

APPENDIX IV-C

Socioeconomic Impacts and Mitigation

**BUILDING SAFE, SECURE AND HEALTHY
WORKFORCES AND COMMUNITIES**

COMMUNITY MOBILIZATION VISION-SETTING WORKSHOP

**A JOINT PARTNERSHIP STRATEGY
WHA TI AND NWT DIAMONDS PROJECT
*PEOPLE TAKING ACTION***

**SUMMARY OF WHA TI YOUTH VISION-SETTING
WORKSHOP**

MAY 11, 1995

Prepared by:
Barbara A. Brown
Community Mobilization
Project Consultant
NWT Diamonds Project

BUILDING SAFE, SECURE AND HEALTHY WORKFORCES AND COMMUNITIES

What Do You Want to Learn from The Community Mobilization Workshop?

Help one another, pray with each other and make sure we work together.

A healing workshop in the community for your elders which is really good, from the BHP staff.

What do you think will happen if there is diamonds and BHP will build a mine here in Wha Ti?

Will BHP pollute our lake and hurt the fishes?

Do they have to cut down more trees for more room?

How will BHP contribute to a safe, secure and healthy Wha Ti?

About community, healing and communication.

How can young people and the elders work together in the community?

How is BHP going to help the community?

There is no co-operation/communication between the elders and youth. Although people stay sober they cannot seem to work together.

I would like learn more about the environmental impact. I want to know if they (BHP) are doing more testing - referring to the environment

How can alcoholism be stopped?

What will all the BHP employees' money do to the community of Wha Ti?

Will it help or hurt our community?

I want to get a job

What kind of jobs are being something in the future?

What is the best job and pay big money two weeks?

What is BHP?\

How can we get a job?

How can we find a job?

How will alcoholism be stopped?

I wouldn't mind have a high school here in Wha Ti so we don't have to go anywhere to stay in school

How much are you going to pay the community?

What about pollution?

When you are working at BHP, do we have to find our own place or stay at the residence?

How are people from here going to get a job?

Where do you live or where do you work?

What community is BHP held?

I want to learn about safety and what people do.

I want to know about BHP. What is it?

What will it do for the kids of the Wha Ti?

Duh!!

What jobs are open in BHP?

Where is BHP?

What community?

How much hours do we work?

Some people say there are diamonds not far from here

In a couple of years do you think there will be a mine?

How are people from here going to get a job?

I don't know anything about it

If we work for BHP who will pay for the plane for our food or where will we stay?

I was wondering about the long term effects of the move on the traditional lifestyle of the Dene people.

BUILDING SAFE, SECURE AND HEALTHY WORKFORCES AND COMMUNITIES

Our Community Resources

Identified by youth

- elders
- youth
- recreation (activities, events)
- Meniknon hotel
- school
- Hamlet office
- Band office
- Community hall (pool hall)
- Wha Ti tannery (hides, furs)
- Health centre (nurse)
- Khon Meni Cafe
- church (priest)
- housing corporation
- support group (men and women's)
- cemetery
- Co-op (manager, employees, products)
- lodge (restaurant)
- Arctic College
- Alex's Confectionery (manager, employees, products)
- forestry
- renewable resources
- fishing camp
- Department of Public Works (GNWT)
- economic development
- social services
- development co-operation
- RCMP
- radio station
- Power Corporation
- handgames
- drum dances
- sewing
- speak our own language
- gas station
- Fourth Bay Garage
- community counsellor
- hunting
- trapping
- boating
- fishing
- skidooing
- Northwest Tel
- canoeing
- snowshoeing
- picnics
- Ptarmigan agents
- Air Tindi agents

BUILDING SAFE, SECURE AND HEALTHY WORKFORCES AND COMMUNITIES

COMMUNITY MOBILIZATION VISION-SETTING WORKSHOP A JOINT PARTNERSHIP STRATEGY WHA TI AND NWT DIAMONDS PROJECT *PEOPLE TAKING ACTION*

May 9, 1995
7:00 - 10:00 p.m

WORKING AGENDA

1. **WELCOME AND OPENING PRAYER - Chief Jeremick 'ca**
 - introduction of facilitators
 - Barbara Brown and Nora Lacorne
 - Jonas Lafferty and Alphonse Nitsiza - interpreters
2. **REVIEW WORKSHOP GOALS AND OBJECTIVES**
 - explore potential of community mobilization to promote healthy lifestyles
 - respect cultural and traditional uniqueness of Wah Ti
 - create a positive healthy Community Vision that will:
 - focus on identifying priorities of Wha Ti
 - prevent and reduce alcohol and other drug abuse, violence etc.,
 - be based on linking the strengths, skills and experiences of everyone in the community
 - develop ongoing self-sustaining, unique partnership with the community, BHP and others
 - educate and promote healthy self-esteem of youth in the community
 - strengthen families and communities
 - share responsibility
 - develop community and family support programs for workers and families
 - share Youth Vision and Priorities identified
3. **BUILDING A SAFE, SECURE AND HEALTHY
COMMUNITY VISION FOR WHA TI**
 - share one community's success story
 - A. Small Group Activities:
 - ask for a group facilitator, recorder and presenter
 - write all ideas on flipchart paper with felt pens
 - brainstorm all the priorities of the community
 - choose the 2 most important and be prepared to tell why they are

- hang flipchart on the walls

B. Large Group Activities:

- present vision priorities by group
- facilitator look for common priorities
- present common priorities
- view video "The Mountain" - provides practical ideas

C. Community Priorities

- community members choose priority to work on
- generate practical and attainable solutions
- short term and long term

BREAK:

4. WORKING ON PRACTICAL COMMUNITY SOLUTIONS

A. Small Group Activities:

- solution - generating plans
- choose a facilitator, recorder and presenter
- brainstorm potential solutions
- begin action plans - what needs to be done, who can help, what resources do we need?

B. Large Group Presentations:

- present solutions generated
- summarize on the flipchart

5. TAKING ACTION

- what community resources exist
- develop inventory of resources available
- what is working in other communities?
- what can work in Wha Ti

6. NEXT STEPS

- short term and long term action plans and next step
- Thank you's - gifts
 - to Chief, Elders and Council, & community of Wha Ti
 - to youths, Nora, Jorlas and Alphonse
- Closing Prayer

**BUILDING SAFE, SECURE AND HEALTHY
WORKFORCES AND COMMUNITIES**

**YOUTH
COMMUNITY MOBILIZATION VISION-SETTING WORKSHOP
A JOINT PARTNERSHIP STRATEGY
WHA TI AND NWT DIAMONDS PROJECT
*PEOPLE TAKING ACTION***

May 10, 1995
10:00 - 4:00 p.m.

WORKING AGENDA

1. **WELCOME AND OPENING PRAYER** Elder Pierre Beaverho
 - introduction of facilitators
 - Barbara Brown and Nora Lacorne
 - Jonas Lafferty and Alphonse Nitsiza - interpreters
2. **REVIEW WORKSHOP GOALS AND OBJECTIVES**
 - explore potential of community mobilization to promote healthy lifestyle
 - respect cultural and traditional uniqueness of Wha Ti
 - create a positive healthy Community Vision that will:
 - focus on identifying youth priorities of Wha Ti
 - prevent and reduce alcohol and other drug abuse, violence, etc.
 - be based on linking the strengths, skills and experiences of everyone in the community
 - develop ongoing self-sustaining, unique partnership with the community, BHP and others
 - educate and promote healthy self-esteem of youth in the community
 - strengthen families and communities
 - share responsibility
 - develop community and family support programs for workers and families
3. **BUILDING A SAFE, SECURE AND HEALTHY
COMMUNITY VISION FOR WHA TI**
 - share one community's success story
 - Dawson Creek Youth Strategy

A. Small Group Activities:

 - ask for a group facilitator, recorder and presenter
 - write all ideas on flipchart paper with felt pens
 - brainstorm all the priorities of the community
 - choose the 2 most important and be prepared to tell why they are

- hang flipchart on the walls

LUNCH BREAK:

B. Large Group Activities:

- present vision priorities by group
- facilitator look for common priorities
- present common priorities
- facilitator answered questions written on index cards

C. Small Group Activities:

- brainstorm what they learned
- be prepared to present

D. Youth Presentation:

- presented - what was accomplished

4. TAKING ACTION

- what community resources exist
- discuss list generated by students

5. NEXT STEPS

- Thank you's
- Closing Prayer

Elder Pierre Beaverho

**BUILDING SAFE, SECURE AND HEALTHY
WORKFORCES AND COMMUNITIES**

**YOUTH
COMMUNITY MOBILIZATION VISION-SETTING WORKSHOP
A JOINT PARTNERSHIP STRATEGY
WHA TI AND NWT DIAMONDS PROJECT
*PEOPLE TAKING ACTION***

SUMMARY OF YOUTH WORKSHOP IDEAS

I. Welcome and Opening Prayer

.Chief Charles Jeremick'ca introduced Barb Brown and the purpose of the workshop to the youth. He talked about why she was invited to the community and that the workshop was to have started last night but it had been postponed. This workshop would be with the students and those community members and Elders present and the other community workshop would start at 1:00 pm.

.Elder Pierre Beaverho opened the workshop with a prayer.

2. Purpose of the Workshop Reviewed

.Students were asked to form a circle. Barb discussed what the workshop was about, what activities would happen and how the ideas shared would be used. She reminded the students and other community members to take an index card and write what they would like to learn from the community mobilization workshop and these would be looked at later.

3. Small Group Youth Vision-Setting Brainstorm Session

.Students were asked to think about what would make them make good healthy choices to do with their lives. What kinds of activities, programs would help them choose not to use alcohol and other drugs, want to stay in school and would strengthen families and respect their strong cultural beliefs and traditions.

.Students were given instructions as to how the small group activities would work. They were to number off and form three working

groups, choose a group facilitator, choose someone to write the brainstorm ideas on large flipchart paper and choose a boy and a girl to present the ideas generated. Barb talked about what youth in other communities thought were important to them. Activities that were fun and planned by the youth had been identified as important. Others had said job opportunities were important and more fun family activities and programs were also mentioned.

.Before this activity began, a woman from Wha Ti asked if she could share her feeling and thoughts with the students. She came to the circle and this is what Sovie Williah shared. She said she would like to share something with the students and the community that she had held in for a long time. She said she had phoned the police for her son because he had threatened their lives and she had never intended to involve the police, but she felt she didn't have any other choice at the time. Even though she had always encouraged her son and she loved him. She said that parenting is a big responsibility. Her sister's son had committed suicide right in the center of this community years ago. She said this was the first time she had ever told this story and that she felt better for doing so. Her message to the students was to not get involved with crime, to stay in school and get a good education and to listen to their teachers and their parents.

.Students were asked to break into their groups and do the first brainstorm activity before lunch. All three groups finished and left for lunch at 12:00 noon.

Workshop began at 1:30pm

4. Large Group Presentations of Youth Vision Priority-Setting

.Students spent time after lunch deciding which were their two top priorities, why they were and who would present. The youth priorities presented were:

- .Group 2 - Youth Presenters: Mavis Moosenose and Jonathan Stauffer
 - . Complete Brainstorm ideas on separate page
 - . Priority 1: Getting involved with Elders, community, job and family
 - . Priority2: Organize sports
- .Group 1 - Youth Presenters: Christine Simpson and Leon Nitsiza
 - . Complete Brainstorm ideas on separate page
 - . Priority 1: Tradition
 - . Priority 2: Education

Group 3 - Youth Presenters: Samantha Nitsiza and Justin Nitsiza
.Complete Brainstorm ideas on separate page
.Priority 1: Learn Tradition skills
.Priority 2: Youth Conference

Students had a 10 minute break.

5. Large Group Activity

.Students were asked to bring a chair and form a circle. Barb talked about who she was and what her role was with the NWT Community Mobilization Project. Barb went through the questions people had written on the index cards. Many of them were about BHP, what they had to offer communities, what kind of job opportunities would be available, and the environmental impact of the mine. Others asked questions about how the community could reduce the alcohol abuse, what programs were available and how was BHP going to help. The group was told that some questions would be taken back to BHP to be answered and then presented to the community later.

6. Final Small Group Activity

.Students were asked to break into their three groups and brainstorm a list of all the things they learned from the workshop and be prepared to present them to the large group.

.Each group presented what they had learned. The complete lists can be found at the back of this report. Listed below are a few of the comments:

- .we learned to help each other, to brainstorm, to present,
- .we learned to co-operate, to speak out loud and speak our mind
- .we learned that our culture is still important and helping our Elders
- .we learned that youth are important
- .we learned about BHP
- .we learned that youth can do things that they've never done before

7. Closing Remarks

Barb thanked the students for their co-operation and participation. She mentioned how much she had enjoyed working with them and talked about working with the students the next time she came back to the community.

Elder Pierre Beaverho provided summary remarks and closing prayer.

BUILDING SAFE, SECURE AND HEALTHY WORKFORCES AND COMMUNITIES

Wha Ti Youth Vision Brainstorming Activity

GROUP 1

STUDENT WORKSHOP PARTICIPANTS

Derek Beaverho
Leanne Moosenose
Thomas Rabesca
Darrell Simpson
Sue-Ellen Zoe
Miranda Zoe

YOUTH PRESENTERS.

Leon Nitsiza
Christina Simpson

- tradition
- education
- business
- respect
- jobs
- fun
- baseball
- sports
- get involved
- cultural activity
- friends
- family
- elders
- talking
- sharing
- working together
- caring
- helping one another
- drum dance
- handgames
- going out on the land
- fishing
- soccer, hockey
- camping
- hunting
- swimming
- canoeing

Priority 1

Priority 2

GROUP 2

STUDENT WORKSHOP PARTICIPANTS'

Bernice Beaverho
Shawn Gargan
Laura Romie
Barbara Wedawin
Miranda Zoe

YOUTH PRESENTERS Mavis Moosenose
Jonathan Stouffer

- getting involved with elders **Priority 1**
(community, job, family)
- organize sport **Priority 2**
(make your own rules, baseball, school sports, arcades)
- going out on the land
- be a good listener
- helping elders
(chop wood, listen, hunting, stories, advice)
- maintain culture
(drum dance, handgames, sewing, arts and crafts, legend stories, tanning hides, language)
- more programs
(training workshops, conferences, summer jobs for students)
- identity
(knowing who you are, where you stand)

GROUP 3

STUDENT WORKSHOP PARTICIPANTS'

Jonas Jeremickca
Chrissy Moosenose
Jatonia Nitsiza
Suzanne Wedawin
Tiffany Wedawin

YOUTH PRESENTERS

Justin Nitsiza
Samantha Nitsiza

- learn traditional skills
- youth conference
- drum dances
- teamwork
- have respect for others
- sports
- get involved
- sharing
- handgames
- trapping, hunting and fishing
- craftworks
- swimming
- cafeteria in school
- to become an actor
- theatre
- staying healthy (exercising, eating right)
- arcade
- elders
- good friends help you make good decisions
- teachers
- school
- meetings, workshops
- radio
- go to church
- communication
- learn (watch TV news)
- gather information
- research
- our culture
- dances
- performing
- student exchange

Priority 1

Priority 2

Wha Ti Youth Vision Priorities

YOUTH PRESENTERS:

Jonathan and Mavis

Leon and Christina

Samantha and Justin

YOUTH VISION PRIORITIES:

- getting involved with the community and elders
- organize sports
- tradition
- education
- learn traditional skills
- youth conference
- brainstorm what was learned
- present ideas

GROUP 1

YOUTH PRESENTERS:

Leon Nitsiza and Christina Simpson

- help each other
- we learn to use our minds
- keeping tradition alive
- speaking your mind
- youth are important
- asking questions
- sharing ideas
- helping elders
- helping the community
- listening to each other
- respecting our land

GROUP 2

YOUTH PRESENTERS

Jonathan Stouffer and Mavis Moosenose

- we learned what BHP stood for (Broken Hill Properties)
- we learned how to co-operate
- we learned how to speak out loud or speak our mind
- we learned about where the mine is going to be built
- things that we learn are important (how to get a job, etc.)
- we learned how to help each other

GROUP 3

YOUTH PRESENTERS:

Samantha Nitsiza and Justin Nitsiza

we learned to speak loud enough for others to hear
we learned that our culture is still important
we learned that youth can do things they have never done before
we learned that our language is going away because kids do not want to be taught
by adults
we learned that education is good for finding a job
we learned that Crocodile Dundee is from Australia in Broken Hill
we learned how to present
we learned what the company BHP does
we learned how to brainstorm
we learned to help each other
we learned to help the elders
we learned to ask questions
we learned to help the community
we learned to co-operate

**ADDRESSES
WHA TI, NWT
XOE 1P0**

Elders:

Pierre Beaverho		
Narcisse Bishop		
Rob Doherty		8 - 9 teacher
Terry Doron	Box 29	7 - 8 teacher
Pat Harrish	RCMP, Rae	
	XOE OXO	
Louis Wedawin	P. O. Box 57	
Sophie Williah		
Philip Zoe	P O Box 40	

Community Members:

Alfred Beaverho		
Jo Beaverho		573-3243
N Bishop		
Roger Camille	Box 52	573-3452
Bill Cole	RCMP Yellowknife	920-8364
Rob Doherty	Teacher	
Mac Eaton	RCMP, Wha Ti	573-3702
Rick Edgerican	Box 2846	873-9353
	YK, X1A 1S8	
Alana Engler	YK	873-4461
Sam Flunkie	Box 74	573-3125
Pat Harrish	NCO Rae Detachment	392-6181
Charlie Jeremicka (Chief)		573-3032
Mary Ann Jeremicka		573-3032
Therese Jeremicka	Box 53	573-3147
Jonas Lafferty	Fort Rae	
Rose Lemouelle	Box 61, Rae	392-6563
Nick Mantla	Box 44	573-3401
Georgie Mantla		
Alex M Nitsiza		573-3241
Georgie Nitsiza		573-3342
Dolphus Nitsiza	Box 100	573-3501
Francene Ross	Rae	392-6450
Russell Simpson		573-3219
Louie W		573-3205
Maurice Zo	Box 80	

Student Workshop Participants

Andrew Alex	Box 35
Shawn Gargan	Box 64
Bernice Beaverho	Box 98
Derek Beaverho	Box 22
Jonas Jeremicka	Box 83
Rita Mantla	
Angus Moosenose	Box 95
Chrissy Moosenose	Box 52
Leanne Moosenose	Box 52
Mavis Moosenose	Box 52
April Nitsiza	Box 55
Eva Nitsiza	Box 74
Jatonia Nitsiza	Box 55
Justin Nitsiza	Box 56
Leon Nitsiza	Box 32
Samantha Nitsiza	Box 60
Tony Nitsiza	
Thomas Rabesca	Box 94
Laura Romie	Box 88
Tracy Schilz	Box 43
Christina Simpson	Box 85
Darrell Simpson	Box 38
Kevin Simson	Box 38
Jonathan Stouffer	Box 50
Barbara Ann Wedawin	Box 40
Marlene Wedawin	Box 57
Suzanne Wedawin	Box 57
Tiffany Wedawin	Box 57
Miranda Zoe	Box 84
Sue-Ellen Zoe	Box 84
Trudy Zoe	Box 45

ACKNOWLEDGMENTS

Thank you to the Chief, Band Council, Elders, Community Leaders, students, teachers, and the community of Wha Ti for inviting us, and to the NWT Diamonds Project, who had the vision and provided the resources to help it happen.

Special thanks to the youth who participated in the Wha Ti Community Mobilization Vision- Setting Workshop.

To all the community members that assisted in helping plan the community mobilization youth workshop including the teachers, the parents, the community hall representatives, the Elders, the RCMP representatives and the translators; your support was greatly appreciated.

Finally, thank you to the community of Wha Ti for your commitment and willingness to share in the responsibility of making this first Community Mobilization Youth Vision-Setting Workshop such a great success. Together, we can strengthen our families, our young people and our communities.

***NO ONE REALLY CARES HOW MUCH
YOU KNOW UNTIL THEY KNOW HOW MUCH
YOU REALLY CARE.***

**SUMMARY OF WHA TI
COMMUNITY VISION-SETTING WORKSHOP**

MEZI COMMUNITY SCHOOL GYM

June 13 and 14, 1995

Submitted: June 23, 1995

WORKING AGENDA

DAY I

JUNE 13, 1995

7 00 - 10:00 p.m.

DRUMMERS TRADITIONAL OPENING PRAYER CEREMONY

1. THE FEAST

Community helpers and the BHP Resource Team Leader helped to serve the dinner. The Chief, Band Council and all the Elders were served. Before the members of the community began to eat, Elder Johnny Nitsiza spoke.

Johnny Nitsiza:

Tomorrow morning at ten o'clock I would appreciate it if all of the people would be here to attend this workshop and to say thank you for the organization of this little feast that we're having here in the community of Lac La Martre. At this time also, what I would like to do is to have the Chief from Lac La Martre speak to our people.

So at this time what I would like to do here is to have this. We are talking about the feeding of the fire, whenever we get together and also that at this time what I would like to say is that I am like most of us. We are pretty well aware of this little feast. And at this time too, I would also like to say thank you to BHP people for setting up this little feast. It is our way of saying thank you to the people who came up with some funding to have this little feast here in the community of Lac La Martre or Wha Ti and also we will have one of the Elders that passed away years ago here.

We will have some people from Yellowknife and some of them I'm pretty sure have come a long ways. And also that, I hope and pray that they will have a safe journey home.

So at this time what I would like to say too, is that we will have a good meeting or a good workshop in the community of Wha Ti.

2. TRADITIONAL DRUMMERS OPENING PRAYERS

Johnny Nitsiza

This is what we are going to do. We are going to have the opening prayer and I also would like to say thank you. These traditional songs were given to our ancestors and our forefathers through visions and dreams. They will be sung by

Phillip Nitsiza, Johnny Nitsiza, Pierre Beaverho, Nerrise Bishop, Benny Pomi, Louie Wedawin and Jonas Nitsiza.

3. WELCOME AND INTRODUCTIONS

Chief Charlie Jeremick'ca

Yes, for those of us who don't understand dogrib, please put your headsets on. This way everyone can hear okay, thank you. Tomorrow we will have our meeting with Mrs Barbara Brown.

So tomorrow we will have our meeting with the BHP Resource Team and Barbara Brown. Chris Hanks is also here with her. So if I do mention you could you stand up please.

(applause)

And also, Nora Lacome is also working with Barb.

