

“KEEP THAT LANGUAGE GOING!”
**A Needs-Based Review of the
Status of Indigenous Languages
in South Australia**

A consultancy carried out by
the Australian Institute of Aboriginal and
Torres Strait Islander Studies
for the Aboriginal and Torres Strait Islander
Commission, South Australia

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Declaration

The authors of this report wish to acknowledge that South Australia's Indigenous communities remain the custodians for all of the Indigenous languages spoken across the length and breadth of this state.

Despite enormous pressures and institutionalised opposition, Indigenous communities have refused to abandon their culture and languages. As a result, South Australia is not a storehouse for linguistic relics but remains the home of vital, living languages. The wisdom of South Australia's Indigenous communities has been and continues to be foundational for all language programs and projects.

In carrying out this project, the Research Team has been strengthened and encouraged by the commitment, insight and linguistic pride of South Australia's Indigenous communities.

All of the recommendations contained in this report are premised on the fundamental right of Indigenous Australians to speak, protect, strengthen and reclaim their traditional languages and to pass them on to future generations.

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Within this report, the voices of Indigenous respondents appear in italics. In some places, these voices stand apart from the main body of the report, in other places, they are embedded within sentences.

The decision to incorporate direct quotations or close paraphrases of Indigenous respondent's view is recognition of the importance of foregrounding the perspectives and aspirations of Indigenous communities across the state.

Indigenous people in South Australia do not only want to be empowered to speak their traditional languages, they also want to be listened seriously to and to influence policies that will impact on the future place and role of their languages.

Abbreviations and Acronyms used within this report.

AIATSIS:	Australian Institute of Aboriginal and Torres Strait Islander Studies
AILF:	Australian Indigenous Languages Framework
ALIP	Aboriginal Languages Initiative Program
AnTEP:	Anangu Tertiary Education Program
ATSIC:	Aboriginal and Torres Strait Islander Commission
ATSIC-SA	Aboriginal and Torres Strait Islander Commission, South Australia
ATSILIP	Aboriginal and Torres Strait Islander Languages Initiative Program
CDEP	Community Development Employment Program
DETE	Department of Education, Training & Employment (South Australia)
DOSAA	Department of State Aboriginal Affairs
FATSIL	Federation of Aboriginal and Torres Strait Islander Languages
LAIP	Language Access Initiative Program
NLLIA	National Languages and Literacy Institute of Australia
SA	South Australia
SAAETAC	South Australian Aboriginal Education and Training Advisory Committee
SAILPC	South Australian Indigenous Languages Policy Committee
SSABSA	Senior Secondary Assessment Board of South Australia
YWW	Yaitya Warra Wodli Language Centre

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1 Executive Summary

1.1 Introduction

This report is based on research carried out by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) for the Aboriginal and Torres Strait Islander Commission, South Australia (ATSIC-SA). It addresses the status of South Australia's Indigenous languages in terms of needs and priorities and formulates strategies to ensure languages are protected and sustained. In particular, it proposes a set of recommendations that have been formulated with the aim of ensuring that the suggested strategies are implemented and phased in over several years.

From December 2001 until April 2002, AIATSIS conducted a state-wide survey, including focus group meetings and semi-structured interviews, in metropolitan and regional areas across the State where Aboriginal language maintenance activities are occurring. The purpose of the survey was to acquire a range of perspectives on Aboriginal community language needs. Information and insights were gathered from Indigenous community organisations, individuals, language specialists and linguists.

The Terms of Reference for the survey, as formulated by ATSIC-SA, were:

1. to conduct a State-wide needs survey;
2. to identify priorities for Language Program funding and projects;
3. to develop strategies to address the findings of the State-wide needs survey.

This report details the findings of the survey, as well as the results of a close examination of relevant documentation. It demonstrates the determination of Indigenous communities to improve current language programs and raise the level of project outcomes. The recommendations, contained in this report, are therefore designed to alter structures and practices in such a way that community projects can be assured of receiving more practical support and therefore improved outcomes.

It is now ten years since the 1992 Workshop on South Australian Languages formulated a strategy to support Indigenous languages across the State, and passed a series of important recommendations. Many of those recommendations – in particular, the call to establish three language centres in South Australia – have never been implemented, although they remain valid and achievable objectives. A decade later, many of the priorities articulated during the Workshop are still being voiced by Indigenous communities and individuals. The current research project has revealed the urgency of those priorities and the need for them to be implemented without further delay.

1.2 Needs

1.2.1 Stronger language outcomes

Indigenous people throughout South Australia want to see:

- more children and young people learning and speaking Indigenous languages, and
- as much as possible, the progressive loss of Indigenous languages stopped and reversed.

