

Classement CCEK

Titre Récompenses pour réalisations en environnement

Type Dossiers Environnementaux

Date D'ouverture 1983

Notes 15 Février 1983: Lettre du Gouvernement du Québec- Ministère de l'Environnement; Naturas 1983- Prix pour sensibiliser la population aux préoccupations de la protection de l'Environnement

Document: How to Develop an Environmental Awareness Programme; By Public Works and Government Services Canada; 17 Juin 1994

15 Décembre 2000: Lettre du comité Consultatif de l'Environnement Kativik; The Kativik Environmental Advisory Committee's Award for the Environmental Achievement + Résolution CC-12-01 -Concernant le concept de centre de recyclage développé; installé et géré par la corporation du village nordique d'inukjuak

29 Novembre 2002: Communiqué de presse d'Environnement Québec; Programme Action-Environnement

11 Août 2004: Lettre du Comité Consultatif de l'Environnement Kativik; information l'école Taqsakallak de sa place de finaliste pour le concours du CCEK

entente avec Aupaluk. Salemit school.

KEAC

-255-8827

Summary report with pictures.  
for January

Fax: 255-8909

Aupaluk. school.

(819) 491-7081 \*tél.

(819) 491-7082 \*FAX.

Pourrions-nous  
utiliser ça  
pour faire  
un bulletin  
trimestriel  
pour l'environnement  
au Nunavut ?



Commission scolaire **Kativik** School Board

Aupaluk 9 juin 2005

Madame Nathalie Girard  
Secrétaire exécutive  
Comité consultatif de l'environnement Kativik  
Case postale 930  
Kuujuaq (Québec)  
J0M 1C0

Comité consultatif  
de l'environnement Kativik  
reçu le

14 juillet 2005

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Kangihsualujuaq

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Kuujuaq

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Tasiujaq

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Aupaluk

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Kangirsuk

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Quaqtaq

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Kangihsujuaq

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Salluit

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Ivujivik

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Akulivik

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Puvirnituq

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Inukjuak

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Umiujaq

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Kuujuaarapik

ᐅᑎᐱᐅ  
Ecole Taqsakallak  
Taqsakallak School

P.O. Box 1  
Aupaluk, QC  
J0M 1X0  
Tel. : (819) 491-7081  
Fax : (819) 491-7082

Objet : Rapport d'activité (subvention CCEK)

Madame Girard

L'année scolaire 2004-2005, fut la deuxième année d'opération de notre serre. Graduellement nous acquérons l'expérience de culture en serre sous une latitude nordique et un climat arctique. À chaque cycle nous apprenons par essai et erreur, l'expertise n'existant pas.

Nous avons eu de bons résultats avec les légumes racines (carottes, pommes de terre, betteraves, radis, ...), les concombres et les haricots (jaunes ou verts). Ils poussent normalement à pleine maturité. Nous avons fait plusieurs tentatives avec différentes variétés de tomates sans grand succès. Nos plants de tomates poussent « en orgueil ». Ils poussent trop en hauteur et ne donnent que de petites tomates qui ne mûrissent pas. Mais nous ne nous décourageons pas.

Cette année nous avons mis en place un volet connexe à notre serre; le compostage. Chaque classe de l'école ainsi que chaque maison des enseignants ont désormais un bac à compost pour ainsi devenir plus autonome.

Cependant, plusieurs embûches nous ralentissent dans l'atteinte de notre objectif de vendre à la Coop du village des produits cultivés localement.

L'année dernière nous avons un problème majeur de température : trop froide ou trop chaude. La serre utilisait un système de chauffage à l'huile de type « Space heater » sans thermostat. Donc nous étions à la merci des variations de température extérieure tout comme le vent ou l'ensoleillement. Une vérification bi-quotidienne s'imposait pour conserver une certaine stabilité au niveau de la température intérieure. Aussi, à deux reprises nous avons eu une inondation causée par le bris du tuyau d'alimentation de notre réservoir d'eau.

Au tout début de cette année scolaire, nous avons installé une nouvelle unité de chauffage à l'huile muni d'un thermostat. Aussi nous avons installé un

ventilateur muni d'un thermostat à température inversée. C'est à dire qu'il s'actionne lorsque la température est trop chaude à l'intérieur et projette l'air chaud à l'extérieur. Son arrêt est automatique lorsque la température est de retour à la normale. Malgré toutes ces améliorations d'autres embûches se sont imposées. À deux reprises la serre a gelé, tuant ainsi toutes nos plantes dû à un manque d'huile à chauffage : un oubli de livraison. À quelques reprises le vent s'est engouffré par la cheminée éteignant ainsi la fournaise et tuant nos plantes à cause de la fumée et de la chute de température. Nous avons réalisé que notre serre est située trop près de l'école et que le vent venant du Nord-Est fait des turbulences. La solution : déplacer la serre pour la localiser plus loin de l'école. Ce déplacement devrait s'effectuer à l'été 2005.


Voici un aperçu de nos dépenses relatives à la serre pour cette année.

Description	Montant
Fournaise à l'huile avec thermostat	2 300,00\$ (environ)
Ventilateur	173,00\$ (environ)
Terre	68,67\$
2 gros composteurs	434,79\$
17 petits composteurs pour les classes et les maisons des enseignants	372,11\$
Bacs et corbeilles de recyclage	148,04\$
Huile à chauffage	? \$

N.B. Ces montants ne comprennent pas les frais de transport.

Malgré les problèmes rencontrés, nous demeurons positifs quant à l'atteinte de notre objectif et allons poursuivre nos efforts. L'école étant un milieu d'éducation les élèves et le personnel apprennent simultanément. Mais le plus important, je crois, est l'apprentissage de la ténacité que les élèves constatent par notre entêtement à vouloir réussir dans ce projet.

Merci grandement de nous avoir supportés dans notre projet de serre durant cette année en nous ayant octroyé une subvention de 1 500\$.

