



ARCTIC
INSPIRATION PRIZE

IMPACT VISUALIZATION PROJECT

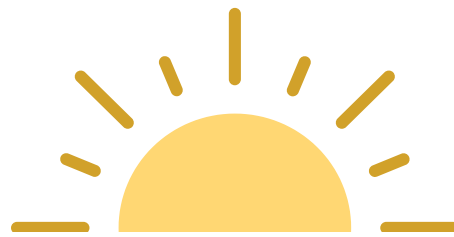
JUNE 2023



The Arctic Inspiration Prize (AIP) is the largest annual prize in Canada. It inspires, enables, and celebrates the achievements of the people of the North, recognizing diverse teams with innovative projects in the fields of education; health and wellbeing; culture, arts and language; science and traditional knowledge; climate change; and the economy.

This report was compiled and created by Qatalyst Research Group, with the help of the Northern team including Gwen Healey Akearok and Lauren Nevin from Qaujigiartiit Health Research Centre (AHRN-NU) based in Nunavut, Peggy Jay based in NWT and Mellisa Murray based in Yukon. This project was successful thanks to collaboration and ongoing engagement of participating Laureates and their teams.

We would like to acknowledge the guidance and support by AIP Advisory/Decision-Making Committee members: Lois Philipp (Chair), Andrew Arreak, Anna Billowits, Glen Brocklebank, Ashley Carvill, Peggy Day, Marion James, Norma Kass, Jesse Latoski, Candice Lys, Jedidah Merkosak, Gina Nagano, Martina Norwegian, Arnold Witzig, Tim Brodhead and Debbie Delancey.



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AIP IMPACT VISUALIZATION PROJECT

The AIP impact visualization project is intended to:

- Establish an overall framework for impact visualization for the use and benefit of the Laureates;
- Provide all Laureates with a powerful tool for their own fundraising, for sustainability or expansion of their projects or new Initiatives;
- Establish a strong story-telling tool for the AIP teams' outreach to potential and maintenance of existing Government Partners, Prize Partners, and Sustainability Partners;
- To fulfill the legal obligation of the AIP Charitable Trust to monitor the execution and outcomes of AIP awarded projects for as long as AIP funds are involved.

A total of 37-39 projects will, over time, receive their impact visualization assessment and tools.

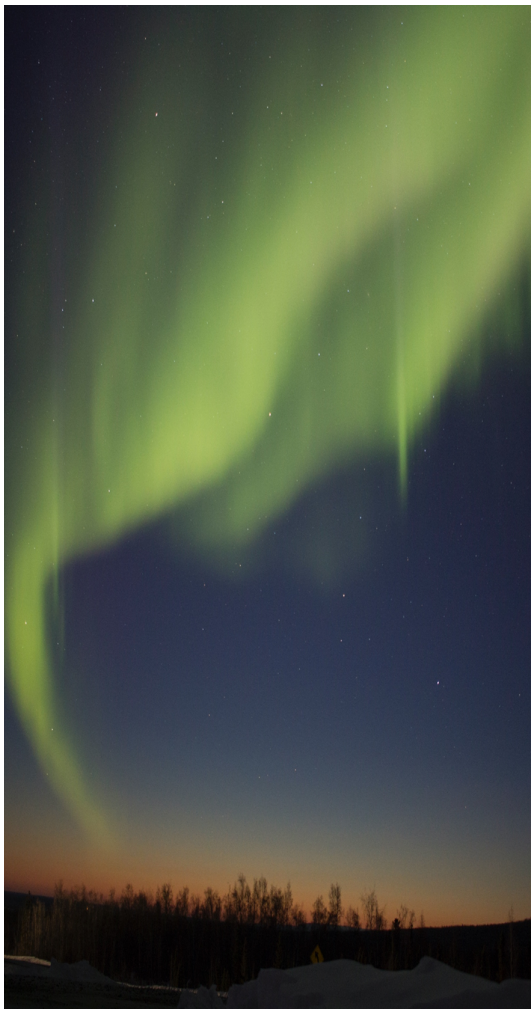


Photo Credit: Peggy Jay

The approach to this project, including governance and team structure, is based on the following principles:

For the North by the North.

Implementation of culturally appropriate practices.

Sharing of information and lessons learned.

Support by the southern team.

Capacity building for the Laureates and the northern teams.

Focus on telling impactful stories.



AIP IMPACT PATHWAY

The impact pathway illustrates how AIP Laureates collectively, through various activities, create opportunities and generate impact the people and communities of the North, and build stronger Canada through experiences, values and knowledge of the people in the North.

