



Community

CHAPTER 1

Community

Community is a group of people living in the same place or having a particular characteristic in common.

Community development is when community members work together to build stronger communities for the benefit of all. This can also be understood as **Piliriqatigiinniq**¹, the Inuit Qaujimajatuqangit (IQ) principle that promotes working in a collaborative way for the common good.

Piliriqatigiinniq is to empower and build capacity through knowledge and skill development and to develop collaborative relationships and work together for the common good.

REFLECTION

What does Piliriqatigiinniq mean to you? What does it mean for your community?

Working for a common good can take many shapes and forms. It can mean improving social conditions, promoting culture, creating wealth and economic benefit, working to improve mental health and wellbeing, or taking care of the environment and the land around you. The purpose of developing your community is to create benefits for the community so it can grow and improve for present and future generations.

Community Development - Past and Present

In the past, Inuit lived and traveled in small groups, living in harmony with the elements of life around them. This community focus and self-reliance was the way of life. Inuit had laws, beliefs, practices, and social orders that allowed all beings to live well, securely and harmoniously with nature. Inuit created technologies, like the panak, the kakivak, the umiaq, and the qulliq, that provided communities with the tools needed to live. Inuit communities were small, sustainable, and rooted in natural laws that ensured everyone understood their place and responsibility in the world around them.

In the past 70 years, Inuit communities have been through a lot of change. The Inuit now live in larger settlements and exist within a new system of institutions, governments, and structures that influence the way they live. Many of these systems are ones that were imposed on the Inuit and not changes made by choice. The transition into new communities, institutions, governments, and structures came with a variety of challenges that caused the Inuit to quickly adapt to new ways of life.

REFLECTION

Invite an elder to your class and listen to their stories. What were the Inuit communities of the past like? What new challenges do Inuit communities face today? What is better? What is worse?

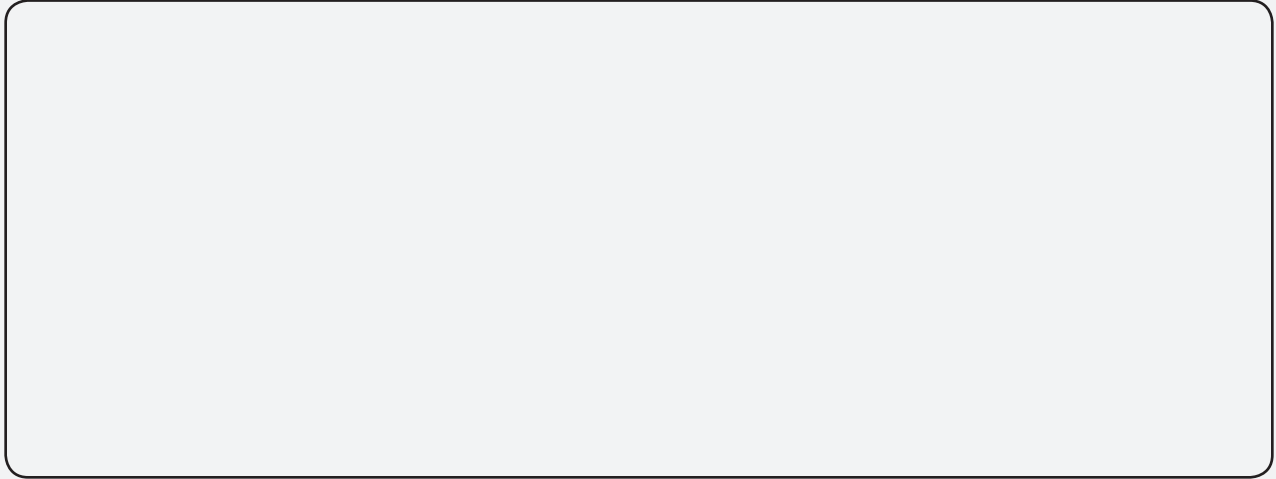
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What does piliriqatigiinniq look like in your community today? What does the common good look like today?

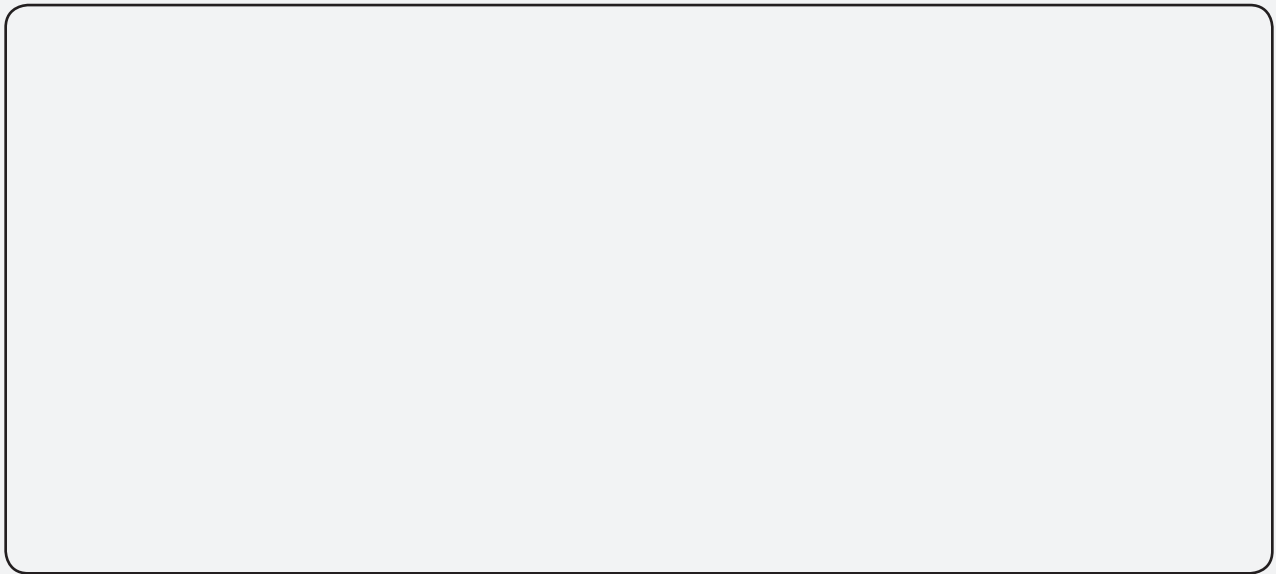
Other changes that have affected not only Inuit, but people all over the world have to do with the rise of digital technology and **globalization**. Digital technology and globalization have brought people from all over the world closer together. Our structures and systems are more complex as we become more and more interconnected. People belong to many communities on the local, regional, national, and global scale. Globalization brings along new responsibilities, and ideals, of the common good. It is important for us to understand our place and responsibility in the world and understand how **piliriqatigiinniq** applies to us today.

REFLECTION

What local communities do you belong to? What global communities?



What is your role and responsibility within those communities?



Sustainability and Community

Sustainability is being able to meet our needs without preventing the ability of future generations to meet their needs. **Sustainable development** is community development that uses a systems thinking approach to meet the needs of today without compromising the needs of the future.

How do we build a better today without making things more difficult tomorrow? This is a big question to ask when looking in to community development. What does the future look like if we keep going the way we have? How will our actions today affect future generations? What is essential to our survival today? What will future generations need for survival?

Systems thinking is a way to observe, analyze, and understand the world around us. Systems thinking allows us to see the world as a big picture instead of looking at the individual parts. This helps us to recognize that there are relationships, connections, and **interdependencies** between the different elements that make up the system. An important tool we can use to develop systems thinking is viewing things through a **sustainability lens**. This tool is helpful while observing a community and its complex interactions. The specific areas of focus using this tool are: environment, society, culture, and economy. Compass Education proposes the Sustainability Compass.

About The Sustainability Compass

Compass is a methodology for orienting people to sustainability. Compass helps you bring people together around a common understanding of sustainability, and a shared vision for getting there. It also helps you monitor progress along the way. First developed in 1997, the Sustainability Compass has been used by companies, communities, organisations, schools and universities around the world.

The Sustainability Compass is easy to understand. A regular compass helps us map the territory and find our direction. This Compass does the same thing for sustainability. It takes the English-language directions – North, East, South, West – and renames them while keeping the same well-known first letters:

N is for Nature – All of our natural ecological systems and environmental concerns, from ecosystem health and nature conservation, to resource use and waste.

E is for Economy – The human systems that convert nature's resources into food, shelter, ideas, technologies, industries, services, money and jobs.

S is for Society – The institutions, organisations, cultures, norms, and social conditions that make up our collective life as human beings.

W is for Wellbeing – Our individual health, happiness, and quality of life.



Anyone can use this tool to guide thinking about community by exploring the four different aspects of sustainability.

Aspects of Sustainability



The Environment

The **environment** is all of the natural resources and living beings we have to take care of.

REFLECTION

What are the environmental resources and things that exist in your community? What is the current state of the environment? In what ways is the land changing? In what ways are animals changing? Is our environment at risk?

What does environmental sustainability look like? *Environmental harmony is maintained. Humans do not use resources at a rate faster than they can replenish themselves (e.g. you don't hunt more caribou than they can reproduce to replace them).*

- Environmental preservation
- Resource extraction
- Hunting practices



Society

Society is a group of people that live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. It includes **culture** the set of collective traditions, languages, knowledge, beliefs, and practices that is shared by a group of people.

REFLECTION

What is the current state of society or people in your community? What do people like to do? What are the traditions, languages, knowledge, beliefs, and practices? Is there inequality in your community?

What does social sustainability look like? *Everyone has access to a fair and good quality of life. Universal human rights are available to all.*

- Security
- Language
- Tradition
- Equal opportunity
- Education



The Economy

The **economy** is the process of changing our resources into goods and services so everyone has what they need.

REFLECTION

What are things that contribute to the economy in your community? What is the current state of the economy in your community? Does everyone have what they need? How do people make a living? What are the main business activities in your community?

What does economic sustainability look like? Ability to support a defined level of economic production indefinitely. Resources are consumed at a rate that doesn't surpass its ability to replenish. Everyone has access to the resources they need.

- Living wages
- Sustainable consumption



Wellness

Wellness is our individual health happiness and way of life.

REFLECTION

What are the things that contribute to wellness in your community? What is the current state of wellness in your community? Are individuals thriving or at risk?

What does sustainable wellbeing look like? People have good mental and physical health. People have access to resources that support their well being.

