SUMMARY OF QUESTIONNAIRE RESPONSES, PROPOSED ACTIONS, AND WORKING GROUP COMMENTS:

CAPACITY WORKING GROUP INTERNAL POLL
October 20, 2006

This document summarizes the responses received from members of the National Forest Strategy Team 3 Capacity Working Group for an internal poll of opinions and perspectives, carried out by questionnaire circulated by email on June 27, 2006. It also proposes actions to be taken by the Working Group based on the findings, and records comments received on these proposed actions during the October 19, 2006 teleconference of the Capacity Working Group.

Twelve Working Group members responded to the poll, although several did not complete all questions. 5 respondents were from provincial governments, 1 was from federal government, 4 were with Aboriginal organizations, and 2 were non-governmental members.

The purpose of the poll was to understand the range of opinions and perspectives in the Working Group on the best framework for a planned series of discussion papers on capacity building for Aboriginal rights and participation in Canada's forest sector. Working Group members will have opportunities for additional review and input as the work proceeds.

The 12 respondents do not represent the entire Working Group, much less the entire forest community of Canada. However, the interests they represent are diverse and balanced, and so the results of the questionnaire should provide a good sense of the range of perspectives to be considered. A bigger problem for the results of this poll is that not all questions were answered by all respondents. Some questions were also unsuccessful in eliciting the kind of information that was intended.

A copy of the questionnaire is attached as an appendix to this summary.

Question (Abbreviated)	Summary of Responses	Proposed Joint Response	Comments at Oct. 19 teleconference
1. Why is capacity building so important?	**The responses to this open-ended question generally identified various urgent needs for policy reform and community development, and stated that capacity is a prerequisite to making progress on these needs.** Some emphasized the ability to learn and adapt as the heart of the capacity building task, while others emphasized more specific areas of capacity building like human resources development and business development. One person identified the need for capacity in two broad areas: (1) the ability to participate (engage) in existing forest management regimes and the opportunities they present; and (2) the ability to advocate (represent) for changes to the regimes themselves that will bring the opportunities more in line with the fundamental values, vision, rights, and needs of Aboriginal peoples. These various approaches are mutually reinforcing, but the challenge is to find "points of leverage" where parties can feasibly take action and make a lasting difference. There were many suggestions about what the points of leverage might be, but the most common suggestions were human resources, institutions, and culture/identity/vision. Of course, almost any conceivable initiative developed in these areas will require financial resources as well. One person noted that timber operations can be very capital-intensive. Another person noted that the need to incorporate traditional knowledge in decision-making about forests imposes an additional internal capacity challenge in the case of Aboriginal peoples. These potential areas for action are surveyed more rigorously in other questions. In general, this question was not very successful for eliciting perspectives on the issue of why this Team 3 working group is focusing on capacity building as a major priority. In any case, the responses to this question will be useful in the working group's discussion papers as examples of what knowledgeable people tend to envision when the topic of capacity building in the forest sector arises. The wide range of responses also is a telling indication of just how many different preoccupations can be brought under the umbrella of "capacity". Perhaps the deepest difference in perspectives is that many parties, particularly the provinces, wish to focus on capacity to engage in <u>existing</u> opportunities rather than attempting to build capacity to deal with rights-related issues ("to represent"). Other parties hold strongly that rights cannot be divorced from the	• Discussion should be multi-pronged: build capacity to engage (take advantage of existing opportunities) and build capacity to represent (negotiate new institutional arrangements and opportunities). • Develop a clear understanding of mutual responsibilities for each of the prongs.	• Agreed

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	question of capacity. One person emphasized the need to view capacity building as a mutually beneficial process of collaboration to build the capacity of all parties for more sustainable management of forests.		
2. Is capacity building different for Aboriginal Peoples?	**Of the 12 respondents to this question, 8 supported the view that capacity building is different for Aboriginal people than for non-Aboriginal people. Of the rest, 2 disagreed with this claim and 2 were of a "yes and no" attitude.** Aboriginal respondents appear more likely to say "yes" to this question than the provincial respondents. It appears that those who say "no" generally are thinking about **the actual process of building capacity** - the strategies and techniques to be used. They also seem mainly to be imagining this process at the individual level - training, education, etc. Some in this group also wish to emphasize the need for shared visions and common interests as a foundation of capacity building, rather than raising differences to a point of prominence. In contrast, those who say "yes" tend to refer not to the actual process of capacity building, but rather to **the starting point and the ultimate goals**. That is, Aboriginal capacity building is unique because these peoples' current socio-economic status and resourcing is exceptionally poor. One might also add "psychological status", as self-esteem and identity issues were raised by some. One person also pointed to the absence of a forest management regime on reserves – a gap in "institutional status". Reasons given by respondents for the unique nature of Aboriginal capacity building also include **the legal and political status of Aboriginal peoples in Canada**, being the only social group that is specifically referenced in the Constitution and enjoying rights that the courts have called "*sui generis*" ("of its own kind") in certain contexts. Due to this unique status, most respondents predict an ongoing increase in forest management responsibilities for Aboriginal people: they will gain new landbases, new institutional roles, the beginnings of self-governance, and so on. Those who say "yes" also point out that there are important distinctions to be made in the kinds of strategies and techniques that will work for the process of capacity building – specifically the need to realize that **cultural differences** play a major role in determining what strategies and techniques will be most effective. For example, Aboriginal communities will tend to collate and view standard forest	• Discussion should emphasize and operate within a common vision of mutual benefit through capacity building for Aboriginal rights and participation in the forest sector. • Discussion should account for culturally specific requirements. • Discussion should account for cross-cutting challenges of poverty, self-esteem, self-identity, etc. • Discussion should address unique institutional gaps in the forest management regime for Aboriginal people and their lands. • Discussion should include building our understanding of the existing <u>strengths</u> of Aboriginal peoples in terms of capacity.	• Strong support for a vision of mutual benefit – two-row wampum metaphor • Emphasize equality of knowledge an d mgmt systems • Both sides lack capacity of one kind or another • Need to raise awareness of the institutional gap and the social realities in "Indian country"

