



# TOOLKIT RESOURCES

## OUR SACRED LAND

Indigenous Peoples' Community Land Use Planning Handbook in BC





## Acknowledgements

We want to acknowledge the unceded and ceded traditional territories of 198 BC First Nations, representing 30 language groups and close to 60 dialects, and to the ancestors and Elders whose wisdom, protocols, and presence acknowledge and teach us the sacredness of the land, and the obligation we all have in caring for it.

The completion of the Handbook would not have been possible without the enthusiasm and contributions of so many individuals engaged in community-based land use planning (LUP), and related land governance and its many functions. The legal, cultural, and operational complexity of First Nations LUP is more apparent than ever. We hope the Handbook can help navigate the many facets of that complexity and most importantly, strengthen First Nations' ability to do more LUP on their own terms and in celebration of their culture and rhythms of seasons and time.

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## Introduction

### What is this Toolkit?

This Toolkit was developed as part of the *Indigenous Peoples' Community Land Use Planning Handbook in BC* (2019) released by Beringia Community Planning Inc. and Naut'sa mawt Tribal Council. The toolkit is a collection of resources intended to help First Nations in BC execute the planning steps (see 11-step process on the next page) discussed in the Handbook by providing templates, frameworks, checklists and other tools and resources that can be used when undertaking land use planning (LUP). This toolkit complements the Handbook by offering further detail on the concepts, tools and methods discussed in the Handbook.



### Organization of the Toolkit

Much like the Handbook, the Toolkit follows the 11-step process of the LUP cycle. The tools/resources are organized by step, with a list of resources contained in each step at the beginning of the section. The use of colour coding and icons throughout the document are intended to assist readers with navigation so that they may find tools easily. There are 4 icons to represent the 4 phases within the cycle as follows:



#### PREPARE

1. CALL TO GATHER, UNDERSTAND & DECIDE PURPOSE
2. GET READY
3. ENGAGE COMMUNITY
4. GATHER KNOWLEDGE & INFORMATION



#### DECIDE

5. DECIDE FUTURE
6. CREATE TOOLS
7. DOCUMENT PLAN



#### ACT

8. ENDORSE & CELEBRATE
9. CARRY OUT PLAN



#### REFLECT

10. TRACK PROGRESS
11. UPDATE & REVISE



Overview of LUP Cycle: 11-Step Process



Figure: 11-Step LUP Process

“

*I learned that a LUP is a big project and can take years and to not rush through everything if I want a detailed, quality product.”*

LUP Workshop Participant (2016)



“

*We share the land with our ancestors and need to protect our future.”*

LUP Workshop Participant (2017)

“

*We’re starting with a history of inactive plans – how do we make LUP come alive?”*

LUP Workshop Participant (2016)



# STEP 1: Call to Gather, Understand & Decide Purpose

## **STEP 1 RESOURCES:**

- A. Defining LUP Exercise
- B. Full Summary of LUP Review



## STEP 1: Call to Gather, Understand & Decide Purpose

PREPARE

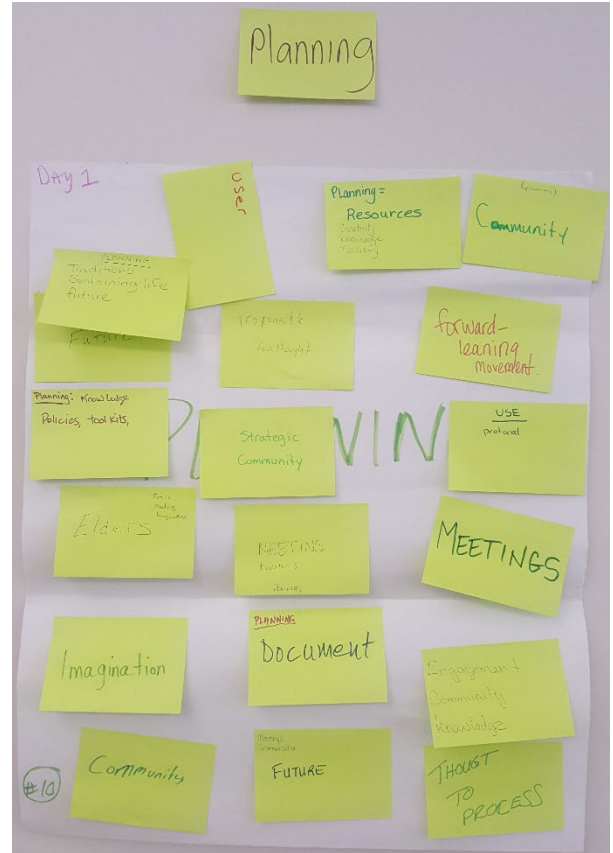
### A: Defining LUP Exercise

In launching your LUP process, you have the opportunity to have community members define what LUP means to them. A simple way to start this conversation is to have community members consider the words 'LAND', 'USE' and 'PLANNING' individually.

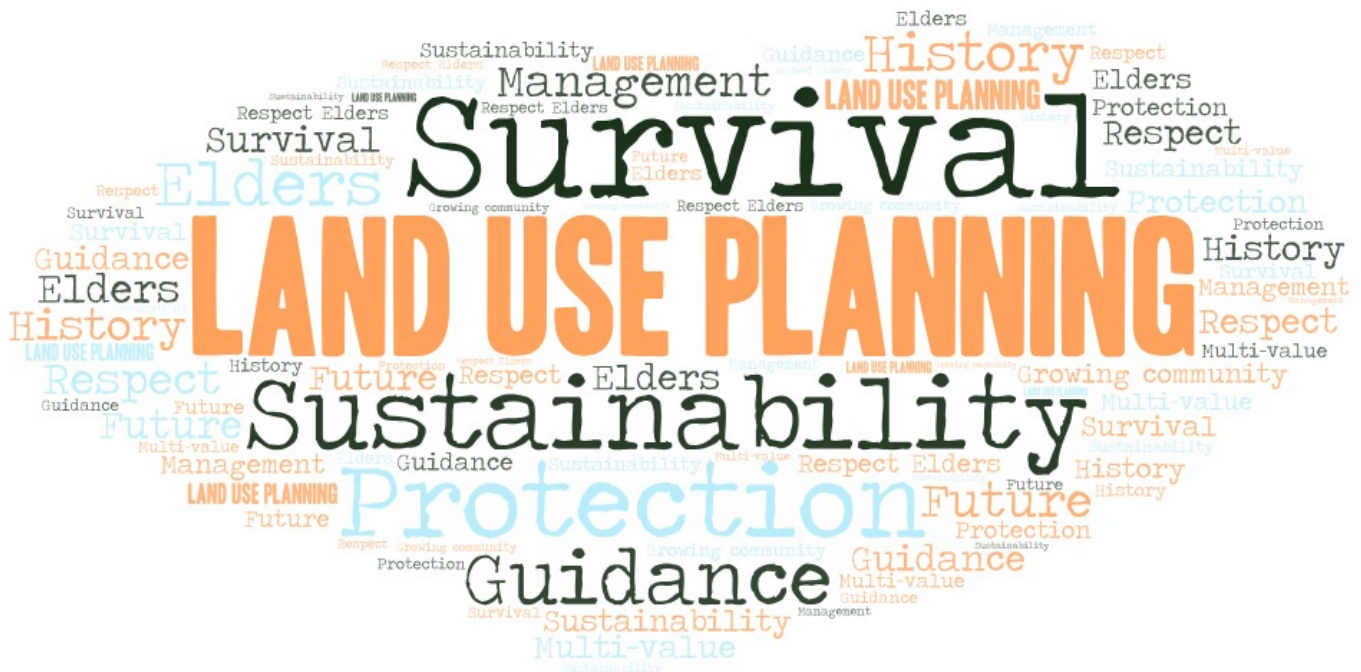
**Materials needed:** 3 sheets of flipchart paper, 12 markers, masking tape

**Method:** Put the 3 sheets of flipchart paper up on the wall and in the middle of each piece of paper write 1 of the following words – LAND, USE or PLANNING. Ask community members to write as many words that they can think of that relate to any of these words

**Reporting back:** The results of this exercise can be shown as a Wordle (check out [wordle.net](http://wordle.net) or [wordart.com](http://wordart.com)) or as a graph showing which words got the most mentions.



Example of a Wordle:



You may want to start your LUP process with a definition of LUP that is based on the words community members come up with.



## B: Full Summary of LUP Review

### Review summary

We took a closer look at 14 diverse LUPs undertaken by First Nations across British Columbia between 2002 and 2016. These First Nations ranged in remoteness and size (between a few hundred to several thousand members). To meet their needs and objectives, First Nations have created different kinds of LUPs at different scales and with differing purposes and scopes. A comparison of these elements is summarized in **Table 1** in the main document.

### Scope of plans

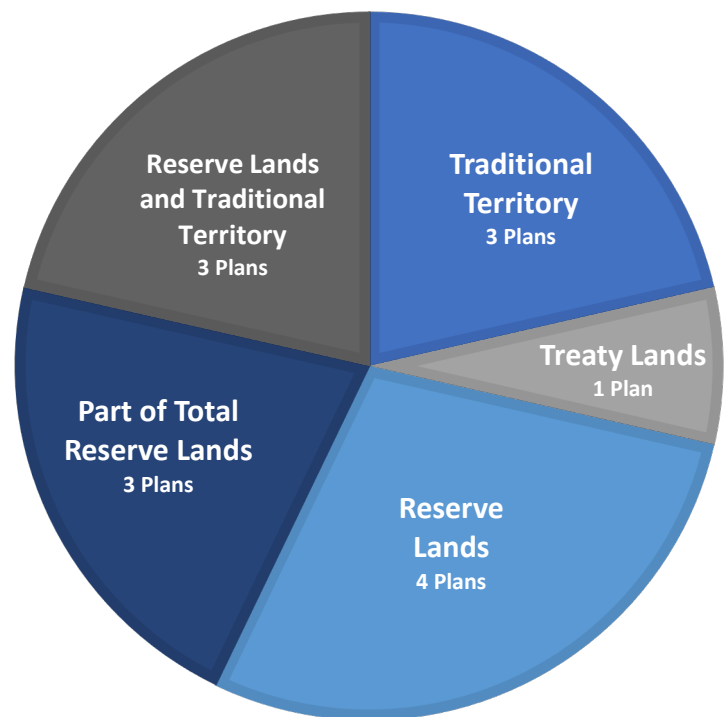
Out of 14 LUPs, 10 involved planning for Reserve Lands. Among these 10 LUPs:

- 3 focused on part of total Reserve Lands
- 3 planned for both Reserve Lands and Traditional Territory
- 4 focused solely on Reserve Lands

Reserve lands range from several hundred to several thousands of hectares and had a variety of ownership conditions, such as:

- Held communally by First Nation
- Held by individuals through Certificate of Possession (CP)
- Lands within traditional territory on which there are land claims
- Held by custom
- Traditionally held

Three First Nations (3) focused their LUP process on planning for their Traditional Territory and one (1) First Nation focused on planning for Treaty Lands.





## STEP 1: Call to Gather, Understand & Decide Purpose

### Triggering events

A variety of events might trigger a First Nation to begin the LUP process and each First Nations community has a unique context and strategic reasons for LUP. LUP processes are commonly triggered by a treaty process or the *First Nations Land Management Act*. These governance changes often necessitate more proactive and strategic decisions on main reserve or treaty lands. A LUP process might be triggered by the need to update a previous LUP. A LUP might be developed in conjunction with or as an expansion to other types of plans such as an Economic Development or a Comprehensive Community Plan (CCP). In other cases, a First Nation might want to prepare for changes in a land designation, governance and land management structures, or to move towards greater self-governance in the future. Among LUPs reviewed:

- 3 First Nations developed LUPs in conjunction with, or as a follow up to, a CCP
- 3 First Nations developed LUPs in preparation for a transition to a Land Code or to address responsibilities under the *First Nation Land Management Act* and community Land Code
- 2 First Nations developed LUPs to enact treaties and/ or take opportunities available
- 2 Nations developed a LUP as an update to a previous version
- 4 Nations undertook LUPs in the process of advancing title claims over their territory (1 of which was a plan for treaty lands)

### Reasons for LUP

Some First Nations may be facing significant development and resource extraction pressures and want a plan and tools to assist in consultation and negotiations that reflect the values and desires of the community.

Each LUP is developed to address unique community concerns. A First Nation might be considering a LUP for several years before the process gets going. Particular land use pressures and development constraints might build and finally trigger a LUP. Examples include:

- Growth pressures such as an increasing demand for infrastructure and housing
- Challenge of developing land held by CP holders
- Ad hoc development
- Interactions with local governments and resource developers
- Land bisected by other right-of-way uses such as highways and transmission lines

### Jurisdictional context

- 8 plans were undertaken by First Nations that had signed the *First Nations Land Management Act*
- 2 plans were undertaken by First Nations who had signed or were in the process of negotiating a treaty
- 4 plans were undertaken by First Nations under the jurisdiction of the *Indian Act*



## STEP 1: Call to Gather, Understand & Decide Purpose

### Plan process

- In 10 of the plans, the process described having an Advisory Committee (1 not specified)
- 10 First Nations described engagement with community members - among these:
  - 7 did fairly extensive engagement (used a wide variety of techniques and held several community engagement events)
  - 1 did moderate engagement (used a few different engagement techniques and held at least one event that solicited community feedback)
  - 2 did minimal (used only one form of engagement with members)
  - 4 did not specify
- 6 engaged Elders as a specific group (8 not specified)
- 5 engaged Youth as a specific group (9 not specified)
- 12 planning processes involved Chief and Council through engagement or at an advisory level (2 not specified)

### LUP contents

- 4 of the plans reviewed drew on a planning or Vision framework in which a vision statement linked to more specific goals, objectives and actions
- 11 plans have Guiding Principles (core principles to guide land use, development and conservation)
- 10 plans have Vision statements
- 11 plans have Goals and Objectives
- 4 have specific Actions
- 14 have Land Designations
- 9 have land use Policies
- Very few plans describe implementation in detail - 7 plans made minimal reference to implementation (explored some next steps) and 1 plan had moderate reference to implementation (explored next steps, developed a preliminary timeline and tools for implementation)
- Very few plans describe monitoring and evaluation (M&E) in detail - 3 had a moderate M&E section (explored techniques, a preliminary framework and tools) and 1 plan made minimal reference to M&E (identified that plan should be considered a 'living document')



## STEP 1: Call to Gather, Understand & Decide Purpose

### Purpose of your LUP

Among plans reviewed, a common purpose was derived from First Nations wanting to exert ownership over the lands and resources in their traditional territory and to inform third parties as to how they would like to manage their lands and resources. This was particularly emphasized by 4 First Nations that developed plans at a territorial level. LUPs are generally seen as important tools for negotiating with local, provincial and/or federal governments and providing guidance when competing resources need to be evaluated. This was the case for 7 First Nations that undertook planning to guide decision making and development. Three First Nations used their LUPs to express their cultural connection to land and to establish their authority and control over their broader territory. For 3 communities, focusing on reserve lands was seen as a first step before eventually planning for their territories.

### LUP as a Governance Tool:

- Establish authority
- Directing decision-making
- Providing policy guidelines
- Managing existing and potential disputes
- Resolving pressures on land and infrastructure





## STEP 1: Call to Gather, Understand & Decide Purpose

PREPARE

Some of the key reasons that a First Nation might undertake a LUP include:

1. **Assert rights and title:** Some First Nations are completing a LUP to help document traditional laws, put them into practice and make a statement about continued occupation and use of their territory. LUPs can be a way to re-establish authority, exert ownership, and exercise rights and title.
2. **Establish a common Vision:** An important reason for undertaking a LUP could be to find common ground in the community, identify shared community values, priorities, and needs, and set out a long-term community vision to guide land management goals and objectives.
3. **Preserve and revitalize culture:** Some First Nations are embracing the LUP as an opportunity to honour, uphold and revitalize culture, language, and way of life on the land. This can be achieved through a LUP process that is driven by traditional protocols and values. The plan itself may also provide the opportunity to record traditional knowledge and identify and protect cultural resources and sites.
4. **Care for the land:** Some First Nations embrace LUP as a way to actively practice their responsibility to care for the land. This might involve addressing environmental concerns and land management challenges and protecting sacred, cultural and significant ecological sites, including those under threat from external development, extraction and harvesting pressures. Through the LUP process, First Nations can ensure that land is protected and/ or developed according to the needs and values of the community.
5. **Develop a new governance arrangement:** Sometimes a LUP is part of a process of developing a new governance arrangement. For example, a First Nation might complete a LUP as part of its Land Code process or as part of its treaty process. The purpose of the LUP might be to inform treaty negotiations, title cases, and land claims settlements.
6. **Strengthen community engagement and self-governance:** A First Nation may be using a LUP process as an opportunity to meaningfully engage community members in a conversation about the future of the community and lands. As a community-driven process, First Nations are embracing LUP as an opportunity to create a stronger line of communication between community members and leadership and give community members avenues to take important roles in the governance of their community.
7. **Explore economic development opportunities:** Some First Nations complete a LUP to help identify economic opportunities on their land and plan for future job creation and revenue. A LUP can help position a First Nation for economic development opportunities, help attract new economic opportunities, and provide certainty to outside organizations about economic activities that are compatible with the First Nation's priorities
8. **Guide referrals and development proposals:** For some First Nations, a LUP responds to the need for a decision-making tool to respond strategically to initiatives of municipal, provincial and federal governments, and to guide responses to industry referrals and development proposals. Providing proponents with a copy of the LUP can help them respond to the First Nation's needs and values rather than the First Nation always responding to requests.



## STEP 1: Call to Gather, Understand & Decide Purpose

9. **Guide internal decision making and policies:** A LUP can be used as a flexible tool to guide elected officials and/ or staff in making strategic decisions, evaluating competing resource priorities or considering the effect of a particular activity on the land consistent with the community's values. A LUP can become a foundation for policy development, for operational day-to-day planning by leadership and staff, and for developing detailed guidelines for the development of particular land parcels and traditional territory.
10. **Respond to development pressures:** Some First Nations are responding to development pressures in their territory. A LUP is a tool to articulate a future vision that can guide future development in the region.
11. **Support relationship building and coordination:** A LUP process might involve relationship-building processes with neighbouring communities or coordinating with planning processes taking place in neighbouring communities. A First Nation may prepare a LUP in preparation for participation in a larger regional planning process, or in reaction to a planning process that the First Nation feels it was excluded from.
12. **Provide certainty over overlapping territories:** First Nations may develop LUPs to help provide certainty over jurisdiction and decision making on shared territories.
13. **Complement and/ or prepare for other planning processes:** A LUP might complement other planning processes that are underway such as a CCP or can be used to prepare for more specific sector-level planning. Examples include:
  - Population growth pressures
  - Housing
  - Transportation networks
  - Development and infrastructure needs
  - Community infrastructure (recreational, health, educational)
  - Infrastructure and servicing: sewage, clean drinking water, electricity, energy, etc.
  - Economic zone and job opportunities
  - Jobs: oil, gas and resource development, forestry, tourism, construction
  - Food security: farms, fisheries, hunting and game, protection of traditional food sources
  - Nature: land, water, wildlife, etc.
  - Health and social: recreation, health resources, community programming, etc.
  - Territory plan
  - Growth management
14. **Support community health and healing:** For some communities, a LUP plays an important role in a broader effort to improve community health and healing. Strengthening the community's relationship to the land and responsibility to the land through a LUP, can be an opportunity for community healing. Planning to ensure future recreational, traditional and cultural uses of the land can help improve community health and wellness.



## STEP 1: Call to Gather, Understand & Decide Purpose

PREPARE

### Components of a LUP

Understanding the triggering events that have led up to starting your LUP and clarifying the scope and purpose of your LUP as a community helps to develop a shared understanding of why a LUP is needed and what it is hoped it will achieve. This will also inform your approach and ultimately, the results of your LUP. Here is a brief snapshot of the different approaches of a few recent plans:

### LUP Approaches

Land Use Plan	Scope	Jurisdictional Context	Triggering Event	Purpose	Approach	Components
Heiltsuk Nation Land Use Plan (2004)	Territory level (1.5 million hectares of rights and title territory –division into 56 planning units)	Indian Act	Pressure related to referrals, consultations and resource extraction such as off shore oil and gas exploration	Assist with government negotiations, development referrals and land use decisions Guide non-Heiltsuk proposed developments	Based on Heiltsuk stewardship values and ecosystem-based management principles	Emphasis on guiding principles and general management directions on resources Consultation protocol and industry specific policies Orientation to cultural values and practices Two designations (ecosystem management area and natural and cultural area) Accessible summary document with pictures, quotes and children’s drawings
Musqueam Nation Land Use Plan (2009)	Reserve level (Focus on IR#2 main reserve of 190 hectares)	First Nations Land Management Act	CCP process Transition to Land Code under FNLMA	Establish development approval process	Extensive engagement Community-based and member driven approach Strategic model Based in Musqueam traditional knowledge and governance	Community profile Community development objectives Population and housing projections Five land designations focused on allowable uses, three reflecting urban character of Reserve and others for cultural and ecological protection Framed with Musqueam spindle whorl
Skeetchestn Indian Band (2016)	Reserve level (IR#0 designated economic zone of 1470 hectares)	First Nations Land Management Act	Re-designation of land in 2012 to allow for a variety of different uses Mounting developing pressures (e.g. land bisected by highway and hydro route)	Plan for infrastructure servicing and to attract investment to economic zone under mandate of economic Development Corporation	Draws on engagement results from CCP process Economic development focus	Establishes land uses for individual areas with the Economic Zone Distinguishes between intensive and passive development designations, including areas for market housing Infrastructure proximity analysis Includes marketing package and guide to economic development that outlines a process for doing business Outlines collaborative process for conducting archaeological, cultural heritage, and environmental reviews as needed



## STEP 1: Call to Gather, Understand & Decide Purpose

### Land use plan review summary

The following tables provide a full summary of the 14 LUPs reviewed with details on the plan context, the plan purpose and scope, planning process, plan structure and products.

Land Use Plans 1-7 Summary Table

	Topic Area	Cowichan Tribes Draft Land Use Framework (2014)	Sema:th First Nation LUP (2013)	Kitselas LUP (2012)	Chawathil First Nation Community LUP (2011)	Lower Similkameen Indian Band (LSIB) 10- year LUP (2012)	Lil'Wat Nation Community LUP (2015)	Lheidli T'enneh Reserve Land LUP (2005/ 2017 draft update)
Plan Context	<b>About</b>	<b>Population:</b> 4,704 (50% on-reserve) <b>Location:</b> Duncan <b>Additional Info:</b> 2-3% growth rate; largest single First Nation Band in BC	<b>Population:</b> 262 (13% of Sto:lo Nation population) <b>Location:</b> 15km from Abbotsford	<b>Population:</b> 400-500 <b>Location:</b> government based in Skeena River Valley <b>Additional Info:</b> One of seven Tsimshian Nation communities	<b>Population:</b> 544 (70% on-reserve) <b>Location:</b> 10km from Hope <b>Additional Info:</b> 60% of population under 30 and 30% under 15 years	<b>Population:</b> 466 (63% on-reserve) <b>Location:</b> 12km from Keremeos <b>Additional Info:</b> 10% of population 60 years+ and 33% under 10 years. 2% growth rate; member ONA	<b>Population:</b> 2,154 (66% on reserve) <b>Location:</b> Reserve land in and around Mount Currie	<b>Population:</b> 415 (71% off reserve) <b>Location:</b> 20km from Prince George
	<b>Jurisdiction-al Context</b>	FNLMA	FNLMA	FNLMA	FNLMA	Indian Act	Indian Act	FNLMA
	<b>Triggering Events</b>	Part of CCP process Hul'qumi'num Treaty Group negotiations	FNLMA (2008)	FNLMA (2005)	Growth and development pressures	Expansion of CCP process	Update to previous LUP	FNLMA Update to 2005 LUP
	<b>Governance Context</b>	Growing population Housing demand Development constraints	Align with Sto:lo interests	Gaps in legislation for land management decisions	Ongoing land claims	Maintain interests in negotiation with governments	Pressure on lands and infrastructure	Preparation for potential treaty (rejected 2007)



## STEP 1: Call to Gather, Understand & Decide Purpose

	Topic Area	Cowichan Tribes Draft Land Use Framework (2014)	Sema:th First Nation LUP (2013)	Kitselas LUP (2012)	Chawathil First Nation Community LUP (2011)	Lower Similkameen Indian Band (LSIB) 10- year LUP (2012)	Lil'Wat Nation Community LUP (2015)	Lheidli T'enneh Reserve Land LUP (2005/ 2017 draft update)
Plan Purpose and Scope	<b>Purpose</b>	Decision making	Identify needs Decision making Guide development	Identify community vision and priorities Decision making Guide development	Address land management challenges Re-establish authority Support economic development	Identify community vision and priorities	Address land management challenges Guide development	Guide development Express cultural connection Support relationship-building
	<b>Reserve Land</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	<b>Traditional Territory</b>	No	No	No	Yes	No	No	No
	<b>Area of Land</b>	2,389 hectares 9 reserves	1 reserve	7 reserves	650 hectares 5 reserves	15,049 hectares 9 reserves	2,700 hectares 10 reserves	667 hectares 4 reserves
	<b>Guiding Principles</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Planning Process	<b>Advisory Group</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	<b>Community Engagement</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	<b>Off-reserve members</b>	Not specified	Not specified	Not specified	Not specified	Not specified	Not specified	Not specified
	<b>Elders</b>	Not specified	Yes	Yes	Not specified	Yes	Yes	Yes
	<b>Youth</b>	Not specified	Yes	Yes	Not specified	Yes	Yes	Not specified
	<b>Chief &amp; Council and Staff</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes



**STEP 1: Call to Gather,  
Understand & Decide Purpose**

	Topic Area	Cowichan Tribes Draft Land Use Framework (2014)	Sema:th First Nation LUP (2013)	Kitselas LUP (2012)	Chawathil First Nation Community LUP (2011)	Lower Similkameen Indian Band (LSIB) 10- year LUP (2012)	Lil'Wat Nation Community LUP (2015)	Lheidli T'enneh Reserve Land LUP (2005/ 2017 draft update)
Plan Structure	Framework	Yes (planning cycle)	No	Yes (design charrette)	No	Yes (12 steps / 5 phases)	No	No
	Vision	Yes	Yes	Yes	Yes	Yes	No	Yes
	Goals, Objectives	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Specific Actions	Yes	No	No	No	Yes	Yes	No
	Designations	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Policies	No	Yes	No	Yes	Yes	No	No
	Implementation	No	No	No	No	Yes (moderate)	Yes (minimal)	Yes (minimal)
M&E	No	Yes (moderate)	No	No	Yes (moderate)	No	No	
Plan Products	Maps	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Other Products	Analysis Maps	Environ-mental Management Plan	Community maps Concept designs	GIS Program Guidelines for engagement	Engagement Summaries Newsletters Decision-making and management tools Presentations	Work Plan for each priority area	Glossary of LUP terms
Other Information	Plan Strengths	Environ-mental Protection and Development Guidelines Next Steps Connection to CCP	Environmental and growth considerations Clear relationship to Sto:lo	Sets out plan for each reserve Guide for interpreting plans	Land tenure and expansion options Intergovernmental relations	Quotes, pictures, stories Process graphics In-depth methodology	Detailed community profile Focus on zoning for each reserve	Individual reserve plans Short-long term strategies



**STEP 1: Call to Gather,  
Understand & Decide Purpose**

	Topic Area	Cowichan Tribes Draft Land Use Framework (2014)	Sema:th First Nation LUP (2013)	Kitselas LUP (2012)	Chawathil First Nation Community LUP (2011)	Lower Similkameen Indian Band (LSIB) 10- year LUP (2012)	Lil'Wat Nation Community LUP (2015)	Lheidli T'enneh Reserve Land LUP (2005/ 2017 draft update)
		Clear directions and actions	Emphasis on living document	Inventory of community ideas Scope and limitations Reserve walking tours	Definitions of types of land use Profile of each reserve		Implementation guidelines Work plan for each priority area	Dispute resolution and zoning considerations Detailed legal history Carrier place names No consultants used
	URL	<a href="http://www.cowichantribes.com/files/3314/2231/1050/Cowichan_Draft_Land_Use_Framework_k_14FEB2014_2.pdf">www.cowichantribes.com/files/3314/2231/1050/Cowichan_Draft_Land_Use_Framework_k_14FEB2014_2.pdf</a>	<a href="http://www.sumasfirstnation.com/wp-content/uploads/2015/08/13-10-30-Sumas-LUP.pdf">www.sumasfirstnation.com/wp-content/uploads/2015/08/13-10-30-Sumas-LUP.pdf</a>	<a href="http://www.kitselas.com/images/uploads/docs/Kitselas_Land_Use_Plan.pdf">www.kitselas.com/images/uploads/docs/Kitselas_Land_Use_Plan.pdf</a>	<a href="http://www.hopebc.ca/wp-content/uploads/Chawathil-First-Nation-Community-Land-Use-Plan-Mar-2012.pdf">www.hopebc.ca/wp-content/uploads/Chawathil-First-Nation-Community-Land-Use-Plan-Mar-2012.pdf</a>	Unavailable	<a href="http://www.lilwat.ca/wp-content/uploads/2016/01/LIL-LUP15.pdf">www.lilwat.ca/wp-content/uploads/2016/01/LIL-LUP15.pdf</a>	2005: <a href="http://www.lheidli.ca/Lands/index.php">www.lheidli.ca/Lands/index.php</a> 2017: <a href="http://www.lheidli.ca/Lands/index.php">www.lheidli.ca/Lands/index.php</a>



**STEP 1: Call to Gather,  
Understand & Decide Purpose**

Land Use Plans 8-14 Summary Table

	Topic Area	Soowahlie First Preliminary LUP IR#14 (2010)	Musqueam Phase 1 Draft LUP (2009)	Skeetchestn Indian Band Economic LUP (2016)	Tsawwassen First Nation LUP (2009)	LUP for Nisga'a Lands (2002)	Heiltsuk First Nation LUP (2004)	Hupacasath First Nation Territory LUP Phase 2 (2006)
Plan Context	<b>About</b>	<p><b>Population:</b> 359 members (156 on reserve)</p> <p><b>Location:</b> 13km from Chilliwack</p> <p><b>Additional Info:</b> Close to tourist / recreation and camping area - Cultus Lake</p>	<p><b>Population:</b> 1200 (50% on-reserve)</p> <p><b>Location:</b> Within City of Vancouver</p> <p><b>Additional Info:</b> 2-5% growth rate and 40% of population is under 19 years. Reserve land leased out under five long-term leases</p>	<p><b>Population:</b> 531 people (212 on-reserve)</p> <p><b>Location:</b> 40km from Cache Creek</p> <p><b>Additional Info:</b> Plan for area under mandate of Knucwentwecw Development Corporation</p>	<p><b>Population:</b> 400 (50% on pre-treaty reserve)</p> <p><b>Location:</b> 25km from Vancouver</p> <p><b>Additional Info:</b> Treaty ratified in July 2007. Expanded lands by 400 hectares</p>	<p><b>Population:</b> 6,000 (2,500 in four Nisga'a Villages)</p> <p><b>Location:</b> Nass River Valley</p>	<p><b>Population:</b> 1600</p> <p><b>Location:</b> In and around Bella Bella</p>	<p><b>Population:</b> 230 (50% on-reserve)</p> <p><b>Location:</b> In and around Port Alberni</p>
	<b>Jurisdictional Context</b>	FNLMA	FNLMA	FNLMA	Treaty	Treaty	Indian Act	Indian Act
	<b>Triggering Events</b>	Need to respond to unresolved land disputes regarding IR#14	Expansion of CCP process FNLMA	Re-designation of land in 2012 for variety of uses	TFN Final Agreement 2007 development opportunities	Final Agreement (2000) Enactment of legislation governing land use	Issues of concern (referrals, consultation, offshore oil and gas)	Consultation, timber harvesting Flexibility of Forest and Range Practices Act not sufficient
	<b>Governance Context</b>	Number of unresolved land disputes regarding IR#14	Need for development approval process linked to Land Code	Development challenges (e.g. land bisected by highway and Hydro route)	LUP necessary for treaty to come into effect	Ability to make autonomous decisions on land	Need for guide for non-Heiltsuk proposed developments	Informs governments and companies on management protocols