(applause)

And also Sergeant Pat Harrish, please stand up. She is stationed in Rae and we will be having a close working relationship with her. And I would like to say thank you to Pat Harrish and also to all the Elders, young people and the little kids.

I do believe we will be here for a couple days or so and we will have a workshop. In the past we have said that we wanted to have a good working relationship and it is always nice to listen to one another and work with each other. So I would like to say thank you to each and every one of you here this evening.

I do believe Barb will be introducing herself again, and also tell you the kind of things she is going to be doing. She will be talking about a few things, and also in the past it was hard to try to get the people and to get them involved with meetings, but now just recently over the last few meetings that we have tried to hold they do try to come. I am also glad to see that there are a lot of people here and who are here for a reason.

We are here to show our appreciation and also that whatever you are concerned or worried about. Sometimes it is nice to talk to someone about those kinds of things, because when you get it out you will feel better. So therefore my people, what I am saying here is that there is a lot of things we will try to deal with. With the help of our Creator. I like to see a lot of old and young people work together.

If we don't try to work together it is a bad sign for the future of our loved ones. We must try to send a good thing for the students here. And it is always nice and wise to try to get young people involved in our meetings, because some of these young students will one day be our leader. Maybe perhaps a strong leader. As a community leader it is also nice to say something nice to each other and to work together.

So therefore I would like to say thank you from the bottom of my heart. I would like to give the microphone to Barb and also that is all I want to say for now. Thank you very much.

(applause)

4. REVIEW PURPOSE OF COMMUNITY VISION-SETTING WORKSHOP

Barbara Brown

Thank you very much Chief Charlie Jeremick'ca and thank you to the community and the Elders and all the committee members including the young people who have come this evening to share in some food, some ideas and some talk. As the Chief mentioned, we are here to help the community decide what is important to them.

Several weeks ago I came to the community with Nora and Jonas (our translator) and Alphonse. We had the opportunity to work with a number of your young people and we spent the day listening and learning from each other. That information I will share with you tomorrow because the young people in this community are very proud of their community. They care about this community, and they need your help to make some of their dreams come true.

Community Mobilization is about people sitting down, as we did tonight, to talk about what you care about and what will help us build and maintain a safer, healthier and more secure community, family and work force. The BHP Diamonds project is a proud participant in helping to begin this process by beginning to work with your community.

I would like to thank the Chief, the Band Council and the Elders who stood up when I first came to your community in April. They asked me to come back to begin to sit down and make some plans. You are the first community, not only in Treaty 11, but in Treaty 8 and throughout the NWT to decide what you think would be positive for your community. You are leaders just like other communities, not only in the NWT. They care about what you are doing and tonight their thoughts and support for what you are going to do are here with you.

As I said, many communities now want to begin, but you are the first community to begin and therefore you will have the first opportunities to share what matters to you.

I'd like to tell you a very quick story of a community in northern BC. It's a bigger community than yours, but a community like yourselves that decided they cared enough to want to do something. They couldn't decide what was the most important thing to begin with. Was it jobs, was it education programs, was it more services or was it more business opportunities? But finally, as the adults in the community were still talking about it, thirty-five young people came together. And like some of your young people, they too spent an afternoon telling us what they thought was important.

Out of that meeting came another meeting and people from the community, like yourselves, came to listen to what the young people had to say. They tried to decide as adults in the community where they should begin. They began with the most important resource they had, and that was their young people.

They identified four priorities. You will have the same opportunity tomorrow to decide what is important to you, for your families and for your young people in this community.

In the community of Dawson Creek, the strongest point raised was that there was no place for young people to go. A safe place where they could be, where they could sit and talk and play or listen to music. A community much larger than yours, and yet with no place for young people to go that was available to them and that didn't cost them money. And so at last Wednesday's meeting, after several meetings community members decided what needed to be done. This process was community driven by the people. Partners came who cared enough to decide that maybe they didn't have all the money they needed, but they had a way to get their ideas to go ahead.

What happened was the School Board had an old building. And the School Board representative said, "I will sell you this building for one dollar." And they turned to the representatives of the Mayor and Town Council and said "Will you buy this building for these young people and operate it?" And the Council Member said he would have the Mayor and Council vote on that. But he said he would recommend the purchase of this old building for one dollar and that they would run it as a Youth Center.

The Independent Foresters Association, the Kiwanis Club, the Elks Club and local Businesses and people like yourselves, one at a time stood up and said what they would be prepared to do to renovate this building. As of Wednesday

of last week, the youth of Dawson Creek are beginning the process of building and renovating a place for the youth.

So when people tell you this can't happen, remember the story of Dawson Creek. The young people of Dawson Creek have heard about the young people of Wha Ti and they want to start talking with the young people. Perhaps in the fall we will be able to begin working with that and get our young people together in both communities at least to begin to talk. Again, what made the difference was more than one person caring. Yes, more than one person sharing, but most of all people willing to do something for people that really matters. That is our young people.

It provides job opportunities for some of the construction people, and as well when the dust settled there were still people who said they would go back to their group or business and raise some more money to help. Now the young people have something to do all summer in Dawson Creek.

Maybe they won't be paid a lot, but they will be opening that Center sometime in the fall. That is a story of success about a community that decided they could do something.

That is what we want to do here tomorrow. What we want you to think about tonight is what is important to you as a community member. Do you want to have job opportunities? Do you want education for your young people? Is that important?

Do you want job opportunities in your community? Do you want training programs? Do you want to see a community that is sober and that cares? What matters to you?

I listened to many of your Elders in the last few meetings. Your Elders spoke about tradition and culture which you are very proud people of. I listen to the young people talk about the need to respect the Elders and the need to talk more with the Elders and to learn more about who you are.

If that is important to you, come tomorrow and share with us those things that are important to you. I hope that everyone will come and that everyone cares enough to come and to share.

Tomorrow will be more about you talking and less about me talking. It will be about you having the opportunity to sit there and take the time to listen to each other and I can tell you, by the afternoon, some of what you think needs to happen will begin to happen. Plans slowly can be made.

This kind of process is long term. What we begin tonight will carry on for many, many years. This is a project that will help your community. You will decide its destiny. You will decide its direction. You are the people who will decide its next steps. So I leave you with this thought.

5. CHALLENGE TO THE COMMUNITY

Barbara Brown:

Go home tonight and talk to your children and your family. Think about what will help this community. Think about what will make it a safer, healthier, and more secure community for your children and your families. Please come tomorrow prepared to share your ideas and think about what you have to offer, as the Dawson Creek community sat and planned. Think about one skill, one gift, one talent, experience or resource that you can offer the community. Please come tomorrow. The community of Wha Ti will be a better place if you begin to participate.

Many, many people are watching and waiting patiently because you are the first community, you are the leaders in this area and they look forward to seeing what you want to do with your community.

So, on behalf of the BHP Resource Team, including our sound people behind the scenes, I would first of all like to thank all the people that helped serve the dinner and make this opportunity available. I would like to thank the school for providing us with the opportunity to use the gym and helping us set up behind the scenes. To the many young people who came out today and the members of the community, thank you.

I'd like to thank the Chief and Council and the Band Manager and I'd also like to thank your community leader, Narcisse for his guidance and support and to the teachers who gave us the young people to work with and to your principal. I hope the young people will come tomorrow and sit with you at your table and help you plan.

Again, BHP is only one partner in this process. Many people within the community and outside the community are willing to share. You have shown that you care so let's begin the process of finding other people to share in what you care about. Thank You. Chief, we would like to close with the closing prayer.

6. CLOSING REMARKS

Chief Charlie Jeremick'ca

This is it for outlining what is to be done tomorrow. We will begin the workshop at ten o'clock tomorrow morning and we will begin with the opening prayer. We remind you again that it is important that you attend. The Resource Team will be on hand to help us plan for the better of our community. We would like to say, that all the people that come will be appreciated. Chris will be here to help out. I am sure they have a lot of sharing to give and that there is a lot of people in the community who also have a lot to share. Tomorrow we look forward to showing that together we can share. Thank you for all the food we had today, it didn't cost us nothing. It is the BHP who provided the food for us. This shows that we are working together. It is a good feeling to share food with everyone. In our community we had a workshop for the youth. I talked to David Boyd and requested the workshop, as it is something I feel strongly we need in our community. When Barb was here last, we had a larger group and different meetings. We didn't have the opportunity to sit down with her, so today I thank her for coming up again and for sharing with everybody in the community.

As far as Resource Team go we didn't know how many were coming. We have Chris here, we have Nora here to do the recording, a technician to do Pido productions, and interpreters and I would hope at the end of the workshop to have a knowledge of what the plan would look like for the community. In the past we have a really struggle to get people into meetings and help to cooperate and try to make Wha Ti a better place to live. The people from the outlining communities are looking towards us so please show up tomorrow. Now we will have a closing prayer from an Elder.

(applause)

6.1 CLOSING PRAYER

Elder Johnny Bishop:

Mahsi-Cho - It is our way of showing respect for each other. It is very nice to hold a community feast. I am very happy to be asked to do the closing prayer. I would like to thank the people who brought the food here for us today and with that, I would like to say thank you very much. Three prayer songs followed in dogrib.

Prayers: Our Father Who Art in Heaven, Hail Mary, and Glory To Be God.

DAY II

JUNE, 14 1995

10.30 - 4:30 p.m.

7. OPENING PRAYER AND WELCOME

Chief Charlie Jeremick'ca

I guess some people will still be coming. We may as well start now. Maybe we will have an Elder do the opening prayer, maybe Pierre.

7.1 OPENING PRAYER

Pierre Beaverho.

Thank you for coming here to have the workshop. I would like to say a few words before the prayer. We have a lot of youth in the room right now. We are very concerned for their future. They will eventually take over the leadership in our community when we are gone. We would like to work together. We have Resource Team who have come to our community for this workshop so together with the Resource Team we would like to come to some sort of a plan for the growth of our community. So, with that in mind I would like to do the opening prayer.

Prayer.

We ask our great spirit the Creator, to look upon us especially our youth for the success of this workshop. Give us one mind, and one heart for this workshop. Thank you for your help.

Prayer in Dogrib:

Our Father Who Art In Heaven, Hail Mary and Glory Be to God.

7.2 WELCOME AND OPENING REMARKS

Chief Charlie Jeremick'ca.

Thank you. We thank all who showed up this morning, all the youth and the Elders. We will start the workshop shortly.

The reason for the workshop is to identify some of the problems we have in the community. We in the community, have talked in the past about setting up a committee. A sort of working group committee to deal with the problems that have been identified and to do the follow up. Some of us don't know the problems out there in the communities and as a result there is a lot of confusion as people don't talk to one another.

So this is what we will be focusing on during the workshop here. We as a community leader I would like to hear from the people here. At this time we don't know what you want us to do. You don't speak up. This is why we have invited the Resource Team to sit down with us during the workshop and identify some of the problems that we have. The Resource Team here with us participating in the workshop and other people (teachers, etc.). We hope to share as much as possible. Once we have the committee in place we hope to see something happening for the betterment of the community.

We want Wha Ti to be a good place to live and to work in. We have a lot of Elders in the past who are not with us, they are gone. They have given us much advice and good words. Maybe on Sundays and other special days they have preached to us about our way of life and how to live a better life. They also talked to us about the problems that exist and the causes of these problems. After they were gone we have not heard any messages like those since they were gone. I guess that could contribute to some of us not cooperating or not even talking to one another in the committee here.

You might consider some leaders as knowing it all, but we don't. We need the support of all you members. We also as leaders need some help too, especially the elderly people.

Education is very important. Once you have finished your schooling we as Elders will be looking towards you to take our place. As always there are things to do to have fun, but that is never the answer. So be serious about your school and try to accomplish all you can.

We constantly have to remind each other that we have to keep trying. I know that some of the youngsters stay out late at night especially at this time of the year. Why is that? I don't know. Maybe some of the parents are to blame. But again this type of thing we can discuss during the workshop. After this workshop, if you want to have more workshops in the future we can also talk about that. There are a lot of problems in the community. There are not enough jobs to go around.

Again I would like to thank you for being here this morning. Those who would like to say a few words or comment there is a mike in the center of the room. It is good to speak your mind to get your ideas across. I know we waited over an hour to get people in here but we will be starting shortly. We will probably have a lunch here too. Thank you.

8. REVIEW GOALS AND OBJECTIVES OF THE WORKSHOP

Barbara Brown.

Thank you very much Chief Charlie Jeremick'ca. Thank you again, all of you who have come this morning to share your ideas with us and to share your dreams and visions with us on how we can build and maintain a safer and healthier community. Please come in. Chris if you could help by allowing the people to come in.

As the Chief said, we are here to listen mostly and to help you organize the things that are most important to you and help you plan how to make those things happen. In many of the communities we have worked in, people tell me there is a lot of talk but not much doing. We need to get to that next step of doing and making things happen. I would like to thank all those who came last night to our opening ceremony that the community provided, the drum song, and the Elders who came. We had a very good turnout. This afternoon, when we break for lunch, please tell other people who are not here to come. I always tell people that it is never too late to help and to participate.

Here are some goals for the workshop. I would like to go over these quickly with you and spend the next twenty-five to thirty minutes allowing you to share what is important to you in the community. BHP Diamonds Project has brought together a number of us to begin to strengthen communities to increase the potential for positive impacts and to decrease or minimize negative impacts. I know by some of the questions that some of you have raised that you wonder why do we need this. I think it is important for you to know that this project is committed to hiring and developing the First Nations and Inuit people and they will be giving preference to women in mining. We are a long way away from that project to be up and running but in the meantime there is much work to be done to ensure that we have a healthy community and a healthy workforce.

As the Chief said we are very pleased to see the young people here today and some of the young adults who are involved in training programs. So one of my objectives is to talk about how we are going to strengthen your community and how we have strengthened other communities. We will provide you with an opportunity to talk and share how that can happen and understand that this is not one person, one family, one company, or one organization's responsibility. It is everyone's responsibility.

Another goal is to respect the cultural and traditional uniqueness of Wha Ti. As I said last night, your community is the first community to have decided to work on this and you will be a model for the other communities within Treaty 11 and for that matter within the NWT and perhaps for the rest of the country. What you do and what you begin to do is only the beginning today. This will be a long term process.

The goal is to create a positive healthy Community Vision. I have worked with some of your young people in May and they told us some of the things that were important to them. They are here today to continue to share what they think is important to them. I will be presenting these ideas a little later.

We need to focus on identifying priorities that are important to the Wha Ti. As the Chief said, every community has problems but what matters is how we look to solving those problems is the most important part. You have already started to solve these problems by your willingness to come together and to share your ideas. As well, every community has problems and Wha Ti is not unlike many communities.

We need to find ways to prevent, reduce, and lower or minimize things like alcohol and other drug abuse, violence and other such criminal activities. The police can not do this job alone. They too are looking to be part of the community, to share what they have to offer and hopefully you will share with them what you have to offer.

Another goal is to create and provide better educational opportunities. Training programs are so important to your economic development in your community. We also hope to help link the strengths, gifts, talents and experiences of everyone in the community. Whether you are very young or you are an Elder. Whether you are aboriginal or non-aboriginal. Everyone can help. We need to develop ongoing self-sustaining community driven Action Plans. As somebody said earlier today, we need to do more than talk. We need to walk our talk.

BHP is one partner committed to helping. We also see a need to educate and promote healthy self-esteem in the youth in your community. Some of you have already gotten to know me and know that I am a teacher and an educator at heart. I enjoyed very much working with your young people. They are your future in this community. What they think and what they feel and how they respect your tradition and culture and who you are is very important. We need to encourage that discussion. We also finally need to strengthen families in communities. Whether we are talking about your community of Wha Ti or if we are talking about Dawson creek or communities in other parts of the world, every community needs to build a healthier community by the year 2000.

You are one of many communities of the world of Indigenous people sharing and making those plans. One step at a time we can make a difference together. We need to identify and develop community and family support programs for your workers, your families and the community. Whether it is the mining project or a construction project, these are important supports that are needed. Finally, we have the opportunity to share the youth's vision that was created in May. These are our goals for this workshop and we will begin to meet those goals. Hopefully

by the end of the day we will have some sense of what is important to the community of Wha Ti

8.1 BUILDING A SAFE, SECURE AND HEALTH COMMUNITY VISION AND PRIORITIES FOR THE COMMUNITY MEMBERS OF WHA TI

CARCROSS YUKON STORY

In the community of Carcross in the Yukon the people are not unlike yourselves. They also decided that things were getting not better but worse. Much like a community like yours they are about 250 people. They are about one and a half hours out of Whitehorse. That community decided they didn't know what all the problems were but they knew they had to do something about them.

Again the story that they will tell you is how they began with the young people. Many of the people in the community were not sure if they wanted to come and talk, but the young people brought the rest of the community. As we went into the second week of the workshop and our training, slowly, the community people came to share. They ended up with a program that began with their young people. If you believe that your young people are important then we need to spend more time listening and sharing how we can help them make better choices in their lives.

For the rest of this morning you will be sharing your visions and dreams. I would like to share with you an excerpt, from George Blondin's book. People always ask me, how much time does it take to change things? I say to them that it takes as long as it took to get to where you are today. The process of healing in your community has already begun. This excerpt is a place to begin. To understand your culture and who you are as a people is important. It is from "When the World was New," stories of the SAHTU DENE.

I would like to begin to help you think about change and how we are going to change. Also, how we can help turn things around in your community. You must share what is important to you and what your priorities are. Some of your young people have decided what those are. For those who are sitting at the back of the room, you might want to sit forward a little bit if you can't see.

The young people came up with six priorities. They were:

- getting involved with the community
- jobs and Elders and organized sports
- tradition and education
- learning traditional skills
- holding a youth conference

Those were the six priorities that the young people identified to be the most important to them. If we are going to build and maintain a safer and healthier community these priorities should be considered and included.

8.2 EXCERPT - "The Prophecy of Ayah"

"Some Dene say the Earth is our body. Others say the land is like a big warehouse. In the old days, they thought things would never change. But the change that came was so strong that it changed that Dene way of life. It was a change that went its own way without any control by Dene

The government started the change in order to help people. But the problems have gotten bigger and bigger. Education has meant that children don't listen to their parents. Family relationships are changing constantly. This is hard for everyone. Few Dene hunt and trap full time, so their relationship to the land is also changing. They live in communities, so they need jobs to make money. But there aren't many jobs.

The government isn't to be blamed for everything that changed our people's lives. All kinds of things worked together to change the Dene, but the government started the process of change.

Some things do not change. Many younger Dene no longer live the traditional life, but they know it and understand its values. They try to use this heritage in their work, and to maintain control over the changes that affect our land and people. They are creating Dene lives in new ways.

It may be that in future the important values of Dene - respect for the land, respect for one another - will endure, both here in Denendeh and all over the world.

When the World was NEW, Stories of the SAHTU DENE
by George Blondin, 1990

9. COMMUNITY VISION - SETTING AND PRIORITIES ACTIVITY

9.1 INTRODUCTION

Barbara Brown:

It was important to share this story with you because it tells about where we need to begin today. We need to talk about the things that are important to you.

This will help us set your Community Vision. When we identify all the ideas that are important to you I will ask you to come up with the two most important ideas. This afternoon, all the priorities that you have chosen will be written up on the Flipchart. You will have a chance to work on how we will make these priorities into plans that will have results. It is a very important part of what we will do today. After lunch please bring a friend, bring someone else from the community. There will be much opportunity to continue to share and work together.

What I want to do now is the first activity you see on the table. There is Flipchart paper on each table. My Youth Facilitators know that this is the place where we will write all of our ideas. I am going to ask that each group to make sure you have young people, Elders and other community members in your group. We are going to mix the groups up a little bit. Could I please have some help with this?

As well, we will have one person write down all the ideas from that table. Please use the exact words of each person. When everyone has had an opportunity to tell us what is important to them I am going to ask you to choose the two most important ideas from each list. Then we will present each of the two important ideas, which we may not get to until after lunch. Everyone will have a chance to add to the list when we start. So, I need a person who is going to write and a person who will present. I would like one youth and one adult to present. I also need one person who will make sure that everyone has a chance to speak. I am going to mix the groups now.

9.2 RESOURCE TEAM REMARKS

Chief Charlie Jeremick'ca

He is trying to express that we have a lot of people here. I know Barb will continue talking, but I hope Pat might have to say something. Also that Chris and all these people may have something to say. So, I am asking Barb if we can have comments from the other people on the Resource Team before we start this activity.

Barbara Brown:

We are going to make sure they have a chance to speak as well. I just worry a little bit about time, but we will make time. Thank you. I would now like to ask Pat to share some of her thoughts.

Sergeant Pat Harrish:

Just having worked out of Rae and Lac La Martre since April I am still trying to get a good vision as to where the different communities are and what kind of resources we have. Also, what kind of problems all the communities have and how we can all work together to solve some of these problems. This is the second time I have been in Lac La Martre. I think it is a community that can work together very well and be a strong role model for the rest of the communities in the area. The community is small enough and, I think, dedicated enough. We can all put our heads together and really think about our own selves. The problems we have is how we can solve them so that we can then work together to solve the community's problems.

Many other problems that the police confront, unfortunately, have to do with alcohol and drugs, violence, family violence, and sexual violence. Those are some of the real concerns that the police have. Rather than continue to charge people, put people in jail and remove all those problems from the communities we now want to look at the root of some of these problems and see how we can use the community and use the resources to provide the education, counseling and help for these communities. This is so we can put an end to these things rather than simply continuing to take away the people who are harming the community. This way the police may not get a negative attitude that we are here to break up families, or to take people away and put them in jail. We don't want to be seen like that anymore. The police would like to be seen as a part of the community in order to begin the helping circle. That is the message I would like to bring to your people.

Mac, as well, is really concerned about the community problems. He is willing to help the people in any way he can, and so am I. If you have problems of any sort I hope you feel comfortable enough to come and speak to Mac about them or you can phone me in Rae. I will come to the community to talk.

Maybe we can start by changing the whole vision around and see that the police are now realizing that we have become more of a part of the community. People feel more comfortable coming to talk to us. We are going to do more than just take the bad people away. So, that is the message I have to give you at this time.

I am interested in being involved in this workshop today, to see where the community stands in terms of what actions, priorities or goals they want to set. I assure you that we, as the police, will help in any way we can to help and promote the goodness in the community. Thank you.

