

Assessing, Monitoring, and Promoting Arctic Indigenous Languages. A Proposal Submitted to the Arctic Council's Sustainable Development Working Group (SDWG).

2011-08

Inuit Circumpolar Council (ICC)

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Arctic Indigenous Languages*



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Arctic Council's Sustainable Development Working Group
(SDWG)

by:
Inuit Circumpolar Council (ICC)

August 2011

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Assessing, Monitoring, and Promoting Arctic Indigenous Languages

Proposed by
Inuit Circumpolar Council (ICC)

1. Introduction

This document describes elements of a multi-year project, led by indigenous peoples, to assess, monitor and promote indigenous language vitality in the Arctic. It comes as a follow-up to recommendations coming out of the 2008 Arctic Indigenous Languages Symposium and the 2009-2010 Scoping a Way Forward initiative, and is anchored in other recent initiatives of indigenous organizations, parliaments, and research networks. Indigenous leaders have strongly voiced the need for an in-depth language assessment, further 'language symposiums' and ongoing projects focused on Arctic indigenous languages. This plan is presented as a project proposal to the Arctic Council's Sustainable Development Working Group (SDWG).

The Languages Symposium, it should be remembered, was held under the auspices of the SDWG. The proposal also comes as a result of discussions with various member states of the Arctic Council, and incorporates feedback received on a pre-proposal presented by ICC at the October 2010 SDWG meeting. It builds on the more detailed proposal submitted by ICC at the 28 February-1 March 2011 SDWG meeting, which was very positively received. Finally, it follows discussions that ICC has had with the Saami Council, the Arctic Athabaskan Council, Gwich'in Council International, the Russian Association of Indigenous Peoples of the North, and the Aleut International Association. All Permanent Participants¹ have expressed strong support for the implementation of this Arctic Languages Vitality project.

The central underpinning of the language assessment and advocacy plan (the Plan) comes through an identified need for an in-depth language assessment and the development of a long-term plan focused on maintaining, preserving and/or resurrecting Arctic indigenous languages. Further elaboration on the rationale for the Plan is described in the background section of this document (chapter 2).

Subsequent sections outline the Plan's objectives and list a series of activities for the assessment, monitoring and promotion of Arctic indigenous languages. A multi-year approach is advocated as it allows for careful planning and adequate time to analyze and monitor the state of Arctic indigenous languages.

¹ Permanent Participant Status is accredited to indigenous peoples organizations that represent indigenous people of the Arctic through the Arctic Council.

2. Background

2.1 Overview of Arctic Languages

Permanent Participants of the Arctic Council represent more than fifty languages from at least eight different language families, including isolates (languages with no known related languages).² Some of the Arctic languages cross international borders (e.g. Northern Saami, Gwich'in), while others are spoken in small geographic enclaves. All face pressure from dominant national languages. While some (e.g. Kalallisuut, Nenets) score relatively high on scales of language vitality, most Arctic indigenous languages face various degrees of endangerment. Some have recently ceased being spoken (e.g. Sireniki, Eyak).

The need for a pan-Arctic languages assessment is urgent. Indigenous peoples, their lands and their lifestyles are undergoing drastic changes. Shift away from the ancestral language is symptomatic of cultural, political, social, economic and environmental upheaval. Meanwhile, members of these communities know (and research confirms) that knowledge and use of the indigenous languages can be a powerful tool to cope and thrive.³ While vitality has been described for some Arctic indigenous communities⁴, updated data and analysis is needed, particularly in light of indigenous self-determination and other political movements over the past decades. Appropriate action, policy and program development to reverse indigenous language loss depends on understanding the languages' current vitality and most significant factors contributing to vitality or loss. While many initiatives are happening at the grassroots, regional and national levels,⁵ it is time for international bodies representing the Arctic region to step up to provide comparable, accessible baseline data on circumpolar languages' vitality and to create venues for sharing best practices in reversing language shift. The proposed project builds on the momentum of past and ongoing circumpolar language initiatives, provides a foundation for policy development, and will help identify priority areas for immediate action while also illuminating areas where language revitalization initiatives are having a positive impact.

² Since criteria for distinguishing distinct languages (versus dialects of a single language) vary depending on the classifier, these numbers give only a rough, and conservative, list and classification of Arctic indigenous languages.

³ Chandler, M. J. & C.E. Lalonde. 2008. Cultural Continuity as a Protective Factor against Suicide in First Nations Youth. *Horizons --A Special Issue on Aboriginal Youth, Hope or Heartbreak: Aboriginal Youth and Canada's Future*. 10 (1), 68-72.

⁴ e.g. Krauss, M. E. 1997. Indigenous Languages of the North: A Report on Their Present State. *Ethnological Studies* 44: 1-34, *Northern Minority Languages: Problems of Survival*. National Museum of Ethnology; and Vakhtin, N. B. 1993. "Toward a typology of language situations in the Far North." *Anthropology and Archeology of Eurasia* 32: 66-92.

⁵ Canadian Inuit examples include, nationally, the Canadian Task Force on Aboriginal Languages and Cultures <http://www.pch.gc.ca/eng/1288015506594>, regionally, the Nunavut Language Summit (2010, www.isuma.tv/hi/en/nunavutlanguagesummit2), and, locally, the initiatives of the Iqaluit-based Pirurvik Centre for Inuit Language, Culture and Well-Being (e.g. development of Inuktitut preschool curriculum www.pirurvik.ca). Similar initiatives are ongoing in other Arctic indigenous communities, and can be highlighted and supported through this project.

2.1 History of ICC's Commitment to a Pan-Arctic Languages Assessment

ICC is leading this proposal. It has an established record of advocating for, and partnering toward, a pan-Arctic approach to promoting indigenous languages. Since its inception, the ICC Language Commission has prioritized the goal of documenting and monitoring language vitality across the Inuit homeland, a goal shared by other Arctic Indigenous Peoples and pursued in the current project. ICC has networked with academics, policy-makers, and activists in pursuit of this common goal.⁶ When the Inuit Circumpolar Youth Council (ICYC) hosted the First and Second Inuit Circumpolar Youth Symposia on the Inuit language in 2005 and 2007,⁷ ICC provided strong support, and ratified the recommendations of the first symposium at its 10th General Assembly.

At the 11th ICC General Assembly, there was again much discussion around the importance of language and its role in understanding and enhancing knowledge of the Arctic. As stated by ICC leader and linguist, Carl Christian Olsen, Puju, “using one’s indigenous language is part of self-determination and is a right that should not be limited to cultural rights but rather recognized as an overall human right.”⁸ It is important not only to have the opportunity to speak your language but also to be educated in its cultural context with appropriate learning styles, assessment tools and a learning environment that promotes language development and instills cultural pride. Consequently, there is the need to address how indigenous peoples of the Arctic can succeed in western institutions without further eroding their language and culture.

Furthermore, ICC delegates recognized that language development must be addressed through the formation of new policies and legislation that would support or enhance Arctic indigenous language initiatives. Local and national governments can play an integral role in promoting and sustaining such initiatives in collaboration with communities on the ground.

Of particular concern are indigenous languages in Chukotka. ICC Russia delegates request special assistance in their struggle to resurrect dying languages. They are inspired by others conducting speeches in traditional languages and are looking for guidance from indigenous partners across the Arctic.

2.2 Other Arctic Indigenous Language Initiatives

The sentiments and commitment expressed by ICC have parallels throughout Arctic indigenous communities. Self-determination movements and language legislation (e.g. various Official Languages Acts) promise to positively impact language vitality. The Norwegian and Swedish Saami parliaments are planning and/or currently involved in

⁶ e.g. Survey of Living Conditions in the Arctic [SLiCA], www.arcticlivingconditions.org; Language Planning for Inuit and Saami languages [LPEASL]), <http://husky1.smu.ca/~stulloch/welcome.html>; Some of the network partners are reflected in the proposed project team.

⁷ http://www.arcticlanguages.com/papers/1st_ICYC_Inuit_Language_Symposium.pdf;
http://www.arcticlanguages.com/papers/2nd_ICYC_Inuit_Language_Symposium.pdf.

⁸ See also the United Nations Declaration on the Rights of Indigenous Peoples (Article 14) <http://www.un.org/esa/socdev/unpfi/en/drip.html> and the Universal Declaration on Linguistic Rights <http://www.unesco.org/cpp/uk/declarations/linguistic.pdf>.

assessments of Saami language vitality and use. Several Saami PhD students at the Saami University College and University of Tromsø are completing projects on Saami revitalization. The Alaska and Yukon Native Language Centres are actively teaching Arctic indigenous languages and training new generations of indigenous language teachers and scholars. An international team of scholars and activists has developed the Language Survival Project in support of indigenous language revitalization in the Russian Federation and the European Union.⁹ The Aleut International Association (AIA) is conducting a language communication project, aimed at promoting the use of the Western Aleut dialect and strengthening communication between Alaskan and Russian Aleuts through the use of their native language. Additionally the Arctic Athabaskan Council (AAC) and the Ket people of Siberian Russia are involved in a project investigating the remarkable linguistic similarities and possible relationship between the two languages. Much more is happening, particularly at a grassroots level, but often without opportunity to share or benefit from the lessons learned by others.

The above are just a few examples of projects led or co-led by indigenous peoples for indigenous language vitality in the Arctic. A first stage of this project will involve taking full stock of past and current language assessment and revitalization projects in the Arctic and coordinating with languages initiatives undertaken by all Arctic Council Permanent Participants. Such initiatives will provide meaningful input and guidance to the proposed Arctic indigenous languages assessment.

2.3 Moving Forward Together

2.3.1 Arctic Indigenous Languages Symposium

In 2008, Arctic indigenous peoples had an outstanding opportunity to share their commitment and initiatives to strengthen Arctic indigenous languages. The Inuit Circumpolar Council, with the Saami Council acting as local hosts and with the support of other Arctic indigenous peoples' organizations (Permanent Participants) in the Arctic Council, collaboratively implemented the Arctic Indigenous Languages Symposium. The Government of Canada, along with others, provided financial and other much-needed support. The Symposium was an exciting initiative and significant for two reasons: it was the first time that there had been an Arctic Council symposium focusing on the importance of indigenous languages. Secondly, it was the first time a significant Arctic Council meeting had been organized and led by the Permanent Participants. The symposium has been recognized as one of the most successful initiatives in moving the Arctic indigenous languages agenda forward.

Among the many other reasons that the Symposium was very successful was the fact that youth played a central role throughout and also met separately in a youth forum. The recommendations coming out of the Arctic Indigenous Languages Symposium (including the youth forum) recognized that Arctic indigenous peoples have “the right to revitalize, use, develop and transmit to future generations their languages, oral traditions, histories, writing systems and literatures.” Please see Annex I for a full description of the recommendations from the symposium. Additionally, refer to www.arcticlanguages.com to view a copy of the symposium proceedings.

