

# **ATTACHMENT(S) FOR**

## *REGULAR MEETING OF COUNCIL*

**Tuesday, March 10, 2015**

**7:30 p.m.**

**George Fraser Room, Ucluelet Community Centre  
500 Matterson Drive,  
Ucluelet, B.C.**

### **CONTENTS:**

- **Agenda Item 6.5 - Pacific Rim Education and Tourism Package**

### **Council Members:**

Mayor Dianne St. Jacques  
Councillor Sally Mole  
Councillor Randy Oliwa  
Councillor Marilyn McEwen  
Councillor Mayco Noel



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**Subject:** Pac Rim Education and Tourism Documents - for public release  
**Attachments:** Regional Education Asset Inventory\_final.pdf; ATT00001.htm; Capacity Building Strategy revised Feb.5.pdf; ATT00002.htm; Pacific Rim Education Tourism Market Development Strategy 2015 .pdf; ATT00003.htm; Pacific Rim Education Tourism Market Development Research Results Report 2014.pdf; ATT00004.htm

**From:** Tawney Lem [<mailto:tawney@westcoastaquatic.ca>]

**Sent:** February-27-15 11:33 AM

**To:** Iris Frank; Andrew Yeates; Josie Osborne; Rebecca Hurwitz; Randy Oliwa; Karl Wagner; Al McCarthy; Sally Mole; Dorothy Baert; James Frank; Francis Frank; Saya Masso; Barb Audet; Greg Blanchette; Dianne St. Jacques; Tammy Dorward; Patricia Abdulla; Tyson Touchie

**Subject:** Pac Rim Education and Tourism Documents - for public release

Hello all,

At yesterday's Steering Committee meeting, the group decided by consensus to make the final project reports available for public distribution. These documents are available for your use, and for distribution to others as you deem appropriate. Also based on committee direction, please make these documents available on your respective websites.

Thank you,  
Tawney

# Regional Education Asset Inventory



October 17, 2014

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## **WELCOME**

Thank you for considering a field trip or educational visit to the west coast. This regional education asset inventory provides a general overview of the area and is an excellent starting point for planning your trip.

We recognize that the success of your visit depends on finding the right people and places to bring your program to life. The Clayoquot Biosphere Trust (CBT) is always available to offer support for educational programs, field trips and scientific research. We can offer assistance finding meeting spaces, linking with local instructors, accessing local data and archives, and offer shelter from the rain!

If you have any questions, please contact the CBT at your convenience.

Rebecca Hurwitz

Managing Director

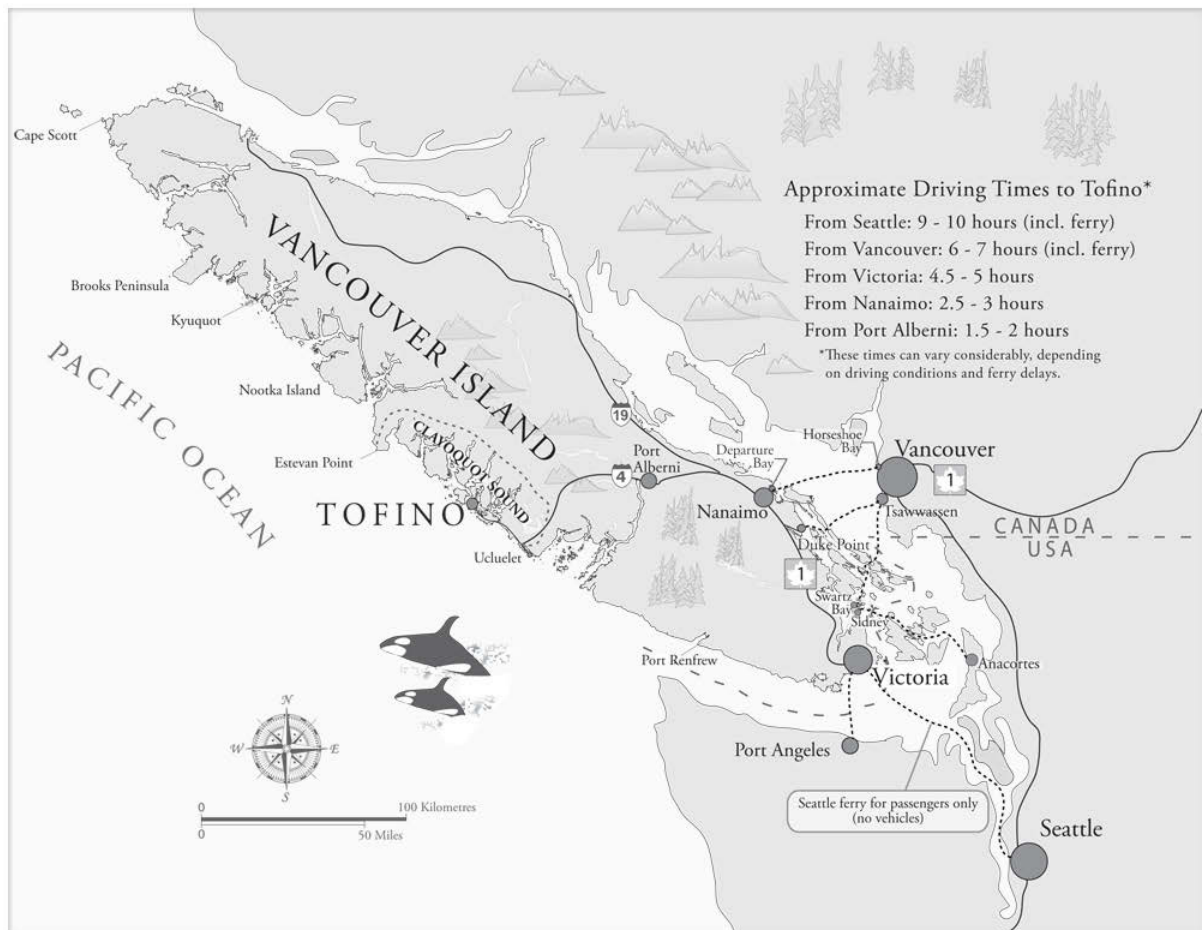
250-725-2219

[rebecca@clayoquotbiosphere.org](mailto:rebecca@clayoquotbiosphere.org)

## GETTING TO THE WEST COAST

Clayoquot and Barkley Sounds are accessible by land, air, and sea year round. We are happy to provide assistance planning your journey here. While we can recommend the most practical route based on the specifics of your group, Tourism Tofino ([www.tourismtofino.com/getting-to-tofino](http://www.tourismtofino.com/getting-to-tofino)) provides the most comprehensive directions on how to reach the west coast, including:

- detailed travel directions for arriving by road via Highway 4;
- an up-to-date listing of all airlines servicing Tofino-Long Beach Airport (YAZ); and
- a listing of all charter service and public transportation providers.



## NATURAL SETTING AND FEATURES

The Clayoquot and Barkley Sound region encompass a diverse range of ecosystems, including coastal temperate rainforest, large and small lakes, many rivers and streams, alpine peaks, open ocean, rocky coastal shoreline, long sandy beaches, estuaries, and mudflats. This wide

range of habitat types, high proportion of protected area (110,288 ha within the Clayoquot Sound Biosphere Reserve), relatively intact buffer zones, and a low year-round human population has ensured high biological diversity. The region supports several top carnivores — including populations of cougar, wolves, killer whales, raptors — a sign indicative of a relatively intact and healthy habitat. The region is also home to several endangered, threatened or rare species, including the marbled murrelet, sea otter, and red-legged frog.

The region is subject to heavy rainfalls, primarily in winter months, which often results in more than three metres precipitation a year. This regular flow of water over the land brings nutrients to the coastal and off-shore waters, resulting in nutrient-rich environments. The climate is mild, with very few days below freezing and summer maximums rarely exceeding 20° C.

That the land and sea supported large populations of Nuu-chah-nulth people for thousands of years is also indicative of the area's natural richness. Oral histories and ethnographies identify over 270 species used by First Nations populations, from trees and fungi to invertebrates and fish.

Planning to access the waters of Clayoquot and Barkley Sounds? Refer to the following marine charts:

- Barkley Sound chart no. 3671
- Northern Clayoquot Sound chart no. 3641
- Southern Clayoquot Sound chart no. 3673
- Tofino Harbour chart no.3685
- Ucluelet Harbour chart no. 3646

For up to date information on local weather, refer to:

- Environment Canada: [http://weather.gc.ca/forecast/canada/index\\_e.html?id=bc](http://weather.gc.ca/forecast/canada/index_e.html?id=bc)
- The Weather Network: <http://www.theweathernetwork.com/>
- Tide Tables: Tofino [http://tides.gc.ca/eng/data/table/2014/wlev\\_ref/8615](http://tides.gc.ca/eng/data/table/2014/wlev_ref/8615) and Ucluelet [http://tides.gc.ca/eng/data/table/2014/wlev\\_sec/8595](http://tides.gc.ca/eng/data/table/2014/wlev_sec/8595)

Please see Appendix A for list of protected areas in the region.

## **LOCAL ACTIVITIES AND EXPLORATION**

Clayoquot and Barkley Sounds present world class opportunities to get outside and experience the natural environment first hand. Outdoor activities such as surfing, whale watching, and hiking provide experiential learning and allow participants to get to know one another while making lasting memories. Our small communities also add to the student experience as people connect directly with residents.



For detailed listing of local ecotourism operators, please see the business listings in the Communities section of the report, which begins on page 16. The CBT can also suggest activities that would work well with your itinerary.



## INSTRUCTIONAL ASSETS

### COMMUNITY ORGANIZATIONS

Our region is home to more than 98 community organizations with varied areas of focus. The mandates of the following organizations include education and they may be available to your group for educational activities or information sessions. For a full list of community organization please visit the CBT's Community Organization Directory at <http://clayoquotbiosphere.org/wp-content/uploads/2011/02/Directory-2014.pdf>. Please contact the CBT if you would like assistance linking with local organizations.

**Association of Wetland Stewards for Clayoquot and Barkley Sounds:** This organization conducts research, monitoring, and education to promote stewardship of amphibians. They offer slide shows, workshops, and educational materials to the public. There are also volunteer

opportunities to help with research, monitoring, and stewardship.

[www.splatfrogtunnel.blogspot.com](http://www.splatfrogtunnel.blogspot.com)

**Carving on the Edge Festival Society:** This annual celebrate of west coast carvers is held each September in Tofino and Ucluelet. [www.carvingedgefestival.com](http://www.carvingedgefestival.com)

**Central Westcoast Forest Society:** The CWFS participates in stream and ecosystem restoration, research, education, and recreational opportunities. CWFS facilitates activities that include: interpretive walks, public presentations, educational resource materials, workshops on various topics, and educational stewardship events. [www.clayoquot.org](http://www.clayoquot.org)

**Clayoquot Action:** Clayoquot Action is a Tofino-based conservation organization committed to protecting the biocultural diversity of Clayoquot Sound through public education, citizen research and monitoring, and advocacy. They are available for information, presentations, and discussions. [www.clayoquotaction.org](http://www.clayoquotaction.org)

**Clayoquot Biosphere Trust:** The CBT conducts and supports research, education, and programs that advance conservation, build our understanding of natural processes in the marine and terrestrial ecosystems, and promote the health of individuals and communities through the Clayoquot Sound Biosphere Reserve Region. The CBT is available to provide background on the history of the creation of the Clayoquot Sound UNESCO Biosphere Reserve and the region in general. The organization operates a remote research cabin in Sydney Inlet.

[www.clayoquotbiosphere.org](http://www.clayoquotbiosphere.org)

**Friends of Clayoquot Sound:** A grassroots, community-based environmental organization with a mission to protect the ancient temperate rainforest and marine environment of Clayoquot Sound. They are available for information talks and discussions. [www.focs.ca](http://www.focs.ca)

**hiłmehsaqin:** hiłmehsaqin is a recently developed nuučanuł language and culture organization primarily composed of Ahousaht First Nation members but which includes members from all other nuučanuł nations. Their mission is focused upon a long-term vision of developing a nuučanuł survival school located on remote nuučanuł territories. Their efforts are placed upon providing language immersion, traditional knowledge and skills development, and indigenous foods systems. For more information contact John Rampanen at 250-726-4023; [johnnynootka@reindigenize.net](mailto:johnnynootka@reindigenize.net).

**Hooksum Outdoor School Society:** The HOSS facilitates and encourages outdoor, environmental and cultural education and relevant skills training from their school in the traditional territories of the Hesquiaht First Nation. [www.hooksumschool.com](http://www.hooksumschool.com)

**K<sup>w</sup>isitit Visitor Centre:** This interpretive centre for Pacific Rim National Park Reserve includes two floors of exhibits on the natural and cultural history of the region. Park interpreters can provide educational programs. [www.pc.gc.ca](http://www.pc.gc.ca)

**Pacific Rim Arts Society:** PRAS hosts arts and culture events and workshops, including the Pacific Rim Arts Festival and the Cultural Heritage Festival. They work closely with First Nations communities and participate in youth outreach projects. [www.pacificrimarts.ca](http://www.pacificrimarts.ca)

**Pacific Rim Whale Festival Society:** PRWFS hosted its first “whale fest” in 1986. The festival celebrates the migration of the grey whale through a variety of locally-based events. [www.pacificrimwhalefestival.com](http://www.pacificrimwhalefestival.com)

**Quuquatsa Language Society:** "Quuquatsa" translates to "the language we speak" and this organization's vision is to have a fluent Nuu-chah-nulth society/community. The organization plans, advocates, and works to rebuild practices of speaking, thinking, hearing, seeing, and dreaming in the Nuu-chah-nulth languages through preserving, learning, and teaching. For more information contact 250-723-8555; quuquatsa@gmail.com.

**Raincoast Education Society:** The RES's activities include summer camps, school programs, and support for local governments and businesses in Tofino and Ucluelet to become more environmentally sustainable. The RES hosts two major events each year: the Shorebird Festival in May and the Lantern Festival in August. The RES also developed the Raincoast Host Program, which trains front-line staff in local ecology and natural history. [www.raincoasteducation.org](http://www.raincoasteducation.org)

**Strawberry Isle Marine Research Society:** The SIMRS conduct research on marine mammals and pelagic birds. They also offer public presentations and education programs, including a Build-a-Whale Project. [www.strawberryisle.org](http://www.strawberryisle.org)

**Thornton Creek Enhancement Society:** This hatchery outside of Ucluelet works to enhance salmon runs in Barkley and Clayoquot Sounds. The society runs open houses and offers hatchery tours. Contact 250-726-7566.

**Tla-o-qui-aht Tribal Parks:** The Tla-o-qui-aht Tribal Parks are watersheds managed to integrate human and ecosystem well-being as taught by our ancestors and adapted to today's situation. Tribal Park staff are available to share their work with researchers and educators and as guides within their territories. For more information go to [www.tribalparks.ca](http://www.tribalparks.ca) or call 1-888-425-3350 or 250-725-3350, ext. 26. The primary contact is Terry Dorward.

**Tofino Botanical Gardens Foundation:** The TBGF operates the 12-acre Tofino Botanical Gardens and the Ecolodge/Clayoquot Field Station. Their mission is to inspire conservation of the world's temperate, coastal forests. Through garden exhibits, interpretive tours and signage,

interpretive programs, the TBGF endeavors to explore the relationship between culture and nature by pursuing interests across disciplinary lines. [www.tbgf.org](http://www.tbgf.org)

**Tofino-Clayoquot Heritage Society:** This Tofino-based organization engages in marine and terrestrial archaeology, heritage conservation, historical research, and public education. They have a museum, open on request, and are available for lectures and events. Contact 250-725-2008.

**Tofino Salmon Enhancement Society:** This hatchery outside of Tofino works to enhance salmon runs in Clayoquot Sound. Hatchery tours available. Contact 250-725-2376.

**Ucluelet and Area Historical Society:** This organization is working towards a museum for the local region. They have an archive and may be available for presentations. [www.pacificrimhistory.com](http://www.pacificrimhistory.com)

**Ucluelet Aquarium Society:** The UAS operates a public aquarium, participates in research, and delivers educational programs at the aquarium and in the field. [www.uclueletaquarium.org](http://www.uclueletaquarium.org)

**West Coast Aquatic:** WCA is a leader in watershed and coastal planning activities, aquatic research projects, aquatic economic development and information management. [www.westcoastaquatic.ca/](http://www.westcoastaquatic.ca/)

**Wild Pacific Trail Society:** Dedicated to the promotion, protection, and expansion of scenic walking trails which showcase the unique natural and cultural treasures of the Ucluelet Peninsula. The society also delivers educational programs on the trail and at local beaches. [www.wildpacifictrail.com](http://www.wildpacifictrail.com)

#### **LOCALLY-DEVELOPED CURRICULUM**

**Global Education 11/12:** Ucluelet Secondary School has developed a school board-approved curriculum for this course, which provides students with an opportunity to learn about a range of global issues and current events culminating in a 10-day field trip abroad.

**Kayaking 11/12:** Ucluelet Secondary School has developed school board-approved curriculum for the course, which offers students an opportunity to gain the practical skills and certifications needed to work as a sea kayak guide, including leadership and interpretation skills.

**Nuu-chah-nulth language resources:** a range of resources have been developed including children's books, dictionaries, and a number of software programs. For more information, please contact the Clayoquot Biosphere Trust at 250-725-2219 or [www.clayoquotbiosphere.org](http://www.clayoquotbiosphere.org).

**Sustainable Kids:** The Tofino Botanical Gardens Foundation has developed curriculum for this program including many ideas for activities and linkages to BC's prescribed learning outcomes. [www.tbgf.org/sustainable-kids/curriculum/index.php](http://www.tbgf.org/sustainable-kids/curriculum/index.php)

**Sustainability Studies 11/12:** The Clayoquot Biosphere trust developed the curriculum for high school Sustainability Studies which is being offered at Ucluelet Secondary School. [www.clayoquotbiosphere.org/web/wp-content/uploads/2012/05/Sustainability\\_Studies\\_Curriculum.pdf](http://www.clayoquotbiosphere.org/web/wp-content/uploads/2012/05/Sustainability_Studies_Curriculum.pdf)

### **LIBRARIES AND ARCHIVES**

Many local communities and organizations have their own small libraries and archives of materials related to their mandate. Check with each organization regarding access and use. The following facilities are open to the public.

Clayoquot Biosphere Trust has a library and archive with documents relevant to the Clayoquot Sound Biosphere Reserve Region, including extensive holdings over land-use in the 1980s and '90s that led to the creation of the Clayoquot Sound UNESCO Biosphere Reserve. Many of the holdings can be searched through the on-line database, which is continually being updated. [www.westcoastaquatic.info/searchdb/searchdb/](http://www.westcoastaquatic.info/searchdb/searchdb/)

Tofino and Ucluelet both have public libraries with good selections of locally-relevant material. Check on-line for details of hours at [www.virl.bc.ca/](http://www.virl.bc.ca/).

See Appendix B for a list of books related to the Clayoquot Sound Biosphere Reserve Region.

### **RELEVANT PLANNING AND MANAGEMENT TOOLS**

**1:50,000 BC Watershed Atlas Maps:** A topologically structured digital representation of all aquatic-related features. [www.env.gov.bc.ca/fish/watershed\\_atlas\\_maps/](http://www.env.gov.bc.ca/fish/watershed_atlas_maps/)

**A Path Forward Regional Planning Toolkit:** A resource guide to support Treaty First Nations, regional districts, and local governments. [www.ufn.ca/files/Content/Reports%20PDF/APathForwardtoolkit.pdf](http://www.ufn.ca/files/Content/Reports%20PDF/APathForwardtoolkit.pdf)

**Barkley Community Forest:** A proposed community forest licence to be held jointly by the District of Ucluelet and Toquaht Nation with a vision to enhance community stability and quality of life for local residents through community control of the forest resource. The community forest will provide employment and opportunities for diverse utilization of forest

resources in ways that are environmentally, socially, and economically sustainable.

[www.barkleyforest.ca/](http://www.barkleyforest.ca/)

**BC Parks Management Plans:** An alphabetical list, by protected area name (provincial parks, ecological reserves, protected areas, and provincial recreation areas), of approved and active management plans, management direction statements, purpose statements, zoning plans, and background reports. [www.env.gov.bc.ca/bcparks/planning/mgmtplns/man\\_plan.html](http://www.env.gov.bc.ca/bcparks/planning/mgmtplns/man_plan.html)

**Clayoquot Sound Land Use Decision:** In 1993, the Government of British Columbia made a decision on land use in Clayoquot Sound that sought to ensure environmental protection and the economic health of local communities.

[www.for.gov.bc.ca/hfd/library/documents/bib42662.pdf](http://www.for.gov.bc.ca/hfd/library/documents/bib42662.pdf)

**Clayoquot Sound Land Use Plan:** These watershed plans guide sustainable ecosystem management in Clayoquot Sound. [www.for.gov.bc.ca/tasb/slrp/plan21.html](http://www.for.gov.bc.ca/tasb/slrp/plan21.html)

**Clayoquot and Barkley Sound Marine Spatial Plans:** Once approved, these plans and associated tools will help balance the many uses of the coastal environment with the goal of ensuring a healthy economy, culture, and environment. [www.westcoastaquatic.ca/marine-spatial-planning/](http://www.westcoastaquatic.ca/marine-spatial-planning/)

**Clayoquot Sound Scientific Panel Reports:** These reports recommend a comprehensive approach to planning that includes all scales: the landscape or watershed level, the forest level, and the site or stand level. [www.cortex.ca/dow-cla.html](http://www.cortex.ca/dow-cla.html)

**District of Tofino reports, projects, plans and strategies:** A database of all district documents. <https://tofino.civicweb.net/Documents/DocumentList.aspx?ID=27>

**District of Ucluelet publications, forms, and by-laws:** a listing of all district documents. <http://ucluelet.ca/community/district-of-ucluelet-office/planning-forms-pubs>

**Important Bird Area for Canada:** The Tofino Wah-nah-jus Hilth-hoo-is Mudflats, along with the long sandy shoreline of Chesterman Beach, are designated an Important Bird Area for Canada. <http://www.ibacanada.ca/site.jsp?siteID=BC002&lang=EN>

**Maa-nulth First Nations Final Agreement Act:** The final agreement includes information on the rights to harvest, forest tenures and lands authorization, the collection of personal information, and the power to make orders and regulations.

[http://www.bclaws.ca/civix/document/id/complete/statreg/07043\\_36](http://www.bclaws.ca/civix/document/id/complete/statreg/07043_36)



**Maa-nulth First Nations Final Agreement Implementation Report 2011-2012:** This report highlights the activities and results of the first year of the Maa-nulth Treaty.

[www.ufn.ca/files/Content/Reports%20PDF/Maanulth2011-2012-Online.pdf](http://www.ufn.ca/files/Content/Reports%20PDF/Maanulth2011-2012-Online.pdf)

**Marine Atlas of Clayoquot and Barkley Sounds:** A collection of maps illustrating the location of human uses, oceanographic data, and the ecological distribution of a wide range of marine species. The atlas includes over 110 different maps with more than 300 distinct datasets and is a combination of local knowledge and scientific research.

[www.westcoastaquatic.ca/plans/marine\\_atlas/](http://www.westcoastaquatic.ca/plans/marine_atlas/)

**Nuu-chah-nulth Central Region First Nations Governance Structures 2007/2008:** This report provides detailed information on the history, structure, roles, and administration of all levels of Nuu-chah-nulth governance from the local to national level.

[www.ecotrust.ca/sites/all/files/ECReport-FNGovernance.pdf](http://www.ecotrust.ca/sites/all/files/ECReport-FNGovernance.pdf)

**Nuu-chah-nulth Fishing Rights:** Nuu-chah-nulth Nations celebrated a major legal victory in 2009 when courts affirmed aboriginal economic fishing rights.

[www.uuathluk.ca/wordpress/litigation/fishingrights](http://www.uuathluk.ca/wordpress/litigation/fishingrights)

**Ocean Networks Canada:** In 2007, an 840-kilometre seafloor cable was installed from Vancouver Island across the continental shelf into the deep sea. Over 130 instruments continually provide real-time data over the Internet.

[www.oceannetworks.ca/installations/observatories/northeast-pacific/barkley-canyon](http://www.oceannetworks.ca/installations/observatories/northeast-pacific/barkley-canyon)

**Pacific Rim National Park Reserve:** State of the Park reports and park management plans are available on this federal website. [www.pc.gc.ca/eng/pn-np/bc/pacificrim/plan.aspx](http://www.pc.gc.ca/eng/pn-np/bc/pacificrim/plan.aspx)

**Tla-o-qui-aht Tribal Parks:** Information on the management objectives including maps.

[www.tribalparks.ca/](http://www.tribalparks.ca/)

**Tofino Wah-nah-jus Hilth-hoo-is Mudflats, Western Hemisphere Shorebird Reserve:**

Designated in 2013, the reserve is comprised of six tidal sand and mud flats, as well as nearby beaches. [www.whsrn.org/site-profile/tofino-wah-nah-jus](http://www.whsrn.org/site-profile/tofino-wah-nah-jus)

**Vital Signs:** This community health snapshot brings together social, cultural, economic, and environmental information to tell a story about the Clayoquot Sound Biosphere Reserve region.

[www.clayoquotbiosphere.org/vital-signs/](http://www.clayoquotbiosphere.org/vital-signs/)

**Yuufu?if?ath laws, regulations and reports:** All documents are available at [www.ufn.ca](http://www.ufn.ca).

## **PROGRAMS, INITIATIVES, AND BRANDS**

**Clayoquot Sound UNESCO Biosphere Reserve:** This designation recognizes the region as a site of excellence for sustainable development. [www.clayoquotbiosphere.org/what-we-do/history/](http://www.clayoquotbiosphere.org/what-we-do/history/)

**Leadership Vancouver Island:** Participants engage in community leadership development through several dynamic individual and group learning opportunities during the 10-month program. [www.clayoquotbiosphere.org/core-priorities/leadership-vancouver-island/](http://www.clayoquotbiosphere.org/core-priorities/leadership-vancouver-island/)

**Resort Municipality Initiative:** Assists small, tourism-based municipalities to support and increase visitation. Tofino and Ucluelet are both resort municipalities. [www.ruralbc.gov.bc.ca/about/RMI/RMI\\_Funding.html](http://www.ruralbc.gov.bc.ca/about/RMI/RMI_Funding.html)

**Tofino Ambassador Program:** A program for local residents, including seasonal staff, newcomers and business owners, to expand their knowledge of the area and increase their participation in the community. Provides accurate information about the region and reinforces positive service and leadership behavior to enhance visitor experience. [www.tofinochamber.org/ambassador\\_program](http://www.tofinochamber.org/ambassador_program)

**Ty-Histanis:** Following negotiations with the Federal Government, these lands were transferred to Tla-o-qui-aht First Nations for the planning, design and construction of the new, expanded community. As a result of a comprehensive community engagement process, Tla-o-qui-aht First Nations developed their vision for Ty-Histanis. [www.ty-histanis.tla-o-qui-aht.org/](http://www.ty-histanis.tla-o-qui-aht.org/)

**your tofino:** The Tourism Tofino campaign to promote and share photos and stories about Tofino. [www.tourismtofino.com/yourtofino/](http://www.tourismtofino.com/yourtofino/)



## **LOGISTICS AND COMMUNITY ENGAGEMENT**

### **BEFORE YOU COME**

*Book accommodation:* In the summer months and on holiday weekends, accommodation, including campsites, *must* be booked in advance. We encourage you to plan your trip during the shoulder seasons when there is often greater availability and reduced costs.

*Pack for the weather:* Weather can change quickly in the region so packing adequate clothing means you can have a comfortable and active visit, despite the weather. The climate is usually mild, so dress in layers and pack good raingear and waterproof boots. As many locals say, there is no poor weather, only poor clothing.

*Be aware of local protocols:* If you are researcher, understand that this is a heavily-researched area and that communities can become weary, perhaps even wary, of research and surveys, so it is important to be well-informed. Please review the standard protocols for research for our region available at [www.clayoquotbiosphere.org/wp-content/uploads/2011/01/CLARET\\_StdConV1.1\\_05.pdf](http://www.clayoquotbiosphere.org/wp-content/uploads/2011/01/CLARET_StdConV1.1_05.pdf)

As well, please review the Protocols and Principles for Conducting Research in a Nuu-chah-nulth Context. [www.fnehin.ca/uploads/docs/NTC\\_Research\\_Protocol.pdf](http://www.fnehin.ca/uploads/docs/NTC_Research_Protocol.pdf)

*Check for local events:* The West Coast Community Calendar lists regional events you may want to participate in. [www.clayoquotbiosphere.org/west-coast-calendar/](http://www.clayoquotbiosphere.org/west-coast-calendar/)

*Do some research:* Appendix B lists books about the region. Various research projects funded by the CBT are listed here [www.clayoquotbiosphere.org/what-we-do/project-archives/](http://www.clayoquotbiosphere.org/what-we-do/project-archives/). Also, the WildCoast Project has excellent information and background on west coast predators [www.clayoquotbiosphere.org/wildcoast-project/](http://www.clayoquotbiosphere.org/wildcoast-project/). The CBT staff can also help you match resources with the objective(s) of your visit.

### **WHILE YOU ARE HERE**

*Be aware of your surroundings:* Understand that there are bears, cougars, and wolves in the region. For more information on how to travel in bear, wolf, and cougar country, visit this site from Pacific Rim National Park Reserve. [www.pc.gc.ca/pn-np/bc/pacificrim/visit/visit7/visit7c.aspx](http://www.pc.gc.ca/pn-np/bc/pacificrim/visit/visit7/visit7c.aspx)

*Be prepared and travel safe:* If you are hiking or boating, ensure you have the adequate gear and training for your chosen activity. Always let someone know where you are going and when you plan to return. You can register your activity at the RCMP or at the Park Administration office in the national park.

*Please report your wildlife sightings:* If you see wolves, bears, or cougars while you are here, please report your observations to the national park or to the WildSafe Pacific Rim Coordinator at [pacrim@wildsafebc.com](mailto:pacrim@wildsafebc.com). An understanding of wildlife behavior and movements throughout the region helps provide a more comprehensive picture of wildlife and their relationship to communities.

*Share your knowledge:* If you are a researcher, consider sharing knowledge of your work with our communities. West coast communities appreciate hearing about research going on in the region and several local organizations can help you arrange a talk or event.

*Contribute:* If it fits with the objectives of your organization, consider a short volunteer project. The Clayoquot Biosphere Trust may be able to put you in touch with appropriate organizations, or consult the Community Organization Directory at [www.clayoquotbiosphere.org/wp-content/uploads/2011/02/Directory-2014.pdf](http://www.clayoquotbiosphere.org/wp-content/uploads/2011/02/Directory-2014.pdf).

#### **AFTER YOU LEAVE**

*Share your results:* If you are a researcher, keep communities informed of your work and plan a follow up visit so you can share your results. Please send copies (print or electronic) of any papers, magazine articles, books, or reports to the Clayoquot Biosphere Trust so we can have a copy held in the library and archive. Your project partners and the CBT would also be happy to receive photographs or video of your project.

*Say thanks:* Consider supporting local organizations that have helped you. If you have taken advantage of services provided by local not-for-profit organizations, please consider a donation so that they can continue their work with others.

*Spread the word:* If you've found this document or other resources helpful, please spread the word to others.

## COMMUNITIES

### DISTRICT OF TOFINO

Tofino is home to almost 1900 year-round residents and is one of the larger service hubs in the region. Boat and air travel to other communities in Clayoquot Sound originates in Tofino. Tofino has a hospital, pharmacy, medical clinic, library, elementary school, daycares, post office, bank, credit union, several grocery stores, and gas stations.

For more information visit the Tofino-Long Beach Chamber of Commerce website at [www.tofinochamber.org](http://www.tofinochamber.org) and Tourism Tofino at [www.tourismtofino.com](http://www.tourismtofino.com).

### Accommodations

Tofino has a wide range of accommodations available, from luxury hotels to hostels and camping. Tofino is a popular destination and we suggest booking your accommodation as early as possible to ensure that the most appropriate option is available to you. Call us to discuss accommodation options that can meet your groups' needs. In the meantime, visit the accommodation listings on the Tourism Tofino website at [www.tourismtofino.com/accommodations/](http://www.tourismtofino.com/accommodations/).

### Businesses

For a listing of local businesses please see the Tofino-Long Beach Chamber of Commerce Business Directory at [www.tofinochamber.org/business\\_directory](http://www.tofinochamber.org/business_directory).

Additional business information may be found through the Tofino Business Association at [www.tofinobusiness.ca/index.htm](http://www.tofinobusiness.ca/index.htm).

Tourism Tofino provides links to local businesses, tours, and organizations including all kinds of west coast activities such as surfing, hiking, kayaking, wildlife watching, and more. [www.tourismtofino.com](http://www.tourismtofino.com)

### Meeting and Event Facilities

Tofino has a range of meeting and event facilities that are available for booking.

