

# WELCOME

## Challenges of 'interweaving'

Traditional Knowledge  
& Western Science



# One challenge relates to intellectual property

**Knowledge, Stories and  
Data belong to the  
community that shares it**



## Building trust....

- Is central to people sharing openly what they know
- Is achieved through demonstrated respect for the application of knowledge to decisions made

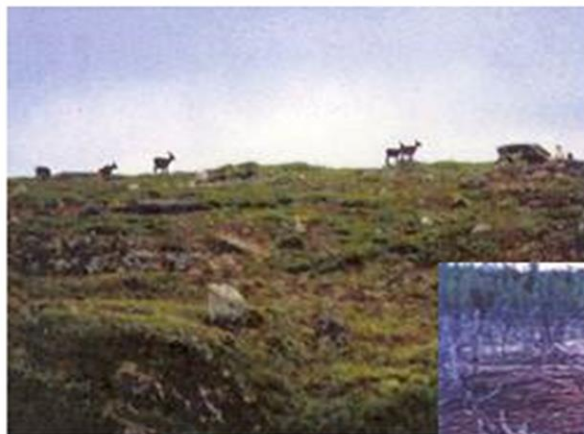


## Ensure the integrity of each



- Neither system is superior, both have valuable contributions to make to good decisions

# Who establishes research priorities is very important



Caribou?



Youth and Ancestors?



Habitat?



Heritage?



## Research

- Research agendas and priorities must be set by the respective 'experts' in each system
- Any research or documentation of traditional knowledge must be directed by TK holders



## An approach that has worked



- Providing TK holders with the opportunity to research, document and share knowledge in a manner that they are comfortable with

# Selecting the TK research team



Knowledgeable Elders



Young people to document Elders' knowledge



Active Harvesters



School children to learn from the Elders



## Training TK researchers takes time

Learning to Listen and Observe.

- Interview Guidelines – not questionnaires.
- Listening while interviewing.
- Learning language of the land from those who know.
- Documenting, and archival storage.
- GPS and GIS – if necessary.



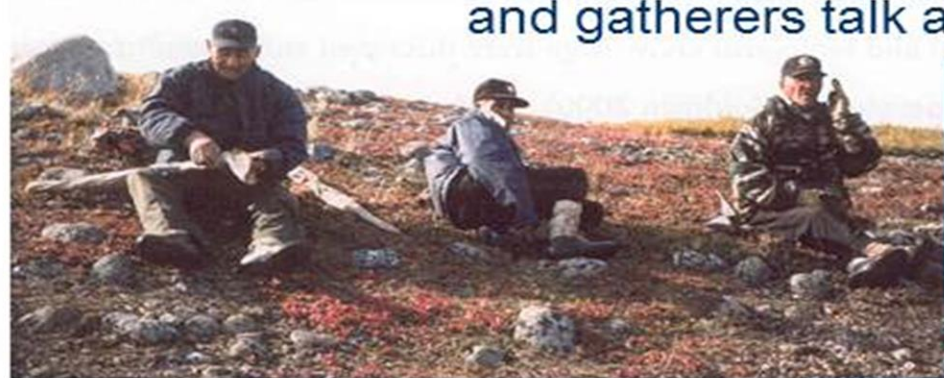
## Doing the Research

- Elders may want to go out on the land to be closer to the site in question –they should decide where camp will be.
- Listen to the many, many oral narratives of the area before going.



## Research – in the Camp

In addition to documenting the stories and observations of harvesters, researchers document their own observations too. What do the hunters and gatherers talk about?



What do the fishers observe including water level, consistency, and fish habitat?



## Research - In the Camp



Document and learn by listening and remembering the stories. For those who are school trained, write it down. Try to get someone else to record it in video or sound.

## Returning to the Community

- Researchers talk about observations and what they learned from harvesters and elders in camp.
- Elders identify gaps and focus either interviews or group discussions



## In the Community



- Researchers listen to audio recordings.
- Researchers talk to elders and language experts to understand 'concepts' they do not understand.

