



Northwest
Territories Legislative Assembly

COMMITTEE REPORT NO. 9 14 (5) Tabled on JUN 18 2002

Special Committee on the Review
of the *Official Languages Act*

June 17, 2002

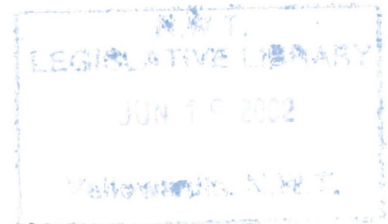
HON. ANTHONY (TONY) WHITFORD
SPEAKER OF THE LEGISLATIVE ASSEMBLY

Mr. Speaker:

Your Special Committee on the Review of the *Official Languages Act* has the honour of presenting its Interim Report on Progress to the Legislative Assembly and commends it to the House.

A handwritten signature in black ink, appearing to read "Steven Nitah".

Steven Nitah
Chair





**SPECIAL COMMITTEE ON THE REVIEW OF THE
*OFFICIAL LANGUAGES ACT***

MEMBERSHIP

Mr. Steven Nitah
Chairperson
MLA, Tu Nedhe

Mr. David Krutko
Deputy Chair
MLA, Mackenzie Delta

Hon. Roger T. Allen
MLA, Inuvik Twin Lakes

Mr. Brendan Bell
MLA, Yellowknife South

Mr. Michael McLeod
MLA, Deh Cho

Alternates

Hon. Jim Antoine
MLA, Nahendeh

Ms. Sandy Lee
MLA, Range Lake

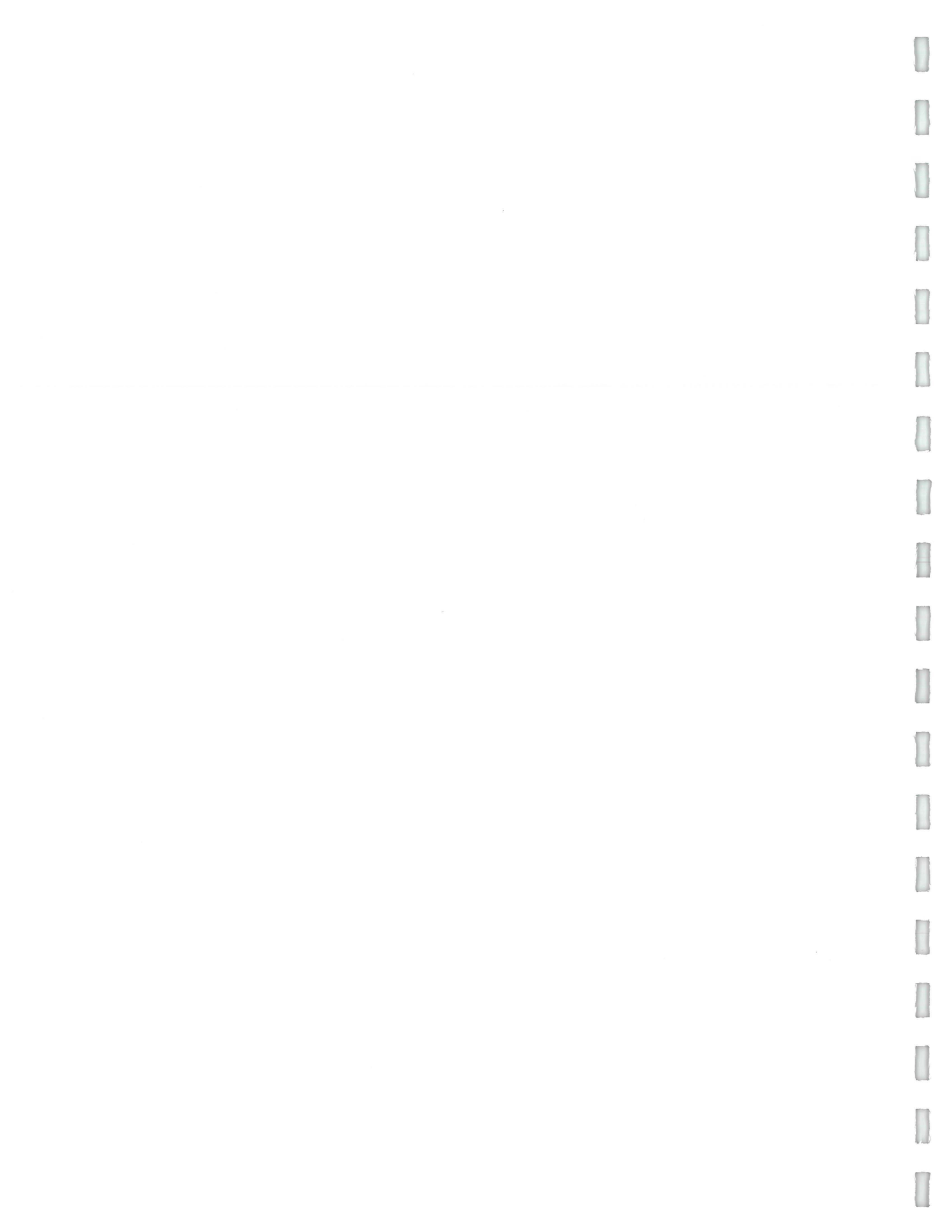
Committee Staff

Mr. David Hamilton, Committee Clerk

Mr. Benoît Boutin, Committee Coordinator

Ms. Denise Bekkema, Manager, Research and Information

Mr. Andrew Stewart, Assistant Committee Clerk



ESTABLISHMENT OF A SPECIAL COMMITTEE ON THE REVIEW OF THE *OFFICIAL LANGUAGES ACT*

WHEREAS the Legislative Assembly enacted the *Official Languages Act* in 1984, and amended it in 1986 and 1990;

AND WHEREAS the Official Languages have equality of status and equal rights and privileges as to their use in all institutions of the Legislative Assembly and Government of the Northwest Territories;

AND WHEREAS Section 29 of the *Official Languages Act* requires that the Legislative Assembly or a committee established by it shall review the provisions and operation of the Act at the session next following December 31, 2000;

AND WHEREAS the mandatory 10-year review shall include an examination of the administration and implementation of the Act, the effectiveness of its provisions, the achievement of the objectives stated in its preamble, and may include recommendations for changes to the Act;

AND WHEREAS the Languages Commissioner shall provide all reasonable assistance to the Legislative Assembly or a Committee established to review the Act;

AND WHEREAS the Legislative Assembly wishes to begin the review of the *Official Languages Act*;

NOW THEREFORE I MOVE, seconded by the Honourable Member for Mackenzie Delta that the Legislative Assembly hereby establishes a Special Committee to be named the Special Committee to Review the *Official Languages Act*;

AND FURTHER that the following Members be named to the Special Committee:

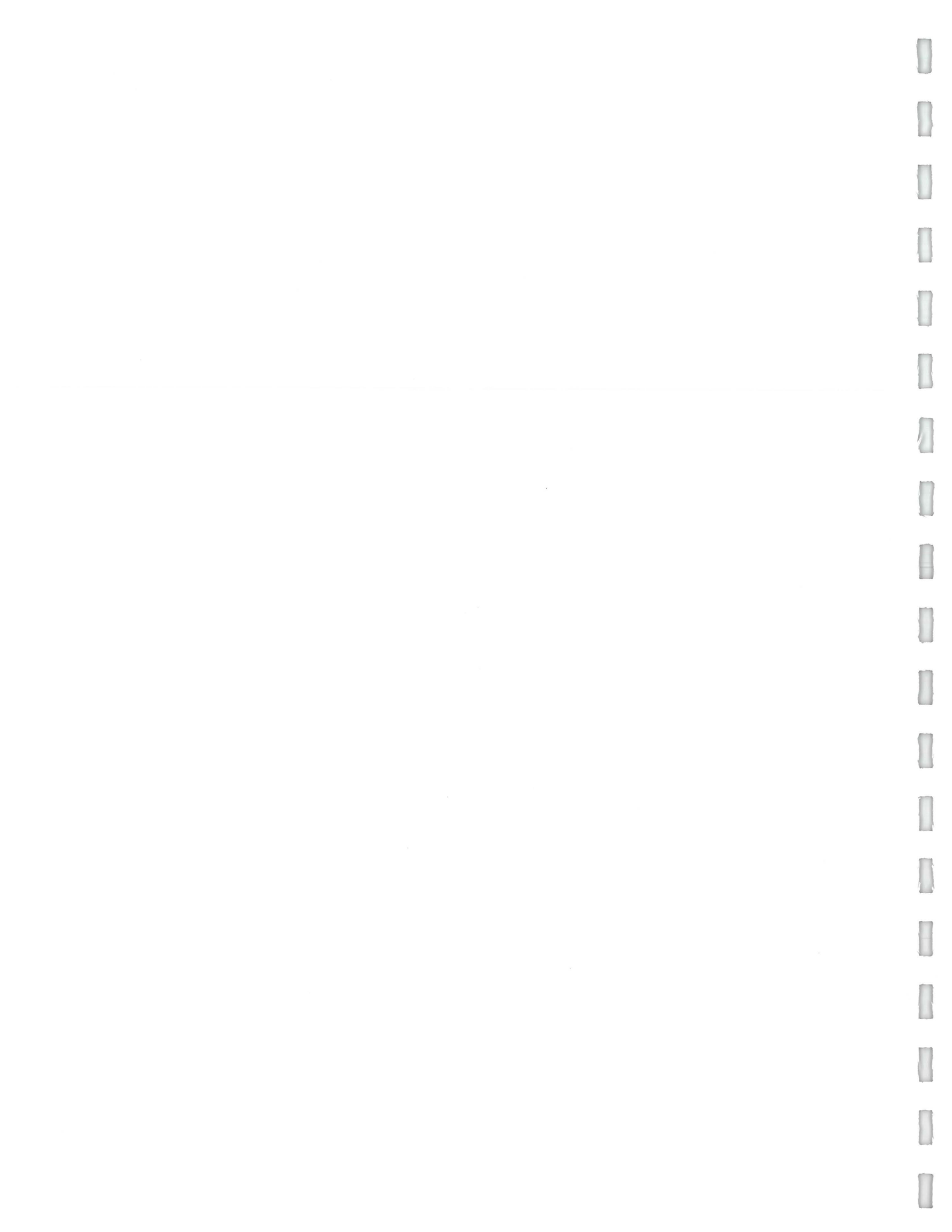
Honourable Mr. Allen, the Member for Inuvik Twin Lakes
Mr. Bell, the Member for Yellowknife South
Mr. Krutko, the Member for Mackenzie Delta
Mr. McLeod, the Member for Deh Cho
Mr. Nitah, the Member for Tu Nedhe

AND FURTHERMORE that notwithstanding Rule 88 (2) the following Members be named as alternate Members to the Special Committee:

Honourable Mr. Antoine, the Member for Nahendeh
Ms. Lee, the Member for Range Lake
Mr. Miltenberger, the Member for Thebacha

AND FURTHERMORE, that the Special Committee prepare its Terms of Reference and present them at the first opportunity during the sitting of the Legislative Assembly in February 2001.

Adopted November 15, 2000



TERMS OF REFERENCE FOR THE SPECIAL COMMITTEE ON THE REVIEW OF THE *OFFICIAL LANGUAGES ACT*

WHEREAS, the Legislative Assembly has established the Special Committee on the Review of the *Official Languages Act*;

AND WHEREAS, the Special Committee requires the approval of the Legislative Assembly of its Terms of Reference;

AND WHEREAS, the Special Committee has given consideration as to its Terms of Reference:

NOW THEREFORE I MOVE, seconded by the Member for Inuvik Twin Lakes, that the following provisions be adopted as the terms of reference for the Special Committee on the Review of the *Official Languages Act*:

1. The Special Committee in undertaking its review, adopts the following as operating principles:
 - a) The Special Committee will respect the right of language communities to represent their ideas and needs to the committee in the official language of their choice.
 - b) The Special Committee is committed to having amendments to the *Official Languages Act* introduced within the term of this Assembly.
 - c) The Special Committee is committed to an open and public process in reviewing the *Act* and to providing opportunities for “stakeholder groups” and the general public to participate in the review process.
 - d) The Special Committee is committed to strengthening the official languages of the NWT and carrying out its duties related to the *Act* in a manner that is consistent with this commitment.
 - e) The Special Committee is committed to public consultation, which will occur in each of the language areas of the NWT and with representatives of each recognized linguistic group of the NWT.
 - f) The Special Committee recognizes the value of elders in relation to aboriginal languages and will ensure elders participate fully in the review process.
2. The Special Committee shall:
 - a) review the provisions and operation of the *Official Languages Act*;
 - b) examine the objectives set out in the preamble to the *Act* and the extent to which the objectives have been achieved;
 - c) examine all provisions of the *Act* including the rights and responsibilities established in the *Act* and the extent to which they have been effective in supporting the achievement of the stated objectives;

- d) review the administrative regulations, policies and procedures established by the Government of the NWT designed to guide the implementation and interpretation of the *Act*;
 - e) examine the effectiveness of the *Act*'s provisions in relation to the general public and the government departments and agencies charged with providing services;
 - f) evaluate the specific needs related to each of the official languages in the NWT;
 - g) examine the extent to which the public understands the current *Act* and current language rights;
 - h) examine and consider the role and responsibilities of the Languages Commissioner;
 - i) examine and consider other *Acts* that have reference to the Official Languages of the NWT; and
 - j) evaluate official language *Acts*, policies and programs in other jurisdictions;
1. Upon the conclusion of these considerations, the Special Committee shall provide the Legislative Assembly with interim reports and a final report to determine whether or not the *Act* requires revisions regarding:
 - a) the objectives of the *Act*;
 - b) changes to any provisions of the *Act*;
 - c) changes to current and related policies; and
 - d) the implications for the *Education Act*, *The Jury Act* and other *Territorial Legislation*.
 4. The Special Committee is committed to working in partnership with the Languages Commissioner and Office of the Languages Commissioner who shall provide all reasonable assistance to the Special Committee including acting in an advisory capacity, providing relevant studies or reports and forwarding information, concerns or issues raised by the public regarding language legislation;
 5. The Special Committee shall establish processes for providing information and affording the NWT residents an opportunity to make their views known;
 6. The Special Committee shall have access to such persons, papers and records as necessary to the conduct of its business;
 7. The Special Committee shall be provided through appropriations with adequate funds to carry out its terms of reference and assigned responsibilities;
 8. The Special Committee is authorized to employ such staff and/or consultants and contractors as may be necessary to carry out its responsibilities;

9. The Special Committee may consider other matters referred to it by the Legislative Assembly; and
10. The Special Committee may make recommendations it considers desirable through interim and a final report.

Adopted March 7, 2001



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EXECUTIVE SUMMARY

The Special Committee on the Review of the *Official Languages Act* has prepared this progress report to inform people of its activities and ask for more comments and suggestions. Over the next six months, the Committee will be preparing a final report that will affect the future development of official languages in the Northwest Territories (NWT). It is important for NWT residents to make their voices heard during this time. The Special Committee wants to make sure that its final recommendations are practical and useful, so that all of our official languages are strengthened.

Introduction

In 1984, the Government of the Northwest Territories (GNWT) passed the *Official Languages Ordinance* which recognized English and French as official languages. The *Ordinance* also gave recognition to the Aboriginal languages of the NWT. In 1985, the *Official Languages Ordinance* became the *Official Languages Act*. This *Act* was amended in 1990 to recognize Cree, Chipewyan, Dogrib, Inuktitut, Inuvialuktun, Inuinnaqtun, Gwich'in, North Slavey, and South Slavey as official languages within institutions of the Legislative Assembly and GNWT, along with French and English. It also established the Office of the Languages Commissioner. Since that time, the government has been carrying out activities to promote the use of all of the official languages.

The Special Committee on the Review of the *Official Languages Act* was established in 2000 as a committee of the Legislative Assembly of the Northwest Territories. The Special Committee was asked to review the effectiveness of the *Official Languages Act*. The Committee has had to respond to the following questions:

- Do people understand the *Official Languages Act*?
- Is the *Act* working to protect and preserve all of the official languages?
- Are the needs of the official languages being met?
- What can be done to improve the *Act*?
- What can be done to improve the delivery of language programs and services in the NWT?

In the spring of 2001, the Committee hired staff and began to carry out planning and research activities. In October, the Committee hosted a territorial languages assembly in Yellowknife. Representatives from all of the official language communities attended this gathering. The Committee also began to travel to communities throughout the NWT to meet with people who were concerned about their languages. At the same time, the Committee communicated regularly with all of the people and organizations interested in the NWT's official languages.

In March, the Committee held public hearings in Yellowknife. At these hearings, presentations were made by Aboriginal organizations, the francophone community, past

and current territorial languages commissioners, non-governmental organizations (NGOs), Senator Sibbeston and the Languages Commissioner of Canada.

The Special Committee is continuing to do research on government language services, the Office of the Languages Commissioner, language education, and Aboriginal language rights. The Committee still has a few communities to visit and also plans to hold another territorial languages assembly in the fall of 2002. Then, during the fall of 2002, the Committee will prepare its final report, which may recommend changes to the *Official Languages Act* and to the way the *Act* is implemented.

The Importance of Language and Culture

The Special Committee has learned that preserving our languages is very important. We express our special identity and culture through our language. If we truly want to preserve our distinct cultures, then we have to preserve our languages as well.

In order to preserve the official languages of the NWT, we have to use these languages on a day-to-day basis. This is not an easy task for the Aboriginal and French languages, because English is such a dominant language in the NWT and Canada. Preserving languages means that everyone in the NWT – including governments, community organizations, and individuals – has to make an effort to use our official languages more often.

Language Shift and Language Revitalization

“Language shift” refers to a significant decline or increase in language use. For example, if elders speak their traditional language, but their grandchildren speak only English, then language shift has occurred. Language shift usually happens because another language becomes dominant. It can also happen when people are forced to speak another language, through inter-cultural marriage, or when people move to an area where another language is spoken. In the NWT, statistics clearly show that use of the Aboriginal languages has declined over the past few generations. Some languages have declined more than others. French language use in the NWT also appears to be declining.

Taking steps to revive a language that has been declining is called “reversing language shift”. It can also be referred to as “language revitalization”, which is the term used in this report. Language revitalization usually begins with language planning. Over the past few years, each language community in the NWT has prepared a language plan and is now carrying out this plan. The francophone community has also been taking actions to preserve and promote the French language in the NWT. The GNWT has recently prepared an Aboriginal languages strategy for the NWT.

Effective planning for language revitalization focuses on helping families to teach and learn their traditional language in the home. It also includes creating a social

environment throughout the community that encourages and supports the use of a traditional language.

Language planning in the NWT is complicated by the fact that there are eleven official languages, along with different dialects within each of the Aboriginal languages.

Other countries in the world have carried out language revitalization activities. The most promising of these have generally combined:

- Language legislation
- Language research and preservation
- Language promotion
- Learning the traditional language in the home and family
- Language instruction in the schools
- Community-based language programming.

Language History in the NWT

The Aboriginal and French languages did not have much government support in the NWT up until the 1970s. For many years, neither French nor the Aboriginal languages were officially recognized by the federal government in the NWT. In fact, the government had a policy of assimilation toward Aboriginal people. Aboriginal culture was not respected. Many Aboriginal people were forced to speak English in residential schools, and English was the working language of government and business.

Provincial and territorial boundaries established in Western Canada did not respect traditional Aboriginal nations. Language and cultural communities were split between different provincial and territorial jurisdictions, which made collective action more difficult.

In 1969, the *Official Languages Act* of Canada was passed. This *Act* recognized the language rights of francophones across Canada. In the same year, opposition to the *Statement of the Government of Canada on Indian Policy, 1969* (the White Paper) forced the federal government to change its assimilation policy toward Aboriginal peoples.

In the early 1970s, government policies in the NWT began to change. The GNWT began to provide French language instruction in the schools. Aboriginal language programming was also developed for the schools. The government began to train and hire professional interpreter-translators. Language promotion activities were carried out.

Since 1984, the federal government has provided the GNWT with funding for French language services and the development of the Aboriginal languages. Government services have been provided, where reasonable, in all official languages. More recently, Aboriginal language communities have taken significant responsibility for regional language planning and community projects. Divisional Education Councils have maintained responsibility for Aboriginal language instruction in the schools. A French

language school board has been established to govern French first language programming.

The Condition of Our Languages

Throughout the NWT, less people are speaking the Aboriginal languages. Many Aboriginal people, particularly young people, now use English as their first language at home. Statistics indicate that approximately 25% of Aboriginal people under the age of 25 speak their traditional language (but these young speakers may not be as fluent as older speakers). By comparison, approximately 76% of Aboriginal people aged 45 years or older speak their language. These rates differ for each of the official Aboriginal languages. These rates also differ from community to community in the NWT.

This decline in Aboriginal language use is significant, because the NWT is the only homeland for the North Slavey and Dogrib languages and one of few homelands in the world for the other official Aboriginal languages.

Use of the French language among the francophone population also appears to be declining in the NWT. The only language that shows an increase in usage is English. English is the most common language used in homes throughout the NWT.

NWT Language Goals

Each of the NWT's Aboriginal language communities has developed language goals. These goals generally include:

- Preserving the language (through oral histories, dictionaries, etc.)
- Promoting the importance of the language
- Developing language curricula and materials for the schools
- Training interpreter-translators and language instructors
- Supporting the languages through policy and legislation
- Strengthening school programs
- Coordinating community language projects.

The francophone community has developed priorities that include promoting French language and culture, strengthening school programs, increasing French language services, and supporting French language media.

The GNWT is currently working with the official language communities to help them achieve their goals.

Language Rights

The United Nations (UN) has established protocols, conventions, and declarations to support language rights throughout the world. According to the UN, all people have the right to speak their own language. As well, education must develop respect for a child's cultural identity, language, and values. One international declaration states that people have the right to maintain their language within their own traditional territory. People who move into that territory must make an effort to adapt to the language and culture of the indigenous people.

In Canada, the *Constitution Act* (1982) provides that English and French have equality of status and equal rights and privileges as to their use in all institutions of Parliament and the Government of Canada. The *Constitution Act* also guarantees minority language education rights. This means that francophones can request and operate French language schools anywhere in Canada where there are enough francophone students. The *Constitution Act* also states that the Government must provide services in both French and English where there is significant demand. The *Official Languages Act* (1988) of Canada reaffirms and further defines language rights established through the *Constitution Act*.

Section 35 (1) of the *Constitution Act* recognizes the "...existing aboriginal and treaty rights of the aboriginal peoples of Canada." Aboriginal rights are not fully defined in the *Act*, but may include language rights. Aboriginal self-government agreements currently being negotiated in the NWT are beginning to address language rights issues.

The NWT and Nunavut are the only jurisdictions in Canada that recognize Aboriginal languages as official languages. The *Official Languages Act* of the NWT (1990) states that all official languages can be used in the Legislative Assembly. It also states that GNWT services may be provided in the official languages where there is sufficient demand. The Official Languages Commissioner is appointed to ensure that the government meets its obligations under the *Act*.

The *Official Languages Guidelines Manual* (1997) provides guidelines for the delivery of GNWT services in the official languages. The guidelines identify which languages may be used for government services in each community of the NWT. People should be informed that they have the right to use their language in certain designated areas.

The *Education Act* (1996) allows District Education Authorities (DEAs) to select the language of instruction for their schools. However, there must be sufficient demand, fluent teachers, and sufficient resource materials. For these reasons, among others, many DEAs have not offered Aboriginal first language programs. French language rights are defined in the French First Language Education Regulations, which are attached to the *Education Act*. French language schools operate in Yellowknife and Hay River.

Many other NWT Acts contain references to language. In most cases, interpreters and/or translation must be used to provide essential information or services.

Funding and Accountability

The federal Department of Canadian Heritage provides the GNWT with approximately \$3.5 million per year for official languages. \$1.6 million of this funding is for French language services. The remaining \$1.9 million is to revitalize, maintain, and enhance the Aboriginal languages. These monies are managed by the GNWT Department of Education, Culture and Employment (ECE).

Most of the Aboriginal languages funding goes directly to language communities for community projects. The rest is used for Aboriginal language training, broadcasting, research, and material development. As well, the GNWT commits approximately \$7.1 million per year of its own money for the Aboriginal languages. Most of this money goes to the Divisional Education Councils (DECs) for Aboriginal language school programming.

French language funding goes primarily toward translation, bilingual bonuses, and French language advertising, signs, and printing. Some funding is also allocated to the francophone community for language projects. The Department of Canadian Heritage also provides ECE with approximately \$1.1 million per year for French language instruction in the schools.

GNWT departments must provide standard financial and activity reports regarding the Canadian Heritage funding. The Special Committee is continuing to review how federal and territorial funding is spent and accounted for. The Committee is also very interested in assessing what is accomplished with this funding.

Public Comments

Over the past year, the Special Committee has received many comments and suggestions from individuals and organizations. The most frequent of these have been summarized below:

- We need stronger and clearer legislation to support the official languages
- We need strong leadership to address language issues, especially with the Aboriginal languages declining so rapidly
- Funding needs to be better coordinated and accounted for
- School instruction is very important, so we have to take immediate steps to train more teachers, establish curricula, develop resources, and provide effective language programs
- We need family and community-based programs to support and reinforce school programs
- We need to improve official language program and service delivery
- We need to promote all of the official languages and change negative attitudes toward the Aboriginal languages and toward French.

Moving Forward

Based on our research and public consultations, the Special Committee has prepared some guiding principles and strategic directions for change to stimulate discussion over the next few months. The second territorial languages assembly, which is scheduled for the fall of 2002, will provide a formal opportunity for further discussion of these guiding principles and directions. Public comments and suggestions can also be directed to the Office of the Special Committee, at the contact numbers listed below.

Our Guiding Principles

In carrying out our work as a Special Committee, we have maintained the spirit and intent of the Preamble of the *Official Languages Act*. We have remained committed to the preservation, development and enhancement of the Aboriginal languages. We have maintained the belief that legal protection of the languages will assist in preserving our distinct Aboriginal cultures. We have upheld the desire to establish equality of status, rights, and privileges among all of the official languages.

In our work, we have also been guided by the following unofficial principles:

- Languages belong to their respective language communities
- Language diversity is of value to all citizens in the NWT
- Maintaining use of the official languages is a shared responsibility
- Governance, funding, and service delivery must be clear, fair, consistent, efficient, and sustainable
- A variety of language revitalization approaches must be utilized.

Our Strategic Directions for Change

We have prepared the following strategic directions for change in order to stimulate further discussion as we move toward preparing our final report. Some of these directions may not prove to be suitable. Others may require revision and refinement. Some people may want to consider other directions. We have numbered these directions for change so that they can be readily identified throughout our next round of discussions. We might:

- 1) Add the guiding principles noted above to the preamble of the *Official Languages Act*
- 2) Amend the *Official Languages Act* to:
 - a) Apply the *Act* to all agencies and contractors that provide services on behalf of the government
 - b) Make one government body or agency accountable for the *Act*
 - c) Change and/or strengthen the role of the Languages Commissioner
 - d) Use proper Dene language terms in the *Act*

- e) Ensure that the official languages listed in the *Act* adequately reflect current language communities in the NWT
- 3) Strengthen and clarify the *Act* through regulations and policy
- 4) Strengthen Aboriginal language rights within the *Official Languages Act* and/or *Education Act* and establish stronger linkages between the education system and language communities
- 5) Take a more structured approach to Aboriginal language instruction by developing proper language curricula and resources, enhancing the training and certification of language instructors, utilizing immersion programming, and properly evaluating language proficiency
- 6) Provide more funding, and more consistent funding, for Aboriginal and French language programming and services, with special consideration for threatened languages
- 7) Improve the effectiveness and accountability of Aboriginal and French language program and service delivery systems, possibly through the establishment of official language service centres in designated areas, among other means
- 8) Establish stronger linkages between the GNWT and the language communities, possibly through regional language boards and/or a territorial languages board
- 9) Increase the functional use of the official languages through enhanced interpreter translator (I/T) services, language training, terminology development, and language promotion activities
- 10) Acknowledge that the official Aboriginal languages are in serious decline and take active and strong measures to revitalize them.

If you wish to make comments or suggestions regarding this report, the work of the Special Committee, the principles and directions presented, or the review of the *Official Languages Act* generally, please contact the Office of the Special Committee at:

Phone number: 920-6929 or toll free at 1-877-920-7265

Fax number: 873-0366 or toll free at 1-800-661-0872

E-mail: languages@gov.nt.ca

Information can also be viewed at the Committee's Web site:

www.assembly.gov.nt.ca/languages

Dēne Yatu xa ʔerebt'is Nedhe nanet'i xa Dēne ʔela Dēlth'i K'ALDHĒR BETS' ʔEREHTĒ 'IS

Dēne *Yatu Ts' ʔerebt'is Nedhe, Official Languages Act* hūlye s' nanet'i xa Dēne ʔela Dēlth'i, Special Committee hūlye t'a nayeneh' xa t'at'u ts'ēn bek'e ʔeghālada s' gha ʔerebt'is seghilá ʔat'e yetá dēne xanm' xa t'a nádbēr-ú tth'í t'adābadi lí s' xa. Yunedhé ʔelk'éta za ʔáááé, ʔedēn Committee ʔerebt'is seghile xat'e begháre yunedhé ʔeduz' nēné (NWT) ta dēne yatu nedhé xa daŭtá s' bek'e ʔeghālada dé xa. Xat'e t'á d'ij xáʔa ʔeduz' nēné dēne dárádé s' ʔaté bet'óréʔa ʔat'e t'a dáʔtthēn s' gha beyatu d'itth' xa. ʔedēn Special Committee hūlye s' t'at'ú dēne yatu ghālada xa ts'ēn helʔa xa dé ʔate bet'óréʔa-ú bet'át' xa, xat'u dé dēne yate nedhé bet'a dēʔanórútsēr ʔáne xa.

Ta'tu b'únidhēr

Yuní 1984, ʔeduz' ts' N'é Ts'ēn K'aldhēr (NWT) dēne yatu xa ʔerebt'is *Official Languages Ordinance* hūlye s' gháre That'in yatu chu B'álay yatu chu yatu nedhe xa hultá k'e. ʔeyi *ʔerebt'is Ordinance* hūlye bedargháre tth'í ʔeduz' d'ēné Dēne xárelʔa beyate tth'í ʔasie nedhé xa hultá ʔaja. Xat'e t'á yuní 1985, ʔeyi dēne yatu xa ʔerebt'is *Official Languages Ordinance* hūlye s' bets' ʔēné dēne yatu xa ʔerebt'is nedhé xalú *Official Languages Act* hūlye. ʔedēn ʔerebt'is (*Act*) yuní 1990 senalyá ʔat'e begháre ʔená yatu-ú, Dēne S'qhn yatu-ú, L'ichaghe yatu-ú, taghe ʔelk'éch'a ʔetena yatu-ú, Dēne Degáth yatu-ú, tth'í nák'e ʔelk'écha Desnát'in yatu s' ʔasie nedhé xa hultá ʔaja ʔeduz' Dēne Beba ʔelegēth Dēlth'í k'eyaghe xa-u tth'í ʔeduz' nēné ts' N'é Ts'ēn K'aldhēr beba, B'álay yatu chu That'in yatu chu xél. ʔeyi bets' ʔēné Dēne Yatu K'eyer' xa ʔerebt'is kué nuŭt' ʔeyi kú ts' n'é ts'ēn k'aldhēr Dēne Yatu bet'át' xa ts'élʔa ʔaja.

ʔedēn *Dēne Yatu xa ʔerebt'is Nedhe* nanet'i xa Dēne ʔela Dēlth'í xa nūlye s' yuní 2001 kú b'únidhēr ʔilé ʔat'e ʔeduz' nēné xa N'é Ts'ēn K'aldhēr beba ʔelegēth dēlth'í Legislative Assembly hūlye s' xa Dēne ʔela Dēlth'í xa nūlye. ʔedēn Dēne ʔela Dēlth'í t'á xáʔá s' ʔedēn *Dēne Yatu Xa ʔerebt'is Nedhe* te t'at'ú ts'ēn bet'át' s' xa nayeh' xa helʔá. ʔedēn Dēne ʔela Dēlth'í s' t'ahedi s' dát'u t'a bets' élkēr t'át'e:

- ʔedēn *Dēne Yatu Xa ʔerebt'is Nedhe* s' ʔate dēne reneren'í-ú?
- ʔedēn ʔerebt'is s' bet'á dēne yatu had'í-ú tth'í bek'áani-ú?
- ʔedēn dēne yatu ʔasí neth xa hultá s' t'a xa ts'ēn bedináts' élú s' xa bet'át'-ú?
- ʔedēn ʔerebt'is s' dlát'u ts'ēn naz' nalye xa?
- ʔedlát'u t'a yalí t'á ʔeduz' nēné ʔáááé huz' dēne yatué t'á ʔeghālada xa dēne ts'édú xadé?

Luk'é 2001 kú t'a ʔedēn dēne ʔela nūlye s' dēné yexél ghádálana xa dēne nédáʔt'is ts'edáy t'at'ú la b'únidhēr sebuéde xa. Xay'ás L'udak'í Za, ʔeyi dēne ʔela dēlth'í s' dēne yatu gha náyatu xa Beghúldeesch náyatu ʔilé. Harelyy t'a hayorjla dála dēne yatu xa ghádálana s' ʔela nídel. ʔedēn dēne ʔela dēlth'í s' tth'í ʔeduz' nēné t'á dēne beyatu gha nánúde s' gha háyurjla dēne gha nahídil ʔaja. ʔeyi gháre tth'í ʔeyi ʔela dēlth'í s' ʔeduz' nēné t'á dēne yatu gha ʔidhēn s' u tth'í t'á organizat'ons dáŭ s' xél dáyatu.

Dēne Yatu xa ʔereht'is Nedhe nanet'i xa Dēne ʔela Deltthi K'ALDHĒR BETS'J ʔEREHT'IS

ʔasié k'e ʔeghádálada. ʔedēn Divisional Education Councils dáulye, dēne ʔela deltth'i sí ʔereht'is kuyé yis Dēne Yatu honeltēn xa ts'ēn ʔeghádalahena ʔat'e. Bálay yatu xa ʔereht'is kuyé xa dēne ʔela deltth'i Board hūlye xát'i hūnǐdher Bálay t'a tibe beyaté xa ghálada ts'ēn k'alde xa.

Gháré nuwe yatué t'at'e sí

Harelyj NWT k'eyághe, k'áʔy Dēne Yatué t'á dáyatu ʔáne. Dēne ts'j ʔēne la, dēne gódbé t'a nadly that'in yatu t'a beyaté ʔat'e behekyé dé. ʔereht'is gháre xa dé 25% Dēne hárelʔa nónasqlá k'áʔy beghayé sí gháré beyaté t'á dáyatu (xadé hūllí dēne góth bebeyaté betthér hūnj dáyatu kís dáyalt'wile). Bánelt'u net'j xa dé, k'ájēn 76% nelt'e dēne ts'j ʔēne hárelʔa dighóná ts'ēn solághe beghayé ts'j beyaté t'á dáyatu. ʔedēn t'at'ú hultá sí harelyj Dēne yatu nedhé xa hultá sí ʔelēht'eile. ʔedizj NWT háyorjla dála sí tih' t'at'u hultá ʔelēht'eile.

ʔedēn Dene beyaté t'a dáyatu k'áʔy ʔáne sí ʔlás ts'ēn bet'óreʔá lát'e, ʔeyj t'a t'á NWT sí hūlj Desnat'imé chu ʔehaghé chu xa ʔedēn nēné ʔily bebeyaté hūly-u tih' ʔedēn harelyj nēné xa dé Dēne Yatu nedhé xa hultá dōlj sí xanǐn ʔataile.

ʔedizj nēné NWT xa dé Bálay hárelʔa dály sí tih' bebeyaté t'ádabhet'j k'áʔyʔáne ʔat'e. T'ayatu ʔááj bet'át'j buret'j ʔáne sí That'in yatu t'a t'á dáyatu ʔáne. ʔedizj nēne NWT dēne bekyé That'in yatu t'a ʔááj bet'á dáyatu.

NWT xa Yatu t'at'u ts'ēn-ú beghálada xa sí

ʔedizj nēné NWT harelyj háyorjla dōlj t'a yatué t'á dáyatu ts'ēn t'at'u ʔeghálahena xa sí hūnǐdher ʔat'e. ʔedēn t'at'u ts'ēn ʔeghálahēna xa sí:

- Dēne yatu bek'ání xa ts'ēn ʔálye xa (ʔatibe yunizj ts'j hanu-u, ʔereht'is dictionaries t'a-u, etc.)
- Yatu t'at'u bet'óreʔa sí bets'ēn helʔa (ʔela kuy tih' dēne góth nuz)
- ʔereht'is kuyé xa begháré chu bet'a chu bekw'hádóneltēn xa ʔereht'is dále xa
- Dēneba ʔetáyatu xa-ú tih' dēne yatu t'á dēne hadóneltēn sí t'á hadóneltēn xa
- ʔereht'is nedhé dále gháré yatu bek'édaredi xa
- ʔereht'is kuyé yiz xa programs deʔánórjtasé ʔálye
- Háyorjla dēne yatué bek'e ʔeghádálada sí ʔelēht'és'edi xa.

T'a bálay yatu háyorjla dahála sí ts' t'a ʔááj bet'órjdhērlí beghálada hūnjdher ʔeyj sí Bálay yatu-u, tih' behech'aní ts'ēn helʔa, ʔereht'is kuyé xa programs tih' bet'át'j-ú, Bálay yatu t'á tih' dēne ts'éd-ú, tih' Bálay yatu gháré t'á xanǐdi xa bek'édaredi.

ʔedēn GNWT sí dū háʔa háyorjla t'at'á dáyatu nedhé xa hultá sí ts'ēhednū yexél ʔasié ts'ēn ʔeghádálada xa dé.

Dēne Yatı xa ʔerehtı́s Nedhe nanetı́ xa Dēne ʔela Dēlthı́ K'ALDHĒR BETSı́ ʔEREHTı́S

ʔeyı́ NWT Actı́ hı́lye beyé dēne yatıé gha yatıe ı́a thela ʔat'e. ʔeyı́ xalı́ k'énédbé, dēneba ʔetadıyatı́ dı́lı́ sı́ bet'ádaaxatı́ ʔat'e ʔaaé bet'óreʔa beneredı́ xa-u to dēne ts'édı́ dé tı́hı́.

Tsamba chu T'at'u ʔet'ánaret'a

Nı́e ts'én k'aldhēr nedhé betı́ Department of Canadian Heritage hı́lye t'a GNWT ʔı́lá ghaýé xa k'ájēn 3.5 million nēlt'e tsamba yet'ále ʔat'e yet'á yatı́ nedhé ghádálana xa. ʔeyı́ betı́ 1.6 million nēlt'e tsamba bet'a Bı́lay yatı́ t'a ʔeghálada ʔat'e. Benáázé 1.9 million nēlt'e tsamba nı́tthı́ sı́ bet'á Dēne Yatı́ náılıná lat'e-u, bek'áxanı́-ı́ tı́hı́ ʔedeʔanórı́tsēr xa beghálada xat'e. Dire tsamba t'a bet'ás thela sı́ GNWT betı́ Department of Education, Culture and Employment (ECE) hı́lye t'a yek'élı́ ʔat'e.

K'ájēn barelyı́ setthı́ Dēne Yatı́ xa tsamba nı́t'ır sı́ háyırı́la dēne yatı́ dáyatı́ k'e ghálada xa nı́lye ʔat'e. T'a beghádhēr t'a xa bet'átı́ sı́, bet'á dēne yatı́ honehtēn-ı́, beyé yatı́ ʔerehtı́s náda-ı́, ʔaaé k'óneta-ı́ tı́hı́ bet'a ʔerehtı́s k'e ghádálada. Tı́hı́ beghatthēn; ʔı́lágh ghaýé t'a GNWT xáre betı́ k'ájēn 7.1 million nēlt'e tsamba bet'á Dēne Yatı́ ghálada xa nı́le ʔat'e. ʔedēnı́ tsamba ı́a bet'á ʔerehtı́s kué ʔı́y Dēne Yatı́ ghálada xa.

Bı́lay yatı́ xa tsamba thela dēneba ʔetayı́-u, nake yatı́ t'a ʔeghálada xa dēne ts'énanı́-ı́, tı́hı́ bı́lay yatı́ t'a yatı́ detı́s xa ts'én bek'adhır ʔat'e. Náye tsamba nı́lye bet'á bı́lay hárelʔa náráde sı́ yet'a háyırı́la beyatı́ t'a ʔeghádálana xa. Dirı́ Department of Canadian Heritage hı́lye tı́hı́ ECE k'ájēn 1.4 million nēlt'e tsamba yeba nı́le ʔat'e ʔı́lágh ghaýe xa yet'á ʔerehtı́s kué bı́lay yatı́ honehtēn xa.

GNWT betı́ department sı́ t'at'u tsamba k'aldhır-u tı́hı́ t'a t'anádhēr gha ʔerehtı́s sehı́le xaʔa ʔedēnı́ Canadian Heritage yeba tsamba thela ba. ʔedēnı́ Dēne ʔela Dēlthı́ sı́ nı́e ts'én k'aldhēr nedhé chu ʔedı́zı́ nēné tsı́, nı́e ts'én k'aldhēr chu t'at'u tsamba k'eheldhır-u tı́hı́ t'at'u yet'á betı́ sı́ ʔahı́ badı́ sı́ xát'ée ʔat'e. ʔeyı́ Dēne ʔela Dēlthı́ sı́ tı́hı́ ʔeyı́ tsamba t'at'u bek'ódbēr sı́ yek'órełʔa xa hurélʔı́ dúé ʔat'e.

Dēne T'adabedı́ sı́

Yunı́ ghaý dóhódhēr ʔı́lé sı́, dēne-u organzations-ı́ t'a dáyı́dhēn-u tı́hı́ t'aradı́ sı́ ʔedēnı́ Dēne ʔela Dēlthı́ betı́ onedı́ ʔı́lé ʔat'e. T'a ʔááʔ ʔelk'ék'ēré gha betı́ éñ xátı́ édı́ sı́ ı́a beyaghe bek'érı́tı́s ʔat'e:

- ʔerehtı́s nedhé ʔaté yatı́ natsēr-u tı́hı́ te beneredı́-u bet'á dēne yatı́ nedhé ts'én ghálada xa.
- T'a k'aldé dı́lı́ sı́ bedı́náltı́ ʔaté yatı́ gha nádaýatı́ gha nı́dhēr dé, Dēne hárelʔa beyatı́é ʔeghá k'áʔı́ ʔane t'a, ʔeyı́ tı́hı́ bedı́náltı́.
- Tsamba nı́t'ır sı́ tı́hı́ hı́yı́ beserehtı́-ı́ tı́hı́ bet'ánoret'a tı́hı́ xa bedı́náltı́
- ʔerehtı́s kué hadónēhtēn sı́ bet'óreʔa dúé ʔat'e, xát'e t'a ʔeghá teachers hadónēhtēn-u, begháre honehtēn xa ʔerehtı́s dı́náltı́-u, bet'a ʔerehtı́s dēne honehtēn dı́náltı́-ı́ tı́hı́ begháre yatı́ ghálada xa programs hı́ts'élı́
- ʔı́láku hárelʔa chu háyırı́la xa programs chu hı́selʔı́ bet'á ʔerehtı́s kué tsı́ programs betı́ édı́ xa.
- T'a yatı́ xa hı́ltá xa programs chu tı́hı́ dēne yatı́ t'a dēne ts'édı́ ʔááʔ nesı́ ʔalye xa hı́selʔı́
- T'a yatı́ t'a dáyatı́ nedhé xa hı́ltá sı́ betı́ éłʔa xa hı́selʔı́-ı́ tı́hı́ Dēne Yatı́ chu Bı́lay Yatı́ chu dēne t'áhtı́ éñı́le ts'én ʔeghá dáyı́dhēn.

Dēne Yatu xa ʔerehit'is Nedhe nanet'i xa Dēne ʔela Dēlthi K'ALDHĒR BETS'I ʔEREHTI'IS

Yunedhé ts'én xadbel

Dēne xel nádáyatu-ú tih'i ʔasíe k'áúnehta gháre, dure Dēne ʔela Dēlthi' ts'etáye séʔhjá begháre t'at'u ts'én ʔaté huzj ʔeghálada-u xát'u dé ʔahj yunedhé sóghónltha za bets'ʔéné begha náyatu xa. Du xaytás 2002 núdher dé Dēne beba ʔelegéth délthi' nat'j xáye ʔat'e, ʔeyēr dé beba núú't'a xat'e yegha ʔahj ʔááz nayaheti t'at'u yatu thela gháre beghálada xa sí. Yunyéne ts'i dēne ʔahj yegha ʔesádi-u tó tih'i t'adáyidhēn sí yegha sóʔj yidhēn dé ʔedēri Dēne ʔela Dēlthi' beba yatu níʔá huríʔj dé xánele xa dúéle ʔedēri ʔerehit'is k'e beyatu huká ts'én yanetu xa bek'erehit'is ʔat'e.

T'a Daregháre ʔeghálada

Nuweni Dēne ʔela Dēlthi' nuwe la hiltu xa dé, din *Yau Nedhé xa ʔerehit'is* anthe bijnidhir bek'e yatu thela sí xaté huzj yatu sí bedi xáʔáile. Dēne Yau bek'ánu-we tih'i ʔááz bet'át'j ts'én helʔa sí ʔahj xát'u ts'én beghálada didi nu sí nuwe yatu bik'ílu ʔat'e. Nuweni tih'i ʔahj buridla ʔat'e dēne yatu ʔaté bádi dé bets'i ʔéné t'at'j dēne hujl sí-u dēne ch'ané sí begháre bek'úrjáiile. Harelyú dēne beyatu nedhé xa dólta sí bet'á dēne ʔelk'írí ʔelét'e -ú hukta-u, t'a ʔelthi' dēne bets'éxájl yek'élmu-u tih'i bet'óredhir xa ts'én ts'ut'ón.

Nuwe la k'e, t'a gháre ts'én ʔeghálada sí dat'u ts'én xat'e:

- Haryonla dála t'a beheyate t'á dáyabetu sí besets'udi xaʔá.
- ʔedizj NWT harelyú ʔelk'éché yatu dóli sí dēne yet'órelʔa.
- Dēne beheyate nedhé xa hukta sí harelyú ʔelk'és'edi t'á bet'at'j ʔat'e.
- K'áts'eldé-u, taamba nílt'ir sí-ú, tih'i t'at'u yatu t'á dēne ts'édi sí ʔaté beneredi-u, ʔelthi'j-u, ʔelét'e-u, xajérile xa ts'én bek'ánu xaʔá.
- Harelyú dēne yatu t'á dáyatu náilna lat'e xat s'én ʔeghálada xaʔá.

Te bets'én hónuʔá-u ʔedj ts'én nalye xa beghálada

ʔaté bets'én xánitthēn-u ts'etáʔ t'ats'én ʔedj náilye xa síʔá bets'i ʔéné ʔahj ʔááz begha náyatu xa ʔeyēr dé nade ʔerehit'is hiltu xat'e. Náye t'at'u ts'én beghálada xa sí ʔaxá benúdíle-u tó síʔ. ʔeyíle ʔasíe bek'e ʔeghádálada sí ʔaxá ʔaté huzj senalye-u tih'i ʔsáaz huzj ts'én nalye xa-u tó xa. ʔedēri t'at'u ts'én senalye xa betáʔ hukta-u ʔerehit'is k'e bek'érilt'is xát'u dé yunedhé ʔela ts'elthi'j-u nat'j xadé bebeba húreni xa yehenelʔj gha núdher dé. ʔaxá dáíde xat'e:

- 1) *Dēne beyate xa ʔerehit'is nedhé* yé t'atthe yatu thela t'at'u ts'én beghalada begháret'a xat'e.
- 2) *Dēne beyate xa ʔerehit'is nedhé* dat'u ts'én senalye xat'e:
 - a) Níe ts'én k'aldhēr benaba ʔeghádálana sí-u agencies dóli sí ʔedēri ʔerehit'is nedhé t'áhet'j xáʔá.
 - b) Níe ts'én k'aldhēr-u tó agency to ʔedēri *ʔerehit'is Nedhéxalnu* xa bets'élʔa xat'e.
 - c) Dēne Yatu K'e Yeʔj theda sí bela ʔedj nalye xel ʔahj ʔááz yatu gha k'aldhēr nálye xa.
 - d) ʔedēri Yatu xa ʔerehit'is Nedhé thelchúth sí Dēne yatu t'á ʔate beneredí nálye xa.

**Dēne Yatu xa ʔerehtł'is Nedhe nanet'i xa Dēne ʔela Dēlthi
K'ALDHĒR BETS'Ī ʔEREHTŁ'IS**

- e) ʔedēri dēne beyatē ʔasi nedhé xa hultá sí ʔedēri Act k'e bek'erehtł'is k'e ʔediz NWW háyorjla dála sí huzų ts'ēn bebaŋ.
- 3) ʔedēri ʔerehtł'is Act hūlye sí ʔatē beneredí xa yatu thela gháre bek'e ghalada xa.
- 4) ʔedēri Dēne Yatu xa ʔerehtł'is Nedhé chu Bet'a Honeltēn xa ʔerehtł'is Nedhé thela sí gháre dēne yatu dēnets'éxali ʔááʔ nórjhsēr-u bet'a háyorjla dála-u, ʔerehtł'is kųé-u ʔela ʔeghálabena xa.
- 5) Ts'etáy dēne yatu t'á dēne hadóneltēn xa ʔerehtł'is Curriculum hūlye chu ʔerehtł'is dēne bet'á honeltēn sehūlye ʔat'e. T'á dēne yatu t'á dēne hadóneltēn dēne dáli sí huzų dēne hadóneltēn xa ʔedēri tth'i hadóneltēn xa. ʔate ʔlághe yatu hūly t'á dēne hómeltēn xa programs t'at' dé ʔeyi tth'i te t'at'u ts'ēn bet'at'ú sí badi xaŋ.
- 6) Dēne hárelʔa beyatē chu Bálay yatu chu xa programs xa ʔááʔ tsamba nūlyi xa. T'a dēne yate ʔááʔ dēneghā hūle ʔáne sí ʔeyi t'á ʔatē beghálada-u tth'i badi xa.
- 7) Dēne beyatu chu Bálay beyatu chu bet'a ʔeghálada dé ʔatē be'tóréʔá-u bet'át'i xa. Dalje xa dúéle dēne beyatē nedhé hulta sí k'é t'a súghá humdhēn su nųjt'a-u to ʔeyile ts'ēn beghálada-u to.
- 8) Níe ts'ēn k'aldhēr chu háyorjla dála sí-u, regional boards chu tth'i ʔediz nēné k'éyághe xa boards dól sí huzų ʔela ʔeghádalahena xa.
- 9) Dēne beyatē nedhé xa hulta sí xadé, dēneba ʔetadáyatu dáli bet'at'j-u, yatu dēne hadóneltēn-u, ʔeyile yatu t'á beba yatu bek'óneta terminology hūlye sí-u tth'i yate t'at'j xa ts'élʔa ghalada xa.
- 10) Dēne beyatē dáultá sí k'áʔų ʔane ch'á ʔatē beghálada xaŋ.

ʔaxá-ú ʔedēri ʔerehtł'is-u to, Dēne ʔela Dēlthi' ghadálana-u to begháre ʔeghálada-u to, ʔedēri Yatu xa ʔerehtł'is Nedhé beghā ʔesózj ydhen dé, ʔedēri Dēne ʔela Dēlthi' bets'j office ts'ēn yanektu xa dúéle:

Beyéyatu hultá xadé: 920-6929 or nánile beyéyatu hulta sú-877-920-7265

Beyéyatu ʔerehtł'is ʔeta nalyi hulta su: 873-0366 to nánile beyeyatu hulta sí 1-800-661-0872

Satsán beni hūly ye xa dé: languages@gov.nt.ca

ʔeyile ts'ēn beghā bek'órushá yudhēn dé Dēne ʔela Dēlthi' bets'i Web site su:
www.assembly.gov.nt.ca/languages

EXECUTIVE SUMMARY

Special Committee musinahikun oma ositato mati tansi tetakwa ayiseiwak ekwa tansi isa apachitak pekiskwewina ekwa keyspin pētos kekwiya tage apachtak oma Committee kakeyew musinahikuna koyes weastawak nikotwasik pesim tanochtawak ekwa kesine makekwiya petos pehtamok tansiis kasi musinahtek igosisa kapatun oma pekiskwenin ota oma kewetin tipaskan.

INTRODUCTION

Aspin 1984 kechi okiman ahk oche neso pekiskwewina pogo tage apachetak akayas mowin mistik osiwin ognanma *Language Ordinance* khesebatek maga aspin 1985 *Ordinance* khesebatek nehiyah pekiskwewina mena apachtanwin. *Official Languages Ordinance* ekwa Official Languages Act igwa schatew 1990 aspin och ogwanma ekwa nehiyawenin, Chipewyan, atim'spikiy, uskipowaw ayacheyiniwin apachtanwin igwa kechi okiman ahk ka pekiskwewak ka ke yew pekiskwewina tage apachtak ekwa

Ekwanma Special Committee musinahikun ka ke osehtak 2000 Legislative Assembly kewetin tipaskan. Special Committee mami wapi wak kespun ta apachtak oma musinahkun ekwa inotekey skytakw kespun ayiwak nisitoh'tak oma musinahkun.

- Ayiseiwak che nisitoh'tamok oma Official Languages Act?
- Kespun atoske makun kake yew pekiskwewina oche
- Kake yaw che pekiskwewina koyes pamitanwin.
- Tansi take tochgategew aiwak koyes tositak
- Tansi take tochgategew aiwak koyes tositak pekiskwewina kewetin tipaskanik

Ka sek'wak 2001 oma Committee atoske 'win meyewak ayiseiwa koyes tosetato oma musinahikun. Ekwa kaskatinowipisim ispey akemit ke mamiwapi wak Committee kasebatek Yellowknife. Ayiseiwak miswete oche totewak.

