

The image shows the cover of a manual titled 'COMMUNITY CLIMATE CHANGE MANUAL'. The title is in white, bold, sans-serif capital letters on a dark teal rectangular background in the upper left. The main image is a photograph of two young children, a girl in a pink jacket and a boy in a purple jacket and hat, looking at a tomato plant in a garden. An adult's hands are visible, pointing at the plant. The background is a bright blue sky. The bottom of the cover has a solid blue band and a grey band.

# COMMUNITY CLIMATE CHANGE MANUAL



# WHY SHOULD WE BE CONCERNED ABOUT CLIMATE CHANGE?

## CHANGE IS A CONSTANT DYNAMIC

Elders in our community have been continually talking about changes in our climate, in the animals and plants, in the rivers and ponds, in the depths and temperatures of the sea, in the changes of the tilting of the earth and the impact on the placement of the stars. Elders notice these things because they were trained to be keenly observant of their environment. When they speak about change, it is not change itself that concerns them. They say that these changes are always occurring, they are part of the oral history and they are expected. Their concern is rather with the rate of change and the challenges we face when we have to adapt and respond to this very rapid rate of change.

In the past, children were trained to keenly observe everything around them from a very young age. When they observed gradual or unexpected changes in seasons or animal behaviours, parents and Elders had the opportunity to teach about how and why these changes may be occurring. The collective observations became critical to a camp's intentional planning and preparing for the next season, for travel and harvesting activities, and for adaptation strategies that would help them to continue to live successfully. This process should still be used today.



## UNDERSTANDING RATES OF CHANGES TODAY

In today's situation, few children and youth have been trained as keen observers. This means they are less competent to identify the changes that are coming upon them. They are less likely to be able to plan and adapt successfully. This puts everyone at greater risk. In the past, a child who had been raised well (inunnguisimajuq ) would not cause worry to others. Today worry is a constant because young people are just not skilled in adjusting to rapid changes. Living in our environment requires constant attention, continual discernment and strong planning, preparing and thinking ahead. These skills need to become a focus for how we train youth today.

## SAFETY TRAINING

We invited Dr. James Ford of the Climate Change Adaptation Research Group at McGill University to partner with us on ice monitoring. His grad student, Dylan Clark, was interested in looking at safety issues related to changes in ice and sea. The result was a short safety training program for young adults. The project was filmed and can be viewed on Youtube. It is called "Building IQ Through Film: Bringing young hunters and Elders together to improve land safety" He project was also reported on by CBC

North:

[www.cbc.ca/news/Canada/north/Nunavut-land-program-search-and-rescue-1.3530966](http://www.cbc.ca/news/Canada/north/Nunavut-land-program-search-and-rescue-1.3530966)



Arviat Elders feel that it is very important to understand changes occurring in our environment and to try to predict how these may affect the ways we travel and harvest. Our community is still an active harvesting community. We rely on country food for a large part of our diet and food security. However, in the past decade we have seen the warming of the sea affect our access to seals and Arctic char. We see new insects that are impacting our caribou herd. Warmer weather, drying temperatures and less predictable seasons are causing caribou to change their migratory patterns. We are also seeing a large increase in animal numbers in our area. Today polar bears, grizzly bears, wolverine, killer whales and ravens are increasing. Our rivers are attracting muskrats and moose are coming into our territory, perhaps driven by forest fires in the west. We have to adapt to dealing with these changes. We want to reap the potential benefits, but also to adjust our harvesting so that it remains sustainable and respectful.

Over harvesting is a significant concern. In the eyes of people trained as hunters, the sale of caribou meat is unacceptable. However, today, other regions are offering very large sums of money for caribou meat. This has created a commercial opportunity which many are taking advantage of. The sale of caribou creates a challenge to





the security of the herd, but also to the long and firmly held values about what the role of a hunter is and who we are as a community that cares for each other. Those who are hunting commercially are often people who have not been well trained in the ways of respectful harvesting. There is a big concern for disrespectful harvesting that involves wastage of meat and the taking of some caribou that should not be harvested in particular seasons. It is believed that these behaviours may result in the loss of caribou as a staple resource.

## **PREDICTABILITY, SAFETY AND ADAPTATION**

It is important to be able to accurately predict and plan. Skills in these areas enabled Inuit to travel long distances in very harsh conditions and to be successful in living well. Rapid climate change makes it very difficult to predict conditions based on past experiences. It is critically important to be aware of changing conditions and to be able to predict patterns in those changes and predict impacts of those changes. This requires that as a harvesting community, we keenly observe, report and share experiences of changing conditions. It also is important for us to collectively discuss these conditions and to make meaning of these changes so that we can adjust and respond safely.



