

NEGOTIATING RESEARCH RELATIONSHIPS WITH INUIT COMMUNITIES



A GUIDE FOR RESEARCHERS

Prepared by:
**Inuit Tapiriit Kanatami and
Nunavut Research Institute**
2006



ᐃᓄᐱᑦ ᑕᐱᓐᑦ ᑲᓄᑕᑦ
INUIT TAPIRIIT KANATAMI



NEGOTIATING RESEARCH RELATIONSHIPS WITH INUIT COMMUNITIES

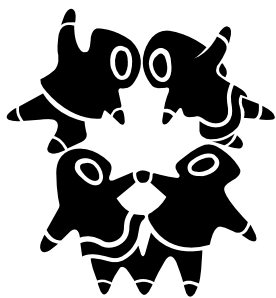


A GUIDE FOR RESEARCHERS

TABLE OF CONTENTS



Why we wrote this guide	1
Community Perceptions of Research	2
Advantages of Community Involvement in Research	5
Key Issues to Address	7
<i>Elements of a negotiated research relationship</i>	<i>7</i>
<i>Determining the level of community involvement</i>	<i>10</i>
<i>Initiating community contact</i>	<i>13</i>
<i>Research licensing</i>	<i>16</i>
<i>Communication strategy</i>	<i>18</i>
Negotiating a Research Relationship	21
Useful Links	22
Appendix A	23
Appendix B	25



ᐃᐃᐅᐅ ᐅᐱᐱᐅᐅ ᐅᐱᐅᐅ
INUIT TAPIRIIT KANATAMI



Editors:

Scot Nickels, Inuit Tapiriit Kanatami

Jamal Shirley, Nunavut Research Institute

Gita Laidler, University of Toronto



Suggested Citation

ITK and NRI. (2006). *Negotiating Research Relationships with Inuit Communities: A Guide for Researchers*. Scot Nickels, Jamal Shirley, and Gita Laidler (eds). Inuit Tapiriit Kanatami and Nunavut Research Institute: Ottawa and Iqaluit. 25 pp.

Why we wrote this guide

Northern researchers are ever-aware of the growing expectations on them to ensure that northern communities are involved in, and benefit from, research. But what are researchers really being asked to do? How can community members participate meaningfully in research? What level of community involvement is appropriate in a given project? What are the best ways to communicate with local people? How can researchers initiate and maintain a meaningful relationship with community members? **This guide is an attempt to address these questions, and provide practical advice to assist researchers who plan to work with, or in the vicinity of, Canadian Inuit communities in the regions of Nunatsiavut (Labrador), Nunavik (northern Québec), Nunavut, and the Inuvialuit Settlement Region of the Northwest Territories (NWT) (Map 1).** This guide presents some core “universal” themes in communication and relationship-building that apply to natural, physical, biological, and social scientists working in the Canadian North. A range of information is provided to help researchers tailor ideas to their specific project objectives, whether they are just beginning or they wish to improve ongoing community-researcher relationships.

This guide was written as a follow-up, and complement, to the 1998 joint Nunavut Research Institute/Inuit Tapiriit Kanatami booklet entitled *Negotiating Research Relationships: A Guide for Communities*. That guide was written to help Inuit community members understand their rights and responsibilities in negotiating research relationships. This guide is written to help researchers:

- ❖ understand some community concerns and expectations in relation to research projects;
- ❖ understand the benefits, opportunities and challenges associated with engaging Inuit communities in research;
- ❖ determine appropriate levels of community involvement in various research stages;
- ❖ initiate community contact and begin the process of negotiating a research relationship;
- ❖ clarify the research licensing processes and timelines and establish early contact with organizations responsible for research coordination, permitting, and licensing in each of the Canadian Inuit regions; and,
- ❖ choose appropriate and effective means to communicate research results to communities.

Ultimately, this guide aims to improve the process of negotiating research relationships with Inuit communities in Canada.



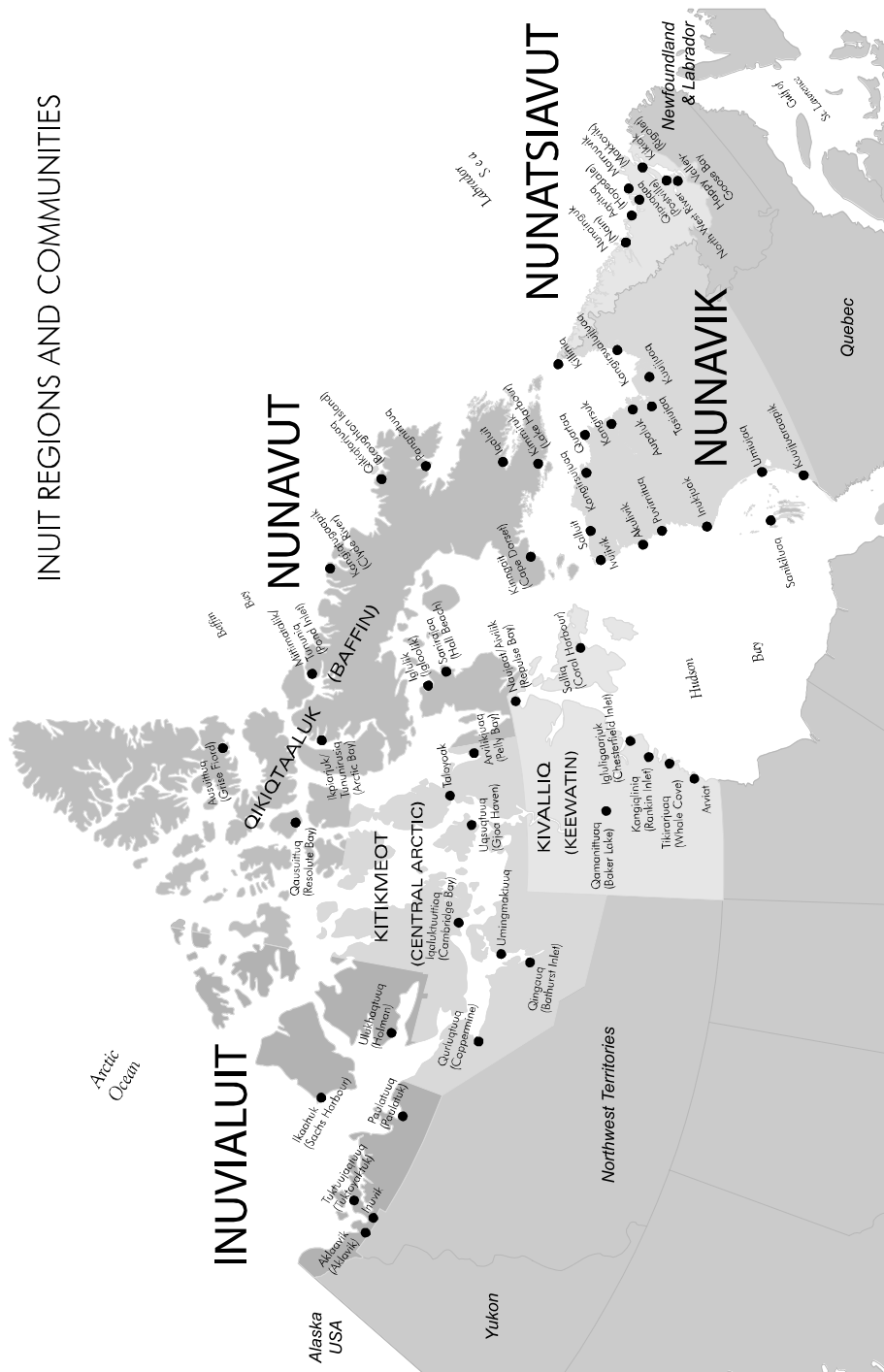
Community Perceptions of Research

Many of the recommendations provided in this guide attempt to address Inuit perceptions, aspirations, and concerns relating to scientific research. Inuit, like people anywhere, have varied and conflicting views about the relevance and value of scientific research. Many Inuit regard scientific research as a valuable tool to protect public well-being, generate wealth, and to advance knowledge (for the benefit of communities and society at large). Researchers are recognized as experts who possess specialized skills and knowledge and who can help provide the information and assessment needed by Inuit for sound decision making and planning areas such as land use management, environmental assessment, mineral exploration, wildlife management, community health, infrastructure, etc. Research projects are also perceived as an important source of direct employment and revenues, a source for local training and professional experience (particularly for young people), and occasionally as a tool to support community advocacy and empowerment (e.g. providing scientific evidence to support community claims in the national and international arenas). Across the Arctic, community members are increasingly seeking help from researchers to design and conduct their own studies that address local questions and concerns. Research collaborations and partnerships between Inuit and the scientific community are increasing. Inuit are by-and-large not opposed to pure scientific research; however, they would like the opportunity to share their valuable knowledge and to assist scientists in designing and conducting scientific studies (even if the phenomena under investigation are not of immediate local relevance).