Facility	Room	Particulars	Cost	Contact Info
Best Western Tin Wis Resort 1119 Pacific Rim Highway	Conference centre 250 person capacity 4800 square feet	Catering available	\$500	250-725-4445 <a href="http://www.tinwis.com">http://www.tinwis.com</a>
	Boardroom		\$275	

	40 person capacity 800 square feet			
Clayoquot Biosphere Trust 316 Main Street	Meeting room 12 person capacity 500 square feet	No kitchen	By donation	250-725-2219 <a href="http://www.clayoquotbiosphere.org">www.clayoquotbiosphere.org</a>
Clayoquot Sound Community Theatre 380 Campbell Street	Theatre 71 person capacity 1250 square feet	Access to small kitchen permitted	\$110/day	250-725-3691 or 250-266-0133 <a href="http://www.tofino.ca/content/community-theatre">http://www.tofino.ca/content/community-theatre</a>
Darwin's Café 1084 Pacific Rim Highway	Restaurant 30 person capacity 850 square feet	Catering available	\$25/hr	250-725-1220 <a href="http://www.tbgf.org">http://www.tbgf.org</a>
Jamie's Rainforest Inn 1258 Pacific Rim Highway	Boardroom 12 person capacity 500 square feet	Catering available	\$200/day	250-725-2323 <a href="http://www.tofinorainforestinn.com">www.tofinorainforestinn.com</a>
Long Beach Lodge Resort 1441 Pacific Rim Highway	Conference Room 35 – 50 person capacity 837 square feet	Catering available	\$250/day	250-725-2442 <a href="http://www.longbeachlodgeresort.com">http://www.longbeachlodgeresort.com</a>
Marina West Marine Resort 634 Campbell	Harbour Lounge Coho Room	Catering available		250-725-3277 <a href="http://www.weighwest.com">http://www.weighwest.com</a>
Middle Beach Lodge 400 Mackenzie	Boardroom 20 - 25 person capacity 780 square feet	Catering available	\$100/day but can be negotiated	250-725-2900 Or 250- 725-2946 <a href="http://www.middlebeach.com">http://www.middlebeach.com</a>
Tofino Botanical Gardens 1084 Pacific Rim Highway	Classroom 60 theatre style 30 boardroom style 850 square feet	Catering available	\$25/hr	250-725-1220 <a href="http://www.tbgf.org">http://www.tbgf.org</a>
Tofino Community Hall 351 Arnet St.	Hall 300 person capacity 4000 square feet	Kitchen facilities	\$20/hr	250-725-3229 <a href="http://www.tofino.ca">http://www.tofino.ca</a>
Tofino Legion 331 Main St.	Main Hall 200 person capacity 2800 square feet  Meeting Room 35 person capacity 800 square feet Hall – 2800 square feet	Kitchen facilities	Cost negotiable or free for non-profit groups	250-725-3361 or 250-725-3177

Wickaninnish Community School 431 Gibson St.	Classrooms, gymnasium Life skills room 10 person capacity 400 square feet	Kitchen facilities	Cost negotiable/ by donation	250-725-2555
	Classrooms 35 person capacity 800 square feet			
	Gymnasium			

**Awards and Recognition**

**Community Energy Association Energy and Climate Action Award in Community Planning and Development (Honourable Mention) 2010:** The District of Tofino was recognized for a broad suite of actions to reduce GHG emissions.

**Canadian E-Tourism Award for Best Innovative Use of Technology 2013:** Tourism Tofino was recognized for the “YourTofino” initiative.

**Planning Institute of British Columbia Award of Excellence in Planning 2012:** CitySpaces was recognized for the Tofino Vitalization Plan. [www.cityspaces.ca/project/tofino-downtown-vitalization-plan/](http://www.cityspaces.ca/project/tofino-downtown-vitalization-plan/)

**Union of BC Municipalities Community Excellence Award 2013:** The District of Tofino was recognized for Biodiversity Conservation in regards to the conservation of the Tofino Wah-nah-jus Hilth-hoo-is Mudflats.

## **DISTRICT OF UCLUELET**

Ucluelet is a diverse community with a population of approximately 1600 year-round residents. It is located on the protected waters of Ucluelet Harbour, but is moments away from the open Pacific Ocean and Barkley Sound. The community is one of the larger hubs on the west coast and many of the region's residents access the services here. Ucluelet has a medical clinic, grocery stores, a library, gas stations, pharmacies, daycares, restaurants, a post office, a bank, and a credit union. Ucluelet is also home to a community centre, a public aquarium, an elementary school, and a secondary school, which serves all of the high school-aged students from Ucluelet, Tofino, and the Tla-o-qui-aht, Toquaht, and Yuułuʔiłʔatḥ communities.

Ucluelet harbour is one of the largest ports in British Columbia and home to a thriving charter fishing industry, as well as large First Nations and non-First Nations small boat fleet. This level of activity is a testament to the health of the resource and water quality.

Ucluelet's Small Craft Harbour marine facility has 20-amp service, fresh water, a maximum draft of 3.7 metres (12 feet), and is within walking distance of the village centre. For more information please contact Harbour Master Kevin Cortes at the Harbour Office (phone: 250-726-4241, [kcortes@ucluelet.ca](mailto:kcortes@ucluelet.ca)).

In 2012, the District of Ucluelet installed a boat launch facility to provide public access to Ucluelet Harbour and beyond. The facility has a concrete ramp and 36.7 metres (120 feet) of dock, as well as parking for up to 10 vehicles and trailers. There is no charge to utilize this public facility. The District of Ucluelet also operates the Main Street dock which has limited moorage.

Ucluelet Harbour is home to two private marinas, a fuel dock, a marine ways and shipwright, a repair shop, deep-water anchorages, and a paved dryland sort five hectares in size with a ramp for unloading barges. Significant economic and biomass data is also available as a result of fisheries monitoring activity.

For more information visit <http://ucluelet.ca/>.

### **Accommodation**

Ucluelet has a wide range of accommodations available, from luxury hotels to hostels and camping. Contact the Ucluelet Chamber of Commerce at 250-726-4641 to discuss accommodation options that can meet your groups' needs or visit <http://ucluelet.ca/stay-in-ucluelet/browse-things-to-do> for a listing of accommodation providers.

## **Businesses**

For local accommodation providers please browse the listings at <http://ucluelet.ca/stay-in-ucluelet/browse-things-to-do>.

For a listing of local services and trades please see the Ucluelet Chamber of Commerce Business Directory <http://ucluelet.ca/community/ucluelet-trades-services>.

For a listing of visitor experiences including surfing, hiking, kayaking, wildlife watching, and more see <http://ucluelet.ca/explore-ucluelet-british-columbia/browse-things-to-do>.

## **Meeting, Event, and Education Facilities**

Ucluelet has a range of meeting and event facilities, as well as a number of specialized facilities that may be useful when delivering programs locally.

Facility	Room Details	Cost	Particulars	Contact Info
Blackrock Oceanfront Resort 596 Marine Drive	Conference Centre 140 person capacity 2000 square feet	\$500	Catering available	250-726-4800 dstrothers@ blackrockresort.co m <a href="http://www.blackrockresort.com/">http://www.blackrockresort.com/</a>
	Winecellar 40 person capacity 800 square feet	\$275		
North Island College 10-1636 Peninsula Road	2 classrooms (16 student and 8 student capacity), 9 student computers, ITV capability	Negotiable		250-726-2697; Bill Morrison - <a href="mailto:William.Morrison@nic.bc.ca">William.Morrison@nic.bc.ca</a>
Ucluelet Aquarium 180 Main Street	226 person capacity 3000 square feet	\$500 - \$1500	Can offer a wet lab and hospital tanks to hold animals for a daily fee.	250-726-2782 <a href="http://www.uclueletaquarium.org/">http://www.uclueletaquarium.org/</a>
Ucluelet Athletic Club Hall 1510 Peninsula Road	Large meeting room 100 person capacity 2400 square feet	\$25/1-2hrs, \$75/half day, \$130/full day	Kitchen on site	250-726-7772  <a href="http://ucluelet.ca/community/parks-recreation/facilities">http://ucluelet.ca/ community/parks- recreation/facilitie s</a>
Ucluelet Community Centre 500 Matterson Drive	Activity Rooms 55 person capacity 800 square feet	1-2 hrs/\$20 \$40/half a day \$70/full day	Kitchen on site	250-726-7772  <a href="http://ucluelet.ca/community/parks-">http://ucluelet.ca/ community/parks-</a>

	Main Hall 415 person capacity sitting 775 person capacity standing	\$50/2 hours \$200/half a day \$350/full day + \$250 returnable deposit		<a href="#">recreation/facilities</a>
	Community Room/Theatre 55 person capacity 850 square feet	\$25/1-2hrs, \$50 half a day, \$90 full day		
Ucluelet Elementary School 1350 Peninsula Road	Classrooms, gymnasium & library	No fee	Limited summer access	250-726-7793 Jennifer Adamson
Ucluelet Secondary School 1450 Peninsula Road	Classrooms, science labs, gymnasium, library, band room and industrial ed facilities	Negotiable	Limited summer access	250-726-7796 Carol Sedgewick/ Mike Rhodes

### **Awards and Recognition**

**Award of Excellence for Comprehensive & Policy Plans:** recognizing the Weyerhaeuser/Ucluelet Comprehensive Development Plan (Planning Institute of British Columbia, 2006)

**Bronze Innovation and Excellence award:** recognizing the District of Ucluelet for its Bear Smart program (Premier of BC, February 2008)

**Community Excellence Award – Leadership & Innovation:** recognizing the Weyerhaeuser/Ucluelet Comprehensive Development Plan (Union of British Columbia Municipalities, 2006)

**Community Excellence Award:** recognizing the District of Ucluelet for small communities in the leadership and innovation category, recognizing the extensive work completed in innovative community planning and on environmental initiatives. (Union of BC Municipalities, September 2008)

**Energy Aware Award:** recognizing the District of Ucluelet in the Community Planning and Development category as a result of Ucluelet’s exemplary commitment, leadership and vision in using land-use policy to drive energy and climate progress. (Community Energy Association, September, 2007)



**Global Category Award/Gold First Place – Community Sustainability (all population categories):** recognizing Ucluelet (The International Awards for Liveable Communities, 2006)

**Gold Award – Environmentally Sustainable Project (population under 20,000):** recognizing the Ucluelet Official Community Plan (The International Awards for Liveable Communities, 2006)

**National Sustainable Community Planning Award:** recognizing Ucluelet’s Official Community Plan (Federation of Canadian Municipalities, 2006)

**Planning of the Year Award:** recognizing Felice Mazzoni, the District of Ucluelet’s past Director of Planning Services (Planning Institute of BC, April 2007)

**Prestige Award:** (Vancouver Island Economic Developers Association, January 2008)

**Silver Award – Most Liveable Community (population under 20,000):** recognizing Ucluelet (The International Awards for Liveable Communities, 2006)

## **PACIFIC RIM NATIONAL PARK RESERVE**

Pacific Rim National Park Reserve of Canada is composed of three geographically separate areas.

The Long Beach area is located between the villages of Ucluelet and Tofino, and named after the 16 km (10 miles) sandy beach of Wickaninnish Bay.

The Broken Group Islands area is an archipelago of more than one hundred islands and rocks scattered throughout Barkley Sound and is accessible by boat only.

The West Coast Trail area is a 75 km (47 mile) backpacking route along temperate rainforest, sandstone cliffs, waterfalls, caves, sea arches, sea stacks and beaches

### **Services**

Within the park there are several parking lots and washroom facilities open to the public. There is a day-use fee to enter the park. There are no ATMs in the park and cellular service is limited. The park's visitor centre is at the junction of Highway 4 and the Pacific Rim Highway.

Pacific Rim National Park Reserve offers both marine- and land-based activities, including hiking, kayaking, bird watching, surfing and more. For more information, visit the website <http://www.pc.gc.ca/eng/pn-np/bc/pacificrim>.

The Kwisis Visitor Centre offers displays, films and events on the region's natural and cultural history.

### **Meeting and event facilities**

Kwisis Visitor Centre is available for groups large or small. Contact the park for more information: 250-726-3500; [pacrim.info@pc.gc.ca](mailto:pacrim.info@pc.gc.ca)

### **Accommodation**

Greenpoint Campground is located in the Pacific Rim National Park. Reservations are required during the high season. [http://www.pc.gc.ca/voyage-travel/reserve/index\\_e.asp](http://www.pc.gc.ca/voyage-travel/reserve/index_e.asp)

## **TLA-O-QUI-AHT FIRST NATIONS**

The Tla-o-qui-aht First Nations has three primary communities:

**Opitsaht** is on Meares Island, across the inlet from Tofino. It is accessible only by boat from Tofino. Approximately 150 people live in Opitsaht. Contact the office at 250-725-3350 for water taxi information. Tofino Water Taxi (<http://tofinowatertaxi.com/>) can also provide assistance.

**Esowista** is on Long Beach and the new development of **Ty-Hystanis** is adjacent to Esowista, closer to the highway. Approximately 375 people live in Esowista/Ty-Hystanis. These communities are 20 km from the Tofino-Ucluelet junction and approximately 15 km from Tofino.

Please note that Opitsaht, Esowista, and Ty-Hystanis are primarily residential communities and have very few services for visitors. There are no banks, stores, or ATMS. There is limited cellular service.

### **Accommodation**

There is no visitor accommodation in Opitsaht or Ty-Hystanis although groups may obtain permission to camp by special arrangement. Please call the office at 250-725-3350 to discuss.

Esowista has one facility for visitors, the Long Beach Haven B&B. [www.longbeachhaven.com](http://www.longbeachhaven.com)

The Tla-o-qui-aht First Nation runs the Tin Wis Best Western in Tofino. [www.tinwis.com](http://www.tinwis.com)

### **Meeting and Event Facilities**

For more information or for booking any of the spaces administered by Tla-o-qui-aht First Nations, please contact 250-725-3350.

Meares Island Cultural Centre in Opitsaht can accommodate up to 100 people. Kitchen facilities are available. Access is by water taxi from Tofino.

The Meares Island Heath Centre in Opitsaht can accommodate 20 people in its meeting space and a small lounge area. Kitchen facilities are available. Access is by water taxi from Tofino.

The Tla-o-qui-aht First Nations office in Tofino can accommodate 10-12 in boardroom-style seating. Kitchen facilities are available.

The Esowista Maintenance Building can accommodate small groups in a boardroom style. Esowista is approximately 15 km from Tofino.

The Best Western TinWis Resort in Tofino has a conference centre that can accommodate up to 250 people and board rooms can accommodate up to 45 people. Catering is available. An outdoor covered area suitable for 40 people is also on site. Contact 250-725-4445 or [www.tinwis.com](http://www.tinwis.com).

### **Knowledge and Capacity of Residents**

Tla-o-qui-aht First Nations are rich in history, skills, and capacity in many areas including:

- artists
- canoes
- cultural knowledge and practices
- cultural workshops
- digital storytelling
- elders
- fisherman and harvesters
- governance
- land
- language
- singers and dancers
- speakers
- traditional ecological knowledge

For more information please contact the Tla-o-qui-aht First Nations' office at 250-725-3350.

### **Tla-o-qui-aht First Nations Organizations**

#### **hiłmehsaqin**

hiłmehsaqin is a recently developed nuučanuł language and culture organization primarily composed of Ahousaht First Nation members, but including members from all other nuučanuł nations. Their mission is focused upon a long-term vision to develop a nuučanuł survival school located on remote nuučanuł territories. Their efforts are placed upon providing language immersion, traditional knowledge and skills development, and indigenous foods systems. For more information contact John Rampanen at 250-726-4023; [johnnynootka@reindigenize.net](mailto:johnnynootka@reindigenize.net).

#### **Tla-o-qui-aht Tribal Parks**

The Tla-o-qui-aht Tribal Parks are watersheds managed to integrate human and ecosystem well-being as taught by our ancestors and adapted to today's situation. Tribal Park staff is available to share their work with researchers and educators and as guides within their

territories. For more information go to [www.tribalparks.ca](http://www.tribalparks.ca) or call 1-888-425-3350 or 250-725-3350, ext. 26. The primary contact is Terry Dorward.

### **Quuquatsa Language Society**

"Quuquatsa" translates to "the language we speak" and this organization's vision is to have a fluent Nuu-chah-nulth society/community. The organization plans, advocates, and works to rebuild practices of speaking, thinking, hearing, seeing, and dreaming in the Nuu-chah-nulth languages through preserving, learning, and teaching. For more information contact 250-723-8555; [quuquatsa@gmail.com](mailto:quuquatsa@gmail.com).

### **Businesses**

Tla-o-qui-aht First Nations and its members are involved in a broad range of businesses including:

- Butterfly FX Video Productions
- Canoe Creek Hydro Company ([www.canoecreek.ca](http://www.canoecreek.ca))
- Clayoquot Wild ([www.clayoquotwild.com](http://www.clayoquotwild.com))
- Iisaak Forest Resources ([www.iisaak.com](http://www.iisaak.com))
- Mamook Development Corporation
- Oyster farm
- Sawmill
- T'aaq-wiihak Fisheries
- T'ashii Paddle School ([www.tofinopaddle.com](http://www.tofinopaddle.com))
- TinWis Best Western (<http://www.tinwis.com/>)
- Tla-o-qui-aht First Nations Seafood
- Winchee Hydro Project

Please contact the office at 250-725-3350 for more information and to inquire about individual artists and carvers.

## **YUUFU?IF?ATH**

The Yuufu?if?ath (pronounced yoo-thlew-ilth-uhht) Government is the First Nations government of the Yuufu?if?ath people. Their territory is located at the northern gateway to Barkley Sound with open access to the Pacific Ocean.

The Yuufu?if?ath signed a modern-day treaty with the governments of Canada and British Columbia in April 2011. Yuufu?if?ath is actively pursuing social and economic development, and is exercising its roles and responsibilities as a government. At time of writing, there are approximately 660 Yuufu?if?ath citizens.

The Yuufu?if?ath's main community Hitacu (pronounced Hit-tat-soo) is located on the east shore of Ucluelet Inlet across the bay from the town of Ucluelet and is home to approximately 240 people. Hitacu has a health centre, administration facility, fire hall, youth and learning centre, and community hall. There is a small convenience store, but no bank or ATM. There is cell phone service and high speed internet.

For more information visit [www.ufn.ca](http://www.ufn.ca).

### **Meeting and Event Facilities**

For more information or to book any of the spaces administered by Yuufu?if?ath, please contact the secretary at 250-726-7342.

In late 2014, the Yuufu?if?ath will open a new 17,000 square foot community centre that will include government administration offices, a gymnasium that can accommodate 400 people, various size meeting rooms, and a commercial kitchen. The facility will be equipped with teleconferencing equipment, wireless internet, and a projector.

The Youth and Learning Centre can accommodate 12 people and houses 12 computers, as well as a projector.

### **Accommodations**

There are no accommodations for visitors in Hitacu, however Yuufu?if?ath own and operate the Thornton Motel in Ucluelet. For more information visit [www.thorntonmotel.ca](http://www.thorntonmotel.ca). The Wya Point Resort and Campground offers accommodation in lodges and yurts, as well as oceanfront camping. For more information visit <http://www.wyapoint.com>.

### **Traditional Knowledge**

For more information on the locally-available knowledge and skills please contact the Yuufu?if?ath communications coordinator at 250-726-7342.

## **Businesses**

Yuułuʔiʔaṭḥ recognize that economic development is best achieved independent of political influence and considerations, and as such, have established the Ucluth Development Corporation to oversee the businesses owned by the Yuułuʔiʔaṭḥ. These businesses are briefly listed below. For more detailed information please contact the economic development officer at 250-726-3499 or visit [www.ucluth.ca](http://www.ucluth.ca).

**Business Center and Marina:** The business centre and marine facility is located in Hitacu. For more information and moorage inquiries, please contact 250-726-3494.

**K<sup>w</sup>isitit Feast House** (pronounced Qwi-si-tis): Located at the Pacific Rim National Park Reserve at the K<sup>w</sup>isitit Interpretive Centre, this restaurant is open for the summer months and is available for special events.

**K<sup>w</sup>isitit Gift Shop:** Located in Pacific Rim National Park Reserve at the K<sup>w</sup>isitit Interpretive Centre, this store sells First Nations arts and crafts and national park memorabilia.

**Thornton Motel:** The Thornton Motel is located in Ucluelet. For more information visit [www.thorntonmotel.ca](http://www.thorntonmotel.ca).

**YFN Fisheries, Forestry and Renewable Energy:** These businesses manage the commercial and food fisheries, as well as forestry. Opportunities for renewable energy such as hydro, solar, and wind energy are currently being researched.

**Wya Point Resort:** Wya Point Resort offers luxurious lodge accommodations, rustic eco-yurts, and a family-friendly campground. With direct access to pristine private beaches, the resort sits amongst 600 acres of old growth forest, located on an old village site of the Yuułuʔiʔaṭḥ. Visit [www.wyapoint.com/](http://www.wyapoint.com/) for more information.

**Wya Point Surf Shop Café:** Located at the Tofino-Ucluelet junction, this retail shop offers surfing lessons and rentals, as well as a café.

**Wya Welcome Centre:** The Wya Welcome Centre is the reception and booking office for Wya Point Resort and operates a small gift shop.

## **Videos**

**Be the Change** – A film produced by a group of young Yuułuʔiʔaṭḥ citizens that explores youth understanding the loss of culture and taking steps to reclaim what has been lost. *Be the Change* won the Culture & Heritage Award at the 2013 Cowichan International Aboriginal Film Festival.

**HIV Awareness – Get Educated!** -- A 12-minute video designed to encourage Yuułuᑭiᑭᑭᑭᑭ citizens to “get the test.” It features HIV testing and education from the perspective of a health clinic nurse and client, as well as the story of one Yuułuᑭiᑭᑭᑭᑭ citizen successfully living a healthy life despite being HIV-positive.

**Huᑭinmitin – We Have Returned** -- A 25-minute video that depicts the thoughts and reflections of Indian Residential School survivors. Filmed in Hitacu, with historical photos, the film demonstrates the resilience of five Yuułuᑭiᑭᑭᑭᑭ citizens who spent time at different Indian Residential Schools throughout BC.



## **APPENDIX A: PROTECTED AREAS IN THE CLAYOQUOT AND BARKLEY SOUND REGION.**

### **Tla-o-qui-aht Tribal Parks**

Tla-o-qui-aht Tribal Parks are watersheds in Tla-o-qui-aht traditional territory, managed to integrate human and ecosystem well-being, as taught by Tla-o-qui-aht ancestors and adapted to today's situation.

Meares Island was formally declared a Tribal park by the Tla-o-qui-aht Hawiik (hereditary chiefs) in 1984. In 2007, Tla-o-qui-aht First Nations took several more formal steps to carry out traditional teaching principles, by signing an agreement to pursue joint sustainability with the District of Tofino and by partnering with Parks Canada on a Tribal Parks Establishment Project, with the first focus on Haa'uukmin (Kennedy Lake watershed). <http://www.tribalparks.ca/>

### **Provincial and National Parks**

Pacific Rim National Park Reserve – 7862 ha terrestrial; 6763 ha marine

Strathcona Provincial Park – 58,798 ha terrestrial; 513 ha marine

Hesquiaht Peninsula Provincial Park – 6689 ha terrestrial; 1210 ha marine

Flores Island Provincial Park – 4144 ha terrestrial, 2969 ha marine

Clayoquot Arm Provincial Park – 3491 ha terrestrial

Clayoquot Plateau Provincial Park – 3155 ha

Sydney Inlet Provincial Park – 2083 ha terrestrial; 691 ha marine

Vargas Island Provincial Park – 1749 ha terrestrial; 4039 ha marine

Maquinna Provincial Marine Park – 1269 ha terrestrial; 1398 ha marine

Sulphur Passage Provincial Park – 355 ha terrestrial

Tranquil Creek Provincial Park – 299 ha terrestrial

Kennedy Lake Provincial Park – 188 ha

Gibson Provincial Marine Park – 140 ha

Hesquiat Lake Provincial Park – 62 ha terrestrial; 1210 ha marine

Dawley Passage Provincial Park – 62 ha terrestrial; 92 ha marine

Epper Passage Provincial Park – 55 ha terrestrial; 251 ha marine

Kennedy River Bog Provincial Park – 11 ha

[http://www.env.gov.bc.ca/bcparks/explore/parkpgs/clayoquot-area-brochure/clayquotsound\\_brochure.pdf](http://www.env.gov.bc.ca/bcparks/explore/parkpgs/clayoquot-area-brochure/clayquotsound_brochure.pdf)

<http://www.pc.gc.ca/eng/pn-np/bc/pacificrim/index.aspx>

### **Ecological Reserves**

Megin River Ecological Reserve (within Strathcona Provincial Park)

Cleland Island Ecological Reserve (within Vargas Island Provincial Park)

### **Other Designations**

The Tofino Wah-nah-jus Hilth-hoo-is Mudflats is a designated member of the Western Hemisphere Shorebird Reserve Network. <http://www.whsrn.org/site-profile/tofino-wah-nah-jus> It is also recognized by the British Columbia Ministry of Forests, Lands and Natural Resources as a Wildlife Management Area. [http://www.env.gov.bc.ca/fw/habitat/conservation-lands/wma/tofino\\_mudflats/](http://www.env.gov.bc.ca/fw/habitat/conservation-lands/wma/tofino_mudflats/)

The Tofino Wah-nah-jus Hilth-hoo-is Mudflats, along with the long sandy shoreline of Chesterman Beach are designated an Important Bird Area for Canada.

<http://www.ibacanada.ca/site.jsp?siteID=BC002&lang=EN>

## **APPENDIX B: BOOKS RELATED TO THE CLAYOQUOT SOUND BIOSPHERE RESERVE REGION**

(\* denotes out-of-print titles, which may only be available through libraries)

Note: The CBT houses the Clayoquot Research Library, which holds many research papers, documents, and books on the region. The searchable database can be accessed here:

<http://www.westcoastaquatic.info/searchdb/searchdb/>

Abraham, Dorothy. *Lone Cone: Life on the West Coast of Vancouver Island*. 1945(?)\*

Anderson, Marnie. *Women of the West Coast: Then and Now*. Sand Dollar Press, 1993.\*

Atleo, E. Richard (Umeek) *Tsawalk: A Nuu-chah-nulth Worldview*. UBC Press, 2004.

Bossin, Bob. *Settling Clayoquot*. Sound Heritage Series Number 33. 1981.\*

Breen-Needham, Howard, et al. (eds.) *Witness to Wilderness: The Clayoquot Sound Anthology*. Arsenal Pulp Press, 2004.

Brubacher, Jan, et al. (eds.) *The Sound: news around Clayoquot Sound*. 1997.\*

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# Capacity Building, Training and Business Incubation Strategy

Prepared for the District of Tofino, District of Ucluelet, Tla-o-qui-aht First Nation and Yuułuʔiłʔatḥ Government.

A component of the Advancing the Pacific Rim Knowledge and Innovation Economy project.

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## **Executive Summary**

In spring 2014, the District of Tofino, Tla-o-qui-aht First Nations, District of Ucluelet, and Yuułuʔiłʔatḥ Government embarked on a formal collaboration to develop the education economy on the west coast, along with the support of the Clayoquot Biosphere Trust (CBT) and Westcoast Aquatic Management Association (WAMA). The goal of the project is to strengthen Pacific Rim communities' economic development plans by advancing the knowledge and innovation segments of our local economies. Specifically, the project builds on previous research, momentum, and political will to create a capacity building, training and business incubation strategy for developing a regional knowledge and innovation hub, with community nodes.

## **Areas of Strategic Action**

Using a “learning by doing” approach, the project activities were designed to pilot an administrative ‘hub’ as one model for addressing the following areas of strategic action (as identified in the Terms of Reference of the Pacific Rim Knowledge and Innovation Economy project):

1. Business Incubation and Mentorship
2. Supports for Adult Learners
3. Employment skills training
4. Professional development opportunities
5. Supports for secondary school students
6. Nuu-chah-nulth language education

## **Challenges for Moving Forward**

Currently, individual communities, organizations and institutions are doing their best to deliver their individual mandates while also looking to the future. However, all stakeholders find themselves to be limited by a lack of capacity and funding. People do not have the time to share ideas and opportunities beyond their organization or community. While individual communities, organizations and institutions are functioning effectively as an individual ‘spoke’ or node, the region is missing the administrative ‘hub’ of the wheel (so to speak) that can coordinate multiple independent and autonomous organizations.

## **Lessons from Implementing an Administrative Hub Pilot Initiative**

In order to move forward as a region and leverage opportunities for all communities and stakeholders, the region will need to implement a coordinated approach to address all six areas



of strategic action and recommendations. One key finding from the ‘learning by doing’ approach, adopted by this capacity building, business training and incubation strategy, is the discovery that all education stakeholders appreciate and benefit from the support and coordination provided by an administrative hub, as convened by the CBT. Through hosting events, such as the regional education forum, creating mechanisms for sharing such as the education listserv, and identifying joint-project opportunities in which communities, organizations and institutions can work together, we have successfully piloted the ‘hub’ model for implementing the recommendations for each area of strategic action. We see the next steps as necessary for enabling a ‘hub’ model to continue:

- Fund a full time “regional education coordinator” position within a local organization to create an administrative ‘hub’;
- Use the administrative ‘hub’ to secure funding for local business training and program delivery;
- Continue to use CBT regional education list-serve to share education and training opportunities;
- Use the administrative hub to build relationships with Provincial and Federal programs; and
- Continue to support the Regional Learning Council hosted by the CBT to convene meetings on an annual or biannual basis for building relationships, sharing updates and identifying regional priorities.

### **Recommendations for Strategic Action**

Given the success of this preliminary pilot, we recommend the following actions be taken to support and advance the knowledge sharing and social innovation of the Pacific Rim communities’ economies.

1. Business Incubation and Mentorship:
  - Host business incubation presentations and support partnerships such as Innovation Island Business Acceleration partnership program;
  - Support the delivery of Nuu-chah-nulth Economic Development Corporation programs locally (for example, Entrepreneur Camp and Aboriginal Best).
  - Support the delivery of the SFU Local Entrepreneurship Accelerator Program (LEAP) program;
  - Secure funding to provide hub administration services to support ongoing delivery of workshops and programs while building capacity within community champion organizations.

## 2. Supports for Adult Learners:

- Invite a discussion between local service providers and adult learners to identify needs & opportunities;
- Use the CBT's education list-serve as a means of sharing education opportunities and updates;
- Conduct a literature review on successful models for basic adult education;
- Take steps toward reconciliation together and invite education stakeholders into these important and difficult conversations; and
- Build a relationship with the First Nation Health Authority regional coordinator.

## 3. Employment Skills Training:

- Support local area knowledge training opportunities at the regional level
- Use the CBT education list-serve as a means of promoting employee training
- Encourage & support local commerce organizations to include business training as part of their mandate ;
- Provide administrative support to leverage funding for a range of educational readiness programs;

## 4. Professional Development Opportunities:

- CBT continue to deliver training opportunities for volunteers and non-profits;
- Continue to engage with and support local education delivery partnerships; and
- Continue to offer the Leadership Vancouver Island program as a community funded, regional program.

## 5. Supports for Secondary School Students:

- Help coordinate annual career fairs;
- Assist with creating apprenticeship partnerships & Sponsors;
- Host family events early in the transition from elementary school to high school;
- Support USS in considering more flexible means of meeting students' needs in their early years at the school;
- Participate in the development of the Aboriginal Youth Apprenticeship Program;
- Support programs that develop competencies outside;
- Support mentorship within USS; and
- Celebrate and share successes within and beyond the schools.

6. Nuuchahnulth Language Education:

- Encourage Tla-o-qui-aht First Nations to develop a new language contract ;
- Host a Nuuchahnulth language gathering and celebration;
- Secure Locally-focused language revitalization funding
- Assist with grant writing for language revitalization program funds

## Introduction

In spring 2014, the District of Tofino, Tla-o-qui-aht First Nations, District of Ucluelet, and Yuułuʔiłʔatḥ Government embarked on a formal collaboration to develop the education economy on the west coast, along with the support of the Clayoquot Biosphere Trust (CBT) and Westcoast Aquatic Management Association (WAMA). The communities and organizations recognized that increased skills training, advanced education and promoting a knowledge-based economy will strengthen the diverse nature and long term economic resilience of the region and benefit local youth, families and businesses.

**PROJECT VISION:** Knowledge serves as a key foundation for a vibrant economy, culture, and governance in the Pacific Rim region. Educational institutions, programs, and curriculum reflect the area's unique character, including local culture, knowledge, history and language. There is a high degree of involvement, partnership, and alliance between education providers, governments, businesses, managers, and civic organizations in the area. Together they create a unique Pacific Rim knowledge experience and high standard of excellence, generating pride and reputation locally and internationally. This approach connects local people to employment and advanced educational opportunities, enabling them to stay in the area. It also attracts researchers, learners, and tourists to the area, generating economic returns as well as knowledge exchange.

The goal of the project is to strengthen Pacific Rim communities' economic development plans by advancing the knowledge and innovation segments of our local economies. Specifically, the project builds on previous research, momentum, and political will to pilot a regional knowledge and innovation hub with community nodes.

Building on past research, as well as the current momentum gained from developing partnerships and the political will to create a regional approach, the project recognizes the potential of each community to develop its own niche within an integrated regional education economy. For example, one important outcome of this project is the inventory of regional education assets, which identifies the capacity within each community to host and facilitate education opportunities locally and for visiting learners. Other outcomes of this project include capacity building and identifying training and business opportunities associated with research and education institutions and organizations.

## Background: Regional Education by the Numbers

In 2014, CBT produced its second Vital Signs report-- a community health snapshot that brings together data from a number of sources to tell the story of the region. In addition, the CBT worked with partner communities to conduct a regional survey in the summer of 2014. The data collected provides an important baseline for this strategy.

It is important to note that education is one of the social determinants of health that shapes the lives of all residents. Educational success has a positive effect on overall health. Improving the quality and quantity of local education offerings will have a positive impact on the overall wellbeing of all citizens.

In the Clayoquot Sound Biosphere Reserve Region, 38.1% of the population 15 or older had completed post-secondary education (university degree, post-secondary certificate or diploma). The rate was below the national average (50.7%) and the provincial average (52.2%).<sup>1</sup>

### The Clayoquot Sound Biosphere Reserve Region

The Clayoquot Sound Biosphere Reserve Region (CSBRR) contains eight distinct communities including six First Nations communities and two non-First Nations communities, composing a population of approximately 5,297.

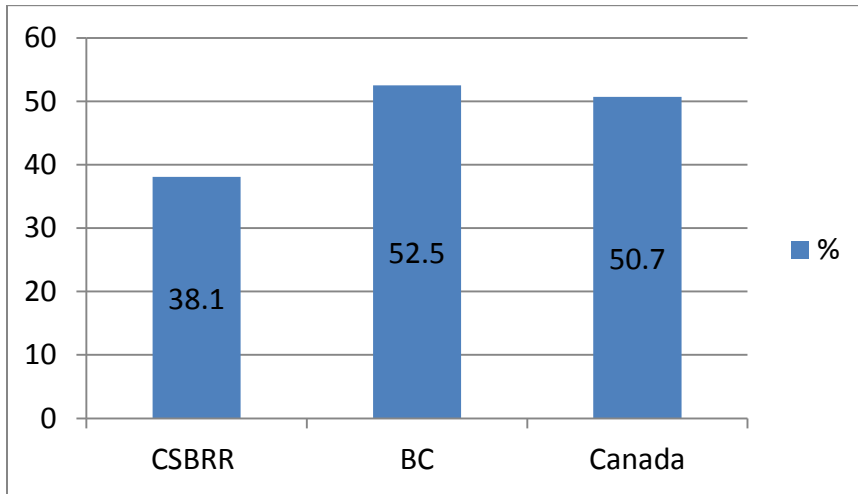
While not all of these communities were participants in this project, local data is most available at the regional scale and has been included for reference.