# HOW DOES INUIT QAUJIMAJATUQANGIT SUPPORT US IN DEALING WITH CLIMATE CHANGE?



## CONTINUALLY PLANNING AND PREPARING

One of the four Inuit maligarjuaq is continually planning and preparing for the future. Elders describe this big law as necessary to living a good life. In continually planning and preparing we are expected to plan for the immediate future, but also for the future of several generations to come. It is important to plan and prepare for ourselves, but also to make sure we equip others to take this process forward generation to generation. In Arviat, Elders recognized that colonization had created a break in this important process. They have encouraged us to rebuild this cultural expectation into the work that we do and, especially, as part of our planning for climate change. The skills and ability to observe, analyze, predict accurately and adapt quickly will always be important for Inuit.

A key Inuit value is to take the long view. This value encourages us to always look long into the future. What we pay attention to today has important implications for our future generations. In the process of continually planning and preparing, we must also act with the long view in mind.

## SELF-RELIANCE AND SUSTAINABILITY

Being self-reliant is an expectation of inunnguiniq – becoming a capable human being. Self-reliance means that we are skilled and able to contribute to our community. It does not mean just looking after ourselves. If we have skills they are to be used to serve the common good. If we have knowledge it is to be shared so that the lives of all are improved. Our Elders say that information has no value if it is not shared. This emphasis that our Elders place on the sharing of information is what helps us to be able to live sustainably as a community. When we share what we see, what we experience, what we think about, it creates an opportunity to collectively build a better understanding. This is a responsibility for each of us if we are to continue to live successfully as a community.

## PILIMMAQSARNIQ AND QANUQTURURAGNIQ – OBSERVATION AND ANALYSIS

Being a sustainable community relies on our collective abilities. Our Elders emphasize the importance for each person to become skilled so s/he has something to contribute. Observation is a skill that helps us to make sense of our world and become more effective. Becoming a keen observer was an expectation for every Inuk. Qanuqtururagniq is the ability to think deeply. We need to observe what is happening around us, but then we need to be able to think deeply about those observations in order to make good sense of them. Inuit children were intentionally taught to think like this. Qanuqtururagniq is the process of being able to analyze, to infer, to seek solutions in innovative ways and to plan effectively. These IQ principles should be a requirement for all of us. However, when we consider their role in preparing our communities for adapting to climate change and to responding effectively to new environmental challenges, they must also become central to our training of youth and to our community processes for collective planning.



# WHO SHOULD BE INVOLVED AND HOW CAN YOU GET PEOPLE INVOLVED?

## BUILDING PARTNERSHIPS

Piliriatigiingniq is an important process for building community consensus and for accomplishing tasks together. We started by building partnerships within our community. It is important to approach the community groups who should be advocates for the project you are trying to accomplish. In Arviat, we had already completed a community asset map. This involved identifying all the groups, organizations and programs that were actively operating in our community and then looking at how their goals and programs might line up with what we were hoping to accomplish.

In addition, we also looked for expert partners from outside of the community. This included GN departments that could help facilitate the work, such as providing us with lab space or sharing data or expert advice. We also looked to partners in the research community. Connecting with researchers who are already working in a specific area and who can bring experience and expertise was important. In approaching this group we were determined that they should bring value-added to our work, should help us pursue our questions and should provide training and experiences that would build the research capacity within our community. Once we established ourselves as a community interested in research, many partners began to approach us.





## A FOCUS ON YOUTH

Whatever we pursue, we must consider the possibility and also the sustainability of accomplishing our goals. Communities often see great programs which become operational only to disappear when the funding ends. For Arviat, which has a very large youth population, sustainability is secured by investing in the training of our youth. We attempt to build into every project a long-term focus on building skills, engagement, and attitudes with youth that will serve them throughout life. Whatever they learn through our programs should also open doors for them to other opportunities and build their reputations as employable and reliable workers.



## Arviat Youth Monitoring

In order to create a youth focus on observing and responding critically to climate change, we established Arviat Youth Monitoring. Youth are training in monitoring skills in a variety of different areas. These include permafrost monitoring and safe land use, water quality and fish health, monitoring animal health and harvesting, water and ice monitoring, plant monitoring and sustainability planning based on the monitoring data. Older youth deliver an after school monitoring club to pass down skills to students in the elementary and middle schools. They have created a Facebook page called Arviat Harvesters to share work and engage community harvesters in the data collection. We also have several shorts videos available on

Youtube: What Elders are noticing about climate change at [www.youtube.com/watch?v=RjmaAt5R-eY](https://www.youtube.com/watch?v=RjmaAt5R-eY).

