

Aboriginal Language Community Consultations
A New Approach to Aboriginal Language
Research, Development and Promotion

Prepared For:
The Department of Education, Culture and Employment
Government of the Northwest Territories

Prepared by:



and



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Executive Summary

This document offers a new approach to meeting Education, Culture and Employment's (ECE) obligations for aboriginal language research, development and promotion. In the past, the GNWT has been responsible for the aboriginal language development initiatives which have been primarily a centralized function. The Department of Education, Culture and Employment's Strategic Plan entitled *People: Our Focus for the Future: A Strategy to 2010* has confirmed the need to directly involve the language communities in decisions related to language programs and services. This is consistent with the development of new partnerships highlighting community empowerment. In addition, recent funding reductions (federal and territorial) have required an assessment of language programs and activities and the development of new approaches to program and service delivery. To respond to these changing circumstances ECE undertook a study to consult with "aboriginal language communities" and develop a new model for program delivery. "Aboriginal language communities" refers to the various language groups within the NWT. Language communities are defined by linguistic identity rather than by geographic or administrative location. This document is the result of those discussions with these language communities.

The Northwest Territories recognizes official languages under the Official Languages Act. In addition to French and English, aboriginal languages are legislated as official languages: Chipewyan, Cree, Dogrib, Gwich'in, Inuktitut, (including Inuktitut, Inuvialuktun and Inuinnaqtun) and Slavey including (North Slavey and South Slavey. This document treats all nine aboriginal languages as separate and distinct. Michif was identified as an aboriginal language in some community consultations. It is not referenced in the recommendations within this document however, as it has not been recognized as an "official language" under the Official Languages Act.

The use and "health" of these languages varies across the North. This fact has been confirmed through the discussions with the language communities. Many of their comments are attached to this document in Appendix A.

**ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS
A NEW APPROACH TO ABORIGINAL LANGUAGE RESEARCH, DEVELOPMENT AND PROMOTION**

In a time of fiscal restraint, ECE is restructuring its operations and has identified funding that can be made available to language communities to support the research, development and promotion of aboriginal languages. ECE recognizes that this amount of funding is a step towards the preservation of the aboriginal languages as living languages in the North. The vision for aboriginal languages, which is set out in this document, will only be achieved if significant resources, time and effort are dedicated to the challenge of aboriginal language research, development and promotion. It is understood that other sources of funding and support may be available to enhance ECE's contribution.

ECE has given clear direction that it intends to transfer funds to the aboriginal language communities in order that they may assume greater control and responsibility for the preservation of aboriginal languages. This direction is consistent with that of the Government of the NWT generally and is also consistent with the expressed wishes of many of the aboriginal cultural agencies and aboriginal communities. The challenge lies in how to structure the transfer of funds and how to decide how much each language group would receive from a limited budget.

This document tries to present an approach to funding aboriginal language research, development and promotion that serves the following principles:

- The primary responsibility for aboriginal language research, development and promotion lies with the aboriginal language communities;
- ECE must maintain its role as supporter of language development;
- ECE must maintain accountability for the expenditure of public funds;
- Aboriginal cultural agencies as well as local aboriginal language community groups, families and individuals must be involved in the process;
- Comprehensive aboriginal language development plans must be established and followed;
- Collaboration and cooperation between the language groups and various levels of government must be facilitated; and
- Funding must be allocated equitably.

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While these principles have guided the discussions and deliberations, there is no consistently held view of what structure or formulas should apply to this transfer process. The varied comments of the language communities on these subjects are attached as evidence of the diversity of their thoughts in this regard. The challenge of deciding on one approach for funding six separate and distinct languages and several major dialects is significant; however, with the help of the regional ECE staffs, various key agencies and the language community groups themselves, one model has evolved as a recommended approach.

This approach is not one of the six that was originally developed for discussion purposes, but rather is one that grew out of the consultations with the key agencies and the language community groups. This model is detailed in the main body of this document. The following is a brief summary.

Language research, development and promotion is broken down into four distinct tasks:

Aboriginal Language Strategic Facilitation
Aboriginal Language Broad Promotion
Aboriginal Language Research
Specific Aboriginal Language Development & Promotion

These tasks are defined as follows:

- **Aboriginal Language Strategic Facilitation...** These are the combined functions of assessing, analyzing and planning for the development of aboriginal languages. This step is meant to ensure that the various projects that are undertaken to develop languages are conducted in a planned and orderly fashion. This will ensure that aboriginal languages are systematically and consistently being strengthened.
- **Aboriginal Language Broad Promotion...** This is the function of promoting the development and use of all aboriginal languages. It is termed as broad promotion as all official aboriginal languages would be included in the promotion. It is proposed to be all inclusive in order to be more cost effective.

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- **Aboriginal Language Research...** This function refers to the linguistic research that would enhance the knowledge base of the respective aboriginal languages. Historical development, traditional terminology, orthography, syntax and morphology could all be studied as part of aboriginal language research projects.
- **Specific Aboriginal Language Development & Promotion...** These functions would be specific to each aboriginal language and would include numerous development projects as well as specific language promotion activities. Dictionaries, books, newsletters, public awareness campaigns, writing systems, databases, workshops, training, terminology and literacy projects might all be undertaken at the community and regional levels to support specific languages.

Responsibilities for undertaking these tasks is divided among:

Education Culture and Employment
Key Aboriginal Agencies
Aboriginal Language Community Groups
Aboriginal Individuals and Families

It is proposed that a steering group named the Aboriginal Language Research, Development and Promotion Group (ALRDPG) would be established to oversee the implementation of a comprehensive strategy for language research, development and promotion. This group is to be equally representative of all nine aboriginal languages communities.

Some funding would be maintained within ECE to facilitate a broad strategy and to fund broad promotion of aboriginal languages. The bulk of the funding would be transferred to the key aboriginal agencies to conduct specific aboriginal language promotion, language research and to oversee specific language development at the language community group level. Individuals, local organizations and communities would be able to apply to the key aboriginal agencies to receive funding to undertake specific development and promotion activities at the regional and community level.

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The recommendation that the key aboriginal agencies oversee the implementation of language research, development and promotion is perhaps the most difficult action to implement of this transfer initiative. So many organizations participate in aboriginal cultural development activities. In some cases, there are many organizations for one language and in other cases there is only one cultural agency to cover many languages. This recommendation is probably the most controversial; however, it is not made without significant community consultation. There is also a caveat that the key aboriginal agencies are open to change as the ALRDPCG decides. Nothing is cast in stone and changes to the administrative structure of this programming are under the control of the ALRDPCG which is made up of aboriginal language representatives.

The key aboriginal agencies recommended as the agencies to oversee the implementation of the language transfer initiative are:

The Dene Cultural Institute (DCI)
Gwich'in Social and Cultural Institute (GSCI)
Inuvialuit Social Development Program (ISDP)
Nunavut Tunngavik Incorporated (NTI)

**These are suggestions only. The final decision related to makeup of these organizations will be made after further consultations and at the direction of the Aboriginal Language Research, Development and Promotion Group.*

Consideration was given to many organizations as potential agencies to oversee the implementation of transferred funds to support aboriginal language research, development and promotion. The organizations identified above all have mandates to provide cultural programming and were selected in an effort to cover all nine languages while at the same time pooling the funds in order to maximize efficiency and effectiveness. The final determination of key aboriginal agencies can be made by the ALRDPCG.

It is recommended that administrative costs be kept to a minimum and that the majority of the budget be transferred to the regional and community level.

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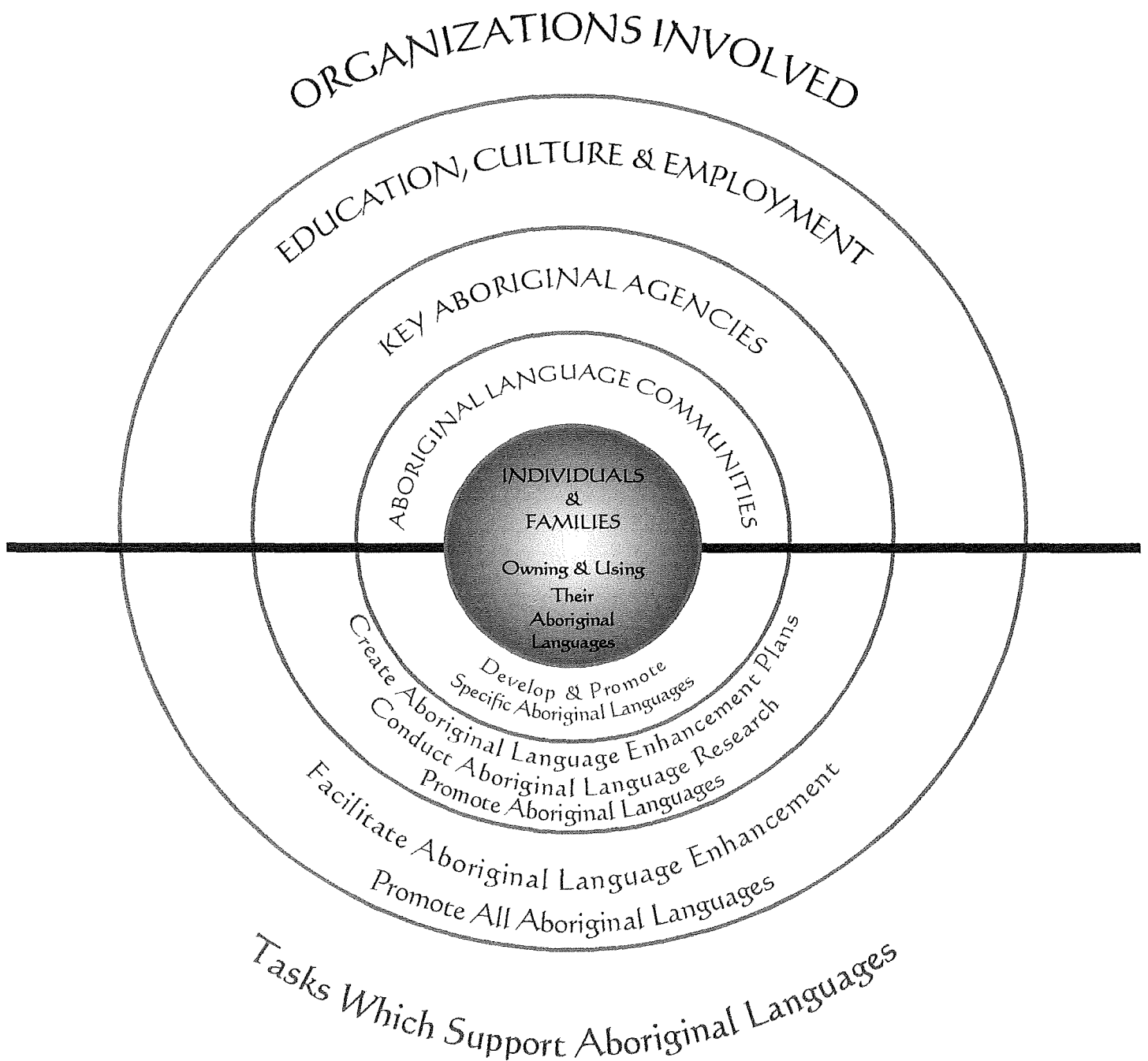
Language communities may wish to expand their initiatives by accessing funds from other funding sources (e.g. foundations, corporate givers, various government programs, etc.).