⁹ <http://www2.hu-berlin.de/poga/>

Through these recommendations, Arctic states are called upon to make the necessary resources available to achieve substantive equality between indigenous peoples and the dominant national societies for the preservation, revitalization and promotion of indigenous languages and cultures, recognizing the cost of implementing programs and projects in remote areas.

It was apparent at the Arctic Languages Symposium that there is a wide degree of variance in cultural and linguistic health across the circumpolar region but there is not a clear picture as to their strength or vitality. It is also not apparent whether youth are in a position to bring the language into a modernizing world and use it in their everyday lives successfully.

As a result, there needs to be a long-term action plan focused on “taking stock” of the health of Arctic indigenous languages, engaging youth, the University of the Arctic and other national or international learning institutions, engaging elders, and conducting various workshops and future language symposiums.

2.3.2 Scoping A Way Forward Results

As a follow up to the Symposium, a scoping study was conducted by the Canadian office of ICC (ICC Canada) with the aim of identifying community-based priorities regarding Arctic indigenous languages. The survey included a combination of short questions regarding the importance and urgency of the Symposium recommendations to the Arctic Council (recommendations were provided in advance to respondents) and longer, open-ended questions about language developments. It also sought ideas on how to practically implement the Symposium recommendations. Respondents included Symposium participants, individuals with academic expertise in languages, and government officials with responsibility for Arctic indigenous languages. Over 40 people submitted responses, two thirds of whom were members of indigenous communities. Four priorities were identified: to reinforce the importance of indigenous languages; to undertake an assessment of Arctic indigenous languages; to lead and facilitate inter-regional, international, and intergovernmental activities in support of languages; and to enhance language exchange and youth engagement. The Final Report is provided, in full, in Annex II.

2.3.3 Presentation to the Sustainable Development Working Group (SDWG)

In October 2010, ICC presented its findings in the form of a “pre-proposal” at the October 2010 SDWG meeting in Ilulissat, Greenland and laid out the elements it expected to include in a proposed activity plan. Based upon the comments from member states at the SDWG table, ICC developed a program of work aimed at assessing, monitoring and promoting Arctic Indigenous Languages. That plan was very well received at the February 28-1 March 2011 SDWG meeting. Based on the very constructive feedback, and in continued dialogue with other Permanent Participants, ICC has fleshed out further elements in the current proposal, including more detailed management structure and partnership approaches.

3. Assessing, Monitoring, and Promoting Arctic Languages

Following the scoping study, discussions with Permanent Participants and member states at the SDWG, and building on the momentum of growing commitments to Arctic language revitalization among youth, grassroots groups, academics, governments and others, ICC has taken the lead and developed a program of work to undertake a comprehensive Arctic indigenous languages assessment.

This section describes that plan.

3.1 Methodology

This collaborative project, driven by indigenous communities, will apply the best of indigenous and academic methodologies to the assessment of Arctic indigenous languages' vitality. Indigenous methodologies rely heavily on observation and relationship, recognizing that knowledge is dialogical, dynamic and contextualized.¹⁰ Recognizing community members as experts, providing opportunities for indigenous people from different communities to come together and share, and creating ongoing opportunities for feedback and reassessment are key elements of a community-anchored research strategy. Partnerships with credible academics will support the scientific validity of the research and help identify broader applications of understandings of language endangerment and revitalization gleaned through the project. The project aims to document comparable pan-Arctic analyses of indigenous language vitality and also conduct a series of field-based studies sensitive to particular needs and goals of pilot communities, while communicating the process and results to a range of audiences using diverse media.

In determining the appropriate methodological approach, ICC has considered best practices from previous language assessments, including those documented in UNESCO's Atlas of the World's Languages in Danger¹¹, SIL International's Ethnologue¹², statistical collections of language vitality data (e.g. Canada's Aboriginal Peoples Survey and Aboriginal Children's Survey¹³), past collaborations between academics and indigenous organizations (e.g. Survey of Living Conditions in the Arctic¹⁴), and other surveys of language vitality driven by indigenous peoples and academics.¹⁵ It has consulted with a number of professional sources, including Carl Christian Olsen, Puju, Ph.D., who serves as Director of the Greenland Language Secretariat, Chairman of the Greenland Language Committee, and co-vice-chair of SDWG, as well as other academic linguists specializing in language revitalization and

¹⁰ Battiste, M. (2008). Research ethics for protecting Indigenous knowledge and heritage: Institutional and researcher responsibilities. In N. Denzin, Y. Lincoln, & L. Smith (Eds.), *Handbook of critical and Indigenous methodologies* (pp. 497-510). Thousand Oaks, CA: Sage.

¹¹ Moseley, Christopher (ed.). 2010. Atlas of the World's Languages in Danger, 3rd Ed. Paris, UNESCO Publishing. <http://www.unesco.org/culture/languages-atlas>

¹² Lewis, M. Paul (ed). 2009. Introduction to the Printed Volume of *Ethnologue*, 16th Ed. SIL International http://www.ethnologue.com/ethno_docs/introduction.asp

¹³ Statistics Canada, www.statcan.ca

¹⁴ SLiCA, <http://www.arcticlivingconditions.org>

¹⁵ Approaches adopted by these various initiatives are summarized in "A Framework for Assessing the Vitality of Indigenous Arctic Languages" prepared by ICC for Indian and Northern Affairs Canada (2011).

community-partnered research.

ICC has developed a model for a community-centred methodology for sustaining and strengthening the vitality of Arctic indigenous languages.¹⁶ In this model, elders, youth, teachers, indigenous organizations, language institutes, researchers, international institutions, governments, media and others collaborate toward a common goal, recognizing the local community as the primary instigator, director and beneficiary of language development. This Community-centred Model will provide a framework for the assessment, monitoring and promotion of Arctic indigenous languages. Its principal characteristics are described in Annex III.

Project contributors will consider and ratify the proposed methodologies early in the project. The project team will remain open to input from the Permanent Participants, the technical advisory committee (academic linguists), and other invited experts, maintaining a flexible and responsive approach to achieving the project's objectives.

3.2 The Plan's Objectives

As Arctic indigenous languages have a significant role in promoting and supporting the social, spiritual, cultural, physical and economic wellbeing of Arctic indigenous peoples, four priorities for future action can be identified as the Plan's objectives. They are:

1. To reinforce the importance of indigenous languages;
2. To assess the state of Arctic indigenous languages;
3. To lead and facilitate inter-regional, international, and intergovernmental activities in support of languages; and
4. To enhance language exchange and youth engagement.

Objective 1: To reinforce the importance of indigenous languages

The *first objective* relies on several factors: first, on the success of indigenous language champions in keeping an indigenous language alive, relevant and a source of pride for present and future generations. It relies on the involvement of elders in sharing their knowledge of the language and shaping its future. It relies heavily on the youth who will bring and use indigenous languages in a modernizing world and need to find ways to adapt such languages to modern times. It will depend on younger generations to create and inspire pride in using indigenous languages. It will depend on new technology and media involvement in the development of knowledge dissemination and interactive programming to teach, share and evolve a language. It will rely on educators, both formal and informal, in the promotion of language and cultural pride. Where initiatives reinforcing the importance of indigenous languages are already underway, the proposed project will provide a venue to document these and to share successes across the circumpolar world and beyond.

Objective 2: To assess the state of Arctic indigenous languages

¹⁶ ICC's "Model for Sustaining and Strengthening the Vitality of Arctic Indigenous Languages" is described in detail in "A Framework for Assessing the Vitality of Indigenous Arctic Languages," prepared by ICC for Indian and Northern Affairs Canada (2011).

The *second objective* is viewed as particularly important in guiding the development of a multi-year approach and action plan for supporting Arctic indigenous languages. The aim of the assessment is to obtain a clearer understanding of the state of Arctic indigenous languages through pan-Arctic data collection using a uniform set of valid indicators of vitality. The assessment will show which languages are endangered and to which degree. It will identify which factors seem to most significantly contribute to language vitality or endangerment in the communities represented by Arctic Council Permanent Participants. It will further serve to evaluate the reliability of existing models for assessing language vitality in modern Arctic indigenous contexts. Such an assessment will go some way towards directly and indirectly meeting the Symposium's recommendations and addressing the outcomes of the Scoping Survey. The assessment has the potential to be the vital building block for future work on indigenous languages across the Arctic as currently there is a lack of knowledge on the state of Arctic indigenous languages. Existing compilations of language vitality are either out of date¹⁷ or difficult to navigate (as they do not present the Arctic as a region)¹⁸ or difficult to access and understand.¹⁹ There is a strong need for an assessment that is driven by indigenous populations, that reflects their knowledge of language in their communities, and that provides reliable, accessible, and comparable information about the state of indigenous languages across the Arctic.

Objective 3: To lead and facilitate inter-regional, international, and inter-governmental activities in support of languages

The *third objective* will be addressed using a strategic approach drawing on the current knowledge as well as the findings that will emerge from the language assessment activities. It should be supported by a well-defined communications and advocacy strategy, which can be used by a comprehensive range of Arctic bodies – whether States, Permanent Participants or communities – but which defines a common goal with common objectives. Communication strategies will ensure that while the overall project is driven at national and international levels, it is consistently informed by and trickling down to families and communities as the core agents in language revitalization and to others who may contribute to, or benefit from, the project's activities and results.

The development of such a strategy should commence early in the life of the proposed multi-year plan as it will be instrumental in the promotion and information sharing relevant to much of the work to be undertaken.

Objective 4: To enhance language exchange and youth engagement

The *fourth objective* will be met through the use of youth-focused mechanisms including youth-elder workshops, learning institutes, technological means and media outlets. These will provide mechanisms for youth to continue to learn and practise their indigenous language in a variety of forums.

¹⁷ e.g. Basse, B. and K. Jenson, eds. 1979. *Eskimo Languages. Their Present Day Conditions*. Aarhus: Arkona; Collis, D. R. F., ed. 1990. *Arctic Languages: An Awakening*. Paris: UNESCO.

¹⁸ e.g. Ethnologue; Atlas of Endangered Languages.

¹⁹ e.g. the wide range of M.A. and Ph.D. theses published on Arctic indigenous language vitality in the past decade, which remain largely inaccessible.

