Facilitator Guide

For ECO Canada staff, Indigenous organizations, employment counsellors, career advisors and BEAHR training providers.

Purpose

This guide supports facilitators who are new to the Indigenous Blue Economy Career Navigation Toolkit. The Toolkit introduces career areas and resources; the six learner tools help each person recognize experience, describe strengths, explore pathways and choose practical next steps. Your role is to explain, model and support reflection, not assess identity, cultural knowledge or career readiness. Use the preparation checklist, session plans and tool walkthroughs below in group or one-to-one settings. Adapt timing and examples with the community and learners.

Core principle: Elders and Knowledge Keepers

Involving local Elders and Knowledge Keepers is a foundational part of delivering this Toolkit, not an optional extra. Plan for it from the start, and follow the community's lead.

- Follow local protocol and governance. Each community has its own ways of inviting and working with Elders and Knowledge Keepers. Ask before you plan.
- Start with the right contacts. Speak first with the community's designated contact, such as the band office, lands or culture department, or an Indigenous partner organization.
- Practice reciprocity. Offer honoraria, gifts or other recognition according to local protocol, and include them in the session budget from the start.
- Agree on roles together. Elders and Knowledge Keepers decide how they take part: opening a session, sharing teachings or guiding discussion.
- Respect what is and isn't shared. Do not record, photograph or write down teachings without clear permission. Sacred or ceremonial knowledge is never collected.
- Recognize contributions in the way they prefer, and follow up afterwards with thanks.

Suggested sessions (about 90 minutes each)

Session	Toolkit sections	Learner tools	Discussion prompt
1. Who am I?	Welcome; Blue Economy	Tool 1	What is something you helped with that you were glad to be part of?
2. My strengths	Turning experience into skills	Tools 2 and 6	Which skills do others count on you for?
3. Where could I go?	Career pathways	Tool 3	Which kind of work would make you proud to talk about?
4. My plan	Getting ready	Tools 4 and 5	What is one step you can take in the next two weeks?

Cultural safety and consent

Cultural safety, learner autonomy and respect for Indigenous rights and local governance are requirements for every session. Facilitators must establish these conditions before activities begin and maintain them throughout delivery. Follow community-defined protocols and the Elders and Knowledge Keepers principle in this guide. Participation and disclosure must remain voluntary; no learner is required to explain identity, cultural practice or personal history to receive support. Explain how information will be used, who may see it and any limits to confidentiality before seeking consent.

- Sharing is always voluntary. Learners choose what to write down and what to say aloud.
- Do not ask for, record or share sacred, ceremonial or community-held knowledge.
- Do not assume identity, Nation, community or cultural practice. Let learners describe themselves.
- Follow the Elders and Knowledge Keepers principle above for every session.
- Completed tools belong to the learner. Get consent before keeping copies.
- **Individual privacy and Indigenous data governance are different things.** The website protects individual privacy: answers are stored only in the learner's browser, nothing is sent to M2M Tech or ECO Canada, and the learner controls any export. This does not by itself meet OCAP® principles or Nation-specific data-governance requirements, which concern collective rights over community information. Where a community or organization collects or keeps learner information (for example copies of completed tools), its own data-governance policies and protocols apply.

Adapting the Toolkit

- Add local employers, programs and contacts to the resource list.
- Replace example pathways with regional roles where helpful.
- Use the Word versions for digital completion or large print.
- Remind learners using the website that answers are saved only in their browser. Encourage them to save a progress file or print their Career Snapshot at the end of each session.
- Privacy on shared computers: remind learners that website answers stay in that browser and anyone using it next can see them. At the end of a session on a shared or public computer, learners should save their progress file or print their Snapshot, then use “Clear My Data”. Learners choose what goes into any printed or saved Snapshot.
- For BEAHR programs, link sessions to BEAHR course content and credentials.
- Share Employer Approaches for Indigenous Peoples in the Workplace (Government of Canada) with employer partners to help them recognize community, cultural and land- and water-based experience.

