

ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.1	Developing Framework Agreements
Template:	4.1.1	Aboriginal Lands Partnering Agreement
Sponsor(s):	<i>Nabors Canada Ltd.</i>	

1. Objective

To develop and implement partnership agreements for capacity-building and revenue-sharing arrangements from drilling contracts on Aboriginal lands.

2. Description

The agreement enables Aboriginal people to gain qualifications and skills for entry-level service rig positions; raises the qualifications and skills of Aboriginal people so they can access job opportunities in Alberta's resource-based industries; provides Nabors Canada with a local trained workforce; and increases contracts for Nabors. The goal is for Nabors, the energy service provider, to become the preferred provider for all relevant work done on Aboriginal lands.

Preferred provider means that the Aboriginal community would promote Nabors' services to a production company that happened to be working on Aboriginal lands. Aboriginal communities typically have significant say in deciding which service providers are used. There is a strong business case to being identified as the provider of choice.

The program usually involves entering into a business agreement with the Aboriginal partner whereby Nabors becomes the contractor of choice to provide drilling and other related energy services on reserve and traditional lands. In return, Nabors provides training opportunities to, and revenue-sharing with the Aboriginal community.

3. Implementation

Some of the key elements for implementation and management of this program are:

- Nabors does not guarantee employment at the end of the training program. Trainees must meet the usual criteria for employment. However, the training received is marketable and will be transferable to other potential drilling contractors as opportunities arise.
- For Phase 1 of the training, students attend Nabors' training facility in Red Deer or the PITS training centre at Nisku. For Phase 2, the trainee becomes an extra hand, e.g., a leasehand, on an actual rig site.
- Nabors has employed a full-time Aboriginal affairs coordinator who does ongoing follow-up with new employees from the Aboriginal communities.

- A key factor in the program is the willingness of company employees to spend the extra time required with trainees to ensure success. Sufficient time should be spent to introduce the program to the energy service provider staff prior to bringing the trainees on board.
- Another key part of this initiative is understanding the community values and needs prior to jumping in with a formal agreement. Cross-cultural training is an important part of this, as well as developing a relationship with the key stakeholders.
- Develop and implement a company policy that ensures endorsement from senior management.
- Nabors is discussing reimbursing Aboriginal communities some of their investment in training if the community member stays in Nabors' employ for an agreed upon period, typically six months. This is a win/win opportunity in that it provides the community some incentive to stay involved and in contact with the employee and potentially provides Nabors with a long-term employee. Turnover typically occurs within the first six months, so anything that encourages the employee to make it through that initial period of employment adds value to all parties.

4. Timeframe for Results

The benefits of the partnering agreement are expected within months of implementation.

5. Measurable Criteria

These include:

- Number of trainees successfully completing the training program
- Turnover rate for trainees
- Ability of graduates to find employment after the training
- Additional contracts for the energy service provider, i.e., the additional business development opportunities that are gained by the energy service provider. This criterion may have a longer timeframe than other criteria such as developmental and employment opportunities.

6. Budget

The cost per trainee is approximately \$1,000 to completion of the program. The energy service provider also covers the costs (\$2,500 to \$3,000) for training the extra hand on the rig site. Human Resources Development Canada may cover accommodation, meals and transportation. As well, the drilling contractor pays the band a percentage of revenue from new contracts on reserve lands.

7. Partners and Sponsors

Nabors Canada and various First Nations such as West Moberly and Saulteau near Chetwynd, B.C. and Sturgeon Lake in Alberta.

8. Experience with the Program

The first Aboriginal Lands Partnering Agreement was signed in November 2002. Four partnering agreements have been concluded to date. While it is relatively early to determine the long-term viability of the practice, Nabors is committed to continuing with the program and looking for additional opportunities. A major issue is the politics within some Aboriginal communities and the lack of stability from a business perspective.

9. General Applicability

This program may be transferable to other companies and sectors that are interested in working on First Nations reserve and traditional lands and Métis Settlement lands, and are prepared to negotiate capacity-building and revenue-sharing arrangements.

10. Additional Information or Support

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ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.1	Developing Framework Agreements
Template:	4.1.2	Agreement in Principle with First Nations
Sponsor(s):	<i>Graymont Western Canada Inc. /Ts'kw'aylaxw First Nation</i>	

1. Objective

To develop a framework document that identifies opportunities and a process for achieving a sustainable long-term relationship between the Ts'kw'aylaxw First Nation (TFN) and Graymont.

2. Description

The agreement's main objective is to identify a range of measures that the parties intend to take together to improve communications between them, and to facilitate the cultural and economic well-being of the TFN community.

TFN has Aboriginal rights and title within a traditional territory located in the Upper Lillooet area of the British Columbia Plateau. TFN has reserve land within its traditional territory. TFN has approved a land code under the First Nations Land Management Act and thereby assumed management of its reserve lands under this act. Graymont is a mining company that produces quicklime and other limestone products at limestone plants in Canada and at plants in the United States through related companies.

Graymont has been operating on TFN reserve land for the past 30 years and has been and continues to be the single largest employer on the TFN reserves. Before TFN adopted management of their own lands, Graymont operated under leases with the Department of Indian Affairs. This arrangement, over the years, proved to be a hindrance to the development and maintenance of good relations between the parties, relegating TFN to observer status on all matters pertaining to the leases.

Although Graymont has always been a significant economic contributor to the TFN community, the company recognized that there were other ways for it to participate with TFN. When Graymont began negotiations on new leases in 2004, the company and TFN recognized the negotiations would provide the opportunity to build a new relationship for the future. During negotiations they agreed that, in addition to the formal lease documents, they needed to record their commitment to this new relationship in an Agreement in Principle, which they signed in April 2005.

The Agreement in Principle lays out the foundations for a collaborative approach between the parties and establishes the framework for carrying this out. It recognizes the cultural and socio-economic factors necessary for the development of the relationship between the parties.

General objectives of the agreement are:

- To develop a process for exchanging information
- To identify economic, employment and investment opportunities for TFN and its members relating to the processing plant
- To identify appropriate opportunities for Graymont to participate in the TFN community

3. Implementation

Some of the key elements for implementation and management of this program are:

- Business information of a general nature will be made available to the TFN community on product markets, volumes, capital expenditures and reclamation plans updates. Health and safety and accident information will also be made available. This information should improve communications with the band and its members because it will keep them apprised of current and future developments. Nothing is more frustrating for a community than to see industrial activity that is being carried out in their backyard operating behind a curtain of silence. With the sharing of this type of information, the band will know what to expect and any misunderstandings that may arise from a particular project or event and its intended objective are cleared up.
- The company's hiring practices and other employment and training matters will be made known along with information about subcontracting and requirements for the supply of goods and services at the Lime Plant. It is hoped that this will not only assist TFN to understand employment opportunities that may be available at the plant site but also enhance further training and education which would benefit the community and its leadership as a whole.
- Opportunities are identified for the parties to consult on new business activities and ventures in the TFN community that may give rise to economic opportunities of mutual interest. Also, TFN will communicate major events in the community, treaty developments, and changes in TFN council or administrative staff to the company. It is hoped that this will further the understanding between the parties and solidify the relationship between them.

4. Timeframe for Results

This Agreement in Principle provides for the parties to meet at least annually and to review the status of the relationship.

5. Measurable Criteria

The agreement sets out a number of commitments and best efforts for both parties, mainly:

- To provide annual information on certain business and community activities (listed above) for the previous, current and coming years
- To provide educational bursaries for TFN members and to provide funding to assist suitable TFN members to attend management training courses
- To cooperate in the development of successful and self-sustaining TFN businesses

capable of supplying goods and services by making Graymont's business expertise, time and contacts available to TFN for this purpose

- To consult in advance with respect to any proposed community bylaw, administrative, policy or other governmental matter that could potentially affect the relationship between the parties
- To hold annual meetings of the parties to discuss areas of mutual interest

6. Budget

Graymont budgets a significant amount of the revenue derived from its operations on TFN land to communication and capacity building with TFN. However, Graymont believes that it takes more than a budget to build a successful relationship. It takes helping out when a brush fire gets out of control. It takes honouring commitments so people know that they can depend on you. It takes recognizing the differences in culture and appreciating the value of those differences. It takes time and energy to continue to build your relationship. Those things may not fit nicely into budget line items, but they are essential for a sustainable relationship.

7. Partners and Sponsors

The parties involved in this agreement are TFN and Graymont. The British Columbia Ministry of Mines provided support and cooperation to TFN and Graymont during the course of negotiations.

8. Experience with the Program

Within the first six months after the new agreements became effective, the parties acknowledged a significant improvement in communications and community relations.

TFN has responded promptly and effectively to permit applications and requests for regulatory approvals.

Graymont has implemented some new measures that will facilitate employment of TFN members together with non-TFN members in its operations. These include establishing a spare board, increasing the number of summer students, and working with the local school board on the student apprenticeship program.

9. General Applicability

This agreement is part of our community relations policy in Canada and the USA. Graymont believes it needs to be a good neighbour in every community in which it operates.

10. Additional Information or Support

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ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.1	Developing Framework Agreements
Template:	4.1.3	Athabasca Tribal Council (ATC)/ All Parties Core Agreement
Sponsor(s):	<i>Athabasca Tribal Council/Industry</i>	

1. Objective

To establish a process for First Nations communities and industry to work together to achieve orderly industrial development, mitigate impacts and ensure that Aboriginal communities share in the benefits of industrial development.

2. Description

The Athabasca Tribal Council (ATC) and the Athabasca Regional Developers (ARD) signed the Capacity Building Agreement in 1999 in response to the substantial level of resource development activity in northeastern Alberta in the late 1990s. It identified the means by which the parties work together to ensure responsible development of the oil sands in the Athabasca region. This was succeeded by the ATC-All Parties Agreement in 2003, which decentralized how the agreement is managed so resources are reached at the community level.

The intent of these agreements is to:

- **Develop community capacity.** Work with the ATC and member First Nations to develop community capacity so that ATC can achieve its mission statement.
- **Identify and resolve issues.** Identify community and regional issues and opportunities and resolve those issues that pertain to industrial development and opportunities.
- **Develop strategies for outstanding issues.** Work with the ATC on the development of strategies to obtain support for addressing outstanding First Nations issues.

The areas covered include, but are not limited to: environmental issues, employment and training, human infrastructure (health and social needs), physical infrastructure, business development, culture retention, trappers' compensation, and long-term development.

All parties commit to participating in the process of issue identification and assessment. They will define their own roles in the advocacy strategies and resolution strategies. The parties will work together to develop effective strategies to: a) resolve the identified issues related to regional industrial development that impact First Nations communities of the ATC; b) implement and monitor these strategies within the agreement; c) enhance the capacity of all parties involved; d) advocate for the resolution of the issues that are barriers; and e) operate effectively by ensuring that the partners are aware of, understand and adhere to the agreement.

3. Implementation

The parties will maintain a management structure that reflects the work required to achieve the desired results. Changes to the structure will be at the direction of the executive group. The management structure is as follows:

Executive Group

- The executive group includes the five First Nations chiefs, five senior representatives from industry and one representative each from the three levels of government.
- The executive group will meet quarterly to ensure the overall success of the core agreement.
- This group will approve business plans.

Management Committee

- The management committee comprises the industry relations directors; ATC CEO and the two regional coordinators; and representatives from industry and the three levels of government.
- The management committee will manage the operations of the core agreement by developing the required business plans, ensuring the effective implementation of the issues management process and the business plans.
- The management committee is responsible for establishing the standards of financial reporting for the industry relations corporations (IRCs) and for providing an annual report, evaluation and audited financial statement for the executive group.

Industry Relations Corporations (IRCs)

- Each First Nation community will establish an IRC. The core agreement will provide a base capacity for each community to deal with industry and the impacts of industrial development. Additional capacity will be negotiated based on the standards of consultation.