It is recommended that the first of two annual teleconference meetings of the ALRDPG begin in the fall of 1996, with funds being transferred to the cultural agencies immediately after being approved by the membership. The ALRDPG members may decide to agree to pool funds to undertake joint projects or they may decide to undertake projects independently.

This report recommends that this approach be approved by the Department of Education, Culture and Employment for implementation in 1997.

Aboriginal Language Research, Development & Promotion

Responsibility Model



Introduction

This document offers a new approach to meeting Education, Culture and Employment's (ECE) obligations for aboriginal language research, development and promotion. In the past, the GNWT has been responsible for the aboriginal language development initiatives which have been primarily a centralized function. The Department of Education, Culture and Employment's Strategic Plan entitled *People: Our Focus for the Future: A Strategy to 2010* has confirmed the need to directly involve the language communities in decisions related to language programs and services. This is consistent with the development of new partnerships highlighting community empowerment. In addition, recent funding reductions (federal and territorial) have required an assessment of language programs and activities and the development of new approaches to program and service delivery.

To respond to these changing circumstances ECE undertook a study to consult with "aboriginal language communities" and develop a new model for program delivery. "Aboriginal language communities" refers to the various language groups within the NWT. Language communities are defined by linguistic identity rather than by geographic or administrative location.

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This document is the result of these discussions and represents ECE's effort to undertake consultations with language communities, and makes recommendations for transfer of funds and responsibility to the local and regional levels.

The Genesis Group and New Path Teachings were contracted to conduct the community consultations and make recommendations to ECE, related to changes in their delivery structure and approach to language research, development and promotion activities. Specifically the consulting firms were requested to:

- ✓ identify activities of aboriginal language communities;
- ✓ determine the role those communities wish to take in administering programs;
- ✓ determine the role required of the department of Education, Culture and Employment;
- ✓ develop recommendations to reshape existing departmental language programs and services; and
- ✓ develop guidelines for the allocation of funding to language communities.

Key agencies as well as individuals, groups and organizations at the community level were interviewed across the NWT. Their comments and suggestions about how ECE should transfer responsibility and money to aboriginal language communities has served to form the recommendations detailed in this document.

Background

The Northwest Territories has eight official languages under the Official Languages Act. In addition to French and English, six aboriginal languages are recognized as official languages under the Act:

Dogrib
Slavey
Cree
Chipewyan
Gwich'in
Inuktitut

In addition to these languages several aboriginal language dialects are considered to be distinct and are treated as separate languages for the purposes of research, development and promotion. These languages are:

Inuvialuktun*
Inuinnaqtun*
South Slavey*
North Slavey*

**Dialects of the Inuktitut and Slavey languages which are noted in the list of official languages.*

In total there are nine aboriginal languages which this document considers as separate and distinct. Michif was identified as an aboriginal language in some community consultations. It is not referenced in the

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recommendations within this document however, as it has not been recognized as an "official language" under the Official Languages Act.

The use and "health" of these languages varies across the North. This fact has been confirmed through the discussions with the language communities. Many of their comments are attached to this document in Appendix A.

In some areas aboriginal languages are strong and vibrant and are the first language of the home and workplace. In others, aboriginal languages are limited to a second language with a limited number of speakers. Aboriginal languages are seen as an essential element of the cultures of the North. While English serves as a common language of communication between the language groups, a strong commitment to maintaining and enhancing official languages has been voiced by the public through study documents such as those released by the Special Committee on Aboriginal Languages (1986) and ECE's strategic plan (1994). French is also used in a limited number of communities across the North.

Historically, the Department of Education was involved in curriculum development in the schools and in adult and post-secondary programs. However, the consolidation of the Departments of Education and Culture and Communications in 1992 resulted in an expanded

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departmental role in both programs and language services delivery. ECE now provides a broad range of programs and services intended to support both government and public use of northern languages.

During the development of ECE's strategic plan, language programs and services were discussed at length. Based on public consultations, it was confirmed that languages play an essential role in the North and that language programs and services are a foundation of departmental activities. It was also noted that language community "ownership" of language programs and services, including planning, setting priorities and making decisions is needed.

Currently, ECE plays the largest role within the GNWT in delivering language programs and services. The Department's 1995/96 budget, reflected \$8.7 million in direct support of aboriginal languages. Of this amount, \$5.4 million was provided through GNWT funding while \$3.3 million was provided by the Government of Canada through the Canada/NWT Cooperation Agreement.

Over the past three years, Canada has decreased its financial contribution in support of aboriginal languages activities in the Northwest Territories. The current Canada/NWT Cooperation Agreement provides \$11.2 million over three years. This agreement will be completed

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in March 1997. Given the current federal fiscal environment, a further agreement with Canada, to support languages after March 1997, cannot be taken for granted, although there continue to be discussions around a future agreement.

No recommendations are made relative to the funding from the Government of Canada or funding in support of other aboriginal language functions by the GNWT. This report only refers to the aboriginal language research, development and promotion functions, which are being transferred to language community groups by ECE. The total budget for these functions will be established prior to the implementation of the program.

It is also important to note that some language activities occur in other GNWT departments. During 1995/96, for example, Justice, the Executive and the Legislative Assembly all supported additional aboriginal language activities.

The reorganization of language programs and services is described in ECE's strategic plan. Strategic Objective #1 states, "We will *improve* support for communities to achieve their cultural heritage and language goals". A number of specific actions were identified in the plan to accomplish this objective. It was recommended to:

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- ✓ transfer existing research and development resources to language communities to improve language planning for each language;
- ✓ reshape language programs based on each language's development plan;
- ✓ reprofile resources to provide language services through language communities wherever possible; and
- ✓ establish an equitable allocation model for funding language development.

This objective and these actions provided the impetus for community consultations. Community consultations focused on four distinct functions;

- ✓ Aboriginal Language Strategic Facilitation combines the functions of assessing, analyzing and planning for the positive development of aboriginal languages.

- ✓ Aboriginal Language Broad Promotion is the function of promoting the development and use of all aboriginal languages. It is termed as broad promotion as all official aboriginal languages would be included in the promotion.

- ✓ Aboriginal Language Research refers to the linguistic research function that would enhance the knowledge base of the respective aboriginal languages. Historical development, traditional terminology, orthography, syntax and morphology could all be studied as part of aboriginal language research projects.

- ✓ Specific Aboriginal Language Development & Promotion functions would relate to each individual aboriginal language and would include numerous development projects as well as specific language promotion activities. Dictionaries, books, newsletters, public awareness campaigns, writing systems, databases, workshops, training, terminology and literacy projects might all be undertaken at the community and regional levels to support specific languages.

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The allocation of funding to community-based activity is not large enough to meet all of the language research, development and promotion needs that exist if the vision for healthy and vibrant aboriginal languages is to become a reality. However, it may be possible to involve other governments, departments and organizations in supporting community-based aboriginal language enhancement activity. Given the limited funding available, coordinated efforts to ensure maximum allocation of resources to community-based rather than government-directed activity should be promoted and sought.

Through various cost-cutting and re-allocation measures, ECE has been able to identify funding for reinvestment in language research, development and promotion activities which are to be identified and managed by the aboriginal language communities. Associated with this reinvestment are a number of issues about which the aboriginal language communities must agree.

Issues

Roles and Responsibilities:

There has to be a clear distinction between ECE's responsibilities and those of aboriginal language groups and key aboriginal agencies regarding aboriginal language research, development and promotion. Who does what? How do these groups relate to each other? The challenge of preserving aboriginal languages in the North is significant, and governments, agencies, communities and individuals will have to collaborate if the challenge is to be met. This united effort requires that a plan is in place and that all individuals, families, communities and organizations know their role and responsibilities relative to implementing the plan.

Language Expertise

While the majority of aboriginal language resources are in the communities, a lack of technical language expertise at the community level is one of the biggest drawbacks to aboriginal language development. If aboriginal language communities or key aboriginal agencies are to take on responsibility for language services and programs they must have adequate technical expertise to carry out their responsibilities. Although the communities have experts in the use of language, particularly many elders, there is a need to develop more technical aboriginal language

specialists and linguists in the North. Additional funding as well as new approaches to training will be required to train aboriginal Northerners as aboriginal language specialists and linguists.

Language Resource Materials

There is a lack of aboriginal language resource and research materials. The NWT aboriginal languages are primarily oral languages, and there is very little written material that could be used as a resource for language development. Historically, written materials have been developed by missionaries. More recently Southern linguists, teaching and learning centres and aboriginal cultural organizations have developed many more aboriginal language materials. In spite of these positive developments, there is still a need for more basic aboriginal language publications and text materials to assist with teaching in the schools. Empowering aboriginal language communities to develop resources at the local level will increase the quantity and quality of material development.

Technology and Aboriginal Languages

Much of the aboriginal language computer software in use at the Language Bureau has been developed by and for the GNWT. This software is distributed free of charge to communities. Before it can gain widespread application, there is a need for basic computer training in the use of aboriginal language fonts.

Dependency on the Language Bureau

Over the years, the Language Bureau has taken on many responsibilities in the area of languages. Most people think that the Bureau is responsible for translations, verification of translations, interpretations, terminology development, software for aboriginal languages, certification of Interpreter /Translator Program graduates, certification for bilingual bonuses, etc. The Language Bureau staff provide these services, but the majority of the staff are not certified to carry out all of these activities.

The Bureau's mandate is to provide language services for effective communications between the GNWT and the public. There is also an increased dependency on the Bureau by groups, individuals, organizations and corporations with nowhere else to turn. The Language Bureau faces unrealistic expectations and a corresponding inability to meet the demand for aboriginal language services. Some of these expectations are described in the comments by language communities which are attached in Appendix A. This is a clear indication of the significant need for programming and services relative to aboriginal language research, development and promotion, in addition to translation and interpretation needs. A transfer of responsibility to the community level will lessen this demand and clarify roles.