Despite the support for research, some Inuit have significant concerns about the manner in which research is conducted and about the impacts of scientific activities on their communities. Some of the pertinent community concerns and perceptions are summarized below:

- ❖ **lack of input/consultation in identifying research needs and questions and in designing studies** – Inuit often feel that scientists do not make enough effort to consider Inuit knowledge and perspectives when framing research questions, and designing studies. Inuit occasionally dismiss scientific studies (especially those on harvested wildlife species) as unnecessary and irrelevant where they believe the studies will provide knowledge that Inuit already possess. A common perception is that Inuit have the answers to many of the questions scientists propose to investigate.
- ❖ **lack of local involvement in the research process** – Inuit sometimes feel they are not adequately involved throughout the research process (e.g. project design, data collection and analysis, and communication of results).





- ❖ **token or cursory inclusion of local expertise in research** – There is profound dissatisfaction with research proposals that offer to incorporate or consider local expertise but do not provide a valid plan and/or commit resources necessary to do so. Token references to traditional knowledge are viewed as insincere attempts by researchers to leverage funding or fulfill requirements.
- ❖ **lack of recognition or compensation** – Inuit participants in research projects have not always received appropriate credit in research publications, reports, etc. and/or have not been compensated fairly for their important contributions (i.e. paid adequately and equitably for their time).
- ❖ **generalization/decontextualization of local knowledge** – Local knowledge from different locations or groups are often inappropriately combined or generalized to present a generic picture of local Inuit knowledge which is, in fact, distinct or unique. In an attempt to make very complex knowledge understandable, local knowledge is often separated from the context in which it is situated.
- ❖ **appropriation of expertise and knowledge** – Local Inuit expertise and knowledge shared with researchers has sometimes been presented as the researcher's own knowledge or expertise.
- ❖ **inappropriate research methodologies** – Data collection methods (e.g. tranquilizing, collaring, banding, and/or low level flying for wildlife populations studies) are sometimes perceived as biased, or worse, as destructive to the study population.
- ❖ **short, typically summer, field seasons** – Field season length, timing, and duration (i.e. one to two months in the summer) are not considered representative, or sufficient, to adequately understand the phenomenon under study.
- ❖ **lack of locally relevant or beneficial research** – While much scientific research is beneficial to science, communities often complain that there are no tangible benefits for communities who are nearby, or even involved in, the project.
- ❖ **lack of funding for locally initiated projects** – Funding agencies have mainly targeted academic or government institutions, making it difficult for community-initiated projects to get sufficient (or any) funding.
- ❖ **lack of local data ownership** – Information is placed in a database in a southern institution and communities find themselves unable to gain access, or having to pay for data that they provided.
- ❖ **inadequate reporting by researchers** – One of the longstanding and frequent criticisms of research by Inuit is that scientists do not do enough to return results from their studies to Inuit in a timely manner and/or an



appropriate format. In the case of physical or natural science research, Inuit have frequently been surprised to find out about a project that was completed without their knowledge.

Not all concerns, or expectations, are relevant to every kind of research project. However, it is important to be aware of some of these community perspectives as a background when considering, or developing, a northern research project.

To address the above concerns, Inuit communities are increasingly requiring that researchers:

- ❖ inform, and consult directly with communities regarding proposed research projects, well in advance of proposed start dates
- ❖ address a community concern or problem wherever possible
- ❖ request local feedback on field season timing, duration, and frequency
- ❖ promote field work during appropriate seasons, and long-term projects, wherever possible
- ❖ provide fair and adequate compensation for those providing information for a research project, or hired to help with the research process
- ❖ provide timely reports on research results
- ❖ ensure due credit to the expertise published from research
- ❖ assign the same value, credibility and respect to local expertise (from recommended elders, or others) as that assigned to peer-reviewed scientific findings
- ❖ address data storage and ownership issues
- ❖ assist community members in pursuing and securing research funding, wherever possible
- ❖ sufficiently adapt research and institutional structures and processes so that all the above are meaningfully addressed.

Advantages of Community Involvement in Research

Involving Inuit in research projects from the earliest stages, and throughout the research process, is increasingly being recognized as beneficial. Furthermore, local involvement in northern research often enhances the research value to the community. Some advantages of Inuit involvement in northern research include:

- **Local knowledge** of environmental conditions and socio-economic realities is an important source of insight for research. Please note that we have chosen to use local knowledge or local expertise throughout this guide to refer to the complex, detailed, dynamic, and experiential expertise held by many individuals in northern communities. We have not used the term Inuit Qaujimaqatugangit (Inuit knowledge, or traditional knowledge) because of the varied meanings it



has depending on the community and context.

- Informing and involving community members increases **local support** for, and understanding of, the research project.
- Community consultation can identify local businesses and individuals who can provide **travel** and **accommodation support** to research parties.
- Community residents with years of experience can often find **cost saving measures** for researchers. Once trained, they can also remove the need for expensive field trips to undertake routine data collection, maintenance, and monitoring.
- Community residents have **experiences** that can provide valuable insights for refining research questions, interpreting study findings, communicating information, as well as applying research results.
- Local residents can provide observations and information on a broad **seasonal and long-term** basis that is often not possible for southern researchers.
- Community residents, once involved in research projects, can help **move research to policy** – providing a powerful voice to articulate research findings at various decision-making levels.

As stated previously, Inuit, by-and-large, support well organized and beneficial Arctic scientific research. This is particularly true when Inuit feel they are involved in the research, and that it contributes to improving situations not only for Northerners, but for Canadians and the wider public audience. Therefore, researchers are encouraged to consider the following questions as you read the rest of the guide:

- ❖ *What types of direct and indirect benefits could my project have within a community?*
- ❖ *How can I positively engage community members in the research process?*

The process of answering the above questions may reveal ways in which research projects can be developed in order to maximize the potential benefits to community members and researchers. Therefore, the next section outlines some of the key issues for researchers to consider as they move towards negotiating a research relationship, involving communities at an appropriate level within project stages, applying for a research license, and/or developing a communication strategy.



Key Issues to Address

Elements of a negotiated research relationship

Researchers are increasingly encouraged to engage Inuit communities in northern research. This requires both sides to negotiate a research relationship whereby they jointly define their respective roles and responsibilities, outlining mutual benefits and expectations. Research relationships mean different things in different contexts. In some instances, where the research fieldwork requires direct community involvement and where the community wants to be involved, both parties may wish to draw up a formal research agreement. In other cases, where local involvement is not possible or not desired by the community, informal arrangements may be sufficient. A few suggestions that might help researchers in the negotiation process are to:

- ❖ **Be honest** – Be straightforward with community members about potential limits to community participation in various phases of your project, and about the extent to which your project can and cannot address local needs. Avoid promises that you may not be able to fulfill.
- ❖ **Be humble** – Community members are not necessarily impressed by university credentials or large grant affiliations. Make a genuine effort to be taught by local people.
- ❖ **Be informed** – Find out as much as you can prior to meeting/visiting so that you can better ask, and answer, questions (e.g. what previous research has been undertaken and what are the community demographics and socio-economic characteristics, etc.). This may include language preparation or training courses (e.g. introduction to the local Inuktitut dialect and/or cultural practices).
- ❖ **Be open** – Let people know what you hope to do, what you're doing in their town, and what your future plans are. Respond to feedback as best you can.
- ❖ **Be patient** – Spend a few days getting to know people in the community before initiating meetings or research activities. Keep in mind that community members may have more pressing daily matters to attend to than research priorities and timelines. Remember that various Inuktitut dialects are not always easy to translate into English (and vice versa), take time to clarify anything that does not seem clear.
- ❖ **Express a willingness to learn** – This will help you hear, and perhaps include, community concerns or interests within your research project. It is also very much appreciated by community members, and will likely ensure smoother research progress and a more reciprocal relationship.
- ❖ **Educate locally** – Seek out opportunities to provide training and skills



development (e.g. make arrangements to give lectures in local schools, hold workshops in local community learning centers, and/or provide local radio interviews).

