

CLIMATE CHANGE ADAPTATION PLANNING GUIDEBOOKS FOR INDIGENOUS COMMUNITIES



GUIDEBOOK 5

TAKING ADAPTIVE ACTION

Check out our CIER Ecovercity course for an overview
of how to implement the ICCAP guidebooks.

These Guidebooks were created by the Centre for Indigenous Environmental Resources in partnership with Sioux Valley Dakota Nation in Manitoba and Peter Ballantyne Cree Nation, Deschambault Lake Community, in Saskatchewan. The Centre for Indigenous Environmental Resources updated the guidebooks in 2020 with guidance from T-Sou-ke First Nation in British Columbia and Fox Lake Cree Nation in Manitoba.

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

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CLIMATE CHANGE ADAPTATION PLANNING GUIDEBOOKS

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Planning Process

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GLOSSARY

Adaptation: The process of adjustment to actual or expected climate change and its effects.

Ability to Adapt: how easy or difficult it will be for the community to adjust to the resulting changes (before implementing any forms of adaptation).

Climate: The word “climate” refers to a region’s long-term weather patterns. The conditions that make up the weather in an area – precipitation, temperature, wind and so on – are measured daily, whereas climate describes what the weather is like over a long period of time (often based on thirty-year averages). Weather can change dramatically day-to-day, but climate is expected to be relatively consistent over time. This is summed up by the old saying, “climate is what you expect, weather is what you get”.

Greenhouse Gases (GHGs): Life on Earth is possible because various gases in the atmosphere trap heat and keep the planet at a livable temperature. These gases that keep the Earth warm are called greenhouse gases (GHGs). When the amount of GHGs increase, the Earth gets warmer.

Indigenous Knowledge: For the purpose of this guide, Indigenous Knowledge is defined as: “A holistic system of knowledge acquired over time through experience or observation and is tied to the cultural, linguistic, spiritual and subsistence ways of Indigenous peoples” (CIER and UBC, 2011).

Magnitude: the importance or size of the effect of the climate change impact on the system or community (e.g. an out of control forest fire in the community could have a large effect on the community’s infrastructure)

Mitigation: An intervention that either reduces the sources or enhances the sinks of greenhouse gases. This may also include reducing the sources of ozone altering substances (e.g. Carbon monoxide, Nitrogen Oxides, etc.)

Sensitivity: the characteristics of the system or community (e.g. a small drinking water source would be highly sensitive to drying up if climate change caused severe drought)

Sustainability: sustainability can be thought of as the ability of a community to adapt and become more resilient to climate change impacts, allowing the community to continue thriving well into the future.

Vulnerability: In this document we will specifically be using the term vulnerability to describe any predispositions (tendencies) your community may have that could increase its likelihood of being adversely (negatively) affected by climate change (IPCC, 2014).

ABOUT THE GUIDEBOOKS

The Climate Change Adaptation Planning Guidebooks for Indigenous Communities consists of a series of guidebooks. The guidebooks provide an overview of the six-step climate change adaptation planning process.

The goal of the six guidebooks is to provide a user-friendly and culturally appropriate climate change and adaptation resource to assist Indigenous communities with adaptation planning in order to avoid, minimize, or adapt to the impacts caused by climate change. The planning process outlined in the guidebooks allow for wide application, local adaptation, and ongoing modifications.

Understanding the Planning Process

Each of the guidebooks focus on one of the six climate change adaptation planning steps. The six guidebooks (and accompanying activities included in each guidebook) focus on the following topics:



GUIDEBOOK 1: STARTING THE PLANNING PROCESS

Understanding the importance of climate change adaptation and assembling a team of community leaders and members to assist with the climate change adaptation planning process.

Activities:

1. Meet with Community Leadership: create briefing note for your community's leadership that explains the project and the importance of including climate change adaptation in community plans and decisions for the long-term success of the community.
2. Set-up a Working Group: develop a pamphlet that outlines Working Group member roles and responsibilities and recruit potential Working Group members.
3. Hold a Community Event: inform the community about climate change adaptation planning and provide an opportunity for community members to share their ideas and provide suggestions and direction by hosting an outreach activity or event.



GUIDEBOOK 2: CLIMATE CHANGE IMPACTS IN THE COMMUNITY

Understanding the impacts of climate change and its effects on Indigenous communities, learning about adaptation (adjusting to climate change impacts) versus mitigation (reducing or preventing climate change impacts), and identifying climate change impacts in your own community.

Activities:

1. Gather Background Information: compile information on nature and the environment in your community, including how people currently use and live on the land (e.g. current and past settlements and subsistence, commercial and traditional uses of land, water, wildlife, and plants)
2. Brainstorm Local Observations of Climate Change: generate a list of climate change impacts that have been observed by community members and how these observations have affected the activities people do in the community.



GUIDEBOOK 3: IDENTIFYING COMMUNITY SUSTAINABILITY AND CLIMATE CHANGE VULNERABILITIES

Developing a community vision for a climate resilient future, understanding the difference between community sustainability and vulnerability to climate change, and developing different community climate change scenarios (e.g. no adaptation versus successful adaptation).

