



Assembly of First Nations  
*Languages and Learning  
Youth Gathering*

March 16 & 17, 2024 | Wendake, Quebec

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SUMMARY REPORT

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# Assembly of First Nations *Languages and Learning Youth Gathering*

March 16 & 17, 2024 | Hôtel-Musée Premières Nations, Wendake, Québec

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## Assembly of First Nations

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## EXECUTIVE SUMMARY

The Assembly of First Nations (AFN) Languages and Learning Youth Gathering took place at the Hôtel-Musée Premières Nations in Wendake, Québec, on March 16-17, 2024. The event provided a platform for 46 First Nations youth from across Canada to discuss various aspects of lifelong learning, focusing on First Nations language revitalization, kindergarten to grade 12 education (K-12), and post-secondary education (PSE). Participants shared personal experiences, challenges, and aspirations, highlighting the critical importance of First Nations education and language preservation for cultural continuity and identity. The primary objective of the gathering was to foster connections and support discussions between emerging leaders in First Nations language and education advocacy and seek their input and recommendations how to continue to ignite positive change. The event also provided an opportunity for attendees to participate in interviews to contribute to advocacy videos that focus on amplifying youth voices, which is essential for promoting change and ensuring continued engagement in First Nations' lifelong learning and language revitalization efforts.

## INTRODUCTION

The Assembly of First Nations (AFN) Languages and Learning Sector hosted the AFN Languages and Learning Youth Gathering on March 16-17, 2024, in Wendake, Quebec. The primary objective of the gathering was to bring together First Nations youth to learn and share their lived experiences in First Nations lifelong learning and understand how the AFN can best support and advocate for young people. Over the course of two days, participants had the opportunity to learn about the AFN's advocacy priorities and engage in discussions on First Nations language revitalization, K-12, and PSE. These discussions informed various recommendations for improving First Nations' lifelong learning and language revitalization and recommendations for the AFN to consider for supporting First Nations youth in their lifelong learning journey. Attendees were inspired by a captivating keynote speaker and engaged in a hands-on workshop to master the art of using multimedia for effective advocacy. The skill-building workshop resulted in the creation of one advocacy video, which was made throughout the morning with the participants' collaboration. Additionally, 17 professionally filmed interviews captured youth experiences in K-12, PSE, and language revitalization. These interviews will inform the creation of short videos designed to amplify youth voices in the Sector's communication strategies.



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## NOMINATION PROCESS

The Languages and Learning Sector collaborated with the AFN National Youth Council and AFN Regional Offices to nominate youth participants from each region to attend the gathering, for a total of 46 participants. The target audience for this event was First Nations youth between the ages of 18 and 35 who have lived experience and interest in lifelong learning and language revitalization. Youth participants were nominated based on their exemplified leadership, cultural engagement, and dedication to advancing First Nations education and language rights.