## STEP 1: Call to Gather, Understand & Decide Purpose

	Topic Area	Soowahlie First Preliminary LUP IR#14 (2010)	Musqueam Phase 1 Draft LUP (2009)	Skeetchestn Indian Band Economic LUP (2016)	Tsawwassen First Nation LUP (2009)	LUP for Nisga'a Lands (2002)	Heiltsuk First Nation LUP (2004)	Hupacasath First Nation Territory LUP Phase 2 (2006)
Plan Purpose and Scope	<b>Purpose</b>	Self-governance Develop bylaws to govern development of band and CP land Explore economic development options	Guide strategic decisions Prepare for territory plan	Planning for Economic Zone and infrastructure servicing	Long-term vision for TFN lands Foundation for policies and decisions	Provide guidance for elected officials and staff for making land use decisions	Assistance with negotiations, referrals and decisions Tool for leaders / staff	Describes land values and management objectives Exert ownership
	<b>Reserve Land</b>	Yes (Partial)	Yes (Partial)	Yes (Partial)	No	No	Yes	Yes
	<b>Traditional Territory</b>	No	No	No	No	Yes / Treaty Lands	Yes	Yes
	<b>Area of Land</b>	460 hectares 44 lots on IR#14	190 hectares 1 reserve IR#2	1470 hectares 1 reserve IR#0	662 hectares Treaty lands	200,000 hectares	1.5 million hectares Rights and Title Territory	230,000 hectares 5 reserves, 29 use areas
	<b>Guiding Principles</b>	No	Yes	No	Yes	Yes	Yes	No
Planning Process	<b>Advisory Group</b>	No	Yes	No	No	Yes	No	Not specified
	<b>Community Engagement</b>	Yes	Yes	Not specified (part of CCP)	Yes	Yes	Yes	Not specified
	<b>Off-reserve members</b>	Not specified	Yes (Moderate)	Not specified	Yes (Moderate)	Not specified	Not specified	Not specified
	<b>Elders</b>	Not specified	Yes	Not specified	Not specified	Not specified	Not specified	No specified
	<b>Youth</b>	Not specified	Yes	Not specified	Not specified	Not specified	Not specified	Not specified
	<b>Chief &amp; Council and Staff</b>	Yes	Yes	Yes	Not specified	Yes (Nisga'a Lisims Government)	Yes	No specified



**STEP 1: Call to Gather,  
Understand & Decide Purpose**

	Topic Area	Soowahlie First Preliminary LUP IR#14 (2010)	Musqueam Phase 1 Draft LUP (2009)	Skeetchestn Indian Band Economic LUP (2016)	Tsawwassen First Nation LUP (2009)	LUP for Nisga'a Lands (2002)	Heiltsuk First Nation LUP (2004)	Hupacasath First Nation Territory LUP Phase 2 (2006)
Plan Structure	Framework	No	Yes (10 steps / 5 phases)	No	No	No	No	No
	Vision	Yes	Yes	No	Yes	No	Yes	No
	Goals, Objectives	No	Yes	No	Yes	Yes	No	Yes
	Specific Actions	No	No	Yes	No	No	No	No
	Designations	Yes	Yes	Yes	Yes (Separate document)	Yes	Yes	Yes
	Policies	No	Yes	Yes	Yes	Yes	Yes	No
	Implementation	No (Minor - Next steps)	Yes (Minimal - Next Steps)	Yes (Minimal - Next Steps)	Yes (Separate document)	No (Minor - Next Steps)	No	Yes (Minimal)
	M&E	No	Yes (Moderate)	No	No	No	No	Yes (Minimal)
Plan Products	Maps	Yes	Yes	Yes	Yes	Yes	Yes	No
	Other Products	None identified	Zoning and Development Guidelines	Highest and Best Use Analysis Conceptual Utility Costs Marketing Package Conceptual Drawings	TFN Development Opportunity Analysis (2008) Implementation Actions (2008) Servicing Plan (2008)	Process diagram of planning process	None identified	None identified
Other Information	Plan Strengths	Short and direct Summarizes methodology Clear next steps identified	Plan framed with metaphor (traditional Musqueam spindle whorl) Extensive engagement	In-depth analysis on constraints Detailed appendices Aligns with CCP work	Establishes role of the plan Strong alignment between designation, objective and policy	Clear purpose and policies	Accessible Executive Summary of full plan Based on Heiltsuk Stewardship principles	Detailed Hupacasath Standards



**STEP 1: Call to Gather,  
Understand & Decide Purpose**

	Topic Area	Soowahlie First Preliminary LUP IR#14 (2010)	Musqueam Phase 1 Draft LUP (2009)	Skeetchestn Indian Band Economic LUP (2016)	Tsawwassen First Nation LUP (2009)	LUP for Nisga'a Lands (2002)	Heiltsuk First Nation LUP (2004)	Hupacasath First Nation Territory LUP Phase 2 (2006)
							Children's drawings, quotes and pictures throughout plan	
	URL	<a href="http://www.fnbc.info/resource/land-use-plan-soowahlie-first-nation-0">www.fnbc.info/resource/land-use-plan-soowahlie-first-nation-0</a>	Unavailable	<a href="http://www.skeetchestn.ca/files/documents/Development/2016-05-19-economic-land-use-plan-reduced.pdf">www.skeetchestn.ca/files/documents/Development/2016-05-19-economic-land-use-plan-reduced.pdf</a>	<a href="http://www.tsawwassenfirstnation.com/pdfs/TFN-About/Information-Centre/Strategic-Planning/TFN_Land_Use_Plan.pdf">www.tsawwassenfirstnation.com/pdfs/TFN-About/Information-Centre/Strategic-Planning/TFN_Land_Use_Plan.pdf</a>	<a href="http://www.nisgaanation.ca/sites/default/files/LUP%20DOC%20received%20April%2026.pdf">www.nisgaanation.ca/sites/default/files/LUP%20DOC%20received%20April%2026.pdf</a>	<a href="http://www.firstnations.de/media/04-1-land-use-plan.pdf">www.firstnations.de/media/04-1-land-use-plan.pdf</a>	<a href="http://www.hupacasath.ca/wp-content/uploads/2016/03/LUP-Phase2-2006.pdf">www.hupacasath.ca/wp-content/uploads/2016/03/LUP-Phase2-2006.pdf</a>



## STEP 1: Call to Gather, Understand & Decide Purpose

“

*A LUP guides future  
development.”*

LUP Workshop Participant  
(2017)



“

*A LUP plans for community  
needs now and in the  
future.”*

LUP Workshop Participant  
(2017)



# STEP 2: Get Ready

## STEP 2 RESOURCES:

- A. Sample Terms of Reference (TOR)
- B. Sample LUP Work Plan
- C. List of LUP Funds
- D. Sample Budget Template
- E. Sample Skills Inventory Checklist
- F. Working with Consultants Brief
- G. Consultant Evaluation Rubric



## A: Sample Terms of Reference (TOR)

### Purpose of the project

As a member of the LUP Planning Team, your role is to help facilitate the LUP engagement process. Members of the Planning Team serve as a link between the community and the external consultant team (if necessary). The purpose of the LUP Planning Team is to help facilitate an inclusive, community-based community planning project in which the community will create a comprehensive vision for the future of your lands.

### Planning Team members

The Planning Team is comprised of a mix of staff and community members.

### Guiding principles

As a member of the LUP Planning Team, you commit to the following guiding principles that will shape the LUP process:

- Build an inclusive process where everyone has the opportunity to be heard
- Facilitate a respectful process that acknowledges issues and encourages safe discussion
- Diversify participation options
- Share good information in a timely way
- Create opportunities for fun, sharing a meal and celebration

### Main functions

As a member of the LUP Planning Team, you will:

- Participate in meetings and conference calls about the project
- Help plan logistics and content of LUP community engagement events
- Facilitate and participate in LUP community engagement events
- Undertake event promotion to help get the word out about upcoming events
- Administer surveys and conduct interviews
- Advise external consultant team on engagement and communications strategies and local protocols
- Review drafts of planning material and provide feedback

It is the responsibility of the LUP Planning Team to:

- Report to the LUP Planning Team Supervisor as well as Chief and Council as needed
- Track hours against the work plan

### Timeline

The LUP Planning Team will begin its roles and responsibilities in October 2018 and continue to serve the project until March 31, 2019.

Expect approximately 10-15 hours a week for a one-year period.

### Remuneration

\$20-30/ hour or a honourarium will be provided.



## STEP 2: Get Ready

PREPARE

### B: Sample LUP Work Plan

#### Sample Workplan

Step	Tasks	Core Activities	Responsibility	How?	Timeline	Results
<b>1. Call to Gather</b>	<ul style="list-style-type: none"> <li>• Invite stories of the land</li> <li>• Gather ideas on process</li> <li>• Define LUP together</li> <li>• Agree on meaning and purpose of your LUP</li> <li>• Agree on meaning and purpose of LUP</li> <li>• Explore value and risks of doing LUP</li> <li>• Other:</li> </ul>	<ul style="list-style-type: none"> <li>• Review LUP and engagement protocols</li> <li>• Gather community members</li> <li>• Introduce the process</li> <li>• Review other plans</li> <li>• Define LUP principles</li> <li>• Teach what is LUP</li> <li>• Other:</li> </ul>	Planning Champion	Launch event		
<b>2. Get Ready</b>	<ul style="list-style-type: none"> <li>• Secure the mandate to plan</li> <li>• Review planning history</li> <li>• Agree on planning approach</li> <li>• Set up the Planning Support Team</li> <li>• Identify a Planning Champion</li> <li>• Assess capacity, capability and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Compile and review past plans</li> <li>• Compile budget</li> <li>• Build a work plan</li> <li>• Recruit planning team members</li> <li>• Develop terms of reference for planning team</li> <li>• Complete skills inventory</li> <li>• If external support is needed: create RFP and select consultant</li> <li>• Other:</li> </ul>				



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## STEP 2: Get Ready

Step	Tasks	Core Activities	Responsibility	How?	Timeline	Results
	<ul style="list-style-type: none"> <li>Assess budget and resources</li> <li>Establish roles and responsibilities</li> <li>Secure external support if needed</li> <li>Other:</li> </ul>					
<b>3. Engage Community</b>	<ul style="list-style-type: none"> <li>Agree on the value of engagement</li> <li>Understand community engagement needs and preferences</li> <li>Create a community engagement strategy</li> </ul>	<ul style="list-style-type: none"> <li>Host open house</li> <li>Conduct community engagement needs and preferences survey</li> <li>Analyze results</li> <li>Develop community engagement vision, goals, strategies</li> <li>Finalize and circulate community engagement strategy</li> </ul>				
<b>4. Gather information</b>	<ul style="list-style-type: none"> <li>Identify LUP information needs</li> <li>Establish knowledge governance system</li> <li>Collect and analyze information</li> </ul>	<ul style="list-style-type: none"> <li>Design information gathering tools</li> <li>Deliver information gathering activities</li> <li>Compile information</li> <li>Establish information storage system</li> <li>Analyze information</li> <li>Verify information</li> </ul>				
<b>5. Decide Future</b>	<ul style="list-style-type: none"> <li>Understand past and present situation</li> </ul>	<ul style="list-style-type: none"> <li>Conduct situational assessment</li> <li>Host community visioning workshop</li> </ul>				





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## STEP 2: Get Ready

Step	Tasks	Core Activities	Responsibility	How?	Timeline	Results
	<ul style="list-style-type: none"> <li>• Explore vision for the future</li> <li>• Create LUP vision framework</li> <li>• Prioritize actions</li> <li>• Assess land use scenarios</li> <li>• Sequence and cost actions</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze results</li> <li>• Draft LUP vision framework for validation</li> <li>• Host action prioritization workshop</li> <li>• Develop land use scenarios</li> <li>• Host assessing land use scenarios workshop</li> <li>• Analyze results</li> </ul>				
<b>6. Create Tools</b>	<ul style="list-style-type: none"> <li>• Decide on land use zones</li> <li>• Develop land use policies</li> </ul>	<ul style="list-style-type: none"> <li>• Draft land use maps</li> <li>• Circulate maps for validation</li> <li>• Develop land use policies for each zone</li> <li>• Review policies with community</li> </ul>				
<b>7. Document Results</b>	<ul style="list-style-type: none"> <li>• Structure the LUP</li> <li>• Create visuals</li> <li>• Create maps</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on which land use plan communications tools you would like to develop</li> <li>• Decide on structure of land use plan</li> <li>• Draft land use plan</li> <li>• Develop visuals</li> <li>• Draft maps</li> </ul>				
<b>8. Endorse and celebrate</b>	<ul style="list-style-type: none"> <li>• Community review of draft</li> <li>• Teaching the plan</li> <li>• Plan approval and endorsement</li> <li>• Celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Circulate draft plan</li> <li>• Host LUP workshop</li> <li>• Arrange for BCR endorsing the plan</li> <li>• Host community celebration</li> </ul>				



PREPARE

## STEP 2: Get Ready

Step	Tasks	Core Activities	Responsibility	How?	Timeline	Results
<b>9. Action</b>	<ul style="list-style-type: none"> <li>• Create implementation work plan</li> <li>• Develop implementation tools</li> </ul>	<ul style="list-style-type: none"> <li>• Assign roles and responsibilities</li> <li>• Host staff workshop</li> <li>• Schedule regular check-ins on workplan</li> </ul>				
<b>10. Track and Evaluate</b>	<ul style="list-style-type: none"> <li>• Develop monitoring and evaluation framework</li> <li>• Decide on methods</li> <li>• Gather information</li> <li>• Communicate results</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on indicators</li> <li>• Design M&amp;E tools</li> <li>• Host M&amp;E workshop</li> <li>• Analyze results</li> <li>• Publish results</li> </ul>				
<b>11. Review and Revise</b>	<ul style="list-style-type: none"> <li>• Create a revision process</li> <li>• Communicate revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop revision process</li> <li>• Communicate revision process in LUP</li> <li>• Conduct schedules reviews</li> <li>• Communicate revisions</li> </ul>				



### C: List of LUP Funds

There are a number of potential sources for First Nations LUP in BC. Refer to these resources for general information, and make sure to contact each organization in case there are any changes or updates to their funding programs.

New Relationship Trust (NRT)

Website: [www.newrelationshiptrust.ca/funding](http://www.newrelationshiptrust.ca/funding)

Application deadline: Mid-May

Decision communicated: June

NRT supports First Nations LUP through its Direct Support – Governance Capacity Initiatives funding program. Some details:

Funding Amount Available	How to Apply	Eligible Project Categories and Types
<p>A maximum of \$25,000 per project will be available where one (1) First Nation is involved;</p> <p>A maximum of \$50,000 per project will be available where three (3) or more partnering First Nations are involved</p> <p>Projects must identify a minimum of 25% equity (own or other sources) to support total project costs. NRT will reimburse a lower percentage for the following budget line items: 25% of communications costs, 25% of lands software, 25% of supplies/materials.</p>	<p>Application on BCC website when new funding cycle begins</p>	<p>Land Use Planning &amp; Comprehensive Community Planning Project planning (i.e. develop the project structure and work-plans)</p> <p>Community planning (strategy and visioning) Professional and technical assessments</p> <p>Community engagement (obtaining community support and feedback through forums, workshops, gatherings)</p> <p>Land/Marine Use Plan</p> <p>Traditional Land Use Planning</p> <p>Economic Development Planning</p>

NRT has some smaller grants available that could be linked to a LUP process or could be used to implement actions arising from land use planning:

- Up to \$2,000 grants for Elders for an initiative
- Up to \$2,000 grants for Youth for an initiative or capacity building (e.g. attending conference)



## STEP 2: Get Ready

PREPARE

Real Estate Foundation of BC (REFBC)

Website: [www.refbc.com/grants](http://www.refbc.com/grants)

Application deadline:

Decision communicated:

REFBC’s grant program funds research and educational initiatives that support law and policy analysis/reform, and other land use and real estate related projects that benefit BC communities. They provide support for First Nations LUP through their General Grants program, in the sustainable land use and built environment sustainability funding streams. These streams prioritize integrating social, environmental, economic and cultural objectives into policy and practice for the long-term well-being of communities and ecosystems.

Eligible applicants	Funding Amount Available	How to Apply
<p>REFBC grants can support registered non-profit organizations and Community Contribution Companies (C3s)</p> <p>Examples of non-profit organizations include: charities, NGOs, post-secondary institutions, professional associations, societies, local and regional governments, and First Nations</p>	<p>As a rule, REFBC grants can fund up to 50% of the cash portion of a project budget; other funding partners or own source revenue is required as REFBC typically will not act as the sole funder of a project</p> <p>Applicants may choose to include “indirect/admin costs” as an expense item on their budget form and may allocate up to 15% of the budget in this way</p>	<p>Both application streams have a formal process with two stages</p> <p>Stage one: A full application is submitted at the intake deadline. REFBC’s grants team reviews these applications, provides feedback and shortlists projects for stage two.</p> <p>Stage two: Shortlisted applicants will be invited to submit an updated application for full due diligence review prior to the final funding decision</p>



## STEP 2: Get Ready

PREPARE

BC Capacity Initiative (BCCI) – Indigenous and Northern Affairs Canada

Website: [www.bccapacity.org](http://www.bccapacity.org)

Application deadline: Early December

Decision communicated: April

The BC Capacity Initiative (BCCI) is a federal government initiative funded by Indigenous and Northern Affairs Canada (INAC). The BCCI focuses on enhancing First Nations' abilities to prepare for comprehensive land claim negotiations by increasing First Nations' capabilities to negotiate, implement or manage land and resource components of their future Aboriginal title settlement agreements. One of the BCCI's principles is that capacity building integrates community participation that is sensitive to aboriginal values and culture.

Eligible applicants	Funding Amount Available and How to Apply	Eligible Activities (selected)
<p>All First Nations in BC with an unresolved land claim</p> <p>This includes First Nations both within and outside the BCTC process</p> <p>Applications for funding may be made on behalf of a First Nation by its band office, tribal council, or representative First Nation organization</p>	<p>There is no maximum limit on the amount of BCCI funding that can be requested</p> <p>Specific budget requirements:</p> <p>Project Administration: Maximum 3% of BCCI funding total; Capital Acquisitions: Maximum 6% of BCCI funding total</p> <p>Funding commitments are for one fiscal year but applicants can apply for further funding in subsequent years “if progress towards a larger capacity development goal is demonstrated”</p> <p>Funding application follows a two-phase process. Submit proposal application for Phase 1; application to Phase 2 is by invitation of BCCI</p> <p>Application form available at: <a href="http://www.bccapacity.org/application.aspx">www.bccapacity.org/application.aspx</a></p>	<p>Development of strategic/land use/community plans and/or consensus-based community vision in the area of, or directly linked to lands and resources</p> <p>Land use planning and development of governance structures and regulatory frameworks that are directly linked to land and resources consultation, negotiation, implementation or management</p> <p>Recording, survey and inventory of traditional land use (TUS), traditional ecological knowledge and archaeological heritage</p> <p>Activities contributing to increased information capacity through an improved information base and new data management tools (i.e. inventories, databases, GIS, studies, etc.)</p>



## STEP 2: Get Ready

PREPARE

Lands and Economic Development Services Program (LEDSP) – Indigenous and Northern Affairs Canada (INAC)

Website: [www.aadnc-aandc.gc.ca/eng/1473167344730/1473167388579](http://www.aadnc-aandc.gc.ca/eng/1473167344730/1473167388579)

The LEDSP program offers project-based funding for First Nations and Inuit communities, which can be used for economic development, land management and environment management activities. The following are considered priority by INAC:

- Capacity initiatives that strengthen land management and economic development as a key function of a strong local government, support Aboriginal participation in major resource development initiatives, support First Nations Land Management (FNLM) readiness, or strategic economic development and associated land use planning;
- Initiatives that promote on-reserve environmental management and pollution prevention, with an emphasis on waste management; and,
- Additions to reserves, designations and surveys that support economic development.

Call for proposals are usually issued several times each year through INAC regional offices.

Eligible applicants	Amount Available and How to Apply	Eligible Activities (selected)
<ul style="list-style-type: none"> <li>• First Nations and Inuit communities and their governments</li> <li>• Tribal Councils</li> <li>• Organizations and associations controlled by First Nations and Inuit communities, except for those with charitable or religious purposes</li> <li>• Non-Indigenous organizations and associations, except for those with charitable or religious purposes</li> </ul>	<ul style="list-style-type: none"> <li>• According to INAC, assistance will be determined based on the minimum amount required to ensure that the project or initiative is realized</li> <li>• INAC may pay up to 100% of eligible costs, however, other sources of available funding for the project will be taken into account</li> </ul>	<ul style="list-style-type: none"> <li>• Planning (community economic development planning, land use planning on reserve, environmental planning, pollution prevention)</li> <li>• Land designations that support economic development</li> <li>• Initiatives that support environmental management best practices with land and community assets on reserve; and,</li> <li>• Initiatives to improve environmental regulatory compliance on reserve</li> <li>• Initiatives that support land administration (leases and permits)</li> <li>• Development of proposals to raise financial resources</li> </ul>



## STEP 2: Get Ready

PREPARE

Community Opportunity Readiness Program – Indigenous and Northern Affairs Canada

Website: [www.aadnc-aandc.gc.ca/eng/1100100033414/1100100033415](http://www.aadnc-aandc.gc.ca/eng/1100100033414/1100100033415)

The Community Opportunity Readiness Program (CORP) supports Indigenous communities to pursue economic opportunities and attract private sector funding. This program is under the overall umbrella of INAC’s Lands and Economic Development Services Program (LEDSP).

Eligible applicants	Funding Amount Available and How to Apply	Eligible Activities (selected)
<ul style="list-style-type: none"> <li>• First Nation and Inuit communities and their governments, including Tribal Councils</li> <li>• Organizations and associations controlled by First Nation and Inuit communities, except those with charitable or religious purposes</li> <li>• Non-Aboriginal organizations and associations (except those with charitable or religious purposes) that plan to provide economic development services for the benefit of First Nation and Inuit communities</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 80% of the total eligible project cost for planning</li> <li>• For more information contact the INAC regional office</li> <li>• Submit a Statement of Intent for initial review before a full application</li> <li>• Application details at <a href="http://www.aadnc-aandc.gc.ca/eng/1395759843966/1395760082967">www.aadnc-aandc.gc.ca/eng/1395759843966/1395760082967</a></li> </ul>	<ul style="list-style-type: none"> <li>• Feasibility studies, marketing, advertising and promotion, planning, negotiations, legal, land surveys, and appraisals</li> <li>• Support for community-owned businesses where there is an equity gap, such as for business advisory services and training, commercial development, and market development</li> <li>• Community economic infrastructure development related to business development (but not related to a specific eligible business)</li> </ul>



## STEP 2: Get Ready

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Professional and Institutional Development Program – Indigenous and Northern Affairs Canada

Website: [www.aadnc-aandc.gc.ca/eng/1480342101195/1480342149416](http://www.aadnc-aandc.gc.ca/eng/1480342101195/1480342149416)

Application deadline:

Decision communicated:

This program funds projects that develop the capacity of First Nations, Inuit, and Tribal Councils to increase their governance capacity through locally, regionally and nationally developed initiatives. Strategic planning and Comprehensive Community Planning are mentioned specifically. Contact INAC for more information on whether funding can be used for strategic planning within the context of land use planning and for land governance tools specifically. See table for more details.

Eligible applicants	Funding Amount Available and How to Apply	Eligible Activities (selected)
<ul style="list-style-type: none"> <li>• First Nations and Inuit communities and their governments</li> <li>• Tribal Councils</li> <li>• Any organization that has had an eligible plan or proposal approved by a Professional and Institutional Development Program committee</li> </ul>	<ul style="list-style-type: none"> <li>• Contact INAC regional office for specific information</li> <li>• Application must be accompanied by a Capacity Development Plan (or existing plan with the same information) which includes information on objectives, costs, and performance measures</li> <li>• Governance Capacity Planning Tool at <a href="http://www.aadnc-aandc.gc.ca/eng/1314982906753/1314983007320">www.aadnc-aandc.gc.ca/eng/1314982906753/1314983007320</a></li> </ul>	<ul style="list-style-type: none"> <li>• Training in strategic planning and Comprehensive Community Planning</li> <li>• Bylaw development (could be used for land governance)</li> <li>• External relations (Policies or Codes on conducting business with other governments or the private sector)</li> </ul>





## STEP 2: Get Ready

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The Healing Fund - United Church of Canada

Website: [www.united-church.ca/community-faith/being-community/healing-education-and-development](http://www.united-church.ca/community-faith/being-community/healing-education-and-development)

Application deadline: Twice per year on March 15 and September 15

The Healing Fund supports healing initiatives for survivors of residential school and its ongoing intergenerational impacts. The Fund is intended to support grassroots projects that are First Nations-initiated, and community-oriented. Language recovery and cultural recovery programs are among the types of projects funded.

Eligible applicants	Funding Amount Available and How to Apply	Eligible Activities (selected)
<ul style="list-style-type: none"> <li>• Applicants for funds are from Indigenous groups or Indigenous agencies</li> <li>• Funding is for community-based programs</li> </ul>	<ul style="list-style-type: none"> <li>• \$15,000 maximum grant</li> <li>• If the project’s total budget exceeds \$15,000 the budget must show what portion of the total budget will be covered by the Healing Fund Grant</li> <li>• Applications should demonstrate how their community will be involved in the planning, direction, and follow-up of the project</li> </ul>	<ul style="list-style-type: none"> <li>• Healing from the impact of residential schools should be the primary purpose of the project</li> <li>• Language recovery and cultural recovery programs, e.g. Language on the Land, Culture Camps, which could form part of a land use planning process or could be part of implementing a LUP</li> </ul>

BC Treaty Commission

Website: [www.bctreaty.ca](http://www.bctreaty.ca)

The BC Treaty Commission may provide funding for land use planning and comprehensive community planning as part of their six-stage process. For a brief discussion, see [www.bctreaty.ca/land-and-resources](http://www.bctreaty.ca/land-and-resources), and contact the BC Treaty Commission for more information.

First Nation Infrastructure Fund (FNIF) – Indigenous and Northern Affairs Canada (INAC)

Website: [www.aadnc-aandc.gc.ca/eng/1497275878022/1497275946841](http://www.aadnc-aandc.gc.ca/eng/1497275878022/1497275946841)

In addition to physical infrastructure projects, the First Nations Infrastructure Fund also supports comprehensive community planning (located under their planning and skills development funding category). Land use planning is not specifically listed as an allowable use of funding.

Funding is accessed through the submission of annual First Nations Infrastructure Investment Plans in the fall of each year. Communities interested in receiving funding from FNIF should identify eligible projects, such as comprehensive community planning, on their FNIFP.



## D: Sample Budget Template

Costs	Assumption	Final Costs
<b>LUP Team</b>		
LUP Committee Members	e.g. Stipend x number of members, x number of days	\$
LUP Coordinator	e.g. Salary x days of work	\$
Experts/specialists (if required)	e.g. Salary x days of work	\$
Honourarium for participants	e.g. Stipend x number of participants, x number of events	\$
Training	e.g. Cost of workshop x number of participants	\$
Travel	e.g. Cost of hotel, food and transportation for off Reserve events x number of team members traveling	\$
Administration	2-5% of budget	\$
Other:		\$
	<b>Subtotal Costs of CE Team</b>	\$
<b>Data Gathering Tools</b>		
Opinion polls/surveys	e.g. Cost of printing	\$
Online surveys	e.g. Cost of online survey program	\$
Door-to-door interviews	e.g. \$15 per house	\$
Camera / video camera		\$
Other:		\$
Other:		\$
	<b>Subtotal Costs of Data Gathering</b>	\$
<b>Logistics for a Community Gatherings</b>		
Facilities (hall rental)	e.g. cost per half or full day	\$
Equipment rental	e.g. Cost per chair x number of participants	\$
Food Catering	e.g. Cost per person x number of participants	\$
Door prizes	e.g. 10 door prizes @ \$25 each	\$



## STEP 2: Get Ready

Costs	Assumption	Final Costs
Transportation (shuttle)	e.g. Cost of driver, vehicle rental	\$
Advertising & promotion	e.g. Printing, cost of advertising in local paper, radio, word of mouth	\$
Childcare	e.g. x per child	
Other:		\$
	<b>Subtotal Costs of Logistics</b>	\$
<b>Technical Requirements</b>		
IT services staff		\$
Software programs for any specialized functions		\$
Computer and AV equipment and support		\$
GIS Equipment		
Other:		\$
	<b>Subtotal Costs of Technical</b>	\$
<b>Communication</b>		
Advertising and promotion	e.g. Cost of advertising in local paper	\$
Website and social media development and maintenance	e.g. Cost for hosting website on WordPress	\$
Print materials and distribution	e.g. Cost per unit to print the plan	\$
Presentation materials	e.g. Poster boards, displays	\$
Graphic designer	e.g. Salary x days of work	\$
Mapper	e.g. Salary x days of work	
Other:		\$
	<b>Subtotal Costs of Communication</b>	\$
	<b>Total Cost</b>	\$



## E: Sample Skills Inventory Checklist

This checklist is to help you think about the existing human resources in your community to undertake a Comprehensive Community Planning process. This tool helps to identify who needs to be involved in data governance and if any outside resources are necessary.

