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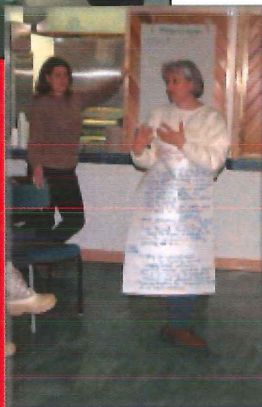
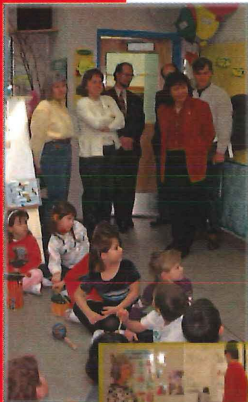


**PEOPLE: OUR FOCUS FOR THE FUTURE**

## Minister's Forum

on

## Education



Submitted to:

**Honorable Charles Dent**

Minister of Education, Culture & Employment

by:

**Minister's Forum on Education**

Robert Tordiff, Chair Ethel Blake, Member

Elizabeth Biscaye, Member Gary Black, Member



Education, Culture and Employment



March, 1999

Honourable Charles Dent  
Minister  
Education, Culture and Employment

Dear Mr. Dent:

We are pleased to submit the attached Final Report on the findings of the Minister's Forum on Education. As we travelled the Western Arctic we were struck, more than anything else, by the degree to which Northerners share a vision for the education system. Virtually everyone agrees that the present Strategic Plan presents an excellent vision for the future. However, they also agree that attaining this goal is impossible with the current resources provided.

This report summarises common messages we heard. In accordance with our mandate, we have placed a particular emphasis on early childhood education and K-12 levels. We provide you and your colleagues in education with a summary of the recommendations for improvements in these areas.

Our consultation included meetings with parents, students, educators, aboriginal leaders, industry representatives, and many others who share an interest in the future of the education system in the NWT. Small group discussions, facilitated by Forum members, proved to be a particularly effective method for the overall discussion of the issues and challenges in each community.

We are impressed with the many successful education programs across the Western NWT but we could not fail to feel the urgency for changes and improvements in the system. The cry for additional resources, both human and material, was loud and clear and unanimously expressed in each of the eleven communities. In particular, attention and resources must be directed toward strengthening both the inclusive schooling practise and the grade extension initiative.

We have gone into many communities and asked Northerners for their advice. People gave freely of their ideas with an expectation that those responsible for managing the education system will be committed to addressing the issues raised. We placed our personal integrity on the line by soliciting Northerners advice in this way. Members of the Forum expect that the recommendations will be clearly reflected in the strategic plan update and associated implementation plans.

We, like the communities we met with, are committed to making a positive contribution to the continued improvement of education for our children and youth. We thank you for this opportunity to contribute and offer our support to

the long term effort of building an education system that reflects the needs and interests of the people of the new Western Territory. We look forward to working with you and your colleagues to make this vision for a strong northern education system, a reality in the foreseeable future.

Sincerely,



**Robert Tordiff**  
Chair, Western NWT



**Sabet Biscaye**  
Member



**Ethel Blake**  
Member



**Gary Black**  
Member

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## 1.0 INTRODUCTION

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In 1993, the Department of Education, Culture and Employment (ECE) established a plan for the future development of the education system in the Northwest Territories (NWT). This Plan – entitled *People: Our Focus for the Future* – was a guiding document for changes that led to the transfer of ownership for education to the community level, the implementation of grade extensions and an increase in support for culture and aboriginal language programming in schools.

However, since that time, the legislation and corresponding plans for the division of the Northwest Territories have been enacted. Also, the economy has changed significantly. Specifically, there has been:

- a decrease in gold prices resulting in mine closures and shutdowns;
- an increase in diamond exploration and mine development;
- a decrease in public sector spending;
- large scale exploration for oil and gas in the Mackenzie and Liard Valleys; and
- the Ikhil Natural Gas Pipeline is currently being built in the Mackenzie Delta.

While the economy is improving in some areas, deficit reduction measures have had a significant impact on education. The need to ensure the education system reflects the values and interests of the people of the Western NWT in this changed environment became apparent.

In December 1998, the Minister of Education, Culture and Employment announced a review of the existing plan. The goal of this review is to update the plan in a way that reflects changes that have occurred in the NWT since it was originally published. This is to be achieved by using the ideas, concerns, and aspirations of the people of the Western NWT as the starting point.



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## 1.1 OUR ASSIGNMENT AND WHO WE ARE

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*The Minister of Education, Culture and Employment has set out a plan to consult Northerners on current issues in education...for the continued improvement of education services (Forum Terms of Reference).*

A key objective of the review is to consult with residents of the NWT on their views about, and ideas for, their education system. To accomplish this objective, the Minister of Education, Culture and Employment appointed a four-member panel to travel to several communities to hear the advice that northern people have for the improvement of the education system. The terms of reference for this process are provided in Appendix 1.

The members of the Minister's Forum on Education for the Western NWT are:

- Robert Tordiff, Chair
- Elizabeth (Sabet) Biscaye, Member
- Ethel Blake, Member
- Gary Black, Member

The experience each Forum member brings to this role is outlined in Appendix 2. The Department of Education Culture and Employment, Strategic Planning Office, provided support for this process.

This report provides a summary of what the Minister's Forum on Education heard in the community visits and from written submissions. As well, Forum members offer recommendations for directions in the education system based on our understanding of what Northerners told us.

These directions will be incorporated with the results of other consultation processes to form the foundation for the preparation of an updated ECE Strategic Plan for the Western NWT. Examples of other processes undertaken include a review of the Income Support Program by the Minister two years ago as well as a review of the Student Financial Assistance Program. This past year, the Minister also commissioned a System Review of Post-Secondary Education.

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## 1.2 OUR CONSULTATION PROCESS

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The Minister's Forum visited eleven (11) communities in the Western NWT over a three-month period to talk with community members about the education system. The list of communities can be found in Appendix 3. The goal of the process was to gain a full understanding of the successes experienced and challenges faced in each community. These visits included tours of local schools and early childhood development programs, interviews with representatives of local groups, and public meetings for a general discussion of education issues. Where possible, the Forum members also organised small group feedback sessions with students and educators.

Many people came out to the public meetings to express their views and share their advice with the Forum members. Some of the community meetings were attended by over seventy-five (75) people. In total, the Forum members met with over nine hundred (900) people including students, teachers, parents, and community leaders. A list of organisations that participated is provided in Appendix 4.

The general format for each of the meetings included:

- an overview of the Minister's Forum assignment;
- a brief discussion of current trends in the NWT with respect to education and related sectors; and
- one-on-one and small group discussions of key successes and challenges that people see in the education system and their ideas for ways to improve the system.

Based on feedback from participants at these meetings, this method of consultation seemed to be an effective way to generate dialogue and feedback on this topic. However, Northerners also had the opportunity to have their voices heard through written submissions. A list of written submissions is provided in Appendix 5.

One of the challenges for the Minister's Forum throughout the consultation process was to distinguish between issues that only apply to particular situations or communities and those that are more broadly found in a number of communities. In this report, the members have described the issues and challenges that are shared with other communities. Those issues that are specific to a particular community

have been referred back to the organisations that have direct responsibility for managing education programs in that community or region such as the Principal, District Education Authority, or Divisional Education Council.

Forum members would like to assure all community residents that their issues and concerns were heard and that we will endeavour to address these concerns in the best way possible.

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### **1.3 NEXT STEPS**

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Upon completion of the community consultation process, the Minister's Forum will present their report and recommendations for improvement of early childhood development and K-12 programs to the Minister of Education, Culture and Employment. As indicated earlier, this report will contribute to the strategic plan update process for the education system in the Western NWT.

The members will also share their findings with the communities in the Western NWT by distributing a copy of the final report to all schools and each District Education Authority. It is hoped that this document will also promote further dialogue in each community on the challenges that must be addressed to improve education programs for our children.

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## 2.0 FINDINGS AND RECOMMENDATIONS

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*...a local economy is only as healthy as its workforce and that workforce is a reflection of the education system* (Mine Training Committee).

Elders, parents, youth, political representatives, educators, business owners, and industry representatives are united in the view that the education of our young people is the key to the strength and success of our communities and the Western NWT. In our visits to Western NWT communities, the Forum members were impressed with the high levels of interest, commitment, and passion that residents expressed in their discussions about the future of education.

Not surprisingly, we heard many diverse opinions and perceptions. However, there were consistent messages that were heard in many or most of the communities.

Without exception, the single most common issue raised was the current education funding level and how it affects the education system. There is a perception that the recent funding limits have had severe impacts on the education system. These impacts include:

- classroom sizes have increased;
- support services for inclusive schooling have decreased;  
and
- optional courses that were once a part of school programs have been limited.

This situation was further compounded when new programs such as additional early childhood development programs, introduction of new curricula, and community high school extensions were implemented with either existing funds or very little new investment. The members were given a clear message that the education system is currently under-funded in several key areas.

We also heard that communities value the role of the family and community in education and would like to see these values better reflected in the education system. Residents told us that healthy family life and the support of parents for our children's growth and development is foundational to a vibrant and effective education system. The forum members observed that, in many communities, the partnerships between schools and local groups could be improved to better reflect and support the role of families.

This section of the report provides a brief discussion of each of the major themes identified and a series of broad recommendations for each of these findings. The members, through this report, recommend that the Minister of Education, Culture and Employment incorporate these recommendations in the preparation of a strategic plan for Education for the Western NWT.

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## 2.1 INCLUSIVE SCHOOLING/LARGE CLASSES

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*Help us help special needs children (Fort McPherson).*

In 1986, the department responsible for education implemented a policy to ensure all children equal access to education. In subsequent years, this policy was revised and became known as the Inclusive Schooling Policy. In 1996, the Deficit Elimination Act led to budget limitations that now require districts to limit the number of teachers while the number of students continues to increase. Both of these policy directions had, and continue to have, an impact on the education system.

The intent of the Inclusive Schooling policy is to discontinue 'special education' classes and allow all students to be taught and have their needs met in a 'regular' classroom. Students with severe special needs are provided with additional assistance or the one-on-one care of Special Needs Assistants.

The impact of the Deficit Elimination Act on classroom sizes can be understood from an examination of pupil-teacher ratios (PTR). The following table shows the change in the PTR for the NWT as a whole from 1994 – 98.

<u>School Year</u>	<u>PTR</u>
1994 – 95	15.5 to 1
1995 – 96	16.5 to 1
1996 – 97	17.5 to 1
1997 – 98	18.0 to 1

Although these ratios do not include language specialist teachers and classroom assistants, this table shows that there is an overall increase of 2.5 pupils per teacher in a four-year time frame.

### **Our Findings**

The majority of Northerners who spoke to the Minister's Forum

*The present allocation of monies to schools does not take into account the higher costs of educating some special needs students over others (Christina Vernon, CNIB).*

*The workload for staff is very heavy. We feel fragmented and torn and drawn until we are exhausted in mind, heart, and spirit (Fort McPherson).*

agreed that the Inclusive Schooling Policy is valid and desirable. However, the view prevails that funding for Inclusive Schooling is severely inadequate, so much so that the policy is almost unworkable. Schools lack both the human and material resources to adequately cope, let alone provide the quality of education expected by parents.

Since the policy was implemented, teachers who are already coping with students of wide-ranging abilities and attendance patterns are now required to also support students with more challenging personal, emotional, physical, and intellectual needs. Teachers find themselves supporting students who are working far below grade level, above grade level, with severe behavioural problems, with auditory and visual challenges, with Fetal Alcohol Syndrome, and a great many other educational challenges. In some communities, we were told that students arrive at school without a strong foundation in either a first or second language. In others, we saw children who arrive at school cold and hungry, in need of food and rest before learning can even begin.

People who attended the public meetings consistently expressed concern with the incidence and magnitude of the special needs in our classrooms. A report prepared by Dr. J. Godel supports this perception when it states:

These children, with academic difficulties often associated with disruptive behaviour, have the potential to interfere with the learning of others in the classroom and account for a disproportionate amount of teacher time and of educational budgets (1996: 1).

Teachers and support staffs recognise the need for and strongly requested additional training to help them deal with the requirements of this policy. Most staff members have not received sufficient specialised training to be able to provide the best programs for such a wide range of student abilities and challenges. We were told that in-service training has been sporadic and considerably limited by insufficient time and money. The Beaufort-Delta Region has implemented a program for support staff that may provide a model for other districts.

Residents also expressed serious concerns that recent deficit reduction initiatives across the GNWT add to the problems already faced by schools. In the minds of people participating in the Forum, the NWT used to have favourable class sizes but the budget limitations in recent years have forced districts to limit the number of teachers while the number of students continues to increase at the highest rate in Canada.

The message from communities is clear. Support for inclusive schooling will decrease if additional and adequate resources are not provided in the near future. The cumulative impact of the Inclusive Schooling Policy, increased class sizes, and limitations in the hiring of Special Needs Assistants have had a dramatic impact on the quality of education offered. It is imperative that these issues be addressed.

*The result of a lower pupil-teacher ratio will be reflected in a higher graduation rate and increased scoring on national indicator tests (Kyle Kelly, Rae-Edzo).*

### **Our Recommendations**

- A major research project should be undertaken to determine the number of children with special needs and to gain a better understanding of the range of needs that are evident in NWT schools. Contingency funding should be available to ensure the results are addressed within an appropriate timeframe.
- We recommend that, to ensure the needs of all students are met in an equitable way, the number of additional Special Needs Assistants, Program Support Teachers, Reading Specialists, and other support services be increased.
- Resources should be directed toward the training of teachers, program support teachers, and special needs assistants to better prepare them to meet the needs of all students.
- It is very clear from our discussion with communities that the pupil teacher ratio should be decreased overall and classroom sizes maintained at manageable levels.

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## **2.2 EARLY CHILDHOOD DEVELOPMENT**

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*A successful early start to life can make a difference in a child's long term prognosis (Yellowknife Catholic School Board).*

Over the past three years, the GNWT and the Federal Government have significantly increased the level of funding to support early childhood development programs such as the Healthy Children Initiative and the Aboriginal Headstart Program. From discussions throughout the Western NWT, this has been recognised as money well spent.

### **Our Findings**

As with most education programs, it will take many years to determine the long-term benefits of this increase. However, parents and teachers alike already observe an improvement in the socialisation and academic performance of children in the early grades.

One interesting aspect of the Aboriginal Headstart Program is that in order for a child to participate parents must actively volunteer and be a part of the program. Given the role parents play in the success of a child's education, many parents and educators expressed the view that if this parental requirement were to carry on into the school years, it could result in many positive changes.

While these advances are seen to be steps in the right direction, the following challenges to improving Early Childhood Development programs were identified:

*There is no doubt (...) that Early Childhood Education Programs are vital to the future well-being of this community (Hay River).*

- Not every community in the Western NWT has a pre-school or early childhood program. Given the acknowledged benefits of these programs, it is important that all children have access to a pre-school program.
- Most of the programs have been funded by a combination of parents paying fees directly and short-term support from either the Territorial or Federal Government. While these approaches encourage greater parental involvement and build strong community ownership, the tentative nature of the core funding from government has caused great concern. The members were informed of situations where programs were started, considered to be successful and then had to be closed down or decreased when the funding for the program ended.
- Parents and educators expressed their view that early assessment and diagnosis of special needs will assist in addressing learning problems early on and that this will assist many children with reading and language development as they go into the school system.
- It was observed that there currently are very few services available in the NWT for early assessment, diagnosis, and intervention for children with learning difficulties.

Overall, people are encouraged by the results of increased funding in this area and are looking for continued improvements to stabilise programming and broaden access to these programs throughout the Territory.

#### **Our Recommendations**

- Multiyear funding agreements that support and sustain early childhood development programs should be developed to ensure these programs get past the implementation stage and into more effective levels of delivery.



*The Aboriginal Headstart Program addresses speech difficulties and FAS/FAE problems. If these needs are no longer addressed [early on] they will regress (Fort McPherson).*

- Agreement between the federal and territorial governments to cooperatively support programs in all interested communities should be secured. At the same time, unnecessary duplication of funding for some communities could be addressed.
- For programs to be eligible for funding, they should be required to demonstrate commitment to parental involvement through a requirement for parent participation in the classroom and an enrolment fee for those children whose parents can afford it.
- Research to determine the benefits of early diagnosis and intervention for learning difficulties should be undertaken in partnership with appropriate government departments. This research should include examining the most appropriate resources and practices that would be helpful in early intervention. The findings of this research should be acted upon immediately to ensure students have sufficient support services when entering early childhood development and school programs.

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## 2.3 GRADE EXTENSIONS

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*We have to give students a message of more than 'stay in school', we also have to say 'stay in school and do well' (Bill Erasmus).*

During the time when residential schools delivered grades ten through twelve, the secondary school drop-out rate was high. One of the causes for this was that many students experienced difficulty making the transition from their home community to a high school in one of the regional centres.

The Department's Strategic Plan *People: Our Focus for the Future* responded to this concern by recommending that broader access be provided to high school for students who live in small communities. The implementation of this strategy, since 1994, has meant that residential schools have been closed and high school programs are now offered in most communities.

Not surprisingly, significant increases in school participation and retention have occurred. Specifically, school participation increased from 50 percent of school-age children in 1988 to approximately 84 percent in 1997/98. This is a significant success to be celebrated.

### **Our Findings**

Much of the growth in enrolments can be directly attributed to more

students now being able to complete their full high school in their home community. However, community residents did indicate that this approach does have challenges. These include:

- While there has been a modest increase, the graduation rate has not increased at the same rate as the participation rate. This could be because the policy is in the early stages of implementation and, as it becomes fully implemented and stabilised, the approach will be more successful. However, community residents told us that there are barriers to graduation that should be addressed in the implementation of this policy. Specific mention was made of the difficulties many students have in passing English 33 and the fact that many students take four years rather than three to complete high school. This is not uncommon across Canada but it causes parents concern all the same.

*Courses that are offered are the same (as in the south), but they miss the extras (student representative, Inuvik).*

- High schools in many communities are only able to offer a narrow range of courses because they have fewer teachers and a more limited range of subject expertise. This does not provide all students with the range of courses or introduction to interesting education options as occurs in larger high schools.

- Specialised resources for mathematics and the sciences were highlighted as inadequate.

- Parents, educators, and students alike indicated that a full educational experience in high school goes well beyond just the courses that students are enrolled in. A full high school education includes extracurricular activities, competitive sports, interesting learning opportunities outside the classroom, and opportunities to organise student clubs. These opportunities are more limited in small schools because there are not enough students to support them.

- Students find the independent study modules very difficult and, at times, tedious and uninteresting. They also miss the diversity of interaction with other students, teachers, and ideas that is possible in larger schools.

*A solution to this could be more and continuous career counselling for students during the high school years (Gwich'in Tribal Council).*

- Parents in some communities questioned the quality of the high school programs in their community. Parents are concerned about the ability of students to make the transition from high school to post-secondary education. They are worried that students may not be getting all the courses required for entrance to college or university and that the courses are not sufficiently rigorous. Parents noted that, in some cases, students get into post-secondary

programs but struggle with success at that level. Although the NWT high school curriculum is almost entirely provided by Alberta Education, there appears to be a need for improvement in career counselling, assistance with school to college/university transition, and in the overall quality of high school education experience.

- People believe that, at present, community high schools are geared toward preparing students to continue on to college or university. There is recognition that some students do not necessarily plan to go that route, nor should they be expected to. People expressed concerns that there currently are no programs in their community or in the entire NWT where high school age students can follow a more “vocational” high school plan.

