



Department of Environment and Natural Resources (ENR) Sustainable Livelihoods Action Plan

Summary of Public Engagement 2019



Table of Contents

Overview 4

Key themes..... 6

1. Harvesting support..... 6

 Cost of living..... 6

 Incentives 6

 Equipment and supplies..... 6

 Current harvesting programs..... 7

2. Mentorship, learning and training 7

 Safety and survival skills..... 7

 Navigation 7

 Harvesting skills..... 8

 Supporting Elders to pass on skills 8

 Trapper training 8

 Culture-based education and learning 8

 Equipment maintenance..... 8

 Traditional knowledge 8

 Barriers..... 9

 Hide tanning..... 9

3. Climate change..... 9

 Adapting to new species..... 9

 Impacts to places and harvesting 10

4. Demographics 10

 Middle-age people 10

 Youth 10

 Elders..... 12

 Support for families 12

 Mentorship..... 12

 Criminal justice system 13

 At-risk populations..... 13

 Accessibility..... 13

 Inclusivity 13

Training non-community members	13
Women.....	14
5. Capacity.....	14
Administrative burden	14
Pathfinding.....	14
Proposal writing support.....	14
Research.....	15
Program development	15
6. Funding.....	15
Allocation	15
Block funding/carry over funding	15
One stop funding/program support	15
Brokering relationships and navigating funding opportunities	16
Programs for different ages	16
7. Program review and effectiveness.....	16
Consistency	16
Program awareness and communication	16
Program Review.....	17
8. Food security.....	17
Food storage	17
Mobile processing.....	18
Teaching cooking	18
Processing methods.....	18
Growing medicinal plants	18
Food alternatives	18
Health of food	19
Wastage	19
Subsistence vs. economic	19
9. Languages.....	19
10. Sharing culture and values.....	19
11. Technology and innovation.....	20
12. Stewardship	20

Research & Monitoring.....	20
Guardians programs.....	21
13. Seasons	21
14. Value-added opportunities	21
Moose hides.....	21
Product and service development	21
15. Infrastructure	21
Places	22
16. Relationships and engagement.....	22
Space for meetings.....	22
Building partnerships	22
17. Wellness.....	22

Summary of Public Engagement – ENR Sustainable Livelihoods Action Plan

Overview

To build the Department of Environment and Natural Resources (ENR) Sustainable Livelihoods Action Plan, we engaged youth, Elders, harvesters and trappers, middle-aged residents, those who spend lots of time on the land and those who want to do more. ENR also engaged with leadership, environment and resources staff with Indigenous governments, representative from co-management boards (Land and Water Boards and Renewable Resource Boards). ENR also met with non-government organizations and others to learn about what programs and services are already offered, to identify where work can complement or add value and not duplicate efforts. Engagement took place through several on the land community open houses, public open houses, regional meetings, a public survey and youth photo contest. ENR also convened an advisory group workshop with participants from regional Indigenous governments and other Government of the Northwest Territories (GNWT departments).

This document presents a summary of public engagement, by theme. It is important to note that there is overlap across many of the themes, so some information may be presented in more than one way or linked to more than one theme.

In this document, and in the accompanying ENR Sustainable Livelihoods Action Plan, sustainable livelihoods are defined as a way of life that is tied to the land. This includes harvesting country or traditional foods and medicines; participating in the traditional economy through fur trapping; land-based learning and outreach activities; and stewardship and monitoring (including community-based monitoring and research and guardian initiatives).

Promoting sustainable livelihoods can come through programs, services, education and outreach, research and monitoring. The needs of each community and region will vary, though there are commonalities across the Northwest Territories (NWT).

Recognizing the importance of sustainable livelihoods in the NWT, ENR is working with partners to identify potential actions that communities, organizations and partners feel would help support on the land activities. The goal of this plan is to add value wherever possible and help build capacity to support, promote and enhance on the land programs.

These actions are captured in accompanying the Sustainable Livelihoods Action Plan which sets goals, objectives, actions and timelines for ENR.

While it is important to note that ENR will not be able to action each item we heard about – particularly within the first few years – it is important to document and share that information so that work can continue to move forward. Furthermore, a number of issues and ideas were raised that are outside of what ENR is able to address or action, including information that applies to other GNWT Departments. ENR will be sharing summaries of this information with other Departments.

