



# Report

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## **Language Through Generations: We Speak Who We Are**

St. Patrick's High School Gymnasium, Yellowknife, NWT

March 20-21, 2013

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## ACKNOWLEDGEMENT

The Department of Education, Culture and Employment (ECE) would like to acknowledge and thank members of the Aboriginal Languages Symposium Planning Advisory Group for their knowledge and insights throughout the planning process to make the symposium a successful event.

### Aboriginal Languages Symposium Planning Advisory Group:

- **ECE:** Albert Canadien, Director, Official Languages Division
- **Chipewyan:** Sabet Biscaye, Superintendent, Community Relations, De Beers Canada Inc.
- **Chipewyan:** Angie Lantz, Member, Akaitcho Chipewyan Regional Language Committee
- **Cree:** Vance Sanderson, Manager, Cree Language Program, NWT Métis Nation
- **Gwich'in:** Annie Smith, Designated Gwich'in Language Representative
- **Innuinnaqtun/Inuvialuktun:** Cathy Cockney, Manager, Inuvialuit Cultural Resource Centre, Inuvialuit Regional Corporation
- **Innuinnaqtun/Inuvialuktun:** Emily Kudlak, Ulukhaktok Language Officer, Inuvialuit Regional Corporation
- **North Slavey:** Freda Taniton, Executive Director, Sahtu Dene Council
- **South Slavey:** Andy Norwegian, Language Specialist, Teaching and Learning Centre, Dehcho Divisional Education Board
- **South Slavey:** Violet Jumbo, Language Specialist, Dehcho First Nation
- **Technical:** Lucy Lafferty, Technical Language Technician Coordinator, Technical Government
- **Technical:** Wendy Mantla, Technical Language Technician Coordinator, Technical Government

## EXECUTIVE SUMMARY

The Government of the Northwest Territories (GNWT) through the Department of Education, Culture and Employment has initiated the establishment of an Aboriginal Languages Secretariat (ALS) and at same time is developing comprehensive implementation plans with tangible steps forward to support the revitalization of Aboriginal languages and to enhance delivery of government services.

The Department of Education, Culture and Employment (ECE) is undertaking the establishment of the Secretariat through a two phased approach:

- Phase 1 is focused on the establishment of the Aboriginal Languages Secretariat (ALS) through the consolidation of associated Aboriginal language funding to strengthen accountability, internal capacity, and improve the integration of programs and services.
- Phase 2 will look at building community capacity and enhancing the delivery of government services in Aboriginal languages through ongoing business planning and coordination across governments and stakeholders.

Building on our shared knowledge from the 2010 Aboriginal Languages Symposium and past legislative reviews, the ALS implementation plans will align with the *NWT Aboriginal Languages Plan – A Shared Responsibility* goals, objectives, supporting strategies and actions, and take into consideration the recommendations from past *Reviews of the Official Languages Act of the Northwest Territories*.

The 2013 Aboriginal Languages Symposium brought together Aboriginal language stakeholders and provided an opportunity to hear feedback on the establishment of the Aboriginal Languages Secretariat; identify implementation plan priorities; and to share promising practices on Aboriginal language revitalization. The feedback received and captured within this Symposium report will help ensure the Aboriginal Languages Secretariat is focused on providing the right kind of Aboriginal languages program supports and services to communities.

An estimated 154 people participated in the Symposium, including representatives of all Official Aboriginal language groups (with youth and Elder delegates); responsible departments, boards and agencies; special guests; Members of the Legislative Assembly; and ECE staff.

Next Steps Include:

- Establish an Aboriginal Languages Secretariat through re-organization of the existing Official Languages Division
- Develop an ALS Implementation Plan
- Hire three new Regional ALS Coordinator Positions
- Develop Strategic Proposal and Business Plans for new funding for Phase 2

**Note:** *The Symposium offered simultaneous interpretation and many of the notes taken were based on English interpretations.*

## **DAY ONE – WEDNESDAY, MARCH 20, 2013**

### **Opening Ceremony**

Moderator Elizabeth (Sabet) Biscaye opened the Symposium by calling on the Dettah Drummers to perform a prayer song. Following the opening prayer, an elder and youth delegate from Ulukhaktok honoured the participants by lighting the Qulliq.

### **Welcoming remarks**

*The Honourable Jackson Lafferty, Minister of Education, Culture and Employment; Minister Responsible for Official Languages*

Speaking in the Tsch language, Minister Lafferty thanked the organizers of the Symposium. He said it was important to gather information from elders and teach children to speak Aboriginal languages in schools so that the future of youth would be secured. The Minister emphasized that people should work together to preserve and revitalize Aboriginal languages and he hoped that in the future 100% of Aboriginal people would speak their own language. He said much progress had been made since the last Symposium in 2010, including the approval of funding to establish an Aboriginal Languages Secretariat. He noted the Secretariat would be set up in two phases and Symposium delegates would be asked to help shape the Secretariat and the types of programs it should administer. The Minister said he looked forward to hearing what everybody had to say.

*Michael M. Nadli, MLA Deh Cho; Chair Standing Committee of Government Operations, 17<sup>th</sup> Legislative Assembly of the NWT (regrets)*

### **Keynote Address: Language through Generations: We Speak Who We Are**

*Andy Norwegian, Language Specialist, Teaching and Language Centre, Dehcho Divisional Board of the Education*

Mr. Norwegian said he was born in Jean Marie River and fortunate to be raised in the Dene language and culture because he attended a federal day school in his community and did not go to residential school until he was older. He noted that language expresses the core of a person's identity and the interests and values of the culture. Languages have information embedded in them and without cultural experience it is difficult to understand the true meaning of the words.

Mr. Norwegian presented a slide of a verb paradigm from Slavey word "to go" which showed 60 possible forms of the word all of which impart different cultural meanings. Aboriginal languages have gone through cultural shifts so that some Dene words have been changed due to mispronunciation by non-Aboriginal people, such as teachers. This is particularly the case with place names which encompass the history and tradition of a place. Once the name is changed, the history is lost.

A growing shortage of fluent Aboriginal language teachers in the Dehcho will worsen, as many of the long-time teachers are preparing for retirement. An Aboriginal Language and Cultural

Instructor Program, targeted at youth, is needed. Such a program should be experience-based where students are taken out on the land to take part in cultural activities and then learn the language associated with those activities.

Much had been done to preserve the language in the Dehcho, including language curriculum, dictionaries, more culture-based curricula, and the publication of children's books. The Aboriginal language is taught in schools in most communities. Some international Aboriginal models and methods are being successfully used. For example, some Dehcho schools have Slavey immersion, based on the Maori program where youngsters start immersion in HeadStart and then continue it in Grades 1, 2 and 3. Mr. Norwegian also noted that schools cannot revitalize the language by themselves. The involvement of parents and the whole communities is needed and different language groups need to support each other.

## **Aboriginal Language Plan: What We Have Accomplished**

*Albert J. Canadien, Director, Official Languages Division, ECE*

Mr. Canadien gave a power-point presentation that outlined the GNWT's Aboriginal Languages Plan which is the result of the first Aboriginal Languages Symposium in 2010. He noted that strong public involvement and support is needed if Aboriginal language use is to be strengthened. He said the GNWT is committed to preserving, promoting and protecting Aboriginal languages and that work had already begun on some of the actions identified in the plan.