These are considered to be matters of highest priority and great urgency.

While there have been some good results from some projects since 1992, overall Indigenous people overall do not see as many positive outcomes from programs as they would like. In large part this is a result of:

- lack of sufficient funding;
- lack of continuity of funding for programs and projects;
- unrealistic project aims;
- projects not being well supported with technical and linguistic expertise; and
- lack of integration of school-based programs with community language programs.

1.2.2 Better documentation

As far as possible, language programs and projects need to collect and produce high quality recordings and documentation of the languages concerned. Such materials can then be used to generate appropriate resources for teaching, media, cultural tourism, performance, and a range of other activities designed to meet community aspirations. Successful projects are typically able to produce such materials when they have access to both Indigenous language specialists and to linguistic expertise. Over the last nine years, this has not generally been the case for South Australian projects funded by Aboriginal and Torres Strait Islander Languages Initiative Program (ATSILIP). Quite a number of these projects have not had trained and qualified staff and the Yaitya Warra Wodli Language Centre (YWW) has not generally been in a position to provide such assistance. Consequently many projects have not achieved the best results in terms of documentation, and have been unable to move on to support high quality programs. This has led to much frustration and disappointment for language groups. There is an urgent need to provide, either through the staffing of individual projects, or through assistance from language centres or other bodies, support for high quality documentation of languages and implementation of programs based on this (Recommendations 7 & 26). Furthermore, language centres and projects should be monitored to ensure that they are producing high-quality documentation (Recommendation 18).

For the purpose of this report, ‘high quality documentation’ means the recording of primary and secondary linguistic data using international standards of linguistics, whereby the data is recorded accurately and consistently with accepted linguistic conventions.

1.2.3 More practical support for projects

Some people perceive that ATSIC and YWW are far more concerned with financial accounting than with language project outcomes. While financial matters are important there needs to be a change of emphasis towards providing the support necessary to achieve language goals – even if this means changing YWW staffing and its administrative procedures.

1.2.4 Assessment for Funding Applications

Applications for project funding needs to be assessed in accordance with clear guidelines (Recommendation 16). Amongst other things, due emphasis must be given to the setting of realistic goals and outcomes and to demonstrating an organisation's willingness to access the necessary linguistic and technical expertise.

1.2.5 More open administration

In the name of 'privacy' and 'confidentiality' YWW has developed an abnormal culture of secrecy about the programs and projects that it administers. This has made it difficult for this research team to carry out its work. Moreover, it creates an unnecessary and unhelpful situation for SA language programs in terms of development of best practice. It also hinders the wider promotion of Indigenous languages and language programs, be this with the general public or through other funding agencies. It would be much better if everyone could be aware of the projects that have received funds and the outcomes of those projects and share access to language materials and resources produced. Such transparency and cooperation regarding outcomes would enable other groups to learn what is effective and ineffective in attaining language goals. (Recommendation 17)

1.2.6 Training and careers for language workers

It is essential to assure professional training in language work for South Australian Indigenous people. Such people, once qualified, should be given appropriate higher award rates and opportunities for career advancement. Appropriate payment and recognition should also be given to expert Elders, who are the custodians of language knowledge, for any work that they do. (Recommendation 32)

In the short-term, it will be necessary to employ or contract trained linguists and other experts to carry out urgent documentation and project development tasks. Such experts must work under the direction of the Indigenous language owners who control the projects and language centre. They must also work alongside an Indigenous Language Project Officer, providing that person with on-the-job training. (Recommendations 7 & 26)

1.2.7 Recognition of languages and language rights

Recognition of Native Title also implies recognition of linguistic identity and the right to use Indigenous languages. Linguistic rights are closely related to land rights. The South Australian government has gone some way towards recognition of Indigenous languages through passing Dual Naming legislation (1991) and identifying Indigenous languages for teaching in schools, but a more clear and forthright statement of language rights is called for. Although Australia has ratified the United Nations 1976 International

Convention on Civil and Political rights (Article 27), legal recognition of Indigenous languages in Australia is not evident. This lack of recognition interferes with the ability of Indigenous communities to have an entitlement to appropriate funding for languages programs and projects that will redress cultural and linguistic loss. Additional State legislation recognising Indigenous language rights is needed. (Recommendations 20, 21 & 37)

1.2.8 Indigenous language protocols

Indigenous protocols covering the use of languages and language materials should be developed, promoted and officially recognised. Such protocols would benefit the Indigenous community as well as enable the general public and non-Indigenous organisations to know where they stand vis-à-vis the use of Indigenous languages and language materials. These protocols should be adhered to, for example, with respect to the use of Indigenous place names.

