AFN/INAC JOINT INITIATIVE ON POLICY DEVELOPMENT (LANDS AND TRUST SERVICES)





MEETING REPORT ENVIRONMENT FOCUS GROUP

Assembly of First Nations Board Room Ottawa, Ontario February 10-11, 1999

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Prepared By:

<u>HUNTER-COURCHENE</u> Consulting Group Inc.

AFFAIRES INDIENNES ET DU NORD

Opening Prayer

Mr. Allen Wolf Leg, of the Siksika Nation of Alberta, offered an opening prayer to begin the meeting in a manner respectful of the First Nation culture. He requested the Creator provide guidance and assistance to each participant.

Introduction

A Brief introductory statement was provided by Ms. Siobhan Arnott, of the Assembly of First Nations (AFN) Environment Secretariat. Ms Arnott provided an overview of the background paper prepared by the Environment Secretariat for the focus group. The paper examines the Euro/Canadian vs First Nations view of the environment and provides a history of the work that has been done to date at the AFN. A copy of the background paper is attached as an appendix to this report.

Ms. Carolann Brewer, AFN/INAC Joint Initiative for Policy Development, provided an introduction/update on the initiative. She outlined the goals of the initiative and specifically mentioned the initiative's key principles as follows:

- the initiative must be First Nations-driven;
- fiduciary duties and obligations will be respected;
- must be responsive to the conditions of all First Nations;
- it will not infringe on current treaty rights;
- focuses on capacity building in First Nations;
- complement self-government negotiations which may be ongoing; and
- have proper resourcing.

Ms. Brewer outlined the three primary areas/sources of information as follows:

- focus groups/ think tanks;
- research papers (environment paper to be provided by the Environment Unit of AFN);
- regional processes designed by each region.

Ms Brewer elaborated that it is up to First Nations to define where they want to be and what their role will be.

Identified Issues

One of the participants outlined the situation with the Treaty #8 chiefs who were in opposition to the current joint initiative process. He outlined his

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concerns regarding INAC's fiduciary responsibility on- and off-reserve lands and whether the process would impact on initiatives presently ongoing in the field. Further, that the expansion of the initiative beyond the reserve boundaries was inappropriate until the department acknowledged its responsibility to First Nations beyond the reserve boundaries.

Ms. Brewer responded that the process was not to interfere with existing processes and that the research conducted will still be beneficial to First Nations in developing arguments for their own resource agreements in the future.

The point was mentioned that the Department of Indian Affairs and Northern Development's (DIAND) reality versus the First Nations reality is different and that the initiative is seen as an opportunity to create dialogue.

Background Paper - Department of Indian Affairs and Northern Development

Mr. Peter Wyse, Acting Director, INAC Environment, introduced a background paper titled "AFN/LTS Joint Initiative for Policy Development Background Paper: Environment". Mr. Wyse provided a short overview of the paper that explained the programs and the current situation within the department regarding environment issues. The paper is provided as an appendix to this report.

A participant from Alberta described his personal experiences with the Department of Indian Affairs at the local level. The staff at the regional level within the department do not have the required expertise and knowledge of environment issues within First Nations communities.

Introduction to the Facilitation Process

The facilitators, Richard Powless and Chris Nicolas, were introduced. Mr. Powless, as lead facilitator emphasized that the focus groups are an opportunity for input in the policy planning process and asked the group to focus on possible solutions rather than on barriers and limitations.

As an introduction, the lead facilitator described the think tank as one component of the overall Joint Initiative. The think tank was designed to help participants contribute to achieving the Joint Initiative goal "to create a policy and operational framework by which First Nations may assume control of lands and governance".

Norms, Introductions and Expectations

Mr. Powless discussed the norms of the focus group which are as follows:

- respect each other;
- take care of yourself;
- be open;
- no cellular phones;
- no smoking in the building; and
- everyone has equal opportunity to participate.

Mr. Powless then facilitated an introductory process where participants were asked to introduce themselves, provide information on interests or hobbies that were unrelated to work, and give their expected outcomes of this think tank.

The following were the expected outcomes expressed by the participants:

- what is realistically do-able;
- learn (gather information);
- to see partnership started between First Nations and government;
- learn First Nation environmental knowledge;
- learn First Nations regional visions and models;
- define issues by principle, not just dollars;
- stronger relationship and emotional ties to both sides;
- change lines of business to respond to First Nation needs;
- build trust;
- look at ways for First Nations to address the effects of outside contaminants;
- jurisdiction for First Nations to deal with these issues;
- part of the new relationship;
- look for better solutions;
- translate structures for better use by First nations;
- mitigate the effect versus threat of job loss;
- implement solutions that are workable and practical;
- create an environment to allow First Nations to address concerns that are suitable and workable;
- build relations and partnerships;
- discussion will provide direction for research;
- a new vision for environmental management based on common ground;
- practical tools for First Nations use at the ground level;
- capture realities and apply tools to them; and
- First Nations recognized as full partners in the process.

Working Group Format and Exercises

Mr. Powless explained that the group would be divided into two and outlined the first exercise for the groups entitled "Blue Sky". The exercise involved a simulation and brainstorming session based on the following scenario:

The Canadian Supreme Court decided yesterday to recognize First Nation jurisdiction and threw out all Canadian laws, regulations and policies, but not until they were replaced by a First Nations regime.

The following questions were provided to stimulate discussion. Each group was asked to consider the following:

- what would that First Nation environmental management look like?
- what would you do?
- what would you put in place?

The second exercise would involve the identification of a priority goal. The group would be taken through an exercise to prioritize the goals identified. The top three priorities would then be identified through a facilitated process where each goal would be given a value by each participant.

The third step for the working groups would involve the identification of specific actions that will get us to their first prioritized goal. In addition, the group was asked to identify the capacity requirements to attain the goal identified. The following questions were provided to help stimulate the discussion:

- How do we get there?
- identify short, medium, and long-term actions;
- examine what needs to change at the local, regional, national level?
- What do we need to get there?- identify resources and capacity requirements.

Once the process was explained to all participants the group was divided into two working groups to complete the first task.

Reports to Plenary - Blue Sky Exercise

To allow for participants to discuss the results of both work groups, the facilitators of each group presented the results to plenary. Each participant was provided a comprehensive list of the "Blue Sky" goals developed by each of the working groups.

Working Group #1

- 1- Establish an environmental justice tribunal for contaminated sites;
 - historical redress;
 - independent;
 - fair:
 - joint First Nations-Federal;
- 2- Establish revenue sharing arrangements with private industry;
- 3- Environment management put into planning with context directed by First Nations;
- 4- Take over jurisdiction manage the land;
- 5- Community based on sustainable development thriving communities;
- 6- Economy balanced with environment;
- 7- Add people factor to balance;
- 8- Ability to define environment to be developed by the people using it;
- 9- Control from beginning to end;
- 10- Relationship emphasis on sharing land and resources, agreements to use land in non-destructive manner;
- 11- People and land relations and people and people relations;
- 11- Resource management body that recognizes all things are equal;
- 12- Use of the courts;
- 13- Resource management body made up of 50% First Nations;
- 14- Co-management arrangements/agreements;
- 15- Equal representation on all decision-making forums;
- 16- Full partners with veto power;
- 17- Policies and philosophies must also be interconnected;
- 18- Priority to protect the environment;
- 19- Consistency of policies;
- 20- Onus of proof on government, developers to come to First Nations with information to allow for informed consents;
- 21- Responsibility must change;
- 22- Recognition of the inalienable relationship between First Nations and the land;
 - includes ownership and title, not just rights and responsibilities;
- 23- Live within the context of our relationship with the land;
- 24- Have influence outside your territory;
- 25- Management regime to recognize the local and traditional knowledge;
- 26- Visions are particular to region (regional priorities will differ);
- 27- Cannot separate environment as a jurisdictional issue;
- 28- Allow humans to exist and interact with the earth in traditional way;
- 29- Essence of environment is respect;

- 30- The right to live in a place which is not polluted; and
- 32- It is about quality of life.

Working Group #2

- 33- First Nations must define "environment";
- 34- Categorize lands and codify traditional management systems;
- 35- Moratorium on development in the interim;
- 36- SWOT analysis identify strengths, weaknesses, opportunities, threats;
- 37- Assist all stakeholders in developing common vision definitions;
- 38- Assist in the smooth transition to First Nations control; and
- 39- "marriage" of First Nations and federal knowledge rules, definitions, and accept differences between First Nations.

The second day of the Environment Think Tank began with the facilitators welcoming the participants back to the meeting. Facilitator Richard Powless, reviewed the agenda for the day and provided a summary document outlining the first days' discussions.

Group Sessions - Exercise 2

Mr. Powless introduced the second working group exercise which involved brainstorming on priorities and outlining the order of importance. The groups were then asked to indicate priorities by selecting their top five with each given a value from one to five, with one being the least and five the top priority. Based on the points given to each goal, the facilitator totalled the points for each. The top three priorities were then identified and the first priority was considered for the final exercise.

The group was asked to consider the following upon the further examination of the chosen priority:

- priorities identify short, medium and long term;
- goals national, regional and local; and
- objectives list activities to accomplish goals.

Working Group #1

<u>Identified Groupings:</u>

Common themes within the goals identified in the first exercise were grouped as follows:

Sustainable development (#5,6,7) Co-management (#14-17) Values (#10, 11,12,18, 19, 30,32)

Top Priorities:

- 1- Values
- 2- Sustainable development
- 3- Co-management

VALUES (First Nations philosophy)

Goals:

- Change the world-view to reflect First Nations world-view long term;
- Integrate this premise into all that is done Medium term;
- Develop required partnerships short term; and
- Implement First Nations-controlled process that demonstrates these values.

