

NAIN ON-THE-LAND WORKSHOP 2022

What We Said



Liz Pijogge, Joseph Onalik, Mel Flynn, Wilson Jararuse (late), Annie Lidd, Ethan Angnatok, Josephine Jararuse, Lawrence Semigak, Sukattai Lidd, Tyriekah Semigak, Siegfried Merkuratsuk, Susie Semigak, Susie Debbie Lyall, Sarah Semigak Lidd, Lauren Pilgrim, Chesley Semigak, Darrel Lyall, Emma Haye, Lena Onalik, Carla Pamak, Michelle Saunders, Joseph Merkuratsuk, Jenny Merkuratsuk, Pauline Angnatok, William Ikkusek, Wilson Michelin, Richard Maggo, Shawn Solomon, Simon Kohlmeister, Frederic Dwyer-Samuel, Kate Ortenzi, Amber Gleason, Matthew Anderson, Magali Houde, Laura Martinez-Levasseur, Heloig Barbel, Paul McCarney, Alex Bond, Max Liboiron

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Author order was initiated based on the protocol outlined in Liboiron et al. (2017). We held an authorship meeting with workshop participants in Nain in December 2023 to discuss how to attribute everyone's contributions. At this meeting, participants agreed that it is important to recognize the collective nature of the knowledge shared at the workshop by including everyone as an author.

Front photo: Morning one introductions. Featuring (left to right) Lauren Pilgrim, Joseph Onalik, Kate Ortenzi, Wilson Jararuse, Carla Pamak, Susie Semigak.
Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur.
Photo shared with consent from all pictured.

A CINUK NG Plastics Project

Everyone who attended the workshop completed a consent form that explained their role in the workshop and researchers' responsibilities to participants. We use lots of photos and quotes from the workshop. We have removed some everyday things people say in conversations (e.g., 'um' or 'like') to help make things clear. The removals do not change the overall message of the quote. All quotes and images have been used with consent. Participants were able to review their quotes in the report and change or remove their words. If we couldn't identify who said a quote, we did not use it. Everyone who attended was also invited to review and be co-authors of this report. Participants indicated whether they wanted to be co-authors on the consent form.

We have a data-sharing agreement with the Nunatsiavut Government for this project. This agreement states that the information in this project is held and controlled by the Nunatsiavut Government. However, it passes through Memorial University and the Natural History Museum, London, during the three-year project (up to March 31, 2025). After the research project is completed in March 2025, access to the data storage will remain solely with the Nunatsiavut Government. Data stored with the Nunatsiavut Government may potentially be used in future projects or activities. Any future use of data will align with this project's original intent to understand values that make research respectful and evaluate on-the-land workshop formats.

All research team members attending the workshops completed the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) training and certification. The Nunatsiavut Government Research Advisory Committee issued regional approval (permit number: NGRAC-27642343) and the Interdisciplinary Committee on Ethics in Human Research at Memorial University issues ethics approval for the project (permit number: 20230193).

Una ilingattijavut allaKutik Wilson Jararuse-imut.

Nakummesuka, Wilson, pivitsaKasimagavit, Kaujimausigijannik, ammalu allasângutitsiKattasimagavit ilisimajannik uvattinut. PaingugijautsianiakKutit tamâgennut aniggagijannut ammalu Kaujisattet nunalinnut.

We dedicate this report to Wilson Jararuse.

Nakummesuak, Wilson, for the time, knowledge, and translation skills you shared with us. You will be greatly missed by both your home and research communities.

Below: Photo of (left to right) Wilson Jararuse and Annie Lidd looking at powdered seal liver. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.



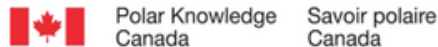
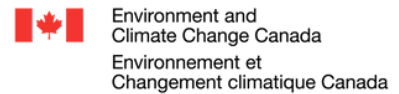
Acknowledgements

This project took place in the self-governing Inuit region of Nunatsiavut. The report's authors acknowledge and recognize Labrador Inuit as the stewards of the lands and waters of Nunatsiavut. Many of the authors are Inuit who live in Nunatsiavut. Those of us from outside Nunatsiavut offer a heartfelt nakummek to Nunatsiavummiut for inviting us to your home and sharing your beautiful land with us for this work.

