

# SDG Forum Open Space Summary Notes, March 1<sup>st</sup>, 2019

Compile from the afternoon break out group discussions/facilitator notes.

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## Questions: (As Recorded on Flipcharts Provided)

**Question 1:** Please introduce yourself and how your work (including volunteer work), research or interests connect to the SDGs. (Responses were not recorded by facilitators.)

**Question 2:** What actions are underway and what actions do we need to take in the next 12-24 months? (Targets were provided at the tables.)

**Question 3:** Who should be involved?

**Question 4:** What resources do we need?

The Open Space groupings were based on the 5 Ps (People, Planet, Prosperity, Peace and Partnerships) with extra agenda items emerging as well: Housing, Financing, and Honoring Indigenous Voices

## Dotmocracy Results to Identify Local Priorities:

1. Planet - 77 total dots for the 4 different actions identified, with the most dots going to Advocate for Climate Change action
2. People - 41 dots for Basic Income as a priority
3. Honoring the Indigenous voice in the planning - 40/50 dots
4. Peace & Education - 38 dots
5. Prosperity - 27 dots
6. Partnerships - 24 dots
7. Financing and Resourcing - 22 dots
8. Affordable Accessible Housing - 21 dots

**Planet**

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GOAL 13: Climate Action

GOAL 14: Life below Water

GOAL 15: Life on Land

Question 2: Action	Question 3: Who	Question 4: Resources
<b>Action 1</b> Local Improvement Charge (12 votes)	Municipality/Utilities Local Organizations Sustainable Businesses Trade school (Fleming) Political Support	Funding (sponsors, investors) Advocacy Technical capacities
<b>Action 2</b> Advocate for Climate Change action (24 votes)	All Levels of Government (Federal), voters, students (YLS) Local candidates, bureaucrats, ENGOS, advocacy groups	Data is needed, business case for why climate action makes sense, education on policy platforms, voters and voices
<b>Action 3</b> Stewardship for Source Water Protection (23 votes)	ECFSC KLT ORCA DUC Sacred water circle Rural land owners OWWA FOCA ALUS Municipalities/Provinces	Funding ( East Central Farms Stewardship Fund) Technical Resources (Stewardship on private land - KLT) Land owner buy in Financial incentives
<b>Action 4</b> Neighborhood adaptation and mitigation (18 votes)	Green up ORCA and TRCA Neighborhood associations Municipalities TTP	Funding (OTF, FCM) Local Expertise Advocacy Volunteers Local champions Political support

## People

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GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 5: Gender Equality

GOAL 10: Reduced Inequality

Question 2: Action	Question 3: Who	Question 4: Resources
<p><b>Action 1 Basic Income: Something that is already happening in Ptbo (41 votes)</b></p> <p>(In the next 6 months) Raise basic income as a Federal Election Issue</p> <ul style="list-style-type: none"> <li>To do this we have to explore and develop social enterprises, advocate for policy and law changes, looking at how different companies are implementing AODA and how they employ the differently abled.</li> <li>We would like to link existing Health Care networks with groups beyond healthcare</li> <li>Look at issues surrounding income including social assistance reform, housing and mental health</li> </ul>	<p><b>Who should be involved?</b></p> <p>Integrating into educational system, curriculum setting, civic literacy, engaging local government representatives, so council members, universities/students, local NGOs, the municipal government, and increase partnerships amongst ourselves.</p>	<p><b>What resources do we need?</b></p> <p>Finance from our community, local and knowledge network for the community.</p>

