



**RESDA KNOWLEDGE
SHARING TOOLKIT GUIDE**



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How To Use This Guide

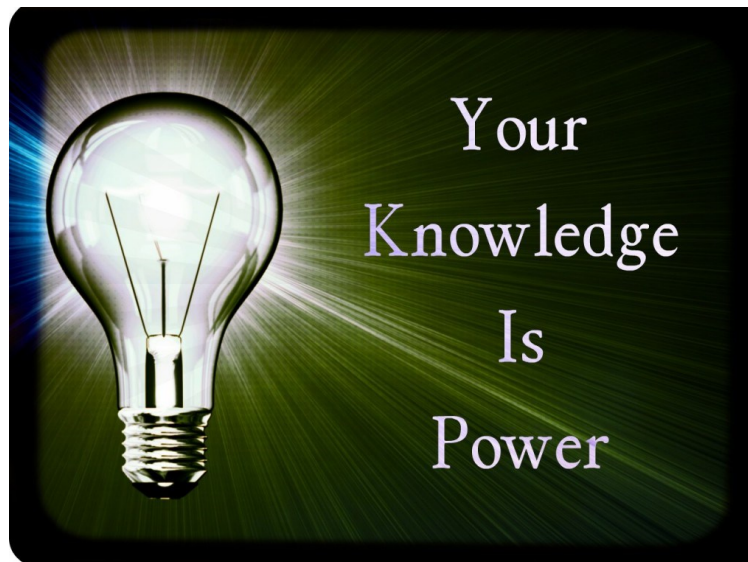
This guide can be used as a tool to help identify practices and strategies for effective information sharing. It highlights a number of key methods, provides a list of resources, and identifies important contacts in Northern regions. The goal is to improve the flow of information about resource development research throughout the North.

What is the best way to share knowledge about research?

The development of this toolkit is an ongoing project, intended to grow and develop alongside ReSDA network activities. We welcome any comments or suggestions that could help to improve it.

This guide is also available online on the ReSDA website at

<http://yukonresearch.yukoncollege.yk.ca/resda/knowledge-sharing/toolkit/>



ReSDA and Knowledge Sharing

Resources and Sustainable Development in the Arctic (ReSDA) is a social science research network whose main purpose is to conduct research and gather information that helps Northern communities to receive greater benefits from resource developments. One of ReSDA's key activities is to make this information available to communities so they can make informed decisions about resource developments.

One of ReSDA's key challenges is to find the best ways to share information and engage communities. Research is of little use if the information is not shared and implemented in the community. ReSDA's third annual workshop in Nunavut focused on mechanisms for strong, two-way communication in research with the object of evaluating current practices and collaborating with communities to find solutions. Participants discussed the use of various methods including video, audio, internet, print materials, however, the most popular mechanism for sharing knowledge was face-to-face meetings and community events. ReSDA wants to ensure that research results are made available in a timely, useful, and accessible manner that gives communities have opportunity to share their perspectives on research results and community priorities.

From the workshop discussions and a literature review, ReSDA has produced a knowledge sharing toolkit for use by our researchers and community partners. This will hopefully help develop a set of best practices for knowledge sharing in a Northern context. Several local resources are identified in this tool to help build connections between researchers and the services available in Northern communities.

This toolkit was created through the efforts of a number of individuals in addition to those listed as the editors. These include Rajiv Rawat, Natan Obed, Patricia Cochran, Frank Tester, Ron Harpelle, Kelly Saxburg, Zacharius Kunuk, Derek Mazur, Anna Zieglar, Linnea Ingerbrigton, Joshua Gladstone, Louise Flaherty, Jamie Bell, Elizabeth Kingston, Mary Nirlungayuk, Frances Abele, Dave Natcher, and Brenda Parlee among others. On behalf of all ReSDA participants I wish to thank all who have made this toolbox possible.

Chris Southcott, ReSDA Principal Investigator

Knowledge Sharing Workshop

Development of this knowledge sharing toolkit began at the ReSDA knowledge sharing workshop in Iqaluit in October of 2013. An initial literature review of knowledge sharing practices provided some key areas to consider for the workshop. The workshop involved a number of specific sessions focusing on tools used for knowledge sharing. These were intended to highlight methods that have been used for meaningful communication between researchers and community partners. The workshop was organized into 4 main communication mechanisms that included:

1. Community Engagement
2. Video and Film
3. Internet and Multimedia
4. Print Materials

The sessions provided specific examples for these various mechanisms. There was also a panel session that gave organizations the opportunity to describe their approaches to effective communication and community involvement. Communication must be a dialogue to be effective in research. Breakout group discussions provided insight into additional mechanisms to effectively share knowledge and considered what a knowledge sharing toolkit might include.

The recommendations provided now inform all ReSDA activities and have formed the foundation for this toolkit's development. Some key recommendations include:

- Community dialogue and relationships are of central importance;
- Be cognizant of your audience and select the most appropriate mechanism;
- Community radio continues to be an effective tool throughout the North;
- It is critical to respect of different knowledge systems and values;
- Face-to-face continues to be considered the most effective mechanism for sharing information about research.

ReSDA Knowledge Sharing Toolkit

This toolkit is a collection of knowledge sharing tools drawn from the presentations and discussions at the ReSDA knowledge sharing workshop in Iqaluit as well as other key resources.

This toolkit has been organized by recommended methods and contains a selection of some of the recommended practices and beneficial tools with links to available sources and supports in the North. While some sessions and projects have been featured, there is a wealth of information published elsewhere, online and in print, about the best practices for individual medias.

