



CENTRE FOR INDIGENOUS ENVIRONMENTAL RESOURCES

SHINING LIGHTS

Energy Literacy and Language in the
Northwest Territories





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EXECUTIVE SUMMARY

This report provides an overview of CIER's *Shining Lights: Energy Literacy and Language in the Northwest Territories (NWT)* project (2018-2020). The primary objectives of this project were to support Indigenous women and youth in their effort to use diesel supplied energy more efficiently through energy literacy and language translations of key energy terminology, and empower participants to be able to support with their community's energy planning goals.

To initiate the project, CIER, in partnership with Pembina Institute held an introductory meeting to draft the Shining Lights curriculum. Shining Lights trainers were then recruited (three from CIER and three from the NWT) and trained through a Shining Lights train-the-trainer workshop in Winnipeg, MB.

The Shining Lights curriculum went through further drafting during a collaborative curriculum design session with the Shining Lights trainers and Arctic Energy Alliance. It was then finalized by Pembina Institute and executed during the regional community workshops.

Three regional community workshops were held that reached 56 Indigenous women and youth from 22 different NWT communities. The focus of the training was energy basics, energy sources, the impact of energy production and use, and energy decision-making. These workshops focused on identifying actions that are controllable – and thus changeable - at the personal and household level. Energy literacy of Indigenous women and youth increases the likelihood that community members will make the best possible individual or household level energy choices and builds leadership capacity so they can engage knowledgeably in the creation and/or implementation of community energy planning.

The participants of the regional sessions committed to taking energy conservation actions when they returned home. Through these actions, community members and family of the participants learned about energy literacy from the participants and the participants themselves made energy conservation changes in their homes. For example, many of the participants changed their lightbulbs to LED bulbs.

Eight Shining Lights posters were drafted at the workshops by participants. Elders and translators assisted the participants by translating key energy terminology into six Indigenous languages. CIER then distributed copies of the posters to participants that shared their mailing addresses, Indigenous NWT governments, regional government and partners of the project.

To complete the *Shining Lights: Energy Literacy and Language in the Northwest Territories* project, CIER provided a set of recommendations at the end of the report based on the lessons learned throughout this project.



Inuvik workshop attendees play a game, guessing which appliances consume the most energy to the least amount of energy.

1.0 BACKGROUND

There are approximately 250 remote communities (i.e. communities which are not connected to Canada's electrical or natural gas grid) in Canada (Pembina Institute, 2019). Many of these communities are Indigenous, or have a significant Indigenous population (Canada, 2019). Of these remote communities, approximately 70% rely on diesel generators to produce electricity (Pembina Institute, 2019).

In an effort to support Indigenous communities in their effort to use diesel supplied energy more efficiently, the Centre for Indigenous Environmental Resources (CIER) created the *Shining Lights Energy Literacy and Language in the Northwest Territories* project. This project was made possible with funding from Natural Resources Canada (NRCAN) *Clean Energy for Rural and Remote Communities Deployment Program Capacity Building Stream*.

2.0 INTRODUCTION

CIER's *Shining Lights Energy Literacy and Language in the Northwest Territories* project was designed to support Indigenous communities in their effort to use diesel supplied energy more efficiently through capacity building activities related to the development and delivery of knowledge and skills.

Specifically, the project focused on increasing the energy literacy of Indigenous women and youth from across the NWT. Increased energy literacy is critical for diesel-dependent Indigenous communities in NWT to reduce their long-term reliance on diesel. Energy literacy of community members, in particular for Indigenous women and youth, encourages the best possible individual or household level energy choices, and builds their leadership capacity to participate in long-term community wide energy planning and decision-making. This project focused on increasing foundational knowledge of energy and energy use and created indigenous language translations of key energy terminology.

The *Shining Lights Energy Literacy and Language in the Northwest Territories* project is divided into three sections in this report: Project Start-up and Training (see Section 3.0); Regional Community Workshops (see Session 4.0); and Energy Literacy Posters (see Section 5.0).

3.0 PROJECT START-UP AND TRAINING

3.1 Introductory Meeting

To start the project, CIER selected three Indigenous representatives, two full time CIER staff, Shianne McKay and Cheyenne Ironman and one of their preferred consultants, Laren Bill, to become Shining Lights trainers. The three CIER Shining Lights trainers met with Dave Lovekin from Pembina Institute at an introductory meeting that took place March 14-15th 2019.