Ekwa Committee kesekatek petos otenawah to te wak indow wapingto ayiseiwa tanigik inotey pimachitato opekiskwewinwow ekwa mena kake pekiskwewak ayiseniwa tanigik opekiskwewinwow ka nagatetahow

Ekwa niskipisim oma Committee ke mami wapi wak Yellowknife. Ekwe ikospe kukeyo petos nehiyah ak ekwa mistik osowak tansisi iesh pamitak pekiskwewina kechi okiman ahk oche
(NGOs)Senator Sibbeston igwa pekiskwewina Commissioner of Canada

Ekwanma Special Committee keyapit intonakow tansi che isaputakwa pekiskwewina Kechi okiman ahk ekwanma pekiskwewina oche Commissioner tansisi ka kiskinohuma kehk ekwa nehiyah pekiskwewina koyes taapatukwaw

Committee keapits kotaka otenasa katotewak ekwa ta mamd. Wapiwak sasamena takwakey 2002 ekwa takwakey 2002 oma committee iskweyach musinahihun ta musinahgtew ahpow petos atith kekoy ketusinigatew Official Languages Act ekwa tansisi apuchtak.

The Importance of Language and Culture

Special Committee kiske yihtomok pimatitak nehiyaw pekiskwin metoni apatak. Tansise pimachihewak ke pekiskwinaw ocha. Kespimachihewimow kendow wetehnow pogow kepekiskwinaw negan ta pimatitak.

Kepsin nehiyaw pekiskwinaw ta apatakaw ota N.W.T. pogow tato kesikaw ta apachitak ayman oma nehiyawin ekwa mistik osimwin osam kahki yawiyak ikahayasimot miswete oma askiy ekwa kespimachihewimow ta pimatitak nehiyaw pekiskwin pogow kahkiyawiyak ota oma N.W.T., kechi okiman ahk ekwa oyusi wewina ka pumina mihk ehwa kahki yawiyak takochehto ta apachitato nehiyaw pekiskwina

Language Shift and Language Revitalization

Language shift kespimachihewimow kaapatak pekiskwin kespimachihewimow kehte hiyak opekis kwewin apachitak ekwa osisima akayasimot ogaw nama language shift. Ketamak language shift ispayan oma petos pekiskwina kaapachitak ekwa kespimachihewimow opimeteet kespimachihewimow petos ispekiskwak ayiseiwak ota oma N.W.T. namoya mistahi apatan nehiyawwewin. Takewak nehiyaw pekiskwina namoya apatan mistikosimowin mena takiwak namoya apatan.

Ekwa oma kawee pimatitak nehiyaw pekiskwin reversing language sekateew apo language revitalization igwa kuapachitak ota oma musinahikunik language revitalization tansisi pekiskwina ta apachitak igwa kaapachitak. Ayiseniwak kespimachihewimow ta kiskino huma wato ota wasimiswo nehiyawin wekawak ekwa kahkiyawiyak takay apachitak nehiyawwewin

Peyako 'sap petos nehiyaw pekiskwina ota oma N.W.T. ekwa kakeyo petos itetagako.

- kapamitak pekiskwina
- pekiskwina kapimatitak
- pekiskwina tansisi ta apachitak
- kiskino humageh nehiyaw pekiskwina
- nehiyaw pekiskwina kiskino humato kamikgoh ta kiskina ma geh
- ekwa petos keygaya nehiyawin ta pekiskwak mami wapi pon

Language History in the N.W.T.

Nehiyaw pekiskwin ekwa mistikosimowin makekwiy oche nishoh humake kechi okiman ohk oche iskoh 1970 kinwais iskoh mistikosimowin ekwa nehiyaw

pekiskwin namoyah och apatanaw kechi okiman ahk ota oma N.W.T. kechi okiman ahk kenita weyihmat ayiseiwak ikiwak ta nihiyaweto makehwiyohtechgate nehiyaw pimachawin mechet nehiyawak nemoy oche pagetnowak ta nehiyaweto akayasmowin pogo ekwa akayasmwin pogo ke apanat atoskek ekwa kechi okiman ahk

Petos tipaskana nemoya nehiyawa ohce peskimewak pekiskwina ekwa pimachi howina petos petos mena ogahe mekega aewak aimin nehiyawak peyakwan te sepimachto.

1969 Official Language Act of Canada keke musinahikatek ekwanima act mistikusimowin ke pugitnamok taapuchtak ota oma Canada. Pekak 'wun ta 1969 Statement of the Government of Canada on Indian policy (ka wāpiskak musinahikun) petos kechi okiman ahk te sepimpitato pekiskwina ekwa pimachi howina

1970 petos kah kiyaw kekwiyo kechi okiman ahk atesiyin ota oma N.W.T. Mistikusimowin apachetwak kiskino humato kamikok ekwa nehiyaw pekiskwina kechi okiman ahk och atoskewin kemeowak ayiseniwak ta nehiyawetaw ekwa ta kiskinohumageto.

Aspin 1984 oche federal government meygo seoniyaw mistikosimowin ekwa nihiyawin aiywak ta apatak

The Condition of our languages

Nemoy mestah ayiseniwak ekwa nihiyawewuk osam poko akayasimoto oskisinawak nantaw 25% oskisinawak ka nihiyawetow kehtehiya nantaw 45 tatoboneto ekwa iywak matona nehiyawewak

Petos pekiskawina tapiskots nehiyawewin nemoya mestah apatan N.W.T. Atimgpikiy akwa ayacheyiniwin osam poko apachtanwin ekwa mistikusimowin mena nemoya mistaha apatan akayasimowin pogo aiwak apatan pogoite ota oma N.W.T.

N.W.T. Language Goals

Kekeyow N.W.T. otenawa tanisis is aputakaw pekiskunwin sechgewak

- pimatitak pekiskuwin
- aiwak ta kisketumik pekiskuwin
- kiskino humato kamigoh nehiyaw pekiskwin ta kiskinamageh
- ayiseniwak ta pekiskwe stumaketow nehiyaw pekiskwin
- ta pekiskutomik nehiyawewin
- kiskine humato kamigoh ta pekiskutomik nehiyawewin
- kuyes ta pumitak nehiyaw pekiskuwin

Mistikuswok opekiskuwinow miswete apatan G.N.W.T. kakeyow pekiskuwinawina netawetako ta apuchitak

Language Rights

United Nations (UN) miswete netawaytalamok ayiseiwak ta aputchtato apekiskuwinwo ekwa awasisak ta kiskin mato tanisi chaputchtato opikiskuwinwo ota oma Canada the Constitution Act (1982) akayasmowin ekwa mistikoswin ta aputchtak kechi okiman ahk ota oma Canada

Constitution Act neta wetomok kakeyow pekiskwewina ta aputchtak. Ekwa mistikosmowin ta kiskinamageh pukowete ota oma Canada kespim koyikohk awasisak ta kiskinamoto. *Constitution Act* netawetamok kechi okiman ahk oche ta nesokamageto akayasmowin ekwa mistikos mowin taaputak te tawetommiky.

Section 35 (1) oma *Constitution Act* nistawi nam nehiyaw pekiskuwin kakeyow nehiyawak ota oma Canada. Nehiyaw pekiskuwinawina nomaya kakeyow nistawinamok megotes nehiyaw tipemiswin pikiskuchgate ota oma N.W.T. ekwa kakeyow pikiskuwinawina ta aputchtak

Megates N.W.T. ekwa Nunavut pogo ka nistawnako nehiyaw pikiskuwinawina Official Language Act ota oma N.W.T. (1990) nistawnako kakeyow pikiskuwinawina ta aputchtak kechi okiman ahk ekwa G.N.W.T. ta aputchetato nehiyaw pekiskuwinawina tante netawetamiky
The Official Languages Commissioner atoshwin ayaw ta negatemat kechi okiman ahk koyas tespik ogonama Act.

The Official Language Guidelines Manual (1997) musinahikun aywak G.N.W.T. tanisia pumitadow kakeyow pekiskuwinawina pogite kepekiskuwin tageapachtanwin

Oma Education Act (1996) (D.E.A.) tanima pekiskuwin netawetakaw ta kiskinamagek kiskino lumato kumikok ogonama ta kiskinamagewak. Pogo maga ayiseinwak ta netawetakaw. Ekwa pogo awiak takiskinamget ieman tamiskat awiak ogo oche nemoya kiskinamagewak. Nehiyawin mistikosimowin Education Act. Mistikosimowin kiskinamagewak Yellowknife ekwa Hay River

Kotaak kegaya N.W.T. Acts nehiyaw pikiskwin aputan mega pogo twesta 'ma kew ta aputchet osam nemoya mistaha ayiak nehiyaw pekiskuwak

Funding and Accountability

The federal Department of Canadian Heritage meyew \$3.5 kechi mitatahtom 'tanaw G.N.W.T. nehiyaw pekiskwina tanegatetahk \$1.6 kechi mitatahtom'tanaw mislikosimowin meyewak. Ekwa \$1.9 kechi mitatahtom tunaw kakeyow

pekiskuwin ta nagatetacoh sooniyaw ogna G.N.W.T enagatemat Department of Education Culture and Employment (E.C.E.) Kakeyow sooniyaw nehiyaw pekiskwina tanisi aiwak koyas ta aputchtak. Ekwa mena kiskinamato ayisenwak pekiskuwin ekwa tanisi aiwak koyas pekiskuwin ta aputacoh,. Ekwa G.N.W.T. mego \$7.1 kechi mitatahtim tanaw sooniyaw tato uske nehiyaw pekiskwina oche sooniyaw ogna Divisional Education Councils (DECs) nehiyaw pekiskuwin takiskinamageh kiskino humato kamikok

Mistikosimowin mena sooniyaw \$1.1 kechi mitatahtim tanaw petos kekaya ekwa mistikosimowin takis kinamageh kiskino humato kamikok. Department of Canadian Heritage (E.C.E.) G.N.W.T. kunawechikew tanisi awa sooniyaw mesti nit

Public Comments

Peyak uske Special Committee miswe oche ayiseniwak notew kisketakow tanisi oma pekiskuwin ekwa tanisi isapumichkategor

- pego aiwak chatoskatamak pekiskuwin
- kipekiskuwinaw ketate wuneh tawnaw magega pogo awiyak metona tagochet kawe ta pimachtat pekiskuwin
- Sooniyaw pogo kosay ta cunwemith
- kiskino humato kamik pogo tagew autek kiskinumagewin
- pogo ta mawipayi hoyak ta kiskinamageh nehiyawwin
- pogo ayiwak katoskeak kosey tespik pekiskuwin
- pogo kakeyow pekiskuwin ta aputaahow mistikosimowin mena

Moving Forward

Oma tukwakin Special Committee we mawipowak tanisi aiwak take mewpick oma pekiskuwin ekwe kespim kekway kenothe pekiskuwinawoh akehta sowina teta pekiskwak astanwan ota

Our Guiding Principles

Ota oma Special Committee wechatoskmat *Official Languages Act* kawee netawetagoh nehiyawewin ta pimatitak ekwa kakeyow pekiskuwin kawe ta aputakwah.

- pekiskuwin tekanestotamik ogta ta aputakwaw.
- petos pekiskuwin pekiskuwinian ota oma N.W.T.
- kosey ta aputchtak pekiskuwin
- kechi ohimaw sooniyaw pogo kosay ta pumihit
- petos pekiskuwin kakeyou ta nagateta mik

Our Strategic Directions for Change

Atch kekoyaw ota ka musinigatego apo petos ayak tetam macheka petos ta getowonwan ketom mamawepeki

1. kotak kekoya taustak Official Languages Act
2. kosay tasak *Official Languages Act*
 - a. kahki yawiyak ta aputchtat nehiyawin
 - b. peyak kechi okimaw ta nagatetak ogo oma Act
 - c. ayiwak ta muskawset Languages Commissioner
 - d. nehiyaw pekiskwina kosey aputchak
 - e. Tante aputatkaw pekiskuwina ogte ta aputatkaw
3. ayiwak ta muskawsemak Act
4. ayiwak ta muskawsemak *Official Languages Act* ekwa Education Act Tanisi ayiwak nehiyawin ta aputak
5. nehiyaw pekiskwina kosay keta kiskinimageh ekwa ayisenwak takiskinmato tanisi kosay ta kiskinimagehto kosay tespik omo pimachi howin
6. ayiwak sooniyaw ta misinat nehiyaw pekiskwina ekwa mistikosimowin oche.
7. ayiwak nehiyaw pekiskuwina ekwa mistikosimowin tagew nesotatmik
8. G.N.W.T. ewka kakeyow nehiyawak ta nisoikumtow
9. kespín nemoaya kenehiyawan twestamakewak ake aputchehwak
10. poko kawee ta pimatitak nehiyaw pekiskwin

ekwa kespín kekway kenothe pekiskuwtinawah oche Special Committee ewa *Official Languages Act* akehtasowina teta pekiskwean astanwan ota

Phone number: 1-867-920-6929 or toll free at 1-877-920-7265

Fax number: 1-867-873-0366 or toll free at 1-800-661-0872

e-mail: languages@gov.nt.ca

web site: www.assembly.gov.nt.ca/languages

K'AADEE GINJHTI'È

Edzaneek'e gots'ò dõne sòhì yati weghò geeda k'e eghàlagìda, weghò gondi gehts'ì, dui dzè ts'ò ayi edàtlò k'e eghàlagìda eyits'ò dõne ahsì jla weghò dagehkea gìwò hõnì geedi t'à dui njhtì'è gehts'ì. Jda ek'ètai saà ts'ò dui njhtì'è k'e eghàlagide ha, edzaneek'e dõne sòhì yati gohlì sù, jda gogha edaanì dõne sòhì yati ts'òhk'e goxè hòdò? gha k'e eghàlagide ha. Dõne edzaneek'e nageede sù, dui lah weghò edàgìwò hageedi nindè gìwò. Dui dõne lah k'e eghàlagide sù, dõne sòhì yati hotì nezì wek'èhòdi gìwò xè, ats'ò dõne dui yati dõne gít'at'ì gha gìwò xè naatso àdle gha gìwò.

Akwelò

1984 k'e, Edzaneek'e ts'ò Ndèts'ò K'aawo, edzaneek'e azhò dõne sòhì yati gohlì sù, eyixè Kwet'ì yati eyits'ò Mòla yati sù, gha Naawodee gehtsì. 1985 dui Naawodee, dõne sòhì yati sù gha Naawodee gehtsì. 1990 k'e, dui Naawodee ladì agjla t'à, Endaa yati, Tetsòt'ì yati, Denàt'ì yati nàke kaa?a gohlì sù, Deege yati, Tìchò yati, eyits'ò Hotendaa yati tai kaa?a gohlì, gìgha ek'ètehtsò hòlì dò legèhdì nindè deyati t'à gogende gìgha seedlà, eyits'ò Ndèts'ò k'aawo ginjhtì'èkò, dui yati t'à dõne gha etaatia dile àja, Mòla yati eyits'ò Kwet'ì yati xè sù. Eyixè sù, Dõne Sòhì Yati hòedih gha wenjhtì'èkò hòdòlì. Ekò gots'ò Ndèts'ò K'aawo yagìlì sù, dõne sòhì yati naawo k'e eghàlagide.

Dui dõne lah k'e dehkw'e sù, 2000 k'e, Ek'ètehtsdò, Edzaneek'e Ndèt5s'ò K'aawo dõne lah k'e nègogìwa. Ahsì dõne sòhì yati naawo wet'à?a nì, geedi t'à wedànàgeetah. Dui lah k'e gehkw'e sù, dui haanì weghò dazegègeh:

- Ahsì dõne, dõne sòhì yati naawo ginìdèdì nì?
- Ahsì dui dõne sòhì yati naawo goyati gha nezì xè wedè hohlè ch'à xoehdì nì?
- Ahsì dõne sòhì yati azhò ayi edàtlò gìwò sù t'à gits'adi nì?
- Ayi edàts'jla t'à, dui naawo nàtso àde ha?
- Edzaneek'e dõne sòhì yati t'à dõne ts'adi eyits'ò yati k'e eghàlagide ts'òhk'e, edaanì dee?ò nezì àdla lii?

Lìk'e 2001 k'e, dõne dui lah k'e eghàlaede gha ginjhtì'è. October k'e, dui dõne lah k'e dehkw'e sù, azhò edzaneek'e dõne sòhì yati gohlì gha Sòmbak'è legèadì. Dõne sòhì yati azhò edzaneek'e gohlì sù akò negìde. Dui dõne lah k'e dekw'e sù, azhò kòta yagòla k'ègèade t'à, amì see, deyati ghò nanìwò sù ts'ò gogende. Eyixè sù, dõne azhò amì dõne sòhì yati ghò nanìwò xè dõne sòhì yati k'e eghàlagide sù ats'ò gots'ò gogende.

K'AADEE GINJHTP'È

March k'e, Sombak'è dōne t'ala xè legèadi. Akq legèadi sɪɪ, dɪɪ hàatɪq dōne goxè legèadi, dōne sɔɪɪ gha eghàlagide dɔ, Mɔla yatɪ k'e eghàlaide dɔ, dōne sɔɪɪ yatɪ gha k'aawodee gɪle, dōne degħa eghàlaidedɔ yagɪɪ (NGO), Senator Sibbeston eyits'ɔ Canada gha yatɪ ts'ò k'aawodee elɪ sɪɪ xè gogèado.

Dɪɪ dōne lah k'e dekw'e sɪɪ, ɪla edaanì Ndèts'ò k'aawo dōne sɔɪɪ yatɪ t'à dōne ts'àgeedi, dōne sɔɪɪ yatɪ xòedihdɔ wenɪhtɪ'èkò, dōne sɔɪɪ dɔ hoghàgehtɔ eyits'ɔ dōne sɔɪɪ yatɪ naawo ghɔ wedàanageetah. ɪla kòta k'eegeede neexè, 2002 Xaàt'ò achɪ nàlègehdi gha, eyɪ Xaàt'ò nɪhtɪ'è nòòde gehtsɪ gha, eyɪ wet'à dōne sɔɪɪ yatɪ naawo ladɪ àdle ha geedi nindè hageele gha.

Edaanì Dōne Sɔɪɪ Yatɪ eyits'ɔ Dōne Naawo Wet'àza

Dɪɪ dōne lah k'e dekw'e sɪɪ, goyatɪ wek'èhòdɪ sɪɪ, sɪɪ wet'àza wek'èhògehzhà. Goyatɪ wet'à, amɪ ats'ɪt'eh sɪɪ wek'èts'eezhɔ. Amɪ ats'ɪt'eh deegħa wek'èts'eezhɔ gha ts'ɪwɔ dè, goyatɪ wek'èts'edi zò t'à ats'eele gha geedi.

Edzaneek'e goyatɪ yagohɪ sɪɪ, wek'èts'eedɪ gha ts'ɪwɔ nindè, dzɛ tɔt'è wet'àts'et'ɪ zò t'à geedi. Dōne sɔɪɪ eyits'ɔ Mɔla yatɪ gɪgha sɪɪ wɪɪdɪ-le, Canada k'eezhì eyits'ɔ edzaneek'e Kwet'ɪ yatɪ nàtso ts'ɪpɔ. Edzaneek'e goyatɪ wek'èts'eedɪ gha nindè, dōne azhɔ, ndets'ò k'aawo, kòta dōne eghàlagidedɔ eyits'ɔ dōne t'at'e gɪt'at'ɪ zò t'à wek'ehòdɪ gha.

Goyatɪ Ladɪ àt'ɪ eyits'ɔ Goyatɪ wet'ànàts'et'ɪ

Goyatɪ ladɪ àt'ɪ ts'eedɪ nindè, goyatɪ wet'àhòt'ɪ-le haanɪ-le dè goyatɪ deerò wet'àts'et'ɪ ts'eedɪ ts'eedɪ. Akì hò, dɪɪ haanì awèts'edi, òhdaa dōne sɔɪɪ yatɪ k'è gogende nindè eyits'ɔ gɪchà kwet'ɪ yatɪ zò t'à gogende nindè, goyatɪ ladɪ adàade awèts'edi. Yatɪ ɪlè sɪɪ nàtso nindè, goyatɪ ladɪ àt'ɪ. Ats'ɔ yatɪ ɪlè zò t'à gots'ende nindè sɪɪ, goyatɪ nàtso-le àt'ɪ, dōne mɔhdàa dɔ ladɪ xè hogeet'ɪ nindè, yatɪ ɪleat'èa zò k'è gogende àt'ɪ haanɪ-le dè kòta ladɪ ts'ò taageede nindè, gɪyatɪ sɪɪ ladɪ àt'ɪ. Edzaneek'e, ɪdɪ edlatɔakw'inq xo gots'ɔ, dōne sɔɪɪ yatɪ ladɪ àdaade geedi. Mohdàa kòta sɪɪ ladɪ àdaade, Mɔla yatɪ sɪɪ, ladɪ àdaade geedi.

K'AADEE GINJHTI'È

Dɔne mɔhdàà deyati t'ànàgeet'ɪ gha k'e eghàlagide sɪ, achɪ deyati t'à anàgeet'ɪ gha wiyeh. Achɪ deyati t'à anàgeet'ɪ gha wets'èèdi hɔt'è, dɪ nɪhtɪ'è yì. Goyati t'à anàts'èet'ɪ gha nɪndè, edaanì goyati t'à anàts'èet'ɪ gha nɪhtɪ'è sets'ele zò t'à hɔt'è. ɔdɪ edlatɔ xo gots'ɔ, edzaneek'e kòta yagòlah sɪ deyati k'e eghàlagide gha dexè segògehɪ. Edzaneek'e Mɔla yati sɪ, edaanì deyati k'ègeedi xè edaanì deyati k'e eghàlagide gha sɪ dexè segògɪlah. Edzaneek'e gha Ndèts'ò k'aawo, edaanì goyati wek'èhòdi lì geedi t'à sɪ weghò nɪhtɪ'è gehts'ɪ.

Hotì nezɪ goyati wek'èts'èdi xè goyati k'e eghàlats'ide gha nɪndè gokɛ gixè gokò hoghàgets'etɔ zò t'à geedi. Eyixè, gokòta dɔne naawo k'e eghàlats'ide nɪndè goyati nàtsɔ anaàde gha.

Edzaneek'e yati k'e eghàlagide gha nɪndè, yati 11 gohlɪ neet'à, wɪde-le, eyixè sɪ dɔne sɔlɪ ts'òhk'e yati kaara lɔ gohlɪ.

Eyɪ-le neek'e, gɪyati k'ègeedi gha k'e eghàlagide.

Deyati k'ègeedi xè, dɪ asɪ haatlɔ sɪ k'e eghàlgɪda:

- Yati gha naawo hòlɪ
- Yati wedànageetah xè edaanì wek'ègeedi gha k'e eghàlagide
- Yati ghò nàdagehde
- Gokò eyɪts'ɔ gokɛ gixè dɔne sɔlɪ yati hoghàdegeetɔ
- Nɪhtɪ'èkò yati hoghàgeetɔ
- Kòta yati hoghàgeetɔ

Edzaneek'e Yati wegondi

Edzaneek'e 1970's gots'ɔ zò, Ndèts'ò k'aawo, dɔne sɔlɪ yati eyɪts'ɔ Mɔla yati ts'àgeedi àja. ɔda neek'e gots'ɔ Ndèts'ò k'aawo, edzaneek'e Mɔla yati eyɪts'ɔ dɔne sɔlɪ yati edlatɔ xo ts'ò nàgɪtah-le ɪle. Ndèts'ò k'aawo, dɔne, dɔne sɔlɪ yati k'è gogendea-le gha naawo gɪtɔ ɪle. Dɔne sɔlɪ naawo nàgɪtah-le ɪle. Dɔne sɔlɪ azhò Kwet'ɪ yati zò t'à gogende agògeele gha gehdzà. Dɔne lɔ, dɔxòkò nàde sɪ, deyati k'e gogende-le gogeedɪ ɪle, eyɪts'ɔ Ndèts'ò k'aawo sɪ Kwe'ɪ yati zò t'à dɔne xè eghàlagide ɪle.

ɔda neek'e eyɪts'ɔ Edzaneek'e azhò Canada neek'e gha tɪ'ì nàwhet'ɪ adlà hò, dɔne sɔlɪ naawo nàgɪtah-le ɪle. Dɔne sɔlɪ yati eyɪts'ɔ dɔne sɔlɪ naawo kòta yagòlah sɪ, taanì ts'ò gɪgha naawo gohlɪ àja, eyɪt'à azhò eɛèxè eghàlagide gha wɪdi-le àja.

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1969, Canada gha yatı gha naawodee hòlì. Canada k'èezhì gha Mòla yatı wek'èjò àja. Eyı xo k'èèt'ı, Ndèts'ò k'aawo ìle gıwò hò, dọne sọlì gha naawo hòlì, 1969 nıhtı'è deego hòlì, eyı nıhtı'è sıı, dọne sọlì ìadì agògeele haa-le gha nıhtı'è hòlì.

1970's ekıyeh, Edzaneek'e ndèts'ò k'aawo gıts'ò naawo ìadì àja. Edzaneek'e ts'ò Ndèts'ò k'aawo Mòla yatı chekoa hoghàgogehtò àja. Dọne sọlì yatı chekoa hoghàgogehtò gha sıı hòlì. Ndèts'ò k'aawo, etaahı sıı hoghàgeetò xè gıngıhtı'è. Dọne sọlì yatı ghò nàdàgehde àja.

1984 gots'ò, ìda neek'e gots'ò Ndèts'ò k'aawo, dıhdè edzaneek'e ts'ò Mòla yatı gha sòmba edzaneek'e ts'ò ndèts'ò k'aawo ts'ò agehı àja, eyıts'ò dọne sọlì yatı sıı k'e eghàlagıde àja. Ndèts'ò k'aawo, dọne sọlì yatı t'à dọne ts'àgeedı gha gehdzà. Dıhk'òa whàlea gots'ò dọne kòta naade, dedì whacho gıyatı k'e eghàlagıde gha dexè segògehı àja, eyıts'ò ayı lah edàwhıt'ı k'e eghàlagıde gha sıı gıts'ò hòelì àja. Nıhtı'èkò k'aade t'a, chekoa dọne sọlì yatı hoghàgeetò gha t'a gıts'ò hòelì. Mòla yatı dezha hoghàgogehtò gha nıhtı'èkò gha k'aade sıı gohlì àja.

Goyatı ts'òhk'e edàgòht'e

Azhò edzaneek'e, dọne sọlì ìọ deyatı k'è gogende-le adààde. Dọne sọlì ìọ, cheku t'a sıı, Kwet'ı yatı zò t'à, dekò gehkw'e dè Kwet'ı yatı k'è gogende adààde. Dọne azhò nàgıtah sıı, 25% dọne sọlì cheku 25 gıghò k'ààı, deyatı k'è gogende, haanıkò qhdaa laanì gogende-le. Dọne sọlì 45 gıghò 76% deyatı k'è gogende. Edzaneek'e, dọne sọlì yatı tğat'e azhò ìadì họt'e, eyıts'ò kòta tğat'e sıı dọne sọlì deyatı k'è gogende sıı azhò ìadì.

Dıı haanı, dọne sọlì yatı t'à gogende-le adààde sıı, sıı nechà họt'è, Denàt'ı yatı eyıts'ò Tıjchò yatı zò laanì, dıhdè Edzaneek'e k'è gogende ts'ıřò. Dọne sọlì yatı eyıleh haanı-le, eyıleh neek'e sı haanı yatı t'à gogende nee ts'ıřò.

Edzaneek'e, Mòla yatı k'è sıı, yazèa ìzhi adààde. Kwet'ı yatı t'a, dọne ìọ gòò gıt'at'ı adààde. Edzaneek'e, dọne ìò gòò, dekò gehkw'e dè, kwet'ı yatı zò t'à gogende.

Edzaneek'e Edaanì Goyatì k'è Eghàlageeda Gha Gɔwɔ

Edzaneek'e kòta tɔat'e, edaanì deyatì k'e eghàlagide gha, degha lah gehts'ɔ. Dɔ haanì lah dek'ènègɔt'è:

- Yatì k'ègeedi gha gɔwɔ (whaedɔ gondì t'à, yatì dek'èt'è ghà, etc.)
- Yatì wet'àza geedi t'à weghɔ gogende
- Nɔht'èkò gha yatì hoghàgogehtɔ gha nɔht'è gehts'ɔ
- Etaati eyits'ɔ dɔne sɔɔ yatì chekoa hoghàgogehtɔ sɔ gha hoghàgeetɔ
- Naawo ghà dɔne sɔɔ yatì ts'àdàgeedi
- Nɔht'èkò chekoa hoghàgeetɔ sɔ, deɔ nàtso adle gha
- Kòta yagòla, dɔne sɔɔ yatì k'e eghàlagide gha

Mɔla yatì sɔ, deyatì eyits'ɔ ginaawo sɔ nàtso ade gha ghɔ nàdàgehde ha, eyits'ɔ nɔht'èkò sɔ deyatì chekoa hoghàgogehtɔ gha k'e eghàlagide gha. Deyatì k'è sɔ dɔne ts'àgeede gha gɔwɔ, eyits'ɔ deyatì t'à sɔ gondì gehts'ɔ gha gɔwɔ.

Edzaneek'e gots'ɔ Ndèts'ɔ k'aawo, dɔ hatɔ lah t'à dɔne kòta nàgede sɔ ts'àgeedi gha gedì.

Yati Gha Naawo

Ida neek'e United Nations gooyeh sɪɪ, naawo weghà eghàlagide gha wegho legèadi t'à naawo hòlɪ eyits'ɔ azhɔ nèè gha yati gha naawodee hòlɪ. UN ghà, dɔne t'ala sɪɪ deyati k'è gonde gha hòɔɔ. Eyixè chekoa weyati ghà, dɔne naawo ghà eyits'ɔ edaanì deezhɔ ghà hoghàwètɔ gha naawo hòlɪ. Naawo jìle ghà, dɔne t'ala sɪɪ denèè k'e deyati k'è hoghàwètɔ dìle gedɪ. Dɔne ginèè ts'ò tàts'eede nindè eyɪ ginèè k'e edaanì dɔne edègeeda sɪɪ, gɪk'è ts'eeda gha wets'ehdzà zò t'à gedɪ.

Canada gha Naawodee hòlɪ hò (1982) Kwet'ɪ yati eyits'ɔ Mɔla yati k'è gogende gha dìle gedɪ, Ndèts'ò k'aawo azhɔ ginjhtɪ'èkò yì. Dɪɪ naawo ghà sɪɪ, dɔne azhɔ gɪtɔ-le hò, deyati k'è hoghàgeetɔ gha dìle gedɪ. Eyit'à Mɔla yati t'à gɪtɔ-le hò dezha hoghàgeetɔ gha dìle. Dɪɪ naawo sɪɪ, dɔne t'ala sɪɪ Mɔla yati eyits'ɔ Kwet'ɪ yati t'à Ndèts'ò k'aawo ts'ò gogende gha gɪwɔ dè, hagede gha dìle. Canada gha Yati gha Naawodee (1988) hòlɪ ts'ò, achɪ hageedɪ, Constitution Act ghà eghàlagide gha dìle.

Section 35(1) Dɪɪ nee gha naawodee tɪ'ah, dɔne sɔlɪ eyits'ɔ Treaty wenaawo wenàetah nee t'à dɔne sɔlɪ yati sɪɪ wenàetah ajà. Edzaneek'e gha Yati naawodee, dɪɪ haadì, dɔne t'ala sɪɪ, Ek'ètehtsòdɔ legèhɪ nindè deyati k'è gogende gha dìle gedɪ. Eyits'ɔ Edzaneek'e gots'ɔ Ndèts'ò K'aawo, dɔne deyati k'è gogende gha gɪwɔ nindè, Ndèts'ò K'aawo dɔne gha etaahɪ ts'atà wheda agɪwhɔ gha naawo hòlɪ. Yati gha k'aawodee wheda sɪɪ, dɪɪ naawo hòedɪ gha wheda.

Canada k'èèzhì gha Edzaneek'e eyits'ɔ Hotenda neek'e zò, dɔne sɔlɪ yati nàgɪhtaà. Dɪɪ Edzaneek'e ts'ò yati gha naawodee gohlɪ sɪɪ (1990). Dɪɪ naawo ghà, dɔne t'ala sɪɪ Ek'ètehtsòdɔ legèhɪ nindè deyati k'è gogende gha dìle gha naawo gohlɪ. Eyixè sɪɪ, dɔne t'ala sɪɪ, deyati k'è Ndèts'ò K'aawo ts'ò gogende gha gɪwɔ nindè, gɪgha etaahɪ ts'atà wheda gha gedɪ, dɔne lɔ gòò hagɪwɔ dè, dɪɪ naawo ghà, dɔne sɔlɪ yati gha k'aawodee elɪ sɪɪ, eyɪ gha dɪɪ naawo yixòedih.

Yati gha naawo weghà eghàlagide gha gohlɪ sɪɪ (1997), eyɪ naawo ghà, Edzaneek'e gots'ɔ Ndèts'ò K'aawo, dɔne gha etaahɪ ts'atà wheda agɪwhɔ gha. Dɪɪ naawo ghà yati edàwhit'ɪ, adɪ Edzaneek'e kòta dɪɪ naawo wet'ageet'ɪ gha wexòegihɪ gha. Dɔne azhɔ dɪɪ naawo gohlɪ gɪk'èzhɔ nindè nezɪa, eyixè sɪɪ gɪts'ɔ naawo gohlɪ sɪɪ gɪk'èzhɔ dè nezɪa.

K'AADEE GINHTI'È

Njhtl'èkò gha naawo gohlì sù (1996), njhtl'èkò gha k'aadee, gits'ò njhtl'èkò sù giyati t'à chekoa hoghàgeetò gha dìle. Haanikò, dõne hagìwò zò t'à, eyixè sù, dõne sòlì yati t'à chekoa haatò gohlì xè wet'à chekoa hoghàgogehtò gha njhtl'è deèghà gohlì dè, chekoa hoghàgogehtò gha dìle. Dii haanì ts'jò, eyì zòò-le hò, njhtl'èkò gha k'aadee sù, dõne sòlì yati chekoa hoghàgogeetò-le. Mòla yati sù, gits'ò naawo ghà, Mòla yati Sòmباك'è eyits'ò Hatl'odee, chekoa Mòla yati hoghàgeetò.

Edzaneek'e gha dii haanì naawo gohlì sù, yati t'à chekoa hoghàgogehtò gha dek'ètl'è. Kòta ló, etaatì dõne ts'àgeedi gha ts'àtà gehkw'è.

Sòmباك t'à Eyits'ò Edaanì Eghàlagide Gixòedi

Ìda neek'e gots'ò Ndèts'ò K'aawo, Edzaneek'e gots'ò Ndèts'ò K'aawo daà \$3.5 lemìzhò, dõne sòlì yati gha gidaà njìzhe. \$1.6 lemìzhò t'à Mòla yati gha hót'è. Eyì weèrò ts'ò \$1.9 lemìzhò t'à dõne sòlì yati k'e eghàlagide gha eyits'ò deèrò deyati k'è eghàlagide gha whela. Dii sòmباك sù, Edzaneek'e gots'ò Ndèts'ò K'aawo, Njhtl'èkò gha k'aadee (ECE) gitl'è whela.

Dii sòmباك sù, ahjò nee eyì azhò sòmباك, kòta yagòlah, gitl'è dõne sòlì yati k'e ghàlagide gha hót'è. Eyì weèrò ts'ò whela sù, dõne sòlì yati dõne hoghàgeetò gha whela. Dõne ts'ò gogende gha, gondì gehtsìdò gha, yati wedànageeta gha eyits'ò dõne sòlì yati njhtl'è gehts'ì gha whela. Eyixè sù, Edzaneek'e gots'ò Ndèts'ò K'aawo dedì gisòmباك \$7.1 lemìzhò, xo tət'e dõne sòlì yati gha gehlā. Dii sòmباك kòta yagòla njhtl'èkò gha k'aadee gits'ò àt'ì, chekoa dõne sòlì yati hoghàgeetò gha.

Mòla yati sòmباك sù, Mòla yati k'è gìgha njhtl'è k'e etaatì gha ts'ò àt'ì, deyati k'è gogende gha gits'àèdì, Mòla yati k'è njhtl'è dàwhela agehzi eyits'ò deyati k'è sù njhtl'è dàwhela sù gehts'ì. Eyits'ò Mòla yati k'è eghàlagide gha sòmباك mòhdaà whela agehzi. Ìda neek'e gots'ò Ndèts'ò K'aawo Dept. of Canadian Heritage, dihdè Edzaneek'e njhtl'èkò gha k'aadee \$1.1 lemìzhò gots'ò agehzi, Mòla yati chekoa hoghàgogehtò gha.

Eyits'ò Edzaneek'e gots'ò Ndèts'ò K'aawo, xo tət'è, edaanì Canadian Heritage gots'ò sòmباك edaanì wek'ègehwhì sù weghò gondì gets'ì. Special Committee, edaanì Ìda neek'e Ndèts'ò K'aawo eyits'ò Edzaneek'e gots'ò Ndèts'ò K'aawo yati gha edaanì sòmباك k'ègehwhì sù wexògihdì. Eyits'ò dii dõne lah k'e gehkw'e sù, edaanì dii sòmباك k'è eghàlagìda sù wexògegihdì.

Dɔne Gɪyati

Ɔdi xo gots'ɔ, dɪ dɔne lah k'e dehk'w'e sɪ, dɔne kɔta nàade ts'ɔ eyits'ɔ dɔne gha eghàlagide yagìlɪ ts'ɔ, dɪ naawo ghɔ gondi lɔ nàgehts'ɪ. Dɪ haanì, dɔne mɔhdaà hayàgìhtì:

- Yatɪ gha, naawodee, deèrɔ nàtso ts'ɪwɔ gedɪ
- Asɪ gha k'aadee yagìlɪ sɪ, yatɪ gha deèrɔ weghɔ gogende gha gɪwɔ, dɔne sɔlɪ yatɪ t'à sɪ, eyɪ yatɪ t'a, sɪ òzhì àdàade ts'ɪrɔ
- Edaanì sɔmba t'à eghàlagide eyits'ɔ ayɪ k'e eghàlagide sɪ, deèrɔ wexòedɪ gha gɪwɔ
- Njhtì'èkɔ chekoa hoghàgeetɔ sɪ wet'àra, eyit'à, chekoa haàtɔ yagìlɪ sɪ neètɔ gòò hoghàgeetɔ dè nezɪa, chekoa hoghàgeetɔ gha njhtì'è sɪ gɪwɔ, eyits'ɔ deèrɔ edaanì chekoa nezɪ dɔne sɔlɪ yatɪ hoghàgeetɔ gha gɪwɔ
- Chekoa geet'ɪ eyits'ɔ kɔta dɔne, dɪ haanì dɔne sɔlɪ yatɪ k'è eghàlagidedɔ yagìlɪ ts'àdàgeedɪ gha gɪwɔ, wet'à goyati nàtso ha gedɪ
- Edaanì yatɪ t'à dɔne ts'àdɪ sɪ, deèrɔ nezɪ, dɪ naawo t'à dɔne ts'à hòdɪ gha gɪwɔ
- Dɔne mɔhdaà dɪ haanì dɔne sɔlɪ yatɪ ghɔ sòò ageedɪ, eyɪ naawo ladɪ ageele gha gɪwɔ, eyits'ɔ Mɔla yatɪ sɪ wets'ɔ sòò ageedɪ sɪ, ladɪ ageele gha gɪwɔ.

Ɔda Ts'eède

Dɪ naawo wedànàts'eetɔ ghà eyits'ɔ dɔne dàgeets'ɪke ghà, dɪ dɔne lah k'e dehk'w'e sɪ, edaanì dɪ haanì dɔne sɔlɪ yatɪ weghà eghàlats'ide gha naawo gehts'ɪ, Ɔda edlàtɔ saà ts'ò, dɪ naawo weghà edaanì deèrɔ nezɪ ageele xè edaanì weghɔ gogende gha njhtì'è gehts'ɪ. Nàakɔ ts'ò dɔne sɔlɪ yatɪ ghɔ legehdi gha sɪ, dɪ Xaàt'ɔ 2002 nɪdnè ageele gha, dɪ legehdi weghà, edaanì deèrɔ dɔne sɔlɪ yatɪ senàgìla nɪdnè geedɪ t'à weghɔ legehdi gha. Eyits'ɔ dɔne t'ala sɪ, dɔne sɔlɪ yatɪ ghɔ hayaeti nɪwɔ nɪdnè, wet'à gots'ende dɪ njhtì'è weelò ts'ò dek'èt'è.

Weghà eghàlats'èda Njhtì'è

Dɪ lah k'e eghàlats'ide gha, dɪ haanì naawo ts'ìitɔh, Yatɪ gha Naawodee gohlɪ ghà eghàlats'ide gha. Dɔne sɔlɪ yatɪ wek'èhòdɪ gha, wek'è eghàlats'ède gha eyits'ɔ deèrɔ wet'àts'èt'ɪ gha naawo ts'ìitɔ. Dɪ haanì naawo ts'ìitɔ nɪdnè, amɪ ats'ɪt'e sɪ eyits'ɔ adɪ gots'ɔ dɔ ats'ɪt'e sɪ wet'à nàts'etso gha, dɔne eyɪ naawo nàzhì ghaà-le gha wexòedɪ gha. Dɪ naawo ts'ìitɔ sɪ, wet'à dɔne azhɔ ełèghà gɪts'àhòdɪ gha eyits'ɔ dɔne t'ala sɪ, deyati t'à wets'àdɪ gha naawo ts'ìitɔ.

K'AADEE GINHTI'È

Dii lah k'e eghàlats'ide s11, dii haanì naawo j1a wenàetà-le hò wet'ats'èt'1:

- Kòta yagòlah t1t'e, g1yat1 g1ts'ò hòt'e nee
- Edzaneek'e d0ne yat1 l0 kaara goh1 s11, git'at'1 gha naawo goh1
- Goyat1 wek'ets'èd1 gha n1ndè, d0ne azh0 g1ts'ò hòel1
- Ndèts'ò K'aawo yat1 gha s0mba geh1a s11, wet'à d0ne deèghà ts'ageed1 gha, deèghà s11 dek'èt1'è gha, ehkw'ì deèghà s11 d0ne ts'ageed1 gha, ats'0 d0ne ts'ageed1 gha, nez1 d0ne ts'ageed1 gha ey1ts'0 wek'èhòd1 gha
- Edaanì goyat1 wek'ets'j1d1 l1i s11 hageetah gha.

Edaanì Goxè Ład1 Ats'èle Gha

Dii n1ht1'è weghà edaanì dii naawo senàts'j1a l1i ts'ed1 t'à, ey1ts'0 edaanì d0ne dii naawo wegh0 gogende àja l1i ts'ed1 t'à, n00de n1ht1'è ts'ehts1 gha s11, azh0 dek'ènèts'èt1'è gha. M0hdaà n1ht1'è ets'eet1'è gha s11, d0ne m0hdaà g1gha nez1a-le h00n1 hò, m0hdaà naawo èts'eet1'è gha s11, ład1 ats'eele gha, d0ne m0hdaà ład1 ts'ò anàts'ile g1w0 ha h0n1. Dii naawo ład1 ats'eele gha n1ndè, ey1 gha s11, ts'àtà n1ht1'è sets'èle gha, ey1 wet'à 1da nàlèts'èhd1 n1ndè s11 wegha ts'àtà ts'ehkw'e gha.

Dii hats'èle gha h0n1:

- 1) Weghà gots'ende n1ht1'è, yat1 gha naawodee wexè dek'èt1'è ats'eele gha
- 2) Dii Yat1 gha naawodee goh1 dii haanì ład1 àdle gha:
 - a) Dii naawo, d0ne azh0 Ndèts'ò K'aawo gha eghàlaede s11, dii naawo ghà s11 eghàlagide gha àdle gha
 - b) Ndèts'ò K'aawo gin1ht1'èk0 j1èa hò dii yat1 naawodee ts'ò k'ageede àdle gha
 - c) Yat1 gha K'aawodee el1 s11, weèlah ład1 àdle gha ey1ts'0 deè00 as1 l0 g00 ts'ò k'aawo àdle gha
 - d) D0ne s0l1 yat1 k'è, dii naawo y1i dek'èt1'è àdle gha
 - e) Dii naawo s11, azh0 Edzaneek'e k0ta yagòlah, dii edaanì g1yat1 t'ageet'1 ghà s11 wex0ed1 gha
- 3) Dii yat1 naawo deè00 nàtso àdle xè deèghà dek'èt1'è gha
- 4) D0ne s0l1 yat1 naawodee wey1i, deè00 nàtso àdle xè n1ht1'èk0 gha k'aadee naawo s11 ład1 àdle gha ey1ts'0 d0ne s0l1 yat1 k'e eghàlagide d0 ey1ts'0 n1ht1'èk0 gha k'aadee yag1l1 s11 deè00 nez1 e1èxè eghàlagide gha

K'AADEE GINJHTI'È

- 5) Deèzò nezi, edaanì dōne sōlì yatì hoghàgogehtò naawo weghàgeeda gha, deèghà sù wet'à chekoa hoghàgogehtò gha njhtl'è whela ageele gha, dōne sōlì yatì hoghàgogehtò gha dōne hoghàgeetò gha eyì gha sù njhtl' gìzhe gha, deyatì k'è zò hoghàgeetò k'è sù k'e eghàlagide gha, eyits'ò ahsì dōne deèghà deyatì k'è geezhò t'à dōne hoghàgogehtò gha wek'ànhòtàà
- 6) Sōmba deèzò t'à gits'ànhòdì gha, eyits'ò àts'ò laanì sōmba t'à gits'adì gha, dōne sōlì yatì gha eyits'ò Mōla yatì gha sù, eyits'ò giyatì t'à dōne ts'ageedì gha sōmba ts'atà whela gha, eyits'ò amì t'à giyatì sù wedè hohlè gha hōnì t'à jwhà gits'ànhòdì gha
- 7) Dōne sōlì yatì eyits'ò Mōla yatì t'à dōne ts'adì sù, eyì deèzò nezi wexòedì xè edaanì eyì sōmba k'egewhì sù wexòedì gha
- 8) Ndèts'ò K'aawo eyits'ò dōne sōlì kòta edaanì elexè eghàlagide, deèzò nezi elexè eghàlagide gha àgèèdle gha, dōne sōlì yatì kòta tət'e ghà eyits'ò Ndèts'ò K'aawo ginjhtl'èkò tət'e ghà
- 9) Dōne sōlì yatì deèzò hoghàgeetò gha, etaahì edaanì dōne ts'ageedì ghà, deyatì gha hoghàgeetò gha, yatì gehts'ì ghà, deyatì k'è eghàlagide ghà eyits'ò deyatì gha nàdàgehde ghà
- 10) Dōne sōlì yatì, dū gha, sù jìzhì àdàdeè, wek'èzhò àdle gha eyits'ò weghò nàdàts'ehde gha wet'à goyatì wek'èts'èdì xè nàtso anàts'èle gha

Dū njhtl'è weghò gots'ò ghade gha dahwhò nindè, edaanì dū dōne lah k'e eghàlagìda sù, eyits'ò edaanì yatì gha k'aawodee gha naawo àtl'è sù, dū dōne lah k'e eghàlageeda ginjhtl'èkò gits'ò ghade, jò ts'ò:

Tì'ì t'à gits'ò ghade: 920-6929 haanì-le dè naàhdì-le hò gits'ò ghade 1-877-920-7265
Njhtl'è haàde t'à: 873-0366 haanì-le dè naàhdì-le hò gits'ò njhtl'è haàde t'à 1-800-661-0872
Sats'ò Eètì'è t'à gits'ò ghade: languages@gov.nt.ca
Dū wegondì, dōne dū lah k'e eghàlagìda gits'ò wet'à sats'ò eètì'è t'à wegahaàda gha dìle:
www.assembly.gov.nt.ca/languages

SOMMAIRE

Le Comité spécial sur la révision de la *Loi sur les langues officielles* a préparé ce rapport d'étape pour informer la population sur ses activités et pour susciter plus de commentaires et suggestions. Au cours des six prochains mois, le Comité préparera un rapport définitif qui aura un impact sur le développement futur des langues officielles aux Territoires du Nord-Ouest (T.N.-O.). Il est important que les résidents des T.N.-O. se fassent entendre pendant cette période. Le Comité spécial veut s'assurer que ses recommandations définitives seront pratiques et utiles, pour que toutes les langues officielles en ressortent plus fortes.

Introduction

En 1984, le gouvernement des Territoires du Nord-Ouest (GTNO) a adopté l'*Ordonnance sur les langues officielles*, laquelle reconnaissait l'anglais et le français comme langues officielles. L'*Ordonnance* accordait une reconnaissance aux langues autochtones des T.N.-O. En 1985, l'*Ordonnance sur les langues officielles* est devenue la *Loi sur les langues officielles*. La Loi a été modifiée en 1990 pour reconnaître comme langues officielles, au sein d'institutions de l'Assemblée législative et du GTNO, l'anglais, le chipewyan, le cri, l'esclave du Nord et du Sud, le français, le gwich'in et l'inuktitut, l'inuvialuktun et l'innuinaqtun. La Loi a également mis sur pied le Commissariat aux langues. Depuis ce temps, le gouvernement a mené des activités pour promouvoir l'usage de toutes les langues officielles.

Le Comité spécial sur la révision de la *Loi sur les langues officielles*, un comité de l'Assemblée législative des Territoires du Nord-Ouest, a été mis sur pied en 2001. Son mandat est de revoir l'efficacité de la *Loi sur les langues officielles*. Le Comité a dû répondre aux questions suivantes :

- Est-ce que les gens comprennent la *Loi sur les langues officielles*?
- Est-ce que la Loi protège et préserve toutes les langues officielles?
- Est-ce qu'on répond aux besoins en matière de langues officielles?
- Que peut-on faire pour améliorer la Loi?
- Que peut-on faire pour améliorer l'usage des langues officielles dans le cadre de la prestation des programmes et des services aux T.N.-O.?

Au printemps 2001, le Comité a embauché du personnel pour effectuer la planification et la recherche. En septembre, le Comité a tenu à Yellowknife une rencontre territoriale sur les langues. Des représentants de toutes les communautés linguistiques ont assisté à cette rencontre. Le Comité a également commencé ses déplacements dans les communautés des T.N.-O. pour rencontrer les personnes qui ont de l'inquiétude au sujet de leur langue. Pendant cette période, le Comité a communiqué régulièrement avec tous les particuliers et organismes intéressés par la question des langues officielles des T.N.-O.

En mars, le Comité a tenu des audiences publiques à Yellowknife. Lors de ces audiences, des présentations ont été faites par des organismes autochtones, par la communauté francophone, par le Sénateur Sibbeston, par des organismes non gouvernementaux, par la commissaire aux langues actuelle et les ex-commissaires aux langues des T.N.-O. de même que par la Commissaire aux langues du Canada.

Le Comité spécial poursuit sa recherche sur les services du gouvernement en matière de langues, sur le Commissariat aux langues, l'enseignement des langues, et les droits des Autochtones en matière de langue. Le Comité planifie tenir une autre rencontre sur les langues des T.N.-O. au cours de l'automne 2002. Après cette rencontre, en automne 2002, le Comité préparera son rapport définitif qui peut recommander des modifications à la *Loi sur les langues officielles* et à la façon dont la Loi est mise en oeuvre.

L'importance des langues et des cultures

Le Comité spécial a appris que la préservation de nos langues est très importante. Par la langue, nous exprimons notre identité particulière et notre culture. Si vous voulons vraiment préserver nos cultures distinctes, nous devons également préserver nos langues.

Pour préserver les langues officielles des T.N.-O., nous devons utiliser ces langues dans la vie quotidienne. Ce n'est pas là chose simple pour les langues autochtones et le français, car l'anglais est vraiment la langue dominante aux T.N.-O. et au Canada. La préservation des langues signifie que nous devons tous, et cela veut dire les gouvernements, les organismes communautaires et chacun de nous, faire un effort pour utiliser plus souvent nos langues officielles.

Le transfert linguistique et la revitalisation d'une langue

Le « transfert linguistique » fait référence à un important déclin ou une importante augmentation de l'usage d'une langue. Par exemple, si des aînés parlent leur langue traditionnelle, mais que leurs petits-enfants ne parlent que l'anglais, il y a eu transfert linguistique. Un tel phénomène se produit en général parce qu'une langue devient dominante par rapport à une autre. Cela peut également se produire quand des gens sont forcés de parler une autre langue, en raison d'un mariage interculturel, ou quand ils déménagent dans une région où on parle une autre langue. Aux T.N.-O., les statistiques démontrent clairement que l'usage des langues autochtones est en déclin depuis quelques générations. Certaines langues ont connu un déclin plus important que d'autres. L'usage du français aux T.N.-O. semble également être en déclin.

Le fait de prendre des mesures pour revitaliser une langue en déclin s'appelle « inversion du transfert linguistique » ou « revitalisation d'une langue », expression utilisée dans ce rapport. La revitalisation d'une langue commence généralement par la planification concernant une langue. Au cours des dernières années, chaque communauté linguistique des T.N.-O. a préparé un plan concernant sa langue et travaille maintenant à la mise en

oeuvre de ce plan. La communauté francophone a également pris des mesures pour préserver et promouvoir le français aux T.N.-O. Le GTNO a récemment préparé une stratégie pour les langues autochtones des T.N.-O.

Une planification efficace pour inverser le transfert linguistique est d'aider les familles à enseigner et à apprendre la langue traditionnelle à la maison. Cela comporte également la création d'un milieu social à l'échelle de la communauté qui encourage et appuie l'usage de la langue traditionnelle.

La planification concernant les langues aux T.N.-O. est compliquée du fait qu'il y a onze langues officielles, avec différents dialectes pour chaque langue autochtone.

D'autres pays ont également eu mis sur pied des programmes pour inverser le transfert linguistique. Les plus efficaces étaient combinés aux mesures suivantes :

- Législation en matière de langues
- Recherche sur la langue et préservation de cette dernière
- Promotion de la langue
- Apprentissage de la langue traditionnelle à la maison et dans la famille
- Enseignement de la langue dans les écoles
- Ensemble de programmes sur la langue au sein de la communauté.

Histoire des langues aux T.N.-O.

Aux T.N.-O., les langues autochtones et le français n'ont pas eu beaucoup d'aide de la part du gouvernement avant les années 1970. Pendant de nombreuses années, le gouvernement fédéral ne reconnaissait officiellement ni le français, ni les langues autochtones aux T.N.-O. En fait, le gouvernement avait une politique d'assimilation envers les peuples autochtones. La culture autochtone n'était pas respectée. Bon nombre d'Autochtones ont été forcés de parler anglais dans les pensionnats; l'anglais était la langue de travail au gouvernement et dans les entreprises.