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<sup>1</sup> Statistics Canada, Community Profiles, 2006

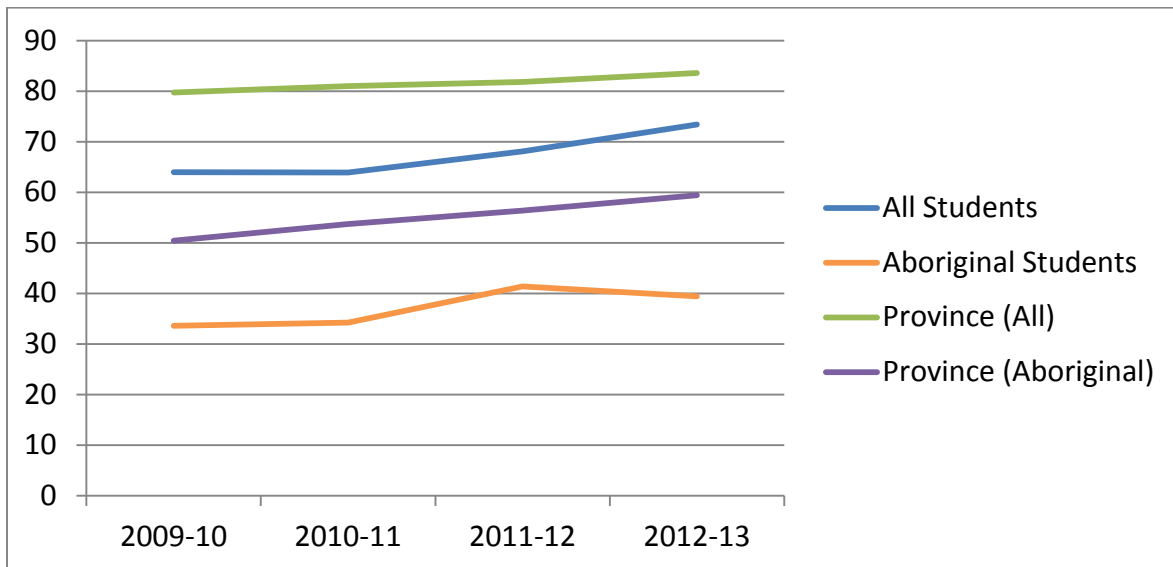
**Figure 1.**

**Comparison of High School Completion Rates in the CSBRR, BC and Canada**



In School District 70, which includes the CSBRR, “six-year completion rates” (completion of grade 12 within six years) in the 2012-2013 school year was 73.4%, up 9.5% from the 2010-2011 school year (63.9%) (see Fig.1). For Aboriginal students, the rate was 39.4%, up 5.2% from the 2010-2011 school year (34.2%). This compares to a provincial rate of 83.6% for all students and 59.4% for Aboriginal students.<sup>2</sup>

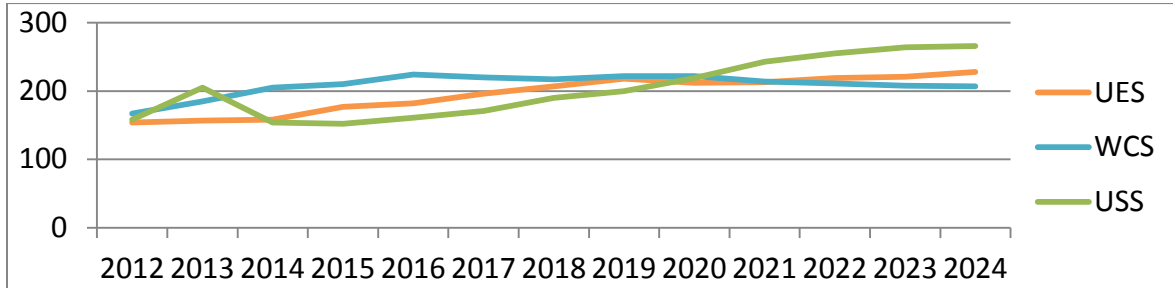
**Figure 2. Six Year High School Completion Rates (SD 70 vs. Province)**



<sup>2</sup> BC Ministry of Education [bced.gov.bc.ca](http://bced.gov.bc.ca)

Our communities are young and growing. Enrolment projections show continued growth in our schools.<sup>3</sup>

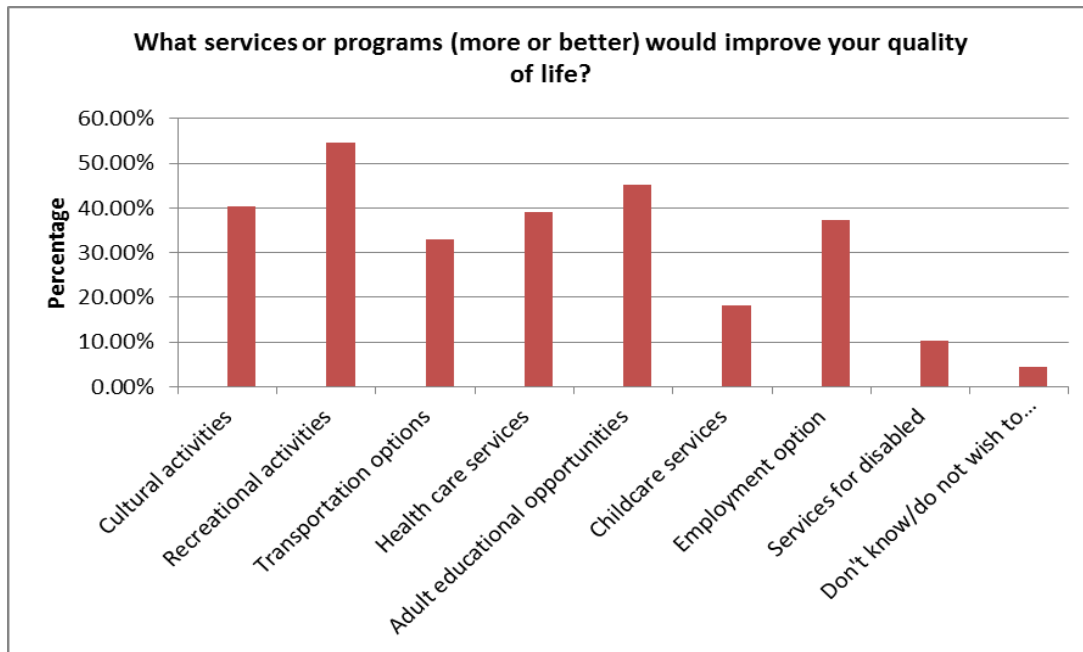
**Figure 3. Pacific Rim School Enrollment projections**



The following data was collected through the 2014 regional survey.

As illustrated in Figure 4, Over 45 % of respondents indicated that adult educational opportunities would improve their quality of life.

**Figure 4. Local Perceptions of Services to Improve Life Quality in 2014**

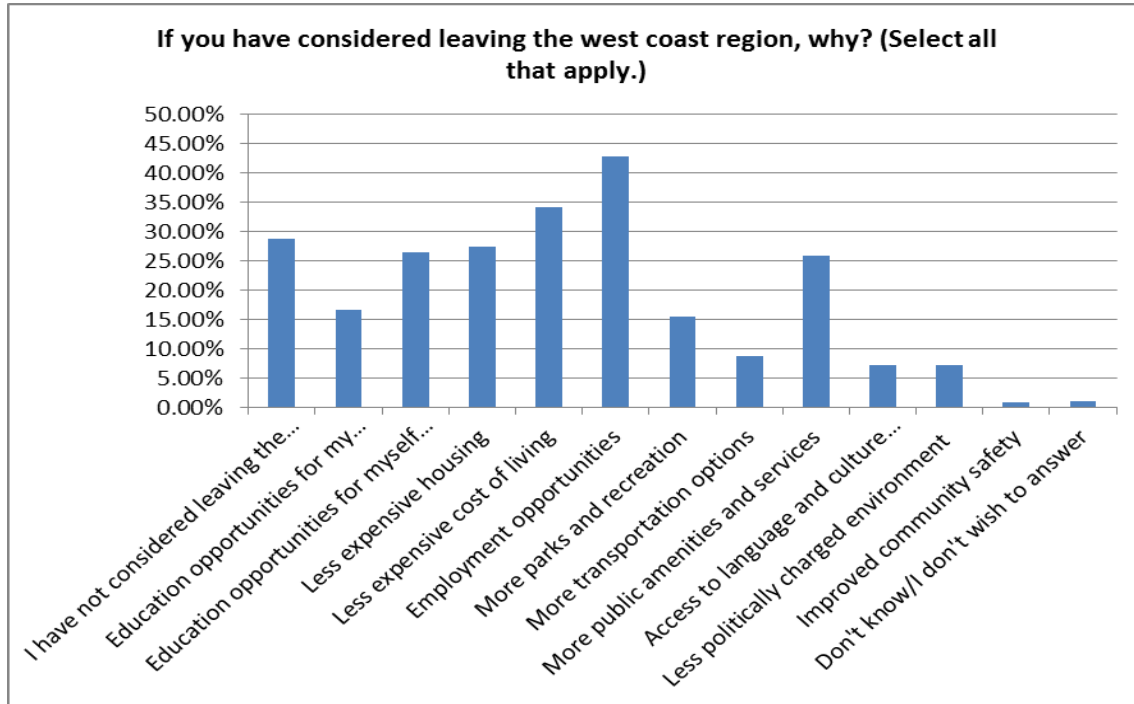


When asked “what infrastructure or amenities, if any, do we need to better support tourism?” 7.0% of respondents indicated job training.

<sup>3</sup> School District 70

16.7% of respondents indicated that they have considered leaving the west coast region to pursue education opportunities for their children, while 26.4% have considered leaving the area to pursue education opportunities for themselves.

**Figure 5. Percent of Population Responses for Why They Would Leave the West Coast**



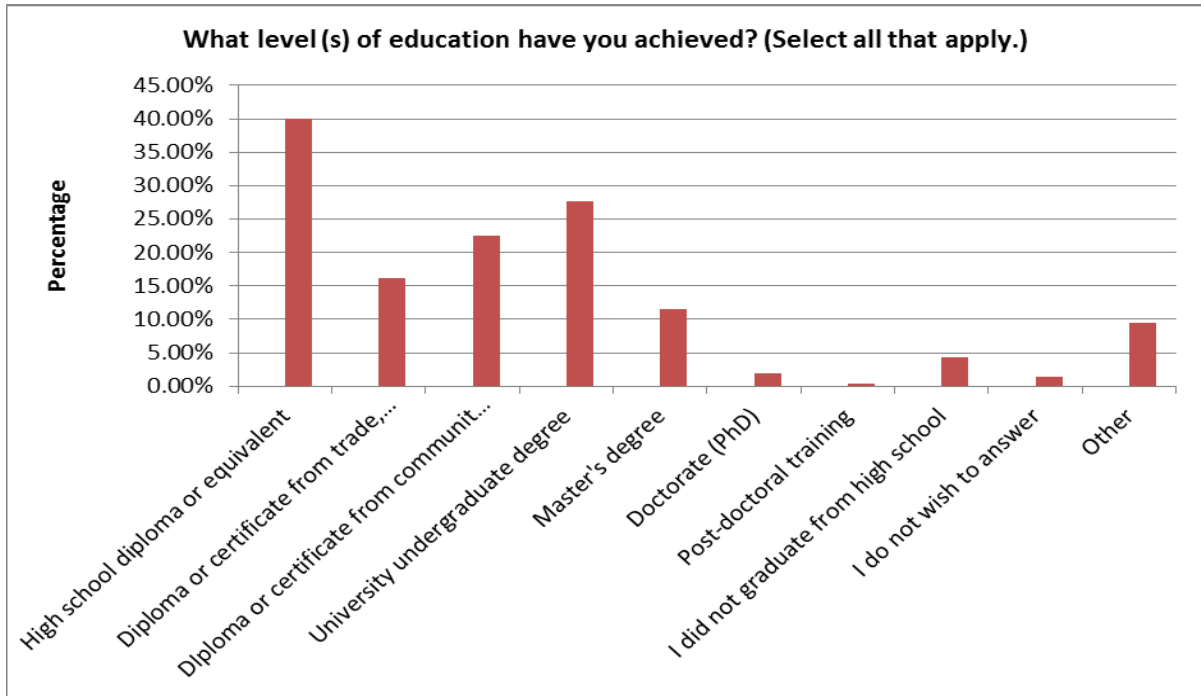
The following data in Table 1. provides a breakdown of the level(s) of education achieved by respondents to the regional survey.

**Table 1. Education Level Achieved by Percent of Respondents**

High school diploma or equivalent	40.0%
Diploma or certificate from trade, technical or vocational school	16.2%
Diploma or certificate from community college	22.5%
University undergraduate degree	27.7%
Master's degree	11.5%
Doctorate (PhD)	2.0%
Post-doctoral training	0.4%
I did not graduate from High School	4.3%
I do not wish to answer	1.4%
Other (please specify)	9.4%



**Figure 6. Level of Education per Percentage of Regional Survey Respondents in 2014**



Lastly, the following Figure 7. provides a breakdown of what level of training or education respondents would like to achieve.

Figure 7. Desired Level of Education per Percentage of Regional Survey Respondents in 2014



## Goals and Objectives

The main goal of this project is to improve opportunities for local education and training so that residents can continue to live, work and thrive in the region. The project provides the background and initial scope for developing a capacity building, training and business incubation strategy focused on the following three key objectives:

1. To identify and build-on existing local capital assets such as human capital, infrastructure, physical capital and social capital;
2. To foster capacity development and entrepreneurship through training, mentoring, education and other means; and
3. To enable businesses, researchers, governments, non-profits, educational institutions and residents to work together to share knowledge and deliver innovation by creating networks, events, awareness and other linking activities.

## Approach

This project used a ‘learning by doing’ approach. For example, the Clayoquot Biosphere Trust (CBT) initiated a four month pilot of a regional knowledge and innovation administrative hub, beginning with hosting the Regional Education Forum. Lessons from this pilot initiative provide the basis for developing a long term regional knowledge and innovation strategy. For example, one outcome of this pilot project is the ongoing meeting of Regional Learning Council in which stakeholders continue to build relationships and develop priorities together.

### **Piloting the “Hub” Model: The Regional Education Forum**

In May, 2014 the Clayoquot Biosphere Trust (CBT) hosted a Regional Education Forum to bring together education stakeholders from all communities. With strong participation, the meeting provided an opportunity for each community, organization and institution to share their priorities and initiatives in order to achieve a shared understanding of the status of education in our region. The attendees worked in small groups to discuss education strengths, weaknesses, opportunities and threats. Participants took the opportunity to discuss what educational success means in our region and to determine next steps for working together.

The CBT presented an overview of regional statistics related to education. Given that statistics at this scale lack context for our local situation, the presentation spurred a lot of discussion regarding the cultural relevance of foundation skills assessment tests and the challenges of tracking attendance and graduation rates. Participants noted the cultural bias often embedded within data collection and psychological testing. For example, there is a strong bias towards outgoing personality types and verbal communication skills. Participants also noted how

important it is that data is collected and analyzed at the scale of our local region, rather than at a broader geographic scale that includes Port Alberni statistics.

The group discussed the ongoing impacts that residential school trauma has had at both the individual and community level. There is a strong need to recognize these impacts and to take a holistic approach to healing this hurt through work at the community, individual and school level.

The forum wrapped up with the opportunity for attendees to share a final thought. Much appreciation was shared, both towards individuals for taking the time to travel to and attend the session, as well as towards the CBT for bringing the group together. There was a strong interest in continuing to gather as a Learning Council in order to share information at the regional scale and, more importantly, to develop and implement projects together (i.e. action focused).

## Areas of Strategic Action

### 1. Business Incubation and Mentorship

Business incubation is a process which provides a framework of support to help entrepreneurs build profitable and sustainable companies. Similarly, business accelerators help companies to scale up while building on an established model and success. Business incubators generally fall within a spectrum between technology focus or skills focus.

Technology-focused incubators provide the physical infrastructure to support new businesses. These co-working spaces include desks, phones, reception services and access to advanced technology such as 3D printers, as well as access to expertise and other resources. Ideally, new businesses purchase these services at an hourly, weekly or monthly rate until the point that a company can move on to sustain itself independently. A recent example of a technology incubator on Vancouver Island is SquareOne in Nanaimo (<http://thinkbigatsquareone.com/>).

Skill-focused incubator programs provide business advisory support, management guidance, educational networks and other resources. Community Futures is an excellent example of a skill-focused incubator (<http://www.cfac.ca/>). Established in 1985 by the Federal Government, Community Futures offers services ranging from business planning workshops, advisory services, financing, and services targeted to specifically to youth and entrepreneurs with disabilities.

Locally, there is interest in increasing business incubation services to support new companies, as well as existing businesses, especially given the seasonal nature of the local tourism economy.

Recommendations:

- Host business incubation presentations and workshops. A winter speaker series in partnership with local economic development committees and commerce organizations would provide a means of increasing knowledge and skills, as well as introducing trends and examples from other communities.
- The CBT will be hosting Innovation Island in February 2015 to share their insights on how to build a successful business start-up ecosystem. Other topics identified include succession planning and Venture Acceleration program opportunities through the BC Acceleration Network.
- Support the delivery of Nuu-chah-nulth Economic Development Corporation programs locally (for example, Entrepreneur Camp and Aboriginal Best).

- Support the delivery of Island Innovation programs locally with funding leveraged from the British Columbia Innovation Council.
- Support the delivery of the Local Entrepreneurship Accelerator Program (LEAP) program. Simon Fraser University offers this program in partnership with a local host organization. This model allows the region to test the social enterprise waters and develop local capacity.
- Provide hub administration services to support ongoing delivery of workshops and programs while building capacity within community champion organizations.

## **2. Supports for Adult Learners**

There is a consistent need for adult basic education (ABE) throughout the region. Supports for basic adult learning have shifted away from School District 70 delivery due to the loss of dedicated funding. Currently, services are offered by individual nations to their members. Tla-o-qui-aht First Nations has sought funding to deliver ABE in their communities based on high demand, but has not been successful. A dedicated teaching space for adult basic education would be a great asset to this community. Yuułuʔiłʔatḥ Government staffs an education coordinator position, but has had high turnover because it is a .2 position that has provided an opportunity for new teachers to gain local experience before moving into full time positions. North Island College also offers support and tutoring for students at their Ucluelet location. These upgrading services can be offered in collaboration with Ucluelet Secondary School (USS) which is well positioned to work with more flexible secondary school curriculum.

Education stakeholders have identified a need to look broadly at barriers for adult learners. For example, transportation and daycare are significant challenges on the west coast especially for the Nuuchahnulth communities. Some adult students find themselves busy coping with these challenges and unable to prioritize their education in the face of more immediate needs. There is support for looking at programs that “meet students where they are at.” For example, the Yuułuʔiłʔatḥ SEEDS program supports adults receiving social assistance and offers a wide range of services. Programs such as the Nuuchahnulth Education and Training Program (NETP) graduated licensing and life skills training have been helpful in getting individuals on a path towards employment.

It is important to note that the ongoing impacts of Indian Residential Schools continue to impede adult learner success in our region. Many Nuuchahnulth people have good reasons for not trusting the education system and continue to carry their personal experiences heavily. Younger generations are also sharing in this burden as intergenerational effects continue.

## Recommendations:

- Invite local service providers to focus on supporting adult learners by identifying opportunities to work together across disciplines through a range of universal, targeted and clinical programs. This discussion could begin at the Coming Together Forum planned for May, 2015.
- Create opportunities for ABE instructors to meet annually or biannually to share information and priorities.
- Utilize and promote the CBT's education listserv as a means of sharing education opportunities and updates such as the NETP learning initiatives. Clear communication is vital to keeping all stakeholders up to date.
- Conduct a literature review on successful models and programs showing a high level of positive impact on transforming challenges into opportunities for basic adult education in other countries, provinces and rural communities. The purpose of this research is to identify success factors and innovative programs that could be considered locally.
- Take steps toward reconciliation together and invite education stakeholders into these important and difficult conversations. Tla-o-qui-aht First Nation, the District of Tofino and the CBT will be completing a Returning to Spirit program in January, 2015. Further open and honest conversations should be considered with a goal to co-create a strong foundation for our all of our communities and for student success.
- Build a relationship with the First Nation Health Authority regional coordinator to promote locally available services for enabling culturally safe mental health and human well being.

### **3. Employment Skills Training**

While no formal organization or agency is the lead for employment skills training, businesses in Ucluelet and Tofino have a range of training needs for their employees and believe these can be met locally. None the less, there is an ongoing need for recertification and 'refresher' courses every one to three years.

A significant number of businesses identified the need for employee training in local area knowledge. The Ambassador program offered in Tofino was identified as a highly regarded source of local area knowledge training by Tofino businesses. The majority of businesses provide this type of training in-house to their staff.

As one might guess, word-of-mouth is the most common way that businesses find out about local training opportunities for employees. North Island College is the 'go-to' place for First Aid training.

Businesses also search online for training opportunities, send employees out of the communities for training, and partner with other businesses to recruit trainers and fill a desired course.

Businesses would like to see a wider range of local training options including language courses (German, French, Spanish, and English), computer courses (specifically on how to use the latest versions of popular computer programs such as Excel), professional cook training, world host, fitness theory, basic communications and writing, as well as customer service training offered locally.

Many businesses noted that they have the ability to provide apprenticeship opportunities especially within the culinary and hospitality sectors. Some businesses cannot offer 'formal' apprentices but do hire co-op students, interns, and student volunteers.

#### Recommendations:

- Develop greater awareness of local area knowledge training opportunities, such as the Ambassador Program and adapt for regional delivery. Funding is required in order to develop new curriculum and to sponsor delivery in new communities.
- Utilize the education listserv as a means of promoting employee training opportunities to ensure courses are well advertised and attended.
- Encourage local commerce organizations to include business training as part of their mandate and support the development of capacity within those organizations.
- Provide administrative support to leverage funding for a range of educational readiness programs. The CBT is currently assisting NIC and Tofino chefs seeking funding to deliver a basic culinary skills course. The CBT has also begun conversations with stakeholders interested in expanding the Ambassador program within the region.

The top ongoing training needs identified by local businesses are Occupational First Aid, CPR-C, FoodSafe, Serving It Right and marine courses such as: Small Vessel Operator Proficiency (SVOP), Marine Basic First Aid, Marine Emergency Duties, and Pleasure Craft Operator Card (PCOC).



## **Case Study: Ambassador Program**

*One defining characteristic of our tourism base economy is the transient nature of our seasonal labour force. As a consequence, many of our locally employed people require an introduction to the local area knowledge and history. Three years ago, a pilot project of the Tofino Long-Beach Chamber of Commerce was initiated to encourage local knowledge awareness training amongst local businesses.*

*“I heard that Lone Cone was an extinct volcano.” “What does Clayoquot mean and how do you say it?” “Where can you see whales?” Front-line staff people are peppered with questions from curious visitors throughout the year. To build the skill level and confidence of staff and to enhance visitor experience, the Tofino-Long Beach Chamber of Commerce now delivers the Ambassador Program, an education and training module of regional information about the local ecology, history, and communities.*

*The Ambassador Program builds on the success of another locally-developed program, the Raincoast Host, an initiative of the Raincoast Education Society (RES) and is delivered by staff of the RES and other knowledgeable instructors. The Tofino-Long Beach Chamber of Commerce developed the current curriculum with the help of local agencies.*

*The program aims to educate participants with a comprehensive overview of the community’s histories, values, successes and challenges. Specifically, the program:*

- *provides consistent and accurate information to enhance the understanding of local residents, businesses, and employees about the natural and cultural history of the region;*
- *increases awareness and understanding regarding a number of specific issues (for example, proper behaviour in bear, wolf, and cougar country; greater understanding of First Nations’ history and ties to the region, etc.)*
- *increases awareness of regional non-profits as well as agencies such as provincial and federal parks and the Clayoquot Sound UNESCO Biosphere Reserve;*
- *builds cross-cultural understanding;*
- *improves “good host etiquette”, positive service, and leadership behaviour, to enhance visitor experience; and fosters civic responsibility, volunteerism and participation in community events and projects.*

### **Secrets to Success:**

The program is offered free.

Collaboration between many groups to develop and test the curriculum.

Employers recognize the excellent training opportunity.

#### **4. Professional Development**

There is a strong need for locally delivered, relevant professional training to support middle and upper managers within our communities. Many professionals find that it is difficult to schedule and afford courses and workshops outside of the region. While there is a wide range of programs available online, community members are seeking a supportive learning environment that is locally and culturally appropriate. The successful Leadership Vancouver Island program has proved that there is local demand for such courses and that communities can work together to meet their own needs.

Beyond the current leadership training, there is additional need for a locally-available program to develop management skills including financial planning, strategic planning, public speaking, coaching and economic development. It is important for residents to be able to learn within their community where they have supports in place and to create opportunities for these management competencies to be taught with an indigenous lens and include cultural teachings.

Recommendations:

- CBT should continue to deliver training opportunities for volunteers and non-profits as a means of building capacity. Recent workshops on knowledge philanthropy, strategic planning and governance have been very well received. The CBT has been able to deliver these workshops for no charge by leveraging their own board training and accessing training grants.
- Continue to engage with and support partnerships with First Nations communities and universities to create custom designed accredited and non-accredited programs in our communities. The CBT will be hosting faculty from the Ch'nook program at the Sauder School of Business (UBC) in January with a view to developing local opportunities.
- Continue to offer the Leadership Vancouver Island program as a community funded, regional program.

## **Case Study: Leadership Vancouver Island**

*Leading self, leading others, leading community. These are the tenants that guide the Leadership Vancouver Island (LVI) program, an initiative of Vancouver Island University. In 2013, a made-on-the west coast version of this program had its inaugural year in the Clayoquot Sound Biosphere Reserve region. Guided by leaders in local government, business, and not-for-profit organizations from all communities on the west coast, the revised program was crafted to mentor west coast leaders. The program helps build community leadership and offers advanced learning close to home.*

*Now administered and coordinated through the CBT, local participants in the LVI program engage in community leadership development through several dynamic individual and group learning opportunities during the 10-month program year. The program begins with a two-day residency in September and is followed by eight learning days – once day a month from October to May – spread out amongst communities within the Clayoquot Sound Biosphere Reserve region (CSBRR). Each learning day follows a theme and brings together participants, facilitators, presenters, and other LVI contributors. One of the highlights of the west coast program is that participants meet people who live throughout the region and, through the course of the program, visit all seven communities in the CSBRR.*

*Students create their own personal leadership plans and work with their team and a coach to craft their own path of learning. Groups of students also apply their skills to community projects and initiatives as they bring a team project through from conception and planning to implementation and evaluation. Upon completion of the program, students are eligible to receive six credits from Vancouver Island University.*

### **Secrets to Success**

Employer support allows learners to take time from work to attend the program. In several cases, the employer also paid the tuition fee.

Learning at home. Students receive high-quality educational opportunities very close to home, which is excellent for students who work full-time, who are parents, and/or do not have the means to travel out of town once a month for 10 months.

Financial support from local municipalities. A \$10,000 commitment from both the District of Tofino and the District of Ucluelet helped “seed” the program and provided leverage for further funding.

## 5. Supports for Secondary School Students

At the elementary and secondary school level, students are supported by a group of dedicated teachers and administrators who deliver locally and culturally relevant education in order to meet Ministry of Education outcomes with limited resources. At the same time, we continue to see graduation rates below the provincial average, especially for our First Nation students. Once again, it is important to look at the social determinants of health to understand how a number of underlying issues are undermining student success. The seasonal nature of the west coast economy is presenting barriers for our younger students, as they experience the effects of seasonal employment and housing challenges at home. Many students find themselves moving either within or beyond the region in order for their parents to find year-round employment. As well, families are challenged to find appropriate year-round housing and may also face transportation challenges. Teachers and administrators frequently work to support students in light of these circumstances and note that our close-knit communities make this possible.

Students, teachers and administrators report that the transition from elementary to high school is a critical time. The students with the hardest time transitioning from high school may lack executive skills such as showing up to class on time and bringing the appropriate materials which are necessary for the more independent learning environment.

Yuulu?i?ath Government has made an investment in time, energy, and funding to support youth and has noted an increase in graduation rates. They are pleased to see their 'at-risk' list shrinking and credit success their investment as well as to bringing services into their community.

USS has shown leadership in developing and delivering locally-relevant classes for its students including Kayaking 11/12, Sustainability Studies 11/12 and Global Education 11/12. There is a strong demand for experiential learning programs, hands on learning and apprenticeship programs. The Aboriginal Youth Apprenticeship Program is currently developing curriculum to support fisheries apprenticeship training beginning in grade ten. The program is in a pilot stage and could potentially be delivered locally.

Recommendations:

- Provide coordination support for annual career fairs and invite participation from key partners (for example, Uu-a-thluk and Nuu-chah-nulth Seafood Corporation).
- Provide assistance identifying apprenticeship sponsors and creating apprenticeship partnerships.

- Host family events to engage both students and parents early on in the transition from elementary school to high school. This is especially important for families new to the school and from outside Ucluelet who may not have had contact with USS programs or teachers.
- Support USS in considering more flexible means of meeting students' needs in their early years at the school. Experiential learning and 'alternate' programs can support students who struggle in the normal classroom setting.
- Participate in the development of the Aboriginal Youth Apprenticeship Program with a view to USS offering the program in 2015-2016.
- Support programs that develop competencies outside of the school in partnership with youth and recreation workers such as the Girls and Guys of the Wildcoast.
- Provide support to update mentor posters within USS and host events where students can meet with both alumni and elders as mentors.
- Celebrate and share successes within and beyond the schools. Help all residents to be aware of the positive work being done locally through assisting with communications.

## **Case Study: Ucluelet Secondary School Apprenticeship Partnerships**

*With such a small regional population it is difficult for our local high schools to offer a broad suite of electives for students. While distance learning may fill the gap for some students, it is more challenging when it comes to trades. But Ucluelet Secondary School (USS), with the support of local tradespeople, is trying an innovative approach to fit the needs of students interested in pursuing a career in the trades.*

*The partnership between USS administration, journeyman John Crookes, a heavy-duty equipment mechanic, and student Logan Arsenault is a case-in-point. Logan has always enjoyed mechanics and it was clear that it would make a fitting career. Logan worked with the school to set his course load in the senior grades so that he had all of his graduation requirements, except for final electives, by the end of the first semester (late January). Then, with the support of Crookes, he began his apprenticeship, earning four courses in the workplace: Apprenticeship 11A, 11B, 12A and 12B.*

*Arsenault plans to enter college or trade school in the fall of 2015, where he will begin his coursework. His required practicum hours are well in hand, however, as Crookes reports all of Arsenault's hours with the Industrial Training Authority. The partnership was so successful that Arsenault continued to work with Crookes the year following his high school graduation.*

*This partnership is the most recent one organized by the school and principal Carol Sedgwick is searching for other tradespeople keen to work with local students. The innovative program allows students to begin their post-secondary training at home, with the support of their high school and local businesses.*

### **Secret to Success**

Students and school administration need to work together to plan senior-level courses to ensure all other high school graduation requirements are completed before the apprenticeship begins.

Students must have a strong interest and aptitude to the particular trade to ensure they don't waste the time of journeymen.

The strong support of local journeymen (with the appropriate tickets) able to have apprentices.

## 6. Nuuchahnulth Language Education

While the number of First Nations people who are fluent in their traditional languages continues to decline, interest in learning is gaining momentum. In our region, 1.7% of First Nations people are fluent in their traditional language, which is down from 3.1% in 2012. But interest in learning traditional languages is on the rise. A further 2.6% speak somewhat or understand and 6.3% identify as being learners. Both these figures have increased slightly since 2012.<sup>4</sup>

Currently, language classes are being offered in many communities and range from grassroots gatherings to university approved curriculum. Some communities are approaching language as a part of community events and incorporating along with other cultural activities. The grassroots events benefit from genuine support but are not supported by any formal administration capacity which prevents them from accessing funding to support their work.

North Island College, University of Victoria and local communities are making steps toward delivering two accredited classes in the region with a local, accredited instructor. As well, many nations have accessed funding to complete digitization projects and, in one instance, a language app and language nest.

It is important to consider the boundaries for language dialects when suggesting regional projects and coordination, as the region includes two different dialects. Teachers are recognizing the need to teach the different dialects and are creating a supportive environment which is inclusive.

Recommendations:

- Encourage Tla-o-qui-aht First Nations to identify a language contact that is able to represent Tla-o-qui-aht on regional initiatives. At this time other nations are unclear who to approach as there are many champions within the community.
- Host a Nuuchahnulth language gathering and celebration to provide each group with an opportunity to share its accomplishments and consider next steps towards working together. This gathering should be planned by a committee with representation from each nation. Logistical support is needed for this to move forward.
- Locally-focused language revitalization funding is needed. Grantwriting and administrative support may also help projects to move forward. Need the support for grantwriting.

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<sup>4</sup> First Peoples' Language Map ([maps.fphlcc.ca](http://maps.fphlcc.ca)) Note: Statistics include all members of each First Nation even those currently living outside the CSBRR.

## Lessons Learned from Piloting the “Education Hub”

As stated in the project vision, “knowledge serves as a key foundation for a vibrant economy, culture, and governance in the Pacific Rim region.” Communities, organizations, and individuals have expressed support for the development of the education economy and there is a strong belief that by providing training and capacity building opportunities within our region we will be able to retain residents and move forward together on our vision. Currently, individual communities, organizations and institutions are doing their best to meet their immediate needs while also looking towards the future.

However, the region has an enormous opportunity to work together to scale up their individual initiatives to achieve their shared vision collectively. All stakeholders find themselves to be limited by both time and money. People are working to deliver their core mandate and do not have the time to share ideas and opportunities beyond their organization or community. Each of these groups is functioning effectively as a spoke or node, but is missing the opportunity to connect through a hub with other nodes.

In order to move forward as a region and leverage the highest potential from current initiatives, the region will need to create an education hub. The “learning by doing” approach adopted by this strategy development has shown that all education stakeholders appreciate the support provided by an administrative hub through hosting events such as the regional education forum, creating mechanisms for sharing such as the education listserv and projects where communities, organizations and institutions can work together on action-oriented projects such as regional delivery of the Ambassador program.

