Forestry Innovation Investment
Final Report

A Guidebook for Improving Aboriginal Participation in Forest Management Decision-Making:

Reference#: R02-23

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Administrative Summary

FII Reference #: R02-23

Title: A Guidebook for Improving Aboriginal Participation in Forest Management Decision-Making: Identifying community criteria and indicators of sustainable forest management.

Project Leader: Dr. Stephen Dewhurst

Organization: Ecosystem Science and Management Program, University of Northern British Columbia, Prince George, BC.

Team Members: Dr. Erin Sherry (UNBC post-doctoral researcher) and Melanie Karjala (UNBC research associate)

Project Start Date: April 1, 2002

Project End Date: March 31, 2003
ABSTRACT

The purpose of this project was to build upon previous work aimed at improving Aboriginal involvement in the forest management planning process in BC. This past work produced the Aboriginal Forest Planning Process (AFPP) (Karjala et al., in press), a procedure for identifying local level criteria and indicators for sustainable forest management. The present research (2002-2003) represents a continued evaluation of the Aboriginal Forest Planning Process (AFPP) Guidebook. This evaluation included the application of the AFPP approach in three First Nation communities (Little Shuswap Band, Williams Lake Band, and Tl’azt’en Nations), and a final evaluation survey distributed to 29 Aboriginal and non-Aboriginal expert reviewers. Overall, the evaluations revealed that the AFPP was a useful and important approach for compiling and communicating First Nations forest values. Challenges related to the application of the AFPP and barriers to implementation were also identified. Training and extension activities were also completed. The basic elements of the AFPP approach are potentially relevant to community forests, co-managed forests, and other emerging tenure and management arrangements. Consequently, it can play an important role in achieving the goals of sustainable forest management and forest certification. Future research should focus on applying the AFPP in more First Nations communities, and potentially extending the process to other stakeholder groups.

KEYWORDS

First Nations, sustainable forest management, criteria and indicators, forest planning, public participation
SUMMARY OF PROJECT ACTIVITIES

Project activities and other outcomes are summarized in Table 1.

Evaluation of draft 2: First Nation Community Pilot Projects

The end of year one (2001/2002) of this project produced draft 2 of the AFPP Guidebook. This draft was distributed to First Nations community participants at workshops held in Skw’lax, T’xelc, and Tl’azt’en Nations during the spring of 2002. At these workshops, year 1 results and the workplan for year 2 was presented. Community leaders participated in helping the research team identify appropriate community researchers and committing workspace to support the pilot projects scheduled for July and August, 2002.

The AFPP Guidebook was evaluated in the three participating communities pilot projects during July and August of 2002. Co-ordinators, researchers, and analysts from each participating First Nation took part in these pilots. AFPP analysts were trained in a 4-day workshop in July, 2002 at the University of Northern British Columbia (UNBC). This training included:

- Understanding and applying AFPP concepts and definitions
- An introduction to information sources
- An introduction to library and archival research
- An introduction and exercises in applying AFPP steps

The AFPP was applied by the analysts with direct support from the UNBC research team for 5 to 9 weeks in each community. Analysts’ journals, and interviews were used to collect information about how the AFPP worked. A sample of analysts’ interview questions are provided in appendix 1. A workshop was held at UNBC in November 2002 to disseminate results to community leaders and analysts and to collect additional feedback on the Guidebook.

Evaluation of Draft 3: Reviewer Surveys

The AFPP Guidebook was improved based on the pilot project results and analysts’ feedback resulting in draft 3. In January, 2003, draft 3 was distributed to 29 community and technical experts of which 17 completed a self-administered surveys or interviews. A sample of the reviewer survey questions are provided in appendix 2. The AFPP Guidebook was revised based on these survey comments in February 2003.

Final Draft: Publication Activities

Professional copy editing and graphic design on the Guidebook was completed throughout the month of March, 2003. Final copies of the AFPP Guidebook were printed and distributed on March 31, 2003.
Extension Activities and Outputs

Extension and Capacity-Building to First Nation Communities

The following presentations and workshops were conducted within participating First Nation communities:


- AIM: To review and summarize research findings for First Nations research participants, administrators, and end-users.