Overall, communities recognise the support that families can and do provide to students to ensure the successful completion of Grade 12. However, they expressed the importance of the issues noted above being addressed before the full benefit of grade extensions in small communities can be realised.

#### **Our Recommendations**

- More resources to support a broader range of courses in community high schools should be provided. Ideas of ways to do this include improving distributed learning options, rotating instructional resources such as teachers and learning modules, and hiring local people with specific expertise.
- Career counselling elements of the Career Pathing Programs must be more strongly adhered to in the grade 7 - 9 levels.
- Schools in the communities should increase their focus on building school spirit and broadening the educational experience of high school students.
- ECE should investigate the need to offer vocational programs and explore options on appropriate methods for offering these programs either at the community, regional or territorial level.
- Ways to enhance or change the courses that are currently delivered by correspondence should be explored. The existing program, essentially print-based courses, should be made more interesting and relevant to northern students by using alternative delivery or support methods.

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## 2.4 LITERACY AND LANGUAGE DEVELOPMENT

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The curricula in NWT schools, like other jurisdictions, are heavily language-based. The new math curriculum, being introduced at various grade levels, is also language intensive with an increased emphasis placed on the development of problem solving skills. While, from an educational perspective, this approach has well recognised strengths, the implementation presents challenges for educators and parents.

### **Our Findings**

In some communities, parents and educators commented that literacy skills and language development are delayed for many students. Some of the possible reasons for this are:

- Many children are not exposed to books and reading enough in their formative years before starting school.
- There are not enough reading materials in the home and community in general. In some of the smaller communities, residents expressed concern that most of the books and reading materials in the library are not current. Further, there are no bookstores where people can buy books.
- Also, some people indicated that there are not enough funds to organise small groups and one-on-one remedial reading sessions for students at all levels of the education system.

Clearly, parents should and are playing a larger role in supporting the development of reading skills by spending more time reading to their children. In some ways, the early childhood programming described in the previous section provides some of the support needed in this area. However, children without a solid language and literacy base students at home are disadvantaged as they enter the school system. We need to respond to the needs of these children. The concern requires a cooperative response by educators and parents.

### **Our Recommendations**

- More resources should be dedicated for reading specialists in the school system and to support a greater emphasis on remedial reading.

- Special programs for parents who are unable to read should be organised.
- A family literacy campaign that encourages parents to help their children gain a love of reading at an earlier age should be implemented.
- Ways to make interesting reading materials more readily available in all communities should be explored.
- Additional specialised training should be offered to teachers to support them to better meet the diverse needs of students.

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## 2.5 LANGUAGE, CULTURE AND HERITAGE

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*We have to ask the elders to help us (parent, Deh Cho Region).*

The strategic plan for the Department places a strong emphasis on supporting communities to achieve their language, culture, and heritage goals. As noted in that plan, parents expect schools to do their part in helping children and young adults learn about their culture and develop or retain the ability to speak their own language.

The greatest advance in this area has been the development of curricula that broadens the understanding of the cultures of the NWT. The Dene Kede and Inuuqatigiit curricula are the most prominent examples of progress in this area. While these curricula have yet to be fully implemented, most people expect that this approach will be helpful.

### **Our Findings**

It is recognised that, for schools in the NWT to fully reflect the cultures of the region, people from the community must be working in the school system. Community-based Teacher Education Programs in the Beaufort-Delta, Dogrib, and Deh Cho regions have supported this goal. Throughout the community visits, community residents and education administrators often spoke of the difficulties they face in attracting and retaining northern aboriginal people to the teaching profession.

*Great to have, but need funds for workshops to teach teachers how to implement the materials (Inuvik).*

Members of the Forum heard repeatedly about the challenges communities face in retaining their aboriginal language and the importance of the education system in supporting language retention. Throughout the visits to communities, we heard of the difficulties of

getting sufficient support to offer effective first language recovery and development programs. In some cases, the difficulty was as basic as being unable to hire an aboriginal language instructor.

*We don't want the school to teach culture, it should teach basics and culture should be taught by parents and aboriginal organisations (Metis Local, Fort Smith).*

As was communicated clearly in a few meetings, not everybody in the Western NWT supports the integration of aboriginal languages and culture into schools. Some people, fearing that this emphasis takes away from the main responsibilities of the school system, recommended that families and community groups must play a larger role in this area.

By and large, parents and community residents were supportive of the current approach to having aboriginal culture and language as an integral part of the school system. They felt that this supports students in gaining a better appreciation for the various cultural groups within the NWT and helps aboriginal students develop greater pride in themselves and their heritage.

People expressed the following challenges to effective fulfilment of this objective:

- There is a shortage of materials to fully support the Dene Kede and Inuuqatigiit curricula.
- Non-aboriginal teachers often expressed their lack of confidence in teaching the Dene Kede or Inuuqatigiit curricula.
- A number of educators suggested that the orientation to the new curricula could be improved.
- Language materials and vocabulary aids in each of the aboriginal languages could be improved.

### **Our Recommendations**

*This camp enables students to spend time on the land learning about traditional and western knowledge...to motivate students to continue their education so they can play an active role in the research and management of these resources in the future (Alestine Andre).*

- Educators need to be supported in developing a better understanding of the role of culture and language in the success of students in school programs.
- Ongoing consultation with aboriginal organisations on a community by community basis about language and culture programs needs to be a foundation of the program design.
- One to two week orientation sessions for the Dene Kede or Inuuqatigiit curricula presented by the community and the District Education Authority (DEA) should be mandatory for all new teachers.

- Communities need to be better informed of the options available to them with regard to the language of instruction.
- Communities that choose to have their aboriginal language as the language of instruction must be provided with the human and material resources to do so.
- Teachers need additional training in how to work with students who come to school without a good foundation in a first or second language. Research on this issue should be carried out as soon as possible.
- More research and training with respect to cultural foundations of learning for aboriginal communities are required.
- The possibility of achieving greater flexibility in program delivery and of responding to the need for regional diversity, by contracting language services to aboriginal organisations, should be explored.
- A multi-faceted recruitment campaign to attract and retain Northerners to the teaching profession should be undertaken. This should include career promotion, mentoring, transition support, financial and incentive support, and assurances of employment opportunities.

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## 2.6 HEALTHY AND SUPPORTIVE COMMUNITIES

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*Education is at its best when the community is involved*  
(Deline).

Children in schools are a reflection of the families in which they are raised and the communities in which they live. If families and communities are healthy, children will be healthy. Healthy families and communities share the following characteristics:

- Human needs for food, shelter, clothing, and safety are met;
- Members have the opportunity to strive for and achieve their potential;
- There is a celebration of culture and heritage;
- all people are treated equally regardless of income, ability, gender, religion, ethnicity or ability; and

- communication about opinions and ideas are encouraged.

The development of healthy families and communities is enhanced by integrating services and service delivery, as well as building partnerships between a broad range of organisations. Community Learning Networks, described in *People: Our Focus for the Future*, aims to do this by recognising that education takes place everywhere - in the school, in the home, in the workplace, and on the land.

### **Our Findings**

Forum Members saw and heard of many examples of community support for education and the integration of the school into the fabric of the community.

*We see the benefit of combining all human service delivery for the region with one agency (Dogrib Community Service Board, Rae-Edzo).*

One of the notable examples where innovative solutions are sought is the Dogrib Community Services Board. In this case, the Board is developing an integrated approach to affecting change. This model integrates decision-making for education, justice, health, social services, and income support for the region within one decision-making body. While this model may not be possible in all regions of the Western NWT, there are certainly lessons that can be learned from the approach.

In Fort Smith, *Our Kids, Our Future* is a community-based program that supports families to provide positive parenting and encourages the development of positive learning environments in the community.

Another excellent example is the tutoring program for high school students sponsored by the Metis Nation. This program, offered in seven communities in the Western NWT, provides individual and group tutoring services for Metis students.

*Preventative work needs to be done before our students become parents themselves (Nora Dixon, Inuvik).*

Sadly though, we also heard of a few communities where there is a definite lack of parental involvement in their children's education. In probing further, members heard that this is due in large part to social problems that exist within families and in communities. In some cases, it simply means that parents, many of whom are young, lack the necessary parenting skills. In other cases, the problems are of a much more serious nature including drug and alcohol abuse, physical and sexual abuse, and other forms of addictions such as gambling.

Forum members acknowledge and celebrate that there is an increasing number of people in the communities who have chosen the road to recovery and healing and are making a concerted effort to improve their lives for themselves and their families. The support of the whole



community for learning is a fundamental component to recovery and healing.

The message that was reinforced most often was that families play the most important role in supporting learning. Members heard that when parents volunteer in Early Childhood programs and in schools, not only do they contribute to the success of the education program, they also get an opportunity to see the education their child is receiving and their child has a higher success rate in school. Parents participate in decision-making about these programs by volunteering to be a part of the local Parent Advisory Committee, District Education Authority or Playschool Board.

Parents are also playing an important role as supportive advocates for their child's education. This means that parents are actively engaged in the child's education and are supportive by showing an interest in what the child is learning, encouraging the child in their own growth and development, and where possible, monitoring and tutoring the child with their homework. Overall, the child has a higher success rate of completing high school and going on to post-secondary studies. The communities benefit because the student may eventually return to work in his or her hometown, and is almost always a role model for other young people.

During our discussions it was noted that the family and school should not be alone in supporting healthy communities through education and learning. If the adage 'it takes a whole village to raise a child' is true, then the healing process has to extend beyond the family to the community. A healthy community can significantly enhance the educational experience of our children. The support of the community is a critical element in the success of our education system.

### **Our Recommendations**

- The Department should play a leadership role within the GNWT and other government agencies to ensure the development of inter-agency and non-proprietary approaches to education and the health of communities.
- The current community development program led by Municipal and Community Affairs should be adapted to include a focus on a community approach to healing and problem solving in collaboration with appropriate government departments as well as aboriginal and community organisations.
- Workshops on parenting skills should be regularly offered in each community. This should be supplemented by the provision of

parenting information in a variety of media.

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## 2.7 COMMUNICATION AND PARTNERSHIP BUILDING

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Effective communication between community organisations and the school or early child program is a critical element in the ability to deliver programs that respond to community needs and build community support.

### **Our Findings**

The parental volunteerism and strong community support that is evident in some schools is very encouraging. We are impressed by schools such as the Princess Alexandra School in Hay River and the N.J. Macpherson Elementary School in Yellowknife which both have active volunteer programs. We also observed strong community support for enhancements to St. Patrick's High School in Yellowknife. In Rae-Edzo, community Elders work with the Elizabeth MacKenzie School to provide students with a better understanding of the traditional knowledge of the Dogrib people. There are many other stories like these throughout the Western NWT.

However, we also observed situations where it seems that communication between the school and community groups could be improved. We feel that this report should reflect this observation.

Specifically, the Forum members heard about schools that community members feel are very separated from the community. Community organisations acknowledged that they should play a more supportive role with the school, but in most instances, were uncertain where to start. In a few cases, Forum members heard from people who were critical of the school in their community but were not prepared to offer solutions.

We also heard from many parents and community organisations about the hopes and aspirations they have for the education system in their community. Ironically, these are also often the goals and aspirations articulated by the people involved in delivery of educational programs. Clearly, the partners in education need to be more open and receptive to each other's education priorities.

People are also well informed on education issues and welcome

opportunities to discuss the success, challenges, and ways to improve the education system. In several cases, residents who attended the meetings indicated an interest in continuing the discussions of education issues in similar forums in the future. In one community, the Chief of the Band Council offered to host a follow-up public meeting to discuss, and set a plan for resolving a particular education issue in that community. We conclude that open discussions and other ways of building consensus on education issues contribute to the support for success of the education system.

### **Our Recommendations**

- Community leaders and educators should find ways to share information about their aspirations for the education system in their community.
- The Department should survey communities in the Western NWT to collect information on the ways that community organisations successfully communicate with each other and build community partnerships. These best practices should be celebrated, documented, published, and distributed throughout the Western NWT.
- Schools should develop innovative ways to get community involvement in all levels of the school system and to make parents comfortable visiting and volunteering in schools.
- Dialogue about what parents expect from schools and what schools expect from parents should be promoted. Differences should be resolved in the most collaborative ways possible.

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## **2.8 FINANCING**

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Currently, ECE uses a formula to determine the amounts of money that are contributed to each of the District Education Councils (DECs). As with any formula, this method is used to ensure an objective and equitable distribution of funding is provided to each of the regions of the Territory. The formula uses student enrolments, regionally specific costs, and other factors to determine funding levels.

*The funding formula is based on outdated stats. The budgets have experienced a*

### **Our Findings**

Parents generally have the impression that school funding has been

*gradual chipping away of resources from schools. These incremental reductions have dramatically affected our ability to offer an effective education for all of our students (Rae-Edzo).*

reduced over the past few years. In reality, funding levels have not been reduced. What has happened is that, while enrolments have gone up, new programming has been introduced, and the costs of providing services have increased, but funding levels have remained the same. As a result, people are not happy with the impact they see in their schools. They talked about:

- increases in class sizes;
- no increases in much-needed support services for special needs students; and
- fewer optional courses such as music, language, and art that enrich the learning experience.

Funding limitations have also meant that schools must do more fundraising. The value of greater involvement in fundraising efforts is that it builds community ownership of education, cements partnerships, and provides ‘nice to have’ resources. On the other hand, it can also take away from time spent on the academic development of students. The other issue that was raised is that a lot of fundraising currently being undertaken is for essentials such as textbooks and special needs assistants.

Community residents made a clear and convincing case about the importance of providing adequate funding for the education system. The very serious shortfall in funding for key areas profiled throughout this report must be addressed by government in the upcoming budget process.

### **Our Recommendations**

- The GNWT should establish that the education of our children and youth is its highest priority. Attention and funding dedicated to providing the much-needed resources described throughout this document must be considered. These resources should come from a combination of re-investment of current funding into programs of highest priority and through new resources being dedicated to education.
- The current funding formula should be reviewed to ensure the distribution of funding to support schools is provided in a fair and equitable manner and in a way that reflects the diversity of needs within the education system.
- Schools and Early Childhood Development Programs should receive support and guidance for their fundraising efforts. The

Department and/or DEC's should consider a centralised role for support of schools in this area. This support could include assistance with proposal writing, financial management, development of a fundraising guide, and ongoing fundraising training.

- The GNWT, in concert with the DEC's, should seek out major funding sources that could support territory-wide programs.
- Amendments to the Education Act ensuring that First Nations, Metis locals, and municipal government have active and meaningful representation on DEAs and DEC's should be profiled and promoted.

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## 2.9 OTHER SIGNIFICANT ISSUES

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There are some key observations the members had during their tour of communities that did not fit into the categories set out in this report. This section provides a collection of those observations:

- Without exception, every community expressed their appreciation with the level of commitment that educators demonstrate in their work.
- People expressed their concerns for the ability of the system to hire, retain and develop a stable workforce for the future. The recent reductions in the salary/benefits package are one of the major issues in this regard. Other issues include a drive by southern school boards to attract northern teachers and the difficulty Aurora College is having in attracting people to the teaching profession. It is widely recognised that a stable workforce and well-prepared teachers can contribute greatly to the success of the education system.
- Recent changes in the Education Act allow for the transfer of decision-making authority to the regional and local level. Members were reminded of current self-government and treaty entitlement negotiations that will impact on how educational programming in some regions will be governed. The Department needs to ensure that the strategic plan recognises and facilitates these developments.

We appreciate the importance of this process and recognise the benefits of more locally governed education systems. However, sustained periods of negotiation also take away from resources and effort that could be placed on the delivery of education. In some cases, the prolonged nature of negotiations has resulted in a lack of clarity as to which body is responsible for making which decisions.

### **Our Recommendations**

- We strongly recommend that the Minister and the entire education system highlight, acknowledge, and celebrate the work of northern educators and communities, which support the work of the education system.
- The salary and benefit conditions for teachers should be improved to ensure the Western NWT offers a competitive compensation package that supports a stable workforce.
- We recommend that the strategic plan anticipate and facilitate the emergence of self-government agreements.
- Public awareness of the DEA and DEC structure should be promoted.
- Board development support for DEA and DEC members should be provided to ensure there is a full understanding of roles and responsibilities.

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### 3.0 CONCLUDING REMARKS

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The members wish to thank everyone who participated in the discussions and contributed in a number of ways to the success of the community visits. These include:

- the educators and students who opened their classrooms and programs to allow the members to see the education system in progress;
- community residents who invested their time to attend public meetings and contribute their advice and guidance on educational issues;
- education administrators who travelled from community to community to assist members, facilitate small group sessions and provide guidance and follow-up on local education issues; and
- most importantly, the Minister of Education, Culture and Employment, the Honourable Charles Dent for ensuring that this public discussion of the future of education in the Western NWT was conducted.

We believe that this process has resulted in frank, open discussion of the future of the education system in the Western NWT. It has profiled the successes of the system. However, because it is intended to identify gaps and challenges that must be addressed in the Strategic Planning process, some parts ring somewhat negative. This should not in anyway take away from the wonderful, daily achievements of teachers, parents, communities, and learners. We must understand this as advice and guidance that the communities have put forward on how education for the children of the Western NWT should be provided.

This report provides a summary of these observations. In addition, members have also collected:

- transcripts of public meetings;
- community summaries for each of the eleven communities visited; and
- written submissions from groups and individuals.

Should anyone wish to have a copy of these supporting documents, they are available from the Strategic Planning Office, Department of Education, Culture and Employment.

Forum members implore the Minister of Education, Culture and Employment to ensure that the recommendations made on behalf of the people of the Western NWT are seriously considered and reflected in the preparation of the updated strategic plan. And further, when the strategic plan is updated, we ask that steps be taken to effectively implement the plan.



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## APPENDIX 1                      TERMS OF REFERENCE

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### **The Background**

The Minister of Education, Culture and Employment has set out a plan to consult Northerners on the current issues in education. This consultation effort is intended to gather information and recommendations for the continued improvement of educational services. This information will be instrumental in updating the current strategic plan to reflect the current needs of Northerners.

The Minister has proposed a series of consultation methods for gathering information. This includes extensive questionnaire/interview distribution, organising public forums in all smaller communities, establishing a web page, focus groups, etc. However, one of the more important methods for consultation in this process is the establishment of a Minister's Forum on Education. These terms of reference are intended to describe the process that will be followed by this forum.

The Minister's Forum on Education will be organised to gather feedback in the Western Arctic. Representatives of each of the regions of the Western NWT will be appointed to the Forum as follows:

**CO-CHAIR – WESTERN NWT**

**WESTERN NWT**

- 3 Delegates

It is expected that the method of appointments will ensure that these will be representatives from each of the regions within the territory.

### **The Assignment**

It is expected that the Minister's Forum will travel to eleven communities across the Western NWT. The primary focus of the Minister's Forum on Education is early childhood programs and schools. Other methods of consultation are planned to gather information on other activities such as income support, adult training, culture and heritage, etc. that fall within the responsibilities of the Department of Education, Culture and Employment. In each community that is visited the Minister's Forum will host public meetings to provide an overview of current issues in education, stimulate discussion and receive feedback from community residents. Depending on available time and the interest of community groups, such activities as school visits, organised meetings, and other methods of gathering information will be pursued.

At the completion of the community visits the delegates will meet to prepare a final report on their findings. The final report will be tabled with the Minister of Education, Culture and Employment for his review. If possible this will include a final meeting with the Minister of ECE and the Deputy Minister of ECE to present the final report. This final report will be used by the Minister of ECE as one method, along with other methods, to update the current Strategic Plan.

