



PROJECT REPORT

Developing Solutions for Continuing Education Capacity for Forest Sector Professionals in British Columbia

Workshop Report



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Compiled by: Al Gorley and
Charlotte Gorley

The logo for the Forest Investment Account (FIA) Forest Science Program. It consists of the letters "FIA" in a large, bold, white font on a blue rectangular background. To the right of "FIA", the text "Forest Investment Account" and "Forest Science Program" is written in a smaller white font. A decorative graphic of white squares of varying sizes is positioned to the right of the text.

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ABSTRACT

A one-day workshop was held in Vancouver on December 6, 2006 to examine the current state of continuing education for forest resource professionals in British Columbia, and to initiate a collaborative strategy to address shortcomings. The 37 participants represented a cross-section of stakeholders, including practitioners, employers, government, and education providers. In advance of the workshop, registrants were encouraged to review a number of background documents made available electronically. The workshop began with each of seven speakers providing a different perspective on continuing education, challenging participants to deal with several important questions and challenges. The workshop participants identified leadership, the necessity to clearly understand learner needs, effective coordination of existing capacity, and the development of a well-reasoned business case as priorities for moving forward.

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INTRODUCTION AND BACKGROUND

Provincial Context

This report summarizes a workshop conducted by FORREX Forest Research and Extension Partnership in Vancouver on December 6, 2006. The workshop is a key component of the Forest Investment Account–Forest Science Program-sponsored project to develop a continuing forest resource management education strategy for British Columbia.

The Province of British Columbia has set a number of goals for the next decade. Included in these are commitments to:

- *a thriving private sector that creates high-paying job opportunities;*
- *the fastest growing technology industry in Canada;*
- *a top-notch education system for students of all ages; and*
- *a leading-edge forest industry that is globally recognized for its productivity and environmental stewardship.*

Forested landscapes and the activities that take place on them are dominant features of British Columbia's history, culture, and economy. These forests are diverse and complex ecosystems that provide a wide variety of environmental benefits and services to communities—clean air and water, fish and wildlife habitat, timber and botanical products, food and medicine, livestock range, scenic beauty, and spiritual significance, among others. Many forest landscapes are underlain with minerals, coal, oil, and gas of interest for development.

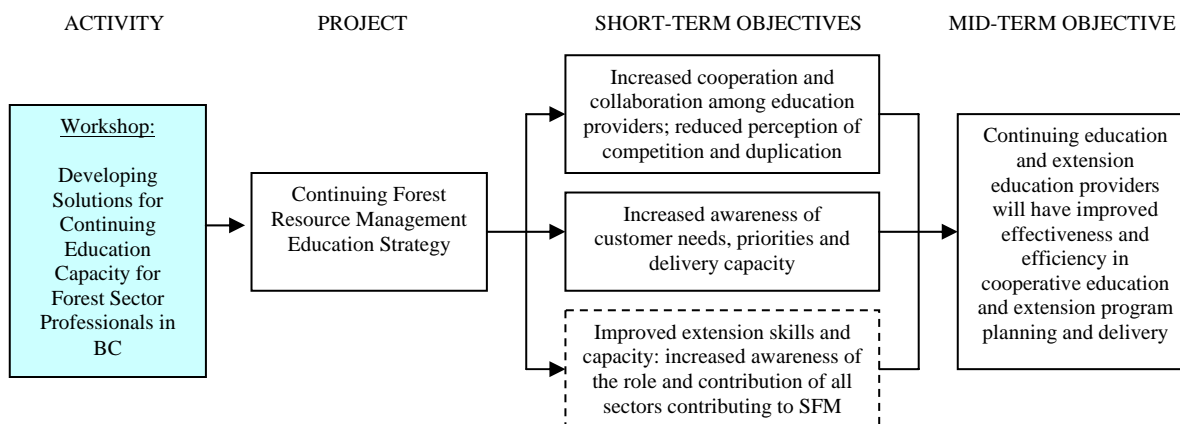
The province strives to be a world leader in sustainable development through sound environmental management and resource sector innovation. Managing forests and forest-derived resources in a manner that meets the principles of sustainable development requires a highly skilled and professional workforce. Introduction of the *Forest and Range Practices Act* and other provincial policy initiatives has increased the reliance on resource professionals to an even greater extent than in the past. The professional organizations have responded by strengthening their requirements for continuing competency and advocating for improved access to professional development opportunities. The need for timely, cost-effective, and career-long education for forest and resource professionals includes biophysical science, but also extends to areas of social science and process skills.

Adequately addressing the need for accredited continuing forest resource education in the province requires a cost-effective systems approach, utilizing and adapting existing infrastructure where possible, and developing new products and approaches where necessary.

Project Background

The purpose of the overall project is to develop a collaborative, achievable strategy for a continuing forest resource education system in British Columbia. The intended outcome is an enduring systems-based approach to continuing forest resource education supported by adequate infrastructure and capacity to meet current and emerging needs—*proactive, readily accessible, and with appropriate content.*

The project contributes to achievement of the objective (6 of 6) set out in the Provincial Forest Extension Program Strategic Plan:¹



Project management is by FORREX, with assistance and advice from a steering committee consisting of the following members:

- Ralph Archibald, BC Ministry of Forests and Range
- Reid Carter RPF, Timberlands Asset Management
- Henry Michel, Okanagan Nation/Penticton Indian Band
- Linda Kavianto, BC Ministry of Advanced Education
- Chris Hollstedt RPF, FORREX Forest Research Extension Partnership
- Al Gorley RPF, Triangle Resources Incorporated, Committee Secretary

WORKSHOP OBJECTIVES AND FORMAT

Workshop Objectives

The primary purpose of the forum was to contribute to achievement of the project objectives described above. The specific workshop outputs were:

1. A common understanding of the problem(s)
2. A commitment to work together on a solution
3. Identification of the primary factors of a system/infrastructure
 - The key components or attributes needed to be successful
 - Best opportunities for impact (priorities)
 - Who needs to be involved
4. Clear next steps

Based on informal feedback from participants at the end of the day, and on written evaluations, these objectives were substantially achieved.