Planning and Process Skills	Do we have these skills?	
Skill	Yes	No
Information gathering- oral stories, research, studies		
Community engagement- process design and delivery		
Information analysis- sorting, coding		
Information and data management		
Stakeholder analysis		
Policy making		
Reading maps		
Making maps		
Monitoring and evaluation		
Communication and Engagement Skills	Do we have these skills?	
Skill	Yes	No
Report writing and documentation		
Group facilitation skills		
Presentation skills		
Event planning		
Drawing/illustration		
Public relations and media		
Negotiation and/ or Conflict resolution		
Graphic design		
Photography		
Management and Administration Skills	Do we have these skills?	
Skill	Yes	No
Accounting and bookkeeping		
Budget development		
Fundraising		
Project management		
Report writing and editing		
Content and Knowledge Skills	Do we have these skills?	
Skill	Yes	No
Understanding and experience with land use planning		
Traditional knowledge documentation or collection		
Mapping and GIS		



**STEP 2: Get Ready**

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Other Skills?	Do we have these skills?	
Skill	Yes	No



### F: Working with Consultants Brief

Our colonial history has led to many interventions from external “professionals” (European settlement, the *Indian Act*, Control by Indian Agents, Residential schools, Dislocation, Dispossession, External Researchers, etc.). As First Nations continue to strengthen land governance, what is the role of planning consultants? What is at stake when hiring a planning consultant? You have an opportunity to shape a consulting relationship that works for your community. For this to work, you need to drive the LUP process, identify strategic opportunities for outside help and actively manage the relationship. Local knowledge and skills can be combined with specific information or skills a consultant can contribute to help complete a LUP; however, you remain in the driver’s seat of the LUP process and the consultant’s role. Working with consultants involves actively managing and evaluating the relationship so that they continue to serve your needs.

#### Why hire a consultant?

- Add / access specific expertise (e.g. mapping, policy and analysis, community engagement)
- Manage complexity and conflict
- Share the workload
- Supplement staff resources and time
- Ensure objectivity
- Increase visibility of the project
- Provide training and mentorship support
- Help meet deadlines
- Meet legal and technical requirements
- Opportunity to learn about the approaches taken by other communities and industry good practices

#### Scenarios for hiring a consultant

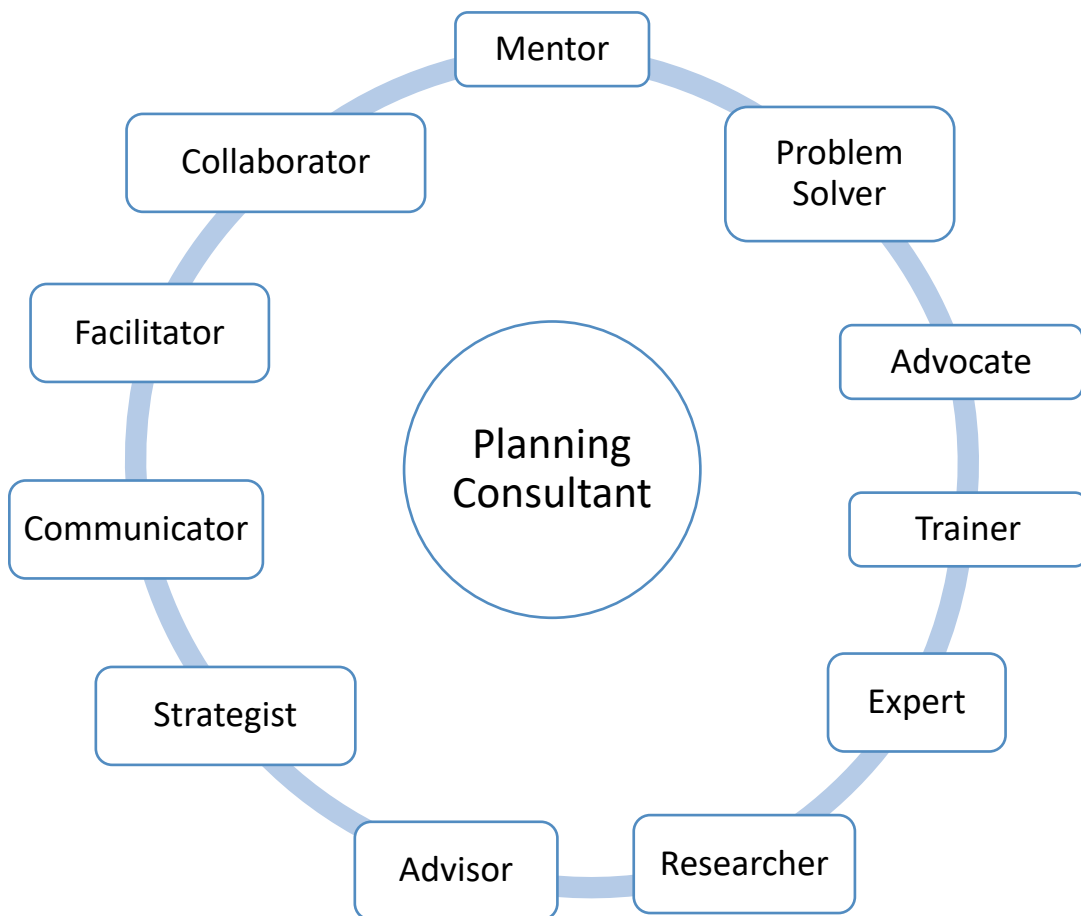
1. First Nations want to undertake a LUP process – a consultant is asked to write and submit a funding proposal; a consultant is hired if funding secured; or
2. A First Nation has secured funding to complete a LUP and puts out a RFP to hire a consultant; or
3. A First Nation starts a LUP process and realizes it needs support once the process is launched



## STEP 2: Get Ready

Roles are as follows:

- **Mentor:** Providing guidance to process or plan
- **Collaborator:** Sharing work load and decision making
- **Problem solver:** Helping define and understand options
- **Advocate:** Championing your work
- **Facilitator:** Assisting you to move through the process or stages of planning
- **Trainer:** Teaching all parts of the process, including skills and tools
- **Strategist:** Identifying options for what approach should be taken
- **Expert:** Providing expertise in a particular content area
- **Advisor:** Giving advice, suggestions, or feedback
- **Researcher:** Collecting, organizing and analyzing information and knowledge
- **Communicator:** Sharing results of the process





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## STEP 2: Get Ready

What might a planning consultant do?

A planner might:

- Develop funding proposals
- Plan the process design and support
- Support community engagement design and facilitation
- Help with community visioning
- Prepare work plans
- Assist with research and mapping
- Provide knowledge and data analysis
- Support policy development
- Manage partnerships
- Provide conflict resolution
- Increase capacity building
- Support communications
- Support plan documentation
- Develop implementation and action plans
- Provide monitoring and evaluation

What might you want to look for in hiring a planning consultant?

Consider the following qualifications:

- Has cultural understanding and sensitivity
- Is willing to learn about the community
- Works with local / traditional knowledge (e.g. working with a cultural advisor)
- Facilitates decision making
- Builds buy-in and commitment (e.g. works with a local planning committee)
- Supports planning approach, values and principles (e.g. strengthen local capacity, community driven)
- Pays attention to relationship building (e.g. collaboration, respect, communication)
- Helps clients solve problems for themselves

*“Collaborative planning - A healthy collaboration model for Indigenous planning: the local community planner needs to be in charge and responsible for indigenizing the process, while the outsider planner plays an active ally’s role and is primarily responsible for decolonizing it. Approach where professional planners can transfer repertoire of tools and skills to community (such as facilitation, interviewing, basic competencies in budget, typing and scheduling). Professional planner’s tools and skills are revealed over time as they listen and learn about the local needs.”*

*“Challenge the notion of the expert planner and western concepts, the idea that education and training gives you privileged knowledge in a community situation. This is a rational, positivist approach.”*

– Jessie Hemphill, Partner and Senior Planner for Alderhill Planning Inc., Gwa’sala-’Nakwaxda’xw Nations





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## STEP 2: Get Ready

What kind of qualifications and skills should you look for?

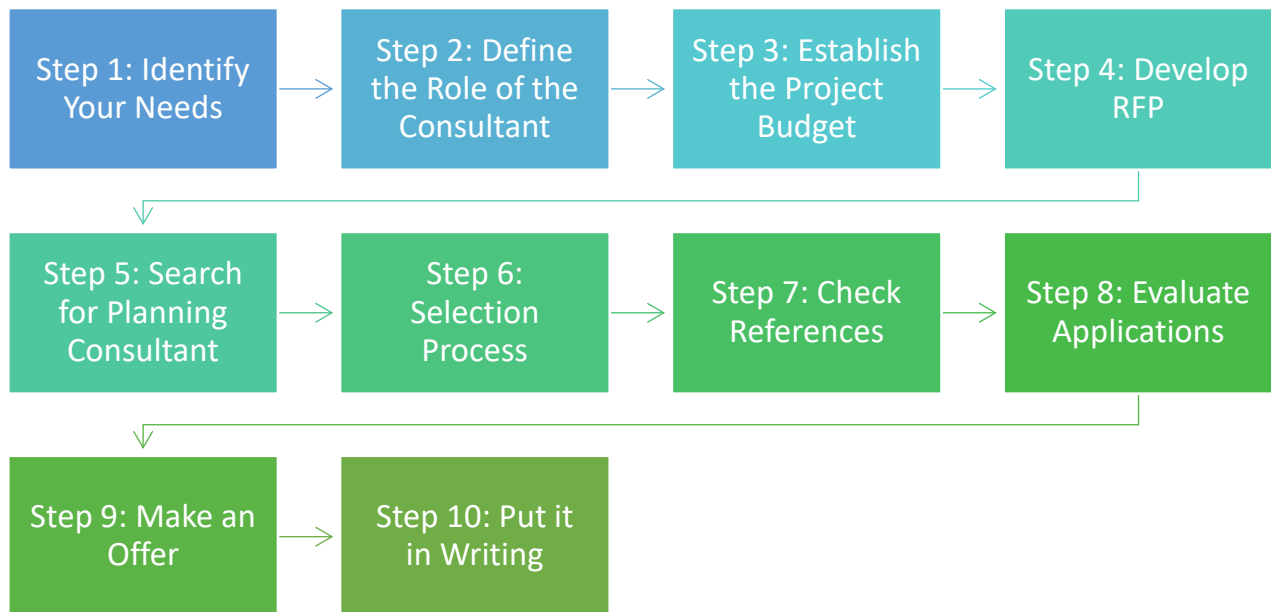
Consider the following qualifications:

- Level of planning education
- Planning certification through the Planning Institute of BC ([PIBC](#)) and the Canadian Institute of Planners ([CIP](#))
- Number of years of experience working with First Nations
- Knowledge of First Nations history
- Cross-cultural communication skills
- Community engagement skills
- Technical skills: mapping, research

Planners are guided by a *Code of Conduct* that specifies a planner's responsibility to the public interest, clients and employers, and the profession and other members.

Steps to hiring a consultant

The ten steps to hiring a consultant are as follows:





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## STEP 2: Get Ready

### Step 1: Identify Needs

- Review scope of project and objectives of the LUP process, the funding program
- Identify what support, roles and skills are needed to complete a LUP (e.g. mapping, facilitation, policy design)
- Define the specific qualities and qualifications needed in a consultant (e.g. facilitation, process design, cultural awareness, technical mapping)

### Step 2: Define the Role of the Consultant

- Define the specific role(s) you need the consultant to take on (e.g. project manager, report writer, mentor, facilitator, mentor)
- Specify that the consultant should help build and leave capacity in the community

### Step 3: Establish the Project Budget

- Consider the scope of the project and the deliverables required (e.g. LUP, policies, monitoring and evaluation strategy)
- Factor in taxes, travel costs and materials
- Consider the advantages and disadvantages of providing a budget up front in the RFP

### Step 4: Develop Request for Proposal

- The RFP contains a detailed description of the community, the project and the work required
- It describes what kind of consultant you need
- It directs consultants on how to apply (e.g. electronically, hard copy)
- A Request for Proposals makes clear:
  1. The planning context
  2. The needs of the First Nation
  3. The qualifications, qualities and skills required
  4. The preferred approach
- This prevents unsuitable candidates from applying thus saving you time



## STEP 2: Get Ready

### Step 5: Search for Planning Consultant

- Decide how you will spread the word – recruitment or promotion (word of mouth, referrals, posting to RFP site, through professional associations - e.g. PIBC)
- Identify lists of possible candidates (directories, award winners, advertisements)

### Step 6: Selection Process

- Form a selection committee to review applications
- Decide on selection criteria (e.g. years of experience, knowledge of First Nations history, references)
- Design interview questions
- Deliver interviews

### Step 7: Check References

- Check references provided by the candidate and also consider contacting former clients who worked with the candidate to see if they were happy with the relationship and outcomes

### Step 8: Evaluating Applications

- Apply your selection criteria to the candidate's proposal, interview and reference checks
- Score each candidate using an evaluation tool (see the Evaluation Rubric below)

### Step 9: Make an Offer

- Pick your top choice and make an offer to the consultant highlighting any modifications required to his/her initial proposal

### Step 10: Put It in Writing

- Prepare terms of reference and a contract that clearly spells out the expectations (e.g. deliverables, timeline, scope of work)
- Ensure all relevant parties have understood and signed the contract



## STEP 2: Get Ready

### G: Consultant Evaluation Rubric

This handout provides you with a long list of criteria you might use to evaluate a consultant. In reality, you might only pick your top criteria for this tool and use a shorter list. However, we include a long list here to give you many examples of potential evaluation criteria.

Reviewer: \_\_\_\_\_

Consultant 1 Name: \_\_\_\_\_ Interview Date: \_\_\_\_\_

Consultant 2 Name: \_\_\_\_\_ Interview Date: \_\_\_\_\_

Consultant 3 Name: \_\_\_\_\_ Interview Date: \_\_\_\_\_

Points ranking:      **3** = exceeds expectations      **2** = meets expectations  
                                  **1** = below expectations                      **0** = does not meet expectations

Criteria	Ranking Consultant 1	Ranking Consultant 2	Ranking Consultant 3
Right attitude and approach in working with First Nations			
Establishes a collaborative relationship with communities			
Solves problems so communities can solve them later themselves			
Ensures attention to developing the project and relationships			
Secures community-specific information			
Facilitates decision making			
Builds community buy-in			
Learns about the community			
Level of planning education and professional development			
Planning certification through the Planning Institute of BC			
Number of years of experience working with First Nations			
Land Use Planning experience			
Knowledge of First Nations history			
Knowledge of planning customs and protocols			
Knowledge of colonial history			
Cultural understanding and sensitivity			
Cross-cultural communication skills			



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## STEP 2: Get Ready

Criteria	Ranking Consultant 1	Ranking Consultant 2	Ranking Consultant 3
Capacity for community engagement			
Technical skills (research, mapping etc.)			
Collaborative planning process skills			
Able to deliver community-driven process and plan			
Ability to mentor and train members			
Ability to be mentored and trained by community			
Strong social and listening skills			
Ability to document planning results (accessible and culturally relevant)			
Value for budget			
Start date and timeline			
Team member qualifications			
Availability of consultant/team to members			
Quality of references			
Quality of informal references			
Quality of in person interview			
<b>Totals</b>			

“

*We have a commitment to engage community on a regular basis to determine needs and priorities.”*

Data Governance Workshop Participant (2016)





## STEP 3: Engage Community



# STEP 3: Engage Community

### STEP 3 RESOURCES:

- A. Sample Engagement Preferences Survey
- B. Identifying Engagement Target Groups (Tool 1 + 2)
- C. Tools and Techniques Database
- D. Sample Community Engagement Strategy
- E. Community Engagement Strategy Template
- F. Sample Communications Strategy



## STEP 3: Engage Community

### A: Sample Engagement Preferences Survey

#### Demographic information

To start your survey, it can be helpful to collect some information about different groups within your community. Demographics usually refers to things like gender and age and may include other categories. We have included some questions that can help you understand your community's familiarity with community engagement and how they might feel about it based on their previous experience.

- 1) What is your gender?
  - Male
  - Female
  - Other
  
- 2) How old are you?
  - Under 12
  - 13-19
  - 20-29
  - 30-39
  - 40-49
  - 50-59
  - 60 or over
  
- 3) Where do you live?
  - On reserve
  - Off reserve
  
- 4) Have you ever participated in a community planning process before?
  - Yes
  - No
  - I'm not sure
  
- 5) If yes, how would you describe your past experience with community engagement?
  - Awesome
  - A great experience
  - Good
  - Poor
  - Terrible

#### Communications and engagement preferences

A survey can help you determine which communications channels are most used by your community, and how to reach them with news about the planning process and upcoming events.





### STEP 3: Engage Community

It is a good idea to filter the results by demographics such as gender, age, and location to see which channels are preferred by women vs. men, Elders vs. youth, etc.

6) Do you use Facebook?

- All the time
- A little
- Not at all

7) How would you like to be involved in planning? (pick up to 3)

- Large workshops (Over 50 people)
- Medium workshops (20-50 people)
- Small workshops (Less than 20)
- Facebook / social media (Which ones do you use? \_\_\_\_\_)
- Surveys (online, paper)
- Interviews
- Talking circles
- Family gatherings
- Be part of an advisory group
- Other: describe\_\_\_\_\_

8) How would you like us to communicate results? (pick up to 3)

- Newsletters
- Email
- Facebook / social media
- Website
- Presentations
- Bulletin board
- Home visits
- Video
- Radio
- Other: describe\_\_\_\_\_

9) Who should be included in the land use planning process? (pick as many as you like)

- Children and Youth
- Elders
- Women
- Men
- Trappers, harvesters
- Teachers
- Staff
- Leadership
- Neighbouring communities
- Other: describe\_\_\_\_\_



### STEP 3: Engage Community

10) What are the best days of the week to meet? (pick up to 3)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

11) What are the best times of day to meet? (pick up to 3)

- Weekday mornings (9-12pm)
- Weekday afternoons (1-4pm)
- Weekday evenings (5-8pm)
- Weekend morning (9-12pm)
- Weekend afternoons (1-4pm)
- Weekend evenings (5-8pm)

12) What is the best way to honour a community member's involvement? (pick up to 3)

- Door prizes
- Participation certificates
- Provide food
- Stipend (cash)
- Thank you ceremony
- Thank you letter
- Name recognition in final plan
- Other: describe\_\_\_\_\_

13) What might prevent you from getting involved in the process? (pick up to 3)

- Work schedule
- Not enough notice
- Too busy
- Lack of access to childcare
- Personal or health reasons
- Lack of transportation
- Not sure what I can contribute
- Don't think my opinion will matter
- Not interested
- Other: describe\_\_\_\_\_



### STEP 3: Engage Community

14) How many sessions would you be willing to participate in?

- 1-2
- 3-4
- 5-7
- 8 or more
- None

15) What could we add to our planning sessions that would make it fun? (pick up to 3)

- Live music
- Gym activity
- Bingo
- Guest speaker
- Games
- Video/movie
- More food
- Contests
- Other; describe \_\_\_\_\_



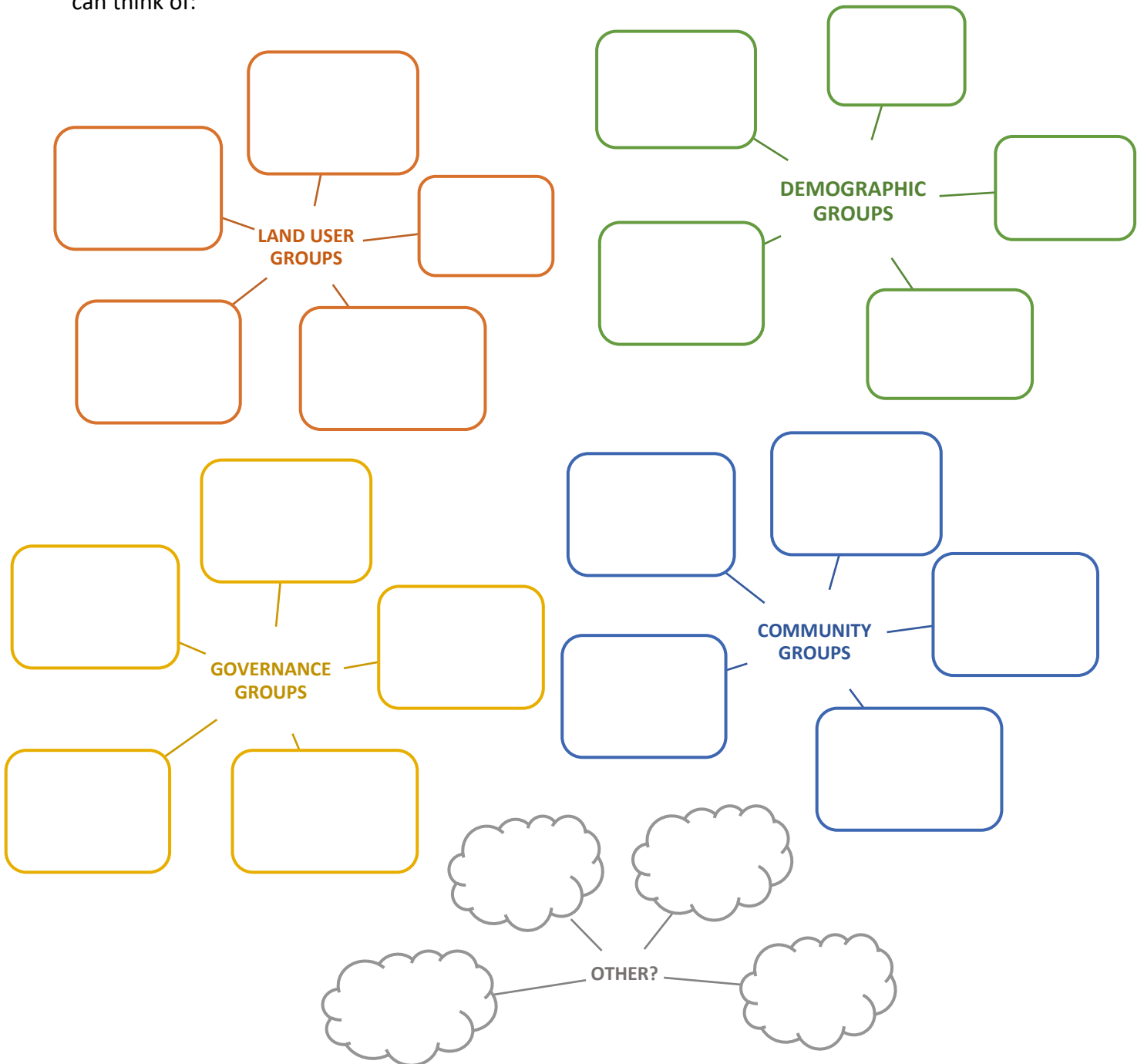
### STEP 3: Engage Community

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#### B: Identifying Engagement Target Groups (Tool 1 + 2)

The following tool may be used to brainstorm possible LUP process participants by category. This tool can be adapted to suit your community (i.e. add any other relevant groups in your community).

For each category suggested, brainstorm as many possible LUP process participant groups you can think of:





### STEP 3: Engage Community

#### PREPARE

Once you have established the **who** (target groups) you may want to consider **why** each group is important to the LUP process, **what they can contribute** to the process, and the **best way to engage** each group using a table such as the one below:

Who needs to be involved in LUP?	Why is this group important? e.g. cultural knowledge, familiarity with the Land, unique perspective	What can they contribute to the land use planning process? e.g. knowledge, members of Planning Team	What is the best way to involve / engage this group? e.g. online, in person, workshops
Elders			
Youth (13-22)			
Children (12 & under)			
Women			
Storytellers			
Harvesters			
Fishers			
CP holders			
Others:			



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## STEP 3: Engage Community

### C: Tools and Techniques Database

The following table is not a comprehensive list of community engagement tools and techniques. However, it does provide an overview of some tried and true methods with an emphasis on practical, affordable, grassroots friendly methods. Hopefully it gives you some ideas of things to try or inspires you to adapt these tools to your local context. They have been categorized by which level of the spectrum of public participation (inform, consult, involve, collaborate, empower) they are best suited for.

*Considerations when deciding which tools and methods to use in your land use planning process:*

- The tools you choose to use during your LUP process should relate directly to the vision, principles and goals of your engagement strategy. A LUP process that has the goal of reducing community conflict will require very different tools (e.g. talking circles, open spaces) than a LUP that has the goal of keeping members informed (e.g. newsletters, presentations).
- Where you are on the spectrum of engagement (e.g. inform, consult, involve, collaborate, empower) will require different types of engagement tools and techniques. Some tools do a great job of consulting (e.g. a clicker survey) but are not well suited for collaboration.
- The time and money available for engagement may limit which tools and techniques you choose. Some techniques are more time extensive or need experienced facilitators to pull off, while others are relatively affordable and easy to facilitate.
- Keep in mind how you will capture and use the information participants share during the engagement event. Give some thought about the time and capacity you have for analyzing results when picking your tools. For example, a closed-ended survey questionnaire is much easier to analyze than a set of notes from a World Café.
- It is possible to combine tools and methods in one engagement event. For example, you may hold an Open House that involves information booths, a paper survey, card storming, a graffiti wall and an art station.



## STEP 3: Engage Community

PREPARE

### Tools and Techniques

Technique	Description	Resource	Good For
<b>Inform and Consult</b>			
Open House	An <b>open house</b> , although traditionally an information sharing event, now often includes interactive stations that invite the public to share their input on a range of topics through various creative methods in an informal setting. Typically, the event takes place in a large, open venue with numerous stations set up at different tables, allowing participants to travel from table to table, responding to activities and displays of information set up at each table. Open houses can take place at any stage of project/design process and can take hours or last over weeks.	<a href="http://www.health.state.mn.us/communityeng/groups/tale.html">www.health.state.mn.us/communityeng/groups/tale.html</a>	<ul style="list-style-type: none"> <li>• Using multiple tools and techniques</li> <li>• Working with / reaching a large group</li> <li>• Sharing and collecting information with public / community members</li> <li>• Collecting written comments from public</li> <li>• Obtaining feedback on specific project / issues</li> </ul>
Street Stalls	The <b>street stall</b> is a simple tool consisting of bulletin boards, posters, graffiti wall (large space for comments and art), maps and/or plans for an area that may be displayed outdoors to collect input and feedback from passers-by. Individuals are invited to leave comments on a particular issue or vote on different options. This method could be coupled with another community-based event to increase foot traffic passing by the street stall.	<a href="http://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf">www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf</a> (page 21)	<ul style="list-style-type: none"> <li>• Provides information through visual display and maps</li> <li>• Reaching a large audience</li> <li>• Generating interest on a project</li> <li>• Interacting with the public</li> <li>• Meeting people where they are</li> </ul>
Survey	<b>Surveys</b> are a good way to gather opinions on proposed land use within a community. Surveys may be mailed out to participants, conducted over the phone, through door-to-door polling, live with clicker technology or available to community members online (see Step 4A: Sample engagement preferences survey)	<a href="http://www.kitselas.com/index.php/resources/lands/land-use-planning-survey">www.kitselas.com/index.php/resources/lands/land-use-planning-survey</a>	<ul style="list-style-type: none"> <li>• Gathering large amounts of information from a diversity of people</li> <li>• Gathering qualitative and quantitative land use data</li> <li>• Ranking options</li> <li>• Allowing individuals to share their input anonymously</li> </ul>
Dotmocracy	<b>Dotmocracy</b> is a method used to describe voting with dot stickers or marks with a marker pen. Participants vote on their preferences using a limited number of stickers or marks with pens – dot stickers being the most common.	<a href="http://www.dotmocracy.org/what_is">www.dotmocracy.org/what_is</a>	<ul style="list-style-type: none"> <li>• Narrowing down a list of options</li> <li>• Having community members quickly weigh in</li> </ul>



### STEP 3: Engage Community

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Technique	Description	Resource	Good For
<b>Involve</b>			
World Café	A <b>world café</b> is a methodology for hosting group dialogue that can be modified to meet specific information gathering needs. The café usually starts with small conversations on a given topic at each table, facilitated by a table “host”. Participants will move around the room, visiting each table where they will discuss a range of topics. Conversation is then opened up to the larger group for discussion.	<a href="http://www.theworldcafe.com">www.theworldcafe.com</a>	<ul style="list-style-type: none"> <li>• Exploring complex land use issues in depth</li> <li>• Working with a large group</li> <li>• Obtaining a variety and diversity of voices, knowledge and perspectives</li> <li>• Recognizing patterns and themes emerging from smaller (table) discussions that can be shared with the larger group</li> </ul>
Appreciate Inquiry	<b>Appreciative inquiry</b> is a strengths-based change methodology that engages citizens and communities to focus on positive factors rather than problems or issues to resolve. It involves asking questions to discover the community’s potential and capacity, as well as positive visioning and goal setting that can be applied to planning future land use.	<a href="http://www.centerforappreciativeinquiry.net">www.centerforappreciativeinquiry.net</a> <a href="http://www.positivitystrategist.com/appreciative-inquiry-overview">www.positivitystrategist.com/appreciative-inquiry-overview</a>	<ul style="list-style-type: none"> <li>• Exploring LUP strengths and capacity</li> <li>• Visioning and facilitating positive change</li> <li>• One-on-one settings or large group forums (1000+), among families, organizations, or teams</li> </ul>
Storytelling / video	First Nations cultures have long passed on knowledge from generation to generation through <b>storytelling</b> . Traditionally used to teach about cultural beliefs, practices, history, and ways of life, storytelling is now being used to tell stories about the land for land use planning. The use of <b>video</b> is an effective method for storytelling, allowing members of the public / community to broadcast their thoughts, knowledge and experiences regarding their land and land use on public forums / social media including Facebook and YouTube.	<a href="http://www.firstnationspedagogy.ca/storytelling.html">www.firstnationspedagogy.ca/storytelling.html</a> <a href="http://www.socialmediatoday.com/content/basics-video-storytelling">www.socialmediatoday.com/content/basics-video-storytelling</a>	<ul style="list-style-type: none"> <li>• Grounding the process in stories of the land</li> <li>• Accessing cultural knowledge</li> <li>• Documenting and informing people about the LUP</li> <li>• Video is a great medium for encouraging participation from those who are not comfortable speaking in meetings / public forums</li> </ul>
Land Tours	<b>Land tours</b> are an in-person way to tell the story of the land including traditional / historic and potential uses. First Nations land tours in particular can be a rich way of passing on valuable information regarding historical land use, cultural values attached to the land, and people’s relationship with the land that can guide contemporary and future development.	<a href="http://www.musqueam.bc.ca/educational-tours">www.musqueam.bc.ca/educational-tours</a>	<ul style="list-style-type: none"> <li>• Grounding the process on the land</li> <li>• Understanding past and current uses of the land</li> <li>• Understanding important role of the land in First Nations history, way of life and culture</li> <li>• Explaining traditional methods of caring for / protecting the land</li> </ul>