Activities:

1. Community Vision: gain a sense of community members' vision for the future, including what should be preserved, what should be added (that is currently missing), challenges that the community is facing and would like to resolve/remove, and things to keep out of the community to ensure it remains healthy/successful.
2. Sustainability Brainstorm: understand how the community is sustainable in relation to the environment, economy, society, and culture.
3. Vulnerability Brainstorm: understand how the community may be vulnerable to the climate change impacts that were identified in guidebook 2 and during the previous Sustainability Brainstorm activity.
4. Vulnerability Ranking: understand areas where the community may be most vulnerable to the predicted impacts of climate change
5. Identifying Connections: understand if/how vulnerabilities to climate change are related to more than one area of sustainability (environment, economy, society, culture)
6. Influence Diagram: develop a list of final climate change effects on the community (i.e. illustration of the changes that may occur in the community due to predicted climate change impacts)
7. Scenario Building: gain an understanding of what the community could look like if climate change impacts occur and no adaptation is implemented, if climate change and community development occur with no adaptation, and if successful adaptation is implemented.



GUIDEBOOK 4: IDENTIFYING SOLUTIONS

Identifying and prioritizing solutions for adapting to climate change and determining the feasibility of different solutions.

Activities:

1. Revisiting the Influence Diagram: generate a list of possible adaptation and coping solutions to help community minimize/eliminate negative effects and enhance positive effects
2. Revisiting the Scenarios: alternate method for generating list of possible solutions
3. Determining Feasibility: shortlist of feasible adaptation solutions
4. Setting Priorities for Climate Change Planning: from the list of feasible solutions, a list of priority solutions that community members would like to see implemented first
5. Creating a Comprehensive List of Priorities: a comprehensive list of all the priority solutions that were identified from previous activity working with different groups of community members that are feasible for implementation within your community.



GUIDEBOOK 5: TAKING ADAPTIVE ACTION

Understanding past successes in your community, developing an action plan to implement your climate change adaptation solutions, ensuring ongoing community participation in the climate change adaptation process, and celebrating your achievements.

Activities:

1. Decision-making in Your Community: learn more about the community's past successes and decision-making processes to learn how it might inform the current climate change adaptation planning process in a positive way
2. Developing an Action Plan: work with leadership and the Working Group members to create a detailed action plan that outlines how each of your adaptation solutions can be implemented in the community, including level of priority, resources required, roles/responsibilities, milestones, budgets, timelines, and measures of success.
3. Challenge Tree: share your action plan with the broader community and identify ways in which community members can support or help implement the different adaptation solutions and actions.



GUIDEBOOK 6: MONITORING PROGRESS AND CHANGE

Tracking and evaluating the success of your climate change adaptation action plan, adjusting your activities and actions (as needed), and understanding the importance of revisiting the climate change adaptation planning process in the future to ensure it is still useful for your community.

Activities:

1. Evaluating Your Action Plan: evaluate your adaptation action plan and determine if progress has been made in reaching the community's adaptation goal.

UNDERSTANDING THE PLANNING PROCESS

The guidebooks build on one another and are intended to be used in order (from 1-6). Each guidebook provides information, considerations, and activities to walk the user through each step of the planning process and prepare them for the next step of planning. The activities included in the guidebooks are designed to engage community members during the planning process. These activities are suggestions. However, you may decide to change or adapt certain activities to better fit your community's needs.



HOW TO USE THE GUIDEBOOKS

In each guidebook, you can expect to find relevant background/introductory information related to the topic and planning step covered in that guidebook and key considerations, tips, and activities to assist you in completing that step of the planning process.

Note: the suggested activities included in the guidebooks are designed to engage community members during the planning process, however, you may decide to change certain activities to better fit your community's needs.







Checklist

In each of the six guidebooks, you'll find a checklist, like the example below, to help you stay on track and work through each of the planning activities that are required to complete that step of the climate change adaptation planning process. The project coordinator can use the checklists as a tool to see how many tasks need to be completed, who is responsible for completing them, and what progress has been made. Checklists are located at the end of each guidebook or you can refer to Annex I for a complete set of checklists from all six guidebooks.

| Task | Recommended to complete task | Progress |
|---------------------------------|------------------------------|---------------------------------|
| Designate a Project Coordinator | | Complete |
| Meet with Leadership | Coordinator | Complete |
| Set up a Working Group | Coordinator | In progress (meeting scheduled) |
| Inform Community Members | Coordinator | Not completed |

Symbols Used in the Guidebooks

Throughout the guidebooks, there are a series of symbols (shown below) to indicate where a particular type of meeting or activity is suggested. The symbols include the following:

| | | | | |
|---|--|---|---|---|
|  Activity |  General Meeting Note: the "general meeting" symbol suggests a meeting with other groups not specifically listed below: <ul style="list-style-type: none">• Elders Meeting• Community Meeting• Youth Meeting |  Working Group Meeting |  Materials |  Checklist |
|  Important Information |  Indigenous Knowledge |  Environmental |  Economic |  Social |
|  Cultural |  Winter |  Summer |  Spring |  Fall |

Text Boxes

In coloured text boxes throughout the guidebooks, you will find stories and examples of climate change and community planning in Indigenous communities, as well as examples of CIER and community participants working through the activities suggested to engage people in the project.

WHAT WILL YOU LEARN IN THIS GUIDEBOOK?

