

**WABANONG NAKAYGUM OKIMAWIN (WNO)
TRADITIONAL AREA LAND USE PLANNING
WORKSHOP
June 24 & 25, 2008**

SUMMARY REPORT

Submitted To:

Aboriginal Relations Branch, Manitoba Conservation

Submitted By:



CIER, the Centre for Indigenous Environmental Resources, is a national First Nation directed environmental non-profit organisation. We offer research, advisory, and education and training services to Indigenous communities, governments and private companies through our four program areas: Taking Action On Climate Change, Building Sustainable Communities, Protecting Lands and Waters, and Conserving Biodiversity.

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1.0 INTRODUCTION

Manitoba and Wabanong Nakaygum Okimawin (WNO) First Nations committed to traditional area land use planning on the East Side of Lake Winnipeg. The Centre for Indigenous Environmental Resources (CIER) and Intergroup Consultants were hired for the preparation, delivery and follow-up of a 2-day workshop (June 24-25, 2008) to provide WNO First Nation community coordinators with a better understanding of the Traditional Area Land Use Planning process, its connection to comprehensive community planning (CIER), working with Traditional Knowledge (Intergroup) and how to initiate preparing to plan in their community. The intent was to provide the community coordinators with an introduction to the steps to starting their Traditional Area Land Use Plans (TALUP) and activities associated with each step.

Delivery of the workshop, in the form of presentations, handout materials and individual and group exercises, provided coordinators with knowledge, tools, and training, along with the sharing of experiences amongst the group. The workshop provided:

- a better level of comfort with the idea of land use planning, its use and limitations;
- a clear idea of the planning process and how to get started;
- fundamental technical aspects and where to get information and maps;
- techniques to engage the community and an understanding of the importance of community involvement in the planning process;
- information on the benefits of using both Traditional Knowledge and Western Science and how to use both sources of knowledge in planning;
- insight into how some communities have approached planning, what has worked for them and what has not; and
- an action plan for approaching traditional area land use planning in their community.

This summary report provides an overview of the content provided during the workshop, as well as a list of participants and contact information.

2.0 WNO COORDINATOR ORIENTATION

The WNO Coordinator orientation took place the morning of June 24, 2008, Day 1, of the TALUP workshop. Various people from WNO delivered the orientation.

The orientation began with information about the overall intent of the workshop. The roles and responsibilities of the community coordinator and of the planning team were reviewed (***Link to PDF #1***). WNO reporting requirements and contractual obligations were reviewed (***Link to PDF #2***). Main topics to be included in the progress reports included activities and accomplishments, how funds were used, and how the work is moving the TALUP process ahead. A presentation on the WNO TALUP funding process provided information to the coordinators on the money currently committed by the Province. Coordinators noted that the amount of money set aside for the TALUP process is not going to be enough to develop the plans. The WNO provided the group with background information on the Broad Area Planning and TALUP initiatives (***Link to PDF #3***). Issues that arose from this discussion involved placing a moratorium on resource development until the TALUPs are complete and the need for formal recognition by the Province of the Resource Management Boards.

3.0 INTRODUCTION TO COMMUNITY PLANNING

The introduction to community planning took place the morning of June 24, 2008, Day 1, of the TALUP workshop. CIER delivered all aspects of this section related to community planning including a presentation, a discussion and a group activity. Intergroup Consultants delivered the introduction to Traditional Knowledge.

After a short introduction to Comprehensive Community Planning (CCP), brainstorming with the group about what 'comprehensive' means and what 'community' was used to broaden the collective understanding of the concept of CCP with the group. This was followed by a presentation of CCP as a tool for reaching long-term community initiatives, a holistic, cyclical process that requires the engagement of everyone in the community and as being created using Traditional and Western Knowledge (***Link to PDF #4***).

