

Clayoquot Biosphere Trust – Fall 2000, Public Meeting Notes

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TOFINO – OCTOBER 18TH, 2000.....	1
RESEARCH	1
EDUCATION	1
TRAINING (SKILLS DEVELOPMENT)	2
PRIORITY OBJECTIVES AND ACTIONS	2
CRITERIA AND APPROACHES TO PROPOSALS	2
BIOSPHERE STAMP OF APPROVAL	3
AHOUSAHT – OCTOBER 24TH, 2000.....	4
GENERAL DISCUSSION – CRITICAL ISSUES AND CONCERNS	4
VISION FOR THE FUTURE.....	5
RESEARCH	6
EDUCATION	6
TRAINING (SKILLS DEVELOPMENT)	7
PRIORITY OBJECTIVES AND ACTIONS	7
CRITERIA AND APPROACHES TO PROPOSALS	8
UCLUELET – OCTOBER 26TH, 2000.....	9
VISION FOR THE FUTURE.....	9
RESEARCH	9
EDUCATION	10
TRAINING (SKILLS DEVELOPMENT)	10
PRIORITY OBJECTIVES AND ACTIONS	11
<i>One year</i>	<i>11</i>
<i>Three year</i>	<i>11</i>
CRITERIA AND APPROACHES TO PROPOSALS	12
BIOSPHERE STAMP OF APPROVAL	12

Tofino – October 18th, 2000

Research

- A. **CBT as a coordinator and clearing house.** Providing coordination of all research to ensure it is integrated and that the results are available to be fed back into the overall process and also available for communication and education locally.
- B. **Indicators and Monitoring.** Includes the development of a set of indicators to be monitored in the long term. Also includes examination of the current ecological footprint of local communities, individuals and industries. What is the “carrying capacity of the environment. Baseline and ongoing indicators should be linked to a global context.
- C. **Exploration of options and long term consequences.** Examination of different plans, strategies. Development of approaches and tools for exploring long term consequences of short term actions.
- D. **Locally relevant research on conservation.** Includes things like: local recycling, affordable housing, youth involvement. Examination of implications of and methods for conservation of energy, water etc.
- E. **Exploration of alternative economic potentials in a green economy.** What are the options that are out there? What are we not doing that we could? Development of more concrete proposals for examination (value added etc.).
- F. **Lessons learned from history.** Historical and cultural research. First nations context but also pioneers and other local history. Respect and support for TEK, Education based on this.

Education

It was suggested that in general Education should focus on the unique aspects of the region that have resulted in the creation of the Biosphere and how to sustain it, namely the ecological legacy of the area and the rich cultural heritage.

- A. **CBT as a coordinator for broad based community education on sustainability in the region.** Growing out of what is learned locally. Close linkage to the schools. Could include: summer camps, work projects, locally based curriculum, workshops, seminars, lectures, newsheets, etc.
- B. **Conferences and symposia.** Should be annual or more frequently. Could be organized thematically. Should be set up to facilitate the free exchange of ideas both within the CBT region and with people from outside.
- C. **Education and awareness raising on sustainable economic development opportunities.** Specific products, projects but also style of working in order to minimize impacts of operations. Aimed at organizations and entrepreneurs.

- D. **Education and awareness raising for individuals to increase sustainability of their lifestyles.** Reducing consumption, pollution, contributing to sustainable development etc.
- E. **Outreach to visitors and outsiders.** When they come into the community but also in a broader context. Communicate what we are doing, how they can help etc. This can include the web site, materials around Tofino and other communities, etc. **[This can also be viewed as part of the awareness raising and marketing that the CBT will have to do in order to attract new funding sources.]**
- F. **Scholarships.** Need to be tied to some method of making sure people come back and benefit the region!

Training (Skills development)

- A. **Broad capacity building** to help people in the community to engage in meaningful dialog about long term sustainability.
- B. **Focussed training** to develop specific personnel resources in the area to act as resource managers, business planners, research assistants, etc. etc.
- C. **CBT as a coordinator.** Ensuring that necessary training is available without necessarily providing it. Carrying out needs assessments, stimulating curriculum development by other agencies, etc. Key is not to duplicate other agencies work.

