



QIKIQTAALUK SOCIO-ECONOMIC MONITORING COMMITTEE

Proceedings of May 4th to 5th, 2010 Pond Inlet Meeting

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1.0 INTRODUCTION & BACKGROUND

The third meeting of the Qikiqtaaluk Socio-Economic Monitoring Committee (Q-SEMC) was held in Pond Inlet, May 4th and 5th, 2010. The purpose of this meeting was:

- to update each other on major socio-economic events and issues in the region;
- to consider the recommendations arising from the first SEMC meeting;
- to identify a small number of questions the group would like to address through data gathering and interpretation.

The agenda for the meeting is attached as Appendix A.

2.0 OPENING, INTRODUCTION, AND EXPECTATIONS OF PARTICIPANTS

The meeting was opened with a prayer.

Twenty-eight people participated in this third meeting of the Q-SEMC. These included hamlet politicians and other officials, government staff, the local QIA representative, an Elder from Pond Inlet, and the Chair of the Kitikmeot SEMC. Participants introduced themselves and later provided contact information, presented in Appendix B. For fifteen participants this was their first SEMC meeting. Six participants had previously attended one SEMC session, while seven had attended both previous sessions.

As with previous meetings of the Q-SEMC, this session was held in Inuktitut, with simultaneous interpretation providing good access for unilingual English-speakers to participate comfortably.

2.1 PARTICIPANT EXPECTATIONS

Rhoda introduced the agenda and indicated that some changes would be made as required. Participants were then asked to introduce themselves and indicate their expectations for the session. The following list presents the expectations that were stated:

- I hope we get royalties or real benefits from mining activities—want mining activities that are close to our community to contribute to our community's development;
- make sure mining development is done responsibly;
- need to have airbrake and hydraulics training for local residents;
- want to learn about this SEMC committee;
- I'm just learning about this (monitoring);
- It's my first time at this meeting;
- I'd like to get an overview of the operations of this committee;

- the economic development process is something you work toward—there are lots of obstacles. You work at those to make the process smooth—help businesses;
- We expect that major projects will lead to major impacts...
- This is my first time at this group...
- Hope we can work together to find the best process so that young people can benefit from the jobs [presented by major projects like mines]. Also teach the young people how to hunt and survive on the land. Work closely with companies as well...
- Want the government staff here to understand how economic development can benefit Inuit.
- In the past we were able to hunt narwhal in the open water of the ship routes created by Nanisivik shipping.
- I expect good planning for major projects to ensure everything is in place—we start preparations and then new company people come in and it seems like all the work we have done in the past is lost.
- What we plan now can affect us down the road. I want to ensure our planning does this...
- I'm happy to be involved here.
- Its my first time at this committee. I was involved with the original prospecting at Mary River...want to see community residents involved throughout the process of mine planning. It seems that Baffinland Iron Mines Corporation plans change as the markets dictate. I want the community involved, especially the Hamlet, as representatives of local residents.
- We need to cooperate amongst our organizations...hamlet, HTO...especially with respect to socio-economic issues. To ensure benefits for the future.
- I hope to get a better understanding of where people are in terms of monitoring socio-economic effects of Mary River.
- I am happy to be able to share our experience.
- I am here to listen and learn, particularly about wildlife-related issues...
- There are lots of issues that can be addressed.
- During Nanisivik there were lots of ideas out there in the community, but only one company liaison person...
- I hope to learn new things and to share also.
- I'm happy to make it to Pond Inlet for the first time!
- We have lots of history and experience with exploration and mining in the Kitikmeot region. We don't see infrastructure or royalties coming from these projects. Our big concerns are hunting and fishing areas, and what will be left.
- Hope to see something positive come out of this.
- We have a concern related to a proposed project for Lancaster Sound.

Rhoda summed up her expectations for the session as an opportunity for the group to discuss issues and converse together. Facilitation will provide a context for discussion, but will not be intended to direct participants too much in one direction or another.

3.0 Presentations

The meeting provided an opportunity for key presentations related to regional monitoring. No industry participants were present, so there was no update on mineral exploration and mining development activities for the region.

3.1 GN Department of Economic Development and Transportation

Rhoda provided an introduction to socio-economic monitoring. A copy of the PowerPoint slides Rhoda used in her presentation is provided in Appendix C

Rhoda asked, “How the situation in Nunavut changing...where is does one start in order to answer this question?” She used the analogy of a bowhead whale that has been hunted. You can’t eat it all at once—you have to consider where to start. It’s the same with monitoring. You need to consider the questions to pose. Is it the right question? Can it be answered? In the past—and still today for our elders—the first thing they would ask in the morning is, “what is the weather today?” That was the important question, the question that was so important for day-to-day life.

Today, our lifestyle is changing. What is it that is changing? What challenges will these changes present to us? What changes will occur from major projects like mines? Rhoda suggested that as a socio-economic monitoring committee, “we are responsible to ensure that the kinds of monitoring research that is proposed will give the data we can use to answer the important questions.” The SEMC needs to ensure that “the reports are right” and that they reflect the true position of the communities. “We don’t want misrepresentation, don’t want gray areas.”

Rhoda also talked about the role of the SEMC in relation to the environmental impact assessment process. The companies that propose major projects need to estimate what the impacts of their project will be. Sometimes this is more of a guess than anything else. Through the SEMC, we can also get involved and use our experience to predict the future events we think will arise from a project.

Once predictions about the future are made, it is necessary to monitor what is actually happening. The tools used to do this include measurements and statistics. But it also

requires focus. Like the bowhead on the beach we need to set priorities to know where to start. What issues are the most important? What do we value? This will provide direction, tell us what needs to be measured, what statistics need to be gathered and considered. Then we can prepare reports that will tell us what has changed and what has not changed.

Rhoda set out the task for the SEMC. She noted that during the previous meeting in Iqaluit, the group had identified several priority areas. The task now is to consider these areas. Can we monitor these areas? How can they be measured? Can the questions we have be answered? Consider major projects...what questions about these projects can we pose? Can we answer these questions?

