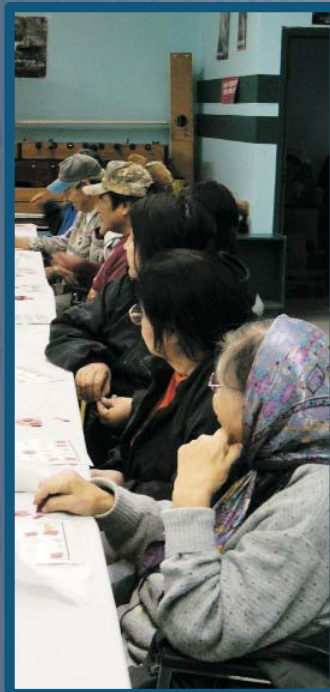


Climate Change Planning Tools for First Nations

August 2006

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Guidebook 5 Taking Adaptive Action

Climate Change Planning Tools for First Nations Guidebook List

Starting the Planning Process	Guidebook	1
Climate Change Impacts in the Community	Guidebook	2
Vulnerability and Community Sustainability	Guidebook	3
Identifying Solutions	Guidebook	4
Taking Adaptive Action	Guidebook	5
Monitoring Progress and Change	Guidebook	6

These Guidebooks were created by the Centre for Indigenous Environmental Resources in partnership with Sioux Valley Dakota Nation in Manitoba and Peter Ballantyne Cree Nation, Deschambault Lake Community, in Saskatchewan.

Please contact earth@yourcier.org for any questions or comments on these Guidebooks.

The objectives of these resources are to provide user-friendly and culturally appropriate climate change and adaptation guidebooks to help First Nations through planning to avoid, minimize or adapt to impacts caused by climate change. The Guidebooks outline a planning process and framework for decision making that allows wide application, local adaptation and on-going modifications.

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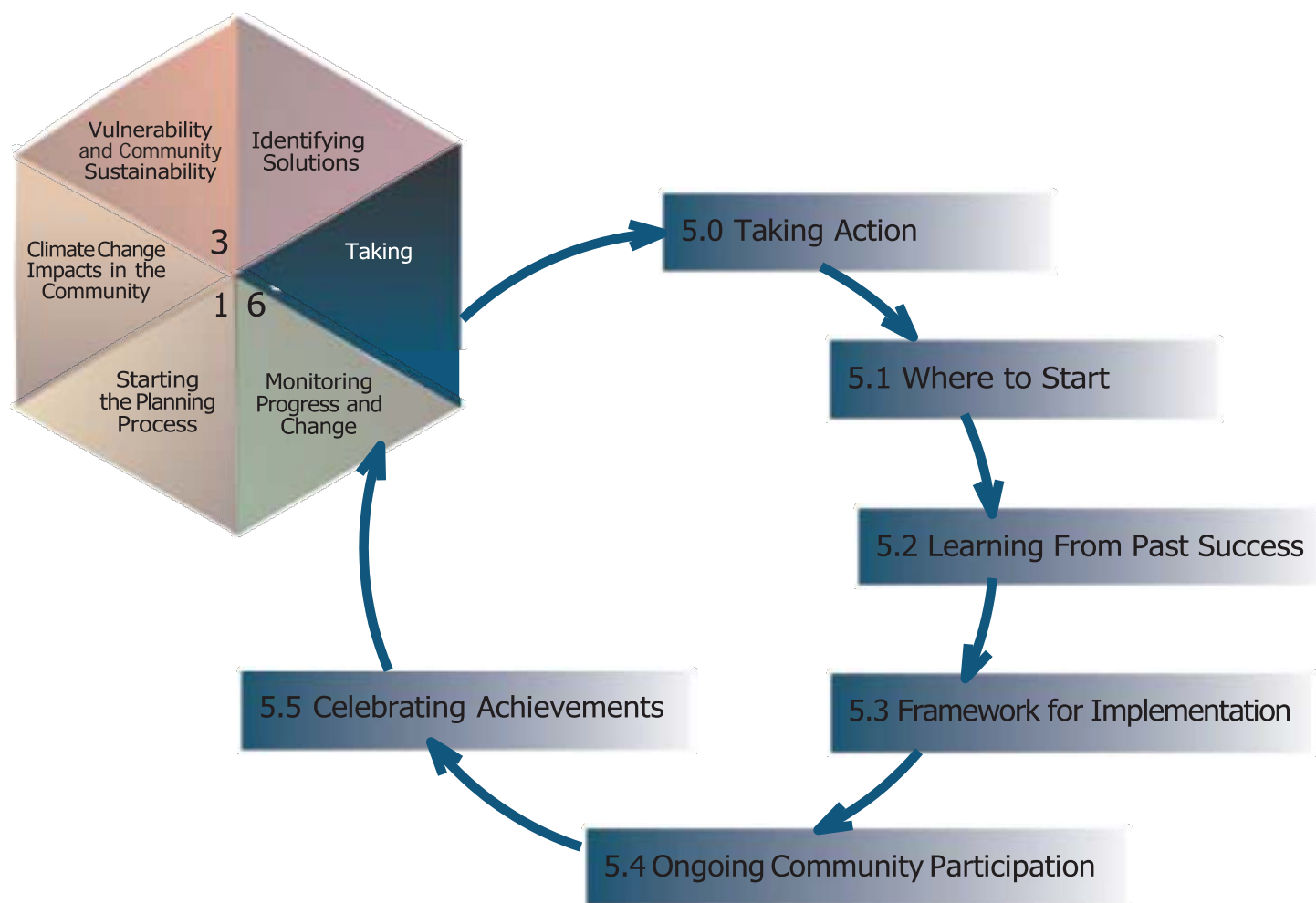
These Guidebooks were created with financial support from the Government of Canada's Climate Change Impacts and Adaptation Program and Indian and Northern Affairs Canada's Aboriginal and Northern Communities Action Program.