### Next steps: Implementing the Recommendations Through a Regional Education Hub

- Fund a “regional education coordinator” full-time position within a local organization to create an administrative hub that will serve all regional communities.
- Utilize hub capacity to seek funding for programs and providing assistance with grant writing and provide local administration (for example, NETP application for regional Ambassador Program and NIC culinary program).
- Utilize hub capacity to support the development of programs (for example, locally driven management training program in partnership with an accredited university).
- Continue to share education and training opportunities via regional education list-serve.
- Communities should continue to articulate their own priorities, network beyond the region, and foster their own initiatives based on individual needs. The hub can provide support and capacity to help move projects forward, but should not be the instigator.
- The administrative hub will provide an efficient and effective starting point for regional consultation and can orient new education stakeholders to the local education landscape.



- The administrative hub can build relationships with Provincial and Federal programs and offer the capacity to engage with them effectively.
- The Regional Learning Council hosted by the CBT should continue to meet on an annual or biannual basis to create opportunities for building relationships, sharing updates and identifying region priorities. These priorities can then move forward with hub capacity under the direction of working groups. The learning council should be supported by a clear terms of reference.

## **Case Study: CBT Administrative Hub for Regional Training Opportunities**

*In 2013, the CBT organized an Emergency Medical Responders course for 12 First Nations participants from the Central Region with funding provided from the Nuu-chah-nulth Employment and Training Program (NETP). Having the CBT secure the funding and coordinate the logistics of the program took the administrative burden off any one community. As well, this central coordination ensured that the program was open to qualified Nuu-chah-nulth residents within the region. In the end, 12 students were funded: 4 from Ahousaht First Nation, 6 from Tla-o-qui-aht First Nation, and 2 from Toquaht First Nation. As well, 2 more students from Tla-o-qui-aht First Nations were sponsored by their community and one person from Tofino paid for their own course.*

*The course enhanced skill levels of first responders in remote communities, who are called on to deal with trauma and medical emergencies. As well, the course increased the employability of the participants. Having this certification is a pre-requisite that enables people to apply for certain jobs in the region and elsewhere, so having this certification gives these students an advantage and necessary skills for future employment.*

*This was a very challenging course and community involvement was high. Carla Moss, a local ambulance attendant, was invaluable in organizing the course and attended almost all of the sessions, assisting where possible. As well, other local ambulance attendants volunteered their time to help out. Ms. Moss also helped organize the study sessions and was an invaluable resource.*

*The course did have its challenges. The course work was difficult for many students and they required on-going support and more class time to successfully complete the program. The instructors were committed to the success of the students and supported them well, yet there were still cultural barriers and some lack of support for different learning styles.*

### **Secrets of Success**

Regional coordination by the CBT to ensure the program was offered region-wide, without the burden being placed on just one community.

Coordinated support. Students self-organized with voluntary study sessions and a Facebook page, used to share information, ask questions, and set study session times.

Community support. Various parts of the community came together to support the students both in the course as well as financially and logistically. Working ambulance attendants supported the students, Tin Wis Resort provided the meeting room for the course and gave a reduced rate to instructors and participants; Mainstream Canada helped support the travel costs of students from Ahousaht.

## Appendix A: Funding Programs

While sources of funding are constantly in flux, key sources of funding include:

- BC Capacity Initiative – <http://www.bccapacity.org>
- Canada Summer Jobs - <http://www.servicecanada.gc.ca/eng/epb/yi/yep/programs/scpp.shtml>
- CivicInfo BC - <http://civicinfo.bc.ca/18.asp>
- Clayoquot Biosphere Trust - [www.clayoquotbiosphere.org](http://www.clayoquotbiosphere.org)
- Concierge Service, a one-stop-shop for all Governmental programs (grants, funds or other programs of value) <http://concierge.portal.gc.ca/>
- Island Coastal Economic Trust - <http://www.islandcoastaltrust.ca/>
- Nuu-chah-nulth Education and Training Program - <http://www.nuuchahnulth.org/tribal-council/netb.html>
- Union of BC Municipalities - <http://www.ubcm.ca/EN/main/funding.html>
- Social Sciences and Humanities Research Council - <http://www.sshrc-crsh.gc.ca/home-accueil-eng.aspx>
- WorkBC - <http://www.workbc.ca/Job-Seekers/Employment-Services/Community-Employer-Partnerships.aspx>

## Appendix B: Education Strengths, Weaknesses, Opportunities and Threats

This SWOT analysis was conducted in small groups at the May, 2014 Regional Education Forum hosted by the CBT.

### Strengths

- Our culture & values
- First Nations enrollment #'s are high
- Visionary dialogue beginning
- Government collaboration – municipal & aboriginal
- Our environments/lands
- Each community has existing role models
- Traditional knowledge/language speakers
- Regional approaches, creativity; community approach to education
- Dual credit with NIC, experiential learning for credit
- Partnerships between communities
- Increasing populations/new people/ideas/perspective relationships
- Local relationships, trust
- Cultural foundation & initiatives
- Reconciliation, resilience, resurgence
- Community collaboration, growing acceptance, strong communities
- Small population & close knit community which offers a safe environment
- Diversity of communities, pool of talent
- Energy, passion
- West Coast Natural Resources, oral history, local researchers & scientists
- Local expertise, committees in place
- Tourist destination
- Visiting researchers & academic sharing locally
- Education Assistant Program in community i.e. Ahousaht ECE upcoming
- High school for all students (MSS)
- Potential for youth, can do attitude
- Environment, geography, lifestyle of the West Coast
- Engaged local leaders willing to lobby, strong leadership, Leadership Vancouver Island
- Ecosystem & natural classroom, cultural workshops, carving shed
- Ahousaht local schools; elementary & secondary
- Strong elementary & early education
- Community, NGO foundations & institutions
- Dialogue increasing
- Growing population
- Recognize education is not just academic based learning
- CBT neutral third party

## **Weaknesses**

- Technological impediments that are slow & intermittent such as internet access in rural areas
- Economy
- Geographical remoteness & access, importing supplies
- Communities spread over a large area; difficulty accessing local resources
- Cost of living, small industry base, inflated markets
- Transportation; distance between school & home
- Housing; cost & maintenance
- Band-Aid approach does not have lasting solutions
- Mistrust
- Holistic community services that focus on family unit as a whole
- Industrial Education Model
- Funding formulas
- Migration to Port Alberni by skilled people
- Social challenges such as poverty
- Availability & access to daycare/childcare
- Lack of awareness or access to information on community services
- Seasonality for work/employment
- School attendance
- Formal language classes/curriculum
- Financial independence
- Lack personal time/free time
- Lack of communication & coordination
- School attendance & engagement
- Limited amenities & instructors
- Limited special needs support
- Limited amount of programs & funding; economics of educational delivery is not understood by funders
- Limited collective voice i.e. to lobby
- Lack understanding on trauma informed approaches to mental health issues
- Special needs training and skill development is very limited, barriers, limited access
- Lack confidence to use skill sets
- Need to develop self-employment skills & training
- Change how data is collected such as in reference to returning students ; lack communication with community organizations for education & health data collection
- Disconnected standardized testing that is not culturally sensitive or appropriate; i.e. using words and phrases not connected to the geographic area where students reside

## **Opportunities**

- Collaborative i.e. Leadership Vancouver Island
- Natural/cultural wealth & knowledge

- Intergenerational opportunities
- Develop curriculum that is values & culturally based
- Mid-Management certificate/diploma program
- Ambassador program curriculum/aboriginal tourism collaboration
- Pro D Days used as training opportunities for students ie food safe/Low cost/no cost for training
- Workshops to build skills
- Train the trainers
- Build inside/local resources
- Resource/people exchanges
- Individual skill sets per community
- Collaboration/equipment & resource sharing
- Utilize strengths
- Growth & diversity
- Diverse knowledge base to draw on/local community
- Attract external student base
- Field studies/school
- Share a different way of knowing/uniqueness
- Amenity migrants choosing to stay/come home
- Increase online access
- Geographical location
- Respect of culture
- Ecotourism
- W.C. draws/attracts artistic people
- Career Fairs
- Community License Bank/halibut ie Bartering System
- Higher Education
- Youth Conferences
- Cultural activities/canoe journeys
- Intersection of Industry & Nature/aqua culture, ecotourism
- Match education with opportunities & industry ie Culinary arts, aquaculture
- Tourist destination
- Outdoor education/research
- First Nations partnerships
- Aquarium opportunities
- Skill training in high school
- Biology program/marine
- Maritime training/Coast Guard etc./Basic certifications
- More programs/training delivered in the community
- Management training – Ucluelet First Nations/SEEDS
- Wild Pacific Trail Society – interpretative signage & walks/student involvement
- Raise interest, rigor & culture

- MSS wants to be an educational destination
- Education Economy development
- A West Coast Institute
- Lobbying government together as a region (provincial and federal)
- Residential school education credit
- Recognizing cultural learning credits
- Teaching for different learning styles, creative ways to deliver training

### **Threats**

- Loss of culture
- Communication/collaboration
- Overuse of technology
- Western/traditional education systems not humble enough to respond to need
- Lens on education system fragmented
- Lack of funding
- Declining # of knowledge keepers
- Development
- Drop-out system
- Wellness obstacles
- Lack of rural development (Federal Government)
- Small population = quiet voice
- No fibre optics
- Education Budget cuts
- First Nation Schools funding different than for public schools / Separation of the two school systems
- No formal language status for Nuu-chah-nulth language
- Natural disaster
- Volatility of economy, increase in cost of living
- Lack of infrastructure investment/aging infrastructure
- Reduced government funds & investment in education
- Lack of professional work opportunities after education/Limited jobs & career opportunities/seasonality of economy
- Competition from other parts of Vancouver Island/B.C./Alberta
- Brain drain
- Special needs track unnecessarily
- SD70 Geography
- Residential school education credit – triggers & conflict

# **Pacific Rim Education Tourism Market Research and Strategy Development Final Report**

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Submitted to WAMA and the Pacific Rim Knowledge Project Steering Committee:  
Tla-o-qui-aht First Nation, District of Tofino, District of Ucluelet and Yuułuʔiłʔatḥ

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**January 6, 2015**



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## Executive Summary

This market research and development strategy for education tourism was initiated in mid August, 2014. Education tourism, a relatively new segment of ‘special interest tourism’, attracts visitors who are either interested in learning while they travel, or are purposely traveling for a specific learning experience. In August 2014 we asked this question – “Which type of visitor should we focus on for our region?” We were directed by the Steering Committee to target those visitors to the Pacific Rim who deem education to be the main component of their travel. The purpose of this report is to provide a step-by-step approach to a Pacific Rim market strategy in education tourism from an “education-first” viewpoint.

The market strategy document comprises several key components or chapters. They include:

1. Regional Asset Inventory (prepared by separate contractor)
2. Review of Literature in Educational Trends and Opportunities
3. Scan of Community documents, from an Educational perspective
4. Development of Market Segment Criteria
5. Defining Four Key Market Segments
6. Four Market Segment specific positioning statements
7. Regional positioning statement and rationale
8. Competitive market differentiation strategies
9. Market Development Recommendations
10. Ten Community Recommendations

The four key market segments in chronological order are:

1. High school Outdoor Education (13-18)
2. University Field Studies (18-30)
3. Adult Learners (30+)
4. Elderhostel (50+)

## Recommendations: Market Development and Community

The following table outlines several recommendations for moving forward in the categories of product content, coordination and service provision.

**Summary Table: Market Development Recommendations**

Categories	High School Outdoor Education	University Field School	Adult Learning	Elder Hostel
<b>Product Content</b>	Pre-package BC curriculum-justified 'mix' of learning activities	Link with organizations that provide hands-on learning from local knowledge keepers;  Provide culturally safe knowledge sharing with First Nations;	Pre-package 'mix' of learning activities that contribute to healthy lifestyle (leisure & education combined);  Develop partnerships with University Certificate programs in areas of local adult learning priorities.	All inclusive package of meals, accomm. & activities  Local stories, local experts, local experience  Mix of learning and walking (Healthy Lifestyle)
<b>Coordination</b>	Coordinate local hands-on outdoor learning within a diversity of communities;  Coordinate programing with local organizations that links community co-learning with cultural sharing and hospitality;  Coordinate activities between communities	Coordinate stewardship-based research & service projects with local environmental education organizations;	Coordinate program relevant activities with local organizations in different communities;  Coordinate the local learning needs with an attractive learning itinerary for visiting learners	Coordinate appropriate programing with local organizations  Coordinate activities between communities
<b>Service Provision</b>	Access to a cluster of accommodation, kitchen facilities and class room space in several west coast communities;	Access to a cluster of accommodation, kitchen facilities and class room space in several	Access to comfortable accommodation and high quality food catering services in each	

		west coast communities;	community (community tour 'trip pattern');	
<b>Transportation</b>	Access to transportation links between communities;	Access to transportation links between communities;	Access to transportation links between communities;	Access to comfortable mid-cost accomm., affordable restaurant meals
<b>Training and HR</b>			Access to additional job training funds, scholarships and or bursary monies to offset program costs	

There are ten main recommendations from the research for the communities to advance the learning economy on the west coast of Vancouver Island:

1. One central regional organization, with education, research, and FN culture in their mandate, to perform a coordinating role between the four communities.
2. More clustering and coordination of services (accommodation, kitchen, meeting space) will enhance the market segments of High School Outdoor Education and University Field Studies.
3. A marketing plan that encompasses a central hub, with four participating communities (hub and spoke model).
4. A system of transportation links between communities, including water and land transportation.
5. The primary focus for delivery of educational tourism will be the months from October to May.
6. A website that promotes, brands, and offers packages in the four market segments, in the four locations of the network; and exemplifies community and economic reciprocity.
7. Experiential, place-based learning is essential to success.
8. Surfing, First Nations History and Culture, are key attractors to the region.

9. Collaborative Branding with successful existing branding in UNESCO and local DMO's.
10. Elderhostel is a new and emerging market.

The Report explains the market segments and positioning statements in greater detail, and the iterative process undertaken between August and December 2014. A marketing plan for each segment would be the logical next step, involving further research, community input and development.

## **Project Background**

The purpose of the Pacific Rim Educational Tourism Market Research and Development Strategy is to provide a strong foundation of research and analysis to advance the creation of a knowledge economy for the Tla-o-qui-aht First Nations, District of Tofino, District of Ucluelet and Yuułuʔiłʔatḥ government. The main objectives of this work are as follows:

- To identify, test and refine collective and individual education tourism strategies based on:
  - a. the asset inventory, and;
  - b. understanding the needs, interests and parameters of local service providers and educational institutions, researchers, businesses, learners and tourists.
- To work closely with the project Steering Committee throughout the project cycle using an iterative action research approach to guide both the direction and scope of research.

The results of this work are intended for the audience of the Steering Committee, the four communities that took part, and the key organizations currently conducting education tourism within our west coast communities.

## **1. Research Methods**

We employed an action research methodology designed to engage community input and guide a reliable and valid process. This approach was used for three iterative cycles of study, action, analysis and group reflection with the project Steering Committee (see Appendix A for list of contacts). The research steps within each cycle of action are as follows:

### **Research Cycle 1:**

- Literature Review of Education Tourism Trends & Opportunities
- Community Document Scan for Education Goals & Objectives
  - Reviewed secondary sources, primarily academic journals, for literature review
  - Compiled results in 10 page report and submitted to WCA on August 18, 2014
  - Reviewed over 25 local documents relevant to education tourism goals & objectives
  - Presented findings at Aug. 28<sup>th</sup> Steering Committee meeting
  - Steering Committee requested project focus more on the education side of the education tourism spectrum, that we deliver one regional report with a regional view of education tourism market objectives and strategies and prioritize local learning needs.

### **Research Cycle 2:**

- On-line Survey for Existing Education Visitors
- Semi-structured survey with key informants in various market segments
- Web-based analysis of competitive markets
  - Over 23 respondents answered the on-line Survey Monkey questionnaire
  - Conducted over 35 semi-structured interviews with key informants from key market sectors and local distribution channels (See Appendix B for list):
  - Researched Competitive Market Objectives and Strategies (on-line web search)
  - Presented results to Steering Committee on Oct. 31, 2014
  - Steering committee requested we select target markets that will result in zero net economic loss while contributing to community benefits, including local learning needs, research needs and distributed economic



benefits throughout the region (see section 7 for market segment selection criteria).

- Interim results report was prepared and submitted Nov. 24, 2014.

### **Research Cycle 3:**

#### ➤ Market Strategy Report

- Analyzed results with selection criteria for target market segments (based on Steering Committee recommendations)
- Analyzed regional asset inventory for supply and demand product matching
- Developed market positioning guiding principles
- Developed market objectives and market strategy for each market segment, based on a regional market strategy approach
- Submitted findings on Dec 1, 2014
- Final Steering Committee meeting Dec. 12, 2014

## 2. Overview of Tourism in the Region

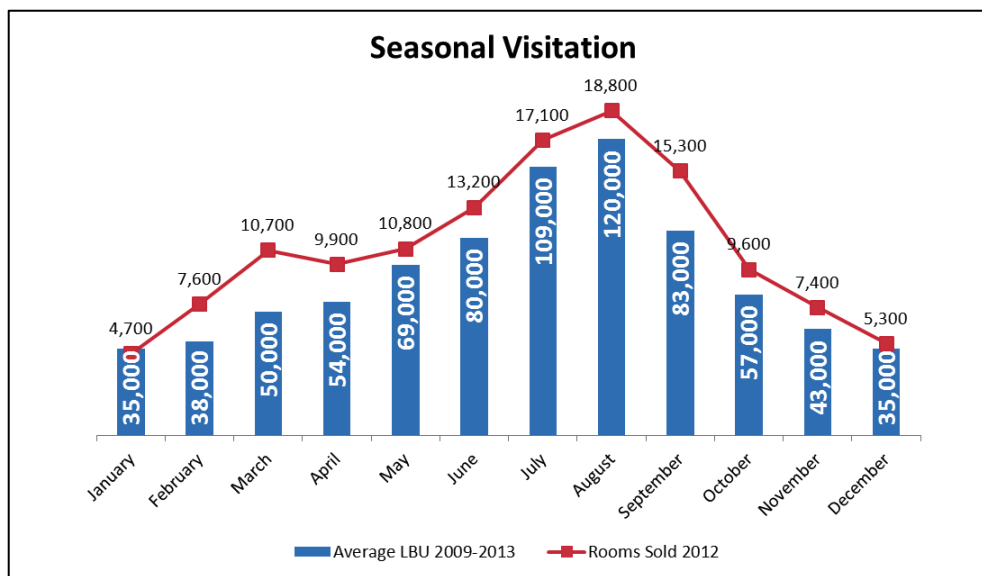
Developing an education market demand strategy for the west coast region requires an understanding of the current cycle of seasonal visitation rates, the peak and trough nature of visitor volumes and the fluctuating pattern of occupancy rates. We describe each aspect of the west coast tourism sector as follows.

### Seasonal Visitation

The tourism sector in the west coast region is characterized by fluctuating seasonal demand, driven largely by a combination of holiday seasons and weather patterns.

Figure 1 presents the seasonal visitation rates.

**Figure 1: Seasonal Visitation Rates for West Coast Region (Average/year)**



(Source: Tofino Tourism Master Plan 2014)

Tourism visitation is busiest in the summer months, July and August. The seasons of Spring (May/ June) and Fall, (September/October) are less busy. The lowest occupancy rates are recorded in November, December, January and February.

Occupancy rates in July and August are at or near capacity. However from October to March, 2012, 70% of total room inventory was unoccupied. The trend is similar for

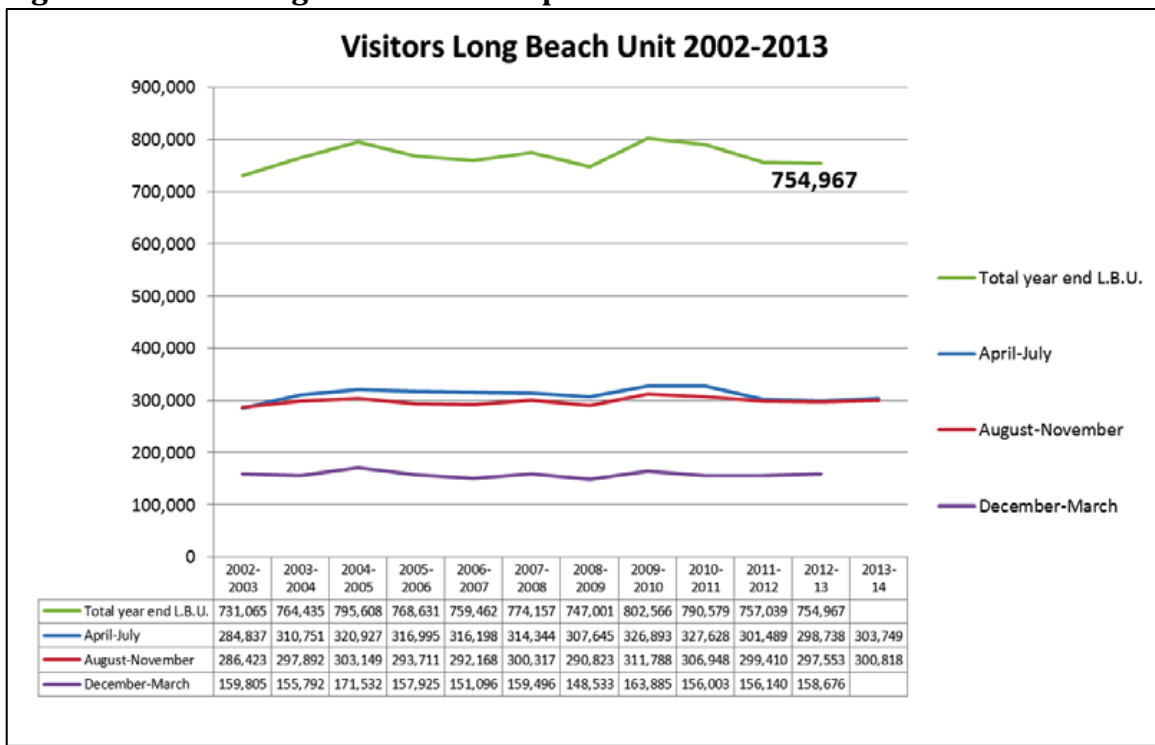
the winter months in all years between 2009-2013 (TMP, 2014, p.18). The Tofino Tourism Master Plan (2014) and other documentation confirm previous research on west coast seasonality (Welk 2008, Dodds 2010, Thicke 2011, Go2,2013, Parks Canada and Tourism Tofino 2014).

This information is significant for several reasons. First, it points to the need to focus education tourism development in the shoulder and off seasons. Most residents strongly support the increase of levels in visitation in the spring/fall and winter months (TMP, 2014, p. 31). Second, weather may need to be taken into account with regard to certain activities, thereby influencing target market focus.

### Visitor Volume

We do not have a precisely accurate measure for the number of visitors to the West Coast. However, a fairly good measure is the number of visitors to the Pacific Rim National Park as presented in Figure 2.

**Figure 2: Fluctuating Visitor Volume per Season**



(Source: Tofino Tourism Master Plan 2014)

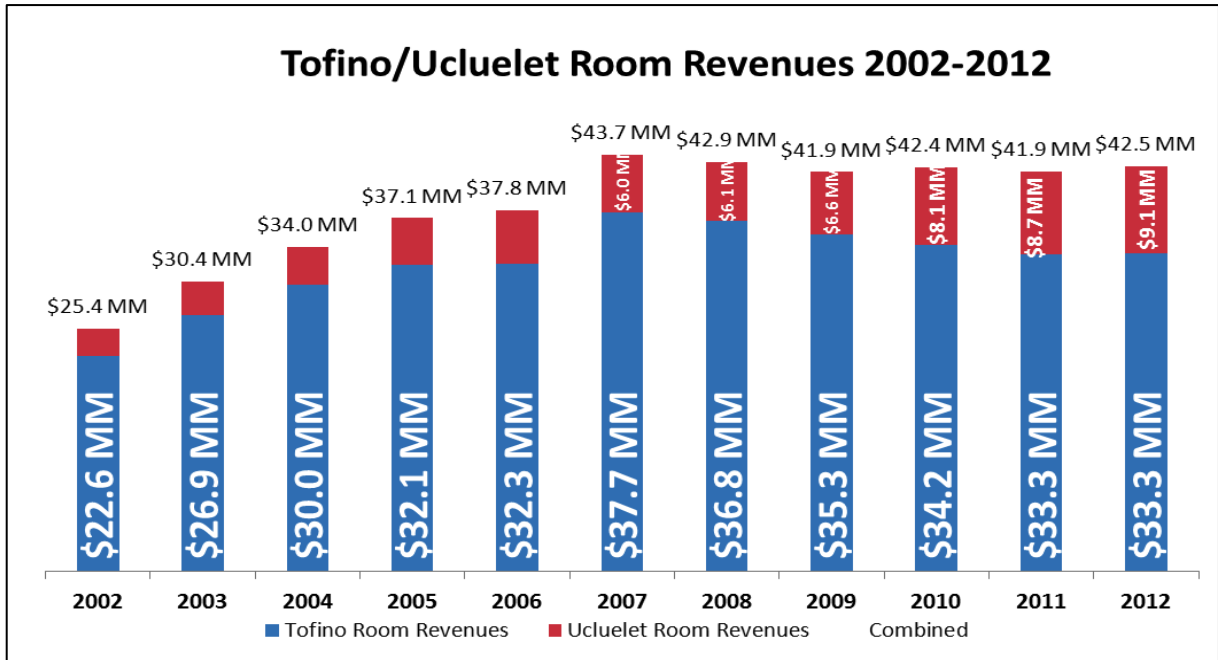
Parks Canada estimates visitors averaging 765,000 annually, with the majority of visits between mid-March to October (TMP, 2014, p.16). Visitation to the Long Beach Unit of Pacific Rim National Park in the summer months, July and August are more than double that of the winter months from December to March. These statistics concur with the occupancy rates above. In addition, visitor numbers have fluctuated over the past 12 years, from a low of 730,000 in 2002-2003, to a high of 802,000 in 2009-2010. Although the region experienced a 6% drop from 2009-10, the past three years have experienced a steady number of visitors in each of the seasons of over 755,000.

The annual measure indicates that tourism has been relatively resilient in comparison to broader British Columbian and Canadian fluctuations in tourism. The decrease from 2009-10 may be owing to a number of factors, from the global economic recession, to the rise in ferry fares. However, it does also support the need of the region to diversify in its product offerings in a manner than supports growth in shoulder and winter seasons. One other conclusion relative to education tourism is that a focus on markets that are more closely situated to the West Coast may assist in insulating annual fluctuations rather than depending on long haul traffic.

## **Room Revenues**

Figure 3 provides room revenues for the Tofino/Ucluelet area. This information is helpful in both product-market matching and in order to consider potential new revenue.

### **Figure 3: Room Revenues Tofino/Ucluelet**



(source: Tofino Tourism Master Plan 2014)

Room revenues in Tofino /Ucluelet increased from 25.4 million in 2002 to 42.5 million in 2012. The room revenues for these 10 years demonstrate that Tofino accounts for 75-80% of the total revenue in the region. However, Ucluelet's proportion of room revenues has risen steadily from 2007-2012 from 15 to 25% of the total room revenues. This illustrates an increasing equity for Ucluelet in room revenue shares. No data is available for the other two First Nation communities.

The total rooms sold in Tofino range from 85,000 to 129,00 per year from 2011 to 2013. Approximately 75% of rooms sold are in the May to October time frame, again confirming the extreme seasonality of the Tofino-Ucluelet region (TMP, 2014, p. 17). The past five years has experienced a steady decline since 2007. Nevertheless, the decline in revenue is not proportional to the decrease in visitor numbers (Fig. 2) leading us to conclude that raising room rates have compensated to a certain extent.

A few observations from this information are relevant in terms of education tourism product development. The fluctuating room numbers not only reflect the need for considerable human resources from May to October, but flexibility to downsize staff

throughout the year. The extreme fluctuation demonstrates the capacity and the four communities' willingness to expand accommodations for the summer season. However, it also indicates the underutilized capacity during the off-season and the pressing need to diversify the scope of the tourism economy in the shoulder and off-seasons.

The data presented above in terms of occupancy rates, visitor volume, and room revenues confirms the trend of seasonality in tourism. The fluctuating room numbers requires considerable human resources from May to October. In addition, the pressures of being a rural and remote region of 4,400 residents providing 129,000 room nights and, grossing 42.5 million in 2012-2013 is quite an impressive statistic (Figure 1, Figure 3, [statcan.gc.ca](http://statcan.gc.ca)). The opportunity and challenge now is to approximate and harness a similar potential in the months from October to May.

Over the years, tourism has been a resilient economic sector for the west coast. However, the past few years have experienced a decrease in the number of visitors and in room revenues. A range of external factors may have caused this but competition for visitors is one key factor. Certainly one response is to diversify product offerings, such as developing education tourism. Given seasonality and room availability, the October to May period is the obvious time, although factors such as labour force need planning consideration as it may limit certain organizations and accommodation properties from participating.

In the present discussion of education tourism, the winter months from October to May present an available opportunity in mid-cost accommodation. This suits the market segments of Adult Learning and Elderhostel. However, there is little availability for the lower end accommodation required by the High School and University segments (Table 1).

### 3. Situation Analysis of Education Tourism and Regional Assets

The situation analysis examines education tourism in the broader context as well as regional assets that support this development and delivery of the experience. When taken together within the context of the west coast tourism sector as outlined in Section 3, as well as community needs and expectations, we begin to see the opportunity for education tourism is based upon:

- targeting the right mix of market segments;
- coordinating our supply of local assets in a distributed manner (rotating visitors through communities), and;
- targeting markets with larger visitor volumes during the months of lower visitation and occupancy rates.

The situation analysis consists of three parts: the Review of Literature of Current Trends & Opportunities in Education Tourism, the Scan of Community Documents, and a Review of the Regional Asset Inventory.

#### 3.1 Education Tourism Trends & Opportunities

Education tourism, a relatively new segment of ‘special interest tourism’, attracts tourists who are either interested in learning while they travel, or are purposely traveling for a learning experience. Two previous reports provide a more in depth presentation of this information (see Appendices D and E) with this section serving only as a summary. Our review of literature, from academic, public, non-profit and private sector, identifies a range of trends and issues to consider, most notably the following:

- The profile of the average tourist in Canada is shifting from being a passive receiver of leisure who is getting away from ‘work’, to an **active engaged outdoor adventurer** who is interested in **life long learning**.

- Canada’s tourism market has evolved over the years, most notably seeing a decrease in the number of European travelers and an increase in the number of Asian visitors. American visitation has decreased over the years but is recently experiencing a rebound, illustrating the long-term unpredictability of markets. Domestic travel remains strong.
- The average Canadian tourist, between **35 and 64** years of age, seems highly active, is interested in **health and wellbeing**, is seeking **green tourism** and travels to destinations with a dual purpose of visiting friends and family while getting **close to nature**. However there is also a growing number of tourists who travel after the age of 50 and who are **over 65**, a group with more time, flexibility and income to engage in education tourism.
- Owing to a lack of government funding for marketing and increasing global and regional/provincial competitiveness, the number of **sectoral and regional strategic alliances**, involving, public, private, as well as local and provincial levels, is not only growing but critical to success.

When these trends in tourism are coupled with the trends in education such as an increasing demand for life-long learning, the growing desire for **experiential place-based learning**, and the increasing need for **cross-cultural exchange and knowledge sharing**, the communities in the Pacific Rim are well situated to offer education tourism experiences that will meet the growing demand.

### **3.2 Regional Scan of Community Documents**

Twenty-five community documents were scanned for local education goals and objectives to identify the prominent education themes that evolved in the region over the last two decades. While the Official Community Plan in both Ucluelet and Tofino give credence to the importance of education; the Yuułu?i?at̓ government gave formal recognition to education as a means of preserving Culture and Language in the Constitution adopted in 2011. The Constitution stems from the Manulth



Treaty signed in 2010. This represents a significant change in responsibility to the Community, giving members the opportunity to define the terms of reference for education from pre-K to Post-Secondary for the Community. From the 25 community documents, six theme areas of desired study emerged:

- Environment Sustainability,
- Ecology,
- Tourism,
- Aquaculture/Marine Studies,
- First Nations Culture and History, and
- Outdoor Education.

These themes were then verified with 23 online survey responses, as outlined in figure 4, and approximately 35 semi-structured interviews (see Interim Results Report, 2014). This conclusion suggests that there is strong alignment between the current education tourism market demand and the study themes that have emerged over the 25 years of thinking about the knowledge economy on the west coast.

**Figure 4: Online Responses Indicating Education Interest for Visitors to the West Coast**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree Nor Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	<b>Average Rating</b>
Learning about aboriginal culture and language is important for our students.	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>30.00%</b> 6	<b>70.00%</b> 14	20	4.70
Learning about biodiversity and ecology is important for our students.	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>15.00%</b> 3	<b>85.00%</b> 17	20	4.85
Learning in an outdoor environment is important for our students.	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>5.00%</b> 1	<b>30.00%</b> 6	<b>65.00%</b> 13	20	4.60
Learning from local people and their local ecological knowledge is important for our students.	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>20.00%</b> 4	<b>80.00%</b> 16	20	4.80

Our results confirm that there is an existing market demand for each of these study themes, moreover there are at least 30 universities already engaged in research on the west coast and approximately 75 High School groups visiting our communities annually for outdoor education experiences.

### **3.3 Review of Regional Asset Inventory**

The regional asset inventory indicates that the west coast region has a high level of organizational capacity, knowledge assets and infrastructure appropriate for education tourism, particularly in the shoulder seasons of Spring and Fall when the visitor and occupancy rates are lower for the region. Below are two sections examining knowledge assets and infrastructure.

### 3.3.1 Knowledge Assets

A review of the regional asset inventory indicates that over 24 community organizations within our region have education in their mandate and deliver educational programs. Many of these organizations deliver programs that could be easily adapted to fit BC school curriculum requirements. Results from 8 semi-structured interviews with local education oriented organizations indicate the following capacity needs for education tourism:

- Access to target markets outside the region
- Training programs for local naturalists & education oriented tour-guides
- Selection criteria for local knowledge keepers, i.e. “who qualifies as a local expert?”
- Local coordination to ‘fit’ the right visiting group with the right local organization
- Attract visiting groups who are interested in:
  - long term monitoring and data sharing (based on local monitoring needs and existing program design)
  - providing community services (i.e. support local high school programs & activities)
  - ‘stewardship’ and a long term relationship with our communities

### 3.3.2 Infrastructure

Different markets require different kinds of support and services. For example, our research indicates that visiting learners in the target markets of High Schools and University Field Schools require a clustering of classroom, kitchen and sleeping facilities. Table 1 illustrates the distribution of these clustered facilities per community.

