

# Conservation Pathways

## Opportunities and Future Directions in Wildlife Conservation

Resource Package for  
Youth in Junior and Senior  
High School





# About AIWC

## OUR MISSION

AIWC is committed to the rescue, rehabilitation, and release of injured and orphaned wildlife. We provide expert advice and education that fosters an appreciation of wildlife.

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Since 1993, **Alberta Institute for Wildlife Conservation (AIWC)** has been a champion for injured and orphaned wildlife through rescue, rehabilitation and release. Since our founding, we have admitted more than 38,000 animals into care. We believe our responsibility to wildlife includes an educational component that emphasizes the importance of environmental protection, and as such, AIWC offers engaging public education programs to inform all ages of the importance of wildlife to our ecosystem and way of life.

This resource has been created to support youth in Jr/Sr High, who would like to learn more about opportunities in wildlife conservation and rehabilitation.



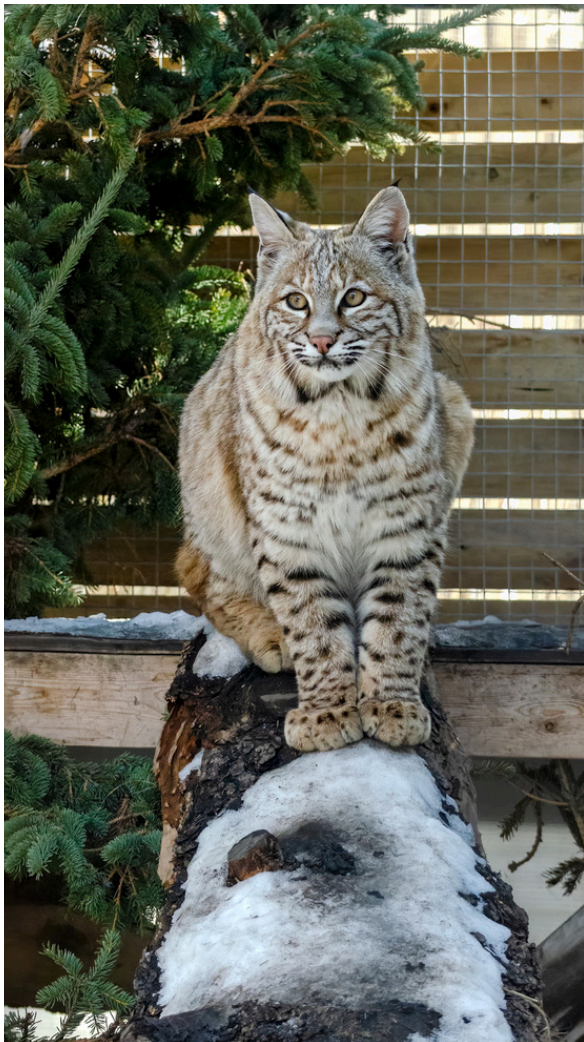
AIWC is located in Treaty 7 land, the traditional territory of the Blackfoot Confederacy (Siksika, Pikanii, and Kainai peoples), as well as the Tsuut'ina and Stoney/Îyârhe Nakoda nations (Chiniki, Bearspaw, and Goodstoney Nations) and the peoples of the Otipemisiwak Métis Government, District 4 (Rockyview). AIWC is located on and services all people of Treaty 7 territory. As treaty people, we believe we have a responsibility to care for the lands we inhabit, along with all creatures living on the land with us.

For resources and opportunities uniquely for Indigenous youth, or in support of Indigenous-led conservation efforts, see pages 18 & 19.



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# What is wildlife conservation?

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**“WILDLIFE CONSERVATION is the practice of protecting plant and animals species and their habitats. Wildlife is integral to the world’s ecosystems, providing balance and stability to nature’s processes. The goal of wildlife conservation is to ensure the survival of these species, and to educate people on living sustainably with other species.”**

–National Geographic Society <sup>23</sup>

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**A lot of different people and sectors contribute to wildlife conservation efforts.**

**Sciences** like Geology, Veterinary Medicine, and Ecology all contribute to research around animals, plants, and ecosystems.

Studies in the **Humanities** like Geography, Urban Studies, and Economics help us learn more about how human societies interact with wildlife.



**Engineers and trades** workers might help come up with practical solutions to conservation issues, designing and constructing technology like wildlife crossing bridges and infrared trail monitors.

**Educators** are crucial for teaching youth and the general public about why wildlife conservation is important.

**Politicians, lawyers, and entrepreneurs** have an important role in supporting policies and organizations that support conservation efforts and protect natural habitats.



