

# Dehcho K'ehodi Workshop

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## **Final Workshop Report**

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## Executive Summary

**Overview:** Dehcho K'ehodi (Taking Care of the Land) is Dehcho First Nations' (DFN) stewardship program. It began in 2013 in response to the GNWT pausing the NWT Protected Areas Strategy. Over the last two years, DFN has been exploring ways within their existing capacity and authority to take care of the land (Dehcho K'ehodi). They've held several workshops to organise their ideas, identify a mission and purpose, identify priorities, and find resources to implement their priorities. At the heart of Dehcho K'ehodi is a Dehcho Guardians program.

**Workshop Objectives:** The objectives of this workshop were to:

1. Report back on activities that were carried out in 2016; and
2. Get input on the design of the guardians program for the Dehcho region, using the existing AAROM program and other guardians programs as examples.

**2016 Activity Updates:** Participants heard updates on 2016 activities, including research projects, a funders river trip, youth culture camps, and Kakisa's community-based projects. Youth presented directly on their participation in these programs, resulting in a request that youth report directly on all future camps. There was also a request to form a regional youth committee to advise leadership on youth issues and perspectives.

**Territorial Initiatives:** The GNWT is updating their Protected Areas Strategy to promote human health and well-being through land protection, bringing in a much stronger cultural component. The GNWT supports Guardians Programs because they promote the same values as their protected areas program. The GNWT is also developing new legislation for protected areas that allows a more flexible, government-to-government approach in establishing protected areas. Participants considered this a big improvement.

Dechinta University spoke about its Rivers of Reconciliation Project. The Dehcho is one of the rivers selected. They want to hire coordinators, work with communities to set up the trips and host events for students, and have the students drop in on existing on the land programs and camps where possible. There are good opportunities to partner. Dechinta also offers Boreal Guardians Training. They ran Part 1 last year and will run Part 2 in 2017. These are accredited courses through the Universities of AB and BC and can help train future guardians.

**Guardians Programs Across Canada:** The remainder of Day 1 focused on Guardians programs. Dahti explained the concept of Social Return on Investment – for every dollar spent on a Guardians program, researchers calculated that there is a 2.5 x return on investment in the Dehcho. This tool is being used to lobby government for a national guardians program in Canada.

The Innu Nation Guardian Program started with fisheries guardians 20 years ago. As new developments arose, they negotiated guardians funding/positions in each IBA and their program grew accordingly. They trained their first guardians using the BEAHR Training course, and then partnered with St Mary's University to develop a series of 2-week modules. They are now negotiating with Parks Canada to expand the guardians program into National Parks and Historic Sites. As resource development slows, they are losing their guardians funding and

positions. They are looking at establishing a tourism business to generate income to fund ongoing guardians work.

The Coastal Guardian Watchmen's Training Program is a 2-year program, broken into 2-week modules with breaks in between, and summers off for the field season. The students become like a family and support each other, which is very important. Their program was developed in partnership with Vancouver Island University. All courses are accredited, which is also very important. Courses must be culturally-based to be successful (not just technical). One-on-one mentoring and role-playing are key to learning how to interact professionally with people. While training initially focussed on environmental monitoring, that is shifting towards enforcement, though Guardians don't have enforcement authority – their role is “observe, record, report.”

**Existing Dehcho Monitoring Programs:** On Day 2, participants heard about existing programs either underway or being developed in the Dehcho region – AAROM (underway for 10 years), Nahʔa Dehe K'ehodi (under negotiation in Nahanni National Park Reserve IBA), and KFN's Nahendeh Kehotsendı Program (Design phase). While each program seeks to monitor different things because they have different mandates and objectives, they all have common elements. What is needed is an overarching framework that links them together across a common data platform so results can be shared and integrated. All rely on external partnerships for funding, and some use partners' data collection and analysis protocols.

**Guardians' Roles:** Participants gathered into small groups to discuss Guardians' roles in 1) monitoring, 2) compliance and enforcement, and 3) youth mentorship, language and culture. This resulted in a fairly exhaustive list of what to monitor, when and where in the first group. It was noted that Guardians can't do it all and we will have to set clear, achievable monitoring priorities given a 5-day workweek. Priorities should come from the communities, and take into account what is already being monitored by others (i.e. focus on the gaps or areas of biggest concern). The compliance and enforcement group felt Guardians' primary role here is to be the eyes and ears on the ground to observe, record and report, not just Government laws, but Dene laws as well. The third group focused on opportunities to build youth capacity to someday be guardians. It was felt that all the on the land camps act as a gateway, exposing youth to the possibilities, and those that do well could be recruited as Guardians.

**Collaborating in Compliance and Enforcement:** A panel of government representatives with current compliance and enforcement powers presented on how they could collaborate with Guardians and the types of training required. All suggested the most helpful partnership is to have Guardians be their eyes and ears on the land, fulfilling an “observe, record, report” role. DFO also suggested having Guardians paired with DFO officers on DFO monitoring and inspection activities, to mentor the Guardian. Fulfilling the “observe, record, report” role in compliance monitoring requires only a notepad, GPS, camera and an understanding of how to properly document and photograph issues. Full compliance and enforcement roles require much more extensive and specialized training, which Guardians would also be required to have if they wanted to take on that role. All agreed that on-the-job training is critical to building confidence, competence and good judgement.

**Training:** Participants brainstormed a list of personal characteristics, on the land knowledge and technical training/certification potentially required to fulfill the roles identified for Guardians. All agreed that a combination of on the land knowledge and technical expertise were required. Existing academic training programs exist to teach many of these things. In fact, each community already has people who are trained (the community inventory should document this). What is needed is to identify other potential guardians who do not yet have the training, and the

funds to cover training costs, or partners allowing Guardians to attend training opportunities at no cost. More work will be required to formalize how traditional knowledge is taught to Guardians. Once the Guardians program expands into new roles, DFN can work with universities and other partners to tailor training programs.

**Actions and Next Steps:** Participants brainstormed actions and next steps, which were organized by theme and a rough sequential order as follows:

1. Determine how Dehcho K'ehodi fits in with other relevant initiatives / programs (e.g. Dehcho Process, DCRMA, Land use planning, Protected Areas Strategy)
2. Define goals and objectives for the Dehcho K'ehodi Program
3. Set monitoring priorities to meet the goals and objectives
4. Complete the community inventory to understand what is already happening and resource availability
5. Design the program, building the overall structure while maintaining community priorities
6. Find funding and build partnerships necessary to implement the program
7. Identify training needs to carry out the monitoring and roles identified, and develop the training program
8. Recruit Guardians
9. Program Start-up

## Introduction & Context

The Dehcho First Nations have always considered themselves stewards of the land and prioritize protection of the land in their land use decisions. They have actively participated in various initiatives to protect the land, including development of the Interim Draft Dehcho Land Use Plan and the Protected Areas Strategy. Both initiatives remain incomplete after more than 15 years of effort.

Over the last two years, the Dehcho First Nations have been exploring ways within their existing capacity and authority to take care of the land (Dehcho K'ehodi). They've held several workshops now (three in 2014, one in December 2015, and one in March 2016) to organise their ideas, identify a mission and purpose, identify priorities, and find resources to implement their priorities. Over the spring and summer, the DFN have begun implementing their priority programs, mostly related to place names mapping and language, and building partnerships with organizations who can help them advance their mission.

## Workshop Objectives

The objectives of this workshop were to:

3. Report back on activities that were carried out in 2016; and
4. Design the guardians program for the Dehcho region, using the existing AAROM program and other guardians programs as examples.

The agenda was organized to fulfill these two objectives, with Day 1 dedicated to reporting back on activities, and setting the foundations for facilitated discussions on Day 2 to begin designing the guardians program. The agenda is included in Appendix A.

DFN invited three representatives from each community to participate in the workshop. The meeting was also open to the public in Fort Simpson, and students from the High School were also invited to attend. The participant list is included in Appendix B.

## Facilitator's Role

Heidi R. Wiebe Consulting Ltd. Was contracted to assist DFN's Resource Management Coordinator (Dahti Tsetso) and the Dehcho K'ehodi Committee (Darrell Betsaka, Albert Tsetso, Margaret Ireland and Stanley Sanguetz) to plan and structure the workshop to achieve the stated objectives, facilitate the workshop, and produce a brief report on the results of the workshop.

The workshop report is organized to report on the results of the workshop objectives in a concise manner, to encourage community members to read it. An executive summary has been prepared for this same purpose. Detailed notes were taken at the workshop to assist with report writing, and these have been provided separately to DFN for archival purposes.