## Honoring Indigenous Voices in Planning

Question 2: Action	Question 3: Who	Question 4: Resources
<b>Action 1: Centre the RCE objectives and Indigenous Priorities in local SDG work (40-50 votes)</b>	<ul style="list-style-type: none"> <li>• All Levels of government</li> <li>• First Nation communities</li> <li>• Urban indigenous</li> <li>• Metis</li> <li>• Inuit</li> <li>• NGOs</li> <li>• Citizens/Residents</li> <li>• Educational Institutions/Learning Place</li> <li>• Families</li> </ul>	<ul style="list-style-type: none"> <li>• First-hand knowledge of Indigenous perspectives that is voluntarily shared</li> <li>• Community education on Indigenous history and culture</li> <li>• Allocation of resources that supports work underway</li> <li>• Inventory of Indigenous priorities and initiatives</li> </ul>
<b>Action 2 Decolonize (3 votes)</b>	<ul style="list-style-type: none"> <li>• Everyone, all levels of government</li> <li>• First nation communities</li> <li>• Urban indigenous</li> <li>• NGOs</li> <li>• Citizen/ residents</li> <li>• Educational institutions/ learning places</li> <li>• Families</li> </ul>	Education on Indigenous History, culture and world views

### RCE Objectives: (as referenced above)

1. To recognize the vital importance of indigenous knowledge systems as they engage across all curricula and to understand protocols regarding the sharing of indigenous knowledge.
2. To implement age appropriate sustainability and stewardship frameworks from pre-school to secondary school both in formal and informal settings
3. To build strong bridges between school curriculum and the programs offered at Trent University and Fleming College
4. To link post-secondary programs and community based training programs to green jobs, research and innovation in the region
5. To develop reciprocal exchanges of sustainability knowledge and practice between residents within the region and with communities across the globe
6. To facilitate meaningful local action to advance the above objectives in the context of the global action plan priorities

Peace & Education

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GOAL 4: Quality Education

GOAL 16: Peace and Justice Strong Institutions

Question 2: Action	Question 3: Who	Question 4: Resources
<p><b>Action 1 (38 votes)</b>            Incorporate Experiential Learning in Nature, Different ways of thinking, Role of emotions in the curriculum. (Eco schools /UNESCO school)            Both grassroots programs and political advocacy            Indigenous Knowledge &amp; Practices            Look to post-industrial models ie. Finland            Pathways to stewardship/kinship (Safe “green” spaces)            Share stories about education in nature and the benefits of the learning</p>	<p>Student Board / educators (reform)            Work with Parents/ Children            Media/video/stories/art            Kinesthetic Learning            Eco-Lobbying</p>	<p>Parent Teacher Council/Student Councils            Classroom time/ afterschool time            Workshops for teachers/            Encourage and empower teachers            Money</p>

## Prosperity

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GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

Question 2: Actions (27 votes)	Question 3: Who	Question 4: Resources
<p><b>Action 1</b></p> <ul style="list-style-type: none"> <li>• Invest in Local farmers</li> <li>• Have Municipal trusts</li> <li>• Involve anchor institutions (hospitals and universities)</li> <li>• Local organizations (restaurants) to help local farmers</li> <li>• Educating decision makers</li> </ul>	<p>Municipal Government Community Leaders from local institutions and organizations FIRE (Finance, Insurance &amp; Real Estate) MUSH (Municipalities, universities, services &amp; hospitals)</p>	<p>Volunteers/ teamwork Waste management</p>
<p><b>Action 2</b></p> <ul style="list-style-type: none"> <li>• Mapping &amp; Understanding existing local economic infrastructures and gaps</li> <li>• Waste Management Funding and research</li> <li>• Human resources, volunteer and teamwork</li> </ul>		
<p><b>Actions Underway:</b></p> <ul style="list-style-type: none"> <li>• Awareness through Journalism (Greenzine)</li> <li>• Local currency (Kawartha loon)</li> <li>• Enbridge beginning retrofitting</li> <li>• Innovating (Venture North &amp; the cube) &amp; Entrepreneurs</li> <li>• City Council Decision making on climate change adaption</li> </ul>		