¹ Anonymous. 2006. British Columbia Provincial Forest Extension Program Strategic Plan 2005–2010. Available at: <http://www.cortex.bc.ca/fia-fsp/d-comm-ex-EPACst-25Sep06.pdf>

Workshop Format

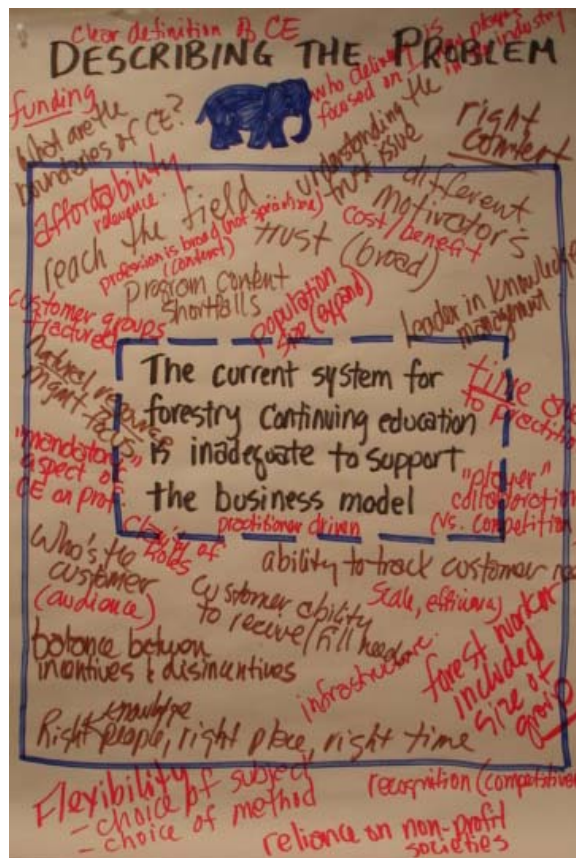
Approximately 45 individuals were invited to participate in the workshop. The invitees represented a cross-section of stakeholder perspectives and interests. A final participant list is included in Appendix 2. In advance of the workshop, a number of papers and reference documents were made available to participants for preparatory purposes.

The workshop began with a plenary session during which a number of selected individuals presented their own, or their sector's, perspective on the topic of continuing forestry education. A synopsis of the presentations is provided later in this report.

The presentations were followed by a facilitated plenary during which participants discussed their perspective on the problems with the present situation in British Columbia, and various attributes of a potential solution. This information (workshop flip-chart depicted at right) was used to inform subsequent break-out group work.

Participants next carried out a series of reciprocal interviews in which they were each assigned one of the following questions and asked to interview three other participants for the answers:

1. All things considered, what are key factors to consider for successful continuing education infrastructure?
2. Given the current infrastructure capacity, where can we make the biggest difference in moving towards a solution in continuing education delivery?
3. Who or what organizations need to be involved in building a solution?
4. What are some critical first steps or challenges that must be addressed before we move forward?



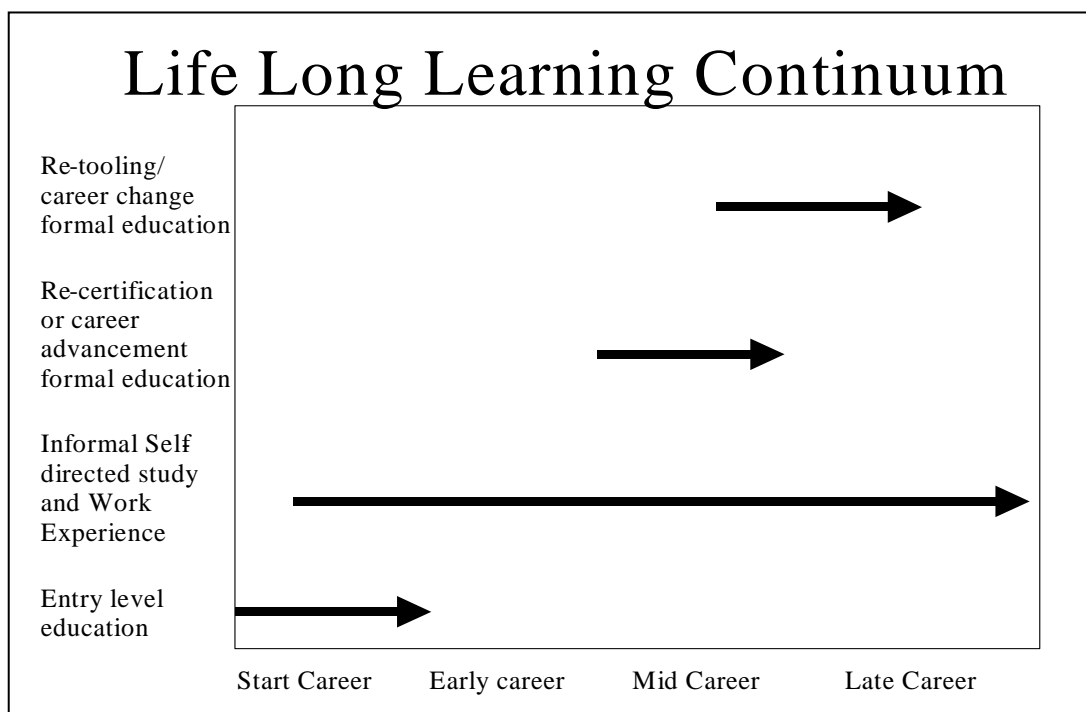
The interview session was followed by a facilitated synthesis where each of four groups summarized the responses to one of the above interview questions. These responses (see summary flip-charts in Appendix 1) were then presented to the full group of participants for discussion. Working with the summarized responses, the plenary group then identified key tactical activities needed to move toward developing and implementing a collaborative strategy.

