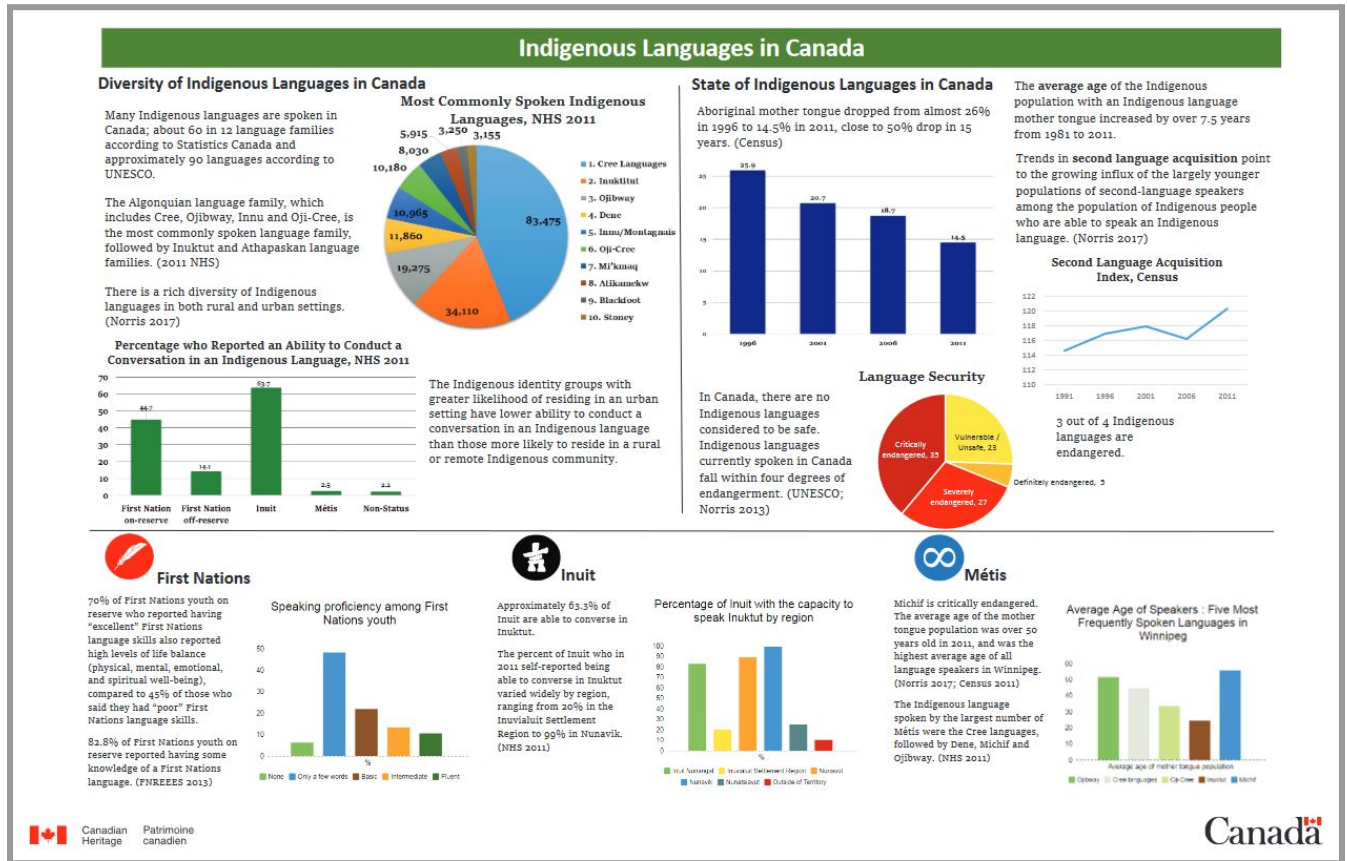


Indigenous Languages Environmental Scan



Canadian Heritage Indigenous Languages in Canada (2017)

INTRODUCTION

The Supporting Indigenous Languages Revitalization Project seeks to provide strategic development support for Indigenous communities to enhance their capacity and language revitalization efforts. As such, the following Indigenous Languages Environmental Scan was conducted to determine the current state of initiatives to preserve, promote, and revitalize Indigenous languages regionally, nationally, and globally, to inform the development of a Language Revitalization Planning Guide.

Indigenous Languages Environmental Scan

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EXECUTIVE SUMMARY

In Canada, there are 12 Indigenous language families (10 First Nation, Michif (Métis), and Inuit). Of which, there are more than 70 Indigenous languages, and only three are considered stable; Cree, Inuktitut, and Ojibway.

Residential Schools have significantly impacted Indigenous languages across the generations and country. Approximately 15 percent of Indigenous peoples can speak their heritage language. According to the 2021 Census, 237,420 people or 13.1 percent of the Indigenous population speak an Indigenous language with conversational proficiency, the number of which has declined by 4.3 percent or 10,750 people since 2016.

The Indigenous Languages Environmental Scan provides an overview of research locally, provincially, and nationally to determine the current state of initiatives to preserve, promote, and revitalize Indigenous languages in Canada. The environmental scan examined language acquisition strategies, programming, funding, technology, resources, training, and professional development. The environmental scan targeted regional and national Indigenous languages with a focus on Cree, Dene, Stoney, Blackfoot, Michif and Inuktitut. Findings were grouped into themes and recommendations were drafted for consideration.

Many Indigenous languages are at risk, endangered or vulnerable. On the whole, Indigenous language revitalization efforts vary due to the needs of the community or language group, and access to fluent language speakers, resources, and funding. Capacity building, sustainability (fiscal and human resources), accessing and leveraging technology to support revitalization efforts, partnerships, early learning, fluent Indigenous language speakers, and community-led language initiatives are imperative to sustain, preserve, promote, and revitalize Indigenous languages in Canada.

BACKGROUND

In Canada, there are over 70 different Indigenous languages spoken that fall under 12 Indigenous language families: Algonquin, Inuit, Athabaskan, Siouan, Salish, Tsimshian, Wakashan, Iroquoian, Michif, Tlingit, Kutenai, and Haida. According to Statistics Canada (March 2023), approximately 237,420 language speakers are proficient enough to conduct a conversation in their Indigenous language (2021), which is a decline of 10,750 since 2016, and demonstrates the first and substantial decline since the data was collected in 1991.

According to the United Nations, *“Currently 96 percent of the world’s approximately 6,700 languages are spoken by only 3 percent of the world’s population. Although Indigenous peoples make up less than 6 percent of the global population, they speak more than 4,000*

of the world's languages.” (United Nations). In 2022, the United Nations General Assembly proclaimed the *International Decade of Indigenous Languages* in efforts to bring awareness to the state of Indigenous languages globally, and in efforts to promote, preserve, and revitalize them.

The United Nations Declaration on the Rights of Indigenous Peoples

In 2007, the *Declaration on the Rights of Indigenous Peoples* was passed by the United Nations. The declaration speaks to Indigenous peoples' fundamental rights and freedoms, including self-determination, protection against discrimination, cultural preservation, and land rights. In particular, the following articles speak to education and language.

Article 13

Indigenous peoples' right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 16

1. Indigenous peoples have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination.

The United Nations Declaration on the Rights of Indigenous Peoples Act received Royal Assent and became law on June 21, 2021. As such, the Act requires the development of an action plan within two years of its adoption.

In 2023, the Department of Justice Canada - Implementation Secretariat released the draft United Nations Declaration on the Rights of Indigenous Peoples Act. The Act includes a clause that supports a review of and consideration for proposed amendments to strengthen the Indigenous Languages Act.

The Truth and Reconciliation Commission of Canada: Calls to Action

In 2015, the Truth and Reconciliation Commission of Canada released the Calls to Action to advance reconciliation and address the history and legacy of residential schools. The following are some of the calls to action on language and culture.

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.
14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
 - i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
 - ii. Aboriginal language rights are reinforced by the Treaties.
 - iii. The federal government has a responsibility to provide sufficient funds for Aboriginal language revitalization and preservation.
 - iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
 - v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal languages initiatives.
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

In response to the Calls to Action 13 to 15, the Government of Canada has provided \$608.7 million (and another 117.7 million annually) in funding to support the Indigenous Languages Act which received Royal Assent on June 21, 2019. The funds also include communities' efforts to reclaim and revitalize their Indigenous languages. In 2021, the first Indigenous Languages Commissioner was also appointed.

Post-secondary institutes across Canada are responding to call to action #16 by creating Indigenous language education learning pathways for students on and off reserve, and in remote communities. Pathways, like the University of Victoria, offers Indigenous Language Revitalization - Certificate, Diploma, GCE, BEd, MEd, and MA. Carleton University offers a Ph.D. in Linguistics, Language Documentation and Revitalization that works with endangered language communities. In addition, the University of Regina has specific language revitalization pathways and affiliated degree programs in partnership with the First Nations University of Canada. These include, but are not limited to, a Certificate of Indigenous Language, First Nations Language Instructor Certificate, a Certificate in Indigenous Language Guardianship, and a BA in Indigenous Languages.

United Nations Educational, Scientific and Cultural Organization

In 2019, United Nations Educational, Scientific and Cultural Organization (UNESCO) announced the International Year of Indigenous Languages to raise awareness of the status of languages globally. This same year, Parliament passed Bill C-91, *An Act respecting Indigenous languages*, which called on the federal government to enact an Aboriginal Languages Act and establish a Commissioner of Indigenous Languages. The *Indigenous Languages Act* received Royal Assent in June 2019, 50 years after Canada's *Official Languages Act* came into force in 1969.

In 2019, the federal government, under the Department of Canadian Heritage, committed \$333.7 million over five years and \$115.7 million sustained annually thereafter to preserve, revitalize and celebrate Indigenous languages. In 2017, the budget was \$89.9 million, which is a marked increase from the \$5 million provided annually in prior budgets.

Consultations with Indigenous peoples on the co-development of an *Indigenous Languages Funding Model* occurred in 2020.

Following the International Year of Indigenous Languages, UNESCO announced that 2022 to 2032 would be the International Decade of Indigenous Languages to celebrate and continue to highlight the critical status of Indigenous languages and the urgency to preserve, revitalize and celebrate them.

In November 2021, UNESCO released the Global Action Plan of the International Decade of Indigenous Languages, which includes the goals, activities, and events to revitalize Indigenous languages.

Indigenous Languages Act and Commissioner of Indigenous Languages

In June 2021, the first Commissioner of Indigenous Languages, Ronald E. Ignace and three Directors were appointed. Operating independently from the Government of Canada, their

work aims to support First Nations, Métis, and Inuit in their endeavours to reclaim, revitalize, and strengthen their languages.

The federal budget in 2021 proposed an additional \$275 million over five years to preserve, promote and revitalize Indigenous languages as well as to aid in implementing the Indigenous Languages Act.

Supporting Indigenous Language Revitalization

In 2021, the *Building Capacity for Community-Led Indigenous Language Revitalization in Canada Project* was signed with BHP Foundation, which provided \$11,997,309.29 (over five years) funding for initiatives toward building capacity for community-led Indigenous language revitalization. An additional \$12,189,134.46 in funding from donors, including in-kind support for all existing initiatives, was committed by the U of A. Overall funding for the Supporting Indigenous Language Revitalization (SILR) Project totals \$24,186,443.75.

The Project is delivered through five Objectives: *Speaking, Teaching, Knowledge, Leadership and Governance, Sustainability, Advocacy and Policy*. The Project is planned in two phases. The first two years are advocacy, awareness and the establishment of governance and administration structures, including the identification of objectives, risks, and a sustainability plan. In years three to five, full implementation of the project and community-based activities will be underway, including the identification of a sustainability plan for ongoing language revitalization initiatives.

The SILR Project seeks to provide strategic development support for Indigenous communities to enhance their capacity and language revitalization efforts. In May of 2023, the Indigenous Languages Environmental Scan was conducted to determine the current state of initiatives to preserve, promote, and revitalize Indigenous languages to inform the development of a Language Revitalization Planning Guide.

To begin, the following environmental scan drew from a multitude of information sources to determine the current state of initiatives to preserve, promote, and revitalize Indigenous languages in Canada. This included First Nations and Métis Settlements in Alberta, post-secondary training and language programs, Indigenous and non-Indigenous organizations, and resource providers, as well as provincial and federal government initiatives and funding.

Additionally, the environmental scan reviewed the use of technology and innovative practices, programs, and resources to support capacity building, language engagement, and Indigenous language learning opportunities. The environmental scan also focused on the Cree, Dene, Stoney, Blackfoot, Michif and Inuktitut languages. The environmental scan

includes key findings and recommendations for SILR consideration in support of the preservation, promotion, and revitalization of Indigenous languages.

RESEARCH FINDINGS

Indigenous Languages in Canada

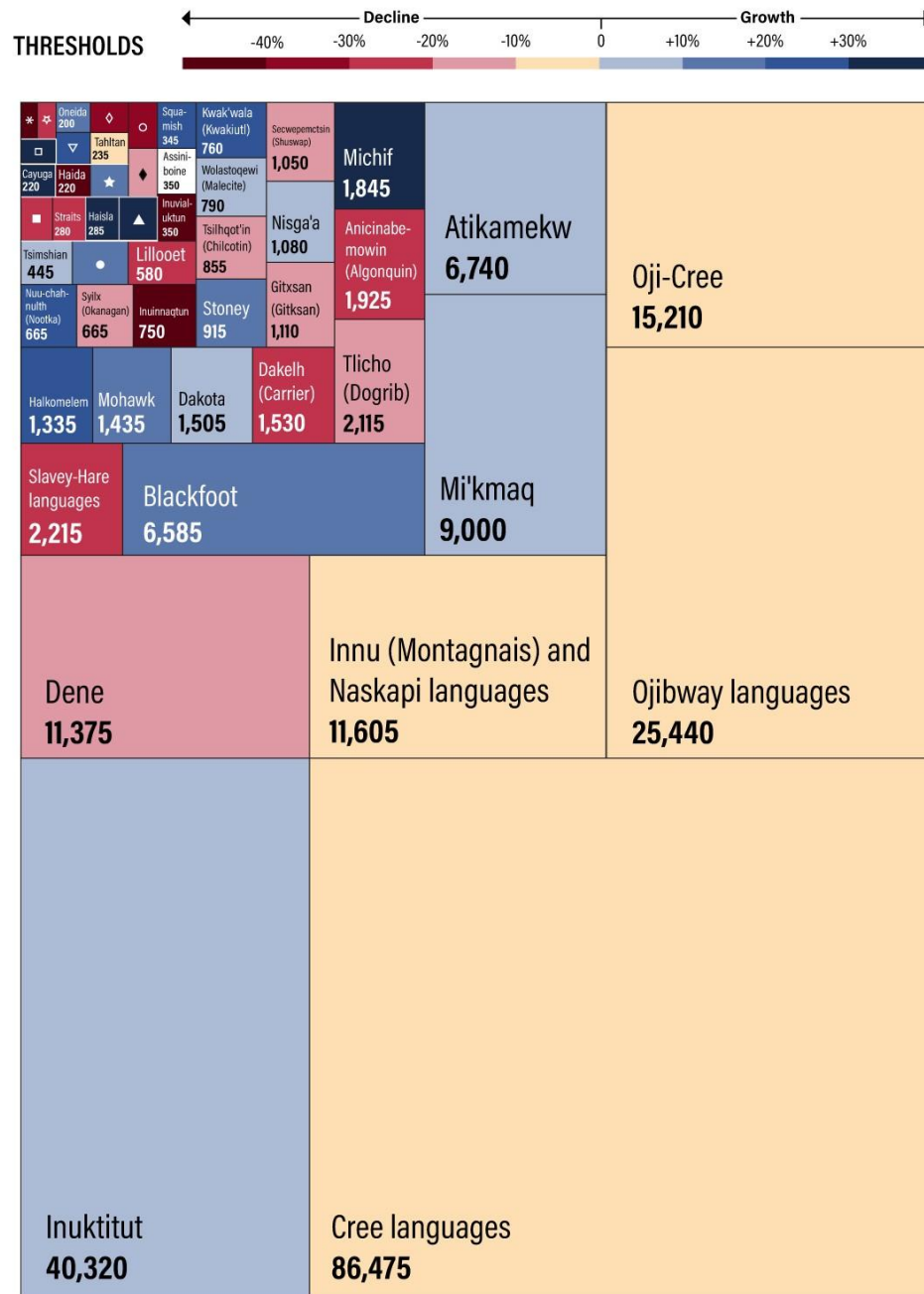
Over 70 distinct First Nations, Métis, and Inuit languages are spoken across Canada. According to Statistics Canada (released March 2023), approximately 237,420 Indigenous language speakers are proficient enough to conduct a conversation in their Indigenous language (2021). However, compared to data released in 2016, the number of Indigenous language speakers decline by 10,750, which demonstrates the first decline since the data was first collected in 1991.

Further, the number of Indigenous people speaking their mother tongue (first language at home) was 184,170 in 2021 compared to 170,050 in 2016, which is a decline of 14,120 Indigenous speakers. The Statistics Canada, Census of Population, 2016 and 2021 below provides an at-a-glance status of the number of Indigenous language groups and the decline or growth in the number of speakers. It's important to note that the TsuuT'ina language was undercounted in the 2021 Census which impacted the results identifying 175 language speakers.

The following graphic may aid in considering the efficacy of Indigenous language revitalization initiatives based on the growth of specific languages and regions in Canada. The outcome of this may assist in identifying potential future partnerships.

A diversity of Indigenous languages spoken across Canada, some growing and some in decline

Number of Indigenous people able to speak an Indigenous language in 2021 and percentage change from 2016

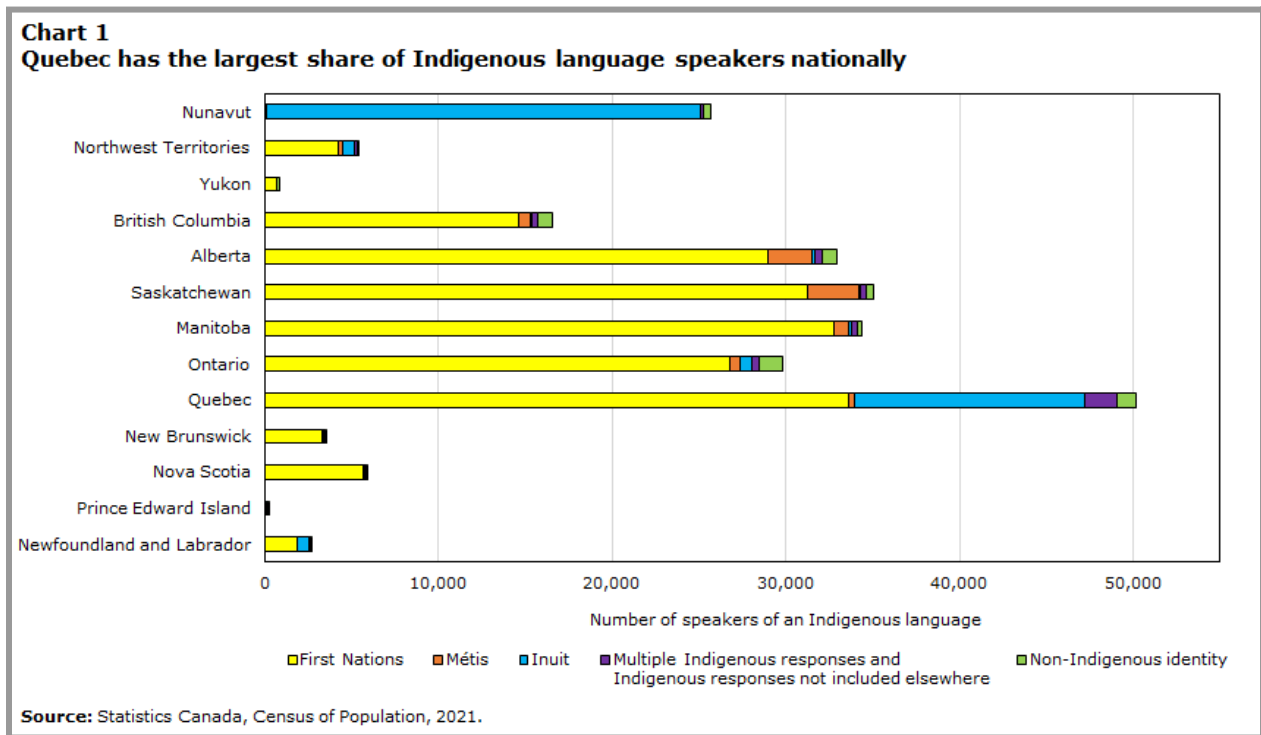


LEGEND

- * Tlingit 120
- ☆ Tse'khene (Sekani) 135
- ◇ Kaska (Nahani) 225
- Tsuu T'ina (Sarsi) 175
- △ Ktunaxa (Kutenai) 210
- Tutchoe languages 255
- ★ Wetsuwet'en-Babine 240
- ◆ Dane-zaa (Beaver) 270
- Gwich'in 275
- ▲ Heiltsuk 325
- Ntlakapamux (Thompson) 470

Statistics Canada. Indigenous Languages in Canada. (2021)

The number of Indigenous peoples learning their language as a second language is on the rise. In 2021, second language learning increased by 2.9 percent up to 27.7 percent from 24.8 percent in 2016). First Nations people in Ontario accounted for the largest growth of Indigenous second language learners, which rose by 18.9 percent.

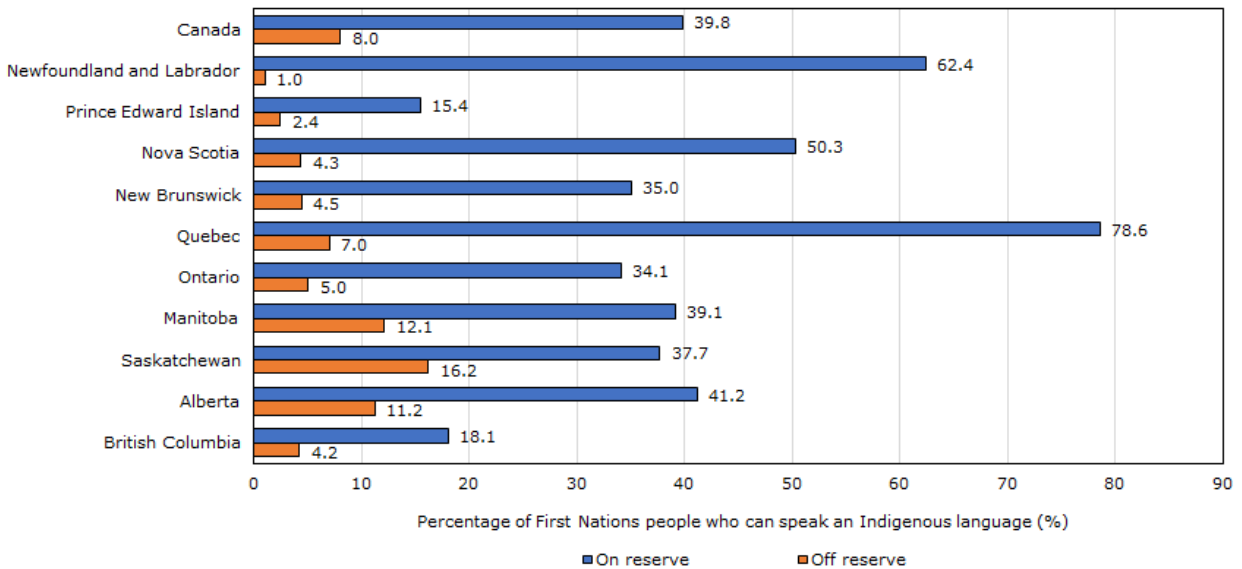


Statistics Canada. Indigenous Languages Across Canada. (2023)

The chart below indicates that of the 83,790 First Nations language speakers or 67.8 percent lived on reserve. This number is significant when considering Indigenous language engagement and revitalization initiatives and partnerships on and off-reserve.