- AIM: To provide information to First Nations administrators and researchers on research project results; UNBC researchers collected feedback from participants on issues relating to First Nations participation in forest planning.


- AIM: To provide instruction to participating First Nations' forest technicians and researchers on archival research; developing C&I of forest management from archival sources; and the use of criteria and indicators in forest planning.

May 14, 2002. *The Aboriginal Forest Planning Process Guidebook: Where we are and where we are going Workshop*, Little Shuswap Band, Chase, BC. Dr. Stephen Dewhurst, Dr. Erin Sherry and Melanie Karjala.

June 5, 2002. *The Aboriginal Forest Planning Process Guidebook: Where we are and where we are going Workshop*, Williams Lake Band, Williams Lake, BC. Dr. Stephen Dewhurst, Dr. Erin Sherry and Melanie Karjala.


- AIM: To provide an update on Year 1 research results and to discuss the next research phase: AFPP pilot projects in the participating communities.
In order to maximize the extension to end users, the project team trained three research assistants from each participating community to present the AFPP Guidebook in their neighbouring First Nation communities. Presentations were conducted at:

- Stellat’en First Nation (Fraser Lake)
- Bonaparte First Nation (Cache Creek)
- Red Bluff First Nation (Quesnel)
- Soda Creek First Nation (Williams Lake)
- Adams Lake First Nation (Chase)
- Skw’lax First Nation (Chase)

The research team also conducted final presentations to T’exelc Nation (Williams Lake Band), and Tl’azt’en Nation in March, 2003.

**Technical Publications**

Three versions of the AFPP Guidebook were produced:


**Scholarly Publications**

Three publications are in preparation for submission to peer-reviewed journals:


Table 1. AFPP Guidebook project research and extension activities 2002/2003

<table>
<thead>
<tr>
<th>Dates</th>
<th>Project Research and Extension Activities</th>
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<tbody>
<tr>
<td>July – August</td>
<td>- Ongoing edits to AFPP Guidebook Draft 2</td>
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<td>July, 2002</td>
<td>- AFPP training of First Nations analysts from participating communities</td>
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<td>- Dewhurst presentation to Canadian Operations Research Society (Forestry Session), University of Toronto, Toronto, ON</td>
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<tr>
<td>August/September, 2002</td>
<td>- Analyst application of AFPP Guidebook Draft 2 approach using community information; data collection of analysts experiences in pilot project</td>
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<tr>
<td>September/October</td>
<td>- Analysis and synthesis of data materials from pilot projects</td>
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<td></td>
<td>- Dewhurst presentation at invited faculty seminar, University of Toronto, Toronto, ON</td>
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<tr>
<td>November, 2002</td>
<td>- Workshops for community participants on pilot project results</td>
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<td>- Further training for analysts on AFPP steps</td>
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<td>- Sherry draft manuscript on pilot project results</td>
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<td></td>
<td>- Dewhurst presentation at Northern Arizona University, Flagstaff, AZ</td>
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<tr>
<td>October - January, 2003</td>
<td>- Guidebook revisions based on pilot project results</td>
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<tr>
<td>January, 2003</td>
<td>- Develop survey question for final evaluation</td>
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<td>- Send survey and Guidebook Draft 3 to reviewers</td>
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<td></td>
<td>- Web-posting</td>
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<td>February, 2003</td>
<td>- Synthesize reviewer feedback and make final edits to Guidebook</td>
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<td></td>
<td>- Train community researchers on AFPP Guidebook research extension</td>
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<td></td>
<td>- Dewhurst draft manuscript on First Nations and forest planning problems</td>
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<tr>
<td>March, 2003</td>
<td>- Final edits and design of Guidebook</td>
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<td></td>
<td>- Sherry draft manuscript on impacts of the AFPP on analysts</td>
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<tr>
<td></td>
<td>- Print and distribute Guidebook to research participants and potential end users</td>
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<td></td>
<td>- Conduct research presentations to various user groups</td>
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<td></td>
<td>- Add final copy of the Guidebook to the web-posting</td>
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Conference Presentations

The following presentations were made by the research team to academic, government, and professional audiences:


October 2002. *Aboriginal Values, Ecological Restoration, and Analytical Models: Is This Any Way To Manage A Forest?* Presented to the Faculty of Forestry, University of Toronto, Toronto, ON. Dr. Stephen Dewhurst.