Communication and knowledge sharing in the realm of research is an ongoing process that starts at the first stages of a research idea and continues throughout a project until completion. For the purposes of this toolkit, the term “knowledge sharing” refers to the ensuring that all those involved in a research project are heard, all sides are included and all parties are respected.



#1

Community Engagement

Community Engagement



Community engagement is the process whereby communities and researchers build ongoing, permanent relationships for a specific objective that can benefit all those involved. Participants in the ReSDA workshop and subsequent discussions have been clear that **face to face communication is by far the most effective means of sharing knowledge among communities and researchers.**

Engaging directly with community members through meetings, workshops and other in person events is key to effective knowledge sharing practices. These direct connections might also involve many of the other knowledge sharing tools that have been outlined in this document. Ongoing contact and interactions create the most meaningful research relationships and supports. Engagement can include consultation, participation, partnerships, decision-making, education, and more. This is a critical component of social science and health research in the North.



Building Research Relationships

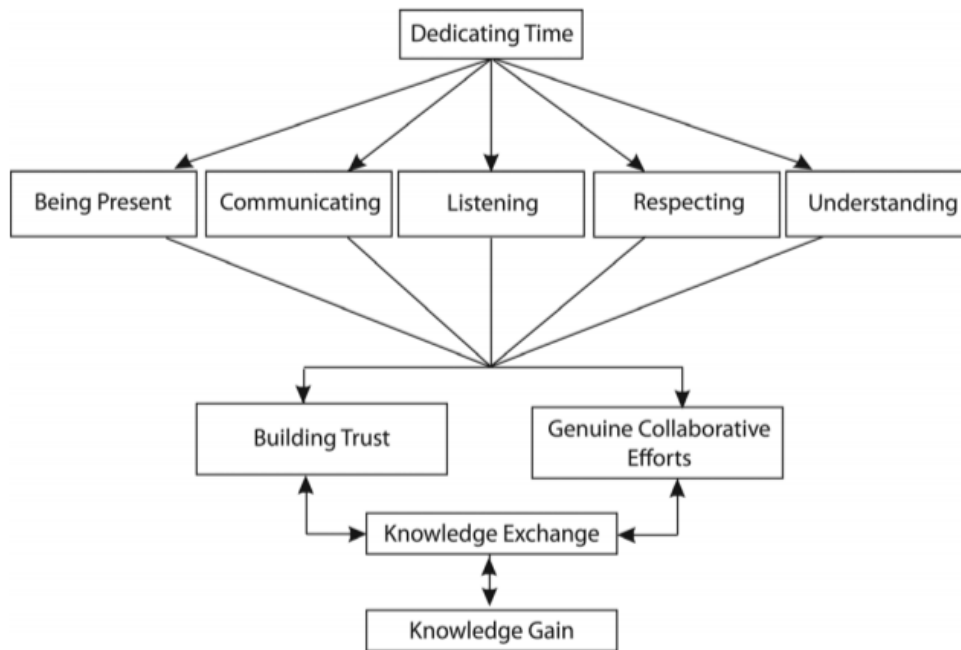


FIG. 1. Conceptual model of the key themes important to developing community-collaborative research relationships.

Building research relationships is a crucial component of community engagement. The most meaningful engagement emerges when there is a strong relationship between the community and researcher(s).

This is a process that requires a significant amount of time; something that some researchers or students don't have. This is a topic that has come up at various workshops and meetings. Many students, specifically graduate students, do not have enough time to build the necessary relationships required to have meaningful community engagement.

Under the topic of time, there are five additional considerations for building research relationships in communities; **being present, communicating, listening, respecting and understanding.**

#1A

Presence

Participants from various workshops and meetings have identified that having a extended period of time in a community can greatly benefit the quality of research produced. This is because researchers have more opportunity to listen, understand and become immersed in the culture and community.

Being physically present in a community has been identified as a crucial component in building and maintaining meaningful relationships. This extended period of time is typically a few days before and after research and allows community members to put a face to the research and build a stronger connection. This goes a long way in terms of building meaningful relationships with communities.

Ways to Improve Researcher Presence

1. Attend community meetings & cultural events
2. Extend the period in which researchers spend in the community
3. Volunteering or participating in community events
4. Arranging community meetings
5. Communicating research activities

Why Does Research Presence Matter?

In short, this type of initiative demonstrates a researchers dedication and commitment to the community. Additionally, spending time immersed in the community can provide researchers with more perspectives outside the context of their research.

Communities are a critical but often forgotten about audience for research. This is because research is often communicated in an academic format; geared towards an academic audience. This is a challenge that has been acknowledged in the past and many researchers are working to improve the communication outputs for community use. Some academics suggest inviting the community to determine the most appropriate terms, concepts and examples when developing a communication strategy.

Ways to Improve Researcher to Community Communication

1. Develop and maintain communication pathways at all stages of research
2. Continued outreach to the communities
3. Organizing workshops, meetings, presentations, accessible documents, newsletters, pamphlets, short reports, online posts
4. Ensure project outputs are written in language that is easy to understand. The NWT Literacy Council has a helpful guide found at https://www.nwtliteracy.ca/sites/default/files/resources/136648a_nwt_literacy_audit_tool.pdf

Why Does Communication Matter?

Like any relationship, communication is fundamental for long term success and happiness on all ends. Communication is essential for discussing current and future challenges, successes and goals. Without strong communication between all parties, research may not be used to its potential.