- Mental health
- Physical health
- Love and relationships

Root Cause

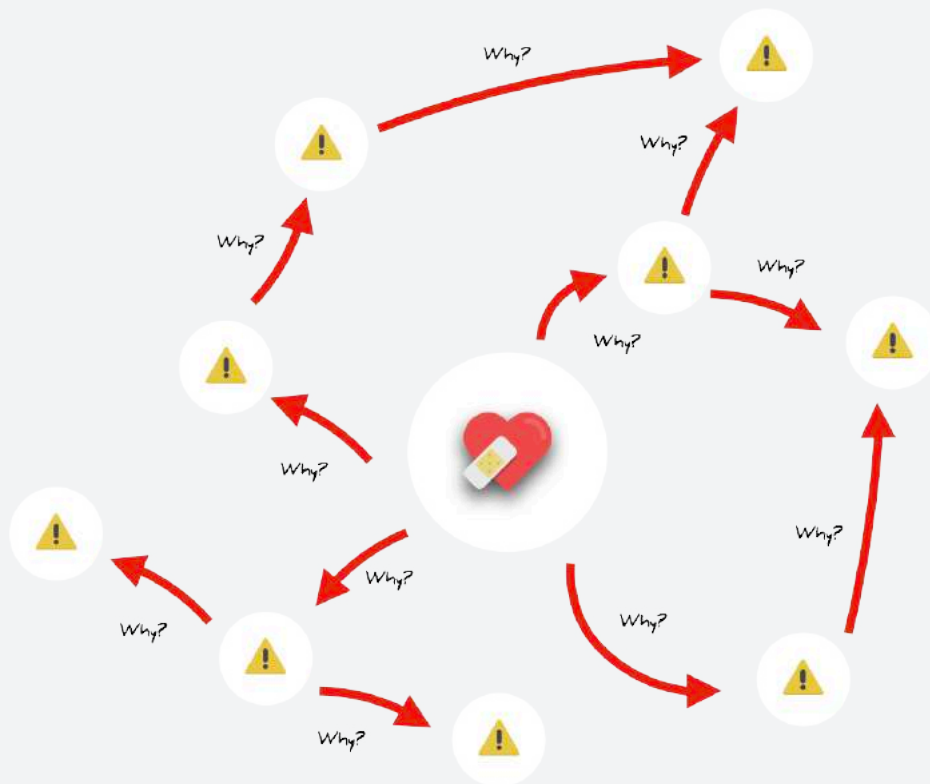
Just like an illness, social, economic, wellness, or environmental issues will generate symptoms. **Symptoms** are the things that result from a deeper issue (root cause). A **root cause** is the origin of an issue that generates symptoms.

Think about it this way, when you have a cold, you might experience a stuffy nose, a sore throat, headaches and fatigue. These are symptoms. The reason you have these symptoms is because of an underlying root cause: you caught a virus. In other words, the virus is the issue, not the stuffy nose, sore throat, headaches, or fatigue.

If you don't uncover the root cause, you can't solve the issue. For example, say you think the problem is that you have a headache. A proper solution might be to take some ibuprofen and take a nap. Will this cure your cold? Probably not. The headache will persist because they are symptoms of a cold. The headache is not the problem. It is only when you take the necessary steps to treat your cold that you will get rid of your headache, stuffy nose, sore throat, and fatigue.

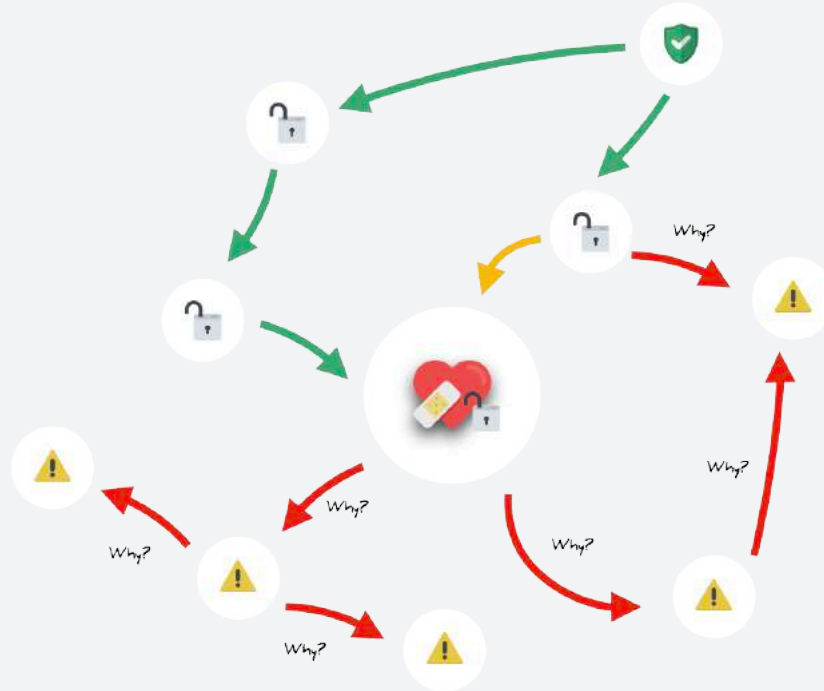
The same idea can be applied to social, economic, cultural, or environmental problems. Many of the issues that we face today are symptoms of deeper root causes. If we focus on trying to solve the symptoms, we won't be solving the root cause and the symptoms will persist. For example, is the threat of polar bear extinction the problem? Or is it a symptom of an underlying root cause?

To answer this question, **map your issue by asking why.** Keep asking why as much as you can. You will end up with a map that looks something like this.



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Your map should start with the root cause and show you the relationships between the different symptoms. This will guide you to see what needs to change in order to change the system. By solving the root causes, you will take strides towards shifting the system into a healthier state.



ACTIVITY

Develop a list of sustainable goals for your community.

CASE STUDY

UNDERSTANDING THE INTERGENERATIONAL GAP²

One of the Qarjuit Youth Council's priorities is to help bridge the intergenerational gap between youth and elders. *"A lot of our youth are facing an identity crisis and don't know their place in their communities and their families, and this is due to a lot of intergenerational trauma,"* says Olivia Ikey, Vice-President of Qarjuit.

In order to design programs and initiatives to help bridge this gap and help youth reclaim their culture and identity, Qarjuit felt they needed a better understanding of why the gap exists in the first place. *"We always say there's a gap but what is the gap? What prevents people from bridging the gaps? We were realizing that a lot of our youth are losing their language, so they are terrified to speak to elders. They won't connect with elders as closely as another person who speaks the language and this creates a huge gap. But if the elders understand where the youth are coming from, we can start bridging those gaps. Having an understanding of both sides: *"What are your fears? What is stopping you from connecting?"* Once we know this, then we can help create programs to bridge those gaps"* says Olivia.

In order to discover how they can better understand this challenge, Qarjuit got creative. Olivia says Qarjuit *"created the youth and elders conference to help bridge the gap between elders and youth and culture. Traditional and modern."* This conference brought together youth and elders from all over Nunavik in Kangirsujuaq.



Over the span of two days, the youth and elders participated in a range of activities that engaged them in powerful discussion. To get started, the group explored their history by putting themselves in the shoes of someone living through the impacts of colonialism. *"One of the first things we talked about was the colonial past and everything that happened. We all know about the residential schools, about the dog slaughters, we know about the relocations, but we don't really know the real impacts of it. When the youth know what happened and how hard their Elders fought for them to get here, then they also understand *'this is what really**

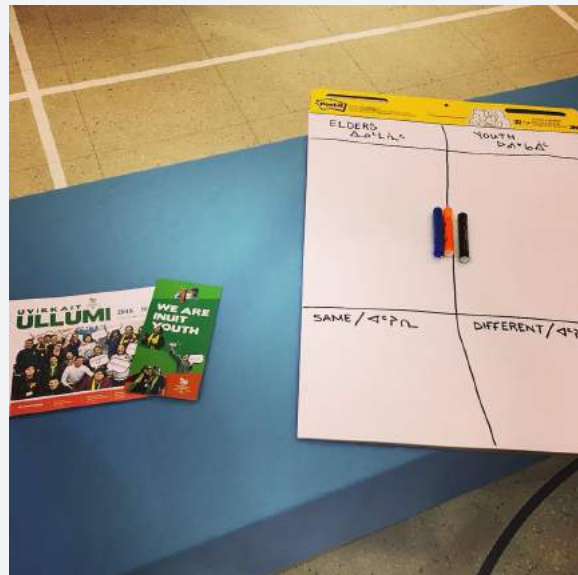
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happened, and this is why we are facing symptoms today. We are facing drug and alcohol addiction, we are facing foster care, suicide, because of the huge impact of everything our people went through.'

Everybody is like “move forward, move forward” but you can’t move forward if you don’t know the past. You have to know the past, in order to move forward. A lot of the youth came out feeling strong and proud and THANKFUL for their Elders, and the Elders really recognized it. They said “the youth, they’re really starting to know. The youth know the truth now. They understand us now.” That was a huge step in starting to bridge the gap. There was a confidence now that they youth knew the truth. “Now that they youth know, now we can really talk.” says Olivia.

The group then spent the rest of the conference just asking questions about both generations. The purpose was for youth and elders to better understand each other, their similarities, their differences, their experiences, and day to day lives.

“We broke up two days on just asking questions on both generations. One of the questions we asked, a very simple question, ‘*what did a day look like for you as elder, 50 days ago? When you woke up, what did you do? Everything. From the second you woke up to the moment you went to bed.*’ Then we asked the youth ‘*today when you wake up, what does every second of your day look like?*’



We then compared the answers. What are the differences? What is the positive? What is the negative? What did we lose? What did we gain?”

These conversations really helped youth and elders understand and empathize with each other. This gave both generation more understanding and more confidence. It also helped Qarjuit identify some real ways they can create programs and initiatives to help bridge the intergenerational gap. “We will take what we now know and build programs on that and create partnerships and relationships through that. We are also working on a report that will educate and inform people from across Nunavik of our findings.”

REFLECTION

What challenge was Qarjuit trying to solve?

What did Qarjuit do to better understand the challenge?

What was identified as one of the root causes for the intergenerational gap?

How did the group use empathy to better understand the challenge? What impact did it have?

What Does Community Engagement Look Like Today?

When you look at the world around you today, including your community, larger communities, and others, do you see the need for change? Are there challenges around you that you care about solving? Are there challenges affecting your life today that you want to change for yourself and for future generations? Are you happy and satisfied with the way things are? These are the essential questions that we need to ask ourselves as we tackle this topic.

Community Ideals

The first step in community engagement is to establish **community ideals** of society. A community ideal is a way of describing what you and others want your community to be.

My ideal community is one where...

- *Our Inuit language is thriving...*
- *Our people are financially stable, and everyone has employment opportunities...*
- *Our land and animals are healthy...*
- *Our community members feel safe....*

EXERCISE

What does your ideal community look like? Imagine you were given an unlimited amount of resources to create the community of your dreams. You only have 1 restriction: what you create must benefit all.

"My ideal community is one where..."

"When you look at the world around you today, including your community, larger communities, and others, do you see the need for change? Are there challenges around you that you care about solving? Are there challenges affecting your life today that you want to change for yourself and for future generations? Are you happy and satisfied with the way things are? These are the essential questions that we need to ask ourselves as we tackle this topic."

- Adina Duffy, Ugly Fish, Coral Harbour

Identifying Community Resources

An important step in community development is identifying the **resources** available in your community. A resource is a supply (e.g. materials, people, money, land) used to create or produce a benefit.

Inuit have a great history of using the resources available to create tools and technologies that allowed them to survive and thrive. Today, the resources available in Nunavik communities have changed a lot. There are many new types of resources available to people. More than ever, people have an abundance of resources available to innovate and create from!