In guidebook 5 you will focus on bringing your priorities into action to adapt to climate change. Now that you have a list of feasible climate change adaptation solutions, the next step is to begin implementing the initiatives that were identified as priorities for your community. After working through the information and activities in Guidebooks 1-4 with the Working Group, leadership, Elders, youth and other members of the community, you should have excellent information about the issues facing the community, including a shortlist of priority solutions focused on both climate change adaptation planning, as well as other community development and sustainability needs. Guidebook 5 includes suggestions for taking action to implement these ideas. Information on specific adaptation strategies that have been implemented by other Indigenous communities are also included as an example, but you should draw on the solutions generated in Guidebook 4 and build on these ideas to implement actions that are relevant to, and supported by, your community.

LEARNING FROM PAST SUCCESS

As part of your preparation, spend some time learning about the successes experienced by your community, and other Indigenous communities in the past. Past successes might include previous projects, initiatives, or planning/decision-making processes that have been successful in the past and yielded positive results or outcomes for the community. In other words, a success can be thought of as a past initiative that has helped move the community closer to its vision of being healthy, thriving, and climate-resilient. Examples might include both the recent past (e.g. in the last few years) and the more distant past (e.g. 20 years ago). Generally speaking, people like to come up with their own solutions, and sometimes when leadership changes, methods or plans that worked well in the community are forgotten. Likewise, people may forget to look outside their own community to learn from the approaches and solutions of others. The more you and your community understand how to successfully move from an idea to action, the more likely you will be able to move forward on your climate change adaptation and community development plans in an effective manner.

Past Success: In Your Own Community



GENERAL MEETING | Community | It is important to understand how decisions are made in your community. Meet with current and past Chiefs and council members to learn more about initiatives in the community that were successful. Ask people questions about what made these initiatives successful, why these initiatives were implemented and not others, and what they think some of the key criteria are for moving ideas into action within the community. Consider also meeting with individuals who have relevant experience and may be able to provide helpful insight into past community successes. For example, former (and current) land-use planners, community coordinators, or individuals in similar roles in the community.



GENERAL MEETING | Elders



INDIGENOUS KNOWLEDGE

Talk to Elders and other local knowledge holders in your community to learn about how decisions were made in the more distant past. Consider incorporating some of these successful methods into your climate adaptation planning process. You may want to start by asking about community initiatives that make them feel proud of the community and listen to the story of these particular initiatives or events. Based on this information, you can discuss the key points that can be learned from these successful initiatives/stories or reflect on this afterwards.

Talking with Elders in Sioux Valley Dakota Nation

A meeting was organized with Elders from Sioux Valley Dakota Nation to ask them to share success stories from the past. Although many of the Elders did reflect on how some things have changed for the worse, there were messages in their stories related to past successes that can influence change for the future.

A common theme from the meeting with the Elders was how the community worked together to look after each other (e.g. to grow and harvest food in community gardens). This type of cooperation - developing and maintaining a garden or working on a community housing project - illustrates how community projects can help a community become more sustainable. Working together not only maintains relations between neighbours, but also provides for the wellbeing of the community.

The Elders also spoke about how Sioux Valley community members can start working together to develop action plans to address the climate change impacts that are being felt in the community, such as changing wildlife patterns, flooding due to abnormal weather, and warmer/shorter winters.

Other successes from the past that Elders shared relate to their knowledge of language and culture and teaching youth. Many of the Elders spoke of how youth need strong role models in their lives to understand the benefits of respect for community, environment, language and culture. One Elder emphasized the importance of bringing back the 'old way' of doing things where community members worked together; they noted the importance of looking back and incorporating these types of systems back into the community.

In addition to meeting with specific groups of community members to learn more about the community's past successes, try the youth activity below to learn more about the community's decision-making process and how it might inform your current climate change adaptation planning process in a positive way. **Note:** this activity is optional but recommended. Review the Decision-Making in Your Community activity below to see if this exercise makes sense for your specific climate change adaptation planning project and community context.



ACTIVITY



GENERAL MEETING | Youth

Decision-Making in Your Community

This activity is similar to a mini research project. In addition to the research you are doing, you may want to involve the school in this activity. The goal of the exercise is to gain an understanding of how the community makes decisions. This will help you, the Working Group, and current leadership to learn more about the community's decision-making process so that you can continue to build on existing strengths and learn from past failures to ensure the climate change adaptation and community planning solutions are as successful as possible.

1. Talk to the school principal or interested teachers to see if one of the older grades (e.g. six or higher) would be interested in learning about decision-making in the community.
2. Visit interested classes to share information on the project and discuss how the community makes decisions.
3. With the teacher and students' help, create a list of three to five questions that the students will use to 'interview' their parents, Elders, or the community leadership to learn more about decision-making in their community.
 - a. You may also want to prepare a one-page information sheet on the project with examples of the other activities that have taken place for the students to take home to their parents as background information.

4. Ask the teacher to follow-up on this exercise with a written assignment on their findings or an oral presentation to the class (that you can attend).
5. Ensure that the students know you would like to see the results of their research and explain that it will help you with the current process of climate change planning and implementation of decisions.

Past Success: Learning from Others

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

Look back on any research you did on other communities' climate change adaptation solutions (recall the research you conducted in Guidebook 4 to learn about adaptation solutions being implemented in other communities). Talk to contacts in these communities to learn about the implementation of these initiatives and what they considered to be the key factors in making those initiatives successful. You could ask the following types of questions:

- What key considerations are important to ensure the initiative is successful?
- What worked particularly well when you/your community implemented this initiative?
- What did not work well or go according to plan when implementing the initiative?
- What lessons did you learn along the way and what would you do differently next time?

