

CREATING A COMMUNICATION PLAN

by Isaac Laapah
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Summary

This fact sheet discusses what a communication plan is and its components. There is also information on how to structure a communication and engagement plan, and how to measure the success of the plan.

Keywords: community engagement, communication tools, collecting data, analyzing data

Why Is Communication and Engagement Important?

It is important that a community discusses how to involve people in decision making and implementation. Engagement and communication are crucial for all stages of the planning process.¹ Engagement and communication help to determine how the community brings its members together to share ideas on moving the community forward.

Communication and engagement allow members to be actively involved at every stage of the community's development agenda.

When results are achieved or problems arise, engagement and communication is needed to enable the planning team to tell the community what is happening. Similarly, communication and

engagement allow members to be actively involved at every stage of the community's development agenda.

The engagement and communication plan can have sections like: Goals and objectives; Principles; Level of engagement; Audience identification; Methods and materials; Monitoring and feedback.

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What Is a Communication Plan?

A communication plan is a tool that describes how information about programmes will be communicated to community members.²

Why Develop Goals and Objectives?

Developing goals and objectives enables your community to establish long term aims of what you would like your communication and engagement activities to look like and gives your community a sense of direction on how to reach those aims. The goals and objectives help the community understand the purpose of the engagement and communication plan and ensures that the community "has a shared understanding of engagement objectives and principles, key messages, challenges and opportunities, activities and tools, and evaluation".³

For more information on goals and objectives, see the *Setting Goals and Objectives* fact sheet.



Figure 1 | Steps in creating a communication and engagement plan.

How Do You Establish Principles?

The principles guide how a community can incorporate its values into communication and engagement planning.⁴ The principles also serve as a guide to tap into the experiences of members living both on- and off-reserve for community plan preparation and implementation. There is no complete list of principles to include in the engagement and communication plan. You choose the principles to include based on the values your community wants to attach to its engagement and communication activities.

Table 1 | Sample community engagement and communication principles.

Adapted from (Perth and Smiths Falls District Hospital. "Communications Strategy & Community Engagement Framework." *Perth and Smiths Falls District Hospital*, February 28, 2017. Accessed November 11, 2019, <https://psfdh.on.ca/wp-content/uploads/2013/10/PSFDH-Comm-Engage-Plan-2017-Approved-Feb-28-17.pdf>. p.4)

<p>Effective</p> <ul style="list-style-type: none"> Engage early enough to make a difference Resource it properly Monitor and evaluate its effectiveness 	<p>Timely</p> <ul style="list-style-type: none"> Inform participants about how long an engagement is expected to last and when feedback will occur
<p>Inclusive</p> <ul style="list-style-type: none"> Ensure that a cross section of the community is invited to the engagement activity 	<p>Appropriate</p> <ul style="list-style-type: none"> Utilize levels and methods of engagement and communication that are appropriate to the purpose of the engagement
<p>Transparent</p> <ul style="list-style-type: none"> Engage with stakeholders in an open process, with transparent purpose, goals, expectations and constraints Be open about how the engagement will be used in decision-making 	<p>Balanced and accountable</p> <ul style="list-style-type: none"> Balance the participation and influence of participant groups Monitor the ongoing effectiveness of the community engagement and communication strategy
<p>Community benefit</p> <ul style="list-style-type: none"> Provide clear, accessible and comprehensive information to participants to facilitate involvement 	<p>Respectful</p> <ul style="list-style-type: none"> Use tools appropriate to participants, hear and listen to what people say Create realistic timelines

What Is Your Current Level of Community Engagement?

Community engagement and communication has the potential to move community members from passive participants to empowered leaders.⁵ That is, they can change from being observers and consumers of decisions to making decisions on issues that affect their livelihoods.

There are five levels of engagement that measure the involvement of community members in decision-making.⁶ Your community may assess their present position on the levels of engagement in Figure 2 and use the communication and engagement plan as a tool for ongoing improvement.



Figure 2 | The levels of community engagement.

Adapted from (Darrell Phillips & Wanda Phillips-Beck, "Moving Towards a Stronger Future: An Aboriginal Resource Guide for Community Development", *Public Safety Canada*, 2015, Accessed November 12, 2019, <https://www.publicsafety.gc.ca/cnt/rsracs/pblctns/mvng-twrd-strngr-ftr/mvng-twrd-strngr-ftr-en.pdf> p.45)

Levels of Community Engagement

1 Passive Engagement

At this level, community members are only informed of issues by Chief and Council and band staff but have minimal contributions to the issues at hand.

2 Reactive Engagement

Community members provide input into the issues, but band administration and Chief and Council still lead in handling issues and maintaining priorities and resource use.

3 Participative Engagement

Community members increase their influence on the priorities and resources of the community as well as available external resources.

4 Empowerment

Community members work in partnership with the band staff to share in the planning and implementation of mutually agreed-upon actions.

5 Leadership

At this level, community members take the front role in initiating, planning and implementing actions and only seek support from external sources on technical skills beyond their capacity.

Who Are Your Audiences?

Every community is made up of varied and overlapping groups such as youth, Elders, knowledge keepers, men, women and community organizations. Together, these groups make the community what it is. Each of the identified groups and organizations may have different influences, information and interests in the community's development.

Your community can also visualize its long-term decision-making ability and targets using the Asset-Based Community Development (ABCD) Geometry lesson⁷ in Figure 3 which advocates for community members to lead the decision-making processes and only involve external professionals when in need of technical expertise.

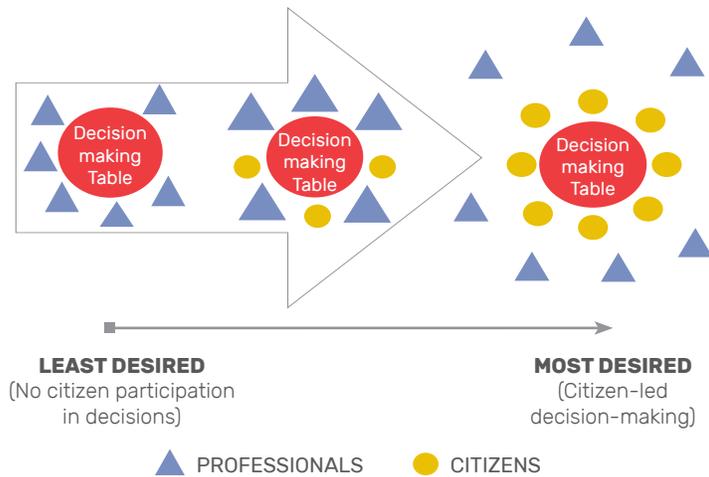


Figure 3 | ABCD Geometry Lesson

Adapted from (Dan Duncan. "The Components of Effective Collective Impact." Digital image. *Clear Impact*, December 2016, Accessed November 12, 2019 <https://clearimpact.com/wp-content/uploads/2016/10/The-Components-of-Effective-Collective-Impact.pdf> p.4)

You may need different strategies to communicate with the different groups in your community. Unique groups in your community may have different perspectives and ways of seeing the world. By knowing what groups and organizations exist in your community, you can determine the appropriate tools to use in engaging and communicating with them.

What Are Some Ways to Communicate?

Outreach Materials

The type of material used in engagement and communication, and the key messages, must be clear to the audience. The key messages should also be consistent with the goals and objectives. The information should be timely and useful when they are communicated.⁸ The communication approach and the way information is displayed should be appropriate and tailored to your audience. You may also explain the purpose of key messages whether it is to show results, lessons learnt, next steps, etc. The engagement and communication materials should have:

1. Attention grabbing content
2. Easy to understand visuals
3. Legible materials

Methods

How will the message get to the target audience? Different methods are appropriate for different events and different

audiences. For some events, a combination of several methods may be appropriate. In other instances, the method to use may be tied to the venue for the engagement session. The type of method or combination of methods to use are community specific.⁹

Some communities have used methods including online discussion forums, community art, radio meetings and newsletters as ways of engaging and increasing communication among community members.¹⁰

For more information on designing communication methods, see the *Sharing Your Community Plan* and *Communicating Ideas Using Visual Aids* fact sheets.

Community Calendar

A community calendar helps you understand when to hold community engagement activities.¹¹ Certain seasons may not be appropriate to schedule engagement activities because of cultural or traditional activities, or conflicts with other community events. In developing the community calendar, all important community dates, events and seasonal activities can be highlighted on the calendar. It may also be important to develop a month-to-month calendar in order to effectively track community activities. Having a community calendar designed for internal use helps you know when people are available and when it is best to schedule community engagement meetings and activities.

Why Should You Monitor Progress and Evaluate Success?

The engagement and communication plan requires regular check-ins, evaluation and review to determine if the goals and objectives are being met. This should be done periodically during the implementation of the plan. How often these measurement and checks occur is dependent on the preferences of the community. You can use performance indicators such as;

- How many engagement activities have been completed?
- What was the attendance like at the activities?
- What was the average time of the activities?
- How involved were the participants?

This way, you can assess the effectiveness of the methods, period of engagement, participant involvement, and other parameters you have included in your engagement and communication plan. There should be a feedback loop in the engagement and communication plan so that any lessons learnt from previous implementation can be used to improve the plan in the future.

For more information on assessing your communication plan's effectiveness, see the *Monitoring Your Progress* fact sheet.

Final Thoughts

Having an engagement and communication plan is a good way for a community to control how it strengthens participation in decision-making and project implementation.

A plan allows your community to explore the best ways of connecting with one another and with both local and external organizations in the community's development.

Further Reading

Creating the Culture for Community Engagement by Lisa Attygalle Author

This paper provides strategies for changing and improving communication and community engagement.

<https://www.tamarackcommunity.ca/hubfs/Resources/Publications/Creating%20the%20Culture%20for%20Engagement.pdf?hsCtaTracking=72586817-38d8-4bc3-989d-0952912b95da%7C53d7d90b-ae83-4438-8aa3-a5575051c37b>

Community Engagement Framework: A Guide to Effective Partnership Building by Mount Sinai Hospital.

This publication provides an outline to guide communities in developing their own communication and engagement plan.

https://www.mountsinai.on.ca/about_us/community-development-integration/Community-Engagement-Framework.pdf

Community Engagement and Communication by The Health Systems Intelligence Project, Ontario.

This document contains in-depth information about developing a communication and engagement plan. While the focus is on health service providers, the strategies discussed can be used in other contexts.

<http://www.ontla.on.ca/library/repository/mon/15000/268203.pdf>

Endnotes

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BUILDING FACILITATION SKILLS

by *Emily Halldorson*
Indigenous Planning Studio
April 2019

Summary

This fact sheet discusses what facilitation is, what the skills and responsibilities of a facilitator are, and simple tools to support facilitation. Facilitation skills are important because they support community involvement and inclusivity throughout the planning process.

Keywords:

community engagement, communication tools, reporting back, collecting data, managing the process, direction setting



Figure 1 | Community Engagement Session.

Source (Bradd, Sam and Brown, Stina. "Climate Justice Conversations Using Graphic Recording." Digital image. International Forum of Visual Practitioners, no date. Accessed January 22, 2019, <https://www.ifvp.org/users/sam-bradd>) Used with permission.

What Is Facilitation?

Facilitation is the process of guiding community gatherings to encourage productivity and engagement. Facilitation is about making discussions inclusive, positive, targeted, and effective. Facilitation skills can be used at meetings, workshops, or open houses. Effective facilitation can be done with groups of three people, or several hundred, although the specific strategies or activities used may vary.

Who Should Facilitate?

Planning team members, Elders, community members, and community leaders can all be facilitators. A facilitator can be a single individual or two or more people can be co-facilitators.

What Makes a Good Facilitator?

Unlike a meeting chair, a facilitator guides discussion but does not lead.¹ A facilitator is interested in how people participate in the discussion, not simply what is accomplished. A facilitator is neutral and never shares their opinion.

Some of the skills of a good facilitator are:²

- Communication and Presentation Skills
- Active Listening and Good Questioning
- Time-Keeping
- Flexibility
- Objectivity
- Sensitivity to Group Dynamics
- Conflict Resolution



Figure 2 | Strategic Planning Session.

Source (photo by author. "Facilitator Kemlin Nembhard leads Strategic Planning Session". Digital image. January 27, 2019.) Used with permission.

What Are The Facilitator's Responsibilities?³

Plan Ahead – Facilitators don't 'wing it'. Give yourself lots of time to determine the goals and objectives of the meeting, find a suitable time and place to hold the event, and design activities, discussions, and questions that will elicit the information required. Time spent planning the process will be rewarded with community buy-in and better quality data.

Get the Word Out – Promotion is key to a well-attended event. Consider who the community members and stakeholders are, and what the best methods to reach them are. There are many common methods, such as social media, posters, band websites, word-of-mouth, and door-knocking. Unconventional methods, such as community vision contests for youth, visiting mobility-impaired individuals directly, or hosting gatherings in conjunction with other community activities, can lead to a better turn-out.

Prepare the Meeting Space – Hold the gathering at a time and place that will enable the majority of community members to attend. Pick a location where participants will feel comfortable visiting. Offer childcare in an adjoining room or involve children in the process. Make the space as inviting as possible, by offering places to sit, and refreshments. Arrive at the space well-ahead of time to allow lots of time to set up before participants arrive. If you are using audio-visual equipment, check it ahead of time to make sure it's working.



Figure 3 | Tsuu T'ina Nation CCP Engagement Session.

Source (Dillon Consulting. "Comprehensive Community Plan - Alberta." Digital image. Dillon Consulting. no date. Accessed January 22, 2019, <http://www.dillon.ca/projects/project-details/comprehensive-community-plan---alberta>)

Welcome Participants – Start the event by welcoming all participants, and introducing members of the planning team, Elders, Chief and Council, and/or guests. Depending upon the size of the group, around-the-table introductions or an icebreaker activity can be used. A smudge or prayer can also be shared. Make sure to track event participation by having a sign-in sheet. Space can also be provided on the sign-in sheet, for participants to provide contact information so they can be invited to the next event.

Outline the Agenda – A clear agenda can help keep the event on track. Outline the agenda to participants at the beginning of the meeting so that they know what to expect. Make sure to allow time for breaks, especially during a longer event. Let people know where amenities are located, such as washrooms, snacks, or water.

Set Ground Rules – Outline the rules of participation before you start so that participants know what is expected of them. Either use community protocol to establish these or have participants identify the rules themselves, while you record them on a flipchart. Post the sheet on the wall throughout the meeting.

Common rules include:

- Turn your phone off or on vibrate.
- One person speaks at a time.
- Do not interrupt others.
- Listen to others, and try to understand where people are coming from.
- Do not mock or attack other people's ideas.
- Be on time when returning from breaks.
- If you have to leave early, or leave the room, do so in a way that does not disrupt others.

Guide Discussion and Keep Participants on Track – This is the most challenging step in the facilitation process. Keep the agenda, goals and objectives close at hand, and refer to them when needed. Use discussion questions, break-out groups, and/or activities to help guide and focus discussion. Plan what you will do to engage quieter participants, and respectfully respond to dominant voices. Have a strategy to respond to conflict.

Summarize the Meeting and Thank Participants – Bring closure to each discussion. At the end of the meeting, summarize the conversation or results, and allow time for any concluding thoughts. Thank all of the participants and hosts for their time, their valuable opinions, and for making the gathering a success.

For ideas, see the *Celebrating Success* fact sheet.

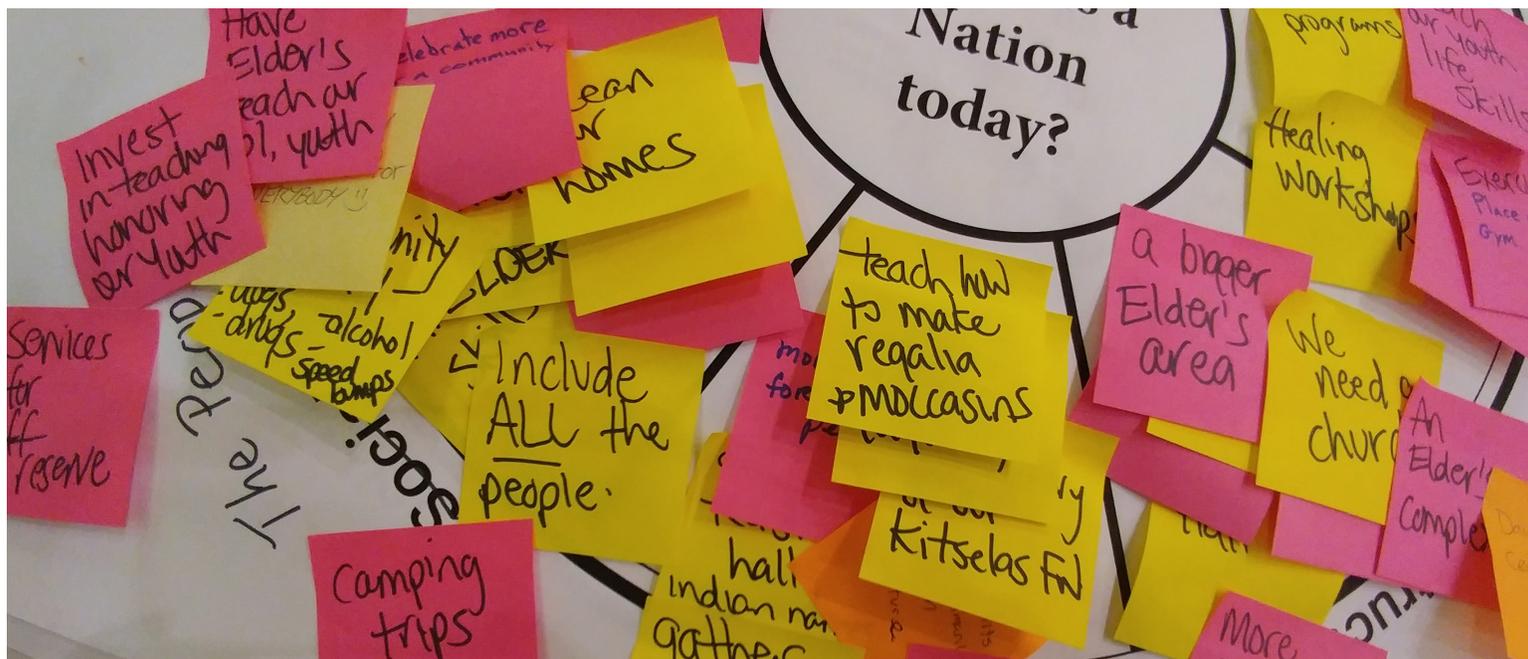


Figure 4 | Kitselas First Nation CCP Engagement Session.

Source (Meraki Community Planning. "Kitselas First Nation CCP Communications and Engagement Strategy." Digital image. Meraki Community Planning. no date. Accessed January 22, 2019, <https://merakiplanning.ca/kitselas-first-nation-comprehensive-community-plan/>) Used with permission.

Simple Facilitation Tools

Post-it Notes, Flip-Chart Paper, Coloured Markers

Having the right supplies can help an event run smoothly. Post-it notes can be used by participants to identify concerns or ideas in a community mapping exercise, or to identify priorities on a timeline. Flip-Chart paper can be used by the facilitator to document a large group discussion, or by participants to record break-out group discussions. Markers are a fun way to categorize ideas, or encourage participants to sketch things out. Remember to save all the notes created by participants for the data analysis phase.

For information on data analysis, see the *Analyzing Surveys* fact sheet.

Pictures, Maps, Drawings, Lego

Visual aids can help stimulate discussion. Visual aids can include maps of the community, pictures of planning events and actions completed so far, drawings of community member's visions for their community, or Lego for participants to demonstrate ideas. These kinds of tools can help participants visualize what's possible. Many fruitful group activities can be built around the use of visual aids.

For information on using visual aids, see the *Mapping Community Assets*, *Developing the Vision Statement*, and *Communicating Ideas Using Visual Aids* fact sheets.

Break-out Groups

With a large group, or a group with dominant voices, breaking up into small groups can be a great way to make sure all participants get an opportunity to speak. Split a large group by numbering individuals or providing them with coloured stickers. Participants with the same number or colour form a group, and are provided a question or topic for discussion. Remember to bring the groups together again after to share what they have discussed.

Discussion Questions

Having some extra discussion questions on hand is a good way to ensure momentum in the conversation. When there is a lull in discussion, you will be able to effectively switch gears by asking a question on a new topic, or learn more by asking a related question.