Resources today take many different shapes and forms. Nunavimmiut have access to the resources of the land, just like their ancestors, as well as many new things. Nunavimmiut have houses, buildings, associations, governments, snowmobiles, vehicles, planes, bank accounts, jobs, equipment, machinery, schools, service professionals, money, internet, landlines, and more. Nunavimmiut also have access to many resources that can't be touched or seen. These resources include services, access to knowledge and information, traditional knowledge, and more.

EXERCISE

Using the prompts below, map out all of the resources that are available to you in your community.

Key organizations: What organizations are in my community? What is their role?

Infrastructure: What types of buildings do we have?

Equipment: What types of equipment are available to us?

Leaders & Champions: Who are the leaders, champions, and role models in our community?

Financial Resources: What type of financial resources are available to us?

Natural Resources: What natural resources are around us?

Knowledge and information: What type of knowledge and information do we have access to?

Services: What services are accessible to us in our community?

Activities: What type of activities happen in our community?

Connectivity and Technology: What tools for communicating and connecting are available in our community?

ACTIVITY

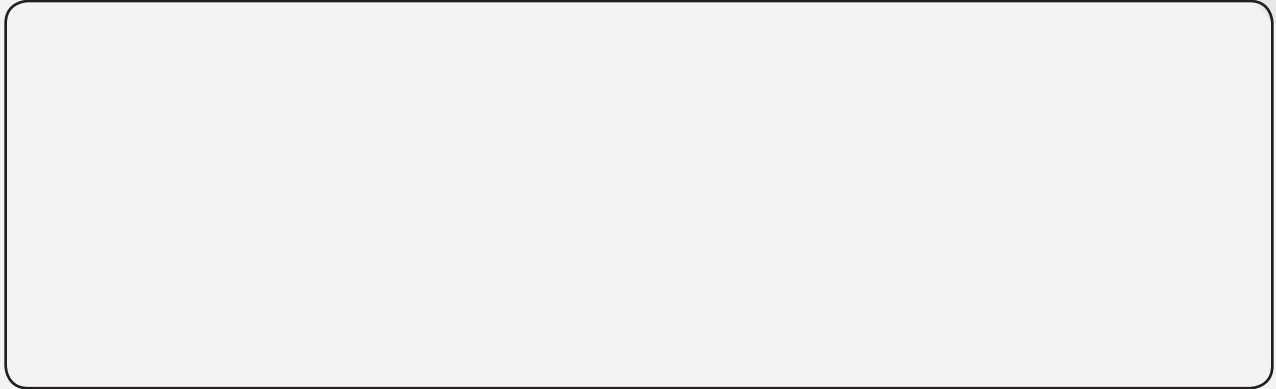
SCENARIO MAPPING

You have been asked to create a one-day land survival expedition for youth. The day will consist of going out on the land and teaching youth to build a traditional igloo. You will have eight (8) youth participating in your workshop.

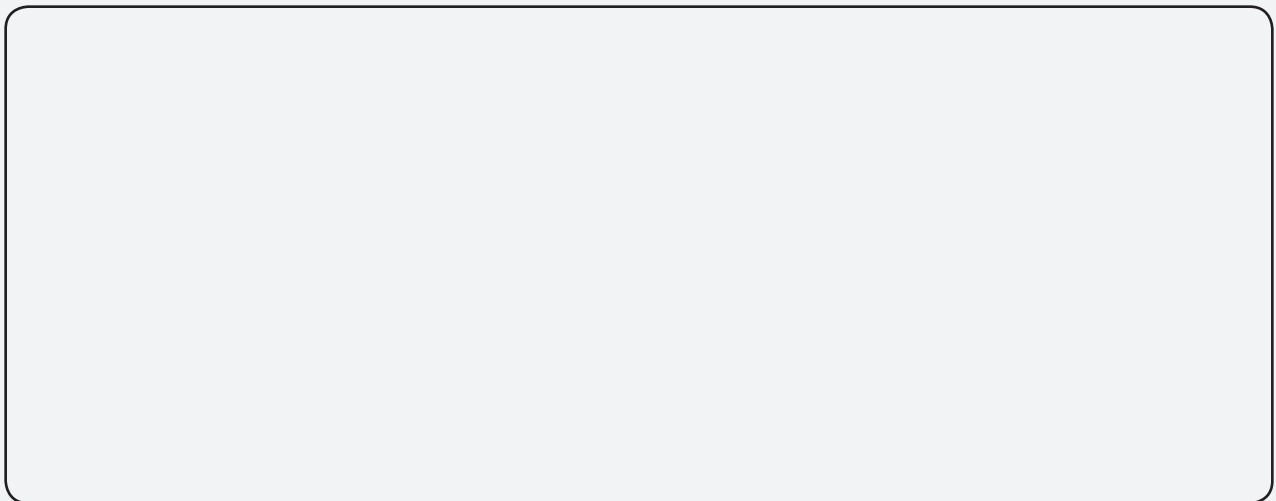
What resources do you need to make your land expedition happen? Make a list of all of the things you will need for this land expedition.

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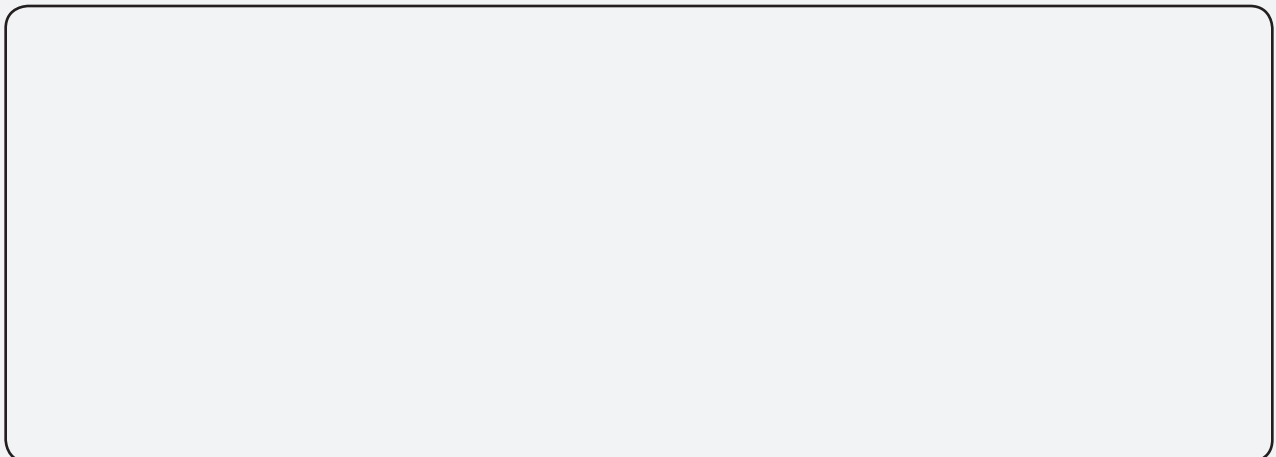
Where can you find the resources you need within your community?



Are there any resources that are missing from your community? If so, make a list of these 'resource gaps'.



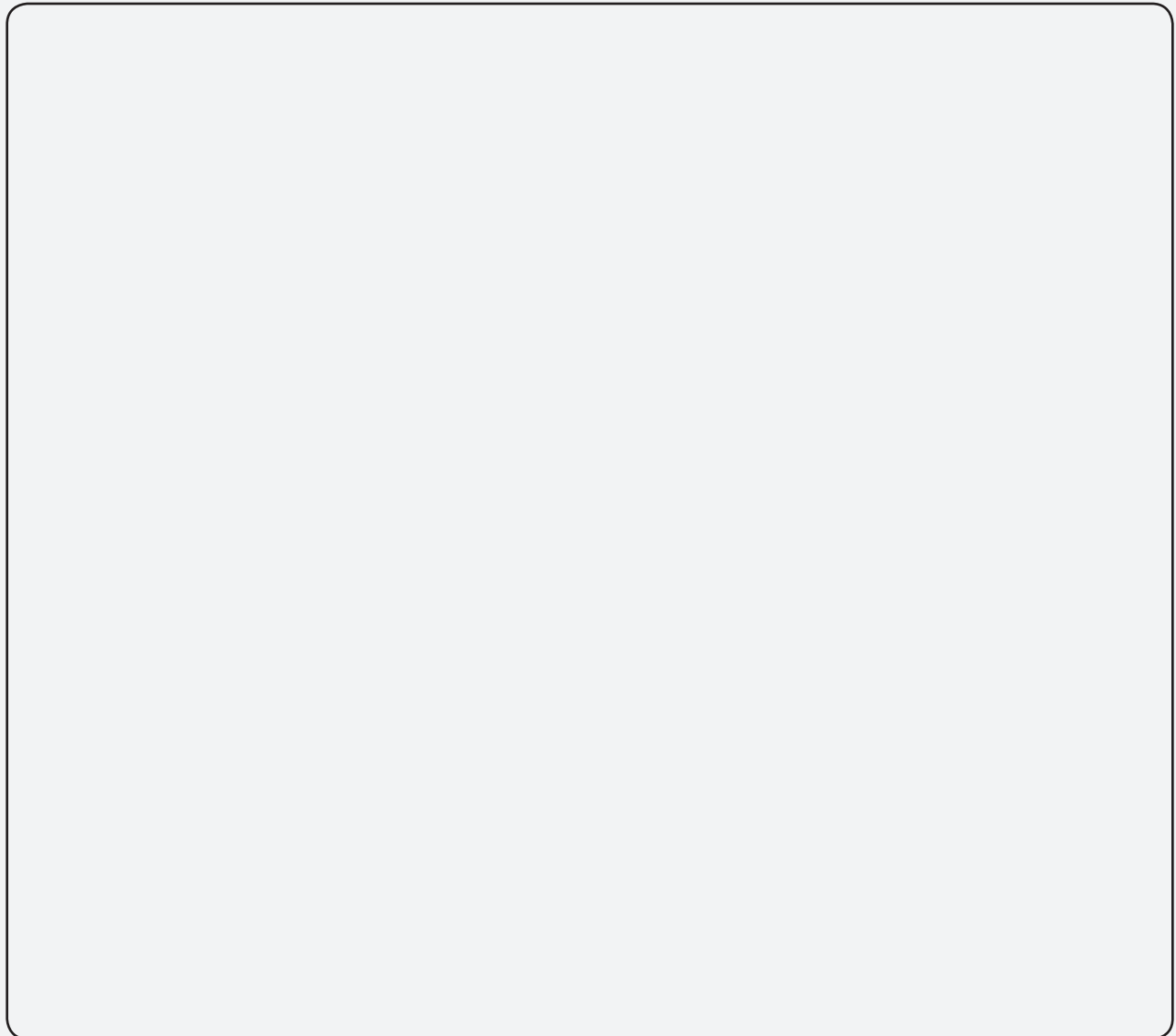
What are some of the ways you can get those resources?



Needs and Challenges

What is missing from my ideal community?

