



Living Lab 2022-2025 Strategic Framework and Plan

Weaving Community-Campus Relationships and Building Educational Infrastructure for Land/Sea-Based Learning and Indigenous Resurgence

Who Are We? Living Lab is a community- campus – schools partnership project and network which supports eco-cultural restoration, land/sea-based learning and Indigenous resurgence. Living Lab is a network and community of practice with core administrative support from the University of Victoria (UVic) School of Child and Youth Care (CYC)/ Faculty of Human and Social Development (HSD). We are co-governed by community and campus groups; we have a Management and Steering Committee and Network Partners. (See www.livinglabproject.ca/team)

Background: Living Lab began as a community-campus partnership in 2017. Since then, many communities, campuses, schools and local citizens and Indigenous community members have participated in our schools, restoration, summer Indigenous youth programs and land/sea-based learning resurgence focused programs in the Salish Sea region. We lead on the development of collaborative partnerships and program development while directly funding innovative front-line eco-cultural restoration and land/sea-based learning programs.

Mission: To mobilize resources and build capacity for land/sea-based stewardship, and develop thriving partnerships between educational bodies, community organizations and local Indigenous Nations in the Straits Salish Sea region through restoration, education, research and policy change.

Values and Principles: Living Lab is focused on growing collaborative community spaces and relationships to protect and heal the ecosystem, ourselves and our communities.

Our focus is on increasing local Indigenous access and presence on their land/sea and the Salish Sea region supported by the decolonization and transformation of educational systems. Our complete list of Principles (8R's) and Values developed with community are here.

<https://livinglabproject.ca/principles-and-values/>

Funding

To date, Living Lab has been and continues to be funded by the Ministry of Advanced Education and Skills Training- Aboriginal Service Plan (ASP), the Social Science and Humanities Research Council (SSHRC), the National Science and Engineering Research Council (NSERC) PromoScience Program of NSERC, the Real Estate Board Foundation, Island Health and the UVic Community-Engaged Learning fund with program and ad-hoc office space in-kind support from various UVic and community groups.

Network Hubs and Teams (2022-2025)

Living Lab activities will fall under restoration, education, and research with community-campus hubs and team leads for each. Capacity building weaves through all of these three areas. Network partners will be invited to join in as able and interested.

- Year One will focus on inventory, outreach, capacity and team building
- Year Two will focus on program and policy research and development
- Year Three will focus on public engagement, products and finalizing the 2025-2030 Plan.

Each hub will be responsible for the development and monitoring of their research and program activities; hiring and support of students and community members. The core staff team will focus on team capacity building, ongoing reflection and annual evaluation, communications, the eco-stewardship programs, Elder engagement, webinars, and project gatherings.

The **Restoration Team** will be co-led by the PEPÁKĒN HÁUTW Foundation, with the UVic Restoration Program/UVic Science, Engineering and Business Schools, and with support from Parks Canada. The **Education Team** will be co-led by the WŚÁNEĆ School Board and SD61 Indigenous Education Department, with Camosun College and UVic Faculty of Education-Curriculum, the Indigenous Education Department and Science Venture and Actua. The **Research Team**, focused on land use policy and governance, will be co-led by Heather Castleden (UVic Public Admin and Project Liaison) and Nick Claxton, XEMFOLTW (Tsawout) (LLab Academic Director/UVic Child and Youth Care), with Darcy Mathews (UVic Environmental Studies), Nick Stanger (Western Washington University), Natalie Baloy (Salish Sea Institute), together with LLab Indigenous researchers and graduate students. Darcy Mathews will be the Research Liaison to the restoration team and Nick Stanger to the Education Team. In Year Two we also plan to support CELÁNENEŁ: A Field Course in theRe-emergence of WŚÁNEĆ Law Sept-Oct 2023 led by WŚÁNEĆ Law Professor Robert Clifford, YELKATFE (Tsawout).

LLab will also continue to convene the **youth and schools – teacher program** committees/hubs to guide the summer youth and schools programming throughout the year.



Program Outline 2022-2025 –Mission, Goals, Objectives, and Activities

Mission: To mobilize resources and build capacity for land/sea-based stewardship, and develop thriving partnerships between educational bodies, community organizations and local Indigenous Nations in the Straits Salish Sea region through restoration, education, research and policy change.

1. **Overall - Restoration and Resurgence** - Organize community-driven ecosystem and climate action projects which affirm Indigenous knowledge, rights and access to/ use of traditional lands and waters.

Objective

- Continue direct support for umbrella partners the PEPÁKĒN HÁUTW Foundation, WSÁNEĆ School Board and School District#61 Indigenous Educations' front line land-based learning and Indigenous resurgence/ community support.
 - Continue to develop the Living Lab - WSÁNEĆ and lək'wəŋən Land Stewardship/ Guardian Program co-led with the PEPÁKĒN HÁUTW Foundation and local lək'wəŋən (Songhees and Esquimalt) and WSÁNEĆ Nations.
2. **Capacity Building and Engagement** - Create community skills and capacity building activities and a regional Indigenous eco-stewardship program.

Objectives

- Develop/Pilot a new Eco-Restoration Certificate/ Diploma Program with Camosun College and UVic.
- Develop pathways for Indigenous members to partake in employment training and leadership development in the field of ecological restoration, eco-tourism and green jobs.