Dave Lovekin came to the meeting with a draft energy conservation and efficiency curriculum. The three CIER Shining Lights trainers reviewed the draft curriculum and provided recommendations for edits.

Following the meeting, Pembina Institute incorporated the edits into a draft curriculum to present at a collaborative curriculum design session during the Shining Lights train-the-trainer workshop.

3.2 Shining Lights Trainers

In addition to the three Indigenous CIER representatives, CIER recruited three Indigenous people from the NWT. CIER reached out to NWT Indigenous Regional Government organizations to share the recruitment opportunity and ask for the organizations to share the opportunity with their contacts. Interested candidates were asked to submit application forms to CIER. Selected applicants were then invited to participate in a phone call interview. The three NWT trainers selected were; Jessica Simpson from Yellowknife, Ria Letcher from Fort Simpson, and Doris Enzoe from Lutsel'ke.

The six people, three from CIER and three from the NWT, selected to become Shining Lights trainers were invited to attend a 5 day train-the-trainer workshop in Winnipeg, Manitoba from April 29 – May 3rd, 2019.

3.3 Shining Lights Training Model

This project used a train-the-trainer model where the six Indigenous trainers (three from NWT and three from CIER) were equipped with the knowledge and skills to teach participants at the upcoming three workshops. The train-the-trainer workshop was delivered in partnership by CIER, Pembina Institute and Arctic Energy Alliance.

A five day train-the-trainer workshop was held in Winnipeg, that was attended by the NWT trainers, AEA, Pembina Institute, and CIER. The objectives of the train-the-trainer workshop were to have each participant increase their knowledge about energy conservation and efficiency, as well as learn basic facilitation and training design skills. Training topics included energy basics, and collaborative discussions on workshop activities and agenda design.

In addition to training on energy basics, facilitation and training skills, the trainees also participated in drafting the training curriculum that they would be using to train participants in the upcoming NWT workshops.

3.4 Shining Lights Curriculum

The Shining Lights Curriculum concept was drafted during a collaborative curriculum design session during the train-the-trainer workshop in Winnipeg. Enabling the trainers to be a part of drafting the curriculum empowered the trainers, increased ownership and understanding of the materials, as well as increased the cultural relevancy of the Shining Lights Curriculum.

The six trainers were asked to evaluate the curriculum draft materials, that was previously developed by Pembina Institute and revised by CIER during the introductory meeting, and formulate revisions. The collaborative session resulted in a draft agenda, draft curriculum materials, and draft energy activities.

Following the train-the-trainer session, CIER, Pembina Institute and AEA worked collaboratively to develop the drafted curriculum concept in a facilitator's guide, seven curriculum chapters presented as powerpoint presentations, a mind map depicting the impacts of diesel, a map of remote Indigenous communities, an energy efficiency line up game, and a 10,000 Watt energy BINGO game.

The curriculum features seven chapters which include:

- **History of energy:** in the context of remote NWT communities;
- **Energy Basics:** an overview of what energy is and does, forms of energy, types of energy (renewable vs. non-renewable), energy units, and relating these concepts to oil production and use;
- **Energy Technologies:** exploring the differences between electricity and heating, production, conversion efficiencies, the energy pyramid (above), and home energy use in the NWT and the rest of Canada;
- **Energy in Canadian Remote Communities:** learning about other fuel-dependent communities across Canada;
- **Energy in the Northwest Territories:** a guide to understanding community energy profiles – different energy sources and fuels, consumption, where energy is used in their communities, the cost of energy and the greenhouse gas emissions resulting from burning these fuels;
- **Energy Conservation and Efficiency:** understanding the home as a 'system', energy monitoring, energy conservation and efficiency measures; and,
- **Energy Analysis, Planning, and Action:** understanding our energy bills and how to prioritize conservation and efficiency measures.

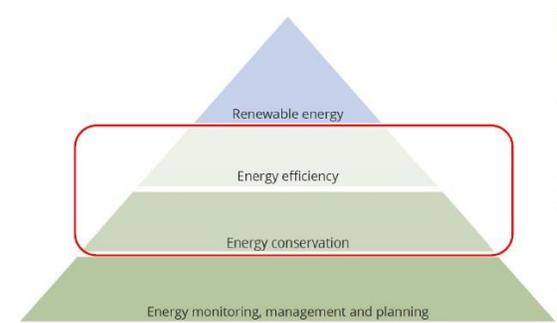


Figure 1. The Energy Pyramid with focus areas of Shining Lights highlighted in red.