## ELDERS, MENTORS AND CULTURAL EXPERTS

Climate change is affecting everyone. It is in our collective interests to work together as a community. Elders have the most experience and hold the knowledge of the long-term changes that have been occurring. As well there are community experts who know certain sectors very well. For example, there are people in the community who we regard as having specific expertise in harvesting at the floe edge, while others may understand our river systems very well. We want to identify and engage those experts so that we bring the best information so that we are able to identify the best plan for how we move forward as a community. The engagement of these people is also important because through working with youth, relationships are built. The result has been that many youth now feel comfortable approaching Elders and community experts for advice or to offer assistance. These mentoring opportunities are a positive spin off of the collaborative approach.

### **EVERYONE CAN HAVE EXPERTISE**

It is important to recognize that everyone has experiences, information and expertise to share. We want to engage everyone who has an interest and an idea to share. Broad engagement across a community is the best way to ensure that you get community support for your eventual plans and on-going activities. In Arviat, the most effective way to communicate has



### **UVAJUQATSIANGNINGNIQ MENTORING PROJECT:**

The mentoring project developed out of the Young Hunters' Program. There were young adult men who wished to learn some new skills. We organized a short project through the Young Hunters where young men were able to work with Elders and community mentors. They did week-long workshops in ulu and qamutiq making, a 2-week workshop in mapping and way finding, and then they participated in a 10 day land trip. The response was very positive. We sought funding to extend the program. The intent is for young men to identify the kinds of skills they would like to explore. We then hire community mentors to deliver these workshops. In addition this group meets weekly to learn about Inuit cultural values and expectations for living a good life.

always been the CB and community radio, Arviaqpaluk. We have youth host regular programs to raise issues about climate change and to share things that we are finding out through our projects. These shows are call-in shows so we are able to invite people to share their observations and experiences and also to ask questions that can take us the next steps or in a new direction.

We are also reaching out to the community using new media. We try to document as much as possible in videos and share these on our Youtube site and website: [www.arviatwellness.ca](http://www.arviatwellness.ca). We also have Facebook pages where people are able to follow our progress and comment on the work. Arviat Goes Green is a Facebook page that focuses on our work in growing locally while Arviat Harvesters is a site where people can share observations about weather, animal conditions, unusual sightings or pose questions and concerns with regards to harvesting, animal health, travelling conditions. It is important to engage as many people in as many different ways as possible. We are all partners in adjusting to climate change.



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# START WITH THE END IN MIND – THE ROLE OF CHANGE

## ENGAGEMENT IS THE GOAL

An important end goal of our projects has always been the engagement and training of youth because it is our youth who will make sure the efforts we make now are sustainable into the future. In order to attract youth we have to make the opportunity attractive. In designing our project proposals we build in funded opportunities for youth employment. Most youth become involved in order to have a job. These jobs are usually offered through the summer period, but also as after school work. Often the youth who are hired will continue to work with us after school to host “clubs” for younger kids. This ensures that the activities continue, but also allows youth to share the skills they have been developing with the next generation. Our after school programs have included Youth Monitors, Young Hunters and youth media/technology work. We also offer programs to older youth, such as the Uvajuqatsiangningniq Mentoring Project which provides opportunities for young men to work with mentors in projects that interest them. Young women can work with Elders in the Elder Advocacy Program.



## BUILDING SHARED KNOWLEDGE REQUIRES GOOD COMMUNICATION

Maintaining strong open communication is an important cultural expectation. Inuit have always shared information openly. Visiting and discussing issues was a priority in camps. The process of discussing issues -- aqjiiqatigiingniq helped people to build consensus and to seek solutions collectively. Today we use a lot of different ways to communicate and build knowledge. We use some research methods such as photo voice where we post photos that group members take and use the photos to prompt discussions and bring forward responses. We may formally interview people or host a focus group of stakeholders. We also hold kitchen table talks. We invite an Elder or a couple to host a discussion in their home. They invite the people they think should attend. We provide refreshments and take notes during the discussions. Of course, we also have community meetings and information sessions.

Our most effective way of communicating is our weekly radio call-in shows. We use these shows to publicize other knowledge sharing activities that may be going on. They also provide a chance to youth to report back on the work they are doing to the community. We find our radio connections to be the biggest benefit to our work.

## IT'S ALL ABOUT RELATIONSHIPS

Engagement across the community is about building relationships .

Strong relationships need to be continually nurtured. It is important to communicate the work in all the ways we have described. It is also important to find opportunities to formally provide updates and progress to community and outside partners. A short written update is good, but it is better to provide an oral update at a regular stakeholder meeting. Attending these meetings is also a good learning experience for youth. When they share the work they have been doing, partner members are very receptive and often offer helpful advice and encouragement. It is important to continually remind everyone that we are all facing climate change together, and that when we plan together our outcomes are always stronger.