  
 Stéphane Doyon  
 Directeur de l'école  
 Tarsakallak à Aupaluk



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**Commission Scolaire KATIVIK School Board**

9800, BOUL. CAVENDISH SUITE 400, VILLE ST-LAURENT, QC H4M 2V9  
 TÉL.: (514) 482-8220  
 FAX : (514) 482-0669

92867  
**BON DE COMMANDE  
 PURCHASE ORDER**

FURNISSEUR/SUPPLIER/NUMÉRO: **01748**  
**CANADIAN TIRE**  
**GESTION JEAN-MARC GAGNE LTEE.**  
**2221, BOUL. ANGRIGNON**  
**LASALLE, QUEBEC**  
**H8N 3E3**

LIVRE À SHIP TO: **KSB (AUPALUK 040)**  
**9641 COTE DE LIESSE**  
**DORVAL, QUEBEC**  
**H9P 1A3**

DATE <b>2004.05.31</b>	DATE DE LIVRAISON/DELIVERY DATE <b>Avant:</b>
MOYEN DE LIVRAISON/DELIVERY BY	F.A.B./F.O.B. <b>9641 COTE DE LIESSE</b>
DE SOUMISSION/QUOTATION NO.	N° REQUISITION NO. <b>00146641</b> REQUERANT/REQUISITIONNER

**IMPORTANT**  
 POUR ÊTRE PAYÉE, TOUTE FACTURE DOIT PORTER LE NUMÉRO DE BON DE COMMANDE ET ÊTRE ADRESSÉE:  
 TO BE PAID. ALL INVOICE MUST SHOW OUR P.O. NUMBER AND SEND TO:  
 9800, BOUL. CAVENDISH SUITE 400, VILLE ST-LAURENT, QC H4M 2V9

LIGNE LINE	QTE QTY	N° DE RÉFÉRENCE REFERENCE	DESCRIPTION	LIVRE SHIPPED	UNITÉ UNIT	PRIX UNITAIRE UNIT PRICE	MONTANT
0	20	SACS	TERRE NOIRE - 30 LITRES  CONFIRMATION INVOICE: 50390088  <i>OK in Sealift</i>  APPOSEZ VOTRE BON DE LIVRAISON SUR LE COLIS PACKING SLIP MUST APPEAR ON THE BOX		EA	1.99	39.80

ACHETEUR/PURCHASER: *[Signature]* DATE: *04/06/01*  
 MAGASINIER/STOREKEEPER: \_\_\_\_\_ DATE: \_\_\_\_\_

TRANSPORT	
SOUS-TOTAL SUB-TOTAL	39.80
TAXE FÉDÉRALE FEDERAL TAX	2.79
TAXE PROV. PROV. TAX	3.19
<b>TOTAL</b>	<b>45.78</b>

POSTE BUDGÉTAIRE BUDGET CODE <b>040-1-21100-432</b>	MONTANT AMOUNT <b>45.78</b>	COMMENTAIRES/COMMENTS <b>DOYON STEPHANE</b>
<b>92867</b>	<b>AUPALUK</b>	



NUMÉRO DE DEMANDE  
DEMAND NUMBER

166260

ΔΔααΔΔCPLσ ΔΔCPLσ ΔΔNCPLσ  
DEMANDE DE MATÉRIEL - REQUISITION FOR MATERIAL

DATE 5 octobre 2004

REQUIRE  
REQUIRED

Merri! ☺

FOURNISSEUR / SUPPLIER / NO.

Canadian Tire

LIVRER À / SHIP TO / CODE

Stéphane Doyon  
Aupaluk - 040

BÂTIMENT / BUILDING

N° DE SOUMISSION  
QUOTATION NUMBER

DATE DE LIVRAISON  
DELIVERY DATE

MOYEN DE LIVRAISON  
DELIVERY BY

F.A.B.  
F.O.B.

SIGNATURE DU REQUÉRANT  
REQUISITIONNER SIGNATURE

L	QUANTITÉ QUANTITY	N° RÉFÉRENCE REFERENCE NO.	DESCRIPTION	LIVRÉE SHIPPED	UNITÉ UNIT	PRIX UNITAIRE UNIT PRICE	MONTANT AMOUNT
1	10	sacs	Terre noire 30 litres			1.99	19.90
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							

TRANSPORT

SOUS-TOTAL  
SUB-TOTAL

19.90

TAXE FÉDÉRALE  
FEDERAL TAX

TAXE PROV.  
PROV. TAX

TOTAL

22.89

SIGNATURE

SIGNATURE

APPROUVÉ PAR  
APPROVED BY

*Stéphane Doyon*

ACHÉTEUR / PURCHASER

À L'USAGE DE L'ACHÉTEUR - FOR THE PURCHASER'S USE

N° DE COMMANDE  
PURCHASER ORDER NO.

DATE

POSTE BUDGÉTAIRE - BUDGET CODE

MONTANT - AMOUNT

COMMENTAIRES - COMMENTS

040-1-21100-432



**Commission Scolaire KATIVIK School Board**

9800, BOUL. CAVENDISH SUITE 400, VILLE ST-LAURENT, QC H4M 2V9  
 TÉL.: (514) 482-8220  
 FAX: (514) 482-0669

55265  
**BON DE COMMANDE  
 PURCHASE ORDER**

FOURNISSEUR/SUPPLIER/NUMÉRO: **01709**  
**LEE VALLEY**  
**1080 MORRISON DRIVE**  
**OTTAWA, ONTARIO**  
**K2H 8K7**

LIVRÉ À/SHIP TO: **NUNAVUT EASTERN ARCTIC SHIPPING INC**  
**BOULEVARD CADIEUX, PORT VALLEYFIELD**  
**VALLEYFIELD, QUEBEC**  
**K.S.B. (AUPALUK 040)**  
**J6T 6L4**

DATE <b>2004.06.10</b>	DATE DE LIVRAISON/DELIVERY DATE <b>Avant:</b>
MOYEN DE LIVRAISON/DELIVERY BY	F.A.B./F.O.B. <b>BOULEVARD CADIEUX, PORT V</b>
DE SOUMISSION/QUOTATION NO.	N° REQUISITION NO. <b>00146644</b>
	REQUÉRANT/REQUISITIONNER

IMPORTANT

POUR ÊTRE PAYÉE, TOUTE FACTURE DOIT PORTER LE NUMÉRO DE BON DE COMMANDE ET ÊTRE ADRESSÉE:  
 TO BE PAID, ALL INVOICE MUST SHOW OUR P.O. NUMBER AND SEND TO:

9800, BOUL. CAVENDISH SUITE 400, VILLE ST-LAURENT, QC H4M 2V9

LIGNE LINE	QTE QTY	N° DE RÉFÉRENCE REFERENCE	DESCRIPTION	LIVRÉ SHIPPED	UNITÉ UNIT	PRIX UNITAIRE UNIT PRICE	MONTANT
01	1	CT105	ROLLING COMPOSTER		EA	189.00	189.00
02	11	XG225	KITCHEN COMPOST SOIL 7L		EA	17.50	192.50
03	4	XG213	REPLACEMENT FILTERS		EA	6.50	26.00
<p>LIVRAISON AVANT LE 9 JUIL 04          AU PORT DE VALLEYFIELD. PRENDRE          R-V 24 HRES A L'AVANCE AU          450-377-0187.</p> <p><i>Ok          2<sup>e</sup> bateau</i></p> <p>ATT: ORDERS DEPT. CUSTOMER #3036589          APPOSEZ VOTRE BON DE LIVRAISON SUR LE COLIS          PACKING SLIP MUST APPEAR ON THE BOX</p>							

ACHETEUR/PURCHASER	DATE	TRANSPORT	
		SOUS-TOTAL SUB-TOTAL	407.50
		TAXE FÉDÉRALE FEDERAL TAX	28.53
		TAXE PROV. PROV. TAX	32.70
MAGASINIER/STOREKEEPER	DATE	TOTAL	468.73

POSTE BUDGÉTAIRE BUDGET CODE <b>040-1-61101-710</b>	MONTANT AMOUNT <b>468.73</b>	COMMENTAIRES/COMMENTS <b>DOYON STEPHANE</b>
<b>55265</b>	<b>AUPALUK - MAO - 2ND BOAT</b>	



**Commission Scolaire KATIVIK School Board**

9800, BOUL. CAVENDISH SUITE 400, VILLE ST-LAURENT, QC H4M 2V9  
 TÉL.: (514) 482-8220  
 FAX: (514) 482-0669

57314  
**BON DE COMMANDE  
 PURCHASE ORDER**

FURNISSEUR/SUPPLIER NUMÉRO: **01709**  
**LEE VALLEY**  
**1080 MORRISON DRIVE**  
**OTTAWA, ONTARIO**  
**K2H 8K7**

LIVRÉ À/SHIP TO: **KSB (AUPALUK 040)**  
**9641 COTE DE LIESSE**  
**DORVAL, QUEBEC**  
**H9P 1A3**

DATE <b>2004.11.02</b>	DATE DE LIVRAISON/DELIVERY DATE <b>Avant:</b>
MOYEN DE LIVRAISON/DELIVERY BY	F.A.B./F.O.B. <b>9641 COTE DE LIESSE</b>
DE SOUMISSION/QUOTATION NO.	N° REQUISITION NO. <b>00166311</b>
	REQUÉRANT/REQUISITIONNER

IMPORTANT

POUR ÊTRE PAYÉE, TOUTE FACTURE DOIT PORTER LE NUMÉRO DE BON DE COMMANDE ET ÊTRE ADRESSÉE:  
 TO BE PAID, ALL INVOICE MUST SHOW OUR P.O. NUMBER AND SEND TO:

9800, BOUL. CAVENDISH SUITE 400, VILLE ST-LAURENT, QC H4M 2V9

LIGNE LINE	QTE QTY	N° DE RÉFÉRENCE REFERENCE	DESCRIPTION	LIVRE SHIPPED	UNITE UNIT	PRIX UNITAIRE UNIT PRICE	MONTANT
01	1	CT105	ROLLING COMPOSTER		EA	189.00	189.00
02	6	XG225	KITCHEN COMPOST		EA	17.50	105.00
<p><i>10/11/04</i></p> <p>ATT: ORDERS DEPT. CUSTOMER #3036589            APPOSEZ VOTRE BON DE LIVRAISON SUR LE COLIS            PACKING SLIP MUST APPEAR ON THE BOX</p>							

ACHETEUR/PURCHASER <i>[Signature]</i>	DATE <i>3/11/04</i>	TRANSPORT	
MAGASINIER/STOREKEEPER	DATE	SOUS-TOTAL SUB-TOTAL	294.00
		TAXE FÉDÉRALE FEDERAL TAX	20.58
		TAXE PROV. PROV. TAX	23.59
		<b>TOTAL</b>	<b>338.17</b>

POSTE BUDGÉTAIRE BUDGET CODE <b>040-1-21100-408</b>	MONTANT AMOUNT <b>338.17</b>	COMMENTAIRES/COMMENTS <b>BRASSARD KARINA</b>
<b>57314</b>	<b>AUPALUK</b>	





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COMITÉ CONSULTATIF DE L'ENVIRONNEMENT KATIVIK  
KATIVIK ENVIRONMENTAL ADVISORY COMMITTEE

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Kuujjuaq, Wednesday 11 August 2004

M. Karina Brassard  
Taqsakallak School  
Aupaluk (Qc.)  
J0M 1X0

Congratulations,

This letter is to confirm that your Greenhouse entry for the KEAC Elementary Level Initiative is a finalist. A check, totalling a sum of \$1500.00, will be awarded to your school to cover costs associated with the execution and completion of the project. Please have your institution contact us anytime after September 1st, 2004 to arrange the transfer of funds as well as to set new dates for project completion.

On behalf of the Kativik Environmental Advisory Committee, I wish to thank you for having participated and look forward to your future participation in other KEAC initiatives.



Anthony Gucciaro

Executive Secretary (by Interim)

KEAC

(819) 964-2961 ext. 2287



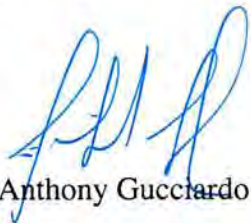
Kuujuaq, Wednesday 11 August 2004

M. Mélanie Légaré  
Science Teacher  
Ikusik School  
Salluit (Qc.)  
J0M 1S0

Congratulations,

This letter is to confirm that your Paper and Can Recycling Project entry for the KEAC Secondary Level Initiative is a finalist. A check, totalling a sum of \$1500.00, will be awarded to your school to cover costs associated with the execution and completion of the project. Please have your institution contact us anytime after September 1st, 2004 to arrange the transfer of funds as well as to set new dates for project completion.

On behalf of the Kativik Environmental Advisory Committee, I wish to thank you for having participated and look forward to your future participation in other KEAC initiatives.



Anthony Gucciardo

Executive Secretary (by Interim)

KEAC

(819) 964-2961 ext. 2287



## **Grants for Youth Environmental Initiatives**

The **Kativik Environmental Advisory Committee (KEAC)** is a vital link between the natural environment and the residents of Nunavik. In this role, the KEAC is proud to offer the region's youth this opportunity to obtain financial assistance for their community environmental initiatives.

Two initiatives will be selected to receive these KEAC grants:

- **\$1500** for a group of students or youth at the **elementary level**;
- **\$1500** for a group of students or youth at the **secondary level**.