## Dehcho K'ehodi Program Overview

Dahti Tsetso, DFN

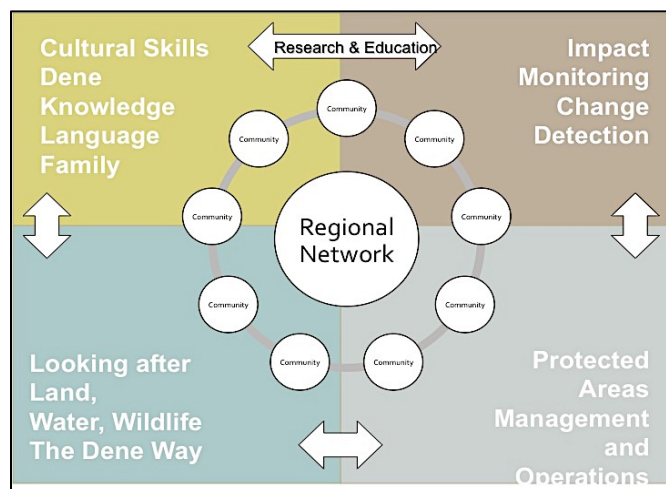
The Dehcho K'ehodi program started as a response to the Government of the Northwest Territories (GNWT) putting a pause on the NWT Protected Areas Strategy. Many Dehcho communities have candidate sites in progress and were frustrated with the delay. They asked Dahti to start this program. Through a series of workshops, the program has evolved. Key outcomes from each workshop are presented below.

<p><b>April 2014, Trout Lake</b>                  What does conservation mean from a Dene perspective?</p> <ul style="list-style-type: none"> <li>• We need to implement our Dene Laws</li> <li>• Our language is central to our perspective</li> <li>• The youth need to be mentored on the land with their Elders, learning Dene ways</li> <li>• "Being on the land protects the land"</li> </ul>	<p><b>December 2014, Fort Simpson</b></p> <ul style="list-style-type: none"> <li>• Develop a regional stewardship network, building on existing programs (e.g. AAROM)</li> <li>• Adapt and expand existing programs to reflect Dene principles of conservation.</li> <li>• Share scientific data and traditional knowledge to inform decision-making.</li> <li>• Collect and manage info, data &amp; maps.</li> <li>• Generate and gather knowledge through research and documentation.</li> <li>• Facilitate information sharing at the regional &amp; territorial level.</li> <li>• Deliver standardized training and capacity building for the region (foster a K'ehodi identity).</li> <li>• Foster communications with others (visitors, researchers, etc.) to promote the Dene culture &amp; worldview.</li> <li>• Work with communities to seek and access resourcing opportunities.</li> <li>• Implement on-the-land programs that meet K'ehodi objectives.</li> <li>• Larry Innes developed a figure to represent these various roles (below).</li> </ul>
<p><b>August 2014, Jean Marie River</b></p> <ul style="list-style-type: none"> <li>• "Be who we say we are."</li> </ul>	
<p><b>March 2016, AAROM &amp; Dehcho K'ehodi</b>                  How can we build the Dehcho K'ehodi program by building on Dehcho AAROM program?</p> <ul style="list-style-type: none"> <li>• Organize and manage monitoring data to make it accessible for decision-making</li> <li>• Support people to be on the land</li> <li>• Develop a guardian role</li> <li>• Adopt DFN youth camp as a Dehcho K'ehodi camp</li> <li>• Co-Host regional AAROM meetings</li> <li>• Launch a logo design contest</li> <li>• Do Dene place names work</li> <li>• Created interim Dehcho Ke'hodi Committee</li> <li>• Leadership resolution to support Dehcho K'ehodi</li> </ul>	

### Link to the DCRMA

Grand Chief Herb Norwegian suggested the Dehcho K'ehodi program might be managed by the Dehcho Resource Management Authority, to give the program some authority. DFN is negotiating a harvesters chapter in the Agreement-In-Principle (AIP). The guardians program and harvesters programs can work together. DFN needs to know how much authority people want guardians to have. Will they have enforcement authority like wildlife officers? Police-like powers? Will guardians be willing to enforce laws against their own people? These are the questions that need to be answered, to inform negotiations.

Figure 1. Role of the Dehcho K'ehodi Program



## Activities and Updates

### **Community Inventory Research Project – Dahti Tsetso**

- Research project with Wilfred Laurier University (Alex Latta) to identify community resources for the Dehcho K'ehodi program – Who is doing what? What is working?
- Aurora research licence granted so work is starting. Andrew Spring from the University & Robin McLeod will interview community members over lunch. Robin will be our community-based Research Assistant and will travel the region in the New Year to complete interviews.

### **Tracking Changes River Project – Dahti Tsetso and Elliot Betsaka (Youth)**

- Six year project monitoring change in the Mackenzie River Basin from a TK perspective
- Worked with LKFN to contact families along the river. Took kids and community land users on the river and interviewed the heads of families to ask about changes observed.
- Christine Wenman and Elliott are conducting more interviews at lunch during this workshop.
- Elliot spoke about how much he learned on the trip and how much he enjoyed it, despite how hard it was. It has motivated him to keep learning about his language and culture.
- **Action:** Stanley asked that a Youth Report be prepared (by youth participants) for all future programs so leaders can hear directly from the youth about their experiences

### **Ekali Lake Camp – Dahti Tsetso and William Alger (Youth)**

- Camp was set up to finish JMR's Place Names project – to document places (photographs), and stories. Pat Kane was hired to photograph the camp and document it. Youth came from JMR, Fort Simpson, & Fort Providence. Margaret Ireland and Frank Hope ran the camp.
- Instruction from AAROM program (water monitoring), Prince of Wales Northern Heritage Centre (archaeology) and Dehcho Land Use Planning Committee (land use planning).
- William shared that he has a sense of clarity when on the land, and saw other youth inspired and gain confidence when they connect with their heritage.
- **Action:** Terry Simba asked that a Youth Committee be established with 2-3 from each community to guide Dehcho leadership on what they need and what they are learning.

### **Ka'a'gee Tu Culture Camp – Melaine Simba and William Alger (Youth)**

- 5-day youth camp at Kakisa, August 22-26, 2016 with youth from JMR, Fort Simpson, Nahanni Butte and Kakisa.
- Invited guests to run programs for the youth: Aboriginal Sport Circle (Traditional Dene & Inuit games); Elders (traditional story telling, Dene place names, Traditional Knowledge, growing up on the land and what has changed); Michaela (canoe safety course); Forest ecology presentation; archaeological presentation, Mike Low (AAROM – fish dissection); dry fish making; Christine Wenman (Protected Areas Strategy); Dene BINGO and paintball.
- William said he learns something new at every camp. It has inspired him to be a leader.

### **Kakisa's Community-Based Monitoring Project – Andrew Spring (Wilfred Laurier)**

- Project started in 2014 to address food security. Objectives were to grow food, engage youth, monitor health of the land, and recycle. Half the community came to plant gardens.
- Ka'a'gee Tu Atlas – They are establishing a web-based mapping platform to show landscape change through repeat photography. Phase 1 (this year) – Place names and interviews with Elders, collect community photographs and other data. Phase 2 (next year) – Collect more photos and community stories, train community members in GPS, start repeat photography.
- Recycling Program: Community is concerned the landfill is impacting the land and animals. They want to start recycling and composting, and asked if there is interest in a regional Dehcho program. Stanley has been trying to get MACA to crush all the metal and remove it. Dean and Joachim felt that waste reduction is a critical component. Following a traditional diet would reduce waste. Dean felt they should look at spill response too.



## Territorial Initiatives that can contribute to Dehcho K'ehodi

### Update on Protected Areas Strategy: Priorities for Conservation Network Planning Tonya Makletzoff, Environment and Natural Resources, GNWT

In June 2016, the GNWT Executive Council approved "Healthy Land, Healthy People: GNWT Priorities for Advancement of Conservation Network Planning 2016-2021". It represents a new approach. By protecting ecosystems, we safeguard human health (indigenous food systems/medicines, cultural revitalization, heritage preservation, recreational opportunities, support sustainable livelihoods).

The GNWT's priorities for the next 5 years are to:

1. Conclude existing candidate areas in collaboration with Aboriginal governments
  - Research and develop new equitable management and governance approach that integrates indigenous cultural values with biodiversity conservation planning. E.g. Australia's "Healthy Country Planning" model, indigenous guardians programs (Kitsao/Xaisxais Great Bear Rainforest Conservancy, Australia's Ranger and "Working on Country" programs)
  - Propose new legislation for conservation and protected areas
2. Develop a renewed strategy for conservation network planning, including ecological representation. It will clearly define network components, include a process for ecological representation, incorporate science and TK, broadly manage and monitor across the network, report regularly, and include a new forum for partner and stakeholder engagement.

GNWT's New Report "State of the Conservation Network 2016" identifies how well the conservation network is doing at protecting biodiversity, safeguarding human health and well-being linked to environment, and supporting sustainable livelihoods.

The GNWT recognizes the importance of Guardian programs. They advance several GNWT priorities (build partnerships, explore innovative approaches, provide culturally-appropriate solutions, land-based emphasis). The Government of the Northwest Territories has implemented a successful collaborative and community-based water monitoring program. This program is delivered by GNWT and water partners and answers local residents' questions about their water quality while providing training and employment opportunities in local communities. The program builds community capacity, which can be used in local and/or regional Guardian programs. The GNWT supports guardians programs.