- ❖ **Hire/purchase locally** – Support the local economy wherever possible.
- ❖ **Maintain communication** – Keep the lines of communication open throughout your time within, and outside, the community.
- ❖ **Respect local cultures, customs, and authority** – Avoid disturbing families on particular days of the week, times of day, or in the wake of a local tragedy. Work-related demands take a back seat when a family, or the community, has experienced a tragedy or if large communal events/celebrations are planned. Research is fairly secondary as local life and activities continue. If you are respectful of community members and traditions, you will be more respected. Pay close attention to the timing of seasonal hunting and camping activities when planning community meetings, training or other activities that aim to maximize community participation. Do not plan such activities during times of the year (e.g. late spring and late summer) when most community members are likely to be away camping.
- ❖ **Try new things** – Accepting new experiences (e.g. foods, activities, etc.) will show that you are willing to learn about local life and culture, and that you are willing to do things with people that are important to them (e.g. attend community events such as feasts or dances).
- ❖ **Use the local language** – Translate written communications wherever possible, and hire an interpreter for interviews, meetings, or public speaking engagements (where necessary). Making efforts to learn the local language are also appreciated.

When attempting to negotiate a research relationship, some key factors to consider at the outset include:

- ❖ **Budget** – Ensure that the project budget reflects costs associated with pre-project consultation, local employment and training, honoraria, and results reporting (translation, interpretation, transcription, in-person visits). Wherever possible work together with communities to identify, and apply for, appropriate funding sources.
- ❖ **Local contact** – Find out if the community wants to establish a local contact network and/or advisory group. This would help in reviewing the research proposal and providing advice before, during, and after the project. Even if this is not formally established, it is valuable to have a local liaison throughout the duration of the project.
- ❖ **Informed consent** – If your study involves interviewing people, discuss with the appropriate local authorities (e.g. Hamlet Council, local Hunters and



Trappers Organization (HTO) board) the requirements for informed consent, informant confidentiality, as well as adhering to protocols established by a university or research licensing agency. Clarity of format and wording are essential on written consent forms, and providing the option for verbal consent may be appropriate. Important information to include would be the researcher's contact details, a project description, what project involvement entails for the participant, and how the information shared will be treated and used. Gain broader consent from umbrella organizations or community representatives; however, this does not replace the necessity of individual consent.

- ❖ **Conflict resolution** – Jointly decide how to suspend (temporarily or permanently) the research project should the community(ies) involved have concerns part way through the project. Perhaps develop a contingency plan in the case that conflict may arise.
- ❖ **Data control** – Make sure there is clear understanding and agreement on the control of data and research results, their storage and release. Clarify who will have access to the data and when, as well as how and to whom research data may be distributed. It is particularly important to make clear procedures for releasing controversial or potentially alarming research results to the media.
- ❖ **Give recognition** – Give credit to community members who have worked on the project and whose knowledge or information shared may form the basis of the study. This includes citations or potential co-authorship, in an appropriate format for academic journals or other publications.
- ❖ **Financial compensation** – Establish compensation guidelines/rates for project participants, contributors, assistants, and/or interpreters. The northern research institutes can offer guidance on appropriate compensation rates for research assistants, translators, and informants in each region.
- ❖ **Community involvement** – Develop an agreement with community members or organizations on the level and extent of community involvement (including hiring and training requirements/opportunities, and communications) that you hope the project will achieve. Set realistic and measurable objectives that reflect the need to balance local involvement with the need to maintain scientific requirements within a limited project budget.
- ❖ **A communication plan** – Work this out in the early stages of the project and consult community or regional organizations on appropriate methods for communication. In most cases communities should hear the results of information that they provided before hearing it in southern media, journals, conferences, etc. Community members want to hear back from researchers directly or local residents involved in the research. However, in some exceptional cases where research may be sensitive or controversial southern researchers may not be the best individuals to communicate the results.



Determining the level of community involvement

It must be acknowledged that not all types of northern research will require, or inspire, the same level of community involvement. These variations may be partly due to the nature of:

- i) the research question;
- ii) the project goals;
- iii) the methodologies employed;
- iv) the community(ies) involved and the location of the research; or,
- v) the nature of the information and/or results, and the appropriate methods of communication.

For example, a purely academic study of geomagnetic phenomena using a remote data logger offers fewer opportunities for local involvement (and will attract much less interest) than will an intensive field study of narwhal distribution and abundance designed to establish harvest quotas. The proposed location of field research (e.g. in the community, accessible from the community, or inaccessible from the community – requiring air transport from the local airport) will also determine the nature and extent of appropriate community participation.

A Continuum of Community Involvement

Various levels of community involvement, within three identified research stages – **project design, data collection, and analysis** – are presented below, along a continuum from minimal to maximal involvement. Reporting research results can also be considered a research stage; however, communication strategies are addressed in a distinct section because they are ongoing throughout all research stages (see p. 15). When reviewing these levels, researchers are asked to reflect upon the questions:

- ❖ What level of involvement do I envision as working best for my project?
- ❖ How can the level of involvement desired by the community be incorporated into my project?
- ❖ How will this level of involvement vary in different research stages?

Project Design

1. **Basic consultation** (*minimal involvement*) – The standard consultation requirement of most northern research licensing and funding agencies, is that local authorities (usually the HTO and Hamlet or community council) in communities adjacent to, or potentially impacted by, a proposed research project be informed about the research plans. Community authorities are asked by the licensing agencies to recommend approval or consent for proposed research. Local authorities are usually also requested to indicate if planned



research activities will adversely impact local socio-economic and/or environmental well-being. The community may request that specific terms and conditions be appended to the research permit or funding agreement; however, the researcher has sole responsibility for defining the research questions or designing the study scope.

2. **Community input to project design** – Local knowledge (e.g. of conditions in the area of interest, or of seasonal dynamics in a study population) is consulted to improve the technical aspects of the research (e.g. to develop more effective sampling designs or data collection protocols); however, the researcher retains responsibility for defining research objectives, questions, and scope.
3. **Community input in defining project objectives** – Researchers approach community agencies with a general project theme or topic, and solicit local input in developing more specific research objectives and methods. Research questions can be framed to maximize the relevance of the study to local needs and interest.
4. **Research transfer to community control** – Researchers respond to community needs/suggestions and aim for a research evolution in which the community itself expands the work or takes over the project.
5. **Community-initiated and directed research** (*maximal involvement*) – The community identifies a key local need or concern, develops, and implements a research project. They may invite researchers to help/contribute where deemed appropriate or desirable.

Field Work

1. **Basic participation** (*minimal involvement*) – Community members participate passively as research subjects (informants) or a local guide is hired to ensure travel or research safety.
2. **Assistant with little to no input** – Community members undertake the role of data entry, or data collection according to set protocols established by researchers (e.g. wildlife harvest surveys or specimen/environmental data collection programs). Assistants may be identified by seeking out local high school graduates, local/regional college diploma or certificate graduates, or asking about local outfitters/tour guides and translators. Very often these individuals will have considerable training and/or expertise in various fields, and thus may match up with skill sets being sought by researchers. However, they have little or no involvement in methodological design.
3. **Assistant with considerable input** – Community members are more active in refining research design and methods, and carrying out the study. Under the direction of the project leader, they help organize and/or conduct field work.



Assistants may be identified as above, but here the research assistant can also act as community liaison, even in the researcher's absence.

