The iishikiishiwewin Learning Language Online Conference Report
“I’m a Proud Language Warrior”

Valhalla Inn, Thunder Bay
March 23 and 24, 2004
## TABLE OF CONTENTS

1) **OVERVIEW**  
   pages 1, 2

2) **CONFERENCE CONTENT**  
   pages 2 – 16
   2.1 March 23, 2004: Keynote Addresses  
   pages 2 - 4
   Louis Bird  
   pages 2, 3
   Teanau Tuionon  
   page 4

   2.2 Online Demonstrations  
   pages 5 – 9
   Alphaplus Centre  
   page 5
   Washaho Cree Nation  
   page 5
   K-Net Language & Cultural Sites  
   page 6
   G8 Supplementary Courses  
   page 6
   NAN Decade for Youth  
   page 7
   Noojmowin-Teg Health Portal  
   page 7
   OFNTSC  
   page 8
   Seven Generations  
   pages 8, 9
   Wawatay  
   page 9

   2.3 March 24, Workshops  
   pages 10 – 16
   Developing a Syllabic System  
   pages 10 - 14
   Creating & Maintaining WebPages / Homepages  
   page 14
   The Importance of Language & Culture  
   page 15
   The Kuh-ke-nah International Gathering  
   pages 15, 16

3) **CHIEFS LUNCHEON**  
   page 16

4) **ONLINE CONTENT WORKSHOPS**  
   pages 16, 17

5) **NEXT STEPS / RECOMMENDATIONS**  
   pages 17, 18

6) **SPECIAL GUESTS**  
   page 19

7) **EVALUATION RESULTS**  
   pages 20 - 22

### Appendices:

1) Teanau Tuionon’s PowerPoint Presentation
2) Jesse Fiddler’s Material
3) Post Nuke PowerPoint Presentation
4) John Rowlandson’s PowerPoint Presentation
5) Alvin Fiddler, NAN Deputy Grand Chief’s Presentation
6) Online Schoolnet Content – Culminating Workshop
7) Conference Participants’ Contact List
The iishikiishiwewin Learning Language Online Conference
March 23 and 24, 2004 - Valhalla Inn, Thunder Bay

1) OVERVIEW

The iishikiishiwewin Learning Language Online Conference was a gathering of First Nations Language teachers from across Ontario. The gathering brought together teachers and language resource people to learn and strategize about how to use Information Communications Technologies (ICTs) to teach and learn Aboriginal languages. The conference took place in Thunder Bay on March 23 and 24, 2004.

The conference featured hands-on learning using a variety of digital teaching tools:
- creating and publishing resource material on school websites for future online teacher support,
- using the Internet and computer-mediated tools for the instruction of Aboriginal languages,
- producing multi-media materials for language instructors,
- developing and using standardized computer syllabic fonts for Aboriginal languages,
- networking with other Native Language Teachers, and
- sharing and developing strategies to support the ongoing maintenance and development of online Language Resources.

The conference also featured keynote speakers: Louis Bird of Peawanuk, Ontario, on his work, "Omushkegowak Oral History Project" and Teanau Tuionon of New Zealand, (via videoconference) on his work "The Global Forum on Indigenous Peoples and the Information Society".

Delegates were introduced to a number of online learning websites during a session during which First Nations educational, health and other organizations showcased their Schoolnet online content work in small group demonstrations.

On Day Two of the conference, four workshops were featured:
- Developing a Standardized Syllabic System facilitated by Jesse Fiddler, K-Net’s Manager of Multimedia Services;
- Creating and Maintaining WebPages / Homepages facilitated by Angie Fiddler, Administrative Assistant with Kwayaciiwin Resource Centre and Cal Kenny, K-Net’s Graphics/Web Designer;
- The Importance of Language and Culture, Roy Morris of Kwayaciiwin Resource Centre; and
Digital Camera draw winner was Valerie Desmoulin of Pic River.