Like communication, the concept of listening is theoretically simple. However, in practice, listening becomes more complex. In community research, **listening means actively absorbing the information being said**. This requires a step outside from the traditional academic setting of communication, which is typically one-way communication in the form of lectures or presentations.

Ways to Improve Active Listening

1. Become immersed in the community; participating in community events, meetings and gatherings. This will encourage conversations and open dialogue between researchers and community members; thus improving active listening.
2. Increasing the amount of time spent in the community allows researchers to become more actively engaged in community events and everyday life.

Why does Increasing Active Listening Matter?

Indigenous communities often place significance on being able to actively listen to what is being said. Those researchers who can demonstrate this skill tend to gain respect quicker than those who don't. Storytelling is a significant component of life in northern communities and many individuals will communicate through stories. Active listening allows the researchers to gain perspective and develop a stronger understanding of the situation.

Mutual respect, trust and understanding must be embedded in the research process. Respect, trust and understanding are considered the fundamentals for positive community engagement and relationship building. It is important to recognize that northern communities are complex and social structures often differ from southern communities.

Part of mutual respect, trust and understanding comes prior to entering a community. Completing the necessary background research is a critical step and can lead to a stronger relationship.

Ways to Develop Mutual Respect, Trust and Understanding

1. Doing the necessary background research to learn and understand local history and culture
2. Behaving respectfully in the community; understanding cultural norms in the community
3. Attempting to learn the local language and culture can improve relationships and establish trust
4. Be fully aware of other research projects that are or have been completed in the community

Mutual Trust for creating and maintaining genuine collaborative efforts and facilitating knowledge exchange.

Engaging with a community at the beginning of a research project to discuss objectives and project design is important for building trust and achieving successful community collaborative research.

Overall, participants in these sessions agreed that including local residents in the research process generates mutual respect, results in further engagement and interest in the research project and often sets the stage for knowledge exchange.

Examples and Resources

Nunavut Roundtable on Poverty Reduction Public Engagement Process.

This project is an example of government and community organizations in Nunavut working together to address poverty issues. Through community dialogue sessions, the **Makiliqta community dialogue toolkit** was created. It is available online to help others follow a similar process. (<http://makiliqta.ca/sites/default/files/makiliqta-engl.pdf>). Some of the key aspects of community dialogue were

1. Learning from each other;
2. Building on strengths;
3. Working together for a common cause;
4. Being involved in the decision making.

Some of the other tools used in the engagement processes included

- ◆ Asset mapping exercises (community dialogue);
- ◆ Regional Roundtables;
- ◆ Main Summit;
- ◆ Actions/Outcomes—delivery.

In their tool kit they describe ways to bring people together, locations for group events, and various other requirements. This is an example of how several people and communities were able to come together in a facilitated manner to address a specific issue. This project developed excellent tools and approaches that can be used and adapted for research



Taima TB involved many partners working together to tackle the issue of tuberculosis in Nunavut. The project team included Nunavut Tunngavik Inc., Government of Nunavut, Inuit Tapirit Kanatami, the National Aboriginal Health Organization, the Canadian

Lung Association, the Ottawa Hospital and Ottawa Hospital Research Institute, University of Ottawa and Government of Canada. This work was done in 2 phases: first, an awareness campaign using media, focus groups, videos, social media, a website, and evening information sessions. Second, a door-to-door campaign promoting awareness, screening and treatment in high risk areas of Iqaluit. This project was successful because communities, Inuit organizations, governments and researchers worked together on a common, high priority issue. Best practices included direct contact with individuals, interaction between researchers and community members, and

Examples and Resources

Working together with local people, organizations and governments creates the best scenario for community engagement. There are a number of examples and resources available on community engagement in the North. In Alaska there are some examples from the work of the **Alaska Native Science Commission (ANSC)**.

1. Traditional knowledge (TK) and native foods database available at www.nativeknowledge.org
2. Alaska Native Tribal Health Consortium - Local Environmental Observer (LEO) Network
3. Atlas of Community Based Monitoring in a Changing Arctic www.arcticcbm.org

The Interagency Human Health Research Review Board is an example of how organizations are working together to have a cooperative approach to human health research in Nunavut. This group involves NTI, Qaujigiartit Health Research Centre and the Government of Nunavut, Department of Health.

Additional Links & Resources

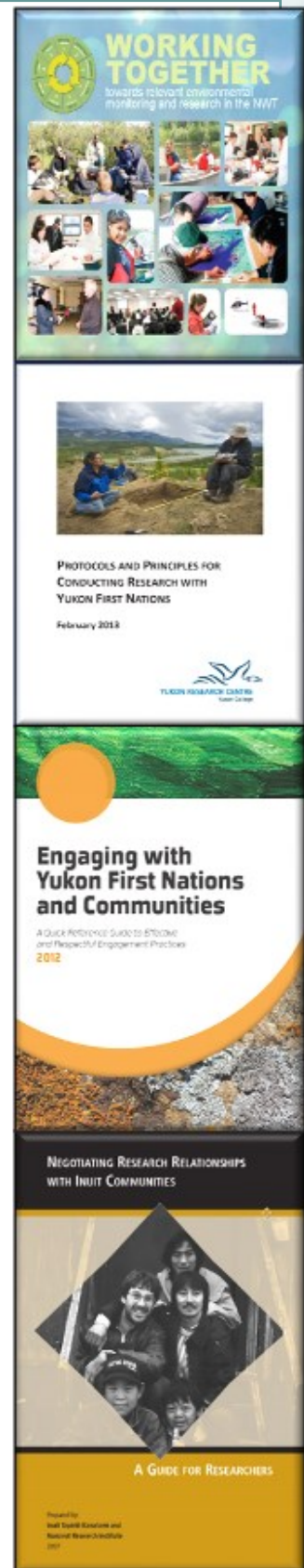
Working Together: Towards Relevant Environmental Monitoring and Research in the NWT Guidebook http://sdw.enr.gov.nt.ca/nwtdp_upload/Working_Together_FINAL_LR.pdf.

