

PROCEEDINGS from the

**Dauphin and Area
Community Workshop
On Climate Change**



**Thursday, October 16, 2003
Parkland Recreation Complex, Dauphin**

Climate Change. Are you doing *your bit?*

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I. Notes from Roundtable

Question 1: What is your interest in climate change?

Question 2: What resources are available locally?

Question 3: What is happening in the sector you represent regarding climate change and sustainability?

- I design alternative energy sources -- solar energy.
- I am here to find out what the most effective way to bring knowledge across to students.
- To gain additional information and be able to translate it to others.
- To gain general knowledge about climate change.
- I am interested in how climate change affects water and aquatic habitats.
- Interpret to the public how climate change impacts Riding Mountain National Park and how they can reduce their GHG emissions.
- How to fit climate change into education.
- I am choosing to walk to work.
- Develop education materials for children ages 5-12.
- Ecoslide program -- we want more information on climate change.
- Gather as much information as possible on climate change so I am informed.
- I am very happy to hear about Bison Transportation's program for reducing GHG's. My sons drive for Bison.
- Find out more about climate change.
- How we can help slow climate change in Dauphin.
- I am interested in alternative energy methods.
- I sold my vehicle for three bikes!
- I want ideas to incorporate into my work with individuals and organizations.
- Learn what we can do at home to reduce GHG's.



II. Questions and Comments, “Making Your Building Power Smart”

Q. Can school divisions apply for the incentive program?

A. *Yes. They are considered businesses.*

Q. Do these incentive programs apply to agricultural buildings like hog barns?

A. *Yes. In fact, the program treats farms like businesses so farmers can retrofit outbuildings such as machine sheds and workshops.*

Q. What is the difference between T12 and T8 fluorescent light bulbs?

A. *T8s are slim, high-efficiency fluorescent lamps with better phosphors that generate more light per watt than conventional lighting. They replace T12s, which are expected to be obsolete by the year 2010.*

The design and layout of T8 systems is the same as it is for T12s, for renovations as well as new construction. Wider product ranges for T8s mean that designs more closely match existing lighting requirements.

Compared with incandescent lamps, T8s use up to one-ninth the electricity, last 10 times longer, and require less maintenance. Because they are 25% to 30% more efficient than T12s, T8s can help streamline business costs, since current lighting systems probably account for 30% to 60% of energy bills.

To be eligible for the program, T8 electronic ballasts are required when operating T8 lamps. They provide quiet, virtually flicker-free operation compared to a traditional T12 system. They are available in standard and premium categories.

T8s can be housed in high performance fixtures that direct more light downward, for an additional increase of up to 25% in efficiency over conventional fixtures. With a high performance fixture, fewer fixtures are necessary. As a result, fewer lamps are needed to deliver the same amount of light in a given space. For example, a 3-lamp high performance fixture generates roughly the same light output as a 4-lamp conventional fixture.

T8 lighting systems must be equipped with T8 electronic ballasts approved under the Power Smart Lighting Program¹.

¹ Manitoba Hydro. Power Smart for Business, Power Smart - Lighting the Way to Savings. Downloaded and adapted November, 2003: www.hydro.mb.ca/saving_with_ps/psmart_lighting.shtml.