**Table 1 : Estimated Capacity for Clustered Facilities per Community)  
(classroom, kitchen, beds in proximal locations)**

	<b>Estimated Classroom Units with Kitchen facilities Capacity (people)</b>	<b>Estimated Adjacent Accommodation Capacity (people)</b>
<b>Ucluelet</b>	55 (rooms) 415 (Hall) 100  Total: 570	22 80 40 40  Total: 182
<b>Tofino</b>	60 200 300 30  Total: 590	50 100 8 30 100 40 40 100 12  Total: 480
<b>Tla-o-qui-aht First Nations</b>	20 100 12 Total: 132	30 200  Total: 230
<b>Yuulu?i?ath (require transit from beds to meeting space)</b>	400 200 12 Total: 612	60 40 30 Total: 130
<b>Pacific Rim National Park Reserve</b>	60  Total: 60	60  Total: 60

These estimates provide a sense of the available meeting space and accommodation clusters within a given community. However, depending on the design of the education experience, several communities may be involved in supplying meeting spaces and accommodation. The table does point to strengths and limitations in hosting very large groups, but in most cases, the educational groups will probably be small to medium (5 to 50).

In addition to these services, transportation links between communities are also required, including water taxi service and bus transportation. Seasonality may be

an issue here, with bad weather hindering movement of groups. Contingency plans may need to be developed to respond to such a scenario. The Tofino Master Plan and CBT Asset Inventory 2014 provide more information on this topic.

#### 4. Selection criteria for identifying target markets

The project Steering Committee provided several guiding principles with which to evaluate our target markets. For example, during our first meeting we were advised that education tourism has to work first as a learning experience for local learning needs. Similarly, we were advised that the value proposition has to result in a net gain for the community, rather than a loss. When asked specifically about choosing between economic priority and community social benefits, the Steering Committee emphasized that the education target market should yield, at minimum, a ‘break even’ economic return initially, and contribute a benefit of some kind to the community in terms of education and learning (including research). The following Table 2 summarizes our understanding of the selection criteria for identifying target markets.

**Table 2: Target Market Selection Criteria**

<b>Economic Value</b>	<b>Community Benefits</b>
1. No net loss: the target education tourism market must operate on a cost recovery basis.	1. The transactions between visiting education consumers and local education providers result in some larger return for the community. Knowledge provision for the community, according to their education needs, is a priority.
2. The transactions between service providers and education ‘consumers’ must be equitable and respect the value of local knowledge (provide honorariums to local guest speakers).	2. The production of knowledge in the community is shared with the community in some form (i.e. knowledge symposium, data sharing, newspaper articles, public presentations, reports.)
3. The distribution of education services	3. The distribution of education services

are spread throughout the region through a long and diverse distribution channel for each visiting group.	contributes to long-term partnerships and knowledge sharing within the region.
4. Existing local education organizations are the key providers of education services within the region.	4. The benefits of having more education services in the region are experienced in the local schools and local learning programs (positive feedback loop ).

## 5. Education Tourism Market Segmentation Analysis

The purpose of market segmentation is to narrow the scope of market development and implementation to the specific ‘group’ that best fits with the market product being offered. In simple terms, market segmentation is the ‘task of breaking the total market into segments that share common properties’ (Kotler 1999). The organizations developing education tourism markets on the west coast need to consider the right ‘fit’ between the kinds of education activities the communities want to host and the types of visitors who are interested in participating in these activities. Segmentation enables education tourism organizations to prioritize their marketing efforts on the customer group that offers the greatest potential to realize their economic goals and desired community benefits.

A number of conditions need to be met for dividing the market into specific user groups with a high propensity for being attracted to a specific product. The following list is a summary of prerequisite characteristics for market segmentation:

- The market segment must be a discrete group that is clearly distinguishable from others with specific choice preferences, attitudes, objectives and expectations;
- The market size for the segment must be measureable and differentiated from the larger ‘market’ as a whole;

- The specific value of the market segment must be estimated for assessing the financial value of the potential revenues;
- It must be possible to access the market segment for customized marketing; and
- A segment must have potential to be a continuous flow of visitors with sufficient revenues to help support the costs of marketing to maintain the flow (ETC 2007).

## **5.1 Market Segmentation Target Groups**

Table 3 summarizes the target market segmentation categories that emerged from our research results. Of the eight market segments researched, the following four have the highest potential for successful market segmentation and market development on the west coast (Pacific Rim). The remaining four market segments researched, Surf Schools, Kayak Guide Training, First Nations Language Training and Culinary Tourism, are included as program components of each of the four priority target markets.

First, some information on how Table 3 estimations were presented tabulated is in order. The 'estimated market size' for each of these markets is significantly larger than the inventory of assets the region can provide. We therefore think it is more useful to consider the other indicators. For instance, 'estimated market value' allows for consideration of the economic return for the size of a given group. This estimation of total revenue to the range of services (accommodation, transportation, knowledge leaders/instructors, food plus 15% coordination) is based on a standard group size staying in low to medium accommodation for a period of five to ten days, based on current trip patterns. The column 'marketing distribution channels' indicates key points of contact for developing relations. Finally, 'level of propensity' is based on how many groups are already coming to the region as well as the health and wealth of these markets vis-à-vis our competitor analysis.

**Table 3: Market Segmentation Target Groups**

	<b>Market Segment Group</b>	<b>Estimated Market Size (Geography)</b>	<b>Estimated Market Value /group /trip</b>	<b>Marketing Distribution Channels</b>	<b>Level of Propensity</b>
<b>High School Outdoor Education</b>	Private/Public Schools with Transportation	Vancouver Island	\$37800	Marketing through School District Boards, Surf Schools, Kayaking Schools	High (approx. 75 visiting school currently? visiting/year)
<b>University Field Schools</b>	Environmental Studies, Community Studies, First Nations Culture & Ethnology (Archaeology), Marine Studies	British Columbia, Alberta, Washington, Oregon	\$33750	University Program Heads, Student Calendars, Study Abroad Directories, Canada National Parks, Affiliated Academic Organizations & Research Networks	High (approx. 20 University Field Schools Currently? visiting/year)
<b>Adult Learners</b>	Specific to Local Education Programming /Training needs	Victoria, Vancouver, Seattle	\$42000	University/College Adult Learning calendars (on-line)	Untested
<b>Elder Hostel</b>	Life Long Learning Retirees	Vancouver Island, Vancouver, Seattle	\$38250	Life Long Learning Institutes, Routes to Learning, Road Scholar	High (approx. 5 groups currently? visiting/year)

Market analysis continues below with regard to each segment.

### **5.1.1 High School Outdoor Education Market Analysis**

The following table summarizes the key user group characteristics for the High School outdoor education programs already visiting the west coast. We conducted 15 semi-structured interviews and a number of respondents completed our on-line survey.



**Table 4: Adult Learner Destination Criteria, Asset Requirements and Conditions for Expanded Stays**

Criteria for Destination	Asset Requirements	Conditions for Expanded Stay
Safety (“a safe wilderness”)	Location (proximal to activities, not in-town)	Distance from Victoria (4-5 hours) “is perfect”
Diversity of recreation and learning opportunities	Kitchen facility, Bed units (30 average), Meeting Space (30 average)	Develop package (“make it easy for us”), travel from community to community
Justifiable to BC curriculum		BC. School Curriculum-justified
First Nations history, language and culture	Internet but not essential	FN- “we want to learn the history, culture, residential schools, and reconciliation”
Affordable	Low cost facilities (camping is fine)	Safe and affordable


The key findings from this table suggest that we already have a good product on the west coast but more can be done to improve this product for extended stays. The following list identifies areas for improved market development:

- Access to a pre-packaged BC curriculum-justified ‘mix’ of learning activities (“one-stop shopping,” “we are busy”)
- Access to local hands-on learning (outdoors) and local knowledge keepers in different communities ( “an exotic niche”);
- Well coordinated programming that facilitates multiple opportunities for community co-learning, cultural sharing and hospitality;
- Seamless coordination between activities and community destination

The following table summarizes our best estimate of the potential revenues that could be derived from visiting groups of High School students. The key product partners, activities and average cost per day were determined from a compilation of interview results. These figures are intended to give an approximate value and are highly dependent on the coordination of program delivery and the specific course

being offered. We also added a 15% coordination fee to demonstrate the cost of maintaining coordinated program marketing and delivery.

**Table 5: Quantifying High School Outdoor Education Market Value (20 students/ 5 days):**

Market Segment	Key product partners	Key activities	Value Proposition	Av. Cost /person /day	Total Regional Value /day
High School Field Trip	Local Accommodation providers	Accomm. & meeting space/kitchen	Outdoor Ed. Credit	\$50	\$1000
	Local Food Suppliers	Local Food	Sourcing local organic food suppliers	\$50	\$1000
	Surf Schools	Surfing		\$79	\$1580
	Kayaking Schools	Kayaking		\$79	\$1580
	Local Experts	FN History, Biosphere, Biology, Ecology	Local Capacity	\$20	\$400
	Board/Kayak Rentals		Equipment	\$50	\$1000
	Alliance of local organizations	Coordination/BC curriculum	15% Coordination fee	\$50	\$1000
<b>Total Cost/day</b>				\$378	\$7560
<b>Total Value/trip</b>				\$1890	\$37800

The following list identifies areas for improved market development:

- Low cost accommodation (camping is fine) with kitchen facilities and classroom space in close proximity;
- Access to a cluster of accommodation, kitchen facilities and class room space in several west coast communities;
- Access to transportation for traveling between communities;
- Extended stay requires BC curriculum related learning activities and learning outcomes.

## 5.1.2 University Field Schools Market Analysis

Table 6 summarizes the key user group characteristics for the University Field Schools who are already visiting the west coast. We conducted 10 semi-structured interviews and 24 respondents completed our on-line survey.

**Table 6: University Field School Destination Criteria, Asset Requirements and Conditions for Expanded Stays**

Criteria for Destination	Asset Requirements	Conditions for Expanded Stay
Diverse learning opportunities (intact wilderness, local knowledge, unique marine ecology)	Inexpensive accommodation (under \$50/night)	Access to local education organizations/ hands-on learning from locals
Experiential learning in multiple community settings is a top priority for students	Access to Kitchen	Access to local water taxis/local transportation
Continuity, long-term monitoring, and conducting comparative analysis	Available class room space	First Nation culture is of great interest, would like to know how to respectfully engage and share knowledge
Applied learning, specifically for ecosystem management training	High-speed internet	Would like more connection & collaboration with local organizations engaged in environmental education & ecosystem stewardship
Connection with local people who live and work in the Clayoquot Biosphere Reserve	Connection and collaboration with local education organizations	Access to classroom space, clustered with kitchen facilities and inexpensive accommodation.


Our analysis indicates that there is an opportunity for expanding the duration of stay for existing University Field Schools and therefore generate more revenue and community benefit. The conditions required to achieve this are as follows:

- Access to hands-on learning from local knowledge keepers;
- Available transportation links between west coast communities;
- Culturally safe knowledge sharing with First Nations communities;

- Engaged stewardship with local environmental education organizations;
- Access to classrooms and kitchen facilities in close proximity to inexpensive accommodation

Table 7 summarizes our best estimate of the potential revenues that are generated within the region from visiting University Field Schools. The key product partners, activities and average cost per day were determined from a compilation of interview results. These figures are intended to give an approximate value and are highly dependent on the coordination of program delivery and the estimated student budget for each visiting Field School. We also added a 15% coordination fee to demonstrate the cost of maintaining coordinated program marketing and delivery.  
(next page)

**Table 7: Quantifying the University Field School Market Value by Duration of Stay (15 learners/10 days)**

Market Segment	Key Product Partners	Key Activities	Value Proposition	Av.Cost /day /person	Total Regional Value/day
University Field School	Low cost hostels, camping proximal to kitchen & classroom	Housing, meeting space, kitchen facilities	Central location/ lower price range/ Bus parking	\$30	\$450
	Local Food Suppliers	Self catered meals	Source local organic food through TUCG	\$40	\$600
	Local Experts	FN TEK Biology Local History Aqua-culture Local government Env. Issues	Local Natural & Cultural History	\$40	\$600
	First Nation Outdoor School	FN culture sharing, TEK	Local Natural & Cultural History	\$50	\$750
	Local Aquarium	Marine Species Touch Tanks	Hands on learning	\$10	\$150
	Local Transit providers	Transit between communities	Community immersion, community diversity	\$25	\$375
	Alliance of Local Organizations	Coordination /facilitation	15% Coordination Fee/person /day	\$30	\$450
<b>Total cost/day</b>				\$225	\$3375
<b>Total Regional Value/Trip</b>				\$2250	\$33750

The key findings from this analysis suggest there is an opportunity for coordinating program delivery with local knowledge keepers and local education organizations on the west coast, particularly if accommodation costs are low and a coordination fee is charged on a per visitor basis. Based on our interview results, we estimate that

between \$2000-\$2500/student per trip is an approximate limit to the willingness to pay. The conditions required to achieve this are as follows:

- Access to inexpensive housing, kitchen facilities and low cost classroom space;
- Available low cost transportation links between west coast communities;
- Locally sourced supply of reasonably priced organic food ;
- Coordinated programming with local knowledge keepers and education organizations; and
- Willingness to pay local knowledge keepers (per group) and a coordination fee (per student/per group) to pay for these local knowledge-sharing services.

### 5.1.3 Adult Learners Market Analysis

The following table summarizes the key user group characteristics for the Adult Learners who might potentially visit the west coast. We conducted four semi-structured interviews with participants who visited a competitive learning adult learning centre and advised us on what they would like to see on the west coast.

**Table 8: Adult Learner Destination Criteria, Asset Requirements and Conditions for Expanded Stays**


Criteria for Destination	Asset Requirements	Conditions for Expanded Stay
Holistic learning experience (activity ‘mix’ for body, mind, health & wellbeing)	Comfortable accommodation (mid-range cost)	Access to a ‘mix’ of learning activities i.e. yoga, surfing, course instruction
Immersed learning experience in different communities	Catered meals	Access to comfortable mid-cost accommodation
Inter-cultural sharing and co-learning approach	Pre-packaged learning program	Access to transportation between communities (water taxis/bus)
Transformative experience (changing one’s view of self and society)	Meeting spaces located in different communities	Access to accredited instructors and local knowledge keepers
Outdoor learning and active engagement with nature	Well-coordinated and well facilitated learning experience	Well-coordinated ‘packaged’ program itinerary

The key findings from this analysis suggest that there is an opportunity for expanding the duration of stay for potential visiting Adult Learners. The conditions required to achieve this are as follows:

- Access to a pre-packaged 'mix' of learning activities that contribute to healthy lifestyle (leisure & education combined);
- Easy access to local hands-on learning (outdoors) and local knowledge keepers in different communities;
- Comfortable accommodation and high quality food catering services in each community (community tour 'trip pattern');
- Available transportation links between west coast communities;
- Well facilitated learning itinerary and seamless coordination between activities and community destination

The following table summarizes our best estimate of the potential revenues that could be derived from visiting groups of adult learners. The key product partners, activities and average cost per day were determined from a compilation of interview results. These figures are intended to give an approximate value and are highly dependent on the coordination of program delivery and the specific course being offered. We also added a 15% coordination fee to demonstrate the cost of maintaining coordinated program marketing and delivery.

**Table 9: Quantifying Adult Learner Market Value (15 learners/ 8 day courses)**

Market Segment	Key Product Partners	Key Activities	Value Proposition	Av.Cost /day /person	Total Regional Value/day
<b>Adult Learning</b>	Mid-cost Hotels (with complimentary Breakfast)	Accommodation	Close proximity to meeting spaces/easy accessible for Van pick-up	\$130	\$1950
	Local Food Catering services	Food catering	Local food sources (TUGS sourced food)	\$75	\$1125
	Local Instructors	Surfing, yoga, guided nature walks, sea kayaking, local artist talks, local authors, local researchers, local fishermen, local chefs, local people	Local knowledge sharing, co-learning, stewardship	\$25	\$375
	Visiting Instructor	Matched with local learning priorities	Increase Community knowledge assets	\$50	\$750
	Local transit providers (DoT van, DoU?, Tofino Bus)	Transit between communities	Community immersion, community diversity	\$25	\$375
	Alliance of Local Organizations	Coordination/facilitation	15% Coordination Fee/person/day	\$45	\$675
<b>Total cost/day</b>				\$330 total cost of course/day	\$5250
<b>Total Value /Trip</b>				\$2640 Total cost/person /course	\$42000 Total revenue for course

The key findings from this analysis suggest that the high cost for program delivery might require further fund raising to offset costs with scholarships or bursaries. However, for private high schools on Vancouver Island, cost was not a barrier.



Another opportunity is to target local learning needs and offset the course fee for local participants with other sources of job training funds. Finally, the high cost of program delivery may be more attractive for University certificate programs. Based on our interview results, we estimate that between \$2500-\$3000/ University Adult Learning certificate program is an approximate limit to the willingness to pay. The conditions required to achieve this are as follows:

- Access to comfortable medium cost accommodation, catered food service and comfortable classroom space with high speed internet;
- Available transportation links between west coast communities;
- Access to additional job training funds, scholarships and or bursary monies to offset program costs; and
- Develop partnerships with University Certificate programs in areas of local adult learning priorities.

#### **5.1.4 Elder Hostel Market Analysis**

The following table summarizes the key user group characteristics for Elder Hostel life learning education programs already offered on the west coast. We conducted two semi-structured interviews and reviewed the Road Scholar website to better understand this market segment user group.

**Table 10: Adult Learner Destination Criteria, Asset Requirements and Conditions for Expanded Stays**

Criteria for Destination	Asset Requirements	Conditions for Expanded Stay
Diverse range of interesting activities	Meals are included in the package	Develop a package of local activities and local experts
Daily schedule includes local history, local artists, local story tellers, local naturalists	Accommodation is comfortable but not too expensive	Distance from Victoria (4-5 hours)
Pre-paid all inclusive package with “nothing to worry about when we’re there”	Provide a variety of community hospitality experiences	Travel in seasons with good road conditions
First Nation History and Cultural content in the program/itinerary	Provide transportation	Safe and affordable
Affordable (i.e. for elderly women on pension)	Safety (easy access activities with door to door delivery)	Access to local life style experience “we want the real living experience of the west coast”

The key findings from this table suggest that we already have an attractive destination for Elder Hostel groups on the west coast but more can be done to improve this product for coordinating local programming content. The following list identifies areas for improved market development:


- Access to a pre-packaged ‘mix’ of local learning activities;
- Access to local hands-on learning (outdoors) and local knowledge keepers in different communities;
- Well coordinated programming that facilitates multiple opportunities for community co-learning, cultural sharing and hospitality; and
- Seamless coordination between activities and community destination.

#### **5.1.4 Elder Hostel Quantitative Analysis**

The following table summarizes our best estimate of the potential revenues that could be derived from visiting Elder Hostel groups. The key product partners, activities and average cost per day were determined from a compilation of interview

results and a review of the itinerary information for the Road Scholar Elder Hostel west coast Whale Festival tour. These figures are intended to give an approximate value and are highly dependent on the coordination of program delivery. We also added a 15% coordination fee to demonstrate the cost of maintaining coordinated program marketing and delivery.

**Table 11: Quantifying Elder Hostel Market Value (25 learners/ 6 days)**

Market Segment	Key Product Partners	Key Activities	Value Proposition	Av.Cost /day /person	Total Regional Value/day
Elder Hostel	Low cost hotels (with complimentary Breakfast)	Accommodation	Close proximity to meeting spaces/easy accessible for Van pick-up	\$75	\$1875
	Local Food Catering services	Food catering	Local food sources (TUGS sourced food)	\$75	\$1875
	Local Instructors	Surfing, yoga, guided nature walks, sea kayaking, local artist talks, local authors, local researchers, local fishermen, local chefs, local people	Local knowledge sharing, co-learning, stewardship	\$25	\$625
	Local transit providers (DoT van, DoU?, Tofino Bus)	Transit between communities	Community immersion, community diversity	\$50	\$1250
	Alliance of Local Organizations	Coordination /facilitation	15% Coordination Fee/person/day	\$30	\$750
<b>Total cost/day</b>				\$255	\$6375
<b>Total Value/Trip</b>				\$1530	\$38250

The key findings from this table suggest that we already have an attractive destination for Elder Hostel groups on the west coast but more can be done to

improve this product for coordinating local programming content. The following list identifies areas for improved market development:

- Access to medium cost accommodation, locally catered food and class room space in close proximity;
- Access to inter-community transportation;
- Well-coordinated education programs with local knowledge keepers

## **6. Positioning Statement Guiding Principles**

The market development strategy positioning statement is a short description of the unique value of the product, in this case education tourism experiences, and how it fulfills a consumer need in a way that is distinctly different from competitors. Our findings suggest that the west coast is already an enormously attractive learning destination. The communities are uniquely situated in a spectacular wilderness setting, between the convergence of coastal mountains, temperate rainforest lowlands and large river systems that flow into the Pacific Ocean. These lands are the traditional territories of the Nuu-chah-nulth people, whose cultural values have evolved with the seasonal cycles of the pacific salmon and the migration patterns of the grey whale. The cultural, social and ecological stories that emerge from this edge of the western pacific coastline are complicated, controversial and inspire curiosity. Visiting groups of students, in all age categories, are drawn to the hands-on experience of learning about the cultural and natural history of the west coast in a multitude of ways.

Surfing, ocean kayaking, stand-up paddle boarding, coastal walks, tide-pool exploration, bird watching, beach hiking, stream walking and learning from local knowledge keepers are all elements of the potential ‘package’ of outdoor education programming. Local learning organizations are leaders in creating programs for

environmental education, ecosystem stewardship, marine studies, arts, culture and languages, to name a few. What the west coast communities offer, like no other education destination, is an invitation to co-learn and co-create knowledge while building local learning pathways for transformative leadership, Aboriginal tourism, cultural resilience, business innovation and ecosystem stewardship.

In this section, a set of guiding principles has been developed from our research results to inform the future crafting of specific market positioning statements.

We recommend the market development positioning statements keep in mind the following Guiding Principles:

- **Co-Learning:** (local residents will benefit from learning along with the visitors)
- **Community reciprocity:** (mutual benefit is derived for the community and visiting learners with every education tourism product developed)
- **Local Knowledge Keepers:** (local experts facilitate program delivery as much as possible)
- **Learning Network/Local Organization Alliance:** (local organization programming is well coordinated in a collaborative governance structure)
- **Fostering a sense of stewardship/engaged in an outdoor learning environment:** (programs are delivered outdoors whenever possible with the aim of creating a connection with nature)
- **Holistic Learning** (integrated body-mind leisure & learning that exemplifies health and well-being)
- **Community Immersion Learning** (traveling from community to community to experience local diversity and welcoming hospitality)
- **Fostering Cultural Safety and Sharing:** (Seek understanding of one another's cultural ways of seeing the world, pay respect to and honour the wisdom of these ways that have brought us here today)

## 7. Differentiating From Competitive Market Objectives & Strategies

To assist in establishing the best competitive position of the education tourism, this section examines the objectives and strategies of key competitors for the four target markets in relation to what is presently occurring on the West Coast. Of course, these are not the only competitors in the market; further analysis of competitors did occur in the study and those findings are taken into account in the findings.

A table for each market segments presents the information

### 7.1 High School Outdoor Education Comparison: Sea to Sky Outdoor Education

Table 12 outlines the key market characteristics that differentiate High School outdoor education programs visiting the west coast from comparable programs.

**Table 12: Competitive analysis related to High School education tourism experience**

Sea to Sky Market Objectives (not limited to these)	West Coast Market Objectives (not limited to these)	Sea to Sky Market Strategy	Market Strategy
To offer outdoor experiential education for high schools based on 3 R's: Real, Relevant and Revolutionary	To offer outdoor experiential education for middle and high school students in: FN culture and Reconciliation, Biology, History, Surfing, and Community stewardship.	Target students who are motivated to learn in an active outdoor setting and participate in a team.	Create a unique market mix: FN culture and reconciliation, Surfing, Curriculum based subject areas, Community Stewardship
To provide an active and engaged learning platform that exposes students to the	Supply mid -cost education services to Vancouver Island students in Grades 8-	Supply mid to high cost private education services that provide a life	Experiential, place-based learning, Coordination by local RES and Aquarium, Dormitory,

magnificence of nature and builds a community of learners.	<p>12, coordinated by local non-profit society.</p> <p>-Estimate 20,000 HS students on VI-focus on Private and Public High Schools with Outdoor Education Programs in place.</p> <p>-To increase number of school groups visiting from 75/year in 2014 (2000/year) to 100/year by 2016 (2500/year), in shoulder seasons.</p> <p>-Early relationship building builds long-term potential customers.</p>	long community of peer learners.	kitchen and meeting space –hub facility required, Package learning into 3, 5 and 7 day programs, Central coordinator, Surf lessons and activity add the unique proposition that cannot be replicated elsewhere on VI or Canada., FN Culture and Reconciliation education has scarce availability to HS students on VI , “A safe wilderness”, Variety of Education and recreation opportunities, provide community stewardship opportunities
To educate students using curriculum adapted for outdoor learning.	Create and sustain an ethos of environmental stewardship and respect for FN culture.		Adhere to Guiding Principles, Provide opportunities for community stewardship satisfying BC school curriculum

The market strengths of the west coast destination are as follows:

- Opportunities for co-learning with local education organizations and BC curriculum learning outcomes (see Appendix B for existing curriculum ready programs);
- Unique opportunity to engage in culturally safe knowledge sharing experiences with local First Nations;
- Opportunity to experience a unique mix of outdoor leisure and learning programs; and
- Opportunity to tour different west coast communities and experience place based immersion learning and participate local stewardship initiatives.

## 7.2 University Field Schools Comparison: Haida Gwaii Higher Education Programs

Table 13 presents a comparison of university field schools as offered in Haida Gwaii in comparison what is currently occurring in West Coast Communities.

**Table 13: Competitive analysis of education tourism experience for university field schools**

Haida Gwaii Market Objectives (not limited to these)	West Coast Market Objectives	Haida Gwaii Market Strategy	West Coast Market Strategy
To provide an intimate community immersion learning experience in Haida Gwaii culture and ecology that offers University credit courses in locally appropriate areas of study.	To provide a unique opportunity for visiting learners to <b>work with local education organizations</b> and engage in research that contributes both to the learning priorities of local communities as well specific University course learning outcomes.	<ul style="list-style-type: none"> <li>-Target students and professors from existing university programs i.e. environmental studies, forestry management, natural resource management.</li> <li>-Provide local case studies (relevant for program) for core curriculum content.</li> <li>-Provide full course/credit requirement during a University Semester cycle, matching existing program needs and curriculum learning outcomes.</li> <li>-Source &amp; coordinate external funders to subsidize program/course implementation costs.</li> <li>-Small class sizes (max 20) for intimate learning at scale of community capacity</li> </ul>	Target <b>existing visiting learners</b> & University programs that are well matched with the research and education objectives of local education organizations.
To increase the number of economic opportunities for local residents through local service provision i.e. accommodation & food.	To expand & increase the number of economic opportunities for local education organizations and tourism businesses through service provision i.e. expert local knowledge, accommodation & food.	provide local resident homestays for students,	Provide a product matching service for visiting learners, local community education organizations and local tourism service providers.



This table outlines the key market characteristics that differentiate the west coast education tourism experience from comparable programs. The market strengths of the west coast University Field School destination are as follows:

- Opportunities for co-learning with local researchers and long term knowledge sharing for local monitoring needs (as opposed to importing knowledge and exporting knowledge products);
- Easier travel destination provides more flexibility for short stay Field Schools (i.e. 10 days) and therefore easier to source appropriate facilities;
- Opportunity to extend the stay of existing University Field Schools rather than invest in new program delivery partners

### **7.3 Adult Learners Comparison: Hollyhock Life-Long Learning/Professional Development**

Table 14 outlines the key market characteristics that differentiate the Adult Learners visiting the west coast from comparable programs (next page).

**Table 14: Competitive analysis of education tourism experience for adult learners**

Hollyhock Market Objectives (not limited to these)	West Coast Market Objectives	Hollyhock Market Strategy	West Coast Market Strategy
To offer high quality programs for innovative professional development, cutting edge business thinking and improving lifestyle skills for maximizing individual (& community) health and well being.	To provide high quality programs for <b>local adult learners</b> to develop best practices in cutting edge governance models, enable culturally appropriate business skills and support culturally safe leadership practices.	Target mid-career professionals and adult learners from a range of backgrounds seeking specific professional development and life skills required for healthy lifestyle and well being.	Match <b>local learning needs &amp; values with culturally appropriate University programs</b> aligned with the education objectives of local organizations (emphasizing First Nation learning priorities).
To provide an integral learning experience that hosts visiting participants in a beautiful coastal retreat and healthy lifestyle setting.	To attract <b>visiting learners to offset the costs</b> for local learners to participate in locally delivered education programs.	Supply mid to high cost re-treat like accommodation & food, with a west coast rustic style, in a naturally beautiful setting.	Target <b>adult learners in University programs</b> who desire a <b>culturally diverse and transformative community-based hands-on learning</b> experience in a spectacular west coast setting.
To attract leading edge, high profile instructors with a reputable background in the course topic.	To coordinate the <b>appropriate mix</b> of visiting practitioner knowledge and local instructor skills & experience.	Provide medium to high cost ‘workshop’ courses (3-4 days) that ‘fit’ with corporate budgets for annual professional development allowances.	Provide <b>medium to high cost</b> ‘residency’ courses (10-14 days intensive) supported with distance learning & online instruction for University certificate programs.

The market strengths of the west coast destination are as follows:

- Opportunities for co-learning with local Adult Learners and long term capacity for local training/employment needs (as opposed to creating programs strictly for perceived Adult Learning market demand);
- Targeting local learning needs and appropriate University Certificate programs may provide access to additional training support scholarships or learning bursaries to offset program costs and support local learner enrollment;

- Opportunity to create a community tour learning pattern in which all west coast communities benefit from the education tourism market and visiting learners benefit from a diversity of local community immersion experiences.

## 7.4 Elder Hostel Comparison: [Road Scholar Tours](#)

Table 15 outlines the key market characteristics that differentiate Elder Hostel programs visiting the west coast from a comparable program called Road Scholar Tours.

**Table 15: Competitive analysis of education tourism experiences for Elder Hostels market**

<b>Market Objectives (not limited to these)</b>	<b>West Coast Market Objectives (not limited to these)</b>	<b>Road Scholar Tours Market Strategy</b>	<b>West Coast Market Strategy</b>
Provide all-inclusive cost competitive packages to retired learners (55 yrs. and up)	Provide well coordinated education programs that focus on the best of the west coast life-style (walking, festival attractions, local stories)	Road Scholar tour programming website, not for profit social enterprise (Donor supported)	Focus on 'good value and good life-style'
Caters to life long learning and "going where others can't"	Delivers program content with local knowledge keepers and story tellers	Focuses on connecting with community "insiders" and local story tellers	Focus on the legitimacy of local program delivery and traveling through different communities
Provides life long learning and a social experience for building friendships (safe for solo travelers)	Builds partnerships with Life Long Learning organizations who seek long term relationship with west coast communities	Marketing closely linked with network of Life Long Learning Institutes and affiliated members	Focus on Domestic market within BC, targeting Life Long Learning Institution Members and Visiting Friends & Relatives segment
Focus on in depth educational experience (the who, what, where and how)	Focus on linking-in with west coast researchers and scientists who can tell the west coast natural history and cultural history story	The strong education component attracts like-minded travelers and creates a successful learning environment	Target the retired educator to build cohesion among group participants and knowledge sharing with local researchers

The market strengths of the west coast destination are as follows:

- Opportunities for learning with local knowledge keepers, local researchers and local education organizations;
- Unique opportunity to engage in culturally safe knowledge sharing experiences with local First Nations;
- Opportunity to experience a unique mix of healthy lifestyle activities including outdoor leisure and learning programs; and
- Opportunity to tour different west coast communities and experience place based immersion learning and participate in local stewardship initiatives

## **8. Education Tourism Marketing Mix and Market Development Recommendations**

The individual target market segment objectives and strategies that differentiate the west coast market from competitive education tourism markets can be further described in terms of specific user group socio-demographics and travel habits. These characteristics are indicative of our estimated 'best guess' based on our preliminary research results. Further market testing is required to support specific marketing approaches and an appropriate marketing mix. However, the following table based on four target market segments indicates a good portfolio of 'best prospect' segments based on the breadth of age demographics, ease of market access and shared leisure and learning interests.

Table 16 presents market segment characteristics that inform the market mix (next page).