4. **Independent researcher** (*maximal involvement*) – Community members help design or refine data collection instruments/protocols, and collect data independently. This may include taking over parts of the project, or developing related spinoff projects independently.

Data Analysis/Interpretation

1. **Community informed of results** (*minimal involvement*) – The standard requirement of most northern research licensing and funding agencies is that researchers submit translated annual summary reports of study findings to local authorities.
2. **Community as advisor** – The researcher undertakes preliminary analysis of data and seeks community feedback to ensure that the results make sense from a local perspective. The researcher then revises the analysis and prepares results taking local interpretation into account, but researcher interpretation takes precedence (i.e. community concurrence is not necessarily required).
3. **Community as research manager** (*maximal involvement*) – The community must accept the validity and accuracy of the researcher's analysis and interpretation before results can be finalized; community explanations for perceived errors must be thoroughly addressed to the satisfaction of both parties.

Granted, not every research project will lend itself to the highest level of community involvement, just as not all research will lead to practical applications or policy-relevant ends. Nor should all research. However, scientific researchers have commonly been surprised at the insights brought by local community representatives – to even the most technical projects – and how research has improved because of this unexpected input. It is suggested that the most appropriate level of community involvement should be negotiated between the community and the researcher, for each separate project. Researchers should remain open to, and actively seek, opportunities for involving local knowledge. Furthermore, communities may wish to establish a local research advisory group to oversee a variety of research activities undertaken in and around their towns, as well as to provide a coordinated means of monitoring and negotiating research relationships. A sufficient amount of time, and information-sharing, is sometimes required for both parties to define a mutually agreeable level of community involvement. From there, involvement can be adjusted as the project progresses and one or both sides re-evaluate the costs and benefits of community involvement. The following section on initiating community contact provides some ideas for getting started in building a research relationship.



Initiating community contact

Making the first step, and contacting community organizations/individuals, is encouraged as early in the research process as possible. This is especially true where the researcher may have had little or no prior involvement in the identified community, and has no local contacts. However, the process involved in initiating community contact will vary depending on the type of project and the desired level of community involvement.

The eight steps outlined below (in this approximate order, although some may be overlapping or iterative) are suggested for consideration when initiating contact for the purposes of developing a research partnership, or collaborative research project. Therefore, these steps are mainly targeted towards biological or social science projects which are in the early stages of development, or will be expanding an established project to other communities.

In a natural or physical science research project where the field site is largely determined by the biophysical phenomenon of interest, the communities that may be involved are determined according to proximity to the study site. Therefore, steps 1 and 4 – 8 may be most applicable (in this approximate order). Local contact, support, and potentially involvement are still critical to natural or physical science research projects, as they are often the basis for research licensing approvals. Community members are also very interested in knowing what is going on around their communities. Residents travel widely and want to be aware of activities in the areas that they use. Establishing early contact also ensures that communities know what research is occurring in or around their hamlet, and that they are informed of research progress and results.

- 1. Background** – Conduct extensive background research on the area you are proposing to work in, and the communities that you might like to approach to support/participate in the research project (see Map 1). Learn as much as possible about communities you might want to collaborate with, considering the desired criteria for your project, whereby some relevant factors to consider might include: i) community size; ii) local government and administration; iii) social issues; iv) local economy; v) political structures; vi) environmental issues; and, vii) past research relationships.
- 2. Identify Potential Communities** – Develop a list of possible communities to involve based on information provided by, or discussed with, relevant northern or Inuit organizations, governments, individuals, research gap/needs analyses, etc. Potential communities can be selected based on desirable project criteria, as well as discussions with knowledgeable and experienced people



who have worked in the north, or in the communities of interest.

3. **Community Selection** – Narrow it down to the approximate number of communities that you would feasibly consider including in your project.
4. **Research Contact** – Contact representatives at the appropriate northern research institute (e.g. Nunavut Research Institute, Aurora Research Institute (NWT), Nunavik Research Institute (northern Québec), Nunatsiavut Government) to solicit their help in identifying appropriate local community contacts. This stage can also include contacting researchers who may have experience working in, or near, a particular community. They might also suggest other communities of interest.
5. **Regional Contact** – Contact the appropriate land claims body, if applicable (e.g. Nunavut Tunngavik Incorporated (Nunavut), Inuvialuit Regional Corporation (western NWT), Makivik Corporation (northern Québec), and Nunatsiavut Government (Labrador) because they may have community liaison officers already established. In addition, contact regional Inuit associations or other regional organizations (e.g. co-management boards, regional/territorial government, etc.) to receive further recommendations for local contacts. They might also suggest other communities of interest.
6. **Local Contact** – If no local liaison or advisory group is recommended, consider the Hamlet Council Senior Administrative officer (SAO) or Mayor (or equivalent) as a good starting point in informing the community of your interests and your proposed project. They should be able to suggest further local contacts appropriate to the particular research focus being proposed. They might also suggest other communities of interest.
7. **Initial Interaction** – After establishing appropriate local contacts, make written contact first (preferably fax, or email where possible), then follow up with phone calls. This helps avoid cold-calling because you can begin the conversation by asking if the organization received your fax successfully. If not, then you can explain your interests/intentions and go from there.
8. **Preliminary Community Visit** – Once initial community contacts have been made, additional local recommendations often come easier. After contacting the local organizations who would be involved in, or relevant to, the proposed research project, it is highly recommended to arrange a preliminary community visit. The purpose of this trip would be to meet with individuals and groups in the community, to discuss the project, and to solicit feedback in person. This interaction helps assess community interest and project feasibility, while also refining the project proposal according to local concerns or suggestions. Having this initial interpersonal contact can greatly enhance the ease with which a research license is acquired. In addition, it may invite a more receptive response from local individuals and organizations when the field research actually begins



- on a subsequent trip. This visit also allows the researcher to discuss the project with representatives of regional Inuit organizations while enroute to a community.

There may be several organizations or groups of relevance to a research project that would be important to contact before developing firm research proposals, field work plans, or even preliminary research visits. The following organizations are often the most important points of local contact for any research project (after having made contact with regional organizations):

- **Hamlet or Community Council** representatives (usually the Senior Administrative Officer, or equivalent)
- **Land claims organization(s)** representative(s)
- **Inuit Association(s)** representative(s)
- **Territorial government departments** (local or regional) (e.g. sustainable development, lands and resources, economic development, health, social services, etc.)
- **Federal Government Field Offices** (e.g. local Parks Canada, Fisheries and Oceans (DFO), Indian and Northern Affairs Canada (INAC), Environment Canada officers)
- **Schools** (elementary, high school, and/or college)
- **Visitor's centre/local tourist information**
- **Local Health Centre**
- **Local Radio Society**

Depending on the type of project, and the desired level of community involvement, other potential local contacts of importance may include:

- **Co-management board(s)**
- **Craft/arts centre/shop**
- **Elders Group**
- **Hunters and Trappers Organization** (usually secretary-manager or president/chairperson)
- **Local Search and Rescue Committee**
- **Outfitting/tour companies**
- **RCMP detachment**
- **Women's groups**
- **Youth Committees**
- **Local retail store managers** (Co-op, Northern Stores)

As suggested earlier, written and then verbal communication is strongly recommended with these types of organizations, and should be made only once you are quite sure about the community(ies) where you wish to pursue a research



relationship. Of course the types, and number, of northern organizations to contact will depend on the community(ies) involved and the research being proposed.

Research licensing

Research in the Arctic is subject to a complex, and evolving, regulatory environment. In each Inuit region, a different combination of federal, territorial and land claims agencies have responsibility for screening and permitting various types of research activities. Permitting requirements are dictated by the nature and location of the project. In the Northwest Territories and Nunavut for example, all scientific research (excluding archaeology and terrestrial wildlife studies) is licensable under the Scientists Act, a Territorial legislation administered by the **Aurora Research Institute** (NWT) and the **Nunavut Research Institute** (Nunavut) (Appendix A). There is no equivalent requirement for general scientific research licensing in Nunatsiavut (Labrador) or Nunavik (northern Québec); however, there are local and regional organizations that are valuable points of contact (Appendix A).

