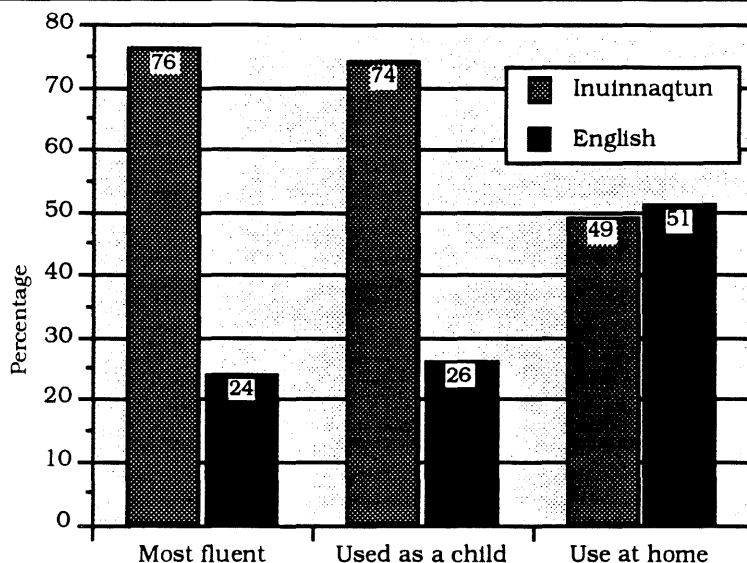


### B.6.2 Language Fluency and Literacy

Several questions on the survey asked respondents about their language history, preferences, and use. Question B.1 asked people to list the languages they spoke in order of fluency; Question B.2 asked for the language first learned as a child; and Question B.3 asked which language was most frequently spoken in the home at the present time. Chart 2.54 shows the results of these three questions for the Inuinnaqtun communities in the survey.



**Chart 2.54**  
**Language Characteristics for Inuinnaqtun Respondents, 1992**  
*As a percentage of all Inuinnaqtun respondents*



The chart indicates that about three quarters of the Inuinnaqtun respondents learned Inuinnaqtun as their first language as a child. The same proportion consider that language as their most fluent language today. However 51 per cent now consider English as the home language. The figures on first language learned as a child – only 26 per cent English – suggest that a switch towards English was begun in the generation of the parents of the respondents, while the home language data indicate changes in language use during the respondents' own lifetimes. Therefore, it seems that while Inuinnaqtun is an important part of the language life of about half the respondents, English is making rapid inroads in the Inuinnaqtun community.

### *Fluency Characteristics*

The 1992 survey included 7 questions in Inuinnaqtun that showed how the respondents could use vocabulary, grammar, and general expression in the language. The last item was an overall assessment

by the interviewer of how well the respondent spoke the language. Since the result of that assessment closely matched the results of the other Inuinnaqtun oral language questions, it will be used here as the basic measure of fluency. Table 2.32 shows the results of this assessment for all Inuinnaqtun respondents.

**Table 2.32**  
**Oral Fluency of Inuinnaqtun Respondents, 1992**

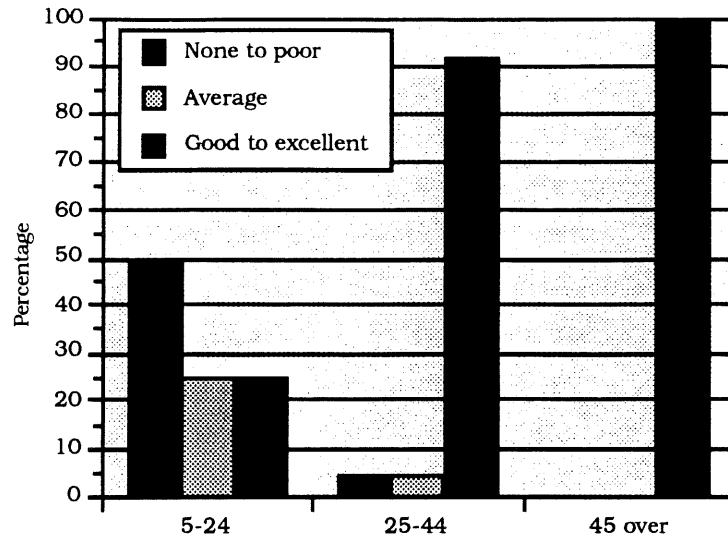
<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	2	3
Poor	13	19
Average	8	11
Good	9	13
Excellent	38	54

More than half of the respondents were rated as excellent speakers and an additional 13 per cent were rated as good. Only about three per cent were considered not to have any fluency.

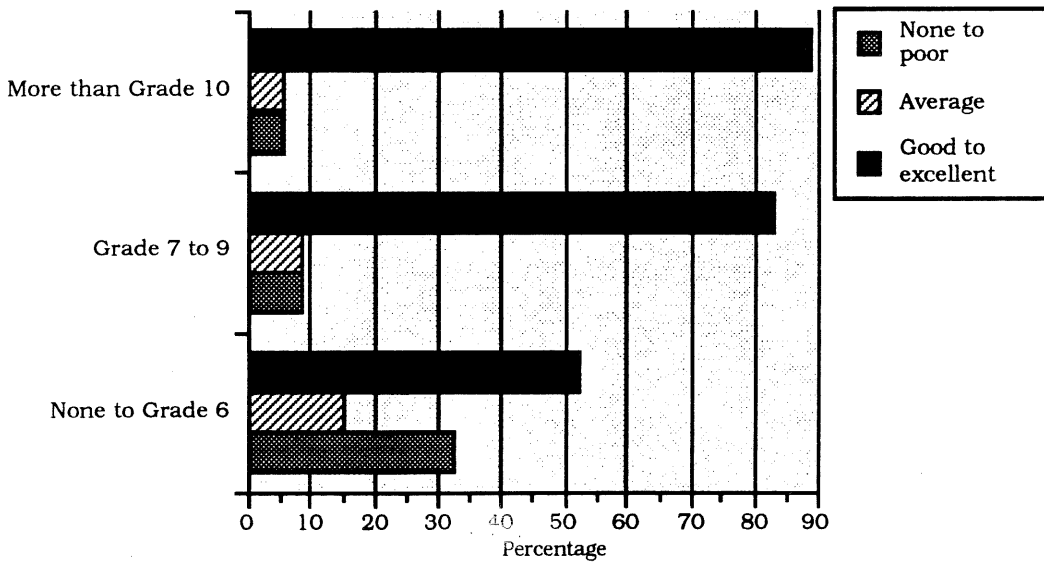
Since the figures reported in Chart 2.54 above show that a trend towards decreasing use of Inuinnaqtun is occurring, it is useful to look at fluency in relation to the respondent's age in order to determine which part of the respondent group is most affected. Chart 2.55 shows the breakdown for all Inuinnaqtun respondents by age group.

This chart clearly indicates that any trend towards a loss of Inuinnaqtun fluency in the respondent group is a recent occurrence. Most individuals who can only speak this language poorly are younger than 24 years old, while none are over 45. Indeed within the past generation, fluency has changed from over 90 per cent good to excellent to a situation where this level of fluency makes up only a quarter of the respondent group aged under 24 years old.

**Chart 2.55**  
**Oral Fluency Evaluation for Inuinnaqtun Respondents by Age, 1992**  
*As a percentage of all respondents in each age group*



**Chart 2.55**  
**Oral Fluency of Inuinnaqtun Respondents by Level of Education 1992**  
*As a percentage of all respondents in each education level*



Schooling has been blamed by some for Aboriginal language loss and is expected by many to help in Aboriginal language revitalization. The

relation between educational experience and oral fluency among Inuinnaqtun respondents is shown in Chart 2.55.

A positive correlation between increasing level of schooling and fluency is apparent for the Inuinnaqtun group of respondents. Both an increase in the proportion having good to excellent fluency, and a decrease in those having poor or no fluency can be noted as education level increases.

### *Literacy Characteristics*

In the 1993 survey, eight items required respondents to do tasks that showed their skills in reading and writing in an Aboriginal language. After that, the interviewer made an overall assessment of each respondent's literacy skill level in that language. The results of this assessment are used as the general measure of Inuinnaqtun literacy, and are presented in Table 2.33.

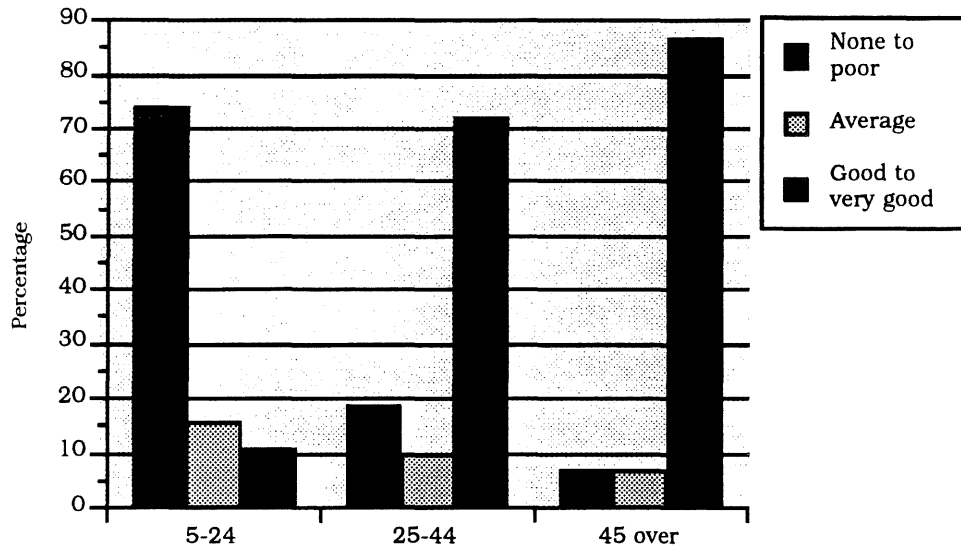
**Table 2.33**  
**Literacy of Inuinnaqtun Respondents, 1993**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	3	4
Some	21	28
Average	8	11
Good	14	19
Very Good	28	38

Only 4 per cent of the respondents were considered to have no literacy in Inuinnaqtun. Thirty-eight per cent were assessed as very good and 19 per cent as good.

An indication of how these results break down when age is considered along with literacy is provided in Chart 2.57.

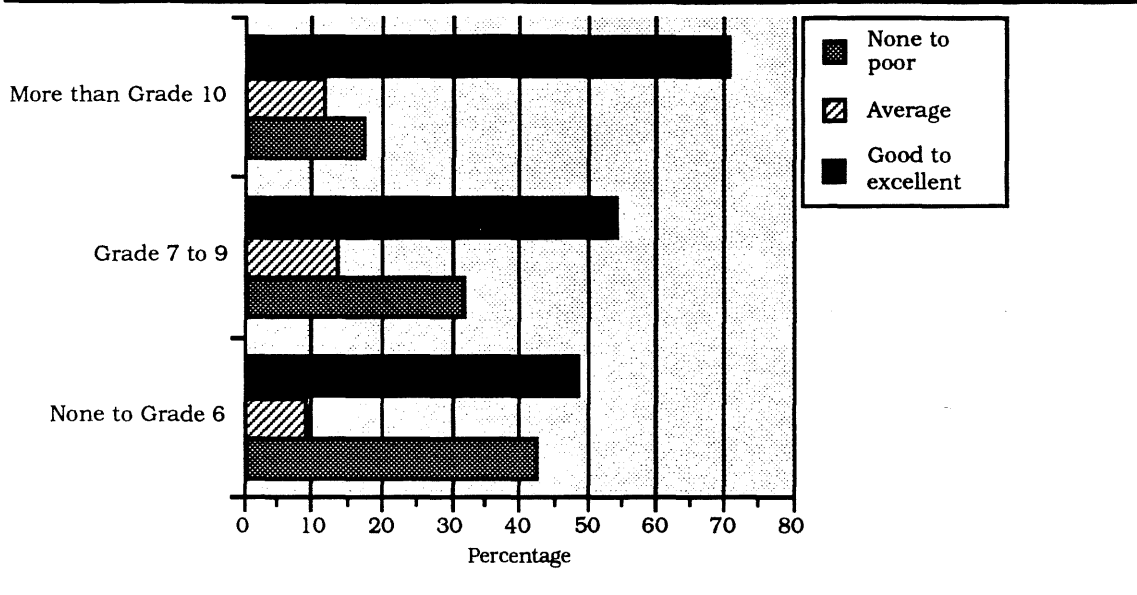
**Chart 2.57**  
**Literacy Evaluation for Inuinnaqtun Respondents by Age, 1993**  
*As a percentage of all respondents in each age group*



This chart indicates that a decrease in Inuinnaqtun literacy is occurring in the respondent population. The literacy rate (good to excellent skills) has fallen from over 85 per cent in the over 45 year old group to about 70 per cent among those aged 25 to 44. While some of those in the 5 to 24 year old group may be too young to be literate, this general declining trend does not appear to be slowing amongst this age category.

Chart 2.58 relates the literacy assessment figures with the highest level of schooling achieved by the respondents.

**Chart 2.58**  
**Literacy of Inuinnaqtun Respondents by Level of Education 1993**  
*As a percentage of all respondents in each education level*

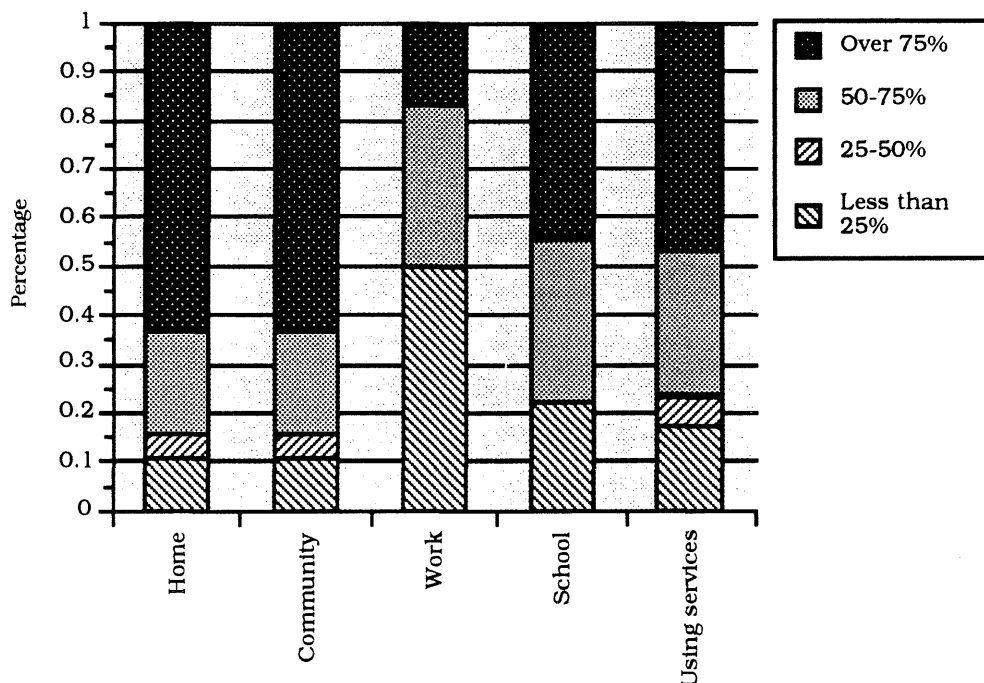


While average literacy ability appears to be independent of the level of schooling achieved, the proportion of respondents having better literacy skills increases as the level of education increases.

### B.6.3 Language Use in Different Environments

This section describes major trends associated with the use of Inuinnaqtun in different environments. Perceptions about the influence of setting on the use of Inuinnaqtun are detected by answers to questions about how much of this language is spoken in various environments. A summary of the results is found in Chart 2.59.

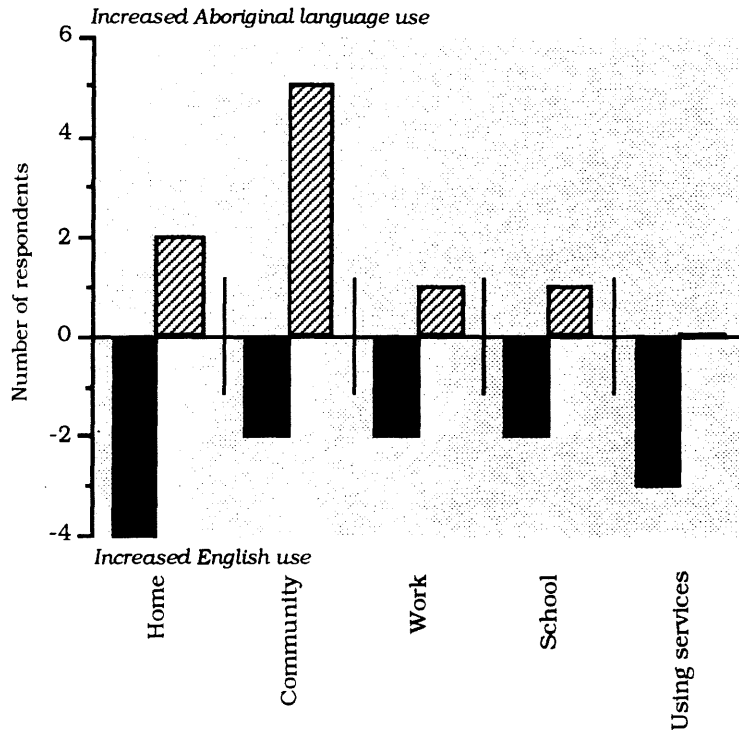
**Chart 2.59**  
**Intensity of Aboriginal Language Use in Various Environments, 1992**  
 As a percentage of all Inuinnaqtun respondents



Use of Inuinnaqtun is generally high, with at least 50 per cent of respondents using it at least half of the time in all usage environments. The intensity of usage is related to the situation in which the respondent is communicating. Inuinnaqtun is clearly the dominant language used in the *home* and *community* and is widely used in *school* and *services* environments, where it is utilized over 75 per cent of the time by 44 and 47 per cent of respondents respectively. In all four of these settings, this language is used over half the time by approximately 80 per cent of respondents. Inuinnaqtun usage in the *work* environment is significantly less frequent than in the other settings.

**Chart 2.60****Change in Language Usage in Various Environments****For Inuinnaqtun Respondents Reporting Changes in Language Usage, 1988-93**

Ratio of those who moved from English to the Aboriginal language, compared to those who moved in the opposite direction



An indication of the increase in use of the respondents' primary languages – in this case Inuinnaqtun and English – is obtained through an analysis of the responses to questions related to change in language use. As indicated in Chart 2.60, a strong trend towards increased use of Inuinnaqtun only exists in the *community* environment, where the ratio between increased use of Inuinnaqtun (lightly shaded bars) to increased use of English (darkly shaded bars) is 2.5. In all other environments more respondents report increased use of English than increased use of Inuinnaqtun. These trends are based on a small sample of respondents however and are therefore not particularly strong.



#### B.6.4 Availability of Services, Use and Satisfaction

This section focuses on respondents' ability to access services in Inuinnaqtun, and on their perception of whether or not access to such services has improved over time. The section also discusses the use and impact of various government language services. Table 2.34 summarizes respondents' perceptions about their ability to access services in the Inuinnaqtun language and, for those who responded that this service was available, whether they used it.

**Table 2.34**  
**Perception About Availability of Services in Inuinnaqtun and Use of These Services**  
**1988-93**

Types of services	Service available?		Use the service?	
	Yes	No*	Yes	No
	Number of responses		Number of responses	
Nursing stations	58	15	33	24
Obtaining fishing/hunting licenses	43	30	22	20
Information on job/employment	38	35	13	23
Justice services	37	37	11	25
Family assistance	36	38	21	15
Library	32	41	10	21
Help for recreational activity	32	42	11	21
Regional health centres/hospitals	28	44	17	11
Obtaining information on trapping	28	46	12	16
Boarding homes	21	52	13	8
Help for businesses	6	67	2	4
Information on home construction	5	68	2	3
Obtaining student assistance	4	70	2	2

\* includes the *Don't know* answers

Responses indicate that the perception of service availability, and the degree of use of service in Inuinnaqtun, is generally high. This is especially evident when compared to aggregate Aboriginal responses (Part I, Chapter III, Table 3.6). For all but four types of services (*regional health centres/hospitals, home construction information,*

*obtaining student assistance and help for businesses*), the percentage of Inuinnaqtun respondents who feel the service is available exceeds that of the aggregate group.