Overall, many people who participated in the engagement noted that the Action Plan should function as a support to communities and add value to the work already underway. The Action Plan - and the ENR On the Land Unit responsible for overseeing its implementation - should focus on traditional values, culture and heritage of the NWT. The ultimate goal of the plan should be to build capacity in communities and people to support, promote and advance on the land programs in the NWT. It should help bring about change and benefit the people who rely on the land for many things.

Following public review of the Action Plan, ENR will prepare a 'What We Heard' document that will outline how the Department has responded to feedback on the Action Plan.

Key themes

1. Harvesting support

Many communities identified different needs related to supporting harvesters to get out on the land, access equipment and supplies, and thoughts on the current programs that are available.

Specific areas that were discussed under this theme were:

Cost of living

- Cost of gas and equipment is expensive and can be a barrier. More funding for equipment and gas is always needed.
- Some communities rely on food from the land, as they have limited alternatives in their communities.
- There is not enough funding available to get people out on the land.

Incentives

- It was noted in some communities that when Elders get paid through programs, their pensions are deducted which can have long term financial implications. Looking at different ways of compensating for Elder time and participation (such as gift cards, gas, food etc.), could be explored.
- Exploring opportunities for youth to get school credit or volunteer hours was identified.
- People want to see the wolf harvest incentive expanded to other areas.
- People noted there should be incentives for harvesting other predators as well.
- People feel that increasing incentives will make going on the land a viable option again.
- Elders are the equivalent of consultants, and should be paid as such. Honoraria should be higher.

Equipment and supplies

- People also need to learn how to maintain their equipment, as buying and maintaining can be costly. This supports sustainability of these items, as well as contributes to overall safety on the land. Holding maintenance workshops, so people can learn how to fix snowmobiles, boats and other equipment was identified as a potential need.
- People need reliable equipment to be able to go out on the land.
- The viability of using of dog sleds as a way to address expensive and failing equipment was brought up in some communities.

Current harvesting programs

- Some communities expressed that the current harvesting support programs are important, successful and should continue. Many also offered suggestions for how the programs could be improved to be even more successful and beneficial to harvesters.
- It was noted that there is a lot of focus on training (and a lot of funding applied to that) but less on 'what comes next', meaning support for application of skills and knowledge.
- Many noted that current programs are not long enough. It takes more than 1 day to learn and apply skills. This was often linked to discussions of youth engagement.
- The criteria for replacing equipment is not good enough. Not everything qualifies.

2. Mentorship, learning and training

Mentorship, learning and training was identified as a core theme across almost all engagements. Ensuring people have the resources, knowledge and skills to engage on the land will help to promote land based activities, including harvesting, food processing, sharing and preparation, passing on of traditional knowledge and monitoring.

Specific areas that were discussed under this theme were:

Safety and survival skills

- Learning bush skills is important, and having more opportunities for people to learn these skills is important. It is increasingly difficult to 'read' the land because of changes.
- Other communities noted that first aid training, bush survival skills and other programs are needed.

Navigation

- With climate change, it is increasingly difficult to read the land and weather. Tools that help with this (e.g., GPS etc.) and training on how to use can help mitigate this impact.
- Teaching people how to read the weather and land so they can travel and be safe was identified as a core area of skill development.
- Traditional knowledge needs to be a key part of this wherever possible; other methods can help supplement in places/times of changing landscapes.
- Supporting more trail cutting programs was identified as an opportunity that could help with navigation.

Harvesting skills

- Many people noted that workshops on harvesting skills (butchering, processing, etc.) are important, and should include traditional teachings such as respect for the land and the animal.
- Youth need to go on the land to learn about how to process and treat foods.
- People noted past programs where ENR funded youth and Elder hunts where young people could learn on the land. People would like to see this again.
- Hunter education should be in different languages. Also need to make sure that it will reach people who do not have access to computers.

Supporting Elders to pass on skills

- Ensuring that there are meaningful opportunities for Elders to pass skills on to young people is very important.

Trapper training

- It is important to consider when trapper training is offered, e.g., before the trapping season starts.
- People would like to see more trapper training workshops, including learning how to properly skin animals.
- These workshops should be at the community level versus regional level, to encourage more people to participate.
- These workshops also provide an opportunity for elders to make money and to pass on knowledge to others.
- In at least one community, having trapper training specifically for youth was identified.

