



# ANNUAL RESEARCH REPORT

April 1, 2021 - March 31, 2022

**Submission Deadline: October 31, 2021**

**Title:**

Níó Nę P'ęné (NNP) – Trails of the Mountain Caribou Hub

**Principal Investigator/Co-Leads:**

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## Section 1 Progress Reporting towards Research Goals

Please complete Table 1: *CMN 2021-22 Annual Research Progress Table* to summarize in short form your goals, objectives, performance indicators/measures, and intended outcomes or deliverables for the current fiscal year. In some cases, the table has been preloaded for you as best as could be determined from your application or previous progress reports (if applicable). Please explain in Table 1 deviations, solutions and needs related to your progress this year.

Please concurrently complete Table 2: *CMN 2021-22 Annual Research Statistical Table*. The statistics entered in Table 2 should be supported by Table 1 in some capacity and are required directly for the NCE for their reporting needs.

## Section 2 Research Reflection

### 2.1 Narrative of Activities

**Provide a high level narrative description of your activities this year (150 words).**

The focus of work during summer-fall 2021 was sixfold: 1) recruitment and onboarding of our new Hub Research Manager; 2) recruitment of HQP and research planning, with a focus on Guardian training and program research; 3) establishment of the NNP GIS Hub and community engagement for Hub design; 4) research license and ethics applications; 5) exploring research relationships and future collaborations; 6) launching the Hub and establishing the Steering Committee.

## 2.2 Success and Challenges

### Tell us about 3 successes you achieved

	What was the success?	How and why were these successes possible?	What or who was most impacted by this success?
1	Hired Research Manager	CMN funding was critical!	An important capacity support to ensure that administrative, research and training requirements and objectives are achieved.
2	Established GIS Hub	Partnership with Nature United; technical support	All community partners and their resource people will benefit from greater access to map information.
3	Launched the Hub!	Partners are willing to meet virtually under COVID conditions.	Community partners appreciate opportunities to discuss research plans and collaborations. Synergies and efficiencies among projects are being found for future research activities.

### Tell us about 3 challenges you experienced

	What was the challenge?	What changes would have prevented or mediated this challenge? What can we learn from this challenge?	What or who was most impacted by this challenge?
1	Sahtú COVID outbreak in August-September prevented work.	Need to have flexibility in workplan to accommodate unforeseeable circumstances.	The Hub project had to be put on pause.
2	Outreach to partners outside Sahtú region challenging.	Need to spend more time building relationships with neighbouring partners.	These relationships will enable expansion of our special projects to include active leadership and involvement from other Hub partners.
3	Time required to establish Hub platform.	Time needed for recruitment of staff, administration, and research license/ethics processes within two jurisdictions needs to be	This slowed down initiation of Hub activities.

	accounted for.	
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## 2.3 Collaboration

**Describe how your collaborating organizations have helped realize the research goals and objectives.**

The SRRB has put a lot of effort into establishing the platform for the Hub. Nature United (NU) is supporting HQP, with a focus on Guardian training/program research; NU is also a key support for the GIS Hub. Further contributions are expected from these and other partners as the Hub ramps up.

**What lessons have you learned during this period with respect to collaboration between Indigenous and Western ways of knowing?**

As we have been preoccupied with program initiation, not much to report on this topic.

**Do you have any other take-home messages from what has been learned from working collaboratively?**

Our biggest take home message is that it's critical to have support of dedicated staff for this project! The partners have been very enthusiastic and our new Research Manager is already playing a major role in supporting the Hub to begin achieving its goals and objectives. Also, it's been a huge benefit to be able to build on the work and research relationships already ongoing in the Sahtú region.

## 2.4 Impact

**Who are the end users of your knowledge as a result of this research? How has this work impacted those end users? Can you provide clear examples of how they have "taken up" your knowledge and used the information from your research either through their communications, mandates, changes to policies or practices, training, etc? If it helps, perhaps consider why these end users are interested in your research. If these include local, regional, provincial/territorial, and/or federal governments or other organizations, please mention them here and provide any examples of how your work impacts their policies or responds to their knowledge needs.**

End users of this research include wildlife management authorities; protected areas managers; tourism operators; communities engaged in developing community conservation plans, Indigenous Protected and Conserved Areas, and Guardian programs in their traditional mountain areas; and territorial governments. Knowledge is being taken up as a basis for submissions and oral presentations to the Délı̄ne 2021 Public Listening Session (Hearing - PLS) and 2022-2024 PLS addressing hot topics related to the central question, "What is the most effective way to conserve caribou?" The SRRB is required to make decisions and recommendations based on evidence presented at the PLS, and the Government of the NWT Minister makes final decisions.

## How has this research made an impact: locally, regionally or nationally?

Too soon to report on this.

## Does your research consider or contribute to the Calls to Action of the Truth & Reconciliation Commission? Canada's commitments to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)? The United Nations Sustainable Development Goals? If so, please explain.

With respect to the **TRC Calls to Action**: Our research is framed by the SRRB's priority to achieve reconciliation in wildlife conservation approaches through a consciously decolonizing approach and through support for Indigenous-led research, planning and decision-making.

