Indigenous Guardians Toolkit

This toolkit supports Indigenous communities across Canada to learn, share and connect about Indigenous Guardian programs. Be inspired by other communities, find practical information, and share your experiences.

indigenousguardianstoolkit.ca

TNC Canada

August 1, 2016

Table Of Contents

TNC Canada

About the Toolkit

History of the Toolkit

The idea of creating an online Indigenous Guardians Toolkit was inspired by many discussions and meetings with Indigenous communities, leaders, and Guardian program practitioners. In these conversations, communities reported finding themselves starting programs from scratch or working in isolation only to learn that others had already done similar work and had experiences, resources, and lessons to share. In response, the solution of an online toolkit emerged—a central repository and resource for sharing and connecting around knowledge and experiences related to Indigenous Guardian programs.

The direction to create a toolkit was further reinforced at a meeting of Indigenous stewardship leaders from across Canada convened in Squamish, BC, in 2014 by TNC Canada, Tides Canada and the Indigenous Leadership Initiative. Participants at the meeting provided ideas and guidance about how to collectively strengthen on-the-ground stewardship efforts and prioritized activities they saw as critical to advancing and broadening support for on-the-ground Indigenous stewardship (including Indigenous Guardians). Based on the direction provided by this group and other partners, TNC Canada embarked on facilitating development of the Indigenous Guardians Toolkit.

Chapters in the Indigenous Guardians Toolkit

Getting Started

1 Get to Know the Toolkit
2 Learn About Indigenous Guardian Programs
3 Start an Indigenous Guardian Program

Ready to Plan

4 Create a Vision, Plan and Prioritize
5 Set up a Governance Structure
6 Fund an Indigenous Guardian program

Operating a Program

7 Hire and Manage Staff
8 Run a Safe Operation
9 Develop Training and Build Capacity

Guardians at Work

10 Monitor and Collect Data
11 Conduct Research
12 Establish Presence and Authority

Building Relationships

13 Engage the Community
14 Involve Youth
15 Establish Relationships with Resource Agencies
16 Create a Network or Alliance

Contributors to the Toolkit

The Toolkit was developed by TNC Canada in collaboration with Indigenous partners and practitioners, including an Advisory Group rich with experience in building and supporting Indigenous Guardian programs across Canada. *Special thanks to the Indigenous Guardians Toolkit Advisory Group who provided their insights and expertise to inform the content of the Toolkit as well as useful review and edits of draft versions:*

> Kate Cave - Centre for Indigenous Environmental Resources (CIER)
>
> Steve Ellis - Tides Canada
>
> Devlin Fernandes - Ecotrust Canada
>
> Scott Harris - Ha-ma-yas Stewardship Society
>
> Jana Kotaska - Coastal Stewardship Network
>
> Georgia Lloyd-Smith - West Coast Environmental Law
>
> Bruce Maclean - Mikisew Cree First Nation
>
> Tara Marsden - Gitanyow Hereditary Chiefs
>
> Shaunna Morgan-Siegers - Indigenous Leadership Initiative (ILI)
>
> Anna Schmidt - Taku River Tlingit
>
> Dahti Tsetso - Dehcho First Nations

The content of the Toolkit also drew from over two dozen interviews summarized in the report, “On-the-Ground Indigenous Stewardship Programs Across Canada: An Inventory Project” as well as from many individuals who shared their experiences and insights about Indigenous Guardians generously and candidly with the project team.

The Indigenous Guardians Toolkit is a project of TNC Canada. The TNC Canada project team who compiled information, drafted and authored the Toolkit include Claire Hutton, Amanda Karst, Karen Peachey, and Sandra Thomson.

About TNC Canada

TNC Canada is a Canadian charitable conservation organization that supports the authority of Indigenous peoples to steward and manage their lands and waters. One of TNC Canada’s priorities is to work in partnership with Indigenous communities to support and strengthen on-the-ground stewardship capacity such as Indigenous Guardians programs. TNC Canada is the Canadian affiliate of the world’s largest conservation organization, The Nature Conservancy, and is advancing a global effort to conserve the lands and waters on which all life depends.

Chapter 1

Get to Know the Toolkit

Are you involved with an Indigenous Guardian program in Canada? Or do you want to start a new program and are looking for tools to help you get started? Or do you just want to learn more about Indigenous Guardians and their ongoing work to steward their lands and waters?

You've come to the right place!

The Indigenous Guardians Toolkit is a place to:

Learn

Learn about and get inspired by examples from other Indigenous Guardian programs in Canada. It is a place to access practical information and tested tools related to building an Indigenous Guardian program.

Share

Contribute to the Toolkit by sharing your experiences, so that others can benefit from the approaches, methods, tested tools, and resources that your community has developed.

Connect

Forge connections and engage with other people who are working to steward their lands and waters.

The Toolkit was sparked by Indigenous Guardians who were looking for easy-to-access information about building and implementing Guardian programs and wanted to learn from the experience of others. Recognizing that every Indigenous Guardian program is unique, the information you will find throughout the Toolkit is intended to be used, modified, copied, printed, downloaded, shared and added to.

The term "Indigenous Guardian" is a catchall phrase we use in the Toolkit. This term does not resonate with everyone. Indigenous communities across Canada have different names for the people who are the "eyes and ears" of their lands and waters (e.g. guardians, watchers, watchmen, monitors, rangers, observers, etc.). Whatever the name, and however the work is organized and delivered, the Toolkit is designed to support the "doing" of this type of hands-on Indigenous stewardship work.

Acknowledgements

Indigenous peoples have been stewarding their lands and waters since time immemorial. We would like to acknowledge and thank all those who continue to fulfill this role of caring for their territories. The Indigenous Guardians Toolkit is intended to support Indigenous communities as they continue to practice these long-held responsibilities in each unique context.

The Indigenous Guardians Toolkit is the result of a collective effort and hard work by many people across the country. We would like to acknowledge and thank all the people who helped to inspire, draft, review, refine, gather and share information to create the Toolkit.

Special thanks are due to the Indigenous Guardians Toolkit Advisory Group who are rich with experience building and supporting Indigenous Guardian programs across Canada:

- Kate Cave (CIER - Centre for Indigenous Environmental Resources)
- Steve Ellis (Tides Canada), Devlin Fernandes (Ecotrust Canada)
- Scott Harris (Ha-ma-yas Stewardship Society)
- Jana Kotaska (Coastal Stewardship Network)
- Georgia Lloyd-Smith (West Coast Environmental Law)
- Bruce Maclean (Mikisew Cree First Nation)
- Tara Marsden (Gitanyow Hereditary Chiefs)
- Shaunna Morgan-Siegers (ILI – Indigenous Leadership Initiative),
- Anna Schmidt (Taku River Tlingit)
- Dahti Tsetso (Dehcho First Nations)

The Toolkit also drew on more than 20 interviews summarized in the report, “On-the-Ground Indigenous Stewardship Programs Across Canada: An Inventory Project.” Thank you to all the communities who participated in this inventory and shared their experiences and insights generously and candidly. The Inventory Project and the Toolkit both came about as a result of direction provided by Indigenous stewardship leaders that convened in 2014 to identify themes and priorities to better support on-the-ground Indigenous stewardship efforts across Canada. Thank you to all those who participated in that workshop for the early guidance you provided.

The Toolkit would also not be possible without the wisdom and insights shared in countless conversations with on-the-ground practitioners and experts who are committed to building, strengthening, and supporting the work of Indigenous Guardians. We would like to offer our thanks to Conrad Browne, Elodie Button, Bob Christensen, Sheila Cooper, Valerie Courtois, Ken Cripps, Steve DeRoy, Lara Hoshizaki, Kevin Koch, Colin Lachance, Doug Neasloss , Michael Reid, Chris Roberts, Barney Smith, Ernie Tallio, Leslie Walkus, and all the participants who attended break-out sessions on the Toolkit at the 2016 National Indigenous Guardians Gathering.

The Toolkit is a project of TNC Canada. The TNC Canada project team included Amanda Karst, Claire Hutton, Karen Peachey and Sandra Thomson.

Why a toolkit?

This Toolkit is a direct response to priorities expressed by Indigenous communities and organizations across Canada. At various gatherings and workshops, we heard that communities are looking for opportunities to learn, share and connect with those who are working to steward their lands and waters through on-the-ground Indigenous Guardian programs. See About the Toolkit for more details.

The Toolkit highlights knowledge and experience gained by Indigenous Guardian programs already underway in Canada. By putting lessons learned and resources in one easy-to-access place, the Toolkit can help communities start a new program, or expand and strengthen existing Indigenous Guardian programs.

We also hope that the Toolkit will help:

- Build greater awareness of the scale and impact of Indigenous Guardian activities.
- Facilitate networking between programs.
- Provide a way for individual programs to share key information and resources with others.

The content of the Toolkit reflects information about Indigenous Guardian programs gathered from the Toolkit Advisory Group's knowledge and experience; interviews conducted with Indigenous stewardship organizations across Canada; and insights shared by many on-the-ground practitioners at various meetings, gatherings and forums.

Who is the Toolkit for?

The Toolkit is designed to be used by anyone who is developing, managing, or implementing an Indigenous Guardian program or supporting guardian activities.

Whether you are a community leader looking to get started, a program manager looking for new ways to fund core activities, or an Indigenous Guardian looking for information about what other communities are doing, you have come to the right place. This toolkit provides various materials and information to support you in that work. The goal is to help you think through the full range of considerations so you can build or strengthen your Indigenous Guardian program.

We hope that you can find what you're looking for, and if not – let us know!

The Toolkit also aims to be a valuable resource for other stewardship practitioners, support organizations, funders and partners who are working collaboratively with Indigenous communities to build "on-the-ground" stewardship capacity through Indigenous Guardian programs.

How is the Toolkit organized?

The Toolkit is organized into 15 sections. Each section addresses a core topic that many Indigenous Guardian programs focus on:

Getting Started

1. Get to Know the Toolkit
2. Learn About Indigenous Guardian Programs
3. Start an Indigenous Guardian Program

Ready to Plan

4. Create a Vision, Plan and Prioritize
5. Set up a Governance Structure
6. Fund an Indigenous Guardian program

Operating a Program

7. Hire and Manage Staff
8. Run a Safe Operation
9. Develop Training and Build Capacity

Guardians at Work

10. Monitor and Collect Data
11. Conduct Research
12. Establish Presence and Authority

Building Relationships

13. Engage the Community
14. Involve Youth
15. Establish Relationships with Resource Agencies
16. Create a Network or Alliance

Throughout the Toolkit, you will find:

Tips that provides insights and ideas from practitioners building and running Indigenous Guardian programs.

Templates that you can download and modify for your own use running your program

Infosheets that provide more detailed information on a topic that might be of interest to you.

Community Resources including policies, plans, vision statements, guidelines, manuals, job descriptions, operations manuals, funding proposals, monitoring frameworks, etc., shared by Indigenous Guardian programs across Canada. Add your own resources to these!

Worksheets with key questions designed to prompt your thinking, kick-start your planning, or facilitate a discussion. In some sections, you will find topic-specific worksheets to help you work through the details. Download these worksheets, fill them out, bring them to meetings—whatever is most useful to you.

Stories of Indigenous Guardian programs in action. These stories provide a snapshot of what is happening in different communities. Be inspired and share your stories too!

Links to websites or online resources of interest.

All of the information and resources found in the Toolkit can be used as is or adapted to suit your needs. You can also download sections or the entire Toolkit.

Add to the Toolkit!

The Toolkit is a living repository of resources, stories and experiences—a place for Indigenous communities and organizations to share what has and hasn't worked in building or implementing Indigenous Guardian programs. The Toolkit will evolve and grow over time as more and more communities build Indigenous Guardian programs and share their experiences.

The Toolkit only captures a fraction of the experience and activities currently happening across Canada. The Toolkit will continue to expand as new content, tips, stories, resources and links are added by communities.

Be part of the Toolkit and contribute to this collective effort of supporting and strengthening Indigenous Guardian programs by:

- Sharing your stories, experiences, or resources related to your existing or emerging Indigenous Guardian program.
- Building a profile on the Indigenous Guardians map.
- Suggesting other useful resources that you think Indigenous Guardian programs can benefit from that could be part of the Toolkit.

If something is missing, let us know.

Chapter 2

Learn About Indigenous Guardian Programs

Explore this section to learn:

1. What Indigenous guardians do.
2. The benefits of Indigenous Guardian programs.
3. About some established Indigenous Guardian programs.
4. How Indigenous guardians are connecting across Canada.

Indigenous Guardians monitor, manage, and steward their lands and waters. Indigenous Guardians are "boots-on-the-ground" and act as the "eyes and ears" of the territory.

Indigenous communities across Canada have different names for this important role, including guardians, watchers, watchmen, monitors, rangers, observers, etc. There are of course even more words in Indigenous languages for this role and these kinds of programs; each name reflecting unique local cultures, approaches and activities. Whatever the name, and however the work is organized and delivered, the Toolkit is designed to support the "doing" of this type of hands-on stewardship work.

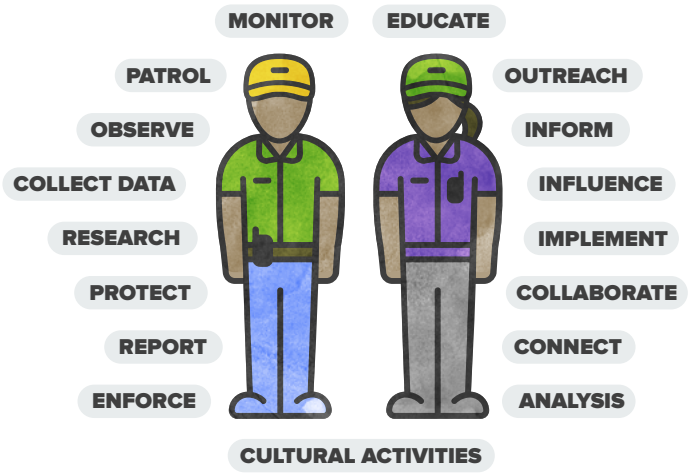
> I feel pride in the Ahousaht stewardship guardians knowing we are once again, as our ancestors did, taking care of the land and waters. Knowing that by doing so, it is an expression of our laws. For generations to come the lands and waters will continue to care for us.
>
> A-in-chut, **Shawn Atleo**, Ahousaht First Nation

The term "Indigenous Guardian programs" is a catchall phrase we use in the Toolkit. It may not resonate with everyone, but regardless, we hope the information within the Toolkit is valuable.

What do Indigenous Guardians do?

Although no two Indigenous Guardian programs are the same, there are some common themes when it comes to the roles and responsibilities of guardians across the country. Hear from Indigenous Guardians directly about what they do in a recent video highlighting Indigenous Guardians from across Canada and another video focused on Coastal Guardian Watchmen from BC.

Typically, Indigenous guardians are paid staff who do some or all of the following activities



See the Infosheet below for a description of some of the activities that Indigenous Guardians typically undertake:

Infosheet

Description of Some Typical Indigenous Guardian Activities

- Actively patrol, monitor and demonstrate a presence on lands and waters.
- Integrate local and traditional knowledge to manage and steward lands and waters.
- Maintain and promote cultural continuity (youth elder mentorships, on-the-land youth programs, subsistence harvesting, language camps, etc.).
- Monitor, research and collect data on priority issues (i.e. wildlife, climate, contamination, visitor impacts, illegal activity, compliance, etc.).
- Analyze and use data collected to inform and influence management plans and decisions.
- Prioritize and conduct ecological restoration work.
- Work with the community and general public to ensure that laws, regulations, guidelines, and protocols are understood and followed.
- Build relationships with and educate other resource users about key stewardship and management issues.
- Support implementation of resource management plans and agreements.
- Advance and uphold Indigenous authority to steward lands and waters.

Guardians may also fill a host of other roles such as park management or emergency response depending on the program's priorities and resources.

In addition to paid program staff, many Indigenous Guardian programs also rely on community volunteers who are active on the land and water, and who can contribute significantly to the collection of local knowledge and other observations.

What are the benefits of Indigenous Guardian programs?

> Indigenous Guardians programs strengthen our communities. They create jobs, lower crime rates and improve public health. But most importantly, they inspire our young people. They connect them to the land and their elders. They give them professional training tied to their language and culture. That offers hope that can combat the despair so many Indigenous youth feel today.
>
> **Valerie Courtois,** Director, Indigenous Leadership Initiative

- Indigenous peoples have been stewarding and managing their lands and waters since time immemorial. Guardian work is not something new, though the present day organization and expression of this role is.
- As stories of success are shared and on-the-ground programs gain more experience, the benefits of Indigenous Guardian programs are increasingly being felt and recognized. A recent study of Coastal Guardian Watchman programs in BC quantifies these benefits.
- Communities report benefits such as:
- Increased protection of cultural and ecological values.
- More influence and control over resource management issues in the territory.
- Increased assertion and expression of governance authority and nationhood.
- Strengthened cultural engagement and expression.
- Strengthened connections between youth and elders.
- Meaningful in-community employment and livelihoods.
- Increased use of Indigenous knowledge and integration into decision-making.
- Improved community wellbeing.
- Improved relationships and new connections with neighbouring communities.
- Improved or "activated" relationships with external agencies.

Many communities and Indigenous organizations report, however, that the most important benefit of guardian programs is the invaluable role they play in reconnecting people to the land, to their culture and their traditions.

The very work of being a guardian, in whatever form it takes, supports the spiritual and physical well-being of the guardians and uplifts them as individuals, family members, community members, and descendants of their ancestors who also cared for the same lands. In turn, guardians support the wellbeing of the land. It is a circle of positive change that is supporting the greater well-being and strength of Indigenous communities.

Story

Quantifying the Benefits of Indigenous Guardian Programs

Recent studies describe and quantify the social, economic, cultural and environmental benefits of Indigenous Guardian Programs.

A study looking at Coastal Guardian Watchmen programs in BC and found that investments in Indigenous Guardian Programs generate significant value for Nations and communities. Each First Nations included in the analysis experienced benefits that align with many coastal First Nations values, including:

- Taking care of territory.
- Nurturing cultural wellbeing.
- Improving general health and community wellbeing.
- Advancing governance authority.
- Increasing community capacity.
- Opening and promoting economic opportunities in both Indigenous and conservation economies.
- Providing much needed financial capital inflows to the community.

Beyond these benefits, the authors estimated that for each dollar invested in a program on a yearly basis, the respective Nation benefits at least 10 times that amount.

These findings provide communities a tool to better communicate the many ways in which Guardian programs create value. Among other things, communities can use these benefits to build a business case to:

- Negotiate with other governments and industry for political and financial support, and increased authority for Guardian Watchmen programs.
- Develop funding proposals.
- Explain benefits to their communities.
- Plan improvements to existing programs.

Where are some established Indigenous Guardian programs?

Indigenous Guardian programs come in all shapes and sizes. An inventory of on-the-ground stewardship programs was done in 2015 where you can read about what some Indigenous Guardian programs are doing.

The Map of Indigenous Guardian programs is a powerful demonstration of the extent to which Indigenous communities are monitoring, protecting and stewarding their lands and waters through Indigenous Guardian programs.

The map is also a great way to find out more about who is doing what and where. If your community has an Indigenous Guardian program and isn't on the map, please add your program!

How are Indigenous Guardians connecting across Canada?

You are not alone. As communities across Canada build and strengthen Indigenous Guardian programs it is critical that people connect with each other. Connections can lead to people reaching out and asking questions, sharing their experiences, getting support as they build their programs, or coming together to learn from each other.

Here are some ways to connect and share:

- **Contribute a resource to the Toolkit.** The Indigenous Guardians Toolkit is a place to learn from others, share your experiences and connect with others. Are there resources or information that have helped you develop and strengthen your program that you can share with others?
- Connect with a Guardian on Facebook. An informal forum for people involved with Indigenous Guardian programs to communicate has been set up on Facebook at: Indigenous Guardians Across Canada. Join in the conversation, reach out to others, share your experiences.
- **Reach out to someone from another Indigenous Guardian program**. Heard about someone's guardian program? Look for their contact information on the Map of Indigenous Guardians program. Then, reach out and introduce yourself!
- **Organize a community exchange.** Find a way to visit other communities or invite them to your territory to share stories and strategies about how you are running your Indigenous Guardians program. Learn about a community exchange between the Athabasca Chipewyan Nation and Gwa'sala Naxwadaxw Nations.
- **Participate in the National Indigenous Guardians Network**. Recently the federal government provided $25 million to fund a National Indigenous guardians pilot program. The Indigenous Leadership Initiative, in collaboration with Environment Canada and Indigenous and Northern Affairs Canada, is developing and implementing this initiative in the coming year. Stay tuned for details.

For a full list of resources in this chapter visit:
http://indigenousguardianstoolkit.ca/node/40/resources

Chapter 3

Start an Indigenous Guardian Program

Explore this section to learn:

1. How other Indigenous Guardian programs got their start.
2. What you can learn from other Indigenous Guardian programs.
3. How to define where you are starting from.
4. Who your program champions are.
5. Who your friends and allies are.
6. What your program should focus on.
7. The potential challenges you may face when getting started.

There is no right place to begin and no right path to follow when building your Indigenous Guardian program. Start where you are, identify what's driving your need for a program, and build out from there– piece-by-piece and year-by-year.

Just as no two programs look alike, very few have followed the same path in starting or building their program.

One of the first questions to ask and answer when starting up a program is: why? In your community or context, what is driving the need for a guardian program? It is important to build out a program that is rooted in the priority concerns and key issues that are facing your community. Knowing and being able to clearly articulate this connection to local needs and priorities is key to building support and momentum around the program and developing a focused approach.

> The best place to start is right where you are. Build your program off work you're already doing, capacities you've built up, and connections you've nurtured. Sometimes starting small is exactly what you need to do to build support and confidence, demonstrate value, and attract attention within and from outside the community. With your feet solidly under you, you can then get more ambitious and stretch your program further into new areas of effort and activity. Conditions will never be right for the perfect program launch. Don't wait for all your ducks to be in a row."
>
> **Sandra Thomson**
> Former Outreach Coordinator for Coastal Stewardship Network

Tipsheet

Tips for Getting Started

1. Get clear on why you want and need a Guardian program and what issues or priorities you are trying to address.
2. Consider the real-world context you will be building your program in – a SWOT analysis can help you to do this (SWOT: strengths, weaknesses, opportunities and threats).
3. Get community leaders and other community champions involved with the Indigenous Guardian program right from the start to build awareness and support for the program.
4. Reach out. Build a network of program allies that can support and strengthen the work you are doing in various ways and in different forums – think community, government, private sector, researchers, philanthropy, etc.
5. Reach out to established Indigenous Guardian programs in other places to learn from their experience, create excitement around your program, and save yourself time and money you might otherwise spend re-inventing the wheel.
6. Don't wait for everything to be 100% in place to get going. Just get started and build on the experience, capacity and momentum you've built up implementing other initiatives.
7. Root your program in a few well-run initiatives before scaling up too fast.
8. Be creative, even in the face of budget constraints, and get Indigenous Guardians out on the lands and waters by any and all means.
9. Know that building a program takes time, effort, patience and persistence. Help community members understand what it takes to do this work, share information with them, and encourage them to walk the path with you as you develop the program.

How have other Indigenous Guardian programs got their start?

There are many ways that Indigenous Guardian programs get started. In some places, guardian programs have been established from scratch. Others have grown out of pre-existing programs and evolved into guardian programs over time. Others have come about as result of merging a communities' monitoring and stewardship activities to form a more integrated or structured guardian program.

Similarly, there are many reasons Indigenous communities establish or build a guardian program. Some typical drivers behind the startup of a guardian program include:

- Community-driven planning processes around land and water management that highlight the need for Indigenous guardians to provide an increased presence on the land and more influence and authority over resource decision-making.
- Negotiating and implementing resource agreements or impact benefit agreements that provide

direction or resources needed to establish or strengthen a guardian program.

- Establishment and implementation of treaties, final agreement, settlement agreements that include direction to establish Guardian programs or related roles and responsibilities.
- Specific threats to culturally or ecologically important species or areas that are not being addressed adequately.
- An urgent call by community leaders or elders to reconnect people to their lands, traditions, foods, and culture and to safeguard these things for current and future generations.
- Communities' involvement in targeted research or monitoring initiatives that leads to increased capacity and skills that then lay the foundation for establishing a guardian program and working in other areas where the community has concerns, responsibility or jurisdiction.

Regardless of what the drivers are behind your Indigenous Guardian program, there are a number of things you can do to get your program off the ground. Learn how three communities got started.

Story

The Spark: Unique Beginnings for Indigenous Guardian Programs

Every Indigenous Guardian Program has a different story about how it came into being. Here is a look at the unique starting points of three Indigenous Guardian Programs.

In 1999, the Mi'kmaw guardians at the Unama'ki Institute for Natural Resources in Cape Breton faced an escalating conflict between non-native commercial lobster fisherman and Mi'kmaq food fishers. This crisis uncovered the need for a strong and united Mi'kmaq voice on resource management issues and the establishment of their Guardian program.

In 2010, the Gwa'sala-'Nakwaxda'xw Nations in BC, piloted their first Guardian Watchman program after participating in the Coastal Guardian Watchmen Network's annual gathering. Inspired by other Nations, they realized that developing a Guardian program was an effective way to accomplish the stewardship goals outlined in their Comprehensive Community Plan.

Community members of the Taku River Tlingit First Nation in northern BC felt concerned that hunting, mining and other development impacts were not being sufficiently mitigated or monitored by the province. It was clear that the Taku River Tlingit First Nation needed better information, data, and oversight of activities to make management decisions. To address these concerns, they went through a comprehensive process to develop a land use vision. This document described a need for Tlingit land guardians to monitor activities in the traditional territory.

Why learn from other Indigenous Guardian programs?

Starting a new Indigenous Guardian program or working on growing an existing program is a great time to learn from and be inspired by other Indigenous Guardian programs across the country.

If there is an established program you'd like to learn from, reach out and make contact. Many established programs are more than happy to share their experiences, lessons learned, and information resources.

Organizing a visit to other organizations and communities may be the spark of inspiration your team needs to dig in and build a program. These kinds of visits not only build new alliances and support networks, but demystify what is involved in starting and growing a program, giving you the confidence that "we can do this too!"

Steve Ellis
Tides Canada

> Going to see other programs is invaluable when starting a program. Most community members are interested in Guardian programs but don't know how to get over the hump to get things started. The community may have an idea but will benefit hugely by visiting other Nations who have programs established. It's the spark of inspiration a Nation needs to see how others are doing it and say 'hey this is doable, we can do this."

Learn about how a community exchange with Gwa'sala Naxwadaxw Nations helped the Athabasca Chipewyan Nation program grow their guardian program.

Find out what other programs are doing in the Inventory of On-the-Ground Stewardship Programs and Aboriginal Guardian and Watchman Programs in Canada: Recommendations for Successful Programs.

Story

A Case for Field Trips and Learning Exchanges Between Indigenous Guardian Programs

Going on an exchange to learn about another community's Indigenous Guardian Program is a great way to get inspired and share knowledge.

In 2015, the Athabasca Chipewyan Nation from northern Alberta was developing their Guardian program. In hopes of learning from the experience of others, they arranged to do a learning exchange with the Gwa'sala-'Nakwaxda'xw Nations on the west coast of BC. Bruce Maclean helped coordinate the trip.

"I can't speak enough about how generous they were," says Bruce. "We got direct hands-on compliance monitoring training and went out on a tour of the territory with their Guardian Watchmen to see what they were doing out in the field. They gave us a USB drive of all their policies, programs, budgets, etc. It was really

> touching to meet with Elders and have a traditional meal. We met with Chief and Council and left mutual invites to stay connected and continue learning from each other. It was a really unique and mutual exchange. It showed our group that they needed to take a deep breath, be more professional, get uniforms, be patient, and recognize it takes time to get there."
>
> There are various organizations that provide funding for learning exchanges between Indigenous Guardian Programs such as Tides Canada and TNC Canada.

Where are you starting from?

Whether you are starting a new Indigenous Guardian program or have an existing program, it can be useful to take a snapshot of where things are at. Understanding the "lay of the land" is essential to develop or strengthen a program that reflects and builds on where you are at and where you've come from.

One way to do this is to look at the strengths, weaknesses, opportunities and threats facing your program (also called a SWOT analysis). This exercise will help to highlight your assets and the positive forces that can contribute to the success of your program and clarify potential problems that need to be addressed. See the Worksheet below that will guide you through the SWOT process.

Try to involve people in this conversation early on. Thinking through the strengths, weaknesses, opportunities and threats facing your program with the right group of people will help shape the vision and priorities for your program and subsequent operational level plans. Capture this base information down on paper too. It will be referenced often as you move forward to build out your program.

Who are your program champions?

Successful Indigenous Guardian programs usually have champions who recognize the value of the program and go to bat for it. They will speak in support of the program, help raise its profile and rally resources, and think strategically about opportunities to strengthen guardian work. Champions for the program should be cultivated at political, administrative, and community levels.

Who are the champions for Indigenous Guardians in your community and how can you build more champions over time?

One of the most important champions may be the Indigenous Guardian program manager. Strong leadership is needed at this level to manage and build the program, support and recruit staff, and provide day-to-day guidance and structure. The Indigenous Guardian program manager must also hold the big vision for the program, and constantly seek to connect this vision up, down and out.

Reach out and build a network of interest and support among community members, elders, knowledge keepers, harvesters, traditional leaders, elected leaders, and senior administrators. This can lead to people feeling a connection to and sense of ownership over the Indigenous Guardian program. This support is invaluable, and can be readily tapped into when the Indigenous Guardian program needs to demonstrate support from the community and as the guardians go about their work to conduct research, collect data,

educate members, inform the public, patrol lands and waters, or enforce policies and laws.

The Engage the Community chapter has lots of ideas and strategies about how to involve your community in your Indigenous Guardian program.

Who are your friends and allies?

Your Indigenous Guardian program will likely meet more success if you know who your friends and allies are. Once identified, try to build relationships with them, and explore opportunities for collaboration and working together. Ask yourself:

- Who can help support your program?
- Who can you collaborate with to achieve your objectives?
- Who is doing similar work?
- Who might be interested in working with you?

It can be helpful to sketch out a map to explore the connections between your guardian program and entities, organizations or individuals both within and outside your community. See the illustration below for some ideas about potential connections.

Use the Worksheet "Mapping Friends and Allies" to go through an exercise to identify and illustrate the range and strength of connections and opportunities available. It may also help prevent having an approach that is too narrow, isolated or silo'ed for your guardian work.

Cultivating strong relationships with neighbouring Nations, regional management bodies, potential funders, research institutions, academics, or non-profit organizations may also help develop a wider network of program champions that can be leveraged when support is needed.