The conference was organized by Keewaytinook Okimakanak, a First Nations Council of six First Nations in Northwestern Ontario. Keewaytinook Okimakanak has created and operates the Kuh-ke-nah Network of SMART First Nations, or K-Net. K-Net (www.knet.ca) develops and maintains the K-Net Network, a regional broadband network linking First Nations and their service organizations using a variety of ICTs. K-Net is the designated Regional Management Organization of the First Nations SchoolNet program for Ontario. In partnership with a number of other organizations and programs, K-Net has delivered a range of SchoolNet services for First Nations schools in Ontario, including this conference.

Please refer to www.language.firstnationschools.ca for more information on this conference.

2) CONFERENCE CONTENT

2.1 KEYNOTE ADDRESSES

Louis Bird

"It is my wish and my hope to save the stories that have been told to us when I was young and that have been passed on to us by our grandfathers and their grandfathers and so on and so on. Some of these stories are very old."

Louis Bird is an Omushkego (Swampy Cree) storyteller and elder. Louis lives in Peawanuck, Ontario, near the mouth of the Winisk River on Hudson Bay. He was born in 1934 in the wilderness, 60 miles northwest of the former village of Winisk, Ontario. Aside from four years spent at Ste. Anne’s Residential School,
Fort Albany, Ontario, during the first 20 years of his life Louis received a traditional cultural education from his parents and elders. He developed a deep knowledge of the Hudson Bay coast and lowlands through practical experience as well as through the teachings of stories and legends.

Mr. Bird is hopeful that the Omushkego Oral History Project will help to turn the tide, helping to preserve First Nations’ languages and cultural heritage. "I can see a very bright future. We will accomplish something that will be very useful for the future generations of our people who may want to develop their own education system and curriculum."

**Omushkigo Oral History Project**

The Omushkego Oral History Project has been devoted to the transcription, digitization, and preservation on CD-ROMs of a large portion of Louis Bird’s extensive collection of audiotapes documenting Swampy Cree legends and oral history. ([http://www.ourvoices.ca](http://www.ourvoices.ca))

Louis emphasized the significance of his stories as curriculum materials in Cree-language and social studies classes in northern schools. "It is very important to keep our Omushkego language alive and also to teach our young people how to read and write in our language," Mr. Bird said. He decided that, "My collection of stories should be written down so the young people will be able to study our language and understand their culture better. It is time the stories should be put on paper."

Louis Bird is aware that writing down the stories changes their quality; for example, “the emotion is not there.” But he fears that if the stories are not written, they may soon disappear. This is because many young people no longer speak their Native language, but speak only English and so cannot learn the stories from their grandparents, who generally speak only Swampy Cree. For them, and for the students and others to whom he has told his stories across Canada, Mr. Bird has recorded many hours in English. The Cree sound files have also been digitized and enhanced, and will be transcribed in Cree syllabics as resources allow.
Mr. Tuionon, Editor of the Maori Te Kete Ipurangi (TKI) – The Online Learning Centre, spoke on the “Global Forum on Indigenous Peoples and the Information Society.” (His PowerPoint presentation is attached as Appendix one.)

Te Kete Ipurangi

The Te Kete Ipurangi (TKI) Online Learning Centre is a bilingual web community which provides quality assured educational materials for teachers, school managers, and the wider education community. It is an initiative of the New Zealand Ministry of Education. (http://www.tki.org.nz)

TKI developed as a result of a 1998 New Zealand Government document "Interactive Education: An Information and Communication Technologies (ICT) Strategy for Schools".

Global Online Community

Te Kete Ipurangi is a key participant in a global online education community now becoming established through the medium of the Internet. By applying internationally agreed information standards and metadata, this community is able to share educational resources and experience worldwide.
2.2 ONLINE DEMONSTRATIONS

1. **Alphaplus Centre** ([www.alphaplus.ca](http://www.alphaplus.ca))

   Vanessa Devotta, Field Consultant  
   Nancy Friday, Coordinator

   The presenters showcased the AlphaPlus Centre’s Alpharoute site where information and resources for four areas of adult literacy are found in an interactive teacher-friendly mode. The goal of this site is to provide information, resources, and support services to practitioners working in a number of adult literacy streams.

