

National Aboriginal Forestry Association
Professional Development Report

ABORIGINAL COMMUNITY CAPACITY:
The urgent need for a dramatic increase in
Aboriginal Registered Professional Foresters

DRAFT FINAL REPORT
& ACTION PLAN

FIRST FINAL DRAFT
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National Aboriginal Forestry Association

National Aboriginal Forestry Association Professional Development Report

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DRAFT FINAL REPORT

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Preface

This report has been made possible by the financial support of Indian and Northern Affairs Canada as part of the government's, and particularly DIAND's Gathering Strength and the Royal Commission on Aboriginal Peoples report. Both initiatives have emphasized the importance of developing the capacity of Aboriginal communities in the key area of forestry.

We would like to thank Aboriginal professional foresters, technicians and others who participated in the Aboriginal Professional Development in the Forest Sector Workshop at the University of British Columbia November 3-4, 1999. We would also like to thank the members of the Deans of Forestry School Committee whom we met in Banff, Alberta, October 2, 1999 during the Canadian Institute of Forestry annual meeting.

This report is an action plan to increase the number of Aboriginal people entering into forestry schools with the purpose of becoming Registered Professional Foresters (RPFs). RPFs are key to developing capacity in Aboriginal communities to manage and control forests on Reserves and in their traditional territories.

EXECUTIVE SUMMARY

This report is an action plan to increase the number of Aboriginal people entering into forestry schools with the purpose of becoming Registered Professional Foresters (RPFs). RPFs are key to developing capacity in Aboriginal communities to manage and control forests on reserves and in their traditional territories. While, the action plan has implications beyond just RPFs, the focus of this action plan is to substantially increase the number of Aboriginal forestry students. RPFs are key to developing real capacity in Aboriginal communities. They are an essential link between community, government and industry and are the professionals responsible for developing forest plans.

A growing concern for Aboriginal leaders negotiating land claims and treaties is whether they have the Aboriginal professionals to help manage the resources in their territories and newly negotiated lands. Not educating more Aboriginal forestry managers and professionals will mean missed opportunities for Aboriginal communities in areas of land management and control, employment and wealth generation.

There are seven forestry schools in Canada, located in universities across Canada. The programs range from four to five year programs. The programs are heavily science based. Two decades ago, there were so many foresters in Canada that the motivation for getting a forestry degree declined. But with retirements and changes in forestry, the demand for foresters is increasing. In recent years, forestry schools have worked very hard to increase forestry school programs and many schools have started focusing on Aboriginal students.

This action plan focuses on the crucial need to increase the number of *Aboriginal* RPFs. There are presently 16 known Aboriginal RPFs from a profession of 12,000 in Canada. Aboriginal RPFs are key to building community capacity in forestry, and integrating traditional and commercial forestry approaches. This action plan does not focus on the need for forestry technicians and technologists, which is also urgent, since this issue is the focus of other NAFA proposals.

Two significant meetings were planned in order to produce this action plan. First, a meeting with Deans of Forestry Schools and a workshop with Aboriginal forestry professionals, particularly Aboriginal RPFs. The following are the three outputs required under NAFA's contract:

1. Meeting with Deans of Forestry Schools to seek their cooperation and input on ideas, suggestions and recommendations on facilitating increased Aboriginal enrollment in forestry schools.
2. Meeting with Aboriginal forestry professionals in November 1999 to seek advice on how professional development in the forest sector should be pursued.
3. Completion of a written report with an action plan, which includes steps, specific action required to achieve the main goals and objectives.

NAFA met with Deans of Canadian forestry schools during their deliberations that coincided with the 91st CIF/IFC Annual General Meeting in Banff, Alberta on October 3-7, 1999. The Deans were supportive of NAFA's plan and wanted to be kept informed of progress. Deans have requested a follow-up meeting with NAFA during summer 2000 when they will be meeting next in Ottawa.

A workshop on Aboriginal professional development was hosted at UBC Aboriginal House of Learning in Vancouver, November 1999. All known Aboriginal RPFs were invited and a majority attended. In addition, others were invited, including: senior Aboriginal forestry technicians, Aboriginal forestry students, academics, government forestry specialists, First Nations representatives, Indigenous Peoples, and others. Over 50 persons participated in this historic workshop. The workshop was organized in two parts: first, panel and open discussions and second, group workshops where participants were divided into four discussion groups which reported back individual action plans. The entire two days was rich with in-depth discussion of issues and more importantly resulting in comprehensive recommendations in the form of an action plan.

The workshop participants were divided into four groups of 10-15 people with the task of developing workplans that addressed the following issues:

1. How are we going to attract Aboriginal people to forestry schools; and
2. How are we going to provide the supports to ensure they will succeed.

In addition, to these basic questions, they were also asked to consider the following other issues:

3. What are the organization development needs of NAFA to assist in developing networks, communication and supports; and
4. What are the next steps.

Each group reported back specific actions and solutions following their discussions. While each group's discussion focused on different issues and solutions, there was consensus to increase the number of Aboriginal Peoples going to forestry schools, helping students succeed, the organizational development of NAFA and taking concrete next steps.

The overall goal is to increase the number of Aboriginal registered professional foresters to 500 in the next decade to increase Aboriginal community capacity and employment in forestry.

To achieve the overall goal, four objectives have to be achieved:

1. To increase number of Aboriginal students going to forestry school with the purpose of becoming Registered Professional Foresters.
2. To recruit Aboriginal students to forestry schools across Canada and increase the awareness of employment opportunities in the forestry sector.

3. To improve the success rate of Aboriginal students in forestry schools.
4. To increase the capacity of Aboriginal communities to manage forests productively.

GOAL 1 - to actively attract, educate and recruit Aboriginal students to an education in forestry. The following are the main components identified in the action plan to achieve this goal:

- a. Awareness
- b. Role models
- c. Education and curriculum
- d. Youth forest experience
- e. Summer employment
- f. Incentives
- g. Community support
- h. Recruitment

GOAL 2 - to increase Aboriginal students chances of success in forestry school and once they have graduated. The following are the main components identified in the action plan to achieve this goal:

- a. Encouraging success models
- b. Student supports
- c. Forestry school initiatives
- d. Funding
- e. Registered professional foresters
- f. Mentors
- g. Networks
- h. Community supports
- i. Professional development

In addition to these two goals, the action plan calls for NAFA to work on organizational development issues and follow-up to ensure the action plan is implemented.

The workshop discussed a number of organization development issues for NAFA. Issues focused on making NAFA more responsive to the needs of Aboriginal forestry professionals, communities and policy, in the following areas: grassroots level development, Aboriginal professional foresters forums, continue NAFAs policy role and work closely with Aboriginal forestry professionals.

As a follow-up to the workshop, the participants identified some next steps to follow through with initiatives discussed during the workshop and follow-up action required to implement the action discussed that would result in an increase in Aboriginal student recruitment, retention and success in forestry school, and an increase in the number of Aboriginal people becoming RPFs.

This action plan provides solutions to a number of barriers in the way of increasing the number of Aboriginal RPFs. Barriers to forestry careers for Aboriginal students are: lower than average education levels, lack of role models in fields such as forestry, weaknesses in science and math and proximity to universities and colleges, etc. There is a growing awareness of the urgent need to increase the number of Aboriginal RPFs in the next ten years to provide communities with the capacity to manage an ever increasing Aboriginal-controlled land base; to meet the needs of changing forest sector circumstance and technological base; and, to provide a professional base for Aboriginal growth in the forest sector. Aboriginal RPFs are key to community capacity because they develop and manage forestry plans and they have the knowledge and skills to develop plans that also meet community needs, values and aspirations.

Introduction

The National Aboriginal Forestry Association (NAFA) professional development goal is to increase the number of Aboriginal RPFs to 500 in the next decade. This means that the number of Aboriginal Peoples going to forestry schools to become an RPF has to increase dramatically over the next ten years. We believe this goal is obtainable because Aboriginal students and communities see the value of RPFs for governance, claims and employment. In order to develop a practical action plan, NAFA organized a workshop to get the participation of foresters, senior technicians, leaders and to develop a plan of action. In addition, NAFA met with Deans of forestry schools early in October to get their support to action plan.

There is an existing and future need for Aboriginal professional foresters to provide Aboriginal communities with the capacity to manage forest sustainably, appropriately and for multiple use. In addition, there is a demand on the part of Aboriginal communities and the private sector for Aboriginal professional foresters to provide leadership and direction for the future of Aboriginal forestry.

Overall goal and objectives:

The overall goal is to increase the number of Aboriginal RPFs to 500 in the next decade to increase Aboriginal community capacity and employment in forestry.

To achieve the overall goal, two outputs have to be achieved:

1. To increase number of Aboriginal students going to forestry school with the purpose of becoming Registered Professional Foresters.
2. To recruit Aboriginal students to forestry schools across Canada and increase the awareness of employment opportunities in the forest sector.
3. To improve the success rate of Aboriginal students in forestry schools.
4. To increase the capacity of Aboriginal communities to manage forests productively.

Situation

The current political and economic environment affords Aboriginal Peoples with a unique opportunity and challenge in the forest sector. Court rulings, land claims and treaty negotiations, and recent industry experience are all recognizing Aboriginal rights to natural resources.

This recognition of Aboriginal title and treaty rights is beginning to give Aboriginal Peoples a greater say and share in the forest-based economy. Interpretations of court decisions such as Delgamuukw, land claims settlements, treaty-making in British Columbia and treaty land entitlement arrangements, all acknowledge Aboriginal interest in land and resources. These trends will result in more Aboriginal controlled land and more forest management responsibility. Aboriginal communities have also achieved some success in acquiring forest tenure through provincial systems. Forest companies are beginning to view Aboriginal communities as partners in forestry, resulting in several joint ventures.

There has been steady annual growth in forest sector employment, as well as tremendous changes in forest management and the type of skills required for forest related jobs. Overall the “new forestry environment” appears to provide Aboriginal Peoples with greater leverage in negotiating with forest companies and governments, because of increased access to lands and Aboriginal and treaty rights recognition. Forestry and related fields, it can be argued, may be the single most important area for employment growth in the next two decades for Aboriginal Peoples and communities.

Key to capacity

RPFs are key to developing real capacity in Aboriginal communities and are an essential link between community, government and industry. RPFs are professionals who develop forest management plans that are approved by governments (provincial, territorial and First Nation forest policy). Aboriginal RPFs will be capable of incorporating Aboriginal values into forest management plans to serve the needs of Aboriginal communities. RPFs are also scientists who have the capacity to develop innovative approaches to forest management, such as integrating traditional and commercial uses for forests. Aboriginal Peoples have made formative challenges for forest use, such as multiple and wise use based on traditional knowledge and culture. In order for Aboriginal communities to achieve capacity, they need RPFs who are professionally trained and have a deep understanding of Aboriginal community needs, objectives and vision.

Opportunity

Aboriginal communities are in need of forestry professionals and technicians to lead the development of forestry resources. Aboriginal communities across Canada need Aboriginal Peoples with expertise in all areas of forestry: RPFs, forest technicians, forest workers and other forestry professionals. The most promising employment opportunities are in:

- Newly opened lands for forest development and valued-added wood products.
- Wood science and technology programs (as a result of declining enrollment, there is a strong demand for graduates in wood science and technology programs).
- Registered Professional Foresters to develop and implement forest plans.
- Forestry technicians to assist in data collection, management and monitoring.
- Aboriginal community forest managers to work at the community level.