What should your Indigenous Guardian program focus on?

Claire Hutton
TNC Canada

> From the very beginning, map out and identify what people, programs, organizations, or potential partners can help you to build an effective program and reach your goals. It's all about relationships."

One of the big questions for Indigenous Guardian programs is "there's so much to do, what should we focus on?" It can be useful to take the time to articulate a vision for your Indigenous Guardian program and set strategic priorities. Both can help shape and provide guidance for what you will and will not do as part of your program. The Create a Vision, Plan and Prioritize chapter has tools to help you do this.

It is likely that there will always be more demands on your program than there are time or resources to do the work. It is important to recognize this up front and develop an approach that allows you to develop your capacity, build successful initiatives, and, over-time, demonstrate significant impact and real traction toward realizing your vision.

Often, what you focus on will be partly determined by what you can fundraise or rally resources for. While this is a reality you'll have to continually wrestle with, be careful not to let your program be defined or guided by funding constraints alone. The Fund an Indigenous Guardian Program chapter has useful guidance. Continue to articulate the direction you want to take your program and pro-actively build allies and support around that larger vision. With time your program will grow to more comprehensively reflect your community's priorities.

Don't let limited resources keep you from getting started. Get your guardians out into the field by whatever means possible. Try strategies like piggy backing on opportunities when community harvesters or local resource agency staff are getting out in the field. Look to academic or non-profit partners or other government agencies who may be able to share or loan field equipment, transport, or build out programs with shared objectives.

Many programs get started by leveraging existing funding from other activities, by hiring seasonal staff, or by leasing or borrowing equipment. Get going, get the experience, and build it out from there.

Kate Cave
Centre for Indigenous Environmental Resources

> A Guardian program may seem overwhelming but remember, it might be linked to other initiatives that you're already involved in. You may not have to start from scratch. You likely have relationships established with key players or partners on other topics and now you could be broadening that to include monitoring and Indigenous Guardians work. Build on these existing initiatives and relationships."

What are some potential challenges with starting an Indigenous Guardian program?

Many Indigenous Guardian programs face a number of challenges at the start including available funding, human resources, capacity, transportation challenges, political priorities, and recognized authority (just to name a few)!

One of the biggest struggles that Indigenous Guardian programs report is managing community expectations. Expectations are often very high about what the program can and should do. It is important to regularly engage with your community to determine priority issues and activities, and communicate that the Indigenous Guardian program simply can't do everything that needs doing!

To counteract this pressure:

- Regularly engage the community to help develop and stay informed about your program. The Engage the Community chapter has lots of tips to help your program.
- Clarify and communicate what you can do, where your focus lies, and why. Let people know what you are able to do this year and how it relates to your long-term vision for the program.
- Prioritize your workload so you don't become overwhelmed by it, spread your team too thin, or reduce your program's potential for impact.
- Develop operational plans that make clear and guide the activities of your staff in the field. See the Creating an Operational Plan section for tools.
- Establish clear boundaries about what you are and aren't working on so that you don't get pulled off track into areas of related but not essential work.
- Realize that sometimes you'll have to say "no" to opportunities that present themselves and in response to requests people are making of your program.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/41/resources

Worksheet

Overview Worksheet from:
Chapter 3: Starting an Indigenous Guardian Program

Starting an Indigenous Guardian program

This worksheet provides a series of questions to guide you at the beginning stages of getting your Indigenous Guardian program off the ground.

1. What is driving the need for an Indigenous Guardian program in your community or context?

   What work will the Guardian Program take on that isn't being done now?

   Are there key priorities that should shape the startup of the program?

   What change will you see after starting and implementing a program?

2. Are there other Indigenous Guardian programs that you can look to or learn from to help inform the development of your program?

   Do neighboring communities have programs that may help to inform the work that you do?

   Who can help initiate contact with these communities to organize a conversation or a visit?

3. Where are you starting from as you go about building an Indigenous Guardian program? What is the current context as you start to build your program? What are the strengths, weaknesses, opportunities and challenges that exist and should be considered as you start your program?

What work have you done that has led you to want to build a Guardian Program?

Strengths: What are some strengths that can create a solid foundation to build your program on? *Think about stewardship experience, capacity and training, plans or agreements you are working to implement, community/political support you can rally, and resources you can tap into.*

Weaknesses: What are some weaknesses that you will want to acknowledge or address to keep yourself on solid footing? *Think about things such as: resources/funds, training and expertise, support for the program, etc. Ask yourself: what is going to make this tough to do? Thinking about this now will mean you are better equipped to address those things head on as they come up.*

Opportunities: What are some key opportunities you can see that can help your program to get established and succeed? *Think about if there are leaders, departments, organizations or allies that share your goals and priorities? Is there public concern around the issues you are working on? Are there other processes (i.e. legal, consultation, planning, etc.) that your work can inform, influence, and/or build upon?*

Threats: What are some key threats you can see that will hurt your ability to build a program? *Threats are usually external forces - things such as opposition or lack of support for your program, trained relationships, etc. Think of things that might threaten or slow your efforts down as you build your program. Name them and then strategize on how they might be neutralized, or dealt with to ensure a more productive path forward.*

4. Who are your champions and allies?

   Look at your community. Who are the key leaders, managers, staff, community members, families, elders, organizations, departments, etc. that you want to work with, coordinate with, or secure support from?

   How can you engage these people to help you build your program?

   Look outside your community. Who are the contacts within the public sector, private sector, non-profit/charitable sector, education/training sector, larger community, etc. that you want to work with, coordinate with, or secure support from?

   How can you engage these people to help you build your program?

You can also use this table to brainstorm and list the strengths, weaknesses, opportunities and threats to consider as you start to build your Indigenous Guardian program.

Strengths	Weaknesses
Opportunities	Threats

Worksheet

Overview Worksheet from:
Chapter 3: Start an Indigenous Guardian Program – Where are you starting from?

Conducting a SWOT Analysis

What is a SWOT?

A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is a set of questions that will help you take stock of the internal and external factors that can influence the development of your Indigenous Guardian program. This tool will help you determine:

1. How to recognize and maximize strengths
2. How to identify and minimize weaknesses
3. How to capitalize on or benefit from key opportunities
4. How to recognize and minimize potential external threats

Strengths
Strengths are internal to your community and Indigenous Guardian program. Ask yourself: what strengths does our community hold that we can build on to develop our Indigenous Guardian program?

Weakness
Weaknesses are also internal to your community and Indigenous Guardian program. Recognizing your limitations and restrictions can help you address them head on moving forward. Ask yourself: What is holding back our Indigenous Guardian program from achieving its goals and vision?

Opportunities
Opportunities are external to your community and Indigenous Guardian program. Ask yourself: What are the opportunities and positive forces happening out side of our control that could influence and benefit our Indigenous Guardian program?

Threats
Threats are the external forces outside of your control that may influence your community or threaten or slow down your Indigenous Guardian program. Naming them can help you strategize on how they might be neutralized or dealt with in a productive way. Ask yourself: What are the threats that can impact our Indigenous Guardian program?

Who should be involved in doing a SWOT analysis?

SWOTs are great exercises to do in groups. Invite community members and program champions who have

their finger on the pulse of what is going on both within and outside of your community. Sometimes key outsiders can give you a perspective that you don't see. You may want to work through separate exercises with different groups of people to ensure the feeling in the room is 'safe' for honest communications and sharing. This is especially so when talking about challenges like weaknesses or threats.

Answer these questions to explore what your organization or program's strengths, weaknesses, opportunities and threats are.

1. What is the context you are working in?

   What is driving your guardian program? Why is it important?
   What is the organizational context you are working within?
   What other initiatives must inform how you develop your program?
   What plans or agreements are you working to implement?

2. What are the ***strengths*** of your Indigenous Guardian program?

   Do you have a strong vision for your program?
   What are you doing well? What have been your accomplishments to date?
   Who is supportive of your program? Who will go to bat for it?
   What resources are already in place (staff, funding, equipment, etc.)?

3. What are the ***weaknesses*** of your Indigenous Guardian program?

   What could we improve to better accomplish our goals and vision?
   Are there tensions within the program? What is at the root of these tensions?
   What are the challenges you face on a daily, weekly, or yearly basis?
   Do you have the resources you need?
   What additional resources could strengthen your program (e.g., staff, funding, technical expertise, equipment, partners)?

4. What are the ***opportunities*** associated with your Indigenous Guardian program?

   Who is supportive of the program and how? *Consider community organizations and entities, non-profit organizations, university researchers, and other government agencies.*
   Who might you partner or collaborate with on shared values or priorities?
   Is there political support or alignment with activities you want to undertake?
   Is there public concern around the issues you are working on? Are there ways to capture that concern and support?
   Are there other processes (i.e. legal, consultation, planning, etc.) that your work can inform, influence, and/or build upon?

5. What are the ***threats*** associated with your Indigenous Guardian program?

   Is there opposition to the program?
   Who may feel threatened by it or be working at cross-purposes? Who might cause us problems in the future and how?
   Is there overlap or competition with other related efforts that will impact the success of the program?
   Are there bigger external forces at play that might negatively impact your program (i.e. political, economic)?

Chapter 4

Create a Vision, Plan and Prioritize

Explore this section to learn:

1. How to build a vision – what do you want to achieve.
2. How to set strategic priorities – what should you focus on.
3. How to create an operational plan – how do you do the work.
4. How to evaluate the program – how are you doing.

Planning, though very useful, isn't something people tend to get excited about. But without a plan, it can be more challenging to develop and implement an effective Indigenous Guardian program.

A strong vision, clear strategic priorities and an operational plan can help to ensure that your program:

- Stays on track
- Is well supported
- Gets funding
- Makes the best use of resources
- Has a meaningful impact

1
Build a vision

2
Set strategic priorities

3
Create an operational plan

4
Evaluate the program

Good planning starts with a vision for your Indigenous Guardian program. It provides guidance as you set your strategic priorities. Then, an operational plan lays out what you are going to do and how you're going to do it. Good planning also needs to involve the right mix of people. Engaging others in the planning of your Indigenous Guardian program can help to:

- Build a shared sense of ownership and support.
- Bring in knowledge to strengthen and shape your program.
- Ensure that the program is well designed and executed.

There are many different approaches to planning and each community may use a different method.

Sandra Thomson, former Outreach and Training Coordinator for Coastal Stewardship Network

> Planning is about the process, it's about getting people together to get excited about what they're doing and on the same page, to talk about what's important. Even though planning can sometimes feel frustrating and reality can get in the way of following the plan, it's always worthwhile to get people together to have these conversations. The plan provides a guide and a direction for the year.

Tipsheet

Planning Your Program

1. Take the time to do planning, especially at the vision and strategic priorities level. This work can help to guide your program, determine how to allocate resources, and identify where to put effort.
2. Invite and engage participation in developing your plans. This will cultivate interest and support and help you tap into a range of voices and experience that can shape an effective program.
3. There is no such thing as a perfect plan. Instead, consider it a roadmap. As you move forward and the terrain changes, so too can your plans.
4. Regularly revisit and adapt your plan to reflect ongoing input, new information and lessons learned, and the changing context you are operating within.
5. Don't develop a strong plan then park it on a shelf. Reference these important guiding documents. Activate them with strong implementation measures.
6. Develop a strong operational plan that clarifies roles and responsibilities, work plans, budgets, schedules, etc.
7. Share progress and results from your program efforts. Feed this information back to the community, integrate it into the work of your organization or Nation, and use it to influence change and decisions in line with your vision.
8. Document and file the work of your program in an organized, systematic and retrievable way.

Building a vision: what do you want to achieve?

Your vision is an expression of what you hope to achieve through your Indigenous Guardian program. When you look into the future, what will your program be doing and what impact will it have? A well-developed vision can guide your program over time, reflect your community's priorities, and connect your work to the broader goals of your community, organization or Nation. Aim for your vision to be ambitious, inspiring and focused on the future. Aim for it to also be grounded in reality.

"Building a Dehcho Stewardship Vision" provides a great example of a thoughtful and community-driven process to build a vision for stewardship and guardian work on Dehcho lands.

See below for a Tipsheet on Questions to Answer Before you Develop a Vision and a Tipsheet on Considerations for Building a Vision

Tipsheet

Questions to Answer Before you Develop a Vision

What should you think about before you develop a vision?

- It might be helpful to talk through the current "lay of the land" before you start a visioning process so that everyone involved has a strong sense of where you are starting from. Try having the conversation about strengths, weaknesses, opportunities and threats of your existing or new Indigenous Guardian program before jumping into the visioning process. It can help you envision an aspirational future but one that still has two feet planted on the ground.

Who should be involved in developing a vision?

- Good visioning typically involves a lot of different voices. To do this work well, you may want to bring together political and cultural leaders, key departmental or programming staff, elders, youth, community members, and other valued advisors. Generally, the more you invite people to help shape your program, the more support you will have as you move forward.

Has your community already articulated a vision about the stewardship of your territory?

- Work may already have been done by your community to lay out a vision for the future stewardship and management of your lands and waters. This may have been developed through planning processes, negotiating treaties or settlement agreements, establishing agreements related to stewardship, or may be articulated through your Indigenous laws and customs or by elders and leaders in your community. If this work has been done, take a step back and consider how the vision for your guardian program fits into and complements other vision statements that have been articulated.

How will your vision connect with other strategic goals of your organization or community?

- A simple bubble sketch can be a great way to start mapping out the connections between your program and other levels of stewardship governance, planning and activity within your community. It is important to situate the vision for your guardian program within this larger context and communicate a compelling reason or need for the program so that you can provide clear direction on the scope and focus of guardian activities.

Tipsheet

Considerations for Developing a Guardian Vision

Process - How you bring people into the visioning process is important. There may be cultural or organizational norms in your community that can help guide you. You may want to develop a mix of approaches for how people can participate in a visioning process. Some approaches to consider include:

- Hosting a facilitated workshop.
- Developing structured committees or advisory groups.
- Organizing community meetings.
- Conducting one-on-one interviews or surveys

Facilitation - You may want to bring in a facilitator, advisor, or respected elder to help design or support a visioning process.

Location - You may also want to think about where you conduct your visioning work – is it important to be on the land, should meetings be held in your office, is a community gathering place more appropriate?

Agenda - Some discussion questions that might help your group think about your vision include:

- What is the big picture change we want to work toward with our Indigenous Guardian program?
- What is it we want our Indigenous Guardian program to achieve in 5, 10, or 15 years?
- What will be different from where we are at right now once we begin implementing the program?
- **Communications** - Be sure you keep people informed and engaged as you go so they understand how their contributions are integrated into the vision and plans for your guardian program.

Ken Cripps, formerly of the Central Coast Indigenous Resource Alliance

> We have a clearly articulated vision and strategic plan. This has been our saving grace. We are always going back to it. It gives us the mandate and provides direction on an ongoing basis. Even if it takes a year or two to get to this, it's worth it. People need to buy in and believe it.

Story

Building a Dehcho Stewardship Vision

"Developing a stewardship vision for the Dehcho took time and had to be done the Dehcho way," explains Dahti Tsetso, Resource Management Coordinator, Dehcho First Nations. "We did the first workshop on the land, in the bush, and this helped create the right setting. We'd start each workshop by feeding the fire. We wanted to create opportunities for quality conversation."

Dahti and her colleagues hosted a series of three planning workshops to develop a clear vision to guide stewardship on Dehcho lands. This vision lead to the establishment of Guardian programs and other important priorities.

To help guide the sessions, Dahti posed this question: "What does conservation mean from a Dene perspective?"

The answer: "To be on the land, in the Dene way, will protect the land."

Out of these workshops, important themes emerged, including the importance of the Dene language, the need to honour the Dene Laws (based on the principles of respect and sharing), and the importance of youth-elder mentorships to ensure future generation learned Dene ways of being on the land.

The Dehcho visioning process was successful because it:

- Involved youth, elders, community members and resource stewardship staff
- Allowed all community members to come and be part of the conversation
- Included guests from other Nations to share their experiences and insights
- Involved a highly skilled facilitator who was trusted and knew the content well
- Included hosting workshops both on the land and at the high school

- Since the visioning workshops, the following programs have been put in place to help realize the Dehcho's stewardship vision:
- The Dehcho Guardians Program in ten communities focused on monitoring and youth mentorship in collaboration with Dehcho-AAROM
- Land-based youth camps that bring together youth and elders for mentorship on the land
- A model of stewardship that enables 'conservation through culture'
- Multi-governmental and non-governmental partnerships to help achieve our stewardship goals

To learn more about the visioning process and outcomes, see the Dehcho K'ehodi Final Workshop Report.

Setting strategic priorities: what should you focus on?

As you develop a strong guiding vision for your guardian program, the next questions are: how are you going to achieve your vision and what should you focus on?

You can't do everything all at once, so now is the time to figure out where your program can have the most impact. Like the visioning process, setting strategic priorities needs to involve the right mix of people to ensure buy-in, support and accountability for your program as you move forward.

To identify the strategic priorities and focus areas for your Indigenous Guardian program, consider exploring these areas and questions:

- **Strategic alignment**. Can the work of the guardian program support other big push efforts or issues being pursued by your organization, Nation, community?
- **Quick wins**. Where are there opportunities that can be acted on quickly to help build momentum and support for your program?
- **Key areas of strength**. Where do you have existing experience, expertise, and capacity?
- **Critical or urgent priorities**. What must be addressed now and what can wait?
- **Doing more with less**. Where are there opportunities to partner or leverage the impact of your work?
- **Resourcing**. What financial, human, technical and other resources are available to support the work?

A good strategic priority is clearly linked to your vision, and is something that can be realistically achieved by your team.

Someone (or a group of people) should be accountable and committed to achieving the priority. A strategic priority is essentially a "chunk of work" and needs to be focused enough that it is clear what needs doing, but not too broad that someone can't realistically make it happen.

Anna Schmidt, Environment & Wildlife Officer, Taku River Tlingit First Nation

> Our program is guided by a number of plans including our Vision and Management Direction document, our Land Use Plan, and our department's Strategic Plan. It is also shaped by the big issues we are looking at right now, such as hunting and mining, and strategic initiatives we are pursuing in coordination with neighbouring Nations."

Creating an operational plan: how do you do the work?

Next, it is useful to develop an operational plan based on your program vision and strategic priorities. An operational plan is perhaps the most practical and important for the day-to-day functioning of your Guardian program. It provides clarity around how you are organizing and delivering your program.

Some Indigenous Guardian programs have an "Operations Binder" that includes all the relevant documents, policies and procedures related to the program. It is a great idea to have everything in one place so that information can be easily accessed and referenced by program staff and other relevant people.

Key areas you may want to address in an operational plan or include in an operational binder include:

- Individual and/or program work plans.
- Weekly/monthly schedule or calendar of activities.
- Reporting templates and activities.
- Safety policies and procedures.
- Professional conduct policies and procedures (working with the public, uniforms, conflict, etc).
- Equipment inventory, rental/leasing information, maintenance schedule.
- Protocols/methods for monitoring and collecting data in the field (manuals, data forms, etc.).
- Protocols/procedures for data quality, management, storage, and security.
- Community engagement activities and schedule.

See the Hire and Manage Staff and Run a Safe Operation chapters for templates and policies you can use to build off what other communities have already done.

Evaluating your program: how are you doing?

Evaluation can help you understand the impact your Indigenous Guardian program is having, what you are doing well, and where you could improve. It is also critical to ensure program accountability to your community, organizations, funders, or partners.

Scott Harris, Ha-ma-yas Stewardship Society

> Develop clear workplans and break them down to a week by week schedule. Budgeting for hours, fuel, etc. It's the little details and pieces that are important. It is helpful if you work on a detailed plan and budget before field season starts. Clarify the details of work scheduling at the beginning.

Creating systems to track and evaluate your program can provide you with the information you need to:

- Answer questions about your work.
- Demonstrate and celebrate your successes.
- Shape the next phases of work.
- Complete reporting.
- Secure ongoing funding.

Spend time thinking about how you want to track, understand, and communicate your short and longer-term impact. Create both scheduled as well as unplanned opportunities for staff, community, public or partner feedback that will allow you to refine and adjust your program.

The Tipsheet below shares some of the ways that Indigenous Guardian programs are evaluating their work and gathering information about their successes and challenges.

Tipsheet

Ideas for Evaluating Indigenous Guardian Programs

Here are some ways that Indigenous Guardian programs are evaluating their work and gathering information about successes and challenges:

- Track and document program activities and financials monthly.
- Track patrol effort by guardians – both hours on patrol and distance travelled.
- Track public outreach efforts and human interactions on the lands and waters.
- Track and measure changes in activity related to program (i.e. incidents of illegal hunting).
- Document, input, store, and develop reports on any monitoring data collected.
- Survey departments or organizations that intersect with your program as well

as community members about their perceptions of the work of the Guardian program. Learn from what folks are telling you – build on your successes and address any shortcomings.

- Track and report on the program against annual workplans and budgets – use this as a tool to stay on track or refocus efforts.
- Track and report on program activities against funder expectations and requirements.

Use the evaluation information you gather to adjust and improve the design and delivery of your program. Naturally, you will make changes intuitively as you go along. But it can also be useful to stop and take stock at regular intervals (i.e. bi-annual, annually, post-season, etc.) to make improvements or course correct where needed. Your program plans, however carefully developed, can be revisited and adjusted as important new information is gained.

Three approaches to program evaluation are provided below: Guardian Program Evaluation, Outcomes Measurement Methodology, and Indigenous Approaches to Program Evaluation.

Devlin Fernandes, Ecotrust

> Have a form to capture input or feedback at any point when someone provides advice. Have a form for end of the program. Where and how are you creating opportunities for feedback from field staff and others and how are you integrating that feedback? Know that its okay if you can't incorporate all that feedback right away, acknowledging it is important even if you can't deal with it right away.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/42/resources

Worksheet

Overview Worksheet from:
Chapter 4: Create a Vision, Plan and Prioritize

Create a Vision, Plan and Prioritize

This worksheet provides a series of questions to help you think through how develop a plan for your Indigenous Guardian program including a vision, strategic priorities, an operational plan and an evaluation framework.

1. Have you got a “plan” in place to plan your program?

   Who will lead or manage the process of planning your Indigenous Guardian program?

   What resources have been assigned to program planning – is there staff, budget, time, other support assigned and available to support this important foundational work?

2. Do you have a strong vision to guide and shape your program?

   What is the big picture change the program should work toward?

   How does this program connect with other strategic goals of your community?

   Who should be involved, when and how in developing the vision?

3. What are your strategic priorities?

   What priority areas will you focus on to move towards your vision?

   What issues and concerns are of greatest urgency or importance to your community?

   What things might help you set your priorities – Budget considerations? Urgency? Capacity and expertise? Community values? Quick wins?

4. Have you developed an operational plan?

   What will you focus on this year that works towards your vision and reflects your strategic priorities?

   What funding do you have in place? What do you still need to raise? Have you developed a detailed budget?

   What things might help you set your priorities – Budget considerations? Urgency? Capacity and expertise? Community values? Quick wins?

5. How will you evaluate your program?

   Have you developed systems to track program activities, document and report on collected data?

   What metrics will you track to evaluate your program to see if you're doing what you said you'd do and if things are getting better as a result of your program?

Chapter 5

Set up a Governance Structure

Explore this section to learn:

1. How your Indigenous Guardian program can be structured.
2. How your Indigenous Guardian program can be governed.
3. Where your Indigenous Guardian program can live?
4. Some attributes of strong governance.

The structure and governance of your Indigenous Guardian program is an important thing to consider early on.

Finding a structure that works with the unique conditions in your community can help to ensure that:

- Your guardian program is effective.
- Your guardians feel valued.
- Guardian's work influences activities and decisions in your territory.

It can also help ensure that the knowledge and information your program generates (i.e. public interactions, field observations, data collection, and monitoring information) is utilized to its fullest potential and can inform things like referrals, land and resource negotiations, management planning, and business decisions.

Valerie Courtois, Director, Indigenous Leadership Initiative

> The work of Indigenous Guardians needs to feed into decision-making so that it's part of building and strengthening nationhood. Guardians are a critical component of how we collect, analyze and use information to make decisions about governing our lands and water.

There is no right way to structure or organize your guardian program. Every community or organization will find a unique and appropriate way to do this.

Tipsheet

Tips for Program Structure and Governance

1. Get clear on what you want your Indigenous program to achieve and how this relates to the goals, objectives and strategic priorities of your Nation, organization, community etc.
2. Look at existing organization(s) or departments and identify where your program can best be situated to maximize program support and capacity, resource efficiency, and program impact.
3. If there are no existing organizations or departments that are a strong fit for your program, you may need to restructure or create something new.
4. Be open to alternative models – like housing your program within a non-profit entity or independent corporate structure.
5. Reach out to key internal and external players to participate in governance, advisory or management roles.
6. Continually cultivate program champions and cheerleaders inside your organization and externally.
7. Commit to program accountability and transparency to ensure that the program is not sidelined or the subject of suspicion or criticism based on lack of information.
8. Regularly engage and invite feedback from community, partners, allies, stakeholders and others to ensure your program remains responsive, focused on priorities, etc.
9. Physically locate your Indigenous Guardian program where it can have maximum connectivity with other strategic initiatives and with the community. Look for opportunities to share space and avoid isolating the program and program staff

How will your Indigenous Guardian program be structured?

Determining how your program will be structured is an important part of your planning process. It can also be considered and reconsidered at various points during the lifetime of your guardian program.

For some communities, going through a process to create a strong vision and plan for the program can help to understand your program's relationship to other initiatives and where it fits within any existing organizations or departments (i.e. Land and Resources Department, Treaty Office, Fisheries Office, etc.)

Other factors that may influence the structure of your program include:

- Where existing capacity and champions lie.
- The guardian program's focus and main activities.
- The realities of funding and resourcing generally.

The role of Indigenous Guardians is often interdisciplinary. Therefore, guardian programs can serve to integrate different stewardship related programs, activities and initiatives.

Here are some examples of governance structures related to guardian and stewardship work from different Indigenous communities:

- The Kitasoo Xai'xais have situated their Coastal Guardian Watchmen program within their Integrated Resource Authority (KXIRA) under Chief and Council and advised by the KXIRA Committee.

Doug Neasloss, Resource Stewardship Director and Chief Councillor, Kitasoo Xai'xais

> We now have a single stewardship authority – the Kitasoo/Xai'xais Integrated Resource Authority. Before, there were different groups doing different work. There was Treaty, marine use planning, food/fish committee, etc. We wanted all this under one umbrella with an integrated board, aligned committees and better information flow between them.

- Metlakatla First Nation has established the Metlakatla Stewardship Society (MSS) under the BC Societies Act. The MSS's Board oversees the Metlakatla Nation's Stewardship Office.
- The Arctic Borderlands Ecological Society is governed by a Board of Directors who meet on a monthly basis. Directors represent arctic communities as well as government representatives from resource councils, federal government, etc.
- Unama'ki Institute of Natural Resources is governed by a Board of Directors made up of representatives from five member communities. Each community's Chief Councillor sits on the Board.

How will your Indigenous Guardian program be governed?

Determining the governance framework for your Indigenous Guardian program will depend on the existing governance institutions and processes in your community and how and where your Indigenous Guardian program fits under these existing institutions and processes.

- The structure of your Indigenous Guardian program will likely inform the governance framework and vice versa. Some factors to consider might include the relationships between your Indigenous Guardian program and:
- Elected leadership
- Hereditary leadership
- Resource management boards/committees
- Elders Advisory
- Youth Advisory
- Community Advisory

Governance can be understood as the process for decision-making and implementing decisions. It depends on organizational structures, decision-makers, and the information needed for decision-making.

When thinking about your program's governance, it can be useful to consider questions about decision-making, reporting and authority. Use the Worksheet "Governance of your Indigenous Guardian Program" to dive deeper into some important questions.

Every Indigenous community or organization will likely have established practices of what constitutes good or appropriate governance, as well as existing institutions and organizational frameworks to consider. The National Centre for First Nations Governance provides a toolkit, best practices and other resources related to First Nations governance.

Jana Kotaska, Program Manager, Coastal Stewardship Network

> An important question to ask is 'What governance processes and structures exist within your community and how does the Guardian program best fit in them?' The program structure and governance needs to come from the community – it can't be a best practice… it has to be grounded in the kinds of structures and processes that the community has. It can't be imposed from outside."

Where should your Indigenous Guardian program live?

Finding a physical home for your Indigenous Guardian program and staff is an important consideration.

Some communities report that locating their program and staff within the same physical office space as other stewardship programs or natural resource departments delivers real programmatic benefits. The day-to-day interaction and overlap encourages collaboration, information sharing, field data utilization, and resource and staffing efficiencies.

On the other hand, some programs that are physically located in separate or removed work spaces, report feeling undervalued, poorly understood, and without adequate support or influence.

Programs often start out in whatever space they can find. But over time, it is important to actively plan how to maximize the integration of the program both physically and organizationally.

What are some attributes of strong governance?

Good governance depends on purposeful decision-making, participation, accountability and transparency. Thinking carefully about these things up front and planning them formally into your Indigenous Guardian program will go a long way toward setting you up for success.

Decision-making

- Decision-making authority for the program should be assigned right from the ground up. It is important to determine what decisions are made by field crew or a crew manager, what decisions are made by the program manager, and what decisions need to be made by or in consultation with a Department Director, Band Council, Hereditary Chiefs, Advisory Committee, etc. Get clarity and agreement around who needs to be involved in what decisions to ensure there is no confusion or concerns.

Participation

- Clarifying who, how, and when people should be involved in decision-making about the program is key to establishing a strong governance model. Program advisory or governance committees made up of mixed membership (i.e. elders, land users, Council, hereditary Chiefs, department heads, community members, etc.) can be an effective way to ensure that the program is well-integrated into the strategic objectives of the community, is guided by local experience and knowledge, and is well understood by all.

Accountability

- Accountability means that the program has clear set of objectives it is seeking to achieve (i.e. increased territorial patrols, wildlife monitoring, financial sustainability) and that it reports against these. Again, accountability can be assigned from the ground up, with clear expectations set for staff, crew leaders, program manager, directors, etc. Clearly assigned accountability at all levels and against all key objectives, will help to keep your program on track. A reporting system should be developed to ensure that information about program delivery, activities, observations, data collection, analysis, etc. is gathered and shared up (within the organizational structure) and out (to the community and other stakeholders as appropriate).