## KNOWLEDGE KEEPERS AND KNOWLEDGE BUILDERS

There have always been those in the community who hold the knowledge. Today we have a lot of different ways that we are able to keep knowledge and build new knowledge. We document as many of our activities as we can through video. These short videos are posted on Youtube and are then available to anyone interested in seeing them. We also provide links to the videos on our website: [www.arviatwellness.ca](http://www.arviatwellness.ca). Any formal reports, posters, pamphlets or related materials are also made available as downloads from the website. What is posted on our Facebook pages is another way of holding the collective knowledge generated by our activities. We try to include photos and maps whenever possible so that the information is also visually available. We expect that what we are able to document and keep digitally today will help build new knowledge in the future. We feel that this is a very important aspect of our work.

We have been providing a lot of background information for the Aqqiumavvik Society programs and projects. In the following sections, we would like to provide more a quick reference summary of some of the approaches that have worked well for us.



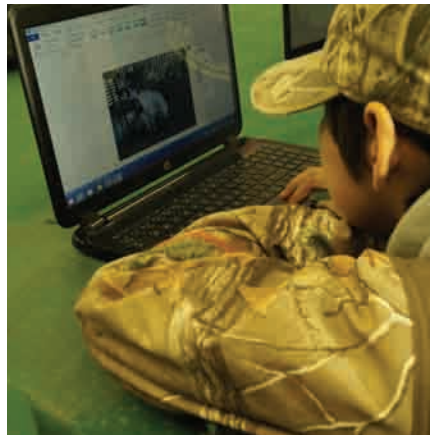
# COMMUNITY ENGAGEMENT

## IMPORTANT WAYS TO ENGAGE STAKEHOLDERS

Talk, talk, talk:

- Complete an asset map for your community to find out what projects are going on, what resources may be available and who might also be interested in what you are proposing to do.
- Prepare a poster or short pamphlet that explains the issue and your project goals. Distribute these widely so people have a chance to hear about the project before you approach them.
- Visit organizations informally and explain your proposal. Ask to attend their next meeting. Talk about your goals, key messages and hoped for outcomes. Invite support, partnership and/or collaboration. Have them suggest how they might want to be involved. You may find that the organization itself does not want to be involved (at this point) but that individuals are interested. Find ways to involve them. They will be good resources to communicate back to their organization and perhaps to built interest and engagement over time.
- Host a focus group meeting where you invite members of community programs or organizations together. Provide refreshments. Use this as an information session, but invite feedback, suggestions, volunteers. You might want to establish an advisory committee so that your project can benefit from local expertise through the committee. Ask for those who may be interested in mentoring youth during the project.





## WAYS TO ENGAGE YOUTH

Win, win, win:

- Design your projects around the potential skill development opportunities for youth. Try to appeal to the broadest potential interests. Our youth monitoring program offers opportunities to spend time on the land with data collection, harvesting and following up with lab work and analysis. These are skills that stand them in good stead with their science courses and for actively travelling outside the community. We train research assistants who develop skills in data collection using iPads, conducting interviews, recording and transcribing, interpreting and note taking. We provide training in all these areas and emphasize that these are all transferrable skills that they can use in a variety of projects. Our Youth Media Team receive training in designing promotional and information materials, in photography and videography, in web design and communications. Again, these are very marketable skills. Promote what is to be gained through the work.

- Ask to speak to students in the school to explain your project and to highlight what youth would be able to do through the project. It is important to have a training plan so that you can speak to specific activities and skills that you expect youth to be able to participate in during the project. If you have youth from past projects, have the youth present the information to other youth. This is the most engaging approach.

- Provide job applications and discuss what you are looking for in a successful applicant. Set out expectations and describe the kinds of things that will be done. Talk about the good and bad. For example, our summer monitoring program involves water monitoring. Youth may be excited about going on the land to collect water samples at various sites. Remind them that the summer months on the land will mean spending time with mosquitoes! It is important to be open with the opportunities but also the working conditions.

- If you already have mentors/partners for the project, tell the youth who they will have the opportunity to work with. The work should be about opening doors. Experts and research partners might be able to help with other opportunities or post secondary programs.

## WAYS TO ENGAGE THE COMMUNITY AT LARGE

Network, network, network:

- Use your most effective public communication tool. In Arviat, this is the community radio. Decide what are the best ways to communicate and promote your project widely across the community. Do this in as many ways as possible.
- Develop a few key messages about the purpose and goals for your project. Key messages should speak to why this project is important. Find ways to share those key messages.
- Remember, our communities are conglomerations of extended networks. Use these networks to build communication chains. We use kitchen table talks to engage extended family groups or groups of people with like interests. Since the person who agrees to host the talk selects the participants, you often get a very diverse and unexpected group. Each person who comes is part of other networks of communications. Use the kitchen table talks to gather responses to your project, ask for suggestions about who to involve and how best to proceed. Come looking for input. Don't bring all the answers with you. At the end, encourage people to talk to others. Provide a way that new people can come with ideas and suggestions as well. Make this a very open and welcoming process.