Highlights of the presentation included:

Vision: Aboriginal languages are used extensively, on a daily basis, to communicate in NWT homes and communities, as well as within the organizations and agencies providing services to the public.

Goals:

- Promote Aboriginal language use
- Speak Aboriginal languages
- Write Aboriginal languages
- Provide government services in Aboriginal languages

Challenges:

- Value placed on dominant languages
- Communications and technology
- Recognizing the residential school legacy
- Dialects
- Collaboration and cooperation

Opportunities:

- Dedication and commitment
- The bush and the land
- Government commitment to action
- Lessons learned from language revitalization around the world

#### Supporting Strategies:

- Collaborate and Cooperate in Strengthening Aboriginal Languages
- Provide Aboriginal Language Education and Training
- Enhance Organizational Support for Language Activities
- Utilize Technologies to Support Goals
- Language Planning and Measuring Success

### **Keynote Address: How to Exercise Language Rights When you do not Speak the Language**

*Sarah Jerome, Official Languages Commissioner of the NWT*

Ms. Jerome outlined her responsibilities under the *Official Languages Act* and then spoke about her personal experience with her language. She acknowledged her parents for keeping her in touch with her Aboriginal culture by taking her out on the land and giving her an immersion program in Aboriginal languages when she came home from residential school for summer holidays. Ms. Jerome is now one of 200 Aboriginal speakers left in the Gwich'in Nation. She also acknowledged the work done by interpreter/translators to keep Aboriginal languages alive.

Ms. Jerome listed a number of concerns she has as Official Languages Commissioner. These included:

- The *Official Languages Act* was adapted from federal legislation which only recognizes French and English. It does not work well in a jurisdiction that has nine Aboriginal languages and is spread over a large geographical area.
- The *Act* states that interpreters/translators, fluent in medical terms and technology, should be available at all health centres for first language speakers and this is not the case.
- A plan is needed to provide Aboriginal language services throughout government. All programs should be implemented in the nine Aboriginal languages.
- Interpreters/translators should be available in all departments.
- The *Act* assumes that all speakers of an Aboriginal language live in one place. In fact, people travel and re-locate throughout the NWT. Government should ensure that services are available in all languages everywhere in the NWT.
- The role of the Languages Commissioner was limited in 2004 by amendments which removed responsibilities to promote, protect and revitalize languages from the commissioner's role. Now, the commissioner's only responsibility is to investigate public complaints.
- There is no recourse if the government doesn't follow the provisions of the *Act*.
- Legislative changes are needed to clarify Aboriginal languages rights.
- More training is needed for interpreter-translators.

### **Lunch and Screening: Dene a Journey**

*Amos Scott, Director of Television, Native Communications Society of the NWT.*

Mr. Scott introduced the documentary film *Dene a Journey* which delegates watched during their lunch hour. The documentary film captured the journeys of a few urban Dene reconnecting with their language and culture.

## Aboriginal Language Communities Report Progress on Aboriginal Language Plans

Representatives of seven Aboriginal language communities gave reports on the Aboriginal language activities in their respective regions or areas.

(Note: Most of the reports were delivered in an Aboriginal language and notes taken were based on English translations.)

### Inuvialuktun/Inuinnaqtun/Inuktitut

*Cathy Cockney, Manager Inuvialuit Resource Centre (IRC) in Inuvik*

Ms. Cockney gave a power-point presentation outlining Aboriginal language development in the Inuvialuit Settlement Region. The presentation reviewed the vision that had been presented by the Inuvialuit delegation to the 2010 Aboriginal Languages Symposium. That vision was to make Inuvialuktun/Inuinnaqtun the first languages of the Inuvialuit Settlement Region with everybody using the languages to read, write, and speak. Ms. Cockney then outlined what had been done to achieve that vision.

Highlights of her presentation included:

Significant progress has been made in the creation and development of language resource material this area since 2010, including:

- Continued to create our *Tatqiquit* or calendars each year.
- Published three books: on the traditional place names in the Tuktoyaktuk area; on our ethno-botany; and, on a traditional trail in the Ulukhaktok area.
- Published a book on a traditional Inuvialuit story/legend.
- Published books created for the 2<sup>nd</sup> language curriculum.
- Published a book with *O Canada* with a CD insert.
- Continued to digitize old videos and old family and newspaper photos.
- Completed a number of school and community presentations about research at the British Museum and Smithsonian Institution.
- Created of a webpage about research at the Smithsonian Institution.
- Participated in a working group to digitize the National Film Board's collection of Inuit-content films for distribution to all communities in the region.

The Inuvialuit Cultural Resource Centre hosted a Regional Language Planning Workshop on June 13-14, 2012, for the Inuvialuktun and Inuinnaqtun languages. The workshop adopted the same vision as in 2010 and recommended the following goals:

- Revitalize the language and encourage broader community involvement.
- Ensure adequate and dedicated resources to encourage language revitalization.
- Incorporate technology.
- Strengthen professional language training and education.
- Maintain administration, funding and reporting.

The Language Committee wants to promote use of language by teaching language in skills development so that people can not only live off the land in their language but look after the land, water & environment in their language.



Professionally trained Inuvialuit who are fluent in their languages are needed. Since 2010, 11 people had graduated from the Aboriginal language and culture instruction program.

## **Cree**

*Vance Sanderson, Manager, Cree Language Program, NWT Metis Nation*

Mr. Sanderson noted that many materials had been developed in Cree since the Cree Program was established in 2000. These include dictionaries, cups, cookbooks, t-shirts, calendars, flash cards, language bags and more.

The Cree Language Program has now invested in a camera to make language films. A number of film projects are in the beginning stages. Future goals for this initiative include developing a film plan for the South Slave Region, making cooking shows for community channels, interviewing people for a documentary on language loss, filming winter camps with youth and Elders and making language scripts for films.

Legends are important to Cree culture. The Cree Program has been working on three Cree legend storybooks, based on wisahkechak the trickster, wihtiko and the elder, Snowbird.

Cree language classes, offered by the Cree Program and Aurora College are now in their third year and there has been a good turnout from students of different backgrounds.

The future language goals of the Cree Program are as follows:

- Secure project funding by submitting proposals.
- Plan language films for learning and documenting.
- Complete legend storybooks.
- Develop a current Cree language You Tube channel.
- Promote language online through Facebook by creating page and group.
- Continue working with speakers and translators.

## **T ch**

*Ms. Rosa Mantla, T ch Coordinator, T ch Community Services Agency (TCSA); and, Tammy Steinwand-Deschambeault, Language and Culture Programming Coordinator, TCSA*

Ms. Mantla and Ms. Steinwand-Deschambeault gave a power-point presentation on language activities in the T ch .

(Note: The power-point presentation was not available to the note-taker so this summary is based only on what the delegates said in their presentation.)

Ms. Mantla reviewed the vision and goals in the power-point presentation. She said that there were over 2,000 people in the T ch region and about 1,500 were Aboriginal language speakers. Those that could speak could teach the others, particularly children, by speaking the language to them.

In the T ch , the emphasis is on starting language training in early childhood programs in which pre-schoolers would be spoken to only in the language.

After that, kindergarten and elementary level children would be taught in the language. Children could learn English in the higher grades to make everybody bilingual.

Teachers are developing new materials and encouraging people to use the language. People can heal themselves and each other by speaking the language and teaching each other. They also make use of the healing drum and resources such as the Trappers Lake Spiritual Centre to strengthen their beliefs.