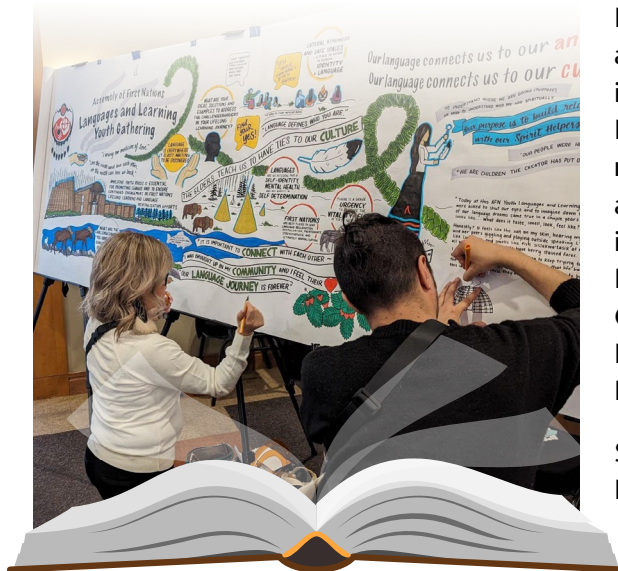
## SUMMARY OF DAY ONE

Day one of the Gathering began with Grandmother Kathy Brant offering an opening prayer and a welcome to the territory. The AFN National Youth Council Co-chairs, Ethan Lavallee and Rosalie LaBillois provided opening remarks. Programming started with a barometer activity, designed to illuminate participants' general interests and knowledge of language revitalization, K-12 and PSE. The youth then moved into small groups to conduct partner interviews, which allowed them to better understand who they are, what they do, and what their interests are. After completing these introductory exercises, the youth then transitioned into full group discussions to consider ideas, solutions, and examples to address the challenges and questions that would be raised in the facilitated breakout discussions on language revitalization, K-12 and PSE later in the afternoon.

The AFN Languages and Learning Sector staff provided several presentations to acquaint the participants with the Sector's advocacy priorities. The presentation on the AFN's First Nations K-12

advocacy and the *Raised Voices: Carriers of Hope*<sup>1</sup> initiatives highlighted the current landscape of First Nations education across Canada and the advocacy and policy changes that have been made to date, including the 2017 Policy Proposal on Advancing First Nations Elementary Secondary Education<sup>2</sup> and regional education agreements. The presentation also shared the *Raised Voices: Carriers of Hope* initiatives, including the five Calls to Action on First Nations Education and the youth-driven How-to-Guide, aimed at driving positive change for First Nations directed at both First Nations and non-First Nations students, teachers, schools, and leaders.

Second, the Sector presented on the landscape of First Nations PSE in Canada, including the First Nations-led 2018 Policy Proposal<sup>3</sup> and 2021 Policy Proposal<sup>4</sup>, and the future of post-secondary. The



1 Assembly of First Nations. (2019). *Raised Voices: Carriers of Hope Report*. [https://www.afn.ca/wp-content/uploads/2019/12/RV\\_Final\\_Report\\_ENG2.pdf](https://www.afn.ca/wp-content/uploads/2019/12/RV_Final_Report_ENG2.pdf)

2 Assembly of First Nations. (2017) *Policy Proposal: Transforming First Nations Elementary and Secondary Education*. [https://www.afn.ca/wp-content/uploads/2016/11/POLICY\\_PROPOSAL\\_-\\_TRANSFORMING\\_FIRST\\_NATIONS\\_EDUCATION\\_-\\_FALL\\_2017-V15-AFN-FINAL.pdf](https://www.afn.ca/wp-content/uploads/2016/11/POLICY_PROPOSAL_-_TRANSFORMING_FIRST_NATIONS_EDUCATION_-_FALL_2017-V15-AFN-FINAL.pdf)

3 Assembly of First Nations (2018). *Policy Proposal: First Nations Post-Secondary Education* <https://afn.ca/wp-content/uploads/2019/01/18-12-04-First-Nations-Post-Secondary-Education-Policy-Proposal-V8-FINAL.pdf>

4 Assembly of First Nations. (2021). *Policy Proposal First Nations-led, local, regional and/or Treaty-based Post-Secondary Education Models*. <https://www.afn.ca/wp-content/uploads/2021/12/2.-First-Nations-PSE-Policy-Proposal-EN.pdf>



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presentation also highlighted AFN's advocacy for increased funding and stronger First Nations jurisdiction and control over First Nations PSE and adult learning as First Nations are exercising their rights to self-determination and self-government to direct and make decisions regarding all aspects of education, including PSE.

Finally, the Sector presented on First Nations language priorities. The presentation included further information on First Nations advocacy for the *Indigenous Languages Act*<sup>5</sup>, the International Decade of Indigenous Languages<sup>6</sup>, and the Spirit Speakers, Our Languages Our Future<sup>7</sup> initiative. The Spirit Speakers initiative resulted in 13 Recommendations made, summarized into five categories: Funding and Infrastructure, Lifelong Learning, Mainstream Media Representation, Communication and Partnerships, Supports for Different Styles of Teaching/Learning/Accessibility, and Healing. After the AFN presentations concluded, the participants transitioned into focused workshop discussions on K-12, PSE, and languages.