Following the trend evident in the other linguistic groups, service in Inuinnaqtun is perceived to be most readily available at nursing stations – 79 per cent of the participants responded affirmatively. It is interesting to note that availability of service in Inuinnaqtun at regional health centres/hospitals ranks eighth in 13 categories, lower than in other linguistic groups. Of those who perceive this service to be available 61 per cent actually used the service; this suggests that perception of availability is largely based on direct experience. The relatively high level of perceived access to service in Inuinnaqtun related to obtaining fishing/hunting licenses – second highest rating – is clearly related to the very high level of involvement in these activities by Inuinnaqtun respondents.

A second question relates to the respondents' perception of change in access to services in Inuinnaqtun. Respondents include people who report not having used the service. The results that are presented in Table 2.35 are ranked according to the perception of *easier access*.

In terms of the perception of change in accessibility of Inuinnaqtun services, an assessment that services are now more easily available than they were three to five years ago is indicated more frequently than either *no change* or *more difficult* for all but two service types. This perception is especially strong in the case of nursing station services where 61 per cent responded that these services were more easily accessible and only eighteen percent responded *don't know*.

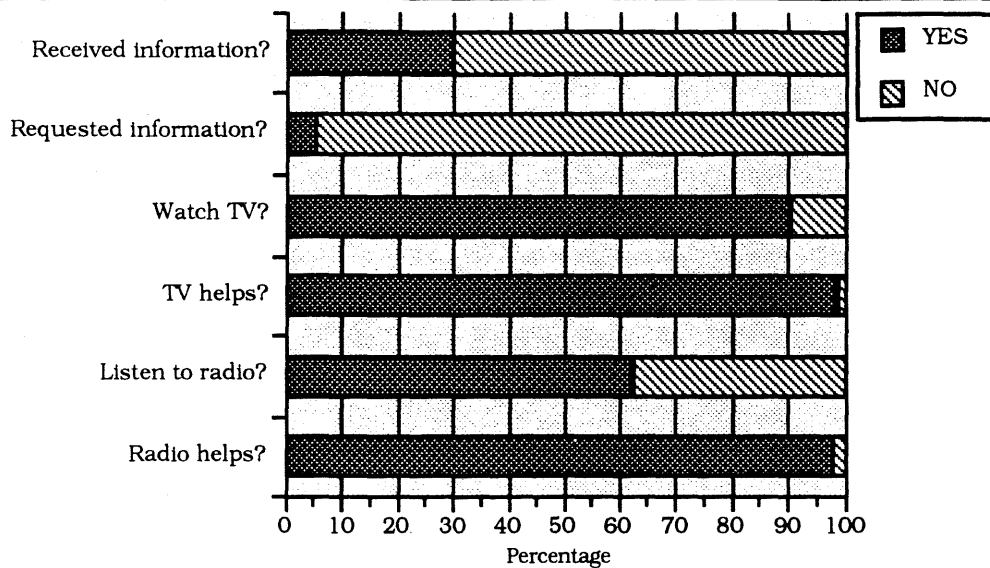
**Table 2.35**  
**Change in Ease of Access to Services in Inuinnaqtun Between 1988 and 1993**  
*Inuinnaqtun respondents*

Types of services	Easier or more difficult to access?				Number of responses
	No change	More difficult	Easier	Don't know	
	Percentage of all applicable responses*				
Nursing stations	12	9	61	18	67
Obtaining fishing/hunting licenses	18	0	43	40	68
Family assistance	12	2	40	46	67
Regional health centres/hospitals	6	6	36	52	66
Obtaining information on trapping	8	0	35	58	66
Information on job/employment	9	8	32	51	65
Library	13	3	31	52	67
Help for recreational activity	12	5	31	52	67
Justice services	10	5	28	57	67
Boarding homes	5	5	22	69	65
Information on home construction	0	3	6	91	64
Help for businesses	5	3	3	89	62
Obtaining student assistance	2	2	2	95	64

\* excludes the *Not applicable* answers.

Chart 2.61 presents responses to survey questions regarding receipt of unsolicited information and receipt of requested information in Inuinnaqtun from government sources. Results of the questions related to watching/listening to TV and radio programs in Inuinnaqtun, and the respondents' perception of whether these programs help them to learn or to keep the language are also presented in this chart.

**Chart 2.61**  
**Use of and Impact of Various Government Services, 1993**  
*Proportion of Inuinnaqtun respondents*



A relatively large number – thirty per cent – of Inuinnaqtun respondents have received government information in Inuinnaqtun. Requests for government information are reported by five per cent of respondents. Compared to other linguistic groups these are the highest rates for both receipt of, and request for, information in an Aboriginal language. Ninety-one per cent of the respondents watch Inuinnaqtun television programming while 62 per cent listen to radio programming in this language. Response to the question of whether this programming helps in keeping or learning the language is very positive.

## **B.7 Inuvialuktun**

The following characteristics of the Inuvialuktun language group are derived from a sample of 176 people of Inuvialuktun background in the communities of Inuvik, Sachs Harbour and Tuktoyaktuk.

### B.7.1 Socio-Demographics

The age distribution of Inuvialuktun respondents – Table 2.36 – is very similar to that of the general NWT population. One quarter of the group is *5 to 14 years old* (compared to 20 per cent for the whole NWT population) and another quarter is *25 to 34 years old* (compared to 20 per cent of the general NWT population).

**Table 2.36**  
**Age Distribution of Inuvialuktun Respondents, 1992**

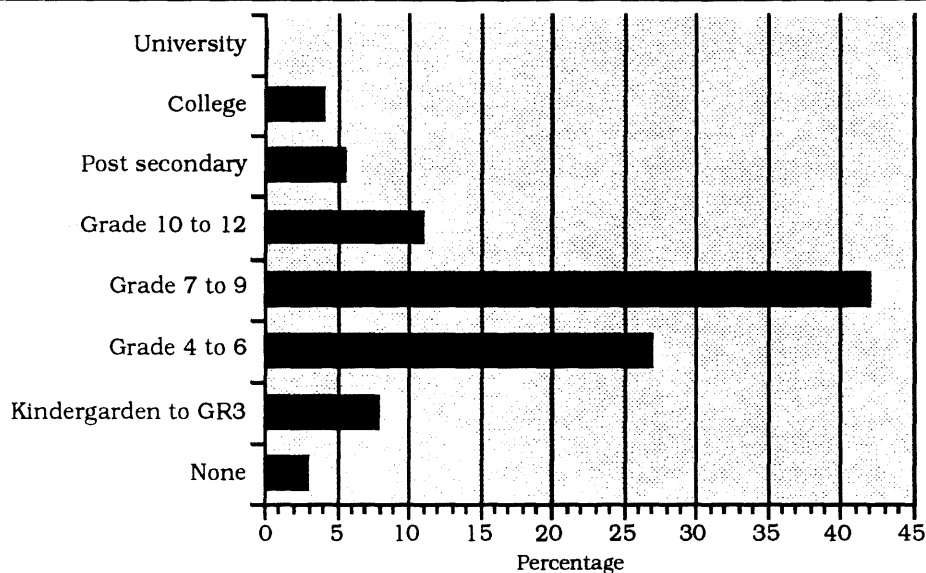
<i>Age group</i>	<i>Count</i>	<i>Percentage</i>
5 to 14 years old	44	25.0
15 to 24 years old	30	17.1
25 to 34 years old	44	25.0
35 to 44 years old	28	15.9
45 to 54 years old	14	8.0
55 to 64 years old	11	6.3
65 plus years old	5	2.8
TOTAL	176	100.0

Chart 2.62 shows the highest level of schooling achieved by respondents, indicating that 42 per cent has completed *Grade 7 to 9*. Eleven per cent has completed *Grade 10 to 12*, while 27 per cent has completed *Grade 4 to Grade 6*. In this group, only three per cent of respondents have had no formal education, while ten per cent have achieved post secondary or college education.

As with the Inuinnaqtun group, more Inuvialuktun respondents than general respondents have achieved post-secondary or college training. The proportion of respondents in the aggregate group attaining these education levels is only 5.4 per cent. The proportion of Inuinnaqtun

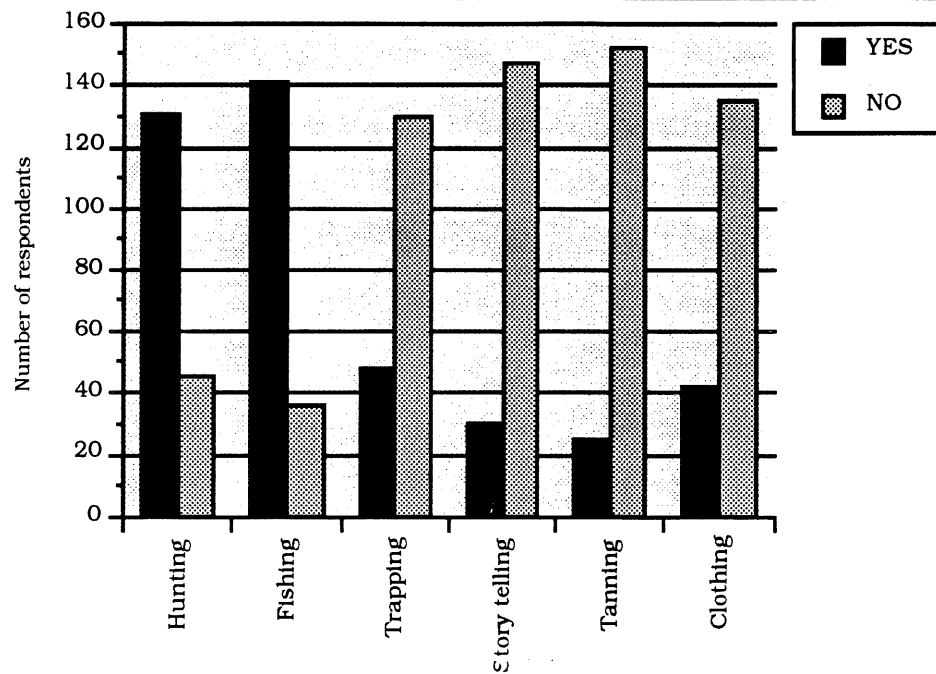
respondents having no formal education is also lower than the nine per cent of the general group.

**Chart 2.62**  
**Highest Level of Schooling Achieved , 1992**  
*As a percentage of all Inuvialuktun respondents*



A majority of the Inuvialuktun respondents are involved in fishing and hunting activities, with participation rates of 80 and 74 per cent respectively (Chart 2.63). Trapping involves 27 per cent of the respondents. Twenty-four per cent of the group engages in clothes-making and 14 per cent in tanning. Seventeen per cent reports participation in story telling activities.

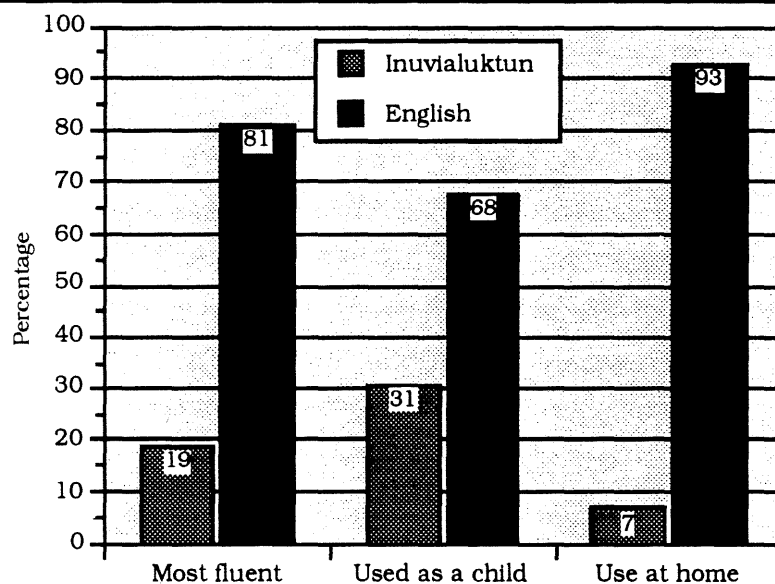
**Chart 2.63**  
**Participation in Traditional Activities, 1992**  
*Number of nuvialuktun respondents*



### B.7.2 Language Fluency and Literacy

Several questions on the survey asked respondents about their language history, preferences, and use. Question B.1 asked people to list the languages they spoke in order of fluency; Question B.2 asked for the language first learned as a child; and Question B.3 asked which language was most frequently spoken in the home at the present time. Chart 2.64 shows the results of these three questions.

**Chart 2.64**  
**Language Characteristics for Inuvialuktun Respondents, 1992**  
*As a percentage of all Inuvialuktun respondents*



The chart indicates that about 31 per cent of the Inuvialuktun respondents learned Inuvialuktun as their first language as a child. However, only about 19 per cent gave that language as their most fluent language today and seven per cent speak it most frequently at home at present. English was the first language of about 68 per cent, but is now the most fluent language of 81 per cent, and the home language of 93 per cent. The figures on first language learned as a



child suggest that a switch towards English was begun in the generation of the parents of the respondents, while the home language data indicate changes in language use during the respondents' own lifetimes. Therefore, it seems that English is making major inroads in the Inuvialuktun community, and that Inuvialuktun is an important part of the language life of only a minority of the respondents.

### *Fluency Characteristics*

The 1992 survey included seven questions in Inuvialuktun that showed how the respondents could use vocabulary, grammar, and general expression in the language. The last item was an overall assessment by the interviewer of how well the respondent spoke the language. Since the result of that assessment closely matched the results of the other Inuvialuktun oral language questions, it will be used here as the basic measure of fluency. Table 2.37 shows the results of this assessment for all Inuvialuktun respondents.

**Table 2.37**  
**Oral Fluency of Inuvialuktun Respondents, 1992**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	77	44
Poor	55	31
Average	14	8
Good	9	5
Excellent	22	12

Only 17 per cent of the respondents were rated as good to excellent speakers and an additional 8 per cent were rated as average. A total of 44 per cent were considered not to have any fluency.

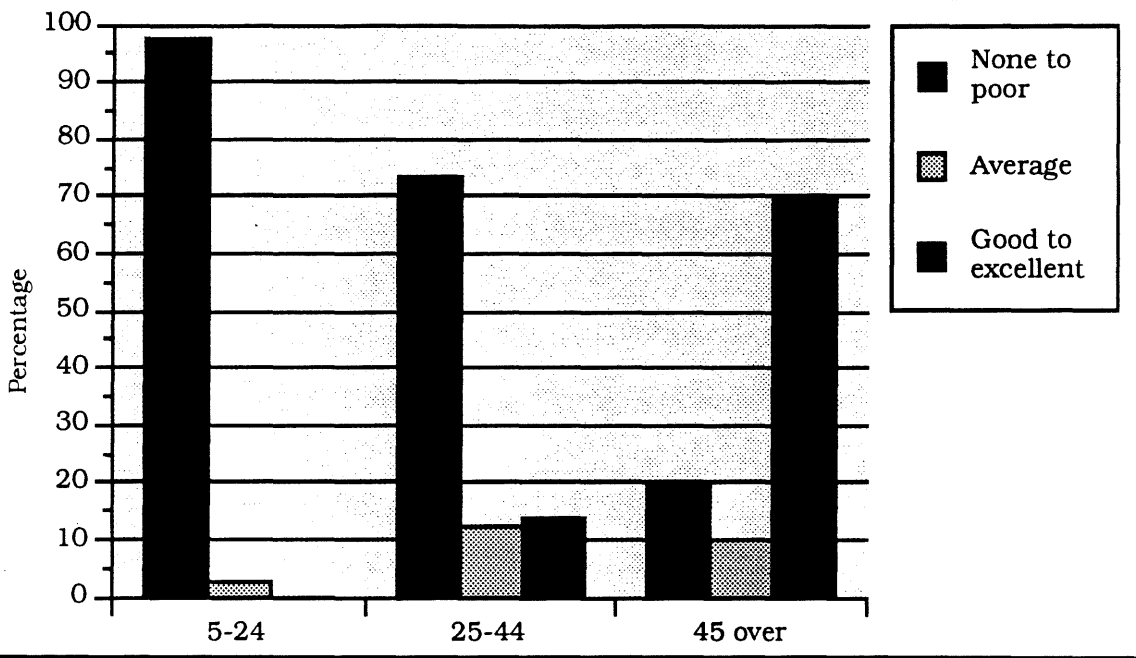
Since the figures reported in Chart 2.64 above show a slight trend towards decreasing use of Inuvialuktun, it is useful to look at fluency in

relation to the respondent's age in order to determine which part of the respondent group is most affected. Chart 2.65 shows the breakdown for all Inuvialuktun respondents by age group.

**Chart 2.65**

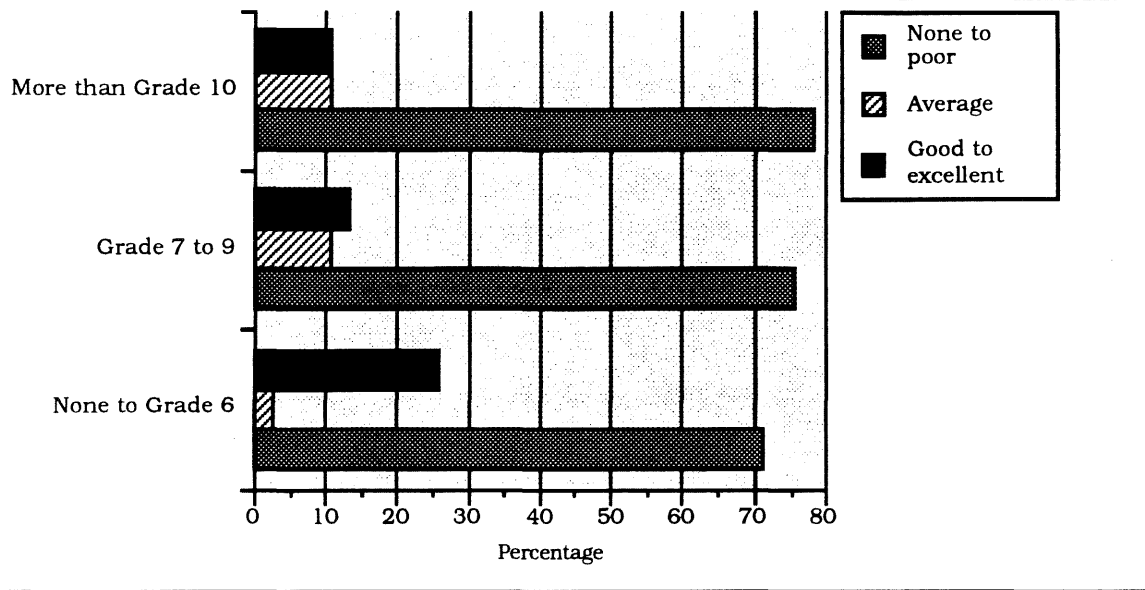
**Oral Fluency Evaluation for Inuvialuktun Respondents by Age, 1992**

*As a percentage of all respondents in each age group*



This Chart clearly indicates that Inuvialuktun fluency in the respondent group is undergoing a rapid decline. While 70 per cent of those aged 45 or more have good to excellent fluency, this level drops to below 15 per cent in the 25 to 44 year old group. None of the respondents younger than 25 years old had good fluency.

The relation between educational experience and oral fluency among Inuvialuktun respondents is shown in Chart 2.66.

**Chart 2.66****Oral Fluency of Inuvialuktun Respondents by Level of Education 1992***As a percentage of all respondents in each education level*

The highest proportion of respondents having good to excellent fluency is found amongst those having the lowest education levels. However the correlation between fluency and age is much stronger.

### *Literacy Characteristics*

In the 1993 survey, 8 items required respondents to do tasks that showed their skills in reading and writing in an Aboriginal language. After that, the interviewer gave an overall assessment of each respondent's literacy skill in that language. The results of this assessment are used as the general measure of Inuvialuktun literacy, and are presented in Table 2.38.

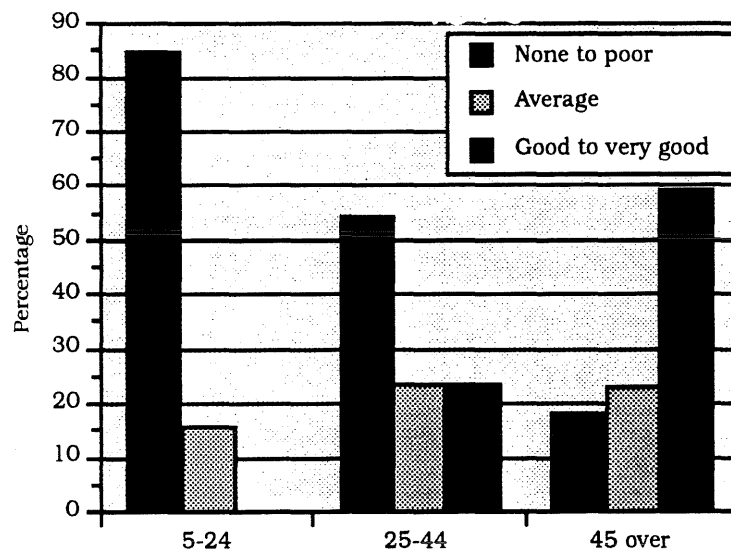
**Table 2.38**  
**Literacy of Inuvialuktun Respondents, 1993**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	46	35
Some	37	28
Average	26	20
Good	10	8
Very Good	14	10

Literacy in Inuvialuktun is low in the respondent population. Only 18 per cent have good to very good literacy skills in this language.