The connection to land use planning was made through the similarities of all types of planning processes, and the strong land and water foundation for CCP. An interactive exercise to highlight the top benefits and challenges of planning that the coordinators felt were most important in their communities was done. The top benefits provided a picture of what the community thinks are important and therefore can be used to get people interested in the process. The top challenges provided the coordinators with a sense of what they will need to overcome during the TALUP process and therefore be creative to address the challenges.

The top benefits identified by the group were:

- Looks after the environment and the health of the land and the people
- Encourages solidarity (within community and between communities)
- Others? Includes Traditional Knowledge teachings
- Is a tool to move the community in the direction of self-government
- Identifies community values
- Promotes long-term thinking
- Identifies skills in the community

The top challenges identified by the group were:

- Getting community involvement
- Access to funding to plan and implement
- Federal and Provincial government acceptance of First Nation community visions and CCPs

Intergroup Consultants presented an introduction to Traditional Knowledge (TK) as a foundation for planning ([*Link to PDF #5*](#)). The presenter highlighted the value of TK in the planning process and also compared TK to Western Science.

4.0 ENGAGING AND COMMUNICATING WITH THE COMMUNITY

This section involved two tasks: 1. Engaging community members in planning and 2. Developing a communication and engagement strategy. Introductions to Task 1 and 2 took place the afternoon of June 24, 2008, Day 1, of the TALUP workshop. CIER delivered all aspects of Task 1 including a presentation, a discussion, and a group activity. CIER and Intergroup Consultants, in the form of sharing experiences and brainstorming, delivered Task 2.

CIER began Task 1 with an introduction to the importance of community engagement in the planning process (***Link to PDF #6***). CIER highlighted 'What the community can get involved in' and 'How the community can get involved'. The group noted the importance of understanding the social structure of the community as being key for getting good community engagement. Next, CIER introduced visioning as a step in preparing to plan and as a step that requires effective and broad community engagement (***Link to PDF #7***). Examples were provided of different techniques used to involve the community in developing a vision. Also provided was an example of a community vision, and the difference between and vision and a mission.

CIER then introduced using sustainability as a framework for holistic and integrated planning (***Link to PDF #8***). The four areas/pillars of planning (culture, economy, society, and environment) along with examples of community ideas and issues that fall under each area were introduced. An individual and group exercise was conducted whereby the group thought about what their community looked like at its best (i.e. their vision) and shared four ideas by placing them on the sustainability medicine wheel. The ideas were reviewed and grouped into themes to provide the group with a technique that could be used by their planning team to help create a draft vision. The WNO Secretariat collected the results of this activity (i.e. the vision ideas and their placement in the four areas of the sustainability medicine wheel).

Intergroup Consultants began Task 2 by sharing personal experiences in regards to engaging and communicating with a community. The group brainstormed their

experiences of what worked and what did not work for them when engaging the community. CIER provided the group with a handout with a series of questions to help the coordinators think about all the necessary information when preparing to engage their communities. Highlights of the handout were reviewed and the group brainstormed other possible ideas than the ones provided on the handout.

5.0 GATHERING BACKGROUND INFORMATION

The section on gathering background information for planning took place the morning and afternoon of June 25, 2008, Day 2, of the TALUP workshop. Delivery of this section involved CIER, Heritage Resources Branch, Manitoba Land Initiative, and Intergroup Consultants and included presentations, discussions, an individual activity and a handout.

CIER started the day with a self-portrait exercise for the group to highlight the importance and the main characteristics of planning discussed on Day 1. CIER then introduced gathering background information for planning as a way to determine the current status of a community (“who you are as a community”) ([**Link to PDF #9**](#)). The sustainability framework and its four pillars were introduced as a way to help organize and fill in community details while keeping a holistic approach to community planning. Examples of questions, relating to TALUP, that a community may want answered under each pillar were reviewed as a means to highlight types of information to gather. CIER noted the importance of using the planning team for gathering background information as opposed to just the coordinator.

Following delivery of the presentations related to using Western Science to gather background information, CIER summarized each presentation as a tool for gathering background data. CIER provided the group with a handout to inspire them to start thinking about all of the potential sources of information about their First Nation that may already exist both internally and externally. The handout used a table as a tool to organize information, the location of the information, the type of information, the topic, and which planning area it relates to.