Terrestrial wildlife studies in the NWT and Nunavut require permits under the *Territorial Wildlife Act*, and archeology under the NWT and Nunavut *Archaeological Sites Regulations*. Permits for studies of fish, marine mammals, and fish habitat anywhere in the Canadian Arctic may be acquired through DFO under the Fisheries Act. Likewise, research on migratory birds requires a permit issued by the Canadian Wildlife Service (CWS) under the *Migratory Birds Convention Act*. Wildlife research in the provincial and territorial North on species listed under the new Federal *Species at Risk Act* (SARA) will soon require a special permit from the CWS. Refer to Appendix B for more details on relevant permitting agencies for all jurisdictions, and associated contact information.

Field studies taking place on Federal Crown, or Inuit Owned, Lands are treated like any other land use activity. They must first be screened for environmental impact by the appropriate authorities. INAC screens land use impacts for projects on Crown Lands. Regulatory bodies established pursuant to the settlement of a comprehensive land claim (e.g. Nunavut land use planning board, impact review board, and water board) may also have jurisdiction to screen and review research activities on lands (both Crown and Inuit Owned) and fresh waters in the settlement area. Research on Inuit Owned Land requires special access permission from the appropriate Inuit association.

It is imperative that researchers identify the permitting requirements well in advance, as it may influence the timelines for proposed studies. The northern research institutes are good first points of contact for clarifying regulatory requirements and, making contact with appropriate permitting and screening agencies (see Appendix A).



In Nunavik (Northern Québec), researchers are encouraged to consult with the **Makivik Corporation** and their research organization before proceeding, while in Nunatsiavut (Labrador) researchers are encouraged to consult with the **Nunatsiavut Government** before conducting any research (see Appendix A).

Research licensing may be perceived as another hurdle for researchers to maneuver; yet this process can also be considered an opportunity to refine a research proposal and establish meaningful local contacts. Licensing and screening criteria vary according to the type of project (i.e. natural or social science), and the mandates of the regulatory body. However, regulatory agencies usually request a similar suite of information from researchers seeking approval to conduct studies. Common information requirements include:

- a) A description of known uses of the research area such as local development, traditional use (hunting/fishing/spiritual), outfitting, tourism, mineral development, etc.;
- b) A list of community organizations that have been contacted about the proposed project;
- c) The level of involvement that local residents have had with respect to the proposed project;
- d) Documentation regarding community concerns, or support for, the proposed project;
- e) Local employment and training opportunities that will be provided through the research project; and,
- f) Anticipated impacts on local environment, community well being, and archaeological resources.

When preparing a research license application it may help to understand/consider some of the concerns regularly raised by communities reviewing licensing applications (p. 2).

It is important to keep in mind that the process of making local contacts, gaining ethical approvals, and acquiring a research license can be time-consuming. It could take **over a year** to conduct all the necessary background work, make local contacts, and visit communities to discuss your research project. In addition, most Canadian universities and government agencies involved in research adhere to one, or several, of the ethical guidelines or protocols established to ensure responsible research conduct (see www.itk.ca for a current listing).

- ❖ Institutional and/or funding agency ethical review protocols (mainly for projects involving human or animal subjects) can take **six months to a year** to complete.



- ❖ The appropriate research institutes would be the first point of contact to determine which permits or licenses are necessary for a particular type of biophysical research (see Appendix A). Moreover, when applying for a research license it is important to plan at least **six months** ahead.
- ❖ When considering all possible permitting, licensing, and ethical approvals required for any particular research project it would be prudent to begin inquiring about regulations, and applying to the appropriate agencies, **at least one year** in advance of the proposed project start date. These efforts will help to avoid delays in field work timing or research progress.

Obtaining research permits is not normally as onerous or difficult for researchers as it is frequently portrayed to be, and the benefits researchers accrue through licensing usually outweigh the costs. In both the NWT and Nunavut, the research institutes have full time licensing officers who are responsible for tracking the evolving regulatory environment. They can assist researchers in identifying requirements and making contact with appropriate permitting and screening agencies. The institutes can also provide licensed researchers with logistic and field support (e.g. equipment storage, lab and office space, computer use, local transport assistance) and discounted accommodation.

Addressing the key issues identified in this guide can help minimize community objections to proposed research, and ensure that the necessary approvals are obtained as easily and quickly as possible. However, it is impractical to attempt to provide a recipe that guarantees the same effective result every time. Sometimes, although rare, it is impossible for community members and researchers to reach an agreeable compromise on conflicting issues; however, the suggestions provided in this guide have been shown to be helpful when appropriately adapted to each community-researcher relationship.

Communication strategy

Developing an effective and appropriate communication strategy can be pivotal in gaining, and maintaining, community support for/involvement in a particular research project. Regardless of the negotiated level of community involvement, communication and results reporting (interim and final) require advance planning and are ongoing, iterative processes. Communication may range from simple results reporting to collaborative, reciprocal knowledge-sharing. Furthermore, communication is a key element in determining the desired, and appropriate, level of community involvement in the research design, field work, and interpretation/analysis research stages (p. 8-10). The lowest levels of involvement consist basically of informing communities about the project, and the eventual results. The more involved the community becomes in a



research project, the more there is a two-way information flow, whereby the maintenance of ongoing discussions, feedback, and compromise are necessitated.

There are a variety of methods (or combinations thereof) that may be used to report research results back to communities, each having their own advantages and disadvantages. In addition, all forms of reporting should be bilingual, with at least one of the languages being the most widely spoken local language (typically the local Inuktitut dialect, of which there are several, and English or French). Some examples of communication methods include:

❖ **Local or regional radio shows**

- *Advantages:* informational radio shows can reach a broad community audience and are one of the most effective means of communication in northern communities; call-in shows can allow for two-way interaction (allowing project methods and goals to be clarified and discussed). Given the popularity of local radio, call-in shows also reach a greater number of local residents than other modes of communication;
- *Disadvantages:* it is imperative to have the help of a qualified translator who is a good communicator, and it can be challenging to arrange air time.

❖ **Workshops, meetings, or focus groups**

- *Advantages:* can be excellent interactive (face-to-face) sessions for discussing any stage of a research project;
- *Disadvantages:* they can be costly and time consuming to plan and deliver; some key individuals may be excluded and thus it is hard to ensure that all local perspectives are accounted for.

❖ **Presentations in the community and/or schools**

- *Advantages:* can reach a broad community audience; help keep youth informed and involved;
- *Disadvantages:* it is often hard to incorporate dialogue or interaction and thus not always effective for getting feedback.

❖ **Interactive multi-media CD-ROM or website**

- *Advantages:* may be created as an educational resource, or project summary; it is an inexpensive way of presenting research results in an interactive manner; visual and creative components are often more appreciated than written documents; websites can be easily updated;
- *Disadvantages:* while effective tools in reaching younger people (especially in a school setting), websites may not reach individuals and families that lack access to a computer/internet.

❖ **Copies of audio/video tapes and/or transcripts**

- *Advantages:* makes all the raw data available for the community to use



for their own purposes; very detailed, and not subjected to manipulation by the researcher;

- *Disadvantages:* they need to be placed in an area that is accessible to all community members; raw data may be overwhelming in length or amount, and may thus not be frequently referred to; transcripts may contain sensitive, confidential information that informants may not want released publicly.

❖ **Posters**

- *Advantages:* a useful visual representation of project results; need to be laminated for durability;
- *Disadvantages:* may not be visible to a large number of people; adequate space is required for posting.

❖ **Documentary film**

- *Advantages:* a very effective means of communicating research results; format can be tailored to particular audience of interest;
- *Disadvantages:* needs to have effective media, or local advertising, campaign so that community members know it is available.

❖ **Written trip reports or project summaries**

- *Advantages:* effective means of summarizing interim or final project results in accessible language;
- *Disadvantages:* not everyone can, or wants to, read documents.

❖ **Copies of publications or theses**

- *Advantages:* provide the most detailed account of project methods and results;
- *Disadvantages:* are often not in accessible language for the general public; tend to be too long to be of interest to many community members.

