# CONSIDERING TRADITIONAL KNOWLEDGE IN CLIMATE CHANGE INITIATIVES

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Rising Voices
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### CLIMATIC, HYDROLOGIC, & ECOSYSTEM CHANGES

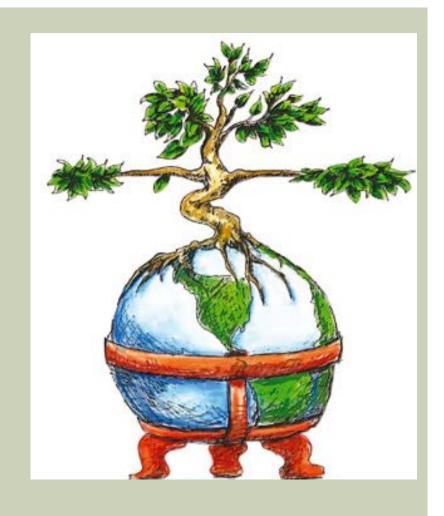


#### SACREDNESS



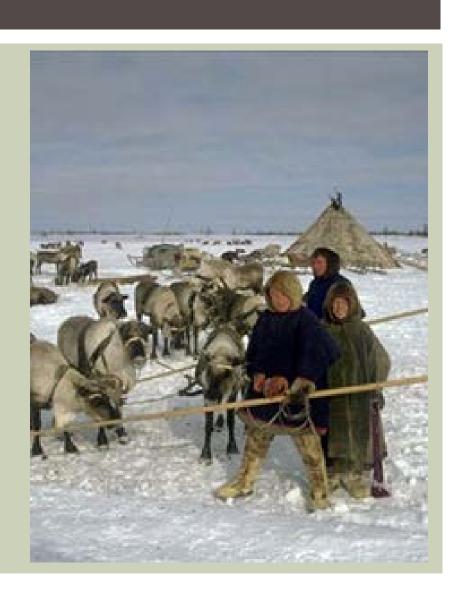
#### TRADITIONAL KNOWLEDGE

- Increasingly recognized as valuable for adaptation to climate change
- Bringing scientists and indigenous people together to collaborate and exchange knowledge
- Benefits through mutual learning and mutual generation of knowledge
- Focus on social contexts of exchange
- Less recognized are implications of multiple cultural, legal, riskbenefit and governance contexts



#### INDIGENOUS & CLIMATE CHANGE

- Despite keen awareness of climate change, indigenous people have limited participation in climate-change science
- Limited access, power imbalances, and differences in world view
- Western Science: Emphasizes Facts
- Indigenous View: Emphasizes relationships to spiritual and biophysical components and indicate important and distinct contributions that each knowledge system can make



#### INDIGENOUS PARTICIPATION

- Engage communities in designing climate-change solutions
- Create an environment of mutual respect for multiple ways of knowing
- Directly assist communities in achieving their adaptation goals
- Promote partnerships that foster effective climate solutions from both western and indigenous perspectives
- Foster regional and international networking to share climate solutions



#### TK GUIDELINES

- Provisional guidelines
- Increase understanding of the role and protection of TKs in climate change
- Increase mutual beneficial and ethical interactions between tribal and non tribal partners
- Climate and Traditional Knowledges Workgroup (CTKW)
- 15 contributing authors from university, NGOs, tribes, and state and federal agencies
- Funded by Tribes, North Pacific LCC USDA

September 2014

#### Guidelines for Considering Traditional Knowledges in Climate Change Initiatives

Version 1.0 – September 2014
Climate and Traditional Knowledges Workgroup (CTKW)

http://climatetkw.wordpress.com

http://climatetkw.wordpress.com/

#### **PURPOSE**

- 1. Increase understanding of the role of and protections for TKs in climate initiatives
- 2. Provide provisional guidance to those engaging in efforts that encompass TKs
- 3. Increase mutually beneficial and ethical interactions between tribes and non-tribal partners:

#### **G1: UNDERSTAND TKS**

#### 1. What is TK?

 Dynamic knowledge systems & lifeways referring to indigenous ways of knowing resulting from close relationship to the environment and developed over thousands of years.

#### 2. Who are the holders of TKs?

- Not just knowledge but are users of TKs
- Traditional government systems that govern how it is shared and used

#### 3. How is TKs relevant to Climate Change?

- Land management practices (e.g fire as a land management tool)
- Adaptation
- Addressing gaps in data and information to help establish baseline

#### PRINCIPLES OF ENGAGEMENT

- "Cause No Harm"
  - Identify and avoid risks that could lead to loss of or misappropriation of Traditional Knowledges
- Free, Prior and Informed Consent

#### FREE, PRIOR & INFORMED CONSENT

- Free: Indigenous control over decisions
- Prior: Indigenous peoples should be involved from the beginning at the conceptualization phases of collaborative relationships.
- Informed: All relevant information must be made available and provided in language/forms understandable to indigenous peoples
- Consent: First affirm the right of indigenous peoples to decline to engage in mobilizing TKs for cooperative projects

#### **GUIDELINES**

- Guideline 1. Understand key concepts and definitions related to TKs.
- Guideline 2. Recognize that indigenous peoples and holders of TKs have a right NOT to participate in federal interactions around TKs.
- Guideline 3. Understand and communicate risks for indigenous peoples and holders of TKs.
- Guideline 4. Establish an institutional interface between indigenous peoples, TK holders, and government for clear, transparent and culturally appropriate terms-of-reference, particularly through the development of formal research agreements.