3.2 Nunavut General Monitoring Program

Seth Reinhart, INAC, provided a brief update on the status of the Nunavut General Monitoring Program (NGMP) that arises from Article 12.7.6 of the Nunavut Land Claims Agreement (NLCA).

3.3 Proceedings of the previous SEMC meeting in Iqaluit

Doug Brubacher provided a brief summary of the report of the second SEMC meeting that was held in Iqaluit in November, 2009. This report was distributed to participants in both English and Inuktitut.

3.4 Igloolik community monitoring project

Simon Qamanirq provided a brief update on the Igloolik data project, which he had spoken about during the previous SEMC meeting in Iqaluit. The project has not ended yet. One focus is to look at how to benefit youth, such as by working through recreation. There is also a book and slide show being prepared on how life is changing in Igloolik.

4.0 Round Table Discussion of Socio-economic Issues

Participants were provided opportunities to speak about socio-economic issues of importance to them.

Abraham: What is the status of the gas tax rebate related to Baffinland Iron Mines Corporation's Mary River project? Dianne responded that if the Development Partnership Agreement (DPA) proceeds, this rebate could be granted. However, it is not a certainty that a company will receive a rebate if they negotiate a DPA – by entering into a DPA, the

company becomes *eligible* for a fuel tax rebate. Dianne noted she would be meeting with the mayors in the evening to share more about this process.

Ammie: With respect to food security, “Let’s say my buddy, who is my main hunter and source of country food, let’s say he takes a full-time job. How will I get food? Will I need to survive off store-bought food?” He also wondered about the effect that the mining activities proposed for Mary River will have on wildlife.

Simon: I also see that the number of people who rely on country food is declining.

Ammie: With respect to training and education, youth tend to stay up late and sleep in late. Perhaps having school at night would work better for youth.

Paniloo: Some young people no longer hunt. They need to be taught this, almost as if it were a school.

Rhoda: The Hamlet of Igloolik is currently working on gathering base line information data for the community and this data may be used to prepare for a major project in their area and can provide them information on current data and assist in monitoring the changes when and if a major development occurs. I would encourage all communities to undertake this kind of work. I’d also say that we may notice changes that are not measureable by numbers.

Sakiasee: When Nanisivik started exploration in 1961, we worked on that project. Inuit helped with the drilling. Even though there were language barriers we worked and took direction. Today there are barriers to employment that are imposed. Today you need certificates and papers to do things. Paper requirements. But I want to see Inuit moving into jobs and advancing.

Rhoda: So from what Sakiasee is saying, one of the things we need to measure is the progression of Inuit workers from entry-level jobs to more senior jobs.

Ammie: In the Igloolik data project, did you address the tension between work and hunting?

Simon: We didn’t consider one to exclude the other. If we keep a balance we can have both. But, based on observation we see the young people are already letting go of country

food. We need to work to ensure that Inuit traditional values are continued within a work setting, so that both work and hunting can continue.

Ammie: But if Mary River mine goes ahead, we see the project will displace the animals so we'll be stuck with store food....

Rhoda: Agreed. ...We need to find a balance between wage employment and country food...how do you ensure that both continue to exist?

Paniloo: As a young person, everything I learned I put into practice. Both work and hunting can be fulfilling or not fulfilling...it depends on the person. It's good to get a wage, but it's also good to hunt to provide for family. Individual children, those who are self-starters, we want to help them to succeed. It's the same thing with communities...the government helps those communities that try to do things.

Colin: Need a balance between the monetary and the traditional lifestyle. We have a right to harvest, a right to have clean wildlife to eat that is not contaminated. In Pond Inlet, the HTO has figures showing that over one hundred people are subsistence hunters.

Rhoda: We should try to imagine what kinds of planning/concerns we should think about when we see a major project on the horizon. In the past we were provided with housing and other benefits. But then there was rent and now people need money. So today we see a major project and we need to consider how it will change our life. How should we monitor it? What do we need keep track of?

James: I am concerned about the dangerous substances that might be used in the mining process.

5.0 Presentation and Discussion of Sub-Committee Proposal

At the previous meeting of the Q-SEMC held in November, it was agreed that a small sub-committee would be formed to work on defining the areas that the Q-SEMC should start focusing on. The sub-committee, made up of individuals from ED&T, QIA, INAC, Grise Fiord, Igloodik, and Hall Beach, prepared a document entitled, "Proposal for the 1st Summary of Knowledge Study on the Socio-Economic Environment of the Qikiqtaaluk Region – February 2010." This document is provided as Appendix D.

On the first day of the Pond Inlet meeting of the Q-SEMC, Seth provided a brief presentation of this proposal so that participants could consider it overnight. The Sub-Committee considered three priority areas arising from the previous meeting of the SEMC:

- Traditional Activities
- Training & Education
- Food Security

Much of the work of the second day of the Pond Inlet meeting of the Q-SEMC was designed to explore and validate the priority areas and the kinds of questions that should be addressed by the SEMC.

5.1 Group Work—Focus On Monitoring “Major Projects”

Participants were formed into three smaller groups. Each group was asked to consider one of three “major projects” that are relevant to the Baffin region—Peregrine Diamond Inc. exploration; Baffinland Iron Mines Corporation Mary River project; and a major training centre such as that proposed for the Canadian military at Nanisivik.

Groups were asked to discuss the following question: “How do you envision this project benefiting your communities? What fears or concerns do you have?”

5.2 GROUP 1 – Training Centre

Benefits to communities:

- A training centre could provide an opportunity to share Inuit Knowledge—they could hire local people to share this knowledge;
- Could also provide an opportunity for local guides to take the researchers out on the land—when guides go with the researchers they will also gain knowledge beyond what they already have and become equal to the researchers;
- With a training centre, there will be more transportation activity, so you could get “efficiency of scale” — help to make transportation of goods and people more affordable;
- A training centre located in Resolute Bay could increase the knowledge about Resolute Bay. Increased visibility could lead to tourism growth;
- Job creation. Lower-level jobs first, but people could gain experience and move up over time;
- The younger generation will get exposure to other careers/other people. Also have mentorship opportunities, scholarship opportunities, ...leads to higher education.