More information is available at: <http://www.enr.gov.nt.ca/programs/conservation-planning> or email: [Tonya\\_Makletzoff@gov.nt.ca](mailto:Tonya_Makletzoff@gov.nt.ca)

Peter Redvers: During the pause, we formed the Indigenous Conservation Areas Network. We pushed the GNWT to redefine the legislation. Rather than having prescriptive legislation like the Wildlife Act, we wanted more flexibility – "Establishment Agreements". Where an area is to be protected, there will be Government-to-Government negotiations on establishment. The new Protected Areas Act will enable GNWT to enter into these agreements with AGOs. This is a step forward. Aboriginal Governments signed on to the Devolution Agreement will participate in drafting the legislation and protocols for these establishment agreements.

## Dechinta's Rivers of Reconciliation Project and Boreal Guardians Program

### Mandee MacDonald, Dechinta University

Dechinta University offers land-based courses in Native Studies, accredited through University of Alberta, and next year, University of British Columbia as well. We offer the same courses as in the universities, but they are taught on the land and include on-the-land skills. Courses include:

- Community health promotion
- Sustainable communities
- Indigenous Self-Determination
- Communicating Denendeh
- Part 2 – Indigenous Boreal Guardians Program – This course supports guardian type work already happening in the communities. We listen to the needs and try to provide that training.

The Rivers of Reconciliation Project was established to celebrate Canada's 150<sup>th</sup> birthday – it is three river expeditions – the Dehcho, the Peel and the Horton. We are looking for interested people from each region to help us coordinate the trips - figure out paddling routes, instructors, recruit students, community hosting, events along the route, etc. There will be opportunities to coordinate with other events and camps that are already organized. It's a 6-week course. The first week will be learning water paddling skills, then we'll start the trip, set up camp and do curriculum. Specific content can be designed with interested communities. We can hire coordinators to help set that up.

Students need to be over 18 years old but they don't need university. It's for people who might want a taste of what university is like. There will be reading, writing, and assignments. We'll work with professors, instructors, and traditional land users, and these are accredited university courses. There's a lot of room to incorporate language programming in the courses. The Dehcho trip might be longer as there are more communities to stop in and logistics are easier. The Dehcho will likely be open to families. Students must be physically able to paddle for 6 weeks.

Part 2 of the Guardians Program will be \$8000 for 8 weeks on site, plus tuition to University of Alberta. SFA covers a large portion of that. We have work placement opportunities, some scholarships, ASETS funding. It will be the same cohort as Guardians Part 1 for everyone who finished the last one. There will be some different courses plus advanced levels of courses in Part 1. If tuition is paid, you will get transcripts. The Guardians course starts March 18, then the other courses start in April.

## Guardians Programs Across Canada

Participants heard from three presenters, describing different guardians initiatives across Canada. The focal questions for this series of presentations are: What can we learn from these programs? Can they serve as a model for a Dehcho program?

## Social Return on Investment

### Dahti Tsetso, DFN

Australia has a national program called Working on Country (Rangers). A few years ago the Australian federal government wondered if they should continue this program. They have hundreds of guardians and have spent hundreds of millions of dollars. They hired researchers. They learned that for every dollar they put in, they got a 4x return on investment. It lowered rates of incarceration, income support, unemployment, etc. They continued and in fact increased funding to those programs.

The same research team came here and asked the same questions and looked at what we are doing here. They came out with similar results. They already see a 2.5x return on investment. This gives us a great tool to pursue funding and investment in the program. The Indigenous Leadership Initiative is lobbying the federal government to get this program funded. There was a conference in October on this in Ottawa and we talked about what we're trying to build here.

## Innu Nation Guardian Program

### Jonathan Feldgajer, Innu Nation

The Innu Nation consists of two communities in Labrador: Natuashish and Sheshatshiu. The guardian program started 20 years ago as the Innu response to development. The purpose is:

- To build Innu capacity to assume increasing land and resource responsibilities as progress is made towards a final land rights and self-government agreement –rooted in the knowledge, tradition and values that have sustained Innu through the ages
- To promote an understanding of the land from an Innu science point of view, while building understanding and competency in western approaches to environmental management and sustainable development

### Program Goals:

- Monitoring, research, environmental management & enforcement of Innu laws/regulations;
- Bring Innu perspective and worldview to government, industry, academia and others;
- Share environmental & scientific information with Innu communities, elders and youth;
- Collaborate in co-management

### Program Development and Evolution

The program began in the 1990s with the establishment of fisheries guardians through DFO. As new opportunities came up, they expanded the guardians' role based on those opportunities to build capacity and communicate the Innu perspective. Training for initial fisheries guardians was a formal multi-week course at Coast Guard College. DFO pays guardians salary for 6 months/year (summer). Innu Nation pays the other 6 months and makes them wildlife guardians during the winter. They have 4 fish/wildlife guardians.

In 2001, the Innu Nation and the Government concluded a Forest Process Agreement, which among other things, established Forest Guardians to:

- Inform the Innu community about forestry issues;
- Build relationships with Newfoundland Forest Service staff and local timber contractors;
- Conduct pre-operational surveys to identify and map ecologically sensitive sites; streams, sensitive sites, slopes and wildlife buffers;
- Monitor harvesting activities and environmental guidelines;
- Collect data to ground-truth inventory information;

- Conduct post-operational assessments.

Forest guardians were trained by bringing in experts like forest ecologists and Innu experts (panels of Innu Elders). Some forest guardians have developed skills equal to forest technicians. Innu nation had a professional forester on staff. In today's post-forestry landscape, the program has been cut from one forest planner and 4 guardians to 1 guardian only.

Resource management guardians look after hydro and mining projects. Innu Nation has four full-time Resource Development Guardians. Two for mining, two for hydro – two week shifts and they swap out for the mining. The funding comes from IBAs negotiated with companies wishing to develop in their region. Innu nation looks to secure guardians jobs from each IBA. Guardians work directly for Innu Nation – they are shadow monitors for those that the companies hire to do theirs. They have complete access and partner on all monitoring activities on the project site.

### **Training:**

- BEAHR Environmental Monitor Program delivered locally – 5 week certificate course covering ecology, policy/regulation, technical monitoring and research, and health and safety
- Partnered with St Mary's University to develop modules for key topics - generally 2-week courses offered to guardians, youth and other community members, accredited through St Mary's Continuing Education program. Curriculum was funded through SSHRC for four years. They had a training coordinator on staff and formed a curriculum committee. Modules gave equal importance to the Western and Innu science, and students were evaluated by both Tshishennuat and Professors. Modules developed were:
  - Archaeology; Caribou Management; Understanding Ecosystems; Introduction to Ethnography and Map Biographies; Migratory Birds; Statistics; Geology; and Communication, Text, and the Transfer of Knowledge
- They work with schools to encourage youth to get their Level 5 Environmental Sciences. They encourage youth to take the SMU training modules and hire summer students to join the fish/wildlife guardians.

### **Next Steps:**

- Future Guardian Roles: Domestic Harvest/TAH, commercial outfitting, Species at Risk Stewardship/Recovery, Water management, Protected Areas, Heritage/ Archaeology/ Ethnography, Permitting and Environmental Assessment, Land Use Planning
- Establishing tourism and outfitting businesses to pay for guardians once the initial funding sources dry up

### **Coastal Guardian Watchmen Training Program**

#### **Elodie Button, Coastal Stewardship Network**

The Coastal Stewardship Network is a program of the Coastal First Nations / Great Bear Initiative (CFN / GBI). There is standardized Guardian Watchmen training throughout the network, as well as each individual Nation taking advantage of nation-specific training opportunities. They conducted a training needs assessment of 9+ Nations, ran a pilot training program in 2013 (initially a 6-month course – too long to be away), then built on lessons learned and student feedback to build the Stewardship Technicians Training Program (STTP).

The training program is a partnership between CFN/GBI and Vancouver Island University, funded by BC Government through the Canada BC Job Grant. It's a 2-year program, with modules taught in 2-week blocks with breaks between modules, and a longer break from April – September for field season. They are on their second cohort.

**STTP Courses and Certifications:**

- Environmental Technicians Certificate (Essential Field Skills, Water Monitoring, Fish and Fish Habitat Monitoring, Electrofishing Certification, Land Monitoring, Construction Site Monitoring)
- RISC Certification (Archaeology and CMT identification training)
- BC Parks Administration Exam
- 14 University credits including Compliance Communications, Leadership Training, Cultural Awareness, Small Motor Repair

**Lessons Learned:**

- Environmental skills vs enforcement skills – Stewardship training program offers a wide range of training
- Training programs need to be dynamic to meet evolving needs of Nations and changing resource management and legal contexts. It started as a monitoring focus and is evolving to focus more on enforcement so we need to bring in a stronger legal context.
- Cultural context is essential. Students are more successful and engaged where instructors understand and teach within the cultural context. Courses are not well received where instructors lack that.
- Personal development (leadership + networking) is just as important as professional development.