### STEP 3: Engage Community

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Technique	Description	Resource	Good For
Talking Circles	<b>Talking Circles</b> are a traditional way to share information, thoughts and perspectives in First Nations communities. This approach involves small-scale dialogue with respectful listening, whereby each individual has a turn to speak. An object, such as a talking stick or feather may be passed around so that the person holding the object may speak without interruption. The purpose is to create a safe space for in-depth sharing and dialogue to promote group learning and interaction while providing a rich source of information. This method is now being adapted for online discussions via forums, video conferences and social media networks when in-person meetings are not possible.	<a href="http://www.firstnationspedagogy.ca/circletalks.html">www.firstnationspedagogy.ca/circletalks.html</a>	<ul style="list-style-type: none"> <li>• Exploring a complex issue in depth</li> <li>• Creating a safe space where people can share personal or sensitive information (held in confidence)</li> <li>• Allowing members to share detailed thoughts and opinions on a given topic or issue</li> <li>• Sharing in a culturally relevant way</li> <li>• Promoting respectful, productive dialogue</li> <li>• Information sharing for those who do not like speaking in front of large groups</li> </ul>
Kitchen Table Conversation	A <b>kitchen table conversation</b> (sometimes referred to as a “coffee klatch”) is an informal meeting among community members (without direct involvement of the project team) that may be hosted by a volunteer from the community. There is usually a guide provided for discussion that may include discussion topics, background information, and a feedback form for each participant to complete and return to the project team. Discussions can last up to 3 hours and generally end once everyone feels they have had a chance to share their thoughts and concerns regarding the guiding questions presented. The kitchen table discussion is often used in conjunction with other methods as part of a wider community engagement process.	<a href="http://www.participedia.net/en/methods/kitchen-table-conversations">www.participedia.net/en/methods/kitchen-table-conversations</a>	<ul style="list-style-type: none"> <li>• Exploring complex issues in depth</li> <li>• Accessing the voices of those who do not come out to community events</li> <li>• Enabling dialogue in a familiar, relaxed environment so that community members can share openly</li> <li>• Building a sense of community</li> </ul>
Community Mapping	<b>Community mapping</b> allows diverse members of the community to share their knowledge of the land and ideas about land use by working with a map or photograph of the planning area. Individuals or groups may create maps of their land / land uses through a variety of means including pen and paper, lines in the sand, clay modeling, or using digital mapping software, for example. Many aspects of land use can be mapped, including community assets, facilities, and transportation options. Maps act as a starting point for	<a href="http://www.cmnbc.ca">www.cmnbc.ca</a>	<ul style="list-style-type: none"> <li>• Understanding past and current uses of the land</li> <li>• Grounding the process in the land</li> <li>• Sharing a vision for future land use</li> <li>• Gaining different perspectives / preferences regarding current and future land use</li> </ul>



### STEP 3: Engage Community

Technique	Description	Resource	Good For
	discussion as people explore land related issues, build consensus, or identify potential areas of conflict.		
Community Art	Workshops that allow members to create and share <b>community art</b> allow people to use their creativity to generate designs and pictures of present and future land use / building through a variety of methods including painting / drawing, sculpting / modeling, crafts and video / graphic design and other creative activities. The art produced may act as a point for discussion and allow participants or community members to vote on preferred designs for future building or land use.	<a href="http://www.planning.org/research/arts">www.planning.org/research/arts</a>	<ul style="list-style-type: none"> <li>• Sharing a vision of future land use</li> <li>• Accessing different communication styles</li> <li>• Preserving cultural values and historic land use sites</li> <li>• Building community character and sense of place</li> <li>• Appealing to people of all ages and backgrounds</li> </ul>
SWOT Analysis	<p><b>SWOT analysis</b> allows community members to brainstorm how <b>strengths, weaknesses, opportunities and threats</b> in their environment can impact land use planning. Usually taking place in the early stages of planning, SWOT helps to establish the current situation within the community (“situational assessment”) which informs those doing the LUP on the complexities surrounding land use in a given area while highlighting key strengths to draw on, opportunities to harness, and threats to manage/avoid.</p> <p>An alternative tool is PARK analysis which invites participants to consider what to <b>protect, add, remove or keep</b></p>	<p><a href="http://www.ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main">www.ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main</a></p> <p><a href="http://www.bctreaty.ca/sites/default/files/BCTC-HRToolBook_0.pdf">www.bctreaty.ca/sites/default/files/BCTC-HRToolBook_0.pdf</a> (starting on page 68)</p>	<ul style="list-style-type: none"> <li>• Understanding the current situation</li> <li>• Identifying existing strengths and opportunities for land use</li> <li>• Knowing more about threats and weaknesses to consider when planning</li> <li>• Gaining variety of perspectives on community / land use strengths and weaknesses</li> </ul>
Focus Groups & Home Visits	<p><b>Focus groups</b> are small workshops led by a facilitator that address a specific issue through guided group discussion. Focus group discussions tend to be broad, led by open-ended questions to encourage in-depth discussion and meaningful sharing of individual thoughts and opinions. Nonverbal communication and group interactions also provide information on social dynamics and how people may feel about a topic.</p> <p>A <b>home visit</b> is basically a focus group that takes place in someone’s home among family members and/or community members led by a facilitator who conducts the home visit.</p>	<p><a href="http://www.ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main">www.ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main</a></p>	<ul style="list-style-type: none"> <li>• Gathering a lot of information in a short period of time</li> <li>• Targeting “hard to reach” groups (Elders, Youth, etc.)</li> <li>• Engages those who are not likely to speak in a larger group</li> <li>• Resolve issues and obtain information on a specific topic</li> <li>• Reaching individuals who do not come out to community events</li> </ul>



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### STEP 3: Engage Community

Technique	Description	Resource	Good For
Card storming	Card storming is a process to gather responses to a question from a large number of people in a way that helps to identify many of the ideas and issues about a topic and then organize these into natural groupings. Participants are invited to provide answers to a question on sticky notes. Sticky notes are then grouped into categories.	<a href="http://www.connectccp.org/library/index.html/title/facilitation">www.connectccp.org/library/index.html/title/facilitation</a>	<ul style="list-style-type: none"><li>• Generating a lot of ideas in a short period of time</li><li>• To help identify all perspectives</li><li>• To help group find common values</li></ul>
Carousel	Carousel planning is an activity where you ask a series of questions, each in a different station and ask participants to move around and visit each station and brainstorm answers to questions.	<a href="http://www.nau.edu/uploadedFiles/Academic/CAL/History/History-Social_Studies_Education/Carousel%20BrainstormSTEM.pdf">www.nau.edu/uploadedFiles/Academic/CAL/History/History-Social_Studies_Education/Carousel%20BrainstormSTEM.pdf</a>	<ul style="list-style-type: none"><li>• Generating a lot of ideas in a short period of time</li><li>• Getting participants to look at an issue from many different angles</li><li>• To help identify all perspectives</li></ul>



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## STEP 3: Engage Community

Technique	Description	Resource	Good For
<b>Collaborate and Empower</b>			
Advisory Group	An <b>advisory group</b> is a formal group or committee formed to represent a community or stakeholder group to provide advice / guidance on specific topics to a municipality or council. The process may involve hosting integrated meetings or workshops with communities and council / municipalities or holding separate meetings.	<a href="http://www.managementhelp.org/boards/advisory-boards.htm">www.managementhelp.org/boards/advisory-boards.htm</a>	<ul style="list-style-type: none"> <li>• Empowering the community to take part in land use planning processes</li> <li>• Building implementation readiness</li> <li>• Ensuring consistent involvement of community groups in projects / planning</li> <li>• Inclusion of community members' needs and concerns</li> </ul>
Design Charette	A <b>design charrette</b> is an intensive planning session where community members and designers collaborate on a vision for development. It provides a forum for ideas and offers the unique advantage of giving immediate feedback to the designers. More importantly, it allows everyone who participates to be a mutual author of the plan and produces a detailed and realistic plan for future development.	<a href="http://www.charretteinstitute.org">www.charretteinstitute.org</a> <a href="http://www.coastfunds.ca/stories/planning-for-all-development-of-the-kitselas-land-use-plan">www.coastfunds.ca/stories/planning-for-all-development-of-the-kitselas-land-use-plan</a>	<ul style="list-style-type: none"> <li>• Designing a community building or public place</li> <li>• Combining community-based knowledge with technical design knowledge</li> <li>• Tapping in to creativity by grouping together people of mixed backgrounds and experience</li> </ul>
Planning for Real	Using the <b>planning for real</b> method empowers community members to build a model of a given land area to display at public forums to receive feedback and generate interest in a proposed development. Handwritten cards with ideas for land use / proposals are placed on the model in the appropriate location by the community members who built the model. Blank cards and pens are provided at public showings so that other members may add their own thoughts / ideas to the model.	<a href="http://www.planningforreal.org.uk">www.planningforreal.org.uk</a> <a href="http://www.communityplanningtookit.org/sites/default/files/Engagement.pdf">www.communityplanningtookit.org/sites/default/files/Engagement.pdf</a> (page 11)	<ul style="list-style-type: none"> <li>• Generating interest in the LUP</li> <li>• Engaging people of all abilities and backgrounds</li> <li>• Building a sense of community and ownership of the land use process</li> <li>• Helping people to understand their community in different ways</li> </ul>
Future Search	The <b>future search</b> approach can be useful for LUP as it entails hosting a 2 to 3-day conference centered on visioning that explores the past, present and future of a	<a href="http://www.futuresearch.net/method/whatis">www.futuresearch.net/method/whatis</a>	<ul style="list-style-type: none"> <li>• Mutual learning</li> <li>• Large number of diverse participants</li> </ul>



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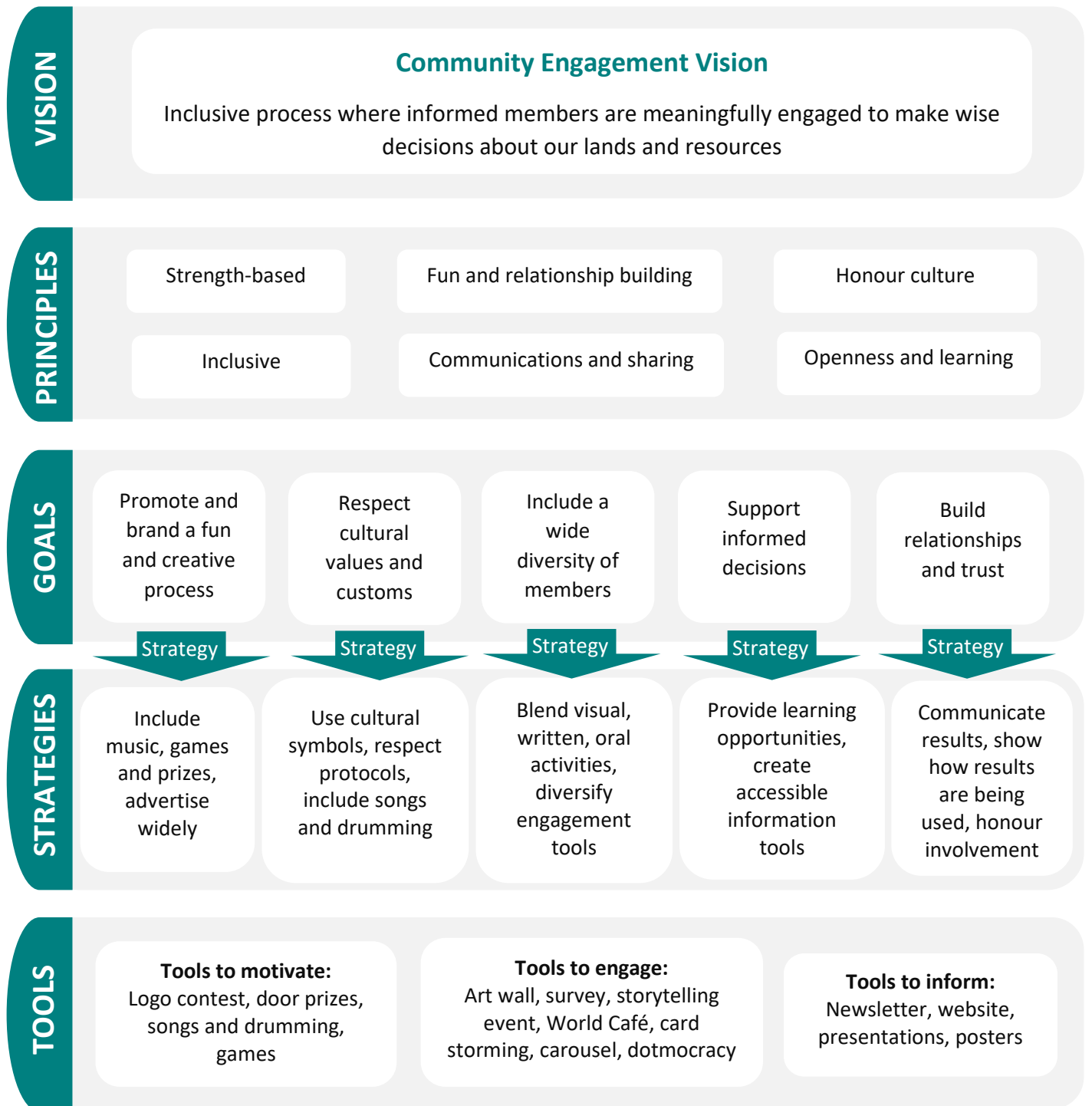
### STEP 3: Engage Community

Technique	Description	Resource	Good For
	community with the aim of producing a strategic plan. The ideal number of participants is 64, which allows for 8 discussion groups containing 8 people each. Conference facilitators take the discussion groups through a series of 6 phases that examine past and current issues and events, help identify a future community vision, and establish common ground and an action plan for the community.		<ul style="list-style-type: none"><li>• Generating large amounts of information</li><li>• Can target hard to reach groups for participation</li><li>• Empower communities to take part in the planning process</li></ul>
Open Space	<b>Open Space</b> meetings are self-directed meetings at which participants create and design their own agenda. They decide how they want to participate and what they want to discuss. Participants bring forward ideas of what they want to discuss, and participants join the conversations they want to be a part of.	<a href="http://www.openspaceworld.org">www.openspaceworld.org</a>	<ul style="list-style-type: none"><li>• Help people move through outrage and disempowerment to a place of action and self-determination</li><li>• Good for addressing an urgent issue needing quick action</li><li>• Good for having participants consider different perspectives</li></ul>
Citizen Juries	<b>Citizen Juries</b> offers a process that gathers a randomly selected and demographically representative panel of community members for several days to carefully examine an issue and make a decision.	<a href="http://www.epa.gov/international-cooperation/public-participation-guide-citizen-juries">www.epa.gov/international-cooperation/public-participation-guide-citizen-juries</a>	<ul style="list-style-type: none"><li>• Generating high quality dialogue about an issue</li><li>• Involving community members in developing a thoughtful, well-informed solution</li></ul>



## STEP 3: Engage Community

### D: Sample Community Engagement Strategy





## STEP 3: Engage Community

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### E: Community Engagement Strategy Template

The table below provides examples for each component of a participation/engagement strategy.

The table on the next page may be used as a template to fill in your own information when developing a community engagement strategy.

#### Sample Engagement Strategy:

<b>Participation Vision</b>	Examples:	
	<ul style="list-style-type: none"> <li>Cultural values and protocols are respected and honoured</li> <li>An inclusive and interactive process where citizens decide how they want to participate</li> <li>Increased community capacity to manage our land use</li> <li>People get on the land to plan</li> </ul>	
	<b>Participation Objectives</b>	
<b>Participation Objectives</b>	Examples:	
	<ul style="list-style-type: none"> <li>To learn together and have fun</li> <li>To develop an inclusive process</li> <li>To diversify and promote choice for community members</li> <li>To nurture safe speaking environments</li> </ul>	
<b>Key Strategies</b>	Examples:	
	<ul style="list-style-type: none"> <li>Offer a diversity of engagement opportunities</li> <li>Involve Youth in delivering workshops</li> <li>Experience the land whenever possible</li> <li>Include games and fun at all events</li> <li>Provide food for people</li> </ul>	
<b>Key Methods</b> (How will you target specific groups – Youth, Women, Men, Elders, etc.)	Examples:	<b>Methods</b>
	<b>Groups</b>	
	Men	Community radio
	Women	Interactive community open houses
	Elders	Door-to-door surveys
Youth	Storytelling and art contests, Youth Planning Team	
<b>Participation Outcomes</b>	Examples:	
	<ul style="list-style-type: none"> <li>At least 30% of members are involved in some way in planning process</li> <li>All families represented in some way</li> <li>Youth-Elder collaboration</li> <li>Members learned traditional stories and shared knowledge</li> </ul>	
<b>Method to Evaluate Participation</b>	Examples:	
	<ul style="list-style-type: none"> <li>Focus group, member survey, attendance counts, anecdotal accounts</li> </ul>	



## STEP 3: Engage Community

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Engagement Strategy Template:

<b>Participation Vision</b>		
<b>Participation Objectives</b>		
<b>Key Strategies</b>		
<b>Key Methods</b> (How will you target specific groups – Youth, Women, Men, Elders, etc.)	<b>Groups</b>	<b>Methods</b>
<b>Participation Outcomes</b>		
<b>Method to Evaluate Participation</b>		





## STEP 3: Engage Community

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### F: Sample Communications Strategy

The table below provides examples for each component of a communications strategy.

The table on the next page may be used as a template to fill in your own information when developing a communications strategy.

Sample Communications Strategy:

<b>Communications Vision</b>	<p>Examples: All community members have the information they need to be meaningfully involved in our LUP process and feel like their contributions are valued</p>	
<b>Participation Objectives</b>	<p>Examples: To meet different communications needs and preferences To communicate consistently To provide information in accessible ways</p>	
<b>Key strategies</b>	<p>Examples: Diversify communications tools and activities Tailor communications tools to different audiences Establish a communications schedule</p>	
<b>Key methods</b> (how will you target specific groups –Elders, Youth, Funders etc.)	<p>Examples: <b>Groups</b></p>	<p><b>Methods</b></p>
	Youth	Video, posters, in class presentations
	Elders	In person, radio, newsletters
	General community members	Radio, newsletters, bulletin board
Funders	Written reports, summary brochures	
<b>Communications Outcomes</b>	<p>Examples: Results from community sessions are available after each event Community members are aware of past and upcoming LUP engagement opportunities Community members understand the LUP process</p>	
<b>Method to Evaluate Communications Tools</b>	<p>Examples: Focus group, survey, anecdotal accounts</p>	



### STEP 3: Engage Community

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Communications Strategy Template:

<b>Communications Vision</b>		
<b>Communications Objectives</b>		
<b>Key Strategies</b>		
<b>Key Methods</b> (How will you target specific groups)	<b>Groups</b>	<b>Methods</b>
<b>Communications Outcomes</b>		
<b>Method to Evaluate Communications</b>		



## STEP 4: Gather Knowledge & Information



# STEP 4: Gather Knowledge & Information

### STEP 4 RESOURCES:

- A. LUP Sources of Information
- B. Community Mapping Activity Template
- C. Community Profile Checklist
- D. Green River First Nation Sample Community Profile
- E. Overview of Mapping Tools
- F. Online Community Mapping: Approaches and Resources
- G. Software Options for Qualitative Data Coding and Analysis



## STEP 4: Gather Knowledge & Information

### A: LUP Sources of Information

#### Mapping

Info Needs	Examples	Source
Aerial maps	<b>ISC Map Room:</b> Various thematic mapping products on Aboriginal people, communities and initiatives undertaken by the Department. Shown using web-based interactive maps and/or cartographic static maps available for download.	Indigenous Services Canada (ISC) <a href="http://www.aadnc-aandc.gc.ca/eng/1290453474688/1290453673970">www.aadnc-aandc.gc.ca/eng/1290453474688/1290453673970</a>
	<b>Google Fusion Tools:</b> Collaborative data tool in the cloud. Upload data from spreadsheets, CSV or KML files. Find and reuse public data. Merge data from multiple tables. Visualise your data on customised maps and charts that update when your data does.	Google <a href="http://www.google.com/earth/outreach/learn/visualize-your-data-on-a-custom-map-using-google-my-maps">www.google.com/earth/outreach/learn/visualize-your-data-on-a-custom-map-using-google-my-maps</a>
GIS Data and Maps	<b>First Nations Profiles Interactive Maps:</b> Display community profile information including population, election system, address, band website and name of Chief.	Government of Canada <a href="http://www.fnpim-cippn.aadnc-aandc.gc.ca/index-eng.html">www.fnpim-cippn.aadnc-aandc.gc.ca/index-eng.html</a>
	<b>GeoGratis:</b> Offers geospatial data including satellite imagery, tabular and vector Data in a wide range of formats.	Natural Resources Canada <a href="http://www.nrcan.gc.ca/earth-sciences/geography/topographic-information/free-data-geogratis/11042">www.nrcan.gc.ca/earth-sciences/geography/topographic-information/free-data-geogratis/11042</a>
	<b>Geo Base:</b> Government initiative that is similar to GeoGratis. It has maps such as “Aboriginal Lands of Canada Legislative Boundaries” which shows a variety of land definitions such as boundaries of Indian Reserves and Land Claim Settlement Lands. <i>*User registration required but no costs</i>	Canadian Council on Geomatics <a href="http://www.open.canada.ca/data/en/dataset?q=geobase&amp;organization=nrcan-rncan&amp;sort">www.open.canada.ca/data/en/dataset?q=geobase&amp;organization=nrcan-rncan&amp;sort</a>
	<b>Canada Lands Surveys:</b> Official survey plans, information on surveys in progress and geospatial representations of parcels of Canada Lands are accessible online as well as various datasets usable in GIS can be downloaded such as maps showing Oil and Gas interests, administrative boundaries for National Parks, conservation areas, and Aboriginal Land Claims Settlement Areas.	Natural Resources Canada <a href="http://www.nrcan.gc.ca/earth-sciences/geomatics/canada-lands-surveys/11092#DataOverview">www.nrcan.gc.ca/earth-sciences/geomatics/canada-lands-surveys/11092#DataOverview</a>
Topographical Maps	<b>Backcountry Topo Maps:</b> Large topographical maps of back-country areas for order. Show road networks including forest service roads, trails, paddling routes, wildlife management zones, multi-use trails, National and Provincial Park boundaries, ecological reserves, First Nations, oil and gas locations, refineries, seismic lines.	Backroad Mapbooks (BRMB) <a href="http://www.backroadmapbooks.com/about-topographic-maps">www.backroadmapbooks.com/about-topographic-maps</a>



## STEP 4: Gather Knowledge & Information

Info Needs	Examples	Source
	<p><b>NRCan Topographic Maps:</b> Topographic maps offer detailed information on a particular area and are used for several types of activities such as emergency preparedness, urban planning, resource development and surveying.</p>	<p>Natural Resources Canada  <a href="http://www.nrcan.gc.ca/earth-sciences/geography/topographic-information">www.nrcan.gc.ca/earth-sciences/geography/topographic-information</a>            *User information:  <a href="http://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/topo101/pdf/mapping_basics_e.pdf">www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/topo101/pdf/mapping_basics_e.pdf</a></p>
<b>Community Profile</b>		
<b>Population Profile Data</b>	<p><b>FNIGC Data Online:</b> Online service from the First Nations Information Governance Centre (FNIGC) which provides data from the Regional Health Survey and First Nations Regional Early Childhood, Education and Employment Survey analyzed at the local, regional and national level.</p>	<p>First Nations Information Governance Centre  <a href="http://www.fnigc.ca/dataonline">www.fnigc.ca/dataonline</a></p>
	<p><b>Aboriginal Community Data Initiative:</b> Provide Aboriginal communities with demographic data on community and surrounding areas. Community profiles can be filtered by economic region or by First Nation community.            *List of First Nations Community Profiles:  <a href="http://www.bcstats.gov.bc.ca/apps/ACDI.aspx">www.bcstats.gov.bc.ca/apps/ACDI.aspx</a></p>	<p>BC Stats:  <a href="http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/aboriginal-peoples-bc/aboriginal-community-data-initiative">www2.gov.bc.ca/gov/content/data/statistics/people-population-community/aboriginal-peoples-bc/aboriginal-community-data-initiative</a></p>
	<p><b>Census Statistical Profiles of Aboriginal Peoples:</b> Census products for BC including National Household Survey 2011.</p>	<p>BC Stats  <a href="http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/aboriginal-peoples-bc/census-profiles-aboriginal-peoples/apps-aboriginal-profiles">www2.gov.bc.ca/gov/content/data/statistics/people-population-community/aboriginal-peoples-bc/census-profiles-aboriginal-peoples/apps-aboriginal-profiles</a></p>
	<p><b>Census Profile, 2016 Census:</b> This profile presents information from the 2016 Census of Population for various levels of geography, including provinces and territories, census metropolitan areas, communities and census tracts. Users can search by place name, postal code, geographic code or browsing.</p>	<p>Statistics Canada  <a href="http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E">www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E</a></p>
	<p><b>Surveys on Aboriginal Peoples:</b> Links to survey information and data products arising from Aboriginal Peoples Survey (2012, 2017); First Nations Labour and Economic Development Survey (2018); and First Nations Regional Early Childhood and Development Survey (2016).</p>	<p>Indigenous and Northern Affairs Canada (INAC)  <a href="http://www.aadnc-aandc.gc.ca/eng/1321384019753/1322059098232#2017">www.aadnc-aandc.gc.ca/eng/1321384019753/1322059098232#2017</a></p>
	<p><b>First Nation Profiles Interactive Map:</b> Describes individual First Nation communities across Canada including detailed information about reserve(s),</p>	<p>Indigenous and Northern Affairs Canada</p>



## STEP 4: Gather Knowledge & Information

Info Needs	Examples	Source
	governance, federal funding, geography, registered population statistics and various Census statistics.	<a href="http://www.cippn-fnpim.aadnc-aandc.gc.ca/index-eng.html">www.cippn-fnpim.aadnc-aandc.gc.ca/index-eng.html</a>
<b>Organizations and Services</b>	<b>Indigenous Organizations and Services:</b> Listings of over 1,100 Indigenous, First Nations and Métis organizations and services for Culture and Languages, Business and Economic Development, Child and Family Services, Communications, Education, Employment, Friendship Centres, Health and Healing, Housing, Legal, Women and Youth, First Nations and Métis communities and councils.	BC Stats <a href="http://www2.gov.bc.ca/gov/content/governments/indigenous-people/aboriginal-organizations-services">www2.gov.bc.ca/gov/content/governments/indigenous-people/aboriginal-organizations-services</a>
<b>Economic</b>	<b>BC Economic Atlas:</b> Publicly available web-based mapping application that provides accessible and integrated data. Hub for business and investment information, major projects and gives overall picture of BC economy.	BC Economic Atlas <a href="http://www2.gov.bc.ca/gov/content/employment-business/economic-development/plan-and-measure/bc-economic-atlas">www2.gov.bc.ca/gov/content/employment-business/economic-development/plan-and-measure/bc-economic-atlas</a>
	<b>First Nations Economic Development Database:</b> Business directory on Indigenous businesses in BC.	Indigenous Business and Investment Council <a href="http://www.biz.bcibic.ca">www.biz.bcibic.ca</a>
<b>Language fluency rates</b>	<b>First Peoples' Language Map of BC:</b> Shows First Nations languages of BC and provides index of languages and lists community champions.	First Peoples' Language Map of BC <a href="http://www.maps.fphlcc.ca">www.maps.fphlcc.ca</a>
<b>Infrastructure and Housing</b>	<b>Canadian Housing Information Centre:</b> Holds extensive body of housing research from across Canada and contact information for on-site research.	Canadian Mortgage and Housing Corporation <a href="http://www.cmhc-schl.gc.ca/en/corp/li/index.cfm">www.cmhc-schl.gc.ca/en/corp/li/index.cfm</a>



## STEP 4: Gather Knowledge & Information

### Land uses and capacity analysis

Info Needs	Examples	Source
<b>Jurisdiction and Land Tenure</b>	<b>FrontCounter BC:</b> simplifies the process for individuals or small-to-medium-sized natural resource businesses starting up or already operating. Guide for required permitting and licensing forms; interpreting land information, maps, management plans; liaising between ministries, agencies, and governments; referral processes; and identifying and marketing economic development opportunities.	Province of BC <a href="http://www.frontcounterbc.gov.bc.ca/info">www.frontcounterbc.gov.bc.ca/info</a>
	<b>The Integrated Land and Resource Registry (ILRR):</b> Spatially enabled, comprehensive register of legal interests, rights, designations, and administrative boundaries on Crown land. It also has information on land and resource restrictions and reservations (e.g. Parks) and locations of private land.	Province of BC <a href="http://www2.gov.bc.ca/gov/content/data/geographic-data-services/land-use">www2.gov.bc.ca/gov/content/data/geographic-data-services/land-use</a>
	<b>Crown Land Registry:</b> Internal Government database application used to record rights, interests and encumbrances on Crown land under the legislative requirements of the <i>Land Act</i> .	
	<b>Integrated Cadastral Fabric:</b> Represents the current state of surveyed and titled parcels on Crown and private land.	
	<b>First Nations Consultative Areas Database Public Map Service:</b> Provides preliminary contact information for First Nations who may have Aboriginal Interests identified within the area queried. These contacts are based on knowledge currently available to the Province.	
	<b>Surveys, Parcels and Tenure on Canada Lands:</b> Guide on the various responsibilities of the Surveyor General for Canada Lands and the Surveyor General Branch (SGB) of Natural Resources Canada. Captures major aspects of land tenure on Canadian Lands, including Reserves, national parks, offshore and territories.	Natural Resources Canada <a href="http://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/land-surveys/SurveysParcelsTenureCanadaLands.pdf">www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/land-surveys/SurveysParcelsTenureCanadaLands.pdf</a>
<b>Soil and Slope Analysis</b>	<b>Soil Mapping Data Packages:</b> Soil mapping and soil site information can be used to inform land management practices (e.g. soil capability for agriculture, urban settlement). Can show ecosystems, water holding and drainage, soil composition, erosion potential, septic field absorption.	BC Data Catalogue <a href="http://www.catalogue.data.gov.bc.ca/dataset/soil-mapping-data-packages">www.catalogue.data.gov.bc.ca/dataset/soil-mapping-data-packages</a>



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Info Needs	Examples	Source
<b>Land Designation</b>	<b>Land Designations Indicator:</b> Up-to-date snapshot of land designations in B.C. Indicator analysis can also be used by others out there doing research, conservation assessments, land use planning, etc.	Data BC Catalogue <a href="https://catalogue.data.gov.bc.ca/dataset/indicator-summary-data-land-designations-that-contribute-to-conservation-in-b-c">catalogue.data.gov.bc.ca/dataset/indicator-summary-data-land-designations-that-contribute-to-conservation-in-b-c</a>
<b>Water and Hydrology</b>	<b>Water Data and Tools:</b> Various tools including mapping that provide information to assist in planning including water sources, availability, quality, uses and monitoring.	Province of BC <a href="http://www2.gov.bc.ca/gov/content/environment/air-land-water/water/water-science-data/water-data-tools">www2.gov.bc.ca/gov/content/environment/air-land-water/water/water-science-data/water-data-tools</a>
<b>Climate and Hazards</b>	<b>Weather Information:</b> Latest local weather, weather and marine alerts from Environment Canada, air quality forecasts, solar access and wind patterns, modelling on seasonal forecasting, historical climate data, hazardous weather alerts (lightning, hurricane, winter hazards).	Environment Canada <a href="http://www.weather.gc.ca/index_e.html">www.weather.gc.ca/index_e.html</a>
	<b>Wind Map:</b> Current live map of wind speeds, direction temperature, precipitation and forecast information across the world.	Windfinder <a href="http://www.windfinder.com">www.windfinder.com</a>
<b>Vegetation</b>	<b>Geospatial Forest Inventory:</b> Dataset updated for depletions, such as harvesting, and projected annually for growth. Sample attributes in this dataset include: age, species, volume, height.	Ministry of Forests, Lands, Natural Resource Operations and Rural Development <a href="https://www.catalogue.data.gov.bc.ca/dataset/vri-forest-vegetation-composite-polygons-and-rank-1-layer">www.catalogue.data.gov.bc.ca/dataset/vri-forest-vegetation-composite-polygons-and-rank-1-layer</a>
	<b>Vegetation Resources Inventory:</b> Determines both where a resource is located and how much of a given vegetation resource (for example, timber or coarse woody debris) is within an inventory unit.	
<b>Traffic circulation</b>	<b>Traffic Data Program:</b> Monitors traffic at various locations throughout British Columbia and provides an interactive map that allows users to view traffic data across the province.	Ministry of Transportation and Infrastructure: <a href="http://www.th.gov.bc.ca/trafficData">www.th.gov.bc.ca/trafficData</a>
<b>Energy, Services and Utilities</b>	<b>Generating Renewable Electricity with Distributed Generation: A Self-Assessment Toolkit for BC First Nations:</b> Preliminary guide prior to more detailed feasibility studies for First Nations communities to assessing their resource potential to generate electricity.	BC Hydro and the Energy Planning and Economic Development Group <a href="http://www.bchydro.com/content/dam/BCHydro/customer-portal/documents/corporate/independent-power-producers-calls-for-power/customer-based-generation/self-assessment-toolkit-for-bc-first-nations.pdf">www.bchydro.com/content/dam/BCHydro/customer-portal/documents/corporate/independent-power-producers-calls-for-power/customer-based-generation/self-assessment-toolkit-for-bc-first-nations.pdf</a>
	<b>Water, Flows and Reservoirs:</b> Real-time Hydrometeorological data including precipitation, air temperature and lake levels; reservoir discharges	BC Hydro





PREPARE

## STEP 4: Gather Knowledge & Information

Info Needs	Examples	Source
	and forecasts; reservoir levels including some customizable data from Water Survey of Canada; and Water Use Plan Orders.	<a href="http://www.bchydro.com/energy-in-bc/operations/transmission-reservoir-data.html">www.bchydro.com/energy-in-bc/operations/transmission-reservoir-data.html</a>
<b>Natural Resources and Environment</b>	<b>Retrieve data related to:</b> Aquifers, Canada Lands Survey, Permafrost, Natural Resources (Industry, Pipelines, Mining, Natural Gas, Precious Metals Coal, Gold, Diamonds, Minerals, Petroleum), Coastal Waters, Permafrost, Continental Shelf, Glaciers and Ice, Energy, Geology and Hydrogeology, Impacts of Resource Development, Long Term Satellite Data records, Place Names, Climate, Water, Topography.	Natural Resources Canada <a href="http://www.nrcan.gc.ca/earth-sciences/resources/data/10788">www.nrcan.gc.ca/earth-sciences/resources/data/10788</a>
	<b>BC Forest Tenures:</b> Map of Natural Resource (NR) Regions and Districts (administrative areas established by the Ministry of Forests, Lands, Natural Resource Operations and Rural Development	BC Data Catalogue <a href="http://www.catalogue.data.gov.bc.ca/dataset/natural-resource-nr-district">www.catalogue.data.gov.bc.ca/dataset/natural-resource-nr-district</a>



## STEP 4: Gather Knowledge & Information

PREPARE

### B: Community Mapping Activity Template

Community mapping is a participatory way for community members to identify features that are important to them by drawing or placing symbols on a map. Give each participant a base map and have them identify the following places on their map by placing symbols. After they place a symbol, have them jot down answers to the guiding questions.