The main concern for Aboriginal governments upon completion of land claims and treaty negotiations is whether they have the Aboriginal professionals to help manage the resources in their territories and newly negotiated lands. Not developing capacity through educating more Aboriginal forestry managers and professionals will mean missed opportunities for Aboriginal communities in terms of land management and control, employment and wealth generation.

Capacity building in the forest sector has been identified as a key priority by Aboriginal leaders, academia and industry. Aboriginal leaders see the need for Aboriginal forestry professionals and technicians to establish an economic base for self-government. Educational institutions are all scrambling to find ways to attract Aboriginal students to forestry schools and programs, with

little success. Industry has been trying to find ways to attract Aboriginal people into forestry and to hire them as employees.

Data indicates that 11,000 Aboriginal people are employed in the forest sector. In 1996 about 10 percent of Aboriginal people employed on Reserve worked in forest related industries but mostly in low paying jobs in harvesting, reforestation and silviculture. There are only 16 professional Aboriginal foresters in a field of 12,000. This profession is absolutely essential for managing forests.

Barriers to forestry careers for Aboriginal persons are:

- Lower than average education levels,
- Lack of role models in fields such as forestry,
- Weaknesses in science and math,
- Poor image of forest industry, and
- No appreciation of the link between forestry and cultural aspirations.

Challenge

There is an urgent need to increase the number of Aboriginal RPFs in the next ten years to provide communities with the capacity to manage an ever increasing Aboriginal-controlled land base, meet the needs of changing forest sector circumstance and technological base, and to provide a professional base for Aboriginal growth in the forest sector. Aboriginal RPFs are key to community capacity because they develop and manage forestry plans and they have the knowledge and skills to develop plans that also meet community needs, values and aspirations.

Forestry Schools and Registered Professional Foresters

There are seven forestry schools in Canada, located in universities across Canada. The programs range from four to five year programs. The programs are heavily science based. Two decades ago, there were so many foresters in Canada that the motivation for getting into a forestry degree declined. But with retirements and changes in forestry, the demand for foresters is increasing. In recent years, forestry schools have worked very hard to increase forestry school programs and many schools have started focusing on Aboriginal students:

- University of British Columbia
- University of Northern British Columbia
- University of Alberta
- Lakehead University
- University of Toronto
- Laval University
- University of New Brunswick

Forestry school graduates can become RPFs through one of many RPF associations across Canada. The graduate first becomes a Forester in Training (FIT), apprentices for two years and must pass examinations to become an RPF. The RPF is a professional designation which gives

the holder the authority to develop forest management plans in accordance with provincial, territorial and First Nation forest policy.

Some forestry schools are working closely with community colleges to “flow” or “bridge” qualified Aboriginal students to university programs. For example, the Nicola Valley Institute of Technology (NVIT) works closely with the University of British Columbia (UBC) to “flow” NVIT’s Aboriginal graduates who are interested and qualified to move from NVIT’s two-year diploma program to the second year of UBC’s forestry school. This is an approach that has worked in other fields and seems to be working for NVIT and UBC. There are at least two other programs that are bridging successful Aboriginal candidates from community colleges to rigorous forestry school programs.

The main issue these initiatives are trying to solve is the problem of Aboriginal students preparedness in math and science. Many Aboriginal students are forced to play catch-up. The bridging programs prepare students in math and science to give them a base to complete forestry school. Aboriginal students often play catch-up. Many non-Aboriginal students start their math and science education at age 5 with special programs and tutors. Perhaps this is an extreme, but there is a need to reach Aboriginal students very early on in their education. Some programs use professionals with a math and science education to act as mentors in rural programs that are linked to schools. As with many of the solutions, there is a need for direct intervention with students in order to address problems of math and science education, developing awareness and education, and recruitment. There is also a need for recognition and support by parents and communities for these interventions and supports.

About the National Aboriginal Forestry Association

The National Aboriginal Forestry Association (NAFA) was incorporated in 1991 as a non-profit, non-government, First Nation controlled organization, with a mission to promote increased Aboriginal participation in forest management and related commercial opportunities. Its profession development objective is “to facilitate capacity building in forest management through the development of human resource strategies and models for increased participation in natural resource decision-making”. NAFA was formed in anticipation of the forest sector becoming the cornerstone for economic and social development for many First Nation and Aboriginal communities.

The formation of NAFA coincided with a number of key international developments in sustainable forest management. Most notably, the United Nations Conference on Environment and Development (UNCED) provided a forum for worldwide discussion and commitment to the goal of sustainable development. Outcomes from UNCED, including Chapter 26 of Agenda 21, the Biodiversity Convention and the International Guiding Principles on Forests, gave recognition to the importance of forests to indigenous peoples, and emphasized the need to strengthen the role of indigenous communities and their institutions in natural resource management. As well, UNCED and instruments which followed, acknowledged the contribution that indigenous peoples could make in conserving biological diversity through the broader use of their traditional ecological knowledge.

Within Canada, international commitments for sustainable management have been pursued in accordance with Canada's National Forest Strategy, Sustainable Forests, A Canadian Commitment. In March of 1992, the Federal and Provincial governments along with some thirty non-governmental organizations, including NAFA, signed the Canada Forest Accord, confirming their commitment to the strategy intended to improve the sustainability of all values from Canadian forests. NAFA provided input into the development of Canada's National Forest Strategy (and preparatory meetings for UNCED), consistent with a discussion paper it had prepared entitled *An Aboriginal Forest Strategy*. This discussion paper, which was completed in early 1992 after consultation meetings with Aboriginal forestry interest groups, proposed guiding principles and five key elements to be addressed in enabling Aboriginal people to more fully participate in the forest sector. Strategic Direction Seven of Canada's National Forest Strategy deals with Aboriginal issues and the need to increase the involvement of Aboriginal Peoples in forest land management and, in the process, ensure recognition of Aboriginal and Treaty rights.

The NAFA discussion paper, *An Aboriginal Forest Strategy (January 1992)*, focused on issues such as education and training; legislation, programs, business development, policy and advocacy. The strategy addressed issues through cooperative initiative that involved First Nations, Aboriginal forestry organizations, provinces, industry and the Federal Government. It is a blueprint to further increase Aboriginal participation in the forest sector. In March 1996, NAFA released *Aboriginal Forestry: Significant Developments and Events* which described NAFA's work from 1991-95. More recently, NAFA did a report on its subsequent achievements in *A Report on Achievements and Activities with a look Ahead*. NAFA is a project-based organization (it does not receive core-funding) that takes on tasks associated with its mission and stated objectives. NAFA's activities fall into eight categories:

1. Development of management tools
2. Policy and programming
3. Capacity-building
4. Community empowerment
5. Research and advocacy
6. Support to First Nations
7. International forestry policy and Indigenous Peoples liaison
8. Communications

NAFA is a grassroots initiative backed by First Nations and other Aboriginal groups and organization that function at either the provincial/territorial, regional or community level in the area of forestry. The Board of Directors is comprised of ten First Nations representatives, one from each of the provinces and territories, except for the Atlantic region, which has two directors for the four provinces. NAFA's membership base consists of 300 First Nations, Tribal Council, Aboriginal forestry organizations and enterprises, individual and educational institutions.

In 1992, NAFA initiated a process to develop a strategic approach to Aboriginal human resource development in the forest sector. Under the Industrial Development Service (HRDC) established the Aboriginal Forestry Training and Employment Review (AFTER) for a process of consultation, research and assessment and planning to develop a strategic approach. Over a five-year period the committee of Aboriginal organizations, unions, academia, forest industry and government completed 3 reports and began networking with academia and research institutions.

NAFA has completed some ground breaking research and a conference to support capacity-building and professional development in the forest sector. NAFA published an *Aboriginal Forestry Education & Training Catalogue* in 1996-97 and recently published *Labour Market Prospects for Aboriginal People in the Forest Sector*. In 1997, NAFA with the University of British Columbia organized an international conference and published a report *Indigenous Perspectives in Forestry Education*. In 1999, NAFA participated in the national conference *Balancing Choices: Opportunities in Science and Technology for Aboriginal People*. In 1999-2000 professional development in the forest sector has become a major objective and focus for NAFA.

PROFESSIONAL DEVELOPMENT WORKPLAN

This action plan suggests initiatives to increase the number of Aboriginal Registered Professional Foresters and to increase Aboriginal community capacity in forestry. The following identified the outputs identified to develop this action plan to achieve the original objectives of this initiative.

Overall Output: To develop an action plan detailing steps necessary to promote Aboriginal professional development. The action plan will include:

- a. Review of existing forestry education programs.
- b. Review of direction of forestry in Canada, particularly sustainable forestry and how it relates to Aboriginal Peoples.
- c. Review of existing access and recruitment programs to forestry education programs.
- d. Feasibility of developing new programs to facilitate Aboriginal student participation in forestry programs.
 - bridging programs
 - access programs
 - objective of Aboriginal forestry
 - Aboriginal forestry educational scholarships
- e. Identify ways to promote forestry as a career opportunity for Aboriginal students.
 - special recruitment programs
 - study of potential job opportunities in Aboriginal forestry
 - change image of forestry from clearcutting to sustainable integrated forestry

In order to develop the action plan two key objectives were identified, first a meeting with Deans of Forestry Schools and a workshop with Aboriginal forestry professionals, particularly Aboriginal RPFs. The following outlines these two objectives:

1. Meeting with Deans of Forestry Schools to seek their cooperation and input on ideas, suggestions and recommendations on facilitating increased Aboriginal enrollment in forestry schools:
 - Strategically need support and ideas of deans
 - Awareness that forestry is not only “clearcutting”
 - Awareness of Aboriginal sustainable goals for forestry
 - Need to communicate to grade and high schools, information on math and sciences
 - Information on job potential in forestry
 - Existing “access” and other programming
 - Brriers and opportunities
2. Meeting with Aboriginal forestry professionals in November 1999 to seek advice on how professional development in the forest sector should be pursued.
 - Meeting with up to 20 professionals in Vancouver
 - Seek their personal experience in acquiring professional status

- Experience in working at the community level
- Advise in setting context for professional development

Follow-up meetings/discussions with Aboriginal organizations working in other sectors or related professions to identify their experience and advice on professional development and implementing the action plan.

- Council for the Advancement of Native Development Officers
- Regional Aboriginal forestry associations
- Oil and gas, mining, etc.
- Others

MEETING REPORT WITH DEANS OF FORESTRY SCHOOLS

The National Aboriginal Forestry Association had requested a meeting with Deans of Canadian forestry schools during their deliberations that coincided with the 91st CIF/IFC Annual General Meeting in Banff, Alberta on October 3-7, 1999. The deans held a meeting the evening of October 2nd to which NAFA was invited. There were 11 persons in attendance. The meeting is part of NAFA's workplan to develop an action plan for increasing Aboriginal participation in forestry schools with a view of becoming a Registered Professional Forester.

A brief overview of the situation was given that included the following points:

- There are only 16 Aboriginal professional foresters, of 12,000 RPFs in Canada,
- We are looking at increasing the number of Aboriginal RPFs in the system to 500 in the next 10 years,
- There are 700 Aboriginal businesses in forestry,
- There are 11,000 Aboriginal persons employed in the forest sector,
- Aboriginal and treaty rights are being recognized in the courts,
- 80 percent of Aboriginal communities are in forest areas,
- 160,000 Aboriginal youth will be entering in the labour market in the next 10 years.