Negotiating Research Relationships with Inuit Communities: A Guide for Researchers (2007) https://www.itk.ca/wp-content/uploads/2016/07/Negotiating-Research-Relationships-Researchers-Guide_0.pdf

Negotiating Research Relationships with Inuit Communities: A Guide for Communities (2002) <https://www.itk.ca/wp-content/uploads/2016/07/Negotiating-Research-Relationships-Community-Guide.pdf>

Protocols and Principles for Conducting Research with Yukon First Nations https://www.yukoncollege.yk.ca/sites/default/files/inline-files/YRC_FN_Initatives_no_photos_inside_final_print_0.pdf

Engaging with Yukon First Nations and Communities: A Quick Reference Guide to Effective and Respectful Engagement Practices. (2012). <http://www.trondek.ca/downloads/QRG.pdf>



#2 Video and Audio

Films (Documentary and Drama)

Information from research in communities frequently does not reach those being investigated. Innovative communication methods like films and videos can make information available and accessible to a wider audience. Film is able to create a visual and audio record of information in a way that cannot be achieved with written information. It is a powerful medium for research, as demonstrated by some of the documentary films produced in the North.



Drama films convey messages and discuss Northern issues, especially youth issues. They engage community and support co-creation between filmmakers and communities—a process that is often more important than the final product. It is not just about film, but social relations and recognizing the differences in cultures. Filmmaking does not need to be linear; the internet provides a space for new, non-linear stories to be explored. Filmmakers can provide content, then it's up to viewers to decide how they will follow the story.

The Journal of Video Ethnography is an initiative at DePaul University in Chicago that seeks to increase the academic importance of films through peer review. The World Science Forum acknowledged the importance of film as a research communication method by showcasing the first annual ethnography film festival.

Radio

Radio is also a useful way to share information with a wide audience. While it is usually only a one-way resource, call-in interactions and interviews are also an option.

CBC North is popular throughout the North and is often seeking informative content. Discussing research on the radio is a way to raise awareness.

Local community radio programs are also a great resource.



Video and Audio



Benefits

- Collected information is presented in a concise, stimulating and easy-to-understand format
- Films can be inexpensive and involve local people
- Films are easy to share for an increased audience
- Participants and students can enter competitions that can inspire, empower and open up new opportunities
- Knowledge captured on film can preserve important aspects of Inuit and indigenous culture that otherwise might pass with Elders.
- The promise of career opportunities in filmmaking may encourage children and youth to stay in school

These benefits would be best used would be to engage youth and community members, share information widely and to leave a lasting record as well as provide hands on practices.

Limitations

- Training and experience: academics and emerging filmmakers need training in addition to equipment guides. A course may be required to provide hands on filming methods and techniques.
- Editing: films must be condensed and edited, meaning the most important information must be extracted and other information must be removed. This poses moral and ethical questions for the filmmaker, who must choose which version of the story is presented as truth.
- Responsibility to participants: the filmmaker is in a trust relationship with those who have shared their stories and information. Participants have an expectations that filmmakers will be honest with the footage.

Examples and Resources

Nanisiniq Project

Nanisiniq is collaborative film project from Arviat, NU that brought together high school students, government volunteers and elders to re-examine and reinterpret Inuit history and culture through film and intergenerational sharing. This puts participants and filmmakers in a better position to understand the issues and impacts



of resource developments on communities. This project led to greater use of films and recordings in the community. Arviat elders used iPads and tablets to preserve traditional songs. The film projects partnered with Arviat's exceptional theatre program and had students record plays with healthy and anti-bullying.

Film Development Organizations

Nunavut Film Development Corporation

<http://www.nunavutfilm.ca/>

The Nunavut Film Development Corporation is a nonprofit organization that provides funds to filmmakers and promotes films with artistic intent. Experienced filmmakers mentor young filmmakers. It is a long process to become a good filmmaker, and it takes investment and time.



ShebaFilms

<https://www.shebafilms.com/>

This is a private film and video production company that specializes in documentaries dealing with social justice issues and personal stories and experiences. They have supported research activities and programs for a number of years. A recent example of this work is the film “Guardians of Eternity” done in collaboration with researchers Arn Keeling and John Sandlos of Memorial University. The documentary film is about the toxic legacy of an abandoned gold mine in Northern Canada.