## FOCUSED WORKSHOPS

The facilitator divided the larger group into three smaller groups to commence the 40-minute focused workshops on K-12, PSE, and languages. After the 40 minutes were complete, each group rotated to the next subject. Each workshop was led by a facilitator who guided the group through a series of discussion questions pertaining to each topic. These discussion questions were also the same questions that were posed during the professionally filmed interviews.

## K-12 EDUCATION WORKSHOP

During the workshop, the youth were asked to describe their experience throughout elementary and secondary school, including questions asking whether they attended school in their community, off-reserve or in an urban centre, what challenges and/or positive experiences they had, what strengths on-reserve schools brought to the education experience, and how can students attending provincial schools could be better supported.

Participants shared how First Nations students continue to confront racism, bullying, and a lack of a comprehensive education on First Nations history. However, youth also highlighted that there are

5 The Assembly of First Nations. (2021) *A Guide to An Act respecting Indigenous languages: A Tool for First Nations Language Revitalization* ([https://www.afn.ca/wp-content/uploads/2019/08/Respecting\\_Languages\\_Report\\_ENG.pdf](https://www.afn.ca/wp-content/uploads/2019/08/Respecting_Languages_Report_ENG.pdf))

6 The Assembly of First Nations. (2022) *United Nations International Decade of Indigenous Languages*. <https://afn.bynder.com/m/7d161d04923fe895/original/United-Nations-International-Decade-of-Indigenous-Languages-2022-2032.pdf>

7 The Assembly of First Nations. (2020). *Spirit Speakers Our Languages, Our Future*. <https://afn.bynder.com/m/7da453fd-fe14058b/original/Spirit-Speakers-Youth-Language-Revitalization-Conference-Recommendations-Report.pdf>



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increasing initiatives to incorporate First Nations programming and support systems in off-reserve schools, including the presence of First Nations teachers and cultural immersion experiences. Participants emphasized that community engagement and representation of local First Nations teachers are critical for creating culturally responsive schools and fostering a sense of belonging among First Nations youth.

## KEY FINDINGS

- **Experiences of racism and bullying continue to impact school experiences:** The youth reported that some First Nations students continue to face racism and bullying in K-12 education settings, especially in public schools, which can negatively impact their academic performance and mental well-being. Addressing systemic racism and promoting inclusivity and cultural sensitivity in schools is essential to creating safe and supportive learning environments.
- **Challenges with curriculum and lack of First Nations history education:** Many of the youths stated that K-12 education systems lack comprehensive education on First Nations history, perpetuating colonial narratives and erasing First Nations perspectives. Incorporating First Nations content into curricula and providing professional development for educators are essential steps toward decolonizing education.
- **Distance and disconnection from communities:** The youth noted that First Nations students in rural, remote and northern communities face extensive travel burdens, including long bus rides, boarding schools, or the need to move to live with family in more urban areas, underscoring the systemic barriers to educational access. These challenges result in feelings of isolation and limited participation in extracurricular activities, highlighting the need for improved transportation infrastructure.
- **Increasing First Nations programming and support systems in off-reserve schools:** The youth reported that some off-reserve schools are implementing First Nations programming and support systems to better meet the needs of First Nations students. These initiatives aim to provide First Nations learners with culturally relevant education, language instruction, and support services.



## POST-SECONDARY EDUCATION WORKSHOP

During the workshop, the youth were asked questions about their PSE experience such as: What made them choose the institution they attended? Did they face any obstacles as post-secondary students? What supports were available? Is First Nations representation and success in PSE spaces important to them? Has attending or attaining a PSE been impactful for them?

