

COLLABORATIVE SURVEY DEVELOPMENT AND TRAINING TO UNDERSTAND INUIT USES AND NEEDS FOR WEATHER, WATER, ICE AND CLIMATE INFORMATION



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ArcticNet

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OUR TEAM

- **Project Lead: Gita Ljubicic** (McMaster University)
- **Network Investigators:**
- **Jackie Dawson** (University of Ottawa)
- **Trevor Bell** (Memorial University of Newfoundland)
- **David Atkinson** (University of Victoria)



OUR TEAM

- **Collaborators:**
- **Lucassie Arragutainaq** (Sanikiluaq Hunters and Trappers Association)
- **Andrew Arreak** (SmartICE)
- **Jason Carpenter** (Carleton University)
- **Natalie Carter** (University of Ottawa)
- **Peter Paul Cookie** (Arctic Eider Society)
- **Cassandra Elliott** (Inuvialuit Shared Services Unit)



OUR TEAM

- **Collaborators Continued:**
- **Laura Eerkes-Medrano** (University of Victoria)
- **Shari Fox** (Ittaq Heritage and Research Centre)
- **Joel Heath** (Arctic Eider Society)
- **Dominique Henri** (Environment and Climate Change Canada)
- **Theo Ikummaq** (Independent Researcher, Igloolik)
- **Aupaa Irkok** (Aqqiumavvik Society)



OUR TEAM

- **Collaborators Continued:**
- **Frankie Jean-Gagnon** (Nunavik Marine Region Wildlife Board)
- **Annie Kasudluak** (Arctic Eider Society)
- **Pauloosie Kasudluak** (Arctic Eider Society)
- **Charles Klengenber**g (Inuvialuit Regional Corporation)
- **Carolyn**e Marshall (Environment and Climate Change Canada)
- **Alexandra Oakes** (McMaster University)



OUR TEAM

- **Collaborators Continued:**
- **Simon Okpakok** (Independent Researcher, Gjoa Haven)
- **Emmelie Paquette** (Carleton University)
- **Alison Perrin** (Yukon Research Centre)
- **Natasha Simonee** (Independent Researcher, Pond Inlet)
- **Regena Sinclair** (McMaster University)
- **Shirley Tagalik** (Aqqiumavvik Society)



OUR TEAM

- **Collaborators Continued:**
- **Katherine Wilson** (Memorial University and Environment and Climate Change Canada)
- **Local Research Coordinators (Nunavut)**
- **ARVIAT**
- **Aupaa Irkok** and **Andrew Muckpah** (Aqqiumavvik Society)
- **CAMBRIDGE BAY**
- **Candice Pedersen** (Arctic Eider Society) and **Shawn Marriott** (Independent Researcher)



OUR TEAM

- **Local Research Coordinators (Nunavut) Continued:**
- **CLYDE RIVER**
- **Marlene Iqaqrialu** (Independent Researcher)
- **CORAL HARBOUR**
- **Bobbie Saviakjuk** (Independent Researcher)
- **IGLOOLIK**
- **Levy Uttak** and **Theo Ikummaq** (Independent Researchers)



OUR TEAM

- **Local Research Coordinators (Nunavut) Continued:**
- **IQALUIT**
- **Jason Carpenter** (Carleton University)
- **GJOA HAVEN**
- **Gibson Porter** and **Simon Okpakok** (Independent Researchers)
- **POND INLET**
- **Andrew Arreak** (SmartICE) and **Natasha Simonee** (Independent Researcher)



OUR TEAM

- **Local Research Coordinators (Nunavut) Continued:**
- **SANIKILUAQ**
- **Mick Appaqaq** and **Johnny Kudluarok** (Arctic Eider Society)
- **Local Research Coordinators (Nunavik)**
- TBC
- **Local Research Coordinators (Inuvialuit)**
- TBC



OUR TEAM

- **External Reviewers**
- **Jean Allen** (Nunavut Tunngavik Incorporated)
- **Armel Castellan** (Environment and Climate Change Canada)
- **Cassandra Elliott** (Inuvialuit Joint Secretariat)
- **Sara Holzman** (Government of Nunavut Climate Change Secretariat)
- **Samantha Page** (Government of Nunavut Climate Change Secretariat)
- **Liz Pijogge** (Nunatsiavut Government)