Transparency

- Transparency relates to the ease of accessing information about the operations and outcomes of the program, and the decision-making that are affecting it. Strong transparency happens when clear decision-making processes and structures are in place, good documentation occurs, information is well organized and stored for easy access, communications and reporting are strong, and information is shared in both a responsive and routine (proactive) manner.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/43/resources

Worksheet

Overview Worksheet from:
Chapter 5: Set up a Governance Structure

Set up a Governance Structure

Use this worksheet to think through some of the structural and governance questions you might want to consider as you establish your Indigenous Guardians program.

1. How will your Indigenous Guardian program be structured?

   How does your Indigenous Guardian program relate organizationally to other strategic initiatives or programs?

   Are there existing structures or bodies (e.g. stewardship department, community organization or business entity) that your Indigenous Guardian can fit into or do you need to create a new organizational structure for your guardian work?

2. How will your Indigenous Guardian program be governed?

   Decision-making: Who are the ultimate decision-makers regarding what the Indigenous Guardians do and don't focus on? How does information gathered by Indigenous Guardian reach decision-makers who can use this information?

   Authority: Under whose authority are the Indigenous Guardians operating? Who are the Indigenous Guardians acting on behalf of or representing as they conduct their activities? Who are Indigenous Guardians directly and indirectly accountable to?

   Reporting: Who do Indigenous Guardians report to? Who does the Indigenous Guardian manager

report to? Who are the key decision-makers that need reports from the Indigenous Guardian program? How do elected and hereditary leaders receive reports from the Indigenous Guardian program?

3. Where will your Indigenous Guardian program live?

   Where can you physically set up shop for your program? Are there existing work spaces you can occupy to create a program office? Is it possible to co-locate with another department, program or organization that is closely aligned with the work of your guardian program?

4. What are your strategic priorities?

   What priority areas will you focus on to move towards your vision?

   What issues and concerns are of greatest urgency or importance to your community?

   What things might help you set your priorities – Budget considerations? Urgency? Capacity and expertise? Community values? Quick wins?

5. Have you developed an operational plan?

   What will you focus on this year that works towards your vision and reflects your strategic priorities?

   What funding do you have in place? What do you still need to raise? Have you developed a detailed budget?

   What things might help you set your priorities – Budget considerations? Urgency? Capacity and

expertise? Community values? Quick wins?

6. How will you evaluate your program?

   Have you developed systems to track program activities, document and report on collected data?

   What metrics will you track to evaluate your program to see if you're doing what you said you'd do and if things are getting better as a result of your program?

Worksheet

Overview Worksheet from:
Chapter 5: Set up a Governance Structure

Governance of your Indigenous Guardian Program

This worksheet provides a series of questions to help think through some aspects of the governance of your Indigenous Guardian program.

Decision-making

1. Who are the ultimate decision-makers regarding what the Indigenous Guardians do and don't focus on?

2. How does information gathered by Indigenous Guardian reach decision-makers who can use this information?

Reporting

3. Who do Indigenous Guardians report to? Who does the Indigenous Guardian manager report to?

4. Who are the key decision-makers that need reports from the Indigenous Guardian program?

5. How do elected and hereditary leaders receive reports from the Indigenous Guardian program?

Authority

6. Who do Indigenous Guardians report to? Who does the Indigenous Guardian manager report to?

7. Who are the Indigenous Guardians acting on behalf of or representing as they conduct their activities?

8. Who are Indigenous Guardians directly and indirectly accountable to?

Chapter 6

Fund an Indigenous Guardian program

Explore this section to learn:

1. What a program costs.
2. When you need to start thinking about funding.
3. How programs are funded across Canada.
4. How to build a resilient and long-term program.
5. What's involved in managing program funds.
6. How you can be successful at fundraising.

As you build your Indigenous Guardian program, one big question to tackle is how you are going to fund it. You may have secured funding to get some activities started but not enough to fully implement your program plan. Or, you may be starting from scratch.

Regardless of your funding needs, it's important to clearly articulate and share your vision and priorities. With time and perseverance, you can find the allies and resources you need to do more. Success can come by developing realistic budgets, cultivating relationships, diversifying funding sources, building-in program resilience, managing funds well, and honing your fundraising skills.

Tara Marsden, Wilp Sustainability Director, Gitanyow Hereditary Chiefs

> The trick is using the available funding to fit into the objectives you want to achieve. It's been important to be clear about what we want and then ask ourselves how can we make these pots of money work for us, for our priorities."

Tipsheet

Tips for Funding Your Program

1. Find opportunities to connect your program with other programs and initiatives your Nation or organization is implementing. Find opportunities for sharing and leveraging resources, in-kind contributions, etc.
2. Think creatively about how to fill your funding basket – you may need to develop a mix of funding sources from internal streams, government, foundations, charitable orgs, research partnerships, etc.

3. Have a program "elevator speech" – a one or two-page document that describes your vision, program focus areas, activities, key projects, etc. You can easily modify this for different audiences as needed.
4. Reach out to potential funders and partners early on in program development. Provide them with information about what you want to do and ask for their feedback to help you craft a proposal they can support.
5. Reflect the language and priorities of your funders back to them in your proposal while staying true to your own project goals.
6. Build up potential and existing funders' interest in what you are doing. Share program information, success stories, updates, etc. The more they know and see, the better.
7. Maximize opportunities to make contact with funders and make the most of those opportunities to strengthen their interest and commitment
8. Depending on the funder, invite them to come to your community to learn more about your vision and priorities. For certain funders (especially private philanthropists), engaging them on an emotional level may be key.
9. Fundraising is more an art than a science – consider the balance between the time and effort to write a proposal and report on the funding versus the amount of funding that is available.
10. Coordinate your fundraising efforts with other programs or organizations to avoid competing for the same pool of funds. Consider opportunities to build joint proposals with neighbouring communities.

What does a program cost?

While expenses will differ program to program, many Indigenous Guardian programs have core costs each year. These can include staff wages, equipment and office materials. Additional costs may arise when you launch your program or every few years when reinvestment is needed (i.e. for vehicles or equipment) or you are expanding. Some costs are project specific and vary year-to-year depending on priorities and funding.

Conducting an annual planning and budgeting process can help you develop realistic program budgets that anticipate and estimate your expenses. Budgeting, in reality, is as much an art as it is a science. It gets easier with experience and as the true costs of running a program become clear.

While no two guardian program budgets will be the same, see the Infosheet "Typical Budget Categories for an Indigenous Guardian Program" to see budget line items and program expenses that you might consider building into your guardian program budget.

To develop a realistic budget start by gathering costs and estimates. Use the Template "Sample Indigenous Guardian Budget" for guidance. Also see the Tipsheet "Ideas for Developing a Budget."

Infosheet

Info sheet: Typical Budget Categories for an Indigenous Guardian Program

WAGES AND CONTRACTS

- **Wages and benefits:** Program manager, guardians, seasonal positions, interns, etc.
- **Contracts**: Short-term contracts for guardians, technicians, professional services, other contract services (i.e. biologist, lab work, data storage, etc.)

TRAINING

- **Required Certifications**: First aid, radio operator, swift water rescue, etc.
- **Additional Training**: Monitoring, conflict resolution, communications, etc.

EQUIPMENT AND SUPPLIES

- **Safety equipment:** Radios, sat phone/InReach, first aid kit, life jackets, firearms, etc.
- **Field equipment**: GPS, tablets, sampling equipment, digital camera, binoculars, etc.
- **Equipment storage**: Rental lockers, storage units, moorage, shed, etc.
- **Program identification**: Uniforms, logo, decals, flags, badges, business cards, etc.

TRANSPORTATION AND TRAVEL

- **Capital equipment**: Purchase or lease of boats, trucks, skidoos, etc.
- **Fuel**: Gas, diesel, propane, etc.
- **Transportation related**: Transportation costs, helicopter/flight time, rental fees, etc.
- **Repairs and maintenance**: Vehicle repairs, annual maintenance
- **Travel expenses**: Travel/transport, food, lodging for meetings, overnight patrols etc.

OFFICE AND GENERAL

- **Office related**: Rent, utilities, office furnishings, phones, computers, etc.
- **Insurance coverage**: For equipment, vehicles, liability, etc.
- **Contingency funds**: Unexpected expenses (replacement equipment, repairs, emergencies, etc.)

COMMUNITY ENGAGEMENT

- **Community outreach**: Community meetings and events, education materials, newsletters, web, etc.
- **Honoraria**: For elder or community advisor involvement

Tipsheet

Tipsheet: Ideas for Developing a Budget

- Staff wages and benefits can be fairly easy to estimate. Compare the guardian program positions (whether field staff or manager) to similar programs managed by your organization.
- If you know you'll need to rely on contractors or contracted services, request quotes from potential individuals and companies so you know what fees or rates will look like.
- Research the pros and cons of purchasing, leasing or renting field, safety or other equipment. Keep in mind, you may also be able to share equipment with other programs.
- Things like fuel estimates can be worked out by calculating the number of trips/patrols you expect to run, distance covered, and fuel consumption/km traveled.
- Remember to budget in a buffer. It's important to anticipate the unexpected and have contingency funds available if you need them.

When do I need to start thinking about funding?

Right from the get go, start researching funding sources. It takes time to cultivate funding relationships. Connecting with a wide network of people and organizations early can help you develop and resource your program. A good place to start is researching who is funding similar programs elsewhere. Identifying Sustainable Funding for Guardian Watchman Programs is the story of how the Ha-ma-yas Stewardship Network on northern Vancouver Island researched funding opportunities for Guardian Watchman programs.

Many funding programs and organizations have pre-set funding cycles, with established deadlines for submitting applications (usually once or twice a year). Even after applying, it can take several more months before decisions are made and funding is distributed. Anticipating timelines and funding cycles with a calendar of funding deadlines may help you stay organized.

Writing and submitting a proposal can take a lot of time and effort. The section How can I be successful in my fundraising efforts? has tips and resources for proposal writing. Many applicants struggle with the requirements and demands of proposal writing and report-writing. This skill set does not come naturally

to everyone and often falls on the desks of overextended program managers. Look for ways to share proposal writing with other programs – or consider recruiting a proposal writer to support multiple programs at once. You may also consider embedding your program activities in other proposals your community is developing, such as restoration work or cultural heritage studies.

Story

Identifying Sustainable Funding for Guardian Watchman Programs - Ha-ma-yas Stewardship Network

There is no shortage of work to be done by Guardian Watchmen monitoring and protecting territories on northern Vancouver Island. As a result, finding adequate funds for staff, boat fuel and field equipment can be challenging.

The Ha-ma-yas Stewardship Network provides regional support to member Nation's Guardian Watchman programs. They recently conducted a survey to find potential funding sources that align with the priority activities of member Nations. The survey included government granting programs, philanthropic foundations, community funds and others.

The survey results identify over 60 funding opportunities, including many new ones. For each funding opportunity, the report summarizes the mandate and purpose, eligibility criteria and the application process. It also matches Guardian Watchman program activities with what a funder wants to support, such as compliance monitoring, research, gathering Indigenous Traditional Knowledge or training. This means users can easily target the right funders, focus their proposal-writing efforts and be more successful.

How are guardian programs funded across Canada?

No two Indigenous Guardian programs are funded in the same way. Many have a different funding mix from one year to the next. Funding may come from a variety of sources including:

- Nation or Indigenous government organization funds.
- Federal, provincial or territorial governments funds.
- Industry or resource user fees and agreements
- Foundations and private donors
- Partner organizations
- Community contributions.

The Infosheet "Potential Ways to Fund your Indigenous Guardian Program" provides ideas of different sources to explore when looking for funding for your Indigenous Guardian program.

Infosheet

Potential Ways to Fund your Indigenous Guardian Program

Funding from Your Nation or Organization

Funding for guardian programs can sometimes be found from internal Indigenous government sources such as revenue sharing agreements, resource fees, business income, dedicated trusts, impact-benefit agreements, etc. Internal support may also come in the form of "in-kind support" or the gift of goods and services such as office space, shared equipment, shared staff positions, or fundraising, communications or admin support. These kinds of contributions can significantly reduce the costs of your program. They may also be very valuable when seeking funding from sources that require you to demonstrate matching contributions. The more aligned and integrated your Indigenous Guardian program is with the vision and strategic priorities of your Nation or organization, the more likely it is you will be able to secure this kind of funding and in-kind support.

Funding from Federal, Provincial or Territorial Governments

Many programs are funded in part by federal, provincial or territorial agency program grants or agreements (i.e. Fisheries, Parks, Species-at-Risk), employment and training programs, or fee-for-service contracts (i.e. park management). Often a reliable funding source from one year to the next, this kind of funding can support key staff positions and program costs. If you decide to pursue government funding to support your program, consider coordinating your ask with other programs or departments to avoid competing internally for the same funds. You may also want to look at developing a joint proposal with neighbouring communities or organizations to have more impact and reduce the competition for funds regionally.

Industry or Resource Users

Some communities have successfully supported their guardian programs through industry contribution agreements, referral fees, user fees, licensing fees, or contracts for services related to monitoring development projects. Building formal relationships with industry and recreational users of your lands and waters can help you create opportunities for developing this kind of funding. For an example, see the story about how the Kitasoo Xai'Xais and the Ahousat First Nations are funding their Guardian programs through visitor fees.

Funding from Foundations and Private Donors

There are many private and public foundations, charitable organizations, and private donors whose priorities align with guardian program activities. To apply for charitable dollars directly, recipients must be recognized as a qualified donee under the Income Tax Act of Canada. Qualified donees can be a registered First Nation governing entity (i.e. First Nation Band) or a registered charitable organization recognized by the Canadian Revenue Agency. However, not all First Nation Bands and non-profit organizations are structured as registered

entities. Understanding the opportunities and limitations of charitable funding is an important consideration when determining how to structure your program. Organizations like Tides Canada can act as an "intermediary" organization, receiving and managing funds on behalf of unregistered organizations. Keep in mind, however, that the Income Tax Act has strict policies on the activities allowed with charitable funds, in particular with respect to lobbying and advocacy work.

Contributions from Partners

Partner organizations like universities, research institutes and non-profit organizations wanting to do work or research on your lands and waters can become important allies to your stewardship goals. Take a proactive approach to working with these institutions and organizations to ensure you shape and benefit from the work they want to undertake. Developing protocol agreements, research standards, data sharing agreements, mentorship and hiring clauses can help formalize expectations. See more discussion and ideas under the Conduct Research chapter.

Contributions from Your Community

Don't overlook the importance of community members in supporting your Indigenous Guardian program. Active land users, harvesters, traditional knowledge holders, and companies with operations out on the land and water may contribute significantly to your guardian efforts. Their insights and observations can be a powerful source of information. Developing ways for these users to systematically gather, document, and report information can allow you to harness this information at relatively low cost to your program. See the Monitor and Collect Data chapter for more detailed information.

Doug Neasloos, Chief Councillor, Kitasoo Xai'xais.

> We pursue funds from anywhere and everywhere including Band Council, Coast Funds, community fundraising, non-profit partners, and university partners. We are always looking for more secure funding for core positions.

Story

Tourists and Visitors Helping to Fund Indigenous Guardian Programs

When it comes to generating program funds, it helps to be creative.

Some Indigenous communities are developing permit systems that ask tourists or other resource users in the territory to pay a fee that directly contributes to funding Guardian programs.

The Kitasoo Xai'xais First Nation on the West Coast of British Columbia has negotiated tourism protocol agreements with all of the ecotourism operators in their territory. They charge a $10.00/per person/per night fee that supports Kitasoo Watchmen programs.

Similarly, the Ahousaht Nation on Vancouver Island has developed a permit system for hikers, campers, fishers, and other recreational users. In addition to funding their Guardian program, this permit process is also an effective way to reach out to and educate the public about the Ahousaht Nation and expectations for visitors.

How do I build a resilient and long-term program?

It is rare for an Indigenous Guardian program to have stable, secure or long-term funding. Sometimes there are funding gaps that must be bridged to keep the program going.

It can be challenging to plan for, invest in, and build capacity for a strong program when you do not know what resources are going to be available from one season or year to the next. However, there are ways to help buffer against this reality and create a stable and resilient environment for your program.

Consider these strategies:

- Develop a strong and enduring vision that guides the program through both lean and well-funded years. See the Building a Vision section.
- Cultivate strong community and partner support behind the vision and the program.
- Diversify funding sources to reduce vulnerability to any one funder.
- Try to build a mix of funding from small project specific grants to multi-year and strategic investments.
- Try to build in some reliable core or unrestricted funding streams that can support a basic or skeleton program year-to-year (i.e. annual fees from tourism operators, fee-for-service contracts, etc.).
- Be aware of the number of very small grants you pursue – they can be labour intensive and not always worth the effort. Where possible, build multi-year budgets and funding requests that can carry your program through a longer cycle of program activity and investment.
- Build a "business case" or "case for support" that outlines the benefits of the program and the return-

on-investment it offers to investors. 'Valuing Coastal Guardian Watchmen Programs: A Business Case' and 'Analysis of Current and Future Value of Indigenous Guardian Work in Canada's Northwest Territories' can help you build your case.

- Seek ways to integrate the information generated by the program into related management discussions and decision-making whenever possible. This will help demonstrate its value, impact, and importance.
- Evaluate and report out on the impact of the program – track where you are having real impact. See 'Evaluating your Program' section for ideas.
- Share the success and impact stories behind every initiative, project, grant, etc. and build support, recognition, trust, and interest on the strength each of these.
- Build a base of private individuals that support your program. Communicate regularly with them and don't be afraid to ask for financial support when needed.
- Consider developing partnerships with membership-driven non-profit organizations that can support your work.

Scott Harris, Ha-ma-yas Stewarship Network

> Guardian programs are not going to be 100% grant funded. There is going to have to be contributions from the Nation, from own source revenues, and possibly from fee-for-service activities. We are trying to position the work of the guardians as contracts or deliverables to prepare for a more diverse and deliverables-based funding environment.

What is involved in managing program funds?

While the effort to attract and secure funding may seem tough at times, sometimes managing multiple grant agreements and funding sources can feel equally as onerous.

- Some challenges of managing program funds include:
- Long lead times between applying for funds and actually receiving them.
- Funding cycles that don't line up from one funder to the next.
- Reporting requirements that are very prescriptive or inflexible.
- Restrictive uses of funds (i.e. not for travel, not for legal, not for honoraria, not for capital purchases, etc.).
- Tracking what each funder expects and managing your program to meet those expectations can be overwhelming and draining of time and energy.

Some strategies for minimizing the burden of managing such a complex funding environment include:

- Keeping an updated master calendar with all upcoming proposal and reporting deadlines.
- Keeping an updated spreadsheet or master list of all program funding sources and what components of your program each can (and can't) support.
- Carefully tracking and documenting program activities, expenses, etc. as you go to make reporting easier.
- Developing reporting templates and building in requirements for regular daily or weekly field reports and monthly project/program reports that can easily be rolled up into funder reports. See the Template 'Monthly Indigenous Guardian Report'.
- Being proactive and developing a reporting template that works well for you and then working with program funders to integrate it into their reporting requirements.
- Understanding funder expectations around program evaluation and conduct quarterly or semi-annual evaluations to assess program activities. Capture this information in such a way as to make reporting easier. See the Evaluating your Program section.
- Factoring in time on a regular basis (i.e. every Friday afternoon, at month end, quarterly, etc.) to tend to your funding administration needs.
- Building-in shared responsibility and a team approach for managing funds and funder relationships. How can the guardian team, program manager, accounting, administration, etc. work together to meet tracking, evaluation and reporting needs efficiently and painlessly?

How can I be successful in my fundraising efforts?

Successful fundraising is typically founded on the strength of relationships and the alignment of your program's goals with a prospective funder's goals. To be successful in your fundraising efforts, focus on both of these elements simultaneously. Try to make time to source and cultivate funds and be clear on your own needs while addressing the specific interests of potential funders. See links below for good proposal writing guides.

Tipsheet

Tipsheet: Ideas for Successful Fundraising

- Allocate enough time in your work plans to focus on funding demands (i.e. research funders, cultivate interest, write proposals, administer funds, evaluate outcomes, and report back).
- Know the interests and priorities of your potential funders. Address these directly in any and all communications with them.
- Make the link to your own interests and priorities clear and don't get

swayed off of these in your eagerness to attract dollars.

- Don't waste time applying to funders where there is not a good fit between your priorities and theirs.
- Reach out and communicate early to discuss your program goals and project proposals with funders.
- Whenever possible, avoid submitting a "cold" application for funds with no prior interaction or contact with the funder.
- Invite potential funders to come and learn about your program in your community or out on the land. Make the work you are doing, and the people that are doing it, real to them.
- Cultivate ongoing interest through phone and in-person meetings, updates, letters of interest, blog posts, etc.
- Wherever possible, show matching funds, community contributions, partners lists, etc. Invite funders to be part of something bigger and more impactful than their contributions alone can support.
- Ask for feedback when you haven't been successful on a funding application.
- Learn from every fundraising effort and strengthen your approach for the next ask.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/44/resources

Worksheet

Overview Worksheet from:
Chapter 5: Set up a Governance Structure

Funding an Indigenous Guardian Program

This worksheet provides a series of questions as you think through how to fund your Indigenous Guardian program.

1. What do you want to fundraise for?

   Have you got a plan for your Indigenous Guardian program that identifies your program vision, strategic priorities, and key operational activities?

   Have you drafted the equivalent of an “elevator speech” to communicate this information clearly and effectively to your target funders and supporters?

2. How much do you need to fundraise?

   Have you developed a comprehensive budget for your program as well as detailed budgets for specific projects or initiatives that you are seeking to fundraise for?

   What funding do you have in hand, what do you still need to raise?

3. Who do Indigenous Guardians report to? Who does the Indigenous Guardian manager report to?

4. Have you developed a plan to begin and maintain your fundraising efforts?

Have you built the work of fundraising into your core program work plans and assigned responsibility for relationship building, proposal development, reporting, financial tracking, etc.?

What strategies will you use to attract and retain funder interest? What strategies are best suited to different funders? Are there community champions or subject-matter experts you can recruit to help talk about and “sell” your program?

What opportunities exist to proactively invite, share or involve existing or potential funders? How can you get people engaged with and committed to your work?

Chapter 7

Hire and Manage Staff

Explore this section to learn:

1. What makes a good guardian.
2. How to recruit and hire guardian staff
3. How to keep the staff you have.
4. What makes a good manager.

Many successful Indigenous Guardian programs have a crew of guardians who see their work as a vocation and are passionate about working for their community. Guardians are often 'generalists' - they will likely have a mix of experience, personal qualities, knowledge, and skills.

It's important to find ways to hire and keep good staff, communicate regularly, involve them in decisions and build good rapport between crew members.

As you dig into the nuts and bolts of running your program don't start from scratch! Borrow from what others have done.

Tipsheet

Tips for Staffing and Managing Your Program

1. Put time into the recruitment process to optimize the quality and quantity of candidates who apply. Get the word out well in advance, utilize a variety of job posting strategies (i.e. notice boards, social media, website, etc.), and work your contacts and networks to identify prospective candidates.
2. Look to build a well-rounded crew with complementary qualities, skills, education and experience.
3. When interviewing, test candidates' suitability for the challenges of the job – things like remote work, physical demands, overtime, communicating with the public, etc.
4. Set equitable and competitive wages similar to other employment opportunities in your community or region. If matching wages is difficult, provide other incentives and benefits to attract and keep people on.
5. Develop an employee code of conduct and related policies to be clear about expectations, consequences and to ensure safety on the job.
6. Provide a solid orientation for new staff that covers program goals, performance expectations, reporting, personal responsibility, safety policies and procedures, and equipment use.
7. Meet regularly with staff to provide ongoing direction, deal with logistics, and solicit regular feedback.

8. If you have to issue a warning or suspension for a staff member, provide them with clear terms and conditions. Document all incidents and conversations.
9. Look to elders, community leaders or experienced staff to model expectations and provide support when issues arise or HR decisions are being made.
10. Look to recruit a program manager with strong leadership skills who can mentor and manage staff and all other aspects of the program from program management to fundraising and communications.

What makes a good guardian?

Being a guardian is a vocation as much as it is a job. Finding the right people who understand the significance of their role and are passionate about the stewardship of their lands and waters is important.

Look for people who have a keen interest in their culture, good communication skills, a willingness to learn, practical experience and technical skills for working in the field, and the fortitude to work outdoors, sometimes in harsh conditions. Here are some qualities to look for:

You may not find everything in one person, so build a strong team with strengths and skills that complement each other. For example, you can partner staff who have lots of experience working on boats or in the bush with younger staff who understand the technology for data collection.

It

Chantal Pronteau, Kitasoo Xai'Xais Guardian

> It makes me feel proud to be a Guardian, to hear other people recognize the beauty of my home and people always leave with a better understanding of our work, our culture, and the importance of stewarding our lands and waters for future generations.

How can you recruit and hire guardian staff?

can be challenging to hire the right people, especially when:

- The labour pool is small.
- Funding isn't guaranteed from one year to the next.
- There is competition for higher paying jobs in industry.

Your most valuable asset is your staff, so in the face of these pressures, it's important to do everything you can to both attract and keep them. Here are some tips for recruiting and hiring staff.

Tipsheet

Tips for Recruiting and Hiring staff

1. Think about how to create a well-rounded crew. This means considering the specific qualities, skills or experience you need to complement your existing crew members before you post a job for additional guardians. Also be sure to include any mandatory requirements in the job posting (i.e. driver's license, grade 10 completion, small vessel operator ticket, etc.
2. Spread the word about new jobs well in advance of the application deadline to ensure it gets out widely and that people have lots of time to respond. Use social media or ask for recommendations from trusted advisors to encourage applications.
3. Be sure to ask questions during job interviews that are related to what you need to build a strong team. Ask situational questions to help you assess whether a candidate is suitable for the day-to-day realities of the job, including remote work, physical demands, travel and overtime, close quarters with the crew, and comfort with dealing with the public.
4. Establish a transparent and objective ranking system to evaluate applicants. A hiring committee can help you be objective when weighing the pros and cons of each applicant.
5. Use internship, summer student or youth training programs to mentor and train youth for guardian positions and add to your crew during the busy field season.

When you are ready to hire new guardian staff, it is important to write a good job description that accurately describes the roles and responsibilities of the guardian, as well as the skills required to do the job. Here is a guideline to developing job descriptions and a sample Indigenous Guardian job description.

After posting the job description and reviewing applications, you'll be ready to select people to interview. Use this Worksheet "Conducting an Indigenous Guardian Interview" to think through developing your interview questions and approach. Consider who participates in the interviews and how you will make the final decisions about who to hire.

How can you be sure to keep the staff you have?

The cost of losing staff is high when you consider the time and money invested in recruiting, training, on the job mentoring, and team building. Frequent staff turnover can mean that the quality and delivery of program activities are inconsistent. It can be hard to gain momentum and build a robust and impactful program when staff changes.

Here are some key areas to focus on when thinking about the best ways to keep staff.

Wages
If possible, set equitable and competitive wages that are similar to other employment opportunities in your community or region. If you can't pay as well as others or offer full-time work, provide other kinds of incentives or benefits to attract and keep people on. Create a supportive and flexible work environment that accommodates and supports staff needs. For example, some people prefer seasonal over year round work because it allows time off in the winter for other activities.

Policies
Clear compensation policies are essential. Be clear on:

- Pay scales
- Overtime
- Travel expenses
- Time in lieu

When everyone is clear about what to expect, they will likely be more accountable, cohesive and function better together. Staff morale, job satisfaction, and absenteeism can all improve with clear and equitable policies.

On-Going Learning and Training
Provide opportunities for your staff to continue learning and take on more responsibility. Align training and work activities with the personal and professional goals of each guardian and build leadership training, mentoring and coaching into day-to-day work. When possible, consider pathways for people to advance in their jobs, such as opportunities to move into full-time work, a supervisory position, or a technical specialization. See the chapter 'Develop Training and Build Capacity' for more ideas.

Recognition
Lastly, look for ways to enhance your guardian's role and standing in the community by recognizing them and the importance of the work they do. Celebrate successes and achievements.

What makes a good Indigenous Guardian program manager?

A program manager who is responsible for running and overseeing your guardian program will help ensure that staff are supported and do their work effectively and safely. You may want to create a position or add the responsibilities to a senior guardian's job description.

A guardian program manager is ideally a strong leader who is good at mentoring and managing people and who has strong organizational and project management skills. It is also an asset to have skills in fundraising, reporting, communications, and data analysis.

Bruce MacLean, Athabasca Chipewyan First Nation and Mikisew Cree

> I pay my crew for 10 hours a day, whether they are on the water for 6 hours or 12 hours. If they work hard, get the job done, they are efficient, it works out in their favour. There are days in the field that are long and crappy, but this is made up for the days when things are smooth and they get home early. You have to offer a fair wage that is competitive with the region around you. You will have a lot of turnover if you are offering low wages."

Responsibilities of the program manager may include:

- Coordinating and championing your program vision.
- Managing program work plans and budgets.
- Coordinating work schedules, regular staff meetings, training, and program logistics (i.e. equipment, travel, and maintenance).
- Developing policies, procedures, and safety protocols, and ensuring they are understood and followed.
- Monitoring and tracking project activities, and ensuring accountability.
- Program administration, including time/pay sheets, purchasing, and financial reporting.
- Reporting to and working with governance bodies and the community.
- Fundraising and project reporting.
- Managing information, data, and analysis.

Here are some Tipsheets for a program manager focused on "Managing and Supervising Staff" and "Improving Employee Conduct".

There are several community resources shared below that could be useful to a program manager, including an Operational Health and Safety Manual, Guardian Staff Information Form, as well as specific policies for corrective action/discipline, and drug and alcohol use. Take advantage of what other programs have already developed.

Anna Schmidt, Taku River Tlingit

> Something that I've found very useful in helping to retain staff is to give them more responsibility by engaging them at management decision making and updating leadership. Staff want to see that the information they have is really valuable and needed, and that they are appreciated and their work is making a difference. They contribute to decision making as a valued part of the team, rather than just being a labourer. All these things can help retain staff even if your wage is low and you have no benefits to offer.

Tipsheet

Tips for Managing and Supervising Staff

1. Ensure staff have detailed job descriptions and employee contracts that describe responsibilities, work duties, reporting expectations, salary and benefits, work hours, overtime policy, and compensation for overnight travel.
2. Develop an employee code of conduct and policies related to drug and alcohol use. Be clear about expectations and consequences.
3. Review employee performance and compensation on a regular basis each year.
4. Provide a solid orientation for new staff. Orient them to the broad program and stewardship goals shaping their work, standard safety policies and procedures, personal responsibility and performance expectations, risk management, equipment use, reporting.
5. Have regular meetings and get constructive feedback from staff. Consider having weekly check-ins to ensure effective work planning, scheduling and logistics. Monthly meetings can focus on field observations and overall program direction.