Administrative Structure

The administrative structure of a program to support research, development and promotion of aboriginal languages is potentially complex. The structure has to be consistent with the needs of the language communities and has to be compatible with the strengths of the various organizations involved in the new decentralized approach. A structure has to be developed that allows each organization to do what it does best. The structure has to allow for open and supportive communication with maximum input from the aboriginal language communities. In addition, evaluative and reporting requirements must be reflective of the limited resources allotted to local initiatives, while at the same time meeting the accountability requirements involved with spending public funds.

Coordinated Effort

There is a sense that aboriginal language research, development and promotion is not consistently applied and communities are confused about roles, responsibilities and applicability of the projects at the community level.

There is inconsistency in the aboriginal language services at the community level. Different organizations research, develop and/or promote aboriginal languages at the community level without coordinating

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their efforts with other local organizations doing very similar activities. Schools undertake one initiative, the community learning centre another, the local friendship centre another and other organizations or individuals initiate yet other projects all in the same general area. There is often no opportunity to establish a consistent and collaborative approach at the community level. Local control of aboriginal language initiatives is expected to increase coordinated efforts at the community and regional levels thereby avoiding duplication and missed opportunities for joint ventures or collaborative projects.

Interview Comments and Key Findings

As part of the language community consultations, ECE gathered insights and comments from many aboriginal language community contacts as well as from key agency contacts. Specific comments made during interviews and surveys are presented in Appendix A.

Some comments and suggestions made during interviews and surveys were repeated by several respondents. The strength of the comments and the number of times that they were made provide evidence of some key issues and concerns that are held by some aboriginal language group members. The information has been assessed and analyzed and several key findings emerge.

Key Findings:

- ✓ The entire area of aboriginal language development, research, promotion is very confusing.
- ✓ There are many players in the official language arena and their roles and responsibilities are not at all clear, especially at the community level.

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- ✓ Language is a critical issue for individuals, families, communities, regions and for the entire territory.
- ✓ Language is a critical issue related to the creation of the two new territories in the North.
- ✓ There is generally a pessimistic view of the future of aboriginal languages in the West.
- ✓ There is a positive view of the future of aboriginal languages in the East.
- ✓ Language community groups want control of the development of their own languages.
- ✓ Cultural agencies want to be involved with language research, development and promotion.
- ✓ Cultural agencies want to build links between themselves, the GNWT, and the language community groups.
- ✓ Language community groups want to be involved in development initiatives - but they are less keen on research and promotion.
- ✓ Aboriginal and cultural agencies want to play a key role in language research and promotion as well as in creating bridges between the aboriginal language communities and governments.
- ✓ Communities want integration, at the community level, between language development in schools and language development

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generally - they currently see the area of language development as fractured and spread across too many government departments.

- ✓ Communities want more of a one-stop-shopping approach to language research and development at the community level.
- ✓ There is a consistent view that the amount of funding allocated to this initiative is insufficient.
- ✓ There is a question about whether the GNWT is serious about keeping languages alive.
- ✓ Flexibility is needed to accommodate regional differences/diversities.
- ✓ Some functions are needed at HQ.
- ✓ A central body to collect data is needed.
- ✓ Each language community must develop a specific comprehensive strategy of its own.
- ✓ There has to be a return of responsibility for language development to the community level.
- ✓ The GNWT has a role in broad promotion.
- ✓ Key aboriginal cultural agencies have roles related to specific language promotion and research.
- ✓ Maximum involvement is needed if languages are to be preserved - everyone has a role to play.

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- ✓ Cooperation and collaboration will be required.
- ✓ Language development is a critical part of the aboriginal cultural revival. It is an integral component of cultural healing.
- ✓ Everyone has to become a teacher.
- ✓ Individuals as well as communities, aboriginal agencies, cultural agencies and governments must be responsible to provide support to community controlled activities.

Vision and Values

The following vision statement and priorities are a compilation of thoughts and concepts from the language community consultation interviews and surveys. They should be considered to be drafts to be amended during meetings of the Aboriginal Language Research, Development and Promotion Group (ALRDPG), which will be defined in the following chapters.

Community leaders have a vision for aboriginal languages where aboriginal languages are healthy, strong, and in use in homes, schools, and the workplace and where aboriginal languages provide a source of strong cultural pride in an individual's aboriginal heritage.

Community leaders also expect to adhere to the following set of values:

- ✓ individuals, families and communities are responsible for language development and preservation;
- ✓ all aboriginal language speakers are aboriginal language teachers;
- ✓ learning and speaking aboriginal languages are a source of pride and a natural process in communities;
- ✓ language development occurs at the community level and there is consistency and continuity in language instruction from home to school, which continues into adult programming; and

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- ✓ aboriginal language development initiatives are adequately supported by individuals, families, communities, aboriginal and cultural agencies, and governments.

Principles for Reallocation

The concept of transferring funding to aboriginal language communities was one that was agreed to by most of those consulted in this study. The exact amount transferred to each aboriginal language community and to organizations within each language group is much more difficult to decide upon. In order to make the decision easier, the following principles have been used to guide the development of a recommended approach:

- ✓ ECE should be responsible for the development of a comprehensive strategy;
- ✓ ECE should be responsible for the broad promotion of all aboriginal languages;
- ✓ key aboriginal agencies should be responsible for aboriginal language research;
- ✓ language development should occur as close as possible to the communities and families who own the language;
- ✓ language development funding should be funneled through key aboriginal agencies to regional, local and individual projects to ensure effectiveness, to avoid duplication and to promote and foster collaboration and cooperation among various organizations of the same or similar language groups;

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- ✓ funding should be allocated to key aboriginal agencies that have a clear mandate for, and a history of effectiveness in, aboriginal language development;
- ✓ funding should be allocated to key aboriginal agencies which have a mandate for cultural programming for more than one aboriginal language community where possible; and
- ✓ funding allocations should be adjustable and responsive to the direction of the aboriginal language communities.

Methodology

The Genesis Group and New Path Teachings consulted with departmental officials as well as key agencies. Through the initial interviews, a series of delivery options were developed as potential structures of a transferred aboriginal language research, development and promotion program.

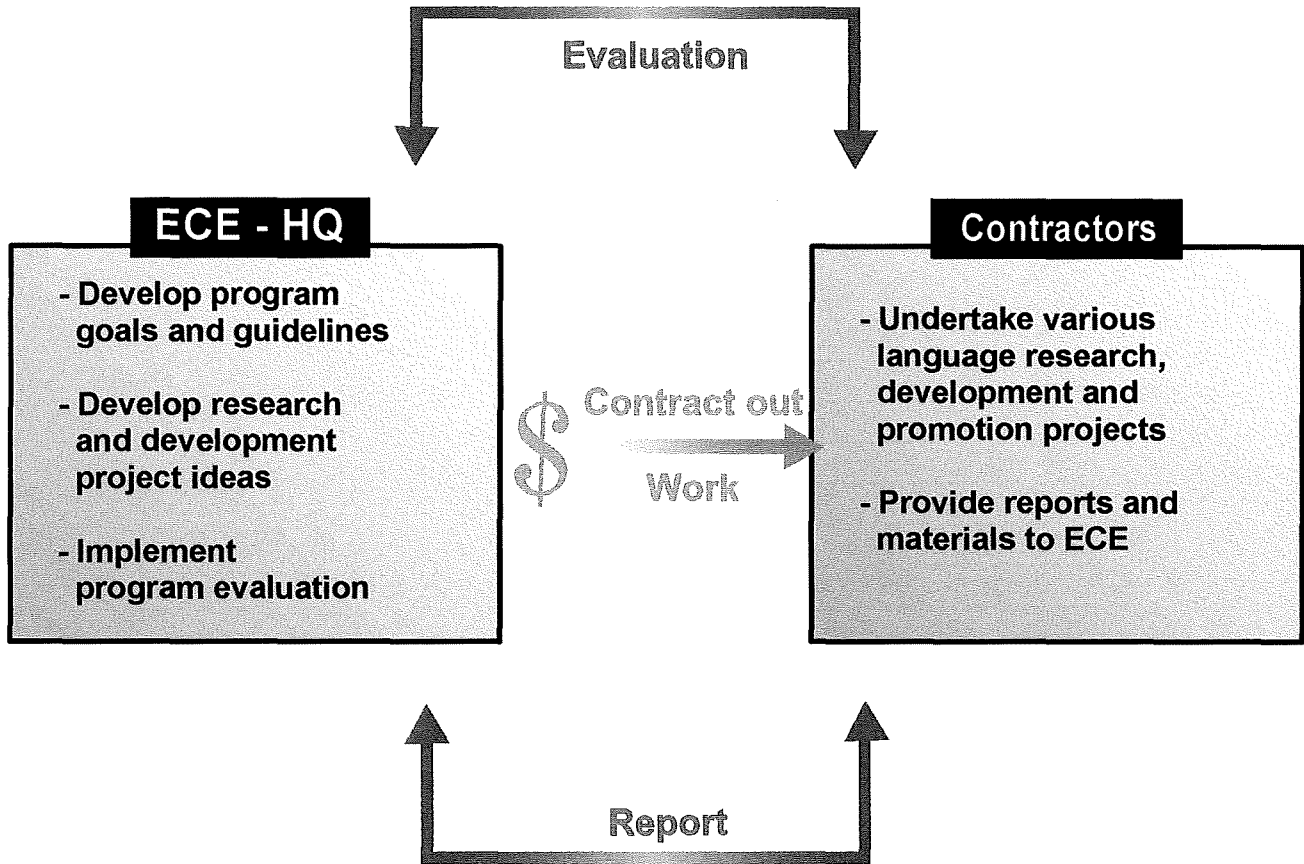
These options were then used as potential models for the new program. Community-level consultations were conducted to gain further details of issues related to aboriginal language development and to gain input on the models that had been developed. Through discussion in the interviews and analysis of the surveys, pros and cons for each option evolved.

The Options

The options with descriptions, pros and cons are offered as background information on the following six pages.