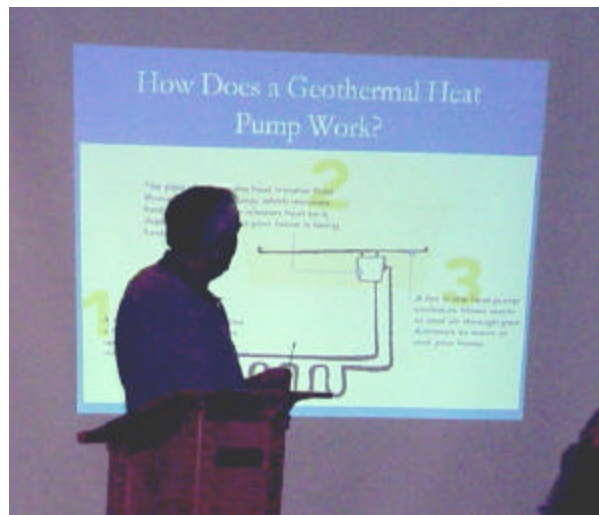


III. Questions and Comments, “Earth Energy Heating/Cooling Systems”

Q. Is there a solution flowing through the pipes? Is it environmentally safe?

A. Yes, there is an antifreeze solution that flows through the pipes. In residential applications, the most commonly used ones are propylene glycol and methanol. These solutions pose little to no environmental hazard. Propylene glycol is considered non-toxic, and poses minimal hazard to humans and animals. It is the active ingredient in “safe” (those without ethylene glycol) antifreeze solutions used in windshield washer systems. Methanol (alcohol) is potentially flammable and toxic, but not in the concentrations used in GHP systems².

- Manitoban GHG reduction benefits (2002):
 - ▶ Residential CO₂ reduced was 25 tonnes, or 9.7 tonnes per installed system
 - ▶ Commercial CO₂ reduced 7,695 tonnes, or 51.3 tonnes per installed system
- A 1,200 square foot house would cost \$15 000 to install – the payback would take 15 years at a 6.5 % interest rate.
- Geothermal works against you if you already have an energy-efficient home. They really help homes that are poorly heated and sealed. An excellent retrofitting project – it pays itself back in about 10 years in saved heating costs.
- Melita has many geothermal systems.
- There is a model sub-division Wawanesa. All the houses have geothermal heating.



Marshall Hanke from the Manitoba Hydro Power Smart program answers questions about geothermal heating and cooling systems.

² Geo-heat Center. 2001. An Information Survival Kit for the Prospective Geothermal Heat Pump Owner. Downloaded and adapted November, 2003: <http://geoheat.oit.edu/ghp/faq/faq17.htm>, also available in pdf. format.

IV. Notes from Facilitated Discussion of Community Needs and Interests

Question 1: What information, ideas and interesting points have you heard today and what are your feelings about CC and your municipality?

- It's definitely going to impact the boreal forest and aquatic habitats. Visible signs include lower water levels and decreased runoff from snowmelt because there is less snow.
- Our planet is warming up, but how do we know that this isn't part of a larger climatological pattern or if it is something else?
 - A. *It is true that there are larger patterns, but it is the speed of the current climate change event that is troubling -- it is far too fast. It has occurred in the last fifty years.*
- The land has been changed – reduction in tree cover, drainage changes, etc. – and is likely exacerbating climate change. The trees trap heat and hold the moisture on the ground. Forests are also carbon dioxide sinks.
- I am concerned about developing countries. The majority of the world is trying to catch up to G8 nations -- are we going to cut back to compensate for the other countries using more and creating more emissions?
 - ▶ That's right, it is not just our problem.
 - ▶ They won't use as much GHG as we did once they catch up.
 - A. *Technology has improved so much. They won't have to make the mistakes we made. They will be able to leap-frog through the linear development process to more efficient technology and processes.*
 - ▶ This is a really good theory, but in the real economy it doesn't work like that. They just get our out-of-date technology.
 - A. *Climate change is a social equity issue as well. It can't be solved just by talking about GHG's or climate change. It is true that a lot of companies go to third world countries because they have less restrictive pollution laws. But that does not absolve us of our responsibility.*
- I saw basic information that could be carried back to educate own high school students, because they are the ones to educate for the future.
- Got an idea how to promote these facts to the pupils of grade 5-12 to show them the facts of this problem and additional to that, this set a basis for future plans on CC projects.
- I have known the basics already. We have to focus on the education of the younger people, because their minds are still open.
- I realized that every person is able to do their bit and not to put all the responsibility to the government, e.g. driving to the gym with my car to walk on a treadmill.
- It is necessary to have some organized meetings later in with everybody can participate and not just stop after that meeting.

Question 2: What did you take away from today?