Nakummek (thank you) to the Nigivik Centre, who provided going-off kits to all workshop attendees. The Illusuak Cultural Centre hosted and catered for the open house event in their beautiful event space. Many thanks to the Nunatsiavut Research Centre, which provided accommodation space, advice and support, and lots and lots of equipment used at the workshop. Nakummek to our fantastic cook Pauline Angnatok who kept our bellies full with delicious meals and snacks. Nakummek to Shawn Solomon, William Ikkusek, Wilson Michelin, Simon Kohlmeister, and Richard Maggo, who provided boats and transportation for the workshop. A very large nakummek to Buddy and Jenny Merkuratsuk, who made sure camp was running smoothly and kept us warm and safe throughout the workshop.

Thank you to our colleagues from CLEAR Lab, Memorial University. Thank you especially Brittany Schaefer, for her coordination and project management skills and the sense of kindness and calm she provides.

Funding



This is a Canada-Inuit Nunangat-United Kingdom Arctic Research Programme (CINUK) project, with additional funding and support for the workshop from the Northern Contaminants Program (NCP), Environment and Climate Change Canada (ECCC), Polar Knowledge Canada (POLAR), the Nunatsiavut Government, Memorial University of Newfoundland & Labrador (MUNL), and the Natural History Museum, UK.

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Who We Are



Photo of youth throat singing. Featuring (left to right): Tyriekah Semigak and Josephine Jjaruse. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.

Core Research Team

Liz Pijogge – Principal Investigator, Nunatsiavut Government



Liz Pijogge (Inuk) is the Northern Contaminants Researcher for the Nunatsiavut Government, where she collects data about the effects of plastic pollution to show just how clear the threat is. She oversees one of the most comprehensive plastic monitoring programs in the Arctic and was invited to the AMAP working group on marine plastics in the Arctic in 2021.

Max Liboiron – Principal Investigator, Memorial University of Newfoundland and Labrador



Dr. Max Liboiron (they/them; Red River Métis/Michif) is the founder of CLEAR, an interdisciplinary plastic pollution laboratory whose methods foreground humility and good land relations. Dr. Liboiron has influenced national policy on both plastics and Indigenous research, invented technologies and protocols for community monitoring of plastics, and created protocols for fostering research collectives. Dr. Liboiron is a Professor in Geography and was formerly the Associate Vice-President (Indigenous Research) at Memorial University in St. John's, Newfoundland and Labrador, Canada.

Alex Bond – Principal Investigator, Natural History Museum



Dr. Alex Bond (he/him; settler) is an ecologist and conservation biologist with a focus on marine birds and oceanic islands, using a mix of lab, field, and analytical techniques to better understand natural and human-caused changes to the natural world. He has focused on marine pollution for nearly two decades. Dr. Bond is a Principal Curator and the Curator in Charge of Birds at the Natural History Museum in London and Tring, UK.

Joseph Onalik – Co-investigator, Nunatsiavut Government



Hey! My name is Joseph Onalik (he/him), and I am an Inuk who grew up in Corner Brook, Newfoundland, on the ancestral homelands of the Beothuk. I live in and work from Nain Nunatsiavut, the homeland of my people, the Inuit (Nunatsiavummiut). I am working closely with the Nunatsiavut Research Centre as a research technician and also take on any work related to our community freezer. I am honoured to say I work with the CLEAR lab on various things, such as co-organizing On-The-Land Workshops and sampling for microplastics. Taima.

Melanie Flynn – Co-investigator, Memorial University of Newfoundland and Labrador



Dr. Mel Flynn (she/her, settler) works as the project point person for the NG Plastics project. I am working closely with Joseph Onalik on facilitation, co-organizing on-the-land workshops in Nunatsiavut, and co-facilitating project reflection and evaluation.

Paul McCarney – Postdoctoral Researcher, Memorial University of Newfoundland and Labrador



Dr. Paul McCarney (he/him, settler) has worked on a range of projects in Nunatsiavut, working with CLEAR as a postdoctoral researcher to co-organize and co-facilitate on-the-land workshops and other community activities with the NG Plastics project. I currently live in Whitehorse, Yukon.