# Local conservation efforts :

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Including our waters, Canada is the second largest country in the world. We are made up of incredibly diverse landscapes, and are coastal to three of the five oceans on Earth : the Pacific, Atlantic, and Arctic Oceans. About half of the Rocky Mountain Range is located within Canada, as well as the entire Arctic Archipelago (which is >1.4 million km<sup>2</sup>). There are estimated to be 80,000 classified species of plants and animals in Canada. Despite all of this, as of 2023, only 12.8% of Canada's terrestrial area was protected, and 9.1% of our marine area<sup>13</sup>.

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## BUFFALO REMATRIATION ON TURTLE ISLAND <sup>6</sup>

In the late 1800s, the Canadian and US governments began hunting buffalo on the prairies. These mass hunts soon escalated, motivated by both the fur trade and the assimilation of First Nations that depended on the herds. In Canada, buffalo were nearly extinct, and those left were often interbred with cattle. Recently, Indigenous-led conservation efforts have been bringing back buffalo herds to the prairies. The Buffalo treaty was created in 2014 as a commitment to this movement. Some of the challenges for this movement are conflicting interests with ranchers, buffalo being legally classified as livestock instead of wildlife, and finding space for buffalo to roam freely.

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## YELLOWSTONE TO YUKON CONSERVATION INITIATIVE <sup>41</sup>

Wildlife is known to do much better when it has room to roam and interact with as many other populations as possible. If a group is too isolated, they might become inbred, they are more vulnerable to disease outbreaks, and they risk overusing the resources in a given area. This conservation initiative is trying to strengthen and protect continuous routes for wildlife to travel across North America, all the way from Yellowstone National Park in the U.S. to the Yukon in Canada.

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## OIL SPILL DISASTER RELIEF <sup>11</sup>

Across Canada, we have pipelines carrying oil and natural gas between the provinces and territories. If pipelines are poorly planned or not maintained, there can be oil leaks or spills. When this happens, all of the wildlife in the area are affected. Soil and water are contaminated, having long-term and far-reaching impacts. Some conservation efforts focus on disaster relief after events like an oil spill. Focus Wildlife is an organization that prepares for and responds to oil spill emergencies in wild habitats.

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# CAREERS

It's a good idea to keep an eye on job boards through the Government of Alberta<sup>3</sup> and the Environment and Protected Areas Ministry<sup>10</sup>. You can also explore careers in related fields.

These young adults are all figuring out how to support conservation efforts in their own ways. Some took time off after High School, some knew right away what they wanted to do, some are still figuring it out! What they all have in common is a passion for protecting wild spaces.

## Isabella Frey, 22 (she/her)



Isabella is working towards a combined undergraduate degree, with a **BSc in Natural Sciences** and a **BA in International Indigenous Studies (IIST)**. Coming out of High School, Isabella knew she wanted to work in conservation, and so she went directly into the Zoology program at the University of Calgary. After taking different options courses, and meeting different professors, she switched her major to Natural Sciences and added IIST in her third year. Throughout her degree, Isabella spent some time working in remote Northern communities, and started to learn about Inuit Science. She saw first-hand how Inuit knowledge of the lands and animals is crucial for conservation in the Arctic. This is what inspired her to study IIST, and learn more about a **braided approach to conservation**.

Now, Isabella is **working with AIWC as the Education Assistant**, which is a paid summer student position at the clinic. She helps develop educational resources about wildlife in Alberta, creates programming for youth at schools and libraries, and represents AIWC at markets and special events. In addition to this work, she's getting involved with research at the University of Calgary, specifically working on projects about buffalo rematriation across Turtle Island, led by Indigenous Science. Isabella has always felt passionate about conservation because of her own love of the land – growing up hiking, camping, and road tripping around Canada. She says there are so many ways to support conservation efforts, and **the most important role is the one that brings you joy!**



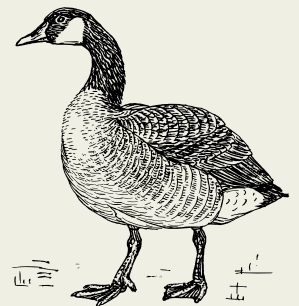
## Jenin Ahmad, 23 (she/her)

Jenin just graduated with a **Bachelors degree in Psychology**, from the University of Calgary. Her Honours thesis was focused on how we cope with **anxiety and grief related to climate change**. During her degree, Jenin also started a peer support group called the Climate Cafe, which was a space for students to talk about climate change and how it is affecting their mental health. She hopes to continue this kind of work in community engagement, in addition to pursuing a Masters in Clinical Psychology. Jenin started to switch her focus to climate change after noticing the negative effects it has on her own mental health. She says psychology is not the first thing we think of with conservation, but that every sector and every skillset has an important role in conservation work. For example, studying climate science is emotionally taxing – to the point where some students might even switch their career path. Indigenous Peoples were the first group to really notice the climate and land changing, and that also carries an emotional burden. Jenin asks, **“how do we take care of the people that are taking care of the Earth?”**



## Mason Mueller, 22 (he/him)

Mason is currently studying **Mechanical Engineering** at the University of Calgary, with a minor in Energy and Environment Engineering. This minor allows him to connect his major to **renewable energy** and conservation efforts. During his degree, he has interned with TransAlta, working on **wind and hydro-electric energy alternatives**. He's also active in the Energy & Environment Engineering Students Association (EEESA) – organizing workshops, events, and international trips to learn and share sustainable energy strategies. Mason loves hiking, fishing, and camping, and so he always had a love for the outdoors, but it was his involvement with EEESA and his minor that really inspired him to focus on sustainable solutions. After graduating, Mason is hoping to work in renewable energy and support conservation efforts that would benefit from his skillset.