Symbol	Instructions	Guiding Question	Your Response
	Where is the heart of your reserve / land / territory? Mark it with a heart	Why is this location important?	
	Where are there some issues / challenges on your reserve / land / territory? Mark with a cloud	Why is this issue important?	
	What areas on your map are spiritual or sacred? Mark with a feather	What makes this place spiritual or sacred?	
	Mark environmentally sensitive areas with a tree	Why do these areas need special attention?	
	Mark current economic or business activities with a money symbol	Any issues concerning these economic activities?	
	Mark areas suitable for future economic or industrial development with this symbol	What makes these areas most suitable for development?	



## STEP 4: Gather Knowledge & Information

### C: Community Profile Checklist

*Are the following types of data or information available in your community?*

Governance Information	Yes	No
Current governance structure		
Traditional governance structure		
Number of members currently employed by the Band		
Operating budget		
Audited financial statements		
Minutes from past council meetings		
Band resolutions		
Department plans		
Current Chief and Council		
Election system		
Date of next election		
Important legal decisions		
Government to government agreements		
Membership code		
Other:		

Physical Information	Yes	No
Land inventory		
<ul style="list-style-type: none"> <li>Reserve-Land</li> </ul>		
<ul style="list-style-type: none"> <li>Traditional Territory</li> </ul>		
<ul style="list-style-type: none"> <li>Fee simple</li> </ul>		
Distance to closest town or city		
Population of closest town or city		
Community zoning		
Community asset inventory		
Housing inventory		
Housing stock assessment		
Road conditions		
Energy provider		
Main sources of communications		
<ul style="list-style-type: none"> <li>Telephone provider</li> </ul>		
<ul style="list-style-type: none"> <li>Internet provider</li> </ul>		
Water system assessment		
Other:		



## STEP 4: Gather Knowledge & Information

Social Information	Yes	No
Current population		
Age distribution of current population		
Population projection		
Number of members who live:		
• On-reserve		
• Off-reserve		
Geographic distribution of membership		
Community employment statistics:		
• By gender		
• By age		
Social assistance data:		
• By month		
• By individual		
• By family		
School enrolment		
Educational programs and services		
Education attainment rates for members		
Community health data:		
• Alcohol and drug abuse data		
• Physical/sexual abuse data		
• Other health data		
Social programs and services inventory (for example: language programs, counselling, daycare)		
Health programs and services inventory (for example: nutrition workshops, drug awareness)		
Other:		

Cultural Information	Yes	No
Cultural protocols		
Languages spoken		
Traditional language fluency rates		
Cultural or language programming		
Maps of cultural sites/traditional usage		
Cultural events		
Important cultural symbols or practices		
Other:		



## STEP 4: Gather Knowledge & Information

Economic Information	Yes	No
Human resource inventory:		
• Inventory of community skills and qualifications		
• Inventory of community training		
• Training needs		
• Human resource programming		
Businesses members currently involved in		
Industries/sectors work in		
Number of members who want to go into business		
First Nation run businesses		
Revenues from current businesses		
Corporate structure		
Feasibility studies for businesses		
Memorandums of Understanding/Revenue sharing agreements		
Regional economic activities and trends		
Other:		

Planning History Information	Yes	No
Past community surveys		
Past community planning reports		
External planning reports		
Results of past studies		
Other:		



## STEP 4: Gather Knowledge & Information

### D: Green River First Nation Sample Community Profile

#### History and culture

Prior to contact, the Green River Nation was comprised of distinct villages and family groups who lived at seasonal camps associated with activities such as river and lake fishing and hunting along the Green River and throughout our traditional territories. Our traditional territory was approximately 25,000 square kilometers. Land and resource knowledge were critical to the traditional Green River way of life.

Residential school severely impacted our way of life. Many young people have not been taught to hunt and fish and only 22 members speak our language (we are from the Dane-Zaa language group). Still, we are building on our strengths. Green River has a rich history of singing, drumming, and storytelling. Every year the Nation holds an annual cultural festival, featuring the community's best performers. We also have 50 members learning the language. Although it can be challenging to get Youth and Elders together, Elders are interested in passing on their knowledge.

#### Location and geography

Green River Nation is located 450km northeast of Prince George, which has a population of 73,004, 50km from Fort St. John (population of 23,396) along the Alaska highway, and within 100km of a Provincial Park. As part of governmental policy in the late 1800s the Green River were allocated three numbered reserves totalling 984 square kilometres of land. The majority of community members live on the Fort George reserve. This is a small reserve with limited viable land for building. We also struggle with garbage dumping and many Elders need help with yard cleaning. On the Fort George reserve, there are 8 kilometres of local roadway, most of which is gravel. Street lighting is sparse which impacts safety. The climate in this region is a continental climate, close to subarctic. This is a fairly mountainous, forested area and Green River is located close to the banks of a major salmon spawning river and a breeding ground for diverse bird species. One challenge with our location is that 25% of the community is prone to flooding.

Key Facts				
<b>Traditional Territory</b>	25,000 km <sup>2</sup>	<b>Geography</b>		<ul style="list-style-type: none"> <li>• Continental – close to subarctic</li> <li>• Mountainous</li> <li>• Forested</li> <li>• Rivers and lakes</li> <li>• Flooding</li> </ul>
<b>Language</b>	Dane-Zaa			
<b>Language Speakers</b>	22			
<b>Language Learners</b>	50	<b>Location</b>		<ul style="list-style-type: none"> <li>• Close to Alaska Highway</li> <li>• 100 km from Provincial Park</li> <li>• 8 km local roadway (gravel)</li> </ul>
<b>Cultural Events</b>	Annual Cultural Festival	<b>Proximity to Nearest Cities</b>	<b>Prince George:</b>	<ul style="list-style-type: none"> <li>• Population 78,675</li> <li>• 450 km from Little River</li> </ul>
<b>Total Reserve Land</b>	948 km <sup>2</sup>		<b>Fort St. John:</b>	<ul style="list-style-type: none"> <li>• Population of 20,155</li> <li>• 50 km from Little River</li> </ul>
<b>Number of Reserves</b>	3			



## STEP 4: Gather Knowledge & Information

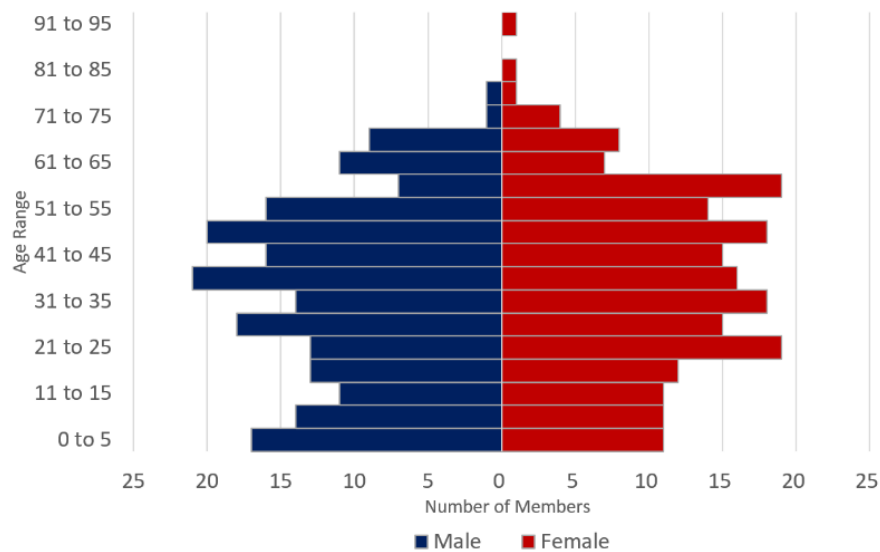
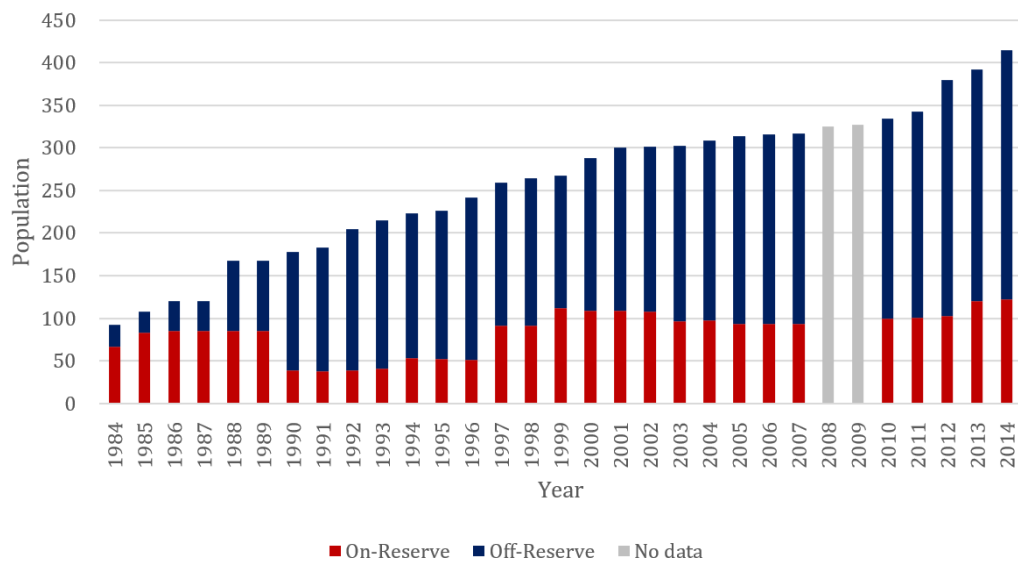
### Population

The graph below demonstrates that of the 415 registered Band Members (March 2015), 293 or 71% of Green River Band Members live off reserve. The remaining 29% or 118 people live on reserve. On a

community level, Band Members living off reserve also feel disconnected from the reserve community.

Key Facts: Population	
<b>Total Population</b>	415
<b>On-reserve Population</b>	122 (29%)
<b>Off-reserve Population</b>	293 (71%)
<b>Population under 25</b>	137 (33%)
<b>Population over 25</b>	278 (67%)

It is estimated that 33% of the population is under the age of 25 and 67% over the age of 25. This suggests that there is a significant population of young people which will require a focus on youth services including recreation and education and the development of affordable housing. It also suggests that there will be growing pressures on housing and health services as the population ages.





## STEP 4: Gather Knowledge & Information

### Services and infrastructure

There is a high percentage of our members living off-reserve in town centres where housing and services are more readily available. In particular, child care services are an issue in our community and the health centre is not open at regular hours, although we have very dedicated staff. Another challenge is sustaining programs as we often find that funding is cut just as they get off the ground. A historical lack of housing combined with funding not being enough to meet the demand for on-reserve housing, has restricted the number of members who can live on reserve. Currently there are 90 houses on reserve, with an average household size of 2.9 persons and 50 people on the waitlist for housing (20 for single family units and 30 for single units). There are 15 houses that need major repairs and 20 that need minor repairs. Approximately 25% of houses are considered crowded (with more than one person per room).

Key Facts: Housing, Services & Infrastructure	
Houses on Reserve	90
Average Household Size	2.9 persons
Number on Housing Waitlist	50
Houses Needing Major Repairs	15
Percentage Crowded	25%
Service	Infrastructure
Recreation	<ul style="list-style-type: none"> <li>• Ice rink</li> <li>• School gym</li> </ul>
Operations and Maintenance	<ul style="list-style-type: none"> <li>• Carpentry shops (5)</li> <li>• Garages (7)</li> <li>• Water treatment building</li> </ul>
Health and Social	<ul style="list-style-type: none"> <li>• Band hall</li> <li>• Community health centre</li> <li>• Church (2)</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Primary school</li> <li>• Secondary school</li> </ul>

### Economic development

Green River lands are the foundation of economic development initiatives. Currently Green River's use of land for economic development consists of some limited commercial forestry. There may be potential to develop a gravel pit, which would require 50 hectares of land area. Forestry is one of the main industries in the region as well as mining, tourism, and outdoor recreation including hunting and fishing. There is increasing pressure in the area to explore coal mining opportunities close to the community, although no formal consultation has taken place to date. Many community members are concerned about acid mine drainage impacting environmentally sensitive areas of the watershed, which is a heritage site and close to the breeding areas of salmon and diverse bird species. Although we want to protect our lands, there is also a lot of pressure from members to deal with the growing poverty on reserve due to a lack of economic development opportunities for our young people.

### Governance and land use planning

Green River has a Chief and four Councilors and we hold elections every two years. The Nation is not currently operating under the *First Nations Land Management Act* but Chief and Council

Key Facts	
Governance	<ul style="list-style-type: none"> <li>• 1 Chief and 4 Councilors</li> <li>• Elections every 4 years</li> </ul>
Land Management	<ul style="list-style-type: none"> <li>• Not under FNLMA</li> <li>• No Land Use Planning to date</li> </ul>

is exploring this option, especially as we undertake our first LUP. The purpose of the plan will be to describe how development and exploration can be carried out in a way that contributes to the local economy, culture and character of Green River Lands. The Nation would also like to explore negotiating an Environmental Management Agreement with the federal government. In 2000, Green River began conducting Traditional Use Studies but there was not enough funding to complete the project.





## STEP 4: Gather Knowledge & Information

### E: Overview of Mapping Tools

#### Online Community Mapping

Community mapping is based on the understanding that all people can be mapmakers and any community can make maps. It can be an activity that is set up and coordinated by planners or it can be a grassroots effort of community members working individually or collectively. Community mapping is a fun and engaging way for community members to communicate information on the places important to them—and now it can be done with online tools. There are four main types of online community mapping we will cover in this resource.

15. Digital consultation: using online maps to obtain citizen input
16. Community mapping with an online component
17. Decentralized mapping: issue-based grassroots mapmaking
18. Technically supported community map-making

#### Digital consultation: using online maps to obtain citizen input

There are a number of online platforms that allow individuals to log on and participate in a virtual community mapping exercise on their own time. These platforms are typically set up by planners for use by community members who can leave comments on maps, offer ideas, and (if the platform allows) upload photos and videos. There are some benefits of the online approach:

- Extend consultation opportunities to those who cannot easily attend community events
- Novel and fun
- Open and flexible
- Visualizes data as it is entered
- Broader sharing of information and interactivity
- Users may participate anonymously
- Can save time and money
- Easier to capture, organize and interpret data
- Some platforms can be customized

Creating and administering this type of platform can be expensive. There are quite a number of companies offering this service, though we did not find any based in Canada. Some dedicated research is required to determine what sets each apart—you might consider the following criteria:

- Attractiveness and accessibility of the user interface
- Specific features relating to presentation, data capture and analytics
- How much site administration is provided by the service
- Price packaging and overall cost



## STEP 4: Gather Knowledge & Information

Take a look at the promotional materials and projects of the following services for some examples of what can be done—most must be contacted directly for pricing information.

Tool	Details
<b>Social Pinpoint</b>	<ul style="list-style-type: none"> <li>• Digital mapping and digital sticky-note ideas wall</li> <li>• Launching a full digital engagement platform in 2018</li> <li>• Self-service site administration; access to comment moderation and live reporting on emerging issues</li> <li>• Pricing plans begin at \$1,920 USD but discounts may be available for eligible organizations on request</li> <li>• Social Pinpoint is based in both North America and Australia</li> <li>• <a href="http://www.socialpinpoint.com">www.socialpinpoint.com</a></li> </ul>
<b>Vivid Maps</b>	<ul style="list-style-type: none"> <li>• Digital mapping and place-based surveys</li> <li>• Mapping can be integrated with other services, such as in-depth digital workbooks and simulators that allow users to explore priorities, impacts and trade-offs with real-time charts and graphs</li> <li>• Pricing information on request</li> <li>• Vivid Maps is an American-based company in Denver; their website showcases British-Columbia based projects</li> <li>• <a href="http://www.urbaninteractivestudio.com/vividmaps">www.urbaninteractivestudio.com/vividmaps</a></li> </ul>
<b>Community Remarks</b>	<ul style="list-style-type: none"> <li>• Digital mapping</li> <li>• Can be integrated with Facebook to market to specific audiences</li> <li>• Citizens do not need to create an account or login to participate</li> <li>• Can be used as a central database for all feedback collected</li> <li>• Pricing plans begin at \$1995 + hosting fees</li> <li>• Community Remarks is an American company based in Florida</li> <li>• <a href="http://www.communityremarks.com">www.communityremarks.com</a></li> </ul>
<b>Spatial Media</b>	<ul style="list-style-type: none"> <li>• Digital mapping using 3D maps</li> <li>• 3D maps created from 2D maps, drawings, designs and photos</li> <li>• Pricing information available on request</li> <li>• Spatial Media is based in Australia</li> <li>• <a href="http://www.spatialmedia.com.au">www.spatialmedia.com.au</a></li> </ul>
<b>TellUs Toolkit</b>	<ul style="list-style-type: none"> <li>• Digital mapping and surveys</li> <li>• Has been used to support infrastructure decisions</li> <li>• Pricing information available on request</li> <li>• Tellus is a UK-based company</li> <li>• <a href="http://www.tellus-toolkit.com">www.tellus-toolkit.com</a></li> </ul>
<b>Mapping for Change</b>	<ul style="list-style-type: none"> <li>• Digital mapping</li> <li>• Wide range of previous clients and mapping applications</li> <li>• A social enterprise of the University College of London (UK)</li> <li>• Pricing information available on request</li> <li>• <a href="http://www.mappingforchange.org.uk">www.mappingforchange.org.uk</a></li> </ul>



## STEP 4: Gather Knowledge & Information

### Community mapping

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<b>Green Maps</b>	<ul style="list-style-type: none"><li>• Community-based mapping with a standard set of symbols and how-to support</li><li>• Contact Green Maps to join an existing project or become a registered Green Mapmaker – see <a href="http://www.greenmap.org/greenhouse/participate">www.greenmap.org/greenhouse/participate</a></li><li>• <a href="http://www.greenmap.org">www.greenmap.org</a></li></ul>
<b><u>Cadasta</u></b>	<ul style="list-style-type: none"><li>• Spatial software for organizing land use and rights information</li><li>• Can import multiple data types, such as satellite/drone imagery, GPS data, video footage, survey data</li><li>• Access to global digital datasets with account registration</li><li>• Online maps can be shared selectively as needed</li><li>• Published Mapping as Empowerment – Lessons from a Year of Participatory Community Mapping (see resources/white papers on their website)</li><li>• <a href="http://www.cadasta.org">www.cadasta.org</a></li></ul>

### Decentralized mapping: grassroots map-making

Over the last few years, software developers have created tools to support decentralized map-making, also known as “crowdsourced mapping”. These maps can be set up by planners or citizen activists, with the information generated by users that participate by sharing their information. They tend to be oriented towards producing issue-based maps; for example, raising awareness on transportation system problems, or the incidence of crime or security situations. The following tools are available for free as open source software. They provide templates that can be customized, but you need a basic understanding of working with an application program interface (API) to use them.

Tool	Details
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<b><u>Shareabouts</u></b>	<ul style="list-style-type: none"><li>• Users can drop a pin on a map to provide ideas, suggestions, and comments for planning and design issues; also has a mobile-friendly application</li><li>• <a href="http://www.github.com/openplans/shareabouts#shareabouts">www.github.com/openplans/shareabouts#shareabouts</a></li></ul>



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Tool	Details
<b><u>Tidepools</u></b>	<ul style="list-style-type: none"> <li>• Collaborative mobile mapping platform for creating time-based maps and data feeds in small scale locations - community members can share events, user-created map layers and landmarks, and other local time-based information</li> <li>• Tidepools stores its data on local servers and broadcasts over WiFi so it can run even without reliance on an Internet connection, which can withstand a centralized Internet shutdown and/or a natural disaster</li> <li>• Integrates and delivers location-specific civic data real time</li> <li>• <a href="http://www.github.com/opentechinstitute/TidePools">www.github.com/opentechinstitute/TidePools</a></li> </ul>

### Technically supported community map-making

If you would like technical support in running a collaborative community map-making projects with an online component, support is available. Planning and mapping consulting firms can be retained on a fee-for-service basis. If you are looking for a lower cost alternative and can support student learning in your community, you may be interested in partnering on an academic project. See the table below for some options

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<b>University of Victoria Ethnographic Mapping Lab</b>	<ul style="list-style-type: none"> <li>• Lab supports traditional use and occupancy and other community mapping in Indigenous communities; may include online component</li> <li>• Contact Dr. Brian Thom at <a href="mailto:bthom@uvic.ca">bthom@uvic.ca</a> to discuss partnership</li> <li>• <a href="http://www.uvic.ca/socialsciences/ethnographicmapping">www.uvic.ca/socialsciences/ethnographicmapping</a></li> </ul>
<b>Firelight Group</b>	<ul style="list-style-type: none"> <li>• Private consulting firm specializing in supporting Indigenous community mapping, traditional knowledge and use (TUS) and ecology studies</li> <li>• Work with community members to map out the locations they and their families rely on for hunting, trapping, fishing and other important activities</li> <li>• Provide one-on-one and small group mapping training and on-going support</li> <li>• Co-host annual Indigenous Mapping Workshop</li> <li>• Produced Direct to Digital Mapping Guide, available at: <a href="http://www.thefirelightgroup.com/thoushallnotpass/wp-content/uploads/2016/04/Guide_FirelightGroup_DirectToDigital_20JAN_2016.pdf">www.thefirelightgroup.com/thoushallnotpass/wp-content/uploads/2016/04/Guide_FirelightGroup_DirectToDigital_20JAN_2016.pdf</a></li> <li>• <a href="http://www.thefirelightgroup.com/mapping-and-gis">www.thefirelightgroup.com/mapping-and-gis</a></li> </ul>



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### Commercial mapping tools

Esri ArcGIS is the leading GIS tool globally, but there are many other commercial GIS applications available with different features and price points. If you are interested in investing in commercial GIS, you will benefit from the help of a GIS specialist who can help you evaluate the technical specifications of each and how well they will meet your organizational needs. Commercial tools may have more advanced features and capability than the many free software options but may require a significant investment.

Tool	Brief Description	Resources & Links
Esri/ArcGIS	<ul style="list-style-type: none"> <li>Capabilities include data collection, mapping and visualization, spatial analysis, 3D/Real-Time GIS, and data management</li> <li>ArcGIS can be accessed online, from a server or on your desktop</li> </ul>	<a href="http://www.esri.com/arcgis/about-arcgis">www.esri.com/arcgis/about-arcgis</a>
Manifold/Radian	<ul style="list-style-type: none"> <li>Radian Studio is a spatial engineering environment that allows users to integrate spatial and traditional data to produce tables, vector geometry, raster data, drawings, maps and images</li> </ul>	<a href="http://www.manifold.net">www.manifold.net</a>

### Free and open source mapping tools

There has been a global movement to make Geographic Information Systems widely accessible at no cost. Open source software is built by non-profit organizations and volunteers. The source code is made available so that those who can work with code can customize the software to their own needs. The chart below lists only a few of the many options available. We recommend doing your own research with a GIS specialist.

Tool	Brief Description	Resources & Links
Google Earth	<ul style="list-style-type: none"> <li>Google Earth is a powerful platform with multiple mapping tools that can be used to collect, organize and store traditional use and occupancy information as well as other mapping data</li> <li>In June 2017, Google Earth announced a new update that allows users to view 3,100 Indigenous communities and treaty settlement lands across Canada, which previously had not been part of the database</li> <li>Direct-to-Digital Mapping - allows communities to attach names and symbols to locations or draw boundaries around</li> </ul>	<a href="http://www.google.com/earth/outreach/learn/getting-started-with-mobile-data-collection-using-odk">www.google.com/earth/outreach/learn/getting-started-with-mobile-data-collection-using-odk</a> <a href="http://www.kobotoolbox.org">www.kobotoolbox.org</a>



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Tool	Brief Description	Resources & Links
	<p>significant areas and add text/dialogue related to points on the map</p> <ul style="list-style-type: none"><li>• Open Data Kit (ODK) - allows data collection using Android mobile devices; can submit data to an online server without an Internet connection or mobile carrier service. Data is hosted online using Google's AppEngine and can be aggregated and visualized (as a map or spreadsheet) using Google Fusion Tables and Google Earth</li><li>• KoBo Toolbox - user-friendly tools for field data collection using mobile devices</li></ul>	
QGIS	<ul style="list-style-type: none"><li>• Considered by many the best affordable alternative to Esri ArcGIS</li><li>• Provides desktop GIS applications, as well as a spatial file browser, a server application, and web applications</li><li>• Runs on Linux, Unix, Mac OSX, Windows and Android and supports numerous vector, raster, and database formats</li><li>• A project of the Open Source Geospatial Foundation</li></ul>	<a href="http://www.qgis.org/en/site">www.qgis.org/en/site</a>
GRASS GIS	<ul style="list-style-type: none"><li>• Used for spatial data management and analysis, image processing, graphics and maps production, spatial modeling, and visualization</li><li>• GRASS stands for Geographic Resources Analysis Support System and was developed by the US Army Corps of Engineers</li></ul>	<a href="http://www.grass.itc.it">www.grass.itc.it</a>
NASA World Wind	<ul style="list-style-type: none"><li>• Good for coders as it contains a helpful set of tools for customizing the software to your needs</li><li>• Allows users to create interactive 3D visualizations</li><li>• Can be used to monitor weather patterns, visualize cities and terrain, track the movement of vehicles and analyze geospatial data</li></ul>	<a href="http://www.worldwind.arc.nasa.gov">www.worldwind.arc.nasa.gov</a>
Cadasta	<ul style="list-style-type: none"><li>• Spatial software for organizing land use and rights information</li><li>• Can import multiple data types, such as satellite/drone imagery, GPS data, video footage, survey data</li></ul>	<a href="http://www.cadasta.org">www.cadasta.org</a> <a href="http://www.platform.cadasta.org/dashboard">www.platform.cadasta.org/dashboard</a>



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Tool	Brief Description	Resources & Links
	<ul style="list-style-type: none"> <li>• Access to global digital datasets with account registration</li> <li>• Compatible with ODK and QGIS data</li> </ul>	
UN Habitat	<ul style="list-style-type: none"> <li>• A global land information database system built by the participation of users worldwide to offer an important educational resource (called the “Social Tenure Domain Model”)</li> <li>• Developed by UN Habitat’s Global Land Tool Network (GLTN)</li> <li>• You can import text and spatial data and generate charts, graphs and visuals</li> <li>• Database is built on a GIS framework; requires knowledge of QGIS to use</li> </ul>	<p><a href="http://www.stdm.glt.n.net">www.stdm.glt.n.net</a>  <a href="http://www.stdm.glt.n.net/STDM_-_A_Pro_Poor_Land_Tool.pdf">www.stdm.glt.n.net/STDM - A Pro Poor Land Tool.pdf</a></p>



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### F: Online Community Mapping: Approaches and Resources

Community mapping is based on the understanding that all people can be mapmakers and any community can make maps. It can be an activity that is set up and coordinated by planners or it can be a grassroots effort of community members working individually or collectively. Community mapping is a fun and engaging way for community members to communicate information on the places important to them—and now it can be done with online tools. There are four main types of online community mapping we will cover in this resource.