Fears and concerns:

- Taking local knowledge away with no benefits or acknowledgement provided in return;
- Having many southerners around...it changes us, changes our culture, may “water-down” our culture. e.g. we experienced this in Hall Beach...
- Fear it will be like the Polar Shelf Project that doesn’t use Inuit beyond polar bear monitors. The scientists don’t work with Inuit, they don’t hire local people;
- Additional waste generated by a large training institution will have an impact on the local infrastructure;
- More ships coming through—if that’s part of the project—could disturb the wildlife. We don’t know anything about the project;
- If there are ships involved, what about the spills that will occur, and the effects on the environment and wildlife;
- Ships break the ice creating open water. This contributes to increased climate change effects.

Other comments

- Ludy: We had a challenge to identify benefits and concerns since we don’t have much detail about the project that is being talked about. We hope that Inuit researchers will be added to the Polar Continental Shelf project. With respect to a military training centre, a decision is yet to be made. The High Arctic Research Station...we understand they may look at many things, such as the physiological effects of the dark season and how it affects people....These things are all still in the planning stage, so it was hard for us, not knowing the details.
- Ludy: With global warming there will be more ships. More ships will lead to more projects. There seems to be little concern about creating precarious situations, so long as the projects generate revenue. We want to find out the purpose of ship visits and are concerned about the link to oil exploration. ...may contribute to increased traffic through the arctic, leading to other things like oil exploration and criminal movement through the area.
- Colin: We also have concerns with respect to contamination caused by dumping ballast water from ships.

5.3 GROUP 2 - Exploration Such As The Peregrine Diamond Project

Benefits to communities:

- Youth need role models. We can be proud of people who succeed;

Fears and concerns:

- Concerned about hazardous materials that may be used. We do not get enough information about the dangers of the materials used;
- Jobs that are filled by local workers may be dangerous if there is inadequate training;
- The increased disposable income that comes with earning a wage might lead some to make unwise spending choices—lead to abuse of substances, for example. Will there be adequate financial management?
- Pollution needs to be monitored to prevent health impacts;
- Family relationships may be stressed e.g. a partner is separated from their spouse for a long time. Need support mechanism for the family. “If I work at a mine, will my family be supported?”
- Animals and the environment need to be protected to ensure people are not affected;
- Concerned about adjacent communities that may not get high-priority for jobs;
- Also concerned about individuals who have real obstacles to their ability to hold a job. Unemployed and unemployable people will be affected when others start to get work—in terms of not keeping up with growing wealth. We don’t want to see growing disparity! How can we assist these people—don’t penalize them for earning a little income (by clawing back income support payments).

Other comments

- With respect to hunting, we are losing some cultural practices. We should be writing them down and teaching our youth. Part of the reason is that youth are living an easier life—they need direction when they are young.
- Need to understand human health links related to holding on to a job. e.g. diabetes and other health conditions
- How can harmful impacts be minimized?
- Pre-employment training for wage earners could be useful. Consider students in high school—introduce them to future careers, financial management, therefore building community capacity;
- We need to plan and to be prepared before any of these development projects take place;
- We don’t want to see Inuit end up only in the low-level jobs;

- Need to ensure that healing programs are available in our communities;
- In Yellowknife, they used to have two gold mines. People learned how to live with the wages they earned at these mines. When the diamond mines came, the income people earned at these new mines was greater than people were used to from the old gold mines. So there were problems with alcohol and this slowly moved into problems with hard drugs like crack cocaine. An area we should consider is, “How do you encourage people to spend their money in useful ways?”
- We were also talking about wildlife issues. We have a concern that wildlife may not be well-treated;
- With respect to financial management we are not used to managing our financial affairs. Money has beneficial sides too—we should monitor that. If we talk about the good side of things, then these can grow. Don’t talk only about the negative things. We need to balance the dialogue;
- The Nanisivik mine and the Polaris mine, before they started there were lots of promised jobs, but we never got more than 12% Inuit employment. The verbal agreements were lost. So, need to make sure you document these agreements in writing.
- At Nanisivik we were taught to manage our funds. e.g. my supervisor convinced me to put money aside to save for a vehicle, rather than getting a loan. We learned about different financial management options. We also benefited from a freight subsidy at Nanisivik. There were good things from that mine.
- There was also pollution from lead and zinc. The Mary River iron mine will be different in that there will be no processing, no hazardous substances.

5.4 GROUP 3 – Proposed Mary River Iron Mine

Benefits to communities:

- Employment opportunities—500 to 600 direct jobs and 400 indirect jobs for Inuit;
- Women in mining jobs;
- Better income;
- Training for Inuit to become senior managers;
- People gain transferable skills, combined with a skills inventory, so people have mobility—able to move around to find work elsewhere;
- Infrastructure—recreation with supporting programs and lots of staff; swimming pools, good hotel, community freezers, cultural centre & theatre; alternative power generation;
- Transportation—Pond Inlet as a hub community; improvement of traditional trails to get out on the land (as identified in community plans);

- Improved health and social services—hospital with local doctor; well-staffed day care facilities, women’s shelter, wellness centre; other social services, etc...;
- Preventative health programs;
- Local businesses—banking services, laundromat, restaurants, shops;
- Improved communications, cell phone service;
- Improved schools with pool, elders area, cafeteria, daycare...;
- Lots of other services are envisioned.