Participants shared that they face numerous barriers to accessing and succeeding in PSE, including tokenism, a lack of culturally sensitive support systems, and challenges with accessing traditional foods and supplies. Participants also indicated that funding is a constant challenge, with the lack of funding available for graduate studies often limiting opportunities for advanced education. Despite these challenges, some participants shared how PSE has provided personal growth, cultural exploration, and community-building opportunities. While some universities are recognized for having robust First Nations initiatives and teams, that support is rarely felt throughout the entire campus. Participants emphasized the need for policy reforms to address systemic barriers and inequities, advocating for increased funding, culturally relevant curriculum development, and more significant support for language programs and cultural revitalization initiatives.

## KEY FINDINGS

- **Lack of First Nations-focused support systems in post-secondary education:** The participants discussed how First Nations students often lack culturally sensitive support systems in post-secondary institutions. Students transitioning from rural or remote communities to urban universities often struggle with cultural isolation. This cultural disconnect can adversely affect their overall well-being and academic performance. First Nations student support systems should better respond to First Nations learners' unique needs and challenges, including access to traditional foods, cultural activities, and mental health resources.
- **Exploring identity in post-secondary education:** Some youth reported that attending PSE provided transformative opportunities for personal growth and cultural exploration. When transitioning from their communities to urban institutions, some have tried to find avenues to connect with First Nations programs, fostering a more profound sense of identity through exposure to diverse ideas, relationships with peers, and mentorship opportunities; however, these supports are not always available. By offering a supportive environment free from the constraints of community-specific norms, PSE allows some First Nations students to explore and affirm their individual identities within a broader cultural context.





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- **Positive experiences with Indigenous initiatives within post-secondary institutions:** Despite challenges, some youth reported that their universities have robust Indigenous initiatives and Indigenous-led teams that provide valuable support and resources to Indigenous students, including mentorship programs, cultural events, and academic assistance.
- **Limitations of First Nations-sponsored funding:** Some youth reported that First Nations students face challenges accessing band funding for PSE due to limited funds or nepotism or favouritism within band offices. This can lead to disparities in educational opportunities based on familial connections rather than merit or need.
- **Limitation of government limits on funding:** The youth mentioned that many post-secondary funding supports are modelled on regulations set by the federal government. Eligibility requirements can be very restrictive, for example, by only funding programs that are close to reserves or only funding full-time studies. Additionally, those who are successful in accessing funding state that the amounts have not increased in years and have not kept up with inflation.
- **Challenges with funding for graduate school:** Many youth stated that securing funding for graduate studies or careers in fields like research, academia, and the arts can be particularly challenging for First Nations students due to limited resources and intense competition for scholarships and grants. This can create financial barriers to accessing higher education and pursuing advanced degrees.
- **Advocacy for policy changes in PSE systems:** The youth articulated that there is a pressing need for policy reforms within PSE systems to address the systemic barriers and inequities First Nations students face. Necessary initiatives include advocating for increased funding, culturally relevant curriculum development, and more significant support for language and cultural revitalization efforts.
- **Varying standards across First Nations programs:** Some participants shared successful examples of how programs integrated land-based learning, ceremony, and time with Elders, while others experienced programs that had a First Nations name or imagery but did not include any First Nations-specific content or curriculum. Another common experience with First Nations branded programs is that they can be perceived by peers and employers as “lesser than” programs, even if they have the same curriculum as a non-First Nations program.
- **Emotional and mental toll of tokenism:** The youth mentioned that some First Nations students are experiencing burnout due to the continual expectation placed upon them by classmates and non-First Nations professors to provide guidance, knowledge, and historical context regarding First Nations peoples. Participants shared how this burden impacts their academic performance, contributes to emotional exhaustion, and reinforces stereotypes, emphasizing the urgent need for culturally responsive education and increased support for First Nations students in navigating these dynamics.