1.3 Priorities

Although there is a particular urgency with respect to the need to work with severely endangered languages, the following priorities are not listed in order of importance.

1.3.1 Language maintenance of endangered languages

One of the highest priorities for language work in South Australia is to document endangered languages. If this urgent work is not undertaken immediately, and in an efficient and expert way, a great deal of irreplaceable language knowledge will be permanently lost. Consequently, this report recommends that weighting be given to this criterion in funds distribution. (Recommendations 10 & 11)

In order to implement this priority it is necessary to define criteria for degrees of endangerment. This report contains proposals about this, based on the idea that endangered languages are to be understood as those no longer spoken by children but spoken by some Elders. 'Speaking' for this purpose is defined as 'the ability to tell stories or recount events using coherent full sentences'.

1.3.2 Language revival

Work must continue on languages which are being retrieved from old sources and revived with ATSILIP support. These are languages which have no speakers in the sense defined above and which are sometimes referred to as 'sleeping' or 'no longer spoken'. Programs like this have had enormous impact on the culture and pride of Indigenous language groups. Languages in this situation, where revival is supported by the custodians, should have expert support made available to analyse and explain historical materials, to speed up the programs and to forge enduring links with the education system.

1.3.3 Literacy for strong languages

Across the State, there is a strong demand for literacy training and for the production of appropriate resources, such as books in Pitjantjatjara and Yankunytjatjara. Since the

closing down of bilingual education in the Anangu Pitjantjatjara Lands, a whole generation has missed out on becoming literate in their own language, something which older people took pride in. This development has also caused a severe deterioration in the availability of resources for school-based Pitjantjatjara and Yankunytjatjara second language programs and for teacher training programs.

While literacy for strong languages whose communication function is apparent is vital, it is also important that Indigenous languages that have symbolic functions also develop literacy aids to continue to connect identity to culture and past roots.

There is a need for ATSIC-SA to support vernacular literacy programs through the development of policy initiatives designed to influence the Department of Education, Training and Employment (DETE) and tertiary institutions so that capacity in this area can be rebuilt. (Recommendation 20)

1.3.4 Interpreting for strong languages

ATSIC-SA needs to ensure that the interpreting and translation needs of Pitjantjatjara, Yankunytjatjara and Antikirinya people are well-provided for, both now and in the long-term. To achieve this, it will be necessary for ATSIC-SA to lobby state and federal governments so that Indigenous interpreters receive appropriate payment and acceptable working conditions. Appropriate courses also need to be established through DETE and the tertiary sector so that Indigenous people can obtain suitable training and recognisable qualifications. (Recommendations 33 and 34)

1.4 Strategies

1.4.1 The establishment of a Languages Policy Committee

A South Australian Indigenous Languages Policy Committee (SAILPC) should be established with a mandate to draw up an Indigenous languages policy for the State, and lobby for its official adoption in legislation by the state government (as is currently happening in New South Wales). This committee should have representation from all sectors of the Indigenous community and all institutions with an interest in Indigenous languages, including: YWW, DOSAA, ATSIC, DETE, SAAETAC and the tertiary sector. An official state Indigenous Languages Policy will ensure government recognition of Indigenous languages and influence the way government funds and supports Indigenous languages.

1.4.2 Increased Recognition for Indigenous Languages by ATSIC

Until recently, ATSIC-SA maintained a portfolio that dealt with the State's Indigenous languages. This has now been subsumed by the 'Culture and Heritage' portfolio. The Indigenous Languages portfolio needs to be strengthened and its separate identity maintained so that the immediate and increasing needs of the State's Indigenous languages can be given priority. (Recommendation 3)

1.4.3 Decentralisation

Although South Australia is a large state with very different language needs in different regions, for the last 9 years Indigenous languages have been supported by one Adelaide-based language centre. The current research project has identified strong support across the State's Indigenous communities for some form of decentralisation. Ideally, as envisaged in 1992, South Australia should have at least three independent language centres; one located in each ATSIC region (Adelaide, Port Augusta and Ceduna). However, financial and other practicalities are such that in the short term it will be necessary to decentralise service-delivery through the establishment of an Endangered and Strong Languages Team.