IRC Directors Group (IDG)

- The IRC directors group will provide collective advice to the management committee regarding regional issues that affect their First Nations communities. The IDG will ensure that the advocacy and resolution strategies respond to the needs of their communities.

Ad Hoc Committees and Special Project Teams

- Ad hoc committees and project teams will implement the approved business plans.
- Membership will be determined by the management committee and will be based on the work requirements of the business plans.
- All signatories are expected to provide capable representatives to undertake work on these committees as required.

Core Administration Functions

- Coordination of the organizational requirements, including meeting logistics, agendas and minutes

- Reporting and financial management of the core agreement
- Coordination of the reporting requirements for the core agreement and all associated bilateral agreements
- Coordination of communications between the parties and with external stakeholders

4. Timeframe for Results

The first ATC/ARD Agreement was signed in 1999 and expired in 2002. The new agreement was signed in 2003 and the budget has been defined and agreed upon for three years. The results are reviewed annually by the executive group.

5. Measurable Criteria

The results are measured by:

- Increase in the number of agreements negotiated between First Nations communities and industrial proponents
- Increase in First Nations access to industrial development opportunities including training, education, employment and contracting
- Increase in capacity to consult and build understanding between Industry and First Nations communities

Annually the executive group will:

- Establish meaningful criteria so that each sector can measure the results of the agreement on a consistent and comparable basis
- Establish criteria to measure their own performance within the agreement
- Review and approve the criteria established by the management committee to measure its performance
- Conduct a review of its performance in keeping with the established criteria

Annually, the management committee will:

- Establish meaningful criteria to measure, on a consistent and comparable basis, the results of the issues management process, including business plans, ad hoc committees, and special projects
- Establish criteria to measure the results of its own performance for review and approval by the executive group
- Conduct a review of its performance in keeping with the established criteria

6. Budget

\$2.3 million annually for three years has been committed. Each sector (First Nations, industry and government) contributes to this defined level of funding. Recipients of funds must ensure that monies are used only for the stated purposes and that all financial reporting is accurate and timely. The executive group will approve funding commitments for the approved business plans. The management committee will approve the implementation of budgets for the ad hoc committees and special projects, based on the funding commitments for the approved business plans.

7. Partners and Sponsors

The parties to the agreement are:

- The five ATC member First Nations (Fort McKay First Nation, Chipewyan Prairie First Nation, Mikisew Cree First Nation, Athabasca Chipewyan First Nation and Fort McMurray #468 First Nation)
- Industry (Encana Corporation, Syncrude Canada Ltd., Suncor Energy Inc., Albion Sands Energy Inc., Petro-Canada Ltd., Nexen Petroleum Canada, OPTI Canada Inc., Japan Canada Oil Sands Limited, ExxonMobil Canada Ltd., Enbridge Inc., Deer Creek Energy Ltd., ConocoPhillips Canada, Canadian Natural Resources Limited, Alberta-Pacific Forest Industries Inc., ATCO Group of Companies, Devon Canada Corporation, Kinder Morgan Canada Inc.)
- The three levels of government (federal, provincial and municipal)

8. Experience with the Program

The Agreement initially served as a unique approach to the potential benefits and drawbacks produced when a collection of major industrial projects are introduced into a region with a number of Aboriginal communities. It represented a starting point whereby Aboriginal communities and industry have agreed to partner with the cooperation of the various levels of government. The parties have committed to improving communications and increasing opportunities for the First Nations communities to participate in regional industrial development, while mitigating the impacts of this development. The benefits for industry include timely reviews of proposed projects, and cooperative and collective resolution of regional issues.

Comments from developers and ATC representatives reflect a general feeling that the first three years of the agreement have produced a number of successes, particularly in the areas of environment, employment, education and training. The main accomplishment has been to create a foundation for future activities based on the positive relationships that have developed among the agreement signatories. Relationships work in two directions. Athabasca area companies are now thinking about Aboriginal people before they take action and vice-versa.

9. General Applicability

This agreement may be used as a process model in other jurisdictions where resource development requires First Nations communities and industry to work together to mitigate impacts and ensure that Aboriginal people share in the benefits.

10. Additional Information or Support

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ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.1	Developing Framework Agreements
Template:	4.1.4	Athabasca Working Group
Sponsor(s):	<i>COGEMA Resources Inc., Cameco Corporation, and the Athabaskan communities in Saskatchewan</i>	

1. Objective

To establish a process for managing the concerns identified by Aboriginal and other northern communities and sharing in the benefits resulting from development of the mining industry in the region.

2. Description

The Athabasca Working Group (AWG) is comprised of representatives of Saskatchewan's uranium mining companies (COGEMA Resources Inc. and Cameco Corporation) and the seven Athabasca communities. This group created the Impact Management Agreement signed in 1999 that covers such issues as employment, training and business development, environmental protection, and benefits to the communities. The AWG also provides a forum for communicating and discussing issues and for building long-term trust. The program relates specifically to the McClean Lake, Cigar Lake and Rabbit Lake mines. Funding is provided by the mining project partners, primarily Cameco and COGEMA.

3. Implementation

Some of the key elements for implementation and management of this program are:

- **Environmental protection and monitoring:** The companies commit to taking all reasonable measures required to prevent emissions and agree to compensate residents who suffer losses as a result of any emissions.
- **Employment:** The companies commit, for example, to filling all job vacancies with residents as long as suitable candidates are available; to ensuring that the education, qualification and/or experience requirements for job vacancies are set to reasonable standards so as to maximize the potential for local hiring; and to providing a summary of project recruitment activities and those of permanent contractors to the AWG on a quarterly basis. The communities commit, among other things, to ensuring access to a full high school program for residents; to cooperating in establishing career counselling services in the region; and to implementing stay-in-school programs. The parties agree to cooperate in development of programs to assist employees in job retention. The companies shall sponsor an employee relations counsellor to act as a liaison between the

communities and the companies and to be responsible for providing support to employees and their families.

- **Training:** The parties agree to cooperate in identifying future training needs in the region and ensuring that pre-employment training for residents is timely and effective. The companies commit to providing qualified residents priority access to all trade apprenticeships and to providing on-the-job training opportunities to facilitate advancement of those residents seeking job promotions.
- **Business development:** The parties commit to cooperating in and cost-sharing a study of business opportunities in the region, with an emphasis on potential businesses that can provide support to the mining industry. The companies commit to giving special consideration to existing contractors located within the region, and will work with potential new contractors to assist them to develop viable businesses that can provide services to the companies. The companies will also consider legitimate and viable contract opportunities for residents that may be available through fragmentation of their current and future in-house operations and, where possible and reasonable, will support the development of a regional business infrastructure.
- **Benefit-sharing:** These initiatives are intended to enhance the educational, training, health, cultural, recreational and economic development of the region. There are a number of specific commitments made on:
 - Education: summer employment, scholarships, education awards to recognize achievement, cultural camps (to support cultural retention by school-age children)
 - Skills training: training using the operating site facilities, work placements, special apprenticeships, supervisory development
 - Health: sponsoring initiatives to support community and family wellness, donations and fundraising for the new Stony Rapids health care facility
 - Culture: support for cultural events, language retention, elder counsellors, and the Pine Channel Retreat on Lake Athabasca
 - Recreation: support for recreation facility development, sponsorship of recreation and sport development and events
 - Economic development: agreement by the companies to underwrite the costs of conducting a business study (Athabasca Regional Business Study) that will focus on opportunities that provide direct support to the companies' operations and areas of business that could be made viable in the region through the creative intervention of the companies.

4. Timeframe for Results

The AWG was established in 1993 and the Impact Management Agreement was signed in 1999. The AWG produces an annual report on its activities and results achieved from implementation of the Impact Management Agreement.

5. Measurable Criteria

The Impact Management Agreement sets out a number of commitments and best effort undertakings that are reported on a quarterly or annual basis. These include:

- Company and contractor employment
- Multi-party training plan participants
- Apprentices, summer student employment, post-secondary scholarships
- Student awards, donations and sponsorships

6. Budget

All costs for the AWG are sponsored by the companies including an employee relations counsellor, environmental studies, community representative expenses, training and other expenses associated with developing and implementing the Impact Management Agreement.

7. Partners and Sponsors

COGEMA Resources, Cameco Corporation, Black Lake Denesuline First Nation, Northern Settlement of Camsell Portage, Fond du Lac Denesuline First Nation, Hatchet Lake Denesuline First Nation, Northern Hamlet of Stony Rapids, Northern Settlement of Wollaston Lake and Northern Settlement of Uranium City.

8. Experience with the Program

The parties generally see the program as building effective consultation and positive relationships between the mining industry and communities in the region. The industry reports significant results in employing locally and developing local business. Cameco, for example, reports that over 40 per cent of its mine site workforce in 2002 was of Aboriginal ancestry. Cameco has a “buy northern Saskatchewan” policy that resulted in the company spending \$50 million in northern Saskatchewan goods and services in 2002 including almost 60 per cent of all service contracts. COGEMA reports that 39 per cent of its mine site workforce in 2002 was of Aboriginal ancestry and \$17 million in expenditures for goods and services went to northern Saskatchewan-based businesses under its northern tendering policy.

9. General Applicability

This program is generally applicable to resource industries with a relatively stable “footprint” and provides a framework within which to negotiate industrial benefits and impact mitigation on a regional basis. As well, the specific program elements may be of interest to companies wanting to develop less comprehensive agreements.

10. Additional Information or Support

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ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.1	Developing Framework Agreements
Template:	4.1.5	Collaborative Partnership with First Nations
Sponsor(s):	<i>Millar Western Forest Products Ltd.</i>	

1. Objective

To support the developing capacity of the Alexis First Nation to participate in the forestry industry and improve the economic and educational prospects of their community.

2. Description

Millar Western has signed a broad agreement with the Alexis First Nation to cover a range of economic development, education and capacity building activities on the reserve. This Collaborative Partnership Agreement arises from a 10-year relationship between Millar Western and the Alexis First Nation Band, which has a reserve embedded in Millar Western's Forest Management Agreement (FMA) area; in addition, a number of Alexis Band members work off reserve at the Millar Western plants.

The company managed its Aboriginal relations on an ad hoc basis for many years. Recently, the company has endeavored to establish a long-term approach to working with the First Nations communities in its FMA, an approach that is strategic and is constantly raising the bar in terms of expectations and commitments.

As an initial step the company funded a traditional land use project. A member of the Alexis Band undertook the research, collecting information on the traditional land use practices and sites within its area. This information was intended for use in the management process for the FMA; however, the project ran into problems and was not completed.

To further develop the relationship, the company hired the Canadian Circumpolar Institute to look at communication between the parties. The institute tracked negotiations between the two parties, conducted interviews with both the company and the First Nation and pointed out areas where parties had arrived at different conclusions and different understandings of commitments, based on the same meetings. The institute worked with the parties to bridge those communications difficulties.

The Alexis Band and Millar Western are now in the process of implementing the collaborative partnership agreement. This document will act as an umbrella over a number of economic development and capacity building activities. The importance of signing and formalizing this agreement is that it will signal to all members of both sides the commitment of the chief and band council of the Alexis reserve, as well as the senior management of Millar Western, to enter into and maintain a cooperative relationship based on the understanding of each signatory's needs and rights. The agreement acts to position and entrench the capacity-building process

within Alexis while at the same time educating Millar Western employees in regards to the Alexis culture and obstacles to Alexis economic development. A goal of the agreement is to build a core of people on the reserve who have the business and technical skills to successfully participate in the employment and business opportunities in the forest industry.