OUR TEAM

- **External Reviewers Continued:**
- **Jamal Shirley** (Nunavut Research Institute)
- **Environmental Technology Program Technician** (Nunavut Arctic College)
- **Dinos Tikivik** (Iqaluit resident)
- **Adrienne Tivy** (Environment and Climate Change Canada)

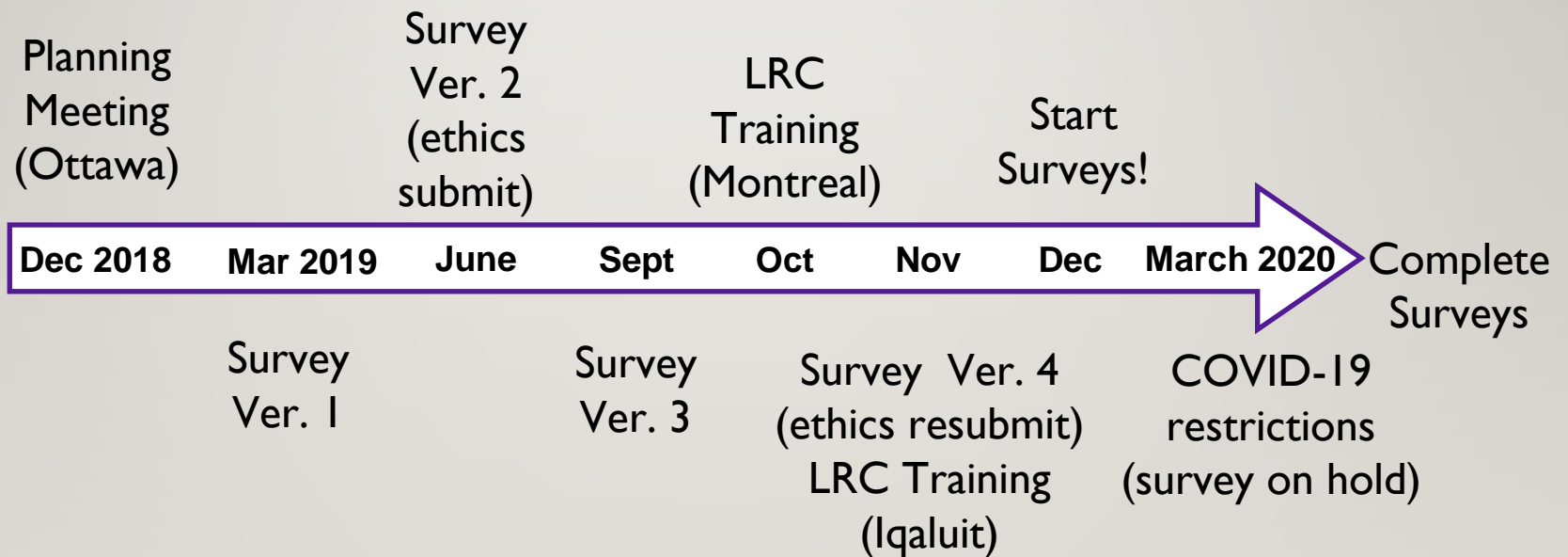


A person in a red winter suit stands on a vast, flat, snow-covered landscape under a cloudy sky. The person is holding a long pole or stick. The ground is covered in snow with some patches of blue ice. The sky is overcast and grey.

BACKGROUND

- Increasing variability of weather, water, and ice conditions across Inuit Nunangat creates challenges for travel safety.
- Inuit and northerners have been vocal about weather, water, ice and climate (WWIC) information and services that are not meeting local needs in remote communities.
- We developed a survey to get a wide range of feedback from youth, men, and women of different ages and experience levels across three regions of Inuit Nunangat.