The T'ch' has produced language dictionaries. Language resources materials are also being developed for teachers, interpreters/translators and cultural instructors and this material is being stored in computers. However, more training material was needed for interpreters/translators but there is a lack of funding.

Teachers and cultural instructors who are educated in both the language and English are needed. A computer that can function in the language is also needed.

Ms. Steinwand-Deschambeault went through the key planned actions, listed in the power-point presentation. These included:

- A language centre where everything would be in one place.
- Language immersion to Grade 3. They will start with Grade 1 in fall/2013.
- Address language standardization.
- Language on the land where children could learn according to the T'ch' seasonal calendar. Age-appropriate skills would be taught to children.
- Enhance the T'ch' website.
- Have more public information on the T'ch' language. They are working on an announcement to send to radio stations.

Ms. Steinwand-Deschambeault showed a slide show of the T'ch' Immersion Program which incorporates lots of different activities in and out of the classroom. She said feedback has been very positive. In closing she said it was important to motivate community members to take part in language revitalization. She said it was up to everybody to speak the language to, and around, their children and to push the young people to speak in their language.

## **South Slavey**

*Violet Jumbo, Language Specialist, Dehcho First Nation*

Ms. Jumbo stated she worked for 10 communities in the Dehcho Region and they were preparing documents in the South Slavey language. Language is strengthened by making drums, sewing, going out on land and trapping. A lot of people in the region are working with language out on the land. Others are working with children in the schools. The Dehcho First Nation was keeping track of all the language activities. Last fall, they worked on a document about how to strengthen the language for the betterment of the younger generation and they are continuing to work with community members to strengthen the language.

## North Slavey

*Freda Taniton, Executive Director, Sahtu Dene Council; and Mark Modeste, Projects Manager, Dene First Nation*

Ms. Taniton who works for the four Sahtu communities said their goal is to preserve their language and teach children to pass it on. Some communities are working with children out on the land, teaching them to hunt moose, fish, sew and telling stories in the language. People are also collecting stories from elders and documents and using them to develop materials to help teach the children.

Mr. Modeste gave a power-point presentation about language revitalization efforts in Dene. It included a video of Dene youth Mitchell Naedzo learning how to speak North Slavey from his auntie in which Mitchell talked about how important his language is for him and showed that youth could make a difference.

Dene is trying to revitalize the language but it is difficult to get people interested because there is so much competition from media etc. Culture-based projects have been the most successful.

These include:

- More than 35 stories from elders have been transcribed and translated.
- Local radio station runs stories and announcements in Slavey.
- Aboriginal broadcasting for older workers.
- Dene Denewa Ked'e has been taught to pre-schoolers since 2010.
- Materials, games and activities have been created to help with early childhood language development.
- Traditional activities such as storytelling and cooking with elders in the language.
- Development of booklets and other materials for kids to learn from outside of school.
- Plans for a Dene Denewa Ked'e pilot project to run from April 1, 2013 to March 31, 2014.
- Plans to create a mobile language app that can be used in the community's language nest.

## Gwich'in

*William Firth, Member, Gwich'in Sidi*

Mr. Firth said he wanted to learn his language ever since, as a little boy, his grandmother would tell him stories and he was ashamed because he couldn't understand. He is still trying to learn it and does his best to speak. He has been working with the language for a long time but is afraid the language is dying. If everybody prayed and worked together, perhaps the language would survive.

Mr. Firth stressed the importance of Elder's knowledge but noted that the Elders were passing on. The Gwich'in obtains help from Alaska and Yukon to do Aboriginal language work. It is important to think about young people and use computers in language work.

There is only one person teaching language from kindergarten to Grade 12. The few who work in language are often told there isn't enough money and this makes it more difficult.

## Chipewyan

*Angie Lantz, Member, Akaitcho Chipewyan Regional Language Committee*

Ms. Lantz said there was a limited amount of money available to the region. There is one regional language coordinator who resides in Deninu K'ue but because of limited funding, the duties are attached to another position such as a recreation coordinator. However, the region had managed to accomplish some things such as a Deninu K'ue dictionary and a bush school. In addition, Dettah N'dilo are working on a dictionary and recording elders stories.

Ms. Lantz gave a power-point presentation on the Chipewyan Regional Language Plan. Highlights included:

Primary Objective: To keep the Chipewyan Language alive and strong and to have members speaking the language in their daily lives.

Goals & Objectives:

Language Revitalization:

- Preserve, maintain and distribute Elders' stories and traditional language knowledge.
- Recognize language as historical records.
- Produce genealogies.
- Demonstrate use of traditional knowledge.
- Involve media in learning the language.

Language Immersion:

- Provide opportunities to participate in on-the-land programs/camps.
- Traditional skills such as sewing, cooking, making garments/tools.
- Increase access to languages through technology.
- Promote use of language in schools.

Community Involvement and Support:

- Develop a communications plan to share information throughout the region and with members.
- Develop and maintain partnerships.

Support for Regional Planning: A comprehensive annual plan is needed to outline community programming and overcome difficulties such as the wide dispersal of Chipewyan communities, isolation, inadequate resources, lack of communication and co-ordination between communities and to support capacity to deliver programs and activities.

Representation in Decision-Making: Ensure that Elders are appointed to committees and are involved decision-making and that support exists for these positions.

## **Aboriginal Languages Secretariat Implementation Plan: *We Need Your Input to Shape Our Plans***

*Gabriela Eggenhofer, Deputy Minister, ECE*

Ms. Eggenhofer noted that the NWT had a complexity of culture and languages and the fact that all 11 official languages are spoken today was wonderful. She congratulated the regional language coordinators for the presentations on the regional language plans which she said were full of phenomenal ideas and thanked the organizers of the Symposium.

ECE has about \$13 million to spend on revitalization of Aboriginal languages and ECE is now looking for input on how to shape the NWT Aboriginal Languages Plan. Ms. Eggenhofer encouraged all delegates to put forth their ideas.

### **Presentation on the Aboriginal Languages Secretariat Implementation Plan**

*Benjamin Scott, Associate Director, Official Languages Division, ECE*

Mr. Scott gave a power-point presentation on the establishment of the Aboriginal Languages Secretariat and Implementation Planning in preparation for discussions in breakout groups on Day Two of the Symposium.

NWT Context/Operating Environment:

Governance structures have evolved and continue to evolve in the North. We heard recently that the GNWT reached a devolution agreement with the Government of Canada. Aboriginal governments in the NWT are not only major landowners who control significant natural resources; they are also taking back control and responsibility in the areas of education, health, and social services through modern day self-government agreements. The role and responsibility of the GNWT with respect to language and culture continues to evolve as Aboriginal governments reclaim the responsibility to govern their own educational institutions.

It is important to know the needs of each Aboriginal language community and work in close partnership to find the solutions that work best for them. A couple of examples of this type of work underway includes the development of the NWT Aboriginal Languages Plan; and the development of Regional Aboriginal Language Plans. Now that the big picture is mapped out with clear visions, good advice and strategies, focus must be on implementation. An important part of implementation planning is about identifying and setting priorities. This helps to focus efforts on actions that will have the greatest impact and return on investment for the limited resources and capacities that we have.