Chart 3

First Nations people living on reserve are much more likely to speak an Indigenous language than those living off reserve



Source: Statistics Canada, Census of Population, 2021.

Statistics Canada. Indigenous Languages Across Canada. (2023)

In British Columbia, several Indigenous languages considered endangered have grown. Of the 180,085 First Nations in British Columbia, 14,595 Indigenous peoples are proficient enough to conduct a conversation in their Indigenous language (2021), which is down 7.1 percent from 2016. Approximately 5.1 percent of First Nations children ages 14 and younger could speak an Indigenous language. Comparatively, 1 in 5 First Nations adults aged 65 years and older can speak an Indigenous language. Of note, children were 1.3 times higher than seniors to speak Squamish.

Most Indigenous languages in British Columbia have less than 1000 language speakers. For example, 20 people reported speaking Tlingit in 2021 which is down by 66.7 percent from 2016. Ntlakapamux -Thompson (460), Tsimshian (425), Squamish (335), Heiltsuk (315), Haisla (275), Straits (270), Wetsuwet'en-Babine (230), Tahltan (215), Dane-zaa - Beaver (205), Haida (190), Ktunaxa - Kutenai (185), and Tse'khene - Sekani (130) all of which have less than 500 speakers.

In the B.C. provincial budget (2018), a \$50 million grant was provided to the First Peoples' Cultural Council which works with First Nations communities to support language revitalization. They also draft annual reports on the status of First Nations languages in the province. In 2021- 2022, \$25.4 million was invested in language, arts, culture and heritage programs, and 445 language grants were awarded.

The University of British Columbia, The University of Victoria, Simon Fraser University, Thompson Rivers University, Okanagan College Kelowna, University of Northern British Columbia, The Foundation for Endangered Languages Canada, First People's Cultural Council, First Nations Education Steering Committee, First Nations Schools Association and North Island College provide dedicated programs and respectively created an extensive number of resources to sustain and revitalize Indigenous languages.

The targeted funding and approach to supporting languages, coupled with the number and variety of language revitalization learning pathways from certificate to Ph.D., and collaboration with First Nation communities and organizations, along with public access to resources, and community-led language initiatives are all efforts to address the current state of endangered languages in the province and demonstrate the urgency in which to strengthen and revitalize them.

In Alberta, 93,030 First Nations people reported speaking an Indigenous language. According to Statistics Canada (2021), 50.6 percent of First Nations people who speak an Indigenous language live in Prairie provinces; Alberta, Saskatchewan, and Manitoba. Of which, Cree is the predominant Indigenous language across the prairies with 57,135 speakers.

Of note, from 2016 to 2021, there was a decline of 4.9 percent or 4,770 First Nations people across the prairies who could speak an Indigenous language. According to Statistics Canada, this may be a result of the aging population of Indigenous mother-tongue speakers. Further, First Nations adults over age 65 were 54.6 percent more likely to speak an Indigenous language compared to children ages 14 and under which was 13.7 percent.

However, the number of First Nations people learning an Indigenous language as a second language increased by 7 percent (1,890) in 2021, to 28,725 speakers across the Prairie provinces. In addition, the fastest-growing First Nations language across the Prairie provinces is Blackfoot, which rose by 18.9 percent or 1,025 speakers from 2016 to 2021.

Across Alberta, there are several Cree language programs offered on reserve (see Appendix A). During the pandemic, many of the programs were offered online versus in-person learning. The transition to online programming allowed for increased participation. Conversely, access to technology and connectivity was not equitable across the Prairie provinces and in particular on reserve. These factors may have limited the number of participants accessing online language programming.

In Alberta, the Maskwacis Education Schools Commission offers no-cost nehiyawewin language programming for anyone interested in learning the Plains Cree Y dialect. Over 13 weeks, participants learn Cree syllabics, Standard Roman Orthography and conversational

Cree. Programming is levelled to meet the learning needs of participants - Nistam Nehiyawe (Introductory - little or no written or oral knowledge of the language, Mâci Nehiyaw - basic written and oral knowledge, Tapitaw Nehiyawe - a strong understanding of the language and ability to engage in conversations, and Nestaw Nehiyawe - a fluent speaker who wants to improve oral/written knowledge).

Before the pandemic, the evening classes were offered in person in each of the four nations; Louis Bull, Montana, Ermineskin, and Samson Cree Nation. The number of participants averaged between 3 and 10 weekly. However, during the pandemic, the classes moved online which reduced the number of facilitators from 4 to 1, however, the number of registrants increased to over 600, which resulted in a completion rate (90 percent attendance) of over 120 participants. Language learners with various proficiency levels from across Canada registered for the free online classes. Given the registration and completion results, the classes continue to be offered online post-pandemic. This is evidence that leveraging technology to support language revitalization initiatives is a key strategy to consider.

First Nation and Métis communities across Alberta offer specific language programming, traditional teachings, and cultural activities. This increases the number of Indigenous children being exposed to an Indigenous language and increases the opportunity for conversational language to be learned, used, and strengthened. Many First Nations use Facebook to advertise programming rather than a dedicated website page (see Appendix A).

There is also an increase in the number of land-based programs and language programming being offered in First Nations schools, in Métis Settlements (provincial schools), and across the provincial school authorities (see Appendices A, B, D, and E)

Table 2

Cree is the most spoken Indigenous language among First Nations people in the Prairies

Selected Indigenous Languages	Prairie provinces		Manitoba		Saskatchewan		Alberta	
	2021	Change from 2016	2021	Change from 2016	2021	Change from 2016	2021	Change from 2016
	number	percent	number	percent	number	percent	number	percent
Cree languages	57,135	-7.9	15,520	-11.0	22,730	-7.4	18,880	-5.9
Dene	9,515	-8.3	835	-4.0	7,010	-7.7	1,670	-12.6
Ojibway languages	9,225	-8.7	7,060	-11.5	1,230	-2.8	935	8.1
Oji-Cree	8,905	11.0	8,865	10.9	15	...	30	...
Blackfoot	6,450	18.8	0	...	10	...	6,440	18.9
Dakota	1,400	-3.4	835	11.3	375	-8.5	185	-35.1
Stoney	865	10.2	0	...	15	...	855	11.0
Slavey-Hare languages	360	30.9	0	...	0	...	360	30.9
Assiniboine	325	..	10	..	185	..	130	..
Michif	190	123.5	40	...	135	125.0	15	...
Tsuu T'ina (Sarsi) ¹	165	73.7	0	...	0	...	165	73.7

.. not available for a specific reference period

... not applicable

¹

Language primarily associated with incompletely enumerated reserves and settlements.

Source: Statistics Canada, Census of Population, 2016 and 2021.

Statistics Canada. Indigenous Languages Across Canada. (2023)

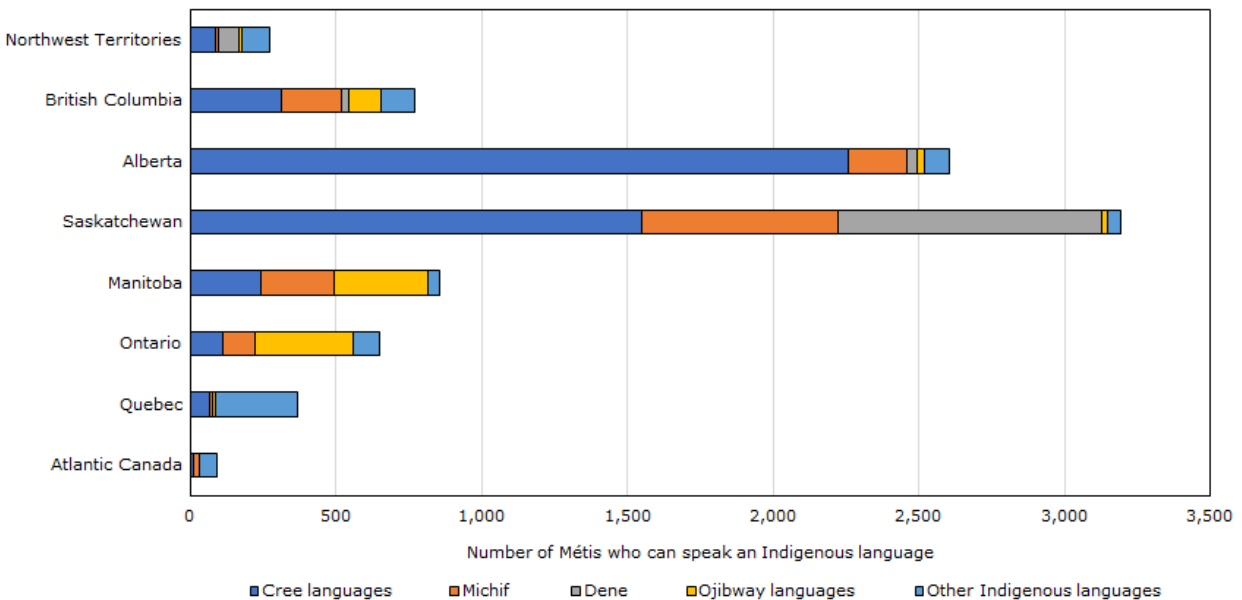
In 2021, 8,315 Métis reported speaking an Indigenous language, which is a decline of 14 percent from 9,670 in 2016. Saskatchewan reported the largest decline of 945 Métis Indigenous language speakers.

There were 1,485 Métis who identified speaking Michif well enough to carry a conversation which is up by 460 (44.9 percent) from 2016. Among Métis speakers, Cree is the most commonly spoken language (4,650 speakers), of which 2,260 reside in Alberta and 1,550 reside in Saskatchewan. Métis Dene language speakers declined 33.1 percent to 1,040, the majority of which live in Saskatchewan (87 percent). Métis Ojibway language speakers, primarily in Ontario, rose 20.4 percent to 825 in 2021.

Although Winnipeg has a higher Métis population, Edmonton boasts the highest number of Métis who speak an Indigenous language (620). Interestingly, 2 (Gift Lake and Paddle Prairie) of the 8 Métis Settlements in Alberta make mention (online) of Cree language initiatives offered in the community (see Appendix B).

Chart 5

Saskatchewan and Alberta have the highest number of Métis who can speak an Indigenous language



Source: Statistics Canada, Census of Population, 2021.

Statistics Canada. Indigenous Languages Across Canada. (2023)

Inuit Nunangat is comprised of four regions: Nunatsiavut (Labrador), Nunavik (northern Quebec), Nunavut and the Inuvialuit Settlement Region (Northwest Territories). Approximately 69 percent of Inuit reside in Nunangat of which 94.3 percent speak Inuktitut (Inuit language dialects; Inuktitut, Inuinnaqtun and Inuvialuktun).

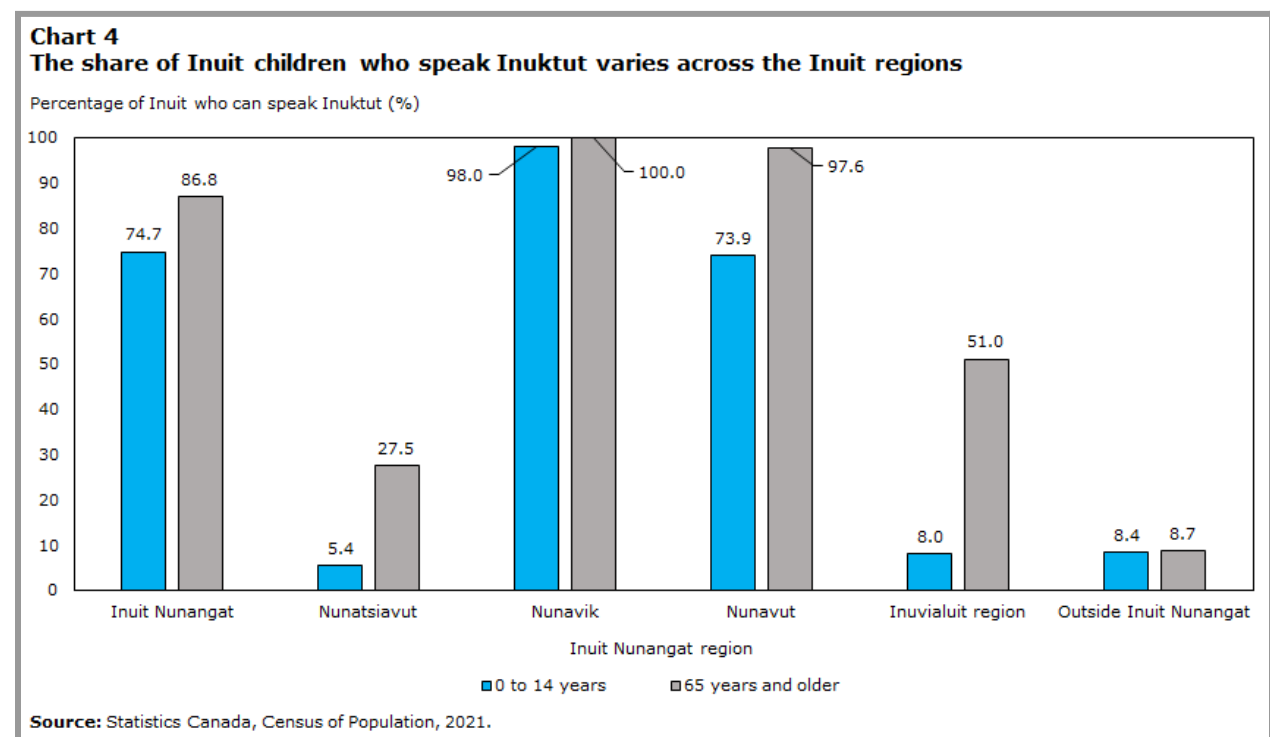
Inuit Tapiriit Kanatami is the national organization that represents Inuit Nunangat. The organization oversees Inuktitut Qaliujaaqpait, which is the initiative to unify the writing system to promote communication across the Inuit language dialects.

Outside of Inuit Nunangat, Edmonton boasts the second-highest urban Inuit population (1,290 in 2021) in Canada, however, there are no Inuktitut language programs offered in schools or in person in Edmonton or across Alberta. There is, however, one specific post-secondary Inuit Perspectives and Experiences course offered at Norquest College, but Inuktitut is not part of the curriculum.

In 2022, Nunavut received \$17.7 million in funding to support Inuktitut/Inuktitut language programs. In 2022, the Northwest Territories received \$6.9 million in funding to support language programs. Since 2019, a total of the federal government invested 77.2 million dollars in Indigenous language support in the North.

In June of 2022, Quebec passed Bill 96, An Act respecting French, the official and common language of Quebec. The Act affirms French as the only official language in Quebec. The Act imposes strict requirements for the use of French in education, for example, by requiring students in English-language colleges to complete a minimum of three French language courses and participate in a French-language final exam to graduate.

Nationally, the largest number of First Nations Indigenous speakers (33,590) in 2021, reside in Quebec. The Nunavik School Board and Cree School Board requested an exemption for Inuit and Cree students, but to date, no exemption has been granted. This is concerning given that 98 percent of students in Nunavik under the age of 14 speak Inuktitut. Thus, the Act creates a barrier to education and does not recognize Inuktitut or Cree languages.



Statistics Canada. Indigenous Languages Across Canada. (2023)

The World Atlas of Languages documented by UNESCO identifies that all Indigenous languages in Canada are considered at risk, and either vulnerable, definitely endangered, severely endangered, or critically endangered.

UNESCO's statement is also evidenced by Statistics Canada (2021), which identifies a decline in most Indigenous languages. That being said, from 2016 to 2021, increases in some languages were identified and attributed to second-language acquisition. Results of the Indigenous Peoples Survey (released in 2024) may identify conversational proficiency, intergenerational transmission of language, and the prevalence of second-language

programs. Information from the 2024 survey results may assist SILR in maintaining or securing long-term partnerships and sustainable funding for future Indigenous Language revitalization initiatives.

First Nations Communities in Alberta (see Appendix A)

Kindergarten to Grade 12 Language Programming

Currently, 24 of the 48 First Nations in Alberta, have coordinated the delivery of their education services to create the following 6 First Nations Education Authorities.

- Stoney Education Authority - Bearspaw, Chiniki, and Wesley First Nations;
- Tribal Chiefs Education Foundation - Beaver Lake Cree Nation, Cold Lake First Nations, Frog Lake First Nation, Heart Lake First Nation, Kehewin Cree Nation and Whitefish Lake First Nation #128;
- Athabasca Tribal Council - Chipewyan Prairie First Nation, Fort McKay First Nation, Fort McMurray 468 First Nation, and Mikisew Cree First Nation;
- Western Cree Tribal Council - Duncan's First Nation, Horse Lake First Nation, and Sturgeon Lake Cree Nation;
- Maskwacis Education Schools Commission (MESC) - Ermineskin Cree Nation, Louis Bull Tribe, Montana First Nation, and Samson Cree Nation; and
- Kee Tas Kee Now Tribal Council Education Authority (KTCEA) - Loon River First Nation, Lubicon Lake Band, Peerless Trout First Nation, Whitefish Lake First Nation #459, and Woodland Cree First Nation.

In addition, an Agreement was signed between Alberta Education and Athabasca Chipewyan First Nation, the Mikisew Cree First Nation and the Fort Chipewyan Métis Association in 2022, to establish a community-based education authority. Until the education authority is established, an interim partnership with Parkland School Division was created to support education for the Athabasca Chipewyan First Nation.

The established education authorities have leveraged resources, funding (federal and provincial grant dollars) and coordinated the delivery of Kindergarten to Grade 12 education services. They have established websites that include detailed information about the schools, services, curriculum, Indigenous language programming, traditional teachings, and cultural land-based experiences. The targeted language programs and experientials also afford students from the early years to be exposed to an Indigenous language.

Elder support for language and cultural programming was also identified by each of these education authorities. This includes support for daily language classes, program delivery,

and cultural programming.

In addition to language programming, the Kee Tas Kee Now Tribal Council Education Authority (KTCEA) created the KTCEA Elders Speak App to support land-based Cree programs with over 900 words and phrases. They also facilitate the KTCEA Radio, which offers daily Cree language, culture and educational programming to engage students and families. KTCEA is also developing a Common, Consistent Curriculum to ensure teaching and learning are grounded in Cree language and culture. Additional communication tools include the KTCEA Facebook site for students and families.

KTCEA signed ten-year education funding agreements with the federal government which increased education funding by approximately 50 percent annually. In addition, the education authority signed an education enhancement funding agreement with Alberta Education, which enabled the topping up of funding to establish the authority and further language and culture programming.

Conversely, some First Nation schools like the Elsie Fabian School (Junior Kindergarten to Grade 9) in Fort McKay integrate Dene and Cree language and culture into programming. In other words, there were no stand-alone language programs identified online. In addition, the Fort McKay E-Learning Centre (Grades 7 to 12) offers Special Project credits delivered through experiential learning opportunities such as cultural teachings.

In comparison, First Nations, like the Blood Tribe, offer stand-alone language programming in their 5 schools (Kainai High School, Tatsikiisaapo'p Middle School, Aahsaopi Elementary School, Saipoyi Community School, and Kainai Alternate Academy) for all students from Kindergarten to Grade 12.

Community resources to reclaim and revitalize the Blackfoot Language have been created such as the Blackfoot Language Resources Project Niitsi'powahsin (Blackfoot language) which is a digital collection of interactive resources for Blackfoot speakers, learners, and teachers. Resources include a Blackfoot Dictionary and Blackfoot oral story database. The database is a collection of stories in various genres which are available in the Kainaa, Aamskapipikani, Aapatohsipikani and Siksika dialects. In addition, the resource includes Blackfoot Conversations, Blackfoot Grammar, and a link to sign up for Blackfoot lessons. Blackfoot language revival, an Elder-led initiative to bridge Blackfoot language and technology. Online tools include a Blackfoot language syllabics chart, a Blackfoot keyboard, and a Blackfoot language app.

The Maskwacîs Education Schools Commission (MESC) is a model for the advancement of Indigenous language learning (Kindergarten to Grade 12) for First Nations in Alberta. In 2016, Maskwacîs declared Maskwacîs Nêhîyawêwin as the Official Language. Like KTCEA,

MESC was also a recipient of the enhancement funding (agreement) from Alberta Education which enabled the topping up of funding to establish the authority and further their language and culture programming.

As such, in 2019, the MESC completed a Maskwacîs Curriculum Development Guide (in English, Syllabics, and Standard Roman Orthography) outlining components for the development of local curriculum development, including nehiyawewin from Kindergarten to Grade 12. Teaching nehiyawewin via cahkipehikanak (syllabics) is the direction the Nations have chosen for student learning.

Following this, they developed a local curriculum from Kindergarten to Grade 9 in cahkipehikanak. MESC is currently field testing the Kindergarten nehiyawewin curriculum in two elementary schools. Development of all lesson plans and resources to support implementation is included in the field testing process. Each year, the school authority will field test and implement the nehiyawewin curriculum grade by grade. After field testing, they intend to make the resources available to Maskwacisak and anyone interested in learning cahkipehikanak. This may include, for example, flashcards, and learning materials, books.

Currently, other schools in MESC offer Cree language programming from Kindergarten to Grade 12, including land-based learning opportunities for students. Professional development, resources and support are offered via their Nehiyawewin Resource Centre nehiyawewin speaking staff.

In terms of resources to support language learning, an Online Cree Dictionary and online kids Cree dictionary were created by Miyo Miyo Wahkohtowin Community Education Authority before the creation of MESC. The online Cree Dictionary is available in Maskwacis Cree (Y Dialect), Saskatchewan Plains Cree, and Woodland Cree.

In terms of other First Nation schools and communities in Alberta regarding language programming, the search results varied. For instance, in smaller First Nations like Driftpile, and Mihtatakaw Sipi School the information was limited. Some Kindergarten to Grade 12 schools are non-operational while others don't specifically identify their community school or provincial school partner online. Thus, no Indigenous language programs or initiatives are identified. In terms of early learning or Head Start programs, the information online was sparse across all First Nations in Alberta. Hence, it's apparent that equitable access to funding, technology, and resources to support language initiatives does not currently exist.

Professional Development in Language Programs for Kindergarten to Grade 12

In terms of professional development for language teachers/instructors on-reserve, the learning opportunities vary.

For instance, in 2016, the language instructors from Northland School Division, KEE TAS KEE NOW Tribal Council, Bigstone Cree Nation, and High Prairie School Division participated in a workshop to unpack the Cree language program of studies to applications in the teaching and learning environment. Since this date, four workshops for language instructors have been held, including one with Total Physical Response (TPR). In March 2023, the participants engaged in a Cree Language Immersion Camp, a first, at Marten Lakes Wilderness Camp - Northern Lake College Campus.

First Nations, including MESC and Tsuut'ina language teachers/instructors, have participated in the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) to obtain a Community Linguist Certificate.

Further, the Peigan Board of Education 10-year Piikani Language Revitalization Initiatives focuses on K-12 Language and Culture learning, immersion camps, adult learning classes, and Elder and Master speaker participation. A teacher instruction guide is also under development.

Sustained and diverse professional development opportunities for Indigenous language teachers/instructors, including resources to support teaching and learning are imperative. In addition, immersive and immersion experiences to increase language proficiency and support succession planning for language teachers/instructors are critical.

First Nations Communities and Language Learning

In terms of language learning opportunities for First Nations on-reserve, the results once again, varied.

