

ANNUAL REPORT ON OFFICIAL LANGUAGES

2005-2006





If you would like this information in another
official language, call us.

English

Si vous voulez ces informations en français,
contactez-nous.

French

Kispin ki nitawihtin ē nihiyawihk ōma
ācimōwin, tipwāsinān.

Cree

TŁIČHQ YATI K'ĒĒ. DI WEGODI NEWQ
DÈ, GOTS'O GONEDE.

Dogrib

ʔERIHTŁ'IS DĒNE SÚLINÉ YATI T'A HUTS'ELKĒR
XA BEYÁYATI THEʔA ʔAT'E, NUWE TS'ĒN YÓŁTL.

Chipewyan

EDI GONDI DEHGÁH GOT'IE ZHATIÉ K'ĒĒ
EDATŁ'ÉH ENAHDHĒ NIDE.

South Slavey

K'ÁHSHÓ GOT'INE XƏDÓ K'É HEDERI
ʔEDIHTL'É YERINIWE NÍDÉ DÚLE.

North Slavey

Jii gwandak izhii ginjik vat'atr'ijahch'uu zhit
yinothan ji', diits'at ginohkhi.

Gwich'in

UVANITTUAQ ILITCHURISUKUPKU INUVIALUKTUN,
QUQUAQLUTA.

Inuvialuktun

ᑕᑦᑲᑦ ᑎᑎᑦᑲᑦ ᑕᑦ ᑕᑦᑲᑦ ᑕᑦ ᑕᑦᑲᑦ ᑕᑦᑲᑦ ᑕᑦᑲᑦ
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Inuktitut

Hapkua titiqqat pijumagupkit Inuinnaqtun,
uvaptinnut hivajarlutit.

Inuinnaqtun



Contact Official Languages at 867-920-6484

**ANNUAL REPORT
ON OFFICIAL LANGUAGES**

2005-2006

October 2006

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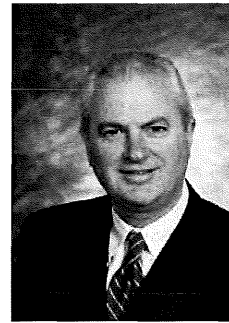
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Message from the Minister



Honourable Charles Dent Minister Responsible for Official Languages

I am pleased to present the third Annual Report on Official Languages.

Language is an essential part of our Northern cultures. It influences the way we view ourselves, our land, and the world around us. It helps us remember the history and past achievements that are part of the culture and traditions of our people. The vitality of all our Official Languages in the Northwest Territories is key to maintaining our territory's unique identity. In order to maintain the Official Languages, Northern residents need to be provided with learning resources and opportunities to use their language at home, work, school, and in the community.

This Report lays out the progress that we have made in the past year towards language promotion and development and delivery of language programs and services.

I would like to acknowledge the many organizations and individuals who participate in the enhancement, maintenance and revitalization of our Official Languages in the NWT. Representatives from all Northern Communities, as well as Aboriginal, municipal, territorial, and federal governments all make important contributions.

A handwritten signature in cursive script that reads "Charles Dent".

Honourable Charles Dent
Minister Responsible for Official Languages

Introduction

The Government of the Northwest Territories (GNWT) has a clear mandate to work with Aboriginal people, the Francophone community, and territorial leadership to address issues affecting the Official Languages. The delivery of services to the public, in accordance with the *Official Languages Act of the NWT*, is an important area of responsibility that is led by the Department of Education, Culture and Employment (ECE). Despite the inherent challenges involved in delivering services in eleven Official Languages, government departments, boards, and agencies have made significant progress over the last year.

One project of note is a single-window service centre pilot project for Yellowknife. The Department of Education, Culture and Employment is currently negotiating funding for this proposal with the Department of Canadian Heritage. The GNWT believes that this proposed service delivery model will greatly improve accessibility and quality of French language services. If successful, similar centres could be established for Aboriginal language services.

ECE also has an important role in facilitating Aboriginal participation in improving the health of Aboriginal languages in the NWT in a manner that respects and enhances Aboriginal languages and cultures. Language shift is very apparent in the NWT as English has become the dominant language of work, governance, entertainment, schooling and media. Accordingly, the use of Aboriginal languages has visibly declined over the years, particularly among the youth.

An impact on language usage is also noted for French, especially for children and for second-generation residents. In addition, many communities lack the capacity to address issues including gaps in information, skills, and resources. ECE provides support for the linguistic and cultural development of the NWT's French language community.

This report outlines the progress achieved in 2005-06 and is intended as an annual review of activities under the *Official Languages Act*.

Achievements: Ongoing implementation of GNWT Response to the Final Report – Special Committee on the Review of the *Official Languages Act*.

On September 30, 2003, the Minister Responsible for Official Languages tabled the *GNWT's Response to the Final Report of the Special Committee on the Review of the Official Languages Act*. This document addressed, in detail, each recommendation and laid out a course of action over several years. In 2005-2006, the GNWT undertook many of these actions in addition to implementing its ongoing language programs and services.

Framework for an Operational Unit for Official Languages

In its response to the Final Report of the Special Committee on the Review of the *Official Languages Act*, the GNWT committed to examining the establishment of an operational unit to carry out management and policy functions related to Official Languages. The Official Languages Division was established within the Department of Education, Culture, and Employment (ECE) on April 1, 2005. The Division provides a single point of access to deal with official language matters and reports to the Deputy Minister. This organizational re-structuring serves to confirm the GNWT's interest in strengthening its activities associated with the Official Languages of the NWT.