5.1 Western Science

5.1.1 Historic Resources Branch

Historic Resources Branch provided a brief presentation on the “Annotated Bibliography Prepared for the WNO East Side Lake Winnipeg” (**Link to PDF #10**). The bibliography provided a starting point for historical background information such as, the history of the land and the people, and an inventory of the cultural and heritage resources in the area, which are important to the TALUP process. It was noted that good land use planning is critical to good heritage resource management.

5.1.2 Manitoba Land Initiative (MLI)

Manitoba Conservation provided information on the Manitoba Land Initiative (MLI), how to get an account, where to find the MLI on the Internet, and who to contact for further information. An online demonstration was provided to show the group how to access the different types of data, how to use the interactive map browser, and how to use the layers from Web Mapping Services (WMS) (**Link to PDF #11**). It was noted that high speed Internet is needed to access this information, which was a challenge for the majority of the east side First Nations.

5.1.3 Geographic Information Systems (GIS)

CIER introduced Geographic Information Systems (GIS) and how maps can help with the planning process (**Link to PDF #12**). The importance of asking why, who, when, where and what in designing a mapping activity was stressed. An overview was presented on how First Nations across Canada are using maps. More detail was provided on the use of maps to document Traditional Knowledge. CIER provided examples of how to classify oral histories and how to use/protect sensitive data. A number of planning initiatives done by other First Nations that use GIS tools were showcased, such as: creating an inventory of existing information, strategizing how planning units will be created, analyzing data to create land use designations, collecting feedback, understanding cumulative impacts, and managing housing and capital works.

5.2 Traditional Knowledge (TK)

Intergroup Consultants provided the WNO coordinators with an introduction to TK research with respect to the types of TK documentation activities, the forms of TK recorded, and the types of documentation and recordings. Details on the process of using TK in the form of land use mapping was provided along with information on materials, preparing the mylar sheets, classifying informants, and preparing map labels (**Link to PDF #13**). A flow chart was used to highlight overlaying existing landscape maps with traditional land use maps to identify zones and areas for management and decision making.

6.0 NEXT STEPS

The next steps section took place the afternoon of June 25, 2008, Day 2, of the TALUP workshop. Delivery of this section involved CIER and Intergroup Consultants, and included presentations, discussions, and a handout.

CIER summarized the two day workshop with an overview of the 'Starting the Planning Process' using an image that depicted the importance of community engagement throughout all steps of the starting to plan process: setting up a planning team, initiating visioning, gathering background information (TK and Western Science), finalizing the vision and communicating (**Link to PDF #14**). The handout of a guide for beginning planning and moving forward was reviewed. It was highlighted as a tool to help each of the coordinators track the TALUP progress, set timelines, remain current in the planning process, and help write progress reports to WNO. The guide covered the four main sections highlighted over the two days: establishing a planning team, engaging the community in visioning, gathering background information, and communicating with the community and leadership.

CIER provided the coordinators with information that there is time available for follow-up with either CIER or Intergroup Consultants should there be any questions, clarifications, or help in starting the planning process. It was also suggested that the WNO coordinate a group conference call; CIER and Intergroup Consultants can participate if this is desired.

