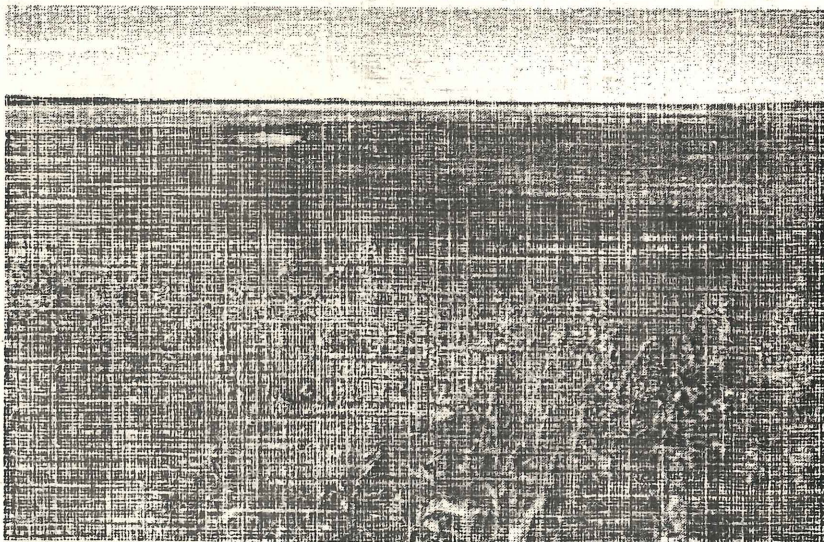




ANNUAL REPORT ON OFFICIAL LANGUAGES (2004-2005)



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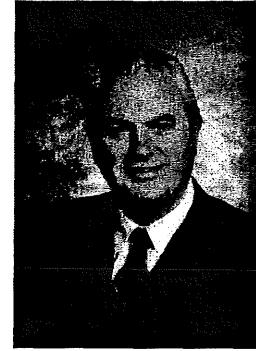
October 2005

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Message from the Minister

Honourable Charles Dent Minister Responsible for Official Languages



As Minister Responsible for Official Languages for the Government of the Northwest Territories, it is my privilege to present the second annual report on Official Languages as required under legislation. The revitalization of all our languages plays an important role in maintaining individual and cultural identity and social well-being and also serves in sustaining our cultural diversity. A language will stay alive if there are sufficient numbers of people speaking and perhaps writing it, and if the language serves the speakers in their daily lives.

The past year has seen some exciting new developments. We have embarked on a journey of how to realize better results in addressing issues affecting our eleven Official Languages of the Northwest Territories. The advice and participation of Aboriginal people and the French community has been sought in the design and delivery of a new results-based framework for French and Aboriginal languages.

I would like to acknowledge the many individuals and organizations that participate in the use, enhancement and promotion of our Official languages in the NWT. Representatives from the different communities as well as territorial and federal government staff all contribute to examining the key issues affecting our languages, including our achievements, strengths and weaknesses. Importantly, they also share their views on ways for improving the future of our languages.

Language lies at the heart of a community's well-being. It is a tool for understanding the past and a support for people as they progress into their future. There is a clear link between self-image and success and language diversity gives children and adults an additional set of tools that they can use throughout their lives, whether at school, in the home or in the community.

On behalf of the Government of the Northwest Territories, I present the second Annual Report on Official Languages, 2004-2005.

Honourable Charles Dent
Minister Responsible for Official Languages

Introduction

The Government of the Northwest Territories (GNWT) has a clear mandate to work with Aboriginal people, the French community and leadership to address issues affecting languages and cultures. There are two key issues of endeavour for the Department. The first is to facilitate Aboriginal participation in improving the health of Aboriginal languages in the NWT in a manner that respects and enhances Aboriginal languages and cultures. The second is to provide support and cultural development for the French language community.

This past year, a Results-based Management and Accountability Framework (RMAF) was developed in partnership with other GNWT departments as well as in collaboration with the Aboriginal language communities and the French language community to help manage, measure and evaluate programs and services.

There are issues that impact the way we deliver languages services in the GNWT. In the Northwest Territories, language shift is very apparent. In most communities, English has increasingly become the dominant language of work, governance, entertainment, schooling and media, and Aboriginal language use has visibly declined, particularly among the youth.

In addition, many communities lack the capacity to address issues including gaps in information, skills and resources. Language communities are increasingly being asked to demonstrate their effectiveness, efficiency, and accountability to a variety of stakeholders. This includes everything from information on basic reporting purposes to information that assists in predicting direct or in direct outcomes of a program and information that enables the assessment of impacts of funding in communities. The current shift to reporting on outcomes and conducting evaluations that are more rigorous or that involve stakeholders presents a daunting task to organizations already facing shortages and human and financial resources.