Culture-based education and learning

- There needs to be consideration about where programs are held, as places are an important aspect of culture and knowledge. Camps can't happen just anywhere.

Equipment maintenance

- People also need to learn how to maintain their equipment. This supports sustainability of these items, as well as contributes to overall safety on the land. Holding maintenance workshops, so people can learn how to fix snowmobiles, boats and other equipment was identified as a potential need.

Traditional knowledge

- There is need to work with (or support those working with) Elder societies to document traditional knowledge. Participants expressed the importance of sharing oral history and knowledge with the community.
- There is a lot of interest in adopting and using traditional place names.

- It was also noted that sharing circles with Elders and youth could be explored.

Barriers

- Many participants noted different barriers to participating in on the land activities or teaching skills to others. Liability, insurance and criminal records checks can all limit whether people can work with youth and pass on skills (in formal program settings).
- Different regulations and how money is allocated in communities can also create barriers to people passing on knowledge and skills.
- The logistics of running camps and getting young people out on the land can also be a barrier.
- Quota systems for harvesting were raised as a barrier.
- Programs and policies from one department may be at cross purposes with another. This impacts the harvesters.
- Recognition of skills and knowledge often follows a western frame (e.g., need for certificates). There need to be other mechanisms for addressing this.

Hide tanning

- Many participants voiced interest in having mentorship on hide tanning. This was often expressed by the women participants.
- An opportunity was identified to support a program that mentors community members through each of the stages of processing a moose hide (i.e. the harvest, skinning, processing, tanning, sewing, etc.).

3. Climate change

Climate change is a pressing concern for many communities. It is having real impacts on people's ability to go out on the land and harvest. We heard about:

Adapting to new species

- People noted seeing new animals in their regions that were not previously there. Some noted there is potential to harness and adapt to this by harvesting new animal species. Workshops and support that focus on learning new processing and harvesting skills associated with new species was identified as a potential action. Knowledge sharing and exchange with other communities could also support learning how to adapt to new species as a source of food.
- Some participants talked about learning from each other in the community, as well as learning from other communities. Overall, sharing knowledge can help people adapt (we can help each other adapt). The introduction of Muskox as a new species for potential harvesting and processing in some communities was identified.

Impacts to places and harvesting

- It is increasingly difficult to 'read' the weather and the land because of changes associated with climate changes. This can make it harder to engage in harvesting.
- Some communities noted that there were safety concerns with climate change. The increase of forest fires and the impact this has on species and harvesting was frequently brought up in some communities. Fire smarting communities and camps was also discussed as a need in some communities.
- With animals moving farther away, many people have to travel farther and farther, which can have safety risks, cost more and take more time. There is also a concern regarding the threat of invasive species.
- It can also take people longer to travel than it used to.
- Impacts from water and overflow make travel difficult.
- The natural signs that signal when to hunt/harvest are changing.

4. Demographics

During the engagement sessions, we heard about different groups in the community and the different needs for programming and support. It is important to think of how programs and services can support everyone, while also identifying where there may be gaps in support for specific demographic groups. Planning 'what comes next', in terms of succession planning for the different age generations is important.

There were several areas related to this theme that people focused on:

Middle-age people

This was one of the most prevalent topics of discussion during the engagement. Programs related to sustainable livelihoods often focus on Elders and youth, while a whole generation of middle-aged people could benefit from support.

- This age group is one of the most impacted by the legacies of colonialism, including residential schools and the Sixties Scoop. As such, programs and services for this demographic contain a strong reconciliation component.
- It was noted that middle aged people learning skills need opportunities to apply the skills they are learning. They shouldn't always have to sit and listen.
- They should be encouraged to try new things and that they are supported and believed in.
- They are the key for the next generation to pass on knowledge and to continue traditions.

Youth

Overall, almost every single community indicated that they wanted to see more opportunities to get young people out on the land. It helps them concentrate, learn values,

culture and tradition and instill self-confidence. The liability and insurance required if you want to bring youth out on the land is often brought up as a barrier for both schools and community members wanting to do youth programming.