Anonymous Feedback Forms

Despite your best efforts, there will always be individuals who have burning thoughts, but don't feel comfortable sharing them in the meeting. Having an opportunity for community members to write down any remaining questions or concerns, and submit them to the planning team anonymously, can help make sure that all voices are heard, even when the discussion includes sensitive topics.



Figure 5 | Indigenous & Northern Affairs Canada CCP Workshop (Yukon)
 Source (INAC. "Yukon CCP and Proposal-Writing Workshop." Digital image. Flickr. February 8, 2017. Accessed January 22, 2019, <https://www.flickr.com/photos/aandcanada/3382125522>)

Final Thoughts

Effective facilitation supports data collection and community engagement. It can help community members see the value of participating in the planning process, and increase participation. Since a facilitated meeting is planned, guided and well-organized, the information gathered reflects these qualities. This makes data analysis easier as well, and information can be more easily translated into goals and objectives.

Facilitation skills can also be used in community meetings during the implementation and evaluation phases of the planning process.

Further Reading

Community Toolbox by the Centre for Community Health and Development

Chapter 16: Group Facilitation and Problem-Solving provides an overview of meeting and facilitation skills, tips for recording meetings, and techniques for leading group discussions.

<https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation>

Facilitating Meetings: A Guide for Community Planning Groups by the Academy for Educational Development and Centre for Community-Based Health Strategies

This guide provides an overview of facilitation skills, guidelines for dealing with conflict, and check-lists to help guide you through the process. A list of useful additional resources is included.

http://preventiontrainingservices.com/resources/Facilitating%20Meetings%20version_2005.pdf

Facilitator's Guide to Effective Workshops by the Ontario Native Women's Association

This guide discusses facilitation skills, ice breaker and energizer activities, responding to group dynamics, and tools to evaluate workshops. Consideration is also given as to how Elders and cultural practices can be integrated in the facilitation process.

<http://www.onwa.ca/upload/documents/facilitators-manual-vol-1.pdf>

Endnotes

- 1 Marya Axner, "Section 2: Developing Facilitation Skills," *Centre for Community Health and Development*, 2018. Accessed January 22, 2019.
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- 3 Marya Axner, 2018.

ENGAGING YOUR COMMUNITY

by *Jeff Hanson*
Indigenous Planning Studio
December 2016

Summary

This fact sheet discusses what community participation is, what the common issues are, and how to improve participation.

Keywords: community engagement, collecting data, Elders / knowledge keepers, youth, planning team

What is the Purpose of Community Participation?

Community participation should get your community involved in the planning process. This ensures that development aligns with community goals. Input from a wide range of community members is important to make sure everyone has a chance to have their voice heard. Community participation provides the community opportunities to engage in the planning process.

information. At the other end of the spectrum, collaborate and empower, the planning group works closely with the community and other involved groups to collectively make decisions.¹ For more information, see the link in the Further Information section titled "International Association for Public Participation (IAP2) – Spectrum".

What is Community Participation?

Before figuring out how to improve community participation, it is important to understand the definition and different forms. The International Association for Public Participation has adapted five stages of participation in a spectrum: inform, consult, involve, collaborate, and empower (Figure 1). The first stage, inform, has the least amount of participation. As a planning group, it is your responsibility to provide information to the public about what the problem is, and what options/solutions are being considered, and who to contact for more

What are some Common Issues?

To understand how to improve public participation, it is important to understand common issues. There are a number of small issues that can be challenging in the real world. First Nations often find engaging off reserve members, engaging the youth, and organizing effective on reserve participation² difficult. While these issues may seem like a mountain to overcome, know that low levels of community participation is common many First Nation and non-First Nation planning efforts. There are plenty of opportunities and methods to boost community participation.^{3,4}

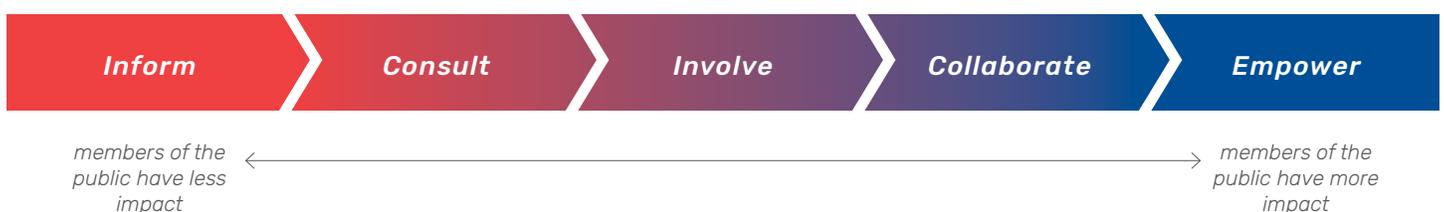


Figure 1 | IAP2 Spectrum of Public Participation

Tips to Get Started¹³

1. “While one branch may be strong, many branches together are stronger.” A small committed group can make a much bigger impact and work more effectively together than any one person can alone.
2. Start with “small steps in the right direction” as opposed to planning for major progress all at once. This will help build trust and support in the community.
3. Expect resistance from the community, but do not be discouraged. People are resistant to change, and need time to accept new ideas. Keep moving forward with your committed group and, like pushing a snowball down a hill, momentum will build slowly with an initial push, but will grow on its own with time.”

How to Improve Community Participation Attendance and Interaction

This fact sheet discusses how to involve people across long distances and how to prepare for in-person community participation, but does not discuss how to conduct community engagement. Below is a guide to improve attendance and interaction in community participation.

Who is Involved?

There are two key groups involved, internal and external. Your internal group lead and organize the planning process (see *Establishing a Planning Team* for more details). This includes members of the planning team and other band departments. These people could be students, teachers, school administrators, Elders, members of Band Council, or family heads.^{5,6}

Your external group is made up of all people and groups you want to inform and engage in the planning process. This group can include members of the First Nation (on and off reserve), provincial and federal government agencies, neighbouring First Nations and municipalities, and other relevant interest groups.⁷

How is the Community Involved?

This question is best answered by you, since you are most familiar with the groups will be involved in the process. However, there are several key questions to ask yourself that can help you come to the answer. First, what level of participation do you want each group to achieve? Which method of participation will work for each group?

What kind of resources do you have to for promote engagement events and communicate with the community? Different First Nations will have different access to skilled team members, technology, and money for public participation. Other key questions to consider for each group are:

- What are the characteristics of the group?
- What is the message you want the group to understand?
- What is the information you want to receive from the group?
- What are the possible issues that may arise from involving this group or that may rise from the interaction with other groups?⁸

You might think through the items listed in Table 1 for each audience or group that is participating.

Table 1 | Group details chart.

Adapted from (Centre for Indigenous Environmental Resources. “Communications Strategy Template.” 2008. http://www.yourcier.org/uploads/2/5/6/1/25611440/ccp_training_session_3_-_communication_strategy_template.pdf. p. 3) Used with permission.

Audience	<ul style="list-style-type: none"> • The group or groups you want to share your message with
Characteristics	<ul style="list-style-type: none"> • current motivations • level of awareness • level of knowledge
Key Messages	<ul style="list-style-type: none"> • what you want to change • what you want to audience to know • what perception you want to create • what action you want as a result
Possible Issues	<ul style="list-style-type: none"> • the main concerns of your audience • how they influence others

Table 2 | Communications chart.

Adapted from (Indigenous and Northern Affairs Canada / Indigenous Services Canada. "CCP Handbook: Comprehensive Community Planning for First Nations in British Columbia, Third Edition." 2013. Accessed October 24, 2016, http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013_1378922610124_eng.pdf. p. 83.) Used with permission.

Who to share with	What to share	How to share	How often to share	Message	Content creator	Deadline	Status
On-reserve members							
Off-reserve members							
Youth							
Elders							
Staff							
Chief & Council							
Other communities							

Another way to think through community participation is with Table 2. This table is meant to help organize the process by assigning a leader and deadline to every task.

There are a variety of options to promote and conduct public participation. These range from in-person interviews to social media. Make sure each audience fully understands the issue being addressed and why it is important. They should also know why they are being contacted specifically, what it is they are expected to do, how to do it, and the details of where and when if necessary.

Get in Touch With Your Audiences^{14,15}

- **Local Radio Station**
- **Local TV Station**
- **Print:** brochures, posters, letters, surveys, newsletters, reports
- **Word of Mouth:** home visits, open office hours, address at other community events, casual meetings
- **Internet and Social Media:** email, website, blog, on-line survey, Facebook, Twitter, Instagram

When Should Community Participation be Promoted?

Depending on what you are working on, you will use different engagement tools at different times. As you work with your First Nation and associated groups, you will gain a better understanding of methods that work well in different situations. However, there are a few basic rules and questions to help you determine your timeline.

First, do not commit yourself too soon. There will be a minimum time for you and your planning team to prepare for the public engagement.⁹ Once this time frame is decided, it will be your minimum time to promote, communicate, and conduct long distance public participation. You will also need time to organize your planning team and develop content for the public participation, whether it is printed material, online material, or other. Again, this step will be determined by the resources available to you. Lastly, when are other community events and gatherings? These other events are great opportunities to spread the word of the project quickly and even to host a public engagement session.^{10,11,12}

Further Reading

International Association for Public Participation (IAP2)

This organization provides resources and training for public participation leaders.

<http://www.iap2.org/?page=foundations>

The City of Edmonton's Bike Lane Projects is an example of an effective public participation process and has been included below for your reference. While it is a project in a big city, many of the methods used can be applied in a small community.

<http://iap2canada.ca/resources/Documents/Conference/2015%20CORE%20VALUES%20AWARDS/CANADA%20--%20Extending%20the%20Practice%20Honorable%20-%20Edmonton.pdf>

First Nations in BC Knowledge Network

This is a forum where First Nations can exchange information and learn from one another.

<https://fnbc.info/org/comprehensive-community-planning-first-nations-british-columbia?page=1>

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ENGAGING YOUTH

by **Sonikile Tembo**
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April 2018

Summary

This fact sheet discusses what youth engagement is, what the common issues are, and how to improve youth engagement in your community planning process. Engaging youth is important for your Indigenous community planning process because it makes sure all members of the community are aware and involved in your process.

Keywords: community engagement, collecting data, youth, planning team

Who are Classified as Youth?

Youth are generally the age group between childhood and adulthood. This usually refers to children within the mid-teenage years to the mid-twenties. This definition can be used as a guide but should not restrict you if you want to include people a bit older or younger.

What is Youth Engagement?

Youth engagement is the meaningful participation and long term involvement of young people in an activity.¹

Appropriate and meaningful youth engagement supports the personal development of youth and can encourage community contribution and change. There is no single method of engaging youth. Engagement tools should always be changed to suit your community's current situation.

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Why Engage Youth?

The general purpose of engagement is to make sure that the Indigenous community planning process reflects the needs of the community. Specifically, youth engagement is important because general engagement tools may not be effective enough to reach youth since they have their own specific interests and circumstances that are different from the community at large. Having community engagement tools that are specifically for youth will increase chances of

successful youth engagement. The youth bring a unique point of view to the community planning process, and their involvement makes sure that the different needs of the community are being considered. Youth should be heavily involved throughout the planning process. The youth of today will be the leaders of tomorrow so it is important that they are engaged at a young age and gain a sense of ownership of the planning process and outcomes.

How Involved are Your Youth in the Planning Process?

Figure 1 uses a ladder² to show different levels of youth engagement.

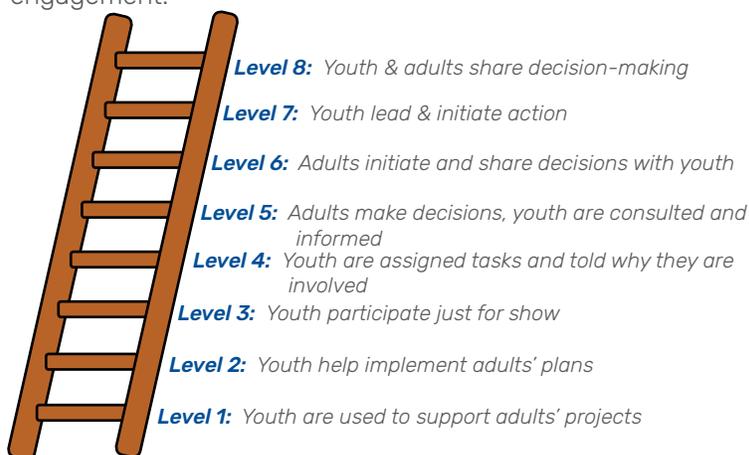


Figure 1 | Roger Hart's Ladder of Young People's Participation.
Adapted from (Hart, Roger. "Children's Participation from Tokenism to Citizenship." Innocenti Essay no. 4, UNICEF International Child Development Centre, Florence. 1992. Accessed January 20, 2018. https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf. p. 8.) Used with permission.

Levels 1 to 3 describe when youth are not engaged. Level 4 has minimal engagement and level 8 has full youth engagement. To find where your community is on this ladder, see step 1 in the next section. This will help you figure out how to engage your youth. An example of level 8 is when the youth are aware and involved in the planning process and feel they can come to meetings and participate in making decisions about the community.

How Can Youth Get More Involved?

The following 6 steps will guide you in planning for and carrying out youth engagement.

1 Assess Your Level of Engagement

It is important to have an idea of your level of youth engagement before figuring out ways to increase it. You can use the ladder of engagement referred to in the previous section to measure your level of engagement.

There are many other ways to do this assessment, including creative questionnaires, activities, games, community meetings for youth only, home visits and social media.³ It is important that right from the beginning, the person or group of people involved in this process has some form of relationship with the youth. One way is to meet separately with youth that are in leadership roles, perhaps in their schools, and provide them resources to help conduct the necessary initial assessment. If this is not possible then a community member that has a good relationship with the youth can work with them during this assessment process.

Once your questions are answered and you know which level of the ladder you are, the next step is to create relationships and partnerships with the youth to help get to the next level of the ladder.

2 Establish Partnerships Between Youth and Adults

Partnerships are a source of Indigenous cultural teachings, they increase youth engagement as trust is built, and youth are empowered within these partnerships.⁴ Adults must be willing to form meaningful connections with youth to establish trust relationships. These connections will encourage youth not only to get involved but stay involved.⁵ Empowerment through partnerships can help create a sense of ownership for the youth and therefore make them more likely to receive responsibilities associated with the community planning process.⁶ If they understand that they have the power to make significant changes in the planning process, they will step up and get involved in the process.

Adults must be willing to form meaningful connections with youth to establish trust relationships

Building trust in partnerships takes time. A communication plan⁷ can strengthen communication and help build strong partnerships.

3 Develop Goals, Objectives and Strategies

Once you know what level of the ladder you are on and begin the work of developing relationships, you will need to come up with some objectives to increase youth engagement (see *Setting Goals and Objectives* fact sheet). Good objectives will usually include what you want to do, how you will do it, how long it will take, who the leader of that role is and what you expect out of it.⁸ Without objectives that show the specific ways you will engage youth, it will be difficult to make and track necessary progress. Table 1 shows an example of an objective to improve youth engagement. Your objectives can also include specific outreach and training for the youth. For example, Figure 2 shows tradition learning styles from an Indigenous community in Australia, but you could use your community's own traditions around teaching youth.

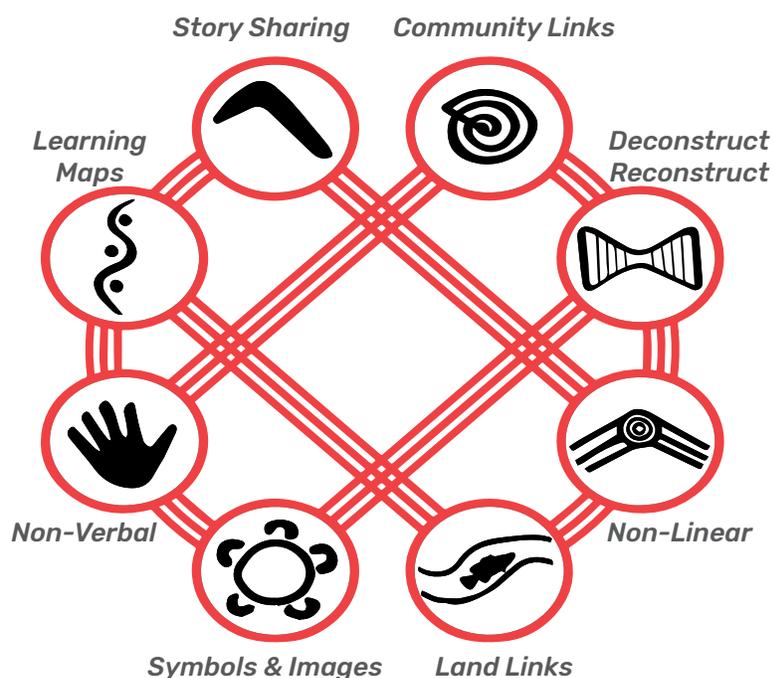


Figure 2 | Eight Indigenous Ways of Learning.

Adapted from (New Learning. "Eight Aboriginal Ways of Learning." New Learning - Transformational Designs for Pedagogy and Assessment. . Accessed January 20 2018. [http://newlearningonline.com/literacies/chapter-1/eight-aboriginal-ways-of-learning.](http://newlearningonline.com/literacies/chapter-1/eight-aboriginal-ways-of-learning)) Used with permission.

4 Implementation of Engagement

The implementation stage is when the youth are engaged. It is the "Activities" column of Table 1. Common methods of engagement are community meetings, workshops, newsletters, questionnaires, home visits and small group meetings.⁹ Youth typically respond to creative engagement methods involving social media, engagement with arts, games and activities. For more examples see *Youth Engagement Activity Ideas* on page 4. Having activities that involve them being mobile or vocal will engage them more effectively than having meetings where only one or two people talk. Be open to working with their ideas and interests. This is another opportunity to use your community's culture and traditions in the planning process!

Table 1 | Develop Objectives.

Adapted from (Crooks, Claire V. "Action Plan Template - Engaging and Empowering Aboriginal Youth: A Toolkit for Service Providers." Youth Relationships. 2010. Accessed January 20, 2018. https://youthrelationships.org/uploads/toolkit_text_-_english.pdf. p. 22.) Used with permission.

Objectives	Activities	Timeline	Lead Responsibility	Dates and Outcomes
Increase youth engagement with cultural traditions	Invite Elder to offer traditional teaching specifically for youth	Invite youth by April and have session in June	Program coordinator	Elder to attend program and teach youth once by the end of June
[Objective 2, etc.]				

5 Evaluation

Evaluation of the engagement methods and tools used is a good way to begin the planning process for the next youth engagement event. It is important to ask open questions (see Table 2), recognize any mistakes made, and learn from them. Consider drafting a questionnaire with questions that ask whether your objectives were achieved, if there were any concerns, and how concerns can be addressed to improve the engagement event. Consider the attendance of your event and the level of engagement and compare that with your method of engagement and whether a different method could encourage more participation. It is important to report the outcomes of the engagement to the youth.¹⁰ Evaluation can be done by interviews, telephone, face to face, questionnaires or small group sessions to discuss "what we learned". See Further Reading for evaluation tools.

Table 2 | Evaluating your youth engagement.

Adapted from (Crooks, Claire V. "Types of Questions to Consider - Engaging and Empowering Aboriginal Youth: A Toolkit for Service Providers." Youth Relationships. 2010. Accessed January 20, 2018. https://youthrelationships.org/uploads/toolkit_text_-_english.pdf. p. 122.) Used with permission.

Closed Questions result in yes or no answers	Open Questions result in detailed answers
Did you find the program useful?	In what ways has the program helped you?
Has the program had an influence on your life?	What was the best part of the program?
Was the influence good?	What has changed in your life because of the program?

6 Celebrate!

Why should we celebrate all success, small or big? We celebrate because it provides us with encouragement and motivates us to continue with the work. As well, it increases the confidence of the youth to move on to bigger tasks and helps everyone focus on the results. The most common way to do this is a community feast. Alternatively, a smaller feast can be held as well with the youth only to celebrate their achievements, if they were involved in a specific project as part of the Indigenous community planning process.

What are Some Common Issues?

There can be many barriers and challenges to effectively engaging youth. These often prevent youth from being

participants and leaders in the community engagement process. Some of these are listed below.

Other interests and demands

The youth may not be able to participate because of other commitments like school, recreational activities or employment. Consider these factors when planning for engagement to increase participation.