Fears and concerns:

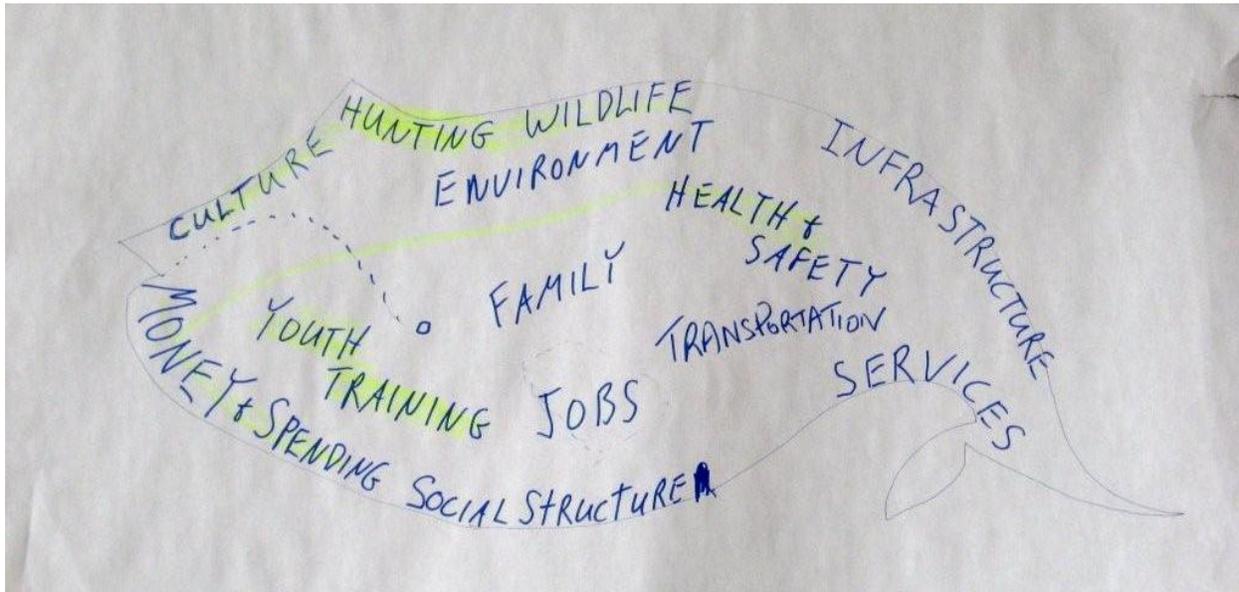
- A major project like this could put a strain on existing infrastructure;
- Strain on people and on the local labour force;
- Negative impacts on wildlife—environmental impacts on vegetation, nesting grounds, spawning areas, calving grounds...restriction on hunting and fishing;
- Strain on families and on individuals, especially from rotational work (two-weeks in/two-weeks out) and from shift work (12-hour day shift/12-hour night shift);
- Increased use of alcohol and drugs;
- Lead to family breakups, suicides;
- Contribution to increased health risks—diabetes, heart disease, obesity;
- High cost of food and cost-of-living, especially for new parents;
- Language—concerned that Inuktitut will not be used on-the-job, and that exams will be written, rather than oral—that may be a barrier for many Inuit;
- Concern about cultural indifference—that managers and co-workers will not be sensitive to Inuit cultural values, beliefs, and customs. Will need cultural orientation—but this may not be done well enough;
- Top managers tend to not recognize, respect, or pay attention to low-level workers. Concern that there will be a “class system” at the project—inequality of genders and races;
- Concerns about cultural change and identity crisis that may arise—diffusion of cultural values from TV, internet, and video games;
- Lack of recognition of essential and transferable skills that Inuit already hold. E.g. ability to repair engines;
- Concern there will be a lack of communication between project and the community;
- Concern that partnerships will not be built or will not succeed (IIBA, business, etc).

6.0 Day Two

Rhoda introduced the second day agenda, noting that the task was now to identify the areas where the SEMC should focus its efforts. She suggested that the group could begin by reviewing

the areas identified by the SEMC Sub-Committee in the Summary of Knowledge draft proposal (Appendix D).

Doug had prepared an outline of a bowhead whale, drawing on Rhoda's analogy from the previous day. The whale is made up of all the various issues that had been identified during the small group work carried out on Day One (see the figure below). Where do we start?



6.1 Round Table Discussion

Paniloo: I agree with the bowhead analogy. You need to start small.

Ammie: If we had been able to plan properly, Hall Beach would be an ideal place to live today!

Rhoda: When we look at the five areas identified in the report of the second SEMC meeting in Iqaluit, are these the right areas to focus on:

- Cost of Living, money management, poverty (“What is poverty in Nunavut?”)
- Wage economy – traditional activities – social assistance: “What motivates people to choose amongst these economic options? Who is working?”
- Youth & hunting skills: “Are youth learning hunting skills?”
- Training & Education: “How are employers identifying training needs? Who is getting work?”
- Food Security

Rhoda asked if there are any areas that should be added to the list, or perhaps deleted.

Meeka: Hunting is something I think we would all agree is important to us, both for men and women. In Grise Fiord, we encourage those people/youth who are troubled to build their hunting skills. This builds self-confidence and esteem. It is also a security issue—if we are ever cut off by disrupted air transportation, we can still survive by hunting. Hunting also gets youth away from video games, so it's good. Dog teams are not just for earning money, but also it's a good way to learn culture and to keep your language.

Ammie: Perhaps we take out “youth and hunting” and replace it with “recreation activities?” Today, people don't survive on hunting—it's done for enjoyment, to retain culture, as well as to get food. But that is different from survival.

James: I'm o.k. with the list as it is. Youth with traditional skills...that is still valuable for survival.

Ludy: I am satisfied with the list, but I'm also concerned about contamination in food and in wildlife. There are also other types of contamination and other issues. But that could be deferred...I'm o.k. to focus for now.

Meeka: I'd suggest adding “health promotion”. You can word it any way, but it should be included.

Jacob: I'm o.k. with the list from November.

Hannah: I would like to see “youth and hunting skills” to get a high priority.

James: I see that even though there are new faces at this meeting, the topics and issues are still the same.

Simone: You can look at these areas and see if the priorities are agreeable to us. We can be happy that the work is already started. We have something to start with—it's a baseline to begin with.

David: I don't like to be prodded to accept a report when I don't understand how it came about.

Abraham: Although I just came on board here, I understand what is going on. ...it is important for the delegates to report back to council.