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## FIRST NATIONS LANGUAGES WORKSHOP

During the workshop, the youth were asked questions about their experience (if any) learning their First Nations languages. The youth were asked to elaborate on a few questions, such as: What is their perspective on First Nations youth learning and preserving languages? Can they share any challenges, strategies or barriers they faced while learning their language? What initiatives worked well, and do they see the role of language revitalization as important for First Nations youth?

Challenges expressed by the participants regarding language revitalization included limited resources, intergenerational trauma, and the loss of fluent speakers. Several youth expressed the immense pressure and burden to become fluent and save their languages. Emotional impacts and mental health considerations are significant in language reclamation efforts, highlighting the need for supportive community networks and resilience-building initiatives. A common sentiment among the participants was that immersive and culturally relevant language programs are essential for effective language revitalization, and there remains a significant need for hands-on learning and intergenerational knowledge-sharing opportunities.





## KEY FINDINGS

- **Importance of language in connecting to identity and culture:** The youth emphasized that languages are central to First Nations identity and culture, fostering an understanding of self in relation to community and culture. They expressed that there are elements of this sense of self and community that are not accessible before learning their language. Revitalizing First Nations languages is essential for preserving cultural heritage and promoting intergenerational transmission of First Nations knowledge, traditions and practices.
- **Challenges with language learning, especially as adults:** The youth shared that First Nations language revitalization efforts face numerous challenges, including limited resources, intergenerational trauma, and the loss of fluent speakers. They emphasized that adult language learners may encounter unique difficulties navigating language barriers and accessing culturally relevant language instruction designed for adults.
- **Need for more immersive and culturally relevant language programs:** The youth explained that immersive language programs incorporating traditional teaching methods, cultural activities, land-based activities, language nests, and community engagement are essential for effective language revitalization. These programs provide opportunities for hands-on learning and intergenerational knowledge sharing, which foster a deeper connection to language and culture.
- **Emotional impacts and mental health considerations in language reclamation:** The youth mentioned that language reclamation efforts can evoke a range of emotions, including pride, grief, and isolation. First Nations language learners may experience emotional challenges related to intergenerational trauma, cultural loss, and the pressure to preserve their language heritage. The need for mental health support and community support is essential for addressing these emotional impacts.



### SUMMARY OF DAY TWO

On day two of the gathering, André Bear gave a keynote speech on youth empowerment in education and language revitalization. André is a Nêhîyaw (Plains Cree) educator and advocate of Inherent and Treaty rights. He holds a Bachelor of Education and a Juris Doctor from the University of Saskatchewan. He is also a founding partner of Indigenous Nation Rebuilding, an Indigenous firm dedicated to advancing Indigenous Nations' complete sovereignty through the revitalization of Indigenous legal orders. André's presentation focused on his struggles growing up in his community, dealing with intergenerational trauma, and how reconnecting with language and culture helped him overcome obstacles and begin reclaiming Indigenous laws.

Day two also included an interactive presentation from Wapikoni Mobile, entitled *Mobile Filmmaking for Advocacy: The Power of Mobile Filmmaking to Amplify Your Voices, Share Compelling Stories and Drive Positive Change in Your Communities*. Wapikoni Mobile is a mobile training, audiovisual and musical creation studio dedicated to working with Aboriginal youth in their communities. Their main objectives are to inspire and contribute to the promotion of collective values and strengthen the sense of belonging of Indigenous youth; provide access to technology, communication tools, professional resources and opportunities; support the development of social, technical and artistic skills; and encourage the expression of pride, culture and the use of traditional Indigenous languages.

Wapikoni's interactive presentation focused on the power of storytelling, highlighting proper techniques and optional gear (lenses, external lighting, microphones and stabilizers), and ended with a group activity to create a joint advocacy video. The participants chose to create an advocacy video for language revitalization, for which they recorded several youth speaking in their language of choice (a First Nations language, English or French) and created their own hashtag, #GreetYourWay. The final video was shared with the youth to promote on their own social media platforms.



