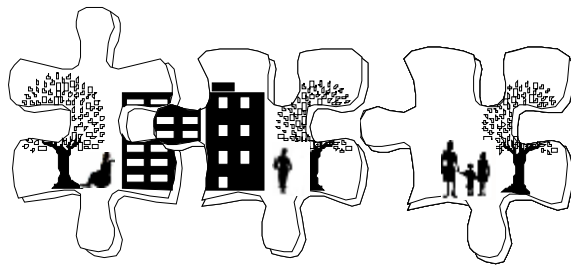




Winnipeg Inner-city Research Alliance

WIRA Summer Institute 2003



Greening the Inner city: Eco-Friendly Community Development

June 2nd to 7th, 2003

Final Report

Institute of Urban Studies
July 2003

Sponsored by:



Social Sciences and Humanities
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WIRA SUMMER INSTITUTE 2003

FINAL REPORT

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Urban Studies Special Topic (84.3010/3)
“Greening the Inner City: Eco-friendly Community Development”

This course is intended for community workers, residents and university students, and will explore issues of environmental sustainability in the inner city. By drawing extensively on case studies and field project work, this course will examine challenges and successes of environmentally-sensitive community development. Topics will include: strategies for ‘greening’ the neighbourhood, energy-efficient housing development, and the role of transportation. A focus throughout will be the potential to create jobs and build skills for community residents using environmentally-friendly community development.

OVERVIEW OF REPORT

- The second WIRA Summer Institute - Greening the Inner City: Eco-friendly Community Development – was held from June 2nd to 7th 2003.
- 34 participants attended, including 27 students and 7 community representatives.
- Students took the course for academic credit and completed a major paper following the one-week intensive course. Community participants received a professional certificate.
- The course consisted of daytime and evening workshop sessions, a fieldtrip and an optional social evening.
- The evening sessions were open to the public and were attended by approximately 300 people.
- A broad range of ideas and perspectives were represented by the 31 community and academic presenters who contributed to the 9 daytime and 2 evening sessions throughout the week.
- Working examples and practical experience balanced and connected with the theoretical component.
- Themes throughout the week concentrated on environmental issues in the inner-city, including strategies and community-based initiatives developed to address these issues.
- The informal and relaxed tone of the week complemented the participatory and interactive nature of the sessions.
- Forays out of the classroom and into the community provided a more concrete context for the week’s discussions and presentations.
- Feedback from participants, presenters and organizers indicate that the WIRA Summer Institute 2003 was a great success.

INTRODUCTION

The Summer Institute 2003 was sponsored and hosted by the Institute of Urban Studies and the Winnipeg Inner City Research Alliance. The Institute of Urban Studies undertakes and coordinates applied multi-disciplinary research aimed at practical solutions to urban development challenges in a broad context, but with a special emphasis on the inner city.

The Winnipeg Inner City Research Alliance (WIRA) is a group of academic researchers and community partners committed to action-oriented research that will benefit Winnipeg's Inner City. It draws people together to build partnerships, develop ideas and initiatives to help arrest neighbourhood decline, and strengthen community capacity. The WIRA initiative is funded by the Social Sciences and Humanities Research Council, and the Canada Mortgage and Housing Corporation. WIRA is part of the Community-University Research Alliance initiative. It is committed to fostering innovative research, training and related activities that work toward the social, cultural and economic development of communities.

The WIRA Summer Institute is the main component of WIRA's educational mandate. Targeted at university students and community practitioners, the Summer Institute is held in each year of the WIRA initiative.

The Summer Institute builds knowledge and capacity at the community level and adopts a practical, hands-on approach. Instruction consists of lectures, seminars, field trips and sessions with community groups. Sessions are led by local and national experts in the field, and facilitate an exchange of ideas among participants.

Planning of the Summer Institute is a complex and collaborative process, undertaken by a group of dedicated staff at the Institute of Urban Studies. Many thanks to each of them for the time and effort they contributed leading to two very successful initiatives. A supplementary document detailing the Summer Institute planning process may be obtained by contacting the Institute of Urban Studies. For more information about the Institute of Urban Studies, the Winnipeg Inner city Research Alliance, or the Summer Institute, please visit the website www.uwinnipeg.ca/~ius or call (204) 982-1140.



1.0 OBJECTIVES

The WIRA Summer Institute is designed with a number of objectives in mind. The intention of each Summer Institute is to create a unique, shared learning experience for university students and community practitioners through a series of workshop-style sessions addressing a range of key issues related to community development in Winnipeg's inner city. The Summer Institute aims to take a "hands-on" approach to learning, to combine classroom learning with "in the field" experience of Winnipeg's inner-city communities, and to provide instruction that combines theory with practice.

1.1 Shared Learning Experience

The 2003 Summer Institute was successful in creating a learning environment that drew on and built upon the experience and knowledge of presenters and participants alike. Sessions were structured to encourage hands-on activities, question and answer sessions, group work and dialogue. Community participants and students made valuable contributions to discussions throughout the week, particularly in relation to their own neighbourhoods or areas of expertise.



1.2 Hands-on Approach to Learning

The Institute combined lecture-style classroom instruction with other types of learning experiences. Some presenters engaged the participants in group-work. Some sessions included tours of neighbourhoods, which added a more concrete and practical dimension to the participants' learning. The three-hour field-trip to various locations in the inner city was an interactive experience as participants worked on a small project in groups.

1.3 Drawing on Community Expertise

The majority of sessions were facilitated by local community practitioners. The Summer Institute was an excellent opportunity to bring together individuals working in different areas of community development in the inner city. Often, presenters met others who work in similar areas of interest. They were able to connect and learn about each others' initiatives. A few attended other sessions. A number of informal connections and plans for future collaboration were made between and among participants and presenters.

2.0 PARTICIPANTS

A total of 34 participants registered and completed the Summer Institute 2003: 27 University students took the course for credit plus a certificate, and 7 spots were taken for certificate by representatives of community organizations. This class size again proved to be appropriate for the type and quality of interaction aimed for in the course.

3.0 SESSIONS

Each day of the Summer Institute included six hours of sessions. In addition, there were two evening presentations of two hours each, plus a three-hour session on Saturday morning. This year the Institute had an environmental focus. Within this focus a number of different theme areas were covered during the week including:

- Community Development and the Environment,
- Housing and the Environment,
- Transportation Alternatives,
- Re-cycle and Re-use of Buildings,
- Neighbourhood-level Initiatives,
- Waste Management,
- Aboriginal Perspectives on the Urban Environment,
- Local Economic Development,
- From Blue-Box to Ballot Box: How Do We Encourage Citizen Participation
- Principles of Community-based Planning, and
- Smart Growth

Each of these theme areas roughly corresponded to one three-hour daytime or evening session. Each session generally had more than one presenter in order to offer a wide range of information, perspectives and ideas in the theme areas (see Appendix A).

3.1 Introduction to the Summer Institute



Presenters: Tom Carter, Anita Friesen, Michael Dudley
(Institute of Urban Studies)

To start off the week, participants were welcomed to the Summer Institute and given a general overview of the week, including information about the course content, the assignment, attendance and participation, course materials, and tone of the week (Appendix B and C). They were provided with a comprehensive package of information and forms. Each participant also received a WIRA Summer Institute 2003 travel mug, a notebook made of recycled paper, and a nametag. Michael Dudley led students through a brief tutorial on citation methods and useful research resources for the course.

3.2 Theme: Community Development and the Environment

This session served as a useful introduction to community-based development.

Topic: *Basic Concepts, Theories and Practices*

Presenter: Judith Harris (University of Winnipeg)

Dr. Harris began the session with a broad overview of basic community development concepts and theories, setting the stage for the Summer Institute's community development and environmental themes. Key trends in the inner city were discussed. Participants identified qualities and characteristics of 'community', and then looked at 'development' as a concept and the three schools of development thought. This led to a discussion of community development, followed by an examination of tools used in analyzing community development.

Topic: *A Short Introduction to Radical Planning Theory and Practice*

Presenter: Doug Aberley (University of British Columbia)

Dr. Aberley began by looking at various definitions of planning and the wide range of planning approaches, identifying and defining radical planning in relation to others.

- Radical planners:
- Share values with clients;
- Advocate on behalf of their clients;
- Are animators...capacity builders;
- Collect scientific 'fact' and local 'stories;'
- Weave knowledge into useful forms...visions/goals, objectives, action plans; and
- Move vision to reality through processes including negotiation, litigation, direct action, building parallel structures of governance and development.

Dr. Aberley concluded the session by illustrating the process of translating theory into practice using his work with the Tsleil-Waututh First Nation as his case study.

Topic: *Keeping People in the Equation – Lessons Learned from the Westminster Square Eco-Village*

Presenter: Alec Stuart (Manitoba Intergovernmental Affairs)

The session concluded with Mr. Stuart's presentation on his work on the Westminster Square Eco-Village development proposal. This honest and informative presentation examined the strengths and weaknesses of the development approaches used, and Mr. Stuart's thoughts on his experience working with The City of Winnipeg and residents of the Wolseley neighbourhood. He concluded with suggestions of strategies that he has found work well when engaging community as well as comments on what has not worked well.