# TRAINING AND BUILDING SKILLS

## UNLOCKING CAPACITY; BECOMING CAPABLE:

### PILIMMAQSARNIQ –THE PROCESS OF BECOMING CAPABLE

- Develop a training plan based on the skills and knowledge that youth will need in order to participate effectively in the activities you have planned for the project. Identify who is able to deliver the training required to build this skill set.

- Many of our youth have extensive experiences and knowledge that do not necessarily get recognition in the classroom setting. Take the time to find out what they already know, what they are interested in learning and how they like to learn best. This information should be part of how you approach the training.

- Training is best delivered through the activity, rather than through a classroom setting. Inuit always taught skills through practice and experience. This is the most effective way of learning. Provide lots of opportunities for youth to practice and continually apply new skills so that they become capable and the learning is not lost through lack of application.

- Create space for youth to discuss challenges that may arise and to seek their own solutions. Qanuqtururangniq (deep thinking) is the partner of pilimmaqsarniq (becoming skilled). These two processes should go hand in hand whenever possible. Encourage them to seek out expertise when they come up against a challenge or when something is not working well for them.

- Find ways to showcase the results of youth work across the community. It is important for youth to be able to make a meaningful contribution. They will be able to build a good reputation in this way and their accomplishments are motivational for themselves and for others. Do not miss the opportunity to celebrate new capabilities.



## SUSTAINABLE FUTURES – REBUILDING INUNNGUINIQ

- When we invest in making capable human beings (inunnguiniq) we ensure a good future. It is important to make sure that part of the project creates opportunity for youth to participate in long-term planning and also a long-term process that can be relied on to adapt plans to meet changing conditions. Planning and being able to plan effectively, based on the evidence collected, must become a critical component of training.

- Inunnguiniq is a holistic process. It is not separated out of life like a school day is. Recognizing this is to recognize the importance of cross training. Whenever possible expose youth to the whole process, the big picture and developing the shared understandings. In our projects we try to bring everyone together in these kinds of collaborations that expose them to what is being learned from every activity. It is important to be able to understand all the parts that make up the whole. This kind of understanding promotes effective planning and that is always an end goal.



## ARVIAT CLIMATE CHANGE PROJECTS:

We have tried to focus on several different areas of research around climate change.

We have focused on sustainable harvesting:  
[www.facebook.com/Arviat-Harvesters-369988313197234/](https://www.facebook.com/Arviat-Harvesters-369988313197234/);  
teaching necropsy skills to youth monitors:

[www.arcticcollege.ca/en/latest-news/item/6133-arviat-wildlife-monitoring-research-arctic](http://www.arcticcollege.ca/en/latest-news/item/6133-arviat-wildlife-monitoring-research-arctic) and established the Young Hunters Program:

[www.arviatwellness.ca/index.php/young-hunters](http://www.arviatwellness.ca/index.php/young-hunters);  
[www.huffingtonpost.ca/2014/09/02/young-hunters-nunavut\\_n\\_5652698.html](http://www.huffingtonpost.ca/2014/09/02/young-hunters-nunavut_n_5652698.html)

We have also focused on going green through greenhouse technologies, soil research and introducing the community to eating green and healthy:

[www.isuma.tv/es/DID/tv/Arviat/arviat-greenhouse-2015-1](http://www.isuma.tv/es/DID/tv/Arviat/arviat-greenhouse-2015-1);

[www.youtube.com/watch?v=gYi3Zx6aTtg](https://www.youtube.com/watch?v=gYi3Zx6aTtg);  
[www.youtube.com/watch?v=GYi3Zx6aTtg](https://www.youtube.com/watch?v=GYi3Zx6aTtg);

[www.youtube.com/watch?v=cJdPOQYC68](https://www.youtube.com/watch?v=cJdPOQYC68);

[www.youtube.com/watch?v=gQHCicPt9\\_8](https://www.youtube.com/watch?v=gQHCicPt9_8); and  
[www.facebook.com/Arviat-Goes-Green-359227010893368](https://www.facebook.com/Arviat-Goes-Green-359227010893368)

For an overview of all our climate change projects:

[www.nokiiwin.com/upload/documents/climate-change/communities/presentation-j-napayok-arviat-nunavut-no.pdf](http://www.nokiiwin.com/upload/documents/climate-change/communities/presentation-j-napayok-arviat-nunavut-no.pdf)

## CREATING OPPORTUNITIES

- Climate change is a very dynamic process. Life is continually changing and there are always new opportunities to expand your project to include new work. For example, the GN planned to do work in Arviat on permafrost monitoring. Although the work was mainly to help community planners identify good places to build in the community, it provided a new opportunity for our youth both to receive training in and to add another element to our climate change monitoring. We were able to provide youth to this project as polar bear monitors and guides. In exchange the youth received training on the equipment and about geographical and geological surveys and mapping. Look for the opportunities that arise unexpectedly and find ways to harness them.