Official Languages Board and Aboriginal Languages Revitalization Board

The Official Languages Board, comprised of representatives from each Official Language community, advises the Minister on issues related to the Official Languages of the NWT and can make recommendations regarding the status of any of the Official Languages, their use in the administration, and the delivery of services by government institutions. The Board may also evaluate the provisions, operation, and effectiveness of the *Official Languages Act*.

The Aboriginal Languages Revitalization Board, comprised of representatives of each Aboriginal Language community, advises the Minister. It also makes recommendations with respect to the programs and initiatives of communities, government institutions, and other bodies for the maintenance, promotion, and revitalization of Aboriginal languages. In the course of its review, the Board may also evaluate the provisions, operations, and effectiveness of the *Official Languages Act*.

Each board held one meeting during the reporting period. At their December 2005 meetings, board members heard a presentation by the Official Languages Commissioner, Ms. Shannon Gullberg, reviewed and discussed the terms of reference for their respective board, and reviewed the proposed communication plans. The communication plans will inform the public of the importance and benefits of Official Languages, help develop a sense of caring and ownership of languages in the NWT, and gain public and political support for the boards' activities. Finally, the Aboriginal Languages Revitalization Board made

recommendations regarding the use of Dene fonts and the development of the Aboriginal languages web site.

Members of the Official Languages Board:	Members of the Aboriginal Languages Revitalization Board:
<ul style="list-style-type: none"> Chipewyan – Sabet Biscaye Cree – Vance Sanderson Gwich'in – Alestine Andre Inuinnaqtun – Beverly Amos <li style="padding-left: 20px;">– Marie Jacobson (Alt.) Inuvialuktun – Beverly Amos <li style="padding-left: 20px;">– Marie Jacobson (Alt.) Inuktitut – Vacant North Slavey – Lucy Jackson South Slavey – Shirley Lamalice Tłıchǵ – Vacant English – Steve Pedersen French – Fernand Denault 	<ul style="list-style-type: none"> Chipewyan – Sabet Biscaye Cree – Vance Sanderson Gwich'in – Alestine Andre Inuinnaqtun – Beverly Amos <li style="padding-left: 20px;">– Marie Jacobson (Alt.) Inuvialuktun – Beverly Amos <li style="padding-left: 20px;">– Marie Jacobson (Alt.) Inuktitut – Vacant North Slavey – Lucy Jackson South Slavey – Violet Sanguéz Tłıchǵ – Mary Rose Sundberg

Official Languages Act Regulations

Regulations naming all boards and agencies covered by the *Official Languages Act* have been drafted and submitted to Cabinet for approval.

Achievements: Official Languages in Education

The GNWT and the federal government fund Official Languages in education. The Department of Education, Culture and Employment coordinates the funding received under two agreements with the federal government. The *Canada-NWT Agreement for Minority-Language Education and Second-Language Instruction* provided \$2,217,740 in 2005-06 for French language education programs in the NWT. Aboriginal language school programs are funded by the GNWT.

The second agreement, the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT* supported Official Languages in education through funding to Teaching and Learning Centres and to Aurora College's Aboriginal Language and Cultural Instructor Program.

1. Early Childhood Programs

Language Nests Programs

Language Nests in the NWT continue to provide varying degrees of language immersion opportunities for pre-school children. Some of the projects maintain a second language instruction approach, mainly due to limited usage of the language in the community, while others are functioning at almost full immersion in the Aboriginal language. The amount of Aboriginal language used on a daily basis was the strongest criteria used in determining the allocation of funds. In 2005-06, eighteen Language Nests received funding, but the overall budget was reduced from previous years to \$727,000, with the anticipation that the Language Nests would become self-sustaining.

A highlight of the year was a training workshop by Dr. Stephen Greymorning held on the Hay River Reserve on July 18-22, 2005. Language Nest personnel participated along with Aboriginal language instructors and language specialists. They received training in the Accelerated Second Language Acquisition approach and learned how it has worked in other communities in the United States. There were fifty participants in this workshop.

A second training workshop on illustrating children's books was held in Yellowknife at the end of March. Sites sent representatives with print material to illustrate, and left the 5 day workshop with material ready to publish.

An empowerment evaluation of the Language Nest program was initiated in February and was completed in June 2006. Language Nest personnel from 18 sites participated in a workshop held on February 13-15, 2006, facilitated by the external evaluation team. The primary objectives of the workshop were to:

- Enhance participants' understanding of evaluation, and strengthen the practice of evaluation-related skills in order for each Language Nest to continue self-program assessment on a regular basis;

- Provide a forum for reflecting upon and confirming the Language Nest Evaluation Framework; and
- Review the achievements of the Language Nest programs in NWT communities.

In addition, the evaluation workshop provided a preliminary opportunity to collect data from Language Nest personnel for the evaluation, and for the external evaluators to plan subsequent data collection with program staff in selected NWT communities in spring 2006.

An evaluation framework was developed which contained components of both process evaluation (program delivery) and outcome evaluation (language acquisition outcomes). ECE reviewed the Interim and Final Narrative Reports for Language Nest programs submitted for 2004-2005, 2005-2006, and 2006-2007. In addition, the evaluators planned site visits to 6 communities in April 2007 for data collection.

In December 2005 and March 2006, a newsletter was distributed to Language Nests to disseminate information and to provide a linkage among the sites. The newsletter will continue to be circulated quarterly. A computer conference site was also established to allow the Language Nest sites to share information and to communicate with one another.

Language Nests continued to develop resources to assist in language development. This year, many sites developed resources to be used with the Accelerated Second Language Acquisition program. Other new resources include a CD of children's songs in Slavey, a CD of adult songs in Slavey, and interactive talking books for children to use on the computer.