SYNOPSIS OF PRESENTATIONS

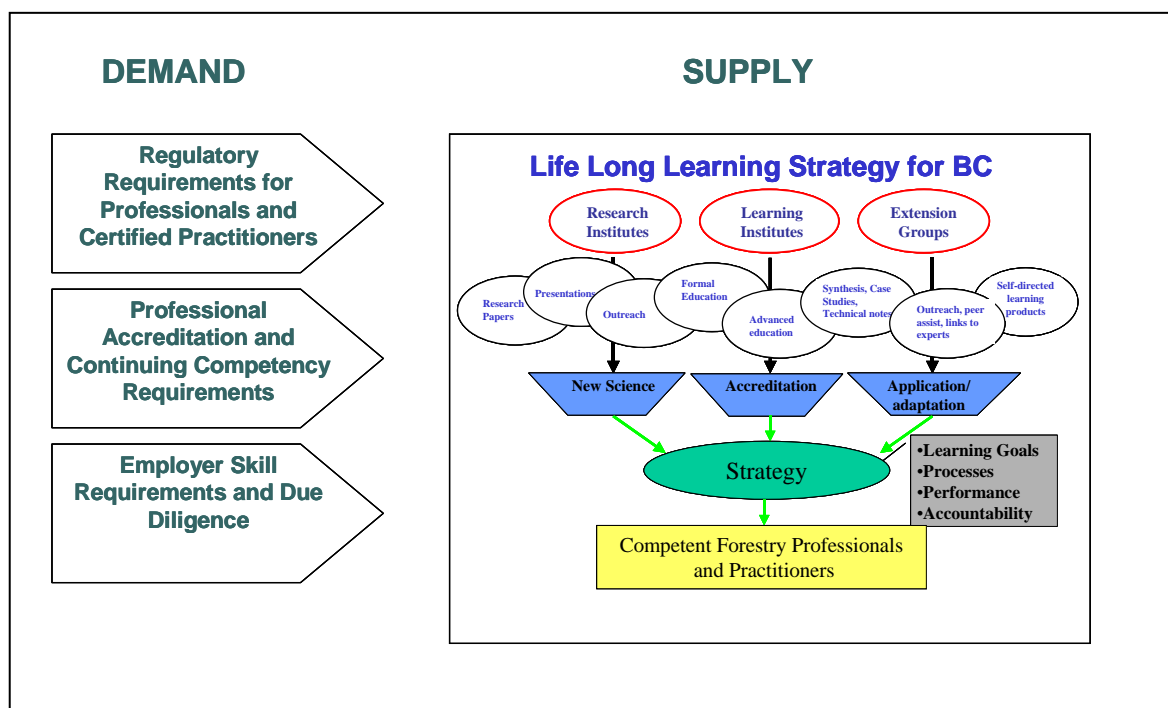
Continuing Education for Forest Sector Professionals: Pursuing a Cooperative Solution

Chris Hollstedt RPF,
Chief Executive Officer, FORREX

- FORREX develops and delivers the Provincial Forest Extension Program on behalf of the Province and the FIA Forest Science Program. Forest sector clients define the goals and objectives for the program. The long-term objectives include reducing risk and uncertainty, and enabling a knowledge-based forest sector. An effective and efficient continuing education and learning system is critical to achieving the goals and objectives of the program.
- There is an increased interest in learning, training, and professional competency among many organizations with a vested interest in ensuring professionals maintain a high standard. BC has lost some of its delivery capacity; however, we have an opportunity to develop a collaborative, achievable strategy for continuous forest resource education and learning in BC.
- Continuing education is part of the life-long learning continuum that is essential to the success of a knowledge-based sector.



- Deliberations about continuing forestry education will need to take into account both the drivers and the providers within the system.



- This is a time for honest reflection: Do we really have a problem? Are we alone in this challenge? Has there been a better time to work towards solutions? Who has the will and the resources to move to the next steps? How soon do we need to act?

International Perspectives of Continuing Forestry Education

M. Hosny El Lakany, PhD, DSc

Adjunct Professor, Forest Resources Management Department

Faculty of Forestry, University of British Columbia

- Enrolment in higher forestry education institutes is declining and the public funding of universities is declining. This is a crisis of global proportion involving an unfavorable public perception of foresters and a negative attitude toward the profession. Other disciplines attract potential students as the economic crisis facing the forest industry drives students away from forestry.
- Universities have responded by diversifying the expertise of their faculty and structure of forestry programs. The changes are so profound that some schools no longer produce a forester in the traditional sense, raising the question: “Does the world need traditional foresters?” The definition of “forester” and qualification of graduates is under debate both inside and outside the sector.
- The need for foresters will focus on those who can manage forests for their economic, environmental, and social values locally, while being aware of global issues that have national and local implications. Foresters need to be aware of inter-governmental forest policy deliberations and related conventions.

- There are a number of international processes related to forests that impact foresters; however, fifteen years of deliberations have failed to reach agreement on the question of a legal instrument. There are global environmental agreements in place, many of which are related to forests.
- Several issues related to sustainable forest management are currently being debated, and there are numerous cross-cutting issues of global concern. There is a strong case for including international forestry in continuing forestry education because decisions taken at a higher inter-governmental level affect forest management at a local level. Forestry is a global business and it is important for BC foresters to know about inter-governmental policy.

A Ministry of Forests and Range Perspective

Ralph Archibald,
Director, Forest Practices Branch
BC Ministry of Forests and Range (MoFR)

- BC practitioners need to hold a leadership role nationally and internationally as stewards and professional managers of natural forests—this is an important aspect of the Province’s agenda for the future. The shift by government to more results-based regulation, including greater professional reliance, is a strategy intended to achieve high standards in an efficient manner—but it requires a high level of competency by the doers.
- The statutes governing resource professionals were amended—or in the case of biologists, created—prior to the establishment of the *Forest and Range Practices Act* (FRPA) to enable efficient delivery. To work effectively in this new results-based regime, resource professionals need to stay current on advances in their areas of practice.
- As the regulator, and as a major employer of forest practitioners, the government has a strong interest in making sure there is a continuing education system in place to ensure effective delivery of the new regime. However, the current forest stewardship learning system in the province creates a serious risk to the achievement of the results-based model.
- Results from recent MoFR work on stewardship learning reveal the following:
 - The patchwork of learning supports within the MoFR and externally does not adequately support results-based sustainable forest management in a professional reliance paradigm.
 - Resource professionals require a combination of swift access to information (‘just-in-time’ and ‘on-demand’) as well as high-quality electronic, in-person, and on-site learning opportunities to discuss and practice complex stewardship concepts and tasks.
 - Time is the most significant barrier for learners in the current business culture for both government and the private sector, with availability of the right learning activities at the right time being a second barrier.
 - Information and learning delivery methods have not yet adequately responded to these realities.

- The MoFR does not see itself as positioned to be sole provider of stewardship training. However, we do have the following two key roles: a primary role to provide information and learning support to agencies, agreement holders, and professionals to implement new government initiatives; and a partnership role to meet the stewardship learning needs of resource professionals.
- We need a robust, efficient provincial stewardship learning system to achieve our results-based stewardship model. We need to have a system in place that makes it clear who is responsible for what, is efficient, and can consistently meet the needs. MoFR is willing to become a more active player in this arena—to work closely with learning providers and professional associations to develop a cooperative, inter-organizational strategy for stewardship continuing education in BC. The task is to move forward, in partnership, in a practical, focused manner now, before we have a crisis.