2. **Washaho Cree Nation Webvideos** ([http://fortsevern.firstnation.ca/washaho/](http://fortsevern.firstnation.ca/washaho/))

   Cal Kenny, K-Net Graphic Designer

   Cal Kenny showed webvideos he produced after he travelled with twelve Fort Severn people who re-visited their homelands on the Severn River to honour their ancestors and practice their traditional activities on the land.

Jesse Fiddler, Manager of Multimedia Services

Jesse Fiddler, K-Net’s Multi Media Coordinator, demonstrated and explained the wide and varied range of digital cultural and language materials K-Net has developed over the past several years on its website.

4. G8 Supplementary Courses Program Online (www.g8.firstnationschools.ca)

Fernando Oliveira, Teacher and Curriculum Developer

The G8 Supplementary Courses Program online material presented helps Grade 8 students in their transition into high school through the delivery of supplementary courses in Math, Science and English.
5. **NAN Decade for Youth Website** ([http://www.nandecade.ca](http://www.nandecade.ca))

Melanie Goodchild, NAN Decade for Youth and Development Coordinator

Melanie Goodchild demonstrated the NAN Youth Decade Website which features resource material on suicide prevention and awareness geared at secondary and post-secondary students. Students can use the information, which include peer-helping material, personally or as part of class projects. The site also identifies and provides linkages to mental health, suicide prevention, youth empowerment and peer helping websites.


Marion Maar, Project Manager, and Donna Chin-McGregor, Healthy Lifestyles Exercise Specialist

Noojmowin Teg Health Centre demonstrated a health information portal for First Nations that functions as an online student-learning tool. The content of this site was designed to meet the learning objectives set out in the Ontario Curriculum for Health and Physical Education for children in grades 3 to 5; it focuses on Aboriginal approaches to health promotion and physical activity appropriate to the target students.
7. **Ontario First Nations Technical Services Virtual Career Fair**
([http://www.coolcareers.ca](http://www.coolcareers.ca) - password *coolcareers*)

Angela Crozier, Information Technology Technician  
April Wemigwans, Junior Programmer

The Ontario First Nations Technical Services Corporation demonstrated its Aboriginal Virtual Career Fair website, an online resource accessible to Aboriginal youth, parents and educators in Ontario.

The Virtual Career Fair offers opportunities for a user to discover information on scientific and technology-based careers - opportunities, educational prerequisites, programs, and institutions and support mechanisms available in Ontario. In addition there is information on emerging sectors of the economy, availability of employment by region and sector, and motivational material, including a role model feature, and activity-based areas.

8. **Seven Generations Education Institute Native Language Curriculum**
([http://www.7generations.org/main.htm](http://www.7generations.org/main.htm))

Dennis Jones, Anishinaabe Language Advisor  
Sheila Orwick, Anishinaabe Language Researcher

Seven Generations Education Institute representatives showcased some of their existing Ojibway -language teaching curriculum units they have begun to reformat in an electronic web-based platform.
Included in the materials are interactive worksheets, games, and puzzles for the students to accompany the units and linkage to Aboriginal websites as deemed appropriate.

9. Wawatay News Online Student Learning Tools
(http://education.wawatay.on.ca)

Alvin Fiddler, Digital Archive Coordinator
Tom Axtall, Educational Specialist

Wawatay showcased their digital news archive created from samples of newspaper issues from its 30 years of publishing. Curriculum-ready interactive exercises have been developed to transfer the information in the archive in ways that are useful and appealing to students and teachers, especially for students attending high school. A searchable database is included which makes the text more accessible by enabling users to carry out keyword searches.
2.3 WORKSHOPS

1. Developing a Standardized Syllabic System

Jesse Fiddler, Manager of Multimedia Services of K-net

Community Language Patterns

Initially delegates discussed how each community uses syllabics. Because each writing system for each community is based on how the language sounds and because each community speaks differently with their own accents and different words, the syllabics that they use are different.