#### **GUIDELINES**

- Guideline 5. Provide training for federal agency staff working with indigenous peoples on initiatives involving TKs.
- Guideline 6. Provide specific directions to all agency staff, researchers and non-indigenous entities to ensure that protections for TKs requested by tribes and knowledge holders are upheld.
- Guideline 7. Recognize the role of multiple knowledge systems.
- Guideline 8. Develop guidelines for review of grant proposals that recognize the value of TKs, while ensuring protections for TKs, indigenous peoples, and holders of TKs.

#### CONCLUSION

- Despite little research on climate change impacts on tribes, there is momentum of efforts by tribes, tribal researches, and tribal partners in the last 3 years
- National advocacy for consideration and partnership of tribes
- Increased funding for tribes but not significant
- National advocacy to protect tribes and TKs
- More work to do education, partnership, outreach, and planning!

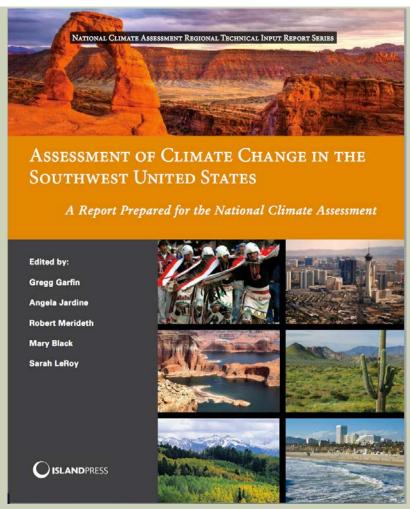
#### 3RD NATIONAL CLIMATE ASSESSMENT

## Indigenous Peoples, Lands, and Resources

Climate change threatens Native Peoples' access to traditional foods and adequate water. Alaskan Native communities are increasingly exposed to health and livelihood hazards related to rising temperatures and declining sea ice. Climate change impacts are forcing relocation of some Native communities. (Background: Iñupiat blanket toss ceremony during Nalukataq festival)

http://nca2014.globalchange.gov/report/sectors/indigenous-peoples

#### SOUTHWEST CLIMATE ASSESSMENT



- Climate change impacts on people and land
- 120 contributing experts
- Information for decision makers
- Chapter 17 Tribes

http://www.swcarr.arizona.edu/

#### CLIMATIC CHANGE SPECIAL ISSUE



Climate Change and Indigenous Peoples in the United States: Impacts, Experiences and Actions

Read about it in the Special Issue of Climatic Change in October 2013. https://www.springer.com/journal/10584



Supplements
NCA

- 50 authors
- Highlights how tribes are responding to climate change

http://link.springer.com/journal/10584

Title	Authors
1 Introduction: climate change and indigenous peoples of the USA	Daniel R. Wildcat
2 Justice forward: Tribes, climate adaptation and responsibility	Kyle Powys Whyte
Culture, law, risk and governance: contexts of <b>traditional knowledge</b> in <b>3</b> climate change adaptation	Terry Williams, Preston Hardison
The impacts of climate change on tribal <b>traditional foods</b>	Kathy Lynn, John Daigle, Jennie Hoffman, Frank Lake, Natalie Michelle
Indigenous frameworks for observing and responding to climate change in Alaska	Patricia Cochran, Orville H. Huntington, Caleb Pungowiyi, Stanley Tom
Climate change impacts on the water resources of American Indians and Alaska Natives in the U.S.	K. Cozzetto, K. Chief, K. Dittmer, M. Brubaker, R. Gough, K. Souza
Climate change in arid lands and Native American socioeconomic vulnerability: The case of the Pyramid Lake Paiute Tribe	Mahesh R. Gautam, Karletta Chief, William J. Smith Jr.
The impact of climate change on tribal communities in the US:  8 displacement, relocation, and human rights	Julie Koppel Maldonado, Christine Shearer, Robin Bronen
Cultural impacts to tribes from climate change influences on <b>forests</b>	Garrit Voggesser, Kathy Lynn, John Daigle, Frank K. Lake, Darren Ranco
Changing streamflow on Columbia basin tribal lands—climate change and salmon	Kyle Dittmer
Exploring effects of climate change on Northern Plains American Indian health	John T. Doyle, Margaret Hiza Redsteer, Margaret J. Eggers
The effect of climate change on glacier ablation and baseflow support in the Nooksack River basin and implications on Pacific salmonid species protection and recovery	Oliver Grah, Jezra Beaulieu
Re-thinking colonialism to prepare for the impacts of rapid environmental change	Nicholas James Reo, Angela K. Parker

#### SPIRITUAL & CULTURAL FACTOR

#### NEED:

- Support and processes for tribes to document TK and traditional adaptation strategies.
- Involve Native American youth in research and restoration
- EXAMPLE:
- Youth Corps (HEYC) program teaches youth environmental and cultural restoration through wilderness trips and a 1,300-mile traditional journey
- Native Earth: Northeast Regional Native Youth Environmental Camp - youth learn both Traditional Ecological Knowledge and environmental science from tribal elders and environmental professionals