(applause)

Chris Hanks:

The road I have taken to Lac La Martre is a very long one. I have intended to come here since 1982, to follow a story. For many years, I worked with the Mountain Dene Elders. They built the mooseskin boat in the museum in Yellowknife. I don't know if any of you have ever seen the boat? Raymond Yakelaya, the Dene filmmaker, made a movie about it called the "Last Mooseskin Boat." It is the shape of a York boat but covered with twelve moose hides instead of planks. The mooseskin boat is important to Lac La Martre because a man from Lac La Martre invented it. In the 1880's, Solda left here in search of his wife. He eventually married a Mountain Dene woman.

When he went with her relatives into the Mackenzie Mountains and saw all of the wild game, he must have thought, "If we could get that meat down to the Mackenzie Valley, we could sell it to the traders." Solda, had worked on the York boats which plied the Mackenzie River, in his day. They were made out of wooden planks. He looked at the mooseskin ratting canoes that people used in the Spring Hunt and had an idea. He built a huge rat canoe that had the frame of the shape of a York Boat. He had his wife and the other women in their Hunting Band sew green mooseskins together to cover it. His boat looked like a York boat but was built like a Dene rat canoe. The men rowed it like a York Boat. The strong frame and tough skins bounced off the rocks and of the rapids in the mountain rivers. When Solda invented the mooseskin boat, he changed the way the Mountain Dene lived. Change did not make it worse. Instead, his invention assured in a period of history that the Mountain Dene look back on as a Golden Age. The Mountain Dene took on the white traders and won. Their meat fed the people who lived at the fur trade posts of the Mackenzie Valley.

One individual changed the world. When you talk to the Mountain Elders today, they still talk about Solda. They talk about Lac La Martre. It is hard to know much about this man because he lived a long time ago. We know that his son, Jimmy Solda, signed Treaty 11 in 1921 on Bear Lake for the Sahtu Dene. When you think about Solda, you should remember that he changed the world for a lot of people. His influence lasted as long as the Mountain People were allowed to sell meat to the traders. For years, I have intended to come to Lac La Martre to see if I could find the other end of Solda's trail. I don't know if the people of Wha Ti still remember Solda, but as you sit down to talk about changing your world, it is a good time to look for Solda in Lac La Martre. Thank You.

(Applause)

9.3 SMALL GROUP ACTIVITY - DIRECTIONS

Barbara Brown.

Now what I'd like to do is I'd like to make sure we get some thoughts down on paper, because the rest of us have done a lot of talking and you have done a lot

of patient listening. So, before we break for lunch I'd like us to spend some time on what I'd like you to do next. I would like some of the people in the last two tables to please come to this table, and I'd like it if we could mix some of the students with some of the Elders. Maybe we can get some of the community people in here as well. This way we have a mix of people at each table.

Sometimes the young people have ideas that are quite different than the adults in the community, and the Elders have a lot of wisdom to share. Some of the Elders that are here, would you please share your wisdom at one of the three tables, and would the youth please break themselves up so we have some youth at this table, thank you. And then I would like you to begin to think of what is important to you. Then I need someone from each group to write the ideas and the top of the page, but first I want you to print VISION on the top of the page and then I want you to come and list all the ideas you have.

Let's join the tables. Could the Elders and the Community Leaders and the participants share themselves around the tables? Four tables is fine if you want. Perhaps the youth could go to the table at the back, and some of the youth at this table. Pat, maybe I could get you to go to one of the other tables, thank you. Perhaps the table at the back, thank you.

All right, now we need someone to write and someone to begin to present. I am wondering if we have someone here who would like to write for the group. Could you also make sure your names are on the back so when we record this information for the planning, which the Chief is talking about, we have the names of the people and whose ideas they were.

If we could start with our Vision at the top of the page. Do we have someone at this table who is willing to write or print the ideas for OUR VISION? Thank you. You are going to put the names of your group on the back, so in big print, print OUR VISION. If we need a translator we can bring one of our translators to the table. Thank you Christina, Christina will write for this group, thank you. Thank you Pat, for this group. I can sit down, don't be afraid to discuss and to share ideas. This is your time.

Lunch Break
12:15 - 1:30 p.m.

The community participants were invited to stay for a light lunch. Lunch provided by BHP Diamonds Project.

9.4 SMALL GROUP BRAINSTORMING OF VISION PRIORITIES CONTINUES

Barbara Brown.

What I'd like to do, with the Chief's permission, is to continue to work on the priorities for the Community Vision. What I'd like you to do is finish brainstorming all the ideas and be as specific as you can. Sorry to the Elders. (in need of translating) Chris could you get the earphones out too, please, thank you.

Okay, just to go over, again, where we are at. We are going to continue where we left off. If you give us all your ideas as a group, please make sure there are no other ideas. And as I said to this group over here, if you want programs, tell us what kind of programs would make a difference to you.

For example, I was asking Mike, when you think about the school, and there are lots of young people here this afternoon, when you think about the school, what would make a difference in the school. As students, what kinds of programs, tools or materials and what kinds of activities do you like and would you like to see more of? In other words, what would keep a youth in the school?

I'd like to spend another ten to fifteen minutes working on the ideas and deciding which are the two most important ideas we are going to present to the bigger group. So, put the rest of the ideas down and then come up with the two most important that you as a group want to present this afternoon.

For the rest of the afternoon we will be working on your Priority Action Plans. Okay? So, we will have fifteen minutes and this is good because there are people still coming in. They can just join the group and start the process, thank you.

Can I just get a check on how we are doing at the back? That group that we got the top two priorities. Your working on it? Okay. You also have to choose one adult and one youth to jointly present. Next group, Rob your group there, are you working on your top two priorities and have an Elder or an adult and a youth to present together? Okay.

Charlie, your group here has one youth and one adult to present the top two priorities? Okay. From all the lists of ideas generated we want you to tell us what you thought and then tell us the two most important. Okay? Over here the two most important ideas. Okay? One youth and one adult to present together and when you've got your ideas ready can you bring them to the front so we can put them up? Thank you.

What I would suggest is that everyone go and look at the ideas that the other groups generated. Stand up and go over and read the list of ideas so that you get a sense of what people said. Feel free to get up and go look at those ideas.

9.5 LARGE GROUP PRESENTATIONS OF COMMUNITY PRIORITIES

Barbara Brown

First of all, I'd like to congratulate the groups for creating a wealth of ideas of what can be done and needs to be done in your community. I'd like to ask each group to go over their Flipchart papers and for an adult and a youth to jointly present the most important ideas that you generated and tell us something about why your group felt they were so important.

So we will begin with Group 1 to present and I'd just like to make sure that we keep track of who is presenting. Group 1, who will be presenting? This is Group 1. Group 1 you are presenting first. Jonas your group is Group 1. We need two people to present in your group.

9.6 GROUP 1 - COMMUNITY VISION PRIORITIES

WORKING GROUP.

Chief Charlie Jeremick'ca	Pierre Beaverho (Elder)
Fred Beaverho	Samantha Nitsiza
Tiffany Wedawin	Marlene Wedawin
Joan Hirons	Michael Nitsiza
Lawrence Nitsiza	

GROUP PRESENTER. Elder Pierre Beaverho and Lawrence Nitsiza

COMMUNITY VISION:

Resource people
 Education
 Training programs - apprenticeships
 Traditional skills
 Communication between young and elders
 Art center
 Dene justice - law
 Jobs
 Building self-esteem
 Jobs for the future for students
 Working together
 Recreation for everyone
 Recreation facilities
 Keeping traditional lifestyle strong
 Elder resource center - hospital
 Self-Government
 Building strong, healthy families
 Religion important - keep it strong

Families working together
 Talk to and listen to kids about their future
 Help kids to make good choices
 Workshops within community
 Continuing workshops with youth about what is right, important
 Elders' story telling (life)
 Build healthy community
 Cooperation between community groups

FUTURE PLAN:

- traditional heritage
- aboriginal doctors, priests, lawyers
- aboriginal administrations, self-esteem
- aboriginal teacher, languages
- housing
- aboriginal social services
- more full-time jobs
- funding
- aboriginal owned businesses

TOP TWO PRIORITIES:

- jobs for the future for students
- keeping traditional lifestyle strong

Lawrence Nitsiza

The one I chose from my group is the keeping traditional lifestyles strong, and more summer jobs for our students. First I would like to talk a little bit about keeping traditional lifestyles strong. It seems like young people forget about our traditional lifestyles now. What Pierre was saying is that we should teach more and we should pass on to our generation of young people so that they can learn more about traditional lifestyles and be able to use them.

And the other one is the jobs for the summer students. It seems like when the students go back to high school they are without money. The government should provide more jobs for the students so they have enough money to go to school and won't be any problem. Without money at school it is very hard and a job will only be provided to them when they finish school and it should be more jobs for them.

Pierre Beaverho:

What I was saying, I just outlined what was on the paper. There are all the things that are important and the two most important things that we identified are the traditional skills and the summer employment for the youth.

Every year kids go to school for about a year. They are in school all winter and part of the summer break. When they have their summer break they really have nothing to do and so they go out in the lake or go swimming. Some of them get into trouble because there is really nothing for them to do. So, we would like to look for some funding for summer programs and employment programs for these students. If we do summer employment for them it will be good for them and they will also have money when they go back to school in the fall. That will also give them the idea of what jobs will give them. The firsthand experience of the workforce and the idea that it will give them more responsibility of money. It will also give them the idea that when they have finished high school they will have a better idea of how to get into the workforce and how to manage their money.

(applause)

Barbara Brown

Thank you very much Group 1. That gives us some food for thought. You will notice that I have already put up the main six priorities that you have identified. After we hear each group present, the next step will be to look at these priorities. The first group has already started. We want to know what we can do to make each priority happen. They have an idea of a clean-up project, so that young people can be hired to clean up the community. We will be working on how much money we need, where can we get this money, and how we can do it? This will be after we have finished the presentations.

Group 2, what happened to all of my Group 2 here? Did they go back to class, Rob? Okay, Group 2 went back to class! How about if the two of you present with one of the adults? Okay? All right, are you going to help present for the group? Please present only the two most important ideas for the group and why they were the most important. The young people can you tell us why you think the daycare programs are important.

9.7 GROUP II - COMMUNITY VISION PRIORITIES

WORKING GROUP.

Roger Flunkie	Georgina Beaulieu
Thomas Nitsiza	Mary Adele Rabesca
Elizabeth Romie	Michael Rabesca
Roger Champlain	Gerry Nitsiza
Nora Romie	Alfred Nitsiza
Daniel Romie	Jimmy B. Rabesca
Patrick Black	Bruno Eyakawo
Curtis Rabesca	Elizabeth Rabesca

Daniel Romie
Patrick Black
Curtis Rabesca

Jimmy B. Rabesca
Bruno Eyakawo
Elizabeth Rabesca

GROUP PRESENTER: Mary Adele Rabesca and youth

COMMUNITY VISION:

Education - to have a better understanding

Daycare - people that are going to school and jobs, mentally unhealthy. Jobs

Workshop - self-esteem, healing, parenting, relationship.

Training - to have a good job, bookkeeping, teaching, secretary.

Participation with tradition life skill, sport, team, drum dance, spiritual, feast, family matters

Understand your culture program bush skill by elders, written language, social life

Teach about safety in the community

Water safety training.

Red Cross CPR.

heavy duty Equipment

TOP TWO PRIORITIES:

- daycare - for people that are going to school and jobs, mentally unhealthy
- heavy-duty equipment

Youth

Education is important and maybe some of these people that are in school will become leaders some day. Those who attend school and have children will need a daycare. Another priority we have is for heavy equipment that would be used to train with. The operators would have a job as an operator for the heavy equipment.

Barbara Brown.

Now one of the adults in the community in Group 2 will speak about this. Mary will give us a little more information

Mary Adele Rabesca:

When people are working it is pretty hard to get baby-sitters. When we have a daycare it will be easier for adults to pursue their education, as well as for others to obtain employment. Sometimes people have to leave the community for medical reasons and it is really hard on the kids. Because we don't have a daycare center in the community I think it is especially important that we have

one here in our community. This would benefit all of the community. This would be for workers as well as those people who are in school. Also for those who have medical problems. The other priority is the heavy equipment operators. We would like to encourage the young groups to get heavy duty equipment training. I'm sure that there are projects or major developments that will take place where these operators would be successful, and could to get employment. This will be good for our community.

Barbara Brown:

Okay, now we will have Group 3

9.8 GROUP III - COMMUNITY VISION PRIORITIES

WORKING GROUP:

Alfred Nitsiza	Albert Wedawin
Nick Mantla	Christina Simpson
Justin Nitsiza	Robby Doherty
Alice Alexis	Darla Rabesca
Larry Nitsiza	

GROUP PRESENTERS. Nick Mantla and Darla Rabesca

COMMUNITY VISION:

Healthy and safety community
 More education and spiritual programs - jobs
 CTEP/ABE/Secondary School/College
 Training programs / Trades

- HEO	- Carpenters painters
- HDM	- Electrician
- Welders	- Plumber

Others:

- nurses, doctors
- office programs
- teacher
- business
- dentist
- community services
- chef
- fire hall
- services station
- ski-doo shop for winter only

Recreation Programs

- all sports, teams, for tournaments, or league (hockey, football, baseball)
- more outdoor sports
- cultural program for also traditional lifestyle
- cultural feasts every month for young people (to get traditional and culture alive!)

Buildings:

- high school
- senior homes or old folks home, citizen homes
- day care center
- swimming pool
- bank or local bank
- library
- barber shop
- clothing store
- golf course
- crafts and Dogrib lifestyle
- new community hall for drum dance, hand games, pool
- cultural center
- housing programs (GNWT)
- airport terminal building
- water plant

TOP TWO PRIORITIES:

- healthy and safety community
- more education and spiritual programs, jobs

Nick Mantla:

I will be speaking only on the subject and a member of the youth will do the English. We talked about a few things here but we felt the two most important things that we agreed on were that education and school is important. But the training we get every day is also a learning process. It is a day-to-day process, learning about our traditional way of life.

Also in the community as well as in school, which is what we mean by education. We also talk about the spiritual part of education as well. We have a school here from K-9. We discussed the importance of the school and we would like to see the higher level grades in the community.

Employment training in the community would be a benefit. If an individual has enough academic upgrading they will see what will be good for them in the future. From there they can get into career training and I think all these are a very important part of education. Group 2 talked about all parts of education and

equipment operator training I think from what I see on the papers up front, education has the top priority in the community.

The second most important thing is health. We want the community of Wha Ti to be healthy. I think the we should talk about health. It has to do with a lot of things like drug and alcohol abuse. These things should be addressed. We need more counseling. We would like to see the community involved in family counseling. I know there are many resource people out there who could help us in this area. To have a healthy community, we have to look after our land, our surroundings and our environment. We discussed many other important issues as well, but these two are the top priorities.

(applause)

Darla Rabesca

I am going to talk about education. We need education if we are going to have jobs. If you do not have education you will not have a job or a career or any educational lifestyle. If you do have education you can go on to finish your career and you will have more jobs than you realize. Education doesn't always mean going to school but also learning about traditional lifestyles and Dogrib ways. Some kids in the school forget their Dogrib language. I think that the traditional lifestyle is very important for the Elders in Lac La Martre in the Dogrib Region.

We need to learn about our heritage, our traditions and our culture. It is very important because, if we don't have an education maybe we won't have anything at all. Education is important and not just to teachers and other schools. You can have more jobs and other things that you want for your future. Like going to other places and meeting other people. I really enjoy talking about Dogrib traditional life. Most of us here are Dogribs and we enjoy talking about our lifestyle. We like hunting, trapping, and living the Dogrib way of life. If we keep doing that we will make our Elders proud and our people. If we stop doing that we will probably go nowhere. It is important for us to do it and let's hope that we keep doing it.

There is another thing about health and environment. I am really disappointed that other people are not respecting wildlife, like environment and not taking care of their own land. Parents, brothers and sisters were brought here to live on the land and enjoy life. It is very important for us young people to do work for our ancestors. We have to do it for them and also they deserve it. We need a respect for the land and the environment. This is to respect the animals as well. You can't just throw it away like it is nothing. So if we do those things we will probably do good in our own land and also there will be more respect for one another. Our sisters will respect others, the land, and everything. Changes

throw these things away like it was not there. The land is the most important thing That is all I have to say.

(applause)

Barbara Brown:

Thank you very much. Now we have Group 4's presentation The group disappeared They don't want to talk What we would like to do is maybe have the one youth who is left speak. Will you speak for your group and will one of the ladies speak? Okay Jonathan will be the youth who speaks for Group 4

9.9 GROUP IV - COMMUNITY VISION PRIORITIES

WORKING GROUP.

Lucy Pomi	Jonathan Stoeffer
Justin Nitsiza	Chrisy Moosenose
Mavis Moosenose	Barbara Wedawin
Gina Simpson	Mary Flunkie
Pat Harrish	

GROUP PRESENTER Jonathan Stoeffer

COMMUNITY VISION.

Education - adult training - more science projects

Jobs

Work

More sports

Traditional skills

- training for cooking
- tanning, sewing together
- land skills
- drum dances

Train for first-aid

Bible camp for summer

More alcohol and drug counseling, talking to kids about family problems

Summer jobs for kids

Stop violence

More community gatherings to teach the young people

Bible school

Gatherings so police can talk to young people together

Swimming pool

Arcade

More handgames

Have old-time games - men against women with homemade balls, caribou skin ball and hand games

Community picnics on Sundays - gather all the people Old people tell the stories.

Take young kids out to the mine so they see for the future (school kids) good chance in summer during School break.

High school so we don't have to leave the community

Native teachers to show us how to make traditional stuff

More traveling to different communities for sports

Bigger library - more fiction books and computers

Work experience programs for youths - why the young people don't get the jobs

Culture center - play handgames - art displays/crafts

Restaurants

Bowling alley

Movie theater

TOP TWO PRIORITIES:

- education - adult training - more science projects
- traditional skills - cooking, tanning, sewing, land skills, drum dances

Jonathan Stoeffer.

For our first one we picked education because without education people cannot get a job or get money to provide for their families and themselves Second we picked traditional skills because we don't want the culture to disappear in the years to come. Traditional skills also include learning how to do beadwork, fishing, trapping and stuff like that

(applause)

Barbara Brown

Group 4, thank you.

Barbara Brown.

We now have eight priorities The next part of the afternoon is very important because this is where we make the decisions about how we are going to do these things that you decided were important. What I want to do is show you a video called "The Mountain" This video is done in the style of a cartoon and it talks about how one community dealt with the problem of the mountain Now, are there any mountains around Wha Ti? Any big mountains or small ones? We don't need a big one or a small one, just a mountain

What I'd like you to do is have you pull up your chairs around the television here

and I want you to think about what these people did and how they did it. For the rest of the afternoon we are going to work on the solutions and how to do it. The ladies at the back of the room, come to the front and we can have a chair.

Good afternoon, Louie! Would you guys like to come in and see the video? Come in, we are going to see a video about how one community solved the problem about the mountain. I know Alphonse, someone is going to have to translate, because this is English. Jonas will translate. Is everybody in a place where they can see? Everybody out there is welcome to come in and watch the video. It gives us some ideas of how one community solved a problem. Watch how many different things they tried because not just one thing may work for us, okay? Are all the Elders finding a seat? Jonas is going to translate for us. We will set the Elders up with translation equipment.

It is quite clear to me that there are a number of themes and a number of common ideas that you hold very dear and near to you in this community. As you can see there has already been a consensus or an agreement about those things that are most important to you. As we begin to create a plan for these ideas you will also see this agreement. Those five ideas, although there are many ideas on the wall, those five are a good place to start. This is what this community did to solve the problem of the mountain.

9.10 VIDEO - "The Mountain"

(It is a thirteen minute video that everyone can watch at the front of the gym)

Barbara Brown:

Okay, lights on please. What I'd like to do is have you think about what you learned from the video. The community tried many different things to solve the problem of the Mountain. What I'd like you to think about is what made the difference? What kind of programs made the difference? What in the end did the community do to solve the problem of the mountain?

Before we take a short break. I'd like you to think about which priority you would like to work on for the rest of the afternoon. We have five common main ideas or priorities that this community have identified today. I am going to read them to you.

10. COMMUNITY OF WHAT PRIORITIES AND SOLUTIONS

Barbara Brown

They are:

Priority 1: Daycare and community programs for people going to school or going to jobs.

Such as if you had to go out of the community to go to a job. This community program would also help with mental health of the people.

Often these are called support programs. It is not just young people who need support. The older people need support as well and also for the whole family in the community.

Priority 2: Jobs for the future

This is not just for students, but obviously for adults as well

Training programs are also important. What kinds of programs and jobs do you want to see for the future of your community and for your young people and for your adults?

Priority 3: Keeping your traditional lifestyle strong

These can be done by teaching your traditional skills to your young people.

Priority 4: Education for adults and for our youth

There is a need for educational programs including spiritual programs which can teach you about who you are. Also, programs such as more science programs.

Priority 5: Health and safety in your community.

Health is more than just the absence of disease. Health is a whole state of a healthy mind, body, soul, are the spirit of being healthy. Health means respect for your land and who you are as a people.

So from the eight priorities we have created five main ones

I have a planning tool that we developed in the Yukon communities that I am going to share with you. It may help you with some of the planning that needs to be done this afternoon.

The place to begin is to decide what you think we can do to create the daycare or support programs. What do you think we can do to have more jobs for our young people and for our community? What do you think we can do to keep traditional lifestyles strong? From these questions we will find the solutions.

Once again we will be sitting at a table. First we will look at getting your ideas about what you think we can do down on the Flipchart paper. Then we will decide on how we can work towards solving the problems. Also, who is needed to do this as one of the Elders has already suggested.

I am going to read to you what Pierre Beaverho, Elder wrote here. He has already got a plan in place and already has an idea that might work. With Elder Pierre Beaverho's permission, I would like to share what he wrote to me

"We create jobs for school students before they go to high school in the fall. Perhaps get some money or funding of some sort, to do a clean up job around our community along the shore line. There are garbage on some islands, there are garbage such as bones, empty cans, bottles that had been drifted onto the mainland. I would be very thankful if we can get money right away so we can do a clean up work right away for school students so we can have clean community, clean water, clean environment. And Also if we can find more funding, we also want to teach our traditional skills and culture values. Teach the students to make dry fish, dry meat, tan caribou hide and so on. This way it can also create jobs for our Elders."