Tipsheet

Tips for Improving Employee Conduct

1. Ensure you have clear policies that describe what it means to be 'fit for duty,' expectations for conduct while wearing a uniform, and expectations to ensure all staff have a safe workplace free from discrimination, bullying or violence.
2. 'Fit for duty' means being physically and mentally prepared to do the job safely and efficiently. Zero tolerance drug and alcohol policies ensure that each person and other staff are not put at risk.
3. If you have to take action with a staff member and issue a warning or suspension, provide them with clear terms and conditions. Document all incidents and conversations.
4. Identify elders, community leaders or experienced staff to model expectations for employee conduct, be a strong influence with staff if problems arise, or provide support in making HR decisions.

Scott Harris, Ha-ma-yas Stewardship Network

Having a good program manager is important. What makes them good? They are in the field with the crew, participating in the training that is being offered. They are team players. Sometimes program managers struggle with writing funding applications and reporting, so we provide outside support.

Devlin Fernandes, Ecotrust Canada

Are there opportunities for staff to check in and give feedback during program activities? Have staff fill out an employee exit survey to get feedback, especially at the end of the season if you work with seasonal staff. Capture what worked well, what they would like to change, and what could be done differently – this is very helpful in knowing what would keep them or ensure they return.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/45/resources

Worksheet

Overview Worksheet from:
Chapter 7: Hire and Manage Staff

Hire and Manage Staff

Use this worksheet to think through how to hire and retain a strong staff team for your Indigenous Guardian program.

1. What skills do you need on your Guardian team?

   Does your guardian team have the range of skills and qualities you need to have a strong, safe and capable crew in the field?

   What additional skills and qualities might you need to achieve your proposed activities? Do you have a plan in place to recruit people with these skills or provide additional training for existing staff or contract-out specific work?

   What kinds of training do you need to make to ensure that your team's skills are matched to your proposed activities? Where can you get this training and how is it best delivered? Have you planned and budgeted the time and resources for training?

2. How will you approach hiring and retaining new staff?

   Do you have a clear job description? Have you advertised the position widely so as many people as possible know about the job opportunity?

   What qualities and skills are looking for in the new staff? In job interviews, are you asking questions that help you understand the applicants past experience, commitment to this job, and reasons why they want to be a guardian?

Have you considered ways that you can make the job one that someone would like to stay in for the longer-term? What benefits are there to working as a guardian?

Have you “built-in” ways to create a strong and cohesive team – i.e. weekly team check-ins, times when staff can share their feedback and ideas, training or professional development days, morale-boosting events? Do you check in with and ensure staff are feeling challenged, motivated, and on-task?

3. Are the needed policies and procedures in place to help manage staff effectively?

Do you have roles and responsibilities clearly outlined? Are staff and/or contractors clear on lines of accountability and reporting requirements?

Do you have policies and procedures in place to address performance issues, probation/termination, safe-conduct, and ensuring a healthy workplace?

Is it clear to staff how and when performance reviews will be conducted, what evaluation criteria you will use, and what opportunities for advancement or increased compensation may exist?

Chapter 8

Run a Safe Operation

Explore this section to learn:

1. How to assess risk.
2. How to create safety policies and emergency procedures for your program.
3. How to ensure staff are prepared and safe on the job.
4. How to keep gear and equipment well maintained.

Guardian program activities have inherent risks. Guardians often work in isolated or remote locations far from emergency response or medical personnel. With this in mind, the number one priority of any Indigenous Guardian program should be to keep everyone safe. This requires assessing, managing and mitigating potential risks and implementing solid safety policies and emergency procedures. Without these in place, there is increased risk of injury and possible loss of life, costly damage to boats, vehicles and equipment and the risk of damaging the credibility of your program.

Tipsheet

Tips for Safe Operations

1. Create a Safe Operations Plan that identifies potential risks, identifies safety policies and procedures to mitigate risks, describes program equipment and maintenance schedules, and addresses other aspects of safety of your operations.
2. Involve your community, guardian crew, and experts in developing your Safe Operations Plan to ensure it accurately reflects the specific risks associated with your program activities and local conditions.
3. Create easy to read and use documents that outline safety policies and procedures. These should be easy to understand and follow and always available to staff to reference.

4. Make sure staff are well trained in what to do when unsafe conditions or circumstances arise. Support them by regularly briefing them, testing their knowledge, or running through mock scenarios. Ensure staff in the office also know what to do should a distress call come in or crews not return on schedule.
5. Make equipment inspection and maintenance a routine part of your program. Set regular times for inspection, gear checks, maintenance, asset reporting, etc. Building this in to work plans will ensure that field equipment, vehicles, etc. are in good working order and potential concerns are identified before a problem arises.

How can you assess risk?

It is important to take the time to identify and evaluate risks in a logical manner and plan for how to best manage and mitigate them. The Worksheet "How to Identify and Assess Program Risks" is a tool to help you think through and address potential risks in your guardian program. And a real life example of a Risk Management Plan Example shared by one of the Nations running guardian and field programs.

A well-rounded approach to risk management includes the following elements:

- Clear roles and responsibilities for management, office staff, field staff and guests.
- Well prepared guardians who demonstrate ongoing or 'continuous competence' in administering first aid, using a satellite radio on the water or land, safely operating a truck or ATV, and following safety procedures.
- Regular safety policy reviews and a run through of scenarios of what might come up in the field. Read the Story "Scenarios Help Indigenous Guardians Prepare for Eventualities and Reduce Risks" for ideas.
- Mandatory health and safety briefings for all guests.
- Safety gear re-stocked and in good working order.

Tipsheet

Assessing and Managing Risks

1. Involve guardians, other field staff, and experienced land and water users in risk management planning. They will have much to contribute toward identifying and planning for risks, and providing detailed local information (i.e. tides, terrain, weather, hazards, etc.).
2. Make 'continuous competence' the foundation of your program - ensure that all staff are up to date with their safety and first aid certificates and knowledge and know how to use safety equipment (such as inflatables and first aid equipment, and SPOT devices).

3. Ensure that staff understand the risks involved in their work and that everyone on the crew is prepared to lead under emergency conditions. All crew members must have a minimum level of competency in boat or vehicle operations and a base knowledge of how to deal with local hazards or risks on the territory.

Story

Scenarios Help Indigenous Guardians Prepare for Eventualities and Reduce Risks

You've just returned from being out on patrol when a community member approaches you to say there is a fisherman in trouble around the point. You know how quickly the weather turns because you just battled strong winds all the way home. The Coast Guard has been called but you know that by the time they reach the scene, the boat could be on the bottom of the ocean. Without thinking, you turn your boat around and head out to help.

How do you make the call about whether to go out and help the fisherman? Did you notify others in the community? Does everyone on board have adequate training and skills to respond to this emergency? When was the last time you checked to make sure your safety gear is in place? Under what conditions would you not go out to help?

Running through scenarios is a good way to prepare for real life situations that could come up. Most experienced Indigenous guardians have had a 'wake-up call', a situation or moment that made them realize how easily a situation can go bad if they aren't prepared.

A little risk management planning goes a long way to prepare your crew for unforeseen eventualities. Then, spending time at the beginning of each field season to assess and take action to reduce risks can save lives and the credibility of your program.

How to create safety policies and procedures for your program?

Keeping people safe when they are at work is the responsibility of employers and employees alike.

Guardian program managers and leadership must establish a safe and healthy work environment by developing and enforcing safety policies and emergency procedures. Your guardian crew is responsible for following all policies and procedures.

Clear, straightforward safety policies should describe their purpose, employee expectations and corrective or disciplinary actions. Ensure that your staff understand that they are accountable and that you will follow through with disciplinary actions if procedures aren't followed. A safe and healthy workplace environment is one where workplace practices and policies also protect staff from discrimination, harassment, violence,

and bullying while on the job.

Remember that safety is a condition of employment and most injuries and fatalities are preventable. Everyone must know the safety policies and emergency procedures inside out.

In addition to safety policies and procedures, it is critical to have standard workplace insurance coverage and WCB in place for employees and contractors. Work with your insurance provider to get the right liability insurance and coverage for your guardian program activities. Make sure your crew understands what the legal conditions are for insurance coverage to apply. Ensure that your safety policies and procedures have been vetted by a legal advisor to protect your program from liability if necessary.

Some examples of safety policy and procedures from various communities are provided below:

- General safety policies
- Small vessel operator procedures
- Corrective action/discipline policy
- Drug and alcohol policy
- Workplace bullying and harassment policy

Tim McGrady, General Manager, Farewell Harbour Lodge

> Something I've learned from the Kitasoo/Xaixais elders in Klemtu is the importance of traveling on the ocean with humility. The sea changes moods quickly and with little warning. And doing the little things right is important in keeping you safe on the water: do you have the required safety equipment, spare parts, a tool kit, emergency communication devices, flares? Do you check the oil every day and do you check your belts and coolant? These small things need to become a habit and they might just save your life one day.

How can you ensure staff are prepared and safe on the job?

It is essential that staff not be put at risk because they are unprepared for the job or because one of their crew engages in unsafe or irresponsible behaviour. Here are some tips for keeping people safe:

Tipsheet

Tips for Keeping People Safe

1. Responsibilities for safety and emergency response will fall on various people, including crew supervisors, managers, Band Office front desk, and other emergency contacts (such as the RCMP or other local government field personnel). Ensure that everyone understands their role, and that office staff have the authority to initiate a search in the event of distress calls from field staff.
2. Make pre-season reviews and refreshers of safety and emergency protocols mandatory. Conduct mock scenarios and unplanned tests in the field to ensure staff are confident, have adequate skills and that communication systems work according to plan. Run through emergency procedures once a month (e.g., fire on board, man overboard, etc.)
3. Take incidents and unacceptable employee conduct, behaviour and performance seriously. People won't take safety seriously if there are no repercussions to their actions.
4. Brief all guests and visitors accompanying your Guardians in the field on safety procedures prior to going out on patrol.

Emergency procedures must be easy to understand and put into practice. Provide opportunities to practice safety drills and run through scenarios in the field. Emergency response protocols often involve a variety of people so it is important that everyone knows their role and the actions they need to take in the event of an incident. See the Story 'Scenarios Help Indigenous Guardians Prepare for Eventualities and Reduce Risks'

Ensure all members of your crew have the necessary training to operate equipment and to respond in the event of an emergency. Competency training and assessment should be a standard part of pre-season preparations. Staff must continuously refresh and upgrade their skills and knowledge so they are prepared and ready in an emergency situation. See the Story 'Saving Money While Reducing Guardian Program Risks'.

Everyone should feel comfortable reporting unsafe incidents or close calls that occur. This way your program can learn from mistakes, address unsafe behaviours that may put the entire crew at risk, and adjust components of the safety policies to avoid future incidents. Staff must understand the corrective and disciplinary actions they face if they engage in unacceptable behaviour on the job.

Story

Saving Money While Reducing Guardian Program Risks

Confidence, trust, local knowledge and experience are key to being safe on coastal waters. When the Gwa'sala-'Nakwaxda'xw Nations (GNN) started their Guardian Watchman program they had one boat that was used for patrols and a water taxi service. In their first year on the water, they racked up close to $50,000 worth of damages and repairs. Realizing that many of these costs were avoidable, they hired a local marine operations instructor to develop a custom, competency-based marine training program.

Thanks to their custom course, GNN Guardian Watchmen now learn safe vessel handling, maintenance, emergency response procedures, and pollution prevention in addition to obtaining the provincially-mandated Small Vessel Operator Proficiency certificate. Perhaps most importantly, crew members learn how to demonstrate competency under a variety of weather and sea conditions and with different vessels. They also develop local experience on how to operate their boats in areas on their territory that pose special risks or dangers.

The cost of the training was roughly a fifth of the cost of damages and repairs from their first year of operations. Now, all crew members are trained and certified by the instructor to operate the GNN boats. Following the training, the cost for damages and repairs has dropped to $10,000 with two boats in operation.

The competency training also ensures that boat operators meet necessary requirements for insurance when the vessels are operating in designated areas. Overall, boat competency training has been a solid investment in safety and cost savings.

Lara Hoshizaki,
Regional Monitoring System Coordinator, Coastal Stewardship Network

> For our purposes, consumer grade Samsung tablets with water resistant cases were the best choice for data collection. We don't need more expensive units that are built for use in ice and snow, and this way, if something happens to the tablet, we don't have to pay a lot to replace it."

How can you keep gear and equipment well maintained?

Keeping transport well maintained and gear and equipment in good working order is essential to operational safety. Unreliable and poorly maintained equipment poses a big safety risk.

It can be useful to create a list of all the vehicles, equipment, and gear your program uses. On the list, make sure to include up-to-date schedules and budgets for regular servicing, maintenance or replacement of your gear and equipment.

Build accountability into your program with policies on who is responsible if gear and equipment is lost or damaged. Staff should also be clear on their personal responsibility - this way they'll be more likely to take better care of your program's gear and equipment.

Even with the best-laid plans, policies and maintenance schedules in place, the unexpected can (and will) happen. Be sure to have contingency funds and back up plans in place so you don't need to forgo a whole season of important activity if there is an equipment failure.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/46/resources

Worksheet

Overview Worksheet from:
Chapter 8: Run a Safe Operation

Run a Safe Operation

Use this worksheet to think through how to hire and retain a strong staff team for your Indigenous Guardian program.

1. How can you create safe working conditions?

   Do you have safety polices in place? Are all of your staff aware of these policies?

   Do you have emergency procedures in place? Do your staff regularly run through these procedures so they are prepared in the event of an emergency?

   Is all of your gear and equipment well maintained and working properly?

2. How can you ensure staff are safe at all times?

   Do all staff have the required and/or needed safety training and up-to-date certifications?

   Does your guardian crew work effectively as a team? Are there ways to build their skills as a team to ensure they work safely together?

   If staff don't follow safety policies and emergency procedures are there implications or consequences?

3. Have you discussed the various risks associated with your programs activities and/or developed a risk management plan?

   What activities that the guardians participate in are most risky? Do you have a plan in place that is understood by everyone to minimize that risk?

Worksheet

Overview Worksheet from:
Chapter 8: Run a Safe Operation – How can you assess risk?

How to Identify and Assess Program Risks

Indigenous Guardian program activities occur in the field out on the land and water, and often in remote locations far from emergency assistance. The probability of accidents occurring is very real. An important part of your overall program planning is to assess these risks and put in place procedures to minimize the risk and limit the potential damage of accidents when they do occur.

At the end of this worksheet you will find a examples of risks identified for the Marine Environment, Land Environment, Wildlife Encounters, and Medical Emergencies to give you an idea of what the end product of this risk assessment process will look like. These tables are by no means complete and the risks and risk factors will be different for each Indigenous Guardian program.

Risk Identification Matrix

Fill in the Risk Identification Matrix below:

1. Start by listing all the conceivable risks you can imagine associated with your Guardian program (i.e. human, equipment, weather conditions, etc.) Consider all the different environments encountered and the activities undertaken by your Guardian crew.
2. Next, assess the frequency and severity of each risk:
3. Risk frequency is how likely is it that the risk will occur. It is categorized on a 5-part scale: Rarely (small risk of occurrence, seldom happens), Seldom, Occasionally (Incidents could arise but low frequency), Regularly, and Often (High risk of incident occurrence, frequent occurrence).
4. Risk severity assesses the consequences of the event. It is categorized on a 3-part scale: Mild (discomfort or minor injuries, grazes or scratches), Moderate (Injuries which heal, require the services of a doctor) and Severe (life threatening or serious, lasting injuries).
5. Lastly, discuss the measures that you and your crew can take to mitigate the impacts of these risks. Involve everyone who has experience and something to contribute. This can be a fruitful discussion that provides the opportunity to share valuable knowledge based on experience.

Some examples of risk assessments for marine, wildlife, and medical are provided following the template.

Risk Identification Matrix Template

Risk	**Frequency** 1 - Rarely 2 - Seldom 3 - Occasionally 4 - Regularly 5 - Often	**Severity** 1 – Mild 2 – Moderate 3 – Severe	**Mitigation Measure**

Risk Identification Matrix – Marine Environment Example

Risk	**Frequency** 1 - Rarely 2 - Seldom 3 - Occasionally 4 - Regularly 5 - Often	**Severity** 1 – Mild 2 – Moderate 3 – Severe	**Mitigation Measure**
Falling or slipping on boats	Seldom to Regularly	Mild to severe	• Keep decks clear from debris • Install non-skid on slippery surfaces • Guardians wear appropriate footwear at all times • Safety briefing for any visitors on the boat.
Falling off the boats	Rarely	Moderate to severe	• All crew and visitors to wear PFD's when on outer decks, transferring between boats, and going ashore • One crew person secures the boat from ashore to assist others to disembark
Bumping head	Often	Mild to moderate	• All crew members are aware of surroundings • Crew do not wear peaked caps • Install signs indicating low entrance
Fire	Rarely	Mild to severe	• Routine fire drills • Safety briefings for visitors • Know location of fire extinguishers • Crew familiar with CO2 extinguisher procedures for each boat
Collision	Rarely	Mild to severe	• Proper watch at all times • Crew responsible as lookouts, especially when foggy • All crew members are made familiar with navigation equipment
Severe Weather or Water Conditions	Often	Moderate to severe	• Weather briefing, always watching what the weather is doing • Staff know how to read weather signs (i.e. storms, winds, etc.) • Captain and crew meetings to decide whether or not to go

Risk Identification Matrix – Wildlife Encounter

Risk	**Frequency** 1 - Rarely 2 - Seldom 3 - Occasionally 4 - Regularly 5 - Often	**Severity** 1 – Mild 2 – Moderate 3 – Severe	**Mitigation Measure**
Close encounter with potentially dangerous wildlife	Rarely	Mild to severe	• Crew know and follow best practices guidelines and protocols
Sudden or surprise encounter with potentially dangerous wildlife	Rarely	Moderate to severe	• Crew know and follow best practice guidelines and protocols • Crew practice awareness of surroundings, keep to open areas, visual scan of area at all times, travel in pairs

Risk Identification Matrix – Medical Emergencies

Risk	**Frequency** 1 - Rarely 2 - Seldom 3 - Occasionally 4 - Regularly 5 - Often	**Severity** 1 – Mild 2 – Moderate 3 – Severe	**Mitigation Measure**
Neck injury from falling	Rarely	Moderate to severe	• Determine if medical emergency. When in doubt don't move the person.
Heart attack	Rarely	Severe	• Medical Emergency protocol, evacuation, someone must remain with the injured party at all times.
Allergic reaction to bites (wasp, bee, spider)	Occasionally	Mild to severe	• Medical situation, Epi-pens in first aid kits, crew medical history, evacuation
Wildlife attack	Rarely	Severe	• Follow wildlife viewing best practice guidelines and protocol, situational awareness, remain with the group, crew briefing on proper behaviour while working in the bush.
Stroke	Rarely	Treat as severe	• Declare a medical emergency protocol, evacuation
Hypothermia - mild	Often	Mild	• Have proper clothing, shelter from the rain, change of clothes, extra gear, tarp, be watchful of guests looking for signs of increasing distress, radio contact with boat, remove personal if necessary
Hypothermia - severe	Rarely	Severe	• Have proper clothing, shelter from the rain, change of clothes, extra gear, tarp, • Look for signs of distress, remove personnel if necessary, shorten tour, get medical help, declare a medical emergency

Chapter 9

Develop Training and Build Capacity

Explore this section to learn:

1. The skills and training Indigenous Guardians need.
2. Different approaches to training Indigenous Guardians.
3. How Indigenous Guardian training can be funded.
4. Examples of existing Indigenous Guardian training programs.
5. How to build a training plan for your program.

The roles that Guardians play and the activities they undertake differ from one program to the next. This means the associated training and capacity building needs also vary.

One way to address the training needs for your program is to develop a training plan designed specifically to increase the strength of your program and the ability of your staff to help achieve your priorities.

As you begin to think through the training your Guardian crew needs, consider both formal and informal ways of learning. While formal training may be necessary for certain activities undertaken by your crew, less structured time with elders and other community knowledge keepers may be equally as important to a build up your crew's understanding of your Indigenous laws, culture, lands and waters, and unique local context.

Shaunna Morgan
Siegers, Operations Manager, Indigenous Leadership Initiative

> Training for Indigenous Guardians needs to include a focus on spiritual connection to the land and cultural responsibilities of caring for the land so it is there for future generations. There needs to be a commitment to working with the earth and with spirit, we can't just think about training from a western science perspective.

Tipsheet

Tips for Training and Capacity Building

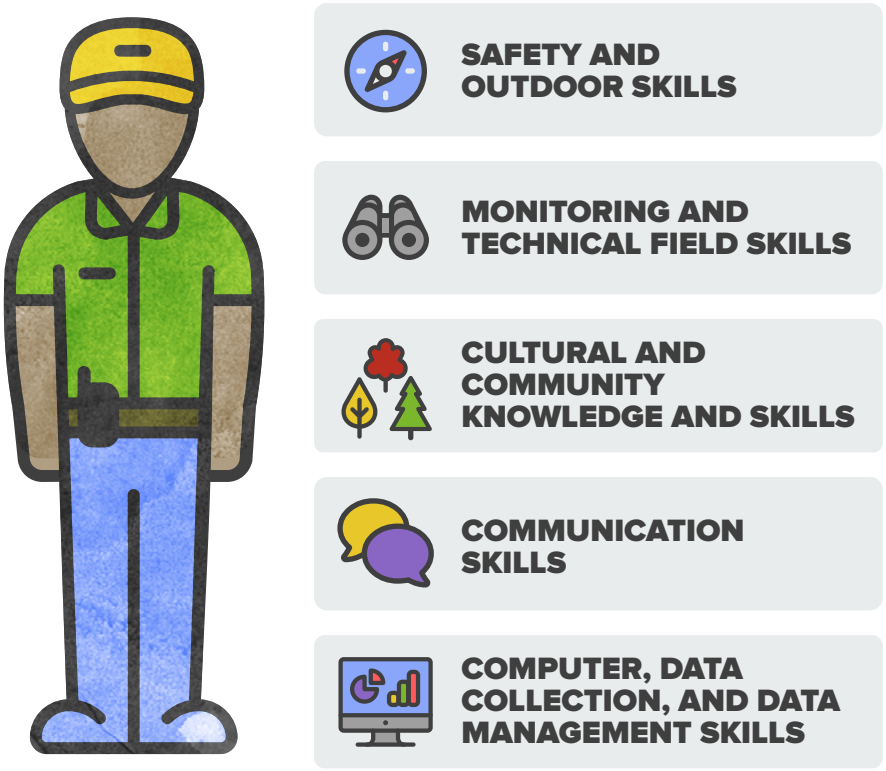
1. Think about the training you need to deliver a successful program. A training plan can map out what training is needed amongst your crew, on what schedule, and at what cost.
2. You may have some training that you provide every year to ensure basic safety. Other training may be targeted to a particular project or individual.
3. Try to deliver training that is hands-on, practical, in the field when possible, and draws on the experience of seasoned guardians and land users in your community. Create opportunities for mentoring and on-the-job learning.
4. Don't focus exclusively only on technical skills training. Offer training such as interpersonal communications, cultural knowledge, conflict resolution, team building, and leadership skills.
5. Support attendance at training by keeping it local, providing childcare, and scheduling it before or after demanding field seasons. Support those with literacy or numeracy challenges to fully participate.
6. Look for opportunities to provide training in the community. By doing so, you may be able to bring guardian staff together with staff from other programs that can benefit from the training. Similarly, bring guardians from other communities in the region together to run joint training, reduce costs and strengthen relationships.
7. Consider identifying individual staff to specialize in certain areas and tailor their training accordingly (e.g. archeology, forestry, compliance monitoring and enforcement, research or environmental monitoring).

What skills and training do Indigenous Guardians need?

One of the first questions you may need to answer when thinking about a training program is: what combination of skills and training are required to build a strong guardian crew that can do their job effectively and safely?

While some guardians may have strong knowledge of their culture and territory and a lifetime of experience working in the field, others may not. Some may bring a different set of skills and aptitudes that can help your program succeed. It is good to build a diverse guardian crew so that the knowledge, experience, skills, and talents of individual guardians can complement and strengthen each other.

Generally, guardian program staff will need a range of soft and hard skills between them to do their jobs well. These skills can be grouped generally into the following categories:



Explore the following Infosheets for more details about the types of skills that might be relevant for your Indigenous Guardian program:

Infosheet

Safety and Outdoor Skills for Indigenous Guardians

Indigenous Guardians spend most of their time outdoors and often in remote locations. It is critical that your Indigenous Guardians are properly equipped and trained to ensure they stay safe.

Identify which standard certificates and training courses are critical for your crew, both to ensure their safety and to meet any requirements set by your organization or your insurance provider. Use the Training and Certification Log Form to keep track of what each guardian has and when updates need to happen.

Often certifications related to safety and outdoor skills need to be renewed each year. Some communities set an annual schedule for when certain trainings will be available for their guardians. This way they know that everyone's certificates are up-to-date.

Examples include, but are not limited to:

Vehicle/Vessel Operations: Driver's license, Small Vessel Operator Proficiency (SVOP), ATV Operator Certificate, Restricted Operator's Certificate, Snowmobile Maintenance,

First Aid Training: Wilderness First Aid, Basic First Aid, Basic First Aid with Transport Endorsement.

Safety Training: Marine Safety Training, Swiftwater Rescue, Cold Water Safety, Firearms Safety/Possession and Acquisition License, Marine Emergency Duties (MEDA3), Wildlife Deterrence, Bear Aware, WHMIS.

Outdoor Skills: Wilderness Survival, Map Use and Wayfinding, GPS, Small Engine Repairs, Emergency Shelters and Survival, Land and Water Travel, Use and Maintenance of Camp Gear and Equipment.

Infosheet

Cultural and Community Knowledge and Skills for Indigenous Guardians

Indigenous Guardians need cultural skills and knowledge. It is important to create opportunities for guardians to work with and learn from elders and knowledge holders. This way guardians are grounded in the unique cultural context of their territory and understand the protocols and laws that apply to their work, and other important aspects of their language and culture. Some examples include:

Indigenous Knowledge: cultural sites, harvesting sites, species information

Language: local language, place names

Cultural Protocols: protocols for harvesting, protocols for visiting areas in territory, protocols for sacred sites, protocols for interacting with neighbouring communities, etc.

Indigenous Laws: local Indigenous stewardship laws and policies

Indigenous Stewardship Plans and Agreements: existing plans/agreements/ protocols signed by Indigenous community (land use plan, marine use plan, wildlife plans, chapters of settlement agreements etc.)

Infosheet

Communication Skills for Indigenous Guardians

Being an Indigenous Guardian requires strong communication skills. Indigenous Guardians interact with their community, the general public and resource users, and other resource management practitioners.

Your Indigenous Guardians are often a visible presence in your territory and therefore act as ambassadors for your community. This means they need to be comfortable and skilled at communicating with a diverse group of people in various situations. Some communication skills include:

Interpersonal Communications: Communication styles and approaches

Conflict Resolution: Dealing with conflict in the field, “verbal judo”

Public Speaking: Speaking with resource users in the field, presenting at community events, outreach with youth and community members

Writing and Reporting: Taking good field notes, daily/weekly activity logs, report writing

Leadership: team-building, leadership styles, group dynamics

Infosheet

Computer and Data Skills for Indigenous Guardians

The information and data your Indigenous Guardians collects is one of your program’s greatest assets.

Be sure your crew has the skills they need to adequately collect, document, input, store, and report on this information.

Examples include:

Microsoft Office: Excel, Word and Powerpoint

Filing and Information/Data Management: File systems, downloading data, saving data, transferring data, inputting data

Monitoring protocols: Recording observations, data collection and input

What are some different approaches to training for Indigenous Guardians?

There are a number of ways you can approach training for your Indigenous Guardians, such as participating in existing training, developing new training, or seeking out mentoring and hands on learning opportunities. As you decide, be sure to think about and ask your guardians what kind of training they prefer. This can help you increase buy-in, engagement and attendance.

Participate in existing training

There may be relevant training providers, college or university programs, and certificate courses already up and running and available in your region. When possible, meet with instructors or educational institutions early on to determine if training can be delivered to meet your specific needs.

Think about incorporating cultural knowledge and locally adapted content into more formal or structured training. This can help make trainings more appropriate and meaningful to participants. Standard courses that have not been adapted for local delivery may fall flat and leave your guardian crew feeling disengaged or overwhelmed. Be sure to work through how to adapt and deliver courses in the most effective way with any given trainer or institution you engage with.

Here are some important questions to think about when considering participating in existing training:

Checklist of Questions for Participating in Existing Training

1. Can training be delivered in your community or will there be a need to travel?
2. Does the training fit with your annual plan and crew schedule?
3. Do available courses meet industry-recognized standards?
4. Are the courses accredited at a university or college?
5. Is curriculum culturally appropriate, does it incorporate Indigenous knowledge, and do instructors understand community values and protocols?
6. Are different adult learning styles acknowledged and addressed in the training approach?
7. Are the life and work experiences of Guardians recognized and acknowledged by trainers?
8. Can available courses be custom designed to meet your specific needs?
9. Is the trainer or training organization willing to work in partnership to deliver what you need?
10. Do the training providers, instructors or institutions come recommended?
11. Do they have a proven track-record delivering relevant training to Indigenous communities?

The Coastal Stewardship Network in partnership with Vancouver Island University approached their guardian training using a blended model of existing university courses with new custom developed courses to meet the specific needs of guardians. This article describes their pilot program that resulted in the larger program offered today in partnership with the Ha-ma-yas Stewardship Society. It is described in the story 'Building Knowledge, Skills and Family through Stewardship Technicians Training on BC's Coast'.

Develop new training

It may be that you need to design and develop a new course or program altogether. If this is the right approach for you, look for trainers and training institutes open and willing to work with you who have experience developing training for Indigenous learners. On the one hand, developing new courses or programs can be both expensive and time consuming. On the other, the results will specifically meet the needs your community and other communities have into the future. Also consider if there are any key partners who could provide funding and support to develop and implement the new training.

Mentorship and Hands-On Learning

Whenever possible, build hands-on and field-based learning experiences for your guardian crew. One of the most effective ways to learn, absorb and practice new skills is by working directly alongside more experienced staff, elders or mentors out on the land and waters, learning-by-doing.