3.3 Theme: Housing and the Environment

Topic: *Manitoba's Northern Model House*

Presenter: Dwayne Rewniak (Manitoba Housing and Renewal Corporation)



Dwayne's presentation began with an overview of the critical housing situation in northern Manitoba, with a focus on remote northern and Aboriginal communities. With the goal of developing a Northern Housing Strategy that's community-driven, a partnership between the Manitoba Housing and Renewal Corporation (MHRC) and five northern and Aboriginal organizations was created. Dwayne discussed how, as part of the strategic approach, the Northern Model House in Thompson, Manitoba is an example of an innovative housing project featuring construction and design technologies developed to better meet the challenges of Manitoba's northern climate and the needs of northern residents. Features of the home that reduce energy consumption, making the home more affordable for low-income families, were also highlighted.

Topic: *Housing and the Environment*

Presenters: Randy Romas and Ryan Penner (Manitoba Hydro)

Randy's presentation focused on "energy-efficient" housing. Topics of discussion included: how the need for energy-efficient housing originated, defining "energy-efficient" housing, identifying where energy is used in a house, and the environmental impacts of heating houses. Also included in the presentation was a discussion on how retrofitting existing homes and building new houses to energy-efficient and environmentally-friendly standards can contribute to more affordable, better built homes for individuals, which have a decreased negative impact on our environment. The steps taken to retrofit existing housing, as well as the impediments to doing so, were also important points. Examples of successful energy-efficient housing projects were noted.

Ryan gave an introduction to geothermal heat pumps, how they work, the benefits associated with geothermal heat pumps, their potential impact on the environment and market trends. The classroom presentation was followed by a tour of Judith Harris' house, located in the inner city. This served as an example of a home heated with this technology.

3.4 Theme: Transportation Alternatives

Using local and international examples, the three speakers addressed the range of relevant concerns: broad social issues; strategies; multi-sectoral involvement; and design issues. The session was originally intended to incorporate a panel discussion, but the speakers filled the time allotted. It was interesting to see that some of the participants were suburbanites and exurbanites and were not unanimous in their approval for sustainable transportation-land use ideas. This resulted in a lively discussion of the issues.

Topic: *Sustainable Transportation Alternatives*

Presenter: Andrea Lamboo-Miln (Resource Conservation Manitoba)

Andrea's session served as an excellent introduction to transportation issues and the strategies being applied to address them. The students were quite engaged by her talk and there was a vigorous discussion regarding internalized and externalized costs associated with driving. Students who lived out of town and drove in every day balked at the notion that they should pay higher insurance premiums than city-dwellers who drive only occasionally. Andrea helped to get the students thinking about an integrated approach to transportation planning – to address environment, health, equity, economics, physical infrastructure, etc.

Topic: *Environments for Bicycling*

Presenter: Gord McGonigle (Consultant)

Gord's presentation concentrated on street design and the various "initiatives" cities can apply to accommodate cycling. His presentation was richly illustrated with examples from Winnipeg's inner city. He also directed students to useful planning documents. The students had many questions and comments for Gord – quite a few students were regular cyclists and had strong opinions regarding cycling.

Topic: *Pedestrian Perspectives*

Presenter: Molly Johnson (Consultant)

Molly's presentation emphasized pedestrian issues, but did so from a broader urban design approach. She engaged the students by encouraging input – what made for a good walking environment? Her presentation included illustrations from both Winnipeg and international cities. Molly proved to be an excellent speaker and students stayed late to hear more.

3.5 Theme: Re-Cycle and Re-Use of Buildings

Topic: *The Mountain Equipment Co-op building*

Presenter: Dudley Thompson (Prairie Partnership Architects)

Dudley Thompson discussed the recycle and reuse of buildings using the case study of the Mountain Equipment Co-op (MEC) building in Winnipeg. The MEC building comprises both an old and new building;

however, the new building was built with very few new materials, since the majority of materials were reused from the building that was previously on the site. In order to make the construction process flow, an integrated design process was used and all team members worked together from the start.

The first step was the de-construction, not demolition, of the old building. Materials from the de-constructed building were reused, modified, resold, or recycled, with very few materials ending up in the landfill. The recycling of materials was very labour-intensive, but it used local labour and local material.

The construction of the new building and the conversion of the old building were brought together to create a C2000 building. A green roof was created on top of the new building, which will help to delay run-off. Compost toilets are used throughout the buildings, the cooling system is a passive system, and the lighting will turn on only when there is not enough sunlight entering the building. The capital cost for this project was \$2.5 million, which is equivalent to \$82/sq. foot, and is a very respectable cost level. MEC received a top rating for this building based on a 'leadership in energy and efficiency design' rating, under the Canadian Model Energy Efficient Code for Buildings which is more encompassing than C2000.

The presentation ended with a question and answer period, during which it was determined that people 'bent over backwards' to help the project happen, and in the end the project was very well received. In order to reuse and recycle buildings, people must think differently, and it must be remembered that a project will only be as good as the clients are. In this case, MEC was very willing to think in a nontraditional way, which allowed for this unique project to come to life.

Topic: *Buenos Aires City: The Challenge of Sustainability*

Presenter: Marcelo Mandelbaum

Buenos Aires is composed of the educated rich, who live in the north, and the poor, who live in the south. Squatter settlements continue to grow. Parts of the city flood frequently. The city lacks green space, an issue which is being addressed through a political plan to purchase empty lots and develop them into green space. The historic buildings in the old centre of the city are in poor condition. The transportation system, which comprises cars, buses, subway and rail, is characterized as slow and poorly planned. To date, land use planning in Buenos Aires has been reactionary in nature.

The majority of Buenos Aires' problems lie in the fact that there is no metropolitan government, which creates a jurisdictional problem. The city is divided into electoral districts, school divisions, neighbourhoods, police departments, fire departments, etc., which adds to the lack of integration throughout the city.

In order to redevelop the docks near the port of Buenos Aires (Puerto Madero), a corporation was given management power. The corporation was given the land and, with a vision, was able to redevelop the docks over the long term. The middle class and the wealthy use the redeveloped docks, since they have the time and money for leisure, while those who are poor simply do not have either. Due to the redevelopment success that the corporation had with the docks it has been given two more pieces of land to develop, in hopes that it will have the same success again.

3.6 Theme: Small-scale Inner-city Environmental Initiatives

These sessions provided concrete local examples of community-based initiatives that aim to improve food security for residents and to 'green' the neighbourhoods.

Topic: *Urban Greening in the Spence Neighbourhood*

Presenters: Sue McKenzie and Iris Ingram (Spence Neighbourhood Association)

Sue and Iris gave an overview of the Spence Neighbourhood Association's numerous environmental projects, which include greening of vacant lots, litter reduction, re-cycling, community gardens, bulky-waste removal, and neighbourhood beautification. They discussed the challenges and rewards, plus the unexpected outcomes. Most of the individuals participating in the Spence Neighbourhood Association's environmental projects are community volunteers, organized by employees. The classroom presentation

was followed by a guided walking tour that took the participants to a number of the various projects underway.

Topic: *Gardens Building Neighbours*

Presenters: Mike Maunder and Meagan Peasgood (Spence Street Village)



This session was held in the garden of the Spence Street Village. The presenters kindly provided lemonade to the group.

The Spence Street Village is an informal group of individuals who are interested in building and maintaining a sense of community in their neighbourhood. It is not affiliated with any formal organization, nor does it have any paid positions. The group sprouted spontaneously a few years ago and continues to grow in size. It began when a few people in the neighbourhood started discussing the idea of co-housing. But with an average income of only \$16,000 each, the group could not afford to purchase property. Instead, they made an arrangement with Westminster Housing to rent a home and the group itself chooses the tenants and ensures that the units in the house are always rented.

Each renter pays \$10 a month as part of the group and contributes their time and effort towards home improvements. This has included the purchase of a BBQ, and a washer and dryer. They received a grant from West Broadway to help cover the costs of a stereo and development of a garden area, and Westminster Housing split the cost of a new deck with the group.

The Spence Street Village group is also committed to doing community projects such as tree banding and neighbourhood beautification. They are involved in the Good Food Club which allows community members to contribute their labour on a farm in return for produce or barter points. This Club also holds very well attended Community Potlucks at Crossways in Common. The Spence Street Village has been a successful initiative that counters the prevailing notion that homeownership is the only way to create stability and a sense of community in a neighbourhood.

3.7 Theme: Waste Management

The three speakers did a very good job of integrating ecological issues with those in the inner city, especially community economic development. Class engagement on these issues was high, and many good ideas emerged – and more would have if we had had more time!

Topic: *Home Composting*

Presenter: Susan Kennedy (Resource Conservation Manitoba)

Resource Conservation Manitoba's (RCM) Compost Action Project runs demonstration community gardens, attends trade shows, runs an info-line, conducts workshops, and operates a website - all promoting composting. The presentation outlined the basics of composting, as well as the barriers preventing wider adoption. Other cities have managed to start and operate composting programs on a much larger scale; Winnipeg, as we were to hear several times over the morning, has very low "tipping" fees at its landfills, which creates little incentive for diversion programs and makes innovation relatively expensive. The inner-city context is important for RCM's work, as that is where their community demonstration gardens are. The city runs a subsidized composter-distribution program, but the inner city is underserved. Community "ownership" of composting and gardens is a challenge – there is a great deal of turnover, and constant education and maintenance is required. Winnipeg Harvest receives tons of unsaleable produce from the city's supermarkets, which at times is diverted to large-scale composting. Another important inner-city issue related to composting is food security. Inner city gardens intended for producing food need compost to replace nutrients and fortify poor soils contaminated by decades of pollution (particularly lead from gasoline). The best strategy in the inner city is to keep such project gardens small scale and local in nature.

