

Partnering for Sustainable Resource Management

Community
Update
Issue 1
June 2004

We have a great team assembled who are eager to learn, and accomplish positive change in our communities and work places.

For those of you that have dedicated your time and energy already, snachailya – and thank you.

We look forward to working with members of both communities to make our partnership a success!

Moise Johnnie, Jane Young, Debbie Page (behind) and Theresa Austin look over plant samples at a workshop on plant biology and identification held in Tache on May 31.



Research and Education Partnership Underway!

Welcome to our Community Update for the Tl'azt'en Nation - UNBC CURA project. This update's purpose is to let you know what is going on with the community research Tl'azt'en Nation and UNBC are carrying out together, under the project "Partnering for Sustainable Resource Management." We plan to publish a larger newsletter every six months for the partner communities, as well as university researchers, other First Nation communities, and other organizations who might be interested in our research. This short update is exclusively for Tl'azt'en Nation and UNBC and will be distributed twice each year. Our research project will last for the next 5 years, and hopefully

will produce many benefits for both Tl'azt'en Nation and UNBC. In this update we will let you know about the different research streams we are pursuing, who is involved, and what some of the products might be. The project also has a website, which is continually updated (<http://cura.unbc.ca>). If you have any suggestions for the updates, please contact Bev Leon, Erin Sherry or Sarah Parsons, our CURA coordinators (see contact information on the back). You can also contact them if you have any questions about the project, or would like to get involved.

~ Gail Fondahl, UNBC (Principal Investigator)

Traditional Ecological Knowledge (TEK)

The research stream, "Perpetuation of Tl'azt'en Ecological Knowledge" is researching methods of recording traditional knowledge. We are reviewing information, and providing recommendations for developing these methods further. This will allow Tl'azt'en Nation to record and perpetuate their Traditional Ecological Knowledge (TEK). The study will further Tl'azt'en's goals in developing curriculum material to enhance educational objectives. In addition, it will provide input into Tl'azt'en resource management.

Information gathered through TEK, such as medicinal uses of plants, place names, and forest health will also enhance the knowledge of UNBC researchers. For example, Lana Wilhelm was hired as a research assistant last winter. She collected resources and prepared an annotated bibliography of medicinal plant knowledge of First Nations of Interior British Columbia. The collection of papers will be housed in both Tache and UNBC. Information already collected by Tl'azt'en Nation and other sources are included in present research of TEK. Researchers are focusing on transcription of interviews of elders explaining uses of plants.

Jane Young (UNBC), one of the co-leaders in the TEK research stream conducted a workshop on May 31 for Tl'azt'en Research Assistants on introductory plant biology and identification. The workshop included instruction on how plants are collected from the wild and made into herbarium specimens (dried representative plant specimens).

Karen Heikkila, a UNBC graduate student and former elementary school teacher, is looking into the Traditional Ecological Knowledge contained in Tl'azt'en place names, and how these place names and their associated stories might be used in teaching Tl'azt'en youth in such studies as environmental science. Materials such as Elders' interviews, and previously developed databases on place names are being examined. Karen is doing the research on place names within the John Prince Research Forest study area, and is working Tl'azt'en community members under the guidance of Beverly Bird.

Under the TEK stream, graduate students and Tl'azt'en research assistants will be trained in the classification of ecosystems where species of interest are found. They will also learn interview methods, and develop and practice interview protocols with TEK experts.

Improved Partnership: Investigating Co-management

“How can the existing co-management partnership between Tl'azt'en Nation and UNBC be strengthened?”



Erin Sherry and Bev Leon, still hard at work summarizing transcripts. We hope to complete this stage in July.

How can the existing co-management partnership between Tl'azt'en Nation and UNBC be strengthened? Answering this question is the main focus of the *Improved Partnership Stream*. Co-management of the John Prince Research Forest (JPRF) requires monitoring, evaluation and fine-tuning. As well, research on the JPRF requires adherence to principles that meet community and researchers' requirements. The current research has two components, including 1) enhancing the functioning of the JPRF co-management partnership and 2) improving the standards of research accountability.

Tl'azt'en Nation Research Protocol (Year 1)

Prior to the establishment of the JPRF, Tl'azt'en Nation created a protocol for research on the traditional territory. Our first step of improving our partnership will be to assess the need to revise the

protocol in the light of expanded partnership possibilities through CURA. UNBC student Katey Sasges completed a review of recent First Nations Research protocols, which we will use to determine recommendation for the Tl'azt'en protocol.

JPRF Co-Management (Years 1-3)

Our research team will design and evaluate methods for local-level criteria and indicators (C&I) development and produce a set of flexible C&I to direct, monitor, and evaluate forest co-management arrangements, particularly those involving First Nations. The John Prince Research Forest (JPRF) is used as a case to explore the essential elements of co-management. We're focused on learning what people from Tl'azt'en Nation and University of Northern BC, as well as other forest stakeholders, think about co-management processes and outcomes. We aim to apply our find-

ings to improve co-management of the JPRF. In addition, we hope our results will enhance forest co-management in other areas and assist other types of joint management partnerships such as joint ventures or community forests. This project began in 2003; it was funded initially by Forestry Innovation Investment and was called *Criteria and Indicators for Joint Forest Management*. For the next three years, this work will be funded by CURA. Although the project will continue as planned, we have a new name - *Improved Partnership*.

Erin Sherry (UNBC), Beverly Leon (Tl'azt'en Nation) and Sue Grainger (JPRF) are working with Gail Fondahl (UNBC), many Tl'azt'en Nation experts, high school students, and several UNBC undergraduate and graduate students to accomplish the goals of this research stream.

Science and Environmental Education

The intent of the Education research stream is to explore innovative environmental educational programs based on the alliance of Traditional Ecological Knowledge (TEK) and scientific knowledge. This work will be used to develop curriculum for Tl'azt'en and UNBC students. It is our hope that other First Nations and universities can use our work as a template for their own collaborations in the realm of science and environmental curriculum development.

Tl'azt'enne have identified a gap in the transfer of their Traditional Ecological Knowledge (TEK) from older to younger generations. Tl'azt'enne also see challenges for their youth in attaining the science and math skills necessary to succeed in high school, as well as in

university and college science programs. Meeting this challenge will help members of Tl'azt'en Nation become professional resource managers, and contribute their skills and knowledge to the management of Tl'azt'en territory. A sustainable future, one which provides healthy communities and effective resource management, requires the use and integration of both scientific knowledge and TEK.

Debbie Page (Tl'azt'en Education) and Chris Jackson (UNBC) are developing educational programs to make youth excited about learning. These programs are intended to support the transfer of TEK, and to develop skills in science. Our first year will allow us to set the stage by determining what resources are currently available for

curriculum development, gather background information on possible reasons for difficulties in science, and investigate solutions found in other areas that might serve as useful models for this project.

This summer we are fortunate to have the assistance of two post secondary students: Sophia Raby, a recent UNBC Geography graduate who will work at UNBC to gather information about what is being done in other areas; and Angela Pierre, a CNC Fine Arts student who will work in Tache, reviewing and adding to existing Tl'azt'en TEK. Angela will also use her artistic skills to create scientific drawings of medicinal plants for TEK-science curriculum development.

Contact us!

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