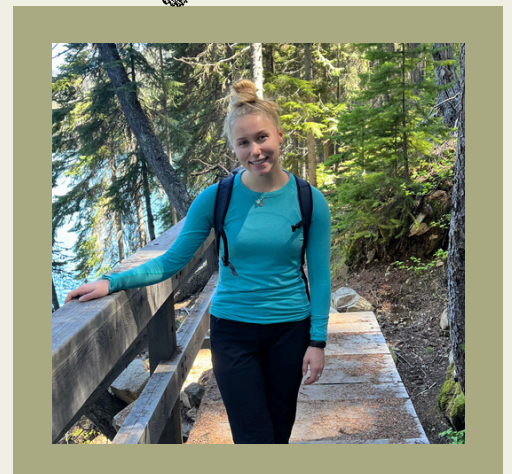
## Mitchell McGinnis, 20 (he/him)

Mitchell is a Métis student at the University of Calgary, working towards a **BSc in Conservation and Biodiversity** with a minor in International Indigenous Studies (IIST). Studying in both of these programs has let Mitchell **explore topics like conservation through a braided perspective**, integrating Western Science and Indigenous Worldviews. IIST has shown Mitchell traditional ways of understanding our relationships with animals and the land, while he learns the science of land management from prominent ecologists. One of the projects he is working on is the Animal Kinship Project, developing a curriculum that integrates Indigenous worldviews into lessons about animals. Mitchell hopes to become a **large animal veterinarian** with a focus on equine sports and medicine, and while this is not directly related to wildlife conservation, it allows him to explore other ways to help animals. Mitchell has been passionate about wildlife since he was little, growing up on the land and learning to hunt from his grandparents. He believes we have reciprocal relationships with animals, both wild and domestic, and that we have a responsibility to conserve and protect their place in the world. Mitchell emphasizes the importance of exploring new options after High School, getting to know different professors and projects. **See where the future takes you!**



## Darby Link, 21 (she/her)

Darby is in a concurrent program at the University of Calgary, studying **Education and International Indigenous Studies (IIST)**. In these programs, Darby has learned about different beliefs around land use and stewardship, while also learning about the ways that people learn so she can pass that knowledge forward. Coming out of High School, she had chosen Education with plans to become a teacher. While she is still interested in teaching, her focus has shifted towards **community education and engagement**. This might look like mediating conversations or representing community interests in land use and natural resources. Over the summer, Darby has interned with the Bow River Basin Council and Nakoda Youth Council, working on a community-led water monitoring program. Through this work, and the IIST program, Darby has learned how important it is to **build relationships with the land and people**, so that her work in conservation also aligns with communities' best interests.





# WILDLIFE REHAB

There are several ways to get involved at AIWC, ranging from remote or on-site volunteering to full-time wildlife rehabilitation positions. We typically hire for paid positions internally, so the best way to get your foot in the door is by volunteering first!

Holly Lillie, 37 (she/her)



Holly is the **Executive Director at AIWC**, responsible for overall management of the organization.

Holly is originally from England, but graduated high school in Dallas, Texas. Right after graduating, she wasn't sure what career path she was interested in, but instead of pursuing post-secondary education, she started volunteering with a **big cat rescue**. Animals like tigers and lions were seized or surrendered to the rescue, and given care and medical attention. Her experience with this organization sparked a larger interest in animal care that stuck with her after moving to Canada.

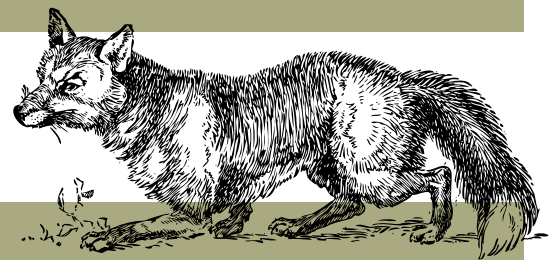
After moving to Canada, Holly volunteered at Edmonton Valley Zoo and WildNorth (previous Wildlife Rehabilitation Society of Edmonton) while waiting to get permanent residence in Canada. After a year, she moved from volunteering full-time to working as a summer student, and then into a full-time position at WildNorth. She carried forward skills from the big cat organization like animal care, diet prep, and general husbandry, but became more familiar with Alberta wildlife. Working at the clinic, she really started to appreciate Alberta wildlife, and realized that most of the wildlife admitted were due to human encounters in some way (hit by car, window strike, etc.). This motivated her to keep working with wildlife and help **give them a second chance**.