3.5 Participant Recruitment

CIER recruited women and youth from across the NWT to participate in one of the three workshops offered. Energy literacy of community members, in particular for Indigenous women and youth, encourages the best possible individual or household level energy choices, and builds their leadership capacity to participate in long-term community wide energy planning and decision-making.

CIER recruited participants by contacting the Senior Administrative Officer from each of the thirty-three communities in the NWT, community leaders, regional governments, radio announcements, and launching social media calls (figure 2) for participants through CIER and AEA networks.

Participants were asked to send in their application and travel form to CIER no later than two weeks before their preferred workshop. CIER selected participants based on their proximity to the workshop centre and level of interest.

Shining Lights
Energy Literacy and Language in the NWT

Are you willing to learn how you can reduce your diesel footprint in your community?
Are you ready to take action and support your personal and community driven energy goals?

Fort Simpson Workshop September 17-19th 2019

Shining Lights: Energy Literacy and Language in the Northwest Territories
is seeking interested participants to attend the workshop from September 17-19th in Fort Simpson, NT. Priority will be allocated to Indigenous women and youth (18-30 years) from eligible communities:
Registration conducted on a first come, first serve basis.

| | | | |
|-------------------|--------------------|-----------------|--------------|
| • Enterprise | • For Simpson | • Kalkisa | • Sambaa K'e |
| • Fort Liard | • Hay River | • Kattodeeche | • Wrigley |
| • Fort Providence | • Jean Marie River | • Nahanni Butte | • West Point |

For registered participants, travel expenses for flights, accommodation, and workshop meals (breakfast, lunch, dinner and snacks will be directly covered. Participants will be reimbursed for mileage and travel meals (at the NT treasury board rate).

For more information please contact:
Ria Letcher, Fort Simpson Workshop Facilitator
Email: ria_letcher@yahoo.ca
Cheyenne Ironman, CIER
Work: 1-204-956-0660 ext. 4

CIER **PEMBINA institute** **ARCTIC ENERGY ALLIANCE**

This project is in partnership with the Centre for Indigenous Economies, Knowledge, Politics Institute and Arctic Energy Alliance and is generously funded by Natural Resources Canada's Clean Energy in Rural and Remote Communities Employment Program

Figure 2. Shining Lights Social Media call for Fort Simpson Workshop

4.0 REGIONAL COMMUNITY WORKSHOPS

The workshops were held in Inuvik (August 13-15th), Fort Simpson (September 17-19th), and Yellowknife (December 3-5th). The workshops focused on:

- Learning energy literacy concepts:
 - Energy basics, sources, and the impacts of energy production and use;
 - How energy is used;
 - Energy decision-making;
 - Community energy planning; and,
 - Taking action in the home.
- Translating energy terms into Indigenous languages:
 - Participants decided which key messages they wanted to share in their own communities; and,
 - Participants worked alongside Elders and translators to develop posters in each of the traditional languages of the region to be distributed in each community.

4.1 Energy Fair

The Arctic Energy Alliance (AEA) hosted an energy fair at each workshop, demonstrating items including energy monitoring tools, alternative energy tools such as solar-powered ovens, and an electric bike (figure 3) which participants were invited to try at the Fort Simpson workshop.



Figure 3. Electric Bike at Energy Fair

4.2 Workshop 1: Inuvik

The first *Shining Lights* workshop was held in Inuvik from August 13-15th. The workshop drew 22 attendees from the following communities:

- Aklavik
- Coville Lake
- Deline
- Fort McPherson
- Inuvik
- Norman Wells
- Sachs Harbour
- Tsiigehtchic
- Tuktoyaktuk
- Yellowknife

The workshop was facilitated by Jessica Simpson (figure 4), a Yellowknife resident and Shianne McKay, CIER Project Manager. Simpson and McKay were among the 6 Indigenous people selected to co-develop, organize and facilitate the workshops.