Les frontières provinciales et territoriales établies dans l'ouest du Canada n'ont pas respecté les nations autochtones traditionnelles. Les communautés linguistiques et culturelles ont été divisées entre différents territoires et provinces, ce qui a rendu encore plus difficile une action collective.

En 1969, la *Loi sur les langues officielles* du Canada a été adoptée. Cette Loi reconnaissait partout au Canada les droits des francophones en matière de langue. Au cours de la même année, l'opposition au *White Paper on Indian Policy* (1969) a forcé le gouvernement fédéral à changer sa politique d'assimilation envers les peuples autochtones.

Au début des années 1970, les politiques du gouvernement aux T.N.-O. ont commencé à changer. Le GTNO a commencé à offrir l'enseignement en français dans les écoles. Des programmes en langues autochtones ont également été développés pour les écoles. Le

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gouvernement a commencé à former et à embaucher des interprètes et des traducteurs professionnels. On a organisé des activités pour promouvoir les langues.

Depuis 1984, le gouvernement fédéral accorde du financement au GTNO pour les services en français et le développement des langues autochtones. Des services sont offerts par le gouvernement dans toutes les langues officielles, quand cela est approprié. Plus récemment, les communautés linguistiques autochtones ont pris d'importantes responsabilités face à la planification régionale des langues et des projets communautaires. Les conseils scolaires de division ont conservé la responsabilité de l'enseignement des langues autochtones dans les écoles. Une commission scolaire francophone de division a été créée pour gérer le programme de français, langue première.

La condition de nos langues

Partout aux T.N.-O., de moins en moins de gens parlent les langues autochtones. Bon nombre d'Autochtones, en particulier les jeunes, se servent maintenant de l'anglais comme langue première à la maison. Environ 25 % des jeunes Autochtones de moins de 25 ans parlent leur langue traditionnelle; cependant le niveau de fluidité verbale de bon nombre de ces jeunes s'avère plutôt faible. Par comparaison, 76 % des Autochtones de 45 ans et plus parlent leur langue. Ces chiffres varient d'une communauté linguistique autochtone à l'autre. Ils peuvent également varier d'une localité des T.N.-O. à l'autre.

Ce déclin dans l'usage des langues autochtones est significatif, car les T.N.-O. sont l'un des seuls endroits où sont parlées l'esclave du Nord et le Dogrib; c'est également l'un des rares endroits au monde où sont parlées les autres langues autochtones officielles.

L'usage du français au sein de la population francophone semble également être en déclin. L'anglais est la seule langue qui connaît une augmentation de son usage. L'anglais est la langue le plus couramment utilisée dans les foyers, partout aux T.N.-O.

Buts concernant les langues aux T.N.-O.

Chaque communauté linguistique autochtone des T.N.-O. a élaboré des buts concernant sa langue. En général, ces buts comprennent ce qui suit :

- Préserver la langue (par les histoires orales, des dictionnaires, etc.)
- Promouvoir l'importance de la langue (au sein de la famille et chez les jeunes)
- Élaborer des programmes de langue et du matériel didactique pour les écoles
- Former des interprètes-traducteurs et des moniteurs de langues
- Appuyer les langues par le biais de politiques et d'une législation
- Consolider les programmes scolaires
- Coordonner les projets communautaires concernant les langues.

La communauté francophone a déterminé ses priorités, lesquelles comprennent la promotion de la langue et de la culture, la consolidation des programmes scolaires, plus de services en français et l'appui aux médias de langue française.

Présentement, le GTNO travaille avec les communautés linguistiques des différentes langues officielles pour les aider à atteindre leurs buts.

Droits linguistiques

L'Organisation des Nations Unies (ONU) a établi des protocoles, des conventions et fait des déclarations pour appuyer les droits en matière de langue partout dans le monde. Selon les Nations Unies, tous les peuples ont le droit de parler leur langue. De même, l'éducation doit démontrer du respect pour l'identité culturelle, la langue et les valeurs de l'enfant. Selon une déclaration internationale, un peuple a le droit de préserver sa propre langue sur son propre territoire traditionnel. Les gens qui viennent s'installer dans ce territoire doivent faire un effort pour s'adapter à la langue et à la culture de la population indigène.

Au Canada, la *Loi constitutionnelle de 1982* dit que l'anglais et le français ont un statut et des droits et privilèges égaux quant à leur usage dans les institutions du Parlement et du gouvernement du Canada. La *Loi constitutionnelle* garantit également les droits à l'instruction dans la langue de la minorité. Cela signifie que les francophones peuvent demander et opérer des écoles en français partout au Canada, quand le nombre d'élèves le justifie. La *Loi constitutionnelle* dit que le gouvernement doit fournir des services en français et en anglais quand la demande le justifie. Cela signifie que les francophones peuvent demander et exploiter des écoles pour les élèves francophones n'importe où au Canada, là où le nombre le justifie. La *Loi constitutionnelle* dit également que le gouvernement canadien doit fournir des services en anglais et en français partout au Canada. La *Loi sur les langues officielles* du Canada (1988) réaffirme et définit plus clairement les droits en matière de langues établis en vertu de la *Loi constitutionnelle*. Les deux lois prévoient des services d'interprétation, au besoin, dans tous les recours judiciaires effectués au Canada.

L'article 35 de la *Loi constitutionnelle* reconnaît «...les droits existants - ancestraux ou issus de traités - des peuples autochtones du Canada. » Les droits ancestraux ne sont pas entièrement définis dans la Loi, mais peuvent comprendre les droits linguistiques. Les ententes sur l'autonomie gouvernementale des Autochtones présentement en négociation aux T.N.-O. commencent à traiter des questions de langues.

De tous les territoires et provinces du Canada, les Territoires du Nord-Ouest et le Nunavut sont les deux seuls gouvernements au Canada à reconnaître les langues autochtones comme langues officielles. La *Loi sur les langues officielles* des T.N.-O. (1990) dit que toutes les langues officielles peuvent être utilisées à l'Assemblée législative. Elle dit aussi que les services du GTNO peuvent être fournis dans les langues officielles, quand la demande le justifie. Le commissaire aux langues officielles est

chaque communauté des T.N.-O. Les gens devraient être informés qu'ils ont le droit d'utiliser leur langue dans les régions désignées.

La *Loi sur l'éducation* (1996) permet aux administrations scolaires de district (ACD) de choisir la langue d'enseignement pour leurs écoles. Cependant, la demande doit le justifier et il doit y avoir des enseignants qui parlent couramment leur langue et du matériel didactique suffisant. Pour ces raisons, entre autres, de nombreuses administrations scolaires de district n'offrent pas de programme en langues autochtones, langue première. Les droits des francophones sont définis dans le règlement sur l'instruction en français langue première, relevant de la *Loi sur l'éducation*. Il y a des écoles pour les francophones à Yellowknife et à Hay River.

De nombreuses autres lois territoriales font référence aux langues. Dans la plupart des cas, il faut faire appel aux services d'interprètes ou de traducteurs pour fournir l'information ou les services essentiels.

Financement et obligation de rendre des comptes

Patrimoine canadien, un ministère du gouvernement fédéral, accorde au GTNO environ 3,5 millions de dollars par année pour les langues officielles. De ce montant, 1,6 million est réservé aux services en français. Le montant qui reste, soit 1,9 million, sert à revitaliser, préserver et mettre en valeur les langues autochtones. Cet argent est géré par le ministère de l'Éducation, de la Culture et de la Formation (ÉCF).

La plus grande partie du financement pour les langues autochtones va directement aux communautés linguistiques, pour des projets communautaires. Le montant qui reste sert à l'apprentissage des langues autochtones, à la télédiffusion et à la radiodiffusion, à la recherche et au développement de matériel didactique. De même, le GTNO engage environ 7,1 millions de dollars par année de ses propres fonds pour les langues autochtones. La plus grande partie de cet argent va aux conseils scolaires de division, pour la programmation scolaire dans les langues autochtones.

Le financement pour le français va principalement à la traduction, aux primes au bilinguisme, de même qu'aux annonces, panneaux de signalisation et impression de documents en français. Patrimoine canadien accorde également au ministère de l'Éducation, de la Culture et de la Formation environ 1,1 million de dollars pour l'instruction en français dans les écoles.

Les ministères du GTNO doivent fournir des rapports financiers et d'activités appropriés sur le financement reçu de Patrimoine canadien. Le Comité spécial continue son étude sur la façon dont le financement provenant du fédéral et du territorial est dépensé et sur l'obligation de rendre des comptes à cet effet. Le Comité est également très intéressé à évaluer ce qui s'accomplit avec ce financement.

Commentaires du public

Au cours de la dernière année, le Comité spécial a reçu bon nombre de commentaires et de suggestions de la part de particuliers et d'organismes. Les plus fréquents sont résumés ici :

- Nous avons besoin d'une législation plus énergique et plus claire pour appuyer les langues officielles.
- Nous avons besoin d'un solide leadership pour régler les questions concernant les langues, particulièrement celle traitant du déclin rapide des langues autochtones.
- Le financement doit être coordonné de façon plus efficace.
- L'éducation à l'école est très importante; nous devons donc prendre des mesures immédiates pour former plus d'enseignants, pour créer des programmes d'études, pour élaborer du matériel didactique et pour fournir des programmes efficaces en matière de langues.
- Nous avons besoin de programmes fondés sur la famille et la communauté pour appuyer et renforcer les programmes scolaires.
- Nous devons améliorer la prestation des programmes et des services en matière de langues.
- Nous devons promouvoir toutes les langues officielles et changer les attitudes négatives face aux langues autochtones et au français.

Aller de l'avant

En se fondant sur sa recherche et sur les consultations publiques, le Comité spécial a identifié certains principes directeurs et certaines orientations à changer. Certains peuvent être utiles, d'autres pas. Ces principes et orientations doivent faire l'objet de discussions en profondeur au cours des mois qui viennent. La deuxième rencontre territoriale sur les langues, au cours de l'automne 2002, permettra de plus amples discussions à ce sujet. Le public peut également faire parvenir ses commentaires et suggestions au Comité spécial, dont les coordonnées apparaissent à la dernière page du sommaire.

Principes directeurs :

Dans le cadre de son travail, le Comité spécial a respecté l'esprit du préambule de *la Loi sur les langues officielles*. Il est demeuré engagé face à la préservation, au développement et à la mise en valeur des langues autochtones. Il demeure convaincu que la protection légale des langues en tant que mode d'expression favorisera le maintien des cultures autochtones distinctes. Le Comité désire doter toutes les langues officielles d'un statut, de droits et de privilèges égaux.

Dans le cadre de son travail, le Comité spécial a été guidé par les principes directeurs non officiels suivants :

- Les langues appartiennent à leur communauté linguistique respective.
- Les langues officielles des T.N.-O. constituent un bien précieux pour tous les citoyens.

- Le fait de préserver l'usage des langues officielles constitue une responsabilité partagée.
- La gouvernance, le financement et la prestation des services doivent se faire de façon juste et rentable.
- Il faut utiliser un ensemble d'approches pour inverser le transfert linguistique.

Orientations stratégiques pour amorcer un changement :

Le Comité spécial a préparé les orientations stratégiques suivantes pour amorcer un changement visant à stimuler de plus amples discussions, alors que nous nous préparons à rédiger notre rapport définitif. Certaines de ces orientations peuvent s'avérer non adéquates. D'autres peuvent nécessiter une révision et un polissage. Certaines personnes peuvent en désirer d'autres. Nous avons donc numéroté les orientations pour amorcer un changement de façon à ce qu'elles soient facilement identifiables lors des discussions à venir.

Nous pourrions :

- 1) Ajouter les principes directeurs susmentionnés au préambule à la *Loi sur les langues officielles*.
- 2) Modifier la *Loi sur les langues officielles* :
 - a) pour qu'elle s'applique à toutes les agences et à tous les entrepreneurs qui fournissent des services gouvernementaux;
 - b) pour mettre sur pied un organisme ou une agence qui est responsable en vertu de la Loi;
 - c) pour changer et/ou pour renforcer le rôle du commissaire aux langues (les options sont présentement à l'étude);
 - d) pour utiliser les termes dénés appropriés dans la Loi;
 - e) pour s'assurer que les langues officielles listées dans la Loi reflètent adéquatement les communautés linguistiques actuelles aux T.N.-O.
- 3) Renforcer et clarifier la Loi par le biais de règlements et de politiques.
- 4) Renforcer les droits des langues autochtones dans la *Loi sur les langues officielles* et dans la *Loi sur l'éducation* et établir des liens plus solides entre le système scolaire et les communautés linguistiques.
- 5) Établir une approche plus structurée face à l'enseignement des langues autochtones en développant un programme et des ressources appropriés, en améliorant la formation et la certification des moniteurs de langues, en utilisant un programme d'immersion, et en évaluant adéquatement la maîtrise avec laquelle une langue est parlée.
- 6) Accorder plus de financement et un financement plus soutenu pour les programmes et services dans les langues autochtones et le français, avec une considération toute spéciale pour les langues menacées.

- 7) Améliorer l'efficacité et l'obligation de rendre des comptes des systèmes de prestation des programmes et services, possiblement en établissement, par exemple, des centres de services pour les langues officielles, dans les régions désignées.
- 8) Établir des liens plus étroits entre le GTNO et les communautés linguistiques, possiblement par le biais de commissions régionales sur les langues ou d'une commission territoriale sur les langues.
- 9) Augmenter l'usage fonctionnel des langues officielles par des services améliorés d'interprètes-traducteurs, par des cours de langue, par le développement de la terminologie et par la promotion des langues.
- 10) Reconnaître que les langues autochtones officielles sont en grave déclin et prendre des mesures actives et énergiques pour leur redonner vie.

Si vous désirez faire des commentaires ou des suggestions concernant le travail du Comité spécial, les principes directeurs et les orientations qu'il a établis, ou sur la révision de la *Loi sur les langues officielles*, veuillez communiquer avec le bureau du Comité spécial :

Téléphone : 920-6929 ou sans frais au 1-877-920-7265
Fax : 873-0366 ou sans frais au 1-800-661-0872
Courriel : languages@gov.nt.ca

Vous pouvez également consulter le site Web du Comité :
www.assembly.gov.nt.ca/languages



DIICHÌT GUGWANDAK NAGWAN

Aii khehłok ihłak nilii zrit, Special Committee Official Languages Act gogàhnuu gwatanah'yaa geenjit, dageedi'i' geenjit ju gwandak gisrınagılınjik gagwataandak geenjit akòo ts'at dınuu kat dagıunındhan geenjit gogoohadahkat. Yendoo sruı nanh nihk'ıutık gwinji', yendoo ji' geenjit gwandak khaınkoo gisrınagahahndal zhit nakhwanankat (NWT) gwızhit gıtèelyaa ts'at vat'agwahdahch'yaa geenjit dınjıgidıju. Juu dagoonch'uu guuzhık daınohthan geenjit goots'at gınohkhuı geenjit dınjıgidıju ts'at guuveenjit gwııınchıı zhan nilii. Aii Special Committee khehłok nagwıılzhuı kat jıdıı gwızhit gwıheelyaa tthak dııveenjit gwıınzıı ts'at nihkwıgınjik tthak gwıınıt'auı heelyaa ànts'at tthak gwat'agwahdahch'yaa dagoonch'uu łoo hàh gadıınjıgidıju.

Tr'oochıt Dagwınuu

1984 dàu' gwànoo, aii NWT eenjit K'adagwıdaadhat nilii (GNWT) ju dagwıdıı'e' gwık'ıt goodlıt *Official Languages Ordinance* gıtr'ahnuu aii gwızhit zrit Uunjit K'yuu ts'at French gınjık hàh official gııyèłtsauı gahgıheedandauı geenjit nilii. Juı dagwıdıı'e' k'ııghe' dınuu zhuh gınjık tthak gahgıheedandauı geenjit gwık'ıt goovàh gııyèłtsauı. Aii t'èe khaıı 1985 dàu' t'at, aii *Official Languages Ordinance* gııyahnuu zrit *Official Languages Act* gwık'ıt èjee nagwıjıàazhuı. Juı u'e' t'èe t'at 1990 dàu' chan èjee nagwıjıàanaıı ts'at Cree gınjık, Chipewyan, Dogrib, İnuktıtut, İnuvaluktun, İnnuınaqtun, Gwıch'in, North Slavey ts'at South Slavey kat hàh tthak gwıtr'eh nàgınuı'auı Legislative Assembly gwızhit ts'at GNWT kat hàh, French ts'at uunjit k'yııu kat hàh. Ànts'at aii k'ııghe' juı Office of Languages Commissioner gwıtr'ıt gııts'an ałtsauı. Aii gwats'at chan, juı k'adagwıdaadhat kat gwıınt'òo gwıtr'ıt t'agugwah'ıı gınjıh tthak gwıtr'agwahdahch'yaa geenjit.

Juı Special Committee kat chan *Official Languages Act* gwızhit gwahnah'yaa geenjit zhan nilii 2001 dàu' gwılàıı gwıındhàt ts'at juı khehłok Legislative Assembly of the Northwest Territories guuveenjit zhàn gıheelyaa. Juı khehłok kat chan vat'auı dàgòonch'uu geenjit aii dagwıdıı'e' *Official Languages Act* eenjit gıık'agahaandal. Aii Committee kat chan juı tthak gwık'ıt geenjit gogoodalkàt:

- Aii *Official Languages Act* gııyahnuu t'alèe dınuu kat gwık'ıt tadzıı gahah'èe?
- Aii *I'e'* gııyahnuu gınjıh tthak gwıch'i' gıık'ánahtıı ts'at gıık'àndehnahtıı lèe gwıtr'ıt t'agwah'in?
- Aii gınjıh tthak jıdıı gwızhit gıııındhan t'alèe vàh gwıınzıı akòo t'agıdı'in?
- Aii *I'e'* hàh veenjit gwıheezaa jı' t'agıheedı'yaa?

- Zhik NWT gwizhit danh ginjih geenjit gwitr'it nihtat gòonlu ts'at veenjit gwitr'it gwahtsuu jì' dàgwiheedi'yaa?

Nagwidadhat 2001 sreendit dàr', ju Committee kat chan dinju srì t'nàanch'uu gwitr'it goots'an gwahtsuu ts'at t'àngiheedi'yaa akò ts'at guyeenjit guk'àgaanju eenjit gwitr'it gùgwinundhàt. Aii t'ee September nanh gwànoo, Sritsookauk'it gwizhit ginjih eenjit leu kat hgiljil. Leu kat juudin ginjih nihtat gòonlu zhit gwitr'it t'agwah'u tthak hnagiljil. Aii gehkhee ts'at ju Committee kat chan dukauk'it gwitak gwinaanch'uu ts'at nagoojil dinju kat juudin guuginjik ganunji'adhat kat hàh ts'at giginhè'. Ezhik danh zrit, aii Committee kat chan khehlok nagwijilzhu kat ts'at dinju kat juudin guuginjik hàh nihts'au gwinn'au goovàh nihkhan goovàh gisrì nàgùgwinn'au geenjit.

Aii t'ee March nanh gwànoo, Sritsookauk'it gwizhit danh dinju kat hah guudèezhuu giginjuth'ak. Ezhik danh chan, dinju zhuh khehlok nagwijilzhu kat, French eenjit khehlok nilu kat, juk drin ts'at adai' gwànoo gwats'at juudin languages commissioner kat chan hah, khehlok nilu kat juu government t'agunch'uu kwaa ànts'at aii Languages Commissioner of Canada srihee goots'at ginjih tsal gahtsuu.

Aii Committee kat chan tth'aih hee jidì k'adagwidaadhat geenjit gwitr'it gwizhit guk'atr'aanju, Commissioner Ginjih Geenjit nilu vigwitr'it, ginjih geenjit gatr'oonahatan, ts'at aii dinju zhuh k'yuu geenjit dagwidu'e' tthak gwizhit. Tth'aih aii Committee dukauk'it lat gwits'at giheedaa akò ts'at 2002 khaunts'an' danh chan nihkha haghahaadaa nichih gwiheelyaa. Ezhik danh zrit khaunts'an danh t'at 2002 khaan guuzhik aii Committee kat gugwandak gisrinagigihè'aa, aii gwizhit jidì *Official Languages Act* zhìt ginjih lat ejee natr'igwitee'aa duulèh gadunji'giteedhat ts'at nits'oots'at aii *u'e'* gwizhit natr'igwiheè'aa.

Nits'oots'at Ginjih ts'at Gwik'yuu Gwijnchuu Goo'au

Aii Special Committee akò daginuu duginjik tthak guk'ahnahtyaa geenjit gwijnchuu gòonlu guk'atr'aanjik. Nekhweginjik ts'at nekhwek'yuu k'ighe' juudin tr'inlu tthak gahtr'idandan. Duginjik ts'at duk'yuu yendoo jì' geenjit k'atr'ahnahtyaa gwunundhan jì', aii geh'an duginjik k'atr'ahnahtyaa gwik'it gwiheè'aa gwizraih dagoonch'uu.

Drin gwitak gwinaanch'uu duginjik vat'atr'ijahch'uu k'ighe' NWT gwizhit duginjik tthak k'atr'ahnahtyaa gwizraih dagoonch'uu. Shik imhik gwa'an uunjit k'yuu tr'ijuth'ak k'ighe' duginjik ts'at French k'yuu k'atr'ahnahtyaa gwunundhan jì' t'at duyeenjit duuyeh gi'gwadhan dagoonch'uu gahkwindan. Juu dagoonch'uh

gwinuundhan ji' NWT gwizhit tthak duginjik vat'atr'ijahch'uu gwik'it gwizraih dagoonch'uu – k'adagwidaadhat gwizhit hah, kauk'it gwizhit tthak hah ts'at at'aonyaanch'uu tthak hah – nihkhan duginjik zhit nihts'at gigitteekhyah gwizraih k'ughe' gwiheezaa dagoonch'uu.

Ginjih Ejuk Gwahtsu ts'at Ginjih Ejee Natr'igwinu'aih

Ginjih gwint'oh vat'atr'ijahch'uu goo akwaa ji' "Ginjih Ejuk Gwahtsu" guyahnuu. Juhts'ants'at zrit anjoo kat diginjik guginjii gwat goochei kat oonjit k'yuu gwizraih guginjii, au t'at ginjih ejuk gwahtsu gugahnuu nagwizhit. Ginjih ihlak tr'oochit gwinee'aa gwik'it goonlu geh'an t'at juu gwik'it tagwadhat. Au gehkhee ts'at nijin gwa'an au dinju kat ezhu ginjih guginjii k'ughe' akoo dagwidizhik, nihkhan tr'agwahjik k'ughe' goo dinju ezhu nankak gwits'at gichuu'oh ji' akoo dagwidizhik. Zhit NWT gwizhit t'at, adai' gwanoo leu kat guginjik gunkhu kwaa k'ughe' vah ginjih gwi'it nagwijaazhu. Ginjih srut'inaanch'uu zrit gwi'it an zhak nagwithilit. French chan igidint'eh chan NWT gwizhit gah chan zhak nagwijaazhu gwik'it egwideech'in.

Ginjih hah gwitr'it t'agwaa'u ji' jidii gwi'it nagwijaazhu gah dagoonch'uh geenjit au t'at "ejee natr'agwahtsu gwik'it neegugwinu'aih". Au t'at chan "ginjih nagwit'agwajahch'uu" guyahnuu, au t'at zhik edineht'eh gwizhit vat'atr'ijahch'uu. Ginjih nagwit'agwajahch'uu nagugwinu'aih ji' t'at tr'oochit au hah gwitr'it t'agugwatah'yaa. Khai k'eejit gwanoo gwats'at, ginjih nihtat goonlu t'inaanch'uu zrit dagiheedi'yaa geenjit edineht'eh kak gugwidinuut'oo ts'at gwijnjik gwitr'it t'agugwah'u. French kat chan igidint'eh gwik'it akoo t'agidi'in dagoonch'uu zhit NWT gwizhit geenjit. Au GNWT guk'agwaadhat kat chan dinju zhuh ginjik geenjit zhit NWT gwizhit t'agiheedi'yaa geenjit gwik'it akoo dageedi'in'.

Ju gwitr'it geenjit daguundhan zrit zhehk'oo tthak goots'at tr'itr'heendal guk'agahaandal geenjit ants'at gwik'yuu guk'agahnahtyaa geenjit goo'au. Akoo ts'at dukauk'it gwizhit khehlok gwizhit duginjik hah nihts'at tr'igunju ants'at nihts'at tr'igiheendal ju tthak geenjit gwik'it gwiheezaa dagoonch'uu.

NWT gwizhit zrit ginjih ihlok gwijuutin ts'at ihlak gidilu dagoonch'uu geenjit gugwiheetru akoo ts'at duginjik gwizhit at'aonyaanch'uu zrit nihfe'ujuk tr'igunju dagoonch'uu gahtr'idandau.

Ezhu nankat juhts'ants'at gwitr'it gwik'it gugwahtsai. Jidii guuveenjit gwunzu gwitoh gwichuudhat zrit juu gwik'it nihtat naginu'au:

- Ginjih eenjit dagwidj'e'
- Ginjih geenjit guk'agaanju ts'at gwik'atr'nahtu
- Ginjih nihkhan tr'igunju gadunjidiju
- Duzheh'oo ts'at duzheh tat guk'atr'ahaandal
- Ge'tr'onahtan gwizhit ginjih eenjit gagootr'onahtan
- Kauk'it gwizhit ginjih eenjit guk'agahaandal gwik'it gwinundhan.

NWT Gwizhit Ginjih Hah Dagwidzhik

1970 dai' gwits'at dinju zhuh k'yuu ts'at French kat chan NWT gwizhit K'adagwidaadhat duuyeh goots'atr'unju dagoonch'uu. Nagwidadhat leu nagwinundhat, French goo dinju zhuh k'yuu k'adagwidaadhat nihchui k'ughe' duuyeh au ginjih tthak gahgeedandai'. Au gah chan, k'adagwidaadhat zrit dinju zhuh ts'at ezhuu kat nihtat nagugwinunlu gwik'it geenjit dunjidiju ginuh. Dinju zhuh k'yuu duuyeh yunji'gugwichil'ee gwik'it gwunli'. Dinju zhuh kat t'at zheh k'atr'nahtu gwizhit tthak oonjit k'yuu gwizraih gijuukhya' juu gootr'ahnuu akoo ts'at k'adagwidaadhat gugwitr'it tthak gwizhit oonjit k'yuu gwizraih t'agjaghch'u'.

Tr'oochit Canada gwizhit nakhwanankak gwinagoo'ee jidui t'ayah nanunt'au nijin gwa'an tr'agwundai' ts'at natr'ilzri' tthak yunji'gugwichil'e' dagunch'uh kwaa. Geetak ginjih tthak kauk'it gwitak gwinaanch'uu gwizhit t'inaanch'uu gwit'at nihk'yuu naginunlu, au gah chan gwich'ui gwitr'it t'agugwah'ui geenjit gugwintrui gwik'it zhan gwunli'.

Au gwichih zrit khai 1969 dai', Canada gwizhit juu dagwidj'e' zrit, *Official Languages Act* guyahnuu gwik'it goodlit. Juu *Île'* k'ughe' Canada gwizhit French kat chan guuk'yuu gahgeedandai'. Au khai dai' chan, juu edineht'eh daagan Dinju Zhuh Dagwidj'e' gwich'i' geenjit (1969) gwik'ughe' au k'adagwidaadhat nits'oots'at dinju zhuh hah juu nihtat nagugwinunlu geenjit dagwidj'e' au hah dagunch'u' geenjit ejuk gugwiheelyaa geenjit dunjidiju.

Au t'ee 1970 tr'oochit nagwinundhat dai', NWT gwizhit au k'adagwidaadhat geenjit dagwidj'e' ejee nagwijaazhuu nagwinundhat. Au NWT gwizhit k'adagwidaadhat k'ughe' ge'tr'onahtan zheh gwitak gwinaanch'uu gwizhit French ginjik gagootr'onahtan gwik'it guk'agwinundhat. Au gwizhit danh chan dinju zhuh ginjik geenjit gwitr'it nagugwinundhat. Au gehkhee ts'at K'adagwidaadhat zrit dinju zhuh

lehte'deelyaa guk'atr'aanju ts'at gwitr'it goots'an gugwałtsau. Ginjih eenjit gwitr'it nagugwinundhat.

Ju 1984 dai' gwats'at, au adachoo k'adagwidaadhat zrit French ginjik geenjit gwitr'it ts'at dinju zhuh k'yuu geenjit gwitr'it gugwałtsau geenjit tseedhoh gwats'an gugwałtsau. K'adagwidaadhat gwizhit gwitr'it goots'an gugwałtsau ts'at inihk gwa'an gwizraih ginjih tthak geenjit akoo t'ageedi'in'. Akoo ts'at nahgwan gwanoo, dinju zhuh ginjik tthak goot'au nagoonjik ts'at kheenjit gwitr'it t'agugwah'u ts'at yendoo ji' geenjit ganinji' tr'ihedhat ts'at dagakaik'it gwizhit ginjih eenjit gwitr'it nihtat gugwałtsau. Ge'tr'oonahntan zheh gwizhit tth'aih au Education Council kat chan guk'aginahuu. French ginjik geenjit French Language School Board gugwałtsau French tr'oochit ginjik geenjit guk'agwahaadhat.

Nikhwiginjik Dagoonch'uu Geenjit

NWT gwizhit tthak, leu kat chan dinju zhuh ginjik tr'igunkhu kwaa. Dinju zhuh leu, usrits'at k'eejit kat, digizheh gwizhit juk at'at uunjit k'yuu gwizraih giginukhu. Akoo t'aginu zrit juudin googhaui neekok gwijuutin ts'at ihlogwinli' nilu kat ants'at zhak gidili srit'inaanch'uu duuleh 25% t'agunch'uu guginjik tr'igunkhu (gwehkhe' anjoo kat guuk'it dinju zhuh k'yuu gwizu giginukhu kwaa). Nihtat ts'at tr'igwinah'ih ji', juudin googhaui daankat gwijuutin ts'at ihlogwinli' ants'at ginli kat khaunju 76% t'agunch'uu guginjik tr'igunkhu. Dinju Zhuh Ginjik nih'e'ujuk goonlu gwatat dagoonch'uu gahkhwindau. NWT gwizhit zrit kauk'it gwitak gwinaanch'uu nihtat tthak dagoonch'uu nih'e'ujuk t'agwidich'uu gahkhwindau dagoonch'uu.

Ju t'at dinju zhuh ginjik geenjit gwiyaa'an gwijunchu nilu. Zhik NWT gwizhit North Slavey ts'at Dogrib ginjik geenjit gwaa'an gwizraih guginjik goonlu dagoonch'uu ants'at izhu kat guginjik gwik'it akoo t'agoonch'uu zhan nilu.

Au gehkhee ts'at zhik NWT gwizhit au French kat chan guginjik chan leu t'agijahch'uu kwaa geenjit goovah gwik'it akoo t'agoonch'uu. Guuzhik too uunjit k'yuu gwizraih zrit leu kat gwit'agijahch'uu. NWT danh duzheh gwizhit tthak uunjit k'yuu gwizraih nihts'at tr'igunkhu dai' gwit'atr'ijahch'uu.

NWT Ginjih Eenjit T'agwiheedi'yaa

- Zhik NWT gwizhit dinju zhuh ginjik haa tthak zrit dagiheedi'yaa geenjit gwitr'it gwunchu gugwałtsau ts'at juu gwik'it t'agoonch'uu:

- Ginjih gwik'atr'ahnahtyaa (yeenoo dai' tagoodhat geenjit gwandak k'ughe', ginjih datr'agwahnuu geenjit edineht'eh, akoo dunch'uu),
- Nits'oots'at aii ginjih gwyee'oo gwijunchii nilii geenjit tr'agwaandak (dizheh gwizhit ts'at k'eejit kat gootat),
- Ge'tr'oonahatan Zheh gwitak gwinaanch'uu geenjit edineht'eh tr'agwahtsu ts'at jidii vinjik akoo t'agiheedi'yaa hah,
- Ehte'deelyaa ts'at ga'oonahatan tthak guk'atr'aanjiu geenjit gwik'it gwritee'aa,
- Dagwidii'e' ts'at gwik'it k'ughe' gwats'at tr'itr'uinju,
- Jidii hah gagootr'oonahatan gwiniint'au gugwahtsu ts'at,
- Ginjih eenjit dukauk'it gwizhit gwitr'it tr'agwahtsu k'ughe.

Aii French ginjik kat chan guginjik ts'at guuk'yuu gwit'agjahch'uu ginundhan, ge'tr'oonahatan gwizhit gwiniint'au gugwahtsu ginundhan, French ginjik hah jidii gwitr'it goonlii gwizhit gwiniint'au gugwahtsu ginundhan, akoo ts'at TV kak jidii aachin tr'aa'ii ants'at radio kak jidii tr'igwijutth'ak gwiniint'au gugwahtsu geenjit ginundhan.

Aii k'adagwidaadhat GNWT goovaazhu kat juudin ginjih hah gwitr'it t'agugwah'ii kat goots'at tr'iguiuju digigwitr'it hah akoo t'agidi'in.

Ginjih Eenjit Dagwidii'e' Kat

Aii khehlok nichii nakhwanankat geenjit United Nations (UN) goovaaazhu kat gwitr'it nihle'ejuk gugwahtsaii jidii gwitr'it gwiniinik gwiniin dagidi'in geenjit, gatr'iguiuju geenjit ginjih gadaaghoo geenjit, ts'at davatr'ahaanjaa geenjit gwandak gugwahtsaii, jii tthak ginjih tthak nankat gwiniinagoo'ee gwa'an tthak geenjit akoo t'ageedi'in'. UN kat chan zrit, nihwiginjik tr'iguiunxhii gwiniinundhan jii tthak gwik'it geenjit dagwidii'e' tr'idi'ii juu t'aguiuh. Aii gehkhee ts'at, ge'tr'oonahatan gwizhit tr'uiinin kat guuk'yuu ts'at guuginjik geenjit yuinjitr'ichil'ee tr'agwahtsu geenjit ginundhan. Ihtak gwizhit aii edineht'eh gwakak juu dinuu, dinju kat goonankak gwa'an t'aguiunch'uu dai' guginjik tr'iguiuju geenjit dagwidii'e' gidi'ii. Juudin kat ezhik gwits'at teedaa, aii dinju kat gouginjik ts'at gook'yuu gooheendal gwizraih geenjit t'agoonch'uu chan ginuh.

Zhit Canada gwizhit zrit, aii *Constitution Act* (1982) guyahnuu k'ughe' zhit nakhwanankat gwizhit dinju gunleii kwaa geenjit French ts'at English ginjik geenjit dagwidii'e' goots'an gugwahtsu. Juu t'agwinuu t'at nijin gwa'an French ginjik gagootr'oonahatan ginundhan jii gootr'uiinin t'agwahchii gidi'in jii ezhik danh ge'tr'oonahatan geenjit gugwahtsu geenjit dagwidii'e' gidi'in zhit Canada tthak gwizhit

ginuh. Aii gehkhee ts'at aii *Constitution Act* gwizhit t'at Adachoo eenjit K'adagwidaadhat t'at Canada gwizhit tthak t'at French ts'at English ginjik zhit ìhte'tr'ehdeelyaa ts'at gwizhit gwitr'it duits'an tr'ahahtsaa geenjit gwizhit juu gwidnithat'oo chan ginuh. Aii *Official Languages Act* (1988) Canada geenjit nilu ginjih eenjit dagwidu'e' gwiniunt'aii guyahtsaa ts'at datr'agwahnuu geenjit gwaandak juu *Constitution Act* gwizhit gugwahtsaa. At'aonyaanch'uu zrit atr'oodahkat gugwahtsih ji' Canada gwizhit, ìhte'tr'ehdeelyaa geenjit gunundhan ji' gwik'it gwritee'aa geenjit zhan nilu.

Jii ginjih tak tagugwee'aa section 35 (1) aii *Constitution Act* gwizhit jii tthak geenjit gwaandak aii "...Canada gwizhit dinju tr'oochit nilu kat hah dinju zhuh ts'at treaty rights hah geenjit nilu." tthak k'ighe' gahdanda. Dinju Zhuh dagwidu'e' aii *Î'e'* gwizhit dagwinuu gwunzu gwik'it te' dinitthat'oo kwaa guugaa zrit duuleh ginjih geenjit dagwidu'e' gwiheelyaa dagoonch'uu. Zhik zrit kheenjit k'adagwidaadhat gwriteelyaa gwizhit aii ginjih geenjit dagwidu'e' gwizhit gwiheelyaa geenjit gatrigunkhu gwik'it natrigwinundhat.

NWT ts'at Nunavut gwizhit gwizraih Dinju Zhuh ts'at Eneekaii K'yuu usrits'at nilu gwik'it zhan gwriteelyaa. Aii *Official Languages Act* k'ighe' NWT eenjit nilu (1990) gwizhit t'at ginjih vat'atr'ijahch'uu tthak Legislative Assembly gwizhit t'agijahch'uu geenjit gagadhan nilu. Akoo ts'at nijin dinju leu gunundhan ji' gwizhit GNWT gugwitr'it gwik'it goots'an gugwahtsaa geenjit gadhan ginlu. Aii *Î'e'* gwizhit k'ighe' tthak gwik'it gwriteelyaa zhan nilu aii geenjit Official Languages Commissioner gwitr'it vats'an gwahtsaa ts'at vik'andehnahtu nilu.

Jii izhuu edineht'eh zrit Official Languages Guidelines Manual (1997) gwizhit zrit dinju zhuh k'yuu zhit k'adagwidaadhat gugwitr'it gwats'an tr'ahtsaa geenjit gwinjik dagiheedi'yaa zhan nilu. Aii edineht'eh gwizhit tthak jidu ginjih gwit'agwidahch'yaa kawk'it gwitak gwinaanch'uu gwizhit zhit NWT gwizhit danh. Dinju kat mihik gwa'an nijin guginjik gwit'agwijahch'uu geenjit gagadhan geenjit guuvah gwahaandak geenjit diinjigidiju.

Aii *Education Act* ((1996) geenjit akoo dinuu zrit District Education Authority (DEA) gootr'ahnuu t'aih goots'an gahtsaa jidu ginjih Ge'tr'onahtan Zheh gwizhit tthak gagootr'oohanahchyya geenjit zhan nilu. Guugaa zrit, leu kat geenjit gogoohadahkat, juudin ga'onahtan heelyaa viginjik gwunzu gunkhu, ts'at jidu hah gwitr'it t'agwahah'yaa chan gwunleu. Jii geenjit zrit, izhuu tat hah, DEA leu kat chan duuyeh guginjik geenjit gagootr'onahtan kwah. Jii *Education Act* gwizhit t'at aii French

Ginjik dagwidj'e' gıtr'ahnuu au French Tr'oochit Ginjih Ge'tr'oonahntan Dagwidj'e' geenjit gwaandak. Yellowknife ts'at Hay River gwizhit French ginjik gagootr'oonahntan dagoonch'uu.

NWT Acts leı gwizhit ginjih gatr'ıgınkhuı. Nıkhhan akoo t'agınuu zrıı tehte'deelyaa tr'ıgunju akoo ts'at edıneht'eh kak gwık'ıt te' dınthat'oo gıtr'agahdahch'yaa gwandak gwats'an tr'ahtsuı geenjit.

Tseedhoh Gwats'an Tr'ahtsuı ts'at Dagıdı'ıı Geenjit K'atr'ınahtıı

Jıı ısrıts'at department Canadian Heritage eenjit guk'ııghe' GNWT ts'at tseedhoh \$3.5 million khaı gwıtak gwınaanch'uu goont'atr'ahchuh ginjih vat'atr'ıjahch'uu geenjit zhan nııı. Gwılat zrıı \$1.6 million zrıı French ginjik gwıtr'ıt geenjit zhan nııı. Au jıdı tr'oonıındhat zrıı \$1.9 million t'at dınju zhuh ginjik zhit chan gwıtr'agwıjahch'uu, k'atr'ınahtıı, ts'at gwıınt'au gugwahtsuı geenjit nııı. Jıı tseedhoh zrıı au GNWT gwizhit Education, Culture ts'at Employment kat hah (ECE) k'ııghe' guk'agınahtıı.

Au tseedhoh leıı t'at dınju zhuh ginjik tthak goots'an tr'ahtsuı gugwıtr'ıt geenjit zhan heelyaa. Au t'ee jıdı tr'oonıındhat zrıı ga'oonahntan geenjit guk'atr'aanjuı, radio zhit dııginjik tr'ıgunjuı, ginjih eenjit gwıtr'ıt t'agwah'ıı eenjit gwıtr'ıt ts'at ge'tr'oonahntan gwizhit edıneht'eh akoo dııch'ıı gogwahtsuı geenjit gwıtr'agwıjahch'uu. Au gehkhee ts'at au GNWT kat chan gootseedhoh lat \$7.1 million zrıı dınju zhuh ginjik geenjit gwıtr'agwıjahch'uu geenjit zhan nııı chan gınuu. Tseedhoh gwıınlıt chan Divisional Education Council (DEC) kat goots'an tr'ahtsuı dınju zhuh k'yuu ge'gootr'oonahntan geenjit.

French ginjik geenjit tseedhoh zrıı au jıdı gwık'ıt te' gıgıınkhuı geenjit edıneht'eh geenjit, juudıı kat French gıınkhuı dııgıgwıtr'ıt gwizhit goots'an gahtsuı, ııhıhık gwa'an gatr'ıgıınkhuı, gugwıdee'in kak, ts'at edıneht'eh tr'ahtsuı geenjit tthak ts'at gwizhit gwıtr'agwıjahch'uu. Tseedhoh lat chan French kat chan gugwıtr'ıt gııginjik gwizhit tthak gwıtr'agwıjahch'uu. Au Department of Canadian Heritage kat chan ECE ts'at tseedhoh \$1.4 million nagwıdadhat gwıtak gwınaanch'uu goots'an tr'ahtsuı ge'tr'oonahntan geenjit gwıtr'agwıjahch'uu.

GNWT gwizhit departments leıı gwizhit au tseedhoh hah t'ageedı'm' geenjit gwıızrıı Canadian Heritage hah gwataandak geenjit dııııgıdıjuı. Tth'ahıı hee au Special Committee kat chan au tseedhoh adachoo kat ts'at territorial k'agwaadhat dııts'an

tr'ahtsu geenjit natr'igwinah'in. Au gehkhee ts'at jidu gwitr'it gugwahtsu geenjit ginundhan t'aginu.

Dinju Kat Dagwidinu'

K'eejit khai gwanoo zrit, dinju leu ts'at khehlok nagwijilzhu kat goovah ginunhe'. Ju gwilat zrit juu dagidinu':

- ginjih vat'atr'ijahch'uu geenjit dagwidu'e' gwunint'au ts'at ch'igwijuu'ee geenjit nilu gwunundhan gwats'at tr'iheendal geenjit
- Dinju chit nunt'au gwunundhan ginjih geenjit giheekhyah, au dinju zhuh ginjik khang ts'at zhak nagwijaatth'at geenjit
- Tseedhoh gwats'an tr'ahtsu nits'oots'at guk'andehnahtu ts'at tagoodhat geenjit gwaandak
- Ge'tr'onahtan zheh gwizhit nits'oots'at gagootr'onahtan gwijunchu nilu, ga'onahtan guk'atr'aanju geenjit gwunundhan, jidu gagootr'onahtan gwijik edineht'eh gugwahtsu, nijn gwats'at ju tthak guk'agahaandal geenjit gwunundhan, ts'at jidu diginjik gagootr'onahtan eenjit gwihzeeaa gugwahahtsa gwunundhan
- Duizhehk'oo gwizhit ts'at juudin kank'it gwizhit duts'at tr'iginju kat gugwahtsu ts'at gwunint'au gugwahtsu geenjit gwunundhan
- Nits'oots'at ginjih geenjit gwitr'it goonlu tthak geenjit gwuzru gugwahtsu gwunundhan
- Ginjih Vat'atr'ijahch'uu tthak gwuzru gahgiheedandau ts'at nits'oots'at dinju zhuh ginjik ts'at French ginjik hah geenjit nunji' tr'adhat tthak ejuk gugwahtsu geenjit dinjitr'idiju chan gwunundhan.

Ndoo Tr'eedaa

Dinju kat ts'at tr'igunhe' ts'at jidu hah gwitr'it t'agwaa'in' k'ughe', srinanh gwandoo au Special Committee ju tthak gatr'igiheekhyah ts'at nits'oots'at gwitr'it t'atr'agwahah'yaa geenjit gwik'it gwiheelyaa ts'at gatr'igiheekhyah geenjit. Ju neekat lagahaadaa ginjih tthak geenjit, duuleh khaunts'an' 2002 danh gwandoo akoo t'atr'iheedi'yaa, au gwizhit zrit ju geenjit gatr'igiheekhyah ts'at dagiheedi'yaa geenjit zhan heelyaa. Juudin kat goots'at ginohkhu yinohtan ji' au Office of the Special Committee gitr'ahnuu gwint'a'oochuh nekhwetr'ahnuu, ju uzhak danh jidu ihditshih gwats'at.

Jii Gijnjih K'ughe' Duinee'aa

Special Committee uidalu dugwitr'it t'agwaa'in dai', au *Official Languages Act* gitr'ahnuu gwizhit gijnjih zhit dagwinnuu au vah jidu ginnundhan ts'at vah dagoonch'uu hah gwitr'it t'agwaa'in. Nits'oots'at k'atr'inahtu, gwitr'it gwaatsu, ts'at gwinunt'au gwaatsu geenjit tth'aih tr'unlu dinju zhuh gijnjik geenjit. Tth'aih hee au dagwidu'e' k'ughe' guk'atr'inahtu ts'at vidavee gwinzu gwaatsu gwik'it gwik'injitr'idiju. Gijnjih tthak tat au gwizhit nits'oots'at tthak nihk'it t'igidich'uu geenjit, geenjit dagwidu'e' kat, ts'at rights gwidi'in geenjit k'atr'inahtu.

Dugwitr'it gwizhit zrit, jii tthak hah duts'an nilu kwaa guugaa zrit jii duts'atr'unju nilu dagoonch'uu:

- Gijnjih tthak guukauk'it gwitak gwinaanch'uu goots'an nilu
- NWT gwizhit dinju kat gijnjih ts'at vah daginnundhan usrits'at geenjit goo'au dagoonch'uu
- Au Gijnjih Vat'atr'ijahch'uu shik vik'atr'inahtu zrit didran gwik'it dagoonch'uu
- K'atr'agwadhat, lazhaa geenjit nilu, ts'at nits'oots'at gah gwitr'it t'atr'agwah'u zrit gwizru gwiheelyaa, diyeenjit gwinzu, ch'ijuu'ee, gwik'it gwinchu, ants'at at'at'agwahchu nilu
- Au gehkhee ts'at nits'oots'at tthak geenjit gwiheezaa too tthak gwit'agwahdahch'yaa geenjit dinjitr'idiju.

Ejuk Vaatsa' Gwinundhan Ji' Juu Tr'ihedi'yaa

Juhts'ants'at gwik'it gwidhaatsau tth'aih gatr'igunkhu geenjit undoo tr'eedaa au gwandak khaunkoo gwiheelyaa geenjit gisrunagwinu'au. Jidu gatr'igunkhu duuleh diyeenjit gwinzu gwiheelyaa dagoonch'uu kwah. Ezhu chan duuleh ejuk gwahahtsaa goo gwinzu gwik'it te' dimithat'oo. Goolat kat chan izhu gwik'it gwinjik geenjit dinjigidizhit. Jidu ejuk gwaatsu geenjit vah ihditshih gwadhaatsau ts'at yendoo ji' gwik'it geenjit gatr'igihkehhyah danh tr'uilee gwiheelyaa.

Duuleh juu t'avidi'ya':

- 1) jidu k'eejit gudihe' au *Official Languages Act* gwats'at vine'dakhan gwinundhan
- 2) Au *Official Languages Act* gwizhit ejuk gwaatsu ts'at jii tthak:
 - a) k'adagwidaadhat geenjit gwitr'it'agwah'u kat au *Î'e'* hah dagidi'u geenjit goovah gwik'it gwiheelyaa

- 9) Lehte'deelyaa (I/T) gwit'atr'ijahch'uu gwuinchu tr'agwahtsu, ginjih geenjit guk'atr'aanju k'uighe', ejuuch'u ts'at egwjuuch'uu geenjit ginjih eenjit guk'atr'ahaandal akoo ts'at nits'oots'at duuginjik nihkhan vat'atr'ijahch'uu geenjit gwuinchu gugwahtsu geenjit gwuundhan.
- 10) Dinju Zhuh Ginjik tthak kxanh ts'at zhak nagwijaazhu gaht'r'heedandau geenjit gwunt'oo gah gwitr'it t'atr'igwahah'yaa nagugwinu'au gwuundhan.

Tth'aih hee ju gwandak geenjit, Special Committee v'igwitr'it geenjit, juu usrits'at hah t'agwahah'yaa duits'an ahtsau, gòo au *Official Languages Act* natr'igwinah'u geenjit gavudanda' yinothnan ju' au Special Committee gòotr'ahnuu kat ts'at ginohkhu ju gwits'at:

Tt'yah zhìt: 920-6929 gòo gòohohkat kwaa ts'at ju gwits'at 1-877-920-7265

Fax zhìt: 873-0366 gòo gòohohkat kwaa ts'at ju gwits'at 1-800-661-0872

E-mail: languages@gov.nt.ca

Tth'aih hee gwandak hanoh'yaa yinothnan jì' ju Committee Website gwits'at hanoh'yaa: www.assembly.gov.nt.ca/languages

MALIKALOGO HAVAKVIGIYAN

KATIMAYII OKAOHIKNIKON HAONAGIYOMAYON INUKNUN KANOK HAVATIAGOMIK ILITOGIYOMAYON. SIKIIN TATKIGIOTIN AVATKOMAVAYAKTOMIK NAONAIGIYOMAYON OKAOHITIGOT NORTHWEST TERRITORIES MI (NWT). NWT MI NUNAKTUN OKAOHII TOHAKOPLOGIN TATYA. KATIMAYII OKAOHIKPUN HAKOGIGHIY AGANI.

NAONAIPKOTAI

1984 MI KAVAMAGA NORTHWEST TERRITORIES (GNWT) TONIHIYON INUIT OKAOHII OKAOHIKATIAGOTIK KAPLONAATITULU FRENCHTULU. 1985 MI ATOLIKTAAN OKAOHIIT ALATKIIN. 1990 MI KAOHIMALIKTON CREE MIK ATILGIN AMALO CHIPEWYAN, DOGRIB, INUKTITUT, INUVIALUKTUN, INNUINAQTUN, GWICH'IN, NORTH SLAVEY, SOUTH SLAVEY LO OKAOHIIT ALAGAYON. KAPLONAATI TULU. OFISIANIN OKAOHIKIN KATIMAYII. TALVAGAT KAVAMATKON IKAYOKTIAKTON OKAOHIKNIKON. 2000 MI KATIMAYII KATIMALIKTUN OKAOHIKUN KATIMAYII NORTHWEST TERRITORIES MI KATIMAYUN HAPKOAT APIGHOTAI:

- INUIT KAOHIMAVAT OKAOHITIGOT.
- HAVAOHII IKAYOKA OKAOHIKON NAMAINAKOPLOGO
- IKAYUTITLAKA OKAOHIKUN KATIMAYII
- KANOK NAKOHITIANKNIKA OKAOHINIK HAVAKTUN
- KANOK IHOAGINLAKA OKAOHIVUT NWT MI. (AOYALIKTOMI KATIMAYIIT HAVAKTITILIGAMIK OKAOHIKNIGUN KOYAGINAK. OCTOBER MI KATIMAYIIT IGIVAPKAIYUT OKAOHIKNIKUN YALONAIMI. HAVAKTON OKAOHITIKUN KATIMAYUT. KATIMAYIIT HANGOVAKTUN NUNANUT KOYAGINAK NWTMI. OKAOHIKUN IHOMALOGIPLOGU. TALVUNALU OKAOHIKNIKUN TOHAGOMAYUN. IKAYUKPAKTAI NWT KUT OKAOHINI.

MARCH MI OKAOHIKUN KIMAYII IGIVAGAMIK YELLOWKNIFE MI KATIMAYUNI TUNIHIVAKTUN. OKAOHIKUN HAVAKTILU, KAPLONALU NUNAANI. OKAOHIKUT HAVAKTILU. KAVAMANILO HAVAGITON. NGO'S MIK ATIKAKTUN. ATANIK SIBBESTON LO KANATOAPLO OKAOHITIGUT ATANIA.

OKAOHIKUN KATIMAYII HAVAGAKTUN KAVAMATKUN OKAOHIIT HAVAKULANI. OKAOHIKUN ATANIALO. NUNAPTIGNILO OKAOHII PIYUMAYAI. KATIMAYII NUNANUT POLAGOMAYUT POLAGITAMININ KATIMALUTIK OKAOHIIT OKAOTIGILOGIT OPINGAGALIKTOMI 2002 MI. KATIMAYII IHOAGINHAOKTON NALONAIPKOTANIK. ALAGOKNIAGOMI ATOKTAUNIAKKTOK.

PIYOMALUAKNAKTOK OKAOHIVOT INUHIGALOAKOLU.

KATIMAYIIT ILIHIMALIKTON OKAOHIKPUT PIHMATIAKOPLOGU. OKAOHIKUT NALONNAITOK OVAPTIGNIK TAIMANI INOOHIGALOAKOT.

PIHIMALOAGOMAYANKON OTOKAIT INGILGAVII. OAKOHIKPOLU
HAKOGIGIMALOGU. OKAOHHVUT PHIHMATIAKOPLOGU NWT MI.

OKAOKHIKNIK OKAKATAKLOHI OBLOK TAMAAN. IHOAKNAITOK
OVAPTIGNILU. FRENCHNIKLO ATLIGIT KAPLONATITUT
OKAOHIKAINAGAMIK NWT MILO KANATA MILO. PIHMATIAGOMAGOGNI
OKAOHIIT INUIT IKAYOKTUN IKAYOKOPLOGIT. IKAYOKATAKLOGIT.