The briefing paper "Aboriginal Forestry Professional Development Plan" was provided to all present. The workshop on November 4-5, 1999 for Aboriginal professional foresters was highlighted. Deans were interested in the results of the workshop and the names of the Aboriginal RPFs so they could consult and possibly add names to this list. An insightful and focused discussion ensued. Deans were very interested in supporting and participating in the Aboriginal professional development initiative.

Discussion

Intermediate stage streaming: there are a number of initiatives that seem to be working for Aboriginal students that have been characterized as an intermediate stage. Community college forestry diploma programs are monitored for potential students who could be carefully streamed to university level programmes that lead to professional designations. Two such cooperative initiatives were discussed: UBC and NVIT and Lakehead University and Sault College. These initiatives address a number of recognized issues:

- Cultural shock of large universities,
- Upgrading of math and science skills, and
- Providing a supportive environment.

Cultural dissonance: Many Aboriginal foresters view university level forestry education as too mainstream and devoid of Aboriginal perspective and culture. This is perhaps one of the main reasons for a lack of Aboriginal participation in forestry schools. Environmental programs that feature integrated resource management have been more compatible with Aboriginal culture and values. However, the need for Aboriginal RPFs was recognized because of the key decision-

making role RPFs play in resource management. UBC has hired Madeleine MacIvor to integrate Aboriginal knowledge into all courses offered by the university. This is one way to sensitize the course to Aboriginal culture, values and knowledge. Universities do recognize the need to incorporate Aboriginal knowledge in courses so that the courses are enhanced by Aboriginal knowledge and more sensitive to the needs of Aboriginal students.

Capacity building: Universities have a role in capacity building of First Nations communities. . The university is working with the community to educate First Nations students who potentially could work as RPFs in the community. Aboriginal RPFs are the critical link between communities and forestry management.

Provincial role: provincial governments can play an important role in implementing any Aboriginal professional development initiative with funding, support and linkages. Provincial ministries of natural resources already play a role in funding and support for Aboriginal technical and professional education.

Distant and module learning: Previous research with Aboriginal economic development practitioners found that they prefer education delivery that is modular in or near their community, and/or distant education. There are a number of reasons for this preference: Aboriginal students do not want to get too far away from for extended periods, links to family and kin, and job and community commitments. Forestry schools have been experimenting with alternative delivery approaches. Sault College for example has a distant education program that Aboriginal students find meets their needs. Other schools are into web teaching.

Science: Aboriginal students are having difficulty with science and math. Some programmes have been designed to provide remedial support.

Follow-up

There are a number of follow-ups to this meeting with deans:

1. Deans will be kept abreast of NAFA's professional development through direct contact with NAFA.
2. Proceedings of the Aboriginal professional foresters workshop will be circulated to deans via e-mail and through direct contact with deans.
3. Deans have requested a meeting with NAFA during summer 2000 when they will be meeting next in Ottawa.
4. Direct contact will be made with the Dean of the University of Toronto to keep the deans committee in the loop.
5. Deans were interested in NAFA's list of Aboriginal RPFs so they can add to the list, so a complete list can be compiled.

WORKSHOP ON ABORIGINAL PROFESSIONAL DEVELOPMENT IN THE FOREST SECTOR

A workshop on Aboriginal professional development was hosted at UBC Aboriginal House of Learning in Vancouver November 1999. All known Aboriginal Registered Professional Foresters were invited and many attended. In addition, others were invited, including: senior Aboriginal forestry technicians, Aboriginal forestry students, academics, government forestry specialists, First Nations representatives, Indigenous Peoples, and others. In the end, over 50 persons participated in this historic workshop. The workshop was organized in two parts: first, panel and open discussions and second, group workshops where participants were divided into four discussion groups who reported back individual action plans. The entire two days was rich with in-depth discussion of issues and more importantly resulting in comprehensive recommendations in the form of an action plan.

For the opening several presentations were made by Garry Merkel, Madeleine MacIvor, Gordon Prest and Angus Dickie. Garry Merkel focused on where he saw the state of Aboriginal forestry professionals. Ten years ago there were only three registered professional foresters that he knew of and sitting here today with a room full of Aboriginal forestry professionals was a very moving experience for him. Today, the science and practice of forestry is changing and Aboriginal Peoples can fundamentally change forest planning and operations. Garry said we must think about how we can bring our agenda forward.

Some strategic thoughts are as follows:

- We still need to get our numbers up
- We need to interact with forest, aboriginal, academic and other institutions
- We are getting in a position where we can affect change, and in the next five years we should be seriously affecting change in forestry school curriculum, research, forestry planning and operations
- We must turn our minds as professionals to the very complex issues of forestry tools, planning techniques, research, policy tools, methods, etc.
- We need new ways to document and share Aboriginal forestry professional and Indigenous knowledge through things like web sites, forums, conference and other networking systems
- We must not however lose our grounding and not be seduced by intellectual pursuits but be directed by our own traditional knowledge and values
- We need more Aboriginal Peoples to be trained in the field of forestry
- Again, we need more numbers to get to the next stage
- We must develop organizational capacity. It is not a lack of will that things are not getting done, it is a lack of ability to follow through and to solve problems and we do not need more organizations around to compete and duplicate roles
- We need a group of professionals in forestry to affect change
- As professionals we need supports for: 1. Professional development, 2. Improving our tools, and 3. Working with academia
- Forestry professionals are not just registered professional foresters, but also include biologists, ecologists and others who work in the forests

- We need to figure out how to carry on this conversation. It is worthwhile to spend two-days with 4 agenda items, such as, developing planning tools, a discussion on ethics, course curriculum on Aboriginal treaty and land rights, and other topics. We should think about what these topics ought to be.

Finally, we must prepare ourselves and get our numbers up. Today, as in the past our politicians have been pushing for Aboriginal rights. Our job is to be prepared to meet the current and growing demand to manage the land, or we will be caught in the “arguing for rights” cycle. In this cycle, we began fighting for our rights and we won those rights. With rights comes a huge responsibility and often we are unprepared to deal or manage those rights - and the result is frustration. With this frustration comes anger and the call for more rights because we cannot deal with the rights we won in the first place. So in the end, it is up to all of us to ensure that professional development in forestry happens and continues to happen.

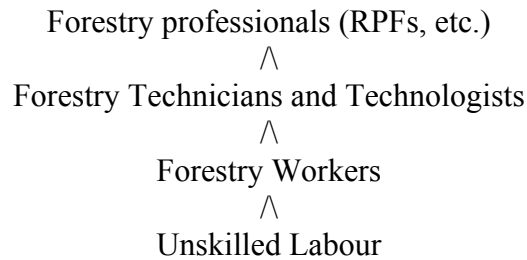
Madeleine MacIvor, UBC Forestry School, presented a paper on their analysis of their experience in attracting and supporting Aboriginal students in their forestry school. Her remarks focused in improving standards, lack of preparedness, community and family responsibilities, awareness of forestry industry, distance from communities, funding and needs of both undergraduate and graduate students in forestry. Her report will be summarized as part of this report and will be attached as an appendix. Madeleine concluded her remarks on the need for multi-year funding to ensure continuity of staff in order to stabilize forestry programs.

Madeleine also focused on the need for relevant reference material focused on Aboriginal forestry. UBC has a reference centre with 150 reference materials which have been catalogued and can be searched by key words. Harry Bombay also said that NAFA has a good reference library which can be searched electronically through the Indian and Northern Affairs library. The discussion concluded that there is a need for better access to reference materials and new materials such as case studies.

Gordon Prest, NVIT, reiterated the point that while only three percent of British Columbia’s population is Aboriginal, Aboriginal rights and forestry will affect 100 percent of the British Columbia population. In his experience in Aboriginal forestry education, if you build it they will come. The assumption being, there is a urgent need for Aboriginal forestry education, that Aboriginal students are interested in the field and there is growing awareness of the urgency to have Aboriginal forestry professionals. Aboriginal forestry should be fully integrated into forestry curriculum and course, education and professional practice.

Gordon presented a model which he called laddering, which builds on the existing interests and human resources in the forestry sector. Aboriginal Peoples work up through various levels of employment in the forestry industry. The model is as follows and is constructed on a pyramid beginning with unskilled labour at the bottom of the workforce to registered professional foresters (RPF) at the top of the profession. As one travels up the ladder, the requirement for more formal training and education increases.

LADDERING MODEL



Many present emphasized that the general awareness of Aboriginal employment in the forestry sector is really focused on the low paid jobs in tree planting and logging, when in fact the long term, stable and wealth generating jobs at professional levels. Speakers focused on the need to have the “head offices” with all the stable long term jobs in Aboriginal communities, not in Vancouver or other large cities.

In conclusion, there was a discussion of the need to develop infrastructure to manage forests. We have to re-establish those linkages between the community and the natural world through education and traditional knowledge.

GROUP REPORTS

The workshop participants were divided into four groups of 10-15 people with the task of developing work plans that addressed the following issues:

1. How are we going to attract Aboriginal people to forestry schools; and
2. How are we going to provide the supports to ensure they will succeed.

In addition, to these basic questions, they were also asked to consider the following other issues:

3. What are the organization development needs of NAFA to assist in developing networks, communication and supports; and
4. What are the next steps.

Each group reported back the results of their discussions. While each groups discussion focused on different issues and solutions, there was consensus to increase the number of Aboriginal Peoples going to forestry schools, helping students succeed, the organizational development of NAFA and taking concrete next steps. Here are the four reports in full, in descending order:

Group 4 - Action Plan Report presented by Steven Ginnish

I Attracting students to forestry

1. First it is a life-long learning process
2. Elementary Students and their introduction to forest and forest related issues, such as,

- Elders and traditional knowledge, formal instruction all connected as part of their curriculum of instruction.
 - Need to change curriculum to reflect the true history of Aboriginal rights and land use.
3. High School Students - and the need for:
 - Curriculum on forest and Aboriginal issues. It is needed everywhere but particularly in areas where forestry is a major employer.
 - Recruitment of students by employers (government, business and academia)
 - Awareness of forestry sector employment and educational opportunities
 - Summer employment opportunities, like on-the-job training to expose students to forestry jobs to see if it is something they should seriously consider. The jobs are a key component to interest students in forestry, so they can get a taste of what is to come by working on timber crews, collecting medicinal plants, etc.
 - Networking is required with human resource professionals in First Nations governments to coordinate the functions of education, employment and economic development to focus on the needs for Aboriginal forestry.
 - Career fairs participation focusing on career opportunities at the community level in forestry, such as managing community forests, forestry planning and operations, forestry professionals and technicians, etc. etc.
 - Job shadowing to give students a taste of jobs in forestry; they follow foresters around for a day, doing work such as plot assessment - this ensures students get involved at the high school level.
 - Role models are important - materials such as posters, articles featuring Aboriginal foresters are all important to making a career in forestry appealing to young people.
 - Incentives should not be overlooked, to give students something to strive for - in other fields, students are given small awards such as certificates of participation, recognition awards and medals, financial awards, etc.
 4. There is a need for communities to create a vision to support community forests, employment, education and developing sustainable forests.