Topic: *Waste Wood Diversion*

Presenter: Shaun Murphy (Lumber Lovers)

Private industry is the hidden waster of wood: components and finished products are all shipped in wood containers and pallets that are usually thrown away. This type of industry goes through as much wood as the homebuilding industry does simply building houses. Murphy has started up a local business called Lumber Lovers that recovers a small proportion of waste wood from one company only – Motor Coach Industries. He says there is enough wood going to the landfill to support the operation of many more companies like his. Murphy has also received permission from the city to take over a building and site at the landfill for wood waste.

Right now Lumber Lovers' primary product is composters, which sell for \$75.00. There is talk at SEED and the Spence Neighbourhood Association of opening an urban sawmill to take the 5,000 trees felled in the city each year from Dutch Elm disease and turn them into useful products. This could also be accomplished by hiring and training at-risk youth – or in conjunction with the existing Youth Builders program. A student referred Shaun to Neighbourhoods Alive! as a possible funding source.

Topic: *Evaluating Composter Distribution Methods in Winnipeg*

Presenter: Gerald Villegas (University of Manitoba)

Gerald began his presentation by comparing rates for garbage production and recycling, illustrating that inner city residents produce more waste and recycle less than their counterparts in the suburbs: such residents are more concerned with meeting basic needs than sorting their garbage; autobins encourage indiscriminate garbage disposal; drivers of recycling trucks are less respectful of inner city streets and often leave bins full. A participant pointed out that recycling programs rely on a “feel-good” mythology that may not be supported by actual results; many inner city residents simply don't buy into it. The current program is broad and deliberately does not target particular constituencies. Innovative approaches are called for: residents who drop off recyclables could be compensated; programs could target diverse audiences.

A brainstorming session followed the presentation; 4 groups were asked to come up with an innovative strategy to respond to 4 program areas: education; clothing recycling; reuse of lumber; and composting. Numerous creative ideas resulted.

3.8 Theme: Aboriginal Approaches to Greening the Inner city

Topic: *Aboriginal Perspectives and Experiences*

Presenters: Rodney McDonald and Christine Edwards (Centre for Indigenous Environmental Resources)



Rodney and Christine provided an overview of the strides being made by the three levels of government in developing and implementing environmentally sustainable policies and strategies. Centre for Indigenous Environmental Resources (CIER) is a non-profit organization, created and directed by First Nation Leaders from across Canada. A central feature of CIER's mandate is community-based capacity-building in the field of environmental protection. They offer environmental education and training, research services and consulting. The presenters spoke about the concept of sustainability and the interconnectedness of living beings. The Aboriginal perspective recognizes this interconnectedness. It is holistic and involves a strong connection of community. The fundamental belief is that there is more than one purpose to each thing on earth. It is important to understand and respect that versatility and the cycles of life. The CIER building was presented as an example of techniques that can be used in office buildings to decrease negative environmental impacts. Participants were asked to divide into groups to discuss other possible ideas for reducing environmental impact in the new location that CIER will be moving to.

3.9 Theme: Community Economic Development And The Environment

Topic: SEED: Local CED

Presenters: Cindy Coker And Gary Wilson (SEED Winnipeg)



The presenters began the session with a description of SEED, its mission and philosophy, and proceeded with an overview of SEED projects in Kootenay, British Columbia and Winnipeg, Manitoba. The SEED Society (Social, Ecological and Economic Development) of British Columbia, began in Christina Lake in 1997. Christina Lake is a small community with a local population of 1,800 full time residents located in the Kootenay area of British Columbia.

Gary Wilson described a project with the local community of Christina Lake to establish a Constructed Wetlands Treatment System. SEED brought together a team of academic, financial, legal, and design professionals to assist with the research and development of the project. Together they created a community based, economically viable and environmentally sound solution to deal with the treatment of waste at Christina Lake. In the end the project was not implemented because one key player in the community was opposed to the project.

Cindy Coker described a pre-feasibility study of environmentally oriented community development opportunities in Winnipeg conducted by SEED and Emerge Knowledge Design. Each opportunity was evaluated according to criteria which included a) number of jobs created; b) start up cost; c) cost per job; d) job skill level required for the positions, and e) environmental impact. The study ranked the proposed businesses into high, medium and low viability and proposed further research into the businesses with a high viability rating.

Topic: Mountain Equipment Co-Op: A Profile

Presenter: Gerry Humphrys (Milestone Projects)

Gerry Humphrys provided an interesting account of how they built the Mountain Equipment Co-op, one of the greenest commercial buildings in the world, out of recycled material. He described how they carefully dismantled the two, older, structurally unsound buildings that existed on the site in such a way that the components (brick and lumber) could be reused to build the Co-op. He described how they exceeded the performance standards set out in the Canada "Model Energy Efficiency Code for Buildings" by incorporating many energy efficient and ecological features into the building including a roof top garden and a water radiant heat source in the concrete floor. In 2003, Mountain Equipment Co-op, Winnipeg was presented with the "Canada Energy Efficiency Award" in the Retrofit or Renovation Projects - Commercial and Industrial Buildings category. This award winning building has received six awards for its innovative designs and energy efficient construction. The session ended with a warm round of applause and students thanked Gerry for a job well done.

3.10 Theme: From Blue Box to Ballot Box

As a wrap-up of the week, this session was planned as a way of discussing individual and group action on environmental issues, essentially answering the question of “Now that we know about the issues, how can we make a difference?” and, How can we encourage people to get involved? This session began with brief presentations from three speakers, followed by a panel discussion addressing questions from the participants.

This session was followed by a brief course evaluation and discussion of ideas for the Summer Institute 2004.

Topic: *Engaging Communities*

Presenter: Andrew Cowan (Environmental Coordinator, City of Winnipeg)

The job of Environmental Coordinator was “on the books” for ten years before Andrew was hired in 2001. The environmental committee that advises the City Council has been working on the new comprehensive environmental strategy. Rapid transit has been identified as their top priority.

Andrew indicated that a major barrier to moving forward with environmentally sound initiatives is the lack of understanding of an issue by the public. People are likely to support progressive taxes if they understand what the issues are. Resistance also occurs when it is only opponents to an initiative who contact city hall. It is crucial that supporters call. Environment matters to the public – that’s why politicians should be more active in supporting eco-measures. Andrew suggests that the city’s website should record how councillors have voted on eco-issues. One measure that should have a big impact is the Neighbourhood “Environment Improvement Zone”: This program will support neighbourhoods, but they will have to do the work of identifying their specific issues and coming up with strategies.

Presenter: Rob Altemeyer (MLA, Wolseley)

Prior to entering politics, Altemeyer was a community activist for 15 years. He maintains that inner cities and their concerns are often overlooked when it comes to environmental issues. Mobility and language barriers are important considerations, as is economics (\$5.00 for a blue box is ‘off the radar screen’ for many). Empowerment in support and control is essential. As a politician, planner or other “outsider” one’s ideas about what the residents want can be light years from what the residents actually want, therefore, its important to find out what their interests are. What are the important issues? Probably not the environment! Instead of promoting eco-measures as such, it is more effective to attach environmental measures to strategies that address other needs. For instance, improving insulation and energy efficiency to make housing more affordable.

Rob believes that citizens are apathetic and need to be re-connected to local decision-making. You need to have people on the outside (activists) and inside (politicians and bureaucrats) pushing for change. Jurisdictional boundaries are a problem too - there are some problems that can only be solved with cities and provinces working together to find solutions. He also suggests that there are roles to play beyond the political sphere – there is a strong role to play in the administration. There are going to be many retirements in the civil service – look to these as possible careers, and make a difference that way. Government is too powerful a force to ignore – if we step back and are apathetic we’re turning power over to people who may not share our values.

Presenter: Randall McQuaker (Executive Director, Resource Conservation Manitoba)

Before addressing the disconnect between policies and communities, it’s important to look at the bigger picture: people are disconnected from the natural world. Nature and the environment are commodified and resources are exploited in centralized industrial processes. Activism must therefore be transformative in nature—change is required in social values, culture, economics, etc, not just in “consumer behaviour.” Effort to change culture is not just one project but part of larger struggles – so it must be undertaken in solidarity and support with them. This culture-change project is, therefore, very much about relationships, connections and interdependence.

Political struggle involves a contest over meaning. There is a discursive basis to social change, not just a material basis. Both approaches are needed: people will change based on ideas or information, but others will only change when their conditions change. We need to reject the dichotomy between these

approaches. You can't attempt to become involved in community issues without recognizing that individuals in communities have values, circumstances, will, and agendas of their own. They are not disempowered. Lots of people are engaged in daily struggles. You can't impose change. It must arise out of partnership and trust. It must play out in the lived experiences of real people. Never use guilt and blaming.