To keep indigenous languages alive, dynamic and relevant, it is essential to find the best ways of encouraging and passing on indigenous language skills to youth and to instill in them a sense of pride linked to their language and culture. Families, communities and elders – guardians of language – are critical to this process of preserving and invigorating Arctic indigenous languages. Youth play a critical role in language preservation. The Inuit Circumpolar Youth Council has carried out two significant Inuit Circumpolar Youth Symposia. They state, “ICYC believes instilling pride of language into youth is fundamental to maintaining pride in culture.”²⁰

4. Proposed Project Activities (See Project Details with Budget: Page 19)

4.1 Synthesize prior relevant assessments of Arctic Indigenous Languages: ICC has identified a number of past assessments of Arctic indigenous language vitality (see 3.1 above) and has incorporated best practices from their methods and theoretical frameworks in this proposal. An essential starting point or ‘pre-appraisal’ for the actual languages assessment is ensuring knowledge generated in past assessments is taken into account, built on and revised as necessary. Deliverables will include an annotated bibliography of existing assessments and sociolinguistic surveys of Arctic indigenous languages as well as a brief report synthesizing the vitality of Arctic languages as documented in these past assessments. These reports will serve as dialogue points as survey plans develop and are implemented, and will help to identify priority communities for pilot studies (i.e. those which have not yet been studied, or in which the language is particularly endangered). The pre-assessment will be done collaboratively with the technical advisory team (4.4).

4.2 Organize a series of research development workshops: A series of workshops early in the project will favour a truly collaborative approach which effectively incorporates the experience, expertise, needs and goals of potential project contributors and end-users. Participants will include representatives of the Arctic Council Permanent Participants (including indigenous elders and youth), academic researchers, and individuals involved in policy and program development for Arctic indigenous languages (see Model, Annex III, and Potential Partners, Annex IV). They will finalize a framework for conducting and evaluating the languages assessments, including:

- Sharing of best practices in culturally-relevant research
- Finalization of assessment methodology (promising frameworks for assessing vitality were identified in ICC’s pilot study and will be presented for consideration)
- Plans for communicating results to relevant audiences
- Protocols for working together and for project accountability.

The workshops will provide an opportunity for dialogue about current language vitality in the Arctic communities with which participants are familiar. The workshops will be led by ICC, in collaboration with other Permanent Participant collaborators. Workshop contributors will be nominated by Permanent Participants and the Project Coordinator and will become core members of the project (appropriate roles finalized at workshop).

4.3 Establish Arctic languages steering committee: The establishment of a steering

²⁰ Refer to: http://www.arcticlanguages.com/papers/1st_ICYC_Inuit_Language_Symposium.pdf.

committee will be one of the first activities to take place. See Section 5 for Committee make-up and nomination process. The steering committee should meet annually. While ICC, through its lead office (ICC Canada) on this project, will maintain ultimate responsibility on those parts of the project for which the organization has financial obligations, the Steering Committee will provide general oversight of most key decisions.

4.4 Establish broader project team: advisory committees, working groups, institutional and financial partners

An accountability committee including indigenous elders, youth, and individuals involved in indigenous language policy and programming will be established early in the project. The establishment of a technical advisory committee will bring together a group of linguists with expertise in Arctic indigenous language revitalization and community-partnered research. This committee will provide ongoing technical advice. Youth and elder working groups would also be established through Elders Councils, the Inuit Circumpolar Youth Council and the use of websites/resources such as OOKPIK.org. Institutional partners (e.g. Alaska Native Language Center, Greenland Language Secretariat, Saami University, Goertzen Institute in St Petersburg, among others) will be confirmed at this stage. Financial partners will be sought for sub-projects under this project's umbrella. A list of potential partners is provided in Annex IV.

4.5 Develop communications strategy: A communications strategy will be integral to this project as it conveys information regarding the languages assessment amongst communities as well as to national governments and the international community. It will be a means to advocate for indigenous language and can be a mechanism to educate others and instill pride. The communications strategy will be circulated amongst relevant parties for input and feedback in its development, and disseminated to Arctic Council members and Permanent Participants. It will be revised in the final stages of the assessment to incorporate results from the languages study. There is a strong need for more creative, more accessible and more versatile mechanisms for communicating information on Arctic indigenous languages to indigenous communities. Some potential tools for dissemination to popular audiences have been identified, including the UNESCO Online Atlas of Languages in Danger, which provides a tool for sharing vitality assessments as well as details of/links to ongoing projects²¹ and/or LLMaP²², an interactive mapping tool for languages of the world.

4.6 Pan-Arctic Languages Assessment: The Pan-Arctic Languages Assessment will result in the collection of up-to-date language vitality reports for each indigenous language represented by Arctic Council Permanent Participants. Vitality reports will be submitted by "knowledgeable observers" – members of the indigenous community in question, trained in the application of a standardized language vitality framework (similar to SIL's "Rapid Assessment" language surveys or the "Expert reports" contributing to UNESCO's language databases). UArctic students, coming from a wide range of indigenous communities and trained to conduct local language assessments as part of BCS 322 (core course), may serve as effective contributors. Potential models for assessing vitality under consideration are:

1. Fishman's Graded Intergenerational Disruption Scale (GIDS)²³, expanded and

²¹ <http://www.unesco.org/culture/languages-atlas>

²² <http://llmap.org/>

²³ Fishman, J. A. 1991. *Reversing Language Shift*. Clevedon: Multilingual Matters.

- applied by SIL (e.g. as represented in *Ethnologue* publication)²⁴
2. Giles et al.'s Ethnolinguistic Vitality framework²⁵, expanded and adapted by Allard & Landry (Subjective Ethnolinguistic Vitality)²⁶ and by Hyltenstam, Stroud and Svonni²⁷
 3. UNESCO's scale of language endangerment (as applied in the Atlas of Endangered Languages).²⁸

These models have various strengths and weaknesses. The first is currently used in UArctic's BCS 322 course; the second is widely used among Saami language revitalization scholars. The first and second adopt more of a strengths-based approach and can account for languages at all levels of vitality. The third is also widely used and provides the most immediate mechanism for data sharing. The final decision as to which framework to apply will be made at the research development workshop. The collection of standardized data across the Arctic following the common framework will provide useful, comparable data. It will allow researchers to evaluate how relevant and useful the framework is for understanding language dynamics in Arctic communities. Communications strategies will allow for ongoing feedback and updating of these assessments.

4.7 Field-based assessment of pilot communities: The project will also include a series of field-based sociolinguistic surveys and/or language revitalization sub-projects in pilot communities. These projects will build on partnerships and models for appropriate, accountable research developed at the research development workshops. They will further build on the vitality data collected in the Arctic Languages Vitality Assessment, and on earlier (published and unpublished) sociolinguistic surveys in Arctic indigenous communities (identified in pre-assessment annotated bibliography).²⁹ These field-based projects may be led by current indigenous graduate students specializing in language revitalization (e.g. through the Alaska Native Language Centre and Saami University College) and/or collaborative teams of academic researchers and Permanent Participant representatives. Supplemental funding will be sought through academic funders (e.g. National Science Foundation - USA, Social Sciences and Humanities Research Council - Canada) and organizations supporting language revitalization projects (e.g. Endangered Languages Fund [ELF], Foundation for Endangered Languages [FEL]). The projects will provide opportunities for: co-mentoring between various project contributors (e.g. academic

²⁴ Lewis, M. Paul, ed. 2009. Introduction to the Printed Volume of *Ethnologue*, 16th Edition. SIL International. (http://www.ethnologue.com/ethno_docs/introduction.asp).

²⁵ Giles, H., R.Y. Bourhis and D.M. Taylor. 1977. Towards a theory of language in ethnic group relations. In Howard Giles (ed.), *Language, ethnicity and intergroup relations*, 307-48. London: Academic Press.

²⁶ Allard, R. and R. Landry. 1986. Subjective Ethnolinguistic Vitality Viewed as a Belief System. *Journal of Multilingual and Multicultural Development* 7:1-12; Allard, R. and R. Landry. 1992. Ethnolinguistic Vitality Beliefs and Language Maintenance and Loss. In *Maintenance and Loss of Minority Languages*. W. Fase, K. Jaspaert and S. Kroon, eds. pp. 171-195. Amsterdam/Philadelphia: John Benjamins Publishing Company.

²⁷ Hyltenstam, Kenneth, Christopher Stroud and Mikael Svonni. 1999. Språkbyte, språkbevarande och revitalisering. Samiskans stelling i svenska Sápmi". Hyltenstam, Kenneth (ed.) Sveriges sju inhemska språk – ett miniritetsspråksperspektiv. Studentlitteratur. Lund. 41-97.

²⁸ Moseley, Christopher, ed. 2010. *Atlas of the World's Languages in Danger*, 3rd Edition. Paris, UNESCO Publishing. (<http://www.unesco.org/culture/languages-atlas>)

²⁹ Some examples of relevant surveys include Langgaard's (2001), Wyman's (2004) and Tulloch's (2004) surveys of language knowledge, use and attitudes among Greenlandic, Yup'ik, and Nunavut Inuit youth, respectively; Satta's (2005) study of Saami language transmission; Vakhtin's (2001) classification of language vitality among small-numbered peoples of the North, including in Siberia and the Far East, among others.

researchers and indigenous organizations); identifying community-specific goals in language preservation and revitalization (which may or may not be those presumed in the literature); documenting best practices in addressing language endangerment; and tracking the effectiveness of language revitalization efforts. (While some research and other forms of documentation make recommendations about what *should* work in language revitalization (e.g. Alaska Native Knowledge Network Guidelines for Strengthening Indigenous Languages³⁰), very few studies have actually tracked what *has* worked or *is* working.) The field-based projects are a significant part of the assessment, as they will allow for the evaluation and development of best practices that can be brought into future activities. This will also provide an opportunity to reinforce the importance of indigenous languages among community members, as they will interact more directly with language assessors and will contribute to developing a model for others to follow in their language programs. Communities will be selected based upon needs and opportunities determined during the pre-assessment and preliminary preparations (4.1, 4.2). It is proposed that the Saami Council, along with partner academic institutions and funders, take the lead on this aspect of the project, as Saami Ph.D. researchers are already highly engaged and at the forefront of indigenous language revitalization research. (ICC could also take the lead.)

4.8 Plan and initiate series of youth and elder workshops: This activity will bring together youth and elders to share knowledge. Youth will have the opportunity to discuss language issues with elders and, collaboratively, youth and elders can develop mechanisms to bring indigenous languages to a new generation of users, as the future of indigenous languages is very much dependent on them being passed onto the next generation. Such workshops should occur regularly and in diverse language groups, and will complement and inform the assessment, acting as a forum for enhancing current understandings and sharing best practices, successes and challenges.

Current forums such as the International Inuit Elders Council and the Inuit Circumpolar Youth Council are a good starting point to initiate and implement this activity, as are youth and elder representatives within Permanent Participant organizations. Permanent Participant organizations will be invited to spearhead these workshops, along with other working groups interested in Arctic languages and their protection. Where possible, regional governments (e.g. Department of Culture, Language, Elders and Youth [CLEY], Nunavut), Native Corporations (e.g. Alaska), and other partners will be invited to sponsor these events. While these workshops aim to bring youth and elders together, it is recognized that participants of all ages have much to contribute and will be welcomed.