See Tipsheet below for examples of how Indigenous Guardian programs integrate mentorship and hands-on learning opportunities:

Tipsheet

Tipsheet: Mentorship and Hands on Learning Ideas

- Do role-plays of different scenarios guardians are likely to encounter with their crew and in in the field. This can provide guardians with a chance to practice productive ways of working together and responding to the public.
- Organize field trips with elders and other knowledge holders to support guardians to integrate Indigenous knowledge of places, cultural sites, harvesting areas, etc. into their work.
- Provide an annual orientation for guardians to familiarize them with your community's laws, plans, agreements, and policies.
- Help your guardians link their work directly to the vision and priorities of the community.
- If there are field-based consultants or other "experts" doing work in your territory, write into their contracts that guardians will join them for their fieldwork and ask that they provide training on the methods/techniques they are using. At a minimum, have guardians job-shadow them in the field to learn from their field skills and techniques.
- Organize joint patrols with resource agencies to build relationships, exchange knowledge, and gain practical field and patrol skills.
- Practice and test your crew's competency in basic safety protocols by running mock emergency scenarios in the field. See how people respond, then debrief afterwards to review what people did well and what people could have done differently.

- Pair up new guardians with seasoned community members or senior guardians who are experienced at working and living out on the land and waters. This hands-on experience creates opportunities to build outdoor skills.

Scott Harris
Ha-ma-yas Stewardship Network

We started out looking at the basic training that people needed to be in the field. Based on the priorities of Nations involved, we hired specialists to develop specific manuals and training for eel grass surveys, prawns, seals, etc. Then we moved to training on how to approach visitors and educate them about their territory. We developed a standardized training package with another network of First Nations as well as in partnership with a university. This allowed us to access bigger funding because we were working collaboratively, and now we have a 2 year training program.

How is Indigenous Guardian training funded?

Identifying sources of funding available and potential partnerships to develop and/or deliver your guardian training is critical. Whenever possible, anticipate and build training budgets into funding proposals well ahead of time. Some training may only make sense if you can put a larger cohort of students together. Look for opportunities to partner with other departments, organizations or neighbouring communities to meet class thresholds and bring costs down. See the chapter 'Fund an Indigenous Guardian Program' for ideas and leads on finding funding.

Some key questions to ask as you develop a funding plan for training are:

- What funding is available for training and capacity building?
- Are there opportunities to get funding through other community initiatives, industry partnerships, or training and employment subsidies?
- Can you leverage training opportunities by working together with other departments in your community or by working together with neighbouring communities?
- What in-community or local expertise is available to deliver components of your training plan or assess basic field competencies? Consider the elders or knowledge keepers that are available, researchers working in the region, local educators, or industry expertise.
- Are there local educational institutions interested in working with you to develop a local or regional guardian training program or training components?

What are some examples of Indigenous Guardian training programs?

There are now a number of examples of comprehensive training programs that have been developed by Indigenous communities and educational institutions. Many are specifically for Indigenous Guardians and address many of the core skill areas.

Some of these trainings are more focused on technical training for guardians themselves like the Stewardship Technicians Training Program curriculum co-designed by Coastal First Nations-Great Bear Initiative, the Nanwakolas Council and Vancouver Island University. See the story 'Building Knowledge, Skills and Family through Stewardship Technicians Training on BC's Coast'.

Others are more focused on training Indigenous Guardian managers such as the pilot program that was delivered at Dechinta Bush University in the Northwest Territories.

Others focus on environmental monitoring such as the BEAHR training through Eco-Canada. The Mikisew Cree First Nation are developing an innovative approach to environmental monitoring training that is described in the story 'The Best of Both Worlds: Pairing Indigenous Knowledge and Western Science'.

Here are some training programs that have been identified by guardian programs across Canada.

- BEAHR - Environmental Training for Aboriginal Communities
- Centre for Indigenous Environmental Resources (CIER) Workshops
- Coastal First Nations/Vancouver Island University – Stewardship Technicians Training Program Website and Brochure
- Nanwakolas Council/Vancouver Island University – Stewardship Technicians Training Program
- Gorsebrook Research Institute at Saint Mary's University: Innu Guardian training program
- Vancouver Island University Environmental Technician Certificate Program for Aboriginal communities
- Ecotrust Canada Fisheries Observer Training
- Canadian Aquatic Biomonitoring Network (CABIN) program and protocols, training and certification
- Arctic Response training programs (certificates, safety, survival etc.)
- Lakeland College - environmental management degrees (managerial and senior jobs)

Do you know about a great training program for Indigenous Guardians?

If so, please share with us so it can be added to this list.

Story

Building Knowledge, Skills and Family through Stewardship Technicians Training on BC's Coast

Two networks that provide support to Indigenous guardians on BC's coast, the Coastal Stewardship Network and the Ha-ma-yas Stewardship Network, partnered with the Office of Aboriginal Education at Vancouver Island University (VIU) to develop a custom, vocational training program designed specifically for Indigenous guardians.

The training program blends cultural awareness and leadership courses with industry certified technical courses in environmental monitoring and archeological inventory, as well as university credit courses on compliance communications and park administration.

Hilistis Pauline Waterfall, a Heiltsuk Elder, educator and instructor for the Cultural Awareness and Leadership courses, describes the program.

"Participants are reinforcing their Indigenous cultural awareness, leadership, respect and self-governance as well as getting technical training," she says. "We are growing and evolving collaborative as well as equal partnerships in this endeavour. It is this collaborative way of learning and growing that is a best practice to model in the spirit of reconciliation today."

Offering cultural awareness courses is important, as is incorporating cultural protocols, practices, and teachings as part of the learning process. It strengthens a strong sense of First Nations identity, place, and pride.

Elodie Button, Training Coordinator for the Coastal Stewardship Network, adds, "A key success factor has been to provide opportunities that foster peer-to-peer support and leadership throughout the program. These relationships resulted in strong family bonds that led to all the participants successfully completing the two-year program."

Other success factors were:

- University and industry accreditations for participants.
- In-class supports for participants.
- Modular courses delivered in or close to communities.
- Schedules that meet the needs of seasonal timing and that minimize the time spent away from family and community responsibilities.

Sheila Cooper, Indigenous Community Engagement Coordinator at VIU, shares her advice for others planning Guardian Watchman training programs.

"Try and get development funding early on to use to design the program and curriculum," she says. "It will go a long way to bringing cultural knowledge and

content strongly into each course topic. It also ensures that instructors have the time to do their own learning to better understand how to teach Indigenous students."

Story

The Best of Both Worlds: Pairing Indigenous Knowledge and Western Science

Mikisew Cree First Nation (MCFN) is taking an innovative approach to designing and delivering a community-based environmental monitoring training program. The program is for First Nations and Métis people in two northern Alberta communities, Fort Chipewyan and Fort McMurray.

Grounded in Indigenous pedagogy and teachings, the training will pair Indigenous Knowledge with western science. In-class coursework led by college instructors and scientists will be co-taught with Indigenous Elders and knowledgeable land-users. Meanwhile, on-the-land cultural teachings will be led by Indigenous Knowledge holders from the community.

Combining the two knowledge bases will provide participants with western environmental monitoring training that is grounded in their cultural roots. A full curriculum, student handbook, orientation

guidebook and co-teaching manual will be available by November 2017.

Devlin Fernandes
Ecotrust Canada

Who your trainers are can be key. Consider whether you are delivering training in a classroom, in a healing lodge, or at the site you will be collecting information. What supports do you have? How do you make sure people are supported? How do you ensure people can put their new skills to use so that training is linked to real world opportunities?

How to build a training plan for your program?

Developing a training plan for your program can help you determine:

- What kind of training to invest in.
- When and who to work with to develop and/or deliver the training.
- How it can be funded.
- What opportunities for partnering exist.
- How to evaluate the results.

The worksheet below provides an outline of a step-by step process to develop a training plan for your Indigenous Guardian program.

For a full list of resources in this chapter visit:

https://www.indigenousguardianstoolkit.ca/node/47/resources

Worksheet

Overview Worksheet from:
Chapter 9: Develop Training and Build Capacity

Develop Training and Build Capacity

This worksheet provides a series of questions as you think through the training and capacity needs for your Indigenous Guardian program.

1. What skills and training do your Indigenous Guardians need?

   Use this table to list the skills needed on your Guardian crew - this can help you be clear on what skills currently exist on the team and what additional training might be required to build these skills. Or in some cases, whether you need to hire additional staff or contractors with specific skills not currently represented on your team.

Safety and Outdoor Skills	Monitoring and Technical Field Skills
Cultural and Community Knowledge and Skills	**Communication Skills**
Computer and Data Management Skills	**Other Skills**

2. What training is needed for your Guardian team? What training is essential to keep your crew competent and safe on the job?

   What training would enhance the skill set of your existing guardian crew to ensure you have the right mix of skills to achieve your program activities?

   Are there certain qualifications that are mandatory for the job (i.e. drivers license, first aid, small vessel operator proficiency)? Are there specific certifications that are required for insurance purposes?

   Are there important certifications that require regular or annual re-testing or renewal?

3. Who can provide the training that you need?

   What training can be achieved through mentorship or working with elders or knowledge keepers in your community?

   Are there local or regional educational institutions (i.e. Indigenous training centres, colleges, universities) that offer courses or programs that match with your training needs?

   Do you need to develop new or customized training?

   When deciding on who and how the training will be delivered, have you considered - the cultural relevance of the training? The cost of the training? Where and when the training is delivered? The experience of the trainers?

4. How will you pay for your training needs?

   Have you built training into your budget and relevant funding proposals?

   Are there opportunities to coordinate training delivery with other programs or organizations to reduce costs?

Worksheet

Overview Worksheet from:
Chapter 9: How to build a training plan for your program?

A Step-by-Step Guide to Developing a Training Plan

Why develop a training plan?

A good training plan will help you to:

- Assess your existing program needs and individual crewmember's training needs
- Prioritize what kind of training to invest in and when
- Determine who best to work with to develop and/or deliver the training
- Identify how you will fund training
- Identify opportunities that exist for partnering with others
- Establish how to evaluate the results.

The following 7-step process diagram provides a quick visual of the steps to follow when developing your plan:

Step 1 - Assess Program Training Needs

The first step in developing a training plan is to assess your overall program training needs in relation to your program priorities and planned activities. Develop your training plan over a multi-year timeframe (i.e. 3 years) to give yourself time to find funding and support, and for your crew to incorporate new knowledge and skills on the job.

Answer the following key questions to help you zero in on your priority training needs:

1. What standardized safety and operating certificates that your guardians will require to conduct fieldwork safely? List and add to Table 1 below.
2. What core competencies, knowledge or skills does your guardian crew require to assume their roles and responsibilities and to support your program goals? List and add to Table 1 below.
3. What specialized training do your guardians need now? What might they need down the road as your program grows? (i.e. forest auditing, environmental monitoring of development projects, evidence gathering for enforcement, conflict management, etc.) List and add to Table 1 below.

Table 1: Skills and training timeline plan

Take the information you have listed above and map out your training priorities for the first 3 years of your program. Adjust this table as necessary to reflect core skills training categories.

Sample Core Skills Training Category	Year 1	Year 2	Year 3
Safety and Outdoor Skills			
Monitoring and technical field skills			
Cultural and Community Knowledge and Skills			
Computer and Data Management Skills			
Communication Skills			
Computer, data collection, data management skills			

Step 2 - Assess Your Individual Guardian Training Needs

Assess the training needs of each guardian on your crew and develop an individualized training plan.

4. What training and certificates does each person already have and are their certificates up to date?
5. What additional training or certificates are required to ensure safety and basic competency?
6. What are each crewmember's personal interests and aptitudes and how can these be supported?
7. What are each crewmember's professional goals for the next 3 years and how do these goals align with the goals of your program?

Table 2: Identifying training gaps and needs of your Guardian crew

Take the information you generated above and map it out to help you determine existing skills and identify gaps. Adjust this table as necessary with respect to core skills training categories.

Core Skills Training Category	Guardian Crew Member (name)	Guardian Crew Member (name)	Guardian Crew Member (name)
Safety and Outdoor Skills			
Monitoring and technical field skills			
Cultural and Community Knowledge and Skills			
Computer and Data Management Skills			
Communication Skills			
Computer, data collection, data management skills			

Step 3 - Identify Funding and Partners

1. Answer the questions below to identify sources of funding available for training in your community and any potential partners that will help you deliver your training plan.
2. What funding is available for training and capacity building within your community?
3. What funding is available for training, capacity building or education through other initiatives, industry partnerships, training and employment subsidies or government grants?
4. What opportunities are there to leverage training by working together with other departments in your community or by working together with neighbouring communities?
5. What in-community or local expertise is available to deliver components of your training plan or assess basic field competencies? Consider the elders or knowledge keepers available, researchers working in the region, local educators, or industry expertise.

Step 4 - Identify Training Providers and Educational Institutions

Conduct a survey of training providers, colleges, or university institutions in your region.

For each provider or institution assess the following:

1. What programs or specialties do they offer?
2. What specific courses do they offer that meet your needs? Can the courses be modified to better meet your specific needs?
3. Can the institution design and develop a new course altogether?
4. Can instructors come to your community or will participants need to travel?
5. Do the training providers or institutions come recommended?
6. Do they have experience adapting training to incorporate your cultural context or Indigenous knowledge?

Table 3: Assessing training providers or institutions

Training Provider				
Core Skills Training Category	**Name**	**Name**	**Name**	**Name**
List programs or specialties				
List relevant courses offered				
Can new courses be developed?				
Can courses be modified?				
Possible to deliver in community?				
Does trainer come recommended?				
Context, cultural knowledge?				
Other				

For *each course* available, assess the following:

7. When is the training offered? Does it fit with your annual work plan and schedule?
8. What are the learning objectives and specific course content for each course?
9. Does the course cover what you need for that particular topic?
10. Do courses meet industry-recognized standards?
11. Are the courses accredited at a university or college?

Table 4: Assessing Available Courses

	Training Provider			
Core Skills Training Category	**Name**	**Name**	**Name**	**Name**
What training need does this course fill?				
When is the training offered?				
Does the timing fit with your work schedule?				
Learning objectives / course content				
Is it industry-recognized?				
Is it university accredited?				
Other criteria?				

Step 5- Select Preferred Training Approach and Options

Based on your program and individual training need assessments, the training priorities identified, and your assessment of available training options, the next step is to prioritize what training you will offer this year. The following questions can help to evaluate your training options and assess fit:

1. How will the curriculum take into consideration cultural context and incorporate Indigenous knowledge?
2. How can you work with the instructors to ensure they understand your community values and protocols?
3. Are both soft and hard skills addressed in the training where appropriate?
4. Are different adult learning styles acknowledged and addressed in the training approach?
5. Are life and work experiences of guardians recognized and acknowledged by trainers?

Step 6 - Finalize your training plan and schedule staff to be available.

Once you have finalized your training plan for the year, make sure that schedules are updated and logistics are arranged. Here are some questions to guide you:

1. Have you scheduled the training into work plans and schedules?
2. Have staff been notified of dates and what is expected of them?
3. Are there any conflicts between training dates and community activities?
4. If space is available, have you notified other departments or interested community members who might also benefit from this training?
5. Where will the training take place? Have you booked a meeting space? What other logistical needs does the instructor have?
6. What are the best sites on your territory for field activities? Are there protocols that you should be aware of?
7. Are there elders or knowledge keepers available who will contribute to the training?
8. If the training requires participants to be away from their family and community responsibilities, how will you maximize scheduling to minimize travel and time away?
9. How will you reinforce learning to apply new knowledge and skills on the job?

Step 7 - Evaluate Training

Take the time to evaluate every training course you deliver to understand its value to your program and determine how it might be improved or adapted for next time. Seek formal feedback from everyone involved, including participants, instructors, and elders or other resource people. Below you will find a sample Course Evaluation form for participants. Use and adjust this to suit your needs.

Participant Course Evaluation Form

Course name: _____ Training dates: _____

1. How applicable and relevant was the training to your job?	
2. What worked about this course?	
3. What didn't work about this course?	
4. What were the top 3 things that you learned?	

Please evaluate instructor's knowledge, teaching style, clarity of communications, and course materials. Indicate using a mark such as an "X" or a "✓".

Evaluation Criteria	Excellent	Good	Satisfactory	Needs Improvement
Instructor's knowledge				
Teaching style				
Clarity of communications				
Course materials				

General comments on, feedback for, the instructor:

Please evaluate logistical elements of the course. Indicate using a mark such as an “X” or a “✓”.

Logistics Elements	Excellent	Good	Satisfactory	Needs Improvement
Location				
Room Venue				
Timing / Schedule				
Food				
Other				

Please provide any additional comments or suggestions about the course, instructor(s), or logistics:

Chapter 10

Monitor and Collect Data

Indigenous guardians and community members play an important role in observing and documenting what is occurring on the lands and waters. They are often the first people to observe environmental concerns, damage to cultural sites, or the cumulative impacts of resource use.

The value of these observations cannot be overstated. Monitoring can be understood as the process of documenting this information in a purposeful and consistent manner so that the data can be compiled and observations can be tracked over time.

Data are the concrete pieces of information that are produced by your monitoring activities. Data is collected, stored in some way, and analyzed so that the community can use it to make decisions or share it with external groups to inform and influence outcomes.

Explore this section to learn:

1. Why you should consider developing a monitoring plan.What you can learn from other Indigenous Guardian programs.
2. What you want to achieve with your monitoring efforts.
3. How to identify your monitoring priorities.
4. The types of monitoring you can do.
5. How Indigenous knowledge can shape your monitoring work.
6. What methods can be used to collect data.
7. What tools you can use to collect data.
8. How you can store and manage your data.
9. How you can report on your data and monitoring results.

> We rarely do just a monitoring program but are also always asking: how am I impacting quality of life today? Can we create employment? Can we support mental health? We think about how we collect the sample as much as collecting the sample itself."

Tipsheet

Tips for Monitoring and Data Management

1. Outline clear monitoring goals and priorities to guide your monitoring activities and efforts.
2. Ensure the community drives the development of monitoring goals and priorities. Report monitoring activities and findings to the community in a meaningful way.
3. Use both Indigenous and scientific knowledge to inform your monitoring program design.
4. Know how you will use your data and what questions it can and can't answer. Try not to collect data for data's sake.
5. Early on, consider how data will be managed, stored and analyzed. Without good systems in place, it will be difficult to make use of the information you collect.
6. Identify and develop monitoring partnerships in your region or around key issues of concern to amplify the impact of your monitoring efforts and capture efficiencies that come from working together.
7. Ensure adequate training and ongoing technical support for staff conducting monitoring work. Spend time in the field and office observing how guardians collect data, document observations, and input information into the data management system to ensure high quality data.
8. Match the right staff to the right monitoring work. Not everyone will have the right personality for monitoring compliance of rules and regulations or community use policies.
9. Regularly look at and report out on your data. This may help catch errors and spot trends.
10. Assign clear responsibility to staff re: receiving, inputting, analyzing and reporting on the data. Translate this information into maps, graphs, and compelling images whenever possible.
11. Provide opportunities for staff to present highlights of their monitoring and data collection efforts on a regular basis to managers, decision-makers, elected leaders, hereditary leaders, community members, etc.
12. Regularly review and adapt the monitoring plan and data management system as needed.

Why develop a monitoring plan?

A monitoring plan is one way of formalizing and giving scientific weight to guardians' field observations and the knowledge and observations of community members and elders. It allows you to shift from relying on anecdotal information and what people know to be true, to having hard or quantifiable data.

Monitoring can generate new and evidence-based information the community can trust. It allows you to present Indigenous knowledge in a structured way that speaks more directly to the information and monitoring methods used by government or industry. The process of systematically collecting monitoring data also helps to build the technical capacity of your guardian team, increasing the effectiveness and credibility of your guardian program with the community, external agencies and other stakeholders.

Indigenous monitoring plans often generate new information where no other credible data exists. This is especially true when the monitoring work has been initiated in response to community values and concerns as this may not be the driver behind other monitoring efforts. See the story 'Monitoring Programs Lead to Engaged Communities and Better Management Decisions'.

> Government agencies and staff can no longer point fingers at Gitanyow and say that Gitanyow hunting is part of the problem with the moose population decline. Between our harvest monitoring and our own research into the causes of the moose population decline, including taking government to court, the BC government has no scientific footing to make accusations against Gitanyow. We collect our own data and conduct our own research, and data and information are power for Gitanyow.
>
> **Kevin Koch**
> **Gitanyow Fisheries Authority**

Data can be used to challenge prevailing understandings and outdated research and findings. It can challenge the status quo, prove that observed changes or impacts are happening, and back up demands for action. It can be used to inform management decisions, influence negotiations with government and industry, and support legal processes.

Developing a monitoring plan may lead you to develop working

relationships with neighbouring communities or organizations on issues of common or regional concern (i.e. to monitor watershed level concerns or wildlife migration). Such partnerships can leverage the power of your data and monitoring efforts and provide a regional scale understanding of impacts or trends. Efficiencies can be gained by working together to develop shared monitoring methods, data protocols, data management systems, reports, and technical support and training. See the chapter 'Create a Network or Alliance' for more benefits to working with other communities.

What do you want to achieve with your monitoring efforts?

Your monitoring plan should be informed by and connect to the vision and strategic priorities developed for your Indigenous Guardian program and possibly other relevant higher-level plans developed by your community or organization. Start by reviewing and referencing this work, then bring the right people together (i.e. guardians, elders, land users, etc.) to explore and clarify what your specific monitoring goals could be.

Some questions that can help frame this goal setting discussion include:

- In the larger context of what we are trying to achieve, why is monitoring important?
- What are the issues, impacts or trends we are most concerned about and want to monitor?
- What do we already know about in these key areas, and what new or additional information is needed?
- Who else is collecting related or relevant monitoring data?
- As you work through these questions, draft and review goal statements to guide your monitoring work.

Consider bringing in additional technical expertise to help think through specific pieces. The right advisor can help ensure you have a monitoring plan that is clear and doable. You also want to set up a monitoring plan that can be built upon over time as experience is gained, baseline information is gathered, and monitoring and data needs change. Check out the powerpoint presentation 'Collaboration in Practice' that describes the Regional Monitoring System, developed for Coastal First Nations and the patrol effort of the Kitasoo/Xai'Xais watchmen.

> Monitoring programs need to address the issue of thresholds and acceptable levels of change. Rather than just collect data, the design of the program should inform a conversation about the levels of development that are acceptable.

Summary Workshop Report: On-the-ground Indigenous Stewardship in Canada". Squamish, BC. 2014

What are the different types of monitoring?

The monitoring work of guardian programs typically falls into several broad categories: ecological monitoring, cultural monitoring, compliance monitoring, and effectiveness monitoring. See the descriptions for each category below:

Infosheet

Description of Different Types of Monitoring

Ecological Monitoring

Ecological monitoring involves tracking changes on the lands and waters to understand any changes. Often, it involves establishing baseline conditions as well as thresholds that indicate acceptable/normal change and significant/concerning change. If you are using Indigenous indicators of ecosystem health, the knowledge keepers in your Indigenous community can help to determine what those thresholds are. Ecological monitoring covers a broad spectrum of activity and may involve monitoring for cumulative effects from multiple activities, tracking climate change impacts, or impact monitoring after an environmental emergency. It may also involve collecting species-specific information, for instance on species-at-risk, invasive plants/animals, or species of cultural importance.

Cultural Monitoring

Cultural monitoring ensures the protection of cultural sites (e.g. sacred sites, culturally modified trees, burial sites, high use cultural areas, etc.). It usually involves developing an inventory of these sites if this hasn't been done already through other processes. Managing and monitoring cultural sites may bring unwanted attention to them, potentially making it harder to protect them. Often, high cultural value sites also have other high values (i.e. recreation, hunting). To address this, consider complementary strategies to manage access and use, establish cultural protocols, and ensure compliance.

Compliance Monitoring

Compliance monitoring is focused on ensuring that industrial, commercial, recreational, or community activities on the lands and waters are in compliance with rules and regulations. These may be federal, territorial, provincial or Indigenous laws and regulations or associated resource management agreements, plans or policies. Compliance monitoring requires that Indigenous guardians have a thorough understanding of what they are monitoring for compliance against. It is important that they have formal authorization to do this work, backed up by documentation or agreements that can be provided when required. Because compliance monitoring may involve recording infractions as well as interacting with people who may be in violation (knowingly or unknowingly), other skills and supports become essential to keep guardians safe and effective in this role. These include strong communication and people skills, conflict resolution skills, well-established protocols and safety policies to follow,

observation cards, uniforms, ID badges, and support information materials.

Effectiveness Monitoring

Effectiveness monitoring is done to determine how effective an existing management plan or management effort is. If the monitoring data suggests that the current management measures are not effective, the plan may need to be adjusted. For example, effectiveness monitoring plans can be designed to evaluate if a mining company's management plan is being effective at maintaining ecosystem health or a restoration plan is being effective at rehabilitating an area. Effectiveness monitoring is part of an adaptive management approach.

What are your monitoring priorities?

You may have to deal with a strong desire to monitor "everything". To make your monitoring program manageable and meaningful, try to work with leaders, staff and the community to prioritize an area of focus.

To begin, you may want to consider initiating monitoring activities that will enable you to build the confidence and capacity of your guardians. Find the balance between what information is desired and what is realistic given budgets, experience levels, or technical skills.

Over time, build on your success and expand your monitoring efforts and technical complexity.

Where appropriate, seek out existing community-based monitoring protocols that have already been developed and tested. Many of these protocols are designed to be straightforward, user-friendly, and cost effective. See the story 'Setting Priorities: Evolving Coastal First Nations Regional Monitoring' to find out how Coastal First Nations establish priorities for monitoring.

Story

Setting Priorities: Evolving Coastal First Nations Regional Monitoring

When community members decided to focus monitoring efforts on regional issues important to them, instead of those of outside agencies, they were able to establish a successful monitoring program among coastal First Nations in BC.

Working together through the Coastal Stewardship Network (CSN), coastal First Nations leaders developed a regional-level system for monitoring and data collection called the Regional Monitoring System (RMS).

Priority setting takes time and good will. To get started, stewardship staff from participating Nations came together to discuss common concerns.

The team identified many areas of concern. They used a set of criteria to help with prioritization:

- Issues that were relatively easy to monitor.
- Issues that weren't being sufficiently monitored by others.
- Data that would be useful and relevant if collected at a regional scale

In the beginning, Guardian Watchmen collected data on wildlife, trap and boat sightings, impacts to cultural sites and suspicious activities. As new concerns arose, additional issues and indicators were added, including tsunami debris and bear hunt monitoring.

After five successful years, the CSN conducted an evaluation of the RMS and asked: what are the current needs of the Nations involved?

Much had changed in five years, from active participation by nations in coast-wide marine protection and management, to a need for more sophisticated data products, to rapid advances in mobile technology.

To ensure the RMS remained relevant, a comprehensive inventory was done in each community to determine how Nations wanted to use their data now and into the future.

It was clear from the inventory that all Nations using the RMS have much greater data collection capacity and more complex data needs now than when they started. The inventory uncovered more than 120 different activities that coastal First Nations monitor or would like to monitor in the future.

Lara Hoshizaki, Regional Monitoring System coordinator, describes the next step in priority setting.

"We developed a scoping framework for assessing each of the monitoring activities," she says. "We then went through a process where we asked each Nation to consider questions such as 'Is the RMS the best tool for collecting this information? Is this data best collected at a regional scale? Is this data important now or in the future? Is your Nation the best entity to collect this data?'"

Through the scoping framework, the list of 120 has been narrowed down to 16 monitoring activities. The CSN is currently in the process of developing monitoring methodology and sampling protocols for each of these activities. They are also considering how the information collected can best be analyzed and illustrated for future use.

How can Indigenous knowledge shape your monitoring methods and design?

As you develop your monitoring methods and activities, consider utilizing a range of indicators that reflect both Indigenous knowledge as well as scientific information.

You may want to engage Indigenous knowledge holders such as elders and land users in the design of your monitoring plan. These individuals can share their knowledge about the land to inform monitoring priorities and design and help identify useful Indigenous and scientific indicators of ecosystem health. Active land users can also be invaluable observers and collectors of monitoring data.

The Arctic Borderlands Ecological Knowledge Society integrate Indigenous knowledge and western science in their approach to monitoring. The Community Ecosystem Monitoring Interview Questions and an example of a Community Monitor Report provides some insights into their work with Gwitch'in/Gwich'in and Inuvialuit harvesters. There are more links below to projects where Indigenous knowledge is shaping monitoring design.

Developing monitoring plans that use both Indigenous knowledge and western science approaches and indicators takes time. It requires finding scientists, researchers and consultants who are curious, can hold multiple worldviews, and are willing to learn. Allow adequate time for knowledge holders and external advisors to listen to each other and understand each other's points of view.

The end result will be a robust, holistic monitoring plan that is connected to your community's values and knowledge systems. Ensure that any external advisors involved in building your monitoring program also train your Indigenous Guardians in data collection protocols being developed.

Kevin Koch
Gitanyow Fisheries Authority - Lax'yip Guardians Program

> In our experience, you should start with a data collection method that has buy-in. If you are trying to influence the province, ensure they have reviewed your monitoring method and buy into it. The more data we collect, the more we become experts in terms of the moose on Gitanyow territory and on hunting and management issues. If things do go to court, we have all this background information that will be important in influencing the decision. They will do what they can to pick apart your data, so having a qualified professional sign off on the data and research helps."

What methods should be used to collect data?

The information your guardian program collects will likely vary depending on the monitoring priorities and indicators you've selected. It could include some combination of the following types of data:

- Quantitative - such as the location and number of particular wildlife species or the number of observed commercial fishing boats.
- Qualitative - such as a detailed description of the state of a cultural site or a written record of an interview with a resource user.
- Scientific measurements - such as dissolved oxygen in water or temperature.
- Lab analysis - such as samples taken from soils, fish or seaweed.

- A well-designed monitoring plan considers how you will use the data before you start collecting it.

Collecting data for data's sake is a sure fire way to waste valuable resources or to lose support for your program. Focus your monitoring efforts on collecting data that can influence change, whether that means influencing your own resource management decisions or negotiating with external government agencies or industry (e.g. to inform referrals, management plans, or high level agreements).

You may want to look at established or best-practice scientific methods to collect data. Talk to university, government, or private sector professionals and researchers to find out what data has already been collected for your region or issue of concern and what methods were used. Evaluate this information to determine if using the same methodology is in your best interest. Using established methods could save you time and money, allow you to compare the data you collect with other data sets, or build broader buy-in to your findings.

For example, if you are collecting data in order to influence the provincial government regarding wildlife management, it is helpful if government accepts your monitoring approach and methodology.

See the approach that Coastal First Nations took to developing methods for their Regional Monitoring System in these Overview and Methods and Instructions documents. The Ha-ma-yas Stewardship Society has developed several specific data collection manuals for their guardians: archeaological site, eelgrass, clam, and crab.