OKAOHIIK INGILGAYOK HAKOGIKTOMIK

OKAOHIIK INGILGAYOK IMAATONGOK. OKAOHIVUT ATOKATAKLOGU.
INOTKOVAN OKAOHIMINIK OKAKATA KIHIMI NOTAKAN KAPLONAATUN
IKAINAKTUN TAIMAILIKTOK.
KAPLONAATITUN NOTAKAN OKAINALIKTUN ALAMIK OKAOHIKALIKMAN.
TAIMAILAKTOK INUK OEGAGOMILONIIT ALAMIK OKAOHIKAKTOMIK
INUKLONIIT NUTKOMI NUNAMUT AHINUT. NWT-MI INUIT OKAOHII
TAMAKPALIAYOK. TAIMANIMIN. ILANGI OKAOHIIT OKAYOITAI
TAMAKPALIAYOK. TAIMANIMAN. ILANGI OKAOHIIT OKAYOITAI.
OKAKLUKTON FRENCHMIK ATILGIT OKAOHII ATAGOMAGITAI.
OKAOHIIT OKAGOMAGOGNI KIHIMI AYOGAKTUN. OKAOHIK ATOKLOAGO
MAGOGNI ATOTIAKLOGU. OKIOT INGILGAGAMIK OKAOHII INUIT ALAT
NUNAMI NWT-MI IKAYOKTAOLIKPALIAYUN. FRENCHTUNLU OKAKTUN.
AGHOKNAHOAKTALO OKAOHII HAMANI NWT-MI. GNWT KUN
IKAYUUTIGAMIKLU PIYOMAYUN HAMANI NWT-MI.
AGHOGOTI YAAN ONA INUIT AYOIGALOGIN NATAKALONIIT
OKAOHIMINIK ILITOGIPKAKLOGU. INUITLU KATIMAPKAKLOGIN AGHOGO
TILUGU OKAOHIN NUNANI. NWT-MI OKAOHITIGOT AYOGALIKPAKTUN
LAIVAOGAMIK ALATKIIT OKAOHII ITKILGILO OKAHILL INUITLU OKAOHI.
OKAOHIILU TOKMIATULU. HAMANI OKAHIVUT. NUNA AOSAITMIK
TAVAKTAI AHINIKMIOTAN OKTOKLOAGOMAYUN HAMA
OKTOKLOAKTAI:

- OKAOHIIT OKAKNAKTOK
- OKAOHIK PIHIMALOGU HAKOGIGIPKAKICCGU???
- OKAOHIKATIAKLOTIN
- OKAOHIVUT ATOKATAKLOGU AYOIGALOGU
- NUNAGNILO AYOIGAVIKAKLONI OKAOHIKNIK.

TAIMANIKMI OKAOHIIT NWT MI.

OKAOHIKOLU FRENCHLU OKAOHII OKTOKTAOAGITON KAVAMATKONIN
NWTMI 1970's GOKMAN IKAYOKTAOVALIALIKTUN. OKAOHIKPUT
ILITOGIYAOVLIALIKTOK KAVA MATKONIN NWTMI. KAVAMATKUN
PIYOMAYOGALOIT OKAOHIKATIAKLOTA INUKNUN. INUHVIVUT
HOLGIYAOGAMIK. INUIT AMIGAITUN ILIHAGIAGAMIK
KAPLONATITONAK OKAOHIKAINAGAMIK KAVAMANI TALVUNA. NUNAT
ILITOGIYAOGITUN WESTERN CANADAMI. HOLOGIYAOGAMIK
INUHIGALOAKON INGILGAVIA OKAOHIVULU INUHIGALOAKOLU
AVIAOHIMAGAMIK NUNANIK TALVUNA AYOGAKPALIAYUN.

1969 mi NUNAPTA OKAOHII ANGIKTAOHIMAYUT. ILTOGYAOGAMIK KAPLONAAT NUNAPTIGNI, KANATAMI. TALVUNALU OKIOMI 1969 mi OKAOTITLAGAMIK KAVAMAGA KANATAP ITKILGIN IKAYOGOGIN. PITIAKOYAOLIGAMIK KAVAMATKUN HAVAKATIGI PKOPLOGIN INUHIPTIGNIK.

1970 TIKINAMI NWT NAKOHIVALIAYOK. GNWT KOT ILHAKTITLIGAMIK FRENCH TUT ILHAKVIKNI. OKAOHIVULU IKAYOKTAOLIKTUN ILHAKVIKNI. KAVAMAT ILHAKTOGANIK OKAOHIPTIGNIK PIVALIAYUN. HAVAKTONIKLU NAKOHIVALIALIKTOK.

1984 mi KANATAP KAVAMAA MANIKMIK TONIHIIYON IKAYUTIGAMIK OKAOHIGNON GNWT KONON. IKAYUTIGAMIK FRENCH OKAOHINILO IKA YUUTIGANIKLO OKAOHIPTIGNIK. KAVAMAT IKAYUKTIAKTUT OKAOHILIKIYOUNUT. TATYA OKAOHIIT OKALIKPALIAYUN INUIT NUNAMI. ILHAKPALIAYULU ILHAKVIKMI. ILHAKTUN FRENCHMIK IKAYOKTAOYUN ILHAKVIGNI.

NAKOGINAKA OKAOHIKUN

NUNAPTIGNI NWT mi INUIT IKILIVALIAYUT OKAOHIPTIGNIK OKALAKTUN. INUIT AMEGAITOT OKAOHIMINIK POIGOKPALIAYUN KAPLUNAATITUN OKAINALIGAMIK IGLUMINGI. INUGIAKNIN NALONAIPKOTA, ILITOGYUN 25% INUIT NANMINIK OKAHII POIGOYOITUN. 25 NIK ATAANI OKIOKAKTUN. TAHAPKOAT INUHAAT AYOTKIYAOGAMIK INOTKOYANIK. 76% GOYUT INUIT 45 NIK OKIOLGIT ANGAYOGIOMIK OKATIAKTUN OKAOHIPTIGNIK. ALATKIIT OKAOHIKAKTUN OKAOHIMINIT. ALATKIITAOK NUAPTIGNI NWT mi.

OKAOHIVUT HAKOGIKOYAKUN. NWT NUNAGILOAGAMIOK ITKILGILU INUNAILU OKAOHIKPUT POIGOKTAILIYAVAKUN.

OKAOHIA FRENCHTITUT TAMAKPALIAYOK NWT mi. OKAOHII OKAKPALIAYUT KAPLONAATITUT. KAPLONAATUT OKAKPALIAGAMIK IGLUN NWT mi.

OKAOHIVUT KANUK NAKUNIKA NWT MI

NANMINIK OKAOHII NWT mi NAKOHIVALIAKOYAAT IMATUT:

- OKAOHIKUT PIHIMATIAKLOGU ILHAKVIKNILU AMALU MAKPIGAANILU.
- OKAOHIKUPUN AYOIKPALIALOGU.
- ILHAKOLOGIN OKAOHIVUT ILHAKVIKNI.
- ILHAKTOGANIKLO OKAOHIPTIGNIK ILHAGOMAYON.
- OKAOHIVULU PIHIMATIAKLOGU ATANGOYAT IKAYUKOLUGIN.
- ILHAKVIKNILU PILOAKOLOGIN.
- HAVATIAKOLOGIN OKAOHIPTIGNIK AYOIGAYUT.

PIYOMALOAKTUN OKAHIKMINIK FRENCH MIK ATILGIN
INOHIGALOAKMINILU OKAHIAN IKLU HAKOGIGIYOMAYAIT.
KAVAMAKPUT GNWT KUT IKAYOGOMAYUT OKAHIKPUT
PIHIMATIAKOPLOGU.

OKAHIKPUT ATOKLOAKLOGU.

NUNAGAALOKPUT OKAHIIT AALAGAYUT IKAYUTIGAMIK
PIYOMAYOGUT OKAHIKPUT HAKOGIGIYOMAYAAAT UNITED NATION UN
MIK ATILGIT. NOTAKAN AYOIGAKOYAI OKAHIPTIKNIK. INUIT NUTPATA
NUNAPTIGNOT OKAHIIVUT NAONAIGIPKAKLOGU.

INUUHIGALOAPTINKIT.

KANATAMI 1982 mi KAPLONAALU FRENCH MIKLO ATILGIT AASIKOTAMIK
PIKOYAOYOT KAVAMATKONIN AMALU KANATAP KAVAMAGNANIT.
OKAHIKNIKLO OKTOGOMAYUT. OKAHIKNIKLO OKTOGOMAYUT.
KANATAMI KOYAKGINAK ILHAKVIKNI AYOIGAINAGIALGIT FRENCHITUT.
OKAGIMAYUKLU KAVAMAT IKAYUKTOGAN FRENCH NONLU
KAPLONAALU OKAHIKPUT NAUNAIPKOTN (1988) KANATAMI.
AGHUKPALLALUGU OKAHIKUN???

ILAGA 35 (1) HAVAKTUN ILITAGIYUT IHOMAMINITPATA INUIT KANATAMI.
OVAGUT INUIT IHOMAGIYAOKOPLATA OKAHIIVUT IKAYUKLOGU. NWT.
Mi.

NWT MILU NUNVUTMILU NUNALGIT OKAHIPTINGNIK
OKTOKLOAKTOGOT. NALONAIPKOTAI OKAHIIT NWT mi (1990)
OKAGIMAYOK ATOKNAKTOK OKAHIIVUT LEGILATIVE ASSEMBLY MI.
GNWT KUT IKAYOGOMAYUT OKAHIKNIKUN OKAHIILIKIYOMON
ATANIANON MONAGITIAKOPLOGU.

OKAHIIT NALONIPKOTAANON (1997) IKAYUTIGAMIK OKAHIKNUN.
GNWT KUT IKAYULAAKTUN. NAONAIGIKOPLOGIN INUIT OKAKNAKTOK
OKAHIPTIKNIK NWT mi.

ILHAKVIIN INIGMAYUN (1996) PITKONAKTAI DISTRICT EDUCATION
AUTHORITIES (DEA) KITOT ILIHARVII OKAHIKUN ILHAKNAHOAT.
PIYOMALOAKTAOKPATA. ILHATITTYONIK OKAHIKNIK. ILAGI DEA KOT
KIGIVAKTUN OKAHIILGAAPTIGNIT. FRENCH OKAHIIT PITKOPLOGIT
OKAHIILGAAGA. TAIMAITONIK AYOIGAYUT YELLOWKNIFE MILU HAY
RIVER MILU.

AMIGAITUN NWT mi OKAHIKUN PIYOMALOAKTUN. OKAKTIILU
TITIGAKTULU IKAYUKTUN HAVAKOYAOPLOTIK OKAHIKNIK.

MANIIN PIHIMATIAKAA

KAVAMAAN CANADIAN HERITAGE TUNIHINIAN GNWT KUNUN IMATUN
\$3.5 MILLION TALAMIK OKAHIKUN IKAYUUTIGHAMIK. \$16 MILLION TAL
ATOKTAGA FRENCH KUT OKAHIITIGUT. ILANGATAOK \$1.9 MILLION

TALATAOK ATOKTAOYOGHAK OVAPTIGNUN. MANIIN MONAGITAKTAAN GNWT KUT DEPARTMENT OF EDUCATION, CULTURE AND EMPLOYMENT (ECE).

MANIK ATOKTAGAA NUNANUT TUNIHIVAKTUN ATOTIAKOPLOGU ILANGATOAK MANIK ATOKTAAN OKAHITUGUT. NALAOTIKULUNIIT KONGIAGOTIKULUUNIIT KOYAGINAK. GNWT KUT TUNIHIVAKTUN \$7.1 MILLION TALAMIK OKIOK NAATAGAGAN IKAYUUTIGAMIK OKAOHITIKUN TAMAITAVYAA MANIK DIVISIONAL EDUCATION COUNCILS (DEC) OKAOHITIGUT AYOIGAYAAMI ILIHAKUIKNI.

MANIKTAOK OKAOHITIKUT TALUUGAKPAKTUK FRENCH IKAYUUTAA. OKAOHITIKUT KOYYAGINAK PIKOYAA. DEPARTMENT OF HERITAGE KUTAOK \$1.1 MILLION TAL ATOKOYAA FRENCHMIK ILIHAGIAMI ILIHAKVIKMI.

GNWT KUT ATOTIAKOYAT MANIK CANADIAN HERITAGE KUNIK. OKAOHITIGUT KATIMAYII TAOTOKTUN KANUK MANIK ATOKTAOVAKTUK. KATMAYII TOTKOTAMTIAKUPLOGU.

INUKNIN TOHAGOMAYUN

OKAOHIKUT KATIMAYII OKIOMI INUKNIN TOHAKPAKTUN KANOK NAKUHITINIKA KATIMAYII.

HAMA APTKOTIGILOAKTAI:

- OKAOHIKUT HAKOGIGITILOGU OKATIAKLUTA
- NAKOYOMIK ATANIKAKLUTA OKAOHIVUTATOKTAOLOAGOIKMAN
- ILIHATIAKOYUT ILIHAKTOGANIKLU OKAOHIKUT TAIMATUN KOYAGINAK.
- IHAGIATIIYOGOT MONAGIYOOGAMIK ILIHAKTUNIK OKAOHIKUT.
- HAVATIAKOYAATIGUT OKAOHIKUT.
- NAKUTIAKOLOGU OKAOHIKPUT AALAGOKLOGO NAKOYOMIK OKAOHIVUT FRENCH TITLU.

INGILGAVIGAVUT

NALONANAIPKOTANIK KANOK INUIT IHOMAYOT NALONAIPKOTA OKAOHIKUT KATIMAYII NAKOHIPKAGOMAPLOGU OVANI TATKIGIOTT IKITONIK. APIKVIKAA KATIMAYVI KATIMAYOGAT OKIOMI 2002 mi APIGOTIKAGOVIN KATIMAYNUT HIVAYAINAGIALIK NAPAI NALONAITUN ATAANI.

MALIKLOGU ATANGOYAIT

HAVAGOTA OKAOHITIGUT KATIMAYII MALIKTIAGOTA OKAOHITIGUT. TALVUNA HAKOGIGITYOMAYOGOT OKAOHIKNIKUN. OKAOHIVUT TAMAKTAILINAHOGILUGU.

- HAVAOHIPTIGNI ALATKIIT PIHIMALGIT NWT mi.
HAPKOAT MALIKATIAKOYAI:

- OKAOHIIT PIHIMALOGU NUNAKNI.
- OKAOHIIT IKAYUTIGIIKLOTA PIHIMAYAAMI OKAOHIKUT.
- ATANGOYANIN MANIN PITLAKOYAI KOYAKINAK ATOKOGITA NAKOYOMIK KIHIMI.
- OKAOHIIT KOYAGINAK ATOTIAKLOGU.

NAKOYOMIK ALAGOGOMAI

NALONAIPKOTANIK HAVATIAKOPLOGIT OKAOHIKUT OKAKTUN. ILANGI HAPKOAT INUIT ILAGI NAKOGILAITAI. IHOIGIYAONIAKTUN. NAONAIGIIKTAKUN HAPKOAT KATIMATKIKOFTA HAPKOAT OKAOTIGINLAKAKUN:

- 1) ILALOGU MALIKATLAGOTIN
OKAOHIPTIGNIT
- 2) HAMA NAKOHITIKOYAI OKAOITITIGUT
OVOGA:
 - A) OKAOHIVUT NAONAIKTILOGIT INUKNUN KAVAMATKUNUN
 - B) ATAHIKMIK INUKMIK OKAOHIKUT HAVAKTOGAMIK
 - C) OKAOHIIT ATANIA AALAGOKLONI HAKOGIGIPKAKLOGU
OKTOYAVAN
 - D) ITKILGIT OKAOHII ATUTIAKLOGIN
 - E) IHIVGIOTIAKLOGU OKAOHIVUT NUNANI NWT MI
- 3) MALIKATIAKLOGIN HAKOGIGITILLOTIN NALONAIPKOTANIK
- 4) OKAOHIIT ALATKIIT HAKOGIGITILLOTIN ILHAKTONOLU
HAKOGIGITILLOTIT OKAOHIKPUT. NUNANILY.
- 5) IHOMAGITIAKLOGU NANMINIK OKAOHIKUT IMATUN
OKAOHIKATIAKLOTA. ILHAKTULU OKAOHIKUT NAONAITOMIK
OKAOHIKUT
- 6) MANIKMIK IHAGLATIGOFTA ATOKTAGAPTIGNIK OKAOHIANIK
OVAPTINGNIKLONIT FRENCHTITUTLONIN.
- 7) NAKOHIKOPLOGU OKAOHIKPOLU FRENCHLU OKAOHIA
HAVATIAKOPLOGU OKAOHIKUT IKAYUKTIKAGOMAGOMI
- 8) HAKOGIGHITILLOGU OKOAT GNWT KUT OKAOHIILO NUNANIT ALAT
NAONAIGIYOMAGOVIT OKAOHIKUT KATIMAYIINIT.
- 9) ATOINAKLOGU OKAOHIVUT IKAYUTIKAKLOTA OKAOHIKUT
IKAYUKTIANIN KOYAGINAK OKAOHIT.
- 10) ILIHIMALOGIT OKAOHIVUT. ITOMAGITIAKLOGIN.
HAKOGIGIYAGANI.
OKALAGOMAGOVIN. APIGIYOMAGOVILONIN OKAOHIKNIKUN
OVUNGA:
HIVAYAOTAA NAPAA: 920-6929 OVALUNIT
AKIITOMIK. 1-877-920-7265
FAX GA NAPAA – 873-0366 OVALONIIT
AKITOK 1-800-661-0872
E-MAIL KOTAOK: languages@gov.nt.ca
NAONAIGIYOMAGOVITAOK
KATIMAYINIK: www.assembly.gov.nt.ca/languages.



NAIGLILIQAT KATIMAYUANIN

Ukuat Katimayiit Takuuqsimayuat *Uqausitigun Malirulialiat* ukuanik qanuqiliurutinginnik sannaiqsimayait uqallautisuklugit inuit summagaita savaamingnik qanuq isumaaluruarmata ilisimasuklutiglu. Arvinilingni tatqiqsiutini, katimayiita sannaiyarniaraat kingulliq quliaq aasiin malingniarait maliyaksait iliyuat uqausitigun Nunatchiami (NWT). Isumaaluruuqtuat NWTmi ittuat uqaqsaqtuat naatchitinnagit makpiraangit. Katimayiita iluaqtunik malirulianik piniqsimayuat, taimannaguug uqautchikput suangatqingniaqtuat.

Sivullirmi

1984mi, Kavamatkut Nunatchiamun (GNWT) angiraat Uqausitigun Maliruliat ilitariblugik Taniktunlu Frenchtunlu uqausingik. Maliruliaq taamna ilitarimayaa Tanngungittuat uqausingit NWTmi. 1985mi, Uqausitigun malirulialiat nuktiqluni aasiin atinga unamun Uqausitigun Maliruliat. Ukuat Maliruliat 1990mi ilialiutiblugit uqausingit Cree, Chipewyan, Dogrib, Inuktitut, Inuvialuktun, Inuinnaqtun, Gwich'in, North Slavey, suliptauq South Slaveylu ilaliutilugit uqausingit tamaani Angalatchiyuani Legeslative Assemblylu GNWTmilu, ilaliyiblugit Frenchlu taniktunlu. Taimannaptaug aglagviniblugu savaktingat uqausitigun. Taimangaaniin, kavamatkut savaksimayuat tamainnun uqausinun aturniaqsimablugit.

Katimayiita Maliruliatigun Uqausinun 2001mi ilimayuaq tamaani Angalatchiviit Katimayiini Nunatchiamun. Katimayiita takuuqsimayait maliruliangit iluarmagaata ilitchurisuklutik. Ukuanik apiqsumnigait katimayiita:

- Inuit kangiqsimavagit ukuat Uqausitigun Maliruliat?
- Ukuat Maliruliat ikayuqsimavagit uqausit atuqtuat?
- Pimasungit uqausit pimavagit?
- Qanuq nakuurniaraluaqpat Maliruliat?
- Qanuq iluarniaraluaqpat sugumik uqautchiptigun NWTmi?

Upinraaq sami 2001mi, Katimayiita savaktiniktuat sivunniuliurutitqublugit. Septembermi, Katimayiita katimaqpaaluksimayuat Yellowknifemi. Inungit uqausit katimayaqtuqsimayuat avenge. Katimayiita itiriaqtuqsimayuat inuuniarvingnun NWTmi katimaqatigiyaqtuqlugit isumaaluruuqtuat uqausimingnik. Taimannali, Katimayiita uqaqatigimayait inuit tamaita piqpagiyuat uqausimingnik NWTmi.

Marchmi, Katimayiita katimayuat Yellowknifemi. Tayvani, uqaqtuat tanngungittuat katimavingit, francophonenguyuatlu, ingilraaninlu qangmaminlu savaktingit territorial uqausitigun, kavamaungituat (NGO's), Uqausitigun Angalatchiyilu Kanatamun.

Katimayiita nautchiuqsimayaat suli kavamatkut savaangit uqautchitigun, Aglagviat Angalatchiyi Uqausitigun, Tanngungittuat Pilangayingitlu. Katimayiita itiriaqturniaqtuat suli allanun inuuniarvingnun katimaqpaalutqingniaqtuatlu ukiaksaqpan 2002mi. Suli tamaani, Katimayiita aglangniaqtuat makpiraamingnik kingullirmik, tayvani maliruliat allangurniarait luunniin iluangitkumik.

Uqausirlu Pitqusirlu Sivulliyuak

Katimayiita ilitchuriyuat pimaniarutikksaa sivulliyuuaq uqausiptingnik. Taimanna allangayuanni allanin uqausin. Allat uqausingit pitqusitlu allaummataptauq inmigun pingit taimanna piqpangnaqtuat. Ulapitqungitkupkit pitqusipta, uqausivut ulapittailisarivutlu.

Ulapitqungitkupkit uqausivut NWTmi, ublukaluk atuqsarivut uqaruqta. Sapirnaraluaqtuaq Tanngungittuatunlu Frenchtunlu uqarniarupta, Taniktun uqaruumata inugiaktuat NWTmi Kanatamilu. Pimasukkupkit uqausivut NWTmi - kavamatkutlu. Katimaviit inuuniarvingmi, kituliqaalu - uqarniaqsauyuat uqausiptingnik.

Uqausiq Aturuummagaanlu Utiqtinmagaanlu

“Uqausiq Aturuummagaan” nautchiuqpagaat atummagaan ingilraatun. Innait uqaqpakkumik uqausimingnik, aglaan inrutaalungit Taniktun kisanik uqaruuyuat, taimanna uqausit atuaksanga allanguqpaktuaq. Allat uqausit sivulliutilugit nutim ittuat. Taimanitpaktuaqtaq katitirpangmata allanik uqausiruaqpaklutik ilanni. NWTmi, nautchiuramitku uqausingit Tan'ngungittuatlu Frenchtunlu ilitchuriyuat atuyuitaat uqausingit ingilraatun. Ilait atuyuitqiyauyuat allanin. French uqausingit NWTmi mikliyuaq uqaruuyuat.

Uqausit ulapitqayauqtuat utiqtinnaqsimayait aturuaqtuat “utiqtinnaqtuat uqausimingnik”. Atiruaqtuaq enamel “Uqausit aturviksaat”, taimanna aturuaqtuaq uvani makpiraani. Uqausinik aturvikksaa isagutivaktuaq sivunniuliuqaarlugu. Ukiutqingni, inuuniarviit

NWTmi sivunniuliuqsimayuat qangma aasiin atuqsimayaat. Franophonenguyuat savautimayaat uqausingit aturniaqlugu ulapittailitqublugulu NWTmi. Qanikkun GNWTKut sivunniuliuurutimayait Tan'ngungittuat uqausingit NWTmun.

Iluaqtuamik sivunniuliuqsimayuat uqausitigun atuaksangit aimavingani ilisautitqublugit ilitqublugitlu ilangit. Inuuniarvingmi ittuat ilitqublugit piqpangnaqtuaq uqausivut taimangaaniin nutim ittuqaq.

Sapirnaraluaqtuaq sivunniuliuqtuni qulit atausit uqausiruarapta uvani NWTmi, uqausitlu Tan'ngungittuat inuuniarvingni allagiiktuattaq.

Allat nunat ungasiktuat ulapitqayaugaat uqausingit aglaan utiqtitpagaat.

Ukuat iluaqtuat maliyaksat:

- Uqausitigun maliruliat
- Uqausitigun nautchiurviksaitlu munariviksaitlu
- Uqausitigun aturviksait
- Ilisautdjiviksait uqausimingnik ilagiiktuani aimavingnilu
- Ilisautdjiviksait ilisarvingmi
- Inuuniarvingmi atuaksangit uqausimingnik.

Uqausit Ingilraanin NWTmi

Tan'ngungittuatlu Frenchnguyuatlu uqausingik ikayuutiksaittuak kavamanin ingilraani 1970smi aglaan ikayurniakigait. Inugiakuni ukiuni, federal kavamatkut NWTmi ilitarisuinnigaak Frenchlu Tan'ngungittuatlu uqausingik. Taimani kavamatkut maqairniaqsimayait Tan'ngungittuat inuusingit pitqusingitlu. Inugiaktuat tan'ngungittuat uqalaittuat uqausimingnik ilisarvingmuksimagamik, taniktun kisanik uqalasiblutik maliklugit kavamatkut.

Provincialkutlu territorialkutlu aviklugit atautchimiittuat Tan'ngungittuat nunamingani Western Kanatami. Uqausitlu pitqusitlu inuuniarvingni aviklugit allanuklugitlu suangaitqublugit taimaliyait.

1969mi, Uqausitigun Malirulialiat Kanatamun iliyaat. Una maliruliaq ilitariyaa uqausingit Francophonenguyuat Kanatami. Ukiungani taimani, nakuungiblugu maliruliaq White Papermik atiruaqtuanik Itqilinun Maliruliat (1969) federal kavamatkut allanguqtitait maliruliangit Tan'ngungittuatigun iluariginmata.

Isagutaani 1970s, kavamatkut maliruliangit NWTmi allanguqsimaakkiqtuat. GNWTKut ikayurniaqsimayait French uqausingit ilisarvingmi ilisautdjiblutik. Tan'ngungittuat

uqausingit atuakkiblugitlu ilisarvingmi. Kavamatkut ilisautdjimaakkirait savaktiniklutiglu kipuktisiyuunik. Uqausitigun savangniakiqtuatlu.

1984mingaaniin, federal kavamatkut akiksanic aittuqtuat GNWTmun atuaksangit French uqausinun savaakkiqlutiglu Tan'ngungittuat uqausinginnik. Kavamatkut ikayuutiviksainik iliyiblulik uqausiptingnun atuaksanic. Qanikkun, Tan'ngungittuat uqausingit inuuniarvingni inmikun sivunniuliuqsimayuat. Ilisarviktigun Angalatchiyuat munarivagait ilisarviksaitigun ilisarvingni. Frenchtun uqausinginun katimaviliuqtuat ilisarvingmi munariviksaanun French uqausingit.

Qanuqinmagaata Uqausiqput

NWTmi, mikliyuat uqaruuyuat uqausimingnik. Inugiaktuat Tan'ngungittuat nutauyuatlu, Taniktun kisanik uqaqpaktuat aimavingani. Nautchiuramik ilitchuriyuat 25%tun Tan'ngungittuat ukiuniktuat 24mun aglaan uqaqpaktuat uqausimingnik (aglaan mikiyumik kisanik uqaqlutik innauyuatun uqangaiqlutik). 76%tun kisimik 45tun ukiuniktuat utuqqautqiyuatlu uqaqpaktuat suliuqausimingnik. Tan'ngungittuat uqausingit allangayut ilait uqaruuyuat ilait aasiin uqapqaqtuqlugu. Allauiyuaqtauq inuuniarvingni allani NWTmi.

Miklimuktuqtuat Tan'ngungittuat uqausingit nalunaivialuktuaq, NWTmi uqausiruaqlutik North Slaveymik Dogribmiklu uqausingik allani nunani uqayuittuat ukuanik uqausinik suliptauq allat uqausit atuyuitpaktuat allani nunani Tan'ngungittuani.

Frenchtunlu uqaruuyuat NWTmi miklimuktuqsimayuat. Taniktun kisan inugiaksiyuat uqaruuyuat nunaptingni NWTmi aimaviptingnilu.

NWT Uqausitigun Sivunniurutit

Tamaita NWTmi Tan'ngungittuat inuuniarvingit sivunniulirutiksamingnik uqausitigun. Ukuanik ilaliutiyuat:

- Pimaniaqlugit uqausit (quliatigun, kipuktirutitigun, allatigunlu)
- Aturniaqlugu uqausikput (ilagiinni nutauyuani)
- Makpiraaliurutilugit ilisarviit atuaksanginnik ilisautdjigumik
- Ilisautdjilugit kipuktisiyuat mumiktisiyuatlu ilisautdjiyuatlu
- Ikayurlugit uqausit sivunniuliuqlugit maliyaksaliuqlugitlu
- Suangasiklugit ilisarviit ilisautdjutiksait
- Ikayuqlugit inuuniarviit susukkumik uqausimingnik.

Francophonenguyuat sivunniuliugtuat maliyaksanginnik uqausimiktigun pitqusingitigunlu, sivullingniaqlugu uqausingit ilisarvingmi, Frenchtun uqarniaqlutiglu sumiliqaa, ikayuqlugitlu French uqausingit silakkuaqtisiyit.

GNWTKut qangma savaqatigimayait inuuniarviit uqausinginnik atuqublugit sivunniurutingani ittuaq.

Uqausit Pimayaksat

Ukuat United Nations (UN) maliruliangit, angirutait, quliangitlu ikayuutivaktuat uqausinun nunani sumiliqaani. UNkut uqaqpaktuat, tamaita uqalayuat uqausimingnik. Ilisarvingmiptauq ilitchurisaraait nutaqqat pitqusingit, uqausingit, itdjusingitlu. Aglaksimayuaq makpiraani inuinnguuq pimalagait uqausingit nunamingni. Tamatkuat nuuttuat nunanginun ilisarniaqsaraat uqausingit inungit.

Kanatami, *Angalatchiyit Maliruliangit* (1982) munarivagait Frenchtun Taniktunlu uqausingit Kanatami. Francophonenguyuat ilisarvirualayuat sumiliqaa ilisaruktuanik piruarumik uqautchinganik. *Angalatchiyit Maliruliangit* makpiraanginni uqaqtuaq Kavamatkut Kanatamun uqarniaqtuat aglangniaqtuatlu Frenchtun Taniktunlu Kanatami. Uqausitigun Malirulialiat (1988) Kanatamun uqaqtuat uqaruuyuanik pimanaqsimayuat uqausimingnik aglaksimayuaq *Angalatchiyit Maliruliangit* ataani. Tamarmik maliruliak mumiktisiyuanik pivaktuat, pimasuktuanun, uqaqtitaarvingni Kanatami.

Section 35 (1) Angalatchiyit Maliruliangit ilitarimayaat "...nutim ittuaq tan'ngungittuat pimayangit Kanatami." Tan'ngungittuat maliruliangit nalunaqtuugaluaq, ilaliutilagait aglaan uqausingit. Tan'ngungittuat inmikun-angalatchisuktuat angirutait qangma savautimayait NWTmi uqaqsimayuat uqausingitigun.

NWTmi Nunavutmilu kisimik Kanatami ilitchuriyit Tan'ngungittuat uqausingit. Uqaustitigun Malirulialiat NWTmi (1990) uqaqtuaq tamaita uqautchit atulagait Legislative Assemblymi. Pisukkumiklu uqausit atulasiyaat GNWT savagvianin. Savaktiruaqtuat Angalatchiyinik Uqausitigun munaritqublugit aturviksainun Maliruliangit.

Uqausitigun Malirulialiat Makpiraangit (1997) maliyaksanik aglaksimayuaq GNWTKunni savaanginni uqausingitigun. Maliyaksangit quliaqtuat kitut uqausit atulayuat inuniarvingni NWTmi. Inuit ilisimayuksayut aturupkugu uqausingit atulangasiyaat.

Ilisarniqtigun Malirulialiat (1996) uqaqtuaq Katimayingit Ilisarvingmi (DEAs) pukulayuat kitumik uqausinik ilisautdjiniatqat ilisarvingmi. Aglaan, naamayunik ilisaruktuanik piruaqsatqat, ilisautdjijuatlu uqalangayuksayut, ilisautdjutiksaitlu piruaqsatqat. Inugiaktuat DEAskut ilisautdjisuittuat uqausingitigun. Frenchkut uqausingitigun maliyaksat aglaksimayuat nalunaiqlugit Frenchtun ilisautdjiniaramik

Maliyaksat, iluaniittut Ilisarniqtigun Malirulialiat. French uqausinginnik ilisautdjimayuat ilisarvingmi Yellowknifemi Hay Rivermilu.

Inugiaktuat allat maliruliat NWTmi uqaqtuat uqausitigun. Kipuktisiyuatlu mumiktisiyuatlu savaktigiyaait kangiqsitqublugit tamaita.

Akiksatsat Qanuq Atuaksangit

Ukuat federal Angalatchiyigit Canadian Heritagemun akiksantik aittuqpaktuat GNWTmun \$3.6 millionun atausimi ukiumi atuaksangit uqausitigun. Tayvanga \$1.6 millionun aturiblugit Frenchkut uqausinun. Ilanga aasiin \$1.9 million atuqpagaat tanngungittuat uqausinginun munariviksaanun atuaksanunlu. Akiksatsat qaitpagait GNWT Angalatchiyit Ilisarniqtigun, Pitqusitigunlu Savaaksanunlu (ECE).

Tamatkikapsait akiksatsat Tan'ngungittuat uqausinginun aittuqpagaait inuuniarvingnun uqausitigun savaktuat. Ilait aasiin atuqpagaait Tan'ngungittuat uqausitigun ilisautdjiyuanun, silakkuaqtitchiyuanun, nautchiuqtuanun, sulit makpiraaluuqtuanun. GNWTkut inmigun aittuqpaktuat \$7.1 million atausimi ukiumi Tan'ngungittuat uqausinginun. Tamatkikapsait akiksatsat aittuqpagaat Katimayuat Ilisarniqtigun (DECs) atuaksangit ilisautjiviksainun ilisarvingni.

French uqausingit akiksatsat atuqpagaat kipuktisiyuanun, arsenic uqausiruaqtuanunlu, French uqausingitlu nalunaitkutanun, makpiraaluuqtuanunlu. Akiksantik aittuqpaktuattaq francophonekunun inuuniarvingnun uqausinun atuaksangit. Angalatchiyit Canadian Heritagemun aittuqpaktuat ECEmun \$1.14 millionun atausimi ukiumi Frenchmun atausanun ilisarvingmi.

GNWTkut savagviat aglaksimavaktuat qanuq atuqpangmatkit akiksatsat quliaqlutik qanuq atuqpangmatkitlu Canadian Heritage akiksangit. Katimayit nautchiuqsimayait sulit federal territorialkutlu qanuq atuqpangmagait akiksangit. Katimayit ilisimasuvialuktuat qanuq pimmagaita akiksangit.

Inuit Isumaliurutingit

Ukiutqik, Katimayit inugiaktunik tusaayuat impugning katimayuanuktuaninlu. Ukuanik uqaqaktuat:

- Suangayuanik nalunaituaniklu maligulianik piyaksauyuanni uqausitigun
- Suangayuanik atanauyanik piyaksauyuanni uqaqtuanik uvaptingnun uqausiptigun, uqausiqput ulapisimaakkirman qilamik
- Akiksatsat munarimmaariksarait qanuq atuaksangitlu nautchiurlugit

- Ilisarviit ilisautigamik sivulliulugit, taimanna qilamik ilisautisarivut ilisautdjiyit, ilisautdjutiksaliuqlutigli, aspirate atuaksat ilisarvingmi, maliyaksangit sannairlugitlu
- Illegible inuuniarviitlu atautchikun savaktuksauyut ikayurniaqlugit ilisarviit
- Nakuruklugit savaaksangit uqausitigun qanuq iliniarmatigitlu
- Saniqpausarivut uqausit tamaita allangurlugitlu isumangit nakuungittuat Tan'ngungittuat uqausinun Frenchnunlu.

Sivunmun Aulayuat

Nautchiurutiptingni apiqsuqaarapkitlu inuit, Katimayiit sannaiyagait maliyaksat sivunniurutiksatu uqautiyaksangit suli qapsini tatqiqsiutini. Tugliat territorial uqausitigun katimavingit, ukiuksatqigu 2002mi, uqaqatigipsaarniarait sivunniurutit iluarimmata ilisimasuktuat. Uqaqatigisukkupkit isumaaluruarupsilu isumaliuruarupsilu quqaurugit ataani ittuq kisitchiutingit.

Maliyaksavut Sivunniurutinun

Uvagut savaakput Katimayuanu, malikkavut maliyaksavut *Uqausitigun Malirulialiat*. Savaktuammi munariniaqlugu uqausit, aturniaqlugulu piqpagilugulu Tan'ngungittuat uqausingit. Ukpiriyavut maliruliatigun munarigupkit uqausivut nakuuniaqtuaq. Tamaita uqausit munariniaqsimayavut piqpangnarmata.

Savaaptingni, maliksimayavut ukuat:

- Uqausingit pimalagait inuuniarvingit
- Uqausit allangammata piqpangnaqtuat uvaptingnun NWTmi, Kanatami, Nunapayaamunlu
- Tamapta pimaniaqsavut uqausiqtut
- Angalatchiviksait, akiksait, savautiksaitlu nalunairlugit, iqunaittut, allangulaittut, qilamisaqtut nungulaittutlu
- Allangayunik savaaksanik pimaniaqlugit uqausit.

Allangayuanik Sivunniurutit

Sannaiyavut allanguqtingit uqautipsaarniaqtuanik sannaiyaqinnagit kingulliit makpiraangit. Ilait iluangituugaluat allatlu tutqiksalayuat. Ilait inuit allangayuanik pimasuktuat. Kisitchiyavut ukuat allangutiksatu uqautiniarivut katitqikuqta.

Piniarivutluunniin:

- 1) Ilaliutilugit maliruliat makpiraamingnun ittuanun Uqausitigun Malirulialiat
- 2) Tutqiglugit allangurlugit Uqausitigun Malirulialiat ukuanik:
 - a) Aturlugu Maliruliaq tamainni savagvianun savaguuyuanun kavamanun
 - b) Atausiq angalatchivik kavamani munarilugu Maliruliaq
 - c) Allangurlugu asu suangasiblugu savaanga Uqausitigun angalatchiyim
 - d) Dene atingit iluaqtuat aturlugit maliruliani

- e) Uqausit aglaksimayuat Maliruliani nautchurlugit iluarmagaita inuuniarvingnun NWTmi
- 3) Suangasilugit nalunairlugitlu Maliruliaq sivunniuliurutikun
- 4) Suangasilugit Tan'ngungittuat uqausingit pimayaksangit tamaani Uqausitigun Malirulialiat ukuanilu Ilisarniqtigun Maliruliat suliptauq suangasilugit savaqatigiiksait ilisarviitlu inuuniarviitlu
- 5) Ilisaututiksainniklu makpiraanginniklu sanautilugit ilisarviit ilisautdjigumik ilisarvingmi,
ilisautdjilugit ilisautdjiyit, uqausingit kisian uqarlutik, nautchiurlugitlu ilisautdjiyuat ilisimagaamik uqausimingnik
- 6) Kiilumik akiksanic aitturlugit, allanguqtaililugit akiksangit, Tan'ngungittuatlu Frenchlu
Uqausinun, munarivaluklugitlu ulapinapittuat uqausit
- 7) Nakuruklugitlu nautchiurviksait Tan'ngungittuat Frenchnguyuatlu uqausingitigun savaktuat, aglagviliurutilugit luunniin uqausinun, allanik luunniin
- 8) Suangasiblugit savaqativiksait GNWTkutlu inuuniarviitlu, katimaviliurutilugit luunniin
nunamingni territorialkuni luunniin
- 9) Aglipkarlugu atuaksanga uqausit mumiktisiyuanik atuqlugit, ilisautilugit uqausitigun, uqausiliuqtuatigun, sumi atuaksanga uqausit isumaliurlugit
- 10) Ilitchurilugit Tan'ngungittuat uqausingit ulapitqayaurmata pimaniaqsarivut qanurliqaa.

Uqaaqatigisukkupsing una makpiraatingun, Katimayiita savaangit, sivunniurutingit, takuurutiksainunlu Uqausitigun Malirulialiat, ququarlugit aglagvianni Katimayiita:

Ququarvik: 920-6929 asu akiittuamun 1-800-661-0872

Tuyurvianun: 873-0366 asu akiittuamun 1-800-661-0872

Qaritauyakun: languages@gov.nt.ca

Ilitchurisukkupsi kiilu taigulayusi Katimayiitam qarituyangit tuyurviani;
www.assembly.gov.nt.ca/languages

Ju'hda' hıne'ne' xədə he' ʔegha'lats'eyeda gha ʔeʔa'
ga'rakeyu'da gha kuri'ʔede_tl'eı ke

Yerı Ga'lats'eyı_da Ga' Godə

Yerı Ga'lats'eyı_da Ga' Goda

Ju'hda' hıne'ne' xada he' zegha'lats'eyeda gha zera' ga'rakeyu'da gha kuri'zede_tl'eı ke hai hıdu' gots'e yerı da'kıla dene zareyo_ne kodu'hsha he' gogha're' wa'yi dene ts'e xada ku'hshu gha haderı zedıhtl'e' kedeyı_tl'e. Ju'hdo' zets'e'tai sah goke'nahta noda goga' zedıhtl'e' rı'woshu gha'lakeyuda' go'zq. Hederı zedıhtl'e' begha're' ju'hda' xada he' zegha'lats'eyeda he' hıdo' da'k'i'nagu'w'e keyagowę gha. Zeyı he'nu ju'hda' ra'dake goga' da'kenıwę gha're' goga' t'ahsa__zakadı gha got'o'de'za. Hederı du'zago_ht'e gogha da'hwıke noda gogha zedıhtl'e rı'kuza k'e da'du'le xada ka'de'za' gots'e'hzo_ne' ra'wose gha da'du'le gots'e'hzo_ne' got'o'ts'ede'wo'hza gha xada du'le bek'e'hta' zegha'lats'eyeda rı'wı'za' kenıwę.

Zala Goda

1984 gu' ju'hda' ne'ne' gogha K'a'howe ke Mo_la xada he' Molawa' xada he' zegha'lakeyeda kodu'ya gha xada kashı. Hagu' zeku' zeyı ju'hda' ne'ne' Dene xada ka'de'za' w'ıla go_hlı kedeyı_dı. 1985 zeyı xada kashı le hai zera' ghakıe'nıse. 1990 gu' hederı xada gha zera' zede__zarakeyı_la gu' zeyı Mo_la he' Mo_lawa' xada hayı_zę zeda' xada', K'a'seleht'ıne xada', Ts'uo't'ıne xada', Inuktıtut, Inuvıaluktun, he' Inunnaqtun goxada', Dęgu xada', Sahtu' ne'ne' ra'da goxada' he' hıde' Dehoga' ra'da goxada' w'ıla ju'hda' ne'ne' zera' ya'hı'hsı ke he' ju'hda' k'a'howe seleku'e' derı xada he' zegha'lakeyeda bek'e de'htl'e' zarakeyı_la. Zeyı gots'e' xada hek'eyadıhadı bezegha'layı da k'e' rı'go_t'q. Zeku' gots'e' zeyı xada gha zera' dagha're' zeyı xada ka'de'za' he' zegha'lakeyeda kodu'ya he' wa'yi bet'a' zagu't'ı gha k'ı_nagoke'za.

2001 gu' zeyı ju'hda' ne'ne' gogha zera' ya'hı'hsıke zedeta gots'e' dene so'zare'ht'e hederı xada gozera' gha'rakeyu'da herı zekene'tl'e. Zeyı Ju'hda' ne'ne' gogha xada zera' su' su're' dene gha zegha'layeda hıka ga'rayahda go'kedeyı_dı. Hagu' hederı da'zudı'ke so'zare'ht'e ga' kegoda'hza' go'kedeyı_dı:

- Zeyı ju'hda' ne'ne' gogha xada gozera' su' deneke kıonıshq?
- Zeyı zera' su' xada ka'de'za' hu'le' zada ch'a' begha're' kek'e'go'dı gha zegha'lats'eyeda?
- Zeyı zera' su' begha're' xada ka'de'za' ga' k'e'de'hsha' zegha'lats'eyeda?
- Da'du'le zeyı zera' gots'e'hzo_ne' gonezo__zarats'ala?
- Ju'hda' hıne'ne' xada ga' zegha'lats'eyeda, gots'e' dene gha zegha'lats'eyeda da' du'le gots'e'hzo_ne gonezo__zaragots'ala.

2001 zuya'le gu' zeyı xada zera' gha'rayu'da gha da'hwı'ı zeyı begha'layı'da' he'zegoru'wı gha dene gokerı'kenıla. Xat'a__ju'hda' ne'ne' zareyo_ne' gots'e' dene, xada ga' gudę gha So_bahko__kudagha're' shıyā'da. Zeyı menıke lo_xada ga' zegha'layeda ts'e' dene zeyı gots'ada' ra'wada. Zeyı xada zera' gha'rayu'da gha da'hwıke, yā' ko__e__ka'gode'nıla ra'da xada ga' yerı ghq ra'zadı'zekewe ga goxada' ku'hshı

gha gok'o__ne' rakeda'da ke'zegokeni'hwe. ?eku' gots'e w'ila menı ?eyı xadä go?e?ä' ga' ra'zadı?ewe ke gots'e__gokädä\?ekede'tl'e ke'zegokeni'hwe.

Golu March, ?eyı ?e?ä' gha'rakeyu'da gha dä'hw'ike So__bah ko__menı goga' guhdä yenıwë gha gots'ädä ?akı__la. ?äku' gots'eyıdä gu' Denewa' gha ?egha'layeda got'ı__ne'ke', Mo__lawa' got'ı__ne' ke, gowere he' hıdu' Ju'hda' ne'ne' gogha xadä ka'de?ä' hek'e'dihä'dı gha kurı'zede__tl'eike, government godudzıne gogot'ı__ne'ke, gots'e Canada ?areyo__ne' gogha xadä hek'e'yädihä'dı gha bede'htl'eı daı gots'e__xadä ya'kı__hsı.

?eyı ?e?ä' gha'rakeyu'da gha dä'hw'ike wa'yı t'a'hsı goga' kokedu'hsha gha ?egha'lakeyeda, ?eyı la ju'hda' government da' xadä ga' ?egha'lakuye'da w'ila', ?eyı ju'hda' xadä hek'ä'yädihä'dı gha bede'htl'e be?egha'layı da'k'e' w'ila', xadä ga'hurete? ga' w'ila' gots'e, ?e?ä' dagha're' ?ahw'ı gogha xadä ga' da' Denewa'ke gha ?eghalakeyedaı gha ?eyı goga' w'ila. ?eyı xadä ?e?ä' gha'rayu'da gha dä'hw'ike k'a'la ko__ta he'hla gok'o__ne' k'i'nake'de gha gots'e xat'a__2002 ni'de' w'ilada' xadä ga'ragots'udä gha gots'udä ?aragokulä go'zq. Haiyi'tl'a' goga' nqda' zedıtl'e' gha'lakeyuda' go'zq. ?eyı nodä zedıhtl'e' kede'tl'e' k'eni du'le ?eyı ?e?ä' zede__?arawodlä kädı he' w'ila du'le ?eyı ?e?ä' duka'nıgu' bek'e'hta' ?egha'lats'eyıda' ni'de' kädı gu' goghq kädä rı'kälä.

Xadä he' Dene He'k'ëgu'za' Got'o'ts'ede'hza

?eyı xadä ?e?ä' gha'rayu'da gha dä'hw'ı ke xadä hu'le' ?adä ch'a' kek'e'ts'ä'dı gha gosho' got'o'de'za kokede'hsha. Xa're' raxexadä' gha're' da' t'a'hsı ts'e__ka'zädıts'eyı__za he' raxeh'e'k'ëgu'za' du'le goghq dene he'gu'dä. Raxeh'e'k'ëgu'za' -naxena'ohwe're' hu'le' ?awodä'le ts'eniwë ni'de' raxexadä' hek'e'hı'dı gha.

Ju'hda' ne'ne' ?eyı xadä ?e?ä' k'e' xadä ka'de?ä' gok'e gode'htl'e hu'le' ?awodä'le ts'eniwë ni'de' dzıne to're'ht'e' bet'a' gots'ädä gha. Ju'hda' ne'ne' he' Canada gota Mo__la xadä ts'e__ra'agose he' ?eyı Dene xadä' Mo__lawa' xadä' hegots'ädä gha godä'yı. Xadä hek'e'gu'dı ts'ädı ni'de' Ju'hda' ne'ne' dene ?areyo__ne' - ?eyı government gogha ?egha'layedaıke, ko__ta gogot'ı__ne'ke, he' ho'yı' dene wa'yı gots'e'hzo__ne' xadä ka'de?ä' he' ya'gokı'dä gha go'zq.

Xadä he' Gots'ädä he' K'e'ts'ene ?agodä he' Xadä He' Ragots'ädä

"Language shift" dädı ni'de' ?eyı la xadä he' gots'ädä he' k'e'ts'ene ?agodädä ya'zago'dädı. Yerı gha're' ?adäd. la ?edahxq dene hı__shai ke Dene xadä' he' ya'gokı'dä ko'lı' ku'säike Mo__la k'e__zq ya'gu'dä ni'de' Dene xadä' he' k'e'ts'ene gha. Xadä li'e' he' k'ets'ene ?agot'ı__ni'de' w'ilada' xadä li'e' ts'e__ra'agose kexo__ht'e' ?agot'ı. Go'zä yerı kexo__ht'e' xadä he' k'e'ts'ene ?agot'ı la, ?äyuwı dene gha'ra'ts'ädä ni'de' w'ila', gots'e la__zedenı gots'e__la'hta ts'edede' ni'de' w'ila. Ju'hda' ne'ne' goga' godä shıkeye'la gha're' so'zane'hwanı gots'e

xədə he' k'e'ts'ene ʔagodadə keyagowę. Xədə he'hla' la__ fori hu'le' ʔadadə. Ju'hda' ne'ne' Mo_lawa' xədə w'ıla k'e'ts'ene ʔadadə he'ni' ʔago__ht'e.

Xədə hu'le' ʔadadə he' ragots'udə gha k'i'nagots'eʔa ni'de' ʔeyi la Mo_la k'e__ reversing language shift go'dədi. Xədə he' ragots'ədi w'ıla həderi ʔedjhtl'e' k'e go'dədi. Xədə he' ragots'udə gha k'i'nagots'uʔa ni'de' fe're' da' ga'lats'eyu'da kek'ı_nadıʔets'ehwe. Ju'hni so'ʔare'ht'e xai gots'e' ju'hda' ne'ne' xədə ka'deʔa' ga' ʔegha'layedaıke ʔareyo__ne' da' dəxədə' ga' ʔegha'lakeyu'da gha ʔedjhtl'e' k'e rı'gok'e'nıla gu' hıdu' gok'e'hta' ʔegha'lakeyeda ke'ʔegokeni'hwe. ʔeyi Mo_lawa' xədə' got'ı__ne' ke w'ıla ʔeyi Mo_lawa' xədə' hek'e'gu'dı he' bet'a'gots'udə gha k'i'nagokeʔa. Ju'hda' gogha Government ke w'ıla Denewa' xədə' ka'deʔa' ga' da' ʔegha'lats'eyu'da gha xədə rı'kenıla.

ʔeyi xədə ka'deʔa' he' ragots'udə gha ʔegha'lats'eyuda' ni'de' menı beka'deʔa' go__hlı ke da'du'le kede'kqę go'yə dəxədə' dene gha'kurehtę do'dı' ni'de' da'du'le ga'kurete ʔe' gots'e'ra'ku'dı ʔeyi niya' lo__ ga'keyeda. Hai he' w'ıla ʔeyi ko__ta w'ıla wa'yı gots'e'hʔo__ne' xədə he' ya'gots'i'də wo'le gogha w'ıla dene ts'e__ ra'kədi gha.

Ju'hda' hıne'ne' ʔeyi xədə ʔeʔa' k'ə ʔareyo__ne' gogha xədə hore'nq ʔo__lı'e ka'deʔa' gok'e gode'htl'e he' w'ıl du ʔareyo__ne' ʔelehk'e__ ya'gots'i'də kexo__ht'e' ga'lats'eyu'da gha gosho' godəyi.

Go'zə ʔəyuwı ne'ne' he'hla' xədə k'e'ts'ene ʔa'ja be'he' ragots'udə gha ʔegha'lakeyı__da. menı xədə he' ragots'udə gha ʔegha'layı__daıke, menı ku'he' gonezo__ gode'hw'e da' goga' k'i'nagokeyıʔa la:

- Xədə gha ʔeʔa'
- Xədə ga' godə shjəkəyalə he' bek'e'gu'dı gha k'ı__nagokeʔa
- Xədə ts'e__ dene kehʔa
- Xa're' de'ne' kqę dene he'got'ıneketa xədə ga' dene ga'hurete
- ʔedjhtl'e' ko__ go'yə xədə ga' ga'ʔukerehtę
- Xa're' dene ko__ta' gots'e' xədə ga' ʔegha'lakeyeda

Ju'hda' Ne'ne' Da' Xədə he' Ra'go'hw'e Gogodə'

1970 were ʔeyi Denewa' xədə' he' Mo_lawa' xədə' la__ du government gots'e__ra'dadədi'le yı__le. ʔeyi hı__de' gots'e' Government gosho' niwa__ ʔeyi Mo_lawa' xədə' he' ʔeyi Denewa' xədə' du gots'e'dıkenıʔa yı__le. ʔeyi Denewa'ke Mo_la k'e__ rı'kudə' ʔakuts'ulə kenıwę gogha w'ıla xədə kık'e'ht'a' ʔegha'lakeyu'da kəhsı. Dene hek'ęgu'ʔa' w'ıla du hekeni'hsha yı__le. Denewa' hıjoke w'ıla denexareko__ ya'keda'w'i' gu' Mo_la k'e__ zq gokudə gha ʔaku'dadı, hagu' ʔeyi government judeni ʔegha'lakeyeda he' go'zə ʔegha'layı'da k'e' ya'ga'tı' ke Mo_la xədə' k'e__ zo ʔegha'lakeyı__da.