Activities:

- Obtain consensus on approach and values;
- Declaration of common view at the local, regional and national levels;
- Use the United Nations concept;
- Enact rules of conduct at regional and national levels;
- Identify collective and individual responsibilities;
- Return to our traditional activities and places;
- Educate and re-educate ourselves and the general public about our culture, values and beliefs at all settings (local, regional, national and within our own families);
- As individuals, recognize that we need to return to traditions;
- Upgrade to change use the medicine wheel as a guide;
- The need for a commitment to change from both the individual and community;
- Evaluate the current situation identify what works and doesn't work (develop an inventory);
- As individuals, take on the responsibility to teach others you are in contact with;
- Translate messages into tangible examples at all levels (make them useful):
- Explain messages to all;

- Make national, regional, local case that is real and tangible;
- Attend learning forums with First Nations;
- "walk the talk" individual, family, community activities to encourage;
- Initiate consensus building processes;
- Recognize and own problem identify and address conflicts at community levels;
- Individually recognize responsibilities and obligations to the environment needs to be relearned;
- Adhere to the original instructions values can be updated;
- Change the mirror to reflect a more accurate picture design must be
 First Nations:
- Create active partnerships;
- Support each other;
- Emphasis on professional training, but keep the vision;
- Recognize we are human culture must be shared;
- Cross-cultural workshops;
- Trust the judgement of elders and follow their example;
- Take individual risk and responsibility to intervene in public/community interest;
- Embed traditional values in roles and structure;
- Use traditional knowledge and setup a taskforce to deal with specific problems;
- Formalize processes if needed at the community level;
- Implement resource-revenue sharing agreements;
- Fairly settled land rights and claims to fund environmental activities;

Working Group #2

Identified Groupings and Priorities:

- 1- (5,6,7) Community based on sustainable development.
- 2- (15,16,17)Co-management, equal representation as full partners on decision-making forums.
- 3- (23) Recognition of inalienable relationship between First Nations and the land.

Goal # 1 - Community based on sustainable development

Objectives

- 1- Develop a framework for planning (short term).
- 2- Accelerate process for contamination clean up (short term).

- 3- Economic activities (cost, evaluation) balanced with the environmental concerns: environmental assessment framework.
- 4- Emphasize education within the community e.g. youth, band/nation office, general population, also non-native population (short and ongoing).
- 5- Obtain nation-wide consensus on sustainable development (short term).
- 6- Implementation based on the consensus. (short, medium and long term).
- 7- Development of plans for sustainable development. (short, medium and long term).
- 8- Identifying and securing the skills, expertise, techniques, developed in culturally appropriate manner. Support First Nation self-sufficiency.

The group then proceeded in discussing and recording the activities that will be required/needed to achieve the objectives.

Objective #1

The whole idea of environmental issues cannot be dealt simply on a local/community basis. The entire issue is a global concern. In the past Canada has reacted to situations rather than actively planning on a long term basis. There is a need for a long term planning. First Nations cannot deal with environmental issues completely on its own.

• Emphasize a holistic management approach to planning (rather than sectoral), ensuring adequate First Nation representation. Equal representation (50-50) in the planning process between First Nations and other parties.

Governments have accepted First Nations representation in the past and currently; however they continue to have the last word in choosing representatives. Often governments have rejected representatives suggested by First Nations, without any explanation. Their choice is not necessarily the best one for First Nations. The representatives should be chosen by First Nations.

- Regarding the transfer of ownership of land, the land should be cleaned before transferring back. In the last 7 years, the government has spent about \$100 M for clean-up, training, etc.
- Pollution prevention should be strengthened (cost benefit analysis doing it now or later?).
- Cost/benefit analysis of pollution prevention vs. future site clean-up.

Objective # 2

- Develop a Memorandum of Understanding between the government and First Nations regarding the liability of existing contamination (detected and undetected).
- Focus on pollution prevention by developing a comprehensive nation-wide program. (stated already but needs to be emphasized).
- In terms of the approach used to site clean up, it is important to look at and develop alternative approaches which are more community driven.
- The need for further research of alternative approaches to site clean-up (community driven).

Objective #3

- Analyze current economic activities and how they impact on the environment.
- Develop a framework regarding economic development projects to consult and evaluate jointly with First Nations .
- Establish an environmental process that incorporates First Nations principles and culture.
- Determine training and resource requirements to provide expertise in implementing sustainable economic development projects.

Objective # 4

- Education resources need to be defined and implemented i.e. workshops, etc.
- Sustainable economic development should be part of school curriculum.

Objective # 5

- Organize local discussions, at band level, interest groups, etc.
- Prepare and provide an outline for discussions, choice of facilitators, arrange travel, meetings, etc.
- Involve people from the community level to identify a common theme.
- Develop and identify a common theme at the national level as well.
- Draft a policy paper and distribute to all parties for comments, etc.

Objective # 6

- Recognition of First Nations jurisdiction on their territory.
- Management arrangements with different levels of government.

- Three tiered consultative mechanism involving: 1. First Nation. 2. First Nation and governments. 3. All parties (F.N., govts, third parties).
- Education of First Nations and the general public.
- Develop and implement effective enforcement measures for non-compliance current measures in place are not effective.
- The establishment of community, regional and national planning bodies.

Objective # 7

First Nation need to ask all departments how they are taking into account the views and concerns of native people.

- First Nations need to become an equal part partner, to participate as equal partner in the opportunities that are there. (Like taking jurisdiction Labrador environment study).
- Federal government agencies accountable to First Nations in implementation of sustainable development strategies.
- Alternative strategies/plans developed by First Nations should be put forward/considered.

Objective # 8

- Use of information gathering tools (surveys, interviews) to obtain and assess current skill levels, and present and future needs at the local level;
- Develop a model which takes into account local traditional activities, culture, etc.
- Pool resources (resource centre) at regional level;
- Share resources and expertise at the regional level;
- Create an information centre (clearing house) for resource sharing at the national level;
- Develop a "tool kit" for distribution and use by regions which is adaptable to regional differences;

Reports to Plenary - Priority Setting Exercise (VISION)

Following the completion of the brainstorming and prioritizing exercise, each group reported to plenary and identified their priorities and outlined the goals, objectives and activities required to accomplish or meet their identified priorities.

Capacity Building

The exercise on "capacity building" was conducted in plenary as time was limited. This exercise involved the group discussing what is presently required at the local, regional and national level in order to achieve the identified goals.

The facilitator requested that the participants consider the following questions in attempting to identify needs/requirements:

- What does capacity building mean?
- What capacities are needed to accomplish the listed activities?

The following capacity issues and activities were identified:

- Make changes in structures as needed;
- Develop community assessment tools;
- Ensure the tools are community-specific and appropriate;
- Technical capacities;
- Specific skill sets;
- The ability to hold on to expertise generated around an exercise;
- Land base;
- Ongoing process and commitment;
- The importance of empowerment and its ability to foster further development;
- Carrying out duties and use of tools needed;
- The need for financial resources which are renewable;
- Build and increase infrastructure;
- Language translation;
- Increase training;
- Mesh political systems into one table of governance;
- National forum where First Nations are on equal footing;
- Teach and explain First Nations values, cultures, beliefs;
- Increase the capacity to understand and use traditional knowledge;
- Language instruction;
- Meaning specific to level;
- Recognize the importance of elders and what they can contribute;
- Trust educated to walk in both worlds (but not blind trust);
- Make the best use of our resources;
- Develop effective training tools;
- Such tools should affirm First Nations world-view;
- Need for speakers, public relations/communications experts, writers, and administration skills;

- First Nations to train;
- Examine existing models i.e. the Canadian Indigenous and Environmental Resources (CIER) model;
- Focus on networking First Nations to make connections;
- Use First Nations institutions and other emerging models, for example:
 - MCA Environment
 - University of Toronto Amik program
 - University of Ottawa project specific; the use of outside experts; partner with First Nations and academics
 - Lakehead NAPE program
- Capture best practices;
- Independent scientific data and experts are needed;
- Establish partnerships with environmental organizations conditional;
- Consider international environmental law training;
- Centres of Excellence sustainable forest, community-based research, partnership model;
- Possibility of effective research relations between scientists and elders;
 and
- Generate support to allow for larger participation.

Closing remarks

Prior to closing the meeting, Ms. Arnott, AFN-Environment Secretariat, thanked all participants and provided an outline of the next steps in the process. The AFN Environment Secretariat will be preparing a background research paper which will incorporate the think tank discussions and secondary research information. It will be presented at the follow-up meeting on Environment scheduled for March17-18, 1999.

Ms. Carolann Brewer complimented the participants on their efforts and input into the Joint Initiative process and provided additional information on the next steps. A draft report will be developed which summarizes all focus group/think tank discussions which will be presented to the Chiefs Technical Committee at the end of May 1999. Following the approval of the draft report, it will be finalized and presented to the Chiefs in Assembly at the Annual General Assembly for further direction. In the interim, focus groups and think tanks will continue to take place at the regional and national levels on all business lines related to the initiative.

Meeting adjourned.

APPENDIX - A

NOTES FROM ENVIRONMENT MEETING FEBRUARY 10, 1999

Prepared by:

Hunter-Courchene Consulting Group Inc.