Activities under the agreement include:

- Capacity-building activities to support Alexis Band members in improving employment and business skills, including wood harvesting and silviculture activities
- Cross-cultural education for both non-Aboriginal and Aboriginal people, including cultural visits by company representatives to the Alexis reserve
- Educational commitments, including scholarships and hiring summer students
- Development and implementation of an environmental co-stewardship committee to oversee and review all forest activities of both parties

3. Implementation

Some of the key elements for implementation and management of this program are:

- A key issue in developing this relationship over time has been the commitment on both sides. At times a few company employees have not been active in supporting the process, and at times some First Nations members were not interested or able to live up to the band's commitments. The importance of formalizing the process through a signed agreement is to ensure there is a commitment on both sides from the senior levels of each signatory.
- Communications between parties remains a key issue. There are sometimes misunderstandings of commitments and expectations by both parties. Bridging the significant cultural differences is very difficult. Building an understanding among First Nations of the non-Aboriginal business environment and work ethic, and an understanding and respect for First Nations values and culture by non-Aboriginals, are ongoing challenges.
- Capacity-building is perceived as the key to progress, in particular to assisting First Nations workers to move from seasonal unskilled labour to more permanent, skilled jobs. Various approaches have been employed, for example, having First Nations workers work side-by-side with non-Aboriginal workers, or having First Nations workers as junior operators to gain experience. As part of this strategy, the agreement will try to ensure that true capacity building takes place on the reserve. The agreement tries to put in criteria and build in mechanisms to raise the bar, to increase the performance and results over time.
- In negotiating the agreement, having a third party as part of the process was seen as valuable, in particular to confirm the commitments made by the parties. The Circumpolar Institute played this role during the initial discussions.

4. Timeframe for Results

The development of the Collaborative Partnership Agreement started in 1998, and the parties signed the agreement in June 2004. The agreement includes targets and a timeframe for results. However, it is recognized by the company that significant changes in both communities' cultures may take 20 years or several generations to produce acceptable results.

5. Measurable Criteria

The agreement includes specific goals and a structured game plan with performance-driven criteria. For example, there are targets for providing wood to Millar Western, with potential increases in volumes over time if targets are met.

6. Budget

The forestry company estimates that the management of the agreement and related activities cost it about \$250,000 per year. This includes company salaries for consultation and for managing the agreement as well as financial incentives, but does not include standard costs related to contracts.

7. Partners and Sponsors

The current partners have also included the Government of Alberta through Alberta Aboriginal Affairs and Northern Development to sit at the table of the environmental co-stewardship committee (implementation arm of the FEDA) to participate in developing capacity building initiatives.

8. Experience with the Program

The parties signed the Collaborative Partnership Agreement; however, the company has had a long-term relationship with the Alexis First Nation. Progress in improving the workforce participation and economic conditions of First Nation band members has been slow. It is hoped that the formal agreement will increase commitment by both parties to setting and meeting targets.

9. General Applicability

The approach of establishing a Collaborative Partnership Agreement or Memorandum of Understanding is appropriate for other situations, in particular where the company has a long-term presence in the community and has the opportunity to employ a number of First Nations members. Most agreements will include similar elements of economic commitments, capacity building and education and training. The details of each agreement will be unique, depending on the interests of the parties.

10. Additional Information or Support

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ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.1	Developing Framework Agreements
Template:	4.1.6	Community Partnership Model
Sponsor(s):	<i>True North Energy</i>	

1. Objective

To provide innovative ways through community partnership agreements to balance the growing Aboriginal community expectations in northeastern Alberta with the business need for economic performance.

2. Description

True North Energy was involved in developing a community partnership agreement for the Fort Hill oil sands project. Community partnership agreements were signed with Aboriginal and other groups to define their participation and role in project planning, communication, training, employment, and other matters of concern. The agreement helped address the rising regulatory expectations, the strain on the Regional Municipality of Wood Buffalo under extensive development, and the expectation of the local Aboriginal people for more involvement in oil sands projects without forsaking their traditional way of life.

The community partnership agreement focused on:

- a) The need to develop a long-term partnership that supports the social, cultural, economic and environmental goals of the Aboriginal community.
- b) Establishing an understanding between the company and the community on the general approach to responding to and resolving key concerns of the community related to the development effects of the project. This requires on-going effort of the parties to identify and address the key concerns related to the cumulative and specific environmental, social, and economic impacts and benefits. The objectives were:
 - **Environmental objectives.** Identify community environmental concerns and seek solutions about how those concerns can be addressed; actively involve the community and other stakeholders in implementing environmental retention, improvement, monitoring, reclamation, and mitigation strategies and activities.
 - **Social objectives.** Identify community social barriers and issues related to education, employment, and workforce advancement and seek solutions to how those issues can be addressed; actively support and promote the traditional practices, culture and language of Fort McKay, and support the community in their efforts to prevent or mitigate impacts on traditional practices, culture and

language; actively work with Fort McKay to meet the objectives identified by the community in their long-term planning process.

- **Economic objectives.** actively involve the community and other stakeholders in implementing activities or strategies that lead to long-term, sustainable, and meaningful economic benefits for Fort McKay.
 - **Issues management objectives.** Follow consultation and communication methods as outlined in the MOU for consultation principles; establish joint advocacy strategies and actions based on mutually agreed objectives.
- c) An annual action plan to be jointly developed and revised; development of the annual action plan to be coordinated with the annual planning and budget cycle for each party; priorities for the annual action plan to be key concern areas as identified by the community and revised from time to time.

Attachments to this agreement included the following appendices:

- a) **Memorandum of Understanding Consultation Principles.** Included the consultation principles, the objectives of the consultation principles and the role of third parties in discussing issues and negotiating.
- b) **Memorandum of Understanding Traditional Environmental Knowledge.** Included definitions, principles of the MOU, the terms, implementation mechanism, review of the MOU, and the duration/termination.
- c) **Environmental Action Plan.** Included commitment/actions, timelines and accountabilities for traditional knowledge, air quality, aquatic resources, groundwater, instream flow needs, sustainability plan, reclamation, wildlife.
- d) **Socio-Economic Action Plan.** All action plans (except childcare) were conditional on True North obtaining all required regulatory, corporate and owner approval to proceed with the project. True North believes that the best way to be a good neighbor is to work right in the community and to assist community residents to achieve things for themselves. The key concern areas included: childcare, education, employment/training, infrastructure, health care, cultural retention, business development and safety/security.
- e) **Business Agreement.** Not developed.

3. Implementation

Some of the key elements for implementation and management of this program are:

- Give equal attention to the expectations of all regional stakeholders.
- Assemble the best environmental impact assessment team (progressive and innovative).
- Hire an Aboriginal issues specialist to enhance relationships with the regional Aboriginal community.
- Commit to innovative techniques.

4. Timeframe for Results

Agreements such as this are intended for long-term relationships.

5. Measurable Criteria

These include:

- Creation of a successful MOU model
- Creation of a sustainable and skilled Aboriginal employment base
- Increase in contracts for local contractors
- Creation of sustainable income, economic and other benefits for the Aboriginal community

6. Budget

The True North project has been postponed so there is no identifiable budget.

7. Partners and Sponsors

The partners for this program were True North Energy, the Fort McKay First Nation and the Fort McKay Métis as represented by the Fort McKay Industry Relations Corporation (IRC).

8. Experience with the Program

This program is on hold given the postponement of the project.

9. General Applicability

This program is a model which can be used by resource industries to establish a comprehensive framework for cooperation and building relationships with Aboriginal communities.

10. Additional Information or Support

To view the Community Partnership Agreement, contact:

Information Services, Alberta Energy and Utilities Board, Calgary, AB

Telephone: (403) 297-8190

Email: esub.webmaster@gov.ab.ca

Date entered or updated: June 1, 2003

ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.1	Developing Framework Agreements
Template:	4.1.7	Cooperation Protocol
Sponsor(s):	<i>Petro-Canada Ltd.</i>	

1. Objective

To establish a positive relationship through a cooperation protocol with respect to Petro-Canada's activities in the consultation area for administrative oil and gas referrals only.

2. Description

This cooperation protocol embodies key general provisions intended to govern the relationship between the company and the First Nation.

The parties wish to nurture a long-term relationship wherein members of the First Nation have an opportunity to benefit from education, training, employment and business opportunities that may arise from time to time in relation to Petro-Canada's operations. The parties also wish to consult and work together to identify and reasonably address concerns arising from the potential environmental impact of the company's operations on traditional territory as well as describe a process to resolve disputes should they arise.

3. Implementation

Some of the key general provisions of the cooperation protocol include:

- Consultation
- Employment opportunities
- Business opportunities
- Environmental protection
- Community contributions
- Dispute resolution

4. Timeframe for Results

Immediate upon signing of the protocols

5. Measurable Criteria

These include:

- Satisfaction by the parties of the key general provisions with opportunities to amend the protocol

- Creation of a successful cooperation protocol model

6. Budget

No direct budget is included in the protocols and costs vary depending on level of activity and engagement of local contracts.

7. Partners and Sponsors

Petro-Canada Ltd. and First Nations including Fort Nelson First Nation, Halfway River First Nation, and Prophet River First Nation

8. Experience with the Program

Cooperation protocols were put in place in 2002 and 2003. Since the introduction of cooperation protocols, Petro-Canada has significantly improved relationships with Aboriginal communities and expectations are clearly identified and followed through.

9. General Applicability

This program is generally applicable to resource industries and provides a framework for establishing a collaborative, mutually beneficial relationship and consultation process that will assist in providing for reasonable development while avoiding unjustifiable infringement on treaty rights, Aboriginal rights or significant heritage sites.

10. Additional Information or Support

John Young, Manager, Aboriginal Affairs, Petro-Canada Ltd., P.O. Box 2844, 150-6th Avenue SW, Calgary, AB T2P 3E3

Telephone: (403) 296-4630

Email: joyoung@petro-canada.ca

Date entered or updated: July 29, 2005

ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.1	Developing Framework Agreements
Template:	4.1.8	"Good Neighbour" MOU
Sponsor(s):	<i>Tolko Industries Ltd., Lesser Slave Lake Indian Regional Council (LSLIRC)</i>	

1. Objective

To provide a base for formalizing communications between the Lesser Slave Lake Indian Regional Council (LSLIRC) and Tolko Industries Ltd.

2. Description

Referred to by both parties as a "good neighbour" approach, the MOU agreement (attached below) is intended to lead to identifying LSLIRC's role in forest management planning where Tolko's operations overlap with LSLIRC's Treaty 8 lands, while acknowledging Tolko's rights as an FMA holder.

The MOU ensures that both parties confirm their intention to begin exploratory discussions regarding the following matters of mutual interest:

- A communication process that will, among other things, take into consideration and where appropriate, incorporate in a form acceptable to each of the parties acting reasonably, relevant components of the LSLIRC "Framework for Relations with Governments and Industries within Treaty No. 8 Territory"
- A dispute resolution process
- Identification of business opportunities within areas of interest specific to logging, reclamation and value-added business ventures
- Plans for future employment opportunities for individual members of the LSLIRC First Nations
- Roles in forest management and operating plans

3. Implementation

The MOU creates the framework for the negotiation, preparation and execution of legally binding agreements between the parties.

4. Timeframe for Results

Agreements such as this are intended for long-term relationships and are viewed as one step in

solidifying a long-lasting relationship.

5. Measurable Criteria

These include:

- Creation of a successful MOU agreement
- Creation of a sustainable and skilled Aboriginal employment base
- Increase in contracts for local contractors
- Creation of sustainable income, economic and other benefits for the Aboriginal community
- Strengthened relationship and mutual respect between the parties

6. Budget

Both parties are responsible for their respective costs in implementing specific aspects of the MOU.

7. Partners and Sponsors

The partners for this program were Lesser Slave Lake Indian Regional Council (LSLIRC), and Tolko Industries Ltd.

