SciQ: SCIENCE AND INUIT QAUJIMAJA'TUQANGIT
RESEARCH AND MEANINGFUL ENGAGEMENT OF NORTHERN INDIGENOUS COMMUNITIES
RECOMMENDATIONS FROM THE IKAARVIK YOUTH
SciQ SUMMIT • NOV 19-23, 2018

www.ikaarvik.org
INTRODUCTION

While there is a lot of research conducted in the North, Arctic research agendas, questions and methodologies are often determined in the South. Arctic communities are often not meaningfully engaged, consulted or informed. What counts as meaningful engagement and effective incorporation of Indigenous Knowledge into research is often left to individual researchers to interpret.

The Ikaarvik youth who wrote these recommendations would like to make it easier for researchers to understand what meaningful engagement and incorporation of Indigenous Knowledge into research means at the community level in Nunavut. We are a group of youth from different Nunavut communities who are all interested in improving relationships between researchers and northern communities, and seeing more meaningful incorporation of IQ into research. We have been working on this for four years and came together in Cambridge Bay, NU November 19-23, 2018 to create these recommendations.

We chose to use the Inuit Societal Values (Inuit Qaujimajatuqangit Principles, below) as a guide to help us interpret what meaningful engagement of Inuit communities in research can look like. We came up with 41 specific recommendations of actions that can be taken before, during and after a research project. We interpret IQ as equally being how a researcher works with the community, not just the data they collect. We believe that by following our recommendations, researchers can incorporate IQ in a way that meets the needs of both communities and scientists.

INUIT QAUJIMAJATUQANGIT (IQ) PRINCIPLES

1. Inuuqatigiitsiarniq
   Respecting others, relationships and caring for people.

2. Tunnganarniq
   Fostering good spirits by being open, welcoming and inclusive.

3. Pijitsirniq
   Serving and providing for family and/or community.

4. Aajiiqatigiinniq
   Decision making through discussion and consensus.

5. Pilimmaksarniq/Pijariuqsarniq
   Development of skills through observation, mentoring, practice, and effort.

6. Piliriqatigiinniq/Ikajuqtigiinniq
   Working together for a common cause.

7. Qanuqtuurniq
   Being innovative and resourceful.

8. Avatittinnik Kamatsiarniq
   Respect and care for the land, animals and the environment.
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WHAT IS IQ?

Whether applying for a research license in Nunavut or seeking funding through Government of Nunavut departments or programs, researchers are asked to demonstrate how they intend to incorporate Inuit Qaujimajatuqangit (IQ) into their research. It is left to the researcher to determine what this means and how to do it. Our observation has been that researchers often think of IQ as the equivalent to knowledge about the land, weather and wildlife. Therefore, incorporation of IQ into research frequently is taken to mean asking local Inuit questions about the land, weather or wildlife in order to inform the research in some way. We believe that there is much more to incorporating IQ in research than simply “mining” Inuit for knowledge. We were fortunate to spend a day with elder Piita Irniq to talk about the meaning and importance of IQ at our meeting in Cambridge Bay.

Inuit Qaujimajatuqangit is a way of knowing. IQ is more than “Traditional Knowledge” because it incorporates knowledge, customs and values. It is a way of life. It is as much about how we interact with one another, our attitudes and behaviours as it is about what we know. The Government of Nunavut recognizes and is guided by the eight Inuit Societal Values.

The Ikaarvik youth’s position is that truly incorporating IQ into research means conducting research in a way that is guided by these principles, not simply using Inuit Knowledge as data or to inform one’s research in some way. That means that a researcher is incorporating IQ into their research when they come to the community with a certain attitude, behave a certain way, and take certain actions before, during and after their research.
SciQ is the balance between the tools, technologies and methods of science, and the knowledge, customs and values of Inuit Qaujimajatuqangit.
WHAT IS ScIQ?