Tips

- Start with strengths, not gaps. Use supportive, plain language.
- Pair learners for the Experience-to-Skills activity. Others often notice skills we overlook.
- End each session with one concrete next step.

Preparing a learner-led group

Before learners arrive

For your first session, read the Toolkit and try one fictional example in each learner tool. Follow the sequence: Tool 1 notices experience and interests; Tools 6 and 2 connect experience with skills; Tool 3 compares career areas; Tools 4 and 5 turn a chosen direction into actions and opportunities. Mark the sections you will use and rehearse the prompts. Keep the printed worksheets separate from your demonstration copy, so learners can work privately.

Confirm the community contact, local protocols and the agreed role of Elders or Knowledge Keepers. Arrange honoraria and practical supports. Prepare the Toolkit and six worksheets, pens, accessible Word copies and local training contacts.

Set up the room

Use a shared table or small groups with space for private writing. Offer a quieter seat, breaks and larger print. Ask privately about access needs; do not ask learners to disclose a diagnosis.

Open the session

Introduce yourself and describe the session's purpose, timing and breaks. Show the Toolkit and the worksheet being used; explain the difference between career information and the learner's own answers. Say: "Today we will try an example together, then you will have time for your own ideas. You can write, talk with someone you choose, or pass. You decide what to record and share." The aim is a useful next step, not completing every box. Check understanding without asking anyone to explain personal circumstances.

Agree on group boundaries

Invite agreements about respectful listening, no photographs or recordings, no pressure to share and no repeating personal stories outside the room. Explain that group agreements cannot guarantee confidentiality. Keep personal answers off the shared board.

Use examples without collecting stories

Show where to write on the worksheet and complete one fictional, everyday example aloud: "I helped organize cleanup supplies. That may show planning and teamwork." Ask what questions learners have about the headings, then allow quiet writing, optional pairs and voluntary discussion of skills or questions, not personal histories. Walk around to offer help without reading answers uninvited. Ask permission before a partner writes for a learner. If someone is unsure, offer a simpler prompt or let them leave the box blank.

Close safely

Ask each learner to choose one next step and decide where to keep their work. Return all worksheets. On shared computers, save a copy before clearing browser answers; do not leave exports or printouts on the device.

A four-session group plan

Session 1: Who am I? (Tool 1)

Allow 10 minutes for welcome and boundaries, 15 for a plain-language overview of the nine career areas, 10 to model an example, 25 for private profile work, 10 for optional pairs, 10 for interests and 10 to close. Include a break by shortening discussion. Outcome: one experience and one interest, if the learner chooses.

Session 2: My strengths (Tools 6 and 2)

Use 10 minutes to reconnect, 15 to model experience-to-skills, 20 for Tool 6, a 10-minute break, 20 for Tool 2, 10 for optional pair reflection and 5 to close. Outcome: one skill with an example; up to six strengths when ready.

Session 3: Where could I go? (Tool 3)

Use 10 minutes to reconnect, 15 to explore career areas, 15 to model two options, a 10-minute break, 25 for planning, 10 for shared questions and 5 to close. Outcome: one or two areas and one question to ask a training provider or employer.

Session 4: My next steps (Tools 4 and 5)

Use 10 minutes to reconnect, 15 to model a small action, 20 for Tool 4, a 10-minute break, 15 to model an opportunity, 10 for Tool 5 and 10 to close. Outcome: one dated action and an opportunity or source to explore.

Adapt the pace

For shorter meetings, work on one tool only. For larger groups, use optional pairs and a co-facilitator for private questions. For one-to-one support, use the same sequence without group sharing. Agree on any follow-up; unfinished boxes are not a failure.

Walking through Tools 1 and 6

Tool 1: Learner Profile & Career Interests

Introduce the purpose: notice experiences and interests, not assess someone's background. Model a community cleanup using "what I did" and "what I learned." Invite learners to start with any experience from education, paid work, family, community or land and water. Cultural activities are optional and self-defined.