These workshops are key contributors to the “collaborative creation of knowledge” that characterizes indigenous methodologies. They are also key elements of a strategy to stay connected to communities, as the youth (and others) drawn together in these fora will be encouraged to go back to their communities and report what they’ve learned, get feedback, and report back to the project coordinator.

4.9 Enter into discussions with indigenous media and telecommunication organizations: This activity will allow for greater awareness and publicity regarding indigenous languages. It will provide a venue for indigenous languages to be broadcast and

³⁰ <http://www.ankn.uaf.edu/publications/language.html>

transmitted on a regular basis. Telecommunications will also provide a way to connect communities and allow for further development of language programs. Media organizations that are using indigenous languages should also be brought into this series of consultations as they too play a critical role in keeping indigenous languages alive. The use of youth-focused and youth-preferred media such as You-tube or Facebook would also encourage greater involvement and ongoing feedback by youth in the language revitalization process.

4.10 Develop mechanisms to televise workshop proceedings and produce a language documentary: This activity will require the involvement of various media outlets to broadcast and televise workshops for communities not directly participating but wanting to be informed. A language documentary will illustrate the array of linguistic and cultural diversity in the circumpolar region and educate others on the state of languages and the importance of conserving them.

4.11 Use Arctic Council website: The AC portal will be used to promote the languages initiative and develop an online communication tool. It will also be a way in which all working groups can track activities and participate when appropriate.

4.12 Hold interim Pan-Arctic youth-elder language symposium: This activity will be an interim Pan-Arctic symposium (partly in preparation for the Language Symposium of Year 4) and will have a greater focus on youth and elders sharing knowledge and paving a way forward.

4.13 Complete Pan-Arctic language assessment and field-based studies: This activity will be the wrapping up of the four- to five-year languages assessments, leading to a greater understanding of the state of Arctic indigenous languages and the identification of future recommendations and next steps. Depending on the nature of collaborations for the field-based study, a book-length manuscript on the current state of Arctic indigenous languages and factors contributing to their vitality is a potential deliverable in conjunction with the Languages Symposium in late 2014/early 2015.

4.14 Brief Arctic Languages steering committee, SDWG members, funders and others on the results: This activity will be ongoing over the course of the assessment to ensure all member states are informed and involved. As per the Communications Strategy, the research team will work on an ongoing basis to identify other appropriate audiences are identified and reached.

4.15 Initiate preparations for an Arctic Indigenous Languages Assessment Symposium: This activity will involve a great deal of planning and coordination to design and execute a languages symposium to the level of the first one conducted in 2008. This symposium will be an opportunity to discuss assessment findings and will be an opportunity to develop future initiatives and assure long-term sustainability of the Arctic indigenous languages initiatives.

4.16 Host Arctic Indigenous Languages Assessment Symposium: The Arctic Languages Symposium (late 2014/early 2015) will provide a forum for the presentation and evaluation of assessment tools, processes and findings. Bringing together indigenous language experts, members from participating communities, indigenous leaders from all geographic regions, and other professionals in the field of indigenous language assessment and revitalization, collaborators will collectively deepen understandings of the data collected and language

vitality in the Arctic. It will be a forum to collaboratively develop a future action plan based on project results.

4.17 Produce Final Report and Analysis: This activity will involve the final documentation of the assessment's findings, including results from all surveys, workshops and feedback from internet-based communications platforms. A final in-depth report will be submitted to Permanent Participants and lead member states. They, in turn, will pass it on to the SDWG.

4.18 Develop Recommendations and New Multi-year Workplan: Upon completion of the field-based assessment and culmination of the 2nd Arctic Indigenous Languages Symposium, a series of recommendations will be developed, based on results of the assessment that reflect the needs and priorities of the communities involved, to guide future languages initiatives in the Arctic.

5. Management Structure

The following section provides a framework for the project's management structure. Permanent participants are invited to identify and nominate individuals from the communities they represent who are involved in indigenous languages work as potential committee members. Examples of potential nominees are provided in Annex IV, intended only to prompt brainstorming (not to indicate commitment to or from named individuals). Following nominations, final committee membership will be determined, through consensus, at the research development workshops launching the project. With the exception of the accountability committee, which operates at arm's length, it is expected that individuals may serve on multiple committees. Committee membership will generally involve a minor time commitment, although members may choose to join sub-project work teams entailing more hands-on work.

1) A project coordinator will be engaged by ICC Canada to oversee the day-to-day workings of the project, logistics, etc. He/she will: supervise the various aspects of the organization and conduct of project-related activities; provide liaison between Arctic Council, Permanent Participants, partners, on-the-ground researchers and others involved in the project; and manage the project communications strategy, including the project webpage. The project coordinator will attend steering committee meetings.

2) A project steering committee will assume leadership and direction of the project. It will consist of three to five members, representing at least three Permanent Participant organizations, and including at least one elder, one youth, one individual involved in indigenous language policy development or implementation, one individual involved in indigenous language program development or delivery, and one individual with recognized research expertise and experience (individuals may fill multiple roles). The Steering Committee will make decisions, oversee budgets, engage partners, and play other leadership roles. (It is acknowledged that organizations holding funding for various parts of the project will have obligations in the decisions for which they are financially accountable, within the overall goals of the project.) Members will come from at least two Arctic countries, and from at least three different indigenous groups. The steering committee should meet in person annually and will conduct other interactions via email and teleconference as necessary. The

steering committee will provide yearly reports to an accountability committee. All other committees and research groups report to the steering committee.

3) An accountability committee, with parallel make-up to the project steering committee, will operate in an advisory role at arm's length from the project. Accountability committee members will be individuals highly respected by indigenous community members within the field of language revitalization. The purpose of the committee is to provide a feedback mechanism and to hold contributors accountable to the original vision of the project, to the indigenous concerns at its roots, and to high standards of excellence and accuracy. Advisory committee members will not be project members per se, but will be invited to comment on how well the project is progressing and meeting goals, to comment on any major changes to the project, and to read and comment on major documents before they are disseminated (e.g. grant applications, workshop reports, publications). The accountability committee's advice will be non-binding.

4) The project will also benefit from advisory committees and working groups, reporting to the steering committee.

a) A communications committee will include approximately five to eight members, representing at least four Arctic countries and four Arctic indigenous groups, preferably with expertise in community liaison, media, or other communications. The committee will advise and support the steering committee and field research teams in delivering effective, timely communication of research activities (including press releases, media contributions, webpage contributions, research briefs etc.) to international, national, and local audiences, including specialized audiences (e.g. local curriculum developers) and the general public. Communication is a key component of this project, particularly so that all may have opportunity for input at various stages, and all may benefit from the results. Members may be duplicated from other committees/project teams.

b) A technical advisory committee will consist of five to eight academic researchers specializing in language revitalization and community-partnered research, as well as those specializing in standardized dissemination of language vitality data to a popular audience, e.g. through electronic mapping and other means. Attempts will be made to include researchers with established relationships with each of the Permanent Participants and/or demonstrated excellence in sociolinguistic research in each of the represented regions. The technical advisory committee will liaise with research teams and report to the steering committee. Members of the technical advisory committee may also choose to become participants/leaders of research activity (sub-project) teams. Members may be duplicated from other committees/project teams.

c) Youth and Elders working groups (three to five participants each) will be made up of youth and elder representatives nominated by Permanent Participants. They will advise and support the steering committee and communications committee in the development of project activities and communication strategies particularly geared to youth and elders. Members may be duplicated from other committees/project teams. Participation of youth and elders is particularly essential to gain perspectives of these two groups and to identify mechanisms most likely to engage them in the project.

5. Research Activity Teams will conduct and report on the bulk of the research activities. Sub-project teams will generally include one Arctic indigenous person, one academic, one person in a “mentor” role and one person in a “student” role, accepting that a given individual may simultaneously fill multiple roles. Bigger sub-project teams will elect a leader, who will report to the Steering Committee and who will ensure the sub-project adheres to overall project orientations, goals and processes. Research teams are accountable to the Steering Committee and will liaise with, and be advised by, the accountability, technical, and communications committees and, as relevant, by the youth and elder working groups. Research teams will participate in fundraising for community-/language-/country-specific sub-projects and may administer sub-project specific budgets. Protocol for research team conduct accountability will be developed at the first project workshop.

6. Communities. This project recognizes local indigenous communities as the primary audience and instigator for language assessment and revitalization. Through the project organizational structure described above, it aims to maintain close connections to local communities at all project stages.

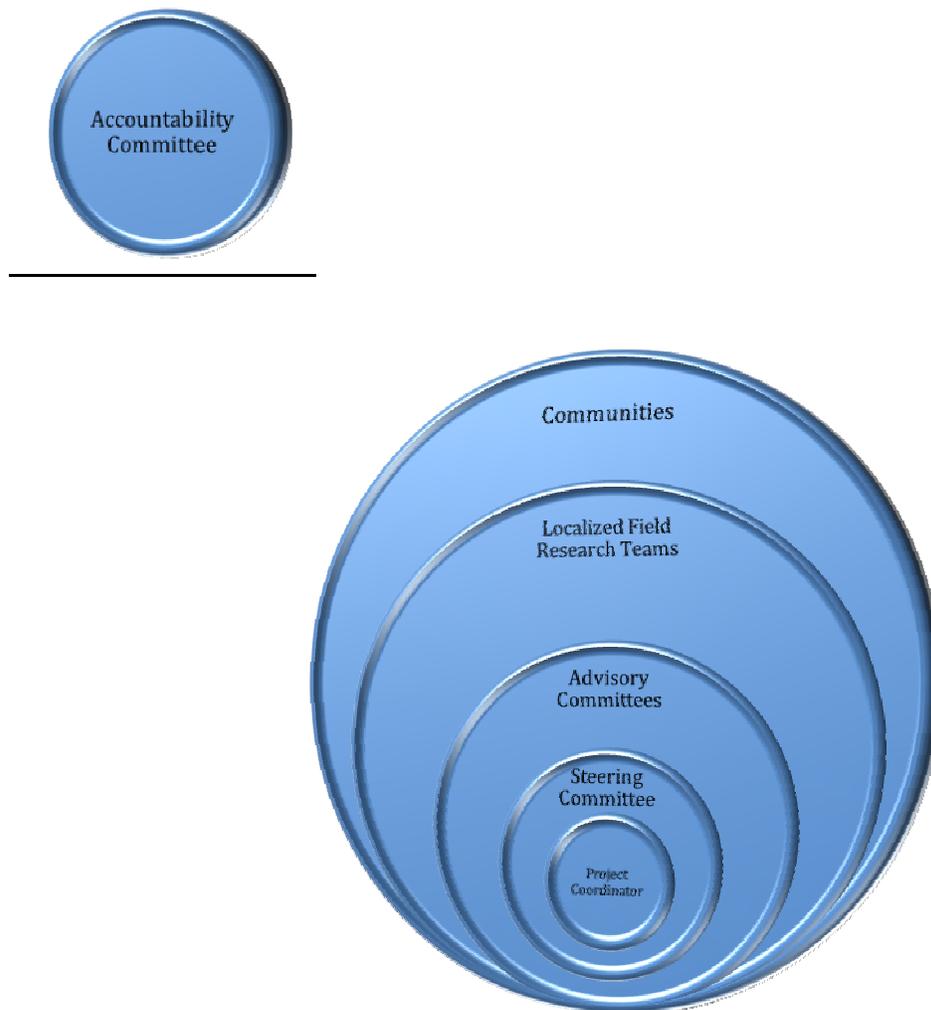


Figure 1 - Project Management Structure

6. A Partnered Approach

The project will adopt a partnered approach, as reflected in the community-centred methodology (Annex III), activities and management structure. Contributors to the project will include indigenous youth and elders, individuals involved in policy and program development for Arctic indigenous languages, academics, communications specialists, and others. An accountability committee, at arm's-length from the project, will provide feedback on collaboration between different countries, language groups, and types of actors.