❖ **Co-authored publications**

- *Advantages:* when communities and researchers co-author a book or report there may be more local interest in reading the material; format can be tailored according to the local audience;
- *Disadvantages:* not everyone can, or wants to, read documents.

❖ **Brochures, newsletters, newspaper inserts**

- *Advantages:* when properly prepared these can be focused, portable, appealing, and easy to disseminate;
- *Disadvantages:* they are limited in detail, and may become outdated quickly.

Overall, face-to-face, visual, and/or interactive means of communication are the preferred methods of disseminating research results to community members. Written reports, publications, or summaries can sometimes provide more detail but can be less



effective in northern communities that are built upon oral history and traditions. Furthermore, these diverse means of communication need not be limited to results reporting. **Many of the options listed above can also be effective ways to keep community members informed of each different research stage, as the project progresses.** It is important that communication materials be pre-tested prior to use (for comprehension, appeal, and relevance), and that the effectiveness of communication efforts be systematically evaluated.

Beyond the issue of research reporting format, researchers are asked to review and consider the most appropriate means, and timing, of results release. Communities should be informed of project results before they are published in academic or public forums, especially where the results may be sensitive or controversial. To alleviate any negative or unintended research findings (e.g. unnecessary community concern or reaction, policies or decisions made from misrepresented results or from misinterpreted information, etc.), you might ask yourself:

- *Are the results of a particular study sensitive? If so, what might be the local consequences of releasing such project results?*
- *What are some of the predictable misinterpretations of the research results, either by the media or locally? How might their misinterpretations have negative consequences for community well-being?*
- *Who is the most appropriate to report results to the community?*
- *How can the community be engaged in results evaluation and/or reporting?*
- *Are community members given appropriate credit in the research results and/or publications?*
- *What are the best ways to ensure that communities and regions can use the research to their advantage?*

Negotiating a Research Relationship

It is important to reflect upon what your research can contribute to community life or understanding, in addition to the scientific or academic contributions. However, it is not your sole responsibility to decide if and how your work can be relevant to a particular community. Through a negotiated research relationship, both the researcher and the community can ensure more responsible, reciprocal, and mutually beneficial research.

This guide has offered some ideas for how to begin, or improve, the process of negotiating research relationships between researchers from a variety of disciplines,



and Inuit communities in northern Canada. To summarize, it is recommended that researchers:

- ❖ consider, and address, community concerns and expectations when developing a research project in or around a particular northern community;
- ❖ consider feasible opportunities for local involvement in a research project;
- ❖ initiate community contact as early as possible, and keep local contacts informed about research progress and results throughout the duration of the research;
- ❖ incorporate relevant key elements when negotiating a research relationship with a community;
- ❖ determine the appropriate level of community involvement (for both the community and the researcher) in various research stages – project design, field work, data analysis and interpretation;
- ❖ start early in identifying, and applying for, all relevant research licenses or permits required for your project, under various jurisdictions; and,
- ❖ choose appropriate and effective means of communicating research results to communities.

For more information on anything mentioned in this guide, please contact the Inuit Tapiriit Kanatami or the Nunavut Research Institute.

Inuit Tapiriit Kanatami

Environment Department
170 Laurier Ave. West, Suite 510
Ottawa, Ontario
K1P 5V5
Phone: (613) 238-8181
Fax: (613) 232-2116
Website: www.itk.ca

Nunavut Research Institute

Research Liaison
P.O. Box 1720
Iqaluit, Nunavut
X0A 0H0
Phone: (867) 979-7290
Fax: (867) 979-7109
Website: pooka.nunanet.com/~research/

Useful Links

A number of useful websites have been compiled, and made available on the Inuit Tapiriit Kanatami webpage (www.itk.ca). There, you will find more information on **ethical guidelines and codes of conduct, northern research resources, northern research funding, and key northern agencies or organizations**. Due to the dynamic nature of electronic information dissemination, and high turnover rates in many northern organizations, these links are available online to ensure that information is as accurate and up to date as possible. However, some of the key licensing and permitting agencies have been identified in Appendix A and B, respectively.



Appendix A

Organizations Responsible for Research Coordination

(Please note that contact information is subject to change. For the most up-to-date information, visit www.itk.ca).

1. *Nunavut Research Institute (NRI) Scientific Research License*

A license is required for all scientific research in Nunavut, including social, natural, physical, and medical research, except for research regulated under the Nunavut Wildlife Act and Nunavut archeological and palaeontological sites regulations.

CONTACT: Research Liaison

Nunavut Research Institute, Box 1720, Iqaluit, NU, X0A 0H0

Phone: (867) 979-7279 Fax: (867) 979-7109

Email: slcnri@nunanet.com

Website : pooka.nunanet.com/~research/

2. *Aurora Research Institute (ARI) Scientific Research License (NWT)*

All research in the NWT must be licensed, including work in indigenous knowledge as well as in the physical, social and biological sciences, **except** for research regulated under the NWT Wildlife Act and NWT archeological and palaeontological sites regulations.

CONTACT: Manager, Scientific Services

Aurora Research Institute, P.O. Box 1450, Inuvik, NT, X0E 0T0

Phone : (867) 777-3298 ext. 32 Fax : (867) 777-4264

Email : licence@nwtresearch.com

Website : www.nwtresearch.com

3. *Makivik Corporation and Kativik Regional Government (Nunavik)*

There is no formal research license requirement for Nunavik (northern Québec), but the Nunavik Research Centre (a division within the Makivik Corporation) and the Kativik Regional Government can help in providing local contacts as well as identifying additional regional, provincial, or federal permits that may be required.

CONTACT: Makivik Corporation

P.O. Box 179, Kuujuaq, QC, J0M 1C0

Phone: (819) 964-2925 or 1-877-625-4825

Email: info@makivik.org

Website: www.makivik.org



OR

CONTACT: Kativik Regional Government

Dept. of Renewable Resources

P.O. Box 9, Kuujjuaq, QC, J0M 1C0

Phone: (819) 964-2961 or 1-877-964-2961 Fax: (819) 964-2956

Email: Info@krg.ca

Website: www.krg.ca

4. *Nunatsiavut Government*

There is no formal research license requirement for Nunatsiavut,¹ but the Nunatsiavut Government can help in providing local contacts as well as identifying additional regional, provincial, or federal permits that may be required.

CONTACT: Nunatsiavut Government

12 Sandbanks Road, Nain, NL, A0P 1L0

Phone: (709) 922-2847 Fax: (709) 922-1040

Website: www.nunatsiavut.com/

1. A research protocol that will involve a research licensing requirement has begun to be developed by the Nunatsiavut Government. It is expected to be completed in December, 2006. More info regarding this can be attained by contacting the Nunatsiavut Government or on the ITK website, www.itk.ca.



Appendix B

Organizations Responsible for Research Permits

(Please note that contact information is subject to change. For the most up-to-date information, visit www.itk.ca).

Index to Appendix B:

Nunavut

- ❖ General Research License (A)
- ❖ Medical research (1a)
- ❖ Land-based research (2a, b, c, d, e)
- ❖ Wildlife research (3a, c, g, h)
- ❖ Archaeological and paleontological research (4a)
- ❖ Other permits (5 a, b, c, d)

Northwest Territories (NWT)

- ❖ General Research License (B)
- ❖ Medical research (1b)
- ❖ Land-based research (2d, e)
- ❖ Wildlife research (3b, d, f)
- ❖ Archaeological and paleontological research (4b)
- ❖ Other permits (5 a, b, c, d)

Nunavik (northern Québec)

- ❖ Medical research (1c)
- ❖ Land-based research (2d, e)
- ❖ Wildlife research (3e, g)
- ❖ Archaeological and paleontological research (4c)
- ❖ Other permits (5 a, b, c, d)

Nunatsiavut

- ❖ Medical research (1d)
- ❖ Land-based research (2d, e)
- ❖ Wildlife research (3e, g)
- ❖ Archaeological and paleontological research (4d)
- ❖ Other permits (5 a, b, c, d)

General Research License

(A) Nunavut Research Institute (NRI) Scientific Research License

- A license is required for all scientific research in Nunavut, including social, natural, physical, and medical research, except for research regulated under



the Nunavut Wildlife Act and Nunavut archeological and palaeontological sites regulations.

