



Chiefs of Ontario

Language & Education Forum

February 7-9, 2023
Chelsea Hotel - Toronto



Aanii, Bozhoo, Wacheye, Tansi, She:kon

February 7 – 9, 2023 | Toronto, Ontario
COO Leadership Committee on Languages (LCOL)



Leadership Committee on Languages (LCOL)

Presentation objectives:

Introduce the Leadership Committee on Languages

Review the roles and duties of the Leadership Committee on Languages (LCOL) within the Chiefs of Ontario

Provide updates on the priority activities of the LCOL



Quotes from our Leadership

*“The foundation to growth and learning, is the revitalization our language it gives strength to our culture and traditions. Gego wiikaa aanishiitangen (never give up).”
Ontario Regional Chief Glen Hare.,
(2023)*

*“We have said this before, the state of First Nations languages remains a national and international emergency. The Global Action Plan for the IDIL provides guidance moving forward, including work towards developing National Action Plans. Our aim must be to support and focus on restoring First Nations language fluency.”
Archibald R.,(2022)*



Authority, Mandate & Role

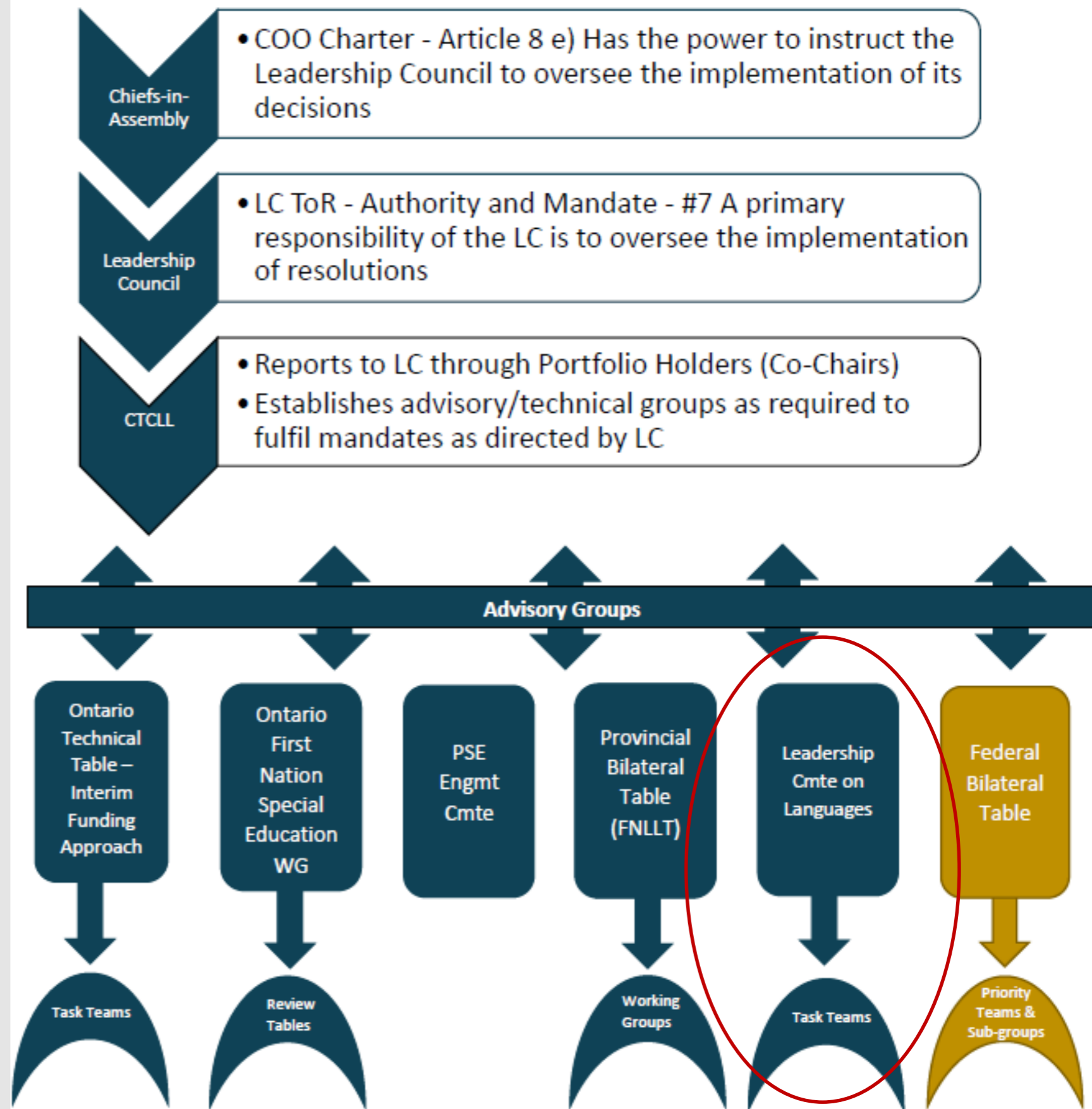
February 28, 2022 COO Leadership Council mandated the establishment of the Leadership Committee on Languages (LCOL) to guide the activities that support First Nation languages in Ontario.