Core funding from the Arctic States will support central project activities, including the overall assessment of Arctic Languages vitality and the ultimate Languages Symposium. Other partners will contribute financially and in-kind (e.g. staff and faculty time; meeting space; logistical support etc.). Independent funding will be sought for localized field research activities through academic venues (e.g. NSF - USA, SSHRC – Canada, other research-focussed donors in other Arctic countries) and special funding opportunities for endangered languages (e.g. Endangered Languages Fund [ELF], Foundation for Endangered Languages [FEL], Administration for Native Americans [ANA] Esther Martinez Initiative, Hans Rausing Endangered Languages Project, etc.). Special sponsorship of youth-elder workshops will be sought from regional governments (e.g. CLEY, Nunavut Government), Native Corporations (e.g. Alaska Native Corporations) and others. Discussions with some of these potential donor partners has already been initiated. As the project progresses, there will be ongoing reviews of the budgets and separate funding contribution agreements will be entered into, as required, over the course of the project to supplement the core funding.

Funders are core partners in the project. Communication with them is an integral part of the communications strategy and involves ongoing reporting as well as embedding of representatives of funding organizations in relevant activities and workshops (e.g. regional elder-youth workshop; pan-Arctic Symposium).

Maintaining vibrant Arctic indigenous languages in the contexts of bi- and multi-lingual Arctic States requires strong collaboration at multiple levels, as reflected in the partnered approach to research, advocacy and action put forth in this proposal.

7. A Multi-Year Approach

“Good intentions are not enough to keep indigenous languages alive. There has to be action by everyone, supported by significant policy shifts and access to resources.”³¹

Supporting the revitalization and growth of indigenous languages demands a long-term effort. To achieve good outcomes in protecting indigenous languages and undertaking the activities recommended so far, a multi-year work plan, as outlined above, must guide the work with the overarching objective of contributing to the revitalization, development and transmission of Arctic indigenous languages to future generations.

³¹ http://www.arcticlanguages.com/Arctic_Indigenous_Languages_Symposium_Proceedings.pdf

Table 1: Proposed Activity Plan

ACTIVITY	OUTCOMES	TIME LINE	PRIMARY ACTORS	PARTNERS	CORE FUNDING REQUIRED
4.1 Synthesize prior relevant assessments of Arctic Indigenous Languages	An inventory of best practices to identify mechanisms appropriate to an Arctic survey; In-depth understanding of other language surveys previously conducted	Year 1	ICC lead; Permanent Participants	Institutional partners; technical committee (in kind)	\$10,000
<i>Objectives addressed: 1,2,3</i>					
4.2 Organize a series of research development workshops	Project teams and committees solidified; shared, culturally-appropriate protocols established for research and communications; preliminary knowledge of language status shared	Year 1	ICC lead; Permanent Participants; Academic partners	NSF/SSHRC, travel costs; Partner institutions, in-kind	From partner funders
<i>Objectives addressed: 1,2,3</i>					
4.3 Establish Arctic languages steering committee and meet annually	A steering committee comprised of committed individuals, which represents the diversity of Arctic indigenous groups and potential users of language vitality data.	Year 1	ICC lead; Permanent Participants	Partner institutions, in-kind	From partner funders
		Year 2			\$6000
		Year 3			\$6000
		Year 4			\$6000
<i>Objectives addressed: 1,4</i>					
4.4 Establish broader project team: advisory committees, working groups, institutional and financial partners	Development of an accountability committee, technical and communications advisory committees, and functioning youth and elders working groups to advise languages assessment; confirmation of institutional and financial partners	Year 1	ICC lead; Permanent Participants	NSF/SSHRC; Partner institutions, in-kind	\$3,000
		Year 2			\$3,000
		Year 3			\$3,000
		Year 4			\$3,000
<i>Objectives addressed: 1,4</i>					
4.5 Develop, circulate and revise communications strategy	A comprehensive communications strategy, including creative, accessible and versatile mechanisms for communicating information on Arctic indigenous languages. Circulated among relevant members and revised upon completion of assessment.	Year 1	Communications Committee	TBD	\$10,000
		Year 2			\$5,000
		Year 3			\$10,000
<i>Objectives addressed: 1,3</i>					
4.6 Pan-Arctic Languages Assessment	A “big picture” view of vitality of each Arctic indigenous language, based on reports from trained observers using agreed upon set of indicators	Year 1	ICC Lead, Technical Committee	UArctic and other partner institutions	\$25,000
		Year 2			\$50,000

<i>Objectives addressed: 1,2</i>					
4.7 Field-based assessment of pilot communities	A series of field-based sociolinguistic surveys and/or language revitalization sub-projects, including Inuit, Athabaskan, Gwich'in, Aleut, Saami and Russian indigenous communities.	Year 2	Saami Council lead; Technical Committee; Sub-Project Teams	Academic & endangered languages funders, e.g. NSF, SSHRC, FEL, EFL, ANA, etc.	\$50,000
		Year 3			\$50,000
		Year 4			\$50,000
<i>Objectives addressed: 1,2,3,4</i>					
4.8 Plan and initiate series of youth and elder workshops	Series of workshops bring together youth and elders for sharing of understanding of language vitality and revitalization possibilities	Year 1	Permanent Participants; Youth and Elder working groups	Community partners e.g. local/regional governments; Native Corporations	\$30,000
		Year 2			\$30,000
		Year 3			\$15,000
		Year 4			\$30,000
<i>Objectives addressed: 1,2,3,4</i>					
4.9 Enter discussions with indigenous media/telecommunication organizations	Use of indigenous language in broadcasting, printing and television media	Year 1	Communications Committee		\$6,000
4.10 Develop mechanisms to televise workshop proceedings and produce a language documentary	Development of indigenous languages documentary and televised workshop proceedings broadcast in Inuit communities	Year 2	Communications Committee		\$120,000
<i>Objectives addressed: 1,2,3,4</i>					
4.11 Use Arctic Council website and maintain up-to-date information on languages initiatives	Comprehensive and up-to-date information on the Arctic languages initiatives for use by all Arctic Council working groups and for public dissemination via Arctic Council Portal	Year 1	Communications Committee		\$1,000
		Year 2			\$1,000
		Year 3			\$1,000
		Year 4			\$1,000
<i>Objectives addressed: 1,3</i>					
4.12 Hold interim pan-Arctic youth-elder language symposium	A successful youth and elder focused language symposium that can act as a model for future symposiums of its kind	Year 3	ICC lead; Youth and Elder working groups		\$100,000
<i>Objectives addressed: 1,2,3,4</i>					
4.13 Completion of Pan-Arctic language assessment and field-based studies	Four years of “big picture” and in-depth information and greater understanding on the state of Arctic Indigenous languages, which will guide future languages endeavors	Year 4	Saami Council lead; Technical Committee; Sub-Project Teams		\$35,000

<i>Objectives addressed: 1,2,3,4</i>					
4.14 Brief Arctic Council, SDWG, PAME, funders and other relevant working group members on the results, inform UNESCO and other related forums on results.	An adequate and deep understanding on the state of Arctic Indigenous languages and broad-based discussion emanating from the findings from the assessment	Year 1	Communications Committee		\$10,000
		Year 2			\$10,000
		Year 3			\$5,000
		Year 4			\$5,000
<i>Objectives addressed: 1,3</i>					
4.15 Initiate preparations for an Arctic Indigenous Languages Assessment Symposium	Thoroughly planned and prepared activities for upcoming symposium, including invitation for relevant guest speakers and participants.	Year 3	ICC lead; Permanent Participants		\$20,000
4.16 Host Arctic Indigenous Languages Assessment Symposium	The coming together of national, international and community leaders to discuss the results and future initiatives relevant to the Arctic Indigenous Languages Assessment.	Year 4	ICC lead; Permanent Participants		\$250,000
<i>(For preparations and implementation of 2nd Arctic Indigenous Languages Symposium)</i>					
<i>Objectives addressed: 1,2,3,4</i>					
4.17 Final Report and Analysis	An in-depth review of the assessment findings as to current state of Arctic indigenous languages, submitted to CLD/INAC	Year 4	Communications Committee/ Technical Committee		\$35,000
<i>Objectives addressed: 1,2,3,4</i>					
4.18 Develop recommendations and new multi-year workplan based on results of assessment that reflect needs and priorities of communities involved	Coming from field based study and symposium recommendations, the identification of next steps as identified by project participants and professionals in the field of indigenous languages.	Year 5	Steering Committee/ Communications Committee		TBD
<i>Objectives addressed: 1,2,3,4</i>					

Table 2: Budget Summary

Expenditures per Activity	Year 1 2011	Year 2 2012	Year 3 2013	Year 4 2014	Year 5 2015	Total
4.1	10,000	-	-	-	-	10,000
4.2	Partner-funded	-	-	-	-	0
4.3	Partner-funded	6,000	6,000	6,000	-	18,000
4.4	3,000	3,000	3,000	3,000	-	12,000
4.5	10,000	5,000	10,000	-	-	25,000
4.6	25,000	50,000	-	-	-	75,000
4.7	-	50,000	50,000	50,000	-	150,000
4.8	30,000	30,000	15,000	30,000	-	105,000
4.9	6,000	-	-	-	-	6,000
4.1	-	120,000	-	-	-	120,000
4.11	1,000	1,000	1,000	1,000	-	4,000
4.12	-	-	100,000	-	-	100,000
4.13	-	-	35,000	-	-	35,000
4.14	10,000	10,000	5,000	5,000	-	30,000
4.15	-	-	20,000	-	-	20,000
4.16	-	-	-	250,000	-	250,000
4.17	-	-	-	35,000	-	35,000
4.18	-	-	-	-	to be determined	to be determined
Total Projected Cost	95,000	275,000	245,000	380,000	to be determined	995,000

Annex I:

Arctic Indigenous Languages Symposium Proceedings

(Recommendations)

Recommendations of the Arctic Indigenous Languages Symposium

1. The Arctic Indigenous Languages Symposium was held in Tromsø, Norway from October 19-21, 2008.

2. Its aim was to provide a forum where Arctic indigenous peoples could learn from one another and develop practical ways to revitalize their languages to ensure their strength for generations to come. The Symposium was mandated by the Arctic Council which in the Salekhard Declaration of 2006 encouraged Member States and other parties to support the cultural diversity of the Arctic and especially uphold and revitalize the indigenous languages, support the Arctic Indigenous Languages Symposium and welcome further projects in this important field.