In December 2004, a joint meeting was held with the Aboriginal Language Community Coordinators and the staff of the Teaching and Learning Centres to share knowledge and information and identify how to strengthen Aboriginal language activities in NWT communities and schools. It was noted by a number of people in attendance that the data on Aboriginal language use and retention makes it clear that people are working hard on language retention, but still losing ground. A critical sign of the decline is the smaller numbers of people who identify Aboriginal languages as their home language. It is necessary to double our efforts and somehow reverse that trend – get Aboriginal languages back on a growth pattern.

This report outlines the progress achieved in 2004-05 and is intended as an annual review of activities under the *Official Languages Act*.

ACHIEVEMENTS: ONGOING IMPLEMENTATION OF GNWT RESPONSE TO THE FINAL REPORT – SPECIAL COMMITTEE ON THE REVIEW OF THE OFFICIAL LANGUAGES ACT.



On September 30, 2003, the Minister Responsible for Official Languages tabled the *GNWT's Response to the Final Report of the Special Committee on the Review of the Official Languages Act*. The document provided a detailed response to the Special Committee's recommendations. During the 2004 year, a number of key actions were taken to further government direction related to the recommendations.

Results-based Management and Accountability Framework for French and Aboriginal Languages in the Northwest Territories.

To ensure the effective management of language activities, the *Special Committee on the Review of the Official Languages Act* (SCOL) recommended that the GNWT develop a government-wide management and accountability framework, based on the Treasury Board (2001) model, that calls for a more results-oriented and accountable management style.

In response to this recommendation, and to comply with new requirements for the renewal of the *Canada - NWT Cooperation Agreement for French and Aboriginal Languages in the NWT*, the Department of Education, Culture and Employment consulted with all Official language communities, and with GNWT departments and agencies, on the development of a results-based management and accountability framework (RMAF). This framework will assist us in managing, measuring and evaluating activities related to Official language programs and services. The framework will be completed late in the 2004-2005 fiscal year.

Framework for an Operational Unit for Official Languages

The Government's response to the Special committee's recommendations also committed the GNWT to examine the establishment of a single point of access for Official language matters. In 2004-05, the Department of Education, Culture and Employment worked on a framework to implement such an operational unit.

The establishment of a new Official Languages Division, reporting to the Deputy Minister of Education, Culture and Employment, will provide a single point of access for all Official Language matters and a focus for accountability within the

GNWT. Effective April 1, 2005, this Division will provide management and policy functions for Official Languages in the NWT, including:

- support for the development of Official Languages policies, guidelines and regulations;
- monitoring adherence to GNWT Official Language policies and guidelines;
- operational support to the Official Languages Board and the Aboriginal Languages Revitalization Board;
- negotiation and management of the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT; and
- management of contribution agreements with government departments and Official Languages communities.

Official Languages Board and Aboriginal Languages Revitalization Board

The revised *Official Languages Act* established two advisory boards, the Official Languages Board and the Aboriginal Languages Revitalization Board. The Executive Council approved Regulations for these boards in May 2004. Board members are nominated by their respective language communities and are appointed by the Commissioner of the Northwest Territories on the recommendation of the Minister Responsible for Official Languages.

The Official Languages Board is comprised of one representative from each Official Language community. It provides advice to the Minister and can make recommendations regarding the status of any of the Official Languages, their use in the administration, the delivery of services by government institutions. The Board may also evaluate the provisions, operation and effectiveness of the *Official Languages Act*.

Comprised of one representative from each Aboriginal Language community, the Aboriginal Languages Revitalization Board provides advice to the Minister and can make recommendations with respect to community or government institution programs and initiatives for the maintenance, promotion and revitalization of Aboriginal languages. In the course of its review, the Board may evaluate the provisions, operations and effectiveness of the *Official Languages Act*.

Both Boards met in October 2004 for an orientation workshop where they developed guidelines, elected Chairpersons and a Vice-Chairpersons and planned their future activities.

At their next meeting, in March 2005, the Boards started work on their communications plan and considered ways to exercise their responsibilities. Work also started in earnest when both Boards invited some GNWT departments to make presentations.