# More in the Community

More Listening, More Documenting



.....This takes time

## Verification and writing reports

- Verify key points with harvesters and elders.
- Research, listen to, and document clarifications made by harvesters and elders
- Write report – all members of the TK team should be part of writing and owning the documents.





# Applying TK



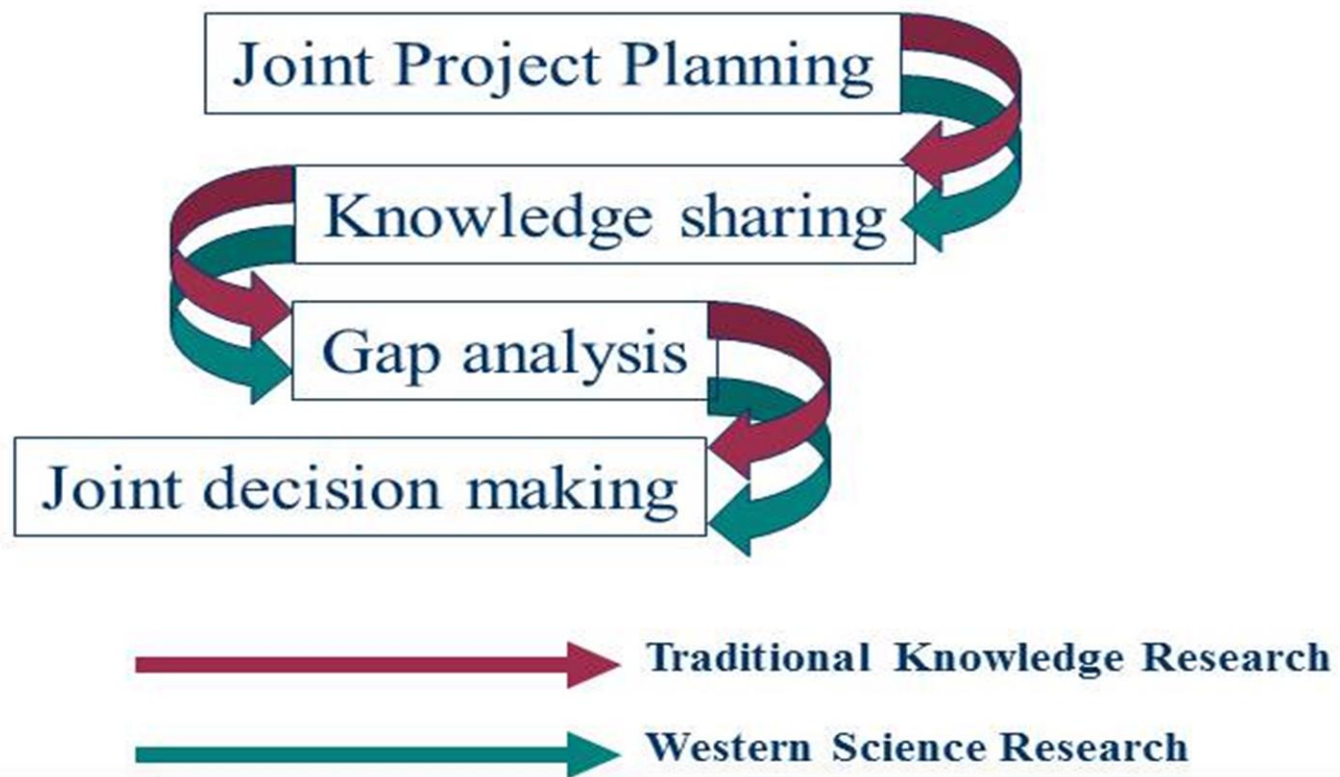
- TK Team recommendations
- Describe how Traditional Knowledge should be used to make decisions

## How do we ensure that one does not subsume the other?

- Defer to one or the other when there is agreement from both
- Give equal consideration to TK and SK
- Be accountable



# 'Interweaving' model



A sunset over a frozen lake. The sun is low on the horizon, casting a warm glow. A large, textured cloud formation, possibly a snow cloud, is illuminated from below, creating a vibrant orange and red pattern. The foreground is covered in snow with some sparse, dry grasses.

**THANK YOU  
MAHSI CHO**