LSLIRC is an organization involved in the development of business opportunities on behalf of its member First Nations: Driftpile First Nation, Kapawe'no First Nation, Sawridge Band, Sucker Creek First Nation, and Swan River First Nation.

8. Experience with the Program

The MOU agreement was signed on June 10, 2005.

9. General Applicability

This MOU is a model that can be used by resource industries and Aboriginal communities to establish a framework for exploring business and employment opportunities that will benefit both parties.

10. Additional Information or Support

Dave Knight, Woodlands Regional Manager, Tolko Industries Ltd., P.O. Box 630, Slave Lake, AB T0G 2A0

Telephone: (780) 805-3003

Email: Dave.Knight@tolko.com

Date entered or updated: August 26, 2005

MEMORANDUM OF UNDERSTANDING

BETWEEN:

THE LESSER SLAVE LAKE INDIAN REGIONAL COUNCIL

of the Province of Alberta
(*"LSLIRC"*)
representing its member First Nations

OF THE FIRST PART

AND:

TOLKO INDUSTRIES LTD.

being a body corporate having an office
located near the Town of Slave Lake, in the
Province of Alberta
(*"Tolko"*)

OF THE SECOND PART

WHEREAS:

- A. LSLIRC is an organization involved in the development of business opportunities on behalf and for its member First Nations, being the Driftpile First Nation, the Kapawe'no First Nation; the Sawridge Band; the Sucker Creek First Nation and the Swan River First Nation (collectively, *"LSLIRC First Nations"*).
- B. Tolko is an organization interested in developing a working relationship, as applicable, with the LSLIRC and the LSLIRC First Nations.
- C. Tolko acknowledges that under Section 35 of the *Constitution Act, 1982*, existing Aboriginal and treaty rights of the Aboriginal peoples of Canada are recognized and affirmed.
- D. LSLIRC and the LSLIRC First Nations acknowledge that under Section 16 of the *Forests Act* (Alberta), Tolko has been granted certain rights as described in forest management agreements FMA 8600024 and FMA 9700033 held by Tolko, as the same may be amended or renewed from time to time (the *"Tolko FMAs"*).

- E. The parties have agreed that, prior to the negotiation, preparation and execution of legally binding agreements between them, the parties will enter into this Memorandum of Understanding (this "*MOU*").

NOW, THEREFORE, in furtherance of the mutual dialogue, information exchange, consultation and ongoing discussion processes adopted to date between Tolko and LSLIRC, the parties hereby acknowledge and confirm the following:

1. To protect each party against unrestricted use or improper disclosure of such party's confidential or proprietary information by the other party, the parties confirm their intention to promptly negotiate and enter into a confidentiality and non-disclosure agreement (the "*Non-Disclosure Agreement*") containing commercially reasonable terms. The Non-Disclosure Agreement shall, in accordance with its terms, be binding on the parties with respect to the disclosure of all matters and activities as described in this MOU.
2. The parties further confirm their intention to begin exploratory discussions in relation to the following matters of mutual interest:
 - a) a communication process that will, among other things, take into consideration and where appropriate incorporate, in a form acceptable to each of the parties acting reasonably, relevant components of the LSLIRC "*Framework for Relations with Governments and Industries within Treaty No. 8 Territory*";
 - b) a dispute resolution process;
 - c) identifying business opportunities within areas of interest specific to logging, reclamation and value added business ventures;
 - d) plans for future employment opportunities for individual members of the LSLIRC First Nations; and
 - e) roles in forest management and operating plans.
3. This MOU shall be effective as of the date first written above.
4. This MOU shall not be amended except by an instrument in writing executed by each of the parties.
5. The laws of the Province of Alberta shall govern the interpretation of this MOU and the parties submit to the exclusive jurisdiction of the Courts of Alberta.
6. The parties agree that this MOU may be executed in counterpart and/or by facsimile, and such counterparts taken together shall be deemed to constitute one and the same instrument.
7. No discussions between the parties or any information disclosed by either party prior to entering into or as contemplated by this MOU shall be deemed to constitute a covenant, representation or warranty.
8. For greater certainty, each of LSLIRC and Tolko specifically acknowledge and agree that this document constitutes a memorandum of understanding only, and the same is not intended to be, nor should the same be construed as, a legally binding agreement as between Tolko, LSLIRC and/or any of the LSLIRC First Nations, or with or between any other person or entity.
9. The parties agree that neither this MOU, nor any binding agreement when negotiated and concluded between them, shall be construed so as to abrogate or derogate from:

- a) any treaty rights of the LSLIRC First Nations;
- b) any treaty rights of the individual members of the LSLIRC First Nations, or
- c) any rights of Tolko pursuant to the Tolko FMAs.

IN WITNESS WHEREOF, the undersigned, being the Chiefs of the First Nations that comprise the Lesser Slave Lake Indian Regional Council, hereby approve of this Memorandum of Understanding, with effect as of the day and year first written above.

**THE LESSER SLAVE LAKE INDIAN
REGIONAL COUNCIL, by its member First
Nations**

DRIFTPILE FIRST NATION

Per: _____
Chief Rose Laboucan

KAPAWE'NO FIRST NATION

Per: _____
Chief Frank Halcrow

SWAN RIVER FIRST NATION

Per: _____
Chief Leon Chalifoux

SAWRIDGE BAND

Per: _____
Chief Roland Twin

SUCKER CREEK FIRST NATION

Per: _____
Chief Fred Badger

IN WITNESS WHEREOF, the undersigned, being a duly authorized representative of Tolko Industries Ltd., hereby approves of this Memorandum of Understanding, with effect as of the day and year first written above.

TOLKO INDUSTRIES LTD.

Per: _____
Title:

ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.2	Building and Sustaining Positive Community Relationships
Template:	4.2.1	Aboriginal Child and Family Services Certificate/Diploma Program
Sponsor(s)	<i>Keyano College</i>	

Objective

The intent of the Aboriginal Child and Family Services (ACFS) program is to provide an alternative to mainstream social work education programs. The curriculum is culturally relevant with practical solutions for meeting the needs of qualified human service workers.

Description

This program prepares human service practitioners to work in a culturally sensitive manner with the Aboriginal population, the general population and with other minority groups. The blending of academic knowledge and Aboriginal values and beliefs add to the uniqueness of this human service program. The Aboriginal Child and Family Services (ACFS) program provides quality human service education within the province of Alberta and other locations as requested. The Program emphasizes the influence that family, education, health and culture have on child development.

The program incorporates human service methods of practice as well as Aboriginal methods of helping. The blending of the two methods provides the student with a rich base from which to practice from. The Aboriginal Child and Family Services (ACFS) program addresses the concerns of First Nations, Metis and Urban Natives as they respond to the redesign of Children's Services for children and families as well as the move by First Nations people to provide local control for social programs.

The ACFS program is designed as a two-year diploma program (20 months) however, participants will be provided with the option of exiting with a certificate after successfully completing one year (10 months). Graduates of this program will be able to fill employment opportunities with First Nations agencies and provincially funded agencies.

Description of Year One Courses.

Communications 1

This course concentrates on written and oral reports relevant to the work of an Aboriginal Child & Services Worker. The practical principles of grammar and punctuation will be emphasized in the writing of letters, memorandums, semi-formal and formal proposals, program reports, case documentation, monthly and year end reports as well as case files. Students acquire effective presentation skills as well as the ability to participate in meetings and discussions.

This course is a prerequisite for ACFS 202 Communications II delivered in the diploma program. This intro communication course prepares students for their entry into the human service field. In addition, students will acquire effective assessment skills in verbal and non-verbal communication.

The course also introduces students to the fundamentals of communication, which will be applied and practiced in the student's field practicum setting.

Child Welfare

This course will explore how the well being of children caught the public's attention and how it developed into its present day form. Throughout this course the participant will attempt to capture the purpose behind the evolution of Child Welfare Services and evaluate the successes and failures of the process.

This course is a prerequisite for ACFS 104 Child Welfare II. Students will acquire the basic assessment skills and will understand the various forms of abuse and neglect as outlined by the Child, Youth and Family Enhancement Act of Alberta. The course is focused on providing the student with the opportunity to learn about Children's Services in a stimulating environment. The course provides the student with the opportunity to learn about larger social systems.

As many Aboriginal communities strive toward self-determination and delivering their own services to children and families a critique of the present day system as well as an evaluation of what has worked and what has not worked is important.

Traditional Parenting

This course will examine parenting in the Aboriginal community and identify traditional values and societal influences on parenting as it is practiced today.

This course provides the student with the opportunity to explore the inherent differences of parenting within differing cultures. The strengths of traditional Aboriginal parenting models are emphasized and students can compare and contrast different ways of knowing and doing. Current parenting strategies within the Aboriginal community are also explored, as are mainstream parenting strategies.

These acquired skills will be applied and practiced in the student's field practicum setting.

Child Development I

This course explores growth and development of the child through to age eight. Physical, emotional, social, and intellectual development of the child is examined from a cultural perspective. This course provides students with information on the healthy growth and development of children. Aboriginal groups are one of the fastest growing populations within Canada. Having an understanding of child development will assist the Aboriginal Child and Family Services Worker with the knowledge to share with the families and communities that they work with. Mainstream perspectives on child development are also compared and contrasted.

Child Welfare II

This course studies in detail the present Child Welfare Legislation as exemplified by the *Child Youth and Family Enhancement Act of Alberta*. During this course the participant will be

encouraged to interpret this legislation and adapt.

Child welfare services have had a tremendous impact on Aboriginal people. The Program attempts to incorporate the knowledge base needed by students to effectively work within the present day system so that they may best meet the needs of their clientele. Students are provided with the opportunity to examine and interpret the legislation and to critically analyze the historical aspects of the system as well as the contemporary aspects of the system. Students are also encouraged to reflect on the way they feel about the legislation and how this will impact working within the system.

Child Counseling

This course addresses the concept of counseling within the profession of Aboriginal Child and Family Services. It will discuss various counseling techniques available and examine their suitability from a cultural context.

This course provides the opportunity for students to begin to understand the process of counseling children. Students examine different theories as they relate to counseling children. Current theories are explored and students will have a beginning understanding of what the counseling process means to them.

Introductory Aboriginal Language

This course provides a general introduction to the development of oral language and the syllabics alphabet. Vocabulary related to family, seasons, legends, and other conversational topics will be developed by the student with the addition of an oral language component. No prior knowledge in an Aboriginal language is assumed.

Students have an introduction to the Cree language. They will be provided with an overview of the way of life, customs, traditions, and the ways in which language impacts communication. Students are provided with a basic overview of the language that will help them to relate to clients from a different worldview.

The Program teaches from the perspective that all cultures are unique it is important for students to explore a language that is predominant in the area, as well as explore another worldview.

Cultural Heritage

In this course students will explore their identity as an Aboriginal person. This will be accomplished by investigating family history, traditional lifestyle and values.

Working with others from different cultures is a reality in the field of human services. Understanding oneself as a cultural being is a focus of this course. By understanding oneself you are more open to seeing others with awareness of how your cultural lens filters your interactions. How we interpret the world is impacted by our cultural identity.

The work toward providing culturally relevant services to Aboriginal people is important to the program. Having students explore their cultural identity will provide them with an opportunity to engage in a process of appreciation for other cultures.

Ethics

This course will examine appropriate standards and rules of conduct in working with children and families. In particular, the course will explore and focus on ethical issues in the context of Aboriginal values and tradition.

Ethical standards are important within the helping profession. There are specific codes of conduct individuals employed within the helping profession. The Aboriginal Child and Family Services Program recognizes these codes of conduct and teaches a course that will prepare students to work within the parameters of professional social work practice. Upon completion of this course students will have a knowledge base that incorporates specific examples of codes of conduct, ethical decision making processes, standards of practice, and professionalism.