A few facts and statistics highlighted included:

- 9 Official Aboriginal Languages
- 33 Communities; 43,000 Population; 50% Aboriginal
- 7,290 have Ability to Converse
- 49 Schools; 800 Educators; 8,350 students
- Declining Aboriginal Language use by 18% over past 20 years

### Part 1 – Aboriginal Languages Secretariat:

- Establishment of an Aboriginal Languages Secretariat is an important first step to coordinate future work.
- Will be done in two phases. In Phase One all Aboriginal languages funding will be consolidated to strengthen coordination, internal capacity, integration and accountability. Phase Two will look at building community capacity and improving delivery of services in Aboriginal languages.
- The Secretariat's mandate will be to act as a central agency to implement, manage, coordinate and monitor the GNWT's Aboriginal language programs and services.
- ECE wants input to validate the mandate and priorities for the proposed implementation plan.
- In line with GNWT's priority to decentralize government, the Secretariat will create three new regionally-located coordinator positions to help strengthen coordination, support program and service delivery, help with monitoring and reporting and promote Aboriginal language use. ECE wants input on how these positions can be used to better coordinate Aboriginal language programs and services at a regional/community level and between stakeholders.

### Part 2 – Promote, Speak and Write:

There are a number of complementary strategies within ECE with common challenges such as the need for standard Dene orthographies, lack of Aboriginal language curriculum, number of qualified language teachers, quality of language programs, growing need to increase the number of qualified interpreters/translators.

These include (investment in brackets):

- Aboriginal Language Literacy (About \$300,000)
- Early Childhood Development in Aboriginal Languages (About \$970,000)
- K-12 Aboriginal Language and Culture Based Education/Teaching & Learning Centres (Close to \$9 million)
- Adult and Postsecondary Education and Training in Aboriginal Languages (About \$1.5 million)
- Aboriginal Language Broadcasting (About \$450,000)
- Aboriginal Culture (About \$200,000)
- Partnerships with Aboriginal Language Communities (About \$2 million)

The Aboriginal Languages Revitalization Board advises the Minister on the development and delivery of Aboriginal languages programs and initiatives that promote, enhance, maintain and revitalize Aboriginal languages. This Board includes a representative for each of the nine Official NWT Aboriginal languages.

### Part 3 – Government Services:

Aboriginal Languages Secretariat Implementation Plan is to be aligned with NWT Aboriginal Languages Plan goal to deliver government services in Aboriginal languages. The Aboriginal Languages Secretariat will be responsible for coordinating and monitoring GNWT-wide implementation of the *Official Languages Act*, policies and guidelines for official Aboriginal languages.

The Official Languages Board includes one member representing each of the 11 Official Languages and advises the Minister on matters related to administration and delivery of Official language services by the GNWT.

#### Part 4 – Measuring Success:

Part of the Aboriginal Languages Secretariat Implementation Plan will be focused on measuring our success. Strengthening monitoring and reporting will help determine whether the planned actions and activities are successful or what can be done to continually improve programs and services offered. It will be important to hear from stakeholders what our targets should be.

#### Part 5 – Innovation in Aboriginal Languages:

Innovation and communications technology is growing and providing new opportunities for innovation and initiatives in Aboriginal languages and cultural programming. In the context of the growing digital economy and new media platforms, there is opportunity to think outside the box and be strategic about how we promote, integrate and use Aboriginal languages on a daily basis in the North. The government would like to hear your views on how we can harness talent and prepare for growing opportunities in the digital economy.

## **DAY TWO – THURSDAY, MARCH 21, 2013**

### **Breakout Groups – Stakeholder Feedback on Aboriginal Languages Secretariat Implementation Plan**

Five consultation sessions were organized under the following topics:

- Establishing the Aboriginal Languages Secretariat
- Promoting, Speaking and Writing Aboriginal languages
- Providing Government Services in Aboriginal languages
- Measuring Success
- Innovation in Aboriginal Languages

Symposium delegates were divided into 10 groups and each group rotated through the sessions so that everybody had an opportunity to spend 30 minutes discussing each topic. This allowed each group to build off the ideas of the previous group.

### **Luncheon Keynote Address: Language Through the Generations: Learning from the Outside**

*Dr. Keren Rice, Professor of Linguistics, University of Toronto*

Dr. Rice gave a power-point presentation which outlined various approaches to preserving indigenous languages in different parts of the world.

Highlights included:

Well-known models (Breath of Life; Master-apprentice; Immersion; Elders, parents and babes)

- Breath of Life Workshop, offered to California Indians whose language has no speakers but which has been documented.
- Master Apprentice Language Learning Program, designed by Advocates for Indigenous California Language Survival which trains pairs of people to live their daily lives together in the language.
- Master-Apprentice Program in British Columbia where fluent speakers are partnered with committed learners in an immersion environment in the home and on the land.
- Language and Culture Programs where Elders, youth and children are immersed in their language and culture through activities that transmit traditional knowledge.
- Pre-school Language Nest where young children are immersed in the language.
- Immersion program for adults on the Six Nations Grand River territory in Ontario that teaches the language and creates speakers.
- The Akwesasne Freedom School, founded by Mohawk parents, which has adopted an immersion curriculum.

#### Working Together

- Various examples of language revitalization projects in the Coast Salish Communities of Vancouver Island where elders had a lead role as the researchers.
- Projects in the Cayuga including Cayuga: Our Oral Legacy (COOL) conference; outreach programs, archiving of elderly fluent speakers, ceremonial speeches at the longhouse, analysis and presentations modeled on medicine societies.

#### Small is Beautiful

- Story of Daryl Baldwin who learned his language from documentation and then got a degree in linguistics.
- Story of a family in a Mohawk community near Montreal who taught their Kanien'k h a language to their third child.
- Ciimaan: Anishinaademowin Learning Community which stresses development of transferrable job skills, leadership development through language activism and introducing language in a variety of different places.

#### Challenges

- Community politics, sustainability, trust, listening, overwhelming numbers, knowing what's right at a particular place and time.

#### Myths

- They won't speak English well
- Language is too hard to learn
- I make too many mistakes won't ever be fluent
- The children reject it
- The language will change and that is not good



## Presentation of Results from Breakout Sessions

### Part 1 – Establishing the Aboriginal Languages Secretariat

*Facilitators/presenters: Dawn McInnes; Karen Wright-Fraser*

What do you think the primary functions of Aboriginal Secretariat should be to better support Aboriginal language revitalization?

- Bring back the language bureau!
- Financial control
- More positions and training in small communities
- Language & resource centres
- A language ombudsman
- Record Elders stories
- Develop a needs protocol
- Liaison with regional centres
- Cross-cultural awareness from both sides
- Provide communities with overview of programs and services
- Multi-year funding
- Accountability for funding
- Professional development
- Training in technologies

What kind of programs and services should the Aboriginal Languages Secretariat provide to Aboriginal language communities, stakeholders and the public?

- Employ Aboriginal people with knowledge of culture, tradition and protocols.
- Consult with people, especially fieldworkers.
- Accessible one-stop shop.
- Workshops and training for translators are high priority.
- Community and land-based workshops.
- Help with proposal writing etc. at community level.
- Awareness of language secretariat: inform people of its roles & responsibilities.
- Send out list of services and opportunities to people in regions.
- Distribute information by Facebook, website, public service announcements and posters.
- Make sure people know who to contact in government,
- Knowledgeable language people in all areas of GNWT.
- Universal font in Unicode form.
- Funding to study linguistics.
- Funding should not be distributed through political organizations but provided directly to cultural/language associations.

Three new Regional Aboriginal Languages Secretariat Coordinator Positions. How can these positions help to better coordinate Aboriginal language programs and services at a regional or community level?