Eligible projects could include:

- promotion of a healthy environment;
- raising awareness about clean drinking water;
- protecting local green spaces;
- identifying local sources of contamination;
- recycling.

Your application should provide:

- a description of the initiative that explains how it promotes environmental awareness and stewardship;
- the timeframe for the initiative (with a completion date no later than the end of September 2004);
- a budget explaining how the grant will be used within the proposed timeframe.

Special consideration will be given to novel initiatives.

As the school or local youth centre of the initiatives selected to receive these KEAC grants will be responsible for administering the grants, your application must also be signed by your project supervisor (either a teacher or youth centre co-ordinator).

**Applications must be received by the KEAC no later than April 8, 2004.**





## Youth Environmental Initiatives – Submissions

### **Ikusik School (secondary) and Pigiurvik School (elementary)**

- Village: Salluit
- Project: Paper and can recycling (X) (K) (K) (Y)
- Participants: Secondary and elementary students
- Goal: Make students and residents of Salluit more aware of recycling activities
- Description: Recover used paper from local workplaces, process and resell recycled paper. The money from sales of the recycled paper would be reinvested in project.  
Recover cans from local public buildings. Money from the sale of collected cans would be reinvested in the paper recycling project.
- Costs: Purchase of various sizes of blue containers and equipment necessary to process recycled paper.

### **Taqsakallak School**

- Village: Aupaluk (X) (K)
- Project: Greenhouse
- Participants: Elementary students
- Goal: Teach students about the richness of the Earth.
- Description: Expand the variety of vegetables produced by the students and find solutions to temperature problems in the greenhouse. Sell produce at co-operative store.
- Costs: Purchase of seeds for various kinds of vegetables.

### **Taqsakallak School**

- Village: Aupaluk
- Project: Enhancement of local green spaces
- Participants: Secondary students
- Goal: Provide the community with improved outdoor facilities.
- Description: Improve local areas for public use, by adding picnic tables, benches, bicycle racks, etc.
- Costs: Purchase of materials for the fabrication of outdoor facilities listed above.

### **Uvikkait Dome – youth centre** *Secondary*

- Village: Kuujjuaq
- Project: Poster
- Participants: Youth centre clients
- Goal: Promote active lifestyles among local youth.
- Description: Collect photographs of youth involved in positive activities. Prepare a collage of selected photos with slogan "Get Involved," in Inuttitut and English. Print 200 copies of the poster and distribute throughout the region.
- Costs: Layout and printing costs.



INUTSUK YOUTH CENTRE OF UMIUJAQ  
 BOX 31  
 UMIUJAQ, QUEBEC  
 JOM-1Y0  
 819-331-7964 PHONE  
 819-331-7991 FAX

FACSIMILE TRANSMITTAL SHEET

TO: *Michael Barrett / Sarah Tukuk* FROM: *Annie Nuktee*  
 COMPANY: *K.R.G.* DATE: *June 12/04*  
 FAX NUMBER: *819-964-0694* TOTAL NO. OF PAGES INCLUDING COVER: *2*

PHONE NUMBER: *964-2961*

RE: *Cc: Francine Hudon / Sam Nuktee*

URGENT  FOR REVIEW  PLEASE COMMENT  PLEASE REPLY  PLEASE RECYCLE

NOTES/COMMENT

*Hi, please find 1 copy. Thanks.*

*ASN*

Comité consultatif  
 de l'environnement Kativik  
 reçu le

*18/06/04*



Chris = water res. cleaning 2yr

To: KRAC  
Michael Barrett/Sarah Tukkiapik  
Kuujuaq, Que.

From: Annie Nuktie  
Youth Coordinator  
Inutsuk Youth Centre  
Umiujaq, Que.  
J0M-1Y0

Date: Friday, June 11, 2004.

Subject: Grants for Youth Environmental Initiatives Late Application.

Dear Mr. Barrett/Sarah Tukkiapik:

Hi How are you? We realize the application deadline was for April 8, 2004, and we really regret not applying for it sooner, because we are so interested in this as the Youth Centre staff. We are sure the youth would love to be in this too, so we are trying to give this a shot. We thought it was well worth a shot. The animators would like to work with the Youth here. We would like to create a small round garden around our Youth Centre, and show the public that it can be made, promote healthy environmental issues, and they have a certain spot they would like to protect certain environments that have been contaminated, and try and help the community have a better environment, and recycle. We do not have an application form though, and we would like some more information concerning your environmental initiatives. We have some ideas, but we are not sure if it would actually work not knowing what can be provided to us, other than financial assistance. Please notify me during work. I am at the office from 1:00-4:00 6:00-10:00.

If this is not accepted due to late registration, we apologize and we hope we get to do this next time. Thank-you for your time and your cooperation.

  
Annie Nuktie  
Youth Coordinator

Cc: Sam Nuktie  
Secretary-Treasurer  
Francine Hudon  
Resource Person

Direction régionale du Nord-du-Qc  
(région 10)

180 blv. Rideau, 1<sup>er</sup> étage

Rouyn-Noranda (Québec)

J9X 1N9

(819) 763-3333

télécopieur: (819) 763-3202

abitibi-temiscamingue@Menu.gouv.  
qc.ca



- Les ministres >
- Le ministèreR >
- Air >
- BiodiversitéA >
- Changements climatiques >
- Développement durableQ >
- Eau >
- Évaluations  
environnementalesG >
- Matières dangereuses ou  
résiduellesDé >
- Milieu agricole >
- Pesticides >
- Regards sur l'environnement >
- Terrains contaminésL >

## Communiqué de presse

### PROGRAMME ACTION-ENVIRONNEMENT JEAN-FRANÇOIS SIMARD ANNONCE L'OCTROI DE 825 000 \$ POUR DES PROJETS ÉCOLOGIQUES

**Québec, le 29 novembre 2002** – Le ministre délégué à l'Environnement et à l'Eau, monsieur Jean-François Simard, annonce aujourd'hui le lancement de la nouvelle édition du programme Action-Environnement, un programme d'aide financière doté d'une enveloppe budgétaire globale de 825 000 \$ qui appuie des projets axés sur la protection de l'environnement et l'utilisation rationnelle des ressources.

Le programme s'adresse aux organismes environnementaux, aux Écoles vertes Bruntland et aux établissements d'enseignement collégial, auxquels se joignent cette année les institutions universitaires. On invite ces organismes à présenter des projets de sensibilisation ou de formation, ou encore des actions concrètes à réaliser sur les thèmes de l'eau, de l'air, de la gestion des matières résiduelles ou de la biodiversité.