An indication of how these results break down when age is considered along with literacy is provided in Chart 2.67.

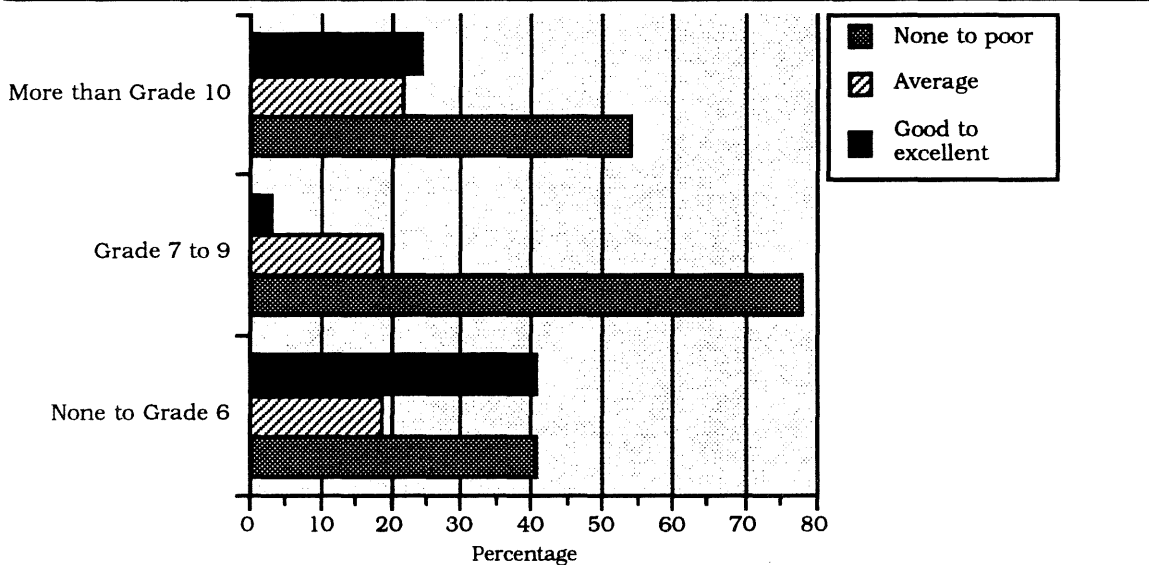
**Chart 2.67**  
**Literacy Evaluation for Inuvialuktun Respondents by Age, 1993**  
*As a percentage of all respondents in each age group*



This chart indicates that respondents having good to very good levels of Inuvialuktun literacy are all over 25 years of age. None of the 5 to 24 year old respondents have more than average literacy skills, and nearly 85 per cent of this group have poor to no literacy in this language. As in the case of fluency, Inuvialuktun literacy ability is being eroded among the respondent population.

Chart 2.68 relates the literacy assessment figures with the highest level of schooling achieved by the respondents.

**Chart 2.68**  
**Literacy of Inuvialuktun Respondents by Level of Education 1993**  
*As a percentage of all respondents in each education level*



This chart does not indicate any clear relationship between literacy and level of schooling. While the highest literacy rate is found in the lowest level of schooling, the group with the highest education exhibits greater literacy than the group having moderate schooling. Age is a stronger correlate of literacy in this group than is the level of schooling.

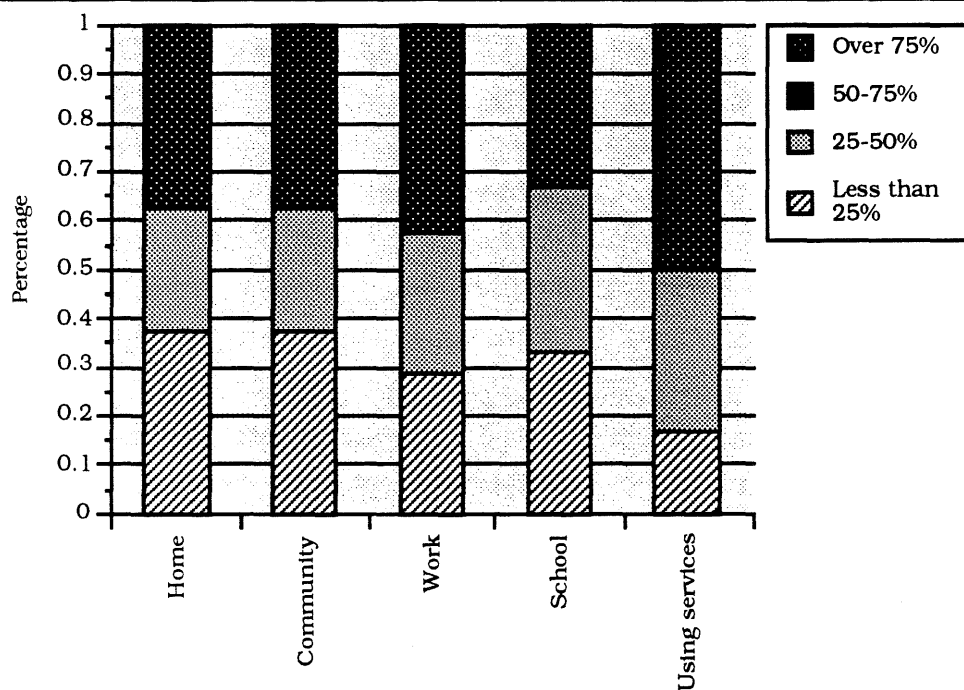
### B.7.3 Language Use in Different Environments

This section describes major trends associated with the use of Inuvialuktun in different environments. Perceptions about the influence of setting on the use of Inuvialuktun are detected by answers to questions about how much of this language is spoken in various environments. A summary of the results is found in Chart 2.69.

**Chart 2.69**

**Intensity of Aboriginal Language Use in Various Environments, 1992**

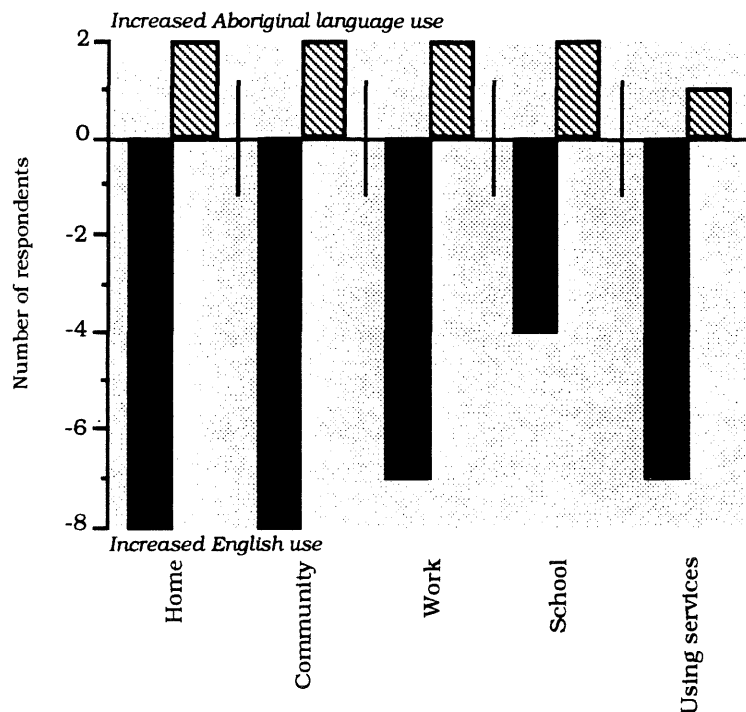
*As a percentage of all Inuvialuktun respondents*



Patterns of Inuvialuktun usage do not vary strongly according to the environment. For all environments, approximately one third use the language more than 75 per cent of the time while the remainder report using it less than half the time. It needs to be noted that these results are based upon a small sample – between 6 and 8 responses for each environment – and must therefore be considered cautiously.

**Chart 2.70****Change in Language Usage in Various Environments****For Inuvialuktun Respondents Reporting Changes in Language Usage, 1988-93**

Ratio of those who moved from English to the Aboriginal language, compared to those who moved in the opposite direction



Analysis of the responses to questions related to increased use of the respondents' primary languages – in this case Inuvialuktun and English indicates a strong trend towards increasing use of English in all environments (Chart 2.70). The ratios of increased use of English (darkly shaded bars) to increased use of Inuvialuktun (lightly shaded bars) for *home* and *community* settings are each 4 to 1. Again, however, these trends need to be considered in light of the small size of the respondent sample.

#### B.7.4 Availability of Services, Use and Satisfaction

This section focuses on respondents' ability to access services in Inuvialuktun, and on their perceptions of whether or not access to

such services has improved over time. The section also discusses use and impact of various government language services. Table 2.39 summarizes perceptions of ability to access services in Inuvialuktun and, for those who responded that a service was available, whether they used it. Respondents overwhelmingly report a very low availability of services for all types of services. Only three individuals report a use of an Inuvialuktun language services.

**Table 2.39**  
**Perception About Availability of Services in Inuvialuktun and Use of These Services**  
 1988-93

Types of services	Service available?		Use the service?	
	Yes	No*	YES	NO
	Number of responses		Number of responses	
Nursing stations	6	120	1	4
Obtaining information on trapping	5	119	0	5
Regional health centres/hospitals	4	121	0	4
Library	4	119	1	3
Obtaining fishing/hunting licenses	3	122	0	3
Family assistance	3	121	0	3
Justice services	3	121	0	2
Help for recreational activity	2	122	0	2
Obtaining student assistance	1	122	0	1
Help for businesses	1	119	0	1
Boarding homes	1	122	1	0
Information on job/employment	1	120	0	1
Information on home construction	0	123	0	0

\* includes the *Don't know* answers

A second question probes the respondents' perception of change in access to services in Inuvialuktun. Respondents include people who did not use a service. The results that are presented in Table 2.40 are ranked according to the perception of *easier access*. In all cases where the respondents perceive a change in accessibility, the most frequent response is *no change*. For all service types however, the most frequent response is *don't know*. The frequency of *don't know*



responses indicates low awareness of the issue and corresponds to the perceptions of low availability of Inuvialuktun language services.

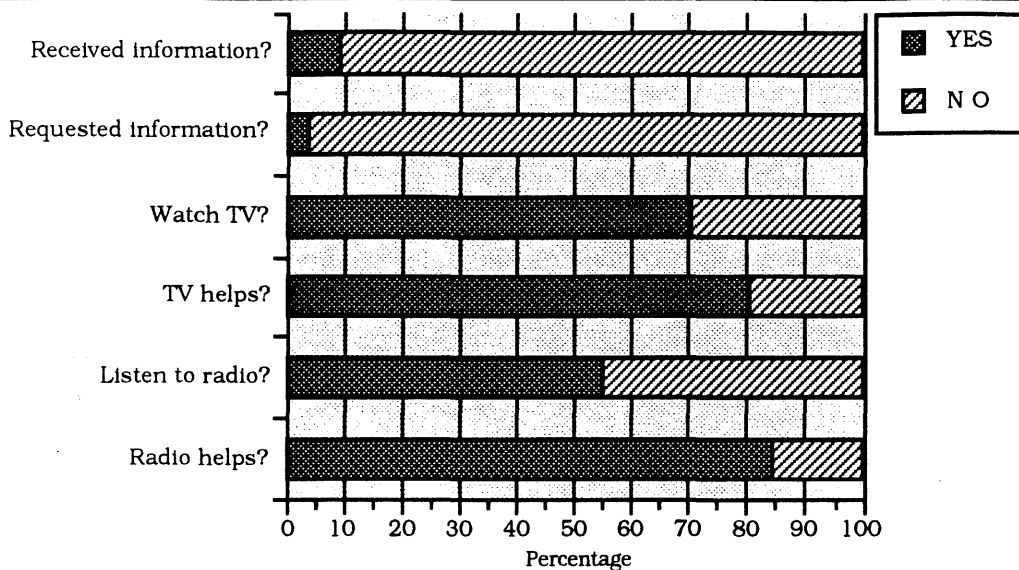
**Table 2.40**  
**Change in Ease of Access to Services in Inuvialuktun Between 1988 and 1993**  
*Inuvialuktun respondents*

Types of services	Easier or more difficult to access?				Number of responses
	No change	More difficult	Easier	Don't know	
	Percentage of all applicable responses*				
Justice services	31	2	10	56	48
Obtaining student assistance	26	2	9	64	47
Obtaining fishing/hunting licenses	28	2	7	63	46
Obtaining information on trapping	25	2	7	66	44
Family assistance	27	2	7	64	45
Library	31	2	7	60	45
Help for recreational activity	33	2	7	58	45
Boarding homes	27	2	7	64	44
Nursing stations	31	11	6	53	55
Regional health centres/hospitals	32	10	6	53	53
Information on home construction	26	2	5	67	42
Information on job/employment	29	2	5	64	42
Help for businesses	28	5	2	65	43

\* excludes the *Not applicable* answers.

Chart 2.71 presents responses to survey questions about receipt of unsolicited information and receipt of requested information in Inuvialuktun from government sources. The chart also shows results of the questions on watching/listening to TV and radio programs in Inuvialuktun, and the respondents' perceptions of whether these programs help them to learn or to maintain the language.

**Chart 2.71**  
**Use of and Impact of Various Government Services, 1993**  
*Proportion of Inuvialuktun respondents*



Four per cent of respondents report requesting government information in their Aboriginal language. Compared to other linguistic groups, the Inuvialuktun respondents seem to be slightly more interested in or more aware of the possibility of obtaining such material. Seventy per cent of the respondents watch Inuvialuktun television programming, while 55 per cent listen to radio programming in this language. Over 80 per cent of the respondents who report watching or listening to this programming feel it is useful for maintaining or improving their language ability.

### **B.8 North Slavey**

The following characteristics of the North Slavey language group are derived from a sample of 160 respondents of North Slavey background in the communities of Deline, Fort Good Hope, Fort Norman and Inuvik.

### B.8.1 Socio-Demographics

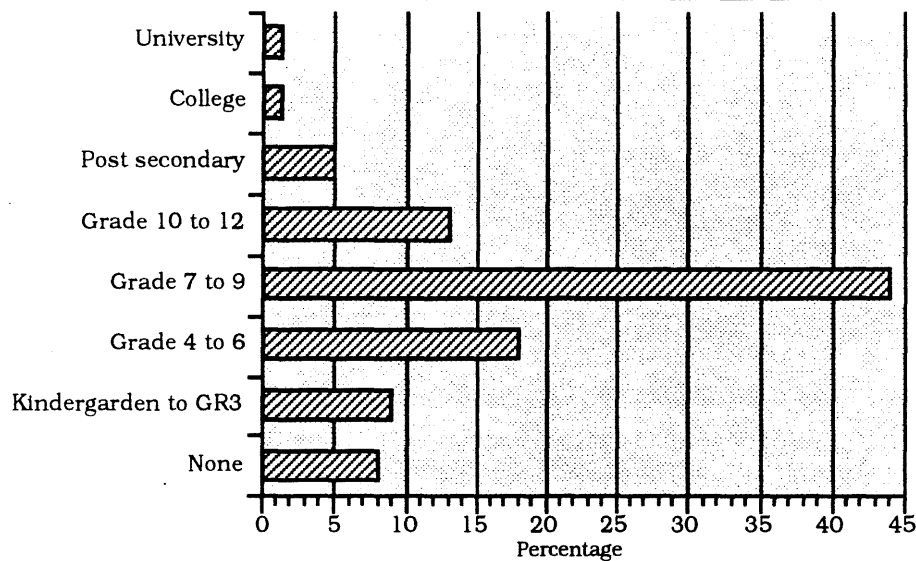
The age distribution of North Slavey respondents – Table 2.41 – is very similar to that of the general NWT population. Twenty-five per cent of the group is *5 to 14 years old*, compared to 20 per cent of the general NWT population. Another 34 per cent of the respondents are between the ages of 25 and 44 years old; similarly, 35 per cent of the general NWT population is in this age range. The five per cent of North Slavey respondents older than 65 is a somewhat higher proportion than that of the whole NWT population, which amounts to 2.8 per cent.

**Table 2.41**  
**Age Distribution of North Slavey Respondents, 1992**

<i>Age group</i>	<i>Count</i>	<i>Percentage</i>
5 to 14 years old	40	25.0
15 to 24 years old	36	22.5
25 to 34 years old	31	19.4
35 to 44 years old	24	15.0
45 to 54 years old	15	9.4
55 to 64 years old	6	3.8
65 plus years old	8	5.0
TOTAL	160	100.0

Chart 2.72 shows the highest level of schooling achieved by respondents, demonstrating that 44 per cent has completed *Grade 7 to 9*, and 13 per cent has completed *Grade 10 to 12*. Nearly eight per cent of the North Slavey respondents has achieved post-secondary or higher educational levels. Eight per cent has had no formal education.

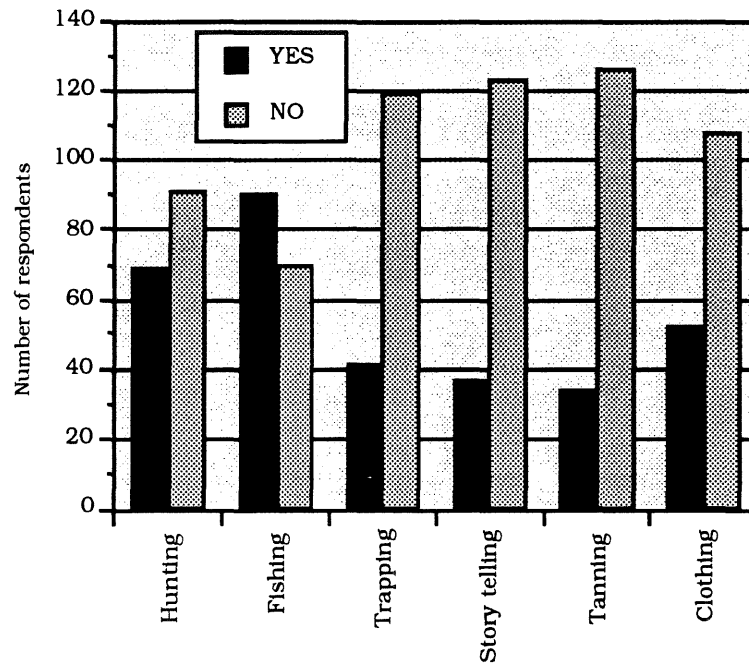
**Chart 2.72**  
**Highest Level of Schooling Achieved , 1992**  
*As a percentage of all North Slavey respondents*



Compared to all Aboriginal respondents (refer to Part I, Chapter III, Chart 3.2), this group has a slightly higher percentage of individuals who have post secondary or higher education – 7.7 per cent, versus the 5.4 per cent for the general group. The rest of the education profile for these respondents corresponds closely to that of the aggregate Aboriginal group.

Participation in hunting and fishing by respondents in this group is relatively low compared to other respondent groups (Chart 2.73). Just over half – 56 per cent – report fishing, while 43 per cent hunt. Clothes-making, on the other hand, involves nearly a third of respondents – 32.5 per cent - while story telling, tanning and trapping activities respectively involve 23, 21 and 26 per cent of respondents.

