

BUILDING CAPACITY THROUGH TECHNICAL TRAINING INITIATIVES

The Wek'eezhii Land and Water Board's Approach

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The WLWB issues water licences in the Wek'eezhii Region



Training to Build Capacity

- Comply with water licence  • Communities
- Make good resource management decisions and recommendations  • Board Members & Staff
- Prepare the next generation  • Youth

This talk will....

- Highlight the training approaches and methods we use (**HOW**)
- Highlight some examples over the last year (**WHAT**)

Research Investigation on Training Strategies

How does knowledge & understanding happen?

A 2-year case study in
the Wek'eezhii region



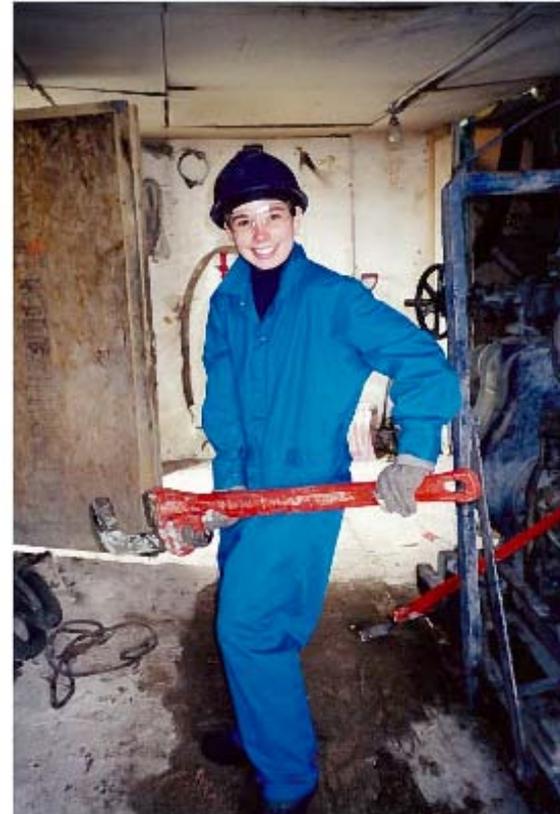
Key Findings

- 1) When information is presented as primary experiences or through stories by persons who have experienced.

1°



2°



Key Findings

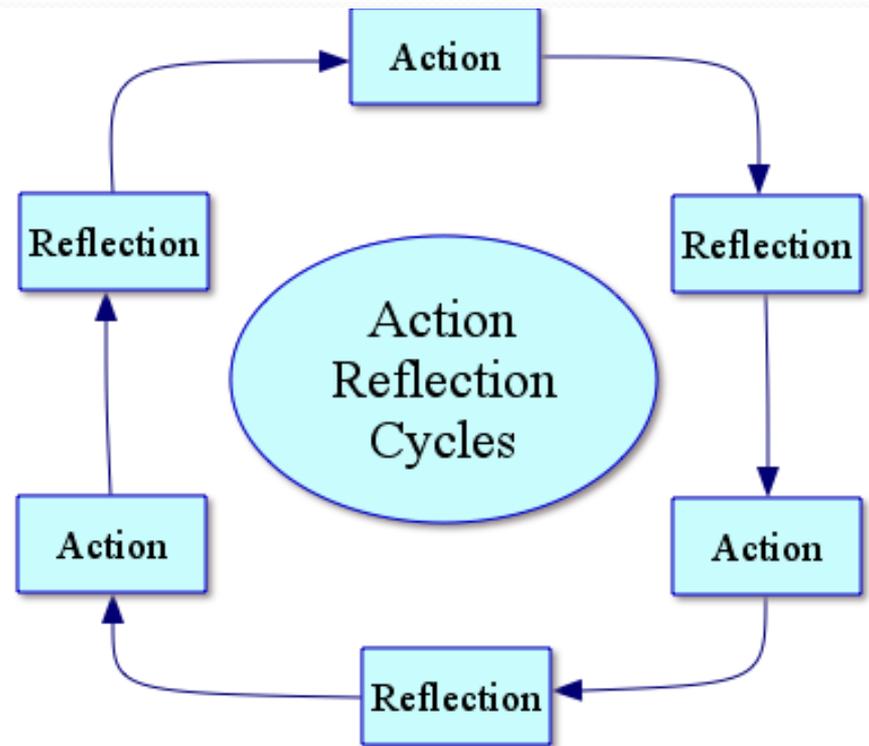
- 2) When the objects of learning are valuable, useful, and meaningful to the intended learners.

(YES) ✓
Choice and Flexibility

(NO) X
“I am going to teach you”

Key Findings

- 3) When there are cycles of action and reflection, input from the intended learners, and repetition.



Key Findings

- 4) When information is presented in culturally based frames.