No trust

Youth will not participate in planning processes if they do not have trusting relationships with the adults conducting the processes. If the youth feel they are generally not prioritized as fellow decision makers, they will not participate. Unless they are safe and respected they may not care about the process because they feel their opinion doesn't matter.

Transportation

If they are not able to get to the meetings or activities, they will likely not make the effort to engage in the process. Making engagement events close to home, perhaps in a community center or school, will increase participation.

Role of adults

The role of adults in youth engagement must be restricted to guidance, setting up, advocating and mentorship.¹¹ The youth should have a sense of ownership of the planning process and outcomes.

Youth Engagement Activity Ideas

Drawing on maps: Youth can draw on maps of the community and talk about what they like and what they don't like. Drawing is a creative way to understand peoples desires.¹²

Dotmocracy: Show the youth ideas or designs and get them to vote on their favourite with sticky dots. This is a good option for groups that may not want to talk a lot.¹³

Birthday ice-breaker: Arrange people in groups according to their birthdays. Once these groups are formed, talk with them about what they like and not like about their community.

Storytelling: Have informal storytelling sessions where youth talk about what they like and remember about their community. You can use these to inform the planning process.

Social media: Use Facebook, Snapchat, or Instagram to create contests, games and treasure hunts with themes from the planning process to encourage youth to participate.¹⁴

Other

Youth may have individual relationship or social issues that prevent them from participating in community engagement. It is important to conduct an assessment (Step 1) to understand the challenges and barriers facing the youth in your community.

Final Thoughts

Engaging youth is a great way to build support and gather creative ideas for your Community Plan. Doing so helps make sure many different perspectives are reflected in your final plan. Engaging youth can be a fun way for all ages to interact, learn, and plan together!

Further Reading

Engaging and Empowering Aboriginal Youth by Claire V. Crooks

This resource provides various tools for engagement including a detailed Self-Assessment Guide. <https://youthrelationships.org/engaging-aboriginal-youth-toolkit>

Moving Toward a Stronger Future: An Aboriginal Resource Guide for Community Development by Public Safety Canada

This is a resource guide for community development. It provides a guide to establishing positive relationships and partnerships in section 4. <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/mvng-twrd-strngr-ftr/index-en.aspx#a19>

Youth Engagement Toolkit Evaluation Tool by Province of British Columbia

This resource provides evaluation techniques. https://www2.gov.bc.ca/assets/gov/family-and-social-supports/data-monitoring-quality-assurance/information-for-service-providers/youth_engagement_toolkit_evaluation_tool.pdf

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USING ORAL HISTORY

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April 2018

Summary

This fact sheet provides information about how oral history can be a valuable tool for Indigenous communities seeking to include oral tradition in their community planning efforts. Oral history provides community planners with a tool to conduct background research on communities, a key step in the planning phase of community plan development. Oral history can help identify what shapes a community's cultural beliefs, social structures, and practices.

Keywords: community engagement, collecting data, managing / storing data, Elders / knowledge keepers, oral tradition

What is Oral History?

Oral history is a recording process that uses interviews to preserve memories, stories, and interpretation of events.¹ It documents historical and daily life events, and can be a tool to investigate how individual and community experience, identity, memory, and history influence a community's cultural beliefs, structures, and practices.² Because oral history reflects memories and an interpretation of events, it helps capture individual and community perspectives, behaviours, social influences, and ideology in a way other background gathering practices aren't able to.³ Collected oral history can be analysed and interpreted, used to produce a timeline of historical events, and develop theories for why and how events occurred.⁴

Indigenous Oral Tradition

Like oral history, oral tradition is a recording process that preserves memories, stories and interpretation of events. But unlike oral history, oral traditions are typically not preserved in writing but are preserved through stories, song, and language. Indigenous cultural beliefs, social structures and practices are shaped by the information preserved in these forms, where many are considered the basis of Indigenous knowledge.⁵ Indigenous knowledge is intimately tied to land, and is shaped by individual perspectives of

...oral traditions are typically not preserved in writing but are preserved through stories, song, and language.

events and experiences.⁶ This knowledge is shared by oral tradition between families, communities and tribes, and over time becomes part of the collective oral tradition and an important tool in preserving Indigenous knowledge of land, resources and way of life.⁷

Why Use Oral History?

Using oral history allows planning initiatives to reflect the current and historical cultural setting of the community. By collecting various perspectives and viewpoints of events, oral history can supplement the information provided by public records, statistical data, photographs, maps, letters, and diaries.⁸ This can be a useful tool to:

- Build a comprehensive story of the past;
- Understand how communities and people have experienced history;
- Understand what has changed over time; and
- Preserve a moment in time and memories of the past.⁹

Oral History Narrator

A person that is interviewed as part of an oral history project who has first-hand experience related to or has eyewitnessed an event related to the project topic.¹⁰

Research Methods

Key research methods to use when documenting and analysing oral history:¹⁹

1. **Interviewing:** Used to collect information related to an event, this method helps capture personal experience and interpretation in the documentation of events.
2. **Recording:** Provides a way to save interview information digitally (video and audio) and can easily be accessed for reference and review.
3. **Transcription:** Used to turn the spoken word to written form and prepares the collected information for coding analysis.
4. **Preservation:** Provides a way to store and preserve research data in a safe and accessible way.

How Can Oral History be Used?

The first step in the planning stage of comprehensive community planning requires background information be gathered to understand the current situation in the community. Oral history and oral tradition can provide a way to fill the information gaps in existing plans and studies, and help a community gather background information like:

- History/culture of the community and its role in the community;
- Programs, services, and community organizations;
- Infrastructure assets;
- Land and resource location, and surrounding areas;
- Activities on and uses of the land and available resources;
- Central leadership body and other leadership bodies; and
- Government relations (municipal, provincial, regional).¹⁰

Oral tradition could also help gather information on traditional Indigenous land use and occupancy. Land Use and Occupancy Mapping records cultural and resource geography, and links geography with oral traditions.¹¹ It collects individual experience on the land, records key land use and occupancy, and uses information gathered as background data for mapping exercises.

Who Provides Oral History?

The scope of an oral history project will determine who provides information and varies from project to project. Factors like age, sex, and background should be considered by community planners when selecting oral history narrators because they can significantly influence the information gathered.¹² Regardless of who provides the information, community planners need to consider and address any ethical concerns involved with interviewing people. Because

oral history works closely with people and may deal with sensitive matters, ethical research relationship built on respect and trust must be established. When planning an oral history project community planners need to:

- Ensure informed consent;
- Commit to a long-range outlook;
- Be sensitive to relationships and reputations; and
- Deliver a correct representation of meaning expressed in the interview.¹³

If using oral tradition, community planners must also be sensitive to Indigenous traditions surrounding the sharing of knowledge. Indigenous knowledge is considered sacred, specialized, known by few, and shared only when in the best interest of the Indigenous culture.¹⁴ Elders are the keepers of Indigenous knowledge and their permission is required prior to collecting oral traditions.¹⁵ In addition, OCAP principles should be followed and respected.

Project Process

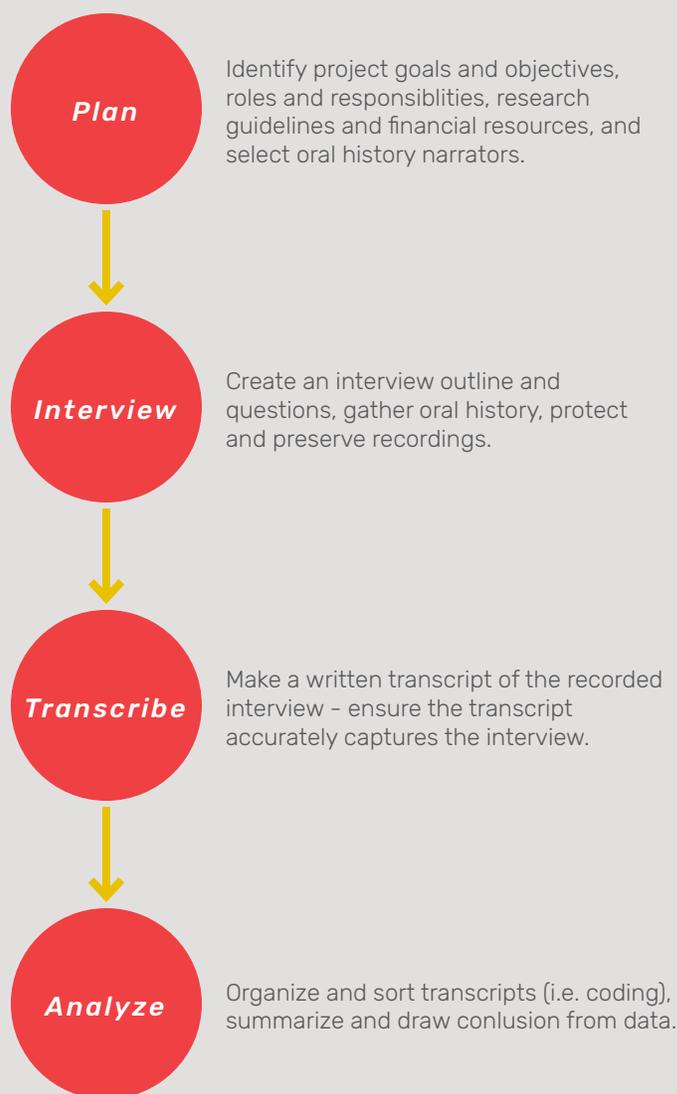


Figure 1 | Steps to complete in an oral history project

How do you Organize an Oral History Project?

Oral history projects are most successful when carefully planned. Planning helps community planners identify the resources, time, and skills required to complete an oral history project.

Determining why the oral history project is needed is key to developing the project goals. It helps understand what the project is looking to achieve, what community planners already know, and what is unknown.¹⁶ Engaging with community members can help develop goals and objectives, and determine who would make a good oral history narrator for the project. Making a list of people who might be able to provide valuable information will help narrow the search for interview candidates. Be sure to set timelines for research, interviews, transcription and analysis to keep the project on track.

For more information on how to research preserved information, see *Conducting Archival Research*.

Community planners also need to think about how they will record interviews. This includes considering who will fund, purchase, own, use, and maintain the recording equipment.¹⁷ Community planners should also determine if any legal documents are needed before interviewing oral narrators, as well as what will be done with the interview recordings after the project is completed.

Table 1 lists some key questions community planners should ask while organizing an oral history project.

Final Thoughts

Oral history can be an important tool for communities in building comprehensive community plans. It can help fill the information gaps in existing plans and studies, and ensure a community's cultural beliefs, structures, and practices are reflected. Indigenous oral tradition can further help this by better representing Indigenous history and culture. By using oral history and oral traditions in background information gathering processes, Indigenous history and culture can be better integrated into the planning process.

Table 1 | Key questions to pose when organizing an oral history project

Adapted from (UNC School of Education. "Ten questions for planning an oral history project." Accessed January 8, 2018. <http://web.archive.org/web/20160416075952/http://www.learnnc.org/lp/pages/765>.)

What are your goals?	Thinking about project goals will help choose an appropriate project scope, set timeframes, determine oral history narrators, and use resources wisely.
How will you manage the time involved?	Thinking about how to plan your time will help allocate resources for research, interviewing, transcribing, and analysis.
Will partnerships be required?	Because oral history can be a long-term undertaking, community planners should determine if tasks like research, question-writing and interviewing may be better addressed with partnerships. Partners could include consultants, non-profits, universities, community groups, etc.
How will oral history narrators be selected?	Determining who will be interviewed may require consultation with community elders, local leaders, and community groups.
What will happen to the recordings after they are collected?	It is necessary to protect and preserve the recorded data. Determining how this will be completed while complying with OCAP principles is essential.
What equipment will you use?	Thinking about what information you will need to record, interview, transcribe and preserve information will help determine what resources will be required.
How will the interview be transcribed?	Thinking about transcription can help determine who will complete the task, determine resources, and set a timeframe.
What will be the final product?	Determining what the expected project deliverable will be helps set priorities and clarifies expectations.
How will oral history narrators be acknowledged?	Thinking about how to relay the project outcomes to interview participants helps ensure continued community participation in planning initiatives.

Further Reading

CCP Handbook: Comprehensive Community Planning for First Nations in BC by Indian and Northern Development Affairs Canada

This handbook provides information on Indigenous community planning. Used in the Planning stage of CCP, oral history can be used as a tool to gather community background information.

Chief Kerry's Moose: A guidebook to land use and occupancy mapping, research design and data collection by Terry N. Tobias

This guidebook provides an organized and easily understandable outline for collecting and mapping oral traditions, and guides community planners in designing land use and occupancy research.

Introduction to Oral History by Baylor University

This introductory workshop manual provides basic information of key elements involved in oral history projects. The manual can be accessed with the following link: <https://www.baylor.edu/oralhistory/index.php?id=931751>

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DEVELOPING THE VISION STATEMENT

by Jason Syvixay
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Summary

This fact sheet describes what a vision statement is, its importance, how it is developed, and how it is used by a community.

Keywords:

community engagement, reporting back, collecting data, managing the process, direction setting, Elders / knowledge keepers, youth, planning team, oral tradition

Vision Statements as Community Storytelling

Your vision statement for your community is like a story you share with your loved ones. Through stories, people talk about their history, their fears, their hopes for the future, and their differences. Through stories, people may share with others the reasons why they care about their neighbourhoods. Through stories, people can imagine what once was, and what is yet to come. Stories help lift people's spirits. They entertain, they give people hope, and they inspire. They put people in others' shoes. They motivate people to find answers and solutions. They help people reflect and reimagine. Stories can take people to different worlds, to different places where possibilities are endless.

People tell stories in many ways: through spoken word, literature, community gatherings, pow wows, song, dance, and more. A vision statement is just another way for people to share their stories. Figure 1 shows different things that make up a vision.

Vision statements weave together features such as language, values, beliefs, culture, and the land that we live on. Just as stories come in different shapes, sizes, and genres, developing the storyline about what is important for a community, the vision statement can be a challenge.

As kids, we grew up storytelling. As adults, we forget to tell stories - to imagine and dream- as we sometimes get stuck debating daily issues like road repair. People often want realistic plans and in this case, the "how" can become more important than the "why."

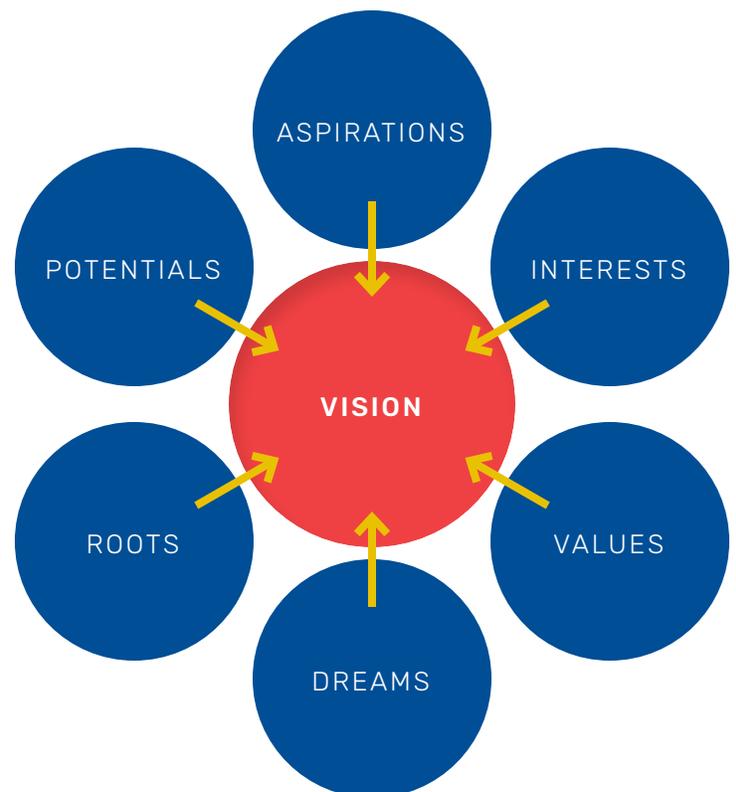


Figure 1 | Driving factors of a vision statement.

Adapted from (Indigenous & Northern Affairs Canada / Indigenous Services Canada. "CCP Handbook: Comprehensive Community Planning for First Nations in British Columbia, Third Edition." Digital image. 2013. Accessed October 11, 2016. http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013_1378922610124_eng.pdf. p. 33.) Used with permission.

This thinking is perfectly summed up in Figure 2 from the Community Vision Handbook.¹ But without the “why” – the vision statement – the plan can become just a set of actions without a focus. The vision statement keeps the community focused. It is important that the process provides all relevant stakeholders an opportunity to participate.

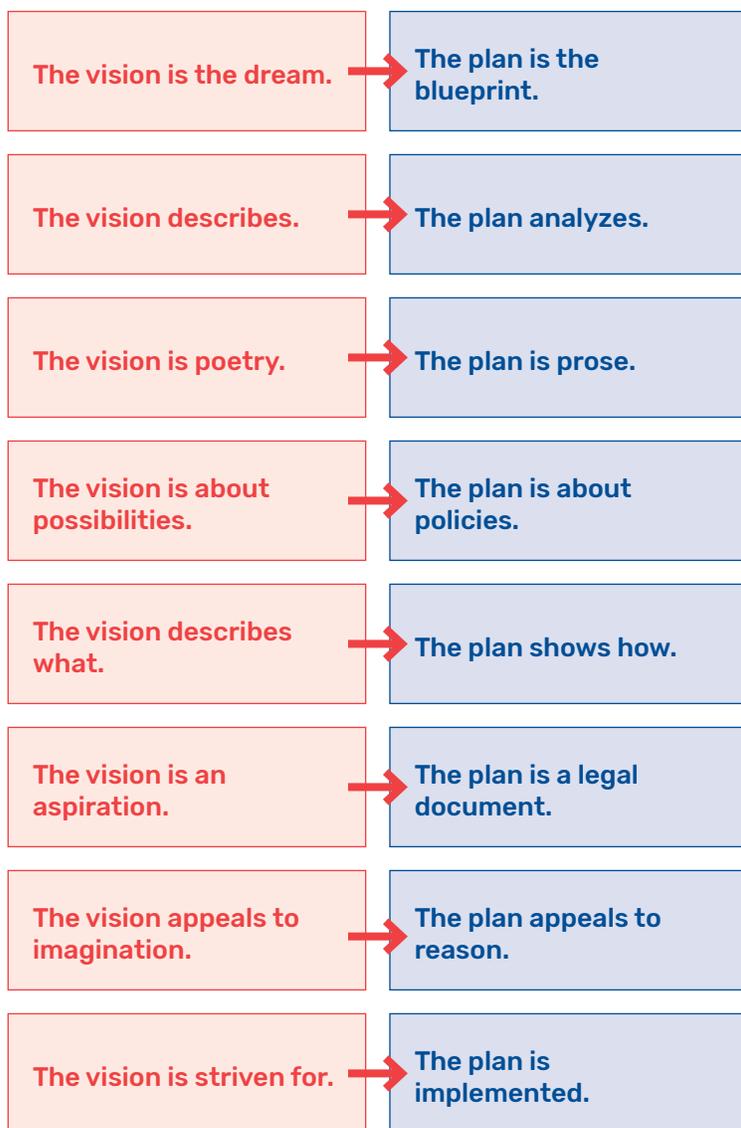


Figure 2 | How the vision relates to the plan.

Adapted from (Maine State Planning Office. “Community Vision Handbook.” 2003. Accessed October 10, 2016. <https://www.maine.gov/dacf/municipalplanning/docs/visioning.pdf>. p. 5.) Used with permission.

“We will be a community with a strong and distinct culture, where our language, traditions, and the teachings of our ancestors live on throughout the generations. We will continue to be caretakers of our sacred and important places. We will gather often to celebrate and support each other.”

– Excerpt from Gwa’sala-’Nakwaxda’xw First Nations Vision Statement

Inspiring Community Participation

Just like a story, the beginning is sometimes more important than the end. People might jump to the end of a book, but they often want to understand the reasons behind the conclusion. The same is true for vision statements. While the final statement is necessary for a community to move forward, consideration of how it was drafted and who helped to form it is necessary to ensure buy-in from a community. The vision statement process helps residents to take a realistic look at their community; not to assign blame but to establish an honest appraisal of what their community is.