Working within the helping profession will provide students with the opportunity to critically analyze ethical standards of practice.

Introduction to Human Services and Basic Counseling Skills

This course will introduce the student to the broad range of opportunities available in the human services field. Additionally the course will introduce the student to basic professional counseling skills, preparing them to enter into a professional helping role.

This is an introductory course that provides students with the opportunity to explore the human service role. The student is provided with information on the history and evolution of the social work profession, the values inherent in the profession and how the role has changed over time. The student is also provided with an introduction to the multiple roles of a human service worker and an overview of the reality of the work and knowledge of traditional helping systems,

Upon completion of this course students will have an understanding of the role of a human service worker and what that entails. This course is important for students to understand the role of a human service professional and will provide students with a solid base to practice within the community.

Introduction to Computers

This course will provide a general introduction to computer skills with a focus on Excel, word processing, Power point, and so forth. The emphasis will be on teaching presentation skills and how to prepare major papers and assignments by use of the computer.

Paperwork is an essential skill in the human services field. Within this course students are taught how to use a computer to complete projects, presentations and assignments.

This is a transferable skill that can be used in any work environment.

Practicum

The student will demonstrate competency of acquired theoretical skills in the workplace. Integration seminars are imbedded in the 480 hours.

The practicum is a major component of the program. This is the opportunity for students to practice what they have learned in a work environment. As well as critically analyze how theory and practice blend to create a meaningful work experience. Students are placed in agencies

within the City of Edmonton or in agencies within the surrounding Aboriginal communities. Within the first year placement they are provided with the opportunity to explore their skills as a beginning helper, ask questions in a safe environment and learn about the helping profession. Students learn the processes of teamwork, the responsibilities of the helping profession, and how to practice ethical standards of conduct and practice.

Students go out to make a difference in the lives of others. Many of the students go out to work within the Aboriginal community. Others work within mainstream agencies or continue on with their education. Whatever the case, the practicum provides them with the opportunity to be actively involved with their education right from the beginning

The entire first year courses assist and provide the student's with the educational knowledge, which is based on theory and practice, to support the student in the field practicum setting.

The student is able to acquire the necessary educational skills and apply those skills directly in their practice setting.

Diploma: Year 2 Course Descriptions

Community Development

The redesign of Children Services puts a greater emphasis on community designed services. To prepare the student for this reality this course will introduce the basic principles, concepts, techniques and processes of community development, which will be discussed from a cultural perspective.

This course builds on the content learned within the first year courses. As students begin to understand the fundamental processes of human service work they will come to recognize that community development is an integral area of the work. They will be provided with an overview of the theories of community development so they can begin to integrate them into their second year of practice.

Many Aboriginal communities are in the process of taking control of human service work in their communities. They require highly skilled individuals to work within these agencies. This course will provide them with information on how they can best assist the communities in accomplishing these changes.

Communications II

The student will develop the speaking and listening skills necessary for conducting interviews and understand their importance in the workplace. Effective writing skills will be further developed in the writing of assessment and referral reports.

This course is the second communications course in the program. It continues to build communication skills in the area of interviewing and communication. Students are also provided with more advanced information on how to write assessments as well as referral reports. Further assessment of verbal and non-verbal communications will be explored in depth in this year two course.

This falls in line with the program goal to prepare students to work effectively in the human services field.

Facilitation

This course will provide the student with the necessary skills and knowledge to plan and facilitate initiative at the community level. Principles and techniques of community facilitation will be introduced as a tool for bringing about social change and developing healthy communities.

This is a second year course that provides the basis for students to work within community driven services. Practicum students are developing the necessary skills of facilitation and many are asked to conduct presentations or participate in meetings.

The program promotes social change and advocacy. It also promotes healthy communities. This course offering is fundamental to our program's overall objectives in providing qualified human service workers to the human service profession.

Contemporary Aboriginal Society

The student will focus on developing an enhanced understanding of themselves as an Aboriginal person by examining contemporary events and issues affecting Aboriginal people. Historical and cultural influences will also be discussed.

This course is a stand-alone course. It provides the student with the opportunity to explore contemporary Aboriginal realities. The impact of history is also analyzed. All of the teachings within this course emphasize the impact of events on various Aboriginal peoples.

By providing students with the opportunity to examine historical and contemporary events they will develop: Knowledge and insight into a few of the social problems experienced by Aboriginal people, develop understanding as well as the ability and skill to provide an empathic response to situations they encounter. As student's knowledge base builds they will be able to identify and assess problematic areas and will have the skills to work toward the resolution of issues or concerns that impact Aboriginal people.

Today's Family

This course will discuss the Aboriginal family and the issues, which arise in traditional family values within modern society.

Students will discuss the various family systems and theory and models to assist in understanding and assisting Aboriginal families and children within a contemporary context. The student will understand the assumptions and core concepts of the family system theory and will learn the application of the necessary family strategies to complete the first and second order tasks. The student will understand how families create identity, collectively and individually in a healthy manner. The student will learn how a family system exercises boundaries, maintains resources, and manages an emotional climate. This course will also examine the various types of stressors families cope with and how they are able to move through the change process of adapting to a healthy family system.

Family Counseling

This course will discuss the nature and structure of the Aboriginal Family unit. Family counseling techniques for balancing needs, facilitating interactions and decision-making procedures are

developed.

The course provides an introduction to the theory and practice of family counseling and consideration is given both to the history and development of family counseling approaches. The student will acquire the necessary basic skill level of procedures for an Aboriginal counselor to act as a healing agent in the family.

Addictions Awareness

This course will discuss the addictions, which may exist within a community. The student will study the physical, psychological and social impacts of the addictive person on the child, the family and the community.

Students will analyze the effects of addiction on the family through a thorough examination of codependency. This course will provide a broad overview of the drugs both legal and illicit which have a potential danger of abuse. This course will discuss recent research of the major classifications of psychoactive drugs, and the drug categories within each classification. The course will further address the significance of addressing the recovery issues for the family who is impacted by the addicted family member.

Introductory Supervision

The student will be able to recognize their personal management style and to understand and practice personal and professional ethics as they relate to their employment situation. The student will study the relationship of traditional values, culture, and the contemporary work place.

The student will understand the difference between management, leadership and supervision. The student will also be able to examine the steps and requirements of conducting successful job interviews.

Crisis Intervention

The course will assist students in developing the necessary skills to maintain a safe environment for children. Students will also focus on basic first aid emergency and CPR practices. Students will discuss and explore creative ways to provide healthy environments both for home and office areas.

Training offered includes: Suicide intervention skills, basic first aid emergency and CPR for infants and children, non-abusive psychological and physical intervention and the Substance Abuse Subtle Screening Inventory. Students will discuss and explore creative ways to provide healthy environments both for home and office areas. Upon successful completion of the above named courses, the student will receive the appropriate certificates from a qualified instructor.

Teaching of the Elders

The Elders will discuss their traditional perspective on families and children. Teaching the Medicine Wheel and discussions around living a balanced and harmonious lifestyle are also included in this course. Guest Elders will share their teachings to the class.

Students will explore parenting as a source of continued existence in a life of balance and harmony that depends on the realization of the responsibilities for the perpetuation of life

through children. It is a realization children are the future.

Integration Seminar

The integration seminar attempts to incorporate the conceptual and practical learning that one encounters in the helping process. By using a seminar format students will be able to learn and develop skills in a safe and learning environment. The seminar will be student oriented and will be facilitated by an experienced M.S.W., R.S.W. instructor.

The student will learn methods and techniques of personal self-care, understand personal coping skills, model professional behavior, and reflect on their current practice as well as the practice of others.

Practicum II

The student will demonstrate competency of acquired theoretical skills in the workplace.

The practicum is a major component of the program. This is the opportunity for students to practice what they have learned in a work environment, as well as critically analyze how theory and practice blend to create a meaningful work experience. Students are placed in agencies within the City of Edmonton or in agencies within the surrounding Aboriginal communities. Within the second year placement they are provided with the opportunity to explore their skills, ask questions in a safe environment and further learn about the helping profession. Students continue to learn the processes of teamwork, the responsibilities of the helping profession, and how to further practice and maintain ethical standards of conduct and practice.

Students go out to make a difference in the lives of others. Many of our students go out to work within the Aboriginal community. Others work within mainstream agencies or continue on with their education. Whatever the case, the practicum provides them with the opportunity to be actively involved with their education right from the beginning.

The entire first year and second courses assist and provide the student's with the educational knowledge, which is based on theory and practice, to support the student in the field practicum setting. The student is able to acquire the necessary educational skills and apply those skills directly in their practice setting and translate these skills into paid employment.

Where applicable these acquired skills will be applied and practiced in the student's field practicum setting.

Implementation

The Aboriginal Child & Family Services Diploma program minimum entrance requirements include:

- Alberta High School Diploma or equivalent, with a minimum 50% in English 30 or English 30-1 or 65% in English 33 or English 30-2.
- RCMP/Police Check
- CYMS check (formerly Child Welfare Information Systems check)
- Program Admission Interview - includes a personal statement, employment/work history, and volunteer experience (attached)

* The program has proposed the addition of three (3) letters of reference be added to the minimum entrance requirements.

Timeframe for Results

The ACFS program is designed as a two-year diploma program (20 months) however, participants will be provided with the option of exiting with a certificate after successfully completing one year (10 months). Graduates of this program will be able to fill employment opportunities with First Nations agencies and provincially funded agencies.

Measurable Criteria

These include:

- The program will foster education that is holistic in nature.
- It will incorporate human service methods of practice as well as Aboriginal methods of helping. The blending of the two will provide the student with a rich base from which to practice from.
- The majority of students will be offered full time employment during their first year of education. The reasons that have been given to because the employers in the field appreciate current, relevant and culturally appropriate training that is provided to the students.
- The heavy emphasis on practicum hours allows the employers/practicum setting to expand the students growing knowledge and insight into the field.

Budget

<u>Certificate Program:</u>	<u>Diploma Program:</u>
Tuition: \$4,989.00	Tuition: \$4,989.00
Books: 750.00	Books: 850.00
Total: \$5,739.00	Total: \$5,839.00

Partners and Sponsors

The ACFS program currently has no full time partner or sponsor agreements in place but Keyano College is in discussions with Saskatchewan Indian Institute for Technology (Saskatoon) to bring the program to their site.

The ACFS program will offer several courses to the Government of North West Territories employees as a supplement to the groups that are completing their Community Wellness Certificate Program. This will be offered in the beginning of January 2006.

Experience with the Program

In the past Keyano College partnered with the Shuswap Band for a 2-year pilot project. This project was successful in graduating 12 students.

The ACFS program has been offered in Stoney Plain, Edmonton, since 2000.

The majority of the program students are gainfully employed in the field. The campus is a smaller setting and as a result, past students remain in contact with Keyano College to provide ongoing updates of their successes in the field. Approximately 5 of the last 2 years of students have continued with their education into the degree areas of the human services field.

General Applicability

This program may be of interest to companies/organizations who are interested in supplying Human Resource support for employees and their families in order to improve retention.

Additional Information or Support

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Date Entered or Updated: **November 28, 2005**

ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.2	Building and Sustaining Positive Community Relationships
Template:	4.2.2	Alberta's Future Leaders Program
Sponsor(s)	<i>Alberta Sport, Recreation Foundation</i>	

Objective

Through sport and recreation, Aboriginal youth are offered healthy activities which renew self-worth and help build leadership in the youth and communities alike. It is through these activities that negative issues such as high crime rates, substance abuse, amongst other things are decreased. It is our belief that by "working together, we can make a difference".