- Actively look for the opportunities to share your work both in the community and beyond. When we started out we were just busy doing the work and weren't too aware of the interest there may be from outside the community about what we were doing. We found that in sharing our work we created an important opportunity to learn from others and build new strength into what we are doing. Attending and presenting at conference has been a very good experience for our youth. We try to make sure that they have the opportunity to explain what they are doing for themselves.

- Always look for ways to pass the knowledge on. We have created a series of after school programs for children and youth in order to develop an awareness and interest in climate change and to start to build the skills that will help the next generations become capable observers and monitors of their environment.

## MAKING MEANING OF OBSERVATIONS



### CULTURAL IMPORTANCE OF OBSERVING

- Becoming observant is very important if we want to be able to adapt to climate change well. However, observing keenly is only the beginning of the process. In developing a project, it will be important to plan how to build skills in keen observation, but also how to effectively document and share observations, and then how to engage others in interpreting and analyzing the significance of those observations. All three aspects of observation must be present in order to have a successful project.

- It is also important to recognize that knowing without doing has no value. For Inuit it was the ability to apply the knowledge effectively that was important. One of Elders who co-wrote out Young Hunter's curriculum said that you can teach someone to build an igloo just by telling them what to do. They might even get 100% on a test to say they know how to build an igloo. But when you send them into the actual snow they will have no ability because they have no experience in applying the learning. Your project must be about applying knowledge in our lived conditions in our communities.

### AVATIMIK KAMATTIARNIQ -- STEWARDSHIP RESPONSIBILITIES

- Avatimik kamattiarniq is about our role as stewards of our environment and in building positive and responsive relationships in our natural world. Climate is continually changing and Inuit have continually been adapting to those changes. We have responsibility for our own conditions. Although the rates of change may be caused by non-Inuit, we still have to address the results. It is important to do this for ourselves and not to sit back and wait for others to suggest solutions. Adaptation is a cultural expectation under avatimik kamattiarniq. This was a foundational premise for our project development.

- Another premise we developed our proposals from was that of looking for and harnessing the potential benefits of climate change. What can we gain from a drier climate, from a longer growing period, from shallower waters? How do we adapt to improve our lives by planning for taking advantage of these benefits?

- A third premise was the importance of planning for change and adaptation. If we can predict what might be occurring as these changes progress, what is it we need to know, be able to do and teach others to do in order to continue to live well in new conditions? Effective planning is always critical to success.

## HOLISTIC PERSPECTIVES TO CLIMATE CHANGE

- Before we began our project, one of the activities we did was to chart climate changes that we already knew about. We did this chart so that the impacts of change in one area linked to the outcomes for others. So, we have less precipitation and longer warm seasons. This causes drying of ponds and rivers. This impacts fish and fresh water organisms. Some fish travel from these rivers into the sea. The sea is also warming. This impacts our sea mammals. Drying land water further reduces precipitation. How does this affect land animals? Etc. This activity helped us to develop a more holistic perspective of what the issues around climate change might be for our community. It was important to start with this big picture in mind because it helped us to be more open to all the impacts of climate change that we needed to be paying attention to.

## THE INUIT QAUJIMAJATUQANGIT MODEL:

Every program that we develop begins with a consultation with Elders and community experts in the topic. Elders are instrumental in directing the design of these projects. For example, their key concern of revitalizing the cultural expectation for youth to become keen observers of the environment was critical to launching us in climate change work. Elders were also very insistent that we must link teaching to real opportunities for youth to apply and to test their skills. Also, as part of this training, we take every opportunity to teach cultural values and expectations around living a good life and actively contributing to improving the common good. This provides a framework for all our projects. Collecting new data based on IQ principled approaches allows us to always return to the questions: "So what does this mean for us? How can it improve the common good?"