- Taking basic information about where climate is going and take it back to educate others. We need to educate the younger generation to help.



- Looking for ideas on how to promote it to our children. Give them ideas they can take back to their schools and families.
- We are not going to change the world with elders, need to focus on the youth. This workshop reinforces the basic knowledge, but we have got to concentrate on younger people with open minds.
- When we hear GHG we think the government will take care of it, but we need to start with the little ideas like not driving everywhere and getting walking paths.
- Got a lot to do individually. Can't just focus on one group, we need to have an organization and not drop it here. We should take this information and start an organization.

Question 3: Who could lead the CC issue in this area? How could we start and who should be the stakeholders?

- Need a cross section to have a balanced view, a complete group of our society – teachers, mayors, councillors. Not just an urban view.
- Yes, we actually needed more people at this workshop. There wasn't the necessary mixture.
 - A. *We invited 192 people.*
- This is not a popular issue with industry. They will refuse to pay additional fees for GHG emissions. They have already paid taxes. How do we educate people when intervention is necessary?
 - A. *One opportunity is to use media like radio and newspapers, like today.*
 - A. *People react when they are scared. Sometimes bad news is motivating. I remember the oil crisis in the 70's. It was an artificial panic, but we drove smaller cars and consumed less fuel. It changes behaviour, for a while.*
- If people have to pay then they will do less. The economic aspect should be advertised. It is cheaper to reduce emissions.
- I came for basic education on the issue. I will pass it on others.

Question 4: What strategies did you hear today and worked best?

- More efficient lighting, stop idling, walking, not driving everywhere, purchasing fuel-efficient vehicles and carpooling.
- Councillors need to present these to council and to the public.
- These sessions are presented to you for self-directing. It shows that you aren't alone.



V. Break-Out Group Work

**Question 1: What would you like to see in a climate-friendly Dauphin and area?
You have unlimited money and resources.**

Group 1 and 2

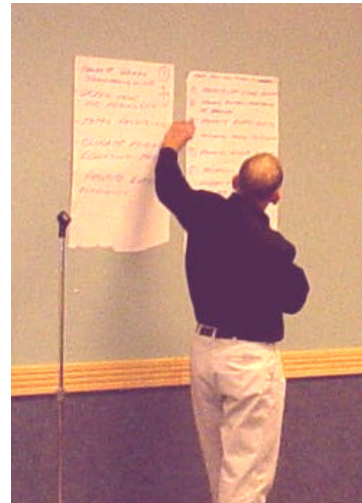
- Promote green transportation
- Green land use planning
- Total recycling
- Climate-friendly education programs
- Promote energy efficiency

Group 3 and 4

- Energy efficient schools, lighting and public buildings
- Public transportation- hybrid, NG, H2
- Composting, municipal and household, incentive for returned compost
- Recycling centers for remote areas -- more education, hours, quality control
- Street lights more energy efficient, guards to protect them from vandalism.
Citizen patrols, maybe
- Tire pressure checks from fire department or students
- Update fleet vehicles
- Idle free staff education, at train tracks, in school zones
- Carpooling
- Reduce fleet size
- Education of next generation, better driving habits, WALK
- Environment week, events to raise awareness
- Green space plant trees to cool and shade

Group 5

- Healthy community
- Motivated communities issue a challenge,
Community in Bloom
- Physically active
- Clean air
- Beauty
- Clean water
- Trees
- Less pollution
- Less garbage in landfill
- Lots of low cost choices for citizens' changes.
Make it cheap and easy
- INCENTIVES
- Community PRIDE and spirit!



Question 2. Break down the vision. What are the beginning steps that we can begin working on right away? What are the “low hanging fruit”?