While Holly did not complete a bachelor's degree, she has taken many courses related to wildlife rehabilitation and has completed a diploma in public relations. She recommends looking into courses through the International Wildlife Rehabilitation Council (IWRC), and attending the National Wildlife Rehabilitator's Association (NWRA) annual symposium (see page 17) to gain more knowledge in this diverse field. Her biggest suggestions are volunteering at wildlife rehabilitation centres, taking courses through IWRC/NWRA, and looking into animal health technology programs as demand for Registered Animal Health Technologists (RAHT) is growing in the field.

## Raelee Barth, 32 (she/her)

Raelee is the **Operations Manager at AIWC**, which means she works closely with the wildlife, clinic staff, and volunteers to rehabilitate and release all of the animals that are brought in.

After High School, Raelee took one year off and then went into the Engineering program at the University of Calgary. After 3 years, she decided to switch into a **Bachelor of Science, majoring in Natural Sciences**. She concentrated in Biology and Math, which both help her with her work at the clinic. Her background in Biology directly applies to wildlife rehabilitation, with her knowledge in ecology, natural history, and anatomy all coming in handy. She also uses math everyday to calculate medications, fluids, and food intake for patients. Around the same time she switched into Natural Sciences, Raelee started volunteering with AIWC. She wanted to try something new and add experience to her resume, and then ended up falling in love with the work. She had known she wanted to work in conservation, but wasn't sure how until she had the chance to volunteer in wildlife rehabilitation!



## Cassandra Lacusta, 27 (she/her)

Cassandra is the **Rehabilitation Manager at AIWC**, leading the rehabilitation team at the clinic. She started working as a summer student at a wildlife rehabilitation centre in BC, where she worked for three summers while in University. After graduating, she stayed there for a year and a half before moving to AIWC, and switching her focus to Alberta wildlife.

Cassandra went straight into University after High School and graduated with a **Bachelor of Science, double majoring in Biology and Earth and Ocean Sciences**. When she was younger, Cassandra volunteered at the SPCA and was always interested in animals and wildlife. She remembers watching TV shows and visiting aquariums and zoos as a kid, and always knowing that she wanted to work with animals. It was after her first summer working as an animal care worker in BC that she knew she wanted to work specifically in wildlife rehabilitation.

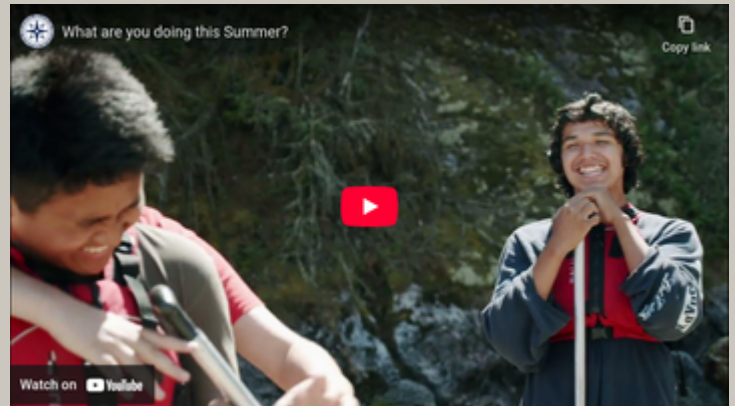


# CONSERVATION PROGRAMS & EXPERIENCES

Whether you are interested in outdoor adventures, community building, or practical veterinary skills, there are lots of opportunities for you to get involved and learn more!

## Outward Bound<sup>28</sup>

Outward Bound focuses on outdoor education for school groups and through summer programming. With different opportunities for **youth of all ages**, you may be able to receive **high school credits** or work towards **certifications**. These expeditions can also take you across the country, with trips like West Coast surfing, whitewater canoeing in Ontario, and Rocky Mountain backpacking,



<https://www.youtube.com/watch?v=PlhyhT27TSQ&t=27s>

## Scouts<sup>32</sup>

This Nationwide program has several cohorts for different age groups, including Scouts (**aged 11-14**), Venturer Scouts (**aged 15-17**), and Rover Scouts (**aged 18-26**). Scouts provides valuable experiences in **outdoor adventuring**, leadership with younger cohorts, and travel for summits and trips. Program cost varies depending on your group and region, and may be available on a sliding scale.



<https://www.youtube.com/watch?v=EoyqsENMgY4>

## Alberta Wildlife Federation <sup>5</sup>

AWF offers **week-long camps** throughout the year, all with different themes. Current program themes include animal tracking, wilderness survival, bird watching, land-based learning, and water sustainability. For **youth ages 12–14**, prices starts at \$280+GST.