AFN - INAC JOINT INITIATIVE FOR POLICY DEVELOPMENT FOCUS GROUP ON ENVIRONMENT WEDNESDAY, FEBRUARY 10, 1999

Introduction

All participants had the opportunity to introduce themselves. Brief introductory statements were provided by Ms. Siobhan Arnott, AFN Environment Secretariat, and an overview of the background paper prepared by the Environment Secretariat was provided. Ms. Carolann Brewer, AFN LTS Unit, provided an introduction/update on the LTS initiative. She outlined the goals of the initiative and specifically mentioned the initiative's key principles:

- First Nations driven;
- fiduciary duties and obligations will be respected;
- responsive to the conditions of all First Nations;
- it will not infringe on current treaty rights;
- focuses on capacity building in First Nations;
- complementing self-government negotiations which may be ongoing; and
- proper resourcing.

Ms. Brewer outlined the three primary areas/sources of information:

- focus groups/ think tanks;
- research papers (environment paper to be provided by the Environment Unit of AFN);
- regional processes designed by each region.

One of the participants outlined the situation with Treaty #8 chiefs who were in opposition to the current joint initiative process. He outlined his concerns regarding INAC's fiduciary responsibility on- and off-reserve lands.

Ms. Brewer responded that the research to be conducted is still beneficial to First Nations in developing arguments for their own resource agreements in the future.

The point was mentioned that the DIAND reality versus the First Nations reality is different. The initiative is seen as an opportunity to create dialogue.

Mr. Peter Wyse, Acting Director, INAC Environment, introduced a background paper titled "AFN/LTS Joint Initiative for Policy Development Background

Paper: Environment".

A participant from Alberta described his personal experiences with the Department of Indian Affairs at the local level. The staff at the regional level within the department do not have the required expertise and knowledge of environment issues within First Nations communities.

The facilitators, Richard Powless and Chris Nicolas, were introduced. Mr. Powless emphasized that the focus groups are an opportunity for input in the policy planning process and to focus on possible solutions rather than on barriers and limitations.

Environment Focus Group:

Where do we want to go? "Blue Sky"

A scenario was provided to help discussions. If the Canadian Supreme Court decided yesterday to recognize First Nation jurisdiction and threw out all Canadian laws, regulations and policies, but not until they were replaced by a First Nations regime, what would that First Nation environmental management look like?

- what would you do?
- what would you put in place?
- what would it look like?
- What is stopping us? Barriers and Obstacles?
- How do we get there?
 - Steps short, medium, and long-term;
 - what needs to change at the local, regional, national level?
- What do we need to get there?
 - capacity requirements.

Mr. Powless introduced the norms and expectations of the focus group: respect each other; take care of yourself; be open; no cellphones; no smoking in the building; and everyone has the opportunity to participate.

He then facilitated an introductory process where participants were asked to introduce themselves, provide information on interests or hobbies unrelated to

work, and expected outcomes from this session.

The following were the expected outcomes expressed by the participants:

- what is realistically do-able;
- learn (gather information);
- to see partnership started;
- learn First Nation environmental knowledge;
- learn First Nations regional visions and models;
- define issues by principle;
- stronger relationship and emotional ties to both sides;
- change lines of business to respond to First Nation needs;
- build trust;
- look at ways for First Nations to address the effects of outside; contaminants;
- jurisdiction for First Nations to deal with these issues;
- part of the new relationship;
- look for better solutions:
- translate structures for better use by First nations;
- mitigate the effect versus threat of job loss;
- solutions that are workable and practical;
- create an environment to allow First Nations to address concerns that are suitable and workable;
- know thinking build relations and partnerships;
- direction for research;
- new vision environment management common ground;
- practical tools for First Nations use;
- capture realities and apply tools to them; and
- see us as full partners in the process.

WORKING GROUP #1

Blue sky - vision

- 1- Environmental justice tribunal for contaminated sites;
 - historical redress;
 - independent;
 - fair:
 - joint First Nations- Federal;
- 2- Revenue sharing arrangements with private industry
- 3- Environment management put into planning with context directed by

- First Nations
- 4- Take over jurisdiction manage the land, part of land management regime
- 5- Community based on sustainable development thriving communities;
- 6- Economy balanced with environment;
- 7- Add people factor to balance;
- 8- Ability to decide, define environment, developed by people using it;
- 9- Control from beginning to end;
- 10- Relationship share land and resources, agree to use in non-destructive manner;
 - Resources, each other;
- 11- People and land relations and people and people relations;
- 12- Resource management body recognizes all things are equal;
- 13- Use courts;
- 14- Resource management body made up of 50% First Nations;
- 15- Co-management arrangements;
- 16- Equal representation on all decision making forums;
- 17- Full partners with veto power;
- 18- Interconnectedness policies and philosophies must also be interconnected:
- 19- Protect environment;
- 20- Consistency of policies;
- 21- Onus of proof on government, developers to come to First Nations with information to allow for informed consents;
- 22- Responsibility must change;
- 23- Recognition of inalienable relationship between First Nations and the land;

includes ownership, title;

not just rights and responsibilities;

- 24- Live within context of our relationship with the land;
- 25- Have influence outside your territory;
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- 27- Visions are particular to region;
- 28- Cannot separate environment as a jurisdictional issue;
- 29- Allow humans to exist and interact with the earth in traditional way;
- 30- Essence of environment is respect;
- 31- Live in place which is not polluted; and
- 32- It is about quality of life.

Working Group #2

- 33- First Nations must define "environment";
- 34- Categorize lands, codify traditional management systems;
- 35- Moratorium on development in the interim;
- 36- SWOT analysis strengths, weaknesses, opportunities, threats;
- 37- assist all stakeholders in developing common vision definitions;
- 38- assist in smooth transition to First Nations control; and
- 39- "marriage" of First Nations and federal knowledge rules, definitions, accept differences between First Nations.

AFN - INAC JOINT INITIATIVE FOR POLICY DEVELOPMENT FOCUS GROUP ON ENVIRONMENT THURSDAY, FEBRUARY 11, 1999

- Review of Summary document
- Explanation of exercise set priorities
- How do we get there?
 - individually select 5;
 - group select 3 priorities;
 - work on first priority;
 - priority -short, medium and long <u>Goal</u>
 - goal national, regional, local <u>objective</u>
 - objective list activities to accomplish it

VISION - PRIORITY SETTING

WORKING GROUP #1

Groupings

Sustainable development (#5,6,7) Co-management (#14-17) Values (#10, 11,12,18, 19, 30,32)

Top Priorities

- Values (28 points)
- Sustainable development (22points)
- Co-management (17points)

VALUES: (First Nations philosophy)

Goals:

- Change worldview to reflect First Nations worldview long term;
- Integrate this premise into all that is done Medium term;
- Partnership short term; and
- Implement First Nation controlled process that demonstrates these values.

Activities:

- Get consensus on approach and values;
- Declaration of common view Local, regional, national level;
- Use United Nations concept;
- Enact rules of conduct regional and national levels;
- Identify collective and individual responsibilities;
- Return to our traditional activities and places;
- Educate and re-educate ourselves and everyone about our cultures,
 values and beliefs all settings (national, regional, local and families);
- As individuals, we need to return to traditions;
- Upgrade to change medicine wheel as guide;
- Commitment to change individual and community;
- Evaluate current situation what works and doesn't work (inventory);
- As individual, take on the responsibility to teach others you are in contact with;
- Translate messages into tangible examples at all levels;
- Explain messages to all;
- make national, regional, local case that is real and tangible;
- attend learning forums with First Nations;
- "walk the talk" individual, family, community activities to encourage;
- initiate consensus building processes;
- recognize and own problem conflicts at community levels;
- recognize responsibility and obligation individually is not wrong need to be relearned;
- follow the original instructions values can be updated;
- change the mirror design must be First Nations;

- create active partnerships;
- support each other;
- professional training but keep the vision;
- recognize we are human culture must be shared;
- cross-cultural workshops;
- trust judgement of elders follow their example;
- take individual risk and responsibility to intervene in public/community interest:
- embed in roles and structure traditional values;
- use traditional knowledge, setup taskforce to deal with specific problems;
- formalize processes if needed at the community level;
- implement resource revenue sharing agreements;
- fairly settled land rights and claims to fund environmental activities;

WORKING GROUP #2

Choice of the group were the following:

- (5,6,7) Community based on sustainable development.
- (15,16,17)Co-management, equal representation as full partners on decision-making forums.
- (23) Recognition of inalienable relationship between First Nations and the land.

Goal # 1 - Community based on sustainable development

Objectives

- 1- Framework for planning (short term).
- 2- Accelerate contamination clean up (short term).
- 3- Economic activities (cost, evaluation) balanced with the environmental concern: environmental assessment framework.
- 4- Education community e.g. youth, band/nation office, general population, also non native population (short and ongoing).
- 5- Nation wide consensus on sustainable development (short term).
- 6- Implementation based on the consensus. (short, medium and long term).
- 7- Development of plans for sustainable development. (short, medium and long term).
- 8- Identifying and securing the skills, expertise, techniques, developed in culturally appropriate manner. Supporting First Nation self-sufficiency.

The group then proceeded in finding activities that will be required/needed to attain the objectives.

Objective #1

The whole idea of environmental issues cannot be dealt only on a local/community basis. The whole issue is a global concern. Canada in the past has reacted to situations rather than planned on a long term basis. There is a need for a long term planning. First Nation cannot deal with environmental issues completely on its own.

• Holistic management approach to planning (rather than sectoral) ensuring adequate First Nation representation. Equally represented - 50-50 power. Involvement in the planning should be 50-50 First Nations with others.