For instance, the appeal, of online language programming in MESC is the fact that the courses are offered at no cost, and classes are levelled to meet the learning needs of participants. Participants have the opportunity to engage in conversation and improve oral/written knowledge in Cree syllabics and Standard Roman Orthography over the 13 weeks.

In other First Nations, sustained language learning opportunities were not posted online in the majority of communities. The environmental scan did identify some one-off language learning opportunities (advertised on Facebook) offered through the pandemic. For example, a one-day (4-hour) Stoney Language Reclamation Workshop in Paul First Nation. In terms of formal language training for Nation staff, CILLDI offers the Stoney Language Literacy Capacity Development Training for Band staff every Wednesday. Training included linguistics, curriculum development, language policy and planning, and language documentation and revitalization.

Communication Methods

The majority of First Nations have a main webpage that includes information about the Nation, including governance, education, finance, and economic development. Several websites contain broken links or incomplete information.

Several First Nations have active Facebook and Twitter accounts to communicate with Nation members about community events, as well as cultural and language learning opportunities. This includes Fort McKay First Nation who, for example, offered a 1-hour online Dene and Cree class in 2022. The duration of the classes was not identified. In 2018, a 6-week language class was offered for all community members. Fort McMurray 468 First Nation also advertised culture and traditional teachings for on and off-reserve nation members. In 2022, school staff and community members were invited to Nihyawiwini/ conversational Cree night at Cadotte Lake School.

Several First Nations like Beaver Lake Cree Nation and O'Chiese First Nation have developed apps to communicate with nation members about community events such as elections, and mental health support.

Other Nations like Oski Pasikoniwew Kamik (Big Stone) and Frog Lake or Tribal Councils like Western Cree Tribal Council, and Athabasca Tribal Council have created language learning apps that are available on Apple iPhones, iPads or through Google Play. Several Nations have developed Language apps that are organized by category and include, for example, basic language, phrases, syllabic charts, songs, videos, images, and quizzes. (Appendix A)

Métis Settlements in Alberta (see Appendix B)

There was minimal information found on the Settlement websites about community engagement and language learning opportunities, including information about school-based language programming. For example, students from the Kikino Métis Settlement attend Kikino School from Kindergarten to Grade 8. The school does not identify language or cultural programming on the website. Students from Peavine Métis Settlement attend provincial schools in Northland School Division. The division has dedicated staff to support Indigenous language instruction and professional development.

In terms of community engagement and language programming, East Prairie Métis and Buffalo Lake Métis Settlements have Facebook sites for communication with community members, but there was no mention of language programming.

However, the Gift Lake Métis Settlement Facebook Bulletin Board advertised language and culture learning opportunities. Specifically, on May 1, 2023, a request to members for Cree language videos that can be used to make a community documentary on their culture and

traditions. An invitation for conversational Cree was posted in January 2023 and is open to community members and Elders. In 2022, community members were invited to a weekly Cree Syllabics class that ran for 14 weeks.

Post-Secondary Institutions in Alberta (See Appendix C)

The environmental scan explored the following post-secondary institutions, which were selected based on population and their location across Alberta.

Athabasca University offers undergraduate level 1 and 2 Cree language courses. Although their language courses are limited, they do however, have an extensive list of Indigenous language resources identified on their website, including Australia, New Zealand, and North and South America.

Bow Valley and Keyano Colleges offer Indigenous-focused courses, but no Indigenous language courses/programs were identified on their websites. NAIT does not offer Indigenous language courses, but they do offer Nisôhkamâtôtân Centre, a gathering place for Indigenous students.

Northern Lakes College and Northwestern Polytechnic host indigenous events and offer introductory-level Cree language courses. Northern Lakes also has an Elder-in-Residence program where conversations and support for Indigenous language learning are available.

The Lethbridge College Indigenous services host several cultural events throughout the school year. These include an Indigenous mentorship night, a webinar series, and online meetings with Elders for fireside chats and support. The college offers an online opportunity to learn conversational beginners Blackfoot.

MacEwan University offers Introductory nêhiyawêwin/Cree I and II (3 credit courses). These are introductory courses based on Plains Cree (Y dialect) with an emphasis on Standard Roman Orthography and Syllabics. Students spend 30 hours in a lab for conversational Cree/immersion with guest speakers. In 2022, a Cree language session was offered on campus. In February 2023, MacEwan's kihêw Waciston launched kisâkihîtin, an Indigenous Meditation Album.

Norquest College has steadily increased support and programming for Indigenous students. The foundation of which is the Indigenousization strategy that outlines the Colleges approach to supporting Indigenous students and increasing Indigenous programming. In addition, they have established an Indigenous Student Services department that employs Knowledge Keepers and holds events on Indigenous culture and language.

Language courses available at Norquest College include Introduction to Cree (45 hours), which is based on Plains Cree (Y dialect) through Health, Arts and Science and Community

Studies for participants with no prior Cree knowledge. Introduction to Cree (12 hours) through Continuing Education covers the sound system, vowels, and consonants. Introduction to Indigenous Literature and Storytelling (45 hours) is restricted to Arts and Science, Indigenous Studies, Therapeutic Rec and Open Studies. The course examines written and oral forms of storytelling by First Nations, Inuit and Métis peoples. Norquest also offers the only Inuit-specific course in Alberta, called Inuit Perspectives and Experiences. The course explores the history and current context of Inuit Nunangat.

A broad number of language programs are offered at the University of Alberta. To begin, the Faculty of Native Studies offers a Bachelor of Arts in Native Studies/Bachelor of Education in Secondary Education Indigenous language course options include Cree, Blackfoot Nakoda and Dene language and culture. The Canadian Indigenous Language Immersion for Adult Beginners, Introductory Cree, (Y dialect) includes grammar, vocabulary, and practice speaking Cree. An Intermediate Cree is an introduction to complex grammatical structures, including translation to and from Cree, text and conversational Cree. An Advanced Cree course is intensive and enables students to acquire oral communication, including written Standard Roman Orthography and Syllabics. The department also offers Indigenous Knowledge and Oral Traditions.

The Canadian Indigenous Languages and Literacy Development Institute (CILLDI) is dedicated to language revitalization. They offer a summer program and work with/in Indigenous communities providing linguistic training, second language teaching and professional development related to language research, learning, and policy development. In 2017, CILLDI was provided with a grant for \$665,000 to support programming from Alberta Education.

CILLDI courses include, for example, a Nehiyawewin (Plains Cree) for beginners, The Structure of a Canadian Indigenous Language through Immersion. They also offer a Community Linguist Certificate and summer courses include (Introduction to Linguistic Analysis for Language Revitalization, Morphosyntax of Indigenous Languages, Sentence and Discourse Patterns of Indigenous Languages, Language Policy and Planning for Indigenous Language Communities, and Technologies for Endangered Language Documentation. Additional Indigenous-focused CILLDI courses include Phonetics of Indigenous Languages and Indigenous Languages of the Americas.

Education Classes include Introduction to Indigenous Literacy and Language Development, Sustaining Language and Culture Through Traditional Knowledge and Practices, Second Language Acquisition: Teaching Indigenous Languages in Immersion Context, Developing Class Materials and Curriculum for Indigenous Languages, Assessment in Indigenous Language Classrooms, and Leadership in Language and Culture Education (EDEL 496).

CILLDI offers a Bursary for participating students that covers two CILLDI courses and accommodation for in-person learning (\$1,470/ 2023).

In terms of teacher training, the University offers the Aboriginal Teacher Education Program pathway from CILLDI to a Bachelor of Education, and an Indigenous Teacher Education and Leadership program.

The Faculty of Education offers an Indigenous Language Assessment and Secondary Education Bridging Pathway. This is a pathway to teacher certification. Proficient Indigenous language speakers receive credit for their language skills towards an education degree. Revitalizing Indigenous Language is a credit course that looks at the impact of Indigenous languages and strategies to revitalize and maintain them. Sustaining Language and Culture through Traditional Knowledge and Practices course looks at various approaches to language and culture revitalization strategies. The Meaning and Structure in the Cree Language course examines the roots and structures of Cree words. The Community Linguist Certificate in Teacher Education is a pathway to certification for Indigenous Language speakers into an Elementary or Secondary teaching program.

The Department of Linguistics offers a Certificate in Language Documentation and Revitalization. The course is Intended for undergraduate students majoring in linguistics.

Supporting Indigenous Language Revitalization (SILR) signed an agreement with the BHP Foundation (2021) to build capacity for community-led Indigenous language revitalization that is governed by the Office of the Vice-Provost (Indigenous Programming and Research Office) at the University of Alberta. The project supports the Braiding Stories to Live By, the Young Indigenous Women's Circle of Leadership, First Peoples House, an Intensive Adult Language Immersion Project, Master of Education in Education Studies and Weaving Holistic Learning Experiences through Language Programming and Culture. Online resources include language Apps, dictionaries, language centres, maps, podcasts and video games, immersion camps and programs, and translation services.

The University of Calgary Education Department offers a Bachelor of Education, Social Studies - Revitalization of Indigenous Languages, which is a 4-year community-based (Kindergarten to Grade 12) program. The Werklund School of Education Indigenous Education Resource to inform, inspire, and support professional development in Indigenous Education. Resources include the Blackfoot Digital Library which contains stories, recordings, and photographs, as well as a 3D collection of resources. They also offer an Education in Language and Literacy (Ph.D.) program which is designed to support teachers, principals, curriculum leaders, policymakers, educators, linguists, language professionals, and language revitalization specialists.

The Faculty of Arts, School of Languages, Linguistics, Literatures, and Cultures includes Indigenous languages of Alberta. The Indigenous Languages courses focus on the acquisition of conversation language and vocabulary as well as grammar and written materials in Blackfoot, Cree, Michif, Stoney or Tsuut'ina. The Linguistics (Master of Arts) program focuses on theoretical linguistics (syntax, semantics, phonology, phonetics, morphology and language acquisition). Experience in the preservation of endangered languages is provided through fieldwork. Additionally, in 2020, the University of Calgary facilitated workshops to Document and Preserve the Blackfoot Language.

The University of Lethbridge Faculty of Arts and Sciences Department of Indigenous Studies offers undergraduate courses on Indigenous languages including, Language and Culture in Indigenous America, Introduction to Indigenous Literature, Endangered Languages, and Indigenous literature that focuses on orality, literacy, narrative, etc. There is an opportunity to pursue graduate studies with a focus on Indigenous languages through the Master of Arts in Indigenous Studies.

The Blackfoot Language Resources project Niitsi'powahsin (Blackfoot language) is a digital collection of interactive resources for Blackfoot speakers, learners, and teachers, including a Blackfoot Dictionary, and Blackfoot Oral story database. The database is a collection of stories in various genres which are available in the Kainaa, Aamskapiikani, Aapatohsipikani and Siksika dialects. In addition, the resource includes Blackfoot Conversations, Blackfoot Grammar, and a link to sign up for Blackfoot language lessons.

Provincial Schools in Alberta (Appendix D)

In terms of provincial schools and Indigenous languages, the programming varies across the province. The following schools were selected based on locations spanning Alberta.

The Calgary Board of Education created an Indigenous Education Holistic Lifelong Learning Framework based on the medicine wheel but has no direct reference to language learning. The jurisdiction has a dedicated Indigenous Education Team with 27 staff as well as an Elder Advisory Council. In addition, they offer Indigenous education-focused schools, Niitsitapi Learning Centre (Preschool, Preschool to Grade 2) and Piitoayis Family School (Kindergarten to Grade 6).

The Niitsitapi Learning Centre (preschool to Grade 2) program offers families the option to self-identify their Indigenous language of choice. Students are encouraged to speak their language and share during programming offered throughout the school year. Indigenous Elders and Knowledge Keepers on staff support language learning and traditional ways of knowing. Elders have represented Blackfoot, Cree, Stoney, Nakoda, Tsuut'ina, and Métis Nations. The school has a greeting wall reflecting 68 Indigenous languages from across

Canada. The Program, focus and approach to learning include engagement in language learning. The school offers iPad Learning Apps for Blackfoot (Piikani and Siksika dialects), Cree (Plains Cree), Dene (Tsuut'ina), and Stoney Nakoda, and encourages families to practise the language at home.

The Piitoayis Family School (Kindergarten to Grade 6) school emphasizes Blackfoot values and teachings, including daily inclusion of Indigenous languages and cultures. Throughout the year ceremonies and traditional teachings are offered and led by Elders.

Calgary Catholic School District has an Indigenous Education Administrative Procedure, but it does not reference Indigenous language(s). The jurisdiction does have an Indigenous Education team of 10, who provide professional development and integration of Indigenous knowledge in the classroom or wellness support. An Elder is on staff to support cultural teachings.

Edmonton Public Schools has a dedicated First Nations, Métis, and Inuit central services department. The team of teachers and coaches focuses on supporting Indigenous students and families as well as resource creation and professional development. Amiskwaciy Academy offers Indigenous language, culture, and traditional teachings. Learning involves traditional games, events, arts, and games. Programming instruction is provided by Elders. The Awasis Program at Prince Charles School (97 percent self-identified Indigenous student population) offers Indigenous language, culture, and traditional teachings. Cree language is offered daily for all students. Cultural lessons and ceremonies are led by Elders.

Edmonton Catholic Schools offer Cree language and culture programming in 6 schools across the district. The school programs follow the Alberta Education curriculum and include Total Physical Response (TPR), writing, viewing and speaking opportunities for students. The Edmonton Catholic Indigenous Learning Services offers the Braided Journeys Program to assist student success through support and resources. They also support The Mountain Cree Camp School Kisiko Awasis Kiskinhamawin where traditional teaching and Cree language is taught.

Minimal resources were found for Fort McMurray Catholic Schools which created an Indigenous Administrative Procedure, but no language programming or resources are found on the district website. However, Fort McMurray Public Schools offers Cree classes and Native Studies for students at the Composite High School. They also have an online Languages web page for Dene, Michif, Cree, and Inuktitut language resources.

Holy Spirit Catholic School Division has a First Nations, Métis, and Inuit Services department with a graduation coach program and support workers. The school authority provides Blackfoot language resources, including an Indigenous Education Padlet that contains

Indigenous perspectives across all subject areas, including Indigenous languages. They also created a resource for educators called Mioohpokoiiksi that includes the Blackfoot prayer, pronunciation guides, PowerPoints on Blackfoot writing (a tool to teach linguistics of the Blackfoot language), a video on Blackfoot wordplay (a tool to teach Blackfoot word combinations), videos on Blackfoot culture, and online lessons, and Blackfoot language resources.

The Lethbridge School Division has a dedicated Indigenous Education department with Indigenous staff for each division in the jurisdiction who work to assist Indigenous students. The Chinook High School in Lethbridge recruited a group of diverse popular icons to support students in Blackfoot language learning. The goal was to provide awareness and expose students to Indigenous languages. The school authority also created a Padlet containing Indigenous curriculum connections to support teaching and learning, but no language resources are included.

Mother Earth Children's Charter School is a public charter school that primarily serves Paul First Nation, as well as Spruce Grove, Stony Plain, Wabamun, Thorsby, Warburg and rural Parkland County. Cultural programming and language instruction is offered in Cree and Stoney.

Northland School Division has a dedicated staff to support Indigenous language instruction and professional development. Schools within the jurisdiction offer language instruction. In 2017, the Indigenous language instructors from Northland and Kee Tas Kee Now Tribal Council participated in CILLDI. Since this date, four workshops for language instructors have been held, including one with Total Physical Response (TPR). In March 2023, the participants engaged in a Cree Language Immersion Camp.

Red Deer Catholic Regional Schools and Red Deer Public Schools Division both have dedicated Indigenous Education Services teams to support students, but no specific Indigenous language programs or resources were identified on their websites. Language programming from Kindergarten to Grade 12 across public, private, and catholic school authorities in the province requires improvement. Alberta Education, along with First Nations and school authority representatives developed a Blackfoot and Cree Language and Culture Provincial Curriculum that provides learning options for students from Kindergarten to Grade 12.

The Cree language program is offered in a 3-year program (Grades 10, 11, or 12), 6-year program (Grades 7 to 12), 9-year program (Grades 4 to 12), or 12-year program (Kindergarten to 12) depending on the student's entry point. The Blackfoot language and Culture curriculum is offered as a 6-year program (Grades 7 to 12) or a 12-year program from Kindergarten to Grade 12 depending on the student's entry point.

The Program of Studies is based on four general outcomes: application (how the student will use the language situation/purpose), language competency, community membership, and strategies (learning and communicating), which are foundational to the program. The general outcomes are also broken down by grade into specific outcomes.

Progression of learning is in a spiral (vertical and horizontal), which recognizes that students will continue to expand their learning and proficiency throughout the grades (vertical) and also be able to extend their learning in various contexts through experience and application of their learning (horizontal).

Unfortunately, there are no common teaching and learning language resources or toolkits to support the implementation of the program of studies. An additional barrier to improving Indigenous language learning in public, catholic and private schools is the stark reality that 3 percent of the certificated teachers in Alberta self-identify as Indigenous. This impacts the number of language programs that are offered and ultimately, the number of qualified language teachers/instructors to facilitate programs provincially.

Indigenous and Non-indigenous Organizations in Alberta (Appendix E)

Although many organizations were identified in the environmental scan, only a select number reference or provide specific Indigenous language programs or resources. Of these, many appear to be one-off or limited language program offerings online like the Ben Calf Robe Society which provides holistic support for children and families. They offered a free Cree Language Class in 2018, but no additional language programs were identified on the website since.

Similarly, the Creating Hope Society offered a Learning Our Indigenous History program in 2020 to teach language and history to parents and children. That same year, they offered a You Speak Cree Youth Program for youth ages 16 to 24. In 2021, a Let's Speak Cree program for youth ages 13 to 18 was offered. The program included syllabics, reading, writing, and speaking Cree. No additional language programming has been identified on the website since 2021.

Other organizations like the Cree Literacy Network provide resources including itwêwina Plains Cree dictionary, and the read and listen in Cree: âcimowina: stories, âtayôhkana: sacred stories, poetry, prayers, reflections and memes. As well as books, and songs for every occasion. They also hosted Stay Home: Learn Cree with Solomon Ratt. The online series of 29 Cree language video lessons on various topics. The Cree Literacy Network advertises language classes, camps and events (gatherings, festivals, conferences, etc.) that are offered in Cree-speaking territories and provinces.

Blackfoot Crossing is a historical park that provides education programs, including Blackfoot language classes and workshops. Tours and exhibits are also on display. The website contains information about in-person and online Blackfoot language lessons, including a prerecorded online Blackfoot language lesson from 2022. An online link to the Speak Blackfoot Language App is also available.

In terms of Michif-specific programs and resources, Rupertsland Institute provides Michif language resources on its website to support revitalization. In addition, an introduction to Michif Course (a six-module open online course will provide learners with the opportunity to engage in two dialects either Northern or Heritage Michif. Michif Language and Culture videos are also on the website. They also created Michif Language Resources resources available online, including flashcards, activity books, lesson plans, etc. An Indigenous Languages Experience Series by Region is also created e.g. Region 1: Activity Book and Region 2: Land-Based Learning Camp resource. The Métis Nation of Alberta offers also offers Michif language information and lessons on their website.

The Tsuut'ina Gunaha Institute was established to revitalize the Tsuut'ina language. Online resources include a dictionary written in Tsuut'ina orthography, alphabet, consonants, pronouns, common phrases, and words, as well as the Gunaha App. The App contains 18 categories and over 500 Tsuut'ina audio recordings, including pictures, games, and quizzes. They are also active in resource development to support language revitalization including Elder recordings, activity books, posters, etc. In 2021, 14 staff graduated with a Certificate of Indigenous Language Revitalization from the University of Victoria.

The following libraries were included in the environmental scan as they both offer resources and programming for the public. Calgary Public Library has a specific Indigenous Languages Resource Centre and shares Piikani, Blackfoot, Michif to Go, Tsuut'ina, and Stoney language learning apps on its website. They also offer Caretakers of the Land, which is a virtual program for students in Kindergarten to Grade 6. A Caretakers of the Land resource for educators, traditional Treaty 7 First Nations' names and pronunciation guide are included. They also host National Indigenous History Month Events in their libraries. The library also hosts an Elders' Guidance Circle where individuals, groups, and students meet virtually with Elders to learn about culture, history and reconciliation.

The Edmonton Public Library offers the following Indigenous Services in efforts to address reconciliation, a series of learning events for Indigenous history month, Digital Resources on Indigenous History, and an identified Indigenous Collection: Nehiyawewin, Michif, Inuktitut, Dene and Blackfoot books. In addition, PÎYÊSÎW WÂSKÂHIKAN (Thunderbird House) at the Stanley A. Milner Library offers language programming, cultural and land-based teachings and intergenerational programming. Further, nêhiyawêwin (Cree Language) classes are offered in partnership with the Canadian Native Friendship Centre in Edmonton.

Although some language and culture programs are offered through select organizations identified in the environmental scan, sustained language learning opportunities are sparse.

First Nations Post-Secondary Institutions and Métis Education in Alberta (Appendix F)

One of the benefits of First Nations colleges and Indigenous learning providers is the number of wraparound services and supports provided to learners. They include but are not limited to, community-based Elder supports, housing, learning centres, mentorship, funding support, and on-reserve practicum experiences.

Established in 1970, Blue Quills First Nations University was the first Indigenous-owned and governed educational centre in Canada. It's governed by Beaver Lake Cree Nation, Cold Lake First Nation, Frog Lake Cree Nation, Whitefish Lake First Nation, Heart Lake First Nation, Kehewin Cree Nation, and Saddle Lake Cree Nation.

Blue Quills offers Cree and Dene language programs including Nêhiyawêwin in either a one-year Certificate, a 2-year Diploma or a 3-year Bachelor of Arts. The program focuses on nêhiyawêwin grammar, second language acquisition methodologies, Standard Roman Orthography and Syllabics, as well as community revitalization activities and projects. In the second and third years, programming includes fluency, grammar, program planning, implementation and practicum experience. In terms of the Dene one-year Certificate, 2-year Diploma or a 3-year Bachelor of Arts in the Dene Language, the course focuses on fluency, literacy, grammar, second language acquisition, and methods. The second and third-year programming includes fluency, Dene grammar and morphology, reading and writing in Standard Roman Orthography and Syllabics, and oral traditions of storytelling.

A Master of Arts in Indigenous Languages graduate program includes coursework and practicum experience. Language revitalization, fluency, linguistic analysis, language acquisition, phonetics, and language documentation are also included in the program.

A unique Indigenous Media Program is a 2-year Diploma that incorporates Indigenous language in the programming. Additionally, the iyiniw pimâtisiwin kiskeyihtamowin Ph. D. program is based on a cohort model as a group or individualized program that is grounded in Indigenous knowledge, methodologies, and epistemology.

In terms of Kayas Cultural College, they offered a Nehiyawiwen Online Woodland Cree Language class (Jan 2023), which was open to all-level Woodland Cree speakers. They also offered Woodland Cree Language and Syllabics Classes (Cree 10, 20, 30), which is a 3-year program. In addition, a Cree Language, Culture & Cree Syllabics Course was offered in 2020 for Kindergarten to Grade 12 Teachers, Early Learning and Childcare Facilitators and Instructors. Various Cree Culture and Language Programs are offered online, including In

January 2023, when a nehiyawewen online Woodland Cree Language class was offered weekly for one hour.

Maskwacîs Cultural College supports Maskwacîsak from Louis Bull, Samson, Montana, Ermineskin and Pigeon Lake. They offer several programs including a Cree Language Instructor Training Program, which is a 3-year program offered over 3 summers. Courses include instructional methods and curriculum development, Cree literacy and structure, cultural foundations of Cree language, managing the Cree language program, and syllabics.