The following websites and organizations can help you to get connected with other communities and projects:

- [Centre for Indigenous Environmental Resources](#)
- [Indigenous Climate Hub](#)
- [National Aboriginal Land Managers Association](#)

DEVELOPING AN ACTION PLAN

When it comes to developing an action plan, it is important to involve leadership as much as possible. They will need to participate in setting climate change planning goals, and their support will be required in order to move these goals forward. Think about the best way to meet with Chief and Council for a goal-setting meeting. This might involve:

1. Requesting a special council meeting;
2. Talking with the Chief or one of the councillors who is interested and supportive of planning and ask them to initiate such a meeting;
3. Providing contact details for individuals who are interested in learning more and/or want to share their ideas; or
4. Requesting time at an upcoming council meeting to update council and ask for additional time for a goal-setting meeting.

As you undoubtedly know, leadership is often very busy as there are usually a number of issues on the Council agenda. It may take some time to get a meeting with Chief and Council, but be patient and persistent. Review the information from Guidebook 1 on why climate change planning is important, so you can remind people why planning to adapt and cope with climate change is essential to the community's ability to continue to thrive in the future.

Once you have a meeting date set with leadership, review the list of priority solutions that have been identified and refined, in order to set climate change adaptation planning goals and to begin developing a formal plan:

1. Review the list of solutions, particularly those that were priorities for a large number of people.
2. Remind yourself of the community's vision.
3. Identify which of the priority solutions are strongly connected to the community's vision.
4. Identify which solutions are connected to the different areas of sustainability (the environmental, economic, social, and cultural needs of the community). You may choose to give these solutions priority.
5. Identify which solutions are 'no regret' options. These solutions, while related to climate change, provide additional benefits that make them valuable actions, with or without consideration of climate change impacts.

With this information in mind, work with leadership to select the solutions that will be included as action items in the climate change adaptation plan. If the vision is one of the community's long-term goals, what is the plan to implement some of these priority solutions to move the community toward that vision?

You can use the table below to organize this information and help you get started. Once you have filled in the row for an action item, review it as a group and make any necessary adjustments. Ensure that the information listed under 'priority', 'timeline', and 'resource needs' is realistic. For example, if something is a high priority but there are currently no resources to implement this action, can it be achieved in the estimated timeline? If it is important that this timeline be met, should more resources be allocated in order to implement the action within the desired timeframe? Also look at the action items that currently have sufficient resources - these may be actions the community can begin implementing immediately. These relatively easy achievements demonstrate success and can help people feel confident and satisfied that progress is being made towards climate change adaptation.

| Action item | Project / Program Relationship | Priority | Timeline and Duration | Resource Needs |
|---|--|---|---|--|
| Include solutions that leadership has selected during their review of the priority list. | Is this solution related to any existing project or program? | How important is this solution to the sustainability of the community (think about climate change and community development needs)? | Given the priority level, what is the timeline for implementing this solution? In the current year? In the next two years? In five years? | Does the community have adequate human and financial resources to implement this solution? |
| Each solution should have its own row. | Would it require a new project/ program, and if so, what? | | How long will this action take to implement (six months, one year) - what is the duration? | If yes, highlight these (e.g. sources of funding, internal skills). |
| These solutions/ actions could be specific projects, policies, bylaws, or any other type of initiative. | | | | If no, highlight what is needed. |

Revisiting the Working Group

After leadership has sketched out these initial components of the plan, you can work with the Working Group to fill in the details. You may also want to revisit the members of the Working Group and make some adjustments based on members' interest in the detailed planning process (i.e. some members may be more or less interested in participating in the detailed planning process). It is also a good idea to have at least one member of Council, as well as other community leaders (formal and informal) participate in adding details to the plan. These people can help build support for the plan through their own networks and can help implement the action items. It may be useful to open the meeting by acknowledging all the hard work the community has put into climate change adaptation planning.

Determining the Details



WORKING GROUP MEETING | Once you have revisited the Working Group and made any necessary changes, work with the modified Working Group to identify roles and responsibilities, preliminary budgets, more detailed timelines, and measures of success for each of the action items identified by leadership as part of the climate change community plan. You may want to organize these action items ahead of time so the group can focus on actions with high priorities and/or actions that are planned for implementation in the first two years of the plan. Of course, you still want to put details to action items that are planned for the third, fourth, and fifth years, so that you can complete the necessary preparation for implementing them successfully (e.g. capacity building, identification of funding, proposal development, etc.).