Inevitably, the community, industry and government will ask questions about your data. Try to ensure that whatever approach you take, your methodology is clear, defensible, and delivers credible data. Regularly review and evaluate your data records and data input processes to ensure data quality is high (often referred to as quality assurance/quality control measures). This will ensure any problems with data collection or data input and management are identified on an ongoing basis and can be rectified. Provide ongoing guidance to staff to improve data quality and consistency.

What tools will you use to collect data?

As you design your monitoring plan, you will likely need to make decisions about what kind of tools your program will use to collect and record data. In many cases, it will be important to record spatial coordinates for the data that you are collecting using a GPS or other means. Sometimes, you will need specialized equipment to take measurements or collect samples, such as a water sampling meter or fishnets. Equipment can be expensive, so consider a balance between quality and cost, and ensure that equipment is well cared for and maintained.

Information can be entered onto paper forms, survey forms, or handheld devices like tablets, phones, laptops, etc. In some cases you may want to photograph or video document observations, or leave remote cameras behind to capture footage. Increasingly, guardian programs have been making creative use of tools like drones, mapping and GIS, social media and open-source and custom applications to gather and document information. Regardless of the data collection tool used, it important to test your methods in the field (and on the analysis and reporting end) and refine and adapt them as you go.

There are pros and cons to using different approaches. Paper forms are easy to use but must be manually

input into your data management system. This can be time consuming and create opportunities for error. Hand-held devices can be more efficient and transfer information directly into your database or data management system once back in the office or on wifi. However, these can be expensive, require technical skills or frequent software upgrades, or be affected by cold temperatures, battery issues, software glitches, data loss, etc. See the story 'From Australia to BC: Improving Data Collection with CoastTracker' to learn about how Coastal First Nations were inspired by Indigenous rangers in Australia.

It's a good idea to reach out to other organizations and communities who have walked this path before you and who are operating in the same geographical, cultural or monitoring context. Check out some of the links below and connect and ask what tools they have found successful or lessons they have learned along the way.

Story

From Australia to BC: Improving Data Collection with CoastTracker

The Regional Monitoring System was first introduced to coastal Guardian Watchmen at their annual gathering. Everyone was issued a yellow plastic binder with Rite in the Rain paper field cards for collecting data while out on patrol.

At the same gathering, an Australian colleague, Rod Kennett, gave a presentation on the work of Indigenous rangers in northern Australia. When he pulled out a handheld data collection device called the 'I-Tracker', everyone in the room said: "We want one of those."

Thus the 'CoastTracker' was born. CoastTracker is a digital data collection system that uses tablets with open-source software for inputting data, photos and voice memos in the field. The data can be collected 'offline', then uploaded to an online data management system when Wi-Fi is available.

CoastTracker has improved the accuracy, quality and quantity of data being collected. It has also improved the ease and speed of getting data into a data management system so managers and office-based staff can get access.

The first version of the CoastTracker was a ruggedized and expensive handheld device. It was programmed using CyberTracker, an open source software used by Indigenous field staff around the world. Since then, CoastTracker has evolved to use less expensive consumer grade tablets. The Coastal Stewardship Network is developing their own application that allow for complex data collection. It will be Android based, with live maps, the ability to track your patrol while out in the field, and improved data editing functions.

How will you manage and store your data?

Your data management and storage system must also be designed carefully. Without this, you run the risk of losing or throwing out data that took valuable time and resources to gather.

You may want to create a digital system that is organized and easy to use so that data can be retrieved and analyzed to answer the questions and concerns of your program and community. When setting up a new data management and storage system, start by talking to practitioners in other communities who are willing to share the lessons they have learned. The stories 'An Evolving Data Management System: The Mikisew Cree First Nations' Approach' and 'Building a Regional Monitoring System: The Coastal Stewardship Network's Approach' are two approaches to developing data management systems.

There are many factors to consider before investing in a system. You may have to trade off between different functionalities. The system that you develop will depend to a large extent on the type of data you collect now or plan to collect in the future.

- The following is a list of just a few of the questions you should consider when thinking about data management:
- Who will manage the data collected by your guardian program?
- What existing systems for data management are being utilized by your organization (i.e. a referrals system, GIS system, etc.)?
- What IT support do you currently have for data management?
- How will your data be analyzed? What format will you need to output your data in? Will you import your data into a GIS or other system?
- What reporting functions do you envision (i.e. do you want to output summary tables or maps)?
- You may start by inputting your data directly into a basic system like an excel spreadsheet. As your data management needs and capacity grows, you can develop a more comprehensive database.

The database system you use or build will reflect the funding and capacity you have, the information you are working with (i.e. spatial, lab samples, and/or interview transcripts), and how the data will be analyzed and reported on. Considerations for the database are similar to the data collection software – you can develop a custom system or rely on off-the-shelf or open-source solutions.

Keeping your data secure and backed up is of utmost importance. Develop clear guidelines and an approval process for who can use the data management system and what data they can access. User access specifications can be built into more sophisticated data management systems. Consider the pros and cons of storing your data on a cloud or remote server versus a hard server located in your community.

Story

An Evolving Data Management System: The Mikisew Cree First Nations' Approach

The Mikisew Cree First Nation in north-eastern Alberta is monitoring the impacts of large-scale development projects that threaten their traditional lands and waters, their rights and way of life. Threats include large water withdrawals on the Athabasca River from oil sands operations, hydro development that has changed seasonal flooding to the Peace Athabasca Delta, and climate change that compounds and impacts the amount and timing of precipitation. Changes in water quantity have created navigational hazards and made safe navigation unpredictable.

Their community-based monitoring program uses both western science and Indigenous Knowledge indicators to track impacts. Guardians collect samples for water quality analysis, and measure water quantity, as well as winter snow and ice. The data provides valuable information to track changing conditions due to development and climate change as well as inform the community about travel safety.

"When we started developing our data collection and management system, we used open source software that was free but required expensive hand held devices that lost data in cold temperatures," says Bruce Maclean, project coordinator. "We went back to using paper field cards and an excel spreadsheet but that meant that data wasn't available for others to use. We are now developing a custom system that can be used on Android and iOS devices. This will give us the flexibility to build apps that will be available for community members to easily download. It will be a way to get more participation in our studies."

The Mikisew Cree guardians now collect data using a custom app and database system developed in partnership with the Athabasca Chipewyan First Nation. Custom field data collection sheets have quality control built in and link directly to a secure data storage system that incorporates tools for online reporting and data manipulation. The database system also links seamlessly with their land use planning and regulatory management software called Community Knowledge Keeper. Developers Affinity Bridge, have a track record of developing unique software tools to solve unique social problems.

Story

Building a Regional Monitoring System: The Coastal Stewardship Network's Approach

Keep it simple and something you can build upon, suggests Lara Hoshizaki, RMS coordinator. When it comes to developing a data management system for storing and accessing the monitoring data collected by Indigenous guardians, simplicity can go a long way.

With words like Posgres, posGIS plugins, QGIS and ODK, delving into data management systems can feel like you've landed in a foreign country.

"There are so many choices and options now. Each with different costs and pros and cons. Our experience with the Regional Monitoring System is that when it comes to developing tools for using your data, it is important to talk to the experts," says Lara.

When the RMS was first developed, the Coastal Stewardship Network used a Drupal platform to develop an online content management system to store and access RMS data collected by Guardian Watchmen. It served its purpose in the beginning when the focus was on collecting and inputting data into the system. But as Nations began to think about how they wanted to use their data, the limitations of the data storage system became apparent and it was clear that a new system was needed.

"We pretty quickly moved to develop our own relational database," says Lara. "We needed a system that could talk to other databases and systems and that would allow data to be directly accessed by GIS programs. With our new database, we can produce whatever data products that our Nations need, from maps of patrol routes and data, to heat maps that show intensity of patrolling effort."

The RMS system has a relatively simple web portal interface with secure permission and sign in requirements. Users can see their patrol routes and sightings on maps and generate different data summaries they can use for reporting. Technical support is available to troubleshoot and meet the complex data products requested by member Nations.

When asked what tips she has for Indigenous Guardian programs developing their own data management system, Lara replied:

"I recommend establishing a volunteer IT committee with expertise in all aspects of data collection, storage and access, and analysis. For us, this committee has been extremely useful in helping us make decisions and evaluate our new database. It has also worked well for us to have programming expertise in-house so that we can respond quickly and nimbly to problems when they arise or requests for specialized data analysis. Finally, because security is of utmost concern with our member Nations, we made sure to house our database on a Canadian server."

How will you report on and share your data and monitoring results?

You will likely need to determine what data can be shared, with whom and under what circumstances or conditions.

Develop data sharing protocols if you plan to share your data. Data sharing protocols help clarify who gets access to the data, what kinds of data, for what time period, and for what purpose. Both Ecotrust Canada and the Coastal Stewardship Network have shared data sharing protocols to get you started.

Determine who in your organization or community can make decisions about data sharing. There are certain types of data that may need to be kept confidential, such as cultural site locations, harvest sites, or information about suspicious activities or compliance issues. Develop clear guidelines and make sure anyone with access to the information understands and follows them.

Similarly, as you conduct analysis and write up results, you may want to share monitoring findings with the community or with external stakeholders in academia, government or industry. Consider both the benefits and potential risks of sharing this information (in whole or in part). Take measures to retain control of the information to ensure it is not misrepresented or misused. Whenever possible, use the power that data visualization, maps, and other graphic tools can offer to breathe real life into your monitoring data, and its ability to influence and inform your key audiences.

> It's vital that the data collected through monitoring programs is accessible and meaningful to the community, so that people can participate in the understanding of what is going on out on the land, and how the data being collected informs decision making on natural resource management."

Participant, From: "Summary Workshop Report: On-the-ground Indigenous Stewardship in Canada. Squamish, BC. February, 2014. Prepared by Dovetail Consulting Group)

See the story 'Many Lines on a Map: Kitasoo/Xai'xais First Nation' to see how powerful GPS tracks of patrols can be.

Story

Many Lines on a Map: Kitasoo/Xai'xais First Nation

You could say that a map is worth a thousand words when you see the records produced by the Kitasoo/Xai'Xais Stewardship Office.

Doug Neasloss, Stewardship Director, uses two maps to compare Kitasoo Watchman patrol routes to the local BC Park ranger and DFO officer presence on the territory. He then uses these maps when he meets with high level bureaucrats in the federal and provincial governments. A powerful and effective tool, these maps illustrate that Indigenous guardians are the ones who truly know what happens on the lands and waters.

Tracking patrols is a simple and effective technique that provides useful monitoring information. Guardians can use data collection devices such as a smartphone, tablet, or GPS unit to record daily Guardian tracks or routes. They can

Story

then display the GPS points visually on a map.

This information allows teams to quantify in person-hours and distance covered by crew as they monitor and protect their territory. The maps can also help build the case for why a program needs funding, demonstrate that the community is monitoring and managing a territory, and demonstrate Aboriginal rights and title, as well as occupancy and use of a territory.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/41/resources

Worksheet

Overview Worksheet from:
Chapter 10: Monitor and Collect Data

Monitor and Collect Data

This worksheet provides a series of questions to help think through your monitoring priorities and how you might build a monitoring plan.

1. What issues, species, values, or areas are of the greatest concern or highest priority to your community and government?

2. What is already known about these priority issues and what additional information is needed?

3. What kind of monitoring activity and results are most likely to inform and influence decision-making and affect outcomes related to your priority issues?

4. Who can you work with to amplify the impact of your monitoring program? Who else is conducting related monitoring and/or collecting relevant data?

5. How does Indigenous Knowledge shape your monitoring priorities and methods?

6. Are there standardized or best-practice scientific methods that you want to use for some of your monitoring priorities?

7. How will you collect your data? What tools will you use? Does the monitoring activity require advanced training or specialized equipment?

8. What training is needed for your Guardian team to conduct the monitoring activities to ensure high quality data and useful results?

9. How will you manage data that Guardians collect? What skills and tools are needed to store, access, and analyze data?

10. How will you report out on your monitoring data and results? Who needs to be informed about the results? How will sensitive data be safeguarded or shared appropriately?

11. How can you fund your monitoring program in the short-terms and the long-term? What type of monitoring work can be done quickly and easily and requires limited resources?

Chapter 11

Conduct Research

Explore this section to learn:

1. Why you should consider being proactive about setting the research agenda.
2. Why you should consider establishing a research protocols.
3. How research requests can be evaluated.
4. The value of research partnerships.

Research involves methodical investigation in order to generate new information and knowledge. Monitoring activity often leads naturally into important research questions. For instance, the need for research may emerge when there is an absence of information or understanding on an issue of concern (i.e. sudden changes in wildlife populations, changing migration patterns, new evidence of impacts). A formal research program can help gather new information and Indigenous and local knowledge. It can also help to better integrate this information into resource management and decision-making.

> Scientific research work has been a game changer in terms of dynamics at negotiating tables – we now have published data that is better than DFO's data and are willing to share it."

Ken Cripps
formerly from the Central Coast Indigenous Resource Alliance

Tipsheet

Tips for Research

Set the research agenda. Clarify and drive your own research priorities in the short and long term.

Build research projects, partnerships, funding asks, etc. around these priorities.

Leverage other research institutions' interest in your region or community to answer your own research questions, needs, and priorities.

Develop research protocols and agreements that outline processes for obtaining consent, respecting cultural and community requirements, and meaningful engagement.

Engage the community in research whenever possible. Build in processes for community to inform the research design and approach, to benefit directly from research activities, and to learn from research findings.

Don't get side tracked by researchers and research agendas that do not align with your own research priorities. You have limited time and resources, so focus on what is most important to you.

Delineate a clear role for your guardian program and staff in conducting research. Determine when and how it makes sense for guardians to be involved in research and when it doesn't.

Why be proactive about setting the research agenda?

Research can focus your guardian program in any number of directions. For instance:

- Ecological research can look at projects focused on climate change, water management, wildlife populations, impacts of contaminants, etc.
- Cultural research can gather knowledge from community members (e.g. interviews, mapping), verify and document cultural values and areas, identify archeological sites, etc.
- Socio-economic research can assess the value and benefits of stewardship activities, impacts of resource development, changes in the community, etc.
- Legal research can support the articulation of Indigenous laws, help create strategies for advocacy, etc.

Given the many different focuses research can have, it is important to know what your research priorities are. Research can be very time and resource intensive and can have the unintended effect of pulling your program off course. This is especially true when budgets are tight or the research doesn't align well with community concerns or priorities. Sometimes, getting involved in someone else's research can become a drain on your program and the limited time and resources at your disposal. Think carefully about how research supports and contributes to the goals of your program.

With clearly identified research needs and priorities, however, you can proactively seek out funding and beneficial partnerships that provide critical information and analysis. Establishing research agreements up front with partners is an important way to ensure that research does not undermine your values or expectations. It helps ensure that opportunities for data analysis, new knowledge generation, capacity building and training, and informed decision-making are not missed.

The story 'Collaboration: The Key to Community Based Research' describes a solid approach to collaborative research.

Megan Adams
Researcher, University of Victoria

> True community-engaged research occurs when members of communities and research-based institutions collaborate throughout the research process towards shared outcomes."

Story

Collaboration - The Key to Community Based Research

"True community-engaged research occurs when members of communities and research-based institutions collaborate throughout the research process towards shared outcomes," writes Megan Adams and her co-authors in a recent contribution to the "Toolbox of Research Principles in an Aboriginal Context: ethics, respect, fairness, reciprocity, collaboration and culture."

Megan studies bear-salmon-human systems with resource stewardship staff from the Heiltsuk, Wuikinuxv, and Kitasoo/Xai'xais Nations. She and her colleagues' research approach is oriented toward the community context, rather than the academic institution.

Community collaborators are actively involved throughout the research process. From developing the research focus and questions, to designing research, to carrying out research and determining how the knowledge generated is used and communicated, collaboration is key. Research participants work beside one another, each with their own worldview, knowledge base, and method of inquiry. This approach has led to respect, trust, co-capacity building and authentic relationships among team members.

To read more about this approach and others in the Toolbox, click here.

Why establish a research protocol?

Research work may be a key component of your Indigenous Guardian program or it may be work that is primarily initiated and conducted by outside individuals and organizations. Either way, try to benefit from any local and relevant research. By taking a deliberate and proactive approach, your program can shape the research agenda, influence how the work is conducted, and determine who needs to be involved in conducting research work. At a minimum, try to be aware of all research that is being conducted on your

lands and waters.

Start by identifying your research needs and priorities. Then identify any community or cultural requirements for research work to be undertaken. Build these formally into your program plans, policies and protocols and ensure these expectations are regularly referenced and all research is held to account.

If possible, develop a clear research protocol that requires researchers to secure consent before proceeding with research. The protocol should strive to articulate expectations around:

- How research is conducted.
- How the community will be involved and benefit.
- How research findings and analyses will be shared and communicated.

A research protocol can be extremely helpful in establishing expectations and building a solid foundation of respect, trust and mutual understanding between researchers and the community.

The Worksheet "Developing a Research Protocol" provides some helpful questions to think through. And there are several links below to research protocols developed by other communities.

How to evaluate and respond to research requests?

When research requests come to you from external organizations, try to ensure that a research protocol is in place that you can share with the researchers to clarify the expectations of your community.

If you are presented with a research proposal, see how much flexibility there is in terms of having your organization or community help to inform the research approach and design. Look at your own program priorities and research needs and see if or how this aligns with the proposal. Take research questions and requests back to your advisors or membership for input and feedback.

Use the Worksheet 'Responding to Research Requests' to help guide your response.

Why develop research partnerships?

Partnering with external organizations can be a valuable way to conduct research projects that support and inform your Indigenous Guardian program and the goals and priorities of the community.

Ensure that a plan is in place to use research partnerships to help build the capacity of your Indigenous Guardian program or your stewardship office (i.e. through training in research methodologies, field research, sampling, etc.). Consider practical issues like the logistics of hosting researchers and the demands research can place on vehicles or boats used by your program or the community. Where possible and valuable, look for opportunities to secure legacy benefits from the research (i.e. field equipment utilized for research is left behind for your program or community's continuing use).

The story 'Spirit Bear Research Foundation: Research Rooted in Indigenous Knowledge and Community Values' and the video about Coastal First Nations research collaboration with the University of Victoria, as well as other links below will give you some ideas of research partnerships that work.

Story

Spirit Bear Research Foundation: Research Rooted in Indigenous Knowledge and Community Values

Members of the Kitasoo/Xai'Xais First Nation have been actively observing bears on their territory for millennia. Bears have a deeply rooted cultural significance to the community. Community members have been observing changes in how the bears are using the territory. These population dynamics are of utmost importance to the community for cultural reasons and because the Nation owns and operates a thriving eco-tourism business providing a world-class wildlife viewing experience for visitors to the territory. Knowing what areas bears are using is very important.

The Nation established the Spirit Bear Research Foundation in 2011 when they became increasingly frustrated with how the provincial government has been managing bears on the coast. The Foundation collaborates with scientists from the University of Victoria and other institutions and conducts scientific research that answers the community's questions. The research also integrates traditional and local ecological knowledge.

Using an integrated approach to stewarding their lands and waters, Kitasoo Watchmen monitor bear populations while out on patrol and ensure users comply with a bear trophy-hunting ban. At the same time, research field crews conduct locally relevant, ecosystem-based research. This work builds capacity, supports local employment, and provides community leaders and stewardship managers with the best available information to guide decisions.

The Foundation engages the community in the research every step of the way, actively sharing knowledge with the community through school field trips, presentations, and community feasts. The Kitasoo/Xai'xais First Nation amplifies their efforts by working with neighbouring Nations to coordinate monitoring efforts, share research results, and advocate for changes to provincial policies.

The Spirit Bear Research Foundation is funded through grants from the Spirit Bear Lodge, research partnerships, individual/private donors, and charitable partners. Check out their website and Facebook page.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/41/resources

Worksheet

Worksheet from:
Chapter 11: Conduct Research – How to evaluate and respond to research requests?

Responding to Research Requests

Stewardship related research conducted on your territory ideally should align with your community's stewardship vision and priorities, and align with your guardian program vision and priorities.

By taking a deliberate and proactive approach, your community can shape the research agenda, and ensure that the research work is conducted in a way that benefits your community and respects your cultural protocols and systems.

When assessing a research proposal or request, start by determining if the proposal aligns with your community's values and supports your program's research needs and priorities. Some questions to guide your assessment of a research request:

1. How will your community benefit from the proposed research?

2. Is the research aligned with the vision, research needs and priorities of your community and/or guardian program?

3. Does the research approach follow the research protocols and meet the cultural requirements your community has established?

4. Is there adequate time and flexibility for your community to be engaged or involved in informing the research approach and design and determining the research questions?

5. How will the research methods incorporate indigenous knowledge? What type of information will be collected and who will provide this knowledge?

6. Does the research approach demonstrate respectful, meaningful relationships with community members?

7. How will research data and findings be shared back with and benefit the program/community?

8. Who will own the data and how will it be used once the research work is completed?

9. Are there capacity and skill building opportunities for guardian staff or community members?

10. Does your community have facilities to host researchers? What will the demands be for the vehicles or boats used by your program? Will your program be compensated for staff time or expenses required to work with the researcher?

11. Will there be legacy benefits from the research (e.g., field equipment left behind)?

12. Does the research timeline fit with your community's timelines and seasonal activities?

Worksheet

Worksheet from:
Chapter 11: Conduct Research – How to evaluate and respond to research requests?

Developing a Research Protocol

Research protocols that outline the process for researchers to follow to secure consent from an Indigenous community to proceed with research in their territory are extremely useful.

A research protocol can help to clarify expectations and cultivate research relationships built on respect, trust and mutual understanding. Use the following information to generate set of clear expectations and guidelines for anyone conducting research on your lands and waters. Consider the following questions when developing a research protocol and guidelines:

1. What higher-level community processes and plans should guide the research conducted in your territory?

2. What are your community's research needs and priorities?

3. What cultural protocols and traditional knowledge systems should guide how and where research is conducted in your territory?

4. Are there certain geographical areas where you do not want research to take place?

5. Is there confidential information or knowledge that you do not want collected or shared outside the community?

6. How should your community or program be compensated for demands placed on existing people and

resources? How should your elders and knowledge keepers be compensated for their time?

7. How would you like your community's involvement to be acknowledged and recognized in research publications and communications?

8. How will your community hold researchers accountable to your guidelines?

Chapter 12

Establish Presence and Authority

Explore this section to learn:

1. Why it's important to have a strong visual presence on the land and waters.
2. Why professional appearance and conduct is important.
3. How information, education and outreach are connected to compliance.
4. Why it's important to follow strict observe, record, and report procedures.
5. Where authority and enforcement fit into your guardian program.
6. The challenges of being involved in compliance and enforcement.

Guardian programs often focus on monitoring human activity to ensure that resource users are following relevant rules and regulations. This could include Indigenous laws and regulations and/or Canadian rules and regulations.

There are a number of different strategies guardian programs can consider - including education, outreach, observe-record-report, compliance and, if appropriate or desired, enforcement.

How your program approaches this important and complex topic requires careful deliberation by leadership and the community at large. Legal counsel should also be considered early on and revisited on a regular basis.

Ross Hinks
Miawpukek First Nation

> Miawpukek First Nation monitors and enforces the commercial fishery through an AFS. If anything happens in our territory we are the first to be contacted, prior to the feds and the province.

Tipsheet

Tips for Asserting Presence and Authority

1. Don't underestimate the power of "presence." Having identifiable guardians out on the lands and waters patrolling and monitoring will influence what activity happens in your territory.
2. People respond well to uniformed guardians that conduct themselves professionally and treat people respectfully.
3. Seek clarity from your leaders and your community about which rules and regulations related to stewardship are the highest priority for your guardians to help ensure compliance with.
4. Inform and educate people about rules and regulations, most often this will lead to voluntary compliance. People may not know what is expected and will typically respond positively to learning about the rules and regulations.
5. Have pamphlets, formal letters, or other printed materials to share with people that provide information about your Indigenous Guardian program and/or important rules and regulations that you are asking people to follow.
6. Develop strong and reciprocal relationships with resource agencies who enforce provincial, territorial and federal laws. This will help improve response to infractions or emerging issues that your guardians observe, record and report. See the chapter 'Establish Relationships with Resource Agencies' for further information.
7. If your community is focused on the revitalization and application of Indigenous laws related to stewardship, make sure that you guardian program is actively involved in these conversations.
8. Think about the big picture and things you can do to build broader support for stewardship policies and laws that are a priority for your community.
9. Community leaders can act as powerful influencers when it comes to behavior shifts around rules and regulations. Engage them in supporting education and outreach around compliance issues. See the chapter 'Engage the Community' for more ideas.
10. Influencing the actions of community members can be challenging. It can be done by engaging the community early on, building knowledge and trust, developing a sense of shared stewardship responsibility, and having clarity around rules and the implications of breaking the rules.
11. If your community is interested in Indigenous Guardians playing an enforcement role, be strategic about the enforcement responsibilities your community wants and systematically work towards them. With enforcement comes significant responsibility and requires dedicated resources. Know what you're committing to.

Why have a strong visual presence on the land and waters?

Brad Setso
Haida Fisheries Program

> It's about asserting our presence on the land. The general public sees us out there in our uniforms. I can't overstate the value of that. Now Indigenous and non-Indigenous people come to us to report issues. So does the Department of Fisheries and Oceans."

One of the most important roles guardians play is being an on-the-ground presence and acting as the eyes and ears of the lands and waters.

For many programs, guardians participate in patrols on a daily or weekly basis. As a result, guardians are the people most often interacting with community members, visitors, recreational users, and other resource users.

Even if patrols are not a primary part of your program's activities, monitoring and other activities will mean guardians are active and visible on your lands and waters. The power of this consistent presence cannot be underestimated. If people think there might be someone watching them, they are less likely to bend or break the rules. This consistent presence, by its very nature, encourages voluntary compliance and decreases the number of people breaking the rules.

David Williams
Friends of Nemiah Valley

> The Wild Horse Ranger Program played a significant part in strengthening Xeni Gwet'in's role in asserting control over the territory...The Rangers' primary strategy was diplomacy."

Why is professional conduct important and what can it look like in practice?

How guardians conduct themselves can impact how much influence they have. Guardians must be prepared to interact in a professional and responsible manner with visitors to your territory and community members alike in order to influence their behaviour and ensure rules and regulations are followed.

Generally a few simple strategies will go a long way toward bolstering the role your guardians play and the public's response to them. See the Tipsheet below:

Tipsheet

Tips for Professional Conduct for Guardians

Some strategies to maximize impact and effectiveness of guardian efforts:

1. **Look professional.** Wear uniforms and make sure that vehicles or boats that you travel in are marked and identifiable with decals or flags.
2. **Proactively engage with the public.** Support your guardians in developing the skills needed to talk with visitors and resource users. Develop a one-minute 'elevator speech' about your program and encourage staff to practice it. Be clear about the messages that you want your guardians to communicate. Use every interaction as an opportunity to educate people about your Nation or community, your lands and waters, and the issues that you are most concerned about.
3. **Share and leave behind important information.** It's useful to have a brochure that you can hand to people that provides information about your guardian program. This simple gesture is a good icebreaker and an easy way for guardians to introduce themselves. It's also useful to have more detailed information about the important issues you are working on. This could be maps on fishing closures, hunting regulations you are seeking compliance with, or protocols on how you would like people to conduct themselves in certain areas.
4. **Be friendly, approachable and curious.** When you work as a guardian, you will likely meet a lot of people. As an ambassador, your job is to be respectful and approachable, and to share relevant information with the people you meet. Share information about who you are and what your role is, ask and answer questions, and collect information from visitors if this is part of your data collection or monitoring work.
5. **Stay calm in the face of conflict.** Although many, if not most, visitors and resource users in your territory will be interested in talking to you and learning more about your program and your community, there may be some exceptions. You will need to be prepared and confident about how to respond to people who aren't interested in what you're doing. They might be rude, disrespectful or confrontational. The safety and well-being of guardians working in the field is always a priority. It is extremely important that you stay calm and do your best to de-escalate the conflict. This means

speaking clearly and calmly and not being rude back or resorting to violence. If it is not possible to de-escalate the tension, it is best to leave the conversation to avoid conflict and walk away from the situation. Some Indigenous Guardian programs have found it helpful to do training in conflict resolution in the field, 'such as verbal-judo' training. Other Indigenous Guardian programs have clear policies about how to address conflict in the field. See the 'Interacting with the General Public - Guardian Protocol' developed by the Taku River Tlingit First Nation.

To maximize the impact of your guardians' presence on the lands and waters, try to make them recognizable. Many guardians who wear uniforms report an increased sense of respect and responsiveness from the people they are interacting with, including members of the general public and the community. Uniforms can be as simple as a hat and a jacket with your program name or emblem. Or, it could include standardized pants, shirts, and jackets for different seasons. See the Coastal Guardian Watchmen Network Uniform Policy for guidance on how to ensure that guardians adhere to a standard of conduct when wearing their uniforms.

In addition to uniforms, vehicles (ATV's, skidoos, boats, trucks, etc.) can be marked with decals or flags so that people recognize your guardians as they travel throughout their patrol areas. See the Flag Policy used by the Coastal Guardian Watchman Network to clarify the responsibilities and expectations for guardians when they fly a flag on their boat or vehicle.

Official identification cards similar to what conservation or fisheries officers carry can be carried by guardians and presented when approaching people. Alternatively, official letters that provide detailed information on what guardians are authorized to do on behalf of the community can be presented.

> We found that when our Guardian Watchmen started wearing uniforms and carrying our CoastTrackers, everyone took us a lot more seriously. We get more respect and responsiveness from the people we approach in the field."
>
> **Ernie Tallio**
> Nuxalk Guardian Watchman Manager

How are information, education and outreach connected to compliance?

Indigenous Guardians play an important role in educating and encouraging people to learn about and follow rules and regulations. In fact, people involved in many different types of enforcement say that education and outreach is by far the most used and impactful tactic for achieving compliance.

In order for guardians to feel comfortable explaining the rules and asking people to comply with them, they need to have a clear understanding of and be confident about what the rules are. Ensure that guardians have adequate training and the resources they need to make this work easier.

A field guide to environmental laws and regulations in BC was developed for guardians on the west

Bruce Maclean
Mikisew Cree First Nation

Our goal is to educate people before confrontation happens in the field. We post signs with traditional territory boundaries and contact numbers. Our first goal is to ensure people understand our expectations around being in the territory."

Chantal Pronteau
Kitasoo Xai'Xais Guardian

We're here to inform people who come to our territory and to inspire a shift in how people view and use our lands.

Story

Guardians Equipped with Easy-to-Use Guidebook on Environmental Laws

Indigenous guardians on the west coast decided that they needed a quick and easy summary of the most important laws that visitors in their territory should be following. The information needed to clear and understandable. It also had to be accessible when guardians were out patrolling their lands and waters.