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	inventory data in a different manner than non-Aboriginal communities. Finally, some respondents identified the difference in Aboriginal capacity building as being related to the **kinds of capacity they already have**. For example, Aboriginal communities, which are usually younger and more remotely located, are a major potential source of human resources for the forest industry. For another example, Aboriginal people's traditional knowledges are a resource with distinct protocols and requirements for application to problems in the forest sector.		
3. Which types of resources/ capitals should we focus on?	**11 people responded to this question. The number of people that selected each of the listed resources/capitals are as follows, from most popular to least:** • **Human resources (7)** • **Financial resources (7)** • **Institutional resources (5)** • **Social resources (4)** • **Physical resources (3)** • **Cultural resources (3)** • **Natural resources (2)** (Note that in some cases a "vote" for an item was counted as 0.5 rather than 1, in order to reflect the prioritized ranking that several respondents offered.) **Several people noted that all of the components are important**, and it is difficult to separate them. One person suggested that this is doubly the case for Aboriginal peoples. Another person viewed the challenge as being not primarily a matter of building these listed resources, but rather a matter of finding ways to make use of/ benefit from the capacity that already exists in Aborignal communities and organizations. In this line of thinking, institutional arrangements are the key to benefiting from existing capacity. Two respondents noted that "institutional resources" should be re-worded to emphasize governance structures. Some respondents suggested **additional items for the list**, including: business development; access to markets; knowledge and extension; and management resources. However, business development and access to markets are issues that seem to refer to approaches for <u>building</u> the resources, rather than	• Focus on human, financial, and institutional resources in the strategy. • Consider adding knowledge and extension resources to the focus areas. Alternatively, this can be conceptualized as shown in one or more of the diagrams. In any case, this seems to merit emphasis, as it will likely be a big part of any strategy at the national level. • Ensure that business development and access to markets are identified as key approaches to building financial resources and human resources.	• Some feel the order should be reversed – cultural and natural resources are the real big issue. • This difference of opinion may be related to whether one is looking at the issue as ultimate needs or as strategic means of getting to those ends. • Strong support for adding knowledge and extension as a priority area.

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	measuring the level of available resources. For this reason, the original questionnaire included these items (using somewhat different wording) in the list of approaches in Question 10. The suggested addition of management resources seems to be addressed by a number of existing items on the list in Question 3 - human resources, institutions, social resources, etc. Knowledge and extension, in contrast, does seem to address something that is not covered well in the existing list. In the diagrams presented in Question 9, this item is located as a part of human resources by Beckley et al. (2002); as "information" and "knowledge" in Stanley and Campbell (2005); and as "information" in NAFA (2006) diagram. Some of the responses to this question seem to misunderstand what is intended to be captured by this list. For example, one respondent appears to have understood the list to refer to areas of knowledge which might be included in training and education initiatives, but training and education initiatives would address only one item on the list, i.e. human resources.		
4. Whose capacity are we to build?	**Of the 12 people that responded to this question, 7 selected (a), "focus on Aboriginal capacity", 2 selected (b), "both sides equally", and 3 selected (c), "some other balance".** Almost all people who selected (a) also made the caveat that we should not overlook the overlap with non-Aboriginal capacity issues. They also noted that a focus on Aboriginal capacity would necessarily also imply building non-Aboriginal capacity in at least some areas. Among those who selected (b), one person stated that everyone is strong in some kinds of capacity and weak in others, so there is no reason to emphasize one party over another. Among those who selected (c), one person still wished to emphasize the Aboriginal side, and one saw a need for further visioning before making this decision. Several people consider it to be premature to make this decision right now, without further elaboration of the scope of the discussion papers.	• Develop a more detailed understanding of the different types of capacity that Aboriginal and non-Aboriginal people are strong in. • Link this question to Question #3 in the following ways: • Efforts to build financial and human resources should focus on Aboriginal people. • Efforts to build knowledge and extension capacity should seek opportunities for mutual capacity	• Agreed, although the specific linkages to Q3 need to be tried out and revisited. • Aboriginal strengths include willingness to learn and to take on challenges.

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		building where feasible. • Efforts to build institutional capacity should be considered a way of buiding mutual capacity, and also as a way of establishing appropriate pathways for Aboriginal people to bring their existing capacity to bear on decisions.	

5. What level of organization should we focus on?	**12 people responded to this question. The number of people that selected each of the listed levels is as follow, from most popular to least:**
	
	    • **community (8);**
	    • **national (6);**
	    • **provincial (4);**
	    • **regional (4);**
	    • **international (2).**
	
	Two respondents suggested addding "individual level" to the list.
	
	Although Team 3 is a national-level team, and the most widely agreed statutory responsibilities for Aboriginal Peoples lie with INAC, many people noted that this may not be the optimal level to work at strategically, since so much of forest management occurs at a provincial level. Also, a national-level strategy may not yield concrete results, and it might neglect the bottom-up dynamic that Team 3 espouses in its Terms of Reference. In favor of a community-level focus, one of the forest policy trends today is the trend towards community-based management.
	
	On the other hand, focusing on the national level does not necessarily rule out the ability to make linkages and incorporate input from other levels.
		• For Aboriginal peoples, focus on the community, regional, and national levels of capacity.
		
		• For non-Aboriginal peoples, focus on the federal and provincial levels of capacity.
		