**Table 16: Market Segment Characteristics Supporting a Market Mix**

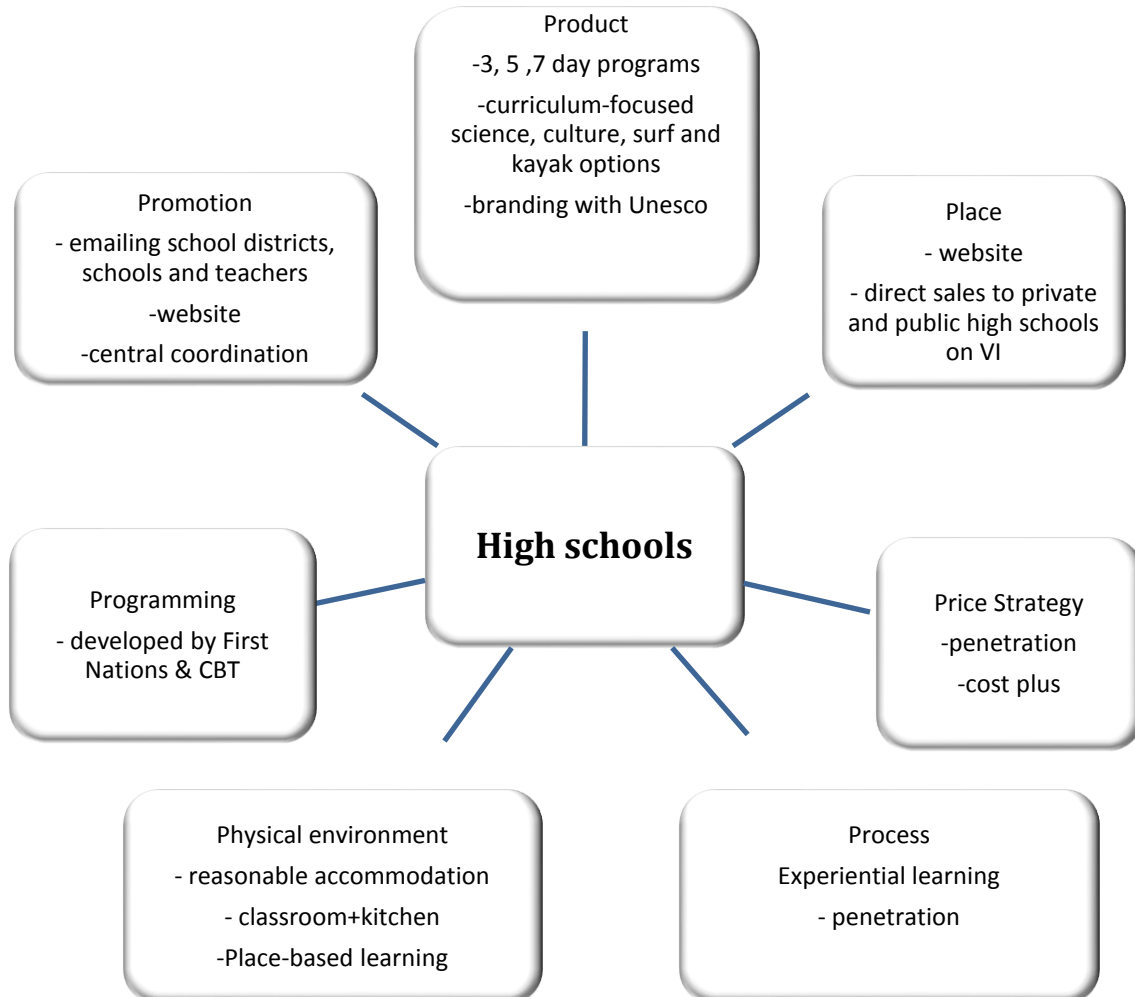
Characteristics	University Field Schools	Adult Learning	High Schools	Elder Hostel
<b>Socio-Demographics</b>				
Age	20-35	> 35	13-18	>55
Disposable income	Low-Medium	High	Low	High
Children (dependents)	No	Yes	No	No
Children (ages)	-	> 5	-	-
Environmental Interests	Yes	?	Yes	Yes
Cultural Interests	Yes	Yes	Yes	Yes
Growth Trend	Up	Up	Up	Up
Holiday/Days Entitled	7-14	7-14	5-10	?
Leisure Interests	Surfing, Kayaking, Hiking, Snorkeling, Swimming, Boating, Whale Watching	Yoga, Meditation, Engaged Seminars, Surfing, Hiking, Kayaking, Eating local foods, Golf	Surfing, Kayaking, Hiking, Snorkeling, Swimming, Boating, Whale Watching	Walking, Golf, Aquariums, Seminars, Nature Walks, Whale Watching, Festivals, National Parks
Learning Interests	Env. Issues, local knowledge keepers, hands-on co-learning, community diversity, FN cultural sharing	Certificate program/specific training needs, co-learning with local adult learners, FN cultural sharing	Outdoor education, BC curriculum, hands-on co-learning, FN cultural sharing	Seminars with local knowledge keepers & story tellers, hands-on learning, guided nature tours, community diversity, FN cultural sharing
Location	Cities	Cities	Cities	Urban
<b>Travel Habits</b>				
Awareness of Destination	High	High	High	High
Accommodation	Budget	3-5 star	Budget	Budget
Adventurous/risk takers	Yes	No	Yes	No
Booking Mechanism Used	Internet	Internet	Internet	Internet
Ease of Reach	High	Medium	High	High
Mode of Travel	Car/Air	Car/Air	Coach (private)	Coach
Season of Travel	Spring, Summer	All Year	Spring/Fall	Spring/Fall

In addition to the market segment socio-demographics and travel habits, the following table illustrates the potential revenues for each user group trip and the proposed cost per person per trip. These are estimated figures based on our research results and existing visitor trip pattern information.

**Table 17. Comparison of Target Market Mix for Estimated Cost/day and Regional Value/trip**

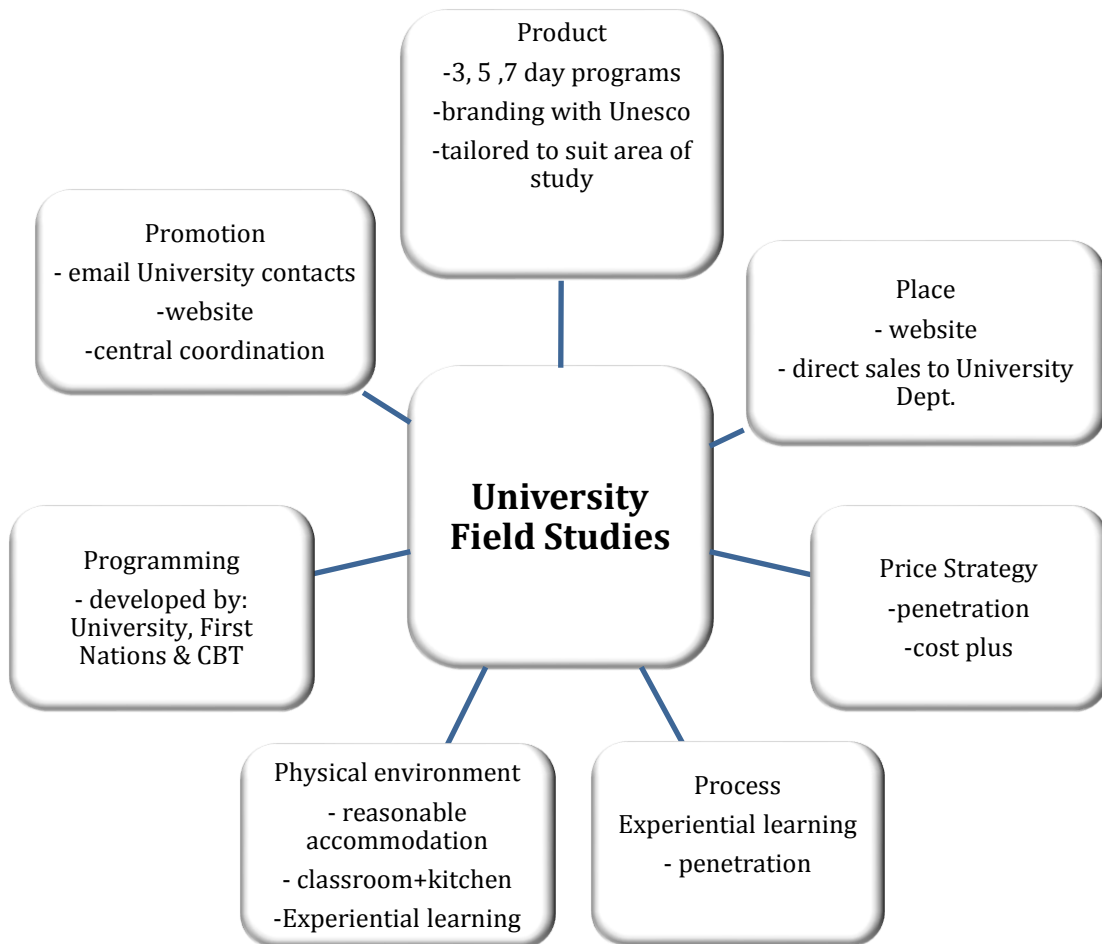
	<b>Cost per person/trip</b>	<b>Number of People in group</b>	<b>Number of days/trip</b>	<b>Month for trip</b>	<b>Cost/person /day</b>	<b>Regional value/trip</b>
<b>High School Outdoor Education</b>	\$1890	20	5	May-Jun. Oct.-Nov.	\$378	\$37800
<b>University Field Schools</b>	\$2250	15	10	Apr.-May Aug.-Sept	\$225	\$33750
<b>Adult Learners</b>	\$2640	15	8	varies	\$330	\$42000
<b>Elder Hostel</b>	\$1530	25	6	Mar-Apr. Sept-Oct.	\$255	\$38250

## 8.1 High School Marketing Mix

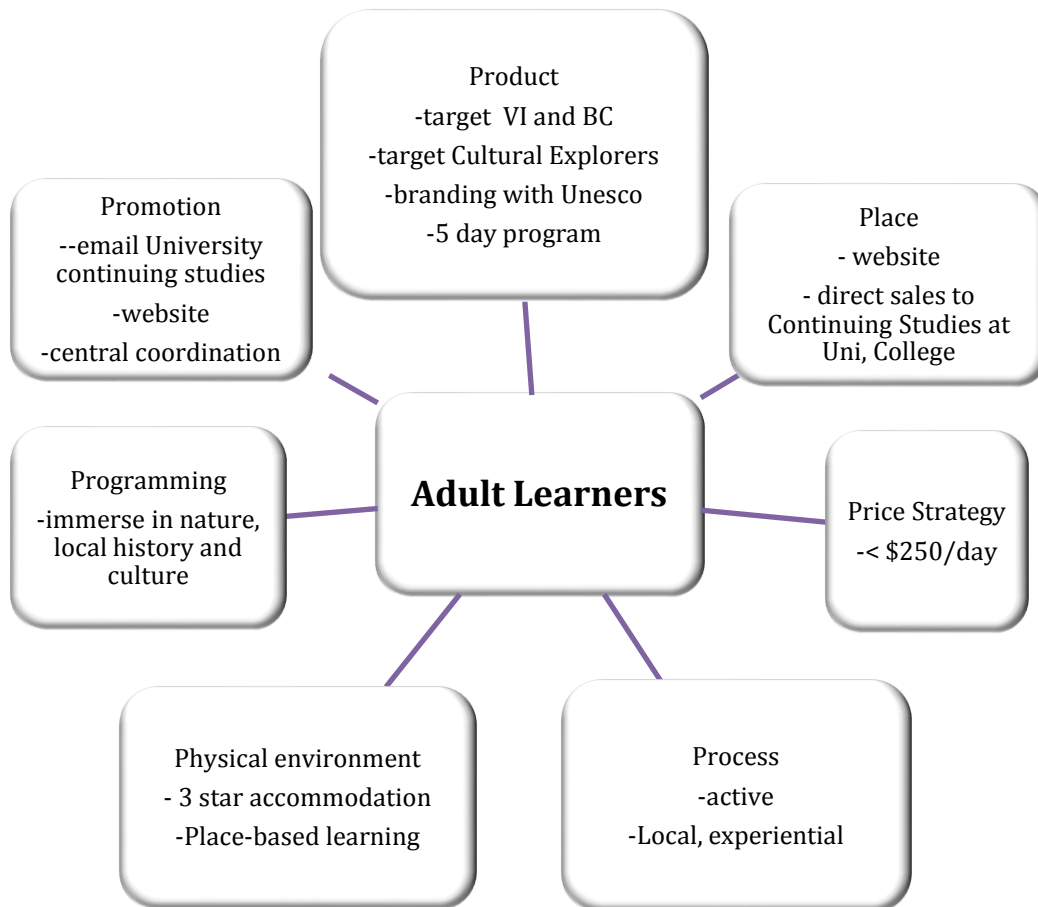




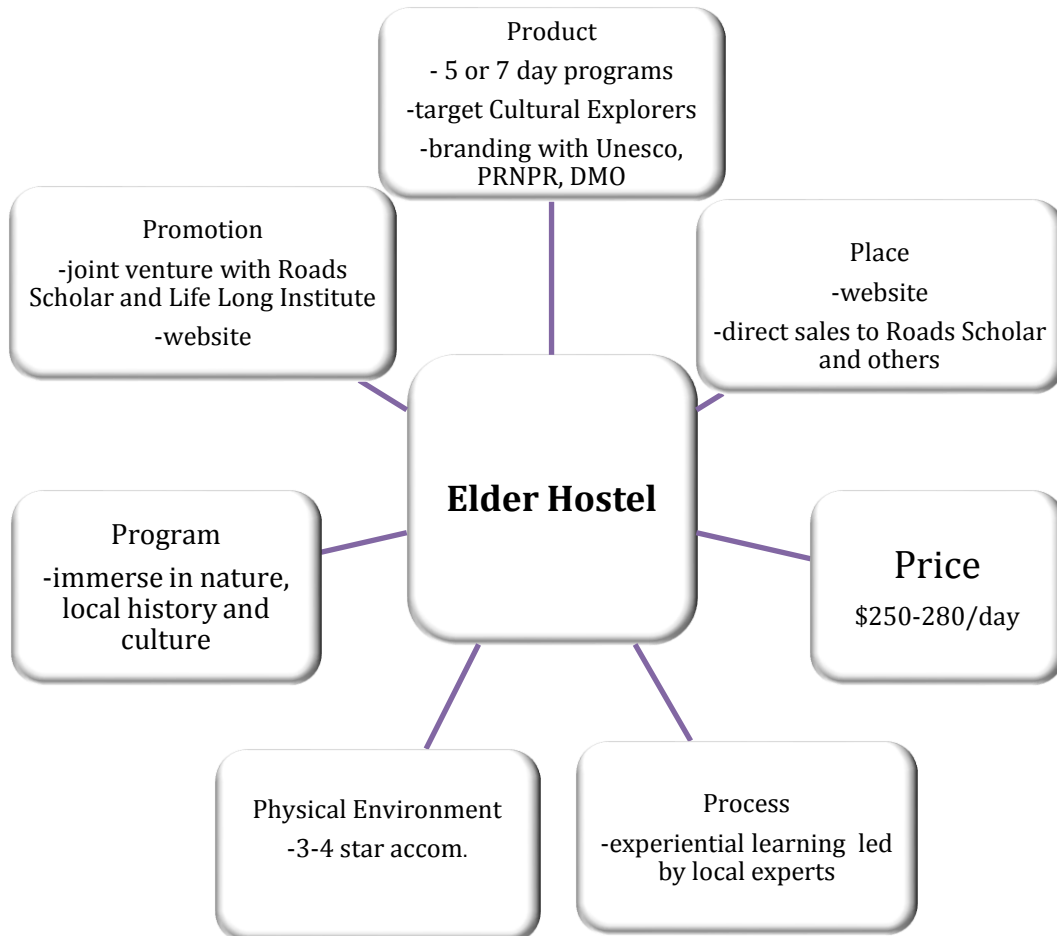
## 8.2 University Field Studies Marketing Mix



### 8.3 Adult Learner Marketing Mix



## 8.4 Adult Learner Marketing Mix



## **9. Market Development and Community Recommendations**

The section presents recommendations for market development and those specific to the community level.

### **9.1 Market Development Recommendations**

As illustrated in *Section 6. Education Market Segmentation Analysis*, there are several areas in which the four market segments can be further developed. Table 18 outlines several suggestions for moving forward in the categories of product content, coordination and service provision. (next page)

**Table 18: Summary Table of Market Development Recommendations for Four Priority Target Markets**

<b>Categories</b>	<b>High School Outdoor Education</b>	<b>University Field School</b>	<b>Adult Learning</b>	<b>Elder Hostel</b>
<b>Product Content</b>	Pre-package BC curriculum-justified 'mix' of learning activities	Link with organizations that provide hands-on learning from local knowledge keepers;  Provide culturally safe knowledge sharing with First Nations;	Pre-package 'mix' of learning activities that contribute to healthy lifestyle (leisure & education combined);  Develop partnerships with University Certificate programs in areas of local adult learning priorities.	All inclusive package of meals, accomm. & activities  Local stories, local experts, local experience  Mix of learning and walking (Healthy Lifestyle)
<b>Coordination</b>	Coordinate local hands-on outdoor learning within a diversity of communities;  Coordinate programing with local organizations that links community co-learning with cultural sharing and hospitality;  Coordinate activities between communities	Coordinate stewardship-based research & service projects with local environmental education organizations;	Coordinate program relevant activities with local organizations in different communities;  Coordinate the local learning needs with an attractive learning itinerary for visiting learners	Coordinate appropriate programing with local organizations  Coordinate activities between communities
<b>Service Provision</b>	Access to a cluster of accommodation, kitchen facilities and class room space in several west coast communities;	Access to a cluster of accommodation, kitchen facilities and class room space in several west coast communities;	Access to comfortable accommodation and high quality food catering services in each community (community tour 'trip pattern');	
<b>Transportation</b>	Access to transportation links between communities;	Access to transportation links between communities;	Access to transportation links between communities;	Access to comfortable mid-cost accomm., affordable restaurant meals
<b>Training and HR</b>			Access to additional job training funds, scholarships and or bursary monies to offset program costs; and	

## 9.2 Community Recommendations

There are ten main recommendations from the research for the communities to advance the learning economy on the west coast of Vancouver Island:

1. One central regional organization, with education, research, and FN culture in their mandate, to perform a coordinating role between the four communities.
2. More clustering and coordination of services (accommodation, kitchen, meeting space) will enhance the market segments of High School Outdoor Education and University Field Studies.
3. A marketing plan that encompasses a central hub, with four participating communities (hub and spoke model).
4. A system of transportation links between communities, including water and land transportation.
5. The primary focus for delivery of educational tourism will be the months from October to May.
6. A website that promotes, brands, and offers packages in the four market segments, in the four locations of the network; and exemplifies community and economic reciprocity.
7. Experiential, place-based learning is essential to success.
8. Surfing, First Nations History and Culture, are key attractors to the region.
9. Collaborative Branding with successful existing branding in UNESCO and local DMO's.
10. Elderhostel is a new and emerging market.

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## Appendix A: Education Tourism Semi-structured Interview/On-line Survey Contacts

### Biosphere Studies / Environmental Studies

Existing Visitors	Contact Date	Potential Visitors	Contact Date
Langara College, Margaret Heldman, Dean, Faculty of Science <a href="mailto:mheldman@langara.bc.ca">mheldman@langara.bc.ca</a>	Oct. 16	Rain Forest Alliance Trisha Convey <a href="mailto:info@ra.org">info@ra.org</a> Rainforest Alliance, New York, NY	Oct. 8.
Mark Smith <a href="mailto:masmith@langara.bc.ca">masmith@langara.bc.ca</a>	Oct. 16	University of Alberta Extension Department <a href="mailto:bill.connor@ualberta.ca">bill.connor@ualberta.ca</a>	No response
Mark Roseland, Director, Centre for Sustainable Community Development <a href="mailto:Mark.roseland@sfu.ca">Mark.roseland@sfu.ca</a>	Nov. 5	Douglas Ransom (BCIT Program Head) <a href="mailto:doug_ransome@bcit.ca">doug_ransome@bcit.ca</a>	No Response
University of the Fraser Valley <a href="mailto:allan.arndt@ufv.ca">allan.arndt@ufv.ca</a>	On-line Survey	University of Northern BC Ecosystem Science & Management Program <a href="mailto:pwright@unbc.ca">pwright@unbc.ca</a>	On-line Survey
University of Victoria, Dept. of Geography, Phil Dearden <a href="mailto:pdearden@mail.geog.uvic.ca">pdearden@mail.geog.uvic.ca</a>	On-line survey	Wolfgang Haider, Director of Parks & Recreation <a href="mailto:wolfgang_haider@sfu.ca">wolfgang_haider@sfu.ca</a>	Oct. 18
VIU Grant Murray, Canada Research Chair in Coastal Resource Management <a href="mailto:grant.murray@viu.ca">grant.murray@viu.ca</a>	On-line survey	Kevin Smith, Dean of graduate programs, University of Northern BC, <a href="mailto:Kevin.smith@unbc">Kevin.smith@unbc</a>	No Response
Kelly Bannister, UVIC <a href="mailto:kel@uvic.ca">kel@uvic.ca</a>	Online-survey	Dr. Steve Beissinger, Conservation Biology, U of Berkeley <a href="mailto:beis@berkeley.edu">beis@berkeley.edu</a>	No Response
Sharmalene Mendis Millard, University of Waterloo, <a href="mailto:srmendis@uwaterloo.ca">srmendis@uwaterloo.ca</a>	Oct. 29	Joyce Gutstein, Director Environmental and Community Outreach, U of Davis, John Muir Institute of the Environment <a href="mailto:jjgutstein@ucdavis.edu">jjgutstein@ucdavis.edu</a>	No Response
Leslie King, RRU <a href="mailto:leslie.king@royalroads.ca">leslie.king@royalroads.ca</a>	On-line Survey		
Dr. Rick Kool, RRU	Oct. 27		
Dr. Stefan Limquist, U of Guelph	Oct. 26		
Dr. Barb Beasely, Quest University	On-line Survey		

## Aquarium/Aquaculture/ Marine Studies

Existing Visitors	Contact Date	Potential Visitors	Contact Date
Woods Hole, MA education@whoi.edu Academic Programs Office	No Response	VIU- Director of Centre for Shellfish Studies <a href="mailto:Don.Tillapaugh@viu.ca">Don.Tillapaugh@viu.ca</a>	No Response
Cameron MacDonald, Biology Instructor <a href="mailto:cmacdonald@langara.bc.ca">cmacdonald@langara.bc.ca</a>	Oct. 17	Bamfield Marine Science Centre: Business Development and Marketing, Brenda Spivey	No Response
University of Washington- Rick Keil rickkeil@uw.edu	Oct. 13		
University of Washington Cheryl Greengrove <a href="mailto:cgreen@uw.edu">cgreen@uw.edu</a>	On-line Survey		
Royal Roads University Dr. Audrey Dallimore	On-line Survey		
VIU, Department of Fisheries and Aquaculture Duane. Barker@viu.ca	No Response		
University of Victoria, Dr. Rosaline Canessa <a href="mailto:rosaline@uvic.ca">rosaline@uvic.ca</a>	On-line Survey		

## Community based Research (Community-University Partnerships)

Existing Researchers	Contact Date	Potential Visitors	Contact Date
Andrew Day WCA, (University-Community Partnerships)	Oct.23	VIU Director of Community-based Research Institute Robin June Hood <a href="mailto:robinjune.hood@viu.ca">robinjune.hood@viu.ca</a>	Oct. 20
		Rupert Downing, ED of the Community Social Planning Council of Victoria <a href="mailto:Rupert@CommunityCouncil.ca">Rupert@CommunityCouncil.ca</a>	Oct. 29
		Janet MacDonald Manager of Recruitment and Admissions Coady Institute <a href="mailto:jamacdon@stfx.ca">jamacdon@stfx.ca</a>	Oct. 24
		Dr. Leslie Brown, Institute for Studies and Innovation in Community University Engagement, University of Victoria. <a href="mailto:lbrown@uvic.ca">lbrown@uvic.ca</a>	Oct. 23

## Niche Market Education Tourism

Existing Visitors	Contact Date	Potential Visitors	Contact Date
Road Scholar (Elderhostel) Marie Billinger, <a href="mailto:mbillinger@routesadventures.ca">mbillinger@routesadventures.ca</a>	Nov.7	Tourism Vancouver Island, Nadine Chodi, Trade & Media Coordinator <a href="mailto:Nadine@tourismvi.ca">Nadine@tourismvi.ca</a>	Nov.7
Feast Epicurean Concierge, Karma Brophy, <a href="mailto:karma@inboundwest.com">karma@inboundwest.com</a>	Nov. 7	Tourism Vancouver Island, Dave Petryk, CEO, <a href="mailto:dave@tourismvi.ca">dave@tourismvi.ca</a>	Nov.7

## High School Outdoor Education

Existing Visitors	Contact Date	Potential Visitors	Contact Date
Maria Montessori School. Christina Hofmann, <a href="mailto:christinahoffmanster@gmail.com">christinahoffmanster@gmail.com</a>	Oct. 19	Sun Peaks Community School, Al Raine	Sept. 26
Saint Michaels Univeristy School (SMUS) Peter Macleod <a href="mailto:peter.macleod@smus.ca">peter.macleod@smus.ca</a>	Oct. 23	Sea to Sky Outdoor School, Gibsons, B.C. Tim Turner	Oct. 29
Glen-Lyon Norfolk School (GNS) Mully Jackson <a href="mailto:mjackson@mygns.ca">mjackson@mygns.ca</a>	Oct. 23	SALTS Society, Victoria, BC. Robin Irving	Oct. 28
Pacific Christian School, Sue McKerracher. <a href="mailto:sue.mckerracher@pacificchristian.ca">sue.mckerracher@pacificchristian.ca</a>	Oct. 25		
Whistler Secondary School, Rod Thompson, <a href="mailto:RThompson@sd48.bc.ca">RThompson@sd48.bc.ca</a>	Sept. 25		

## Appendix B: Education Organizations and Locally Developed Curriculum of the West Coast Region

### Education Organizations

1. **Association of Wetland Stewards for Clayoquot and Barkley Sounds:** This organization conducts research, monitoring, and education to promote stewardship of amphibians. They offer slide shows, workshops, and educational materials to the public. There are also volunteer opportunities to help with research, monitoring, and stewardship. [www.splatfrogstunnel.blogspot.com](http://www.splatfrogstunnel.blogspot.com)
2. **Carving on the Edge Festival Society:** This annual celebration of west coast carvers is held each September in Tofino and Ucluelet. [www.carvingedgefestival.com](http://www.carvingedgefestival.com)
3. **Central Westcoast Forest Society:** The CWFS participates in stream and ecosystem restoration, research, education, and recreational opportunities. CWFS facilitates activities that include: interpretive walks, public presentations, educational resource materials, workshops on various topics, and educational stewardship events. [www.clayoquot.org](http://www.clayoquot.org)
4. **Clayoquot Action:** Clayoquot Action is a Tofino-based conservation organization committed to protecting the biocultural diversity of Clayoquot Sound through public education, citizen research and monitoring, and advocacy. They are available for information, presentations, and discussions. [www.clayoquotaction.org](http://www.clayoquotaction.org)
5. **Clayoquot Biosphere Trust:** The CBT conducts and supports research, education, and programs that advance conservation, build our understanding of natural processes in the marine and terrestrial ecosystems, and promote the health of individuals and communities through the Clayoquot Sound Biosphere Reserve Region. The CBT is available to provide background on the history of the creation of the Clayoquot Sound UNESCO Biosphere Reserve and the region in general. The organization operates a remote research cabin in Sydney Inlet. [www.clayoquotbiosphere.org](http://www.clayoquotbiosphere.org)
6. **Friends of Clayoquot Sound:** A grassroots, community-based environmental organization with a mission to protect the ancient temperate rainforest and marine

environment of Clayoquot Sound. They are available for information talks and discussions. [www.focs.ca](http://www.focs.ca)

7. **hiłmehsaqin:** hiłmehsaqin is a recently developed nuučanuł language and culture organization primarily composed of Ahousaht First Nation members but which includes members from all other nuučanuł nations. Their mission is focused upon a long-term vision of developing a nuučanuł survival school located on remote nuučanuł territories. Their efforts are placed upon providing language immersion, traditional knowledge and skills development, and indigenous foods systems. For more information contact John Rampanen at 250-726-4023; [johnnynootka@reindigenize.net](mailto:johnnynootka@reindigenize.net).
8. **Hooksum Outdoor School Society:** The HOSS facilitates and encourages outdoor, environmental and cultural education and relevant skills training from their school in the traditional territories of the Hesquiaht First Nation. [www.hooksumschool.com](http://www.hooksumschool.com)
9. **K<sup>w</sup> isitis Visitor Centre:** This interpretive centre for Pacific Rim National Park Reserve includes two floors of exhibits on the natural and cultural history of the region. Park interpreters can provide educational programs. [www.pc.gc.ca](http://www.pc.gc.ca)
10. **Language Tofino:** This local enterprise facilitates English language instruction and courses in English Literature and Writing. [www.languagetofino.com](http://www.languagetofino.com)
11. **Pacific Rim Arts Society:** PRAS hosts arts and culture events and workshops, including the Pacific Rim Arts Festival and the Cultural Heritage Festival. They work closely with First Nations communities and participate in youth outreach projects. [www.pacificrimarts.ca](http://www.pacificrimarts.ca)
12. **Pacific Rim Whale Festival Society:** PRWFS hosted its first “whale fest” in 1986. The festival celebrates the migration of the grey whale through a variety of locally-based events. [www.pacificrimwhalefestival.com](http://www.pacificrimwhalefestival.com)
13. **Quuquatsa Language Society:** "Quuquatsa" translates to "the language we speak" and this organization's vision is to have a fluent Nuu-chah-nulth society/community. The organization plans, advocates, and works to rebuild practices of speaking, thinking, hearing, seeing, and dreaming in the Nuu-chah-nulth languages through preserving, learning, and teaching. For more information contact 250-723-8555; [quuquatsa@gmail.com](mailto:quuquatsa@gmail.com).

14. **Raincoast Education Society:** The RES's activities include summer camps, school programs, and support for local governments and businesses in Tofino and Ucluelet to become more environmentally sustainable. The RES hosts two major events each year: the Shorebird Festival in May and the Lantern Festival in August. The RES also developed the Raincoast Host Program, which trains front-line staff in local ecology and natural history. [www.raincoasteducation.org](http://www.raincoasteducation.org)
  
15. **Strawberry Isle Marine Research Society:** The SIMRS conduct research on marine mammals and pelagic birds. They also offer public presentations and education programs, including a Build-a-Whale Project. [www.strawberryisle.org](http://www.strawberryisle.org)
  
16. **Thornton Creek Enhancement Society:** This hatchery outside of Ucluelet works to enhance salmon runs in Barkley and Clayoquot Sounds. The society runs open houses and offers hatchery tours. Contact 250-726-7566.
  
17. **Tla-o-qui-aht Tribal Parks:** The Tla-o-qui-aht Tribal Parks are watersheds managed to integrate human and ecosystem well-being as taught by our ancestors and adapted to today's situation. Tribal Park staff are available to share their work with researchers and educators and as guides within their territories. For more information go to [www.tribalparks.ca](http://www.tribalparks.ca) or call 1-888-425-3350 or 250-725-3350, ext. 26. The primary contact is Terry Dorward.
  
18. **Tofino Botanical Gardens Foundation:** The TBGF operates the 12-acre Tofino Botanical Gardens and the Ecolodge/Clayoquot Field Station. Their mission is to inspire conservation of the world's temperate, coastal forests. Through garden exhibits, interpretive tours and signage, interpretive programs, the TBGF endeavors to explore the relationship between culture and nature by pursuing interests across disciplinary lines. [www.tbgf.org](http://www.tbgf.org)
  
19. **Tofino-Clayoquot Heritage Society:** This Tofino-based organization engages in marine and terrestrial archaeology, heritage conservation, historical research, and

public education. They have a museum, open on request, and are available for lectures and events. Contact 250-725- 2008.

20. **Tofino Salmon Enhancement Society:** This hatchery outside of Tofino works to enhance salmon runs in Clayoquot Sound. Hatchery tours available. Contact 250-725-2376.
  
21. **Ucluelet and Area Historical Society:** This organization is working towards a museum for the local region. They have an archive and may be available for presentations. [www.pacificrimhistory.com](http://www.pacificrimhistory.com)
  
22. **Ucluelet Aquarium Society:** The UAS operates a public aquarium, participates in research, and delivers educational programs at the aquarium and in the field. [www.uclueletaquarium.org](http://www.uclueletaquarium.org)
  
23. **West Coast Aquatic:** WCA is a leader in watershed and coastal planning activities, aquatic research projects, aquatic economic development and information management. [www.westcoastaquatic.ca/](http://www.westcoastaquatic.ca/)
  
24. **Wild Pacific Trail Society:** Dedicated to the promotion, protection, and expansion of scenic walking trails which showcase the unique natural and cultural treasures of the Ucluelet Peninsula. The society also delivers educational programs on the trail and at local beaches. [www.wildpacifictrail.com](http://www.wildpacifictrail.com)

#### Locally Developed Curriculum

**Global Education 11/12:** Ucluelet Secondary School has developed a school board-approved curriculum for this course, which provides students with an opportunity to learn about a range of global issues and current events culminating in a 10-day field trip abroad.

**Kayaking 11/12:** Ucluelet Secondary School has developed school board-approved



curriculum for the course, which offers students an opportunity to gain the practical skills and certifications needed to work as a sea kayak guide, including leadership and interpretation skills.

**Nuu-chah-nulth language resources:** a range of resources have been developed including children's books, dictionaries, and a number of software programs. For more information, please contact the Clayoquot Biosphere Trust at 250-725-2219 or [www.clayoquotbiosphere.org](http://www.clayoquotbiosphere.org).

**Sustainable Kids:** The Tofino Botanical Gardens Foundation has developed curriculum for this program including many ideas for activities and linkages to BC's prescribed learning outcomes. [www.tbgf.org/sustainable-kids/curriculum/index.php](http://www.tbgf.org/sustainable-kids/curriculum/index.php)

**Sustainability Studies 11/12:** The Clayoquot Biosphere trust developed the curriculum for high school Sustainability Studies which is being offered at Ucluelet Secondary School. [www.clayoquotbiosphere.org/web/wp-content/uploads/2012/05/Sustainability\\_Studies\\_Curriculum.pdf](http://www.clayoquotbiosphere.org/web/wp-content/uploads/2012/05/Sustainability_Studies_Curriculum.pdf)

## **Appendix C: Life Long Learning Institutes in British Columbia**

### **Comox Valley Elder College**

North Island College  
Courtenay, BC V9N 8N6  
(250) 334-5247  
[www.nic.bc.ca/ec](http://www.nic.bc.ca/ec)  
[leanne.moore@nic.bc.ca](mailto:leanne.moore@nic.bc.ca)

### **Eldercollege**

Capilano College  
North Vancouver, BC BC V7J 3H5  
(604) 983-7531  
[www.capilanou.ca/ce/eldercollege](http://www.capilanou.ca/ce/eldercollege)  
[conted@capilanou.ca](mailto:conted@capilanou.ca)

### **Lifelong Learning for the Really Grown-Up**

College of the Rockies  
Golden, BC U0A 1H0  
(250) 344-5901  
[www.cotr.bc.ca/golden](http://www.cotr.bc.ca/golden)  
[kcathcart@cotr.bc.ca](mailto:kcathcart@cotr.bc.ca)

### **Lifetime Learning Centre Society**

32444 Seventh Avenue  
Mission, BC V2V 2B5  
(604) 820-0220  
[www.lifetimelearningcentre.org](http://www.lifetimelearningcentre.org)  
[lifetimelearningcentre@telus.net](mailto:lifetimelearningcentre@telus.net)

### **Society For Learning In Retirement**

Okanagan University College  
Kelowna, BC V1Y3A8

(250) 762-3989125  
www.slrkelowna.ca  
registrar@slrkelowna.ca

**Third Age Learning at Kwantlen**

Kwantlen University College  
Surrey, BC V3W 2M8  
(604) 599-2333  
www.kwantlen.ca/talk  
talk@kwantlen.ca

## **Appendix D: Education Tourism: Literature Review of Key Trends. Phase 1, August 18, 2014**

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### **Executive Summary**

Education tourism, a relatively new segment of Special Interest Tourism, attracts tourists who are either interested in learning while they travel, or are purposely traveling for a specific learning experience. Opportunities for developing community hosted education tourism exist, especially for regions that can offer a novel destination, experiential learning and an immersion in nature and heritage. However, there are several external forces driving the tourism sector as a whole that need to be considered.