November 2002. *Aboriginal Values, Ecological Restoration, and Analytical Models: Is This Any Way To Manage A Forest?* Presented to the College of Ecosystem Science and Management, Northern Arizona University, Flagstaff, AZ, USA. Dr. Stephen Dewhurst.


Website

A project overview, contact information, and a .pdf copy of the AFPP Guidebook are posted on the following website: [http://researchforest.unbc.ca/afpp/AFPPMain.htm](http://researchforest.unbc.ca/afpp/AFPPMain.htm).

RESULTS

Pilot Project Results

Analysts used a variety of secondary materials, including (Sherry et al., in preparation) Traditional Use Studies, Archaeological Impact Assessments; community based research such as Elders’ stories; university and government research projects; community sources such as a Band and Resources Strategic Action Plan; and external secondary sources such as the Shuswap Cultural Heritage Overview and the Shuswap Chronicles. The outcomes of the community analysts’ work included (Sherry et al., in preparation)

- Four criteria themes and 14 sub-themes were identified from Tl’azt’en archival information.
- Four criteria themes and 15 sub-themes were identified from T’xelc archival information.
Five criteria themes and 21 sub-themes were identified from Skw’lax archival information.

Overall, the evaluation results show that the AFPP was a useful approach for establishing and communicating First Nation forest management criteria, indicators, and strategies. Analysts identified several strengths of the AFPP approach (Sherry et al., in preparation). Analysts indicated that the AFPP:

- is a user-friendly framework to document and present community knowledge and values
- is an efficient approach in terms of the time and resources saved by using existing information
- could directly contribute to existing community initiatives such as forest certification, community development planning, Forest Development Plan review process, LRMP monitoring, or the Treaty process
- could increase First Nations’ level of participation because it produces a comprehensive, well-developed well-supported case for implementing First Nation goals and strategies
- could increase recognition and respect for First Nations’ perspectives and help blend traditional knowledge with science
- could assist in improving communication and building relationships with other First Nations, government agencies, and industry
- protects sensitive and confidential local information, while making it useful (e.g., TUS information)
- transparent and flexible - can show people how their input was organized and applied, can adapt the approach to each community’s needs, and can constantly monitor and update the criteria and indicators

Although the pilot projects were an overall success, there were challenges to its implementation. These results directed further revisions to the AFPP Guidebook. The challenges were (Sherry et al., in preparation):

1) **information quality**: quality of interview materials varied based on the skill of the interviewer and the knowledge of the interviewee; poor interview techniques; research design problems; misinterpretation
2) **accessing information**: lack of protocols for the use of sensitive information; information-sharing concerns
3) **information management**: improper organization and storage of information; lost or missing material; some materials were not transcribed, translated, edited or verified
4) **data analysis procedures**: indicators were not easily identified in secondary sources; sources contained irrelevant information which was difficult to sort through; included either too many or too few criteria
5) **personal problems:** sometimes analysts experienced fatigue, frustration, and lack of confidence in their abilities; health problems and family commitments; difficulty focusing because of large number of interruptions and unrelated requests

6) **capacity:** working with a partner would have improved analysts’ efficiency and effectiveness; additional training in forest management concepts, terms, and approaches was needed; lack of workspace, computer facilities, and privacy

7) **communication:** needed a wide range of communication skills to be an effective analyst (e.g., writing, presenting, communicating over the phone and on the e-mail, contacting libraries, archives, and companies)

Some key lessons obtained at the conclusion of the AFPP pilot projects were (Sherry et al., in preparation):

- new planning tools such as the AFPP are required to support an agenda of planning for a better future determined and carried forward by Aboriginal people
- practical frameworks such as the AFPP are needed to link traditional knowledge and science in forest management.
- First Nations have many significant land and resource management information needs and these needs must be communicated more effectively within and among First Nations, as well as with outside groups.
- A preparation and awareness raising phase at the beginning of a community planning process is important - to engage the community and to create ownership of the process.
- Long-term, consistent follow-through is required by AFPP project trainers and co-ordinators to develop long-lasting, local capacity.
- Capacity building is essential. Communities vary in the availability of funding, human resources, information, infrastructure, and technical resources to do an AFPP. They must consider the feasibility of undertaking such a project.
- Non-governmental organizations and universities can play a valuable role in helping communities define and realize their planning goals.
- Processes such as the AFPP must be reflective and open to change.
- Periodic monitoring and evaluation of the AFPP will be critical to success.