		• Logic model should include an understanding of how individual capacity contributes to community capacity (see Question 7).
			• How is "community" defined?
			• Strong support for inclusion of individual level.
			• See Q7 for many comments on the link between individual capacity and community/ organizational capacity.
			• Should avoid thinking of these levels as a hierarchy, and emphasize cross-scale effects.
			• Don't neglect international level.

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6. Which should we focus on: adaptive capacity or capacity to achieve existing goals?	**Out of 9 respondents to this question, 6 respondents would like to emphasize building capacity for existing goals. 3 emphasized the ability to adapt.** It seems that for many, the "ability to adapt" is too abstract and long-term. In this line of thinking, we need concrete, inspiring achievements along the way. One person believes that adaptability cannot be taught. Some found this question confusing, and others don't seem to have answered the question. Overall, this was not a very successful question, but perhaps succeeded in stimulating thinking about the issue, and whether there are different approaches that might be appropriate depending on what one answers to this question.	• Set this issue aside for the present, except as a part of the rationale for a Capacity Building Strategy.	• Agreed – need to acknowledge and even emphasize that adaptiveness is a crucial outcome of capacity building. • Also need to note that adaptiveness is a strength of Aboriginal peoples.
7. What is the role of training & professional development in community capacity building?	**Out of 12 respondents, 10 stated or appeared to imply that training and professional development of individuals is a key area of work.** Two respondents expressed reservations about the difficulty in building adaptive capacity for the <u>future</u> through training/education that draws on recent experience – the <u>past</u> – as an indication of what the needs are. In other words, focusing on training and education tends to reinforce the status quo. Two people addressed this kind of concern by emphasizing higher-level education and professional development instead of training, as this kind of education may be more flexible and able to serve as an ongoing training resource over time, as well as providing a potential to "change the system from the inside". One respondent noted that developing the capacity of individuals is valuable to the community not only from a human resources perspective, but also from the perspective of culture and identity, because well-educated and successful individuals can serve as inspirational role models for others. Role models are in short supply. Two people noted that other aspects, such as institutional development, are equally as important as training and professional development. There appears to have been some relatively minor difficulty for respondents to understand the intent of the question. In this question and also Question 8, some people see a need to "justify" training and professional development activities by ensuring that these new human resources would have a "home" in terms of access to a landbase that needs management, or a well-functioning employer organization, or institutions that	• Consistent with results of Question #3, training and education of human resources should be a major component of the strategy. Furthermore, higher-level education and professional development should be noted as the most important type of training. • The strategy should emphasize that the impact of human resources development on community capacity will be much greater if coupled with institutional development, which would provide the "destination" for the improved skills. This may help to address the "brain	• Many reported experiences where a training program did not lead to an available opportunity. No jobs, or no capital financing for equipment, etc. This points to a need for institutional capacity support. • Often the existing management system (institutions) restricts the ability of Aboriginal people to bring their strengths to bear on an issue. • Human resources

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	provide opportunities to apply the skills.	drain" problem noted under Question #8.	development also needs to use a strategy of combining the skills and knowledge that already exists, for a complementary asset. • Also need to acknowledge a growing trend in which individuals may be trained & educated, then migrate from one community or organization to another – thus they are a flexible asset, and also unpredictable in their ultimate destination. They are also easier to measure than institutions, etc.
8. What should we focus on: capacity directly related to the forest sector or "basic"	**12 people responded to this question, but one appears to have misunderstood the intent. 6 respondents supported the narrower approach directly related to forestry. 3 respondents preferred a broader approach, generally to ensure greater adaptability of the results.** (One respondent characterized the narrower approach as "social engineering", with a less flexible outcome.) Two people found it difficult to separate these types of capacity, and one of these suggested that institutions are key for bridging them. In any case, most of those who preferred a narrower focus also expressed the need to maintain awareness and identify linkages/barriers to capacity in a broader	• Limit strategic actions to the forest sector specifically. • Assess opportunities and challenges in terms broader than only the forest sector.	• Agreed. We should acknowledge these cross-cutting issues, but we also need to focus within our limitations.

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capacity such as housing, basic education, etc.?	sphere. One person expressed the problem of losing talent in the communities to off-reserve life in cities, to higher-paying non-Aboriginal employers, and to higher-paying other sectors.		
9. Which of these diagrams do you prefer?	**7 people responded to this question. The number of respondents that preferred each of the diagrams, from most popular to least, is as follows: NAFA (3); Beckley et al. (2.5); Mendis (2); Stanley and Campbell (1)**. (Note that in some cases a "vote" for an item was counted as 0.5 rather than 1, in order to reflect the prioritized ranking that several respondents offered.) These results do not provide any strong direction on this question. This question had the lowest response rate of all the questions, with 5 people declining to respond. We may interpret this low response rate in at least two ways: (1) people found the diagrams too difficult to assimilate and respond to in a short amount of time (especially without much annotation of them); or (2) people don't see much value in the development of a diagram like this. In fact, two respondents explicitly stated that they saw little value in the question. Many noted that the models needed explanation. Several people also suggested significant revisions of the diagrams. Aspects of these models that were highlighted more than once include the cyclical nature of capacity building through time (per Mendis); the need for a model that explicitly contextualizes Aboriginal and treaty rights (per NAFA); and the need to emphasize economic development as an opportunity for capacity building (per Stanley and Campbell).	• Working Group should discuss the value of such a diagram. • Revise NAFA diagram to incorporate comments under this question.	• Some people like diagrams, some don't. We should continue working with the diagrams. • These are very different kinds of diagrams, and difficult to compare. • We should focus on revising the NAFA diagram on an ongoing basis as discussions continue, using ideas from the other diagrams as needed.
10. What are the key capacity building needs?	**Across 8 respondents to this question, the most frequently selected needs were:** • **identification and utilization of existing capacity (5);** • **understanding of legal obligations of various parties (5);** • **new institutional arrangements between Aboriginal peoples, industry, and and non-Aboriginal governments (5);** • **forums to share perspectives among diverse parties (4);** • **understanding by key parties of history of Aboriginal peoples and**	• Consider adding "commitment of long-term funds" to the list. • Discuss in WG why training and education received so little support under this question, in contrast with other	• One explanation for the low ranking of training and education may be because this has already been tried lots of times, with relatively poor