Knowledge is a barrier. You need to know something of the system to engage in the system. Some people just won't feel comfortable presenting in front of a hearing. There may be a lack of self-esteem in some communities. There is a need to make these processes more accessible. Privatization of public space; the "enclosing of the commons"; professionalization of services that used to be provided by community members for each other: all these lead to isolation and disconnection. Cynicism: a lack of confidence that anything that a community or an individual does will make a difference. Feeling that much of what government does is just "issue management" not real engagement. To be real, meaningful and successful, real democracy has to go way beyond just the "ballot box"!

Panel discussion:

Can government make dramatic decisions without "buy-in"?

Sometimes, yes. There are certain "critical discourse" moments when there are huge shifts in public opinion. The Chernobyl accident for instance led to widespread fear of and opposition to nuclear power. You shouldn't wait for a powerful exogenous force. Yet it usually is a crisis of some sort that precedes change.



What if the community is wrong?

It happens all the time. People phone to ask when the city is going to kill all the crows! The reason why it seems that change takes so long to happen at the government level is that government is not only trying to promote certain ideas, it also has to oppose and resist wrong-headed and unsustainable ideas. But sometimes community members can prove you wrong!

How do you deal with defeat – when a project you've worked on for so long is quashed? Why go on?

Processes that fail are still necessary and valuable: simply by participating you can reduce the impacts of developments that would have otherwise been much worse! Besides – democracy doesn't mean that everybody wins: it only works to ensure a fair process.

3.11 Evening Lectures

Two evening lectures were held as part of the Summer Institute 2003. These were open to the public and were widely publicized (Appendix E). Each tied into the daytime themes yet also appealed to a wider audience. Both took place in Eckhardt-Gramatte Hall at the University of Winnipeg and were very well attended.

Topic: *Power is Held by Those Who Tell the Story: The Principles and Practice of Community-based Planning*

Presenter: Dr. Doug Aberley (School of Community and Regional Planning, University of British Columbia)

An overview of the origins, history and theoretical foundations of community-based planning began the evening's presentation. It is important to understand the range of planning approaches and especially the status quo, and to be clear regarding perspective. Community based planning is a tool to be used in bottom-up processes embedded in communities. It focuses on capacity and relationship building leading to transformative levels of change.

This prepared the foundation for a discussion of Bioregionalism, which Aberley defines as the achievement of social justice and ecological sustainability coupled with a move to governance and development in the context of 'the local' or 'life place'. Key values of Bioregionalism include direct democracy; decentralization; iterative community development processes; sustainable development; enhancement and protection of local and indigenous cultures and environments; integration of human societies with Nature; and community stewardship of local resources.

A number of community-based planning tools may be applied to translate ideas into practice. One of these is Bioregional Planning and Mapping: maps are powerful...they tell stories. Bioregional, or community-based maps are made in the community, by the community. They equally represent physical and cultural information drawing on both scientific and traditional/local knowledge. They are living documents that form the basis of collaborative planning processes. Bioregional Maps can be used in a number of different contexts: community empowerment; planning; curriculum in schools; tourist information; business development; lobbying and political action; and community organising and outreach.

Aberley went on to describe the three parts of Bioregional atlases: biophysical inventory, cultural inventory, and the planning and community development agenda. He also compared the advantages and disadvantages of manual versus digital mapping, and described the step-by-step process of Bioregional mapping. Aberley then looked at how Bioregional mapping could be applied to Winnipeg. And his final words of advice? Go Out and Map!

Topic: *Smart Growth*

Presenters: David Van Vliet, City Planning, University of Manitoba
Marc McCullough, Canada Lands Company

David Van Vliet presented first as part of the Wednesday night Keynote address on Smart Growth, sponsored and hosted by Manitoba Professional Planners Institute in partnership with the City of Winnipeg's Civic Environmental Committee and the Institute of Urban Studies. David first defined "Smart Growth" and outlined its genesis. As he pointed out, "dumb growth" (poorly-thought-out policies, subsidies and planning practices) in decades past has created the need for Smart Growth. David went on to discuss the principles and strategies of Smart Growth, framing his presentation within the context of the U.S., Canada and the Winnipeg Capital Region. He concluded his presentation by identifying a number of valuable references, including web sites of organizations formed to create awareness of Smart Growth and the City of Winnipeg's Plan Winnipeg document.

Mark McCullough, from the Canada Lands Company in Calgary, played a lead role in redeveloping Calgary's former Currie Air Force Barracks into a sustainable community known as "Garrison Woods" in 1997. Mark gave the audience some insight into the history of the Barracks before discussing the major principles and objectives of the Garrison Woods development. He emphasized the importance of the planning process being a collaborative effort between Canada Lands, the City of Calgary and its citizens. He also detailed the major objectives of the project, which have not only benefited the immediate community but also the greater community at large. In conclusion, Mark discussed some of the key lessons learned, highlighting the importance of variety, customized and innovative design, and continuity of use. He also highlighted aspects of the development that he felt illustrated Smart Growth principles.

3.13 Other Activities

Fieldtrip (Tom Carter and Anita Friesen)

A three hour field trip was included as part of the Summer Institute program to provide participants with an opportunity to enhance classroom discussions with hands on work in the neighbourhoods. This year the field trip built on the presentations and discussion provided by Professor Aberley. The theme was Using Maps as a Community Development and Capacity Building Tool. Participants were asked to put themselves in the place of a community resident or a consultant working for the community and to determine what they would map to ensure that the neighbourhood residents had a voice in planning for their neighbourhood (Appendix D). Students were reminded that maps can be used to:



easements or other legal means.

- create a visual display of data or ideas residents have about how the neighbourhood should look;
- reveal the relationships between the neighbourhood and the broader city and region;
- understand the social and economic dynamics of the community;
- plan for sustainable change;
- plan development with the knowledge and sensitivity to local habitat, culture and other community values; and,
- illustrate the protection of specific areas through covenants,

The field trip took students through four neighbourhoods: West Broadway, Spence, the Waterfront area and the Exchange District. Based on the understanding that they would want to map indicators that would give neighbourhood residents a voice in planning their community they were asked to organize their observations on worksheets under the following categories:

- habitat, vegetation stewardship potential
- food production and security
- potential resources
- social/community values
- favourite/community places
- green/recreational areas
- wildlife/wetlands
- physical features
- infrastructure
- physical blight
- culture
- land use
- transportation
- other



Working individually or in teams of five to six people, the students walked through the neighbourhoods noting key indicators in the above categories that they felt should and could be mapped to strengthen the resident's role in the planning process. Students were asked to make particular note of environmental indicators and issues of importance to the neighbourhoods.

The final stop on the fieldtrip was the Mondragon at 91 Albert Street. This popular vegetarian coffeehouse and alternative/progressive bookstore in Winnipeg's Exchange District is an example of a successful Community Economic Development initiative. Mondragon operates according to a philosophy of equity, social justice and environmental sustainability, and often hosts guest speakers on these issues. Employees are trained in all positions and rotate to assure that everyone shares duties equitably. Mondragon works to minimize negative environmental impacts in a number of ways and supports local producers and co-ops.

Friday Evening at the Faculty Club (optional activity)

As a way of celebrating the wrap-up of the week's activities, everyone's hard work, and the Summer Institute's success, participants, presenters and organizers were treated to an evening of appetizers and beverages at the University of Winnipeg's Faculty Club. This was held immediately after the last session on Friday, so attendance was high. Many of the topics of conversation built on the week's learnings and expanded to include other environmental and social issues. But all was not serious, as there was much laughter as people socialized and enjoyed the buffet.



4.0 PARTICIPANT FEEDBACK

Participants were given the opportunity to provide their feedback on the Summer Institute 2003. On the morning of the last day of the course participants offered verbal suggestions for future Summer Institutes. Each participant was also provided an evaluation form (Appendix F) on the first day. They were regularly encouraged to fill it out as the week progressed. The value of their input was stressed: the vast majority of the suggestions offered by participants from the previous year had been implemented to improve this year's Summer Institute. Evaluation forms were handed in on the final day of the course or sent in later. Thirty-three participants submitted a completed evaluation.

The evaluation form offered participants the opportunity to rate each presentation and other aspects of the Summer Institute on a scale of 1 (poor) to 5 (excellent) and to provide comments.

4.1 Participants' Rating of the Summer Institute

Overall feedback on the session presentations was very positive. In the section of the evaluation form in which participants were asked to evaluate individual presenters, 32.1% of the sessions were rated excellent (5 out of 5); 50% rated 4 out of 5; 15.1% rated average (3 out of 5); 2.6 % were given a rating of 2 out of 5, and a mere 0.2% of the sessions were rated as poor (1 out of 5).

Below is a table of the participants' rating of the other aspects of the Summer Institute, which indicates that participants' general evaluation of the overall quality of the presentations was high: 98.6% gave an above-average rating. Participants certainly seemed pleased with the helpfulness of the organizers and the overall course content, each of which rated exceptionally well.

Refreshments were provided twice daily for the participants. In the morning they were given coffee, tea, juices and a selection of pastries, muffins and bagels. In the afternoon they were provided with coffee, tea, and cookies – a nice touch to the course that was greatly appreciated by the participants (87.5% rated this as excellent).