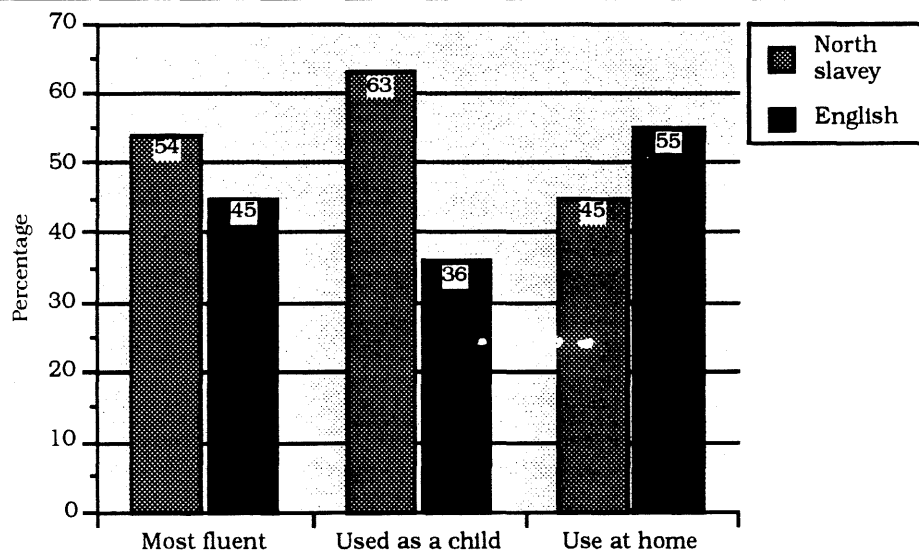
**Chart 2.73**  
**Participation in Traditional Activities, 1992**  
*Number of North Slavey respondents*



### B.8.2 Language Fluency and Literacy

Several questions on the survey asked respondents about their language history, preferences, and use. Question B.1 asked people to list the languages they spoke in order of fluency; Question B.2 asked for the language first learned as a child; and Question B.3 asked which language was most frequently spoken in the home at the present time. Chart 2.74 shows the results of these three questions for the North Slavey communities in the survey.

**Chart 2.74**  
**Language Characteristics for North Slavey Respondents, 1992**  
*As a percentage of all North Slavey respondents*



The chart indicates that 63 per cent of the North Slavey respondents learned North Slavey as their first language as a child. However, only about 54 per cent indicated this as their most fluent language and fewer than half speak it most frequently at home. English was the first language of 36 per cent of the respondent group, but is now the most fluent language of 45 per cent, and the home language of 55 per

cent. Clearly a switch towards English that was begun in the generation of the parents of the respondents – as indicated by the proportion of respondents who grew up in an English-speaking home as children – has continued during the respondents' own lifetimes. This is indicated by the increasing use of English in the respondents' homes. Therefore, it seems that while North Slavey is an important part of the language life of more than half the respondents, English is making inroads.

### *Fluency Characteristics*

The 1992 survey included 7 questions in North Slavey that showed how the respondents could use vocabulary, grammar, and general expression in the language. The last item was an overall assessment by the interviewer of how well the respondent spoke the language. Since the result of that assessment closely matched the results of the other North Slavey oral language questions, it will be used here as the basic measure of fluency. Table 2.42 shows the results of this assessment for all North Slavey respondents.

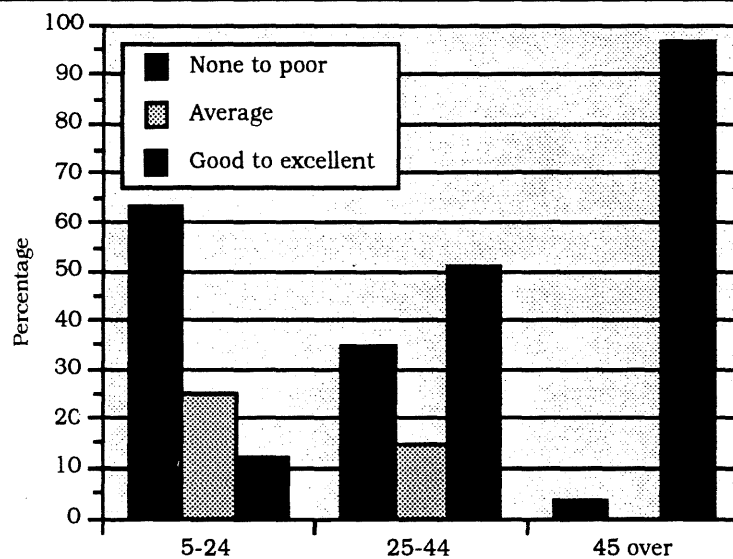
**Table 2.42**  
**Oral Fluency of North Slavey Respondents, 1992**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	37	23
Poor	31	19
Average	27	17
Good	30	19
Excellent	35	22

Forty-one per cent of the respondents were rated as good to excellent speakers, while an equal proportion – 42 per cent – have only poor or no fluency in this language.

Since the figures reported in Chart 2.74 above indicate a trend towards decreasing use of North Slavey, it is useful to look at fluency in relation to the respondent's age in order to determine which part of the respondent group is most affected. Chart 2.75 shows the breakdown for all North Slavey respondents by age group.

**Chart 2.75**  
**Oral Fluency Evaluation for North Slavey Respondents by Age, 1992**  
*As a percentage of all respondents in each age group*

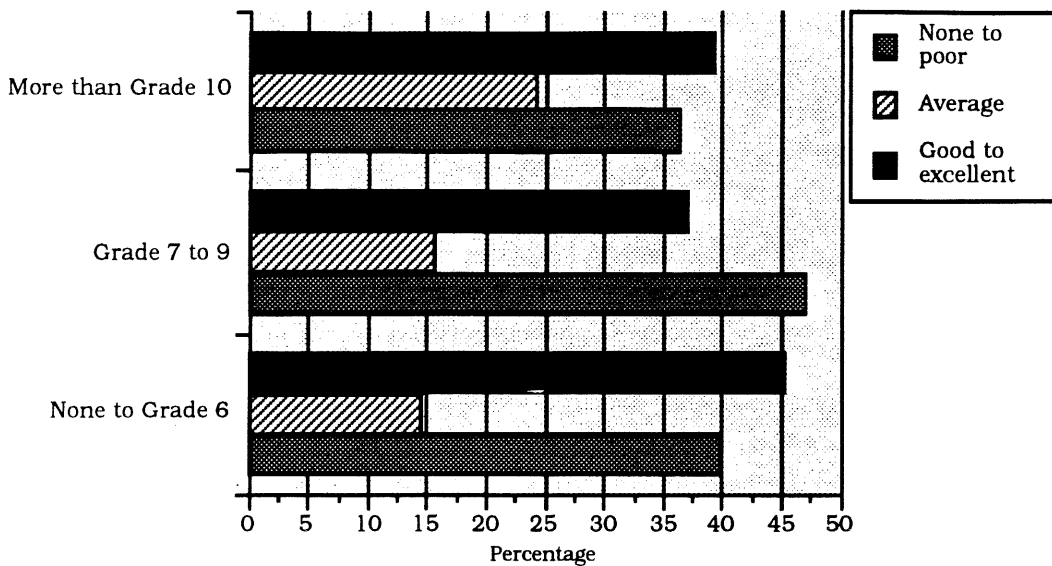


This chart clearly indicates that loss of North Slavey fluency in the respondent group is a recent trend. While good to excellent fluency is found among over 95 per cent of respondents 45 years and older, just over half of those 25 to 44 years old, and about 12 per cent of those 5 to 24 years old have this level.

The relation between educational experience and oral fluency among North Slavey respondents is shown in Chart 2.76.



**Chart 2.76**  
**Oral Fluency of North Slavey Respondents by Level of Education 1992**  
*As a percentage of all respondents in each education level*



Good fluency appears to be independent of the level of schooling. Both high and low levels of fluency seem to be evenly distributed across the educational gradient.

### *Literacy Characteristics*

In the 1993 survey, eight items required respondents to do tasks that showed their skills in reading and writing in an Aboriginal language. After that, the interviewer gave an overall assessment of each respondent's literacy skill in that language. The results of this assessment are used as the general measure of North Slavey literacy and are presented in Table 2.43.

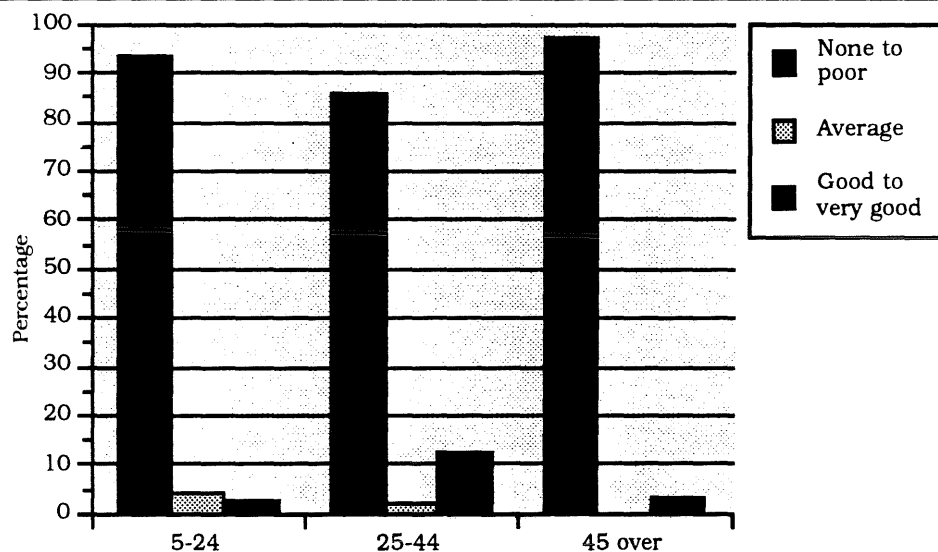
**Table 2.43**  
**Literacy of North Slavey Respondents, 1993**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	78	51
Some	63	41
Average	4	3
Good	4	3
Very Good	5	3

Just over half of the respondents have no literacy ability in the North Slavey language, while most of the remainder have only limited skills. Less than ten per cent of the respondents were considered to have average or higher literacy ability in this language.

An indication of how these results break down when age is considered along with literacy is provided in Chart 2.77.

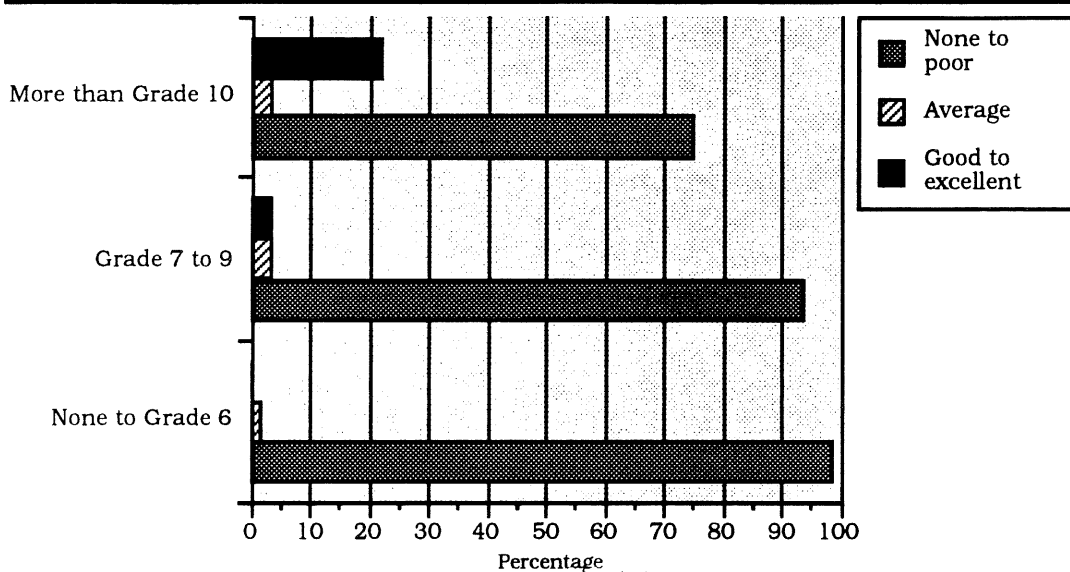
**Chart 2.77**  
**Literacy Evaluation for North Slavey Respondents by Age, 1993**  
*As a percentage of all respondents in each age group*



This chart indicates that the literacy ability in North Slavey of the respondents is largely independent of age.

Chart 2.78 relates the literacy assessment figures with the highest level of schooling achieved by the respondents.

**Chart 2.78**  
**Literacy of North Slavey Respondents by Level of Education 1993**  
*As a percentage of all respondents in each education level*



This chart shows that North Slavey literacy ability is closely related to the level of education. While most respondents had little ability to read or write in this language, of those who had good to excellent literacy skills, seven of nine had Grade 10 or higher education.

### B.8.3 Language Use in Different Environments

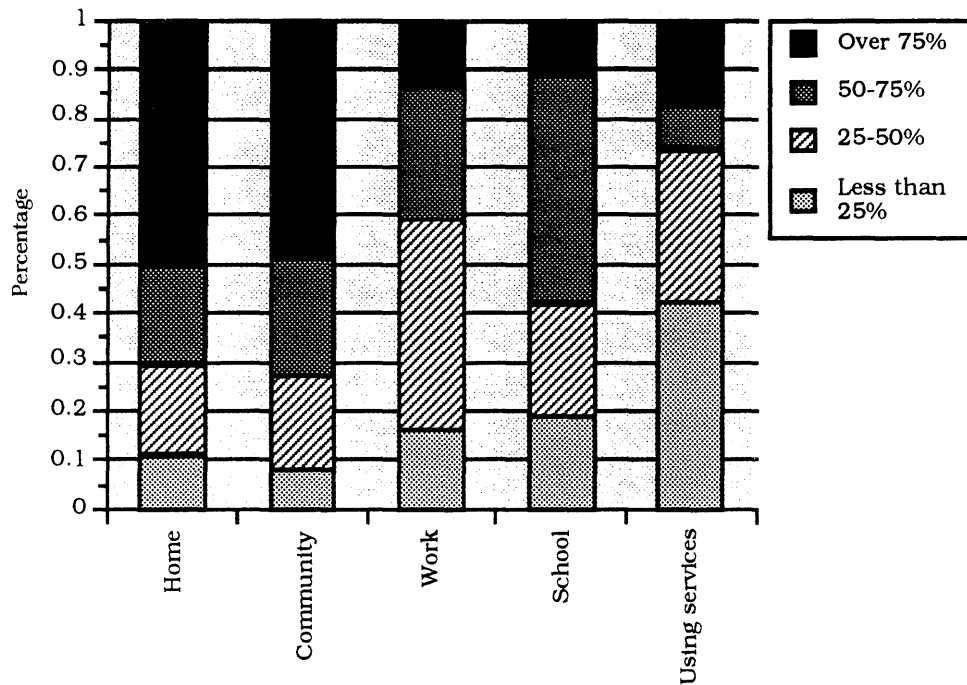
This section describes major trends associated with the use of North Slavey in different environments. Perceptions about the influence of setting on the use of North Slavey are detected by answers to

questions about how much of this language is spoken in various environments. A summary of the results is found in Chart 2.79.

**Chart 2.79**

**Intensity of Aboriginal Language Use in Various Environments, 1992**

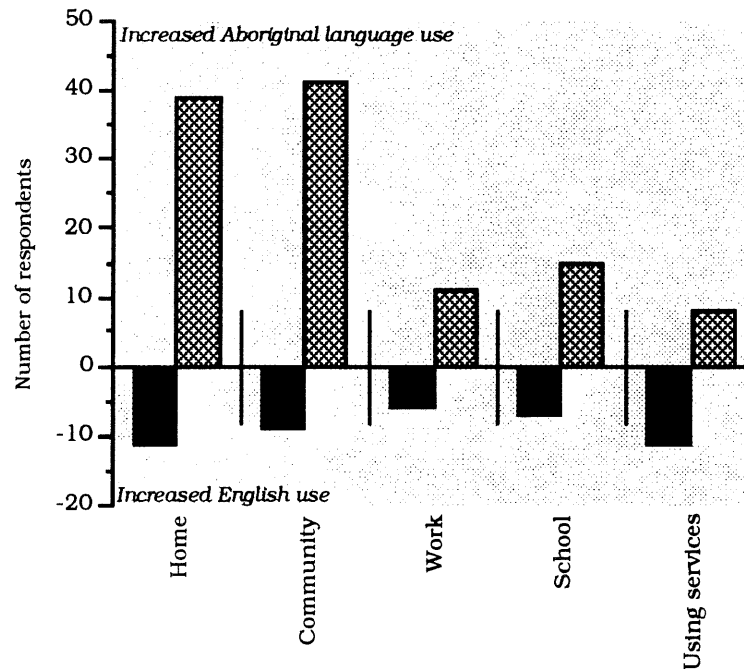
*As a percentage of all North Slavey respondents*



The results indicate that North Slavey is the dominant language used in the *home* and *community* environments, with slightly over 70 per cent of respondents using this language more than half the time. Use of North Slavey in the *work* and *services* environments, on the other hand, is less frequent. While only twelve per cent of respondents report using this language more than 75 per cent of the time when at school, utilization of North Slavey over half the time while in the school environment is reported by a majority of respondents, indicating that while the intensity is moderate, North Slavey usage at school by these respondents is fairly widespread.

**Chart 2.80****Change in Language Usage in Various Environments****For North Slavey Respondents Reporting Changes in Language Usage, 1988-93**

Ratio of those who moved from English to the Aboriginal language, compared to those who moved in the opposite direction



An indication of the increase in use of the respondents' primary languages – in this case North Slavey and English – is obtained through an analysis of the responses to questions related to change in language use. As indicated in Chart 2.80, a strong trend towards increased use of North Slavey in the *home* and *community* environments is evident. For these environments, the ratios between increased use of Inuktitut (lightly shaded bars) to increased use of English (darkly shaded bars) are 3.5 and 4.6 respectively. A less strong, but still positive trend is evident for usage in school and work environments with twice as many reports of increasing North Slavey as increasing English at school (ratio of 2.1 to 1) and just under twice at work (ratio of 1.8 to 1). This analysis supports a general conclusion that some degree of revitalization of North Slavey is occurring among the respondent group.

B.8.4 Availability of Services, Use and Satisfaction

This section focuses on respondents' ability to access services in North Slavey, and on their perception of whether or not access to such services has improved over time. The section also discusses use and impact of various government language services. Table 2.44 summarizes perceptions of ability to access services in North Slavey and use of services among those who responded that a service was available.

**Table 2.44**  
**Perception About Availability of Services in North Slavey and Use of These Services**  
 1988-93

Types of services	Service available?		Use the service?	
	Yes	No*	Yes	No
	Number of responses		Number of responses	
Nursing stations	61	88	26	33
Family assistance	50	104	32	16
Regional health centres/hospitals	49	103	9	39
Help for recreational activity	49	99	27	19
Information on job/employment	49	104	22	25
Obtaining information on trapping	47	105	30	14
Obtaining fishing/hunting licenses	46	106	32	13
Justice services	12	140	2	9
Information on home construction	7	141	3	2
Boarding homes	7	142	1	6
Help for businesses	6	143	1	5
Library	2	146	2	0
Obtaining student assistance	0	148	0	0

\* includes the *Don't know* answers

Perceived access to services in North Slavey varies according to the type of service, but is generally low. It is lower than that of the general Aboriginal respondent population in nine of the thirteen service types (refer to Part I, Chapter III, Table 3.6). For example, only 41 per cent of North Slavey respondents feel that they have

access to services in their language at nursing stations, while the general group's *yes* response for this service is 62 per cent. Similarly, 32 per cent of North Slavey respondents feel they have access to service in their language at regional health centres/hospitals, while the general Aboriginal response for this service type is 56 per cent. Use of these health services is also low – 44 and 19 per cent – compared to the general rates of 57 and 54 per cent for nursing stations and regional health centres/hospitals respectively. Use of services related to trapping and obtaining fishing/hunting licenses – 68 and 71 per cent respectively – is higher among North Slavey respondents than among general respondents.

A second question probes the change in access to services in North Slavey over the past three to five years. Respondents include people who did not use a service. The results presented in Table 2.45 are ranked according to the perception of *easier access*.

The general impression is clearly that access to North Slavey services has remained constant or has declined. In all cases, except for justice services, the most frequent response is *no change*. Several services, including justice, business help, and regional health centres/hospitals, are felt to have become more difficult to access by a significant proportion of respondents.