During the community visits Forum Delegates will be asked to:

- Review background documents and provide community residents with their perspectives on education;
- Assist with presentations on current topics in education;
- Facilitate feedback sessions with community residents;
- Discuss issues of concern with those attending the public meetings;
- Pose questions to stimulate discussion and debate.

An orientation session for the Minister's Forum delegates will be organised prior to the first community visits. This orientation will provide delegates with background on the current Strategic Plan and other information that will prepare delegates for this assignment.

#### **Schedule of Activities**

- |   |                |
|---|----------------|
| • Appointment of Minister's Forum Delegates         | Dec 1, 1998    |
| • Orientation Session                               | Dec 5&6, 1998  |
| • Community Visit Schedule                          |                |
| • Draft Final Report                                | March 31, 1999 |
| • Present and Table Final Report with Minister, ECE |                |

#### **Support Services**

The Department of Education, Culture and Employment has established a small office to undertake the review and updating of the Strategic Plan. This office includes a facilitator, office support staff, computers, and telecommunication services. All of these services will be available to support the work of the Minister's Forum. In addition, resource people from within the field of education have been identified and will be made available for this project.

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**APPENDIX 2****FORUM MEMBERS**

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**Mr. Robert Tordiff, Chair**

Mr. Tordiff works for the South Slave Metis Tribal Council and is the manager of the Regional Bilateral Agreement for that region. Mr. Tordiff is also the Chairperson of the Fort Smith District Education Authority and sits on the South Slave Divisional Education Council;

**Ms. Elizabeth (Sabet) Biscaye, Member**

Ms. Biscaye is the Executive Director of the Native Communications Society, a board member of the NWT Literacy Council, a Senate Member of the Tree of Peace Friendship Centre, and a former teacher;

**Ms. Ethel Blake, Member**

Ms. Blake is a former educator and is currently an employee of the Gwich'in Tribal Council;

**Mr. Gary Black, Member**

Mr. Black is a retired Senior Manager with the GNWT and is now providing consulting services in the areas of community development, education, and self-government. Early in his career Mr. Black was an educator.

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**APPENDIX 3****COMMUNITIES VISITED**

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Deline – February 11-12, 1999

Fort Providence – February 22-23, 1999

Fort Resolution – February 17, 1999

Fort Simpson – February 24-25, 1999

Fort Smith – February 15-16, 1999

Hay River and Hay River Reserve – February 18-19, 1999

Inuvik – January 18-19, & 21, 1999

Fort McPherson – January 20, 1999

Rae-Edzo – February 8, 1999

Tsiigehtchic – January 20, 1999

Yellowknife – February 9-11, 1999

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## APPENDIX 4 PARTICIPATING ORGANISATIONS

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Aboriginal Head Start Program, Ndilo  
Beaufort-Delta Education Council  
City of Yellowknife  
Community Inter Agency Members and Elders – Deline  
Construction Technology for Women  
Dene Konia, Hay River  
Dene Nation, Yellowknife  
Deninoo School Staff  
Dogrib Community Services Board  
Fort Providence District Education Authority  
Fort Resolution District Education Authority  
Fort Simpson District Education Authority  
Fort Smith District Education Authority  
Fort Smith Metis Council  
Gwich'in Tribal Council  
Harry Camsell School, Hay River, Student Assembly  
Hay River District Education Authority  
Hay River Reserve District Education Authority  
Inuvik District Education Authority  
Inuvik Mayor and Council  
Inuvik Pre-School  
Inuvialuit Regional Corporation  
Fort Providence Joint Council (Band Council, Municipality, and Metis Local)  
Keep Kids in School – Staff and Students, Hay River  
Liidlii Kue First Nation, Fort Simpson  
Lutselk'e District Education Authority  
Metis Local, Fort Simpson  
Metis Nation, Yellowknife

Mine Training Committee, Yellowknife  
NWT Council for Disabled Persons  
NWTTA Local and School Staff, Fort Smith  
NWTTA Meeting – Hay River Local  
NWTTA, Yellowknife  
Salt River First Nations  
Sir Alexander Mackenzie School  
Sir John Franklin High School, Yellowknife, Senior Students  
Sport North  
Storefront for Volunteer Agencies  
Samuel Hearne Secondary School, Inuvik, Student Assembly  
Teachers, Elders and Community Residents, Fort McPherson  
Territorial Treatment Centre, Staff  
Tsiigehtchic Charter Community/Gwichya Gwich'in Band Council  
William McDonald School, Yellowknife, Student Council  
Yellowknife Education District #1  
Yellowknife Association for Community Living  
YWCA of Yellowknife  
Yellowknife Catholic Schools, Board and Staff

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## APPENDIX 5 WRITTEN SUBMISSIONS

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Beaufort-Delta Divisional Education Council. January 1999. Untitled.

Breen, Gord. February 1999. "Programming and Funding Decisions in Education – Promises and Capacity".

Canadian National Institute for the Blind – Alberta – NWT Division. March 1999. "Letter to Forum Delegates".

Chief Julius School. Fort McPherson. June 1998. "Placement of Students in Classes".

Dixon, Nora. January 19, 1999. "Presentation to the Minister's Forum on Education".

Donahue, Gerriane. February 8, 1999. "Minister's Forum on Education".

Government of the NWT . February 1999. "The Western Agenda – A Plan for a Strong Western Territory".

Gwich'in Social and Cultural Institute. January 20, 1999. "Minister's Forum on Education Submission".

Gwich'in Tribal Council/Sharon Snowshoe. January 1999. Untitled.

Hay River District Education Authority. February 18, 1999. "A Presentation".

Hay River Early Childhood Coalition. February 18, 1999. "Submission to the Minister's Forum on Education".

Hay River Early Childhood Coalition. January 25, 1999. "Minutes from Early Childhood Education Meeting".

Inuvik Preschool Society. January 1999. "Program Overview".

Kelly, Kyle. February 8, 1999. "Minister's Forum on Education".

Marlowe, James. February 17, 1999. "Concerns on Behalf of the Lutselk'e District Education Authority".

McCaw, Diane. February 8, 1999. Untitled.

Metis Nation of the NWT. February 1999. "Minister's Conference Information Package".

Northwest Territories Teachers Association / Karen Kyle. January 20, 1999. Untitled.

Northwest Territories Teachers Association. Cliff King. January 1999. "Minister's Forum on Education, Inuvik".

NWT Mine Training Committee. March 1998. "Video – Mine Your Business".

NWT Mine Training Committee. March 1999. "Presentation to the Minister's Forum on Education".

Robinson, Katherine. February 16, 1999. "Consultation on Departmental Strategic Plan".

Sabean, Michelle. Fort Smith NWTTA Representative. February 1999. Untitled.

Simmons, Mike. February 1999. "Administrator's Perspective".

Sir John Franklin High School. February 10, 1999. "Minister's Forum Submission: Sir John Franklin High School".

Sport North Federation. March 1998. "The Benefits of Sport in the Northwest Territories – An Assessment".

Storefront for Voluntary Agencies. March 1999. "Some Successes that may be shared by Storefront for Voluntary Agencies and the Department of Education. Culture and Employment".

The Yellowknife Association for Community Living. March 1999. Untitled.

Thomas, Patricia, Northwest Territories Teachers Association. February 10, 1999. "Presentation to the Minister's Forum on Education".

Yellowknife Catholic Schools. February 1999. "Submission to the Department of Education. Culture and Employment. Minister's Forum".

Yellowknife Education District # 1 and Yellowknife Catholic Schools. August 27, 1998. a "Proposal for Integrated Youth Services".

Yellowknife Public Education District #1. February 9, 1999. "Minister's Review Education Strategy".



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## APPENDIX 6 GLOSSARY OF TERMS AND ACRONYMS

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**Aboriginal:** In Canada, of or relating to Indian or First Nations, Métis or Inuit people. In the context of this report, refers to individuals in the NWT claiming Cree, Dene, Métis, or Inuit status.

**Adult Basic Education:** Adult Basic Education refers to curricula used by the NWT public colleges. It includes six levels ranging from literacy to course work at the university preparation level. Courses assist participants in learning or reviewing skills needed to meet personal, educational or employment goals.

**Career and Technology Studies:** Career and Technology Studies is a sequence of modularized course offerings at the junior and senior secondary school levels. Many modules have been “northernized” to reflect aboriginal perspectives.

**Challenged Courses:** In the NWT, a student may request to demonstrate proficiency at any time in any course including those which require a Grade 12 Diploma examination. In such cases, the principal must ensure that the challenge criteria will be adequate indicators for potential success in the preparation to write the Grade 12 Diploma examination. Principals will determine whether the request is reasonable, and if so, when and how the student will demonstrate proficiency. Upon successful completion, the principal will submit a written request to Student Records, indicating that the student receive credits for that course.

**Classroom Assistant:** Traditionally this was an individual working in a paraprofessional role in schools. These individuals were responsible to the classroom teacher and assisted the teacher in implementing programs for individual students or groups of students. Under the new Education Act (Section 62) any person formally employed as a classroom assistant is now deemed to be an ‘**Education Assistant**’.

**Credit:** Credits are achieved at the senior secondary school level through satisfactory attainment of specific curricular objectives. Each credit represents approximately 25 hours of instruction. A student requires 100 credits to graduate with a senior secondary school diploma.

**Culture-Based Schooling:** School programs and learning environments which reflect, validate and promote the values, world views, and languages of the community's cultures.

**Department:** Refers to the Department of Education, Culture and Employment, Government of the Northwest Territories. Its responsibilities include early childhood programs, in-school programs (K-12), and colleges and continuing education.

**District Education Authority:** A District Education Authority (DEA) is established for each Education District. Its duties and powers are conferred by the *Education Act* and its

regulations. Members of each DEA are elected in their Education District. Former Community Education Councils (CECs) are now DEAs.

**Divisional Education Council:** A Divisional Education Council (DEC) may be established by the Minister of Education, Culture and Employment for each education division to govern the education division. Its duties and powers are conferred by the *Education Act* and its regulations. A DEC is composed of representatives of each DEA in the education division. Former Divisional Boards of Education are now Divisional Education Councils.

**Education Assistant:** An individual working in a paraprofessional position in a school and who, under the direction of a teacher, assists in implementing programs for individual students or groups of students. They are also known by a variety of other names such as, Classroom Assistant (CA), Special Needs Assistant (SNA), Student Support Assistant (SSA), and Inclusive Support Assistant (ISA).

**Education District:** The NWT is divided into education districts. These districts are established by the Minister of Education, Culture and Employment and in most instances conform to the boundaries of each community in the Territories. Some communities, e.g. Yellowknife, may have more than one education district.

**Education Division:** Education Divisions in the NWT are established by the Minister of Education, Culture and Employment and cover a geographic area including several communities, e.g. Sahtu, Baffin.

**Ethnicity:** Refers to an individual's ethnic affiliation i.e. affiliation with a distinct group of people with a common linguistic and cultural heritage e.g. Inuit, Dene, Métis.

**Federal Funds:** Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of Canada.

**First Language:** For the purpose of this report, first language is synonymous with “mother tongue” in that it refers to the first language learned in childhood and still understood.

**First Language (L1) Programs:** For the purpose of this report, L1 refers to school programs in which an aboriginal language is the primary language of instruction in the classroom. Schools vary as to the grade levels at which these programs are offered but most commonly they occur at Kindergarten through Grade 3.

**French First Language Program:** A French language program where all instruction in the classroom is in French. Such programs are offered where students who are Francophone or qualify as Right-Holders for French First Language instruction under Section 23 of the Charter of Rights are sufficient in number.

**French Immersion Program:** A French language program for non-Francophones where more than 50% of instruction is in French. Immersion programs are offered at various grade levels depending on the education jurisdiction.

**French Second Language Program/Core French:** A French language program in which French is taught as a subject. Such programs are offered for various amounts of time per week depending on the grade level.

**Full-Time Equivalent:** A term used when referring to student attendance. Funding formulae may be based on the number of FTEs. Each student who attends school for a full day program (Grades 1-12) and who is present 40% or more of the time is counted as an FTE. Students in Kindergarten who attend for one-half of the day are counted as 1/2 FTE, as are home-schooled students.

**General Educational Development:** The General Educational Development (GED) program provides a second chance for adults who left school before completing Grade 12. By passing the GED tests, individuals earn recognition for high school equivalency. Holders of a GED may qualify for college entry and jobs requiring a secondary school diploma, and can obtain training and advancement at work. In the NWT, an individual who is 18-years of age or older may, upon successful completion of GED tests, be issued a GED X, XI or XII certificate.

**Grade Extensions:** The policy and practice begun in 1989 by which smaller communities in the NWT gradually expanded their school programs to offer Grade 10, 11 and 12. It is also referred to as the Community High School Initiative.

**Home Language:** The language most often used to communicate in the home.

**Inclusive Schooling:** The policy and practice mandated by the Education Act of the NWT which facilitates the membership, participation and learning of *all* students in regular classrooms and other school activities.

**Junior Secondary:** Grades 7, 8, and 9.

**K-12:** This term is used to refer to all the grade levels (Kindergarten, Grade 1,2,...12) for which education programs are provided in the NWT school system.

**Licensed Spaces:** The number of spaces available for pre-school children in an Early Childhood Program which has been licensed by the Department of Education, Culture and Employment. Criteria for licensing are specified in the Child Day Care Act and Standards Regulations.

**Magnet Facility:** A designated residential facility which provides services to students from outside the jurisdiction in which the residence is located. Educational services may be provided either within the facility or in a local school. Facilities such as young offender custody and group homes facilities operated by the Department of Justice, or group homes,

treatment centres and safe shelters operated under the Department of Health and Social Services may qualify for this designation.

**Non-Aboriginal:** In this report, refers to individuals in the NWT not claiming Cree, Dene, Métis or Inuit heritage and status.

**Nunavut:** One of two new territories to be created from the Northwest Territories April 1, 1999, as a result of the settlement of the Nunavut Land Claims Agreement in 1993. Communities within the boundaries of the new territory include all those in the current jurisdictions of the Baffin and Keewatin District Education Councils. In the Kitikmeot Education District, all communities within the jurisdiction, with the exception of Holman, fall within Nunavut's boundary. At the time of publication of this report, the thinking is that Holman may become part of the Beaufort-Delta Education District. Referring to the map on Aboriginal Languages of the Northwest Territories in the body of the report, Nunavut will encompass all the communities shown in the Inuktitut and Inuinnaqtun language areas.

**Person Year:** A term used in Human Resources and Finance matters. Staff positions are often referred to in person years (PYs). A full-time employee would represent one PY whereas an individual working half-time would be .5 PY.

**Principal Certification:** There is a requirement under the Education Act that anyone wishing to be employed as a principal of a school must hold a certificate of eligibility as principal. Such a certificate is obtained by completing the principal certification program approved by the Minister of Education.

**SAIP:** The School Achievement Indicators Program (SAIP) is a national testing program sponsored by the Council of Ministers of Canada (CMEC). The goal of SAIP is to answer the question, "How well are Canadian students doing in the core school subjects of reading and writing, mathematics, and science?" The program has been designed to provide data at the national and provincial or territorial levels and for the two official language groups in some of the provinces. Two age groups, 13 and 16 year olds, have been selected for testing. Tests are administered in the spring of each year.

**School Community Counsellor:** School-community counsellors are community residents who are employed in NWT schools as counsellors after having completed a training program at one of the public colleges. They work with students, families and the community. In addition to counselling students and referring students to other agencies, they play an important liaison role in bringing the school and community together in supporting students in their education.

**Second Language (L2) Programs:** For the purpose of this report, L2 refers to school programs in which the aboriginal language is taught as a subject. The aboriginal language may also be used informally throughout the day, but the primary language of instruction in the classroom is English.

**Senior Secondary:** Grades 10, 11 and 12. Students earn credits for each successfully completed course at these levels. Upon meeting the minimum graduation requirement of 100 credits, students receive a Secondary School Graduation Diploma.

**Student Financial Assistance:** A program of financial assistance whereby students who are NWT residents and enrolled in a post-secondary education program may receive grants and/or loans. There are various eligibility criteria based on length of residency, degree of need, ethnicity etc.

**Student Support Assistant:** A paraprofessional who, under the direction of the classroom teacher, works with students within the classroom or in other settings to assist in the implementation of Individual Education Plans. The assistant may also work with groups of students in order to facilitate the programming for the class as a whole.

**Territorial Funds:** Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of the NWT.

**Transition Programs:** For the purpose of this report, transition refers to a shift from aboriginal first language (L1) programs to L2 programs, where English becomes the primary language of instruction. Schools vary as to when this shift occurs, but generally transition programs begin in Grade 3 or 4, and may continue throughout Grades 5 and 6.

**Waiver of Prerequisites and Credits for Prerequisite Courses:** Prerequisites and credits for prerequisite courses may be waived by the principal as long as the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies; judgements are made on an individual basis, not for an entire class of students; and it is in the student's best interest. Waived courses must be reported in writing by the principal to the Manager, Student Records, together with a recommendation for granting of credits. Credits for a prerequisite may be granted only upon successful completion of the next or higher ranking course in that sequence. The waiver provision does not apply to specific courses which are part of the graduation requirement, except in the case of mature students, and students who enter an NWT senior secondary school in grade 11 or 12.

**Western NWT:** For the purposes of this report, the second of the two territories to be created at division April 1, 1999 is indicated as the Western NWT. Included within its boundaries are all the communities in the current jurisdictions of the Beaufort-Delta, Sahtu, Deh Cho, Dogrib, South Slave and Yellowknife Education Districts. Referring to the map on Aboriginal Languages of the Northwest Territories in this report, the Western NWT includes all the communities shown in the Inuvialuktun, Gwich'in, North Slavey, South Slavey, Dogrib, Chipweyan and Cree language areas.

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## ACRONYMS

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<b>ABE</b>	<b>Adult Basic Education</b>
<b>CA</b>	<b>Classroom Assistant</b>
<b>CMEC</b>	<b>Council of Ministers of Education, Canada</b>
<b>CSFI</b>	<b>Conseil scolaire francophone d'Iqaluit</b>
<b>CSFY</b>	<b>Conseil scolaire francophone de Yellowknife</b>
<b>CTEP</b>	<b>Community-based Teacher Education Program</b>
<b>CTS</b>	<b>Career and Technology Studies</b>
<b>DEA</b>	<b>District Education Authority</b>
<b>DEC</b>	<b>Divisional Education Council</b>
<b>ECE</b>	<b>Department of Education, Culture and Employment</b>
<b>FFL</b>	<b>French First Language</b>
<b>FSL</b>	<b>French Second Language</b>
<b>FTE</b>	<b>Full-Time Equivalent</b>
<b>GED</b>	<b>General Educational Development</b>
<b>GNWT</b>	<b>Government of the Northwest Territories</b>
<b>ISA</b>	<b>Inclusive Schooling Assistant</b>
<b>L1</b>	<b>First Language Programs</b>
<b>L2</b>	<b>Second Language Programs</b>
<b>NWT</b>	<b>Northwest Territories</b>
<b>PCP</b>	<b>Principal Certification Program</b>

<b>PST</b>	<b>Program Support Teacher</b>
<b>PY</b>	<b>Person Year</b>
<b>SAIP</b>	<b>School Achievement Indicators Program</b>
<b>SCC</b>	<b>School-Community Counsellor</b>
<b>SNA</b>	<b>Special Needs Assistant</b>
<b>SSA</b>	<b>Student Support Assistant</b>
<b>TEP</b>	<b>Teacher Education Program</b>





## **Résumé des constats des forums ministériels**

En prévision de la division des Territoires du Nord-Ouest (T. N.-O.), qui allait avoir lieu le 1<sup>er</sup> avril 1999, il fallait absolument réviser les plans actuels du gouvernement et se concentrer principalement sur les communautés de l'ouest des T. N.-O. et leurs besoins changeants. C'est pourquoi le ministre de l'Éducation, de la Culture et de la Formation avait demandé la mise à jour du plan stratégique, *Pour un avenir axé sur la personne - Une stratégie jusqu'à l'an 2010*, document d'orientation en usage au Ministère depuis 1994. Il tenait tout particulièrement à ce qu'on révisé le plan en tenant compte des idées et des besoins de la population ténoise. Pour ce faire, il a constitué un comité pour organiser des forums dans les communautés de l'ouest des T. N.-O. et entendre ce que les parents, les élèves, les éducateurs les organismes autochtones, les organismes communautaires et les habitants du Nord avaient à dire sur l'éducation en général dans leur communauté.