A Professional Association’s Perspective

Brian Robinson, RPF

Manager of Professional Development and Member Relations

Association of BC Professional Foresters (ABCFP)

- The ABCFP is directly involved with continuing education in a number of ways, such as: policy review seminars; member workshops; voluntary continuing education program; professional development calendar; implementing the recommendations of the Professional Reliance Task Force; producing guidance papers for members; and the BC Forest Professional magazine.
- The ABCFP 2005-2007 Strategic Plan includes an objective to “expand association efforts to contribute to members’ professional development and seek to enhance the continuing education opportunities available to members.” This would help to support the Association’s continuing competency program which requires mandatory self-assessment, voluntary peer reviews, and random mandatory practice reviews.
- Other resource professional are also engaged, for example: The Association of Professional Biologists of BC and the College of Applied Biology conduct random practice audits, track members’ professional development activity, and provide information on conferences and workshops; The BC Institute of Agrology conducts ethics workshops, maintains an events calendar and is working toward a professional development program; and the Association of Professional Engineers and Geoscientists maintains a provincial and regional professional development calendar, has continuing professional development guidelines, and does practice review audits.
- The professions have common needs to ensure the continuing competence of their members, including availability of learning opportunities and support from employers. The associations need to act as a catalyst to stimulate continuing education.
- Several results of a recent ABCFP membership survey are relevant to this topic:
 - 67% of members agree that employers support their professional development.
 - 61% support the self-assessment element of the continuing competency program.
 - 57% support the continuing competency program.
 - 44% believe that the public considers members to be competent; ABCFP programs ensure competency post-registration.

A Forest Industry Perspective

Doug Routledge, RPF
Vice President Northern Operations
Council of Forest Industries

- Professional reliance is now a cornerstone of BC's forest policy framework. The Oxford definition of *rely* is to “depend on with confidence or assurance, trust.” The public, employers, and other professions need to rely on forestry professionals for legal, scientifically sound, and efficacious (administrative cost) prescriptions and management. Trust = less oversight = efficacious.
- The professional reliance model is supported by statutes such as the *Foresters Act* and the *Forest and Range Practices Act*, setting out expectations for accountability and competence. Continued competence implies life-long learning, for which there needs to be both the opportunity and commitment to execution.
- The discussion about continuing education opportunities should learn from the recent past and avoid the same mistakes—for example, what led to the demise of the Forest Management Institute of BC (FMIBC) and the BC Forestry Continuing Studies Network (BCFCSN)?
- The ingredients for success include: a champion (who?); funding (from whom? how much?); and continuity—avoid the fate of FMIBC and BCFCSN.

An Academic Institution Perspective

Judith Murray
Vice President, Open Learning
Thompson Rivers University (TRU)

- Thompson Rivers University has established an open learning division, building on previous work of the University College of the Cariboo, BC Open University and Open College. The program breadth ranges from trades to masters degrees through open learning and distance education.
- TRU may be able to help solve the problem of continuing forestry professionals' education and professional development by: partnering to develop continuing education learning experiences for members; partnering to deliver continuing education (our content or yours); and delivering face-to-face, distance, or blended programs.
- The university has a legislated mandate to maintain a credit bank with the ability to:
 - assign credit to continuing education;
 - transcribe credit delivered by TRU or others;
 - bank credits for individuals and produce a transcript; and
 - apply banked credits to TRU credentials/degrees where appropriate.

Continuing Education for Forest Sector Professionals: A Lawyer's Perspective

Brian D. Gilfillan, RPF

Principal, Gilfillan Forestry Counsel

- The key messages are:
 1. Forestry professionals have a legal duty to be competent;
 2. A question of whether you can jump from this duty directly to delivery capacity or if you must also address other issues to justify, guide, and deliver a successful continuing education program; and
 3. An observation that the customer focus of continuing legal education models may offer insight on what is required to be successful.
- Defining legal duties in forestry can be challenging because there are many participants, many sources of obligation that differ among participants, and, depending on the obligation, different standards of care.
- There appears to be some confusion about reliance and accountability of forestry professionals; the powers, rights, and duties of forestry professionals; and, in the case of duties, who they are owed to and what is the standard of care.
- It appears clear that the ABCFP has imposed a legal duty on its members to be “competent”: they must “keep informed in their field of practice and be aware of current issues and developments in forestry” and must complete self-assessments, including professional development plans, to address deficiencies in competency.
- Does the “duty of competence” assure a significant demand for formal/structured continuing education and, therefore, a need for coordinated delivery capacity? Possibly not—99% of forestry professionals rate continuing education as somewhat to very important, yet we also know that continuing education programs have closed and existing programs are experiencing low demand.
- Why might duty not equal demand for continuing education? It is possible that professionals are simply not fulfilling their legal duty. It is also possible that knowledge of the duty is evolving and we are simply on the verge of heavy demand, justifying significant delivery capacity. But, is it also possible that professionals can and are fulfilling their duty in other ways? The legal duty falls short of mandatory continuing education, and whether or not it is mandatory, formal programs and structures are only one option for professionals seeking to maintain competence.
- Could this mean that the search is still on for a formal/structured/coordinated continuing education product that meets professionals’ needs? If so, could this mean that, in addition to delivery capacity, there may be other factors that must be addressed to develop a viable business plan for continuing education? If so, what issues should be addressed?
 - What is continuing education?
 - Who is the customer?
 - What are the customer needs?

- If searching for what works for the customer, the continuing legal education approach may offer some insights. It started in 1979 with an annual budget of about \$250,000 and now presents about 100 courses per year, plus publications, with an annual budget of approximately \$5 million. Beware of the assumption that what works for one profession will work for another. Some concepts to note, however:
 - Funded by customers.
 - Delivered primarily by practitioners.
 - Delivered primarily in half- to one-day courses, some even shorter.
 - Address real-world practice issues.
 - Increasing flexibility of delivery.
- Despite the legal duty to be competent, you may have to address issues in addition to delivery capacity to ensure successful continuing education offerings.