A number of successes in 2005-2006 occurred in the Language Nests. A combined Kindergarten/Grade 1 Aboriginal First Language class was established as a result of pre-school children learning the Dene language at the local Language Nest. Two other communities held initial discussions on setting up kindergarten immersion classes. Parents in many communities had made efforts to learn or speak the language and were connecting with grandparents in order to expose their children to more fluent speakers. In many Language Nest programs, the staff had improved their usage and understanding of the Aboriginal language. Over seventy-five percent of parents became involved with their child's Language Nest program during the year. Types of parent involvement included attendance at monthly lunches and using Aboriginal language resources developed for families.

2. School Programs

Aboriginal Language Curriculum

The draft Aboriginal Second-language Curriculum for kindergarten to grade 6 was completed in September 2005 for Inuvialuktun and Gwich'in. ECE organized a Subject Advisory Committee (SAC) of representatives and Elders from all NWT language groups to review the document. Based on their recommendations, ECE contracted an independent organization to review the curriculum to ensure the consistency with *Dene Kede* and *Inuuqatigiit*. ECE will then consider which components of the draft Second-Language Curriculum will be used as the basis for a common template for the other Aboriginal languages. The Beaufort-Delta Divisional Education Council, in consultation with the Inuvialuit Regional Corporation and Gwich'in Social and Cultural Institute, is planning to pilot the curriculum in their schools in September 2006. Planning has begun for translation of the program materials into Inuvialuktun and Gwich'in, for development of relevant Aboriginal resources and assessment strategies, and for ongoing in-service of Language Instructors on the curriculum.

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

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

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

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

Complementary funding was provided to the DECs and YK DEAs to support their educational initiatives in French programming. Five jurisdictions received funding to complement their Core French program for Grades 1 to 12. Three jurisdictions received funding to offer additional programming in their French Immersion schools. For example, in 2005-2006 the Beaufort-Delta Divisional Education

Council extended their French Immersion program in Inuvik to Grade 4. The complementary funding received by the Commission scolaire francophone de division (CSFD) was used to increase the number of teachers in its two schools.

ECE continues its partnership with the Department of Canadian Heritage to co-finance the construction of school facilities for francophones in a minority setting. The construction of École Boréale in Hay River was completed in 2005-06 and the extension of École Allain St-Cyr was initiated.

Teaching and Learning Centres

Teaching and Learning Centres (TLC's) continue to provide support to Aboriginal language and culture programs in NWT schools in the following ways:

- Producing appropriate materials in the different Aboriginal languages;
- Assisting Aboriginal language instructors in developing and delivering Aboriginal language programs;
- Assisting regular subject teachers with the implementation of Dene Kede K-6, 7, 8 and 9; and
- Providing coordination and instruction for Aboriginal Language and Culture Instructor Program (ALCIP) courses in their region.

Priorities for each TLC are determined by their respective Divisional Education Councils. In 2005-06, Teaching and Learning Centres operated in Fort McPherson (Gwich'in), Inuvik (Inuvialuktun), Tulita (North Slavey), Fort Good Hope (North Slavey), Fort Simpson (South Slavey), and Behchokò (Tłı̨chǫ). Divisional Education Councils, without functioning TLC's, developed and purchased materials to support the language and culture programs in the schools and coordinated ALCIP courses this year.

In 2005-06, TLC staff participated in a training workshop on illustrating children's books. Participants to this workshop brought various written materials to the workshop and learned key methods of illustrating the material, followed by painting and drawing original works to be ready for publication. TLC staff also attended a second workshop that included instruction on digital camera usage and making 'talking books' using Power Point.

Some TLC staff worked on a committee to follow-up on the review of the Aboriginal Language and Culture Instructor Program (ALCIP). This committee revised course descriptions for the program and restructured the current one-year program to a two-year program that includes a strong language acquisition component. Some TLC staff also continued to serve on the NWT Teacher Education Program Steering Committee and the Aboriginal Educators Leadership Institute.

TLC's met again this year with Community Language Coordinators to receive updates on Aboriginal language initiatives and to discuss ways of working together.

The Aboriginal Language and Culture Based Education Directive issued by ECE in the fall of 2004 makes DEC/DEAs accountable for the funding allocated for TLC's and requires them to submit interim and final reports annually to ECE. TLC funding is designated for resource material development, and can be supplemented by Aboriginal Language and Culture-Based Education (ALCBE) funds.

3. Teacher Training

NWTTA Professional Development Coordinator

The GNWT and the Northwest Territories Teacher Association (NWTTA) negotiated the NWTTA Professional Development Fund. It provides NWTTA members employed by the GNWT an amount equivalent to 2.25% of the gross basic salary. The Professional Development Coordinator manages the fund under the guidance of the Central Professional Development Committee (CPDC) composed of two representatives from the NWTTA and two from ECE.

The Department of Education, Culture, and Employment recently gave an additional \$50,000 in funding to support this initiative. This included support of the Yellowknife Educators' Conference, "Moving Forward Together. It was held in February 2006 and featured several sessions related to Aboriginal Language and Culture. The keynote speaker, Kathy McKinnon, spoke of her experiences in the Beaufort-Delta region and her enlightened thoughts on education and Aboriginal students. The following sessions were also included as part of the "Aboriginal Culture and Learning" theme:

- Culture Camps I and II
- Building Aboriginal Language Skills
- Aboriginal Perspectives and the Administrator
- Forget Failure...Why do Aboriginal Students Succeed?
- Aboriginal Children's Literature
- Honouring Diversity in the Classroom – The Aboriginal Perspective
- The Traditional Medicine Wheel – a Tool for Understanding our World
- Aboriginal Awareness – an In-depth Session

Aurora College Teacher Education Program

The Aurora College Teacher Education Program, in partnership with the University of Saskatchewan, prepares Aboriginal and Northern teachers for NWT schools. The program delivers a four-year Bachelor of Education degree at the Fort Smith Campus as well as an optional Access and first year at regional campuses. In 2005-2006, a new and innovative Community Education Preparation Program was offered for the first time in the Tłıchǵ Region. It was developed and supported through a partnership of the Tłıchǵ Community Services Agency, Tłıchǵ Government, Aurora College, and Education, Culture and Employment. This pre-Access program provided courses in healing/wellness and Aboriginal language, culture camps and academic preparation for 16 Tłıchǵ residents. Students who completed the program will go on to the Aurora College Teacher Education Access Program to be offered next year in Behchokǵ. The Aboriginal language portion of the Tłıchǵ Community Education Preparation Program was partially funded through the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages*.