This in fact is a plan that is as simple as we need. It is a plan to start with

So what I'd like to do is ask you to stand up and stretch your legs. Before we take a ten minute break, I want to see what people are interested in working on which of the five priorities. If you could just show me a show of your hands. Who would like to work on Priority 1 which is daycare and community support programs? Priority 2 which is people going to schools and getting jobs. Who is interested in working in that area this afternoon?

I think that Pierre's plan for cleaning up the community will fit in here very nice. Pierre is very interested. I would think that there are a lot of young people that are interested as well. Okay, this will sort itself out after our break. This will be reported as a priority and part of the community plan which will be given to the Chief and Band Council. This will be a priority for future meetings.

Who would like to work with Priority 3 which is keeping the traditional lifestyle strong and working with the traditional skills? This may be of interest to a group over there. Are some you interested?

Lets look at the Priority 4 about education. The whole idea of education remember is as I said last night is to develop young people and youth programs. This is a concern for communities across this country. There are many funding

opportunities that can be directed to the communities if you decide this is important. Job creation for the youth is an important strategy for their future.

In British Columbia a youth strategy is the process of being planned. This will be modeled after the experience of the Northern community of Dawson Creek that I shared with you last night. This community will set a direction for British Columbia and perhaps for the rest of our country.

Who is interested in priority 4 which is education? Who is interested in Priority 5 of health and safety in the community? If you can plan the project that Pierre Beaverho was suggesting, which is the clean-up project, this could involve a lot of people. It is something you could feel proud about and it could be very useful to your community. These are the kinds of things that will make a community begin to mobilize and build a safer and healthier place.

What I would like to do now, and I promise to finish by four o'clock, is to have everyone take a break. I will put the priority sheets on each table. When you come back, sit at the table you would like to work at. Before we finish at four o'clock we will share where we are and what is the next step that we need to do. Whether it is to clean-up the community, to develop education programs, to provide more traditional opportunities, or to build a healthier and safer community of Wha Ti, we need to decide what needs to be done next. So now let's all take a ten minute break and when we return we will continue from where we left off.

Thank You

BREAK

11. ACTION PLANNING COMMUNITY SOLUTIONS

11.1 SMALL GROUP ACTIVITY - COMMUNITY SOLUTIONS

- community members will form Priority Action Planning Groups
- each working group is to choose a facilitator, recorders and presenters (one adult and one youth)
- brainstorm and record all potential solutions
- generate practical and attainable solutions
- choose one solution to work on
- begin Action Planning - what needs to be done, who can help
- identify and list all community resources that can help
- decide what is short term and long term - Action Plans
- identify resources, supports and information as needed

- prepare a group presentation for the community
- tape your group Flipchart reports on the wall

Barbara Brown.

Is everyone seated at a table with a list of priorities? For the next half hour each table will work on their one of the priorities. Each table has a different priority list. Over here we have the daycare support programs. At this table we have the priority list for future jobs for students and training programs. Education for the youth and adults and spiritual programs are at this table. And over here we have the priority list for the health and safety of your community. If you don't want to work at on a particular priority then please feel free to change tables. Please keep in mind when you are working on these priorities to keep your traditional skills and lifestyles in mind. This was a very important suggestion made by one of the Elders, and I think it very important as well.

If I can make a suggestion, we can combine a number of the related ideas that were generated in order to create a common solution. For example, we can combine these two tables. Jones's table of traditional skill can work together with the idea of the clean-up project. What you are doing here is trying to come up with a solution. I think that the two priorities can work together very nicely.

I think that Rob has already got a head start on his group. What we want you to do next is important. The first thing that you are going to write on the Flipchart paper is the topic of your priority. Support programs, educational programs, traditional skills, and jobs are very large topics. So for the next five or ten minutes I would like you to discuss some possible solutions and how you would go about doing these things. For example, Freddy presented to us the clean-up project, as a solution.

What I would like you to do, is to come up with a lot of potential solutions. Then in ten minutes you are going to look at these solutions and decide which one can be used as a solution now and which ones you think will need more time for planning. What we can do then is start on the one that is important to you. It may be the clean-up project or it might be looking at a facility for the daycare program, but whatever it is I want you to take the planning tool that was given to you and use it as a guide.

Chris can you please hold up the planning tool so that everyone can see it? Does everyone have a copy of this planning tool? (A copy of the planning tool is found at the end) Before you begin, what I want you to do is to identify what you need to make your priorities happen and how you as a community can help do this.

I was talking to one of the Elder's over at the other table and he told me that many of people know what needs to be done, but they just don't know how to do it. I think finding a solution is the most important thing to do. That is why this afternoon we need to think of solutions that you can do and try to create more than one. Remember what was in the video "The Mountain " What did they try and do to prevent people from climbing the mountain? They put a fence up and they tried to use scare tactics. They told the young people that bad things would happen to them if they climbed the mountain. They were taught Mountain education and safe ways to climb the mountain. Then they decided to build first-aid stations, that were half way up the mountain. Not one thing worked alone It took many different solution to successfully deal with the problem of the mountain.

So you also need to think of many different kinds of solutions to solve your problems. For the next ten minutes, on the large Flipchart paper, write down solutions that you think will help you solve your problems and what you think will work After you have done this you will report back what your group has decided. Thank You

11.2 LARGE GROUP PRESENTATIONS

- small group solutions and Action Plans
- present solution which have been generated
- presentations by the adults and the youth from each group

11.3 INTRODUCTION

Barbara Brown:

Can I get everyone to report on where they are at in the planning process? Now Chief Jeremick'ca has told us that he is finished and his group did a good job What we are looking for is jobs and we are looking for funding from different resource people. Another thing I would like to say to you is that this will all go into a report.

Before we leave the community tomorrow, it is important that we get as far along in the planning process as possible. This is so that when I go back to Vancouver I can talk to some of the potential funding partners and get some sense of what it will take to help you put some of these plans into place That is why we must work very hard today and tomorrow

Narcisse and I have spoken to Chief Jeremick'ca and the Resource Team. They are willing to come back tonight at seven o'clock to the school and sit with those of you who want to continue to plan. The Resource Team will try and help you

plan the next steps that need to be done and they will help you decide on a budget.

I would like to say that I am very pleased to see the number of hardworking people here today. It's wonderful to see all these people laugh and smile. It is very important that we are having fun here, because if we don't have any fun at all then we won't want to come back and put are plans in motion.

Rob, I would like to give your group the first chance to report. I wonder if you could tell us about what your plans are, and what the steps towards the solution are?

12. COMMUNITY GROUP PRESENTATIONS

12.1 GROUP III PRIORITY: MORE EDUCATION AND SPIRITUAL PROGRAMS - ADULT EDUCATION - MORE SCIENCES

WORKING GROUP:

Christina Simpson	Larry Nitsiza
Mavis Moosenose	Justin Nitsiza
Rob Doherty	Darla Rabesca
Jonathan Stoeffer	

GROUP PRESENTER Rob Doherty

MORE EDUCATION AND SPIRITUAL PROGRAMS - ADULT EDUCATION - MORE SCIENCE

COMMUNITY PUTS MORE EMPHASIS ON EDUCATION

HOW?

- that students come to school everyday
- that students come to school on time
- that students do their homework and study for tests

WHY?

- our students do not have the necessary reading, writing, and math skills to succeed in high school.
- This is why we have only a handful of high school graduates and this is why so many of our students who go to Rae for high school (Chief Jimmy Bruno School) drop out half way through the school year."

Rob Doherty:

We do not need more programs, we just need to be more serious about the programs we already have.

Self government is near. We need properly educated Dogrib youth to move into leadership positions. Right now we do not have this. The community must get serious NOW!!

The priority that was written down was that the Wha Ti people need more education, such as adult education and more education in sciences, also spiritual programs. We felt that instead of having more programs in the community we might want to put more emphasis on existing education. How can we do this? Firstly, the parents can make sure the students come to school every day and they can make sure that the students come to school on time. Also, the parents can check to see if their children have done their homework and if they have studied for tests. This would include all students who are coming to a community school and it would include all students in the Adult Education Program. Whether it is the Adult Education Program or the Carpentry Training program.

All students must start taking responsibility for their own actions. The reason why we believe this is because our students do not have the necessary reading, writing, and math skills to succeed in high school. Right now we are sending students down to Chief Jimmy Bruneau in Rae - Edzo. They are 3, 4, and 5 levels below their grade. This is why we only have a handful of graduates from the High School. This is also why so many of our students who go to Chief Jimmy Bruneau School come back halfway through the year. They are not properly prepared to succeed at the school and they get frustrated so they just drop out of school. So, we don't need more programs, we just need to be more serious about the programs we already have.

When we had a Carpentry Course at the school, which the Development Corporation put on, we only had two or three people coming every day. There were twelve enlisted in the program. At one time in the school, we had five Educational Programs going on. We had at the Mezi Community School grades 9-12, a Carpentry Course, a C-Tap Program, an Adult Education Program and a Guide Training Course. We had five courses at once. So I don't think we need more, we just need to be serious about the ones we have.

The reason is that self-government is near and everybody agrees that self-government is a good thing. I am the first one to agree with that. In order for self-government to be successful, we need properly educated Dogrib youth so that they can move into leadership positions. Right now we do not have this. If our community wants self-government to succeed they must get serious about their education now.

(applause)

12.2 SUMMARY COMMENTS

Barbara Brown

I see that Rob's group was obviously very busy. Considering the comments that were made, there is some urgency as to what needs to be done. It is very interesting that one of the main things that needs to be done is to strengthen the school as well as the community. We also need to make it a priority in our lives, in our families and in our communities.

About the comment that was made regarding the children that they are sometimes not going to school. It may be that some of us don't see it as a priority. But if we want our children to have opportunities and challenges not only of having good jobs and positions but also the opportunity to make choices, they need a good education. Choices are very important in young people's lives if you listen to what the young people told us in May. I think there are ways to bring the academic standard of a school up and to strengthen that process.

As many of you know, I am a teacher and I care a whole lot about education. I do have some projects where we have actually taken young people from grade levels that were two or three levels below the norms and have in one year, through different teaching strategies made a difference. A commitment to training teachers in how to use these strategies and a commitment from the families whose children go to school, will make an enormous difference. It is about different ways of teaching the same curriculum but teaching it in a way that children learn. Children do learn differently. Most of us are visual learners which means when you see something rather than just read about it, it does make a difference.

There are lots of ways we can work together on strengthening the school programs and helping young people be better prepared to go on to the Jimmy Bruneau school. That is very important. I thank the group that worked on the education priority and the need for better jobs and what they will do. The next step for that group would be to decide what can be done now and in the fall you can prepare for some of these things that Rob talked about. Thank you to the group working on education.

Now I am going over to the group over here that has been struggling today, but having fun doing it. Now Gina and Mary, every time there is to be a presentation, your group leaves. Could everyone hang in for another ten minutes or so just so we can finish reporting back. We are working towards what we can do tonight. So we will continue with this group and then we will listen to the final group who have also done some very good planning. I will turn the

microphone over to Mary and Gina to present They are presenting on daycare for people going to schools and jobs and community support programs

12.3 GROUP II - PRIORITY: DAYCARE FOR PEOPLE GOING TO SCHOOL AND WORKING

WORKING GROUP

Michael Rabesca	Gina Simpson
Patrick Black	Pat Harrish
Curtis Rabesca	Mary Jackson Beaverho
Mary Adele Rabesca	

GROUP PRESENTER Mary Adele Rabesca

DAYCARE for people going to school, jobs (support programs)

- train daycare worker
- A/A meeting
- child care program
- Train CPR
- center for daycare
- programming for children
- safety
- house cleaning
- how many kids will the house hold
- money
- supervisor for all workers
- secretary
- security
- supplies
- food
- toys
- clothes
- bedding
- furniture
- phone
- teacher

Whatever is discussed here should not stop but continue for the future. this is for the young as well for the Elders - school, traditional life, supporting others, workshops, meetings, training and religion.

Mary Adele Rabesca

When you say daycare usually we are talking about the kids from the workforce. People who are working and students as well as those with medical problems need somebody trained to look after the kids in daycare. As well, the person that looks after the kids at daycare, will hopefully have the experience in counseling and problem solving techniques. We have a place to set up for a daycare. A lot of safety would be taught to the children and also the maximum number of children that could be kept at one time. Also about the funding, thought needs to be given to where the money is to come from and how much.

Those people that work at the center or daycare center will have to report to someone or have to be under supervision. Materials and equipment have to be in the daycare center and also the food has to be provided to the youngsters that are there. All the furniture that is required to be there, a telephone in case of emergency also needs to come from somewhere. Some of the younger youngsters might not understand, so we will have to be reading to them.

I like the comment, "I hope something comes out of this workshop." A lot of times in the past we have stressed the importance of important issues that we want to be dealt with but there was no follow up. There was hardly anything done. I know that we can't rely on just the Resource Team here. We have to do our part in the community to try to make Wha Ti a better community to live. We want to have things happen. We want to solve the problems. There's a lot of other things that were stressed at this workshop. We talked about the training programs, religion, and a lot of important things that we talked about. I think maybe we should try to solve most of the problems here. Thank you.

(applause)

12.4 SUMMARY COMMENTS

Barbara Brown.

Thank you very much Mary and Gina, Pat and everybody else that sat at that table. Yes, I think one of the things we need to remember is that Resource Team tend to be outsiders, and outside your community. We can assist externally, but when the dust settles, it is the people who live in this community that will be the ones that will carry on the work. That is very important to remember. You have a lot to offer and how the work is done must be determined by you in the community. I have done a lot of work with communities in the past who relied on outside people to do it. In most cases, if they were successful they were successful only in the short term. Much of what we know today is that communities must be the driving force. What I like about working in northern communities is that the people in these communities know that there is a vision. They have to create the vision and it is their work that has to make it happen.

Even in places where you think they have every resource in the world. When you talk to them about this, when you come together in meetings like this with hundreds of people, the same common themes come out. They are concerned about education, and concerned about tradition. Whether they are aboriginal or non-aboriginal communities, everybody has traditions. They are concerned about jobs and the future. They are concerned about educational levels, and about making their communities a safe and healthier place.

It has been my experience that in some of these communities, they do a lot of talking about it, and very little doing about it. In northern communities you do more doing. Yes you talk about it, but I also know you can do it. Having said those words, I will now turn to the final group for their words of wisdom and then we will finish the day with a prayer and with closing remarks from the Chief. As you know we will be extending our workshop to this evening as well. The Chief has designated his friend here Lawrence to continue to report.

12.5 GROUP 1 PRIORITY: KEEPING TRADITIONAL SKILL AND LIFESTYLE STRONG AND JOBS

WORKING GROUP.

Chief Charlie Jeremick'ca	Pierre Beaverho (Elder)
Fred Beaverho	Samantha Nitsiza
Tiffany Wedawin	Marlene Wedawin
Joan Hirons	Michael Nitsiza
Lawrence Nitsiza	

GROUP PRESENTERS: Lawrence Nitsiza, Pierre Beaverho (Elder)

KEEPING TRADITIONAL SKILLS AND LIFESTYLE STRONG:

- job creation for elders with traditional knowledge
- (men) working in bush - hunting, trapping, fishing, setting up tent, camp fire. Dry fish, meat, cut up caribou, skin it, teaching bush life skills
- youth jobs (boys) - education, knowledge, training, traditional knowledge (janitor, carpenter, mechanic, teaching, recreation, arts and crafts, music, how to start business, facilitator for working groups, (men and women).
- women - traditional knowledge: raise kids, look after home, tannery, dry fish, meat, beadwork, moccasins, mittens, caribou tents.
- youth (girls) - education, math, reading, sport, domestic skills, learn from parents, watch others to learn traditional skills

JOBS

- work in mine, work in community
- business (lodge, co-op, stores)
- band

- hamlet
- school
- tree line
- GNWT
- renewable resource
- agencies (Tindi, Ptarmigan)
- Post Office
- Church
- RCMP
- Radio station
- Social service
- Gas station
- Power Corporation
- Health services
- North West Tel.
- Maintain cemetery
- Self Government

CREATE JOBS

- get funding
- facilitator
- management
- training
- up grading

WHEN YOU HAVE A JOB:

- keep good lifestyle (go to bed early!)
- observe safety rules
- be on time
- budget your money
- avoid drugs and alcohol
- be reliable
- follow rules, responsibilities

NEW IDEAS:

- create picnic area
- build arbor
- market garden commercial or private ownership
- camp ground
- outdoor basketball, soccer field, golf course
- hiking trails - ski trails, ski-doo trails, upgrade to Rae, Rae Lakes
- outpost camp

If we don't get what we want we will lobby the government

Lawrence Nitsiza

Our priority is about keeping traditional skills and lifestyle strong. Job creation for the Elders with traditional knowledge so they can teach younger people, men, boys, women, and girls. They can teach traditional skills, such as hunting, trapping, fishing, just setting tents and campfires and learning about traditional skills so they can help them in the future when they want to work in traditional education. It can help them from what they learn from the Elders. Boys can get a job as a janitor, carpenter, mechanic and other men's jobs. And for the women they can learn from traditional knowledge, such as making beadwork, so they can help themselves in the future such as setting up their own tannery and it can help them

People can learn jobs that we have in town here in Wha Ti such as some businesses, like the Co-op, Macy's store, Band office, Hamlet, school, tree line, GNWT, renewable resource and agencies from Air Tindi to Ptarmigan, post office, RCMP, radio station, social services, gas station, power corporation, church, health services, NW Tel, maintain the cemetery and civil government in the future.

We can create jobs by getting funding, facilitators, management training and upgrading. When people get jobs they can keep the good lifestyle. They can change their lifestyle such as going to bed early so they can work the next day, observe safety rules, be on time, budget their own money, avoid drugs and alcohol, be reliable and follow rules and responsibilities. The new ideas that we have on here are to create a picnic area, build a harbor, market gardening, commercial and private ownership, campground facilities, outdoor basketball court, soccer field, golf course, hiking trail, ski trails, skidoo trails, upgrade the skidoo trail to race to Rae Lakes and our outpost camp. We also put down that if we don't get what we want we will lobby the government. That's all, thanks

12.6 SUMMARY COMMENTS

Barbara Brown:

The next step is to continue to plan. I think it is very important to tell people, that those of you who are interested now are part of a working group. I'd like to see some of you tonight come back to help us continue to plan. We have done some things but we have to decide what we want to do next. We need to figure out the second page of the planning tool. What resources do we need? What can the community provide? What do we need to bring into the community? This is important. That is what we can do tonight. For that matter, if people want to continue to talk about it, we are still here tomorrow and we would be happy to meet with anybody that wants to continue to plan.

13. TAKING ACTION

Barbara Brown

One of the things I want to remind you about, is that building safe, secure, and healthy communities is a partnership. (See chart) People taking action strategy involves all those parts of a community that you can see. We have schools, business, Chief and Band Council, the police, and Elders. Those are the main people in any community that need to be a part of any action. Then we also need youth, parents, workforce, other programs, groups, medical services, government (local, territorial, federal) and communication.

Lots of times in communities, we don't know how to communicate, how to get the word out that what we are doing is important and people need to come. Judicial systems are important. One of the things Pat Harrish talked about was the need for finding ways to keep the peace in communities, to make it a better place. Community leaders and all community members and any committees that you may have and the town itself, all need to be involved in taking action.

I would like to leave you with some final thoughts. For those of you coming back tonight, Chris will open with a story that he thinks is very important. It will help some of the planning that needs to go on.

The Chief asked, "When you come up with all these good ideas in a community, what is the organization that you need to make it happen?" As many of you know, when you are accessing funding for some of these projects you need a society. You need an organization.

13.1 FORT NELSON COMMUNITY STORY

And for those that don't know, Fort Nelson, in the northeastern part of BC, is a community that we have been working in since 1989 and they formed a society called the Healthy Fort Nelson Society. You can see their logo is 'people united for a healthy life'. This is one of the projects that they did. They got funding for this. This was developed to tell people what they believe in as a community.

In the last six weeks I have learned much about you as a people and your community. Some of these ideas I've shared may work for you and you need to think about them. Many of you, including the Elders, continue to say that it is important for the young people to know who you are and what you believe in. This may be one way to do it. It is about what you believe in as a community. I will just quickly run through this.

"We the citizens of the community of Fort Nelson, believe we have a responsibility and commitment to build and maintain a safe, secure and healthy community for our children and our families. Therefore, we ask everyone who lives in the community including our children, youth, parents, seniors, all cultural and ethnic groups, religious groups and the business community to join us by actively respecting and contributing to the overall community's well-being by adhering to our community standards.

Everyone in our community must take responsibility for our problems and share in the solutions

Adults should be positive healthy role models

Alcohol is not for use by minors

Alcohol should only be used responsibly by adults and with the amount consumed reduced

Drinking and driving is unacceptable

Illegal drug use is unacceptable

Community-wide healthy family functions and events should be promoted

It is the responsibility of everyone to obey laws."

Date: 1993

These are the things Fort Nelson valued as a community. These are the things that they thought were important. Look what other things they came up with. Yours will be different. What you value should also be said and displayed up on posters throughout the community. When you go into Fort Nelson, you can see what is important to them written on posters and signs. The logo was designed by young people in the school.

The first thing is that everyone in the community must take responsibility for the problems and share in the solutions. You have already started this process. Adults should be positive healthy role models. Many of you have done this by participating and by showing your leadership. Alcohol is not for use by minors (people under 19) and should only be used responsibly by adults and with the amount consumed reduced. In the community of Fort Nelson they did not have a by-law of no alcohol so they chose to say this in this way. In your community you have taken a stand on that, and you would say this differently.

Drinking and driving is unacceptable. As you know some of the communities live near a center where drinking alcohol is allowed and this is one of the problems. In eighteen months in Fort Nelson, thirty young people from the Fort Nelson surrounding native community lost their lives to drunk driving accidents. That is one of the main reasons we were invited to work with them. Thirty young people lost their lives, and the Mayor of the town of 3500 says to me "Do you think we have a serious problem, Barb?" I think any town that loses one young person to an accident that could have been prevented has a serious problem. Another is illegal drug use is unacceptable.

Community wide healthy family functions and events should be promoted. One of the things that I noticed last night as I helped serve the food, is how many families came. We need to do more of this. More communities are doing this. They are finding healthy safe ways for families to have fun in the community and obviously celebrations are an opportunity. It is the responsibility of everyone to obey the laws. The police cannot do this alone.

14. NEXT STEPS

So having said that I would like to leave you with those things to think about. We are prepared to continue to work on the plans with you tonight. I'd like to thank my translators who have been working very hard. Also, I'd like to thank Joe who has been helping us with the microphones, Nora who has been diligently documenting what has been going on and Chris who has quietly been listening and helping.