An Indigenous Education Diploma covers the first two years of a Bachelor of Education degree and is transferable to the University of Alberta or another B. Ed. program in Alberta. Indigenous course options, including Cree, are offered.

Further, the Indigenous Arts Diploma which bridges to a Bachelor of Arts requires two Cree language and culture courses. The Indigenous Social Work and Indigenous Business Management diplomas require Cree language courses as part of their programs.

Old Sun Community College offers a Siksika Knowledge Program including language courses: Introduction to Siksika Language, Conversational Siksika, Introduction to Use of Language Tools for Language Preservation, Telling of Old Stories, a Study of Successful Language Immersion Approaches 1 and 2, Siksika Grammar, Introduction to Indigenous Sign Language, Introduction to Ceremonial Language, and Adult Language Immersion. Blackfoot Language Classes are offered.

Established in 1986, Red Crow Community College aims to meet the cultural, educational and training needs of Kainai. As such, they offer a couple of language and culture programs including a two-year Indigenous Language and Culture Diploma. Courses include but are not limited to, an introduction to spoken Blackfoot, language structure, vocabulary, ceremony, language and star stories, instructional design for language courses, teaching through song, and trends in Indigenous language teaching and storytelling. A unique Blackfoot sign language course is also offered.

Starting in the fall of 2022, the college introduced the Niitsitapi Teacher Education Program that bridges to a Bachelor of Education Degree. They also offer a Niitsitapi Literacy And Adult Upgrading Program, which is a 1 to 3-year diploma that includes Blackfoot 10, 20, and 30 (Blackfoot language and culture).

Riel Institute for Education and Learning was established in 2000, to deliver Indigenous family and youth support. They offer an Indigenous Early Learning and Childcare Certificate that includes Indigenous studies and reading and writing, but no specific language programming. However, the Aboriginal Head Start Program includes an Indigenous culture

and language component.

Alexander First Nation, Alexis Nakota Sioux Nation, Enoch Cree Nation, O'Chiese First Nation, and Sunchild First Nation established Yellowhead Tribal Council in 1977 to meet the educational needs of its member nations. As a result, the Yellowhead Tribal College was created. The College offers several courses and programs that include Indigenous ways of knowing and language learning. These include, but are not limited to, the Indigenous Language Revitalization Degree Program which operates on a cohort model and provides language acquisition and revitalization practices in either Cree, Anishinaabe, Stoney Nakota or Nehiyawewin.

Additional language courses include Indigenous Language and Philosophy of Social Work I and II. An Introduction to Stoney Nakota Language and Culture that examines sound-symbol, vocabulary, grammar, oral discourse and traditions and Advanced Stoney Nakota Language and Culture (mastery), which is an expansion of the introductory course. Native Studies - Cree Song and Dance is the opportunity to learn the plains nehiyaw dialect through stories and dances, and sounds and symbols of the nine levels of syllabics.

Overall, many distinct language learning pathways are offered from introductory to credentialed programs. Some programs are in partnership via transfer agreements with publicly funded post-secondary institutions in Alberta. In 2018, the provincial government provided \$11 million for Indigenous training providers and learner support.

Friendship Centres in Alberta (Appendix G)

Since 1972, the National Association of Friendship Centres has grown and represents over 100 Friendship Centres across Canada. Friendship Centres provide, for example, cultural programming for Indigenous people. The National Association is responsible for the distribution of sunset funding (2017-2020) to regional Friendship Centres across Canada. During this period, Friendship Centres in Alberta received a total of \$13,060,815.60 in organizational capacity and program and services funding dollars.

In 2023, the National Association received \$3.75 million in funding through Heritage Canada to support Indigenous language programs and language revitalization efforts. Of which, the Regional Friendship Centres in Alberta can apply for a maximum of \$180,000 over 2 years. Although there are 21 member Friendship Centres in Alberta, any reference to language programming was found in only 12.

The Aboriginal Friendship Centre of Calgary offers Indigenous Language Revitalization programming, including a language learning book and a language facilitator's handbook.

The Canadian Native Friendship Centre in Edmonton, in partnership with the Edmonton Public Library, offers Virtual Indigenous Language (Nehiyawewein) classes for beginners and advanced learners either in-person or online. The Edson Friendship Centre also partnered with Rupertsland Institute for a Let's Learn Michif, a one-day, one-hour session.

National Post-Secondary Institutions (Appendix H)

The environmental scan examined post-secondary Institutions in British Columbia, Saskatchewan, Manitoba, Ontario, and Quebec, and in particular, for Cree, Dene, Stoney, Blackfoot, Michif and Inuktitut language programs, resources and supports.

British Columbia

University of British Columbia (UBC)

Given the number of Indigenous languages in British Columbia that are considered endangered, UBC offers a unique First Nations and Endangered Languages Program. Several courses are offered within the program, including Endangered Language Documentation and Revitalization, Introduction to an Indigenous Language I, Introduction to Endangered Language Documentation and Revitalization, Sounds of Endangered Languages: Conservation and Revitalization, Biocultural Diversity: Language, Community, and Environment, and Heritage Resources in Endangered First Nations Language Revitalization. Specific Musqueam Language Courses are also offered.

The Faculty of Education offers Indigenous Language and Literacy Education to support community-driven initiatives intended to build capacity, reclaim, and revitalize their Indigenous language. Course offerings include Indigenous Storytelling in Education, Materials Development for Indigenous Language Learning and Teaching, Indigenous Language and Culture Education, and Living Our Indigenous Languages Through Performative Arts. The Indigenous Teacher Education Program is offered in partnership with local colleges, and after the first 2 years, students transfer to UBC to complete the Bachelor of Education degree.

Aboriginal Languages and Literacy Institute collaborates with the University of British Columbia to offer the following courses in the Faculty of Arts - Endangered Language Documentation and Revitalization, Multimedia Documentation of Oral History, and Introduction to Language and Linguistics. The Faculty of Arts, Linguistics offers several courses, including Native Languages of the Americas. Some are, however, non-credit courses.

Further, the Centre for Intercultural Language Studies is a cross-campus centre for research and collaboration on issues related to language, culture and education.

University of Victoria (UVic)

The UVic has created an Indigenous Language Revitalization homepage that speaks to its revitalization efforts.

Programs include the Teacher Education: Indigenous Education (Post Degree Professional Program), and a Bachelor of Education in Indigenous Language Revitalization program which is a one-year diploma on language revitalization as part of the Bachelor of Education degree requirements. They also offer undergraduate Indigenous Language courses in education, undergraduate language courses in Indigenous studies, and undergraduate linguistic courses in Indigenous language revitalization.

Specific Indigenous language revitalization programs include an Indigenous Language Revitalization Certificate, which is offered in a hybrid model both on campus and in a community setting. A Certificate in Indigenous Language Proficiency, a Diploma in Indigenous Language Revitalization, and a Master's of Education in Indigenous Language Revitalization. The Master of Arts in Indigenous Language Revitalization is a thesis-based two-year degree. The Graduate Certificate in Indigenous Language Revitalization is a two-semester course.

To support language revitalization work, UVic has created a Facebook page dedicated to the Indigenous Language Revitalization Program. In addition, established **NEȪOLNEW_** (one mind, one people), which is an indigenous-led group of scholars, educators, activists, and community leaders collaborating on Indigenous language revitalization efforts. Projects include networking, capacity building, resource sharing, research, and publications to inform and advance language learning. This includes podcasts, infographics, events, presentations, language planning, language learning, etc. UVic also provides students with scholarship information specifically for Indigenous students pursuing education in Indigenous language revitalization.

Simon Fraser University (SFU)

SFU offers Indigenous Languages Program via multiple pathways, including a certificate (Language Proficiency), diploma (Language Proficiency), Minor (specialization in an Indigenous language), and graduate programs (Master of Arts in Indigenous Languages and Linguistics and Graduate Certificate in Indigenous Language and Linguistics) in various Indigenous languages, which are in collaboration with 14 Indigenous communities and language authorities.

Indigenous Languages Courses are extensive at SFU, which include but are not limited to, Practical Phonetics for Indigenous Languages training on the description of the sounds used in language, Introduction to Indigenous Language Levels I and II, Indigenous Language Immersion Levels 1 and II, Introduction to Grammar in an Indigenous Language, and

Description and Analysis of an Indigenous Language Levels I and II, etc. Programming includes an Indigenous Language Mentoring I for the advanced language learner, and Indigenous Language Mentoring II that focuses on advanced vocabulary and grammar through conversation with a fluent speaker. A unique course is the Indigenous Language Immersion IV where the student engages on the land with fluent speakers and Elders.

SFU offers a vast number of linguistics courses, including First Language Acquisition, Narrative and Discourse Structure of an Indigenous Language, Socio-Cultural and Cognitive Aspects of an Indigenous Language, and Effective Pedagogies and Materials Development for Indigenous Language.

The Master of Arts Indigenous Language and Linguistics is a new graduate program that started in 2023. A Graduate Certificate In Indigenous Language and Linguistics pathway described as an expert level, offers students the opportunity for a career as a researcher, post-secondary educator, or curriculum/material developer.

The First Nations Language Centre in language revitalization works in collaboration with First Nations language communities/organizations. Current projects include Katzie Project (Curriculum development), U'mista Cultural Centre (Kwak'wala dictionary), Learning language support language apps (Tahltan and Tli7sa Storybook), Intelligent Online Tutor, and Language Recordings).

Indigenous Studies and Linguistics joint major covers the Indigenous language and cultures of British Columbia and Indigenous peoples of North America as well as language teaching and curriculum development. Courses offerings are extensive and include linguistics, policy, orality, phonology, syntax, morphology, semantics, phonetics, language mentorship, field linguistics, language structures, acquisition, and sociolinguistics.

In terms of resources, the library at SFU supports language programming and revitalization efforts, including the Indigenous Curriculum Resource Centre, Indigenizing Curriculum, Indigenous Knowledge and Pedagogy. There are also scholarships and awards for students enrolled in a First Nations language program.

Thompson Rivers University (TRU)

TRU established an Office of Indigenous Education that works with staff, faculty, and departments on Indigenization efforts across the campus.

The Faculty of Education - First Nations Studies includes courses on Indigenous Peoples Oral Traditions and the Indigenous Peoples Language and Worldview. The Faculty of Arts Modern Languages: First Nations offers Introduction to First Nations Language and First Nations Language Immersion courses.

In terms of resources, TRU encourages learning an Indigenous language spoken in their respective region and therefore created Learning Secwepemctsin. In addition, the University offers Indigenous students various Undergraduate Entrance Scholarships, Awards & Bursaries and Graduate Awards & Bursaries.

University of Northern British Columbia (UNBC)

UNBC offers many language courses offered through First Nations Studies - (BA Program), and Master of Arts, including Certificate Programs (First Nations Language, Métis Studies, Nisga'a Language Fluency, and Nisga'a Studies). Courses include First Nations Language (Cree) levels 1 to 6 from introductory reading, writing, and conversation to a mastery level. In addition to Cree, they offer Dakelh / Carrier Language, Haisla Language (Xa'islak'ala), Tsimshian Language, Nisga'a Language, Nisga'a Language Immersion, Nisga'a Oral Culture, and Gitxsanimx at various levels of proficiency.

The Introduction to Linguistics includes native languages of Northern B.C. and specific content to understand First Nations languages such as Practical Phonetics of First Nations Languages emphasis on sounds, recognition, production, and writing system. In addition, they offer First Nations Language Immersion and Advanced First Nations Language Immersion, intensive immersion in one First Nation language: Haida, Sm'algyax (Coast Tsimshian), Nisga'a, Gitxsanimx, Haisla, Tlingit, Sekani, Beaver, Slavey, Tahltan, Witsuwit'en, Dakelh / Carrier, Chilcotin, or another Athabaskan language: or Shushwap. The Structure of a First Nations Language, First Nations Language Mentoring where students work with fluent language speakers and receive mentorship from a traditional knowledge holder. Further, First Nations Advanced Composition and Conversation Levels 1 and 2, First Nations Advanced Translation and Transcription (from English to First Nations and vice versa), Developing Language Materials, First Nations Songs and Poetry, and First Nations Speeches and Stories are all unique courses offered at UNBC.

The First Nations Centre also offers programs, services and activities for Indigenous students, including an Elder in Residence and Indigenous guest speakers.

Nicola Valley Institute of Technology (NVIT)

At NVIT, they offer an Indigenous Language Certificate, Indigenous Language Diploma, and an Advanced Diploma in Indigenous Language Teaching.

The program, offered in the Lake Babine Nation focuses on language fluency, knowledge, and skills in the following certificates and diplomas in Nadut'en, Niwhkinic, Nle?kepmx, Nsyilxcen, Secwépemc, and, St'át'imcets languages.

First Nations Education Steering Committee (FNESC)

FNESC's mandate is to support and advance First Nations education in British Columbia.

Their work includes language and culture programs. For instance, the First Nations Language Teacher Mentor-Apprentice Program (jointly complete 300 hours of language immersion/ 8 months), in which all BC First Nations schools are eligible to apply.

FNESC/FNSA Teacher Resource Guides, units, lessons, and activities for blended or remote learning contexts made available in 2020 are available online.

Saskatchewan

University of Saskatchewan (U of S)

The U of S offers several pathways that support leading, teaching, and learning Indigenous languages.

For instance, in the B. Ed. Early/Middle Years and B. Ed. Secondary pathways, students have the option to take Introductory Cree (100 level that includes 3-hour lectures and 3 practicum lab hours weekly). Additional Cree courses are offered in the 100, 200, 300, and 400 level. Courses include Advanced Oral and Written Cree, Introduction to Master Apprentice Program, and Root Word Method of nêhiyawêwin.

The U of S also offers Language Teacher Education, a four-year degree program for students intending on teaching in prekindergarten to grade 3. The unique program focuses on language revitalization and is designed for English, French, and Indigenous language learners. Courses options in the Cree Stream include nêhiyawêwin, Cree Literacy, Cree Mathematics, Cree Science, and Cree Social Studies in the Early Years.

The Master of Arts in Linguistics includes language research in Inuktitut and Michif as well as studies on language families: Algonquian, Dene, and Inuit.

Two distinct certificate pathways address Indigenous languages. The first is the Indigenous Languages 2-year program which offers specialized courses like the Total Physical Response and Drama for Language, Second Language Methodologies, Traditional and Contemporary Music, Song and Dance, Root Word Method of nêhiyawêwin, and Introduction to Master Apprentice Program, Root Word Method of nêhiyawêwin, Digital Technologies for Indigenous Language Learning, Syllabics, Literacy and Numeracy, Identity and Higher Learning (nêhiyawêwin), and Immersion Language Camp (nêhiyawêwin).

The Aboriginal Teacher Associate Certificate is a 2-year program that includes Cree language requirements, specifically, Introductory Cree, and options including Structure of Language, Dynamics of Language, and Advanced Oral and Written Cree.

First Nations University Canada

The First Nations-owned post-secondary institution has a long history in its efforts to improve opportunities for Indigenous students and to protect and promote the history, culture, and language of First Nations. The University also offers programs in Regina, Saskatoon, and Prince Albert.

There are several undergraduate programs in Indigenous Education and Indigenous Languages. In the Indigenous education stream, students can take a B. Ed. in Elementary or Secondary Indigenous Education. The University also offers a B. Ed. – After Degree Program in Elementary or Secondary Indigenous Education. The University also offers Indigenous Education (Cree Immersion) B. Ed. or B. Ed After Degree. Unique to the B. Ed. program in Canada is the B. Ed. Dene Teacher Education Program focuses on the Dene language instruction through immersion.

In terms of Indigenous Language programming that focus on conversational fluency, structure, writing systems, literature, translation, and oral traditions, students have several options. These include a Bachelor of Arts in Cree or Anihšīnāpēmowin, a Bachelor of Arts with a minor in Language or Linguistics, a minor within Arts or Education in either Cree, Dakota, Dene, Nakota or Anihšīnāpēmowin, and First Nations Language Instructors' Certificate in Anihšīnāpēmowin, Dene, Nakota, Dakota, Mohawk, or Cree.

Offered through the University of Regina, the Indigenous graduate program includes a Master of Linguistics, a Master of Indigenous Education, and a Master of Indigenous Language Education. A Certificate of Extended Studies in Aboriginal Education or First Nations Languages is also offered.

Indigenous Continuing Education course offerings include a variety of pathways (non-degree) that are focused on Indigenous knowledge and perspectives. Courses include, but are not limited to Indigenous Research Level of Engagement Tool and Project Management Professional Certificate.

The University offers a plethora of resources for Indigenous students. These include a Student Services department that provides Elder services and support, including cultural programming, and spiritual guidance. The University hosts the Indigenous Education, The National Centre for Collaboration which provides stories, teaching resources, knowledge, resources, national gatherings, reconciliation, and reports. This includes Indigenous language resources such as lesson plans in Michif, Blackfoot, Innu, and Halq'eméylem. Finally, there are several scholarships, awards, and bursaries for students attending the University.

University of Regina

Among the University's unique offerings are the Affiliated Degree Programs, including the Yukon Native Teacher Education Program which offers First Nations language electives, and the Saskatchewan Urban Native Teacher Education Program delivered by the Gabriel Dumont Institute which offers Michif language immersion. They also offer the Indigenous Education program through the First Nations University of Canada.

In terms of undergraduate programs, Indigenous Languages offers Cree, Saulteaux, Nakota, Dakota and Dene language classes. Courses include for example, morphology, semantics, linguistics, and language acquisition. The University also offers flexible online courses in Elementary Cree in levels 1 to 3.

There are several certificate programs including Indigenous Language Levels 1 and 2 that focus on oral and written forms of language and linguistic structure, literature, and culture in Cree, Saulteaux (Ojibwe), Dene, Dakota and Nakota.

A First Nations Language Instructor Certificate includes Indigenous language and immersion courses. A unique program offering is a Certificate in Indigenous Language Guardianship (10 courses) includes but is not limited to Cree, Saulteaux (Ojibwe), Dene, Dakota and Nakota.

An Advanced Certificate in Education (30 credit hour program) is designed for educators to pursue specific studies that meet their interests or professional needs. Courses include Culturally Responsive Literacy Education. The Extended Studies in First Nations Language Certificate requires a Bachelor of Education degree as well as a basic Cree or Saulteaux language background. The Certificate in First Nations Interdisciplinary Studies, includes one core course in an Indigenous language Cree, Saulteaux (Ojibwe), Dene, Dakota or Nakota.

In terms of Graduate Programs, the university offers a Linguistics Master of Arts graduate program for students who have completed a BA Honours Degree in linguistics. A Master of Indigenous Education, and a Master of Teaching, Learning, and Leadership.

Manitoba

University of Manitoba

The University of Manitoba is host to the National Centre for Truth and Reconciliation, which received \$60 million (2022) to build a permanent Centre at the University.

The University offers an E-Learning LOA (letter of accomplishment), and although the

program does not have a direct link to Indigenous languages, the learning could support language revitalization efforts as students gain the knowledge and skills to design/deliver e-learning platforms.

Specific language programs include an Indigenous Languages (minor) degree in Anishinaabemowin (Ojibwe) or Cree. Course offerings include Introductory Cree Levels 1 and 2, or Introductory Anishinaabemowin (Ojibwe) Levels 1 and 2, Structure of Anishinaabemowin (Ojibwe) or Cree Language, and Indigenous Language Planning and Development.

The Linguistics program includes, for example, Indigenous Languages of Manitoba, Languages of Canada, Language and Gender, Language Endangerment, and Structure of Algonquian Language courses. In addition, graduate studies in Linguistics include North American Indian Languages. A Bachelor of Arts Integrated Studies - areas of concentration include Linguistics and Native Studies.

An Indigenous Studies, B.A., Indigenous Studies Master of Arts, and a Ph.D. in Indigenous Studies (Métis, Inuit, Cree and Ojibway) as well as Cree, Ojibway and Inuktitut language programming. It's important to note, however, that the department does not have a full-time language professor on staff.

In terms of resources, the Student Experience provides academic, cultural, personal, financial, and Elder support and resources as well as a Métis Inclusion Program. While currently on hold, the program offered Michif language and culture lessons. In addition, the Department of Indigenous Studies hosts Indigenous language drop-ins which are open to campus staff and students. Professionalization Workshops is open to graduate students focusing on Indigenous Studies from any faculty. As well, an Indigenous Studies Colloquium hosts discussions on various topics with Indigenous leaders and researchers.

University of Winnipeg

In 2022, the University introduced the Teaching Indigenous Languages for Vitality Certificate. Throughout the 10 courses, students gain skills in linguistics, Effective Methods of Language Teaching, and participate in a tutorial apprenticeship; an Indigenous language field experience mentorship opportunity.

Indigenous Studies includes an Indigenous Languages: Culture, Rights, and Conflicts a compare/contrast of Indigenous languages in Canada with the United States, New Zealand, Norway, and Sweden through the lens of policy, legislation, activism, and educational and systemic efforts. The courses are also available through the Department of Linguistics.

In terms of Indigenous languages, the thematic major focuses on revitalization, planning and

communication in an interdisciplinary effort to revitalize Indigenous languages. Courses include Oral Immersion in Cree or Ojibwe, Language Revitalization, Indigenous Language Mentorship, and Gíbiindwewesijigemin: Documenting Indigenous Languages through Oral History Interviews.

In addition, the Indigenous Summer Scholars program is a 12-week research program where participants explore graduate studies, are paid, and receive mentorship while engaging in community-based research. Research projects have included language learning.

In terms of resources, the Wii Chiiwaakanak Learning Centre provides educational and cultural programming for community members. Programming and events are also advertised on the website.

Red River College

Indigenous Language courses include Cree, Anishinaabemowin and Ojibwe, which are available for full or part-time study. These include Indigenous Language Levels 1 and 2, Cree Language Structure Levels 1, 2, and 3, as well as Developing Units, Lesson Plans and Class Materials Using Indigenous Language. There is also an Introduction to Anishinaabemowin that includes basic language, grammar, and conversational skills.

In terms of student resources, the Indigenous Student Supports and Community Relations offers Elders in-residence, advising, resource coaches, academic liaison support, student counselling, awards, bursaries, scholarships, etc.

Prairies to Woodlands

Prairies to Woodland Indigenous language revitalization circle is focused on the revitalization of Southern Michif. Resources include the online Southern Michif Course (conversations, vocabulary building, grammar).

Online resources to support revitalization include a Michif Dictionary and Recordings (contains, stories, songs, and conversations) as well as a Learning Library (contains links to Michif Lessons, resources, and learning videos).

Ontario

Lakehead University

With campuses in Thunder Bay and Orillia, Lakehead University offers several programs focused on Indigenous education and Indigenous languages. Namely, the Keewatinase, Department of Indigenous Education offers the Bachelor of Education - Indigenous Teacher Education (Kindergarten to Grade 6) for Indigenous students. A two-year Bachelor of

Education follows this three-year undergraduate degree. Undergraduate courses include Ojibwe, Oji-Cree and Cree.

In addition, they offer a Bachelor of Arts/Bachelor of Education (Indigenous learning major) Intermediate/Senior Division, which is a three-year undergraduate degree followed by a two-year Bachelor of Education. Indigenous courses include Ojibwe, Oji-Cree and Cree.

The Teach Indigenous Languages in Ojibwe, Cree, or Oji-Cree) the program supports regional and national Indigenous languages. The Indigenous Language Teachers Diploma is for fluent Algonquian languages (Ojibwe, Cree, Oji-Cree) speakers to develop the skills and credentials to teach an Indigenous language (as a second language) in primary or secondary school in Ontario.