Language

Model 1: Coordination by ECE Headquarters



Model Specifics

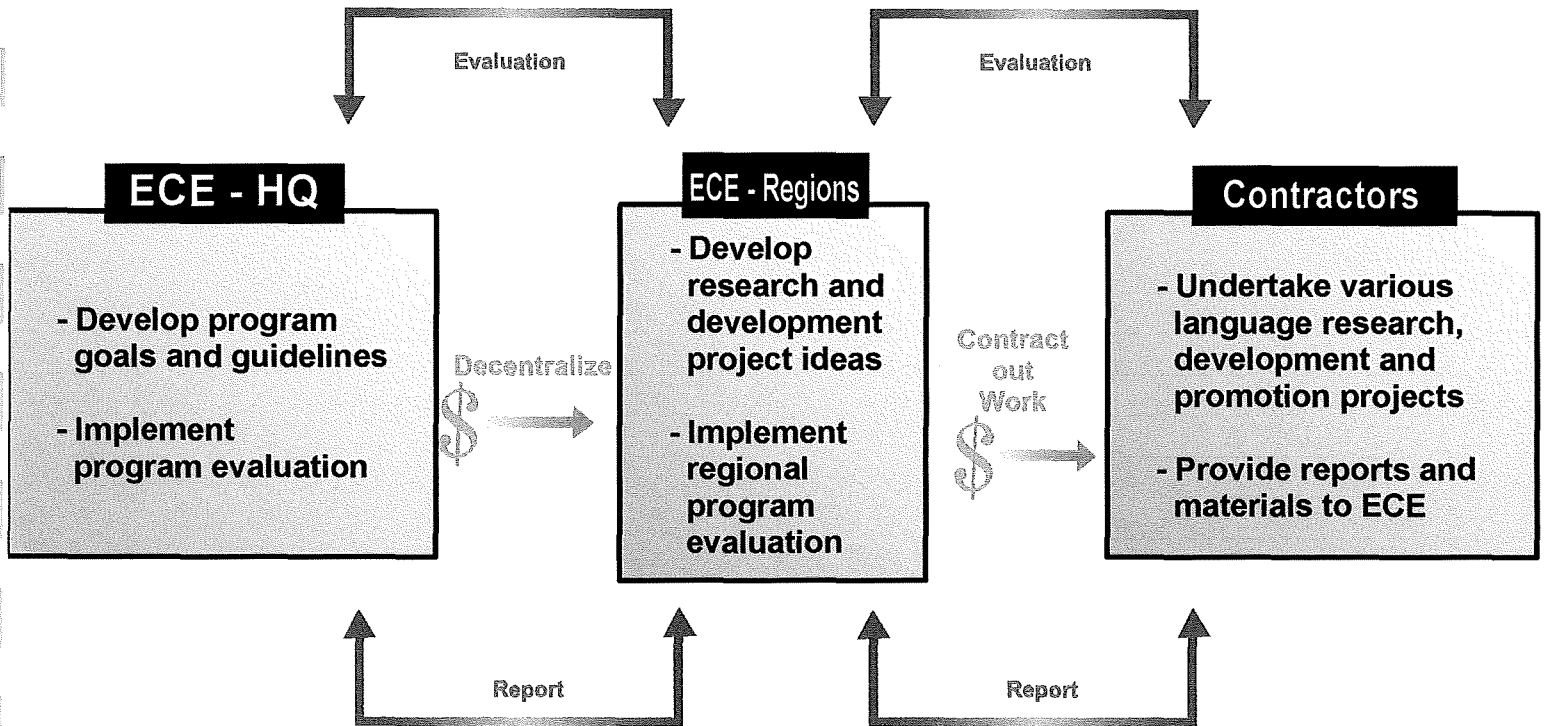
- Education, Culture and Employment oversees program
- Centralized approach
- Control maintained in Yellowknife
- Proposals submitted annually by private, non-profit or language communities for funding
- Territorial Proposal Selection Committee established
- Agencies report on their projects and submit samples of product
- ECE Headquarters compile and summarize the reports
- One person can manage program on a part-time basis.

Model Pros & Cons

- PROS**
- Administratively efficient
 - Tight control on spending
 - One research and development plan
- CONS**
- No language community-based strategy
 - Hit and miss approach for language community groups
 - Trying to apply a unified strategy through proposal submission approach is difficult
 - Does not follow language specific plan
 - Plans too broad to be specifically relevant to individual language groups' developmental needs

Language

Model 2: Coordination by Regional ECE Offices



Model Specifics

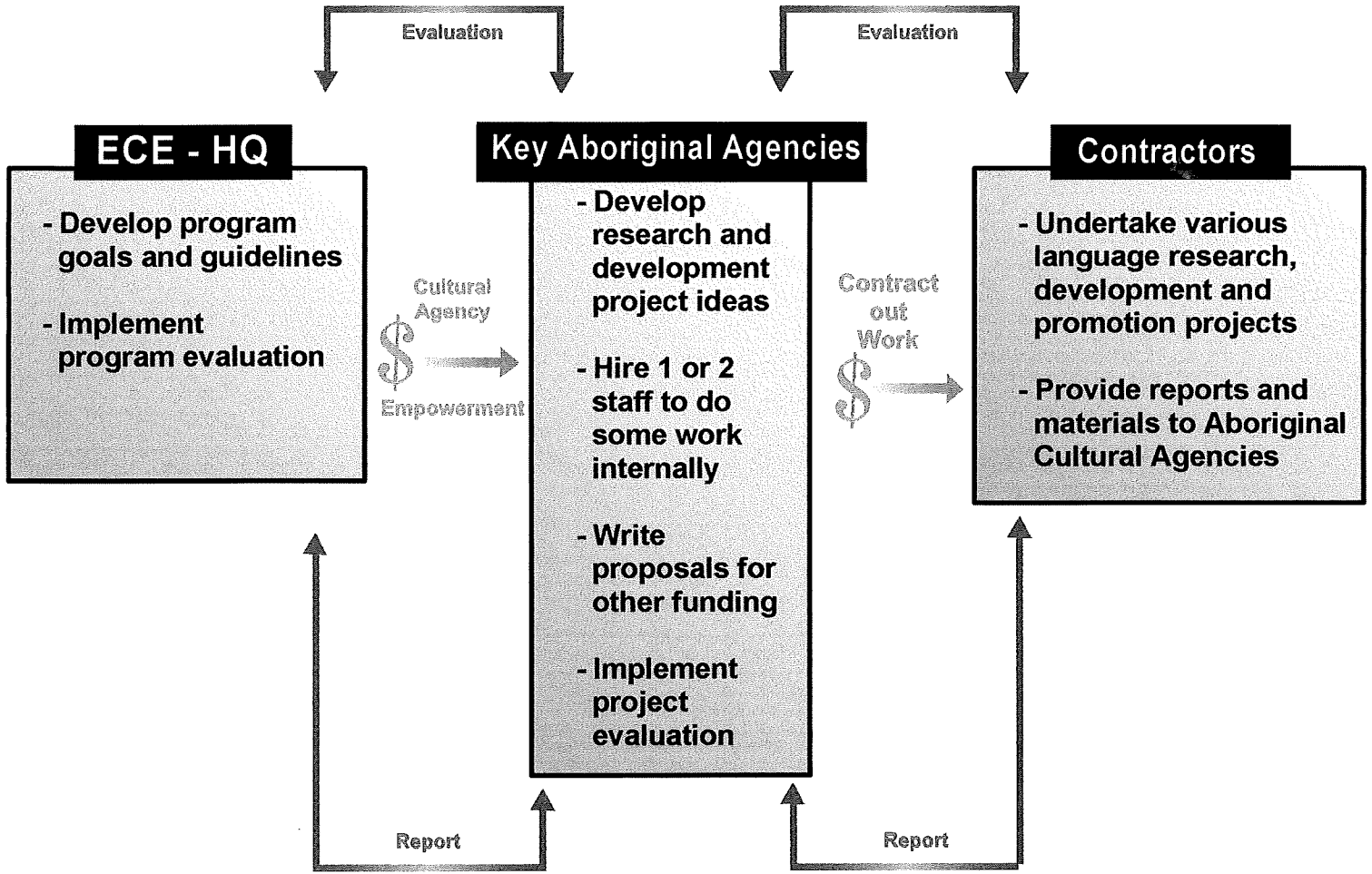
- Education, Culture & Employment oversees program
- Regionalized approach
- **Proposals submitted annually by private, non-profit or language committees for funding**
- Regional Proposal Selection Committee established
- Agencies report on their projects and submit samples of product to regional ECE Superintendents
- ECE Regional offices compile regional reports
- One person in each region and one at HQ can manage program as a minimal part of their respective jobs

Model Pros & Cons

- PROS**
- Includes regional input
 - Closer to language groups
 - May be integrated with other regional projects
 - Regional organizations may develop unified regional plan
- CONS**
- No language community-based strategy
 - Two-tier bureaucratic approach
 - Ad hoc approach - no systematic development of language
 - No language community control/ownership
 - Hit and miss approach for language community groups

Language

Model 13: Coordination by Aboriginal Cultural Agencies



Model Specifics

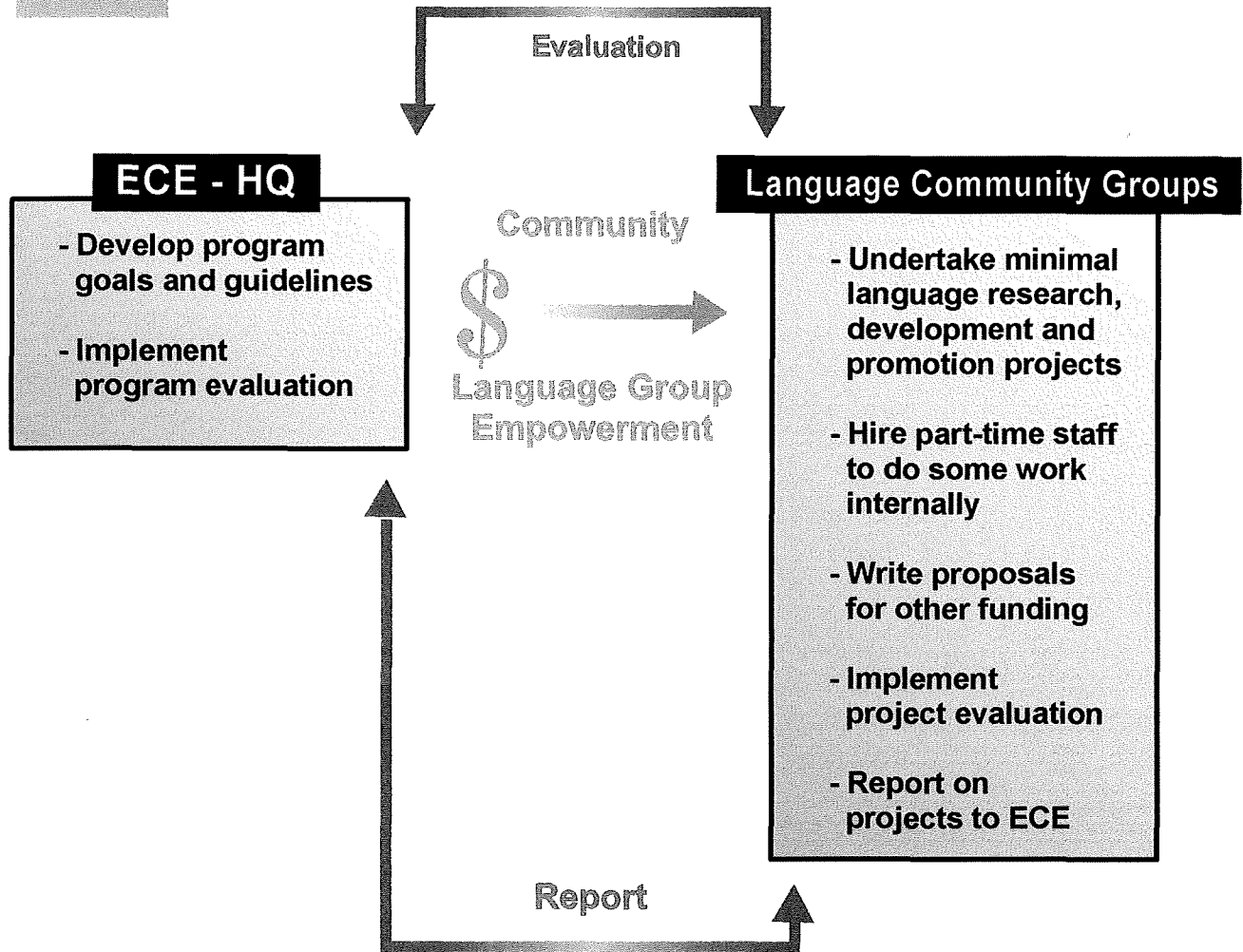
- ECE oversees program - sets broad goals
- ECE develops responsibility to Key Aboriginal Agencies (KAA's)
- Bypasses regional offices - KAA's oversee all language development activities
- KAA's do some work internally and contract out remaining tasks
- KAA's may secure other funding to augment funds from ECE
- KAA's set up regional goals, carry out work, and report to ECE