As a result of a collaboration between the Coastal Stewardship Network and some dedicated law students and professors at the University of Victoria's Environmental Law Clinic, A Field Guide to Environmental Laws was developed.

The guardian-friendly field guide to provincial and federal environmental laws provides highlights and summaries of the Canadian rules and regulations that guardians are most likely to encounter while on the job. The guidebook covers information on common environmental offences, including fishing, hunting and trapping offences, pollution, forest practices, cultural and archaeological sites, parks and protected areas, species at risk, and boating.

Equipped with information about environmental laws, guardians on the west coast are now more informed and confident when speaking with visitors to their territories about the rules and regulations. Guardians are helping to ensure people are following these laws by educating visitors and also collecting evidence and reporting any infractions they observe.

Download Environmental Laws: A Field Guide for BC's North and Central Coast and Haida Gwaii.

coast to support them to conduct outreach and education with visitors and resource users. You can read more about it in the story 'Guardians Equipped with Easy-to-Use Guidebook on Environmental Laws' or download the guidebook. There are also several links below to permits and hunting regulations that guardians educate people about in their respective territories.

Why follow strict observe, record and report procedures?

Indigenous Guardians can play an important role in observing, recording and reporting suspicious and illegal activities. Guardians often spend more time patrolling their territory than staff from resource agencies and are more likely to encounter and be aware of suspicious activities.

In the case of infractions of provincial and federal laws, Indigenous Guardians generally do not have the authority to enforce these laws (though in some cases this authority may have been delegated). Rather, guardians can notify the relevant compliance and enforcement staff such as Conservation Officers, Fisheries Officers, Forestry Compliance Officers, RCMP, etc. It is then the role of the provincial or federal government to investigate the incident and respond accordingly with warnings, ticketing, charges, or arrest.

It is very important that Indigenous Guardians are trained to follow strict Observe, Record, and Report procedures in order to collect credible and defensible information about suspicious and illegal activities. Without accurately recorded information, enforcement officers are not able to follow up on reports or use this information as proof in court.

The Environmental Law Clinic at the University of Victoria developed a useful field guide that identifies clear procedures for guardians to follow to ensure that any information gathered can be acted upon. Some of the key procedural areas addressed in this guide include such things as:

- Proving an offence
- Talking to witnesses
- Collecting and preserving physical evidence

Cultivating and maintaining strong working relationships between your guardian staff and staff from resource agencies can go a long way toward building up trust and improving coordinated and efficient responses to illegal activities. See the chapter 'Establish Relationships with Resource Agencies' for more ideas.

Kaska Dena Council newsletter

> Kaska Dena Guardians will be out monitoring high use areas, collecting information and handing out brochures with information on Kaska Dena, checking for signs of wildlife, and talking with hunters about culturally sensitive areas. They will be informing hunters about Kaska Dena Traditional Territory and encouraging respect of the environment in the hopes of alleviating potential land use conflicts with hunters. As well, the Guardians will report on any activities of wrong doing."

Where does authority and enforcement fit into your guardian program?

The question of authority and enforcement is a key and complex consideration for many Indigenous Guardian programs. Not all guardian programs want to put their staff or organizations in a position of enforcing laws and the corresponding legal and administrative implications of doing so.

For those communities who do, it is important to consult with legal counsel to fully understand the legal context and implications of your guardian program being involved in enforcing either Indigenous Laws and/or Canadian Laws. It is also important to understand the responsibilities, training, liabilities and administration that accompany enforcement roles.

Prior to the arrival of settler society, Indigenous people exercised legal authority over their lands and waters. This inherent authority still exists today, and continues to be articulated through Indigenous laws, customs, written policies and practices. In the present day context, Indigenous communities are taking different approaches and are at different stages of revitalizing, articulating and putting into practice their Indigenous legal frameworks.

With the advent of the Canadian state and constitution, there are now multiple legal frameworks and sources of authority that govern activities on the lands and waters. At this point in time, Canadian law offers little recognition to Indigenous law and Indigenous authority to enforce their laws. As a result, any enforcement of Indigenous laws, especially those that conflict with the Canadian legal system, may risk repercussions under Canadian law. Under some arrangements, Canada has delegated authority to enforce Canadian Law to Indigenous governments.

For a more detailed discussion about both the inherent authority to enforce Indigenous laws and the delegated authority to enforce Canadian laws see Infosheet below:

Info sheet: Inherent and Delegated Authority to Enforce Indigenous and/or Canadian Laws and Policies

Inherent Authority to Enforce Indigenous Laws and Policies

For some Indigenous Guardian programs, a clear mandate has been established to articulate and enforce Indigenous laws and policies. If this is something that your community is considering, here are some questions to think about:

- Which Indigenous laws and policies are you most interested in enforcing?
- Are those laws and policies clearly articulated and broadly understood by the people they apply to? If not, are you willing or able to have conversations about Indigenous law?
- Will these laws and policies apply to members of your community and/or people from outside your community?
- Can compliance with your Indigenous laws and policies be achieved through education and outreach?
- Has a process for enforcing your Indigenous laws and policies been established and agreed upon?
- What will be the range of responses if your Indigenous law is not followed? How will a response be chosen?
- What will you do if there is a conflict between your Indigenous laws and Canadian laws? Have you received legal advice to understand the options and implications?
- Are procedures in place to support and protect the safety of your Indigenous Guardians if they find themselves in conflict or hostile situations?

Delegated Authority to Enforce Canadian Laws and Policies

For some Indigenous Guardian programs, there is a desire to take specific actions to address issues of non-compliance with Canadian laws and policies. This can lead to enforcement activities such as issuing tickets, issuing fines, confiscation, warrants for arrest, etc. Under the Canadian legal system, however, Indigenous Guardians do not typically have the authority to conduct these types of activities.

There are exceptions where some aspects of enforcement authority related to Canadian laws have been delegated to Indigenous Guardians or representatives. For instance, the DFO Aboriginal Fisheries Guardian designation or through provincial agreements re: Indigenous Conservation Officers and Park Rangers and Wardens.

Doug Neasloss
Kitasoo Xai'xais Nation

> We have a position, regardless of what the provincial and federal laws are up there. We have our own position in terms of hunting on the coast. So if we see hunters, we ask them to leave."

There are many ways that Indigenous communities across Canada are exercising their legal authority. Read about some of them in the story 'Educating Resource Users About Indigenous Laws' or check out the many links below. The Coastal Stewardship Network has also shared a discussion

Robert Russ
Haida Fisheries Department

We want to be able to manage and take care of our own resources... Now with this new resurgence with the Guardian Watchmen Program, we are looking after the resources and starting to take care of what we used to."

paper 'Enhancing the Environmental Stewardship Authority of Indigenous Peoples' that conducts a thorough exploration of current and possible future opportunities for Indigenous communities to pursue delegated authority to enforce Canadian laws '.

Story

Educating Resource Users About Indigenous Laws

In some places, Indigenous guardians are playing a role in ensuring that Indigenous laws related to lands and resources are understood and followed by visitors to their territory. Having pamphlets and information on Indigenous laws that guardians can hand out and share with visitors can be very helpful.

The Gitanyow Nation in northern BC has worked with its hereditary leaders to articulate a comprehensive set of Gitanyow laws, regulations and maps about the moose hunt on Gitanyow lands. Gitanyow Guardians work to educate hunters about these laws, monitor hunt activity, and when necessary, take action to enforce the laws.

Meanwhile, Indigenous guardians from the Heiltsuk, Kitasoo/Xai'Xais, Nuxalk, and Wuikinuxv Nations on the BC Central Coast work to communicate crab closures to fishers that are based on Indigenous laws. Together with education and compliance efforts, the active enforcement of the crab closure by Indigenous guardians has had a positive impact on crab populations in the areas of concern. Take a look at the brochure on crab closures that the guardians hand out to commercial and recreational fishers and other visitors to their territories.

Do you have a story about Indigenous guardians implementing their communities' laws or policies in the field? ***If so, share your story here.***

What are the challenges of being involved in compliance or enforcement?

For both Indigenous Guardians who conduct education and outreach to achieve compliance with rules and regulations or those guardians who are involved with enforcing Indigenous or Canadian laws and policies - there can be very real challenges.

Often guardians are interacting with both the general public and members of their own community who are not following the rules. Guardians report being particularly challenged if there is a familial relationship

with the person in question, or if the person who is not following the rules holds a position of power in the community.

- The difficulties of seeking compliance in this context can be eased by ensuring that:
- Clear and documented information on policies and regulations is available to and shared with the community and the public.
- Indigenous laws and community policies are well known, understood and supported by community members and the general public.
- Elected and hereditary leaders publicly support and uphold these policies including standing firm behind guardians when action is taken.

Bruce Maclean
Mikisew Cree First Nation

> You are not looking for confrontation in the backcountry but respectful interaction. If you have policies, you need to state them. You are not getting into a stand off. Be a good role model. Know the federal and provincial policies so that you know what information and evidence to collect to bring it to the authorities to get a conviction. Push policy change by documenting violations even in the absence of regulation or recognized legal authority."

- Guardians feel safe, well-trained, and guided by clear protocols and policies to deal with compliance and enforcement in the field.
- Guardians are well-trained to collect information and evidence to enable the appropriate authorities to follow up to pursue enforcement action, charges, legal recourse, etc.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/54/resources

Worksheet

Overview Worksheet from:
Chapter 12: Establish Presence and Authority?

Establish Presence and Authority

This worksheet provides a series of questions to help think through how your Indigenous Guardian program can play a role in asserting presence and authority on your lands and waters.

1. Is it clear what role your Indigenous Guardians will play in outreach, education, compliance and/or enforcement?

   Does your Indigenous Guardian program have a vision and strategic priorities that address issues related to outreach, education, compliance and/or enforcement?

   Has your leadership and community provided direction about the roles of Indigenous Guardians as it relates to outreach, education, compliance and/or enforcement?

2. Are your Indigenous Guardians visible, recognizable and respected when they are out on your lands and waters?

   Do you currently have uniforms, decals, or other ways so that people can easily recognize your Indigenous Guardians?

   Do your guardians have clear direction about how they will approach and interact with resource users, visitors and others?

   Do your guardians have materials and information that they can share with resource users, visitors and others that describes your Indigenous Guardian program as well as any priority issues you are working on?

3. Do your Indigenous Guardians play a role in education and outreach about relevant rules and regulations?

   Are you clear on what rules or regulations you are asking your Indigenous Guardians to educate people about?

   Are your Indigenous Guardians prepared and confident to educate people about relevant rules and regulations? Do your guardians have materials and information that they can share to help educate people (e.g. brochures about closures, restrictions, protected areas, etc.)?

   Do your Indigenous Guardians have strategies to encourage people to comply with the rules and regulations they are educating them about?

   Do your Indigenous Guardians feel prepared to stay calm and professional in the face of conflict in the field?

4. Do your Indigenous Guardians have skills in observing, recording and reporting infractions?

   Have your Indigenous Guardians been trained in proper techniques to observe, record, and report infractions (including collecting evidence) that will be defensible in court?

   Do you have clear internal procedures about who will report incidents to the appropriate authority after information has been collected? And how you will follow up to ensure action has been taken?

   Does your Indigenous Guardian program have relationships with officers from resource agencies who are responsible for enforcing Canadian laws?

5. Will your Indigenous Guardians play a role in enforcement of either Indigenous laws or Canadian laws?

   Is there clear direction from your government and community re. the role that your Indigenous Guardians will be play in enforcement?

   Are there agreements with Crown resource agencies where authority has been delegated to Indigenous Guardians to enforce specific aspects of Canadian laws?

   Has a process for enforcing your Indigenous laws and policies been established and agreed upon? What will you do if there is a conflict between your Indigenous laws and Canadian laws? Have you received legal advice to understand the options and implications?

   Are your Indigenous Guardians knowledgeable and clear about the relevant Indigenous or Canadian laws that they are responsible for seeking compliance with and/or enforcing?

   Are your Indigenous Guardians clear on what actions are within and outside their authority related to seeking compliance and enforcing relevant rules and regulations? Are procedures in place to support and protect the safety of your Indigenous Guardians if they find themselves in conflict or hostile situations?

Chapter 13

Engage the Community

Explore this section to learn:

1. Why involve your community and communicate about your program.
2. When to involve the community.
3. Who you can reach out to and involve.
4. Some ways to engage your community..
5. The role guardians can play in community engagement and outreach
6. What other programs are doing to involve their community.

Your Indigenous Guardian program can be more successful if it has the support and involvement of your community -- including leaders, elders, knowledge keepers, land users, and youth. Actively engaging and communicating with your community right from the start helps ensure the program is grounded-in the community's vision and priorities and can respond quickly to ongoing issues and concerns.

- Involving the community takes time and energy. Done well, it can help:
- Give your program a clear and purposeful mandate.
- Ensure the community is aware of and celebrates in your successes.
- Reduce potential problems as you move forward.

While every guardian program will need a unique approach to community engagement, there are some common strategies that can be adapted to ensure community members are involved and informed.

Kate Cave
Centre for Indigenous Environmental Resources

> Regular communication keeps people informed and on board. Engage your community at the front end about their concerns and priorities and then communicate with them once the guardians are out on the land. Share information at community events, on Facebook, in community newsletters or by inviting community members to come out and see what the guardians are doing.

Tipsheet

Tips for Community Engagement and Outreach

1. Think about and plan for community engagement at the start up of your program and at various phases of the project.
2. Consider strategies such as “building-in” program governance structures that reflect the community’s diversity, developing a formal community engagement and communications plan, or committing to a schedule of regular activities to reach out to and involve your community and other key audiences.
3. To attract people to program visioning, planning or information sharing events, use incentives such as door prizes, food, childcare, or bringing in an interesting speaker.
4. When working with Elders and other key knowledge holders, develop clear honorarium policies to respect and compensate them meaningfully for their invaluable role, input and time.
5. Make it convenient and safe for community members and others to ask questions, provide feedback, or report on what they have seen on the lands and waters. Set up a system to track this feedback (whether in person, email, phone, Facebook, etc.) and always follow up.
6. Work with your guardians to understand and tell the story of the guardian program and connected initiatives. Creating key messages for your program will help members effectively communicate the work of the program on a day-to-day basis.
7. Develop program brochures or topic-specific information sheets to help guardians share important information with community members, visitors and resource users. These documents can help guardians start up a conversation and provide back up to the verbal information they provide.
8. Build the capacity and confidence of your guardian program to use a range of communication tools (i.e. face-to-face dialogue, videos, Facebook, Twitter, PowerPoint, Publisher, blogs, etc.) Use popular communications channels to ensure you reach your audience.
9. Consider that some information should not be communicated broadly and kept strictly confidential (i.e. information about suspicious activity or non-compliance.) Develop clear policies and make sure that everyone understands them.

Why involve your community and communicate about your program?

Involving the community in the design and delivery of your Indigenous Guardian program can enhance and strengthen the community’s role in stewarding your lands and waters.

Community engagement may benefit your Indigenous Guardian program in many ways. It can lead to:

- Putting community values front and centre in program design.
- Identifying issues of highest concern to the community.
- Building a shared vision for the purpose and focus of the program.
- Using valuable community knowledge.
- Increasing community understanding of and support for the program.
- Transparency and accountability because people know what is going on with the program.
- Creating new opportunities for community members to connect with each other and with the lands and waters.
- Creating opportunities for knowledge exchange between youth and older generations. See the chapter 'Involve Youth' for ideas about how to involve youth in your programs.
- Strengthening community decision-making and negotiations by using information generated by guardians.

Better information sharing and compliance with laws, policies, and protocols.compliance and decreases the number of people breaking the rules.

When should you involve the community?

Community engagement is often an ongoing activity. While there may be specific times when more involvement is needed or information needs to be shared and understood, it's important to find ways to involve and consult key groups on an ongoing basis.

Transparency and trust can strengthen the success of your Indigenous Guardian program. If people don't know what is going on, they often assume that nothing is or feel distrustful of what they do see. Try to pro-actively engage and communicate with community members throughout the year about the activities and results of your guardian program.

And don't only think about information flowing out. Invite your community to submit ideas, knowledge, suggestions and comments to you. Two-way communication channels can help information flow back to you as well, ensuring your program can respond and adapt as needed.

Community engagement can be understood as a continuum with an increasing level of community involvement as you go from simple outreach and information sharing through to deeper consultation, involvement, collaboration and shared decision-making. There may be times when informing the community is the focus of your efforts. Other times you may want to collaborate with the community on discussions and decision-making.

Who should you reach out to and involve?

Many people in your community will have unique perspectives or knowledge related to your guardian program. Try to take the time to identify and engage different groups.

Consider creating connections with traditional or hereditary leaders, elected councils, managers and staff, related programs and organizations, elders, land and water users, harvesters, families, youth, and children. Each group may hold specialized knowledge that could contribute to your program. For instance:

- Elders may hold valuable knowledge about culture and traditionally used sites.
- Food harvesters and fishers may know where commercial or recreational activities are having a detrimental impact.
- Elected leaders may see bigger picture linkages such as how cultural site protection influences ecotourism opportunities or how ongoing management discussions may benefit from guardian activities.

How and when you engage people will depend on the kind of input, deliberations or decisions you need.

There may be opportunities to learn from or collaborate with neighbouring communities, regional or political organizations, educational or research institutions, or non-profit organizations. Meeting with and learning from those with useful experience or aligned interests may benefit your program and help to increase your opportunities and impact. Identify which relationships may be useful to cultivate. Then, build them into your community engagement and communications plan. You can learn more about the benefits of working together with other communities in the chapter ‘Creating a Network or Alliance’.

Consider extending an invitation to someone from another community that is further along in developing and delivering their Indigenous Guardian program to speak in your community. Their visit may inspire others to think about what is possible and answer practical questions from their experience on the ground.

Learn how the Athabasca Chipewyan Nation in northern Alberta moved their program forward after an inspiring visit with the Gwa'sala-'Nakwaxda'xw Nations on the west coast of BC in the story 'A Case for Field Trips and Learning Exchanges Between Indigenous Guardian Programs'.

Story

A Case for Field Trips and Learning Exchanges Between Indigenous Guardian Programs

Going on an exchange to learn about another community's Indigenous Guardian Program is a great way to get inspired and share knowledge.

In 2015, the Athabasca Chipewyan Nation from northern Alberta was developing their Guardian program. In hopes of learning from the experience of others, they arranged to do a learning exchange with the Gwa›sala-›Nakwaxda›xw Nations on the west coast of BC. Bruce Maclean helped coordinate the trip.

"I can't speak enough about how generous they were," says Bruce. "We got direct hands-on compliance monitoring training and went out on a tour of the territory with their Guardian Watchmen to see what they were doing out in the field. They gave us a USB drive of all their policies, programs, budgets, etc. It was really touching to meet with Elders and have a traditional meal. We met with Chief and Council and left mutual invites to stay connected and continue learning from each other. It was a really unique and mutual exchange. It showed our group that they needed to take a deep breath, be more professional, get uniforms, be patient, and recognize it takes time to get there.»

There are various organizations that provide funding for learning exchanges between Indigenous Guardian Programs such as Tides Canada and TNC Canada.

What are some ways to engage your community?

See the Infosheet below for some ideas about how you can engage your community to increase their involvement, awareness and support for your Indigenous Guardian program.

And you can check out specific ways that Indigenous Guardian programs are sharing information with their communities here.

Infosheet

Some Ways to Engage your Community

Program reporting: Annual reports, program briefings, presentations to Council, Management Boards, etc. Consider scheduling standing meetings (i.e. monthly, annually) to connect across departments, with Council, or with key decision-makers to keep them informed of your program activities. The Northeast Superior Regional Chiefs' Forum share their intro to their Guardian Program developed to let community members know what they plan for the season.

Program updates: Regular updates in newsletters, blogs, radio ads, social media (i.e. Facebook, Twitter), etc. These can be short and sweet. Often, the more regular the better. The Northeast Superior Regional Chiefs' Forum share their Guardian Program End of Season Update for ideas.

Printed resources: Program brochures, information sheets, maps, posters, etc. Having print information you can leave behind gives people time to absorb and think about what you're sharing. Below you will find links to several examples of newsletters and brochures developed for guardian program outreach.

Workshops and small group sessions: Working sessions focused on specific issues, priority setting, program planning, etc. Small group or focused sessions can encourage higher participation as many people feel more comfortable speaking. See the article 'A Model for Aboriginal Facilitation' for tools on increasing participation at meetings.

Community meetings: Meetings, open houses, feasts, etc. Use events to share program updates, data and findings, solicit ideas and feedback, recognize guardians and community members, celebrate success, etc. To increase event attendance consider supporting people by providing transportation, child care, food, translation services, etc.

Open feedback channels: Provide people with a phone contact line, email address, online surveys or feedback forms, etc. Invite feedback in many ways so people can reach out in the way they feel most comfortable. Remember to always follow up!

Website: You may or may not want or need a dedicated website for your program, but an online "home base" may help people in the community and beyond find your program fast. At minimum, consider building a simple profile for your program through an established website or existing page. This will help ensure a quick and easy search leads people to your program and important contact information.

Social and other media: Using social media such as Facebook and Twitter can be a great way to keep people informed about your program. It can also act as a feedback channel. Be sure to set social media policies to ensure communication remains respectful. Call-in radio shows are another great way to have a public dialogue with community members. See how the Gitanyow use Facebook to manage wildlife populations in the story 'Using Facebook to Manage Moose

Populations on Gitanyow Territory'.

Visual stories: Produce and share program video, slide shows, photos, maps, stories, field experiences, etc. People tend to engage more when the can see, hear, touch or point to what you are talking about. Maps often get people interested! The Northern Australia Indigenous Land and Sea Managers Alliance using a unique method for creating visual stories called 'Story Reporting'.

Community outreach: Have guardians participate in or attend other community gatherings, meetings, social groups, elders groups, youth camps, celebrations, etc. Sit, talk, share and listen.

Patrols and on-the-land experiences: Invite community members out with your guardians to share and learn (remembering to address any liability/safety/risk concerns). Share information about when and where your guardians' are headed and what they are doing. Have guardians support or participate in community and children's camps.

Contests: Engage community members through logo contests, photo contests, writing contests, trivia, etc.

Youth and children: Schedule your guardians to give class presentations, attend career days, provide mentoring, host internships, guide field-trips (remembering to address any liability/safety/risk concerns), etc. Look for opportunities to include and inspire young people. For more ideas go to the 'Involve Youth' chapter of the toolkit.

Elders: Meet with Elders' groups, host tea & bannock sessions, support food harvesting for Elders, bring in Elder advisors, etc. Think through different kinds of compensation approaches to honour the contributions that Elders bring (i.e. recognition, gifts, honoraria, etc.).

Governance: Build strong community representation into your program governance structure (i.e. advisory board, committees, etc.) Work with other community committees, departments, entities etc. to ensure the guardian program is well-aligned with other community initiatives. The section 'How will your Indigenous Guardian program be governed?' from the chapter 'Set up a Governance Structure' provides some approaches that have been taken by communities in other parts of Canada.

Check out the Worksheet 'Developing Communication and Outreach Materials' for a list of resources and links related to developing a communications plan, using social media, writing newsletters, developing websites, and communicating visually.

Story

Using Facebook to Manage Moose Populations on Gitanyow Territory

For over a decade, Gitanyow Hereditary Chiefs have been concerned about a decline in moose populations on their territory due primarily to overhunting. A lack of provincial Conservation Officers in the field meant existing rules and regulations were no longer being followed. A 33% decrease in Conservation Officer positions compared to a decade ago makes enforcing hunting regulations for licensed and neighboring treaty hunters extremely difficult (new hunting rights were granted under the Nisga'a Treaty).

In response, the Gitanyow Hereditary Chiefs have developed a wildlife strategy that focuses in part on using a moose harvest permitting system to re-assert Gitanyow traditional hunting laws. Gitanyow Guardians were hired to:

- Monitor all hunting activity on their territory.
- Monitor the health of moose populations and document all moose roadkill.
- Interact with community members and other hunters.
- Work closely with the Conservation Officers achieve compliance.

The Guardians also developed a public outreach and education strategy that includes open meetings and educational posters about moose population biology and Gitanyow traditional hunting laws. One of the most effective tools used to promote the program is Facebook. Guardians and other staff use the Gitanyow Wildlife Strategy Facebook page to share the Chiefs' rules and expectations for moose hunting, program activities, and results.

The Facebook page has also led to community involvement. Community members use Facebook as a place to share what they see out on the territory, alerting staff to moose and wolf sightings, road and predator kills, and other observations and concerns.

Although many hunters were initially reluctant to participate in the strategy, over the last six years the Guardians have seen hunter behaviour change significantly and have realized great buy-in from the community.

Visit the Gitanyow Wildlife Strategy Facebook page to learn more.

What role do guardians play in community engagement and outreach?

One of the many roles guardians play is the frontline work of interacting with community members, the general public, visitors, and resource users.

Guardians are often highly visible when they are out conducting their work on the lands and waters, especially when in uniform or traveling in marked vehicles.

People may approach guardians with concerns and questions. It's important for guardians to understand their important role as community ambassadors and educators, and ensure they have the training and tools they need to communicate effectively and respectfully with different audiences.

Support guardians to confidently step into their role working with the community and broader public by encouraging them to participate in community events.

Guardians may help support community activities such as food harvesting or redistribution, conduct outreach work with children and youth in schools, or establish working relationships with area operators, agency staff, etc. This will help your guardians communicate their value and role and will strengthen the community's connection to and recognition of your Indigenous Guardian program.

> "Strong ties with the community are strengthened through the monitor's daily patrols. People are proud to share information with them. There is a high level of respect for the work they do."

Environmental Manager
Carcross Tagish First Nation

What are other programs doing to involve their community?

Explore the links and videos below to learn what other programs are doing to involve their community in their Indigenous Guardian program.

Here are some ways that Indigenous Guardian programs are using Facebook to engage with their community:

Gitanyow Wildlife Strategy

Innu Guardians – Minashkuat Kanakutuatak and Environment Office

Thaidene Nene

Heiltsuk Guardian Watchmen

Here are some examples of newsletters, pamphlets and community reports from various communities and Indigenous Guardian programs:

Central Coast Indigenous Resource Alliance newsletters

Kaske Dena Council Newsletter – Wildlife Monitoring and Guardian Activity Update

Coastal Guardian Watchmen and Coastal Stewardship Network program pamphlet - used to engage resource users and visitors on their territories

Arctic Borderlands Ecological Society Community Reports

How does your Indigenous Guardian program engage and communicate with your community? Add your experiences or outreach materials to the Toolkit - go to “Contribute a Resource”.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/50/resources

Worksheet

Overview Worksheet from:
Chapter 13: Engage the Community

Engage the Community

This worksheet provides a series of questions to explore ideas about how to reach out and engage your community as well as the broader public to strengthen your program.

1. How will engaging and involving your community be of value to your guardian program?

   What are the risks of not engaging or involving your community?

2. Who are the key people, groups, or organizations within your community that you need to reach out to?

   What are the different ways that you can engage or interact with these people, groups or organizations?

3. When and how should you reach out to key people, groups or organizations within your community?

   What is the role for involving the community in developing a vision and strategic priorities for your guardian program?

   Will you involve the community in the day-to-day operations of your guardian program? If so, how?

4. What ways will you report out to your community about your program and share information about guardian activities?

5. How will you create opportunities for information, ideas, feedback to flow back to your program from the community?

6. How can you support your guardians to confidently work and interact with the community and the broader public?

Worksheet

Worksheet from:
Chapter 13: Engage the Community - What are some ways to engage the community?

Developing Communications and Outreach Material

This Worksheet contains some resources and links related to developing a communications plan, using social media, writing newsletters, developing websites, and communicating visually.

Developing a Communications Plan
Think through why you want and need a communications plan.

- Developing a Communications Plan
- How to Prepare a Strong Communications Strategy
- Preparing A Communications Strategy
- Communication Plan Template
- Strategic Communications Planning Outline
- Communications Messaging and Delivery

Tips for Using Social Media
Social media can be extremely helpful in connecting with your key audiences. Think through how to establish a lively presence that helps you distribute and collect information but doesn't overwhelm you.

- How to Develop a Social Media Strategy for Your Organisation
- How to Manage Social Media
- The No Time Guide to Social Media
- Social Network Tip Sheet

Facebook and Twitter Tips
Tips for using Facebook and Twitter effectively.

- How to Make Facebook Work For You
- Managing Controversy on Facebook
- Building Your Twitter Credibility
- How to Get More Followers on Twitter

Newsletter Tips
Tips for creating effective print and online newsletters.

- Tips for Printed Newsletters
- How to Start an Email Newsletter
- Tips for Electronic Newsletters

Visual Communication and Storytelling
Resources to support visual story telling.

- Visual Storytelling Guide
- Visual Story Lab

Websites
Tips on using a website for connection and community building.

- Tips for Websites for Connection and Community Building

Photo Management and Editing
tips on managing photos and creating a photo library.

- PicMonkey Photo Editing Tool and Tutorial
- Tipsheet for Setting up a Photo Library

Chapter 14

Involve Youth

Explore this section to learn:

1. The benefits of engaging youth.
2. Ways to engage youth.
3. Some examples of youth engagement programs.

Guardian programs can play a meaningful role in helping youth to:

- Gain practical experience on the lands and waters
- Build skills
- Connect with their culture and community

Through these hands-on experiences, youth often feel an increased sense of belonging, ability, pride, and cultural connection. For this reason, Indigenous Guardian programs in communities across Canada are focusing efforts on engaging children and youth in guardian programs and other on-the-land activities.

From 'Youth as Future' statement
- Qqs Projects Society, Heiltsuk First Nation

> We respect our youth, we honour the role they will play in all of our futures and we accept our responsibilities to them with open commitment and a strong sense of responsibility. To that end we seek to provide them an opportunity to experience social and educational success, a strong sense of cultural connections, a strong attachment to traditional Heiltsuk values and the self-confidence to be bold in their leadership."