Figure 3. Facilitator Jessica Simpson at Inuvik Workshop



Figure 4. Participants and facilitators during one of the Inuvik workshop sessions

We gave presentations at the school and library [to share information from the workshop]. We are still planning on doing one at the Aurora College Distance Learning Centre.

– Lise Dolen and Sandra Lee T'Seleie, Norman Wells

I shared with the Regional Youth Advisory Group about gas and subsidized fueling and rent, and how to keep heat inside the house because I think this is important over the winter and notifying community members on how to keep heat inside their house and how to subsidize their fuel. I learned quite a bit from the course. -

– Mariah Lucas, Sachs Harbour



Figure 5. Youth participants from the Inuvik workshop

4.3 Workshop 2: Fort Simpson

The second workshop was held in Fort Simpson, September 17-19th and had 16 attendees from the following communities:

- Fort Liard
- Fort Providence
- Fort Simpson
- Hay River
- Jean Marie River
- Luselk'e
- Yellowknife

The workshop was facilitated by CIER Research Associate, Cheyenne Ironman, and Ria Letcher, a Fort Simpson resident. Ironman and Letcher were among the 6 Indigenous people selected to co-develop, organize and facilitate the workshops.



Figure 6. Group photo at the Fort Simpson workshop



Figure 7. Participants learned about solar lights while on the Energy Action Tour.

The AEA hosted an Energy Action Tour for workshop attendees and was open to community members. The walking tour, which started at the AEA office, led attendees through Fort Simpson to learn about energy-saving measures AEA helped implement. Participants also learned about the pellet heating plant. The tour ended with a fish-fry supper and ice cream!

I showed my family the workbooks that we went through. We switched out lights and installed an energy savings kit afterwards. It's a kit our band was involved in with the Arctic Energy Alliance. They had wrap for the windows, and water saving caps, it was full of energy saving items.

- Devon Felker, West Point



Figure 8. Participants at the pellet heating plant during the Energy Action Tour



Figure 9. Two women participants at the pellet heating plant

4.4 Workshop 3: Yellowknife

The final *Shining Lights* workshop was held in Yellowknife, December 3-5th with 18 attendees from the following communities:

- Behchoko
- Detah
- Gameti
- Lutselk'e
- Tulita
- Wekweeti
- Whati
- Yellowknife

The workshop was facilitated by CIER partner Laren Bill (figure 12), and Doris Enzoe (figure 15), a resident of Lutselk'e. Bill and Enzoe were among the 6 Indigenous people selected to co-develop, organize and facilitate the workshops.



Figure 10. Linda Todd, AEA demonstrates the differences in power consumption between light bulb types.



Figure 11. Laren Bill (left) and participant (right) during the Yellowknife workshop

Three of us participants discussed the overall experience we had with this workshop. We were anxious to get back and share with the community to help them lower electricity costs. I shared my experience and what I learned with friends and coworkers. This has been eye-opening for myself.
- Priscilla Bekale, Gameti

I spoke to my family and friends, taught people how to change things in their house. I bought some LED lightbulbs for my room and parts of the house. Taking the workshop made me think because my power bill was high and at the workshop I learned what I can do to lower it.

- Tannis Richardson, Behchoko



Figure 14. Workshop participants reviewing materials



Figure 13. Participants adding their communities to the map

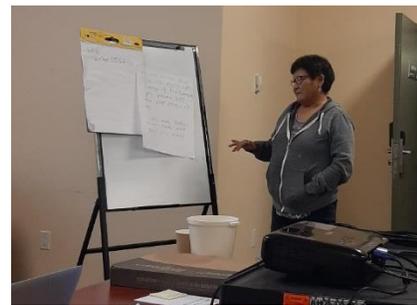


Figure 12. Doris Enzoe facilitating workshop session.

5.0 LANGUAGE POSTERS

During the workshops, participants were asked to take key energy terms and concepts they had learned and use them to create draft posters (figure 16). The energy terms were translated during and after the workshops into Inuvialuktun (Inuvialuktun), Dinjii Zhu' Ginjik (Gwich'in), Sahtúot'ineᖃ Yatı̄ (North Slavey), Dene Zhatı̄é (South Slavey), Tı̄chq̄ (Tı̄chq̄ Yatı̄), Dēne Sų́hı̄né Yatı̄é (Chipewyan), and the Lutselk'e dialect of Dēne Sų́hı̄né Yatı̄é.