Model Pros & Cons

- PROS**
- Includes regional input
 - Puts control for language development with aboriginal organizations
 - Opportunity to raise third-party funds
 - Closer to language groups
 - May develop linguistic specialization
- CONS**
- No language community-based strategy
 - Doesn't necessarily reach community level
 - Some Key Aboriginal Agencies have varied acceptance at community level
 - Hit and miss approach for language community groups

Language

Model 4a: Coordination by Language Community Groups



Model Specifics

- ECE-HQ oversees program & projects
- Community language groups receive funding to do research, development and promotion
- Each group receives limited funds and may hire a part-time person to oversee projects
- Each group reports on projects and programs
- ECE evaluates each group

Model Pros & Cons

PROS

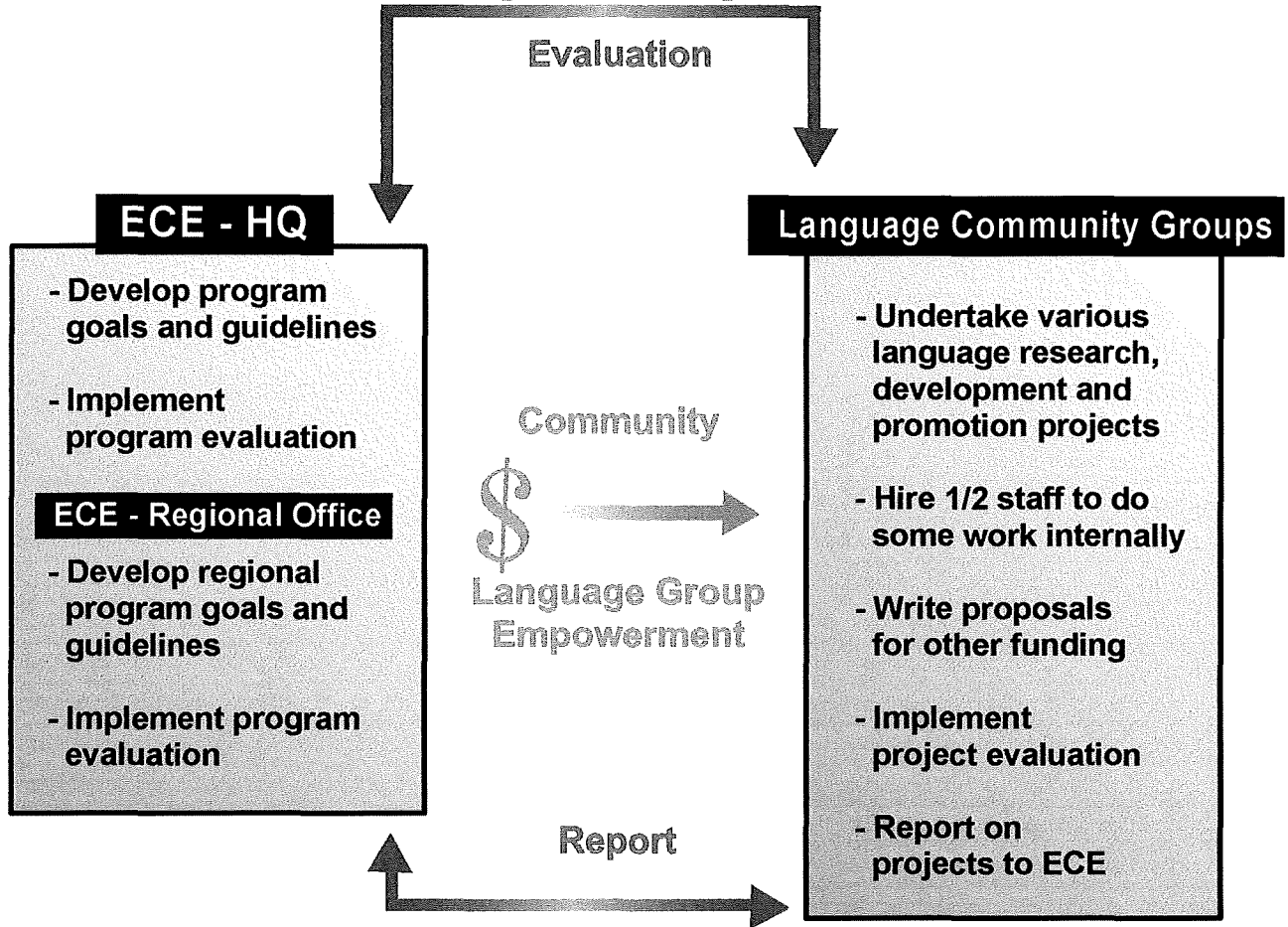
- Ownership of language preservation at community level
- Limit bureaucratic interference
- Projects will be language specific

CONS

- Limited funding to do all aspects of language research, development, and promotion
- Difficult to evaluate
- Lack of linguistic specialization at the community language group level
- Little opportunity for cooperation
- Little broad support from government
- No opportunity for integrated support

Language

Model 4b: Coordination by Language Community Groups (through ECE regional offices)



Model Specifics

- ECE-HQ oversees program & projects
- Regional ECE Office oversees regional initiatives
- Community language groups receive funding to do research, development and promotion
- Each group receives limited funds and may hire a part-time person to oversee projects
- Each group reports on projects and programs
- ECE evaluates each group

Model Pros & Cons

PROS

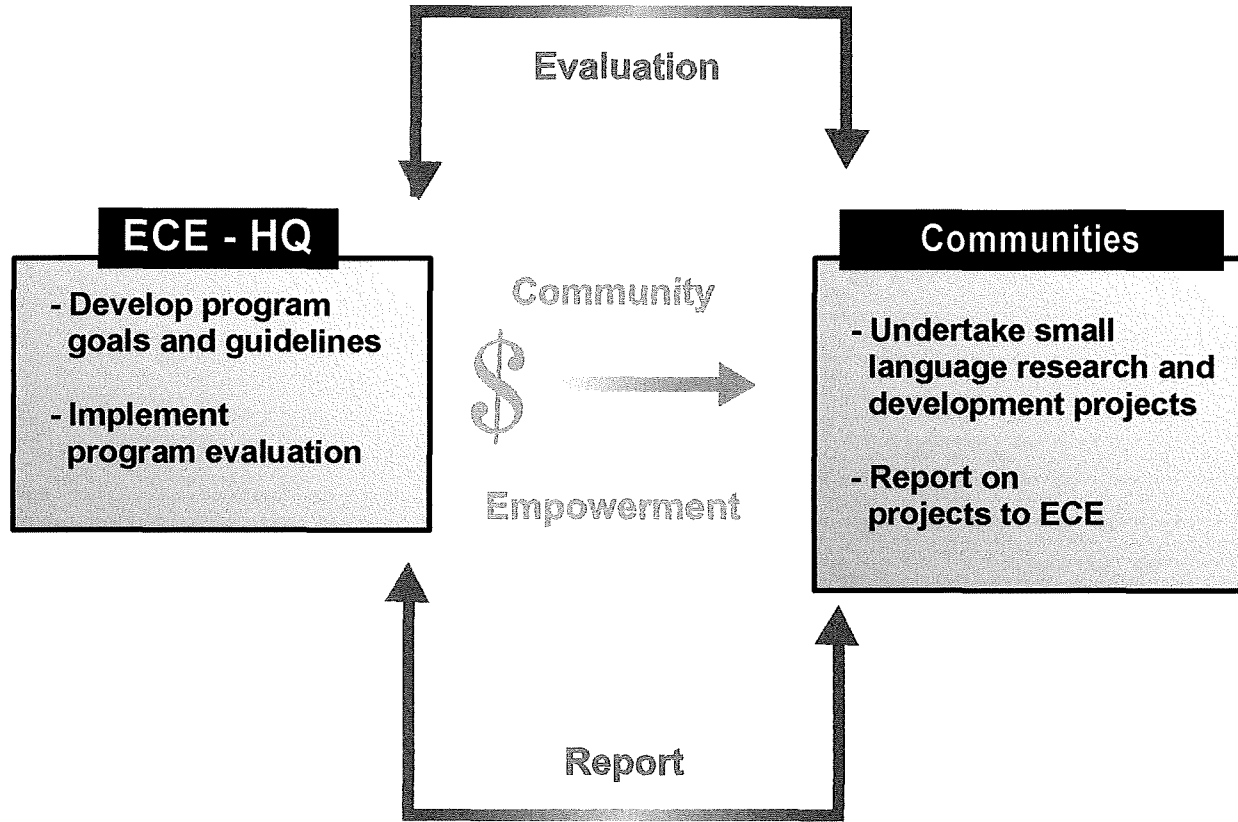
- Ownership of language preservation at community level
- Limited bureaucratic interference
- Projects will be language specific

CONS

- ECE-Regional Offices do not fit Language community divisions - complicated overlaps exist
- Limited funding to do all aspects of language research, development, and promotion
- Difficult to evaluate
- Lack of linguistic specialization at the community language group level
- Little opportunity for cooperation
- No broad support from government
- Additional level of bureaucracy (Regional ECE)

Language

Model 5: Coordination by Communities



Model Specifics

- ECE-HQ would ask for annual proposals and fund communities to undertake small language development projects
- Projects could be research, development or promotion
- Communities report upon completion of projects
- ECE-HQ collates NWT - wide report

Model Pros & Cons

PROS

- Empowers communities
- Communities can be responsible for level of language development
- Projects will be community - specific

CONS

- No language community-based strategy
- Limited funding at community level - does not allow for all aspects of research, development and promotion
- Problem: many communities have more than one language
- Difficult to evaluate effectively
- Lack of linguistic specialization at the community level
- Little opportunity for cooperation

ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

As discussions continued and pros and cons for each model evolved a new approach began to emerge. Gradually as the community consultations were completed a new model had evolved.