**Table 2.45**  
**Change in Ease of Access to Services in North Slavey Between 1988 and 1993**  
*North Slavey respondents*

Types of services	Easier or more difficult to access?				Number of responses
	No change	More difficult	Easier	Don't know	
	Percentage of all applicable responses*				
Nursing stations	53	3	15	29	120
Help for recreational activity	60	1	9	30	93
Information on job/employment	61	0	9	31	94
Obtaining information on trapping	58	1	7	34	93
Family assistance	63	3	7	27	96
Regional health centres/hospitals	41	19	5	36	118
Obtaining fishing/hunting licenses	62	1	4	32	93
Boarding homes	34	15	3	48	73
Obtaining student assistance	28	6	1	65	69
Justice services	25	39	1	35	96
Help for businesses	31	21	1	46	71
Information on home construction	33	17	1	49	70
Library	31	2	0	68	59

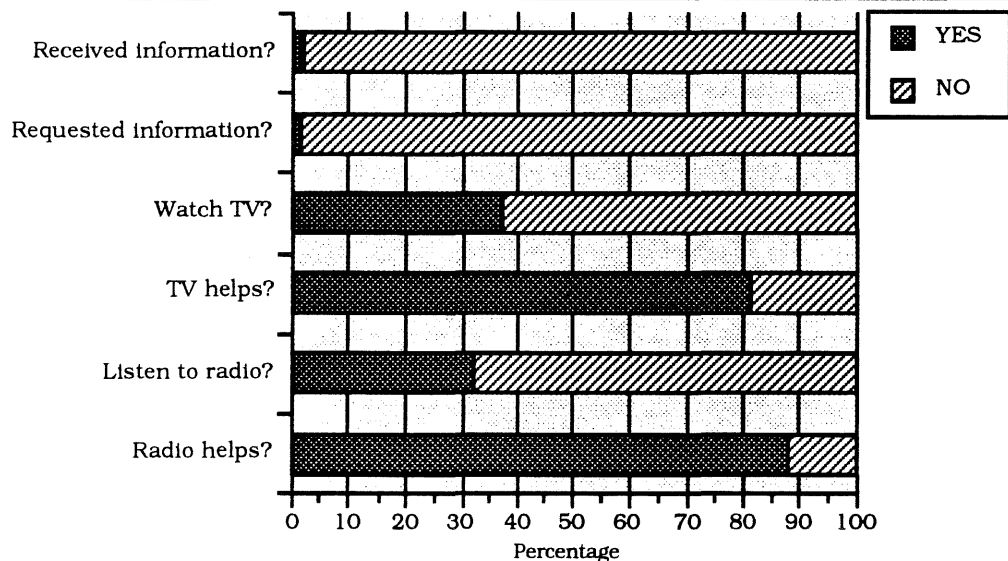
\* excludes the *Not applicable* answers.

The relatively low proportion of respondents who answered *don't know* indicates a high level of interest in or awareness of these services. In all but two cases, the percentage of North Slavey respondents who answer *don't know* (Table 2.45) is lower than the general Aboriginal responses (refer to Table 3.7 in Part I, Chapter III).

Chart 2.81 presents responses to survey questions regarding receipt of unsolicited information and receipt of requested information in North Slavey from government sources. The chart also presents results of the questions on watching/listening to TV and radio programs in North Slavey, and the respondents' perception of whether these programs help them to learn or to maintain the language.



**Chart 2.81**  
**Use of and Impact of Various Government Services, 1993**  
*Proportion of North Slavey respondents*



Only two of the North Slavey respondents report requests for government information. Receipt of unsolicited government information material in this language is also infrequent, occurring in only three cases. The low frequency of information requests indicates that interest in obtaining government information in North Slavey is low or that respondents do not believe that such information is available. The lack of unsolicited information received would serve to reinforce this latter perception. The proportion of North Slavey respondents who watch North Slavey programs on television or listen to North Slavey radio programming is relatively low – 37 and 32 per cent respectively. Nonetheless, of those who do, over 80 per cent feel these programs are useful for maintaining or improving their language ability.

## B.9 South Slavey

The following characteristics of the South Slavey language group are derived from a sample of 193 people of South Slavey background in the communities of Fort Liard, Fort Providence, Fort Simpson and Hay River.

### B.9.1 Socio-Demographics

Relatively few (12 per cent) of South Slavey respondents are 5 to 14 years old – Table 2.46 – whereas 20 per cent of the general NWT population falls into this age category. Representation in the 35 to 44 years old category is high at 26 per cent, compared to 15 per cent for the NWT population. Fourteen per cent of South Slavey respondents are older than 55. Again, this is a higher proportion than the seven per cent of the NWT population in this age group.

**Table 2.46**  
**Age Distribution of South Slavey Respondents, 1992**

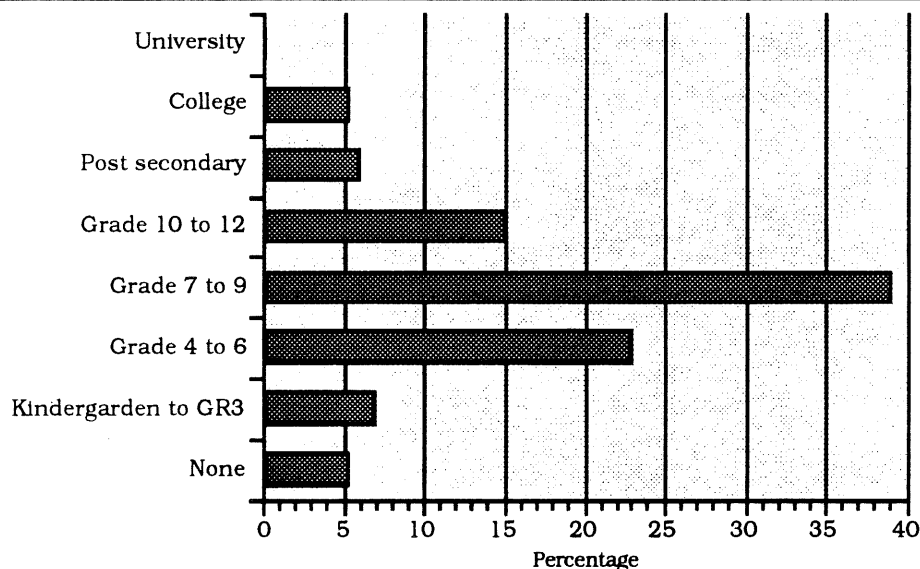
<i>Age group</i>	<i>Count</i>	<i>Percentage</i>
5 to 14 years old	24	12.4
15 to 24 years old	32	16.6
25 to 34 years old	45	23.3
35 to 44 years old	51	26.4
45 to 54 years old	14	7.3
55 to 64 years old	17	8.8
65 plus years old	10	5.2
TOTAL	193	100.0

Chart 2.82 shows the highest level of schooling achieved by respondents, indicating that 39 per cent have completed *Grade 7* to

9, and 15 per cent have completed *Grade 10 to 12*. Eleven per cent of the South Slavey respondents have achieved post-secondary or college educational levels, while five per cent have had no formal education.

Compared to all Aboriginal respondents (Part I, Chapter III, Chart 3.2), this group has a higher percentage of individuals with post secondary or higher education – 11.2 per cent versus the 5.4 per cent for the general group. The proportion of South Slavey respondents who have not gone beyond Grade 3 – 12.2 per cent – is lower than the proportion for the general group (19 per cent).

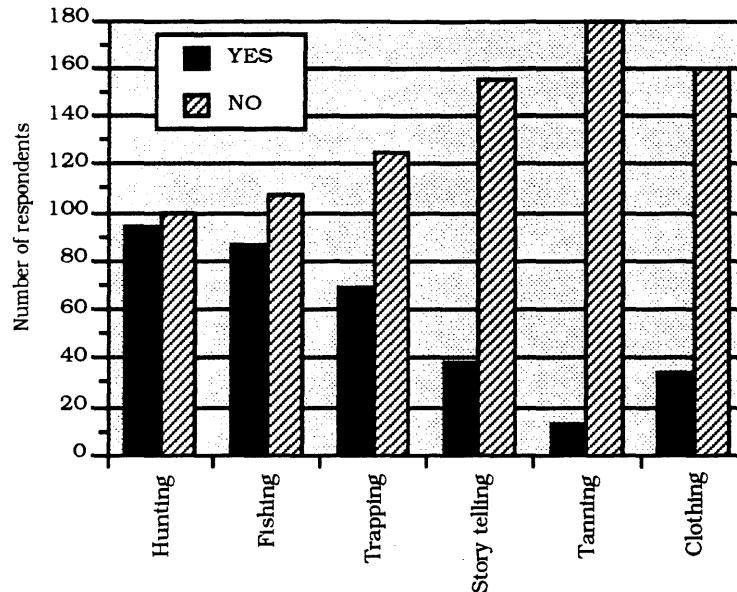
**Chart 2.82**  
**Highest Level of Schooling Achieved , 1992**  
*As a percentage of all South Slavey respondents*



Participation in hunting and fishing by respondents in this group is low compared to other respondent groups (Chart 2.83). Less than half of the respondents hunt or fish, with participation rates of 49 per cent and 45 per cent respectively. Thirty-five per cent trap, while 20 per cent engage in story telling activities. Clothes-making involves 17 per

cent of the respondents while only seven per cent take part in tanning activities.

**Chart 2.83**  
**Participation in Traditional Activities, 1992**  
*Number of South Slavey respondents*



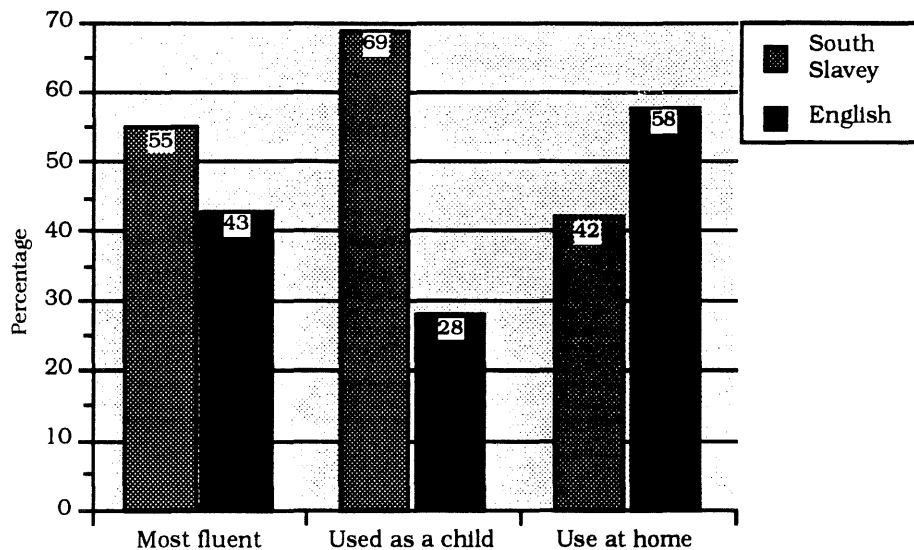
### B.9.2 Language Fluency and Literacy

Several questions on the survey asked respondents about their language history, preferences, and use. Question B.1 asked people to list the languages they spoke in order of fluency; Question B.2 asked for the language first learned as a child; and Question B.3 asked which language was most frequently spoken in the home at the present time. Chart 2.84 shows the results of these three questions for the South Slavey communities in the survey.

The chart indicates that nearly 70 per cent of the South Slavey respondents learned South Slavey as their first language as a child. However, only about 55 per cent gave that language as their most fluent language today and 42 per cent speak it most frequently at home at present. English was the first language of about 28 per cent,

but is now the most fluent language of 43 per cent, and the home language of 58 per cent.

**Chart 2.84**  
**Language Characteristics for South Slavey Respondents, 1992**  
*As a percentage of all South Slavey respondents*



Clearly a switch towards English that was begun in the generation of the parents of the respondents – as indicated by the proportion of respondents who grew up in an English-speaking home as children – has continued during the respondents' own lifetimes. This is indicated by the increased use of English in the respondents' homes where they had grown up as children. Therefore, it seems that while South Slavey is an important part of the language life of about half the respondents, English is making inroads in the South Slavey community.

### *Fluency Characteristics*

The 1992 survey included 7 questions in South Slavey that showed how the respondents could use vocabulary, grammar, and general expression in the language. The last item was an overall assessment

by the interviewer of how well the respondent spoke the language. Since the result of that assessment closely matched the results of the other South Slavey oral language questions, it will be used here as the basic measure of fluency. Table 2.47 shows the results of this assessment for all South Slavey respondents.

**Table 2.47**  
**Oral Fluency of South Slavey Respondents, 1992**

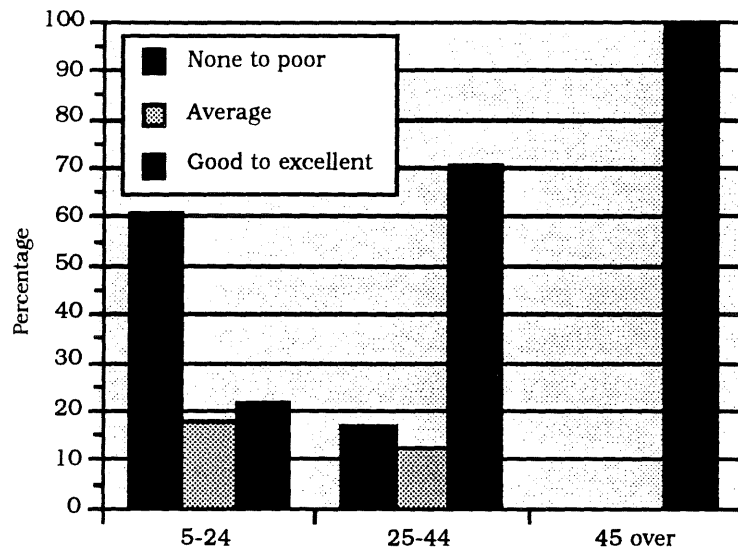
<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	21	11
Poor	29	15
Average	22	11
Good	51	26
Excellent	70	36

More than a third of the respondents were rated as excellent speakers and an additional quarter were rated as good. Only about 10 per cent were considered not to have any fluency.

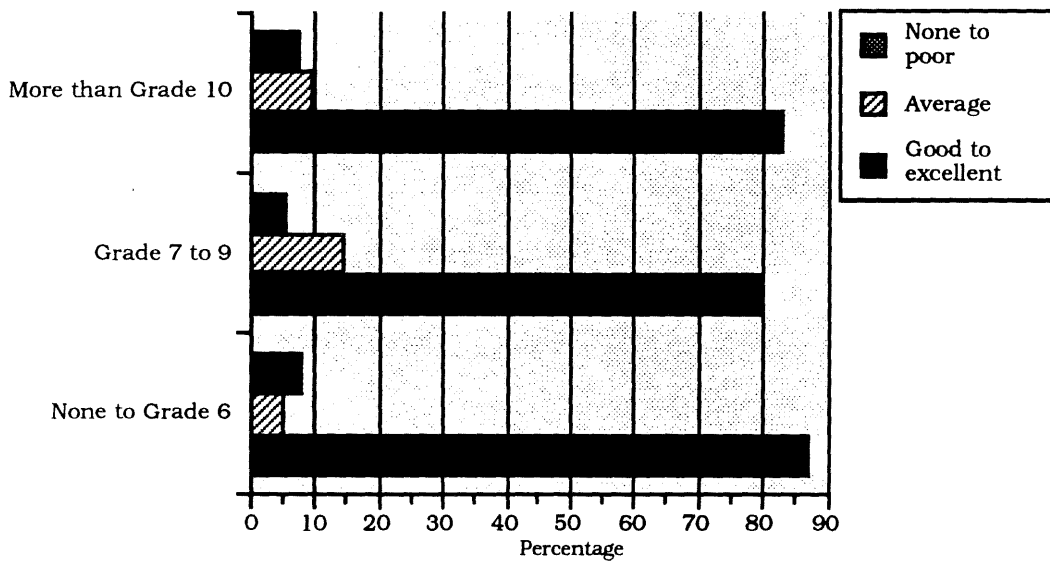
Since the figures reported in Chart 2.84 above show that a trend towards decreasing use of South Slavey is occurring, it is useful to look at fluency in relation to the respondent's age in order to determine which part of the respondent group is most affected. Chart 2.85 shows the breakdown for all South Slavey respondents by age group.

This Chart clearly indicates that loss of South Slavey fluency in the respondent group is a recent trend. While good to excellent fluency is found among all of the respondents *45 years and older*, 17 per cent of those aged *25 to 44 years old* have poor to no fluency. This percentage rises to over 60 in the *5 to 24 year old* group. Nonetheless, a significant proportion of respondents in these latter age categories do have good to excellent South Slavey fluency – 21 per cent and 71 per cent for the *5 to 24* and *25 to 44 year* groups respectively.

**Chart 2.85**  
**Oral Fluency Evaluation for South Slavey Respondents by Age, 1992**  
*As a percentage of all respondents in each age group*



**Chart 2.86**  
**Oral Fluency of South Slavey Respondents by Level of Education, 1992**  
*As a percentage of all respondents in each education level*



The relation between educational experience and oral fluency among South Slavey respondents is shown in Chart 2.86. South Slavey

fluency appears to be independent of the level of schooling. Both high and low levels of fluency seem to be evenly distributed across the educational gradient.

### *Literacy Characteristics*

In the 1993 survey, 8 items required respondents to do tasks that showed their skills in reading and writing in an Aboriginal language. After that, the interviewer gave an overall assessment of each respondent's literacy skill in that language. The results of this assessment are used as the general measure of South Slavey literacy, and are presented in Table 2.48.

**Table 2.48**  
**Literacy of South Slavey Respondents, 1993**

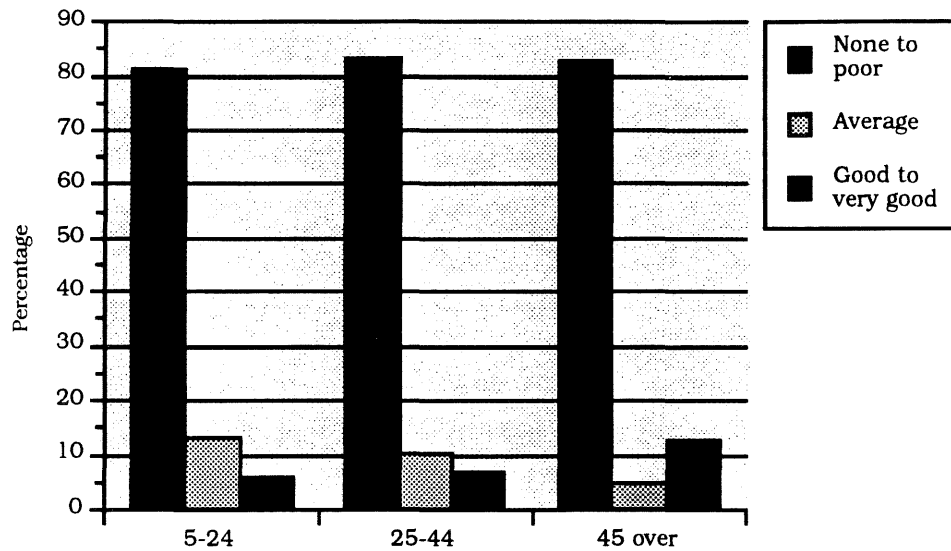
<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
None	85	49
Some	59	34
Average	17	10
Good	11	6
Very Good	2	1

Just under half of the respondents have no literacy ability in the South Slavey language, while most of the remainder have only limited skills. Only 17 per cent of the respondents were considered to have average or higher literacy ability in this language.

An indication of how these results break down when age is considered along with literacy is provided in Chart 2.87.

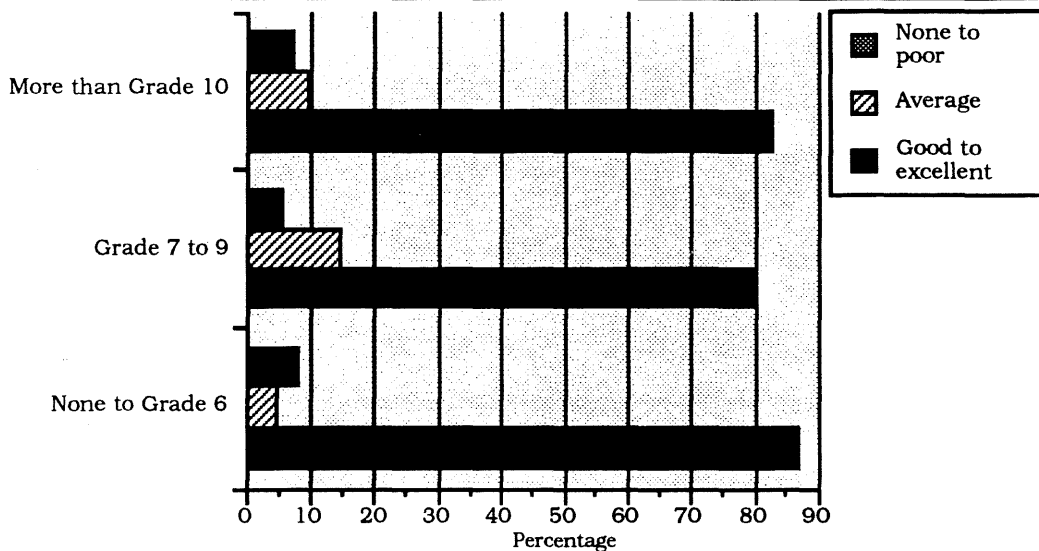


**Chart 2.87**  
**Literacy Evaluation for South Slavey Respondents by Age, 1993**  
*As a percentage of all respondents in each age group*



This chart indicates that while the proportions of respondents having *no or poor* literacy in South Slavey are largely independent of age – slightly over 80 per cent in each age category – the percentage having *good to excellent* literacy ability is twice that of the 25 to 44 year old group and thus seems to be correlated with age.