Priority Objectives and Actions

- A. **Engaging all of the communities in the region in a meaningful way.** This came out clearly as one of the most important objectives.

Criteria and Approaches to proposals

General feeling seemed to be that some sort of ranking system with points for different criteria was a good way to go. However, there were some things that were felt to clearly be inappropriate for CBT funding and should be ruled out.

- A. Groups to be funded need to have clearly demonstrated their **commitments to the principles of sustainability.**
- B. **Review committees** need to include only people who have clearly demonstrated their commitments to the principles of sustainability.
- C. **Ethical guidelines.** Need to be developed for what type of organizations should be funded.
- D. **Future focussed.**
- E. **Multi year projects** are more likely to provide long term benefits. Should not necessarily be tied to fiscal years.

- F. Heavy weighting should be given to **locally based** proposals, ones with local partners, and those with the maximum amount of feedback into the community.
- G. **Leveraged spending/funding** to maximize how far money can go.
- H. **Corporations.** Should be strong limits on ability to fund public corporations and should not benefit individual corporations.
- I. **Government and other public agencies.** Funding should not include work that is the existing mandate of public agencies.
- J. **Transition training.** Should not be funded by CBT, there are lots of other agencies with this mandate.
- K. **Provision of core funding to other groups.** For example LBMF, RIC, WCSA, RAMS, etc. There was some discussion on this. Some people felt it was a good idea others were concerned that it could soak up a lot of money and detract from core directions of the Trust.

Biosphere Stamp of Approval

Overall feeling of the group was that this was a bad idea as stated because:

- Will be a huge time sink and diversion of efforts for the CBT;
- Will be very divisive and controversial – could jeopardize other activities of CBT;
- CBT is not meant to be in the business of marketing;
- Certification needs to be done by an independent body;
- Sustainability is a process not a product.

On the other hand there was some potential support for other softer and less structured approaches to awarding excellence in this area:

- Annual awards,
- Other types of recognition at functions and events,
- Could also develop criteria and directions that are promoted by the trust without a formal certification process.

CBT might also support the general concept of certification in what it does but should not be directly involved in the process – leave this to other agencies such as FSC which are already actively involved in this.

Ahousaht – October 24th, 2000

General Discussion – Critical Issues and Concerns

Before the more formal part of the meeting where we went through the booklet we had a less structured discussion where each of the participants gave their opinions on what was important and their thoughts about the CBT.

- A. **Trust** – For the participants trust was defined as including and growing from friendship, personal relationships, openness, honesty, respect.
 - Past experiences
 1. Aboriginal representatives have been “token members” of boards and initiatives in the past – without real input and involvement.
 2. In individual projects, first nations people hired on are frequently an afterthought, not allowed to advance within the organization. People need to be trained so they can take responsibility.
 3. The experience with LBMF and Interim Measures processes has left them jaded.
 4. Reluctance of many groups and agencies to admit/acknowledge that the land is still owned by the first nations – until papers signed – is a barrier to trust building. [The CBT letter to the treaty process should perhaps be made more public?]
 - Requirements to build trust
 1. The Ahousaht have chosen to stick with the Biosphere process the Trust needs to recognize this and support them. The Hesquiaht and Tlaoquiaht position is their choice and needs to be respected too.
 2. It all comes down to demonstrated performance – “walk the walk”.
 3. Monies need to spent in a way to maximize the impact in the communities
 4. It is important that the CBT become a trusted venue for discussion of complex and difficult issues.
- B. **Education and training** – This was broadly felt throughout the group to be the single most important issue facing the community. The need for education was raised and underlined by almost everyone.
 - The school is currently overcrowded and needs capital expenditures – seen as a problem since the Trust cannot do this.