- Work closely with existing regional coordinators in communities.
- Find more money.
- Help with reports and writing.
- Must know the health of the languages at all time.
- Community needs and assessments.

- Community context in doing language work.
- Should be five, not three coordinator positions.
- Advocates for the communities who are speakers of the language in North, Central and South NWT.
- Training.
- Youth/Elder mentoring.

How can these positions help to strengthen coordination between governments, educational institutions, Aboriginal language partners and stakeholders?

- Catalogue inventory of speakers in community.
- Collect data and survey regularly.
- Avoid service duplication.
- Create links with youth and elders.
- Home-to-home survey of languages in each community to get clear picture of needs.

In what ways does your language community need more coordination support for the delivery of language programming and activities?

- More training in health terminology.
- Encourage children to speak at home.
- On-land programs for everybody.
- Base camp in each community where there are always elders for people to visit whenever they want.
- Improved communication.
- Transparency.
- Co-ordinate roles and responsibilities.
- Regional language clans.

## **Part 2 – Promote, Speak and Write Aboriginal Languages**

*Facilitators/Presenters: Gladys Norwegian; Susan Hopkins*

General comments:

- More questions than answers: Where is their input going to go? Will the Secretariat be independent of ECE? Will it include only education or other areas as well? Will it be like the French Secretariat? What is the master plan? How will it be funded? Will the Secretariat be a one-stop shop?
- Funding needs to be addressed: existing funding formula needs to be looked at, starting at the national level so there is no disconnect between projects. Funding should be simpler and should be available to communities. The lack of multi-year funding slows down the process. People tired of being held up by last-minute or lack of funding.
- Secretariat should have an online and physical resource centre where people could share success stories and ask for help with things like proposal-writing. This could include translation resources, shared newsletters, audio files, videos, examples of signage, all housed in one place. It should be a publisher of resources for Aboriginal language training.
- Get the Unicode font up and running.

Aboriginal Language Literacy:

- Create language resources, programs and core curriculum.

- Language must be spoken in the home and community to break the habit of speaking English.
- Push language use in the workforce.
- Teach languages to children and teach adults how to work with children. Elders should take the role of professors.
- Develop community awareness and make decisions at the community level.
- Promote language in public places, particularly where kids go.
- Reach out to families, using methods such as home visits.
- Oral/natural language is important and there should be mentors/models in each community. Make use of technology: Social media; TV resources in Aboriginal languages; Aboriginal language apps.
- Artists and musicians also have a role in language.
- Scholarships to study linguistics.
- Community immersion.
- We need to empower ourselves as Aboriginal people and make sure all our kids are proud of themselves. Don't separate culture, land and language. Value nomadic learning. Prioritize language as central to young people's identity.
- Priority: People training in various programs need to take language courses and they need to have a solid understanding of the native perspective. Training for translators is also needed. Elders should take the lead in training.

#### Early Childhood Development in Aboriginal Languages:

- Provide funding for more immersion programs and resources for early language development.
- Languages nest-immersion.
- Elders should direct the curriculum and be the centre of decision-making.
- Don't use English as an easy way out. English should take second place.
- Ensure that Aboriginal language signage is correct.
- Help parents understand the importance of Aboriginal languages and of being role models.
- Train language workers/interpreters to go into communities. Translators should be educated in policy.
- Provide funding for more Aboriginal language teachers. Teachers and substitute teachers should be fluent in the language.
- Promote the idea that leaders should speak the Aboriginal language.
- Develop resources for teachers to learn the languages.
- Have linguists available to travel to communities
- The Secretariat should promote the history and culture of the people in the area.
- Community members must make the effort to get involved in language activities such as after-school programs.
- Incorporate Aboriginal language into prenatal programs.

#### K-12 Aboriginal Language and Culture-Based Education/Teaching and Learning Centres:

- Have immersion programs from K – 12.
- Provide support for parents to help their children speak the language. Language must be spoken at home.
- Teach non-aboriginal teachers culture and language and integrate the curriculum.
- Work with the existing curriculum and make it fit for each region. Use Dene Kede.
- Language instructors need to be stronger in assessment.

- Need more funding for Elder-based programs.
- Have Elders teach the language so the feeling behind the words is Aboriginal.
- Have more time in school to learn the language.
- Develop a method of ensuring that people can provide continuous input.
- Have Health and Social Services hearings in the Aboriginal language.
- Educate I/Ts.
- First five years of school should be taught in the Aboriginal language. This should be done on the land once they are older.
- Red tape-insurance, on the land programs.
- Have staff speak in their own language.

#### Adult and Postsecondary Education and Training in Aboriginal Languages:

- The Secretariat and GWNT should start a conversation with the schools to ensure that existing resources are being used in the schools.
- The communities should have ownership of the programs. Government should consult with the people.
- Look at full immersion.
- Define and diversify immersion.
- Renew the education system to include high-quality programs in Aboriginal languages so that the languages are taught along with the English curriculum and meaning is brought into the instruction.
- Funding for Early Childhood workers and staff.
- Create computer, phone programs in the languages.
- Recognize people for art, languages, etc.
- More opportunities to learn the languages.

#### Aboriginal Broadcasting:

- Have a Sesame Street-type program for Aboriginal languages.
- Radio can support languages but too many English words are being used in radio broadcasts. Training is needed so people can be more fluent in the language. Less Country & Western music and more Aboriginal songs and music. Be strong in both cultures.
- Telephone recordings could be in different languages.
- Have local radio stations train older workers in the language and record Elders' stories.
- Have TV and radio programs in the language.
- Social marketing to engage and promote Aboriginal languages (grassroots movement)
- Inspire generations to speak the language
- Language integration into schools, TV, etc.
- Create TV shows, apps, technology, etc. - 21<sup>st</sup> century thinking.
- High quality programs in the languages

### **Part 3 – Provide Government Services in Aboriginal Languages**

*Facilitators/Presenters: Karen Willy; Amanda Mallon*

In what ways can the Aboriginal Languages Secretariat better coordinate Aboriginal language services within and outside government?

- The Secretariat needs to be accountable.

- Data sharing area to serve as a clearinghouse of information.
- Ensure that elders who support in languages are not adversely affected by the support – no claw-backs from other benefits.
- Interpreters should be part of government services and problems with accuracy should be addressed.
- Positions should be in regions, not in Yellowknife.
- The Aboriginal Languages Symposium should travel around.
- Single window of services in communities.
- Multi-year funding and it should be distributed in a lump sum, instead of quarterly.
- Languages Commissioners should have the ability to help communities with language revitalization.
- Important to have translators available to help people dealing with the justice system and to go with people on medical travel.

What do you think the Aboriginal Languages Secretariat's top priorities should be to enhance government services in Aboriginal Languages?

- It's hard enough already, don't make it harder.
- Accreditation/standards for translators/interpreters: hours, duties, fee structures, skill sets, prior experience etc.
- Government should provide training for translators/interpreters.
- Terminology that refers to technology needs to be reviewed.
- Unicode Font.
- Signage in Aboriginal Languages.
- Honour languages by making sure they put proper names in computers.
- Focus on training youth.
- Use music/dance/radio/arts to engage people in the languages.
- Population is aging so we need to train personal care workers in Aboriginal languages so that Elders don't have to live in institutions.

Should the Official Languages Board and the Aboriginal Languages Revitalization Board be amalgamated? Why or why not?