Next, have a discussion around the first action item the Working Group will plan for so that everyone has an understanding of what is involved. In some cases, you may not yet know the details surrounding this action when you present it to the Working Group, so the group can develop these together. After the discussion, have the Working Group answer the questions listed in the following table (and any other important questions you identify). Write down the answers.

| Action | Objectives | Activities |
|---|---|---|
| List the particular project, policy, or initiative. | What are the main objectives of this action? Try to identify one to three main objectives. | What are the main activities that will be part of this action? Try to fill in with general information. The smaller details can be finalized by the team of people who will actually work on this action. |

You can use a table to organize this information. We've provided a table template with instructions below to help you get started. Go through these steps for each action, giving each action its own row in the table. You can also add additional columns to address the needs of your community. A simple example, focused on improving food security as an adaptation solution, has been included below to give you an idea of what your table might look like.

| Actions | Roles and Responsibilities | Milestones | Preliminary Budgets | Detailed Timelines | Measure of Success | Other Planning Needs |
|-------------------------------|--|---|---------------------|---|---|----------------------|
| Build community garden | <p>1-2 Working Group members -oversee project and completion of project tasks.</p> <p>Project Coordinator - oversee and coordinate project team, assist with tasks.</p> <p>Council Member who holds lands portfolio-provide direction</p> <p>1-3 interested community members (for e.g. Lands Manager, Cultural Education Instructor, avid gardener)-provide expertise, assist with project tasks.</p> | <p>Confirm site for garden.</p> <p>Create design plan for building garden.</p> <p>Purchase materials and complete construction of garden.</p> <p>Plant vegetables.</p> <p>Hire Garden Coordinator to manage garden.</p> <p>Create guidelines for use of garden.</p> <p>Community outreach to share about project.</p> | <p>\$5,000.00</p> | <p>Site confirmed by January 15th.</p> <p>Design plan developed by February 15th.</p> <p>Materials purchased and construction complete by March 30th.</p> <p>Vegetables planted by April 15th.</p> <p>Garden Coordinator hired by May 15th.</p> <p>Guidelines developed by June 15th.</p> <p>Community outreach begins June 15th.</p> | <p>Approval/paperwork for use of site completed.</p> <p>Design plans approved.</p> <p>Garden constructed.</p> <p>Vegetables growing!</p> <p>Job description created, hiring committee assembled, offer letter provided to successful candidate.</p> <p>Draft guidelines circulated for review by project team.</p> <p>Community outreach materials developed and ready to distribute.</p> | |

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

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

Roles and Responsibilities

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

- Whose responsibility is it to get this action implemented?
- Are there people or groups in your community already working on this, or working on a related issue, that should be involved?
- Is implementation of this action shared between multiple people or groups? If so, make sure that it is clear who will lead and keep track of progress.
- What are the specific responsibilities associated with implementing this action?

Milestones

Identify key milestone achievements that can be tracked, linked to timelines, and celebrated. Remember, pictures and videos can be especially helpful in documenting milestone achievements.

- What are some important deliverables or steps in implementing this action successfully? For example, key meetings organized and facilitated, research completed, program planning completed, technology secured, etc.
- Revisit guidebook 1 for key considerations and helpful tips on using social media to share your milestones and updates with the community.

Preliminary Budgets

What financial resources are needed to implement this action? Don't worry about getting the numbers perfectly exact, instead, aim for good, reasonable estimates. How much time will it take to complete this action take (e.g. to determine wages)?

- Are there expenses associated with this action (e.g. purchasing equipment, new technologies, travel, etc.)?
- What is the estimated total cost of carrying out this action?

Detailed timelines

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

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

Measure of Success

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

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

Measure of Success

Measures of success should be easy to measure and demonstrate positive or negative change. Measures of success should be clearly linked to the action you are trying to measure, which isn't always easy to do. For example, if you want to measure the success of hosting a training workshop in your community, looking only at the number of people who attended won't really tell you if the workshop actually achieved its intended results - which, presumably, is that community members learned something useful. To understand the success of such a workshop, you have to find out if the participants took the information and used it in their jobs, their homes, or with their families.

To evaluate the success of your actions, think carefully about the results you are trying to achieve, so that you can ensure the measures of success are a good representation of whether progress has been made and/or whether the action(s) has been implemented successfully. This is discussed in more detail in Guidebook 6: Monitoring Progress and Change.

ONGOING COMMUNITY PARTICIPATION



IMPORTANT INFORMATION | Now that you have identified key action items and implementation details, it is important to share your plan with the community to receive feedback and generate support for your action plan moving forward.

Many community groups and individuals have been involved in the climate change planning process throughout the various activities in Guidebooks 1 through 4. Although a lot of the work outlined in this guidebook needs to be completed by Chief and Council (and other leaders), in collaboration with the Working Group, it is critical to remember to continue involving other members of the community to ensure the action plan is well supported by the broader community.

Look for opportunities to raise awareness around why the particular solutions were selected and be honest and transparent. Share information on what is being done through radio, newsletters, household flyers, and by having open meetings where anyone who is interested can discuss the project with leadership and the Working Group members (but remember to advertise this ahead of time and include time on the agenda for community members' comments). Refer to the end of the guidebook for a newsletter template you can adapt to help keep community members updated.

Many groups (e.g. youth, Elders, leadership) were involved in identifying different climate change adaptation priorities, and they should be included in implementing the action plan. When the detailed planning process is completed, and individual action items can be implemented, host a community meeting or other event to celebrate and keep people involved. This may even result in the recruitment of interested volunteers or partners (e.g. within departments or community groups) who are willing to help the community achieve its climate change adaptation and community planning goals.

Use the following activity to build support for the action plan and to engage youth and other community members in the implementation process.