You will hear more from Chris tonight and also Pat Harrish who came from Rae to sit, to learn and to listen from each of you. Thank you, to all the community members that came including the youth, the drummers, all the helpers behind the scene. I thank you. You have made us most welcome. We have enjoyed coming to help and we will be continuing to help. All we need is to be asked to do that and to be told what you want. We can only help you if you tell us how you want to be helped. Thank you again Chief, Elders and Band Council. I will turn it over to you, Chief Jeremick'ca, to close for this afternoon.

15. CLOSING REMARKS

Chief Charlie Jeremick'ca:

Thank you, my dear friends, we were supposed to be here until 4 o'clock but then our workshop has taken us a long way even though it was a short day and a half. I would like to say thank you for everybody who participated in this workshop. This is why it is very important to listen to each other and to listen to one another. Some people are saying, "Let's not leave the good things that we

have done here and do not do a follow-up on the women's show." We want to make sure we do a follow-up on all the things that have been said.

We are going to reconvene tonight at 7 o'clock. We would appreciate that most of the people would try to come to the workshop. I am very happy to have this workshop here in my community of Wha Ti, with Barb. I would like to say thank you very much to her and I am pretty sure that she wants to try to work harder for us. But any time right now until she leaves tomorrow if there is anything on your mind I am pretty sure that she will stop by and listen to you for anything that you have to say.

I am pretty sure that we have some committee members in here the community of Lac La Martre. There were six members that were supposed to be selected. I would appreciate it if the committee members that have been selected could sit down with Barb and perhaps go over a few things like how to find some proper adequate funding from all the different sources. I am pretty sure if we work together it will not be hard to find some proper funding for anything we want to do.

Anything that we do together in life will make things much easier, but I would like to say thank you and I am pretty sure we will reconvene in about three hours from now. So if there is anything that you have to do at home please just try to do it a little faster, but I am not rushing you. We hope to see you back here at 7 o'clock.

16. FINAL COMMENTS

Barbara Brown

Please feel free to bring a friend or other community members with you. It is not too late for their input. Thank you Chief Jeremick'ca and the Elders.

DINNER BREAK
4:30 - 7:30 p.m.

17. WHA TI COMMUNITY EVENING PLANNING WORKSHOP

7:30 - 9:30 p.m.

Participants included:

Chief Jeremick'ca, Elder Pierre Beaverho, Jonas Nitsiza, Elder Benny Pomi, Elder Louie Wedawin, Mayor Nick Mantla, Joan Hiron, Tracy Schilz, Narcisse Bishop, Alphonse Nitsiza, Jonas Lafferty, Michael Nitsiza and eight youth representatives.

This small working group discussed the next steps needed to be taken to start Barb talked about possible funding. This working group discussed the next steps needed to be taken to develop a Community Action Plan. Barb talked about the need for a group of community people from the Community Vision created, during the day, to help determine long and short term goals, objectives, a budget required and other resources. She talked about potential funding partners and the need to look beyond traditional sources Partnership with businesses, schools, services, other groups, the police, Treaty 11 and government and non-government organizations.

The Secretary of State, Training and Youth was used as an example of a potential government partner. Under this Secretariat, through the Youth Service Canada Initiative there are several possible funding programs.

The Youth Service Canada activity streams were presented. They include four areas that have priority under YSC. They are:

- Community Development and Learning.
 - education
 - service and technology
 - arts and culture
 - health care
 - child care
 - community safety and crime prevention
 - urban and social services
- Sustainable Development and the Environment
- Entrepreneurship
- TULU ("Finding the path that you work on.")

The principles of effective youth community service projects include:

- inspired and creative leadership, particularly from the sponsor and the project coordinator;
- clear objectives, without which a project is doomed to chaos and is likely to fail,
- clear responsibilities for all parties, including the project coordinator and participants;
- young people in positions of leadership with "real" responsibilities, which ensures that the project is relevant and focuses on youth;
- a focus on learning through service related activities;

- good administration, which ensures that not only project schedules and budgets are respected but which facilitates the smooth functioning of the project,
- a clear sense of ownership on the part of the participants, the sponsor, and the project coordinator.
- partnerships with local businesses, community organizations, and governmental organizations, which ensures not only supplementary funding, but maximizes the experience for participants and grounds the project firmly in the community;
- building in monitoring, counseling, evaluation and support as essential components of the project; and
- passion, without which projects too often float aimlessly and listlessly through their allotted period, without ever reaching their potential impact to community and participants.

Under this program projects last between six to nine months but Barb suggested six months. It can involve ten to twenty participants, between eighteen and twenty-four years of age and who are out of school and out of work. They can be high school dropouts to University Graduates. The program contributes \$10,000 per participant which includes stipend for participants, wages for a project coordinator, administrative staff and \$2,000 to be presented to the participant at the end of the project.

Barb said that this funding program requires that partnerships be formed between the sponsoring agency and local organizations. For example, Band Council, private business, groups of workers, associates, community groups and youth groups, as well as federal and territorial departments. She said this would fit well with the community and youth priorities already identified.

As well, Barb talked about the Youth Internship Program. This is part of the federal government and Learning Strategy to prepare young people for the workforce. Internship started in 1994/95 and has a budget of \$25 million earmarked for programs. There are three streams.

- School-Based
 - education in partnership with business, develop work/study programs, reflect trends such as curriculum and training plan development and in-depth work experience with employers
- Community-Based
 - entry level training/work experience projects run by private and public associations, new government and educational and training institutions
- Sectoral

- provided to Sector Councils, which have both employer and worker interests, jointly funded by private sector and Human Resources Development Canada

Participants would be between fifteen and twenty-four who need vocational/technical training or work experience to get entry level jobs or to get further education and training. School-based projects may be supported for a three-year period for a maximum of \$300,000. The Community-based projects may be funded for one year for a maximum of \$300,000.

Barb talked about other potential partners such as a number of different foundations, other government partners such as the Solicitor General Heritage, CNMT departments, service clubs for youth activities, other businesses including BHP Diamonds Project.

Everyone discussed how proposals could be written and planning could continue. The Chief said the Resource Team would meet with the newly formed Community Wellness Committee the next morning to discuss the next steps. Barb urged the Chief to let the other Treaty 11 communities know what was happening in Wha Ti so that they are kept informed. The Chief said he would like John Beso the Chief negotiator as well.

18. PRESENTATION OF "STEP BY STEP, A PREVENTATIVE HANDBOOK ON ALCOHOL AND OTHER DRUG USE"

Barbara Brown:

Many doors were opened today and I am very pleased to help open those doors

I'd like to present to the Chief and to the community of Wha Ti a handbook called "Step by Step". This is a handbook that I helped write for the Kaiser Youth Foundation. When I came to the community in May, I was going to present this to the Chief and the community. Because we didn't finish, we had just started, I thought I would hold the presentation for this evening. This handbook is about how to prevent alcohol and drug abuse in a community and it talks about the youth, the teachers, the parents, and the community.

My friend, Diane Champion-Smith, is the Executive Director of the Kaiser Youth Foundation. She has been one of the people who has worked with me in the communities. She has offered her assistance. Her help and her goodwill is presented in giving you this handbook tonight. BHP Diamonds Project and the Kaiser Youth Foundation are partners of yours. You already have more than one partner and I would like to tell you that we have another binder to put it in. We will send it to you but I wanted you to have the handbook this evening.

This is the most extensive handbook in Canada that has been produced to date. Some of the sections you may want to have translated which may be something we also can help with. So on behalf of the project, thank you very much for all your hard work.

(applause)

19. FINAL COMMENTS

Chief Charlie Jeremick'ca:

I am touched. I knew she was going to present this handbook to me. She said she's going to give me something on her last trip, sometime in May. There are a lot of good positive things in the book. So the book that is given to us, anybody can look at it. We have had a long day. We are here to work together. So tomorrow I will phone John Beso to see what we can do. Tomorrow we will have a short meeting at twelve noon. We also have committee members Isadore, Alphonse, Frances, Johnny, Nick and so on.

Thank you very much to everybody. Thank you to all the helpers, Elders, drummers and women that were preparing for us. And whenever we ask our boss David Boyd for anything he is always there for us.

We had a long meeting and Chris is supposed to be speaking to us this evening. I think everybody is tired, we will have a short meeting tomorrow morning at ten o'clock. Thank You.

20. CLOSING PRAYER

Elder Louie Wedawin:

Thank you my people. We had a good, good workshop. What we are doing here is for the purpose of our youth. If they have a good education they will be useful to themselves.

That is why we say let's work together. It is also important that we listen to each other. I am very pleased and thankful for the workshop that we have had. Therefore, I will give the closing prayer.

Mahsi-Cho

APPENDIX (IV-C2) - ABORIGINAL EMPLOYEE PERCEPTIONS OF THE PROJECT INDIVIDUAL RESPONSES

To augment the Proponent's baseline study of Traditional Knowledge, anthropologists Dr. Marc Stevenson and Chris Hanks interviewed Aboriginal people working on the NWT Diamonds Project. The objective was to gain a better understanding of existing Aboriginal perceptions of the environmental and socioeconomic impacts of the Project from those, who by being directly involved, have some familiarity with the Project.

A total of ten Aboriginal people were interviewed. At the time of the interview, these ten people were either directly employed by the Proponent or employed by contractors working on the NWT Diamonds Project. The individual interviews were conducted in May of 1995 at Koala Camp. The ages of the interviewees ranged from 22 to 51 with an average of 32 years. Three of the ten people interviewed are female. Because several of the interviewees requested that they remain anonymous, the Proponent has elected to extend anonymity to all of the people included in the interview program.

The statements below are the responses of the interviewees to the anthropologists questions and are taken directly from the transcripts provided by the anthropologists. Edits by the Proponent were made only to prevent the anonymity of the interviewees from being compromised. These edits are indicated with brackets, [], in which a name or number has been replaced by a generic term or simply omitted. The Proponent has not otherwise edited the content of the transcribed statements.

A summary of the raw data provided by the statements below is presented in Volume (IV), Section (4.2) of this study.

Socioeconomic Impacts

Foreign Names of Lakes

- "Names are just names."
- "A guy asked me last fall if I knew the old names for these lakes. I told him I did not know."
- "They should use Native names for the lakes. Maybe the communities could help them rename the lakes."
- "I would have preferred if they had used Native names for the lakes."

- “The names are not a problem ”
- “This area has been previously utilized. The current names are inappropriate. Local communities should have been consulted.”
- “A name does not matter.”
- “They should try and find out if there are Native names. I worry that the names they are currently using will stick with the lakes.”
- “Names are names These places did not have names before BHP came here.”
- “BHP does not plan to be at Lac de Gias forever. If there are older Native names for the lakes they should try and use them. Generally, the names the company use are just for their own information. On the other hand, why would Native people want their traditional names used Those names are often intended only for Native use.”

Employment in the Mine

- “Education and training are needed if people want to move up. On the job training is better than school ”
- “BHP is giving our kids training. The young people need training. It will help them stick with jobs. People in the mill might get steady jobs if they could earn training certificates Then they could get jobs elsewhere. The training needs to be recognized by other people Education is very important ”
- “More emphasis should be placed on training. Native people need training so they are prepared when the mine opens ”
- “With the price of fox down, no one traps on the barrens anymore The mine will be good for people in the communities. Everyone needs a job right now. I have [several] brothers Some people are working on the Snare Hydro project while the mine has slowed down. They will come back when the mine opens. BHP treats Natives well I hope BHP gets their permit. It is the future We will get training. With training Treaty [] will take on more responsibility. Maybe some day we can run our own mine. Everyone needs an education ” [Note. This statement from the “Camp Operation” heading deals with employment and is repeated here]
- “Native people should be more involved in the management of the mine. It might lessen the impact of the project ”

- “Natives need to get out and finish their education. They cannot expect to be handed a job. You must be educated to a level where you can be given specialized job training. For example a plant operator cannot have a grade 5 education.”
- “BHP should train Native people. I would rather see the communities develop employment opportunities. People should not become dependent upon the mine. I have to make money like everyone else. I want to go into computers so I can help the bands. Working at BHP I am learning about a variety of careers. This will help me to make choices. [One community] wants me to help set up their GIS. I would like to work with them.”
- “Natives should get an education. The mine should have a hiring and training policy.”
- “It is a Native fault that they think they can do jobs that require advanced education without having finished high school. Our people need education. If they cannot read how can they expect to do specialized jobs. People need to have their basic education before they can expect specialized training. They cannot simply get jobs because they are Natives. People have to work their way up. If people want better jobs they have to work for those positions.”

Shift Work and Family Disruption

- “I like the 2 weeks in 2 weeks out schedule.”
- “I work very long shifts. They last from 6 to 7 weeks. I have worked here since January 1994.”
- “It is good for people to work for their families. I have a wife and [several] kids. I make money here then I go back to them. Single guys might not like this shift.”
- “Having the whole shift change at once causes communications problems. People do not know what is happening. We need to have the same crew boss all of the time, otherwise there is a communications problem. I like the two week shift better than a one week shift. Shift work has not caused me any family problems.
- “I am happy with the 2 weeks on 2 weeks off shift.”
- “I prefer the 2 weeks in 2 weeks out schedule. I have heard that the City of Yellowknife has suggested a 1 week on 1 week off rotation. Who wants to live in Yellowknife, the costs are too high.”

- [This person] likes the 2 week in 2 week out schedule. Shift work has not been a problem for his family
- “The 2 week system works well for me. I would not mind staying in longer. I will be missing opportunities to learn when I go out.”
- “2 weeks on 2 weeks off is a good shift. It is the right shift.”
- “The 2 week on 2 week off shift system is okay This year I was on over Christmas and New Year. This was the first time I was not home for the holidays. Before I went back to the mine I met [a person]. [This person I met] felt that the only reason white people worked over the holidays was because they were greedy. I thought, it is not just money, it is my responsibility, it is my job I was not greedy I wanted to do my job. I had an alternative, I could have left. I stuck it out It is more than money. I want a good employment record I want people to know that I am reliable. At one time I was very involved in a Native [activity] Recently, I was asked to participate in one again. It was a last minute thing, but BHP understood my need to be involved BHP helped me. The mine is my home away from home.”

Ethnic Conflict and Tensions in the Mine

- “I have not had any problems. Some people look at you weird, but that does not bother me ”
- “To me people are all the same. I am nice to everyone ”
- “Right now there are more white people than Natives at the mine. It should be 40% Native. Some white guys have more mining experience. Mining is a new job for us.”
- “Cheap southern labour could be a problem. Lots of people in [my community] have training and would like to work.”
- “Southern workers are no problem ”
- “There is discrimination because southern employees are unaware of the territories People in the north are not dummies. We are educated. This is not the 1940’s when our parents were intimidated ”
- “No problem.”
- “There are some ethnic tensions. The drillers have been good to me so far. I can understand why there may be problems. It is more their problem than mine.”

- “Red necks are a problem. Generally BHP has a fair operation. They should hire from the north.”
- “I have never experienced ethnic tension at the mine. When Native people first meet new people they are shy until they get to know them. I have heard Colomac Mine has had problems. I have not seen problems here. Affirmative action is one reason. It gives northerners a chance. Non-natives are better educated and have more chances to get jobs. I hope northerners continue to get a chance. Affirmative action is simply a way to give more people a chance. Native women are finally getting a chance. For years they were at the beck and call of men. They now have a chance.”

Loss of Youth

- “Young people have to move on and find jobs. They have to support their families. There are no jobs in the small communities.”
- “This is not a problem.”
- “I don’t think the mine will disrupt the communities. We need jobs. When we are done working we go home.”
- “There will be an impact on our communities if young people do not have as much exposure to the elders. Bringing the elders to the mine once in a while might help communications with the communities.”
- “How traditional are people now? It is not 40 years ago. This is a different day and age. People should not just be sitting around the communities. They are not on the land 12 months a year like they used to be. Things have changed.”
- [This person] does not think the mine will disrupt the communities
- “Drugs and alcohol are big problems. If you make more money some may smoke and drink it away. Youth need to learn how to manage their money and their lives. You can’t let friends make your decisions. Youth need help developing life skills. They need positive role models. They need clean examples. Communities are hard on people who want to change. The communities need to evolve and develop.”
- “I can see this myself. I use to hunt for the family all of the time. Now my hunting is limited. In [the community] they are quite traditional. They don’t worry about money. Once they start working and have money, people may want to move to Yellowknife. In [the community], it is the women who have the wage jobs. The boys are still hunting and trapping. Women will be the big beneficiaries of wage jobs.”

- “Loss of youth is not a problem. We cannot live off the land forever. We are spoiled now. We want houses not tents. It is a good that young people know that they have to go out and work. This is better than being stuck and bored in a small community. A 16 year old girl should have to work. That way she will not steal or get in trouble. If you don’t have money you are reduced to crime

Native women often work while the men stay at home. I don’t agree. If I have a son he will work. Boys are spoiled when they are young. They don’t learn to work. The boys are spoiled because they are going to be hunters. I am so glad that my grandparents made me get up in the morning and work.”

Loss of Hunters/Trappers

- “Today most of the full time hunters are old. Younger people hunt on their days off. That is what I do.”
- “It is up to people to make time to go hunting.”
- “This is not a problem. Some people go hunting on their days off. We still need to keep our traditional skills. Those are our ways. We need to pass on those skills to our kids. Women are interested in working at the mine. They don’t always want office jobs. They need more chances.”
- “There is no problem. I hunt and trap on my days off.”
- “People have their holidays for hunting. They simply need to manage their time better.”
- “With the two week rotation, hunters have time to take meat for their families when they are home.”
- “Trapping is not really part of our culture. It was brought in by the traders. If people want to live in a traditional way, the opportunity should exist for mine workers on their days off. Maybe people could take their time off in camps with the elders.”
- “Yeah, from what I know half of the men don’t hunt anymore. Even good hunters don’t hunt 12 months a year. Men need jobs to buy supplies. They could hunt on their two weeks off. Once you have hunting skills you will not lose them. The men who work here are not stuck in camp for 6 months at a time. They get time off. Working will help them to buy hunting equipment. Elders have to let their sons lead their own lives.”
- “I can see this myself. I use to hunt for the family all of the time. Now my hunting is limited. In [the community] they are quite traditional. They don’t

worry about money. Once they start working and have money, people may want to move to Yellowknife. In [the community], it is the women who have the wage jobs. The boys are still hunting and trapping. Women will be the big beneficiaries of wage jobs.” [Note: This statement is repeated from the previous category.]

Disruption to Traditional Economies

- “The fall caribou hunt is very important to people. BHP could help people to go on that hunt.”
- “BHP could help sponsor yearly fall caribou hunts to supply meat for the communities. This would help the elders. We always share our meat.”
- “There are not many trappers left. We need jobs.”
- “The way I see it, the communities are so used to being pampered by the Federal government, that they have stopped trying. People need to show some initiative. Lac La Martre could set up a company and strike a deal with BHP. People need to use initiative. They could agree to provide BHP with traditional food for the camp menu. Everyone could appreciate a little buffalo, caribou, moose and fresh fish.”
- “It would help if BHP would fly Native workers from their home communities. They pay for people who fly from Vancouver. Travel from Yellowknife to the home communities takes a big portion of people’s pay. It would slow the movement of people out of the communities into Yellowknife.”
- “In the fall, our people go to the barren lands to hunt caribou. BHP could help the communities by letting the men to go and hunt for their families. BHP should also give people time off to go to the Dene assemblies and participate in Native politics. Native people travel to see their relatives. I go to [my community] to see my aunt. Her kids are like my brothers and sisters. Our family ties are strong. My grandparents raised me with my aunts and uncles. They are like big brothers and sisters. There is a real attachment to our relatives. We pool together to help each other. BHP should give people time off for funerals. They recently let me off to go to a funeral, but I did not feel comfortable asking for the time. In the small communities, our relative homes are our homes away from home.”

Introduction of Wage Labour: Negative Effects of Increased Income in Community: Inappropriate Use of Money

- “The more money you make the more you can do for your families. If a person wants to drink, that is up to them. If they are smart they buy what they need.”
- “Increased income is a problem. There may be more drinking. I think the kids are slowing down and not drinking as much. I have [several] kids - [] girls who were no problem and [] boys. One of the boys has problems.”
- “It is up to the individual families to talk with their kids. Families need to work with their kids on drugs and alcohol ”
- “Increased income might cause more drinking. I just quit smoking. I have tried to stop seven times before. It has been nine weeks since I smoked.”
- “It may increase alcohol consumption, but this is an individual problem There are laws to stop this problem Money has been around for a long time. Most people know how to manage money ”
- [This person] does not think that the possible increase in alcohol consumption will be a problem for communities.
- “The influx of dollars will be an impact. One reason for moving to Yellowknife is alcohol. If people had a ticket all the way back to their home community they would spend their salary there.”
- “Abuse of money depends on the individual Some people are screwed up. Money will provide more access to alcohol, but it also lets people to improve themselves If they are here working, at least they are not out breaking and entering other people’s homes.”

Influx of Non-natives

- “Southerners come and go. BHP should hire more Natives.”
- “This is not a problem.”
- “I don’t think the white workers will be a problem as long as the people who come here have skill that the Natives do not have. Training of Native people should be a part of the process ”
- “I don’t think outside workers will have an impact ”
- “No problem ”

- “This is where affirmative action comes into play. People must educate themselves. Native people must be serious about their own education if they want to be competitive against outside workers. If they have an education but lack experience then affirmative action can help them.”

Mine Has Contributed to Tensions between Dene Groups

- “I’ve nothing to say. It is none of my business. Let them argue. If they don’t agree government will step in and enforce a boundary.”
- “I don’t know. I don’t know why they are against each other. I don’t understand Treaty [] We are the same people.”
- “We have problems with the Treaty [] people. Our boundary and theirs do not agree. We both want BHP on our territory. We should work something out. We are the same people. We gamble together and hunt together.”
- “The mine is creating tensions between Treaty 8 and 11. It will make negotiating a boundary more difficult.”
- “The mine has not added to the tensions.”
- “This is a political problem that Native groups must deal with. Native groups and the Federal government must solve this issue. The treaties really have nothing to do with BHP.”
- “The mine is contributing to tensions between the people of treaties 8 and 11. It is giving people who want conflict ammunition. Is this another aspect of governments divide and conquer strategy? The mine is creating greed.”
- “I think that there is tension. People give me trouble because they think [my people] are getting preference. [My community] has an attitude. I won’t help people get jobs here. I don’t want their actions to give me a bad name.”
- “It is Native people who are causing these tensions. They are using BHP as leverage. I don’t think Native people should involve BHP in their feuds. BHP gives us jobs. After the Natives solve their differences, they should go and talk to the mining companies and strike a deal. BHP is caught in something that is not their doing.”