There is also a different stream of programming for women in conservation (18+).

## Girl Guides <sup>12</sup>

Girl Guides has a vision for a better world, by girls. With **different branches or age groupings**, you can get involved at any time.

Consider the Pathfinders (aged 12–14), the Rangers (aged 15–17), or volunteer as an adult (18+)! Take on leadership roles, planning trips and events, leading community projects, and **mentoring younger girls**. Learn skills like budgeting, resume-writing, and trip planning, and join in on adventures like hiking, canoeing, and camping! The membership fees vary around Canada, but are generally between \$125–\$200/year, plus the cost of a uniform.

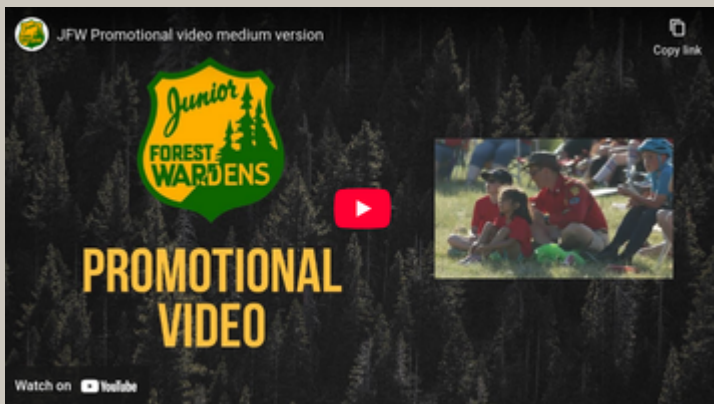


<https://www.youtube.com/watch?v=Pby7w-srjpM&t=7s>

## Alberta Junior Forest Wardens <sup>4</sup>

The AJFW gets the whole family involved, with **youth and parents welcome** at all events.

The program provides **opportunities to get outdoors**: camping, backpacking, canoeing, mountaineering, and tree planting! Learn skills like first aid, trip planning, and survival, while considering the four pillars; Forestry, Ecology, Outdoor Skills, & Leadership. **Age groupings** enable age-specific programming, with the Adventurers (aged 12–14) and Challengers (aged 15–17) for older youth. Annual fees range between \$75–\$200.



<https://www.youtube.com/watch?v=5WaJTCdlcDw>



## Wild Outside (CWF) <sup>39</sup>

This program is for **youth aged 15–18**, and focuses on conservation-based community service and leadership. Different kinds of events are offered throughout the year, ranging from kayaking and camping to tree planting and park cleanups. This program does count for service hours and **volunteer experience!**



<https://www.youtube.com/watch?v=LZeWK7E2I8w>

## Howl Experience <sup>16</sup>

Howl offers explorations across Canada, focused on land-based, experiential learning. Most programs are for **youth aged 17–30**, and are overnight expeditions. These programs highlight skills in community development, climate advocacy, and reconciliation. Some of the programs include opportunities to receive **micro-grants** and participate on a pay-what-you-can sliding scale.



<https://www.youtube.com/watch?v=-t0jNcOZjJg>

## Introduction to Veterinary Medicine – Olds College <sup>27</sup>

These week long camps are for **youth aged 13–16**, introducing you to **animal care basics** and first aid. There is both in-person time in the classroom and doing hands-on learning with the animals. This program is not wildlife specific, and is offered from the Olds College campus. Program cost is \$595, with all materials and a field day trip included.

## UofC Vet Camp <sup>36</sup>

If you're interested in learning more about veterinary medicine, the University of Calgary does offer virtual vet camps. In these camps for **youth entering Grades 7–12**, you will spend time with veterinary students and have access to ~25 hours of online content.

Program cost is \$275.



# VOLUNTEERING OPPORTUNITIES

**AIWC requires all volunteers to be at least 18, but there are other organizations for younger youth to get involved! Volunteer experience is incredibly valuable when you start applying for post-secondary education or careers in wildlife conservation.**

## **Alberta Institute for Wildlife Conservation (AIWC)**

Once you are 18, you can volunteer with AIWC through several important roles. AIWC needs volunteers to help with rescue driving, cleaning, public awareness booths, wildlife rehabilitation assistance, and taking hotline phone calls. Learn more about a day-in-the-life for one of our Wildlife Rehabilitation Assistant volunteers <sup>2</sup>.

## **Alberta Animal Rescue Crew Society (AARCS) <sup>1</sup>**

AARCS is an organization to help homeless animals in the community, taking in primarily domestic small animals, like dogs and cats. They have volunteer opportunities for youth as young as 10, with roles ranging from dog/cat caregivers, to event/fundraising support.