Aurora College Aboriginal Language and Cultural Instructor Program

In 2005-2006, Aurora College offered seven part-time courses as part of the Aboriginal Language and Cultural Instructor Program (ALCIP). Seventy-three people from 6 NWT regions participated, which represents a thirty percent increase from 2004-2005. Aboriginal language teachers, language nest/early childhood staff, and adult educators completed the courses.

This year, ECE provided funds to Aurora College for an ALCIP Coordinator. This position proved to be invaluable for extending delivery of courses through strengthened partnerships with the Teaching and Learning Centres, the Divisional Education Councils, and the College.

Also, this year the ALCIP Review Committee moved ahead with a recommendation to extend and revise the ALCIP Certificate Program. Through regular face-to-face meetings and teleconferences, the committee of Aboriginal language teachers and coordinators developed a program outline for a new program designed to be delivered on a full-time basis through a combined community and regionally based delivery model. The new ALCIP Diploma provides additional courses in language revitalization that will take place in culture camps and in the classroom. The program will be composed of updated existing courses and new courses in technology application, classroom management, drama, linguistics, and culture-based curricula. The Committee provided guidance for course developers and vetted each course in the first year of the new program. The committee plans to continue this work in 2006-2007 in order to have all the second year courses completed and ready for delivery by the end of the year.

It is necessary to acquire new funds in order to deliver this new ALCIP Diploma which will be much more responsive to the current training needs of Aboriginal language teachers. In the interim, the existing Certificate program will continue to be offered on a part-time basis in 2006-2007.

The Aboriginal Language and Cultural Instructor Program is funded primarily through the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages*, and supplemented through the TEP Strategy budget.

4. Adult Education

ECE offered funding to Aurora College Community Learning Centres and other adult education programs for the delivery of Aboriginal language courses in 2005-2006. The purpose of the courses was to develop an interest in individuals who might choose to pursue a career as a language teacher, language nest/early childhood worker, or as an interpreter/translator. With this opportunity, it was suggested that the new Aboriginal language curricula produced by the Yamozha Kue Society and Aurora College in 2004-2005 could be used. Ten projects were funded, 6 through the College and 4 with other organizations.

Also this year, the three Tłıchǫ Drama courses developed by Aurora College in 2004 were published by ECE and distributed throughout the Northwest Territories. Three CDs to support student pronunciation and fluency practice were provided along with the three-course manual.

5. Dene as a Second Language Curriculum

Recommendations in the final report of the Special Committee on the Review of the Official Languages Act (SCOL) clearly identified the need for greater involvement by Aboriginal languages communities in the language revitalization process. With this in mind, the Yamozha Kue Society, formerly the Dene Cultural Institute, initiated the Dene as a Second Language (DSL) project in the spring of 2003. Phase 3 of the project was completed in 2005-2006 and the Society was successful in achieving its overarching goal of producing support materials for the project. These included sixty language learning activities with support worksheets, an instructor's manual, a set of two hundred and twelve artist illustrated flashcards, twenty sets of audio lessons, and video and other print materials that can be adapted by local instructors using available resources. The society included a logic model as a component of its final report on Phase 3 of the project.

Achievements: Government Services and Official Languages

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

1. Single-Window Service Centre Pilot Project

Three studies have been completed on the desirability and implementation of a Single-Window Service Centre. Located in Yellowknife, this proposed centre will provide an opportunity for the GNWT to improve the availability and quality of its French language services. Outlying communities will be able to access services offered in French via a 1-800 number. Funding for this proposal is being discussed with the Department of Canadian Heritage as a special pilot project. It will allow the GNWT to experiment with this new service delivery model and to make improvements to its delivery of services to the public, while meeting its obligations under the *Official Languages Act*.

2. Communications with the Public

The GNWT is committed to the promotion of government services and to the publication of government documents in the Official Languages of the NWT. As required by legislation, GNWT departments, boards, and agencies ensure that appropriate materials are translated into Official Languages, by contractors for Aboriginal languages, and by staff of ECE's Official Languages Division for French.

In 2005-2006, translators in ECE, with the assistance of contractors, translated over 935,000 words into French or English for GNWT departments, boards and agencies. This includes all job advertising, requests for proposals, calls for tender, and various GNWT publications and reports. In addition, legal translators at the Department of Justice translated another 140,000 words, representing nineteen Acts, one hundred and forty-two Regulations, and twenty-three Orders and Motions. ECE (35.5%), Health and Social Services (26%, and Justice (13.6%) account for more than seventy-five percent of the total volume of translation.