Recommended Option

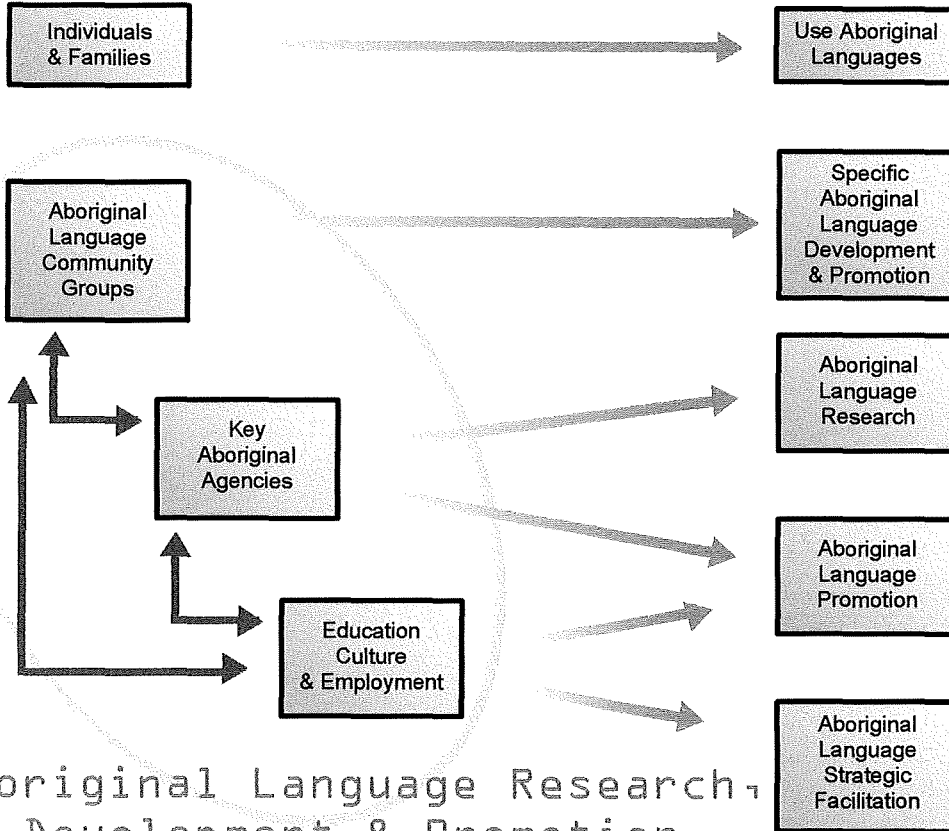
It became clear that the challenge of aboriginal language research, development and promotion was a massive undertaking and that it would take participation by everyone in order to achieve the vision that people were articulating. It also became apparent that the three tasks (research, development and promotion) were quite distinct and could be separated into stand-alone functions. Once these two realizations emerged to guide further discussions, a new model for transfer of funding developed.

In this model, ECE, key aboriginal agencies and local aboriginal language community groups each assume responsibilities for various aspects of the tasks. Overall facilitation and promotion of all aboriginal languages fits best with ECE. Promotion of specific languages and language research fits the mandate of the key aboriginal agencies, and undertaking specific language development projects was appropriate for each aboriginal language community.

The new model is provided on the following page.

Language

Model B: Community Developed Model



Model Pros & Cons

PROS

- Everyone involved
- Tasks delineated according to strength
- Controlled by language communities
- Individuals responsible for their own language
- Maximum cooperation
- Each group can access other funds to enhance its work
- Territorial-wide consistency
- Maximum flexibility

CONS

- A more complicated approach
- Cooperative spirit is required & difficult to achieve
- Each partner is dependent on others to make program successful

Aboriginal Language Research-
Development & Promotion

Model Specifics

- Roles are delineated:
- **Individuals & Families:** -Assume responsibility for language preservation
- **Aboriginal Language Community Groups:**
 - Undertake specific language development projects
 - Coordinate integrated community approach
 - Promote at local level
 - Build concept of individual responsibility
- **Key Aboriginal Agencies:**
 - Distribute money to Language Community Groups
 - Undertake broad-based promotion
 - Undertake language research projects
 - Develop linguistic specialization
- **Education, Culture & Employment:**
 - Territorial-wide co-ordination & promotion
 - Chair steering meetings & develop strategy
 - Facilitate development of strategic plan
 - Steering group will represent all language communities
 - ECE acts as a secretary to the steering group meetings
 - Evaluation and report procedures
 - Coordinated plans will be developed

ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

This model would see ten percent (10 %) of the funds being spent on strategic facilitation of an aboriginal language development strategy. This amount would be split equally between the key aboriginal agencies and ECE. Another ten percent (10%) would be spent on general promotion of aboriginal languages. This budget would be divided between the key aboriginal agencies and ECE. Twenty percent (20%) of the funding would be allocated to research and this would be divided between the key aboriginal agencies to undertake language research. Sixty percent (60%) of the budget would be directed through the key aboriginal agencies to organizations and individuals within the language community groups. Routing funding through the key aboriginal agencies avoids duplication of common tasks and concentrates resources for maximum efficiency.

Using these percentage guidelines, funds allocated to aboriginal language research, development and promotion would be allocated to aboriginal language regional and local agencies.

One of the aspects of the model that evolved out of discussions with the aboriginal language communities was the concept of establishing an aboriginal language research, development and promotion group, made up of the aboriginal language communities, that would set policy for the transferred program. In essence, a steering group, representing all nine of

ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

the targeted aboriginal languages plus a representative of ECE, would meet twice annually (by teleconference to save costs) to review goals, objectives, and accomplishments and to approve annual allocations to the aboriginal language community groups. It is understood that teleconferences are not the most effective method for meeting. This meeting method is recommended in direct response to the concern that the funds for aboriginal language development be expended on direct language research, promotion and development activities as opposed to administrative functions. It may be determined that a face-to-face meeting is necessary at the initial meeting of the ALRDPG.

At the first meeting, the principles, guidelines and budget allocations presented in this document would be discussed as a proposed approach. The ALRDPG would have the authority to amend details of the proposed approach. Through this approach and structure, the decisions related to the research, development and promotion of aboriginal languages would rest with the aboriginal language representatives on the steering group.

Budget Principles

It is recommended that funding be allocated for aboriginal language research, development and promotion based on a formula that treats each of the official aboriginal languages equally. Funding will be assigned based on the formula of 11.11% per language group.

Funding Formula

Language Group Percent of Community
Budget

Dogrib	11.11%
North Slavey	11.11%
South Slavey	11.11%
Cree	11.11%
Chipewyan	11.11%
Gwich'in	11.11%
Inuvialuktun	11.11%
Inuinnaqtun	11.11%
Inuktitut	11.11%
Total	100%*

*approximate

ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

Funding Formula

Task	% of Budget
Aboriginal Language Strategic Facilitation	10%
Aboriginal Language Promotion	10%
Aboriginal Language Research	20%
Specific Aboriginal Language Development and Promotion	60%
Total	100%

Conclusion

Aboriginal languages generally are in a precarious state. Many aboriginal leaders are not optimistic about the future health of their languages without massive intervention and revitalization. Many interviewees described the situation as a “crossroads”, with the next few years as being critical to the future health of aboriginal languages.

This document offers a new approach to aboriginal language research, development and promotion. It recommends that responsibility should be with the aboriginal language communities. It is also recommended that the bulk of the funding be transferred to key aboriginal agencies and language community groups.

It is also recommended that the Official Languages Act be redrafted with the intent that it be more representative of the concept of a return of responsibility for aboriginal language preservation to the local level.

Under the recommended plan, a steering group, the ALRDPG, would guide policy and procedure development for this newly defined program. They would also decide which key aboriginal agencies would be the primary agencies responsible for implementing this new approach at the

Next Steps

The following chart recommends actions that will need to be taken to implement recommendations within this document.

The implementation of the recommendations is subject to the input and approval of the aboriginal language communities who make up the membership on the ALRDPG.

IMPLEMENTATION PLAN

DOCUMENT PREPARATION AND APPROVALS

COMPLETE COMMUNITY CONSULTATION REPORT
STEERING GROUP REVIEWS REPORT AND MAKES RECOMMENDATIONS
MINISTERIAL APPROVAL FOR RECOMMENDATIONS
DISTRIBUTE REPORT SUMMARY
PREPARE CABINET DECISION PAPER

ESTABLISH ABORIGINAL LANGUAGE GROUP

DEVELOP TERMS OF REFERENCE FOR LANGUAGE GROUP
DEVELOP GUIDELINES FOR FUNDED ORGANIZATIONS
IDENTIFY SEATS ON GROUP
IDENTIFY INDIVIDUALS FOR EACH SEAT
REQUEST PARTICIPATION OF INDIVIDUALS
DISTRIBUTE REPORT + TERMS OF REF. TO MEMBERS
DEVELOP DRAFT AGENDA FOR FIRST MEETING

PREPARE FOR FIRST TELECONFERENCE MEETING

SET AGENDA FOR MEETING
SCHEDULE MEETING
VERIFY GROUP MAKE-UP
VERIFY PARTICIPANTS
ESTABLISH ALTERNATES FOR MEETINGS

CONDUCT FIRST TELECONFERENCE MEETING

APPROVE AGENDA FOR MEETING
APPROVE MAKE-UP OF GROUP
APPROVE TERMS OF REFERENCE OF GROUP
APPROVE GUIDELINES FOR FUNDING ORGANIZATIONS
ROLES AND RESPONSIBILITIES
REPORTING REQUIREMENTS
ESTABLISH FUNDING FORMULA BY TASK
ESTABLISH FUNDING FORMULA FOR ABORIGINAL ORGANIZATIONS
ESTABLISH SCHEDULE FOR ALLOCATION, AND REPORTING
ESTABLISH SCHEDULE FOR MEETINGS
ESTABLISH EVALUATION REQUIREMENTS
DEVELOP DRAFT CONTRIBUTION AGREEMENTS FOR FUNDED ORGANIZATIONS

APPENDIX A LANGUAGE COMMUNITY INTERVIEW COMMENTS ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

The following comments were made during the language community consultations. They are provided here to offer a unique view of the complexity of the issues. The views are diverse and relate specifically to the challenge that all individuals and organizations face in undertaking aboriginal language research, promotion and development in the Northwest Territories.