Participants

Chesley Semigak
Darrel Lyall
Emma Haye
Ethan Angnatok
Josephine Jararuse
Lawrence Semigak
Sarah Semigak Lidd
Sukattai Lidd
Susie Debbie Lyall
Susie Semigak
Tyriekah Semigak
Lauren Pilgrim

Wilson Jararuse
Annie Lidd
Siegfried Merkuratsuk
Liz Pijogge
Lena Onalik
Carla Pamak
Michelle Saunders
Frederic Dwyer-Samuel
Alex Bond
Mel Flynn
Kate Ortenzi
Amber Gleason

Matthew Anderson
Magali Houde
Laura Martinez-Levasseur
Heloig Barbel
Shawn Solomon (boat driver)
William Ikkusek (boat driver)
Wilson Michelin (boat driver)
Simon Kohlmeister (boat driver)
Richard Maggo (boat driver)
Pauline Angnatok (cook)
Buddy Merkuratsuk (camp manager)
Jenny Merkuratsuk (camp manager)

Below: Photo the workshop participants. Featuring (left to right): Emma Haye, Jenny Merkuratsuk, Siegfried Merkuratsuk, Amber Gleason, Wilson Jararuse (sitting), Liz Pijogge, Heloig Barbel, Ethan Angnatok, Annie Lidd (sitting), Lena Onalik, Joseph Onalik, Susie Semigak, Carla Pamak, Pauline Angnatok, Sarah Semigak Lidd, Susie Debbie Lyall (sitting), Mel Flynn, Sukattai Lidd, Alex Bond, Kate Ortenzi, Matthew Anderson, Tyriekah Semigak, Josephine Jararuse, Darrel Lyall, Lawrence Semigak, Magali Houde, Buddy Merkuratsuk, Chesley Semigak. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.



Other Research Team Members

While the team members above were the ones that planned, coordinated, and attended the Workshop, the wider CINUK NG Plastics team also includes:

- Chelsea Koch (Postdoctoral Researcher, Natural History Museum)
- Wouter-Jan Strietman (Collaborator, Wageningen Economic Research Centre, The Hague)
- Shan Zou (Collaborator, National Research Council)
- Zoltan Mester (Collaborator, National Research Council)

Below: Photo of Bird Sampling session. Featuring (clockwise) Carla Pamak (standing), Alex Bond, Liz Pijogge, Sarah Semigak Lidd, Kate Ortenzi, Matthew Anderson, Laurence Semigak, Sukatta Lidd, Chesley Semigak, Susie Semigak, Emma Hay, Wilson Jararuse, Annie Lidd, Joseph Onalik, Ethan Angnatok, Lena Onalik, Mel Flynn, Susie Debbie Lyall, Darrel Lyall, Magali Houde, Tyriekah Semigak, Josephine Jararuse. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.





Report Summary



Photo of Tuligunnak (Roseroot).
Taken on August 31, 2022. Photographer: Laura M. Martinez-Levasseur.

What Is This Report?

This report describes discussions and outcomes from a two-day workshop held at Sandy Point, near Nain, Nunatsiavut, on August 31 and September 1, 2022. This report summarizes the conversations we had about research in Nain and Nunatsiavut and evaluates on-the-land workshop formats.

Who Is This Report For?

We wrote this report for different groups of people, including:

- All those who attended the workshops (some of whom are also co-authors of this report).
- Community members who are interested in research happening in Nunatsiavut.
- Members of the Nunatsiavut Government who work in research and community engagement.
- Our project team, who will use the information in this report to help guide our research practices and priorities over the next three years.
- Other researchers working with the land or animals in Nunatsiavut who want to learn more about ongoing research and reflect on how their research approaches can align with community priorities.

Workshop Purpose & Summary

The workshop included a mix of community members and those involved in research (from within and outside Nunatsiavut). We shared delicious meals, discussed research in Nunatsiavut, chatted and got to know each other. Sessions included throat singing, visiting an archaeological dig site, learning about seal identification, seawater sampling, bird tagging, and some discussions around key priorities on respectful research practices in Nunatsiavut. On the workshop's final day, Elder Annie Lidd shared her perspective on the workshop and on research in Nain.