Hæderı neh ʔedıhtl'e' k'e jude'hyä' neh gok'e'nahta tl'u k'e'nowät'ä' ʔakı_la du Denewa' judeni kukeni go'yı_le ko'li' ghq ra'ʔedekeyıwele gu' ʔagokı_la. La'htare ko__ta ka'gode'nıla ʔehk'e__ya'gu'dä kuk'e'nahta tl'u nıt'i' ʔagu'ja kexo__t'e' kugha godäyi' gu' ri'gone'we.

1969 gu' derı ne'ne' Canada gogha xädä ʔeʔa' kähşı. Hederı ʔeʔa' k'e ʔeyı Mo_lawa' ke Canada gota ra'dä da kuxädä he' kuk'e'go'dı gok'e gode'htl'e. ʔeku'h xai w'ıla ʔeyı Denewa'ke ʔeyı ʔedıhtl'e' gha're' gogha ʔegha'lats'eyeda ch'a' ra'daots'e'hwe kexo__ht'e' ʔeyı Denewa' Mo_la k'e__rı'ku'dä gogha ʔegha'lakeyeda gu'li' ʔakı_la.

1970 gots'ë ju'hda' ne'ne' government da' ʔegha'lakuye'da w'ıla ʔede__ʔagu'ja. ʔeyı GNWT ʔedıhtl'e' ko__go'yä la'htare Mo_lawa' xädä k'e__ga'ʔukerehtë ke'ʔegoni'we. Hagu' Denewa' xädä k'e__ts'o_daneke ga'kuruhtë gha ʔedıhtl'e' be'he' ga'lats'eyeda gha'laku'ni'da. ʔeyı government ʔeyı lahtayahtı-lahtaʔede'htl'e' ga'kurehtë ke'ʔegokenı'hwe yı'tl'ä gogha ʔegha'lakeyu'da gha ʔagokı_la. Hagu' Dene xädä bet'a' ʔagu'tı gots'e__dene kuhʔa gha ʔegha'laku'ni'da.

1984 gots'ë hı__de' government hai ju'hda government ʔeyı Mo_lawa' xädä he' Denewa' xädä he' ʔegha'lats'eyu'da gogha so__ba he' gots'e'ra'kädä ʔagu'ja. ʔeyı xädä gha ʔeʔa' dagha're' xädä ka'deʔa' ʔareyo__ne' kehe' yerı gogha ʔadadı dagha're' government dene gha ʔegha'layeda' ʔagu'ja. Hagu' hıdu' nıwa'le gots'ë ko__ta ka'gode'nıla ʔedahxa're'

ʔedegha xädä ga' ʔegha'lakeyu'da gha gogha'goke'nıʔq. ʔeyı neh ka'gode'nıla gots'ë ʔedıhtl'e' ko__gogha dä'hw'ıke ʔeyı keya' kudagha're' ʔedıhtl'e' ko__go'yä Denek'e__ts'o_dane ga'huretë. ʔeyı Mo_lawa' ʔedıhtl'e' ko__meni Mo_lawa' xa're' goxädä' hılı gha da' ga'kurutë kädı wo'le gogha dene dä'hw'ı gu' ʔagokı_la.

Raxexädä' he' Da'go__ht'e

Ju'hda' hıne'ne' hogha're' ʔeyı Denewa' xädä k'e__ya'gu'dä k'e'ts'ene gu'ʔagodadä. Denewa' hııq, ʔek'o__neke he__t'ı kede'kqë go'yä Mo_la k'e__ya'gokı'dä. Goga' godä şıts'eye'la gha're' ʔeyı Denewa'keta ʔek'o__neke ra'kä hore'nq ʔo__lak'e k'e'ts'ene ha'hweketa lı'e laogore'no kedet'e to're'ht'e gota ra'kä hore'nq ʔo__lak'eke zq dene k'e__ya'gu'dä gu' keokı_hʔq (ko'li' dusu're' gots'e'hʔo__ne' kugha'i' ha'hweke k'e__gonezo__gokädä hurä'dı). ʔeyı gha'nı ʔeyı meni kugha'i' dı hore'nq ʔo__lak'e he' ʔets'e'de' ha'hweiketa ga'ts'eyeda ni'de' lı'e laogore'no kedet'e to're'ht'e gota la__hdı hore'nq ʔo__ʔets'e'taikeya' dene k'e__ya'gu'dä Hæderı ʔudı'ta ʔeyı Denewa' xädä ka'deʔa'kehe' du ʔareyo__ne' le'go__ht'e'le. Gots'ë ko__ta ka'gode'nıla du ʔareyo__ne' Denewa' xädä he' le'go__ht'e'le.

Haderı Denewa' xadä' dusu're' be'he' gots'ädä' ?agodadä ka'la__ goghq gudädi, yerı kexo__ht'e' la, ?eyı Saht wıma ra'dä kuxädä' ka'de?a' w'ıla' gots'e' ?eyı ts'uot'ıne xädä' juhda' ne'ne' go'yanı zq derı xädä he' ya'gots'i'dä gots'e' go'zä xädä ka'de?a' du go?o__ go'zä gqfı go'he' ya'gots'i'dä ?ago__ht'e'le.

?eyı Mo__lawa'keta w'ıla Mo__lawa'k'e__ ya'gokı'dä w'ıla k'e'ts'ene gu' ?agodadä. ?eyı Mo__la xädä' zq gots'e'h?o__ne' be'he' gots'ädä gu' keyagqwe. Ju'hda' ne'ne' gota ra'ts'ädä k'a'hjıne ?areyo__ne' kede'kqę go'yä Mo__la k'e__ ya'gots'i'dä.

Ju'hda' Hıne'ne' Yerı ts'e__ ?egha'lats'eyu'da

Ju'hda' hıne'ne' ?eyı Denewa' xädä' ka'de?a' he' ?egha'layedaıke ?areyo__ne yerı ts'e__ ?edegha ?egha'lakeyu'da gha xädä ya'kı__hsı. Derı la:

- Dene xädä' hek'e'gu'dı (Dene hı__sha dene he'ya'gu'dä w'ıla', gots'e' ?edıhtl'e' bek'a' der xädä ?areyo__ne' ya'de'htl'e' kehe' w'ıla)
- Denewa' xädä' da'hde'hsho' bet'o'de'za ga' dene he'okede wo'le (dene he'got'ıneketa gots'e' ?ek'o'neketa w'ıla)
- ?edıhtl'e' ko__ go'yä be'he' ts'o__dane ke ga'ts'ure'htę gha t'a'hsı ya'ts'i'hsı
- ?eyı lahtayats'ähtı-lahta?ets'ede'tl'eı gots'e' xädä ga' ga'ut'surehtęı gogha dene ga'hurute
- ?eyı ?e?a' ya'ts'i'hsı he' ?edıhtl'e' kıgha're' t'a'hsı ga'layeda ya'kı'hsı dagha're' Denewa' xädä ts'e'ra'dats'ädädi
- ?eyı ?edıhtl'e' ko__ go'yä Denewa' xädä' he' ?egha'lats'uye'da wa'yı gots'e'h?o__ne' ra'guse gha
- Ko__ta Denewa' xädä ga' ?egha'lats'eyuda' nı'de' gohe' gonezo__ goduw'ı gha gots'e'ra'ts'u'dı

?eyı Mo__lawa' xädä' gha dähw'ıke ?eyı Mo__lawa' xädä' he' yerı xa'hwere kugha bet'o'de'za ghq gokeyıdä. ?eyı la, Molawa' xädä' he' gona'howe're' he' gots'e'h?o__ne' ra'guse gha ?egha'lats'eyuda' kedeyı__dı gu', ?edıhtl'e' ko__ gots'e'h?o__ne' ra'gose' gu' ts'o__dane ga'hurete wo'le w'ıla', gots'e' wa'yı gots'e'h?o__ne' Mo__lawa' k'e__ ?egha'lats'eyuda' w'ıla kedeyı__dı he' ?eyı bə'yəgots'a, godä ?edıhtl'e' ?eka__ht'e' kehe' w'ıla Mo__lawa' k'e__ gha'lats'eyuda' kedeyı__dı.

?eyı GNWT ?eyı ju'hda' xädä ka'de?a' he' ?egha'layeda gha dähw'ıke yerı ts'e__ ?egha'layewı'da' kädı gokuhsı gogha gots'e'ra'kädä

Da' Xədə he' Dene Hek'e'go'dı

Ƴeyı (United Nations) Ƴareyo__ne' ne'ne' dene he' Ƴəhw'ı go'wo'Ƴa ghq ra'daokehwe gogha də'hw'ı derı ne'ne' hogha're' gogha xədə ka'deƳa' he'ya'gots'i'də dagha're' da dene gha kek'e'go'dı wo'le gogha xədə begha're' Ƴagu't'ı daı ya'kı__hsı, Ƴelehe' ya'keda'w'ı gu' goga' xədə daı ya'kı__hsı. Ƴeyı UN dagha're' Ƴəhw'ı gogha ni'de' dene Ƴareyo__ne' du'le xa're' dəxədə' k'e__ya'gu'də. Hagu' Ƴeyı ga'Ƴuretə w'ıla Ƴeyı ts'o__dane kuhe'k'əgu'Ƴa' he' kuxədə' gots'ə də' t'a'hsı ts'e__ka'Ƴedıkeyı__Ƴa w'ıla kekenıhsha gha go'Ƴq kədı. Ƴeyı xədə li'gı kəhsı k'e xa're' jude'hyə' gots'ə Ƴats'ıt'e xa're' dene xədə' hek'e'ts'ə'dı gha du'le kədeyı__dı. Gots'ə menı gone'ne' gots'e__la'hta nıdəıke gohe'k'əgu'Ƴa' ga' he' goxədə' k'e__gokudə gha ga'Ƴedukeretə gha kədeyıdı w'ıla.

Canada 1982 gu' ƳeƳa' sho li'gı kəhsı begha're' Mo__lawa' he' Mo__la xədə' kek'e'gu'dı gha Ƴakeyı__la. Ƴeyı gha're'ni Ƴeyı Mo__lawa'ke k'e'kere'ht'e' ni'de' du'le gokudəkə' gu' du'le Ƴedıhtl'e' ko__kugha rı'go't'a. Ƴeyı ƳeƳa' sho dagha're' w'ıla Canada hogha're' gota Ƴeyı hı__de' gots'ə government Mola he' Mo__lawa' xədə k'e__dene gha Ƴegha'lakeyeda gha dədə gu' gok'e gode'htl'e. Hagu' Ƴeyı 1988 gu' Ƴeyı xədə he' Ƴegha'lats'uye'da gha ƳeƳa' rakə'hsı dagha're' gots'e'hƳo__ne' da' xədə he' gots'ədə he' da' dene hek'e'go'dı gok'e god'e'htl'e. Ƴeyı ƳeƳa' rakə'hsı dagha're' jude'hyə' dene hese're'ya'Ƴutı gu' Mo__lawa' k'e__raxegha lahtayats'uhı kədı ni'de' gogha ga'lakeyeda gha.

Hederı ne'ne' Canada gogha ƳeƳa' sho begha're' jƳ ra'ts'ədə ta, section 35 (1) duka' Ƴadədı gu' gok'egode'htl'e, hejƳ Canada gots'ə Denewa' derı neh gots'ə Ƴala Dene kılı ha'ı zə kugha so__ba ra'hya dagha're' kuk'e'godı gha. Ƴeyı Denewa' ts'ılı gha're' dene hek'e'go'dı dədı, du su're' yerı kehe' dene hek'e'gu'dı ga' gok'egode'htl'e'le ko'lı Dene xədə' w'ıla sı__ya' Ƴago'dədı. Hıdu' ju'hda' Denewa' Ƴedahxa're' Ƴedets'e'k'a'okuwe kek'ı__nadaokedehƳa dagha're' Dene xədə' he' w'ıla da'go'wo't'e' kenıwə ghq w'ıla gokede.

Canada gota Ju'hda' Ne'ne' NWT he' Nunavut zƳ goxədə ƳeƳa'ta Ƴeyı Denewa' xədə' he' Ƴegha'lats'eyeda gode'htl'e. Ƴeyı NWT xədə gha ƳeƳa' ta Ƴeyı Denewa' xədə' Ƴeyı ƳeƳa' ya'hı'hsı rahshıye'dek'e du'le bet'a' Ƴagot'ı dədı. Gots'ə beta w'ıla jude'hyə' Ƴeyı k'a'owe shələku'we' yerı he' dene gha gha'lakeyeda gots'ə dene k'e're'ht'e' Ƴeka' Ƴanıwə ni'de' du'le Dene xədə' k'e__dene gha ga'lakeyeda dədı gu' gok'egode'htl'e. Ƴeyı xədə ka'deƳa' gha ƳeƳa' su' bek'e'hta' government Ƴegha'layeda kek'e'yedıhə'dı wo'le gogha Xədə ka'deƳa' gha Commissioner herı'Ƴekene'tl'e.

Ƴeyı xədə goƳeƳa' da' bek'e'hta' Ƴegha'lats'eyu'da gogha Ƴedıhtl'e' begha're' ju'hda' government dene gha xədə ga' Ƴegha'lakeyu'da gha Ƴedıhtl'e' go__hlı. Ƴeyı Ƴedıhtl'e' k'e ju'hda' ko__ta ka'gode'nıla yerı xədə' he' yerı du'le gok'e government Ƴegha'layeda gode'htl'e. Ƴeyı ko__ta dene ra'də w'ıla t'a'hsı he'hla' he' du'le xa're' goxədə' k'e__kugha Ƴegha'lats'eyeda kokenıhshq ni'de' gonezƳ.

ʔeyı Gaʔurete ɣha ʔeʔa' 1996 hahsı haı ta ʔeyı Neh ka'gode'nıla gots'e ʔeyı ʔedıhtl'e' ko__e__ gogha dā'hw'ı (DEA) judā'hyā ko__ta gogha kādā'hw'ı dagha're' yerı xādē he' ts'o__dane ga'ts'uruhte kādı dagha're' ʔagot' Ko'lı' fe're' dene k'e're'ht'e gots'e'ra'dadadı ɣha, gots'e' ga'ʔurehte ʔeyı xādā su're' honıhsho ʔeyı dā'hw'ı ɣh gots'e' be'he' ga'lats'eyu'da k'e're'ht'e gogha wela nı'de' zo du'le. Hederı du'ʔago__ht'e he' godā'yı kexo__ht'e ʔeyı ʔedıhtl'e' ko__gogha dā'hw'ı hıʔo du Dene xādā he' ts'o__dane ga'ts'uruhte kādı'le. ʔeyı ga'ʔurete ɣha ʔeʔa' ta ʔeyı menı Mo__lawa' xa're' kuxādā hıʔı da' kuxādā kugha kek'e'godı ga' gok'e gode'htl'e'. Hıdu' So__bahko__ he' Tl'odā'shā ʔeyı Mo__lawa'ke ɣha ʔedıhtl'e' ko__e__ go'la.

Go'zā ju'hda' ne'ne' gogha ʔeʔa' ka'deʔa k'e xādā ka'deʔa' ɣho gok'e gode'htl'e. Hagu' got'o'de'ʔa ga' dene he'gokudā, do'dı' dene ɣha t'a'hsı he'hla' ga'lakeyuda' nı'de' lahtayayəhtı- lahtaʔede'tl'e het'o'kede'hʔa ɣha.

So__ba he' Gots'e'ra'godı Gots'e' Da' kı'he' ʔegha'layeda

Hıde' K'a'howe Department of Canadian Heritage ts'e li'e ɣha'i' to're'ht'e' ju'hda' government kı'he' xādā ga' ʔegha'lakeyu'da ɣha \$3.5 million gots'e__ʔakəhʔı. Haderı so__ba ts'e \$1.6 million la be'he' Mo__lawa' xādā ga' ʔegha'lats'eyu'da ɣha ʔahet'e. Hagu' go'zā \$1.9 million be'he' Denewa' xādā he' ragots'ādā, bek'e'go'dı he' gots'e' dene ts'ehʔa gogha ʔahet'e. ʔeyı so__ba la ju'hda' government ta ga'ʔeretē, dene he'k'əgu'ʔa' he' ga'ʔurehte got'i'ne ʔeyıkeya' kık'e'dı.

ʔeyı Denewa' xādā ɣha so__ba k'a'hjine ʔareyo__ne' ko__ta xādā ga' ʔegha'layeda ɣha dā'hw'ı kı'he' xādā ga' ʔegha'layu'da ɣha kuts'e__ʔat'ı. Hagu' go'zā kı'he' Denewa' xādā ga' dene ga'hure'tē ɣha w'ıla', be'he' dene ts'e__gots'ādā ɣha w'ıla', t'a'hsı ga' godā heya'gots'i'hʔa w'ıla', gots'e' be'he' ʔedıhtl'e' ya'ts'edi'tl'e ɣha daı ya'ʔahet'e. ʔeyı ts'e'hʔo__ne' be'he' Denewa' xādā ga' ʔegha'lats'eyu'da ɣha li'e ɣha'i' to're'ht'e' GNWT haı deso__ba' ts'e \$7.1 million rı'rakələ. Haderı so__ba k'a'hjine ʔareyo__ne' ʔeyı neh ka'gode'nıla gots'e' ʔedıhtl'e' ko__gogha dā'hw'ı kı'he' ʔedıhtl'e' ko__e__ go'yā Denewa' xādā k'e__ts'o__dane ga'hurutē ɣha gots'e__ʔat'ı.

ʔeyı Mo__lawa' xādā ɣha so__ba kı'he' ʔedıhtl'e' lahtakede'tl'e, gots'e' menı deʔegha'layı'da' k'e Mo__lawa' k'e__godā so__ba he' kuts'e'ra'godı, gots'e' Mo__lawa' xādā beyagu'wē ɣha t'a'hsı ba'ts'eyu'da ya'kedi'tl'e gogha daı kı'he' ʔegha'layeda. So__ba he'hla' w'ıla ʔeyı Mo__lawa' xādā ga' t'a'hsı ɣha'lakeyu'da ɣha ʔeyı Mo__lawa' got'ı__ne'ke ts'e__ʔat'ı. ʔeyı Dept. of Canadian Heritage li'e ɣha'i' to're'ht'e' ʔeyı ECE \$1.14 millıor gu'hyā ʔare'ht'e kı'he' ʔedıhtl'e' ko__e__ go'yā Mo__lawa' k'e__ga'ʔekeruhte ɣha gogha'kələ.

Hı__de' Canadian Heritage ts'e ju'hda' k'a'howe ts'e__so__ba ʔakəhʔı, da'kı'he' ʔegha'layı__da ɣho ʔedıhtl'e' rakede'tl'e ɣha. ʔeyı xādā ɣha ʔeʔa' ɣha'rayedaıke ʔeyı hı__de' he' ju'hda' gogha government ʔareyo__ne' da so__ba he' xādā ga' ʔegha'lakeyeda ga' wa'yı kegowı'ʔa' kenıwē ɣha k'ı__nagokeʔa. Hayı'zā haderı so__ba he' yerı da'kı__lā koduya' kenıwē.

Ko_ta Gots'ę Da'ts'edeyı_dı

Ju'hnu li'e xalı gots'ę 7eyı xədə gha 7e7a gha də'hw'ı, dene hı7q he' t'a'hsı gogha də'hw'ıke hı7q gots'e__goyıdā he' goghq nı'dakede'nı7q. 7eyı xa'hwere gots'e'h7o__ne' gq7o__goghq gots'egots'eyıdā gok'eri'ts'ede'nı'tl'e:

- 7eyı xədə ka'de7a' 7e7a' k'e gots'e'h7o__ne' ra'wose he' su're' yerı gogha 7ahęt'e gha gok'egode'wo'tl'e' ts'enıwę
- 7eyı 7efedā'hw'ıke 7eyı Denewa' xədə' kehu'le' 7agodā ga' wa'yı la__gosho' ra'daokehwe wole' ts'enıwę
- 7eyı so__ba gots'e'h7o__ne gonezo__be'he' 7egha'lats'eyeda he' be'he' yerı da'ts'ıla ga' gonezo__ke'ragots'ədə gha.
- 7eyı 7edıhtl'e' ko__e__go'yā ts'o__dane xədə ga' ga'kuts'erehtę gha got'o'de'7a he' wa'yı dene ga'7ure'htę wo'le gha ga'kurutę, be'he' gonezo__ga'7uts'erehtę gha 7edıhtl'e' ya'hu'sı gots'ę gogha so__ba k'e're'ht'e wo'le
- 7eyı 7edıhtl'e' ko__e__go'yā Denewa' xədə' he' ts'o__daneke ga'ts'ureht'e he' gonezo__goduw'ı nı'de' kede'kqę nı he' ko__ta w'ıla Denewa' xədə' he' kuts'e'ra'godā gha t'a'hsı kego__hlı gha
- 7eyı 7e7a' dagha're' xədə ka'de7a' he' 7egha'lats'eyeda gha t'a'hsı kego__hlı he' da' be'he' dene gha 7egha'lats'eyeda gots'e'h7o__ne' gonewo'zq gha 7agots'älā gha
- 7eyı xədə ka'de7a' gha 7e7a' go__hlı 7areyo__ne' gots'e'ra'dats'ədədı gha gots'ę 7eyı Denewa' he' Mo__lawa' xədə' he' gots'ədə gha la__gonezq hagoru'wı gots'e' dene ts'eh7a gha

Do'gots'a7a

7eyı t'a'hsı ke'ya'go'wı'7q he' ko__ta dene ra'dā raxets'e'gokeyıdā dagha're' ju'hdo' so'7are'ht'e dah gok'e'nahta yerı wa'yı gots'e'h7o__ne' goghq gots'ədə wo'le gha 7edıhtl'e' k'e gok'eri'de'rı'tl'e. Hıdu' xat'a__ts'e'ragabe 7aku' nı'de' lo__7eyı xədə go7e7a' ga' gots'udā gha rahshıts'eyudā go'7q 7aku' nı'de' lo__da'dadı dene xədə hı'shu gha du'le. Gots'e__ho'yı' menı t'ahsa__7aku'hdu'hsı__yenıwę nı'de' 7eyı xədə go7e7a' gha də'hw'ı judenı 7egha'lakeyeda du'le kuts'e' 7ets'ede'hsa, hāderı 7edıhtl'e' k'e ku7udı'ta' de'htl'e' ts'e__7ets'ede'hsa gha du'le.

7eyı Begha're' 7egha'layı da

7eyı xədə go7e7a' gha'rayıdā gha raxeri'7ede__tl'e 7eyı xədə gha 7e7a' k'e da' gok'egode'htl'e dagha're' ga'layı'da. 7eyı Denewa' xədə' hek'e'gu'dı, behe' 7egha'lats'eyeda wo'le he' wa'yı bet'a' 7agu'tı 7eyı gok'e gode'htl'e' dagha're' raxe'nı' w'ıla 7egha'layı'da. Hagu' 7e7a' dagha're' bek'e'gu'dı dādı gha're' Dene he'k'ęgu'7a' bek'e'ts'u'dı gha 7egha'lats'eyeda he' dene ts'e'ra'godı gha. Hagu' 7eyı xədə gha 7e7a' gha're' 7eyı xədə ka'de7a' 7areyo__ne' gok'e gode'htl'e' le'ra'dede'hse wo'le gha ga'layı'da.

Yerı ga'layı da kehe' w'ıla du'ka' ʔarı'wə gu' ga'layı da

- Ko__ta ka'gode'nıla yerı xədə he' ya'gokı'də kuts'ə ya'ʔago__ht'e
- Ju'hda' ne'ne' gota xədə ʔehch'a__ka'deʔa hıʔq go__hlı bet'o'de'ʔa
- Haderı xədə ka'deʔa' bet'a'ʔagot'ı dene ʔareyo__ne' ts'e__gode'ʔa
- K'a'howe da' kıgha'layeda, da' kıgha so__ba rı'lə, he' da' kı'he' dene gha ʔegha'layeda wo'le su're' kots'enihsq gha ʔareyo__ne' le'go__ht'e gha, gots'ə ʔəhw'ı gu' bet'ao'ts'ede'hʔa he' hu'le' ʔawodə ch'a' w'ıla kıgha k'ı__nagoʔa gha
- Xədə bet'a' ʔaragu't'ı gha so'ʔagore'ht'eni gok'a'ts'adı gha

Rada Goghq Ra'ʔede'we Gha're' Da'ʔede Goyı'ʔa Gha

Nodə goga' ʔedıhtl'e' dı'tl'e gha k'a'hjine rıgo'nıwe he' wa'yı goga' gots'udə yerı'we kexo__ht'e' rada__ da'gok'e ʔegha'lats'eyeda gha gonezq ghq xədə gok'eri'de'ri'tl'e. Derı begha're' ʔats'ut'ı__dıdı he'hla' ʔedahxq du'ye' bek'e'hta' ʔagot'ı so__nı. He'hla' w'ıla begha're' ʔagu't'ı were wa'yı newo'zq gha rats'ede'tl'e gha so__nı. Hıdu' xat'a__rats'ədə'hw'ı gu' wa'yı goghq gots'ədə nı'de' su're' da'hət'eri ʔago'dədı forı kodu'ya gha ʔareyo__ne' beʔud'i'ta' go__hlı__ʔahı'la. ʔedahxq duka' ga'layı da gha:

- 1) ʔeyı begha're' ʔegha'layı da gha godə gok'eri'de'ri'tl'e ʔeyı ʔəʔa' ʔedıhtl'e' k'e ʔeyı dai gode'htl'e wo'le' dıdı gha
- 2) ʔeyı Xədə gha ʔeʔa' hıdu' da'da'tl'eı duka' gu'lı' ʔarats'ulə:
 - a) ʔeyı meni ʔareyo__ne' government ghameʔ t'a'hsı gha'layedake gha derı ʔeʔa' wo'le'
 - b) Government ta la'odet'eni gots'ə ʔeyı xədə gqʔeʔa' su' bek'e'hta' ʔagot'ı gok'ek'ı__nadikewe wo'le gha ʔagudlə
 - c) ʔeyı Xədə hek'e'yədihə'dı gha bede'htl'e (Languages Commissioner) yerı gogha weda gu'lı' he'\do'dı' nı'dı' gots'e'hʔo__ne' ra'guse gha ʔaragots'ulə
 - d) ʔeyı ʔeʔata ʔeyı Denewa' xədə ʔəhw'ı da'tl'e wo'le gha ʔaragots'ulə
 - e) ʔeyı ʔeʔa'ta ʔeyı xədə ka'deʔa' gok'e gode'htl'e' ju'hda' ko__ta ka'gode'nıla judə'hyə' yerı he' ya'gots'i'də gha're' ʔəhw'ı rats'edu'tl'e
- 3) ʔeyı Xədə gha ʔeʔa' gots'e'hʔo__ne' ra'wose he' su're' yerı ʔago'dədı kodu'ya gha begha're' t'a'hsı gha'lats'uye'da gha ʔagots'ulə

- 4) ʔeyı Xədə gha ʔeʔa' he' \do'dı' nı'de' Ga'ʔurete ɣha ʔeʔa'ta ʔeyı Denewa' xədə' gots'e'hʔo__ne' ra'wose ɣha ʔarats'ulə
he' ʔeyı ko__ta ka'gode'nıla yerı xədə' he' ya'gokı'də ɣha're' wa'yı ʔedıhtl'e' ko__be'he' ʔegha'lats'eyu'da ɣha ʔehɣha're' wo'le ʔagots'ulə
- 5) ʔeyı ʔedıhtl'e' ko__e__go'yə wa'yı gots'e'hʔo__ne' goyı'ne'ta gu' Denewa' xədə' he' ts'o__dane ke ga'hurutə ɣha be'he' ga'ʔuts'erehte nezq ya'ts'u'hsı, ga'ʔurehteıke wayı gogha ga'kurute gots'e' gogha ʔedıhtl'e' kugha'həshu wo'le ɣha ʔagots'ulə, gots'e' ʔeyı Denewa' xədə' he' zq gots'ədə gu' dene ga'hurete daı gok'a'ts'udı, gots'e' da'de'hsho' dəxədə' hokenıhshq gogha gonezo__kue'ʔets'ı'hdza wo'le
- 6) ʔeyı Denewa' xədə' he' ʔeyı Mo__lawa' xədə' he' ʔegha'lats'eyeda ɣha wa'yı gots'e'hʔo__ne' so'ba he' golq gots'e' gogha
so__ba go__hlı wo'le gots'e' judə'hyə xədə lı'e la__beghq gudədı nı'de' gots'e'hʔo__ne' gots'e'ra'kədı wo'le
- 7) So'ʔagore'ht'emı ʔeyı ʔeʔa' dagha're' xədə ka'deʔa' ga' ʔegha'lats'eyeda k'e' ya'go'la' ʔagots'ı__la' nı'de' ʔedahxq ʔareyo__ne'
kehe' gots'e'hʔo__ne' dene ɣha gonezo__ʔegha'lats'eyeda he' gots'e'hʔo__ne' xədə he' gonezo__gaw'e ɣha
- 8) Yə' neh ka'gode'nıla gots'e' xədə ɣha dene də'hw'ı ʔagots'ı__la do'dı' nı'de' ju'hda' ne'ne' lahot'e gogha xədə ɣha dene də'hw'ı ʔagots'ı__la nı'de' GNWT he' ʔeyı menı xədə ka'deʔa' he' ʔegha'layeda gots'e'hʔo__ne' ʔelə'hdzə gok'e ʔegha'lakeyeda' ʔagodə ɣha so__nı
- 9) ʔeyı ʔeʔa' k'e xədə ka'deʔa' de'htl'e wa'yı gots'e'hʔo__ne' bet'a'ʔagu't'ı ɣha gots'e'hʔo__ne' lahtayayəhtıke het'o'ts'ed'e'hʔa wole', xədə ga' dene ga'hurutə, t'a'hsı gogha xədə heya'gots'ı'hʔa ɣha rahshıts'eye'de wole', gots'e' wa'yı xədə ts'e__dene ts'uhʔa ɣha ʔagu't'ı
- 10) ʔeyı ʔeʔa' k'e Dene xədə ka'deʔa' de'htl'e la__be'he' k'e'ts'ene ʔagodadə su're' beots'edu'hsha ɣha ʔagu't'ı hayı'tl'ə be'he' ra'raguse ɣha gosho' ro'ots'uhwe

Hæderı ʒedıhtl'e' ga' do'dı' nı'de' ʒeyı xədə goʒeʒa' gha'rayedaı gha də'hw'ı yerı gha'lakeyı__da ga', do'dı' nı'de' ʒeyı bega' da'ʒegha'lats'eyı__da' nı'de' gonezq kədə ga' ʒedıhtl'e' kedeyı__tl'e ga', do'dı' nı'de' ho'yi' ʒeyı xədə goʒeʒa' gha'rats'ure'da ga' t'a'hsa__ ʒaku'dewı'dı' ts'enıwə nı'de' ʒeyı xədə goʒeʒa' gha'rahuye'dake judenı ʒegha'lakeyeda kuts'e__ hejɔ gots'e__ gahdä:

Kuʒudı'ta: 920-6929 do'dı' nı'de' ʒedenı gots'ə ro'ots'əyähdi'le kuts'e__ ʒets'ede'hsa goʒudı'ta': 1-877-920-72
Tl'u'yə kuts'e__ ʒets'ede'tl'e goʒudı'ta: 873-0366 ro'ots'əyähdi'le tl'u'yə kuts'e' ʒets'ede'tl'e goʒudı'ta: 1-800-0872

E-mail he' kuts'e__ ʒets'ede'tl'e: languages@gov.nt.ca

Hagu' wa'yi' goga' godä k'egots'udä ts'enıwe nı'de' ʒeyı saso__ne' xa're' ʒede'tl'e k'e jɔnı du'le:
www.assembly.gov.nt.ca/languages

Edíhtłéh Ndedhé -- Aek'áhze Anadlá

Ndéh Łíé -- Godhee Łq

Edíhtłéh Ndedhé -- Aek'áhze Anadlá

Dene Gogha Ek'étezet'a, Zhatie Kádaʔa Gha
ʔeʔa Hólí Eghqʔegeda Gha Goniédétł'éh

Edihth'eh Ndedhé Hólí Dádlí

ʔeʔa ghaáádé gozhatie k'éódezhq ajá ilé ts'ek'eh góghqʔegundá gha, ezhi dene gogha ek'éteʔet'a sáagenéht'é zhek'eh egedéhtth'í t'áh eghálagenda síę dúh gots'ę ezhi k'eh azhíi ghálats'ı́ndá keots'eduhsháh gha dı edihth'eh gehtsı, gots'ęh k'ézq̄h meghq̄h dáts'enıdhe gots'ęh dáóndıh meghálats'ı́ndá olı nahxeghq̄h keogeduhsháh egenıdé. Yundah ehts'étaı sa gots'ę, ezhi náah egedéhtth'ı́ dené, zhek'eh edihth'eh nodee theʔq̄ naʔegedet'eh gha. Mets'ęhʔóné Góhdli Ndéh (NWT) goteh ʔeʔa ghaáádé gozhatie k'éodezhq ts'ęhk'eh dágoģeleh gha kek'éodezhq gha. Kagot'ı́ t'q̄h gotah Góhdli Ndéh got'ı́ę dáʔegenıdhe goghq̄h egedóhtth'q̄ egenıdhe. Gozhatie náah egedéhtth'ı́ dené ezhi k'eh dánagı́ht'e gha góʔq̄, zhek'eh nodee anageededı gha síę met'áh ét'ı́ sáh eghálats'ı́ndá gots'ęh úút'ı́é met'áhdóoʔá egenıdhe, kagondıh nıdé gozhatie kádáʔa azhq̄h deʔq̄h anázháʔedéhtse q̄t'e gha.

Azhı́ Agóts'eedı

1984 ekúh, Góhdli Ndéh gogha ndéh gha k'aogedéh ke (GNWT) ʔeʔa ghaáádé gozhatie k'éodezhq gha edihth'eh mek'éagı́ı́t'e gha géhtsı ilé, megháádé á móóla zhatıé gots'ęh tthot'ı́ę zhatıé ʔeʔa ghaáádé aʔı́tah mek'éodézhsháh agı́ı́já ilé. Ezhi ʔeʔa edihth'eh ghaáádé chu dene zq̄hlı́né gozhatıé k'éodéshsháh t'áh agogı́ı́lá ilé. 1985 níonıʔq̄ ekúh, ʔeʔa ghaáádé gozhatie kádáʔa gha edihth'eh hólı síę, ehtth'ı́ gok'ęę gozhatie kádáʔa gha ʔeʔa kéleh nagéhtsı. 1990 k'eh á, ezhi ʔeʔa kéleh nahxólı ghaáádé á Endá, K'áts'et'ı́, Tı́chq̄, Enáke gozhatie taı (Inuktitut, Inuvialuktun, Inuinnaqtun, got'sęh Deegı́e, K'áchogot'ı́ę, Dehgáhgot'ı́ę gozhatıé azhq̄h gok'eogedehsháh t'áh agı́ı́já t'áh ʔeʔa gehtsı gha kq̄ę gogéhʔq̄ dahk'é, gots'ęh ndéh gha k'aogedéh goʔegháláʔeda gotah á dúle tth'ot'ı́é k'ęę gots'ęh móóla k'ęę chu azhq̄h ełegháádé zhatie medetáh gha agogı́ı́lá. Ezhi q̄q̄ts'ę chu, gozhatie ts'ęhk'eh kehxoʔęhndıh gha dené meʔegháláʔeda theʔq̄ gha chu gogéhtsı. Ekúh gots'ęh á, k'ézq̄h gozhatie k'éodéshsháh azháq̄t'e síę ndéh gha k'aogedhe káģeedáʔa ke got'áhogeduhthı gha, zheghq̄h nádaogehthe t'áh eghálagenda t'áh ageet'ı́.

2001 ekúh xaye k'eh á, gozhatie azháq̄t'e ts'ęhk'eh ʔeʔa éghq̄hʔegundá gha, dene gogha ek'éteʔı́t'a nane káogı́ı́la t'áh Góhdli Ndéh gogha ʔeʔa gehtsı go/egháláʔeda dahk'é t'ahsıı́ łęh k'eh eghálagenda gha gonıʔedéht'eh t'áh agogı́ı́lá. Gozhatie náah egedéhtth'ı́ dené ke síę, gozhatie gha ʔeʔa theʔq̄ dádenéhzı́ egháláʔenda gok'eagenuhtáh gha agóģeedındı́. Gonıʔedéht'a agı́ı́t'e ke dı daodekeh ts'ę naogundeh gha agogı́ı́lá:

- Gozhatie gha ʔeʔa nıt'q̄ sí dene zhegedı́th'e?
- Gozhatie gha ʔeʔa nıt'q̄ sí gozhatie azhq̄h exohʔehndıh gha gots'ęh ts'ıʔodéh ch'á kexoʔęhndıh t'áh egháláʔenda gha?
- Gozhatie kádáʔa náh azhı́i zháʔets'enıdé síęh, sí gogha thela t'áh agı́ı́ht'e?
- Azhı́i k'ęę ʔeʔa nıt'q̄ k'ézq̄h nezı́ anats'ı́dlá olı?
- Azhı́i ghaáádé góhdli ndéh gok'eh, zhatie t'áh agot'ı́ gha egháláʔeda thela gots'ęh megháádé chu gots'áodı deʔq̄h k'adhı anagots'ı́dlá olı?

2001 ekúh łuek'eh, gozhatie náh egedéhtth'ı́ ke, zhek'eh eghálagundá gha dene neegedı́ı́la

gháádé á gozhatie azháqt'e nadah seeniogeni?g gots'eh hotié gok'eagenuhtáh gha níogeni?g. September k'eh gozhatie náh goní?edétł'éh got'í?e dúhdáh Góhdli Ndéh gogha Sáamba Gúli

Kó?e ets'edaatth'í gondedhé gogéhtsi. Ezhí gozhatie gha goní?edétł'éh ke chu, Góhdli Ndéh gotah kó?e góla gotah nágeede ts'eh?oné á dene, amíi dezhatie ghoh ení?egedéndih gots'é gogíndeh t'áh ageat'í. Ekúh chu, goní?edétł'éh dené ke sí?e dene azhoh gots'eh odí eghála?eda gha ełexéh kágedá?a sí?e Góhdli Ndéh ts'eh gozhatie azháqt'e ghoh gots'é gogíndeh t'áh ageat'í.

Łuek'éh March k'eh á, gozhatie gha egedéhtth'í Sáamba Gúli Kó?e dene ózhíi gots'áoguhthe gha názha?atí gogéhtsi. Názha?atí gotah á dene zohłine gogha kágedá?a got'ie ke, Tthot'í?e gha kágedá?a ke, atthe gots'eh aít'é gots'eh dúh gogha gozhatie exo?ehndih dené gondedhé ke, gots'eh ehnda cho (Canada) gogha gozhatie exo?ehndih mendedhé chu názha?atí ekúh egeedí chu gots'é gogíndeh.

Gozhatie náh egedéhtth'í gha kágo?ela dené ke, k'éndah gok'eagenehta t'áh ndéh gha k'aogedéh ke gozhatie t'áh dáóndih gots'ágendi, gozhatie azháqt'e exo?ehndih dené mets'eh eghála?eda dahk'é dágot'í, gozhatie goghágoneteh, gots'eh dene zohłiné zhatie gháádé azhíi ?e?a t'á?ats'é gogha thela goghágenda t'áh ageet'í. 2002 ekúh xat'áh, k'ahchu Góhdli Ndéh aodacho zhatie ts'ehk'eh ełéhnats'udéh naoguhtsi egenidhe. 2002 ekúh xat'áh níde, gozhatie náh egedéhtth'í got'í?e gozhatie ts'ehk'eh edíhtł'éh nodee gehtsi gha, edahghoh gozhatie k'éodezhoh gha ?e?a ní?g gots'eh dáóndih met'áh eghálats'enda tah t'ahsíi ndah ehndagedhah gha dahkó sóondi.

Gozhatie Gots'eh Dene Menáodhe Dádéhtł'íe Met'áhodé?á Qt'e

Gozhatie náh egedéhtth'í gha kágo?ela dené, k'é?g?g gozhatie k'éts'undih gha, de?oh met'áhodé?á qt'e keogih?g. Gozhatie gháádé á dene k'é?e káts'edá?a gots'eh dene k'é?e naxenáodhe goghá egodat'í. Suré xó dene k'é?e naxenáodhe xáádé nahxets'eh elí mek'ets'undih ets'enidhe níde, naxezhatie azhólí chu k'éts'endih gha zoh gó?g.

Góhdli Ndéh (NWT) goteh gozhatie ?e?a gháádé mek'éodezhoh azháqt'e húle andeh goch'á, k'é?oné ét'í dzene taonét'e met'áh gots'endeh gha gó?g. Góhdli Ndéh gok'eh, gots'eh Canada goteh móola zhatie á de?oh anádétse ts'eh?oné á dene zohłine gots'eh tthot'í?e gozhatie gha godezhí níodédhé láagúht'e. Gozhatie ts'í?edéh ch'á ats'eedí níde tł'a, Góhdli Ndéh gots'eh dene adezhoh, ndéh gha k'aodéh gots'ehk'eh, kó?tah dene gha eghálagenda gha ełexéh nágedéhzha ke, gots'eh łats'edet'e xó, ats'edezhoh á hotié gozhatie t'áhodudhí gha k'é?oh edets'enédzáh gha gó?g.

Gozhatie Xéh Ts'é Agodandih, K'ét'á? Anagots'eleh

“ Gozhatie gúlíh óhłíh ts'é nágotse ” ts'eedí níde tł'a úútl'íe gozhatie zhué at'íh íle níde chu zhatie gúlíh óhłíh ts'é nágotse t'áh agot'íh á agóts'eedí. Dáóndih méodaat'í tł'a, ohndah ke edek'é?e gogendeh xó, gocháa ke móola k'é?e zoh gogendeh níde, gozhatie ehndah?ekí gots'eedí. Gozhatie kaondih t'áh ehndah?ekéh níde, ezhí zhatie gúlíh qt'e óhłíh de?oh anádéhtse t'áh á

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kagot'ih q't'e. Dene gúlìh kádé?a xéh kónìts'ùdéh gots'èh, ndéh gúlìh ts'è tás'tedetła nídé chu gozhatie ets'edetsíláagot'ih t'áh zhatie gúlìh t'áh gots'èndeh ats'et'ih. Góhdli Ndéh (NWT) gok'eh, dúh sáanéht'é xaye t'òh gots'èh á dene kéleh gozhatie azháqt'e zhuye azháajá.

Gozhatie nane á de?óqts'è t'áh zhuye azháajá q't'e. Góhdli Ndéh gok'eh tthot'ìe zhatie chu t'áh ts'è adándih láagódaat'ì.

Gozhatie t'áh nagots'ùndeh gha náots'ehthe nídé, “gozhatie ehndahts'ele ch'á t'áq agots'eh?ih” éts'eedì q't'e. Gozhatie gha séenígots'ì?áh gháádé á meghálat's'enda égots'eníhthì. Dúh sáanéht'é xaye gots'èh á kqé góla edezhatie gha séeníogénì?ò t'áh dúh dezhatie ghòh dágogíìlá k'eh eghálagenda. Tthot'ìe got'iné chu Góhdli Ndéh goteh dezhatie k'égùndìh gogha , k'é?òh chu meghòh keots'edusháh gha eghálagenda kéogeeníhthe. Góhdli Ndéh gots'èh Ndéh gha k'aogedéh got'iné ke chu, dúh thahle dene zòhì gozhatie ghòh dágogeleh gha sìe, nágotse t'áh séeníogénì?ò.

Gozhatie ehndah?ekéh ts'èhk'eh gonezù t'áh k'èt'áq anagots'eleh gha séenígots'ì?áh gha nídé, ehłéot'ì geel'ì ełegháogenehtèh gots'èh ełets'eh?óné keogedì?áh t'áh edekqé ét'ì dezhatie t'áh gogùndeh ts'è gogháagenda gha gó?ò.

Ndéh aodacho gotah ndéh nane ká gozhatie goch'á ts'ì?edéh goch'á t'ahsì ndah éogeeníhthe. Azhì de?òh nezù ełexéh eghála?enda sìe, dì á azháqt'e:

- Zhatie gha ?e?a the?ò
- Zhatie gha úút'ìé edihł'èh gháádé t'ahsì k'eaneta, gots'èh zhatie k'éodìh
- Zhatie ghòh keots'edusháh gha de?òh gondáats'eedì
- Gokqé ét'ì gots'èh góot'ì gogháádé gozhatie egots'edì?áh
- Edihł'èh kqé gogháádé gozhatie ghòh gogháonetèh
- Kqé gó?ò zhatie ts'èhk'èh edegha sééogíìlá t'áh megháádé agot'ì

Góhdli Ndéh Gok'eh Gozhatie Azháqt'e Gondie

1970 gok'eh á k'òqNdég gha k'aodhe sìe dene kéleh zhatie gots'èh Tthot'ìe zhatie ts'ádagedèndih kéogeeníhthe. Ezhì godheh kí kaodacho t'áh gots'ágùndìle ìlé. Edláanéht'é xaye gogha sóondì á dúhdè Góhdli Ndéh ts'èh ndéh gha k'aodhe mendedhé gha agùt'e sìe, kí tthot'ìe gots'èh dene zhatie kádá?a sìe ?e?a gháádé zheghágùdáìle. Dene gonáodhe chu gogeedìhchále ìlé. Dene kéleh ìq á edihł'èh kqé egeedáatth'ì t'òh móóla k'èé zòh gogùndeh gha agogíìhthì, gots'èh ndéh gha k'aodhe ke, gots'èh amì edegha eghálagenda kágogedènlá chu móóla k'èé zòh gogèndeh t'áh agogíìhthì ìlé.

1969 agúújá ekúh á, Canada sìe gozhatie azháqt'e gha ?e?a ndedhé nígeenì?ò. Ezhì ?e?a hólì sìe, Canada goteh ét'ì tthot'ìe zhatie ts'èhk'èh ?e?a gháádé gogha ehth'ì nígót'ò k'éogedèzháh t'áh agúújá. Ekúh xaye chu, dene zòhì zhatie gha edihł'èh hólì ìlé (1969) ts'è ìle ts'edùndì t'áh yundah gots'èh ndéh gha k'aodhe mendedhé ke sìe dene ke móóla k'èé aguut'é gha edihł'èh hólì ehdahguchu gha gonì?edètse.

1970 góonádhìh ekúh gotah ghò dúhdè ndéh gok'eh ndéh gha k'aodhe zhegháádé

eghálagenda gha ediñtł'éh geedet'ı gúlłh aot'é gha zhéogenihthe. Góhdli ndéh gha ndéh gha k'aodhe geelı sıę, ediñtł'éh kqé gogha tthot'ıę zhatie nígeenıla. Dene zqhłıne t'áh dezqa gháonuteh gha séenígeenıla. Ndéh gha k'aodhe gogháádé chu, dene łata?egehtıh-łata?egedetł'éh gogháoneteh égogenihthe. Gozhatie ghqh gondáageedı ká gogéhtı.

1984 t'qh gots'eh, yundah gots'eh ndéh gha k'aodhe ndedhé, góhdli ndéh gha ndéh gha k'aodhe ts'é sáamba ageh?ı t'áqts'é á met'áh tthot'ıę zhatie xéh ts'ádageedendıh gots'eh, dene zhatie t'áh ats'uut'ı gha kéogenihthe. Odıh dıle nıde, t'ahsıı t'áh dene ts'águndı gogha. Ndéh gha k'aodhe, gozhatie azháqt'e t'áhogedehthı t'áh agogihthe. Dıh thale gots'eh á kqé zhágóla, odınh dene zhatie t'áh agot'ı sıę, hotıe gok'eh dahgóla gok'éé á dendéh gogháádé ıle nıde chu kqé gó?g gogháádé á zhatie ts'ehk'eh go?edıchá ıh á nıogeedıchú. Ndéh the?g gháádé ediñtł'éh kqé gha egeedéhtth'ı ke (Divisional Education Councils) ediñtł'éh kqé dene zhatie gogháoneteh t'áh agoot'ı ts'é k'aogedhe gha nıogeedıchú. Tthot'ıę zhatie tseh ediñtł'éh kqé gonáah ełexéh egeedéhtth'ı t'áh eghálagenda ke, seegogıllá t'áh tthot'ıę zhatie t'áh zqh ediñtł'éh gogháoneteh ts'é k'aogudéh gha edegha seegogıllá.

Naxezhatie Azháqt'e Ts'ehk'eh Dáagódaat'ı

Góhdli Ndéh gotah, dene k'é?ıh á dene kéleh gozhatie t'áh zháogıındeh. Dene gozhaa ıg gedet'e á dekké nıde, móóla k'éé zqh gogendeh t'áh agıtt'e. Dene k'ónı, qkı hono q sıláı goghayé ıneh agıtt'e sıę, tanı ts'é agenéht'é gots'eh k'ahchu kagenéht'é ts'eh tanı agenéht'é (25%) zqh á dene k'éé gogendeh, kagondıh gotah chu dáodenéhzı zhe?egedıtt'e, zhet'áh egedetł'éh kanáodéhtse qt'e ıle sóondı. Ełegháádé gogháts'enda gha nıde, dene nézhq qt'e sıę, dıı hono q sıláı goghayé, ezıı qóts'é chu goghayé qt'e nıde, gotah káhjene azhqh (76%) á dezhatie t'áh gogendeh. (Dı t'ahsıı gots'edehtáh tł'a dene gotah kqé zhágóla ełenahch'á kéodaat'ı). Góhdli ndéh gó?g sıę, dı dene zhatie azháqt'e gha dı ndéh zqh á gogha the?g qt'e t'áh, dene zhatie t'áh gots'endeh k'é?ıh adandıh sıh, ká gogha t'ahsıı nechá qt'e ets'enıdhe.

Tthot'ıe zhatie chu gotah dezhatie t'áhogedehthı chu t'áh zhue agodandıh. Móóla k'éé gots'endeh zqh á deyh adandıh. Góhdli ndéh goteh ét'ı á móóla zhatie á de?qóts'é gokqé nızhıh met'áh gots'endeh.

Góhdli Ndéh Gozhatie Xéh Odı Gots'é Gogha Godé?á

Góhdli Ndéh gok'eh gozhatie gháádé kqé káodéla sıę, edezhatie ghqh odı gots'é níogúhthı egeenıdhe sıę edegha gogehtı. Dı metah thela k'éé á agógeedı:

- Gozhatie ets'edutsı ıle (zqhót'qh gogondıe xéh ełéots'endeh gogháádé, gozhatie ets'edútt'e gha ediñtł'éh ts'uhtı, t'ahsıı kazháondıh got'áh)
- Gozhatie dádehtł'ıe met'ahodé?á qt'e ghqh nádaguudhe (góot'ı gotah, dene k'ónıa gotah chu)
- Gozhatie gháádé ediñtł'éh kqé met'áh ats'uut'ı gogha ediñtł'éh kéleh gots'eh t'ahsıı ełenahch'ámet'áh keots'edú?áh gha gots'uhtı
- Dene łata?egehtı-łata?egedetł'éh guulé gha gogháonuteh, gots'eh gozhatie gogháogenehteh guúle gha dene gháonuteh
- Gozhatie ts'ádats'edıındı gha ediñtł'éh nátse góóle gots'eh megha ?e?a o?á

Ediit'eh Ndedhé -- Aek'áhze Anadlá

- Megháádé ediit'eh gogháoneteh azháqt'e de'q'oh anádóotse aot'é
- Kóqé gó'q gotah zhatie ts'ehk'eh eghála'eda e'lexéh thela gok'ée' meg'hálats'undá

Tthot'ie zhatie got'ie azhii gogha met'ahodé'á alah nígeenidhah, metah t'a tthot'ie zhatie gots'eh gonáodhe qt'e s'ih chu,ediit'eh kóqé gha megháádé agoot'í nátse ag'í'á,tthot'ie zhatie

t'áh k'é'q'oh gots'ágendi k'ée' eghálagenda, gots'eh tthot'ie k'ée' gondi edaat'eh, gondi ets'uudéhtth'q gha, gondi gháts'enda gha chu k'é'q'oh agogeleh gha.

Dúh Góhdli Ndeh gha k'aodhe got'ie, gozhatie gháádé kóqé káodénila gogháts'enda s'ie, azhii ts'é ká'egeni'áh t'áh gots'ágendi ghálagenda gha.

Dúh Gogha Gozhatie Gha 'e'á The'q

Ndeh saagenéht'é e'lexéh eghálagenda gha s'ie (UN) azhii gok'ée' eghálats'enda gha gó'q, dáóndih t'áh agots'eleh gha, gots'eh gondi nátse gogéhts'í t'á'áts'é á di ndeh aodacho goteh ét'í gozhatie ts'ehk'eh azhii gogha ehtth'í thela gháádé gots'ádagedendih gha ged'indí qt'e. Ezhí ag'it'e s'ie, (UN) gogháádé á dene azhoh á gogha ehtth'í gó'q gháádé, dezhatie t'áh gogendeh gha gogha ehtth'í gó'q gha geed'indí. Ezhí qóts'é chu dágeed'indí s'ih t'a, dezqá dene dá'ú'í'í kádá'ah qt'e, mezhatie chu, gots'eh azhii meg'ha met'ahodé'á qt'e gháádé mets'enehsheh s'ie, azhoh got'áh ediit'eh kóqé zhegeed'ihcháh gha gó'q geed'indí. Azhoh e'lexéh gondi nátse kág'it'q t'áh kageed'indí, dene dendéh k'eh ag'it'e t'áh ét'í dezhatie eg'it'q gha. Dene g'í'íh káda'á ezhí gondéh ts'é aget'í'íh níde, dene zq'í'í'ne gozhatie gots'eh gonáodhe egogeed'í'áh gha edegenédzáh gha gó'q geed'indí qt'e.