ACTIVITY



GENERAL MEETING | Youth

Challenge Tree (based on T'Sou-ke Nation's Youth Project)



MATERIALS

- large paper (e.g. poster paper, flip chart)
- Pens, markers or pencils
- Scissors
- tape or sticky tack (for the leaves)
- list of actions (from this Guidebook)

This exercise is excellent for those that might start to think that the subject of climate change is too big subject for anyone to make a difference. It will help you to demonstrate that everyone in the community is capable of helping implement the action items that have been identified by leadership and that individual actions can have a significant impact.

This activity works for all ages and many different sized groups. T'Sou-ke Nation has used this activity for children as young as five years old and Elders up to 100 years old with great success. You may want to try this activity with a small group of school children, or perhaps during a large community meeting. Try having youth in your community organize and run this activity.

1. Before the meeting/activity, draw a tree with roots, a trunk, and branches, but no leaves onto the large piece of paper.
2. Cut out leaves from coloured paper, ensure there are enough for each person to have one to three leaves.
3. At the beginning of the meeting/activity, read out the following short story to the participants:

The Starfish Story

A young girl is walking along a beach after a big storm and sees that hundreds of starfish have been washed up onto the beach. Most of the starfish are beyond the high tide mark and will likely dry out and die as the tide will not reach them again.

The girl starts to pick-up the starfish and throw them back into the water one at a time. An elderly man walking along the shore says, "there are so many you will never be able to make a difference."

"Well it made a difference to that one and that one", she says as she continues to throw the starfish back into the water.

However small your contribution, it will make a difference. Others will notice what you are doing and some of them will join you. If everyone in the community plays a role in supporting or contributing to the implementation of the adaptation solutions that have been identified, the collective community impact will be significant.

4. Read out the list of action items (identified by leadership) to the group. Pick one or two actions for the group to focus on. These could be the high priority action items and/or action items you plan to implement first. Ask everyone to think of ways they could commit to these actions either individually or collectively as a group/community. For example, one of your adaptation solutions may be to focus on reducing fire hazards. When running this activity, you could ask participants to think of 5-10 actions or steps community members could take to ensure this adaptation solution is successful.
5. Ask everyone to write out their ideas on their cut-out leaves. For example, one of the leaves might read "working with other community members to clear brush in areas that are particularly susceptible to wildfires".



6. Stick all the leaves onto the tree using tape or sticky tack. Soon the tree will be covered with colourful leaves displaying your group/community's commitments.
7. Ask someone to read out all the commitments in front of everyone.

Hang the Challenge Tree up in a common space for the community to read. Post an encouraging message with the tree encouraging anyone passing by to join the challenge by committing to some of the actions on the tree. Leave a few extra leaves, pens, and tape for people to add their own commitments to the tree.

NEXT STEPS: IMPLEMENTING ACTION ITEMS

Now that you have had a chance to share your action plan with the community and help generate support for the adaptation actions that have been identified, you are ready to begin! The individuals or groups that are responsible for implementing each action can get started. Remember, working collaboratively (e.g. working in teams, checking-in with other groups) and engaging with other community members and individuals can be helpful. Draw on local people (e.g. businesses, education, health, traditional leaders, families, etc.) and resources (e.g. in-kind, financial) to help implement the action. If you are continuing to act as the community planner, stay in touch with these people and groups to coordinate the planning process and keep leadership informed. If not, someone in the administration should be designated to work on the implementation of the plan. It may also be a good idea for the Working Group to continue to meet periodically to talk about progress, issues, and challenges.

Adaptation Success Stories

Below are examples of communities that are taking action to implement climate change adaptation measures. These success stories will help inspire and encourage you as you begin to implement climate change adaptation solutions in your own community.

Climate Change Adaptation in Kanaka Bar Indian Band

Members of Kanaka Bar Indian Band (located 14km south of Lytton, BC) have observed abnormal changes in the air, land, and water within their traditional territory as a result of climate change (Kanaka Bar Indian Band, 2018). In response, Kanaka Bar undertook a climate change vulnerability assessment to better understand where/how the community may be vulnerable to the impacts of climate change (Kanaka Bar Indian Band, 2018). The following climate change observations were noted: unpredictable weather including warmer temperatures, variable precipitation, more frequent/intense storm events; changes in water resources; continued stress on salmon populations; increased risk of forest fire; and impacts on traditional foods (Kanaka Bar Indian Band, 2018).

Community members identified key community values and prioritized the different areas of concern, based on the severity of each of the potential impacts on the community (Kanaka Bar Indian Band, 2018). The community found that the greatest vulnerabilities and highest community priorities included water resources, forest fires, traditional foods, and access roads (Kanaka Bar Indian Band, 2018).

In response, Kanaka Bar has identified several adaptation strategies for each of these priority areas (Kanaka Bar Indian Band, 2018). The adaptation strategies that have been identified are designed to decrease risk and maximize community resilience (Kanaka Bar Indian Band, 2018). Examples of the community's high priority adaptation strategies include (Kanaka Bar Indian Band, 2018):

Water Resources – collect data on water flow, issue a moratorium on unsustainable activities in community watersheds, assess water demand and develop a water management strategy, monitor the drinking water treatment plant, and install weather monitoring stations. Kanaka Bar is currently developing three raw waterlines to address adequate agriculture watering without taking away from treated potable water and will also act as a wildfire mitigation strategy ensuring water resources are available in the event of a fire.