Members of the Official Languages Board:

Chipewyan – Sabet Biscaye
Cree - Vance Sanderson
English – Steve Pederson
French – Fernand Denault
Gwich'in – Alestine Andre
Inuinnaqtun – Beverly Amos
Alternate-Marie Jacobson
Inuvialuktun – Beverly Amos
Alternate – Marie Jacobson
Inuktitut - Lena Pederson
North Slavey – Lucy Jackson
South Slavey – Shirley Lamalice
Tlicho – Phillip Rabesca

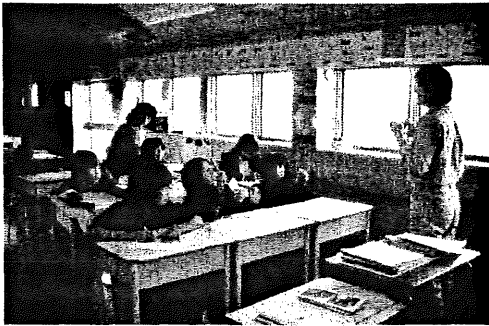
Members of the Aboriginal Languages Revitalization Board:

Chipewyan – Sabet Biscaye
Cree - Vance Sanderson
Gwich'in – Alestine Andre
Inuinnaqtun – Beverly Amos
Alternate – Marie Jacobson
Inuvialuktun – Beverly Amos
Alternate – Marie Jacobson
Inuktitut – Lena Pederson
North Slavey – Lucy Jackson
South Slavey – Violet Sanguetz
Tlicho – Mary Rose Sundberg

Research on Regulations

In 2004-05, the Department of Education, Culture and Employment and the Department of Justice started the research in preparation for the development of regulations that will identify all designated GNWT institutions that are required to comply with the provisions of the Official Languages Act. The GNWT will consult with the language communities before the new regulations are submitted for formal consideration during the 2005-06 fiscal year.

Achievements: Official Languages in Education



Overview

The Department of Education, Culture and Employment signs for and coordinates the funding received under the *Canada-NWT Agreement for Minority-Language Education and Second-Language Instruction*. This agreement provided \$1,468,000 for French language education programs in the NWT.

Aboriginal language school programs are funded by the GNWT. Some federal financial assistance is also provided to Aurora College's Aboriginal Language and Cultural Instructor Program and to Teaching and Learning Centres, through the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT*.

1. Early Childhood Programs

Language Nests Programs

Language nests are early childhood immersion programs that are designed to restore and enhance the use of Aboriginal languages by young children, as well as by their parents and other family members. The promotion of local Aboriginal culture and language in early childhood programs by speakers who are fluent in the local language are key elements of the programs success.

There are 18 language nests in the NWT, with at least one in each of its nine Aboriginal languages communities. The criteria for their financial support have remained the same, including the existence of a well-established early childhood center, as well as strong community and parental support. In addition, centers had to demonstrate a measure of success in the previous year's program. This would include improved language skills of the children and/or staff and parents in the projects, fiscal responsibility, staff training, Elder involvement, integration of the program with other community events and/or resource development.

Some 40 participants attended a 3-day training workshop for Language Nest personnel in 2004-05. Topics discussed included: Second Language Teaching and Immersion Principles, Comparison of First and Second Language Acquisition, Key Points for Successful Indigenous Language Revitalization, French immersion techniques, Teaching Language using Drama and Action, Children's needs, and Puppet Making. Teaching and Learning Centre Staff were invited to this workshop so that the two groups could initiate ways of working together on resource development. Elders were also invited to give direction to the Language Nests as a whole. The Aboriginal Languages Revitalization Board,

the Official Languages Board, a Language Nest Coordinator (on the results of using the Yamoza Kue Society's curriculum with parents), the Aboriginal Language and Culture Instructor Program (ALCIP) Coordinator, and the GNWT's Strategic Plan Coordinator made presentations.

2. School Programs

Aboriginal Languages Curriculum

As a follow up to the Cultural Curricula *Dene Kede* and *Innuqatigiit*, ECE is in the process of developing a generic Aboriginal Languages curriculum template for schools. This can then be adapted to the various NWT Aboriginal Languages.

The generic curriculum template will include a scope and sequence that will identify which language skills should be taught in which sequence and at which grade level.

Through an agreement with the Beaufort Delta Divisional Education Council, program and curriculum K-6 for Gwich'in and Inuvialuktun were completed in September 2005. The draft curriculum will be used as the basis for the curriculum template for the other NWT Aboriginal languages. The template for K-6 is targeted for completion by March 2006, with 7-9 and 10-12 templates to follow. ECE staff will then work with staff at the various Divisional Education Councils to adapt the template to create curricula for other Aboriginal languages of the NWT.



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

Under the Official Languages in Education Protocol signed with the Department of Canadian Heritage, ECE provides French First-Language education, and French as a Second-Language instruction (French Immersion and Core French programs). Funding provides for additional staffing, resource procurement, ongoing professional development of staff and school cultural activities.

In 2004-05, ECE provided training to francophone and French Immersion teachers in the areas of French Language Arts and Français. French educational materials were purchased for libraries as well as professional resources for teachers. These materials addressed the literacy needs of French Immersion and francophone schools.