**Final Evaluation: Survey Results**

Seventeen reviewers responded to the final survey of the AFPP Guidebook. This represents a response rate of approximately 59%. Several reviewers were unable to respond because they lacked time due to busy work schedules, or were not available due to vacation or work-related travel during the response deadline.

Reviewers’ overall assessment of the Guidebook was that it presented a simple and clear explanation of a fairly conceptually complex topic. They indicated that the methodology would be useful to First Nations, and the results would be useful to collaborators. Reviewers liked the overall layout and organization although many outlined numerous typographical and design edits. Some experts felt that good structure and clean text were
important in terms of credibility and appeal of the Guidebook. Some suggested contracting professional editing and graphic designers for the final draft.

Reviewers indicated that this process could be applied in their community or workplace, or that the AFPP or something similar is currently being used. Some experts felt that with time and education, the process could benefit First Nation communities and particularly traditional landusers. They said it was useful for strategic-level plans such as Sustainable Forest Management Plans, for identifying and assessing community values, and that it was adaptable to a variety of user groups. Reviewers thought that it could be used in schools, for forestry research, and for building trust between communities and collaborators. One reviewer said they would use it as a resource to assist in developing and designing land use planning processes in Aboriginal communities.

Reviewers described some barriers to the implementation of the AFPP. Possible barriers within First Nation communities included:
- Internal communication problems;
- Unequal representation on advisory boards;
- Directing benefits to certain groups;
- Potential lack of support for the process either at the leadership or community level;
- Inadequate follow-up with community members during the process; and
- Lack of resources (skilled people, computers, funding and time).

Another potential challenge is overcoming diminished incentives for participation as a result of shifting land management power away from Aboriginal communities. Similarly, the lack of access to land and resources for First Nations was also cited as a barrier. Dependence on government funding and susceptibility of timber products to world market result in financial uncertainty. Political or personal prejudice was also a potential problem.

Some experts cited a need to understand its role in existing First Nation and collaborator organizational structures. Experts expressed concern that current policy changes in land and resource management are moving away from shared decision-making, and that consensus decision-making with First Nations would not necessarily occur. Reviewers noted that First Nations may develop unrealistic expectations regarding the implementation of AFPP results. Although the outcomes would be readily usable, the professional or political will may not be present. Time would be needed to build trusting relationships among industry, government and First Nations before joint planning could occur. Reviewers pointed out that the legal issues surrounding land claims and realities regarding the inequality of planning processes add complexity and limit the application of the AFPP.

Ideas for promoting the AFPP in the future included:
- Provision of training sessions for analysts not only to implement the AFPP, but to also train others in the process;
- Send multiple copies of the Guidebook to endusers who could distribute it further;
• Present the materials at conferences and workshops;
• Community involvement through monthly newsletters, forest walks during the implementation of an AFPP project;
• Extension that targets both Aboriginal and non-Aboriginal endusers;
• Regional workshops;
• Video or multi-media presentations;
• Advertising First Nation communities that are implementing the AFPP; and
• Continue with pilot projects to demonstrate AFPP application to collaborators.

PROJECT OUTCOME EVALUATION

Quarter 1

Workplan Deliverables

• Revision of the AFPP Guidebook based on year 1 to finalize draft 2.
• Extension activities in three participating First Nation communities.

Outcomes

• AFPP Guidebook draft 2 completed April, 2003.
• Workshops conducted in participating First Nations communities.

Indicators of Success

• Completed copies of draft 2 produced and distributed to First Nation participants.
• Approval and co-operation from community leaders to conduct pilot projects.

Quarter 2

Workplan Deliverables

• Application and evaluation of the AFPP Guidebook draft 2 in target First Nation communities.