How can your community meet your ideal? What are some of the challenges that affect your community today? Write down all of the needs and challenges that you see in your community that affect those around you and/or prevent you from reaching your ideals.



Now that you've identified some of the needs and challenges in your community, it is time to understand how these fit within the individual, social, economic and physical landscape of your community, and discover how they connect to each other. By understanding the connections behind the problem, that we can find ways to take action.

Building Solutions

We have identified community ideals and challenges. Now it's time to look at how we can better understand the problems themselves so we can build suitable solutions.

The first step is to dive into an issue or problem using the **Impact Gaps Canvas**. The second step will be to use tools from the **Changemaker's Toolkit** to come up with constructive actions that will help solve the issue.

Introduction to the Impact Gaps Canvas³

Doctors and nurses spend time learning about a patient's illness (challenge) before implementing a treatment (solution). They ask questions about the patient's life and their health history, as well as speak with family members and others close to the patient. Then they try to understand what the patient has tried already, why it didn't work, and how the patient reacted. Why do doctors and nurses do this?

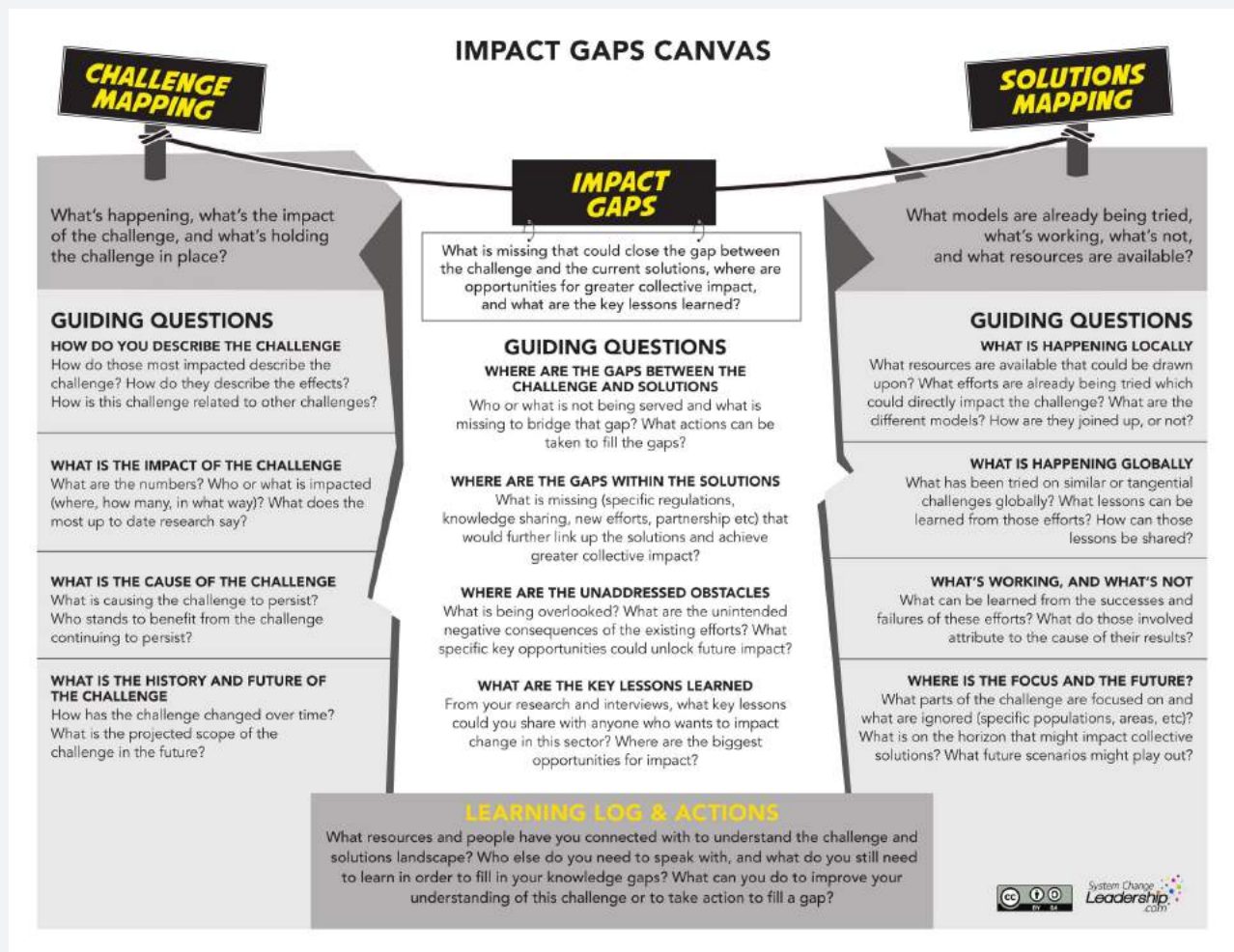
REFLECTION

Remember the last time you went to see a nurse or doctor? What types of questions did they ask?

Nurses and doctors take the time to learn and better understand a patient’s illness because without this prior knowledge they could be misinformed and offer the wrong treatment. Every patient is different, and it gives them a way to customize a treatment to a particular patient’s history and needs. An incorrect treatment could mean prolonged illness, side effects, or even death.

Just like doctors, it is important for people interested in improving their communities to take the time to understand a challenge and what solutions have been tried so you can pursue well-suited actions.

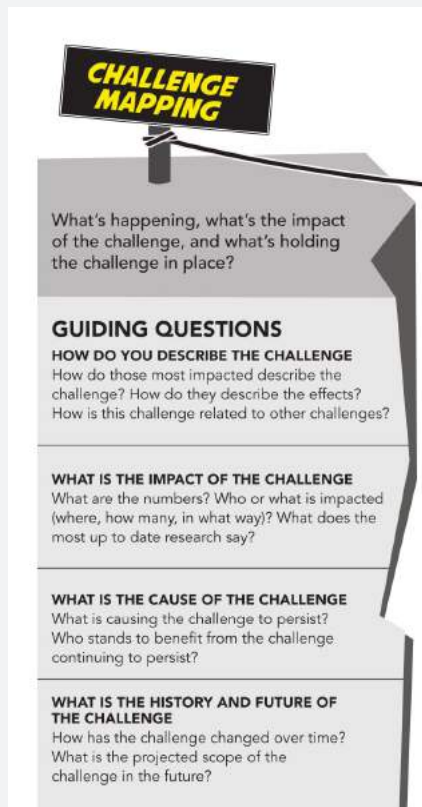
To do this, you’ll use a tool (developed by Daniela Papi-Thornton) called the **Impact Gaps Canvas**. This tool can be used by anyone to better understand a community challenge, what’s been tried before, and what solutions can be implemented.



There are three main sections in the canvas. On the left, the section is called Challenge Mapping. On the right, the section is called Solutions Mapping. And in the center we have Impact Gaps. Before we learn about how the canvas works, write down the community challenge you’re passionate about solving. You’ll use this to learn how to use the canvas.

REFLECTION

What community challenge are you passionate about solving?



CHALLENGE MAPPING

What's happening, what's the impact of the challenge, and what's holding the challenge in place?

GUIDING QUESTIONS

HOW DO YOU DESCRIBE THE CHALLENGE
How do those most impacted describe the challenge? How do they describe the effects? How is this challenge related to other challenges?

WHAT IS THE IMPACT OF THE CHALLENGE
What are the numbers? Who or what is impacted (where, how many, in what way)? What does the most up to date research say?

WHAT IS THE CAUSE OF THE CHALLENGE
What is causing the challenge to persist? Who stands to benefit from the challenge continuing to persist?

WHAT IS THE HISTORY AND FUTURE OF THE CHALLENGE
How has the challenge changed over time? What is the projected scope of the challenge in the future?

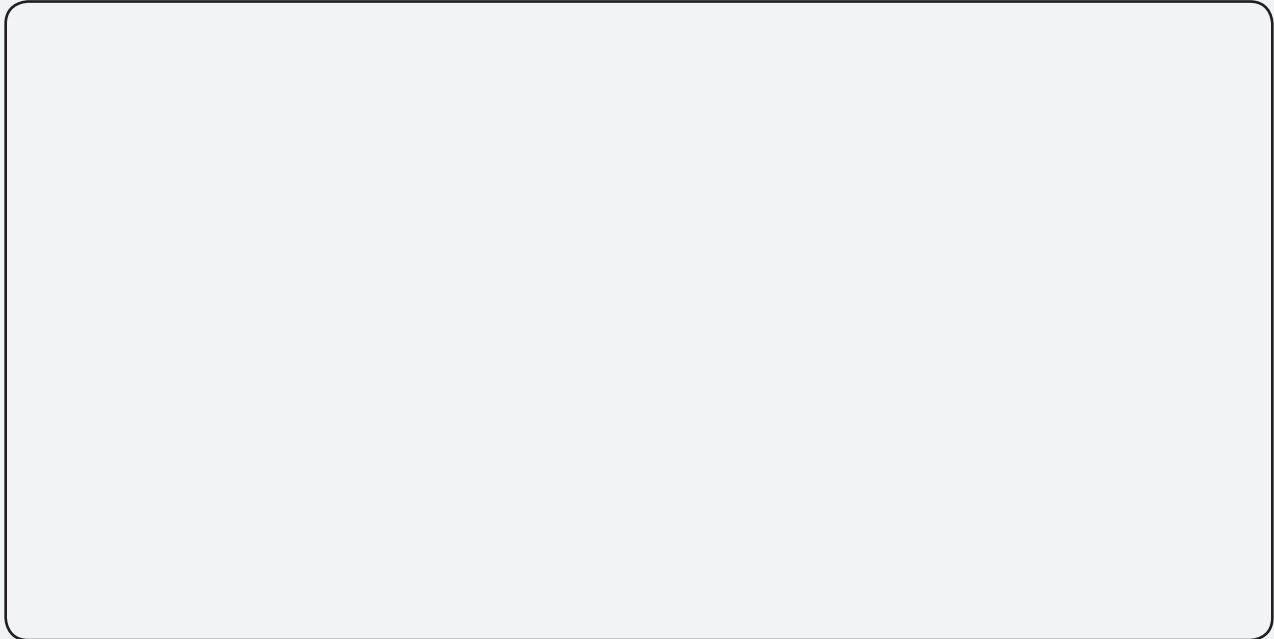
Challenge Mapping

Challenge mapping is a way of saying “summary of the community challenge.” The questions on the left side of the Impact Gaps Canvas can help you understand the community challenge you are interested in (who or what is affected, what is holding the current **status quo** in place, and who stands to be negatively affected if the problem is solved, etc.) and write out a summary.

For this challenge mapping activity you get to pretend you’re the nurse or doctor and go out into the community to find out more about the problem. Before you go in to the community, think about where you can find some of the answers to understanding your challenge.