"[I] want to find a settlement in Ramah with Lena and they will do some surveys in Ramah, the Nachvak area. That's the only thing that [I] really want to say. [I] was born in Ramah in 1957 and from Ramah, relocated to Hebron and when Hebron was closed [I] moved to Makkovik but that's not a common Hebron tradition. [I] learned quite a lot from this workshop here, but what [I liked] most today was the scallops and smoked char, that's the only comment [I have] to say right now. It's been a two-day learning experience. It was so good to meet other, different researchers here while on the land there's still a lot more work to be done along the Labrador coast in order for Inuit to better understand Nain and the vicinities around it so it was really enjoyable and I'm so glad I was invited to this workshop, Thank you. We [Annie and Wilson] also want to thank the staff here and the researchers and to give my thanks too to the bear guard and our cook for doing a fabulous job. It was an enjoyable two days."

An awesome part of the workshop was the relationship-building that happened during informal moments. For example, during lunch, or during the boat ride to Sandy Point, or when we were packing up the tent and equipment before leaving.

Key Finding 1: Values for Respectful Research

We reflected on past, current, and future research. We defined some overarching values that community members and researchers at the workshop felt were important when considering what makes research respectful.

- Non-local researchers should connect with communities throughout the research process (11 comments). Ideally, those connections will be in person (7 comments).
- Collaborating with local research partners will improve research methods (10 comments).
- Everyone has a role in making knowledge and meaning. This includes youth (13 comments) and the animals involved in the research (5 comments).
- Non-local researchers should build trust through respectful work that follows Nunatsiavut's research protocols for results sharing (6 comments) and research sovereignty (3 comments). Trust often relies on personal connections (3 comments).
- Building connections to the land where research happens can improve research quality (6 comments). To avoid duplicating work, we should link research topics and projects to learn from and with each other (2 comments).

Below: Photo of feeding Daphnids. Featuring (left to right) Magali Houde, Sukattai Lidd, Tyriekah Semigak, Josephine Jararuse. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.



Key Finding 2: Successes of On-The-Land Workshops

We held an evaluation session at the end of day one to give a snapshot of participants' feelings and to provide real-time feedback (day two evaluations were cut short due to weather). These evaluations helped shape the project in an ongoing and continuous way. We recorded comments as positive or negative or as recommendations for future improvements. Of 65 comments made in the assessment, 39 comments expressed a positive sentiment, 13 expressed a negative sentiment, and 13 were recommendations.

- Being out on the land adds context and increases co-learning (13 comments).
- Being out on the land helps in relationship building (11 comments); it changes the way we speak to each other and about our research (4 comments).
- Making space for spending informal time together is crucial (8 comments).
- Mixing session topics helps us think about the big-picture (4 comments).

Key Finding 3: Challenges and Recommendations of On-The-Land Workshops

- There is more work to be done on the logistics of the workshops (8 comments).
- This workshop format helped reduce the formal feeling around discussing research, but participants would like more interactive and two-way communication (5 comments).
- Participants would like more time to share community member knowledge (5 comments). We would also like to increase the attendance of Elders and youth (3 comments).
- Workshops shouldn't be held as a replacement for all other types of research results sharing. Other results sharing formats, like open houses, are more accessible and convenient for some people (3 comments).

Next Steps

The next workshop will be in Makkovik in August 2023. During this workshop, we will discuss shoreline plastics and analyze data with community members. We will be thinking deeply about how to include more knowledge sharing from community members alongside researchers.



AllaKutik Naillititausimajuk



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Sunauna Tâna AllaKutik?

Tâna allaKutik nalunaitsijuk uKâlaKatigijausimajunut ammalu sakKisimajunut pisimajumi maggonik ullonet katimasimalauttunut taikani Siugami, Kanitanganettuk Nain, Nunatsiavummi, ullungani Augos 31 ammalu Septembara 1, 2022. Tâna allaKutik naillitsijuk uKâlaKatigesimalauttatinnut pitjutigillugit Kaujisannik Nainimi ammalu Nunatsiavummi ammalu Kimiggugiamut nunami katimatsuasimajunut piusigijanginnik.

kina tâna AllaKutik ilingattitaugasuajong?