Examples and Resources

IsumaTV

Launched in 2008 as a collaborative multimedia platform for Indigenous filmmakers and media organizations. They are a project of Isuma Distribution International Inc., Canada's first media distribution company specializing in Inuit and Aboriginal films. This coalition of independent producers and nonprofit partners, has produced some award winning Inuit language films such as the Fast Runner Trilogy. They are able to broadcast to all Nunavut communities via media player. They are using their network to support language recovery and indigenous traditional strengths. Contact at info@isuma.tv

Film Resources Available

- Nunavut Film Development Corporation www.nunavutfilm.ca
- Yukon Film and Sound Commission www.reelyukon.com
- Screen Production Yukon Association (SPYA) <http://spya.ca/>
- Northwest Territories Film Commission www.nwtfilm.com
- Western Arctic Moving Pictures <http://wamp.ca/>
- Newfoundland and Labrador Film Development Corporation <http://www.nlfdc.ca/>
- IsumaTV Productions www.isuma.tv
- ShebaFilms <https://shebafilms2.wordpress.com>
- CBC North (radio & television) www.cbc.ca/news/canada/North
- Northern Research Facilities through the College have video equipment for research
 - Nunavut Research Institute
 - Aurora Research Institute
 - Yukon Research Centre
 - Labrador Institute
 - Nunavik Research Centre

#3

Multimedia and Internet

Computers, tablets, cell phones and the internet are widely used in the North and can be mobilized to engage community members and share information. Online networks can be used to develop more research inclusive approaches, share results and build collaborations. Websites, blogs, vlogs, social media, and webinars can be used by researchers to improve communication and community relationships. Using online discussion forums is a way to engage directly with stakeholders. Using podcasts can bring newsletters or e-bulletins to life.



Multimedia describes a variety of content such as text, audio, photographs, videos or interactive formats. It is often displayed or delivered using computers and mobile devices, that are now widely used throughout the North. The use of online communication programs such as Skype allows for text, voice and video conversations between people anywhere in the world. This can be a great alternative when face-to-face meetings are not possible.

Using various formats, combined, makes projects interesting and understandable to a wide audience, whether telling stories or simplifying complex research. Isolating and assembling various pieces in a way that can be followed by a non-expert can take a bit of time but the final product can then be published or shared to create a greater and lasting impact or record of the work. It is a way to collect interviews, photos/videos and text and make them available to communities.

Multimedia and Internet

Benefits

- Data can be made available for as long as the format is relevant
- Various mediums provide diverse knowledge translation opportunities
- Information can be shared worldwide
- Familiar formats are easy for audiences to use
- Messages are easier to remember and more engaging
- Communication can reduce the need for travel (virtual meetings)
- Can use for distance learning

Limitations

- Capacity: bandwidth and internet access are limited in some Northern communities
- Maintenance: some types of online media require updates and maintenance for information to remain accessible. Information will become outdated without upkeep
- Training: technical skills are required to create and maintain multimedia and internet mediums

Best Practices

- Plan and promote well
 - Gather information
 - Be engaging
 - Involve the right people with the right skills
 - Include interactive content in your online documents
- Make sure what you are producing is accessible —does your audience have the equipment and resources necessary to view your material?

Examples and Resources

Websites

Five categories of websites were described at the ReSDA workshop: some are more conducive to a two way exchange of information, while others only focused on presenting information. Depending on resources and funding, purpose and topic, different types of sites suit different projects and programs.



1. **Presentation website:** create it and forget about it www.pwnhc.ca/exhibits/icepatch
2. **Brochure-ware:** create it for an organization and update once in a while www.csch.ca
3. **Conference Management website:** created before a conference, then after the event they are archived
4. **Data sharing website:** created and continuously updated as more data is collected www.nwtpas.ca
5. **Social Engagement:** created to foster communication and engagement with partners—requires time and effort from key partners committed to continual use, seeding conversations, providing encouragement, generating blog posts, and providing content. <http://www.climatetelling.info/>

Social Media

Social media platforms such as Facebook, Twitter, YouTube, etc. are useful tools to communicate messages and share information, especially among youth. You can be active on multiple streams. Be sure to track page views to get an idea of how much people are accessing your data. Social media can also be a key communication tool for connecting with partners and disseminating information, since many people may not use email but have Facebook.



Examples and Resources

Communication & Access to Information

Technology can be used to allow people to learn over the internet. For Inuit people, it can offer new prospects for intergenerational knowledge exchange and self reliance as their traditional ways of supporting themselves are disappearing. There is interest in expanding the quality and diversity of online school and business opportunities that can be accessed by distance. Many communities now have access to high speed internet in order to access virtual meetings and distance learning tools, which are essential given the vast geography and cost travel in the North. As more resources are being transferred to online databases, they are more accessible to those who could not have accessed hard copies. For example, in the Northwest Territories, all geophysical mapping is now done digitally and will be available online.

Increasingly, Northerners are taking advantage of a wealth of available communication tools:

- Email**
- Mail chimp or other email marketing service** - a tool for creating news releases, templates, newsletters
- Web and teleconference based tools**
- Blogs** - keep people up to date on project happenings, allow participants and community members to comment and ask experts questions.
- Webinars** - for training and short-style courses
- Video Conferencing**

Using multimedia has been effective in engaging community members and youth. Arviat, NU has had success using these methods with the local drama program, the Adobe Youth Voices program, the Arviat Film Society and the Digital Indigenous Knowledge project.