Governments have accepted First Nation representation in the past and currently; but they have the last word in choosing representatives. Often governments have rejected representatives suggested by First Nations, without any explanation. Their choice is not necessarily the best one for First Nations. Representative should be First Nation's choice.

- In the transfer of ownership of land, the land should be cleaned before transferring back. In the last 7 years, the government has spent about \$100 M for clean-up, training, etc.
- Pollution prevention should be strengthened (cost benefit analysis doing it now or later?).
- Cost/benefit analysis of pollution prevention vs. future site clean-up.

Objective # 2

- Develop a Memorandum of Understanding between the government and First Nations regarding the liability of existing contamination (detected and undetected).
- Focus on pollution prevention by developing a comprehensive nation wide program. (stated already but needs to be emphasized).
- In the approach to site clean up, it is important to look at and develop alternative approaches more community driven.
- Research of alternative approaches to site clean-up (community driven).

Objective #3

- Analyze the current economic activities (how they impact on environment) and understand the environmental impacts.
- Set up a framework to jointly consult/evaluate with First Nations on economic development projects.
- Set up an environmental process that incorporates First Nations principles and culture.
- Determine training and resource requirements to provide expertise in implementing sustainable economic development projects.

Objective # 4

- Education resources need to be defined and activated (put in place) i.e. workshops, etc.
- Sustainable economic development should be part of school curriculum.

Objective # 5

- Organize local discussions, at band level, interest groups, etc.
- Prepare and provide an outline for discussions, choice of facilitators, arrange travel, meetings, etc.
- Bring people from community level to find a common theme.
- Then do the same thing at the national level.
- Draft policy paper and distribute to all parties for comments, etc.

Objective # 6

- Recognition of First Nations jurisdiction on their territory.
- Management arrangements with different levels of government.
- Three tiered consultative mechanism 1. First Nation. 2. First Nation and governments. 3. All parties (F.N., govts, third parties).
- Education of First Nation and public (general public, including non native)
- Effective enforcement measures for non-compliance (what exist at the moment does not work effectively).
- Establishment of community, regional and national planning bodies.

Objective # 7

First Nation need to ask all departments how they are taking into account the views and concerns of native people.

- First Nations need to become an equal part partner, to participate as equal partner in the opportunities that are there. (taking jurisdiction Labrador environment study).
- Federal government agencies accountable to First Nations in implementation of sustainable development strategies.
- Alternative strategies/plans developed by First Nations should be put forward/considered.

Objective # 8

- By survey, interviews, talking to people and communities, assess skill levels, current and future needs. (local level)
- Development of model taking into account traditional activities, culture, etc.(local)
- Pull resources (resource centre) at regional level.
- At regional level, have shared resources/expertise.
- At national level, create an information centre (clearing house) for resourcing.
- A "tool kit" developed for distribution/use by regions. (adaptable to differences).

Capacity Building

The groups returned to plenary to discuss what we need to achieve our goals.

- What does it mean?
- What capacities are needed to accomplish listed activities?

Capacity Building - Meaning

- Changes in structures as needed;
- community assessment tools;
- community-specific and appropriate;
- technical capacities;
- specific skill sets;
- ability to hold on to expertise generated around exercise;
- land base;
- ongoing process and commitment;
- empowering fosters further development;
- carrying out accepted duties tools needed;
- financial resources renewable;
- infrastructure;
- language translation;

- training;
- mesh political systems into one table of governance;
- national forum where First Nations on equal footing;
- teach, explain First Nation values, cultures, beliefs;
- capacity to understand and use traditional knowledge;
- language instruction;
- meaning specific to level;
- elders;
- trust educated to walk in both worlds (but not blind trust);
- best use of our resources;
- effective training tools;
- tools should affirm First Nations world-view;
- speakers, public relations, writers, administration skills;
- First Nations to train led by First Nations;
- Canadian Indigenous and Environmental Resources model;
- Networking First Nations make connection;
- use First Nations institutions and emerging models
 - MCA Environment
 - University of Toronto Amik program
 - University of Ottawa project specific, outside experts, partner with First Nations and academics
 - Lakehead NAPE program
- capture best practices
- independent scientific data and experts are needed;
- partnerships with environmental organizations conditional;
- International environmental law training:
- Centres of Excellence sustainable forest, community based research, partnership model;
- effective research relations between scientists and elders; and
- generate support to allow larger participation.

Closing remarks

Ms. Arnott, AFN-Environment Secretariat, thanked all participants and explained next steps. AFN Environment Secretariat, she mentioned, will be preparing a background research paper incorporating focus group discussions and secondary research information. It will be presented at the follow-up meeting on Environment on March17-18, 1999.

Ms. Carolann Brewer provided information on next steps. An draft report will be developed which summarizes all focus group information which will be presented to the Chiefs Technical Committee at the end of May 1999.

Following the approval of the draft report, it will be finalized and presented to the Chiefs in Assembly at the Annual General Assembly for direction. In the interim, focus groups and think tanks will continue to take place at the regional and national levels.

APPENDIX - B

DRAFT BACKGROUND PAPER ENVIRONMENT

Prepared by:

Assembly of First Nations Environment Secretariat

Draft Background Paper

This paper is intended to provide only a general overview on a specific topic of investigation. Focus groups will define the issues. In depth analytical work and specific research will then fully explore the issues. Following this, options for policy development will be discussed by the Joint technical committee and guided by the Chief's committee. All options for policy development will be presented for discussion and approval to the Chiefs in Assembly according to the Charter of the Assembly of First Nations.

Environment

Introduction

To First Nations the land and the people are one. This view is powerfully reflected in First Nations' traditions, spiritual ceremony and beliefs. First Nations' sense of responsibility and duty to their people and environments is inherent in every First Nations' person and subsequently reflected in First Nations' government actions. By contrast, the responsibility of the Crown is derived from Treaties, constitutional enactments, legal precedents, legislation, regulations and from a requirement that government be conducted in the "public interest" and according to a "balance of convenience".

In this new era of joint policy development, First Nations and the federal government are being afforded an opportunity to discover a "common ground" between these two divergent views. The goal of this initiative is to create a process for First Nations' involvement in and control of environmental management in their communities; one that is reflective of First Nations' culture and promotes the well-being of First Nations' people.

Background

In the spring of 1996, the Department of Indian and Northern Affairs (DIAND) initiated meetings with First Nations people active in environmental matters to discuss the future of DIAND activities and programs in environment and natural resources. During a meeting held on June 4-5, 1996 at Buffalo Point First Nation in Manitoba, the group considered two objectives:

- 1. To propose a process for the establishment of appropriate mechanisms for meaningful participation and consultation in decision making affecting First Nations environmental protection.
- 2. To propose a process for a program of education and sensitization of the general public, government agencies, non-governmental organizations and other institutions regarding traditional practices of hunting, fishing, trapping, and gathering, as well as, the First Nation relationship with nature.

Out of these two objectives came the identification of three issues for further discussion. To support these discussions, it was agreed that the following documents would be prepared:

- 1. Defining the Crown's fiduciary obligation undertaken by Michael Anderson. MKO
- 2. The development of a national networking and communications strategy in environmental matters undertaken by Jim Ransom, AFN
- 3. A common environmental vision statement and self-government implementation strategy undertaken by Grand Chief Phil Fontaine, CIER.

These documents were discussed at a November 6-8, 1996 meeting held in Ottawa. In May 1997, the AFN decided to resign from the "Buffalo Point Working Group". While the AFN supported the Group's overall objectives, it objected to the discussion process established by DIAND, for the Group's members had no mandate from First Nations to represent their concerns, nor a means of accountability to First Nations' people.

Current Situation

Environment Research

On January 20, 1999 the AFN Environment Committee and the AFN Environment Secretariat accepted an offer presented by the AFN/INAC Joint Initiative for Policy Development to undertake environmental research on their behalf. This research encompasses an examination of the current activities under the mandate of DIAND's Environment and Natural Resources Directorate: the environmental issues inventory and remediation plan, Indian environmental assistance plan, environmental protection and environmental assessment. The goal of this research, which is not restricted in scope to these four areas, is to determine the needs and requirements for First Nation involvement in and control of environmental management and planning processes in their communities.

Role of DIAND's Environment & Natural Resources Directorate

The following is a brief description of the four environmental functions provided by DIAND's Environment and Natural Resources Directorate currently under our scope of research. DIAND staff will provide a more detailed explanation of these programs during the Focus Group session.

The Indian Environmental Partnership Program (IEPP) was approved by Cabinet on June 1, 1993 and was comprised of two components including the Environmental Issues Inventory and Remediation Plan (EIIRP) and the Indian Environmental Assistance Fund (IEAF). The EIIRP began in 1992 and included a multi-phased approach to determining the location and severity of contaminated sites on reserve lands and where necessary to remediate those that posed a risk to health or safety.

The IEAF primarily serves to provide First Nations with funding to prepare for and participate in the preparatory stages of environmental assessment processes for activities off-reserve that could impact Indian lands and traditional use areas.

Environmental Protection activities focus mainly on the creation of programs and strategies for on-reserve waste management, fuel storage tanks and sewage treatment facilities, as well as, compliance with legislation such as the Canadian Environmental Protection Act.

Under the Canadian Environmental Assessment Act (CEAA), there is a requirement for federal departments to conduct Environmental Assessments (EA's) for eligible projects on federal lands, including Indian Reserve land. CEAA makes special provisions for EA's on Indian reserves. Under Section 10 of CEAA, First Nations are to be responsible for conducting their own EA's, in conformity with requirements to be specified in a proposed regulation, in cases where the only CEAA trigger is the funding trigger. The department has therefore instituted "interim measures" whereby it is a requirement of funding agreements that First Nations conduct EA's, until the regulation is in place.