REFLECTION

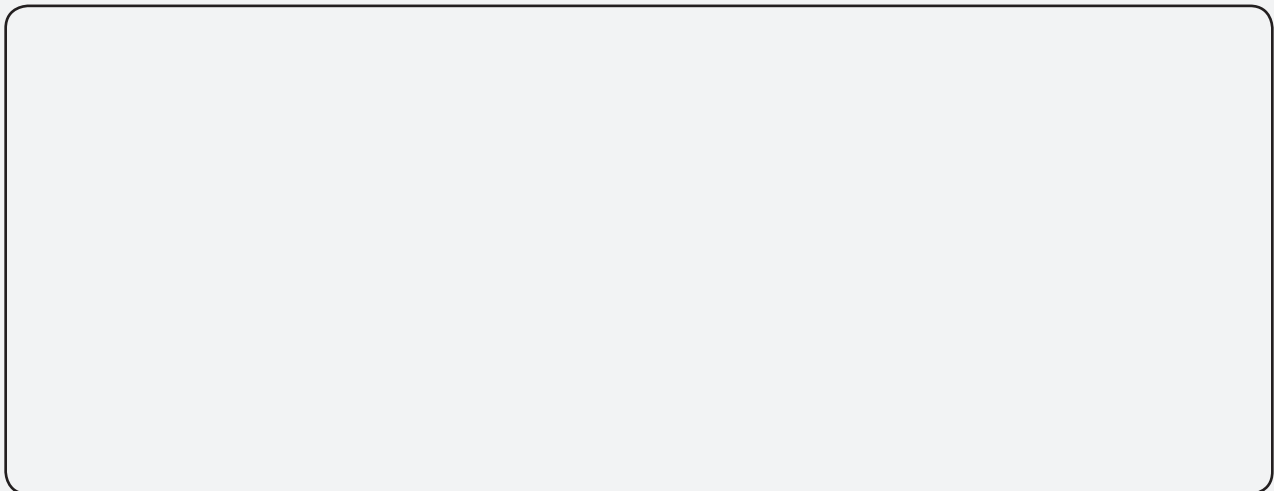
Where and from whom can you get more information on the challenge you're passionate about changing? Think about resources like books or websites as well as people and places.



Now that you have a list of places you can go, let's start the challenge mapping journey.

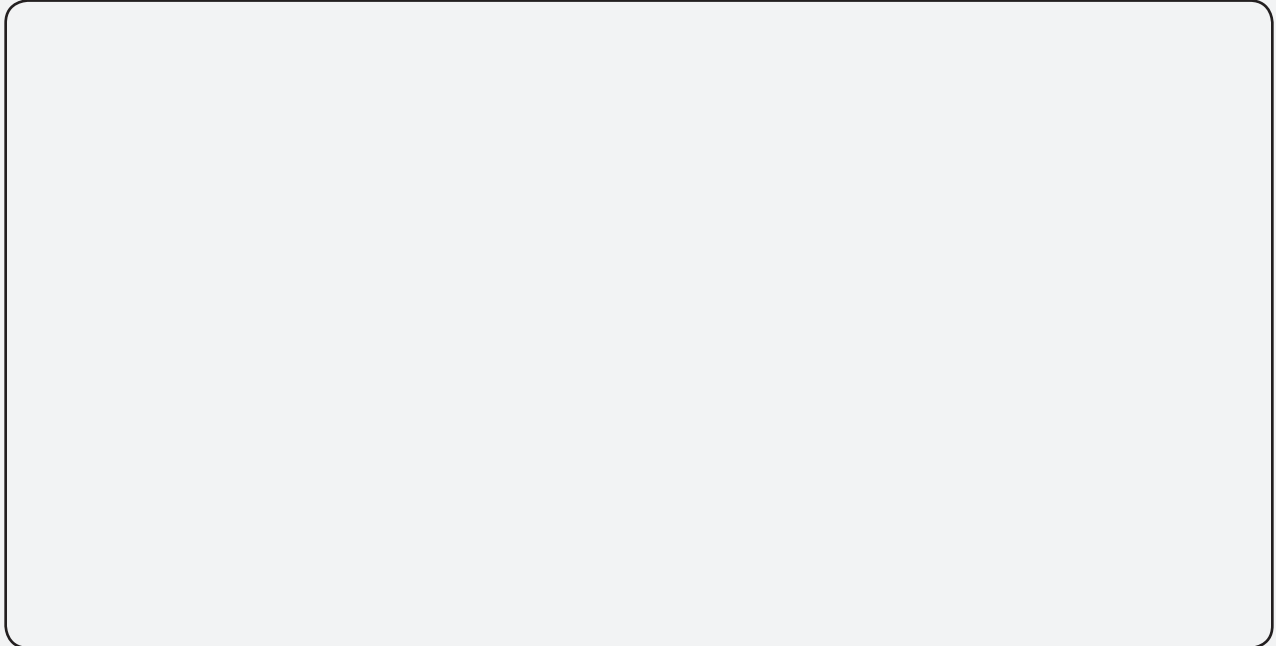
ACTIVITY

Step 1. Why the challenge exists - What are the causes for this challenge? What is preventing it from changing? Does anyone benefit from the current situation staying the same? Write down your answers.

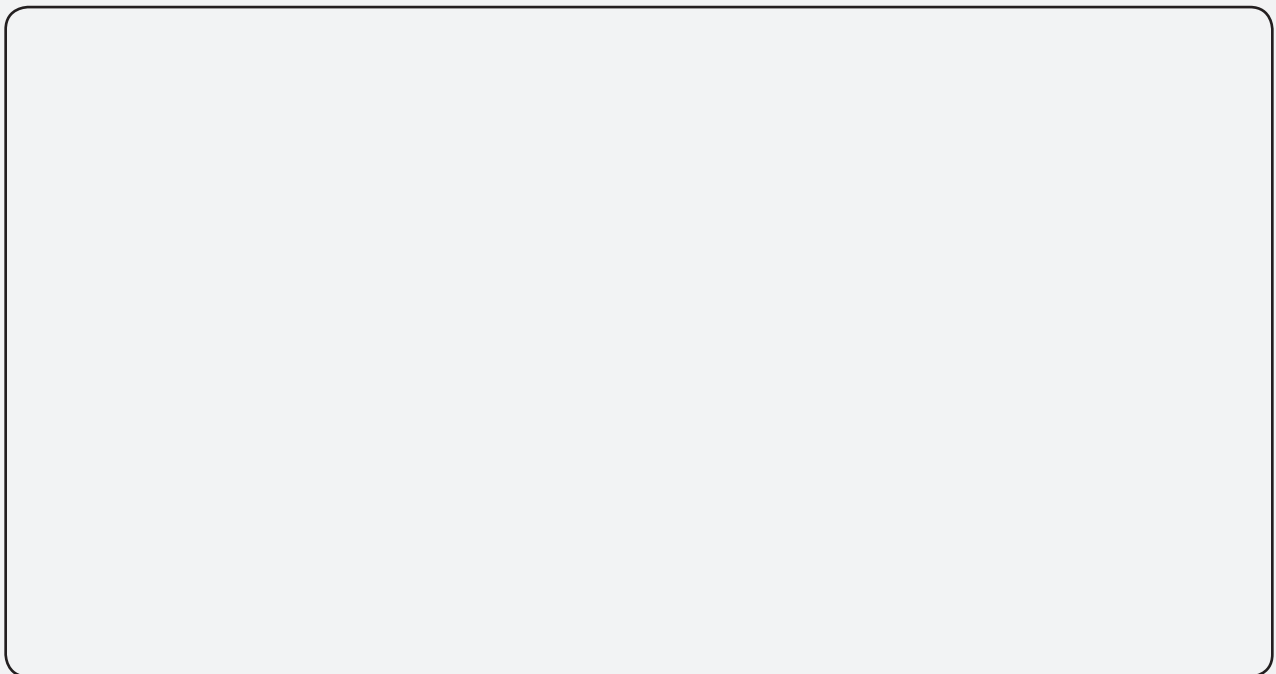


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Step 2. History of the challenge - How has this problem changed over time? What will this problem look like a few years from now when you are finished school? Write your answers.



Step 3. Capturing learning and activities - What resources did you end up using to understand the challenge? Who else do you need to speak with to learn more? Write down who you spoke with to verify your understanding of the challenge.



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As you went out in the community to learn more about the challenge and to verify your understanding, you may have found that your challenge connects to other challenges too. This is because the community operates like one large **system**. For example, if you wanted to learn about why there is less country food, you may have discovered a connection to less youth hunting and fishing, or a connection to increase in prices of hunting gear, or time spent with elders.

REFLECTION

What other challenges in the community does your challenge connect to, and why?



SOLUTIONS MAPPING

What models are already being tried, what's working, what's not, and what resources are available?

GUIDING QUESTIONS

WHAT IS HAPPENING LOCALLY
What resources are available that could be drawn upon? What efforts are already being tried which could directly impact the challenge? What are the different models? How are they joined up, or not?

WHAT IS HAPPENING GLOBALLY
What has been tried on similar or tangential challenges globally? What lessons can be learned from those efforts? How can those lessons be shared?

WHAT'S WORKING, AND WHAT'S NOT
What can be learned from the successes and failures of these efforts? What do those involved attribute to the cause of their results?

WHERE IS THE FOCUS AND THE FUTURE?
What parts of the challenge are focused on and what are ignored (specific populations, areas, etc)? What is on the horizon that might impact collective solutions? What future scenarios might play out?

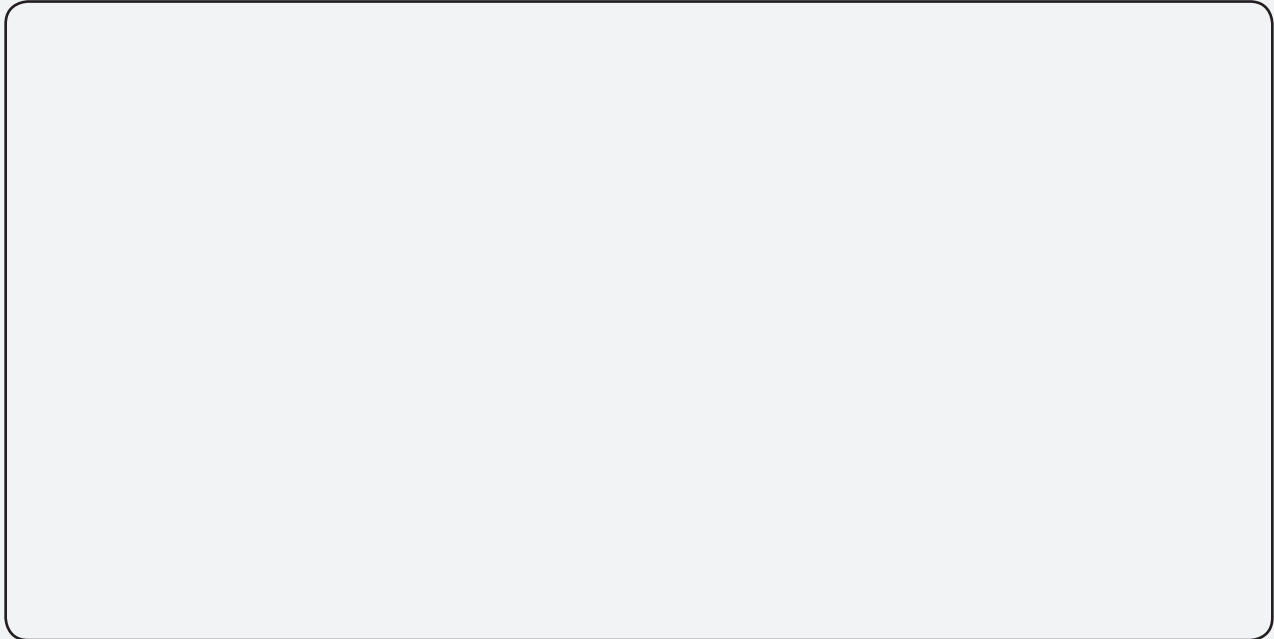
Solutions Mapping

Solutions mapping is all about getting a good sense of what solutions have already been tried by others or are currently being tried by others. The questions on the right side of the Impact Gaps Canvas help you map out the “solutions landscape” (What has already been tried, what has worked and what hasn’t and how are these efforts connected and building upon each other).