3. The Symposium focused on five different but cross-cutting themes:

- The State of Arctic Indigenous Languages
- Protecting knowledge (traditional and other) – the critical role of indigenous language
- Using new technology and media to promote and empower indigenous languages
- Indigenous Languages: an important key to preserving the Arctic environment
- Legislative development and standards setting to promote and enhance indigenous languages

4. Coming out of the Symposium's discussions are the following recommendations which recognize and are addressed to those parties which are considered the most appropriate for responding to and implementing the proposed actions.

Recommendations to the Arctic Council:

5. As recognized by the Arctic Council in the Salekhard Declaration, the Arctic Council supports and encourages the revitalization of indigenous languages. It is important to go beyond good intentions. As such, it is recommended that the Arctic Council:

a) Reinforce the importance of Arctic Indigenous Languages in promoting and supporting the social, spiritual, cultural, physical and economic wellbeing of Arctic indigenous peoples and by extension, the Arctic and its environment.

b) Lead and facilitate inter-regional, international, and intergovernmental activities to strengthen the use of indigenous languages across the Arctic.

c) Through the Sustainable Development Working Group, undertake an assessment of Arctic Indigenous Languages to facilitate a comprehensive understanding of the state of Arctic indigenous languages which will inform future action aimed at maintaining their diversity and vibrancy. Such assessment should include:

- collection of adequate and accurate data on the current status of Arctic indigenous languages;

- specific indicators of language endangerment in the Arctic context which, if they are observed, should mandate state response.

Particular attention should be paid to seriously endangered languages.

d) Recognizing that youth must be empowered to participate in international politics and spearhead linguistic research, it is recommended that the Arctic Council mandate the University of the Arctic to enhance opportunities for language exchange and to engage youth in international collaborative research specifically involving language.

Recommendations to Arctic States:

6. Recognizing that Arctic indigenous peoples have the right to revitalize, use, develop and transmit to future generations their languages, oral traditions, histories, writing systems, literatures, Arctic States should:

a) In partnership with indigenous people, undertake multi-year, comprehensive, complex and holistic responses, with long-term vision and sustained support, to support the growth of indigenous languages.

b) Recognize the uniqueness, legitimacy and value of each language, including the importance of indigenous languages to health, development and well-being of indigenous communities.

c) Use the United Nations Declaration on the Rights of Indigenous Peoples and other relevant human rights standards as the basis to develop legislation, policies, and programs which strengthen the daily use of indigenous languages at all levels, within and outside indigenous communities.

d) Ratify existing regional and international instruments that contribute to the protection of endangered languages including the European Charter for Regional or Minority Languages (1992), the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) and the Convention for the Safeguarding of the Intangible Cultural Heritage (2003).

e) Ensure that an enabling environment in which speakers of indigenous languages are not forced or coerced to give up their languages in order to succeed in national life.

f) Indigenous people should establish and control their education system. Education policies for indigenous languages must include opportunities for all indigenous people, including people of all ages, to achieve and maintain high levels of competence in their mother tongue. Educational policies must further include mechanisms and incentives for training and retaining indigenous educators at all levels. Special attention should be paid to implementing quality indigenous bilingual education policies.

g) Support the United Nations system in its efforts to encourage and promote indigenous languages and the establishment of instruments which underpin this encouragement and promotion.

h) Support efforts in recognizing language development, curriculum development and standardization where initiated by Arctic indigenous education authorities, language institutes or commissions.

i) Ensure that Arctic Council states make the necessary resources available to achieve substantive equality between indigenous peoples and national dominant societies for the preservation, revitalization and promotion of indigenous languages and cultures, recognizing the cost of implementing programs and projects in remote areas.

j) Arctic indigenous peoples' languages will always be used in the management of natural resources locally, regionally, nationally and internationally.

k) Arctic states, territorial, regional and indigenous governments must support the preservation, enhancement and development of indigenous languages.

Recommendations to the United Nations system including the UN Permanent Forum on Indigenous Issues and UNICEF and other intergovernmental organizations:

7. The United Nations system is called upon to take the following actions:

(a) In recognition of the importance of indigenous language in protecting and promoting indigenous peoples' identity and culture, and given the diverse richness of Arctic indigenous languages, the international community, through the United Nations, is asked to draft a convention to protect and encourage indigenous languages. Such a convention should include applicable criteria for recognizing and defining languages as endangered, with attention to how these criteria may be applied differently in different contexts.

(b) Information on UNESCO's work on standard-setting instruments should be made available to Arctic indigenous peoples and Arctic States to support their work in establishing appropriate standardization mechanisms across the Arctic;

(c) UNESCO is asked to support, intellectually and financially, Arctic Indigenous peoples in their engagement in and contribution to standard setting activities and programs of policy development; and

(d) UNEP, UNFCCC and other UN and intergovernmental organizations active in climate change and related environment issues are asked to recognize and incorporate in their deliberations and decisions acknowledgement of the importance of indigenous languages in conveying traditional knowledge and concepts which are an essential and significant element in understanding and responding to the impact of climate change in the Arctic. Furthermore, such organizations are asked to continue to recognize indigenous languages

as essential elements of sustainable development in the North, and as indicators of community well-being.

Recommendations to Arctic Indigenous Peoples (individuals and organizations)

8. Arctic indigenous peoples should:

- 2 Encourage cooperation amongst indigenous peoples and governments at regional, national, and international levels recognizing the significant contribution indigenous languages make to the social, cultural and economic prosperity of the Arctic.
- 3 Urge indigenous leaders to put priority on indigenous languages.
- 4 Ensure that future Arctic indigenous generations are able to maintain and enrich these languages, in part by:
 - 4.1 focusing on intergenerational transmission of the indigenous language;
 - 4.2 promoting career opportunities that require the knowledge and use of the indigenous language;
 - 4.3 making efforts to use the indigenous language in all facets of daily life;
 - 4.4 developing effective mechanisms to motivate learning and use indigenous languages;
 - 4.5 accepting innovative ways of using the indigenous language.
- 5 Select and promote auxiliary, standard dialects as a strategy to increase inter-regional and international sharing of information and materials and as a language survival strategy, while respecting the richness of dialectal diversity.
- 6 Promote and create effective programs and materials for teaching and learning the indigenous language, cultural, social and political history and encourage creative expression in the indigenous language using new and traditional media.
- 7 Ensure that regulatory bodies in the realm of telecommunications recognize and respect indigenous languages in their policies and decisions to afford an equitable level of services to indigenous communities.
- 8 Establish mechanisms for communicating information, best practices, and recommendations for Arctic indigenous languages and for assessment and evaluation of the results of the proposed recommendations.
- 9 Exercise the right to protect the collective knowledge of one's culture against mass publication and distribution while being researched for the study of climate change.

**Annex II: Arctic Indigenous Languages Symposium:
Scoping a Way Forward Study**

**Final Report by
Inuit Circumpolar Council (ICC) Canada**

Arctic Indigenous Languages Symposium Scoping a Way Forward Study

**Final Report by
Inuit Circumpolar Council (ICC) Canada**

Introduction

In December 2009, ICC Canada entered into an agreement with the Circumpolar Liaison Directorate (CLD) of Indian and Northern Affairs Canada (INAC) to undertake a scoping survey to identify the most appropriate future initiatives and actions for implementing the recommendations coming out of the 2008 Arctic Indigenous Languages Symposium. This document reports on the scoping work undertaken and provides recommendations on future action. As such, Part A reports on the results of the scoping survey. Part B provides details on the recommended approach and activities for future action.

Background

ICC Canada was a key partner with the Saami Council, along with Canadian Heritage and INAC in the development and management of the Arctic Indigenous Languages Symposium held in Tromsø, Norway in October 2008. The symposium was an initiative of the Canadian Government agreed to by the Arctic Council at its 10th Anniversary meeting in Salekhard, Russia on 26 October 2006.

The recommendations coming out of the Arctic Indigenous Languages Symposium recognized that Arctic indigenous peoples have “the right to revitalize, use, develop and transmit to future generations their languages, oral traditions, histories, writing systems and literatures.” As such, Arctic states, which include Canada, should make the necessary resources available to achieve substantive equality between indigenous peoples and the dominant national societies for the preservation, revitalization and promotion of indigenous languages and cultures, recognizing the cost of implementing programs and projects in remote areas.

The Symposium goes on to recommend that future Arctic indigenous generations should be able to maintain and enrich these languages, in part by establishing mechanisms for communicating information, best practices and recommendations for Arctic indigenous languages.

It should be noted that the symposium’s recommendations (see Appendix A) were developed by the representatives of the Arctic Council Permanent Participants who were at the meeting. As such, this underscores the recognition by Arctic indigenous peoples of the need for more creative, more accessible and more versatile

mechanisms for communicating information on Arctic indigenous languages to indigenous communities.

While the symposium has been recognized as a very successful initiative in moving the Arctic indigenous languages agenda forward, there was also acknowledgment that due to the myriad of recommendations emanating from the Symposium, a scoping study to identify future language initiatives would be essential.

Consequently, ICC Canada, as the principal organizer of the language symposium, was asked by INAC to undertake the scoping survey and to report back with on the results of the associated consultation process. ICC Canada was also required to provide a summary of the proposed recommended work to be undertaken over a period of five to 10 years.

Part A: Scoping Survey Activities

In carrying out the scoping work, ICC Canada undertook the following activities:

Designing the Consultation Process

The main activity for ICC Canada was the identification and development of an appropriate (language) consultation process. ICC Canada consulted with permanent participants both on where the Arctic Council languages work should be heading and on the design of the language survey that underpinned this scoping study.