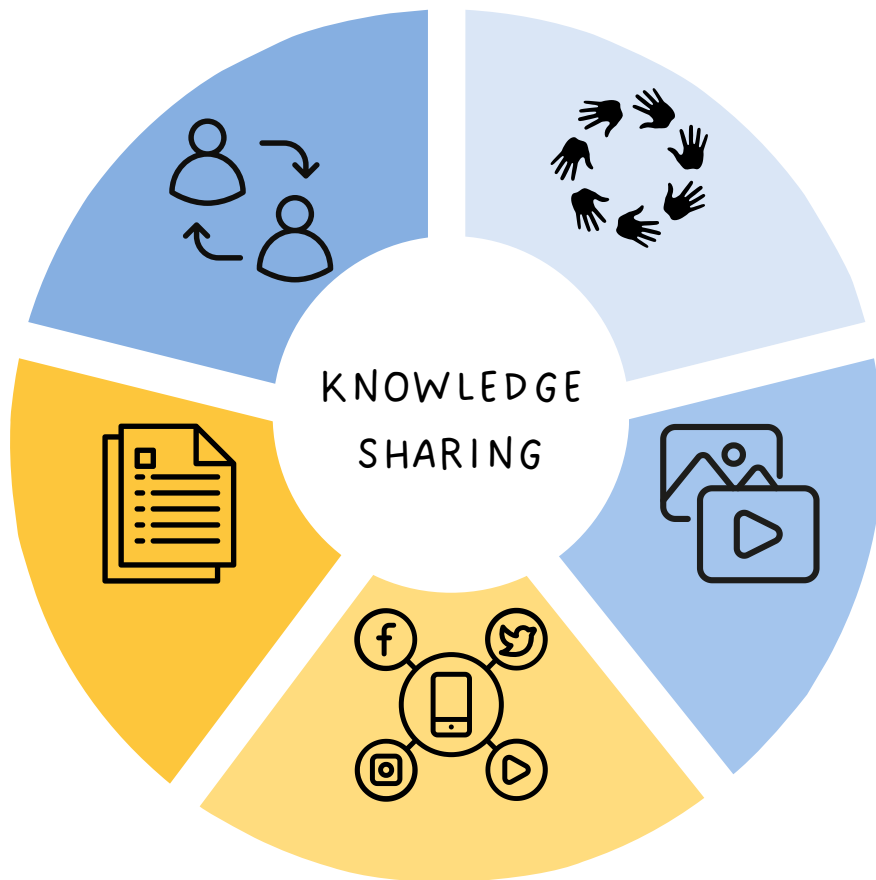




INDIGENOUS WAYS OF KNOWING

Our approach to the AIP Impact Visualization project was fully aligned with the AIP mission and approach to Indigenous and northern leadership:

- The project was governed by the AIP Steering Committee and major decisions were made by the AIP Advisory and Decision-Making Committee. Both committees are composed of the past Laureates.
- Following the OCAP principle – the Laureates and the communities have ownership, control, access, and possession of all stories, data and information collected through the project.
- Data was collected by the northern team with the management support from the South.



As part of data collection we completed 17 interviews with project teams and partner organizations, engaged with 14 youth; reviewed reports, promotional materials, files, past evaluations, and collected/reviewed a large number of photos, videos, posters, social media, etc.