Group 1 and 2

- Promote a no idle policy
- Promote better maintenance of vehicles
- Promote energy audits
- Promote more recycling
- Promote bicycle clinics
- Promotion of proper disposal of old fridges and air conditioners and old cars with AC

Group 3 and 4

- Recycling depot opening!
- Publicize GHG reducing projects
- Media engagement (no money!) articles on tips for climate-friendly living
- Tire pressure clinic and wheel alignment
- Emission test clinics
- Lobby MPI for emissions testing prior to registration
- Anti-idling signs
- Walk to, ride to, skate to work -- Commuter Challenge days
- Leaf composting
- Christmas-light timers
- Push mower test drives

Group 5

- School boards should not provide parking to students on bus routes
- Walking routes to shops, schools and for recreation
- Bike routes and bike racks
- Bike safety classes for cyclists and motorists
- Sidewalks on ALL streets in new developments. A walking/biking line for older streets
- Parking lots so people can then walk in “zones” and signage.
- Hire a climate friendly coordinator at town office
- Incentives for good behavior
- Composting
- Recycling
- Accessible and reliable information



VI. Check Out Roundtable

- I like the roundtables and group work more than the presentations.
- Excellent outcome with our heads together.
- It was good. Learned a lot – I am going to leave vehicles at home.
- Workshops like this are good. There are different views and idea. I have a personal goal to help the community.
- Taking recyclable to the recycling center.
- A lot of good information to pass on to children and grandchildren
- A lot of good conversations, good ideas. Other countries may not contribute, but don't worry about them, worry about ourselves.
- Learned about idling, which is low cost and saves your fleet.
- Need to have some sort of plan in action
- We have personal responsibility to our environment. Help kids understand and realize what the situation really is. Through kids we can educate parents as well.



Dauphin workshop participants take in the Municipal Greening presentation.

- Kids can have more money in the long run if they practice environmental kindness.
- Realization, that there are things that can be done quite easily in municipalities, e.g. bio diesel and that you can save money out of GHG saving processes.
- Realization, that I as an individual can do something against GHG emissions.
- Saw that something that is environmentally friendly can also help to prevent CC and I want to see something coming out of this meeting, like group work etc.
- There is already a lot of environmental education for pupils, but we should stress it a bit more.

- Learned that not all things cost much and that I can do something like not idling and reduce and maintain city fleet. The whole meeting created some sort of confusion, but usually there comes something out of such confusion.
- It is a personal responsibility for everybody and I want to help my kids (students) to understand what the present situation is and that the power of numerous individuals makes a difference. Hence I get the opinion of their parents through these kids, I have to try to change the thinking of their parents through them. The opinion, that they do nothing, so why should I do something is wrong and I will try to help these kids and their parents to understand, that you can make money when you do something against GHG emissions (low fruit ideas, like walking, idling, maintaining the car and the light system of the house).
- We have to be the stewards for the public and that includes a change of our own lifestyle without the necessity to threat somebody (e.g. gasoline prices like in Europe). Planning a program to teach these topics to people.
- There is the need for integrating all different groups to promote this thinking of climate friendly stewards, because we all belong together. Involved is a change of lifestyle, education and a change of thinking about town planning and agriculture.
- Education is necessary and the celebration of successes.
- We have to reinforce this knowledge and convince other people of our opinion (because neighbours are better CC-ambassadors and more convincing than CCC-people).
- I got a number of ideas for further projects or educational workshops
A tip for CCC: You should have a big meeting with all of the municipalities to monitor the progress and remind people!
- I saw a lot of things to take back with me. Now I have to condense them and take them into education.
- Understanding that there are a lot of environmental project groups, but they don't deal with GHG emissions. On the other hand, all GHG and CC plans help preserving the environment.



Left: Dale Friesen (front) and Clifford Flett examine the electric car brought for display, courtesy of Riding Mountain National Park.

Right: Park staff Donald Proven (left) and Richard Dupuis (right) answer questions about the electric vehicle. Nicole Lunsted from Manitoba Conservation looks on.