	Rating (% of total responses)				
	1=Poor	2	3	4	5=Excellent
Overall course content	0.0	0.0	0.0	34.4	65.6
Overall quality of the presentations	0.0	0.0	3.1	78.1	18.8
Usefulness of materials provided prior	3.4	3.4	6.9	41.4	44.8
Usefulness of materials provided in the workshops	3.1	3.1	0.0	53.1	40.6
Logistics and Organization: transportation	0.0	3.1	18.8	21.9	56.3
Logistics and Organization: refreshments	0.0	0.0	6.3	6.3	87.5
Logistics and Organization: meeting space	0.0	0.0	6.3	46.9	46.9
Helpfulness of the Organizers	0.0	0.0	0.0	15.6	84.4

4.2 Comments

Below is a sampling of the comments and suggestions for improvement of the Summer Institute offered by participants in the evaluation forms and during the final evaluation discussion held on Saturday morning.

Introduction/course and assignment (Tom Carter and Anita Friesen)

- Clear and concise, with a friendly approach
- A great introduction to the course, well presented
- Would have benefited from a more intensive ice-breaker to get to know people better

Citation Methods (Michael Dudley)

- Great info on reaching relevant good sites
- A bit repetitive for a third year course. Could have been more brief
- Well-detailed, in depth, practical, and informative

Community Development and Environment: Basic Concepts, Theories and Practices (Judith Harris)

- More theory would help, as would a better bibliography of main theorists
- Group participation and interactive discussion was fun
- Disorganized and too much to cover in too little time

A Short Introduction to Radical Planning Theory and Practice (Doug Aberley)

- Very interesting. Informative and inspiring. Cool guy!
- Amazing presentation. Very interesting. It's great to see a presenter who is so excited about their topic
- Didn't leave a lot of room for asking/answering questions

Keeping People in the Equation (Alec Stuart)

- Very interesting presentation, good speaker
- Excellent presentation – very informative with practical information
- Presentation was interrupted too many times with questions

Power Is Held by Those who Tell the Story: Some Principles of Community-based Planning (Doug Aberley – evening session)

- Outstanding! Radical, and so practical!
- Unique tools provided for community interaction mapping – great for school projects
- Passionate and inspiring
- Great resources listed

Manitoba's Northern House Model (Dwayne Rewniak)

- Excellent! Took time to fully explain topic and answered questions
- Good information and discussion
- Presentation was interrupted too many times for questions: should be left for the end

Housing and the Environment (Randy Romas, Ryan Penner)

- Both presenters were very good. Interesting topic fully explained
- Great presentations, a lot of humour and energy
- Most valuable in-depth information

Sustainable Transportation Programs (Andrea Lamboo-Miln)

- Good presentation. It's an area that deserves a lot of discussion
- Very informative

Pedestrian Perspectives (Molly Johnson)

- Good pictures/presentation. Very vital to going to school/working downtown
- Excellent! Interesting – controversial
- I thought Molly was harsh, opinionated (made political statements) and unprofessional
- Well done presentation on past planning errors

Environments for Bicycling (Gord McGonigal)

- Excellent information but tedious presentation
- Good consideration of things yet to come
- Good presentation visually, but presentation was very quiet, slow and monotone. Info was useful and interesting

Mountain Equipment Co-op Building (Dudley Thompson)

- Very knowledgeable
- great presentation topic
- An inspirational session – very useful and practical information

Buenos Aires City (Marcelo Mandelbaum)

- Great for a more global perspective
- Excellent insight of impact of politics and chaotic planning

Urban Greening in the Spence Neighbourhood (Iris Ingram, Sue McKenzie)

- Field trip component was great. Presenters were very down-to-earth and informative
- I liked the practical community approach. Good to hear from people in the field
- Presentation was unorganized. Too much conversation with one participant

Gardens Building Neighbours (Mike Maunder, Meagan Peasgood)

- I liked the practical community approach. Good to hear from people in the field
- Both presenters were very enthusiastic about their roles, which made the presentation interesting
- Awesome – especially enjoyed the break with the residents that allowed for discussions with them, especially on rental situations

Smart Growth and Cities (David Van Vliet)

- Hard to maintain interest in the powerpoint even though the topic was vital. Very thorough, but too long
- Excellent material, but weak speaker

Smart Growth and Cities (Mark McCullough)

- This was a great representation of what can be done in an urban environment. Great presenter

Home Composting (Susan Kennedy)

- Interactive speaker, knowledgeable. Important topic
- Very educational; Quite informative

Evaluating Composter Distribution Methods in Winnipeg (Gerald Villegas)

- Very knowledgeable presenter, gave a lot of new information
- Awesome ideas
- Clear/concise exposure of outstanding needs

Wood Waste Diversion (Shaun Murphy)

- Good presentation, interesting point of view (a proprietor)
- Very creative and innovative business ideas using environmental visions
- Hands-on endeavor that works!

Field Trip: Inner-city tour (Tom Carter, Anita Friesen)



- Very different exercise that allowed us to use different skills we learned through the week
- It would have been interesting to discuss our groups' findings with the whole class
- Great idea! I've never walked through these areas; it was an eye-opening experience.
- Needed more time on the waterfront. Could have walked south down Langside and then taken the water taxi from Osborne Village to the waterfront drive
- Mondragon a nice touch

Aboriginal Perspectives and Experiences (Rodney McDonald, Christine Edward)

- Excellent session. Good creative ideas from students on group projects. Could have used some handouts on new reports, etc
- Good change of pace to break into smaller group discussions
- Super-insightful
- Wow! This presentation was excellent. I really enjoyed the group work; it fostered creative thinking

Local Community Economic Development (Gary Wilson, Cindy Coker)

- The presenters and topic were great, but I felt a little disjointed from it, too many handouts!
- Great handouts. Very knowledgeable. Information presented in simple, concise manner that flowed nicely
- This presentation was great for future business ideas. The class has the opportunity to learn from presenters' experience
- Very relevant! Breaks the dependency on gov't assistance

Mountain Equipment Co-op (Gerry Humphreys)

- Great topic, excellent presentation
- A bit repetitive. Could have had both MEC presentations at the same time to be more effective

Environmental Initiatives and Long term Strategies (Andrew Cowan)

- Very good presenter. Gave good insight into what city is doing
- Well done!
- Great information. Very passionate about his work

Citizen Engagement (Randall McQuaker)

- Brief presentation, but lots of topics brought to light
- Pointed and thought provoking
- Living proof that environmental education motivates change

Engaging Communities (Rob Altemeyer)

- Interesting. A little too 'political' perhaps, but opportunity to ask good questions
- Could have been longer, but very motivating
- Much appreciated! Hope for change at government level



Course Evaluation and Wrap-up (IUS staff)

- Excellent
- It would be useful to have the contact list at this time
- Should be a longer final discussion

Overall course content

- Very good balance between practice and theory
- Relevant info for inner city discussions
- Diverse, yet focused
- Empowering, inspiring

Overall Quality of the presentations

- Everyone was well-prepared and enthusiastic about being there
- Great! Not enough time for in-depth questions for presenters
- Generally very informative and covered vast array of info – some presenters were less confident and less engaging than others
- Some presenters were unprepared or their presentations got lost in questions
- More variety of style would have been appreciated (more interaction)

Usefulness of materials provided on the first day

- Very relevant, clear info
- Schedule provided beforehand did not follow the actual schedule very well

Usefulness of materials provided during the sessions

- Some workshops did not give information
- The quality and amount of info was really good
- The biographies were much appreciated
- No need for so much paper to be used

Logistics and organization:

Transportation (bus transport for the fieldtrip)

- Bus ride was a little unnecessary
- Well organized transportation with emphasis on walking – great for this topic

Refreshments

- Adds a great deal to the event – social networking
- not enough cookies for each person to have one
- Generously provided but would have enjoyed healthier options
- Fantastic! It was so nice to have breakfast AND herbal tea!

Meeting Space

- Bright, open room was good for presentations
- Not very conducive to class interaction. Perhaps a boardroom in Manitoba hall would be better?
- I think that booking a room with windows is essential: nice natural light

Helpfulness of Organizers

- Open to dialogue with students and enthusiastic approach to the week in general
- Everyone was extremely helpful, friendly and the respect shown to the students was phenomenal!
- Always ready, perceptive and helpful!
- Tom Carter's jokes had me laughing all week! All the staff deserve a huge thank you for all their hard work and effort
- Friendly, humorous, and well respected
- I felt as though the organizers put their hearts into organizing this week. Great job!

What did you enjoy most about the WIRA Summer Institute?