- Applied skills
 - Teaching youth is important, but it is also important to create space for youth to apply the skills they are learning. It will also give them a sense of gratification to be able to use the skills they have learned, particularly if they can achieve success in the application.
- Independence
 - Providing youth knowledge and skills that are grounded in culture, language and on the land learning is important for their sense of independence. It can help them build confidence.
- Forums and networking
 - Young people shared that they would like opportunities to travel to other places to learn and opportunities to exchange with other youth.
 - Holding a youth forum was identified by both youth and adults.
- Engaging them
 - We need to find better ways to engage youth in language and on the land activities.
 - Some communities noted that youth don't seem interested in learning language or on the land skills. There are a lot of distractions for youth in the community. We need to find different ways to engage them.
 - Using social media goes a long way to engage young people.
 - Having signup sheets at schools – so they are easily accessible - may help make it easier for young people to sign up for activities that interest them.
 - Having interactive presentations can go a long way to engaging youth. Giving young people a task while presenting to them was identified.
 - Youth don't always have the taste for country foods and are more adapted to store bought foods.
 - Programs or meetings for youth should focus on what they are interested in.
- Support for extracurricular activities
 - Youth noted they don't always want to miss school to participate in on the land activities, so working with schools to ensure it aligns with school activities or can be supported outside school hours is a possibility to explore.
- School funding
 - Need for more funding for the schools for harvesting programs.

- Community members would like to see the more on the land-related and cultural programming be run through the school, with participation from the community and Elders.
- Multiple ages
 - It was noted that many on the land camps are for older youth. Finding ways to engage younger people is needed (starting at a younger age).
- Timing
 - Many communities noted that one or two day trips are not enough for young people to learn and benefit from on the land programs. Support for longer excursions was identified.
 - Having activities in multiple seasons was also critical.

Elders

- There are fewer Elders, so we need to support them to pass along knowledge and skills. The concern of loss of traditional knowledge is frequently identified by community members. Support should also be given to them so that they can document their knowledge for the younger and future generations.
- ENR should work with elders to get advice on programs and other initiatives (consultations). This can provide income for the elders. This can help young people to see what engagement and consultation can look like.
- Elders should have more opportunities to go out on the land; some said that in some cases elders are just in the community waiting to die and they are not respected as they should be. On the land, this would be different.

Support for families

- Support for single parent families to access traditional foods or programs was raised as an area needing more consideration.
- In some communities it is individual families that participate in harvesting or land activities together (versus say a community hunt).
- Some people noted that they are seeing less and fewer families go out together. Funding to support families to go out together would be helpful.

Mentorship

- This was raised for a number of different program areas, ranging from teaching adults who want to learn to providing guidance to youth, to teaching GNWT staff. It was recognized that learning on the land, from those who know the area, are well versed in culture, language and values and have lived experience is one of the best ways to pass on knowledge and skills.

- Programs that foster and support mentorship are needed; particularly those that support harvesters in the community take others out on the land.
- At the regional meeting in Hay River, participants noted that mentorship programs for young people, outside of school, were needed.

Criminal justice system

- Being on the land provides an important space for rehabilitation and healing.
- There should be partnerships with justice programs to provide on the land activities.

At-risk populations

- It was noted that there should be support for sharing country foods with at-risk populations in communities, such as single parent families.
- Many Elders and single parent families rely on harvesters sharing food in order to have access to country foods. In many communities now, this is not enough (not as much is being shared, and/or there are less people on the land harvesting).
- There are often programs for Elders and youth, but less for middle-aged people and single individuals.
- Youth from low-income households have fewer opportunities to go on the land and learn skills.

Accessibility

- A few communities noted that cutting trails (either old or new) can help increase accessibility for community members to access the land. Support for this was identified as a need.
- It can be difficult for Elders to get out on the land. Looking for different ways to have older people participate in activities – and creating accessible opportunities – is something that should be looked at. Creating a place on the land for elders (such as elders home) could be an option.

Inclusivity

- Programming and camps for youth need to be open for everyone and there needs to be clear, transparent and equitable criteria for how youth are chosen to participate in activities.
- There is a shift in some communities about who can take part in different types of activities.

Training non-community members

- There is need to have non-community members – such as GNWT staff, teachers, and new residents – be given the opportunity to learn culture on the land alongside and from community members.

- Many indicated they would like to see ENR have more of a presence in their communities, including going on the land together. People want to teach ENR staff the same skills they are teaching others.

Women

- It was noted that more support for on the land programs for women is needed, as they are often forgotten. Women are the backbones of being on the land and process the food. Increasing opportunities for women is important.