Tipsheet

Tips for Youth Engagement

1. Start by thinking about why and how you want to engage youth in your guardian program. Do you have (or need) a clear mandate to do this? What can you realistically commit to?
2. Talk to youth! Go where youth gather in your community and engage them in conversations about what they think and want and how they might connect with the work you are doing.
3. When meeting with youth, make it as fun and engaging as possible. Be creative to encourage participation. Share stories and videos, bring food, plan activities, etc.
4. Build relationships with those already connected to youth in your community such as teachers, youth workers, language program coordinators, coaches, camp leaders, etc. Work with them to develop activities and share information about opportunities for youth.
5. Involve your guardians in existing youth programs or gatherings. Offer to have guardians provide logistical support to youth gatherings or come and talk to youth about guardian work.
6. Invite youth to go out on patrol with guardians and get them directly involved in field-based activities. Be sure to address any consent, insurance, or safety requirements.
7. Create opportunities for youth to gain work experience through mentorships, job shadowing, summer employment, or internship positions within your guardian program.
8. Find specific ways to encourage girls to participate in guardian activities. Make sure young women are front and centre as role models and mentors.
9. Help connect youth to seasonal activities happening on the land such as fish camps, seasonal food harvesting and processing, or medicine harvesting.
10. Schedule activities when youth are available and not in school – evenings, weekends, and summer.lop clear policies and make sure that everyone understands them.

What are the benefits of engaging youth?

As members of your community and future leaders in the making, youth have unique perspectives to share.

Listen to what they have to say, ask them what is most important to them, find out what they want to learn, and ask them how they want to be involved. Wherever possible, support youth to get out on the land and waters. And encourage older and younger generations to spend time together and learn from each other.

There are many tangible and intangible benefits that come from involving youth in your guardian program,

including:

- Youth are the next generation of community leaders so it is important that they know and understand the stewardship values and issues of importance to their community.
- Getting young people out on the land and their territory instills in them a sense of responsibility for their community's values and culture.
- Youth feel grounded when they are connected to their community and see that they are part of a larger vision. This strengthens their resilience, builds self-confidence, and helps them develop as leaders.
- Learning from elders and other knowledge keepers about how to live on the land and water empowers and connects youth, contributing to their overall well-being.
- There is a transfer and experience of traditional knowledge and values, ways of being on the land, stories, plant medicine knowledge, values, etc. that occurs when youth are on the territory.
- Taking youth on patrol gives them hands-on, transferable skills in areas such as boat operations, field safety, bush skills, observation skills, and public speaking.
- Youth or junior guardian programs provide work experience in the territory that is directly applicable to such jobs as tour guide, research technician, guardian, park manager and marine planner.
- Spending time with guardians in the field may spark an interest in furthering their education or training in resource stewardship.

> Guardians bring people back to the land. The land is sacred -- it is their power. Bring youth and elders together, where duty and responsibility can be passed on."
>
> **Josh Barichello**
> Ross River Land Stewardship

What are some ways to engage youth?

Engaging with young people and sharing knowledge is often one of the most satisfying aspects of a guardian's job. You may witness youth enjoying themselves, testing their strengths, and gaining new knowledge about their lands, culture, and themselves.

Add youth engagement to the planning phase of your guardian program. Think carefully about how and why you want to engage youth and build a plan to make it happen. Your plan should try to anticipate the time, staff resources, or budget needed to build bridges to the young members of your community.

Here are some ideas and tips on strategies that other communities have used to engage youth in their Indigenous Guardian work:

Tipsheet

Ideas for Involving Youth in your Guardian Program

1. Have guardians participate in career fairs, take-a-child-to-work days, youth gatherings, etc.
2. Give presentations at schools on your work as a guardian. Prepare a slide show on 'A Day in the Life of a Guardian', share stories, bring in community experts and elders.
3. Leave brochures or posters about your guardian program in schools and other places that youth gather.
4. Have guardians be visible and in uniform at key community events like children's celebrations, harvest festivals, Indigenous Day, etc.
5. As part of your Indigenous Guardian program consider creating a "Junior Guardian" position to provide a youth with work experience or summer student employment.
6. Provide formal opportunities for job shadowing or mentorships for young people interested in becoming guardians.
7. Participate in fundraising activities for youth initiatives – donate a door prize, make food, provide transportation.
8. Provide transportation and logistical support to youth activities such as school field trips, rediscovery camps, culture camps, canoe journeys, etc.
9. Get youth involved in physical work that guardians are doing such as cleaning up significant cultural sites or campsites, building cabins, cutting hiking trails, etc.
10. Set up a monitoring program for youth to participate in.
11. Use tools such as social media, photography, video, GoPros, voice recording, drawing, crafting, writing, music, etc. to capture and share youth observations and experiences. See the story 'Grassy Narrows Youth - A Powerful Voice for the Land' for an inspiring youth video!

Josh Barichello
Ross River Land Stewardship

In Lutsel Ke, every boat has a couple of kids in it and their role is to do nothing more than absorb and learn. Although it is informal, it's still called 'nahatni dene' or learn while doing. Folks with the program for 4-5 years have "graduated" but sometimes don't have navigation skills or confidence so they go out to learn with more experienced senior land users."

What are some examples of youth engagement programs?

Indigenous Guardian programs and communities across Canada are developing innovative ways to engage and support youth in stewardship programming. See the links below for just some examples of youth engagement programs shared.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/51/resources

Worksheet

Overview Worksheet from:
Chapter 14: Involve Youth

Involve Youth

This worksheet provides a series of questions to help think about how to engage and involve youth in your Indigenous Guardian program.

1. Why is it important to engage youth in your Indigenous Guardian program?

   What are you already doing to engage youth?

   What are some practical ways or ideas that you have to engage youth in your Indigenous Guardian program?

   In the longer-term, how would you like to see youth involved in your Indigenous Guardian program or your Indigenous Guardians involved in youth programs/activities?

2. How can you find out what youth are most interested in?

   How are youth organized in your community?

   What is the best way to reach out to youth and hear about their ideas of how they might like to be involved in your guardian program or have guardians involved in youth programs?

   Has your Indigenous Guardian program built relationships with the school or other places youth gather in your community?

3. What are some important things to consider about how youth could be involved in your Indigenous

Guardian program?

What time of year is best to involve youth in your Indigenous Guardian program? What age group are you focused on?

Have you considered the safety and liability aspects of involving youth in guardian activities?

Is there funding that you could access from your community or from other funders that supports youth interns or other ways to involve youth?

Does your Indigenous Guardian program do outreach and communicate in a way that is accessible and interesting to young people?

Chapter 15

Establish Relationships with Resource Agencies

Explore this section to learn:

1. How the on-the-ground effort of resource agencies is changing.
2. The benefits of working with resource agencies.
3. The challenges of working with resource agencies.
4. Some ways to engage with resource agencies.
5. How relationships with resource agencies can be formalized.

Responsibility for the stewardship of lands and waters is complex and involves many players. The activities and mandates of Indigenous Guardian programs often intersect with those of provincial, federal or territorial resource agencies, departments, or programs.

The general term "resource agency" is used to capture the range of crown government entities involved in stewardship and natural resource management. Some of the resource agencies that Indigenous Guardian programs may interact with include:

- Federal agencies such as Fisheries and Oceans Canada, Environment Canada, Parks Canada, Canadian Wildlife Service
- Provincial/territorial ministries responsible for environmental protection, lands, water, wildlife management, protected area management, forestry, energy, or mining
- Municipalities or regional agencies that play a role in resource stewardship

Developing relationships with resource agencies can be an important part of Indigenous Guardian programs.

> We hold regular meetings with agency staff and Conservation Officers. We give them a chance to meet with members and Chiefs. It takes a while to build trust, both ways. It has been helpful to get out into the field where the monitors and Conservation Officers have a lot of interaction."

Kevin Koch
Fish and Wildlife Biologist, Gitanyow Hereditary Chiefs

Tipsheet

Tips for Building Relationships with Agencies

1. Build one-on-one working relationships with key contacts in government. Relationships at the local level can create new opportunities and open doors for higher-level negotiations and successes.
2. The openness of resource agency staff to collaboration often depends on the personality and competence of the individual in the position. Keep in mind that because of this, staff turnover can work for or against you!
3. Learn about any constraints that resource agency staff may be under, hampering their ability to do their job as effectively as you'd like. While these constraints are sometimes a hindrance, they can also open up opportunities for collaboration.
4. Educate and regularly update agency staff about your program or community's priorities and activities.
5. When possible, conduct joint patrols with resource agency compliance and enforcement staff to build relationships, share knowledge, coordinate efforts, and learn from each other.
6. Develop protocols and procedures with agencies regarding how to report and follow up on compliance infractions.
7. Where appropriate, participate in agency-led research and other resource management projects and invite resource agency staff to participate in your guardian and stewardship activities.
8. Develop opportunities to participate in technical and professional training that is offered to agency staff.
9. Host multi-agency meetings with on-the-ground staff at the beginning of each season. Find out what each other's priorities are, where work plans overlap and how to communicate effectively throughout the season.
10. Find ways to share data, observations, and other information both formally and informally.

How is the on-the-ground effort of resource agencies changing?

Resource agencies are often under-staffed and underfunded when it comes to fulfilling their mandates, especially with respect to field-based staff positions. In general, this has resulted in decreased effort put into monitoring, data collection, compliance and enforcement by federal and provincial regulators.

At the same time, many Indigenous communities are establishing stronger Indigenous Guardian and stewardship programs. In some cases, Indigenous Guardians now outnumber agency staff in terms of person-hours spent patrolling, monitoring, or collecting data and are therefore filling a gap created by a reduced presence of resource agency staff. This often means Indigenous Guardian programs have significantly better information than other resource agencies, information that can be used to make

> Conservation Officers have told us that what we are doing to monitor and manage moose harvesting is precedent setting."
>
> **Kevin Koch**
> Gitanyow Wildlife Monitor

management decisions and understand emerging issues and trends.

The growing number of Indigenous Guardian programs can be seen on the Indigenous Guardian Program Map. Add your program to the map if it isn't already represented there.

What are the benefits of working with resource agencies?

Often, the stronger the working relationships your Indigenous Guardian program can build with resource agencies, the stronger the protection and stewardship of your lands and waters can be.

Some of the positive outcomes and benefits of Indigenous Guardian programs working with resource agencies include:

- Improved mutual understanding and trust.
- Improved responsiveness from resource agencies regarding Indigenous priorities.
- Increased coordination of stewardship work between various authorities.
- Increased sharing of data and information leading to better management of lands and waters.
- Better protection of important cultural and ecological sites.
- Better implementation of plans and agreements developed by and with Indigenous communities.
- Increased compliance with Indigenous, territorial, federal and/or provincial laws.
- Indigenous Guardians and resource agency staff both viewed positively by the general public when seen to be working together.
- Increased skill building for both Indigenous Guardian program staff and resource agency staff from working on projects together.
- Cost benefits of sharing boats, field equipment, information, etc.
- Opportunities for revenue generation for Indigenous Guardian programs (e.g. fee for service contracts).

What are the challenges of working with resource agencies?

Working with compliance and enforcement staff from resource agencies can sometimes be a frustrating experience. Some typical challenges you may encounter that get in the way of developing productive working relationships might include:

- Resource agency staff may not have a well-informed understanding of Indigenous peoples, Indigenous stewardship issues, aboriginal rights and title, etc.
- Lack of willingness or interest on the part of resource agency staff (and/or their senior management) to recognize or work with your Indigenous Guardian program.
- Policies and procedures that stand in the way of working together in the field (i.e. safety policies, liability issues, insurance coverage, etc.).

Bruce Maclean
Mikisew Cree First Nation

> There is a lot of animosity with the government in Alberta. Conservation Officers are not well liked and DFO is absent. In our context, it means relationship building from the very ground up... It requires building those relationships in two ways – at the formal Chief and Council level and building working relationships on the ground. As these relationships are improved and strengthened, we are working better together."

- Tensions due to unresolved treaties/settlements, court cases, jurisdictional issues, conflicting management approaches, economic priorities or personality dynamics.

With that said, there are many examples of Indigenous Guardians and resource agency staff working very effectively together, learning from each other, sharing information, strengthening each other's skills and knowledge, conducting joint patrols, and collaborating to achieve greater compliance. There are some tested strategies you can use to overcome these challenges.

What are some ways to engage with resource agencies?

Relationships with resource agencies (and resource agency staff) may need to grow organically or incrementally. These relationships are often built over time and rely on good faith efforts by resource agency and Indigenous Guardian staff. Based on experiences of various Indigenous Guardian programs, here are some strategies and ideas for engaging with resource agencies:

Infosheet

Some Approaches to Building Relationships with Resource Agencies

Some approaches that communities have used to build productive working relationships between Indigenous Guardian programs and resource agencies include:

- Host a meeting at the beginning of each season with on-the-ground staff from all the resource agencies working in your territory. Find out what each other's priorities are, where work activities overlap and how to communicate

effectively throughout the season.

- Organize regular meetings with specific resource agencies to exchange and share information about planned activities throughout the season.
- Educate and regularly update resource agency staff about your Indigenous Guardian program and stewardship priorities and activities.
- Plan with resource agency staff to get out in the field with your guardians to create opportunities for shared learning, hands-on doing, and relationship building.
- When possible, conduct joint patrols with resource agency compliance and enforcement staff to build relationships, share knowledge, coordinate efforts, and learn from each other.
- Develop procedures with resource agency staff about best ways to report and follow up on compliance infractions that are observed and reported by your guardians.
- Where appropriate, have guardians participate in resource agency-led research and other resource management projects to build skills and experience.
- Where appropriate, invite resource agency staff to participate in your guardian and stewardship activities to build their skills and experience.
- Explore opportunities for guardians to participate in technical and professional training that is offered to resource agency staff.
- Find ways to share data, observations, and other information both formally and informally.

The Ha-ma-yas Stewardship Network commissioned a report to look at opportunities for Indigenous Guardians and provincial agencies to work together, see the story 'Uncovering Opportunities for Guardians to Work with the Province on Marine Use Plans' and the report 'Guardian Program Opportunities in the NVI Marine Area'.

The Council of the Haida Nation has made headway in formalizing their relationships with crown resource agencies. You can read about their Joint Compliance and Enforcement Strategy and Kunst'aa Guu–Kunst'aayah - Reconciliation Protocol they have signed with the province of BC.

Story

Uncovering Opportunities for Guardians to Work with the Province on Marine Use Plans

The Ha-ma-yas Stewardship Network supports Guardian programs from five First Nations on Northern Vancouver Island and the Southern Central Coast of BC. It helped commission a study to identify the best opportunities for guardians to work with resource agencies to manage and protect the marine environment. The study looked at the monitoring, compliance and enforcement priorities and activities of the Guardian programs and the provincial government to see where overlaps existed. It uncovered barriers and opportunities for collaboration. Some of the study's findings include:

- Trust and relationships between the First Nations and Guardian staff are important for working together on monitoring.
- Guardians can play an important role in promoting compliance with rules and regulations by having a visible presence in the area.
- Low capacity within provincial agencies increases their willingness to work with Indigenous Guardians.
- Environmental monitoring and data collected by guardians can be very useful and impactful.

The study also highlighted the importance of partnerships between Nations and provincial agencies at different levels including:

- Individuals working in the field (including conducting joint patrols).
- Collaboration at the managerial level (including drafting an agreement detailing areas in which Guardian programs can support priority provincial monitoring and compliance).
- Discussions at the government-to-government level (including continued discussions that increase Guardian program and provincial agency collaboration opportunities).

You can read the report in full or learn more here: "Guardian Program Opportunities in the NVI Marine Area".

How can relationships with resource agencies be formalized?

Relationships with resource agencies may be formalized in higher level agreements (e.g. government-to-government agreements, treaty or settlement agreements, shared-decision making agreements, etc) or in operational plans and protocols related to stewardship and resource management (e.g. land use plans, wildlife management plans, park management plans, species recovery plans, etc).

The implementation of these plans may make explicit reference to the roles and responsibilities of Indigenous Guardians. Such formal agreements may also provide funding and other resources for Indigenous Guardian programs.

Look for opportunities to formalize relationships with agencies that recognize the roles and responsibilities of your guardians. This will build their recognition and legitimacy in the eyes of the community and public, give them the mandate, tools, and budgets they require to do their work, and build-in better and more transparent accountability for on-the-ground stewardship on your lands and waters.

The Kaska Dena Council has dedicated resources to support joint initiatives with the BC Conservation Enforcement Officers, including setting up check points and conducting site visits in each region of the territory. You can read more about their approach in the link below.

For a full list of resources in this chapter visit:

ttp://indigenousguardianstoolkit.ca/node/53/resources

Worksheet

Overview Worksheet from:
Chapter 15: Establish Relationships with Resource Agencies

Establish Relationships with Resource Agencies

This worksheet provides a series of questions to help think through existing and potential relationships you have with resource agencies and opportunities to work together to support guardian priorities and activities.

1. Which resource agencies have mandates that cover issues that are priorities for your Indigenous Guardian program? List them:

2. Who are the key staff or management contacts at those agencies? What are they responsible for? List names, contact information, key responsibilities.

Agency	Name	Contact Info	Key Responsibilities

3. Who from your Indigenous organization or community already holds relationships with resource agency staff? Identify who is best to reach out to agency stuff to discuss collaborations and build relationships.

4. Are there areas of overlapping interest and concern between your guardian program and resource agency plans and priorities? Identify these and potential areas for collaboration.

5. Are there specific field projects, research, training or patrols being led by a resource agency that your program can leverage or benefit from? Identify opportunities to inform and/or actively participate in these (i.e. aerial survey on ungulates, park patrols, safety training, etc.)

6. Are there projects or initiatives your guardian program is pursuing that resource agencies can benefit from, whether through information sharing or deeper involvement?

7. What other steps can you take to further build these relationships, leverage opportunities for sharing resources, or have greater impact on-the-ground?

Chapter 16

Create a Network or Alliance

Explore this section to learn:

1. Why you might form a network or alliance.
2. What Indigenous guardian networks exist now.
3. The right conditions to build or join a network or alliance.
4. The different sizes and types of networks or alliances.
5. The role of network or alliance staff.

Indigenous Guardian networks or alliances may help you lead a more successful, impactful and efficient program. By collaborating with others you can:

- Overcome the limitations of working on complex issues alone.
- Leverage resources and program support.
- Increase your negotiating power.
- Advocate on larger issues.
- Lead coordinated monitoring and stewardship efforts across a bigger geographic region.

> Creating space for people to come together in person is so important - building relationships from the ground-up between individuals and communities is a critical part of developing an effective network. And a network needs to meet the needs of it's member communities and be responsive and nimble as opportunities and issues arise."
>
> **Claire Hutton**
> Former Coordinator, Coastal Guardian Watchman Network

You may want to work with others to advocate for provincial or territorial policy changes, to develop shared goals around a particular species, or for longer-term monitoring and research initiatives.

Networks and alliances can lead to informal short-term arrangements or longer-term commitments that require coordination through an agreement such as a Memorandum of Understanding.

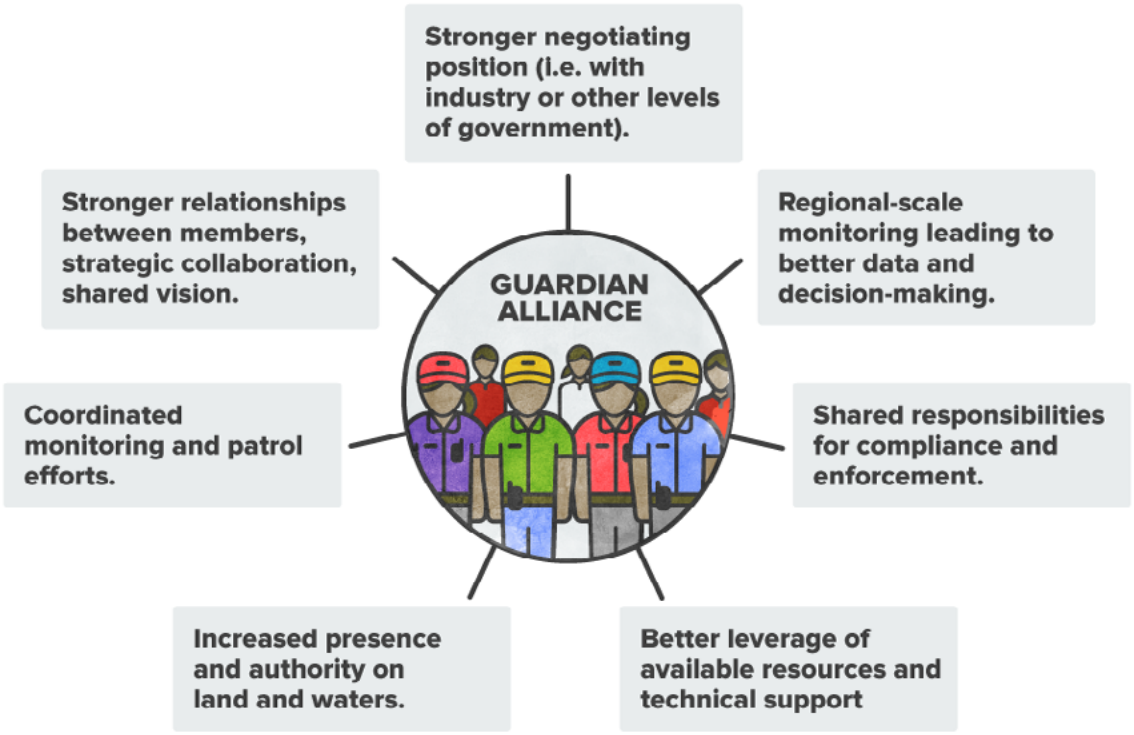
Tipsheet

Tips for Network and Alliance Building

1. Co-create a shared vision and purpose for the network or alliance.
2. Consider developing a strategic or annual plan. These documents, plus your vision statement, can help to resolve conflicts if they arise.
3. Be clear about network or alliance membership and expectations of these members.
4. Establish clear governance structures and decision-making processes at the start. Each network or alliance member must determine who has the authority to make decisions on behalf of their community or organization and what decisions they can make. A Terms of Reference can help to clarify issues of governance, decision-making, and engagement.
5. Take the necessary time to build trust and strong relationships amongst members. Support and foster regular communications, including regularly scheduled calls or face-to-face meetings
6. Focus on easy wins and low-hanging fruit in the beginning. Tackle more complex issues when relationships have deepened.
7. Find easy ways for members to report back to their community or organization about the activities and successes of the network or alliance.
8. Make sure that everyone involved understands that not all members can have equal capacity, funding or political will to contribute to the initiative in the same way.
9. Keep the network flexible and nimble. Enable members to maintain autonomy by opting in or out of specific activities or initiatives.
10. Develop data and information sharing agreements between member Nations if applicable.

Why form a network or alliance?

Forming a network or alliance may benefit your Indigenous Guardian program in different ways. Here are some of the potential benefits:



Story

Growing As Needs Grow: Coastal Stewardship Network

The Coastal Stewardship Network (originally called the Coastal Guardian Watchmen Network) was created in 2005. It was established when Guardian Watchmen on BC's North and Central Coasts came together to think about how to develop and expand the role of local Guardian Watchmen programs. They recognized that Guardian Watchmen were necessary to ensure effective implementation of land and marine use plans and other sustainable resource management initiatives.

At that time, participants identified two priorities:

- Establish a network of Guardian Watchmen to facilitate ongoing dialogue, cooperation and learning between communities.
- Develop training programs to build the skills and capacity of communities to strengthen their Guardian Watchmen efforts.

> As each Nation's stewardship efforts grew to establish an integral Stewardship Office, the Coastal Stewardship Network expanded its scope. Now it provides support to all stewardship staff, not just on the ground field staff.
>
> Currently, the Network supports member Nations by:
>
> - Organizing networking opportunities such as an annual gathering where stewardship staff strategize, share experiences, and learn from each other, as well as regular meetings and conference calls for directors or Guardian Watchmen.
> - Supporting communities to assess capacity and resource needs and identify program priorities.
> - Developing standardized training programs and other materials.
> - Developing regional initiatives such as the regional monitoring system and Indigenous laws projects.
> - Creating outreach and education tools.
>
> Learn more at: http://www.coastalguardianwatchmen.ca

What Indigenous Guardian networks exist now?

Guardian programs and Indigenous and non-Indigenous organizations are regularly developing strategic alliances and networks. Current networks are a great place to turn for inspiration, lessons learned, or reaching out to as you build and formalize your own relationships.

Involved in or building a guardian network? Share your story through the 'Contribute a Resource' button above so others can learn from your experience.

Local and Regional networks and alliances:

- Coastal Stewardship Network - Read the story 'Sharing Intelligence through the Network'
- Central Coast Indigenous Resource Alliance - Read the story 'Together is Better'
- Hamayas Stewardship Network

National networks and alliances:

Indigenous Leadership Initiative - Read the story 'Gaining Momentum - A National Indigenous Guardians Network'

International networks and alliances:

North Australian Indigenous Land and Sea Management Alliance

Saltwater People Network

Are the conditions right to build or join a network or alliance?

Not sure if a network or alliance is right for your program? Use this list of questions to reflect on and discuss collaboration opportunities with potential partners.

- Do you have common issues, concerns or threats that may be the focus of joint efforts?
- Do you have a similar environment and geography, and/or common concerns for land and waters?
- Are there opportunities to leverage and share resources and to collectively strengthen capacity?
- Do positive relationships between network members exist? Is there an interest in working collaboratively together?
- Is there ease of communications, exchange, and physical access between communities?
- Are there commonalities of culture or way of life, governance systems, and politics?

If the answers to these questions suggest a network or alliance is the right move for your program, take a moment to pause and critically ask how your guardian program can effectively engage in and commit to such an initiative. Then, if you're ready to move forward, build the work of the network into your funding proposals, budgets, work plans, schedules, and reporting.

Chris Roberts
Nanwakolas Council

> Politically, it can be difficult to get groups to work together but technically, it's amazing how similar the issues are as well as the training needs. The Guardians themselves echo how much they value the peer and technical support through our network. We coordinate training that wouldn't be possible without a network. We also purchase equipment such as drones and make it available for Nations to use."

What size of network or alliance is most effective?

There is no easy answer to what scale works best when creating a formal guardian network or stewardship alliance. It may depend on:

- Your natural allies or partners.
- Your shared purpose and goals.
- The logistics, time and resources required to build and maintain a network.

Both large and small networks have pros and cons. It's important to think through what these could be before establishing an alliance.

Strong alliances of just a few neighbouring Nations or communities can be successful. These networks often share common ground in terms of interests, concerns and priorities, as well as familiarity, shared culture or family networks, and fewer logistical barriers to working together. Read the story 'Together is Better - The Central Coast Indigenous Resource Alliance' about a small alliance of First Nation on the central coast of BC.

Meanwhile, forming networks with other programs across a large or culturally diverse geography can also be successful. Larger networks may focus efforts on things like advocacy or awareness raising rather than developing joint patrols or monitoring initiatives. Read the story 'Gaining Momentum - A National Network for Indigenous Guardians' about a new national initiative to link Indigenous Guardian programs.

Regardless of your networks' size and scope, it is important to clearly identify the purpose and goals of any collaborative efforts right from the start. Then, revisit them as a group regularly to confirm ongoing alignment.

Story

Together is Better - The Central Coast Indigenous Resource Alliance

The Heiltsuk, Kitasoo/Xai'Xais, Nuxalk and Wuikinuxv Nations realized that they could better reach their goals of ensuring healthy and balanced ecosystems, healthy local economies, and healthy communities by working together. In March 2010, the four Nations entered into a formal relationship and signed a formal declaration that established the Central Coast Indigenous Resource Alliance (CCIRA).

One strength of this partnership lies in the sub-regional scale of the four Nations' territories. This makes for manageable and effective decision making and strategic work. The Nations also share common issues and challenges.

CCIRA has worked to develop comprehensive and aligned marine use plans for the Central Coast region. It is also focuses on a range of issues such as land use planning, science/research coordination, fisheries management, crab management, bear research, and other initiatives. Learn more here.

Story

Gaining Momentum - A National Network for Indigenous Guardians

The Indigenous Leadership Initiative (ILI) is promoting a federally funded, Indigenous-led National Indigenous Guardians Network in Canada. This network would support the development and employment of guardians across the country. It has generated broad support, including from the Assembly of First Nations which passed a resolution in 2015 calling for a national guardians program.

The movement to create a National Indigenous Guardians Network gained ground when the government of Canada included an initial investment in the network of $25 million over 5 years in the 2017-2018 federal budget. While this investment will not enable new guardian programs to be established immediately, it will help develop the national network and prepare Indigenous Nations and communities to launch their own Indigenous Guardians Programs.

ILI is dedicated to facilitating the strengthening of Indigenous nationhood to fulfill Indigenous cultural responsibility to lands and the emergence of new generations of Indigenous leaders. ILI is also committed to helping communities develop the skills and capacity they will need as they continue to become fully respected and equally treated partners in Canada's system of governance and its economic and social growth.

Learn more at: www.ilinationhood.ca

What is the role of network or alliance staff?

Not all formal networks or alliances may have, need or be able to afford dedicated staff. Some networks share the work of organizing, making decisions and coordinating joint efforts among group members, while others hire a dedicated coordinator to keep things moving.

- Responsibilities of a network coordinator may include:
- Facilitating opportunities for members to come together to build trust, cooperation, and joint work initiatives.
- Recording network discussions, meetings and outcomes.
- Communicating with network members on a regular basis.
- Facilitating and encouraging peer-to-peer learning and exchange of information.
- Helping to build capacity across network members.
- Strengthening and fostering leadership development in members.
- Supporting network members to share and optimize available resources, budgets, funds, capacity, etc.

Chris Roberts
Nanwakolas Council

When providing support to the network, it's important to do what you say you are going to do, respond quickly, and engage at the different levels – political, managerial, technical. We established trust by communicating regularly with everyone so that we're all on the same page. We constantly check in on what our members need and what their priorities are. Our most important lesson is to emphasize the autonomy of each Nation."

- Attracting new funds and resources to support the network.

If you're looking to hire network staff, look for people who are proactive, with strong skills in communications, facilitation, project management, networking and coaching. They could play a critical role in identifying each member's program needs and helping to find the resources and support needed.

For a full list of resources in this chapter visit:

http://indigenousguardianstoolkit.ca/node/52/resources

Worksheet

Overview Worksheet from:
Overview Worksheet from Chapter 16: Networks and Alliances

Networks and Alliances

Use this worksheet to think through whether creating or joining a guardian network or alliance makes sense for your program.

1. How would creating or participating in a network or alliance benefit your Indigenous Guardian program?

   What issues might you seek to work collaboratively with others on?

   How might a network or alliance help to advance these issues?

2. Are there existing alliances or networks that you know of or want to learn more about?

   Are there any existing guardian networks you would like to join?

3. Is now the right time to create or join a network or alliance? Do you have the staff capacity and resources to work collaboratively with others?

4. If you are considering creating a network or alliance, who should be involved and what are the key activities you will do together?

   How many organizations or communities should be involved with the network?

Is there a network scale or size that feels more manageable or effective for productive work together?

5. Would a network or alliance require additional resources that you don't have now?

   Who will participate in the network activities?

   What skills and resources do you need on your guardian team to participate effectively in the network?