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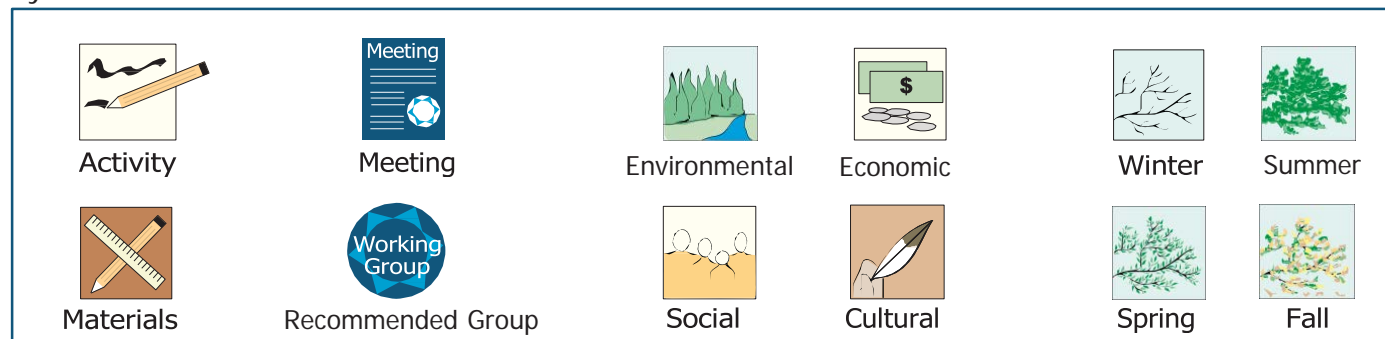
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Understanding the Planning Process

The Guidebooks include activities and information to work through the planning process. Each book leads into the next steps in the process.



Symbols used in the Guidebooks



5.0 Taking Action

Bringing Our Priorities Into Action to Adapt to Climate Change

The next step is to start the process of implementing and taking action on the initiatives that are priorities for climate change community planning in your First Nation. After working through the information and activities in Guidebooks 1 to 4 with the Working Group, the leadership, Elders, youth and other members of the community you should have excellent information on the issues facing the First Nation, and a shorter list of prioritized solutions that will move the community in a direction that will help it adapt to climate change, while addressing other community development needs and moving towards sustainability.