**Provide One-on-One Compliance / Communications training**

- Use a combination of classroom and field-based mentorship
- Review legislation, note-taking, evidence collection, communicating with resource users, importance of having professional presence/image/conduct
- Do extensive role playing to train students in how to deal with belligerent people
- They have the student approach land users. Instructors watch the interaction and provide feedback and advice. This really helps students improve.

**Factors to Consider:**

- There are multiple pressure on guardians to be researchers, environmental monitors, compliance/enforcement. Each role requires different kinds of training. You need clarification on the role of the guardian. We recommend you start general and then go specific as needed.
- You need policies in place to support guardians (safety policies and procedures, uniform policies and procedures, enforcement and legal policies and procedures), as well as investment in gear and supplies.

**Additional Points from Q&A:**

- Each community has its own funding for training. Some comes from the Great Bear Rainforest Agreement for each community,
- Eligibility requirements are a Grade 10 education, and they must be unemployed, or underemployed. They must reside within their community. The first round cohort is

employed as guardians. The second cohort is people they want to employ. Students have varying literacy levels, and are aged 20-50. There is great bonding in the group. A family is created and the learning is so much deeper than if it was a shorter program.

- The Watchmen work under, observe and report on compliance of sport fishing with the Fisheries Act. Each Nation also has their own laws they are monitoring against. As Nations move towards more enforcement, they'll be enforcing more federal and provincial laws plus their own indigenous laws.
- Nations have authority to monitor against indigenous laws but can't enforce those. E.g. If their laws say this fishery is closed, they will ask sport fishers to close their traps, but they have no legal authority to require it. If a guardian watchmen encounters illegal fishing (under the Fisheries Act), they inform DFO, and DFO has the legal authority to enforce that. That is shifting but currently mechanisms are not in place for watchmen to provide direct enforcement.

### Lessons for a Dehcho Guardians Program

These were the common lessons for the Dehcho provided by these presentations:

- First determine the role of monitors, then design the training program to meet those needs
- Start general, then develop more specific roles/training as opportunities arise
- None of the current guardians programs have enforcement authority – they monitor and report, and will evolve into more compliance/enforcement roles down the road
- Both training programs were done in partnership with universities. They are multi-year, government funded, accredited programs (or result in certificates), and broken into small modules (generally 2-weeks each).
- Training needs to be culturally appropriate, culturally-based and teach both western science and TK/Dene values to be most successful
- Mentoring, role-playing, and students supporting each other are important for success.
- Need to find ongoing sources of funding to pay guardians salaries – e.g. government funding, NGOs, income-generating projects, IBAs, land claims agreements, etc.
- Need to build operational policies, buy gear and other start-up work/costs to establish the program.

### Existing Dehcho Programs to Build On

Participants heard from three different presenters on existing programs in the Dehcho related to monitoring/guardians work. Presenters were then asked to speak to the following questions:

- How can these current programs and activities serve as the basis or a model for a regional Dehcho K'ehodi program?
- Given the different focus of individual programs, what is needed to integrate these into a consistent, cohesive regional program?

### Nahᓂa Dehe K'ehodi - Nahanni National Park Reserve IBA

#### Chuck Blythe, Nahᓂa Dehe Consensus Team

DFN is currently negotiating an IBA (Impact Benefit Agreement) with Parks Canada for Nahanni National Park Reserve. Article 10 of the IBA is on the establishment of a Dehcho On the Land Program (Nahᓂa Dehe K'ehodi). This program has been a critical part of the IBA since we started negotiations. We did a trip to see the Haida watchmen program and pursued that. We also looked at the Thaidene Nene model. We have agreed on what will go in the IBA. Now we're negotiating the amount of money to pay for everything.

The K'ehodi program is intended to protect the health of the land and Dene culture within the park. It will complement and parallel Parks Canada's programs, be guided by the Nah2a Dehe Consensus Team and administered by the Nah2a Dehe Dene Band.

DFN is asking for \$1,500,000/year for training, operations, staffing, and communications (not yet agreed to). Parks Canada will provide logistical support and in kind services in addition to funding. We are requesting they provide 10% on top of K'ehodi program costs for administration, so we can build linkages to other DFN programs - that is still under negotiation.

The Consensus Team will develop the Terms of Reference for the K'ehodi program and will report annually on activities undertaken, data collected, and people contacted. Parks Canada will institute the necessary policy changes to make the program work.

Parks Canada will provide a head office for K'ehodi in Nahanni Butte, and existing park facilities for use of this program, including cabins. Parks Canada committed to building a new building at Virginia Falls for Elders. Park staff and K'ehodi program staff will all be in that same building. They are still negotiating whether to add on something at Rabbit Kettle. Parks Canada will also rebuild any structures lost to natural disasters.

Parks Canada will fund an annual youth culture/wellness camp, and help us recruit future staff. Parks Canada funds training for park staff on functions related to the park, including this program. Parks Canada will allow K'ehodi people to join its training courses (e.g. interpretation, communication, chainsaw safety). This will help to build connections between Parks staff and guardians.

Both parties want to make sure the health of the land is maintained. If Parks Canada does anything that impacts the ecological integrity of the park, Parks Canada will compensate DFN for that damage. The IBA establishes a research fund. The Consensus Team will set research priorities and who will do what. Both sides will share their reports. We are looking to establish a research/learning centre where our people can participate and teach. We are also negotiating a scholarship fund.

## **Dehcho AAROM Program**

### **George Low, DFO**

Dehcho AAROM really supports the Dehcho K'ehodi program. It has been running for 10 years now. It can be really science related - we don't want to take away from on-the-land work. DFO works with all Dehcho communities except Fort Liard. They get extra funding from GNWT (CIMP, HSS, ENR Water Strategy, DoT), U of Waterloo, Federal Government (Northern Contaminants Program, Health Canada, Environment and Climate Change). There are 16 AAROM monitors, working in the summer.

AAROM is adaptable to become a component of Dehcho Guardian Program. It is community-based (we call them monitors). We have common concerns: water quality and quantity, fish stocks and fisheries, contaminants in fish, especially mercury, conflicts with anglers (Fort Providence, Kakisa, etc.). We are fully equipped – boats, skidoos, quads, water quality testing

equipment, fishing and sampling gear, etc. We send our monitors for 5-week environmental certification, MED 3, SVOPC. We also do on the job training.

We do our project planning in consultation with First Nations and put together a detailed research plan with partners to get funding. We use established protocols: DFO researchers, CABIN Stream Assessment, etc. DFO carries out the data management and analysis. LKFN has two monitors (Elder and Youth). 2015 was their 6<sup>th</sup> season. Monitors are in a boat 5 days a week. They have one form to fill out plus a photo log. They have cameras, GPS, hand held water quality meters, and surveys to pass out to anglers. They take wildlife observations, count birds, and identify cabin locations and unusual observations. They interact with boaters to show a presence on the water, track activity, hand out surveys for anglers to fill out and mail back – questions about catch levels, species caught, etc. They do tributary water quality monitoring.

Under ENR's water strategy monitoring agreement, monitors measure harmful hydrocarbons, and basic water parameters. Samples are sent to Taiga labs. ENR produces an annual report. The Liard and Mackenzie Rivers are coming back clean. This work establishes a good baseline of data against which future changes can be assessed.

How does AAROM fit into a Dehcho Guardians Program?

- We have trained monitors who can adapt to broader roles
- Monitors provide transportation and a source of TK
- Assisted communities by supplying lumber, building cabins
- Encourage indigenous fishing activities
- Support youth camps

### **Draft Nahendeh Kehotsendj Program**

#### **Peter Redvers and Henry Tambour, Kátl'odeeche First Nation**

The purpose of the program is to establish a structured system of traditional monitoring throughout key portions of the traditional territory, to ensure that KFN is more aware of what is taking place on the land, by whom, with what impact, such that it can then make decisions to restore and protect the integrity of the land. It will also provide the opportunity for KFN members to observe and experience the land on a regular basis, to rebuild the foundation of knowledge critical to effective land management decisions.

The goal is to establish a comprehensive land monitoring program, based on traditional observation and experience but utilizing contemporary technology and techniques as required, in order to develop a knowledge base that can be used to guide and influence land management decisions by KFN and, where applicable, other governments.

Key objectives include:

- Establish a seasonal monitoring plan for the KFN traditional territory, with emphasis on core cultural areas and wildlife species;
- Train and equip staff and resource personnel as required to implement the plan;
- Document monitoring information in an accessible and useable format.



This program is being established as a core, ongoing program. KFN has refocused existing funding and staff positions to do this work, with contracted harvesters providing assistance within their respective land use areas, and youth involvement as much as possible. The Lands and Resources Technician is the monitoring lead, providing support as needed. The Director of Lands oversees the program and provides support as needed. KFN will partner in monitoring activities with IRMA, AAROM, Devolution Funding, TIDES Canada, GNWT Lands, and Canadian Rangers personnel for efficiency.