By encouraging community members to participate early on in the visioning process, “the more likely they are to invest in its outcome and work towards its achievement.”² When participants come together, it is important to ensure that one particular issue does not drive the entire visioning process. As one handbook on community vision states, “This process addresses where the entire community will be in the future, not how some individual issue will change. While these individual issues need to be examined and addressed, they should not be the sole focus of the community’s vision.”³ Ensuring the “page is blank” and not predetermining outcomes of the visioning process will ensure that there is citizen buy-in from the onset and “because it needs to be the community’s vision (not only the leadership or the administration’s vision) to remain strong over time.”⁴

“We are Syilx who receive our strength from our timix and encompass what is good for our livelihood. We are committed to our language and the teachings of our captiklw and respect that everyone has value and purpose to come together as one.”

– Penticton Indian Band Vision Statement

Steps Towards a Vision Statement

Assessing Community Strengths/Weaknesses and Opportunities/Threats

Before you organize a community workshop and ask people to gather and participate, your planning team should create an outline for the visioning process. What questions will be asked of the participants? What information will be provided? It is important to get people thinking about community assets. Often, this can be done by asking community members to write/mark down on a map of their community what they believe to be the important strengths/weaknesses, as well as “information on economic, demographic, and social conditions.”⁵ Starting with this type of analysis can encourage participants to then think about what is missing, as they begin to answer questions like: “What types of changes do you think will happen in the next five to 10 years?”⁶

Visioning Exercise

CCP conducted a visioning exercise which focused on participants using their imagination. They asked participants to think about what was good about their lives, their communities, and the things they used to have in their neighbourhoods but have lost and want to get back. They asked people to picture in their minds what their community would look like at its best and to share these ideas and stories with other participants, using the following script:

So please take a minute now to close your eyes and imagine that you are a bird or in a plane soaring over the community, looking down on it 20 or 30 years from now. Imagine into the future when your grandchildren are starting to have families of their own. Think about what the community looks like at its best – what features does it have, what facilities, what are people doing, how to they relate to each other and to the land, what is the economy like, or the education and health services?

(wait approximately 1-2 minutes)

You can open your eyes now. Please share your ideas with the people at the table and have someone write down these ideas. We also have a piece of chart paper up on the wall here in case anyone wants to write down some of his or her ideas to share.

Community mapping is another effective tool when creating a community vision, particularly in small group settings and should “Start with a map of your traditional territory. Fill in existing communities, infrastructure, and activities. Then fill in what the community would like to see in the future: infrastructure development, cultural zones, traditional gathering areas, economic development opportunities, and others.”⁷ This exercise requires the facilitators to listen, not to educate, and to attempt to form consensus. This process will help in the development of a Vision Statement and is often similar to the work undertaken when developing a community plan.

For more information about community mapping, see *Mapping Assets and Building a Community Atlas*.

Writing the Vision Statement

After the mapping exercise, discuss the opportunities and their level of importance. This process should involve your entire community and give participants a chance to “select the scenario they believe best reflects their community’s

hopes and dreams.”⁸ Once the first draft is created, an opportunity for more fine-tuning and editing should be encouraged. The statement should be 2-3 paragraphs. Vision statements are broad descriptions of a community’s values and beliefs, hopes for the future, and do not include specific actions, as those should be located in your Community Plan. The language in each of the statements below outlines the strengths of the community, and reflects on how to enhance and build on those assets. The vision statements are inclusive, incorporating words like “we,” “us,” and “our.”

One process to create a vision statement is shown below. Keep in mind there are many ways to go about the visioning process.



Timeline

The time it may take for a community to form their vision statement varies from place to place. Some communities have the capacity and organizations to encourage public participation. Other places need to spend more time reaching out to community members. As one handbook on community visioning states, “many rural communities need between

eight to 12 months to write a vision statement and another three to six months to have it widely adopted. With a larger population base and many organizations, urban and suburban areas may take shorter periods of time. There is no exact timeframe for the implementation of the vision statement. In general, vision statements should have a five to 10-year timeframe.”⁹

Further Reading

CCP Handbook by Indigenous and Northern Affairs Canada

The Comprehensive Community Planning (CCP) Handbook includes practical tools to encourage community involvement and develop the plan based on the community’s vision and goals. The final section includes funding, educational and planning resources to support the development and implementation of your community’s plan.

http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013_1378922610124_eng.pdf.

Ideas for Introducing Vision by Centre for Indigenous Environmental Resources

http://www.yourcier.org/uploads/2/5/6/1/25611440/ccp_training_session_1_-_introducing_vision.pdf

Endnotes

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- 6 The Center for Rural Pennsylvania, 1998.
- 7 Indigenous and Northern Affairs Canada, 2013.
- 8 The Center for Rural Pennsylvania, 1998.
- 9 The Center for Rural Pennsylvania, 1998.

SETTING GOALS & OBJECTIVES

by **Michael Blatz**
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April 2018

Summary

This fact sheet explains how goals and objectives are used in Indigenous community planning. Goals and objectives are an important part of a plan because they connect a community's overall vision with smaller action items.

Keywords:

community engagement, communication tools, reporting back, collecting data, managing the process, direction setting, Elders / knowledge keepers, youth, planning team

What are Goals and Objectives?

Goals and objectives state what your community wants for its future. Both goals and objectives help you work toward your community vision, but they have important differences too. For more information about community visions, see *Developing the Vision Statement*. Your vision statement is the large long-term picture for your community's future. Goals are general statements that can be achieved in a medium amount of time. Each goal flows from your community vision and can focus on a topic like education, culture, or health. Objectives are more specific statements that work toward a goal in a shorter amount of time.¹

Objectives break goals into smaller steps that have a clear, measurable purpose. Good objectives should be SMART:²

Specific:	they state exactly what you will do
Measurable:	you can show progress using evidence
Attainable:	they make sense for your community
Realistic:	they consider your community's ability
Time:	they have a specific deadline

To put it another way, "a goal is larger, bigger, and takes longer to reach. An objective is simply smaller goals," as shown in Figure 1.³

For example, if your community vision is to reconnect with your culture, one of your goals might be to revive your traditional language. Your objectives might be to find people who can teach the language in the next two months, create a teaching materials in the next four months, and advertise the class for six weeks. In this example, there is a broad long-range vision, a general medium-range goal, and three specific short-range objectives. The objectives follow the SMART

system. They are specific because you know exactly what needs to be done. You can show that you accomplished each of them using evidence. These objectives are attainable and realistic if your community has the right people in place. They have specific times when they need to be finished.

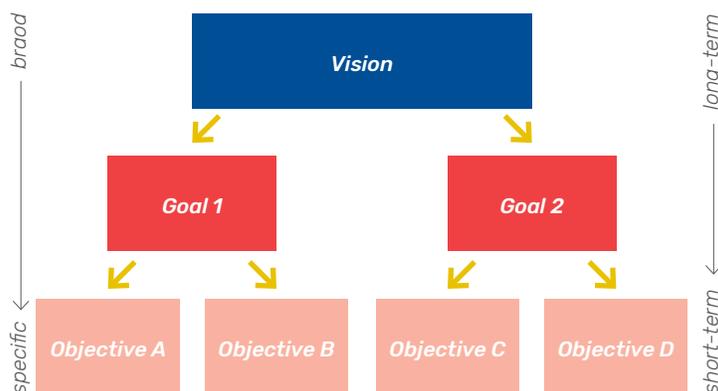


Figure 1 | Hierarchy of direction setting.

Why are Goals and Objectives Important?

Goals and objectives help community members and leaders who are often busy with day-to-day life to think long-term.⁴ They set your community's path and connect your broad vision to smaller tasks.⁵ Goals and objectives help your community:

1. Understand where you are today;
2. Decide which issues should be addressed; and
3. Guide decision-making.⁶

Goals and objectives structure your planning process by acting like a roadmap of where your community wants to go. When goals and objectives are decided on as a community, all members have a say. Community leaders have a duty to prioritize projects and issues that community members agreed upon.⁷ Once your plan's goals and objectives are reached, you can use them to reflect on the plan's successes and challenges.⁸

Who Sets Goals and Objectives?

Your community members set goals and objectives.⁹ Try to include Elders, youth, men, women, leaders, family representatives, on-reserve members, and off-reserve members to get the full picture of what your community wants. You may want to engage with different people in different ways and at different times. Once you have gathered information from your community, your planning team can organize it and look for common themes.¹⁰ Depending on your community, your planning team may want to discuss these themes with the community before finalizing goals and objectives. This way, your community has a strong voice and your planning team makes sure the process stays on track.

How are Goals and Objectives Created?

Think about what you want to do in the next 5 to 25 years in different areas as shown in Figure 2.¹² There are many ways to approach goal-setting. You can start by thinking about your community's vision, values, planning areas, opportunities, trends, and issues. A few popular approaches are listed below:

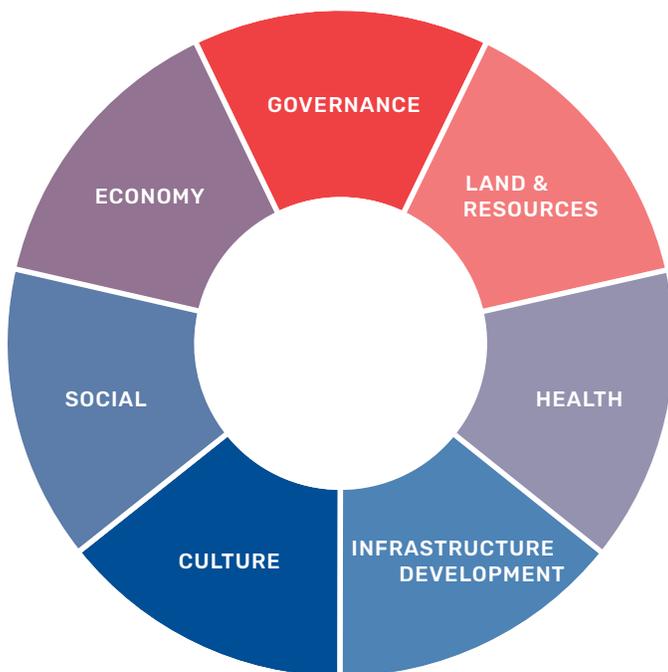


Figure 2 | Planning Areas Wheel.

Adapted from (Indigenous and Northern Affairs Canada / Indigenous Services Canada. "CCP Handbook: Comprehensive Community Planning for First Nations in BC." Digital image. 2013. Accessed October 24, 2017. http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013_1378922610124_eng.pdf. p. 2.) Used with permission.

Vision and Values Approach

This approach is based off your vision statement or traditional values. Cultural values like respect and wisdom might lead to a goal to be a community that cares for Elders' needs. An objective that works toward this might be building an Elders' lodge in the next five years.¹³

Planning Areas Approach

The CCP Handbook has seven key planning areas (Figure 3) that many Indigenous communities plan for. You can set a goal for any area that makes sense for your community. For example, a goal related to the economy might be to provide a variety of jobs for the community. An objective might be to set aside 5 acres of land for economic use by next year.¹⁴

Opportunities Approach

Your community can approach goal-setting by thinking about how to build on current or upcoming opportunities. For example, if your community is in the Treaty Land Entitlement process, you can set a goal to create an urban reserve. Objectives might include finding three possible sites in the next three months and brainstorming potential uses for each of them.¹⁵

Trends Approach

The trends approach uses current population and land use trends to think about what path the community is on. For example, if your community has a high population of children and the trend continues, your community's goal may be to build a new school. Because trends can change and this approach does not need much input from community members, it is best to use it sparingly.¹⁶

Issues Approach

The issues approach turns problems into positives. If community members often discuss their crowded living conditions, your goal might be to build more houses. Your objectives might include setting 40 acres of land aside for housing and teach construction skills to community members.¹⁷

For more information about involving young people in the planning process, see *Engaging Youth*. For more information about how to use traditional knowledge and teachings, see *Using Oral History*.

Once your community agrees on its goals, you can create objectives that work toward them. You may also choose to use any of these approaches together to create goals and objectives.¹⁸

It is important to make sure the process includes community members' ideas as much as possible. You can engage with community members in a variety of ways including open houses, workshops, surveys, or one-on-one meetings. Just make sure to use methods that make sense for your process and in your community.

When are Goals and Objectives Created?

Goals-setting usually happens in the planning phase. The CCP Handbook suggests that setting goals and objectives should be the fifth of seven steps in the planning phase:¹⁹

1. Gather background information
2. Complete community analysis
3. Create a vision statement and values
4. Build a comprehensive strategic framework
- 5. Set goals and objectives**
6. Identify activities and projects
7. Create an implementation strategy

For more information about implementation strategies, see *Creating Action Plans*.

How are Goals and Objectives Shared?

Displaying your vision, goals, and objectives in a visual way can be very meaningful and powerful. These usually work best as summaries of your detailed written vision, goals, and objectives.

When you share your vision, goals, and objectives, feel free to get creative. You can use any combination of words, images, photos, drawings, or diagrams that are meaningful to your community.

Both Kwikwetlem First Nation (Figure 3) and Islands Trust in British Columbia (Figure 4) used a combination of words and drawings to communicate their vision, goals, and objectives.



Figure 3 | Kwikwetlem First Nation's illustrated vision.

Source (Henderson, Tasha & Taylor, Meika. "The Community's Vision for the Future." Digital image. Kwikwetlem. Accessed January 9, 2018. <http://www.kwikwetlem.com/programs-and-services/ccp.htm>.) Used with permission.

Park City, Utah (Figure 5) used a diagram of a tree to show that their values, symbolized as roots, are the beginning of their process. The vision (trunk), goals (branches), and objectives (leaves) grow from the roots.

Final Thoughts

Goals and objectives are an important part of the planning process. They connect your community's broad vision to smaller steps and bring people together to talk about where they want your community to go.



Figure 4 | Islands Trust's illustrated goals.

Source (Orloff, Avril / Outside the Lines. "Islands Trust Visioning Session" Digital image. Islands Trust. 2016. Accessed January 9, 2018. <http://www.islandstrust.bc.ca/media/342013/2016septembertcvision-graphic.png>.) Used with permission.

For more information about engaging community members, see *Engaging Your Community*.

Further Reading

CCP Handbook: Comprehensive Community Planning for First Nations in BC by Indigenous and Northern Affairs Canada

The Comprehensive Community Planning Handbook was created in British Columbia and has been used to guide Indigenous planning across Canada.

https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/the_ccp_handbook.pdf

Westbank First Nation Community Plan by Westbank First Nation

This plan's vision and goals are guided by cultural traditions.

<http://www.wfn.ca/docs/wfn-community-plan.pdf>

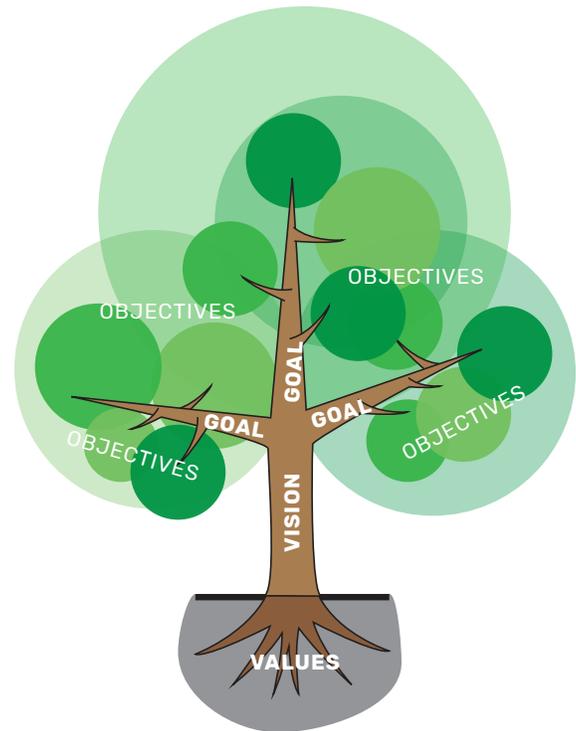


Figure 5 | Park City's goals and objectives grew out from their values. Adapted from (Park City. Digital image. Strategic Planning | Park City, UT. Accessed January 9, 2018. <http://www.parkcity.org/government/strategic-planning>.) Used with permission.

Endnotes

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DEVELOPING LAND USE POLICIES

by Alex Hallbom
Indigenous Planning Studio
April 2019

Summary

This fact sheet explains the use of land use policies for incorporating broad community aspirations into the day-to-day use and management of land on reserve. The key steps in this process are (1) developing a policy area map which indicates the intended use of land, and (2) developing a set of policies that guide land use and development in each area.

Keywords: mapping, direction setting, collecting data, community engagement

What Are Land Use Policies?

Land use policies can provide a vision and regulations regarding the kind of land uses that are permitted in different parts of your community.

Your community's goals will determine what types of policies to include in your Community Plan. *Table 1*, below, shows how several First Nations categorize their lands. From this table, you can see several broad categories of land use policy areas: residential, natural, commercial, and protected areas. Each category may mean different things to different communities.

A Community Plan communicates land use policies in two related ways: (1) a map showing the location of policy areas, and (2) a written section detailing the vision and management direction for the different policy

areas. The **vision** for each policy area provides high-level guidance on desired development patterns. The **regulations** for each land use provide a detailed list of permitted uses and constraints on form or intensity of development in the area.

Figure 1, on the following page, shows an example of a land use policy map from the Lake Cowichan First Nation on Vancouver Island. In this example, the planning area is a small reserve adjacent to a built-up municipality, so the map focuses on assessing appropriate sites for future development and protecting culturally significant areas.

Table 2, also on the following page, shows an example of land use policy regulations for "Natural Areas" from the Kitselas First Nation Land Use Plan³. Note the hierarchy of regulations, which grade from a broad

Table 1 | Example Land Use Policy Areas.

Lheidli T'enneh Reserve LUP ¹	Traditional Use Area; Cultural Heritage Site; Community Development Area; Community Development Expansion Area; Natural Resource Development Area; Environmentally Sensitive Area
Rainy River First Nation LUP ²	Agriculture; Residential; Commercial; Community Use; Recreational; Natural Area; Cultural; Industrial
Kitselas LUP ³	Cemetery; Community; Cultural Education; Cultural Tourism; Elders Housing; Future Residential; Housing; Industrial; Park; Natural Areas; Resource Use; Tourist Commercial; Village Special Management
Lake Cowichan First Nation Community Development Plan ⁴	Mixed-Use; Residential; Cultural Reserve; Protected Open Space

vision to specific permitted uses.

It is helpful to include specific, enforceable, and measurable policies in your Community Plan so that the administration can interpret the document accurately.

Why Develop Land Use Policies?

You can create land use policies to implement the vision and objectives of a Community Plan. They are the framework that allows broad aspirations such as “protect wetlands” or “build more housing” to shape the landscape and your community.

Land use policies can also serve a more generic role of reducing land use conflict in your community. By providing direction on the forms of development

that will occur in different areas, you can achieve the following goals:

- Manage conflicting priorities through separation of uses, such as industrial and residential.
- Direct development into suitable locations. E.g.: save money on piped services by concentrating houses in central areas.
- Preserve or enhance environmental or cultural characteristics by incentivizing or restricting certain forms of development.
- Provide certainty and predictability to an area by laying out clear and consistent development rules.

How Do We Develop Land Use Policies?

To create land use policies with broad community support, it is very important to draw upon information gathered throughout the planning process.