Special project funding was made available to Divisional Education Councils (DECs) and some District Education Authorities (DEAs) towards educational student outings, the purchase of French computer software and hardware, the development and adaptation of educational resources and teachers training opportunities. The Commission scolaire francophone de division (CSFD) also received funding to extend operating hours of its Yellowknife library as a way to ensure greater accessibility, outside of school hours, for its students, parents and the community at large.

Supplementary funding was provided to the Beaufort-Delta Divisional Education Council to support the extension of the French Immersion program. As a result, in 2004-05, Inuvik students had the opportunity to attend the French Immersion program from Kindergarten to Grade 3. Under this funding agreement, the Commission scolaire francophone de division supported francisation programs in Fort Smith, Hay River, and Yellowknife.

ECE continues its partnership with the Department of Canadian Heritage to co-finance the construction of school facilities for francophone in a minority setting. Construction of École Boréale in Hay River commenced in 2004-05, and is scheduled to be completed in 2005-06, for occupancy at the beginning of the 2005-06 school year.



Teaching and Learning Centres

Teaching and Learning Centres (TLCs) continue to support Aboriginal language and culture programs in schools in the Northwest Territories by developing relevant materials; offering support to Aboriginal language instructors on Aboriginal language programs, and to regular subject teachers on the implementation of Dene Kede K-6, 7, 8 and 9; and providing coordination and instruction for Aboriginal Language and Culture Instructor Program (ALCIP) courses in their region. Priorities are determined by Divisional Education Councils. In 2004-05, Teaching and Learning Centres were operational in Fort McPherson (Gwich'in), Inuvik (Inuvialuktun), Tulita (North Slavey), Fort Simpson (South Slavey) and Behchoko (Tlicho).

In 2004-05, TLC staff visited the Yukon Native Language Centre (YNLC) and learned of various services provided by the Centre. They met with staff of the YNLC to discuss similarities and differences between methods in teacher training and resource production as well as language instruction and curriculum development.

TLC staff provided input on the development of the Aboriginal Languages Website and some are involved in the website working group. TLC's provided feedback for a review of the Aboriginal Language and Culture Instructor's Program, and also participated in the Teacher Education Program Steering Committee and the Aboriginal Educators Leadership Institute.

With the intent of coordinating joint efforts, TLC's met with two other groups involved in Aboriginal language revitalization: Language Communities and Language Nests. Elders from various regions were invited to both meetings to provide guidance and support. The purpose of the meeting with the Language Communities was to exchange information, identify common goals and objectives, determine ways of working together and strategize on ways of strengthening the use of Aboriginal languages.

3. Teacher Training

Aboriginal Educator Leadership Institute (AELI)

Program course offerings have a solid grounding in Aboriginal perspectives. Input and advice in program content has been sought from a wide range of groups and individuals.

Aurora College Teacher Education Program

The Aurora College Teacher Education Program has extended its offering to a full 4 year Bachelor of Education in partnership with the University of Saskatchewan. As part of the preparation for the expanded delivery, the program was revised and updated and three Aboriginal language courses were added. Also, a committee of Aboriginal educators developed Aboriginal Cultural Perspective Guidelines that are being used as a filter to insure that every course in the B Ed program includes the NWT Aboriginal perspective. In 2004-2005, 73% of the TEP students were Aboriginal.



Aurora College Aboriginal Language and Cultural Instructor Program

The one year Aboriginal Language and Cultural Instructor Program (ALCIP) is currently offered on a part-time basis through a partnership between Aurora College and the Divisional Education Councils. The program, which combines coursework with a supervised practicum, has met with increasing participation and success in recent years. Part-time delivery has made it possible to meet the specific training needs of each region and language group.

Graduates of the program are eligible to be certified by ECE to teach the K to 12 Aboriginal Language Program in NWT schools. The program provides a means both to increase the number of qualified Aboriginal language instructors in the NWT, and to build upon the skills, knowledge and network of those already employed in this very specialized field. Language nest staff and early childhood workers have also begun to access this program.

In 2004-05, courses were offered in the Beaufort Delta, Deh Cho, Yellowknife, Sahtu and South Slave regions. A total of 7 courses were offered with 56 students participating.

4. Adult Education

Dene as a Second Language Curriculum

In 2003-04, the Department of Education, Culture and Employment (ECE) approached the Yamoza Kue Society, formerly known as the Dene Cultural Institute, to develop a Dene as a Second-Language (DSL) curriculum for adults that could be adapted to each of the Dene languages in the Northwest Territories.

Specific objectives were set for a three-year period, and a tracking method put in place using a logic model framework. The first level of the curriculum has been completed and reviewed by a linguist. Piloting took place in daycares, schools, adult education centers with varying degrees of success. There is a definite lack of training at the delivery level, which is consistent with the *SCOL* report and indicative of the importance of providing training and certification to Dene language instructors. In situations where trained instructors were in place, particularly in the Sahtu region, feedback was positive and very encouraging.

