

# 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

- 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

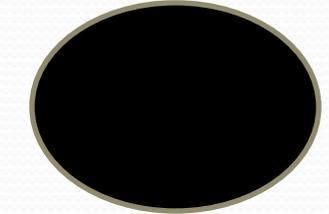
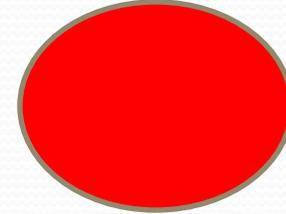
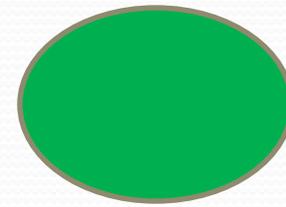


# SNP 0041-R8: Runoff from solid waste disposal facility



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

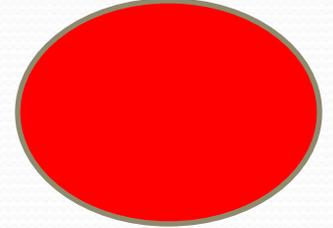
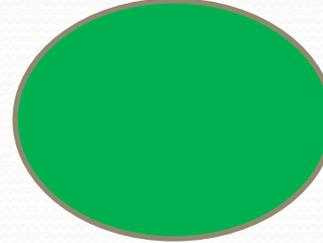
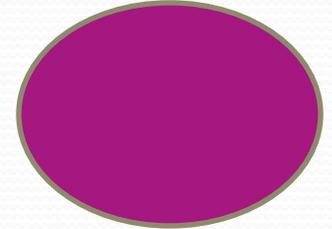
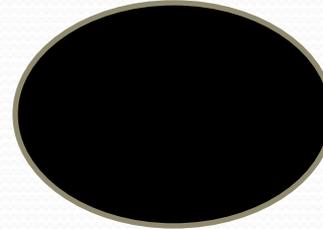
Once a month from June – October



# 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 Lesson

- Background
- Demonstrations
- Field Component
- Expert Case Studies

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K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr			
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe			
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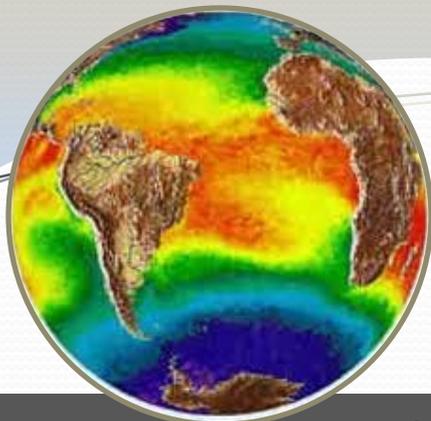


# The Approach

- 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



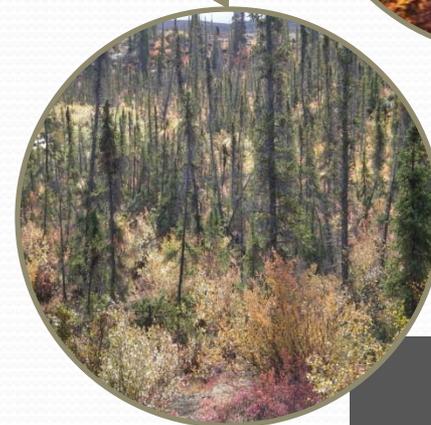
Oil & Gas



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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