This team, which will be based in Port Augusta will: (a) develop effective programs for a range of identified endangered languages all of which are located within the Port Augusta and Ceduna regions, and (b) maintain a watching brief over the 'strong' languages spoken predominantly in the north and north-west of the state (Recommendations 4, 5, 6, 7, 8 & 9). The Endangered and Strong Languages Team will lay the foundations for the establishment of regional language centres at a future date. It is important that this situation be reviewed in 2003 to determine the demand for and viability of independent language centres in Port Augusta and Ceduna. (Recommendations 23, 24 & 25)

1.4.4 A new role for Yaitya Warra Wodli

The role of Yaitya Warra Wodli needs to be expanded. The establishment of an Endangered and Strong Languages Team based at Port Augusta, a Reviving Languages Team based in Adelaide and the hiring of specialist linguistic expertise will necessarily alter the role of Yaitya Warra Wodli. In future it will provide linguistic and technical support to language projects in addition to financial support.

The following sections address the proposed expanded functions of YWW.

1.4.4.1 The Endangered and Strong Languages Team

The first function of YWW in 2002-03 should be to establish immediately an Endangered and Strong Languages Team. This is of the highest priority and should be implemented as soon as possible. The two-member team would be comprised of a suitably qualified linguist and an Indigenous Project Officer. (Recommendations 6, 7, 8, 9, 10 & 11)

The role of the Endangered and Strong Languages Team would be to:

- provide the YWW Board with advice in relation to the allocation of funds to projects involving endangered and strong languages;
- work with endangered and strong languages projects to produce a plan with achievable goals and timelines;
- regularly visit all ATSILIP-funded projects to assist in achieving or modifying project goals;
- provide linguistic expertise for individual projects;
- provide support in the area of vernacular literacy for individual projects;
- establish a process whereby the linguist provides the Indigenous Project Officer with on-the-job training in linguistic and technical matters;

- monitor project outcomes and make project reports freely available;
- publish project products, either through YWW or other bodies, subject only to genuine restrictions imposed by language owners;
- organise meetings and run workshops for projects, language groups or larger groups (eg workshops on field methods and tape transcription);
- maintain a language library and archive but copy the catalogue regularly to YWW for maintenance of an integrated database in Adelaide;
- promote Indigenous languages regionally and through YWW; and
- work with education programs in the region.

The Endangered and Strong Languages Team would in large part work under the direction of an Endangered and Strong Languages Reference Committee, which would be comprised of an advisory linguist, YWW board and ATSIC representatives and representation from Indigenous communities in the Port Augusta and Ceduna ATSIC regions.

1.4.4.2 The Reviving Languages Team

From 2003, YWW should move to address its second function: the establishment of a Reviving Languages Team. It should recruit a suitably qualified linguist to work alongside an Indigenous Project Officer to form a Reviving Languages Team based in Adelaide. This team should provide linguistic and technical support to language revival projects which are located primarily in the ATSIC Adelaide region. It should also support language revival projects located elsewhere in the State. The team should provide specialist expertise on the documentation, reclamation and renewal of Indigenous languages that are ‘sleeping’ or no longer spoken in their full form.

The role of the Reviving Languages Team should be to:

- provide the YWW Board with advice in relation to the allocation of funds to projects involving ‘sleeping’ languages and languages no longer spoken fluently;
- provide linguistic expertise for individual projects;
- work with language revival projects to produce a plan with achievable goals and timelines;
- regularly visit all ATSILIP-funded projects to assist in achieving or modifying project goals;
- establish a process whereby the linguist provides the Indigenous Project Officer with on-the-job training in linguistic and technical matters;
- monitor outcomes and make project reports freely available;
- publish project products, either through YWW or other bodies, subject only to genuine restrictions imposed by language owners;
- organise meetings and run workshops for projects, language groups or larger groups (eg orthography workshops);
- assist in building up YWW’s archive of language materials;
- promote Indigenous languages regionally and in metropolitan Adelaide; and
- work with education programs in schools.

The Reviving Languages Team should work in large part at the direction of a Reviving Languages Reference Committee, which should be comprised of an advisory linguist, YWW board and ATSIC representatives and representation from Indigenous communities. (Recommendations 26 & 27)

1.4.4.3 Language Policy

A third and major function of YWW should be to prepare policy advice and documents that promote Indigenous languages and language rights in the State. It should liaise with and lobby the state and federal governments, the school and tertiary sectors and other bodies with respect to Indigenous language matters (Recommendation 21). In particular, it should actively advise and participate in the proposed South Australian Indigenous Languages Policy Committee (Recommendations 19 & 20).

1.4.4.4 Workshops and State-wide meetings

The fourth function of YWW should be to organise state-wide meetings, seminars and workshops where appropriate. It should also assist individual language projects in the running of their own language workshops.