7.0 APPENDICIES

7.1 Workshop Agenda

Day 1, June 24, 2008

TIME	TOPIC
7:45 – 8:30	Breakfast provided in meeting room for all participants
8: 30 – 9:00	Opening Prayer Remarks from Province, ADM Conservation Introductions Moderator (Purpose of this Workshop)
9:00 – 9:05	House-keeping matters
9:05 – 9:20	WNO, TALUP Background BAP presentation
9:20 – 9:45	First Nation Coordinators <ul style="list-style-type: none"> - What is your role? - Contractual obligations WNO Reporting Presentation <ul style="list-style-type: none"> ❖ Requirements ❖ Template / Example? WNO Secretariat support
9:45 – 10:00	BREAK
10:00 – 11:00	Comprehensive Community Planning <ul style="list-style-type: none"> ❖ An introduction to CCP ❖ The connection to land use planning ❖ Planning benefits
11:00 – 12:00	Traditional Knowledge: a foundation for planning <ul style="list-style-type: none"> ❖ Traditional Knowledge Concepts
12:00 – 1:00	LUNCH (provided)
1:00 – 2:45	TASK: Engaging community members in planning <ul style="list-style-type: none"> ❖ Visioning ❖ Connecting land/environment to sustainability (economic, social, cultural & environmental) for holistic and integrated planning ❖ Practice Tips
2:45 – 3:00	BREAK
3:00 – 4:15	TASK: Communication & Engagement Strategy Experiences
4:15 – 4:30	Overview of tomorrow & Reflections Closing Prayer

Day 2, June 25, 2008

TIME	TOPIC
8:00 – 8:30	Breakfast provided in meeting room for all participants
8:30 – 9:00	Opening Prayer Moderator, Day One Summary
9:00 – 10:15	<p>TASK: Gathering Background Data for Planning</p> <ul style="list-style-type: none"> ❖ Environmental ❖ Economic ❖ Social ❖ Cultural ❖ Historical –a brief presentation from Heritage Resource Branch on the “Annotated Bibliography Prepared For The WNO” <p>Manitoba Lands Initiative presentation</p> <p>Tips for Gathering Background Data</p> <ul style="list-style-type: none"> ❖ Tools ❖ Sources of information (internal / external)
10:15 – 10:30	BREAK
10:30 – 12:00	<p>TASK: Traditional Knowledge Research</p> <ul style="list-style-type: none"> ❖ What is involved? ❖ Scope of the work ❖ What is the role of the coordinators? ❖ Tips – practice and ideas ❖ Activities Coordinators will be doing Breakout groups (brainstorm on activities) ❖ GIS
12:00 – 1:00	LUNCH (provided)
1:00 – 3:00	<p>Coordinator plans for action</p> <ul style="list-style-type: none"> ❖ Detailed steps for preparing to plan and moving forward ❖ Sharing with the group ❖ Learning from each other <p>Break into groups (RRMB)</p>
3:00 – 3:15	BREAK
3:15 – 4:15	<p>Next Steps</p> <ul style="list-style-type: none"> ❖ WNO facilitate group conference calls ❖ Dedicated follow-up support available from CIER ❖ Future workshops
4:15 – 4:30	<p>Moderator - Reflections</p> <p>Evaluation</p> <p>Closing Prayer</p>

7.2 Handouts

7.2.1 Introducing Vision

Planning and creating a vision are not new ideas. But planning is different now – our communities are different and continue to change, our lands are changing, and our relationship with other communities and jurisdictions are complex. As these factors of our lives change, our processes to deal with them also need to change – our planning needs to be more concrete, formalized into clear decision-making, and longer term. For example, a decision to install new houses and infrastructure (like roads, water and sewer pipes) costs a lot of money, takes time, and can send the community in a new direction if this decision is made without the appropriate thought behind it. We want these buildings and their infrastructure to last for a long time so we need to think long term when we plan where they should be located, what materials and technologies they should use.

The changes we are seeing in our communities and our lands are also happening faster than they did in the past. Climate change is an example of rapid changes affecting the lands that then affect our communities and livelihoods – by changing when and how we can travel on the land, by affecting the habitat, wildlife, and resources, impacting our buildings (through severe storms or mould) – and all of these things affect our economy, our society, and our culture. To make sure that we can handle these changes (and others that we may face) and thrive for many generations into the future we need to include these issues in our decisions, in our planning, and in our governance.

Community planning and good governance are linked. Community planning needs the support of the leadership AND the support of community members – it is the community input and involvement that gives the plan strength. With a community plan that is comprehensive – that includes the environment, the economy, the culture, and society (and all the areas that fit within – natural resources, education, health, language, governance, infrastructure) everyone in the community knows the direction they are going – and can work together in the different departments and as individuals to move in that direction.