The comments are organized around specific issues which were discussed during the language community consultations.

The health of aboriginal languages in the Northwest Territories:

On a scale of 1-10, I'd give it a 3. I am not optimistic.
Inuktitut is in a healthier state than the Dene languages.
The aboriginal languages are in a poor state of health and they need some improvement.
Generally, the health of the Dene languages is deteriorating rapidly.
The health of the aboriginal languages varies from group to group. Some are floundering, some are stable and some are thriving.
The health of aboriginal languages continues to erode. As the health of the languages erodes so does the culture.
Young people are not learning aboriginal languages in the schools.
Aboriginal languages are in turmoil and the future of these languages is very uncertain.
Inuktitut has disappeared in the Central Arctic very rapidly in the last ten years.
Aboriginal languages are deteriorating but can re-emerge if we continue to reinforce them.
Aboriginal languages are starting to come back.
Mixing of English and Inuktitut is destroying the language.
Inuktitut is very healthy in the Baffin - it shows no sign of disappearing.
Inuktitut is not used as much by younger people.
Inuktitut is not the language 'on the street'. Only elders use their mother tongue.
Inuktitut is not as strong as it should be. It is not recognized as being equivalent to English.
Young people are using less and less Inuktitut.
It is reasonably healthy in the East. Despite extensive use of Inuktitut, the rates of usage continue to decline.
South Slavey (particularly written form) is struggling.
Both written and oral forms of Gwich'in are in a healthy state.
Good resource materials are not available.

Effort required to save aboriginal languages:

We can speak to our children in our own languages. We can also reinforce the languages in our schools.
There has to be more effort at the family level to speak and write on a regular basis.
Schools are doing their best to maintain and preserve aboriginal languages. This same effort needs to come from the home. Employers should also encourage the use of aboriginal language in the workplace.
There needs to be a full curriculum developed.
Awareness programs need to be developed by various language groups in their own languages.
Hiring Inuktitut-speaking teachers would help. Inuktitut needs to be taught up to grade 3.
The whole community has to get involved: parents, teachers, elders and young people.

APPENDIX A LANGUAGE COMMUNITY INTERVIEW COMMENTS ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

More language materials need to be made for schools. Elders need to be involved in language development. Aboriginal languages need to be spoken consistently.

Inuktitut needs to be used more publicly.

Inuktitut needs to be the language of instruction in schools.

More attractive Inuktitut materials need to be developed for young readers.

There needs to be a bilingual workplace policy.

Inuktitut needs to be more widely used in the workplace. It should be the 'working language' of Nunavut.

Courses must be offered to non-Inuit who want to work in Nunavut.

Language preservation starts at home.

Government support and recognition of aboriginal languages must improve.

Workplace language instruction (professional development during the workday).

Language classes for parents.

First language only child care centers.

Serious planning has to be done so that language priorities can be identified.

Languages have to be properly promoted and language communities have to feel a sense of ownership of their languages.

On-the-land teaching is required.

Aboriginal languages can be saved if everything is recorded and video-taped.

Benefits of language research and development in maintaining the health of aboriginal languages:

Development and research are a very important part of enhancing aboriginal languages.

A plan of action must be decided upon and resource people must be identified.

Curriculum development is necessary.

There is not enough language development being done. It is important to keep abreast of new technologies in language development.

Action is needed not research.

There are two types of research that are needed: 1) understanding the needs of the language groups which provides a basis to develop strategy 2) understand the unique understandings/ways of knowing that are contained in language (i.e. Traditional Knowledge).

Language research provides a better understanding to service providers of the utility and practice of the language.

Unless research is done we will have no idea what or how much needs to be done to preserve and maintain our languages.

More vigorous research techniques are needed in order to understand how language and culture are inter-related.

Through research weaknesses can be identified and direction and priorities set.

Research should be done on a broad scale.

Not familiar with language research.

Research must be done so people will understand the importance of maintaining the language.

Language research helps to improve the health and identity of the community.

Languages are living, growing entities. To grow a language needs to change, incorporate new word phrases and keep pace with modern times. Research and development are needed to ensure that this happens.

Surveys are good but action has to be taken and the results shared with the people.

Research is only useful if it is acted upon with commitment. The conclusions or mandates must be clear and agreeable to the particular language groups.

The public should always be made aware of any research that is going on regarding aboriginal languages. If people are made aware of the results of the research then action can be taken.

Language research and development help to standardize the writing and understanding of aboriginal languages.

Language research must have community support.

APPENDIX A LANGUAGE COMMUNITY INTERVIEW COMMENTS ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

Role of the Language Bureau in maintaining aboriginal languages in the NWT:

The Language Bureau can publish books written in the aboriginal languages.

The Language Bureau should offer terminology workshops in dialect differences. They should create dictionaries and help the language groups to agree on one writing system.

The Language Bureau should be a source of information. They should work with schools and aboriginal organizations.

The Language Bureau should limit its involvement in interpretation and translation, and this work should be done by the private sector.

Staff at the Language Bureau should be taught how to use the language properly. They should then determine ways to instruct the public in proper terminology.

The private sector should take over the job of the Language Bureau.

The Language Bureau should develop more materials and have more workshops.

The Language Bureau cannot save aboriginal languages - that is not their role.

The Language Bureau should be a Department unto itself that drives the process of preserving and maintaining aboriginal languages.

The Language Bureau should work with the schools to train aboriginal language teachers.

The Language Bureau should do workshops in communities. It should also do continuous development of terminology.

The Language Bureau should play a major role in the development of Inuktitut publications.

The Language Bureau should be replaced by a Language Council which will be responsible for setting direction and priorities regarding aboriginal languages. It will consist of elders and aboriginal people who speak aboriginal languages.

The Language Bureau should be privatized. It should be reformatted to include elders and language specialists.

The Language Bureau must remember that language and culture go hand-in-hand.

The Language Bureau must be the key department which monitors the use of aboriginal languages in other government departments. They must promote use of aboriginal languages in the workplace.

The roles of the Language Bureau should dovetail with other major initiatives (i.e. Community Wellness).

The Language Bureau has little influence on anything. It is out of touch with the communities. It needs to focus on the unique needs of the language groups.

The Language Bureau should be dissolved. It is not necessary.

The Language Bureau should not play a role in developing or maintaining aboriginal languages.

The Language Bureau should change its focus so that it is more community-based. It should focus on supporting language community groups.

The Language Bureau should work more collaboratively with the various communities.

ECE should play a coordinating role in the development of aboriginal languages.

ECE should have a very limited role - they should be supporting regional organizations.

ECE should have curriculum responsibilities only.

ECE should facilitate the takeover process by the communities. They should support the communities.

ECE can provide funding to support aboriginal languages.

Role of aboriginal language communities in researching, developing and promoting aboriginal languages:

Aboriginal language communities should provide direction to the Language Bureau as to how and what should be done in terms of developing and promoting aboriginal languages in the NWT.

Aboriginal language communities should take control.

Language communities should be in the forefront as an advisory body.

APPENDIX A LANGUAGE COMMUNITY INTERVIEW COMMENTS ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

Language communities should set the mandate, oversee language programs and complete the evaluations.

Language money should go to the regions, and the regional offices should work with the communities to design action plans.

Language communities should determine research needs.

The communities have to take action. They should be the strongest promoter and user of aboriginal languages.

Elders from the language communities must be more involved in the development of aboriginal languages.

The aboriginal language communities should create more initiatives.

A local version of the 'language council' should be established in each community.

Language communities should be responsible for researching, developing and promoting aboriginal languages.

Language communities should "walk the talk".

Language communities have to become involved in developing and promoting language if the language is going to evolve properly.

Language communities must play a major role in promoting and using their languages. They must get involved in data collecting, developing and promoting their languages.

Language communities must speak their mother tongue as much as possible.

In order to promote aboriginal languages, language communities must ensure that all research is community based and community driven.

Aboriginal language communities play a critical role...they must develop and promote aboriginal languages through the creation of community working groups.

The role of the aboriginal language communities is to promote aboriginal languages.

Aboriginal language communities must organize more cultural activities.

Language communities should play a lead role in researching the history of language usage in their community.

Language communities should ensure that aboriginal languages are widely spoken.

Language communities must ensure that aboriginal languages are taught to the children.

Language communities must stress the importance of the link between language and culture.

Language communities must ensure that appropriate research is done so that materials will be developed.

Role of key agencies in researching, developing and promoting aboriginal languages:

They would work with the communities to promote the languages.

Key agencies should ask the public what they can do to help preserve aboriginal languages.

Key agencies should promote and enhance aboriginal languages.

Key agencies should play a monitoring function.

The mandate to monitor language development should be given to the key agencies.

The key agencies should advertise aboriginal languages as much possible.

Key agencies should collect research and develop programs and materials.

Key agencies should work together to stress the importance of language preservation. They should also be responsible for the distribution of language materials.

Key agencies should coordinate the effort to promote language.

Key agencies must ensure that aboriginal languages become the primary working languages of the people.

Key agencies at the local level must research, develop, promote and monitor language activities.

Key agencies must support language activities.

Key agencies must be proactive.

Key agencies must ensure that the community voice is heard.

Key agencies must play a support role.

Key agencies have to take direction from the communities.

APPENDIX A - LANGUAGE COMMUNITY INTERVIEW COMMENTS ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

Key agencies should coordinate a "save-our-languages" effort.
The role of the key agencies should be determined at the regional level.

Vision of healthy aboriginal languages:

My vision would be that all people would be bilingual, in the home, the community and the workplace.
People would be proud to speak aboriginal languages.
Aboriginal languages would be spoken by children in the communities.
Aboriginal languages would be kept alive and would be enhanced through traditional knowledge, legends and art.
Everyone uses aboriginal languages and feels totally comfortable doing so.
Aboriginal people take pride in who they are.
Inuktitut must always come first. Standardized written Inuktitut must be adopted as an ultimate goal across the circumpolar Inuit world.
Everyone is able to use their aboriginal language - both at work and in public places.
It will be good when all youth can understand every word elders say to them.
It will be healthy when Inuit actually see the value of aboriginal languages and actively promote them themselves.
When it is used and taught extensively in the school system.
When both TV and radio broadcasts are made in the aboriginal languages.
Teaching our future generations in our own aboriginal languages.
Parents would be teaching aboriginal languages to their children instead of turning that responsibility over to the schools.
Community takes on the responsibility of sustaining the aboriginal languages.
Everyone should be able to speak their aboriginal language so the aboriginal identity and culture are not lost.
Aboriginal languages become the language of business.