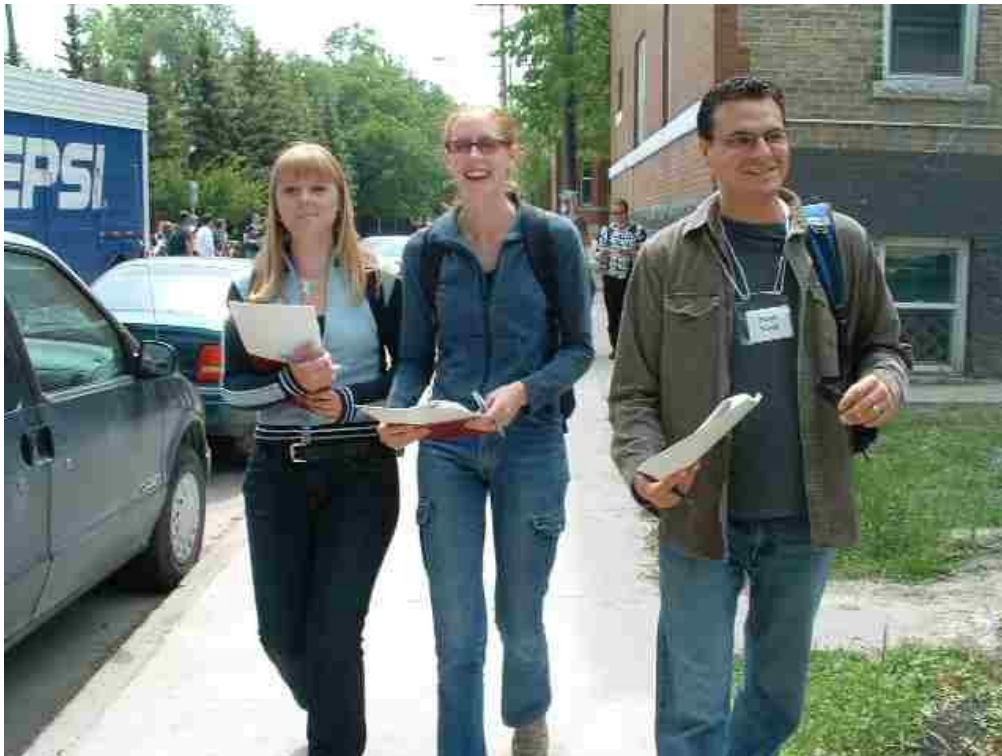
- Condensing course materials into a one-week timeslot provides an excellent vehicle for learning. It allows you to immerse yourself in the subject area and make constructive connections with all the individual sessions and actually become very creative in 'problem solving' and developing new skill sets
- Range of applicable theory and enabling techniques was most encouraging
- The organizers made it fun and enjoyable all around – very positive attitudes
- Relaxed Atmosphere
- The variety of presenters and the case study approach was a nice change from the theoretical approach dominated by many university courses
- The presentations by professionals/practitioners working in the field
- Practical content, tangible examples, very comprehensive
- The range of topics and variety of views presented
- Going out and seeing the different neighbourhoods; field trips
- I most enjoyed Saturday. The idea to dedicate an entire morning to the topic of 'take action' is a great one...Saturday was truly motivating. Thank you for introducing me to three people who are actively making change
- Great to have students from different disciplines and community from different types of organizations, greater mix of ideas and perspectives

What suggestions can you offer for improvement?

- More outdoor trips, field work, group sessions, panel discussions, and practical work
- A board-room would be much better for discussions. Difficult to hear everyone in classroom set-up
- Need prior warning about the evening lectures and when you plan for us to take walks so we can wear the proper footwear
- More small-group work and class discussions. It seemed we always ran out of time for discussion-panel questions. We all learn more when we are engaged rather than just reading power point
- Questions should be either left till the end of each presentation or they should be regulated by staff. I felt that many of the presentations got lost in questions. Also, many of the questions were inappropriate and unrelated
- More multi-cultural content
- Unravel the political layers of school, county, city, provincial, and federal territorialism
- Have a session on the media's portrayal of issues

Additional Comments:

- Excellent Event, First Class
- This was a fantastic experience!
- Best course I have ever taken. The people and presenters were great
- Terrific course with clear concise instructions and great opportunity for interaction between students and community
- Many thanks for this opportunity to see from an enabling perspective
- This is one of the most encouraging examples of education in action I've ever been a part of
Please do this again!



5.0 CONCLUSIONS

The second year of the WIRA Summer Institute was again a great success. Overall, the participants' satisfaction level was high. They were especially pleased with the mixture of perspectives represented in the course, the balance of theory with practice, the level of the presenters' knowledge, and the interactive nature of the sessions. At the completion of the Summer Institute, many expressed that they were feeling encouraged by the new ideas they had gained and, in particular, with the ideas of how they can take personal responsibility and action on environmental issues and community development.

5.1 Looking to the Future

Based on the success and continued enthusiasm for the Summer Institute, the Winnipeg Inner City Research Alliance (WIRA) and the Institute of Urban Studies (IUS), at this point, intend to hold another Summer Institute in 2004. If this level of interest continues, the Summer Institute may become an ongoing regular course through the University of Winnipeg.

The Summer Institute has been planned and organized by staff of WIRA and IUS. It is a highly involved process that takes a great deal of coordination and collaboration. Although there is cumulative learning that can be applied to each consecutive year, each new Summer Institute and its corresponding theme offers new opportunities for learning and unique challenges to address. The planners' experiences and participants' suggestions from the Summer Institute 2002 were incorporated into the planning of this year's course. This resulted in a more focused and seamless course - richer in content and broader in perspective. The feedback received about this year's course will, likewise, be used to build a stronger Summer Institute for 2004.

Challenges

Below are some of the main challenges, either new or ongoing, that will need to be addressed.

- *Sustaining attendance by community participants:* It is often very difficult for representatives of local community-based organizations to arrange the time to attend the Summer Institute for the entire week. Many have commitments and duties that cannot be put on hold. To some extent this has been addressed by allowing organizations to send more than one participant to fill a registration spot by taking turns throughout the week. This may be encouraged in registration materials next year.
Many community members cannot attend unless their registration is subsidized, which has been made possible for both of the Summer Institutes. They also need sufficient advance notice to make arrangements for leave from their positions. It is, therefore, important that subsidization for community participants be secured well in advance.
- *Attendance by participants at evening sessions.* Some participants are unable to attend evening sessions due to work commitments. This may be partially resolved by indicating in initial information materials and posters that the Summer Institute includes evening sessions.
- *Collaboration between presenters.* In order to ensure that there is not too much duplication of session content, nor large gaps in information provided throughout the week, it is important that presenters communicate with each other about their presentations. This year, all presenters were invited to a wine and cheese evening a week prior to the Summer Institute, during which time they had the opportunity to meet and collaborate on content. Although the turnout was fairly low, those who attended were able to better understand how their own presentations fit within the context of the week. Some were able to identify and correct for potential overlap and gaps. The importance of presenters attending this get-together should be stressed next year.
- *Better guidance for presenters.* Although presenters were made aware of the interactive quality of the course, and were encouraged to have participatory sessions, several opted to present their information in lecture style. For the next Summer Institute, this could be rectified by providing ideas of different interactive learning activities and strongly encouraging a type of presentation

that is best suited to the content. The inner city focus and community development focus will also be emphasized so those components are not lost.

- *Facilitation.* Staff could take a more active role as facilitators of the sessions to ensure that presentations stay within the timeframe allotted, with sufficient time at the end for questions. Staff facilitators could ensure that all participants have an opportunity to give appropriate input.
- *Venue:* Many participants felt that a classroom that would encourage a circular arrangement would be more conducive to interactive learning than the classroom style set-up of this year. The chosen venue should have great A/V capabilities and windows.
- *WIRA Projects.* The theme of this year's course was not amenable to incorporating any of the current WIRA research projects. It would be nice, but not essential, to draw on the researchers' expertise from those projects.
- *Material from presenters.* Students like to have access to summaries, copies of overheads and other material from each presenter. This material assists them with the development of class assignments. Some presenters are very good at providing this material but several presenters did not provide their presentation materials and background. Next year's instructions to presenters should emphasize the need for presenters to provide background for students.

Themes

The first Summer Institute's theme was *Building and Re-building our Communities*. This year's theme was *Greening the Inner city: Eco-Friendly Community Development*. Themes that are chosen must meet a number of criteria. The theme must have:

- no significant overlap with the previous course;
- a focus on Winnipeg's inner city and the issues that are concentrated there;
- a large community development component;
- the potential to tie theory to practice;
- a scope that is broad enough to offer a sufficient number of potential presenters, yet narrow enough to ensure adequate focus and depth to be meaningful;
- the potential to incorporate WIRA project researchers as presenters; and,
- appeal to community and students alike.