#### Les trois volets du programme

Le premier volet du programme, *Soutien aux organismes environnementaux*, s'adresse aux organismes à but non lucratif qui réalisent des projets susceptibles de protéger l'environnement de façon durable. L'aide financière peut atteindre jusqu'à 40 000 \$ pour un projet d'envergure nationale au Québec et 15 000 \$ pour un projet réalisé à l'échelle régionale ou locale. Les projets admissibles visent l'adoption de comportements respectueux de l'environnement de même que la réalisation d'actions qui lui sont bénéfiques. En 2003-2004, c'est 625 000 \$ qui sont disponibles pour les organismes environnementaux.

Le deuxième volet, *Soutien aux Écoles vertes Bruntland (EVB)*, s'adresse aux écoles primaires et secondaires qui bénéficient du statut d'EVB attribué par la Centrale des syndicats du Québec. Ce volet appuie l'éducation relative à l'environnement en milieu scolaire. En réalisant des projets qui visent la conservation et la protection de leur milieu, les jeunes prennent conscience des problématiques liées à l'environnement tout en expérimentant leur capacité d'agir dans une perspective de développement durable. Selon la nature des projets admissibles, le programme peut accorder une aide financière maximale de 1 500 \$ par école. En 2003-2004, le ministère de l'Environnement octroie 50 000 \$ de son enveloppe budgétaire aux Écoles vertes Bruntland, et ce, pour favoriser l'éducation, la sensibilisation, la formation ou la réalisation de projets de conservation de l'environnement.

Enfin, le troisième volet du programme vise aussi, cette année, les établissements d'enseignement universitaire et prend le nom de *Soutien aux établissements d'enseignement collégial et universitaire*. Avec une enveloppe budgétaire de 150 000 \$, le gouvernement du Québec dote les jeunes de niveau collégial ou universitaire de moyens qui leur permettront de concrétiser leur engagement à l'égard de la protection de l'environnement. Une aide financière maximale de 5 000 \$ par établissement peut être octroyée.

#### Pour effectuer une demande d'aide financière

Pour effectuer une demande d'aide financière, il faut présenter son projet à l'aide du formulaire prévu à cette fin. Les guides relatifs à chacun des volets du programme *Action-Environnement* ainsi que les formulaires de demande d'aide financière sont disponibles dans les directions régionales du Ministère ou sur son site Internet, à l'adresse suivante :

<http://www.menv.gouv.qc.ca> . La date limite pour soumettre une demande au MENV est le 24 février 2003.

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#### SOURCE :


Claire Charland  
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Dernière mise à jour : 2002-12-06

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**Québec** 

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COMITÉ CONSULTATIF DE L'ENVIRONNEMENT KATIVIK  
KATIVIK ENVIRONMENTAL ADVISORY COMMITTEE

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Québec City, December 15, 2000

Corporation of Northern Village of Inukjuak  
B.O. 234  
Inukjuak (Québec) J0M 1M0

**SUBJECT :** The Kativik Environmental Advisory Committee's Award for Environmental Achievement.

Ms. Mayoress,  
Ms. Concillor,  
Mr. Concillor,

In year 2000, in parallel to it's concerns about the environment in Nunavik, the Kativik Environmental Advisory Committee (KEAC) was impressed by the innovations and the quality of environmental projects under way, under the co-management of local and regional governments, such as drinking water, elimination of waste or hazardous materials to name a few.

The Committee fully appreciates what people of the Nordic communities are building with a view to ensure a better environment in their daily life, and will endeavour to support those efforts by advising the responsible governments in ways to resolve problems raised by inappropriate legislation or regulations. The Committee has endeavoured to visit each of the Nunavik communities, and eventually, will hold statutory meetings in each of them. For those communities that have not been visited yet, the Committee has kept informed of issues of importance through information provided by members appointed to the Committee by the Kativik Regional Government.

With a view to encourage further initiatives in environmental protection, KEAC has decided to create a special award to underline the efforts of Nunavik communities and it's people for work done in a domain that has rarely attracted media attention, but which is, nonetheless, of extreme importance to the survival of humanity, our environment.

The objective pursued by this award is to highlight the initiatives and work done by Nunavik peoples and communities. For 2000, the first KEAC Award is presented to the Corporation of the Northern Village of Inukjuak, for the solid material recycling centre developed and managed by the CNV during the recent past. KEAC considers this installation as a model for Canada's north.



Congratulations to the people of Inukjuak and the council members of the CNV of Inukjuak.

Yours truly,

Claude Abel  
Canada Government Appointee

Michael Barrett  
Kativik Regional Government Appointee

Yves Désilets  
Deputy-Chairperson  
Canada Government Appointee

Robert Fibich  
Canada Government Appointee

Paule Halley  
Québec Government Appointee

Hélène LeBlond  
Chairperson  
Québec Government Appointee

Muncy Novalinga  
Kativik Regional Government Appointee

David Okpik  
Kativik Regional Government Appointee

c.c. : Johnny Adams, Chairperson, Kativik Regional Government;  
Paul Bégin, Minister, Ministère de l'Environnement du Québec;  
David Anderson, Minister, Environnement Canada;  
Peter Jacobs, Chairperson, Kativik Environmental Quality Commission;  
Robert Comtois, Interim Executive Secretary, KEAC.



**Comité consultatif de l'environnement Kativik  
(CCEK)**

**RÉSOLUTION CC-12-01**

**CONCERNANT LE CONCEPT DE CENTRE DE RECYCLAGE DÉVELOPPÉ, INSTALLÉ  
ET GÉRÉ PAR LA CORPORATION DU VILLAGE NORDIQUE D'INUKJUAK,**

**ATTENDU QUE** en vertu de l'article 23.5.24 de la Convention de la Baie James et du Nord québécois le CCEK est un organisme consultatif auprès des gouvernements responsables et, à ce titre, est l'intermédiaire privilégié et officiel des gouvernements responsables au Nunavik lorsqu'ils participent à la formulation de lois et de règlements relatifs au régime de protection de l'environnement et du milieu social et à ce titre surveille l'application et l'administration du régime par l'échange de vues, d'opinions et de renseignements;

**ATTENDU QUE** en vertu de l'article 23.5.27 le CCEK étudie les mécanismes et les processus d'évaluation et d'examen des répercussions sur l'environnement et sur le milieu social s'appliquant au Nunavik, et fait des recommandations pertinentes;