- Building capacity in the region so that people can participate in the CBT process effectively
 - Raising general technical abilities and broadening opportunities for children
 - Developing capacity to manage the land and resources locally – how to train people to be the technicians of the future
 - Developing the capacity for self government
- C. **Taking ownership of CBT** – The Trust must become driven by the communities in order to succeed – the Trust must be thought of in the communities as WE and a single team not US and THEM.
- D. **Jobs in the community** are required in order to retain young people and be able to produce a self sufficient community. This will flow from educating the young people but also requires the development of jobs for them so they will stay (or come back).
- E. **Need to become stewards of the land again** – “learn how to live with the land again” through a combination of traditional culture and new ideas and approaches. Need to maintain traditional language and culture as a basis for moving forwards.
- F. **Exploitation of culture** - Balance between protecting and living culture and exploiting it for financial gain. There is a wide range of opinions on this both within and between communities.
- G. **A culture in transition** – (mostly from discussion with Roman) The first nations communities are in transition and need to take what the need/want from the past and meld it with the new ideas. Time is now viewed more and more in a modern way (fast paced, instant results) but there is a need for patience, communication and the development of relationships.
- H. **Building independence lack of dependence on others** – was brought up a number of times through the meeting. The need to not build dependence on the Trust but rather to develop people so they can work and get resources and funding on their own.
- I. **Need for capital spending** – How can the Trust facilitate the development and funding of capital projects that are critically required for the development of well educated sustainable communities given that it cannot actually provide money for construction?

Vision for the future

Most of the points raised by the group were captured on the flip charts – some particular things of note that were raised:

1. Connected and complete – healthy connections between people, the land, politics and the communities.

2. People and communities in the reserve serving as positive role models to each other and the rest of the world.
3. Traditional language and culture important elements of the community.

Research

The comment was made at the start of this discussion that “We are already researched out”. However, after the discussion got going there were a number of things that came up as being useful areas for research.

1. **Traditional resources** – medicines etc, - research to assemble the knowledge but also to ensure that the sources of these medicines and other traditional uses of the land are protected for future generations.
2. **Fish farms** – Sites for fish farms must be very carefully chosen (and researched ahead of time) because of potential interactions with other natural resources – herring, salmon stocks – that may be being enhanced at the same time. There was a strong feeling that EVERY site with a fish farm needs to be separately monitored with first nations involvement.
3. **Research inventories and coordination** – what has been done, what is being done – communicating and sharing current research with the communities.
4. **Alternative opportunities for economic development** – what are the options for sustainable jobs in the long term – e-commerce, ecotourism, educational institutions, etc.

Education

The importance of education was highlighted throughout the meeting and was covered in the earlier discussion. Some of the key items that came out of this more focussed discussion were:

1. **Curriculum Development** – Relevant to culture/the Ahousaht people/sustainability. Focus on language as the basis of the connection to the land. Technology is important to becoming employable in the future. Increasing the role and level of local post secondary institutions.
2. **Immediate educational projects** – There is a need to start now doing things to involve young people in the biosphere. These activities could include:
 - Poster and essay contests with prizes from the CBT to get children thinking about the future they want to see in the biosphere region.
 - Projects for web site development by kids – again using the Biosphere region as a focus – links to the CBT web site would give the childrens work wide exposure.
3. **Educational institutions for economic development** – The idea of an educational institution which would attract students from around the world

was discussed. Somewhat like Lester Pearson College but with a focus on degree level course relevant to the Clayoquot Biosphere – culture and environment. A “Global environmental resources campus”.

4. **Elders** – should be involved in education in teaching and other roles to supply continuity.

A notable quote “Education is only a tool to let you help your fellow man respectfully”.

Training (Skills development)

Training was seen by the group as being specific and targeted to raise the capacity of people in the community to become involved in a wide array of activities. There is a need to create the opportunity for the broad community to get technology training Some important points/discussions:

1. **Vocational training** – Required for local self sufficiency so don’t need to import outsiders. Would include: mechanics, electricians, plumbers, small engine mechanics, forestry technicians, etc.
2. **Business, entrepreneurial and tourism training.**
3. **Certification** – All training should result in some form of accreditation or certification that is recognized and can be directly applied when applying for other jobs. This should help first nations people to advance further in outside companies.
4. **Cross cultural awareness and sensitivity training.**
5. **Involve/educate existing industry** – There is a need to involve, or at least inform, existing industry within the Sound so they are not surprised by future directions. Along with this there is a need to investigate how to integrate CBT philosophies into the future of current industrial activities to provide a longer term focus. This effort will need to reach the people that need to adapt and change – through the creation of relationships.