# ESTABLISHING A SUSTAINABLE PLANNING PROCESS

## TAKING THE LONG VIEW -- AN INUIT PERSPECTIVE

- It is important to involve all community partners in the planning process. Planning is intended to be an on-going process because plans need to be responsive to conditions. Planning should include future plans for activities, for training, for funding, for safety issues, for harvesting etc. Because planning is so comprehensive, the plan needs to be shared well and openly communicated at every opportunity. In terms of long view planning, success always depends on the amount of support and buy-in you have from the community.

## PLANNING ACCORDING TO INUIT MALIGAIT

- Often plans shift so that we can respond to new opportunities, especially funding opportunities or to requests for new research partnerships. We want to be open to these, but not allow the opportunities to take us too far off course. We try to make sure that in considering a shift in plans, we consider if this shift will take us away from the maligait that we see as foundational. So does a new project or partnership create an imbalance in the work that might put too much emphasis on an area we did not intend to prioritize? Will this new project serve the common good? Is it respectful of the partnerships, relationships and commitments we have already made? Does it meet the criteria/goals we have in existing plans? We have found that sometimes we get a lot of offers that may keep us busy, but that might not really be moving us ahead. It is important to be selective in what you decide to do.





## BEING ABLE TO RESPOND QUICKLY TO CHANGES – ADAPTATION

- Change comes upon us rapidly and we want to be able to respond rapidly, but also wisely. In setting our goals we try to be aware of what the incremental steps may be in getting to a big goal. So in one of our projects we looked at the health and challenges to our caribou herd. We concluded that as a community we should be planning for shifting from caribou as our staple food. However, it would be unrealistic to think that people will make a leap to other country food over night. This is a longer-term goal that requires small steps to gradually introduce people to other country foods. We are on this path. However, we appreciate that some communities have lost access to caribou meat virtually overnight. If this were to happen to us, we are already on a path in that direction and so we may be able to adapt our food source reasonably well. This is the true value of planning, so that we are continually prepared to adapt as needed.

## ASKING GOOD QUESTIONS

- The great thing about taking a research approach is that just asking a question causes people to think about a topic. This is the beginning of engagement. Once someone is thinking about a topic, they are likely to share an opinion and so we begin a process of building knowledge. We pay attention to the questions we ask. We want to ask the very best questions – the big, important, overarching questions that will lead people forward. If you ask the small, detailed questions you are likely to get bogged down.

- How do we know what questions are important? One of the ways we know is by collecting data from our call-in shows and our Facebook pages. That suggests to us topics that people want to know more about or that they are concerned about. We also conduct community surveys to get more direction. Good research is a vehicle for the community to get answers to the questions they have about things that will improve their lives. For example, through a community survey, we found that adults eat caribou meat, but often their children do not. This prompted us to look at what children were actually eating by doing a nutritional profile on our 6-12 year olds. Indeed we found they are very rarely eating country foods even though these are readily available. It was thought that if they were involved in harvesting the animals, they would be more likely to eat the meat. This is how our Young Hunters' Program came into being. The program was a response to a community question about children's nutrition.



## FINDING WAYS TO FUND YOUR ACTIVITIES

### COLLABORATIVE EFFORT – EXTERNAL PARTNERSHIPS

- Funding is absolutely necessary for our projects, but it is very difficult to find. Funders often have criteria which limit what can be done. Very few funders will provide money for equipment or capital items. Some don't include basics like rent or administrative fees. We often seek funding from different groups in order to cover all the costs required to deliver a project. Expect to submit several proposals to cover your project costs.

- We were very fortunate in that when we started out we had some core funding through the Hamlet. If you can attract some core funding or another organization willing to sponsor your project, this can be very helpful. Although the Hamlet eventually withdrew our funding support, it was instrumental in enabling us to get established. Look for this kind of initial support if you can find it.

- It is helpful if you have people with various skills. In our society we have members with experience in education and training, management skills, financial skills, youth programming and research experience. We are all working as volunteers so it is important to have many hands with many different abilities in order to be successful.

- If you can build partnerships with university researchers or outside organizations you can often flow funding through those organizations and avoid the financial management costs. It is important to identify the responsibilities and obligations of each organization in a contract agreement. The agreement should outline a very detailed and specific budget.

## SOME SOURCES OF FUNDING TO CONSIDER

- The GN does not have a lot of climate change specific funding although the Department of the Environment is coming out with new opportunities in this area. They can also assist with information about other sources of funding through federal initiatives.

- Culture & Heritage has annual funding opportunities that, although there are not climate change specific, will cover a broad range of cultural activities that can compliment climate change work. So interviewing Elders, defining environmental terminology, developing mentorship opportunities for youth and our Young Hunters' Program have all benefitted from this funding.

- The Department of Family Services has funding for food security projects.