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	their relations with non-Aboriginal peoples (4); • **understanding by key parties of distinctions among Aboriginal peoples (4);** • **critical reflection on ongoing activities, assumptions, etc. (4);** • **effective Aboriginal governance (4);** • communication with other communities/ organizations (3); • access to lands and natural resources (3); • conclusion of treaties or other high-level agreements (3); • participation and commitment of community members (3); • active leadership (3); • negotiation training (3); • communication within your own community/ organization (2); • community economic development (2); • community planning (2); • research and analysis of policy development options (2); • development of a forestry department – staffing, organizational structure (2); • effective provincial/federal governance (2); • coordination of existing provincial/ federal programs (2). One person suggested an additional item for the list, "a commitment of long-term funds by communities and Aboriginal organizations to lands departments". It is interesting that items such as "skills development", "scientific/technical training", and "labourer training" did not get a single vote from the respondents under this question, yet in Question 7 almost all respondents stated that training and professional development of individuals was a key component of capacity building. This seems contradictory. The "voting" was not balanced across interest groups in all cases. For example, "identification and utilization of existing capacity" was selected by 4 Aboriginal respondents and only 1 provincial respondent. In contrast, the other two top-voted items – "understanding of legal obligations" and "new institutional arrangements" – were split evenly across Aboriginal and provincial team members, as well as one member in the non-governmental category.	questions. • Incorporate the list under the different capacity types as identified under Question 3. The fit appears quite good, except for the issue of human resources.	results. So the higher-ranked items are the more novel ideas. • Also, some assumed that training/ education would get done in any case, as a part of pursuing other strategies in the list.

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11. How should we measure capacity?	**6 out of 11 respondents to this question did not offer direct measures of resources such as those in Question 3, but rather they suggested outcome-oriented indicators such as those related to well-being, economic participation, and sustainability**. This fits with the contention of Beckley et al. (draft) that capacity cannot be measured by assets alone - it must include measurement of whether the assets are actually applied to produce desired outcomes. **The conclusion seems to be that we should measure both the assets (resources) and the outcomes in a community or organization.** Across the 5 respondents that suggested direct measures of capacity, most of the suggestions would fit under one of the categories of resources in Question 3.	• Develop measures for assessing outcomes of past and current capacity-building efforts. • WG should discuss question of whether it is appropriate to assume that increased well-being is an acceptable indicator of increased capacity – or vice versa. Probably the outcomes should be used as a verifier of direct measures of capacity?	• Agreed.
Other comments	One respondent drew our attention to the framework of Costanza and others (1996). They identify three basic needs for sustainable development: (1) a practical, shared vision of the way the world works and of the sustainable society we wish to achieve; (2) methods of analysis and modeling that are relevant to the new questions and problems this vision embodies; and (3) new institutions and instruments that can effectively use the analyses to implement the vision. Possibly this framework might be an alternative way of conceptualizing the different types of capacity that need to be built. One respondent laid out the following process for building capacity: (1) Identify those communities located in places where opportunities from the forest sector can be accessed. (2) Determine existing capacity and interest in accessing these opportunities. (3) Determine manpower requirements and training needs.(4) Determine what the community wants to accomplish over a say 5-10 year period if they undertake a project or initiative and what it will take to get there. (5) Establish partnerships with all stakeholders with goals, objectives and budgets. (6) Determine leadership abilities, gaps and further training (both on–the-job and professional).	• The second framework is perhaps appropriate for a local implementation of a program developed out of this national strategy. • The Costanza framework could be integrated into the categories of capacity in Question #3 – the methods of analysis are a part of both the human resources and the knowledge/extension components; the new institutions is an obvious comparison. The shared vision is perhaps less of a good fit with Q3, but it	• These will explored as the core framework for the discussion papers develops.

Question (Abbreviated)	Summary of Responses	Proposed Joint Response	Comments at Oct. 19 teleconference
		does in fact capture several of the most popular answers under Q10.	

QUESTIONNAIRE: NFS TEAM 3
CAPACITY WORKING GROUP
June 27, 2006

Theme 3 of the National Forest Strategy of Canada (2003-2008) is entitled "Rights and Participation of Aboriginal Peoples". Action Item 3.4 under this theme calls for cooperating parties to: "Direct federal and other available funding to support Aboriginal capacity building and participation in implementing the National Forest Strategy, through measures such as a renewed and expanded First Nation Forestry Program and the development of a parallel Métis forestry program, and in supporting Aboriginal participation in related local, regional and international meetings." This action item in fact is a keystone issue, as capacity building is also an important element of progress relative to the other 6 action items under Theme 3. (See appendix for all action items.) In order to promote progress relative to this keystone issue, a wide range of participants have come together to devleop a joint national capacity building strategy to advance Aboriginal rights and participation in the forest sector of Canada.

This questionnaire is intended to solicit perspectives from the Capacity Working Group in order to give shape to a joint discussion paper on the topic of capacity building. At this point we need a "quick and dirty" poll of the diverse perspectives in the working group. The responses to this questionnaire will not be reported to the general public. Please return this questionnaire to Mark Kepkay by July 21, 2006.

1. Why exactly is capacity so important for advancing the rights and participation of Aboriginal peoples in the forest sector?

2. Do you think capacity building for Aboriginal peoples in the forest sector is different from capacity building for non-Aboriginal peoples? If yes, in what ways is it different?