II Improving success

1. Need to improve quality of funding for students to ensure success, rather than funding many at poor levels that it affects their success rate. In an era of limited funding, we must ensure that the top-notch students get funded.
2. Need for community based forest programs and courses, e.g. Field and labs located in Aboriginal communities so students can be supported by their communities, friends and family closer to home.
3. Recognition at all levels (community, family, academia, etc.) Aboriginal students need the recognition and support of their communities, so they are not viewed as outsiders or with suspicion as they complete their forestry education. This recognition strengthens students' resolve and view that a forestry education will benefit their communities and strengthen Aboriginal culture and values. Communities should see forestry students as future leaders.
4. Family support and interaction is important to students.
5. There is a need for a reward or scholarship system.

6. A mentorship program with professionals may help students get through difficult patches in their education and help guide them, as forestry professionals have already experienced the difficulties students are facing.
7. Forestry education should be driven by and for First Nations.

III NAFA Organizational Development

1. NAFA needs to build its organization from the grassroots up and let this process guide NAFA's organizational development. A top down model is a recipe for failure.
2. Organizational development begins at the grassroots and flows up through the regional to the provincial/territorial level to the national level (includes NAFA, universities, AFN).
3. Through the process of organization development, it is up to NAFA to take it back.

IV Next Steps

1. Follow-up on action steps identified at this workshop.
2. Maintain links established at this workshop, particularly the link between the students who participated at workshops by encouraging them to keep up the contacts and feel free to contact the Aboriginal forest professionals they met during the two-day workshop.
3. The workshop participants need to submit personal profiles; it can be a short one paragraph profile, to be shared with other participants and form part of the report.
4. Students and professionals need access to resources, such as computers and an Internet connection.

Group 3 - Action Plan Report presented by Deborah McGregor

I Attracting students to forestry

1. Need for awareness in general; students do not know what is involved in forestry; forestry tends to be perceived as anti-nature. We need to get over the negative perceptions of forestry being seen as a bad thing.
2. We need to get youth back on the land to get a good traditional knowledge perspective.
3. We should be taking youth delegates to conferences, workshops, etc.
4. We need to change the perspective of forestry and Aboriginal people.
5. We need role models and youth involvement in forestry through posters, more of a profile for forestry to reinforce the view that the forest is part of their life and part of who they are. "We are a non-timber forest product".
6. Aboriginal youth's self-worth and identity can be strengthened through an improved awareness and perspective of our relationship with the forest and how it strengthens/supports our culture and values.
7. Youth exchanges so they can travel and visit our model community forests, such as Waswanipi and Eel Ground Forests; forestry has to become a cool thing to do.
8. We need to develop local community role models in forestry by giving local awards and recognition at the local level.
9. We need to be reaching students in the very early grades, to direct their interests in forestry.
10. We need youth orientated organizations, such as Junior Rangers, Rediscover, Super Saturdays at museums, science camps and visits to camps in the forest.

11. We need distant learning and Internet access targeting math and science.

II Improving success

1. We need scholarships and bursaries
2. We would like support from our communities that recognizes and understands the long hours and demanding courses we are required to complete in our program in order to be successful at university forestry schools.
3. There should be coop programs in our communities.
4. We need more financial support from our communities.
5. Some communities have become creative with program funding such as social assistance in cases where the students has demonstrated they are working hard; the social assistance programming has been changed to address students' issues.
6. We need to "uncap" DIAND education funding, to introduce upgrading programs.
7. We need to examine why students are not making it through the education system, so we can take what we have learned in terms of lessons learned and apply them to ensure success and having the proper supports for Aboriginal students.
8. There is a need for cross culture awareness.
9. We need a forest career education policy at the public school level.

III NAFA Organizational Development

1. Aboriginal people should be able to enter into forestry education at multiple points and not necessarily work their way up through the system, in a bottom up approach. For example, students should be able to get into a forestry education at the community level, the college or technical school or at university. We need to design systems and plans that accommodate and consider multi-points of entry.

IV Next Steps

1. NAFA needs to find ways to establish core funding, by getting support from various bodies, such as political support from Aboriginal political bodies.
2. Follow-up on this conference.
3. Need for further conferences.

Group 2 - Action Plan Report presented by Marc Stevenson

I Attracting students to forestry

1. There is a need for "post" education professional development for such things as interdisciplinary studies, links with other departments in universities, interfaculty studies, etc.
2. There is a need for a mentoring program.
3. When students start at schools, there should be a get together so students can get to know each other early on in the school year.

4. Students need affirmation by their communities and families to support their program of studies, because there is often a lack of awareness of the relevance of an education in forestry programs to the community.
5. Students need affirmation from their funding sources which recognizes the challenging program they are taking on in their studies.
6. We need to develop a model of successful student support that could be adapted by universities across Canada.
7. We need to develop a list of forestry students across Canada in order to provide them with supports, communications links and educational and career supports.
8. We need to develop good recruitment materials, which promote the field as exciting and an adventure.
9. We need to promote forestry education as a good mid-career choice.
10. We need bridging programs that link forestry students with communities and communities with forestry students.
11. There is a need for forestry faculty in the following areas:
 - Greater support from forestry faculty to Aboriginal forestry
 - Increased awareness and understanding of Aboriginal issues and topics
 - Need Aboriginal faculty in forestry schools
 - Need to develop training directed forestry faculty
12. To become a licensed forester there should be a requirement for knowledge in First Nations issues, history, law, traditional knowledge, etc. This should be a mandatory requirement to become a professional forester.
13. There is a need to develop a data base of people who can teach Aboriginal forestry courses.

II Improving success

1. Encourage a dialogue on Aboriginal forestry issues, there is a real reluctance to discuss Aboriginal issues.
2. There is a need to make more funding available for Aboriginal students.
3. Make educational supports available, Aboriginal students need equipment such as computers.

III NAFA Organizational Development

1. Need to form an Aboriginal professional foresters network, which can provide a mutually supporting environment, circulate professional information and literature, updates on member activities, and other information such as meetings, conferences, gatherings, etc.
2. Provide Aboriginal students with the tools that would be helpful and useful to them, such as: reference materials, Internet links, online literature and documents, links to databases, Aboriginal foresters chat-line, etc.
3. Need for networking between provincial/territorial organizations and Aboriginal organizations (i.e., AFN).
4. Ensure that persons entering Aboriginal lands have training in Aboriginal forestry and land issues, for example, persons working in silviculture have to take a course to train them for the job of tree planting.
5. There is a need to develop courses/training on Aboriginal land stewardship.
6. There is a need to develop a two year program on Aboriginal forestry.

IV Next Steps

1. NAFA work towards an Aboriginal foresters network.
2. NAFA develop an Internet site to support Aboriginal students in forestry schools with reference materials, Internet links, online literature and documents, links to databases, Aboriginal foresters chat-line, etc.

Group 1 - Action Plan Report presented by Garry Merkel

I Attracting students to forestry and promoting success

1. Interest - there is a need to increase interest in forestry, for example, development of games, comics that promote an understanding of forestry that the industry is more than cutting. We need to develop all kinds of information tools to generate interest. There needs to be more hands-on activities and active involvement of Aboriginal youth to attract their interest in forestry.
2. Supports - we need to develop supports to become successful: find money, mentoring, recruitment, communications, community involvement, First Nations instructors, courses and curriculum that is relevant to First Nations, help with pre-requisites and requirements for forestry schools, promote our “ambassadors” and role models, etc.
3. Opportunity - we have to promote the opportunities in forestry as a place for students to go and get employment, placements, coop programs and match making. We need to assess these opportunities and to do some match-making. We need to show people this picture that there are opportunities in forestry for individuals and communities to work on the land. We need youth councils, elders, community and individuals involved in order to promote these opportunities.

Promoting success in forestry



III NAFA Organizational Development

This has been an awesome experience. It has been amazing to have this workshop. It has been a very valuable forum that focused on the key issues in sufficient detail to provide valuable direction.

1. We need to task out how we as professional foresters help promote the gospel and help each other in a collective way.
2. Are there is enough of us to form an association or should we become a sub-group of another professional organization? This has been a very useful forum to deal with policy and professional issues.
3. NAFA has a policy role. We need to support NAFA’s policy, forum and networking role to get funding. We can provide support by writing letters of support, etc.

4. We support NAFA in developing a closer working relationship with Aboriginal forestry professionals. We are not interested in NAFA's political identity - we see it as a non-political forum.

IV Next Steps

1. We need to create a summary of the meeting and distribute a report.
2. We need to produce key education materials and supports discussed here at the work shop to support Aboriginal students success.
3. We need another meeting to see how this affiliation would work in the following areas:
 - a. Policy forum on NAFA core funding and long term direction
 - b. Discussion of interest to Aboriginal professional foresters - professional development, such as a detailed discussion on planning, curriculum, etc.
4. NAFA needs to develop a professional foresters web site that includes things like: Aboriginal foresters profiles, bulletin board, document, etc.
5. In summary, our work needs to come together, we need to get together and discuss the future direction of Aboriginal professional forestry. In the long term we might look at Aboriginal professional forester developed curriculum and Aboriginal teaching institutions and directed research.

I. Attracting students to forestry

1. Awareness
 - a. Awareness of forestry sector employment and educational opportunities
 - b. Need for awareness in general; students do not know what is involved in forestry; forestry tends to be perceived as anti-nature. We need to get over the negative perceptions of forestry being seen as a bad thing.
 - c. We need to change the perspective of forestry and Aboriginal people.
 - d. Aboriginal youth's self-worth and identity can be strengthened through an improved awareness and perspective of our relationship with the forest and how it strengthens/supports our culture and values.
 - e. We need to be reaching students in the very early grades, to direct their interests to forestry.
 - f. Interest - there is a need to increase interest in forestry, for example, development of games, comics that promote an understanding of forestry that the industry is more than cutting. We need to develop all kinds of information tools to generate interest. There needs to be more hands-on activities and active involvement of Aboriginal youth to attract their interest in forestry.
2. Role model
 - a. Role models are important - materials such as posters, articles featuring Aboriginal foresters are all important to making a career in forestry appealing to young people.
 - b. We need role models and youth involvement in forestry through posters, more of a profile for forestry to reinforce the view that the forest is part of their life and part of who they are. "We are a non-timber forest product".
 - c. We need to develop local community role models in forestry by giving local awards and recognition at the local level.

3. Education and curriculum
 - a. Include elders and traditional knowledge as part of formal instruction, that is part of elementary and high schools' curriculum of instruction.
 - b. Need to change curriculum to reflect the true history of Aboriginal rights and land use in elementary and high schools.
 - c. High school students need curriculum on forest and Aboriginal issues, particularly in areas where forestry is a major employer.
 - d. We need to get youth back on the land in order that they get a good traditional knowledge perspective.
 - e. We need distant learning and Internet access targeting math and science.
 - f. We need a forest career education policy at the public school level.
4. Youth forest experience
 - a. Job shadowing to give students a taste of jobs in forestry; they follow foresters around for a day, doing work such as plot assessment - this ensures students get involved at the high school level.
 - b. We should be taking youth delegates to conferences, workshops, etc.
 - c. Youth exchanges so they can travel and visit our model community forests, such as Waswanipi and Eel Ground Forests; forestry has to become a cool thing to do.
 - d. We need youth orientated organizations, such as Junior Rangers, Rediscover, Super Saturdays at museums, science camps and visits to camps in the forest.
5. Summer employment
 - a. Summer employment opportunities, like on-the-job training to expose students to forestry jobs to see if it is something they should seriously consider. The jobs are a key component to interest students in forestry, so they can get a taste of what is to come by working on timber crews, collecting medicinal plants, etc.
6. Incentives
 - a. Incentives should not be overlooked, to give students something to strive for - in other fields students are given small awards such as certificates of participation, recognition awards and medals, financial awards, etc.
7. Community level
 - a. Networking is required with human resource professionals in First Nations government to coordinate the functions of education, employment and economic development to focus on the needs for Aboriginal forestry.
 - b. There is a need for Aboriginal communities to create a vision to support community forests, employment, education and developing sustainable forests.
8. Recruitment
 - a. Recruitment of Aboriginal high school students to the industry by employers (government, business and academia).
 - b. Career fair participation focusing on career opportunities at the community level in forestry, such as managing community forests, forestry planning and operations, forestry professionals and technicians, etc. etc.
 - c. We need to develop good recruitment materials, which promote the field as exciting and an adventure.
 - d. We need to promote forestry education as a good mid-career choice.