The planning team will conduct public engagement and technical studies to access information on community values and priorities, as well as topography, historic

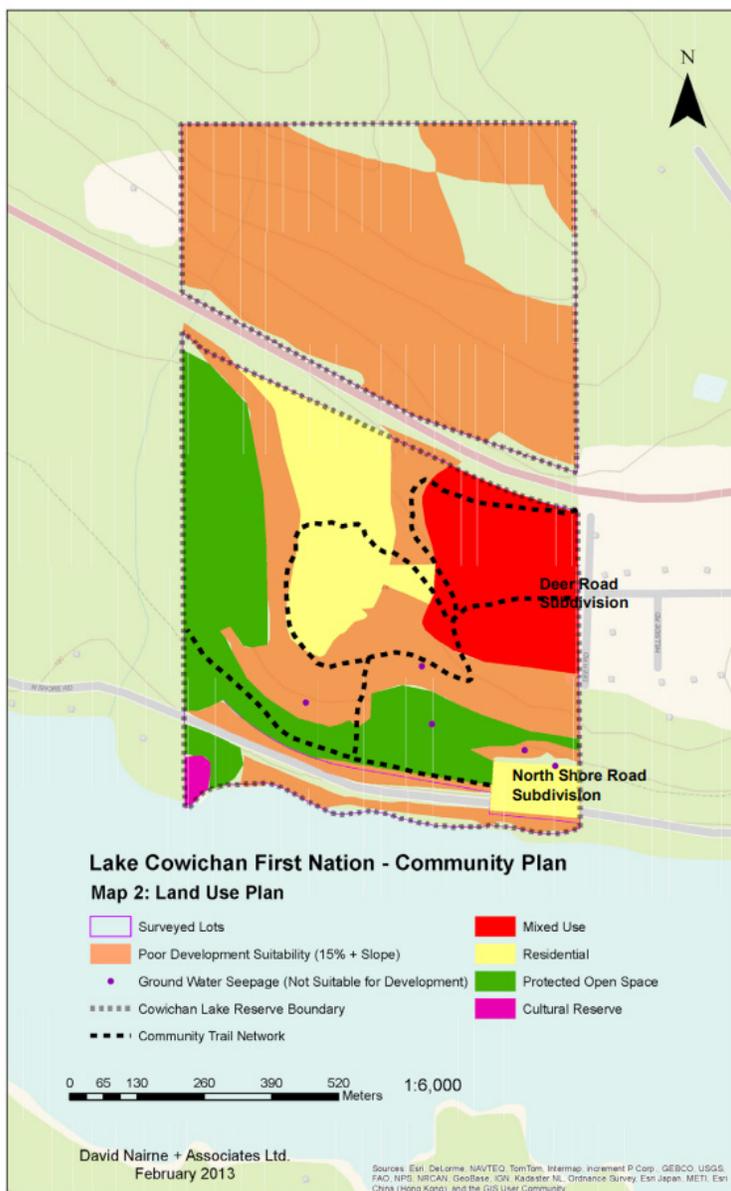


Figure 1 | Example Land Use Policy Map - Lake Cowichan First Nation⁴

Table 2 | Example Land Use Policies - Kitselas First Nation³

Policy Area Name	Natural Areas
Intent	<ul style="list-style-type: none"> • Provide for low-impact recreational and traditional uses.
Priorities	<ul style="list-style-type: none"> • Prohibit resource extraction, except Kitselas members may log on IR 5 for personal use, e.g. firewood. • Encourage separation of motorized and non-motorized trails and areas. • Encourage construction of hiking trails in IR 1 recreation areas.
Allowed Uses	<ul style="list-style-type: none"> • Non-motorized recreation • Traditional uses • Non-timber forest products collection • Timber removal for personal use on IR 5 only
Illustrative Examples of Allowed Uses	<ul style="list-style-type: none"> • Mushroom picking • Boating facilities • Fishing and hunting • On IR 5 only, firewood collection

land use, wildlife populations, existing services, and population projections. This information is usually stored, analyzed, and presented using Geographic Information System (GIS) technology, which your Lands staff or planning consultant may have training in.

Allow time for review of draft land use policies at community meetings and by other administrative departments. Developing land use policies is an iterative process, meaning that you will likely produce several drafts for comment at engagement events. New information may require your planning team go back and gather more information (e.g. if a priority area for housing is identified in an area of unknown quality for construction). An important point to note is that the plan is never done, only done enough! Make sure to balance



Figure 2 | Planning Cycles

the goal of a thorough and transparent process with time and funding restraints. Figure 2, below, shows an example of this cyclical process.

Who Develops Land Use Policies?

You will want to consult a variety of stakeholders to ensure community buy-in and provide cultural and technical information. These include:

- **Planning Team:** Incorporates multiple sources of information to develop land use policy maps and regulations. Coordinates community engagements, departmental reviews, and manages contractors.
- **Department Staff or External Consultant:** Conducts technical studies and coordinates delegated aspects of the planning process.
- **Elders:** Provide cultural information to ensure proposed land use policies are in keeping with the priorities of your community.
- **Community Members:** Provide guidance and feedback to ensure proposed land use policies fit with community expectations and aspirations.
- **Chief and Council:** Provide political direction for Planning Team to develop land use policies.

Further Reading

BC First Nations Land Use Planning: Effective Practices⁵ by Ecotrust Canada

This resource provides information on the Pre-Planning, Planning, Implementation, and Evaluation stages of planning. The sections on Policies and Land Use Designations (p. 33-36) are helpful for informing land use policies.

<http://www.newrelationshiptrust.ca/wp-content/uploads/2017/04/land-use-planning-report.pdf>

Community Land Use Planning Toolkit⁶ by the National Association of First Nations Land Managers

This resource provides a practical aid for First Nations developing a Community Plan. This guide touches on developing land use policies and is written in plain english for non-technical experts.

<https://nalma.ca/survey-and-land-use-planning>

Endnotes

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CREATING SURVEYS

by *Chantal Maclean*
Indigenous Planning Studio
April 2018

Summary

This fact sheet is an introduction to creating surveys. It discusses the strengths and weaknesses of surveys, how to select questions, how to be sensitive to consent and confidentiality, and provides additional resources.

Keywords: community engagement, communication tools, collecting data

What is a Community Survey?

A survey is a tool for collecting community information during the Indigenous planning process. This information is used to direct the planning process towards the communities' needs.

A community that is beginning the planning process can use surveys to understand where they have been, where they currently are and where they want to go. Surveys allow you to access the information, desires and priorities of community members in a cost-effective way. The collected information will point the planning team in the direction the community wants to go and ultimately guide the planning process.

Why use a Community Survey?

During community planning, surveys are used to collect lots of information from the community. Depending on the type of information you want to collect, you can ask different questions. You may need to collect information on age, gender, marital status, or other demographic data that is used to give the planning team a comprehensive view of your community. Or, you may want to discover the priorities of community members. For example, would they rather have an ice rink or new community canoes? Surveys can be used to access information on nearly anything, including housing, infrastructure, health and nutrition, economic development, education, identity and governance. Surveys produce community relevant information that guide your planning process every step of the way.

When are Surveys Done?

Although surveys can be used during every stage of planning, they are most commonly used during the actual planning phase!

Who can Create a Survey?

Surveys are diverse tools that can be as simple or as complicated as you want them to be. Using online tools, you can easily create your own community survey – see Additional Resources for more information. You can also consult with a professional planner to help you design and administer your community survey!

For more information, see *Working With a Professional Planner*.

How do you Create a Community Survey?

1 Identify the information you need

*Identify what information you want to collect.*¹ Do you need baseline information from the whole community or do you want to know what community members think about a proposed hydro line? Identifying the information you need will help you decide which type of survey to use, which questions to ask, and how to select your sample.

Identify your target population. A target population is the group of people you want to collect information from.² For example, you might want information from all community members, on-reserve members, or youth.

Identify your sample. A sample is the portion of a target population you are going to survey. Getting 5,000 community members to fill out a survey is a huge task. Getting a sample of 500 community members to respond is more practical and cost effective. Your sample should be small enough that it doesn't go over budget, but big enough that it reflects the target population.³ A general rule to keep in mind is the larger the sample size, the more accurate it will be.⁴ To get an accurate representation of the target population in your sample, you should use random sampling.⁵ This means that everyone has an equal chance of receiving a survey.⁶

2 Choosing Your Survey's Format

There are two main types of surveys:

- **Census survey:** a survey that is distributed to everyone in your target population. This would be used to gather baseline data or to plan for infrastructure.⁷
- **Representative survey:** a questionnaire is distributed to a sample of your target population. This sample will give you results that reflect on the entire population.⁸ This tool is cost effective and practical.⁹ This fact sheet will be focusing on representative surveys – but many sections are transferable to census surveys.

questionnaire

the document that contains your information and questions.¹⁰ Survey respondents then record their answers on them and send them back.¹¹

3 Designing Your Survey's Content

Introduction paragraph: Every questionnaire should have an introduction paragraph. This paragraph should explain what information you're looking for, why you're looking for it, who should complete the survey, and what will happen with the results.¹²

The first step in writing good survey questions is identifying what exactly you want to know.¹³ There are several different kinds of questions that can be used to uncover different information. Select the type of question you use based off the information you need and your analysing ability. Different questions require different analysing tools.

Types of Questions

- **Filter questions:** These are additional survey questions that are only relevant to a certain section of respondents.¹⁴ See example below

10. Do you ever use the reserve's community centre?
 - Yes [If yes, answer questions 11 and 12]
 - No [If no, skip to question 13]
11. How often do you use the reserve's community centre a week?
 - Less than 1 time per week
 - 1 - 2
 - 3 - 4
 - 5 - 6
 - 7 +
12. What facilities do you use at the reserve's community centre? (check all that apply)
 - Gymnasium
 - Ice rink
 - Youth lounge
 - Canteen
 - Studio
13. Do you ever use the reserve's elders lodge?
 - Yes
 - No

Figure 1 | Example of filter questions in a survey

Adapted from (Blackstone, A. "Principles of Sociological Inquiry: Qualitative and Quantitative Methods." Saylor Academy. 2012. https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative-and-quantitative-methods/s11-survey-research-a-quantitative.html#blackstone_1.0-ch08_s04_s01_f02).

- **Open-ended:** These are questions that require a respondent to answer in their own words.¹⁵ These questions provide deep and meaningful information, but are often harder to analyse.¹⁶ Example: Why do you think community centres are important?
- **Close-ended:** These questions require only a brief answer, often either "yes" or "no".¹⁷ Close-ended responses provide data that is easy to analyse.¹⁸ Example: Do you think community centers are import? Yes or No.
- **Multiple choice:** This type of question allows the respondent to select between a variety of responses.¹⁹ Example: How often do you use the community centre?
 - A. Never B. Once a year C. 2-11 times a year
 - D. Monthly E. Weekly
- **Likert Scale:** This type of question requires participants to rate items on a scale.²⁰ Example: Crime is a problem in the community.
 - 1 = strongly disagree 2 = disagree 3 = agree
 - 4 = strongly agree

Questions to Avoid

- **Double negatives:** These questions that have two negative words.²¹ This makes the question confusing and hard to read. Example: Do you think council shouldn't not buy more land?
- **Leading Questions:** These are questions that can sway a participants' response.²² Example: Working on council is very difficult and time consuming. How much do you think council members should be paid?
- **Double Barrel Questions:** These are questions that are asking two things at once.²³ Example: "Are you happy with housing and postal services?" This should be separated into two questions.
- **Response options that are not exhaustive:** This means that there could be more response options than you are providing. A simple way to ensure your response options are exhaustive is to include an "Other" option, with a space to write.²⁴
- **Response options that overlap:** Questions with overlapping responses are confusing and can skew your results. Example: How old are you?

1-20 20-30 30-40 40-50

If someone was 30, they would fit in two groups. This would confuse survey participants. Instead use a scale that doesn't overlap!

1-19 20-29 30-39 40-49

4 Pretesting

Pretesting is when you give your survey to a small group of people to gauge how user friendly it is.²⁵ This is done before you administer your survey to the target audience. You should pretest on people who represent your target audience. Ideally, you should also have easy access to these people.

Pretesting helps you:

- Identify confusing, offensive, boring, or pointless questions
- Get feedback on question ordering
- Get feedback on survey length and design

5 Administration

There are several ways of administering a survey:

Delivery in person

The survey can either be completed on the spot or an arrangement can be made to pick it up later.²⁶ In person delivery typically provides a high response rate.²⁷ Door to door survey delivery can also provide community employment opportunities.

Snail-mail

Although this is both practical and convenient, response rates may turn out low.²⁸ It's harder to convince someone to take the time to fill out a survey when the researcher isn't standing there asking them to.

If snail-mail is the selected administration tool, a follow up letter will serve 2 purposes:

- Thanking those who have already returned the survey
- Reminding those who haven't filled it out yet.²⁹

Online

This method of delivery is becoming increasingly common. It is easy to use, cheap and much quicker than knocking on doors.³⁰

Considerations for using an online survey:

- Does everyone in the community have internet access?
- Do you know everyone's email address?

Telephone

This method is becoming increasingly difficult as landlines become obsolete.³¹ You may be able to get phone numbers from local white pages or you may need to work with a consultant to obtain phone numbers.

6 Analysing

Different questions require different analysing tools.

For more information, see *Analyzing Surveys*.

7 Implementation

After you've analyzed your survey results, you will have summary information about your community. Depending on the questions you asked, this can be demographic information, community concerns, requests, or other data. This information can inform and direct your Community Plan! Taking action based on survey results guide the plan in the direction that is best for the community, while also showing community members that you are listening to them!

Taking action based on survey results guide the plan in the direction that is best for the community, while also showing community members that you are listening to them!

What About Confidentiality?

Is your survey going to be anonymous or will you ask for information that will allow you to identify the participant?

Participants may be more inclined to give honest answers when they take a confidential survey.³² However, you might need identifying information to give away incentives or compare survey results to service records, background information or other documents.³³

Including identifying information doesn't have to be a deterrent. If you request identifying information, just explain why you need it!

Examples of Using Survey Data in the Planning Process

Demographic Data

Through your survey results you may see that there is an average of 7 people living in one house on the reserve. You can use this demographic information to plan the number of additional houses that need to be built!

Community Concerns

The survey may reveal that community members are concerned about the lack of light around the community centre at night. You can use this to plan future infrastructure, such as building new street lights!

Community Requests

Your survey results may tell you what your members want to see in their community. For example, if a large number of members want a healing lodge built, you can use this to plan future spending and infrastructure!

When Should You Use a Survey?

Surveys are a good tool when:

- You're looking to gather lots of information in a cost-effective manner
- You have well defined questions with a limited range of responses
- You have the contact information for the people you would like to survey
- You're collecting information on a sensitive topic

You might consider other tools when:

- You want information from people with limited literacy skills such as young children
- You need detailed information. Surveys are not flexible because potential answers to questions are fixed. For example, a respondent's answer may be more complex than a simple "yes" or "no"
- You only need information from a few people. A small number of people surveyed (sample size) has the potential to skew the results
- When return rates may be low – Discussed in Administration of the Survey section
- You do not have a way to contact participants.

What About Consent?

Consent forms are typically not necessary for surveys.³⁴ Although, in certain circumstances they are advised:

- Working with children or others who cannot legally provide their own consent. A consent form should be signed by their legal guardian³⁵
- Using the results for publication. If you will be making survey results public, you should ensure your participants are aware and consent³⁶

Tips for Success

- make the surveys look attractive
- be brief and to the point
- make the font size readable
- make sure the instructions are very clear

Further Reading

Survey Monkey

An online tool used to create free surveys!

<https://www.surveymonkey.com>

Community Tool Box - Creating Surveys by Chris Hampton & Marcelo Vilela

This online resource provides an indepth guide to creating comprehensive surveys!

<http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-surveys/main>

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ANALYZING SURVEYS

by *Lissie Rappaport*
Indigenous Planning Studio
April 2018

Summary

This fact sheet outlines how to analyze survey results, why analysis is important, and how to interpret different types of data. Analyzing survey data is an important step after conducting a community survey because it can help you move from the information gathering stage into making decisions as a planning team.

Keywords: community engagement, communication tools, managing / storing data, analyzing data

What Is A Survey?

A survey, or questionnaire, is a tool that draws from the most important source of information – the people in your community. They can be used to gather statistics on your community or opinions and concerns of members.

See *Creating Community Surveys* to learn more!

What Is Data Analysis?

Once you've conducted a community survey, you have a set of responses, or 'data.' Data analysis is the process of turning this 'data' into 'findings' (what does it all mean). It's like listening to a story and pointing out what the lesson is.

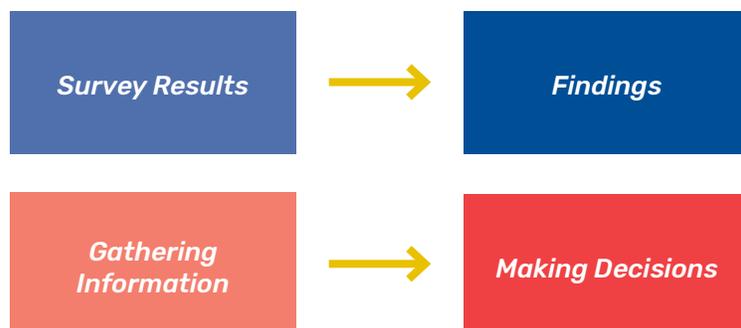


Figure 1 | What is data analysis?

Why Analyze Survey Data?

Analyzing survey data helps make sense of results. It summarizes survey responses into a format that can be shared back to the community or used by your planning team. It can help your planning team make decisions and understand what is important to your community. It can help you move forward in your planning process from gathering information to setting priorities.

When Do You Do A Survey and Analysis?

As community engagement is important at any stage of the planning process, surveys can be used at any phase to involve community.¹ Most often, they're used at the planning stage to gather background information or feedback from the community.² They can also be used at the implementation stage to gather feedback on the planning process or how the community may have changed over time.³ Data analysis happens once you've finished conducting your survey and you want to understand how to move forward.

What Types of Data Are There?

Some surveys gather **quantitative data** (eg. a community census) while others gather **qualitative data** (eg. opinion survey). Many surveys will include both.



Quantitative Data

Quantitative Data refers to numbers or data collected through close-ended questions (yes/no, multiple choice questions).⁴

Example Question: Which of the following is your top priority for the community?
 a) Housing b) Recreation c) Jobs
 d) Food security e) Road access

Results: You will get a certain number of responses for a, b, c, d, and e and can add each up.

Table 1 | Benefits and drawbacks of quantitative data.

Benefits	Drawbacks
Basic analysis can be quick and easy	More detailed analysis might require statistical expertise
Findings can be concrete and not subject to bias	Doesn't answer the 'why' ⁶

Qualitative Data

Qualitative data refers to written words or data collected through open-ended responses.⁵

Example Question: What is your top priority for the community?

Results: You will get many sentences as responses, such as: "I feel like there should be a new recreation centre for youth to go to after school."

Table 2 | Benefits and drawbacks of qualitative data.

Benefits	Drawbacks
You can use your own knowledge to interpret results	Can be time consuming
Can capture information you might have never thought of	May be subject to bias
	Findings are specific to the people who responded and may not represent the whole community ⁷

How Do You Analyze Survey Data?

1 Focus your analysis

Your analysis will be informed by what you want to get out of it. Think about the original purpose of the survey and what you wanted to find out.⁸ Remember this throughout the analysis. You can also place Indigenous world views at the centre and analyze responses from this perspective.⁹

2 Prepare your data

Get to know the data, what was asked, and how many responses there were.¹⁰ The easiest way to go through it will be on the computer, in a program like Microsoft Excel. If your survey was done on paper, type in responses to the computer. If it was done online (ie. Survey Monkey), you can download the results and add to Excel. See Figure 2 for a sample of Excel data.

Tips for Success

- Type all answers from one survey (one person) in the same row so you can compare responses from that person together (see Figure 2).
- If you gathered both qualitative and quantitative data, it's helpful to enter these separately – you can use separate "sheets" in Excel.
- Once the data is typed up, check for mistakes – or have another person double-check it for you!
- See *University of Wisconsin's Using Excel for a beginner's guide on using the program.*

3 Analyze it!

Decide what type of data you have – quantitative or qualitative – to see how you will analyze it.

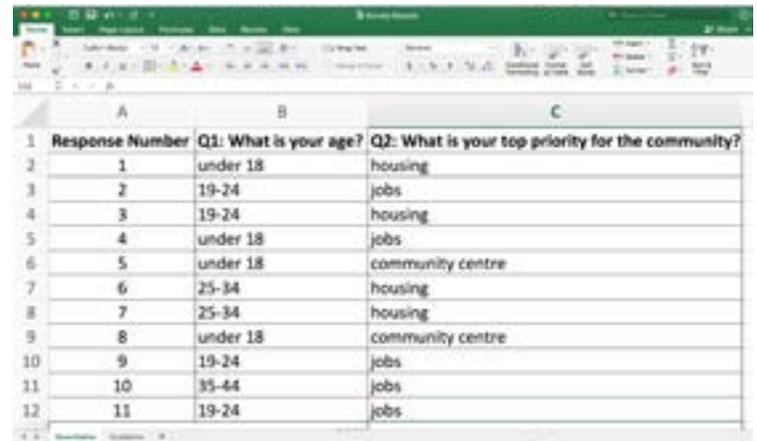


Figure 2 | Sample Excel spreadsheet of survey data
 Adapted from: (University of Wisconsin–Extension. "Using Excel for Analyzing Survey Questionnaires." University of Wisconsin–Extension. 2004. <https://learningstore.uwex.edu/Assets/pdfs/G3658-14.pdf>. p. 21.) Used with permission.