First Nations' Concerns

Over the years, First Nations' people have expressed their concerns regarding the protection and management of their environments in AFN Environment Committee meetings and other AFN environmental forums. A number of these key concerns are listed below. A more comprehensive list of issues related to First Nations environmental management will be identified during the Focus Group discussions.

- 1. Ensuring traditional knowledge is recognized on par with Euro-Canadian scientific knowledge.
- 2. Incorporating First Nations' principles into the design of environmental management plans.
- 3. Addressing First Nations' concerns regarding liability. For example, if environmental asssessment responsibilities are transferred to First Nations' communities without the necessary resources (e.g. training, testing equipment) will they be held liable for any resulting accidents?
- 4. Understanding of First Nations'approach to decision-making that is consensus-based and looks to identify what is best for the community rather than for the individual.
- 5. Recognition that many First Nation communities do have, among their membership, the capability to undertake environmental management initiatives, but are often hindered by a lack of resources which prevents long-term planning (i.e. hiring on one of their skilled people to undertake an environmental assessment project).
- 6. Support for Aboriginal Rights regarding environmental management (or jurisdictional control in this area) by:
 - using Indian Act powers for Band Councils

- stipulating the inclusion of provisions in existing legislation for Aboriginal justisdiction over environmental management
- reseraching options for First Nations to develop environmental management regimes (i.e. creating their own laws and enforcing them).
- 7. Creating a First Nations' Environmental Information Clearinghouse by:
 - linking First Nations' people working on environmental issues
 - identifying sources of funding, tools, resources for First Nations' communities to address their environmental problems
 - creating an 'emergency assistance' fund and resource centre for First Nations communities faced by an environmental crises
- 8. Recognition of First Nations' capabilities and supporting their capacity building

Overview of Research

Case Studies & General Background

Smart, Stephen B. and Michael Coyle (eds.). Aboriginal Issues Today. A Legal and Business Guide. Self-Counsel Press (1997). Chapter 10. Resource and Environment Issues by Jerry Fontaine, Joesph Gilbert, Ian Jackson and Dean Jacobs.

Ontario Round Table on Environment and Economy. <u>Native People's Circle on</u> Environment and <u>Development</u>. 1992.

Department of Indian Affairs and Northern Development. <u>First Nations Effective</u>

<u>Practices. Getting Things Done in Aboriginal Communities, Businesses and Organizations.</u> Research and Analysis Directorate, Policy and Strategic Direction. June 1997.

Blanchet-Cohen, Natasha. Strategies for a Living Earth. Examples From Canadian Aboriginal Communities. Prepared for the Biodiversity Convention Office, Environment Canada.

Papers prepared for the Buffalo Point Working Group Meetings (1996)

Centre for Indigenous Environmental Resources. Discussion Paper Presenting A First Nation Vision Statement and Self-Government Implementation Strategy. November 5, 1996.

Manitoba Keewatinowi Okimakanak Inc. The Fiduciary Obligation and the Environmental Management of First Nations' Lands. Discussion Paper No. 1. November 1996 (2nd edition). Prepared for the "Buffalo Point" Working Group.

Ransom, James. Concept Paper. <u>Environmental Inventory Information Network: A Clearinghouse Mechanism for First Nation Communication of Environmental Issues.</u>

AFN Resolutions

Resolution No. 66/98 AFN Environment Secretariat, AFN Environment Committee & AFN Chiefs Committee on the Environment

- need for a national body to address environmental issues of concern for First Nations
- Nations environmental policy based on an understanding of First Nations practices. principles and philosophies; to implement processes for meaningful participation and consultation in decision-making affecting First Nations environmental protection; to encourage the sharing of community-based environmental management; to analyze federal and provincial environmental legislation and policies; to research the impact of federal and provincial environmental law on First Nations.

Resolution No. 67/98 Support for First Nations Regional Discussion Sessions on Endangered Species Protection

• ensure government commits to a meaningful consultation process with First Nations on endangered species protection legislation

Resolution No. 5/98 Sustaining Healthy Communities

 ensures environmental health principles incorporated into the work of AFN Health and Environment Secretariats

Resolution No. 29/98 Convention on Biological Diversity

ensures Environment Secretariat undertakes research in this area

Case Law

Fiduciary Obligation

The following two cases provide the foundation on which an understanding of fiduciary obligation as it applies to First Nations' land management can be based.

Guerin v. R. [1984] 6 W.W.R. 481; 2 S.C.R. 335 (S.C.C.)

Fiduciary obligation regulating the manner in which the Crown exercises its discretion in dealing with First Nations' lands. In brief, addresses the fiduciary obligation that may arise when one party has undertaken to act in another party's interests (i.e. the Crown).

R. v. Sparrow [1990] 3 C.N.L.R. 160; [1990] 1 S.C.R.

Fiduciary obligation is now held to apply to aboriginal rights; it is not restricted to reserve lands or *Guerin-type* situations. The nature of this obligation is connected to the concept of holding the Crown to a high standard of honourable dealing with respect to First Nations peoples of Canada.

Consultation

Delgamuukw v. British Columbia (1998) I C.N.L.R. 14 (s.c.c.) at p.79.

As part of the fiduciary relationship, the government is required to consult with First Nations before taking any legislative measures which might impact on their Treaty and Aboriginal Rights.

Metecheah and Halfway River First Nation v. Ministry of Forest Products and Canadian Forest Products Ltd. (24 June 1997), Vancouver A963993 (s.c.).

Obligation of the Crown to undertake reasonable consultation with First Nations which may be affected by its decision [i.e. fully inform itself of the practices and of the views of the Nations affected; ensure that the group affected is provided with full information with respect to the proposed legislation or decision and its potential impact on aboriginal rights].

RCAP

Environment is discussed throughout the RCAP report and references to this topic may be found in the following locations:

Volume One: Looking Forward, Looking Back

Part Two – False Assumptions

Chapter 9: The Indian Act

9.5 Attacks on Traditional Culture

Chapter 11: Relocation of Aboriginal Communities

11.4 The Effects of Relocation

The Relationship to the Land, Environment and Culture

The Economic Effects

The Health Effects

Social and Political Effects

Chapter 15: Rekindling the Fire

The Land that Supports Us

Volume Two: Restructuring the Relationship

Part One:

Introduction

Chapter 4: Lands and Resources

Chapter 5: Economic Development

- 5.1 Understanding Aboriginal Economies
- 5.1.1 A Brief History of Aboriginal Economies and External Interventions
- 5.1.2 Contemporary Aboriginal Economies

The Levers of change Lands and Natural Resources

Volume Three: Gathering Strength Chapter 3: Health and Healing

Community Health

Volume Four: Perspectives and Realities

Chapter 6: The North

Volume Five: Renewal: A twenty-year Commitment

Chapter 1: Laying the Foundations of a Renewed Relationship

The Proclamation and Companion Legislation

Lands and Resources

APPENDIX - C

BACKGROUND PAPER: ENVIRONMENT

Prepared By:

Environment and Natural Resources Directorate

Lands and Trust Services

Department of Indian Affairs and Northern Development

AFN/LTS Joint Initiative for Policy Development Background Paper: Environment

Environment and Natural Resources Directorate

Lands and Trust Services

Department of Indian Affairs and Northern Development

February 9, 1999

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DIAND ENVIRONMENT OVERVIEW

I. ENVIRONMENTAL ACTIVITIES

- A. Remediate environmental damage on reserve lands
 - 1. Secure remediation of historic contaminated sites by identifying and assessing contaminated sites, and conduct remediation and clean-up of DIAND-related priority contaminated sites (Responsibility: LTS Environment See Environmental Remediation)
 - 2. Fund environmental projects addressing historic operational issues affecting reserve land, water or air (e.g. weed control or erosion) (Responsibility: LTS Environment See *Indian Environmental Assistance Fund*)
 - 3. Establish policies and processes to address future contaminations and operational issues that may occur (Responsibility: LTS Environment See *Environmental Remediation*)
- B. Prevent future environmental damage on reserve lands
 - 1. Administer the Indian Reserve Waste Disposal Regulations (IRWDR)
 (Responsibility: LTS Environment See Environmental Protection: Part 1)
 - 2. Include and monitor environmental clauses in leases, licence and permits (e.g. fuel tank compliance, septic tanks) (Responsibility: LTS Lands and Resources)
 - 3. Promote effective by-laws related to the environment, using the Minister's disallowance powers where warranted as part of the process (Responsibility: LTS Registration, Revenues and Band Governance)
 - 4. Coordinate DIAND's fulfilment of environmental assessment obligations required under the *Canadian Environmental Assessment Act* (CEAA) (Responsibility: LTS Environment See *Environmental Assessment*)
 - 5. Comply with departmental obligation to register tanks, as per the Registration of Storage Tank Systems for Petroleum Products and Allied Petroleum Products on Federal Lands Regulations under the Canadian Environmental Protection Act (CEPA) (Responsibility: LTS Environment See Environmental Protection: Part 2)
 - 6. Fund Community Preventive Training (CPT) (Responsibility: LTS Environment See Environmental Protection: Part 3)
 - 7. Fund environmental management projects by communities (Responsibility: LTS Environment See *Environmental Protection*: Part 4)
 - 8. Develop effective environmental regulatory systems (Responsibility: LTS-Assembly of First Nations (AFN) Joint Initiative)
- C. Address off-reserve activities adversely affecting reserve environment, including