- e. Aboriginal people should be able to enter into forestry education at multiple points and not necessarily work their way up through the system, in a bottom up approach. For example, students should be able to get into a forestry education at the community level, the college or technical school or at university. We need to design systems and plans that accommodate and consider multi-points of entry.

II Improving success

1. Encouraging success: models, access and programs
 - a. We need to develop a model of successful student support that could be adapted by universities across Canada.
 - b. We need bridging programs that link forestry students with communities and communities with forestry students.
 - c. Opportunity - we have to promote the opportunities in forestry as a place for students to go and get employment, placements, coop programs and match making. We need to assess these opportunities and to do some match-making. We need to show people this picture that there are opportunities in forestry for individuals and communities to work on the land. We need youth councils, elders, community and individuals involved in order to promote these opportunities.
 - d. We need to examine why students are not making it through the education system, so we can take what we have learned in terms of lessons learned and apply them to ensure success and having the proper supports for Aboriginal students.
2. Supports
 - a. Supports - we need to develop supports to become successful: find money, mentoring, recruitment, communications, community involvement, First Nations instructors, courses and curriculum that are relevant to First Nations, help with pre-requisites and requirements for forestry schools, promote our “ambassadors” and role models, etc.
 - b. We need to develop a list of forestry students across Canada in order to provide them with supports, communications links and educational and career supports.
 - c. Recognition at all levels (community, family, academia, etc.) Aboriginal students need the recognition and support of their communities, so they are not viewed as outsiders or with suspicion as they complete their forestry education. This recognition strengthens students resolve and views that a forestry education will benefit their communities and strengthen Aboriginal culture and values. Communities should see forestry students as future leaders.
 - d. Make educational supports available, Aboriginal students need equipment such as computers.
 - e. Provide Aboriginal students with the tools that would be helpful and useful to them, such as: reference materials, Internet links, online literature and documents, links to databases, Aboriginal foresters chat-line, etc.
3. Forestry Schools
 - a. When students start at schools there should be a get together so students can get to know each other early on in the school year.
 - b. There is a need for forestry faculty in the following areas:
 - Greater support from forestry faculty to Aboriginal forestry

- Increased awareness and understanding of Aboriginal issues and topics
 - Need Aboriginal faculty in forestry schools
 - Need to develop training directed forestry faculty
- c. There is a need to develop a data base of people who can teach Aboriginal forestry courses.
 - d. Need for community based forest programs and courses, e.g. field work and labs located in Aboriginal communities so students can be supported by their communities, friends and family closer to home.
 - e. Forestry education should be driven by and for First Nations.
 - f. There should be coop programs in our communities.
 - g. There is a need to develop courses/training on Aboriginal land stewardship.
4. Funding
 - a. Students need affirmation from their funding sources which recognizes the challenging program they are taking on in their studies.
 - b. Need to improve quality of funding for students to ensure success, rather than funding many at such as poor levels that it affects their success rate. In an era of limited funding, we must ensure that the top-notch students get funded.
 - c. There is a need for a reward or scholarship system.
 - d. We need scholarships and bursaries
 - e. We need more financial support from our communities.
 - f. Some communities have become creative with program funding such as social assistance in cases where the students have demonstrated they are working hard; the social assistance programming has been changed to address students' issues.
 - g. We need to "uncap" DIAND education funding, to introduce upgrading programs.
 - h. There is a need to make more funding available for Aboriginal students.
 5. Registered Professional Foresters
 - a. To become a licensed forester there should be a requirement for knowledge in First Nations issues, history, law, traditional knowledge, etc. This should be a mandatory requirement to become a professional forester.
 6. Mentors
 - a. There is a need for a mentoring program.
 - b. A mentorship program with professionals may help students get through difficult patches in their education and help guide them as forestry professionals have already experienced the difficulties students are facing.
 7. Networks
 - a. There is a need for cross culture awareness.
 - b. Encourage a dialogue on Aboriginal forestry issues, there is a real reluctance to discuss Aboriginal issues.
 - c. Need to form an Aboriginal professional foresters network, which: can provide a mutually supporting environment, circulate professional information and literature, updates on member activities, and other information such as meetings, conferences, gatherings, etc.
 - d. Need for networking between provincial/territorial organizations and Aboriginal organizations (i.e., AFN, SFI Net, etc.).
 8. Community supports

- a. Students need affirmation by their communities and families to support their program of studies, because there is often a lack of awareness of the relevance of an education in forestry programs to the community.
 - b. Family support and interaction is important to students.
 - c. We would like support from our communities that recognizes and understands the long hours and demanding courses we are required in our program in order to be successful at university forestry schools.
9. Professional development
- a. There is a need for “post” education professional development for such things as interdisciplinary studies, links with other departments in universities, interfaculty studies, etc.
 - b. Ensure that persons entering Aboriginal lands have training in Aboriginal forestry and land issues, for example, persons working in silviculture have to take a course to train them for the job of tree planting.
 - c. There is a need to develop a two year program on Aboriginal forestry

III Organizational development

- 1. Organizational development begins at the grassroots and flows up through the regional to the provincial/territorial level to the national level (includes NAFA, universities, AFN). Through this process of organization development, NAFA can take the leadership.
- 2. There is a need for further forums like this workshop to discuss key issues important to Aboriginal professional foresters.
- 3. NAFA has a policy role. We need to support NAFA’s policy, forum and networking role to get funding. We can provide support by writing letters of support, etc.
- 4. We support NAFA in developing a closer working relationship with Aboriginal forestry professionals. We are not interested in NAFA’s political identity - we see it as a non-political forum

IV. Next steps

- 1. Follow-up on action steps identified at this workshop. We need to create a summary of the meeting and distribute a report.
- 2. There is a need for more workshops and forums, meeting with all these forestry professionals has been an awesome experience. It has been amazing to have this workshop. We need further meetings to see how this affiliation would work in the following areas:
 - a. Policy forum on NAFA core funding and long term direction
 - b. Discussion of interest to Aboriginal professional foresters - professional development, such as a detailed discussion on planning, curriculum, etc.
 - c. It has been a very valuable forum that focused on the key issues in sufficient detail to provide valuable direction.
 - d. We need to task out how we as professional foresters help promote the gospel and help each other in a collective way.
 - e. Are there is enough of us to form an association or should we become a sub-group of another professional organization? This has been a very useful forum to deal with policy

and professional issues. NAFA needs to support further forums, workshop like this workshops.

- f. Maintain links established at this workshop, particularly the link between the students who participated at workshops by encouraging them to keep up the contacts and feel free to contact the Aboriginal forest professionals they met during the two-day workshop.
3. Students and professionals need access to resources, such as computers and the Internet connection.
4. NAFA needs to find ways to establish core funding, by getting support from various bodies, such as political support from Aboriginal political bodies.
5. NAFA work towards an Aboriginal foresters network.
6. NAFA needs to develop an Internet site
 - a. to support Aboriginal students in forestry schools with reference materials, Internet links, online literature and documents, links to databases, Aboriginal foresters chat-line, etc
 - b. NAFA needs to develop a professional foresters web site that includes things like: Aboriginal foresters profiles, bulletin board, document, etc.
 - c. The workshop participants need to submit personal profiles; it can be a short one paragraph profile, to be shared with other participants and form part of the report.
 - d. We need to produce key education materials and supports discussed here at the work shop to support Aboriginal students success.
7. In summary, our work needs to come together, we need to get together and discuss the future direction of Aboriginal professional forestry. In the long term, we might look at Aboriginal professional forester developed curriculum and Aboriginal teaching institutions and directed research.

**ACTION PLAN
ABORIGINAL PROFESSIONAL DEVELOPMENT
IN THE FOREST SECTOR**

The following synthesizes the full range of actions proposed by Aboriginal foresters, senior technicians and practitioners, forestry schools educators, Aboriginal forestry students, First Nations government representatives, government representatives and NAFA board members. While this synthesis is primarily the result of the two-day workshop in Vancouver, it is comprehensive and representative of the actions required to increase the number of Aboriginal students going to forestry schools with the view of becoming registered professional foresters.

I. ATTRACTING STUDENTS TO FORESTRY

There is a major need to attract students to forestry. First of all, very little is known about the changes in forestry education. Forestry is stereotyped as being primarily “clear cutting” and destroying habitat. Forestry is changing, particularly in the last few decades, from an industrial model to sustainable forestry. Canada is on the forefront of developing new models for sustainable forestry. It has a number of “model forests” that are living experiments for a sustainable future. Aboriginal communities have their own perspective on the forest and do not view it as primarily a “resource”, but as (if respected and maintained in a traditional way) an endless source of food, shelter, spirit and other benefits. Multiple and wise use is often the objective of forest development for Aboriginal communities. To attract Aboriginal youth to forestry, they must develop a mature awareness of the forest as a source of wealth in terms of cultural and economic development.

Goal 1: to actively attract, educate and recruit Aboriginal students to an education in forestry. To achieve this goal, there are a number of objectives that would have to be achieved in the following areas:

- Awareness
- Role models
- Education and curriculum
- Youth forest experience
- Summer employment
- Incentives
- Community support
- Recruitment

Awareness

There is a need to develop an awareness campaign to increase Aboriginal youth and communities awareness of the opportunities, challenges and benefits of forestry.

- a. awareness of forestry sector employment and educational opportunities
- b. Need for awareness in general; students do not know what is involved in forestry; forestry tends to be perceived as anti-nature. We need to get over the negative perceptions of forestry being seen as a bad thing.

- c. We need to change the perspective of forestry and Aboriginal people.
- d. Aboriginal youth's self-worth and identity can be strengthened through an improved awareness and perspective of our relationship with the forest and how it strengthens/supports our culture and values.
- e. We need to be reaching students in the very early grades, to direct their interests to forestry.
- f. Interest - there is a need to increase interest in forestry, for example, development of games, comics that promote an understanding of forestry that the industry is more than cutting. We need to develop all kinds of information tools to generate interest. There needs to be more hands-on activities and active involvement of Aboriginal youth to attract their interest in forestry.

Action Plan

Objective: to develop and implement a promotional campaign that would increase Aboriginal youth and communities awareness of the opportunities, challenges and benefits of forestry. The campaign would include the following elements:

- Theme: such as "Sustaining Mother Earth: A Future in Forestry"
- Poster and brochure campaign
- Develop other materials to reach a wide range of grades and interests
- Feature Aboriginal foresters as role models in campaign promoting forestry as a career and how forestry can meet community needs and aspirations
- Develop a school pack that Aboriginal foresters and other professionals could use in presentations to Aboriginal students and audiences
- Promote discussion of awareness issues at conferences and workshops, and encourage the writing of articles focused on ways to promote awareness in the Aboriginal community.