The Indigenous Language Teacher Diploma Program (3-year program) is recognized by the Ontario College of Teachers. The Diploma enables Indigenous language instructors to teach in their community. The program includes Algonquin language courses.

Finally, the University offers an Honours Bachelor of Arts (Indigenous learning major) a four-year program that includes language courses.

University of Toronto (U of T)

U of T offers a number of program options in Indigenous Studies, Indigenous Language, Linguistics, and Education, and offers an Indigenous Education Network.

The Centre for Indigenous Studies includes language courses that can be used towards a specialty, major, or minor in Indigenous Studies. These include but are not limited to, an Introduction to Anishinaabemowin (levels I and II), Inuktitut (level I), and Kanien'kéha (Mohawk levels I and II). As well as Elementary Inuktitut that follows Inuktitut I with an emphasis on oral skills, grammar, and cultural awareness. An Introduction to an Indigenous Language in Canada including speaking skills and the various writing systems, Worldviews, Indigenous Knowledges, and Oral Tradition is the study of languages and oral histories. An Indigenous Language and Culture course that looks at the interaction between Indigenous language and culture and Exploring Indigenous Thought Through Language Texts looks at the values and philosophies behind written Indigenous language texts. Finally, Anishinaabewin Intellectual Traditions, Narrative and Culture investigates oral narratives and the significance of language.

Linguistics (specialist, major, or minor) programs include Indigenous courses such as Sustaining Indigenous Language and Revitalizing Languages with a focus on Indigenous languages in Canada.

Through the Faculty of Education, the Adult Education and Community Development Degree Programs include a Master of Education in Adult Education and Community Development or a Ph.D. in Adult Education and Community Development which offers Indigenous Perspectives and other Practices as a major research area. However, an Indigenous language course/content is not specified.

A Master of Arts in Language and Literacies Education and a Ph.D. in Language and Literacies Education include learning, teaching, and using Indigenous language and literacies.

The Indigenous Education Network supports students in programming, resources, and mentorship to increase ways of knowing and strengthen relations between Indigenous, Black, and Black-Indigenous peoples. Included on the website is a link to a Collaborative Indigenous Research Digital Garden, which is organized by categories such as Indigenous Education, Theories of Change, Intergenerational Connection, Health, etc.

The University Library created research guides to promote Nêhiyawêwin, Anishinaabemowin, Michif, Mi'kmaq, Innu, Inuktitut, Mohawk, and Huron- Wendat languages.

Queen's University

Dr. Morcom, an Anishinaabe educator, linguist, and the Canada Research Chair in Language Revitalization and Decolonizing Education is currently conducting a language revitalization through an immersion education research project. In partnership with Anishinabek immersion schools, the project is tracking students' linguistic, academic, and personal development as they progress through their language learning journey. Findings from the research may help inform or strengthen new and existing immersion programs across Canada.

Queen's offers several Indigenous education pathways for students. These include the Indigenous Teacher Education (16-month) programs for junior kindergarten to grade 6 and grades 7 to 12 levels. In addition, the community-based Indigenous Teacher Education Program (2 years) is a blended program offered in either Kenjgewin Tag, Lambton-Kent, or Mushkegowuk Territory. Elder-in-Residence support is available for Indigenous students in these programs.

In terms of the First Nations, Métis, and Inuit Studies in Education (Post-Graduate certificate) pathway, the program provides an opportunity to expand knowledge and expertise in a specific area of education. The First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures - part 1 includes classroom management approaches, teaching styles, and Indigenous perspectives. Part 2 includes First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings,

Histories, Current Issues and Cultures, including residential schools, nationhood, and governance. Finally, part 3 focuses on First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures, Specialist explores education issues and challenges identified in the Truth and Reconciliation Commission's: *Calls to Action*. Indigenous languages are not specified in the programming.

The Indigenous Languages and Cultures Certificate is a partnership with Four Directions Indigenous Student Centre at Queen's and provides an understanding of Indigenous languages and cultures.

Indigenous Studies offers a Major in Indigenous Studies and explores language, history, culture, and ways of knowing. The minor in Indigenous Studies includes Mohawk language courses. A joint honour in Indigenous Studies includes Indigenous pedagogies, worldviews, histories, geography, laws, politics, and spirituality, and also introduces students to the Haudenosaunee and Anishinaabe communities.

The part-time Master of Education in World Indigenous Studies in Education degree includes Indigenous language revitalization and an internship opportunity with an Indigenous language-speaking mentor. There are well over 80 course options to select from, including an Indigenous Languages Revitalization course.

Linguistics (Major or Minor) includes morphology, syntax, phonetics, phonology, semantics, and Indigenous languages including Anishinaabemowin, Inuktitut, and Mohawk. In addition, the department offers a Mohawk Language and Culture 2-year certificate for the Tyendinaga community and Mohawk Nation members.

Carleton University

In 2018, Carleton University Strategic Indigenous Initiatives Committee was established to address reconciliation and strengthen relationships with Indigenous communities in the Algonquin territory and across Canada. Through consultations, they formed Kinàmāgawin, Carleton's revitalization strategy. A Kinàmāgawin (Learning Together) Progress Report was published in 2022. The report overviews Carleton University Indigenous Initiatives and the Truth and Reconciliation Commission's: *Calls to Action*. However, there is no reference to language learning. As part of this work, Ānako Indigenous Research Institute was created to discuss the ethical approach to research with Indigenous peoples. The group consists of researchers, students and members of the Indigenous communities.

The School of Indigenous and Canadian Studies Program electives include Anishinaabe, Inuit, and Haudenosaunee ontologies. Students in this program can complete an Indigenous Studies B.A. Honours, Indigenous Studies B.A. Combined Honours, Indigenous Studies B.A., or a Minor in Indigenous Studies. Graduate studies are also available.

The School of Linguistics and Language Studies includes Applied Linguistics and Discourse Studies which the University boasts as a unique way to approach the study of language that looks at communication and social action versus a traditional program that looks at the structure of language. Listed under modern languages are Languages Less Commonly Taught that include Anishinaabemowin, which is not offered every term. Graduate studies are available.

Based at Carleton University, The Endangered Language meets Technology (ELK-Tech) group was created in 2019 to work with endangered language community groups to adapt and develop digital tools that require minimal tech resources, that are easy to use, relevant, support language learning and documentation, and encourage social engagement. An ELK Centre is being established to serve as a space for engagement, develop relationships and language-related technologies, document and revitalize language and supply communities with recording devices to support revitalization efforts.

Carleton also offers students the use of Language Labs and Resource Rooms. These spaces contain resources such as computers, headsets, microphones, and recording devices, including a lending library with historical language books dating back to the early 1900s.

Quebec

McGill University

The Office of Indigenous Initiatives is tasked with implementing McGill's response to the Truth and Reconciliation Commission's: *Calls to Action*. In addition, the First Peoples' House provides Indigenous students with wellness and wraparound support.

Mellon Indigenous Studies and Community Engagement Initiative, through the Faculty of Arts, is designed to further Indigenous initiatives on and off campus. Cross-campus initiatives include an artist in residence, Elder in residence, a writer in residence, language revitalization, funding (travel award and community engagement award), and a knowledge-holder series.

McGill offers Integrated Studies in Education programs that are offered in First Nations and Inuit communities. These include the Certificate in Indigenous Language and Literacy Education (30 credits), which can be taken concurrently with the B. Ed program for teacher certification. The program is designed for Algonquin, Cree, Inuit, Mi'gmaq, and Kanienkehaka (Mohawk) students who are interested in becoming language Instructors. Through this program, students will gain a deeper understanding of an Indigenous language, and in particular, its written form. A B.Ed. for Certified Teachers (90 credits) program is designed for teachers who are certified to teach in elementary school and want to bridge the certificate to an Education degree. Complementary courses include cultural

development.

A professional development graduate certificate to Teach Indigenous Education for Non-Indigenous Teachers is a 15-credit course for teachers interested in working in Indigenous communities. Courses include culturally appropriate and second-language teaching strategies.

A Certificate in First Nations and Inuit Education Leadership (30 credits) course includes issues in Aboriginal Education, as well as the development of linguistic and cultural practices. A Certificate in Middle School, Indigenous Communities (30 credits) can be taken concurrently with the B. Ed program for teacher certification. The program is designed for middle school Indigenous language instructors. The First Nations and Inuit Curriculum course looks at language, culture, and community perceptions.

The Bachelor of Education (Kindergarten to Elementary Education) includes Indigenous Education as an option where Indigenous social, cultural, linguistic, political and pedagogical histories are explored. Indigenous Elders and Knowledge Keepers provide cultural and pedagogical support for this program.

The Indigenous Studies (minor) program emphasizes Indigenous methodologies and reciprocity through Indigenous community partnerships. Indigenous historical, social, and cultural topics are included. Indigenous language(s) are not specified.

The Indigenous Language Revitalization (MA) program provides students with tools to address Indigenous language revitalization. Courses include Sociolinguistics, Dialectology, Acoustic Phonetics, Phonology, Pragmatics, Syntax, Morphology, and Analysis of an Indigenous language, etc. A Linguistics (MA), and both a Doctor of Philosophy (Linguistics) and Interdisciplinary Language Acquisition programs are also available.

National Indigenous Organizations and Provincial/Territorial Governments (Appendix I)

British Columbia

First Peoples Cultural Council

There are several, well-established organizations in the province whose work is to support Indigenous language revitalization. In particular, the First Peoples Cultural Council received a \$50 million grant in 2018 from the province to support revitalization efforts. They are responsible for drafting annual reports on the status of First Nations languages in the province.

In 2021- 2022, \$25.4 million was invested in language, arts, culture and heritage programs, and 445 language grants were awarded. These include Reclaiming My Language, Youth Empowered Speakers, Pathways to Language Vitality Program, Language Revitalization Planning Program, Language Technology Program, Mentor-Apprentice Program, and Language Status Assessment. In addition, they also have Heritage grants to fund projects for art, language, culture and heritage combined focus, a stewardship grant and a micro-grant for heritage revitalization and preservation.

The organization has created and released an extensive number of resources, including

- Indigenous Cultural Heritage Stewardship Toolkit which provides Indigenous communities and organizations with the tools to plan and implement cultural heritage programs;
- Language Revitalization Planning Toolkit contains instructions, examples, and templates for developing language revitalization plans. Planning Toolkit Templates include language surveys, budget worksheets, communication plans, work plans, and evaluations;
- Language Nest Toolkit contains teaching tools and resources for language nest programs, including a link to the online toolkit;
- Heritage Toolkit contains information and resources to help protect, revitalize and celebrate community cultural heritage;
- Indigitization Toolkit is a resource to support and guide digitization projects; and
- Language Revitalization Fact Sheet Includes information, including language, terminology, immersion, fluency, a proficiency assessment, language in the home, and the correlation between language and health.

A plethora of resources regarding Indigenous languages, language programming, resources, etc. are offered online. These include but are not limited to

- Language Authority and Language Plan Development Workshop Presentation include planning and models to develop a language plan. A Planning Concept Diagram, Best Practices, a Three-Year Strategy plan, and a Planning Language Events Guidebook resources are also available;
- Language Nest Handbook for B.C. First Nations Communities;
- Language and Culture Immersion Handbook;
- Language Gathering and Collection Guide is a module for collecting language information;
- Linguist's Code of Conduct for Engaging with Indigenous Peoples and linguistics work;
- Tips for Successful Language Learning;

- Mentor-Apprentice Language Program Handbook;
- Virtual and At-Home Language Revitalization Program Ideas;
- Resources Related to Indigenous Language Legislation;
- Technology Supports for Indigenous Language Revitalization;
- Intersections: Indigenous Language, Health, and Wellness;
- Language Revitalization Fact Sheets;
- Culture Camps for Language Learning: An Immersion Handbook;
- Language for Life: Nourishing Indigenous Languages in the Home;
- A Guide to Language Policy and Planning for B.C. First Nations Communities;
- The list of 34 Languages of British Columbia (2019) includes community, language family, dialect, and language name;
- FirstVoices Language Tutor is available at no cost to First Nations communities. The web-based tool allows for the creation of interactive language lessons, including the ability to add video and audio. The tool includes a management system to track learner progress; and
- Check before you Tech! Is a guiding document for selecting language apps and software when revitalizing Indigenous languages.

The First Peoples Cultural Council's collaboration with the province to support Indigenous language revitalization is a model worthy of consideration given the funding support and prevalence of language revitalization grants and programs offered across the province.

Foundation for Endangered Languages Canada

The foundation is established by a diverse group of academics, linguists, researchers, Elders, etc. who have a common interest in the revitalization and empowerment of Indigenous languages. Advocacy for and awareness of Indigenous language revitalization initiatives, organizations and atlases are shared on the website. Languages include Abenaki, Algonquin, Blackfoot, Chilcotin, Dene, Gwich'in, Haida, Halkomelem, Han, Michif, Mi'kmaq, Mohawk, Nsyilxcn, Ojibwe, Squamish, Tahltan, Tsuut'ina, and Wendat. Note, there are several broken links on the website. In addition, they invite other language groups/ researchers/ communities to share their initiatives on the website as well.

First Nations Education Steering Committee

Working at a provincial level and founded in 1992, the organization provides research, communication, advocacy, program administration, and networking. The First Nations School Language and Culture subcommittee works to promote and support professional development, research and services for First Nations language professionals. This work includes the First Nations Language Teacher Mentor-Apprentice Program, which provides opportunities for First Nations language teachers to increase their fluency.

FNESC also released a Guide to Language Revitalization Promising Education Practices for Consideration by First Nations Schools. Content includes language mobilization, land-based teaching, learning from Elders, Integrating Technology, Early Childhood to Adult Education, Language Immersion, Planning, and Celebrating successes.

First Nations Schools Association

Established in 1996, the organization works on behalf of the schools controlled by the First Nations in BC. They have created many resources to support languages such as a Guide to Language Revitalization: Promising Education Practices (2023), including First Peoples Language lessons, FNESC/FNSA Teacher Resource Guides, Units, Lessons, and Activities for Blended or Remote Learning Contexts, Handbook for the First Nations Language and Culture Program for First Nations Schools in British Columbia, and Reviving Your Language Through Education.

Pacific Association of First Nations Women

The association provides Cree and Ojibway language courses from basic to advanced. Their work includes language revitalization planning, digitization, conversational circles, workshops and language gatherings. Ojibwe and Cree classes and resources (words, phrases, videos, songs, stories, and games) are included on the website.

North Island College

Located in Campbell River, British Columbia, the College offers Indigenous Education programming to support Indigenous language and ways of knowing and being, which includes the Awi'nakola land-based experiential learning, and Indigenous Language Fluency Certificate.

Saskatchewan

Saskatchewan Indigenous Cultural Centre

The Centre was established in 1972 to protect, preserve, and promote the language and cultures of the First Nations in the province. These include language and background information for Dene, Saulteaux, Dakota, Nakoda, Lakota, Swampy Cree, Woodland Cree and Plains Cree.

Gabriel Dumont Institute

Established in 1980, The Gabriel Dumont Institute works to promote the Métis culture, offer educational programming and training, and develop resources, and partnerships. Their Virtual Museum includes language resources, lesson plans and resources, a Michif Heritage Dictionary (includes audio) and Lessons (basic words and commands to a Michif Quiz) as well as a Northern Michif Dictionary and Heritage Michif Lessons.

Louis Riel Institute

Michif language resources and language lessons, including a resource kit, and a Little Michif series for children are available online.

Prince Albert Grand Council

Language and Culture Programs include Dene Language Learning Resources are organized by category and include basic language (greetings, phrases, place, time, money, numbers etc.) Dene Vowels and Consonants charts in printable format are also available. Traditional Songs (Northern Cree, Swampy Cree, and Stoney Cree) include a grandmother song, creator song, thanking creator, etc. Cree animal words in a printable format (English included) are also available online.

ConnectR

Reconciliation Saskatoon is a partnership with over 115 organizations with a common mission to promote reconciliation. The collaboration includes Language revitalization resources, for example, language projects, classes, radio, and terminology. Additional information about art and music, residential schools, reconciliation, cultural understanding, health and wellness, and family is available.

Nēhiyawak

The organization creates language learning opportunities to maintain and revitalize the Cree language. They offer workshops for intermediate language learners (online) for a fee of \$150 (3 months) as well as an annual summer camp (1 week) student/child fee is \$250 and the adult registration fee is \$500. Language learning and practice through engagement in activities, teachings, songs and land-based experiences, etc.

Manitoba

Indigenous Languages of Manitoba

Dedicated to Indigenous languages, the non-profit organization provides language programming, resource development, translations, and training and professional development. Language resources for Inuktitut, Anishinaabemowin, Dakota, Dene, Anisninemowin, Michif and Ininimowin are online and include background information and basic language resources (printable format).

Manitoba Aboriginal Languages Strategy

Created to promote, retain, and revitalize the Aboriginal Languages in Manitoba. The organization provides information, events, and resources. This includes a community connections program that creates opportunities for people to learn about the Indigenous

languages and cultures in Manitoba.

Teaching and Learning Anishinaabemowin *Doing Immersion Differently* includes kits, activities, and resources to support learners at different levels, which include:

- Babies and Their Caregivers;
- Intermediate Kids & Young Learners;
- Intermediate Learners and Adults in Conversation Development;
- Advanced Learners & Storytelling; and
- Teachers and Teaching in Immersion Settings.

Online Cree resources include basic words and songs. An online Catalogue contains resources for purchase in Ojibwe and Cree. A Manitoba Swampy Cree Language App is also available that contains 16 categories with over 150 words and phrases.

Ministry of Education Manitoba

Education and Early Childhood Learning Indigenous Languages resources include

- K-12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes; and
- Mamāhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework (2022) included a 1.6 million dollar investment to expand Elders and Knowledge Keepers in schools to support educators with incorporating Indigenous ways of knowing in the school community.

Ontario

Chiefs of Ontario Education Portal

Documents to support indigenous language learning include the COO Education Sector: Framework for Indigenous Language in Ontario Schools (December 2021). The document includes survey results from provincial and First Nations schools as well as interviews, and recommendations. Recommendations include that every First Nation student in Ontario should have access to Indigenous language instruction from Kindergarten to Grade 12.

Ontario Ministry of Education

Resources to support languages include the Native Languages Curriculum for Grades 1 to 8 (2001). The curriculum is organized into three strands: oral communication, reading, and writing. A Supporting Document for the Teaching of Language Pattern Resource Guide for Ojibwe and Cree (Grades 1 to 12), includes parts of speech, word parts, nouns, pronouns, verbs, verbless sentences, stem forms and verb charts. A Support Document for the Teaching of Language Patterns Resource Guide for Oneida, Cayuga, and Mohawk (Grades 1

to 12) includes parts of speech, nouns, particles, pronouns, verbs, noun incorporation, non-modal prepronominal prefixes, and stem formation. Finally, a support document for the Teaching of Language Patterns Resource Guide for Delaware (Grades 1 to 12) includes parts of speech, word parts, nouns, pronouns, noun phrases, verbless sentences, verbs, and stem formation.

Assembly of First Nations

Through First Nations directions and resolutions, the Assembly advocates for the rights and quality of life for First Nations. Resources created to support Indigenous languages include

- A Guide to An Act Respecting Indigenous Languages: A Tool for First Nations Language Revitalization (2019-2020);
- Revitalizing First Nations Languages, A Cost Analysis (2022);
- Spirit Speakers, Our Languages, Our Future - Recommendations Report (2020);
- Kindergarten to Grade 12 Fact Sheet (2022). Includes data on First Nations languages and immersion programs; and
- First Nations Languages includes the history, funding and future needs to reclaim and revitalize languages.

Inuit Tapiriit Kanatami

The national organization that represents Inuit Nunangat, which includes 51 communities in 4 regions. The regions are

- Inuvialuit in Northwest Territories, whose language is Inuvialuktun; and
- Nunavut, Nunatsiavut (Labrador), and Nunavik (Quebec), whose language is Inuktitut.

The organization oversees

- Inuit Nunangat University, supports Inuit regions in their delivery of post-secondary funding for Inuit students. This work includes advocacy and research, and efforts to increase educational outcomes and post-secondary opportunities for Inuit; and
- Inuktitut Qaliujaaqpait, which is the initiative to unify the writing system in an effort to promote communication across the Inuit language dialects.

Centre for Inuit Children, Youth, and Families

Established in 2005, they provide cultural, educational, social, and recreational support for Inuit children, youth, and families in Ottawa. In terms of language resources, they provide the following online

- Teaching Resources include 30 printable activity sheets;
- Inuktitut Podcasts for the school environment, conversational levels 1 and 2, including celebrating Inuit pride, circle time/traditional knowledge, games, drumming, cultural teachings and throat singing;
- Inuktitut Our Language common words and phrases; and
- Inuktitut Conversational Booklet levels 1 and 2.

Métis Nation of Ontario

Métis Language Initiatives support the revitalization and strengthening of Michif languages in Ontario. Resources include the Métis Education (Kindergarten to Grade 12) that contains a Michif Work Book, flashcards, as well as cultural and educational resources. They also provide Métis language learning resources online, but they are password protected.

Métis Nation British Columbia

The organization has developed Language resources to promote and revitalize the Michif language. This includes a video series of basic language: Greetings, Family, Weather, and Dining, as well as listening activities, asking questions and a quiz.

A series of Michif videos (Stories, Shopping, Beading, A Garden, Michif Bingo, My Family, Sash Weaving, Laundry, Making Bannock and Tea Time) created by the Prairies to Woodlands Indigenous Language Revitalization Circle is also available.

Nogojwanog Friendship Centre

The Centre offers an Indigenous Language Revitalization Program that includes Introductory Michif courses and Anishinaabemowin courses, to create an onsite language hub. Their website includes the following external online

- Cree Michif;
- Nishnaabemwin Online Dictionary; and
- The Ojibwe People's Dictionary.

In addition, their Facebook page includes weekly Anishinaabemowin word of the day videos. A link to external language learning and website apps is also provided.

Indigenous Education The National Centre for Collaboration

Hosted by the First Nations University of Canada, the Centre provides stories, teaching resources, national gatherings, reconciliation, and reports. This includes Indigenous language resources such as lesson plans in Michif, Blackfoot, Innu, and Halq'eméylem. A Facebook site is also available.

Stories - A series of language projects and initiatives which includes

- Hear Indigenous Languages which are recordings by Dene, Inuktitut, Kanien'kéha (Mohawk), Michif, Nehiyawak (Plains Cree), English and French language instructors;
- Explore Indigenous Languages Playlist (strengthening and reclaiming languages) is a series of ten videos that highlight language programs;
- See Indigenous Languages offers viewers the opportunity to see how Indigenous education is spoken in their language;
- Interactive Map to hear stories, and view Treaties, territories, and languages; and

- Story Search is a collection of audio stories about various Indigenous education initiatives which are searchable by language, education level, topic, and/or province/territory,
 - For example, Cree Language Revitalization and Reclamation is a video with Belinda Daniels who shares her learning journey as well as the establishment of a Summer Language Camp.

Knowledge Space is a resource to support a learning journey based on the medicine wheel. Included in the Indigenous Languages Playlist are 10 videos that highlight the connection between land and language.