Outcomes

• Training of three analysts from participating First Nation communities.
• Preliminary criteria themes and sub-themes were produced for each community.
• The AFPP approach was evaluated through work journals, observational notes taken by the researchers, and interviews with analysts after the application.

Indicators of success

• Some communities sent additional participants to the AFPP training session. Williams Lake Band sent one additional person; John Prince Research Forest sent a Tl’azt’enne staff member; and Nakaz’dli First Nation (Fort St. James) sent two staff members for training. In total, 7 First Nations trainees completed the AFPP training
in July, 2002. This demonstrates the need for such capacity-building within Aboriginal communities.

- Evidence of community capacity-building. One analyst acquired other employment with her local tribal council based her AFPP training and her experience working on the pilot project. Another analyst applied the criteria he found in his analysis as he reviewed Forest Development Plans. This demonstrated the demand for such skills within Aboriginal communities and its flexibility in application.

**Quarter 3**

**Workplan Deliverables**
- Application and evaluation of AFPP Guidebook draft 2 in target First Nation communities.
- Revision of AFPP Guidebook to finalize draft 3.

**Outcomes**
- A draft publication outlining the pilot project methodology and results.
- Transfer of the Guidebook document from MSWord software to Adobe Pagemaker software based on recommendations made from expert reviewers in previous rounds evaluation.

**Indicators of Success**
- See quarter 4

**Quarter 4**

**Workplan Deliverables**
- Survey evaluation of AFPP Guidebook draft 3 by community and technical experts
- Final revision of AFPP Guidebook.
- Training and extension activities.

**Outcomes**
- Completed draft 3 of the AFPP Guidebook based on pilot project results.
- Completed the final evaluation survey for expert reviewers.
- Sent surveys and draft 3 to reviewers.
- Collected responses and applied edits to the Guidebook.
- Complete a draft scholarly publication on challenges related to First Nations and forest planning.
- Completed the final version of the AFPP Guidebook.

**Indicators of Success**
- Two hundred copies of the Guidebook were distributed by mail and in person to various user groups including First Nations, industry, government, academics,
community forests, research forests, and other non-governmental organizations. A partial distribution list is provided in appendix 3.
• A downloadable copy of the final AFPP Guidebook was posted on the website.

APPLICABILITY OF RESULTS

The AFPP is broadly applicable in First Nation communities throughout British Columbia, and is potentially applicable to issues and communities beyond the Aboriginal context for which it was developed. The general approach to identifying information sources, performing content analysis, using community analysts, and establishing an advisory group to oversee the process is generally applicable to a wide range of stakeholder groups and issues. The fundamental problem addressed through the AFPP is that of identifying, characterizing, and quantifying issues related to the forest, and forest management which communities find important or of concern. The general approach could be extended to the broader community of interests, such as environmental groups, recreation users, grazing interests, or fisheries interests. The AFPP approach is most relevant to stakeholder groups who have a specific interest in, and attachment to, the land. The AFFP would probably be less effective in the context of urban groups, or groups with interests which are philosophical and/or political. The basic elements of the AFPP approach are potentially relevant to community forests, co-managed forests, and other emerging tenure and management arrangements.

RESOLUTION OF KNOWLEDGE GAPS AND FURTHER RESEARCH IMPLICATIONS

The First Nations communities and reviewers who participated in this project all agreed that the project addressed some important problems. It made a significant contribution to “bridging the gap” between Aboriginal communities and forest management and planning. The AFPP provides a mechanism for systematically identifying and characterizing community concerns, building community capacity, and facilitating communications within and between communities. As such, it can play an important role in making the commitment to addressing Aboriginal concerns in forest management a reality. The “bottom-up” approach of the AFPP has immense benefits for the communities who undertake it, as well as making the public involvement and consultation activities of industry and government more efficient and effective. Consequently, it can play an important role in achieving the goals of sustainable forest management and forest certification. Future research should focus on applying the AFPP in more First Nations communities, and potentially extending the process to other stakeholder groups. Future research could identify policy incentives for building relationships among First Nations, industry and government to facilitate the implementation of processes such as the AFPP.
KEY OPERATIONAL VARIANCES

Operational variances in this project resulted in under-spending largely in sabbatical funds and travel. Due to changes in personal circumstances, Dr. Dewhust (Principal Investigator) did not take the scheduled sabbatical leave stipend. Conference travel, budgeted for the research assistants (Dr. Sherry and Ms Karjala), were not carried out, either because relevant conferences were not available, or their timing conflicted with critical research activities. Instead, the project emphasized locally and regionally-focused extension activities by hiring and training First Nation research assistants to extend the project to end users within the province, and by presenting at events hosted at or close to UNBC. We do not believe that this change substantially altered achievement of our project objectives, and resulted in a budget savings to FII.