Canada gogha níde, 'e'á cho hólí (1982) gogháádé á tthot'ie gots'eh móóla zhatie chu 'e'á gháádé azhii gogha ehtth'í thela gogha mek'éodih gha qt'e. Ezhí dádi adi t'a, tthot'ie got'ie Canada gozhíh, odí tthot'ie gozhaa gha ediit'eh kóqé egenidhe gots'eh egeedí kágedá'á ét'í zheghálagu'undá egenidhe níde, tthot'ie gozha chu saagenéht'é ag'it'e níde dúle edegha kaogeleh ndí á adi. 'e'á cho chu dádi t'a, Canada gogha ndeh gha k'aodhe dene gha k'eogé'ah t'áh tthot'ie gots'eh móóla k'ée' chu Canada goteh ét'í ezhí zhatie q'í t'áh ageet'í gha gó'q geedí. Canada gogha met'áh gozhatie k'éodej'q gha 'e'á ndedhé ní't'q (1988) gozhatie k'éodej'q ghoh adi gots'eh k'é'q'óné ét'í gozhatie ts'ehk'eh azhii 'e'á t'á'áts'é gogha ehtth'í thela gha gogéhts'í. Ezhí 'e'á ndedhé q'í thela gháádé á odí gose'izha'etih dahk'é góla, gogha 'ata'etih dené ets'enidhe níde, gogha kaog'í'í'ithe gha gó'q 'indí.

'e'á ndedhé cho zhíh Section é gháádé di egoged'ihshq "...dene zq'í'í'ne gots'eh saamba gogházheh t'á'áts'é á Canada gots'eh dene kéleh ts'eelí 'e'á gháádé gogha t'ahs'ii thela kek'éodej'q qt'e. Dene zq'í'í'ne gogha 'e'á gháádé t'ahs'ii g'it'q s'ie, kí kagodenéhzú 'e'á k'eh kadí le xó edahghoh gozhatie ts'ehk'eh gogha ehtth'í góla dahkó sóondi geedí. Góhdli ndeh k'eh dene zq'í'í'needets'é k'aogudé gha dúh gotah meg'qh nádagodhe t'áh agoot'í s'ie, dúh t'í'q ká gozhatie ts'ehk'eh gots'endeh égoníidhe qt'e.

Canada gok'eh gogha níde, Góhdli ndeh (NWT) gots'eh E'í'ke ndeh (Nunavut) gok'eh zoh á 'e'á gháádé dene gozhatie k'éodej'q t'áh ehtth'í gok'ée' zhatie azháqt'e gok'ée' zhegháagenda.

Edíht'éh Ndedhé -- Aek'áhze Anadlá

Zhatie azháqt'e ehth'ı gogha mek'éodezhq gha ʔeʔa hólı, Góhdli ndéh gogha sıę (1990) dádı sıı t'á, dı gozhatie azhqh kádáʔa t'áh gots'endeh t'áh ʔeʔa zhágııhtsı gokqé ndedhé nızhıh (Legislative Assembly) gozhatie t'áh nızhıh gogendeh gha dúle geedıındı. Ezhı qóts'ę chu ndéh gha k'aodhe goʔeghálaʔeda t'áh dene gha k'eogeʔah t'áh, ıq lıh mets'enıdhe nıde, gozhatie t'áhodedhı gha dúle. Gozhatie ehth'ı thela gha goxoʔehndıh dené menıʔedét'éh qt'e (Official Languages Commissioner) sıę t'á, ndéh gha k'aodhe ts'ęhk'eh kágedáʔa ezhı ʔeʔa theʔq

gháádé eghálagenda gha kexoʔehndıh gha qt'e.

Ezhı gozhatie ehth'ı nıjzha gha edıht'éh (1997) Góhdli ndéh gok'eh kqé zhágóla gotah ndéh gha k'aodhe ke goxéh odınhı zhatie t'áh agoot'ı gha ndı. Dene chu, ehth'ı gogha dendéh k'eh dezhatie t'áh ageet'ı ghga gots'ę góléh ghqh keogedıhshq gha chu góʔq.

Edıht'éh kqé gogháoneteh gha ʔeʔa níıt'q (1996) gháádé á ndéh theʔq gháádé edht'éh kqé gonáh gots'eh k'aogedéh ke (District Education Authorities) egeedı náogehtsı t'áh edıht'éh kqé odınhı zhatie aot'é gha geedı gha dúle. Kaondıh xó, dene sáagenéht'é ezhı zhatie egenıdhe egedekéh gha góʔq. edıht'éh goghágogenehteh ke chu séé zhatie egogedıhshq gha chu góʔq, gots'eh met'áh goghágots'enehteh gha edıht'éh zháhıólı kéenéht'é gha chu góʔq. Kagondıh t'áh á ezhı edıht'éh kqé gha k'aogedéh ke (DEAs) kí dene kéleh zhatie t'áh goghágogenehteh ıle. Tthot'ıe zhatie sıh, gozhatie ts'ęhk'eh azhıı gogha ehth'ı thela hotıe edaat'éh t'áh tthot'ıe zqh t'áh gogháoneteh gha edıht'éh k'ágııt'e gha hólı k'eh edaat'éh qt'e gots'eh edıht'éh gogháoneteh gha ʔeʔa ndedhé xéh thehchu agıılá qt'e. Tthot'ıe ke goʔedıht'éh kqé sıę Sáamba Gıılı kqé gots'eh Xát'ohdeh á gogéla.

Góhdli ndéh gogha ʔeʔa ndedhé zháhthela ıq á metah zhatie kádáʔa ghqh gogendeh. ıq lıh á dene ıataʔatıh, ıle nıde chu dene ıataʔedet'éh got'áhodudhı t'áh gondı met'áhodéʔa gogháguule ghá, ıle nıde t'ahsıı xéh dene gots'ágodı gha ghqh chu gots'enıdhe ghqh agógeedı.

Séé Ehth'ı Got'áh Sáamba Xéh Eghálats'enda

Gozhatie gha yundah ndéh gha k'aodhe ndedhé gots'eh zhq'qh gozhué k'égendıh gha kágedáʔa ke (Canadian Heritage) ııé xaye gogha káhjene tai hono q tanı millıq sáamba (3.5 million) góhdli ndéh gha k'aogedéh ke ts'ę níıııle. Mets'eh ııé q tanı millıq sáamba qóts'ę godlıh á (1.60 million) tthot'ıe zhatie gha qt'e. Menáh káhjene qkı millıq sáamba (1.90 million) thela sıę dene zhatie ts'ęhk'ek nágots'enúhdáh gogha, gok'ets'undıh gogha, nezu anagots'udleh gogha qt'e. Ezhı sáamba azáqt'e sıę ndéh gha k'aodhe gha edıht'éh kqé gonáh eghálaʔeda, dene gonáodhe ghálaʔeda, gots'eh dene eghálaʔeda gogházhe gha eghálaʔeda (ECE) éhsáh sáamba ts'ę k'aogedhe.

Dene zhatie gha sáamba qt'e sıę, káhjene azhqh godlıh á, kqé zhágóla dezhatie xéh eghálaʔeda gogéhla gots'ę at'ı. Menáh sáamba thela sıh t'á met'áh dene zhatie ts'ek'eh gogháoneteh, gondı ıııııı ts'ęhk'eh chu met'áh eghálaʔeda, gots'eh met'áh chu edıht'éh gháádé gogháoneteh gehtsıı gha chu ts'ę at'ı. Ezhı saáamba tah ét'ı chu Góhdli Ndéh gha k'aodhe ke zhetah káhjene ıáhdıı millıq saáamba (6.92 million) níııııle. Ezhı saáamba káhjene azhqh á ndéh káodénıʔq edıht'éh kqé gogha egedéhtth'ı t'áh k'aogedéh (DECs) gots'ę at'ı

zhet'áh dene zhatie xéh eghálagundá gogha.

Tthot'ıę zhatie gha saámba nízedetł'éh síe, łatazedetł'éh gha gots'eh k'aodhe gha eghálagııdéh tthot'ıę k'ęę gogendeh nıde gots'ozendıh gha, t'ahsıı egots'edusháh gha tthot'ıę k'ęę edaotł'éh gha, t'ahsıı edaatł'éh dazedıtséh gots'eh mek'eh zha?etı gha chu edaatł'éh síe ts'ę at'ı. Kótah chu tthot'ıę zhatie t'áh t'ahsáagot'ı gha nıde chu, ezhi saámba ts'eh ageleh gha dúle. Ndeh gha k'aodéh ke gots'eh Canada gha yunie t'q̄h gots'eh gozhué k'ęgendıh gha

kágedá?a (Department of Canadian Heritage) síe chu, edıhtł'éh kq̄e gha k'aogedéh (ECE) gots'ę híe q̄ godlıh millıq̄ saámba (1.14 million) níıgııle, met'áh edıhtł'éh kq̄e tthot'ıe zhatie dezq̄a ghagonuteh gogha.

Ezhi Canadian Heritage ts'eh saámba qt'e tı'a, ndéh gha k'aogedhe ts'eh eghála?eda káda?a azháqt'e síe tı'a ezhi saámba xéh azhıı dáogogıılá azhqh zheghqh egedetł'éh gha gó?q. Dene zhatie ts'ehk'eh dene gogha ek'ęte?et'a nane egedéhtth'ı t'áh eghálagenda k'ála á yundah gots'eh ndéh gha k'aogedéh gots'eh góhdli ndéh gha ndéh gha k'aogedéh gosaámba dáóndıh mek'egodhi, dáóndıh meghqh na?ets'edetł'éh gok'eagenehta. Ezhi gha dene egedéhtth'ı agııt'e síe dúyé ezhi saámba xéh azhıı gots'ęhtsı goghágundá egenıddhe.

Dene Óózhıı Dágedıındı

Íıe xayę gots'eh, gozhatie náh gogha ek'ęte?et'a dené egedéhtth'ı síe, łq̄ lıh á dene łáhgedet'e, nane eghála?eda gha ełexéh kágedá?a ghqh egedıtt'h'e, xéh chu dágııht'e olı ghqh chu agóts'edındı. Azhıı de?q̄óts'ę egedıtt'h'e jq̄ edaatł'éh:

- Gozhatie ts'áóndı gha ?e?a k'ę?q̄h anádéhtse gots'eh nezı mets'edıtt'h'e gha chu ets'enıddhe
- Dene nathee nágedelızha ke, k'ę?q̄h nágetse gok'ęę á zhatie ts'ehk'eh káogendeh gha gó?q, dúh gogha á k'q̄q, hıdıh dene zhatie ts'ę adandıh gogháts'enda t'áh
- Zhatie ts'ehk'eh saámba qt'e t'ahsıı gháádé k'ę?q̄q gogha nezı meghála?udá
- Edıhtł'éh kq̄e t'ahsıı gogháoneteh de?q̄óts'ę met'áhodé?á qt'e, ezhi gha á dúh ét'ı edıhtł'éh gogháogenehteh dené gogháonuteh, azhıı sée gogogháoneteh gha ts'eedındı, met'áh agot'ı gha gots'uhtsı, gots'eh dene zhatie gha t'ahsıı azháqt'e síe gogha gots'ó?ohłá
- Edıhtł'éh kq̄e azhıı gháádé gogháogogenehteh geedeet'ı mets'áodı gha, góot'ı gots'eh kótah ezhi ts'ehk'eh eghála?eda gedeet'ı ełets'ágıındı ets'enıddhe
- Gozhatie azhqh mek'éodezhq̄ nezı qt'e ts'eedı t'áh gondı káts'ele gha gó?q, gots'eh dene zhatie, tthot'ıę zhatie dzah megháts'ęnd le gok'ęę agots'eleh gha gó?q

Yundah Gots'ahtheh

Uútl'ıe gok'eagenéhtq̄ gots'eh dene gogedııtt'h'q̄ gogháádé á gogha ek'ęte?et'a dené, azhıı gháádé k'eots'zah olı gots'eh dáóndıh lıh gıılıh anagots'ıılá olı goghágıındá. Ndah met'áhodé?á gha sóóndı, nane íle gha chu sóóndı, Dı azhıı k?ęę k'eots'e?ah gha , odı gots'ę chu naxegha godé?á chu, yundah saanéht'e sa gots'ę sée ká gots'ę meghqh gots'ęndeh gha gó?q. Yundah xat'áq̄ 2002 ekııh á naxegha sáh níódedhé t'áh k'ę?q̄h meghqh naots'ęndeh

gha. Dene gogha ek'étezet'a ezhi náh egedéhtth'ı agıtt'e sıę, azhıı dágots'ıılá olı, odı gots'ę ts'aadéh ts'ęhk'eh ats'eedı ghoh dene dá?egenıdhę ghoh egedıtt'h'e nıde máhsı egenıdhę gha.

Azhıı Gháádé Eghálats'enda Gha Gonathé Thela

- zhatıe kádá?a sıę tł'a, kqé zhagóla odınih ezhi zhatıe t'áh ageet'ı á gots'éh elı á qt'e
- Góhdli ndéh goteh gozhatıe azhoh ?e?a gháádé mek'éodejọ, dene azhoh gogha met'áhodé?á qt'e
- Gozhatıe azhoh k'éodejọ qt'e, mek'és'undıh gogha adezhoh gok'eh dahgó?ọ t'áh meghálats'enda gha gó?ọ
- Mets'ę k'aots'edhe, megha saába thela, zhatıe t'áh dene ts'áts'endı, séé ehth'ı gok'ęę qt'e gha gó?ọ
- Gozhatıe goch'á ts'ıredéh goch'á t'ahsıı łọ t'áh meghálats'enda t'áhots'edehthı gha chu gó?ọ

Gúlıh Anagots'eleh Gha Nıde, Dı K'ęę Olı

- 1) Dúh dáts'eedı, zhatıe gha ?e?a kéleh tah nıts'udhah
- 2) Zhatıe gha ?e?a seenaodleh t'áh kadıındı:
 - a) K'aodhe gha eghálagııdéh kágedá?a, ?e?a gháádé k'eogu?ah gha agots'uleh
 - b) Ndéh gha k'aogedéh łéh, ıle nıde chu, k'aodhe gha egálagııdéh léh, ?e?a ts'ęhk'eh gok'eh dahgóla agots'uleh
 - c) Gozhatıe gha kexo?ehndıh dené, azhıı ghála?enda gha menı?edétł'éh, ehndahgots'uchu, ıle nıde, k'ę?oh anágodóotsé t'áh azhıı ghála?enda gha gó?ọ anagots'uleh. (dúh ezhi ts'ęhk'eh gok'eagenehta)
 - d) Gozhatıe gha ?e?a kéleh the?ọ, edıhtł'éh kqé gha ?e?a the?ọ, ełexéh aot'é
 - e) Edıhtł'éh kqé gha ?e?a the?ọ t'áh gozhatıe ghoh dágoodı k'ę?oh anádóotse aot'é
 - f) Edıhtł'éh kqé gháádé dene zhatıe gogháoneteh ts'ęhk'eh, ?e?a gháádé azhıı goghaehtth'ı thela de?oh anádóotse anaot'é
- 3) ?e?a hólı gháádé, edıhtł'éh hólı chu gháádé, gozhatıe gha ?e?a nııt'ọ k'ę?oh náotse gots'eh dádı adı hotıé nezı metsedııtt'h'e gha chu edaotł'éh
- 4) Gozhatıe t'áh dene xéh eghála?eda gotah nágutse, gots'eh mets'ęhk'eh dágó?at'ı ghoh keodezhọ agogıııthı
- 5) Odı gozhatıe ét'ı t'áh agot'ı káodénıla sıę, k'ę?oh anágodéhtse t'áh ndéh gha k'aogedéh kágedá?ah ke goxéh eghálagundá gha agots'uleh, ndéh káodénı?ọ, ıle nıde chu, góhdli ndéh gha gozhatıe ts'ęhk'eh dene dehtth'ı got'áats'ę agots'eleh gha dule sóondı
- 6) Gozhatıe kádá?a azhoh gha k'ę?oh saámba goghágule gots'eh megha séégódlá gháádé chu saámba gogháo?he

Edíhtłéh Ndedhé -- Aek'áhze Anadlá

7) T'ahsíę gogéh?o t'áąts'ę gozhatie t'áh eghála?eda gha gogéhła gogháádé gozhatie k'ę?óh met'áhodudhı t'áh aguut'ı, gots'ęh gozhatie ghoh gogháonutęh t'áh aguut'ı gots'ęh meghoh keots'edusháh gha k'ę?óh megonđı e káožhe t'áh agots'uh?ı

8) Amıı łata?egehtıh - łata?egedetł'éh geelı ke, k'ę?óné gogháonutęh, gots'ęh edıhtł'éh keleh egedut'ı gha gogha agots'úuhthı

9) Gozhatie ts'ęhk'eh odı gots'ę gogha godé?á. séé gonezı meghoh keots'edıhsho gha gó?o, edıhtł'éh kóę gogha á k'óo kagondıh. Gozhatie egots'edú?áh gha, gots'ęh dene menáodhe

ghoh thane aets'enıdhę nıdé, ezhi goghats'enda gha chu gó?o sóondı. Metah ét'ı chu met'áh t'ahsıı egots'edıı?áh edıhtł'éh ts'ęhtsı gha gó?o chu sóondı, gogháogenetęh dené chu gogháogenetęh gha, gots'ęh dágodenéhzı gozhatie egots'edıısho keoduzháh gha gogenéhdzáh gha chu dúle sóondı.

10) Dene zhatie kéleh azháqt'e úútt'ıé met'ah ts'ę agodandıh keots'edıhsho ts'eedı gogháádé séé edegháádé dene zhatie t'ááh nátse anaodeh gha eghálats'ındá.

Edı meghoh tłahsáądúdí enahthę nıde, ıle nıde chu, gogha ek'été?et'a dené gozhatie náah egedéhtth'ı t'áh eghálagenda ts'ęhk'eh dágeedı olı enahthę nıde, azhıı ét'ı gonathee met'áhodé?á níıgeenıla, odı ts'ę edegha níogénı?o, ıle nıde chu gozhatie gha ?e?a hólı ghoh góghoh?egenda ghoh t'ahsáądúdí enahthę nıde, Office of the Special Committee gots'ę goahndeh gha dúle, ıo á agıht'e:

Ets'edehłı: 920-6929 Ná?endıh le ets'sedehłı: 1- 877-920-7265

Satsó t'áh edıhtł'éh k'et'a: 873-0366 Ná?endıh le: 1- 800-661-0872

Satsó t'áh gots'ę ets'edetł'éh: languages@gov.nt.ca

Gogha ek'été?et'a dené gogondie gha satsó jajéh zhıh ets'edetł'éh gha nıde:
www.assembly.gov.nt.ca/languages

SECTION I: INTRODUCTION TO THE REVIEW

My dad spoke Chipewyan, Slavey, Dogrib, French, and English. He also understood a little bit of Cree. My mother could speak only four different languages – French, English, Chipewyan, and Slavey. My dad knew how to read and write in Chipewyan and he could sing in Chipewyan too.

I speak Chipewyan, Slavey, and English and I understand Dogrib and French. My children speak Chipewyan but their children only speak English. I would like my grandchildren to speak Chipewyan because we always speak Chipewyan at home. (Albert Fabien quoted in Fort Resolution Education Authority (1987). *That's the Way We Lived – An Oral History of the Fort Resolution Elders*. Fort Resolution, NWT: Author, 57.)

The Northwest Territories (NWT) has a long history of language diversity and, from the perspective of languages, is a very complex region of Canada. Even though the NWT might be considered progressive with its language legislation, it faces significant challenges. The most urgent of these challenges for governments and citizens is the ongoing preservation and enhancement of the NWT's indigenous Aboriginal languages in the face of significant multi-generational language loss and the growing dominance of English in all aspects of territorial life. A second challenge for the government is to provide a level of language services to the Aboriginal and francophone communities that meet the legal obligations, and the spirit and intent, of the *Official Languages Act of the NWT (Official Languages Act, R.S.N.W.T. 1988, c.0-1)*.

The NWT's first languages legislation was passed in 1984 as an Ordinance of the Legislative Assembly. The original *Official Languages Ordinance* recognized English and French as the official languages of the NWT but also recognized "...Chipewyan, Cree, Dogrib, Loucheux, North Slavey, South Slavey, and Inuktitut..." as "...official aboriginal languages of the Territories." In 1985, the *Official Languages Ordinance* became the *Official Languages Act*, along with other NWT ordinances.

The Legislative Assembly amended the *Official Languages Act* in 1990 to give Cree, Chipewyan, Dogrib, Gwich'in, Inuktitut (including Inuvialuktun and Inuinnaqtun), and Slavey (including North Slavey and South Slavey) "official language" status, along with English and French. The amended Act addressed equal status and rights for all of the official languages within the institutions of the Legislative Assembly and the Government of the Northwest Territories, established certain rights and conditions regarding the use of Aboriginal and French languages with respect to government programs and services, and established the Office of the Languages Commissioner of the NWT.

Throughout the period following the establishment and amendment of the *Official Languages Act*, the GNWT worked with the federal government, Aboriginal governments, and all of the official language communities to identify and meet official language needs, through a wide variety of policy and programming initiatives.

INTRODUCTION

When the *Act* was amended, legislators foresaw the need to evaluate the long-term impact and effectiveness of official languages legislation. Section 29 of the amended *Act* called for a legislative review of the "...provisions and operation of the *Official Languages Act* at the next session following December 31, 2000". This section laid the foundation for the current review process.

To fulfill its legal obligations under Section 29 of the *Act*, the Legislative Assembly established the Special Committee on the Review of the *Official Languages Act* (SCOL) in the spring of 2001. The Assembly also established formal Terms of Reference for the Committee, which mandated the Committee to:

- Review the provisions and operation of the *Official Languages Act*
- Determine whether the objectives of the *Act*, as stated in the preamble, have been met
- Determine whether specific provisions of the *Act* have been effective
- Review the overall implementation of the *Act* by government departments and agencies
- Determine the extent to which the public understands the *Act* and individual language rights
- Evaluate the specific needs of each of the official languages
- Examine the role of the Languages Commissioner
- Review and comment on other relevant language legislation, policies, and programming.

The five-member Special Committee appointed to conduct the review was asked to provide the Legislative Assembly with a progress report in June 2002 and a final report in the spring of 2003.

The Special Committee members have taken this mandate very seriously. Over the past year, the Committee has studied a wide range of language issues, hosted a territorial languages assembly, met with a number of key language stakeholders, reviewed national and international language initiatives, implemented a comprehensive communications plan, undertaken a series of community consultations, held community hearings, and carried out extensive and thorough language research. With the release of this progress report, the Committee wishes to inform the Legislative Assembly and citizens of the NWT of its activities, provide an overview of this information gathered, and identify possible directions for the future.

In the months following the release of this progress report, the Committee will complete its research and consultation activities, host a second territorial languages assembly in the fall of 2002, and prepare a final report on its activities and findings. It will also begin to prepare draft amendments to existing territorial legislation, as required. In the long term, all of this work will contribute to a strengthening of the *Official Languages Act* and ongoing support and maintenance for language diversity throughout the NWT.

SECTION II: THE COMMITTEE'S ACTIVITIES

Mr. Speaker, language is vital for maintaining the cultural diversity and way of life in the north and the Special Committee is committed to ensuring that the spirit and intent of the Official Languages Act addresses the needs of northerners. (Steven Nitah, MLA for Tu Nedhe and Chair of the Special Committee on the Review of the *Official Languages Act*, Statement on the First Territorial Languages Assembly at the 14th Legislative Assembly, 4th Session, Day 11 [October 23, 2001], page 341.)

GETTING ORGANIZED

Following its establishment in the spring of 2001, the Special Committee began its work by hiring staff, setting up an office, and preparing a work plan. Core staff has consisted of a Committee Coordinator and a Manager for Information and Research. Facilitators, researchers, and writers have also been contracted on an as-needed basis throughout the review process. Ongoing assistance has been provided by the Office of the Clerk of the Legislative Assembly.

While carrying out its mandate, the Special Committee was instructed to:

- Respect the right of all official language communities to use their language during the review
- Ensure an open and public review process
- Consult each of the official language communities
- Ensure that elders participate fully in the review process
- Propose amendments to the *Official Languages Act* within the term of the current Assembly.

The Committee's preliminary work plan included:

- Gathering and reviewing all documents relating to NWT language initiatives
- Compiling and conducting a comparative analysis of international, national, provincial and territorial legislation
- Exploring international, national, and territorial language revitalization activities and issues
- Compiling data on the current condition of the NWT's official languages
- Identifying key issue statements for public consultation
- Planning the first territorial languages assembly
- Planning for community consultations and public hearings
- Developing an ongoing communications plan
- Establishing a process of accountability between staff and the Committee.

This preliminary work occurred during the period June to September 2001. By September, the Committee had gathered the background information and developed the framework required to begin a full process of public consultation.

SHARING INFORMATION

The Committee placed a high priority on keeping the public, government departments and agencies, and language communities informed of its activities, so it established and implemented a detailed communications plan. This plan incorporated conventional forms of communication such as newspaper, radio, and television advertising, along with posters, brochures, and a website.

Some of the specific communications activities of the Committee have included:

- Meeting with some of the Deputy Ministers to discuss the review process
- Making a preliminary presentation regarding the review to the Dene National Assembly in July 2001 and a second presentation to the Dene leadership in November 2001
- Meeting with officials from the Department of Canadian Heritage in Ottawa
- Developing and maintaining a website
- Preparing a slide presentation on key language issues
- Contracting local language coordinators to prepare for community visits, ensure a high level of attendance, and assist elders' participation
- Mailing multilingual brochures to all households prior to community visits
- Sending personalized letters of invitation to key language organizations prior to community visits and public hearings along with copies of a summary of the community meetings
- Utilizing local interpreters at community meetings.

The Special Committee is continuing its commitment to an open communications and consultation process by preparing this progress report for official and public review and by hosting a second territorial languages assembly in the fall of 2002.

CONDUCTING RESEARCH

Reviewing Existing Literature

One of the major responsibilities of the Special Committee has been to gather, review, and analyze as much information and documentation as possible regarding language issues relevant to the NWT. By doing so, the Committee hopes to ensure that its final recommendations are consistent with current, proven language theories and practices and build upon the many recommendations that have been made in previous studies and reports.

The literature review focused on the following general topics:

- The value of language and language diversity
- Language loss and revitalization
- Attitudes toward indigenous and minority languages
- Language education
- Linguistic rights, theories, and practices.

In addition to gathering and reviewing international and national documents and reports on these topics, the Committee:

- Reviewed official language legislation in each of the provinces and territories of Canada
- Compiled the various pieces of NWT legislation with language provisions
- Reviewed alternative models of French language service delivery in Canada.

The information gathered from this research has been utilized throughout this progress report and will be described in more detail in the final report.

Attending the Roundtable on Language and Governance

Three members of the Special Committee attended the Roundtable on Language and Governance in Wales in November 2001, accompanied by the Committee Coordinator and the Clerk of the Legislative Assembly. During the visit, the members were able to:

- Examine the impact of language governance initiatives
- Visit schools and non-profit organizations involved with languages
- Meet with staff of the Welsh Language Board to discuss shared language issues and learn about successful initiatives.

The Roundtable brought together participants from Wales, Scotland, England, Northern Ireland and the Republic of Ireland, as well as Canada, for discussions on indigenous languages, their status, and the scope and success of various language revitalization initiatives. Committee members also had the opportunity to compare legislative and institutional frameworks and to assess language policies and programs in other jurisdictions. Members were particularly interested in the structure and operation of the Welsh Language Board.

Gathering Information on GNWT Services

The Special Committee developed two questionnaires that are being used to gather information on the policies and practices of GNWT departments relating to language programs and services. The first questionnaire has been developed specifically for the Department of Education, Culture and Employment (ECE). This Department is responsible for implementing programs and services in the official languages and providing for official language instruction in the NWT school system. This questionnaire focused on the following topics:

- The role of the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT (the Cooperation Agreement) in supporting official language initiatives
- Implementation of the *Official Languages Policy* and *Official Languages Guidelines Manual*
- Coordination of official language services throughout the GNWT
- Training and certification of interpreter-translators

THE COMMITTEE'S ACTIVITIES

- The role of literacy programming and language promotion
- Information and statistics regarding Aboriginal language programming in the schools.

The second questionnaire was developed for all GNWT departments and the boards and agencies listed in Schedule 1 of the *Official Languages Policy* of the GNWT (1998). It was designed to gather the following types of information:

- The amount and distribution of language service funding
- Language service staffing
- Record keeping regarding the demand for and provision of language services
- Production of official language materials
- Departmental language policies and implementation plans
- Contact with the Office of the Languages Commissioner
- The effectiveness of the provisions of the *Official Languages Act*.

The information from these questionnaires is currently being analyzed and is being used to guide discussions with key departmental representatives.

Studying the Office of the Languages Commissioner

The Special Committee has commissioned an independent study of the Office of the Languages Commissioner. The terms of reference for this study are as follows:

- Analyze the reports and recommendations submitted to the Legislative Assembly by all the Languages Commissioners since 1992 and comment on the effect of the reports in relation to the provisions for language services set out in the *Act*
- Analyze the past and current operations of the office, including all financial, administrative and managerial activities
- Analyze the nature of the complaints and inquiries received since 1992 with comments on the effectiveness of the complaint, investigation, and resolution process
- Compare other legislation related to linguistic ombudsman or similar positions in Canada and around the world
- Conduct interviews with the current Languages Commissioner of the NWT and the two former Languages Commissioners
- Submit options for possible changes to the provisions related to the Office of the Languages Commissioner of the NWT in the *Official Languages Act* of the NWT, or on other issues related to increasing the effectiveness of the *Act*.

This study is scheduled to be completed by July 2002.

Studying Aboriginal Language Teaching and Learning

The Special Committee has commissioned an independent study of Aboriginal languages instruction and enhancement within the education system. This study will include:

- A review and report on activities in Aboriginal languages teaching from 1990 to the present
- A review and report on legislation, policy, and practices within the overall education system as it relates to Aboriginal languages maintenance, development, and enhancement
- An assessment of policy implementation and effectiveness
- The development of options for legislative or policy change.

This study is scheduled to be completed by late August 2002.

Respecting Aboriginal Governance

The Special Committee is currently reviewing Aboriginal governance issues relating to culture and language. Specifically, the Committee wants to determine whether the current GNWT-Language Community Agreements are conducive to effective coordination, governance, and accountability with respect to language revitalization activities and the extent to which pending self-government agreements may affect and interact with official language legislation and initiatives. This work will continue throughout the summer and fall of 2002.

ENCOURAGING AND FACILITATING PUBLIC INPUT

(See Appendix B for the Schedule of Public Consultations)

The Dene Nation is committed to promoting and preserving our aboriginal languages. We believe that this review is timely in order to explore ways in which we can collaborate and enhance our collective efforts to protect our languages. (Bill Erasmus, Grand Chief of the Dene Nation in a Letter of November 16, 2002, to Steven Nitah, Chair, Special Committee on the Review of the *Official Languages Act*).

Hosting the Territorial Languages Assembly

In October 2001, approximately sixty people from nine language communities attended a one-day meeting in Yellowknife to meet the Special Committee and provide input into the Committee's activities. Three delegates were chosen by each of the official language communities. The Advisory Committee for the Office of the Languages Commissioner was also represented.

THE COMMITTEE'S ACTIVITIES

During this meeting, presentations were made regarding:

- Language rights under the *Official Languages Act*
- The condition of the NWT languages
- GNWT language services
- Language revitalization practices in other jurisdictions
- An overview of the consultation process.

The Committee asked for preliminary comments and advice from the delegates regarding the identification of key language issues, the proposed consultation methods, and the communications plan. Based on the results of this meeting, the Special Committee modified its formal presentation, adjusted its communications plan, and confirmed its objective of traveling to at least two communities (one large and one small) in each language region.

Coordinating Community Meetings

A cornerstone of the consultation process was a series of community meetings. The Special Committee has made an effort to visit two communities in each of the Aboriginal language regions. These meetings took place over the period October 2001 through June 2002. During this period, the following communities were visited:

Déline	Fort Simpson	K'átl'odeeche
Fort Good Hope	Fort Smith	Tsiigehtchic
Fort McPherson	Hay River	Tuktoyaktuk
Fort Providence	Holman	Wha Ti
Fort Resolution	Inuvik	Yellowknife

Other community visits may be scheduled, as needed. In total, approximately 300 people, including about 85 elders, attended meetings in the communities visited. As well as hosting these community meetings, Committee members and staff visited a number of schools, day-care centres, and cultural centres to get a better sense of the type and nature of language activities currently taking place throughout the NWT.

Holding Public Hearings

Formal public hearings regarding the *Official Languages Act* were held at the Legislative Assembly in Yellowknife on March 26th and 27th, 2002. Prior to these hearings, letters had been sent out to a wide range of agencies with an interest in languages, inviting them to appear before the committee. At these hearings, presentations were made by the following individuals and organizational representatives:

- Sabet Biscaye, Executive Director of the Native Communications Society of the Northwest Territories
- Fibbie Tatti, Languages Commissioner of the NWT
- Fernand Denault, President of La Fédération Franco-TéNOise

- Gerald Antoine, representing the Deh Cho First Nation
- Michel Lefebvre, representing the Association Franco-Culturelle de Yellowknife
- Dr. Dyane Adam, Languages Commissioner of Canada (via video conference)
- The Honourable Nick Sibbeston, Senator
- Sabet Biscaye, Language Coordinator for the Akaitcho Territory Government
- Betty Harnum, former Languages Commissioner of the NWT (1992-1996)
- Judi Tutcho, former Languages Commissioner of the NWT (1996-2000)
- Katherine Peterson, President of the NWT Literacy Council.

Several written submissions were received by the Special Committee in lieu of presentations at the public hearings. To date, submissions have been received from:

- The Honourable Justice J.E. Richard, Senior Judge, Supreme Court of the NWT
- The South Slave Metis Tribal Council
- The Fédération des communautés francophones et acadienne du Canada (FCFA).

SECTION III: LANGUAGE REVITALIZATION

In order to better understand its mandate, the Special Committee reviewed literature relating to language loss and language revitalization throughout the world. This research reaffirmed the value of our official languages and the importance of taking active steps to preserve and revitalize our declining languages.

VALUING LANGUAGE AND CULTURE

My first language is my mother tongue, Tłıchǫ Yatı̀, the Dogrib language. I have always spoken this language since I first learned to speak. Because of being fluent in my language I know my identity as a Dene person and I know and understand my ancestors' culture and traditions. (Rosa Mantla quoted in Crosscurrent Associates, 1999. *Languages of the Land*. Yellowknife, NWT: NWT Literacy Council, 6.)

Within the larger world arena we all know that biological diversity is essential to the health of the planet. Is it possible that cultural and linguistic diversity also have an important role to play on a global scale? (Inuvialuit Cultural Resource Centre, 1999. *Inuvialuit Language Plan*. Inuvik, NWT: Author, 2.)

Language is at the heart of one's cultural and personal identity. Joshua Fishman (1996), a renowned linguist, has summed up the relationship between language and culture by saying that "...A language long associated with the culture is best able to express most easily, most exactly, most richly, with more appropriate overtones, the concerns, artifacts, values, and interests of that culture." (p.2)

This assertion has been echoed in all of the NWT studies and reports on Aboriginal languages over the past twenty years and is shared by people throughout the world who are working to preserve and revitalize their respective ancestral languages. The *Official Languages Act* clearly expresses this important relationship between language and culture in its preamble: "Believing that the legal protection of languages will assist in preserving the culture of the people as expressed through their language..."

This close relationship between language and culture might be described as being symbiotic (mutually dependent and life giving). From this perspective, if a language's fundamental value is its ability to express the characteristics and qualities of a particular culture, then a particular language can only be valued to the extent that the culture itself is valued. For example, if maintaining an intimate and essentially spiritual relationship with the land loses its value, then the language that is best able to describe this relationship will likely also lose its value. On the other hand, if we lose a language that has developed, over thousands of years, the capacity to describe an essential relationship that people have established with the land, then the ability to fully articulate and appreciate that cultural perspective may also be lost.

We may also take the view that losing indigenous languages and cultures affects all people, not just the members of a specific language / cultural community. Language and cultural diversity provides us all with the opportunity to view the world from different perspectives, and therefore, perhaps, gain a deeper understanding of the complexity, dynamics, richness, and wonder of the world.

As noted in the *Dinjii Zhuh Ginjik Hatr'agoodinjih Sro'-- The Gwich'in Language Plan*: “The revitalization of Dinjii Zhu' Ginjik will maintain the link between those alive today and the knowledge of their ancestors. It will also allow the Gwich'in to maintain [and, one might add, share] their unique identity within Canadian Society and within the emerging global culture.” (Gwich'in Tribal Council, 1999, p.2)

MAINTAINING THE FUNCTIONAL VALUE OF LANGUAGES

Everything I see here is in English, only this one brochure is Dene. English is like a big river, and the Dene language is trying to swim in that river – and there is a falls, but the current is strong and we can't swim against the current. (Roy Fabian, [paraphrased] SCOL community meeting at the K'átl'odeeche Dene Reserve, December 11, 2001.)

One of the most important challenges facing the language revitalization effort is creating situations where Gwich'in will be used. English currently dominates almost all aspects of family and community life. (Gwich'in Tribal Council (1999). *Dinjii Zhuh Ginjik Hatr'agoodinjih Sro'-The Gwich'in Language Plan*. Tsiigehtchic, NWT: Author, 4.)

In the NWT, as is the case in many other jurisdictions, the inherent cultural value of preserving indigenous and minority languages, and therefore language diversity, is generally accepted, and forms the basis for language legislation. However, we must also ensure that we raise the functional value of languages within our overall social environment.

Functional value relates to how we encourage and support the use of a language on a day-to-day basis in all of our social activities – home, school, community, and workplace. As Fishman (2001) points out, we need to be continually aware of the “...changes in the number and kinds of social functions for which particular languages are utilized...” (p. 1) When we consciously or unconsciously avoid using a language in a particular social function, we effectively devalue that language. This point applies equally to parents who stop using an ancestral language at home, to schools that offer very limited Aboriginal language programming, or to agencies that do not make a significant effort to integrate indigenous language services into the workplace. Unfortunately, integrating an indigenous or minority language into a wide range of social functions is not an easy task where there is significant pressure from a more dominant language. The relative functional value given to the official languages of the NWT becomes evident when we

assess the extent to which the Aboriginal and French languages are utilized in a variety of social situations compared with English. English has clearly achieved functional superiority in a wide array of social, economic, and technological situations.

Although fully utilizing an indigenous or minority language might not be possible in all social situations and sharing functions with another language may be necessary, raising the functional value of all of the official languages of the NWT, particularly within language regions, is a fundamental challenge of individuals, families, communities, and governments.

LANGUAGE SHIFT AND LANGUAGE REVITALIZATION

According to surveys taken on Aboriginal language comprehension and usage in our schools, there is a definite decline in the number of children speaking our language. It is therefore an urgency to maintain and revitalize our language in the homes, the schools, and in our communities. (Mary Seimens quoted in Crosscurrent Associates (1999). *Languages of the Land*. Yellowknife, NWT: NWT Literacy Council, 7.)

English is too dominant and it tends to pull most of the power away from Dene people so we want the Dene language to dominate in our community. (Crosscurrent Associates (2000). *Sahtú Kó Káyúrǰla Denewá Kədə Dágúǰó Gogha ǰeratǰ'é -- Sahtu Region Dene Language Planning Report*. Deline, NWT: Sahtu Secretariat Incorporated, 31.)

“Language shift” generally refers to an increase or decrease in the use of a language and the number of speakers within a given population. For example, if elders speak their traditional language, but their grandchildren speak only English, then language shift has occurred. “Reversing language shift” (RLS) generally means planning and implementing strategies and actions that lead to an increase in the use of a declining language and an increase in the number of speakers in a given geographic area. The term “language revitalization” can also be used to refer to RLS and will be used throughout this report. (Fishman, 1991)

A factor that often contributes to language shift is the domination of one language group over the economic, social, and governance systems within a particular geographic area. During this review, community members often spoke about the domination of the English language, and Euro-Western culture, over Aboriginal culture and language in the NWT. Other shift factors can include forced change (such as being punished for speaking one’s language), inter-cultural marriage (where one partner adopts the other’s language), and relocation (significant movements in population, often from rural to urban settings).

In North America, there are an estimated 187 Aboriginal languages, of which 50 are used in Canada. Up to 80% of these languages are not being learned by children, representing

a huge shift in Aboriginal language use. These statistics are similar for indigenous peoples in many other countries of the world.

Language communities have taken different approaches to assessing language shift. For example, the Assembly of First Nations conducted a detailed survey of language use among Indian bands across Canada using questionnaires. (Assembly of First Nations, 1990) Researchers in Saskatchewan and the Yukon have carried out thorough socio-linguistic studies among groups of Aboriginal speakers. In the NWT, the Deh Cho First Nations developed a circular assessment chart which has been used over the past few years to do thorough reviews of language shift in each of the Deh Cho communities. Most of the other language communities in the NWT have utilized government statistics, along with their own internal assessments, to determine the degree of language shift within their respective communities.

Once significant language shift has been identified, and the factors for this shift are reasonably well understood, the next step for language communities generally involves comprehensive language planning and the ongoing implementation and evaluation of language preservation and revitalization initiatives (Blair, 1997). In the NWT, each of the Aboriginal language communities has completed a multi-year language plan and is in the process of implementing this plan. The francophone community has carried out its own planning process - *Planification quinquennale 1999-2004*. (Fédération Franco-TéNoise, 1999). The GNWT and the Federal Government have prepared Aboriginal and French language action plans as a component of the Canada-NWT Cooperation Agreements and has also recently prepared a formal Aboriginal languages strategy - *Revitalizing, Enhancing, and Promoting Aboriginal Languages* (Education, Culture and Employment, 2001) - to guide its activities.

Language planning in the NWT is complicated by the fact that there are eleven official languages, along with different dialects within each of the Aboriginal languages. The Committee has become aware that language planning must focus, as a priority, on finding ways to encourage and support the intergenerational teaching and learning of the language in the home. As Joshua Fishman (1996) says "Do not start too far away from things that have to do with home, family, and community on an intergenerational basis."

The Committee has also concluded that intergenerational transmission is more likely to occur in situations where both the inherent cultural and functional value of a language are acknowledged and promoted at all levels of the surrounding society, particularly where a language and culture have been dominated or devalued in the past, as is the case with the many Aboriginal languages in North America, including the NWT.

In effect, for effective language revitalization to occur, we have to create a safe, encouraging, and supportive social environment in which a threatened language can survive, regenerate, and become self-sustaining through intergenerational transmission in the home and surrounding community. Creation of this type of supportive environment is inherently a shared responsibility. The Special Committee recognizes that there are many things that the GNWT can do, but individuals, families, communities, and many other agencies must also play key roles.

LEARNING FROM OTHER JURISDICTIONS

The Special Committee wanted to learn from the experiences of others, so it studied the language revitalization initiatives taken in the following countries:

- New Zealand, for the Maori language
- The United States, for the Hawaiian and Navajo languages
- Wales (the United Kingdom), for the Welsh language
- Norway, Sweden, Russia, and Finland, for the Sami language.

This comparative study showed a number of similarities in the status and condition of the minority languages. It also revealed what appeared to be some common and promising language revitalization practices, including:

- Legislation to recognize and strengthen language rights
- Legislation to provide for government services, court services, and education in the language
- Legislation to create “arm’s-length” commissions and/or language institutes
- Support for language standardization and modernization
- Promotion of the language in the media and through entertainment
- Strong marketing to change attitudes about the minority language
- A focus on pre-school-aged children and their mothers, often using language nests or other forms of intervention
- Emphasis on community-run programs
- Language instruction in schools and proper training of language instructors.

Promising language revitalization initiatives also appeared to include:

- Strong family and community support
- Proactive lobby groups
- Positive attitudes about the language and culture
- Volunteerism.

Overall, the Special Committee’s review of the experiences in other jurisdictions indicates that language revitalization is not an easy task, but can be accomplished under the right circumstances, particularly when planned and implemented in a systematic and coordinated fashion and with full respect paid to both the inherent cultural and the functional value of a threatened language within a broad social context.

SECTION IV: LANGUAGES OF THE NWT

One of the most important activities of the Special Committee was learning more about the history of the official languages of the NWT, their current condition, and plans for their revival. A brief overview of these topics is provided below; these topics will be addressed in more depth in the final report.

ACKNOWLEDGING THE ABORIGINAL EXPERIENCE

The strains on the traditional way of life were exacerbated by a campaign by the Government of Canada and the churches to destroy [the Gwich'in] culture through the residential school system. The pressures on the Gwich'in to assimilate and abandon their unique identity were enormous; and no where was this pressure felt more than in the area of language. (Gwich'in Tribal Council (1999). *Dinjii Zhuh Ginjik Hatr'agoodinjih Sro'-The Gwich'in Language Plan*, Tsiigehtchic, NWT: Author, 1.)

I met a woman whose father died and mother died a couple of months ago. She went to Providence for residential school. When they spoke their language they were put in a small room - they were isolated. There should be an apology for losing their language, or some kind of recognition. It has had an impact on people. Maybe it will speed up the process of their healing if you recognize this loss. (Elizabeth Hardisty, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort Simpson, May 15, 2002.)

The Canadian government and agencies working on its behalf maintained a formal policy of assimilation toward Aboriginal people up until the early 1970s (Tschanz, 1980). Aboriginal cultures and languages were considered impediments to success in the emerging Western industrial economy. But the pressure to adopt a Euro-Canadian lifestyle was less severe in many parts of northern Canada due to the continued dominance of the fur trade and the need to have people working the land. In some areas of the north, however, even with the fur trade, churches spoke strongly against and even restricted some traditional cultural ceremonies and practices, along with the use of the ancestral languages.

In the 1940s and 1950s, as the pace of development in the north expanded rapidly, the government began to make a concerted effort to move people into settlements throughout the NWT, often coercing parents to send their children to residential schools or federal day schools, and encouraging people to make a transition to a wage economy. The language of work, education, and governance increasingly became English.

Following the release of the *Statement of the Government of Canada on Indian Policy*, 1969 (the White Paper), Aboriginal people across Canada joined together to strongly

oppose the federal policy of assimilation. In response to the White Paper, the Indian Brotherhood of Canada (now the Assembly of First Nations) published a seminal document in 1974 entitled *Indian Education for Indian People*, asserting the right to culture- and language-based education for Indian people. The document's recommendations led to the subsequent establishment of Indian-controlled schools on many reserves in Canada and a general shift in government policy toward greater support for Aboriginal culture and language.

This shift in attitude toward Aboriginal culture and language was reflected in the NWT during the 1970s, when greater effort was made to incorporate culture and language into the school system and workings of government.

Collective action with respect to language and cultural rights has been complicated by the fact that provincial and territorial boundaries established in Western Canada did not respect traditional Aboriginal nations, so traditional language and cultural communities now fall under different jurisdictions.

ACKNOWLEDGING THE FRANCOPHONE EXPERIENCE

French Canadians have contributed greatly to the development of Northwest Territories since 1786. They have been born here, they have worked here, they have dreamed here, and they have died here. Rarely have they chosen to give up their culture, to deprive their children of their ancestral heritage, and to deliberately exclude French from their everyday life. (Fédération Franco-TéNOise transcribed in Legislative Assembly of the Northwest Territories, Special Committee on the Review of the *Official Languages Act*, Public Hearing, March 26, 2002, p. 31.)

The North-West Territories was formally established in 1870 through the Manitoba Act and included what are now Saskatchewan, Alberta, Yukon, NWT, and Nunavut. It was initially governed by an eighteen member council and French appears to have been an active working language of the council.

In 1875, the federal North-West Territories Act created a territorial legislature, which published all of its ordinances in both English and French up until 1892. In 1890, an amendment to the North-West Territories Act gave the legislature the power to make laws concerning the languages of the legislature, but also preserved French as an official language of the courts. In 1892, the legislature declared English to be the only official language of the assembly (Mathieu, 1999).

Although French continued to be an active language in the NWT due to the influence of the Catholic Church and the fur trade and steps were taken in the 1970s to increase French language services, French was not formally acknowledged as an official language in the NWT again until the *Official Languages Ordinance* of 1984.

REVIEWING RECENT LANGUAGE HISTORY

The federal Department of Indian and Northern Affairs transferred responsibility over education to the Government of the Northwest Territories in 1969. During this year, the federal government also passed the *Official Languages Act* of Canada, which strengthened French and English language minority rights across Canada.

During the 1970s, the GNWT began to take steps to increase the use of the Aboriginal languages in the schools and in the Legislative Assembly. For example, the government published a curriculum guide that recommended giving Aboriginal languages precedence in the early grades and subsequently, through the *Education Ordinance* (1976), gave Local Education Committees the authority to choose the language of instruction from kindergarten to grade two. The Department of Education established a language division to produce materials and support Aboriginal language instruction. The government also established the Interpreter Corps, primarily to provide interpreter-translator services in the Legislative Assembly.

As a result of the passing of the *Official Languages Act* of Canada, the federal government began to provide the GNWT with funding to deliver French language instruction in NWT schools through the Canada-NWT Language Agreement on Minority Education and Second Language Instruction (1974–1979).

The passage of the *Constitution Act* (1982) and the *Official Languages Ordinance* of the NWT (1984) resulted in federal funding for French language services and for Aboriginal language enhancement initiatives, through the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT. The GNWT also began to increase its own funding for Aboriginal languages. Aboriginal language teaching and learning centres were established, resource materials were developed, and a standard writing system was adopted. French translation and Aboriginal interpreter-translator services were expanded during the 1980s, through the GNWT's Language Bureau.

The *Official Languages Ordinance* became the *Official Languages Act* in 1985 (along with all territorial ordinances) as a result of an amendment to the *Interpretation Act*.

In 1990, amendments to the *Official Languages Act* of the NWT accorded official status to Cree, Chipewyan, Dogrib, Gwich'in, Inuktitut, Inuvialuktun, Inuinnaqtun, North Slavey, and South Slavey, along with French and English. The amendments also established the Office of the Languages Commissioner with the mandate to monitor governmental compliance with the *Act*.

During the 1990s, a wide range of language initiatives was undertaken. Considerable attention was paid to promoting Aboriginal language literacy, training interpreter-translators, developing new terminology, enhancing culture-based education, and training Aboriginal teachers and language instructors. Government departments continued to provide French language services in the main centres. Much of this activity was funded through the Canada-NWT Cooperation Agreement, which continued to provide French and Aboriginal language funding to the GNWT. By 1998, government policy and

guidelines were established to clarify the procedures for implementing the *Official Languages Act*.

Major policy and program changes occurred in 1997: the Language Bureau was disbanded; interpretation and translation funding was dispersed to individual departments; and a process for transferring program funding to official Aboriginal language communities was initiated, based on language plans developed at the regional level.

At the present time, the GNWT continues to provide funding to Aboriginal language communities, provides French and Aboriginal language services, funds school programs, and supports a variety of language development activities at the community, regional, and territorial levels.

ASSESSING THE CONDITION OF THE NWT'S OFFICIAL LANGUAGES

Elders are frustrated that they cannot communicate with youth in the Chipewyan language. (Akaitcho Territory Government (2000). *Strategic Plan for Dëne Sùłiné Yatı*,. Fort Resolution, NWT: Author, 11.)

There is no question that Cree language use in the Northwest Territories is in serious decline...an entire generation of non-speakers is being raised. (Crosscurrent Associates (1999) *Cree Language Plan for the Northwest Territories*. Fort Smith, NWT: South Slave Metis Tribal Council, 22.)

Other work we need to think about is the fluency – how do we check to see if a person is talking the correct Dene? In our survey, we said there was an Elders' level, traditional level (those spending time in the bush), and community level – or conversational level. There is also the beginner – or child – level. (Joachim Bonnetrouge, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort Providence, December 12, 2001.)

Statistics relating to the use of languages in the NWT have only been gathered for approximately the past twenty years. Therefore, early trends relating to language shift are difficult to establish. However, existing statistics do provide a reasonable picture of the degree of language shift that has been occurring over the past few decades, and, for most of the Aboriginal languages, this shift has been very significant.

For the purposes of this report, the following figures have been prepared to provide an overview of the current condition of the NWT's official languages. These figures provide a general overview of language shift only; more detailed information will be presented in the final report. As well, further research would have to be done to get a more accurate picture of the extent and dynamics of language shift in each of the language communities.

Assessing the Aboriginal Languages

Figure 1 below is based on data from the 1996 Canada Census and 1998 population data of the GNWT. This figure shows three things:

- The total number of people who identified themselves with a particular Aboriginal language community
- The number of people from this cultural community who learned their traditional language as their first language or “mother tongue”
- The number of people who currently use their mother tongue as their home language (the primary language spoken in the home).

From Figure 1, we can see that many Aboriginal people have not learned their traditional language as their first language or mother tongue. This particular data may reflect a historic shift from the Aboriginal languages to English. We can also see that many of those people who did learn their language as their mother tongue are not using it as their home language, meaning that these languages are not being transmitted to younger generations within families, which is the natural means of language transmission. This data indicates that significant language shift is taking place within one generation. We can also see the relative population size of the official Aboriginal language communities.

Figure 1: Aboriginal Language Shift (Source: SCOL)

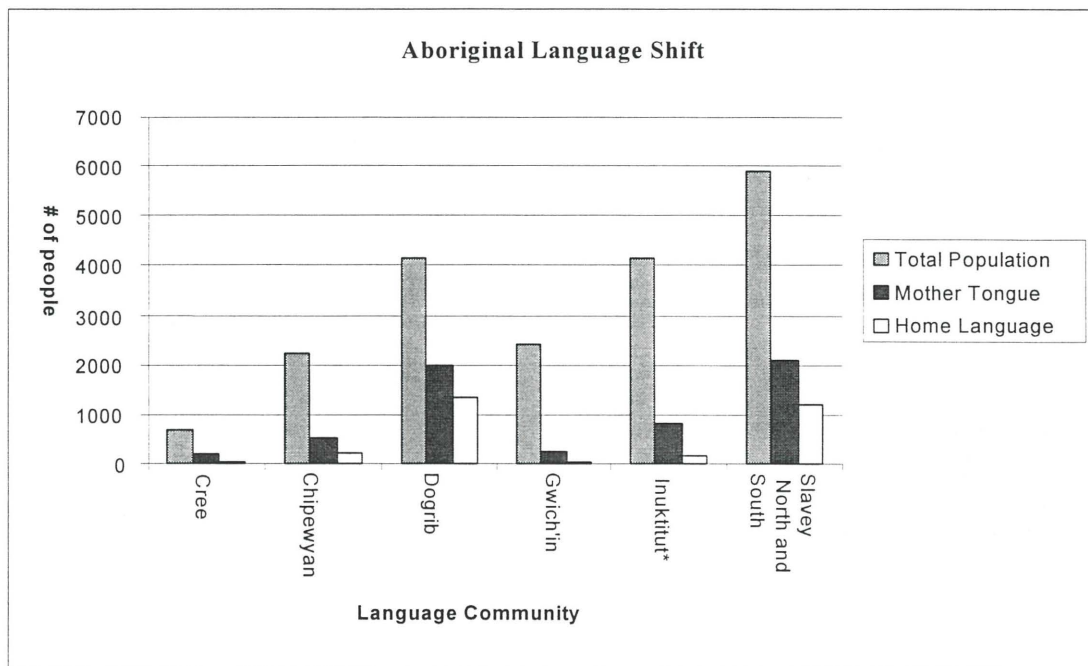


Figure 2 shows the percentage of people within each NWT community that speak an Aboriginal language. From this figure, we can see that the Dogrib communities, Déline, and a few other remote communities have a high percentage of Aboriginal language speakers while the Gwich'in and Inuvialuit communities, as well as the larger towns, have a relatively low percentage of Aboriginal language speakers.