V. Workshop Participants

Dupuis, Richard	Heritage Presentation Specialist, <i>Riding Mountain National Park</i>
Flett, Clifford	Hall Coordinator, <i>Dauphin Friendship Centre</i>
Friesen, Dale	Science Teacher, <i>Dauphin Regional Comprehensive Secondary School</i>
Hanke, Marshall	Energy Services Coordinator, <i>Manitoba Hydro</i>
Harlton, George	Executive Director, <i>Friends of Riding Mountain National Park</i>
Heshka, Jim	Agricultural Representative, <i>Manitoba Agriculture and Food; Dauphin Horticultural Society</i>
Koster, Marnie	Representative, <i>Parkland Agricultural Resource Cooperative</i>
LaPointe, Roger	Councillor, <i>Town of Ste. Rose du Lac</i>
Lariviere, Joseph	Councillor, <i>Town of Ste. Rose du Lac</i>
Lunsted, Nicole	Public Health Inspector, <i>Manitoba Conservation</i>
McPhee, Allison	Fish Habitat Biologist, <i>Department of Fisheries and Oceans (AM)</i>
Overgaard, Paul	Councillor, <i>City of Dauphin</i>
Pankratz, Valerie	Environmental Coordinator, <i>Friends of Riding Mountain National Park</i>
Paul, Alex	Mayor, <i>City of Dauphin</i>
Peirson, Walter	Councillor, <i>RM of Dauphin</i>
Proven, Donald	Project Officer, <i>Riding Mountain National Park</i>
Radbourne, Warren	Maintenance Engineer, <i>Manitoba Transportation</i>
Schott, Jana	Eco. Dev. Officer, <i>City of Dauphin</i>
Yaremchuk, Ollie	Council Member, <i>Eastern District Health Advisory Council</i>



VI. Community Workshop Evaluation Summary

NOTE:

Rating System is out of 5 points. 5 representing “most satisfactory” or “strongest agreement”.

1.0 Organization and Design	Score
Overall quality	4.63
The programme – flow of activities	4.69
Workshop documents	4.63
Location and facilities	4.81
Meals and refreshments	4.75

Comments:

- Excellent.
- Very good.

2.0 Presentations	Score
I could hear clearly	4.88
I could see clearly	4.81
Level of comprehension (minimal jargon, explained theories, etc.)	4.69
I could proceed with group work with the information given	4.75

2.1 Basics of Climate Change, <i>Rachel Van Caesele</i>	Score
Provided me with a basic understanding of CC	4.83
Understand impacts of CC	4.61
Understand link between lifestyle, GHG’s and CC	4.75
The presenter was dynamic and informative	4.75

Comments:

- Some excellent material I can use in the class.
- Excellent!
- Excellent!
- Try to find information on where “any” community is prior to the workshop re: GHG’s. This would give us a baseline to help determine needed actions.
- Like examples of Manitoba impact.

2.2 Making Your Building Power Smart/Earth Energy Systems, <i>Marshall Hanke</i>	Score
I have ideas on how to reduce business GHG’s.	4.44
I feel well informed about earth energy systems.	4.53
I understand how to access the incentive programs	4.6
The presenter was dynamic and informative	4.3



Comments:

- Can we access MB Hydro incentives and Federal incentives at the same time for the same project?
- Having an installer present to aid in geothermal systems and allow for more time (questions).
- Excellent!
- Very informative and interesting.
- Very good.
- Good.

2.3 Greening Municipal Operations, Jennifer Duggan	Score
Understand role of municipalities in CC	4.44
Understand link between reducing GHG's and economic savings	4.56
Ideas for reducing GHG's in my community from case studies	4.19
The presenter was dynamic and informative	4.69

Comments:

- Not technically astute in area – but good general info. Left ref with us.
- Very good.
- Good.
- Excellent!
- A predominant “urban” slant. Should adjust rural discussions to “rural” anecdotes, etc. In Manitoba, rural is still an agricultural culture.
- Would be helpful.
- Some information was review. Some new and good ideas.

3.0 Facilitated discussion	Score
Ideas for educating my network about CC and need for action	4.13
Identify GHG reduction opp's in my community	3.87
Additional reduction opp's (funding, networks, etc.)	3.87
Identify steps for an action plan	3.80

Comments:

- Some ideas are being implemented – recycle, rain barrel, housing improvements, etc.
- Excellent!
- Okay. Generated a lot of “quick-to-implement” ideas. However, see the need to establish commitment towards a committee (leadership to promote these ideas)?
- Very good.
- Thought provoking.