Observing the youth interacting with the women and Elders during the energy terms translation exercises was truly rewarding to experience the sharing of Traditional language and to hear the laughter as in the Indigenous language, a slight change in dialect could make one word mean entirely something else!



Figure 15. Draft energy literacy posters created at the Inuvik workshop.

Following the workshop, CIER contracted a graphic designer to create digital versions of the participants drafted posters (figure 17). CIER then shared the posters with each Indigenous government in the NWT and the participants that provided a mailing address.



Figure 16. The Shining Lights Energy Literacy posters

6.0 IMPACTS

The Shining Lights: Energy Literacy in NWT Project reached 56 women and youth participants from 22 different communities. Before the workshop, 68% of participants had either none, not much or a little bit of knowledge about energy conservation and energy efficiency. By the end of the workshop, 88% of participants had a lot of knowledge or thought they knew everything about energy conservation and energy efficiency.

Attendees were asked at the end of each workshop to brainstorm actions they could take to share with others or use the information from the workshops. Participants shared a number of actions that included educating others and making energy conservation changes at home. Some participants that lived in rented spaces felt limited in their ability to make energy conservation changes because their landlords made the decisions about home improvement purchases.

Educating Others

- Share what I learned from the workshop with others
- Share information with community members on how to lower the cost of their power bills by conserving energy
- Share knowledge through stories
- Share information with Elders through home visits
- Share information with family members and friends
- Share information on a public social media account for youth
- Share information on how to get funding assistance for home upgrades that conserve energy
- Give a public presentation
- Talk with Chief and Council
- Talk with people about the amount of diesel that is used
- Teach others about the subsidy program (NTAC)
- Share information with other about rebates
- Post the posters from the workshops up around the community
- Share the information with the public when handing out AEA winterization kits
- Encourage people not to use space heaters

Energy Conservation Changes at home

- Plan for purchasing an electric bike
- Assess energy usage at home, and identify ways I can conserve more energy
- Unplug all electrical appliances not in use
- Upgrade home
- Buy energy efficient appliances
- Wrap hot water tank
- Buy an ECM (Electronically Commutated Motor) Pump
- Change all my lightbulbs to LED
- Turn off lights when leaving a room
- Tracking one month of energy usage from regular energy usage at home, then track one month of energy usage from conserving energy at home, and then compare the results
- Upgrade windows
- Seal gaps in windows and home that let in cold air from outside
- Stop staying up all night
- Compare energy bills each month to save energy and money
- Ensure insulation is around doors and windows
- Use less water

CIER followed up a month after the final workshop through phone interviews to determine what actions the participants had taken. A follow-up log was developed to capture the post-workshop actions that participants committed themselves to completing following the workshop. The same questions were asked to each participant and their feedback was recorded. The questions CIER asked participants were: are you under or over 30 years of age, have you done anything with what was learned at the workshop, do you have any photos you would like to submit, and do you have any additional comments.

Participants completed actions (Table 1) such as preparing briefing notes for community leadership about the workshop and subject matter that was covered in the workshop, prepared presentations to deliver at various levels of community, leadership, Elders, home-owners, shared information within their homes and families (at the family and community level) and changed their energy consumptive behaviors by purchasing household appliances (energy star), high-efficiency woodstoves, changing to LED lighting and committing to connecting with Arctic Energy Alliance to receive support in applying for additional programs that would reduce their diesel consumption. Quotes from participants are portrayed throughout the body of this report.

Table 1: Actions

| | Workshop 1: Inuvik | Workshop 2: Fort Simpson | Workshop 3 : Yellowknife |
|--|-----------------------|-----------------------------|-----------------------------|
| # participants reached post-workshop | 10 | 4 | 6 |
| # participants made energy changes at home | 6 | 4 | 6 |
| # participants who shared information | 9 | 4 | 6 |
| # participants who held events/ meetings | 4 | 1 | 0 |

6.1 Testimonials:

This was a very positive workshop. It connected with Indigenous women and youth. It was focused, but not restrictive on this group. The information was presented in a way that was friendly and accessible in the design. I think a lot of work went into presenting the information in an inclusive way and to help the presenters get the information in a way for people to understand. People really got it. It was really great to see the energy BINGO. It was a real treat to work with CIER. I feel very fortunate to have worked in this project. It was nice to get back to that community focus and working with people. That was really fun. I was grateful that people from the territories were training. People like to see people that they knew. I'd love to do the energy BINGO again. I'm really looking forward to seeing the materials that come out of this. This helps ground the message locally. – Linda Todd, Arctic Energy Alliance Coordinator