First Nation use of off-reserve traditional lands

1. Fund First Nations to prepare for and participate in the preparatory stages of environmental assessment processes for off-reserve activities that could adversely impact reserve lands and traditional use areas (Pesponsibility: LTS Environment: see Indian Environmental Assistance Fund)

D. Address environmental emergencies

- 1. Develop emergency preparedness plans (Responsibility: Corporate Services)
- 2. Deal with environmental emergencies (e.g. spills, fires) (Responsibility: Corporate Services)
- 3. Comply with contamination reporting obligations under CEPA and *Fisheries Act* (Responsibility: LTS Environment)

II. OTHER ACTIVITIES WITH ENVIRONMENTAL IMPLICATIONS

- A. Fund construction, operation, maintenance, upgrading and/or closure of community infrastructure (including solid waste disposal sites and sewage treatment plants), requiring environmental assessments for all projects as part of the process (Responsibility: SEPPPR See Environmental Assessment)
- B. Own and/or operate community infrastructure, including compliance with landowner and facility operator obligations under the Storage of PCB Materials Regulations under CEPA, the *Fisheries Act* and other federal legislation. (Responsibility: Corporate Services)
- C. Support professional development in land, environment and resource management by supporting First Nation environmental proposals, including proposals for environmental projects, stewardship programs, capacity development initiatives, and associations (Responsibility: LTS Resource Initiatives)
- D. Negotiate, ratify and implement self-government arrangements, including development and negotiation of environmental provisions (Responsibility: CIG) and rectifying historic environmental issues as a First Nation condition for assumption of self-government (Responsibility: CIG with support from LTS Environment: See *Environmental Remediation*)
- E. Negotiate, ratify and implement claims agreements, including development and negotiation of workable provisions for the environmental management within claim agreements (Responsibility: CIG) and ensuring environmental issues in any resulting additions to reserves are identified and addressed, prior to making the

additions (Responsibility: CIG with support from LTS Environment)

F. Fund post-secondary education initiatives, including community environmental training (Responsibility: SEPPPR)

ENVIRONMENTAL ISSUES INVENTORY AND REMEDIATION PLAN

I. CURRENT SITUATION

- As one of the two main components of the Indian Environmenta! Fartnership Program (IEPP), the Environmental Issues Inventory and Remediation Plan (EIIRP) was initiated in 1992 as a five year, multi-phased initiative to identify and document environmental problems on over 800 inhabited reserves.
- B. The main objectives of the EIIRP were to:
 - 1. enable DIAND to determine the location and severity of contaminated sites and, where necessary, remediate (i.e. clean up) those which posed a risk to health or safety;
 - 2. help the department meet its legal obligations under CEPA and *Fisheries Act* and other applicable federal and provincial legislation:
 - 3. prevent the occurrence of future environmental problems and ensure that First Nation communities have the same level of environmental protection as non-aboriginal communities.
- C. The first component of the EIIRP, namely the development of an inventory and the assessment of environmental issues on reserves, has for the most part been completed. By the end of March 1998, 4,150 issues were documented in the Environmental Issues Inventory System (EIIS). Of these, 2,500 were issues where contamination was thought to exist. The remaining 1,650 "other related" environmental issues were those uncovered during site investigations which required attention but which did not pose a problem for contamination. They were considered the responsibility of other programs or sectors but still required follow up with each appropriate program or sector to respond to them.
- D. The most common environmental issues found on reserve were those related to fuel storage and handling (60%) and waste disposal (30%). Approximately 22% (550) of all issues were assessed as being of high risk to human health or safety.
- E. The second component of the EIIRP, the Remediation Plan to clean up contaminated sites, has been ongoing throughout the process. The priority for remediation during the EIIRP process were those high risk sites which directly affected the immediate health and safety of community members or which posed a legal liability to the department. Some 300 contaminated sites have been remediated or risk managed to date.
- F. Remediation projects have varied in size and cost ranging anywhere from a simple tank removal and testing of the surrounding soil to the cleanup of a major oil spill. Most regions, except for Ontario and British Columbia, have completed

- remediation or risk management of their high risk sites.
- G. Since its inceptions, approximately \$100 million has been allocated from DIAND headquarters to regions for the EIIRP.
- H. During the fall of 1998, the Environment and Natural Resources Directorate (ENRD) began a review of the IEPP. The review set out to obtain valid and verified historic information for statistical and presentation purposes as well as a prioritization of work required to complete remediation of historic contaminated sites.

II. ISSUES

- A. Accuracy of the national database: There is still a work left to be done by regions to complete the updating of the EIIS database. Unless kept up-to-date, the data in the inventory database will quickly become dated, thus ceasing to perform its vital function of keeping the department abreast of the environmental situation on reserves.
- B. Allocation of limited resources to remaining projects: Limited annual funding to complete the remaining EIIRP activities will require a prioritization strategy to allocate available funds and may lead to difficulties in meeting everyone's needs.
- C. Addressing future contaminations that will arise: The EIIRP was set up to deal with historical environmental issues. Policies and strategies need to be developed to determine how to deal with future contamination issues and how these will be funded.

- D. Cost recovery under the polluter pay principle: While DIAND endorses the concept of cleaning up and recovering costs from perpetrators ("polluter pays principle") where applicable, cost recovery can be problematic for a variety of reasons. Recovering costs from Councils who are funded by DIAND has questionable value. Recovering costs by putting businesses out of business may not be economically justified. Trying to recover costs from those with a limited capacity to pay may not be worth the effort.
- E. Remediation standards for projects related to self-government negotiations: In self-government negotiations, clean-up of a wide range of actual and potential environmental problems is emerging as a First Nation concern and needs to be addressed in a more consistent and comprehensive manner.

- A. Indian Environmental Partnership Program (IEPP) 1992/93 1996/97, Final Report and Recommendations to the Deputy Minister, March 27, 1998. Environment and Natural Resources, Lands and Environment, Lands and Trusts Services
- B. EIIS electronic database accessed through DIAND headquarters and regional offices
- C. Environmental Issues Inventory and Remediation Plan (EIIRP), Questions and Answers, Communication Paper, DIAND, 1998

ENVIRONMENTAL ASSESSMENT

I. CURRENT SITUATION

- A. Under CEAA of 1995, the Department of Indian Affairs and Northern
 Development (DIAND) is responsible for undertaking environmental assessments
 and for making an environmental assessment determination (decision on the
 environmental acceptability of a project) for projects on reserves where the
 Department is a Responsible Authority as define by the Act.
- B. Under the Act, federal departments become Responsible Authorities in four different ways: when they are the proponent of a project; when they provide funding for a project; when they sell, lease or otherwise dispose of land to enable a project to go ahead and; when they grant a permit or lease for a project to be undertaken in whole or in part.
- C. Under CEAA (Section 10), when the only CEAA trigger is funding, there is scope to make regulations making First Nations are responsible for conducting their own environmental assessments, in conformity with the requirements that would be specified in a proposed regulation (referred to as the Indian Lands and Funding Regulations). The regulation-making authority has not been used. For funded projects on reserve, neither the First Nation nor DIAND is legally responsible for undertaking assessments of these projects.
- D. In the absence of these regulations, 'interim measures' were adopted by the Department to guide the environmental assessment of funded project on reserve. These measures are applied solely by the Department and mimic CEAA. First Nations are indirectly subjected to them via the inclusion of environmental assessment related clauses in all funding agreements between First Nations and DIAND.
- E. When CEAA is triggered, there is a statutory requirement on DIAND to conduct environmental assessments and make environmental assessment determinations. DIAND regional staff are involved in undertaking or arranging for these assessments to take place. First Nations may undertake the assessments in-part or in-whole but the Minister retains decision-making responsibility.
- F. Where First Nations conduct environmental assessments under funding agreements, regional DIAND staff provide advice and assistance on request. LTS staff are also involved on an on-going basis in providing environmental assessment assistance to other programs within DIAND, including SEPPPR, Corporate Services and CIG.

- G. In the CEAA process, the cost for conducting environmental assessments is largely born by the proponent or the one benefiting from the project. For large First Nation projects assessed through provisions in funding agreements, the cost of undertaking an environmental assessment is built into the overall funding allocated for the project. For minor projects, the environmental assessment costs are borne by the First Nation and DIAND as part of their general operating budgets.
- H. LTS staff are involved on an on-going basis in providing input, from a DIAND perspective, into interdepartmental federal initiatives to develop regulations. policies and guidelines to increase the effective implementation of CEAA.
- In assessments under CEAA that are led by other federal departments or agencies, DIAND may be asked to play the role of facilitator and act as a point of contact with First Nation communities. DIAND will not act as an "Expert Department" on Aboriginal issues. Rather, DIAND will refer other departments or agencies in the assessment to the appropriate expertise within First Nation organizations or communities. In the consultation process associated with the environmental assessment of larger projects led by other departments, DIAND attempts to ensure that the needs of First Nations are met.

II. ISSUES

- A. Delegation/Devolution of CEAA Authority: Much of the environmental assessment activities currently being undertaken by the Department could be undertaken by First Nations for all project on reserves. The determination requirement under CEAA, however, cannot be delegated to First Nations under current legislation. To delegate additional responsibility for environmental assessment determination to First Nations, statutory amendments would be required.
- B. CEAA Implications of Delegation of DIAND Authorities under the Indian Act: With the ratification of self-government agreements and initiatives like the First Nations Land Management Act, First Nations are assuming greater legislative control and decision making powers over land management functions.
- C. Liability for environmental assessment determinations: Because environmental assessment determinations cannot be delegated to First Nations under CEAA, DIAND maintains the legal liability for all environmental assessments and environmental assessment determinations. Only with the development and implementation of new statutory provisions for First Nations to assume legislative authority, will the environmental liability be switched from DIAND to individual First Nations.