Loss of Archaeological Specimens, Burial Sites and Cultural Heritage

- “The old camps could be turned into parks and the graves designated cemeteries.”
- “Leave the graves and old camp sites alone.”

- “I think they should try and avoid the burials.”
- “Some places should not be touched. Somehow these camps and graves must be avoided.”
- “They should leave the grave sites alone.”
- “BHP is trying to work around the archaeological sites. Access to the sites is restricted. All of the sites have probably not been identified. We need detailed maps so that we know where they are and what restrictions apply to them.”
- “Burials are sacred.”
- “Don’t touch the archaeological sites and burials. These places are sacred ground.”
- “There are restrictions in place to protect those places.”

Separation of Socioeconomic and Environmental Impacts

- “BHP could learn a lot from Native people. If you take care of the land it takes care of you.”
- “BHP needs to learn more about the Native perspective.”
- “BHP needs to try and understand the Native perspective.”
- “It is true that socioeconomic-cultural are combined for Native people. You cannot separate the issues. The wages are already creating social problems. Here, you only get paid your base wage plus room and board. There is no overtime. They need to look at the wage scales and redefine some jobs. A hard look needs to be taken with regard to benefit packages. Incentives are needed to give long term employees something to work toward.”
- “People should get the mining companies to deal holistically with their projects. They must understand that the Environment - Mining and Reclamation are all tied together. Problems should not be put off for economic reasons. Everything in the Native world is in a continuous cycle.”
- “BHP needs to pay attention to traditional values. May be an onsite cultural officer would help both BHP and Native people to understand each other.”
- “Natives are shy. It is our biggest obstacle. It is hard for us to talk in English, because it is difficult for us to express ourselves in that language. Things come out differently than we intend. It makes you less sociable. Working here I have become more confident.”

Length of Operation

- “I hope it goes 25 years.”
- “I hope it goes longer than 25 years. It will mean more jobs.”
- “I hope they find more diamonds so that the mine lasts longer.”
- “If we get 25 years off of this project, that is good. If the mine runs longer, that is all the better. We need jobs to get people off of social assistance.”
- “They should work on this deposit first. If they find additional deposits they should wait and evaluate this project impact before proceeding. This is balanced by the fact that time is of the essence when money is concerned.”
- “Expansion past the 25 year expected life of mine will have an impact, but it will also provide more jobs for the future.”
- “Ya okay. This mine is going to help us socially. It will give you money to travel south and see the world. I have bought a house now. The mine has helped me to set higher social standards. I am going back to school. I hope BHP will rehire me afterwards. BHP has been a big help in my life. My self-esteem is higher now. I don’t have to serve Dene men any longer. I like the feeling of independence. This job gave me a major boost. I quit school when I was 15 because I was too cool. Within three months I wanted to go back to school. Education is important.”

Other Socioeconomic Concerns

Note: Some of the statements given under the topic heading “Socioeconomic Concerns” are really “Environmental Concerns” and have been grouped in that category.

- “BHP’s cleaning ladies are not treated well. They make very low wages. BHP should talk with Evergreen, their contractor, about higher wages and better benefits. BHP should run the whole camp. Their benefits are better than the subcontractors. More Treaty people should work here. BHP should help our communities. Having the kids tour the mine site is a good idea.”
- “BHP needs to educate its southern employees about northern life. They need to do cross-cultural awareness training.”
- “Hire and train more Natives who have taken the time to get their basic education. A grade 9 education does not prepare you for a good job.”

Environmental Impacts

Roads

- “Increased traffic on the winter road will probably have an impact on wildlife. Improving the winter road will help Native people who hunt and trap ”
- “I think that more traffic on the winter road will make it difficult for wildlife. I never see animals along the winter roads. I don’t think the mine roads will bother the caribou. They seem to walk right across them.”
- “Caribou don’t seem to mind truck traffic. I have spent a lot of time on the winter roads traveling to MacKay and Gordon Lakes. If BHP fences all their weather roads on site, it will divert the caribou. Without a fence, the animals will simply wander through camp. Huge numbers passed by the exploration camp. The caribou should not be chased ”
- [This person thinks] increased traffic on the winter roads might have an impact on the caribou and will make the danger of spills greater. [This person] does not see a problem with the all weather roads associated with the mining operation
- “Increased traffic on the winter road is not a problem ” [This person] does not see a problem with the all weather roads on the mine site. He does not think the mine will impact Native use of the land.
- “Increased traffic on the winter roads will mean that more people will get stranded. If traffic on the roads is monitored and kept strictly to business they should not cause a problem. Unrestricted access could create more hunting pressure. If four wheel vehicles were restricted, then people would only come up here with skidoos. The permanent roads at the mine site will not be a problem as long as the culverts are properly placed. Animals do use the mine roads. It will take them time to get used to the electric fence. This is not a high use Native area. They do not travel this far north too often anymore. It does not appear to be a preferred hunting area ”
- “Yes, I think the winter road will have an impact. The road will increase access to the far north. It will put more pressure on caribou and wolves. The all weather roads will have an impact on fish. They should do good research on the habitat. What impact will the fly material off the roads have on the vegetation. Their locations will be critical in terms of terrain and game patterns. Migrating caribou will be frightened by the traffic.”
- “I don’t think the increased traffic on the winter road will be a problem. Increased traffic does however, increase the chance of an accident or a spill on the road. The road will increase our hunting range. The Misery road may

affect the caribou. They might follow the road. Heavy traffic might cause them to move away from the winter road.”

- “Increased traffic on the winter road is bound to affect wildlife. The roads around camp don’t seem to bother the caribou, they wander right through the mine site.”

Airstrip

- “The caribou seem use to the choppers I see them wandering down the airstrip Sometimes caribou come straight into [the community] When the mine closes, they should leave the airstrip here for emergencies.”
- “It doesn’t bother the caribou I have seen them walking up and down it. It would be good to leave the airstrip for the hunters when the mine is finished.”
- “The airstrip does not seem to have an impact Caribou simply wander across it. They should leave the airstrip for trappers after the mine is abandoned. It would be good for the Snare Lake people.”
- [This person] does not see that an increase in air traffic will be a problem.
- “No impact They should fly stuff into this country. It is better than an all weather road They should leave the airstrip for emergencies after the mine is finished.”
- “Aerial surveys have an impact on wildlife That will decrease once the wildlife surveys are done. Air traffic may scare birds off their nests The airstrip may be of benefit to Natives. It will make moving fuel and food to hunting camps cheaper. If BHP is allowed to leave the airstrip, it will be an important emergency facility after the mine is closed.”
- [This person] doesn’t think that the airstrip will affect wildlife. [This person] says it will make a good emergency airstrip.
- “The noise of air traffic will have some impact Noise will cause some disturbance. I am not sure if Natives still use the Lac de Gras area. If Natives are not hunting here, leaving the airstrip after the mine closes might not do any good. It might be useful for emergencies ”
- “Air traffic does not seem to affect wildlife. Caribou walking on the runway are a problem This is the only airstrip in the area It should be kept after the mine closes as a fuel cache and for emergencies. Lupin Mine is 40 miles away. May be they should leave an automatic weather station here.”

- “I don’t know if Native people hunt around BHP’s mine. The actual mine site is restricted. They will need permission to cross BHP’s land. The company needs to properly mark the edge of their property as the Dene people are used to wandering where they want. BHP needs to work with the people in order to make sure there are no conflicts

I don’t think that noise from the airstrip will be a problem. When the mine is gone, the airstrip should be left for hunters. By then the caribou will be used to this place. Caribou walk down the airstrip now.”

Camp Construction

- “The construction site will be very noisy. That may have an impact on wildlife. I don’t know if there will be an impact on Native people.”
- “I don’t know. I like to work here. I hope the mine runs until I retire.”
- “Construction noise will temporarily disrupt the animals. Later they will get used to the mine. Foxes, wolverines, bears and wolves will be attracted to the camp. I have not seen many bears here.”
- “The added activity of construction will be disruptive to wildlife, but what can be done, it is necessary to start the mine. Construction should not directly affect Native people as it is a long way for people from Yellowknife to travel.” [This person] feels that the vegetation can be restored after construction. [This person] is concerned that adequate dust control take place during construction.
- “This will not be a problem if BHP is careful. The vegetation can be repaired.”
- “There will be an impact. Local animal home ranges may decrease. The mine is already in the home range of wolverines. I don’t know how much the mine area is now used by Native people. Traditionally, Lac de Gras was used by Native people but they are not as nomadic now. The Inuit still go to Contwoyto Lake. Snowdrift people went to Lockart and MacKay Lakes. This seems to be the extreme end of everyone’s hunting territory.

Everyone agrees that the environment is a major concern. Education is the key so that people on the mine site know what to do when an accident occurs. People must be accountable for their actions. When an accident occurs they have to take the time to place the absorbent pads and report the accident. The employees must be as accountable as the company.”

- “In my opinion the development of a mine is destructive. What happens after the mine? Will the animals and fish be poisoned? What toxins will be left If one mine starts, then more mines maybe developed for financial gain.”
- “Construction will attract scavengers like wolverines and foxes. It is necessary to train short term workers not to feed the wolves and foxes. I have heard that Native people use to hunt up there. It is not part of our current hunting area I would like to see people get jobs. There could be an environmental impact down the road ”
- “The additional people here during the construction phase may make the animals more wary, but that is not a bad thing. BHP tries to keep people from bothering or feeding the animals.”

Camp Operations

- “There is no reason to believe that the animals will be driven away from here by the mine. If they are careless with their dump, it will attract animals.”
- “With the price of fox down, no one traps on the barrens anymore. The mine will be good for people in the communities. Everyone needs a job right now. I have 5 brothers Some people are working on the Snare Hydro project while the mine has slowed down They will come back when the mine opens. BHP treats Natives well. I hope BHP gets their permit. It is the future We will get training. With training Treaty [] will take on more responsibility. Maybe some day we can run our own mine. Everyone needs an education.” [Note: This statement deals with employment and is repeated under the “Employment” heading]
- [This person] feels that the operation of the mine may drive some animals away while bears, wolves, wolverines, foxes and rabbits may be attracted. “These changes will certainly alter trapping opportunities near the mine site.”
- “The camp will not seriously affect wildlife White fox, wolverine and bears will be attracted to the camp This could be a problem The mine will not affect Native people ”
- “Everyone has a different view of the caribou. They will cross many obstacles. BHP must monitor and adjust. Foxes, wolverines and bears that become nuisances will have to be dealt with. The modes of travel allowed along the winter roads will determine if Native people hunt here You can’t pick favourites If you let one group in you have to let everyone in to hunt.”
- “I would think the caribou would find a different route. Wolverines, foxes, bears, ravens, and seagulls will be attracted I guess it will impact Native hunters Once it is abandoned, I do not want to go near the mine site again ”

- “The mine will probably change local caribou migrations. Scavengers will be attracted to the site. Let the caribou adjust naturally. Don’t try and force them. I don’t think the mine will affect Native hunters.”
- “I can’t say. I really don’t know about wildlife. BHP has electric fences to try and keep the bears, wolverines and foxes away.”

Draining Lakes

- “It is okay with me if they drain the lakes. There is a lot of fresh water. They should try and move the fish if they can do it. The elders look at it in a very traditional way. You should try and save the fish.”
- “I won’t worry as long as they don’t kill the fish. They should try and move the fish. Catch and release is strange to me. We don’t waste food like that, we use everything we catch.”
- “They are building a trench to drain from one lake to another. BHP is trying to make sure that all of the fish make it through the trench. Nets would kill the fish. My grandfather told me when you catch animals you should use them. If you get more than you need, it is okay to return them.”
- [This person] does not feel good about the prospect of draining the five lakes. He is worried about the fish. He thinks that moving the fish is a good idea, but feels that many of his fellow [people] would be concerned about the catch and release of fish. They feel it is disrespectful to fish who have given themselves to you not to be eaten. He wonders if letting them swim down the diversion ditch might not be better than actually handling the fish. Disruption of this small fishery would not directly affect Native people who tend to use larger lakes with bigger populations of fish. In years gone by they needed large numbers of fish to feed their dog teams. They no longer need these huge catches now that they use snowmobiles.
- “It is okay to drain the lakes. The fish should be moved. It is not respectful to animals, but it is better than killing them uselessly. Draining the lakes is not a problem to Native people. I don’t think people use these lakes.”
- “Loss of the fish and the lake ecosystem is a problem. The total impact of losing those five lakes however, is relatively small compared to the number of lakes in the region. BHP is open to suggestions on what to do with the fish. There must be a compromise. Mine sport fishing will have to be regulated by government. Catch and release is one option.”
- [This person] doesn’t seem worried about draining the lakes. It is better to move the fish from the lakes than to needlessly kill them.

- “I am quite amazed that mankind has the technology to drain lakes. I am shocked at the potential loss of habitat. When the pit fills in again it will never be the same. Will the lubricants spilled in the pits impact the refilled lakes? Another way they could deal with the fish in the lakes, would be to offer them to the elders as traditional food. Maybe they could move some of the fish and then catch those that are left.”
- “I don’t like the idea of draining the lakes. We have enough water problems. What can we do? If you want jobs there are costs. The catch and removal of fish is a problem. If fish are keyed to spawn in specific streams, what happens if they are moved. Fish always lay their eggs in the same place. I don’t know how moving them into the drainage channels will affect them. How would you like getting kicked out of your house. Draining these lakes will have no effect on Native land use. I have never heard of people coming up here in the summer.”
- “The lakes have been here for a long time, but I don’t see how this will create a problem for wildlife. I don’t know about fish.”

Removal of Lake Bottom Sediments

- “Water pollution might be a problem. I hope that does not happen. People depend on wildlife.”
- “I guess they need the dirt to replant things. They have to try and replant so that they don’t screw up the land. It is important that they get the plants and flowers to grow again. I don’t think there will be an acid mine water problem.”
- “BHP should be prepared to neutralize any effects caused by acid mine water. If they do not it will affect the animals. The mine may have to put extra dikes in the creeks to make sure that nothing can escape to Lac de Gras.”
- “I don’t think acid water will be a problem here. It will not affect Native use.”
- “The local geology is quite complex. Some rock types will be very acidic and other basic. Kimberlite is basic. This will take intense monitoring. The lake sediments will have to be tested to see if they are useful for revegetation.”
- “It is hard to find a solution. Everything a mine does has an impact. There are two sides to this issue. Those who want mines and those who do not want mines. The mine has to take the time to deal with waste. The remains of the mine should not be pushed under the table. They should have a plan for how to safely deal with waste rock..”

Open Pit Operations

- “Dust should not be a problem if they water the roads. I don’t think blasting is a problem. Mines have been doing it for years and there are still lots of animals.”
- “Dust is a problem when it is windy. Blasting looks okay to me. I went to watch them blast one time. Another time they took me underground and to see the big ditch to drain the lakes.”
- “Dust could be a problem to workers health. We might have to wear safety masks. We had to use masks at Colomac. Watering the roads did not solve the problem. There is reason for concern. During the breeding season, the blasting will scare animals. How will they keep the animals from walking into a blast. Caribou simply wander through here in the spring and fall. The migrations are the time they should be concerned.”
- “Dust can drift 10 miles. If it is not controlled it will have a big impact on the area around the mine. Blasting may scare animals. If the mine does anything that makes the caribou sick, it will impact the [Aboriginal people].”
- “Dust should not be a problem. They can water the roads. As long as they post signs so that Native people who are hunting nearby do not wander into a pit during a blast. It should not be a problem. They will need picture signs for people who do not read.”
- “Mining creates a lot of dust. They will have to regularly water the haul roads and mining benches. Blasting is disruptive, but it need not be a problem if it is done on a controlled basis. Caribou are very accepting and may have to be scared away before blasts.”
- “Dust from the roads and blasts will be a problem. Who knows what substances are actually in the rocks. There are human and animal health issues. Vegetation and water quality will be affected.”
- “There is nothing for miles around the mine site. The dust will settle. The noise and vibration of the blasting may cause animals to change denning habits.”
- “The dust is a problem BHP can handle. Blasting can be controlled.”

Processing Operations and Disposal of Tailings

- “They should use a small isolated lake for the tailings. Is there some place other than Long Lake they could put the stuff? Overflow or a dike failure could cause problems downstream.”

- “The tailings will cause muddy water As long as the tailings are not chemically treated they should be all right Chemicals could kill fish and waterfowl. If there is a dike leak they will have to fix it. When they have had problems this past year, BHP has gotten right onto it. Again, as long as there are no chemicals it should not hurt anything. If chemicals are in the ponds there could be an effect on people downstream ”
- “If the fine tailings make the water muddy downstream it will affect the fish Accidental flooding with clean water should not affect the fish An incident might affect Native people who want to use Lac de Gras ”
- “If the water is a little muddy downstream it will not hurt the fish. Even if they lost a dam, a flood would not bother the fish. This will not affect Native people ”
- “The muskegs will absorb a lot of the fines downstream If a major failure occurs, it will depend on the quantity of overflow how much damage will occur. If the muskeg is already overloaded from previous incidents it may not be as absorbent.”
- “This is such a big question. I wish I knew more about tailings ponds. The experience in Yellowknife is not good. I wonder what will happen at this mine site. The tailings ponds in Yellowknife are dead. Will these ponds be a waste land? If there is a disaster, like a dike collapsing, it could have an impact downstream. The pond needs to be constantly monitored, so that they know the chemical make-up of the tailings Chemicals could come from leaching rocks and process accidents ”
- “The tailings will add new substances into the lakes Those will spread downstream if there are any leaks. The creeks will be muddier and there will be trace chemicals from the crushed rock. Once again this area is beyond the normal range of the Dene ”
- “I don’t think they should use the lakes for tailings I am worried about the environment. I want them to restrict their impact as much as possible Is there another solution to using Long Lake as a tailings pond? What will be the effect downstream from having tailings in an old lake?”

Power Plant

- “Power plants are not so bad.”
- “Power plants make too much noise. The animals do not seem scared of them.”

- “The animals here have always lived in a clean environment. I don’t know how the diesels will affect wildlife. There are not enough jobs to go around. The mine is important to us for jobs, but the mine should be aware of wildlife. Wildlife should be their first priority. The power plant should be as clean as possible.”
- [This person] has heard people say they should use power from the Snare River
- “The general effect of running big diesels - noise, vibrations and exhaust may affect wildlife. It is important the fuel tanks are put in a safe place. They must watch for spills.” [This person] feels that people using Lac de Gras will be able to hear the generators
- “The diesel plant will not be a problem.”
- “Generators will cause a minimum of problems if the noise is properly suppressed. They should try to obtain clean running machines that have low CO₂ emissions.

Fuel storage must be properly done. Good tanks and properly installed berms and liners are the key. The tanks must be monitored on a very regular basis. They should be checked more than once a day. Perhaps they should have larger berms than volume +10% of the largest tank.”

- “It depends upon the type of generators the mine uses. They should be energy conscious in the design of the mine. Could wind and solar power be used to supplement the diesels? Maybe alternate power could be used for the camp and the diesels would simply run the mine. The tank farm should have big berms and good liners.”
- “The noise and vibrations will distract animals. They should try and reduce exhaust emissions.”

Waste Management

- “As long as the sewage is properly treated it is okay. I don’t want to see them just dump it. From what I have seen, they need to work on their spill response. They should try harder to avoid them. The mine should backhaul its trash to Yellowknife. Pollution from the mine could affect Native people if things are not taken care of properly. There are not too many people who still hunt here. The Fort Rae Dogribs come to Lac de Gras.”
- “Spills are bad, they should watch for them.”

- “Sewage is being dealt with BHP is looking after it They have spill kits all over the site There are always absorbent pads available for little spills. They should keep this up. Antifreeze and oil have not been a problem so far They should backhaul waste to YK Solid waste should be trucked out so that it does not pile up on site.”
- “They should backhaul all of the trash out on the winter road There should not be a dump on site Perhaps one of the drained lakes could be used for sewage A good clean up program is needed for antifreeze and old oil. They should have safe storage for used liquids. If the mine site is not kept clean, it could be a problem for Native people down the road.”
- “If they build a good treatment plant sewage should not be a problem. BHP is good, they take care of spill right away They could build a dump. They don’t need to haul everything out ”
- “Sewage can be treated What stage of treatment will they go for - secondary or tertiary? Garbage could create a major impact over 25 years Look at the communities. The Fort Norman’s dump is a mess The question is landfill vs containerization and backhauling. Proper separation of waste is very important Non-combustibles are the worst They must be separated and disposed of properly. Waste oil at Colomac was the largest concern Oil must be stored in tanks, not barrels Waste liquid must be hauled in bulk. The clean up of liquid spills is possible People here have had the training and the equipment is present on site. The staff need ongoing training to maintain their state of preparation. People must know how to respond ”
- “Sewage is a big problem. It is hard to determine how to treat it in a way that will not create more water pollution. It takes time for nature to purify water. They should avoid dumping like they do in the communities Perhaps frozen waste could be shipped out People will have to have the correct attitude to take the time to respond to spills It depends upon the situation. Time constraints may sometimes defeat a proper spill response. They should truck the non-combustibles out The trash process appears to be understaffed. Backhauls on the winter road could remove a lot of trash ”
- “They need a safe settling system. Could the system be isolated from the local drainage. BHP must take care of spills People have to report spills to the company so they can deal with them ”
- “The truck drivers and equipment operators need more training. There are not enough environmental people to look after everything. BHP have a good attitude about the prevention and clean up of spills They are careful. The biggest problems are contractors who try and hide spills It should be

specified in their contracts that they are responsible for their actions. RTL was a problem. Contractors don't seem to care "

Direct Terrestrial, Indirect Terrestrial and Aquatic Impacts

- "The roads will cover the roots of plants."
- "I don't think that if the mine is properly contained that there will be much loss of habitat."
- "I don't think the abandoned mine site will ever be very useful for Native People. If they leave the airstrip behind, it would be good for emergency lands to aid hunters in trouble."
- "The mine might cause caribou to move out of the area."
- "There should not be an impact on hunting and trapping. We hunt near here at MacKay Lake. Sometimes we go to Lac de Gras. I do not think it will be a problem."
- "Sport fishermen should throw their fish back. It is a good way to go out for an evening. We caught fish here last year and released them."
- "With good restoration there will not be a problem."
- "There is no problem with mine employees fishing."
- "The roads will concentrate traffic. This will keep incidental damage from occurring. Winter road routes should be defined to lessen the impact. All weather roads will concentrate use and restrict damage."
- "In general there will be a broad impact on wildlife and vegetation in this fragile environment. The extent of impact is an important issue. There are ways to mitigate impacts by variations in seasonal activity at the mine."
- "I don't know how the downstream impact will play out. Impact depends upon what is in tailing pond discharge. Diamond mining is cleaner than gold, but there are still limes and flocculants. Strontium from the granites may be a problem. There may be other problematic minerals released into the tailings. Pink granite for instance, has a high background radiation level. Will this cause a problem in shot rock?"
- "In the future I would try and avoid this mine site when I hunt. People need information on the potential for contamination. If they don't have good information, they will have to avoid this area. It could take generations for the land to heal."