How Do You Analyze Quantitative Data?

For quantitative data, you can use math equations to give meaning to responses. If you're using Excel, many of these are "formulas" that the program will do for you. Some common equations are described below.

Percentages

Percentages show what proportion a response is out of the total (translated in a value out of 100).¹¹ They can be useful to compare responses.

Example

New community centre support (n=56)

75% of people want a new community centre

25% of people don't want a new community centre

Tips for Success

When reporting percentages, it's helpful to show the total number of responses using the letter n=#. It shows how many are represented in the percentage.

Averages

Averages show the most common value. They can be used to show the most common response from a scale in a multiple-choice question, rather than what was the highest response. You can calculate this by assigning values to each response.¹²

Example

I think there should be a new community centre in the community.

a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree

The average response is "Agree."

Tips for Success

See *University of Wisconsin's Analyzing Quantitative Data* for directions on how to calculate percentages, averages, and other equations.

How To Analyze Qualitative Data?

There is not one way to do qualitative analysis. It is a process of reading, interpreting, and then trying to understand what it all means.¹³

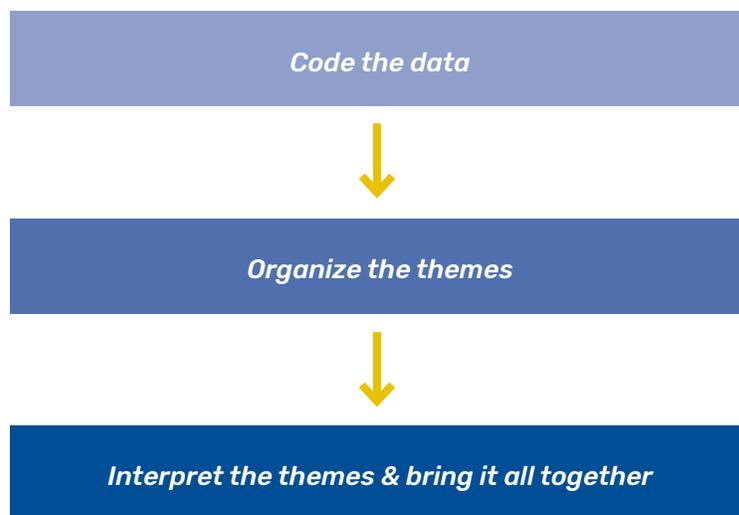
There is the possibility for bias in qualitative analysis because the person interprets data through their own knowledge. To reduce bias, have multiple people read through the findings

bias

favouritism towards one response or idea, usually in a way that is considered unfair.

or hold meetings with your planning team as you analyze results.¹⁴ But, because you interpret data through someone's experience, there is an opportunity to bring in Indigenous perspectives. You can frame issues through your world view and what's important to your community.¹⁵

In general, you can follow the steps below¹⁶:



Code the data

This step involves reading results and identifying themes or ideas. These themes are your categories (and sub-categories) that help sort what is being said. It can be helpful to print out the responses and write your themes and notes on the margins. Be sure read through responses more than once so you don't miss anything. Keep a list of each theme and its definition to help explain how you came to your conclusions. And remember, responses can fit in more than one theme.¹⁷

Organize the themes

Collect your list of themes and see if you can combine any or make sub-themes. Rewrite the definitions for new themes.

Interpret the themes & Bring it all together

Once you have your list of themes, sub-themes, look beyond to see key ideas or values in them. Point out connections between themes, like similarities or differences. Look for overlap and connections – you may discover that two or more themes appear together often (ie. education and jobs). Summarize the themes and point out what the major learnings are.¹⁸ This summary can serve as the beginning of your survey report.

Example

1. Code the data

What kind of opportunities for youth would you like in the community?

I want to see high-school kids getting more opportunity to play sports or learn music in school.

CODES:

High-school programs, sports, music

High-school kids aren't getting enough after-school recreation. There should be places, like a centre, where they can go to be together.

Recreation, youth centre

I would like to see cultural programming and chances for youth and elders to learn from each other.

Cultural programs, elders

The kids need tutoring programs after school to help them graduate and get good jobs.

Tutoring, jobs

2. Organize the themes

Combine high-school programs and recreation into a general theme, with sub-themes:

Theme: Youth programs

Sub-themes: sports, music, youth centre, cultural programs, elders, tutoring, job-readiness (Don't forget to write out definitions for themes!)

3. Interpret the themes & Bring it all together

People in the community want there to be programs for youth in a wide range of areas, including recreation, tutoring, and cultural programs. There were suggestions for a centre for youth to gather, sports and music programs, and opportunities to connect with elders. People pointed out the importance for education programs and jobs.

Tips for Success

- You can count the number of times a theme or sub-theme is mentioned. This can help point out importance. But remember even a theme mentioned only once can still be important!
- Compare themes with demographics (ie. 60% of those under 18 wanted a new community centre).
- See *University of Wisconsin's Analyzing Qualitative Data* for step-by-step instructions on how to code and interpret data.

How Do You Share Results?

Once you've analyzed your survey data, it's important to share your findings with your planning team and back to the community. Write a report that your planning team can use to move forward and a shorter report (2-4 pages) to share with the community. Remember the purpose and focus of your survey to help you decide what to include in the report.

Tips for Success

- Try using visuals in your report to make it more accessible (see Figure 3).



Figure 3 | Sample 'Word Cloud' visual for a report

Source: (Australia Council for the Arts. "Engaged Audiences' Image of Aboriginal and Torres Strait Islander Arts." Digital Image. Building Audiences: Aboriginal and Torres Strait Islander Arts. August 20, 2015. <http://www.australiacouncil.gov.au/research/building-audiences-aboriginal-and-torres-strait-islander-arts/>)

Further Reading

Using Excel for Analyzing Survey Questionnaires by University of Wisconsin

How to use Excel and a range of formulas for analyzing data

<https://learningstore.uwex.edu/Assets/pdfs/G3658-14.pdf>

Analyzing Quantitative Data by University of Wisconsin

Details on descriptive statistics – percentages, averages, rankings, and more. Shows when and how to use them

<http://learningstore.uwex.edu/assets/pdfs/G3658-6.pdf>

Analyzing Qualitative Data by University of Wisconsin

How to analyze qualitative data with step-by-step instructions

<https://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf>

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CONDUCTING PRECEDENT STUDIES

by *Breanne Jack*
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December 2016

Summary

This fact sheet discusses how your community can use precedent studies in your planning process.

Keywords: communication tools, collecting data, analyzing data, planning team, funding, building capacity

What is a Precedent Study?

A precedent is an example for future projects.¹ You can use a precedent study or case study to look at plans and projects done by a similar community. By doing this, you will learn more about the process and end results.² By the end of the study, you will see if a similar project would work in your community. Precedent studies explore a plan, project, program, event, activity, or process in detail.

A precedent study looks at best practices or the best example for different planning activities. Your community can learn from the best practice to learn from their experience. You can try to improve upon the project and possibly become the new best practice. A precedent study can generate ideas for a new project and help guide your community through the process. Precedent studies give insight into how another community has approached a similar task.³ You can use precedent studies for many things, from developing a piece of land to starting a recycling program.

precedent

something that can be used as an example to be followed in the future⁹

Who Does a Precedent Study?

Any community, Indigenous and non-Indigenous, planning firm, architect, or community member can conduct a precedent study.

“The basic idea is that one case will be studied in detail, using whatever methods seem appropriate.”⁸

– David Silverman

Why are Precedent Studies Used?

Your community may choose to do a precedent study to help bring an idea to action. Precedent studies are a way to figure out the time, costs, and steps required to complete a project. They can also help you to communicate an idea to community members by finding a similar example.

You may find it valuable to learn from and study what has been done in other Indigenous communities. Precedents are a common tool in both planning and design to learn from other communities. Your community could choose to do a precedent study to research completed projects and guide a project.⁴

A precedent study cannot provide a formula that is guaranteed to work in any context. What worked for one community may not work for yours since there are many variables that contribute to the success of a project. Evaluate the information you gather to see the precedent's strengths and weaknesses. Think about differences between the precedent and your community's project. Instead of copying a precedent exactly, use it as a general guide for your community's project. The exact same process may not work for your community and may need to be adjusted to work in a different context.

How are Precedent Studies Used?

You can use a precedent study to guide your project. The lessons you learn from your precedent study help your project go faster and with fewer issues. Precedents are also good for finding ideas, thinking outside the box, and trying something different.⁵

For example, in the pre-planning phase, you could look at another First Nation's plan. Doing this could help you define your scope, set a realistic timeline, and find resources. In the planning phase, you might look at precedents for exciting community engagement activities or interesting ways to share your community vision. Finally, if one of your community's objectives is to build a new water treatment plant, you could use a precedent study in the implementation phase. You could research a community with the system you're looking to build and find out things like how much it cost, how much time it took to build, community satisfaction, and if there have been problems with it.

When are Precedent Studies Done?

Precedent studies can be done at any stage of a planning process to help a project move forward. They are usually completed at the beginning of the planning process to help make decisions about the project and figure out how long it will take.

How are Precedents Found?

You can find precedents in many ways, including the internet, newspapers or journals, or word of mouth. There is no right or wrong way to find precedents. However, differences between the communities may require changes to the process to reach a desired end result.

How are Precedent Studies Done?

A precedent study is a research project. You can find information on your precedent on the internet, in newspapers, magazines, journals, and books. You may also visit the project to learn more about it from being on site. You can talk to people who work there or who helped guide the project.⁶

It is important to choose a precedent that is similar to the one your community is exploring. It is also important to have access to lots of information about the project. The more information available, the better. Otherwise, it will be hard to learn from and find lessons to apply to your project. Knowing a lot about a project will make it a lot easier to apply similar concepts and approaches to the new project.

The content of a precedent study depends on the specific project. You may include pictures, a detailed description of the project, location, context, cost, support, timelines, market analysis/current value, community approval process, demographics, and why this precedent is important to the proposed project.⁷

The length of a precedent study is not important - it could be one page or ten. What matters is that it includes information needed to help your community make a decision on a project or provide ideas for a potential project. Creating one document that combines all of the information on a project can save time later.

You can use the following four steps when doing your study:

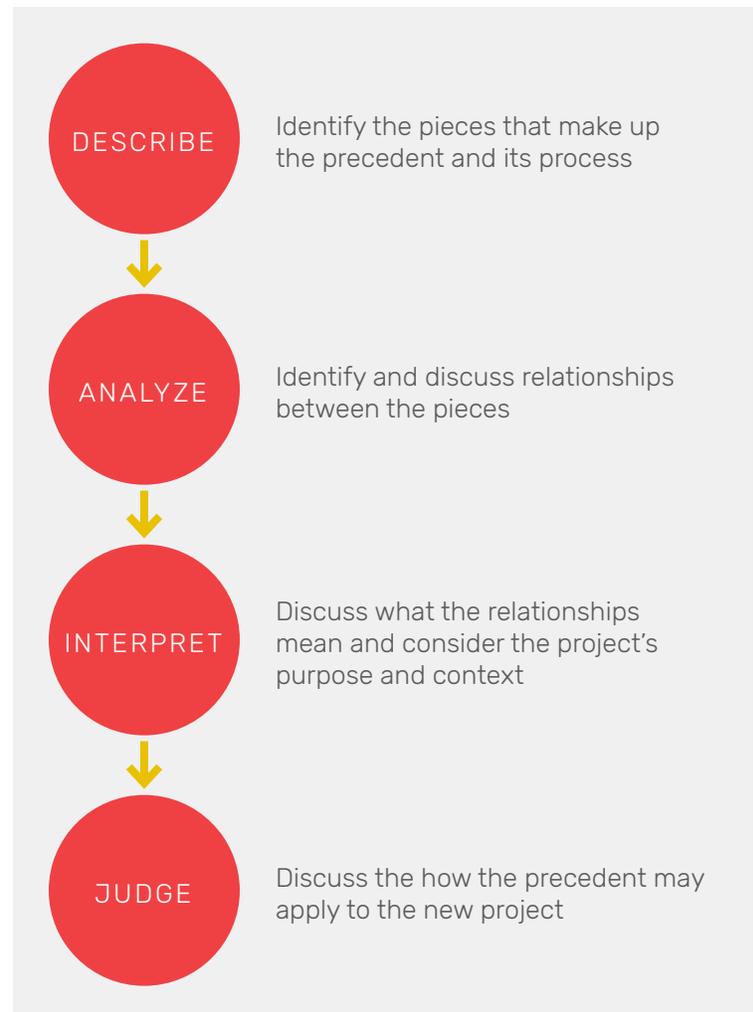


Figure 1 | Steps in conducting a precedent study.

Final Thoughts

Precedent studies are a great tool you can use in your planning process. They can help you learn about the successes and challenges of a project or process you're about to undertake. You can learn lessons from another community's experience to guide your own. Precedent studies can be used for your planning process, a new infrastructure project, or anything else you can think of. They often don't take a lot of technical expertise or cost a lot of money. Plus, a lot of information can be gathered online, with a phone call, or with a site visit, so they can be done by just about anyone.

Further Reading

Best Practices in Aboriginal Community Development: A Literature Review and Wise Practices Approach by Cynthia Wesley-Esquimaux and Brian Calliou

The article discusses how Best Practices can be used by an Indigenous community to learn from other Indigenous communities for their own development.

https://www.researchgate.net/publication/259176947_Best_Practices_in_Aboriginal_Community_Development_A_Literature_Review_and_Wise_Practices_Approach

Guidelines For Writing A Case Study Analysis by Ashford University

This resource lays out step-by-step instructions and structure for doing a precedent study.

<https://awc.ashford.edu/tocw-guidelines-for-writing-a-case-study.html>

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CONDUCTING FIELD DATA COLLECTION

by Alex Menjivar
Indigenous Planning Studio
April 2019

Summary

This fact sheet explains fundamental information on field data collection. It also outlines a process to plan and execute field data collection according to your project needs. Field data collection plays a role for collecting information that currently does not exist, and it provides evidence that can strengthen community knowledge of the land.

Keywords: collecting data, direction setting, building capacity, Elders/knowledge keepers, planning team

What Is Field Data Collection?

Conducting field work is a “hands on” way to understand and record the environment and land in and around the community. For some, it could be an enjoyable experience as it allows curious community members to be adventurous and reconnect with the land. Field data collection also provides the chance for community members to think about the environment and the reasons it has grown to be as it is.¹ You can use field data collection as a tool to collect background information on community resources. This helps the community understand the current situation. Collecting field data plays a role in filling in where information does not currently exist.²

Field data collection involves recording observations on how the environment is changing over time. The data you collect depends on what you are hoping to accomplish with your project, how you collect the field data, and what tools you use for data collection.

Field Data Collection Project Examples

Locating and mapping cabin locations in a community is an example of a field data collection project. This would require GPS units and maps to collect longitude and latitude.

Another example is a project to **measure coastline erosion on a lake** over time, which would require collecting data on the current coastline extent and comparing to past or future extents.

TYPES OF DATA



Figure 1 | Types of Field Data Observations

What are Quantitative Observations?

Quantitative observations include collecting measured values from the environment. An example is the location and number of observed fishing boats,³ or the amount of snowfall at a particular location. Recording measurements allows for a direct comparison of observations over a short and long period of time and from multiple locations. For example, you could compare rainfall (in millimetres) in different part of the community over the duration of a storm.

What are Qualitative Observations?

Qualitative observations involve recording a detailed description of an object or phenomenon. An example is a description of the conditions of a cultural site or an interview with a hunter on the conditions of deer in the area.⁴ Although it is not typically possible to compare qualitative observations the same way as quantitative observations, it is still possible to compare the descriptions of these observations (such as the experiences of various resource users).

Depending on your field data collection project, you could be collecting either one or both types of observations.

Why Is Field Data Collection Important?

The purpose of field data collection is to give community members another tool to understand and connect with the land and the environment. They usually know their land and environment best and are the first to notice changes, damage, and impacts of resource use.

Having a documented record of environmental changes is extremely powerful evidence that helps prove impacts on the environment. This evidence could influence decision-making and efforts to preserve the environment or influence change.⁵

The purpose of field data collection is to give community members a tool to understand and connect with the land and the environment.

How Is Field Data Used?

Quantitative and qualitative observations can both be used as evidence to show how the environment has changed. Field data is often used to add evidence to current knowledge and understanding of the natural environment.⁶ Careful planning and execution of field data collection can also help communities add to their traditional knowledge.

Who Is Involved in Field Data Collection?

Field data can be collected by anyone who is interested in the project. However, it is often important to have a subject matter expert as well as a traditional knowledge keeper involved in the project. An example of this would be to have a botanist on a plant survey field data collection team to identify different plant species. A subject matter expert can help the data collection be more accurate, while a traditional knowledge keeper can help to ensure data collection is carried out in a way which respects community values and incorporates local knowledge.

How Is Field Data Collected?

There isn't a "cookie-cutter" way to collect field data. This is often determined by the project you wish to undertake, as well as opportunities, training, and personal experience.⁷

- 1) Understand the needs of your project
- 2) Create a data collection plan
- 3) Execute data collection plan
- 4) Compile and organize collected data and notes
- 5) Data analysis

Figure 2 | Data Collection Process

However, the following list provides a starting point to begin to understand your project's data collection needs (Figure 2).

1 Understand the Needs of Your Project

Understanding your project will help with identifying data collection needs. Asking questions about the overall goal and the data needed to support the goal will help determine what kind of data you are looking for, how to collect observations, and what tools you will need to collect your observations.

2 Create a Data Collection Plan

Creating a data collection plan will help to build a strategy for execution. Your plan could include when, where, how, who, and why you will collect data. Your plan could also identify what tools you will use to collect your data, what method you will use to record your data, and what safety measures should be in place.

3 Execute Data Collection Plan

Executing your data collection plan begins with safety. It is important that you go into the field prepared with the necessary gear. It is also helpful to inform another community member or leader of your activities so that they will keep track of you during your data collection. While in the field gathering data, it is important to assess the conditions (e.g. weather conditions, terrain) as you are in the field. It could be difficult to plan for unpredictable situations before going into the field. Re-adjusting your plan to collect field data is key to successful execution.⁸

4 Compile and Organize Collected Data and Notes

Once data collection is complete, organizing the observations and notes in a timely manner is very effective to document information while it is still fresh in your mind. Nuances in measurements or weather conditions during the data collection are all notes that should be recorded along with your collected data. This helps paint a clear picture of what the conditions were when data was being collected.

5 Data Analysis

Once the data has been collected and compiled, it can be analyzed to help contribute to your project. Whether it was to document the climate change experiences from Elders, or to map cabins throughout the community. The data collected will help you tell the story.

Final Thoughts

Understanding the importance of field data and the skills needed to plan and execute collection can help you gather the data needed to better understand your land and environment. Field data also provides the concrete and recoded evidence to support the perspective of the community for decision making and advocacy.

Further Reading

Analyzing Surveys by Lissie Rappaport

The Analyzing Surveys fact sheet provides a brief description on surveys and analyzing data.

Creating Surveys by Chantal Maclean

This fact sheet provides an introduction to creating surveys, its strengths and weaknesses, and how to approach consent and confidentiality with sensitivity.

Using Oral History by Natalie Lagassé

The Using Oral History fact sheet gives information on the using oral history as a tool for Indigenous communities as part of their history.

Endnotes

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DIGITALLY MAPPING INDIGENOUS KNOWLEDGE

by Ryan Fox
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January 2020

Summary

This fact sheet shows how to collect and digitally store Indigenous Knowledge (such as important community, cultural, or environmental locations) on computers and through online mapping software.

Keywords: mapping, Elders/knowledge keepers, managing/storing data, collecting data, community engagement

What Is Digital Mapping?

Digital mapping is a way of collecting, storing, and presenting information within a computer or online mapping program. Digital mapping can be used to collect local Indigenous Knowledge. People can use it to collect lots of information without the need to use larger paper maps.

Some people may like to use large printed maps to collect information, but digitally collecting and storing information makes it easier for First Nations to keep copies of the information in multiple locations as well as quickly share it over the internet if needed. Digital mapping also makes it easier to edit the information afterwards, and because the information is easily shareable, working with others outside of the First Nation (like planners or government officials) becomes easier.

Why Is Mapping Indigenous Knowledge Important?