**ATTENDU QUE** il est créé un prix annuel pour la protection de l'environnement du Nunavik afin de rendre hommage aux gens du Nunavik qui innovent en ce domaine, appelé **PRIX DU CCEK POUR LA RÉUSSITE EN ENVIRONNEMENT**, remis pour la première fois en 2000;

**ATTENDU QUE** la Corporation du Village nordique d'Inukjuak a développé, installé et géré un concept efficace de centre de recyclage de matériaux solides résiduelles pour le bénéfice des membres de la communauté,

**IL EST RÉSOLU QUE :**

Le **PRIX DU CCEK POUR LA RÉUSSITE EN ENVIRONNEMENT** soit accordé pour la première fois, en 2000, à la Corporation du Village nordique d'Inukjuak qui a développé, installé et géré un concept efficace de centre de recyclage de matériaux solides résiduelles pour le bénéfice des membres de la communauté.

PROPOSÉ PAR : Michael Barrett

SECONDÉ PAR : Claude Abel

Adopté unanimement

15 décembre 2000

A handwritten signature in cursive script, reading "Robert Comtois". The signature is written in black ink and is positioned above the printed name and title.

Robert Comtois

Secrétaire du CCEK

**Kativik Environmental Advisory Committee  
(KEAC)**

**RESOLUTION CC-12-01**

**CONCERNING THE RECYCLING CENTER CONCEPT DEVELOPED, INSTALLED AND MANAGED BY THE CORPORATION OF THE NORTHERN VILLAGE OF INUKJUAK,**

**WHEREAS** by virtue of the paragraph 23.5.24 of the James Bay and Northern Quebec Agreement the KEAC is a consultative body to responsible governments and as such is the preferential and official forum for responsible governments in the Nunavik concerning their involvement in the formulation of laws and regulations relating to the Environmental and Social Protection Regime and as such oversees the administration and management of the regime through the free exchange of respective views, concerns and information;

**WHEREAS** by virtue of the paragraph 23.5.27 the KEAC examines and make recommendations respecting the Environmental and Social impact assessment and review mechanisms and procedures for the Nunavik;

**WHEREAS** the creation of a yearly award in respect with the Nunavik environment as a tribute to people of Nunavik who innovates, and called the KEAC's AWARD FOR ENVIRONMENTAL ACHIEVEMENT, starting on year 2000;

**WHEREAS** the Corporation of the Northern Village of Inukjuak developed, installed and managed an efficient recycling center concept for solid waste material to the benefit of the community members;

**IT IS HEREBY RESOLVED THAT :**

The KEAC's AWARD FOR ENVIRONMENTAL ACHIEVEMENT be awarded in 2000, for the first time, to the Corporation of the Northern Village of Inukjuak which developed, installed and managed an efficient recycling center concept for solid waste material to the benefit of the community members.

**MOVED BY** : Michael Barrett  
**SECONDED BY** : Claude Abel  
Adopted Unanimously  
December 15, 2000

Robert Comtois  
KEAC Secretary

0009

**'How to' Develop  
an  
Environmental Awareness Program**

by

**Nick Tywoniuk, Ph.D., P.Eng.**

**Public Works and Government Services Canada**

**June 17, 1994**

## 'How to' Develop an Environmental Awareness Program

by

Nick Tywoniuk, Ph.D., P.Eng.  
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Public Works and Government Services Canada  
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CANADA T5J 4E2

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### **Abstract:**

An environmental awareness program, whether in a public institution or the private sector, is an essential part of due diligence or the defence required in the courts to establish 'compliance' in response to charges of non-compliance pursuant to many Canadian environmental laws. Given that Canadian environmental legislation is both extensive and complex, full awareness of corporate and individual environmental responsibilities and liabilities requires well-planned and well-executed communications and training initiatives.

The development of a comprehensive awareness program requires careful consideration of both program content and implementation. Program content must be clear with respect to the purpose, scope (ie., the components and how they inter-relate), and specific messages of the awareness program. Implementation must be clear in terms of the concept and plan, target audiences, benefits and costs, program development approach, communication or delivery mechanisms, evaluation and certification and maintenance.

During the past two years, Public Works and Government Services Canada has developed and implemented a comprehensive environmental awareness program for its employees and has contributed to program development and training of employees in other federal government departments. Details of the program are summarized in this paper. Suggestions are made, based on experience, regarding 'do's and don't's' for the benefit of others who are responsible for the delivery of environmental awareness programs.

## 1. Introduction:

Environmental impact assessment is at the forefront of the environmental awareness issue; environmental assessment occurs early in the project planning and, if carried out comprehensively, sets the environmental protection and conservation direction with respect to a project initiatives. The success of developing an environmental impact assessment and of the implementation of the resulting recommendations is significantly affected by the 'awareness' of environmental responsibilities and liabilities on the part of those persons with such responsibilities relative to and relevant to the project initiatives.

Environmental 'awareness' means being aware of and understanding the 'basic' environmental policy, legislation and 'good practices' that are necessary for compliance and for the proper performance of operational responsibilities. 'Awareness' is essential in establishing 'due diligence', the defence required in charges of non-compliance with environmental legislation.

The development of a comprehensive environmental awareness program requires careful consideration of both program content and implementation. Program content must be clear with respect to the purpose, scope (ie., the components and how they inter-relate), and specific messages of the awareness program. Implementation must be clear in terms of the concept and plan, target audiences, benefits and costs, program development approach, communication or delivery mechanisms, evaluation and certification and the long-term program maintenance. An environmental awareness program is as important to a private sector company as to a public agency; this is a 'corporate' responsibility regardless of the type of organization.

The sponsors, Dr. Nick Tywoniuk and Mr. Mel Falk, have been directly involved over the past two years in developing and implementing a comprehensive environmental awareness program for departmental employees. More recently, they have tailored the program to other government departments and have been involved in the training of these employees. The sponsors feel very strongly that this experience must be shared with other environmental practitioners, both private sector and governmental institutions, because they have experienced that effective 'awareness' leads significantly to effective 'performance'. They also feel that other program managers can save significant time and frustration by learning from and adding to the Canadian experience.

This paper is a 'glimpse' at the 'awareness program' developed for use by Public Works and Government Services Canada and later tailored for use by other federal government departments. This paper forms an introduction to a full day course on 'How to Develop an Environmental Awareness Program' which is available together with other services associated with developing specific programs and overseeing their implementation.