## YOUTH RECOMMENDATIONS FOR IMPROVING FIRST NATIONS LIFELONG LEARNING, INCLUDING LANGUAGE REVITALIZATION

The following recommendations made by the participants at the gathering aim to address key concerns and aspirations voiced by First Nations youth regarding K-12 education, post-secondary education, and language revitalization.

### **Recommendation 1: Cultural Immersion and Language Learning in K-12 Schools**

First Nations youth recommend prioritizing cultural immersion and language learning in First Nations communities. Youth emphasized that immersion in First Nations culture and language is crucial for fostering a strong sense of identity and belonging. Initiatives such as language revitalization efforts, cultural camps, and traditional teachings play a pivotal role in preserving First Nations knowledge and traditions for future generations.

### **Recommendation 2: First Nations Teachers in K-12 Schools**

First Nations youth recommend increasing the number of First Nations teachers in schools. First Nations educators play a significant role in delivering culturally responsive education and serving as positive role models for First Nations students. Their presence helps create a sense of belonging and cultural continuity within schools and communities. Addressing the high turnover rate and predominance of non-First Nations teachers in many rural and remote band-operated schools is critical to enhancing educational outcomes and cultural connectedness.

### **Recommendation 3: Increased land-based learning opportunities in post-secondary education**

First Nations youth recommend expanding access to land-based learning programs in First Nations post-secondary education across all provinces and territories. These programs, exemplified by initiatives like Dechinta<sup>8</sup>, play a vital role in reconnecting First Nations youth with their cultural heritage, traditional practices, and ancestral lands. Land-based learning supports emotional well-being and environmental education, practical skill development, community engagement, and contributes to reconciliation and decolonization efforts. Increasing these programs can also serve as a more accessible pathway to higher education by breaking down barriers and providing crucial cultural connections that are usually missing in mainstream post-secondary institutions.

<sup>8</sup> <https://www.dechinta.ca/> The Dechinta Centre for Research and Learning is an Indigenous land-based initiative delivering accredited post-secondary education and research experiences in the North.



### **Recommendation 4: Addressing Challenges with Funding for Graduate School**

First Nations youth recommend enhancing support for First Nations students pursuing graduate studies beyond joint degrees such as teaching, nursing, trades and business. This includes providing comprehensive information on additional funding opportunities and revising funding evaluation criteria to better meet the needs of aspiring professionals in these fields.

### **Recommendation 5: Recognizing Elders as Professors**

First Nations youth recommend communities and post-secondary institutes honour Elders as academic leaders in post-secondary institutions. Elders possess invaluable knowledge, guidance, mentorship, and cultural insights that enrich the educational experiences for students, fostering a profound understanding of First Nations ways of knowing. This recognition should extend to integrating oral history, cultural teachings, and practices recognized as valid academic sources in papers and projects, thereby enriching the academic landscape with First Nations perspectives.

### **Recommendation 6: Language Revitalization Strategies Adapted from Western Approaches**

First Nations youth recommend adopting best practices from successful Western immersion models such as Canada's French language exchange programs, while adapting them to the specific needs of First Nations languages. Emphasizing practical learning through apps like Duolingo should be complemented with real-world conversational practice, visual aids like signage, and involvement of families in language preservation efforts. These approaches are essential for revitalizing and preserving First Nations languages.

### **Recommendation 7: Enhancing Gatherings for Language Revitalization**

First Nations youth recommend continuing to organize gatherings that facilitate collaboration among First Nations youth on languages revitalization initiatives. These gatherings should incorporate ceremonial and land-based activities to strengthen cultural connections and sustain momentum in language revitalization efforts. Additionally ongoing support from organizations, including funding, resources, and guidance is crucial. Collaborative partnerships between First Nations, educational institutions, and government agencies should be fostered to effectively advance language revitalization goals.