4.0 Feedback*1. What was the most useful part of the workshop?*

- Public education module and earth energy heating/cooling systems.



- GHG emissions.
- It was all relevant.
- Getting the opportunity to network with others that share the same concerns.
- Power Smart Earth Energy.
- All the information provided.
- Power points, materials (handouts).
- Awareness of what I can do.
- General info on climate change and also Power Smart program.
- All great info.
- Meeting everyone. Excellent agenda, and the Parks electric car was awesome!
- An urbanized overview of initiatives.
- Facts on global warming and climate change.
- Interaction and sharing of ideas.
- Facilitated discussion at the end of the day (awareness of actions/initiatives).
- Examples of ideas and information.

2. *What was the least useful part of the workshop?*

- Facilitated discussion, first part. People had argumentative comments. Try to keep it more in line and stress the purpose of the day.
- Not many linkages to agricultural based initiatives.
- Too long, re – lunch hour.
- All was good.
- Business applications.
- The first part of the facilitated discussion was taken over by those with real negative concerns rather than productive ideas, comments.

3. *What suggestions do you have to improve format and/or content at subsequent workshops?*

- Maybe include student council representatives.
- Involve agriculture.
- Great, considering your varied audience.
- More roundtable, shorter presentation.
- As per today, cut lunch hour to ¾ hour, and be done by about 3:30 or 4:00 PM.
- Given the variety of people of “influence” that attended, a group could be formed to get started until a formal group can be formed in the community.
- Good format and content. Really try to impress on people the seriousness of the situation. A lot of people still don’t believe that climate change is a problem.

4. *Other comments.*

- A handout of a city/town initiative plan (example) would be helpful to keep motivation going after the workshop. Issue a challenge and give a deadline for follow-up. (Keep local radio and paper involved).



- I am looking for projects that 11 municipalities could undertake that could be supported by in municipalities “tax payers”. We are already looking at renewable and sustainable opportunities in several agricultural areas.
- Initiatives discussed are, while useful and applicable, need to also focus on more agricultural initiatives which could fit to the “rural urbanization” or rural local towns/cities.
- Thanks for inviting me. I enjoyed it all. The handouts were a variety of topics, very interesting.
- Very good over all. Glad I came.
- Great ref. to additional resources, which I plan to access in the future.
- I found this session very informative and in the future it may help with some housing decisions.
- Very well presented.



VII. Acknowledgements

The Climate Change Connection would like to acknowledge the following individuals and organizations for their assistance in making the *Dauphin and Area Community Workshop on Climate Change* a success.

Phyllis Furkalo, an instructor in the Extended Office and Business Program at Assiniboine Community College helped recruit and select a student to act as our workshop scribe. The ACC student – Charlotte Yakymiw – was punctual, polished and professional.

Riding Mountain National Park, for bringing their GHG-free electric car to the workshop. Thanks also go to Donald Proven and Richard Dupuis for an informative presentation on the climate-friendly vehicle.

Sunshine Catering, owned and operated by Ethel Johnson and Carol Smith, who provided workshop staff and participants with delicious food and drink throughout the day.

All our participants, who took time out from their busy schedules to learn about climate change, listen to their fellow community members, and find solutions for a healthier, more sustainable Dauphin.

All presentations are provided in PDF format for download under Manitobans and Climate Change on www.climatechangeconnection.org. For copies of the handouts on municipal GHG-reduction option please visit the Emissions and Impacts section of the web site. Hard copies can be mailed out upon request to climate.connection@mts.net or (204) 943-4836.

The workshop programme follows.

Climate Change Connection

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Rachel Van Caesele, *PEO Coordinator*
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VIII. Workshop Programme

DAUPHIN & AREA COMMUNITY WORKSHOP PROGRAMME

Thursday, October 16, 2003.
Parkland Recreation Complex

Continental breakfast is provided.