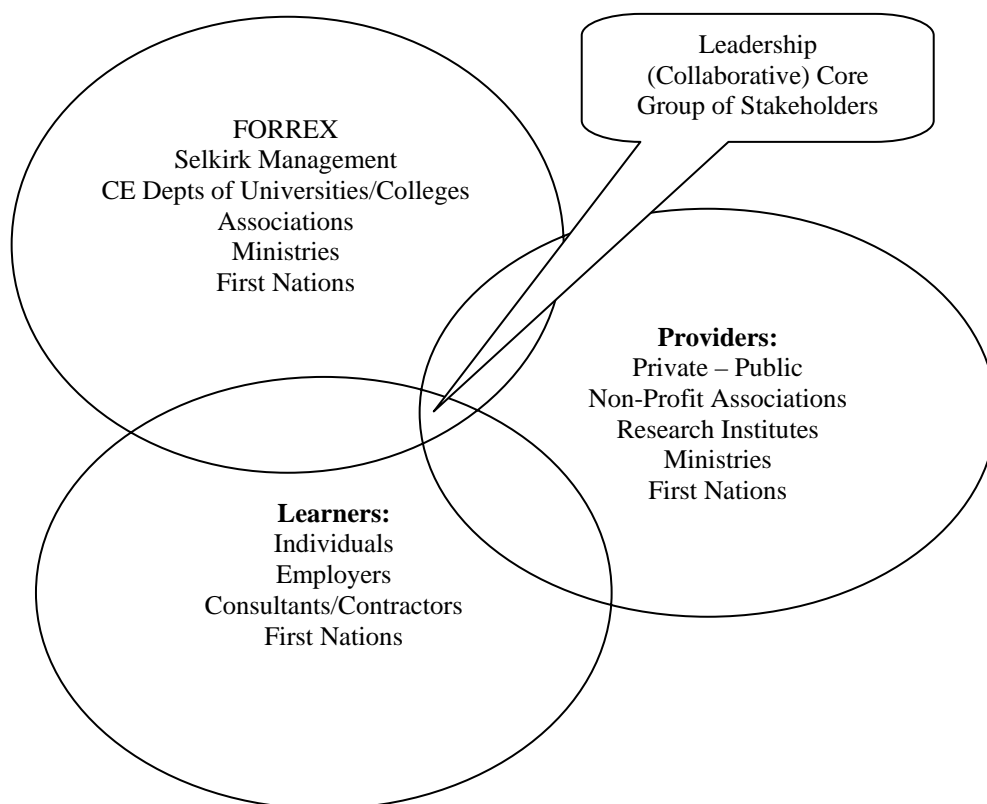
WORKSHOP RESULTS

The workshop participants' detailed responses to the four questions presented at the beginning of the day are reported in Appendix 1 and provide insight and guidance for any further activities. Following is a synopsis of key points:

1. "All things considered, what are the key factors to consider for successful continuing education infrastructure?"
 - A common vision for the approach.
 - Clearly understood and accepted roles and responsibilities, including for leadership and coordination.
 - Attention to learners' and employers' needs, including flexibility of access, delivery, and funding.
 - A balance between competition and collaboration amongst providers.
 - Relevant, high-quality learning experiences with clear, durable credentials.
 - A broad enough client base to provide resilience and adaptability to change.
 - A coordinated, systematic approach, linked to and building on global learning communities.
 - A well-supported long-term business case.
2. "Given the current infrastructure capacity, where can we make the biggest difference in moving towards a solution in continuing education delivery?"
 - Leadership and coordination applied to the existing capacity.
 - Clarify the requirement (motivation) and the business case to make continuing education a higher priority (e.g., part of the core business) with professionals, employers, and existing educational institutions.
 - Improve the availability and dissemination of information about existing opportunities and capacity.
 - Maintain and grow capacity by marketing to a global audience.

3. “Who or what organizations need to be involved in building a solution?”

- The groups that need to be involved in the demand side of the solution to create motivation are:
 - Governments, professional associations, and tenure holders for legal motivation.
 - Individual professionals and peers for self motivation.
 - Employers and associations for monetary and career advancement motivation.
- The groups that need to be involved in responding to the demand are:



4. “What are some critical first steps or challenges that must be addressed before we move forward?”

- Define what is meant by continuing education (scope) for purposes of this initiative.
- Define the customers or groups of customers, including whether there is a sub-group of primary customers, then assess their real needs, motivation, and certainty of demand.
- Assess the current capacity and identify gaps and high-priority needs.
- Identify and establish lead responsibility.
- Clearly articulate the need for change—what’s the risk with status-quo?
- Develop an initial business plan, including roles and responsibilities, and get agreement from key participants/stakeholders.
- Maintain the current momentum by keeping the steering committee active and adding some additional key participants.

FOLLOW-UP ACTION

Participants recommended that a number of actions be taken in the short term to ensure appropriate follow-through on the collaboration and momentum generated by the workshop:

1. Expand the current steering committee to include a small number of additional key stakeholders and increase the capacity for progress (this recommendation is on the understanding that the steering committee's mandate ends March 31, 2007 and a different structure or process will be required at that time).
2. Continue to provide leadership and facilitation of the development process through FORREX during the formative stages of the strategy.
3. Share the workshop results and subsequent deliberations widely amongst workshop participants, invitees, and their communities, including establishment of an electronic forum (e.g., Web site) for continuing dialogue.
4. Clearly define the scope or definition of continuing education as it applies to this initiative.
5. Identify the target audience for forest resource continuing education in fairly specific terms, at least for the initial follow-up activities.
6. Carry out an assessment of immediate needs and gaps in forest resource continuing education for the specified audience.
7. Establish an electronic access point or "gateway" to enable easier access to continuing education information (e.g., training catalogues and academic calendars) for practitioners and employers.
8. Develop a "straw dog" model or approach to address the key challenges and opportunities in the longer term and invite input from participants, possibly including another workshop before March 31, 2007.
9. In conjunction with development of the longer-term model, continue to build and formalize commitment amongst collaborators for participation and leadership.

APPENDIX 1 – FLIP CHART NOTES

**Developing Solutions for Continuing Education Capacity
for Forest Sector Professionals in BC:
Workshop Notes
Dec 6, 2006
(Taken from flip charts)**

Project Objectives (by March 31, 2007)
<ol style="list-style-type: none">1. Increased understanding of the needs, priorities, and capacity2. Increased collaboration amongst providers3. A strategy and commitment to move forward

Workshop Objectives (Dec 6, 2006)
<ol style="list-style-type: none">1. A common understanding of the problem2. A commitment to work together on the solutions3. Identify<ol style="list-style-type: none">a. Key success factorsb. Best opportunities (priorities)c. Who is needed4. Clear next steps

Morning Presentations

- Ministry of Forests and Range is going to be a more active partner in continuing education
- Associations as a catalyst for CE
- Employer support for CE
- Understand why previous CE initiatives failed
- Institutions' ability to assign credit for CE
- Demand – supply. Who is going to pull this together?