### **Recommendation 8: Ongoing Support, Resources, and Collaboration for Language Revitalization**

First Nations youth recommend prioritizing securing ongoing support and funding from relevant organizations and the government to sustain language revitalization efforts effectively. This support should encompass consistent funding, provision of resources, and guidance for community-driven language revitalization projects. Moreover, fostering collaborative partnerships between First Nations communities, educational institutions, and government agencies is essential. These partnerships play a pivotal role in pooling expertise, leveraging resources, and coordinating efforts to achieve meaningful progress in preserving and revitalizing First Nations languages. By strengthening these collaborative efforts, First Nations can collectively advance language revitalization goals and ensure the enduring vitality and use of First Nations languages for future generations.

## **YOUTH RECOMMENDATIONS TO THE AFN**

At the end of day two, the Languages and Learning Sector posed the question: how can the AFN better support you in your lifelong learning journey? The following recommendations are the responses received by the participants for the AFN and any organization that works with youth to consider:

### **Recommendation 1: Increased Engagement, Access to Funding, and Resources**

Continue to provide accessible engagement opportunities to youth, linkages to resources, and guidance for language and education initiatives. Facilitating targeted funding support is crucial for advancing First Nations language revitalization and education priorities.

### **Recommendation 2: Inclusive Gatherings, Conferences, and Workshops**

Continue to organize inclusive gatherings, conferences, and workshops that prioritize First Nations voices, perspectives, and priorities. These events should provide platforms for youth to connect, share experiences, and collaborate on language and education initiatives, promoting community resilience and empowerment.



### **Recommendation 3: Advocacy for First Nations Representation in Decision-Making**

Advocate for active participation of First Nations youth in policy-making and decision-making processes at all levels of government and within First Nations organizations like the Assembly of First Nations. Ensure that youth perspectives are central to policies and programs related to language revitalization and education.

### **Recommendation 4: Specific Support for Youth Initiatives**

Provide targeted support such as funding, resources, training, and conflict resolution assistance to empower First Nations youth to lead and participate effectively in language revitalization and education initiatives. Strengthening capacity-building opportunities fosters youth leadership and facilitates community change.

### **Recommendation 5: Utilization of Reports, Videos, and Community Visits**

Produce and distribute reports, videos, and organize community visits to disseminate event outcomes, raise awareness, and mobilize support for language revitalization efforts. Tangible outcomes help sustain momentum and encourage further action in language and education initiatives.

### **Recommendation 6: Emphasis on Youth-Led Initiatives and Policy Involvement**

Promote and support youth-led initiatives and enhance youth involvement in policy making and program development. Empowering First Nations youth as leaders and advocates ensures the representation of community priorities and promotes intergenerational knowledge transmission.





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## CONCLUSION

Over the course of two days, participants engaged deeply in discussions surrounding lifelong learning, with a focused emphasis on First Nations language revitalization, K-12 education, and post-secondary education. The attendees reacquainted themselves with the AFN's advocacy work that has been done to date; they rekindled old friendships, and most importantly, they left the gathering feeling mobilized and that their voices matter. In a short weekend, the participants heard from the AFN on key policy priorities driving change in education and First Nations language revitalization, participated in workshops and keynotes, and learned how to develop multimedia pieces that can be used to bolster advocacy initiatives on social media. Many participants also partook in interviews that will contribute to the ongoing amplification of their voices.

The AFN Languages and Learning Sector is committed to ongoing collaboration with the AFN National Youth Council and First Nations youth from coast to coast to coast to ensure that the youth recommendations and key findings put forward at the gathering continue to be promoted and actioned. The next steps for the interviews will be for the AFN to work with Aspen Films and AFN Communications to develop and implement a communications plan for continuing the ongoing promotion of this integral initiative.

Looking ahead, the AFN remains committed to integrating the outcomes and recommendations from this gathering into its ongoing efforts to advance First Nations education and language revitalization. By continuing to amplify youth voices and fostering collaborative efforts, we aim to build a future where First Nations youth thrive academically, culturally, and socially, thereby contributing to the overall resilience and well-being of First Nations across Canada.





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