3. One way in which previous studies have described capacity is to identify different types of resources that contribute to it (also called "capitals" by some). The following list shows one common way of categorizing resources. For the purposes of developing the Capacity Working Group's joint discussion paper and strategy, are there some resources from this list that you think are more important to focus on than others? Would you add anything?

- Human resources (skills, knowledge, abilities, etc.)
- Physical resources (infrastructure, buildings, technology, etc.)
- Social resources (relationships, networks, trust, cross-cultural understanding, etc.)
- Institutional resources (agreements, decision-making structures, etc.)
- Cultural resources (values, traditions, identity, etc.)
- Natural resources (biodiversity, harvested stocks, etc.)

- Financial resources (funding, revenue, credit, etc.)

4. Many people have noted that capacity building is a "two-way street", and primarily an issue of relationships. In other words, we need to build capacity in both Aboriginal and non-Aboriginal parties. Should Team 3's capacity building strategy:
      (a) focus on Aboriginal capacity, or
      (b) address capacity on both sides about equally, or
      (c) strike some other balance of focus?

Please explain your answer.

5. As Team 3, operating within the National Forest Strategy framework, what level(s) or scale(s) should we focus on for capacity building? Please also explain why.
- community
- regional
- provincial
- national
- international

6. Which is a more important outcome of capacity building? (Other outcomes exist, but here we are interested in the difference between the two listed below.)
- the ability to adapt over time to unexpected circumstances
- the ability to achieve certain goals that exist right now

7. From your perspective, what is the role of professional development and training/educating individuals for employment in the context of building community capacity?

8. Capacity to advance rights and participation in the forest sector can come from initiatives (1) to build capacity in general – such as basic education, quality housing, etc. – or (2) to build capacity specifically for forest-related activities. Should our capacity building strategy focus on #2, or should we take a broader approach? What would be the best balance of focus? Please explain your reasoning.

9. Team 3's Capacity Working Group needs a relatively simple model to conceptualize how different aspects of capacity and capacity building are related. This kind of model has the potential to help clarify why different parties emphasize different aspects, and how these different perspectives do or do not complement each other. Following are 4 different ways of conceptualizing the relationships among capacity, capacity-building, and outcomes. Which diagrams do you find the most useful (if any)? Which do you find the least useful? How would you change them?
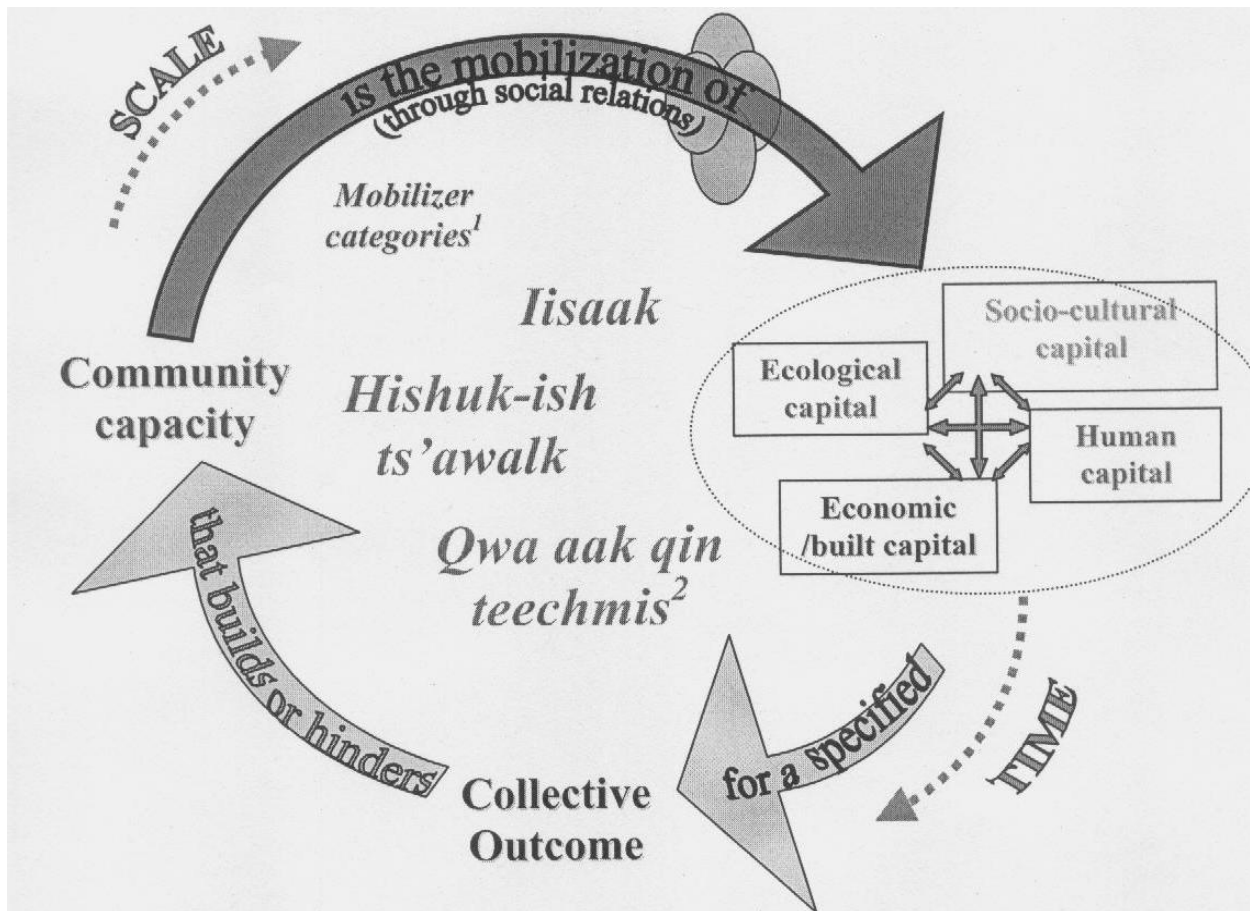
- **Diagram #1 – Mendis (2004)**

Figure 14: Modified conceptual framework of community capacity
[1]Mobilizer categories: the existence of and changes to capital; individual traits; community consciousness; and, commitment.
[2]Teachings of the Nuu-chah-nulth First Nation: *Iisaak* (Respect); *Hishuk ish ts'awalk* (Everything is One); and, *Qwa aak qin teechmis* (Life in the Balance).