5. Capacity

Capacity to organize and run programs, as well as secure funding for programs was a major topic of discussion across most of the engagements. Many felt that this was an area where ENR could play an important role.

We heard about the following:

Administrative burden

- Communities are dealing with a lot of administrative responsibilities. There are too many proposal applications for funding, too many different pots, and extensive reporting that is making it difficult for communities to access funds, as well as deliver on programming.
- Some noted that in their communities people are doing multiple roles. Having core or supplementary funding would help with that.
- Support from ENR (or GNWT) to build capacity in the communities to implement programs and access funding is needed. There are different aspects to capacity building that can be explored.

Pathfinding

- Some communities noted having a central clearing house for funding, information and support for on the land programs would be beneficial.
- One proposal or template that could then be forwarded to multiple departments would also be helpful.
- The On the Land Collaborative has taken on this pathfinding role, to some extent, through their community advisors however more awareness of this fund and the community advisors is suggested.

Proposal writing support

- A number of participants noted that support for drafting funding proposals would be a great service ENR could provide. ENR could also provide example proposals and step by step instructions to make things easier for communities to navigate.

- Many also noted that simplifying the templates/applications and standardizing across programs would make things easier. One proposal that could then be forwarded to multiple departments would also be helpful.

Research

- Sharing results back and helping to communicate findings and outcomes is important.

Program development

- At the Hay River meeting, participants expressed desire to see GNWT help with program development, especially with young people. This was discussed in relation to land-based tourism. Needing support from start to finish is important.

6. Funding

Funding was a major topic of discussion in most sessions. Most people recognized that while existing harvester support programs are beneficial, there is never quite enough funding to deliver on everything they want to. Reviewing how funding is allocated, and criteria for allocation, is needed.

Specifically, communities identified the following areas for consideration:

Allocation

- Funding formulas for existing programs should be reviewed to determine if they are still applicable.
- Current funding is not enough.
- Communities expressed wanting control over the funding and being able to run programs themselves.

Block funding/carry over funding

- Opportunities for this would go a long way for the communities.
- Having stability of multi-year funding would take a lot of burden off communities in program delivery and reporting.

One stop funding/program support

- People identified wanting one place to go for funding, as there is a great deal of administrative burden that goes into applying to multiple places for support. Having an identified place and/or person(s) communities can access for one stop funding/program support in regards to on the land activities was identified as something that would help with the current burdens.
- As noted above, the On the Land Collaborative plays an important role here. The collaborative brings together government, charitable, corporate and other partners

to combine efforts and make it easier for communities to access money and other resources for on the land projects.

Brokering relationships and navigating funding opportunities

- Navigating different funding systems can be complicated and many communities identified wanting support to access funding. This can include help with filling out applications, developing templates, workshops or tools to support proposal writing. Clear indication of what is eligible or ineligible is critical.
- A calendar of funding opportunities for communities was identified as a needed action. This should be linked to the different harvesting seasons that communities follow. It should include specific dates, contact information and when funding will be available.

Programs for different ages

- Communities identified wanting to see programs offered for multiple age groups (e.g., kids, teens, young adults).

7. Program review and effectiveness

Many of ENR's current sustainable livelihoods programs are welcomed by NWT residents. However, it was also identified that many - especially long-standing ones - could benefit from a formal review of the operation, effectiveness and outcomes.

Topics that were discussed related to program review included:

Consistency

- Youth programs need to be made more consistent.
- The funding for programs is not consistent from year to year, so the programs that are offered are not consistent from year to year.
- It was also noted that communities and organizations need to work together to send the same people to meetings on a regular basis to ensure reporting back to communities. Often there are different faces every time.

Program awareness and communication

- Some people indicated they are not always aware of the different types of programs that exist.
- Improving communication of programs and what is available is something that many communities raise. People are not always aware of what all is available, when to access and who to talk to.
- This also applies to the results of any research or monitoring that takes place. Often people feel that they are not receiving outcomes back from research - ENR can play a role in helping translate that information, encouraging returning findings and ensuring that is built into any GNWT led work.

- Sharing success stories of the programs is also important.