Priority Objectives and Actions

These were already covered to a large extent in the earlier discussion. Here are some more specific points raised here:

1. **A physical presence** – the CBT needs to be seen and not just heard.
2. **Involvement of all parties** – need to get Hesquiaht and Tlaoquiaht on board as soon as possible.
3. **Reaching out to the communities** – there is a need for face to face meetings to really become known personally in the communities in order to build trust. This could be around activities such as sponsoring events (poster and essay contests for example).

Criteria and Approaches to proposals

1. Projects must **promote conservation and sustainable development** – as far as possible both so that there are win win solutions. At a minimum they should look at the consequences on the area not focussed on.
2. **Education** should be given a strong weighting.
3. Ideally projects should be of most benefit to those people with a long term commitment to the area – those who will die here – rather than those here for short term benefits or just passing through to make some money.
4. **Cooperative projects/partnership** – Should give weight to those projects that involve multiple communities and groups and which promote dialog between disparate groups in the region – “forced” dialog as a way of building trust and relationships.
5. **Leveraged funding** – Don’t rule out 100% funding for projects but give weight to those with other sources of \$ as well where possible.
6. **Thoughts on peer review committees etc.** – the board should make decisions on proposals only involving outside input where it requires it to make an informed decision. Keep the decision making process simple with as direct a line as possible between the proponents, the communities and the board without a lot of intermediary committees. People need to trust the Trust as embodied in the Board.
7. **Style of programs and projects supported:**
 - (a) External projects or internal programs of the CBT must demonstrate that the Trust is acting as an agent for the communities. Must be developed closely with the communities.
 - (b) The Trust needs to accept that much of the work that is meaningful to the communities represents a long term investment.
 - (c) There may be a limited number of really good projects from the communities to start with – a limited capacity to start with. Internal programs within the Trust may be a way to get things going until the capacity expands.
 - (d) The Trust should operate as a “venue of support” for capacity building rather than simply a source of \$. It is important not to build dependence – and to remove dependence where it exists. Help people to help themselves – open doors etc. Can do a lot by building peoples confidence.

Ucluelet – October 26th, 2000

As for the previous meetings, I haven't tried to capture everything that went up on the flip charts but rather to gather together some of the discussions that went on and some of what I felt were the key points.

Vision for the future

The key words people gave out were captured on the flip charts. However, in discussion around these keywords people brought up:

1. Things need to change fast, why should we wait 50 years for things to change?
2. How many of these vision words are true now – or were until recently?
3. Strong feeling on the need to move forward rapidly and not let people slow things up unnecessarily.

Research

1. **Local Governance** – This was identified as one of the key problems: **“Everything revolves around local governance [and] we don't have it”**. How can we truly govern from the bottom up with groups such as RAMS and the Community Forest initiative when higher levels of government are unwilling to give up power and control? There is a need for sound, solid, defensible approaches based on examples from other areas.
2. **Benchmarks, indicators and criteria** – A collection of related issues and ideas:
 - Development of an evolving definition of sustainability as well as practical measures that can show progress from historical condition through current baseline data.
 - Social benchmark data should clearly distinguish visitors and residents of different types.
 - Development of appropriate levels of sustainable use – for example for recreational “resources”. This is critical to bring sustainability into focus and allow a forum for discussion – determining areas of agreement and areas of differences.
 - Criteria and indicators need to span multiple dimensions: primary, secondary, tertiary sectors as well a social, economic, environmental areas. A matrix of these was proposed as one starting point.
3. **How can we learn from our own history?** – In the past operations on the coast – fishing and forestry – operated sustainably we should learn from past experience.

4. **Research Coordination** – CBT can play an important role in coordinating research.
5. **Ecosystem management** – Restoration of degraded ecosystems as well as management of “untouched” ecosystems.