The intent is to carry out structured, seasonal monitoring field trips (two monitors, one week/month), using a designed data collection form / Data Tracker. After each trip, the data will be downloaded, checked for accuracy and loaded into GIS for analysis and decision-making. More planning is needed yet to ensure effective system integration.

The program will be expanded as funding permits. Additional funding sources include IRMA, AAROM, Devolution Funding, TIDES Canada, GNWT Lands, and Canadian Rangers.

Equipment: GPS and SPOT devices, Go Pro and digital cameras, Data Tracker (Trailmark), Boats (canoes, lunds, explorer jet boat), skidoos / KFN vehicles, excel and ArcGIS software, satellite imagery, social media (using it to monitor illegal hunting).

Basic training will include first aid, small vessel operator, use of monitoring equipment (Trailmark, GPS, SPOT, etc.), GIS, and traditional protocols, traditional place names.

**Draft Monitoring Plan:**

<b>Season</b>	<b>Where</b>	<b>Monitoring Priorities</b>
Early Spring (Pre-break-up)	ThaohDehé(Yates River), EjieTúéDeeche(Buffalo River delta)	Monitoring for sports fishing (late March), muskrat populations, and migratory bird populations and harvesting (April)
Spring (Post-break-up)	Upper Kátí'odeh(above the falls) and Ejie Túé Deeche	Monitoring for beaver populations and harvesting, sport fishing (Ejie Túé Deeche), fish migration and populations, and migratory bird populations
Summer	Kát'odeeche and the Dene Túé (Great Slave Lake) shoreline, including Tthechíla (Point de Roche), Łue Ehdá (Fish Point), and Ejie Túé Dehe	Sports and domestic fishing and public land use
Fall	Upper Ejie Túé Dehe, Tahmie K'e Dehé (TourangeauRiver), Thaoh Dehé (Yates River), Tua Dehé (Whitesand River), and upper Kátí'odeh	Monitoring for moose sign and moose harvesting, migratory bird populations and harvesting, fish migration and populations
Winter	Gahghoh Túé (Swan Lake), base of Nagháh Zhie (Cameron Hills), and Ejie Túé Ndáde, including traditional trails:	Monitoring for moose and boreal caribou populations and harvesting, trapping activities, fur sign, and public land use

**What to Monitor**

<p><b>Large game (moose, boreal caribou, bear, bison)</b></p> <ul style="list-style-type: none"> <li>• Tracks and track locations / group sizes / direction of movement;</li> <li>• Bedding, denning, and/or feeding locations;</li> <li>• Gender/group structure (i.e. bull, cow/sow, calf/cub, etc.);</li> <li>• Prime habitat areas and changes to those areas (fire, flooding, slumping, etc.);</li> <li>• Kill sites (human or natural predator) / wastage;</li> <li>• Signs of disease or parasites;</li> <li>• Signs of invasive game species (boar/whitetail deer/elk)</li> </ul>	<p><b>General condition of the land</b></p> <ul style="list-style-type: none"> <li>• Undisturbed / lightly disturbed / heavily disturbed</li> <li>• Location and extent of disturbance</li> <li>• Nature of disturbance (fire, slumping, flooding, human disturbance – what type, industrial – what type, other)</li> <li>• Type of habitat disturbed (wetland, old growth forest, willow prairies, denning or nesting sites), etc.)</li> <li>• Clearing / cutting of bush, skidoo trails, ATV trails, garbage / waste, etc.</li> </ul>
<p><b>Small game and furbearers (rabbits, beaver, muskrat, marten, etc.)</b></p> <ul style="list-style-type: none"> <li>• Abundance of sign (i.e. general population size);</li> <li>• Prime habitat areas;</li> <li>• Health of species (fat, fur quality, parasites, etc.)</li> <li>• Trapline activity (location, trapper, # of traps)</li> </ul>	<p><b>Cabins/tent frames/camping sites</b></p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Age of dwelling</li> <li>• Condition of dwelling (poor / fair / good / abandoned)</li> <li>• Approximate size</li> <li>• Owner or user (or unknown)</li> </ul>
<p><b>Migratory birds (raptors, geese, swans, cranes, duck species):</b></p> <ul style="list-style-type: none"> <li>• Sightings (species, location, quantity);</li> <li>• Species activity (staging, flying, nesting);</li> <li>• Health of species (fat, parasites);</li> <li>• Invasive species (species, location, quantity);</li> </ul>	<p><b>Waterbodies</b></p> <ul style="list-style-type: none"> <li>• Name and location</li> <li>• Status (freezing / frozen / overflow / breaking up / flooding / open)</li> <li>• Unusually low or high (describe)</li> <li>• Unusually clear or silty (describe)</li> <li>• Water sample taken: yes (results) / no</li> </ul>
<p><b>Fish and fishery</b></p> <ul style="list-style-type: none"> <li>• Area/site of fish or fishery activity;</li> <li>• Fish species;</li> <li>• Type of activity (visible spawning, traditional fishing, sports fishing, unusual fish kill, etc.);</li> <li>• Person(s) involved;</li> <li>• Quantity of fish affected (estimated by species);</li> <li>• Health of fish (fat, consistency of flesh, lesions, parasites, etc.);</li> <li>• Where appropriate, actions taken</li> </ul>	<p><b>Human Observation / contact</b></p> <ul style="list-style-type: none"> <li>• Location of observation / contact</li> <li>• # people observed/contacted, names</li> <li>• Activity of people             <ul style="list-style-type: none"> <li>○ walking / canoeing / boating / skidooing / 4 wheeling</li> <li>○ recreation / fishing / hunting / trapping / camping</li> <li>○ alcohol/drug use detected (Y/N)</li> <li>○ Describe nature of contact (cordial/suspicious/confrontational)</li> <li>○ Action taken (describe)</li> </ul> </li> </ul>

## Building a Regional Dehcho K'ehodi Program from Existing Programs

### How can these current programs and activities serve as the basis or a model for a regional Dehcho K'ehodi program?

Key elements from each presentation or responses are summarized below to identify common areas and inform development of a regional program.

Program Element	Nahᑦa Dehe K'ehodi	AAROM	Nahendeh Kehotsendi
Purpose / Focus	Protect the health of the land and Dene culture within the park, research	Focus on water quality/quantity, fish stocks & health, be a presence on the water, interact with anglers	Ensure KFN is aware of land use activity and impacts to be able to protect and restore integrity of the land; have KFN members experience the land on a regular basis to rebuild their foundation of knowledge critical to make effective land use decisions
What is monitored?	To be identified through ToR and annual research plan	Water quality/ quantity, fish stocks & health (contaminants in fish), angling activity (catch levels, species), wildlife observations, bird counts, cabin locations	Large game, small game, migratory birds, fish and fisheries, general condition of the land, cabins/campsites, waterbodies, human observation/contact – priorities set by season and location
Data collection parameters/ methods	Not yet defined	Use standardized protocols (DFO, CABIN), data forms, camera log, angler surveys	Will design data collection forms – draft detailed parameters established, Data Tracker (Trailmark)
Data Platforms	Not yet defined	Not described in workshop	Trailmark, ArcGis, Excel, satellite imagery, social media
Equipment	Not yet defined	Boats, skidoos, quads, water quality testing equipment, fishing and sampling gear, cameras, GPS,	GPS, SPOT devices, Go Pro/digital camera, Data Tracker, boats, skidoos, vehicles,
Training	Guardians to attend PC staff training courses	5-week environmental certification, MED3, SVOPC, on-the-job training	First aid, small vessel operator, use of monitoring equipment, GIS, traditional protocols, traditional place names
Youth Recruitment	Annual youth culture/wellness camp	Monitors are paired – Elder and Youth	Will involve youth as much as possible
Funding	IBA with Parks Canada	DFO	KFN internal resources. Options for additional funding are: IRMA, AAROM, Devolution Funding, TIDES Canada, GNWT Lands, and Canadian Rangers.
Partners	Parks Canada	DFO	IRMA, AAROM, Devolution Funding, TIDES Canada, GNWT Lands, and Canadian Rangers.

### Given the different focus of individual programs, what is needed to integrate these into a consistent, cohesive regional program?

Presenters shared the following responses to this question:

- All the programs have a lot in common at the core structure - don't get caught up in the differences between programs (i.e. what is monitored) – they will need to be tailored to communities individual needs
- Work is needed to identify common data collection and capture systems, so the information can be integrated and used for effective decision-making. There doesn't seem to be common templates or platforms established yet.
- Need to build internal capacity to input, analyse and use the data for effective decision-making.
- Partnerships will be important to make efficient use of resources and build capacity.

## What is the Role of Indigenous Guardians in the Dehcho?

Three stations were set up to discuss potential roles for guardians:

Station 1: What is the role of guardians in monitoring?

Station 2: What is the role of guardians in compliance and enforcement?

Station 3: What is the role of guardians in youth mentorship, language and culture?

Participants chose their preferred station and shared their thoughts on that question first. Then they moved to their second preferred station and shared their perspective on that question. The results of each station are compiled below.