- Legal duty for CE delivery capacity
- Some associations impose a legally binding requirement for their members to be 'legally competent' – but do not mandate CE
- What do we mean by CE? Defining CE identifies demand and further identifies capacity
- CE like CLE [Continuing Legal Education] – can it address 'real life practice issues'?
- Who are the customers of CE? Institutions? Individual practitioners?
- The fundamental problem is CULTURE—e.g., funding (willingness to pay time)

- How can forestry professionals in BC utilize the global marketplace and vice versa?

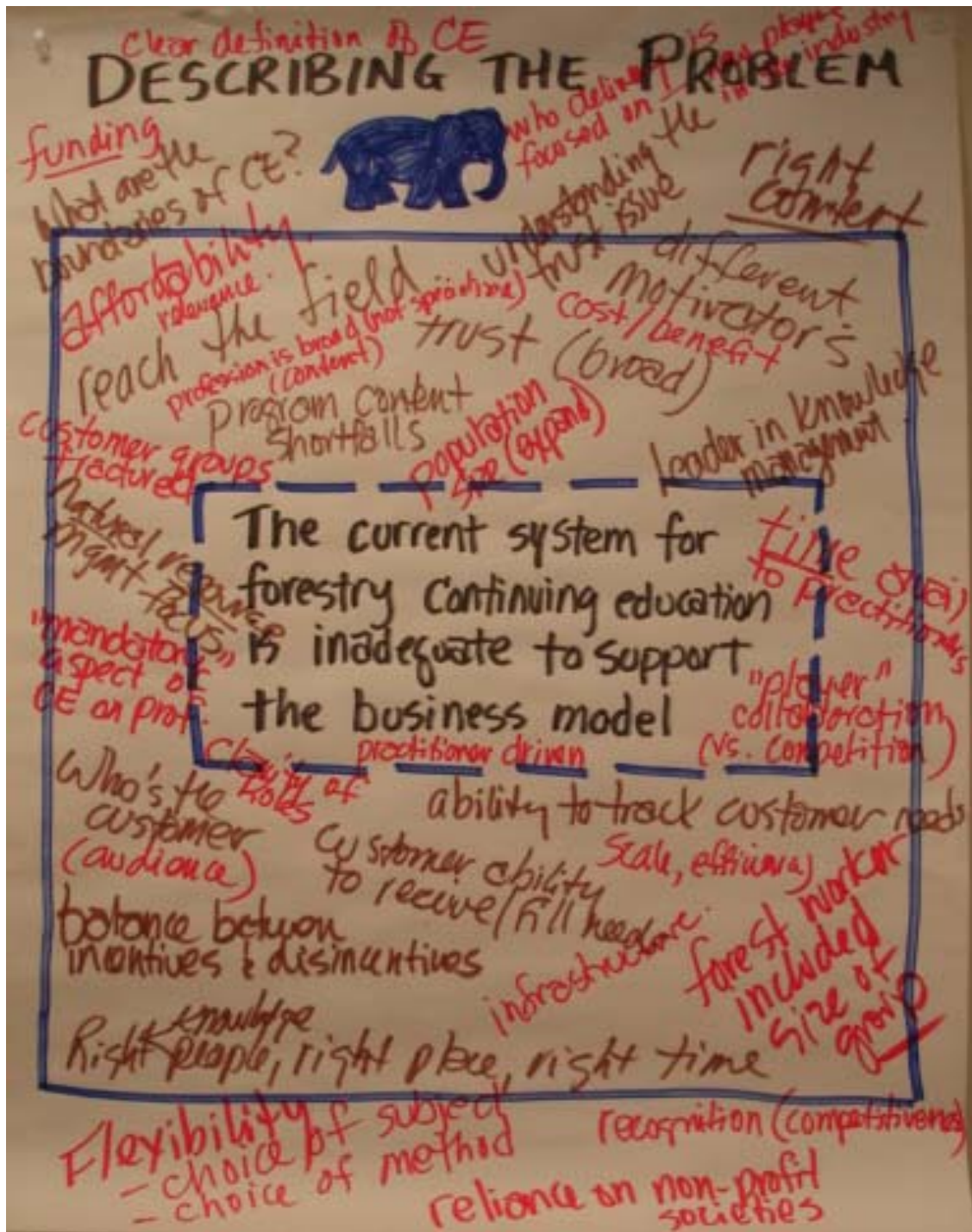
- Takes time (implementation and development)
- Don't do this in isolation but remember the world context
- 'Non-traditional' foresters
- MOFR – not the sole answer – part of the collaboration of joint 'stewardship learning'
- Who is going to be the leader to move things forward? – lots of catalysts – few leaders
- Professionals have many employers that rely on their expertise
- What factors were at play to cause the demise of BC's training institutes? Don't forget these so that we don't duplicate
- Funding – seed \$ and long term
- Business reason – supply and demand
- Role of institutions in the partnership? Development/delivery (e.g., Open Learning)
- How do we measure credentials? Now and in the future?

- Forestry professionals have a legal duty to be competent. How does this jump into CE? Or are there other issues involved?
- There are ongoing changes to obligations (existing environment)
- Confusion exists between reliance and accountability of forestry professionals
- FRPA has changed the opportunity to display accountability
- What is the 'standard of care'? In flux
- How much demand in CE is coming? Does legal duty = demand in CE?
- Why might duty \neq demand for CE?
- Can and are professionals fulfilling their duties in other ways? (no guarantee)
- What is CE? What is OUR definition?
- Who is the customer and what are their real needs?
- Some lessons from CLE to think about:
 - Funded by customers
 - Delivered by practitioners
 - Delivered with one-day sessions
 - Address real life situations
 - Increasing flexibility of delivery
- CE/PD culture in forest sector in BC is not what it should be. How do we deal with that culture? (grant \$, willingness to pay). Action plan must address this culture.
- How much staff at CLE? CLE has staff of 10 to deliver CE to legal profession
- Customer = person who has to stand in front of the judge (employee/employer/association?)
- # of lawyers (8000+-) vs. # of forestry professionals (5000+- and pool of 10,000 people)?
- Repackaging for other users needed
- Can the structure that developed here be made global?
- BC has some of the best professionals in the world. We need to organize ourselves to take advantage of the global demand and structure accordingly

Placing the Problem	
	High standard of living
	High standard of environmental management
	Effective and efficient
	Business model
	Professional Reliance
	Competent
	Professionals
	Training Skills
	Continuing
	Education

Items in the Parking Lot:
<ul style="list-style-type: none"> • No intake • Trust • Post-secondary content

Problem Description



Question #1 – “All things considered, what are the key factors to consider for successful continuing education infrastructure?”