Les gens ont clairement fait ressortir que si nous voulons que notre façon de voir l'avenir de l'ouest des T. N.-O. se réalise, il faut accorder la plus haute priorité à un système d'éducation qui repose sur des bases solides et préconise des communautés bien instruites. Ainsi, si nous voulons un système d'éducation qui est solide et adéquat, il faut que celui-ci repose sur une bonne compréhension de la culture, des langues et du patrimoine du Nord. Si nous voulons qu'il donne les résultats escomptés et qu'il soit valable, il doit être accessible dans la communauté même et reposer sur les forces des familles pour ainsi contribuer au mieux-être de la communauté toute entière. Les gens ont présenté des idées très utiles et très innovatrices pour nous aider à réaliser ces principes fondamentaux. Ces idées constituent la base des recommandations sur l'avenir du système d'éducation dans l'ouest des T. N.-O. Les voici en résumé :

### **Instruction universelle**

- entreprendre immédiatement les recherches qui s'imposent sur le degré et la gamme des besoins spéciaux de la maternelle à la 12<sup>e</sup> année;
- mettre en oeuvre les recommandations découlant de la recherche sur les besoins spéciaux, et ce sans trop attendre;
- augmenter le nombre d'adjoints à l'enfance en difficulté, d'enseignants d'appoint, d'orthopédagogues en lecture et le nombre d'autres programmes de soutien;
- améliorer et distribuer les ressources destinées à la formation des enseignants, des enseignants d'appoint et d'adjoints à l'enfance en difficulté pour nous permettre de mieux aider les enfants qui ont des besoins spéciaux; et
- investir davantage de ressources dans les écoles pour assurer un moins grand nombre d'élèves par classe. \*

### **Développement de la petite enfance**

- élaborer des ententes de financement pluriannuelles pour assurer la continuité des programmes de développement de la petite enfance;
- conclure une entente entre les gouvernements fédéral et territorial pour financer conjointement les programmes et éviter tout chevauchement inutile;

- s'assurer que les programmes prévoient l'engagement des parents à aider en salle de classe et des frais d'inscription pour les enfants dont les parents en ont les moyens;
- entreprendre, en collaboration avec les ministères concernés, des recherches en vue de déterminer les avantages reliés aux programmes de diagnostic et d'intervention précoces et leur trouver les meilleures ressources et méthodes de financement; et
- mettre en oeuvre sur le champ les résultats de la recherche pour ainsi procurer aux enfants qui entrent à la maternelle ou à l'école suffisamment de services de soutien.

### **Ajout de classes du secondaire**

- fournir les ressources nécessaires pour améliorer l'enseignement dans les écoles secondaires des communautés au moyen de réseaux d'apprentissage à distance, de rotation des ressources pédagogiques et d'embauche de résidents de l'endroit possédant des connaissances particulières;
- veiller à enseigner les modules d'orientation professionnelle contenus dans les programmes de développement de carrière, de la 7<sup>e</sup> à la 9<sup>e</sup> année;
- inciter les écoles à davantage s'intéresser à créer un esprit d'équipe et à élargir le vécu éducationnel des élèves du secondaire;
- faire une évaluation des besoins en matière de programmes de formation professionnelle et analyser les meilleures méthodes d'enseignement pour ces programmes; et
- améliorer le contenu des cours et des programmes d'enseignement à distance en leur ajoutant davantage de contenu relié au Nord et en étudiant à fond d'autres méthodes d'enseignement ou de soutien.

### **Alphabétisation et perfectionnement linguistique**

- procurer davantage de ressources aux orthopédagogues;
- appuyer le développement de programmes spéciaux destinés aux parents illettrés;
- mettre sur pied une campagne de promotion d'alphabétisation en famille pour encourager les parents à développer très tôt chez les enfants le goût de la lecture;
- examiner de nouvelles façons de mettre des ouvrages de lecture intéressants à la portée de la main des communautés; et
- offrir de la formation spécialisée aux enseignants qui ont la charge de classes comptant des élèves d'origines linguistiques différentes et dont les besoins en alphabétisation diffèrent.

### **Langue, culture et patrimoine**

- aider les éducateurs de tous les niveaux à mieux comprendre le rôle que jouent la culture et la langue dans le succès scolaire des élèves du Nord;
- concevoir des programmes linguistiques et culturels en consultant régulièrement les organismes autochtones des communautés;
- exiger que tous les nouveaux enseignants suivent des ateliers d'orientation des programmes d'enseignement *Dene Kede* ou *Inuuqatugiit* donnés par des aînés et des représentants de la communauté;

- veiller à ce que les communautés soient au courant du choix de la langue d'enseignement;
- procurer les ressources nécessaires aux communautés qui choisissent la langue autochtone de l'endroit comme langue d'enseignement;
- faciliter la recherche sur les méthodes d'enseignement aux enfants qui ne possèdent pas de bonne base dans une langue première ou seconde;
- offrir de la formation aux enseignants qui travaillent avec des enfants qui ont des besoins langagiers spéciaux;
- entreprendre des recherches et offrir de la formation sur les fondements culturels de l'apprentissage pour les communautés autochtones;
- examiner à fond les possibilités de rendre l'enseignement plus flexible et de répondre au besoin de la diversité régionale en concluant des contrats de services linguistiques avec les organismes autochtones; et
- entreprendre une campagne polyvalente de recrutement pour attirer et garder des enseignants originaires du Nord.

### **Communautés bien portantes et positives**

- jouer un rôle prépondérant, axé sur l'éducation, dans l'élaboration de méthodes interinstitutionnelles et intergouvernementales pour promouvoir le mieux-être des communautés;
- adapter les programmes actuels de développement communautaire du GTNO afin que ces derniers misent avant tout sur le rétablissement des communautés et la résolution de problèmes; et
- offrir davantage de formation aux organismes autochtones et communautaires pour qu'ils soient en mesure d'offrir régulièrement des ateliers sur le rôle parental et de transmettre de l'information sur le rôle parental dans divers médias.

### **Communication et partenariat**

- aider les dirigeants et les éducateurs des communautés à faire connaître leurs aspirations par rapport au rôle que joue le système d'éducation pour aider la communauté à être plus forte;
- mettre par écrit et faire connaître les meilleures méthodes de résolution de problème et de création de partenariats au sein de la communauté;
- aider les écoles à élaborer de nouvelles façons de faire participer les parents de la communauté à l'éducation de leurs enfants et de les aider à se sentir libres de faire des visites à l'école ou d'y donner un coup de main; et
- encourager et augmenter le dialogue entre les parents et les écoles concernant les attentes mutuelles et des façons de résoudre les problèmes ensemble.

### **Financement**

- placer l'éducation de nos enfants et de nos jeunes en tête de nos priorités en réinvestissant nos ressources dans les programmes de première importance et en leur accordant les nouvelles ressources dont ils auront besoin;

- réviser le financement versé aux écoles pour s'assurer qu'il est divisé de façon juste et équitable et qu'il tient compte de la diversité des besoins à l'intérieur du système scolaire;
- donner l'information et la formation nécessaires concernant les levées de fonds destinées aux écoles et aux programmes de développement de la petite enfance; et
- travailler en collaboration avec les conseils scolaires de district en vue de garantir qu'il y ait des sources de financement suffisantes pour offrir des programmes à la grandeur du territoire.

#### **Autres points importants**

- modifier la *Loi sur l'éducation* pour garantir la pleine représentation des Premières nations, des associations de métis et des gouvernements municipaux au sein des administrations scolaires de district et des conseils scolaires de district;
- reconnaître et faire connaître le travail des éducateurs et des communautés dans le Nord pour ainsi encourager l'apprentissage dans nos communautés;
- rendre les salaires et les avantages sociaux des enseignants concurrentiels afin d'inciter les éducateurs à rester dans le Nord;
- planifier en gardant à l'esprit les futures ententes d'autonomie gouvernementale;
- organiser une campagne de sensibilisation sur la structure des administrations scolaires de district et des conseils scolaires de district; et
- aider les membres des administrations scolaires de district et des conseils scolaires de district à bien comprendre leurs rôles et leurs responsabilités.

Les membres du comité d'organisation des forums croient que le récent exercice de consultation a donné lieu à une discussion franche et ouverte sur l'avenir du système d'éducation dans l'ouest des T. N.-O. Bien que les bons côtés du système aient été décrits pendant l'exercice, celui-ci avait pour objet de déterminer où se situent les défauts et les problèmes à corriger dans la planification stratégique et faire ressortir les domaines dont il faut s'occuper. Cependant, en aucun cas les faiblesses du système d'éducation nous feront oublier les merveilleux accomplissements de tous les jours des apprenants, des enseignants, des parents et de la communauté en général. Il faut ici bien comprendre que les idées présentées par les gens de nos communautés sur un système d'éducation pour leurs enfants dans l'ouest des T. N.-O. serviront de conseils et d'orientation.

## T'a ʔası Gha Ditt'agh Hile Sí Nuhel hadı

ʔekena thene ts'én nı hılehu hası April 1,1999 dé. ʔeyer dé nıts'én k'ádhër t'atthe t'at'u ʔeghalana nı sı ʔedq ʔane há. Hayorıla k'eyıs ts'én sı. T'a ʔerıt'ıs kué, Denech'anı-u tth'ı la ts'oketh sı ts'én k'aldher. Dene ts'én hadı ʔa ts'ı yunedhe sılagheʔadhel nen ts'én t'at'u haʔa hası sehulyé haʔa henı. Dırı nıts'én k'aldnër sı t'a dené ch'anıe chu tth'ı la chu ts'uk'eth se hadı 1994 ts'ı sılaghé ʔadhel xaye ts'én be sehuleye haʔa. ʔedza nené k'é Dené nadé sı t'a ʔa dene bebá hunedı sı há. Nıts'én k'aldher bechelekuı hayorıla ts'én nagmaá há dene t'a gha nanıde sı horedtth'á há tth'ı yaredker há.

T'a ʔat'e sı dırı t'at'u ʔerıt'ıs kué haʔa ıa yegha nanıde ʔá. ʔa ts'ı yunedhe háʔa há sı nezq tth'ı bet'a newé yatı nats'er hadé. ʔerıt'ıs kué dené honełken dene sı ʔa dené ʔedza nené k'e nade sı bech'anıe-u chu tth'ı t'at'u dsené ʔedza nené k'eya nadé sı beghare sehulya dé nezq há. ʔeyer t'a gha nıdıtı sı dene yatı nadts'ı gharé ʔerıt'ıs kuéyızı dené honełken sı. Hat'u dene henelken ha sı. ʔa deʔı nené dené nadé sı bebá. ʔedza nené k'é dené nadé sı yunaghé dené nadé sı cha ʔedelt'ehılé ʔa.

### ʔerıt'ıs Kué Nats'edé

- Sekuı sı k'anı ʔerıt'ıs kué yıs da del sı-u tth'ı t'a ʔerıt'ıs kué nat'e tthe bek'oneka há t'at'ı sekuı nezq ʔerıt'ıs kué nadé há. Naı sekuı ʔıgha ʔerıt'ıs henorınıle sı bets'edı há.;
- Beba schulye há t'at'u honełken há sı;
- T'a dırı sekuı honełken dene chı tth'ı t'a hat'ı sekuı hel ʔeghalana sı-u tth'ı dırı dené honełken sı ʔerıt'ıs k'eyatku sı hël.;
- Bet'a dene honełken dené sı tth'ı henelken há bet'a nezq sekuı honełken há t'a ʔıgha ʔası horeldën lesı há;
- Tth'ı sekuı ʔa cho hailé dé ʔıta ʔerıt'ıs kué yızı ʔeyı hılı bet'a nezq sekuı ts'edı há;

### ʔıghásekuı Nıchaıle Dené Honełken

- ʔésat'u ʔá tsambá thela há xaye kanelt'u bet'a sekuı ʔıgha néchılé dené honełken há yakı ʔek'ore t'a dé bet'a hunıdhi há.;
- Yunaghé chu deʔı ts'ı nıts'én k'aldher chu yakı nıla dé bet'a dırı sekuı bets'edı-u tth'ı ʔeyer há ʔa dé ʔası ʔedelt'e-u bek'e ghaladá ʔa há;
- sekuı bets'edı hadé sekuı tth'ı bethekuı tth'ı dené ts'enı haʔa. Tth'ı naı sekuı sı beba nanı há honełken há;
- Dırı bek'oneká t'a ʔıgha sekuı ʔerıt'ıs kué yıs dádel ʔanéhá;

### Sekui ʔeritł'is kuę Nadé sı Bets'edi Há

- Haorıla k'eyá ʔeritł'is kuę dathela sı-u tth'ı ʔası ıa ʔek'ech'a hoelk'enʔu tth'ı nanı dené hayorıla k'eya nadé sı behel hasnı t'a bela k'oreıya sı;
- Sekui ıausdı-u tth'ı ıoká gha nıyadé ʔeritł'is kuę nadhër sı la k'e nadher há henokën há t'at'u yet'orełʔá hası;
- Sekui bets'edi hadé t'at'u nezq ʔeritł'is kuę nadher hası selya há;
- Tth'ı nanet'ı-u sekui hanelken hunedi sı net'ı haʔa;
- Bet'oredhı háde dezi ʔedza nenk'e dené bade sı gharé tth'ı t'at'u dene honedi sı ʔalye há;

### ʔeritł'is K'eyatı-u Tth'ı Dene Yatı Hanıdhı

- Dené t'á sekui ʔeritł'is k'eyatı honelk'ën nedhé sı tth'ı behel haʔa;
- Tth'ı nane sekui betthekeui sı ʔetitł'is k'eyatı haʔajlé sı bets'edi há;
- ʔeyer dé sekui chu betthekeui ʔeritł'is k'eyatı bebá nezq ʔané há.nechıle dene t'ú;
- Hayorıla k'aya dene nade sı bebá ʔeritł'is hafe dé.ʔeyı t'a ʔeritł'is k'eyatı ts'ën hqł'ëth nedhën ; há
- Tth'ı t'á sekui honetkën sı honelkën há nezq sekui ʔeritł'is k'eyatı ʔane há;

### Deneyatı-u Denech'anı-u Ttth'ı T'a Ts'ı ʔanë Sı

- Dezi ʔedza k'e sı ts'ı sekui dé bech'anı-u beyatı-u bek'oreja haʔá.ʔeyı t'a T'á dene honelkën sı nezq sekui honelk'ën ʔáne há ;
- Dene yatı-u tth'ı dene ch'anı -u k'e ghaladá sı hayorıla k'eya dené -u nadé sı hubehël haʔa;
- Dene kedé chu Innuqatıgıt beritł'is t'a dene honelkën sı ʔalnedhé-u tth'ı t'a dené honelkën dene sı ʔala ʔeghalana há;
- ʔası ʔedq ʔalya de hayorıla k'eya dené nadé sı hats'edi há;
- Hoyorıla k'eya dene nadé sı ʔedııı t'á t'at'u deneyatı t'a dene honelkën hadı haʔa. Dené sqıné yatı t'a hokq dené honelkën horełı dé hané há;

- T'ágha nai sekui xaré beyati t'a nezq yafti ledé bets'edi há. Nezq Dene Yadtı há;
- T'at'u nezq sekui ʔeritʔ'is k'eyaftı há dé dırı dené honelkên dene sı tth'ı honelkên haʔa t'at'u sekui ʔıgha ʔası henorinilé haʔa t'at'u sekui ʔıgha ʔası henorinilé sı honelkên há;
- T'at'u hunidhi hası bek'oneká gharé hayořla k'eya dene sořine honelkên há;
- Sekui bethekuı sı béhel hadı-u tth'ı ʔeritʔ'is kué yızı dene ts'eni dé, ʔeyër ts'ı nanı dene sı besk'ene bá nayeřni haʔa henelkên; há t'a nayeřni há duweldesı t'a;
- Hayořla k'eya dene nade sı t'a horélʔı sı-u tth'ı t'at'u dene sotıne behél ʔeghadá hası;
- ʔerdza nené ts'ı dené dólı sı dene honelkên dené dálı há horedza há

#### Dene ʔaké Dána-u Tth'ı Hayořla ʔeřts'edi

- ʔake bet'orelá hadé dırı ʔeritʔ'is k'orejı sı ʔası nedhé ʔat'e ʔeyer dé hayořla k'eya dene nezq ʔař nadé há ;
- Jı dezi ʔedza nen ts'ı nıts'én k'eldhër sı ʔası hunıřthı dé. Hayořla k'eya denet'at'u nakarıye hası-u tth'ı t'a ʔa dene há hunılá sı selyé haʔa;
- Dene sořın, horılá k'eya dene nade-u bebá workshop k'eya selye há. Tth'ı t'at'u dené tthhekuı hulı sı dırı hane ʔeritʔ'is ye hóqı hat'échılé dé dırı hanı ghare dene hel hahadı há;

#### ʔeřhel Hadı-u Tth'ı ʔařa ʔeghaladá Húnıdhi

- Hoyořla k'eya dene nadı sı, t'a k'adé-u tth'ı t'a dene honelkên dené sı ʔadá dáhal nı háʔa ʔeritʔ'is kué bařı, T'at'u sughá hářı;
- Dezi nen hadé ʔeritʔ'is haře haʔa t'a bet'oreʔá sı. Nezq ʔası k'é ghaladá dé;
- ʔake nezq ʔeritʔ'is kué haʔa háde dırı dené tthekuı sı ʔeritʔ'is kué naidıl-u tth'ı dené ts'eni dé beba sehulye haʔa. T'at'u dené bá nezq sı;
- Dene tthekuı chu ʔeritʔ'is kué chu nezq hadé. ʔařa t'a gha nanahede sı selye há hıřt'ëth nıdhën háʔa;

#### Tsamba Hetř'el

- Nuweskên chu ʔeritʔ'is k'orejı chu gha hıřt'ëth hunıden. ʔeyı bet'a ʔası gothdhe hunıdhi há t'at'u bet'oredhi sı há;

- T'at'u tsamba thela sí nanet'í há. T'aghá daghare tsamba thela nilé dé há. ?eyí t'a daghare sekui honelkën halʔa;
- ?esat'u ʔá tsambá hulʔa-u dırı ?erit'ís kué-u tth'í sekui ?eghā honelkën há hubé ts'edí há;
- Dırı DEC's dāļí sí hubehél ?eghalada ná tsamba beba thela há yet'á ?eghadalada há;

### ?eyile ?ası Bet'oreʔa Nedhé

- T'at'u ?erit'ís kué ts'í ?erit'ís thela sí beghare ?eghalada. sí ?edq nalye háʔa t'at'u dene hunedí sí há. Dırı dene sołine-u tth'í begorék'aʔazé dene-u tth'í nıtsd'én k'aldher ʔada nezq ?eghaladá dé bet'a dırı DEA's chu DEC's nezq ʔane há;
- Deʔí ts'í dené honelken dené dāļí sí ʔaké bek'orejā-u tth'í bets'edí dé nezq há;
- ?eyer ts'í dırı dene honelkën dené nezq hubé ts'enidé bet'a nezq la k'e nadé há;
- Sat'u ʔa bebá sehulye haʔā ?edets'én k'ailde há;
- Harelyā dené yek'orelyā haʔā dırı DEA chu DEC t'at'u ?eghalana sí;
- ?eyile dene ʔała dełtth'í dé dırı DEA's chu DEC's ts'ení há t'a ts'énk'aldher-u tth'í bela norení há;

Dırı dene ?ełanidel sí nadayajki sí ʔaradı-u t'at'u ?erit'ís kué haʔā hası yunedhé ts'én há. T'a nai ʔası borenilevsı chu tth'í t'at'u nezq dene honelkën hası sehulye haʔā. ?edq ʔalyā dé huli bet'a nuwè bá hunıla hailé. Dene ła hayorıla k'eya dene nadé sí bedagharé ʔalyā ʔat'e dene yeghā dayałtı ʔa. Kú dırı bet'á t'ā honelkën dene dōļí tth'í dene tth'íku nezq ʔane há. Huzedzá ʔat'e. ?eyí bet'a nuweskeñe sí t'at'u honilkën horılʔı sí há.