Aboriginal as a First Language Curriculum

In 2004-05, ECE and Aurora College initiated development and pilot delivery of two courses for first language speakers of Tlicho. These courses develop oral and literacy skills through various forms of drama and build on the success of an introductory course developed the previous year. The project involved partnerships between ECE, Aurora College and the community of Behchoko (Rae-Edzo). These courses can be adapted to any of the NWT Official Languages.

Achievements: Government Services and Official Languages

Communications With the Public

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

The GNWT is committed to the provision and promotion of government services and publications in the Official languages of the NWT.

- GNWT departments, boards and agencies offer their services in the Official Languages of the NWT either directly by a bilingual employee attached to a service, or through a facilitator, usually a bilingual employee from another area of the department, board or agency.
- GNWT departments, boards and agencies ensure that appropriate materials are translated into Aboriginal languages, through the services of private contractors.
- In 2004-2005, ECE's Language Services Section translated over 940,000 words into French for GNWT departments, boards and agencies. This includes a variety of GNWT publications and reports, such as:
 - *Seniors' Information Handbook*
 - *2005 HELP Directory*
 - *2004 Report to Residents of the Northwest Territories on Comparable Health and Health System Indicators*
 - *GNWT Response to the NWT Action Plan on Family Violence (2003 –2008), A Framework for Action*
- The Department of Justice ensures that all Bills, Acts, regulations and issues of the NWT Gazette are translated into French, as required by statute.
- The Legislative Assembly continues to provide television rebroadcast coverage of House proceedings in as many Official Languages as is practicable. The coverage reaches all communities in the NWT and enjoys a wide viewership by people of all ages. This service is in addition to the Aboriginal language interpreting provided to Members by private sector interpreters during sittings of the Legislative Assembly. The Legislative Assembly regularly informs northerners of its activities and events through the use of print media for French and community radio for aboriginal languages.

- In May of 2004, the Department of Health and Social Services (H&SS) introduced its "Tele-Care NWT" service, a family health and support line for all residents of the NWT. This free and confidential telephone service operates on a 24 hour basis, seven days a week. It is staffed by bilingual nurses (French/English) and provides Aboriginal language services through the use of interpreters. The department also conducted a Community Client Feedback Survey. The questionnaire was translated into Gwich'in, North and South Slavey, Tlicho, Inuktitut and Inuinnaqtun.
- Health Care Plan cards, now plastic and valid for a period of five years, were introduced. All promotional materials were available in French and Aboriginal language promotion was done on radio.
- The amount of content currently available in Official Languages other than English varies greatly from site to site. GNWT departments, boards and agencies are slowly adding content. Work on this front is expected to accelerate over the next two years. The Executive will develop a new departmental website, as well as one for the Premier, and one for the Commissioner of the NWT. H&SS has an extensive selection of French language materials available on its website and plans for the site to be fully bilingual in 2005-2006. The NWT Housing Corporation (NWTHC) was the first to have a fully bilingual website.
- The NWTHC makes regular use of interpreters for public meetings or in its dealings with Aboriginal clients.
- The Department of Transportation created a designated bilingual position in its Yellowknife Motor Vehicles Licence Issuing Office in order to ensure availability of services. Approximately 20% of this employee's transactions were conducted in French.



Single-Window Service Centre

The GNWT has continued its exploration of the "Single-Window Service Centre" concept by completing an implementation study in November 2004. This study, by Conroy, Ross Partners Ltd., consulted with GNWT departments and with francophone communities in Fort Smith, Hay River, Inuvik, and Yellowknife. A pilot project will be proposed for implementation in Yellowknife in 2006. If approved, this centre will provide a range of services to the public, in French, on behalf of GNWT departments, boards and agencies. Services will also be offered to other communities via a 1-800 telephone number.

Language Leader Awards

The GNWT remains committed to recognizing the achievements of all those who work diligently and compassionately for the survival of their languages. This Award provides recognition for their dedication and the promotion and teaching of their languages on a voluntary basis. The 2004/2005 award recipients will be honoured with both a certificate and an honorarium during the 2005 Fall Session.



Achievements: Partnerships with languages communities

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

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



Aboriginal Languages Communities Program

The Government of the Northwest Territories (GNWT) continues to support Aboriginal language communities in developing and implementing their strategic language plans. Annual funding for 2004-05 was provided to the language regions in a timely manner by way of contribution agreements. All language communities are now reporting in the new format using results-based activities and outcomes.

Aboriginal Languages Literacy Program

The Aboriginal Languages Literacy Program is administered by ECE with the aim of improving literacy levels in the NWT and raising awareness of the importance of Aboriginal languages literacy.