LITERATURE CITED


APPENDIX 1:
Pilot Project Evaluation Questions

AFPP ANALYST INTERVIEW GUIDE

A Guidebook for Improving Aboriginal Participation in Forest Management Decision-Making: Identifying Community Criteria and Indicators for Sustainable Forest Management

A University of Northern British Columbia Research Project with:
Little Shuswap Indian Band (Skw' lax),
Tl'azt' en Nation,
William's Lake Indian Band (Texelc)

An important way of evaluating the AFPP is to ask analysts what they thought of applying it in their communities. Your contributions and involvement will help us to improve the AFPP and to provide suggestions to other First Nations considering using it.

This interview allows you to discuss your ideas and concerns. We will summarise your thoughts and present them in a special section, called community case studies, which will accompany the AFPP Guidebook. We really appreciate your patience and effort in completing the first 'real world' application of the AFPP!!

This interview has the following goals:

1. to describe your experience with applying the Aboriginal Forest Planning Process in your community
2. to evaluate the Aboriginal Forest Planning Process steps you undertook
We will use your information to create the following interview products:

1. a *community case study* featuring your AFPP application
2. *AFPP Guidebook revisions* based on analysts' feedback

Please read over and reflect on the following questions. Please prepare for the interview by writing down some of your ideas. Provide an evaluation that expresses your views on the AFPP.

**Interview Questions:**

**General AFPP Evaluation**

In your opinion, what are the strengths of the AFPP?

1. In your opinion, what are the weaknesses of the AFPP?
2. What are your suggestions for improving the AFPP?

**Specific AFPP Evaluation**

1. Is the AFPP a good approach to incorporating First Nation's knowledge, values, and practices into forest planning and management? How does it compare to current approaches?
2. Do you think the AFPP meaningfully involves your community in forest planning? Why or why not?
3. Do you think the AFPP will affect communication 1) among your First Nation and government or industry and/or 2) within your First Nation? How?
4. Do you think the AFPP will increase your First Nation's forest management decision-making power? Why or why not?
5. In your opinion, does your community have the capacity to implement the AFPP? Why or why not? (e.g., time, money, staff, facilities, technical capacity, broad community support, etc.)
6. How do you think the AFPP might affect relationships among forest management interests in your area?
Information Sources

1. What information sources did you use?
2. What were your experiences with accessing information?
3. Were you able to evaluate the quality of these sources? What did you find out?
4. In your opinion, what are the advantages and disadvantages of using the following information types? (pick the types you used):
   - traditional use study interviews
   - traditional use study maps
   - primary external research (e.g., interview tapes, transcripts, maps)
   - primary community research (e.g., interview tapes, transcripts, maps)
   - Archaeological Inventory Assessments
   - secondary sources (e.g., books, articles, newspaper clippings, reports)
5. Which information sources did you find to be most relevant and information rich? In your opinion, which are the least useful information sources for the AFPP?

Information Analysis

1. What was your experience with identifying community criteria for sustainable forest management?
2. What was your experience with identifying community indicators for sustainable forest management?
3. Did you identify any forest management actions?
4. What was your experience with compiling criteria and indicators?
5. What was your experience with summarising and compiling map information?

Challenges and Opportunities

1. What problems or challenges did you come across while doing this work? Please describe them.
   - information sharing or confidentiality issues
• information management issues (e.g., problems locating information; information not transcribed, translated, verified, or edited; problems with information storage; etc.)
• communication problems (e.g., with UNBC researchers, with FN staff, with community members, etc.)
• analysis problems (e.g., with identifying criteria and indicators, with compiling the tables, with creating resource management zones, etc.)
• computer problems (e.g., word processing, Internet, etc.)
• personal problems (e.g., motivation, isolation, boredom, frustration, etc.)