So how do we decide what that direction is? By having a clear vision – a picture in our minds of that destination, of what the community will look like and act like in 20 or 30 years. Communities need to do detailed plans that look at 5 years or so but having this long-term vision is the guide. It is important that as many people get involved in creating this vision as possible – because it needs to be the community's vision (not only the leadership or the administration's vision) to remain strong over time.

One way to begin thinking about your vision is use your imagination. Think about all of the things that are good about your life and your community – think about the things that you used to have that were good but aren't as much a part of your life now and about getting these back – think about the things that aren't good right now and removing these – and come up with a picture in your mind of what the community would look like, like this, at its best.

We are going to do this now as an initial planning exercise together. If you want to talk about what you saw in your mind with the people at the table afterwards please do because sharing these ideas help us come together and create a common vision. We are going to hand out pieces of paper for people to write some ideas down and there are other people with paper already at their tables because we want to share these ideas with other community members – so everyone can think about a community vision.

So please take a minute now to close your eyes and imagine that you are a bird or in a plane soaring over the community, looking down on it 20 or 30 years from now. Imagine into the future when your grandchildren are starting to have families of their own. Think about what the community looks like at its best – what features does it have, what facilities, what are people doing, how do they relate to each other and to the land, what is the economy like, or the education and health services?

(wait approximately 1-2 minutes)

You can open your eyes now. Please share your ideas with the people at the table and have someone write down these ideas. We also have a piece of chart paper up on the wall here in case anyone wants to write down some of his or her ideas so share.

Follow-Up:

After doing this session you could work with your planning team and use sustainability as a framework for grouping these ideas and then coming up with themes that can help you create a draft vision.

Sharing this draft vision with the leadership, the administration, Elders, youth, and the community is an important next step. You will probably get into discussions about the use of certain words, the way sentences are put together, using images and art as part of the vision – and more! This is a creative process and doesn't happen overnight. The input from these people will help you modify the vision to come up with something that the community supports and is excited about. Having a vision that is community based is essential and will guide the development of your plan and give it strength.



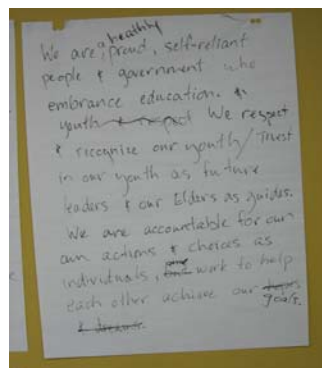
Looking for similarities



Separating vision & project ideas



Creating themes for the vision



Coming up with a draft vision

7.2.2 Engagement Practice Tips

It is important to engage all members of the community and get them to participate in various ways throughout the planning process. By engaging all community members, the planning process will be community driven and owned.

The following questions will help you think about all the necessary information when preparing to engage your community:

Please fill in any other ideas you have for each question.

Who should you engage?

- Elders
- Men
- Women
- Leaders
- *Others...*
- _____
- _____
- _____
- _____
- _____
- _____

Why engage the community?

1. Community Ownership & Support

- Community ownership
- So people will feel a part of the overall action
- To make the plan their own
- Ownership and action
- Because we are a community and we should go in the direction of the people as a whole and not just one particular group
- Community members feel like they are part of the decision making process. Community members being heard.
- Empowerment and owning not just the challenges but the solutions
- Without participation there's no buy-in –no sharing of vision/plan. Cannot be successful
- To have support by the community in the process
- So the plan has meaning to them

2. Input to the Plan

- Maximize local input
- To understand what the community envisions now and in the future (i.e. needs, dreams, expertise)
- To get as many ideas/thoughts/opinions as possible up front
- To have as much input as possible
- Participation provides individuals with a voice and this initiates new ideas

3. Improved Process

- To build a better community collaboration
- Reduces fears
- Get more people involved instead of having same people do all the work
- So you can all come together and move on
- To keep the project community driven
- To be inclusive recognizing the importance of community involvement
- To get to hear different voices and views on the issues
- Our footprints are all over the land
- Involvement
- Important to include all residents in decision making
- Everyone has a chance to be heard
- To see the big picture.
- People in the band office (Chief and Council, etc) are not the only ones with great ideas for the future

What are you engaging on?