Necessary steps in order for aboriginal languages to become healthy:

Use a formal curriculum.
Stronger legislation - our laws need to stress the importance of preserving the aboriginal languages.
Begin at the community level by teaching our children in our language. Strive to be strong and think pro-actively.
More effort and resources should be identified.
If this is going to happen we must listen to and understand our elders.
We must teach aboriginal languages in the colleges and in the schools.
Speak more Inuktitut in everyday life.
Take the time to set appropriate language goals.
Language should be promoted in the various communities.
Use more Inuktitut syllabics.
Consultation should occur first followed by setting out a plan of action with measurable objectives. Dollars should go to the language community groups.
Language awareness, ISL/ESL equivalents, dictionaries and research, a summer language school/institute, bilingual government operations.
Languages need to be taught in school.
Summer programs and workshops need to be offered.
Political support is necessary.
An ongoing language promotion and education campaign is needed.
The creation of the Nunavut Territory will help.

APPENDIX A LANGUAGE COMMUNITY INTERVIEW COMMENTS ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

All parties must have the will to promote and use aboriginal languages.
More teaching and awareness of Inuit history.
Government, aboriginal language groups, communities, and families all need to take responsibility.
Solid plan needs to be developed.
Develop immersion programs and language curriculum.
There has to be commitment from the political groups.
People have to realize that their language is threatened.
Aboriginal languages will be maintained if their usage is enforced at every government level.
A concerted effort has to be made to preserve aboriginal languages.
Annual gatherings have to be held to find out what others are doing.
All expenditures that are available for research and development must be decided upon in a public forum.
Documenting, recording, pictures, publicity and promotions.
More research is not required. A meeting must be held with HQ and regions. Goals must be set and undertaken regionally.

Principles of language research, development and promotion:

Meet legal requirements.
Community ownership.
Sufficient resources.
Cooperation.
Pride.
Ownership and community responsibility.
Culture, values and beliefs.
Involvement of elders.
Reflect the culture.
Language and culture are interwoven.
The owners of the languages will be responsible for saving the languages.
Inclusion of language development in schools is critical.
Language development must be community-based and community-driven.
Policy-based/GNWT
Consistency.
Immersion approach.

Major goals:

Establish a common dialect.
Create an atmosphere where people feel comfortable speaking their language.
Teach culture through language.
Direct and guide the process of increased awareness and utilization of aboriginal languages at all levels.
Revival of the languages.
Ensure that aboriginal languages are taught in schools and at the colleges.
Promote ongoing research and development of aboriginal languages.
Learn the languages fluently and understand them clearly.
Teach aboriginal languages to your children.

APPENDIX A. LANGUAGE COMMUNITY INTERVIEW COMMENTS
ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

Promote and preserve.
Goals coincide with dollars.

Budget devolution:

Yes, budget devolution should happen (there were many other responses that were virtually identical)
This is a good idea.
Not a good idea.
Yes, but money must be spent wisely.

Transition process:

Consultation with Divisional Boards and language groups needed.
Consultation is necessary at the community level.
Political support is required.
Elders should be consulted.
The transition process should occur over three years. Committees should be established to review and approve projects.
One year language commission which will review and make recommendations.
Funding should be devolved to the regional level.
Adult Education Centers should be involved in the transition process to plan, research and help develop programs in conjunction with the key agencies.
The transition process should be put in the hands of aboriginal program developers.
Put all language type people together and devise a plan - standards will be determined together.
Develop a plan for the devolution of language activities to the communities.
Language Centers advise and provide guidance and direction.
Push the money down to the regional level.

Devolved budget and responsibilities:

Give the money to organizations that have 'saving aboriginal languages' as their mandate.
A regional approach should be used and the money should be given to Tribal Councils and Cultural Institutes.
The money should be given to Regional ECE offices to support an Educational Interagency Partnership.
To one grassroots agency in each region only.
To communities so they can develop their own culture and language.
To ICI.
To KIA.
To NTI.
To DCI.
To cultural agencies
Regional ECE offices have the major role of distribution of the budget and establishing policies and setting priorities for accessing the budget.
NRI and regional ECE for community projects.
To language community groups.
To elders.

APPENDIX A LANGUAGE COMMUNITY INTERVIEW COMMENTS ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

Have a language expert be in charge of the money not a bureaucrat.
Distribute the money in the form of a contribution not a grant.
Use the same accountability requirements that are currently used.
Prepare a public annual report on how the money was spent.
Follow up on projects to determine if they have been successful.
Long range plans must be developed.
Set priorities.
Avoid duplication.
An effective process has to be put in place.
Funding is granted on a yearly basis. Organizations write proposals in order to get money.
Monthly reports must be written.
Contribution agreements must be put in place.
Annual published review, regional agency review, public accountability.
Project approval.
Monitoring/compliance/measurable objectives.
Keep reports and records.
Have the organizations who receive the money do monthly reports on how they are spending the money and what they are doing.
Developing contribution agreements with conditions being met.
The money will be spent effectively when everyone is using the aboriginal languages once again.
Regular reporting on progress.
Create an evaluation process that would be used to determine if the goals of the programs were being met.
Establish effective reporting relationships.

Language enhancements:

Programs like the one in Fort Providence are helping to revive the language.
Language courses and resources at Aurora College very useful.
Official language status is a plus.
Media promotion and TVNC are helpful.

Language detractors:

Influx of media, television, comic books etc.
Fluent people have to go into the schools and teach the language using an immersion format as opposed to a core subject approach.
Lack of resource material hurts the development of aboriginal languages.
The format that is used in the schools to teach aboriginal languages does not work.
Aboriginal languages are not widely accepted.

APPENDIX B. GNWT LANGUAGE PROJECTS, PROGRAMS AND SERVICES
ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

The following list of aboriginal language projects, programs and services are examples of what has been developed by the GNWT. This list is offered to provide a clearer definition of what language research, develop and promotion is.

- Standardized Dene writing system (Roman Orthography)
- Public Awareness and Literacy Campaign
- South Slavey Dictionary
- Gwich'in Dictionary
- Chipewyan Dictionary (incomplete)
- Dene Grammar (incomplete)
- Native Languages of the NWT
- Reports of the Dene Standardization Project
- Cree Teacher's Manual and Cree Student Manual
- Dene Alphabet Charts
- Dene Vowels & Diphthong Charts
- Inuit Syllabic Charts
- Aboriginal Writers Workshops Stories
- A Syllabus for Teaching Dene Languages Literacy
- Current Status of Writing Systems for Inuktitut, "Inuinnaqtun & Inuvialuktun"
- Dene Yati Newsletter
- Bureau's Linguist Info Letter
- The Booth (in-house info letter)
- Vowel First Dene Font for Mac/Intosh Computers

APPENDIX B. GNWT LANGUAGE PROJECTS, PROGRAMS AND SERVICES
ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

- Ajuq Font (Inuktitut) for Macintosh Computers
- Workshops with community elders, local language specialists and others
- Terminology including: legal, medical, health, addictions and counselling, parliamentary procedures, land claims, political, elections, educational, environmental, and other miscellaneous terms, etc.)
- Database for Dene languages (ongoing)
- Database for Inuktitut (ongoing)
- Native Language Proficiency Training
- Simultaneous Interpretation Exercises Training
- Basic Computer Training
- Evaluation Methods Workshop
- Language Bureau Basic VT Training Program bands
- Research and Document Vocabulary (terminology)
- Civic, and Legislative Assembly Skills Training
- Literacy Training (in all the aboriginal languages),
- Translation Methods and Interpreting Methods Training
- Practical Orthography Training
- Linguistics 215 (University of Calgary)
- Aurora College/Nunavut Arctic College Classroom Instruction
- Aurora College/Nunavut Arctic College Evaluation of Students (fluency/literacy)
- Aurora College/Nunavut Arctic College Language Workshops

APPENDIX B...GNWT LANGUAGE PROJECTS, PROGRAMS AND SERVICES
ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

- Aurora College/Nunavut Arctic College Aboriginal Literacy
- Aurora College/Nunavut Arctic College Basic and Advanced Linguistics
- Dene Cultural Institute Traditional Knowledge Projects
- Dene Cultural Institute Traditional Justice Projects
- Dene Cultural Institute Traditional Medicine Projects
- Dene Kede Project
- Aboriginal Writers Workshops

APPENDIX C

QUESTIONS FOR LANGUAGE GROUP CONTACTS

1. Describe your involvement and experience in working with the development of aboriginal languages?
2. What is your vision for the use of your language. eg. At home? At work? In the community? In the region?
3. What is the status of your language now? How many people speak it? How many write it?
4. What are you most concerned about with the development and maintenance of your language?
5. What are some of the good things that are happening related to the development and maintenance of the language? What things are hurting the language?
6. What sort of efforts do you believe are required to save, maintain and preserve your aboriginal language?
7. What do you believe are the benefits of language research and development in maintaining and/or enhancing your language?
8. Whose responsibility is language research, development and promotion? Who do you think can help to do this?
9. What role should the Department of Education Culture and Employment play in maintaining or developing aboriginal languages in the Northwest Territories?
10. What role should the key agencies play in researching, developing and maintaining aboriginal languages? ie. Inuit Cultural Institute, Nunavut Tunngavik Incorporated, Dene Cultural Institute, Metis Nation, Dene Nation, Social Cultural institute, band councils etc.?
11. What needs to be done to have aboriginal languages researched and developed in the NWT?
12. What should the principles of the language research, development and promotion program be? eg. Elders have to be involved... Languages must be taught in schools, etc.?
13. Is the form and structure of your language documented? ie. Has the language been dissected and documented in order for linguists to teach it?
14. Are there linguistic specialists for your language? People who understand terminology, morphology and syntax of the language? Who are they?
15. Should the Department of Education, Culture and Employment transfer or decentralize their budget for this program'?

APPENDIX E - GNWT LANGUAGE PROJECTS, PROGRAMS AND SERVICES
ABORIGINAL LANGUAGE COMMUNITY CONSULTATIONS

Interview List

Andy Norwegian
Attima Hadlari
Beatrice Morin
Bella Kay
Benjamin Arreak
Benoit Boutin
Bill Erasmus
Carl Isnor
Clara O'Gorman
Dora Cardinal
Edna Elias
Elik Toolooganak
Gordon Lenny
Guita Anawak
Jessie Lyall
Joanne Barnaby
Joe Ohokannoak
Johnny Kusugak
John Komak
Jonas Allooloo
Josie Tucktoo-Lacasse
Kane Tologanak
Linda Pemik
Linda Tucktoo
Liz Hansen
Lucy Makkgak
Mary Siemens
Mike Shouldice
Miriam Aglukkarq
Nallaq Arnaquq
Nellie Cornoyea
Noah Tiktah
Ollie Ittinuar
Paul Kaludjak
Pauline Pemik
Richard Lafferty
Rose Marie Kirby
Ruth Carroll
Sabet Biscaye
Sarah Tukolik
Simon Awa
Tom Thompson