1.4.4.5 Active Collaboration with schools and other language projects

Its fifth function would be to work collaboratively with other language projects and programs operating in the State, particularly in schools. One of the problems reported over much of the state is the lack of formal collaboration between the ATSILIP (Federal) programs and the school education programs involving Indigenous languages funded by the State government. In many cases, the school programs are well run by excellent teams but are limited by funding and available expertise. Currently, ATSILIP programs are officially restricted from operating directly in schools. It should be possible for the language centres and project officers to provide Indigenous language services to schools, particularly in the form of published materials and linguistic expertise (Recommendation 30).

1.4.4.6 Database and archive

Its sixth function would be to maintain a comprehensive state-wide database, library and archive on Indigenous languages, and to make these materials readily available to language projects. This would include providing communities with information on successful projects that have been established in other SA regions, in other states of Australia and overseas. This information would also feed into the proposed handbooks of South Australian languages and of language projects (Recommendations 28 & 29).

1.4.4.7 Publication

Its seventh function, in partnership with appropriate bodies, would be the publication of language resources. (Recommendation 16 & 17)

1.4.5 Improvement of Administrative Arrangements

There is a need to improve the administrative arrangements of Yaitya Warra Wodli, as well as accountability indicators for funded language projects.

1.4.5.1 Guidelines for funding allocation

A set of guidelines needs to be prepared by an ATSIK-SA/YWW Team (Recommendation 16). These would be used to rank funding applications for work on individual language projects. Funding should only be provided to projects that can verify the following:

- Community support
- Realistic goals
- Realistic budget
- Availability of Indigenous community members to work on the project
- Willingness to access the necessary linguistic advice and technical expertise.

Other considerations and/or criteria include:

- Past performance with language projects
- Degree of language endangerment
- Degree of language documentation

1.4.5.2 Funding formula for language projects

For the next two years, the Board of YWW should aim to distribute project funding according to language status. The Research Team suggests:

- 40% of all project funding be directed to projects working with endangered languages (ie Mirning, Wirangu, Kukatha, Adnyamathanha, Arabana, Dieri, Wankanguru, Yandruwantha)
- 30% of all project funding be directed to projects working with languages being revived; and
- 30% of all project funding be directed to projects working with strong languages.

This funding formula reflects the urgent need of commencing projects for endangered languages, as well as the importance of supporting all Indigenous languages regardless of their current status. It is essential that *all* proposed language projects satisfy the guidelines as outlined in 1.4.5.1. Should the Board not receive enough applications for feasible projects in any of these three groups, available monies should be offered to feasible projects within the other two groups.

1.4.5.3 Performance indicators for language centres

The performance indicators for language centres (including YWW) should be revised to include more reference to:

- real language outcomes (in terms of language use and documentation);
- language needs (in terms of sustaining critically endangered languages);
- tangible support and coverage (in terms of expert assistance rendered, especially linguistic and technical expertise); and
- community evaluations of projected outcomes. (Recommendation 18).

1.4.6 Handbooks

In order to assist Indigenous people and projects in writing their applications for funding, and more particularly to assist them in their own language research and projects, there is

a need to provide two language handbooks. Each handbook would provide different information regarding South Australia's Indigenous languages.

1.4.6.1 Handbook of South Australian languages

It is essential that language projects draw on and build upon what has already been done, particularly if past work is of reasonable quality. Many people who wish to see work carried out on languages are not aware of past achievements, especially if this material is buried in archives or only available in rare or out-of-print books. A Handbook detailing all of the known linguistic and ethnographic sources for each South Australian language should be produced. Sample draft entries for 6 South Australian Indigenous languages are appended to this report. (Recommendation 28).

1.4.6.2 Handbook for language programs and projects

Many people are unsure as to:

- how language projects can be carried out,
- what types of project are suitable for different situations,
- the different stages that you need to go through, and
- the type of technical help you may need and where to obtain such help.

A user-friendly handbook would help communities avoid many of the pitfalls that have been evident in the past and have caused a lack of progress in language projects across the state. Topics to be covered in such a handbook would include orthographic options and discussion of the application of copyright to Indigenous languages and language materials. (Recommendation 29)

1.4.7 New technologies and other media

Multimedia CD-Rom's, web-sites, film, etc. are valuable for Indigenous language projects but can be expensive to produce and require high-level expertise. The language centre(s) and the proposed National Indigenous Language Centre (Recommendation 40) should encourage the sharing of ideas, software and templates for such resources (Recommendations 29 & 39).