## **Wilder Institute (Calgary Zoo) <sup>40</sup>**

The Wilder Institute has volunteering opportunities for youth as Junior Zoo Guides. This position is for youth aged 14-17, and requires a one year commitment (80 hours). Junior Zoo Guides help provide a positive experience for visitors. Your role is to educate about animals and conservation, sharing maps, activities and knowledge with guests. Junior Zoo Guides also support summer camp and events staff. Once you turn 18, there are adult volunteer roles that you can consider to stay involved.

## **Calgary Public Library (CPL) <sup>7</sup>**

The CPL has lots of opportunities for youth aged 12+ to gain volunteer experience. Youth volunteers will often support programs for younger youth, or help with special events. This is a great position for Jr. High students, because you don't need any previous experience and you will be able to add a range of skills to your resume. This volunteer experience may help you get a foot in the door with other organizations once you are old enough to volunteer elsewhere.



# POST-SECONDARY PATHWAYS : UNIVERSITY

## University of Calgary Veterinary Medicine <sup>37</sup>

The University of Calgary Faculty of Veterinary Medicine (**UCVM**) is Alberta's only veterinary school where you can work towards either a Doctor of Veterinary Medicine (DVM), or a Graduate Degree (MSc/PhD) in Veterinary Medical Sciences. These programs are not available directly out of high school, and require the completion of an Undergraduate Degree (for Graduate Studies) or a specific selection of courses and the MCAT (DVM).

In the Faculty of Science, the University of Calgary also offers a **BSc in Biological Sciences with a Concentration in Biodiversity and Conservation**, and a **BSc in Zoology**. These are good options for Undergraduate Programs to pursue before you apply at UCVM.

## University of Alberta Undergraduate Programs <sup>34</sup>

Faculty of Agriculture, Life & Environmental Sciences :  
BSc in Agriculture; BSc in Animal Health; BSc in Agricultural/Food Business Management; BSc in Environmental and Conservation Sciences; BA in Environmental Studies; BSc in Forestry; etc.



## University of Lethbridge Undergraduate Programs <sup>38</sup>

**Veterinary Medicine** – Pre-professional transfer program : Take courses to prepare for application into a veterinary program at another institution (UCVM)

**BA/BSc/BEd** in Agricultural Studies; Chemistry; Environmental Science; Science Education; Urban and Regional Studies



## University of British Columbia Bachelor of Indigenous Land Stewardship <sup>33</sup>

This one-of-a-kind program is offered through the Faculty of Forestry at UBC in Vancouver. The program focuses on Indigenous-led education, with a relational, multi-disciplinary, and land-based approach to learning. You will graduate with a Bachelors Degree in Indigenous Land Stewardship.

# POST-SECONDARY PATHWAYS : TECHNICAL SCHOOL

## SAIT <sup>31</sup>

**MacPhail School of Energy** : Diploma in Environmental Technology; Diploma in Integrated Water Management; Certificate in Land Analysis; Certificate in Water and Wastewater Treatment Operations

## Olds College

**Animal Health Programs** <sup>25</sup> : Veterinary Technology Diploma; Veterinary Medical Receptionist Certificate; Veterinary Technical Assistant Certificate

**Land & Environment Programs** <sup>26</sup> : Environmental Science & Technology Diploma

## NAIT <sup>22</sup>

**Diploma Programs** : Alternative Energy Technology; Conservation Biology; Environmental Monitoring and Assessment; Forest Technology; Geoscience Technology  
**Certificate Programs** : Water and Wastewater Technician

## Lethbridge Polytechnic <sup>20</sup>

**Environmental Science Programs** : Conservation Enforcement; Bachelor of Ecosystem Management; Environmental Assessment and Restoration; Natural Resource Compliance; Renewable Resource Management

## Lakeland College <sup>19</sup>

**Environmental Sciences** : Conservation and Reclamation Diploma; Land Stewardship and Conservation Diploma; Renewable Resource Reclamation Diploma; Wildlife and Fisheries Conservation Diploma

**Agricultural Sciences** : Veterinary Technology Diploma; Veterinary Medical Assistant Certificate



# WILDLIFE REHABILITATION RESOURCES



## International Wildlife Rehabilitation Council (IWRC) <sup>18</sup>

- provides resources and educational courses on wildlife rehabilitation
- online courses include Foundations of Wildlife Rehabilitation, Wound Management, Parasitology, and Zoonoses
- job board with opportunities specific to wildlife rehabilitation
- the Journal of Wildlife Rehabilitation publishes peer-reviewed and science-based research
- membership includes access to journal, discounts on courses, and additional resources

## National Wildlife Rehabilitators Association (NWRA) <sup>24</sup>

- based in the USA, this association offers online education and training, publications, and funding for research/studies in wildlife rehabilitation
- online career centre with job opportunities
- membership with access to additional resources (on-demand recorded courses, online articles), discounts, and networking opportunities
- online courses in bird identification and wildlife medicine
- on-demand recorded webinars to develop professional skills



## CERTIFICATIONS

THESE CERTIFICATIONS ARE SOMETHING YOU WORK TOWARDS OVER TIME IN THE FIELD, AS OPPOSED TO ACQUIRING THEM UPON ENTRY INTO THE FIELD.