Program Review

- There is a need to revisit the current CHAP program as it is outdated. Specifically, the funding formula.
- Some noted wanting the programs that are offered to be more meaningful.
- Reviewing the criteria for programs and how funds are used is needed.
- ENR should conduct an evaluation on Take A Kid Trapping and look at the number of students and what the outcomes are.
- A review of the Genuine Mackenzie Valley Fur Program is also needed, including examining the relationship with the Auction House, easier access to fur records, sales data, etc.
- Many felt that the current funding available under Harvesters Disaster Compensation is not enough or realistic to deal with impacts from loss. Loss of access to livelihoods and food source (not just cabin, equipment, etc.) is not taken into account. Raising the amount available, and the amounts people are eligible to claim was proposed.
- Reviewing seasons for certain animals was raised.
- The criteria for 'what defines a harvester' and what is considered eligible under programs should be looked at. Can there be different streams or tiers of funding?
- Look at the WSCC Harvester's program.
- Evaluation should be built into everything done as part of the Action Plan.

8. Food security

This was a major theme across the engagement – and is a big concern for many people. NWT communities face a higher rate of food insecurity than many other parts of Canada.

During our engagement, we heard about a number of things linked to food security in the NWT:

Food storage

- This was a concern in some communities, who noted that lack of storage spaces can impact wastage, whether individual or community spaces.
- Community freezers could be a solution to storage issues and prevent wastage, and these should be accessible to everyone in the community. They are important for supporting a sharing economy, in particular for elders and single parents.
- Some noted that community freezers are expensive to maintain for communities. Support would be appreciated.

Mobile processing

- Many communities indicated their interest in mobile country food processing units to support community harvesting, storing and sharing.
- There are some units currently in the NWT, these should be used more.
- For some of the smaller communities, while they have been trained on units in larger centres (e.g. Inuvik), they don't have anywhere to apply those skills because there is no plant or equipment in their community.

Teaching cooking

- Some communities noted that with the increase in new species in their regions, that learning from other communities how to harvest, process and cook different foods would be helpful. An example of this was muskox.
- Workshops that teach cooking skills can be run by people in the community, passing on knowledge.
- Skills for processing and preserving were also identified as a need.
- Some also identified wanting to see classes for identifying and gathering foods from the land.

Processing methods

- Some communities identified wanting more workshops – open to the public - on how to properly harvest, dress and process different animals. This can include how to use all parts of an animal.
- Focus is often on game meats – opportunities for fish workshops were identified.
- Traditional methods for processing foods are safe and need to be followed so food isn't ruined.
- Supporting for processing and packing large volumes and then distribution was also identified as a need.

Growing medicinal plants

- At least one community noted wanting to explore growing medicinal plants in their local greenhouse.

Food alternatives

- Some communities are starting to look at alternatives because they cannot access preferred country foods.
- This is particularly a challenge with caribou. Communities are looking for funding support to access alternative foods. However, it was also noted, that it is imperative to be cautious and not put any burden on other animal species.
- Some people noted wanting to explore domestication of certain animals (Elk, reindeer, etc.).

Health of food

- Some communities shared concerns about whether the traditional foods they rely on are safe to eat. For example, there is a lot of research underway in Jean Marie River looking at mercury in fish.
- People noted that there need to be more safeguards when buying country food (i.e., how do you know something you are purchasing is safe).

Wastage

- Some people noted that a lot animal wastage happens within the community. This can be a result of limited storage, broken freezers, and people not following cultural protocols for respecting animals.
- More awareness brought to this issue, was recommended.

Subsistence vs. economic

- There are differing opinions on whether food harvested from the land should be done so for subsistence or economic purposes. Many communities noted that their preference is to harvest food to support local people.
- It is also important to note that economic development related to food is governed by land claims, the Wildlife Act and the Public Health Act.

9. Languages

Language is an important part of being on the land.

- The importance of language to passing on knowledge, values and skills, and its connection with the land was identified by many communities.
- Some communities indicated they would like to see language more embedded in curriculum.
- Ensuring that language is a critical component of programs and services can help ensure languages are used.
- We need to find better ways to engage youth in language and on the land activities.
- Some communities noted that youth don't seem interested in learning language or on the land skills. We need to find different ways to engage them.