Teaching Resource Centre

- Indigenous Languages Lesson Plans (Early Childhood to Grade 12) in Michif, Blackfoot, Innu, and Halq'eméylem. Lessons include Indigenous ways of knowing.
 - Lesson plans include strategies (Foundations) to teach based on student's learning styles
 - Tip Sheets
 - Virtual Guide for the Educator (5 videos) that informs educators on ways to integrate the website resources into lesson plans
 - Lesson Plan Templates are provided for educators to modify
 - Additional Online Teaching Resources (Library) are provided for teachers, educators and students. Resources include curriculum guides, teaching guides, lesson plans, resource kits, books, and videos
 - A series of videos are organized by art and music, community, Elder voices, health and wellness, land-based, language and culture, math and science, reconciliation, youth voices, and panels and forums
- The University also funds pīkiskwēwin (2021), an Indigenous podcast series to promote and preserve Cree, Dakota, Dene, Lakota, Nakota, Michif, Saulteaux.

Waking Up Ojibwe

A partnership was established in 2017 between the Seven Generations Education Institute, Rainy River District School Board, and SayITFirst to develop an Ojibwe language strategy to bring Anishinaabe into the homes and schools. Several resources have been created and are available online for families, learners and instructors.

- Families - language kits, videos, songs, PDF books, lessons, games
- Learners
 - A mentor learning program is offered through Rainy River District School board (Fort Frances High School) for students in Grades 9 and 10 and enrolled in an Anishinaabemowin class. Students are paired with a mentor/fluent speaker and taught conversational Anishinaabe as well as traditional

- knowledge.
 - Adult revitalization program provides learners with a cohort experience to gain conversational skills, traditional knowledge, and grammar.
 - The Community Adult Anishinaabemowin Program was established in 2018 for language learners in a community setting.
 - Indigenous songs and stories are used to assist learners in Anishinaabemowin language skills. The program runs for four months for a total cost of \$320.
- Instructors
 - Anishinaabemowin Facilitator Program (6 months) provides participants with training (language, lesson plans, resources, materials) from a fluent speaker/instructor.
 - Professional Development Opportunities and Resources
 - Powerpoint templates are provided for instructors to create language presentations;
 - Anishinaabemowing Grammar Series (recorded sessions (2022), printer-friendly Powerpoint, and PDF printables;
 - Anishinaabemowin with Jason Jones (recorded series) where he demonstrates;
 - Anishinaabemowin using Smart Notebook; and
 - Learn to Speak Anishinaabemowin is an online YouTube learning series with speakers, instructors, and learners.

Canadian Geographic

Canadian Geographic magazine shares stories about issues in Canada, its people and places through online, magazine, and podcast formats. Resources include

- The Indigenous Peoples Atlas of Canada. Each volume explores Truth and Reconciliation, First Nations, Inuit, and Métis historical and current contexts;
- Why Indigenous Languages Matter article (2018); and
- Mapping Indigenous Languages in Canada (2017) Identifies language families and the number of language speakers in Canada.

Canadian Language Museum

Located on the York University Campus, the Canadian Languages Museum was established in 2011. Its mission is to promote all languages spoken in Canada and bring awareness to Indigenous languages. The museum has online and travelling exhibits, including Beyond Words: Dictionaries and Indigenous Languages that include information panels about dictionaries, community initiatives and embracing technology, etc.

Indigenous Languages: Maps, Apps and Websites

First Nations Confederacy of Cultural Education Centres

Established in 1972, the national organization supports Culture Centres across Canada, including Alberta, BC, Ontario, Quebec, New Brunswick, Manitoba and Northwest Territories. They create, support, and deliver programs to revitalize Indigenous languages. Funding is provided by the Department of Canadian Heritage.

Moose Factory's Community Language Project

Starting in 2012 to revitalize Ililîmowin, the Cree dialect in Moose Factory. The project has led to the development of resources, dictionaries, children's books, grammar resources, and pedagogical materials.

Nunavut Sivuniksavut

Established in 1985, Nunavut Sivuniksavut (our land is our future) is a one-year program that provides Inuit youth cultural learning opportunities and Inuit-focused post-secondary academic experiences. Students get exposure to various cultural experiences and are ambassadors for Inuit culture and the Nunavut territory. Programming includes Inuit Studies and Inuktitut.

Quebec

Cree School Board

With the signing of the James Bay and Northern Quebec Agreement, the Cree School Board was established in 1978. Projects and resources include

- The Iyiyiwayihtimuwîn / linuuweyhtamuwin – Elder and Traditional Knowledge Keeper Teachings Video Project, is a video collection of Elder teachings. The videos are about cooking, culture, harvesting, language, legends, and tools; and
- Cree language and culture resources are included on the East Cree resource web page. These resources include stories, lessons, and a dictionary.

Aanischaaukamikw Cree Cultural Institute

Learn offers teacher resources, workshops (in-person and virtual), Elder videos, as well as an online database. Language Research includes the development of Cree dictionaries and the study of terminology.

Yukon

Council of Yukon First Nations

Administers the Yukon Native Language Centre that provides linguistic and educational

services to the public and First Nations in Yukon. Languages in Yukon (Map) include Gwich'in, Hän, Upper Tanana, Northern Tutchone, Southern Tutchone, Tagish, Inland Tlingit, and Kaska. Initiatives include but are not limited to

- Facilitated four immersion camps in 2011/2012;
- Total Physical Response training;
- Language Nest started with Kluane First Nation, Kwänlin Dün First Nation, and Carcross/Tagish First Nation (year-long pilot); and
- Master-Apprentice program (year-long pilot).

In 2022, Yukon received \$14.7 million in funding to support language programs from the federal government.

Yukon University

Established in 1989, the Yukon Native Teacher Education - after degree (2-year program) leading to a Bachelor of Education Degree. The program includes First Nations Cultures and Values course where the First Nations language is introduced.

Yukon Native Teacher Education Degree The program includes First Nations Cultures and Values course where the First Nations language is introduced. Further, a Culture and the Acquisition of Language and Literacy course focuses on the language experiences of Indigenous peoples in Canada as well as the development of language.

Heritage and Culture courses include Introduction to Native Languages levels 1 and 2, Language and Culture Preservation, and Preservation of Traditional Knowledge.

Northwest Territories

Government of Northwest Territories

The 11 official languages of the Northwest Territories are Dëne Sųłné Yatıé, nēhiyawēwin, Dinjii Zhu' Ginjik, Inuinnaqtun, Inuktitut, Inuvialuktun, Dene Kədó, Dene Zhatıé, and Tłıchų Yatıı.

Creating the Official Languages Act including the establishment of the Office of the NWT Languages Commissioner, Aboriginal Languages Revitalization Board and the Official Languages Board work towards language revitalization.

NWT Indigenous Languages Action Plan (2018 -2025) includes priorities for the protection and revitalization of the official languages of the Northwest Territories. The action plan includes priorities (policy, advocacy, program and resources) in language revitalization actions and access, including ways of measuring and resource development.

Additional Resources

- Indigenous Languages Education Handbook (Junior Kindergarten to Grade 12);
- Our Languages - Curriculum and Program of Study (2020) includes Indigenous worldview, history of languages, strategies for effective language teaching and learning, curriculum, design, competencies, outcomes and promising practices;
- Indigenous Language Month (February) is a celebration of the diverse official languages of the Northwest Territories;
- Indigenous Language Revitalization Scholarships (10) of up to \$5,000 are available annually to students enrolled in certificate, diploma, degree or training programs.
- Professional Development for interpreters and translators is available for up to \$1,000 annually;
- Mentor-Apprentice Program provides funding for 200 hours of language immersion (7-10 hours/weekly/over 9 months); and
- List of Language Interpreters and Translators for the following languages Chipewyan, Cree, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, and Tłıchǫ Yatı̨.

Education and training information is available online regarding Indigenous language learning, programs and resources. They include resources for *nēhiyawēwin*, *Dinjii Zhu' Ginjik*, *Inuinnaqtun*, *Inuktitut*, *Inuvialuktun*, *Dene Kǎdǎ*, *Dene Zhatı̨*, and *Tłıchǫ*

In 2022, the Northwest Territories received \$6.9 million in funding to support language programs.

Dehcho First Nations

Dehcho First Nations supports education and training as well as language and culture. They offer a Master-Apprentice program, Language Nests for children ages 0 to 5. Scholarships are available for teachers, and those considering post-secondary education.

Nunavut

Government of Nunavut

Official Languages Act (2013) identifies Inuktitut, English, and French as the official languages of Nunavut. The Inuit Language Protection Act (2008) speaks to constitutional rights, the status of Inuit language rights (duties of organizations), communication (written and oral), government contracts, education (early childhood to Grade 12), adult language acquisition and upgrading, the language of work, duties of government, and protection for Inuit Language speakers, etc.

In 2022, Nunavut received \$17.7 million in funding to support language programs.

Online language resources include Inuit IlagiknitTaiguhit (Inuit Kinship Terminologies), Inuktitut fonts, Asuilaak Living Dictionary contains 80,000 Inuktitut and Inuinnaqtun terms, Inuktitut Naqittautit - four keyboards to type in syllabic (qaniujaaqpait) or roman (qaliujaaqpait) Inuktitut (Inuktitut). Additional resources include Ready to Learn Inuktitut, which is a Government of Nunavut program encouraging youth and families to learn Inuktitut as well as the Inuktitut Titiqqililiriniq Program that includes instructional tools and resources.

Further, the Nunavut Literacy Council created the Uqalimaarluk App that contains children's audiobooks in Inuktitut. Resources include Robert Munsch's books that are translated into Inuktitut.

Inuit Uqausinginnik Taiguusiliuqtiit

Created by the Legislative Assembly of Nunavut, the organization is tasked with documenting, sharing, and standardizing terminology, research and decision-making about the Inuit language on behalf of all Nunavutmmiut. Internal publications include Inuktitut spelling standards, Inuktitut dictionary, etc.

An Inuit Language Recognition award is open to residents of Nunavut and is awarded annually for contributions to the development, promotion, or protection of the Inuit language.

Nunavut Arctic College

There are five campuses (Kitikmeot (Cambridge Bay), Kivalliq (Rankin Inlet), Nunatta (Iqaluit), Nunavut Innovation & Research Institutes (Iqaluit, Arviat, Cambridge Bay, Rankin Inlet, and Igloodik) and Piqqusilirivvik Inuit Cultural Learning Centre (Clyde River), and community learning centres in all 25 communities in Nunavut.

Programs include

- Education
 - Nunavut Teacher Education Program (also offered in Inuktitut for proficient speakers)
 - Early Childhood Education Applied Certificate Program
 - Early Childhood Education Diploma Program (2-year diploma)
- Inuit Culture
 - Interpreter Translation Diploma Program (2-year program) emphasizes language development and technical and communications skills.
 - Inuinnaqtun Language Revitalization Certificate Program

- The Inuit Studies Diploma Program includes language, culture, and current context. The majority of the courses are delivered in Inuktitut.

Pirurvik

Pirurvik is an Inuit- owned learning centre in Iqaluit. They focus on Inuit well-being, language and culture and programs that support Inuktitut language learning.

- Qimattuvik: Professional Inuktitut for Workplace accreditation through the University of Victoria;
- Aurniarvik: Inuktitut Second Language for Inuit program. Full-time program with accreditation through the University of Victoria;
- Aqqusiurvik: Inuktitut Instructor Diploma (4 semesters). Is an Inuktitut immersion program offered in partnership with the University of Victoria. Upon completion, students will receive an Indigenous Language Revitalization Diploma
- Pigiurvik: Inuktitut Foundations (Level 1) The 30-hour course focuses on introductory Inuktitut;
- Reclaiming the Whole Man is a seasonally-based course where participants will work with instructors to reconnect with traditional Inuit knowledge and teachings, including Inuktitut terminology related to men's knowledge;
- Reclaiming the Whole Woman empowers participants with Inuit knowledge, terminology and hands-on skills, including Inuktitut terminology related to women's knowledge; and
- Inuktitut Language Courses for beginners.

Nunavut Tunngavik Inc.

Partnered with Inhabit Media to develop books and educational resources to support Inuktitut language learning for children and youth.

Nunatsiavut

Nunatsiavut Government

The Department of Language, Culture, and Tourism released Inuktitut UKâlalluta, ilinniatisiluta, InosiKalluta (2021 - 2026), an Inuktitut language strategy, which is focused on three pillars; transmission, revitalization, and engagement.

Resources include

- An Inuktitut Kautamât uKauset (Inuktitut everyday words) language App is organized by categories and includes words, phrases, expressions, audio files etc. Introduction to Inuktitut Lessons. A series of lessons were produced in 2020. Inuktitut Blitz is a language program to promote and preserve the language.
- The Nunatsiavut Department of Language, Culture and Tourism released educational

videos, Inuttitut, Tusâlanga books and online platform books,

- A Master Apprentice Inuktitut 7-month program is offered by the Nunatsiavut government for language learners and fluent speakers. Compensation is provided for both the learner and the fluent speaker.

Nunavik

Makivvik

Makivvik's mandate is to carry out the James Bay and Northern Quebec Agreement, which includes language and culture.

Nunavik Sivunitsavut

Is a one-year course where students learn Inuit history, politics, governance, current issues and culture, and language. Courses include

- Aboriginal Languages: Inuktitut and Identity (60 hours) where students gain the skills to lead Inuktitut revitalization.
- Aboriginal Languages: Inuktitut and Modernity (60 hours) where students explore current issues impacting Inuit culture.

Kativik School Board offers the Inuktitut language of Instruction and developed the following Apps

- AiPai Chart is an interactive Inuktitut alphabet chart;
- Arsaniit is an interactive tool (iPad) for writing Inuktitut syllabics;
- Aarqisugait is an Inuktitut puzzle game;
- iNaqittaq for iPads for typing Inuktitut;
- Kisitsitiit is an app to learn mathematics in Inuktitut; and
- Makittagait is an Inuktitut memory game.

Nova Scotia

Native Council of Nova Scotia

The Mi'kmaq Language program's goal is to protect, preserve, and further the Mi'kmaq Language. A language resource library, learning materials, story books, learning aids, language poster and Mi'kma'ki map are available, but not accessible on the website.

Say It First

The organization uses technology to revitalize the Indigenous language in Canada.

Projects and Resources include

- Children's Indigenous Language Books and videos of Elders reading the stories;

- Children's Shows are available on Youtube in Maliseet, Mi'kmaw, and Ojibwe;
- Conjugator in Mi'kmaw and Maliseet is a tool to conjugate verbs; and
- High School Culturally Relevant Curriculum are videos about the Life of the Métis, the Significance of a Pow Wow (Ojibwe and English).

Indigenous Programs and Resources in the United States (Appendix J)

In 2022, the White House Council on Native American Affairs Education Committee drafted a framework for a 10-Year National Plan on Native Language Revitalization from early childhood to adulthood. The plan will be finalized in 2023.

In 2022, The U.S. Department of the Interior announced that the Indian Affairs Office of Indian Economic Development would be providing a grant of \$7 million dollars to 45 American Indian and Alaska Native Tribes and Tribal organizations to revitalize languages.

In terms of language programs, supports, and resources in the United States, the environmental scan looked at the following: Blackfeet Community College, The Northwest Indian Language Institute, The Peigan Institute, the Summer Institute of Linguistics, the University of California Berkeley, and the University of Arizona.

Blackfeet Community College

To begin, the Blackfeet Community College, located in Browning Montana has been accredited since 1985 by the Northwest Commission on Colleges and Universities.

The College offers a one-year Certificate in Early Childhood Development. As well as an Elementary Education (Kindergarten to Grade 8) program that prepares students for certification in Montana. An emphasis is placed on Piikuni Tribal Nation concepts and Native American worldviews.

The Piikani Studies and Language Associate Degree is preparatory for Bachelor in Native American Studies, Education, History, Linguistics or Philosophy. Students are immersed in Piikani history, language, culture, and traditional teachings. Finally, the College offers a Piikani History and Language Minor that includes Piikani history, language, lifeways, and philosophies.

The Northwest Indian Language Institute (NILI)

Established in 1997, the organization in Oregon, Washington, works with tribal partners to support the curriculum, development of resource materials, and distance learning. In addition, they provide on-campus and community-based language workshops. This

includes a Summer Institute for Native/Indigenous language speakers who participate in a week-long teacher training program at the University of Oregon.

They also host the Tuxámshish Revitalization Learning Series, which is a one-week online series of presentations and conversations with language experts. To ensure accessibility, a sliding scale of 0 to \$100 is the cost of participation.

The NILI Resources Centre contains a repository of resources (organized by the community) and information for language learning. The resources include a NILI Teaching Methods Series, which discusses assessment through validity, conversation, Total Physical Response, and song.

The Peigan Institute

The Institute was established in 1987 to research, promote, and preserve the Blackfoot language. Peigan resources are produced on-site and include recordings, the Piegan Institute Online Dictionary (which contains language lessons), language lessons and education kits for purchase, as well as Blackfeet Projects, which contains homeschool and Head Start kits in the Blackfoot language.

Summer Institute of Linguistics (SIL)

In terms of resources for Indigenous languages, the Summer Institute of Linguistics (SIL) in Dallas, Texas stands out. The faith-based nonprofit organization works with communities around the globe to develop language solutions, resources, and training. In 2016, the organization released *A Guide for Planning the Future of Our Language* as a tool for communities to support language preservation, promotion, and revitalization.

Their website and resources to support language development are extensive and include, but are not limited to

- Dictionary and Lexicography Services, including collecting and glossing words, standardizing entries, publishing and archiving;
- Language Assessments include language attitude, contact, use, variation, vitality, multiculturalism, and training;
- Language Program Management addresses collaboration, facilitation, development, and sustainability;
- Language Technology includes software, fonts/scripts, script sources, and writing systems technology;
- Literacy and Education enable speakers to achieve their goals. Vast support includes training, program planning, language education, curriculum and instruction, monitoring and evaluation;
- Media Development includes access, language development and documentation, production, and ownership;

- Orthography addresses community participation, dialects, endangered languages, and linguistics; and
- Translations include training, technical services, research, orality and storytelling.

In addition, they also provide Language and Culture Learning training courses to respectfully engage and support communities in language revitalization. A Language and Culture Documentation course to support language preservation and stewardship. A Linguistics course to support language development projects such as dictionary production, orthography development, literacy, translation, language documentation, etc.

Finally, they offer sociolinguistic support to help with project planning and revitalization. This may include language experts, and language workers, as well as teaching, training, and evaluation supports, etc.

University of California Berkeley

The Department of Linguistics offers a Designated Emphasis (minor) on Indigenous Language Revitalization. Program requirements include elective courses in education and linguistics (Native American). Summer language courses are also offered, including one titled Endangered Languages that looks at why linguistic diversity matters and investigates language revitalization and endangerment.

A Native American Studies program is offered on campus that includes Indigenous epistemologies, experiences, languages, histories, etc. In addition, an American Indian graduate program is offered to Indigenous and Native American graduate students. Resources include peer support and academic resources for students.

In terms of resources, the Native American Student Development Office provides programming and resources for students that includes Indigenous United Podcast, events, student resources, and a link to specific Native American student programs on campus.

Unique to Berkeley is a Path to Professoriate program that engages 100 first-year underrepresented Ph D. Students who may be interested in the Pathway to Assistant Professorship. In the fall, students in the program will host a workshop with tenured faculty members of colour, to share their experiences and advice. As a result, students will create an individualized plan for their doctoral program. Further, in the spring, students will participate in workshops that focus on imposter syndrome, the anxiety of writing, etc. Included is a writing retreat for students. A \$500.00 stipend is provided to students at the end of each semester.

University of Arizona

The Office of Inclusive Learning, Engagement and Leadership created a series of

self-directed diversity and inclusion learning opportunities to build awareness and understanding across the campus. The learning includes unconscious bias communicating about culturally responsive issues, using gender-inclusive language, dealing with microaggression as an employee, and confronting bias: thriving across our differences. Diversity, Equity, and Access Workshops are also offered for groups and departments on campus. These include strategies to mitigate bias, navigating cultural conversations, microaggressions, gender-inclusive language at work, and confronting the four I's (institutional, ideological, interpersonal, and internalized) of oppression. The University also offers student workshops, an inclusive leadership institute and a diversity and inclusion symposium. Finally, coaching and consulting are also offered. Although the learning opportunities don't directly relate to language revitalization, the campus focus and multiple ways of engaging, and building an understanding and awareness of issues across campus is inspiring. As such, the learning format may be of consideration when designing language revitalization strategies, information sessions, collaboration opportunities, etc.

American Indian Language Development Institute (AILDI) provides training to revitalize and promote Indigenous languages. AILDI also offers summer sessions including language teaching, maintenance, documentation, and revitalization courses. Workshops are offered such as digital storytelling, teaching materials for language revitalization, archiving, using games to teach language and a language, culture and ecology workshop. AILDI also provides working sessions for Nations/Tribes to draft their language verification proficiency standards for teachers. AILDI also hosts on-site language training programs to meet the needs of Nations/Tribes, schools, and other organizations.

The Department of Linguistics offers a Bachelor of Arts (Linguistics major) that includes core electives such as Native American Linguistics and Documentation Navajo language levels I and II, American Indian Languages, Elementary O'Odham Language and a Language Maintenance, Preservation, and Revitalization course.

General education courses include American Indian language options. A Master of Art Native American Languages and Linguistics (1 year) includes a summer internship at the American Indian Language Development Institute. A Ph.D.Linguistics includes Language Revitalization courses and a Descriptive Linguistics for Native American Languages course.

In terms of resources, the website provides links for the Northwest Indian Language Institute, CILLDI, the Indigenous Language Institute, Language Documentation and Conservation Journal (the University of Hawai'i at Manoa), Advocates for Indigenous California Language Survival, and First Peoples' Cultural Council. In addition, podcasts for the discussion of Indigenous languages and revitalization efforts are also provided.

Language Nests - International (Appendix K)

Australia

In January of 2023, the Australian Government announced an investment of over \$4 million to increase Aboriginal and Torres Strait Islander languages. The intent is to create partnerships between health and early childhood education service providers and centres that support Indigenous language. One of the beneficiaries of the funding is the Pertame Community and Pertame School.

The Pertame School is a community-driven program that focuses on language revitalization. Pertame is considered a severely endangered central Australian language. Boasting to be the first true immersion language nest in Australia, the Pertame Ngetya Untya (Pertame Language Nest) launched in June 2023. The program is for parents and children ages birth to five years. In this program, children receive 10-20 hours per week of language immersion from fluent speakers. A daily routine, including activities and outcomes as well as a curriculum, is shared online.

In terms of the intergenerational transfer of knowledge, the school offers a recognized Master-Apprentice Program, which is the only active program in Australia. Among their responsibilities, the Master Apprentices run school holiday programs for students of all ages.

In-school weekly Pertame classes are offered that immerse students in language learning using Total Physical Response. Land-based camps are provided throughout the year for children and adults to connect and speak their language. To reinforce language use in the home, adult community classes are offered in the evening to teach parents of Pertame students.

Pertame School is partnered with the Batchelor Institute of Tertiary Education and Research and The Centre for Australian Languages and Linguistics (CALL). CALL offers linguistics courses that can be taken as part of the Diploma of Arts or Bachelor of Arts programs in partnership with Charles Darwin University Australia.

Hawai'i

Starting in 1983, Hawaiian language educators established Aha Pūnana Leo (nest of voices) to focus on the revitalization of 'ōlelo Hawai'i. The Aha Pūnana Leo program is closely associated with Te Kōhanga Reo in Māori as the advocacy and programming were both established in the early 1980s. Today, there are 13 locations across the Hawaiian islands.

Aha Pūnana Leo facilitates an exclusive Hakalama literacy method called keiki to learn to speak 'ōlelo Hawai'i, the Hawaiian language. Aha Pūnana Leo offers cultural activities,

performances, and community services and reinforces 'ōlelo Hawai'i through weekly Hui Kīpaepae language and culture classes and Lā 'Ohana family days and other activities. Tuition for children ages 3 to 5 is \$9,350 annually. Annual fees for children ages 9 months to 3 years is \$18,700. All meals, childcare and programming are included in the annual fees.