CONTACT: Research Liaison

Nunavut Research Institute, Box 1720, Iqaluit, NU, X0A-0H0

Phone: (867) 979-7279 Fax: (867) 979-7109

Email: slcnri@nunanet.com

Website: pooka.nunanet.com/~research/

(B) Aurora Research Institute (ARI) Scientific Research License (NWT)

- All research in the NWT must be licensed, including work in indigenous knowledge as well as in the physical, social and biological sciences, except for research regulated under the NWT Wildlife Act and NWT archeological and palaeontological sites regulations.

CONTACT: Manager, Scientific Services

Aurora Research Institute, P.O. Box 1450, Inuvik, NT, X0E 0T0

Phone : (867) 777-3298 ext. 32 Fax : (867) 777-4264

Email : licence@nwtresearch.com

Website : www.nwtresearch.com

1. Medical Research

a) Nunavut Medical Research Permit

- Required for all medical research by physicians involving physical intervention (e.g. collection of blood samples).
- Governed by the Medical Professions Act, this permit is currently processed and issued by the Government of Nunavut Dept. of Health and Social Services.
- Medical or health-related research must also comply with university, institutional, funding agency, and/or research licensing agency ethical protocols.

CONTACT: Registrar, Professional Licensing

Dept. of Health & Social Services

P. O. Box 390, Kugluktuk, NU X0B 0E0

Phone: (867) 982-7668 Fax: (867) 982-3256

Email: hssnunavutregistrar@gov.nu.ca

b) NWT Medical Research Permit

- All health-related research proposals are reviewed by the NWT Health Research Advisory Committee to ensure ethical standards for data collection and results dissemination.
- Community approval must be obtained, and a Medical Research Permit



may be required.

- Medical or health-related research must also comply with university, institutional, funding agency, and/or research licensing agency ethical protocols.

CONTACT: Registrar, Professional Registries

Health and Social Services, Government of the NWT

P.O. Box 1320, CST-8, Yellowknife, NT, X1A 2L9

Phone: (867) 920-8058 Fax: (867) 873-0281

Email: jeanette_hall@gov.nt.ca

Website : www.hltss.gov.nt.ca

c) *Medical Research in Nunavik*

- There is no formal medical or health-related research permit system in place for Nunavik. However, consultation with the Makivik Corporation, the Kativik Regional Government, or the regional Nutrition and Health Committee, along with individual communities, is expected.
- Medical or health-related research must also comply with university, institutional, funding agency, and/or research licensing agency ethical protocols.

d) *Medical Research in Nunatsiavut*

- There is no formal medical or health-related research permit system in place for Nunatsiavut. However, consultation with the Nunatsiavut Government, or the regional Nutrition and Health Committee, along with individual communities, is expected.
- Medical or health-related research must also comply with university, institutional, funding agency, and/or research licensing agency ethical protocols.

2. Land-based Research

a) *Nunavut Impact Review Board (NIRB) Screening:*

- Required for all land, freshwater, and marine-based research.
- The NIRB is responsible under Article 12.2.2 of the Nunavut Land Claims Agreement, Nunavut Act, to review the ecosystemic and socio-economic impacts of project proposals.
- The current NRI Application form fulfills the NIRB requirements (Appendix A), but for further information on the NIRB process contact:

Environmental Assessment Screener

Nunavut Impact Review Board

Box 2379, Cambridge Bay, NU X0B 0C0



Phone: (867) 983-4600 or 1-866-233-3033 Fax: (867) 983-2594
E-mail: info@nirb.nunavut.ca

b) *Land Use Application for Access to Inuit Owned Lands***

- Governed by the Nunavut Land Claim Agreement.
- Contact the appropriate Inuit Association for the region in which you intend to do your field research for further information, and access permits.

CONTACT: Baffin Region

Director, Resource & Land Management,
Qikiqtani Inuit Association
Box 1340, Iqaluit, NU, X0A 0H0
Phone: (867) 979-5391 Fax: (867) 979-1643 or 3238
Email: qia.lands.admin@qia.ca
Website: www.qiqiktani.nu.ca

CONTACT: Keewatin (Kivalliq Region)

Director of Lands, Kivalliq Inuit Association
Box 340, Rankin Inlet, NU X0C 0G0
Phone: (867) 645-2810 Fax: (867) 645-3855
Email: Imanzo@arctic.ca

CONTACT: Kitikmeot Region

Lands Manager, Kitikmeot Inuit Association
37 Kugluktuk Drive, Kugluktuk, NU, X0B 0E0
Phone: (867) 982-3310 Fax: (867) 982-3311
Email: jkaniak@polarnet.ca

- ** Note: The Nunavut Planning Commission has developed a "one window" internet-based land use application system called PLANNER (Public Land-use Application, Network Notification and Environmental Reporter). PLANNER provides links to online application forms for the various land use permits required by researchers. PLANNER has a multi-layered land use GIS that allows researchers to locate their proposed project in relation to wildlife range (by species and season), harvest areas (by species and season), wildlife special use areas (such as walrus haul-outs, caribou calving grounds, etc.), archaeological sites, travel routes, cleanup sites, Inuit-owned land, other land uses, and protected areas. **WEBSITE:** <http://planner.nunavut.ca/>

c) *Nunavut Planning Commission (NPC) Conformity Screening
(Keewatin Region only).*



- All project proposals in the Keewatin Planning Region of Nunavut must comply with the Keewatin Regional Land Use Plan, which was approved by the Governments of Canada and Nunavut in June, 2000.

CONTACT: NPC Senior Policy Analyst

Nunavut Planning Commission, Box 419, Arviat, NU, X0C 0E0

Phone: (867) 857-2242 Fax: (867) 857-2243

d) *Land Use Permit Application for Federal Crown Lands:*

- Required for all projects on Federal Crown Land which are for a period longer than 100 person days (eg. five people for a period of 25 days each equals 125 person days).
- The Territorial Lands Act, and Land Use Regulations pertaining to the Act, govern the Land Use Permit.

CONTACT: Manager, Land Administrator

Indian & Northern Affairs Canada

P.O. Box 100, Iqaluit, NU, X0A 0H0

Phone: (867) 975-4275 Fax: (867) 975-4286

e) *National Park Research/Collection Permits:*

- Permits are required for all natural or social science research, including collection activities, in national parks, national park reserves, national marine conservation areas and the Pingo Canadian Landmark.
- Permits are required for research activities that may affect a species listed in Schedule 1 of the Species at Risk Act (<http://www.sararegistry.gc.ca>) as extirpated, endangered, or threatened in any national historic site owned by the Parks Canada Agency.
- Applications are subject to Environmental Assessment Review.
- To conduct archaeological or other cultural research in any national park or historical site, the appropriate national historic site, or park research coordinator, should be consulted.

CONTACT: Park Research Coordinators

Full listing provided at:

http://www2.parkscanada.gc.ca/apps/RPS/rpsCoord_E.asp

National Parks/Sites in Nunavut

- Auyuittuq
- Quttirnirpaaq (Ellesmere Island)
- Sirmilik

National Parks/Sites in NWT

- Aulavik
- Nahanni Reserve
- Tuktot Nogait



- Wood Buffalo

For a full listing of National Parks, National Historic Sites, or National Marine Conservation Areas, visit: www.pc.gc.ca

3. Wildlife Research

a) *Wildlife Research Permit (Nunavut)*

- Required under the Nunavut Wildlife Act for research studies on all wildlife, birds and fish (excluding bacteria and viruses) and wildlife habitats. Applications must be received 70 days prior to the planned commencement date for field research.

CONTACT: Department of Environment

Box 369 Station 1300, Igloolik, NU, X0A 0L0

Phone: (867) 934-8690 Fax: (867) 934-8660

Email: wildlife_research@gov.nu.ca

b) *Wildlife Research Permit (NWT)*

- Required under the NWT Wildlife Act for research studies on land animals (any species of terrestrial vertebrates including polar bears and migratory birds) or wildlife habitats.