THE INITIAL SIX PROJECTS REVIEWED

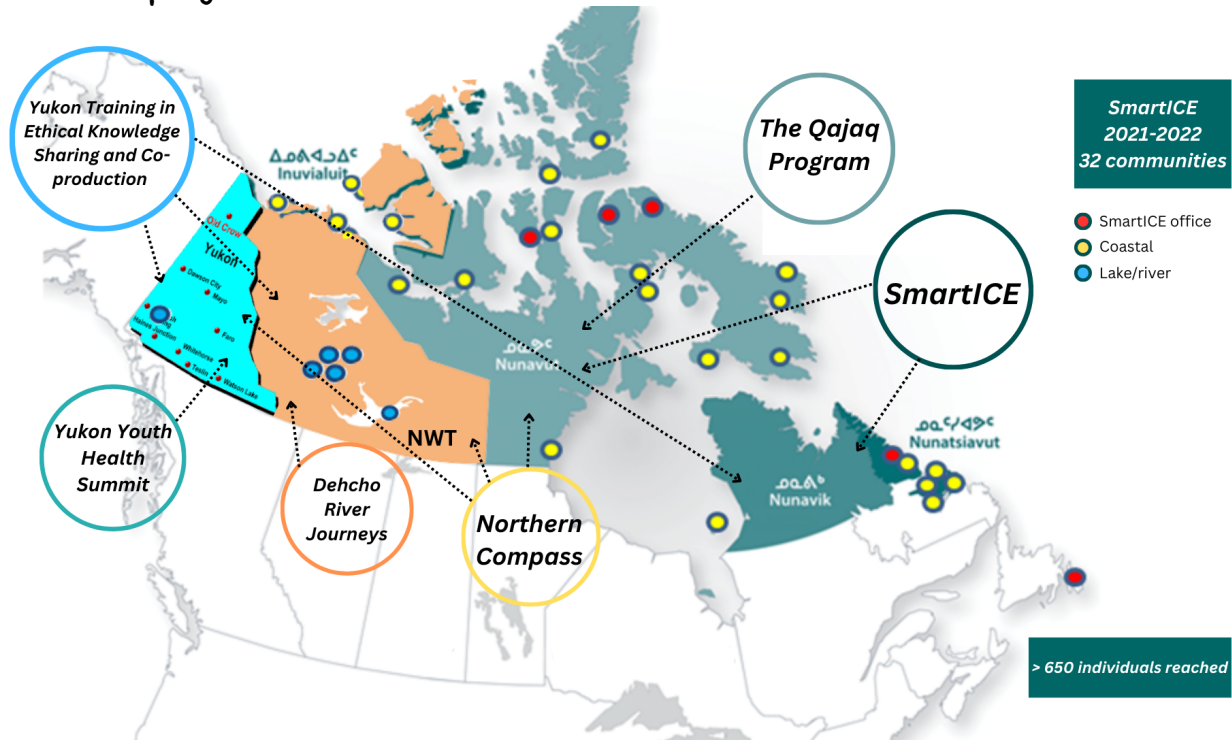


From left to right: Youth Training in Ethical Knowledge Sharing and Co-production to Advance Northern, Indigenous-led Conservation and Stewardship (YTEKS&CANICS); Yukon Youth Healthcare Summit; SmartICE; Northern Compass; Qajaq; Dehcho Journeys.



IMPACTS ACHIEVED

The six projects have had a wide reach across the North.



The projects provided significant opportunities for youth and communities to engage in various activities.

Estimated 650 people were directly or indirectly involved in the 6 projects.

Youth and communities were actively engaged in all projects, and expressed enthusiasm and satisfaction with the activities and opportunities created by the AIP Laureates.

The projects implemented innovative and traditional ways to engage youth and communities. All projects incorporated traditional knowledge, culture, food, social activities, and art to engage with youth, families, and communities.

"Creating a connection with everyone, working as a team and becoming a family. It was such an amazing experience and I would do it over again in a heart beat."

- Youth, 2023





ALL PROJECTS WERE SUCCESSFULLY IMPLEMENTED OR EXPANDED DESPITE THE DELAYS DUE TO THE COVID-19 PANDEMIC.

Three out of six projects received the AIP prize in February 2020, less than a month before the world shut down because of the Covid-19 pandemic. Other natural disasters including wildfires and floods impacted the implementation of some projects. Three other projects had to deal with similar challenges delaying implementation.

The project teams demonstrated resilience, and with community support and team commitment, applying innovative ways to successfully achieve their project goals.

Project team re-focused their efforts to shifting engagement to online, where possible, and re-focusing on building partnerships, technological capacity, and supporting communities in any way possible.

Dehcho Journeys	Yukon Youth Health Summit	Northern Compass
Took the time to digitalize the audio tapes during this time and focus on other activities (creating content) that did not involve direct in-person engagement.	Pivoted to engaging with northern youth through social media and online panel discussions.	Focused on providing students with virtual supports through IT and connections to one another.



The pandemic created opportunities to highlight the need for and focus on solutions regarding technology adoption and connectivity in the North. This was particularly important for youth transitioning from their communities to large urban areas to attend colleges. The online classes provide the opportunity for students to take courses and take part in further education without having to leave their social support and their families.

The Camosun College pilot project was the “first of its kind” initiative that created a cohort of students who completed all 16 weeks of class remotely, and a cohort who would spend the first eight weeks in a satellite hub hosted in Deh Gáh Got’îê First Nation (Fort Providence) Northwest Territories, and then transition to remote learning in their home community.

Despite the delays, the Laureates and their teams:

- Supported youth on their career pathway
- Preserved grandparents’ stories and history
- Created learning opportunities
- Provided employment and skill training
- Created art
- Created employment opportunities



2021 Northern Cohort

Camosun College Exercise & Wellness Access Program
Thorsten Gohl Photography

One of the things that we always say is that it takes a community...it's just not SmartICE trudging through, it's SmartICE and the community...and the community members...and that ultimately, the definition of success is what success means to the community. But it's how we can work with funders to access the capital to make it real and relevant in community.