In 2004-05, funding was allocated to each language region (Inuvialuit, Gwich'in, North Slavey, South Slavey, Tlicho, Chipewyan and Cree). Projects ranged from creating language resource materials to providing terminology workshops in syllabics. To qualify for funding, projects had to focus on community and family literacy, defined as:

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

The Geographic Place Names Program

The NWT Cultural Places Program (at the Prince of Wales Northern Heritage Centre) helps communities gain Official recognition for traditional place names in the NWT. The Cultural Places Program maintains a searchable database containing over 4,000 entries on the PWNHC website, including Aboriginal language place names, and works with communities to research and give Official status to the traditional names used for places and geographic features in the NWT.

In 2004-05 the Cultural Places Program continued an ongoing project with the community of Holman to give Official status to over two hundred Innuinaqtun place names, and assisted the Sambaa K'e (Trout Lake) Dene Band to record and register over three hundred South Slavey names for places in their traditional use area.



Prince of Wales Northern Heritage Centre and Aboriginal Languages

In 2004-05 the Prince of Wales Northern Heritage Centre (PWNHC) completed a strategy for new exhibits, titled "Northern Voices". Under this strategy, exhibit storylines will be based on first person narratives, and will give greater priority to Aboriginal languages and traditions. Preliminary planning was undertaken on a Gwich'in language exhibit on traditional skin clothing, and on an Inuvialuit language exhibit on beluga whale hunting. "An Archaeological Expedition to Kuukpak", a virtual exhibit in Inuvialuktun, English and French was developed and published on the PWNHC website (<http://www.pwnhc.ca/exhibits/kuukpak/index.html>). This exhibit will assist users in learning about Inuvialuit history through archaeology,

The PWNHC continued to acquire and catalogue artifacts that have significant Aboriginal language contexts. Many of these items, such as beluga whale hunting and processing tools and traditional skin clothing and sewing implements, will be featured in the PWNHC's in-house, traveling and web exhibits.

The NWT Archives organized Aboriginal language materials to make them accessible through the Aboriginal languages website, and reformatted and catalogued Aboriginal language materials to ensure their continued preservation and to make them accessible to the public. Examples include the reformatting of a collection of sound recordings of a Tlicho vocabulary created in 1969 that was in danger of being lost as the tapes on which they were recorded were deteriorating, and the cataloguing of Aboriginal language recordings acquired from the Oblates.



Aboriginal Languages Website Project

ECE is continuing its undertaking of developing a website dedicated to supporting and promoting the revitalization of Aboriginal languages in the NWT. The website is expected to act as a portal directing researchers to desired information resources and also allow members of the language communities to add their own resources.

The website working group expanded to include three Aboriginal language community members and a meeting was held to request feedback on look and feel as well as content.

The Aboriginal Languages Revitalization Board endorsed the website project and recommended that funding be made available for its completion and maintenance.



Aboriginal Broadcasting Program

ECE provides funding to the Native Communications Society (NCS) to support Aboriginal language programming on CKLB radio, and for the production of television programming aired on the Aboriginal Peoples' Television Network (APTN). NCS's radio service receives core funding to provide for Aboriginal broadcasters and operators working in four Dene languages. Core funding provided to the Inuvialuit Communications Society (ICS) supports production of television programming, Tamapta and Suangaan, both broadcast on APTN.

The Native Communications Society (NCS) continues to provide information on current events taking place in the NWT as well as sharing stories from the Elders. As a result of its mandate, the Society is also able to present news items

and other issues of concern from an Aboriginal perspective. Most importantly, though, the information is presented in the Aboriginal languages. This allows those not able to access English programming such as Elders the opportunity to be equal participants in northern development by having access to information in their language.

Activities for 2004-05 included covering the public 'town hall' style Northern Strategy meeting at the Great Hall of the Legislative Assembly and the public forum dedicated to discussing the Mackenzie Gas Project.

The Inuvialuit Communications Society (ICS) spent the year revamping the concept and design of their newspaper, *Tusaayaksat* to better suit the needs of their readers. They have accomplished this with the help a new editor. The new look of the newspaper has brought a very positive response from the Inuvialuit beneficiaries and has also drawn an increase of interest with advertisers from the public sector.



Certification of Aboriginal Interpreters/Translators

In 1999, the GNWT finalized a code of ethics, occupational standards and a certification process for Interpreter/Translators, through a committee of industry representatives, educators and service users. Before the Apprenticeship, Trade and Occupational Certification Board can recognize this occupation, language standards and appropriate testing materials will need to be developed. As language communities themselves are best placed to carry out this work, the Department approached a number of groups in order to develop a pilot project to accomplish this work. The Akaitcho Territory Government took up this challenge for the Chipewyan language in 2002.

