

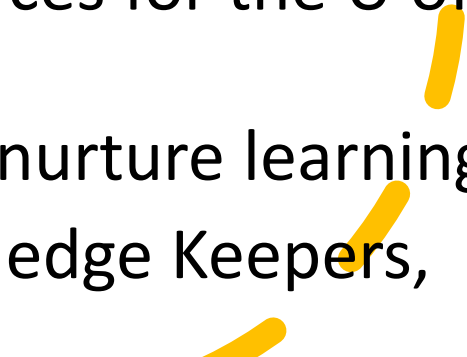
# Climate Action Priorities

CREATING CHANGE TOGETHER

U of R Indigenous Consultation  
February/March 2022

<b>FOCUS ON</b>	Indigenous Faculty, Students, Staff, Alumni
<b>GATHER</b>	Feedback, reflections, comments, input
<b>STRENGTHEN</b>	Communications and connections
<b>REFLECT</b>	Where we came from, where we are, and where we want to be
<b>BUILD</b>	Sustainability enhanced by Indigenous knowledges, teachings, histories
<b>MAKE</b>	Make the University of Regina a leader in Climate Action

# INDIGENOUS VALUES AND HISTORY

- Strong leadership and collaboration – transparent and accountable to the TRC, UNDRIP, and TCPS 2 CH 9
  - Holistic responses to the earth, wind, water, and fire
  - Understand, value and respect First Nations and Métis history and culture
  - Active involvement of Indigenous community - inclusive
  - Adequate and sustainable resources for the U of R
  - A culturally safe environment to nurture learning
  - Include Indigenous Elders, Knowledge Keepers, students, and communities
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# VISION

*Treat the earth well: it was not given to you by your parents, it was loaned to you by your children. We do not inherit the Earth from our Ancestors, we borrow it from our Children.*

—Ancient Indian Proverb



# Goals and Priorities

Climate Action Working Group key themes and categories:

1. CLIMATE ACTION
2. EDUCATION
3. ENERGY
4. ENGAGEMENT AND COMMUNICATION
5. LAND USE
6. LEADERSHIP
7. RESEARCH
8. TRANSPORTATION
9. WASTE



# Climate Action

- Members of Committees to review AFNs  
An Introduction to the Science of Climate Change  
[http://www.afn.ca/uploads/files/env/report\\_1\\_-\\_science\\_of\\_climate\\_change\\_final\\_draft\\_001.pdf](http://www.afn.ca/uploads/files/env/report_1_-_science_of_climate_change_final_draft_001.pdf)
- Connect with Indigenous communities who are leading in sustainability, solar, wind, etc,
  - i.e., [Cowessess Solar Project](#)



# Education- (UNDRIP) UN Declaration on the Rights of Indigenous Peoples related to Sustainable Development and Environmental Change

- Convinced that control by indigenous peoples over developments affecting them and their lands, territories and resources will enable them to maintain and strengthen their institutions, cultures and traditions, and to promote their development in accordance with their aspirations and needs,
- Recognizing that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment,
- Article 10
- Indigenous peoples shall not be forcibly removed from their lands or territories. No relocation shall take place without the free, prior and informed consent of the indigenous peoples concerned and after agreement on just and fair compensation and, where possible, with the option of return.
- Article 25
- Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.
- Article 29
- 1. Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources. States shall establish and implement assistance programs for indigenous peoples for such conservation and protection, without discrimination.
- Article 31
- 1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

# Education

- Build a permanent Tipi and gathering place, develop sustainable land based environment with a learner centred approach
- Include the TRC Calls to Action and UNDRIP recommendations that reference climate change.
- Education and course materials should be informed by indigenous ways of knowing, and include Elders, Knowledge Keepers, Indigenous students from development to implementation.



# Energy

- Composting, greener energy solutions, increase efficiencies, expanding initiatives that decrease our footprint
- Decrease single use items, local composting, sharing ideas between other campuses and host communities

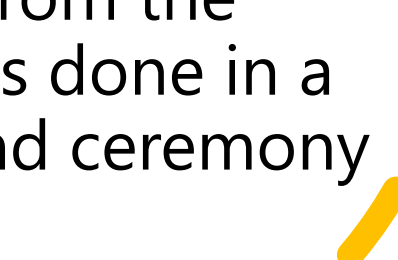


# Engagement and Communication

- Ensure meaningful consultations for Indigenous perspectives
- Incorporate Traditional Knowledge from Indigenous Elders and leaders
- Connect and re-connect with First Nations and Métis communities and stakeholder and identify opportunities for collaboration and partnerships.