The information discussed in Guidebook 5 provides suggestions for moving these prioritized solutions into actions. There is some information presented on specific adaptation strategies being implemented by other First Nations to get you thinking about this, but you should draw from the solutions generated in Guidebook 4 and build on these to begin implementing actions that are relevant to and supported by your First Nation.

5.1 Where to Start

Create a comprehensive list of the adaptation solution priorities that were generated by the activities with the leadership, the Working Group, Elders, and youth (from Guidebook 4). You should be in a good position to get started on some of these priorities because they were selected from shortened list of solutions that the leadership considered to be feasible.



- 1 Start by writing down one set of priorities (i.e. from one of the groups) and then add to this list. When there are repeated priorities add a check mark (or some type of notation to indicate the number of times selected) next to these.
- 2 Create a table so that solutions that were selected the most are listed first and include the number of times each was selected. For example:

Prioritized Solution	Number of Times Selected



Solutions that were priorities for many people in the community offer a good place to start. Experience has shown that initiating new projects and programs that have strong support from a variety of people tend to be more successful. Involving people (e.g. the leadership and other community groups and members) in the development and implementation of new initiatives gives people a connection to the project and helps to ensure the initiatives are successful and sustainable. This doesn't mean that solutions that were a priority for only a few people in the First Nation shouldn't be considered. There may be reasons (e.g. financial, strategic, potentially devastating climate change impacts) understood by leaders in the First Nation for implementing some solutions that are not as well understood by other members of the community. When developing the detailed plan for the next 5 to 10 years, try to include solutions that address both climate change and other community development needs wherever possible.

**Sioux Valley Dakota Nation,
Administration and Health Office.**

5.2 Learning From Past Success

As part of your preparation, spend some time learning about the successes experienced by your First Nation, and other First Nations in the past. This can include both the recent past (e.g. in the last few years) and the more distant past (e.g. 20 years ago). Generally speaking, people like to come up with their own solutions, and sometimes when the leadership changes, methods or plans that worked well in the First Nation are forgotten. Likewise, people may forget to look outside their own community to learn from the approaches and solutions of others. The more you and your First Nation know and understand about how to successfully move from idea to action, the more likely you will be able to move forward effectively and efficiently on your climate change and community plans.



5.2.1 In Your Own First Nation

It is important to understand how decisions are made in your First Nation. Arrange to talk to current and past Chiefs and councils to learn more about initiatives in the community that were successful. Ask people questions about what made these initiatives successful, why they went forward while others didn't, and what they think some of the key criteria are for moving ideas to actions in the Nation.

Talk to Elders in your community to learn about how decisions were made in the more distant past and perhaps bring back some of these successful methods into your process. You may want to start by asking about community initiatives that make them feel proud of the First Nation and listening to the story of these particular events. Based on this information, you can either talk about the key points can be learned from these stories or reflect on these afterwards, in your own time.

Discuss with





This activity is similar to a mini research project. In addition to the research you are doing, you may want to involve the school in this activity.

- 1 Talk to the school principal or interested teachers to see if one of the older grades (e.g. 6 or higher) would be interested in learning about decision-making in the community.
- 2 Visit interested classes to share information on the project and why you are interested in how the First Nation makes decisions.
- 3 With the teacher and students help, create a list of 3 to 5 questions that the students will use to 'interview' their parents to learn more about their community.
 - a) You may also want to prepare a one-page information sheet on the project with examples of the other activities that have taken place for the students to take home to their parents as background information.
- 4 Ask the teacher to follow-up on this exercise with a written assignment on their findings or an oral presentation to the class (that you can attend).
- 5 Ensure that the students know that you would like to see the results of their research and explain that it will help you with the current process of climate change planning and beginning to implement decisions.

Including this step in learning about the First Nation's decision-making and implementation process will help you, the Working Group, and the current leadership build on existing strengths and learn from past failures to help ensure the adaptation solutions for climate change and community planning start on the 'right foot'.

Meet with



Students participating in activities, Sioux Valley Dakota Nation.