Guide the writing

Read headings aloud if wanted. Let learners use short phrases, draw or dictate to someone they choose. Ask: "What part did you take on?" or "What did you practice?" Leave dates or details blank if they are not useful. Learners can circle one career interest without committing to it.

Adapt for a group

Give quiet writing time before inviting pairs. Partners may ask one helpful question but must not decide what someone's experience means. Debrief with: "What helped you notice an experience?" rather than asking everyone to read their profile aloud. Carry chosen experiences into Tool 6.

Tool 6: Indigenous Experience-to-Skills Guide

Use this guide before or alongside Tool 2. Model the cleanup example: organizing supplies may involve planning, while working with others may involve teamwork. Explain that these are suggestions, not judgements.

Guide and debrief

Ask learners to choose an experience, circle skills that fit and write one sentence in their own words. In optional pairs, ask: "What did you notice me doing?" The learner accepts or declines suggestions. Do not ask for protected teachings or translate cultural knowledge into employer language without consent. Outcome: one learner-chosen skill and example for Tool 2.

Walking through Tools 2 and 3

Tool 2: Skills and Experience Inventory

Bring forward an example from Tools 1 or 6; do not ask learners to repeat their whole story. Model “Teamwork / community cleanup / shared tasks with two volunteers / Comfortable.” Explain confidence as how the learner feels today, not a score or a facilitator rating.

Guide and adapt for a group

Allow private writing for one skill first. Invite pairs to offer a specific observation only with permission. Ask: “When have you used this?” Let learners choose up to six top strengths; fewer is fine. Debrief around ways to describe skills, not who has the strongest skills. Outcome: skills and evidence that can inform a pathway and action plan.

Tool 3: Blue Economy Career Pathway Planner

Show the nine career areas and the four example stages. Use the Ocean Alliance Canada Career Explorer alongside the Toolkit to look at roles and training, then let learners choose one or two areas. Explain that people start in different places and the stages are not guaranteed promotions. Regulated work may require formal credentials, marine tickets, licences or employer requirements.

Guide the comparison

Model environmental monitoring and marine conservation as two possible areas. Compare work activities, strengths, location, training and a contact to ask. Include governance and policy roles where relevant. Ask learners to choose one or two areas, then identify a next role and a question about requirements.

Adapt for a group

Let small groups explore a career area using the Toolkit, then share general facts and unanswered questions. Each learner fills their own planner privately and can choose differently from the group. Avoid assigning a pathway based on identity or assumed cultural experience. Outcome: a preferred option or a question to investigate, carried into Tool 4.

Walking through Tools 4 and 5

Tool 4: Individual Career Action Plan

Begin with the learner's chosen area and strengths. Model a small action: "Ask an employment coordinator about field training next week." Ask what the learner wants to try, why it matters and what timeframe feels workable.

Guide the next steps

Break a large goal into a first contact, a question and a date. Identify support only if the learner wants to. Explain that funding, childcare and travel supports vary by region, community and intake cycle. Confirm options with the provider rather than promising eligibility.

Adapt for a group

Use a fictional goal for a group brainstorm about possible actions. Then give private planning time. Keep the readiness checklist private; no show of hands about barriers. Partners can check whether an action is small enough to start. Outcome: one action, date and optional support contact.

Tool 5: Training, Employment & Opportunity Tracker

Model one job, training or mentorship opportunity. Show the organization, deadline, status, next action and next action date. If there is no deadline, leave it blank. Learners can track something they are researching; an application is not required.

Guide and adapt for a group

Invite pairs to explore a public posting or program page without showing personal applications. Ask: "What must you find out before taking the next step?" Put personal requirements and interests in the detail section. Bring the next action into Tool 4; avoid creating two competing dates. Outcome: one opportunity or a source to explore and a manageable follow-up.

Close and follow up

Offer an optional closing sentence: "My next step is…" Learners can pass or write it privately. Agree whether and when to reconnect. Do not collect completed plans unless the learner consents and the organization's data-governance requirements are clear.