9:00 – 9:15 WELCOME from Climate Change Connection

1. Explanation of logistics of programme. Pointing out of scribe and how to order follow-up proceedings.
- Jennifer Duggan, Manager
2. Who is Climate Change Connection? Brief description of mandate, information tools and services, & funding partners.
Presenter: Rachel Van Caesele, PEO Coordinator

9:15 – 10:00 ROUNDTABLE, Chaired by facilitator, Nicole Yunker

Allows everyone present to identify themselves and share:

1. Their interest in climate change
2. A question they want an answer to over the course of the day
3. Identify resources available locally
4. Share activities from within the sector they are representing.

10:00 – 10:30 PUBLIC EDUCATION MODULE: Part One

BASICS OF CLIMATE CHANGE- What is climate change? What are the greenhouse gases (GHGs)? The enhanced greenhouse effect? How are human activities involved? What are the potential impacts? Where does Canada fit in internationally?.

Presenter: Rachel Van Caesele

10:30 – 10:45 BREAK

10:45 – 11:15 PUBLIC EDUCATION MODULE: Part Two

CLIMATE-FRIENDLY LIVING- How can we take action and live a more climate-friendly lifestyle? Discussion of Climate Champion Pledge. Brainstorming session with participants.

Presenter: Rachel Van Caesele

11:15 – 12:15 MAKING YOUR BUILDING POWER SMART

Manitoba Hydro's *Power Smart for Business* incentive programs for lighting, envelope and heating/cooling technologies maximize the performance, comfort and visual appeal of your facilities. Learn how to use Power Smart to significantly reduce your organization's greenhouse gas impact. Learn how you can save money plus make an important savings on your “carbon budget”.

Presenter: Marshall Hanke, Energy Services Coordinator



12:15 – 12:30 EARTH ENERGY HEAT/COOLING SYSTEMS

Gain an introduction to a low-GHG technology to heat and cool your homes/offices. Learn about the incentive programs.

Presenter: Marshall Hanke

12:30 – 1:30 LUNCH (provided), displays and informal networking

Please bring local information you wish to share.

1:30 – 2:15 GREENING MUNICIPAL OPERATIONS

Up to 50% of emissions in any given locale are directly or indirectly under the influence of the municipal government. Many opportunities exist for municipal councils to reduce GHGs and provide their residents with cleaner air and healthier communities, while saving money! Success stories from other jurisdictions across North America will be shared. *Thanks to the Partners for Climate Protection Program, Federation of Canadian Municipalities and Energy Services, International Council for Local Environmental Initiatives for providing content.*

Presenter: Jennifer Duggan

2:15 – 4:20 FACILITATED DISCUSSION OF COMMUNITY NEEDS & INTERESTS

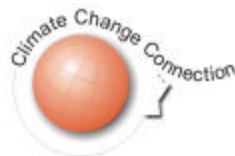
Facilitator will draw out participants' ideas on:

1. How to further educate their sectors and neighbours about climate change and the need for action,
2. What GHG reduction opportunities exist in Dauphin and area,
3. What the community would need/want in order to participate in outside-supported programs, or to generate locally-led programs
4. Envisioning what a climate-friendly sustainable Dauphin area would look like.

3:00 – 3:15 BREAK & filling out of evaluation and request forms.

Break-out groups for flip charting responses and feedback into larger session. Action planning for next steps. Final summary comments.

4:20 – 4:30 THANK YOU from Climate Change Connection & Power Smart



Climate Change Connection aims to build awareness and to empower Manitobans to take action to reduce their greenhouse gas emissions, both individually and as a community.

GHG emission reductions achieved by Manitobans will help Canada to meet targets established by the Kyoto Protocol.

The Connection will work to assist Manitobans make the changes necessary to live more sustainable and climate-friendly lifestyles.

Working to reduce GHG emissions enables us to take responsibility for our part in a changing global climate.