Education

1. **Local Governance** – Children need to be better educated in this area – might fall within the broad “Citizenship” area but there is a need to get young people more involved in local issues. Need to instill ideas of stewardship in kids. This area includes the need for economic education so people better understand linkages.
2. **Education of visitors** – Includes:
 - Education on cultural diversity – currently isn’t a good center for doing this.
 - Better facilities and well supported educators to work with visitors in all areas related to the Biosphere.
3. **Field trips** - seen by the group as being a critical aspect of teaching kids – getting them out in the field as part of a balanced curriculum including both classroom and field modules. These lessons “stick” much better than dry classroom only material.
4. **Alternate curricula** – Nuchahnulth biology curriculum is a good example of providing people with different perspectives. Teach people to see our resources and what we have to offer with different eyes – this is a general need for the whole community and is not restricted to education in schools.
5. **Develop a local college** – The “School of advanced ecosystem management” that has been talked of before.

Training (Skills development)

1. **Develop self sufficiency** – Training should help to ween the communities off outside experts as much as possible. When it is necessary to bring in outsiders that demonstrates a gap that perhaps should be filled by trained locals in the future. Includes skill training but also entrepreneurial training and how to deal with higher levels of government and bureaucrats to get the level of local control we need.
2. **Developing jobs so that trained and educated people have a way of staying** – Most people in the group did not see the development of high tech jobs as an area to be focused on and thought there was a greater need to focus on expanding out gradually from the traditional economy of the region.
3. **Utilizing local people to train each other** – including mentoring, job sharing and other more formal training opportunities.

4. **Creation of summer jobs for young people** – This was talked about at some length. It used to happen routinely and corporations used to see it as part of their mandate. Now however, times are tough and no one can afford to do this – the expense concern mainly has to do with the staff time needed to supervise kids. This was seen as a good thing to do although perhaps it should be left up to groups like FRBC?

Priority Objectives and Actions

One year

1. **Set of baseline indicators/yardsticks developed** – with initial information to start to measure where we are, where we have been and where we are going. Includes social, economic and environmental areas.
2. **A clear direction and focus** – to accomplish something (anything?). Driven by the need to show progress to the people. The south end of the peninsula is seen as being deadlocked and there is a need to demonstrate results.
3. **Proposal evaluation process in place** – with published criteria.
4. **Communities engaged** – with full representation of all communities in the Region.
5. Progress on **increasing the amount of core funding** for the Trust.

Three year

1. **Demonstrated long term benefits** – at least enough progress that people can think about these and see the stepping stones along the way.
2. **Visible demonstrations of movement towards sustainability** – These don't have to be massive changes but there need to be clear ideas that involve the communities in how to "get there from here".
3. **Demonstrated results in bridging gaps between disparate groups** – Need to create communication between groups that are currently deadlocked with different opinions and approaches.
4. **An accessible data resource** – The information required for local decision making must be available locally – with the CBT acting as a clearing house and source for this.
5. **Demonstration of local capacity building** – both with existing local groups and with new ones that might arise. Supporting and gap filling for these groups to nurse them along. May require long term commitments until things really start to take off.
6. **Public education** – should be demonstrated progress.

Criteria and Approaches to proposals

1. **Ongoing monitoring and follow-up of projects** – Must be a long term view of projects to see long term effects of what is done not just short term results. This is at the core of a learning or adaptive management approach.
2. Programs and projects need to **practical with clear results.**
3. **Research results must be communicated to local communities.** Research results must be accessible to local people and involve local people where possible.
4. **Research should involve youth** wherever possible.
5. **Projects must include sufficient additional budget for the necessary training and capacity building.**
6. **Exportability of research and other results** – There was some discussion on this – some people felt that exportability was absolutely essential, others thought that this should not be a primary criterion – you have to have some success before you have anything to export and that should be the first consideration.
6. **Social and economic focus** – There has already been a lot of money spent on the environment.
7. **There should be a preference for projects with matching funding** – to make the CBT dollars go as far as possible.

Biosphere Stamp of Approval

No one thought that this was a good idea with everyone suggesting either NO or Maybe Later. After some discussion it seemed that more people were coming down on the side of No although some people still thought that the Biosphere label was going to be used anyway so the CBT might as well try to control it. The problems of the amount of resources this would take and the divisiveness of the arguments around criteria seemed to carry some weight in pushing towards the No side.