First-time setup: choose how learners will work

You do not need to be a technology expert. Start by choosing paper, Word or the website. Learners can choose different formats in the same group. The aim is one useful next step, not finishing every page.

1. Gather the materials

Open https://ecocareer.m2mtechconnect.com and choose Resources. Find Toolkit downloads. Download the Career Navigation Toolkit for career information and Learner tools for the six worksheets. Keep this Facilitator Guide beside you. The Toolkit framework shows the overall journey; the Resource review helps you find supporting programs and links.

2. Prepare for paper completion

Open the Learner tools PDF. Print the pages for the tool you will use, including its examples. Give each learner their own blank copy and a pen. Keep a separate example copy for yourself. Explain that the PDF is for reading and printing; do not assume it has boxes that can be typed into. Have extra paper ready for longer answers. Paper sessions can continue without internet access.

3. Prepare for typing in Word

Download the Learner tools Word file. Open it in Word or a compatible word processor. Choose File, then Save As, and save a private working copy before typing. Click in an answer area, not the example table. Type a short practice answer and save it. Each learner needs a separate file. These files do not automatically fill the website, and website answers do not automatically fill the Word worksheets.

4. Prepare for website use

Check that each device can open the website. Test one download and the printer if printing is planned. Use only fictional information on a projected screen. A learner should use their own device or a cleared shared browser; two learners must not take turns entering answers in the same workbook. Arrange a paper alternative if devices or internet are unavailable.

5. Rehearse before the group arrives

Try the next two pages yourself. Practice entering one experience, one skill, one action and one opportunity. Save a progress file and reopen it. Practice printing the Snapshot. Mark the worksheets you will use, plan a break and allow extra time for people learning to use a device.

Practice the website before facilitating

Use your own demonstration device, not a learner's device. Do not project personal answers. A browser is the program used to open websites; answers stay in that particular browser on that device.

1. Open a safe example

Open the website and choose Start Demo. The sample learner is fictional. If a message asks to replace existing answers, cancel unless you intend to replace them. Save any real work first. Tell the group: "This is a sample, not an answer you need to copy."

2. Find the main pages

My Journey is the overview. Use Profile for experiences and interests; Skills for skills and strengths; Career Pathways and Compare Pathways for exploration; Action Plan for goals and steps; Opportunities for things to follow up; and My Career Snapshot for the summary. On a small screen, choose Open menu to find more pages. Show one page at a time, then pause, so learners can find it too.

3. Demonstrate one small change

Open Profile and click in a text box. Type a fictional short phrase. Explain: "Click in the box, type your words, then move to the next box." Where a form has a Save or Add control, use it to finish that entry. Wait for Saved before leaving. Open another page and return to show that the answer remains. Learners may leave optional questions blank.

4. Show how the tools connect

Point out an experience in Profile, a related skill in Skills and an action in Action Plan. Open My Career Snapshot to see the combined summary. This avoids asking someone to tell their whole story again. Check carried-forward information rather than assuming every worksheet box has an identical website field. The six paper tools are supported by several website pages, not six identical screens.

5. Begin a learner's own work

On a clean device, choose Start My Career Journey. If personal answers already exist, choose Continue My Journey when shown. Do not use Start Demo for a learner's real work. To remove sample answers, choose Clear My Data and confirm Yes, clear my data before starting again. This also deletes any personal answers in that browser, so save those first.

Help learners keep and reopen their work

Explain the three different copies: a Word worksheet is an editable document; a progress file reloads website answers; a Career Snapshot is a readable summary. They are not interchangeable. Let the learner choose where to keep them; do not ask for a copy as a condition of participation.

1. Save website answers as a progress file

Open My Journey or My Career Snapshot. In the panel about browser-only answers, choose Save my progress file. The browser downloads a file ending in .json. Find it in Downloads or the location the browser shows. This is a backup of answers, not a PDF. Keep it in a learner-controlled private location. Confirm the file exists before clearing anything.