## Dqne edàgedi ghà godi

April 1, 1999 ekiye nidè Edzanè nàke hohle ha hq't'e eyit' à ndèts'ò k'aowoh sù tsìk'eda gots'ò kòta edaàni gixè gòzò eyits'ò edaàni t' à gixè ladi gòzò agòdza t' à kòta eyi degedi ghò edexè sigogele ha giwò hq't'e. Nihit' è kò gha k'aowoh sù 1994 ekiye kò ida 15 xo gots'ò edaàni t'asi k'e eghàlageda ha sù nihit' è hòh' ìle, eyi nihit' è sù weghogeda t' à sigele ha giwò hq't'e. Eyighò dqne edagiwò eyits'ò ayighò namgedè sù yik'èzò ha niwò. Nihit' è kò gha k'aowoh gha eghàlaede dq sù hazò tsìk'eda gots'ò kòta gots'ò dqne, chekoa, chekoa-hoghàehtò dq, dqne sqh' gha eghàlaede dq, kòta xe eghàlaede dq haàni hazò edaàni nihit' è kò chekoa hoghàetò ghò namgedè t' à goxè gogido hq't'e.

Tsìk'eda gots'ò dqne hazò nihit' è kò gha nàawo nàtso gòh' ha giwò gedi, kòta dqne nihit' è nezi hoghàetò nidè ida edaàni goxè gòzò ha ts'iwò k'e eghàlats'eda ha di le ade ha hq't'e. Nàts'etso t' à haàni goxè hòzò ha ts'iwò dè edaàni t' à edzanè k'e dqne nàde, dqne nàawo eyits'ò dqne yatì nezi wenits'edi ha hq't'e. Haàni nezi goxè hòzò xè gogha sigha ha ts'iwò dè kòta dqne eyits'ò elèt'ì haàni hazò edaàni nàgedè sù nezi wenits'edi ha hq't'e. Tsìk'eda gots'ò dqne sqh' hazò edaàni t' à gixè hòzò ha giwò t' à Nihit' è kò gha k'aowoh gha eghàlaede dq xè gogido ìle. Di haàni tsìk'eda chekoa nihit' è kò hoghàetò ha giwò gedi.

### Whachò Hoghàetò

- Chekoa nechalea eyits'ò nihit' è 12 ageh'ì sù edaàni t' à dezò nihit' è kò gits' àhodì ha sù nezi wek' èhodzò agele ha.
- Chekoa dezò nihit' è t' à wets' àhodì ha sù ìwhà wek' èhodzò agele ha.
- Dezò chekoa nihit' è t' à wets' àhodì gha chekoa-hoghàehtò gòh' ha giwò eyits'ò chekoa-hoghàehtò ts' àdi dq eyits'ò nihit' è k'e yats' eh'ì hoghàehtò dq eyits'ò dq ladi nihit' è kò ts' àgedi gòh' ha giwò.
- Dezò chekoa-hoghàehtò sù nezi hoghàetò ha eyits'ò dezò t'asi t' à chekoa hoghàetò gòh' ha, chekoa-hoghàehtò ts' àgedi dq gòh' ha, eyits'ò chekoa dezò nihit' è t' à wets' àhodì ha chekoa-hoghàehtò ts' àdi dq gòh' ha.
- dezò chekoa-hoghàehtò eyits'ò nihit' è kò gòh' nidè nihit' è kò ìle goyi dezò chekoa sù ìq ha le.

### Chekoa Nechalea Hoghàetò

- Xo tat' e chekoa nechalea hoghàetò gha sòmba t' à edexè sigots' ele ha.
- Edzanè k'e gots'ò Ndèts'ò k'aowoh eyits'ò Ndèts'ò k'aowoh dè xè sòmba t' à edexè sigots' ele ha hq't'e.
- Chekoa nechalea hoghàetò sù wèt'ì gixè hoghàetò ha eyits'ò chekoa nechalea hoghàetò ha wèt'ì wehda nayehdi ha di le sù nayehdi ha hq't'e.
- Chekoa nechalea gots'òt'ì hoghàts' eh'ì dè nezi nihit' è k' ègezò at'ì nàawo sù Ndèts'ò k'aowoh xè eyi haàni nàawo hats' eta ha giwò.
- Eyi nàawo sù ìwhà nihit' è kò wexèhogh'whi ha giwò hq't'e.

### Deʔq Nih̄tʰ è dè hoghàetq ha

- Satsq̄ t' à ets' etʰ è t' à hoghàgotq eyits' q chekoa-hoghàehtq dɔ nàawo kàʔa gòh̄ t' à chekoa hoghàgehtq ha eyits' q kòta gots' q done chekoa hoghàehtq ha dɪ le dè chekoa hoghàehtq ha la wòt' a hɔt' e.
- Chekoa nih̄tʰ è 7 eyits' q 12 k' e dehk' w' e sù la edahot' ɪ gha hoghàgotq ha gɪwq̄ sù eyi deʔq hoghàgetq ha gɪwq̄.
- Chekoa nih̄tʰ è netk' e dehk' w' e sù deʔq nih̄tʰ è kò aget' ɪ gɪgha nezi ha gɪts' àts' edɪ ha eyits' q deʔq nih̄tʰ è kò gots' q gɪts' ehʔa ha hɔt' e.
- Edaàni eyits' q ayi cheko eyits' q ohda hoghàgetq ha sù weghàts' eda ha gɪwq̄.
- Edzanè k' e gots' q done nezi hoghàetq ha ts' ɪ wq̄ dè edaàni eyits' q ayi t' à kòta done hoghàetq ha sù nezi wek' èts' ezq̄ ha hɔt' e, haàni nidè zq̄ ohda gha nih̄tʰ è kò nàawo nàtso t' à done nezi hoghàetq ha dɪ le ade ha hɔt' e.

### Ets' etʰ è eyits' q Yatɪ Hoghàetq

- Nih̄tʰ è k' e yats' ehtɪ gha deʔq chekoa-hoghàehtq gòh̄ ha gɪwq̄.
- Chekoa wèt' ɪ nih̄tʰ è k' èzq̄ le sù edaàni gɪts' agedɪ ha.
- Chekoa nechalea wèt' ɪ xè nih̄tʰ è k' e yagehtɪ gɪgha nezi nàawo xèhogihwhɪ ha gɪwq̄.
- Kòta edaàni nidè chekoa nih̄tʰ è k' e yagehtɪ gɪgha nezi ade ha hàgeta ha gɪwq̄.
- Chekoa-hoghàehtq deʔq chekoa lq̄ kàʔa hoghàgehtq gha hoghàgetq nidè nezi chekoa hoghàgehtq ha dɪ le.

### Yatɪ eyits' q Done Nàawo

- Chekoa-hoghàehtq dɔ hazq̄ edaàni done soh̄ nàde eyits' q done yatɪ t' à gogede sù nezi gɪmedɪ nidè deʔq nezi Edzanè k' e gots' q chekoa hoghàgehtq ha dɪ le ade ha hɔt' e.
- Kòta edaàni done yatɪ eyits' q done nàawo hoghàetq ha sù, done soh̄ xè wek' e eghàlageda ha hɔt' e.
- Chekoa-hoghàehtq wegoè sù kòta gots' q ohda xè Dene Kede nih̄tʰ è hoghàgehtq gha ekexè wek' e eghàlageda ha hɔt' e.
- Kòta sù yatɪ edaàni t' à chekoa hoghàgehtq ha gɪwq̄ sù gɪts' q hòh̄ hɔt' e.
- Kòta done yatɪ t' à chekoa hoghàgehtq ha gɪwq̄ dè chekoa deyatɪ t' à hoghàgetq ha t' asɪ hazq̄ gòh̄ agele ha hɔt' e.
- Chekoa wehda deyatɪ k' èzq̄ le eyits' q kwet' ɪ yatɪ sù k' èzq̄ le nidè edaàni t' à ne sù wek' àgeta ha hɔt' e.
- Chekoa-hoghàehtq edaàni chekoa nezi yatɪ k' ègezq̄ le xè eghàlageda gha hoghàgetq ha hɔt' e.
- Kòta deʔq done nàawo eyits' q done yatɪ hoghàetq gha deʔq done yatɪ k' è nih̄tʰ è hoh̄kè ha hɔt' e.
- Edaàni nidè kòta yagola sù yatɪ t' à ekets' àgedɪ ha dɪ le eyits' q Done Soh̄ gha eghàlaede dɔ sù done yatɪ k' è eghàlageda ha sù gɪt' a wheʔq agɪla nidè deʔq nezi ha tahko gedɪ.
- Edaàni nidè Edzanè k' e gots' q chekoa-hoghàehtq dɔ Edzanè k' e la gɪgha nezi t' à la gɪtq̄ agede ha, eyi sù wek' e eghàlageda ha gɪwq̄.

### Kòta Ekets' àgedɪ t' à Hotɪ Gixè Hòʔq

- Nih̄tʰ è kò nàawo ts' ohk' e kòta gixè hotɪ hòʔq gha eghàlats' eda ha.
- Edzanè k' e gots' q Ndèts' q k' aowoh edaàne t' à t' asɪ t' à edexè sigogehʔɪ nàawo t' à eghàlageda ha gɪwq̄.
- Kòta edaàni done elèt' ɪ agɪt' e sù ekets' àgedɪ gha done hoghàetq ha gɪwq̄.

### Ekexè Gots'edo t'à Ekexè Eghàlats'eda

- Kòta k'ade eyits'ò chekoa-hoghàehtò dọ ekexè gogedo t'à eghàlageda nìdè nìhtl'è kò nàawo de?ò nàtso ade ha họt'e.
- Edaàni kòta done hazò ekexè gogedo t'à ekexè nezi eghàlageda at'ì nàawo sù hazò done yik'èzò nìdè de?ò done ekets'àgedi ha di le ade ha họt'e.
- Kòta nìhtl'è gòla sù edaàni chekoa wèt'ì gha gò?ò agùla nìdè chekoa wèt'ì de?ò nìhtl'è kò ts'àgedi ade ha, eyi wek'e eghàlageda ha.
- Edaàni nìdè chekoa-hoghàehtò dọ eyits'ò chekoa wèt'ì sù nezi ekexè gogedo t'à chekoa ts'àgedi ha, eyi wek'e eghàlageda ha.

### Sòmba t'à Eghàlats'eda

- Chekoa nìhtl'è kò sù nezi hoghàetò ha ts'ìwò nìdè sòmba wets'ò wek'ehots'ehwhi ha họt'e eyits'ò de?ò sòmba wegga hàts'eta ha họt'e.
- Di dzè nìhtl'è kò xo tat'e edàtò sòmba t'à chekoa hoghaetò sù asì ek'ètò ne sòm, eyi sù k'achi wek'àeta ha gìwò họt'e.
- Kòta nìhtl'è kò yagola hazò edaàni nìhtl'è kò chekoa de?ò nezi hoghàetò gha sòmba edegetsì nàawo nìhtl'è gits'ò agele ha.
- Edzanè k'e gots'ò Nìhtl'è kò gha k'ade xè nìhtl'è kò gha sòmba t'à eghàlageda sù edexè sùgogele ha họt'e.

### We?ò gots'ò t'asi

- Done Sòh, Waàk'qa eyits'ò kòta k'ade sù nìhtl'è kò nàawo t'à hazò tsìk'eda gots'ò done ekexè nàde sù naita gha Nìhtl'è kò gha k'ade eyits'ò Edzanè gots'ò nìhtl'è gha k'ade xè eghàlageda t'à nìhtl'èkò gha nàawo at'è sù ladi agele ha họt'e.
- Kòta gots'ò done hazò nìhtl'è kò ts'òke eghàlaede t'à nìhtl'èkò ts'àgedi sù wek'èhodzò ha họt'e.
- Hazò nè k'e edaàni chekoa-hoghàehtò dọ gits'àzedi xèht'e Edzanè k'e gots'ò chekoa-hoghàehtò dọ gits'àzedi ha họt'e.
- Done Sòh gha Ndèts'ò k'aowoh edegetsì ts'ò eghàlats'eda t'à eyi nàawo sù wek'èhodzò ha họt'e.
- Edaàni Edzanè k'e gots'ò nìhtl'è kò gha k'ade eyits'ò kòta yagola ts'ò nìhtl'è kò gha k'ade ekexè eghàlaede sù wek'èhodzò ha họt'e.
- Done nìhtl'è kò gha k'ade xè dekw'e sù edaàni eghàlageda sù hoghàetò ha họt'e.

Kòta gots'ò done sù ida nìdè di haàni goxè hò?ò ha ts'ìwò gedì t'à Nìhtl'è kò gha k'aowoh gha eghàlaede dọ xè gogido họt'e. Eyits'ò edaàni t'à nìhtl'è kò xè nezi hò?ò sù wek'èhodzò họt'e. Haàni kò nìhtl'è kò ts'òhk'e edì weghagò?a laàni eyits'ò edì òla wek'e eghàlats'eda gha la whe?ò sù wek'èhodzò t'à wek'e eghàlats'eda ha wek'èhodzò agodza họt'e. Di dzè edaàni nìhtl'è kò gòyi chekoa, chekoa-hoghàehtò dọ eyits'ò kòta gots'ò chekoa wèt'ì hazò edaàni eghàlageda sù gixè ladi ats'ele ha ats'edi le. Tsìk'eda gots'ò done hazò edaàni gìzha nìhtl'è kò hoghàetò ha gìwò sù dakwelò wet'a?a t'à giyati nits'edi ha họt'e.



Ju t'at jidu gwidudatth'ak

April tagwinudhat 1999 ju nikhwinan nihk'yuu tr'ooheendal guuzhik nikhwicht kat yeendoo geenjit nits'oo nikhweenjit gwitr'it t'igugwihah'aa ejuk nagugwahahtsaa au ts'at nikhwikauk'it gwizhit ejuk gwiheelaa geenjit tr'igiheekhyah. 1994 gwinoo gwits'at yeendoo geenjit nits'oo nikhweenjit gwitr'it t'igugwahah'aa geenjit dineht'eh tr'ahtsah. Ge'tr'onahtan, yeenoo nits'oo tr'igwundai' ts'at gwitr'it t'igwah'in eenjit chit juu digunu', ju dineht'eh juk gweendoo geenjit ejuk natr'igwahahtsaa. Nikhwinanh' kak gwich'in kat nits'oo dagunudhan, jidu ganunji'gadhat gwinjik natr'igwahahtsah. Chit ts'at yah jilch'eu kat nikhwikauk'it gwritee giheedadal geenjit guutat tr'igwihjik. Yuughwan, K'eejit kat, Ge'tr'onahtan kat, nih'ejuk t'igwidich'uu geenjit jilch'eu, kauk'it gwizhit nihk'ah jilch'eu au ts'at kauk'it gwizhit ge'tr'onahtan geenjit ganunji'gadhat.

Ju nihah jilch'eu kat ju ge'tr'onahtan gwehneet'au geenjit gugwiduntth'ak. Kauk'it gwizhit gwuyeeendoo gwikak t'igiheech'aa. Yeendoo jidu gadunjudizhit gwik'it gwihee'ah. Nikhwinanh' kak nits'oo tr'igwundai', nikhwiginjik ts'at yeendoo nits'oo tagwijuudhat k'ughe' ge'tr'onahtan gwizhit tr'ehneet'au. Kauk'it gwizhit sru tr'igwiheendau ji' zehh k'oo gwizhit nihah k'ughe' ginunt'au au gwinjik ge'tr'oohanahchah. Nikhwikauk'it gwizhit gwich'in kat nits'oo dagiheedy'aa gwizhit geenjit ju nihah jilch'eu kat ts'at giguhe'. Yeendoo nikhwinanh' kak nit'soo ge'tr'oohanahchaa geenjit zhak ts'at gwidinuht'oh.

## Nihah Gwizhit Ge'tr'onahtan Gwiheelyaa

- Ju K - 12 gwizhit k'eejit kat shu' gik'idhinju guuveenjit gwiheezaa geenjit kxanh' gwitr'it t'igwahaa'aa
- Khanh' ju k'eejit kat shu' gik'idhinju nits'oo guuveenjit tr'iguhe' gwinjik gwitr'it t'igwihaa'aa.
- Gwindoo k'eejit kat shu' gik'idhinju ts'at tr'iheendal leu ge'tr'onahtan zheh gwizhit teelah.
- Ga'uuntahtan kat k'eejit kat shu' gik'idhinju eenjit gwindoo gaguuvooahanahchaa.
- Ju k'eejit ge'tr'onahtan deek'it ihlak gwizhit leih kwaa kat zraih t'igiheech'ah.

## Tr'imin Tsal Juk Kwaa Hee Nits'oo Guuvah Gwitr'it T'igwihaa'aa

- Nagwidadhat gwizhit tseedhoh guuveenjit gwik'it gwiheelaa tr'igwihahsa.
- Israh bah chit kat nihah yinjih ihlak bah ju geenjit nihah gwitr'it t'igwihah'aa.
- Yuughwan kat gwits'at tr'iheendal ts'at juudin tseedhoh ahtsu kat geenjit guguuheekat.
- Chit kat hah nihah gwitr'it t'igwihah'aa au ts'at nits'oo ts'at gwiiyeendoo gwiheezaa geenjit gwitr'it t'igwihah'aa.
- Au ts'at ju k'eejit kat ge'tr'onahtan nigih'ee'al gwichih tr'ulee guutr'ahtsu.