Description

Since its inception since 1996, the Alberta's Future Leaders program has been hosted by 32 Aboriginal communities across Alberta. Summer youth workers are recruited, hired and trained by Alberta Sport, Recreation, Parks, and Wildlife Foundation (the Foundation) to live and work in the hosting community for the summer months. The role of the youth workers in the community is to develop, coordinate and facilitate sport and recreational activities for the youth of the communities, while acting as strong, positive, healthy role models.

Youth workers use previous work, education and life experience in sport and recreation, working with youth, and/or working in Aboriginal communities as a platform for the work in the communities. Youth workers also implement leadership training in the communities as well, as strong community members identified by summer youth workers are brought through workshops that enhance leadership, team building and self-worth skills. Youth workers also implement summer sport camps as well as arts and drama workshops in the communities.

Implementation

Although recruited, hired and trained by the Foundation, summer youth workers are employees of the communities that they are placed in. As such, youth workers will work with other community members, recreation departments, leaders, etc. in the implementation of sport and recreation programming. With the program being a community effort, hand in hand with the knowledge that every community will have different needs, a greater success is achieved.

Aboriginal communities may approach the Foundation to request the program. If there is a demonstrated need and an initial three-year commitment, a community may be eligible. Sponsors may get involved in the program by being approached by the Foundation or the hosting community, or if the sponsor sees a need for the program in an Aboriginal community and is prepared to partner with the community, the sponsor can approach the Foundation.

Timeframe for Results

Results are measurable in each summer's programming, as increased participation numbers in programmed activities will occur. Also, due to each community initially making a three-year commitment to the program, success can also be viewed in the growth of sustainable sport and recreation programs (i.e. sport teams, youth groups, etc.) in the communities over these periods. After an initial three-year agreement, communities can access the program on a year-to-year basis.

Measurable Criteria

Success is measured through a variety of means such as increased and sustained program participation numbers or the development of youth workers and/or recreation directing positions. However, much of the programs' success is not easily measured - by virtue of sport and recreation used as a preventative and intervening measure in the lives of youth, the positive results are not necessarily displayed immediately but in the future of the youth.

Budget

Each community operates on a \$25,200 budget for each summer. Approximately two thirds of this amount is salary for two qualified summer youth workers. The other portion is used for programmed events in the communities such as sport camps, leadership training, etc.

Partners and Sponsors

The Alberta's Future Leaders Program is a three-way partnership between the Alberta Sport, Recreation, Parks and Wildlife Foundation, the hosting community, and corporate partners as well. Usually, each equally shares in the cost of programming in each community. For some communities two or three corporate sponsors are found. Corporate partners are recognized at community events, the Community-Sponsor Recognition Barbecue, as well as in the program's community and executive final reports. Summer youth workers keep corporate partners informed throughout the summer by providing information on programming in the communities as well as inviting contacts to events in communities.

Experience with the Program

The program has been hosted by 32 Aboriginal communities across Alberta. The program has helped in the establishment of 14 full-time or summer term recreation/youth coordinator positions in these communities. The program is seen as positively influencing the lives of Aboriginal youth by working hand-in-hand with communities and corporate partners alike. There have been a wide range of program sponsors including Weyerhaeuser, Alberta-Pacific Forest Industries, Syncrude, Suncor, ATCO Electric, TransAlta, Husky, Shell Canada, EnCana, etc.

General Applicability

The program works on the philosophy that every community will be different. It therefore, works with each community to meet the hosting community's needs. This program may be of interest to any company or organization willing to sponsor community-based initiatives aimed at improving the health and esteem of Aboriginal youth.

Additional Information or Support

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Date Entered or Updated: June 1, 2005

ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.2	Building and Sustaining Positive Community Relationships
Template:	4.2.3	Community Vitality Monitoring
Sponsor(s)	<i>COGEMA Resources Inc. and Cameco Corporation and Government of Saskatchewan</i>	

Objective

To monitor and manage the impact of mining on the vitality (social well-being and quality of life) in northern Saskatchewan communities.

Description

The surface leases for uranium mining projects in northern Saskatchewan require the companies to participate in a community vitality monitoring program. The scope and definition of the program are developed on a partnership basis with the Northern Mining Monitoring Secretariat, northern regional Health Boards and other northern organizations.

The work of the Community Vitality Monitoring Partnership Process began in late 1998 to show that monitoring information related to mining impacts and other community influences can be used to address and act upon issues of priority to northern communities. The goal is to identify and track indicators that provide insight into community vitality such that stakeholders can use that knowledge to improve and maintain the quality of life in northern communities.

“Companies spend millions on monitoring the environment but hardly anything on impact of activities on communities.”

The concept of community vitality deals with the social well-being and quality of life experienced by northern residents and how a community could respond to change such as those that may be caused by an industrial project. In general, community vitality requires adequate formal services, a strong network of social supports, effective political leadership and a viable local economy that is both diverse and resilient.

Northerners identified five priority areas for research and potential program support: environment and land, economic/social infrastructure, health, communication dynamics and relationships, and special topics such as youth, out migration and poverty.

Implementation

Some of the key elements for implementation and management of this program are set out below:

- The key principles underlying the program are:

- a) community vitality should be monitored;
 - b) the monitoring should be as a collaborative partnership of stakeholders (industry, northern communities, northern agencies, etc.);
 - c) monitoring is a developing process of addressing issues of concern rather than simply collecting information; and
 - d) this process can help to build research in the north.
- the Community Vitality Monitoring Partnership Process is managed by a committee of major stakeholders called the Community Vitality Coordinating Committee. The direction set by the Coordinating Committee is that information should contribute to resolution of issues and not be collected for its own sake;
 - the first project completed in 2000 was a study of outmigration which looked at the dynamics associated with northern residents leaving the north to live in southern urban communities. Northern communities, the Saskatchewan government and the uranium mining companies were partners in this project;
 - more recently, the program focused on youth and healthy foods including a survey on the costs of healthy store-bought foods in northern Saskatchewan. Other potential projects include looking into social indicators and investigating the potential of workplace wellness programs to promote healthy lifestyles at home;
 - at a Community Vitality Youth Workshop in 2002, a vision statement was adopted that said “we may not be able to change the world, but we can change our communities by starting with ourselves.”
 - Youth focus groups throughout the north and another Youth Workshop and follow-up activities took place in 2004-2005

Timeframe for Results

The program started in 1998 and will be reviewed in 2003 to assess the program’s effectiveness and direction.

Measurable Criteria

These include:

- providing information related to uranium mining impacts on community vitality that is useful to northern community stakeholders;
- facilitating partnerships that work cooperatively on specific community vitality monitoring activities of common interest;
- developing communication activities that assist northern communities to use monitoring information; and
- applying the monitoring information by northern community stakeholders to improve and maintain the quality of life in northern Saskatchewan. An annual report is prepared on the activities and results achieved under the program.

Budget

COGEMA Resources and Cameco Corporation fund the activities of the Community Vitality Monitoring Partnership Process. The Northern Mines Monitoring Secretariat, the northern Regional Health Authorities, Environmental Quality Committees and other northern organizations also provide assistance.

Partners and Sponsors

COGEMA Resources, Cameco Corporation, Northern Mines Monitoring Secretariat, northern Regional Health Authorities, Northern Inter-Tribal Health Authority and Saskatchewan Health.

Experience with the Program

The activities have generally focused on long range projects involving a number of communities and agencies. This has been important in order to provide meaningful results and the flexibility to use the approach that best suits the needs of northern Saskatchewan communities.

General Applicability

This program may be of interest where resource companies and Aboriginal communities agree to work together to monitor changes in social well-being and quality of life caused by an industrial project, and use this information to address issues of priority to these communities.

Additional Information or Support

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ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.2	Building and Sustaining Positive Community Relationships
Template:	4.2.4	Community Wellness Certificate Program
Sponsor(s)		<i>Keyano College, Nechi Institute</i>

Objective

One year certificate Program provides a holistic alternative to mainstream human services education training programs for community wellness workers by incorporating Aboriginal methods of helping. The curriculum is culturally relevant with practical solutions for meeting the needs for qualified community wellness workers.

Description

This program prepares human service practitioners to work in a culturally sensitive manner with the Aboriginal population, the general population and with other minority groups. The blending of academic knowledge and Aboriginal values and beliefs add to the uniqueness of this human service program.

The Community Wellness one-year Certificate Program addresses the concerns of First Nations, Metis and Urban Natives. All courses emphasize the influence that family, education, health and culture have on community development.

Course Descriptions

Health Promotions

This course examines current Canadian health promotion models. Resiliency theory, health determinants and health promotion strategies and frameworks are introduced and discussed. Students are challenged to study, integrate and evaluate a health promotions model during the course. Students will work in small groups and will be introduced to activities that will enhance their group performance as they work on their group assignments.

Communicate Effectively

This course concentrates on the principles and skills of effective communication. Effective communication includes useful skills in speaking and listening. Methods and styles of conflict resolution will also be examined. Role playing will be used to practice both communication and conflict resolution skills.

Professional Development

This course examines professional development from a personal perspective. Students will

examine their own values and principles related to work and the impact these values have on a community wellness worker. Stress, burnout, and work addiction are some of the topics that will be examined. Students complete the course with their own personal mission statement regarding their personal and professional development.

Child Development

This course examines the developmental cycle of the healthy child from prenatal to adolescence and its relevance to community wellness work. Traditional views of child development will be presented and discussed. Students will study both the protective and risk factors for children and utilize this information in developing community wellness and health promotion strategies.

Working with Family and Community

This course examines the family from a variety of perspectives including: family systems theory, stages of family development. Stages of marriage, genograms, family communication patterns, and other models of family development. This theoretical information is balanced with opportunities for participants to reflect on their own self and families through guided activities. Students also examine ways of integrating family work and community wellness work.

Developing Community Resources

The first part of this course examines how history has shaped the lives of Aboriginal Peoples in North America. Spiritual and cultural beliefs and practices are also discussed. The second part of the course examines ways of healing Aboriginal communities by reflecting upon their strengths, needs, and vision of a healthy future. Different methods of analysis are used to develop a greater understanding of community needs. Proper protocol for entering and working in Aboriginal communities is also discussed.

Program Development

This course focuses on developing and enhancing. Skills in order to become more effective community workers. Assessing community history, strategic planning, and effective program planning are some of the topics discussed. Participants will learn how to assess community needs and strengths, gather information, and develop programs that meet community needs.

Program Integration I

This course examines methods of planning effective programs and workshops in the community. Students will be introduced to different areas of program development including: preparing, designing, and delivering a workshop or presentation. Students work together in small groups to prepare and deliver a presentation related to community wellness programs for children between the ages of 0-10 years.

Program Integration II

This course examines the dynamics of change and how to work constructively with change in a community. Students will be introduced to ways of facilitating a community vision. Students will have the opportunity to develop small group presentations that focus on community wellness programs for youth from 11-17 years.

Community Integration

This course focuses on developing additional skills and enhancing existing ones in order to become a more effective wellness worker. Course highlights include the following: a ten step community consulting process, methods of strategic role planning for the wellness worker, and a self assessment form and guide toward becoming a more effective worker. There are specific activities in the course that are designed to improve team work, problem analysis and solutions, and resolving conflicts.

Implementation

The Community Wellness Worker Certificate Program minimum entrance requirements include:

- Alberta High School Diploma or equivalent, with a minimum 50% in English 30 or English 30-1 or 60% in English 33 or English 30-2.
- Program Admission Interview - includes a personal statement, employment/work history, and volunteer experience
- Students are required to abstain from the use of alcohol and illicit drugs for the duration of the program. Failure to maintain abstinence may result in suspension or termination from the course or program.

Timeframe for Results

The CWW program is designed as a one year certificate program (10 months).

Measurable Criteria

The program will be measured by the following criteria:

- Graduates of this program will be able to fill employment opportunities with First Nations agencies and provincially funded agencies.
- The majority of students will be offered full time employment if they are not already gainfully employed in the field.