5.2.2 From Others

In addition to learning from your own First Nation, don't forget to look to other communities to help you understand what makes a particular initiative a success or not. Of course, not all of the details will apply in your community but there will likely be some aspects of other First Nations' methods of decision-making and action that you can apply or adapt to use locally. Rather than 'recreate the wheel' take what is relevant from the experiences of others and adapt these gems to local needs and realities.

Look back on any research you did on other First Nations' or nearby communities' climate change adaptation solutions. Talk to contacts in these communities to learn about what they consider to be the key components of success regarding the implementation of these initiatives.

Key Components of Success:

5.3 Framework for Implementation

It is important to involve the leadership at this stage as much as possible - the people who make decisions in your First Nation need to participate in setting climate change planning goals. Their support will be required to move these goals forward. Think about the best way in your First Nation to meet with Chief and Council for a goal-setting meeting. This might mean:

- requesting a special council meeting;
- talking with the Chief or one of the councillors who is interested and supportive of planning and asking them to initiate such a meeting; or
- providing a number for people to call and talk about the activities and give their ideas
- asking for time on an upcoming meeting agenda to talk about the next step of goal setting to then arrange an appropriate time.

As you undoubtedly know, the leadership is almost always busy addressing a variety of different issues - so be patient and persistent. Review the briefing note from Guidebook 1 on why climate change planning is important so that you can remind people why planning to adapt and cope with climate change is essential to the community's ability to thrive into the future.

During this meeting with the leadership (e.g. Chief and council), go over the prioritized solutions to set climate change planning goals and begin the formal plan.

- 1 Look at the list of solutions, especially those that were priorities for a large number of people.
- 2 Remind yourselves of the community's vision.

Set up a



**with community
leaders**

- 3 Which of the prioritized solutions are strongly connected to the vision?
- 4 Which solutions are connected to different areas of sustainability (the environmental, economic, social and cultural needs of the community)? You may choose to give these solutions priority.
- 5 Which solutions are 'no regret' options? These solutions, while related to climate change, provide additional benefits so that they are valuable actions, with or without climate change impacts.



Discussing the Guidebooks with members of Sioux Valley's Council.

With this information in mind, work with the leadership to select the solutions that will be included as action items in the climate change community plan.

Assuming that the vision is, in effect, a type of long-term goal for the First Nation, what then is the plan to implement some of these solutions to

move the community in that direction? You can use a table to organize this information. Once you have filled in the row for an action item, review it as a group and make any necessary adjustments. Look to see if the information listed under 'priority', 'timeline', and 'resource needs' is realistic. For example, if something is a high priority but there are currently no resources to implement this action, can it be achieved in the estimated timeline? If it is important that this timeline be met, should more resource needs be allocated in order to achieve this? Also look at the action items that currently have sufficient resources - these may be actions the First Nation could take immediately, whatever the priority. These relatively easy achievements demonstrate success and can help people feel confident and satisfied in the process of adapting to climate change.

Action item	Project / Program Relationship	Priority	Timeline and Duration	Resource Needs
<p>Include solutions that the leadership has selected from their review of the prioritized list. Each solution should have its own row.</p> <p>These solutions/ actions could be specific projects, policies, bylaws, or any other type of initiative.</p>	<p>Is this solution related to any existing project or program?</p> <p>Would it require a new project/program, and if so, what?</p>	<p>How important is this solution to the sustainability of the First Nation (think about climate change and community development needs)?</p>	<p>Given the priority level, what is the timeline for implementing this solution?</p> <ul style="list-style-type: none"> - in the current year? - in the next 2 years? - in 5 years? <p>How long will this action take to implement (6 months, 1 year) - what is the duration?</p>	<p>Does the First Nation have adequate human and financial resources to implement this solution?</p> <p>If yes, highlight these (e.g. sources of funding, internal skills).</p> <p>If no, highlight what is needed.</p>

5.3.1 Revisiting the Working Group

After the leadership has sketched out these initial components of the plan, you can work with the Working Group to fill in the details. You may also want to revisit the membership of the Working Group and make some adjustments based on people's interest in the detailed planning process. It is also a good idea to have at least one member of council, as well as other community leaders (formal and informal) participate in adding details to the plan. These people can help build support for the plan through their own networks, and can help implement the action items.