## Ge'tr'onahtan Deek'it Gwunchu Tr'igwahtsu

- Kauk'it gwizhit ge'tr'oonahatan gwuueendoo gwunzu tr'igwahaatsaa au ts'at kauk'it gwizhit gwich'in kat nihh'ejuk geenjit gaguuvoniltin gwizhit gwitr'it t'igwihaa'aa.
- Grade 7-9 kat yeendoo geenjit gwuueendoo gik'igahaandal guutr'ahtsih.
- K'eejit kat ge'tr'oonatan yunjit gugwintah'aa gwik'ughe' gaguuvonahatan yunjit gugwintah'ah giheelaa.
- Nits'oo nihwik'eejit kat gaguuvonahatan zhit gugwahnah'aa t'ee gwuueendoo gwiheezaa ji' nits'oo gwiheezaa gwizhit gugwahnah'ah.
- Ge'tr'oonahatan zeh geh'ok gaduuyunaatan geenjit gwuueendoo gwunzu tr'igwahaatsaa au ts'at nits'oo gwudandau gwinjik ge'tr'oohanahchaa au ts'at nihh'ejuk ge'tr'oonahatan gwizhit gugwahnah'ah.

#### Atr'idant'oo Ts'at Nihwiginjik Geenjit

- Dineht'eh kak tr'igukhu geenjit ga'uunahtan gwindoo geenjit gwitr'it t'agwahaa'aa.
- Yuughwan kat dineht'eh kak gigiheekhyaa guuveenjit gugoontuu guuts'at tr'itr'heendat.
- Yuughwan kat digigu tsal kat dineht'eh kak gugwahnah'aa gat'iguhineezhaa gugwahaatsaa.
- Kauk'it gwitagwinyaanch'uu gwizhit dineht'eh vikak tr'igwinah'ii nizu tr'ahaatsaa.
- K'eejit kat ginjih nihh'ejuk t'unch'uu kat ts'at tr'igheendal geenjit Ga'uunahtan gaguuvooohanahchaa

Nikhwiginjik, Yeenoo Nits'oo Tr'igwundai' Ts'at Nits'oo  
Dagweedi'in'

- Jidu tthak gwizhit ga'uunahtan vint'u nitr'ijilzhu gwuyeedoo k'eejit kat gahgiheedandau nits'oo gwuidandau ts'at nikhwiginjik zhit.
- Kauk'it gwitagwinyaanch'uu gwizhit gwich'in kat tthak nikhwiginjik ts'at yeenoo nits'oo tr'igwundai' geenjit tr'ulee tr'igwahtsu.
- Nikhwa'anjoo kat ga'uunahtan ts'at tr'igiheendak ju dineht'eh nikhwigu kat gaguuvoonaatan zhit.
- Kauk'it gwitagwinyaanch'uu jidu ginjih zhit ge'tr'oohanahchaa gahgwiheedandau tr'igwihahsa.
- Nikhwiginjik zhit ga'oohanahchaa ji' jidu vah ge'tr'oohanahchaa nikhwits'an tr'ahahtsa.
- Tr'unin kat ginjih ahgidandaih kwaa jidu vik'ughe' gik'igihandal geenjit tr'igwihahsa.
- K'eejit kat ginjih ahgidandaih kwaa kat ts'at tr'itr'iheendaġ geenjit Ga'uunahtan kat gaguuvoohanahchaa.
- Nits'oo gwuidandau gwichit ga'uunahtan gagutr'oohanahchaa au bah kauk'it gwizhit gwitr'it t'igwihaa'aa.
- Datthak vit'agwahdahch'aa geenjit kauk'it gwizhit gwich'in kat gwitr'it guuts'an tr'igwihahsa.
- Au ts'at nikhwikauk'it gwits'at ga'uunahtan kat gwik'ughe' gwunzu ge'guuhanahchaa.



## Sru Tr'igwindau Ts'at Kauk'it Gwits'at Dunt'u Nitr'ijlzhui

- Kauk'it gwizhit sru tr'igwiheendau ji' chit kat nits'oo ge'tr'oonahatan gwinjik juu digwiheedya'aa.
- Chit kat nits'oo diyeenjit dagidi'in gwint'u nitr'ijlzhui ji' kauk'it gwizhit sru tr'igwiheendau geenjit gwitr'it tr'igwahaatsaa.
- Au ts'at yuughwan nizu tr'itheelyaa gwizhit geenjit gwindoo guuts'at tr'itr'itheendat.

## Nihjaa Tr'itheelyaa Ts'at Jidu Tthak Gwizhit Nihah Tr'igiheekhyah

- Chit kat ts'at ga'uunahtan kauk'it gwizhit ge'tr'oonahatan gwizhit geenjit nihts'at tr'itriheendal dagwidi'in gwizhit tthak.
- Nikhwina'h' kak gwizhit nihah gwit'agwii'ee ts'at nihjaa tr'idilu gwizhit tthak tr'igwehdineet'oo ts'at au gwinjik gwitr'it gwahaatsah.
- Kauk'it gwizhit yuughwan kat ge'tr'oonahatan zeh gwits'at neetr'heedadal ts'at gwits'at tr'igiheendal geenjit gwitr'it t'igwaha'aa.
- Au ts'at yuughwan ts'at ga'uunahtan nihah jidu tthak geenjit gwitr'it t'igugwahah'aa.

## Tseedhoh

- Jidu gwuyeedoo gwizhit gwijunchu geenjit tseedhoh nitr'itheelyaa au hah nikhwigu kat gatr'oohanahchaa.

- Tseedhoh gwitat tr'heelyaa jidii datthak gwizhit geenjit h'dagwidlu hah gwitat tr'heelyaa nijin gwuyeedoo vit'atr'ahdahch'aa gwits'at.
- Ge'tr'onahtan gwizhit ts'at tr'unin tsal juk kwaa hee ge'tr'onahtan ninunijil kat eenjit nits'oo tseedhoh gahdaatsaa gaguuvooahanahchaa.
- Ga'uunahtan eenjit nijilzhu kat guuvah tseedhoh eenjit gwitr'it t'igwaha'aa, nikhwinanh' kak gwideetoh tthak geenjit.

### Nihhi'ujuk T'igwidich'uu Geenjit

- Ge'tr'onahtan gwidagwidu'è' ejuk natr'igwahaatsaa ts'at ju nikhwah gwich'in, teenjir nilu ts'at kauk'it gwichit kat ju ga'uunahtan eenjit nijilzhu nihah gwunzu gwitr'it t'agwaha'aa.
- Nikhwaga'uunahtan kat gwunzu gwitr'it t'igugwah'in geenjit yunjit guutr'ichi'ee gwuyeedoo nikhwikauk'it gwizhit gaguutr'oohanahchaa.
- Ga'uunahtan kat jidii tthak gwizhit gwunzu guutr'iguuheetat.
- Kheenjit Chit tr'heedilyaa gwits'at kheenjit gwitr'it t'itr'igwahah'aa.
- Jii ga'uunahtan eenjit nijilzhu kat dagidi'in gahgwiheedandau tr'igwahaatsah.
- Aii ts'at ga'uunahtan eenjit nijilzhu kat jidii geenjit gwizhit gunlu gaguutr'oohanahchaa.

## Ēyako ōma kākī-pihtamahk

kākī-paskīwinitocik ōki Northwest Territories pēyak kākimiht awa ayīkipīsim, ēkoepi ohci kiskēyihoikātēw ohcitaw poku ta-pītosowtīpinikecik okimāwinihk kwayask ta-kanawāpahtahkwāw ōma western NWT ēkwa kihtwām ta-kanawāpahtahkwāw ōhi pimipayihcikēcikēwina ōta. Awa okimāw Minister of Education, Culture and Employment kītakisot kī-natotamāw ōma oyasoikēwin: *People: Our Focus for the Future*, kākī-pē-pimitisahikātēk aspin ohci 1994, itēyihām ēkwa kihtwām ta-kanawāpahcikātēk ēyako ahpo mīna ta-pītosastēk. Nitawēyihām mīna ohcitaw kīwētinohk ohci ayisēyiniwak kā-isi nitawiyihahkwāw ēkota ta-masinahikātēyik. Forum kī-osihtāw awa okimāw misiwītī-ōta western NWT ta-papāmi-kakwēcihkīnocik mahtī ēsa tānisi kā-itēyihahkwāw ōma kiskinwahamātowin, onīkihikomāwak, okiskinwahamākanak, okiskinwahamākēwak, nēhiyaw otatoskēwak ēkwa kotakak kīwētinohk ayisēyiniwak.

Misiwītī ohci kī-pihtawēwak ayisēyiniwa ē-nitawīyihāmiyit kwayask ta-sohkīmakaniyik kiskinwahamātowin ēkwa mīna ta-sītoskahkwāw kiskinwahamātowin ihtāwinihk kīspin nohtē-wāpahtamwak kwayask tēspayiyik kiskinwahamātowin western NWT. Ohcitaw mīna poku ta-nisitohtācikātēk ēkwa ta-kistēyihokātēk kīwētinohk pimātisiwin ēkwa pīkiswēwina kīspin katawa ispayin ōtē nīkān kiskinwahamātowinihk. Pōko ēyako ta-kitāpahtahkwāw kīspin nitawēyihāmwak ta-sohkīmakaniyik kiskinwahamātowin, ēyawis mīna poku awiyak ta-wīcihowēt ēkwa sītoskahk kiskinwahamātowin ōma ōta ihtāwinihk (western NWT). Ōki kīwētinohk ohci ayisēyiniwak kwayask wicīhiwēwak ēkota kwayask tēspayiyik ōma kā-kakwē ohpinikātēk. Ēyakoni ōhi ātiht kākī-nitawīyihahkwāw kiskinwahamātowinihk tēspayiyik western NWT.

### Inclusive Schooling isiyihkātēw ōma

- \* sēmāk ta-nitawi-kiskēyihokātēk tānisi ōma okiskinwahamākanak taki-isi-wīcihihcik kiskinwahamātowikamikohk K-12;
- \* Wīpac ta-māci-atoskēcikātēki anihī kā-miskahkwāw kīkwaya okiskinwahamākan ta-wīcihikot;
- \* Nawac awasimī otatoskēwak tātoskahihecik tāskōc special needs assistants, program support teachers, reading specialists ēkwa kotak owīcīhiwēwak;

- \* Nawao mistahi ta-wīcihihcik, ta-kiskinwahamahcik ōki otatoskēwak kwayask tēsi kaskihtācik ta-wīcihācik okiskinwahamākana;
- \* Awasimī ta-wīcihihcik kiskinwahamātowikamikohk ēkā ta-ma-mihcētaskinēcik pēyak classroom okiskinwahamākanak.

### Early Childhood Development

- \* Tahtwāski sōniyāw ta-nahāhit awāsisak ohci ēkota ta-wīcihihcik;
- \* Ōki federal ēkwa territorial okimāwinihk ta-sītoskahnwāw ōhi programs ēkā-ka-kihtwām pēyakwan kīkway tātoskāhtkwāw;
- \* Programs ōhi ohcitaw poko ēkota onīkihikomāwak ta-pakītinihcik wīstawāw ta-wīcihiwēcik ēkwa ōki mistahi kā-kaskihcīkēcik ta-tipahikēcik anita enrolment fee kā-isiihkātēk.
- \* ta-nitawi-kiskēyihcīkātēk mahti ēsa nawao kī-miyopayik kīspin wīpac kiskēyihākwan kīkway ōma kā-āyamihikot awāsis ahpo kīkway ēkota takī-atoskēcīkātēk;
- \* Sēmāk ta-māci-atoskēcīkātēki ōhi kā-miskīkātēki ta-wīcihikocik awāsisak kā-māci-ayamihcīkēcik.

### Grade extensions

- \* ta-mīyīhcik kīkway ta-miyo-āpacihtācik high schools tāskōc cikāstēpayihcīkan kiskinwahamākēwin (distance technology) ēkwa rotation of instructional resourcses ēkwa ta-masimahīhīcīk ayisēyiniwak kā-nakacihtācīk pītos kīkway;
- \* Ōki okiskinwahamākanak tēpakohp isko kēkā-mitātaht kā-itakisocik taka-kakīskimihcīk atoskēwin ohci.
- \* Ta-sihkimihcīk okiskinwahamākanak ta-ahkamīmocīk ēkota ohci ta-wīcihikocīk kā-kiskinwahamahcīk.
- \* ta-kanawēpahcīkātēki vocational programs mahti ēsa tānisi taki-isi-kiskinwahamahcīk ayisēyiniwak;
- \* nāspici kwayask ta-kiskinwahamahcīk distance education ohci nāspici mīna kīwētīnohk pimātisiwin ēkota ta-nōkwahk mīna pītos tēsi-kiskinwahamahcīk ēkota ohci.

## Literacy and Language Development

- \* nawac mistahi sōniyāw ta-ahylht ayamihcikēwin kici
- \* aniki ēkā kā-kaskihtācīk ta-ayamihcikēcīk ta-kiskinwahamahcīk tēsi-ayamihcikēcīk;
- \* ta-wīcihicīk onīkihikomāwak ta-ayamihtamowācīk ocawāsīmisowāwa kiyāpic ē-apisīsisiyit ēkota ohci ta-miywēyihdamiyit ta-ayamihcikēyit;
- \* ta-kanawāpahcīkātēk mahti ēsa tānisi takī-isi-māwasikonahkwāw pītos masinahikana;
- \* awasimī tāti-kiskinwahamahcīk okiskinwahamākēwak kwayask tēsi-kiskinwahamōwācīk awāsisa tēsi-nisitohtamiyit kīkway;

## Language, Culture and Heritage

- \* awasimī tāti-kiskinwahamahcīk okiskinwahamākēwak tēsi-nisitohtahkwāw nēhiyaw pimātisiwin ēkwa kīwētīnohk pīkiskwēwina kwayask ta-kaskihtācīk ta-kiskinwahamowācīk nēhiyāsisa ēkwa iyawis ōki awāsīsak kīwētīnohk ohci;
- \* ōta ohci ayisēyiniw pīkiskwēwinihk ēkwa ayisēyiniw pimātisiwinihk ta-osihtācīk programs wiyawāw ēkota nēhiyawak ēkwa kotak ayisēyiniwak ta-wihtamākēcīk kīkway ē-nitawēyihthahkwāw ocawāsīmisowāwa ta-kiskēyihdamiyit;
- \* ta-osihtācīk kiskinwahamākēwin oski-okiskinwahamākēwak tēsi-nisitohtahkwāw Dene Kede ahpo Inuuqatigiit curricula ēkota ta-kiskinwahamākēcīk kēhtē-ayak ahpo aniki kā-nakcihtācīk ēyakoni masinahikana;
- \* ta-kakwēcimihcīk ayisēyiniwak mahti ēsa kīko pīkiskwēwin kā-nohtē āpacihtācīk kiskinwahamātowīkamīkohk;
- \* ta-otinamahcīk masinahikana ahpo kotak kīkway ayisēyiniw pīkiskwēwina ta-kiskinwahamāmiht ocawāsīmisowāwa;
- \* ta-kanawāpahcīkātēk mahti ēsa tānisi takī-isi-kiskinwahamahcīk awāsīsak ēkā kā-kaskihtācīk kwayask ta-pīkiskwēcīk;
- \* ta-kiskinwahamahcīk okiskinwahamākēwak tānisi takī-isi-wīcihācīk awāsisa kā-āyamihtāyit ta-pīkiskwēyit;
- \* ta-māci-kanawāpahthahkwāw tānisi ōma ayisēyiniw ē-ati-isi-kiskēyihthahk kīkway;
- \* ōki Language services ahpo Aboriginal organizations ta-kakwēcimihcīk mahti ēsa kī-kaskihtācīk flexibility in program delivery tētōthahkwāw okiskinwahamākēwak ēkota misiwītē ohci takī-wīcihīkocīk .

- \* misiwī ta-papāmi nitonawācīk kīwētīnohk ohci okiskīnwahamākana ta-pē-atoskēyit ūta.

### Healthy and Supportive Communities

- \* kǎ-miywāyācīk ayisēyiniwak ēkwa kǎ-sohkēyimocīk nīkǎnapiwak kiskīnwahamākēwinīhk ēkwa wīcihīwak inter-agency ēkwa inter-governmental approaches ta-pimitisahahkwāw ta-miyopayiyik kahkiyaw kīkway ihtāwinīhk;
- \* ta-sihtoskahkwāw anīhi āsay GNWT community Development Programs kǎstēki ta-nīkǎnastācīk ayisēyiniw miyomahcihowin ēkwa ēkota ohci ta-ati-kaskihtācīk ta-wīcihisocīk
- \* ta-atoskātahkwāw onīkīhikomāwak tēsi-pamihāwasocīk

### Communication and Partnership Building

- \* ta-wīcihihcīk onīkǎnīwak ēkwa okiskīnwahamākēwak ta-wihtahkwāw tānisi wiyawāw ē-isi-nohtē-wāpahtahkwāw kiskīnwahamākēwin;
- \* ta- masinahikātēk ita kǎ-miyopayik kiskīnwahamākēwin ūta western NWT;
- \* ta-wīcihihcīk ta-kakwē-sākōcimācīk ayisēyiniwa tapē-wīcihiwōyit kiskīnwahamātowīkamīkohk.
- \* ta-kakwē-wīcātoskēmīhcīk onīkīhikomāwak ta-wīcihiwēcīk kisic ta-wihtahkwāw tānisi taki-isi-ispayik kīspin kīkway namōya kwayask ispayin.

### Sōniyāw (Financing)

- \* kiskīnwahamātowin ta-nīkǎnastīk ēkwa sōniyāw tāhiht ita ē-māwaci-nitawēyimiht awāsisak ta-wīcihīkocīk;
- \* kihtwām ta-kanawāpahcīkātēk ita awa sōniyāw ē-isi-āpacihiht iyawis awāsisak ta-wīcihīkocīk
- \* ta-wīcihīcīk tānisi takī-isi sōniyahkēcīk kiskīnwahamātowīkamīkohk ēkwa Awāsis Development Programs ēkwa;
- \* ta-wīcātoskēmācīk DEC's ta-māwasikonācīk sōniyāwa misiwīti territories tāpacihiht.

## Other Issues

- \* ta-pītosastēk Education Act, ayisēyiniwak, āpihtawikosisānak ēkwa municipal government wīstawāw tāpicik ēkwa tākisocik DEA's ekwa DEC's.
- \* ta-wihcikātēk okiskinwahamākēwak ahpo otatoskēwak tānisi ē-isi-atoskātahkwāw kiskinwahamātowin;
- \* ta-miyo tipahamahcik ēkwa ta-miyo pamibihecik okiskinwahamākēwak
- \* ta-kwayātastācik oyasowēwina tāskōc pokwēspi ōma self-government ta-pihtokwēmakahk;
- \* ta-wihtamahcik ayisēyiniwak tānisi ē-isi-pimipayihcicēcik ōki DEA's ekwa DEC's;
- \* ta-kiskinwahamahcik DEA ekwa DEC members kwayask tēsi-nisitohtahkwāw otatoskēwiniwāw.

Ōki forum delegates kākī-nitawi-papāmi-kakwēcihkīmocik tāpwihtamwak kwayask ē-kī-māmawi-pīkiskwātahkwāw kiskinwahamātowin otē nīkān ta-wīcibikocik ayisēyiniwak western NWT ohci. Nōkwān ēkota kwayask ē-kī-pē-atoskēmakahk ōma oyasowēwin. Māka ē-kī-nohtē-kiskēyihākwāw ita nawac takī-atoskātahkwāw kiskinwahamātowin, ēyako ōma kwayask kākī-pē-kanawāpahtahkwāw. Ōma kā-mawinihamahk kiskinwahamātowinihk namwāc kakī-ātawēyihānaw āsay kāpē-isi-atoskātahkwāw kiskinwahamātowin okiskinwahamākanak, okiskinwahamākēwak, onīkihikomāwak ekwa kotakak ayisēyiniwak. Ta-kakwē-nisitohtamahk ē-kakwē-kiskinohtahikowahkwāw ōki ayisēyiwak tānisi ōma takī-isi kiskinwahamahcik awāsisak ōta western NWT.