- Not enough information to make this decision so no consensus emerged.
- There is an issue of trust because of past processes where people have made the same recommendations and not been listened to.
- There is a concern about funding and more bureaucracy.
- If the boards amalgamated, the revitalization piece might be lost.

#### **Part 4 – Measuring Success**

*Facilitators/Presenters: Tom Aikman; Michael Ewen*

How can the Aboriginal Languages Secretariat work with its partners to improve monitoring and reporting of Aboriginal language programs and services?

- Secretariat needs to work with organizations to identify roles and responsibilities, principles, goals and strategies. It's difficult to monitor and identify areas of growth if people are not clear about their roles and responsibilities.
- They need to report back to their partners.
- There is a concern that there might be a requirement for enhanced reporting to the Secretariat. People already have lots of reports to write.

The Secretariat should collect the information so people will not have to stop working in program delivery in order to write reports.

- There should be reporting templates so people know what to expect.
- Education authorities, youth organizations and elders should participate.
- Targets should be developed at the grassroots level.
- The Secretariat needs to have the authority to negotiate with the Federal Government for more money.
- Communications strategy for reports so that people can find out what is effective. It is mandatory that the communications be carried out by Aboriginal people.

What are appropriate targets for Aboriginal languages in the NWT? Does one size fit all or do we need different targets and objectives for each Aboriginal language?

- Look to other jurisdictions like Quebec to identify targets.
- The targets should be based on how predominate the language is in any particular region. This may differ from region to region.
- Establish standards of excellence for translation.
- Have a language curriculum with clear outcomes at each grade level.
- Develop clear documentation of languages through archives & dictionaries that can be available for future reference.
- Different challenges are faced by different languages. One size does not fit all.
- Train the next generation of language specialists.
- Use of the land in teaching languages is a major target but what about funding for land-based programming?
- Need to honour Elders who know the language.
- Cross-cultural awareness so people are aware of the linguistic needs of communities.
- There should be ways for Aboriginal young people to be aware of their own cultural backgrounds.

What are culturally appropriate measures of success in Aboriginal languages?

- Data needs to be collected to determine if people are making progress.
- Sense of the language being alive where the language is used for communication and people speak from the heart, not in translation. When youth achieve that, it's successful.
- Elders can promote success from a cultural perspective. We need to work with elders to identify measures of success so they can give feedback and guidance for future emphasis.
- Make students/youth aware of meaning behind traditional songs and stories etc.
- Experience the language from five senses. We need to taste it as well, food is part of tradition.
- Reporting of measures should not be done in pie charts but pictographs.
- Success should be evaluated by fluent speakers.
- Each region should identify its own measures of success. The elders within specific communities should determine what's appropriate.
- There should be a connection between school setting & language instruction. The best immersion is immersion on the land.
- Success should be measured through the role of oral tradition with Aboriginal communities rather than through tests. Success should be measured through conversations with Elders and they will know more than bureaucrats.
- The skills attached to the language should be relevant to what people actually do in their day to day lives.

- Recognize equivalencies. For example, traditional knowledge is equivalent to other curriculum

How will we know when we are successful?

- When kids use the language every day.
- When the number of learners increase.
- When the number of people in land and traditional skills programs increase.
- When there are more competent translators.
- When the amount of Aboriginal language material compares to the amount of other material.
- When new technology has been incorporated into the language

## Part 5 – Innovation in Aboriginal Languages

*Facilitators/Presenters: Laurence Pouliot; Adrian Richards*

What type of innovative pilot projects can be developed in the NWT to promote Aboriginal language use through digital media?

- Language fairs.
- Oral traditions and oral history.
- Videos showing Aboriginal language speakers such as elders.
- Animation software and digital changes of voices. We can learn from Dora and SpongeBob.
- Rosetta stone method.
- Use Facebook, YouTube, Skype. But policies need to be changed so this media can be accessed at work to be updated.
- Interactive online atlas.
- Digital keyboards, dictionaries, grammars.
- Podcasts and radio.
- Storytelling competitions.
- Websites but not boring ones like the government's.
- Rap in Aboriginal languages.
- Apps for dialect.

What type of skills training in digital media should be made available in the NWT to support development of Aboriginal language and culture content in digital media?

- Door-to-door and one-on-one training with elders on video.
- Send people to communities to deliver training.
- One GNWT worker could train people across the NWT in all technologies.
- Interpreter translators could access training online so they wouldn't have to travel.
- Language trainers should not assume that people have digital skills.
- Reliable, high-speed internet in all communities.
- Skills in audio-video production and web-technology.
- Move with the times and develop words in Aboriginal languages to reflect digital age.
- Local training in app development and proposal writing for everybody, including elders.
- Centralized resources like a bank.
- A government how-to manual.
- Dene Kede by season using pictures and videos.

- Taking school onto the land for longer periods of time like home-schooling.
- Challenge youth for ideas and get them involved in leading projects because they are so good in digital technologies.

Following the final presentation, Moderator Sabet Biscaye asked if there were any additional issues from the floor. Issues raised included:

- NWT should send contingents to international Aboriginal language conferences.
- Process should be driven by the communities and stakeholders and carried out by the Secretariat.
- There should be an Aboriginal language program within the government so that government workers can learn the language in the system.
- Young people should be taught the nomadic way of life out on the land.

## Question and Answer Period

*Question and Answer Plenary Panel Included: Minister Jackson Lafferty; Gabriela Eggenhofer; Albert Canadien; Benjamin Scott*

There was a short question and answer period where Symposium delegates had the opportunity to get clarification on GNWT Aboriginal languages initiatives and plans.

## Closing Comments and Prayer

*Honourable Minister Jackson Lafferty*

Speaking in the T'ch' language, Minister Lafferty thanked everybody who had participated in the Symposium. He stressed the importance of preserving the Aboriginal languages and said that if everybody worked together, all would be stronger. Input from the Symposium was needed in order to move forward. He will do everything he can to get more funding to support Aboriginal languages. There may be more money available from the federal government. Minister Lafferty encouraged everybody to speak their Aboriginal languages whenever possible and to take their children out on the land and teach them the languages. In closing, he thanked the organizers of the Symposium and all those who worked to make it a success.

*Moderator Sabet Biscaye*

Ms. Biscaye closed by reminding delegates that the whole community must take responsibility for languages. She said there lots of available resources and advised people to use them all, including resources offered by industry. People should remember that involvement of elders in language preservation and revitalization is critical as the elders are the ones who know the thinking and perceptions behind the language. You don't always need money to learn your language and that people in some cultures maintain their languages by speaking it to their children. In closing, Ms. Biscaye said that it was up to everybody to make the effort to speak their language and people will preserve the language when they speak it in all their activities. "Keep up the good fight. We've made a lot of progress. Celebrate your successes."

Margaret Leishman led the Symposium in a closing prayer.