- D. Filling the Section 10 gap in CEAA: First Nations may wish to work with the Canadian Environmental Assessment Agency to develop regulations or other mechanisms to close the gap created by Section 10 in CEAA.
- E. Capacity Building: Prior to legal delegation of environmental assessment determination responsibilities, LTS is supporting capacity-building of environmental assessment capabilities within First Nations communities through the provision of training courses and technical assistance. DIAND offers the Land Management Training Program (LMTP) to First Nation representatives. The LMTP involves training related to lands management, forest management, minerals management and environmental assessment. Training related to land management and environmental assessment could be assumed by First Nations.

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- F. Technical review of environmental assessments from other departments: On occasion, DIAND is asked to review environmental assessment reports and studies from a technical perspective and provide comments back to a Responsible Authority. First Nations could assume this role through the establishment of a technical committee charged with reviewing environmental assessment reports.
- G. Coordination with provincial governments: For projects proposed off-reserve but that may have an impact on reserve, DIAND attempts to ensure that First Nations communities are kept informed in relation to the project and that the needs and concerns of the communities are taken into consideration. These arrangements are often informal although more formal cooperative arrangements can be made through federal-provincial environmental assessment harmonization agreements. First Nations may wish to enter into negotiations or make arrangements directly with provincial and or municipal authorities to develop mechanisms to ensure communities are adequately involved in the assessment of off-reserve projects.
- H. Formalization of "interim measures": The interim measures may be formalized in the coming months in the form of a Memorandum of Understanding (MOU) between the Canadian Environmental Assessment Agency and several federal departments (including DIAND) and agencies. This MOU commits the parties to undertaking environmental assessment on reserve lands where funding is the only trigger. This MOU will remain valid until regulations are in place or the Act is changed to fill the legislative gap.

- A. A Participant's and Instructor's manual for the delivery of the Introduction to Environmental Assessment Course that the department offers to staff and First Nation community members
- B. General guidance to the implementation of the Act (available from the Canadian Environmental Assessment Agency)
- C. A Model Class Screening Report for Agricultural Activities on Reserve Lands in the Prairie Provinces, developed by the Alberta Regional office of DIAND in conjunction with the Agency, to provide a framework for facilitating the environmental screenings of agricultural projects, of which all have similar structure and potential for environmental impact

ENVIRONMENTAL PROTECTION PART I WASTE DISPOSAL

I. CURRENT SITUATION

A. Waste disposal was the second most common environmental issue encountered in the process of the undertaking the EIIRP. There are a total of 418 environmental issues related to waste disposal sites (active and inactive) listed in the EIIS. The total amount spent on carrying out Phase III and remediation on these issues, to date, has been \$5,036,977.

- B. Activities associated with waste management on reserve can be divided into two categories: first, the decommissioning by reclamation or remediation of existing waste disposal sites, and second, technical assistance and advice to First Nation communities in designing and managing their waste management programs.
- C. In July, 1995, the department developed a <u>National Framework for Waste</u>

 <u>Management Strategy</u> to address the growing problem of waste management on reserve lands. Regions have been working in partnership with First Nation communities on developing their own waste management strategies based on the national framework.
- D. One of the more persistent difficulties has been compliance with the IRWDR, in particular the permitting of active waste disposal sites. In general, the IRWDR prohibit the use of Indian reserve lands for the disposal or storage of wastes unless authorised by a permit issued by the Minister of Indian Affairs and Northern Development.
- E. Regions are implementing their waste management strategies using a variety of phased approaches. However, they feel that for waste management to be a top priority, the Capital Program as well as the First Nations must be on-side and include waste management as a priority in their five-year capital plans.
- F. Remediation or site management of currently contaminated waste disposal sites would normally require an integrated work plan with the Capital Program, which is responsible for funding the closing of sites and the creation of new sites.
- G. ENRD is currently developing a procedures manual on waste sites, a waste training course, a model zoning by-law prohibiting waste disposal in specified zones, enforcement guidelines and procedures to guide staff in dealing with illegal operations, staff training course related to illegal operations, additional resources for compliance and a (manual) reporting system related to offences.

II. ISSUES

- A. Addressing unpermitted waste sites: DIAND has not historically issued a large number of waste permits. Reasons include a reluctance to regulate Councils (given self-government aspirations of First Nations), a weak regulatory regime under the Indian Act and IRWDR, and the fact that many sites are already regulated under funding arrangements. DIAND will be increasing the number of waste permits it issues.
- B. The weak regulatory regime under the IRWDR: The IRWDR carry \$100 fines maximum. With low fines, it is difficult to get enforcement agencies to lay charges and to get prosecutors to prosecute offenders. Annual permits (rather than, say five year permits) are costly to administer.
- C. **Double Regulation:** The Capital Program funds construction and operation of some waste sites, and "regulates" these sites through funding agreements. The IRWDR also regulates all waste sites. The publicly funded waste sites are subject to double regulation, which is at best inefficient. However, not all sites on reserve are funded by the Capital Program.
- D. Minimal Use of Existing Delegation Authorities under the IRWDR: There is potential for the Minister to delegate the issuing of waste permits to Councils. No use has been made of this authority. Policies, First Nation training and funding are being put in place to support delegations.

- A. National Framework for Waste Management Strategy, DIAND, July, 1995
- B. Indian Reserve Waste Disposal Regulations
- C. (Draft) Manual for Permitting Waste Disposal on Reserve Lands

ENVIRONMENTAL PROTECTION PART 2 FUEL STORAGE TANKS

I. CURRENT SITUATION

- A. The EII indicates that petroleum storage tanks are the major source of soil contamination of reserve lands. Leakage of hydrocarbons from storage facilities (i.e. underground and above ground storage tanks (UST/AST), fuel barrels and drums) and spillage during fuel transfer, handling and use were the primary sources of soil contamination on reserve. Lack of national standards in the past and poor management and operational standards have contributed to keeping these issues in the forefront.
- B. In January, 1997, the Department issued its <u>National Framework for Storage Tank</u>
 <u>System Management on Reserves</u>. The objective of the Framework is to address tank management and establish DIAND and First Nations Storage Tank
 Management regimes (i.e. design, installation, operation, maintenance and disposal) which comply with established standards. It provides guidance to regions in developing their own tank management strategies.
- C. With the promulgation and coming into force on August 1, 1997 of the new Registration of Storage Tank Systems for Petroleum Products and Allied Petroleum Products on Federal Lands Regulations, issued under the CEPA, and the requirement for registering fuel storage tank systems on reserve, it is hoped that these situations can be prevented from happening in the future. The intent of the regulation is to promote good tank management practices on federal lands.
- D. In accordance with this regulatory regime on registering fuel storage tanks, DIAND regional offices have developed a registry where all on-reserve fuel storage tanks owners can register their fuel tanks.
- E. Over the past few years, federal codes regarding fuel storage have become more stringent. There are the new technical guidelines for ASTs and USTs established by the Canadian Council of Ministers of the Environment (CCME) and promulgated under authority of CEPA, section 53. There is also the 1995 edition of the National Fire Code. While the guidelines are not yet legally binding, the fact that they exist and apply to federal lands implies that they may become the de facto standard for the federal government.
- F. All storage tank system owners are now required to register their tanks on federal lands including those on reserves. All ASTs of more than 4,000 litres and all

- underground storage tanks (USTs) must be registered. This includes tanks owned by DIAND, other government departments. First Nations and Third Parties. If a tank is not registered it will be in non-compliance with the regulation and it would be unlawful to transfer fuel to these unregistered tanks.
- G. There are many underground storage tanks (USTs) on reserve which are no longer in use but which still contain fuel. As these tanks age, there is an increased likelihood of the tanks beginning to leak their contents into the environment and requiring expensive clean-up. In most cases, it is more cost-effective to remove the tanks from the ground before they begin to leak. As an example, the fuel tanks at Tobacco Plains Reserve in British Columbia would have cost \$37,000 to remove one year ago. By not having the tanks removed they began to leak. So far it has cost \$800,000 in remediating the site's contaminated groundwater.

II. ISSUES

- A. Addressing DIAND's obligation to report on compliance: The Regulations do not require tank "owners" to comply with federal technical guidelines. However, DIAND is expected to report on tanks that comply with the guidelines. EC and other federal departments are negotiating what reporting is required. Reporting on data provided during the registration process is relatively easy. Reporting on the compliance of tanks with federal guidelines is expensive, requiring site visits and related costs. Furthermore, DIAND does not have powers to access private sites for inspection purposes.
- B. **Disputes over tank ownership:** DIAND installed tanks years ago. First Nations now operate these tanks. Some First Nations have contended that DIAND is the "owner" of the tank, even though the definition of "Owner" in the Regulations is defined to include "legal ownership" or the assignment of custody to control, care for, manage or dispose of the tank. DIAND is required to report unregistered tanks to Environment Canada. DIAND could use funding arrangements to address disputes over tank ownership.
- C. No regulations requiring compliance with standards: DIAND has limited tools for dealing with tanks that do not comply with federal guidelines. For example, the operation of such tanks is not illegal. DIAND's tools are limited to including specific clauses in leases, licences and permits in new instruments or renewals, and funding arrangements with communities or businesses. First Nations could pass by-laws in this area.
- D. Installation of a management framework within DIAND: DIAND needs to develop a national policy and procedures manual for the storage tanks, to address among other things its obligations under the regulations.