1. Digital consultation: using online maps to obtain citizen input
2. Community mapping with an online component
3. Decentralized mapping: issue-based grassroots mapmaking
4. Technically supported community map-making

#### **Digital consultation: using online maps to obtain citizen input**

There are a number of online platforms that allow individuals to log on and participate in a virtual community mapping exercise on their own time. These platforms are typically set up by planners for use by community members who can leave comments on maps, offer ideas, and (if the platform allows) upload photos and videos. There are some benefits of the online approach:

- Extend consultation opportunities to those who cannot easily attend community events
- Novel and fun
- Open and flexible
- Visualizes data as it is entered
- Broader sharing of information and interactivity
- Users may participate anonymously
- Can save time and money
- Easier to capture, organize and interpret data
- Some platforms can be customized

Creating and administering this type of platform can be expensive. There are quite a number of companies offering this service, though we did not find any based in Canada. Some dedicated research is required to determine what sets each apart—you might consider the following criteria:

- Attractiveness and accessibility of the user interface
- Specific features relating to presentation, data capture and analytics
- How much site administration is provided by the service
- Price packaging and overall cost





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Take a look at the promotional materials and projects of the following services for some examples of what can be done—most must be contacted directly for pricing information.

Tool	Details
<b>Social Pinpoint</b>	<ul style="list-style-type: none"> <li>• Digital mapping and digital sticky-note ideas wall</li> <li>• Launching a full digital engagement platform in 2018</li> <li>• Self-service site administration; access to comment moderation and live reporting on emerging issues</li> <li>• Pricing plans begin at \$1,920 USD but discounts may be available for eligible organizations on request</li> <li>• Social Pinpoint is based in both North America and Australia</li> <li>• <a href="http://www.socialpinpoint.com">www.socialpinpoint.com</a></li> </ul>
<b>Vivid Maps</b>	<ul style="list-style-type: none"> <li>• Digital mapping and place-based surveys</li> <li>• Mapping can be integrated with other services, such as in-depth digital workbooks and simulators that allow users to explore priorities, impacts and trade-offs with real-time charts and graphs</li> <li>• Pricing information on request</li> <li>• Vivid Maps is an American-based company in Denver; their website showcases British-Columbia based projects</li> <li>• <a href="http://www.urbaninteractivestudio.com/vividmaps">www.urbaninteractivestudio.com/vividmaps</a></li> </ul>
<b>Community Remarks</b>	<ul style="list-style-type: none"> <li>• Digital mapping</li> <li>• Can be integrated with Facebook to market to specific audiences</li> <li>• Citizens do not need to create an account or login to participate</li> <li>• Can be used as a central database for all feedback collected</li> <li>• Pricing plans begin at \$1995 + hosting fees</li> <li>• Community Remarks is an American company based in Florida</li> <li>• <a href="http://www.communityremarks.com">www.communityremarks.com</a></li> </ul>
<b>Spatial Media</b>	<ul style="list-style-type: none"> <li>• Digital mapping using 3D maps</li> <li>• 3D maps created from 2D maps, drawings, designs and photos</li> <li>• Pricing information available on request</li> <li>• Spatial Media is based in Australia</li> <li>• <a href="http://www.spatialmedia.com.au">www.spatialmedia.com.au</a></li> </ul>
<b>TellUs Toolkit</b>	<ul style="list-style-type: none"> <li>• Digital mapping and surveys</li> <li>• Has been used to support infrastructure decisions</li> <li>• Pricing information available on request</li> <li>• Tellus is a UK-based company</li> <li>• <a href="http://www.tellus-toolkit.com">www.tellus-toolkit.com</a></li> </ul>
<b>Mapping for Change</b>	<ul style="list-style-type: none"> <li>• Digital mapping</li> <li>• Wide range of previous clients and mapping applications</li> <li>• A social enterprise of the University College of London (UK)</li> <li>• Pricing information available on request</li> <li>• <a href="http://www.mappingforchange.org.uk">www.mappingforchange.org.uk</a></li> </ul>



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**G: Software Options for Qualitative Data Coding and Analysis**

Helpful **review website** (qualitative analysis software): <http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/support/choosing/>

Good comprehensive **list of software**:  
<http://www.eval.org/p/cm/ld/fid=81>

Basic functionality of a Qualitative Data Coding and Analysis system:

- Content searching tools
- Coding tools
- Linking tools
- Mapping or networking tools
- Query tools
- Writing and annotation tools

Quick summary of some of the popular systems:

Software	Description/Functionality	Pros/Cons	Cost
ATLAS.ti <a href="http://www.atlasti.com/qualitative-analysis-software.html">http://www.atlasti.com/qualitative-analysis-software.html</a>	<ul style="list-style-type: none"> <li>• Data files (documents) are held externally and assigned (linked) to and viewed through the ATLAS.ti interface</li> <li>• Functions operate from main menus and ‘manager’ drop-down menus : Documents, Quotations, Codes, and Memos.</li> <li>• Coding structure is non-hierarchical, with families for grouping. A code can belong to multiple families. Families can be grouped into Super Families.</li> <li>• Autocoding available</li> <li>• Primary visualization tool is Network diagrams</li> </ul>	<b>Pro:</b> <ul style="list-style-type: none"> <li>• Flexibility for different projects and purposes</li> <li>• Good support of .pdf files</li> <li>• Quotations or selections of text are objects in their own right unlike other similar software programs. This enables flexibility in the independent use of quotations in lists, networks (maps), hyperlinks and output.</li> <li>• Google Earth functionality: you can ceate a document in ATLAS.ti from KML or KMZ files, which will start Google Earth and fly you to a specified location.</li> <li>• The content of several memos can easily be outputted into one file</li> <li>• Links created between memos and other objects are functional in that visualising them in a network view will illustrate any other linked items.</li> </ul>	Atlas.ti 7 <b>CAD per year</b> <ul style="list-style-type: none"> <li>• Single user: \$1,865</li> <li>• Multi-user (5):\$6,720</li> <li>• Multi-user (10):\$13,468</li> </ul>



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& Information**

Software	Description/Functionality	Pros/Cons	Cost
ATLAS.ti <i>(Continued)</i>		<ul style="list-style-type: none"> <li>Network tool is very flexible and can display whole text quotations (unlike other software systems)</li> </ul> <p><b>Con:</b></p> <ul style="list-style-type: none"> <li>Expensive licensed product</li> <li>MS Word and PDF documents cannot be edited after being assigned to project file</li> <li>Managing the project requires care because of the external database structure. The process of saving and moving the HU and data is slightly more difficult to manage than in other packages</li> <li>Main working code list (Codes manager) does not have a functioning hierarchical structure</li> <li>Some limitations to Query functionality</li> <li>Limits to integration of quantitative data</li> </ul>	
<b>Dedoose</b> <a href="http://www.dedoose.com/">http://www.dedoose.com/</a>	<ul style="list-style-type: none"> <li>Online-based system</li> <li>Works with qualitative, quantitative, and mixed methods research</li> <li>Designed to work well with teams of people located in different places</li> <li>Work with imported Media (files), Codes, Excerpts (marked selections of data, need not be coded to show up as important), Memos, and Analysis Workspace (visual tools)</li> <li>Structured, hierarchical coding schema (Root Codes and Sub-codes)</li> </ul>	<p><b>Pro:</b></p> <ul style="list-style-type: none"> <li>Much less expensive. Free 1 month trial, monthly payments.</li> <li>Intuitive interface, easy to use</li> <li>Support available by email, call, facebook, twitter, blog, or forum</li> <li>Coded excerpts are highlighted in source media</li> <li>Can assign weights to codes</li> <li>Dedoose is designed around the need for multiple researchers to work concurrently on a research project. Users can be added to projects at any point and access work by logging in using a password. Different levels of access can be given to different users such that certain aspects of a project cannot be edited, or viewed by certain users.</li> </ul> <p><b>Con:</b></p> <ul style="list-style-type: none"> <li>No modelling or mapping tool to show connections between codes or items</li> <li>Some limitations to writing and linking tools</li> <li>Requires internet connection to use, no downloaded software</li> </ul>	<p><b>Per month fee</b></p> <ul style="list-style-type: none"> <li>Single user: 14.95 CDN (annual = \$180)</li> <li>2-5 users: 12.95 CDN per user</li> <li>6+ users: 10.95 CDN per user</li> </ul>



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Software	Description/Functionality	Pros/Cons	Cost
<b>HyperRESEARCH</b> <a href="http://www.researchware.com/products/hyperresearch.html">http://www.researchware.com/products/hyperresearch.html</a>	<ul style="list-style-type: none"> <li>Source files are kept external from Study file</li> <li>Study comprised of Cases, a file can belong to multiple Cases.</li> <li>Coding non-hierarchical, listed alphabetically. Can be grouped by manually labelling names or in Code Map (build connections between codes).</li> <li>Can attach comments to coded references</li> <li>Auto-coding enabled</li> </ul>	<p><b>Pro:</b></p> <ul style="list-style-type: none"> <li>Good Mac platform support</li> <li>Simple interface, limited number of ways to do each action (simpler)</li> <li>Unique 'Hypothesis Tester' tool</li> <li>Unique 'Code Map' tool</li> </ul> <p><b>Con:</b></p> <ul style="list-style-type: none"> <li>Must be aware what Case working in, because coding in a file is assigned to Case, not file</li> <li>No easy way to pack up elements of a Study for moving to another computer. Have to develop a manual protocol.</li> </ul>	<ul style="list-style-type: none"> <li>Single \$769 USD</li> <li>2-4 Licenses: \$716/license</li> <li>5-9 Licenses: \$636/license</li> </ul>
<b>MAXQDA</b> <a href="http://www.maxqda.com/">http://www.maxqda.com/</a>	<ul style="list-style-type: none"> <li>Enables analysis of a variety of qualitative data including text, audio, video and still images</li> <li>Functions using an internal database system: files are contained within the project, and are moved or saved as part of the project</li> <li>Survey data can be imported from spreadsheets and automatically coded, while quantitative data will be transformed into variables</li> <li>Text can be pre-coded with special tags and imported</li> <li>margin display shows codes, memos and GEOLinks, is fully interactive and prints well</li> <li>The coding schema can be as hierarchical or as un-hierarchical as required</li> <li>Coded data retrieved by activating the codes of interest</li> <li>MAXReader is a free project reader tool allowing MAXQDA projects to be viewed, searched and material exported</li> </ul>	<p><b>Pro:</b></p> <ul style="list-style-type: none"> <li>Impressive toolkit for illustrations and visual tools (uses colours assigned to the codes), can export as image files</li> <li>Drag and drop allows easy re-organisation of codes across and within hierarchies and into sets</li> <li>Intuitive and user-friendly coding system and tools. Can apply weighting to codes.</li> <li>Provide learning material and support</li> <li>Free demo download available</li> <li>Unique and flexible memo system</li> <li>Geolink data or codes to GoogleEarth positions</li> <li>MAXApp – free app for mobiles to collect and emoticode data before transferring to computer</li> <li>Tools to support mixed-methods qualitative data</li> <li>Well designed for diverse team situations</li> </ul> <p><b>Con:</b></p> <ul style="list-style-type: none"> <li>User interface may get cramped when using large datasets</li> <li>Expensive, proprietary system</li> </ul>	<p>MAXQDA 11</p> <ul style="list-style-type: none"> <li>Single user standard: 635 CDN</li> <li>Single user plus: 750 CDN</li> <li>Two licenses: 1500 USD</li> </ul> <p>-annual subscriptions (more than 5 licenses)</p>



## STEP 4: Gather Knowledge & Information

Software	Description/Functionality	Pros/Cons	Cost
<p><b>QDA Miner 3.2</b>  <a href="http://provalisresearch.com/products/qualitative-data-analysis-software/">http://provalisresearch.com/products/qualitative-data-analysis-software/</a></p> <p><b>QDA Miner 3.2</b>  <i>(Continued)</i></p>	<ul style="list-style-type: none"> <li>Designed as a mixed-method qualitative data analysis tool</li> <li>Can be integrated with WordStat a content analysis and textmining module (and also with SimStat a statistical data analysis tool)</li> <li>Using an 'internal database structure' so documents are imported into the database and all the workings are held in about six project files</li> <li>Organized into a cases and variables structure (unusual)</li> <li>Coding schema can be completely un-hierarchical or several levels of hierarchy can be used</li> <li>Annotations can be attached to codes. Memos can be created as separate files.</li> <li>Freeware version:  <a href="http://provalisresearch.com/products/qualitative-data-analysis-software/freeware/">http://provalisresearch.com/products/qualitative-data-analysis-software/freeware/</a></li> </ul>	<p><b>Pro:</b></p> <ul style="list-style-type: none"> <li>Crosses methodological boundaries</li> <li>Can archive and compress the project file to back-up and move</li> <li>Various searching tools (test search, code sequence search, autocode/text search)</li> <li>Handles simple functions very well</li> <li>Multi-user logon allows several coders to work on the same project (not concurrently) with either full access or to limited features and no access to other coders work. Several users may also work on different copies of a project or different subsets of cases (then merge files into master project).</li> <li>Free trial</li> </ul> <p><b>Con:</b></p> <ul style="list-style-type: none"> <li>Text mining terminology can be confusing. If focus is very qualitative may be harder package to use.</li> <li>Case and variable structure sometimes limits the contextual presentation of selected data</li> <li>Full version is expensive (but there is a freeware version available)</li> </ul>	<p>QDA Miner, WordStat, and SimStat come separately or together as ProSuite</p> <p><b>Purchase</b></p> <ul style="list-style-type: none"> <li>ProSuite: 3,795 USD</li> <li>WordStat 8: 2,795 USD</li> <li>QDA Miner 5: 1,295 USD</li> </ul> <p><b>Lease (per year):</b></p> <ul style="list-style-type: none"> <li>ProSuite: 1,518 USD</li> <li>WordStat 8: 1,118 USD</li> <li>QDA Miner 5: 518 USD</li> </ul> <p>OR Can use QDA Miner Lite (freeware)</p>
<p><b>NVivo QSR 8</b>  <b>(current version is NVivo 10)</b>  <a href="http://www.qsrinternational.com/products_nvivo.aspx">http://www.qsrinternational.com/products_nvivo.aspx</a></p>	<ul style="list-style-type: none"> <li>Database can be internal or external, depending on where you want to store files</li> <li>Windows are Sources, Nodes, Models, and Links</li> <li>Works in Documents, Memos, and Externals</li> </ul>	<p><b>Pro:</b></p> <ul style="list-style-type: none"> <li>Powerful analysis system with wide range of tools and flexibility</li> <li>Modelled on MS Outlook, so familiar for many users</li> <li>Customizable interface</li> <li>Can make documents read-only if needed</li> <li>Coding density stripes option allows visual cue of coding occurrence in source</li> </ul>	<ul style="list-style-type: none"> <li>NVivo Plus : 1599 USD (perpetual license)</li> </ul>



**STEP 4: Gather Knowledge  
& Information**

Software	Description/Functionality	Pros/Cons	Cost
<b>NVivo QSR 8</b> <i>(Continued)</i>	<ul style="list-style-type: none"> <li>• Coding hierarchical or un-hierarchical as needed</li> <li>• Various types of nodes can be used</li> <li>• Open a node to see what’s coded under it</li> <li>• Can write in annotations or memos (memos can be coded)</li> <li>• Multiple types of queries can be run on sources, nodes, sets, or annotations</li> <li>• Multiple types of linking devices, modelling, charting tools</li> </ul>	<ul style="list-style-type: none"> <li>• 30-day free trial</li> </ul> <p><b>Con:</b></p> <ul style="list-style-type: none"> <li>• Can be quite complicated, takes a while to learn especially if want to use its (tutorials recommended)</li> <li>• Interface is somewhat restrictive and if unfamiliar with Outlook may be less intuitive than other systems</li> <li>• More powerful analysis functions</li> <li>• Expensive, proprietary software</li> </ul>	10% volume pricing with three or more licenses





# STEP 5: Decide Future

## STEP 5 RESOURCES:

- A. SWOT Template
- B. PARK Template
- C. Root Cause Tree
- D. Sample Visioning Postcard
- E. Action Prioritization Tool



## STEP 5: Decide Future

DECIDE

### A: SWOT Template

What are your community's strengths, weaknesses, opportunities and threats (SWOT) relating to the land, or management of the land?

Strengths	Weaknesses
<p><i>e.g. Traditional protocols around protecting land</i>  <i>e.g. Hunters active on the land</i></p>	<p><i>e.g. High traffic and use from non-community members</i>  <i>e.g. Lack of information about the land</i></p>
Opportunities (to build on strengths, overcome weaknesses)	Threats (if weaknesses increase, opportunities not realized)
<p><i>e.g. Revive traditional protocols</i>  <i>e.g. Connect Youth with the land</i>  <i>e.g. Collect information about our lands</i></p>	<p><i>e.g. Decline of elk in our territory due to over hunting</i>  <i>e.g. Environmental degradation</i></p>



## STEP 5: Decide Future

DECIDE

### B: PARK Template

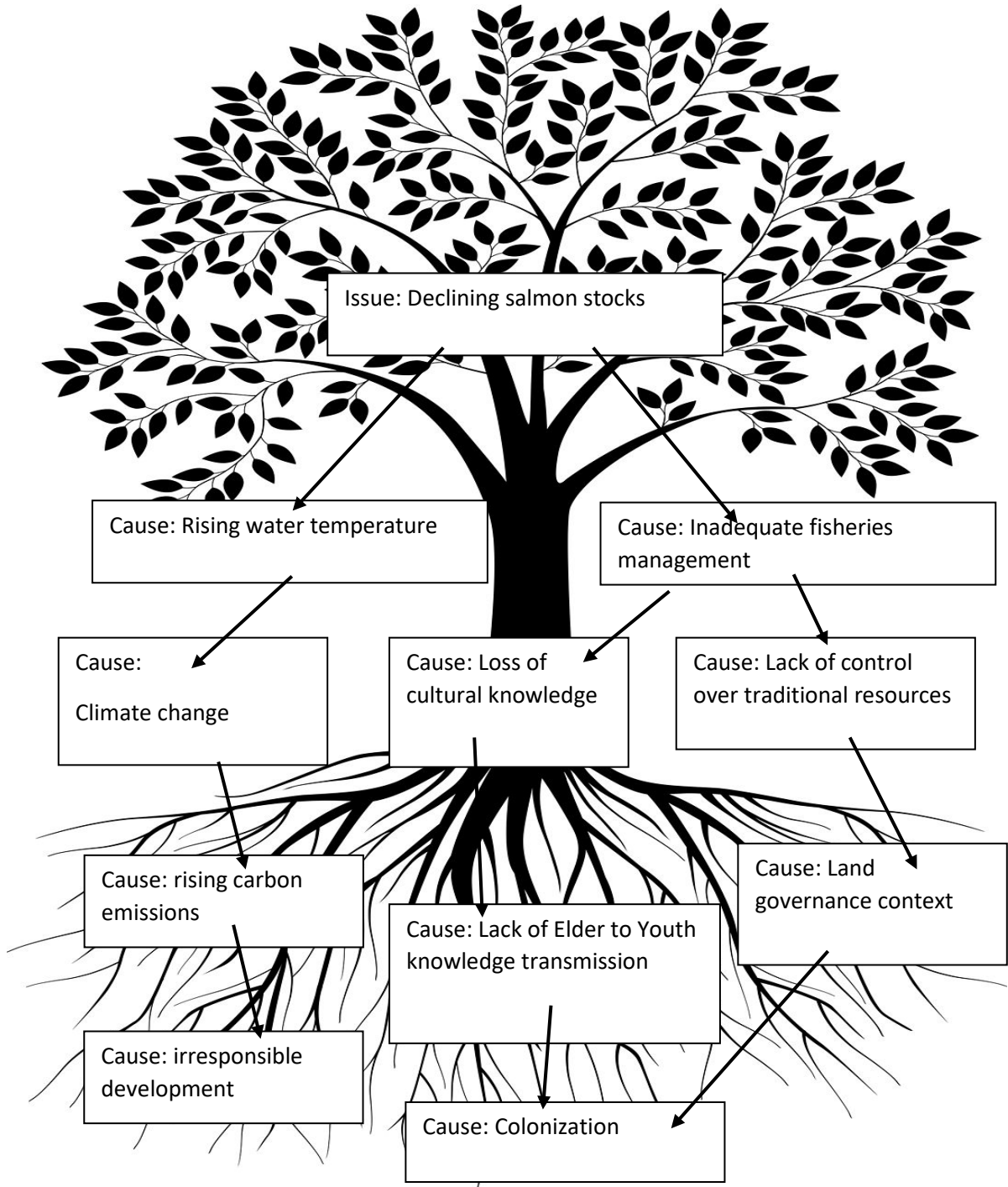
What do you want to Protect, Add, Remove or Keep regarding the land, or management of the land?

Protect	Add
<i>e.g. Fish habitat</i> <i>e.g. Traditional place names</i>	<i>e.g. Fencing to keep cattle out of sensitive habitat</i> <i>e.g. Road signage</i>
Remove	Keep
<i>e.g. Junk in yards</i> <i>e.g. Soil contamination</i>	<i>e.g. Our traditional protocols</i> <i>e.g. Our strong fishing culture</i>



### C: Root Cause Tree

Based on your community's context and history, what is one of the most pressing issues? Think about the cause of that issue. What is the root cause of that cause? Below is an example root cause tree based on the issue of declining salmon stocks. The arrows show connectivity between causes and issues.

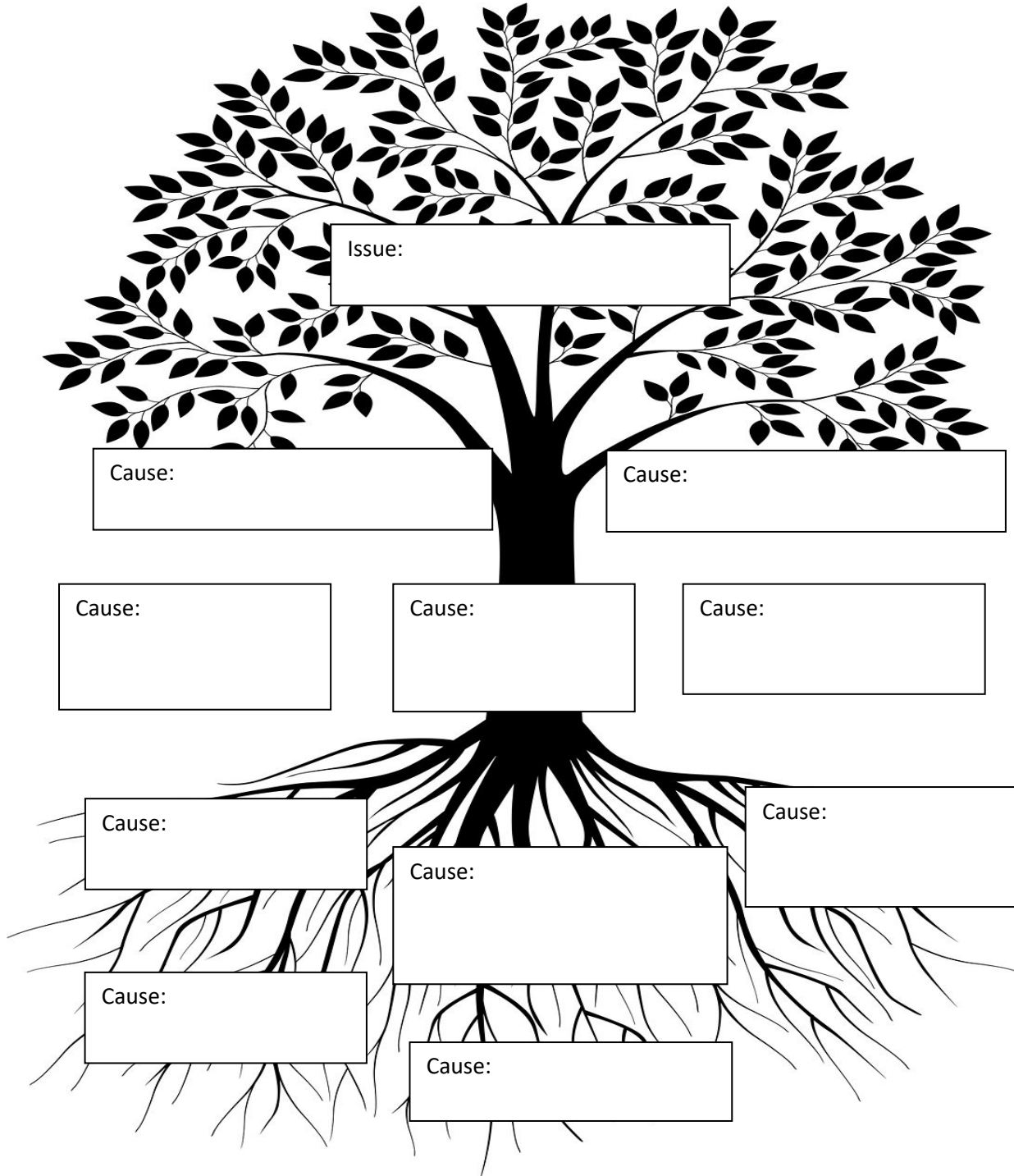




## STEP 5: Decide Future

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The tree below is a sample template that could be used to brainstorm causes and issues. Arrows could also be drawn to show relationships between various causes and issues.





## STEP 5: Decide Future

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### D: Sample Visioning Postcard

Based on your situational assessment, consider your vision for your community in terms of land use. Write a postcard to a friend expressing your Vision for your land in the future.

Draw or write the ideas in the postcard template below that come to mind when you consider the following questions:

- What does a community with healthy lands, water, wildlife and people look like?
- How will you draw on your strengths?
- If you could go into the future and see your land in 20 years, what would you like to see? What will the community look like when the challenges have been addressed?
- What values are important in guiding your community's Vision for the future of our land?
- What kinds of things do you imagine people doing on your land in the future?
- How should your community care for your land?
- What kinds of emotions or states of being (e.g. happy, proud, strong) would you like to see people in your community have about the land in the future?

Dear \_\_\_\_\_

Date \_\_\_\_\_

Yours truly,



## STEP 5: Decide Future

DECIDE

### E: Action Prioritization Tool

For each draft action, check whether you feel each action is:

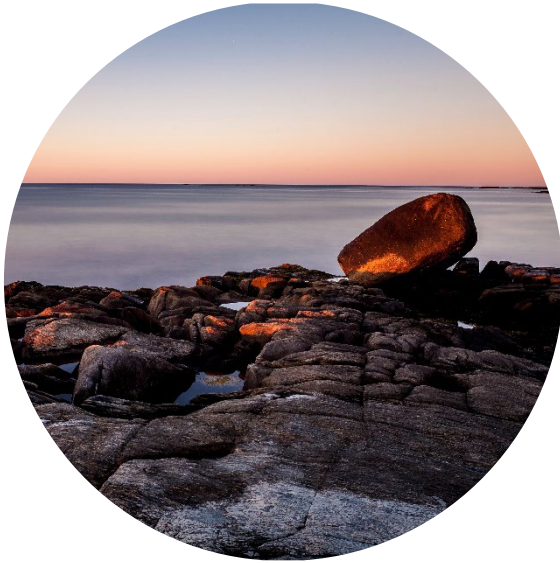
- 1= Critical** (something we cannot do without)
- 2= Important** (needs to happen, but not as urgent as critical)
- 3= Supporting** (needs to get done at some point)

Actions	1	2	3	Actions	1	2	3
<b>Quickstarts</b>				<b>Buildings</b>			
Community smokehouse				Cultural center			
Update fencing policy				Recreation center			
New fencing				<b>Infrastructure</b>			
Junk removal and landscaping				Signage in traditional language			
Trail program				Build and repair homes			
Lands committee				Upgrade sports fields			
Skateboard park				Cultural centre			
Youth/Elder gathering				<b>Policies</b>			
Community cultural celebration				Consultation protocol			
Recognition ceremony				Referral policy			
<b>Programs</b>				Site guidelines			
Cultural education program				Community bylaws (pet, junk, housing)			
Job shadowing & mentorship				Zoning policy			
Firewood collection service				<b>Planning &amp; Research</b>			
Traditional foods program				Land code			
Clean yards program				Emergency planning			
Lands and waters monitoring				Community energy plan			
Shoreline clean up program				Health & wellness strategy			
Land-based program for youth				Communications strategy			
<b>Positions</b>				Economic development planning			
Cultural program manager				Ecotourism study			
Cultural teachers				Treaty			
Lands committee				Traditional Use study			
Lands clerk				Climate Change Adaptation Plan			
<b>Training</b>				<b>Other land-based activities?</b>			
Emergency first aid training							
Governance & leadership training							
Land stewardship training							



DECIDE

## STEP 5: Decide Future



“

*First Nations that have a plan know they want development and where they don't and can communicate that to third parties. Land use plans help create certainty for third parties interested in economic development, they share the community vision and expectations on how development can occur.”*

Angel Ransom, Angel Ransom Consulting,  
Nak'azdli Whut'en First Nation

“

*This is my people (the LUP), this is how my people see the land, the way they talk is captured, the plan is what they feel and think.”*

John Ward, Taku River Tlingit  
First Nation



“

*LUP is a fantastic tool.”*

LUP Workshop Participant (2016)





# STEP 6: Create Tools

## STEP 6 RESOURCES:

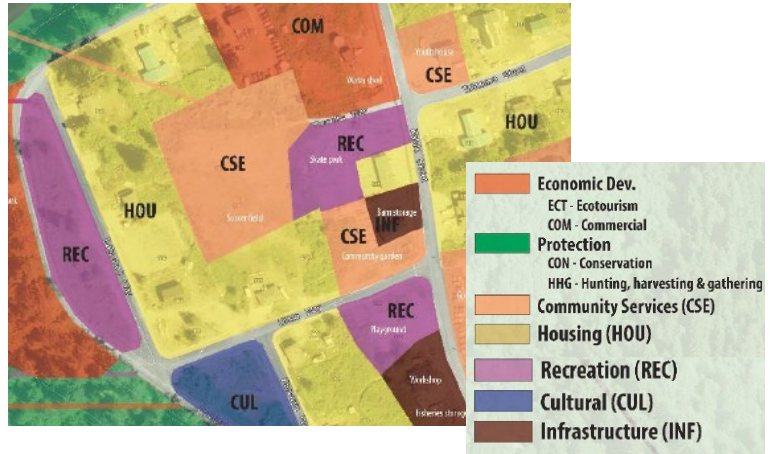
- A. Sample Process to Create Land Use Zones and Guidelines
- B. Sample Land Use Policies
- C. Sample Development Approvals Flowchart
- D. Referrals Checklist
- E. Decision-making Checklist



### A: Sample Process to Create Land Use Zones and Guidelines

**Toolkit Resource 4.B: Community Mapping Activity Template** provided sample steps to complete a community map with symbols to mark areas of importance in your community. For example, community members might use symbols to communicate how they use the land currently, and how they would like to see the land used in the future. They can identify current uses such as protection, food gathering, recreation, tourism, economic development, community services, cultural, and housing at their preferred locations.

You can use the results of community mapping to designate areas of use (zones) by drawing boundaries around land use areas you identify. For example, if community members identify an area as important for hunting, gathering and harvesting, you might designate this area for Food Gathering. In the pictures on the left below, community members identified several areas for housing and community services. These are reflected in the land use area designations in the image on the right.



The table below provides sample Land Use Areas and Guidelines for how each land area could be used.