The consultation process was achieved through developing, refining, testing, and sending out a languages survey to identify the priorities of Symposium Participant communities with respect to the state of indigenous languages. This process was led by staff with experience in survey design and analysis. It was determined that a short web-based survey was most appropriate and would be conducted. The survey included a combination of short questions regarding the importance and urgency of the Symposium recommendations to the Arctic Council and longer, open-ended questions about language developments and also sought ideas on how to practically implement the Symposium recommendations . During the design and testing phase, ICC Canada solicited feedback from permanent participants as well as INAC officials.

(See Appendix B for a reproduction of the web-based survey, titled the Arctic Indigenous Languages Survey on Language Priorities.)

ICC Canada also mailed out additional hard copies of the Symposium proceedings to a range of observers and experts to enable them to consider the recommendations and so be better prepared in contributing to the questionnaire.

Consultation and Research

In February 2010, invitations to take part in the survey were emailed to the participants of the Symposium and to other interested parties. They were also encouraged to circulate the survey invitation to other individuals with a connection to Arctic indigenous languages. The survey was open for responses from late February to mid-March.

The response rate to the survey was excellent, with more than forty (40) responses. The objective of reaching Arctic indigenous communities was met, as more than two-thirds of the respondents belonged to an Arctic indigenous people. The other third comprised individuals with academic expertise in languages and government officials with responsibility for Arctic indigenous languages.

Preliminary analysis of the findings indicates overwhelming support for the Arctic Council to undertake each of the four recommendations directed toward the Arctic Council. These recommendations are:

a) Reinforce the importance of Arctic Indigenous Languages in promoting and supporting the social, spiritual, cultural, physical and economic wellbeing of Arctic indigenous peoples and by extension, the Arctic and its environment.

b) Lead and facilitate inter-regional, international, and intergovernmental activities to strengthen the use of indigenous languages across the Arctic.

c) Through the Sustainable Development Working Group, undertake an assessment of Arctic

Indigenous Languages to facilitate a comprehensive understanding of the state of Arctic indigenous languages which will inform future action aimed at maintaining their diversity and vibrancy. Such assessment should include:

- Collection of adequate and accurate data on the current status of Arctic indigenous languages;*
- Specific indicators of language endangerment in the Arctic context which, if they are observed, should mandate state response.*

Particular attention should be paid to seriously endangered languages.

d) Recognizing that youth must be empowered to participate in international politics and spearhead linguistic research, it is recommended that the Arctic Council mandate the University of the Arctic to enhance opportunities for language exchange and to engage youth in international collaborative research specifically involving language.

On average, respondents rated the importance of undertaking the recommendations between 4.33/5 and 4.83/5, with five (5) being highly important. The highest

importance went to the recommendation to reinforce the importance of languages (4.83/5.0); second, to undertake an assessment of Arctic indigenous languages (4.67/5.0); third to lead and facilitate inter-regional, international, and intergovernmental activities in support of languages (4.62/5.0); and fourth, mandating the University of the Arctic to enhance language exchange and youth engagement (4.33/5.0).

In order to solicit guidance for a multi-year workplan for the Arctic Council's languages activities, ICC Canada asked respondents to also rank the four recommendations in order of which should be undertaken with highest priority. Responses to that question were similar. Respondents asked the Arctic Council to first work on reinforcing the importance of Arctic indigenous languages in promoting and supporting the social, spiritual, cultural, physical and economic wellbeing of Arctic indigenous peoples, then to undertake an assessment of Arctic indigenous languages, then to lead and facilitate activities to strengthen use of Arctic indigenous languages, and then to mandate more exchanges and youth engagement in research through the University of the Arctic.

Most of the respondents made considerable effort when answering the open-ended questions:

- *"Please describe any recent developments or trends with respect to indigenous languages in your community or the community where you work, particularly since October 2008."*
- *"Thinking of your indigenous community or the community you work with, what are the greatest needs regarding indigenous language preservation and strengthening?"*
- *"Do you have any other comments or advice on what the Arctic Council should prioritize with respect to Arctic indigenous languages in the next 5 - 10 years?"*

The answers to the aforementioned questions are critical in identifying community-identified priorities and thus developing appropriate 'next steps' in developing further language-focused initiatives.

Presentation and Ongoing Contact with INAC representatives

ICC Canada briefed and consulted with INAC representatives on numerous occasions during this scoping study and received helpful and constructive feedback during the design and testing phase of the survey.

ICC Canada submitted an interim report in February 2010 and made a presentation on the project activities undertaken to that point at the SDWG in March 2010.

Part B: Recommendations for future action

The priorities for action

In assessing the results of the scoping survey, the dominant theme which came through in the answers was the recognition of the significant role that Arctic indigenous languages have in promoting and supporting the social, spiritual, cultural, physical and economic wellbeing of Arctic indigenous peoples. In terms of the actual priorities for future action, the top three identified by the survey in descending order of importance were:

- reinforce the importance of indigenous languages;
- assess the state of Arctic indigenous languages; and
- lead and facilitate inter-regional, international, and intergovernmental activities in support of languages.

In seeking advice on the best way to translate these priorities into action, we have drawn on a number of sources including the expertise of Carl Christian Olsen who is the Director of the Greenland Language Secretariat and Chairman of the Greenland Language Committee and well as co vice-chair of SDWG.

There are a number of factors which need to be considered in identifying the most effective activities and with regard to the assessment, the best methodology. These considerations lie at the heart of the recommended activities which have been built into a multi- year workplan which is set out in this document.

Why they are important

The ***first priority*** – reinforcing the importance of indigenous languages – is more an outcome than an action in itself in that its achievement relies on a broad spectrum of effort. As such, realizing this priority is very much linked to the successful implementation of the other two priorities which are inherently action-oriented and lend themselves to specific activities.

This leads then to the ***second priority*** – the assessment – which was seen by the respondents as particularly important in guiding the development of a multi-year action plan. The rationale for the assessment is to obtain a clearer understanding of the state of Arctic indigenous languages and the level of their vitality. In other words, which languages are endangered and if so, what level of risk are they facing. For example, UNESCO's working group on endangered languages uses six levels of endangerment ranging from safe which means the language is spoken by all generations in the language community through to critically endangered where the youngest speakers are from the great-grandparental generation. The final level is extinction.

The assessment's methodology would also need to incorporate several evaluative factors to determine language vitality. These factors would include: the number of speakers (segregated by official use and by use culturally); the use of indigenous names for the official identification of geographic or historically important landmarks; use of the language in the media and other new communication platforms; use of the language in local schools; and the level of transmission between generations, among many others.

The findings of the assessment will provide a valuable tool for communities and relevant government bodies to better shape their work on language maintenance, development and revitalization. It is important to note too that such an assessment will go some way towards directly and indirectly meeting the expectations underpinning the symposium's recommendations. Not only was it the subject of one of the recommendations, but without it, action against several of the other recommendations will be hampered because of the inadequacy of the knowledge about the state of the Arctic's languages. In other words, the assessment has the potential to be the vital building block for future work on indigenous languages across the Arctic.

In preparing for the assessment, it needs to be recognized that internationally a number of indigenous language surveys have been undertaken in recent years, the results of which are still valid. While it is anticipated that only a small element of these surveys relate to the Arctic, it will be useful as a preliminary activity to review their findings to identify possible relevant trends. This “survey of the surveys” will also be useful in extracting methodological lessons learnt in undertaking language surveys in indigenous communities. As such, it will be important to undertake this survey as an early activity under the action plan and so ensure that the subsequent assessment takes into account those lessons and uses appropriate methodology.

In determining the appropriate methodological approaches to use in the assessment, part of the consultation process should include liaison with UNESCO's own ad hoc expert group on endangered languages, and (possibly) institutes such as the Alaska Native Language Center, Goertzen Institute in St Petersburg, Greenland Language Secretariat and Saami University College University, among others. This list would be refined in an early stage of the assessment planning.

Ongoing technical advice and feedback will be an important component of both the initial “survey of surveys” as well as the assessment itself. Therefore, consideration should be given to the establishment of a technical committee which would bring together a group of linguists with expertise in indigenous languages. Canadian Heritage should also be considered as a valuable source of advice and INAC. Composition of the technical committee would reflect the multilateral nature of the Arctic Council itself.

Finally, given the significance of the assessment and the likely findings, consideration should be given to the hosting of a second Arctic Indigenous Languages Symposium to share the results and seek feedback on ways in which the findings can be used to strengthen and reinforce work already underway throughout the Arctic on supporting indigenous languages. As the first symposium was a Canadian Government initiative, it would be fitting for the second symposium to be held during Canada's chairing of the Arctic Council and so reinforce Canada's strong support for indigenous languages, and to demonstrate its on-going commitment to this important priority.

Priority 3 - leading and facilitating inter-regional, international, and intergovernmental activities in support of languages – requires a strategic approach drawing on the current knowledge as well as the findings which will emerge from both the initial survey and assessment described above. As it is essentially an advocacy task, it should be supported by a well-defined communications and advocacy strategy which can be used by a comprehensive range of Arctic bodies – whether States, Permanent Participants or communities – but which defines a common goal with common objectives.

The development of such a strategy can commence early in the life of the proposed multi-year plan so that it can be disseminated and used as an advocacy tool as soon as possible. It will need to be revised, however, as findings from the survey and assessments emerge.

A multi-year approach

Initiating and implementing the array of tasks linked to the realization of the three priorities requires a reasonably long time horizon. As a result, it is recommended that there be a multi-year work plan. Although initially a 10 year period had been considered, in discussions with experts, it was deemed that for the purposes of this report, it may be more useful to determine this longer term vision as the assessment starts. As such, it is suggested that an evolutionary approach be taken. That is, the workplan should include one or more periodic reviews to assess progress of implementation against the Symposium's recommendations and identify refinements or additions to the workplan. In this way, the workplan could take on more of a rolling profile than a set period. As included below, such a review should take place early in year 4 so that a revision and reworking of the work plan could help shape the activities for the next multi-year period.

Annex III: Community-Centred Model for Sustaining and Strengthening the Vitality of Arctic Indigenous Languages

Community-Centred Model for Sustaining and Strengthening the Vitality of Arctic Indigenous Languages

Characteristics:

Participatory: The assessment will involve the input of community members, as equal research partners, in every phase of planning, implementation and evaluation.

Democratic: The assessment will be representative of the needs and interests of all community members, including children and youth.

Collaborative: The assessment will involve a team approach that includes the pilot communities and members of the “community-centred model.”