Budget

Certificate Program:

Tuition:	\$4,989.00
Books:	\$325.00
Total:	\$5,314.00

Nechi Institute charges a facility fee directly to the students that Keyano College does not oversee. The facility fee is \$240.00 a week X 10 weeks=\$2400.00.

Partners and Sponsors

The Community Wellness program started in 1996, in partnership with Nechi Institute. (Nechi Institute has not run the Program for 2 consecutive years.) It is expected Nechi Institute in St. Alberta, will resume the program starting in January 2006.

A program to train NWT federal employees, funded through the Government of the NWT, is in its second year in Yellowknife. Over 20 students graduated this past 2005 academic year.

Experience with the Program

The majority of students are gainfully employed in the field as a result of their educational achievements within the program. Several of the students that have successfully completed this program have continued with their education in the Aboriginal Addictions Services Diploma.

General Applicability

This program will be of interest to companies/organizations wanting to provide human resource support, through Community Wellness workers, to employees and their families. This program will improve retention.

Additional Information or Support

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Date Entered or Updated: November 20, 2005

ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.2	Building and Sustaining Positive Community Relationships
Template:	4.2.5	Conflict Analysis, Prevention, Management, and Resolution
Sponsor(s)	<i>Royal Roads University</i>	

Objective

To use proven conflict prevention, mitigation, containment and resolution techniques to establish, enhance and sustain positive, stable, mutually respectful relations with Aboriginal communities who have an interest in and could be impacted by resource development projects.

Description

Understanding conflict analysis and management and learning how to prevent and resolve conflict situations are central to Aboriginal relations and the successful management of resource development projects. Proven techniques should be embedded in the conception, design and implementation of all phases of resource development projects, not brought to bear as an afterthought, when problems erupt. Hurried, quick-fix, one-size-fits-all assumptions and approaches must be avoided. Each Aboriginal community, its culture and concerns, and each resource development project is unique. In all conflict analysis, management, prevention and resolution efforts, a learning approach is advisable.

Components of an effective conflict analysis, management, prevention and resolution strategy can include the following:

Analysis – Long before you propose your development project, do your homework. Conduct a comprehensive community analysis and impact assessment. Look at the economic, environmental, social and political impacts of the project you’re envisioning. Pay special attention to cultural, historical and symbolic factors. Analyze stakeholder groups, both demographically and psycho-graphically. Inquire about Aboriginal communities’ values, concerns, needs, and goals. Ascertain what resources, skills and capacities these groups possess - and which they aspire to acquire. Be aware that differing worldviews can influence parties’ assumptions, behavior and priorities. Reflect critically on your own and your company’s attitudes, values and approach. Resource companies must be willing to invest in Aboriginal communities, not only financially, but relationally. Building a relationship with community members is a critical first step.

Outreach – Outreach can play a powerful role in the development of positive, stable, mutually respectful relations as well as the prevention, mitigation, containment and resolution of conflict. Outreach involves “asking after” others and listening carefully to their views, values, concerns,

and goals. Outreach often involves informal, one-on-one or small group conversations. The principle aim of outreach is to learn about and understand Aboriginal communities. When well done, it builds trust, credibility, and social capital. It signals a willingness to work together and may clear up misunderstandings. Outreach lays the foundation for ongoing relations.

Dialogue – After relationships have been established, a forum for facilitating meaningful dialogue must be created. Stakeholders need a safe place to discuss their views, values, concerns, and goals. Study circles, town halls, community conversations, and talking circles are examples of forums that can be used to improve parties' understanding and relationship. Ideally, participants should co-design the process. Setting process and outcome ground rules and goals may be beneficial. As with all public consultation and participation processes, authenticity and honesty are imperative. If decisions have already been made, trust will be shattered. All dialogic efforts should aim to promote positive, stable, mutually respectful relations with Aboriginal communities and prevent conflict.

Mutual learning – Mutual learning initiatives, of which there are two types, can be used to increase parties' understanding of each other, their situation and ways in which they can improve it. The aim of reciprocal learning initiatives is to provide parties with a forum to teach and learn from one another. Such activities afford disputing parties an opportunity to tell their story. Understanding others' narratives, their past pains and future goals, can greatly clarify issues and options. The aim of joint learning initiatives, which can range from communication and conflict management workshops to presentation by outside experts, to joint research projects, is to gather new information, improve parties' capacities and strengthen relations. Mutual learning activities yield information and understanding that are central to conflict analysis, management, prevention and resolution. They build trust and help parties discover common ground and shared vision. Mutual learning facilitates well-informed decision making and problem solving. It can prevent conflict and precipitate cathartic breakthroughs when negotiations have stalemated.

Collaborative decision making and problem solving – The aim of collaborative decision making and problem solving is to proceed in a manner that endeavors to improve all parties' quality of life. Co-developing a shared vision of the future and jointly deciding how best to achieve it is recommended. When differences surface or conflicts occur, parties must guard against blaming one another and, instead, focus on their mutual problem. Decisions and solutions should be acceptable and beneficial to the majority of stakeholders. When consensus appears unachievable, agreements should be structured so dissenting parties can, at minimum, "live with" them. To be stable and enduring, decisions and solutions should be culturally respectful, environmentally sustainable, economically profitable, socially beneficial, politically salable, and technologically practical. All decisions and solutions should include details about implementation and provisions for future improvements. They should all foster harmonious long-term relations.

Ongoing community and capacity building – Most agreements - and relationships - can be improved upon. Having the freedom and flexibility to refine Agreements as new information comes to light or parties' situation change encourages ongoing dialogue and mutual learning. This in turn promotes improved understanding, relationship building and parties' capacity to deal effectively with future challenges. The skills parties have acquired can be applied to other situations. In this manner, the learning approach to conflict analysis, management, prevention and resolution promotes ongoing community building and capacity building.

Implementation

When undertaking to use conflict prevention, mitigation, containment and resolution techniques to foster, enhance and sustain positive, stable, mutually respectful relations with Aboriginal communities, it is important to guard against presuming that all Aboriginal groups are the same. Each group has its own history, culture, and concerns. Each group must be approached in a way that honours its uniqueness.

Some communities may not have the capacity to engage with industry in a constructive manner. There may be skills, from job training to the development of ancillary services, that Aboriginal communities need help developing. Resource companies may choose to aid or invest in the development of those skills. Doing so can improve relations, which in turn can provide resource companies with greater predictability and sustainability.

Finally, be mindful of industry's assumptions, beliefs, and values. Other stakeholders may not share them. Strive to be reflective, think critically and cultivate sustainable relations.

Timeframe for Results

The time required to design, implement and manage conflict analysis, prevention, management and resolution initiatives can vary widely, depending on the situation. Aboriginals' conception of time is often different than industry's. Patient investment in a long-term relationship is advisable. Trust takes time to build. Results may accrue slowly, but the benefits of using culturally appropriate approaches to conflict prevention, management and resolution can extend for generations.

Measurable Criteria

Benefits of using culturally appropriate conflict analysis, prevention, management and resolution techniques range from:

- reduced risk of conflict that can threaten successful joint ventures;
- can greatly reduce delays in the time required for resource companies to obtain regulatory approvals for proposed ventures.

Budget

The cost of conflict prevention, management and resolution initiatives can vary widely, depending on the complexity of the situation. Knowing how to prevent, manage and resolve conflict can save money, relationships and even lives. When the management and development of natural resources are at issue, keeping even one issue out of court or getting the necessary approvals quickly can save all parties substantial amounts. The use of culturally appropriate conflict prevention, management and resolution approaches can improve relations and provide a positive return on investment.

Partners and Sponsors

Conflict analysis, prevention, management and resolution efforts can be initiated by any resource company wanting to build stable, mutually respectful relations with Aboriginal communities.

Federal, provincial and municipal government agencies, Aboriginal communities, professional and non-governmental organizations, and intermediaries can undertake similar initiatives. These efforts can be undertaken independently or in partnership with others.

Experience with the Program

The potential of these techniques to foster, enhance and sustain positive, stable, mutually respectful relations with Aboriginal communities is well documented in both theory and practice.

Though sometimes difficult to quantify, there is no doubt they can contribute positively to long term community building and capacity building in both Aboriginal communities and the resource development industry.

General Applicability

The principles and techniques outlined above can be applied in all resource sectors and projects.

Additional Information or Support

The Peace and Conflict Studies (PCS) Division of Royal Roads University offers a range of conflict management, prevention and resolution programs. In addition to open enrollment executive education programs, PCS will develop customized courses and deliver them on-campus, on-line or at a site of clients' choosing. PCS offers a two-year master's degree in Conflict Analysis and Management with concentrations in organizational conflict, community and school conflict, ethno-political conflict, environmental conflict, international peacekeeping, and international trade and commercial conflict. PCS also offers a master's degree in Human Security and Peacebuilding and a bachelor's degree in Justice Studies.

All programs emphasize the achievement of specific learning outcomes and the mastery of competencies that participants can take back to their community or workplace. Courses are designed so that they can be completed while participants continue working. Academic credits can be laddered into other programs. PCS programs are pertinent to people working for private-sector resource development companies, federal, provincial and municipal government agencies, Aboriginal communities, professional and non-governmental organizations, as well as consultants, customers and suppliers.

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Date Entered or Updated: June 15, 2003

ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.2	Building and Sustaining Positive Community Relationships
Template:	4.2.6	Protocol Aspects of Building Aboriginal Relations
Sponsor(s)	<i>Devon Canada Corporation</i>	

1. Objective

Provides guidance in developing protocols for effective and fair methods to build long-term business relationships with Aboriginal Communities through collaborative processes.

2. Description

A positive relationship between a community and an organization requires preparation. A minimum of four steps are required to establish a solid foundation on which to build a relationship. These steps are: preparing the organization, understanding the community, building the relationship, and leadership.

Preparing the Organization

- Who is Building the Relationships? Know who communicates with the community in your company. Each member of the company from field operations and aboriginal advisors to the president should know and understand their role in the relationship with the community. These roles need to be communicated to the community so they know who to deal with when they want to contact the company. Establishing clear roles in the company will ensure protocols are maintained, and are the key to the success of your relationships.
- Provide Aboriginal Awareness Training to all staff by a credible and experienced source. Example of training content: History of Aboriginal People in Canada, a legal overview of Aboriginal and Treaty Rights, current case law, current political and legal considerations potentially impacting the aboriginal communities involved.

Understanding the Community

- Understanding the informal and formal decision-making structures in an Aboriginal community is critical.
- Learn protocols with leadership, and other groups such as Tribal Councils, other aboriginal organizations, and individuals including Elders and trappers as they may have decision-making authority, within the community.
- An Aboriginal community may have a traditional consensus decision-making process that takes time to finalize. A business lacking this awareness could see a project delayed for

longer than expected. If the company is aware, then a business decision to consult months ahead could be implemented.

- Spend time in the community understanding how the community manages/implements programs such as education and training, as certain programs may benefit both the company and the community. There could be opportunities for the company to participate in ways that demonstrate their support such as; work placements, summer students, etc..

Building the Relationship

- As all relationships are based on trust and mutual respect, efforts to establish trust should be paramount in dealing with the community. In other words do the things you say you will do, follow-up, and ensure respectful communication is ongoing.
- Sustaining the relationship over the long-term requires continuous involvement, feedback, and the establishment of processes agreed to by both the company and community.
- Supporting training and education initiatives, providing corporate contributions and attending community events are excellent ways to help build a relationship.