### Station 1 – Guardians' Role in Monitoring

<p><b>What to monitor:</b></p> <ul style="list-style-type: none"> <li>• Wildlife – moose, caribou, muskrat, species at risk, invasive species                             <ul style="list-style-type: none"> <li>○ Animal behaviour (e.g. wolves coming to town more often)</li> <li>○ Population size (culling populations)</li> </ul> </li> <li>• Fish, fish health (change to due climate change), spawning areas</li> <li>• Migratory birds, song birds, staging areas</li> <li>• Insects</li> <li>• Trees, medicinal plants, vegetation</li> <li>• People and their land use                             <ul style="list-style-type: none"> <li>○ Cabins/cabin building locations</li> <li>○ Waste, littering</li> <li>○ Road-side hunting</li> <li>○ Trapping / traditional land use</li> </ul> </li> <li>• Commercial / Industrial Land Use                             <ul style="list-style-type: none"> <li>○ Tourism</li> <li>○ Barges</li> <li>○ Existing infrastructure (culverts, pipelines, power lines, etc.)</li> <li>○ Commercial fishing</li> <li>○ Compliance with land use permits / authorizations</li> </ul> </li> </ul>	<p><b>Where to monitor:</b></p> <ul style="list-style-type: none"> <li>• Protected areas</li> <li>• Ancestral land, spiritual places, sacred places, important cultural areas</li> <li>• Outpost camps</li> <li>• Family areas (traditional)</li> <li>• Areas where land use is restricted (e.g. in Conservation Zones)</li> <li>• Areas of overuse (e.g. over fishing)</li> <li>• Industrial threats/development hotspots</li> <li>• Lakes, creeks, watersheds</li> <li>• Specific sites: Mackenzie River and its tributaries, Great Slave Lake (western portion), Beaver Lake, Mills Lake, Trout Lake</li> </ul>
	<p><b>When to monitor:</b></p> <ul style="list-style-type: none"> <li>• Creeks during spring run</li> <li>• All four seasons, not just spring</li> </ul>
	<p><b>Elements of a Monitoring Plan:</b></p> <ul style="list-style-type: none"> <li>• Need a policy for reporting so we know about land use</li> <li>• Need cultural protocols for visitors / land users to follow</li> <li>• Emergency planning</li> </ul>

<ul style="list-style-type: none"> <li>• Changes in the land itself, climate change             <ul style="list-style-type: none"> <li>◦ Permafrost temperature</li> </ul> </li> <li>• Hazards, safety issues, slumping, shoreline stability (landslides)</li> <li>• Water quality / quantity / annual water levels</li> <li>• Ice, break-up / freeze-up timing</li> <li>• Community-based priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Search and Rescue (maybe – disagreement on if it should be on the list)</li> <li>• Need to pick priorities and design a realistic monitoring program that can be done in a 5-day/wk job. They can't monitor everything on this list.</li> <li>• Look at who is already monitoring things on this list and partner with them.</li> </ul>
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## Station 2 – Guardians' Role in Compliance and Enforcement

<p><b>Role:</b></p> <ul style="list-style-type: none"> <li>• "Ears and Eyes"</li> <li>• Observe, record, report</li> <li>• Help develop our own laws based on Dene Laws and legends</li> <li>• Assist in gathering evidence</li> <li>• Investigation support</li> </ul>	<p><b>What is needed to advance this role?</b></p> <ul style="list-style-type: none"> <li>• Need to build relationships with enforcement agencies (needs to be done so there is equity in this partnership).</li> <li>• Compliance techniques training (rather than enforcement)             <ul style="list-style-type: none"> <li>◦ Whole community should have access to training</li> <li>◦ Develop incentives, programs and systems to include community as a whole</li> <li>◦ Training opportunities should be reflected in partnerships with enforcement agencies (this helps the agencies as well – more eyes and ears on the ground)</li> <li>◦ Could "shadow" / on-the-job/land training with an officer</li> </ul> </li> <li>• Communications, education and outreach are very important             <ul style="list-style-type: none"> <li>◦ Signage can help educate the public</li> <li>◦ Interpretation / education can be an important aspect of the program</li> <li>◦ Listening and respecting each other is needed</li> </ul> </li> <li>• Documentation will be very important – proper note-taking will need to be a part of training             <ul style="list-style-type: none"> <li>◦ Technology can assist with documentation</li> </ul> </li> <li>• Role / incorporation of traditional Dene Laws             <ul style="list-style-type: none"> <li>◦ Heritage Laws have been developed by other communities – perhaps we should consider doing this too</li> <li>◦ Traditional laws were enforced by shaming, banishment, isolation – How could that work in a modern context? Can modern day banishment or shaming work / have a role?</li> </ul> </li> <li>• Consider the seasons in the planning process (spring vs summer vs winter activities)</li> <li>• Knowledgeable (history), capable people will be needed for a successful program             <ul style="list-style-type: none"> <li>◦ What about volunteering?</li> <li>◦ Youth camps / schools are needed to educate youth about the program</li> </ul> </li> <li>• Uniform is important – creates presence and legitimacy and communicates to the public</li> </ul>
<p><b>Authority</b></p> <ul style="list-style-type: none"> <li>• Should have same capacity as wildlife officers – Peace Officers</li> <li>• Would need:             <ul style="list-style-type: none"> <li>◦ Background checks on our guardians</li> <li>◦ Wilderness 1st Aid</li> <li>◦ Rifles for harvesting + wildlife protection, not enforcement</li> </ul> </li> </ul>	
<p><b>Constraints</b></p> <ul style="list-style-type: none"> <li>• Legislation (MVRMA, Wildlife Act, Territorial Lands Act, etc.)</li> <li>• Guardians would need to know the legislation</li> <li>• What about Dene Laws? How would these be implemented</li> </ul>	

**Station 3 – Guardians’ Role with Respect to Youth Mentorship, Language and Culture**

<p><b>Youth-Centred Capacity Development</b></p> <ul style="list-style-type: none"> <li>• Youth involved in every program</li> <li>• One-on-one mentoring</li> <li>• Role models</li> </ul>	<p><b>Family Role</b></p> <ul style="list-style-type: none"> <li>• Opportunities for families to be involved</li> <li>• Building Nationhood – Family responsibility – who we are as a Dene people</li> </ul>
<p><b>Land-Based Educational Curriculum</b></p> <ul style="list-style-type: none"> <li>• Curriculum for youth on the land</li> <li>• Longer time on the land – 2/3 weeks</li> <li>• Jr guardian incorporated in school curriculum</li> <li>• On the land and language immersion education</li> <li>• Prepare youth before going on the land – firearm safety, chainsaw safety, survivor skills, etc.</li> </ul>	<p><b>Things to Teach</b></p> <ul style="list-style-type: none"> <li>• Teach the Dene laws and practice them</li> <li>• Teach and learn to make traditional crafts, boats, snowshoes, etc.</li> <li>• Teach Dene history, teachings, stories, legends, skills</li> </ul> <p><b>Other Program Components</b></p> <ul style="list-style-type: none"> <li>• Tools and equipment needed</li> <li>• Healing workshops</li> <li>• Mental health support</li> <li>• Report and evaluate</li> </ul>

Following presentation of thoughts from each of the three stations, there were a few minutes for questions and comments. Peter Redvers emphasized the final message from Station 1 – Guardians can’t do it all. We need to start small and build the program. He also emphasized that youth need support – you can’t just make them guardians. On-the-land programs provide that initiation; they build comfort and confidence with being out on the land. It provides a necessary first step to train youth to become guardians. Those that do well in the youth camps and on-the-land programs can be recruited and given formal training to be guardians.

**Current Compliance and Enforcement Programs**

Dehcho First Nations invited those with current compliance and enforcement responsibilities to participate in a panel discussion on how we could build Guardians’ capacity and authority for this aspect of the role. The invited panel members were:

- Jonathan Tsetso, Parks Canada
- Jarret Hardisty, Lands
- George Low, Dehcho-AAROM
- Carl Lafferty, ENR (unable to attend)

Panel members were asked to provide a brief introduction about their organization’s compliance and enforcement role. Then panel members were asked to speak to the following questions:

1. Who is currently providing enforcement functions and how can we partner with them?
2. How could a Dehcho Guardian work collaboratively with enforcement officers’ objectives?
3. What capacity building or training would be needed?
4. What reporting processes could be developed?

The key messages from discussions are summarized. In addition, Dean Holman asked how PC, DFO and Lands collaborate on monitoring within the park, and how communities can get involved. Parks Canada works with DFN and Nahanni Butte Dene Band through the Nah2a Dehe Consensus Team and does joint inspections with the communities on these projects.