French and English Translation 2005-2006

DEPTS/AGENCIES	# WORDS	%
Aboriginal Affairs	90	0,0%
ECE	382 073	35,5%
E& NR	27 366	2,5%
Executive	57 025	5,3%
Finance	6 541	0,6%
FMB	715	0,1%
H & SS	279 281	26,0%
IT & I	5 819	0,5%
Job Ad (Inkit)	28 842	2,7%
Justice (1)	145 758	13,6%
Leg. Assembly (2)	81 712	7,6%
MACA	7 894	0,7%
NWTHC	14 925	1,4%
Outcrop	11 051	1,0%
PW & S	11 013	1,0%
Transportation	10 754	1,0%
WCB	4 540	0,4%
TOTAL	1 075 399	

(1) Included French translation of Acts and Regulations

(2) Included Votes and Procedures & Orders of the Day

Source: ECE, Official Languages Division and Department of Justice

Notable documents that were translated in 2005-2006:

- *NWT Gazette (Parts I and II)*
- *Annual Volume of Statutes*
- *Coroner's Annual Report*
- *Victim Services Annual Report*
- *GNWT Telephone Directory*
- *NWT Sport Fishing Guide*
- *2005 Progress Report on the NWT Strategic Plan*
- *A series of pamphlets on STIs, birth control, insect repellents*
- *Questionnaire on tuberculosis*
- *Energy Conservation ad campaign*
- *Arts Council Applications*
- *Early Childhood Annual Report*
- *Elementary - Junior Secondary School Handbook*
- *Deal Yourself In (Apprenticeship marketing campaign)*
- *Museum Timeline 1800-1984*
- *NWT School Emergency Response Guidelines*
- *4 "Jobs In" Career development brochures*
- *Tour of the Legislative Assembly Guide*
- *NWT Human Rights Commissioner's Report*
- *Electoral Boundaries Commission Report*
- *Annual Report - Housing Corp.*

3. Services to the Public

The GNWT is committed to the provision and promotion of government services and publications in the Official Languages of the NWT. Departments, boards, and agencies offer their services in the Official Languages of the NWT, either directly by a bilingual employee attached to a service, or through a facilitator, usually a bilingual employee from another area of the department, board, or agency.

To assist with the delivery of services to members of the public, and to allow their full participation at significant public meetings, GNWT departments, boards, and agencies also used the services of interpreters. This is most prevalent in the delivery of health services and in the administration of justice by the Courts.

GNWT departments, boards, and agencies are working to improve access to, and the quality of, services delivered in the Official Languages, and the promotion of those services. Following are highlights of their activities in these areas.

1- Legislative Assembly

- The Legislative Assembly continues to provide a television rebroadcast of House proceedings in as many Official Languages as is practicable. The coverage reaches all communities in the NWT and enjoys a wide audience by people of all ages. This service is provided in addition to the Aboriginal language interpreting provided to Members by private sector interpreters during sittings of the Legislative Assembly. The Legislative Assembly regularly informs Northerners of its activities and events through the use of print media for French and community radio for Aboriginal languages.

2- Health and Social Services

- The Department of Health and Social Services (HSS) continues to offer its multilingual "Tele-Care NWT" service, a family health, and support line, to all residents of the NWT. This free and confidential 24 hour telephone service is staffed by bilingual nurses (French/English) and provides Aboriginal language services through the use of interpreters.
- Three bilingual employees at the Department's headquarters receive a bilingual bonus for the services they deliver in French.
- Although there is no bilingual employee at this time at the centralized Health Care administration in Inuvik, support services are provided with the assistance of bilingual employees in Yellowknife. The Health Care renewal process and the health care card are in a bilingual format.

- Changes to the Department's web site have improved access to the documents it publishes in the Official Languages, and to departmental information. Work is continuing to make the site even more bilingual and to increase the number of documents available in Official Languages other than English. The site has proved popular with users. Francophone visitors to the site mainly accessed information on legislation, the health and social services system, health publications, and reports. Aboriginal visitors, on the other hand, downloaded materials on home care, suicide, development of healthy children, and tuberculosis.

3- Health and Social Services Authorities

Stanton Territorial Health Authority

- Health services are available 24 hours a day, seven days a week at Stanton Hospital. Whenever possible, services are offered directly by bilingual staff. At all other times, services are facilitated by a bilingual employee from another area or by interpreters. Ten employees received a bilingual bonus.
- The following table details the interpreting services provided at the hospital during the reporting period. It should be noted that those requests for interpreting services that were not completed are normally due to cancelled appointments, patients not attending appointments, or patients bringing their own interpreter.

Language	Requested	Completed
Chipewyan	73	54
Dogrib	538	445
North Slavey	191	163
South Slavey	216	172
Inuit Languages	219	184
French	41	41
Other	24	16
Total	1302	1075

- Signage in the hospital is reviewed on an ongoing basis and outdoor signs will be reviewed next year.
- The hospital has a part-time Languages Coordinator and has combined this position with a similar part-time position from the Yellowknife Health and Social Services Authority. This position is funded by the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages*.

Yellowknife Health and Social Services Authority

- Bilingual services are available with the assistance of Stanton Territorial Hospital and from a bilingual position on staff.
- The following table details the interpreting services provided at the hospital during the reporting period. It should be noted that the requests for interpreting services that were not completed are normally due to cancelled appointments, patients not attending appointments, or patients bringing their own interpreter.

Language	Requested	Completed
Chipewyan	3	3
Dogrib	28	28
North Slavey	1	1
South Slavey	1	1
Inuit Languages	7	7
French	28	28
Other	4	3
Total	72	71

- The authority has a part-time Languages Coordinator and has combined this position with a similar part-time position from the Stanton Territorial Health Authority.

Fort Smith Health and Social Services Authority

- The authority has a bilingual staff at the hospital's reception desk. This individual provides French language services during regular work hours, Monday to Friday. At other times, and for other languages, services are available, upon request, through volunteers.
- The authority has a part-time Languages Coordinator position funded by the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages*.