David: I did not hunt much. But it is important that people learn these skills. Not everyone will become a worker. ...when I look at the list, I don't see anything like a mine training centre in here.

Rhoda: Don't worry. We will not be making any final decision here today at this meeting. As Simon mentioned, it's good to not have to start with a blank page—at least we have something to start with. When you return to your community, it would be good to report back to your council—are these the right issues to start with? Also, remember that the role of this SEMC group is just to look, watch...a monitoring committee. As mayors, you need to plan and make decisions. This group is a little different. We are here to monitor only. I hope that helps to clarify a little.

David: I understand this is part of the preparations for mining developments.

Qimmiata: It's my understanding that in future meetings there will be reports to the group on these areas. That is what we look forward to.

Paniloo: I see that these things will be reported to us at a future meeting about whether things are changing for good or for worse.

Rhoda: You understand correctly. ...So are these areas we have identified the right things for us to be starting with?

⇒ The group voted to include "Health & Safety" to the list of items.

Ammie: How about "youth – recreation?"

Meeka: I see this could be done.

David: There could be other areas to look at for "youth."

Doug: Another approach could be to make sure that when we look at any of the areas, that we present the data separately for different age groups. That way we would get insight into the situation for "youth" in all of the areas.

David: I think it is important to capture "youth and land skills." These are so important and so transferable to other areas, like job preparation and so on. I'd like to get a picture of the situation of "youth on-the-land."

⇒ The group agreed to include "Youth On-The-Land" to the list of items. So now we have five areas to focus on: Traditional Activities; Training & Education; Food Security; Health & Safety; and, Youth On-The-Land.

6.2 Small Group Work

Participants were formed into five smaller groups. Each was assigned one of the areas to identify the questions they would want to understand. This will assist in guiding the things that should be monitored.

6.2.1 Group 1 – Traditional Activities

This group looked at the Sub-Committee’s February 2010 Q-SEMC Summary of Knowledge draft proposal and generally liked the questions that were identified. They did suggest some additional points for consideration:

- It would also be interesting to see “how people pass skills on from person-to-person over time;”
- track injuries out on the land;
- track the time spend on traditional versus non-traditional pursuits (the group noted that they did not attempt to define “traditional” and “non-traditional”);
- take small steps at the beginning...start generally to develop a “quick scan” and then focus in more detail later on.

6.2.2 Group 2 – Training and Education

Some of the indicators and questions this group identified include the following:

- how many training and education programs are there that individuals can choose from?
- Are students competent in Inuktitut?
- What programs are available that relate to skills such as leadership, parenting...?
- Do students have skills and knowledge in safety and in financial management?
- Are the courses that are offered to students aligned with our priorities?

The group also commented on some of the topics they would like to see available in training programs:

- traditional skills like keeping dog teams, kinship dimensions/knowledge, values, food preparation/using store food well;
- incorporate Elders’ knowledge into training and schooling;
- evaluation of what works well in regards to Elders’-in-school programs.

6.2.3 Group 3 – Food Security

Group three was interested in several key questions:

- How many households consume country food?
- What is the cost of harvesting country food?
- Does the community import country food? How much?

The group proceeded to explore the answers to these key questions based on their best knowledge and understanding:

- estimate that about 25% of food is country food, 75% is store-bought food;
- one factor that affects country food consumption is the income support program only provides income for use at the stores - Can't be used to pay for country food;
- in terms of households who use country food, figure about half consume country food to some degree;
- communities generally try to order country food in for festivities such as community feasts;
- individual households may order country food when they have the ability to do so. e.g. families may order a whole caribou;
- country food is also ordered in for special meetings, like this SEMC meeting;
- in terms of the cost of harvesting, it depends on the specific species, the season, and geographical factors. However, the group estimated that they have experienced a 70% to 100% increase in the cost of harvesting over recent years;

The group added several additional insights related to this issue area:

- people are eating more store-bought food and more junk food;
- there is a food security issue related to caching food. It is hard to cache food near the community since animals will find it or it will be stolen. Local cold storage facilities would help to address this problem.

6.2.4 Group 4 – Health & Safety

This group started by asking:

“Why are there so many health problems...for example, why is infant mortality here so high?”

The group spent some time identifying the key health problems and some of the factors that play a role in determining health status in the territory. Some of the health problems identified include:

- cancer;
- diabetes;
- communicable diseases;
- tuberculosis;
- cardio-vascular disease;
- asthma;
- Sexually Transmitted Infections;
- suicide;
- psychological/mental health;
- infant mortality;
- accidents;
- dental health problems;
- obesity;
- dermatological problems;
- arthritis;
- substance abuse and addictions.

Some of the underlying conditions or “determinants of health” were identified as:

- over-crowding (leads to issues of cleanliness, noise, spread of disease);
- diet, poor nutrition (fast food, less country food, parental behaviour);
- remoteness (medical travel, connections, weather issues...);
- low availability of staff and services;
- fear of the medical system (related to the history of T.B. where Inuit were sent south and never returned, personal isolation related to medical travel);
- airborne contamination (“persistent organic pollutants”) and their accumulation in the arctic.

What might the solutions be to improving population health status?

- check-ups;
- locate war-related pollutants;
- preventative health activities.

6.2.5 Group 5 – Youth On-The-Land

This group started by defining two groups of “youth” — those aged 12 to 18 and those aged 18 to 30. The kinds of land skills that each of these groups should learn varies. For the younger group, key skills should include:

- survival skills;
- tool-making;
- learning about the environment and animals;
- Inuit Qaujimagatuqangit;
- safety and hazards;
- learning about one’s extended family.

Key skills for the older group should include:

- air, land, and sea (weather observation, river flow dangers...);
- seasonal learning – winter, spring;
- more detailed teaching about each species, their food sources, their environment;
- learning about plants and animal parts, for eating and medicine use;
- caching meat;
- life skills
- Inuit beliefs, cultural practices, and values.

The key questions related to this area will be, “How can we measure that youth are learning these skills?” One approach could be to work through the community, HTOs, and Elders.