2 Recommendations

To ensure best practice and better outcomes for language projects and programs in South Australia, change is essential. The following 40 recommendations reflect the urgent need to transform the way projects and programs have been administered and supported in the past. In the short term, this will require changes both to the staffing of YWW and to its manner of funds distribution.

While current funding levels for Indigenous language programs in South Australia are inadequate and while the enactment of some of these recommendations will require additional funding, many of the recommendations can be fulfilled within current levels of funding *provided* that the priorities and practices of YWW are overhauled. That noted, the majority of the recommendations are divided into three groups to enable them to be introduced in stages over the next few years.

In particular, these recommendations recognise the importance of commencing *at once* the long-overdue task of documenting and supporting critically endangered languages.

It is not appropriate for YWW to have full control of the implementation of this crucial early stage of transition to new practices. We therefore include a recommendation which would commit ATSIC-SA, from 2002 to 2004, to overseeing this process via one of its staff members. (Recommendations 3, 4 & 5)

Within the recommendations, the term ‘language centre’ is used to refer to YWW but would also encompass other regional language centres if and when these are established.

2.1 Procuring additional funding for Indigenous language programs

Increase Federal funding for Indigenous language programs

Recommendation 1:

That ATSIC-SA and its three regional councils increase the proportion of their budgets allocated to language projects and together lobby State and Federal governments for additional funding for Indigenous language programs.

Identify sources of additional funding for Indigenous language programs

Recommendation 2: That Yaitya Warra Wodli identify and pursue possible sources of additional funding that could support language recording, maintenance and revival activities (eg AIATSIS, Government departments, corporations and benevolent societies).

2.2 For implementation before the end of 2002

Establish a Languages Portfolio within ATSIC-SA

Recommendation 3: That ATSIC-SA strengthen its Indigenous languages portfolio, and ensure that each regional council has a councillor responsible for the Indigenous languages portfolio.

Recommendation 4: That an ATSIC employee should be assigned responsibility for overseeing Indigenous language issues in the state in consultation with the Indigenous languages portfolio holders on regional councils; and that this person act as the ATSIC representative on the proposed SAILPC and also lobby and advise different bodies on matters pertaining to Indigenous languages.

Recommendation 5: That in the period 2002 to 2004, the ATSIC staff member responsible for the Indigenous languages portfolio also be responsible for ensuring that the recommendations of this report are enacted.

Establish an Endangered and Strong Languages Team

Recommendation 6: That ATSIC-SA and YWW immediately take the necessary steps to establish an Endangered and Strong Languages Team that can work with a range of identified endangered and strong languages, and support ATSILIP projects in the Port Augusta and Ceduna ATSIC regions.

Recommendation 7: That the Endangered and Strong Languages Team be comprised of a suitably qualified and experienced linguist and an Indigenous Project Officer, with the former providing on-the-job training for the latter.

Recommendation 8: That the Endangered and Strong Languages Team establish a base in Port Augusta, preferably within another closely related Aboriginal organisation;

Recommendation 9: That basic infrastructure and equipment, including a vehicle, be allocated to the Endangered and Strong Languages Team.

Establish an Endangered Languages Reference Committee

Recommendation 10: That the Endangered and Strong Languages Team work at the direction of a reference committee comprised of representatives from the identified endangered languages (Mirning, Wirangu, Kukatha, Adnyamathanha, Arabana, Dieri, Wangkanguru and Yandruwantha), the strong languages (Pitjantjatjara, Yankunytjatjara and Antikirinya), YWW and ATSIC; and that this committee meet with the Endangered and Strong Languages Team at least three times a year.

Recommendation 11: That projects working with endangered languages be allocated 40% of the total project funding in the period 2002-2004; and that projects working with strong languages be allocated 30% of the total project funding in the period 2002-2004.

The Yaitya Warra Wodli Board be restructured

Recommendation 12: That the composition of the Yaitya Warra Wodli Board be altered to ensure sufficient representation of regional language groups and to include representation from key stakeholders and access to experts in the languages field.

Recommendation 13: That a restructured Board be comprised of:

- Indigenous representatives (two from each South Australian ATSIC region, with the proviso that one of these currently reside in that region);
- 3 ATSIC councillors (one from each SA ATSIC region, preferably the languages portfolio holder from each council);
- 3 stakeholder representatives (one from each of the following stakeholders: DOSAA/SAETAAC, DETE, the Tertiary Sector).

Recommendation 14: That employees of Yaitya Warra Wodli be entitled to attend Board meetings, and that the Board be encouraged to seek expert advice and assistance at Board meetings, but that neither its employees nor those providing expert advice be granted voting rights on the Board.