COLLABORATIVE SURVEY DEVELOPMENT



COLLABORATIVE SURVEY DESIGN

- Be inclusive
- Use the local Inuktitut dialect
- Carefully select who to facilitate the survey
- Use multiple formats to reach a range of people
- Include a seasonal calendar
- Ask relevant & respectful questions
- Support community research capacity
- Have an evaluation component
- Report results to different audiences

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AAJIIQATIGINGNIQ RESEARCH FRAMEWORK

Working for the
common good



Continually planning
and preparing for the
future



Being respectful of all
living things



Maintaining harmony




Maligait visuals: Government of Nunavut
Department of Education



AAJIIQATIGINGNIQ RESEARCH FRAMEWORK


Working for the common good

- Be open to criticism, adjust
- Rewarding for good skills
- Reliable
- clear
- explanation the outcome of work
- Be passionate
- Being open-minded
- Be respectful
- Being genuine
- Being consistent, adaptive, open to the bigger picture
- Sharing the information
- Understanding the story for gender & gender
- Working together and being clear if it's not
- Prepare/inform people of the goal
 - ↳ Try to get buy in.
- Connect idea to the "good of the people"




Continually planning and preparing for the future

- Have a Agenda
- Don't take reduce size of your experiment
- Brain Storm
- Have Equipment Ready
- Have Extra in case of emergency
- Keeping everything
- Keeping true to your word
- Timing of when generations
- connecting project to the bigger picture
- Be adaptable
- working together to find solutions
- This workshop
 - ↳ Getting trained
 - ↳ Working out a process
 - ↳ Testing the process
- Communication Network
- Be flexible
- Sharing knowledge
- Ask people for advice




Being respectful of all living things

- + respectful treatment of
- Understand the Environment + animals
- Share their catch after Study
- Comfintible
- Don't Be Idle
- Understanding the culture, their background
- Being open-minded, respecting other people's views
- Sharing benefits
- understanding local context
 - ↳ what respect means according to cultural practices
- being inclusive, different voices
- Don't be boastful
- Be Kind
- Be honest
- Be trustworthy



Maintaining harmony

- Be Patient
- Have new Ideas
- Be creative
- You need quiet Skills to work in harmony
- Keeping people focused on a common goal
- Communication
- Being open minded on other people's ideas
- respectful listening
- working together
- sharing your strengths; applying them in your role
- Good relationships
- Honour (recognize) goodwill, success
- Sharing knowledge
- Emotional maturity




I. BE INCLUSIVE



Photo: Gita Ljubicic

20. Over the last three years, why did you travel on the land? Rank how often you travel for each reason.

	N/A	Never	Rarely	Sometimes	Usually
Hunting – in ocean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunting – on sea ice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunting – on land (inland)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fishing – in ocean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fishing – in lakes/ivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fishing – commercial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathering food (eggs, plants/berries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathering stone (soap stone, other materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathering wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathering plants (fuel, bedding, wick materials, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collecting drinking water (ice/water/snow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For fun (to get out of town, go to cabin or camp)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel to other communities (list: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guiding or outfitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research or environmental monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Rangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search and Rescue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School or work sponsored land trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (list): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. INCLUDE A SEASONAL CALENDAR

10b. For each of the methods of transportation you used over the past three years, rank them based on how often you use each method at different times of year.

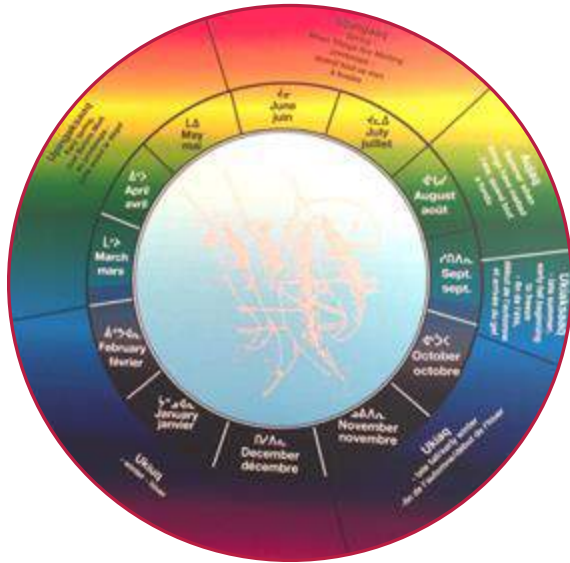
Please use the following scale:

0 = Never use this method of travel

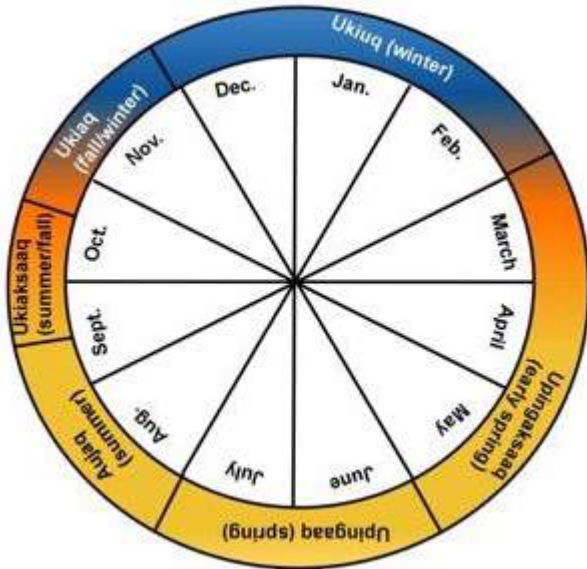
1 = Rarely use this method of travel

2 = Sometimes use this method of travel

3 = Usually use this method of travel

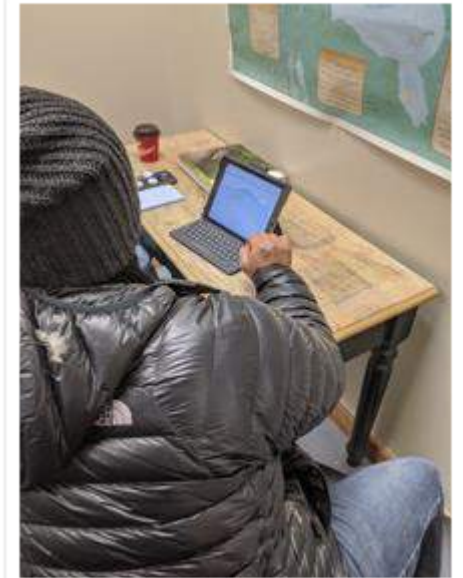
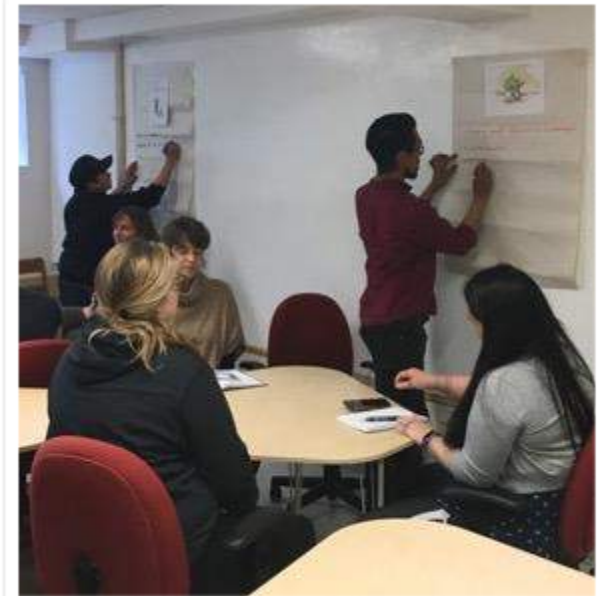
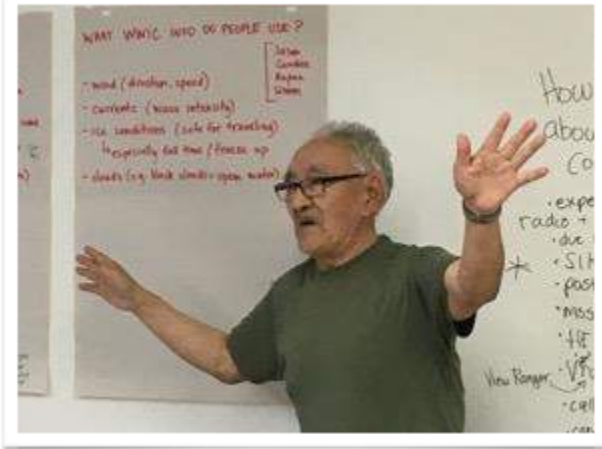


Pond Inlet Seasonal Cycle



Method of transport	January/February	March/April	May/June	July/August	September/October	November/December
Snow Machine						
ATV						
Boat						
Vehicle (truck, car, SUV)						
On Foot						
Dog Team						
Other (list): _____						
Other (list): _____						
Other (list): _____						

4. SUPPORT LOCAL CAPACITY



Photos: Natalie Carter, Emmelie Paquette, Gita Ljubicic