Key points:

- Need for leadership
- Flexibility in funding, access, availability, delivery
- Long-term support
- Quality control
- Building global learning communities
- Understanding learners’ needs and environments
- Diversification – broader client base
- Clear roles and responsibilities
- Determining what organizations can contribute
- Learning from past experience
- Consistency and quality control / standards in course content
- Willingness to collaborate without losing identity (for providers)
- Explicit declaration of role of Ministry of Advanced Education
- Centralized coordination

Regarding Infrastructure:

- Coordination / clearing house / independent body
- Danger of being overly competitive and creating a monopoly
- System to collect and synthesize data on needs
- Centralization but not bureaucracy
- Bottom up built and driven
- Focus on user, not provider
- Scalability
- Laddering / transferability
- Buy-in on process and tools
- System to disseminate information
- Knowledge management
- Durability of credentials
- Clarity of credentials

Other Considerations:

- Differentiate between customer and learner (not always the same)
- Relevancy to learner
- Clear definition of needs to be translated to providers
- What does collaboration look like? Common vision needed
- Flexible models and access
- Attentive to business cycles and changes in the industry
- What other modes of delivery can be used? Courses / teleconferences / videos / books

- What are the carrots? WIIFM?
- What ROI can be shown?
- What's important to employers?

Question #2 “Given the current infrastructure capacity where can we make the biggest difference in moving towards a solution in continuing education delivery?”

- Create a culture of continuous learning. This needs to happen – some sort of action
- Make CE a priority (but not mandatory)
- Address barriers – physical, intellectual, ownership, administrative
- More recognition and incentives
- Transferability of CE credits
- Central catalogue of courses and CE offerings
- Employer needs to provide TIME for people to both deliver and receive training
- Get employer more involved (including financing)
- Use and coordinate existing infrastructure – need a leader
- Evolve and not re-invent the wheel
- Recognize existing capacity
- Make use of Web-based technologies
- Re-establish central coordination of CE/courses – easily accessible to all (avoid duplication of offerings) and recognize, identify, and declare niches
- Survey existing capacity and resources (including ‘who can teach what’ at individual level)
- Need seed money and continuous sustaining funding
- Understand the goal and provide different routes for the learner to get there
- One government agency should take ownership and provide one point of contact (even through there will be other partners)
- UBC and government should participate and not take the lead – not able to adapt or change fast enough
- Need a “leader” – an individual position as well as an organization (leadership is emerging – ABCFP) – spirit of cooperative partnership
- Need to find out what went wrong with previous organizations – don't repeat problems
 - Funding support pulled
 - Curriculum not updated
 - Reliance on self-funding for training
 - Limitations of “in person” delivery
 - Small population of prospective “students”
- Adaptable solution that takes advantage of existing capacity

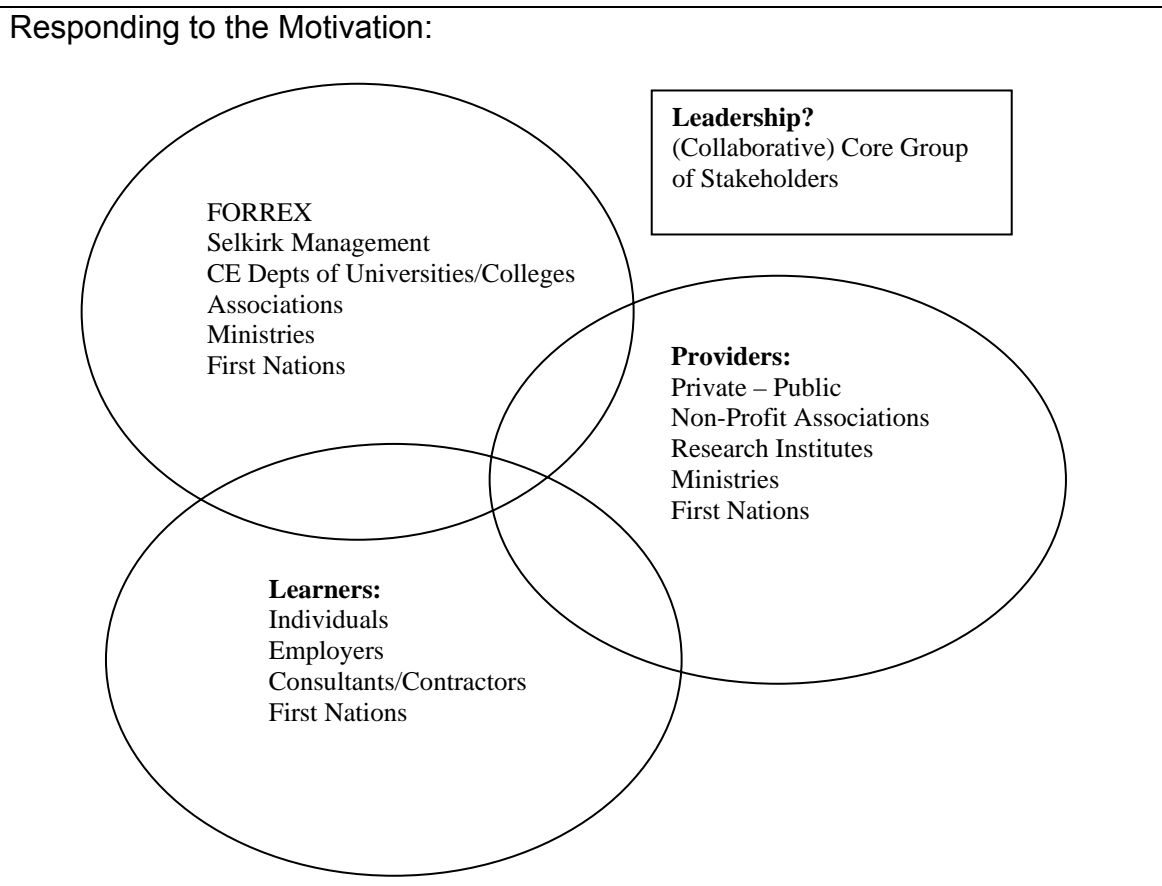
- Shift expectations of professionals from generalist to specialist
- Tremendous capacity already exists (although competitive and balkanized) – need to build on that
- Need a business case to attract funding
- Foster a sense of cooperation
- Utilize BC campus – already exists as Web-portal for online courses (funded by Min. of Adv. Ed.)
- Recognition for faculty who participate in CE or require a % of time be dedicated to extension / training
- Consistency in training offered
- Expand to a global audience
- Course length – keep them short (.5 – 1 day) “just in time” and “on demand”
- Commitment by resource professions to CPD
- CE requirements must be flexible
- Needs are diverse and change with time
- Need funding for content and market analysis
- \$ = user fees and \$ to support
- Associations need to clarify motivators for learners
- Fill gap between age 25-30 – early learning needs
- Solution doesn't have to be a big thing (avoid bureaucracy)