Remarks by Workshop Participants

Louie Bird, Peawanuck

Louie Bird said 3 communities (Old Winisk, Fort Albany, Attawapiskat) use the original syllabics chart. (no L, R, and V). Kashechewan uses the C syllable. Moose Factory uses the R syllable and the Moose Cree use the L syllable. He said that in the old language there was no use of the L, R and V syllabics, but as soon as more and more English was introduced into the language, the new syllables got introduced into the writing system and in the pronunciation of words. The L, R and V sounds reflect the English influence. The C sound reflects the Irish accent from Irish settlers and railway workers and is common on the East and West Coast of James Bay.
Louie Bird suggested that people try to go back to the original language and the way that it used to be pronounced. In the old syllabic chart there are a total of 48 character plus 12 final characters.

Louie Bird also talked about the origin of syllabics. He said that syllabics were created by Christian ministers in order to spread the word of the Bible to Native people. The syllabic system was founded in Norway House by a Minister named James Evans. Before syllabics there was a type of writing system using symbols and so the syllabics system developed was based on these symbols. James Evans must have worked with a Native person to develop the syllabics system, but his or her identity is not known. Mr. Bird suggested there be more research into the history of syllabics and how each syllable was picked and developed.

He mentioned, for example, the syllabic of L, which to a Native person at the time would have represented a stick and the shadow that it cast. There was a word for the symbol L which was "maa". Each other symbol in the syllabic chart probably had its own origin and these should be researched to learn more about how our ancestors wrote, spoke and thought. He indicated it is important to our children to know the history of our people through understanding of the original language and symbols that the elders used.

He also mentioned that current forces inhibit Native people from teaching our children our own culture. These include:

- Television inhibits us from telling our legends and stories;
- Music deters us from talking to our children, e.g. they are always listening to music with earphones on;
- Video games discouraged us from being in contact and interacting with them.

Steven Beardy, Sandy Lake

Steven mentioned how different the Sandy Lake accent and syllabic writing system is from Sachigo and other communities. Sandy Lake speakers do not use a SH sound but use more of a ZH sound. Also the syllabic writing style of Sandy Lake is different. They use the X character for a K final instead of the double quote character. The elders in Sandy Lake still use this writing system which is very well known to them. They also use the dot on the right side for the W sound. He said that even after living in Sandy Lake for 20 years, it is difficult for him to master the Sandy Lake dialect. There are also less and less elders around that use the original language.

Gloria Kakepetum, Keewaywin

Keewaywin is similar to Sandy Lake in language/syllabics issues. Keewaywin still uses the old way of writing. In Keewaywin the Chief and Council decide on the syllabic system that is used.
Elaine Boyce, Eabamatoong

Elaine said the Elders’ writing system is different from the writing system used by the rest of the community. Younger people use more finals in their words which is different from the elders’ writing which uses fewer finals. The community has their own syllabic chart that they use and teach the students. She said she would like to see more activities to promote use of the language such as radio shows for elders in which students are able to see, learn and write in their language.

Crystal McKay, Wunnumin, Kwayaciiwin Resource Centre

Crystal reaffirmed that Elders use a different finals system than the one used by youth. In Wunnumin they teach students in their language and syllabics until Grade One after which they introduce more English. They also use the SH syllables. Different syllabic systems with more variations are introduced in the higher grades. Crystal reiterated the variety of syllabic writing styles including variations of the middle dot and the finals.

She also mentioned that the Sioux Lookout District Chiefs passed a resolution that their communities adopt a common syllabic writing system. This leads to the question of how to get the syllabic system standardized. One way is to start at the school level and then work towards the rest of the community.