## APPENDIX A: SYMPOSIUM AGENDA



### ***“Language through Generations: We Speak Who We Are”***

St. Patrick’s High School Gymnasium, Yellowknife, NT  
March 20 and 21, 2013

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Co-Chairs:	Honourable Jackson Lafferty Minister of Education, Culture and Employment and Minister Responsible for Official Languages
	Michael M. Nadli, MLA Deh Cho Chair, Standing Committee on Government Operations, 17 <sup>th</sup> Legislative Assembly of the NWT
Moderator:	Elizabeth (Sabet) Biscaye

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**Day One:                    Wednesday, March 20, 2013**

<i>Time</i>	<i>Activity</i>
9:00 a.m.	<b>Opening Ceremony</b> <ul style="list-style-type: none"> <li>❖ Prayer Song: Dettah Drummers</li> <li>❖ Welcoming: Chief Edward Sangris, Yellowknives Dene First Nation, Akaitcho Territory</li> <li>Lighting the Quillik: Phylcia Kagyut</li> </ul>
9:30 a.m.	<b>Opening Remarks:</b> <ul style="list-style-type: none"> <li>❖ Honourable Jackson Lafferty, Minister of Education, Culture and Employment and Minister Responsible for Official Languages</li> <li>❖ Michael M. Nadli, MLA Dehcho; Chair, Standing Committee on Government Operations, 17<sup>th</sup> Legislative Assembly of the NWT</li> </ul>
10:00 a.m.	<b>Keynote Address: “ Language through Generations: We Speak Who We Are”</b> <ul style="list-style-type: none"> <li>❖ Andy Norwegian, Aboriginal Languages Specialist, Deh Cho Divisional Board of Education</li> </ul>
10:30 a.m.	<b>Health Break</b>
10:45 a.m.	<b>Aboriginal Languages Plan: What We Have Accomplished</b> <ul style="list-style-type: none"> <li>❖ Albert Canadien, Director, Official Languages Division, ECE</li> </ul>



11:15 a.m.	<p><b>Keynote Address: "How to Exercise Language Rights When you Do not Speak the Language"</b></p> <ul style="list-style-type: none"> <li>❖ Sarah Jerome, Languages Commissioner of the NWT</li> </ul>
12 Noon 12:15 p.m.	<p><b>Lunch</b></p> <p><b>Screening: Dene a Journey</b></p> <ul style="list-style-type: none"> <li>❖ Amos Scott, Director of Television, Native Communications Society of the NWT</li> </ul>
1:00 p.m.	<p><b>Aboriginal Language Communities Report Progress on Aboriginal Languages Plans (15 minutes each)</b></p> <ul style="list-style-type: none"> <li>❖ Inuvialuktun/ Inuinnaqtun/Inuktitut</li> <li>❖ Cree</li> <li>❖ Tłı̨chǫ</li> <li>❖ South Slavey</li> <li>❖ North Slavey</li> <li>❖ Gwich'in</li> <li>❖ Chipewyan</li> </ul>
2:45 p.m.	<p><b>Aboriginal Languages Secretariat Implementation Plan: <i>We Need Your Input to Shape Our Plans</i></b></p> <ul style="list-style-type: none"> <li>❖ Gabriela Eggenhofer, Deputy Minister, ECE</li> </ul>
3:00 p.m.	<b>Health Break</b>
3:15 p.m.	<p><b>Presentation on the Aboriginal Languages Secretariat Implementation Plan</b></p> <p>Part 1: Establishing the Aboriginal Languages Secretariat</p> <p>Part 2: Promoting, Speaking and Writing Aboriginal Languages</p> <p>Part 3: Providing Government Services in Aboriginal Languages</p> <p>Part 4: Measuring Success</p> <p>Part 5: Innovation in Aboriginal Languages</p> <ul style="list-style-type: none"> <li>❖ Benjamin Scott, Associate Director, Official Languages Division, ECE</li> </ul>
4:15 p.m.	<p><b>Prepare for Breakout Group Sessions on Day Two, Review of Process / Day's Closing</b></p> <ul style="list-style-type: none"> <li>❖ Elizabeth Biscaye, Moderator</li> </ul>

**Day Two: Thursday, March 21, 2013**

<i>Time</i>	<i>Activity</i>
8:30–8:45	<p><b>Overview of Workshop Process / Q &amp; A's</b></p> <ul style="list-style-type: none"> <li>❖ Elizabeth Biscaye, Moderator</li> </ul> <p>Breakout into 10 Pre-Assigned Groups</p>



	There will be 10 sessions occurring simultaneously Each group will rotate through Sessions 1 to 5 every 30 minutes
9:00 a.m.	<b>Breakout groups - Stakeholder Feedback on Aboriginal Languages Secretariat Implementation Plans 5 Rotations (30 min each)</b>
9:00-9:30	Session 1
9:35-10:05	Session 2
10:05-10:20	<b>Break (15 Min)</b>
10:20-10:50	Session 3
10:55-11:25	Session 4
11:30-12:00	Session 5
	<i>Note: Please see Group Lists and Breakout Schedule / Room Assignments for more details.</i>
12 Noon	<b>Lunch</b>
12:15 p.m.	<b>Keynote Address: “Language Through the Generations: Learning from the Outside”</b> ❖ Dr. Keren Rice, Professor of Linguistics, University of Toronto
1:30 p.m. –	<b>Presentation on Results from Breakout Sessions (15 minutes each)</b>  Part 1: Establishing the Aboriginal Languages Secretariat Part 2: Promoting, Speaking and Writing Aboriginal Languages Part 3: Providing Government Services in Aboriginal languages Part 4: Measuring Success Part 5: Innovation in Aboriginal Languages  <b>Reporters will be selected for each session topic.</b>
3:00 p.m.	<b>Health Break</b>
3:15 p.m.	<i>Question and Answer Period</i> <i>What has the Government been asked to commit to? How will we move forward?</i> ❖ Gabriela Eggenhofer, Deputy Minister, ECE
4:00 p.m.	<b>Closing Remarks by Co-Chairs</b>
4:15 p.m.	<b>Draw (You must fill out and submit the Questionnaire Survey on Innovation to be entered to win an iPad)</b>  <b>Closing Prayer</b>
4:30 p.m.	<b>Media Opportunity for Co-chairs</b>

## APPENDIX B: PARTICIPANT LIST

Last, First Name	Community
Aikman, Tom	Yellowknife
Akhiatak, Donna	Ulukhaktok
Amos, Beverly	Sachs Harbour
Anderson, Sarah	<u>Tuktoyaktuk</u>
Apples, Harry	Behchoko
Baillargeon, Alfred	Dettah
Bannon, Sarah	Yellowknife
Baron, Vanessa	Yellowknife
Bayha, Mandy	Fort Simpson
Beaver, Joline	Fort Smith
Bell Isaiah, Dawn	Ft. Simpson
Bell, Jackie	Yellowknife
Cayen, Rosaline	Hay River Reserve
Berthier, Lisa	Yellowknife
Betsina, Dianne	Ndilo
Biscaye, Anne	Yellowknife
Biscaye, Elizabeth (Sabet)	Yellowknife
Bran, Eleanor	Yellowknife
Bromley, Bob	Yellowknife
Buckle, Annie	Aklavik
Cameron, Barb	Yellowknife
Canadien, Albert	Yellowknife
Carpenter, Les L.	Yellowknife
Catholique, Bertha	Lutsel K'e
Catlin, Susan	Yellowknife
Cazon, Mary Jane	Ft. Simpson
Charlo, Mellissa	Dettah
Cleary, Sarah	Yellowknife
Cockney, Cathy	Inuvik
Constant, Victor	Ft. Providence
Day, Peggy	Inuvik
Drygeese, Bertha	Dettah
Drygeese, Bertha	Ndilo