Forest Fires – expand fuel management practices, implement FireSmart strategies, conduct outreach on fire prevention, and update the community's Emergency Response Plan.

Traditional Foods – increased agricultural food production initiatives within the community as a response to the loss of available traditional food sources. The adoption of agricultural foods will result in less stress on traditional food sources.

Access Roads – Kanaka Bar continues to expand on the culvert inspection and cleaning program and has completed an assessment on culverts and implemented a secondary access route in 2018.

Energy – to increase self-sufficiency, Kanaka Bar has implemented 7 operational solar projects and 1 small-scale hydro project with hopes to expand to wind energy.

To learn more about the climate change adaptation actions and strategies that Kanaka Bar is implementing, visit the **community's website** (<http://www.kanakabarband.ca/climate-change/adaptation-strategy>) and **Climate Change Vulnerability Assessment** (<http://www.kanakabarband.ca/downloads/placemat.pdf>).

Using Plants to Limit Coastal Erosion in Ekuanitshit

The Ekuanitshit Innu community (eastern Quebec and Labrador) has partnered with the First Nations of Quebec and Labrador Sustainable Development Institute (FNQLSDI) to implement a coastal restoration project (Indigenous Climate Hub, 2020). The project is aimed at restoring coastal habitats and erosion along the banks of the St Lawrence river in the traditional territory of Nitassinan (Indigenous Climate Hub, 2020). The impacts of climate change, such as increased storm frequency resulting from increased temperatures, along with human impacts are contributing to shoreline recession and coastal erosion, which in turn has impacts on wildlife, plants, gathering and activity sites, as well as community infrastructure (FNQLSDI, 2020).

The coastal restoration project is part of the community's broader climate change adaptation plan and includes several adaptation solutions to limit the impacts of coastal erosion (FNQLSDI, 2020). The community has identified the following two adaptation measures for implementation over the short-term (FNQLSDI, 2020):

1. Rehabilitation of natural sites in the coastal environment
2. Outreach activities and events to share best practices that can be adopted in coastal areas

To implement the first adaptation measure, the community selected priority sites for rehabilitation. Updated data, along with the knowledge of the Ekuanitshinnuat - shared through workshops and mapping exercises - were used to determine which site to prioritize for rehabilitation (FNQLSDI, 2020). Once selected, the site was restored using two techniques, revegetation and sand catchers (Indigenous Climate Hub, 2020). Revegetation includes planting native plants so that the roots help retain sand and stabilize the riverbank (FNQLSDI, 2020 & Indigenous Climate Hub, 2020). Plants with long roots to help with soil stabilization were prioritized. The Innu-Natukuna (meaning Innu pharmacy) helped to identify and select native species as well as secondary species to plant along the banks with sea limegrass and ammophila for stabilization. A total of 4,100 square meters was revegetated by planting 50,000 sea limegrass and ammophila plants, as well as culturally significant species such as raspberry and juniper which are used in traditional practices (Indigenous Climate Hub, 2020).

The second restoration technique, using sand catchers, involves installing snow fences in a zig zag pattern which results in an accumulation of sand at the base of a dune that can be used to rebuild damaged sand dunes (Indigenous Climate Hub, 2020). Using this approach, 80-meter sand catchers were installed to further contribute to the rehabilitation of the selected sites (Indigenous Climate Hub, 2020).

To achieve the second adaptation measure, which was to share best practices, an awareness campaign was developed in collaboration with youth (FNQLSDI, 2020). The campaign focused on climate change and coastal erosion, in order to share and reinforce the knowledge of the Ekuanitshinnuat, with regard to coastal erosion and best practices in the coastal environment (FNQLSDI, 2020). As part of this outreach and community mobilization, a best practices guide was developed (Indigenous Climate Hub, 2020).

Monitoring of the newly restored sites began in the fall of 2019 and community outreach and mobilization efforts will continue (Indigenous Climate Hub, 2020).

To learn more about the coastal restoration work being undertaken in Ekuanitshit, visit the **First Nations of Quebec and Labrador Sustainable Development Institute** website (<https://fnqlsdi.ca/coastal-erosion/>) and the **Indigenous Climate Hub** blog (<https://indigenousclimatehub.ca/2019/10/plants-to-limit-coastal-erosion-in-ekuanitshit/>).

CELEBRATING ACHIEVEMENTS

As you begin to implement your adaptation solutions, don't forget to celebrate your achievements! Working through the planning process and the activities in these Guidebooks may have taken a fair amount of time and work - but look at what you and your community have achieved! There is one more Guidebook to work through, which focuses on monitoring and adapting your plan over time. If your plan remains a 'living document' (i.e. it is added to and updated as the community's priorities evolve and are realized), then the planning process is never really over. At the same time, you are at an important point in the planning process as you have developed a list of action items and initiatives that are ready to be implemented. It is important to celebrate this achievement and to acknowledge the progress that has been made. Remember to include everyone who was involved in the process thus far.

WHAT'S NEXT?

In guidebook 5, you took time to understand your community's past successes (i.e. projects, initiatives, and decisions that have resulted in a positive outcome in the community) so that these lessons and considerations could be applied when implementing climate change adaptation solutions. You worked with different community members and groups to develop an action plan to implement your climate change adaptation solutions and shared this plan with the community to build support and ensure everyone in the community is involved in the implementation process. Lastly, you began the process of implementing your adaptation solutions – learning about other successful community adaptation stories along the way.