- Visioning
- Setting priorities
- Surveys
- Interviews
- Mapping
- Project development
- Evaluation
- *Other ways...*
- _____
- _____
- _____
- _____
- _____
- _____

Where are you engaging the community?

- Administration office
- In the homes of community members
- At the school
- Around a fire
- *Other places...*
- _____
- _____
- _____
- _____
- _____
- _____

How should you engage the community?

- Radio
- Newsletters
- Posters
- Talking over coffee / tea
- Luncheons
- Committee meetings
- Evening event with a prize or draw
- *Other ideas...*
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Other Considerations

There are a number of considerations that we want to raise when you are planning to engage your community.

- 1- You want as many members of the community as possible. Your goal is to get as many members from all the respective groups in your community out to the events. Remember that in the end participation is voluntary, as long as you put the effort in and try many different ways.
- 2- Participation is key. Availability and timing of the events are important, since we want to accommodate as many people as possible. Be flexible with the schedule.
- 3- Remember to let go of expectations. What happens during an event is the only thing that could happen, despite what you had planned.
- 4- Fun. The events should to be fun and engaging. The best ideas are generated when people are relaxed and sharing their thoughts and viewpoints.

7.2.3 Communication & Engagement Ideas

Think about the most effective ways to communicate information in your community.

What is currently being used to share information?

Think about your experiences...

What has worked in the past and why?

What has not worked and why?

Is it possible to add to existing newsletters, or put information on corkboards, up at the community centre, or on the radio?

You will probably need different methods to get information to different people so it is good to think of a variety of methods and use them all. Use the templates provided by CIER, during this session and at home, to help simplify the design and layout.

Getting Information Out

Who are the different audiences you need to communicate with?

1. Potential TALUP committee members?
2. Students/teachers/ the school
3. The Elders
4. Chief and Council
5. Community members for the community event
6. Administrative departments:
 - a. Health
 - b. _____
 - c. _____
 - d. _____
 - e. _____
7. _____
8. _____
9. _____
10. _____

Communication Methods

1. Formal letter
2. Poster
3. Post card, information cards
4. Newsletter
5. Radio ads/ broadcast in the community
6. _____
7. _____
8. _____
9. _____
10. _____

Ideas for the community event

1. Evening event
2. Sponsored dinner, or food event
3. Prize/ games, draws, bingo
4. Other local events
5. What else is already happening in the community? Could you join with an existing event? (i.e. go to the people instead of convincing them to come to you).
 - a. Elder's luncheon
 - b. Events at the arena
 - c. Celebrations
 - d. Band meetings
 - e. _____
 - f. _____
 - g. _____
 - h. _____
 - i. _____
 - j. _____

Finding out ideas for communicating and engaging

If people are still not coming out to events, consider finding out how people in your community want to be engaged and/or communicated with.

- You could do a community survey, a random sample, etc.

7.2.4 Gathering Background Information

Internal Information

Think about all of the potential sources of information about your First Nation that already exists within the community. These sources include things like existing reports in the Band or Administrative offices done by the First Nation or consultants, plans and maps that exist or have been done in the past, as well as community members.

Where should you start?

External Information

Who else has information that would be useful?

E.g. Federal government departments? Provincial / Territorial governments? Neighbouring cities / municipalities? Forestry / mining / fisheries / other companies (e.g. in licence documents, environmental assessments, plans, etc.)?

Where should you start?

Write down as many places as possible where you might find information in the community to help build the background knowledge for your plan.

Topic	Type of Data	Internal / External	Location	Related Planning Area			
				Environment	Economy	Society	Culture

7.3 Workshop Participants

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