Allasimavugut tâpsuminga allaKutimmik ilingatitlugit atjigengitut katingaKatigejunut inunnt, ilautigillugit:

- Ilonnait ilauKataujut katimajunut (ilangit allaKatausimmijut tâpsumunga allaKutimmut).
- Nunalimmiut KanuttogutiKajut Kaujisannimut sakKigasuajut Nunatsiavummi.
- Iliget Nunatsiavut kavamakkunut suliaKaKattajunut Kaujisannimik ammalu nunalinnik ilautitsigiamut.
- Uvugut suliatsamut iliget, atuniattunut Kaujigatsamik tapvani allaKutimmi ikajugiamut tasiugajugiamut Kaujisannitinnik ottugagiamut ammalu sivulliutitaugiaKajunut pingasunik jâriunialittunut.
- Asigiallait Kaujisattet suliaKajut nunanut upvalu omajunut iluani Nunatsiavummi ilinniagamajunut pitjutigillugit Kaujisattaajunut suli ammalu isumaKakKulugit Kanuk Kaujisannigijangit piniannigijaugasuummangâmmilonnet malitsiagajattuk nunalinnut sivulliutitajunut.

katimannmut Tugâgutinga ammalu

Naillititauseimajuk

Tamanna katimannik ilautitsivuk Kanuittusuatuinnanik nunalimmiunik ammalu taikkua ilauKataujut Kaujisannimik (pisimajut iluani ammalu silatânit Nunatsiavummi). Uvugut nigikKatigetsialaukKugut mamattusiavannik, uKâlautiKatluta Kaujisannimik Nunatsiavummi, uKâlaKatigigalâKattatluta ammalu KaujimaKatigetluta. Ukua sakKiKattalaummijut katatjanik, aituluta itsasuanitanik aggatausimajunut, ilipvigitlugit pitjutigillugit nalunaitsigiamut puijini, imannik tagiunnik ottugatluta, timmianik nalunaikkutattâtlugit, ammalu uKâlautigitlugit atuniKajunut sivulliutitaugiaKajunut sulijugijaujunut KaujisaKattajunut piusigijaujunut iluani Nunatsiavummi. katimannimi ullungani kingullipâmik, InutuKak Annie Lidd Kaujitsilauttuk isumagijamminut katimannimik ammalu Kaujisannimik Nainimi.

"[I] want to find a settlement in Ramah with Lena and they will do some surveys in Ramah, the Nachvak area. That's the only thing that [I] really want to say. [I] was born in Ramah in 1957 and from Ramah, relocated to Hebron and when Hebron was closed [I] moved to Makkovik but that's not a common Hebron tradition. [I] learned quite a lot from this workshop here, but what [I liked] most today was the scallops and smoked char, that's the only comment [I have] to say right now. It's been a two-day learning experience. It was so good to meet other, different researchers here while on the land there's still a lot more work to be done along the Labrador coast in order for Inuit to better understand Nain and the vicinities around it so it was really enjoyable and I'm so glad I was invited to this workshop, Thank you. We [Annie and Wilson] also want to thank the staff here and the researchers and to give my thanks too to the bear guard and our cook for doing a fabulous job. It was an enjoyable two days."

Piujualosimauk ilanga katimannimmut tainna ilagenimmik-sanavallianik sakKilauttumut katingaKatigetuinnaigatta ajunnangitumik. Ottotigillugu, nigiligatta upvalu umiattuligatta Siugamut, upvalu pannailgatta tupittinik ammalu piKutittinik aullaKâgata.

AtuniKatsiatut Napvâtausimajut: Illigijaujut ilinganiKajunut Sulijugijaujut Kaujisannik

Isumagituluk sivunganit, mânnaluatsiak, ammalu sivunittini Kaujisattaugajattunut. TukiKattisimajavut ilanginnik anginitsaujunut illigijaujunut nunalimmiut ammalu Kaujisattet katimaKatausimajunut uppiniasimajanginnik ikKanalujunut Kangatuinnak isumatsasiulimmata sunait Kaujisannet sulijugijaugutigijauKattamangâmmik.