	<b>Jonathon Tsetso – Parks Canada</b>	<b>Jarrett Hardisty – GNWT, Lands</b>	<b>George Low – DFO</b>
<b>1. Enforcement Role</b>	<ul style="list-style-type: none"> <li>• Superintendent of NNPR</li> <li>• Enforcement branch is separate from Resource Management Branch</li> <li>• Resource mgmt. fulfills “observe, record, report” role</li> </ul>	<ul style="list-style-type: none"> <li>• Mgr of Resource Mgmt, Dept of Lands</li> <li>• Compliance enforcement for territorial leases and MVRMA permits/licences</li> </ul>	<ul style="list-style-type: none"> <li>• George doesn’t do enforcement</li> <li>• DFO monitors the commercial fishery and domestic/food fishery.</li> <li>• Sport fishery is DFO/ENR. Both lack resources to monitor well.</li> </ul>
<b>2. Opportunity for Collaboration</b>	Guardians could “observe, record, report”	Guardians could “observe, record, report”	1) Guardians could “observe, record, report” 2) Guardians could accompany DFO officer and be mentored
<b>3. Training &amp; Capacity Building</b>	Depends on what you’re monitoring. <ul style="list-style-type: none"> <li>• Each licence tells you what the operator can/cannot do. Mitigation plans say what should be done. You monitor for deviations from those docs. E.g. road closures for caribou.</li> <li>• Understand role of developer vs contractor.</li> <li>• Understand the legislation being enforced</li> <li>• Each role has different authorities – unlikely guardians would have Peace Officer-level authority</li> <li>• On-the-job training will be important to build judgement</li> <li>• On-the-land training</li> <li>• Guardians could attend PC training – costs \$ - write a letter and ask</li> </ul>	Depends on what you are monitoring. E.g. to monitor O&G activities: <ul style="list-style-type: none"> <li>• H2S, WHIMIS,</li> <li>• standard oil and gas training,</li> <li>• legal sampling (proper sampling, chain of evidence)</li> <li>• investigation techniques to properly document and photograph infractions to be used in court if needed</li> <li>• On-the-job training will be important to build capacity and confidence</li> <li>• Most training is taken online, may limit opportunities to “join” existing training</li> </ul>	DFO happy to do a presentation for guardians on this <ul style="list-style-type: none"> <li>• Mentoring and role-playing are needed – Learning to leave bias aside</li> <li>• Formal training needed to take on officer-like responsibilities (carry side arms)</li> <li>• On-the-job training will be important but so is formal training</li> </ul>
<b>4. Reporting</b>	<ul style="list-style-type: none"> <li>• Have a notepad, GPS, camera and know how to properly record</li> </ul>	Permit or licence identify all the things you should inspect for. You need to remember to pass along your documentation so someone can do something about the issue.	Observations are reported back to the local band office or ENR. Once there are enough complaints, DFO is informed. There are direct phone lines now.
<b>5. Other</b>	Consider personal suitability for guardians: Reliable, consistent, competent, diligent; ability to observe, record, report; pride in position and uniform		Also mentioned personal suitability as a consideration for the role

## Training Programs for Dehcho Guardians

Workshop participants broke into three small groups to discuss training needs. All three groups answered the same four questions, and then reported back to the larger group. The questions and responses are summarized below.

### 1. What are the competencies/skills/experience needed for Dehcho members to become effective guardians?

<p><b>Personal Characteristics</b></p> <ul style="list-style-type: none"> <li>• Reliable / good judgement</li> <li>• Enthusiastic</li> <li>• Adaptable</li> <li>• Leadership Skills</li> <li>• Self awareness and personal identification</li> <li>• Organized</li> <li>• Pride in Work</li> <li>• Commitment</li> <li>• Professionalism</li> <li>• Dedication</li> <li>• Ability to teach others</li> </ul>	<p><b>Technical Training/Certifications</b></p> <ul style="list-style-type: none"> <li>• Environmental monitoring</li> <li>• Geography</li> <li>• Map Reading</li> <li>• Wilderness First Aid / Rescue</li> <li>• Emergency Response</li> <li>• Communication Skills</li> <li>• Technical writing</li> <li>• Note-taking</li> <li>• How to approach people</li> <li>• Verbal Judo</li> <li>• Conflict management</li> <li>• Hazard identification</li> <li>• Small engine repair / mechanics</li> <li>• White water safety training (BC course)</li> <li>• Boat training – MED3, SVOEC (Aurora College)</li> <li>• Firearms Certification</li> <li>• Transportation of Dangerous Goods Certification</li> <li>• Radio Operators / Satellite phones / SPOT / In Reach / GPS</li> <li>• ATV Training</li> <li>• Chainsaw safety</li> </ul>
<p><b>On the Land Knowledge/Experience</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the land / land user</li> <li>• Experienced in travelling on the land (All seasons)</li> <li>• Survival / Hunting skills / Traditional First Aid</li> <li>• Language</li> <li>• Dene place names, cultural sites and special places</li> <li>• Cultural protocols</li> </ul>	

### 2. What combination of professional training and traditional knowledge / mentorship are needed to build that competency?

- Balanced learning – built through a combination of academic / on the land training
- Need good on the land skills and experience, formal certifications, and on-the-job training

### 3. What training programs (professional certification/on-the-land programs/mentorship) currently exist for Dehcho members?

<p>Cadet program provides an early start</p>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• Estimate 2-4 people in each community already have environmental monitors training</li> <li>• Need to select guardians,</li> </ul>
<p>6-week Environmental Program (BEAHR)</p>	
<p>Environmental Monitoring Course - Aurora College (5 weeks – includes many of the certifications listed in Q1, note-taking)</p>	
<p>AAROM Training:</p> <ul style="list-style-type: none"> <li>• Boat Vessel Operator</li> </ul>	



<ul style="list-style-type: none"> <li>• Rescue</li> <li>• Safety First Aid (Rangers)</li> <li>• Firearm Safety</li> <li>• Chainsaw</li> </ul>	<p>then find the funding for those without training to attend (or have their costs covered by partners)</p> <ul style="list-style-type: none"> <li>• Tailor other training to address specific needs as the Guardians program evolves – contact academic institutions for help with this</li> </ul>
ASSET Training	
ENR, DFO, Lands, Parks, ITI – All Government	
Rangers program	
Firefighting Training	
Safety Training (Peace River or can be run in communities – Firearms, ATV, WHMIS, Chainsaw, First Aid)	
Tourism/Guide Training (“Northern Most Host”) – Fort Smith, Run by Aboriginal Tourism BC	

#### 4. What needs to be built?

<ul style="list-style-type: none"> <li>• Mapping / GPS / Navigation</li> <li>• Emergency Response</li> <li>• Data Tracker (technology)</li> <li>• Trail cameras</li> <li>• Language</li> <li>• Dene place names, cultural sites and special places</li> <li>• Cultural protocols</li> <li>• Food Preparation</li> <li>• Basic survival (especially for young people)</li> <li>• Traditional First Aid</li> </ul>	<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>• Enforcement is needed – training gap exists between monitoring and enforcement</li> <li>• Baseline training – Build the basic program with traditional knowledge holders and monitoring specialists with First Nations way of knowing/being as the foundation</li> <li>• Own the training with partnerships (train the trainer)</li> </ul>
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## Actions and Next Steps

Participants again broke into small groups to brainstorm next steps. The results are summarized by theme and ordered in a logical sequence.

- 1) How does Dehcho K'ehodi fit with other relevant initiatives / programs?
  - Explore connections with the Dehcho Process
  - Get familiar with what is out there e.g. Land Use Plan
  - Protected areas / Conservation Planning
  
- 2) Define Goals and Objectives for Dehcho K'ehodi Program (Why do you want / need the program? What decisions do you want the monitoring program to help you make? What are the questions to be answered?)
  - A primary objective seems to be: Get more youth and families on the land
  
- 3) Set monitoring priorities for Regional K'ehodi program to meet goals and objectives
  - Start small – address communities' needs
  - Focus on communities that don't have programs
  
- 4) Complete Community Inventory - What's already happening in existing community and program-based monitoring (e.g. AAROM, KFN's program, NNPR, ENR, Lands, etc.)
  
- 5) Design the Program
  - Build the overall structure while maintaining local monitoring priorities
  - Do a gap analysis
    - Where do we want to get to? (objectives and monitoring priorities – Items 2 and 3)
    - Where are we now? (existing monitoring programs from inventory (Item 4))
    - What's missing? (New monitoring projects that need to be established, linkages between all the monitoring initiatives to tie them together)
  - Data collection parameters, storage and integration
  
- 6) Find Funding / Build Partnerships
  - Research partnerships
  - Find sources of funding
  - New project out of University of Saskatchewan
  - Partnerships with other regions
  - Look into contribution agreements for resources in community by partners
  - Mental health and wellness funding projects that incorporate our mission
  
- 7) Identify Training Needs and Develop Training Programs
  - Training Guidelines (safety)
  - More training for new and existing monitors, harvesters, youth
  - BEAHR training accessibility for community members
  - Identification of resources for Dene Laws
    - Literature, knowledge holders
    - Who is practicing on the land
    - Infrastructure availability and access

#### 8) Guardian Recruitment

- Identification of future monitors (from community inventory)
- Get youth involved
- Youth training at on the land camps already happening

#### 9) Program Start-up

- Work plan (community work), budget and priorities
- Office space, storage, people, funding
- Dedication / commitment from community resource officers to get involved
- Uniform – Logo, type, tools, PPE

Dahti wants to get a pilot program going by next summer and will begin work on this. Dean suggested she identify opportunities for workshop participants to advocate for this program in her work plan, such as leadership meetings, LKFN's Spring Gathering. There are also opportunities to link into related workshops, such as for the DCRMA.