- **Diagram #2 – Beckley et al. (2002)**
In this diagram, "associative processes" refer to involvement in voluntary organizations, clubs, and interest groups. "Communal processes" refer to informal exchanges within family and kin networks, as well as informal exchange and mutual aid.
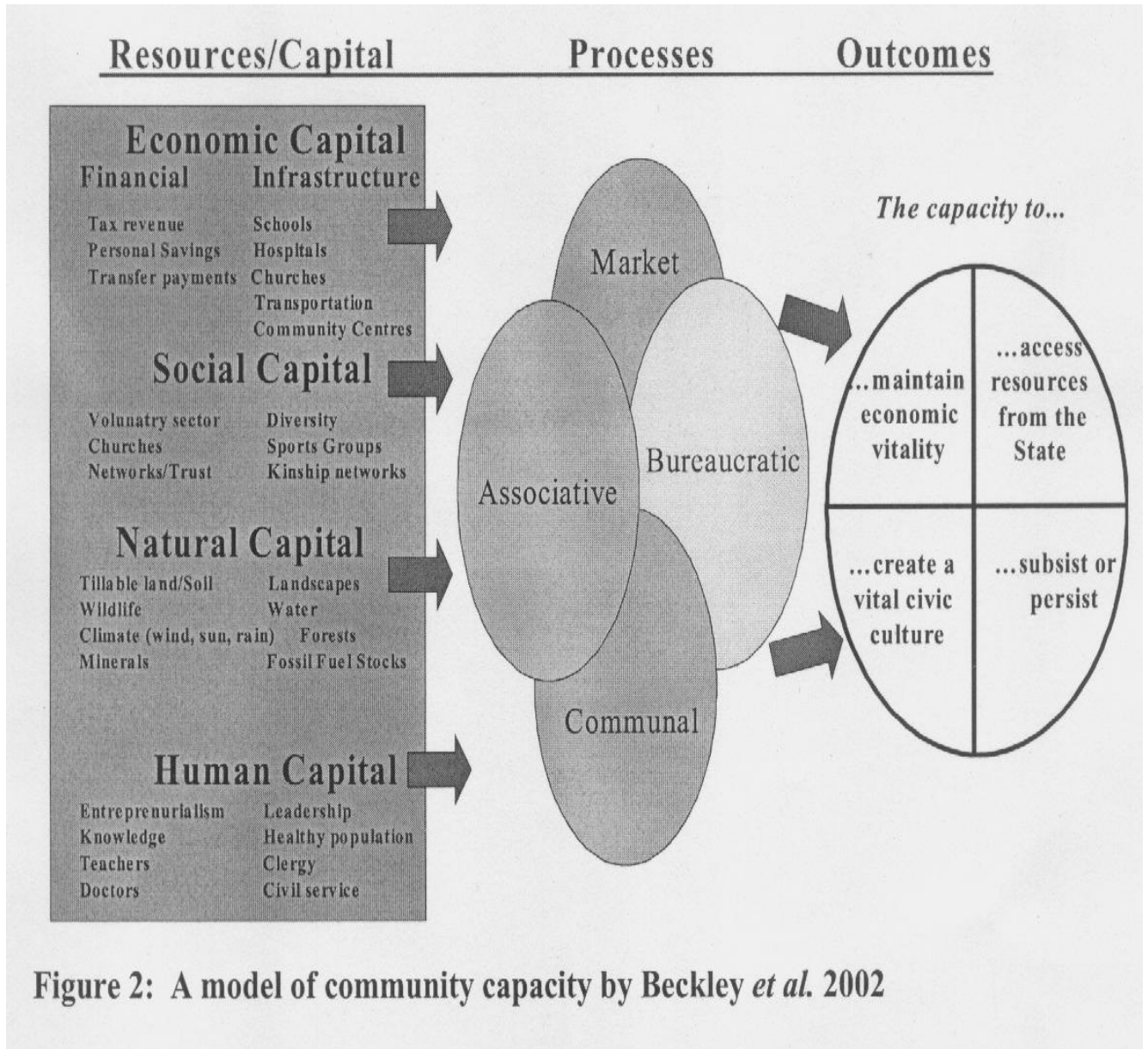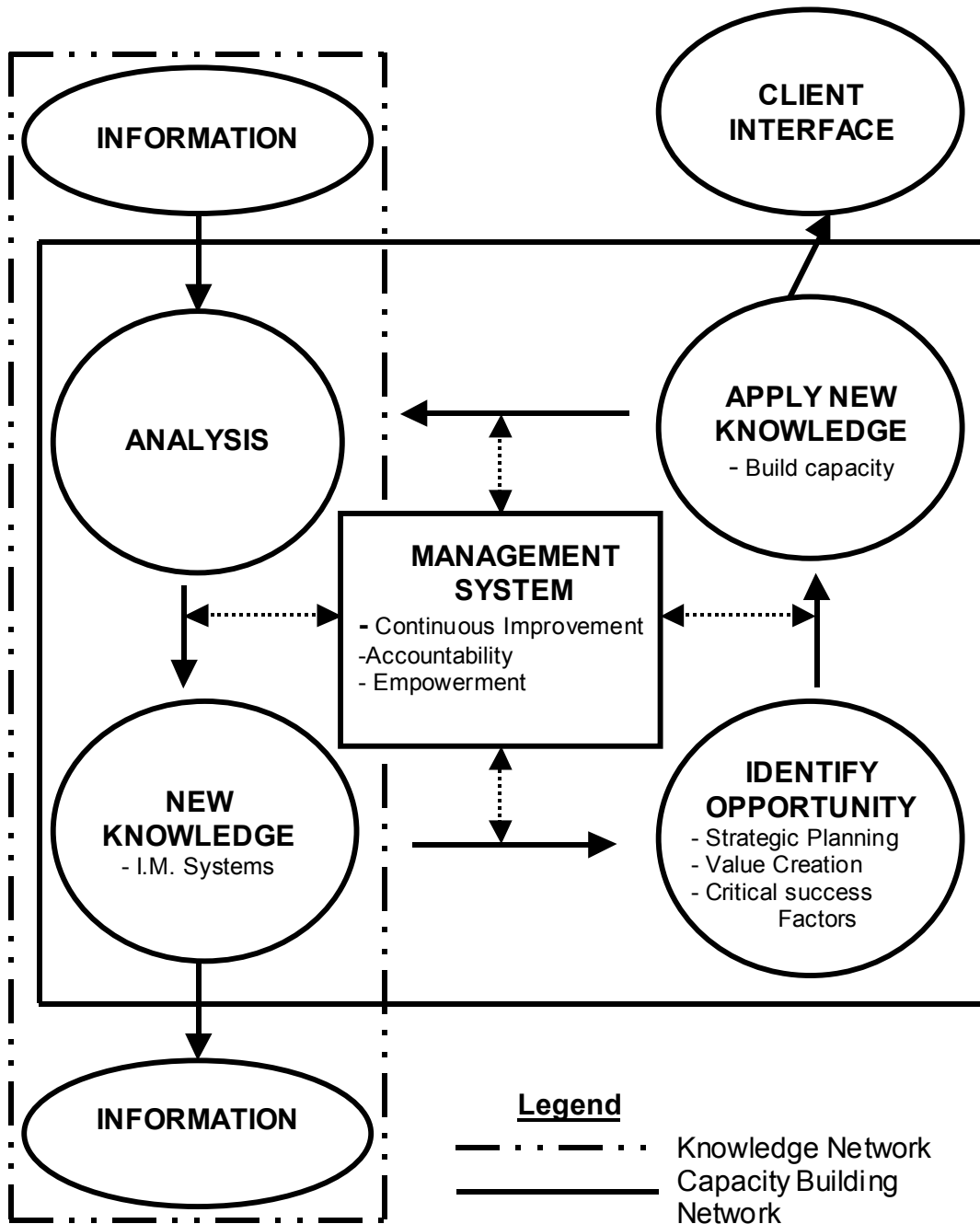