Question #3 “Who or what organizations need to be involved in building a solution?”

Participants modified question to “Who or what organizations need to be involved in (A) creating the motivation, and (B) responding to the motivation?”

Creating the Motivation:

- legal motivation
 - government (Federal, Provincial, First Nations, Municipal)
 - associations
 - tenure holders
- pride (self pride and peers)
- monetary / career advancement , employers, associations, consultants, contractors – advancement structure within the company
- communication strategy
- interesting / attractive
- we will be tested in the future 2007 (FRPA FULL important)



Question #4 “What are some critical first steps or challenges that must be addressed first before we move forward?”

- Define customer
 - broad as possible (practitioner primary? = constant)
 - certainty / continuity (\$)
 - needs analysis
 - motivation (carrot) identify
- Then define champion (leadership – who leads?)
- Understand the practitioners’ environment and needs (they differ)
- Define what CE is – need people to clearly define their need (not too narrow)
- Business plan
 - What would delivery agents / model look like?
 - Learn from the past
 - Coordination
 - Who / what / when / where?
 - Roles and responsibilities

- Clearly define the legal requirements and expectations of F.P.s (some of the 'stick')
- Link to province's 'big picture' objectives
- Question – "What's CE?"
- Need to become very broad in the way we look at CE
- Professions need to enforce CE requirements
- Relate importance of job (risk) to competence
- Continue this momentum (today) with all key groups
 - Leadership team or steering committee?
- Explore the disconnect between perceived need but not filling seats
- Imbalance between incentives and disincentives
- Action plan (pilot?)
- Better understand what happened to previous organizations (FMIBC and FCSN)
- How to pay? Professional fees?
 - Identify options that we haven't looked at before
- Clarify continuing competency vs. continuing education
- Business model that meets needs (resilient?) tied to focus on practitioners as the customer
- Clearly articulate the need for change – why status quo isn't working and how much change – where we're trying to get to
- Willingness to cooperate amongst suppliers (coordinate) e.g., catalogue
- Where is the government going? (re: market/competition)
- Priorities? e.g., Access? Quality? Competitive? Market model vs. ?
- Identify what's needed for a sustainable product
- Beyond mere competence – basic and beyond
- Catalogue carrot and stick

Summary in Plenary

- Define what we want
- Effectively utilizing what is
- Make it worth it for the customer (and whomever pays) (including the system)
- Establish leadership
- Link to other issues
- Change the environment
- Motivation (demonstrate the value)
 - Understand it, work with it, be realistic
- Focus first steps
- Common definition (product and customer)
- Understand the past (success and demise)

- Learn from other places
- Anticipate the future
- Clear process to make it happen – sustain this effort
- Who's not here? (may need to expand) Are their interests in the process? (e.g., WL/CF/FN...CAB and other professionals)

Process (clear)

- Willing participants in a leadership team (today)
- Set immediate (concrete) priorities
- Move to strategy
- Get key missing reps in the process
- Follow-up on first steps identified in WS
 - Define customer
 - Define CE
 - Define champions

Leadership Team

- Start-up (3-4 months)
- FORREX 'host'/facilitate

Members

- Professions
 - Foresters
 - Biologists
 - Agrologists
 - Engineers and geoscientists

Employers (2-3 reps from group with caucus)

- WL Association
- CF Association
- Government
- Aboriginal Forestry Association
- COFI / CFPA
- Cattlemen
- ILMA
- TLA
- WSCA

Educational Providers

- Universities
- Colleges
- Training contractors – private sector

Government – Regulator

Functions of Team

APPENDIX 2 – WORKSHOP PARTICIPANTS

Developing Solutions for Continuing Education Capacity for Forest Sector Professions in BC
December 6, 2006

List of Participants

Name		Organization
Ralph	Archibald	Forest Practices Branch
Peter	Barss	B.C. Institute of Technology
Rob	Bryce	UNBC
Reid	Carter	Brookfield Timberlands Asset Management
Susan	Craven	Selkirk Management Services
Brenda	Crocker	Northern Lights College
Rod	Davis	BC Ministry of Environment
Hosny	El Lakany	Faculty of Forestry, UBC
Del	Ferguson	Aztec Geoscience Inc.
Gerry	Fraser	(representing) FORREX
Rob	Guy	UBC
Chris	Hollstedt	FORREX
John	Innes	UBC
Linda	Kaivanto	BC Ministry of Advanced Education
John	Karakatsoulis	Thompson Rivers University
Bruce	Larson	UBC
Kathy	Lewis	UNBC
Peter	Marshall	UBC
Jennifer	Merner	Malaspina University-College
Henry	Michel	Penticton Indian Band
Tom	Millard	(representing) APEGBC
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Candace	Parsons	UBC
Cindy	Pearce	Mountain Labyrinths
Cindy	Prescott	UBC
Lawrence	Prins	Thompson Rivers University
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Doug	Routledge	Council of Forest Industries
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Van	Scoffield	ABCFP
Steve	Stearns-Smith	Stearns-Smith & Associates
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Paul	Willms	Nicola Valley Institute of Technology

Facilitators

Name		Organization
Alan	Gorley	Triangle Resources Inc.
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Ajit	Krishnaswamy	FORREX
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