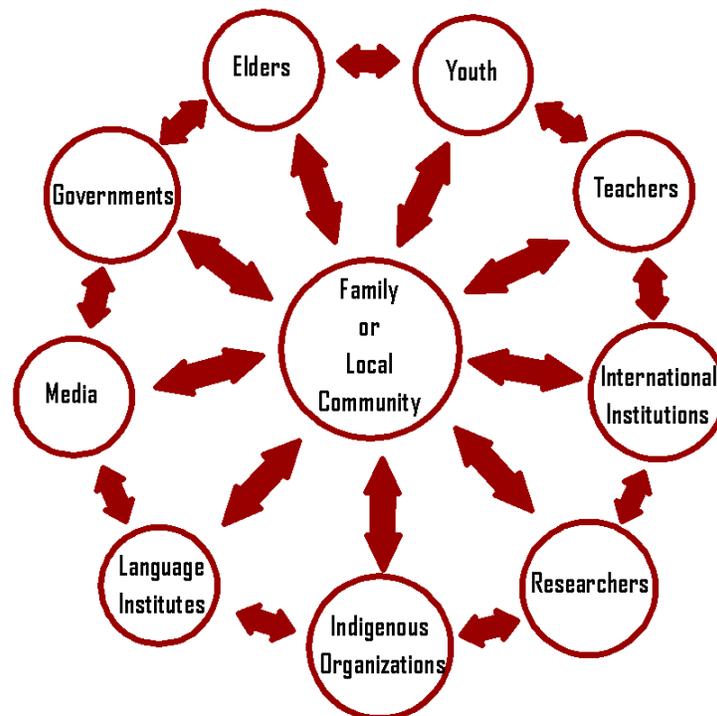
Transparent: The assessment methodologies and results will be shared with all parties involved and will be made public in the UNESCO Atlas and on the Arctic Council website so that they will be open to observation, commentary and application by anyone.

Flexible: The methodologies will be flexible enough to be used in different contexts across the Arctic.

Dynamic: The methodologies will be simple enough to be adapted to rapidly changing circumstances.

Specific to culture and place: The assessment will honour the uniqueness of each community’s experience by ensuring the methodologies and results are specific to the community’s culture and place.

Key Actors:



Annex IV: Potential Partners for Arctic Languages Assessment

Potential Partners for Arctic Languages Assessment

The following is a selection of individuals with particular interest, expertise and/or experience in Arctic indigenous language revitalization and community-partnered initiatives. Permanent Participants are invited to nominate policy-makers, programmers, linguists and other language revitalization experts with whom they have developed successful working relationships, and/or those whose work most closely fits their language-related goals. The following lists are not intended to be exhaustive, or to indicate commitment to or from anyone named, but rather to give an idea of potential ICC nominees and to prompt Permanent Participants' brainstorming of their own potential nominees representing their organization and region. Individuals who attended or were otherwise directly involved with the Arctic Languages Symposium are indicated with an asterisk.³²

Potential representatives of indigenous language policy development and implementation

- Members of Arctic Council SDWG*
- Representatives of federal government branches addressing indigenous affairs (e.g. Indian and Northern Affairs Canada)*
- Representatives of indigenous parliaments (e.g. Lars Anders Baer*, Saami Parliament, Sweden)
- Representatives of Permanent Participant Executive Committees/Boards of Directors (e.g. Vera Kingeekuk Metcalf*, ICC Alaska; Gunn-Britt Retter*, Saami Council)
- Language Commissioners (e.g. Alexina Kublu, Nunavut Languages Commissioner and former member of Task Force on Aboriginal Languages and Cultures)
- Government employees involved in Official Language legislation (e.g. Stephane Cloutier*, Department of Culture, Language, Elders and Youth, Government of Nunavut)

Potential representatives of indigenous language program development and delivery

- School district representatives (e.g. Jana Hacharek*, North Slope Borough School District, also ICC Language Commission)
- Indigenous language teachers (e.g. Sophie or Oscar Alexi*, Yup'ik language instructors at ANLC; Hishinlai Kathy Sikorski*, Gwich'in language instructor at ANLC, with experience with other Athabaskan, Haida, Aluttiq, Aleut, Tlingit language programs; these are also recognized academics)
- Indigenous daycare developers (e.g. Navarana Beveridge*, founder of Inuit language daycare in Iqaluit, also Director of Social Policy at the Qikiqtani Inuit Association; also Inuit youth)
- Local literacy councils (e.g. Kim Crockatt, E.D. Nunavut Literacy Council)
- Other teachers/curriculum developers (e.g. Leena Evic, founder of Pirurvik Centre for Inuit Language, Culture and Well-being; Nellie Kusugak*, Inuktitut interpreter and language teacher)

Potential elder representatives

³² For a full list of Symposium participants, see http://www.arcticlanguages.com/Arctic_Indigenous_Languages_Symposium_Proceedings.pdf.

- Nina Enmenkau (Chukotka Elder and ICC Language Commission)
- Edna Agheak MacLean (Inupiat Elder, Academic linguist, teacher)

Potential youth representatives

- Katti Frederiksen* (Greenlandic linguist, working at Oqaasileriffik, Greenland Language Secretariat)
- Students specializing in language revitalization (Saami University College, University of Tromso, Alaska Native Language Centre...)
- Student representatives from Permanent Participant organizations
- Youth participants from 2008 Arctic Languages Symposium*

Potential communications specialists

- Torkel Rasmussen* (Saami sociolinguist and director of journalism at Saami University College)
- Anthony Aristar (Creator of LLMMap)
- Vera Kingeekuk Metcalf* (ICC Alaska, US Arctic Research Commission, Eskimo Walrus Commission, specialist in community-researcher liaison)
- Zacharius Kunuk* (Inuit creator of www.isuma.tv for the dissemination of indigenous language video)

Potential academic partners

The following individuals specialize in indigenous language revitalization and/or community partnered research in the Arctic.

Russian indigenous languages

Nikolay Vakhtin, European University of St. Petersburg, Russia, nik@eu.spb.ru, nvakhtin@gmail.com, <http://www.uaf.edu/danl/faculty/nikolay-vakhtin/>

Lenore Grenoble*, University of Chicago, USA, grenoble@uchicago.edu, <http://home.uchicago.edu/~grenoble/index.html>

Tjeerd de Graaf, [Frisian Academy](http://www.frisian-academy.nl) and [Mercator European Research Centre](http://www.mercator-europe.com), tdegraaf@fryske-akademy.nl

Svetlana Semenova*, Federal State Institute of Nationalities' Schools, Republic of Saha-Yakutiya.

Inuit, Yup'ik and Aleut languages

Carl Christian Olsen, Puju*, Greenlandic Language Secretariat, Alaska, cco@gh.gl

Larry Kaplan*, Alaska Native Language Centre, Fairbanks, Alaska, ldkaplan@alaska.edu

Louis-Jacques Dorais, Université Laval, Quebec, Canada, louis-jacques.dorais@ant.ulaval.ca

Patrick Marlow*, Alaska Native Language Centre, Fairbanks, Alaska, pemarlow@alaska.edu

Shelley Tulloch*, Saint Mary's University, Halifax, Canada, shelley.tulloch@smu.ca, shelleytulloch@hotmail.com,

Alana Johns, University of Toronto, Canada, ajohns@chass.utoronto.ca

Ian Martin, Centre for Research on Language Contact, York University, imartin@glendon.yorku.ca

Donna Patrick, Carleton University, Ottawa, Canada, donna_patrick@carleton.ca

Lynn Aylward, Acadia University, Wolfville, Canada, lynn.aylward@acadiau.ca, <http://education.acadiau.ca/dr-m-lynn-aylward.html>

Saami languages

Jon Todal, Saami University College, jon.todal@nsi.no,
<http://www.samiskhs.no/article.php?id=659>

Torkel Rasmussen*, Saami University College, torkel.rasmussen@hotmail.com

Athapaskan languages

Keren Rice, University of Toronto, Canada, rice@chass.utoronto.ca

John Ritter, Director, Yukon Native Language Centre, Whitehorse, Canada, jritter@ynlc.ca

Sally Rice, University of Alberta, Canadian Indigenous Languages and Literacy
Development Institute, sally.rice@ualberta.ca, <http://www.ualberta.ca/~srice>

Leslie Saxon, University of Victoria, Certificate Program in Aboriginal Language
Revitalization (CALR), saxon@uvic.ca, <http://web.uvic.ca/ling/faculty/saxon.htm>

Gwich'in language

Andre Boursier, Yukon Native Language Centre, Whitehorse, Canada, aboursier@ynlc.ca,
<http://www.ynlc.ca/ynlc/staff/bourciera.html>

Hishinlai Kathy Sikorski*, Alaska Native Language Centre, Fairbanks, Alaska,
krsikorski@alaska.edu

International "big picture" languages assessment and mapping

Paul Lewis, SIL, Editor, Ethnologue, http://www.sil.org/sil/roster/lewis_paul.htm

Chris Moseley, Editor, UNESCO Atlas of Languages in Danger,
www.unesco.org/culture/ich/doc/person_doc/00079.doc

Anthony Aristar, LLMaP, <http://linguistlist.org/aristar/>

Potential Institutional Partners

International

University of the Arctic

SIL International

Terralingua

USA

Alaska Native Language Centre, Fairbanks, Alaska

American Indian Language Development Institute (AILDI), Arizona

Northwest Indian Language Institute, University of Oregon

US Arctic Research Commission

Canada

Canadian Indigenous Languages and Literacy Development Institute (CILLDI), Alberta

Nunavut Arctic College, Iqaluit

Certificate Program in Aboriginal Language Revitalization, University of Victoria

Europe

Saami University College, Norway

Centre for Saami Studies, University of Tromsø, Norway

Centre for Saami Research, Umeå University, Sweden

Mercator European Research Centre on Multilingualism and Language Learning, Fryske
Academy, The Netherlands

Hans Rausing Endangered Languages Project, University of London, UK

Russia

Department of the North and Siberia, Institute of Ethnology and Anthropology, Russian Academy of Sciences
Goertzen Institute, St. Petersburg

Potential Funding Partners

The following list indicates potential funders ICC has identified. This list will continue to evolve with input from Permanent Participants and other project contributors.

Academic Funding Partners

Social Sciences and Humanities Council (SSHRC), Canada, www.sshrc.ca
National Science Foundation (NSF), USA, Arctic Research Opportunities Program,
<http://www.nsf.gov>

Endangered Languages Partners

Foundation for Endangered Languages (FEL), <http://www.ogmios.org/grants/index.htm>
Endangered Languages Fund, Language Legacies,
<http://www.endangeredlanguagefund.org/request.php>
Hans Rausing Endangered Languages Project, <http://www.hrelp.org/grants/>
Administration for Native Americans [ANA] Esther Martinez Initiative

Regional/Indigenous Government Partners

e.g. Government of Nunavut – Department of Culture, Languages, Elders and Youth

Native Corporations

Institutional Partners

including “in-kind” support from partner organizations