## YERI GHQ RAXÉGOTS'ADE GHQ X3D3 D3YÍTL'E

Hídú xai April 1(Lú dzíné),1999 zekú nídé Júhdá Hínéné lahot'e lahk'eduyə hayihé júhna hínénék'e dá K'áhowe kótá káyagodéyíla gota deneghame zeghálakeyeda goghárákeyeda gha got'ódéza keníwe. Education,Culture hé Employment (ECE) gogha K'áhowe hılı júhnə horéno?ó lak'e xai 1994 zekú gots'ę hederı zedıhtl'é People: Our Focus for the Future hededı kıgháre zegháláyeda yıle gogha xədə dátı'e gharáts'eyúda hadeyıdı. Hagú júhná hínénék'e deneráda ke hederı ts'ódane yıghóné hé ts'ódane ke zedıhtl'é kqé zat'ıke,gázurehtę ke Denewá káyádeza ggame zegháláyeda ke kóta goghame zegháláyedake hé góza hoyı dene dene gáhurete ghq dákenıwe dúle hederı dene sózareht'e k'áhowe goghálakeyúda gogha gori?enéhtı'e goghq ts'é gahda.déhyá nekótá zakát'ı nídé.

Gogha déhw'ı ke déhyá gota denets'é zukewóh?o gha gota rakedáde zegúhyá deneke k'áhıne zareyóné hederı dene kótá hıt'ı súde gonezó dene gáhurete xáhwe gót'ódéza ts'enıwe hıdówé júhdá hínénék'e rádake hé gonezó goduw'e ts'enıwe nídé kədəyıdı gını gots'é gokəyıda.Hagú zedıhtl'é gá gonezó dene gáhurute ts'enıwe nídé xaré kuxədə hé dá nek'e zedegokadı hé dene hek'egúza gákokenıhshq got'ódéza ts'enıwe. Zeyı góza zedıhtl'é gá gonezó ts'ódane ke gáhurute kenıwe nídé zeyı kedekótá ts'ódane goyıghóné góza gok'e zeghálakeyeda gha dene zareyóné gok'e zeghálakeyeda nídé gogháre denekótá zareyóné zelehé zeghálats'eyeda hé zadahxq kótá gonezó zelehta gokadı gha. Dene hılo w'ıla xədə súde nezq raxeghá kenıla zeyı ta gots'e xədə xáhwe nezq yerıwe káyıla hagú goyuwe gok'e godéhtı'e.

### ZEDİHTL'É KQÉ GOGHA X3D3

- Zekú hıt'ú lahot'e zedıhtl'é kézegots'erıhwı gots'ę zedıhtl'é belq gots'é K- 12 gots'é dá dúle gots'éh?óné gonezó ts'ódane ggame zeghálats'eyeda hé góza yerı hé dúle gots'éh?óné gonezó gakuruta gha dúle kuts'éráts'ákegokúh?ai gogha zeghálakeyúda;
- zeyı xədə gogá kegokı?o zeyıtl'a nídé zekúh hıt'u gok'e zeghálakeyúda goka zakút'ı;
- zeyı gots'ę ts'ódaneke t'áhsı kexqht'e du gonezó t'áhsı kıhshu ke wayı gonezó gákurute gogha wayı gots'ézóné gázurehtę ke goghé zeghálakeyúda hé gots'éráwoda ke w'ıla gozá menı gohewı zedıhtl'é k'egoda hılı hé zareyóné yerı kugha het'ódéza gogha zareyóné dene gok'erıts'ala got'ódéza;
- hıdú dá gázurehtę ke gákurete hé wayı gots'éh?óné gakurute gha w'ıla sóba hé gots'é rákada gha, góza gázurehtę ke ts'éráda,hayıza dá dúle menı goenzó t'áhsı hıhshule ke súde gonezó kede?egháláyıda k'e zeghálakeyúda gok'a zagot'ı; hé
- déhyá ts'ódane gákurete kugha gázurehtęke k'éréwoht'e gha wayı gots'ézóné sóba hé kuts'éragúda gha;

## Ts'ódaneke ʔedɨhtl'é Kóǵé Kéʔegokerihwɨ Gowere Kuk'éǵódɨ

- Líxaɨk'e sóʔagoréht'e ǵúnɨ sóʔba hé menɨ ts'ódaneke ʔedɨhtl'é kóǵé kéʔegokerihwɨ gowere Kek'éyedihàdɨ hɨlɨ ke ts'érákədə ǵha;
- ʔeyɨ K'áhowedéwéke (Federal Government) hé Júhdá Hɨnénék'e gogha K'áhowe hɨlɨ ke ʔelehé ʔeghálakeyúda gogha ʔelehé xədə kehɨ got'ódeʔá gogháre dúladɨ ʔekurɨkaʔedɨ sóʔba k'egots'ewɨ ǵha hagú k'óne gowere t'áhsɨ ǵhálats'eyída níde goghǵ dene ʔakáʔahékədɨ ǵha gogháre ʔekurɨkaʔedɨ sóʔba k'egots'ewɨ ǵha yile;
- ʔareyóné kehé ts'ódaneke yɨǵhóné ʔedɨhtl'é kóǵé gogá hé goyǵ w'ɨla ts'ódane za ʔakút'ɨ hagú góza déhyá dúle ts'ódane yɨǵhónéke kuts'ódaneke ʔedɨhtl'é kóǵé ʔakət'ɨ ǵha rágokeyéhdɨ ǵha;
- hederɨ ts'ódaneke yɨǵhóné wayɨ gots'éʔóné kedeyake za ʔedɨhtl'é góyǵ ʔakút'ɨ gogha dá gok'e ʔeghálats'eyúda hayɨ za yerɨ ʔareyóné gok'e ʔeghálats'eyúda gogha kugha het'ódeʔá hé gogha k'áhowe ʔeghálayída ta gots'ǵ menɨ góza gok'e ʔeghálayúda kenɨwǵ gots'érákədə ǵha hagú ʔǵhla gots'érákədə ǵha; hé
- ʔareyóné yerɨ goxədə goghǵ kegokihʔǵ yile ʔekú hɨt'ú gok'e ʔeghálakeyeda ǵha ts'ódane ke ʔedɨhtl'é kéʔegokerihwɨ gowere gots'érákədə ǵha;

## ʔedɨhtl'e Ghǵ ʔarats'ɨt'e ʔeyɨtl'ǵ Wayɨ Dene Gáhurete

- ʔedɨhtl'é hɨsha k'eʔats'et'ɨ níde wayɨ t'áhsɨ káyádeʔá gá dene gáhurute góká ʔagot'ɨ ǵha, góza ʔɨhtl'áɨ yerɨ gá gakurete ʔehdarakalə ǵha, hagú kóta gots'ǵ deneke t'áhsɨ káyádeʔá gákonɨshǵ ke ʔedɨhtl'é kóǵé góyǵ gáʔukuruhtǵ goka ʔagot'ɨ ǵha;
- ʔedɨhtl'e láhdɨ hé lífótǵ gok'énehta 7-9 yerɨ gá ʔeghálayewídá kenɨwǵ gǵka gots'é gokədə ǵha;
- wayɨ gots'éʔóné ʔehk'óné ke ʔedɨhtl'é ʔakút'ɨ gǵka ʔedɨhtl'é kóǵé góyǵ gonezó ǵúwoʔa gǵka ʔagot'ɨ ǵha hé góza wayɨ gots'éʔóné ʔedɨhtl'é gá kegokúhʔa gǵka ʔagot'ɨ ǵha;
- t'áhsɨ káyádeʔá gogá ʔedɨhtl'é kóǵé ʔat'ɨ ke yerɨ gákurute kenɨwǵ gogha dá dúle kukótá hɨt'ɨ gákurute ʔeyɨ kegokihʔa ǵha; hé
- t'áhsɨ káyádeʔá gogá ʔedɨhtl'é kóǵé ʔat'ɨ ke yerɨ gákurute kenɨwǵ gogha dá dúle kukótá hɨt'ɨ gákurute hé dá wayɨ gots'éhʔóné júhdá gogá gákurute ǵha hé dá dúle gok'é k'inagots'eʔa hé dá dúle gots'érákədə kegokihʔaɨ ǵha ;

## ʔedɪhtl'ek'e Gots'ədə hé ʔets'edétl'e Gózə Dene Xədə Gá ʔeghálats'eyeda

- menı ʔedɪhtl'ek'e gots'ədə gá ʔeghálayedá ke wayı gots'éhʔóné ʔedɪhtl'é k'e gots'ədə kugha wosı gɔka ʔagot'ı gha;
- ts'ódane ke ʔedɪhtl'é kóé ʔat'ı ke déhyá du kuyıghóné ʔedɪhtl'ek'e gokədə kokenıshho yıle nıde gákuts'uruhté gɔka ʔagot'ı gha;
- ts'ódane ke ʔareyóné begot'ıné ke wayı gots'éʔóné kedets'ódaneke ts'éʔedɪhtl'é k'e gokədə gɔka ʔakút'ı gogháre k'ále kışelehıt'ú ʔedɪhtl'ek'e gokədə kugha nezə gha;
- dá dúle wayı gots'éʔóné kɔta nı ʔedɪhtl'é bek'e gots'ədə deneghánéwı gha; hé
- dá dúle ts'ódane gáhurehté ke ts'ódaneke ʔareyóné káyádeʔá hé gonezó ʔegháláyúda gɔka wayı gáhureté gha;

## Dene Xədə, Dá ʔedegots'adı Hé Dene Hek'egúʔa

- menı gáʔurehté hıı déhyá kɔta lánı gota ʔeghálakeyúda nıde gowere juhdenı ʔeghályúda konıshho ʔeyıtl'a ʔareyóné ʔeyı gokótá kuxədə hé dá ʔedegokádı gogá kodúshsha gɔka gáhureté gha;
- dene xədə hé dá deshıta ʔedegots'adı goghɔ ts'ódane gákuruté nıde ʔeyı kɔta káyágodéyıla gota Denewá Káyádeʔá gha déhw'ı yerı gákureté got'ódeʔá kenıwe kegokúhʔá gogha gohé ʔeghálakeyeda gha;
- ʔeyı ʔedɪhtl'é begháre ts'ódaneke gáhuts'urehté yıle Dene kede dódı nıde Inuuqatugıt hédedı yıle déhyá gáʔurehté ʔek'óne ʔegháláyıda k'erınyá nıde dá dúle ʔeyı ʔedɪhtl'é het'ódeʔá gúnı dúle gáʔurehté gha kıts'éradá ghahagú kɔta gots'ę deneke hé dene hıshá ke w'ıla kıts'éradá gha;
- kɔta deneke w'ıla dúle kuyake kedexədə gá gákureté ghɔ kokedúshshı kıts'é gots'ədə gha;
- déhyá kɔta lánı xárekedexədək'e ts'ódaneke gáhuruté kenıwe nıde ʔareyóné kehé gots'érákudá gɔka ʔakət'ı gha;
- ts'ódane héhlá dú súde kedexədə hé gózə Mólá xədə k'é dugonezó gokədə nıde dá dúle gákuts'urehté ʔeyı kegokúhʔaı gɔka ʔeghálakeyedaı gha;
- ts'ódane hayı dúle gonezó t'áhsı hıhshu hé ʔeghálayedá dá dúle gots'éʔóné gonezó ts'ódane t'áhsı kúhshu gogha gákurehté gha;

- ʔeyi kʔta gota dá ʔedegots'ádi gogá kegots'úhʔa goghas dene gogk'e ʔegháláyída gogha ʔegháláyída kéʔegots'érihwí hé goghq w'íla dene gáhurete ʔot'ódeʔá gogháre kʔta káyágodéyíla ʔota gonezó ʔedek'é ts'ódane t'áhsí kihshu gha ;
- déhyé region ʔota t'áhsí denewá kʔta ʔota dá ʔedegots'ádi dá dúle gogá kegokúhʔa gogha denewá káyádeʔá gha ʔegháláyeda meni dúle xədə gá ʔegháláyeda kenıwę góhlı kenıwę níde contract goghákeʔa gúnı gots'é rádats'edadı gha;
- juhda hınénék'e wayı gots'ehʔóné gáʔurehte ke nıwá deneta denekúle gha gonezó kugha k'ınagots'eʔa hıka sùre ʔeghálats'eyúda kéʔegorúwı;

### Kʔta Gonezó ʔelehta Dene Ts'ılı Hé ʔelehts'érádats'edadı

- gáʔurete goghq hé góza dá dúle kʔta ʔota gots'e ʔegháláyída káyádeʔa hé k'áhowe ʔegháláyída gota gots'e ʔareyóné deneke dá dúle wayı gots'éʔóné gonezó ʔelehta dene ts'ılı deneghame gok'e ʔegháláyída kéʔegokerihwı gha;
- hıdú GNWT dá kʔta ghame ʔeghálakeyeda ʔeyı nı kʔta lahot'e raʔekededúje hé yerı hé kugha ts'ónét'e hé kudziʔegodı gha; hé
- hagú kʔta ʔedegha dá gonezó ts'ódaneke yáts'erihsa goghq gokada dódı níde goghq ʔedıhtl'é hé xədə dátı'e denegha kıkáʔarúwı gha w'íla kuts'é ráts'ada gha;

### ʔelehts'é Yágots'ída Hé ʔelehé ʔeghálats'eyeda Goghálats'eyeda

- kʔta gogha ʔefeyádéhw'ı ke góza gáʔurehte ke dá dúle kedekʔta gogha gáʔurete gogá gots'ehʔóné gonezó k'ınagow'e kodúya gogha kuts'éragoda gha;
- dá juhda hınénék'e gáʔurete gá déhyá kʔta káyágodéyíla gota ʔelehé ʔeghálats'eyída hagú nı gáʔurete gá gonezó k'ınagaw'e níde ʔedıhtl'ék'e rıkedéwotı'e hagúnı kéraʔekewhsı gha;
- góza kʔta ʔedıhtl'é kóje yágolá nı dá dúle gots'ehʔóné ts'ódaneke yıghóné ʔedıhtl'é góya ʔeghálayedake ts'érakada dódı níde dá dúle hóyı gogha ʔedıhtl'é kóje gowanérakede gogha dá dúle gok'e ʔeghálats'eyeda kegokúhʔa goghaa kuzá ʔeghálats'eyeda gha; ✎
- ʔedıhtl'é kóje ʔegháláyeda ke hé ts'ódaneke yıghóné dá dúle gots'ehʔóné gonezó ʔelehé t'áhsı ghq yágokída hé déhyá t'áhsı kehé kugha ts'ónét'e níde dá dúle kesórıdakenéhʔa ghq w'íla dá ʔeléhts'é goghq yágots'ída kesórıdaokenéhʔaı gha goghálakeyeda gha;

## Gogha Sôba

- xáhwa gonezó raxets'ódane ke hé ʔek'óné ke ʔed̥htl'é gá gákurutę gogha xáhwa got'ódeʔá k'é gok'e ʔeghálts'eyeda gha hé w'ila gogha sôba kehla gha;
- h̥dú dá ʔed̥htl'é kôę káyágodéyila sôba hé gots'érákədə yile ʔed̥htl'é kôę ʔareyóné gha léht'ę gúni sôba hé gots'érákədə gha hagú góza yeri gá gákurutę kenıwę dúle nídé gok'é ʔeghálakeyeda gha;
- hederı ʔed̥htl'é kôę ʔeghálayeda ke hé menı ts'ódane hıseleke hé ʔeghálayeda h̥lı ke w'ila dá dúle ʔedegha sôba kehşı hé yeri gá dúle gákurutę ghq w'ila gots'érákədə gha;
- ʔeyı DEC hayıza ʔeghálakeyeda nídé dúle lahot'e júhdá h̥nénék'e gáʔuretę gha sôba hé gots'é rákədə gha;

## Góza T'áhsı Yeri Beghq Ráʔedıʔets'ewe

- ʔeyı DEA hé DEC denezá gok'e ts'edéwow'ı gha h̥dú gáʔuretę gha ʔeʔá yile ʔedé/ gúli ʔarakıyələ gha gogháre ʔeyı Denewá káyádeʔá, Tádá m̥qla ke hé k̥qta gogha k'áhoweı ke dúle gohé gok'e kedéhw'ı;
- déhyá k̥qta lıı gáʔurehę gá kuhé gonezó k'inagaw'e dódı nídé menı gáʔurehtę h̥lı súde gonezó gáʔurehtę hagú bonıyq nídé ʔekáʔagóht'e keyagots'ehwę gha dósdı nídé kéráʔets'ehşı gha gogháre ts'ódane daodéhshó gáʔuretę dene het'ódeʔá kokenıhshq gha;
- gáʔurehtę ke sôba dáreht'e kuts'é ráʔeyadı yile wayı gots'éʔóné sôba hısha kuts'éráʔeyadı nídé gonezó gonıwe gogháre gáʔurehtę ke wayı gots'éʔóné nıwá deneta rákədə gha sóni;
- déhyá ʔedets'e k'áhots'uwe gogha k'áhowe hé ʔelehé xədə hehşı nídé dá dúle gohé ʔeghálakeyeda gqka ʔakət'ı gha;
- hederı ʔed̥htl'é kôę gha déhw'ıke DEA hé DEC yeri kughálayıda h̥lı dene ʔareyóné goghq kodúhsha gogha gots'érádats'edadı gha;
- ʔed̥htl'é kôę gha déhw'ıke DEA hé DEC gha kurıʔenétl'e ke yeri kughálayıdá h̥lı ghq lahot'e kokedúhsha gogha gots'érákədə gha;

Menı gogha xədə shıyulə gha berızenétl'e ke kóta gota k'ınakade zegúhyá t'áhsı goło súre got'ódezá ghó rakégots'ade hederı júhdá hınénék'e hıdówé dá gázurete goniwe goghó dene hıto rákégade hagú zeyı gots'ę gázurete gá yeri kehé gonezo kegowızo zekázhęt'e kólú yeri hé dene gha ts'ónét'e dódı nıde yeri kehé zehw'ile goniwe zekázagóht'e dá dúle goghálats'eyeda zeyı ghó rázedırets'ewe gha.Hıdı dá dzıne tóręht'e ts'ódane gákuts'urehte,gázurehte ke, ts'ódane yıghóné hé hóyı kóta gots'ę dene ke dá zedıhtl'é kóę hé zęghálakeyeda du gohé zedé/gúlı zragots'ulə gha zadedı yıle.Kóta káyagodéyıla gota gots'ę deneke xədə raxeghá kénıla zeyı gháre zareyóné júhdá hınénék'e xáhwe gonezo raxets'ódaneke gákurete.

Kadimayuata qanik:kun uqara:mik kangiq:siur:niqduat qanuq  
iliuro:diksamin:nik ilisaut:judiksamingik Woli:nirmi (Western  
Arctic) ilurri:liq'lu:git ilisaq:duksat. Kiblik:daita ilisautju:dit  
maqbiraanuk:dir:ni:gait. Dazvaguuq, suna kangiq:simain:mon  
nalau:laitduq aglaan sivuk:kiuq:qadigiik:duni sivuniq  
nalu:naiq:bakdua. Savaudi:giyaksat ilisarvik:dibda  
qaama:nar:mada, kangiqsib:kar:diqdimob:lugit ilisaqduat,  
ilisautjiyit (teachers), ilainnin, inuuniar:vin:ni.  
Uin:ai:gaksari:galua:gaq:bot ukuat uqautjiyuaq  
nalunai:yaudibluda ilisagak:sain:nun nudaq:qat  
Woli:nir:miu:yuat.