## Partnerships

### GOAL 17: Partnerships to achieve the Goal

Question 2: Action	Question 3: Who	Question 4: Resources
<p><b>Action 1</b> Public awareness/ outreach strategy (13 votes)</p>	<p>Leave no one behind: assessment process/ know how to reach out Indigenous voices Refugee and immigrant experiences International students Trent University Fleming College Political parties (platforms) School boards Faith groups Intergenerational Media (EC3) - Network</p> <p>Integrated/applied learning, network re: goals - communication and EC3</p> <p>Public awareness strategy with outreach Leaving no one behind Indigenous voices Refugee experience</p>	<p>Resources: - A strategy Network Core group/ body Consistent/ independent money In - kind Fleming Applied Agency Trent Centre for community research Community service (secondary school) Sustainable Peterborough/ Fleming/ Trent Peterborough Action on Climate change Teacher mentors Innovation Cluster</p>
<p><b>Action 2</b> Applied Experiential Learning with SDG Outcomes (community focused) (11 votes)</p>	<p>Trent Fleming Private sector Public sector City Hall Coordination CICE School Boards Quaker PACE Workforce Development Board Employment Agencies Junior Achievement Ontario Centers of Excellence Indigenous Organization and communities NCC</p>	<p>Coordination Quality Assurance Workshops &amp; Promotion Indigenous perspectives Multi-lingual Multi- model/formats/diverse media</p>

## Financing & Resourcing

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Question 2: Action	Question 3: Who	Question 4: Resources
<p><b>What actions are underway?</b>  <b>(22 votes)</b>            Linking SDGs to the social finance strategy (Federal) - on all levels</p>	<p>Community leaders, ask/engage parliament, chamber of commerce, mayors, political leadership on all levels, NGOs/ Umbrella Corps, Community foundations, stakeholders, Faith based groups, marginalized groups approached/ given voice *long term partners, investors* credit unions, co-op sector, ISO Standards, youth Orgs which already are aligned with SDGs - an existing platform to work off of</p>	<p>Efficiencies/ services - innovation funds, (i.e. hydro-ability to produce own power and save money which can be re-invested/ channeled into the community Education - 'sell the idea' - communicate, marketing, outreach , intergenerational and rural            Community/linked Land/space (community infrastructure)            SDGs - Accounting (there are already platforms that exist) - tools online + in process/ dev't - build off of what is already there            Power of narrative and stories            Community mentorship (financial)            Community bonds            Donation plans/ funds to get tax receipts</p>



## Housing

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Question 2: Action	Question 3: Who	Question 4: Resources
<b>Action 1:</b> Financial incentive provision for accessory dwellings and shared housing (17 votes)	City of Peterborough - elected reps, communication personnel, city staff	Lobby mobilization of 'who'
<b>Action 2:</b> Comprehensive landscape review (PTBO housing) (4 votes)	Municipality (reps, elected officials), real estate reps., city staff, housing task force? (Pre-existing, or create one), community members (or NGOs representing them)	Data/ Stats/ Policy access, Partnership with university, followed by funding/ donors/ existing supporters

## OTHER NOTES

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### Question 2: Actions

Greenzine (awareness through journalism) - 5 sectors: food, water, energy, culture & well-being)

Local currency and municipal trust & banks and local spending/ consumption

Gas/energy companies retrofitting (Enbridge)

Venture north & the cube - innovating for local entrepreneurship

Invest in local farmers

City council staff reports on climate change adaptation and sustainability

Local food month (local food guide)

### Question 3: Who

Municipal government (economic development) PKED

Farmer organizations

Involve anchor institutions (hospitals and universities)

Community leaders,

Fleming and Trent research

FIRE

Local organizations (restaurants) can help with local farmers

Educating decision makers

MUSH, Municipal, University, services, schools, and hospitals

**Question 4: Resources**

Volunteers/ teamwork

Waste management funding

Mapping and understanding existing local economic infrastructures and gaps

**Other actions:**

Re-evaluating how we evaluate economics (to include ecology impact)

Elevate awareness of community (through identification, awareness, and support impact)

Promotion awareness: Building codes (performance & evaluation)