Chart 2.88 relates the literacy assessment figures with the highest level of schooling achieved by the respondents.

**Chart 2.88****Literacy of South Slavey Respondents by Level of Education, 1993***As a percentage of all respondents in each education level*

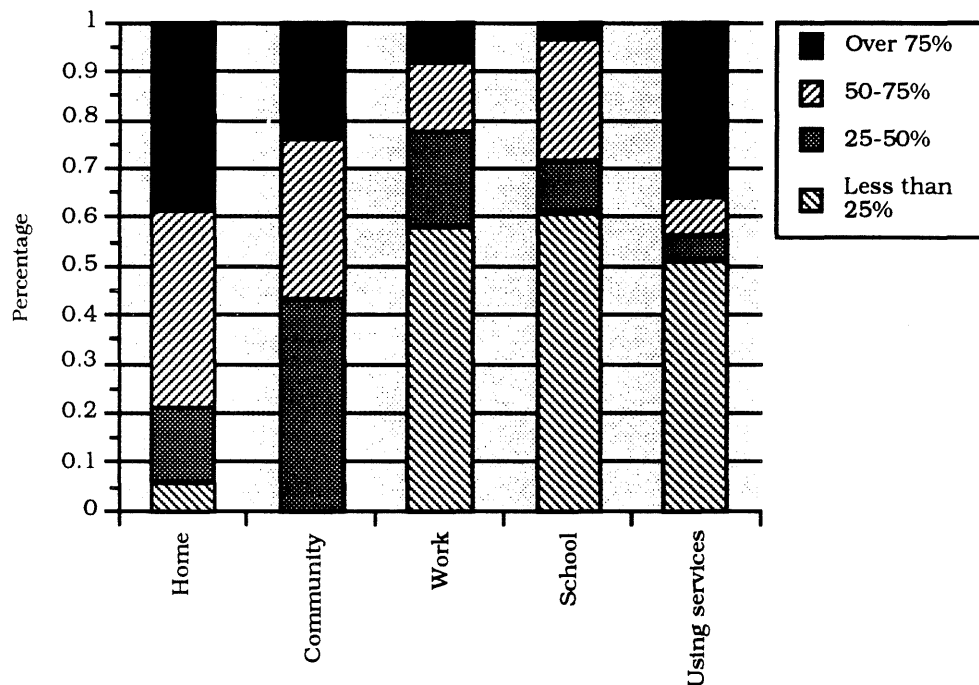
This chart does not indicate any clear relationship between literacy and level of schooling. While the highest literacy rate is found in the lowest level of schooling, the group with the highest education exhibits greater literacy than the group having moderate schooling. Age is a stronger correlate of literacy in this group than is the level of schooling.

### B.9.3 Language Use in Different Environments

This section describes major trends associated with the use of South Slavey in different environments. Perceptions about the influence of setting on the use of South Slavey are detected by answers to questions about how much of this language is spoken in various environments. A summary of the results is found in Chart 2.89.

Use of South Slavey is strongly related to the environment of the respondent. The results indicate that South Slavey is the dominant language used in the *home* setting, with 79 per cent of respondents

using this language more than half the time. Use of South Slavey in the *work* and *school* environments on the other hand is less frequent, with a majority of respondents using the language less than twenty-five per cent of the time. An apparent contradiction occurs in the use of South Slavey in the *services* environment, where respondents report either intensive use or little use. Evidently, the diversity of situations encompassed in the *services* environment includes situations where respondents who are more likely to speak South Slavey are the most frequent users – elders at the Band Council could be an example – and those where the most frequent users are less likely to use their Aboriginal language.

**Chart 2.89****Intensity of Aboriginal Language Use in Various Environments, 1992***As a percentage of all South Slavey respondents*

An indication of the increase in use of the respondents' primary languages – in this case South Slavey and English – is obtained through

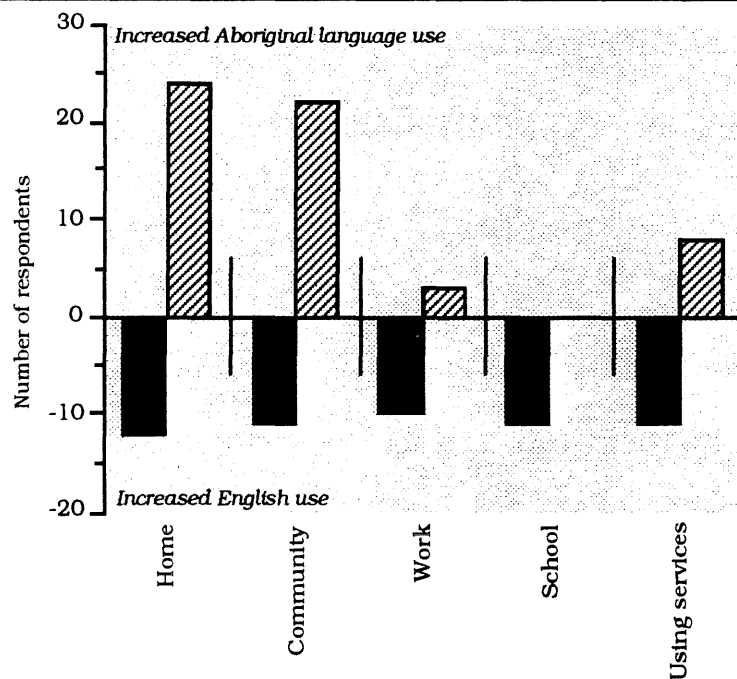
an analysis of the responses to questions related to change in language use. As indicated in Chart 2.90, a strong trend towards increased use of South Slavey in the *home* and *community* environments is evident. For both of these environments, twice as many respondents report increased use of South Slavey (lightly shaded bars) as increased use of English (darkly shaded bars). In other settings, increased use of South Slavey is less frequently reported. This analysis supports a general conclusion that some degree of revitalization of South Slavey is occurring among the respondent group in specific use environments.

**Chart 2.90**

**Change in Language Usage in Various Environments**

**For South Slavey Respondents Reporting Changes in Language Usage, 1988-93**

*Ratio of those who moved from English to the Aboriginal language, compared to those who moved in the opposite direction*



### B.9.4 Availability of Services, Use and Satisfaction

This section focuses on respondents' ability to access services in South Slavey, and on their perception of whether or not access to such services has improved over time. The section also discusses use and impact of various government language services. Table 2.49 summarizes perceptions of ability to access services in South Slavey and use of services among those who responded that a service was available.

**Table 2.49**  
**Perception About Availability of Services in South Slavey and Use of These Services**  
**1988-93**

<i>Types of services</i>	<i>Service available?</i>		<i>Use the service?</i>	
	<i>Yes</i>	<i>No*</i>	<i>Yes</i>	<i>No</i>
	<i>Number of responses</i>		<i>Number of responses</i>	
Nursing stations	105	70	38	57
Regional health centres/hospitals	73	101	24	48
Justice services	47	125	3	38
Information on home construction	28	131	22	6
Obtaining information on trapping	25	137	12	12
Information on job/employment	25	144	15	10
Boarding homes	11	150	8	3
Family assistance	8	163	6	2
Help for recreational activity	6	154	2	3
Obtaining fishing/hunting licenses	4	159	2	2
Obtaining student assistance	1	159	0	1
Help for businesses	1	161	0	0
Library	1	162	0	1

\* includes the *Don't know* answers

Respondents generally perceived that they have little access to services in South Slavey, and this perception is more negative than that of the general Aboriginal respondent population (Part I, Chapter

III, Table 3.6) for all but one service type – access to information in South Slavey on home construction. Health services are the most widely perceived as available, with 60 per cent reporting that services are available at nursing stations and 42 per cent responding *yes* to the availability of services at regional health centres/hospitals.

A second question deals with the change in access to services in South Slavey over the past three to five years. Respondents include people who did not use a service. The results that are presented in Table 2.50 are ranked according to the perception of *easier access*.

**Table 2.50**  
**Change in Ease of Access to Services in South Slavey Between 1988 and 1993**  
*South Slavey respondents*

Types of services	Easier or more difficult to access?				Number of responses
	No change	More difficult	Easier	Don't know	
	Percentage of all applicable responses*				
Nursing stations	31	1	26	42	136
Obtaining information on trapping	5	2	26	67	99
Information on home construction	4	0	24	71	98
Information on job/employment	7	0	21	72	105
Regional health centres/hospitals	20	1	19	60	123
Family assistance	5	20	14	61	103
Boarding homes	2	4	12	81	91
Obtaining fishing/hunting licenses	5	19	6	70	100
Help for recreational activity	5	14	6	74	97
Obtaining student assistance	3	14	0	83	93
Justice services	22	17	0	61	122
Help for businesses	5	8	0	87	83
Library	3	14	0	83	88

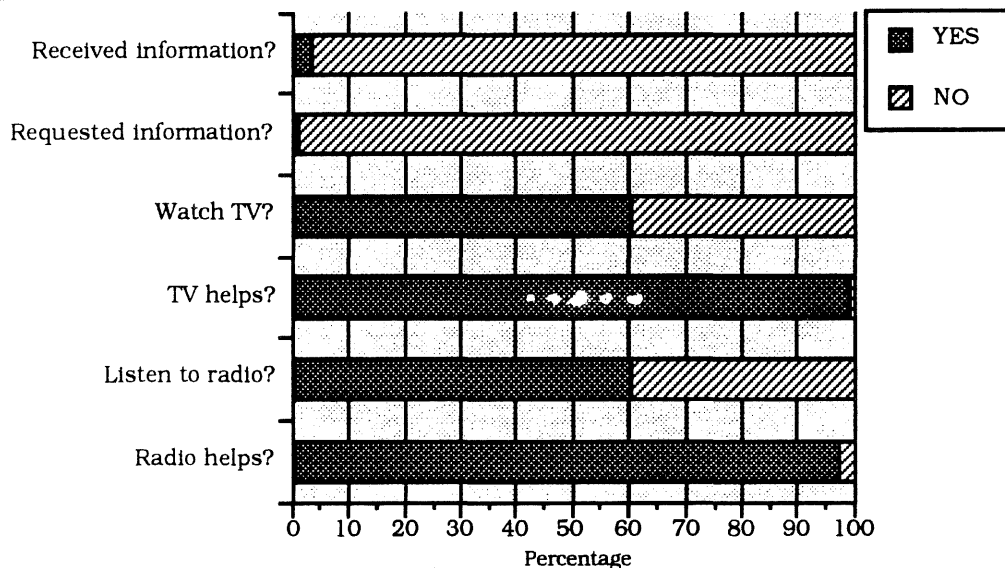
\* excludes the *Not applicable* answers.

The most frequent response in every case is *don't know*. This high rate of *don't know* responses indicates that awareness of and interest

in South Slavey services is relatively low. In all cases, the percentage of South Slavey respondents who answer *don't know* (Table 2.50) is lower than the general Aboriginal responses (refer to Table 3.7 in Part I, Chapter III).

Chart 2.91 presents responses to survey questions on receipt of unsolicited information and receipt of requested information in South Slavey from government sources. The chart also gives results of the questions on watching/listening to TV and radio programs in South Slavey, and the respondents' perception of whether these programs help them to learn or maintain the language.

**Chart 2.91**  
**Use of and Impact of Various Government Services, 1993**  
*Proportion of South Slavey respondents*



Only one per cent of South Slavey respondents report requesting government information. Receipt of unsolicited government information material in this language is slightly more frequent, being reported by three per cent of the respondents. The low frequency of

information requests indicates that respondents have little interest in obtaining government information in South Slavey or that they do not believe such information is available. The low rate of receipt of unsolicited information would serve to reinforce this latter perception.

The proportion of South Slavey respondents who watch South Slavey programs on television or listen to South Slavey radio programming is 61 per cent in both cases. This programming is perceived as very useful for keeping or improving the respondents' language ability.



## Notes

<sup>1</sup> The decision to use a maximum 15-to-1 ratio rather than, say, a 10-to-1 ratio was based on: (1) sampling theory and our experience with comparable surveys, and; (2) cost limitations. It is useful to add that in developing our sample design, we were careful to proportion the main sub-cluster characteristics, gender and age categories, within each main cluster according to the available demographic data. As a consequence, each interviewer was provided with sample target numbers relative to each gender and age group.

<sup>2</sup> Non-parametric tests are used primarily when assumptions about random distributions do not hold. Our analysis of key variables for both the 1992 and the 1993 data sets indicates that a majority of these variables are heavily skewed and, therefore, they do not follow a normal distribution. On the basis of these findings and in light of the sampling methodology that was used - multi-stage cluster sampling, non-parametric tests are more powerful.

The main test that fits the purpose of the comparative analysis and the type of data - a mix of ordinal and interval data - contained in the data sets is the so-called Mann-Whitney U test. This test assumes two independent samples and a level of measurement which is at least an ordinal scale. Other tests - Wald-Wolfowitz Runs Tests and Kolmogorov-Smirnov Tests - were also used when deemed suitable for the type of variables under examination. Results of this statistical analysis can be found in Appendix F.

<sup>3</sup> The prime source of APS data utilized here is derived from the recently published "Language, Tradition, Health, Lifestyle and Social Issues" tract (Statistics Canada, cat. 89-533). Special compilations were not utilized because they would not have been ready in time for inclusion in the final report.

<sup>4</sup> It should be noted, however, that some Native communities refused to participate. It was not possible to obtain the names of these communities in time for consideration in this report.

<sup>5</sup> However, it should be noted that *school age* has a somewhat ambiguous lower age limit. The data from the LS include only five children who were at the time of the survey 5 years old. This is an under-representation. However, the age 6 and older proportion is representative of the population as a whole. Thus, in comparison to the APS data, the LS data may be expected to slightly understate the under 15 age group's proportion, with a compensating minor overstating of the 15 and over age group's proportion.

<sup>6</sup> It should be noted that the environment described as "using services" relates to local government - including Aboriginal government - services. As such these responses are distinct from the discussion of service availability in the following section.





### **III. COOPERATION AGREEMENT PROFILE : FRENCH**

This chapter provides details about the programs and activities relating to French, that have been undertaken through the Contribution Agreement. It should be noted that the statistical information presented in this chapter originates from the activity reports provided by the Government of the Northwest Territories and from the Cooperation Agreement appendices, unless otherwise specified.

#### **A. OVERVIEW OF THE AGREEMENT**

Responsibility for coordination of official languages programs rests with the Official Languages Unit (OLU), which is located within the Department of the Executive. This unit was established in July 1992, following recommendations made in the GNWT cabinet document entitled "*Reshaping Northern Government.*" Previous to the establishment of the OLU, an Official Languages Section, within the Department of Culture and Communications, coordinated language-related activities.

The restructuring also led to an amalgamation of the Department of Culture and Communications and the Department of Education to create the new Department of Education, Culture and Employment (ECE). The Department of Government Services and the Department of Public Works were also brought together, prior to fiscal 1992-93, under the new Department Responsible for Government Services and Public Works.

French programs and the responsible departments are outlined in Table 3.1. As indicated in this table, most program activities were

**Table 3.1  
French Language Programs**

<i>Fiscal Year 1991-92</i>		<i>Fiscal Year 1992-93</i>		<i>Fiscal Year 1993-94</i>	
<i>Department</i>	<i>Program</i>	<i>Department</i>	<i>Program</i>	<i>Department</i>	<i>Program</i>
Legislative Assembly	French Services	Legislative Assembly	French Services		
Executive	French Language Services	Executive	French Language Services	Executive	
Culture and Communications	Directorate		Official Languages Implementation		Official languages Implementation
		Department Responsible for Education, Culture and Employment	Centralized Information Service	Department Responsible for Education, Culture and Employment	Centralized Information Service
	Publications				
	Language Bureau		Language Bureau		Language Bureau
	Museums and Heritage		Museums and Heritage		Museums and Heritage
	Library Services		Library Services		Library Services
	Community/Cultural Development		Community/Cultural Development		Community/Cultural Development
			Broadcast Media		Broadcast Media
Education	Training Services		Training Services		Training Services
			Literacy Public Awareness		Literacy Public Awareness
					Daycare
Economic Development and Tourism	French Language Services	Economic Development and Tourism	Delivery of Programs and Services	Economic Development and Tourism	Delivery of Programs and Services
	Signage in Parks				
					Fort Smith Mission Historic Park
Finance	French Language Services	Finance	French Language Services	Finance	French Language
Health	Policy Development	Health	Policy and Planning	Health	Policy and Planning
	Health Promotion		Health Promotion		Health Promotion
	Health Centres and Hospitals		Health Centres and Hospitals		Health Centres and Hospitals

**Table 3.1 (Continued)**

<i>Fiscal Year 1991-92</i>		<i>Fiscal Year 1992-93</i>		<i>Fiscal Year 1993-94</i>	
<i>Department</i>	<i>Program</i>	<i>Department</i>	<i>Program</i>	<i>Department</i>	<i>Program</i>
Justice	Policy and Planning	Justice	Programs/ Legislation	Justice	Programs/Legislation
	Legislation				
	Court Services		Court Services		Court Services
	Legal Division Services		Legal Division Services		
	Legal Interpreting				Legal Interpreting
	Legal Registries				
	Legal Aid				
Municipal and Community Affairs	French Language Services	Municipal and Community Affairs	French Language Services	Municipal and Community Affairs	French Language Services
Personnel	Policy and Planning	Personnel	Policy and Planning	Personnel	
	Services to Employees and Departments		Services to Employees and Departments		Services to Employees and Departments
					GHR Database
					Fluency Testing
Government Services	Documentation	Government Services and Public Works	Publications and Production	Government Services and Public Works	Publications and Production
			Forms and Documents		Forms and Documents
Public Works	Policy and Planning		Policy and Planning		Policy and Planning
	Accomodation Services		Accomodation Services		Accomodation Services
Renewable Resources	Language Services	Renewable Resources	Language Services	Renewable Resources	Language Services
Safety and Public Services	Language Services	Safety and Public Services	French Language Services	Safety and Public Services	Language Services
Social Services	Language Services	Social Services	Language Services	Social Services	Language Services
Transportation	Language Services	Transportation	Language Services	Transportation	Language Services
NWT Housing Corporation	French Advertising	NWT Housing Corporation	French Advertising	NWT Housing Corporation	French Advertising
Women's Directorate	Language Services				
Workers' Compensation Board	French Language Services				

maintained as distinct program elements through the restructuring process, even though in a few cases the departments responsible for these activities changed.

The allocation of funds available under the Agreement over the fiscal periods of 1991-92 to 1993-94 was \$12.35 million for French language programs. Allocation of Agreement funds for French language programs totaled \$4 million, \$4.3 million and \$4.05 million during FY 1991-92, 1992-93 and 1993-94 respectively (Table 3.2).

In terms of the amount of budgeted funds that were actually spent, French language program spending increased from 71 per cent of the allocated budget in 1991-92, to 77 per cent in 1992-93.

**Table 3.2**  
**Budgets and Expenditures for French Language Programs**

1991-92			1992-93			1993-94
<i>Budget</i> <i>'000\$</i>	<i>Spent</i> <i>'000\$</i>	<i>% of</i> <i>budget</i> <i>spent</i>	<i>Budget</i> <i>'000\$</i>	<i>Spent</i> <i>'000\$</i>	<i>% of</i> <i>budget</i> <i>spent</i>	<i>Budget</i> <i>'000\$</i>
4,000	2,840	71	4,300	3,320	77	4,050

Budget allocations to departments for French language programs are indicated in Table 3.3. As indicated earlier, most program activities were unchanged through the restructuring process, although in a few cases the departments responsible for these activities changed. Much of the variation in departmental French language budgets may be accounted for by reallocations of programs from one department to another.