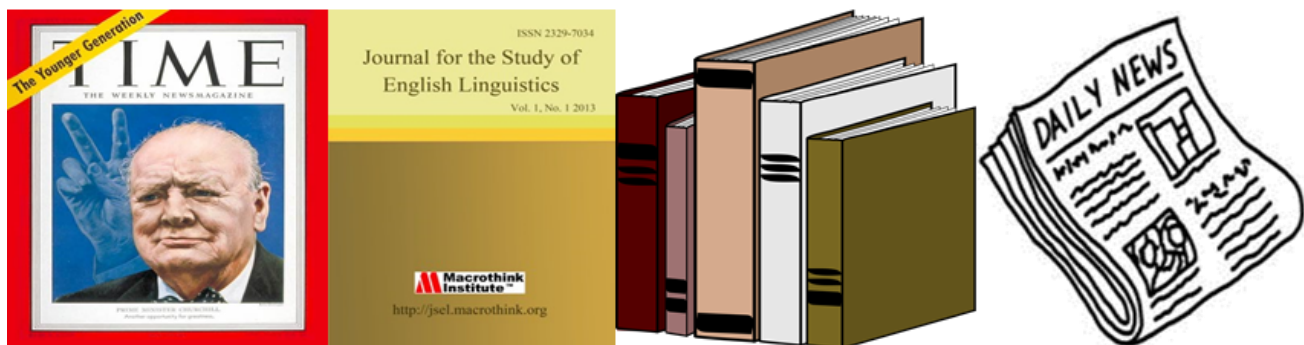
There are many valuable resources available to support the use of multimedia for knowledge sharing in the research context. A list with many of these tools and their uses are available here: www.kstoolkit.org

#4 Print Media

Print media has become a contentious communication tool with the advent of the digital era and proliferation of modern electronic devices. In some circles, print media continues to be regarded as more credible than other formats.

In the Northern context there are often advantages to using print media. The Northern Public Affairs publishers wanted to have the materials gathered in a format that people could return to repeatedly if wanted. They publish speeches, legislature materials and other personal perspectives in a print format that is now in the legislative and university libraries around the country as well as in the Northern research institutes. This provides an important record of events and debate that can be used in classrooms and homes.

Books, journals, reports, newspapers/magazines, posters, newsletters, and meeting minutes can, at times, be the most effective way of presenting information. Academic papers continue to be a requirement for researchers to fulfill the needs of sharing the data and results and this remains a requirement of many of the research funding programs.



Print Media

Benefits

- Provides a lasting record of information that can stay in houses or offices for months or years. Poster displays can be long lasting records of research
- Can be exclusive and/or personal
- Sometimes lends more credibility/legitimacy to the content that can inspire a following
- Can bring attention to specific information and advertisements
- Good way to spread information and news
- Good way to focus on a specific geographical location
- Very little technology required

Limitations

- One way communication: it is difficult to promote dialogue with print media
- Geographically limiting: not ideal for global audiences, limited accessibility
- Time: planning and time are needed to collect and edit content, print, publish, etc.
- Plain language: care must be taken with the language used if community members are to be engaged
- Cost: print materials with illustrations and photographs are costly
- Short lifespan: newspapers and magazines become obsolete more quickly than other formats and unable to evolve like online media
- Engagement: can be challenging to get and keep audience interest

Examples and Resources

Northern Public Affairs

A knowledge exchange initiative

Northern Public Affairs (NPA) is a magazine born in 2011 to enable knowledge exchange between researchers, policy makers and the public. It is a non-profit network of advisors, editors, collaborators and funders that aims to have in depth analysis of public affairs from a Northern perspective. Contributions are all volunteer-based, which limits full articles submitted, but the many important perspectives of Northerners are published also as speeches, conversations, material from legislatures, and poetry.

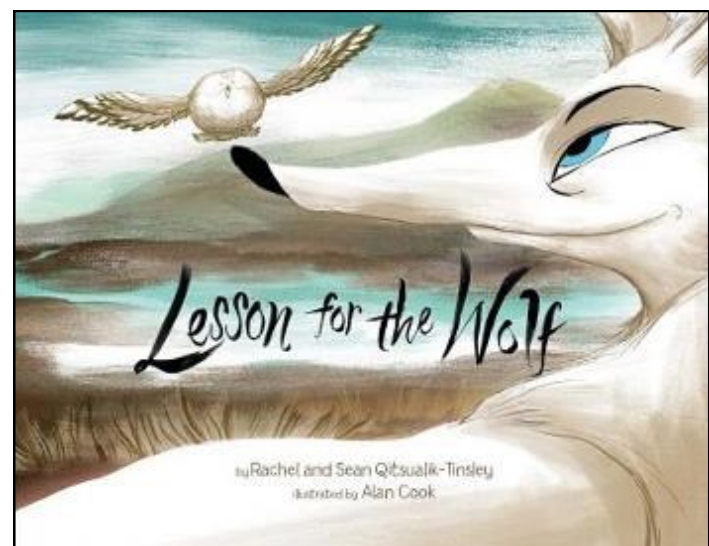


While published both in print & online, NPA emphasizes print. Print is an old medium in a new era that acts as a solid record of happenings that people can refer back to. It is personal, as people can use it in class or take it home and read it casually. It is exclusive and produces specialization.

Inhabit Media

Inuktitut Literacy

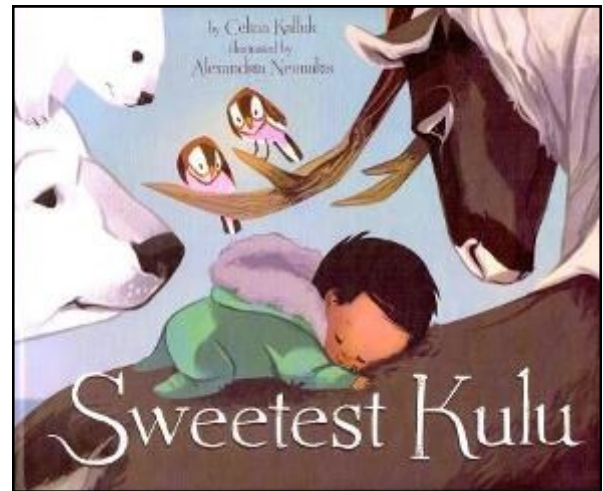
Inhabit Media is an independent organization started by 2 teachers who were frustrated with the lack of educational materials in Inuktitut. They produce a variety of books in English and Inuktitut (or both). Depending on who is providing funding, they alter the level of readership. They do many educational documents and try to go



Examples and Resources

through schools.