- A. Storage Tank System Management on Reserves National Framework, DIAND, Indian and Inuit Affairs Program, January, 1997
- B. Draft Consolidated Manual for the Management of Storage Tanks on Federal Land, (not yet available), Environment Canada
- C. Registration of Storage Tank Systems for Petroleum Products and Allied Petroleum Products on Federal Lands Regulations, Canada Gazette II. January 8, 1997
- D. Technical Guidelines for Aboveground Storage Tank Systems Containing Petroleum Products, CCME, 1996
- E. Technical Guidelines for Underground Storage Tank Systems Containing Petroleum Products and Allied Petroleum Products, CCME, 1995

ENVIRONMENTAL PROTECTION PART III COMMUNITY PREVENTIVE TRAINING

I. CURRENT SITUATION

- A. In the course of carrying out the EIIRP, in particular the Phase II site visits, it was discovered that environmental issues can be avoided if adequate training is made available to First Nation communities. As a result, in 1994-1995, the EIIRP introduced funding for Community Preventive Training (CPT) for First Nation individuals and communities.
- B. This funding was meant to cover largely travel and accommodations of participants and to use existing training courses that were available free or at minimal cost by other federal departments, provincial or municipal governments, or private companies. To the extent possible, courses would be technical "hands on" and take place on reserve. More recently, some regions have used the CPT funds to develop specific courses for more specialized needs of First Nation communities.
- C. Training was provided in such areas as Management of Petroleum Products and Equipment, Fuel Handling, Storage and Management, Hazardous Waste and Material Management, and in various forms of Emergency Response measures to address minor crises such as fuel spills. In general, this training has proved to be very popular because it met a very specific need in the communities to whom it was directed. Some regions are using the training as part of their remediation process.

II. ISSUES

- A. **Program Future:** This initiative has historically been funded as part of the EIIRP. With EIIRP funding winding down, the future of the CPT is in doubt.
- B. Training overlaps and duplication: There are concerns about potential overlaps and duplication between CPT and other initiatives. Developing a compendium of all environmental training resources and courses developed through CPT and making it available to those interested would reduce duplication.
- C. Community turnover and the need for repeat training: Because of changes in personnel at the community level, there is a lack of continuity in the training provided so that regions are finding that some of these training courses need to be repeated from year to year.
- D. Systematic versus an ad hoc approach to training: A systematic training approach, based on a formal assessment of First Nation community needs and

priorities and the identification of resources to respond to these needs and priorities may be more cost-effective.

III. RESEARCH AND SOURCES OF INFORMATION

A. For a list of regional CPT courses and training, refer to Appendix III (Summary of Regional Projects) in Indian Environmental Partnership Program (IEPP) 1992/93 - 1996/97, Final Report and Recommendations to the Deputy Minister, March 27, 1998, Environment and Natural Resources, Lands and Environment, Lands and Trusts Services

ENVIRONMENTAL PROTECTION PART 4 ENVIRONMENTAL MANAGEMENT PROJECTS

I. CURRENT SITUATION

- A. The Department of Indian Affairs and Northern Development (DIAND) has responsibilities for a wide range of projects, activities, and facilities for which Departmental actions and decision-making have environmental implications. From both the experience of the EIIRP as well as preparing for the eventual transfer of environmental functions to First Nations, the need to provide resources for developing environmental capacity-building programs has become evident.
- B. In support of the department's sustainable development objectives, funding has been allocated to develop, on a pilot basis. Environmental Management Frameworks (EMF) and Environmental Management Systems (EMS) at the First Nation level.
- C. An EMF provides a means of ensuring that adverse impacts of projects and processes are prevented or minimized and that environmental considerations are identified and fully incorporated within these. The intent of an EMF is to define specific actions for a First Nation to anticipate and prevent environmental problems from happening rather than react to problems when they arise.
- D. An EMS is used to provide the framework within which the First Nation community will conduct its activities to achieve the goals of environmental protection and sustainable development. It ensures that operations are conducted in compliance with environmental laws and that major environmental risks and liabilities are properly identified, minimized and managed. A properly designed EMS can provide the framework to support First Nation communities in managing their environmental agenda and to document, evaluate and communicate their environmental performance. It can ensure that the First Nations' operations and facilities and their responsibilities for activities on reserves, are managed in an environmentally responsible manner.

II. ISSUES

- A. Efficiency and Effectiveness of environmental management projects: There is a need to review and evaluate the effectiveness of the pilot projects to
 - 1. determine their usefulness at the community level;
 - 2. Identify any operational deficiencies or gaps;
 - 3. Establish operational standards, codes of practice, procedures and training in order to better address the long term issues of environmental

management on reserve lands.

This might include the establishment of effective environmental regulatory regimes and by-laws.

- A. For a list of EMF/EMS pilot projects funded refer to page 26. Table 8. in Indian Environmental Partnership Program (IEPP) 1992/93 1996/97, Final Report and Recommendations to the Deputy Minister, March 27, 1998, Environment and Natural Resources, Lands and Environment, Lands and Trusts Services
- B. Sample Environmental Management Framework for a First Nation, Alberta Region, prepared by Acres International Limited, June 1994

INDIAN ENVIRONMENTAL ASSISTANCE FUND

I. CURRENT SITUATION

- A. The second component of the IEPP, the Indian Environmental Assistance Fund (IEAF), began providing funds in 1992-1993 (then known as Pre-Intervenor Funding) to First Nations in all provinces to address environmental issues of an operational nature affecting reserves and traditional areas. It also enabled First Nations to prepare and participate in the preparatory stages of environmental assessment processes for activities off reserve impacting Indian lands and traditional areas. Commencing in 1994-1995, an annual budget of \$1 million was set aside to meet these needs.
- B. To ensure that funds were spent for the intended purpose, Treasury Board approved criteria were developed indicating eligible and ineligible activities and projects.
- C. Since 1992-1993 up to March 31, 1998, \$5.1 million was provided for 243 projects which ranged from environmental assessment pre-intervenor type projects to studies on soil erosion, tire recycling, waste management, noxious weed control.
- D. The IEAF has funded pre-panel planning, and intervener funding to allow First Nations to participate in off-reserve panels affecting their communities. The IEAF is considered a funder of last resort. In addition to panel-related activities, the IEAF has also funded one-time initiatives e.g. studies, blue box pilots, erosion control, etc.
- E. The recently completed evaluation of the IEAF by the Departmental Audit and Evaluation Branch (DAEB) found that the IEAF contributed to an increased capacity within First Nation communities to intervene in the environmental assessment process and to manage complex environmental issues. The IEAF provided opportunities for developing partnerships, for example, with resource companies and other industries. The IEAF has proved to be a very necessary source of funding for First Nations trying to intervene in off-reserve projects as well as for undertaking research to present their cases regarding the impacts of projects affecting their lands. The evaluation report concluded that the IEAF "heightened awareness of environmental issues and the building of capacity to deal with those issues has been achieved at a modest investment."

II. ISSUES

A. **Program future:** The Indian Environmental Assistance Fund (IEAF) has been funded on an annual basis in conjunction with the EIIRP. However, the EIIRP has

- a limited remaining lifespan.
- B. Eligibility requirements: Current eligibility criteria may not adequately meet future requirements. There have been requests for greater flexibility to provide limited discretionary funding to those environmental projects which do not meet the current criteria of the IEAF but which are still considered important to First Nation communities and for which have no other source of funding.
- C. Early warning about panels: The effectiveness of the IEAF with regard to environmental assessment panels may be undermined to the extent that First Nations often do not get significant advance warning about panels. Alberta is the only region which has agreements with the provincial government to provide early warning about panels.

- A. Indian Environmental Partnership Program (IEPP) 1992/93 1996/97, Final Report and Recommendations to the Deputy Minister, March 27, 1998, Environment and Natural Resources, Lands and Environment, Lands and Trusts Services
- B. Refer to Appendix II for Project Eligibility and Funding Criteria, List of IEAF Projects Funded
- C. Evaluation of the Indian Environmental Assistance Fund (IEAF) Final Report, Departmental Audit and Evaluation Branch, DIAND, March 31, 1998

ACRONYMS

| AFN | Assembly of First Nations |
|--------|--|
| AST | Aboveground Storage Tanks |
| CCME . | Canadian Council of Ministers of the Environment |
| CEAA | Canadian Environmental Assessment Act |
| CEPA | |
| CIG | Claims and Indian Government (a DIAND organizational unit) |
| CPT | Community Preventive Training (a component of EIIRP) |
| DAEB | Departmental Audit and Evaluation Branch (an DIAND organizational unit) |
| DIAND. | Department of Indian Affairs and Northern Development |
| | Environmental Issues Inventory |
| EIIRP | Environmental Issues Inventory and Remediation Plan (a component of IEPP) |
| | Environmental Issues Inventory System (a computer system) |
| | Environmental Management Framework (a First Nation tool) |
| | Environmental Management System (a First Nation tool) |
| ENRD | Environment and Natural Resources Directorate (a DIAND organizational unit) |
| | Indian Environmental Partnership Program (a component of IEPP) |
| | Indian Environmental Partnership Program |
| | Indian Reserve Waste Disposal Regulations |
| | Land Management Training Program |
| | Lands and Trust Services (a DIAND organizational unit) |
| | Memorandum of Understanding |
| | Socio-Economic Policy and Programming and Program Redesign (a DIAND org. unit) |
| UST | Underground Storage Tank |