Many communities are in danger of losing Indigenous Knowledge. Rapid changes in the way of life of local communities and hundreds of years of colonization have caused younger generations to under-value or have difficulty learning Traditional Knowledge from Elders.¹ Documenting oral history and Traditional Knowledge from Elders for future generations is now an urgent priority for many First Nations.

For more information on mapping Traditional Knowledge, see the *Building a Community Atlas* fact sheet.

Mapping Indigenous Knowledge can also help First Nations defend the credibility of their land-use and claims to the land – within government or legal meetings.²

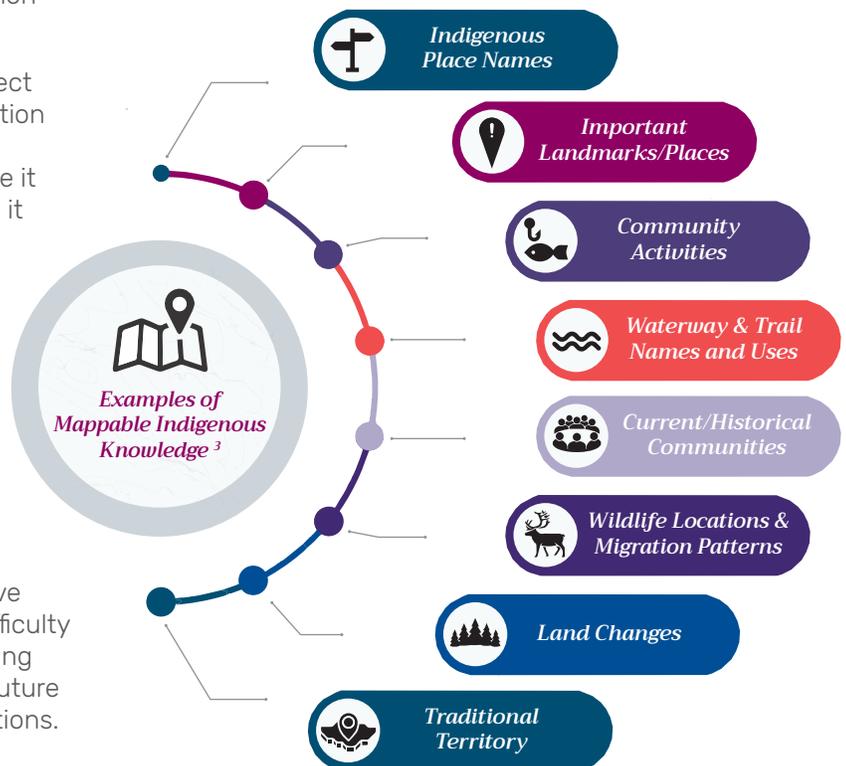


Figure 1 | Examples of mappable Indigenous Knowledge.
Adapted from (Royal Canadian Geographical Society. *Indigenous Peoples Atlas of Canada = Atlas Des Peuples Autochtones Du Canada*. First ed., (Royal Canadian Geographical Society), 2018; Icons from <https://thenounproject.com>)

What Is Digital Mapping?

You can use many types of mapping programs. ArcMap, QGIS, and Google Earth Pro are three popular mapping programs.

ArcMap and QGIS are professional mapping programs. They need strong computers to run smoothly, and both offer a large number of tools to create accurate and detailed mapping information. The main difference between the two programs is the cost and which computer systems they work on. ArcMap needs to be purchased and typically can only work on computers with a Windows system.⁴ QGIS is free to use and works on both Windows and Mac systems (as well as others).⁵

Google Earth Pro can be easy to learn and is commonly used by mapping professionals and the general public. The program is also free, works on limited internet connections, and can be used on many types of computers. The program can use and display ArcMap or QGIS files by simply dragging the file onto the map.

Because Google Earth Pro contains less tools than ArcMap or QGIS, the information created on it may not be as accurate or detailed as the other two programs. Google Earth Pro also creates different file types (KML/KMZ) with less information.⁶ If you choose to use Google Earth, you'll likely be using the 'Pin' and 'Polygon' tool the most. Once information is added, the created layers in the program can be saved by clicking on the layer folder on the left side of the page and selecting 'Save As'.

For smaller communities or communities with limited internet connectivity, using Google Earth Pro may be the best option for mapping Indigenous Knowledge.

For more information on how to use Google Earth Pro, please see the 'FURTHER READING' section at the end of this Fact Sheet.

How Do You Prepare for and Perform Mapping Interviews?

Ideal Location for the Interview

The interview location should be accessible to the participants. The ideal location for having a digital mapping interview session would be in a private room with a table and some source of internet connection. A table is needed for equipment, beverages, and additional paper documents. Quiet and private locations are good if the interviews are being recorded or if the information from the participants is confidential. If using a projector, try to get a darker room with a clear white wall or screen to project the map onto.⁷

For more information, see the *Creating a Communication Plan* and *Selecting TLE Lands* fact sheets.

EQUIPMENT, DOCUMENTS, AND SUPPLIES TO CONSIDER BRINGING FOR MAPPING INTERVIEWS

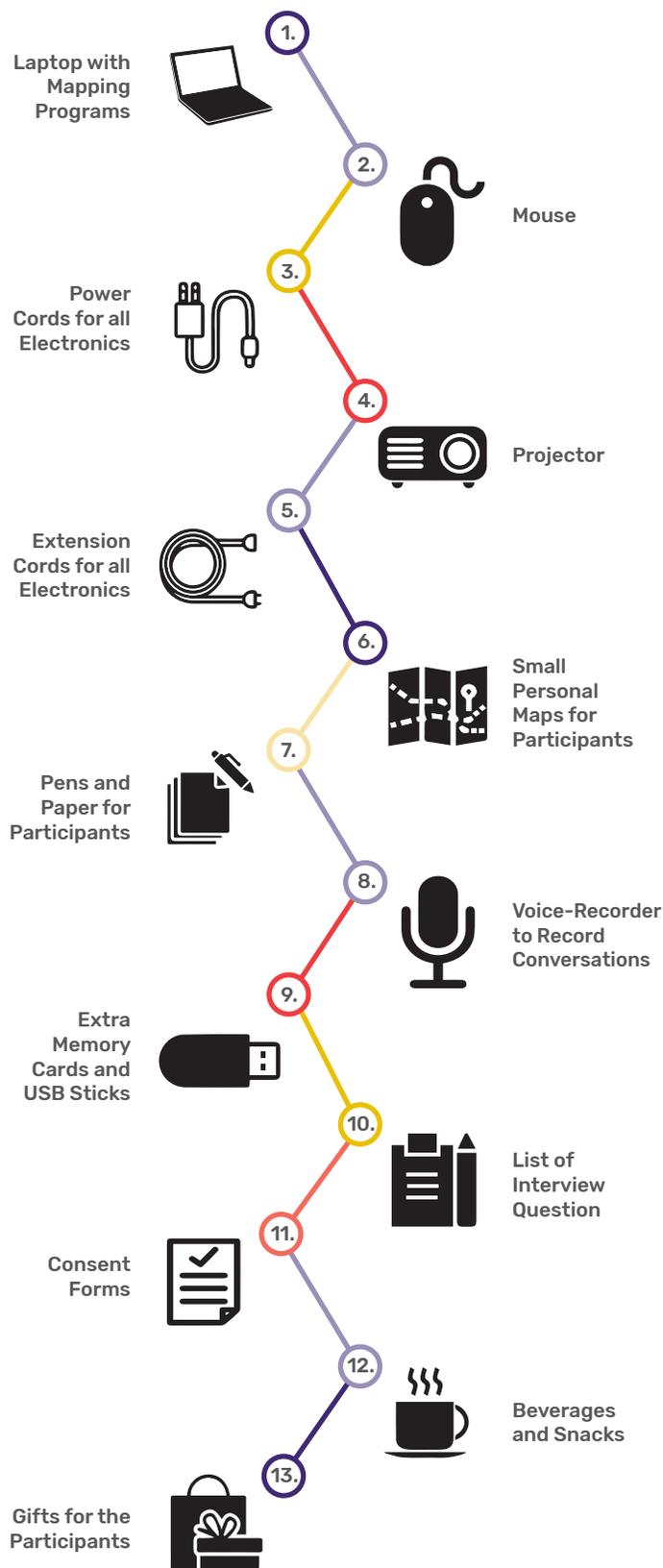


Figure 2 | What to bring to mapping interviews. Source (Icons from <https://thenounproject.com>)

People Involved in the Interview

If possible, it is good to have around two people collecting information, one community liaison, and up to four interview participants at a time. A community liaison would be somebody familiar with the community and the surrounding area, as well as someone the community trusts. If there are more than four interview participants, it may not allow each participant to fully participate in the interview.⁸

Performing Mapping Interviews

Mapping interviews can take up to one to three hours. If the interview is longer than an hour, try to take a break at some point to avoid overwhelming the participants.⁹ Try to make the interviews feel casual, this can help the participants feel comfortable. Also, try to be flexible with interview times and how the interview questions are asked. Before starting, try to let the participants know about the project, what will happen during the interview, and what the jobs of the people in the room are.

Try to work on one clear mapping target at a time within the interview so it doesn't become confusing to the participants. Also try to make sure all of the interviews follow the same methods and procedures.¹⁰

If some information feels confidential, always err on the side of caution.¹¹ Difficult or unpleasant interviews can scare away future participants, so try to make them comfortable and friendly. When finished, if possible try to let the participants know about the next steps with the project and ask for their help to check the spelling of location names.

What Are Possible Interview and Mapping Challenges?

Sometimes you won't get mappable information during the interviews. Just make a note if someone participated in the interview but didn't give any mappable information.¹²

Sometimes information is given too quickly. Try to wait for the right moment to have them share the information again.

When collecting data, try to mark locations with points rather than circling or marking the location boundaries. In some situations, mapping the boundaries of an Indigenous location may create unnecessary limitations on the area because it can restrict the importance of the location within and around the marked boundary.¹³

Sometimes participants will not be familiar with how your map works, so be prepared for these challenges and leave time to share your knowledge about the mapping process with participants.¹⁴

Final Thoughts

Collecting and digitally storing Indigenous Knowledge can help preserve large amounts of traditional and cultural Indigenous Knowledge from Elders and community. Learning how to collect and map the knowledge helps educate youth and may also help defend the credibility of future land claims.

Further Reading

Building a Community Atlas by Bradley Muller

This fact sheet outlines the typical purpose, process, and management of community atlas'.

Creating a Communication Plan by Isaac Laapah

This fact sheet discusses what an engagement and communication plan is, its components, how to structure it and how to measure the success of the plan.

Selecting TLE Lands by Justin Loma

The fact sheet explains the five stages of selection for implementing Treaty Land Entitlement. This includes land use mapping skills; land selection; and accessing and finding the desired land.

ArcMap and ArcGIS

A pay-to-use mapping program for Windows computers.

To download or for more information, please visit <https://www.esri.com/en-us/arcgis/about-arcgis/overview>.

(Continued on Page 4)

Further Reading (continued)

QGIS

A free mapping program. Can be downloaded on Windows, macOS, Linux and Android computers.

To download or for more information, please visit <https://qgis.org/en/site/>.

Google Earth

You can download Google Earth Pro using the link below. Within the website, it will give three download options. Please select the "Download Google Earth Pro on Desktop" option and follow their instructions to install the program.

<https://www.google.com/earth/versions/>

Google Earth Pro: A Tutorial by the University of Waterloo

Provides more information on how to use Google Earth Pro.

https://uwaterloo.ca/library/geospatial/sites/ca.library.geospatial/files/uploads/files/google_earth_2016.pdf

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PLANNING FOR EMERGENCIES

by *Santan Singh*
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January 2020

Summary

This fact sheet discusses how your community can incorporate emergency planning into the planning process. Emergency planning is crucial because it prepares and helps the community in responding to any emergency that may occur. This fact sheet also discusses roles and responsibilities of governments that can help communities during an emergency.

Keywords: managing the process, direction-setting, building capacity

What Is Emergency Planning?

Emergency planning is done to prepare and respond to emergencies, including natural disasters, pandemics, cyber incidents, terrorism, fires and any other emergencies that may affect the whole community.¹ Some First Nations are more vulnerable to experiencing regular floods and fires due to geographic location and socio-economic factors so it is essential to understand emergency management to prepare and mitigate effects during an emergency.² It can often also be more challenging to deal with emergencies in First Nations compared to other jurisdictions because of these factors. An effective emergency response system is essential for all First Nations to minimize loss of life and resources.

In Canada, an emergency management framework is subject to the requirements under the Emergency Management Act, 2007. Preparing for emergencies is a combined effort of all levels of government. Together, Ministers of federal, provincial, and territorial governments prepared a framework and guidelines published by the Public Safety Department under the act to deal with emergencies in any community in Canada.³

Why Is Emergency Planning Important?

No community is free from the risk of natural or human-induced disasters. Emergencies such as forest fires, floods and earthquakes occur every year in many communities across Canada. When such events happen, the response taken at the early stage of a disaster is essential. A state of panic is the most common reaction to any disaster, and

effective emergency planning can help the community handle the situation effectively by providing the step-by-step instruction needed to carry out an effective response. Emergency planning ensures that effects on the health and safety of community members are minimized and prepares the communities to optimally utilize the resources available during the emergency.⁴ Emergency planning is a step-by-step process and takes place in stages, considering before, during and after-effects of the disaster.

How Is Emergency Planning Done?

Federal, provincial and territorial (FPT) governments have a responsibility for emergency management and public safety across Canada, including on First Nations lands.⁵ Public Safety Canada has implemented the “all-hazard approach” to develop Strategic Emergency Management Plans (SEMPs) specific to communities. The SEMP approach is broken down into four components applicable to all emergency plans across Canada. The components are as follows:

1 Prevention and Mitigation

The first component of any emergency plan is prevention and mitigation, which means things that can be done to reduce the risk before the incident occurs. For example: conducting specific risk assessments on critical infrastructure can help prevent failure of infrastructure systems during a disaster. A community can also develop education and training programs specific to the community which can prepare staff and community members for what to do if a disaster occurs.

2 Preparedness

The second component is preparedness. Preparedness for an emergency includes conducting mock drills, training sessions, educating the community based on past experiences, and learning from other communities. Community-specific programs can be arranged by administration to make sure that there are response plans in place specific to each possible emergency⁶. Emergency preparedness is a never-ending process and should include periodic reviews and regular testing. Preparedness helps administration avoid panic in the community and produce an adequate response during and after the disaster occurs.

3 Response

The third component is a response, which is initiated after the emergency has occurred. The response should include practical strategies informed by the prevention and mitigation, and preparedness policies and experiences. Response strategies include defining roles and responsibilities of governments, post-incident analysis, and regular updates to the emergency management plan. The goal is to protect human life, infrastructure and community assets. An effective response also involves the assessment of immediate damage and seeking financial and social support as needed. The response teams are trained beforehand to deal with the situation in the most effective way.⁷

4 Recovery

The last component of emergency management is recovery. Recovery involves the restoration of activities and operations back to normal as soon as possible. First Nations may need to get in contact with federal and provincial governments for financial support if needed. A community may also want to mobilize its members as volunteers to assist. Depending on the type of disaster, community members may be dealing with the effects of trauma. Federal guidelines state that authorities must provide counselling for those in need. After the recovery, authorities and communities should work together in putting together a 'lessons learned' document to inform responses to future disasters.⁸

These four components cover both natural and human-induced hazards and disasters. By following these components, First Nations can develop SEMP for their community and manage disasters more effectively.

How Do You Develop a SEMP for your Community?

The Strategic Emergency Management Plan developed by the federal government has five stages.

1 Initiate

The first step involves identifying and selecting the planning team based on skills and experience. The team can be inter-

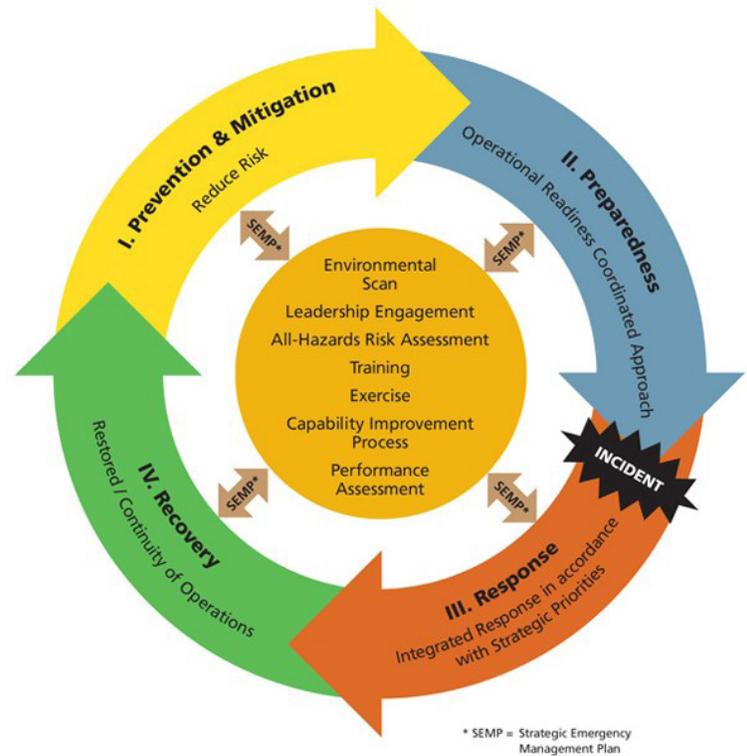


Figure 1 | Emergency Management Continuum.

Source (Public Safety Canada. "Emergency Management Planning Guide 2010-2012." Ottawa: Public Safety Canada, 2010. Accessed December 1, 2019. <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/mrgnc-mngmnt-pnng/mrgnc-mngmnt-pnng-eng.pdf>.)

departmental. This step involves establishing accountability and clearly defining the roles and responsibilities of the planning team members. Once the team is selected, a review of relevant existing legislation and policies is conducted. The team should also review existing emergency plans (if they exist) and identify the issues that need to be revised or updated. The last task of this stage is to develop a work plan which consists of realistic timelines, milestones, and assigned tasks. The team can also develop an initial budget to be used for later stages.⁹

2 Orientate

This stage starts with an environmental scan which includes research about technology, economy, policies, demography and organizations. A SWOT (strengths, weaknesses, opportunities, threats) analysis can also be conducted. Through this background research, vulnerabilities to assets and areas within the community are identified. Vulnerabilities could include outdated emergency plans, insufficient support and lack of training. The last task of this stage is to identify, analyze and evaluate risks by conducting an all-hazard risk assessment.

For more information, see the *Conducting a SWOT Analysis* fact sheet.

Risk assessments consider natural hazards, intentional, and unintentional human actions. The analysis of a risk assessment includes understanding past studies and the impacts of the risk for all kinds of emergencies. The evaluation of a risk will help you categorize the risk into low, moderate or high-risk priority levels. By the end of this stage, the emergency plan has identified and evaluated the risks which the community is most likely to face.¹⁰

3 Develop SEMP Building Blocks

This stage involves establishing an emergency management governance and establishing a senior management team, communication plan, legal services, and security. In this step, limitations and constraints are identified and the emergency management continuum discussed above is applied to identified risks. The outputs of this stage are specific plans that support SEMP and planning considerations that can be used in the implementation.¹¹

4 Write the SEMP and Seek Approval

This stage involves writing a draft SEMP which should include risk assessment, roles and responsibilities, support and resource requirements, timelines, updated procedures and a list of key people who will carry out implementation. The plan goes for approval to senior management and after approval can move towards the implementation stage.

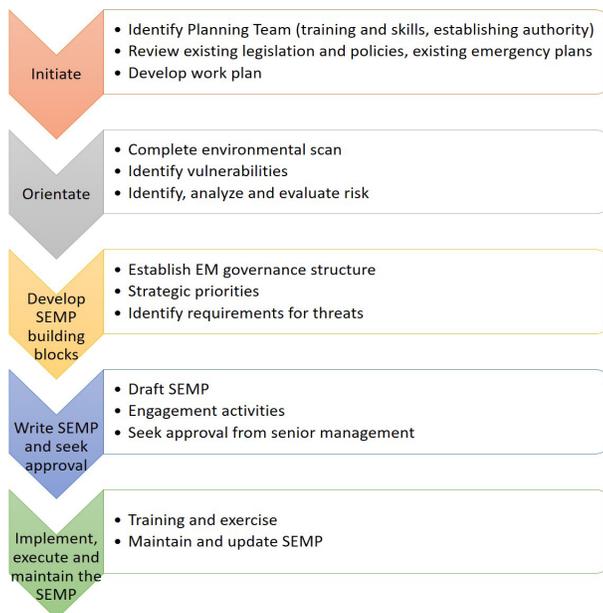


Figure 2 | Steps to develop a SEMP.