I talked to people in the store, posted the signs that I took home from Shining Lights Workshop. Told people what kinds of lightbulbs to buy. People buy the cheaper lightbulbs without realizing that they are more expensive in the long run because they draw more power. People liked learning, but if they don't actually see it (the \$\$ being saved), then they tend not to make changes. The posters were really helpful and easy to read. People responded to the posters really well. - Joanne Deneron, Fort Liard/ Fort Simpson

I shared at a council meeting and put up a poster. I shared about power and energy sources. I upgraded to energy efficient dryer and changed some appliances to energy efficient ones. I'm working on getting a different water tank. – Jennifer Kraus, Jean Marie River

It's so important especially in the north because of the high cost of living. Even the small things people can do at home to save energy and reduce their overall energy consumption. It's been great to be a part of creating that awareness. – Ria Letcher, Shining Lights Trainer, Fort Simpson

I talked to my family about what I learned about using energy wisely, don't keep lights on all the time, don't have too much plugged in. I also helped them with getting wood so that they don't need their furnace as much. I've been collecting snow for them to use so they don't use as much water. My family knew about these things, but they needed help. I've been able to help. I also told them about the lightbulb I won. – Lawrence Nitsiza, Whati

I am unplugging appliances more often. Turning down the heat when no one is home. – Kristin Tutcho, Coleville Lake



Figure 18. Shianne McKay, CIER leads an activity to learn about the environmental, health, social and economic impacts of diesel.



Figure 17. Dave Lovekin, Pembina Institute, uses two watering cans to demonstrate differences in energy consumption at the first workshop held in Inuvik.

7.0 CONCLUSION

The Centre for Indigenous Environmental Resources (CIER), in partnership with the Arctic Energy Alliance (AEA) and Pembina Institute (PI) successfully reached our goal of holding 3 regional workshops. The result is increased energy literacy among 56 Indigenous women and youth in over 22 communities in the Northwest Territories. The following section provides detailed recommended next steps based on the implementation and lessons learned in the past 2 years of the *Shining Lights Energy Literacy and Language in the Northwest Territories* project, as well as through correspondence with project facilitators and partners. These lessons learned would support replicating this type of initiative in other regions across Canada.

7.1 Lessons Learned

The following are lessons learned in 3 stages – the planning stage, workshop delivery, and post-workshop tasks.

| | Recommendation | Anticipated Result |
|-------------------|---|---|
| Planning Stage | Increase support for facilitators in the Northwest Territories: Help with access to a computer/laptop and phone and create a clear work plan including project milestones and detailed task lists (for example, workshop preparation/ planning steps). | More collaboration, a clear direction, and increased representation in project planning. |
| | Increase in-person planning with facilitators in the Northwest Territories: Only one in-person planning meeting was held in Winnipeg with 5 of the 6 Indigenous facilitators, AEA and PI. | Increased participation from the NWT facilitators in the planning stages would increase familiarity with content and make finalizing workshop dates and planning quicker. Increased local knowledge on community events (such as community hunts, camps, etc.) would have supported the planning process even more. |
| | Utilize video-call meetings: Utilize Skype, Zoom, or other video-calling software/apps. | Increased team-dynamic |
| Workshop Delivery | Deliver workshops with smaller groups in communities, rather than taking regional approach. | A number of workshop attendees made this suggestion to increase our reach in communities, ground messages locally, and to support the language translation process (rather than doing multiple language translations during one exercise). |
| | Test-run activities like Energy Bingo. | Energy Bingo was adapted between workshop 1 and 2, which made the transition between |

| | | |
|--------------------------|---|---|
| | | calling numbers smoother and quicker. |
| Post-workshop Completion | Include team debriefs after each workshop to discuss what worked well, opportunities, and challenges. | Team debriefs would provide better insight to adapt or improve future workshops. |
| | Verify language translations as soon as possible after workshops. | Verifying language translations weeks after workshops was a challenge, doing this step immediately after would speed up poster development. |



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