### **Communicating on Dehcho K'ehodi**

Dahti asked for input and assistance to broadly communicate the results of this workshop to the region. Suggestions were to:

- Talk to High Schools
- Distribute the report broadly
- Capitalize on all the media attention on this topic
- Print posters to hang in the communities
- DFO will run community meetings on AAROM and will ask communities for their specific priorities. They are planning an annual meeting for late February
- Complete the logo and start using it
- Include an Executive Summary in this report for participants to read and understand the key results.

## APPENDIX A: WORKSHOP AGENDA

### DEHCHO K'EHODI REGIONAL GATHERING

December 7-8, 2016  
Fort Simpson, NT, Recreation Center

#### DAY 1: 2016 Dehcho K'ehodi Activities & Relevant Initiatives

##### Objectives for Day 1:

- Identify the purpose and objectives of the workshop
- Develop a common understanding of the Dehcho K'ehodi Program and its objectives
- Report on 2016 program activities
- Learn about relevant territorial and national initiatives and discuss how they can contribute to or inform the Dehcho K'ehodi program

**9:00 am**      **Opening Prayer (Elder)**  
**Welcoming Remarks, Grand Chief Herb Norwegian**  
**Workshop Purpose, Introductions (Heidi)**

**9:20 am**      **Dehcho K'ehodi Program Overview and Background, Dahti Tsetso**

- What is Dehcho K'ehodi (overview, purpose, vision, principles)
- Review Outcomes from March 2016 Dehcho-K'ehodi & Dehcho-AAROM Regional Meeting
- The Interim Dehcho K'ehodi Committee
- Dehcho K'ehodi Communications To-Date (Funders Trip, Media Coverage, Conferences)

Dehcho K'ehodi & links to the Dehcho Process, Interim Chief Negotiator & Grand Chief Herb Norwegian

##### **2016 Dehcho K'ehodi Program Activities and Updates**

9:45 am      Dehcho K'ehodi Community Inventory Research Project, Dahti Tsetso, Andrew Spring (for Alex Latta), Robin McLeod

10:10 am      Tracking Changes River Project, Dahti Tsetso & Elliot Betsaka

**10:30 am**      **Break**

10:45 am JMR-Ekali Lake Camp, Dahti Tsetso (for Margaret Ireland) & William Alger

11:10 am Kakisa Lake Camp, Melanie Simba & William Alger

11:35 am Kakisa's Community Waste Management Project, Andrew Spring

**12:00 pm Lunch (Provided)**

**Territorial Initiatives that can contribute to Dehcho K'ehodi**

1:00 pm Update on Protected Areas Strategy: Priorities for Conservation Network Planning, Tonya Makletzoff

Discussion: Dehcho K'ehodi and PAS Moving Forward – What are the opportunities for collaboration?

1:50 pm Dechinta's Rivers of Reconciliation Project & Boreal Guardian Program, Mande McDonald

Discussion: Collaboration with Dehcho Region/Dehcho K'ehodi

**2:40 pm Break**

**Guardian Programs Across Canada**

3:00 pm Social Return on Investment Research Outcomes, the Indigenous Guardians National Conference, and the National Ask, Dahti Tsetso

3:25 pm Innu Nation Guardian Program, Jonathan Feldgajer

3:50 pm Teleconference Presentation: Coastal Stewardship Network Training Programs, Elohdie Button

4:15 pm Discussion: What can we learn from these other programs? Can these serve as a model for a Dehcho program?

**4:30 pm Day 1 Wrap-up and Instructions for tomorrow, Closing Prayer**

## DAY 2: Dehcho K'ehodi Moving Forward – Expanding into a 'Guardian Program'

### Day 2 Objective:

- Designing the Dehcho Guardians program

### 9:00 am Opening Prayer

Recap of Day 1 & Overview of Day 2 objective and activities

### 9:10 am Panel: Existing Dehcho Programs/Initiatives to Build From

Presentations on current Dehcho programs that can serve as the basis for building a regional guardians program (15-20 min each)

- Nahanni National Park Reserve Parks Chapter & the IBA, Chuck Blyth
- Dehcho-AAROM: Opportunities for collaboration, George Low
- Katlodeeche Stewardship Plans, Peter Redvers

#### **Panel Discussion:**

- How can these current programs and activities serve as the basis or a model for a regional Dehcho K'ehodi program?
- Given the different focus of individual programs, what is needed to integrate these into a consistent, cohesive regional program?

### 10:30 am Break

### 10:45 am Small Groups: What is the role of Indigenous Guardians in the Dehcho? (World Café)

- Table 1: Define guardians' role in monitoring (what is being monitored and where)
- Table 2: Define guardians' role in enforcement
- Table 3: Define guardians' role with respect to youth mentorship, language and culture (Dehcho K'ehodi identified principles)

### 12:00 pm Lunch

**1:00 pm      Panel: Current Compliance & Enforcement Support Programs**

Who is currently providing enforcement functions and how can we partner with them? (15-20 min each)

- Jonathan Tsetso, Parks Canada
- Carl Lafferty, ENR
- Jarret Hardisty, Lands
- George Low, Dehcho-AAROM

**Panel Discussion:**

- How could a Dehcho Guardian work collaboratively with enforcement officers' objectives?
- What capacity building or training would be needed?
- What reporting processes could be developed?

**2:30 pm      Break**

**2:45 pm      Training Programs for Dehcho Guardians (Small Group Discussions)**

- What are the competencies/skills/experience needed for Dehcho members to become effective guardians?
- What combination of professional training and traditional knowledge / mentorship are needed to build that competency?
- What training programs (professional certification/on-the-land programs/mentorship) currently exist for Dehcho members?
- What needs to be built?

**3:45 pm      Actions and Next Steps (Small Group Discussions)**

**4:45 pm      Dehcho K'ehodi Stewardship Program Communication**

How can we publicize the program to the region more effectively?  
(Group Discussion)

**5:00 pm      Closing Comments  
Closing Prayer**

APPENDIX B: PARTICIPANT LIST

December 7-8, 2016  
Fort Simpson, NT, Recreation Center

Name	Community	Delegate Code	WED	THURS
Mandee McDonald Dechinta	Yellowknife NT		✓	
Maudie Wages	Wrigley		✓	✓
Johnna Hauwiska	Umbukto N.W.O		✓	
Ray Ann Bertrand	Nahanni Butte, NT		✓	
Christie Weman	Yellowknife		✓	-
John McLeod	FD			
Freddie Lanno	Wrigley NT		-	
Agnes Hardisty	JMR			✓
Dean Hobson	Liidliikue		✓	✓
Joseph Boudreau	NTGN		✓	
Stanley Saupay	JMR		✓	✓
Tanya Makhtzoff	Yellowknife		✓	✓
Rocky Elleze	Pt Fron		✓	✓
Acasb Norwaga	DFN		✓	✓
Dolphus Tumbo	Sambaake		✓	✓
Arthur Jumbo	Sambaake		✓	✓
William Alger 3rd	Liidliikue		✓	
WILBERT ANTOINE	ELDER		✓	
Jonathan Antoine	liidliikue		✓	
Arthur Lafferty	'		✓	
Eileen Isaiak	Fort Simpson		✓	



DEHCHO K'EHODI REGIONAL GATHERING  
 December 7-8, 2016  
 Fort Simpson, NT, Recreation Center

Name	Community	Delegate Code	WED	THURS
Joe Lacorne	FT-PROV		✓	✓
GEORGE LOW	HAY RIVER		✓	
Jon Feldgier	INNU NATION		✓	
Ricky Goropn	Ft Providence		✓	✓
<del>Yukon Klondike</del>	Wrightley H.		✓	✓
Terry Simba	Kakiss		✓	✓
Melaine Simba	Kakiss		✓	✓
Rayn McLeod	Ft Prov		✓	✓
Sasha Cuyen	WPFN	L	✓	✓
Levi Caron	WPFN	Y	✓	✓
Ashley Okrainec	Fort Simpson		✓	✓
RYAN CONNOR	WILSON LAURICE UNIVERSITY		✓	✓
Peter Redvers	KFN		✓	
Henry Tambur	KFN		✓	✓
Jeffrey Fuhun	KFN		✓	
ROBERT hamalice	KFN		✓	✓
Corey Jumbo	Sambaa K'e		✓	✓
Jade Bassetrouge	Fort Providence		✓	✓
Daniel Peterson	FT SIMPSON		✓	✓
Marie Jeffrey	Ft. Snarym - Niat's		✓	✓
Julius McLeod	FT PROV			

Delegate Code: RM = Resource Manager, MROM, L = Leader, Y = Youth, E = Elder