Our review of literature, from academic, public, non-profit and private sector, identifies a range of trends and issues to consider, most notably the following:

1. The profile of the average tourist in Canada is shifting from being a passive receiver of leisure who is getting away from 'work', to an active engaged outdoor adventurer who is interested in life long learning.
2. Canada's tourism market has evolved over the years, most notably seeing a decrease in the number of European travelers and an increase in the number of Asian visitors. American visitation has decreased over the years but is recently experiencing a rebound, illustrating the long-term unpredictability of markets. Domestic travel remains strong.
3. The average Canadian tourist, between 35 and 64 years of age, seems highly active, is interested in health and wellbeing, is seeking green tourism and travels to destinations with a dual purpose of visiting friends and family while getting close to nature. However there is a growing number of tourists who travel after the age of 50 and who are over 65, a group with more time, flexibility and income to engage in education tourism.

4. Owing to a lack of government funding for marketing and increasing global and regional/provincial competitiveness, , the number of sectoral and regional strategic alliances, involving, public, private, as well as local and provincial levels, is not only growing but critical to success.

When these trends in tourism are coupled with the trends in education such as an increasing demand for life-long learning, the growing desire for experiential place-based learning, and the increasing need for cross-cultural exchange and knowledge sharing, the communities in the Pacific Rim seem well situated to offer education tourism experiences that will meet the growing demand. However, the growing demand for niche markets, in both tourism and education sectors, present additional risk and vulnerability to independent producers. Further research is required to explore the ways in which strategic alliances have strengthened local education tourism development and mitigated fragmentation.

Key Gaps in the literature were noted that need exploration in the market research:

- What are the key challenges to developing markets for educational offerings?
- How best to balance the interests of each individual community with those of the region as a whole to create competitive advantage?
- What are the best ways to foster relationships with the supply chain - local, university, and UNESCO biosphere – to ensure success?
- What is the nature of the competition?
- What are the vulnerabilities of education tourism, and how can resilience, as a key foundation, be embedded into the market strategy?
- What is the duration of training/commitment to educational learning for the market?  
What is the nature of the relationship between proposed subjects or educational themes and the region?



## **Introduction**

Education tourism is a relatively new and specialized segment of the tourism marketplace with opportunities for further development, given the right match between consumer interests and host community education objectives. The Canadian Tourism Commission (2001) defines education tourism as a range of experiences along a continuum from 'general interest learning while travelling' at one end to 'purposeful learning and travel' at the other (Ritchie, Carr and Cooper 2003). However, defining the market for education tourism requires a more specific definition with which to understand the exchange transactions between consumers, who exercise choice and preference for a specific learning and travel experience, and the types of opportunities that are aligned with the Pacific Rim education tourism vision. Ritchie et al. (2003) define the education tourism continuum more specifically as,

...tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary and secondary part of their trip. This can include general educational tourism and adult study tours, international and domestic university and school student's travel, including language schools, school excursions and exchange programs. Educational tourism can be independently or formally organized and can be undertaken in a variety of natural or human-made settings. (p.18).

While even this definition remains quite broad, the purpose of this report is to provide a brief overview of the current trends and opportunities in education tourism, with which to narrow the scope for preparing an education tourism market demand development strategy for the Pacific Rim region. This review is presented in Phase 1 of the project and will be updated as new resources are discovered to form part of the final report.

## **Trends in Education Tourism**

The growth in tourism has increased steadily over the last 30 years, both nationally and internationally, resulting in an increasingly specialized diversity of market niches such as ecotourism, cultural heritage tourism, adventure tourism and rural destination tourism (Novelli 2005, Papathanassis 2011). The United Nations World Tourism Organization projects that tourism will continue to grow at roughly 4% world-wide year-over-year for

the next 20 years (UNWTO 2013). Not only are the number of tourists increasing, but the expectation and scope of interest of travelers, as they gain a life's history of travel, is evolving.

As tourists continue to seek new and unusual experiences, across a diversity of geographies and cultures, the demand for education and new learning opportunities within tourism seems to be expanding (CTC 2011). Several socio-economic drivers appear to be directing this trend towards a convergence of Education and Tourism sectors. For example, Ritchie et al. (2003) conceptualize educational tourism as an emerging niche arising from the growing trend to seek active holidays outdoors, in which there are unique learning opportunities, and the rising trend in education to learn experientially such that knowledge is a product of learning from a 'once in a life-time' experience, often gained from studying abroad (Stone and Petrick 2013). More specific drivers of these trends are listed below.

- Transition from industrialized economy to knowledge innovation economy (or learning economy) in which 'life-long learning' is necessary for adapting to rapidly shifting changes (environmental and economic) (Brown 2013, Diduck et al. 2012).
- Increasing demand for education as societal values support social equity and access to 'all learning activity, skills and competence, within a personal, civic, social and/or employment related perspective' (European Union 2001 in Ritchie et al. 2003:5)(Brown 2013).
- Growing demand for international experiences in education curriculum, supported by government policy and workplace culture that requires on going higher learning (Brown 2013).
- Rising enrollment of Asian students in Canadian Universities (CTC 2011).
- Rapidly growing demand for English language training (Nickerson and Kerr 2010).
- Increasing number of reciprocal international university enrollment agreements, particularly within EU, to increase the number of study abroad education programs (Brown 2013).
- Increasing trend in experiential learning in which 'content knowledge can lead to personal growth, which can lead to an openness and to more learning' (Stone et al. 2013:734).
- Shifting tourist motivations that are more destination focused and experience oriented (Nickerson and Kerr 2010).
- Increasing recognition of the cultural-exchange benefits of peer-to-peer learning, particularly with field-based education curricula (Novelli and Burns 2010).



- Growing demand for indigenous students in earth science education using place-based curricula, emphasizing experiential, outdoor learning in familiar environments within the traditional homelands of the indigenous groups (Riggs 2004) .
- Growing recognition of the need for inclusion of relevant indigenous scientific knowledge in earth sciences curricula wherever possible and explicit involvement and cooperation of indigenous community members, elders, and educators in the design of the content, location, and delivery of curricula and programs (Riggs 2004) .

### **Trends Impacting Education Tourism**

The market demand for education tourism is more specific than the broader tourism sector. However, the changing external environment influencing the origin of tourists and their travel destination has an impact on the future opportunities for education tourism in the Pacific Rim region. The following trends illustrate several significant shifts in the Canadian tourism industry.

### **Trends in Travel and Tourism in Canada**

- Canada's tourism industry growth is slow, corresponding with slow GDP growth, high levels of sustained unemployment, high value of Canadian dollar in 2013 and low level of consumer confidence (Passport 2014b).
- Domestic trips are increasing, compared with inbound trips, with an increasing amount of spending and number of tourists traveling (Passport 2014a).
- Airline industry carrier agreements between Canada and China are expected to strengthen tourism industry, increasing inbound tourism from Asia (Passport 2014b).
- Competition from international tourism markets is increasing (Passport 2014b).
- Net loss in number of inbound trips to Canada since 2000 (Passport 2014b).
- Canada's competitive advantage in the Global tourism market is its wilderness parks and pristine areas, "well known across the world". National parks had a 4% increase in number of visitors in 2013 (Passport 2014a) ((Passport 2014b).
- Inbound tourism from Europe is decreasing, but number of tourists from Brazil, Mexico, Japan and India are increasing (Passport 2014b).
- Tourism inbound and outbound between US and Canada continues to provide the main flow of tourist travel (Passport 2014b).

### **Political and Legislative Trends**

- Decreasing federal funding for Canadian Tourism Commission resulting in decreased funding for tourism industry marketing (Passport 2014a).
- High taxation and user fees on travel and accommodation in Canada constrain both inbound and outbound travel (Passport 2014b).
- Continued growth in public private partnerships (PPPs) between provincial governments and private sector to mitigate declining federal support (Passport 2014a).
- Growth in eco-tourism, green tourism and VFR (visiting friends and relatives) market segments (Passport 2014b).

### Societal and Cultural Trends

- Growing interest in adventure and wilderness travel “complimented by a strong network of niche operators in outdoor activities” ((Passport 2014b):4)
- Natural wilderness and parklands support growth trend in green tourism (Passport 2014a).
- Canada is a “dream destination” for many inbound travelers (CTC 2011).
- Rising interest in green/ecotourism coupled with changing profile of tourist as more active and engaged in learning (Falk et al. 2012).
- Increase in health and wellness tourism well suited to domestic and inbound tourism sectors (Passport 2014a).
- Increasing number of Domestic tourists between the ages of 50-64 and over 65 (see Table 1)
- Increasing number of International (Asian) tourists between ages of 35-49 (Passport 2014a, CTC 2011).

**Table 1. Trends in Canadian Holiday Takers by Age 2008-2013**

'000 persons	2008	2009	2010	2011	2012	2013
0-14	2,563.3	2,638.2	2,241.9	2,226.2	2,293.0	2,247.1
15-24	2,088.6	1,790.2	1,494.6	1,484.1	1,550.9	1,590.8
25-34	2,183.6	1,978.7	1,868.2	1,914.9	1,972.4	2,074.0
35-49	5,886.1	5,841.8	5,604.7	5,419.7	5,473.9	5,577.6
50-64	4,367.1	4,522.7	5,044.2	5,195.6	5,117.6	5,220.0
Over 65	1,898.7	2,072.9	2,428.7	2,598.7	2,546.7	2,505.6
Total	18,987.5	18,844.6	18,682.3	18,839.2	18,954.5	19,215.2

Source: Euromonitor International from official statistics, trade associations, trade press, trade interviews  
Note: Age of national tourists (domestic and outbound)

### Technological Trends (impacting education)

- Increasing presence of social media and on-line information tools to locate travel destinations based on specific preferences in desired experience and increased flexibility in booking travel and accommodation on-line (Nickerson and Kerr 2010).
- Internet booking accounted for \$507million sales in 2013.
- Increasing demand for on-line distance education and shorter on-campus residency programs and shorter semester field schools (Brown 2013) .

In summary, these trends suggest the future of tourism will include highly specialized market segments that attract specific kinds of consumers who are seeking destinations both for the outdoor immersion in nature and the learning opportunities that arise from novel cultural experiences. On the producer side, the shift to specialized niche markets ‘fits’ well with community hosted education tourism. However, there are associated risks and vulnerabilities that come with increasing market segmentation. The rising trend in strategic alliances is one we need to explore further.

### **Tourist Motivations for Educational Experiences**

Recent changes in the demand side of education tourism are associated with the changing composition of the Western tourist market. In the late 1980s, approximately 60% of Western tourists wanted to experience a fun and relaxing holiday in close proximity with nature. Today, that percentage of this traditional tourist profile is shrinking while there appears to be an increasing desire among 30-45% of tourists to broaden ‘one’s horizons’, experience something new and learn about other cultures (see Table 2).

In general, the new tourist is better educated, more culturally aware, interested in spending time in the natural environment, more curious and analytical, often seeking self-knowledge and knowledge of other cultures, and more active in their tourism participation (Reisinger 2013). Similarly, people seem to be traveling to a specific destination because they have a particular interest that can be pursued in a particular place and they are willing to seek ‘novel, adventurous, and niche-related activities’ (Nickerson and Kerr 2010:30). Read (1980) explains this as Special Interest Tourism in which the destination is, “the hub around which the total travel experience is planned and developed” (in Ritchie et al. 2003:195). The rise of Special Interest Tourism and changing tourist motivations is driving the demand for

niche markets such as ecotourism and cultural tourism, both of which involve a component of education and learning.

**Table 2. Visitor Motivations for Education Tourism**

<b>Motivational Category</b>	<b>Specific Motivations</b>
Physical	<ul style="list-style-type: none"> <li>• Renewing/restoring body &amp; mind, health purposes</li> <li>• participation in sports and outdoor activities</li> <li>• Contact with an outdoor way of life</li> </ul>
Cultural	<ul style="list-style-type: none"> <li>• Curiosity about foreign countries, people, culture and places</li> <li>• Interest in art, music, architecture and folklore</li> <li>• Experiencing specific cultural events and festivals</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Visiting Friends and Relatives</li> <li>• Meeting new people</li> <li>• Seeking new friendships and relationships</li> <li>• Travelling for travel experience</li> <li>• Prestige and status</li> <li>• Fashion</li> <li>• Pursuit of hobbies</li> <li>• Continuation of Education or Learning</li> <li>• Seeking business contacts and pursuing professional goals</li> <li>• Conferences and meetings</li> <li>• Strengthening family bonds</li> </ul>
Spiritual	<ul style="list-style-type: none"> <li>• Visiting places and people for religious reasons</li> <li>• Traveling as part of a pilgrimage</li> <li>• Traveling for personal development</li> <li>• Contact with nature</li> </ul>
Fantasy	<ul style="list-style-type: none"> <li>• Escapism from one's permanent social environment</li> <li>• Wish fulfillment</li> <li>• Personal excitement of travel</li> </ul>

(adapted from Ritchie et al. 2003:31)

### **Opportunities for Education Tourism**

The recent emergence of 'niche tourism' markets is reflective of the shift away from 'mass tourism' market strategies, suggesting a more tailored and intentional 'fit' between

consumers and their host communities. From the perspective of the education tourism consumer, the product appears to be “niched” according to their specific interests and individual experiential needs. However, from the perspective of the host community, the supply of education tourism products is a factor of the unique attributes of place, people and culture (Novelli 2005). In terms of a business strategy, the opportunity for education tourism rests within the larger arena of market competition, both within the tourism and education sectors. Therefore, the opportunities for education tourism can be further defined according to various approaches used to define “niche tourism”, such as:

- *A geographic or demographic approach* that highlights the specific ecology and culture of the location of the host community in which the learning will take place;
- *A product related approach* that is shaped according to specific educational needs and wants of the consumer and the specific products delivered by the host community; and/or
- *An activity-based approach* that is designed according to specific activities associated with the unique lifestyle of the host community.

### **Examples of Emerging Types of Niche Education Tourism**

There are numerous examples of niche market segments emerging that may be a good ‘fit’ with education tourism development in the Pacific Rim Region. The following examples have been selected based on our initial overview of the local documents that articulate elements of a vision of education tourism and/or elements of an education tourism strategy. Further examples will be provided as we discuss our findings with the host communities and identify appropriate categories with which to narrow our research scope.

#### **Geotourism and Environmental Interpretation**

A geology focused approach to explaining the meaning and significance of sites based on local and scientific knowledge of the geological and cultural history of a specific geographic feature. Examples include the Dorset and East Devon Coast in the UK (Hose 2005), L’Anse aux Meadows and other related sites of Viking Archaeology <http://www.vikingtrail.org>.

#### **Ecotourism, Environmental Education & Transformational Learning**

Growing awareness of climate change effects and the rising number of public education campaigns such as [www.theclimateproject.org](http://www.theclimateproject.org), are contributing to an increasing desire to visit areas of wilderness and experience protected areas of rich biodiversity. Innovative Environmental Education programs are embracing this demand, offering interdisciplinary approaches to experiential learning and teaching, primarily in an outdoors-learning environment. Examples include the BC-based Redfish School of Change [www.schoolofchange.org](http://www.schoolofchange.org), which offers a 6 week field school at wilderness sites along the west coast of Canada, focusing on ecological sustainability and social equity (Mitchell 2010).

### **Cultural Heritage Education Tourism**

A cultural heritage approach to education tourism focuses on the lifestyle/heritage experiences offered by a hosting community for the purposes of sharing specific cultural teachings to visiting learners (adapted from Silberberg 1995). Examples include the Cowichan Nation Quw'utsun' Cultural and Conference Centre in Duncan, BC (Silberberg 1995, Zeppel 2002) and the Haida Heritage Centre on Haida Gwaii.

<http://www.aboriginalbc.com/members/quwutsun-cultural-and-conference-centre/center>

<http://www.haidaheritagecentre.com>

### **Gastronomic Education Tourism**

The growing demand for 'slow food' and locally sourced organic food products is a contributing factor to the growing trend in food tourism, defined as, the 'visitation to primary and secondary food producers, food festivals, restaurants and specific locations for which food tasting and/or experiencing the attributes of specialist food production are the primary motivating factors for travel' (Hall and Mitchell 2005). Strong local alliances that build local supply networks and build on regional branding are key strategies for mitigating risk and vulnerability (Telfer 2003). For example, the tastes of Niagara Culinary Alliance

<https://ontarioculinary.com/wineries-of-niagara-on-the-lake-taste-the-season-touring-passes-on-sale/>

### **Volunteer Tourism**

Volunteer tourism provides opportunities for experiential travel that appeals to people (typically youth) seeking meaning and education in their goal to contribute to the betterment of society and their individual pursuit of inner freedom, perceived self-worth, sense of values, and personal identity. In the UK, youth within the 'gap year' between high school and post secondary education, are known as the 'gappers' and form a specific target market for charities (Callanan

and Thomas 2005):186). More globally, there is growing demand and interest for working abroad in community-like settings such as those created with organic farming. Originally called 'working weekends on organic farms', the WWOOF is now an international organization that uses an on-line interface to link volunteers with organic farmers and growers <http://www.woof.net>.

### **Field-Schools & Study Abroad Programs**

Community-based field schools provide an experiential learning opportunity for cross-cultural exchange, and ideally a 'novelty space' (Riggs 2004) in which hybridized knowledge can be co-produced as local 'hosts' engage with visiting 'guests' for meaningful co-learning (Novelli and Burns 2010). Innovative learning experiences consisting of intensive workshops, locally guided field trips and outdoor curricula are conducive to once-in a-life-time transformative 'learning in the environment'. While much has been written on the numerous benefits of place-based learning, such as longer retention of knowledge and an awakened sense of 'meaning', there are numerous reasons why universities are less likely to successfully facilitate these exchanges on their own. More recent literature points out the need for the host community to be engaged as an active partner to help mitigate the barriers and facilitate effective cultural learning (Novelli and Burns 2010). Examples of host-based field-schools include the Haida Gwaii Higher Learning Society <http://www.haidagwaisemester.com> and the School for Field Studies <http://www.fieldstudies.org>.

### **Conclusions**

Given the current trends in tourism and education sectors, the conditions seem timely for the development of an education tourism sector in the Pacific Rim Region. An increasing demand for life-long learning, the growing desire for experiential place-based learning, and the increasing need for cross-cultural exchange and knowledge sharing, all align well with the unique and outstanding ecological and cultural learning opportunities the communities in the Pacific Rim Region have to offer.

However, the growing demand for niche markets, in both tourism and education sectors, will likely present additional risk and vulnerability to independent producers. Much can be learned from existing partnerships and strategic alliances that have been created to build strong supply and demand networks. Further research is required to explore the ways in

which strategic alliances have strengthened local education tourism development and prevented fragmentation.

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## **Pacific Rim Education Tourism Market Research and Strategy Development Final Results Report**

Submitted to WAMA and the Pacific Rim Knowledge Project Steering Committee:  
Tla-o-qui-aht First Nation, District of Tofino, District of Ucluelet and Yuułuʔiłʔatḥ

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**December 12, 2014**

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## Executive Summary

The interim Results Report summarizes the Community Scan of documents, 35 semi-structured interviews and the responses of 23 online surveys conducted between Oct. 1- November 7, 2014. Here are the highlights:

- The **community scan** demonstrates a twenty-three year chronology of initiatives by individual communities towards a yearning to develop an education and learning destination. One of the surprising findings was that the Clayoquot Biosphere Trust has been instrumental in leading the collective vision and archiving the research.
- The **competitive analysis** reveals that there are several businesses, non-profit societies and organizations offering similar proposed course offerings, but none who can offer the variety in one regional setting.
- The **potential markets** were broken down into four segments: High School, University Field Studies, Adult Learning, Surf Schools. More recently the segments of Kayak Guide training, Elderhostel, and First Nation Language and Culture Study were included and data is being collected on each.
- The preliminary findings were:
  1. **First Nations Language and Culture study** in a place-based authentic setting is in high demand amongst all market segments.
  2. **Clustering, Coordination and Packaging of services** is important to all market segments.
  3. **Collaborative branding** with the Destination combines existing recreation pursuits and education to produce a unique value proposition.
  4. **Adult Learning** can be incorporated easily into our international UNESCO Biosphere Reserve recognition, without major changes to existing tourism infrastructure.
  5. **Experiential and authentic** learning is in high demand.
  6. **Surf Schools** and **Kayak Guide Training** are big attractors.
  7. **Elderhostel is a new and emerging market for the 4 communities.**

Further analysis by the research team will take these draft results and build a regional market strategy prior to November 30, 2014.

## 1. Situation Analysis

The situation analysis consists of three parts: the Review of Literature of Current Trends, the Scan of Community Documents, and the Asset Inventory for the four communities. Below are the results for the Regional Scan.

### Regional Scan of Community Documents

The goal of the Regional Scan is to search and examine existing public documents identifying Education goals and strategies for each of the four communities; Ucluelet, Yuułuʔiłʔatḥ, Tla-o-qui-aht FN and Tofino. Twenty-five community documents were scanned, covering a time period over 23 years, to identify the prominent education themes. While the OCP in both Ucluelet and Tofino give credence to the importance of Education; the Yuułuʔiłʔatḥ government gave formal recognition to Education as a means of preserving Culture and Language in the Constitution adopted in 2011. The Constitution stems from the Manulth Treaty signed in 2010. This represents a significant change in responsibility to the Community.

### Chronology of Education Initiatives in the Tofino-Ucluelet region (1991-2014):

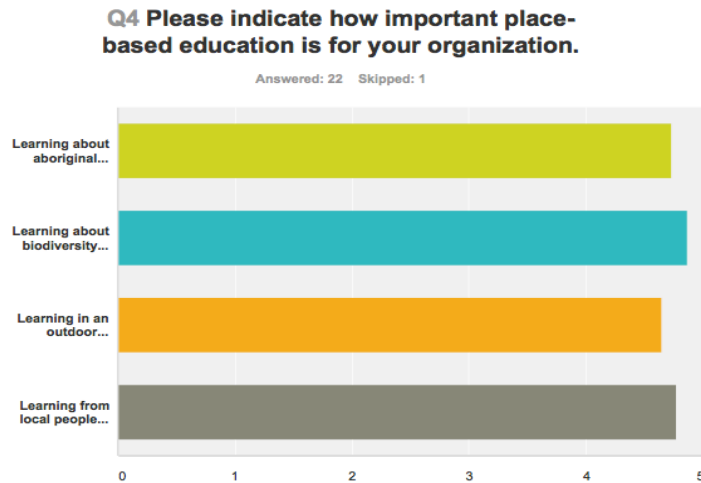
- 1991-Clayoquot Biosphere Project begins
- 1996-Long Beach Model Forest opens Rain Forest Information Centre
- 1997-DoT establishes Clayoquot Sound Education Committee
- 1997-DoU- Life Boat Center and Forestry Int. Center
- 2000-Raincoast Education Society (RES) formed
- 2000- Clayoquot Biosphere Trust Society formed
- 2000- Clayoquot Sound UNESCO Biosphere Reserve designation
- 2002- CISEM Vision
- 2003- Clayoquot Connections Vision
- 2006- West Coast Community Rainforest Center
- 2009- Clayoquot Biosphere Trust Board – Biosphere Center became a priority
- 2010- TLBCC- priority to develop post-secondary education
- 2011- Feasibility Study-Tofino Higher Learning
- 2012- Cultural Tourism Inventory and Survey for Clayoquot and Barkley FN
- 2014- Clayoquot Biosphere Trust-Biosphere Center scoping document
- 2014- Tofino Tourism Master Plan- “Educational Tourism” cited.

### Summary of Fields of Study Identified from the Community Scan

From the 25 community documents, covering over a twenty three year time span, six theme areas of desired study emerged: Environment Sustainability, Ecology, Tourism, Aquaculture/Marine Studies, First Nations Culture and History, and Outdoor Education. These themes were then verified with 23 online survey responses and approximately 35 semi-structured interviews. Our results confirm that there is an existing market demand for each of these study themes, moreover there are at least 30 universities already engaged in research on the west coast and

approximately 75 High School groups visiting our communities annually for outdoor education experiences. In Fig.1, (see below) we confirm that place based education is highly valued by our visiting learners across all 6 themes as identified in the community scan.

Fig. 1 Fields of Study Attracting Place-based Education Visitors to the West Coast



## 2. Competitive analysis

Competitive analysis is important to evaluate and determine the key strengths and weaknesses of the competition. The better-known examples of Bamfield, Banff, and the Cascades Institute, Washington, were not highlighted here for reasons of dissimilarity. The Research Station at Bamfield is a consortium of 5 universities, not multiple universities as envisioned for the west coast. In regards to the Banff Center for Fine Arts, the large scale and huge infusion of capital monies from Federal sources do not make it a comparable hub and spoke model. In the case of the Cascades Institute, there was also a large infusion of capital to begin the institute from 'Seattle Light' who benefitted from a nearby river as a source of power. Several examples cited here are proximal 'competitor' initiatives and were mentioned in our semi-structured interviews including: Haida Gwaii, Hollyhock, Sea to Sky Outdoor School, SALTS, Native Education College, and Study Abroad.

### 1. Haida Gwaii Higher Education (University Field School)

Strengths	Weaknesses
Organizational capacity to coordinate University visits/programs	Can only host a maximum of 20 students
Engaged network of supporters (building relationships for over 20 years)	Low economic generator
Community provides homestays (low cost accommodation and intensive learning environment)	Difficult travel destination



Attractive for students & instructors seeking experiential learning in an iconic setting	University students are tending to stay on for summer employment, adding more supply to a demand shortage in labour
Impressive cultural centre as a hosting/learning facility in a spectacular location	

We learned from this model that the program content is excellent, but the small numbers and large infrastructure costs may not make this a full cost recovery economic model.

## 2. Hollyhock (Adult Learning/ Leadership Development )

Strengths	Weaknesses
High demand for core programs on social enterprises and related programs	Difficult and costly travel destination (3 ferries from mainland)
Designed for comfortable retreats & professional development	Vulnerable to shifting client preferences and high overhead costs for maintaining facilities & supporting high profile educators (using 'rock star' instructors as client attractors)
Meets market demand for mid-career professional learner	
Attractive as a destination for health & wellbeing lifestyle learners & participants	

From the Hollyhock model we learned that there is an educational market for mid- career professionals in an attractive and comfortable destination with healthy lifestyle choices.

## 3. Sea to Sky Outdoor Education (High School Education)

Strengths	Weaknesses
45 minute ferry ride from Vancouver	5 month program; 3-4 days per week
Experiential Education	Schools don't like weekend programs
Private company- No board of Directors	Need Indoor spaces in this climate
Based on 3 R's- Real, Relevant, Revolutionary	Utilize 2 summer camps- camps shut down from December to March
Active, engaged learning	
Employ Certified Teachers	Seasonal Part time work offered to teachers
Worked to become a financially successful small business	
'Community-building' is biggest draw to program	
Laughter, music and fun are important	

From the Sea to Sky model of learning we realized the importance of experiential education, good business planning, and indoor spaces for group programs are essential.

### 3. Native Education College (NEC)

Strengths	Weaknesses
Targets Aboriginal Learners	
Non-aboriginal Learners welcome	
“Culturally relevant, academically rigorous”	Successful and innovative Aboriginal Business models to study are hard to find
Non-Profit Society- eligible for grants	Partial Fund-raising for field studies
Experiential Education very important	Building place-based community contacts is difficult
NEC Courses transfer to Cap University	
Students need to work in small, remote First Nation communities	Need inexpensive accommodation
Areas for collaboration: Aboriginal Tourism, Outdoor Leadership, Biosphere Studies, Transformational Leadership, Ecosystem Management, Outdoor Adventures	No online programs

From the Native Education College model, we learned the community value of targeting aboriginal education and building capacity, as well as the need to provide education in Aboriginal Tourism, outdoor leadership and Ecosystem management.

### 4. Salts (Sail and Life Training Society)

Strengths	Weaknesses
36 High School Groups /year (1700 students per year)	94 High Schools on Waiting list
Genuine Community engagement on board a Tall ship	Cost- \$ 160 per student/day
3,5,7 day all-inclusive package- makes it easy for teachers	
Open to customization of programs	
Tall ship is a rare and unique environment to learn	
Experiential Education	
Accredited Education	
Schools book and plan one year in advance to raise funds to cover costs	
Alberta schools can access “credit” funds to supplement trip cost	

From the model provided by SALTS, we learned that there is a market for unique, curriculum based 5-day high school “programs in a package”.

## 5. Road Scholar Elder Hostel Trip Package Tours

Strengths	Weaknesses
All inclusive packages with on-line itinerary makes budgeting easy	Tour guide is not from the region and trip itinerary is not developed to full potential
Destination tours consider safety and ease of access	Tours are not considering the full range of accessible walking destinations
Provides departures from high Market Demand location such as Victoria	The trip pattern departs from Victoria and explores much of Vancouver Island with only 2-3 days on the west coast
The Road Scholar website attracts like minded learners and has a good reputation for supplying reliably high quality tours	The tour content features generic reading material rather than local authors
The trip tour is marketed at an affordable price	Very little of the trip spending is retained within the west coast region

One of the key findings from the Road Scholar Elder Hostel model is that they have recently expanded their programs to include tours of the west coast communities. However, one weakness we identified with this model is the short duration of trip stay, and the lack of local authors engaged in the knowledge sharing.

### 3. Services Analysis (asset priorities)

The services analysis was informed largely through our telephone interviews and on-line survey. The following categories indicate the most prevalent needs identified by our existing education tourism clients.

#### 1. Accommodation, kitchen and meeting space cluster

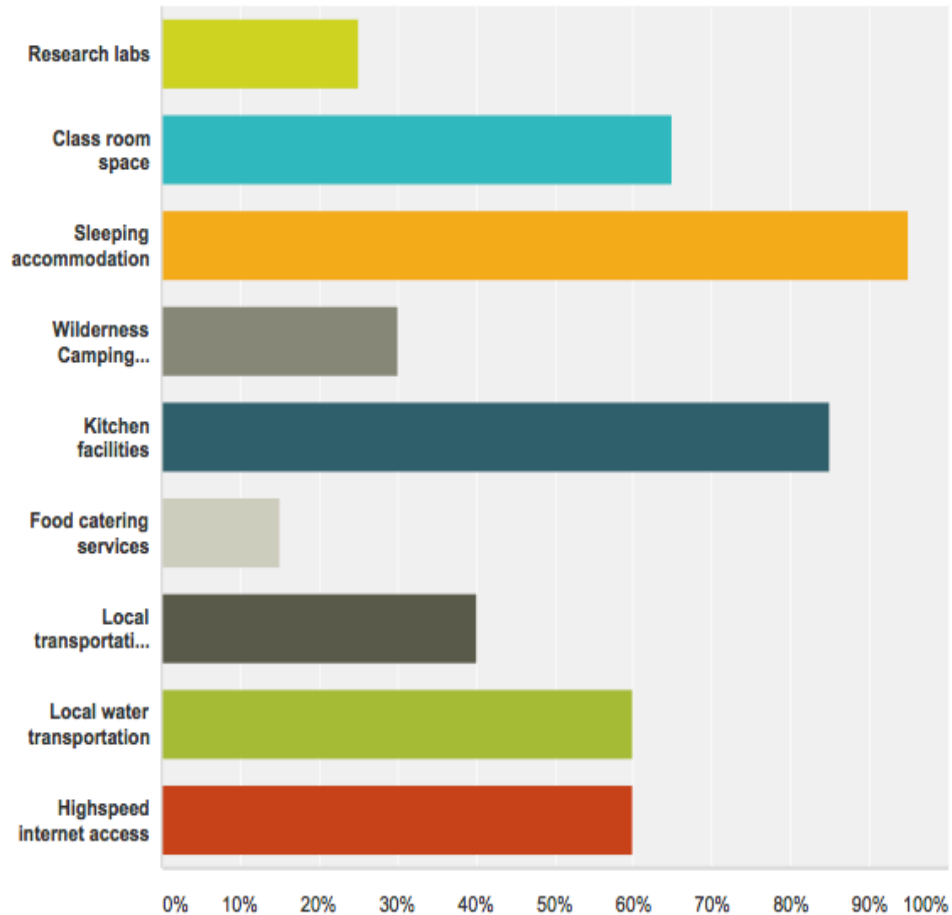
Interview respondents from the University Field School and High School market segments emphasized the need for inexpensive (“cheap”) accommodation in combination with kitchen facilities and meeting space. However, these services do not necessarily have to be located within one facility. Rather, we found that several visiting Universities require these three services in close proximity to each other. We also heard from existing visitors that sleeping arrangements are the lowest priority for the ‘willingness to pay’. In other words, cheaper options such as camping on a field in tents, or sleeping on mats in the high school gym are preferable options when compared with high priced tourist accommodation. The following bar chart on service priorities (see Fig. 2) illustrates the three top priority services, with transportation and high-speed Internet access following closely as priorities needs.

#### Fig.2 Service Priorities

The 3 priorities in order of importance were inexpensive accommodation, kitchen and a meeting space for students.