Other questions would include knowing how many youth there are in these age categories, separated by gender (how many boys, how many girls, by category...). When programs are provided, it would be good to do a follow-up survey or interview to find out:

- what youth learned;
- what they felt was good about the program;
- what they felt was lacking or could be improved;

The groups felt it would be important to figure out how to measure the success of this sort of program. It was thought that these programs relate to well-being and that perhaps the Department of Health & Social Services could fund some of this. The group also recognized that providing these learning opportunities through the schools runs the risk of excluding part of the youth population, such as high school drop outs.

Additional skills were identified by the groups for youth. Youth aged 12 to 18 should be learning home economics. This could also be taught through Arctic College for those who dropped out of high school. For 18 to 30 year-old youth, skills related to proper budgeting, healthy food, and good shopping skills should be learned.

It was recognized that housing conditions, particularly amongst young adults, can be a barrier to learning. There was also concern for those youth who are not in school. They could be supported in various ways:

- help with resume preparation;
- work ethics;
- job search;
- interview techniques;

- names of local businesses and organizations who might hire them.

In summary, major messages included:

- Youth need skills related to living on the ice. To avoid hazards.
- Also, junk food is a problem.
- Proper planning and provisions are required in order to travel on the land or ice. It is common to be delayed or stranded, so you need to be prepared and to have alternate plans.
- In this regard, climate change is further adding unpredictability and the need for people to have good planning and survival skills.

7.0 Next Steps

Rhoda suggested she would be in touch with participants to determine dates for the next meeting. In the meantime, the Sub-Committee will meet by conference call several times. The following individuals agreed to participate on this committee:

Ammie Kipsigak, Mayor Hall Beach

Dianne Lapierre, ED&T

Meeka Kiguktak, Mayor Grise Fiord

Seth Reinhart, INAC

Simon Qamanirq, Igloolik

Rhoda Katsak, ED&T

William Hyndman, ED&T

8.0 Facilitator’s Summary and Observations

Summary of Issues:

The following table provides a summary of the issues that have been raised by the Q-SEMC over the course of its first three meetings:

Igloolik Meeting	Iqaluit Meeting	Sub-Committee	Pond Inlet Meeting
Crime and justice—link to alcohol and drugs; link to youth			Health & Safety: What are the critical health problems, and what are the important factors that underlie these health issues—the “determinants of health?”
Youth—need for opportunities beyond school	Youth & hunting skills: “Are youth learning hunting skills?”		Youth On-The-Land: Are youth learning the essential skills they need to be safe on land and ice?
Training, apprenticeships, education	Training & Education: “How are employers identifying training needs? Who is getting work?”	Training & Education: rates of education and training. Also, do graduates find the training useful? What are employment rates etc?	Training & Education: Consider level of Inuktitut competency following graduation. Do students gain skills related to safety, financial management, leadership, parenting? Also, consider traditional skills, Elders’ knowledge, kinship knowledge, values, food & healthy use of store-bought food.
	Cost of Living, money management, poverty (“What is poverty in Nunavut?”)		
Employment	Wage economy – traditional activities – social assistance: “What motivates people to choose amongst these economic options? Who is working?”	Traditional Activities: focus on participation in different types of traditional activity. Plus, understand the mixed economy—what motivates people to choose non-wage versus wage activities?	Traditional activities — how are skills passed on over time; how much time is spent doing “traditional” vs “non-traditional” activities?
Food security	Food Security	Food Security: focus on country food	Food Security: focus on country food harvest and consumption

During each session, participants have been provided opportunity to build on the previously raised issues as well as to introduce new ones. It is clear that the issues of importance to the SEMC participants have been fairly consistent from one meeting to the next.

Monitoring Sustainable Benefits?

During the first meeting of the Q-SEMC, the issue of “sustainable benefits” from major mine projects was raised. Although the issue of sustainable benefits has not been specifically included during the later meetings, this is clearly still an area of interest. For example, in its discussion of the proposed Mary River project on Day 1, Group 3 sees a major project as being an anchor for community economic development—providing support in various ways for employment, recreation, transportation, regional hub, float planes, small craft harbour. Clearly these effects go beyond the direct effects of a mine, and start to get into the area of the sustainable benefits that may be supported by a major project.

It would seem that the key question being raised by the group, is, “Does the project contribute to the community’s ability to achieve its sustainable development objectives?” This is an important issue to consider. The need to consider how to monitor the “sustainability” of the benefits of major projects will cut across all of the important issues that have been identified by SEMC participants.

A Review of Progress

After three meetings of the Q-SEMC, it may be a good time to review the progress that has been made so far. It is useful at this point to recall the recommendations that came out of the first Q-SEMC meeting in Igloolik, 2009. The following is a summary of four of the seven recommendations that were provided in the report of that first Q-SEMC meeting:

<p><i>1. Start small and then grow into your role</i></p>
<p>It is recommended that the committee start by focusing on a small number of areas—one or two. In this way the committee can ensure that its first activities are manageable and will lead to recognizable success. This initial work should be carried out prior to the next meeting of the Q-SEMC so that it can be presented at that session.</p>
<p><i>2. Be useful—use the initial work to demonstrate the committee’s value</i></p>
<p>The value of the initial work of the Q-SEMC will be to explore and demonstrate <i>relationships, approach to issues, and usefulness...</i></p>
<p><i>3. Generate clear questions first, gather data second</i></p>
<p>The questions that the committee wishes to answer should guide the research and monitoring activities. This is obvious. Yet often, readily available data is presented and subsequent analysis focuses on what can be learned from the data. It is recommended that the Q-SEMC should focus first on figuring out what needs to be</p>

understood, why it is important to understand, and then seek data and other information to address the questions being asked.

7. Keep a strong community focus

The strength of the Q-SEMC is the community perspective it brings to the area of socio-economic monitoring. This community focus should be nurtured in all aspects of the committee's work including: Issue identification; Question formulation; Data gathering and interpretation; Information flow back to communities to support planning and decision-making.