## 2. The Institutional Context:

An environmental awareness program, whether in a public institution or the private sector, is an essential part of due diligence or the defence required in the courts to establish 'compliance' in response to charges of non-compliance pursuant to many Canadian environmental laws. Given that Canadian environmental legislation is both extensive and complex, full awareness of corporate and individual environmental responsibilities and liabilities requires well-planned and well-executed communications and training initiatives.

Reasonable care or 'due diligence' requires, inter alia, statements of policy or broad direction, an environmental management system, creating awareness and training of employees, means of communicating relevant information to employees, defined responsibilities including duties specified in job descriptions, provision of funds for environmental requirements and corrective measures, conduct of environmental audits, follow-up and inspections, workable reporting and record systems, and proactive/exemplary conduct including a strong, visible management commitment. It also requires the provision of a core of expertise with the mandate to create and oversee the operation of an environmental management system.

It is important to recognize that there are more than 50 federal acts, 20 international conventions and perhaps more than a hundred provincial acts with regulations, codes and guidelines which provide the environmental legal base in Canada. These numbers are being increased as new acts and regulations are passed into law with each legislative session.

Compliance with legislation is not limited to ensuring that prohibited conduct is avoided; it also consists of obtaining the appropriate approvals, permits, licences, etc., required by the legislation, and then ensuring that their conditions are complied with. Compliance may entail carrying out orders issued by government administrators, this is often an expensive, embarrassing and otherwise onerous process. Penalties continue to increase and the scope of liability for environmental offenses continues to broaden; for example, directors and officers can be held personally liable under many statutes and punished by large fines and in some instances by incarceration. Compliance with environmental legislation is further complicated by the fact that environmental offenses are not only contained in statutes relating specifically to the environment, but may also exist in related legislation such as occupational health and safety and public health legislation. This scope and complexity of environmental legislation and the resulting policy obligations makes the need for the proper management of the departmental responsibilities particularly significant.



Environmental awareness training is among these responsibilities. With the diversity, complexity and interdependence of the environmental legislation puzzle, or environmental 'obligations' puzzle, it is easy to throw up your hands in frustration and say: 'Where do I start??'

### **3. Where to start:**

The toughest or easiest part of embarking on an awareness program, depending on the circumstances, is in making the unfaltering decision that such a program must be put in place. It is difficult if there are a few people in an organization that see the merits of such a program but most of the operational and senior persons are uncommitted and do not appreciate the value. It is easy when the CEO decides that such a program must be in place. In the case of PWGSC, it was the latter, and developing and implementing the program was deemed to be 'urgent'. If the former situation exists, and the senior officials of the organization do not appreciate the need or benefits, then the starting point is very different.

The approach becomes one of training needs analysis, the finding of an answer to 'Do I really have a training problem?'. While there are many ways of doing these analyses, sophisticated and less complex, the concept is one of determining the 'performance gap', the difference between what the individuals in an organization should be doing as compared to what they are doing now. This involves the analysis of both individual requirements and of those of the organization as a whole. It means looking at hard skills (professional and technical background, job related specific training) and soft skills such as attitude and motivation. Organizations may have inadvertent barriers or inappropriate reward / punishment systems which can be readjusted. Some cases may be incorrigible in which case training may not provide any value added, other management options such as transfer or termination may provide better results.

The training needs analysis should result in a very clear statement of objective — a clear statement of destination since you cannot hit a target you cannot see. This objective, or objectives, must answer three questions: What do I want my employees to be able to do? (Performance); What are the conditions under which I want them to do this? (Conditions), and; How well must they perform? (Criteria). In each case, the answer must be measurable so that fulfilment of the objectives can be clearly monitored, approaches adjusted for optimal performance and results documented.

#### 4. Developing Program Content:

The development of the program content logically follows the needs analysis. The needs analysis will have assessed the performance gap in both the hard and soft skills. Objectives and / or the statement of goals are completed at this stage. The extent of related subject training already in the organization will have been determined. The trainee profile will have been determined as part of the needs analysis (how many, age range, work experience, previous training, company culture and history, gender mix and / or bias, individual expectations, level of people, etc). This profile will help determine the 'style' of training; instructor, coach, facilitator or consultant styles, depending on the mix of 'direction' and 'relationship' interactions that are believed to be required. In the case of PWGSC, the facilitator role was chosen for at least several reasons: the employees were very able learners (professionals, technicians), they already had at least some familiarity with at least some of the content subjects and, to a large extent, they were already implementing many of the requirements, although perhaps not to the level required and with some mistakes that led to citations regarding to violations of legislated requirements.

Course content typically includes an introduction, a body and a conclusion or closure. The organization of the content is as important as the content itself.

The introduction must result in a 'grounding' of the participants and the trainer. The introduction must have a 'hook', a short story, a startling statistic, shocking statement, humour (if proper) or some other type of opening that invites the participants to listen. It should contain the 'power material' relatively near the beginning, however, one must be careful in ensuring that this opening material is content related. An 'ice breaker', although 'content neutral', is useful in setting a 'participatory style' and in starting the relationship building that is required for team work on assignments and case studies. The ice breaker can also be the means of obtaining, from the participants, their objectives and expectations with respect to the course. Finally, the introduction must provide and outline or preview of the training program, including the content and the schedule, and it must show how this specific training fits in to other training within the organization. The introduction should be fast-paced, non-threatening and should communicate to the participants the type of trainer that you are (or that he or she is).

The body of the content must provide the basis for closing the 'performance gap'. Gap components are typically knowledge of the requirements, attitude, lack of reward / punishment and lack of enforcement of the these to the standard or organizational culture type required. Course content for filling the performance gap can be developed in one or more of the following ways: questionnaire, group meetings, review of non-performance incidents, observation, audit, pilot projects, core expertise meetings, and other. There must be a conscious balance between a 'forced' content and one arrived at by

consensus; the first can be developed quickly and at low cost, the latter through a more timely and costly consultation process. In all cases it should be focused and relevant to the objectives of the awareness training program. It is important that the content have a sequential, logical flow: chronological (to relate past, present and future), spacial (into areas that have logical lines of division), journalistic (what, why, when, where, who and how) or simply topical (showing parallelism, streamlined structure). For flexibility in presentation, course content should be presentable at three levels: basic or need-to-know items, more facts and details with respect to the basic items and material which provide for review and summarization.