## Land Use

- Consult the Traditional Keepers of the land
  - Ensure Indigenous input, to ensure proper protocols are followed. This should be done through ceremony, supported by MOU/MOAs
  - Permanent tipi, sweat lodge area, areas with fire, water, wind, and earth, year round access and use
  - Plant traditional plants and medicines, plants that give i.e., fruit and berry trees, consult First Nations and Métis from the local Treaty areas to ensure this is done in a good way, following protocol, and ceremony where appropriate.
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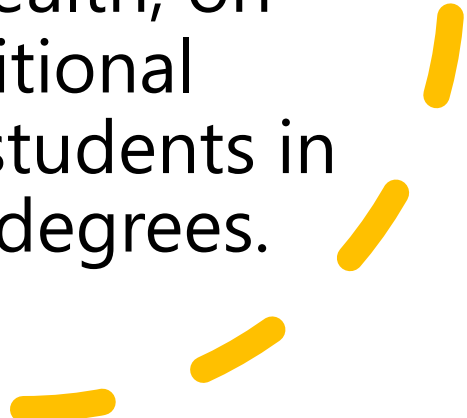
# Land Use From TCPS2 CH 9

- Traditional knowledge – the knowledge held by First Nations, Inuit and Métis peoples, the Indigenous peoples of Canada. Traditional knowledge is specific to place, usually transmitted orally, and rooted in the experience of multiple generations. It is determined by an Indigenous community's land, environment, region, culture and language. Traditional knowledge is usually described by Indigenous peoples as holistic, involving body, mind, feelings and spirit. Knowledge may be expressed in symbols, arts, ceremonial and everyday practices, narratives and, especially, in relationships. The word "tradition" is not necessarily synonymous with old. Traditional knowledge is held collectively by all members of a community, although some members may have particular responsibility for its transmission. It includes preserved knowledge created by, and received from, past generations and innovations and new knowledge transmitted to subsequent generations. In international or scholarly discourse, the terms "traditional knowledge" and "Indigenous knowledge" are sometimes used interchangeably.

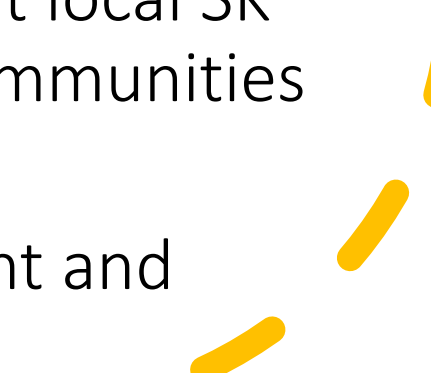
[https://ethics.gc.ca/eng/tcps2-eptc2\\_2018\\_chapter9-chapitre9.html](https://ethics.gc.ca/eng/tcps2-eptc2_2018_chapter9-chapitre9.html)



# Leadership

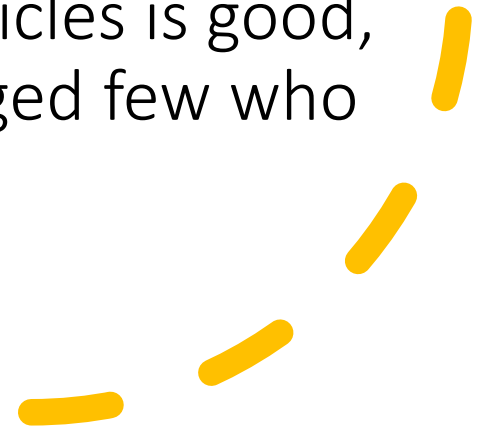
- Include Indigenous faculty, staff, and students and International voices
  - Consult and include Indigenous Traditional Knowledges.
  - First Nations and Métis lived in balance in the past, and these ways of doing are relevant today.
  - Consider a U of R wellness centre where RNNPs can support student health, on campus, linked to holistic traditional practitioners and Indigenous students in Nursing and allied healthcare degrees.
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# Research

- Work with and promote Indigenous Researchers, Masters and PhD level, but also include Community Based Researchers, Elders, Knowledge Keepers and adhere to [TCPS2 Ch 9](#), [OCAP<sup>®</sup>](#), [OCAS](#), [UNDRIP](#)
  - Coordinate and partner with work with the [National Coordinating Centre](#) and the [Saskatchewan Network Environment for Indigenous Health Research \(NEIHR\)](#)
  - Host events and highlight/support local SK organizations, and Indigenous communities and business
  - Encourage Indigenous recruitment and retention
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# Transportation

- Increasing parking fees, decreasing access, does not support EDI. If possible, base parking fees, parking passes based on need, and ability to pay. decreased rates for those who car pool, E vehicles, single parents, or a subsidy program to ensure that transportation is not a barrier to learning.
- Charging stations for electric vehicles is good, but may only support the privileged few who can afford new E vehicles.



# Waste

- It would be good to make a waste, water and waste water, fixtures, infrastructure, paper, electronics, policy, to guide faculty, students, and staff, in consultation with Indigenous Students and U of R supporters
- Natural systems can support modern waste management systems, like composting, natural prairie plants, and ecosystem management. The trees and rocks have stories and teachings.



## Climate Action through Strong Connections and Coordination

- Create pathways for shared vision and voices
- Develop and grow Indigenous support networks
- Involve local Indigenous people and groups for local (w)holistic solutions
- Include TRC, OCAP<sup>®</sup>, UNDRIP, TCPS2, to support UN SDGs