Vicki Angees, Wawatay Translation Services

Vicki works with many communities that use syllabics and wish to publish them in the Wawatay paper so she needs to keep an open mind on how each community writes. She grew up in Neskantaga (Lansdowne House) and even in that community there were differences in dialect, most notably the Catholic part of the community spoke differently from the Anglican part of the community. In 1975 most of the Anglicans in Lansdowne House moved to establish Summer Beaver.

Most of the time now the dialect and pronunciation gets more diverse as there are people migrate from community to community. She has adopted the Wunnumin language but she mentioned that people usually ask for different writing styles when she is asked to do translation.

Evelyn McKay, Big Trout Lake

Evelyn talked about how she used syllabics in Big Trout Lake and the similarities between other communities and hers as to the differences between the languages of elders and youth.
Unicode Syllabics System

Some of the fonts in use in schools/communities as identified by participants were:

- Emily Syllabic Font
- Amelia Syllabic Font
- Algonquin Font
- Wawatay Eastern and Western Font for Macintosh
- PM Computers Eastern and Western Font for PC
- K-Net Syllablic Eastern and Western Font
- Eabametoong "Fort Hope" Syllabics Font

All of these fonts are usually incompatible with each other. This means that when you develop a syllabic document in one font type and try to open it in another font type, much of the original writing gets converted and you lose the original writing of the document.

Jesse Fiddler introduced participants to the new Unicode system which is an International standard for writing different language, the details of which were explained in the workshop handouts (Please see Appendix two). To be able to type in a Unicode compatible font, you have to either choose each syllable from a list when you pick "Insert Character/Symbol" in MS Word; or use a program like Keyman which maps the keyboard keys that you have to syllabic characters. Keyman also has another way of writing where you spell the word phonetically using the English characters in the Roman Orthography standard and then it converts it into syllabic characters. There are also multiple keyboard layouts that you can pick from and it can also accommodate different syllabic writing systems. A lot of keyboard map and font development is online already at http://languagegeek.com. Using Keyman you can also develop your own keyboard maps.

The main advantage of the Unicode system is that it is cross-platform compatible so that fonts using the Unicode standard are compatible with each other and can be shared between computers. More information about the Unicode can be seen at http://unicode.org, http://www.languagegeek.com/issues/unicode.html, and http://www.carleton.ca/ecree/en/resources/FAQ-font.html

Jesse demonstrated the Keyman software and participants experimented with it as well. People identified that there would have to be more training and education about using this new font system.

Workshop Recommendations

It became evident that each community has the same set of situations:

- Elders know and were taught one syllabic system
• Youth are getting taught a different syllabic system that uses more English sounds and more different finals
• Each community has their own way of speaking and writing
• Outsiders and new teachers coming into the community do not know their system or writing and need to learn it
• There is no documentation found anywhere of how each community writes and speaks differently
• There needs to be more resources made available to develop the language and writing system

Other issues identified:
• The original language and old writing of syllabics should be preserved
• The history of our language, syllabics should be researched and known

There needs to be a common writing system.

2. Creating & Maintaining WebPages / Homepages

Angie Morris, Administrative Assistant, Kwayaciwin Resource Centre
Cal Kenny, K-Net’s Graphic Designer

Angie and Cal delivered a Power Point presentation outlining how to create and maintaining web pages using Post Nuke, a user-friendly program that is available free on the Internet. (A copy of their presentation is located in Appendix three). Post Nuke is an open source content management system that is being supported by the First Nations SchoolNet Program Helpdesk at Keewaytinook Okimakanak.
3. The Importance of the Survival of Language and Culture

Roy Morris, Kwayaciwin Resource Centre

Roy Morris, an educator of many years, spoke on the importance of understanding, maintaining and developing culture and language as an integral part of Anihshinini ways. He highlighted the role of language in the humour, history, geography, kinship, and spiritual concepts of life. Historical and current impacts resulting from the continued loss of language were explored in Mr. Morris’s address. Roy can be contacted at the Kwayaciwin Centre in Sioux Lookout at 807.737.7373.