With respect to **UNDRIP**, the research addresses the following articles by conducting research to support implementation and further development of the Dene and Métis led Níó Nę P'ęñę plan: **Article 4**, which recognizes the right to autonomy in matters relating to the internal and local affairs of Indigenous peoples; **Article 5**, which recognizes the right of Indigenous peoples to maintain and strengthen their distinct political, legal, economic and cultural institutions; **Article 29**, which recognizes the right of Indigenous peoples to the conservation and protection of the environment and the productive capacity of their lands or territories and resources and which requires governments to establish and implement assistance programs for Indigenous peoples for such conservation and protections, without discrimination; **Article 32**, which recognizes the right of Indigenous peoples to determine and develop priorities and strategies for the development or use of their lands or territories and other resources.

With respect to **UN Sustainable Development Goals** (listed below): the research addresses **Goals 1, 2 and 8** through Sustainable Livelihoods research; **Goals 3-5 and 10** through Nę K'édíkə - Keepers of the Land and on the land learning opportunities involving families, including women, men, elders, harvesters and youth; **Goals 13 and 15** through landscape change, livelihoods and caribou populations research to identify climate change impacts and actions required; **Goal 17** through broad and expanding partnerships including Indigenous communities, universities, governments, and non-governmental organisations.

- **Goal 1.** End poverty in all its forms everywhere
- **Goal 2.** End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- **Goal 3.** Ensure healthy lives and promote well-being for all at all ages
- **Goal 4.** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- **Goal 5.** Achieve gender equality and empower all women and girls
- **Goal 8.** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Goal 10.** Reduce inequality within and among countries
- **Goal 13.** Take urgent action to combat climate change and its impacts
- **Goal 15.** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- **Goal 17.** Strengthen the means of implementation and revitalize the global partnership for sustainable development

## Has your work advanced training?

Training includes academic, non-academic, Indigenous and non-Indigenous trainees. Describe training activities in terms of:

- Who was trained and what were they trained to do well?
- Has this training advanced intercultural competency including but not limited to providing experience working with Indigenous and western knowledge systems and approaches and/or learning to help a diverse group of people and organizations work together to build meaningful & sustained relationships required for solutions-oriented research?
- How has the training improved employment and livelihood outcomes?
- Describe your audience and the number of individuals who received training (refer to Table 2 as required)
- If training workshops or other targeted training initiatives have been undertaken, describe your audience and the number of individuals who received or were impacted by the training initiative. What feedback have you received from those who attended? How did they use the training?

We are very pleased to be able to list 10 HQP participating in this project. We expect that there will be quite a lot of training opportunities through the future work of this Hub.

### **What type of knowledge mobilization has taken place to share the impact of your research.**

Knowledge mobilization involves sharing knowledge in all forms and from all phases of your work to an extended community and might include workshops, webinars, videos, social media posts, articles, stories about your work (written or oral), publications or other. In Table 2, we ask that you list types of knowledge mobilization produced through your research. What has been the most successful mechanism to disseminate information about your research results or learnings? Who is the intended audience?

We have announced the launch of the Hub through the Canadian Mountain Network Summit. We expect to do more to spread the word as the Hub program gains momentum.

### **What non-monetary support could CMN provide to strengthen the impact of your research?**

We are grateful for the assistance offered by CMN in supporting HQP and providing a venue for HQP networking, and in providing communications support regarding our Hub.

## 2.5 Storytelling

**Give us a small window into what it is like contributing to this research initiative. Anecdotes, quotes from collaborators, funny stories - all are welcome, just please ensure that you receive consent to share from any individuals involved in the event.**

As we launched the Hub, we've been learning more and more about the potential intersections of different research initiatives in the mountains, and expect that the Hub will grow over time as a result. One delightful surprise was a meeting arranged with a research license applicant in the NWT, biogeologist Justin Strauss of Dartmouth College, who has determined that the Mackenzie Mountains

are a key area for studying the origins of life on earth! Dr. Strauss presented to the Nę K'ə Dene Ts'ıłı - Living on the Land Forum and NNP Hub members, and was received with very great interest. We are hoping that he and his team will be able to assist with some of the ground-truthing for the landscape change project.

## Section 3 Media - Picture and Video Uploads

**Please provide 10-15 photos and 1-3 videos that reflect the activities of your research.**

Most of the photos and videos should contain people (please limit landscape/equipment photos to no more than 4). These photos may be featured through several CMN channels, such as the website and social media. Please ensure you obtain consent to share all photos and videos. Please provide a short description of the photo for context, location it was taken, and acknowledge the photographer.

If you have a google account you can upload your photos and videos [here](#). Otherwise, please email them to [kirsten@cmn-rcm.ca](mailto:kirsten@cmn-rcm.ca).

## Section 4 EDIJ (Equity, Diversity, Inclusion, Justice)

Once we receive Table 2 from your research initiative, we will be distributing an EDIJ survey to all of the people involved in your research. We thank your team for the cooperation in this NCE requirement.