Budget: \$15,000 per year

Multi-year planning

Year 1: Develop basic campaign and publish poster and brochure

Year 2: Develop plan for promote school visits by role models

Year 3: Develop other materials for students, such as a comic book, interactive web site

Year 4: Promote recent forestry school graduates in poster and brochure campaign

Year 5: Develop plan to get recent forestry school graduates into Aboriginal communities

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools and NAFA board.

Role models

One of the most effective ways to promote careers in forestry is the use of Aboriginal role models, which has been effective in other fields, such as entrepreneurs, arts, sports, etc.

- a. Role models are important - materials such as posters, articles featuring Aboriginal foresters are all important to making a career in forestry appealing to young people.
- b. We need role models and youth involvement in forestry through posters, more of a profile for forestry to reinforce the view that the forest is part of their life and part of who they are. "We are a non-timber forest product".

- c. We need to develop local community role models in forestry by giving awards and recognition at the local level.

Action Plan

Objective: to develop and implement an Aboriginal Forestry Role Model programme to promote Aboriginal foresters to Aboriginal youth to promote it has a career and benefit to Aboriginal communities:

- To develop a programme that could coordinate with the awareness programme, but not necessarily
- To develop a campaign theme, such as Aboriginal Foresters for a Sustainable Future
- To develop campaign materials, such as posters
- To identify foresters who would be able to travel to promote the campaign
- Campaign should be for a 3 year period, with a review in the third year

Budget: \$40,000 per year. In addition to the poster and press campaign, funding should be provided for role model(s) travel, accommodations and salary.

Multi-year planning

Year 1: National poster and press campaign and launch, possibly limited travel

Year 2: Regional awareness campaigns and some travel by role models

Year 3: National and regional awareness campaigns and review of program

Year 4: Continue with revised role model program

Year 5: Continue role model program

Responsibility: NAFA with Aboriginal professional foresters, government, forestry schools and NAFA board.

Funding: there are sources of funding which should be explored, as follows: DIAND, Aboriginal Business Canada, NRCan and the private sector.

Education and curriculum

There is an urgent need for education to increase the awareness of forestry issues in both the Aboriginal and non-Aboriginal world. In addition, new curriculum needs to be developed which would be used in the education program, and new and existing courses.

- a. Include elders and traditional knowledge as part of formal instruction, that is part of elementary and high schools' curriculum of instruction.
- b. Need to change curriculum to reflect the true history of Aboriginal rights and land use in elementary and high schools.
- c. High school students need curriculum on forest and Aboriginal issues, particularly in areas where forestry is a major employer.
- d. We need to get youth back on the land in order that they get a good traditional knowledge perspective.
- e. We need distant learning and Internet access targeting math and science.
- f. Develop simple curriculum materials that could be included in NAFA newsletter, material would be developed for grades 4-7.
- g. We need a forest career education policy at the public school level.

Action Plan

Objective: to develop, facilitate and implement new curriculum to be used in Aboriginal schools focused at grades 6-12 to increase awareness of forestry issues in both the Aboriginal and non-Aboriginal world :

- to develop new curriculum and materials for grades 6 - 12
- to encourage use of curriculum materials in both native and non-native schools
- to develop curriculum that focuses on forestry issues, Aboriginal rights and treaties, and success stories across Canada
- to identify possible partners, such as a publisher interested in a text book on Aboriginal forestry directed at high school and first year university level (possible partners is CANDO economic development journal)
- to promote use of curriculum in Aboriginal schools, particularly in Aboriginal areas located in forested areas
- to promote tradition use of foresters, particularly the development of plans and implementation strategies that accommodate traditional and commercial forestry.
- to develop modules for distant learning and Internet access for math and science
- to promote forestry as a career option school guidance counselors will promote

Budget: \$20,000 per year

Multi-year planning

Year 1: Develop curriculum plan, identifying partners, funding sources and strategy

Year 2: Develop and distribute first curriculum module for high schools

Year 3: Develop and distribute second curriculum module for grades 6-7

Year 4: Develop and distribute traditional use curriculum

Year 5: Put all materials on Internet

Responsibility: NAFA with Aboriginal professional foresters, forestry educators, publisher partner, senior technicians and forestry schools and NAFA board.

Youth forest experience

There are a number of ways for Aboriginal youth to gain experience in forestry while they are still in high school. This is one way to direct Aboriginal youths interests into the field and enable them to make informed decisions about committing themselves to a career in forestry.

- a. Job shadowing to give students a taste of jobs in forestry; they follow foresters around for a day, doing work such as plot assessment - this ensures students get involved at the high school level.
- b. We should be taking youth delegates to conferences, workshops, etc.
- c. Youth exchanges so they can travel and visit our model community forests, such as Waswanipi and Eel Ground Forests; forestry has to become a cool thing to do.
- d. We need youth orientated organizations, such as Junior Rangers, Rediscover, Super Saturdays at museums, science camps and visits to camps in the forest.

Action Plan

Objective: to develop a program that would provide Aboriginal youth with experience in forestry, that could include job shadowing, travel to conference, model forests, etc. and participation in an organizational setting (see above):

- to develop a programme delivery approach which could include the following:

- a. small grants, based on matching funding raised by youth
- b. small bursaries for travel based on application and letters of support
- to develop a simple application and approval procedure to administer program.

Budget: \$15,000 per year

Multi-year planning

Year 1: Develop program, identify partners and start programme

Year 2: Implement grants and bursaries

Year 3: Implement grants and bursaries, and review program

Year 4: Modify and continue to implement grants and bursaries

Year 5: Implement grants and bursaries

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and partners (government and private sector) and NAFA board.

Summer employment

There is a need for summer employment opportunities to support Aboriginal students in forestry schools. The benefits are obvious, students would gain experience in Aboriginal communities and industry and they would be able to earn an income that could lead to employment.

- a. Summer employment opportunities, like on-the-job training to expose students to forestry jobs to see if it is something they should seriously consider. The jobs are a key component to interest students in forestry, so they can get a taste of what is to come by working on timber crews, collecting medicinal plants, etc.

Action Plan

Objective: to develop and implement a summer employment program in forestry for Aboriginal youth:

- to work with HRDC in developing a summer youth employment program for Aboriginal youth in forestry
- to work with industry and communities to promote the summer employment program
- to find a government department to deliver the summer employment program
- to work closely with Aboriginal communities and industry to promote the program
- to develop a project selection process

Budget: \$50,000 per year

Multi-year planning

Year 1: Develop program

Year 2: Implement program and evaluate

Year 3: Revise and implement program

Year 4: Implement program

Year 5: Implement program and evaluate

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools, Aboriginal communities, forestry industry and NAFA board.

Incentives

It makes sense to recognize Aboriginal youths' achievements and interest in forestry. A small initiative to provide youth with awards for work they have done in improving community

awareness of forestry, improving local forests, forestry projects including small restoration projects, etc. would develop awareness and support for Aboriginal forestry.

- a. Incentives should not be overlooked, to give students something to strive for - in other fields students are given small awards such as certificates of participation, recognition awards and medals, financial awards, etc.

Action Plan

Objective: to develop an Aboriginal Youth Recognition Award to honour Aboriginal youths' contribution to the development of awareness about forestry issues, caring of forests and the promotion of traditional use of forests:

- Develop an Aboriginal Youth Recognition Award
- All applicants will be given some award, such as medals and prizes.
- Major prize would be to NAFA conference for winner and a guardian
- To develop a award application system and selection committee (could be done by conference call)

Budget: \$7,000 per year

Multi-year planning

- Year 1: Develop award program
- Year 2: Implement award program
- Year 3: Implement award program
- Year 4: Implement award program
- Year 5: Implement award program

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools and NAFA board.

Community level

Aboriginal students felt that community support of Aboriginal forestry students was very important to their success in forestry school. Recognition of forestry students by communities develops awareness of the importance of forests to the future of Aboriginal communities and its link to claims and self-government.

- a. Networking is required with human resource professionals in First Nations government to coordinate the functions of education, employment and economic development to focus on the needs for Aboriginal forestry.
- b. There is a need for Aboriginal communities to create a vision to support community forests, employment, education and developing sustainable forests.

Action Plan

Objective: to develop an awareness program directed at First Nations education, counselors and employment personnel to promote awareness and recognition of the forestry profession:

- to identify First Nations education, counselors, economic development and employment personnel
- to publish a special annual issue of NAFA newsletter directed at education and careers in forestry
- to provide information on forestry education, opportunities, and schools

- to provide information to First Nations personnel on sources of support and funding for student in forestry schools, colleges and programs

Budget: \$10,000 per year

Multi-year planning

- Year 1: Develop mailing list for First Nations education, counselors, economic development and employment personnel and publish first newsletter
- Year 2: Gather information on support and funding for students in forestry and publish newsletter and post on NAFA Internet site
- Year 3: Publish and distribute newsletter and post on NAFA Internet site
- Year 4: Publish and distribute newsletter and post on NAFA Internet site
- Year 5: Publish and distribute newsletter and post on NAFA Internet site

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools and NAFA board.

Recruitment

There is a need for forestry schools, NAFA and others to communicate directly with Aboriginal students to direct their interest to careers in forestry. While it is important to cast a wide net, it is equally important to develop a plan which results in face to face contact with students to arouse their interests, answer the questions, provide advice and support and develop a long term relationship.

- a. Recruitment of Aboriginal high school students to the industry by employers (government, business and academia).
- b. Career fair participation focusing on career opportunities at the community level in forestry, such as managing community forests, forestry planning and operations, forestry professionals and technicians, etc. etc.
- c. We need to develop good recruitment materials, which promote the field as exciting and an adventure.
- d. We need to promote forestry education as a good mid-career choice.
- e. Aboriginal people should be able to enter into forestry education at multiple points and not necessarily work their way up through the system, in a bottom up approach. For example, students should be able to get into a forestry education at the community level, the college or technical school or at university. We need to design systems and plans that accommodate and consider multi-points of entry.

Action Plan

Objective: to develop a recruitment plan and strategy targeted education and employment for Aboriginal youth in forestry:

- Develop a recruitment plan and strategy and a theme, could be same as awareness campaign
- Identify possible partners, particularly for regional campaigns
- Develop a mailing list of schools and students interested in forestry
- Develop 2-3 special NAFA recruitment displays
- Identify key “fairs” NAFA should participate in, and other fairs that NAFA partners could participate in using NAFA display materials

Budget: start up year one, \$80,000 and \$20,000 for subsequent years (first year cost of displays and other materials would be paid)

Multi-year planning

Year 1: Develop and implement plan

Year 2: Implement recruitment plan

Year 3: Implement recruitment plan

Year 4: Implement recruitment plan

Year 5: Implement recruitment plan

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools and NAFA board.

II IMPROVING SUCCESS

Everyone agrees there is a real need to enhance Aboriginal students chances of success in forestry school. In particular, students need support in math and science. Improving students' math and science abilities, it was suggested, should start in the early grades and at the high school level. Some programs are directed at providing math and science program prior to students entering college and university. Other programs providing bridging opportunities from two-year college based forestry programs to forestry schools at university.