The LCOL will:

- Serve as an advisory committee to the Chiefs Technical Committee on Languages and Learning (CTCLL);**
- Provide recommendations to the Chiefs-in-Assembly via the Leadership Council and the CTCLL based on the results of research and engagement; and**
- Provide input and guidance to all relevant COO Committees and advisory groups regarding language initiatives in Ontario.**



COO Lines of Authority



Membership

COO
Languages
Portfolio
Holder
Chair

COO staff as
technical
support

An Elder from
each PTO, IFN,
Six Nations,
Akwesasne,
Muskegowuk
Council

Fluent
Speakers from
each language
family and
dialect

A Technician
each PTO, IFN,
Six Nations,
Akwesasne,
Muskegowuk
Council



**Language
Immersion**

**UNDRIP
Implementation**

**LCOL
Priority
Areas**



Language Immersion

Environmental Scan Immersion and Bilingual Programs and Models

- Provides recommendations for establishing successful language programs for First Nations communities, organizations and Institutes
- Provides a foundation to guide and support First Nation communities, organization and institutes in areas of promotion, revitalization, maintenance and protection of First Nation languages



Recommendations: Areas for Advocacy

- 1. Use lobbying power and influence at provincial and federal levels;**
- 2. Advocate for self-determination in First Nation languages programs;**
- 3. Advocate for more immersion language program funding;**
- 4. Work to educate governments, institutions, and communities on the urgency of language preservation;**
- 5. Advocate for more funding for alternative language programs.**



Recommendations: Community-Level Support

6. **Work more with new and smaller programs;**
7. **Work to foster collaboration between programs;**
8. **Work with communities to preserve, document, and archive First Nation languages;**
9. **Help First Nation communities develop evidence-based language curriculum;**
10. **Help First Nation communities incorporate healing into language curriculum;**
11. **Help First Nation communities develop guidelines to respect their intellectual property.**



Potential Future Research Areas

- Is learning and speaking a First Nations language a social determinant of health?
- Does language and culture promote healing and wellness in First Nation communities?
- Are our First Nation Students able to learn their language in Provincial Schools?
- How many First Nation communities run language nests from ages 1 to 5 years old and what are the next steps of these programs?
- How successful are Native Language Teaching programs?



UNDRIP Implementation

LCOL is advocating for the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), specifically Article 14

Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.



UNDRIP Implementation

COO Resolution 22/18A ratified at the COO Annual Chiefs Assembly June 2022 calls upon the federal government to:

Legislation

Amend the Indigenous Languages Act to include UNDRIP Article 14 ensuring First Nation language rights are defined and enforceable

Funding & Support

Provide funding required for engagement on any policy, regulatory &/or funding requirements for implementation



COO Advocacy

Submission to
UNDAIS

- Rationale for including implementation of Article 14 into the Indigenous Languages Act as a key component of the UNDRIP Implementation Action Plan

Letter from
ORC to UNDAIS

- Discrimination
- Canadian Heritages' Role
- Role of the Province



UNDRIP Implementation Update

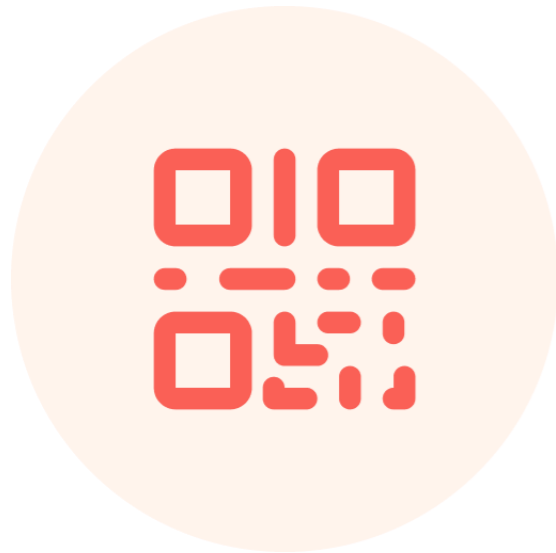
Submission made to the UN Declaration Act Implementation Secretariat (UNDAIS responsible for developing UNDRIP Implementation Action Plan)

Ontario Regional O’Gimaa Glen Hare sent a letter to UNDAIS outlining recommendations from Resolution 22/18A as a means to begin to address the urgent state of FN languages and as a first step towards Canada’s commitment to UNDRIPA

Meeting was held between LCOL, UNDAIS, ISC and Heritage Canada



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What other areas of research should LCOL work on?

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**Your thoughts, ideas and/or suggestions for
the work of LCOL are most welcomed and
appreciated.**

Gchi Miigwech

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