In partnership with the University of Hawaii, 'Aha Pūnana Leo launched the Aukukui Professional Development and Training programs. A series of online 25 self-directed online Aukukui Niuolahiki, Hawaiian language modules are available. The pay-as-you-go (\$30/module) includes cultural perspectives, audio, interactive dialogue, speaking opportunities, etc. Completion of all 25 modules is equivalent to one year of University level Hawaiian language class. Through the partnership, professional development and training for teachers with an opportunity to receive a Hawaiian medium education teacher certification are also available.

An online series of self-directed language lessons is available for children at home. The units include videos, songs, interactive games, printable worksheets, numbers, colours, writing and math activities, etc. The cost is \$75 per family.

Online resources are available for early childhood education, immersion and bilingual programs, e-books, songs, etc.

The success of Aha Pūnana Leo is a grassroots development, advocacy, and the lifting of a ban on teaching Hawaiian in the school system that existed for 90 years. Further, Aha Pūnana Leo offers accredited professional development and training that are recognized for Hawaiian language medium education and underpinning Hawaiian values. Ultimately, for its efforts to revitalize 'ōlelo Hawai'i. No written teaching materials can be found online. In 2022, Aha Pūnana Leo received \$1,126,000 in funding to support their statewide programs. Annual fees may be a barrier to attending the program for families, especially those with multiple children under the age of 5.

The University of Hawai'i at Mānoa Department of Linguistics is the only post-secondary institution in the United States to offer a graduate program in language documentation and conservation which began in 1963. Projects include

- Kaipuleohone (gourd of sweet words) digital ethnographic archive is a repository that houses texts, images, and audio and video recordings from endangered languages;
- Languages Documentation Training Centre provides training for community members in the skills to document language and in particular, under-documented languages;
- Language Documentation and Conservation is a peer-reviewed journal that publishes one volume per year related to language documentation, conservation, data management, archiving, preservation, and revitalization;

- The Hawai'i Assessment of Language Access (HALA) project assesses the language strength of bilingual speakers to determine signs of language endangerment and revitalization;
- The Endangered Language Catalog is a global collaboration of information related to language preservation, education, technology, linguistics, and revitalization;
- The Linguistic Society of Mānoa are students and faculty in the linguistics department who participate in conferences on campus and internationally. Annual fees are \$35 for faculty, \$15 for graduate students and no cost for undergraduate students; and
- Research and Reading Groups meet to discuss and present on language-related topics such as language acquisition.

The University offers a summer program and self-directed study courses including Language in Hawai'i and the Pacific that examines grammar, meaning, language and education, etc. The Language Endangerment, Globalization and Indigenous Peoples focus on endangered languages and revitalization. Undergraduate programs including a Mentor Program, Master of Arts, and Ph. D. programs in Linguistics are also offered.

New Zealand

Starting in 1982, Te Kōhanga Reo has focused on total immersion of the Māori language for preschool children. From 1994 to 2018 the Te Kōhanga Reo transferred to the Ministry of Education. In 2018, *“Te Kohanga Reo was the largest employer of Māori women in the early learning sector, employing approximately 2250 women and training 750 women each year.”* (Rei and Hamon). Women enrolled in language training programs offered by New Zealand Qualifications Authority. A Tribunal report provided evidence of the perilous status of the Māori language and the Treaty of Waitangi protected the rights of the Maori which resulted in the Kōhanga Reo (meaning language nest), model as a means for the intergenerational transmission of language.

Today, Kōhanga Reo is for children ages birth to 6 years who are immersed in the Māori language, customs, and values. Whānau, the family, are involved in the learning and operation of Kōhanga Reo. The website contains extensive resources about history, children's programming, and resources for families.

In 2020, Te Kōhanga Reo received \$196 million (over four years) in funding to address building repair and improve technology and staff wages. In 2023, a request for additional funding for Te Kōhanga Reo was made due to a lack of staff and a waitlist for students.

Immersion language classes (Levels 1 to 7) are offered at no cost and include basic to advanced Māori language, customs, and values. Upon completion of the levels, it enables participants to, for example, work at the Te Kōhanga Reo, engage in research, develop

resources, etc.

The success of Te Kōhanga Reo is grassroots development and advocacy, training, and family participation and support of the program. No written teaching materials can be found online. Teacher availability, fluent speakers with teacher training, and stable funding are ongoing concerns.

Indigenous Language Nests - Canada (Appendix L)

The environmental scan explored Indigenous language nests using, for example, terms like Indigenous language nests, and language nests by specific language groups (e.g. Inuit language nests). However, throughout the search, the names of several cultural camps, which are hosted for 1 to 2 weeks, appeared. This may be due to their mention of language learning, which is considered more of an immersive language program.

An example of a language nest in Canada is Tunngasugit (welcome) which is offered in Winnipeg since 2017. The program is open to parents and children from birth to age 5. At Tunngasugit, fluent Inuktitut speakers facilitate structured and play-based programming, so children are immersed in the language throughout the 4.5-hour program, which is offered 5 days a week. The weekly programming is themed and children are engaged in Inuktitut through stories, songs, and dance. Children are also introduced to technology using Inuktitut language apps.

In 2018, the Department of Canadian Heritage and Multiculturalism provided over \$275,000 to preserve and promote the Mohawk language. The Iakwahwatsiratie Language Nest in Kahnawà:ke benefitted from the funding. The Iakwahwatsiratie Language Nest is for parents or guardians and children starting at birth to age 4. The program is offered 2 days a week from September to July. The program offers two groups for beginner/novice and intermediate/ advanced learners.

In addition to the language nest program, they offer parents/guardians of school-aged children a Kanien'keha evening class for beginners. In addition, a 16-week language and culture mentorship program was offered for intermediate to advanced language speakers to work with first-language speakers.

In terms of resources, Language Nest Toolkits and Handbooks are produced by First People's Cultural Council. The Toolkit includes resources, activities, games, teaching tools and teaching approaches and methods for use in programming. The Handbook includes practical resources to support the day-to-day operation of a language nest.

The website also includes program planning resources, language assessment tools,

language acquisition information resources for parents, funding sources, and resources for program administrators. The website also provides links to several language nests offered in Canada and globally. While conducting the environmental scan, the website contained the most extensive list of resources and information about language nests in Canada.

TECHNOLOGY AND LANGUAGE REVITALIZATION (Appendix M)

Technology is everywhere. Harnessed, it can contribute to the revitalization of Indigenous languages. A study conducted in 2020 by McIvor, Chew, Stacey, et al., found *“a 64% increase in the use of technology and the Internet to support Indigenous language revitalization.”* However, according to UNESCO,

“less than 2% of languages have any real presence online, including localized software and websites, translation and text-to-speech services and content moderation algorithms. This prevents millions of Indigenous language speakers and signers from fully engaging in society and shows the need for the active development of a truly multilingual digital world.”

There are many digital technologies to create, store, and manage data. These include communication tools such as customizable language apps that contain words, phrases, audio recordings, commands, practice lessons, quizzes and conversion to, for example, Standard Roman Orthography, syllabics, English and vice versa.

In Alberta, many First Nation Education Authorities, Regional Councils and Tribal Councils have developed apps to support language engagement and revitalization efforts. The free apps are available for iPads, iPhones and Google Play.

There has been an increase in the number of keyboards created for devices, including keyboard and translation programs/services. For example, in 2021, a Plains Cree Syllabics keyboard for Chromebooks was created in partnership between Maskwacis Education Schools Commission, the University of Alberta's AltLabs, and Google. This partnership made learning Plains Cree syllabics accessible on Chromebook to anyone in the world.

Language Maps and Atlases have been created to provide information about and track the status of Indigenous languages. As such, there are several tools to create, customize, and host interactive language maps. In 2017, Canadian Geographic created the Mapping Indigenous Languages in Canada application, which identifies language families and the number of language speakers in Canada. The First Peoples' Language Map of British Columbia goes further and provides information about the status of languages, art, and heritage of the Indigenous communities in British Columbia. The map is organized by

language families and includes, for example, information about grant funding received, language revitalization initiatives, points of interest, artists, organizations, etc.

Dictionaries are important repositories for Indigenous languages. Historically, dictionaries were in print format and many have since transitioned to a digital format with the creation of accessible tools and software to build dictionaries that meet the needs of language groups and communities. Online dictionaries continue to evolve as they are customizable, can be organized into categories, and contain words, phrases, songs, pronunciation guides, and language converters. Indigenous language dictionaries are available for adults and children.

The creation of Indigenous language learning videos, websites, songs, stories, and books from early learning to adulthood are available online. In particular, the development of an Indigenous language learning series is made available on platforms like Facebook, YouTube and community-based language apps. These include Inuinnaqtun 101, a collection of 61 language videos for basic conversation.

With the availability of new technology and free listening platforms, the use of podcasts is on the rise. For example, the Inuktitut Podcast Project created by the Ottawa Inuit Children's Centre is a series of online resources introducing Inuktitut syllabics, basic conversation, play, family, animals, body and clothing. Another creative example of immersive language learning experiences via technology, is Pikiskwewin. They created Podcasts in Cree, Dakota, Dene, Lakota, Nakota, Michif, and Saulteaux that are also available on Spotify.

Innovative tools to support Indigenous language revitalization are growing. Many are open-sourced, are broadly tested/used by diverse Indigenous languages and support a variety of language revitalization efforts. These include but are not limited to

- 7000 Languages - the non-profit organization boasts the creation of 55 languages courses available in 29 different languages with over \$15 million worth of technology donated and no cost to community partners. Language courses include Dakota, Ojibwe, and Michif. They offer volunteer support to aid in curriculum development, data management, and community engagement;
- Audacity is an open-source audio editor and recorder that can be used for language revitalization projects;
- Field Linguist's Toolbox, is created by Summer Institute of Linguistics. The toolbox is a free data management system created for field linguists;
- FreshMinds is an immersive language and culture learning tool. Creation of e-learning courses (language and culture, history, traditional skills and reconciliation) that include video and animation are produced and uploaded to the hosts' (e.g. education authority) learning management system;
- Miromaa (which means saved), is an Aboriginal non-profit organization in Australia that created software to assist with the compilation of dictionaries, data

organization, and language analysis. It also permits sharing with others. Resources include Your Language Journey Workbook, Making Dictionaries and Making Language Apps. The Your Language Journey Workbook is a six-part guide to support language learners, communities, language programs, etc. in the planning of their learning journey; and

- Mitacs provides funding to develop innovative projects, including Indigenous initiatives. For example, they fund up to 75 percent of the project and match the applicant with talent and expertise to support the project(s). An example is the Saynyakola Project: Being Creative Together-Indigenous Language Revitalization in British Columbia. The project explores the link between language revitalization and holistic wellness through four sub-projects: a multi-year strategic language revitalization plan, land-based teachings, immersive technologies and language revitalization, and youth leadership and language fluency through Kwakwaka'wakw worldviews.

Web applications like Padlet permits users to customize and share a learning platform. For example, Holy Spirit Catholic School Division created an Indigenous Education Padlet, that contains Indigenous perspectives across all subject areas, as well as Blackfoot and Michif language resources.

Canva is a free graphic design tool that can be used to create presentations and social media posts, posters, and videos, which can be used to support individual and collaborative Indigenous language revitalization initiatives. Canva can be integrated with learning management systems like Moodle and Google Classroom. Templates like infographics, posters, and lesson plans are available for the user.

Social media platforms like Instagram, Tiktok, YouTube, Facebook, and Twitter are also accessed to support engagement and share Indigenous language learning content. Use of social media for language promotion - contests (e.g. music, song, story, naming), word of the day/week, games, classes, cultural teachings and language learning classes/challenges were identified on First Nation community websites when conducting the environmental scan.

Throughout the pandemic, many community-based language learning initiatives moved to online communication platforms like Zoom, Google Meet, Google Hangouts, Microsoft Teams, WebEx, etc. This enabled a broader audience participation e.g. on/off reserve through synchronous and asynchronous learning opportunities.

Connectivity and access to technology was a barrier for some learners. In particular, those living on-reserve where infrastructure and high-speed internet are lagging behind the Canadian average.

Sharing of resources, creating language learning networks, and Indigenous language engagement and continued learning were all positive outcomes where technology filled the gap of in-person learning created by the pandemic.

INVESTING IN INDIGENOUS LANGUAGE REVITALIZATION

The following information pertains to the historical and current state of funding initiatives in Canada to reclaim, revitalize, maintain and strengthen Indigenous languages.

Federal Funding

In 2019, the federal government, under the Department of Canadian Heritage, committed \$333.7 million over five years and \$115.7 million sustained annually thereafter to preserve, revitalize and celebrate Indigenous languages. In 2017, the budget was \$89.9 million, which is a marked increase from the \$5 million provided annually in prior budgets.

Coinciding with the appointment of the Commissioner of Indigenous Languages, the federal budget in 2021 proposed an additional \$275 million over five years to preserve, promote and revitalize Indigenous languages as well as to aid in implementing the Indigenous Languages Act.

In 2019, the federal government provided 1.5 million in funding to support Blackfoot, Dene, Stoney Nakoda, Tsuut'ina and Michif languages. Individual organizations received the following funds. Blackfoot Canadian Cultural Society: \$99,880, Opokaa-sin Early Intervention Society: \$73,557, Kainai Transition Centre Society: \$75,000, Ninistako Centre (Stand Off): \$64,600, and the Friends Society of Galt Museum: \$50,225.

Further, in 2018, the Government of Canada provided \$1,001,500 in funding to organizations in Southern Alberta to support language initiatives. \$200,000 for the Tsuut'ina Nation's Tsuut'ina Gunaha School Language Incorporation Strategy, approximately \$141,000 for Opokaa'sin Early Intervention Society's Blackfoot Language Keepers, \$358,000 for Peigan Board of Education Society's Piikani Language Revitalization Project, \$80,000 for the Aboriginal Friendship Centre of Calgary, approximately \$124,000 for Pathways Community Services Association's Indigenous Languages and Literacy Program: Cree Language, and \$98,500 for Elizabeth Fry Society of Calgary: Alberta's Indigenous Languages and Literacy Program.

In 2022, the Government of Canada announced a \$17,700,000 investment to revitalize Indigenous Languages in the Northwest Territories. The funding is over a three-year period (2021 to 2024).

Alberta

“In Alberta, and across Canada, the operation of residential schools resulted in the devastation of First Nations, Métis and Inuit languages and cultures. One path towards reconciliation is to ensure opportunities are available to practice and revitalize languages and cultural traditions and customs.”

Alberta Education. (n.d.)

Given this, the Ministry of Education committed the following funding to support Indigenous language and culture

- In 2018, the Government of Alberta announced the Indigenous Languages in Education grant program to support Indigenous language and culture from early childhood and Kindergarten to Grade 12. The \$7.8 million in grants was aimed at increasing training opportunities for language teachers and organizations for the development of Indigenous language resources (audio, books, videos, websites, applications, games, teaching and learning resources);
- In 2017, a \$665,000 grant was provided to CILLDI to support programming and Indigenous language instructors;
- In 2018, the Innovation in First Nations Education (IFNE) Grant Program was extended to First Nations and provincial school jurisdiction to develop three-year projects that focused on 5 priority areas, including Indigenous languages. A total of \$36 million over three years was available; and
- The annual Indigenous Languages Teacher Bursary provides two bursaries of \$2500 each for Alberta teachers, Elders, or instructors to complete a post-secondary (accredited) Indigenous languages or teaching methods course.

In addition to the Ministry of Education funding, the following grants were also provided to support Indigenous language revitalization efforts in Alberta. Some of the following information was provided by SILR for inclusion in the environmental scan.

Alberta Foundation for the Arts (AFA)

Indigenous Arts Funding - The AFA offers funding opportunities for Indigenous artists and organizations working on various artistic projects, including those related to Indigenous language revitalization and preservation.

Canadian Indigenous Languages and Literacy Development Institute (CILLDI)

CILLDI is the Canadian Indigenous Languages and Literacy Development Institute. Hosted at the University of Alberta, the Institute is dedicated to the revitalization of Indigenous

languages through documentation, teaching, and literacy. It is a tri-Faculty initiative involving the Faculties of Arts, Education, and Native Studies.

Community Initiatives Program (CIP)

Administered by the Government of Alberta, the CIP provides funding for a range of community-based initiatives. While not exclusively focused on Indigenous language revitalization, some projects related to language preservation and cultural heritage may be eligible for support.

Heritage Preservation Partnership Program (HPPP)

While not specific to language revitalization, the HPPP provides funding of up to \$25,000 for heritage projects, including those related to Indigenous culture and language. Projects that focus on preserving and promoting Indigenous languages may be eligible for funding.

Indigenous Reconciliation Initiative

An initiative through the Government of Alberta, the Indigenous Reconciliation Initiative provides funding up to \$100,000 for cultural or economic projects through two streams:

- Cultural - to enhance, protect, or revitalize Indigenous languages, heritage, culture and arts; and
- Economic - funds Indigenous-led capacity and opportunity development projects that improve economic outcomes for communities.

Indigenous Languages and Cultures Program

In collaboration with First Nations, Métis, and Inuit representatives, the grant will provide more predictable and flexible funding for Indigenous organizations and communities in their efforts to revitalize Indigenous languages, increase Indigenous language immersion opportunities, document Indigenous languages, and increase the number of Indigenous language speakers.

The ILCP funds language projects including the First Peoples' Cultural Council in British Columbia, the First Nations Confederacy of Cultural Education Centres in Ontario, and Mi'kmaw Kina'matnewey in Nova Scotia. The Department of Canadian Heritage provides funding for regions without designated organizations.

Indigenous Services Canada

Open to First Nations and Inuit cultural education centres, the First Nations and Inuit Cultural Education Centres Program provides funding to strengthen, promote, express, develop, and preserve Indigenous languages, traditions and cultures. Funding availability is dependent upon the number of applications received.

Library and Archives Canada

In 2020, the Library and Archives Canada announced \$2.3 million to preserve Indigenous culture and language which funded 31 projects across Canada. The Listen, Hear Our Voices provides funding to digitize existing documentaries related to Indigenous languages and cultures. Indigenous nations, governments, and non-profit organizations can apply for the one-year project funding of \$24,999 for small projects and between \$25,000 to \$100,000 for larger projects.

The following information was provided by SILR for inclusion in the environmental scan.

Canada Council for the Arts

The Canada Council for the Arts offers several grant programs specifically designed to support Indigenous artists and communities for travel, small-scale activities, short-term projects, long-term projects, and Indigenous organizations. These programs aim to promote and preserve Indigenous arts, culture, and traditions while providing financial assistance for artistic projects and initiatives.

Indigenous Arts Collective of Canada

The Indigenous Arts Collective of Canada preserves and revitalizes Indigenous art forms and empowers artists in the following ways (embedded language component):

- increased economic stability through employment;
- increased physical activity;
- access to material resources;
- access to community networking;
- connections to instructors/mentors/Elders;
- free marketing;
- advertising and publicity (artist director, business branding
- web and graphic design);
- exhibition and sale venues in both Indigenous and non-Indigenous settings; and
- workshops, conferences (Indigenous Women's Arts Conference) and gatherings.

National Indian Brotherhood (NIB) Trust Fund

The NIB Trust Fund supports education programs aimed at healing, reconciliation, and knowledge building. The goal of the NIB Trust Fund is to help First Nations and Métis people, organizations, and communities address the long-lasting impacts of the Indian residential school system and to support education programs aimed at healing and reconciliation over many years.

To date, the NIB Trust Fund has awarded \$49M to 604 Group Beneficiaries to provide language and cultural revitalization programs, back-to-the-land programs, teaching circles,

youth camps, traditional kinship connections, student support, certified training, and scholarship programs. In addition, it has awarded \$30.1M in funding for 7,131 First Nation and Métis individuals engaged in cultural learning, post-secondary, or training and certification.

Foundations

The Akiing Onji Foundation

The Akiing Onji Foundation is an Indigenous-led charity that aims to promote and preserve Indigenous languages and cultures. Through culturally appropriate education activities, programs, training, and workshops, the foundation works towards reviving Indigenous languages and enhancing public understanding and appreciation of Indigenous Peoples' culture, history, language, and traditions. The foundations' programs include immersion programs to safeguard Indigenous languages, training and education programs to increase public knowledge about Indigenous culture, and initiatives that foster positive relationships between Indigenous and non-Indigenous people in Canada.

The Endangered Language Fund

ELF is a 501(c)3 founded in 1996 to support endangered language preservation, revitalization and documentation projects.

FEL Canada

FEL Canada exists to safeguard intangible cultural heritage for future generations by enabling the documentation, protection, revitalization and promotion of First Nation, Inuit and Métis languages in Canada, and endangered languages throughout the world. They seek funding and collaboration to document, preserve, and revitalize these languages. Additionally, they promote the use of Indigenous languages in education, aiming to improve educational quality and facilitate collaboration among language communities. Their ultimate goal is to have Indigenous languages recognized as national and co-official languages in Canada through practical and responsible means.

First Peoples' Cultural Foundation

First Peoples' Cultural Foundation delivers funding that promotes the vitality of Indigenous languages, arts and cultural heritage. Funding is administered by trusted partners such as the First Peoples' Cultural Council (FPCC). Communities are the experts on their programming, and the flexible funding we provide allows communities to define and meet their needs in ways that work for them. The language programs we fund support speakers, Knowledge Keepers and communities and create new speakers of B.C. First Nations languages. They are based on research and best practices from around the world about programs that are effective at increasing language fluency.

Provincial and Territorial and Territorial Funding and Grant Programs

British Columbia

British Columbia Arts Council

The BC Arts Council provides funding through the Indigenous Arts Program to support Indigenous artists and organizations, including those involved in language revitalization and preservation efforts. They offer grants for various artistic activities, including language-related projects.

First People's Cultural Council

The mandate of the FPCC is to assist B.C. First Nations in their efforts to revitalize their languages, arts, cultures and heritage. FPCC Grant funding:

- Arts Administrator Internships and Mentorships;
- Arts Vitality Micro-Grant;
- Braided Knowledge Grant;
- Community Art Spaces;
- Heritage Infrastructure Program;
- Heritage Stewardship Program;
- Indigenous Arts Scholarships and Mentorships;
- Indigenous Cultural Heritage Micro-Grant;
- Indigenous Music Grants;
- Language Revitalization Planning Program;
- Language Technology Program;
- Mentor-Apprentice Program;
- Music Industry Professionals;
- Organizations and Collectives;
- Pathways to Language Vitality Program;
- Reclaiming My Language Program;
- Sharing Traditional Arts Across Generations; and
- Youth Empowered Speakers Program.

Indigitization: Tools for Digitizing and Sustaining

Indigitization is a collaborative initiative between BC Aboriginal groups and academic partners from the University of British Columbia and the University of Northern British Columbia to facilitate capacity building in Indigenous information management. This continuing program is committed to clarifying processes and identifying issues in the conservation, digitization and management of Indigenous community knowledge.

New Relationships Trust Language Grant

The Relationships Trust Language Grant program provides funding opportunities to First Nation communities in British Columbia for initiatives that revitalize First Nation languages and supports activities that build capacity to encourage and create new fluent speakers.

Saskatchewan

Aboriginal Arts and Culture Leadership Grant

The Aboriginal Arts and Culture Leadership Grant (AACL) supports the sharing of cultural skills and knowledge to young people through participatory cultural activity with First Nations or Métis arts and culture leaders. It funds various projects, such as workshops, exhibitions, and mentorship programs, fostering artistic development and cultural exchange. The grant contributes to the rich heritage and ongoing vitality of Indigenous arts and culture in Saskatchewan.