Recommendation 15: That these outlined changes to the Board be addressed and implemented at YWW's 2002 Annual General Meeting.

Establish guidelines and indicators for language projects

Recommendation 16: That a group be established by ATSIC-SA, with the advice of YWW and other invited experts, with the aim of formulating clear guidelines on outcomes for Indigenous language projects; and that these guidelines will be developed further and incorporated into the proposed Handbook for language projects. (Recommendation 29)

Enhance openness and establish performance indicators for language centres

Recommendation 17: That language centres make generally available details of projects and their progress, including publication of products dealing with Indigenous languages, only withholding materials where there are serious community concerns over their appropriateness; and that if there are concerns about their accuracy, the language centre's board should seek expertise of those most knowledgeable of the language to resolve these issues.

Recommendation 18: That the group established under Recommendation 16 review and revise performance indicators for language centres (including YWW) so that these include more reference to:

- real language outcomes (in terms of language use, documentation and publication);
- language needs (in terms of sustaining endangered languages);
- tangible support and coverage (in terms of expert assistance rendered, especially linguistic and technical);
- community evaluations of projected language outcomes.

Develop Indigenous Languages Policy

Recommendation 19: That the language centre and ATSIC-SA approach the State Minister for Aboriginal Affairs, requesting that a South Australian Indigenous Languages Policy Committee (SAILPC) be established, on behalf of Indigenous people in this state, to advise and write policy on Indigenous languages; that apart from representatives from the Indigenous community, the membership of the committee should comprise representatives from the language centre, SAETAAC, ATSIC, DOSAA, DETE and the tertiary sector; that this committee should facilitate cooperation between all of these bodies to help meet the needs of Indigenous languages in the state; and that this committee should also lobby the State government on issues relating to Indigenous languages and push for legislation on an Aboriginal Languages Policy for the State.

Recommendation 20: That once established the SAILPC develop and promote a South Australian Indigenous Language Policy with the view to it being legislated by the State government; and that this policy include language issues relating to:

- language rights
- language protocols
- languages in schools and the tertiary sector
- needs with respect to strengthening & maintaining Indigenous languages
- literacy for strong languages
- interpreter and translation needs

Recommendation 21: That, as one of its core functions, YWW should:

- develop position papers and strategies for influencing opinion on key urgent issues (eg bilingual education; Indigenous language protocols; training needs with respect to the strengthening of Indigenous languages within the State);
- promote Indigenous languages and language rights;
- liaise with and lobby the State and Federal governments, the school and tertiary sectors and other bodies with respect to Indigenous language matters; and
- advise and participate in the proposed South Australian Indigenous Languages Policy Committee.

Advocate the establishment of training in linguistics and language work in the higher education and tertiary sectors

Recommendation 22: That ATSIC-SA negotiate with the higher education and tertiary sectors for the immediate establishment of appropriate courses in field linguistics,

archival research, linguistic analysis, languages database management, preparation of language materials, teaching approaches and methods, as well as courses in translating and interpreting Indigenous languages; and further that ATSIC-SA seek out funding sources to support the introduction of such courses, in the knowledge that those courses are unlikely to be viable on the basis of student numbers alone.

2.3 For implementation in 2002-4

Review the work of the Endangered and Strong Languages Team

Recommendation 23: That a review should be established by ATSIC-SA before the end of 2002 to report by April 2003 on the work accomplished by the Endangered and Strong Languages Team and on likely future outcomes; and that, having regard to finance available from ATSIC and other sources, this review should recommend whether the Endangered and Strong Languages Team continue to be attached to YWW; or continue as part of another organisation, or become an independent language centre.

Convene a regional language meeting at Port Augusta

Recommendation 24: That a regional language meeting be convened in the Port Augusta region to determine if an independent regional language centre is viable, has popular support and would improve service delivery; and that if the above conditions are met, ATSIC-SA proceed with the establishment of an independent regional language centre in Port Augusta in 2003.

Convene a regional language meeting at Ceduna

Recommendation 25: That a regional language meeting be convened in the Ceduna region to determine (a) the viability of a regional language committee and (b) the extent to which a proposal for a Ceduna regional language centre (along the same lines as that proposed for Port Augusta) has local support; and that if these two conditions are met, ATSIC-SA proceed with the establishment of an independent language centre in Ceduna in 2004.

Establish a Reviving Languages Team

Recommendation 26: That ATSIC-SA establish a Reviving Languages Team in 2003; based in Adelaide, to work with language revival projects in the Adelaide ATSIC region and, as required, in other areas of the state; and that this Team be comprised of a trained linguist and an Indigenous Project Officer, with the former providing on-the-job training for the latter.