But it takes a village, you've heard that.”

Carolann Harding, CEO SmartICE



YOUTH ARE LEARNING TRADITIONAL, LAND-BASED KNOWLEDGE AND
GAINING LIFE SKILLS TO FORGE THEIR OWN PATH TO SUCCESS.

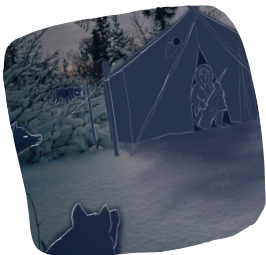
By incorporating traditional knowledge sharing, on-the-job training, innovative strategies and academic learning, youth participating in the projects have reclaimed traditional knowledge and learned a wide range of new skills:



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Inuuqatigiitsiarniq

Respecting others,
relationships and caring for
people



Land-based Indigenous Knowledge

Youth learn about Indigenous stewardship of the land, the impact of climate change, and solutions for addressing climate change.

Language Skills

Traditional names for ice and ice safety,
revitalizing local and Inuit knowledge about qajaqs
and language.

Mentorship Skills

Recruited, trained and engaged with dozens of active tutors who are teaching math, sciences, social studies, English, and offering study tips, test preparation, essay and assignment review, and help with class material and stress management.

Life Skills

Confidence • Traditional knowledge and values • Leadership & resilience • Being a strong voice for their community • Swimming • Safety skills (First Aid, ice safety, occupational health and safety)

Protecting Wellbeing Skills

Nourishing mental health by being on the land •
Coping skills • Social connections • Land-based
therapeutic mindfulness • Setting realistic goals •
Exercise • Creativity

Career & Employment Skills

Creating art as a career choice • Healthcare sector careers • On-the-job training for youth to assemble technology, community operators are trained how to operate technology



AIP LAUREATES AND THEIR TEAMS PROVIDE OPPORTUNITIES FOR INDIVIDUALS IN THE NORTH TO ENGAGE WITH AND PARTICIPATE IN ENRICHING ACTIVITIES, EMPOWERING COMMUNITIES AND RESTORING CULTURAL PRIDE.



- Saves lives by providing important information on sea ice conditions
- Creating a sense of ownership and resilience in responding to climate change while providing employment opportunities
- Communities own and can access all data collected via smart ice technology



- Preserving traditional knowledge through storytelling (“Elders are our libraries”)
- Reclaiming historical knowledge and shifting the educational direction (“it’s our history and we will tell it”)
- Creating art and preserving culture



- Building resilience and leadership by reflecting on lived experience and knowledge
- Empowering young people to lead
- Building networks

Youth Training in Ethical Knowledge Sharing and Co-production to Advance Northern, Indigenous-led Conservation and Stewardship

- Indigenous-led conservation and stewardship of traditional lands
- Empowering youth people to engage with traditional knowledge in finding solutions for climate change, conservation, reconciliation and Indigenous-self determination



- Empowering youth to have confidence and take steps to make their own career choice decisions
- connecting youth to the right supports and services (e.g., funding or academic support) and helping them learn how to enjoy being a responsible and successful college student

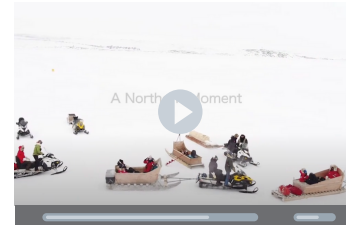


- Empowering students to learn about and participate in Inuit culture and practices in a meaningful way
- Create a sense of ownership and resilience by reconnecting youth with the Inuit heritage as well as local regional knowledge and practices



AIP LAUREATES SHARE THEIR STORIES AND HELP TO INSPIRE OTHERS.

[SmartICE - GC Indigenous video](#)



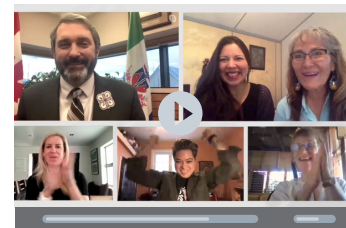
[Dehcho River Journeys - River Journey video](#)



[Yukon Youth Healthcare Summit Introductory Event](#)



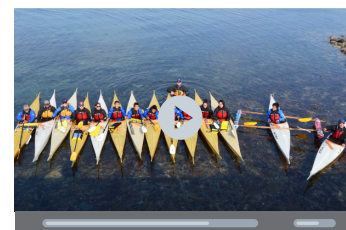
[Youth Ethical Knowledge Sharing](#)



[Northern Compass Vimeo account](#)



[Qajaq's 2017 AIP Laureate video](#)





PARTNERSHIPS HAVE BEEN CRUCIAL FOR THE SUCCESS OF PROJECTS.