5.3.2 Determining the Details

Work with this 'new' Working Group to identify roles and responsibilities, preliminary budgets, more detailed timelines, and measure of success or each of the action items listed by the leadership as part of the climate change community plan. You may want to organize these action items ahead of time so the group can focus its attention on actions with high priorities and planned for implementation in the first two years. Of course, you still want to put details to action items that

Meet with



are planned for the 3rd, 4th, and 5th years so that preparation for implementing these successfully can take place (e.g. capacity building, identification of funding, proposal development).

Have a discussion on the first action the Working Group will plan for so that everyone has an understanding of what is involved. In some cases, you may not know the details of the action to present to the Working Group, and people can develop these together. After the discussion, have the Working Group answer the following questions (and others that you come up with that are important) and fill in the answers. Again, you can use a table to organize this information. Go through these steps for each action, with each action having its own row in the table.

Create similar tables to fill out with the Working Group. You can also add additional columns to address the needs of your First Nation.

Action	Objectives	Activities
List the particular project, policy, or initiative	What are the main objectives of this action? Try to have 1 to 3 main objectives.	What are the main activities that will be part of this action? Try to fill in general information that can be fleshed out by the team of people who will actually work on this action.

Actions	Roles and Responsibilities	Milestones	Preliminary Budgets	Detailed Timelines	Measure of Success	Other Planning Needs?

Roles and Responsibilities

Identify who will be involved in this action, what their role(s) are, and what specific responsibilities will be expected of them.

- Whose role is it to get this action implemented?
- Are there people or groups in your First Nation already working on this, or a related, issue that should be involved?
- Is implementing this action shared between more than one person/group? If so, make sure that it is clear who will lead and keep track of progress?
- What are the specific responsibilities associated with implementing this action?

Milestones

Identify key achievements along the way that can be tracked, linked to timelines, and celebrated.

- What are some important deliverables or steps in implementing this action successfully?
 - E.g.: meetings held, research completed, program planning complete, technology secured, etc.

Preliminary Budgets

What financial resources are needed to implement this action? Don't worry about getting the numbers exact: try for good estimates.

Once the new Working Group has outlined these details, the person or people identified under 'Roles and Responsibilities' should form an action team for that particular project / policy. In some cases it may be manageable for one or two people to work on the action, while in others a larger team may be required. Look at the capacity in your First Nation and include people who have experience working on each type of action, who are committed and reliable, and who work well together. Try for a cross-section of people in the community, so people don't feel that one family group, or associates of the leadership are the only ones working on implementing the climate change community plan. Also identify where and when you may need external expertise to add to the existing capacity in the First Nation.

- How much time would this action take (i.e. to determine wages)?
- Are there expenses associated with this action (e.g. purchasing equipment, new technologies, travel, etc.)?
- What is the estimated total cost of this action?

