

## **Moderation Team**

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## Proposed Actions

Room 6 brought together 15 individuals from across Queen's University to discuss approaches to addressing SDG 6. The group identified three areas for action.

### **Action 1: Develop affordable, straightforward, simple technologies for advancing equitable access to water.**

Faculty, students, and staff can play a key role in designing technologies to improve equitable water access. Along with sharing technical knowledge, our group proposes that the Queen's community share perspectives, knowledge, and lived experiences to understand how lack of water access affects wellbeing.

The university should provide incentives for researchers to develop affordable and low-harm technologies that help reduce water consumption, desalinate seawater, purify contaminated water, and recycle used water. Internal grants can support SDG and water related teaching and research.

### **Action 2: Support and expand research projects to characterize and mitigate the impact of pollutants on ecosystems.**

Reducing harm and protecting the ecosystem is critical to achieving SDG 6. Queen's University should be involved in research projects to characterize and mitigate the impacts of pollutants on ecosystems.

The university should consider accomplishing the following to achieve this:

- Deepen existing and create new local and international research partnerships with conservation authorities, municipal utilities, and NGOs.
- Enumerate and advance projects with Indigenous communities.
- Catalogue research in the [Research Discovery Network](#) by SDG to build co-(y Ne)-3t Tw (by

### **Action 3: Expand and deepen content on SDG 6 in the curriculum and on campus events.**

The university should categorize undergraduate and graduate courses by SDG and initiate new courses on SDG 6. Internal funding will be required to achieve this.

### **Discussion Summary**

#### **The following reflections were repeatedly made in relation to SDG 6:**

- Decentralization at Queen's slows research, and research is highly siloed.
- It is important to involve communities beyond faculty (students, staff, and local community members) in research.
- Using an equity lens will ensure that the work for advancing SDG 6 is not disproportionately placed on members of equity-deserving communities.
- The well-being of people and communities should drive work on clean water and sanitation. Research should result in practical outcomes for communities.
- There was a recurring conversation about the lack of access to clean water amongst Indigenous communities. Indigenous ways of knowing need to be considered in all activities.
- Efforts should focus on equitable approaches to technology design and availability on a global level.

- Gender inequality, as often the burden of household water supply falls on women, preventing them from engaging in other activities and creating inequalities between men and women.
- Other inequalities, as water insecurity disproportionately affects poor and marginalized populations, and reducing inequalities in access to water contributes to reducing inequalities in general.