- “Catch and release sport fishing is disrespectful to the fish ”
- “I wish I could hunt and trap when I am at the mine site I have 12 hours a day when I am not so busy.”

Reclamation

- “It may take a hundred years for the land to regenerate on site after the mine closes. BHP should help nature along.”
- “When they finish they should do a very good clean-up. If they don't, it could hurt the animals That Rae Rock Mine is very bad. People say it killed everything. A good clean up at that place is needed. My uncle has seen that mine He says that there are dead moose around the Rae Rock Mine We don't want that to happen here.”
- “They should do a good job on reclamation If you make a mess, clean it up. The open pits will fill up on their own ”
- “The land will always be scarred It is cold here and it takes a long time for plants to grow. Once caribou over graze an area it takes a long time for the plants to recover.”
- “With a good program they can help the land recover.”
- “Look at Pine Point. It has been reclaimed, but there is still a scar. Any construction project has an impact It depends upon how the reclamation is structured whether or not those impacts are a problem. You have to have a meaningful reclamation program.”
- [This person] does not know if they can restore the site
- “They have to leave the land as near to its original condition as possible. There can't be any ticking time bombs left behind. After abandonment, the environment should be stable ”
- “As long as they don't dump their trash here there should not be a problem. I don't want to see them dig a big hole and bury everything. They need to truck trash out on the winter road I don't want this place to turn into another Giant Mine ”
- “I don't think they can restore the land as it was in before the mine They should restore the vegetation as they go along Revegetation should not be left to the end. It will take them time to figure out how to restore the land BHP should work at this as they go along ”

Environmental Monitoring

- “It is a good idea. Native people will get first hand experience They will know what the mining company is really doing I don’t know how the elders could help. They might tell some old stories. They will say that their families use to hunt up here. I’ve been in meetings and heard them. Scientists will help regenerate the soils and reduce pollution ”
- “Native people should be involved in the environmental work. BHP should listen to our elders.”
- “Natives should work with the environmental monitors to keep an eye on the company People in the communities will then know how good a job is being done.”
- “Native people who understand hunting and trapping could make a contribution to environmental monitoring It is a good place for young people to learn about the land. I am not sure I feel good about using traditional knowledge to help with environmental monitoring. Scientists know enough to help make the impacts less harmful ”
- “I do not understand why the environmental consultants came from so far away Why not use people who know the north better There are specialists on northern issues who would not have had such steep learning curves Native people are prepared to deal with northern conditions. They know how to survive. Native people could be taught to collect data. Specialists could work with trainees BHP should consider a co-management agreement with Native groups. I am not sure if traditional knowledge has a role to play. It is, however, always better to have too much data than not enough Scientists have specific data that interests them. Some of their methodologies are questionably given the conditions on the barrens They need to consider their actions There are no quick fixes. Was adding acid to the lakes during the bulk sampling wise? It was an expedient act to counter the basic conditions caused by kimberlite tailings Natural oxidation, for instance, may have balanced the system given a little time ”
- “Native people should be involved in environmental monitoring The elders could help. They have scientists here to make sure they do things correctly.”
- “Native people should be trained to work in the environmental program ” [This person] is not sure what role traditional knowledge might have in this process [This person] does not know if scientists can help lessen the impact of the mine
- “Native people should be involved in the environmental research. Native people are currently involved in land claims. People must learn how to

manage their own land after the claims are settled. Today the world is different than it was when the elders were young. Native people need to create a new balance that incorporates significant scientific knowledge. Identifying contaminants is an important example of where we need scientific help. The question of science vs traditional knowledge is difficult. Southern scientists cannot simply impose their views. Both traditional and scientific knowledge must be used. They must be interlinked. Water chemistry is an area where scientists know more than we do. How dry is dry, how wet is wet. Scientific knowledge is good at quantifying impacts. It depends upon the question, what the appropriate blend of traditional and scientific knowledge should be at any given time.”

- “Native people should be involved in environmental monitoring. The Native monitors should be able to report back to their communities. Elders should be involved to help make sure that the mine does not do anything that will alter the ability of Native people to use the land north of Great Slave Lake.”
- “It is a good idea to have Native people involved in environmental monitoring. If these people do not like what they see, they should speak out. It is important to try and involve the elders. They may have some good ideas. Even though Rescan has the environmental contract, there should be independent scientists to evaluate their work. It would be a good idea to have outside inspections on a regular basis. The Native communities should be kept informed.”

Previous Experience with the Impacts of Other Mines

- “I worked for Clark Bowler when they rebuilt the Colomac Mill after it burned.”
- “I have never worked at a mine before.”
- “I previously worked at Colomac. Both are open pits. It is a similar job. Getting more Natives involved is important. More Treaty [] people should work here.”
- “I worked at Colomac before it shut down. Their pit drove the animals away. Fox were the only animals I ever saw when I was there. Hunting was not good near the mine. People said blasting was the problem. Colomac is a problem for the Snare Lake people. The impact of the BHP mine will probably be similar. Our elders might have ideas that would lessen the impact.”
- “I have worked at Giant Mine, Nanisivik, Camalarian and Colomac. I don’t think those places had any impact on wildlife.”

- “I have had no previous experience working for a mine I was however, involved with the construction of the Norman Well pipelines I worked on the construction of the line. Later I worked for IPL on line maintenance.”
- “This is the first time I have been involved with a mine.”
- “This is the first time I have ever worked at a mine.”
- “I have no previous mining experience.”
- “I worked for Sheta Drilling in Norman Wells. The elders feel that the Norman Wells oil was stolen from them. I don’t think they have had a big spill at Norman Wells.”

Other Environmental Concerns

- “Keep the land clean ”
- “When they blast, they should be careful that they don’t leave anything behind that would hurt wildlife. If they promise to keep the land clean, then they can go ahead.”
- “Animals and fish need to be looked after We live on the animals our whole lives For thousands of years we have depended on the animals Don’t scare the animals away.”
- “I am worried about draining the lakes, waste metal like drill pipe and garbage The trash should be hauled out each year. They should not wait for a big clean up at the end of the mine’s life.”
- “I have no other riding concerns Water, garbage, oil spills and the clean up are all issues ”
- “My concern is with drilling. It is central to mining exploration. Every hole they drill, they leave behind a little bit of waste What is the cumulative effect? How much is left undone in the name of speed? The winter road to this property encourages more exploration ”
- “All chemicals have an impact Spills and tailings must be taken care of properly. I have no other concerns.”
- “Wildlife There should be vigorous enforcement of environmental regulations ”

FOCUS ON MINING

Employees given lots of help

For more than two years, BHP Minerals has been helping its employees prepare for the shut down of the Island Copper Mine.

"We wanted no surprises," says John Stevens, Island Copper's human resources manager. "We want people to plan effectively for the closure."

"From our point of view, we're doing everything we can to help people."

Stevens notes that many of the workers want to stay with the company. A number have been hired by other BHP operations around the world.

About 20 are working on the NWT Diamonds exploration project. If the diamond mine goes ahead, there may be jobs for local people, but that would be about three years away without any guarantees.

Jim Excell will be soon heading up the NWT Diamonds project. Although the mine isn't expected to be operational before 1997/98, Excell will be urging the construction contractors to consider hiring former Island Copper employees who may be out of work.

The company is taking every opportunity to help employees get jobs with other mining companies in Canada.

With the average length of service being 14 years for hourly and 15 years for staff employees,



John Stevens, Island Copper Mine Human Resources Manager, shows Ken Loft how to use the choices career path computer program. "BHP is doing a fantastic job trying to help prepare people to apply for other jobs," says Loft. *Gazette photo by Rob Giblak*

Stevens says it has been a good, steady workforce.

The mine, its unions and the federal and provincial governments established an industrial adjustment committee, the first of its kind in Canada.

The committee has supported a number of initiatives to help employees.

The company offered personnel profile interviews to all employees. More than 420 took part in answering the survey and more than 300 took part in an interview to discuss future goals and training options.

"It was really encouraging to see the numbers seeking help," says Stevens.

The committee devised two training strategies - block training for groups and enhanced educational programs for individuals. The company pays 100 per cent of the tuition upon successful completion of courses.

"The employees have taken part in a myriad of programs. I'm confident many of them will get

jobs in outside industries."

Levels of upgrading went from learning to read and write to taking doctorate degrees. Many took courses such as first aid and welding. Even diving was considered since it could help someone become employed in aquaculture, says Stevens.

"We encouraged practical skills, not courses for the sake of taking courses."

Employees are also given the opportunity to do a computer program called Choice. Considered one of the best in Canada, the program provides employees with options for specific career paths.

"It only takes an hour and gives out ideas about possible careers."

Spouses were encouraged to become involved with the career counselling and other courses. A general application, such as resume writing, financial planning and entrepreneurial option.

The company and the senior governments are jointly funding a transition/placement centre to help laid off employees find jobs anywhere across Canada.

The centre, funded 50 per cent by BHP and 50 per cent by the federal and provincial governments, will provide telephone typing and photocopying services as well as help in writing resumes.

Every six months, the company sends out a newsletter, reinforcing the training options. Also, BHP has given a guarantee of three-months written notice for anyone being laid off.

Stevens then sits down with the employees warning them before they receive the lay-off notice and offering any help.

The company will pay the referrals to North Island College of anyone needing career counselling. Another counselor has been contracted to help employees deal with personal issues.

"If they are going through anything, they will get help if they want it."

Stevens says BHP is offering the help because "it's the right thing to do." As a foreign company, it would be even less acceptable to do something wrong.

"I'm happy to talk with anyone who doesn't think the company is doing everything possible."

Training nets masters degree

Betty Rebus is one of the four Island Copper employees who is taking a masters degree program under BHP's retraining initiatives.

"Actually, I think it's a good program. It's an excellent opportunity," says the accountant who has been with BHP for seven years.

She studies during her spare time and once a month goes to Vancouver for courses.

BHP will reimburse her for the cost of tuition upon completion but she has to pay the travel and accommodation expenses.

Rebus chose Asia Pacific International for her degree in hopes of working with BHP or a similar company.

"I thought it would be helpful in furthering my career with BHP if possible. Even if we stay in B.C., there is a lot of trade with the Pacific Rim countries."

Although she likes Port Hardy, Rebus said she is prepared to move if that's what her husband, an accountant, and two children support.

Rebus has been very active in Girl Guides but she doesn't think the closure of the mine will result in the program's demise.

Rebus says the Girl Guides will lose some leaders as a result of the closure of the mine, but they will also lose some girls, so it will have little net effect.



Island Copper chief accountant Betty Rebus is taking her MBA from Asia Pacific International during her spare time. *Gazette photo by Rob Giblak*

Island Copper Mine: 1971-1995 25 years as friends and neighbors

A brief history

Utah Construction and Mining Company, which later became Utah International Inc., acquired the mineral rights to the Island Copper property on northern Vancouver Island in 1966. Mine, concentrator and port facilities were constructed and the first shipment of ore was made in December 1971 by the operating subsidiary, Utah Mines Ltd. Utah International Inc. merged with General Electric in 1976. The Broken Hill Proprietary Company Limited (BHP) of Melbourne, Australia acquired Utah International Inc. in 1984 and operates the mine under subsidiary BHP Minerals Canada Ltd.

Island Copper is Canada's third largest copper mine and produces copper concentrate containing payable gold and silver and molybdenum concentrate containing by-product rhodium. Many of the mining and milling techniques developed at Island Copper have been copied by the international mining community, and many Island Copper personnel have lent their skills to other BHP properties. Island Copper started a planned closure early in 1995 and completion of the ore body.

The ore body originally contained 365 million tonnes of ore averaging 0.41 per cent copper and 0.017 per cent molybdenum and has been mined using conventional open pit truck and shovel methods. More than one billion tonnes of material has been moved at a maximum rate at peak production in 1982 of 155,000 tonnes per day. At closure, mining will have produced an oval-shaped open pit 240m in diameter, 1,107 metres wide and more than 40 metres below sea level—surpassing the Grand Sea as the deepest surface point on earth.

Special features of the mine operations include a short, overland haulage system, a rubber-tired conveyor which conveys ore through a 9.4 metre tunnel to the concentrator. The system, installed in 1985, brought cost efficiencies which allowed Island Copper to weather a substantial decline in copper



A group of Island Copper's veteran employees pose for a goodbye photo in front of the mine's killer whale. (Left to right: Wylder Dan MacAulay, long-serving member of the Canadian Engineers' Union, production manager Bill Hays, engineering manager Mike Robertson, the mine's chief systems engineer, and a full-time employee, Mike MacAulay, long-time member of the Office and Technical Employees' Union, and, seated, Mary Welchman, Island Copper's paymaster.)

prices. The crusher established an international standard and was the prototype for the unit at BHP's Escondido Mine in Chile.

Most of the mine's waste rock has been deposited in adjacent Rupert Inlet, forming a one kilometre wide landfill along the south wall of the pit. In 1990, a 1,220-metre long plastic liner, 60 centimetres wide and up to 30 metres deep, was constructed along the original shoreline as a seepage barrier to all the mining of the south wall and entire long the mine's life both ways. The

project was the Colorado Consulting Engineers Council's 1992 Engineering Excellence Award for Special Projects.

The concentrator employs six primary, semi-autogenous grinding mills and five secondary ball mills with production averaging 521,200 tonnes per day in fiscal 1993. The ground ore is slurry pumped through banks of flotation cells employing reagents which float off the copper and molybdenum.

Mining and milling operations are supported by sophisticated maintenance, metallurgical laboratory, environmental laboratory and warehousing facilities. Infrastructure includes a 198 kilovolt line supplying 70 megawatts from B.C. Hydro; an 86-centimetre pipeline conveying water from the Marble River 21 kilometres south of the mine; and a deep-sea dock accommodating vessels up to 33,000 deadweight tons.

To May 1995, Island Copper produced 2.1 million tonnes of copper concentrate containing 121,500 tonnes of copper, 14 million ounces of gold and 14 million ounces of silver. The mine produced 66,500 tonnes of molybdenum concentrate containing 28,000 kilograms of rhodium.

In its peak production year, 1988, Island Copper produced 260,000 tonnes of copper concentrate and 14,190 tonnes of molybdenum concentrate, its final year of operation. Production is estimated to be 136,000 tonnes of copper concentrate and 130 tonnes of molybdenum concentrate. Copper and molybdenum concentrates are sold to custom smelters in Japan and South Korea. Molybdenum concentrate is sold through master brokers in markets in the United States, Europe and South America.

Island Copper's environmental program comprises a number of major elements. A comprehensive water management program controls runoff from waste rock dumps, maintains pit dewatering and recycles mine water through the concentrator. The mine tailings are stored and excavated.

(Continued on page 10)

25

Island Copper the Mine Manager



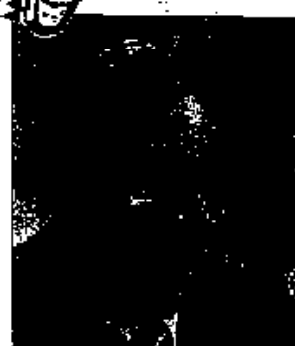
Gordon F. Pratt
Mine Manager: July 1, 1969 - October 31, 1974. Retired in 1983, Mr. Pratt moved back on November 8, 1988, to Tucson, Arizona.



Robert N. Hickman
Mine Manager: October 9, 1974 - December 31, 1976. Mr. Hickman now is Senior Vice President and Group General Manager, New Business Development, BHP Minerals, based in San Francisco, California.



Glen T. Andrews
Mine Manager: January 1, 1977 - December 1, 1982. Mr. Andrews now is Senior Vice President and Group General Manager, BHP Copper, based in San Francisco, California.



John C. Hannah
Mine Manager: December 1, 1982 - September 1, 1988. Mr. Hannah now is Group General Manager, BHP Australia Coal, based in Brisbane, Australia.



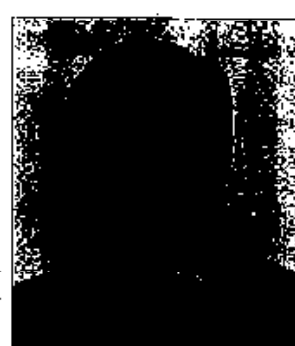
Chris M. Brown
Mine Manager: September 1, 1988 - September 16, 1990. Mr. Brown now is Managing Strategic Development, BHP Iron Ore, based in Perth, Australia.



Sergio Fuentesalba
Mine Manager: September 16, 1990 - February 15, 1992. Mr. Fuentesalba now is Vice President Marketing, Minera Escondida, Santiago, Chile.



Ed Phillips
Mine Manager: February 16, 1992 - March 1, 1993. Mr. Phillips now is Mine Manager, Navajo Mine, Flagstaff, New Mexico.



Jim Exall
Mine Manager: March 1, 1993 - Present. Mr. Exall also was appointed Manager, NWT Diamond Project, effective June 1, 1995, based in Vancouver, British Columbia.

Island's continued monitoring system is a model for similar systems around the world. Land and beach reclamation began in the early 1970s and will continue through future phases, providing a productive habitat for large numbers of deer and cottontails. Island Copper has received four environmental performance awards from the British Columbia Ministry of Energy, Mines, and Petroleum Resources and the Mining Association of British Columbia.

Early in 1995, discussions were begun with the regulatory authorities on a final closure plan, which is expected to include removal of all plant and infrastructure, final replanting and

areas and the flooding of the open pit with seawater from Rupert Inlet. The resulting lake then would be closed off from the sea.

At its peak in 1980, Island Copper employed 900 men and women from 20 countries around the world. The work force was scheduled to remain at 450 people until the end of in-pit operations in mid-1995. At its peak, the mine generated a payroll of approximately \$28 million annually and paid more than \$3 million in municipal and regional taxes.

As closure approached, the company implemented two programs to assist employees in job retraining and educational upgrading and

in identifying future career opportunities. An Industrial Adjustment Committee with representatives from management, unions and government was established in January 1992 to recommend programs and monitor the impacts of mine closure. The committee also implemented an early retirement program.

BHP also has benefited from the expertise built up over 25 years of operation by transferring many Island Copper personnel to company operations in Chile, Australia, Mali, New Guinea and the Northwest Territories of Canada.

However, many other employees plan to retire or to pursue new careers in Port Hardy and other Vancouver Island communities.

Island Copper Mine
INDUSTRIAL ADJUSTMENT

February 21, 1995

Island Copper Mine is an open pit copper-molybdenum mine operated by BHP Minerals Canada Ltd., a subsidiary of The Broken Hill Proprietary Co. Ltd. (BHP) of Australia. The mine is located 14 kilometres west of the community of Port Hardy, population 5,300, on northern Vancouver Island.

The first mining claims were staked in 1963 and operations began in 1971. Average daily production of waste rock and mill feed will be 74,000 tons in the fiscal year 1995. More than one billion tons has been mined since startup. Concentrate is produced from the ore through a grinding and flotation system. The current milling rate is 52,000 tons per day. In fiscal 1995, the mill will produce 108 million pounds of copper in concentrate for three purchasers in Japan and Korea, and 2,620,000 pounds of molybdenum in concentrate sold through domestic brokers to markets in the U.S., Europe and South America.

The current ore reserve will be depleted and mining operations are scheduled to cease in the Fall of 1995. Milling of low-grade ore stockpiles is scheduled to cease in early January 1996.

In 1994, the mine's work force was reduced from 520 to 460 people with an annual payroll of \$27.6 million. The company has implemented two programs to assist employees in job retraining and educational upgrading and in identifying future opportunities: the Enhanced Educational Assistance Program initiated in October 1992 and the Industrial Adjustment Committee established in January 1993.

Industrial Adjustment Committee

The Industrial Adjustment Committee (IAC) is a joint committee of management, unions and the federal and provincial governments and has proven successful in mine closure situations elsewhere. The committee's mandate is to recommend employee assistance and training programs and monitor the impacts of the mine closure.

The IAC members are Joe DiMarco, Chairperson; Brian Kay and Kypp Lantz of the International Union of Operating Engineers; Harry Hodson and Ted Lonergan of the Office and Technical Employees Union, Al Conlon, Employment and Immigration Canada, Rick Roberts, federal government consultant, Glen Lewis, provincial government consultant; and Jim Excell, Mine Manager and John Stephens, Manager, Human Resources, representing Island Copper management.

The IAC's initial project was to build a data base from an Employee Profile survey distributed to all employees. Participation in the survey is on a voluntary basis and all information is held confidential. The information is being used to assist employees in identifying job and educational opportunities and to identify the kinds of training and educational programs they require. The Employee Profile covers such items as educational background, work history, non-work related skills and educational and career aspirations.

The company utilizes a computer program called Choices developed by the federal government to assist displaced workers. The program incorporates an aptitude test which is the basis for a computer-generated description of relevant career options and requisite skills and educational requirements.

A total of 409 employees have submitted Employee Profiles to date. Of these, 290 employees to date have participated in followup interviews with the objective of mapping out a specific course of action.

Enhanced Educational Assistance Program

Island Copper has supported an educational assistance program for its full-time employees for many years. Under that program, employees were eligible for a 75 per cent reimbursement of approved, job-related course fees.

In order to prepare for the mine closure, the company in October 1992 introduced an enhanced program which provides reimbursement for 100 per cent of approved course fees for both job-related courses and courses focused toward a future career. The new program also provides career counselling assistance.