Detailed timelines

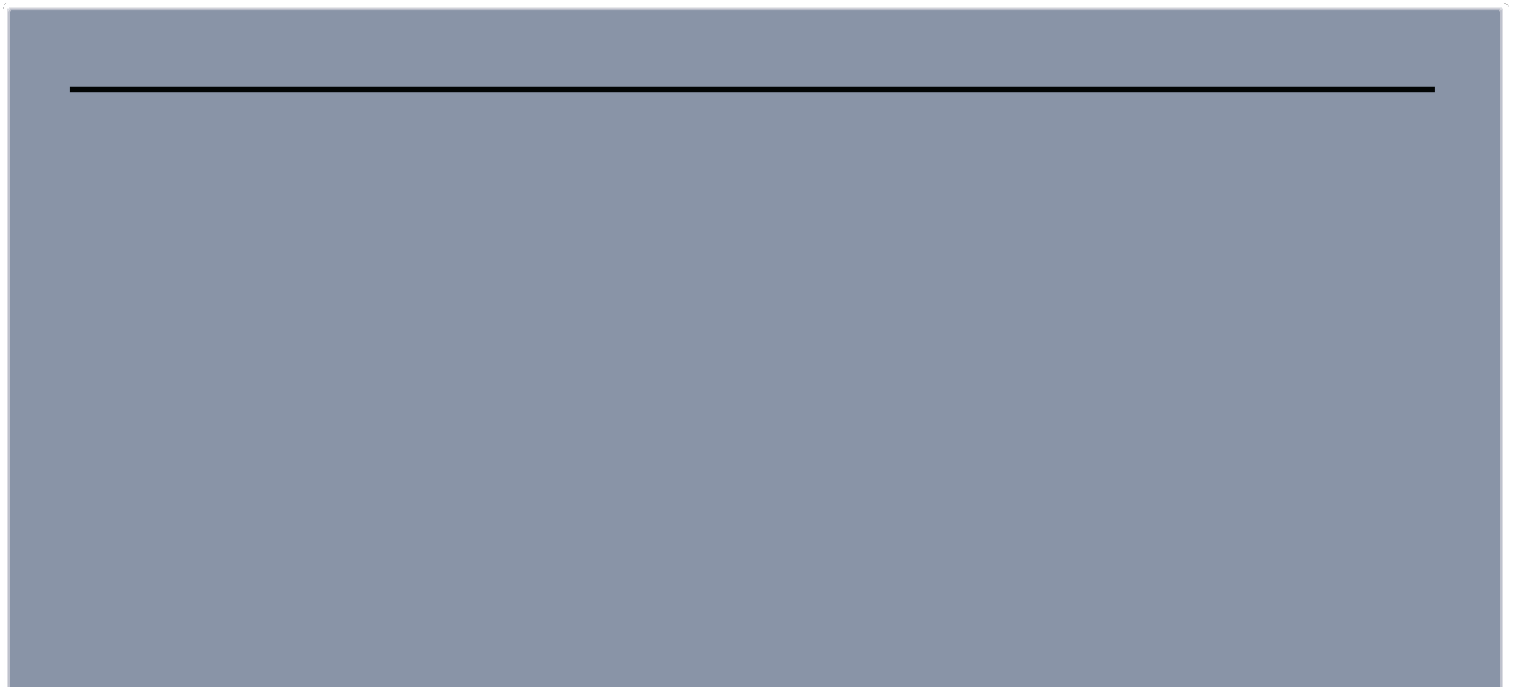
Use the timeline and duration suggested by in the table prepared during the meeting with the leadership as a starting point.

- When should the milestones associated with this action be completed?
- How long will the different phases or steps take?
- Is there a final deadline by which the action must be implemented?

Measure of Success

Identify ways that you will know if the action has been implemented successful.

- How will the First Nation know that the action is completed?
 - How will the First Nation know if the action is a success and achieved its intended results?
- Developing measures or indicators of success will allow you to evaluate the relationship between the action and its results, and understand how to improve the implementation process in the future.



5.3.3 Next Steps

And so, finally, you are ready to begin! The actions have been developed based on the real community development and climate change needs of the First Nation, and with many community members' involvement. Not only does this mean that these actions are more likely to move you in the direction of the community's vision and sustainability, it also increases the likelihood of the success of these actions and people's interest in being involved.

The people or group with the role of implementing each action can now get started. Don't forget that continuing to work in teams and with the public can be helpful. Draw on local people (e.g. businesses, education, health, traditional leaders, families, etc.) and resources (e.g. in-kind, financial) to help implement the action. If you are continuing as the community planner, stay in touch with these people and groups to coordinate the planning process, and keep the leadership informed. If not, someone in the administration should be assigned to work on the implementation of the plan. It may also be a good idea for the Working Group to continue to meet periodically to talk about their progress, issues and challenges.



5.4 Ongoing Community Participation

Many community groups and individuals have likely been involved in this climate change planning process through the various activities in Guidebooks 1 through 4. Although a lot of the work involved in this Guidebook needs to be completed by the Chief and Council (and other leaders) with the Working Group, don't forget to continue to involve other members of the community.

Look for opportunities to raise awareness of why the particular solutions that are moving forward were selected. Be transparent. Share information on what is being done through the radio, newsletters, household flyers, and even having some open meetings where anyone who is interested can attend along with the Chief, councillors and Working Group members (but remember to advertise this ahead of time and include time on the agenda for community members' comments). When the detailed planning process is complete and the individual projects are ready to begin the implementation phase host a community meeting or other event to celebrate and keep people involved. This may even result in interested volunteers or partners (e.g. between departments, community groups) that will further help the First Nation achieve its climate change adaptation and community planning goals.