Now that you have a better sense of the community challenge, you can go back into the community to find out who and what types of organizations are trying to solve for this same challenge and in what ways.

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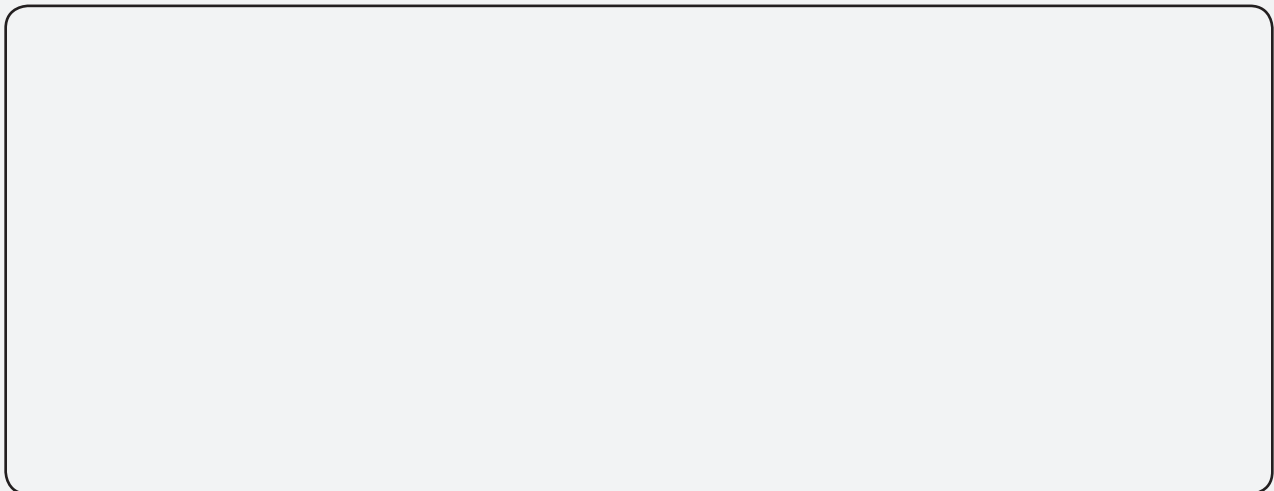
Where and from whom can you get more information about what solutions have been tried? Think about resources like books or websites as well as people and places.



Now that you have a list of places you can go, let's start the solutions mapping journey!

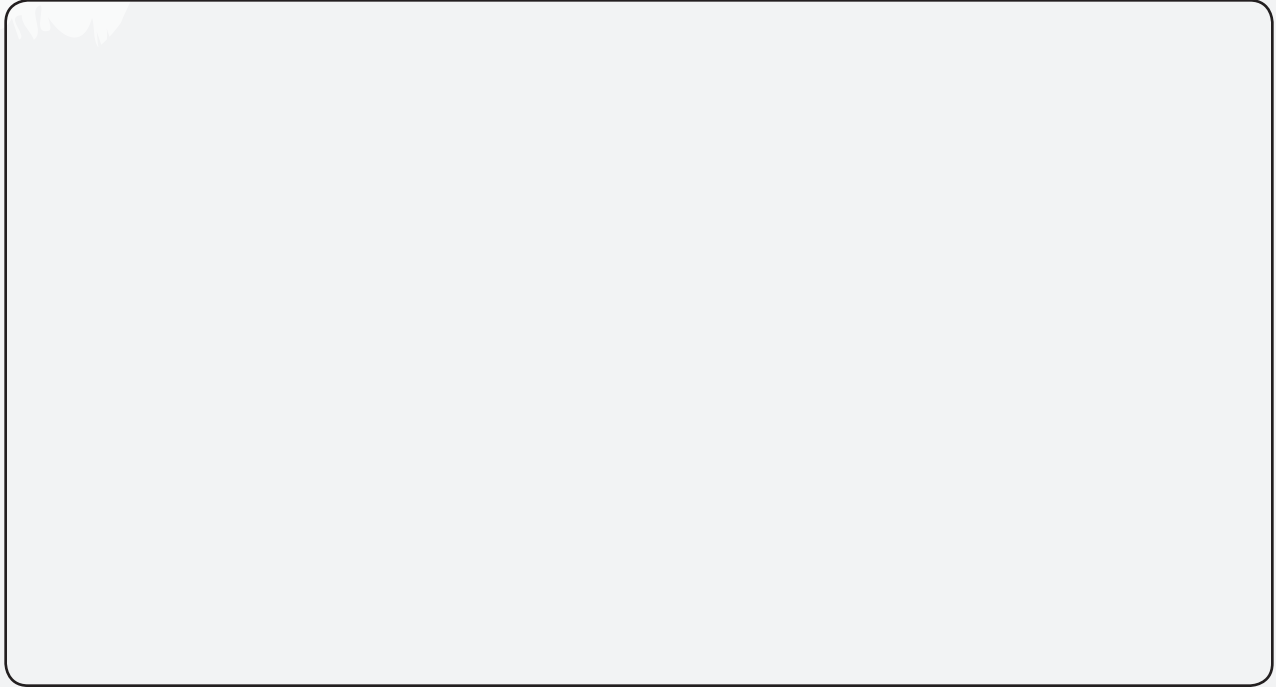
ACTIVITY

Step 1. Solutions for change - What different solutions are being tried? How are each of these solutions different? What parts of the problem do each of these solutions address? Write down your answers.

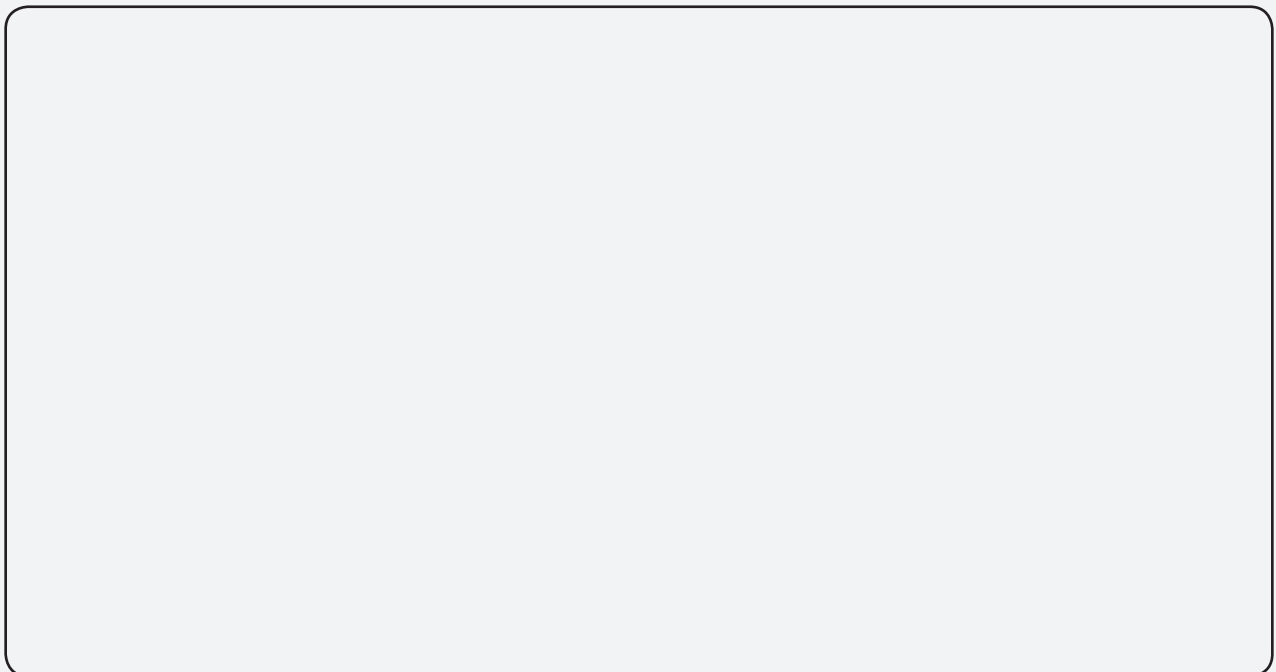


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Step 2. Future of the challenge - What new resources or opportunities are on the horizon which might affect solutions? Write down your answers.



Step 3. Capturing learning and activities - What resources did you end up using to understand what solutions are already being tried? Who else do you need to speak with to learn more? Write down who you ended up speaking with to verify your understanding of the current solutions.



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As you went out in the community to learn more about what solutions are being tried and who is trying them, you may have found people or resources or supports to help you in the community challenge you're interested in. Back to the example of less country food, you may have discovered that the local hunter's association, co-op, or an experienced hunter might be helpful resources to support you in pursuing a solution.

REFLECTION

Who or what organizations in the community can be a valuable resource for you?

IMPACT GAPS

What is missing that could close the gap between the challenge and the current solutions, where are opportunities for greater collective impact, and what are the key lessons learned?

GUIDING QUESTIONS

WHERE ARE THE GAPS BETWEEN THE CHALLENGE AND SOLUTIONS
Who or what is not being served and what is missing to bridge that gap? What actions can be taken to fill the gaps?

WHERE ARE THE GAPS WITHIN THE SOLUTIONS
What is missing (specific regulations, knowledge sharing, new efforts, partnership etc) that would further link up the solutions and achieve greater collective impact?

WHERE ARE THE UNADDRESSED OBSTACLES
What is being overlooked? What are the unintended negative consequences of the existing efforts? What specific key opportunities could unlock future impact?

WHAT ARE THE KEY LESSONS LEARNED
From your research and interviews, what key lessons could you share with anyone who wants to impact change in this sector? Where are the biggest opportunities for impact?

Identifying Suitable Solutions

Now that you have mapped the challenge and tried solutions, let's explore the center portion of the Impact Gaps Canvas. This part identifies the gaps that exist between the left side and right side, including what types of efforts are missing. What could better connect efforts?

These gaps hold the key to new opportunities for you to take action. You can blend what you have discovered about the system with your skills and passions to work on a new opportunity.