Below is a list of themes suggested by participants and planners for the Summer Institute 2004;

- Job creation initiatives in the inner city
- Housing and homelessness
- Aboriginal Focus, including challenges and strengths related to culture
- Fringe social issues (prostitution, gang activity, alternative financial institutions, addictions, homelessness, graffiti and other vandalism, violence, extreme poverty)
- Transportation issues
- Food Security
- Large- and small-'p' politics in the inner city
- Education
- Heritage issues and the preservation of the built environment
- Capacity building in the inner city
- Funding sustainability, how best to achieve sustainability for inner city organizations

APPENDIX A

WIRA Summer Institute Presenters

June 2nd -7th 2003

Room 2D11 Duckworth Centre

Time	Mon. June 2	Tues. June 3	Wed. June 4	Thurs. June 5	Fri. June 6	Sat. June 7
9am-12pm	(introduction, course assignment, topics & citation methods) IUS Staff (Tom Carter Anita Friesen, Michael Dudley) Judith Harris <i>University of Wpg.</i>	Dwayne Rewniak <i>MB Housing & Renewal Corp.</i> (9-10:15am) Randy Romas & Ryan Penner <i>Manitoba Hydro</i> (10:15-11:30) to Judith Harris's house(11:30am-12pm)	Dudley Thompson <i>Prairie Partnership Architects</i> (9-10:30) Marcelo Mandelbaum <i>Consultant</i> (10:30-12pm)	Susan Kennedy <i>Res. Conservation MB</i> Gerald Villegas <i>University of MB, NR</i> Shaun Murphy <i>Lumber Lovers</i>	Rodney McDonald and Christine Edwards <i>Centre for Indigenous Environmental Resources (CIER)</i>	Andrew Cowan <i>City of Winnipeg</i> Randall McQuaker <i>Res. Conserv. MB</i> Rob Altemeyer <i>NDP Candidate</i> IUS Staff course evaluation (11:30-12pm)
12-1:30	lunch break	lunch break	lunch break	lunch break	lunch break	
1:30-4:30pm	(research/practical applications, examples) Alec Stuart <i>MB Intergovernmental Affairs</i> Doug Aberley <i>University of BC</i>	Andrea Lamboo <i>Res. Conservation MB</i> Molly Johnson <i>Consultant</i> Gord McGonigal <i>Consultant</i>	Iris Ingram & Sue McKenzie <i>Spence Neighbourhood Association</i> (1:30-3:00) Mike Maunder & Meagan Peasgood <i>Consultants</i> (3:00-4:30)	Field Trip (various locations)	Gary Wilson & Cindy Coker <i>SEED Winnipeg</i> (1:30-3pm) Gerry Humphrys <i>Milestone Projects</i> (3-4:30pm) 4:30pm onward: gathering at Faculty Club, U of W	
Evening	Keynote Speaker #1 Doug Aberley <i>UBC School of Community and Regional Planning</i> 7:30 - 9pm Eckhart-Gramatte Hall 3 rd flr. Centennial UofW		Keynote Speaker #2 David Van Vliet <i>U of M City Planning</i> Mark McCullough <i>Canada Lands Co.</i> 7 - 9pm Eckhart-Gramatte Hall 3 rd flr. Centennial UofW			

APPENDIX B

WINNIPEG INNER CITY RESEARCH ALLIANCE: SUMMER INSTITUTE 2003 Urban Studies Special Topics (84.3010/3)

“Greening the Inner City: Eco-Friendly Community Development”

Classroom: 2D11 (Duckworth Centre)

Time: June 2nd to 7th, 2003

Intensive, full-day sessions with some evening events

Lead Instructor: T. Carter

Office Number: 5L09

Phone: 786-9237 or 982-1148

e-mail: t.carter@uwinnipeg.ca

Course Description:

This course is intended for community workers, residents and university students, and will explore issues of environmental sustainability in the inner city. By drawing extensively on case studies and field project work and actual projects in the inner city, this course will examine challenges and successes of environmentally-sensitive community development. Topics will include: strategies for ‘greening’ the neighbourhood, energy-efficient housing development, and the role of transportation. A focus throughout will be the potential to create jobs and build skills for community residents using environmentally-friendly community development.

The Winnipeg Inner City Research Alliance (WIRA) Summer Institute is targeted at university students with backgrounds in areas such as Geography, Sociology, Urban and Environmental Studies, Political Science and International Development Studies. Community practitioners, with a strong interest or background in community development will also find the course of interest and value to their work. The material and level of instruction will be equivalent to an upper-year university course.

The Institute will adopt a practical, hands-on approach. Instruction will consist of lectures, seminars, field trips and sessions with community groups. Sessions will be led by local and national experts in the field, and will facilitate an exchange of ideas among participants.

The WIRA Summer Institute is offered as a 3-credit hour course through the University of Winnipeg, and may count toward degrees in Geography, Politics, Sociology, Environmental and Urban Studies, and International Development Studies. The course can also be used as an elective in many other majors.

Participants may take the course for academic credit or receive a certificate. Those taking the course for credit will be required to complete a major assignment by August 1st.

Text: A list of relevant readings and other resources will be provided.

Term Assignment and Mark Distribution:

Major Research Assignment	-	85%	due Friday, August 1, 2003
Attendance & Participation	-	15%	

The research assignment only has to be completed by participants taking the course for credit.

Course Organization and Outline:

The course content will be organized around a number of broad thematic areas related to the environment and community development. These themes will include: Housing and the Environment, Transportation alternatives, Recycling and Re-use of Buildings, Urban and Roof-Top Gardens, Community Recycling and Waste Management, Community Development and the Environment, and, Local Economic Development and the Environment. A list of the themes and subject matter is attached as Appendix A.

The Institute will consist of eleven sessions, each of which will be led by different presenters. The presenters will include community organizers/workers and academics with backgrounds in community development, the environment, and inner city issues.

In addition to the eleven sessions, there will be a half-day field trip during which students will have an opportunity to view first hand both the challenges facing the inner city and environmental revitalization initiatives that have been introduced.

Students should note that they will be required to attend two evening sessions. The Monday evening session will focus on “Principles of Community Based Planning” and Wednesday evening’s session will discuss “Smart Growth and Cities.”

Learning Outcomes:

Students who complete this course can expect to achieve the following learning outcomes:

1. a knowledge of the basic concepts, theories and practices of eco-friendly community development;
2. a better understanding of the economic, social and physical processes associated with environmental sustainability and community development;
3. an appreciation of the complex nature and the many complicated interrelationships that tie environment and community development together;
4. what environmental and community development approaches and initiatives have been used to try to arrest and reverse decline in the inner city and central business district;

5. how to determine, collect and organize decision-relevant information that will support the community building and environmentally sustainable process in cities;
6. the basic knowledge and planning tools necessary to work with, and in, communities to improve both the physical infrastructure environment and general quality of life of the residents;
7. a knowledge of the limitations cities and communities face in attempting to address environmental issues; and,
8. an understanding of community dynamics, how to mobilize community and build community capacity from an environmental perspective.

Grading:

The following grading system will be used as a guideline in this course:

<u>Grade</u>	<u>Percentage</u>
A+	86-100
A	80-85
B+	75-79
B	70-74
C+	65-69
C	58-64
D	50-57
F	less than 50

The numeric boundaries separating letter grades may be adjusted at the demand of the Department Review Committee or the University Senate.

Senate Regulations:

Students are expected to conduct themselves according to the standards and regulations set out by the University of Winnipeg. The University Senate would like you to be particularly aware of the following regulations published in the 2002-2003 General Calendar: GRADING (Regulation VII-3, pp. 47 to 48), APPEALS (Regulation VII-8, pp. 52 to 53), and ACADEMIC MISCONDUCT AND DISCIPLINE (Regulation VII-7, pp. 50 to 52).

APPENDIX C

WINNIPEG INNER CITY RESEARCH ALLIANCE (WIRA) SUMMER INSTITUTE

84:3010 Urban Studies Special Topics:

Greening the Inner City: Eco-friendly Community Development

Lead Instructor: T. Carter

Phone: 982-1148

e-mail: t.carter@uwinnipeg.ca

COURSE ASSIGNMENT

*****DUE DATE: AUGUST 1, 2003*****

Participants taking the course for credit will have to complete one assignment. There will be no tests during the course and no final examination.

The assignment:

1. does not necessarily have to be on a topic discussed during the course, but will require a focus on an inner city environmental issue. The range of topics to choose from includes issues such as recycling, urban gardening, community economic development, citizen engagement, reuse of buildings, social equity, waste management, air quality, green housing, alternative transportation, and other issues related to the environment that are important to inner city residents and communities;
2. may focus on the inner city of Winnipeg but students, if they wish, can focus on other cities or environmental issues that apply to declining areas of cities in general;
3. will have to be substantive (4000-5000 words) as it will be the only assignment for course credit;
4. should include a review of relevant literature, provide supporting data (qualitative or quantitative as the topic dictates), information from interviews or discussions with key informants and other supporting documentation as the topic requires(see *Preparation of Term Paper* included in this package for more information about paper structure and organization);
5. will be worth 85% of the final grade, the remaining 15% will be awarded for attendance and workshop participation(attendance will be taken at each session);
6. will be due six weeks after the end of the Institute (August 1, 2003); and,
7. will be marked by Tom Carter, lead instructor for the Summer Institute.

A list of possible topics will be provided, however participants may choose their own topic. If participants choose a topic of their own, it should be approved by Tom Carter, lead instructor for the course.

Participants will be provided with a list of general readings prior to the beginning of the course, which will assist with the assignment and the course in general.

Students, if they wish, may submit a rough outline of their paper to Tom Carter prior to completing their assignment to ensure the focus of their topic is appropriate.

Students who will be leaving Winnipeg following the Summer Institute may submit their assignment electronically in an e-mail attachment that is in either Word or Word Perfect. It is recommended, however, that a hard copy be mailed to Tom Carter as well.

Mail to:

Tom Carter
Institute of Urban Studies
346 Portage Avenue
Winnipeg, Manitoba
R3C 0C3

Tom Carter will endeavour to have all papers marked by the end of August. To ensure that you receive your mark, when you hand in your assignment please include an address, e-mail or phone number on it so Professor Carter can send you your mark for the assignment and the class.