There are high standards for the Inuktitut translations, which in other publications are often poorly done. Many books have good visuals, good pictures and good colors for young readers. A lot of these books are not available on the internet, as the focus is on print media, however there are resources at InhabitMedia.com. There are free Inuktitut books on iStore.



Northern Resources Available

There are a number of publishers and supports for print media in the North. They can help with the creation of print materials and also on Northern language translations as well as production of plain language materials.

1. Northwest Territories Literacy Council www.nwtliteracy.ca
2. Iltaqsinig Nunavut Literacy Council <http://www.iltaqsinig.ca/>
3. Inhabit Media www.inhabitmedia.com
4. Yukon College—Northern Review http://yukoncollege.yk.ca/research/pages/the_Northern_review
5. Alaska Native Knowledge Network <http://www.ankn.uaf.edu/publications/>
6. Avataq Cultural Institute <http://www.avataq.qc.ca/en/Institute/Departments/Communications-and-Publications>
7. Pirurvik Press-Publishing & Books <https://www.pirurvik.ca/our-productions-1>
8. Arctic Institute of Community Based Research <http://www.aicbr.ca/>
9. Nunavut Arctic College publications <http://nacmedia.ca/>

Northern Knowledge Sharing Networks

Alaska Native Science Commission (ANSC) started at University of Alaska Anchorage in 1994. The ANSC aims to:

- Ensure Traditional Knowledge is included in research and science
- Participate in/influence priorities for research
- Ensure Alaska Indigenous people are included in research science
- Be a mechanism for community feedback
- Promote science to First Nations youth
- Encourage Aboriginal people to enter scientific disciplines
- Ensure that Indigenous people share economic benefits



Alaska Traditional Knowledge and Native Foods Database

ANSC developed the first ever Traditional Knowledge database. While this was controversial (a non-traditional way of passing on traditional information), elders felt that so much information was being lost that some preservation is better than none at all. The database is for all of Alaska and all information was gathered through traditional talking circles. University partners created searchable data sets. This tool keeps elders' stories, and the embedded traditional knowledge, intact so as to maintain its context: www.nativeknowledge.org.

Other ANSC Knowledge Sharing Initiatives

- **Bering Sea Audit Network (bssn.net)**: a collaborative initiative of four organizations helping remote Bering sea villages to share their observations on environment and subsistence harvest.
- **Observed Changes in Environmental Conditions**
- **Alaska Native Tribal Health Consortium**
- **Atlas of Community Based Monitoring in a Changing Arctic (www.arcticcbm.org)**: sharing community-based monitoring knowledge in a new world
- **International Indigenous Initiatives**: first global Indigenous peoples network on climate change designed to share information with people all over the world.
- **Many Strong Voices (manystrongvoices.org)**
- **Arctic Alliance Monitor (arcticmonitor.net)**



Northern Knowledge Sharing Networks

Arctic Cooperatives

Cooperatives are popular and have a large membership in many remote communities. They use a variety of tools and technology for knowledge at various levels or leadership. They promote open and accessible communications across jurisdictions and locations. Some of the mechanisms include:

- Regular teleconferences and video conferences to communicate with communities
- Annual meeting with all members to share information and concerns
- Programs to engage the membership at the community level
- Integrating appropriate language use—English, French, Inuktitut and Dene languages.
- Training programs and courses

Nunavut Tunngavik Incorporated (NTI)

NTI are finding the best ways to improve the relationship between Inuit and researchers in the field of resource extraction and developments. The Inuit would like to have more control over the local research agenda. There is a need to recognize what the research priorities and interests are for Northern communities and regions, so NTI recommends that researchers review existing information as part of any research plan. There are annual thematic reports covering various areas, for example, the status of the Inuit Culture and Society 2011-2013. There is the need to improve community engagement in research, so that Inuit are not just advisors or participants, but that research is respectful, useful and done in collaboration. NTI strives for have a balanced approach to both economic and social aspects of development.

Other Examples

The Northern research facilities and colleges have recommended approaches and strategies for communication and knowledge sharing. Details can be found on their webpages, where information about involving communities can be found:

- Aurora Research Institute <http://nwtresearch.com/>
- Labrador Institute <http://www.mun.ca/labradorinstitute/>
- Nunavik Research Centre, Makivik Corporation <http://www.makivik.org/nunavik-research-centre/>
- Nunavut Research Institute <http://www.nri.nu.ca/>
- Yukon Research Centre <http://yukoncollege.yk.ca/research>

Northern Knowledge Sharing Networks

You will find that many northern agencies and organizations have developed successful mechanisms for research knowledge sharing practices with communities. Here we highlight some additional “best practices” and the mechanisms that have been used.

Research Networks

FemNorthNet—This research network looks at how social, economic and cultural changes from developments in communities affects northern women. They have conducted as number of projects in Labrador that have involved many women directly in the knowledge sharing process.

They have engaged communities using participatory action research so community members;

1. Are involved in designing the tools and methods,
2. Assist with collecting information,
3. Help to find the best ways for them to receive information and
4. Can use the collective knowledge to more effectively engage the decision makers in the communities.