Land Use Area EXAMPLES	Land Use Guidelines EXAMPLES
<b>Cultural Protection</b>	<p>The intent of lands designated for cultural protection is to acknowledge and protect sites that have cultural and historical significance for uses such as traditional gatherings, ceremonies and education. This area may have recreational or tourism. This designation is established to ensure that sites are not damaged through use or development. Example policies might include:</p> <ul style="list-style-type: none"> <li>• No development shall occur in this area</li> <li>• Development in this area first requires an archaeological study</li> <li>• Educational signage shall be placed in areas of cultural significance</li> </ul>
<b>Economic Development</b>	<p>The intent of lands designated for economic development is to set aside enough land for current and future commercial development for proposed uses such as cultural tourism and recreation, accommodation, food services, and retail or tour outfitting. Policies may place conditions on economic development activities such as:</p> <ul style="list-style-type: none"> <li>• All businesses (business operators) need to apply for a business permit</li> <li>• Mining, industrial forestry and heavy manufacturing are not permitted</li> </ul>



DECIDE

## STEP 6: Create Tools

Land Use Area EXAMPLES	Land Use Guidelines EXAMPLES
	<ul style="list-style-type: none"> <li>Industrial activities must follow certain waste disposal guidelines and cannot take place within a certain distance from accommodation and food services</li> </ul>
<b>Community Services</b>	<p>The intent of lands designated as community services is to set aside land to meet the existing and future facility needs necessary to deliver programs and services to the community. The designation refers to buildings and/ or activities dedicated to public services such as health service, education, recreational facilities, and administration. Policies may describe which community services are intended for specific areas and which are not permitted. For example:</p> <ul style="list-style-type: none"> <li>A Safe House is permitted in this area</li> <li>Housing and industrial development are not permitted in this area</li> </ul>
<b>Food Gathering</b>	<p>The intent of lands designated for food gathering is to protect land for traditional food cultivation, fishing, hunting and harvesting and ensure continued access for community members. Development on this land is limited; however, traditional camps or food harvesting/ storage facilities are permitted. Example policies might include:</p> <ul style="list-style-type: none"> <li>Only members are permitted to hunting in this area</li> <li>Visiting fishers to this area are limited to x fish per day</li> <li>This area is closed to hunting during the following months ____</li> </ul>



## B: Sample Land Use Policies

*(All of the LUPs noted below are available online)*

The following is a list of example land use policies:

### Forest management

- Planning and management of all forest uses will be consistent with the principles of certification to achieve sustainable forest resource management (2002 Nisga'a Lisims Government LUP)
- Forest management policies and practices will respect the need for maintenance of fish habitat (2002 Nisga'a Lisims Government LUP)
- No pesticides or herbicides will be used for any aspect of forest management (2002 Nisga'a Lisims Government LUP)
- On any construction site, mature trees and woody vegetation should be retained to the maximum extent possible (2010 Tla-Amin LUP)

### Agricultural

- Agriculturally zoned lands will not be permitted to be used or developed in such a way that the potential for agriculture is permanently damaged (2002 Nisga'a Lisims Government LUP)
- Agricultural activities will respect the need for maintenance of fish habitat (2002 Nisga'a Lisims Government LUP)

### Mineral resources

- Mineral extraction shall be carried out in accordance with the British Columbia Mines Act (2002 Nisga'a Lisims Government LUP)
- Gravel pit and quarry management plans will include restoration of resource extraction areas (2002 Nisga'a Lisims Government LUP)

### Habitat

- Industrial and commercial activities within wildlife habitat zones must not degrade wildlife habitat (2002 Nisga'a Lisims Government LUP)
- No commercial or industrial use will be permitted in zones designated as critical for wildlife habitat (2002 Nisga'a Lisims Government LUP)
- No building should be constructed within:
  - 100 metres of an eagle nesting tree
  - 200 metres of any other raptor nesting tree
  - 200 metres of any heron nesting trees of colony



## STEP 6: Create Tools

### Waterways

- No industrial activities will be allowed with areas zones as watersheds (2002 Nisga'a Lisims Government LUP)
- No residential use of watersheds will be permitted (2002 Nisga'a Lisims Government LUP)
- A development permit is required before proceeding with any construction or landscaping within 91 metres (300 feet) of a water body or waterway, measured from the high-water boundary or top of bank (2010 Tla-Amin LUP)
- Waterways should be protected from sedimentation and erosion by coordinating grading and excavation activities during dry months of the year (2010 Tla-Amin LUP)
- Water bodies and waterways should be protected from sedimentation and erosion by designing and planning each site to require as little grading or excavation as possible (2014 Cowichan LUP)

### Heritage protection

- A management plan will be developed for any site zoned for heritage conservation (2002 Nisga'a Lisims Government LUP)
- The development applicant may be asked to prepare an archeological assessment for any development prior to approval, given known heritage sensitive sites in the area (2009 Tsawwassen First Nation LUP)
- All major projects should include a professional archaeological assessment and survey, conducted during preliminary planning phases, indicating known or potential cultural sites within or adjacent to the project area (2010 Tla-Amin LUP)

### Residential

- TFN will ensure the incorporation of green standards into all new homes to ensure maximum efficiencies and low operating costs (2009 Tsawwassen First Nation LUP)
- TFN will explore denser and more compact forms of housing that provide affordable housing options for a range of lifestyles and income levels (2009 Tsawwassen First Nation LUP)
- All new development will respect the natural environment and take a holistic approach to integrate new buildings with the land and the particular site (2010 Tla-Amin LUP)
- All new buildings will minimize resource consumption (energy, water, land and materials) (2010 Tla-Amin LUP)
- Prioritize housing development on existing residential lots including infilling and residential lots with abandoned buildings (2013 Suma:th LUP)



## STEP 6: Create Tools

### Industrial

- A buffer zone between industrial development and any current or proposed adjacent residential areas will be included as part of the master plan (2009 Tsawwassen First Nation LUP)
- A development permit is required for new industrial development. Development considerations include but are not limited to: increase in traffic, parking considerations, landscaping, building massing, etc. (2013 Sumas LUP)

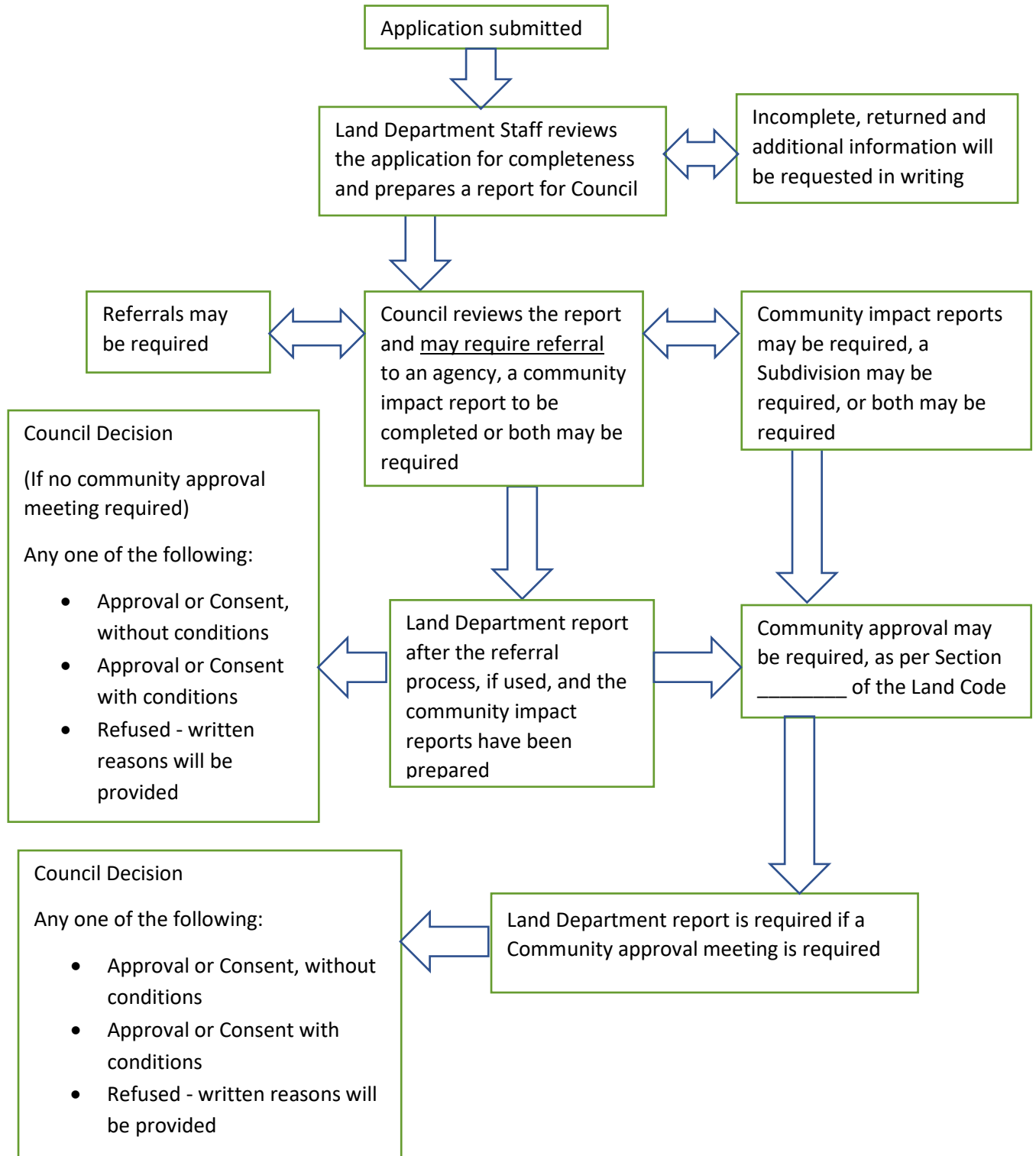
### Hazards

- A development permit is required before proceeding with any construction or landscaping within an identified Hazard Area or Sensitive Area (2010 Tla-Amin LUP)
- Buildings should be setback 30 horizontal meters (100 feet) from the natural boundary of the sea (2010 Tla-Amin LUP)
- On any portion of land that is steeper than 25% (22.5 degree incline) there should be no construction or clearing, grading or excavation of land (2010 Tla-Amin LUP)
- Any housing development proposed on Sumas Mountain is expected to address the risk of slope stability (2013 Sumas LUP)



### C: Sample Development Approvals Flowchart

The diagram below illustrates a sample Development Approval application process.





DECIDE

## STEP 6: Create Tools

### D: Referrals Checklist

Type of Referral: \_\_\_\_\_ Our File #: \_\_\_\_\_

Referred from: \_\_\_\_\_ Their File No: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

Date Received: \_\_\_\_\_ Date of the Review: \_\_\_\_\_

#### Required Information

Clear identification on a map about the location of the site to which this referral applies. A report or map showing the following information is also provided:

		Yes	No	N/A
1	Bio-Physical inventory			
2	Floodplain or watershed area			
3	Contour lines			
4	Physical and legal access points			
5	Water or sewer line information			
6	Past uses of the site			
7	Any hazardous materials currently or historically located on site			
8	Storm water information			
9	Roads adjacent to the site			
10	Landslide or potential land slip areas			
11	Potential wildfire areas			
12	Adjacent land uses			
13	Archaeological information			
14	Environmentally sensitive areas			
15	Additional reports or maps provided			
16	(Add other items as required)			
17				





DECIDE

## STEP 6: Create Tools

### E: Decision-making Checklist

1. How does the proposed activity affect any of the following?

Review Criteria	Positive Impact	Negative Impact	Not Applicable	Further Studies Needed
Member connection to the land				
Member connection to the water				
Our First Nation's rights in the short or long-term				
Our First Nation's Sovereignty (self-reliance, capital assets and/or authority)				
Member capacity in education, skills, and overall knowledge				
The growth and sustainability of plants, seeds, wildlife and any other traditional foods				
The sustainability of fish and marine life and any other aquatic foods				
Member abilities to harvest traditional foods				
Our First Nation's ability to create policies to guarantee				
Our First Nation's systems of land and resource tenure				
Other criteria? (List)				



DECIDE

## STEP 6: Create Tools

2. Will the proposed activity add to or detract from any of the following?

Review Criteria	Positive Impact	Negative Impact	Not Applicable	Further Studies Needed
The overall development of the community				
Our First Nation's culture (traditions, stories, history, values and language)				
The basic needs of shelter, clothing or social assistance				
The basic need of food and/or the community's traditional way of producing and gathering it				
The basic need for health				
Employment or training for members (internships, apprenticeships, mentorships)				
Involvement of Youth in our First Nation affairs				
Involvement of Elders and other Band members in our First Nation affairs				
Relationship-building such as the development of strategic or business partnerships				
Other issues? (List)				

3. Range of consultation required

(Tick appropriate box)

- Minor: Weak, little or no impact. Agency to inform and hear from members.*
- Moderate: Impacts will moderately affect member's rights as identified by rights and title. Therefore, there must be discussions on eliminating or minimizing the impacts, as agreed to by members. Compensation may be required.*
- Deep: Impacts will seriously affect or interfere with member's rights and title, therefore there must be no development allowed at this time. Extensive discussions and negotiations for joint decision-making and/or compensation are required.*



DECIDE

## STEP 6: Create Tools

### 4. Overall recommendations

Staff's Signature: \_\_\_\_\_ Title: \_\_\_\_\_

#### ADMINISTRATIVE SECTION

- |   |   |
|---|---|
| <input type="checkbox"/> Additional studies and/or assessments required | <input type="checkbox"/> Biological review                  |
| <input type="checkbox"/> Archaeological assessment                      | <input type="checkbox"/> Cumulative treaty impacts analysis |
| <input type="checkbox"/> Rights and title legal review                  | <input type="checkbox"/> Socio-economic analysis            |
| <input type="checkbox"/> Fisheries report                               | <input type="checkbox"/> Environmental impact assessment    |
|   | <input type="checkbox"/> Other: _____                       |

#### Notes:

The basis of aboriginal rights and title are derived from two key points:

1. Having lived in, occupied and or used a certain area for thousands of years, in what today has become British Columbia and Canada. This was achieved with the creation of distinct societies, the development of a certain way of life and the development and use of a governing system.
2. The special relationship that exists with the land, in that it has defined one's identity, rights and responsibilities.

These rights are not granted through any mechanism of either the provincial or federal crown. These rights exist in perpetuity.

Chief \_\_\_\_\_ (Signature)

Contact Information: \_\_\_\_\_ First Nation

(Address) \_\_\_\_\_ (Email)

(Phone) \_\_\_\_\_ (Date)

(Fax)

“

*Supporting documents such as zoning and building bylaws will enhance LUP.”*

LUP Workshop Participant  
(2017)

“

*Return information to the community in a culturally relevant, easy to understand way.”*

LUP Workshop Participant  
(2016)



“

*Record your journey/story: video, slides, photos, recordings, documentary.”*

LUP Workshop Participant  
(2017)

“

*Data management and governance are the most important issues we face.”*

LUP Workshop Participant  
(2016)



# STEP 7: Document Plan

## STEP 7 RESOURCES:

- A. Sample LUP Table of Contents
- B. Sample Newsletter Template



DECIDE

## STEP 7: Document Plan

### A: Sample LUP Table of Contents

The sample table of contents on the left provides an example of content that may be included in your LUP. Sometimes the contents can be organized based on the LUP process that contains a series of phases and steps. You can adapt this model to suit your First Nation’s needs and purposes.

<b>Introductory Text</b>	
Executive Summary.....	i
Acknowledgements.....	iv
Table of Contents.....	v
Introduction.....	vii
<b>Phase 1: Understanding Land Use Planning Basics</b>	
What is land use planning?.....	1
How will our land use plan help us? .....	4
What are the tools to help us implement our land use plan?.....	8
<b>Phase 2: Setting Up the Land Use Plan</b>	
Planning approach.....	9
Organizing capacity.....	11
Process vision.....	12
Methodology summary.....	13
Community involvement.....	21
Community and land profile.....	25
<b>Phase 3: Doing the Land Use Plan</b>	
Understanding the current situation.....	30
Vision for land use and management.....	34
Principles to guide our land use and management.....	36
Goals and Strategies, Action priorities.....	39
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B: Sample Newsletter Template



Land Use Planning: Phase 2

Newsletter 4: Jan 15, 2019

Our LUP Team: List Planning Team names here

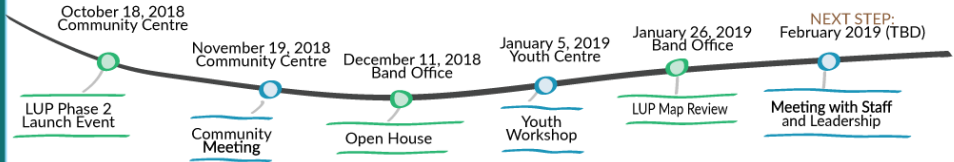
For more information please contact: List Planning Team contact details here

Dear Community Members:

Describe the LUP process to date and the main purpose of this newsletter.

Timeline of Events:

You may want to show a visual that lists the engagement events that have occurred so far (see example below).

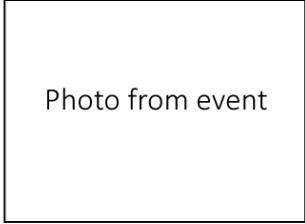
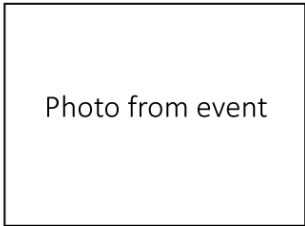


Our Last LUP Workshop:

Describe what happened at the last LUP workshop. For example, may list workshop highlights and provide photos of events (see examples).

Workshop Highlights:

- LUP Presentation and Video
- Reflecting on the Land
- Collage Visioning
- Aerial Mapping Activity
- Discussing Priorities for the Land
- Voting on Top Action Ideas
- Establishing LUP Priorities



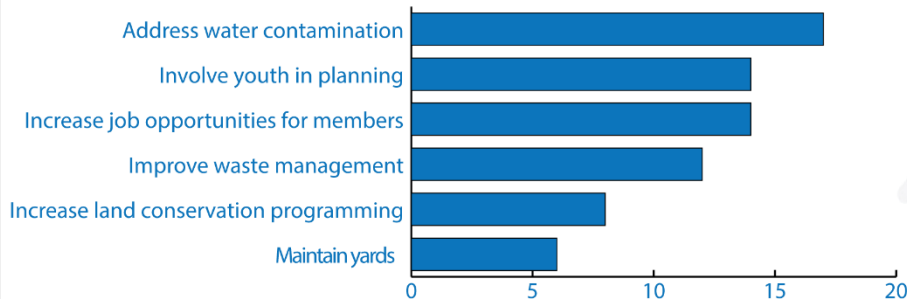
**STEP 7: Document Plan**

**Results from Last Workshop:**

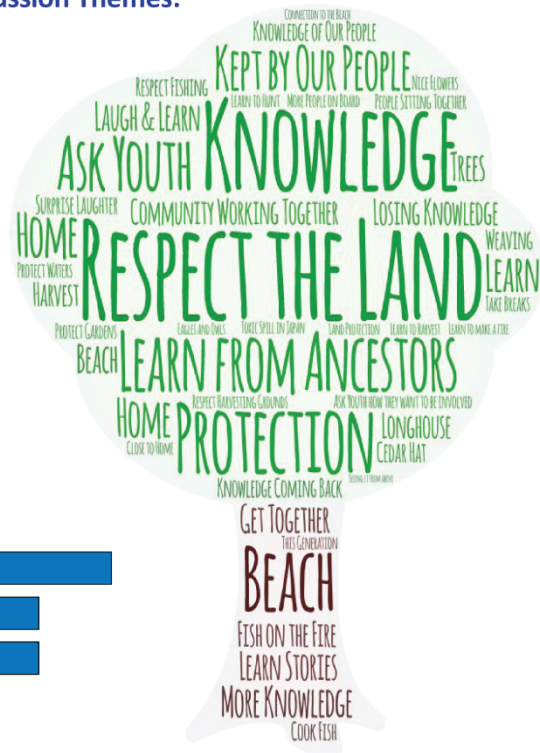
Summarize your results (e.g. what people said, results from voting/ranking activities, quotes, photos, etc.) using a variety of methods. You may choose to include graphs, charts, tables, wordless and/or infographics (a few examples are provided).

“Land use planning is an opportunity to protect our lands and resources for future generations.” - Elder

**Voting on Strategies:**



**Discussion Themes:**



**Upcoming Events:**

List upcoming events (dates/locations) and opportunities for community members to get involved.

Event	Location	Date and Time
Youth Launch	Youth Centre	March 24, 5-7pm
Community Launch	Community Centre	March 25, 5-8pm
Open House #2	Community Centre	March 26, 5-8pm
Chief & Council Meeting	Band Office	March 27, 10-11am





# STEP 8: Endorse & Celebrate

## STEP 8 RESOURCES:

- A. Sample Band Council Resolution Endorsing the LUP



## STEP 8: Endorse & Celebrate

ACT

### A: Sample Band Council Resolution Endorsing the LUP

Band Council Resolution

Date: June 5, 2019

DO HEREBY RESOLVE THAT: A Quorum of 2 members of Chief and Council met on the 5<sup>th</sup> day of June 2018.

AND WHEREAS: Pursuant to the Indian Act and their inherent powers of self-government, the Council is empowered to act on behalf of the Green River First Nation.

AND WHEREAS: The Chief and Council hereby acknowledge that Green River First Nation Land Use Plan:

- *Was created through a community-driven process and led by a community-based Planning Team; and*
- *Was reviewed, validated and verified by a community advisory committee.*

THEREFORE BE IT RESOLVED THAT the Chief and Council hereby endorses the Green River First Nation Land Use Plan.

QUORUM:

Chief:

Councillor:

Councillor:

Councillor:



ACT

## STEP 9: Carry Out Plan



# STEP 9: Carry Out Plan

### STEP 9 RESOURCES:

A. Sample Implementation Work Plan



## STEP 9: Carry Out Plan

ACT

### A: Sample Implementation Work Plan

The table below lists potential steps you may include in your Implementation Work Plan, along with sample actions associated with each step. The Sample LUP Action/Project Work Plan (beginning on the next page) provides more detail on what may be included in your Work Plan. The table can be adapted and used as a template.

Step	Actions
<b>Hire implementation coordinator</b>	<ul style="list-style-type: none"> <li>Identify plan champion and hire to manage implementation strategy</li> <li>Secure sources of funding for implementation</li> </ul>
<b>Form an implementation working group</b>	<ul style="list-style-type: none"> <li>Identify team of people committed to LUP</li> <li>Take stock of implementation skills</li> </ul>
<b>Create terms of reference for working group</b>	<ul style="list-style-type: none"> <li>Agree on group's mandate, tasks, timeline, roles and responsibilities, organizational structure, meeting schedule and decision-making process</li> </ul>
<b>Create staff training for plan implementation</b>	<ul style="list-style-type: none"> <li>Identify implementation skills needed (project management, fundraising, teamwork, leadership, communications)</li> <li>Organize skills training workshops</li> <li>Look to fill implementation skill gaps</li> </ul>
<b>Review implementation strategy</b>	<ul style="list-style-type: none"> <li>Review LUP's implementation principles, values and strategies</li> <li>Agree on overall implementation strategy and approach</li> </ul>
<b>Review and confirm action priorities</b>	<ul style="list-style-type: none"> <li>Review LUP's Action priorities</li> <li>Confirm importance, sequencing and timing of actions; organize into phases</li> </ul>
<b>Complete additional project planning</b>	<ul style="list-style-type: none"> <li>Undertake additional project planning and studies for large actions</li> <li>Ensure due diligence and feasibility</li> </ul>
<b>Determine and secure project funding</b>	<ul style="list-style-type: none"> <li>Research project cost and prepare budgets</li> <li>Create a fundraising strategy and submit funding proposals</li> </ul>
<b>Identify project champions</b>	<ul style="list-style-type: none"> <li>Assign responsibility for specific implementation projects to specific team members</li> </ul>
<b>Develop communication strategy</b>	<ul style="list-style-type: none"> <li>Continue educating community on the LUP and the planning process through implementation</li> <li>Develop a media strategy</li> <li>Keep community members updated on implementation progress</li> </ul>
<b>Implement projects and monitor and evaluate their impacts</b>	<ul style="list-style-type: none"> <li>Keep track of data and observations</li> <li>Evaluate and document each project's impacts, successes and lessons learned</li> </ul>



## STEP 9: Carry Out Plan

ACT

### LUP Action/Project Work Plan

**Having a work plan is key to organizing actions and initiatives when implementing a LUP. The following template shows how key steps, tasks/activities, responsibility, dates and expenses may be tracked to form an Implementation Work Plan for a LUP Action/Project.**

This Work Plan Template is intended to support operational planning for your LUP actions/projects. In the template, you can identify LUP Actions and tasks that team will be working on over the next year, and track progress. The Template can guide detailed planning that teams might undertake separately for each task. Please note the following definitions:

- **Action:** This is the overarching project area (termed Action in the LUP) that may entail multiple activities in order to be accomplished (e.g. build a Safe House)
- **Activities:** An activity is usually a distinct phase of an action/project that has a beginning and an end and contains several tasks. An activity is a necessary step in accomplishing an action/project (e.g. hire a project coordinator)
- **Tasks:** Tasks are the jobs that need to get done order to accomplish an activity and together will contribute to the completion of an activity and ultimately an action/project (e.g. develop a job description)

*Steps for using the Template include:*

1. **Column A:** Identify Actions/Projects relevant to your department
2. **Column B:** Fill in higher level activities to complete each Action/Project
3. **Column C:** For each activity identified in **Column B** list the core tasks
4. **Column D:** Indicate who is responsible for each of the activities. This should identify which staff or leadership position would be responsible (e.g. Band Manager), not specific individuals (e.g. Jane Smith)
5. **Column E:** Indicate which quarter you are aiming to complete each task:  
Q1 (April 1 – June 30)  
Q2 (July 1 – September 30)  
Q3 (October 1 – December 31)  
Q4 (January 1 – March 31)
6. **Column F:** Indicate the status of each task:  
Complete (C)  
In Progress (IP)  
Not Started (NS)
7. **Column G:** If a task has been marked Completed (C), you can make a note of the completion date
8. **Column H:** Indicate the portion of budget allocated to each task (if known)



ACT

## STEP 9: Carry Out Plan

A: LUP Action/ Project	B: Activities	C: Tasks	D: Core Responsibility	E: Task Completion Target	F: Task Status	G: Actual Completion Date	H: Budget
Lands Information Centre	Hire Project Coordinator/ Form Committee	Develop job/ committee description	Lands Manager and Band Manager	Q1	C	31-May-18	
		Send call out for job(s)		Q1	C	8-Jun-18	
		Conduct interviews		Q1	C	20-Jun-18	
		Sign contract		Q2	C	3-Jul-18	
	Complete feasibility study	Conduct research	Lands Manager and Band Manager	Q2	C	15-Jul-18	
		Seek staff input and finalize		Q2	C	1-Aug-18	
	Secure funding for Info Centre design and implementation	Research funding opportunities	Project Coordinator	Q2	IP		
		Submit proposal		Q2	IP		
		Sign funding agreement		Q2	NS		
	Survey community members to determine design and preferred location	Design survey and collection methods	Project Coordinator and Lands Manager	Q3	NS		
		Collect survey data		Q3	NS		
		Analyze and report results		Q3	NS		
	Complete project plan	Determine project activities and tasks	Project Coordinator and Lands Manager	Q4	NS		
		Seek staff input and finalize		Q4	NS		
	Seek Chief & Council approval	Develop Brief for Chief & Council	Lands Manager, Band Manager and Chief & Council	Q4	NS		
		Secure meeting date		Q2	C	20-Jul-18	
Acquire approval		Q3		NS			



ACT

## STEP 9: Carry Out Plan

A: LUP Action/ Project	B: Activities	C: Tasks	D: Core Responsibility	E: Task Completion Target	F: Task Status	G: Actual Completion Date	H: Budget
	Secure contractors and build Safe House	Search for contractors	Project Coordinator	Q4	NS		
		Select contractor		Q4	NS		
		Sign contract		Q4	NS		
		Oversee building of Safe House		Year 2	NS		
	Host Community Celebration	Determine venue	Project Coordinator	Year 2	NS		
		Hire catering		Year 2	NS		
Advertise event		Year 2		NS			
Lands Department mentorship program	Develop program plan	Develop program plan	Lands Manager and Band Manager	Q1	C	1-May-18	
		Seek staff input and approval		Q1	C	15-May-18	
		Finalize program plan		Q1	C	10-Jun-18	
	Select Youth participants	Develop application form	Lands Department Staff and Band Manager	Q2	C	1-Aug-18	
		Send out to eligible Youth		Q2	IP		
		Determine participants		Q2	NS		
	Deliver program	Assign Youth with a mentor	Band Manager and Lands Department Staff	Q2	NS		
		Sign learning agreements		Q3	NS		
		Evaluate Youth learning		Q3	NS		
	Evaluate program	Develop survey for mentors and Youth	Department Managers	Q2	IP		
		Develop information system		Q2	IP		
		Deliver survey		Q4	NS		
		Analyze and report results		Q4	NS		
Youth Land Gathering	Secure approval from Chief & Council	Develop project brief for Chief & Council	Band Manager and Chief & Council	Q1	C	30-Apr-18	
		Deliver brief		Q1	C	15-May-18	
		Acquire approval and budget		Q2	IP		



## STEP 9: Carry Out Plan

ACT

A: LUP Action/ Project	B: Activities	C: Tasks	D: Core Responsibility	E: Task Completion Target	F: Task Status	G: Actual Completion Date	H: Budget
	Determine budget	Research costs	Cultural Program	Q2	IP		
		Develop budgeting tool	Manager and	Q2	IP		
		Determine final budget	Band Manager	Q3	NS		
	Hire Youth Champion	Develop job description	Cultural Program	Q2	C	31-May-18	
		Send call out for job	Manager and	Q3	NS		
		Conduct interviews	Band Manager	Q3	NS		
		Hire and sign contract		Q3	NS		
	Host Youth Culture Gathering	Determine venue	Cultural Program	Q4	NS		
		Hire catering	Manager and	Q4	NS		
		Advertise event	Lands	Q4	NS		
		Finalize agenda	Department	Q4	NS		
		Review materials	Staff	Q4	NS		
		Print and assemble materials		Q4	NS		
Evaluate and report on event			Year 2	NS			
Land Use Plan Phase 2	Secure funding	Research funding opportunities	Lands Manager	Q1	C	1-Apr-18	
		Write application(s)		Q1	C	30-Apr-18	
		Secure funding agreement(s)		Q1	C	1-Sep-18	
	Develop project plan	Develop project plan	Lands Manager	Q1	C	15-Jun-18	
		Seek staff input and approval		Q2	C	15-Jul-18	
		Finalize project plan		Q2	C	30-Jul-18	
	Hire planning team	Develop job description	Lands Manager and Chief & Council	Q2	C	15-Aug-18	
		Send call for proposals		Q2	C	20-Aug-18	
		Conduct interviews		Q3	C	5-Oct-18	
		Sign contract		Q3	C	20-Oct-18	





## STEP 9: Carry Out Plan

ACT

A: LUP Action/ Project	B: Activities	C: Tasks	D: Core Responsibility	E: Task Completion Target	F: Task Status	G: Actual Completion Date	H: Budget
	Engage Community and Staff	Survey community members on engagement preferences	Lands Manager and Planning Team	Q3	C	5-Nov-18	
		Design engagement methods		Q3	C	20-Nov-18	
		Host various engagement events		Q3	IP		
	Draft Phase 2 Report	Analyze engagement results	Lands Manager and Planning Team	Q3	IP		
		Gain staff input on draft plan		Q4	NS		
		Finalize draft		Q4	NS		
	Host Community Celebration	Determine budget and venue	Lands Manager and Planning Team	Q4	NS		
		Hire catering		Q4	NS		
		Advertise event		Q4	NS		
	Secure funding for Phase 3	Research funding opportunities	Lands Manager and Band Manager	Q4	NS		
		Write application(s)		Year 2	NS		
		Secure funding agreement(s)		Year 2	NS		



## STEP 9: Carry Out Plan

ACT

“

*Need to carry out LUP in steps – don't take on too much at once.”*

LUP Workshop Participant  
(2017)



“

*Turn issues into goals and actions.”*

LUP Workshop Participant  
(2018)



## STEP 10: Track Progress



# STEP 10: Track Progress

### STEP 10 RESOURCES:

- A. Compliance Monitoring Tool
- B. Impact Monitoring Tool
- C. Outcome Mapping Template
- D. Most Significant Change Template
- E. Medicine Wheel Evaluation Framework Template
- F. Sample M&E Framework






REFLECT

## STEP 10: Track Progress

### A: Compliance Monitoring Tool


This template provides an example of a compliance monitoring tool. This tool helps define who is responsible for monitoring, the actions start and end dates, when the assessment report is due, and how the results will be communicated to the community. It also allows you to track what has been completed, by what percentage and note comments. See the following page for a blank template for your own use.