Hay River Health and Social Services Authority

- Due to the small number of bilingual employees, language services are facilitated by bilingual staff upon request.
- The authority has a part-time Languages Coordinator position funded by the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages*.

4- Executive

- The Executive developed new web sites for the Department, the Premier, and the Commissioner of the NWT. French and Aboriginal language materials will be posted to these sites as they become available.
- The Department has also developed draft guidelines for GNWT web sites, including guidelines pertaining to the use of Official Languages thereon.
- The GNWT Strategic Plan and its Progress Report for 2005 are currently available in Official Languages.

5- NWT Housing Corporation (NWTHC)

- The NWTHC continues to maintain its fully bilingual web site and makes regular use of interpreters for public meetings or in its dealings with Aboriginal clients.
- The corporation has French signage in its headquarters, as well as in its Sahtu and North Slave district offices. Signage for the Sahtu District Office is also in North Slavey.
- A bilingual bonus is provided to four employees required to deliver services in one of the Official Languages (3 for French and 1 for South Slavey)

6- Transportation

- The designated bilingual position in its North Slave Driver and Vehicles Licensing Office ensures the availability of French language services. Approximately twenty percent of this employee's transactions were conducted in French.
- The Behchokò issuing office provides services in Tłıchǵ. The Basic Driver's Manual is also translated into this language.

7- Human Resources

- Over two hundred employees throughout the GNWT received a bilingual bonus in 2005-2006 for their use of one of our Official Languages.
- All GNWT job ads were published in both French and English.

8- Education, Culture and Employment

- The Department offers French language services to the public through employees receiving a language bonus. These employees deliver direct services in their respective offices, and facilitate services in other areas of the Department.
- École Boréale was opened this year in Hay River. Meetings were held with the Yellowknife francophone community to discuss the expansion needs of École Allain St-Cyr.
- The Department encouraged individuals, classrooms, and communities to celebrate the *Rendez-vous de la Francophonie*, held from March 10 to March 26, 2006. The theme of this 8th annual *Rendez-vous* was interaction, dialogue, and connections among Francophone and Francophile communities across Canada, highlighting the vitality of the beautiful French language and the people who bring it to life.
- The Department printed and distributed posters and bookmarks with the message 'Reading is Cool!' to schools, French associations, and NWT libraries as a promotion for literacy week.

NWT Library Services

- Libraries encouraged people to celebrate reading in the French language. Displays in the Fort Smith, Hay River, Inuvik and Yellowknife libraries featured collections of new French reading material for children and adults. Since the arrival of the new French materials purchased this year, the usage of the books has increased significantly. Three times as many children's French books have been borrowed and twice as many adult fiction books.

Prince of Wales Northern Heritage Centre

- The Education and Extension Services Section at Prince of Wales Northern Heritage Centre (PWNHC) provides programs and services in French to the general public and to schools.
- In order to better meet the needs of the Francophone community, the PWNHC hired a part-time French Language Heritage Education Officer. In 2005-06, the officer met with members of the Francophone community and teachers to discuss their needs and review opportunities. A list of priority actions was developed for implementation in 2006-07.
- An e-mail list of NWT French immersion and first language teachers was created, and information on school programs and French language teaching resources at the PWNHC was distributed. In response, 8 edukits were circulated to French language teachers, and twenty-two French language school programs were delivered at the PWNHC.

- In 2005-06, the PWNHC offered two exhibits in French: 'Cry of the Loon', on loan from the Canadian Museum of Nature, and 'Expo2005 Canada Interactive Network', which linked visitors to the PWNHC with the Expo 2005 pavilion in Japan and to other participating museums in Canada.

9- Justice

- All statutory instruments were available in French. All new products and campaigns were reviewed for Official Languages considerations.
- Six bilingual staff, three of which are located in the Department's headquarters, delivered French services to the public. In addition, four more employees receive bilingual bonuses for Aboriginal languages, (two each for Chipewyan and Tłıchǫ).
- Direct services are available from the Legal Services Board, Public Trustee, Legal Registry, and Court Registry. The Legal Services Board has a French lawyer on staff and uses counsel from the south for more complex cases. The Legal Registry's web site has a French interface to facilitate access to information. The Department's web site has a French interface to access its legislation component.
- Over the last year, the Courts heard thirty-three cases in Official Languages other than English.
- Public education campaigns for family violence, family law, victim services, and changes to the unpaid fines system under the Motor Vehicles Act were conducted in Official Languages.

10- Environment and Natural Resources

- This last year saw the translation of the Sport Fishing Guide and energy conservation advertisements. Participant materials for the Forest Management Conference were also produced in French.
- New signs were installed throughout the Department.
- One position in Norman Wells received a bilingual bonus.

11- Public Works

- New building and internal signs were produced and installed at the North Slave Correctional Centre, North Slave Young Offenders Facility, Department of the Environment and Natural Resources, and the Department of Industry, Tourism and Investment. Other signage is

produced on an on-going basis, as requested by client departments and agencies.

- The Department translated the GNWT telephone directory and published ads in French for its calls for proposals and tenders. All construction project signs are produced in the appropriate languages for the region where the project is located.
- The Department also uses funding from the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages* to cover office space costs for all positions funded by that Agreement.

12- Workers' Compensation Board

The Board is committed to delivering all of its services in all Official Languages.

13- Industry, Tourism, and Investment

The Department has produced the NWT Sports Fishing Regulations Guide and public advertisement for Canada Day in French.

The development of a web site for the business Development and Investment Corporation has started, as well as work on the production of the Road and Campground Guide, and the translation of GNWT branding names.