Figure 2: Comparison of Communities (Source: NWT Bureau of Statistics)

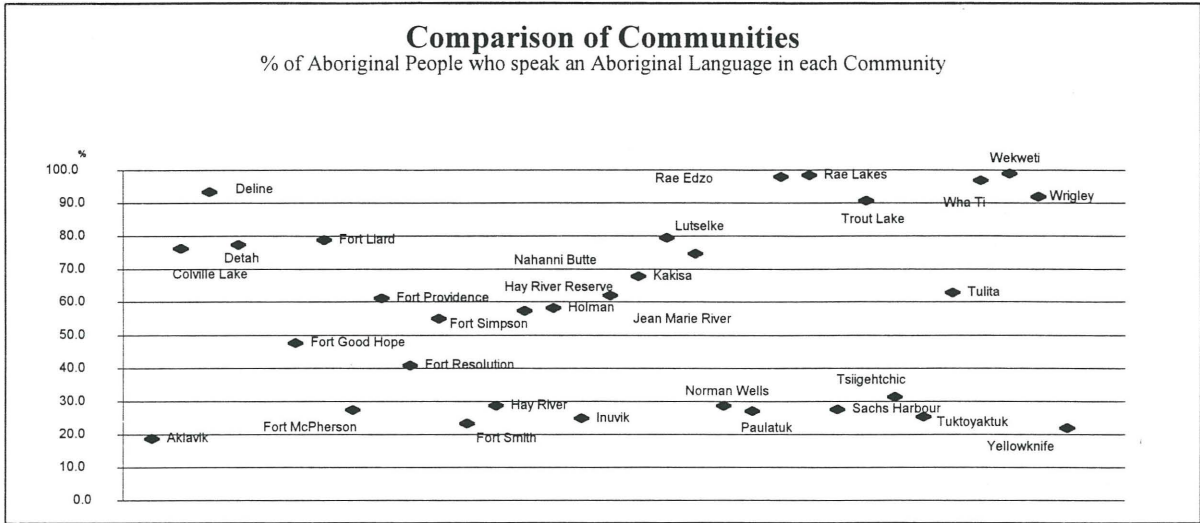
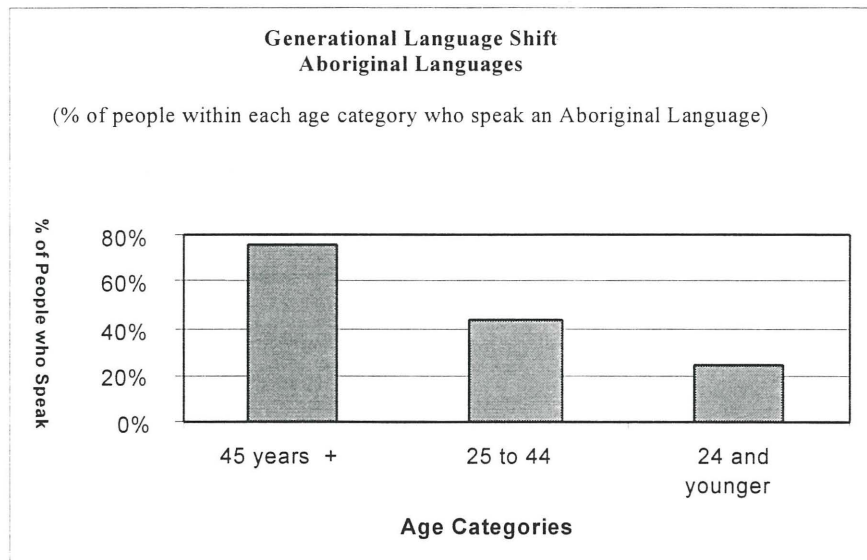


Figure 3 below shows the percentage of Aboriginal language speakers in the NWT by age category. This figure clearly illustrates that the rate of language use is declining among the younger generations (although this rate of decline does vary among the language communities).

Figure 3: Generational Language Shift for the Aboriginal Languages (Source: SCOL)



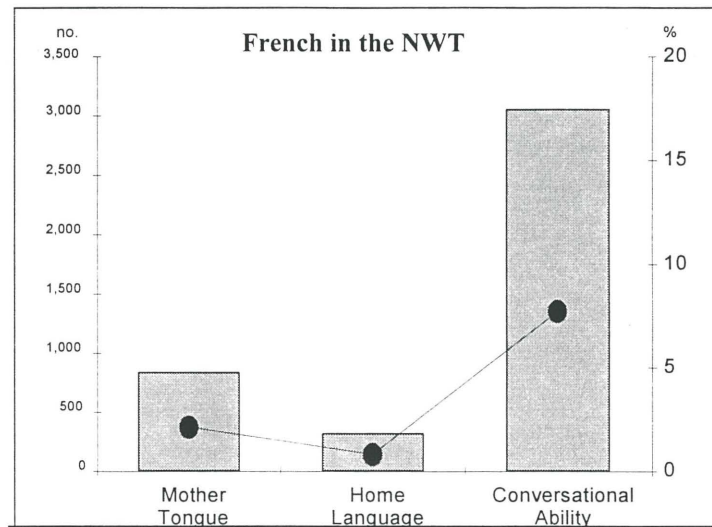
It is important to recognize that these statistics do not show the level of language fluency of each age group. For example, in a community language survey carried out by the Deh Cho First Nations, it became apparent that younger generations, even though they claimed to speak South Slavey, had a much lower fluency level than the elders (Deh Cho First Nations, 2000). This fluency issue does not detract from the significance of the statistics, but means that the statistics may not be showing the full extent of the language decline that is occurring.

The overall decline in Aboriginal language use is significant, because the NWT is the only homeland for the North Slavey and Dogrib languages and one of few homelands in the world for the other official Aboriginal languages.

Assessing the French Language

French is the “mother tongue” of about 900 territorial residents but is the primary “home language” for about 350 residents. One way of determining the viability of the language is by comparing the number of people who currently use French as a home language to those who learned it as a mother tongue. At 39%, the home language/mother tongue ratio indicates that French language use is declining among francophones in the NWT.

Figure 4: French in the NWT (source: NWT Bureau of Statistics)



However, in the larger NWT population, over 3,000 residents speak French well enough to carry on a conversation. The non-francophones who speak French would have learned the language outside of the home - possibly in school (through French second language programming), university, the workplace, or through independent study. As well, from a national and international viewpoint, French is still a strong language, with approximately 6.6 million mother-tongue speakers in Canada and 105 million speakers worldwide.

English in the NWT

English is the only language in the NWT where use is increasing rather than decreasing. According to the 1996 Canada Census, the home language to mother tongue ratio for English is 122% (source: NWT Bureau of Statistics), which means that many people who learned another language as their mother tongue are now using English as their home language. As well, English is the home language to approximately 34,000 NWT residents out of a total population of approximately 40,000, which clearly indicates how dominant the English language has become in the NWT.

LOOKING TO THE FUTURE

Planning for Aboriginal Language Revitalization

Aboriginal people in the Northwest Territories want to be able to use their languages on an everyday basis. They want their languages to be spoken in the home and in the community; they want their languages to be taught in their schools; and they want government programs and services to be accessible in their languages. (Department of Education, Culture and Employment. 2001. *Revitalizing, Enhancing, and Promoting Aboriginal Languages: Strategies for Supporting Aboriginal Languages*. Yellowknife, NWT: Author, 1.)

In July 1997, the GNWT disbanded the Language Bureau, privatized Aboriginal language services, and dispersed interpreter-translator funding to GNWT departments, boards, and agencies. The same year, responsibility for administering the Canada-NWT Cooperation Agreement and coordinating the implementation of official language services was transferred from the Official Languages Unit in the Department of the Executive to the Department of Education, Culture and Employment (ECE). In 1998, ECE was given responsibility for implementing the *Official Languages Policy* of the GNWT.

During the following year, based on a number of recommendations in previous studies, ECE began a process of allocating language funding, through contribution agreements, to each of the official Aboriginal language communities. As a first step in transferring these funds, each of the Aboriginal language communities was funded to prepare a comprehensive five-year language plan.

The tribal councils for each of the main claimant groups were asked to be the lead agencies for the language communities. In the case of the South Slave area, the Akaitcho Territory Government was asked to act on behalf of the Chipewyan language community, while the South Slave Metis Tribal Council was asked to represent Cree speakers.

Over the next two years, language plans were prepared for each of the Aboriginal language communities. Each plan provided background information on language shift, attitudes toward language, and current language initiatives. Each plan also identified a

vision for language revitalization, along with some primary goals and objectives for the next few years. These plans have provided the framework for the annual allocation of a portion of the Cooperation Agreement funds to each language community. For the past two to three years, each language community has been actively implementing its plan.

The vision and goal statements developed by the respective Aboriginal language communities as a component of their five-year language plans are paraphrased below.

Chipewyan

Vision: A bilingual homeland in the Akaitcho Territory.

Primary Goals:

- Preserve the language as the elders speak it
- Promote greater awareness of the value of the language, particularly among the younger generations
- Revive the language at all levels of community life, with a focus on families
- Overcome the barriers to language revitalization (attitudes and lack of resources) by utilizing the strength of the elders, the commitment of individuals, and the traditional land base.

(Akaitcho Territory Government, 2000. *Strategic Plan for Dëne Sųłné Yatı*. Fort Resolution, NWT: Author.)

Cree

Vision: Cree people will have the ongoing opportunity to learn and speak their language at home, in the community, and in the school system. Many Cree cultural activities will take place in the community and on the land. The Cree language will be the main language used to practice and express Cree culture.

Primary Goals:

- Encourage individuals to make a personal commitment to the language
- Secure government commitment to the language
- Connect all language activities to the school
- Produce Cree language materials (particularly Bush Cree)
- Raise consciousness about the value of the language.

(Crosscurrent Associates, 1999. *Cree Language Plan for the Northwest Territories*. Fort Smith: South Slave Metis Tribal Council)

Dogrib

Vision: Stabilize, develop, and revitalize the Dogrib language. Increase public knowledge and awareness concerning the importance and value of using Dogrib.

Primary Goals:

- Promote the use of Dogrib at home, in public places, at work, and throughout our communities
- Collect and preserve cultural and linguistic materials
- Develop and implement language and cultural programs at the primary, secondary, adult education, and post-secondary levels
- Train language workers
- Provide interpreter-translator services.

(Dogrib Community Services Board, 1999. *Proposed Language Plan for the Dogrib Communities*. Rae-Edzo, NWT: Author)

Gwich'in

Vision: "...to revitalize the Gwich'in language in the communities of the Mackenzie Delta."

Primary Goals:

- Establish an office to lead the entire language revitalization effort
- Establish regional policies to support revitalization
- Develop the capacity to provide professional interpreter-translation services
- Research and document all aspects of the traditional Gwich'in language
- Develop appropriate Gwich'in terminology for contemporary life
- Coordinate all Gwich'in language programming, including school programming, through a single language office
- Develop curriculum, prepare resources, train certified language professionals
- Coordinate a wide range of community-based language programming
- Promote Gwich'in through a wide variety of media.

(Gwich'in Tribal Council, 1999. *Dinjii Zhuh Ginjik Hatr'agoodinjih Sro'*; Revised Draft. Tsiigehtchic, NWT: Author)

Inuvialuktun and Inuinnaqtun

Vision: Create the environment necessary to maintain language revitalization.

Primary Goals:

- Leaders must represent language interests through policy development and role modeling
- The federal and territorial governments must develop flexible funding arrangements to support a coordinated approach to revitalization
- The Beaufort-Delta Divisional Education Council must make a concerted effort to support language programming, through curriculum development, greater support for language teachers, and cultural awareness training for all staff
- The Inuvialuit Cultural Centre, supported by the Inuvialuit Regional Corporation, will play a lead role in changing attitudes toward the language, supporting community-based language initiatives, building language skills and capacities, and preserving language and cultural knowledge.

(Inuvialuit Regional Corporation, 1999. *Inuvialuit Language Plan, Draft Version*. Inuvik, NWT: Author)

North Slavey

Vision: Land claim and self-government agreements will give Dene people in the Sahtu region the authority and resources required to maintain and strengthen their traditional language and culture. The Dene language will be spoken by all ages and will be the predominant language at home, at school, in government, for business, and in all social activities. The language, skills, traditions, ceremonies, beliefs, stories, and traditional lifestyle of the Dene will be passed on to future generations throughout the Sahtu region.

Primary Goals:

- Ensure that the structure and terminology of the language is documented and that the traditional stories and teachings are also documented
- Ensure that the skills, knowledge, ceremonies, values, and beliefs embedded in the language are understood and passed on to new generations
- Increase the number of fluent speakers of the language, with a particular focus on using the language as the first language at home
- Ensure that the language has an ongoing purpose and use in the community that no other language can replace
- Pass, support, and enforce legislation and policies to clearly make the language the dominant language in the region.

(Crosscurrent Associates, 2000. *Sahtú Kó Káyúrúla Denewá Kədá Dágúró Gogha Peratl'é -- Sahtu Region Dene Language Planning Report*. Deline, NWT: Sahtu Secretariat Incorporated)

South Slavey

Vision: The Dene language of the Deh Cho will be maintained in an integral Dene culture. Elders of the Deh Cho will control the planning and work of preserving and developing the Dene language of the Deh Cho through traditional community consultations, in the context of a healthy lifestyle.

Primary Goals:

- Ensure that our political leaders provide legislative and financial support to meet our language needs
- Establish a Deh Cho language and cultural institute
- Provide language workshops in each community
- Develop language nests in each community
- Support land-based healing and education programs
- Promote awareness of the importance of the language, using the media
- Honor and encourage young people who use the language
- Coordinate language activities with Slavey people in Alberta and B.C.

(Deh Cho First Nations, 1999. *Final Report, Deh Cho Language Plan*. Fort Simpson, NWT: Author.

Establishing Francophone Priorities

La Fédération Franco-TéNOise (FFT), which formally represents the interests of the NWT francophone community, has established a broad organizational mission and has also articulated multi-year priorities that address language issues in its *Planification quinquennale 1999-2004*.

Organizational Mission: To promote, encourage, and protect the French-Canadian cultural, political, economic, social, and community life.

Priorities:

- To represent the NWT francophone community, to protect its rights, and promote its interests.
- To contribute to the establishment of a *Commission scolaire francophone* [French school board].
- To diversify and increase the FFT's sources of funding.
- To ensure NWT francophone communities receive services corresponding to their needs.
- To reposition *L'Aquilon* to ensure its survival as a weekly newspaper.

(Fédération Franco-TéNOise, 1999. *Planification quinquennale 1999-2004*. Yellowknife: Author)

SECTION V: THE CURRENT LEGISLATIVE FRAMEWORK FOR LANGUAGES

We are more than a government obsessed with creating jobs and opportunities. We want to recognize a commitment to language and culture in the territories. (The Honourable Stephen Kakfwi, Premier, Speech at the Legislative Assembly of the Northwest Territories, Special Committee on the Review of the *Official Languages Act*, First Territorial Languages Assembly, Yellowknife, October 22, 2001.)

The Special Committee has been asked to recommend possible changes to the *Official Languages Act* of the NWT in order to better support the maintenance and enhancement of all official languages. The Committee has reviewed international, national, and provincial protocols and legislation relating to official and minority languages in order to get a better understanding of what has been done in other jurisdictions. The Committee has also reviewed national and territorial legislation directly affecting the NWT's official languages in order to understand the current legislative framework. This section of the progress report provides a summary of the information gathered to date. Further comparative research is being carried out.

RESPECTING INTERNATIONAL PROTOCOLS

The United Nations has issued a number of official statements addressing individual and collective linguistic rights. These statements provide moral guidance and direction to member nations of the UN and generally address the right of individuals and language groups to use their traditional language, but not necessarily to receive services in that language.

- The *Universal Declaration of Human Rights* (1948) states that people cannot be discriminated against because of their language and that parents have a right to choose the kind of education that shall be given to their children.
- The *International Covenant of Civil and Political Rights* (1976), Article 27, states that linguistic minorities cannot be denied the right to use their own language.
- The *Convention on the Rights of the Child* (1989) states that education must be directed towards the development of respect for the child's parents, cultural identity, language, and values.

At an international language conference in Barcelona, a group of institutions and non-governmental organizations adopted the *Universal Declaration of Linguistic Rights* (1996). This Declaration is important because it differentiates between the rights of language "communities" and language "groups". According to the Declaration, a

language “community” consists of people who share the same language and who are indigenous to a particular geographic area. A language “group”, however, consists of people who share the same language but who have come to occupy the territory, including the social space, of another indigenous language community.

Article 3 of this Declaration states that the right of language groups to use their own language in private and public must not “...restrict the rights of the host community or its members to the full public use of the community’s own language throughout its territorial space.” This Declaration supports the right of any individual to utilize his or her mother tongue privately or publicly in any jurisdiction, but also clearly emphasizes the right of a language community to take measures to preserve and promote the integrity of its language and culture within its own territory, and calls upon people who move into that territory to adapt to both the language and cultural norms of the host language community, while maintaining key elements of their own cultural identity.

REVIEWING NATIONAL LEGISLATION FROM OTHER COUNTRIES

Some countries have established legislation to protect and preserve indigenous or minority language rights. Two key pieces of legislation reviewed by the Special Committee are as follows.

- The *Native American Languages Act*, passed in 1990 by the United States Congress, grants Native Americans the legal right to use, practice, and develop their languages. This Act also recognizes the right of Native Americans to use and teach their languages in federally funded schools.
- The *Welsh Language Act* (1993) created a Welsh Language Board (Bwrdd Iaith Gymraeg) with the mandate of “...promoting and facilitating the use of the Welsh language...” and ensuring that the Welsh and English languages are treated equally in the conduct of public business and the administration of justice in Wales.

OUR NATIONAL LEGISLATIVE FRAMEWORK

The NWT is directly affected by the Acts of the Parliament of Canada summarized below. These Acts must be taken into account in all of our discussions regarding the official languages of the NWT.

Constitution Act, 1982

The *Constitution Act* of 1982, which includes the Canadian Charter of Rights and Freedoms (the Charter), both enshrines and defines the language rights of English and French speaking Canadians. In particular:

- Section 16 establishes French and English as the official languages of Canada, with “...equality of status, rights, and privileges as to their use in all institutions of the Parliament and government of Canada.”
- Section 20 (1) enshrines the right of Canadians to receive services in either English or French from all head and central offices of the Government of Canada, and to receive services in either French or English from any office or institution of the Canadian government where there is significant demand or due to the nature of the service.
- Section 23 enshrines the right of English or French minorities in the provinces and territories to have their children receive primary and secondary school instruction in their own language where numbers warrant.

The *Constitution Act* also indirectly addresses Aboriginal language rights:

- Section 14 of the Charter allows all individuals the use of an interpreter in court if they do not understand or speak the normal language of the proceedings.
- Section 22 states that neither Section 16 nor 20 takes away any legal or customary rights or privileges of languages other than English or French, where these rights and privileges existed before the Charter.
- Section 35 recognizes and affirms, but does not define, the “...existing aboriginal and treaty rights of the aboriginal peoples of Canada...”, which may include language rights.

Official Languages Act (R.S. 1985, c. 31 (4th Supp.))

The *Official Languages Act* of Canada was enacted in 1969 and then amended in 1988 to reflect the new *Constitution Act* of Canada. The amended *Official Languages Act* elaborated the linguistic rights and principles enshrined in the *Constitution Act*. It also provided a legislative base for policies that had already been implemented in many federal government institutions, including policies regarding the use of both official languages in the federal workplace and federal support for official language minority communities. The *Act* also outlined the role of the Treasury Board, Canadian Heritage, and the Office of the Commissioner of Official Languages in implementing the *Act*. The *Act* gives the Commissioner of Official Languages the authority to seek court remedy to ensure the recognition of the status of each of the official languages and compliance with the spirit and intent of the *Act*. Key provisions of the *Act* affecting the NWT are as follows:

- Section 2 reaffirms English and French as the official languages of Canada, ensures their equality of status within the federal government and federal institutions, and supports the development of English and French linguistic minority communities, which are defined in the regulations accompanying the *Act*.

- Section 3 defines the term “federal institution” – this definition explicitly excludes “... any institution of the Council or government of the Northwest Territories or the Yukon Government or of the Legislative Assembly or government of Nunavut...” and “...any Indian band, band council, or other body established to perform a governmental function in relation to an Indian band or other group of aboriginal people.”
- Section 25 ensures that services provided by other persons or organizations on behalf of the federal government must comply with language provisions of the *Act*.
- Sections 41 and 42 commit the Government of Canada to enhance, foster, encourage, and support the equality of English and French throughout Canada and in all aspects of Canadian society.
- Section 83 (1) reaffirms that the *Act* does not take away customary rights of other languages in Canada, which include Aboriginal and immigrant languages.

Criminal Code (R.S. 1985, c. C-46)

- Section 530.1 states that the person accused must be tried before a judge or jury that speaks the same official language, or the official language that he/she can best give testimony in. This section applies to federal courts - in most provincial courts, interpretation is provided.
- Section 638.1 allows a prosecutor to challenge a juror who does not speak the official language of the accused.

Northwest Territories Act (R.S. 1985, c. N-27)

The *Northwest Territories Act* is the federal legislation that establishes and empowers the Government of the NWT. The federal government wanted to amend this *Act* in 1984 to make French and English the official languages of the NWT. The GNWT opposed this amendment on the grounds that it had sole jurisdiction over territorial language legislation. Instead, the GNWT passed the *Official Languages Ordinance* of the NWT which confirmed English and French as official languages but also recognized the indigenous Aboriginal languages. At the same time, the federal government amended the *Northwest Territories Act* to ensure that the GNWT could not limit the rights granted under the *Official Languages Ordinance* without federal approval.

COMPARING PROVINCIAL AND TERRITORIAL LEGISLATION

Although other territorial and provincial legislation does not directly affect the NWT, the Committee felt that it was important to assess what other provinces and territories are doing to address both Aboriginal and French language issues.

Aboriginal Language Legislation

Quebec, Yukon, Northwest Territories, Nunavut, and British Columbia are the only jurisdictions in Canada that have legislation regarding Aboriginal languages.

- The *First Peoples' Heritage, Language, and Culture Act* (1996) of British Columbia created a tribal advisory committee and a provincial council to advise the government on language and cultural matters, access funds, and distribute funds to Aboriginal cultural centres and programs.
- The Preamble of the *Charter of the French Language in Quebec* (1977) recognizes the rights of "...Amerinds and the Inuit of Quebec, the first inhabitants of this land, to preserve and develop their original language and culture." Section 88 of the Charter states that the language of instruction for schools under the jurisdiction of the Cree and Kativik School Boards shall be Cree and Inuktitut, respectively. Section 96 notes that the major Cree and Inuit organizations must utilize French in their administrative dealings with the Quebec government. Section 97 states that the Charter does not apply to Indian reserves.
- Yukon's *Languages Act* (1988) "... recognizes the significance of aboriginal languages in the Yukon and wishes to take appropriate measures to preserve, develop, and enhance these languages in the Yukon." As such, Yukon Aboriginal languages can be used in any of the debates or proceedings of the legislature, and the government may (but is not obligated to) provide services in any of the Aboriginal languages.
- Nunavut's *Official Languages Act* (1990) is identical to that of the NWT and is currently under review. Recommendations from an interim report suggest developing and implementing a government language policy; encouraging all Nunavut businesses and agencies to support the *Act*; and removing the Dene languages, Cree, and Inuvialuktun as official languages.

French Language Legislation

Figure 5 has been prepared to highlight the similarities and differences in provincial and territorial French language legislation and policies across Canada. It should be noted that three provinces have no official languages legislation, most legislation relates to both French and English, New Brunswick is the only officially bilingual province, and only the NWT and Nunavut currently have languages commissioners.

Figure 5. Provincial / Territorial French Language Legislation (Source: SCOL)

Province	Act	Reg	Policy	Management
Alberta	<i>Languages Act 1988</i> (recognizes right to use French in Legislature & courts)			Francophone Secretariat, chaired by MLA/ liaison between govt. and francophone community
BC	None			A Minister is contact between Francophone community & govt.
Manitoba	<i>Manitoba Act 1870</i> (recognizes official status of French in legislature & courts)		Fr. Lang. Services Policy (Active Offer)	French Language Services Secretariat- attached to Exec. Council (advice, facilitation, monitoring, compliance)
New Brunswick	<i>An Act Recognizing the Equality of the Two Official Linguistic Communities in New Brunswick 1981</i> <i>Official Languages Act 2002</i> (compliance of municipalities, Commissioner, authority of hospitals and health care facilities to determine language of daily operations, formal review after 10 years)	•	Official Languages Policy	Official Languages Office (coordination, compliance)
Newfoundland	None			None
NWT	<i>Official Languages Act 1990</i> (gives official status to English, French, and nine Aboriginal languages)		Official Languages Policy	Minister of ECE has overall responsibility/ Languages Commissioner (investigates & responds to complaints)
Nova Scotia	None		Policy on Services in French	(services on request only)
Nunavut	<i>Official Languages Act 1990</i> (gives official status to English, French, and nine Aboriginal languages)		Under review	Under review
Ontario	<i>French Language Services Act 1990</i> (right to receive services in French in designated areas)	•		Office of Francophone Affairs coordinates delivery of French services/ investigates and responds to complaints
PEI	<i>French Language Services Act 1999</i> (right to receive services, and enhancement of the Acadian and Francophone communities)			Minister responsible for Francophone Affairs (coordination, compliance) Acadian Communities Advisory Board
Quebec	<i>Charter of the French Language 1977</i> (contains specific provisions related to the workplace, instruction, business and commerce and communications)			Commission de Protection de la langue française (compliance) Conseil de la langue française (advice)
Saskatchewan	<i>Language Act 1988</i> (recognizes right to use French in Legislature & courts)			Office of French Language Coordination (liaison, translation for govt. depts.)
Yukon	<i>Languages Act 1988</i> (right to use French and English in Legislature & courts/ right to services in designated offices)		French Language Policy	Bureau of French Language Services Advisory Committee on French Language Services (advice) Court (compliance)

UNDERSTANDING NWT LEGISLATION

Official Languages Act (R.S. N.W.T. 1988, c.O-1)

The *Official Languages Act* recognizes Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuktitut (including Inuvialuktun and Inuinnaqtun), and Slavey (including South Slavey and North Slavey) as official languages of the NWT.

The *Act* applies to the institutions of the Legislative Assembly and Government of the NWT, which includes all GNWT departments and designated agencies and boards of the GNWT. It does not apply to municipal governments. It also does not apply to businesses, Aboriginal institutions, or any non-governmental organizations.

The *Official Languages Act* begins with a preamble intended to convey the spirit and intent of the *Act*. The *Act* expresses a commitment to the preservation, development, and enhancement of the Aboriginal languages and a desire to establish equality of status, rights, and privileges for English and French as official languages.

The *Act* identifies and defines the official languages of the NWT and addresses official language use in the proceedings of the Legislative Assembly, laws and other formal documents, the courts, and government communications and services. The *Act* also establishes the Office of the Languages Commissioner, gives authority to the Executive Council to make language regulations, and allows for court remedy where language rights may have been infringed or denied.

Some of the key provisions of the *Act* have been summarized below, for information and discussion purposes only.

- Everyone has the right to use any official language in debates and proceedings of the Legislative Assembly
- Tape recorded copies of debates in the original version or an interpreted version must be provided on reasonable request
- Acts of the Legislature and records and journals of the Legislative Assembly must be printed and published in both French and English
- The Commissioner may request that Acts and regulations, once adopted and as the need arises, be translated and published in other official languages
- French or English may be used in any pleading or process issuing from a territorial court
- Simultaneous interpretation of court proceedings must be provided in any official language if warranted (for example, where the accused, witnesses, or jurors are not fluent in the common language of the court)

- All final decisions of the court or quasi-judicial bodies must be issued in French and English if it is of public interest or where any part of the proceeding was held in both English and French
- Any member of the public has the right to communicate with and receive services from institutions of the Legislative Assembly and from head or central offices of government in English or French, and from other offices, where there is a significant demand for specific language services or where it is reasonable, due to the nature of the office, to provide those services
- Any member of the public has the right to communicate with or receive services from a regional or community office in an official Aboriginal language spoken in that area where there is a significant demand for communications or services or where it is reasonable, due to the nature of the office, to provide those services.
- The Commissioner of the NWT, on the advice of the Legislative Assembly, must appoint a Languages Commissioner to make sure that the rights, status, and privileges of each of the official languages are recognized
- The Languages Commissioner may monitor government departments and agencies to ensure that they comply with the spirit and intent of the *Act*
- The Languages Commissioner must investigate public complaints regarding violations of the *Act* or may initiate her own investigations
- The Languages Commissioner must submit an annual report to the Legislative Assembly regarding her activities.

NWT Regulations, Policies, and Guidelines

Regulations

The government has the authority to establish regulations to further clarify and define the provisions of the *Act*, but has not exercised this authority to date.

Official Languages Policy (1998)

The *Official Languages Policy* states that "...members of the public have reasonable access to its programs and services in the official languages." The main provisions of the Policy are as follows.

The Policy:

- Applies to all GNWT departments and a number of GNWT boards and agencies specifically listed in the Policy

- Makes the Minister of Education, Culture and Employment accountable to the Executive Council for implementing the Policy and coordinating the delivery of official language services throughout government
- Makes Ministers responsible for delivering official language services within their own departments, boards, and agencies.

Official Languages Guidelines Manual (1997)

The *Official Languages Guidelines Manual* provides guidelines for the delivery of services in the official languages to the public. The main items covered in the guidelines are summarized below for information and discussion purposes.

Designated Areas

The official languages in which GNWT services may be provided are designated for each community in the NWT. Any obligation to provide official language services in a community is restricted to those official languages listed in the guidelines. English is considered an official language for service delivery in all NWT communities. French is listed as an official language for service delivery in Fort Smith, Hay River, and Yellowknife.

Designated Offices

Government offices located in a designated area and/or providing services to the public in a designated area shall make those services available in the official Aboriginal languages of that designated area. Government offices in Yellowknife that provide direct services to the public shall make those services available in French. The Departments of ECE; Resources, Wildlife and Economic Development; Justice; Public Services (now Public Works and Services); and Health and Social Services in Hay River and Fort Smith shall make those services available in French.

Active Offer

The government is required to let clients know through signs, greetings, or correspondence that services are available in all of the official languages of that particular designated office.

Service Delivery

Official language service delivery may be provided through bilingual staff or by utilizing contracted interpreters. Interpretation services shall be utilized for public hearings and for public meetings where legislation or major government initiatives are being discussed.

Translation of Public Information

Written government materials must be translated into an official language of a designated area (other than English) where the material has been frequently requested in that language or where the material is of significant importance to the health or safety of the public. Public radio and television announcements fall under the same guideline.

Forms

Forms that are required by government regulation must be prepared in English and French where the form is commonly used by the public or where the form has been frequently requested in French. Forms commonly used by the public must be translated into the Aboriginal languages and must be available at designated offices.

Advertising / Job Postings / Tender Calls

All job postings and tender calls in an area designated for French must be advertised in both English and French. Job postings for positions requiring fluency in an official Aboriginal language must be advertised in the appropriate Aboriginal language.

Signage

Government signs must use the designated languages for that area. In areas with designated Aboriginal languages, the Aboriginal language must appear first on the sign.

Education Act (R.S.N.W.T. 1995, c.28)

The *Education Act* addresses official language matters in a number of sections.

- The Preamble recognizes the relationship between language, culture and learning and states the "...belief..." that school programs "...must be based on the cultures of the Northwest Territories."
- Section 59 allows education authorities to hire Aboriginal language instructors who are not certified teachers as long as the person is fluent in their language, passes a language proficiency test, and receives "...orientation in teaching methods..."
- Section 70 of the Act confirms that the language of instruction must be an official language and allows education districts to provide instruction in more than one official language. Section 71 gives District Education Authorities the authority to determine the language of instruction in schools, as long as there is significant demand, a sufficient number of fluent teachers, and sufficient and suitable materials.

- Section 73 states that where the main language of instruction is not English, English must also be taught, and where English is the main language of instruction, another official language must be taught.

French first language rights established under the *Constitution Act* (1982) are affirmed through the French First Language Education Regulations attached to the NWT's *Education Act*. The regulations provide for the establishment of French first language school programming, taking into account the number of eligible children who would be able to attend. The regulations also allow Francophone parents to govern French first language programming through the establishment of a *comité de parents francophones* and, subsequently, a *conseil scolaire francophone*. Section 84 of the Act allows for the establishment of a *commission scolaire francophone de division*.

Other Northwest Territories Acts

Many other NWT Acts contain official language provisions or language provisions that apply to any language used in the NWT as the need arises. For example:

- The *Access to Information and Protection of Privacy Act* (1996) allows for the translation of records into the official languages in some situations [Section 7(3)] and also allows people to ask for information orally in the official languages [Section 3 of Regulations]
- The *Business Corporations Act* (1998) allows for business names in French, English, and in other languages [Section 10]
- The *Child and Family Services Act* (1997) states that "...cultural values and practices must be respected when deciding the best interests of a child." [Section 3]
- The *Coroners Act* (1988) compels the coroner to use interpreters for any language when it is required at inquests [Section 54]
- The *Corrections Act* (1988) states that information for inmates must be in a language they understand [Section 15(2)]
- The *Elections Act* (1988) allows the Chief Electoral Officer to determine what official languages elections materials must be prepared in [Section 203]
- The *Guardian and Trusteeship Act* (1997) generally states that interpreter services must be used when a participant in the guardian or trusteeship process does not speak or understand the language of the application or proceedings
- The *Jury Act* (1988) allows anyone who can speak any one of the official languages to be a juror [Section 4]

- The *Local Authorities Elections Act* (1988) allows local governments to determine the official languages to be used on election ballots and forms [Section 16 (2)]
- The *Mental Health Act* (1994) requires interpreters to be used when a participant in the consent process does not speak or understand the language of the doctor [Section 19]
- The *Motor Vehicles Act* (1988) allows people who do not speak English to utilize an interpreter when taking a test [Section 76(2)]
- The *Plebiscite Act* (1988) allows for the use of any of the official languages, as required [Section 31(1)].

RESPECTING ABORIGINAL GOVERNANCE AGREEMENTS

In the NWT, two major agreements-in-principle (AIPs) addressing Aboriginal self-government issues have recently been drafted and are pending final review and approval. These agreements are the *Gwich'in and Inuvialuit Self-Government Agreement-in-Principle for the Beaufort Delta Region* (2001) and the *Dogrib Agreement-in-Principle* (2000). As well, land, resource, and governance agreements are currently being negotiated by the Akaitcho Territory Government, the Deh Cho First Nations, and the South Slave Metis Tribal Council; and Deline is currently negotiating a community self-government agreement under the provisions of the Sahtu land claims agreement. The Committee understands that all of these agreements will address language issues to varying degrees.

The current Gwich'in / Inuvialuit and Dogrib AIPs provide some indication of how Aboriginal language issues are being addressed through self-government agreements, but do not necessarily reflect the terms being negotiated by other groups. Some of the key language provisions in these AIPs are as follows.

The *Gwich'in and Inuvialuit Self-Government Agreement-in-Principle for the Beaufort Delta Region*:

- Ensures that the Agreement will be published in Gwich'in, Inuvialuktun, English, and French
- Grants authority to the Gwich'in and Inuvialuit Governments to enact official language laws for their own respective governments, but not for the Beaufort-Delta Public Governments created under the Agreement
- Allows both Aboriginal governments to provide language and cultural services to beneficiaries living outside of the settlement area

- Essentially gives the same authority over education to a Beaufort-Delta Regional Government and to Community Governments that the Divisional Education Authority and District Education Authorities currently have under the *Education Act*. There are no specific language provisions in this section of the Agreement.

The key language provisions in the *Dogrib Agreement in Principle* are as follows.

- Section 7.4.4 states that the Dogrib First Nation Government has the power to enact laws in relation to:
 - (a) protection of spiritual and cultural beliefs and practices...
 - (b) the use of Dogrib language in operations of the Dogrib First Nation Government, on Dogrib lands, and by Dogrib citizens in the settlement area, and standards for the Dogrib language;
 - (j) education, except post-secondary, for Dogrib Citizens in Dogrib communities or on Dogrib lands, including the teaching of the Dogrib language and the history and culture of the Dogrib First Nation but not including certification of teachers...
 - (k) pre-school and early childhood development programs for Dogrib citizens...
 - (m) certification of persons to teach the Dogrib language...
- Section 7.10.4 states that the intergovernmental agreement required as a part of the overall agreement shall include "...a description of the manner in which Dogrib language and culture and way of life of the Dogrib First Nation will be respected and promoted..."

The Special Committee will be examining Aboriginal self-government agreements in more detail to determine how they might interact now and in the future with GNWT languages policy and legislation.

SECTION VI: OFFICIAL LANGUAGES FUNDING AND ACCOUNTABILITY

I think that we as a government have to have legislation that has some teeth in it -- where it forces institutions and organizations to ensure that monies are spent where they were allocated. (David Krutko, MLA Mackenzie-Delta, Meeting of the Special Committee on the Review of the *Official Languages Act*, Yellowknife, December 15, 2001.)

As a component of its overall mandate, the Special Committee has made a concerted effort to review the ongoing implementation of the *Official Languages Act*. From this perspective, the Committee has been reviewing funding allocations for the official languages, the usage and impact of this funding, and the monitoring and accountability processes in place to ensure that the spirit and intent of the *Act* are being adequately fulfilled. This section of the progress report provides a preliminary overview of the funding and accountability systems in place. More detailed information is being gathered for the final report.

GENERATING REVENUES

Securing Federal Funding

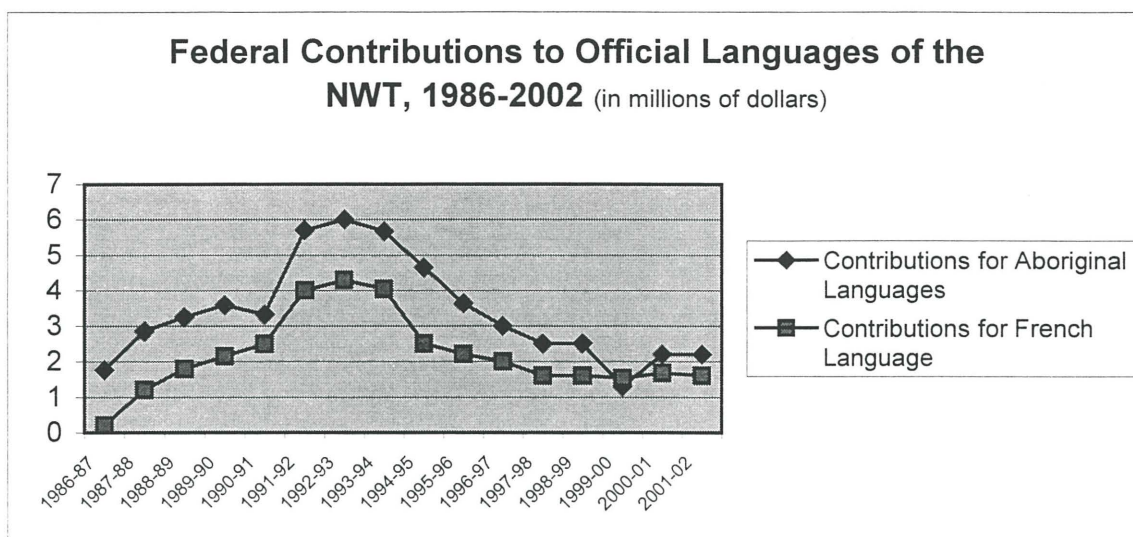
Since 1984, most federal language funding has come through the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT (the Cooperation Agreement). The first agreement covered the period 1984 to 1989. Subsequent multi-year agreements have been signed; the current agreement is for the period 1999 to 2004. The main purpose of the Cooperation Agreement is to establish "... a framework for cooperation between Canada and the GNWT with respect to the provision of funding for the implementation of French as an official language of the NWT and the revitalization, maintenance and enhancement of Aboriginal languages."

Through the current Agreement, the federal Department of Canadian Heritage provides the GNWT with approximately \$3.5 million per year: \$1.6 million for French language services and the remaining \$1.9 million for the Aboriginal languages.

Funding for the Aboriginal languages is directed toward Aboriginal language programming, language resource and technical support, and the development and implementation of language activities by Aboriginal language communities. Funding for the French language is directed toward GNWT program and service delivery, administrative and policy support, and the community and cultural development of the francophone community. Separate five-year action plans for the French and Aboriginal languages are appendices to the Agreement and guide the implementation of the Agreement.

Under the terms of the Cooperation Agreement, an Agreement Management Committee is established and co-chaired by two senior officials – one appointed by the federal Minister of Canadian Heritage and one appointed by the territorial Minister of Education, Culture and Employment. Each co-chair can appoint up to four members to the committee. Federal contributions to the GNWT through this agreement have varied over the years, as can be seen from Figure 6. Contributions up to 1998-99 were prior to division of the territories and therefore include what is now Nunavut.

Figure 6: Federal Language Funding (Source: SCOL)



The Department of Canadian Heritage also provides incremental annual funding to the GNWT for French minority language schooling. In the fiscal year 2001-2002, this amounted to approximately \$1.1 million.

Committing GNWT Funding

The GNWT allocates its own funding to Aboriginal language programs and services. Most of this funding goes to the Department of Education, Culture and Employment (ECE) for school programming. In the 2001-2002 fiscal year, the GNWT allocated approximately \$7.1 million to Aboriginal language programming. Of this amount, approximately \$5.8 million was allocated directly to Divisional Education Councils (DECs). The GNWT also provides base, per student funding to the francophone schools.

The GNWT also funds the Office of the Languages Commissioner. The annual budget for this office is approximately \$350,000 per year.

Acknowledging the Aboriginal Head Start Program

One source of federal funding for Aboriginal language revitalization is the Aboriginal Head Start program. This program targets Aboriginal youth aged three to five in northern and off-reserve communities. One of the six main components to this program is Aboriginal language acquisition. Seven communities in the NWT currently receive multi-year funding through this program, totaling approximately \$960,000 annually.

ALLOCATING FUNDING

Figures 7a and 7b on the next page shows how the GNWT allocated funding during the 2001-2002 fiscal year. These figures reflect the most current working budgets for that fiscal year.

As can be seen from Figure 7a, federal funding is primarily used to fund Aboriginal language community initiatives, teaching and learning centres, Aboriginal language broadcasting, language instructor training, and basic language research and promotion. GWNT funding is primarily used by Divisional Education Councils, but also supports language-community initiatives, Aboriginal language literacy projects, broadcasting, and overall program administration.

Figure 7b illustrates that federal funding for French primarily goes to GNWT departments for translation services. Some funding is used for administration and a portion of the federal contribution goes directly to the francophone community to support community cultural and language initiatives. Other than base student funding for education, the GNWT does not allocate any of its own funding for French language services.

Figure 7a: Allocation of Federal and Territorial Funds for the Aboriginal Languages
(Source: Language Services, GNWT)

ABORIGINAL LANGUAGES:		Federal	GNWT
NOTE: Items that are underlined are part of the Canada-NWT Cooperation Agreement		\$2,300,000.	\$7,095,000.
Chipewyan	11.34% of population, receives \$50,000 + 11.34% remaining allocation	193,000.	
Cree	3.52% of population, receives \$50,000 + 3.52% remaining allocation	107,000.	
Dogrib	21.26% of population, receives \$50,000 + 21.26% remaining allocation	339,500.	
Gwichin	12.31% of population, receives \$50,000 + 12.31% remaining allocation	162,000.	
Inuvialuktun	21.22% of population, receives \$50,000 + 21.22% remaining allocation	267,500.	
North Slavey	11.11% of population, receives \$50,000 + 11.11% remaining allocation	214,000.	
South Slavey	19.24% of population, receives \$50,000 + 19.24% remaining allocation	224,500.	
<u>TOTAL Language Community Contributions:</u>		<u>\$ 1,125,000.</u>	<u>443,000.</u>
<u>Teaching and Learning Centres</u>		<u>475,000.</u>	
<u>Aboriginal Language/Cultural Instructor Program</u>		<u>200,000.</u>	
<u>Aboriginal Broadcasting</u>		<u>175,000.</u>	<u>170,000.</u>
<u>I/T Training Program</u>		<u>50,000.</u>	
<u>Language Planning</u>		<u>70,000.</u>	
<u>Promotion</u>		<u>25,000.</u>	
<u>Language Resource Development</u>		<u>30,000.</u>	
<u>Geographic Place Names</u>		<u>15,000.</u>	
<u>Health & Social Services Terminology Development/Workshop</u>		<u>35,000.</u>	
<u>Special Project: Review of the Official Languages Act – Aboriginal consultations</u>		<u>100,000.</u>	
Official Languages Literacy		0	300,000.
Cultural Projects (Northern Heritage Centre)		0	66,000.
Language Services Office Administration:		0	280,000.
	Beaufort-Delta	1,536,324.	
	Francophone schools with Aboriginal student	33,716.	
	Deh Cho	779,689.	
	Dogrib	889,861.	
	Sahtu	738,358.	
	South Slave	1,150,783.	
	YK1	376,673.	
	YK2	330,297.	
<u>TOTAL School Aboriginal Language Funding:</u>		<u>0</u>	<u>5,836,000.</u>

Figure 7 b: Allocation of Federal and Territorial Funds for the French Language
(Source: Language Services, GNWT)

FRENCH LANGUAGE FUNDING:		Federal	GNWT
NOTE: Items that are underlined are part of the Canada-NWT Cooperation Agreement		\$ 2,785,000.	
<u>ECE</u>	<u>Translation, bilingual bonuses</u>	<u>415,000.</u>	
<u>Justice</u>	<u>Legal translation</u>	<u>408,000.</u>	
	<u>Advertising, printing, bilingual bonuses</u>	<u>32,000.</u>	
<u>Health & Social Services</u>	<u>Health boards, advertising, bilingual bonuses</u>	<u>190,000.</u>	
<u>Public Works & Services</u>	<u>Advertising, office space, signs, bilingual bonuses</u>	<u>80,000.</u>	
<u>RWED</u>	<u>Advertising, printing and bilingual bonuses</u>	<u>30,000.</u>	
<u>Legislative Assembly</u>	<u>Advertising, printing, Languages Commissioner</u>	<u>20,000.</u>	
<u>Transportation</u>	<u>Advertising and bilingual bonuses</u>	<u>15,000.</u>	
<u>MACA</u>	<u>Advertising, printing and bilingual bonuses</u>	<u>15,000.</u>	
<u>Workers' Compensation Board</u>	<u>Advertising and bilingual bonuses</u>	<u>14,000.</u>	
<u>NWT Housing Corporation</u>	<u>Advertising, signs, bilingual bonuses</u>	<u>11,000.</u>	
<u>Executive</u>	<u>Advertising, printing, bilingual bonuses</u>	<u>10,000.</u>	
<u>FMBS</u>		<u>4,000.</u>	
<u>Finance</u>		<u>3,000.</u>	
<u>NWT Power Corporation</u>	<u>Advertising, signs, and printing</u>	<u>1,000.</u>	
<u>ECE</u>	<u>Coordination of the Agreement & promotion</u>	<u>167,000.</u>	
<u>Health & Social Services</u>	<u>Policy Coordination & Travels</u>	<u>40,000.</u>	
<u>Fédération Franco-TéNoise</u>	<u>Community contributions</u>	<u>145,000.</u>	
<u>Special Project: Review of the Official Languages Act – French consultations</u>		<u>50,000.</u>	
<u>Schools</u>	<u>Canadian Heritage, Official Language & Education Program</u>	<u>1,161,000.</u>	

MAINTAINING ACCOUNTABILITY

As Figure 7a and 7b illustrate, federal and territorial language funding is allocated to a large number of government departments and external agencies. Accountability for the use of this funding is therefore widely shared. However, overall accountability for the distribution and use of both federal and territorial funding is held by the Minister of Education, Culture and Employment. The ECE Minister is accountable, through policy, to the Executive Council for the implementation of programs and services in the official languages. The Department has a Director for Culture, Heritage and Languages and a Manager of Languages Services.

Within the GNWT, other Ministers are responsible for the delivery of official language programs and services by the departments, boards, and agencies under their authority. Standard departmental reporting relationships apply. As well, all departments and some agencies have designated Official Language Coordinators who are given responsibility for language coordination. Most of the language coordinator duties are not full-time and are generally a minor component of another position.

Funding to Aboriginal language communities and other non-GNWT agencies is done through annual GNWT contribution agreements. Aboriginal governments receive funding on behalf of their respective language communities, based on their goals, objectives, and proposed activities. Annual reports are required from all funded agencies.

The majority of the funding for French language services is routed through GNWT departments and agencies and supports translation services, bilingual bonuses, office rental, and French language advertising, signs, and printing. A portion of the annual funding goes to the Fédération Franco-TéNOise, through a contribution agreement, for community-based language and cultural initiatives.

According to the terms of the Cooperation Agreement, the GNWT must submit year end financial statements and an annual activity report referenced to the objectives set out in the five-year action plan. These activity reports detail the amount of funding received by individual departments and agencies and how this funding was utilized. The Agreement also requires the development of a formal evaluation framework and has been formally evaluated by independent consultants in 1993 and 1996.

GNWT funding allocated to school programs is accounted for separately. Divisional Education Councils, school boards and Commission scolaire francophone de division provide the department with standard financial statements.

The Special Committee's review of language funding and accountability systems within the GNWT is still being carried out and will be further detailed in the Committee's final report.

SECTION VII: GATHERING PUBLIC INPUT

We have to listen to everybody else. If we only listen to one person, it won't go anywhere. We have to take everybody's word into account. And that is how we can tell we are doing our job. (Sabet Biscaye quoted in the proceedings of the Legislative Assembly of the Northwest Territories, Special Committee on the Review of the *Official Languages Act*, Yellowknife, First Territorial Languages Assembly, October 2001.)

REVIEWING PREVIOUS RECOMMENDATIONS

The Special Committee carried out a review of the main recommendations made in previous GNWT reports relating to language. The Committee felt this was important because many of the studies preceding these reports incorporated public and stakeholder consultation activities, so they reflect the ongoing views and opinions of NWT residents.

A significant number of reports addressing official language issues have been prepared since 1990 (See Appendix C). The Committee found that recommendations from these past reports generally dealt with the following key issues:

- Involving the language communities in language research, planning, decision-making, and program delivery
- Building local capacity to coordinate and manage community-based language programs
- Promoting positive attitudes toward all of the official languages
- Enhancing service delivery through the training and/or use of bilingual staff, greater use of certified interpreter-translators, and terminology development
- Developing a wider range of quality language resource materials
- Strengthening the delivery of Aboriginal language instruction in the school system
- Clarifying the role and authority of the Languages Commissioner.

The Committee has determined that many of the recommendations made in previous language reports have been implemented to some degree; however, a more detailed analysis of previous reports and recommendations will be presented in the final Committee report.

LISTENING TO THE PEOPLE

The Special Committee made an effort to visit two communities in each of the official Aboriginal language regions in order to get the opinions of a cross-section of NWT residents. These public meetings took place over the period October 2001 through May 2002. The Committee still has a few communities to visit before preparing its final report. A brief summary of the main issues and concerns raised at the community meetings is presented below. All of the concerns and issues expressed at the community

meetings have helped guide the Special Committee's current direction and will also be fully considered when the Committee prepares its final report.

Summary of Community Issues and Concerns

There appears to be widespread concern within language communities over the loss of Aboriginal language and culture and the growing dominance of the English language and Western culture. Many people who spoke at these meetings stressed the importance of language in maintaining one's distinct cultural identity. They also expressed concern over the damage done to the traditional languages by residential schools and the current English-language dominated schools. There was special concern in the Beaufort-Delta that Gwich'in and the Inuvialuit / Inuinnaqtun languages are in a crisis situation and may be lost unless swift actions are taken. Concerns were also expressed about the lack of attention being paid to the Michif language.

The language is dying. We need leadership to get involved. (Renie Arey [paraphrased], Community Meeting, Special Committee on the Review of the *Official Languages Act*, Inuvik, February 6, 2002.)

In order to increase the status of the Aboriginal languages, people recommended things such as strengthening the provisions of the *Official Languages Act*; linking the *Official Languages Act* to the *Education Act*; strengthening the role of the Languages Commissioner; and getting MLAs and the leaders of Aboriginal organizations to actively support the languages.

There was also general concern that the amount of funding provided for Aboriginal language initiatives is not adequate, particularly when compared with the amount of funding that goes toward English language programs and services. Some people felt that the federal government had an obligation to fund the revitalization of Aboriginal languages because federal policies had caused language loss. A number of people felt that too much attention and funding was being paid to the French language, at the expense of the Aboriginal languages.

There were differences in opinion regarding the funding of language communities through regional Aboriginal organizations. Although people were generally satisfied with the idea of language communities controlling programs, some felt that funds were being lost through administration charges. Others felt that all of the different funds should be coordinated under one agency.

It's been difficult to get money, confusing as to who has the money and who can get it. My suggestion was to distribute a list of all funding programs – it would be nice to see it under one – one committee – put all the money together and all the people sit on this one committee. (Betty Vittrekwa, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort McPherson on February 7, 2002.)