How can we translate these key findings into action?

Incorporate “Lessons Learned” into training sessions (14 tips)

DRAFT Guideline/Manual as a reference
[What – Why – How]

Example 1: Community SNP

Train communities how to comply with Water Licence requirements – including Surveillance Network Program sampling

2010-Behchoko & Wekweeti

Community SAOs, Foremen, Waters & Works, Chiefs, INAC, EC, GNWT-MACA, Ecology North, WLWB

The Lesson

- Classroom component
 - Reporting protocol
 - Health, Safety, & Logistics
- Field Component
 - Sampling protocol



The Approach

- Build alliances
- Know the participants and be known to them
- Primary experiences
- Repetition
- Determine who wants to know what
- Show it don't tell it

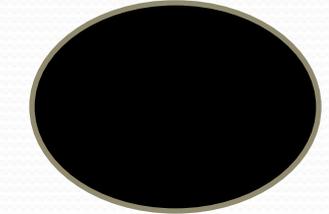
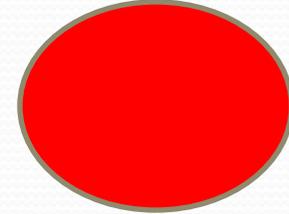
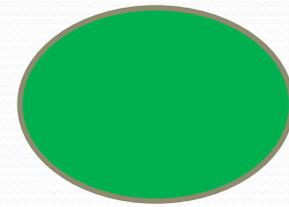


SNP 0041-R8: Runoff from solid waste disposal facility



May require multiple samples, such as those collected in October.

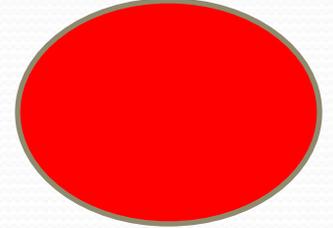
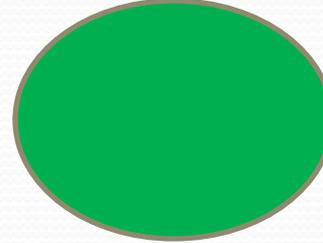
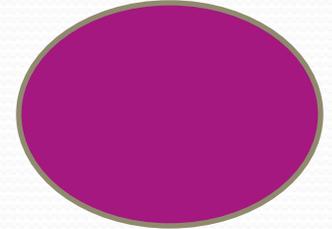
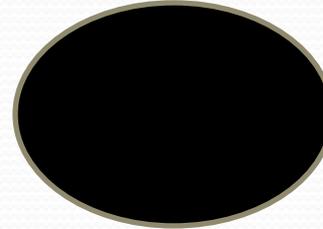
Once a month from June – October



Procedures

- Rinse X 3
- Fill to top

3 X



Phenols

Example 2: Board Forum

Topics change & repeat each year

2011: Mining, Oil & Gas, Climate Change, Water

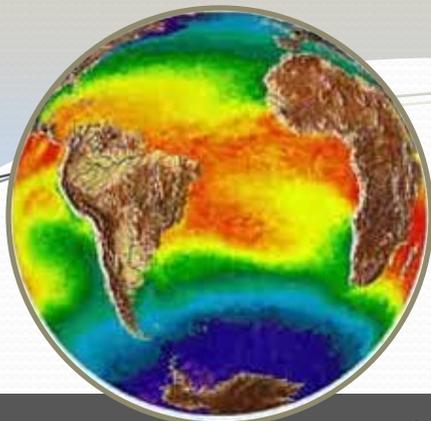
Boards and staff in the Mackenzie Valley, INAC,
GNWT – education, Geoscience office

The Approach

- Build alliances
- Break down student-teacher barriers
- Start in the beginning
- Primary & secondary experiences
- Relate to local realities
- Repetition
- Offer choice (what and how)



TOPICS OF INTEREST



Climate Change /
Permafrost



Aquatic
Environment



Oil & Gas



Wildlife



Geology &
Mining



Forestry

Example 3: Edzo High School

Geology, Mineral Exploration, Mining, and Resource Management at high school in Edzo

Edzo highschool students, University of British Columbia (UBC) – Carter Clarkson, DeBeers, WLWB

The Lesson

- Background
- Snap Lake case study
- Role play: a real resource management scenario
- Field component to look at local rocks



The Approach

- Take it to them
- Build alliances
- Break down student-teacher barriers
- Start in the beginning
- Relate to local realities
- Primary and secondary experiences



Snap Lake, NT



Highland Valley Copper, BC

Final Thoughts

Process is key – a process that flexes to accommodate the people, places, and things encountered along the path to discernment.

It is not a solo mission; the process requires the unique tools that each individual in the group's whole bears.

Alfonz Nitsiza -

“we need everybody's knowledge”

QUESTIONS?

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