Saskatchewan Arts Board

The Saskatchewan Arts Board offers funding opportunities to support Indigenous artists and arts organizations, which includes arts and cultural revitalization and preservation projects.

Saskatchewan Indigenous Cultural Centre (SICC)

The Saskatchewan Indigenous Cultural Centre is a provincially based non-profit organization whose Elder Council and staff are dedicated to promoting, preserving, and protecting Indigenous cultures and languages in Saskatchewan. SICC offers various grant programs to support the revitalization and preservation of Indigenous languages in Saskatchewan.

Métis Cultural Development Fund

The Métis Cultural Development Fund, now offered in partnership with Gabriel Dumont Institute, supports community-based activities and initiatives that preserve, strengthen and transmit Métis culture and traditions.

The MCDF program objectives are to:

- support and strengthen Métis culture and communities through arts and heritage activity in Saskatchewan;
- mentor and build cultural leadership skills in Métis communities;
- increase employment opportunities for Saskatchewan-based Métis arts and heritage resource peoples;
- support engagement in Métis cultural activity at the individual, group, and community levels;

- support the development of Métis identity through research, documentation and/or sharing;
- benefit children through skills development, mentorship, and having fun; and
- encourage gathering, sharing, learning, celebrating and developing Métis culture in Métis communities aimed at building long-term cultural awareness, retention and pride.

Northern Youth Cultural Fund

The Northern Youth Cultural Fund, delivered in partnership with the Northern Sport, Culture and Recreation District, provides funding for cultural, artistic or creative interactive activities for children and youth ages 4 to 19 in northern Saskatchewan.

The Northern Youth Cultural Fund aims to fund programs that:

- connect children and youth to unique, life-changing artistic and cultural experiences in their communities;
- provide all children and youth with the opportunity to participate in creative activities regardless of economic barriers they may face;
- provide financial support so all kids have an opportunity to participate in creative activities like drama, art, dance, culture, and music; and
- support cultural programming, which is critical to a healthy, vibrant community.

Manitoba

Heritage Manitoba

While not specific to language revitalization, this heritage program has supported cultural heritage initiatives in Manitoba, which may include projects related to Indigenous languages and is open to any not-for-profit, incorporated community organization, Local Government, university or First Nation seeking to identify, protect or interpret Manitoba's human and natural heritage. Individuals or unincorporated groups may apply.

Indigenous Languages of Manitoba Inc.

Indigenous Languages of Manitoba Inc. is a non-profit organization dedicated to ensuring the strength and survival of our Indigenous languages. We are committed to maintaining the interconnectedness of culture and language, which have been severely impacted by the Indian Act, residential schools, colonialism, and intergenerational trauma.

Manitoba Cultural Education Centre Inc.

MICEC has offered various funding opportunities for language revitalization initiatives in Manitoba such as the Community Connection Program. These programs may include grants or funding support for language-related projects.

Ontario

First Nations Confederacy of Cultural Education Centres

The First Nations Confederacy of Cultural Education Centres is the Regionally Designated Organization (RDO) for Ontario and is working in collaboration with Canadian Heritage on Indigenous languages.

Languages Grant: The First Nations Confederacy of Cultural Education Centres is a national organization that supports education-related programs and initiatives that help promote, revitalize, and preserve First Nations languages and cultures. The Indigenous Languages and Cultures Program is a Canadian Heritage-funded program.

Indigenous Arts and Culture Partnerships Fund

The Indigenous Arts and Culture Partnerships Fund is a program designed to promote and empower Indigenous arts and culture by fostering partnerships and collaborations. Its primary goal is to generate fresh opportunities and enhance the visibility of Indigenous-led arts and culture initiatives. The fund specifically aims to cultivate new connections between Indigenous artists, leaders, professionals, and potential partners, spanning both community-based and institutional platforms. By facilitating these relationships, the fund strives to facilitate growth and development in the Indigenous arts and culture sector.

Indigenous Language Revitalization Program

Supported by the Ontario Trillium Foundation, this program provides grants to Indigenous organizations and communities for culture and/or land-based projects aimed at revitalizing and preserving Indigenous languages.

Quebec

Cree School Board

Established in 1978, the Cree School Board's purpose is to serve the Cree living in Eeyou Istchee and to empower communities to take control of their education system as well as to protect language, culture and traditions. The Cree School Board has been actively involved in promoting and revitalizing the Cree language in Quebec.

Minwashin - Indigenous Project Assistance Program

Minwashin is a non-profit cultural organization whose mission is to support, develop and celebrate Indigenous arts, language and culture and believes in creation and cultural and linguistic re-appropriation.

Nova Scotia

Mi'kmaw Kina'matnewey (MK)

Indigenous Languages Component (ILC) is a Canadian Heritage funding program administered by Mi'kmaw Kina'matnewey (MK) for Nova Scotia applicants. MK is responsible for overseeing the management and administration of the ILC programming element in a fair, open and transparent manner that respects the ILC application requirements. The goal of this program is to support community-based projects that contribute to the strengthening of Indigenous cultural identity as well as the preservation and revitalization of the Mi'kmaw language.

New Brunswick

Aboriginal Affairs Grants Program

The Aboriginal Affairs Grants Program provides funding opportunities to support initiatives that promote the well-being and advancement of Indigenous communities. The program aims to enhance cultural preservation, economic development, education, healthcare, and social services for Aboriginal people. Funding is awarded through a competitive application process to eligible organizations and individuals.

Newfoundland and Labrador

Indigenous Cultural Heritage Program

The Indigenous Cultural Heritage Program provides support for Indigenous projects focused on preserving and promoting various aspects of traditions and culture. This includes activities such as safeguarding Indigenous languages, traditional knowledge and skills, storytelling, music, games, and other cultural pastimes. The program also emphasizes the importance of preserving knowledge about the landscape, customs, cultural practices, beliefs, food, customs, and living off the land within Indigenous communities.

Prince Edward Island

Indigenous Arts Grant Program

The Indigenous Arts Grant Program supports the rich cultural heritage and artistic expression of the Indigenous communities in the province through three grant streams: Create (Creation Grant), Share (Dissemination Grant), and Learn (Professional Development Grant). The program aims to foster the growth and development of Indigenous artists and their projects. It provides financial assistance to individuals, collectives, and organizations involved in various artistic disciplines, including visual arts, performing arts, literature, and traditional crafts. The program emphasizes cultural preservation, innovation, and

community engagement and contributes to the preservation and revitalization of Indigenous art forms, traditions, and narratives in PEI.

Northwest Territories

Indigenous Languages Scholarship

While not a language revitalization grant, Indigenous language revitalization scholarships are awarded to Northwest Territories (NWT) students enrolled in certificate, diploma, degree program, or training that supports Indigenous language revitalization.

Arts Organizations Operating Funding

This program offers grants to support the continuous growth and showcasing of creative arts in the visual, literary, media and performing arts fields in the Northwest Territories, including Indigenous arts. Funding is available for professional development, artistic projects, and public presentations, but only on a project-specific basis. Both organizations and individuals are eligible to apply for these grants.

Indigenous Cultural Organizations Contributions

This program offers financial support for the management and functioning of organizations involved in preserving, promoting, and advancing traditional knowledge and culture in the Northwest Territories.

Yukon

Yukon Native Language Centre

Yukon Native Language Centre supports Yukon First Nations with language revitalization by providing training, capacity building, technical expertise, advocacy and being a central repository for all to access and use.

Nunavut

Department of Culture and Heritage

The Department of Culture and Heritage in Nunavut offers grant and contribution funding to various entities such as non-profit organizations, community-based groups, individuals, and municipal corporations. The funding is provided to support initiatives related to the promotion, protection, and preservation of Nunavut's culture and heritage, and official languages, with emphasis on activities that benefit elders and youth.

Projected Costs to Maintaining, Revitalizing and Reclaiming Indigenous Languages

Funding Language revitalization is a long-term commitment that will require sustained funding for First Nations, Métis, and Inuit communities, organizations, and representatives, including teaching, learning and leading language and educational programs, etc.

In 2018, the First Peoples' Cultural Council developed *Costing Models for Language Maintenance, Revitalization, and Reclamation in Canada* report. The report includes three community-based costing models that reflect language maintenance, language revitalization, and language reclamation efforts in three five-year projections over fifteen years. (See Table below)

The model is based on a community profile - geography (on-reserve, close to a small urban centre, etc.), population (5000, with 1000 silent/semi-speakers, and 1500 first language Indigenous speakers), language use and vitality (aging population), community readiness, and the potential for resource sharing. The model focuses on education, language skills training, community programs, language documentation, and media and arts, which are inclusive of the following

- Education- Kindergarten to Grade 12 teaching staff, educational assistants, support staff and operations, infrastructure and immersion curriculum and teaching resources;
- Language skills and training - teacher training, Indigenous language revitalization training, and language documentation training;
- Community programs - language team/council, alternative adult language learning, MAP, youth leadership, community outreach/celebrations, silent speakers, language net, home immersion, public awareness and miscellaneous;
- Language documentation - a documentation team, digital archive, digitization project, oral histories/texts, dictionaries, and software/language apps; and
- Media and arts - media, oral and literary arts.

Table 1. Projected Costs of Language Maintenance over a 15-year period¹

Timeline:	Years 1-5	Years 6-10	Years 11-15	TOTALS
Education	23,035,000	12,855,000	13,085,000	48,975,000
Language skills training	1,585,000	935,600	594,300	3,114,900
Community programs	4,317,900	4,253,900	4,383,900	12,955,700
Language documentation	867,600	1,213,820	384,750	2,466,170
Media and arts	619,200	3,900,000	3,900,000	8,419,200
TOTALS	30,424,700	23,158,320	22,347,950	75,930,970
AVERAGE COST PER YEAR	6,084,940	4,631,664	4,469,590	5,062,065

Table 2. Projected Costs of Language Revitalization over a 15-year period

Timeline:	Years 1-5	Years 6-10	Years 11-15	TOTALS
Education	12,200,000	7,415,000	9,875,000	29,490,000
Adult language skills training	4,269,933	5,471,333	4,622,667	14,363,933
Community programming	6,259,467	11,596,000	13,958,000	31,813,467
Language documentation	1,524,453	2,240,917	1,438,250	5,203,620
Media and arts	945,000	4,375,000	3,913,333	9,233,333
TOTALS	25,198,853	31,098,250	33,807,250	90,104,353
AVERAGE PER YEAR	5,039,771	6,219,650	6,761,450	6,006,957

Table 3. Projected Costs of Language Reclamation over a 15-year period

Timeline:	Years 1-5	Years 6-10	Years 11-15	TOTALS
Education	9,000,000	8,070,000	7,385,000	24,455,000
Adult language skills training	832,500	4,430,100	4,274,000	9,536,600
Community programming	1,802,000	5,726,000	5,950,000	13,478,000
Language documentation	1,411,060	2,747,100	1,861,100	6,019,260
Media and arts	0	8,819,000	13,390,000	22,209,000
TOTALS	13,045,560	29,792,200	32,860,100	75,697,860
AVERAGE PER YEAR	2,609,112	5,958,440	6,572,020	5,046,524

¹ All figures are in Canadian dollars (CAD). All budgetary tables included in this report are also available as Excel spreadsheets with formulae for calculating totals and averages.

The report projected the following funding commitments to maintain, revitalize and reclaim Indigenous language programs.

- Maintain Indigenous language program (Table 1)
 - The average funding costs over 5 years is \$5,062,065 and a total 15-year investment of \$75,930,970.
- Revitalize Indigenous language programs (Table 2)
 - The average funding costs over 5 years is \$6,006,957 and a total 15-year investment of \$90,104,353.
- Reclaiming Indigenous language programs (Table 3)
 - The average funding costs over 5 years is \$5,046,524 and a total 15-year investment of \$75,697,860.

THEMES EMERGING FROM RESEARCH

A large sample of research was collected and examined to provide an environmental scan focusing on Indigenous language revitalization initiatives provincially, with a particular focus on Cree, Dene, Stoney, Blackfoot, Michif and Inuktitut. This environmental scan also allowed for inquiry into programming, funding, teaching, and learning pathways.

Barriers

Early Exposure to Indigenous Language

The paucity of information about programming and resources for Indigenous language nests, Head Start, and early learning and language immersion programs for children on-reserve, in rural/urban centres, and in Métis Settlements in Alberta and Canada are sparse. When programs were found, the majority of descriptors provide children with immersive Indigenous language experiences rather than immersion programming.

Engagement and early exposure to Indigenous languages in an immersion setting or language nest provides children and families with greater opportunities to gain and retain language learning skills. This is evidenced by the successful language nest programs in Hawai'i, New Zealand and Australia that are recognized, supported, and in some cases, well-funded.

Indigenous students across Canada should have access to high-quality Indigenous language instruction and resources from Kindergarten to Grade 12. In the public school systems across Canada, policies are needed to protect and provide students with opportunities to learn an Indigenous language. In addition, the lack of sustainable funding and the demand for qualified language teachers/instructors are barriers to creating new or expanding existing language programs in schools.

Resources

Engagement and progression of learning are limited based on access to teaching and learning resources that meet the needs of communities and language groups, which are necessary to maintain and sustain Indigenous language learning programs at all levels of instruction. This includes access to qualified language teachers/instructors, quality free resources (print or digital), and/or funding to develop resources at the local, provincial, or national level.

Another barrier is access to Elders. The vast majority of Elders are fluent language speakers with lived experience and in-depth knowledge of culture and traditions. They are also carriers of language and terms not often used that are considered traditional, such as old or high Cree. Given their invaluable knowledge, a hurdle to their participation in language

revitalization initiatives is often honorarium. Barrier-free access to honorarium that does not impact their annual guaranteed income or cause hardship is necessary to ensure participation.

Technology

Connectivity and access to technology are hurdles for First Nations on-reserve as infrastructure and high-speed internet continue to lag behind the Canadian average. These barriers limit participation in online Indigenous language and educational programming.

Sustainable Funding

A barrier to Indigenous language revitalization is equitable access to sufficient, flexible, and long-term sustainable funding. Given the current state of Indigenous languages, the funding needs are great. However, funding requirements exceed the resources available. Investment in Indigenous language revitalization efforts is necessary to establish, maintain, and strengthen programs, resources, and training.

Trends

Innovative Learning Pathways

Many post-secondary institutions are responding to the TRC Calls to Action and UNDRIP by creating new and innovative Indigenous language revitalization courses/programs from certificate to credentialed pathways. These include but are not limited to

- Introduction to Indigenous sign language courses;
- Affiliated Degree Programs;
- Specialized Language Teacher Education degrees (e.g. focus PreK to Grade 3);
- Certificate of Indigenous Language Guardianship;
- Teaching Indigenous Languages for Vitality Certificate;
- Indigenous Research Level of Engagement Tool and Project Management Professional Certificate;
- Indigenous Media Program (incorporates Indigenous language);
- Indigenous Language Mentoring courses;
- Indigenous Language Immersion course (on the land with fluent speakers and Elders);
- B. Ed. Dene Teacher Education Program;
- A series of pay-as-you-go online self-directed language learning modules (Hawai'i) leads to a certificate upon completion; and
- Bridging learning pathways from certificate → diploma → undergraduate → graduate degree programs that focus on Indigenous language and Indigenous language revitalization initiatives.

Support for Post-Secondary Language Learners

A number of post-secondary institutions are establishing Indigenous offices, creating long-term strategic and community engagement plans, and working on indigenization efforts across the campus. This work includes increasing support for Indigenous students, including those enrolled in language revitalization programs. Support includes but is not limited to

- Indigenous studies colloquium on various topics with Indigenous leaders and researchers;
- Indigenous summer scholars paid research program. Students receive mentorship while engaging in community-based research;
- Travel and community engagement financial awards for students to work with remote communities on language revitalization;
- Cross-campus Indigenous language initiatives such as Elder in residence, language knowledge-holder series, language classes, fireside chats, etc.; and
- Path to professoriate program (Berkeley) to assist underrepresented Ph.D. Students who may be interested in the *Pathway to Assistant Professorship* which includes funding, mentorship and workshops (e.g. imposter syndrome, the anxiety of writing).

Interest in Language Learning is on the Rise

The impacts on language learning due to the pandemic and subsequent isolation measures were swift and far-reaching. As a result, in-person language classes were cancelled, some indefinitely. Indigenous communities, organizations, and educational institutes pivoted and offered Indigenous language learning opportunities online. This increased accessibility and expanded opportunities for a larger participant base. Many programs were offered at no cost, low cost, or on a sliding scale, which was dependent on income. Use of technology to deliver Indigenous language programs created opportunities for social interaction, conversation, networking, and recording of lessons.

According to Statistics Canada, from 2016 to 2021, increases in some languages were identified and attributed to second-language acquisition. Language programs for new and silent/semi-speakers were identified in the environmental scan.

At the University of Manitoba, an intermediate Cree language course is still running even though there is one student enrolled. Further, in British Columbia, according to the First Peoples' Cultural Council, there are 17,103 active language learners, which is up 3,106 from 2018.

According to Statistics Canada (2021), there were 1,030 Mohawk speakers and 210 Cayuga speakers in Canada. Thus, the graduation of 12 students (June 2023) from Six Nations Polytechnic who are the first to complete a 4-year honours degree in Mohawk or Cayuga marks a positive step towards revitalizing these languages.

Promising Practice

Leveraging Technology

Technology-enhanced education increased during the pandemic. As a result, there was an increase in the emergence of new software, and audio and visual technology to support, for example, teaching, learning, and revitalization of indigenous language initiatives.

Many computer programs are open-sourced, user-friendly, and customizable. They are often accompanied by user manuals and tutorials. In addition, there are tools to organize, create, store, analyze, manage, edit, record, and share information.

Technology enables networking, creation and sharing of resources and learning tools. Online dictionaries are important repositories for Indigenous languages. Language keyboards, maps, and atlases have also been created to communicate and provide information and track the status of Indigenous languages.

Many First Nations and Inuit organizations have undertaken the development of Indigenous language learning apps that include audio files, basic words, greetings, commands, pronunciation, translations, the ability to voice record, games, quizzes, images, and stories. The apps are customizable, available at no cost, and designed to meet the communities language learning needs. There are web-based tools that allow for the creation of interactive language lessons, including the ability to add video and audio, as well as, track learner progress.

The creation of Indigenous language learning videos, songs, stories, and books is accessible on social media platforms like Instagram, Tiktok, YouTube, Facebook, and Twitter. Social media is also used for language promotion - contests (e.g. music, song, story, naming), word of the day/week, games, classes, cultural teachings and language learning classes/challenges).

Throughout the pandemic, many community-based language learning initiatives moved to online communication platforms like Zoom, Google Meet, Google Hangouts, Microsoft Teams, WebEx, etc. This enabled a broader audience participation and delivery of synchronous and asynchronous learning opportunities.

The opportunity to harness technology to record Elders and fluent language speakers in efforts to preserve, promote, and revitalize Indigenous languages in Canada for the intergenerational transfer of knowledge, is invaluable.

RECOMMENDATIONS FOR CONSIDERATION

Based on the research and evidence gathered many recommendations for consideration can be made to strengthen SILR's efforts to provide strategic development support for Indigenous communities and enhance their capacity to deliver language revitalization initiatives.

First Nations, Métis, and Inuit communities and organizations in Alberta apply for short-term grants from various private, provincial, and federal funding sources. This creates instability in programs that hamper continuity and revitalization efforts. In 2018, the B.C. provincial budget provided a \$50 million grant to the First Peoples' Cultural Council which works with First Nations on language revitalization efforts. They are also responsible for annual reports on the status of First Nations languages in the province. This enabled investment of \$25.4 million in language, arts, culture and heritage programs, and 445 language grants were awarded. SILR is in a position to provide similar and additional services and support for language revitalization efforts across the province.

As such, it's recommended that **SILR advocate for predictable, flexible, and sustained funding and ultimately, establish a long-term partnership with the province of Alberta to invest in language revitalization efforts.**

The second recommendation is to rethink learning pathways and work with the University to **strengthen and create new and sustained pathways for Indigenous language learners and educators.**

- Consider affiliated programs/partnerships with First Nations to preserve languages. This can include, for example, an E-Learning LOA (letter of accomplishment), for students to gain the knowledge and skills to design/deliver e-learning platforms;
- Given the fact that only 3 percent of the certificated teachers in Alberta self-identify as Indigenous, collaborate with affiliated programs/partners to increase the number of Indigenous language instructors and certificated teachers. This addresses succession planning, language revitalization, and an increased opportunity for Indigenous language learning in rural and urban schools and communities;
 - In addition, students in this pathway can create and share resources to support teaching and learning at all levels of programming.
- Create a pathway to graduate (Master's and Ph.D.) in Indigenous languages by bridging and expanding current programs offered at the University, and in particular CILLDI. Pathways, like the University of Victoria, offers Indigenous Language Revitalization - Certificate, Diploma, GCE, BEd, MEd, and MA. In addition, Carleton University offers a Ph.D. in Linguistics, Language Documentation and Revitalization that works with endangered language communities; and
 - Graduate students in this pathway can host workshops in digital storytelling,

teaching materials for language revitalization, archiving, and using games to teach language and a language, culture, health and ecology workshops.

- Consider the continuation of online delivery of select programs to meet the needs of students/participants in remote locations.

Create communication tools and communicate broadly, the work of SILR.

- This includes revitalization fact sheets for languages in Alberta, for example; an executive summary of the work of the University of Alberta, including programs related to Indigenous language revitalization;
- Create a framework and guide, including tips, and programs to support language revitalization;
- Establish a quarterly colloquium for language instructors and students at the post-secondary level across Canada to collaborate and share information about Indigenous language revitalization initiatives;
- Create an interactive dashboard or map for Indigenous languages in Alberta that includes the number of speakers, the status of the language, community information, language(s) spoken, and revitalization initiatives;
- Create an Indigenous-specific language lab and resource room on campus. The space can be a hub for language revitalization efforts such as a lending resource library and recording centre for Elders;
- Create an information package about the status of Indigenous languages and/or the work of SILR that can be shared or displayed broadly (e.g. travelling exhibit). This includes information pop-up panels; and
- Consider creating a SILR app for information, programs, resources, and networking possibilities.

CONCLUSION

“Language is one of the main instruments for transmitting culture from one generation to another and for communicating meaning and making sense of the collective experience.” “Aboriginal languages suffered a severe blow during the era when every child was forced by school policy to speak English or French.”

Royal Commission on Aboriginal Peoples

This environmental scan examined the current state of initiatives to preserve, promote, and revitalize Indigenous languages in Canada, as well as in the United States, New Zealand, Hawaii, and Australia. It also explored First Nations, Métis, and Inuit communities and organizations' practices, programs, resources, funding, promotion, and engagement strategies regarding Indigenous language revitalization initiatives.

Through examination of the research, recommendations were identified to assist SILR's efforts to provide strategic development support for Indigenous communities, including enhancing their capacity to deliver language revitalization initiatives. Further, findings from the environmental scan will aid in the development of a Language Revitalization Planning Guide.

Bridging the discourse between language learning in the home, in school, and community is imperative. Creating and sustaining, meaningful, and engaging opportunities for the intergenerational transfer of knowledge must also be considered.

In 2024, data from the Indigenous Peoples Survey will be made available that will identify the status of Indigenous languages across Canada. This information will assist in further determining how languages are learned and ways in which to support language revitalization initiatives.

Indigenous languages are at risk, endangered or vulnerable. Looking towards the future, if Indigenous language revitalization is to find success, they require access to fluent language speakers, resources, sustained, predictable and flexible long-term funding, capacity building, access to and leveraging of technology, expanded partnerships, and support for community-led language revitalization initiatives.

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