2. Reopen answers on another device

Move the progress file using a method the learner chooses. Open the website on the new device and choose Load my progress file. Select the .json file downloaded from this workbook. If current answers would be replaced, save them first or cancel. Confirm replacement only when intended, then check Profile and Action Plan to see that the expected answers appear. A Snapshot PDF or Word file cannot be loaded this way.

3. Print or save the Snapshot

Open My Career Snapshot and review the visible information privately with the learner. Correct unwanted details on the original tool pages first. Choose Print My Career Snapshot or Save as PDF. Both open the browser's print window. Select a printer for paper, or Save as PDF as the destination for a file. Check the preview, then choose Print or Save. A Snapshot does not replace the editable progress file.

4. Finish safely on a shared computer

First confirm the learner has their private copy. Then choose Clear My Data and confirm Yes, clear my data. Check that the website no longer shows their answers. Remove downloaded copies from the shared device, including its recycle bin or trash where permitted, and collect printouts. Closing the tab alone does not clear answers. Clearing the website does not remove downloaded files or printouts. Follow the organization's shared-device policy.

Step-by-step activity: experience into skills

Use these steps alongside Tools 1 and 6. Set out those worksheets, the example tables and pens. On the website, begin in Profile; suggested skills are available in Skills. Allow about 25–35 minutes, with more time if needed.

1. Explain and model (5 minutes)

Say: “Experience includes learning, paid work, community participation, family responsibilities and land- and water-based activities. Cultural activities are optional. You decide what belongs here.” Point to What I did and What I learned / skills I gained. Write a fictional example: “Organized supplies for a community cleanup” and “Planning and teamwork.” Do not ask learners to match the example.

2. Give private thinking time (10 minutes)

Ask learners to choose one experience and write a few words about their part in it. If someone is stuck, ask “What is one task you have helped with?” Offer to read a heading, not their answers. Ask permission before writing for anyone and read their words back for agreement. No one needs to disclose protected teachings or personal history.

3. Use Tool 6 to notice a skill (5–10 minutes)

Point to the experience-to-skills examples. Ask: “Which skill fits what you actually did?” A learner may choose a suggestion, use their own word or decline all suggestions. Help them write one sentence linking the task and skill: “I planned supplies, so the group could start on time.” Land- and water-based learning can show useful skills without describing locations, teachings or knowledge that should stay private.

4. Offer optional pairs, then connect to interests (5–10 minutes)

Invite partners to discuss a fictional example or a skill they choose to share. Staying with private work is equally welcome. Ask the group “What makes a skill example clear?” rather than asking people to read their history. Return to Career interests in Tool 1: “Is there a kind of work you would like to explore?” Bring only learner-chosen words into Tool 2. End by checking that each learner knows their next page, not by counting completed boxes.

Step-by-step activity: strengths and pathways

Use Tools 2 and 3 with the Toolkit career-area pages. On the website use Skills, Career Pathways and Compare Pathways. Split these activities across sessions when needed.

1. Record one skill in Tool 2 (10 minutes)

Ask learners to look at their chosen Tool 1 or Tool 6 example. Point to each answer column in turn: name the skill, say where it developed, give a short example and choose how confident they feel today. Model “Teamwork; community cleanup; shared tasks with others; Comfortable.” Confidence is the learner’s view, not a test. On the website, complete the skill entry and its save control before adding another.

2. Choose strengths without ranking people (5 minutes)

Invite learners to select up to six strengths they want to carry forward; one is enough to begin. A partner can offer an observation only with permission. Do not compare confidence levels across the group. Ask privately: “Which of these would you like to use more?”

3. Explore two career areas in Tool 3 (15 minutes)

Show where each career area appears in the Toolkit or Career Pathways. Read one role and its training information aloud. Explain that the four stages illustrate possibilities, not guaranteed promotions. Credentials, marine tickets, licences or employer requirements may apply. Use the Ocean Alliance Canada Career Explorer link for further exploration. On Compare Pathways, select two areas to see their stages and training together; a third is optional.