Activities

- **Developing a Living Lab Community-Campus Restoration Program**
 - Develop a new Coast Salish focused Eco-Restoration Certificate and Diploma Program with Camosun College and UVic support and resources, based on existing PEPÁKĒN HÁUTW Foundation, local WSÁNEĆ and lək'wəŋən pilot projects. Make this project accessible to regional, provincial communities.
 - With Salish Sea Institute and Western Washington U, explore potential for deeper collaboration with US-based Nations, and Northwest Indian College.
 - Work with UVic's Business School, the Coast Salish Employment and



Training Society (CSETS), and others to identify and connect key regional – green economic development and employment training opportunities.

3. **Educational Change** - Develop land/sea-based learning opportunities and resources focused on local Indigenous Nations' priorities, sustainability and science education, student well-being and success, and transformation of the education system.

Objectives

- Strengthen schools and campus efforts to create educational accreditation pathways focused on restoration science, Indigenous heritage and knowledge and land/sea-based learning programs.
- Create new BC Indigenous and non-Indigenous teacher education curriculum to support land/sea-based learning and new BC First Nations Studies programs.

Activities

- **Creating Accredited Educational Pathways.**
 - Policy brief on suggested accreditation pathways and options (reflects the views of local Indigenous Nations).
 - Develop WSÁNEĆ and ləkʷəŋən- led land/sea stewardship/leadership course.
 - Identify priority land/sea stewardship areas of interest and the accredited programming areas necessary to support capacity building with local Indigenous Nations (Y1 and Y2).
 - Identify sustainable pathways, such as dual-credit courses between local high schools and Camosun College and UVic, reserved seats in identified programs for Indigenous students.
- **Learning Resources/Curriculum**
 - Create land-based learning field program and resources/curriculum.
 - Develop school- college- university curricular map connected to trades, culinary arts, health professionals and academic programs.
 - Update the Living Lab Curriculum Guide and Inventory and add a Salish Sea focused web- map platform.
 - Create more laminated Field Guides with on-line interactive applications.
 - Create a Living Lab Field School Tool Kit.
- **Supporting BC Teacher Education / Land Based Learning and First Nations Studies**
 - Continue support for BC Teacher Education - Bi-Annual Workshops / Pro-D Days focused on Indigenous ways of knowing including:
 - Cultural safety training for non-Indigenous educators
 - Land- and Sea-based learning
 - Trauma-informed and culturally sensitivity developed curriculum



- Continue to provide on-line land/sea-based learning resources (curriculum, maps, Living Lab tool kits)
 - Support local Indigenous content and process for First Nations Studies for BC school graduates (Y1-3)
4. **Community-Driven Research** - Lead and support community–driven research and teaching-learning projects that respect Indigenous and community knowledges, engages Indigenous students, and restores connection to the land/sea.

Objectives

- Research and mobilize knowledge focused on supporting Indigenous land/sea access, traditional land use/heritage, sustainable livelihoods, and overall ecosystem health.
- Develop a pilot program focused on Indigenous-led protocols and processes for ethical research and partnerships (e.g. cultural safety/ awareness, intellectual property, research ethics).
- Convene workshops, webinars and semi-annual gatherings focused on land-use, education and policy pathways and Project team community-building/planning.

Activities

- **Creating Research Agenda, Teams, and Capacity**
 - Build core research team and agenda with campus- community partners (Year One).
 - Create policy recommendation/summaries with Hubs and overall land rights (e.g. on land-based leadership education, restoration and economic development, land Rights and Indigenous laws) into SENĆOŦEN and ləkʷəŋiʔnəŋ languages.
 - Hire community research assistants, undergraduate and graduate student Research Assistants (Y1 and ongoing).
 - Conduct formative assessments of key activities (on going).
 - Co-design data gathering instruments (community mapping, photo voice, qualitative interviews (Y1 and ongoing).
 - Support CELÁNENEL: A Field Course in the Re-emergence of W̱SÁNEĆ Law Sep-Oct 2023.
5. **Network and Organizational Development** – Sustain the Living Lab infrastructure, network, and community of practice

Objectives



- Develop sustainable operations, core staff, communications and administrative systems and consolidate the core programs.
- Develop a UVic-Living Lab Memorandum of Understanding (MoU) outlining reciprocal support, funding, and sustainability.
- Support and promote Network Partners' work and engagement activities.
- Host community-campus gatherings / feasts in Summer and Winter.

Activities

- **Integrate core operations**
 - With Living Lab Management Committee, UVic leads and NGO PEPÁKEN HÁUTW Foundation (PHF) streamline administration, funding, office, and communications infrastructure
- **Funding**
 - Develop a longer- term sustainable funding and donor plan between communities, PEPÁKEN HÁUTW, School District 61 Indigenous Education Department (IED) and WSÁNEĆ School Board (WSB) and UVic/ Camosun College, including key transportation, field learning and restoration infrastructure in the Salish Sea.
 - Support social innovation and entrepreneurship opportunities such as artists co-ops and green business opportunities.
- **Communications/Connecting**
 - Develop formal MOUs and partnerships with existing and new Living Lab regional partners and with key national and global partners.
 - Create quarterly newsletters, host an annual resurgence policy forum at UVic First Peoples House and Gulf Island/ TETÁĆES Institutes, focused on public awareness, reconciliation, and Indigenous-led voices. (each year on a different Salish Sea locations/island).
 - Host semi-annual webinar updates on projects and community feasts/celebrations (winter and summer)