The testing materials were delivered to the GNWT in March 2004 and testing of Chipewyan interpreters/translators was expected to start in the 2004-2005 fiscal year. However, the code of ethics, occupational standards and certification process have become outdated and must be reviewed before they can be submitted for the approval of the Apprenticeship, Trade and Occupational Certification Board.

Once the entire process for Chipewyan is completed, other communities will be approached to engage in their own certification of interpreters/translators, using the Chipewyan materials as a starting point.

Support to the French-Speaking Community

In 2004-05, the GNWT maintained its support to the NWT French-speaking community through funding provided by ECE under the Community Cultural Development Program. As a result, the Fédération Franco-TéNOise (FFT) was able to support a range of social and cultural activities organized by L'Aquilon (community newspaper), French associations across the NWT, and the Garderie Plein Soleil (daycare).

ECE also provided funding to Yellowknife's French language community radio station, *Radio Taïga*, in support of its programming.

Evaluation and Effectiveness of GNWT Policies and Programs

Aboriginal Peoples' Program

ECE participated in the Aboriginal Affairs Branch Program Renewal and Implementation meetings, hosted in Ottawa by the Department of Canadian Heritage. Input was provided as to how the Federal Government could more effectively respond to Aboriginal peoples' concerns; what an Aboriginal "lens" might look like; and how best Aboriginal people could be involved in federal departmental policies. The main points raised on these issues were:

- Preservation of Aboriginal languages, cultures and traditions to be at the forefront of policy.
- The application process should include tools and templates for writing proposals and reporting on programs and projects and initiatives.
- There was a general agreement that training is required in many organizations to build capacity.

Canadian Heritage is continuing to move forward on the renewal of the Aboriginal Peoples' Program (APP) and anticipate having the process completed by September 2005. Work has already begun on the *APP Implementation Strategy* that includes policy development, administration and delivery improvements, and communications and outreach.



Task Force on Aboriginal Languages and Culture

In December 2002, the Government of Canada announced \$160 million in funding, over 10 years, for Aboriginal languages and cultures. The key proposal is the establishment of an Aboriginal Languages and Cultures Centre, which is to operate under the stewardship of Aboriginal people. The Minister of Canadian Heritage approved the appointment of Task Force members, following consensus recommendations by a committee made up of representatives of the

Government of Canada and its partners in the Aboriginal Language Initiative, namely the Assembly of First Nations, the Inuit Tapiriit Kanatami, and the Métis National Council. The Task Force is responsible for making recommendations on a sustainable national strategy for the preservation, revitalization, and promotion of Aboriginal languages and cultures.

In July 2004, the Task Force held a focus group in Yellowknife, NT. Over the course of deliberations the focus was exclusively on listening and noting the issues and concerns of the participants interested in the preservation, revitalization and promotion of Aboriginal languages and cultures.

The federal government's response to the task force's recommendations is expected during the first six months of 2006.

Results-based Management and Accountability Framework

ECE, in collaboration with the Aboriginal language communities and the French language community, developed a Results-based Management and Accountability Framework (RMAF) to help manage, measure and evaluate programs under the *Canada – NWT Cooperation Agreement for French and Aboriginal Languages*.

The RMAF is designed to facilitate tracking, reporting and monitoring activities related to the programs and services funded under the *Agreement*. Specifically, these include programs provided under the Aboriginal Languages Strategy, as well as French language services that are provided under the *Official Languages Act of the Northwest Territories*.

Extensive consultation took place with the Aboriginal language communities, the French language community, and GNWT departments, boards and agencies. Input was gathered with respect to expectations for the RMAF framework, and this information was part of the research that fed into the RMAF development process. Additionally, the research from the GNWT Response to the Special Committee on the Review of the *Official Languages Act of the NWT (SCOL)*, the Aboriginal Languages Strategy, and the evaluation of the last *Agreement* was considered in the development of this document.

It should be noted that the Northwest Territories is unique in Canada and among nations because we have eleven (11) Official Languages. The *Official Languages Act of the NWT* recognizes Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey and Tli'Cho as 'Official Languages' of the Northwest Territories.

Conclusion

The Government of the Northwest Territories (GNWT) is committed to fulfilling its obligations under the *Official Languages Act*, and to support the enhancement, maintenance, and revitalization of Aboriginal languages on an ongoing basis. Additional resources from the federal government are required however, through a new *Canada-NWT Cooperation Agreement* to ensure that Aboriginal and French language communities, their programs and activities are supported appropriately.

The GNWT recognizes that there is much to be done in revitalizing, enhancing and promoting our Official Languages. We view this report as being a step closer to what many describe as a journey in assisting communities in improving the health of Official Languages in the NWT.