A total of 188 employees applied for the Enhanced Educational Assistance Program in 1994 and 155 have completed their courses to date. An additional 13 employees have enrolled to date in 1995 and five have completed their courses.

The program is co-ordinated by the company and the courses made available through classroom instruction at the Port Hardy campus of North Island Community College, correspondence courses or mobile training units which utilize either the College or mine facilities.

Academic courses - high school upgrading, university level programs, professional courses in a variety of areas such as accounting, alternative medicine and photography - are arranged through universities and community colleges. Industrial training for mechanical trades, industrial electronics, computer technology and similar vocations is provided through training consultants and facilities such as the industrial mobile training branch of North Island College.

NEWS RELEASE

March 22, 1995

PORT HARDY, B.C. - BHP Minerals Canada Ltd has announced the shutdown schedule for its open pit copper-molybdenum mine and mill near Port Hardy on northern Vancouver Island. Mining and milling operations will cease in January 1996 with depletion of the ore body after 25 years of operation.

The present work force of 456 people will be reduced to about 300 by September 1 of this year as mining operations wind down. The mill will continue processing low grade stockpiled ore to the end of the year. A second layoff early in January will reduce the work force to about 70 people who will be responsible for mine closure and site reclamation work. The company noted the closure schedule is sensitive to both operational and market considerations.

The company has implemented two programs to assist employees in job retraining and educational upgrading and in identifying future career opportunities. An Industrial Adjustment Committee with representatives from management, unions and the federal and provincial governments was established in January 1993 to recommend employee assistance and training programs and monitor the impacts of the mine closure.

To date, a total of 409 employees have submitted employee profiles which are used to identify job and educational opportunities and appropriate kinds of training and educational programs. Of these, 290 employees have participated in followup interviews to map out a specific course of action. A number of Island Copper personnel recently have been hired at other B.C. mines and this form of attrition is expected to continue.

Under an Enhanced Educational Assistance Program introduced in October 1992, employees are reimbursed for 100 per cent of course fees for approved job- and career-related courses. A total of 201 employees have applied under the program to date and 160 have completed academic or industrial training courses arranged through universities and the North Island Community College.

The company has filed a mine closure plan with the Ministry of Energy, Mines and Petroleum Resources. The plan describes the procedures which would be followed to remove buildings and other structures, replant waste rock dumps and maintain an environmental monitoring program. The open pit would be partially flooded with sea water from adjacent Rupert Inlet, then closed off from the Inlet so rain and groundwater can form a freshwater cap on the resulting lake.

The company has been looking at a number of alternatives to use the existing infrastructure for other industrial purposes and reduce the impact of the mine closure on the town of Port Hardy, a community of 5,300 located 14 kilometers west of the mine. The mine has an annual payroll of \$27.6 million and pays more than \$1 million annually in municipal and regional taxes.

One proposal was to develop the open pit as a municipal solid waste landfill to serve regional districts and municipalities on the B.C. coast, including Greater Vancouver and Victoria. However, the project would require some 625,000 tonnes of waste annually to be economically viable, and those volumes are not available.

The first mining claims at Island Copper were staked in 1963 and operations began in 1971. Average daily production of waste rock and mill feed will be 74,000 tons in the fiscal year 1995. More than one billion (B) tons of rock has been mined since startup.

Concentrate is produced from the ore through a grinding and flotation system. The current milling rate is 52,000 tons per day. In fiscal 1995, the mill will produce 108 million pounds of copper in concentrate for three purchasers in Japan and Korea, and 2.6 million pounds of molybdenum in concentrate sold through domestic brokers to markets in the U.S., Europe and South America.

BHP Minerals Canada Ltd. is a wholly-owned subsidiary of The Broken Hill Proprietary Co. Ltd. (BHP) of Melbourne, Australia. BHP is Australia's largest company and is a leading international producer of minerals, steel and petroleum.

-30-

Contact: Craig Aspinall
Public Relations, Vancouver
Tel. (604) 682-6301

LONG DISTANCE LABOUR COMMUTING

An Examination of Work Rotation Schedules
for the Proposed BHP Diamonds Project

Prepared by
Office Compliments
May 1995

Table of Contents

Foreword

Executive Summary .	1
History of Long-Distance Commuting in Canadian Mines .	2
Trends in Rotation and Shift Patterns	4
Worker Health, Safety and Productivity .	6
Family Life Implications of LDC Schedules	8
Implications for Aboriginal Workers, Families, and Communities	10
Conclusions	12

Foreword

There has been limited supporting research into the use of long-distance commuting (LDC) for labour within the mining industry due to its relatively recent arrival. However, the use of LDC in the offshore oil and gas industry has a longer, more thoroughly examined history, with many reasonable inferences that can be drawn from their experience. In preparing this report, major publications on the practise of LDC across both industries were extensively reviewed.

The articles were informative, with relevant findings and implications for the successful operation of a LDC mine. However, there was a distinct absence of conclusive findings on the relative benefits or detractions associated with work rotation schedules of varying durations. This necessitated the supplementing of the published reference material with information gathered from personal interviews.

A variety of mine operators, government officials and representatives of the business and aboriginal communities of the Northwest Territories were consulted. These discussions were particularly valuable in assessing the impact of the proposed work rotation schedule on aboriginal workers, their families and communities.

An acknowledged international authority in LDC, Keith Storey of Memorial University in Newfoundland was also an interview subject for this report. He concurred with the major factors considered relevant to BHP's proposal and was supportive of the direction of this report, confirming the validity of a 14/14 rotation pattern for this project.

Executive Summary

Many of the major challenges facing a mining company, after confirming the viability of a mine site, concern the attraction and deployment of skilled labour. In remote, unpopulated areas of Canada, the use of long-distance commuting (LDC) is a widely practised method of supplying labour to the mine site. Once selection of the LDC approach is made, an important factor in effective human resource management is the work rotation schedule.

After careful consideration, BHP Minerals has proposed a 14/14 rotation schedule for their Diamonds project (14 days on the work site/14 days off). This rotation schedule has significant advantages over rotation schedules of other lengths. LDC research into longer rotation cycles has clearly indicated problems with on-site rotations of 21 days or greater, while rotations of shorter duration, such as 7/7, would have drawbacks for the established socio-economic environment of the Northwest Territories.

The case for a 14/14 rotation at Lac de Gras is soundly supported by findings in three areas: 1) worker health, safety and productivity, and 2) family life implications, 3) the traditional lifestyles of aboriginal communities in the North. The most notable findings in favour of this rotation stem from the examination of the third area of concern. It is of vital importance that BHP Minerals' policies regarding work rotation schedules, minimize the disruption of traditional lifestyles among the aboriginal workers it seeks to attract to its work force and the family units and communities from which it will draw them.

History of Long-Distance Commuting in Canadian Mining

Historically, when a favourable mine site was discovered in a remote area of Canada, the mine operator faced a lengthy, arduous and capital-intensive task of constructing a company or resource "town". The residential dwellings accommodated not only the labour force required for the mine, but also their families. Mine operators faced considerable challenges in the construction, maintenance and wind-up of these miniature cities.

A significant portion of a mine's start-up costs, and available capital, were spent in the construction of a resource town. This heightened the financial risk inherent in developing remote mine sites. Administratively, the mine operator faced a myriad of tasks not associated with its core business activities. The company became not only the labourer's employer, but also his landlord and municipal administrator. The potential for conflict between the company and its labour force increased exponentially in such situations, as the company (in essence) assumed responsibility for the welfare of the labourer's entire family. Workers' families often resented the extent of the company's influence on the domestic front.

A new alternative for staffing remote mining sites, long-distance commuting (LDC) was first introduced to the Canadian mining scene in 1972 with the development of the Asbestos Hill operation. Since that time, the Canadian mining industry has seen swift and consistent adoption of LDC, with 19 mines opening between 1980 and 1991 utilizing the approach.

The growth of LDC, and fly-in operations in particular, can be traced primarily to the congruence of two sets of factors:

- 1) Mining companies have seen dramatic changes in certain absolute and relative cost factors. Of particular note:
 - transportation and communications systems have greatly improved in quality while declining in cost
 - the costs associated with the construction, maintenance and closure of resource towns has increased exponentially

- 2) The Canadian work force has undergone changes in attitudes towards work and well-being. Several predominant concerns
- increased demand for services and facilities (especially education facilities) which cannot be provided in small single industry resource communities
 - increased demand for a greater range of employment opportunities as two-income families become the norm
 - overall worker and family preference for LDC mining among those who have experienced both LDC and mine communities
 - lower vulnerability of LDC workers and families to boom-bust cycles and mine closures
 - opportunities for LDC workers to be involved in other occupations and leisure activities in their free time¹

Given a favourable regulatory environment and the vast stretches of unpopulated areas across our country, Canadian companies have quickly gained a preference for, and expertise in, LDC mining and have been proponents of its use globally. Due to similarities in population dispersement, relevant cost structures and workers' attitudes, Australia has also endorsed this approach. Between 1980 and 1991, 41 LDC mines opened there²

BHP Minerals Inc. has considerable experience in both LDC and resource town operations within its global structure. Its selection of the LDC method for use in the proposed Diamonds project in the Northwest Territories is an informed decision. As this report confirms, the proposed 14/14 rotation schedule is an equally sound choice, satisfying a myriad of special needs among the various stakeholder groups impacted by the project

¹ Storey, K. & Shrimpton, M., *Long Distance Labour Commuting in the Canadian Mining Industry*, Working Paper No. 43, Centre for Resource Studies, Queen's University, Kingston, p. 28.

² Storey, K. & Shrimpton, M., *The Mining Review* "Long-distance commuting: Advantages, disadvantages in 'fly-in, fly-out' mining", vol. 15 no. 6, Dec 1991, p. 28

Trends in Rotation and Shift Patterns

A variety of rotation schedules are employed at LDC sites around the world. In Canada, there is a distinct preference for symmetrical schedules, but in Australia asymmetrical schedules are the most common (ie. 17/11, 14/7, 22/11, 21/7) ³ About 60% of the total Canadian LDC work force is on a 7/7 (days on/off) schedule. The majority of those workers are employed at four mines in northern Saskatchewan and one in northern Ontario ⁴

The selection of a 7/7 schedule has occurred in each case because the labour force is concentrated in one or two relatively local, large communities. The communities are easily accessible by charter flights of less than 2 hours in duration

Interestingly, the 14/14 pattern has seen the highest adoption rate among Canadian LDC operations in recent years. By 1991, the 14/14 rotation was in use with 36% of the LDC workforce. A standardized, symmetrical rotation for the entire work force at a mine is highly preferable, as variations in schedules would lead to significant logistical complexities.⁵

The Lupin gold mine, some 150 km north of BHP's proposed Diamonds project, has been in production since 1982. In 1986, the work force voted to move from a 28/14 schedule with 8-hour shifts to a 14/14 schedule with 12 hour shifts. The mine operator, Echo Bay Mines, has their work force vote annually on the retention of this schedule. Nine years later, it is still in place. Worker satisfaction with the rotation schedule is reflected in the steady reduction of Lupin's employee turnover rate to its current position of less than 6% annually ⁶

³ Ibid, p 30

⁴ Op cit, p.16

⁵ Storey, K. & Shrimpton, M., *Workers in Remote Areas: Petroleum and Mining Industries*, International Labour Office, p 8

⁶ Interview with Doug Willy, Echo Bay Mines, May 29, 1995

Long shifts are common at LDC sites. Over 80% of all LDC workers in Canada work a 12-hour shift.⁷ Most workers strongly favour this length of work shift as they are anxious to reduce "unproductive" time at the mine site and maximize the time available to spend at home. With limited leisure time pursuits available at most mines, for many miners an hour "off" is an hour "wasted".

A frequent complaint among workers on a 7/7 schedule surrounds the amount of time consumed by the unpaid commute to and from the mine site. Workers and their families often refer to the work schedule as being 8 days at work and 6 days at home.⁸ As Canadians struggle increasingly with the issue of time poverty, this work-imposed, but unpaid, commute will likely become a more contentious issue.

⁷ Storey, et al, *Long Distance Labour* , p 22.

⁸ Storey, K. & Shrimpton, M , Impacts on Labour of Long-Distance Commuting Employment in the Canadian Mining Industry, ISER Press, Memorial University, 1989, p 160

Worker Health, Safety and Productivity

One of the key concerns for a company practising LDC is maintaining the health and safety of its work force. Beyond the provision of a safe and comfortable work site, major factors in overall employee health are the issues of physical and mental stress. Sustained or increasing levels of mental stress can be manifested in a number of physical ailments, which can have a reciprocal relationship with the individual's levels of morale and job satisfaction.

Partings and reunions are particularly stressful events. A shorter rotation such as 7/7 means a higher frequency of these events. Shorter rotations also result in a more frequent disruption of the body's rhythmical cycle of eating, sleeping and working. Sleeping disorders are a common complaint at LDC operations, as workers struggle to make an adjustment from their off cycle to their on cycle.

A major stressor that is not frequently discussed among miners is a fear of flying. The commute flight is nothing short of terrifying for many individuals and is often manifested in physical illness. A related issue is travel fatigue. Simplistically speaking, there are no physical benefits to flying. Rotation schedules have a direct impact on the amount of flying time workers must log each year.⁹

Safety is also an issue in establishing a rotation schedule. In 1991, U.K. offshore rig operators and contracted safety officers were surveyed as to what they believed was the maximum length of time a worker could operate safely offshore. Over 70% of the 23 respondents believed that the safe period of operation was 14 days or less. Most respondents also believed that accidents were more common during the first few days back at work as workers re-adjusted, then increased in likelihood towards the end of a rotation with the anticipation of leaving.¹⁰

There is no conclusive evidence to support any links between rotation/shift combinations and accident rates. The reason for this is two-fold: 1) the nature of accident causation is complex, and 2) available data is of poor quality and lacks compatibility.

⁹ Interview with Keith Storey, Memorial University, May 16, 1995.

¹⁰ Alvarez in Storey, K. & Shrimpton, M., *Society of Petroleum Engineers* "Human Factors and Health and Safety in Offshore Oil Operations: Relationships and Management Options", Jan 1994, p 463.

Productivity is a more straight-forward issue. Work continuity problems erupt when the communications between rotation crews is difficult to maintain. Information must be exchanged regarding specific work objectives, work progress, future requirements and special safety considerations. The less frequent the rotation, the lower the severity of this problem. Annually, less time is wasted getting production "up to speed" after rotation changes.

Many mine supervisors also claim that production drops off somewhat as a rotation ends and workers anticipate leaving. Again, less frequent rotations will reduce that productivity gap. With production bonuses as a component of most compensation plans, and BHP's proposal is no exception to this concept, productivity concerns all employees. Effective productivity management provides measurable and consistent benefits to both the company and the employees.

Additional advantages to the 14/14 rotation over that of a shorter cycle, is that worker's sense of "team", accountability, and stability increase over longer stays, with a resulting improvement in worker morale and productivity.

Family Life Implications of LDC Schedules

Contrary to the beliefs of the general public, the vast majority (68%) of the Canadian LDC workforce are married. However, true to conventional wisdom, the rates of official separation and divorce among LDC workers are considerably higher (more than double) than that of both the general public (3.2%) and the metal mining industry (3.0%) as a whole.

There has been considerable debate in recent years as to the cause of the higher rates in marital failure. A study funded by Labour Canada found compelling evidence that the higher rates were not the direct consequence of the work system. Instead, a phenomena that has been coined as "foreign legion syndrome" is responsible for attracting a number of employees to LDC mining who are already separated or divorced. After the recent demise of a relationship, the worker views the relative isolation of a LDC operation as therapeutic.

When interviewed, LDC miners display an awareness of the stress their work places on marriage and other relationships with related high rates of tension, infidelity, separation and divorce. To a significant degree, the work pattern encourages workers to consider and exchange information or gossip around such issues. However, a heightened consciousness does not necessarily reflect or cause a higher incidence. There is no marked difference in incidence rates for mines with "at work" cycle variations of 3 weeks or less.¹¹

The work rotation schedule was also vindicated in a study performed with the offshore oil industry personnel. In an attempt to determine significant job stressors, a factor analytic study discovered that variables related to the rotational patterns explained less than 4% of the variance in the data. However, a quarter (24.3%) of the data variance was explained by factors intrinsic to worker relationships (including family). There is a clear inference that a worker's success in handling relationships is not significantly impacted by rotation schedules of 14 days or less.¹²

¹¹ Storey, et al, Impacts..., p.167

¹² Sutherland, V J & Cooper, C.L, Man and Accidents Offshore: The Costs of Stress Among Workers on Oil and Gas Rigs, Lloyd's List/Dietsmann (International) NV, London, 1986, p.121

What is particularly worthy of note from research into family life issues, is the finding that family-related tensions peak, for both workers and their spouses, around partings and reunions. When surveyed, almost two-thirds of workers and their spouses indicated that most conflicts occurred in the first day or two after returning home. The two days prior to returning to work became the next most likely time for arguments to develop. Shorter rotation cycles such as 7/7 do not mitigate these periods of stress, leaving fewer days of untainted rest time, compared to the practise of a 14/14 rotation.

Research has found that the level of satisfaction experienced by workers and their spouses with the rotation pattern does not really drop until schedules exceed the 14/14 schedule.

On a positive note, workers surveyed as to the most attractive benefits of LDC frequently responded that they enjoyed the large block of uninterrupted off time. There are strong sentiments as to the quality time this allows them to spend with family members. A number of workers on 14/14 rotations acknowledged the stress of partings and reunions, but appreciated the "periodic honeymoons" the schedule permitted.¹³ A two week off period is also seen as providing a significantly wider range of vacation options for families. This is a significant benefit for workers seeking a "sunshine" break in a tropical locale during the winter months.

Additionally, the two week off period enables workers to enjoy certain hobbies and other leisure-time activities which would be more difficult to accommodate in shorter time frames, as well as allowing sufficient time to meet family obligations and expectations.

¹³ Storey, et al, Impacts ..., p 158.

Implications for Aboriginal Workers, Families and Communities

Development of natural resources in the North demands a sensitive understanding of the effects of the development process on the local environment and its indigenous people. The subject of commuter mining has given rise to conflicting messages from aboriginal groups. Many support LDC as essential to their future. Others have voiced strong opposition to commuting and other resource development initiatives as a disruption of traditional values and lifestyles.

With a 14/14 rotation, the absence of the worker from the community is not unlike men going on long hunting and trapping trips. The communal sharing of resources, and the supportive nature of families and the community, enables natives to cope well with absences over shorter periods of time. Lengthy at work rotations are unappealing to most native workers. The Nanisivik mine used a 42/14 rotation at its inception. During the first four years of operations a full 57% of the Inuit hires failed to complete their first six week shift and never returned. Intense homesickness was identified as the primary cause for their discontent.¹⁴

"Living on the land" is still favoured and widely-practised activity among natives peoples in the North. The harvesting of wild game for food staples is an essential and celebrated endeavour. There are traditional harvesting events throughout the year, the two major ones being the spring ratting season and the fall caribou hunt. Though there is some variation in community norms, healthy men are generally expected to actively participate in these community hunts. The spring ratting season is widely viewed as a time for most natives to renew their traditional close contact with nature. Similar to a Southerner's longing for "cottage country" in the summer, Northern natives enjoy the tradition of taking their entire family out to live on the land for several weeks.¹⁵

It is typical for this time to be used to teach children what knowledge remains of their ancestral roots and traditional hunting/survival skills. Living on the land is considered to be the most important link to preserving traditional knowledge.

¹⁴ Ibid, p.166

¹⁵ Interview with Kevin Lloyd, ADM, Dept of Renewable Resources, May 26, 1995

Given the high degree of importance placed on these activities, it is important that the work rotation schedule for BHP's proposed mine facilitates the continued participation of the native work force in these activities. These needs should be addressed by the standard work rotation schedule of the mine, as the creation of special exemptions has proved to breed resentment among the non-native workforce. As one manager explained, "If management treats them differently, then so will their co-workers" ¹⁶

The 14/14 schedule provides the best option for accommodating native concerns on continued participation in these traditional pursuits, while obviating the need for special exemptions. The longest government-assisted harvest of caribou does not exceed 12 days and many are as few as 2 days in length. The GNWT's Dept. of Renewable Resources has observed that the average length of a caribou hunt for both natives (outside of the sponsored community hunts) and non-native residents is now 1 day. This is due primarily to improved access to the caribou via winter ice roads ¹⁷. A 14/14 work rotation can easily accommodate all of the workers's hunting interests while allowing several days of down-time due to poor weather conditions. As an added bonus to workers interested in harvesting caribou during winter months, BHP's proposed mine will be connected to the Lupin winter ice road. Workers can have the option of driving to the mine when the road is opened and integrating a caribou hunt with their return trip. A 14/14 pattern makes this idea feasible even for workers located in communities a considerable distance from Lac de Gras, allowing ample time for harvesting and family obligations.

The spring ratting season poses another problem; most natives like to live on the land for several weeks at a time. Again, the 14/14 rotation resolves the dilemma nicely. Workers receive 2 weeks of paid holidays per annum. When those two weeks are factored into the regular rotation schedule, workers are eligible to have 6 consecutive weeks off from work. Natives employed at the Lupin mine site are very content with the flexibility this schedule gives them to pursue important elements of their traditional lifestyle.

A final factor that makes a 14/14 schedule well-suited to Northern aboriginal needs, is the wide geographic dispersion of native communities across the Northwest Territories. The long off-work period lessens the impact of time lost to commuting, as well as halving the total amount of commute time that would be experienced under a 7/7 rotation. The longer rotation ensures the feasibility and accessibility of employment opportunities for a greater number of Northern aboriginals.

¹⁶ Interview with Doug Willy, May 29, 1995.

¹⁷ Ibid.

Conclusions

The three major areas researched in examining the non-fiscal impact of various work rotation schedules each yielded relevant, and important, concerns surrounding the length of the rotation. The implications of our analysis are clear.

The proposed 14/14 rotation offers a significant decrease in the frequency and total duration of a variety of stressors in the lives of workers and their families, as compared to shorter rotations. The "at work" rotation is well below the length of time at which a measurable deterioration in worker health, safety, morale, and family relationships begins (21 days).

Perhaps more importantly, compared to rotations of shorter duration, the 14/14 schedule offers distinct advantages to aboriginal communities in the North. The schedule provides greater flexibility for natives wishing to maintain important elements of traditional lifestyles. Additionally, it also provides greater feasibility and accessibility of employment for all Northerners of native ancestry, regardless of where their community is situated within the N.W.T.