- Ikajauttigennik nunalimmiunik Kaujisannimik ikajuttigejunut piunitsautitsiniattuk Kaujisannimik piusigijauKattajunut (10 uKausigijausimajut).
- Ilonnait suliatsagigialingit sanavalliajut Kaujimausigijaujunut ammalu tukiKatsianigijangit. Tamanna ilautitsisimajuk inosuttunik (13 uKausigijausimajut) ammalu omajuit ilautitaujut iluani Kaujisannimik (5 uKausigijausimajut).
- Nunalimmiungungitit Kaujisattet piguttisivalliagialet uppigijaunimmik sulijuginikkut suliaKatillugit maltsiatumik Nunatsiavut Kaujisattet malittaugiaKajunut Kaujijausimajunut KaujititsiKattatillugit (6 uKausigijausimajut) ammalu Kaujisagamut pitsatunigijaujunut (3 uKausigijausimajut). Uppigijaugiamut najuttiKaKattajut inunnik ataKatigennimik (3 uKausigijausimajut).
- Nunalimmiungungitit Kaujisattet sanavalliagialet sulijugijaugiamut sulijugijaunikkut suliaKatillugit maltsiatumik Nunatsiavut Kaujisattet malittaugiaKajunut sakKititaumajunik KaujititsiKattanikkut (6 uKausigijausimajut). Atjigettitailigiamut suliatsanik, atautijutsauvugut Kaujisannik pitjutaujunut ammalu suliatsanik ilinniagamut ammalu ilinniaKatigelluta (2 uKausigijausimajut).
- Kaujisattiungitit atautijutsait nunalinnut taikkutigona piusigijauKattajunut (11 uKausigijausimajut). Imâlli, taikkua atautiKatigennik tamânelluasianiattut (7 uKausigijausimajut).

Atâni: Atjinguak nigikkataujut tajajunut Daphnids taikkua imâneKattajut Kupiggukuluit. Takutisijumik (saumianit talippianut) tajajuk Magali Houde, Sukatta Lidd, Tyriekah Semigak, Josephine Jararuse. Tigujausimajuk Septembara 1, 2022. Atjiliugisimajuk: Laura M. Martinez-Levasseur. Atjinguak takutsaujuk angisimatillugit ilonnait atjinguammejunut.



Napvâtaulusimajut 2: kajusiutigijautsiasimajut Nunatsuami katimatitsiniammata

Kimiggulaugivugut nânningani ullungani Kaujigasuatuinngiamut ilauKatausimajunut ippiniajanginnik ammalu pivitsaKattisiakKulugit uKagiamut isumagijanginniik (ullunga aippangani Kimiggugiamut naillititaulauttuk silamut). Tamakkua Kimiggutaujut ikajulauttut Kanuilinganiammangât suliatsak kajusinginniammat. AllaKattalauttavut uKausigijauKattalauttut piujotillugit upvalu piungitogaluatlutik upvalu pikKujaliangutlutik atuttausonguniammata sivunittini piunitsautitaugasuagajattunut. Taikkunangat 65 uKausigijausimajunut sanajaumajunut iluani Kimiggutaujunut, 39 uKauset piujunik isumaKatsialauttut, 13 piungitunik ippiniatlutik, ammalu 13 pikKujaliangutlutik.

- Nunamegiamut ilagiattisiKattajut pitagijanginnik ammalu puttusigiaKattajuk ilinniaKatigegiamut (13 uKausigijausimajut).
- Nunamegiamut ikajuKattajuk ilagenimmut piguvalliagiamut (11 uKausigijausimajut) asianguttsiKattajut Kanuk uKâlaKattigeKattamangâtta asittinut pitjutigillugit Kaujisajattinik (4 uKausigijausimajut).
- Initsaliugiamut katingaKatigegunnagiamut ikKanattumagiuvuk (8 uKausigijausimajut).
- Akulligettisigiamut katimautet pitjutigatsanginnik ikajuKattajuk uvattinik isumajâgiamut pitjutigillugit anginitsamik atjinguammik (4 uKausigijausimajut).