Project	1. Who - Agency	2. Actual Start Date	3. Actual End Date	4. Assessment Report Date	5. Communication - How	6. Complete - Yes/No	7. % Complete - Partial	8. Not Started - Check Off	9. Comments – Explanation
Place Naming & Signage System	Capital planning	January 15	April 1	March 31	Place and Naming signage system announced in next newsletter	Yes			
Leasing Policy	Chief and Council	February 28	March 31	March 31	New leasing policy announced at community feast	Yes			
Trek the Land Program	Lands department	March 15		March 31	Website updates	No			



REFLECT

### STEP 10: Track Progress

Project	1. Who - Agency	2. Actual Start Date	3. Actual End Date	4. Assessment Report Date	5. Communication - How	6. Complete - Yes/No	7. % Complete - Partial	8. Not Started - Check Off	9. Comments – Explanation
<b>Emergency Response Plan</b>	Health department	March 1st		March 31st	Radio announcement	No			



REFLECT

## STEP 10: Track Progress

### B: Impact Monitoring Tool

This tool is designed to track progress on specific indicators. The following template contains some examples based on possible indicators for which there was existing baseline data. For all indicators the implementation team wishes to track, they identified the baseline data (from 2015) and set targets for 2020 and 2025. For each indicator, this template has us consider how data will be collected, who will collect the data, and how results will be communicated. This template can be adapted to any set of objectives/actions and indicators (see blank template provided after example).

Objective	Action	Indicators	Data Method	Responsibility	Communication Method	Baseline 2015	Target 2020	Target 2025	Actual 2016	Actual 2017	Actual 2018
<b>Protect the quality of our water</b>	Policy: Livestock must be kept off the river banks	E. coli contamination level (monitored in <i>cfu</i> – colony forming units - per 100 ml)  <i>**Note: cfu levels in fresh water should be less than 88/100ml</i>	Lab testing results	Technician	Summary report	140	100	80	164	171	169
		Number of cows observed on the riverbanks per month	Observation notes	Watchmen	Graphs/ charts/ photography	45	Less than 20	Less than 10	60	65	62



REFLECT

## STEP 10: Track Progress

<b>Objective</b>	<b>Action</b>	<b>Indicators</b>	<b>Data Method</b>	<b>Responsibility</b>	<b>Communication Method</b>	<b>Baseline 2015</b>	<b>Target 2020</b>	<b>Target 2025</b>	<b>Actual 2016</b>	<b>Actual 2017</b>	<b>Actual 2018</b>
<b>Teach and protect our traditional land knowledge</b>	Program: Youth Land Stewardship Program	Number of Youth attending	Attendance lists	Program Coordinator	Newsletter	10	25	50	13	17	22
		% of Youth familiar with traditional land knowledge (self-reported)	Survey	Program Coordinator	Newsletter	Low-80%	Low-10%	Low-5%	Low-60%	Low-40%	Low-25%
						Med-10%	Med-40%	Med-25%	Med-30%	Med-40%	Med-30%
High-10%	High-50%	High-70%	High-10%	High-20%	High-45%						
<b>Improve member access to quality housing</b>	Infrastructure: housing	Number of new houses needed	Capital Planning Study	Public Works Department	Newsletter	25	10	5	23	26	18
		Number of new homes built	Capital Planning Study	Public Works Department	Newsletter	70	85	100	70	76	90
		Number of available services lots	Lot Inventory	Lands Department	Community Map	20	30	40	20	22	23



REFLECT

## STEP 10: Track Progress

Impact monitoring template:

<i>Objective</i>	<i>Action</i>	<i>Indicators</i>	<i>Data Method</i>	<i>Responsi- bility</i>	<i>Communicati on Method</i>	<i>Baseline 2015</i>	<i>Target 2020</i>	<i>Target 2025</i>	<i>Actual 2016</i>	<i>Actual 2017</i>	<i>Actual 2018</i>





## C: Outcome Mapping Template

Outcome mapping allows us to identify changes in behaviours, relationships, activities or actions. Journaling/mapping outcomes allows us to consider not only what indicators are showing us, but contributing factors, unanticipated changes and lessons learned through our observations.

See the following example and blank template (next page) for your own use.

Example:

<b>Description of change observed:</b> <i>What have we noticed</i>	Increase in moose population by 10%
<b>Contributing factors:</b> <i>Why do we think this is happening?</i>	Introduction of a wildlife protected area More members participating in land stewardship program More members out on the land reporting poaching
<b>Sources of evidence:</b> <i>How do we know this?</i>	Stories collected from hunters and trappers Number of moose compared to baseline data Land stewardship program attendance lists
<b>Unanticipated change:</b> <i>What has surprised us?</i>	Decrease in poaching on our land Increase in pride and active management of our land
<b>Lessons learned:</b> <i>What have we learned? So what?</i>	The importance of land-based cultural programming in building active stewardship of our land It is important to maintain our land-based cultural programming



REFLECT

## STEP 10: Track Progress

### Activity:

Think about something that you have noticed, positive or negative, about your land. Use the following questions to note some of observations.

<b>Description of change observed:</b> <i>What have we noticed</i>	
<b>Contributing factors:</b> <i>Why do we think this is happening?</i>	
<b>Sources of evidence:</b> <i>How do we know this?</i>	
<b>Unanticipated change:</b> <i>What has surprised us?</i>	
<b>Lessons learned:</b> <i>What have we learned?</i> <i>So what?</i>	



## D: Most Significant Change Template

This is a tool that can be used to collect change stories for your project. This template could either be used by an interviewer as a prompt, or by participants to write down stories. Alternatively, the template could also be used as a prompt to collect audio or video recordings of stories.

**Name (optional or first name only):** \_\_\_\_\_

**Male / Female**

**Age group:    15 – 34    35 – 54    55 plus**

**TITLE OF STORY:** \_\_\_\_\_

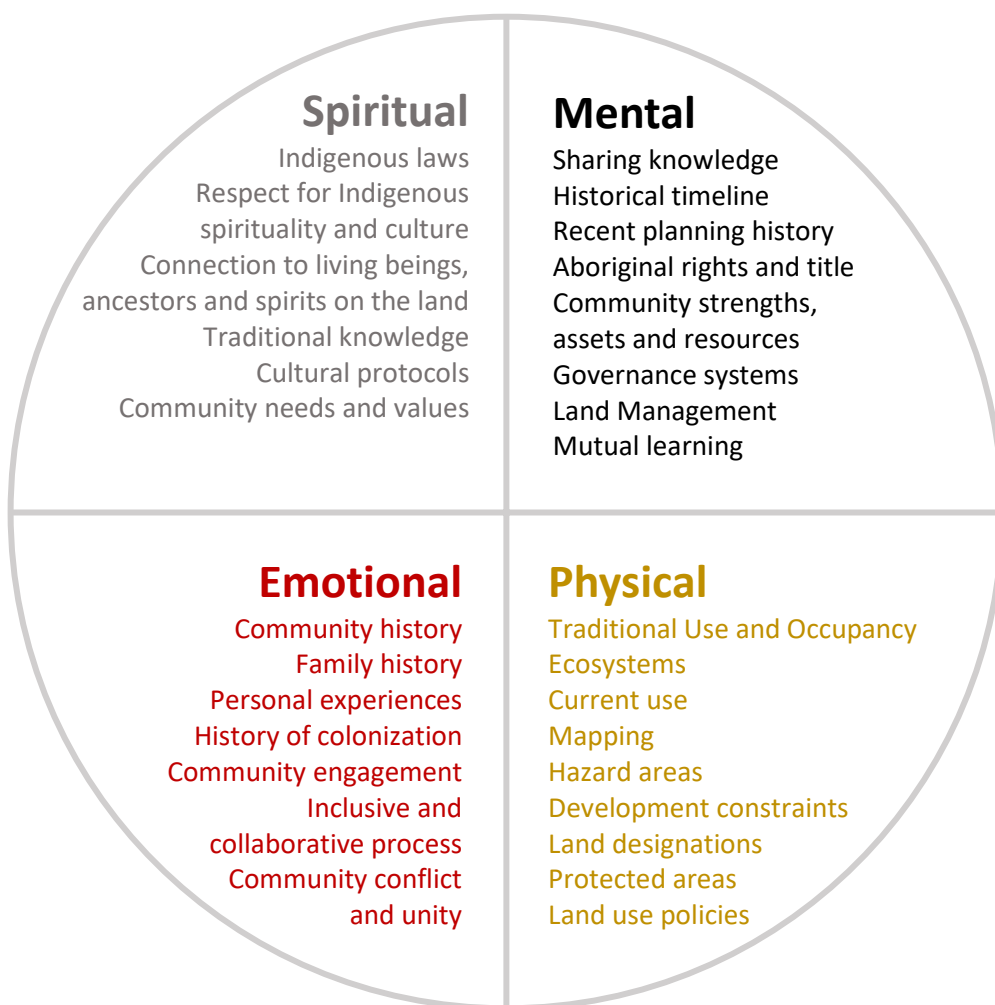
(can be completed after storytelling session)

1. **Tell me how you have been involved or affected by the land use planning process:**
  
  
  
  
  
  
  
  
  
  
2. **From your point of view, describe a story that best describes the most significant change that has resulted from the land use planning process:**
  
  
  
  
  
  
  
  
  
  
3. **Why was this story significant for you?**



### E: Medicine Wheel Evaluation Framework Template

The medicine wheel is a well-known Indigenous cultural icon—a circle with four quadrants that represent the four dimensions of experience: spiritual, mental, emotional and physical. The wheel is associated with healing and developing inner understanding and is commonly used to illustrate cultural concepts. It can be an excellent tool for designing and evaluating your land use planning actions, especially when you would like to engage people in reflecting on and sharing about their experiences, values and viewpoints relating to protecting and using land and resources.



Highlights of the Medicine Wheel as an evaluation framework:

- **Holistic and open** – allows for multiple perspectives and unanticipated findings
- **Qualitative and subjective** – concerned with individual and community experiences
- **Participatory** – relies on individual and community storytelling and knowledge sharing
- **Strengths-based** – demonstrates progress, successes, challenges and opportunities



REFLECT

## STEP 10: Track Progress

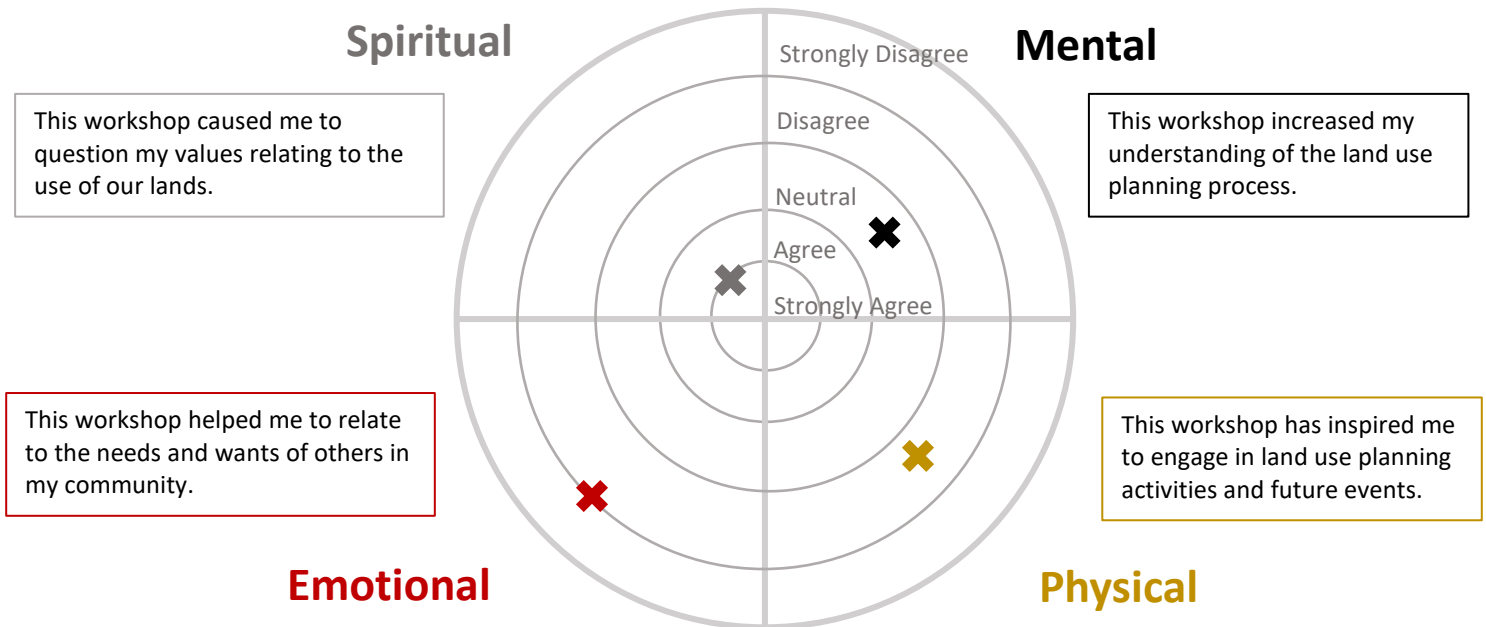
Using the Medicine Wheel as a land use planning evaluation framework:

The Medicine Wheel framework can be used at any time in your planning process. It can be very helpful to use the diagram to consider the various ways that the community experiences land use planning – from emotional and spiritual aspects to mental and physical. The diagram below provides one example. Feel free to adapt and categorize information in a way that makes sense to you and your context.

The four quadrants of the wheel can also be used to guide the development of indicators and outcomes for your LUP. The table below presents an example of how desired outcomes of land use planning might be presented across the four quadrants of the wheel.

Spiritual	Mental	Emotional	Physical
<ul style="list-style-type: none"> <li>• Fulfilling our responsibility to care for the land</li> <li>• Seven generations</li> <li>• Applying Traditional Knowledge</li> <li>• Honoring Cultural Protocols</li> <li>• Respecting community needs and values</li> </ul>	<ul style="list-style-type: none"> <li>• Upholding Aboriginal rights and title</li> <li>• Revitalizing Indigenous place names</li> <li>• Shared understanding of community history</li> <li>• Effective governance and land management policies and systems</li> <li>• Mobilizing community strengths, assets and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper understanding of the range of diverse individual and family experiences in community</li> <li>• Addressing trauma/history of colonization</li> <li>• Community members included and engaged</li> <li>• Greater community unity</li> <li>• Shared vision of community future</li> </ul>	<ul style="list-style-type: none"> <li>• Ecosystems protected</li> <li>• Documented and applied Traditional Use and Occupancy information</li> <li>• Documented and applied current use information</li> <li>• Up to date mapping</li> <li>• Hazard areas identified</li> <li>• Development constraints and opportunities identified</li> <li>• Land designations</li> </ul>

The experiences of project participants are of central concern to this evaluation approach. Participants can be invited to engage directly with the Medicine Wheel after project events and milestones, as a self-reflection exercise, or in evaluating the program as a whole. The sample below shows how the Medicine Wheel has been used as a structure for a workshop evaluation form.





REFLECT

## STEP 10: Track Progress

An important aspect of this approach is the community experience of reflection. Although some assessments may be done on an individual basis, it is ideal if participants are given space to develop a shared interpretation of the evaluation framework and the evaluation results. The Medicine Wheel can be used as a structure to share the results of the participatory evaluation process, comparing progress on planned indicators and outcomes as well as unintended outcomes.

Reference - Atlantic Council for International Cooperation. Publications. Medicine Wheel Evaluation Framework:

[static1.squarespace.com/static/58eb972e414fb5fae517f552/t/59cd121af9a61e43a95191c6/1506611739652/Medicine\\_Wheel\\_Evaluation\\_Framework.pdf](https://static1.squarespace.com/static/58eb972e414fb5fae517f552/t/59cd121af9a61e43a95191c6/1506611739652/Medicine_Wheel_Evaluation_Framework.pdf)

### Medicine Wheel evaluation framework worksheet

This worksheet can help you consider ways to use the Medicine Wheel framework in your land use planning process. You can try using the four quadrants of the circle to guide the development of indicators and outcomes for your LUP. In the first column of the table below, draw or write ideas that come to mind when you consider the following questions:

- What values are important to land use planning?
- How will you know that land use planning has been successful?
- What positive changes would you like to see in your community from the LUP?

Now, consider where each of your ideas fit into the four dimensions of experience:

**Spiritual:** Worldview, morality, the sacred, life cycles, ancestors, supernatural

**Mental:** Knowledge, understanding, learning

**Emotional:** Relationships, connection, collaboration, well-being, belonging, feeling

**Physical:** Natural and material world, housing, infrastructure, actions, doing

Draw a line from your idea in the left column to the relevant heading in the right column. If you think that your idea relates to more than one heading, draw lines to all the headings that relate.

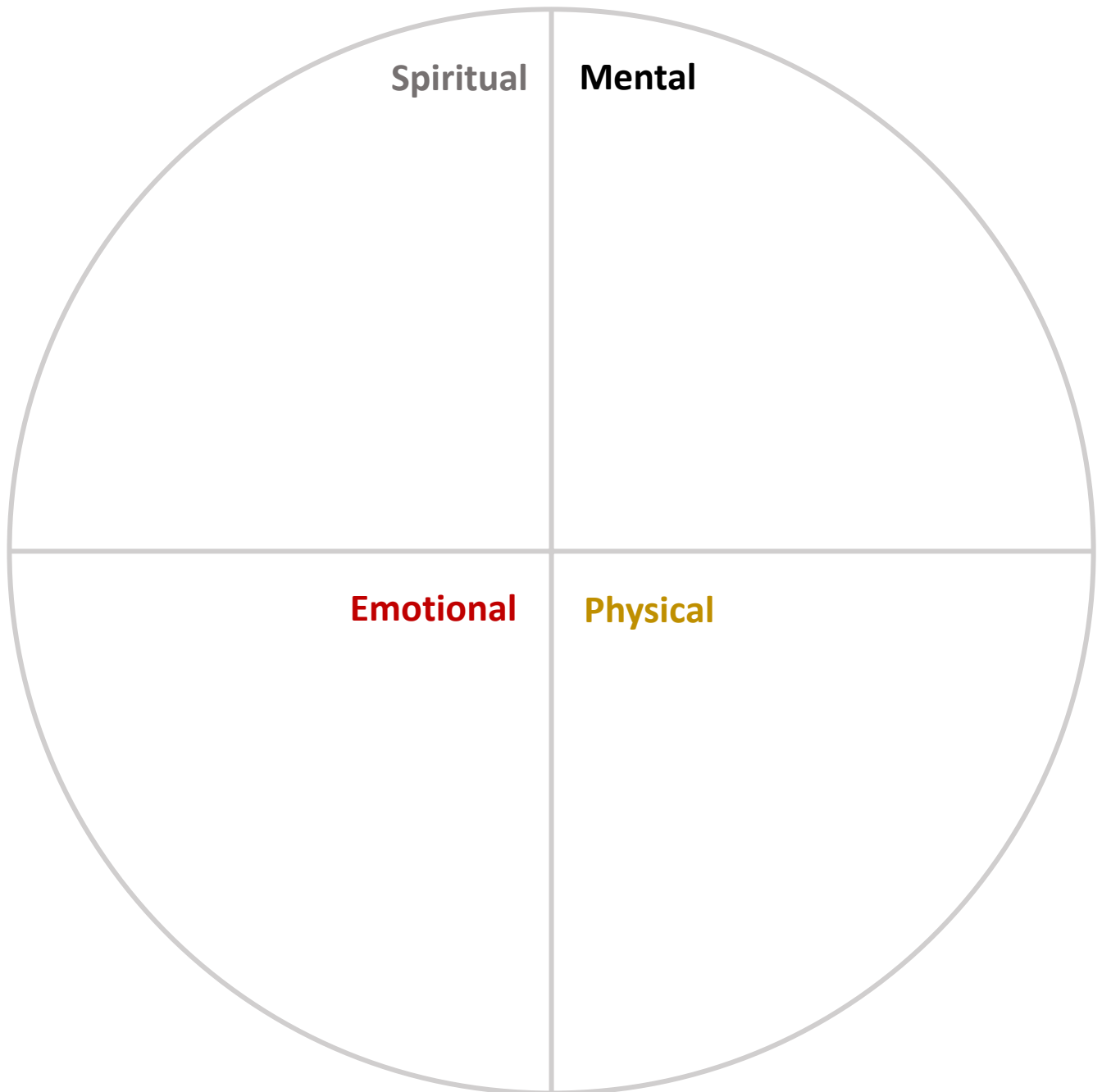
See our examples below:

<b>Example:</b> Community members will come out and participate in the process. We will better understand our shared values as a community	<b>Spiritual</b>
	<b>Mental</b>
	<b>Emotional</b>
	<b>Physical</b>



## STEP 10: Track Progress

Now, try sorting and placing your ideas into the wheel below:





## STEP 10: Track Progress

### F: Sample M&E Framework

Elements of our LUP	Indicators
<p><b>Vision:</b> A future in which we are able to maintain our ancestral stewardship responsibilities for the continued survival and well-being of our people.</p>	<p>What 3 indicators would help you track the success of your LUP vision? <i>(e.g. # of land use policies founded in ancestral stewardship protocols)</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p><b>Direction:</b> Protect and teach our culture and land-based traditions</p>	<p>What 3 indicators would help you track the success of this LUP Direction? <i>(e.g. % of membership accessing programs devoted to teaching our lands and culture)</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p><b>Objective:</b> Strengthen our land governance</p>	<p>What 3 indicators would help you track the success of this LUP objective? <i>(e.g. # of land use laws and policies approved and implemented)</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p><b>Action:</b> Is our land stewardship program a success?</p>	<p>What 3 indicators would help you track the success of this LUP action? <i>(e.g. # of members using ancestral land stewardship practices)</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>





## STEP 10: Track Progress

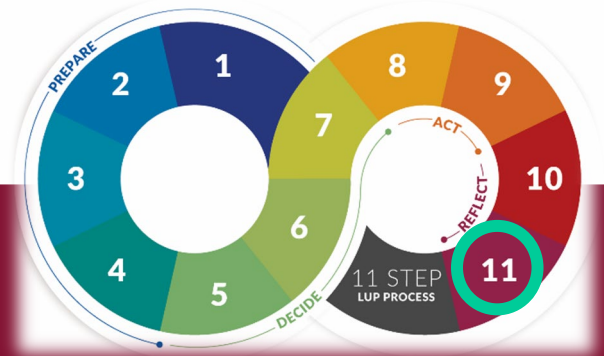
M&E framework for one indicator

Who is responsible:						
Action	Performance measure	Information Source	Baseline measure	Target	Actual Period 1	Actual Period 2
<i>E.g. Water preservation strategy:</i>	<i>E. coli contamination (cfu/100 ml)</i>	<i>Technician</i>	140	100	144	132
Water preservation strategy						
Data collection frequency						
Data collection methods (interviews, surveys, focus groups, census data)						
Who is responsible for data collection?						
Roles and Responsibilities of Data Collector(s)						
Who is responsible for evaluation?						
When will we evaluate?						
How will results be shared?						



## STEP 10: Track Progress

Who is responsible:						
Action	Performance measure	Information Source	Baseline measure	Target	Actual Period 1	Actual Period 2
<i>E.g. Land stewardship program</i>	% of members familiar with traditional land knowledge	Survey	LOW: 80% MED: 10% HIGH: 10%	LOW:5% MED: 25% HIGH: 70%	LOW: 60% MED: 30% HIGH: 10%	LOW: 40% MED: 40% HIGH: 20%
Land stewardship program						
Data collection frequency						
Data collection methods (interviews, surveys, focus groups, census data)						
Who is responsible for data collection?						
Roles and Responsibilities of Data Collector(s)						
Who is responsible for evaluation?						
When will we evaluate?						
How will results be shared?						



# STEP 11: Update & Revise

## STEP 11 RESOURCES:

A. Sample Revision Process



REFLECT

## STEP 11: Update & Revise

### A: Sample Revision Process

Implement your LUP



Revise your LUP

Reasons you may need to revise your LUP:

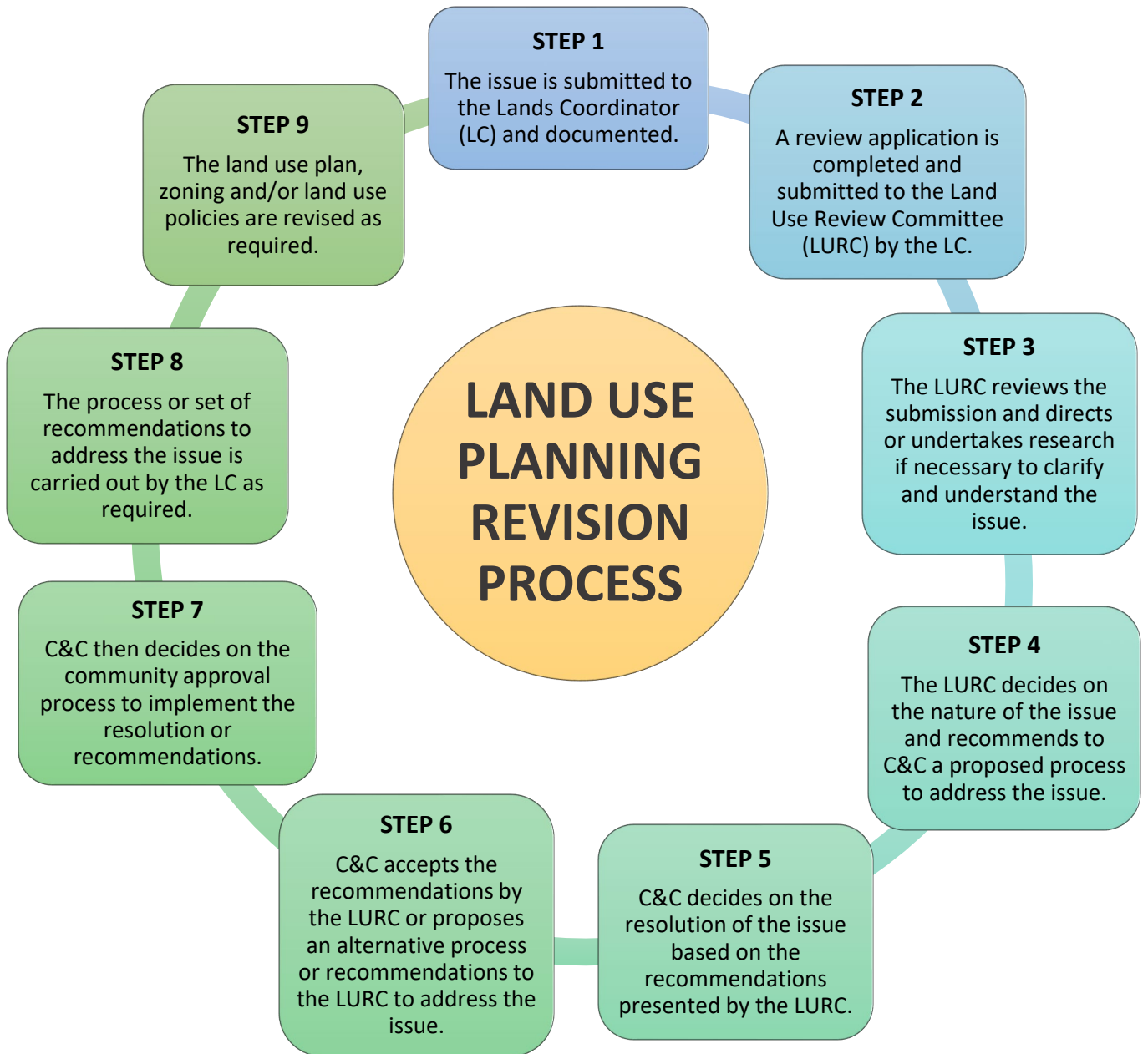
- The actions and projects recommended in the LUP are not being carried out as required
- The LUP no longer reflects your vision or end objectives
- New opportunities, issues or concerns arise which change your land use priorities
- The implementation process will take longer than expected
- The LUP may become out of date
- There has been a changeover in political leadership and management
- The land use policies are not satisfying your management needs
- The LUP has not been useful in managing your lands

*An example revision process may look like this:*

#### Community is kept informed throughout the process



1. Issue is submitted to those responsible for the LUP (e.g. Land Use Coordinator)
2. A review application is completed and submitted to the Committee that oversees the LUP
3. The Committee reviews the application
4. The Committee decides the response and recommends it to the Chief and Council
5. The Chief and Council either accepts the Committee's recommendation or rejects it (and subsequently proposes an alternate response)
6. The recommended course of action is further analysed
7. Chief and Council decide on the resolution of the issue based on the full analysis
8. Chief and Council decide if community approval is necessary
9. Once the appropriate level of approval is obtained, the revision is actioned



**Tips:**

- ✓ Once a revision process has been agreed upon in your community, it should be communicated to ensure that everyone understands the procedure for changing your land use plan.
- ✓ Document when and why changes are made to the land use plan and circulate this information to your community members so that everyone is kept current.



REFLECT

## STEP 11: Update & Revise

“

*The Land Use Plan needs to be adapted based on community priorities. We can't assume that plans continue to reflect community priorities over time. Planning is about building community goals; it's dynamic, collaborative, driven by the Nation, a process that respects Traditional Knowledge and relationships to the land. It is NOT something that is government and industry driven. It should not sit on a shelf and get ignored.”*

Steven DeRoy, The Firelight Group







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