Goal 2 - to increase Aboriginal students chances of success in forestry school and once they have graduated. The following are some of the objectives that have to be achieved to improve Aboriginal chances of success in forestry schools:

- Encouraging success: models, access and programs
- Supports
- Forestry School curriculum
- Student supports
- Funding
- Registered professional foresters
- Mentors
- Networks
- Community supports
- Professional development

Encouraging success: models, access and programs

Presently, forestry schools, educators and Aboriginal Peoples are at the very early stage of developing approaches to encourage success. Some Aboriginal forestry educators believe that if programs are developed, Aboriginal students will be attracted to the field. Others feel it is important to put into place supports that work and have been proven successful. Success in the end is the coordination and cooperation of all interested parties; schools, students, Aboriginal Peoples, industry and government. Three forestry schools have studied and produced reports on ways in which they could improve Aboriginal student success in their forestry programs.

- a. We need to develop a model of successful student support that could be adapted by universities across Canada.

- b. We need bridging programs that link forestry students with communities and communities with forestry students.
- c. Opportunity - we have to promote the opportunities in forestry as a place for students to go and get employment, placements, coop programs and match making. We need to assess these opportunities and to do some match-making. We need to show people this picture that there are opportunities in forestry for individuals and communities to work on the land. We need youth councils, elders, community and individuals involved in order to promote these opportunities.
- d. We need to examine why students are not making it through the education system, so we can take what we have learned in terms of lessons learned and apply them to ensure success and having the proper supports for Aboriginal students.

Action Plan

Objective: to promote best practices and lessons learned directed at improving Aboriginal students chances of success through national workshops/conferences, such as the workshop held at UBC in November 1999:

- Gather reports, studies and articles on improving Aboriginal success in forestry schools
- To disseminate and promote the use of best practices and lessons learned
- To hold a national workshop or conference of forestry schools, students and Aboriginal RPFs on attracting and retaining Aboriginal students in forestry schools in 2001
- To meet with Deans of Forestry Schools in the summer of 2000 to discuss initiatives to improve Aboriginal students success in forestry schools

Budget: year 1 \$10,000, year 2 \$50,000, years 3, 4, 5 \$10,000 per year

Multi-year planning

Year 1: Meet with Deans of Forestry Schools summer 2000

Year 2: National conference/workshop on Forestry schools and Aboriginal forestry

Year 3: Promote best practices and implement action plan for 2001 conference

Year 4: Promote best practices and implement action plan

Year 5: Promote best practices and implement action plan

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools, NAFA board, government and industry.

Student supports

Aboriginal students identified a number of supports they need in order to succeed in forestry school.

- a. Supports - we need to develop supports to become successful: find money, mentoring, recruitment, communications, community involvement, First Nations instructors, courses and curriculum that are relevant to First Nations, help with pre-requisites and requirements for forestry schools, promote our “ambassadors” and role models, etc.
- b. We need to develop a list of forestry students across Canada in order to provide them with supports, communications links and educational and career supports.
- c. Recognition at all levels (community, family, academia, etc.) Aboriginal students need the recognition and support of their communities so they are not viewed as outsiders or with suspicion as they complete their forestry education. This recognition strengthens

students resolve and view that a forestry education will benefit their communities and strengthen Aboriginal culture and values. Communities should see forestry students as future leaders.

- d. Make educational supports available, Aboriginal students need equipment such as computers.
- e. Provide Aboriginal students with the tools that would be helpful and useful to them, such as: reference materials, Internet links, online literature and documents, links to databases, Aboriginal foresters chat-line, etc.

Action Plan

Objective: to develop a list of Aboriginal students in forestry and related fields to provide supports and services. To achieve this objective, a number of tasks and steps must be achieved, as follows:

- Develop a list of Aboriginal students in forestry and related fields
- The list would include name, address, phone, fax, e-mail and a short profile
- Develop a plan to deliver supports to Aboriginal students
- Develop educational supports, such as reference materials, Internet links, online literature and documents, links to databases, Aboriginal foresters chat-line, etc.

Budget: \$20,000 per year

Multi-year planning

Year 1: Prepare list of Aboriginal students and develop support plan

Year 2: Develop an Internet site for Aboriginal students

Year 3: Research and develop online literature and documents, and review plan

Year 4: Revise and implement plan

Year 5: Implement plan

Responsibility: NAFA with Aboriginal professional foresters, senior technicians, Aboriginal forestry students' Network, and forestry schools, NAFA board, government and partners.

Forestry School initiatives

Aboriginal foresters and students discussed ways that forestry schools could improve their programs and make their programs more relevant to Aboriginal communities. A number of forestry schools, over the past five years, have examined ways in which they could increase Aboriginal participation and make their programs and curriculum relevant. Three schools have published reports on increasing Aboriginal student participation and success in their schools. Many schools are actively working towards improving Aboriginal participation. NAFA can maintain its thrust in this area by hosting a national workshop on Forestry Schools and Aboriginal Education in 2001 as a follow-up to the November 1999 workshop on professional development.

- a. When students start at schools, there should be a get together so students can get to know each other early on in the school year.
- b. There is a need for forestry faculty in the following areas:
 - Greater support from forestry faculty to Aboriginal forestry
 - Increased awareness and understanding of Aboriginal issues and topics
 - Need Aboriginal faculty in forestry schools

- Need to develop training directed forestry faculty
- c. There is a need to develop a data base of people who can teach Aboriginal forestry courses.
- d. Need for community based forest programs and courses, e.g. field work and labs located in Aboriginal communities so students can be supported by their communities, friends and family closer to home.
- e. Forestry education should be driven by and for First Nations.
- f. There should be coop programs in our communities.
- g. There is a need to develop courses/training on Aboriginal land stewardship.

Action Plan

Objective: for NAFA to host a national workshop of forestry schools, academics, administrators, colleges, students, Aboriginal RPFs and partners to exchange ideas and best practices and to develop an action plan on increasing Aboriginal success in forestry schools. To achieve this goal a number of steps and components need to be achieved:

- Develop a proposal and gain support for a national workshop on Forestry schools and Aboriginal students
- Identifying funding support and begin implementing workshop
- Strike a meeting of the workshop planning committee, meeting to take place via conference calls
- Undertake workshop
- Prepare workshop report and action plan
- Identify funding support for action plan
- Implement action plan

Budget: \$10,000 per year

Multi-year planning

Year 1: Develop proposal and identify funding support

Year 2: Undertake workshop, write action plan and form implementation committee

Year 3: Implement plan

Year 4: Implement plan

Year 5: Implement and evaluate plan

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools and NAFA board.

Funding

Not surprising, funding is a major concern for Aboriginal forestry students. Students need support for tuition, living allowance, books and computers and childcare. The Aboriginal foresters supported the students view that financial supports would have helped considerably during the forestry education years.

- a. Students need affirmation from their funding sources which recognizes the challenging program they are taking on in their studies.
- b. Need to improve quality of funding for students to ensure success, rather than funding many at such as poor levels that it affects their success rate. In an era of limited funding, we must ensure that the top-notch students get funded.

- c. There is a need for a reward or scholarship system.
- d. We need scholarships and bursaries
- e. We need more financial support from our communities.
- f. Some communities have become creative with program funding such as social assistance in cases where the students has demonstrated they are working hard; the social assistance programming has been changed to address students' issues.
- g. We need to "uncap" DIAND education funding, to introduce upgrading programs.
- h. There is a need to make more funding available for Aboriginal students.

Action Plan

Objective: to provide Aboriginal forestry students with a range of grants, bursaries and other funding through a variety of sources. To achieve this goal, a number of tasks and components have to be achieved:

- Strike a committee of forest professionals and funding sources
- Identify a range and level of needs
- Develop a fund-raising plan to finance funding supports
- Raise funding and implement dissemination of grants and other supports

Budget: \$10,000 per year

Multi-year planning

Year 1: Strike committee, identify needs and commence fund-raising

Year 2: Raise funds and disseminate grants and supports to students

Year 3: Raise funds and disseminate grants and supports to students

Year 4: Raise funds and disseminate grants and supports to students

Year 5: Raise funds and disseminate grants and supports to students

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools and NAFA board.

Registered Professional Foresters

Aboriginal professional foresters, senior technicians and students were unanimous that Aboriginal issues should be part of all forestry school and RPF education and continuing education. In addition, to increasing the number of Aboriginal RPFs there is an urgent need to educate RPFs on Aboriginal issues. These courses would educate RPFs and develop awareness of Aboriginal perspectives and rights to land and territories, presently there is almost no awareness of Aboriginal issues. The benefit would be improved understanding and services to Aboriginal communities and improved development of forest plans, which incorporate Aboriginal rights, values and aspirations.

- a. To become a licensed forester, there should be a requirement for knowledge in First Nations issues, history, law, traditional knowledge, etc. This should be a mandatory requirement to become a professional forester.

Action Plan

Objective: To gain support of RPF professional organizations for courses on First Nations issues, history, law, traditional knowledge, etc.:

- Gain support of all or a selected number of RPF professional associations across Canada for a course or courses on First Nations issues
- Research and develop course(s) on various issues
- Identify professional to deliver courses
- Conduct pilot courses regionally or across Canada
- Evaluate and revise course

Budget: \$20,000 per year

Multi-year planning

Year 1: Gain support of RPF associations for Aboriginal issues training course(s)

Year 2: Develop, implement and evaluate first pilot courses

Year 3: Revise and implement courses more widely across Canada

Year 4: Implement courses

Year 5: Implement courses

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools, RPF associations, and NAFA board.

Mentors

A mentoring program is needed to support students, foresters in training and foresters just starting. The program would provide young and not-so-young new Aboriginal foresters with a network, access to experience and advice and professional support. Forestry programs prepare students with a sound professional education, but are not able in 4-5 years to provide everything foresters may need to know, such as skills and knowledge in business, community development, Aboriginal law and issues, lessons learned in Aboriginal context, etc.

- a. There is a need for a mentoring program.
- b. A mentor ship program with professionals may help students get through difficult patches in their education and help guide them as forestry professionals have already experienced the difficulties students are facing.

Action Plan

Objective: to develop and implement a mentorship program for Aboriginal students, foresters in Training and new RPFs:

- Develop a mentorship program for Aboriginal forestry
- Strike committee of Aboriginal foresters and student to monitor initiative
- Develop list of students interested in mentors and a list of RPFs who wish to become mentors (it is likely there are more students than Aboriginal RPFs, so it may be necessary to have non-Aboriginal RPFs as mentors)
- Develop short training video for mentorship program for students and mentors
- Implement mentorship initiative

Budget: \$10,000 per year

Multi-year planning

Year 1: Research and develop mentorship program, develop lists and form committee

Year 2: Develop short mentorship video, implement program and review results

Year 3: Revise initiative and implement initiative

Year 4: Implement initiative

Year 5: Implement initiative

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools, RPF associations, government, private sector and NAFA board.

Networks

Aboriginal professional foresters and students need to develop a network(s) to meet their ongoing professional development and to focus on issues that concern them professionally.

- a. Encourage a dialogue on Aboriginal forestry issues, there is a real reluctance to discuss Aboriginal issues.
- b. Need to form an Aboriginal professional foresters network, which: can provide a mutually supporting environment, circulate professional information and literature, updates on member activities, and other information such as meetings, conferences, gatherings, etc.
- c. Need for networking between provincial/territorial organizations and Aboriginal organizations (i.e., AFN, SFI Net, etc.).
- d. There is a need for cross culture awareness.