Departmental services are provided with the assistance of one bilingual employee located in Fort Smith.

14- Aboriginal Affairs and intergovernmental Relations

- The Department has two bilingual employees on staff but did not receive requests for service in the Official Languages in 2005-06.

Achievements: Partnerships with Language Communities

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

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

1. Aboriginal Languages Communities Program

The Government of the Northwest Territories (GNWT), through the Department of Education, Culture and Employment (ECE), continues to support Aboriginal community-based language and cultural activities through annual contribution agreements. Since 2000, language funding to regional Aboriginal organizations has been based on the development, review, and implementation of their strategic language plans. The activities funded by this program include the development of teaching materials in local Aboriginal languages, the development and delivery of language courses for adults and pre-school children, the development of new terminology, and the promotion of languages, to name a few examples. These annual contributions ensure that Aboriginal language communities retain full ownership of their linguistic and cultural heritage. They also allow them to hire coordinators to ensure the management of, and accountability for, their language community's funding, and to coordinate language activities in accordance with their approved Strategic Language Plan. All language communities now report in a new format, using results-based activities and outcomes.

2. Aboriginal Languages Literacy Program

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

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

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

3. Geographic Place Names Program

The NWT Cultural Places Program at the PWNHC helps communities gain official recognition for traditional place names in the NWT, including Aboriginal language place names. A searchable database on the PWNHC website currently contains over 4,000 entries. Program staff work with communities to research and identify places and geographic features suitable for official status in the NWT.

In 2005-06, at the request of the Holman Hamlet Council, the Cultural Places Program completed the process to confer official status to 306 traditional Inuinnaqtun place names for locations in the NWT. This included changing the community name 'Holman' to 'Ulukhaktok' - *the place where we find material for ulus*.

4. Museum Exhibits

The Prince of Wales Northern Heritage Centre (PWNHC) initiated developmental work on 3 exhibits with significant Aboriginal language content. These exhibits will open at the PWNHC in 2006-07. *We Live Securely by the Land* (Tłıchǵ), *Long Ago Sewing We Remember* (Gwich'in), and *Qilalukkat – Belugas* (Inuvialuktun) were conceived and developed in collaboration with Aboriginal partners.

Funds were provided to the Tłıchǵ Community Services Board to purchase copies of *Idaà Eto*, the Dogrib language version of 'Idaa Trail,' an illustrated book about a fictional journey through the heart of Tłıchǵ Territory. The books were distributed free of charge to students enrolled in Tłıchǵ schools.

5. NWT Archives

The NWT Archives continued to catalogue and, where required for preservation and access purposes, reformat collections containing written and audio recordings in Aboriginal languages. Of note is the Howren collection of audio recordings containing Tłıchǵ and Chipewyan vocabularies. North Slavey drum dance songs from Fort Good Hope, and recordings in various Aboriginal languages were acquired from the former Metis Nation.

6. Aboriginal Languages Website Project

The website is expected to act as a portal directing researchers to desired information resources. It will also allow language communities to add their own

resources to the database of Aboriginal language publications. A proto-type website was created and demonstrations were organized for representatives of the Aboriginal languages communities and for members of the Aboriginal Languages Revitalization Board. The Board was very supportive of this initiative and has recommended that resources be identified for the installation and maintenance of the website. The responsibility for ongoing administration and maintenance of this website is still under discussion.

7. Aboriginal Broadcasting Program

The Department of Education, Culture, and Employment provides funding to the Native Communications Society (NCS) and to the Inuvialuit Communications Society (ICS) to support Aboriginal language programming. With this funding, NCS produces television programming, such as "Our Dene Elders", to be aired on the Aboriginal Peoples' Television Network (APTN). Its radio service, on CKLB, receives core funding for Aboriginal broadcasters and operators working in the four Dene languages. Core funding provided to ICS supports the production of "Tamapta" and "Suungaan", which are both broadcast on APTN.

Both societies provide information and cover current issues from an Aboriginal perspective that is presented in the Aboriginal languages. Aboriginal language programming gives listeners an opportunity to hear about their histories, beliefs, traditions, and achievements. It is also a source of information that results in the support of regional and community-based language and cultural activities.

8. Certification of Aboriginal Interpreter/Translators

The GNWT privatized its Aboriginal language translation and interpretation services in 1997 and was directed by the Financial Management Board (FMB) to develop and implement a certification process that formally tests and recognizes the skills required by Aboriginal Interpreter/Translators. A committee of industry representatives, users of interpreter/translators services, and language educators jointly developed and approved occupational standards for the industry in February 1999. They later approved a certification process in September 2000. The committee referred the third part of the certification process, the development of language standards, to the Aboriginal language communities. This would ensure that the standards would be acceptable to these communities. The certification process was to be submitted for recognition under the *Apprenticeship, Trades and Occupational Certification Act*, once the language standards were approved.

There were a number of delays with regard to the development of language standards that would be acceptable to all language groups. The occupational standards and certification process, including the code of ethics, are now more than 5 years old and must be reviewed prior to being submitted for the Apprenticeship Board's approval. Resources for this process will be identified and a committee constituted. The review will occur during fiscal year 2006-2007.

This initiative has links to the recommendations of the Special Committee on the Review of the *Official Languages Act*, ECE's Strategic Plan 2005-2015, and the requirements of the *Official Languages Act* of the NWT. This initiative is intended to provide a community and industry supported occupational standards and certification process for Aboriginal language interpreter-translators. This would lead to greater confidence in the skills of interpreter/translators by the public and by those who hire their services.

9. Support to the French-Speaking Community

ECE maintained its support of the NWT's French-speaking community through administration of the Community Cultural Development Program. Funding for 2005-2006 was increased from \$145,000 to \$195,000.