The conclusion should come full circle to the introduction and should lead to decision, response and commitment to action. It should contain a summary and evaluation and should close with reference to the participants' goals and expectations. A short, personal, sincere, polished closure will add the final touches to the success of the awareness training program.

## 5. Implementation:

A comprehensive implementation plan is a must! There are two components to such a plan: the first is closely tied in to content, the other is with respect to the 'delivery' of the program itself.

The first part deals with the structure, style and duration of the awareness program so as to ensure that the maximum of content can be effectively transferred from the trainer to the targeted participant. In the case of PWGSC, there were three different target groups established: a basic two day course for the directly-involved, working-level participant (about 40% of total employees), a one day session (covering the same basic material but excluding the work associated with the case studies) for executive-level employees (5%), and a half day general awareness session to all others (55%). This type of targeting was necessary from a cost-effectiveness perspective, and was based on the needs of the various types of employees in the organization. The second part of this consideration dealt with the flexibility for tailoring to the specific audience (note that audience size limits were also set): it was felt that the majority of the content (80%) was 'basic' requirement and that tailoring should not involve more than 20% of the material and / or time.

The second part of implementation deals with the logistics of mobilizing trainers, participants, materials, record keeping, administration of program, etc. The importance of a detailed plan for this should not be underestimated; it is virtually impossible to deliver an effective, comprehensive awareness training program without a disciplined, structured plan. Even simple tasks such as the updating of content material loses effectiveness unless there is a delivery mechanism that is defined and which works. The implementation plan must show all tasks and sub-tasks, responsible delivery persons,

costs and schedules. The plan must include evaluation and adjustment procedures, and the provision for reporting and accountability.

## 6. Conclusion:

The proper development and implementation of an environmental awareness program for an organization can provide the means to enhance a realistic sense of security among workers and, thereby, enhance morale. The result can be a significantly improved performance of the organization as a whole with the benefits that accrue from exemplary performance. Because of the complexity and diversity of environmental responsibilities, and the similar complexity of structure of large workplace areas, it is essential that any environmental awareness training program be developed with appropriate analysis and planning. A consistent and disciplined implementation is required to meet the test of reasonable care or due diligence which the environmental legislation itself often requires.

In summary, an effective adult training program should ensure, among the many other specific details, simplicity of content, vocabulary which participants can understand, organized and disciplined delivery process, truthfulness and freedom from fear or risk of full involvement by the participants and well-paced presentations by trainers who like people and who have reasonably good 'people skills'.



Radisson, le 15 février 1983

Comité consultatif de  
l'Environnement Kativik  
C.P. 9  
Kuujuuaq, QC  
JOM 1C0

Objet: NATURAS 1983

#### HISTORIQUE

Le ministère de l'Environnement du Québec a instauré un prix "Naturas" afin de sensibiliser la population en général et certaines clientèles spécifiques aux préoccupations de la protection de l'environnement.

Le "Naturas" sera attribué à la personne, au groupe ou à l'organisme qui aura manifesté le plus d'intrêrêt et d'actions concrètes à la protection de l'environnement pour l'année qui vient de s'écouler. Le principe est d'encourager les individus ou les corporations qui font une action spéciale et concertée dans le domaine de l'environnement.

#### ATTRIBUTION DU PRIX

L'attribution de ce prix se fera sur une base régionale et celui-ci pourrait être remis par le ministre de l'Environnement du Québec. Le "Naturas" pourrait être donné dans quatre catégories:

- la catégorie Développement
- la catégorie Municipale
- la catégorie Populaire
- la catégorie Milieu éducatif

De plus, dans chacune de ces catégories, il y aura place à une mention honorable.

Pour l'attribution du prix, nous croyons que les Comités consultatifs de l'environnement de la Baie James et Kativik pourront être les proposeurs. Etant composés de membres représentatifs du milieu et étant directement impliqués dans le domaine de l'environnement, leurs recommandations auprès du jury devraient être des plus judicieuses.

#### COMPOSITION DU JURY

Le jury pourrait être composé ainsi:

- le Directeur Régional
- un représentant des deux comités consultatifs
- un représentant des Affaires sociales

L'agente d'information du ministère de l'Environnement pourra agir à titre de secrétaire.

#### CRITERES DE SELECTION (15 mars 1983)

Les principaux critères de sélection à retenir sont:

- activité réalisée entre avril 1982 et 31 mars 1983
- activité méritoire et distinctive
- geste touchant l'amélioration, la conservation ou la restauration et ayant un impact dans le milieu

L'objectif principal est la sensibilisation du public à l'environnement; ceci a inspiré au ministre Marcel Léger, la pensée suivante: "Dans la vie, on retient plus ce qui va mal que ce qui va bien. Pourtant, l'importance c'est ce qui marche et non ce qui fait défaut".

  
André Dicaire



Radisson, February 15, 1983

Kativik environmental  
Advisory Committee  
C.P. 9  
Kuuujuaq, QC  
JOM 1C0

Re: NATURAS 1983

#### BACKGROUND

The Québec Ministère de l'Environnement has instituted the "Naturas" price to make the population in general, and specific groups in particular, more keenly aware and concerned with the protection of the environment.

The "Naturas" price will be awarded to a person, group or organization which has demonstrated the most real and action oriented, interest for the protection of the environment. It is meant as a means of giving recognition to persons or groups that have taken special concerted action with regard to the environment.

#### THE AWARD

The price will be awarded on a regional basis, and may be conferred by the minister of the Environment of Québec. There may be four categories of "Naturas" awards:

- the Development Award
- the Municipal Award
- the People's Award
- the Educational Milieu Award

Furthermore, in each of the above mentioned price categories, provisions have been made for bestowing the award "With distinction".

We believe that the James Bay and Kativik Advisory Committees would be the ones making the nominations. As true representatives of their respective communities, and being directly concerned by environmental matters, their recommendations to the Jury would likely be well founded.

#### THE JURY

The jury would be made up as follows:

- the Regional Director
- a representative from each of the two advisory committees
- a Social Affairs representative

The information Agent from the Ministère de l'Environnement could act as the secretary.

#### SELECTION CRITERIA (15 March 1983)

The main criteria to be taken into account are as follows:

- the action taken from April 1982 and March 31st, 1983
- the merits and distinctive character of the action
- the deed to have some impact on the environment, for its betterment, upkeep or restoration

The main object of the operation is to promote public awareness of the environment, whence the word from the Minister Marcel Léger: "We notice things that go wrong in life; even though things that work are far more important than things that go wrong".

André Dicaire

AD/ed