Climate Change Planning Tools for First Nations
Deschambault Lake Community Visit - May 2006

Deschambault Lake Community, Sioux Valley Dakota Nation, and the Centre for Indigenous Environmental Resources (CIER) are working together to develop Climate Change Planning Tools for First Nations. Our goal is to develop user-friendly and culturally appropriate guidebooks to help First Nations avoid, minimize or adapt to the impact of climate change through good planning.

Ongoing Participation in Deschambault Lake Community

To share information on the project and the results from the first visit, we created a 5-page newsletter that summarized the different activities with the Working Group, the Elders, the youth, and the community. All of the ideas from the visioning activity at the bingo were included in the newsletter for everyone to read and start thinking about. A copy of this newsletter is included in the back of this Guidebook. You can create something similar to share information in your First Nation.

5.5 Celebrating Achievements



Working through the planning process and the activities in these Guidebooks may have taken a fair amount of time and work - but look what you and the First Nation have achieved! Although there is one more Guidebook included in this Climate Change Planning Tool, it focusses on monitoring and adapting your plan over time. If your plan remains a 'living document' (as it should) then the planning process is never really over; at the same time you are at an important point in the process with a list of projects and actions that are ready for (or in) the implementation phase. Celebrate this achievement, and remember to include everyone who was involved in making it happen!



Climate Change Planning Tools for First Nations

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Returning to the Community

During our community visit in February CIER met many people in Deschambault Lake to learn about local climate change and community planning issues. Here is a summary of the activities that took place in February and an outline of the activities that will take place from May 8 to 10th. We look forward to seeing you!

Michael Ballantyne coordinated a meeting of a diverse group of people to be part of the working group in Deschambault Lake. The working group in Deschambault Lake included a: trapper, Elder, forester, fisher, welfare clerk, housing staff member, sewer and water supervisor, our project liaison person, and two other community members. We talked about the project, the impacts of climate change that people are noticing locally, and worked on different activities to identify where the community is vulnerable to the effects of climate change.



Members of the working group during the February community visit.

Meeting with



We will meet with Working Group again on May 8th to review the draft versions of the Guidebooks and talk about future scenarios and possible planning solutions that will help Deschambault Lake community adapt to and cope with climate change.

Working Group

Here are some of the Working Group's ideas related to the effects of warmer winters and extreme weather:

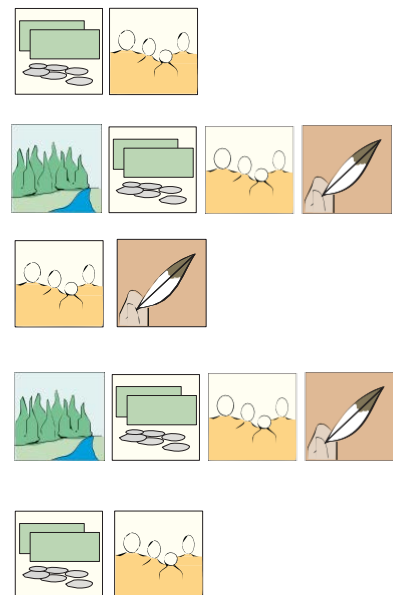
Buildings are damaged. Repairs cost money and require labour and when people are working on repairing these damages it takes them away from doing their jobs and other work in the community. We need to build better homes that can withstand strong winds.

equipment, a water bomber airplane, a community fire alarm, and people available to fight fires. We need to plan to have these resources in our community, or easily available.

We need to have an evacuation plan and practice using it. We need a safe house for Elders, children, and people who are sick. We need to develop this plan.

The extreme high and low water levels in the rivers are impacting the and money and our children learn to love the land and our traditions when they are out with their families doing things like fishing so it is impacting our culture as well. We need to protect these spawning grounds.