AIP has helped build a network of like-minded individuals across the North who are passionate, committed, innovative, and collaborative. Laureates have engaged with other AIP teams to share knowledge, troubleshoot problems, recruit youth and community members, knowledge keepers to participate in their projects.

The 6 projects reviewed raised an estimated \$17 million dollars since receiving AIP! AIP funding was essential for getting projects off the ground, or for continuing operations and ability to leverage additional funds.

Indigenous organizations and local governments have been strong supporters of the Laureates.

- Dehcho Div. Board of Education
- NWT Arts Council
- Indigenous Peoples Resiliency Fund
- Healing Inner Voices
- Kluane First Nation
- Tłıchq Government
- Délıne Got'ıne Government
- Western Arctic Youth Collective
- Arctic Bay Adventures
- CINUK partners and funders
- Government of Nunvaut (Embrace Life Council and Quality of Life Secretariat)

Southern partners provided various supports ranging from direct funding, project governance, management, administration, human resources, and in-kind support.

- Northern Youth Abroad
- Canadian Mountain Network
- Universities (UBC, UVIC, University of Calgary, Camosun College, Capilano University, Thompson Rivers University, Laurier University, Mohawk College, University of Guelph, Conestoga College, etc)
- Creative Industry Economic Recovery Fund
- Canada Council for the Arts
- Climate Justice Resilience Fund (CJRF)
- Canada's Ocean Supercluster Accelerated Ocean Solutions Program
- Environment and Climate Change Canada (ECCC)
- Canadian Centre for Climate Services (CCCS).
- RBC NorthStar Accelerator Fund



CHALLENGES IDENTIFIED LARGELY INCLUDED CONCERNS OVER SUSTAINABILITY OF SOME PROJECTS INCLUDING FINANCIAL AND OTHER CAPACITY ISSUES.



Financial Resources	Although most Laureates were able to raise additional funding, there are some concerns around future financing and sustainability of the projects. Many of those interviewed are not familiar with funding sources (beyond the ones they were able to access) or funding-raising strategies.
Technological and Infrastructure Capacity	Limited internet connectivity and access to technology in the North, particularly outside larger community centers, made it difficult to connect with community members during Covid-19 pandemic, and to continue to engage and communicate, educate, or provide services. Some Laureates, like Northern Compass team, focused on addressing these gaps by providing financial help to students who needed laptops or other technology to access classes remotely.
Human Resource Capacity	The innovative approaches to engaging with communities, particularly youth, creating new opportunities and solutions, also require significant administrative time and effort. This is particularly true for the new initiatives that require setting up organizational and managerial processes, and filling other specialized roles such as marketing, communication, administration, etc. For smaller organizations, finding experienced staff who are also connected to the communities can be challenging. Some project staff noted that the amount of work (e.g. recruiting mentors, engaging with youth, promoting activities) required more time than initially anticipated.
Management Capacity	Project management requires organizational structures, processes, and experience that some northern organization may not yet have. In some cases, administrative and financial management of the projects is done by southern partners. Such partnerships and collaborations provide for effective short-term solution but it does not address the need to build the organizational and managerial capacities in the North. It also reduces the focus on creating the recognition, awareness, and the branding of the individual Projects that can be crucial for future fund raising.

MÁRSI (CHIPPEWYAN)

KINANĀSKOMITIN (CREE)

THANK YOU (ENGLISH)

MERCI (FRENCH)

MÀHSI' CHOO (GWICH'IN)

MÄHSI' CHO (HÄN)

QUANA/QUANAQQUTIT (INUINNAQTUN)

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QUYANAQ (INUVIALUKTUN)

SÓGÁ SÉNLA' (KASKA)

MÁHSI (DÉLĬNE KĚDĚ - NORTH SLAVEY/SOUTH SLAVEY)

MÁSin CHO (OR) NIYĚ SÁW NĪDHĪN (NORTHERN TUTCHONE)

SHÄW NÍTHÄN (OR) KWÄNÄSCHIS (SOUTHERN TUTCHONE)

GÜNĚŁCHĪSH (TAGISH)

MASĪ (TLICHO)

GUNAŁCHĪSH (TLINGIT)

TSIN'ĬĬ CHOĤ (UPPER TANANA)