Figure 2: A model of community capacity by Beckley *et al.* 2002

- **Diagram #3 – Stanley and Campbell (2005)**

This model was developed specifically for the purpose of organizing thoughts around developing the capacity of Aboriginal communities to pursue opportunities in common with the developing forest sector as a whole in Saskatchewan.

CLIENT INTERFACE

INFORMATION

ANALYSIS

APPLY NEW KNOWLEDGE
- Build capacity

MANAGEMENT SYSTEM
- Continuous Improvement
-Accountability
- Empowerment

NEW KNOWLEDGE
- I.M. Systems

IDENTIFY OPPORTUNITY
- Strategic Planning
- Value Creation
- Critical success Factors

INFORMATION

Legend
— · · · — · · · —   Knowledge Network
————————   Capacity Building Network

- **Diagram #4 – NAFA (June 2006)**
  This model is intended to build from the other diagrams in a way that incorporates some of the perspectives expressed in the discussions of NFS Team 3. Capacity building is based on institutional frameworks, political will, and rights. The outcomes include a "back looping" aspect that changes the conditions of capacity building in a continually reinforcing process.
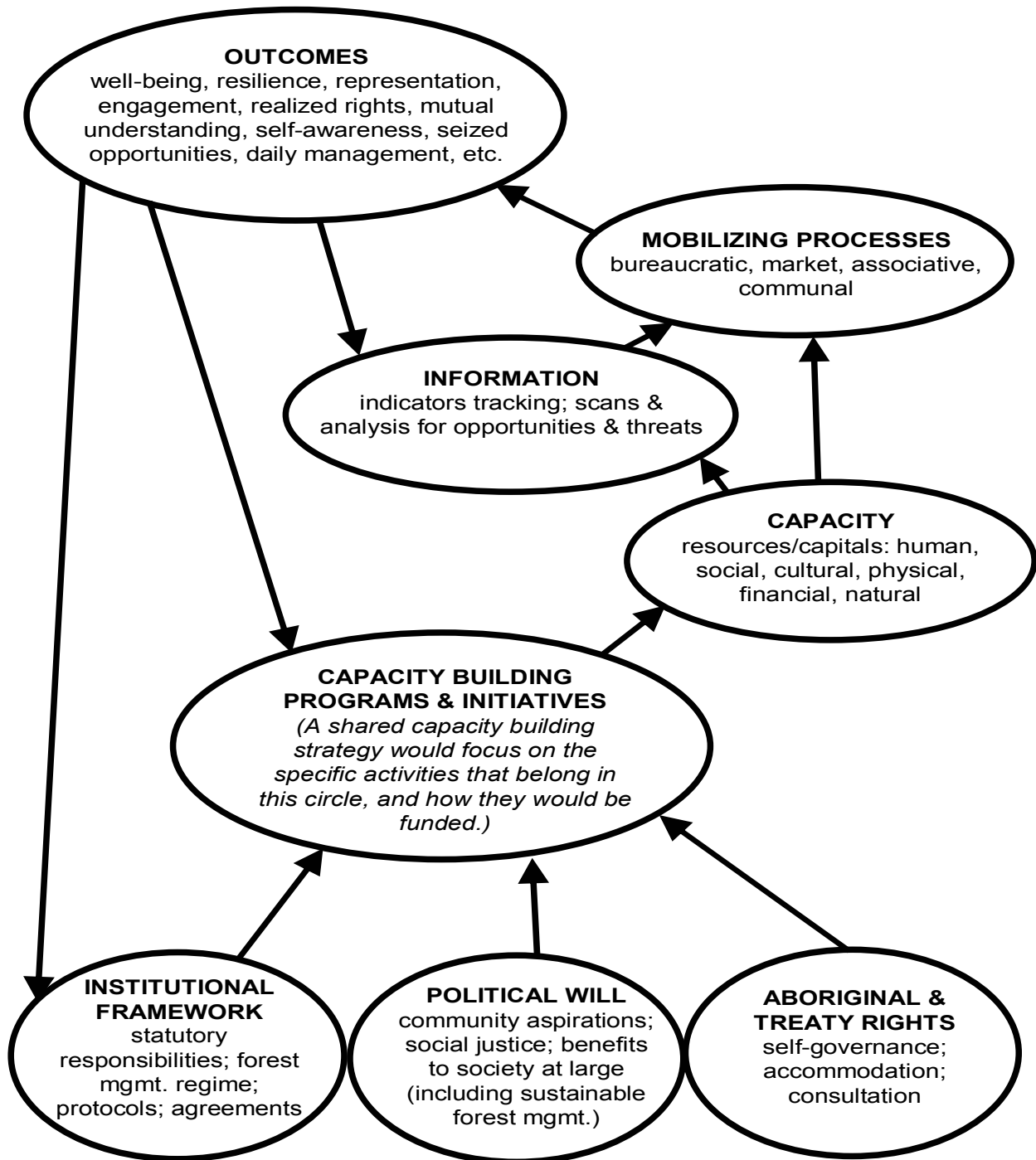
10. Please identify the 10 things on this list that you need to improve <u>most</u> in order to build key capacities in your own working situation. You are welcome to add your own items – but only identify a total of 10.

- identification and utilization of existing capacity
- social and inter-organizational networks
- communication within your own community/ organization
- communication with other communities/ organizations
- forums to share perspectives among divers parties
- general public education about the forest sector and its importance to Aboriginal peoples
- understanding by key parties of history of Aboriginal peoples and their relations with non-Aboriginal peoples
- understanding by key parties of distinctions among Aboriginal peoples
- understanding of legal obligations of various parties
- cultural reinforcement/documentation
- sense of community identity
- improved physical infrastructure (roads, buildings, etc.)
- environmental clean-up and rehabilitation
- access to lands and natural resources
- conclusion of treaties or other high-level agreements
- access to technology
- community economic development
- community planning
- business partnerships and joint ventures
- business planning
- economic diversification
- community self-sufficiency
- participation and commitment of community members
- active leadership
- critical reflection on ongoing activities, assumptions, etc.
- research and analysis of land use options
- research and analysis of economic opportunities
- research and analysis of policy development options
- access to technical data about the people and the land
- effective community services
- addressing basic community health challenges