It is clear that the Q-SEMC has made good progress in identifying the priority "issues" that should be the focus of the initial work of the committee. The group has also started to formulate some priority "questions" that need to be understood in order to understand the important socio-economic issues facing communities in the Qikiqtaaluk region. Moving forward from this point should be the focus of the committee's next steps.

Once the group is able to begin to gather some information, including both qualitative and quantitative data, related to the priority questions, it should be able to enter into some very interesting discussions related to the interpretation of this information.

It should also be expected that the process of interpreting some actual data will lead the SEMC to "sharpen" the focus of the actual questions themselves. "What do we really need to know" about the issue at hand? What "data" do we really need to have in order to guide monitoring, planning, and decision-making activities?

Progress in these areas will be a major milestone in the committee's on-going work.

APPENDIX A

MEETING AGENDA

APPENDIX B

PARTICIPANT LIST

NAME	ORGANIZATION	COMMUNITY	PHONE	EMAIL
Apiusie Apak	Mayor, Hamlet of Clyde River		867-924-996	
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Joamie Eegeesiak	City of Iqaluit	Iqaluit	867-979-6363 ext 230	j.eegeesiak@city.iqaluit.nu.ca
Dee Karadag	Department of Environment	Iqaluit	867-975-7732	dkaradag@gov.nu.ca
Rhoda Katsak	ED&T, Regional Director	Pond Inlet	867-899-7339	rkatsak@gov.nu.ca
Edward Keddy	Economic Development & Transportation	Pond Inlet	867-899-7339	ekeddy@gov.nu.ca
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Abraham Kublu	Mayor, Hamlet of Pond Inlet	Pond Inlet	867-899-8934	
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Qimmiata Nungusuittuq	Hamlet of Cape Dorset	Cape Dorset	867-897-7166	
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Simon Qamanirq	Hamlet of Igloodik	Igloodik	867-934-8940	
Sakiasee Qaunaq	Hamlet of Arctic Bay	Arctic Bay		
Seth Reinhart	DIAND - A/Regional Socio-Economic Analyst	Iqaluit	867-975-4667	seth.reinhart@inac.gc.ca
Paniloo Sangoya	Pond Inlet Elders	Pond Inlet	867-899-6339	
Colin Saunders	EDO, Hamlet of Pond Inlet	Pond Inlet	867-899-8934	pond_cedo@qiniq.com
Timoon Toonoo	Community & Government Services			ttoonoo@gov.nu.ca
Jacob Uppik	Hamlet of Sanikiluaq	Sanikiluaq	867-266-8705	
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APPENDIX C

EDT PRESENTATION ON SOCIO-ECONOMIC MONITORING



**Welcome to the
The Qikiqtaaluk Socio-Economic
Monitoring Committee!**

1



**An Introduction to
Socio-Economic Monitoring**

2



**The Impact of
Major Development Projects**

3



Environmental Impact Assessment:

- 1) Expression of concerns about the project
- 2) Prediction of the impacts of the project
- 3) Plan to Maximize Benefits and Minimize Negative Impacts

4



**The Tools of
Socio-Economic Monitoring**

5



INDICATOR	CURRENT PROJECTS		SHORT-TERM TRENDS	
	2011	2012	In Base	Out of Base
Community, Family & Traditional Well-being				
Expanded Access to Day Care	+	+	+	+
Arts	+	+	+	+
Community Events	+	+	+	+
Safe Parks	+	+	+	+
High-quality Services	+	+	+	+
Children Learning Services	+	+	+	+
Spacious Housing	+	+	+	+
Total Police-reported Crime	+	+	+	+
Violent Crime	+	+	+	+
Property Crime	+	+	+	+
Index of Police Crime	+	+	+	+
Self-Care	+	+	+	+
Other Unmet Life Needs	+	+	+	+
Homelessness	+	+	+	+
Choking	+	+	+	+
Safe Food	+	+	+	+
Cultural Well-being and Traditional Activities				
Language Use	+	+	+	+
Trapping	+	+	+	+
Tracking and Hunting	+	+	+	+

6



INDICATOR	CURRENT PROJECTS		SHORT-TERM TRENDS	
	2011	2012	In Base	Out of Base
Non-Traditional Economy				
Employment	+	+	+	+
Wage Disparity	+	+	+	+
Seasonal Access to Jobs	+	+	+	+
Unemployment Rate	+	+	+	+
Participation Rate	+	+	+	+
High School Completion	+	+	+	+
Low Rate Grad's	+	+	+	+
Business Activity	+	+	+	+
Real Estate or Investment				
Real Estate Value	+	+	+	+
Infrastructure Development				
Infrastructure Activity	+	+	+	+

7



Our Task today

8



Thank You

9

APPENDIX D

Q-SEMC SUMMARY OF KNOWLEDGE DRAFT PROPOSAL

Qikiqtaaluk Socio-Economic Monitoring Committee (SEMC)

Proposal for the 1st Summary of Knowledge Study on the Socio-Economic Environment of the Qikiqtaaluk Region

February 2010

1.0 Background

This document is a draft proposal for presentation to the Qikiqtaaluk SEMC during their May 2010 meeting in Pond Inlet. The draft proposal was prepared in collaboration with the Government of Nunavut, Department of Economic Development and Transportation (ED&T), Qikiqtani Inuit Association (QIA) Indian and Northern Affairs, and officials representing the communities of Grise Fiord, Igloolik and Hall Beach following the SEMC meeting held during November 2009 in Iqaluit.

2.0 Objective

The purpose of this project is to work collaboratively through the Qikiqtaaluk Regional Socio-Economic Monitoring Committee (SEMC) to produce a Summary of Knowledge report for the Qikiqtaaluk region. Accordingly, this report will provide a baseline around specific key monitoring themes identified by the SEMC in November 2009. The report will also provide a general backdrop on broader socio-economic conditions in the region to situate the context of key questions within general monitoring. It is envisioned that the report will be a valuable reference point for the committee as it progresses in its regional socio-economic monitoring efforts. Furthermore, the report will be of value to a broad range of data users, notably Inuit, in providing meaningful and representative information around socio-economic conditions in the region.