CONTACT: Director, Wildlife and Fisheries Division

Dept. of Resources, Wildlife and Economic Development

600, 5102-50th Avenue, Yellowknife, NT, X1A 3S8

Phone: (867) 920-8064 Fax: (867) 873-0293

Email: susan_fleck@gov.nt.ca

Website: www.nwtwildlife.rwed.gov.nt.ca

c) *Migratory Birds (Nunavut)*

- Permission to study migratory birds and/or to gain access to Migratory Bird Sanctuaries or designated Wildlife Areas must be obtained (as of January 1, 2002).

CONTACT: Habitat Biologist

Canadian Wildlife Service (CWS)

Box 1714, Iqaluit, NU, X0A 0H0

Phone: (867) 975-4637 Fax: (867) 975-4645

Email: mark.mallory@ec.gc.ca

- If your study will involve banding of birds you require a special permit.

CONTACT: Bird Banding Office

CWS National Wildlife Research Centre

100 Gamelin Blvd., Hull, QC, K1A 0H3

Phone: (819) 994-6176 Fax: (819) 953-6612



Email: bbo_cws@ec.gc.ca

Website: www.cws-scf.ec.gc.ca/nwrc/bbo/index.html

d) *Migratory Birds (NWT)*

- Permission to study migratory birds and/or to gain access to Migratory Bird Sanctuaries or designated Wildlife Areas must be obtained.

CONTACT: NWT Habitat Biologist

CWS, 301, 5204-50th Street, Yellowknife, NT, X1A 1E2

Phone: (867) 669-4700 Fax: (867) 873-8185

Website: www.cws-scf.ec.gc.ca

- If your study will involve banding of birds you require a special permit.

CONTACT: Bird Banding Office

National Wildlife Research Centre

351 St. Joseph Boulevard, Hull, QC, K1A 0H3

Phone: (819) 994-6176 Fax: (819) 953-6612

Email: bbb_cws@ec.gc.ca

e) *Wildlife or Migratory Bird Research (Nunavik and Nunatsiavut)*

- Any wildlife or migratory bird research (including banding and surveys) conducted in Nunavik or Nunatsiavut should contact the central office of the Canadian Wildlife Service.

CONTACT: Environment Canada, Canadian Wildlife Service

National Wildlife Research Centre, Carleton University

Ottawa, ON, K1A 0H3

Website: www.cws-scf.ec.gc.ca/

- Additional territorial permits may be required for wildlife or migratory bird research.

CONTACT: Makivik Corporation

P.O. Box 179, Kuujuaq, QC, J0M 1C0

Phone: (819) 964-2925 or 1-877-625-4825

Email: info@makivik.org

Website: www.makivik.org

OR

CONTACT: Nunatsiavut Government

12 Sandbanks Road, Nain, NL, A0P 1L0

Phone: (709) 922-2847 Fax: (709) 922-1040

Website: www.nunatsiavut.com/



f) *Fisheries Research (NWT)*

- Permits for scientific research on fish species and habitat are required.

CONTACT: Coordinator, Scientific Licenses

Dept. of Fisheries and Oceans

42043 Mackenzie Highway, Hay River, NT, X0E 0R9

Phone: (867) 874-5571 Fax: (867) 874-6922

Email: Taptunaf@dfo-mpo.gc.ca

g) *Fisheries Research (Nunavut, Nunavik, and Nunatsiavut)*

- Permits for scientific research on fish species and habitat are required.

CONTACT: Canadian Science Advisory Secretariat

Dept. of Fisheries and Oceans, 200 Kent St., Stn. 12032

Ottawa, ON, K1A 0E6

Phone: (613) 990-0293 Fax: (613) 954-0807

Email: CSAS@dfo-mpo.gc.ca

Website : www.dfo-mpo.gc.ca

h) *Marine Mammal Transportation License:*

- A permit is required to transport game or marine mammal parts (whole animal, dead or alive, or parts of an animal) outside Nunavut.
- Permits are available from community Wildlife offices (Dept. of Environment) and the Dept. of Fisheries & Oceans in Iqaluit.
- Special permits are also necessary to export animal products of endangered species, as listed by the Convention on International Trades in Endangered Species (CITES), of wildlife, flora or fauna.

CONTACT: Fishery Officer

Dept. of Fisheries and Oceans

P.O. Box 358, Iqaluit, NU, X0A 0H0

Phone: (867) 979-8021 Fax: (867) 979-8039

Email: ltorcheakl@dfo-mpo.gc.ca

4. Archaeological and Paleontological Research

a) *Archaeology and Paleontology Permits (Nunavut)*

- Archaeologists' & Paleontologists' Permits are governed by the authority of the Nunavut Act and issued by the Nunavut department of Culture, Language, Elders and Youth. The deadline for permit applications is March 31 of each calendar year.

CONTACT: Chief Archaeologist

Dept. of Culture, Language, Elders and Youth

P. O. Box 310, Igloolik, NU, X0A 0L0



Phone: (867) 934-2040 Fax: (867) 934-2047
Email: jross@gov.nu.ca or cleypermits@gov.nu.ca
Web: <http://www.gov.nu.ca/cley/english/culthertiage.htm>

b) *Archaeology Permits (NWT)*

- Archaeologists' Permits are governed by the authority of the NWT Archaeological Sites Regulations.

CONTACT: Prince of Wales Northern Heritage Centre

Dept. of Education, Culture and Employment
P.O. Box 1320, Yellowknife, NT, X1A 2L9
Phone: (867) 873-7688 Fax: (867) 873-0205
E-mail: tom_andrews@gov.nt.ca
Website: www.pwnhc.learnnet.nt.ca

c) *Archaeology Permits (Nunavik)*

- Information about Archaeology research in Nunavik can be obtained through the Avataq Cultural Institute.

CONTACT: Avataq Cultural Institute

P.O. Box 230, Inukjuak, QC, J0M 1M0
Phone: (819) 254-8919 Fax: (819) 254-8148
Website: www.avataq.qc.ca

d) *Archaeology Permits (Nunatsiavut)*

- Archaeologists' Permits are governed by the authority of the Newfoundland and Nunatsiavut Historic Resources Act and Archaeological Investigation Permit Regulations.

CONTACT: Provincial Archaeologist

Provincial Archaeology Office, Culture and Heritage Division
Dept. of Tourism, Culture, and Recreation
P.O. Box 8700, St. John's, NF, A1B 4J6
Phone: (709) 729-2462 Fax: (709) 729-0870
Website: www.nfmuseum.com

5. Other Types of Permits

a) *Customs:*

- Foreign research parties should contact customs for proper clearance.

CONTACT: Canada Border Services

Chief of Commercial Operations & Nunavut
2265 St. Laurent Blvd., Ottawa, ON, K1G 4K3

OR

Customs Inspector CCRA

P.O. Box 500A, Iqaluit, NU, X0A 0H0

Phone: (867) 979-6714 Fax: (867) 979-2857

b) Firearm License:

- Required if the applicant will carry a firearm into the field.
- Requires a security check by the Royal Canadian Mounted Police (RCMP).
- Firearms are normally prohibited within National Park Reserves, so it is important to check with Parks personnel.

CONTACT: Canada Firearms Centre

Ottawa, ON, K1A 1M6

Phone: 1-800-731-4000 Fax: (613) 957-7325

Email: cfc-cafc@cfc-cafc.gc.ca

c) Polar Continental Shelf Project (PCSP) Support:

- PCSP, based out of Resolute Bay, NU, provides logistical support to researchers.

CONTACT: Polar Continental Shelf Project

Natural Resources Canada, 615 Booth St., Room 487

Ottawa, ON, K1A 0E9

Phone: (613) 947-1650 Fax: (613) 947-1611

Email: pcsp@nrcan.gc.ca

Website: polar.nrcan.gc.ca

d) Radio Permit:

- Required only if the applicant wishes to operate his or her own radio transmitter.
- Parties issued field radios by PCSP or NRI are already covered by their respective permits and do not require a separate permit.

CONTACT: Spectrum Management Division

Industry Canada, 1006-4920, 52 Street

Yellowknife, NT, X1A 3T1

Phone: (867) 920-6603 Fax: (867) 920-6601