They have produced a variety of information sources through the engagement of community members. This includes:

- Fact Sheets
- Guides and Tools
- Newsletters
- Reports
- Videos and Audio

In their Guides and Tools they have created a small booklet on **social media** for community action. This highlights some of the ways to collaborate, communicate and coordinate activities with free online tools. <http://bit.ly/2krtDgM>

Northern Knowledge Sharing Networks

Arctic Institute of Community Based Research (AICBR)—This research network has been in operation for over 10 years focusing on community based research that is driven by Yukon community priorities and with their direct involvement. Partnerships are the basis of their activities. Their work is built on the principles of respect, caring and sharing. They have created a guide for Knowledge Translation that describes the principles and practices followed in the integrated knowledge translation method used. To share information between all stakeholders and knowledge users effectively requires face to face meetings, workshops and events that allow equal engagement for all possible users. Working in partnership with communities they have created knowledge sharing tools including

- ⇒ Publications (written materials)
- ⇒ Videos and Documentaries
- ⇒ Workshops, Conferences and Community Gatherings

Their dedicated team members have worked to build the trust and relationships that are necessary for research that can address community needs. Building local capacity in research creates a better environment for research and knowledge sharing in communities. Information on their practices and materials co-created for knowledge sharing can be found on their webpage at <http://www.aicbr.ca>

Qaujigiartiit Health Research Centre— They also focus on community-run research projects. They have used various ways to creatively share knowledge such as museum displays, radio, video as well as some of the more common methods of journal/magazine articles, presentations, websites and face to face meetings. They also help to build local capacity and knowledge through workshops, training, student mentoring and seminars.

These research organizations in the North have established some of the most effective knowledge sharing practices. They are leading the way for how this should be done and are good examples for others who might consider research in the North.

Recommendations

Workshop Recommendations

Community engagement is critical to research and resource development in the North. Dialogue is essential to creating an optimal working environment, but it must be space - and place-specific. Still, research is not always structured to allow meaningful communication. Some key recommendations for promoting and supporting positive community engagement include:

- Start communicating before the project starts; listen to community concerns
- Find local champions, involve elders and get to know the local contacts
- Find the balance between simplicity (understanding) and complexity (detail)
Spend time in the community to understand Northern culture and lifestyles in order to coordinate research with or around seasonal activities
- Use community events to present yourself and your project, instead of creating your own
- Seek local advice on the most appropriate, non-patronizing strategies for finding out what it is people know and don't know
- Always keep in mind the overall goal: to get this information into the hands of community members
- Do not force a community-researcher relationship that doesn't work
- Work and share food with people. This not only provides incentives for them to come, but sharing food builds trust among people
- Attend local AGMs—they are important as a means of sharing the years achievements, advancements, concerns, and looming issues. This is an opportunity for frank discussions about key community issues in an open forum, so anything on a community level can be discussed
- Knowledge sharing should involve 2-way communication and collective analysis of results
- Use personal communications and a participatory, grassroots research approach
Prioritize Aboriginal participation in research, as part of the team and in communication
- Establish and reinforce strong personal relationships—these are necessary for research and require time and money

Northern Supports

The Northern Colleges and their research facilities offer a wide range of supports and are closely connected with Northern communities. Academic or university-endorsed courses and programs train people in knowledge sharing and mobilization strategies while affirming Indigenous and Northern methods as legitimate. Research technician certifications give people the fundamental skills to conduct/engage with research.

Contact details to access supports from the Colleges and Research Facilities:

Aurora Research Institute, Aurora College

Inuvik, NT Tel: 867-777-3298

<https://nwtresearch.com/about/people>

Labrador Institute, Memorial University

Happy Valley Goose Bay, NL Tel: 709-896-2970

<https://www.mun.ca/labradorinstitute/people/contact.php>

Nunavik Research Centre, Makivik Corporation

Kuuujuaq, Quebec Tel: 1-877-625-4845

Email: research@makivik.org

Nunavut Research Institute, Nunavut Arctic College

Iqaluit, NU Tel: 867-979-7280

www.nri.nu.ca/contact

Yukon Research Centre, Yukon College

Whitehorse, YT Tel: 867-668-8895

www.yukoncollege.yk.ca/research/our-people/contact-us



Summary

This guide provides an overview of just some of the ways that information can be shared in research to build valuable networks. Meetings, workshops and other face to face events, videos and films and the growing use of the internet have enhanced information sharing practices. These mechanisms can provide opportunities to connect all those to be involved in research in a timely and effective manner. The internet provides many useful ways to share information. Knowledge sharing will continue to change as new technologies and online applications are developed.

This us a small sample of what is possible for mechanisms to share information and develop meaningful research relationships. There is no better way to share information than with personal contact. Workshop, conferences, meetings and other face-to-face events continue to be one of the best tools to gather people together to share their knowledge and make connections.

Finding what works best, varies for different situations and requirements and takes time, effort and financial commitments. There are many organizations in the North that can offer guidance and direction to facilitate and develop new and meaningful research relationships. Some institutions also can provide specialized equipment such as film and audio recording devices. This guide provides a short overview of some of best practices and the tools used to share knowledge.

This guide is available online along with other knowledge sharing information on the ResSDA website at www.resda.ca.

available
other
sharing
the ResSDA



Knowledge sharing is about interpersonal (person to person) relations. The most effective knowledge sharing techniques, therefore should highlight and support the “human aspect”.