**Table 3.3**  
**Allocation of Agreement Funds for French Language Programs**

FY 1991-92		FY 1992-93		FY 1993-94
Department	Budget (\$)	Department	Budget (\$)	Budget (\$)
Legislative Assembly	185,000	Legislative Assembly	310,000	--*
Executive	52,200	Executive	382,400	389,350
Culture and Communications	1,566,600	Education, Culture and Employment	1,152,500	1,407,100
Arctic College	11,300	Arctic College	--	25,000
Economic Development and Tourism	33,600	Economic Development and Tourism	43,000	112,400
Finance	7,200	Finance	7,200	3,600
Government Services	150,000	Government Services and Public Works	595,000	470,000
Health	365,000	Health	533,200	383,700
Justice	417,200	Justice	724,300	700,650
Municipal and Community Affairs	736,700	Municipal and Community Affairs	4,000	7,600
Personnel	6,000	Personnel	344,500	334,700
Renewable Resources	290,000	Renewable Resources	6,000	34,000
Safety and Public Services	2,400	Safety and Public Services	52,400	20,000
Social Services	89,800	Social Services	119,300	24,800
Transportation	54,800	Transportation	20,000	20,100
NWT Housing Corporation	10,000	NWT Housing Corporation	5,000	17,000
Women's Directorate	15,000	Women's Directorate	0	0
Workers' Compensation Board	1,200	Workers' Compensation Board	1,200	0
<b>Total</b>	<b>4,000,000</b>		<b>4,300,000</b>	<b>4,050,000</b>

\* Project moved to Language Bureau

Several French language programs were relocated to new departments following restructuring. Responsibility for maintaining a Centralized Information Service, formerly located within the Culture and Communications (C&C) Directorate remained with ECE following reorganization. The publication and production of bilingual versions of Statutes and Regulations of the GNWT was moved from C&C to Government Services and Public Works, accounting for an increase in the budget of this department. The removal of the Official Languages



Implementation and Publication/Production tasks from C&C accounted for a reduction in the budget allocated to ECE following departmental reorganization. A decision to move funding for the Legislative Assembly's interpretation services to the Language Bureau of ECE for FY 1993-94 accounts for the discontinuation of the French Services program of the Legislative Assembly.

In addition to the program reallocations outlined above, several new French language programs were added to the budget. These included a literacy public awareness program by ECE begun in 1992-93, and a daycare program introduced in its 1993-94 budget. The Fort Smith Mission Historic Park project was added to the budget of the Department of Economic Development and Tourism in 1993-94. Activities of the Women's Directorate and the Workers' Compensation Board were not included following the 1991-92 budget.

## **B. OVERVIEW BY DEPARTMENT**

### **B.1 Program and Activity Profile**

This section details the major French language programs undertaken by the departments. The departments that received the highest level of funding are ECE, Justice, Government Services and Public Works and Health (refer to Table 3.3). Together, these four departments account for nearly 75 per cent of all budget allocations in 1993-94, and they are dealt with in some detail.

#### **B.1.1 Department Responsible for Education, Culture and Employment Programs**

Two programs accounted for 79 per cent of the ECE French language budget in FY 1993-94. These were the Language Bureau and the

Community/Cultural Development contributions program (Table 3.4). Both of these were previously located within Culture and Communications. Activities related to education, although remaining a relatively small component of the overall ECE budget, increased from \$11,300 in FY 1991-92 to \$48,500 in FY 1993-94. These figures do not include amounts allocated to educational projects funded through the Community/Cultural Development contributions program.

**Table 3.4 Department Responsible for Education, Culture and Employment Programs  
Budget Allocations**

<i>Project</i>	<i>Former Department</i>	<i>FY 1991-92 (\$)</i>	<i>FY 1992-93 (\$)</i>	<i>FY 1993-94 (\$)</i>
Language Bureau	Culture and Communications	669,000	635,000	816,300
Centralized Information Service	"	74,000*	74,000	72,000
Museums/Heritage	"	30,000	70,000	95,800
Library Services	"	75,000	55,000	24,000
Community/Cultural Development	"	210,000	248,000	316,000
Broadcast Media	"	0	50,000	45,000
Training Services	Education	11,300	15,000	18,000
Literacy Public Awareness	"	0	5,500	5,500
Arctic College	"	0	0	25,000
Daycare	"	0	0	14,500
<i>Total</i>		<i>1,069,300</i>	<i>1,152,500</i>	<i>1,432,100</i>

Note: \* In FY 1991-92 the Centralized Information Service was reported within the other activities of the Directorate - the amount allocated specifically to the CIS was not reported; however for calculation purposes the same amount as in 1992-93 - \$74,000 - is used.

*Language Bureau*

The French section of the Language Bureau provided translation and interpretation services to the Legislative Assembly and to government

departments and agencies. Of the ten positions funded through the Agreement, seven were based in Yellowknife with the remaining three were located in Iqaluit, Fort Smith and Inuvik. The three regional interpreter/translator positions were unfilled in 1991-92 due to delays in writing job descriptions, advertising and finding suitable candidates (Table 3.5). The late signing of the Agreement contributed to these delays. Staffing of the three regional interpreter/translator (I/T) positions was accomplished during the summer of FY 1992-93.

**Table 3.5**  
**Positions in the French Section of the Language Bureau**

	<i>Positions funded</i>	<i>1991-92</i>	<i>Positions filled 1992-93</i>
Headquarters:			
• manager	1	1	1
• translators	4	3	3 (fourth position staffed for 6 weeks)
• reviser	1	1	1
• administrative secretary	1	1 (vacant after December 1991)	1 (filled in April 1992)
Regions			
• interpreter/translator	3	0	3 (filled in July and August, 1992)

A summary of translation activities of the Language Bureau indicates that requests for French translation services increased by 53 per cent between 1991-92 and 1992-93 (Table 3.6). This increase reflects a growing awareness on the part of GNWT departments of their need to produce documentation in French that would serve the Francophone public. Of the 23 requests for interpretation received in FY 1991-92, 15 were initiated by the Department of Transportation for services during drivers' exams.

**Table 3.6**  
**Interpretation/Translation Services Provided by the French Section**  
**of the Language Bureau**

Fiscal Year	Interpretation (number of requests)	Translation (words)		
		(requests)	(translation by Bureau)	(translation on contract)
1991-92	23	491,200	330,700	36,000
1992-93	21	751,000	558,600	152,000

### *Centralized Information Service*

A 1-800 information line to respond to French inquiries regarding GNWT services was established in FY 1991-92 and staffed by an information coordinator. The use of this line increased from 84 calls in 1991-92 to 318 calls in 1992-93. An advertising campaign in the French newspaper *L'Aquilon*, and through other newspapers, public libraries, Francophone associations and government offices was carried out in an attempt to increase awareness of this service.

Requests for information were made both in English and in French, and from within the NWT as well as from Quebec and other provinces and territories. Of the 318 calls that the information coordinator responded to in 1992-93, 55 were from French-speaking residents of the NWT. One hundred and thirty-two calls originated from English-speaking NWT residents while 104 were from Quebec residents and 27 from other provinces and territories. The need for increased awareness among the Francophone community of this and other French language services was identified in a survey carried out by the Fédération Franco-TéNOise (FFT) in March 1993. The recommendation was made that the 1-800 information service be further promoted.

### *Community/Cultural Development Contributions*

Contribution agreements were signed with the FFT during FY 1991-92 and 1992-93 to administer a funding program (the *Programme de Développement Communautaire et Culturel*) for cultural development of the Francophone community. During FY 1991-92, \$150,000 was available for contributions and this amount increased to \$200,000 in the FY 1992-93 contribution agreement, with an additional \$41,235 being allocated mid-year. The agreements included an additional \$30,000 to the FFT for administration in both years. The 1993-94 budget allocated \$300,000 to the FFT for contributions and for administering the contribution program. An additional \$18,000 in 1992-93 and \$16,000 in 1993-94 was allocated to ECE for coordination of the program.

**Table 3.7**  
**Community/Cultural Development Program**  
*Contribution Allocation*

<i>Type of Project</i>	<i>1991-92</i>		<i>1992-93</i>	
	<i>Number of Projects</i>	<i>Contribution (\$)</i>	<i>Number of Projects</i>	<i>Contribution (\$)</i>
Program administration by FFT	--	30,000	--	30,000
Language development/promotion	3	34,797	2	110,235
Publications	4	43,903	2	11,000
Community cultural support	8	56,902	10	80,014
Broadcast	2	4,000	3	30,071
Business support	1	9,800	1	15,200
Undistributed surplus	--	598	--	--
<b>Total</b>	<b>18</b>	<b>180,000</b>	<b>18</b>	<b>246,520</b>

Source: Derived from Activity Reports –Appendix B and from FFT documents.

Eighteen projects, undertaken by eight organizations received funding in FY 1991-92. These are summarized in Table 3.7 according to the category of activity that was undertaken.

### *French Education*

A French telephone greeting course was developed for GNWT employees in 1991-92. Four courses in Yellowknife and one in Iqaluit involved the participation of over 35 GNWT employees. These courses were delivered through a contract agreement with Arctic College.

During FY 1991-92, ten GNWT employees who enrolled in French classes offered through Arctic College in Iqaluit and Yellowknife were reimbursed for their registration fees. In 1992-93, one three-day French course was offered in Fort Smith with five employees registering, although only two attended.

The Literacy Public Awareness campaign was initiated in FY 1992-93 to conduct a short-term literacy public awareness campaign for French projects, programs and training. An administrative error resulted in the budgeted amount of \$5,500 not being loaded into the GNWT expenditure management system and the error was not detected in time for funds to be made available. Hence the campaign was unable to make any expenditures to produce posters or other promotional materials exclusively for the French language.

The budget amount of \$25,000 for a contribution to Arctic College in the FY 1993-94 budget was allocated to allow the production of French language materials and the purchase of library resources.

*Other ECE French language activities*Museums and Heritage

The provision of French language services in the heritage education program of NWT museums was begun through the preparation of an audio-guide (cassette) to the exhibits of the Prince of Wales Northern Heritage Centre in FY 1991-92. A Francophone Education Assistant position was filled at the Centre to assist in the development, coordination and delivery of interpretive programs in French in FY 1992-93. In 1992-93, 21 school programs and six guided tours were carried out in French and the audio guide was used 56 times.

In addition to activities carried out at the Prince of Wales Northern Heritage Centre, two contributions of \$5,000 and one of \$7,000 were made to independent museums in Fort Smith, Norman Wells and Iqaluit to provide French language services.

Library Services

Agreement funds were used for the purchase of 2,542 French language books and other items in FY 1991-92 and 4,422 in FY 1992-93. Promotion of these resources was planned in order to increase the demand for them.

Broadcast Media

Acquisition of French-language programs through the production of French-language versions of existing programs or through the purchase of new French language programs was begun in FY 1992-93. In addition, two video workshops involving 22 students were carried out in Yellowknife. A total of 10.5 hours of French language programming was acquired or produced for broadcast on TVNC.

Daycare

An amount of \$14,500 was allocated in the 1993-94 budget for a daycare program with the objective of enhancing French language use in daycare centres and preschool programs.

B.1.2 Department of Justice

The Department of Justice, in compliance with the *Official Languages Act*, undertook to translate all Bills, Regulations and Rules of Court into French prior to their being enacted. This major responsibility accounted for more than three quarters of the department's French language budget derived from the Agreement (Table 3.8). In 1992-93,

**Table 3.8**  
**Department of Justice – French Language Budget Allocations**

<i>Program</i>	<i>FY 1991-92</i> (\$)	<i>FY 1992-93</i> (\$)	<i>FY 1993-94</i> (\$)
Policy and Planning	56,000	–	–
Programs and Legislation	595,400	610,000	555,250
Court and Court Related Services	12,400	72,100	38,400
Legal Interpreting Program	28,000	0	71,000
Legal Division Services	37,200	42,200	6,000
Justice Special Project	--	--	30,000
Legal Registries	2,200	0	0
Legal Aid	5,500	0	0
<b>Total</b>	<b>736,700</b>	<b>724,300</b>	<b>700,650</b>



eight positions, all located within the Legal Translation Unit of the Legislation Division in Yellowknife, were funded under the Agreement (Table 3.9).

During 1991-92, the Official Languages Officer position was located within the Policy and Planning Division. Responsibility for policy and planning related to the Agreement was relocated to the Legislation Division in December 1991 in order to enhance efficiency, and at that time the position was broadened to include 50 per cent legal translation duties. This new Legal Translator/Official Languages Officer position was not filled until fiscal 1992-93, however.

**Table 3.9**  
**Department of Justice Positions Funded By the Agreement**

<i>Position</i>	<i>1991-92</i>	<i>1992-93</i>
Manager	1	1
Legal Translator	3	2
Legal Translator/Official Languages Officer	0	1
Legislative Counsel/Legal Translator	0	1
Revision Editor	0.25	
Legal Editor	1	
French Legislative Officer		1
Secretary	2	2
Total positions funded	7.25	8

By 1992-93, all Acts and Regulations of the NWT were enacted in both English and French. The *Revised Regulations of the Northwest Territories, 1990* was published in French and English in July, 1992 and new regulations and amendments to regulations made up to July

14, 1992 were published as a Supplement on September 15, 1992. Preparation of French versions of new laws, a bilingual format for the NWT Gazette, and public legal education materials including a French-English lexicon were on-going throughout the period.

In 1992-93, the objective to provide access to the courts, Legal Aid, and Legal Registries, and to develop a locally based French language interpretation capability through an interpreting training program was combined under one project: Court and Court Related Services. This resulted in the 1991-92 Court Services, Legal Interpreting Training, Legal Registries and Legal Aid projects being combined.

Arrangements were made for the provision of court services, including trials before a French-speaking judge, upon the request of the accused. In FY 1991-92, one request for a French language court party (judge, court clerk and court reporter) was made with respect to both the Territorial and the Supreme courts. Bilingual bonuses were paid to the Juridical Officer in the Supreme Court, Juridical Clerks and Clerk of the Court (Iqaluit). Over 50 inquiries in French were received during that fiscal year. Arrangements were also made, through the Legal Interpreting Program, to develop a network of locally-based French language interpreters who would be able to provide services on contract for proceedings that involved civil matters or territorial offenses.

A Legal Interpreting Training Program was offered during FY 1991-92 and involved three participants. In 1992-93, five Francophones (mostly staff from the French section of the Language Bureau) participated in the program, which was delivered at the Thebacha campus of Arctic College. Two chapters of the *Legal Interpreting Training Manual* used for training Aboriginal language speakers were translated into French during 1991-92 and translation of the manual was completed in 1992-93. During 1992-93, records maintained in the Legal Interpreter Registry indicated that 57 hours of court interpretation services were provided in French.

The Legal Services project of the Legal Division provided the GNWT with the ability to offer legal services, including litigation, in French when required. During FY 1991-92, two litigation cases involving the GNWT required the use of the Legal Services French capabilities. In the FY 1993-94 budget, the provision of litigation and other legal services was separated from the provision of other French language services, such as those related to Public Trustee inquiries and Fair Practices complaints, and became the new Justice Special Project.

Liaison with the Francophone community, through attendance at meetings of the Fédération Franco-TéNOise by the Languages Coordinator, was accomplished in order to ensure that the needs of the community would be addressed by the Department.

### B.1.3 Department of Health

The Department of Health managed a French language program to facilitate the provision of French services to the Francophone community (Table 3.10). An Official Languages Policy Officer position was filled on a casual basis for nine months during 1991-92. The Policy Officer position was vacant for most of fiscal 1992-93 pending recruitment, during which time three casual employees were hired. A term employee was recruited in late January 1993 to serve in this position.

A major task of the Policy Officer, Official Languages position was consultation with the Hospital/Health Boards regarding what French language services were required. An assessment of the health promotion and information needs of the Francophone community was also begun in 1991-92 and completed in 1992-93 with the publication of the study, *"Assessment of the Health Information Needs of the Francophone Population."*

A third major undertaking was the identification of hospital forms requiring translation to French. Utilizing the services of the Language Bureau and the Department of Government Services, work began

during FY 1991-92 on the translation of GNWT forms. By 1992-93, 70 GNWT forms had been identified for translation. Twelve of these were completed, 14 became obsolete during the period, 36 were undergoing bilingual design within the Department of Public Works and Government Services and eight were undergoing revision. Standardization and translation of 33 hospital forms was also begun in FY 1991-92. By 1992-93, 32 forms had been standardized and 20 of these were submitted to the Department of Public Works and Government Services Forms Project for translation. The remaining 12 forms were either translated or awaiting revision. The translation of a total of 140 health related information items was also completed by fiscal 1992-93.

During 1991-92, the Health Interpreter Training Program that was described under Aboriginal language programs in Chapter IV was extended to include training for French-English medical interpreters. This program was offered at both the Nunatta (Iqaluit) and the Thebacha (Fort Smith) campuses of Arctic College, however interest in the program was low, and a review was undertaken in 1992-93. The telephone greeting course, described earlier under ECE, attracted the participation of 24 Department of Health staff in 1991-92.

**Table 3.10**  
**Department of Health - French Language Budget Allocations**

Program	FY 1991-92 (\$)	FY 1992-93 (\$)	FY 1993-94 (\$)
Policy Development	75,000	96,000	77,000
Health Promotion	51,200	26,000	35,000
Health Centres and Hospitals	291,000	411,000	271,700
<b>TOTAL</b>	<b>417,200</b>	<b>533,200</b>	<b>383,700</b>

Pending the outcome of the Health Information and Promotion Needs Assessment, promotional expenditures were limited in FY 1991-92, with only \$300 of the budget being spent. Selection of promotional materials was begun in the early part of FY 1992-93. Two booklets, one geared towards providing students and school counselors with information on northern health careers and the other a coloring book for elementary school children, were translated and printed.

The provision of French language services in hospitals and health centres was accomplished largely through the identification and staffing of bilingual positions. Bilingual bonuses (\$1,200) were paid to eligible staff and an "on-call" list was developed so bilingual staff could be called in to provide French services when needed. In addition to five bilingual positions in Yellowknife and the regions, a total of 34

**Table 3.11**  
**Department of Health French Language Positions and Requests for French Services**  
**1992-93**

<i>Location</i>	<i>Budget (\$)</i>	<i>Positions funded under Agreement</i>	<i>Bilingual Bonuses</i>	<i>Inquiries</i>
Baffin Regional Health Board	88,575	1 (Communications Coordinator)	15	128
Mackenzie Regional Health Services	4,800	0	0	1
H.H. Williams Memorial Hospital (Hay River)	52,203	1 (Admitting Clerk)	0	12
Fort Smith Health Centre	58,111	1 (Admitting Clerk)	0	1,847
Inuvik Regional Health Board	75,403	1 (French Language/ Staff Development)	0	1
Stanton Yellowknife Hospital	131,908	1 (Language Services Coordinator)	19	35
<b>TOTAL</b>	<b>411,000</b>	<b>5</b>	<b>34</b>	<b>2,024</b>

bilingual bonuses were paid at Stanton Hospital in Yellowknife and at the Baffin Regional Health Board in Iqaluit in 1992-93 (Table 3.11). During 1992-93, from the period of August 1, 1992 (when data collection began) to March 31, 1993, a total of 2,024 inquiries for French language services were received by the various health boards and hospitals. The 1993-94 agreement between Stanton Hospital and the GNWT provided funding of \$86,900 for an English-French Language Interpreter/Facilitator to be on staff during normal hospital and clinic hours and to provide bilingual bonuses to 30 employees.

#### B.1.4 Government Services and Public Works

The Department of Government Services and Public Works (separate departments until 1992-93) was involved in projects to install French language signs for government buildings, manage office space allocated to GNWT employees in positions funded under the Agreement, and to print bilingual versions of GNWT publications, forms and documents.

Guidelines for signage were developed in FY 1991-92 and the installation of 30 French language signs was begun. In 1992-93, signs for health facilities in Yellowknife, Hay River, Fort Smith, Iqaluit and Inuvik, and signs for the Yellowknife offices of five GNWT departments and of the Official Languages Commissioner, were ordered and received. A tender advertisement directive was also drafted in order to incorporate procedures for advertising in French. In FY 1992-93, approximately 65 tender advertisements were published in French. These advertising and signage activities occurred under the *Policy and Planning* project.

By the end of 1992-93, 670 of the GNWT's 2,000 forms had been identified for French translation. A bilingual forms analyst was involved in designing forms that were identified by client departments and translated by the Language Bureau. During fiscal 1992-93, design, translation and printing of an additional 65 forms was completed for a total of 213 completed forms. A plan to privatize form and document

translation activities was prepared in 1992-93 for submission to Cabinet.

Responsibility for the printing of bilingual versions of the Statutes and Regulations of the NWT was moved from the former Department of Culture and Communications to the Department of Government Services and Public Works in 1992-93. The department was also responsible for managing office space allocated to employees funded under Appendix B (the French language component) of the Agreement.