REFLECTION

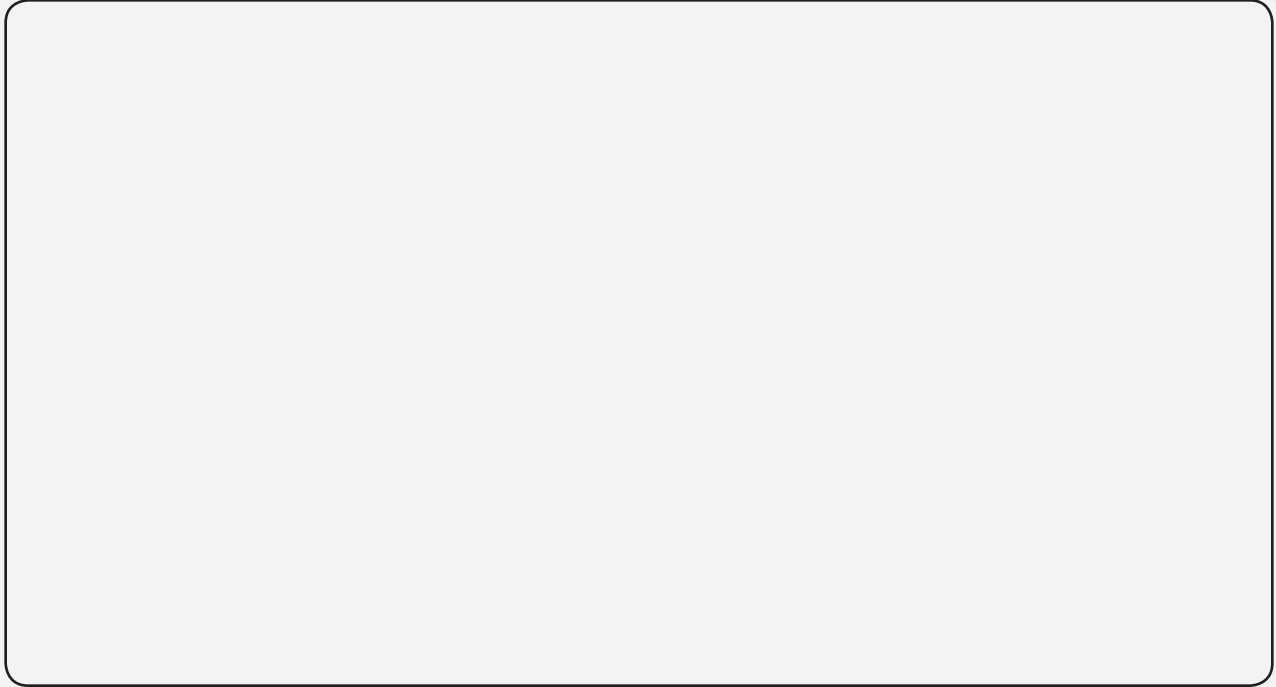
Think back to your resources. Who could you spend time with to answer the following questions to identify suitable solutions?

ACTIVITY

Step 1. Obstacles that have not been addressed - What is missing or not working in each of these solutions? Write down your answers.

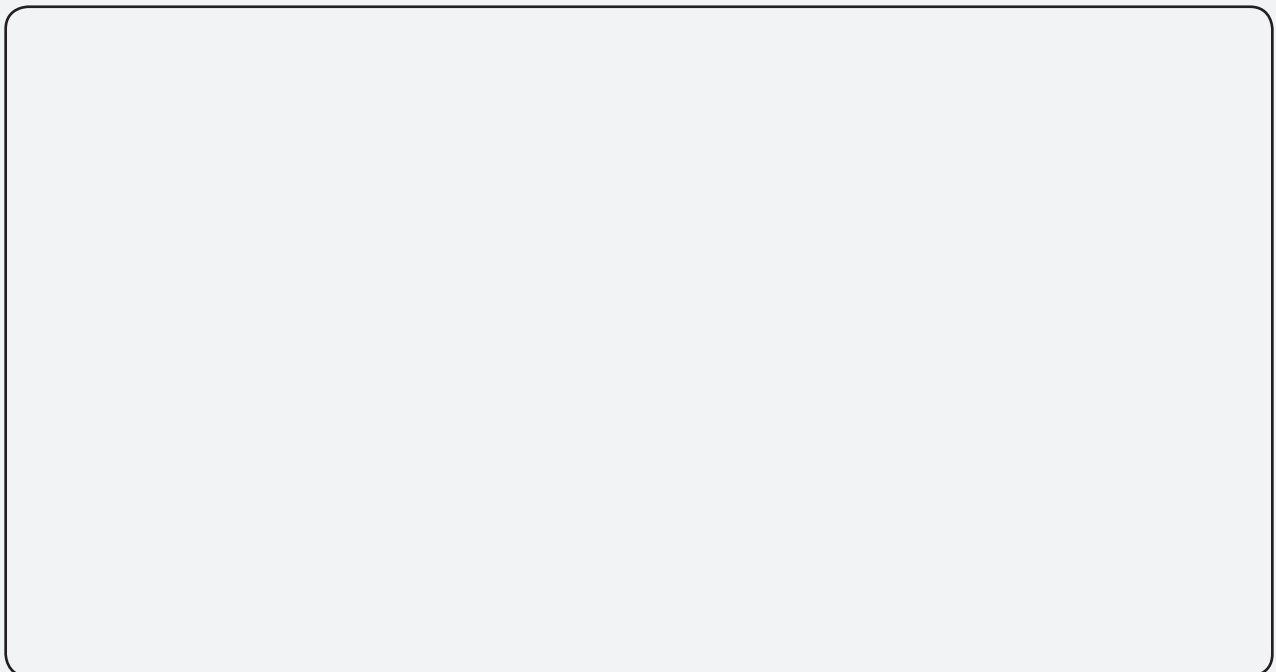
●●● CHAPTER 1 COMMUNITY

Step 2. Impact opportunities - Where are the opportunities (business, research, engagement, etc.) that can improve the challenge?



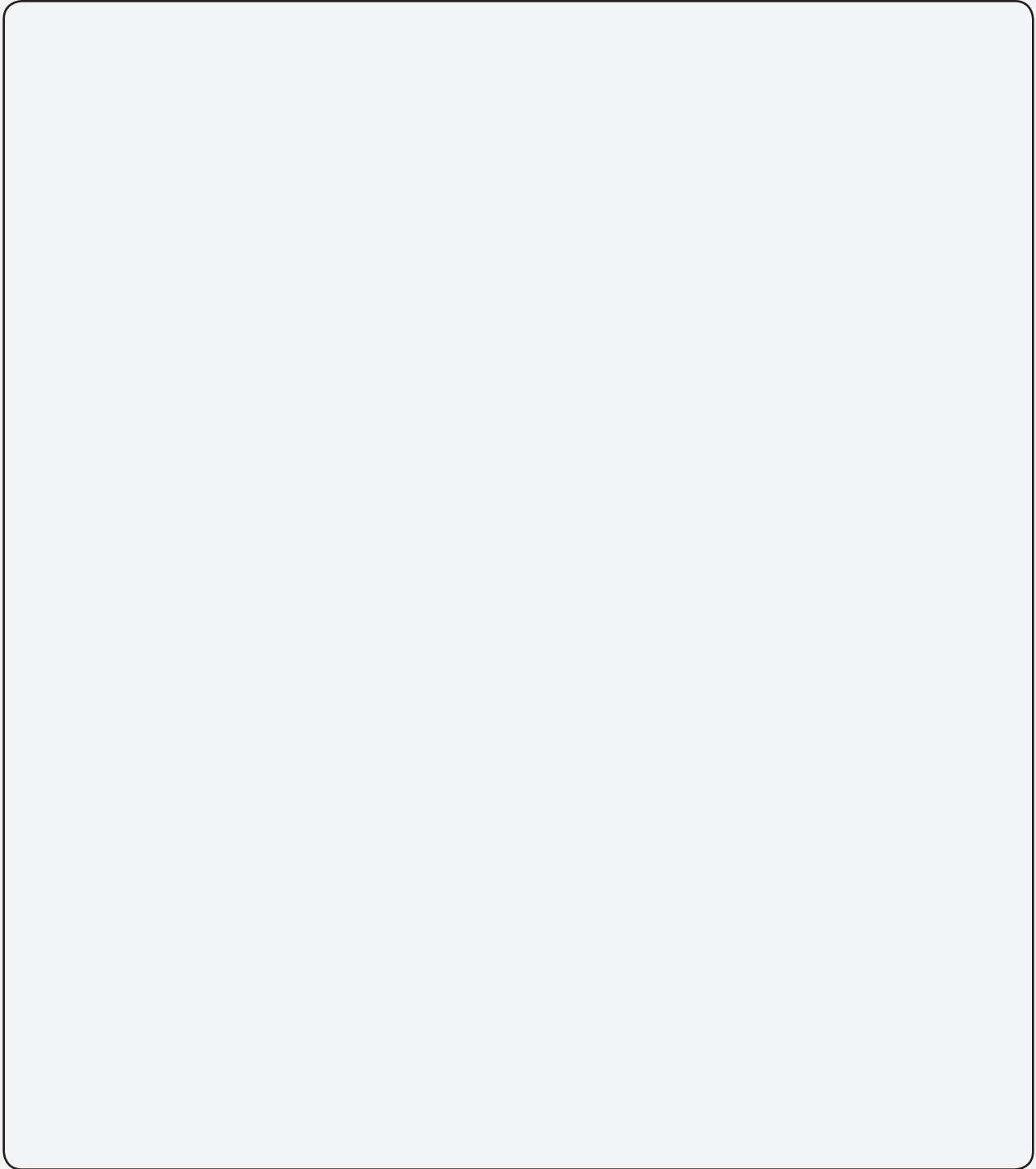
REFLECTION

What important lessons did you learn from using the Impact Gaps Canvas and going into the community to speak with people?



REFLECTION

Now that you have a list of potential future opportunities, which ones align with your skills and passion?



How to Take Action

Now that we've identified the impact gaps, it's time to look at the different types of constructive actions to bridge gaps and work towards solving the problem. A **constructive action** is a step towards a solution but does not resolve the entire solution itself. Think about the igloo. The igloo is made up of dozens of snow bricks that eventually come together to shape the igloo. Systems change is a combination of constructive actions (snow blocks) that come together to change the system (igloo).

As we've seen throughout this chapter, systems are complex. This means that there isn't one magic solution that can fix the entire system. You need many different people to work together and take a series of constructive actions towards building a better system. In other words, no one person can change the entire system alone and everyone has a role to play. **Everyone can make a difference in their own way and we are stronger when we work together. Piliriqatigiinniq!**

Community Engagement Toolkit

What tools can be used to take constructive action towards community change? The tools presented below are meant to give you ideas about how you can make change. Note that this is not a complete list. There are many other ways you can effect change (such as making an effort to create less waste or making a kind gesture every day). These tools are also not meant to be used in isolation. Combining different tools together can be very powerful!