### Associate Wildlife Rehabilitator (AWR) <sup>8</sup>

- requires education but not mandatory experience
- for individuals who have foundational knowledge but lack hands-on-experience in wildlife rehabilitation

### Certified Wildlife Rehabilitator (CWR) <sup>9</sup>

- in addition to education, requires a certain amount of practical experience in wildlife rehabilitation
- for individuals who are licensed/permitted practitioners in the field, with educational credentials and practical experience

NOTE : BOTH LEVELS OF CERTIFICATION REQUIRE 50 HOURS OF APPROVED EDUCATION ACROSS 13 DISCIPLINES. THE EXACT REQUIREMENTS ARE DETAILED THROUGH THE IWRC.

# INDIGENOUS-LED CONSERVATION EFFORTS

Across Turtle Island, many conservation initiatives are now recognizing the important role that Indigenous Peoples play as land stewards and knowledge holders. Indigenous communities have close relationships with the land that make them uniquely aware of the challenges that wildlife face. These organizations are focused on environmental conservation that is guided by Indigenous Ways of Being and Doing.



<https://www.youtube.com/watch?v=YpAGMSnWU8Q&t=69s>

## Indigenous Led <sup>17</sup>

This collective has five areas of focus; relationship & partnerships, diplomacy & policy, braided science, art & story, and youth & community engagement. They conduct research that brings Indigenous and Western sciences together, and host events and conferences to build relationships between communities and generations. Their youth program hosts land-based camps that focus on cultural connection, creative self-expression, and exposure to Indigenous and Western science. They also have scholarships, internships, and community service opportunities!

## RAD Network <sup>29</sup>

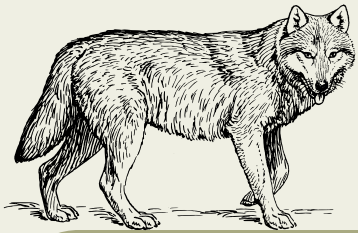
This group is working to support conservation that centres Indigenous languages, worldviews and guiding principles, while developing reciprocal and respectful relationships. Their goals include advancing Indigenous rights as land stewards, sharing knowledge, influencing policy, creating financial pathways, and connecting youth to programs/organizations. Their website has several toolkits and guides on topics like “Greenhouse Gas Offset” and “RAD Youth Resources & Opportunities”.



<https://www.youtube.com/watch?v=7rhpW2gJJek&t=1s>



# PATHWAYS FOR INDIGENOUS STUDENTS



Because Indigenous-led conservation is so important, some programs are designed specifically for Indigenous youth. Many post-secondary institutions also have alternative admission pathways for Indigenous students.

## University of Calgary <sup>35</sup>

UofC has three pathways for Indigenous students, aside from general admission. The Indigenous Admission Process and Indigenous Admission Supplementary Process can support students who do not meet the competitive average for general admission. Bridging programs (see ISAP) are offered for students who do not have all the requirements they need for their desired program. There are also funding opportunities and lots of events through the **Writing Symbols Lodge**.

## MacEwan University <sup>21</sup>

Offered through the School of Continuing Education, the pimâcihisowin Foundation Program provides culturally appropriate education and support for incoming Indigenous students. It helps students gain the qualifications and knowledge needed for admission into a subsequent degree or diploma program. The Indigenous Centre, **kihêw waciston**, offers additional supports for all Indigenous students, such as funding, educational resources, events, and advising.

## SAIT <sup>30</sup>

SAIT offers an Indigenous Pathways Program, which is a 1 year certificate to ease the transition into post-secondary studies, with additional mentorship from Elders and knowledge-keepers. Beginning at the grade 9 level, this program ends with completion of Grade 11 and 12 courses that are required for further studies. **Natoysopoyiis** is an on-campus Indigenous Student Support Centre that offers advising, financial assistance, and hosts events for Indigenous students.

## Government of Canada : Post-Secondary Student Support Program <sup>15</sup>

This program offers financial assistance to First Nations students (registered under the *Indian Act*) through Indigenous Services Canada. To be eligible for funding, students must be enrolled in an eligible post-secondary program. Funding can assist with the cost of tuition, books, travel, and living allowances. A similar program is available to Inuit students through the **Inuit Post-Secondary Education Strategy** <sup>14</sup>.