Upon consulting with the language communities on a variety of issues, we heard many speak of the importance of rebuilding and strengthening relations so that our languages can again take their rightful place in our homes and communities. Improving the health of our Official Languages will only be successful if we work together to develop and implement coordinated strategies. This report outlines what the GNWT is doing to support the vision of healthy languages. It is intended to be a "work in progress" as our communities continue to articulate their needs, define their priorities and take greater accountability for achieving their outcomes.



Appendix 1

GNWT Language Program Budget – Aboriginal (04-05)

	VOTE 4	VOTE 1
Teaching and Learning Centres	\$475,000	
<i>Beaufort-Delta DEC</i>	\$85,000	
<i>Deh Cho DEC</i>	\$84,000	
<i>Tlicho DEC</i>	\$72,000	
<i>Sahtu DEC</i>	\$63,000	
<i>South Slave DEC</i>	\$62,000	
<i>YK 1 DEA</i>	\$36,000	
<i>YK 2 DEA</i>	\$35,000	
<i>Conseil Scolaire francophone</i>	\$38,000	
Aboriginal Language & Culture Instructor Program	\$200,000	\$0
Aboriginal Language Broadcasting	\$235,000	\$222,000
Language Planning	\$25,000	\$0
Language Promotion	\$20,000	\$0
Language Resource Development	\$5,000	\$0
Geographic Place Names	\$15,000	\$0
Terminology Dev / Language Wksp (H&SS)	\$0	\$0
Community Contributions	\$1,343,000	\$925,000
<i>Chipewyan</i>	\$153,000	
<i>Cree</i>	\$82,000	
<i>Tlicho</i>	\$243,000	
<i>Gwich'in</i>	\$162,000	
<i>Inuvialuktun</i>	\$242,500	
<i>North Slavey</i>	\$151,000	
<i>South Slavey</i>	\$224,500	
<i>Other</i>	\$85,000	
Language Acquisition Initiative		\$919,000
Early Childhood Initiative		\$898,000
Literacy (from \$2.4M Literacy Initiative)		
Cultural Projects		\$66,000
Language services Section - Administrator		\$251,000
Aboriginal Language School Programs Total		\$6,805,872
<i>Beaufort-Delta DEC</i>	\$1,683,546	
<i>Deh Cho DEC</i>	\$919,901	
<i>Tlicho DEC</i>	\$920,606	
<i>Sahtu DEC</i>	\$880,745	
<i>South Slave DEC</i>	\$1,316,807	
<i>Dettah DEA</i>	\$103,936	
<i>YK 1 DEA</i>	\$513,609	
<i>YK 2 DEA</i>	\$395,142	
<i>Conseil scolaire francophone</i>	\$68,580	
Totals for Aboriginal Languages	\$1,900,000	\$9,839,000

Information on expenditures will be available in the near future.

Appendix 2

GNWT Language Program Budget – French (04-05)

		Vote 4 only
Canada - NWT Cooperation Agreement for French and Aboriginal Languages		
Education, Culture and Employment		\$641,000
	<i>Agreement Evaluation</i>	\$88,000
	<i>GNWT French Translation Services</i>	\$320,000
	<i>Services to the Public</i>	\$50,000
	<i>Policy and Coordination</i>	\$121,000
	<i>Language Promotion</i>	\$5,000
	<i>Community Funding (PDCC)</i>	\$145,000
Justice		\$453,000
	<i>Legal Translation Services</i>	\$424,000
	<i>Services to the Public</i>	\$29,000
Health and Social Services		\$309,000
	<i>Policy and Coordination</i>	\$40,000
	<i>Services to the Public</i>	\$67,000
	<i>Services to the Public (Health Boards)</i>	\$202,000
Executive	<i>Services to the Public</i>	\$6,000
Finance	<i>Services to the Public</i>	\$3,000
FMBS	<i>Services to the Public</i>	\$4,000
Legislative Assembly	<i>Services to the Public</i>	\$20,000
MACA	<i>Services to the Public</i>	\$12,000
NWT Housing Corporation	<i>Services to the Public</i>	\$12,000
Public Works and Services	<i>Services to the Public / Office Space</i>	\$81,000
RWED	<i>Services to the Public</i>	\$31,000
Transportation	<i>Services to the Public</i>	\$15,000
Workers' Compensation Board	<i>Services to the Public</i>	\$12,000
NWT Power Corporation	<i>Services to the Public</i>	\$1,000
Special Project: RMAF Development (ECE)		\$56,000
Special Project: RMAF Development (H&SS)		\$6,000
Total		\$1,662,000
Canada - NWT Agreement for French Language Education		\$868,000
Supplementary Funding – Governmental Plan		\$100,000
Official Languages in Education		\$600,000
Total GNWT Funding for French		\$3,230,000

Information on expenditures will be available in the near future.