APPENDIX D

SUMMER INSTITUTE FIELD TRIP THURSDAY, JUNE 5 1:30 - 4:30

Name: _____ Group: _____

At the core, both parcel-level and bioregional mapping are about taking responsibility for assuring that a prosperous and sustainable future is inherited by succeeding generations. The underlying premise is that people who live in place have the potential to guide governance and development of that place more efficiently and wisely than any distant authority. Bioregional mapping is not so much about learning to be an expert cartographer, it is really about community building. If completed in a manner that is systematic, with the enthusiasm of a wide variety of neighbours, they will describe a vision of sustainability. Opportunities to implement economic, environmental and socially just plans are immensely more achievable when a map works to show how this change can be achieved. (From *Giving the Land a Voice: Mapping our Home Places* by Aberley et al. Sheila Harrington ed. Published by the Land Trust Alliance of British Columbia: 1999).

While we are on the field trip we would like you to think back on the comments of Professor Aberley and his discussion of the use of maps as a tool/technique of community planning. In discussing the role of maps he refers to the construction of maps as "Giving the Land a Voice."

We want the field trip to serve as a preliminary survey of what you might want to Map. What features do you feel the community would want to highlight? There are two components to the field trip where we want you to note such features:

- 1) Our walk (providing it is not pouring rain) through the West Broadway and Spence Neighbourhoods; and,
- 2) Our walk/drive through the Waterfront area.

We want you to put yourself in the place of a member of the community, a consultant working with the community, or both.

What can we do with Maps?

- a) create a visual display of specific data and abstract ideas
- b) reveal a broader perspective of relationships in a region
- c) understand the dynamics of a community, using maps to plan for sustainable change
- d) plan development with knowledge and sensitivity to local habitat, culture and other community values
- e) protect specific areas through covenants, easements or other legal means.

You may want to organize the indicators you feel you would like to Map under the following headings:

- | | |
|---|------------------------------|
| 1)Habitat/Vegetation StewardshipPotential | 9)Physical Features |
| 2)Food Production/Security | 10)Infrastructure |
| 3)Potential Resources | 11)Physical Blight |
| 4)Social/Community Values | 12)Culture |
| 5)Favourite/Community Places | 13)Land Use |
| 6)Green/Recreational Space | 14)Transportation |
| 7)Wildlife/Wetlands | 15)Other |
| 8) | 16)Comments/Ideas/Strategies |

You have been provided with a few pages of information on the Waterfront Area in this package. There are also a list of addresses in Spence and West Broadway you should note as you walk/drive by and a map of the area. These specific addresses may provide clues that will stimulate ideas on what might be important to the community.

You will work in teams of five to six people each and you should nominate one person from your team to collect all the sheets at the end of the filed trip to hand in to Tom Carter.

The indicators/ideas/comments etc. will be summarized. We will put them on the web site and/ or e-mail a copy to those participants who may want them for further work on papers or as a record of community ideas.

Participant's signature _____

Friday, May 30, 2003

For Immediate Release

**Power Is Held by Those who Tell the Story:
Some Principles of Community-based Planning**

WINNIPEG — In an effort to empower communities, Dr. Doug Aberley (University of British Columbia) teaches and practices bioregional planning and community-based mapping. Dr. Aberley will talk about the *Principles of Community-based Planning* at a public lecture on Monday, June 2, from 7:30 to 9:00 p.m. Hosted by the Winnipeg Inner-City Research Alliance Summer Institute and The University of Winnipeg's Institute of Urban Studies (IUS), the lecture will address the task of developing bioregional planning processes that protect biodiversity.

Dr. Aberley is committed to finding ways of achieving a society based on ecologically sustainable development. He works primarily with First Nations on a wide range of community-development and empowerment initiatives. Community involvement is essential at all stages. "Community-based mapping gives the people power to identify their community's natural boundaries and become more aware of their environment while taking control of their resources," says Anita Friesen, Community Research Coordinator at IUS.

Dr. Aberley operates a bioregional/community-based planning consultancy and is an adjunct professor at the UBC school of Community and Regional Planning.

The Future of Winnipeg: Smart Growth and Cities

WIRA Summer Institute will present a second public lecture, *Smart Growth and Cities*, on Wednesday, June 4, from 7:00 to 9:00 p.m. Dr. David van Vliet, professor in the Department of City Planning at the University of Manitoba, and Mark McCullough, General Manager of the Canada Lands Company of Calgary, will discuss the principles and practices of sustainable community design.

Dr. van Vliet will address the concepts and theories of Smart Growth—fiscally prudent and environmentally and socially sound management of resources—framing his presentation within the context of the Winnipeg Capital Region. Smart Growth enhances the choices people have for housing, jobs, recreation, and transportation. McCullough played a lead role in developing Calgary's former Currie Air Force Barracks into a sustainable community known as "Garrison Woods." He will shed light on the major principles and objectives of Garrison Woods as well as the challenges associated with implementing new standards of community design.

Both lectures will take place in Eckhardt-Gramatté Hall, 2nd floor Centennial Hall

To arrange an interview with Dr. Aberley, Dr. van Vliet, or Mark McCullough, please contact Anita Friesen at 982-1152 or a.friesen@uwinnipeg.ca

The Winnipeg Inner City Research Alliance
Presents a Public Lecture

Power is Held by Those Who Tell the Story: Principles of Community- based Planning

Dr. Doug Aberley

UBC School of Community and Regional Planning

Doug has published widely on the subjects of bioregional planning and community-based mapping, and presently works primarily for First Nations on a wide range of community-development and empowerment initiatives. He is editor of *Boundaries of Home: Mapping for Local Empowerment* (1993) and *Futures by Design: The Practice of Ecological Planning* (1994), and a contributor to *Giving the Land a Voice: Mapping Our Home Places* (1999). He presently operates a bioregional/community-based planning consultancy and is an adjunct professor at the UBC School of Community and Regional Planning.

Hosted by the WIRA Summer Institute and the University of Winnipeg's
Institute of Urban Studies

Monday, June 2nd, 7:30 - 9 pm

University of Winnipeg, Eckhardt- Gramatte Hall
2nd floor Centennial Hall, 515 Portage Ave

Public Lecture

Smart Growth and Cities

Dr. David van Vliet
Dept. of City Planning, University of Manitoba
and
Mr. Mark McCullough
General Manager of the Canada Lands Company of Calgary

Dr. van Vliet is a professor in the Department of City Planning at the University of Manitoba. His research interests include the principles and practices of sustainable community design, and documenting innovative projects that demonstrate these principles. David will speak on the concepts and theories of Smart Growth, and will frame his presentation within the context of the Winnipeg Capital Region.

Mark McCullough has played a lead role in redeveloping Calgary's former Currie Air Force Barracks into a sustainable community known as "Garrison Woods". Mark will discuss the major principles and objectives of the Garrison Woods development and address the challenges associated with implementing new standards of community design.

Hosted by Manitoba Professional Planners Institute in partnership with the City of Winnipeg's Civic Environmental Committee and the University of Winnipeg's Institute of Urban Studies.

Wednesday, June 4th, 7 - 9 pm

University of Winnipeg, Eckhardt- Gramatte Hall
2nd floor Centennial Hall, 515 Portage Ave.

APPENDIX F

Winnipeg Inner City Research Alliance (WIRA) Summer Institute: June 2 - 7, 2003

EVALUATION: GREENING THE INNER CITY

Workshops/ Activities:

Rating: please circle

Comments:

(1 =Poor Σ 5 =Excellent)

Monday, June 2

- Introduction/course assignment 1 2 3 4 5
(Tom Carter / Anita Friesen)

- Citation methods 1 2 3 4 5
(Michael Dudley)

- Community Development and Environment: Basic Concepts, Theories and Practices 1 2 3 4 5
(Judith Harris)

- Keeping People in the Equation 1 2 3 4 5
(Alec Stuart)

- (Doug Aberley - classroom session) 1 2 3 4 5

- Principles of Community-Based Planning 1 2 3 4 5
Keynote Speaker (Doug Aberley)

Tuesday, June 3

- Manitoba's Northern Model House 1 2 3 4 5
(Dwayne Rewniak)

- Housing & the Environment 1 2 3 4 5
(Randy Romas)
1 2 3 4 5
(Ryan Penner)

- Sustainable Transportation 1 2 3 4 5
(Andrea Lamboo)

- Pedestrian Perspectives 1 2 3 4 5
(Molly Johnson)

- Environments for Bicycling 1 2 3 4 5

(Gord McGonigal)

Wednesday, June 4

♦ *(Dudley Thompson)*

1 2 3 4 5

Saturday, June 7

- ♦ Engaging Communities
(Andrew Cowan) 1 2 3 4 5
(Randall McQuaker) 1 2 3 4 5
(Rob Altemeyer) 1 2 3 4 5

- ♦ Course Evaluation 1 2 3 4 5
(IUS staff)

Please let us know what you thought _____ Rating: *please circle*
Comments:
about the: (1 =Poor Σ 5 =Excellent)

Overall course content 1 2 3 4 5

Overall Quality of the presentations 1 2 3 4 5

Usefulness of materials

- provided prior to the institute 1 2 3 4 5

- provided in the workshops 1 2 3 4 5

Logistics and Organization

- transportation 1 2 3 4 5

- refreshments 1 2 3 4 5

- meeting space 1 2 3 4 5

The helpfulness of the organizers 1 2 3 4 5

What did you enjoy most about the WIRA Summer Institute?

What suggestions can you offer for improvement?

Additional Comments:

Thank-you for your input. Enjoy the rest of your summer!