# RESOURCE LINKS

1. AARCS : <https://aarcs.ca/volunteer/>
2. AIWC VOLUNTEER DAY-IN-THE-LIFE : <https://www.aiwc.ca/blog/ashiftataiwc/>
3. ALBERTA CAREERS – WILDLIFE MANAGEMENT :  
<https://www.alberta.ca/careers-wildlife-management>
4. ALBERTA JUNIOR FOREST WARDENS ASSOCIATION : <https://www.ajfwa.ca/>
5. ALBERTA WILDLIFE FEDERATION :  
<https://www.albertawildlifefederation.ca/youth-in-conservation>
6. BUFFALO TREATY : <https://www.buffalotreaty.com>
7. CALGARY PUBLIC LIBRARY : <https://www.calgarylibrary.ca/your-library/volunteer/youth-volunteers>
8. CERTIFICATION – AWR : <https://cwrexam.org/prospective-cwrs/>
9. CERTIFICATION – CWR : <https://cwrexam.org/current-cwrs/>
10. ENVIRONMENT AND PROTECTED AREAS MINISTRY :  
<https://www.alberta.ca/environment-and-protected-areas>
11. FOCUS WILDLIFE : <https://www.focuswildlife.org/>
12. GIRL GUIDES : <https://www.girlguides.ca/web/>
13. GOC – CANADA’S CONSERVED AREAS :  
<https://www.canada.ca/en/environment-climate-change/services/environmental-indicators/conserved-areas.html>
14. GOC – INUIT POST-SECONDARY EDUCATION STRATEGY : <https://www.sac-isc.gc.ca/eng/1578850688146/1578850715764>
15. GOC – POST-SECONDARY STUDENT SUPPORT PROGRAM : <https://www.sac-isc.gc.ca/eng/1100100033682/1531933580211>
16. HOWL EXPERIENCE : <https://www.experiencehowl.com/>
17. INDIGENOUS LED : <https://www.indigenousled.org/>
18. IWRC : <https://theiwrc.org/>
19. LAKELAND COLLEGE : <https://www.lakelandcollege.ca/programs-and-courses/program-finder.html>
20. LETHBRIDGE POLYTECHNIC – ENVIRONMENTAL SCIENCE PROGRAMS :  
<https://lethpolytech.ca/programs-and-courses/find-your-focus/environmental-science>
21. MACEWAN UNIVERSITY – PIMÂCIHISOWIN :  
<https://www.macewan.ca/academics/programs/foundation-program-pimacihisowin/program-details/>



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22. NAIT TECHNICAL PROGRAMS : <https://www.nait.ca/programs>
  23. NAT GEO : <https://education.nationalgeographic.org/resource/wildlife-conservation/>
  24. NWRA : <https://www.nwrwildlife.org/>
  25. OLDS COLLEGE - TECHNICAL PROGRAMS (ANIMAL HEALTH) :  
<https://www.oldscollege.ca/programs/areas-of-interest/animal-health/index.html>
  26. OLDS COLLEGE - TECHNICAL PROGRAMS (LAND & ENVIRONMENT) :  
<https://www.oldscollege.ca/programs/areas-of-interest/land-environment/index.html>
  27. OLDS COLLEGE - VET CAMP :  
<https://www.oldscollege.ca/programs/continuing-education/animal-science/introduction-to-veterinary-medicine-for-teens.html>
  28. OUTWARD BOUND : <https://www.outwardbound.ca/>
  29. RAD NETWORK : <https://radnetwork.ca/>
  30. SAIT - INDIGENOUS STUDENTS : <https://www.sait.ca/indigenous-students/indigenous-pathways-program>
  31. SAIT - TECHNICAL PROGRAMS : <https://www.sait.ca/programs-and-courses?areaofinterest=energyAndEnvironment>
  32. SCOUTS : <https://www.scouts.ca/>
  33. UBC - BACHELOR OF INDIGENOUS LAND STEWARDSHIP :  
[https://you.ubc.ca/ubc\\_programs/indigenous-land-stewardship/](https://you.ubc.ca/ubc_programs/indigenous-land-stewardship/)
  34. UofA - UNDERGRADUATE PROGRAMS :  
<https://www.ualberta.ca/en/agriculture-life-environment-sciences/programs/undergraduate-programs/index.html>
  35. UofC - INDIGENOUS STUDENTS : <https://ucalgary.ca/future-students/undergraduate/information/indigenous-students>
  36. UofC - VET CAMP : <https://active-living.ucalgary.ca/programs/ucalgary-summer-camps/vet-camp>
  37. UofC VETERINARY MEDICINE : <https://vet.ucalgary.ca/>
  38. UofL UNDERGRADUATE PROGRAMS : <https://www.ulethbridge.ca/future-student/programs>
  39. WILD OUTSIDE : <https://cwfcfc.org/en/explore/wild-outside/?src=EL>
  40. WILDER INSTITUTE : <https://jobs.jobvite.com/calgaryzoo/jobs/464#junior-guides>
  41. Y2Y CONSERVATION INITIATIVE : <https://y2y.net/>





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## CONTACT US

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