3.0 Report: Summary of Knowledge Study on the Socio-Economic Environment of the Qikiqtaaluk Region

The project will result in the production of a public report. This report will provide general information to capture a socio-economic baseline around broad themes such as education, health and crime and provide for a more refined treatment of three priority monitoring areas identified by the SEMC during their November 2009 meeting. These three priority areas include:

- 1) Traditional Activities
- 2) Training & Education
- 3) Food Security

Within these three socio-economic monitoring themes identified by the SEMC, the following key questions/indicators are presented for discussion purposes.

Theme 1: Traditional activities

- i) What types of traditional activities are people participating in?
- ii) Who is participating in traditional activities? (men, women, children, elders)
- iii) What is the proportion of women, men, children, elders, participating in traditional activities? (i.e. more/less men/women, children, elders)
- iv) What is the frequency of participating in traditional activities? (i.e. how often and for what duration? i.e. one day every week? every day?)
- v) How many fur pelts are purchased annually? (i.e. through the GN Department of Environment)
- vi) Understanding the mixed-economy: what motivates people to choose to participate in non-wage based employment and/or wage based employment?

Theme 2: Training & Education

- i) What is the graduation rate per community (elementary, secondary, post-secondary)?
- ii) What type(s) of training did persons participate in? (i.e. per year, which designations and/or certificates?)
- iii) How many persons received training within the specified time period? (i.e. per year)
- iv) How many persons completed the training and what is the associated completion rate of participants? (i.e. 18/20 completed the training, or 90% of participants)
- v) Did training participants find this training to be useful? How?
- vi) What is the employment rate, unemployment rate, participation rate per community?

Theme 3: Food Security

- i) What is the number of households who consume country food? (i.e. per year per community)
- ii) What is the number of households who share country food per community? Is this food shared within the community or with other communities?
- iii) What is the proportion of country food consumed versus store bought food per household? (i.e. per year for each community in the region)
- iv) How many times per year do you/your community import country food from other communities?
- v) Are the relative distances required to travel to harvest specific species increasing/decreasing? (each year, per relevant season)
- vi) Are the costs of inputs required to harvest increasing/decreasing significantly per year? (i.e. fuel/oil, ammunition, snow-machines, boats, etc.)

Ultimately, the report would summarize current socio-economic states and/or trends, identify additional knowledge gaps, specific capacity needs and future monitoring plans/recommendations for the Qikiqtaaluk SEMC. The report format, including consideration of language requirements, will have to be presented in a format which is meaningful and representative of information users.

Within the report and where possible, all data will be gender disaggregated (i.e. women/men) and gender analysis will also be incorporated into the study to facilitate understanding of the societal differences between men and women (with due regard for demographics and household structures

within Nunavut). The essential role of IQ and Traditional Knowledge will also be incorporated into the study through all phases. The study will also support the general monitoring initiative in Nunavut (NGMP).

4.0 Method: Collection of Information, Analysis, and Validation

The SEMC WG will determine what data already exists and ensure the project is not duplicating existing monitoring efforts or past data compilations. Depending on the methodology(ies) required for data collection, SEMC members will consult with the respective constituencies to determine what data is available for the project (i.e. the GN will consult with the Nunavut Bureau of Statistics and other relevant GN departments, INAC will consult with relevant Government of Canada departments, Hamlet officials may consult with relevant Hamlet bodies/committees), etc. in an effort to share information with the SEMC). Data will be both qualitative (i.e. oral, anecdotal) and quantitative in nature (numeric).

Additionally, the collection of primary data and their associated data collection instruments (i.e. the recent survey conducted in Igloodik) may be considered by the SEMC as relevant/necessary approaches to address the key questions contained within the project design. In this case, the SEMC may rely upon third-party expertise to assist in various areas of the project. A key component of the project will include the validation of information and potential findings of analyses by the SEMC through review and open discussion. Where required, research permit(s) will be obtained to carry out the project, with appropriate adherence to research ethical codes and regard for potential sensitivities/matters of confidentiality surrounding intellectual property shared throughout the project.

5.0 Project Governance

The overall accountability for the project will rest with the Qikiqtaaluk Socio-Economic Monitoring Committee. A sub-committee, or SEMC working group (WG), comprised of members to the SEMC will be tasked with project management. This may include working with and overseeing third-party expertise in implementing the project. This WG will manage the project collaboratively on a working level and meet regularly to share updates and progress reports. The Qikiqtaaluk SEMC will be provided with updates on the project at determined intervals (i.e. SEMC meetings) or as requested.

It is acknowledged at each SEMC member brings unique knowledge, expertise and insight to the SEMC. The sharing thereof is encouraged and promoted within the SEMC and will be welcomed by the sub-committee throughout the project. Ultimately, the Qikiqtaaluk SEMC will be responsible for broad project oversight, working with their respective constituencies where relevant, and ultimately, validating the representativeness and credibility of the project deliverables.

6.0 Project Partners

Beyond the SEMC membership, partners for the project may include academic institutions such as universities, the Nunavut Research Institute (NRI) and other potential partners interested in participating and/or supporting the project.

7.0 Deliverables

- Interim Report: Draft “Summary of Knowledge on the Socio-Economic Environment of the Qikiqtaaluk”
- Final Report: “Summary of Knowledge on the Socio-Economic Environment of the Qikiqtaaluk”

8.0 Project Timelines

The proposal will be presented to the Qikiqtaaluk SEMC in May 2010 during their meeting in Pond Inlet. Discussions with the Nunavut Research Institute regarding the proposal will commence prior to the meeting in May. Subject to the support of the SEMC for the proposal, the project will commence in 2010/2011 whereby the following timelines could serve as a reference point:

May 2010 – August 2010: Identification of partners to support proposal (i.e. academia, organizations, data holders/users, participants, resources), research licensing (where required)

September – November 2010: Preliminary research and data collection

December – April 2011: Data Collection and compilation

April 2011- May 2011: Draft Report prepared and shared with SEMC for review

May 2011: SEMC collective review and sharing of comments during meeting