Action Plan

Objective: to develop an electronic network and “forum” to meet the needs of Aboriginal RPFs, senior technicians and professional associates for ongoing professional development and to focus on issues that concern them professionally. In order to achieve this objective, the following steps and tasks have to be achieved:

- Development of Internet network system (e-mail broadcast, electronic bulletin board, and web site)
- Hosting of occasional forums, where Aboriginal RPFs, senior technicians and professional associates meet to discuss specific issues, such as Aboriginal forestry planning, new technologies, policy, etc.

- Develop approaches and mechanisms where Aboriginal RPFs can network on their behalf with provincial/territorial organizations and Aboriginal organizations (i.e., AFN, SFI Net, etc.) and to promote cross culture awareness.

Budget: year 1- \$30,000 to develop Internet site; subsequent years \$10,000 per year to manage site and administer forum business, forums would be part of NAFA workshop, therefore travel costs would be born by conference or conference attendees.

Multi-year planning

Year 1: Establishment of Internet site and first Forum on Forestry curriculum

Year 2: Forum on Forestry education and maintenance of site

Year 3: Forum on Forestry and multiple use and maintenance of site

Year 4: Forum on international forestry policy and maintenance of site

Year 5: Forum on employment in forestry and maintenance of site

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools, RPF association and NAFA board.

Community supports

Aboriginal students focused on community

- a. Students need affirmation by their communities and families to support their program of studies, because there is often a lack of awareness of the relevance of an education in forestry programs to the community.
- b. Family support and interaction is important to students.
- c. We would like support from our communities that recognizes and understands the long hours and demanding courses required in our program in order to be successful at university forestry schools.

Action Plan

Objective: to encourage Aboriginal communities to recognize contributions by young Aboriginal Peoples to forestry by promoting the idea of awards for good works in forestry by young Aboriginals and students. In order to achieve this, the following steps and tasks must be achieved:

- Review existing awards for opportunities to add a new award for work in forestry, i.e., National Aboriginal Achievement Awards, community-based awards, etc.
- Develop a plan to add forestry awards to existing community-based awards
- Identify private sector and other sources of funding for awards
- Establish a small awards committee to oversee awards program

Budget: \$5,000 per year

Multi-year planning

Year 1: Develop community awards plan, identify funding and establish committee

Year 2: Implement community-based forestry awards

Year 3: Implement community-based forestry awards

Year 4: Implement community-based forestry awards

Year 5: Implement community-based forestry awards

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools and NAFA board.

Professional development

Aboriginal professional foresters, senior technicians and educators identified a need for ongoing professional development post-university that would keep them up-to-date on the latest knowledge, experience, technology and issues. This could be done through professional development courses delivered by NAFA and in conjunction with periodic “forums” that bring Aboriginal professionals together to discuss issues, share knowledge and experience.

- a. There is a need for “post” education professional development for such things as interdisciplinary studies, links with other departments in universities, interfaculty studies, etc.
- b. Ensure that persons entering Aboriginal lands have training in Aboriginal forestry and land issues, for example, persons working in silviculture have to take a course to train them for the job of tree planting.
- c. There is a need to develop a two year program on Aboriginal forestry

Action Plan

Objective: to provide professional development courses for Aboriginal and non-Aboriginal RPFs and others on latest Aboriginal knowledge, experience, technology and issues. To achieve this objective the following steps and tasks will have to be completed:

- To establish a professional development committee which would establish a three-year training program,
- The training would be provided by selected Aboriginal RPFs, who would be responsible for developing and delivering the training course(s)
- The training courses will be part of the NAFA annual conference
- To develop other training courses which could be delivered on-line over the Internet
- These courses could be part of other training courses such as a two-year program in Aboriginal Community Forest Management

Budget: \$10,000 per year

Multi-year planning

Year 1: Develop and get support for professional development courses

Year 2: Implement professional development courses

Year 3: Implement professional development courses

Year 4: Implement professional development courses

Year 5: Implement professional development courses

Responsibility: NAFA with Aboriginal professional foresters, senior technicians and forestry schools and NAFA board.

III ORGANIZATIONAL DEVELOPMENT

The workshop also discussed issues of organization development for NAFA. Issues focused on making NAFA more responsive to the needs of Aboriginal forestry professionals, communities and policy.

1. Organizational development begins at the grassroots and flows up through the regional to the provincial/territorial level to the national level (includes NAFA, universities, AFN). Through this process of organization development, NAFA can take the leadership.
2. There is a need for further forums like this workshop to discuss key issues important to Aboriginal professional foresters.
3. NAFA has a policy role. We need to support NAFA's policy, forum and networking role to get funding. We can provide support by writing letters of support, etc.
4. We support NAFA in developing a closer working relationship with Aboriginal forestry professionals. We are not interested in NAFA's political identity - we see it as a non-political forum.

NAFA has been working towards improving its grassroots and relationships with Aboriginal communities, particularly looking at ways board members can work at the regional and local levels, and developing a working relationship with the Assembly of First Nations, through its Chiefs Committee. During the Vancouver workshop, Aboriginal RPFs clearly stated their desire to establish a closer working relationship with NAFA through forums, such as the Vancouver workshop, to discuss key issues important to Aboriginal professional foresters (see above number 2). It is clear that NAFA needs to develop an action plan which focuses on the following objectives:

1. To work closely at the grassroots level through closer relations with Aboriginal communities, regions and individual Aboriginal forestry professionals.
2. To work closely with Aboriginal Registered Professional Foresters and others in hosting Aboriginal Forestry Forums where key issues are discussed and actioned.
3. To work closely with the Assembly of First Nations to develop an agenda of mutually beneficial goals and objectives.

While relationship building is important to any organization's development, it is particularly important in the Aboriginal world. Relationships must be focused on clear goals and objectives to provide NAFA and its partners with clear strategic vision and agenda. It was apparent from the workshop that the Aboriginal Registered Professional Foresters wanted a well balanced NAFA which continues its important work in: policy and advocacy; forest land and resources legislation; forest management programs; education and training programs; and business development support. NAFA's board is trying to strike a balance between its traditional role and being able to influence the larger forestry agenda by working closer with First Nations in achieving mutually beneficial goals and objectives. NAFA will have to maintain its unique relationship with Aboriginal Peoples as an independent and professional voice on forestry, but be able to effect change in forestry benefits to Aboriginal Peoples by working closer with First Nations, through the AFN chiefs committee.

IV. NEXT STEPS

As a follow-up to the workshop, the participants identified some next steps to follow through with initiatives discussed during the workshop and follow-up action required to implement the action discussed that would result in an increase of Aboriginal student recruitment, retention and success in forestry school, and an increase in the number of Aboriginal people becoming registered professional foresters.

1. Follow-up on action steps identified at this workshop. We need to create a summary of the meeting and distribute a report.
2. There is a need for more workshops and forums, meeting with all these forestry professionals has been an awesome experience. It has been amazing to have this workshop. We need further meetings to see how this affiliation would work in the following areas:
 - a. Policy forum on NAFA core funding and long term direction
 - b. Discussion of interest to Aboriginal professional foresters - professional development, such as a detailed discussion on planning, curriculum, etc.
 - c. It has been a very valuable forum that focused on the key issues in sufficient detail to provide valuable direction.
 - d. We need to task out how we as professional foresters help promote the gospel and help each other in a collective way.
 - e. Are there is enough of us to form an association or should we become a sub-group of another professional organization? This has been a very useful forum to deal with policy and professional issues. NAFA needs to support further forums, workshop like the Vancouver workshop.
 - f. Maintain links established at this workshop, particularly the link between the students who participated at workshops by encouraging them to keep up the contacts and feel free to contact the Aboriginal forest professionals they met during the two-day workshop.
3. Students and professionals need access to resources, such as computers and an Internet connection.
4. NAFA needs to find ways to establish core funding, by getting support from various bodies, such as political support from Aboriginal political bodies.
5. NAFA work towards an Aboriginal foresters network.
6. NAFA needs to develop an Internet site
 - a. to support Aboriginal students in forestry schools with reference materials, Internet links, online literature and documents, links to databases, Aboriginal foresters chat-line, etc
 - b. NAFA needs to develop a professional foresters web site that includes things like: Aboriginal foresters profiles, bulletin board, document, etc.
 - c. The workshop participants need to submit personal profiles; it can be a short one paragraph profile, to be shared with other participants and form part of the report.
 - d. We need to produce key education materials and supports discussed here at the work shop to support Aboriginal students success.
7. In summary, our work needs to come together, we need to get together and discuss the future direction of Aboriginal professional forestry. In the long term, we might look at Aboriginal professional forester developed curriculum and Aboriginal teaching institutions and directed research.

FIVE YEAR BUDGET

Overall goal and objectives:

The overall goal is to increase the number of Aboriginal registered professional foresters to 500 in the next decade to achieve an increase in Aboriginal community capacity and employment in forestry. To achieve the overall goal, two outputs have to be achieved:

1. To increase number of Aboriginal students going to forestry school with the purpose of becoming registered professional foresters.
2. To recruit Aboriginal students to forestry schools across Canada and increase the awareness of employment opportunities in the forestry sector.
3. To improve the success rate of Aboriginal students in forestry schools.
4. To increase the capacity of Aboriginal communities to manage forests productively.
5. To develop and implement an Aboriginal awareness, education

Goal 1: to actively attract, educate and recruit Aboriginal students to an education in forestry.

The following is the budget for the main objectives identified to achieve this goal:

GOAL 1 - BUDGET

	00/01	01/02	02/03	03/04	04/05
a. Awareness	15	15	15	15	15
b. Role models	40	40	40	40	40
c. Education and curriculum	20	20	20	20	20
d. Youth forest experience	15	15	15	15	15
e. Summer employment	50	50	50	50	50
f. Incentives	7	7	7	7	7
g. Community support	10	10	10	10	10
h. <u>Recruitment</u>	<u>80</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>
	237	177	177	177	177

Goal 2 - to increase Aboriginal students chances of success in forestry school and once they have graduated. The following is the budget for the main objectives identified to achieve this goal:

GOAL 2 - BUDGET

	00/01	01/02	02/03	03/04	04/05
a. Encouraging success models	10	50	10	10	10
b. Student supports	20	20	20	20	20
c. Forestry school initiatives	10	10	10	10	10
d. Funding	10	10	10	10	10
e. Registered professional foresters	20	20	20	20	20
5. Mentors	10	10	10	10	10
6. Networks	30	10	10	10	10
7. Community supports	5	5	5	5	5
8. <u>Professional development</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
	125	145	105	105	105

TOTAL BUDGET

Goal 1	237	177	177	177	177
Goal 2	125	145	105	105	105
Total budget	362	322	282	282	282

Sources of funding and budget

This NAFA action plan is key to developing Aboriginal community capacity in forestry, access to traditional territories and enhanced use of reserve lands. Forestry offers a tremendous opportunities for increasing employment for Aboriginal people, particularly youth. There are a number of sources of funding for this action plan. Here are a few suggestions:

- Department of Indian Affairs and Northern Development
- Human Resources Development Canada
- Natural Resources Canada
- Corporate Canada

This action plan focuses on the crucial need to increase the number of Aboriginal Registered Professional Foresters. There are presently 16 known Aboriginal RPFs from a profession of 12,000 in Canada. Aboriginal RPFs are key to building community capacity in forestry and integrating traditional and commercial forestry approaches. This action plan does not focus on the need for forestry technicians and technologists, which is also urgent. This topic has been the focus of other NAFA proposals.