A number of people attending the meetings stated that school instruction is essential, particularly where the parents do not speak the language. There were a considerable number of concerns raised regarding the teaching of Aboriginal languages in the schools. The most common concerns regarding schooling were that:

- District Education Councils sometimes spend language funding on other activities
- Teachers do not have a proper language curriculum to work from
- There are not enough trained and certified language instructors
- The level of language being taught is too elementary and does not progress to more complex levels (children are not really learning the language)
- Too little time is devoted to Aboriginal language instruction
- There is a lack of adequate teaching resources for the languages (not just for the schools, but for all age groups)
- We are not properly measuring fluency, to know whether the programs are being successful.

A few years ago, some teenagers wanted to learn Inuinnaqtun but there was no teacher. So nobody bothered. But I hope somebody soon will teach them. They really want to learn. (Morris Nalluk, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Holman, February 5, 2002.)

You have to have more responsible actions. There should be clear rules and guidelines. That's why I think there should be a board not just to teach the language but also teachers and interpreters...you need to have education for language, proper curriculum, trained teachers, certain standards, then you'll get the most benefit out of the program. (Charlie Barnaby, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort Good Hope, May 13, 2002.)

Many people noted that school programs will not be effective unless the language is also learned and reinforced in the home. Some people suggested placing a priority on programs that teach young mothers with their children and providing on-the-land language schooling for families.

Although many people at the meetings said that language should be taught through cultural activities or on the land, others said that this cannot work unless the language is actually being spoken.

When the kids go to camp, they don't learn the language. It has to be spoken. (Anna May McLeod, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act* Tsiigehtchic, February 7, 2002.)

Many people at the meetings spoke of different ways to raise the profile and use of the languages. Some of the ideas expressed included:

- Using the media as a tool to revitalize the languages
- Making it mandatory for the languages to be written everywhere in the community

- Promoting Aboriginal language and culture in a positive way
- Make Aboriginal language courses mandatory in schools and the college
- Make Aboriginal language proficiency a hiring requirement, or, at least, provide language training to all employees.

I was part of the language efforts in 1985 when they decided to switch from syllabics to Roman orthography. If they had kept the syllabics which the elders know, then maybe we could have kept our language better because we could have incorporated the elders into the school program. (Francis Zoe [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Wha Ti, December 14, 2001.)

Other types of concerns and issues were raised at the meetings. Concerns were expressed that the shift from syllabics to the Roman orthography made it difficult for elders to work in the schools because they only knew the syllabic system. People from different language communities talked about the need to develop new terminology, but also to record the pure language of the elders before it is too late, so that the original language is not lost. People from different language communities spoke strongly about the importance of maintaining their special dialects.

Many people spoke about the important role of the elders in teaching both the language and the culture.

There is a big need to teach the language and connect it with culture and spirituality. We have to hire good people and we need elders. It's time to look to elders and have youth talk to elders to learn the language because it is connected to our whole life. It is those people we need to depend on. We need to treat them as professionals, to pay them, and include them in the education system. (Danny Gaudet, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Déline, May 13, 2002.)

I've never been to school. I learned how to count and read the Bible. I've been to many workshops to help with language in the school and pre-school. I really tried hard to help to create materials for kids. I really want to help. With my kids, I spoke Gwich'in even after they went to school. I still speak Gwich'in with my kids and grandkids. (Eunice Mitchell, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort McPherson, February 7, 2002.)

Francophone Community Consultation

The francophone community was consulted directly during a Special General Assembly of the Fédération Franco-TéNOise in Yellowknife in January 2002, which included delegates from Fort Smith, Hay River, and Yellowknife. Delegates spoke as individuals rather than as representatives of organizations, and the following general comments were made:

- The establishment of a French school board was an important step forward
- Medical services in French are not adequate: the French language proficiency of many doctors is inadequate and doctor-patient confidentiality is an issue when interpreters are used
- The centralized 1-800 line for French language services was effective and should not have been abolished
- Industry should make a greater effort to offer French language services
- The number of francophone students required to provide certain educational services (such as a gymnasium) should be lowered
- The level of federal funding provided for French language services in the NWT should be studied, along with the level of services provided
- GNWT and federal French language services in Fort Smith should be enhanced.

LISTENING TO STAKEHOLDERS

The Special Committee held public hearings in Yellowknife in March 2002. The primary purpose of these hearings was to provide the opportunity for individuals, organizations, and agencies throughout the NWT that deal with language matters to make formal presentations and recommendations to the Committee. The Committee also received written submissions from a few agencies unable to attend these hearings. The detailed recommendations made through these hearings and submissions will be reviewed in the final report. For the purpose of this report, however, a generalized, point form summary of the recommendations is as follows:

- Provide clearer definition of important terms used in the *Official Languages Act*
- Apply the *Act* to all agencies and contractors that deliver services on behalf of the GNWT
- Strengthen the role of the Languages Commissioner
- Identify a lead agency for implementation of the *Act*
- Utilize regulations rather than policy to enforce implementation of the *Act*
- Establish clearer accountability processes through government policy
- Establish a joint language management agency to consolidate and coordinate funding and service delivery
- Increase, consolidate, and stabilize Aboriginal language funding
- Develop the capacity of Aboriginal language communities to manage language programming

GATHERING PUBLIC INPUT

- Strengthen working relationships and accountability between the language communities, government, and Divisional Education Councils
- Enhance Aboriginal language programming in the school system
- Promote, role model, and increase the functional value and use of the official languages
- Strengthen interpreter-translator services, particularly within the court system
- Work closely with La Fédération Franco-TéNOise to amend and implement the *Official Languages Act*
- Utilize French language service centres to provide “one window” access to government services
- Provide more funding to Aboriginal communications societies to use radio and other oral methods of communication.

SECTION VIII: MOVING FORWARD

Over the past year, the Special Committee on the Review of the *Official Languages Act* has gathered and reviewed a wide range of documents and information as well as consulted with individuals, language communities, NGOs, and federal, territorial, and Aboriginal governments. Although we continue the process of gathering more detailed information through focus groups, independent and in-house research activities, and public consultations, we have begun to identify the broad strategic directions that could be taken to strengthen and improve the effectiveness of the *Official Languages Act*. These strategic directions are presented below, along with a few guiding principles that we feel are essential to achieving our language goals.

We hope that these directions for change stimulate further detailed discussion over the next few months. We welcome comments and formal submissions from individuals, organizations, language communities, and all levels of government. As well, we will be hosting a second territorial languages assembly in the fall of 2002, at which time representatives from all of the official language communities can discuss, and, where possible, build consensus toward meaningful and sustainable change. As noted throughout this report, our mandate is to develop and recommend changes to NWT official languages legislation and implementation systems in order to improve service delivery and support language revitalization efforts throughout the Northwest Territories.

OUR GUIDING PRINCIPLES

In carrying out our work as a Special Committee, we have maintained the spirit and intent of the Preamble of the *Official Languages Act*. We have remained committed to the preservation, development and enhancement of the Aboriginal languages. We have maintained the belief that legal protection of the languages will assist in preserving our distinct Aboriginal cultures. We have upheld the desire to establish equality of status, rights, and privileges among all of the official languages.

We have also found ourselves guided by the following unofficial principles, which have arisen from our research and community consultations:

- Languages belong, first and foremost, to their respective language communities
- Language and cultural diversity is of value to all citizens of the NWT and contributes to the wholistic development of our communities
- Establishing and maintaining the functional value of the official languages in the NWT is an important, shared responsibility

- The governance, funding, accountability, and service delivery structures for official languages must be clear, fair, consistent, efficient, and sustainable
- Effective language revitalization efforts must incorporate a combination of the following:
 - ✓ A supportive legislative framework
 - ✓ Fair and adequate allocation of resources
 - ✓ Language promotion
 - ✓ Coordinated program and service delivery systems
 - ✓ Family, school, and community-based initiatives.

DIRECTIONS FOR CHANGE: ENCOURAGING DIALOGUE

Based on our research and public consultations, we have prepared the following strategic directions for change in order to stimulate further dialogue as we move toward preparing our final report. Some of these directions may not prove to be suitable. Others may require revision and refinement. Some people may want to consider other directions. We have numbered these directions for change so that they can be readily identified throughout our next round of discussions.

- 1) The Preamble of the *Official Languages Act* could be expanded to include some of the guiding principles the Committee has followed. In particular, the Preamble could acknowledge:
 - a) The role and responsibility of language communities in the preservation and development of their respective languages
 - b) The value of language diversity for all citizens
 - c) The shared responsibility of language communities and governments for language enhancement
 - d) The need for effective and sustainable program and service delivery systems
 - e) The need for a variety of language revitalization approaches.
- 2) The *Official Languages Act* might be revised to address the following issues:
 - a) Scope of Application: The *Act* has limited application outside of the Legislative Assembly, GNWT departments, and designated boards and agencies of the GNWT. Although it would be difficult to apply the *Act* to all NWT businesses and organizations, it may be feasible to have the *Act* apply to persons and organizations providing public services on behalf of the GNWT and to a wider range of agencies fulfilling obligations under GNWT legislation, such as municipalities.

- b) Accountability: At the present time, it is not clear what individual, agency, or body is responsible for, and therefore accountable for, implementing the *Act*. It may be time to designate, within the *Act* itself, a lead agency for the implementation of the *Act*, reporting directly to the Legislative Assembly. Suggestions to date have included a Territorial Languages Board, the Financial Management Board (as is the case with the *Official Languages Act* of Canada), a designated Minister for Official Languages, or an expanded Office of the Languages Commissioner. Other suggestions may be put forward during the next few months.
- c) Role of the Languages Commissioner: We have received a number of different recommendations regarding the role, responsibilities, and authority of the Office of the Languages Commissioner. Previous recommendations have included disbanding the Office, combining the complaints/investigative functions of the Office with another office (such as the Information and Privacy Commissioner), increasing the investigative authority of the Office, and/or expanding the role of the Office to include language promotion and enhancement activities.
- Given the complexity of this matter, the Special Committee is currently having an independent study of the Office done. This study is scheduled for completion in July 2002 and will guide further deliberations.
- d) Dene Terms: The *Act* uses English terms for some of the Dene official languages. The *Act* could be amended to utilize the proper Dene names for the current official languages, where applicable.
- e) Official Languages Designations: With the creation of the NWT and Nunavut and the constitutional recognition of Métis rights, the *Act* might be reviewed with respect to the Inuktitut and Michif languages.
- 3) Implementation of the *Act* could be strengthened by developing official languages regulations, as well as by enhancing existing policies and guidelines. For example, regulations or policies could provide clearer definitions of “significant demand”, “the nature of the office”, and “active offer”. These definitions would have to articulate a level of service delivery that is appropriate to the needs of the language communities and is sustainable.

The designated areas established in the Official Languages Guidelines Manual must be reviewed and revised to reflect the creation of two territories and any jurisdictional matters arising from recent and pending Aboriginal governance agreements.

- 4) Aboriginal language rights might be strengthened through changes to the *Official Languages Act* and its associated regulations and policies or through amendments to the *Education Act*. The *Education Act* could be made more prescriptive with respect to the Aboriginal languages, by requiring Education Authorities to provide Aboriginal language immersion programming within designated areas or by establishing language education rights for Aboriginal people similar to those currently held by francophones. Stronger linkages between the education system and language communities might also be established.

Broadening Aboriginal language education rights has both cost and programming implications that would have to be addressed. We are currently carrying out a study on how legislation and policy can best support the teaching and learning of languages in the school system.

- 5) Education authorities may need to take a more structured and systematic approach to Aboriginal language instruction by developing language curricula and resources, enhancing the training and certification of language instructors, utilizing immersion programming, and properly evaluating language proficiency. Schools would still utilize culture-based approaches to instruction, but the measurable outcomes would be directly linked to fluency and literacy.
- 6) Investments in Aboriginal and French language programming and services could be increased and current investments consolidated. Funding should be long term and consistent, allowing organizations to plan and develop the capacity necessary to support language development. The GNWT, federal government, and other agencies need to work together to identify ways to ensure consistent, multi-year funding for language services and language enhancement initiatives. Special funding for threatened languages might be considered.
- 7) The administrative structures for the delivery of French and Aboriginal language programs and services by government departments could be clarified and strengthened to improve overall efficiency and accountability. Official language service centres in designated areas that would provide professional interpreter-translator (I/T) services to the public, courts, and government departments should be considered.

An internal study on the delivery systems and accountability processes within the GNWT is currently being carried out. Our final report will contain specific comments and recommendations regarding this matter.

- 8) Formal linkages between the GNWT and language communities could be established, taking into account the principle that language communities are responsible for their languages while ensuring that the GNWT meets all of its own legal and fiscal obligations under legislation and funding agreements. These linkages would allow for coordinated planning and decision-making and more effective use of existing resources. Linkages might be created through the establishment of regional and/or territorial-level language management boards or through other intergovernmental means.
- 9) The functional use of the official languages at all levels of society could be enhanced by:
- Increasing interpreter-translator (I/T) services (which would also increase the opportunity for professional employment in this field and the need for more I/T training and certification)
 - Implementing mandatory staff training and enhancing the bilingual bonuses program, in order to improve direct service delivery by existing staff
 - Expanding terminology development initiatives
 - Enhancing Aboriginal language media
 - Convincing industry, non-governmental agencies, federal departments, and other agencies (through language promotion) that providing official languages services in designated language areas should be considered a basic cost of doing business in the north, rather than a special cost.

In closing, our Special Committee has come to recognize that Aboriginal language decline in many communities and regions of the NWT is at the point where the ideal language goal, multi-generational transmission of the language in the home, may not be feasible at the present time. If we want to preserve our languages, we cannot reasonably place the entire responsibility for language transmission on the family, or it will not happen. Nor can we revitalize languages solely through legislation or through schooling.

We all have to acknowledge that language revitalization is a shared social responsibility that will require balanced, structured, and coordinated language strategies involving all stakeholders. At this point in time, we must therefore collectively determine the extent to which we wish to maintain our Aboriginal languages as functional languages of the NWT and then take active and strong measures to support and revive them.

SEEKING YOUR ADVICE

If you wish to make comments or suggestions regarding this report, the work of the Special Committee, the principles and directions presented, or the review of the *Official Languages Act* generally, please contact the Office of the Special Committee at:

Phone number: 920-6929 or toll free at 1-877-920-7265

Fax number: 873-0366 or toll free at 1-800-661-0872

E-mail: languages@gov.nt.ca

Information can also be viewed at the Committee's Web site:

www.assembly.gov.nt.ca/languages

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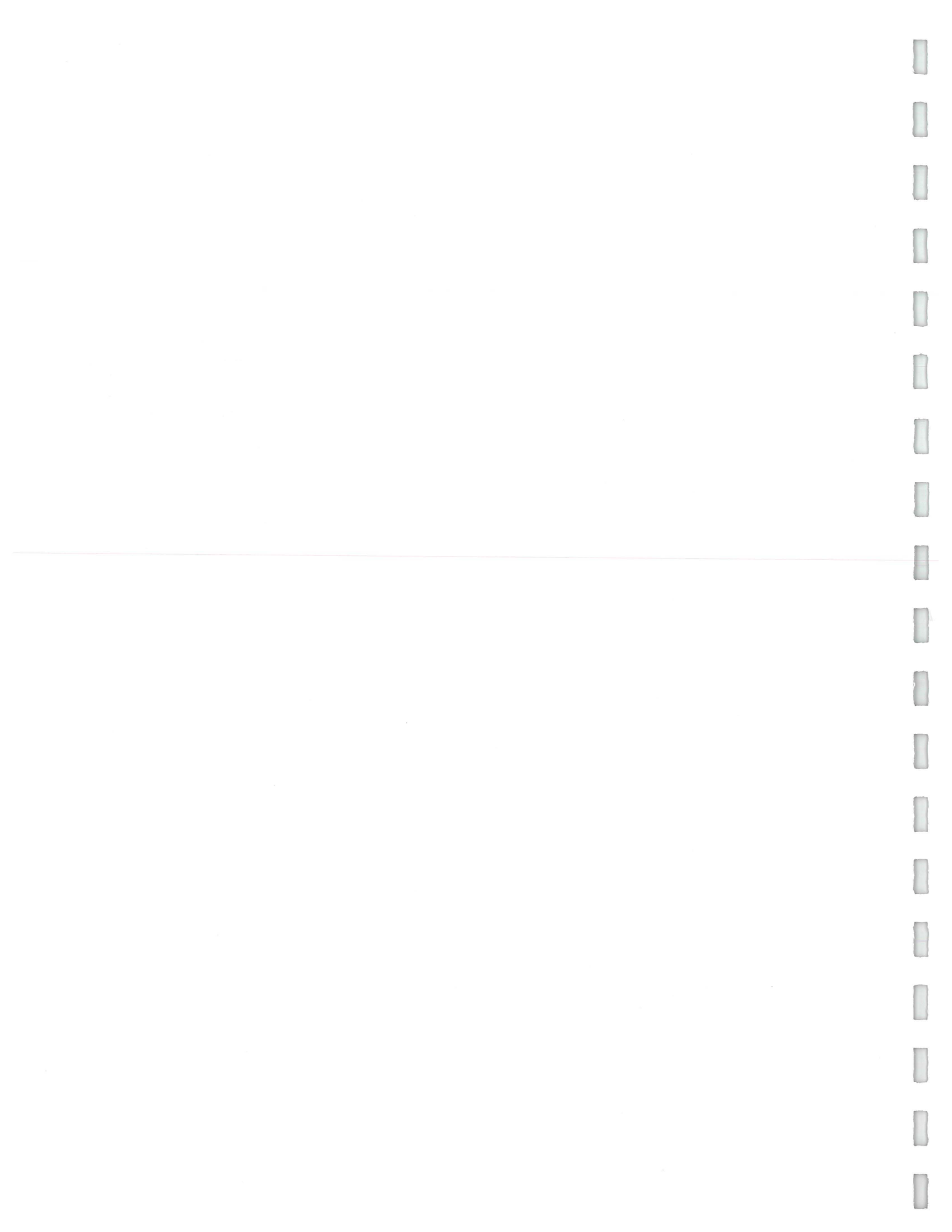
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APPENDIX A:
OFFICIAL LANGUAGES ACT
OF THE NORTHWEST TERRITORIES



**CONSOLIDATION OF OFFICIAL
LANGUAGES ACT**

R.S.N.W.T. 1988,c.O-1

**CODIFICATION ADMINISTRATIVE
DE LA LOI SUR LES LANGUES
OFFICIELLES**

L.R.T.N.-O. 1988, ch. O-1

AS AMENDED BY

R.S.N.W.T. 1988,c.56(Supp.)

All provisions of the amendment in force
31/12/90 except:

Subsection 12(2); In force 31/12/92

Subsection 11(2); In force 31/12/93

R.S.N.W.T. 1988,c.78(Supp.)

R.S.N.W.T. 1988,c.125(Supp.)

S.N.W.T. 1991-92,c.8.

MODIFIÉE PAR

L.R.T.N.-O. 1988, ch. 56 (Suppl.)

Toutes les dispositions de la modification sont en
vigueur le 31 décembre 1990, à l'exception du :
paragraphe 12(2); En vigueur le 31 décembre 1992
paragraphe 11(2); En vigueur le 31 décembre 1993

L.R.T.N.-O. 1988, ch. 78 (Suppl.)

L.R.T.N.-O. 1988, ch. 125 (Suppl.)

L.T.N.-O. 1991-1992, ch. 8.

This consolidation is not an official statement of the law. It is an office consolidation prepared by Legislation Division, Department of Justice, for convenience only. The authoritative text of statutes can be ascertained from the *Revised Statutes of the Northwest Territories, 1988* and the Annual Volumes of the Statutes of the Northwest Territories.

Any certified Bills not yet included in the Annual Volumes can be obtained through the Office of the Clerk of the Legislative Assembly. Copies of this consolidation and other Government of the Northwest Territories publications can be obtained at the following address:

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Yellowknife NT X1A 2P2
Telephone: (403) 873-4418
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Les projets de loi certifiés ne figurant pas dans les volumes annuels peuvent être obtenus en s'adressant au bureau du greffier de l'Assemblée législative. On peut également obtenir des copies de la présente codification et d'autres publications du gouvernement des Territoires du Nord-Ouest en communiquant avec :

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Yellowknife (NT) X1A 2P2
Téléphone : (403) 873-4418
Télécopieur : (403) 920-2743

OFFICIAL LANGUAGES ACT

Recognizing that the existence of aboriginal peoples, centred in the Territories from time immemorial, but also present elsewhere in Canada, constitutes a fundamental characteristic of Canada;

Recognizing that the existence of aboriginal peoples, speaking aboriginal languages constitutes the Territories a distinct society within Canada;

Recognizing that many languages are spoken and used by the people of the Territories;

Being committed to the preservation, development and enhancement of the aboriginal languages;

Recognizing that the aboriginal languages, being the languages of the aboriginal peoples of the Territories, should be given recognition in law;

Desiring to provide in law for the use of the aboriginal languages in the Territories including the use of the aboriginal languages for all or any of the official purposes of the Territories at the time and in the manner that is appropriate;

Expressing the wish that the aboriginal languages will be entrenched in the Constitution of Canada as Official Languages of the Territories;

Desiring to establish English and French as the Official Languages of the Territories having equality of status and equal rights and privileges as Official Languages;

Believing that the legal protection of languages will assist in preserving the culture of the people as expressed through their language;

Desiring that all linguistic groups in the Territories should, without regard to their first language learned, have equal opportunities to obtain employment and participate in the institutions of the Legislative Assembly and Government of the Territories, with due regard to the principle of selection of personnel according to merit;

The Commissioner of the Northwest Territories, by and with the advice and consent of the Legislative Assembly, enacts as follows: R.S.N.W.T.

LOI SUR LES LANGUES OFFICIELLES

Reconnaissant que l'existence d'autochtones, concentrés dans les territoires depuis des temps immémoriaux, mais également présents ailleurs au Canada, constitue une caractéristique fondamentale du Canada;

reconnaissant que l'existence d'autochtones parlant des langues autochtones fait des territoires une société distincte au sein du Canada;

reconnaissant que plusieurs langues sont parlées et utilisées par les habitants des territoires;

s'étant engagé à préserver, à développer et à accroître l'usage des langues autochtones;

reconnaissant que ces langues, parlées par les autochtones des territoires, devraient être reconnues en droit;

désirant prévoir en droit, notamment pour tout ce qui relève officiellement des territoires, l'usage de ces langues dans ces derniers au moment et de la façon appropriés;

exprimant le désir que ces langues soient reconnues par la Constitution du Canada comme langues officielles des territoires;

désirant établir le français et l'anglais langues officielles des territoires, et les doter d'un statut, de droits et de privilèges égaux;

croyant que la protection légale des langues en tant que mode d'expression favorisera le maintien de la culture des habitants des territoires;

désirant que tous les groupes linguistiques des territoires puissent, sans égard à leur langue première, avoir les mêmes chances d'obtenir des emplois et de participer aux institutions de l'Assemblée législative et du gouvernement des territoires, compte tenu du principe de la sélection du personnel selon le mérite;

Le commissaire des Territoires du Nord-Ouest, sur l'avis et avec le consentement de l'assemblée législative, édicte : L.R.T.N.-O. 1988, ch. 56 (Suppl.),

1988,c.56
(Supp.),s.2,21.

art. 2.

INTERPRETATION

DÉFINITIONS

Definitions

1. In this Act,

"Inuktitut" includes Inuvialuktun and Inuinnaqtun;
(*inuktitut*)

"Official Languages" means the languages referred
to in section 4; (*langues officielles*)

"Slavey" includes North Slavey and South Slavey.
(*Esclave*)
R.S.N.W.T. 1988,c.56(Supp.),s.3; c.125(Supp.),s.4.

1. Les définitions qui suivent s'appliquent à la
présente loi.

«Esclave» Sont assimilés à l'Esclave l'Esclave du
Nord et l'Esclave du Sud. (*Slavey*)

«inuktitut» Sont assimilés à l'inuktitut l'inuvialukton
et l'iuinnaqtun. (*Inuktitut*)

«langues officielles» Les langues mentionnées à
l'article 4. (*official languages*)
L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 3; ch. 125
(Suppl.), art. 4.

Définitions

Continuation
of existing
rights or
privileges

2. Nothing in this Act abrogates or derogates from
any legal or customary right or privilege acquired or
enjoyed either before or after the coming into force
of this Act with respect to any language that is not
English or French.

2. La présente loi ne porte pas atteinte aux droits et
privileges, antérieurs ou postérieurs à l'entrée en
vigueur de la présente loi et découlant de la loi ou de
la coutume, des langues autres que le français et
l'anglais.

Maintien des
droits et
privileges des
autres langues

Municipalities
and
settlements

3. For the purposes of this Act, a municipality or
settlement or the council of a municipality or
settlement shall not be construed to be an institution
of the Legislative Assembly or Government of the
Northwest Territories.

3. Pour l'application de la présente loi, les
municipalités, localités ou conseils de municipalité
ou de localités ne peuvent être assimilés aux
institutions de l'Assemblée législative ou du
gouvernement des territoires.

Municipalités
et localités

PART I

PARTIE I

OFFICIAL LANGUAGES

LANGUES OFFICIELLES

Official
Languages

4. Chipewyan, Cree, Dogrib, English, French,
Gwich'in, Inuktitut and Slavey are the Official
Languages of the Territories.
R.S.N.W.T. 1988,c.56(Supp.),s.4.

5. Repealed, R.S.N.W.T. 1988,c.56(Supp.),s.5.

6. Repealed, R.S.N.W.T. 1988,c.56(Supp.),s.5.

7. Repealed, R.S.N.W.T. 1988,c.125(Supp.),s.4.

4. Les langues suivantes sont les langues officielles
des territoires : anglais, Chipewyan, cri, Esclave,
dogrib, français, Gwich'in et inuktitut. L.R.T.N.-O.
1988, ch. 56 (Suppl.), art. 4.

5. Abrogé, L.R.T.N.-O. 1988, ch. 56 (Suppl.),
art. 5.

6. Abrogé, L.R.T.N.-O. 1988, ch. 56 (Suppl.),
art. 5.

7. Abrogé, L.R.T.N.-O. 1988, ch. 125(Suppl.),
art.4.

Langues
officielles

Official
Languages of
the Territories

8. (1) To the extent and in the manner provided in
this Act and any regulations under this Act, the
Official Languages of the Territories have equality of
status and equal rights and privileges as to their use
in all institutions of the Legislative Assembly and
Government of the Territories.

8. (1) Les langues officielles ont, dans la mesure
et de la manière prévues par la présente loi et ses
règlements d'application, un statut et des droits et
privileges égaux quant à leur usage dans les
institutions de l'Assemblée législative et du
gouvernement des Territoires du Nord-Ouest.

Langues
officielles
des territoires

(2) Repealed, R.S.N.W.T. 1988,c.56 (Supp.),s.6; c.125 (Supp.),s.4.

(2) Abrogé, L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 6; ch. 125 (Suppl.), art. 4.

Proceedings of Legislative Assembly

9. Everyone has the right to use any Official Language in the debates and other proceedings of the Legislative Assembly. R.S.N.W.T. 1988,c.56(Supp.), s.7.

9. Chacun a le droit d'employer l'une quelconque des langues officielles dans les débats et travaux de l'Assemblée législative. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 7.

Travaux de l'Assemblée législative

Acts, records and journals

10. (1) Acts of the Legislature and records and journals of the Legislative Assembly shall be printed and published in English and French and both language versions are equally authoritative.

10. (1) Les lois promulguées par la Législature ainsi que les archives, comptes rendus et procès-verbaux de l'Assemblée législative sont imprimés et publiés en français et en anglais, les deux versions des lois ayant également force de loi et celles des autres documents ayant même valeur.

Documents de l'Assemblée législative

Other languages

(2) The Commissioner in Executive Council may prescribe that a translation of any Act shall be made after enactment and be printed and published in one or more of the Official Languages in addition to English and French.

(2) Le commissaire en conseil peut prescrire qu'une loi soit traduite après sa promulgation et qu'elle soit imprimée et publiée dans une ou plusieurs des langues officielles en plus du français et de l'anglais.

Autres langues

Recordings of debates

(3) Copies of the sound recordings of the public debates of the Legislative Assembly, in their original and interpreted versions, shall be provided to any person on reasonable request. R.S.N.W.T. 1988,c.56 (Supp.),s.8.

(3) Une copie de l'enregistrement sonore des débats publics de l'Assemblée législative, dans sa version originale et traduite, est fournie à toute personne qui présente une demande raisonnable en ce sens. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 8.

Enregistrement des débats

Instruments directed to public

11. Subject to this Act, all instruments in writing directed to or intended for the notice of the public, purporting to be made or issued by or under the authority of the Legislature or Government of the Northwest Territories or any judicial, quasi-judicial or administrative body or Crown corporation established by or under an Act, shall be promulgated in both Official Languages and in such other Official Languages as may be prescribed by regulation. R.S.N.W.T. 1988,c.56(Supp.),s.9,21.

11. Sous réserve des autres dispositions de la présente loi, sont établis en français ou en anglais et dans toute autre langue officielle désignée par les règlements les actes écrits qui s'adressent au public et qui sont censés émaner de la Législature ou du gouvernement des Territoires du Nord-Ouest, ou d'un organisme judiciaire, quasi judiciaire ou administratif, ou d'une société d'État, créés sous le régime d'une loi. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 9.

Actes écrits destinés au public

Proceedings in courts

12. (1) Either English or French may be used by any person in, or in any pleading in or process issuing from, any court established by the Legislature.

12. (1) Chacun a le droit d'employer le français ou l'anglais dans toutes les affaires dont sont saisis les tribunaux établis par la Législature et dans les actes de procédure qui en découlent.

Procédure devant les tribunaux

Proceedings in courts

(2) Chipewyan, Cree, Dogrib, Gwich'in, Inuktitut and Slavey may be used by any person in any court established by the Commissioner acting by and with the advice and consent of the Legislative Assembly.

(2) Chacun a le droit d'employer le Chipewyan, le cri, le dogrib, le Gwich'in, l'inuktitut et l'Esclave devant les tribunaux établis par le commissaire agissant sur l'avis et avec le consentement de l'Assemblée législative.

Procédures devant les tribunaux

Interpretation for the public

(3) A court may, in any proceedings conducted before it, cause facilities to be made available for the simultaneous interpretation of the proceedings, including evidence given and taken, from one Official Language into another where it considers the

(3) Un tribunal peut, à l'occasion des débats qui se déroulent devant lui, prendre des mesures pour que des installations soient disponibles en vue de l'interprétation simultanée de ces débats, y compris les témoignages recueillis, d'une langue officielle à

Interprétation simultanée

proceedings to be of general public interest or importance or where it otherwise considers it desirable to do so for members of the public in

attendance at the proceedings. R.S.N.W.T. 1988, c.56(Suppl.),s.10.

Decisions,
orders and
judgments

13. (1) All final decisions, orders and judgments, including any reasons given for them, issued by any judicial or quasi-judicial body established by or under an Act shall be issued in both English and French where

- (a) the decision, order or judgment determines a question of law of general public interest or importance; or
- (b) the proceedings leading to the issue of the decision, order or judgment were conducted in whole or in part in both English and French.

Delay in
issuing
one version

(2) Where a body by which a final decision, order or judgment including any reasons given for it is to be issued in both English and French under subsection (1) is of the opinion that to issue it in both English and French would occasion a delay

- (a) prejudicial to the public interest, or
- (b) resulting in injustice or hardship to any party to the proceedings leading to its issue,

the decision, order or judgment, including any reasons given for it, shall be issued in the first instance in its version in one of English or French and after that, within the time that is reasonable in the circumstances, in its version in the other language, each version to be effective from the time the first version is effective.

Oral rendition
of decisions
not affected

(3) Nothing in subsection (1) or (2) shall be construed as prohibiting the oral rendition or delivery, in one only of the Official Languages, of any decision, order or judgment or any reasons given for it.

Sound
recordings

(4) A sound recording of all final decisions, orders and judgments, including any reasons given for them, issued by any judicial or quasi-judicial body established by or under an Act shall be made in one or more of the Official Languages other than English or French and copies of the sound recording shall be made available to any person on reasonable request, where

- (a) the decision, order or judgment determines a question of law or general public interest or importance, and
- (b) it is practicable to make available that version or versions, and it will advance

une autre lorsqu'il estime que les débats présentent de l'intérêt ou de l'importance pour le public ou que ces mesures sont souhaitables pour le public qui y assiste. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 10.

13. (1) Les décisions définitives — exposé des motifs compris — d'un organisme judiciaire ou quasi judiciaire établi par une loi ou en conformité avec une loi sont rendues en français et en anglais :

- a) si le point de droit en litige présente de l'intérêt ou de l'importance pour le public;
- b) lorsque les débats se sont déroulés, en tout ou en partie, dans les deux langues, ou que les actes de procédure ont été, en tout ou en partie, rédigés dans les deux langues.

Décisions
de justice

(2) Dans les cas où un organisme estime que l'établissement au titre du paragraphe (1) d'une version bilingue entraînerait un retard qui serait préjudiciable à l'intérêt public ou qui causerait une injustice ou un inconvénient grave à une des parties au litige, la décision — exposé des motifs compris — est rendue d'abord en français ou en anglais, puis, dans les meilleurs délais, dans l'autre langue. Elle est exécutoire à la date de prise d'effet de la première version.

Retard dans
l'établisse-
ment d'une
version
bilingue

(3) Les paragraphes (1) et (2) n'ont pas pour effet d'interdire le prononcé, dans une seule langue officielle, d'une décision ou de l'exposé des motifs.

Décisions
orales

(4) Les décisions définitives — exposé des motifs comprise — d'un organisme judiciaire ou quasi judiciaire établi par une loi ou en conformité avec une loi sont enregistrées sur bande magnétique dans une ou plusieurs des langues officielles autres que le français ou l'anglais. Des copies de l'enregistrement sont fournies à toute personne qui présente une demande raisonnable en ce sens, lorsque :

Enregistre-
ments sonores

- a) d'une part, la décision en cause tranche un point de droit qui présente de l'intérêt ou de l'importance pour le public;
- b) d'autre part, il est possible de fournir la

the general public knowledge of the decision, order or judgment.

ou les versions et que la communication de la décision en cause aura pour effet d'accroître la connaissance qu'en a le public.

Validity not affected

(5) Nothing in subsection (4) shall be construed as affecting the validity of a decision, order or judgment, referred to in subsection (1), (2) or (3).

R.S.N.W.T. 1988, c.56(Supp.), s.11, 21.

Communication by public with head, central or other offices

14. (1) Any member of the public in the Territories has the right to communicate with, and to receive available services from, any head or central office of an institution of the Legislative Assembly or the Government of the Northwest Territories in English or French, and has the same right with respect to any other office of any such institution where

- (a) there is a significant demand for communications with and services from that office in any such language; or
- (b) due to the nature of the office, it is reasonable that communications with and services from that office be available in both English and French.

5) Le paragraphe (4) n'a pas pour effet de porter atteinte à la validité des décisions visées aux paragraphes (1), (2) ou (3). L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 11.

Validité

14. (1) Le public a, dans les territoires, le droit d'employer le français ou l'anglais pour communiquer avec le siège ou l'administration centrale des institutions de l'Assemblée législative ou du gouvernement des Territoires du Nord-Ouest ou pour en recevoir les services. Il a le même droit à l'égard de tout autre bureau de ces institutions là où, selon le cas :

- a) l'emploi du français ou de l'anglais fait l'objet d'une demande importante;
- b) l'emploi du français et de l'anglais se justifie par la vocation du bureau.

Communication entre le public et les institutions territoriales

Communication by public with regional, area or community offices

(2) Any member of the public in the Territories has the right to communicate with, and to receive available services from, any regional, area or community office of an institution of the Legislative Assembly or the Government of the Territories in an Official Language, other than English or French, spoken in that region or community, where

- (a) there is a significant demand for communications with and services from that office in any such language; or
- (b) due to the nature of the office, it is reasonable that communications with and services from that office be available in such language. R.S.N.W.T. 1988, c.56(Supp.), s.12.

(2) Le public a, dans les territoires, droit d'employer toute autre langue officielle que le français ou l'anglais pour communiquer avec le bureau régional ou local des institutions de l'Assemblée législative ou du gouvernement des territoires ou pour en recevoir les services là où, selon le cas :

- a) l'emploi de cette langue fait l'objet d'une demande importante;
- b) l'emploi de cette langue se justifie par la vocation du bureau. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 12.

Communication entre le public et les bureaux régionaux ou locaux

Publication in *Northwest Territories Gazette*

15. (1) Any Act, and any rule, order, regulation, by-law or proclamation required by or under the authority of an Act to be published in the *Northwest Territories Gazette* is of no force or effect if it is not printed and published in both English and French.

15. (1) Les lois, ainsi que les règles, décrets, règlements, règlements administratifs, arrêtés et proclamations astreints, sous le régime d'une loi, à l'obligation de publication dans la *Gazette des Territoires du Nord-Ouest* sont inopérants s'ils ne sont pas imprimés et publiés en français et en anglais.

Publication dans la *Gazette des Territoires du Nord-Ouest*

Status of previous legislation

(2) Any Act, and any rule, order, regulation, by-law or proclamation required by or under the authority of an Act to be published in the *Northwest Territories Gazette* that is made before December 31,

(2) Les lois, ainsi que les règles, décrets, règlements, règlements administratifs, arrêtés et proclamations astreints, sous le régime d'une loi, à l'obligation de publication dans la *Gazette des*

Lois antérieures

1989, is of no force or effect if it is not printed and published in both English and French before September 30, 1992.

Idem

(3) For greater certainty, before September 30, 1992, no Act, rule, order, regulation, by-law or proclamation made before December 31, 1989, is without force or effect by reason only of its having been printed and published in only one Official Language. R.S.N.W.T. 1988,c.56(Supp.),s.13,21; c.78(Supp.),s.1; 1991-92,c.8,s.1.

16. Repealed, R.S.N.W.T. 1988,c.125(Supp.),s.4.

Rights and services not affected

17. Nothing in this Part shall be construed as preventing the Commissioner, the Legislative Assembly or the Government of the Northwest Territories from granting rights in respect of, or providing services in, any Official Language in addition to the rights and services provided in this Act and the regulations. R.S.N.W.T. 1988,c.56 (Supp.),s.14.

PART II

LANGUAGES COMMISSIONER

Languages Commissioner and appointment

18. (1) There shall be a Languages Commissioner who shall be appointed by the Commissioner under the Seal of the Territories after approval of the appointment by resolution of the Legislative Assembly.

Tenure and removal

(2) The Languages Commissioner holds office during good behaviour for a term of four years, but may be removed by the Commissioner at any time on address of the Legislative Assembly. R.S.N.W.T. 1988,c.56(Supp.),s.15.

Staff

19. (1) Such officers and employees as are necessary for the proper conduct of the work of the office of the Languages Commissioner shall be appointed in the manner authorized by law.

Public Service Act

(2) The officers and employees of the office of the Languages Commissioner appointed under subsection (1) shall be deemed to be persons employed in the public service for the purposes of the *Public Service Act*.

Status of Languages Commissioner

(3) The Languages Commissioner shall rank as and have all the powers of a Deputy Minister of a department. R.S.N.W.T. 1988,c.56(Supp.),s.15.

Territoires du Nord-Ouest et qui ont été promulgués avant le 31 décembre 1989 sont inopérants s'ils ne sont pas imprimés et publiés en français et en anglais avant le 30 septembre 1992.

Idem

(3) Il demeure entendu que les lois, ainsi que les règles, décrets, règlements, règlements administratifs, arrêtés et proclamations promulgués avant le 31 décembre 1989 ne sont pas inopérants avant le 30 septembre 1992 du seul fait qu'ils n'ont été imprimés et publiés que dans une langue officielle. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 13; ch. 78 (Suppl.), art. 1; 1991-1992, ch. 8, art. 1.

16. Abrogé, L.R.T.N.-O. 1988, ch. 125 (Suppl.), art. 4.

17. La présente partie n'a pas pour effet d'empêcher le commissaire, l'Assemblée législative ou le gouvernement des Territoires du Nord-Ouest d'accorder des droits linguistiques supplémentaires ou d'offrir des services dans une des langues officielles, en plus de ceux prévus par la présente loi et ses règlements. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 14.

Droits et services non visés

PARTIE II

COMMISSAIRE AUX LANGUES

18. (1) Est institué le poste de commissaire aux langues. Le titulaire est nommé par le commissaire sous le sceau des territoires, après qu'une résolution de l'Assemblée législative approuve sa nomination.

Nomination du commissaire aux langues

(2) Le commissaire aux langues est nommé à titre inamovible pour un mandat de quatre ans, sauf révocation par le commissaire sur adresse de l'Assemblée législative. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Durée du mandat et révocation

19. (1) Le personnel nécessaire au bon fonctionnement du commissariat est nommé en conformité avec la loi.

Personnel

(2) Le personnel régulier du commissariat, nommé au titre du paragraphe (1), est réputé appartenir à la fonction publique pour l'application de la *Loi sur la fonction publique*.

Assimilation à fonctionnaire

(3) Le commissaire aux langues a rang et pouvoirs de sous-ministre. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Statut du commissaire aux langues

Duty of Languages Commissioner

20. (1) It is the duty of the Languages Commissioner to take all actions and measures within the authority of the Languages Commissioner with a view to ensuring recognition of the rights, status and privileges of each of the Official Languages and compliance with the spirit and intent of this Act in the administration of the affairs of government institutions, including any of their activities relating to the advancement of the aboriginal languages in the Territories.

20. (1) Il incombe au commissaire aux langues de prendre, dans le cadre de sa compétence, toutes les mesures visant à assurer la reconnaissance des droits, du statut et des privilèges liés à chacune des langues officielles et à faire respecter l'esprit de la présente loi et l'intention du législateur en ce qui touche l'administration des affaires des institutions gouvernementales, et notamment la promotion des langues autochtones dans les territoires.

Fonctions du commissaire aux langues

Investigations and reports

(2) In carrying out the duties set out in subsection (1), the Languages Commissioner may conduct and carry out investigations either on his or her own initiative or pursuant to any complaint made to the Languages Commissioner and report and make recommendations with respect thereto as provided in this Act.

(2) Dans l'exercice des fonctions visées au paragraphe (1), le commissaire aux langues peut procéder à des enquêtes, soit de sa propre initiative, soit à la suite des plaintes qu'il reçoit, et présenter ses rapports et recommandations en conformité avec la présente loi.

Enquêtes

Meetings with representatives of Official Languages

(3) For the purposes of soliciting the advice of representatives of each Official Language, the Languages Commissioner shall meet not less than once a year with the representatives of such organizations as may be prescribed. R.S.N.W.T. 1988,c.56(Supp.),s.15.

(3) Aux fins de recueillir l'avis des représentants de chacune des langues officielles, le commissaire aux langues se réunit, au moins une fois l'an, avec les représentants des organisations désignées au règlement. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Réunions

Investigations of complaints

21. (1) The Languages Commissioner shall investigate any reasonable complaint made to the Languages Commissioner arising from any act or omission to the effect that, in any particular instance or case, in the administration of the affairs of any government institution

21. (1) Le commissaire aux langues instruit toute plainte légitime reçue, au sujet d'un acte ou d'une omission, d'une institution gouvernementale, et faisant état d'un cas précis de non-reconnaissance du statut d'une langue officielle, de manquement à une loi ou un règlement sur le statut ou l'usage des langues officielles ou encore à l'esprit de la présente loi et à l'intention du législateur.

Plaintes

- (a) the status of an Official Language was not or is not being recognized;
- (b) any provision of any Act or regulation relating to the status or use of the Official Languages was not or is not being complied with; or
- (c) the spirit and intent of this Act was not or is not being complied with.

Refuse or cease investigation

(2) The Languages Commissioner may refuse to investigate or cease to investigate any complaint if in the opinion of the Languages Commissioner it is reasonable to do so, in which case the Languages Commissioner shall inform the complainant of that decision and the reasons for it. R.S.N.W.T. 1988,c.56(Supp.),s.15.

(2) Le commissaire aux langues peut, s'il l'estime indiqué, refuser ou cesser d'instruire une plainte, auquel cas il donne au plaignant un avis motivé. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Refus d'instruire ou interruption de l'instruction

Refer to Government Leader and Deputy Minister

22. (1) If, after carrying out an investigation under this Act, the Languages Commissioner is of the opinion that any matter should be referred to a government institution concerned for consideration and any necessary action, the Languages Commissioner shall report that opinion and the reasons for it to the Government Leader and the

22. (1) Au terme de l'enquête, le commissaire aux langues transmet un rapport motivé au leader du gouvernement ainsi qu'au sous-ministre ou à tout autre responsable administratif de l'institution gouvernementale concernée, s'il est d'avis qu'une question doit être renvoyée à cette institution pour examen et suite à donner au besoin.

Rapport au leader du gouvernement et au sous-ministre

Deputy Minister or other administrative head of the institution concerned.

Recommendations

(2) In a report under subsection (1) the Languages Commissioner may make the recommendations that he or she thinks fit and may request the Deputy Minister or other administrative head of the government institution concerned to notify the Languages Commissioner within a specified time of the action, if any, that the institution proposes to take to give effect to those recommendations.

(2) Le commissaire aux langues peut faire les recommandations qu'il juge indiquées dans son rapport; il peut également demander au sous-ministre ou aux autres responsables administratifs de l'institution gouvernementale concernée de lui faire savoir, dans le délai qu'il fixe, les mesures envisagées pour donner suite à ses recommandations.

Recommandations

Inform complainant

(3) The Languages Commissioner shall inform the complainant of the results of an investigation, the recommendations made and any action taken, in the manner and at the time that the Languages Commissioner thinks proper.

(3) Le commissaire aux langues communique au plaignant, dans le délai et de la manière qu'il juge indiqués, les résultats de l'enquête, les recommandations faites ainsi que les mesures prises.

Information au plaignant

Report to Legislative Assembly where appropriate action not taken

(4) If, within a reasonable time after a copy of a report is transmitted to the Government Leader and the Deputy Minister or other administrative head of the government institution, appropriate action has not, in the opinion of the Languages Commissioner, been taken, the Languages Commissioner may make such report thereon to the Legislative Assembly as the Languages Commissioner considers appropriate. R.S.N.W.T. 1988,c.56(Suppl.),s.15.

(4) Si, dans un délai raisonnable suivant la transmission d'un exemplaire de son rapport au leader du gouvernement ainsi qu'au sous-ministre ou à tout autre responsable administratif de l'institution gouvernementale, des mesures appropriées n'ont pas, à son avis, été prises, le commissaire aux langues peut présenter à l'Assemblée législative le rapport qu'il juge à propos à ce sujet. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Absence de mesures appropriées

Annual report

23. The Languages Commissioner shall, within a reasonable time after the termination of each year, prepare and submit to the Legislative Assembly a report relating to the conduct of the office of the Languages Commissioner and the discharge of the duties under this Act during the preceding year including recommendations, if any, for proposed changes to this Act that the Languages Commissioner considers necessary or desirable in order to give effect to its spirit and intent. R.S.N.W.T. 1988, c.56(Suppl.),s.15.

23. Dans un délai raisonnable suivant la fin de chaque année, le commissaire aux langues présente à l'Assemblée législative le rapport d'activité du commissariat pour l'année précédente, assorti éventuellement de recommandations quant aux modifications qu'il estime souhaitable d'apporter à la présente loi pour la rendre conforme à son esprit et à l'intention du législateur. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Rapport annuel

Confidentiality

24. Subject to this Act, the Languages Commissioner and every person acting on behalf or under the direction of the Languages Commissioner shall not disclose any information that comes to their knowledge in the performance of their duties and functions under this Act. R.S.N.W.T. 1988,c.56 (Suppl.),s.15.

24. Sous réserve des autres dispositions de la présente loi, le commissaire aux langues et les personnes agissant en son nom ou sous son autorité sont tenus au secret en ce qui concerne les renseignements dont ils prennent connaissance dans l'exercice des attributions que leur confère la présente loi. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Secret

Protection of Commissioner

25. No criminal or civil proceedings lie against the Languages Commissioner, or against any person acting on behalf or under the direction of the Languages Commissioner, for anything done, reported or said in good faith in the course of the exercise or performance or purported exercise or

25. Le commissaire aux langues, ou toute personne qui agit en son nom ou sous son autorité, bénéficie de l'immunité civile ou pénale pour les actes accomplis, les rapports ou comptes rendus établis et les paroles prononcées de bonne foi dans l'exercice effectif ou censé de ses attributions. L.R.T.N.-O.

Immunité

performance of any power, duty or function of the

1988, ch. 56 (Suppl.), art. 15.

Languages Commissioner under this Act.
R.S.N.W.T. 1988,c.56(Supp.),s.15.

PART III

PARTIE III

GENERAL

DISPOSITIONS GÉNÉRALES

Enforcement

26. (1) Anyone whose rights under this Act or the regulations have been infringed or denied may apply to a court of competent jurisdiction to obtain a remedy that the court considers appropriate and just in the circumstances.

26. (1) Toute personne lésée dans les droits que lui confèrent la présente loi et ses règlements peut s'adresser à un tribunal compétent pour obtenir la réparation que le tribunal estime convenable et juste eu égard aux circonstances.

Recours

Languages Commissioner may apply or appear

(2) The Languages Commissioner may
(a) appear before the Supreme Court on behalf of any person who has applied under subsection (1) for a remedy; or
(b) with leave of the Supreme Court, appear as a party to any proceedings under subsection (1). R.S.N.W.T. 1988,c.56 (Supp.),s.17,18.

(2) Le commissaire aux langues peut, selon le cas :
a) comparaître devant la Cour suprême au nom de toute personne qui présente une demande de réparation en application du paragraphe (1);
b) avec l'autorisation de la Cour suprême, comparaître à titre de partie à toute instance introduite en application du paragraphe (1). L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 17 et 18.

Comparution du commissaire aux langues

Agreements

27. The Minister or the Commissioner, on the recommendation of the Minister, may, on behalf of the Government of the Northwest Territories, enter into agreements with the Government of Canada or any person or body respecting the implementation of this Act or the regulations or any other matter related to this Act or the regulations. R.S.N.W.T. 1988, c.56(Supp.),s.17.

27. Le ministre, ou le commissaire sur recommandation du ministre, peut, au nom du gouvernement des territoires, conclure des accords avec le gouvernement fédéral ou avec toute personne ou organisme sur la mise en oeuvre de la présente loi et de ses règlements ou sur toute autre question connexe. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 17.

Accords

Regulations

28. The Commissioner, on the recommendation of the Executive Council, may make regulations
(a) respecting any matter that the Commissioner considers necessary to implement section 12; and
(b) designating an Official Language or Languages in which communications with and services from regional and community offices shall be provided pursuant to subsection 14(2); and
(c) as the Commissioner considers necessary for carrying out the purposes and provisions of this Act.
R.S.N.W.T. 1988,c.56(Supp.),s.17,19.

28. Sur recommandation du Conseil exécutif, le commissaire peut, par règlement :
a) prendre toute mesure qu'il estime nécessaire à la mise en oeuvre de l'article 12;
b) désigner une ou des langues officielles pour l'application du paragraphe 14(2);
c) prendre toute mesure qu'il estime nécessaire à l'application de la présente loi. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 17 et 19.

Règlements

Review after
10 years

29. (1) The Legislative Assembly or a committee of the Legislative Assembly designated or established by it shall review the provisions and operation of the *Official Languages Act* at the next session following December 31, 2000.

29. (1) L'Assemblée législative ou le comité qu'elle désigne ou crée à cette fin examine la *Loi sur les langues officielles* à la session qui suit le 31 décembre 2000.

Examen après
10 ans

Scope of
review

(2) The review shall include an examination of the administration and implementation of the Act, the effectiveness of its provisions, the achievement of the objectives stated in its preamble, and may include any recommendations for changes to the Act.

(2) L'examen porte sur l'application et la mise en oeuvre de la Loi, l'efficacité de ses dispositions et l'accomplissement des objectifs énoncés dans son préambule; il peut être accompagné de recommandations visant à faire modifier la Loi.

Objet de
l'examen

Languages
Commissioner
assistance

(3) The Languages Commissioner shall provide all reasonable assistance to the Legislative Assembly or any committee of it that is designated or established for the purposes of this section. R.S.N.W.T. 1988,c.56(Supp.),s.20.

(3) Le commissaire aux langues fournit l'aide raisonnable dont a besoin l'Assemblée législative ou le comité qu'elle désigne ou crée pour l'application du présent article. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 20.

Aide du
commissaire
aux langues

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APPENDIX B: SCHEDULE OF PUBLIC CONSULTATIONS

July, 2001	Dene National Assembly, Tulít'a
October 22, 2001	First Territorial Languages Assembly, Yellowknife
November 2001	Dene Leadership Meeting, Yellowknife

Community Meetings:

November 19, 2001	Fort Smith
December 10, 2001	Fort Resolution
December 11, 2001	K'átl'odeeche Dene Reserve
December 11, 2001	Hay River
December 12, 2001	Fort Providence
December 14, 2001	Wha Ti
January 27, 2002	Yellowknife
February 4, 2002	Tuktoyaktuk
February 5, 2002	Holman
February 6, 2002	Inuvik
February 7, 2002	Tsiigehtchic
February 7, 2002	Fort McPherson
May 13, 2002	Fort Good Hope
May 13, 2002	Déline
May 15, 2002	Fort Simpson

Public Hearings:

March 26 & 27, 2002	Yellowknife
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APPENDIX C: LIST OF NWT DOCUMENTS REVIEWED

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17. Education, Culture and Employment. (2001). *Summary of Recommendations from the "Echoes of Language" Conference*. Yellowknife, NWT: Author.
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20. Bastarache, Michel (1987). *Implementation Plan: Official Languages Act of the Northwest Territories*. Yellowknife, NWT: Department of Culture and Communications.
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22. Department of Education, Culture and Employment (2001) *Revitalizing, Enhancing, and Promoting Aboriginal Languages: Strategies for Supporting Aboriginal Languages*. Yellowknife, NWT: Author.
23. Department of Education, Culture and Employment (2001). *Towards Literacy: A Strategy Framework – 2001-2005*. Yellowknife, NWT: Author.
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