4. Compare, choose and ask a question (10 minutes)

Use a fictional comparison first: environmental monitoring and marine conservation. Ask about tasks, location, training and strengths that could fit. Small groups may find general facts, but each learner chooses their own direction. Write one question to ask a provider or employer. On Career Pathways, Choose this pathway carries a selected direction into the journey. Return to Action Plan to review it. Choosing an area does not apply for training or a job.

Step-by-step activity: actions and opportunities

Use Tools 4 and 5. On the website use Action Plan and Opportunities. Have one public program or opportunity page available, or use a clearly fictional example if internet access is unavailable.

1. Turn a direction into one action (10 minutes)

Read the learner's chosen goal only with permission. Ask "What is the first thing you could do?" Model "Ask a training provider about entry requirements." Write a realistic date and why the step matters. Help make a large goal smaller: find a contact, prepare one question, then make contact. Let the learner choose the date rather than assigning it.

2. Identify support privately (5–10 minutes)

Point to People & supports. Ask "Who could help you with this step, and what would you ask them?" Discuss transportation, childcare, funding or internet only if wanted. On the website, the Readiness and supports checklist can add useful steps to the Action Plan; review them to avoid duplicates. Do not ask for a show of hands about barriers. Support availability varies by region, community and intake cycle; confirm with the provider.

3. Record an opportunity in Tool 5 (10–15 minutes)

Show a public training, mentorship, volunteer or employment listing. Point out its title, organization, link or contact and deadline. Explain any unfamiliar word. Learners record one option they want to research; applying is not required. On Opportunities, choose Add opportunity or Add my first opportunity, enter the details, choose a status and next action, then save the entry. Leave a deadline blank if the listing has none; never invent one.

4. Check the follow-up and close (10 minutes)

Check the next action and date against Tool 4 so they do not conflict. Website opportunity actions and Action Plan steps should be reviewed together; do not assume one automatically updates the other. Invite an optional closing phrase: "My next step is…" Then help learners keep their worksheet, save their Word file or back up website progress. Agree whether they want a follow-up meeting. Return all personal work and follow the shared-computer clearing steps.

When someone needs help

The group is moving at different speeds

Pause after each demonstration. Ask “Would another example help?” rather than “Does everyone understand?” Let confident learners explore the resource list while others finish one answer. Offer a co-facilitator or a quiet check-in. Do not make fast completion the standard.

Someone does not want to write or share

Offer short phrases, drawing on paper, a fictional example or dictation to a trusted person. Ask permission before typing or writing for them. They may skip a question or observe. Never require a personal story, cultural disclosure or public explanation to take part.

The website, link or printer will not work

Check the internet connection and address. If the website does not open, continue with downloaded worksheets; do not spend the session troubleshooting. If a resource link fails, use the publisher’s site or write down a question for later. If printing fails, cancel the print window and save a progress file instead. A learner can return to printing later.

A file seems missing or will not load

Look in the browser’s Downloads list and the device’s Downloads folder. For Load my progress file, choose the original workbook .json file, not a PDF, Word file or renamed document. If rejected, cancel and keep current answers; try another known backup. If answers disappeared, check whether the learner changed browser or device. Do not clear anything to troubleshoot. Without a saved progress file, cleared browser answers cannot be recovered through the website.

Reading or using controls is difficult

Offer larger print or enlarge the browser view. Ask which format or assistance the learner prefers. Keyboard users can move with Tab, move back with Shift+Tab and activate a focused button with Enter or Space. Read instructions aloud if wanted. Do not change assistive-technology settings without permission. If a control remains difficult, use paper or Word and note the problem without collecting the learner’s answers.

Before anyone leaves

Check three things privately: “Do you have your copy? Do you know your next step? Would you like any follow-up?” Confirm shared-device answers and downloaded files have been removed where appropriate. Check no worksheets or printouts remain in the room. Do not photograph completed work.