Source (Public Safety Canada. "Emergency Management Planning Guide 2010-2012." Ottawa: Public Safety Canada, 2010. Accessed December 1, 2019. <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/mrgnc-mngmnt-pnng/mrgnc-mngmnt-pnng-eng.pdf>.)

5 Implement, Execute and Maintain the SEMP

To implement the approved SEMP, the plan should be distributed to Chief and Council, band administration, and

other people who have key roles and responsibilities defined earlier in the plan. The SEMP is an important resource and should be reviewed every two years.¹²

Who Can Help Your Community during an Emergency?

Different organizations have specific roles and responsibilities during an emergency. According to the framework by the federal government, the following organizations have a responsibility when a community experiences an emergency.

1 First Nation Governments

First Nation governments have a crucial role since they are responsible for the immediate response to an emergency. Public Safety Canada states that it is the responsibility of First Nation governments to keep their emergency plans revised and clear. First Nations governments can use local resources to handle the situation, and if the situation gets out of control, it is their responsibility to request funds from provincial or federal governments.

First Nations governments can also provide social supports including mental health, spiritual, and cultural supports to the community. First Nations governments are encouraged to incorporate Indigenous Knowledge in emergency planning if they choose.¹³ This can be carried out during any phase of the process.

2 Federal Government

The federal government helps to identify the risks to communities and public infrastructure. Public Safety Canada is responsible for making communities aware of all emergency plans developed by the federal government in all jurisdictions across Canada, including First Nations.¹⁴ The federal government also provides economic assistance to any community in need.

3 Indigenous Services Canada (ISC)

The federal government provides financial assistance to First Nations through ISC's Emergency Management Assistance Program (EMAP). For example, during the 2011-12 Manitoba flood, EMAP assisted 27 First Nation communities with flood mitigation efforts, and helped evacuate 12 communities.¹⁵ The majority of funds go toward fixing infrastructure lost during a disaster. ISC follows the all-hazard approach and components defined in this factsheet. ISC also helps First Nations governments review and keep their SEMPs up to date.

4 Provincial and Territorial Governments

During an emergency, there may be a loss of housing and food sources, so provincial and territorial governments provide shelter and food to the affected people. ISC helps First Nations to decide what kinds of services the provincial government will offer during an emergency.¹⁶ Some provincial

governments provide reimbursements to First Nations after disasters.

5 Health Canada

During an emergency, a health crisis can occur. Many communities are isolated, and transportation can be cut off during a flood. Health Canada can play an essential role in these situation. They provide support and health care services to affected communities. They can also work with First Nations governments to create response plans for potential health-related emergencies.

Final Thoughts

Emergency planning is an essential consideration in the planning process. The strategic emergency plan should be clear and reflect local knowledge, official policies, and technical expertise. Effective implementation of the four components of the emergency management continuum and the all-hazard approach has been proven effective for many First Nations across Canada and should continue to be the basis of any emergency plan in the future. The emergency planning documents should be revised regularly. All levels of government need to work together for effective planning.

Further Reading

Emergency Preparedness and First Nation Communities in Manitoba by Donna Epp

This book provides insights into the experiences of three First Nation communities (Mathis Colomb Cree Nation (Pukatawagan, Manitoba), Roseau River Anishinabe First Nation and Sioux Valley First Nation) in Manitoba who have experienced emergencies. Lessons Learned may be informative for other communities.

Canadian Red Cross

The Red Cross supports Indigenous Peoples across Canada with education and training to deal with disasters. They also provide support to families before, during and after an emergency. They provide information on some of the response carried out by First Nations who have experienced disasters.

<https://www.redcross.ca/how-we-help/emergencies-and-disasters-in-canada/be-ready-emergency-preparedness-and-recovery/emergency-preparedness-for-indigenous-communities>

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ADDRESSING CLIMATE CHANGE

by Andrew Treger
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April 2019

Summary

This fact sheet explains how climate change relates to Indigenous community planning. The United Nations acknowledges that “climate change is the defining issue of our time”.¹ As Indigenous communities can be particularly vulnerable to the effects of climate change they are uniquely positioned to manage and plan for it.

Keywords: planning, collecting data, reporting back, Elders / knowledge keepers, direction setting

What Is Climate Change?

Commonly thought of as the biggest environmental challenge humanity has ever faced, climate change refers to a change in global or regional climate patterns over time. While weather can change in just a few hours, climate usually takes tens of thousands of years to change.² There is a high level of agreement in both international scientific communities and governments, that global climate conditions are changing.³ Indicators of climate change include rising global temperatures, warmer air temperatures, melting sea ice, sea level rise, and ecosystem loss. In Canada, impacts will likely include increased flooding, drought, intense summer heat,

violent storms, and other extreme weather. Figure 3 on the following page shows warmer and cooler seasonal and annual temperatures compared to the 20th-century average.

“Weather records from across Canada show that every year since 1998—that’s 20 years ago now—has been warmer than the 20th century average. This means that a whole generation of Canadians has never experienced what most of modern history considered a ‘normal’ Canadian climate.”⁴

- The Climate Atlas of Canada



Figure 1 | Melting Glacier

Source: (Stanley, David. “Melchoir Glaciers.” Digital image. Flickr. November 3, 14. Accessed January 23, 2019. <https://www.flickr.com>)

The Earth’s climate is affected by a number of natural features which include Earth’s tilt, its orbit, changing ocean currents, and atmospheric make-up. We also know that they do not explain the recent climatic changes seen around the world. Evidence has led scientists to understand that these changes are directly linked to human activity – notably the addition of greenhouse gases (GHG’s) such as carbon dioxide, to our atmosphere.⁵

The more we learn about climate change and the environment, the more we realize what we don’t know. At the local level, it is crucial to understand both how communities may be affected by climate change and what strategies they can use to adapt or build resilience to its effects. This will help protect communities and enhance the lives of their residents.

How Does Climate Change Impact Indigenous Communities?

While everyone on Earth will be affected by climate change, it is expected that Indigenous communities may be uniquely impacted^{6,7}. Indigenous communities preserve a close connection with the land and work with natural resources, locations, and economic structures. This makes Indigenous communities more vulnerable to facing greater challenges as the climate changes. Many also rely on the environment for medicines and other cultural practices. The environment plays a critical role in these communities and one that is threatened if current climate trends continue.

While the impacts of climate change are different for each community, some potential effects are listed in Figure 2 below.



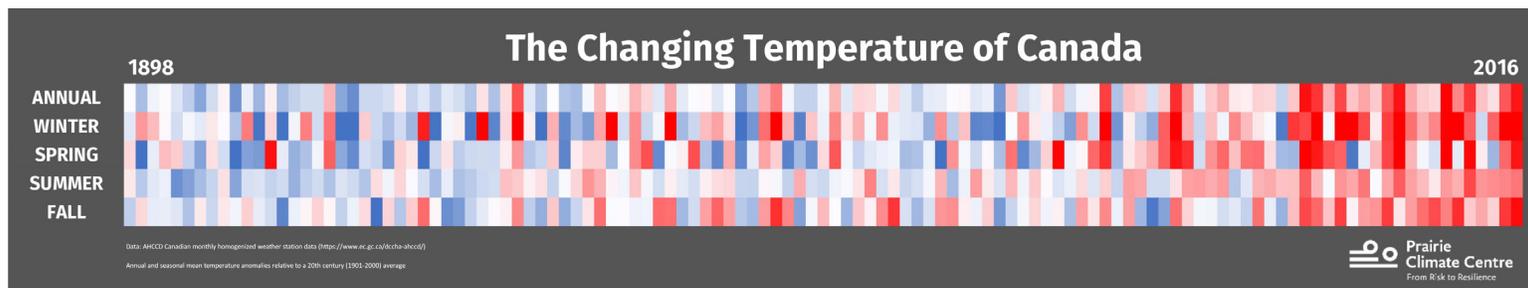
Figure 2 | Potential Effects of Climate Change on Indigenous Communities.

As Figure 2 shows, not only does climate change pose a threat to the economies of these communities, it also threatens the culture and well-being of their residents. Someone who is on the land might notice changes in animal migration patterns, or that plants and trees are growing differently. The key is that these local changes are linked to a bigger pattern of global change.

Although more research is needed to understand the impacts of climate change in Indigenous communities, it quickly becomes clear that if these impacts are going to be avoided in the future, we have to act now.

Figure 3 | Changes in the Observed Mean Temperature Data in Canada.

Source: (Prairie Climate Centre. “The Chaging Temeperature of Canada” Digital image. Prairie Climate Centre. October 31, 2017. January 26, 2019. [http://prairieclimatecentre.ca/2017/10/seeing-is-believing-historical-records-prove-canada-is-warming/.](http://prairieclimatecentre.ca/2017/10/seeing-is-believing-historical-records-prove-canada-is-warming/))



Whose Responsibility Is It?

Climate change is a global problem that will require international attention and action if its effects are to be reduced and managed. Canadian municipal, provincial, and federal governments are currently trying to address climate change on a number of levels, however, progress has been slow. But climate change can also be addressed at the local or individual level. It is up to every person and community to decide for themselves what their responsibility is in addressing climate change.

Although Indigenous communities may often contribute the least to climate change, they are some of the first to see to its effects. In this way, Indigenous communities are uniquely positioned to manage and plan for it.

Although Indigenous communities may often contribute the least to climate change, they are often some of the most vulnerable and first to see to its effects. In this way, Indigenous communities are uniquely positioned to manage and plan for it.

How Can the Issue of Climate Change Be Made a Part of the Planning Process?

Generally, planning is a multi-step process meant to help take you from where you are to where you want to be. In this way, climate change can and should be made a part of a community planning process as all communities will have to deal with the effects of climate change sooner or later.

Although different frameworks could be used to address climate change in a community, a series of guidebooks provided by the Centre for Indigenous Environmental Resources (CIER) (in partnership with various other agencies), outline one potential process which is highlighted below:⁸

1. Select a project team or working group to look at the issue.⁹ As communities can have a range of contexts and resources, it is important to select a team that

understands the community and who can communicate and work well with other community members. The working group should have a general understanding of climate change as well as a sense of how it fits into the general priorities and vision for your community as a whole.

2. Have the working group look at the specific impacts on your community.¹⁰ Impacts can range in terms of scale and severity. This step could involve speaking with elders or brainstorming with other community members about where they have seen evidence of climate change.
3. Have the working group get a better sense of both the vulnerabilities of your community and any factors that influence these vulnerabilities.¹¹ Ask questions like, “Is flooding an issue in your community? And if so, where is flooding the worst?” This can help you begin to identify strategies that reduce risk and improve sustainability and resiliency in community planning.
4. Identify solutions that could be put in place at the community level.¹² This may be the most difficult step as climate change is a complex issue and a community can only do so much on their own. Solutions could include identifying areas for a firebreak or drainage swale. In other words, things that are realistic and also impactful. Searching for funding for the fifth stage could also take place in this step.
5. Implement and take action.¹³ Taking “action” could include a variety of activities that were identified in the previous step. This could include working or creating a project, policy, or initiative that you have found would benefit the community’s climate change resiliency.
6. Monitor progress and change over time.¹⁴ Gathering this data is very important as it will be useful for tracking your success and help future community members continue to address climate change.

A diagram outlining this framework is shown in Figure 4. Each of these steps belongs to a larger overall process and take time, repeated consultation, and strong decision making. In many cases, it might be useful for the community or working group to make an action plan to help in implementation of effective change.

How Do You Begin?

Many Indigenous and northern communities have begun monitoring and addressing climate change. Action plans utilize traditional knowledge to help implement goals the community has identified.

For more information,
see the *Creating Action Plans* fact sheet.



Figure 4 | Potential Planning Process for Indigenous Communities

Adapted from Centre for Indigenous Environmental Resources. (2006). Climate Change Planning Tools for First Nations Guidebooks. Retrieved from Centre for Indigenous Environmental Resources: <http://www.yourcier.org/climate-change-planning-tools-for-first-nations-guidebooks-2006.html>

The scope of this work has ranged from joining advocacy initiatives to building partnerships to the creation of community action and land use management plans. Building resilience and sustainability in a community along with adopting strategies that fit the community is key to success. Consultation and knowledge building go hand in hand in this process and are likely needed to reach long-term goals.

Although every community has limitations in terms of available funding and people power, there are some climate change supports that communities can access.

Examples of programs and/or initiatives have included:

- The First Nation Adapt Program
- Indigenous Community-Based Climate Monitoring Program
- Climate Change and Health Adaptation Program
- Northern Responsible Energy Approach for Community Heat and Electricity Program
- Climate Change Preparedness in the North Program
- Indigenous Climate Action
- Center for Indigenous Environmental Resources

These supports range in function and level of support. Some provide direct funding while others offer research and information.

If you are interested in knowing more about the effects of climate change in your area, your local community office may either have some resources that can help you or may be able to put you in touch with someone who does. The Praire Climate Center, Environment and Climate Change Canada, and Manitoba Sustainable Development are other resources.

Final Thoughts

Climate change is the most serious environmental challenge we have ever faced. Indigenous communities can plan

for resilience as a community with the help of traditional knowledge, partnerships, and planning.

Further Reading

Climate Change Planning Tools for First Nations Guidebooks by the Center for Indigenous Environmental Resources

These guidebooks work together to form a cohesive tool-kit for climate change planning in First Nations communities. They outline a step-by-step process for addressing climate change issues and provide examples of workshops and community activities that can be used to engage with communities.

<http://www.yourcier.org/climate-change-planning-tools-for-first-nations-guidebooks-2006.html>

Climate Atlas of Canada by Prairie Climate Center

The Climate Atlas of Canada is an interactive tool for citizens, researchers, businesses, and communities to learn about climate change in Canada. The Climate Atlas shows a variety of information such as changes in rain, air temperatures, humidity, growing season, and frost days over time with estimates in the immediate and near future.

<https://climateatlas.ca/>

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CELEBRATING SUCCESS

by Cheryl Mann
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April 2019

Summary

This fact sheet explains how celebrating success is an important part of Indigenous community planning. Celebrating success helps you reflect on how far you have come, enjoy the present and build excitement for the future.

Keywords: community engagement, communication tools, reporting back, managing the process, planning team

What Is Celebrating Success?

Setting goals is a familiar step in comprehensive community planning. You brainstorm to come up with them and work hard to reach them. But what is the next step when your goals are met? Celebrate! Celebrating success means recognizing you have reached a goal and acknowledging it by doing something that makes you and others happy. Successes and their celebrations can range from small to big, and can be different for every person. Most of us already know how to identify and celebrate success.¹ We give medals for first place and plan parties for high school graduations. Celebrations might be less familiar in the context of comprehensive community planning, but they are no less important.²

For more information on setting goals, see the *Setting Goals and Objectives* fact sheet.

Why Celebrate Success?

Creating a comprehensive community plan is a big job that can take years to finish. Over time it is easy to lose interest, forget your original goals and feel like you are not moving forward. The challenges are large and make it easy to forget about the many things you have completed. The day-to-day work behind the project may be challenging. The community can feel like they are not being included. With the finish line so far away, doubt can creep in, leaving people wondering if the plan will ever be done.³

Celebrating success is an excellent way to stay on track, keep people interested and see how far you have come.⁴ Instead of worrying about how much work is left, it reminds you to pause and enjoy your successes. Celebration helps your planning team stay motivated and gives them the confidence to keep going, knowing that their past efforts are valued. Whether you are a team leader or a team member, taking the time to celebrate success can make a big impact. It is a positive boost, making your planning team feel good about their hard work and inspired to continue.⁵



Figure 1 | Celebrating success is an important part of the planning process, helping to keep people feeling positive and motivated.
Source (LoraxGirl. "CELEBRATE!" Digital image. Flickr. July 12, 2014. Accessed January 29, 2019. <https://www.flickr.com/>) CC BY-NC 2.0.

Celebrating success is also a great way to engage with your community. You can share your progress, get feedback about your work and excite people about the future of the plan.⁶ It lets everyone know where you are in the planning process and makes sure they feel involved, from beginning to end. This creates a transparent planning process and builds trust, so people are more willing to be a part of the process.⁷

For more information on transparency, see the *Promoting Transparency and Accountability* fact sheet.

Celebrating with the community is also a chance to interact with people who might not normally take part in the planning process.⁸ Going to a formal meeting or filling out a survey might not attract a big crowd, but who would not want to attend a fun event like a community feast? Take the time to get feedback from people who have not yet been a part of the planning process and encourage them to join your events in the future. Everyone in the community should have the chance to contribute to the plan.⁹

When to Celebrate Success?

There is no right or wrong time to celebrate. You need to find what works best to keep your planning process motivated. Remember that no success is too small and you can never celebrate too often – happy people do better work!¹⁰ It is just a matter of having the right type of celebration for the type of success. While some successes are easy to recognize and celebrate, there are many times when we miss the chance. To help know when to celebrate success, it is useful to think of small, medium and large successes.

Small Successes

It can be hard to know when to celebrate a small success. They happen on a daily basis and we often do not even notice them, thinking they are just “part of the job”. But it is the little everyday tasks that slowly add up to big results. No large success would be possible without the many small successes you achieve every day!¹¹

“There is no right or wrong time to celebrate, you need to find what works best to keep your planning process motivated.”

A small success could be finishing a poster or having people attend your meeting. A poster might be a quick project, but it can have a big impact when your message reaches the entire community. Meeting attendance might be partly out of your control, so it is extra exciting when people make the choice to attend.¹² Celebrating these small successes helps your planning team get excited about their work and see how their everyday efforts add to the final result.

SMART Goals

Consider setting daily SMART goals to help you recognize your small successes. You may already be familiar with this type of goal:

SPECIFIC → SMALL

MEASURABLE

ATTAINABLE

REALISTIC

TIMELY

By changing specific to small, you can set goals that can be reached within a day, becoming a small success to be celebrated.¹

Medium Successes

Medium successes are easier to recognize. They may have taken weeks or even months to finish and probably more than one person worked on them. There may have been many small successes that led to a medium success being reached, but that should not take away from celebrating the medium success. Finishing a quarterly report could be a medium success. It took many people and small success to complete and is a great way to see how far you have come.

Large Successes

It is easiest to know when a large success has been reached. It is a major milestone, a big goal that many people have worked towards for a long time – maybe even years! You feel proud of your hard work and want to congratulate the people who helped get you there. Do not let that feeling pass! Celebrate your large success and let those good feelings carry you through the next phase of the planning process.

Who to Celebrate Success with?

Who to celebrate with depends on the success – small or medium or large – and who you want to celebrate with. Small successes are often projects that your planning team can celebrate internally. A finished poster could be celebrated by just the team leader and team member, while a completed presentation could be celebrated by the entire planning team.¹⁴ Medium successes can be celebrated by just the planning team, but could also include other key people who helped make the success possible. This could be community leaders or individuals who went out of their way to help the planning process. Large successes should be celebrated by the entire community.¹⁵ It is a time for everyone who worked on the plan, contributed to the plan and will be impacted by the plan to gather and recognize the progress that has been made.

How Do You Celebrate Success?

Celebrations can range from small to large, matching the size of the success they are for. A handshake, round of applause or personal note could all be used to celebrate a small success. A poster, cookies or a website update could be used to celebrate a medium success.¹⁶ Annual events, like community feasts or a tipi raising could be used to celebrate large successes.¹⁷ What is most important is finding a type of celebration that is enjoyable and motivating for your planning

team and community. It is a time to gather and recognize the progress that you have made.

Final Thoughts

Celebrating success is an important step in the planning process. Celebrating successes regularly creates an excited planning team and engaged community that are eager to work together to create a brighter future for your community.

Further Reading

CCP Handbook: Comprehensive Community Planning in British Columbia by Indigenous and Northern Affairs Canada

https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013_1378922610124_eng.pdf

Moving Towards a Stronger Future: An Aboriginal Resource Guide for Community Development by Little Black Bear & Associates

<https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/mvng-twrd-strngr-ftr/mvng-twrd-strngr-ftr-en.pdf>

These books both provide suggestions on when and how to celebrate your community's planning successes.

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