- The federal Department of Health, First Nations & Inuit Branch, provided several years of initial funding for our projects through the Climate Change and Health Adaptation Program. Although this program is no longer available, there are other funding opportunities available. You can look into these on the following sites:

- Website: Science Horizons Youth Internship Program:

<https://www.ec.gc.ca/scitech/default.asp?lang=En&n=B58899DC-1>

- Environmental Damages Fund:

<https://www.ec.gc.ca/edf-fde/default.asp?lang=En&n=BD1220D8-1>

- Eco Action Community Funding:

<https://www.ec.gc.ca/ecoaction/default.asp?lang=En&n=FA475FEB-1>

- Health Promotion Programs:

[http://hc-sc.gc.ca/ahc-asc/pubs/\\_contribution/agreement\\_accord/index-eng.php](http://hc-sc.gc.ca/ahc-asc/pubs/_contribution/agreement_accord/index-eng.php)

- HRSDC Summer Job Program:

<http://sites.stfx.ca/research/sites/sites.stfx.ca.research/files/csj-applicantguide-2017.pdf>

- There are several private foundations that have small grants available for environmental work. We have secured funding from Loblaws Water Fund:

[http://www.wwf.ca/conservation/freshwater/loblaw\\_water\\_fund/](http://www.wwf.ca/conservation/freshwater/loblaw_water_fund/)

- Walmart Community Grant Program:

<http://giving.walmart.com/walmart-foundation/community-grant-program>

- Max Bell Foundation Environmental Grant: <http://www.maxbell.org/what-we-do>

- Hewlett Foundation Environmental Grant:

<http://www.hewlett.org/programs/environment/>

- There is an environmental grants data based for Canadian foundations: <http://www.cegn.org/about/members/>



## **PREPARING A PROPOSAL & BUDGET**

- Many of the applications are very time consuming so it is important to start developing your proposal well before the deadline. Some organizations offer to review your proposal and provide advice to help you tighten your proposal. These opportunities are very helpful. Often what we think is quite obvious for us is not obvious to the funder so it is important to state everything very clearly.

- Most funders want to see partnerships. Seek out partners who will both contribute to the work and will be able to use the outcomes to enhance their work. You will need to get strong letters of support that show an understanding of the proposal and a commitment to it.

- If you are looking for a research partner, look at university faculties which are doing work in the north in the area you are interested in researching. Often you can find a post-grad who is doing their own research and might be interested in aligning the work with community questions. This provides important support to the researcher who can have better access to the community and support in going forward. The university will often have funding available to support the research so these are very important relationships to build.

- Consider how you can secure funding from a number of different funders for a single project. Many funders prefer this approach and it helps to have different organizations that can cover different costs.

- Make sure you list all of the in-kind supports that you have within your organization and community.

## **UNDERSTANDING THE IMPORTANCE OF EVALUATION AND DATA COLLECTION**

- Research requires good evidence gathering. You will be expected to show how you plan to gather your information by describing your intended research methods. In planning a research methodology, also plan an on-going evaluation process. By continually checking the effectiveness of your process and reporting on the uptake of the work by your community, you will build a stronger process. Having an on-going evaluation plan builds in accountability and also allows you to adjust your process if it is not working the way you intended.

# COMMUNICATING AND ENGAGING

## ENGAGEMENT IS A CONTINUAL PROCESS

- Use every possible way to talk about your project.
- Provide updates and share information and insights as the project gets going.
- Provide lots of ways for people to comment and get involved.
- Use social media.
- Find activities to involve every age and interest group.
- Involve key people who have a lot of their own connections because they will be able to spread the word for you.

## THE IMPORTANCE OF ASKING QUESTIONS – THE RIPPLE EFFECT

- When you ask a good question it cause people to think. Just by thinking about a topic they are becoming engaged.
- People who are actively thinking about a topic will discuss it with others. Talking about things creates ripples that move out to include more people.
- If you want good thinking and good discussions, start with very good questions.





## **EXPLOITING EVERY MEDIA TOOL**

- Use every possible way to promote and share your project. People are exposed to information in many different ways.
- Always look for strong visuals. A picture is worth a thousand words and a video is communication in pictures and words.
- Find ways to interest outside media in your project. At a community level we often underrate our work, but when someone from the outside takes note of it, it has a powerful impact.
- Have youth report on your project. The fact that youth are excited about the work going on has a very positive effect throughout the community.

## **BUILDING A COMMUNITY ENVIRONMENT FOR CLIMATE TELLING**

- For Inuit communities, stories have always been important. Find ways to share your community's climate story.
- A story is a positive way to share information. It is not preaching or directing people to change behavior or do things differently. It is an open way of communicating that, hopefully, draws people into the topic in a compelling way.
- Have fun! There is nothing more engaging than people who are enjoying working together for a common purpose.