4. The Kuh-ke-nah International Gathering: Sharing Knowledge about Indigenous Language and Culture

John Rowlandson, Co-Facilitator, Kuh-ke-nah International Gathering

On March 17th and 18th, 2004, the Kuh-ke-nah SMART First Nations project held an International Gathering that brought together Indigenous people from around the world to share information about how they are using information and communications technologies (ICTs) to enhance and preserve their language
and culture. During the workshop, Gathering Co-Facilitator, John Rowlandson demonstrated on-line conferencing tools, showcased Aboriginal language sites in Guatemala, Australia and New Zealand and highlighted how Native language teachers in Ontario could use similar strategies and tools to share work-related information and knowledge. (*John’s PowerPoint presentation may be found in Appendix four.*)

3) CHIEFS LUNCHEON

The Keewaytinook Okimakanak Chiefs attended a special luncheon during the conference honouring them and their work using ICTs to develop and protect their languages and culture. Guest speakers at this luncheon, Alvin Fiddler, Deputy Grand Chief of Nishnawbe Aski Nation, and Carl Seibel, Telecommunications Office with Fed Nor, addressed the theme of the vision of Keewaytinook Okimakanak leaders to harness ICTs to strengthen community, culture and language.

During lunch webvideos depicting work in ICTs in the Keewaytinook Okimakanak communities were played. To view these videos please go to Resource Room of the Kuh-ke-nah International Gathering site and click on Community profiles (*http://smart.knet.ca/international/index*)

*Alvin Fiddler’s presentation to the luncheon may be found in Appendix five.*

4) ONLINE CONTENT WORKSHOPS

The six online Schoolnet content partnership projects each sent representatives to the conference to participate in a culminating workshop. All participants were either Project Leaders or senior staff who had directed the development of the online content project. The participants were asked to review their website and to describe the challenges that their project faced and the lessons that their team had learned from the initiative. They also discussed launch strategies.

Participants included the following people:
### Participant and Organization

<table>
<thead>
<tr>
<th>Participant</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie Goodchild</td>
<td>NAN Decade for Youth Office, Thunder Bay</td>
</tr>
<tr>
<td>Alvin Fiddler, Tom Axtell</td>
<td>Wawatay Native Communications Society, Sioux Lookout</td>
</tr>
<tr>
<td>Fernando Oliveira</td>
<td>Teacher/Web Designer – G8 Supplementary Courses, Toronto</td>
</tr>
<tr>
<td>Dennis Jones and Sheila Orwick</td>
<td>7 Generations Educational Institute, Fort Frances</td>
</tr>
<tr>
<td>Marion Maar and Donna Chin-McGregor</td>
<td>Noojmowin-Teg Aboriginal Health Access Centre, Manitoulin Island</td>
</tr>
<tr>
<td>Kevin Sherlock, Angela Crozier, April Wemigwans</td>
<td>Ontario First Nations Technical Services Corporation, Toronto and Thunder Bay</td>
</tr>
</tbody>
</table>

*The presentations made and the discussions that took place in these workshops may be found in Appendix six.*

### 5) NEXT STEPS / RECOMMENDATIONS

#### Background

Brian Beaton, K-Net Manager, discussed the background of SchoolNet and its partnership with Keewaytinook Okimakanak. K-Net has been given a contract to the end of this fiscal year to act as a Regional Management Organization to deliver programs and services under the First Nations SchoolNet programs and services including:

- upgrade computers (1 computer for every 8 students)
- Videoconferencing in schools, digital projection units
- Digital camera borrowing circles
- Strategic content development
- Native language conference

#### Recommendations from Participants

In response to the question “What do you need as teachers for continuing the work you’ve seen over the last couple of days?” small groups of participants offered the following answers:

- More of what we have seen here in our communities and schools
- Visit the communities to provide assistance and training, more workshops
- Have a site for Native language teachers (discussion, links, curriculum materials, videos, songs, music, photos)
- Information distribution to teachers directly
• Create CD’s containing the language material
• Must support language instructors with appropriate technical assistance
• Publish our own materials, for example a book
• Sharing among different language groups and First Nations
• Another conference like this one
• Dictionary - new meaning, definitions
• More online training for language teachers
• Parental involvement in supporting the students online learning
• Online courses and information about preparing courses online

As a result of the feedback from all groups, three main themes emerged:

1. Clearinghouse Function - an organization to flow through resources, material, news and information and make it accessible directly to Native language teachers.

2. Communication – teachers would like a place online or other means to stay in touch with each other and to continue to discuss online and other learning issues, for example, standardization of syllabic fonts.

3. Capacity Development – teachers identified a strong need for more training in this area including in schools and with teachers and parents, getting online, knowing what is possible, a range or training from basic computer skills to advanced online course and curriculum development.

The following comments were elicited from individuals regarding next steps:

• there are very few computers connected to the internet at home - we need more equipment
• being here has given me an idea of what needs to be done when I get home
• important to have an opportunity to share with others
• going to recommend the sites that I saw
• like to be trained on the Unicode syllabics system
• like to receive more online training
• conference was too short
• need a website for Native language teachers to share information
• need a website for language learning – Ministry of Education might support the development of such an online course(s)
• it was something new and I didn’t know anything about it
• we have computers – but we don’t have the sites and programs we’ve heard about here
• need more information and promotion for all Native language teachers - more people should know what K-Net has done.
6) SPECIAL GUESTS

Tom Winitana, guest and Graeme Everton from the Te Putahi (the IT Centre of TWOR) participated in a live Video Conference with Language Conference participants. Te Putahi means “The Centre” and comes from the Indigenous Maori language of New Zealand. Te Putahi Whakawhiti Parongo (TPWP) is the center of IT&T study established at TWOR, to support its efforts to increase the uptake of IT&T amongst Maori.

Special Guest: Don Burnstick with Florence Woolner, Eno Chapman
7) EVALUATION RESULTS

Please give us your comments about the Learning Language On-line for Teachers Conference by checking off your responses below:

Please check off if you enjoyed the topics / presentations covered during the Conference (left side) and how much more information you would like about the topics (right side).

<table>
<thead>
<tr>
<th>How much did you enjoy this topic?</th>
<th>Topic / Presentations</th>
<th>How much more info would you like about it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>Omushkegowak Oral History, Louis Bird (Left side: out of 17 responses) (Right side: out of 16)</td>
<td>63%  31%  6%</td>
</tr>
<tr>
<td>Some</td>
<td>The Global Forum on Indigenous Peoples and the Information Society, Teanau Tuionon (out of 18 responses)</td>
<td>44%  50%  5%</td>
</tr>
<tr>
<td>56%</td>
<td>AlphaPlus Centre (Left side: out of 16 responses) (Right side: out of 15)</td>
<td>33%  60%  7%</td>
</tr>
<tr>
<td>44%</td>
<td>K-net On-line work (Left side: out of 18 responses) (Right side: out of 16)</td>
<td>75%  19%  6%</td>
</tr>
<tr>
<td>89%</td>
<td>G8 Program (Left side: out of 17 responses) (Right side: out of 16)</td>
<td>70%  30%</td>
</tr>
<tr>
<td>71%</td>
<td>NAN’s Decade for Youth (out of 14 responses)</td>
<td>50%  50%</td>
</tr>
<tr>
<td>50%</td>
<td>Noojmowin-Teg Health Centre (out of 12 responses)</td>
<td>58%  42%</td>
</tr>
<tr>
<td>60%</td>
<td>OFNTSC (out of 10 responses)</td>
<td>50%  50%</td>
</tr>
<tr>
<td>77%</td>
<td>Seven Generations Education Institute (out of 13 responses)</td>
<td>77%  15%  8%</td>
</tr>
<tr>
<td>75%</td>
<td>Wawatay News (out of 16 responses)</td>
<td>75%  19%  6%</td>
</tr>
<tr>
<td>83%</td>
<td>Don Burnstick (Left side: out of 18 responses) (Right side: out of 12)</td>
<td>58%  42%</td>
</tr>
<tr>
<td>89%</td>
<td>Developing a Standardize Syllabic System (out of 9 responses)</td>
<td>100%</td>
</tr>
<tr>
<td>88%</td>
<td>Creating &amp; Maintaining WebPages / HomePages (out of 8 responses)</td>
<td>88%  12%</td>
</tr>
<tr>
<td>92%</td>
<td>The Importance of Language &amp; Culture (out of 12 responses)</td>
<td>100%</td>
</tr>
<tr>
<td>67%</td>
<td>The Kuh-ke-nah International Gathering: Sharing Knowledge about Indigenous Language and Culture (Left side: out of 12 responses) (Right side: out of 11)</td>
<td>73%  18%  9%</td>
</tr>
</tbody>
</table>
Additional Comments on topics, on the previous page:

- The Global Forum on Indigenous Peoples and the Information Society, Teanau Tuionon: *It was difficult to hear.*
- I personally think this Conference is very excellent. We need to have more of these kinds of conferences if we want to keep our Language and culture alive within our continent.
- All morning I was at Developing a Standardized Syllabic system. The conference was well communicated. I am interested again to come. I got to know everyone.
- Very good Conference.
- SchoolNet Projects, members should stay in contact and discuss their situation and progress.
- G8 Program; Developing a Standardize Syllabic System; Creating & Maintaining WebPages / HomePages; and The Importance of Language & Culture: “would like to know what this is about”
- I enjoyed the conference, workshops and the presenters. For the next conference, I would like to see the rotating system with the workshop or extend one more day so we participants can attend another workshop. Thanks very much for all the input!! Enjoyed the conference!!
- I like the Importance of Language / Culture because it is important to give our children our first language not the English.
- Thank you Carol for being so calm and having patience throughout the conference. Thank you again!
- It gives me broad information how much others work for our language – curriculum is lacking in our language and I’ve seen that there is a potential for us to go ahead and do it.
- I hope we can do this again soon.
- Need more time for the Demonstration Site part of Conference. Our group was unable to experience all demonstrations.

Please rate the Language Conference in the following areas:
(Out of 19 responses)

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Meeting facilities</td>
<td>79%</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>b) Presentations</td>
<td>79%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>c) Demonstrations</td>
<td>63%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>d) Overall organization</td>
<td>84%</td>
<td>16%</td>
<td></td>
</tr>
</tbody>
</table>
Are there any comments or recommendations you would like to make about the Language Conference, or do you have any questions?

- I would like to be informed when all these websites are completed. Because we were told some of these websites are yet to be updated and revised.
- It was excellent!
- Standardized Language terms to be used in print/web and classroom teaching.
- More conferences related to computer and Internet training to access Native Language resource materials.
- I work for Kwayaciwin Education Resource Centre. We are in a process of getting a website where we will put resources, units, etc for teachers to upload. Also to update our programs.
- I am happy I came here to the Conference, miigwach.
- Thank you for making this conference enjoyable, fun and for the excellent food and accommodations! It’s wonderful for our Language teachers to be treated well.
- I am very honored to be a delegate to this conference. A big meegwetch to Carol Terry who made that call to our community. I felt ‘First Class’ at this conference – including accommodations and catering events.
- I really enjoyed my participation with this conference and would like to be included again in the future.
- More workshops please.
- Sioux Resource Centre should bring some resources to the conference.... After all this is a language conference (display table).
- I really enjoyed coming and attending the workshops.
- More time for sessions would have been beneficial.
- Do them more often.
- I enjoyed the conference, especially the on-line from New Zealand; Demonstrations – need more time.