10. Sharing culture and values

Many people raised the importance of wanting to pass on knowledge, skills, traditions and values to younger generations:

- Sharing of food is a cultural aspect for many communities, not only with other family members but other in the community. Sharing with Elders is particularly important.
- Many communities noted that cultural practices of sharing are eroding – and that this is something that people would like to see communities do more work on.
- The importance of teaching respect for the land, animals and elders was identified. Respect for people all around you and for yourself.
- Community members are teaching young people – and want them to know –the value of traditional hunting, and how to give back to the community.
- Some identified the need to also support the exchange of country foods between communities, noting the high price it costs to ship food from one community to another.

11. Technology and innovation

As we shift into a new era of technology, the way we relate to the land and each other is changing. This can have negative impacts – but there is also a world of potential that can be harnessed to promote sustainable livelihoods in unique and innovative ways. Innovation can also mean identifying new ways to do things. We heard the following:

- With changes to the land, many are turning more and more to technology to help navigate and travel. Workshops and training to use technology (such as SPOT, Sat Phones and other tools) would be beneficial.
- It was noted by a number of communities that for youth engagement, linking technology and on the land camps will be important for keeping youth interested. Right now, many youth are distracted by technology.

12. Stewardship

Ensuring that current and future generations can engage in on the land activities is important to many NWT residents. A number of themes related to stewardship and conservation were identified:

Research & Monitoring

- Many communities noted changes occurring in their traditional land use areas, as well as with animals.
- Better communication with communities on research and monitoring activities taking place within the community and on the land was recommended. Many also noted they don't get results back from projects that have taken place. Sharing this information would help communities make decisions, as well as answer key questions and concerns related to food health and environmental change.

Guardians programs

- A number of communities and regions in the NWT noted they were developing guardian programs and that support for those programs would be needed going forward. Indigenous Guardian Stewardship programs often work to monitor fish and wildlife, and patrol important habitats and cultural areas to protect conservation values while revitalizing cultural traditions and training future leaders.
- Some noted wanting support and training.
- It was identified that ENR should be part of the process and that everyone can learn from the process together.

13. Seasons

- It was noted that programs and funding opportunities should follow community seasonal cycles, and that there should be programs that support sustainable livelihoods at different times of year, as there are different skills and different teachings.

14. Value-added opportunities

One thing that came out of many of the meetings, is the opportunity to turn land-based activities (whether harvesting, recreation, etc.) into sources of income. Employment is a challenge in many of the communities, and finding ways to increase income is important for promoting sustainable livelihoods. This can include creating jobs linked to harvesting, monitoring, research, etc., or can focus on product and service development and tourism.

Moose hides

- Many indicated that purchasing hides can be rather expensive, particularly if they don't have anyone to share the cost or they do not need a full hide. Having the option to purchase smaller pieces of hide would be very much welcomed. Some also noted wanting to have facilities in their communities where they could tan hides.

Product and service development

- Some communities noted wanting to develop economies that are based on land activities. For example, fish plants were raised in a few communities.
- The land provides many things, and many things can be produced from materials harvested from the land, such as traditional crafts. Looking at ways to turn those into income opportunities should be explored.

15. Infrastructure

Having appropriate places and infrastructure can help promote on the land activities, whether for learning, harvesting or income generation:

Places

- Some communities noted that having infrastructure that supports on the land programming is important, such as cabins, permanent tent sites etc.
- Permanent infrastructure can help to pass on knowledge and skills and protect heritage and culture.
- Places for healing in/near communities on the land were identified.
- There were old programs like the Outpost program, that should be looked at to see if they should be reinvigorated.

16. Relationships and engagement

Working together and building long-standing, trusting relationships is an important piece of any Action Plan. Many noted there were a lot of opportunities for ENR to collaborate and work with communities to help support on the land activities.

For example, we heard about:

Space for meetings

- Having meetings on the land is more conducive for communities to share information and creates the safe for culturally appropriate information exchange.

Building partnerships

- Many communities noted the importance of building partnerships to work together to advance on the land programming. ENR should continue to identify partnership opportunities to support land-based programming.
- People want ENR to offer expertise to a variety of programs and support implementation, particularly with students.
- People noted GNWT departments need to work together more.
- Networking and sharing knowledge between communities on sustainable livelihoods and dealing with change holds a lot of promise.
- Some participants brought up the challenge with having to attend work-related commitments, such as community meetings, during prime harvesting seasons. Consideration to this should be given while setting dates for community meetings.

17. Wellness

Being on the land is important for overall health and wellness for people. Promoting the wellness aspect of being on the land is really important.