The high water levels caused by increased spring run-off that causes flooding has caused some docks to float away. People can't get out onto the lake and we also need to retrieve or rebuild these docks. We need to secure the docks, or take them to higher ground, or develop a business building docks.



Meeting with



We will host an Elders' supper again in May to talk more about the project and how to take possible solutions and turn them into successful actions.

Elders' Bingo

The project partnered with the Health Centre on one of the Elder's bingo nights to host an Elder's supper. Twelve Elders joined us to eat, talk about the project, climate change, and how the community could work together to cope with climate change, using lessons from the past and local traditions.

Some of these ideas are to:

- decrease pollution
- respect our resources (e.g. there is a depletion of fish resources that needs to be reversed)
- in the summer, open the windows in the evening to let the cool air in; close blinds in the daytime to keep the heat out (instead of air conditioning).
- share resources (e.g. people used to share a moose when it was killed). The sharing aspect that First Nations people used to have before has been lost. Most of the food was off the land and they would give some to their neighbours and this has been lost.



Playing bingo at the elders meeting in February.

Meeting with



We will meet with students again on May 9th to talk more about the project and review the draft versions of the Guidebooks.

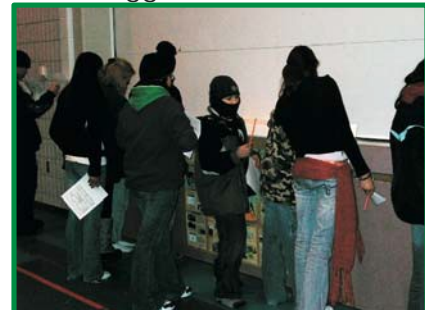
Working with the Students

The project team spent an afternoon at the high school to talk to students about climate change and community planning. We watched a movie CIER produced about First Nations observations of climate change (Signals from the Forest) and worked on climate change activities, including an information bingo where students learned the answers to questions about climate change impacts and adaptations.

The Guidebooks should be useful for both adult and youth in First Nations so we will read through some of the Guidebooks and test out one or two of the activities that are suggested.



Students listening to the presentation on climate change.



The students also participated in a climate change bingo game.

Involving All Community Members

Many people in Deschambault Lake community enjoy playing bingo. To introduce the project to as many people in the community as possible, and to initiate a community discussion on their vision for the future we decided to host a free community bingo. We booked the school gym and the bingo machine, purchased bingo cards, arranged for prizes, and put up posters at the Band Office, the High School, and the Health Centre.

Meeting with



The night of the bingo was extremely cold and we were worried that people might decide not to come - but sure enough, they did. In fact, more than 130 people came to our bingo! We started the evening with a short presentation on the project and the partners involved and then watched a movie on climate change called Signals from the Forest (this movie is included as a DVD in INAC Climate Change Toolkit that is available at the library).



Presentation on climate change.



Community members turned out for the bingo game held in the gym.

Halfway through the bingo games we stopped to talk about community planning. After a short presentation on why we need to plan - in general and for climate change - and on why we need a community vision to help us begin to plan, the people at the bingo participated in a short activity to imagine how their community would look "at its best" 30 years from now. People shared their thoughts and wrote down these excellent ideas that can be used to generate more discussion on a community vision and planning.



There will be a booth set up in the Band Office with information about the project and five questions for community members to answer about a vision for Deschambault Lake and climate change adaptation solutions. Michael Ballantyne, Lisa Hardess, and Shaunna Morgan (from CIER) will also spend some time walking around the community to talk to people about these questions.

Climate Change Planning Tools for First Nations

For additional information about the project or events happening in your community contact:

Michael Ballantyne
Peter Ballantyne Cree Nation
Deschambault Lake

Phone:
Fax:

OR

Lisa Hardess at



Centre for Indigenous
Environmental Resources

3rd Floor - 245 McDermot Ave.
Winnipeg, Manitoba R3B 0S6
Phone: (204) 956-0660
Fax: (204) 956-1895

CIER is a national First Nation, environmental non-profit organization and was created in 1994. We are based in Winnipeg, Manitoba. CIER's mission is to assist First Nation with building the capacity to address the environmental issues they face.

Natural Resources Canada and Indian and Northern Affairs Canada have provided the funding for this project.

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