#### B.1.5 Other Departmental French Language Projects

Activities of the other departments identified in Table 3.3 as having Agreement funds allocated for French language programming involved maintaining a capacity for handling requests in French through the identification of staff having French proficiency and awarding bilingual bonuses. The Department of Finance awarded bilingual bonuses to three staff members who responded to 79 requests for information in French during FY 1991-92. Of these requests, over half involved contacts with the Federal Public Service.

Translation of key documents into French was undertaken by several departments including the Department of Safety and Public Services and the Department of Transportation. The expenditures of the Personnel Department related to recruitment of French GNWT positions and the carrying out of a French language fluency survey among GNWT employees.

The Department of Economic Development and Tourism undertook to provide French language services in the delivery of its programs. In addition, it included a project to collect and preserve oral history from Francophone elders in its 1993-94 budget. This material was to be used in the development of the Fort Smith Mission Historic Park.

*Department of the Executive*

The role of the Department of the Executive in FY 1991-92 with respect to the Agreement was limited to the provision of services in French. One position – Executive Secretary to the Press Secretary – was funded to provide secretarial and administrative services in both French and English, and to monitor French and English news media. During that year, there were approximately 125 requests for French language services, and oral translations were provided for a dozen letters.

Following departmental reorganization, responsibility for official languages was moved from the former Department of Culture and Communications to the Executive. The Executive's budget was increased from \$52,200 in 1991-92 to \$382,400 in 1992-93, while that of ECE was reduced accordingly.

*Legislative Assembly*

The Legislative Assembly had the mandate to introduce bills in French and English, and to provide interpretation of debates, and translation of records and journals. In 1991-92, the provision of French language services was accomplished through contract work and through the Language Bureau. The Legislative Assembly sat for 55 days during that year, and 300 pages of records and journals were produced. Thirty-one bills were introduced in French and 270 hours of sound recordings were made. As was previously noted, the budget for interpretation services were moved to the Language Bureau in FY 1993-94.



## **B.2 Budget Allocation and Actual Spending**

Expenditures for French language programs in 1991-92 amounted to \$2,840,359 – or 71 per cent – of the total French language budget. In 1992-93, \$3,319,966 – or 77 per cent – of the \$4.3 million French language budget was spent (Table 3.12).

In fiscal 1992-93, five departments each under-spent their allocated budgets by over \$100,000, accounting for \$782,719 lapsed – or 80 per cent of the unspent amount that had been allocated for French programs in the Agreement. These departments were: Education, Culture and Employment; Government Services and Public Works; Health; Justice; and Personnel. During 1991-92, the Department of Culture and Communications, the Department of Health and the Department of Personnel together accounted for \$898,196 – or 77 per cent – of the total funds allocated to French language that lapsed. A significant over-expenditure of \$30,482, was recorded by the Legislative Assembly in 1991-92. This was attributed to an unusually long legislative session. The budget for the following year increased from \$185,000 to \$310,000, most of which was targeted for contract services, and 20 per cent of which was unspent.

### *Department Responsible for Education, Culture and Employment Programs*

In 1991-92, the former Department of Culture and Communications was unable to spend \$529,199. Of this amount, \$285,327 originated from the Language Bureau, \$76,305 was from the Language Directorate and \$126,726 could be attributed to the Publication and Production program (Table 3.13).

**Table 3.12**  
**Departmental Expenditures for French Language Programs**

<i>Department</i>	<i>1991-92</i>			<i>Department</i>	<i>1992-93</i>		
	<i>Budget (\$'000)</i>	<i>Spent (\$'000)</i>	<i>% of budget spent</i>		<i>Budget (\$'000)</i>	<i>Spent (\$'000)</i>	<i>% of budget spent</i>
Legislative Assembly	185.0	215.5	116	Legislative Assembly	310.0	247.4	80
Executive	52.2	53.1	102	Executive	382.4	335.5	88
Culture and Communications	1,566.6	1,037.4	66	Education, Culture and Employment	1,152.5	1,043.0	91
Education	11.3	5.0	45				
Economic Development and Tourism	33.6	32.4	96	Economic Development and Tourism	43.0	19.8	46
Finance	7.2	3.6	50	Finance	7.2	3.6	50
Government Services	150.0	148.1	99	Government Services and Public Works	595.0	373.2	63
Public Works	365.0	314.2	86				
Health	417.2	152.7	37	Health	533.2	425.4	80
Justice	736.7	695.2	94	Justice	724.3	565.3	78
Municipal and Community Affairs	6.0	0	0	Municipal and Community Affairs	4.0	0	0
Personnel	290.0	140.6	48	Personnel	344.5	159.9	46
Renewable Resources	6.0	1.2	20	Renewable Resources	6.0	2.4	40
Safety and Public Services	2.4	1.9	80	Safety and Public Services	52.4	32.9	63
Social Services	89.8	31.6	35	Social Services	119.3	87.2	73
Transportation	54.8	0.5	1	Transportation	20.0	21.0	105
NWT Housing Corporation	10.0	4.8	49	NWT Housing Corporation	5.0	2.4	47
Women's Directorate	15.0	1.3	9	Women's Directorate	0	0	--
Workers' Compensation Board	1.2	1.2	25	Workers' Compensation Board	1.2	0.9	75
<b>Total</b>	<b>4,000</b>	<b>2,840</b>	<b>71</b>		<b>4,300.0</b>	<b>3,320.0</b>	<b>77</b>

**Table 3.13**  
**Expenditures for French Language Programs of the**  
**Department of Culture and Communications , 1991-92**

<i>Program</i>	<i>Budget</i> (\$)	<i>Spent</i> (\$)	<i>% of Budget</i> <i>spent</i>
Department of Culture and Communications			
Language Directorate	377,600	301,295	80
Publication and Production	205,000	78,274	38
Language Bureau	669,000	383,673	57
Museums and Heritage	30,000	14,867	50
Library Services	75,000	73,883	99
Community/Cultural Development	210,000	185,409	88

An examination of variance in expenditures by budget line for Culture and Communications projects indicates that lower-than-budgeted expenditures for salaries and benefits was the major source of under-expenditure, accounting for \$237,868 in 1991-92 (Table 3.14). This under-expenditure resulted from positions remaining vacant. Within the Language Bureau, of ten positions funded through the Agreement, only five were staffed throughout the 1991-92 fiscal year (refer to Table 3.5). Delays in writing job descriptions due to the late signing of the Agreement, followed by a hiring freeze, led to staffing requests being initiated only in January of 1992. Other positions that were vacant during part or all of that year occurred within the Language Directorate (director position filled in January 1992, executive secretary vacant after September 1991, administrative assistant duties carried out by casual employees) and in the Publications project (legislative printing coordinator position was vacant after October 1991).

Under-spending for contract services in the Directorate, due to a delay in awarding the evaluation contract, and in the Language Bureau, and for purchased services for *Publication and Production*, due in part to an inability to produce the Revised Regulations during the year,

accounted for an additional amount of \$243,612 being left unspent during FY 1991-92.

**Table 3.14**  
**Variance from Budget by Budget Line for Culture and Communications**  
*French Language Projects , 1991-92*

<i>Budget Line</i>	<i>Difference between expenditure and budget (\$)*</i>					
	Directorate	Publication/ Production	Language Bureau	Museums/ Heritage	Library Services	Cultural Affairs
Salaries and benefits	(56,108)	(28,298)	(153,262)	(100)	(100)	(100)
Wages and benefits	29,554	(8,451)	3,443	(100)	(100)	(5,974)
Grants and contributions	(100)	(100)	(100)	(100)	(100)	0
Travel and transport	(7,588)	(100)	(17,782)	(100)	(155)	(100)
Materials and supplies	(4,339)	(23,399)	4,020	(15,805)	(2,031)	(100)
Purchased services	(5,222)	(119,413)	(3,725)	(100)	1,199	(100)
Utilities	(100)	(100)	(100)	(100)	(100)	(100)
Contract services	(42,167)	6,637	(82,032)	900	(3,784)	(8,617)
Fees and payments	(175)	(100)	(1,490)	(100)	(100)	(100)
Other expenses	(344)	(100)	(100)	(100)	(100)	(100)
Furniture and equipment	(10,284)	(100)	(34,200)	572	4,254	(4,600)
Budget	377,600	205,000	669,000	30,000	75,000	210,000
Total variance from budget	(76,305)	(126,726)	(285,327)	(15,133)	(1,117)	(18,517)
% lapsed	20	62	43	50	1.5	9

\*figures in brackets indicate under-expenditure

The final activity report for 1992-93 of the Department of Education, Culture and Employment indicates a significant increase in spending by the Language Bureau in that year, with over 85 per cent of the budget being spent (Table 3.15). The filling of the three regional interpreter/translator positions during the second quarter contributed to the more complete utilization of the 1992-93 budget. As with the previous year, vacant positions continued to account for much (81 per cent) of the under-spending that did occur.

**Table 3.15**  
**Expenditures for French Language Programs of the Department of Education, Culture and Employment, 1992-93**

<i>Program</i>	<i>Budget (\$)</i>	<i>Spent (\$)</i>	<i>% of Budget spent</i>
Centralized Information Services	74,000	57,718	78
Language Bureau	635,000	543,514	86
Museums and Heritage	70,000	60,421	86
Library Services	55,000	47,165	86
Community/Cultural Development	248,000	283,171	114
Broadcast Media	50,000	49,382	99
Training Services	15,000	1,650	11
Literacy Public Awareness	5,500	0	0

*Government Services and Public Works*

Demand for French language government documents by other departments was lower than anticipated and resulted in an under-expenditure of \$111,288 under the Publications and Productions project in fiscal 1992-93 (Table 3.16).

**Table 3.16**  
**Expenditures for French Language Programs of the Department of Government Services and Public Works - 1992-93**

<i>Program</i>	<i>Budget (\$)</i>	<i>Spent (\$)</i>	<i>Lapsed (\$)</i>
Policy and Planning	140,000	111,019	28,981
Accommodation Services	125,000	73,929	51,071
Publications and Productions	180,000	68,712	111,288
Forms and Documents	150,000	119,518	30,482
Total	595,000	373,179	221,821

*Personnel*

Expenditures by the Personnel Department's Services to Employees and Departments program were related to the level of recruitment activity and to the number of positions funded under the Agreement for which employee benefits were paid. The program experienced an under-expenditure of \$122,221 in FY 1991-92 and \$154,594 in FY 1992-93.

*Health*

Significant under-expenditures occurred within the Department of Health in FY 1991-92 due to under-spending by regional Health Boards under the Provision of Services Project. During this first year of the project, only one quarter of the \$291,000 allocated to the Boards and to Stanton Hospital were spent (Table 3.17). In the second year of this project expenditures increased to \$312,883 – or 76 per cent of the budget. Expenditures and the available budgets for each of the health centres and hospitals are indicated in Table 3.18. Under-expenditure in the Health Promotion project in 1991-92 was

**Table 3.17**  
**Expenditures for French Language Programs of the Department of Health**

<i>Program</i>	<i>1991-92</i>			<i>1992-93</i>		
	<i>Budget (\$)</i>	<i>Spent (\$)</i>	<i>% of Budget spent</i>	<i>Budget (\$)</i>	<i>Spent (\$)</i>	<i>% of Budget spent</i>
Policy Development	75,000	79,681	106	96,000	99,194	103
Health Promotion	51,200	300	1	26,200	25,295	97
Provision of Services	291,000	72,693	25	411,000	312,883	76
<b>Total</b>	<b>417,200</b>	<b>152,674</b>	<b>37</b>	<b>533,200</b>	<b>437,372</b>	<b>82</b>

Note: The entry under 1992-93 expenditures for Health Promotion reflects a correction of \$12,000 of an error in the Appendix B Financial Statement.

due to a deferral of promotional activities pending the outcome of the *Health Information and Promotion Needs Assessment*. Expenditures under this project were made in 1992-93.

**Table 3.18**  
**Expenditure for French Language Programs by Health Centres and Hospitals in 1992-93**

Location	1991-92			1992-93		
	Budget (\$)	Spent (\$)	% of Budget Spent	Budget (\$)	Spent (\$)	% of Budget Spent
Baffin Regional Health Board	58,753	8,969	15	88,575	76,178	86
Mackenzie Regional Health Services	2,000	382	19	4,800	1,083	23
H.H. Williams Memorial Hospital (Hay River)	34,890	0	0	52,203	36,067	69
Fort Smith Health Centre	34,890	10,705	31	58,111	48,069	83
Inuvik Regional Health Board	55,239	17,253	31	75,403	59,329	79
Stanton Yellowknife Hospital	105,917	35,384	33	131,908	92,430	70

### *Justice*

The largest under-expenditures in the Department of Justice occurred under the Programs and Legislation program in 1992-93 (Table 3.19). A \$43,893 lapse from the contract services line was attributed to a lower than usual number of bills requiring translation as the efforts of the Legislative Assembly were directed towards departmental reorganization. As a result, a sufficient translation and drafting capacity existed in-house and less contracting out for these services was required. An under-expenditure of \$27,153 occurred due to several positions not being filled throughout the year.

**Table 3.19**  
**Expenditures for French Language Programs of the Department of Justice**

<i>Program</i>	1991-92			1992-93		
	<i>Budget (\$)</i>	<i>Spent (\$)</i>	<i>% of Budget spent</i>	<i>Budget (\$)</i>	<i>Spent (\$)</i>	<i>% of Budget spent</i>
Policy and Planning	56,000	69,263	124	0	--	--
Programs and legislation	595,400	604,672	102	610,000	530,388	87
Court and Court-related Services	12,400	6,643	54	72,100	34,914	48
Legal Interpreting Training	28,000	5,000	18	(moved)	--	--
Legal Registries	2,200	1,200	55	(moved)	--	--
Legal Aid	5,500	0	0	(moved)	--	--
Legal Division Services	37,200	8,400	23	42,200	0	0
<b>Total</b>	<b>736,700</b>	<b>695,178</b>	<b>94</b>	<b>724,300</b>	<b>565,302</b>	<b>78</b>

Demands for Legal Division services were limited and hence the amount that was budgeted to ensure the capacity to offer such services was largely unspent in both fiscal years. Coding errors led to six bilingual bonuses that were paid to employees in the Court Services and Legal Division Services projects not being included as expenditures under these projects in 1992-93.

#### *Other Departments*

Under-expenditures in the Department of Social Services were due to staffing difficulties, as no social worker was hired in the Baffin region, and the Language Policy Officer position in Yellowknife was not filled until late in 1991. During 1992-93, the position of Official Languages Policy Officer was vacant until August 1992 and then was filled by a casual employee, resulting in a lapse of \$24,734.

The Department of Transportation made no expenditures against its 1991-92 French language budget of \$50,000 for highway signage as no staff were assigned to this task. A small expenditure (\$469) was made



to pay one bilingual bonus for part of the 1991-92 period. In 1992-93, expenditures were on target.

The Department of Economic Development and Tourism spent most of the funds allocated to it in FY 1991-92. However, under-spending in 1992-93 occurred due to delays in designing signs for Twin Falls Gorge Park and only partial completion of the Iqaluit Visitor Centre's cassette.

### B.3 Budget Allocation by Region

Records of allocations of Agreement resources by geographical region were not kept on a departmental basis. Partial records of inquiries for French language services were kept by the Department of Health (Table 3.20), unfortunately the inquiries made to the Fort Smith Health Centre were not recorded completely.

**Table 3.20**  
**Inquiries for French Language Services made to Hospitals/Health Boards**

<i>Region</i>	<i>Number of Inquiries recorded</i>
Baffin	41
Inuvik	x
Mackenzie	2
Yellowknife	71+x
Keewatin	0
Kitikmeot	0
Fort Smith	x
Hay River	11+x
Outside NWT	57+x

Note: Origins of the 1847 inquiries received by the Fort Smith Health Centre were not recorded and are simply indicated by "x".

Source: *Summary of Francophone Services Inquiries* documents for Hospital/Health Boards.

#### **B.4 Budget Allocation by Expenditure Category**

The objectives of the French language aspects of the Agreement differ from those of the Aboriginal languages programs. While the purpose of the Agreement with respect to Aboriginal languages includes "preservation, development and enhancement," French language programs are more narrowly focused on the provision of services and the implementation of French as an official language. This emphasis becomes clear when program activities are grouped according to activity type (Table 3.21). In both the 1991-92 and 1992-93 budgets, 83 per cent of all programs related to the provision of services. Budget allocations to Community Programs accounted for 7 per cent and 8 per cent of total French language Agreement resources in 1991-92 and 1992-93 respectively, and Language Training for less than half a per cent of the total French languages budget in both fiscal years. Official Languages Coordination/Evaluation accounted for 9 per cent of budget allocation during both periods.

Expenditure of funds to community-based programs most closely reached budgeted amounts, with 91 per cent of the 1991-92, and 106 per cent of the 1992-93 budgets being spent. Expenditures related to the provision of French language services were considerably under budget with 68 per cent and 73 per cent of the allocated resources being utilized in 1991-92 and 1992-93 respectively. The implementation of the community contributions program through the Fédération Franco-TéNOise clearly facilitated expenditures in the community programs category. On the other hand, the comparatively low utilization of French language services funds reflects the difficulties encountered in filling positions related to these activities.

**Table 3.21a**  
**Allocation of Funds According to Activity - French Language**  
 1991-92

<i>Category of Activity</i>	<i>Program</i>	<i>Budget (\$)</i>	<i>Category (% of budget)</i>	<i>Spent (\$)</i>	<i>Category (% of total spent)</i>
<i>Coordination/ evaluation</i>	<i>Language directorate</i>	377,600	9.4	301,295	10.6
<i>Language services</i>	Legislative assembly	185,000		215,482	
	Legislation	800,400		682,946	
	Language bureau	669,000		383,673	
	Museums	30,000		14,867	
	Departmental language services	305,500		117,970	
	Signage	30,000		30,000	
	Government documentation	150,000		148,109	
	Policy development	418,000		350,770	
	Health language services	342,200		72,993	
	Interpretation	28,000		5,000	
	Benefits and space	368,000		252,917	
<i>Total language services</i>		3,326,100	83.2	2,274,727	80.1
<i>Language training</i>	GNWT employee training	11,300		5,046	
<i>Total language training</i>		11,300	0.3	5,046	0.2
<i>Community programs</i>	Library acquisitions	75,000		73,883	
	Cultural affairs	210,000		185,409	
<i>Total community programs</i>		285,000	7.1	259,292	9.1
<i>Total</i>		4,000,000	100.0	2,840,359	100.0

When budgets for 1993-94 are similarly grouped under these categories of activities, the allocation of funds to language services is found to decline from 83.2 per cent in 1991-92 to 78.1 per cent in 1993-94. Conversely, support for community and cultural development programs (including broadcast media,

**Table 3.21b**  
**Allocation of Funds According to Activity--French Language for 1992-93**

<i>Category of Activity</i>	<i>Program</i>	<i>Budget (\$)</i>	<i>Category (% of budget)</i>	<i>Spent (\$)</i>	<i>Category (% of total spent)</i>
<i>Coordination/ evaluation</i>	<i>Official Languages implementation</i>	375,000	8.7	334,326	10.1
Language Services	Legislative Assembly	310,000		247,425	
	Justice programs and legislation	610,000		530,388	
	Centralized information service	74,000		57,718	
	Language bureau	635,000		543,514	
	Museums/heritage	70,000		60,421	
	Departmental language services	265,500		171,436	
	Court and court related services	72,100		34,914	
	Legal services	42,200		0	
	GS&PW publications	180,000		68,712	
	GS&PW forms & documents	150,000		119,518	
	Health policy and planning	96,000		99,194	
	Health promotion	26,200		13,295	
	Health services	411,000		312,883	
	Personnel policy and planning	30,000		0	
	Government services and public works	140,000		111,019	
	policy and planning				
	Personnel services to employees and departments	314,500		159,906	
	GS&PW accommodation services	125,000		73,929	
<i>Total language services</i>		3,551,500	82.6	2,604,272	78.4
Language Training	Training services (GNWT employees)	15,000		1,650	
<i>Total language training</i>		15,000	0.3	1,650	0.1
Community programs	Library services	55,000		47,165	
	Community/ cultural development	248,000		283,171	
	Broadcast media	50,000		49,382	
	Literacy public awareness	5,500		0	
<i>Total community programs</i>		358,500	8.3	379,718	11.4
<b>TOTAL</b>		4,300,000	100.0	3,319,966	100.0

literacy awareness, daycare, heritage, community contributions and library acquisitions projects) increased by 68.0 per cent from the

1991-92 level to \$480,000 accounting for 11.9 per cent of French language Agreement budget allocations in 1993-94.