2. How did you deal with each problem?

• refer to AFPP Guidebook
• speak with UNBC researchers
• speak with other AFPP analysts
• speaker with co-workers

3. What opportunities did you come across doing this work?

• learned about community libraries and archives
• identified primary/secondary materials not in the community
• generated ideas for new/follow-up research projects
• made new professional contacts
• relied on collaboration/co-operation with co-workers
• found out more about the local capacity to engage in forest management

Training Session

1. Now you have spent 1 month applying the AFPP, what would you do to improve the content of the training you received?

• explanation of criteria and indicators
• introduction to secondary research
• library and archive tour
• introduction to archival research
• evaluating secondary information
• summarising secondary information
• summarising map information
• compiling secondary information
• compiling map information
• practice session for analysing community information sources

2. What changes to the structure of the training program would be beneficial?

• Environment (e.g., location, individual vs. group training, accommodation)
• "getting acquainted" time or social activities
• balance of classroom and field work
• balance of listening and doing
• scheduling/timing
• training style
• content and design of course handouts

3. In addition to the training handouts and the AFPP Guidebook, what other resources or materials could we have provided to help you do your job?

4. After receiving the training and applying the AFPP for a month, do you feel you could train other community members to become AFPP analysts?

Journal

1. What was your experience keeping the AFPP journal?

2. What did keeping the journal do for you?

• advantages and/or disadvantages of keeping a log?
• advantages and/or disadvantages of making jottings?
• advantages and/or disadvantages of writing in your diary?
• advantages and/or disadvantages of taking notes at the end of each day?

3. Would you recommend that other AFPP analysts keep a journal? Why or Why not?

Impact on Analysts

In general, how do you feel about your involvement in this project?

What important things did you learn from this project? Please explain.
1. Did you / will you make any **personal or professional changes** as a result of your participation? Please describe them.

   - change related to *self*
   - change related to *family*
   - change related to *community*
   - change related to *work*

**Future Applications**

Imagine your community is considering undertaking a 'full blown' AFPP project and they are looking for your advice.

Do you think it is desirable to use the AFPP in your community? Why or Why not?

1. Do you think it is **feasible** to use the AFPP in your community? Why or why not?
2. Do you have any **additional ideas or comments** you would like to share with us?

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**Thanks for your thoughtful participation in this interview!**

*We will return a copy of your interview transcript for verification in a few weeks.*

*We will also provide you with a draft of the community case study for your review and revision in the fall time.*

If you have any questions or comments, please contact Erin at home at (250) 964-3565 or eesdjs@netbistro.com or Melanie at work at (250) 960-6673 or karjal0@unbc.ca
APPENDIX 2:
Final Survey Questions

AFPP Guidebook
Evaluation Survey

A Guidebook for Improving Aboriginal Participation in Forest Management Decision-Making: Identifying Community Criteria and Indicators of Sustainable Forest Management

University of Northern BC, Forestry Program
Dear AFPP Reviewer,

We have reached the final step of the project *A Guidebook for Improving Aboriginal Participation in Forest Management Decision-Making!* Thanks for your continued interest and commitment.

Over the past 12 months we asked for input on the AFPP Guidebook 1) from 29 technical and community experts using interviews and 2) by applying the AFPP in partnership with three First Nations - Little Shuswap Band (Skw'lax), Tl'azt'en Nation, and Williams Lake Band (T'exelc). The wealth of feedback we received resulted in a new and improved AFPP Guidebook, which we are asking you to review one final time and to provide comments on via e-mail using the enclosed survey.

Your survey responses will assist us in further improving the AFPP Guidebook. Please return the *AFPP Guidebook Evaluation Survey* by **January 27, 2003** and provide your responses to karjal0@unbc.ca.

Thank you and best wishes in the New Year!

Erin, Melanie, and Stephen

UNBC, Forestry Program
Please read through the following overview and instructions before responding to the survey in order to clarify the purpose of this research and the objectives of this survey.