Leadership

Whether it is the Aboriginal Advisor for the company or other staff within the organization, someone must be given the responsibility for ensuring the relationship is being maintained. This person must have the support of the management team, and be in a position to make decisions on behalf of the organization. This will ensure the community is not wasting their time in negotiations or discussions with the company. This role can also be a sensitive one when overcoming obstacles of racism or dealing with historical Treaty and Aboriginal Rights issues for example. The skill set held by the company lead should include knowledge of aboriginal customs and beliefs.

Why Protocol is Important

Protocol is most often known as a code of ceremony and etiquette followed by diplomats, leaders, and the military.

In foreign policy it is required to ensure business travelers know the "protocol" for working abroad. It also involves understanding cultural differences for business reasons. This ensures business deals are completed in a satisfactory manner for all parties.

In Canada, Aboriginal communities also have their own protocols for establishing business deals with mainstream businesses. Protocol is a mechanism to ensure any differences are understood in order to complete a positive business transaction.

General Code of Conduct or Protocol

Where clear recommendations and guidelines for protocols are established in an area, they should be followed. These protocols may be set out by Aboriginal, and/or the provincial & federal governments. Be sure to check with the community in advance to confirm the protocol established.

When protocols are unknown, as every community can be different in their protocols, it is recommended that you contact internal resources such as an aboriginal relations advisor, or someone from the company that has interaction with the community such as field operations. If not, again, contact the community's office and ask what protocols should be followed. This is especially important prior to attendance at an event or ceremony.

3. Implementation

The implementation of this program must come from the directions laid out in a company's aboriginal policy. Pending on the policy of the company some of the key elements for implementation and management of this program are set out below:

- Support, commitment and vision from the top are critical. Similar to health, safety and environment, the company's vision has to be imbedded in all phases of work and with measurable results;
- Identify and initiate relationships with communities early in the project;
- Listen to the views and concerns of Aboriginal peoples;
- Conduct activities in a manner that responds to identified concerns;
- Respect Aboriginal heritage and culture;
- Foster understanding through cross cultural awareness;
- Support education and training initiatives that are mutually beneficial;
- Promote awareness of the Oil and Gas industry with aboriginal communities;
- Balance social and economic benefits associate with a companies projects;
- Encourage utilization of Aboriginal businesses in your operations;
- Ensure staff and contractors are aware of the companies aboriginal policy and its implementation
- Be committed to the policy by dedicating staff to ensure successful implementation. A policy will ensure this work is continued regardless of change of staff. Aboriginal employees, Aboriginal liaisons or others who know the community will be a great asset in bringing credibility to the program when moving forward.
- Commitment and communication from management is also essential.

4. Timeframe for Results

The relationship building activity should start as soon as practicable and needs to exist for the life of the project; to reclamation.

5. Measurable Criteria

It is recommended that businesses incorporate measurable goals for persons managing the relationships. This will ensure that an effective relationship is established with the community, as a business requirement. This could include tracking issues such as: project progress, performance, attitude, and community participation in projects. Once a corporation has

established what performance goals they wish to achieve, processes to capture the relevant information need to be established. After all “what gets measured gets managed”

6. Budget

Relationship building requires time and budget allocation during project phases and non-project phases. Protocols often require a budget for interacting and supporting Aboriginal Communities. Examples of budgetary items could be: education, training, employment, and support for community projects.

7. Partners and Sponsors

Aboriginal communities, private-sector resource development companies (e.g., Devon Canada Corporation), government, and educational institutions.

8. Experience with the Program

Company representatives and expert consultants have experience in developing successful business relationships with Aboriginal communities. There are also consulting services available to teach the resource sector, institutions and community groups how to improve their relationship building techniques. It is recommended that a corporation utilize identified resources to assist in developing a community relations program.

9. General Applicability

The tools for developing long-term business relationships can be applied to all resource sectors including suppliers.

10. Additional Information or Support

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Date Entered or Updated: November 22, 2005

ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.2	Building and Sustaining Positive Community Relationships
Template:	4.2.7	Sustaining Communities by Improved Business Practice
Sponsor(s)	<i>World Bank International Finance Corporation (IFC)</i>	

Objective

The World Bank International Finance Corporation (IFC) prepared the Community Development Resource Guide as a tool to help prioritize development needs and suggest innovative solutions to bridge the gap between business and communities.

Description

The Guide helps companies establish effective community development programs for communities located near or affected by their operations. There are three reasons why companies do community development work: to earn a local license to operate; to create strategic advantage; to address specific business issues. Engagement with communities goes far beyond consultation and dialogue - companies may also have to demonstrate that communities will derive development benefits from their operations. Community development is not just an add-on to doing business. The Guide promotes sustainable economic growth, environmental protection, education, skills building, and the health and welfare of the community people. It states that Companies plan community development programs strategically by:

- defining objectives;
- understanding the expectations of communities and other stakeholders;
- forming internal partnerships to promote community development across business units;
- including community development in the company's mission.

This Guide covers the following aspects of Community Development: the Business Case; Defining Community; Defining Community Development Program Areas; Linking Core Business Activities with Community Development; Partnerships for Local Development; Options for Program Structure; Participation and Sustainability; and Case Studies.

One of these aspects of the Guide, Linking Core Business Activities with Community Development, may be of particular interest to ACR members. This involves integrating development impact concerns into decision-making processes throughout business operations. This is done by:

Maximizing Local Employment

- hiring preferences for local employment;
- training - begin training community member to take on skilled employment including: apprenticeship programs, certification programs; University scholarships, training partnerships. The Company may partner with local government for training programs;
- Employee Development programs - training to equip local employees with skills for new responsibilities within the company or provide general livelihood skills.

Local Subcontracting means sourcing products and services locally through subcontracts with local companies. Promoting local contracting and/or building the skills and capabilities of local businesses maximizes local impact.

Micro-enterprise development programs are often linked to specific business needs such as catering and construction services. Offer market research support and skills development so that local sub-contracting can be developed into more sustainable competitive programs that aren't dependent solely on one company.

Supplier development programs are a means to maximizing subcontracts to local companies in order to develop skills of local businesses to meet a company's purchasing needs.

Tips to promote local subcontracting:

- if possible to allow local businesses adequate preparations time;
- break contracts into smaller pieces to encourage greater local competition;
- shape contract to make them compatible with the capabilities of local businesses;
- offer technical assistance and training to local contractors;
- encourage outside contractors to partner with local businesses when awarding contracts;
- assist potential contractors in acquiring credit;
- help local businesses write their company profiles; and
- provide guidance and direct local business owners to sources of management and administrative support services.

Maximizing Benefits form Infrastructure Development

Including local communities in early planning helps maximize community benefits such as road building or water supply, from the company infrastructure development.

Benefiting from Employee Involvement

Involving employees in community development programs can help community members benefit from one of the company's greatest resources. Employees often have skills that could be of great service to community members and promote positive relations.

Integrating Community Development Concerns into Business Decision-Making Processes

This integration is a long-term goal that is difficult to achieve. It involves:

- building ownership of community development issues among employees and management through dialogue, training and employee volunteering;
- integrating community development concerns into strategic business planning; and
- including community development impact in the performance measurements of business units and employees.

Implementation

Some of the key elements for implementation and management of this program are set out below:

- though companies acknowledge that they have a role to play in community development, many have limited experience in dealing with community and social issues;
- effective Community Development involves making commitments including:
 - i. getting strong commitment from the CEO and senior management to take on a positive community development role;
 - ii. hiring staff with the relevant experience in community development;
 - iii. building awareness of community development issue and needs with employees and managers;
 - iv. hiring local staff with knowledge of community issues;
 - v. utilizing core competencies of the business, including products, political and business contacts, employee skills, training, financial management, human resources, and other resources in support of community development;
 - vi. assuming responsibility and accountability for the community development programs and strategies adopted; and
 - vii. identifying incentives/operational practices that promote and encourage community development.

Timeframe for Results

The Projects are tiered - depending on the stage of the Project.

Initial Phases (seismic to pre-construction of field facilities) - local community capacity building type projects. Timeframe for results is weeks to months.

Construction of field facilities to decommissioning phases require longer term community investment and more extensive funding and are often managed by external groups. Timeframe may be several months to years.

Measurable Criteria

These include:

- the demonstration of sound business performance to investors due to environmental and social sustainability measures may increase the company's social index investor rating;

- earn local license to operate without protracted delays and negotiations;
- raise awareness of unforeseen issues and avoiding unnecessary conflict and hostility that can otherwise do damage to a company's bottom-line or lead to destruction of property or violence, negative publicity, work stoppages and strikes, possible legal actions and boycotts;
- higher recruitment of employees from within the local area and building business links with people and companies in the local area;
- facilitation of public consultation for issues such as compensation, regulatory compliance, environmental concerns

Budget

The budget depends on scope of the activities contemplated. A number of departments in a Company may contribute varying amounts to the overall budget.

Partners and Sponsors

Some types of community development programs can be managed by company departments designed for the purpose (e.g., Community Relations), by a Non-Government Organization or through a Foundation. Other types of programs may be better managed by line departments within a company (e.g., purchasing, marketing, human resources) or by cross-functional partnerships between departments within a company.

Experience with the Program

This Guide was published in 2000, but the World Bank and similar organizations have been advocating these Business Practices for many years.

Community Development Programs have the potential to add immense business value to companies.

General Applicability

This program is a model which can be used by any resource sector companies who recognize the need to prioritize, learn from and build on successes in community development.

Additional Information or Support

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World Bank IFC Guide: http://www.ifc.org/enviro/Publications/Community/IFC_CDR_Guide.pdf

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ACR Aboriginal Programs Project Program Template

Program Area:	4.0	Community Relations
Sub Program:	4.2	Building and Sustaining Positive Community Relationships
Template:	4.2.8	Sustaining Long-Term Aboriginal Business Relations
Sponsor(s)	<i>TransAlta Corporation</i>	

Objective

To manage long-term relationships during corporate fluctuations that may influence internal support and priorities for Aboriginal programs.

Description

Companies may create expectations and commitments that change for a number of reasons; internal business direction, project economics, planning, and corporate change in leadership. TransAlta understands that it is vital to maintain respect and trust to ensure that business plans can be realized. The strategy includes: (a) raise Senior Management awareness of the ripple effect and ramifications of aboriginal interactions (b) written policy and agreements that are well documented to reinforce commitments (c) establish high credibility and reputation with community (d) ongoing communication with Aboriginal leadership and community members, including personal visits with the community leaders such as the Chief, Band Council or Métis Council Settlement members, program administrators, band manager, respected elders, attending social functions and gatherings (e) request flexibility from community and from corporate management during the lulls in capital projects.

Implementation

Some of the key elements for implementation and management of this program are set out below:

- need to develop the business case and ensure that it is understood internally;
- ongoing reinforcement of internal business case for maintaining positive relationships is required;
- identify Aboriginal communities in proximity to company's area of operations and build a long-term relationship;
- inform the community of any changes that may take place long before they happen.

Timeframe for Results

Proactively fulfilling commitments produces immediate results in terms of improved relationships. If relationships are not nurtured, then the company will continually be in a

reactive mode. This strategy recognizes the importance of a long-term approach and the difficulty of undoing decisions which undermine trust and commitment.

Measurable Criteria

These include:

- regulatory licensing permits without delays due to interventions from Aboriginal communities;
- positive image in the community as reflected by survey process;
- when there is a lull in business the company still maintains a presence in the community.

Budget

The budget required to maintain the relationships is approximately \$200,000 annually.

Sponsors

TransAlta works with 12 Aboriginal communities in Treaty 6 and 7 areas.

Experience with the Program

TransAlta has used this strategy since 1997 to sustain relationships throughout peaks and lows. The results are generally seen as successful in helping to establish a longer term and more sustainable approach to business relationships with Aboriginal communities.

General Applicability

This program is a model which provides useful guidance to industry on how to sustain and build relationships with Aboriginal communities.”

Additional Information or Support

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