- uvun:ain:naq- bin:nada qinir:simaluda qanuq itjusiksain:nik  
dakuma:gub:dalu qiilik:simayuan:nun nunabdin:ni  
angalat:jibkaq:lugit inuuqadivut; lu
- ilisautjiyuat nunab:dinni sava:lira:suaq:lid duniq:sibkaqlugit.

### **Inuuniarvigikduat ikayuudimayuata I:luaqduakun**

- sivuliqludin, ilisaudigiyaksat amailugit,  
qanuqanoongni:nasuaqda ikayuudiak:kirubda;
- suyaksaudi:ruaq:lugit inuit qanuq nudara:ruaq:duni  
iluaqduakun uqaudiniagaksat inugoodainnun suli  
ikayuudiksiat inugiakdut sumiliqaa.

## **Savaqadi:gikdiq:luda**

- ikayuqsimalugit sivuliqduat ilisautjiyuatlu  
sivuniqsib:kal:laaluda kayumiqiluda inuuniarvibdin:ni;
- Nakar:naiqdiqlugit inuuniarvinni inuit annauyimayuat  
sukonga:sirasuaqda nunangani Woli:nirum NWT;
- ikayuqsimalugit ilisarviit kiyun:niuqsima:ludikli  
inuuqadigiit inmin:nun sulipdauqli nudara:ruaq:duatlu  
amaiqlugu skur:vik ila:liudiludinlu skurvi:galuan:ni; suli
- itjusiq bitqusiqlu skurvin:mi iluriliq:niaq:lugu  
uqaq:naqigu:vitlu biyuaqi:managit inuuqadidin aglaan  
kangiqsibkarniaq:lugit inuutjidigun.

## **Akilit:judi:digun**

- sko:ru:diksain:nik nudaq:qabda nakar:nairodi:yak:sariyavut  
ilisaudimalugit inuusiksaat nakar:nair:lugu;
- Naut:jiumarik:sar:lugu qangma akianik ikayuudik:saida  
ilisautjudiksain:nik abiq:siyuada ilisautju:diruadigun;
- sivun:niu:qasiq:lugit ilisaudi:malugitlu  
bian:naqadi:giikduadun isumagilugu ilisautjudiksaq  
Nudaraa:raa:luitlu Qauyima:dik:saing:ik; suli
- savaqadigilugit DECs maninin:niaqadigilugit  
savaudiksain:nik nunop:din:ni.

## **Aipbaitdauq qasagi:yaksat**

- dutqiksaq:lugu Ilisautjudiksakun Maliro:daksiaq  
ilau:mana:suaqlit inuita nunopda, inuuniar:viida  
govamongitalu DEA DECs lu ilaqadi:gilugit.
- nakar:naiqlugit qaamagilugitlu ilsautjiyuat nunap:din:ni  
inuuniar:vip:din:nilu;
- savakduat akiita quyal:lidiksangitalu ilisautjiyuat  
nakar:naiq:lugit savaanikduksaraluat;
- suvuk:kiumariksilugit adugaksaita uvapdigun-  
govamani:gupda;
- ilisimap:kaq:didiqlugit DEA DEClu ava:dingita; sulipdauq



- nakar:naiyavia:luklu:git ikayugak:sat DEAs DECslu ilaumayuat kangiqsib:kaq:lugit angaladaadigun qasagilugu:lu.
- aduq:lugit ilitchuriyadik ilisaqduat ikayuudiksain:nik nuda:raaraaludani ilisautjiyksai:dalu.

### **Ilisautjudik:sain:nik**

- ilisautiniaq:simalugit inuuniarviita ilisarvian:ni ilisa:gaksait naalaididigun sayukdualun:ni, daimaariosiq:bada al:lanik ilisaak:kiq:ludik, savakdilugit ilisim:marikduat savaudik:kun;
- kayumiqimalugit savaudidigun Savausiita Abqu:daat Ukduq:simalugu grade 7-9 akba:dua:badigu;
- ikayuqsimalugit kayumiqimalugit ilisaq:duat ilisautji:viin:ni skuq:duat inuuqadigiik:diniaq:lugit isumai:dalu nakiq:sib:kaq:lugit;
- isiv:riuq:lugit kiidut qili:vikduat sabiqsa:laaq:duatlu uukduq:sima:lugit suk:kun sabir:naikan:nir:niaq:bot ilisatju:dik:saudai:digun; suli
- uukdumarik:sidiq:lugu ilisaat ungasikdumin aduni:muuq:lugitlu inuusii:digun inuit nunap:din:ni suk:kunlu qasagingnit:kupdigit;

### **Ilisaaksat Uqautji:digunlu Ikayuq:simalugit**

- maq:biraa:nuk:dir:lugit daiguak:sat;
- nudara:ruaqduat daigu:yuit:bada ilisaudilugit ;
- daiguq:diniaqlugit kayumiqi:malugitlu nudara:ruaq:duat nudaq:qadik ikayuq:simana:suaqligit;
- kayumin:naq:bon inuusiq utjiqun nalautji:makbon daiguqdilugu nudaq:qanun ilin:nasuaq:lit inuuniar:vik:bayaan:ni; suli
- nunapda itjusiin:nik ilisautilugit ilisautji:yuat qanuqanuu:bayaan:ninasuaqlit qasaira:suaqlit.

## Uqausiq, Itjusiq Bitqusiqlu

- ikayuq:niavia:luksimalugit ilisautji:yuat skuq:dua:yaat  
damaida dabudilugit qanuq itjusiruaro:dikbot  
Bitqusiruaro:dikbotlu uqautjip:digun kangiqsina:suaqlit  
nunap:din:ni skuq:duayaat;
- isiv:riuq:qasiq:luda inuuqadip:din:nik inuuniar:vip:din:ni  
ikayuudigiik:ludalu qanuq uqautjip:digun  
ilimuk:duq:din:niaqlugit;
- Dene Kede nagaluluun:niin Inuuqadigiit ilisautju:diksait  
nudaat ilisautjiyiita adura:suaqligit suli innai:niklu  
ilisautjiruaq:ludik inuuniar:viitalu adonro:yain:nik;
- qulusima:lugit inuuniar:viit qanuq ilin:niar:mongaada  
uqausiidigun aip:baagun nunami:luun:niin;
- satkuksain:nik ilisautju:dik:kun qiilikbada inuuniar:viit  
aduqsimasuk:daat uqautji:dik skur:vin:mi;
- ikayuq:niaq:simalugit nautjiuq:duat skuq:duayaat  
naluviro:sukbada uqautji:qaaq:dimin:nik luun:niin danikdun  
naluviro:sukbada;
- savaqadigi:malugit ilisautjiyuat sabiq:saqduat uqautjidigun;
- kayu:miqilugit inuuniar:viit baqin:niaqlusi  
ilisautju:dik:samik itjusiit bitqusiitlu ilidari:malugit;

## DUSAUM:MADIPDA NAKAR:NIARO:DAITA

Northwest Territories avikbon (NWT), April 1, 1999,  
siakangai:yaqiniaqduq nunakbot Wolin:rum dungaani  
qasagilir:nagu biyaksaq:bot. Minisdaat Ilisautjiyuata, Itjusiidigun  
Savaudik:kunlu (ECE) abirima:yait *inuit : Sivumun Aullaqiyugut*,  
15 ukiut aduqdat sivuk:kiuq:davut 1994-min:naaniin, amulugit  
dutqik:sam:marik:sinasuaqlit. Minisdaqbak abiqsi:yuaq inuit  
kiyun:niuq:dain:nik kangiqliuq:dain:niklu ilit:qublugit.  
Minisdaqbaum inungita dariqat:dalaayuat Wolin:rum nungani  
NWT-mi dusaasuk:kludik nudararuq:dun:nin, ilisaqduan:nin,  
ilisautjiyi:nin, nunapda inuita kadimayingita, inuuniar:viit  
kadimayingita, allatlu Nunap:din:niitduat ilisauju:diksamv  
abqudiksaagun.

Minisdaqbaum inungita dusaumayuat Nunap:din:niitduat  
ukbirisun:niqduat ilur:riliq:klugit ilisaq:duksat, quyal:lidiksavut  
qaku:guq:bon Wolingir:mi NWT. Nalautji:magupda,  
ilisau:diksavut inuita nunapdalulu itjusiit malik:kupdigit  
quyal:niaq:duan:ni uqautjipda bitqusipdalulu itjusiin:nik  
aduq:simagup:digit. Aduqsimagupdigit quyal:lidik:sakalu:vut  
nunabayaap:din:ni . Nunapdin:nin:nag:dat inuuqadivut  
Minisdaqbaum inungita nakatjiq:niqduat sivuk:kiuki:romikli.  
Dazva kiyun:niuq:daita inuit aduqklugit ilinigait  
ilisautjiyuan:nuuq Wolingir:mi NWT.

### Skurvikun Nakar:nairodilugit

- nautjimalugit qasagiyaita ilisaqduat K- 12;
- aduqlugit nautjiuqdaita uqautjiit qasagiyaita skur:duayaat;
- savaqadik:saruq:diqlugu qasagiyuat, ilisautjiyuatlu  
ikayuqsimalugit, daiguusimalugitlu, quyalimalugitlu  
ikayur:niaqduat;
- manimalugu ikayuudiksaat ilisautjiyuat, quyalimaniaqlugit  
ilisautjiyit, abqudiksapdin:nik nakarnairopda ikayur:niakavut  
nudaq:qavut; suli
- moniruaropda aduqlugu skurvikbaliuqluda.

## **Nudaq:qat Ikayuudiksait**

- Ikayuudiksainik ukiukalun:ni nudaq:qat ilisaak:sain:nik abqusiksaliuq:lugit;
- Canadam govamangita Wolinrom govamangitalu ikayuqdigiikludik ilisautjudiksain:nik mon:nilugit qasaginagit;
- ilisaaksat ilumun aduqlugit nudararuq:duat ilaumap:kaqlugit ilisar:vin:ni akiruaqbadalu ilisaaksamun ilaita mon:nilugu skurvik;
- isiv:riumariksilugu, ilaqasiqluni govamat inuin:nik, quyal:lidiksait baqin:niaqlugit nudarautju:dain:ni, dazvanaqlu ikayur:niaqlugit nakar:naiyaqlugitlu.

## DAGODIDÍ TE'ED'TH'Q :

April 1,1999 k'eh góhli Ndeh elech'ò ogodleh gha t'ah dáondi edets'è k'oogedéh gúli agogeleh gha góʔq. Goghóonele ts'è k'oodhe kodi 1994 gots'è edí edíht'èh:" People : Our Focus For The Future" gúli t'ah senaodleh dídí.Dene dáogenidhe ghóáde senadlah gha góʔq gocho keh,goghógogenetè keh,goghógogenetè keh gots'èh kótah gha nothee godéhtí dáegonidhe mek'eoduzhò gha Minister's Forum Hólí.

Yundah Góhdli Ndeh gogha seodleh gha enidé dáondi goghóonetè ts'èhk'e eghálaoda gha góʔq.Dene dáondi nagadéh ,gozhahe gots'èh dáondi,dezhaa gogháogenetè mek'eo dazhoghááde goghánetè gha góʔq.Nezú gogháonetè gha enidé kótah ét'ih gogháonetè gots'èh dene nezú kageníza t'ah elexeh nagadeh gha góʔq. Góhdli Ndeh gots'è dene Forum gots'è gondí íq kagíʔq.Gogondíe t'ah edí deíht'èh ghááde gogháanutè gadídí.

## ELEXEH GOGHÁONETÈ :

- K-12 gúli t'ah gogháonetè gha mek'aondá;
- See suh t'oh gúli t'ahgogháonetè mek'eonutá ;
- K'endah gogháonetè ts'agdí keh,gogháogentè keh gots'èh gúli gogháogentè ts'qagodí k'eh nezú gogháogentè gha goghánutè;
- Dezoah ahsí keogadíʔa gogha godezhí gogháogontè gots'qogendí keh deyé agodleh góʔq;

- Dazq̄h sáonet'e zq̄h t'ah gogháonutę gha ahsú t'ah goreh ghalaudáh ;

## DEZQAH ZHAETS'ÍLIA GTOGHÁONETE

- Dazq̄h aets'ília goghaonetę gha sáamba t'ah gots'áodih gha seots'uleh;
- Ndeh ts'ę K'óodhe dedhéh gots'ęh Góhdli Ndeh gha K'aodheh dedhéh edı gogháonete ts'ę ełexeh eghálagudá;
- Gocho goxéh t'ah dezqah goghaonetę gha seots'uleh gots'ęh amı t'ih k'adule énidé gozháa gogháonete k'ah naogudih ;
- Ndeh ts'ę k'aodhe gha eghálagudé keh goxeh dáodih t'ah see suh t'oh gogháonete ts'ęhk'e mek'oonuta;
- Azhı t'ah godızqah gogháonate gha mek'oonuta;

## KENDAH GOGHAONETE

- Kqtah dadhéh gogháonete gha ahsú k'q̄nı t'ah gogháonute nataodezá t'ah gogháonute notaodezó t'ah goghaonute gots'ęh kqtah gots'ę dene gogháonete gha goniedet'éh gogha aghálaguda t'ah aguıh
- Łqadı gots'ęh Łulı gots'ę gogháonete ánidé Career Pathing Program t'ah agut'ih;
- Edıht'ah kúę nızhu nezı agot'ı gots'ęh k'endah dene k'onı dadhéh gogha gogháonute;
- Dáondı gonáne t'ah gogháonete mek'eots'uda gots'ęh dáondı met'áh nezı

**goghaots'enetę;**

- Azhı t'ih goghaonetę natse agodłeh gots'ęh Gohdli Ndeh k'eh nagedęh keh goghaonetę mek'e dęts'u dudih ;

### **EDIHTL'EH K'EODEZHQ GOTS'EH GOZHATIE**

- Edihtł'eh gogháonetę gots'aodih;
- Gocho duwe edihtł'eh k'ezhatih gogháonetę ts'ęhk'e t'ah gots'aodih;
- Gocho gozhaa k'alah zhágots'ile edihtł'ęh k'azhaeti gogha nuzų gha mek'eodáh;
- Kendah gůli dene zhatie gots'ęh edihtł'ęh k'eodezhq gha gogháonetę keh gogháonute;

### **GOZHATIE DÁONDI TAH DENE NÁGEDEH GOTS'EH KAGENİTA**

- Góhdli Ndeh gogháonetę gha énidé dáondi Dene nágedeh gots'ęh gozhatie gok'eodezhq gha góꝛq;
- Kqtah zhágola gogha nothee gedęhthı keh goxéh t'eh dáondi dene nagedeh gots'ęh gozhatie goghánete k'aodeh holi;
- Goghágogenete k'onı keh ohndah gots'ęh kqtah gogha asgetı goreh dáondi t'ah Dene kede ıle nidé Inuuqatıgut edihtł'eh gháode goghaonetę keogenda holi;
- Kqtah zhagolah dáondi Dene zhatie gogháonetę zhek'eogedezhq holi;
- Godı t'ih Dene zhatie t'ah gogháonetę gonıdhe énidé ezhi ts'ę gots'áedih;
- Godı t'ih dezqah dezhatie ıle nidé gůli zhatie gogedıshq ıle nidé dáondi gogháonetę k'eh k'eoganda holi;

- Gogháogenetę keh godı t'ih dezqah gozhatie t'áh gogháonetę genıdhe énidé azhı gha gogháonetę holi;
- Dene léleh gogháonetę gha énidé ezhı ts'ę aghálaeda gots'ęh gok'edęts'ededı holi;
- K'aozhı t'ah gogháonetę k'eonetah gots'ęh dáondı t'ah megháode gogháonetę;
- K'aozhı t'ah gogháonetę gots'ı?a gots'ęh mek'e dęts'ededıh;

### KQTAH NEZU KAGENI?A T'AH EŁEH TS'Á GEDIH

- K'qtah nezı kagenı?a t'ah ndeh gots'ę K'aodhe xéh gogháonetę ts'ęhk'e eghálagenda;
- K'qtah nezı naejée gots'ęh edagha senoogeleh gha dúh ndéh ts'ę K'áodhe yéh eghálagıdė;
- Gocho otegedéh gots'ęh gondı edıht'éh t'áh ahsı keogedı?á gha kqtah gha eghálagıde keh zhek'eh eghálagudéh;

### KÁOTS'ENOE GOTS'ĘH EŁEXEH EGHÁLAGODAI

- Gogháonetę ts'ęhk'e ts'ę kqtah gha nathee gedéhtı gots'ęh gogháogenetę keh gots'ágodıh;
- Góhdı Ndeh gots'ehk'e gogha dáondı t'ah kqtah nezı edegha seniogı?á gots'ęh ełexeh eghálagıdéh k'edęts'adęndı holi;
- Daondı t'ah kqtah edıht'eh gogháonetę ts'ęhk'e gots'ágendı gha dúle k'eogedı?á gots'ęh gocho edıht'éh kúę nogethe gots'ęh dáondı gogha gó?q gots'ęh dáegenı?a ghqh gocho keh gots'ęh dáondı gots'ágendı gha dúle chu k'eots'adı?á;
- Yundah dagondıh gogha gó?q gots'ęh dáegenı?a ghqh gocho keh gots'ęh edıht'eh kúę gogha eghalagıde ekogadéh gha sagodleh;



## SÁAMBA T'AH GOTS'ÁODIH

- Gozhaa gots'eh dene k'oní ahsí k'oní gots'eh ahsí met'áode?a gogháonete gha sáamba gots'í?a;
- Dáondi t'ah edíht'éh kúé gots'eh "Early Childhood Development Program" edegha sáamba gedets'í gha díle t'ah gogháonute;
- Góhdi Ndeh gots'ehk'e gogháonute gha DEC goreh eghálats'enda t'ah sáamba kuots'í?a;

## GONONE AHSÍ MET'ÁODÉ?A

- Dene keleh, Megháede k'qa gots'eh k'qtah ts'é k'aogedeh gha DEA gots'eh DEC k'eh gedéhtí gogho nezú gó?q gha Education Act gúli nagedut'éh;
- Kqtah gogháonete gha goghágogenete keh gots'eh kqtah gots'ágendi ghoh gok'eoduzho;
- Goghágogenete gots'aíndí gots'eh gonáne ahsí t'ah gots'ágodih gots'eh eghálagidáh gha nezú gó?q gha senets'uleh;
- Dats'é k'oots'edé gots'eh edegha seots'uleh;
- DEA gots'eh DEC dáondi eghálagidéh dene zhek'eogadeshq gha eghálats'udá;
- DEA gots'eh DEC gots'ágodih gha dene nane Board k'eh gedothí.;

Forum k'eh gedéthı kagenıdhe Góhdı Ndeh dáondı gogháonetę dene zhek'eh dáegenıdhe nezu gondágedıdı.Kaondı góh azhı t'ih gonada the?o mek'aodezhq ezhı á mek'eh eghálaeda gha gó?o.Amı f'ih gogháogenetę keh gocho gots'ęh kıtah gogháonetę gogha met'áode?a t'ah gochá nets'edıchu gha gó?o.ıle.Dáondı gozhaa gogháonetę gogha met'áode?a t'áh Góhdı Ndeh ts'ę Dene edı gondı neheghágenı?o.

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