In guidebook 6, you will learn how to track and evaluate the success of your climate change adaptation plan and adjust the activities and actions in your plan, as needed. You will learn about the importance of revisiting your plan in the future to ensure that it remains useful for the community.



GUIDEBOOK 5 CHECKLIST

The project coordinator is the one responsible for coordinating the following checklist of tasks. It is their responsibility to ensure meetings with the proper groups takes place. The working group should assist the coordinator as much as possible as they are the group driving the project.

The checklist below may be useful in ensuring the tasks outlined in this guidebook are accomplished. Remember, these Guidebooks provide suggestions on how to accomplish tasks, but your community may have other methods that work best.

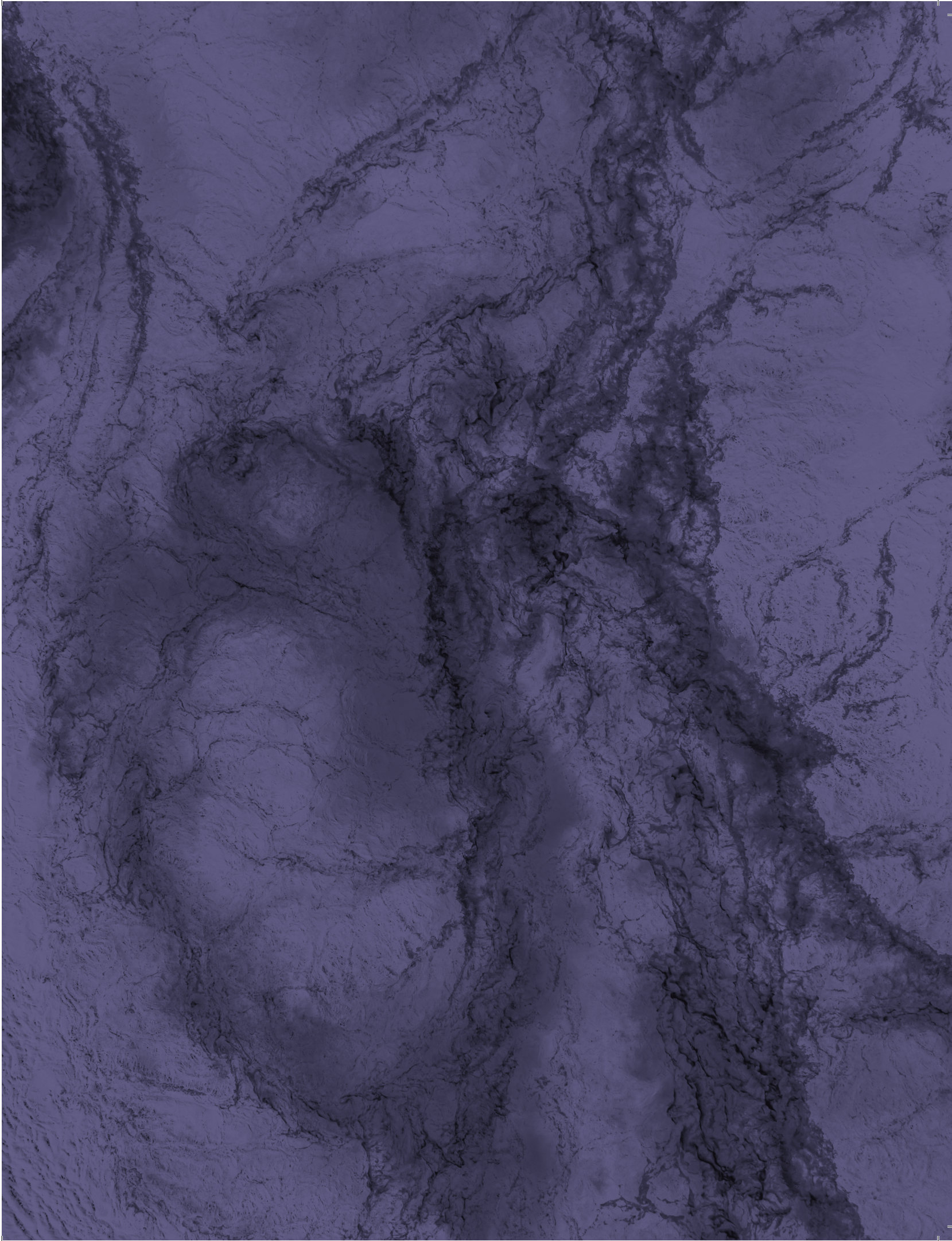
| Task | Recommended to complete task | Progress |
|---|------------------------------------|----------|
| Learn about past success from past community leaders | Coordinator & Community Leadership | |
| Learn about past success from Elders | Coordinator & Elders | |
| Complete the activity focused on decision-making in the community | Coordinator & Youth | |
| Learn about past success from other communities | Coordinator | |
| Design an action plan | Community Leaders | |
| Modify Working Group (as needed) | Coordinator | |
| Determine the details needed to implement action items | Working Group | |
| Share information to broader community on why particular solutions were selected and generate community support | Coordinator | |
| Challenge Tree activity | Coordinator | |
| Begin implementing your action items and celebrate your achievements | Community | |

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