Recommendation 27: That projects working with Reviving languages be allocated 30% of the total project funding in the period 2002-2004.

Produce a South Australian Indigenous Languages Handbook

Recommendation 28: That work begin on a SA Indigenous Languages Handbook and that appropriate partnerships and funding be secured to ensure its publication by 2004.

Produce a South Australian Indigenous Languages Projects Handbook

Recommendation 29: That work begin on an Indigenous Languages Projects Handbook and that appropriate partnerships and funding be secured to ensure its publication by 2004; and that this handbook should include reference to language maintenance strategies successfully adopted nationally and internationally, and the applicability of new technologies.

2.4 Longer term goals

Develop a partnership between DETE and YWW

Recommendation 30: That the language centre negotiate with DETE (SA Education Department) to ensure mutual support for Indigenous language education programs and to discuss, among other topics:

- the provision of Indigenous language experts for language and/or Aboriginal Studies teaching in schools by the language centre and/or local projects; and
- the provision of materials on Indigenous languages and/or Aboriginal Studies by the language centre and/or local projects.

Establish training programs and career paths for Indigenous language workers

Recommendation 31: That the language centre and ATSIC-SA negotiate with TAFE to establish training courses for Indigenous language workers similar to those offered by Pundulmarra College in WA.

Recommendation 32: That the language centre and ATSIC-SA negotiate with appropriate agencies to establish recognised positions and career pathways for Indigenous language workers and Project Officers.

Establish an Interpreting and Translation Task Force

Recommendation 33: That ATSIC-SA negotiate with the State and Federal governments to establish an Interpreting and Translation Task Force with a brief to set up appropriate training courses and service delivery for Indigenous Australians; and that this Task Force should collaborate with relevant government departments, including Justice, Correctional Services, Social Security, Human Services and Multicultural Affairs.

Recommendation 34: That the language centre and ATSIC-SA negotiate with the AnTEP program at the University of South Australia, the Wiltja program at Woodville

High School, and other educational facilities with a view to incorporating interpreting and translation training into their existing course structures.

Explore cross-state support for languages

Recommendation 35: That ATSIC-SA and the language centre negotiate with their counterparts in the Northern Territory and Western Australia, and with language communities in the Anangu Pitjantjatjara Lands, Maralinga-Oak Valley, Yalata, Marla, Oodnadatta and Coober Pedy, with a view to ensuring a coordinated approach in providing support and services to strong languages of these regions.

Recommendation 36: That ATSIC-SA and the language centre contact appropriate counterparts in Queensland and New South Wales to progress the possibility of a Wangkanguru program based at Birdsville servicing people in SA also.

Work towards the recognition of languages and language rights in the Treaty

Recommendation 37: That ATSIC include reference to the recognition of Indigenous languages and language rights in the proposed Treaty and, together with the language centre, call on the state government also to include this recognition and rights in legislation; and that such State recognition include:

- the rights of people to be informed about and negotiate about government policy and other proposals in their language where this is a 'strong' language;
- the right to reparations for the loss of their language as a result of government suppression, reparations to be provided in the form of adequately funded language centres and programs;
- recognition of the rights of language owners to be recognised in their own country and to exercise certain protocols about their language (eg that they be empowered to grant or withhold permission for the use of language names, and the teaching of their language).

Promote the use of Indigenous place names

Recommendation 38: That the State and Federal governments actively promote and publicise dual naming policy and legislated rights for Indigenous people to use Indigenous names; and that in order to ensure accuracy of names and that the correct protocols are observed, this State link up with a register of approved names. (This register could be maintained by the language centre and/or could be similar to or linked with the proposed partnering arrangement between the Geographical Names Board and the Australian National Placenames Survey based at Macquarie University, for the establishment of an Aboriginal Placename Dictionary).

Production of film and other multimedia products

Recommendation 39: That in addition to supporting the promotion and production of literacy materials, YWW support the production of multimedia products and films in

Indigenous languages; and that YWW and Yaitya Makkitura seek funding to produce a series of films as a strategy for Indigenous language promotion, maintenance and revival.

Establish a national language body

Recommendation 40: That FATSIL hold talks with AIATSIS, the Network of Language Centres (recently established at Broome) and other state language bodies to determine how a well resourced and funded national body – one that is culturally sensitive and knows how to operate in Indigenous communities – might be established to promote and lobby for Indigenous languages and to carry out appropriate applied research, and act as a clearing house for ideas for language and learning materials.