## Q8 Which of the following facilities are important for your west coast education activities?

Answered: 20 Skipped: 2



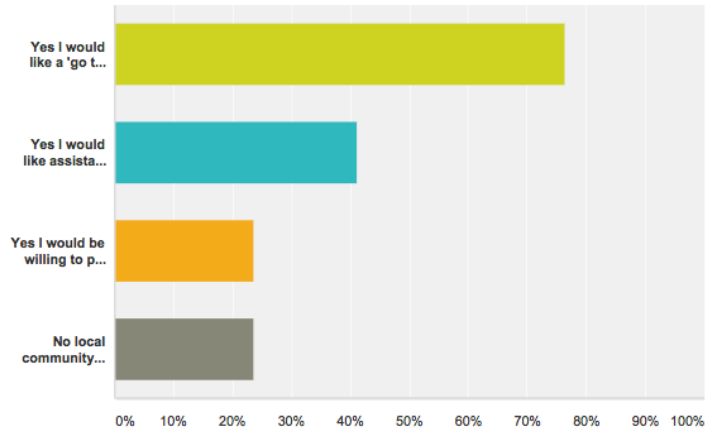
## 2. Information coordination, website 'hub' and community organization linkages

Our visiting Universities and High Schools support the idea of having a centralized "go to" person and website that can orient groups to our community facilities, activities (see Fig. 3) and the education organizations within the west coast region. That said, it was also emphasized that education tourists (especially the high school visitors) are prepared to pay for pre-packaged visits that include curriculum ready learning units. A local contact person was the most important aspect of planning an educational excursion to the west coast, second was an education package for both High Schools and Universities.

**Fig. 3 Community Coordination**

**Q10 Is local community coordination important when planning for your education study trip to the west coast?**

Answered: 17 Skipped: 5

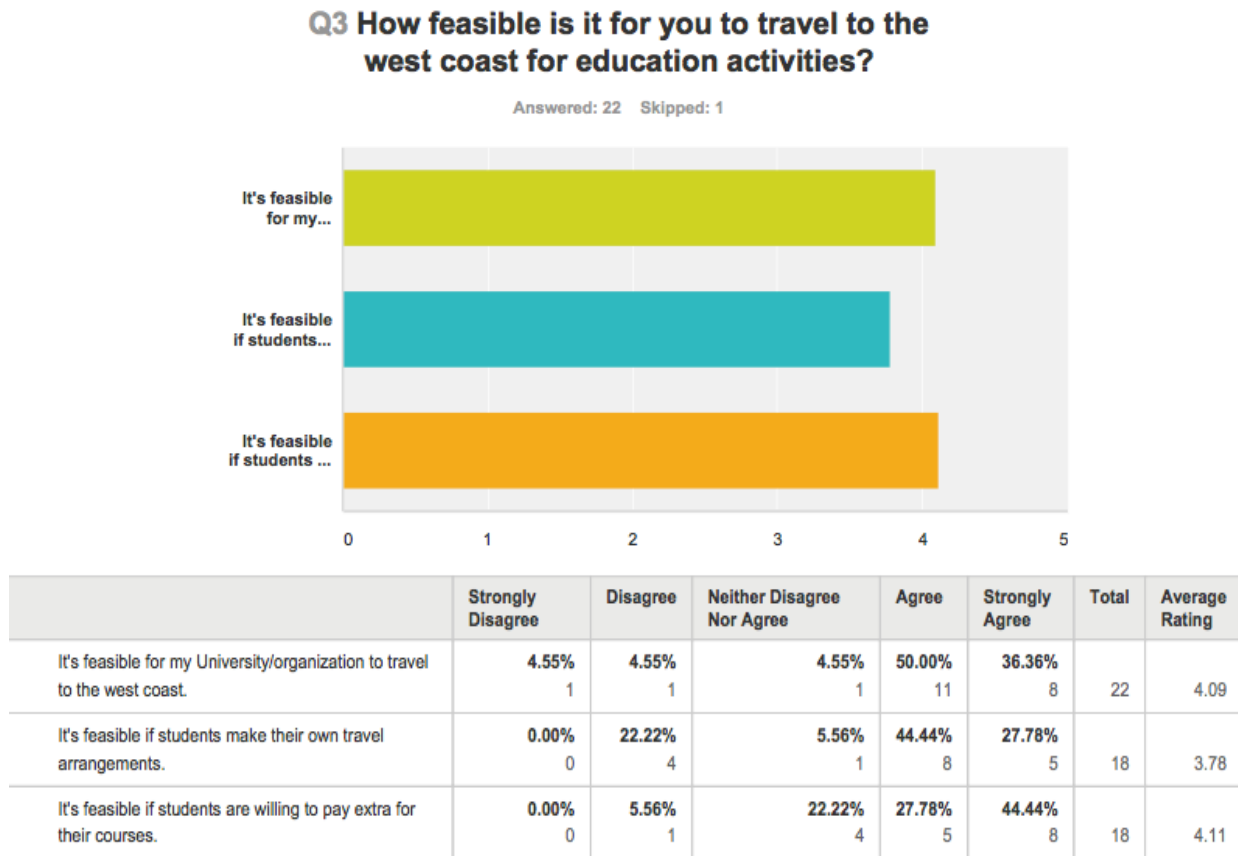


Answer Choices	Responses	
Yes I would like a 'go to' contact person for coordination assistance.	77.78%	14
Yes I would like assistance with creating an education 'package' for our education trip.	44.44%	8
Yes I would be willing to pay something for this service	22.22%	4
No local community coordination is not a priority for our education planning.	22.22%	4
<b>Total Respondents: 18</b>		

### 3. Transportation

Bus service between communities was noted as an important adjunct to intra-community learning. Improved access by air was also noted as important for inbound travelers in the Adult Learning sector; particularly improvements to navigation, including runway lights. There was general agreement that it is feasible to travel to the west coast for educational programs if the travel time is within one day. As illustrated in Fig. 4, the majority of on-line respondents felt it was feasible for their students to travel to the west coast.

**Fig. 4 Travel to the West Coast for Education Activities**



#### 4. Internet Access

The majority of our interview respondents said that high speed Internet is absolutely essential to facilitating online and onsite Higher Learning in our region.

#### 4. Market segmentation analysis

Semi-structured interviews (35) were synthesized to reveal seven main Key Market Segments. They are the following:

- 1. High school Outdoor Education**
- 2. University Field Studies**
- 3. Adult Learning Programs**
- 4. Surf Schools**

**5. Kayak Guide Training**

**6. Elder Hostel**

**7. First Nation Culture and Language Study**

Market segments are “meaningful, coherent classes” (Moscardo, 2001), that have several core requirements. They are homogeneous, measureable, substantial, require different marketing approaches, and are stable over time.

In the chart below the Market Segments were categorized in terms of the demographic, the origin of the visitor, psychographic, the purpose of the trip and the known distribution channels.

Fig. 5 Market Segmentation (preliminary synthesis)

	<b>Demographic (Age range)</b>	<b>Origin of Inbound Visitor</b>	<b>Psychographic</b>	<b>Purpose of trip</b>	<b>Distribution Channels</b>
<b>High School</b>	14-18 years	Vancouver Island	Outdoor Ed. Students	Outdoor Ed., Biology, History, FN studies as accredited in BC School Curriculum	Surf Schools Kayaking Schools Local Ed. Organize.
<b>University (Field Studies)</b>	18-40 years	Canada USA- (Pacific Northwest)	Environment Ecology Tourism MBA (Aboriginal) Programs	University Field Studies in an accredited course	Clayoquot Biosphere Trust Surf Schools Kayak Schools Aquaculture Sites
<b>Adult Learning</b>	30-65 years	British Columbia, Alberta, USA	-Cultural Explorer -Rejuvenator -No-Hassle traveler	Professional Development	Yoga Schools Leadership Schools
<b>Surf School</b>	18-40 years	Canada, Australia, USA	Outdoor ocean adventurers	Surf lessons, coaching and development	12 Surf Schools (15,000 students/2014)
<b>Kayak Guide Training</b>	Full range	Domestic and Abroad	Outdoor ocean adventurer	Skills Training, Professional Development	Kayaking Schools
<b>Elder Hostel</b>	50+	Vancouver Island/British Columbia, USA	Life long learner	Holiday/ education/ compatible cohort	Variety
<b>First Nation Language and Culture</b>	Full range	Domestic and Abroad	First Nation /Culture interest	Skills training, cultural language training	Variety

## 1. High School Outdoor Education

The high school segment of visitors surprised the researchers by virtue of their sheer 'untabulated' numbers. It is estimated that approximately 75 high school groups come to use the Tofino area during the course of one year. This number is reflective of data from the Surf school sector, and the main purveyor of accommodation, kitchen and meeting space in the area- 'the Ecolodge'. The main user group is Outdoor Educators, and the age range is primarily 14-18 years old. Their accommodation needs are met in campsites, and hostel type accommodations. The main subject areas include but are not limited to Surfing, Biology, Hiking, History, Kayaking, and FN studies. They prefer a 5-7 day package with accommodation, kitchen, meeting room and a program that is 'curriculum-justified'. Educators would like a package (preferably 2-3 options) that makes it easy for them to sell to staff, students, is curriculum-based, and easy to administer with limited time for planning. The leading outdoor educators on Vancouver Island find the West Coast to be safe, affordable, 'remote-but close', offering a variety of teachable subjects, and surfing is a 'credit course'! Of the schools that come here, there are more private schools than public, with a 70/30 split. This could be due to the fact that many private schools stress outdoor experiential education as an important program, and there is more money to do so in the private school realm.

Three businesses (1000, 1700, 1200 students/year) that market the high school segment stress the importance of 'building community' with students as an important aspect of their program. Similar program options exist in BC in [Sea to Sky Outdoor School](#) , [SALTS Society](#) and [Strathcona Outdoor School](#). Selling to the administrators by offering curriculum-based programs is a key component of marketing. Another piece of advice was to operate in the same manner as any other small business - be financially responsible. When asked what our unique value proposition might be- it was First Nation History, surfing, and the convergence of outdoor recreation and unique experiential learning in one place. This corroborates with our themes and market segments, as previously described.

Quotes from High School visiting teachers:

" a safe wilderness for students".

"the area is a microcosm of Vancouver Island for learning"

"First Nations culture and history is the pivotal plank in a school's platform, build a learning program around this!"

"surfing is a sustainable, solar-powered free sport"

"travelling to the west coast is a local and sustainable destination"

"give us three options and make it easy for us as teachers".

**Top 5 criteria for a high school educational destination:**



1. Safety (“a safe wilderness”)
2. Diversity of recreation and learning opportunities
3. Justifiable to BC curriculum
4. First Nations history, language and culture
5. Affordable

**Top 5 criteria for asset requirements for high school visitors:**

1. Bed units (30 average)
2. Kitchen facility
3. Meeting Space (30 average)
4. Internet
5. Location (proximal to activities, not in-town)

**Key conditions to be met for high school visitors:**

- Develop package (“make it easy for us”)
- BC. School Curriculum-justified
- Distance from Victoria (4-5 hours) “is perfect”
- FN- “we want to learn the history, culture, residential schools, and reconciliation”
- Safe and affordable
- Travel to more than one community

## **2. University (Field Studies)**

There is a 20-30 year history of working with Universities in the west coast Region, particularly after the controversial Clayoquot Sound Land Use decision in the early 1990’s and the adoption of the Clayoquot Scientific Panel in 1993. Since that time, several University researchers have been attracted to the area to test their thinking on applied ecosystem studies (among other fields). Many of these researchers were affiliated with the Long Beach Model Forest and their studies are archived in the Clayoquot Biosphere Trust library collections. Our research suggests that over 20 Universities are currently conducting research in the west coast region and/or bringing students for Field Studies courses (for credit). We found through our interviews that, on average, University students have a low willingness to pay for accommodation; the Field Schools are comprised of small intensive learning cohorts ranging between 10-20 students, the average duration of stay is 5-12 days per group, these courses are for full credit, involve intensive learning and there is a desire and willingness to collaborate with local people. However, this coordination has to happen from within the community. Finally, these learning experiences are often described as “transformative”. The following quotations emphasize these points:

- “It took 2 years to get University approval for our field school program. If I had a brochure with the course already “packaged” with the exciting kinds of programs I know are already available on the west coast, I’m sure I would have had immediate approval”.

-“I think there is much more we can do as a University, but we just don’t know what the community wants from us. I love the idea of working with the high school more closely. Is that something the High school wants? Let us know what you need and we’ll be better prepared to contribute something meaningful.”

- “Our students say this is the best course in their entire university program experience. At the Masters level, that’s over 6 years of education!”

**Top 5 criteria for a University Field School educational destination:**

1. Diverse learning opportunities (intact wilderness, local knowledge, unique marine ecology)
2. Experiential learning in community settings is a top priority for students
3. Continuity, long-term monitoring, and conducting comparative analysis
4. Applied learning, specifically for ecosystem management training
5. Connection with local people who live and work in the Clayoquot Biosphere Reserve

**Top 5 criteria for asset requirements for University Field School visitors:**

1. Inexpensive accommodation (under \$50/night)
2. Kitchen
3. Available class room space
4. High-speed internet
5. Connection and collaboration with local education organizations

**Key conditions to be met for more University Field School visitors:**

- Access to lab facilities /safe disposal of hazardous substances
- Access to local water taxis/knowledgeable local people
- First Nation culture is of great interest, would like to know how to respectfully engage and share knowledge
- Would like to have more connection & collaboration with local organizations who are engaged in environmental education & ecosystem stewardship and analysis
- Access to classroom space, clustered with kitchen facilities and inexpensive accommodation.

**Examples of existing University Field School programs offered on the west coast:**

[University of the Fraser Valley, Clayoquot/Tofino Field School](#)

May-June, 10 days 8 credits

[Langara College, Environmental Studies Field School](#)

April, 5-10 days 3 credits

[University of Guelph, Environmental Philosophy Field School](#)

August, 12 days 3 credits

### **3. Adult Learning**

There is a growing demand for workshops (non-credit) for the mid-career professional, particularly in iconic settings that already have a reputation for providing a high quality experience. Our interview respondents emphasized there is a growing demand for the 'retreat style' learning approach in which a high quality lifestyle is modeled while participants take part in learning programs that enhance health and wellbeing. It was suggested that program packages might include daily meditation classes, surfing classes, courses in bird watching and high quality culinary food choices. When asked what we have to offer adult learners that is unique, our respondents said our greatest asset is our authentic community experience in a world class tourist destination. We already have the reputation of delivering high quality destination experiences and continuing education is a natural value-added component. This is an area of high growth potential for expanding the shoulder season tourism market.

### **4. Surf School**

Another surprising finding in the research was the emerging numbers who come to the West Coast to learn to surf and SUP (Stand up Paddle). There are approximately 12 surf schools that teach surfing and SUP-ing between the four communities. Early estimates through interviews indicate that 12- 15,000 students were taught surf lessons in 2014 on the West Coast. The number of school groups was estimated to be 75 in the last year. Two interesting facts have emerged; the number of students who come to learn on the west coast seems to be an anomaly, and the other is the propensity of female surfers that has led to a corresponding rise in female learners. There is no available research through the local DMO's to corroborate these findings.

Yet at the same time, in semi-structured interviews, the school groups who come to the west coast consider this to be a major drawing card in the outdoor education offering. This fosters a wide distribution channel, with board and wetsuit rental, accommodations, restaurants, along with lessons. It seems from the preliminary survey that often the surf lesson is the driver for High School groups, yet for University Field Schools it is a value-added activity. The west coast of Canada has the following anecdotal features:

- “one of the few places in the world where you can surf 12 months/year”.
- critical advances in wet suit technology has enhanced cold water surfing.
- female talent pool emerging with competitive female role models
- worlds’ first woman-only surf contest -100 competitors in 2014
- sandy beaches and mild temperatures offer safe opportunity for learning
- local youth contests offer development opportunities (90 local competitors- 2014)
- “Surfing capital of Canada”- Resolution of Council-Tofino, 2009.
- “solar-powered, sustainable, ‘green’ sport” vs. skiing which is expensive and infrastructure intensive
- beaches on west coast face many different directions capturing all variety of swells from open Pacific
- the average age in Tofino is 34, Ucluelet 36. “Like attracts like.”
- “ sport of Surfing could be a drawing card for local and international High School students”.

The segment of Surf Schools is an emerging market on the west coast, and understanding this unique value proposition will require more research. The purpose of bringing this segment forward is to notice the significant, upward trend in numbers over the last 10 years, and create a placeholder of significance in the market of education. A similar [surf academy](#) model might be the town of Raglan, New Zealand (population 1800) in which surfing as a sport is recognized as part of Physical Education, is a drawing card for inbound high school students in NZ, and provides opportunities to learn how to organize and judge surf contests as part of the curriculum.

## **5. Kayak Guide Training**

One segment that has hosted visitors for over 20 years in the region is the often ‘undervalued’ group of outdoor schools, high schools, and University outdoor groups who use the area (Clayoquot and Barkley Sounds) as a place to train their kayak guides. There are seven Universities presently using a Tofino-based Sea kayaking school as a venue for sea kayak guide training. They are: North Island College, Vancouver Island University, Capilano University, College of the Rockies, Quest University, Thompson Rivers University, and International students from Denmark who come every 2 years with a group of ten students. In total there are approximately 300 students per year who attend guide training in Tofino. Many other Kayak Guide Alliance Training Courses take place between Ucluelet and Clayoquot Sound, although exact numbers are not known. In the local Ucluelet High School a sea kayaking guide training course is also available to high school students, sponsored by the Clayoquot Biosphere Trust.

## **6. Elderhostel**

Another emerging segment is the popular Elderhostel program. Our interview

results indicate a high demand for local knowledge, particularly from local historians, local researchers, biologists, and First Nations knowledge keepers. Routes to Learning organizations advertise for these individuals with their tours and often adds their bios to the website. The quality of the guided experience is very important. In addition, local accommodation within walking distance of the guided tour is preferable.

## 7. First Nation Language and Culture Study

There is an exciting opportunity to work with visiting First Nation students from the Native Education College, particularly students from Urban areas, who are interested in hands on learning from West Coast First Nations with experience in business and tourism development. Many students have young families and require inexpensive housing. These programs may need further fundraising to subsidize travel costs. However, these kinds of funds exist. Community coordination is key.

## 5. Selection criteria for identifying target markets

The project Steering Committee has provided several guiding principles with which to evaluate our target markets. For example, in the first meeting we were advised that education tourism has to work first as a learning experience for our local learning needs. Similarly, we were advised that the value proposition has to result in a net gain for the community, rather than a loss. When asked specifically about choosing between economic priority and community social benefits, the Steering Committee emphasized that the education target market should yield, at minimum, a 'break even' economic return initially, and contribute a benefit of some kind to the community in terms of education and learning. The following table summarizes our understanding of the selection criteria for identifying target markets.

### Target Market Selection Criteria

<b>Economic Value</b>	<b>Community Benefits</b>
1. No net loss : the target education tourism market must (at minimum) operate on a cost recovery basis.	1. The transactions between visiting education consumers and local education providers result in some larger return for the community.
2. The transactions between service providers and education 'consumers' must be equitable and respect the value of local knowledge (provide honorariums to local guest speakers).	2. The production of knowledge in the community is shared with the community in some form i.e. knowledge symposium, data sharing, newspaper articles, public presentations, reports.
3. The distribution of education services is ideally spread throughout the region through a long value chain.	3. The distribution of education services contributes to long term partnerships and knowledge sharing within the region.
4. Existing local education organizations are the key providers of education services within the region.	4. The benefits from having more education services in the region are experienced in the local schools (positive feedback loop for local education programs).

**a. Economic Value**

Our interview results revealed a range of economic returns from each market segment. Further discussion is required to evaluate the full balance of economic and community benefits that might be realized with a portfolio of well managed education tourism market segments.

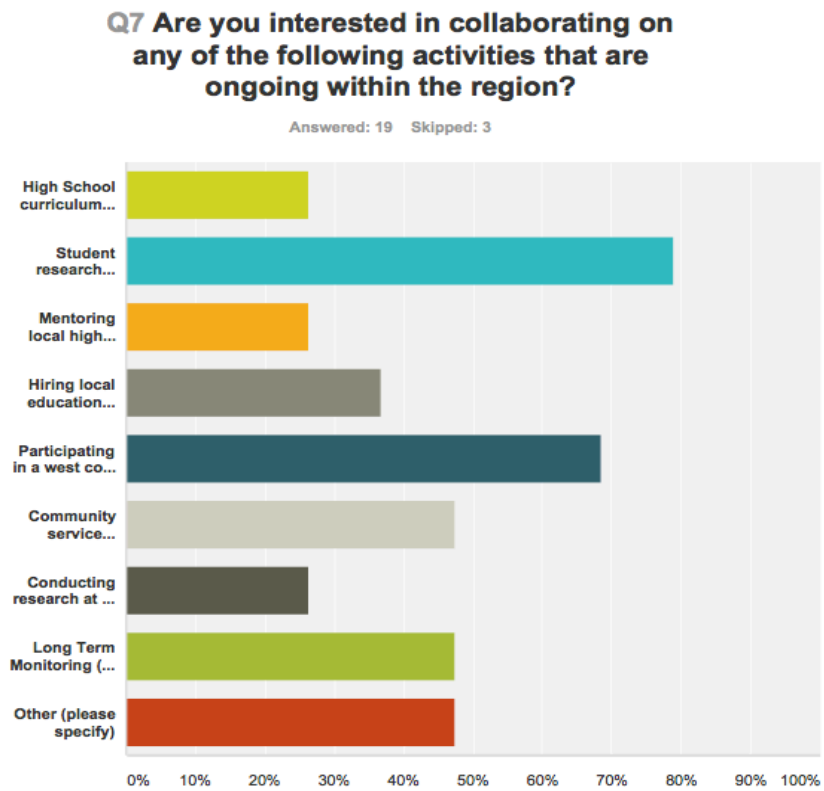
	<b>Av. room cost per person</b>	<b>Days of stay</b>	<b>Av. payment to local instructors</b>	<b>Av. No. of students per stay</b>	<b>Av. Food Costs/trip</b>
University Field School (actual)	\$20-45	5-10	\$100 honorarium	10-20	\$250
High School (actual)	\$30-50	3-7	None	20-40	Provide own food (30\$ per student)
Adult Learners (projected)	\$150-\$200	2-3	None (unless teaching capacity is here)	12-15	\$200
Surfers (actual)	\$50-150	3 -5?	\$100/ individual lesson	15-30	unknown
<b>Kayak Guide Training</b>					
<b>Elder Hostel</b>					
<b>First Nation Language and Culture Study</b>					

**b. Community Benefits**

Several key informants emphasized the importance of finding a good match between visiting Universities/learning organizations and local community education and research interests. For example it was pointed out that Universities often have high expectations for local engagement. However local people often don't have the time or the interest level in being directly involved in the research. Furthermore, there is an unfortunate history of knowledge appropriation from academics who use their research findings to publish academic articles without appropriate knowledge sharing protocols in place. In the practice of community based research, it is understood that the knowledge is owned by the community and can only be used with their permission. One key informant expressed the need for both sides of the university-community value exchange to be clear about expectations and priorities before engaging in a partnership. In Fig. 6 we identify several areas of collaboration in which Universities and High School visitors are interested

in creating shared value exchanges with our local community organizations. Each of these opportunities need to be carefully thought through in the context of local priorities and interests.

**Figure 6 Opportunities for Collaboration**



Answer Choices	Responses	
High School curriculum design for outdoor education	26.32%	5
Student research projects	78.95%	15
Mentoring local high school students	26.32%	5
Hiring local education experts for teaching	36.84%	7
Participating in a west coast education network	68.42%	13
Community service projects	47.37%	9
Conducting research at the Sydney Inlet Research Cabin	26.32%	5
Long Term Monitoring (ie. Ecological & Social)	47.37%	9
Other (please specify)	47.37%	9
<b>Total Respondents: 19</b>		

## 6. Preliminary Findings

There are 6 main findings that can be refined from the Review of Literature, Community Scan, 35 interviews, 23 on-line surveys, the Steering Committee and oversight by the Professors at Royal Roads University. This identifies the direction the researchers will be focused on with the next phase of the project: developing the Market Strategy for the Region.

### 1. Desire to understand First Nation Culture & History and Issues of Capacity

Our respondents from all market segments expressed a very strong interest in learning more about First Nation people's culture and history. Yet at the same time, there is a high level of sensitivity around issues of knowledge appropriation and local capacity to engage with visiting learners. We found that visitors would like to engage in a learning experience that is just as valued in the community as it is by the visiting learners, with a sense of equitable giving and receiving in a shared knowledge exchange. While this is an ideal goal, there needs to be further exploration into the learning priorities for First Nation communities on the west coast and their expectations from a learning exchange with visiting learners. One example of shared cultural learning and local capacity building is already underway with the west coast branch of Leadership Vancouver Island. This unique west coast leadership training module is designed to address the learning needs for local



community leaders of all cultures, building on the strengths of multiple cultural world views. Perhaps this integrated learning approach is an appropriate way in which cultural sharing can occur in an equitable manner and knowledge exchanges can be facilitated between local and visiting learners while building local capacity.

## **2. Clustering of Services and Infrastructure Needed**

We found that visiting University and High School programs are interested in a diversity of learning opportunities situated in a variety of community settings. However, their ability and willingness to pay for services such as accommodation is quite low. Consequently, these market segments require a clustering of accommodation, kitchen facilities and classroom space within close proximity (walking distance) and, ideally, within each community. Further to these service requirements, there is also a demand for transportation services between communities (including water taxi service). We will look more closely at this finding in the next stage of the market development strategy.

## **3. Collective Branding**

One consistent theme that emerged our interviews was the opportunity for branding the west coast learning experience under an overarching 'place descriptor' that is inclusive of all the communities engaged in this education tourism initiative. Many of our interview respondents remarked that the "Pacific Rim" is not a very useful place identifier, stating that it made them think of places along the edge of the Pacific Ocean such as Japan. Many respondents mentioned the UNESCO Clayoquot Biosphere Reserve Region as the marketable place descriptor that they use to attract students to their field schools. One key informant emphasized that we need to market the unique collaboration of many communities working together to create a diverse and authentic place-based learning opportunity. Certainly we heard repeatedly that our greatest asset will be the 'packaging' of the menu of unique opportunities within all our communities combined.

## **4. Adult Learning Programs**

A major finding of the project is that Adult Learners are interested in the convergence of offerings on the west coast. In particular, the product mix of outdoor recreation and adult learning opportunities is a highlight, with very few additional amenities needed. Furthermore, there were expressions of interest in meditation, religious retreats, health related workshops, and Elderhostel programs for the age demographic of 50-65. The 'baby-boomers' have considerable disposable income, time, and an interest to learn in a world-class destination. EQ findings also support this notion, with the majority of visitors in the Cultural Explorer, Rejuvenator and No-hassle traveler categories. The cachet of the west coast and world recognition as a destination give a competitive advantage in this niche market.

## **5. Authentic place-based experiential learning**

The concept of authentic experiences in an experiential learning situation was confirmed. Holding to community values is very important to all the school and university groups who visit our area (e.g. “no big box stores, small town feeling”). The concepts of sustainable travel to the learning destination (driving as compared to flying), understanding rural and remote small towns, and the ability to compare and contrast several very different communities is important to universities and high schools. Currently there is a gap between the desire to learn more local First Nation history, culture and language and the capacity to deliver this to the numbers who would like to know more about Nuu-chah-nulth culture.

## **6. Packaging program partnerships**

In the research there was a very real desire to create, ‘pack’ and advertise for consumers in all the market segments. Partnerships between local education organizations and recreation opportunities were cited as necessary. In other words, we were advised to create local links between surf lessons and organizations that could teach Biology, History, and First Nation Culture. A broader link suggested is that to Canadian and International organizations who can market abroad such as [Study Abroad](#) and [Tui Travel](#).

## Appendix A

### Summary of Fields of Study Identified in Community Scan

Community/Organizational Vision	Fields of Study	University/Education Org. Program
<b>Ucluelet</b>		
<b>DoU</b> Vision of a Lifeboat Centre and a Wood Village/Forestry Interpretative Centre (DoU Strategic Economic Development Plan (1997)	-Wooden boat building skills & training; -Forestry skills & training centre	
<b>DoU</b> vision for a 'world class institution for advanced ecosystem management' (1998)	-Ecosystem Management	
<b>DoU</b> vision for residency programs : A blended model of advanced learning i.e. a combination of online learning and short residency periods (1-3 weeks) held in a satellite location. (DoU Education Committee 2013)	-Master of Arts in Environment and Management -Master of Arts in Environmental Education and Communication -Master of Arts in Environmental Practice -Master of Arts in Tourism Management -Master of Science in Environment and Management -Master of Science in Environmental Practice - Graduate Certificates in Executive Coaching, Sustainable Community Development, Values Based Leadership -Graduate Diploma in Environmental Education -Forestry Technician	Royal Roads University, North Island College, Fleming College, Oregon State University- School of Forestry,
<b>Central West Coast Forest Society</b> Vision of the Rainforest Centre to learn, teach, share, experience and celebrate." Six themes were envisioned: 1. Education, training and capacity building (with a focus on youth); 2. Value-added forest products development and marketing (timber and non-timber); 3. Culture and heritage; 4. Tourism and recreation; 5. Applied forest research and monitoring; and 6. Eco-system restoration and enhancement. (CWFS Business Plan 2006)	-Applied forest research and monitoring -ecosystem restoration and enhancement -non-timber wildfoods products	

Education that benefits the community learning needs and attracts others to come to our communities to learn (Steering Committee Meeting August 28, 2014)	- aquaculture technician -professional development	- Excel Careers (Courtney BC)
<b>Yuułu?if?ath Government</b>		
We will value education to develop important life skills and further our economic independence. Our school will have an extensive cultural and language program where elders work with our youth to ensure strong ties with our past. All adults will share in the responsibility of providing a supportive learning environment in the community. Full financial support for post-secondary education will be available in academic, technical or vocational programs. Recognition of personal educational achievements will be celebrated as a community (Power of Education Report 2009)	-Science, -Education -Business Administration -Addictions Counseling -Aesthetics -Language development -Aboriginal leadership training	NIC, VIU, Coady Institute Aboriginal Women's Leadership Program (St. Francis Xavier)
<b>Tofino</b>		
Help researchers and students from around the world learn about the significant work underway in Clayoquot Sound; assist researchers, students and local residents to carry out studies and original research in Clayoquot Sound; and help diversify local economy and promote increased economic activity in the region throughout the year ( <b>DoT - Education &amp; Research Centre Committee 1997</b> )	-Place-based research in Clayoquot Sound;  -Ecosystem management (marine & terrestrial)	
<b>Tofino/Long beach Chamber of Commerce (2011-2012)</b>	- Indigenous culture/governance, - Marine Biology -Geography, -Tourism, -Business, -Marketing, -Trades, -Technologies, and -Arts & Culture	
<b>Tofino Institute Business Plan (2012-2013)</b>	-Indigenous studies, -Trades programs, -Resource and environmental education, -International ESL education,	

	-Continuing Education -Professional development	
<b>Regional Vision</b>		
Enable the Clayoquot Sound UNESCO Biosphere Reserve Region (CSBURR) to be a model of ecosystem-based management and sustainable development (CBT 2000).	-Ecosystem-based management -Sustainability Studies -Sustainability Monitoring/Indicators	

## Appendix B

### a) University Surveys

#### Top 3 criteria you use for selecting a destination for education-based travel?

First	Second	Third
Diversity	ease of access and safety	cost
CONTENT: Interesting / relevant case studies with willing locals to speak about their initiatives	AFFORDABILITY: Transportation, accommodation & food	SPACES / LOGISTICS: Will the students be able to stay together? Are there spaces for discussions/group work? Are there transport options for getting them to where they need to be? Ecolodge is perfect for the space needs, but unsure how much hiring buses would cost.
Meaningful opportunities for engagement	cost	
suitability of the area to course topic	diversity of educational activities	logistics (travel and accommodation)
Context	travel	accommodations/facilities
A high concentration of meaningful activities	Accessibility	Logistical ease
learning opportunities	travel time	travel expenses
The diversity of the learning experience	Good local hosts	costs
Community acceptance and support of the proposed activities	Intellectually stimulating opportunity and educational potential	Accessible appropriate facilities and accommodation
Quality of educational environment	feasibility	marketability
issues to be confronted with	access	
quality, depth, breadth of experience	safety	cost
variety of assets related to content available	costs	travel time
suitable outdoor/ecological opportunities	within one travel day of Vancouver	suitable accommodations/camping
Does the location provide the best possible learning environment?	Is the location accessible in a timely manner?	Is the location and travel required to get there affordable?
History: we have come here for 20 years, it's now a tradition	The spectacular outdoor learning environment	reasonable proximity to the mainland
The marine environment in Clayoquot Sound is oxygen poor and perfect for training our students on monitoring	we love the biodiversity and incredible marine-terrestrial landscape	We love being out in Clayoquot Sound and yet being close to great restaurants in Tofino: it's exotic
focus on program / course themes	availability of top notch local informants / speakers	appropriate learning facilities

**What are the top 3 things we can do to attract more education visitors to our west coast communities?**

<b>First</b>	<b>Second</b>	<b>Third</b>
advertise facilities - botanical garden, aquarium. natl park	outreach to post-secondary	group accommodation
Perhaps put together a package of CONTENT / field trip ideas based on themes (conservation of X, sustainable forestry livelihoods and practices, etc.	Perhaps put together a package of LOGISTICS options (for different accommodation, transportation and space requirements) - with discount rates for educational groups (e.g., WestJet could provide a discount code; local and other companies could provide group rates?)	Have one place in each community (Ahousaht, Tla-o-qui-aht, Ukee, etc.) that can act as a point place for groups to go for info, coordination and perhaps for space / case studies purposes
highlight meaningful, 'real' research opportunities		
reliable accommodation that is affordable to students	better local transportation, especially between Tofino and Ukee.	
create the right space	bring together the right community members	make it as easy as possible to achieve
up dated web site	take part in CUexpo2015 in Ottawa!!!!	Come to visit uVic-organize meeting in Tofino/Ucluelet as follow-up
Continued networking and dissemination	Extended web presence	Build community support throughout region
Cheaper accommodation		
establish a full service educational centre that provides specific learning and research opportunities i.e. intense diversity	Market and host educational symposiums - for students and instructors of all ages	make it accessible - accommodation and food details taken care of, and offered a reasonable cost
provide more lower cost accommodation	have coordinated website	collaborative people with welcoming outlook
research facilities	Accommodations	
Provide affordable, reliable accommodation	Provide a dedicated learning space	
More engagement with local First Nation knowledge holders	More engagement with local knowledge holders in the communities who live, work and research in the Clayoquot Biosphere	
Set up a research lab		provide a link/connection with key people in the community for knowledge sharing
		provide teaching support venues
		teachers need to satisfy curriculum

## References

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