The Fédération Franco-TéNOise; its member associations in Fort Smith, Hay River, Yellowknife and Inuvik; the *Garderie Plein Soleil* in Yellowknife (daycare); and L'Aquilon (community newspaper) received funding which enabled them to support a range of social and cultural activities, such as:

- *Jeux de la francophonie canadienne* (Francophone Games) in Winnipeg;
- Youth francophone parliament;
- French literature contest; and
- French language community radio station, *Radio Taïga*.

Evaluation and Effectiveness of GNWT Policies and Programs

1. Response to the Recommendations of the Task Force on Aboriginal Languages and Cultures

In December 2002, the Minister of Canadian Heritage announced funding to establish and operate a new Aboriginal Languages and Cultures Centre. The creation of the Centre is part of Canada's approach to preserve, revitalize, and promote Aboriginal languages and cultures, as stated in the 2002 Speech from the Throne. A Task Force was established to advise the Minister on the Center's objectives, activities, and operational structure. The Task Force tabled its report: *"Towards a New Beginning: A Foundational Report for the Strategy to Revitalize First Nation, Inuit and Metis Languages and Cultures"* in July 2005. The Report included twenty-five recommendations.

GNWT representatives met with officials of Canadian Heritage in July 2005 to negotiate the renewal of the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages*. Canadian Heritage indicated that it was asking other federal departments (Justice, Health, INAC) and Aboriginal organizations that have a stake in language revitalization to submit their opinion on the Task Force report and its recommendations. Canadian Heritage also asked that the GNWT align some of the program elements in its language proposal to ensure congruence with the recommendations of the Task Force on Aboriginal Languages and Cultures. In response to this request, a revised proposal was prepared and submitted to Canadian Heritage in August 2005.

As a result of the change of federal government in early 2006, the expected federal response to the Task Force recommendations was delayed and is now expected by March 2007.

2. Aboriginal Peoples' Program

The 2004-05 Annual Report on Official Languages indicated that the Department of Canadian Heritage was renewing its Aboriginal Peoples' Program and anticipated that the process would be completed by September 2005. The federal elections and subsequent change of government have caused substantial delays to this process. The renewal of the Aboriginal People's Program is now waiting on the federal government's response to the recommendations of the Task Force on Aboriginal Languages and Culture.

Conclusion

While much remains to be done, overall, progress has been made in 2005-06 on many fronts. Additional resources are required and the GNWT continues its negotiations with the federal government for a new *Canada-NWT Cooperation Agreement*. This will ensure that the programs, services and activities of the GNWT and the Aboriginal and French language communities are adequately and appropriately supported in the future.

The Government of the Northwest Territories (GNWT) is committed to fulfilling its obligations under the *Official Languages Act*, and to supporting the enhancement, maintenance, and revitalization of its Official Languages.

Appendix 1

GNWT Language Program Expenditures – Aboriginal (05-06)

	Canada NWT Coop Agreement		VOTE 1	
	Budget	Expenditures	Budget	Expenditures
Teaching and Learning Centres	\$475,000	\$475,000		
Aboriginal Language & Culture Instructor Program	200,000	200,000		
Aboriginal Language Broadcasting	313,000	312,725	\$222,000	\$317,190
Language Planning / Evaluation	16,000	17,187		
Language Promotion	5,000	2,429		
Language Resource Development	22,000	24,400		
Geographic Place Names	15,000	15,000		
Community Contributions	854,000	854,275	443,000	398,500
Language Acquisition Initiative			797,000	424,526
Early Childhood Development Initiative			727,000	712,000
Literacy (from Literacy Initiative)			300,000	265,500
Language Services Division - Administration			410,000	436,657
Aboriginal Language School Programs Total			7,167,000	6,955,086
Totals funding for Aboriginal Languages	\$1,900,000	\$1,901,016	\$10,066,000	\$9,509,459

Appendix 2

GNWT Language Program Expenditures – French (05-06)

	Budget	Expenditures
Canada - NWT Cooperation Agreement for French and Aboriginal Languages		
Education, Culture and Employment	\$723,000	\$746,495
<i>GNWT French Translation Services</i>	343,000	402,299
<i>Services to the Public</i>	50,000	31,867
<i>Policy and Coordination</i>	145,000	143,053
<i>Language Promotion</i>	24,000	19,298
<i>Community Funding (PDCC)</i>	195,000	195,000
Justice	390,000	370,206
<i>Legal Translation Services</i>	361,000	344,609
<i>Services to the Public</i>	29,000	25,597
Health and Social Services	273,000	263,272
<i>Policy and Coordination</i>	35,000	33,495
<i>Services to the Public</i>	60,000	57,732
<i>Services to the Public (Health Boards)</i>	178,000	172,045
Energy and Natural Resources		
Services to the Public	8,000	7,924
Executive		
Services to the Public	3,000	3,247
Finance		
Services to the Public	2,000	1,825
FMBS		
Services to the Public	5,000	6,236
Industry, Tourism & Invest.		
Services to the Public	4,000	3,204
Legislative Assembly		
Services to the Public	17,000	16,867
MACA		
Services to the Public	10,000	12,063
NWT Housing Corporation		
Services to the Public	15,000	17,732
Public Works and Services		
Services to the Public / Office Space	90,000	90,027
Transportation		
Services to the Public	13,000	13,937
Workers' Compensation Board		
Services to the Public	12,000	11,320
Total Canada NWT Coop Agreement	1,600,000	1,609,378
Canada NWT Agreement on Minority Language Education and Second - Official Language Instruction for French Language Education		
	2,218,000	2,268,180
Total Funding for French	\$3,817,740	\$3,877,558