ScIQ is a concept that was created by Ikaarvik youth researchers to describe a more functional middle ground between science and IQ. We see ScIQ as the balance between the tools, technologies and methods of science, and the knowledge, customs and values of Inuit Qaujimajatuqangit. We created the recommendations that follow to help researchers and northern communities find that balance.

THE BENEFITS OF INCORPORATING IQ INTO RESEARCH

- You will spend less time because your research will be more efficient if it is conducted together with the community
- You will spend less money because you will be much more efficient
- You will be safer out on the land
- Your research will be more relevant and useful
- You will have a more meaningful experience in Nunavut
- You will have a holistic understanding of how your work affects, and is affected by environment and culture
- The process may reveal new ideas and approaches that you might not have otherwise thought of
- And, of course, you will be meeting your obligations for funding, permitting and licensing in Nunavut
RECOMMENDATIONS FOR INTEGRATING IQ IN RESEARCH

We have seen that many believe incorporating IQ into research only means using indigenous knowledge as data or in planning. We believe it is more than that. Because IQ is not only about knowledge, but also how we interact with each other, we believe that it is as much about actions, attitudes and behaviours as it is about using “Traditional Knowledge” in research. That means that a researcher is incorporating IQ into their research when they come to the community with a certain attitude, behave a certain way, and take certain actions before, during and after their research. Here are our recommendations for how you can incorporate IQ throughout the entire research process.

BEFORE STARTING YOUR RESEARCH

• Get community buy-in and feedback from the beginning— Contact the Hamlet, Hunters and Trappers Organization, Heritage Societies or others in the community to ensure your research will be welcomed and relevant.

• When writing funding proposals, ask for additional funds to visit and work with the community as you develop your research questions and methods.

• Talk to as many organizations as you can in the community about meaningful ways to get the right local people involved in your work, and how best to inform and engage the community as a whole in your research.

• Take the time to do some research on where you are going—history, customs, culture and language.

• Remember that English may be a second language for many community members and plan accordingly for interpretation and translation services.

• Have all your documents translated into the correct dialect of Inuktut for the community or communities that you are intending to work with.

• If you need a letter of support, ask for it well in advance.

• Be flexible when planning your research. Learn when good times to visit the community are and when is best not to come. For example, there are times of year when many people will be out of the community and on the land.

• If your work involves interviews or mapping, find out what work has already been done in the community to avoid repeating questions already asked of community members.

• If you are planning a field camp, please consider bringing your own food. Buying your groceries in town may appear to benefit the community, but groceries are limited in town and you could leave the community without foods they need.
DURING YOUR RESEARCH

• Be a human first and a researcher second. Introduce yourself as a person, not as a set of credentials.

• First, make yourself known to the community – as soon as you arrive, visit and introduce yourself to the Hamlet, Hunters and Trappers Organization, local radio. Go on the local Facebook page to let people know you are in town and participate in any community gatherings. Look for opportunities to be active in the community.

• Next, make your project known to the community—have a table at the Coop or Northern and talk to people, do a presentation at the Community Hall, go on local radio and Facebook to introduce what you are working on. This is a great opportunity to include community members that you are working with.

• Remember that English is a second language in many communities. Do not use jargon.

• Do not assume that people will understand why you are doing what you are doing or that they will care. Be prepared to explain why it matters and have a conversation with people to learn how your research is relevant to the community.

• Know that not everyone can speak on behalf of the community. Different people have different experiences and expertise. Take the time to find out who the right people to talk to are for the questions you wish to ask.

• Do not just ask the community to help you; ask how you can help the community.

• Plan to give back to the community—volunteer, do a public presentation, host a feast, etc.

• Become a teacher and a student—pass on your knowledge and learn from the community equally.

• Look for opportunities to work with the local schools or college - you can help inspire the next generation of Inuit researchers by sharing your knowledge and skills.

• Be prepared to bring cash for payment of stipends and honoraria.

• Be flexible when plans change. Accept and adapt to changes due to weather, community events (festivals, funerals, etc.) or equipment failures.