Research and Education

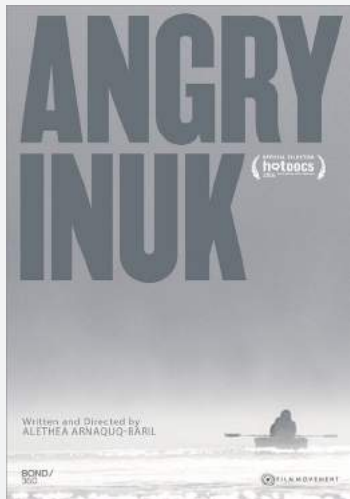
Research and education can be a very powerful tool in systems change. The information and knowledge gained from research and education raises awareness and can uncover data that provide deeper insights into the system. Research and education also have the power to help shift the mindset of society. Research findings can be shared in many different ways including written papers, in-person presentations, webinars, videos, podcasts, and more.

Example - In 2016, Inuit Tapiriit Kanatami (ITK) did research on the suicide crisis in Inuit Nunangat. They summarized their findings and created a document called the National Inuit Suicide Prevention Strategy (NISPS), which offers a series of recommendations for all stakeholders to work together to fight the crisis. ITK describes the NISPS as “a tool that Inuit can use to secure resources for housing and shelters and ensure the safety of children and families. The NISPS also guides policymakers to make more focused, efficient and impactful investments in suicide prevention⁴”.



Multimedia

Multimedia is content that uses a combination of text, audio, images, animations, video and interactive content. Multimedia can be used to communicate ideas, stories, research, and perspectives that can educate and positively influence people.



Example - *Angry Inuk* is a documentary film created by Iqaluit-based filmmaker and activist Alethea Arnaquq-Baril. *Angry Inuk* provides a spotlight on the ban of seal products and the effect it's had on the Inuit. Seal hunting is a widely misunderstood practice that has gained a lot of negative press from international campaigns backed by celebrities like Ellen Degeneres, Paul McCartney, and Pamela Anderson. The ban on seal products has had devastating effects on the Inuit's economy. *Angry Inuk* sheds light on the issue and has educated thousands on the topic since its release.

Art

Art of all forms can be an effective way to communicate and challenge people's way of seeing things. Art of all shapes and forms can be thought provoking and even life changing. Whether it be through poetry, dancing, music, carving, painting, or whatever other art form you are passionate about, your art can be a way for you to communicate a powerful message with the world.

Example - Twin Flames duo Jaaji Okpik and Chelsey June use their music as a way to show people they are not alone and give a public voice to the issues communities face. The musical duo travels across the arctic to deliver workshops to youth and use music to inspire youth⁵.



Grassroots Advocacy

Grassroots advocacy is about communicating with the general public and asking them to contact their local, provincial or federal officials regarding a certain issue. It encourages people to have a voice, and defend and protect their rights. It enforces people's views to be considered when decisions are being made about their lives.

news Inuit leaders applaud landmark Supreme Court ruling

Inuit leaders applaud landmark Supreme Court ruling

'I can't believe this has happened,' says Aluki Kotierk, president of Nunavut Tunngavik

Elyse Skura - CBC News · Posted: Jul 27, 2017 5:00 AM CT | Last Updated: July 27, 2017



Inuit activist Jerry Natanine smiles after the Clyde River Inuit blocked seismic testing that they say would have killed marine mammals in the area, but he said he was disappointed the cause didn't get more support from Inuit organizations. (Sean Kilpatrick/Canadian Press)

Example - Jerry Natanine is an Inuit activist who spent two years fighting against seismic tests set to search for oil and gas deposits offshore of Clyde River. The effects of the seismic testing was threatening the community's marine wildlife. Despite the community not being consulted on the project, the National Energy Board gave the company green light to start their exploration.

Jerry's grassroots advocacy movement brought together people and organizations to fight against the National Energy Board's decision⁶. The case was eventually brought to the Supreme Court of Canada. Jerry's activism did not only save Clyde River from the potential devastation of seismic testing, it also provided a precedent for future cases involving Indigenous groups, whereby they will now need to be properly consulted with before development projects get the go-ahead.



Community Projects

Community projects are activities that are led by community members and for community members. Community projects and initiatives can take many shapes and forms but are typically run for a short duration of time and for a set purpose. They are programs designed with a specific goal in mind. For example, the project could be a five-week traditional skills program that brings together youth and elders. It could be a healthy cooking workshop for families to promote a healthy lifestyle, or it could be a summer hockey camp for youth to have access to opportunities and activities to keep them busy and active during the summer.

Example - *The Ungaluk program is a fund managed by Makivik Corporation, which gives out 9 million dollars every year towards crime-prevention projects & initiatives across Nunavik communities. Examples of programs funded by the Ungaluk program include summer camps on the land, hockey programs that teach traditional skills to youth and video-making workshops for youth⁷.*



Intrapreneurs

Intrapreneurs are individuals who are entrepreneurs inside an organization. An intrapreneur creates projects and activities within the organization they are working with. Although intrapreneurs can be restricted in some ways, in other ways they have the advantage of having access to a wealth of resources and supports within the organization which can increase their impact.

Example - *Qarjuit Youth Council*

Alicia Aragutak, president of the Qarjuit Youth Council, and Olivia Ikey, vice-president of the Qarjuit Youth Council are intrapreneurs. During their term with the Qarjuit Youth Council, Alicia and Olivia have created and led many different entrepreneurial projects with their team. For example, they created a Youth and Elders conference in Kangiqsujuaq on April 17th and 18th 2018. The goal of the conference was to help youth and elders connect. Alicia and Olivia used their resources and support to take a constructive action towards bridging the gap between youth and elders⁸.



Civic Engagement

Civic Engagement is about finding ways to be an active participant in your community. Civic engagement can include voting, signing a petition, attending town hall meetings, cleaning up parks, or volunteering at community events.

Example - *Voting in elections (whether it be for a local mayor, a Makivik representative, or Federal elections) is a great example of civic engagement.*



Businesses and Organizations

Businesses and organizations make up what we call the **private sector** of society. The private sector is the part of the economy that is not directly under government control. This includes businesses, social enterprise, cooperatives, associations, non-for-profit organizations, and other non-government bodies that participate in the goods and services economy.

Businesses and organizations provide people with products and services that fill our wants and needs. They play a critical role in our systems and have the power to impact the system both positively and negatively.

Social Enterprise

Social enterprise is a business that brings about positive change. Social enterprises have a social, cultural, or environmental mission ingrained in its purpose and use the mechanics of business (selling products/services) to achieve their goals. The more money the business makes, the more impact they have. The purpose of the social enterprise is to make money to do good.

Example - *Délice Boréal is a social enterprise created by Avataq, the Nunavik center for cultural preservation. Délice Boréal makes and sells teas made from plants harvested in Nunavik. Délice Boréal employs people locally to harvest the teas and all profits made are reinvested into Avataq. The business sustains the activities of protecting the culture of the Inuit. The more tea that Délice Boréal sells, the more people they can employ, and the more they can support Avataq cultural activities*⁹.



Non-Profit Organizations

A **non-profit organization** is one that is dedicated to making social, environmental, or cultural change. Non-profits do not provide services or sell products to make money. Non-profits usually rely on grants and contributions from government and corporations in order to conduct their activities and deliver their services. This is a challenge for nonprofits, as they rely on money that they don't make themselves (unlike social enterprises).

Example - *The Qarmaapik House is a non-profit organization based in Kangiqsualujjuaq. The Qarmaapik House was created to be a place where parents or guardians are supported to better meet their children's needs and to improve the bond within their family and instill traditional Inuit family values in the community*¹⁰.

Cooperatives

A **cooperative** is type of business that is owned, operated, and shared by a community of people. It is a collective business model. Instead of one (or a few) people owning the business, it is owned by every community member who participates in the business.

A cooperative is owned by its members. Its members are the people who use the coop's products and services. The money made at the end of the year is distributed to its members, usually based on how much they participated in the business.

The more the cooperative grows, the more it benefits its community members. The benefits created by the coop go straight to its members. Coops have been a very popular business model in Nunavik since it is a type of business that is closely in-line with Inuit culture and values.

Example - Every community in Nunavik has a community coop. Nunavik coops are part of the *Fédération des Coopératives du Nouveau Québec (FCNQ)*. The Coops in Nunavik are managed by community members, and members of the Coop get benefits for shopping at the store (e.g. dividend payouts and member discounts).

REFLECTION

Do you have another store in your community? If yes, in what ways is it different from the coop? In what ways is it the same as the coop?

GLOSSARY

Civic Engagement

Finding ways to be an active participant in your community (e.g. voting, town halls).

Challenge Mapping

In the Impact Gaps Canvas, challenge mapping is the summary of the challenge.

Community Development

When community members work together to build stronger communities for the benefit of the collective (group).

Community Ideals

A method of describing what you and others want your community to be.

Community Projects

Activities that are led by community members and for community members.

Constructive Action

A step towards a solution but does not resolve the entire solution itself.

Culture

The set of collective traditions, languages, knowledge, beliefs & practices that is shared by a group of people.

Economy

The process of changing our resources into goods and services so everyone has what they need.

Environment

All of the natural resources and living beings we have to take care of.

Globalization

The process by which our structures and systems become increasingly interconnected through international influence or by operating on an international level.

Grassroots Advocacy

Raising awareness regarding certain causes and issues to ensure that people have a voice, that their rights are protected, and that their views are considered when decisions are being made about their lives.

Impact Gaps Canvas

A tool used to map out and understand a community challenge.

Intrapreneurs

Individuals who create entrepreneurial projects and activities within the organization they are working with.

Interdependency

The dependence of two or more people or things on each other.

Multimedia

Content that uses a combination of text, audio, images, animations, video, and interactive content.

GLOSSARY

Piliriqatigiinniq

The IQ principle that promotes community members working together to build stronger communities for the benefit of the collective group.

Private Sector

The part of the economy that is not directly under government control. This includes businesses, social enterprise, cooperatives, associations, non-for-profit organizations, and other non-government bodies that participate in the goods and services economy.

Resources

A supply that is used to create or produce a benefit (e.g. materials, people, money, land).

Root Cause

The origin of an issue that generates symptoms.

Society

The collective structures, governments, and institutions that make sure we have fair and reasonable quality of life.

Solutions Mapping

In the Impact Gaps Canvas, solutions mapping is about getting a good sense of what solutions have already been tried by others or are currently being tried by others.

Status Quo

The way things are now; the current situation.

Sustainable Development

Development that meets the needs of today without compromising the needs of the future.

Sustainability

The ability to meet our needs without compromising the ability of future generations to meet their needs.

Sustainability Lens

A tool that is helpful while observing a community and its complex interactions

Symptoms

The byproduct or result of a deeper issue (root cause).

System

A collection of interconnected, interacting, and interdependent parts that form a whole.

Systems Thinking

A way to observe, analyze, and understand the world around us. Systems thinking recognizes that there are relationships, connections, and interdependencies between the different elements that make up the system.

Wellness

The quality of life itself. Our health and our happiness.