PROJECT OVERVIEW

The Aboriginal Forest Planning Process (AFPP) was designed to involve Aboriginal communities in strategic-level forest management decision-making. The AFPP framework was developed to:

- elicit and identify Aboriginal forest values from archival sources;
- compile and categorize these values into criteria and indicators of sustainable forest management; and,
- use this information for forest planning processes or other First Nation objectives.

A guidebook was developed to facilitate sharing and implementation of the AFPP approach. The goals of this research project are to:

- elicit feedback on and revise the AFPP Guidebook;
- determine if the AFPP is a workable, useful approach for identifying and communicating Aboriginal forest values from First Nation and western/technical perspectives; and,
- make the AFPP approach accessible to First Nation communities and widely available within BC.

To address these goals, twenty-nine community and technical experts from First Nations, government agencies, the forest industry, and non-governmental organizations are participating in evaluating and refining the AFPP Guidebook. In addition, three First Nations - Little Shuswap Band, Tl'azt'en Nation, and Williams
Lake Band - are applying the AFPP in their communities, assessing the approach, and recommending improvements.

REVIEWER CONTRIBUTIONS

As an AFPP Guidebook reviewer, your tasks are to:

- complete a personal biography ✓
- respond to a survey on First Nations' participation in forest management decision-making ✓
- conduct an AFPP Guidebook evaluation interview ✓
- perform an interview transcript verification ✓
- review and comment on AFPP project reports ✓
- evaluate the AFPP Guidebook Final Draft by responding to the following survey

SURVEY PURPOSE

This survey is designed to gather your final feedback on the AFPP Guidebook. The survey has three objectives:

- to elicit your evaluation of the AFPP Guidebook;
- to assess your satisfaction with the AFPP project; and,
- to generate recommendations for AFPP Guidebook distribution.

INSTRUCTIONS

During the final stage of this research, we ask you to do four things:

- REVIEW the AFPP Guidebook;
- REVIEW the survey questions and reflect on your responses;
• RESPOND to the survey questions (your answers will help use further improve the AFPP Guidebook); and,

• RETURN your responses before January 20, 2003 via email to karjal0@unbc.ca.

Please participate in this final survey. Your consistent participation in the project will maximize the impact of your input and the benefits of this study.

Please do not ask anyone else to respond to these questions for you. You were asked to take part in the project based on specific selection criteria.

Your information will remain anonymous and confidential; it will only be associated with your code name.

The final results of this research will be made available to you in Spring 2003, when we will provide you with a copy of the final AFPP Guidebook.

For further information, contact:

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AFPP GUIDEBOOK EVALUATION SURVEY

This survey asks for your ideas and opinions. Please read through the following questions carefully and take time to reflect on your responses. Feel free to discuss the topics raised in the survey with others to develop and refine your ideas.

Please provide your comments either following each question or in a separate MSWord file. Please reference page numbers when discussing specific changes to the AFPP Guidebook.

We look forward to receiving your feedback on the AFPP Guidebook Final Draft and the research project. Thanks for your time and co-operation.

GUIDEBOOK EVALUATION

1. Overall, what is your assessment of the AFPP Guidebook?

2. What changes or improvements would you make to the content of the AFPP Guidebook (please include page numbers with your response)?
3. What changes or improvements would you make to the design of the AFPP Guidebook (please include page numbers with your response)?

4. What changes or improvements would you make to the organization of the AFPP Guidebook (please include page numbers with your response)?

AFPP APPLICATION

1. Could the AFPP be applied in your community and/or workplace? How might it be used?

2. What barriers might impede the AFPP's implementation?

3. What could be done to promote the AFPP's implementation?
PROJECT EVALUATION

1. How do you feel about your involvement in the AFPP project?

2. What impact did participating in this project have on you? What did you learn by taking part in the project? Did you make any personal or professional changes as a result of your participation?

3. What would you do to improve the research approach (surveys, interviews, publications, expert-based evaluation approach, etc.)?

AFPP GUIDEBOOK DISTRIBUTION

To help us distribute the AFPP Guidebook, please recommend 3 to 6 individuals and/or organizations you think would be interested in or could benefit from the AFPP approach. Please provide mailing addresses and contact information (phone, fax, e-mail) below.
APPENDIX 3:
AFPP Guidebook Mailing List (partial)