Last, First Name	Community
Drygeese, Lena	Dettah
Edwards, Dustin	Aklavik
Eggenhofer, Gabriela	Yellowknife
Elias, Lillian	<u>Inuvik</u>
Enzoe, August	Lutsel K'e
Etchinelle, Theresa	Tulita
Ewen, Michael	Yellowknife
Fabre-Dimsdale, Anyes	Simpson
Fennell, Cheryl	Yellowknife
Firth, William	Ft. McPherson
Fortin, Monique	Hay River
Garnett, Jocelyne	Yellowknife
Glowach, Sue	Yellowknife
Goulet, Christine	Ndilo
Grandjambe, Betty	Fort Good Hope
Grandjambe, Dora	Norman Wells
Green, Ashley	Yellowknife
Grice, Lesleigh	Yellowknife
Gushue, Lorne	Yellowknife
Hardisty, Elizabeth	Fort Simpson
Harrington, Paul	Hay River
Holsapple, Megan	Yellowknife
Hopkins, Susan	Yellowknife
Hudson, Loren	Fort Smith
Ilgok, Patricia	Yellowknife
Ipana (Kavakkuk), Sandra	Inuvik
Jacobson, Deanna Marie	Inuvik
Jeanbo, Tanya	Trout Lake
Jerome, Sarah	Inuvik
Jumbo, Violet R.	Ft. Simpson
Kagyut, Adrian	Ulukhaktok
Kagyut, Phylcia	Ulukhaktok
Kapraelian, Shelley	Yellowknife
Kendo, Douglas	Tsiigehtchic

Last, F rst Name	Commun ty
Kenny, Andrew John	Deline
Kitekudlak, Helen	Ulukhaktok
Klengenber g Goose, Laverna	Ulukhaktok
Kochon, Estelle	Colville Lake
Kodzin, Jimmy	Wekweeti
Kodzin, Noella	Wekweeti
Koyina-Richardson, Mary	Behchoko
Kritsch, Ingrid	Yellowknife
Kudlak, Emily	Ulukhaktok
Kudlak, Mary	Ulukhaktok
Kuptana, Agnes	Ulukhaktok
Kuptana, Robert	Ulukhaktok
Lafferty, Hon. Jackson	Yellowknife
Lafferty, Jonas	Behchoko
Lafferty, Karen	Hay River
Lafferty, Lucy	Behchoko
Lafferty, Mary Joan	Dettah
Lantz, Angie	Lutsel K'e
Leishman, Margaret	Kakisa
Lennie, Leighanna	Tsiigehtchic
Look, Susan	Hay River
Mabry, Gabriel	Fort Smith
Mackenzie, Nyra	Dettah
Mallon, Amanda	Yellowknife
Mandeville, Darlene	Yellowknife
Mantla, Rosa	Behchoko
Mantla, Wendy	Behchoko
Martin, Berna	Dettah
McClinton, Judy	Yellowknife
McInnes, Dawn	Yellowknife
Mckay, Henry	Fort Resolution
McKinnon, Jackie	Yellowknife
McLeod, Kristine	Yellowknife
McNeely, Wilfred	Fort Good Hope
Mitchell, Karen	Inuvik
Mitchell-Firth, Eleanor	Ft. McPherson

Last, F rst Name	Commun ty
Last, F rst Name	ommun ty
Modeste, Mark	Deline
Moosenose, Michel	Whati
Morin, George	Yellowknife
Mott, Julia	Yellowknife
Mueller, Rita	Yellowknife
Naedzo, Mitchell	Deline
Naomi, Beaulieu	Fort Liard
Norris, Brenda	<u>Yellowknife</u>
Norwegian, Andy	Ft. Simpson
Norwegian, Gladys	Yellowknife
Oliktoak, Joshua	Ulukhaktok
Parsch, Joseph	Fort Smith
Paulette, Magloire	Fort Smith
Pierrot, Shelly	Fort Good Hope
Pool, Annelies	Yellowknife
Porter, Dave	Yellowknife
Pouliot, Laurence	Yellowknife
Rabesca, Michel Louis	Behchoko
Rabesca, Tony	Behchoko
Rice, Keren	Toronto
Richards, Adrian	Yellowknife
Robinson-Spence, Maud	Yellowknife
Sanderson, Vance	Fort Sm th
Sangris, Peter	Dettah
Sangu ez, Jonas	Jean Marie River
Sayine, Robert	Fort Resolution
Schmidt, Jessica	Yellowknife
Scott, Amos	Yellowknife
Scott, Ben	Yellowknife
Sikyea, Eddie	Dettah
Smith, Annie	Inuvik
Steinwand-Deschambeault, Tammy	Behchoko
Stewart, Ruth	Aklavik
Sundberg, Mary Rose	Dettah

<b>Last, F rst Name</b>	<b>Commun ty</b>
Tan ton, Freda	Deline
Tetlich, Andrea	Fort McPherson
Thompson, Margaret	Ft. McPherson
Timbre, Marilyn	Ft. Liard
Tobac, Laura	Fort Good Hope
Tutcho, Daniel	Deline
Tutcho, Laura	Yellowknife
Twissell, Lori	Yellowknife
Uvungna, Richard	Aklavik
Watson, Teresa	Yellowknife
Wetrade Mary Adele	Gameti
Willet, Mindy	Yellowknife
Willy, Karen	Yellowknife
Wolki, Lena	Sachs Harbour
Wright-Fraser, Karen	Yellowknife

## APPENDIX D: QUESTIONNAIRE ON INNOVATION IN ABORIGINAL LANGUAGES

ECE developed a questionnaire on innovation in Aboriginal languages to collect detailed feedback on how to harness talent and prepare for growing opportunities in the digital economy as it relates to Aboriginal language and culture. Participants that completed the questionnaire were entered into a draw for a chance to win an Apple iPad.

A total of 77 people completed and submitted the questionnaire and Naomi Beaulieu from Fort Liard was drawn as the winner of the iPad. Information collected from these questionnaires will assist ECE and its partners to plan and develop strategies for Aboriginal language revitalization through skills development and the growing opportunities in the digital economy. ECE will plan to produce a supplementary report that synthesizes the feedback collected.



**Questionnaire – Innovation in Aboriginal Languages**

One of the supporting strategies in the NWT Aboriginal Languages Plan is to utilize technologies to support goals. Information and communication technology is growing exponentially and providing new and exciting opportunities for innovation and initiative in Aboriginal languages and cultural programming. The digital economy is changing the way we communicate, express ourselves, and engage with the world. There is growing interest and excitement around the use of digital media and film in the promotion and expression of arts and culture in the NWT. This digital reality has the potential to create innovative content that informs, educates and entertains larger audiences.

In the context of the growing digital economy and new media platforms, there is opportunity to think outside the box about how we can promote, integrate and use Aboriginal languages and culture on a daily basis in the North. There is a wealth of talented, creative and innovative people in the North that can be drivers of innovation. The government would like to hear your views on how we can harness talent and prepare for growing opportunities in the digital economy.

1. What type of innovative pilot projects can be developed in the NWT to promote Aboriginal language use through digital media?
2. What type of skills training in digital media should be made available in the NWT to support the development of Aboriginal language and culture content in digital media?
3. In what ways can the promotion of Aboriginal language and culture help build the digital economy in the North?
4. In what ways can youth and elders be engaged in the development and utilization of technology?
5. Who are the key stakeholders or partners that the government should bring together to support the development of digital skills as it relates to language and culture.
6. What steps should the government take to support digital skills?

**Thank you for your feedback and ideas!**

Must fill out and submit this form to be entered in the draw to win an iPad