- student retention through basic education
- student retention through post-secondary education
- skills development
- professional development
- labourer training
- entrepreneurial training
- technical/scientific training
- negotiation training
- diversity in skills and abilities of people
- guidebooks and other tools and resource materials
- development of a forestry department – staffing, organizational structure
- effective provincial/federal governance
- effective Aboriginal governance
- improvement of existing provincial/ federal programs
- coordination of existing provincial/ federal programs
- new institutional arrangements between Aboriginal peoples, industry, and and non-Aboriginal governments
- more funding for forestry-related initiatives

11. What should we measure in order to determine whether capacity is increasing or decreasing, both historically and in the future? Try to identify measures that are practical to do at the national level.

- in a community
- in a band office, tribal council, or other sub-regional organization
- in a national aboriginal organization
- in a provincial or federal governmental agency
- in a timber company

APPENDIX: ACTION ITEMS UNDER THEME 3
OF THE NATIONAL FOREST STRATEGY OF CANADA, 2003-2008

3.1 Initiate processes with Aboriginal Peoples and appropriate levels of government for establishing:

- a shared and grounded understanding of Aboriginal rights, Aboriginal title and treaty rights;

- the roles and responsibilities of Aboriginal Peoples, governments and forest stakeholders; and,

- measures to fulfill governmental fiduciary responsibilities and the legal duty to consult.

3.2 Implement institutional arrangements between Aboriginal Peoples and governments that reflect a spirit of sharing responsibilities and benefits for the management, conservation and sustainable use of forest lands and resources; and give effect to land claim settlements, treaties, and formal agreements on forest resource use and management.

3.3 Incorporate traditional knowledge in managing forest lands and resources in accordance with the Convention on Biological Diversity.

3.4 Direct federal and other available funding to support Aboriginal capacity building and participation in implementing the National Forest Strategy, through measures such as a renewed and expanded First Nation Forestry Program and the development of a parallel Métis forestry program, and in supporting Aboriginal participation in related local, regional and international meetings.

3.5 Provide for access to a fair share of benefits from the use of forest lands and resources.

3.6 Provide for Aboriginal interests in the development of international trade agreements.

3.7 Review and update the status of forest inventories and management plans of Indian Reserve forest areas and identify resources to implement these plans.