• Understand that there are many different dialects of Inuktut and know which dialect people use before you hire an interpreter or have documents translated.

• Allow your Inuit guide to be in charge. When on the land, they call the shots. Trust that they have your best interests and safety in mind.

• We understand that you have timelines, deadlines and budgets, but it is important to be flexible enough to work with the flow of the community. Otherwise, your project may not fit with the pulse of the community, and people that are busy taking care of family, jobs and their own needs.

• Involve the community in interpretation of results and to help determine the relevance of the results for the community.

• Be thankful for your guides, assistants and local co-researchers and let them know how much you respect and appreciate them.
• Communicate to the community about the research throughout, not just at the beginning and end. Stay in touch via Facebook etc, to keep the community in the loop while you are continuing your work.

• Follow local, regional and federal rules and regulations regarding archaeological and cultural resources. Do not pick up or take artifacts from the land.
By working with the community, you will have more knowledge, appreciation and respect for the community’s way of life, values, environment, history and strengths. Appreciate what you have gained from the community.
AFTER YOUR RESEARCH

• Pass on skills and knowledge so the community can continue the research after you have left.

• Credit and acknowledge the Inuit who worked with you and also their community, not only in citations but also in the body of your work and presentations.

• Celebrate with the community by hosting a feast, presentation in the Community Hall or other activities.

• Make sure anything that is left behind is translated into the appropriate Inuktut dialect.

• Help other researchers to understand the community and how to engage them in a meaningful way.

• Share the beauty and history of the Arctic with the South. You are now a critical link between the North and South, and your experiences can help the rest of the country develop a better understanding and appreciation of this amazing place!

THINGS THAT CAN MAKE YOUR RESEARCH EASIER

These are issues that have come up with researchers in the past, and we think it is helpful for you to think about in advance:

• Be aware of permit and license requirements and get them well in advance.

• Send equipment beforehand. Do not assume the airlines will get your gear up on time.

• Get to know who you will be working with. Learn about them as a person.

• Invest in proper clothing. It may save your life. If you are not sure what proper clothing is, do not be shy to ask!

• Make sure your host knows when you arrive and how long you will be staying.

• Get a tour of the community.

• Know the emergency numbers for the community.

• Consider getting wilderness first aid training.

• Learn about the kind of foods available in the communities. Foods are limited in the stores and you may need to bring your own food if you have allergies or specific food preferences (e.g., vegetarian).

• Be open minded to traditional meals. We are proud of our “country foods” and invite you to try them!
AUTHORS OF THESE RECOMMENDATIONS
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SUPPORTERS TO THANK
ABOUT IKAARVIK

Ikaarvik is a program that is administered by Ocean Wise Conservation Association and run out of Pond Inlet, NU. The mission of Ikaarvik is to provide youth and their communities opportunities to identify and act on local research priorities. Through workshops, youth explore the strengths of Indigenous Knowledge and the strengths of science. They then identify issues they feel are locally important that could become priorities for research and share their results with their community to build consensus about locally-relevant research priorities. Ikaarvik works with the youth and their community to identify researchers with the interest and ability to work as partners with the community to address one or more of the research priorities. The goal of Ikaarvik is to give Northern Indigenous youth the opportunity, confidence and experience to help their communities work effectively with researchers and meet the communities’ local needs.

Ikaarvik has worked with youth in the communities of Pond Inlet, Gjoa Haven, Cambridge Bay, Arctic Bay and Kugluktuk, NU, Haines Junction and Buwash Landing, YT, and Salluit, Nunavik. Ikaarvik has connected youth and their communities with researchers from Memorial University, University of Ottawa, Laval University, University of Waterloo, Fisheries and Oceans Canada, University of British Columbia and the Geological Survey of Canada. Some examples of issues being addressed through Ikaarvik youth and community projects are local river health, invasive species, shipping impacts and local sea ice conditions.

Learn more at ikaarvik.org
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