AtuniKatsiatut Napvâtausimajut 3: Apomautigijaujut ammalu PikKujaliat Nunami katimaKatigennimik

- Suli suliatsaluviniKavuk suliagijaugiaKajunut katimaKatigennimik (8 uKausigijausimajut).
- Tamanna Kanuilingasimanninga katimannik ikilliumititsilauttuk ippiniagutimmik ajunnangitumik uKâlautiKatlutik Kaujisannimik, tâvatuak ilauKataujut suliaKaKatigeluagumasimajut ammalu maggolingajummik KaujimaKatigettilugit (5 uKausigijausimajut).
- IlauKatausimajut pivitsaKaluagumajut KaujimaKatigeluagumajut nunalinnit Kaujimausinginnik (5 uKausigijausimajut). Takugumavugut puttusivalliagiangit ilauKatauKattajunut InutuKannut ammalu inosuttunut (3 uKausigijausimajut).
- katimannet ininganejtsak ilonnainut Kanuittusuatuinnanut Kaujisattausimajunik sakKititsigiamut. Asigiallait KaujimaKatigennik piusigijaujunut, sollu inunnik Kaikkujillutik, aivigijauluagajattut ammalu ajunnanginitsautluni ilanginnut inunnut (3 uKausigijausimajut).

SuliagijaugiaKalittut

Tainna kingullimi katiminitsak Makkovimmelâttuk Augos-imi 2023. Tapvani katimannimik, uKâlautiKalauKugut sitjami palâstikisajannik ammalu Kimiggugiamut Kaujijausimajunut taikkununga nunalimmiunut. Angijummik isumâlottiKagasuaniakKugut pitjutigillugit Kanuk ilautitsigiamut Kaujimajaugettunut nunalimmiunit sanilligillugit Kaujisattet.



What is an On-The-Land Workshop?



Photo of Labrador tents and participants at Sandy Point.
Taken on August 31, 2022. Photographer: Laura M. Martinez-Levasseur.

The Nunatsiavut Government Research Advisory Committee (NGRAC) requires researchers to report their findings to communities. Often, this leads to researchers holding many individual sessions in the community, which can be tiring for communities.

Our lived experience and existing research have shown us that presentations or reports limit two-way interaction and can reinforce power imbalances between researchers and community members (Inuit Circumpolar Council, 2021; Inuit Tapiriit Kanatami, 2018).

Community members requested that we coordinate multiple non-local researchers to reduce this problem. This led to the format of our on-the-land workshop.

Inuit know that "the land is where learning takes place, and the land is also the teacher" (Ljubicic et al, 2022, p.253). Based on this knowledge, we host knowledge-sharing workshops on the land ("on-the-land workshops"). Northern researchers, southern researchers, and community members come together to discuss a mix of topics, allowing us to learn from each other about research being done in the region.

We hold on-the-land workshops to recognize local knowledge holders as experts. By being on the land together, we can discuss research questions as they arise in practice so that local knowledge holders can become research team members. On-the-land workshops also orient us to community research priorities, new questions or interpretation of data, and help us develop research ethics and practice.

On-the-land workshops allow us to discuss research in the places intimately connected to that research and the places where samples are collected and food is prepared and eaten. We can look out at the ocean and watch seals swim in the bay when we're on the land together. Geese pass overhead while we share our experiences about hunting, the chemical analysis of bird feathers, and the most delicious bird species. These conversations give us a better understanding of the essential connections for research projects in Nunatsiavut.

By spending more time together in a less formal setting, on-the-land workshops can help build meaningful relationships and deeper conversations between researchers and community members.

Below: Photo of Working Respectfully with Animals session. Featuring (left to right) Susie Debbie Lyall, Lena Onalik, Kate Ortenzi, Matthew Anderson, Magali Houde, Mel Flynn, Wilson Jararuse, Annie Lidd, Frederic Dwyer-Samuel, Ethan Angnatok. Taken on August 31, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.



What Did We Do?

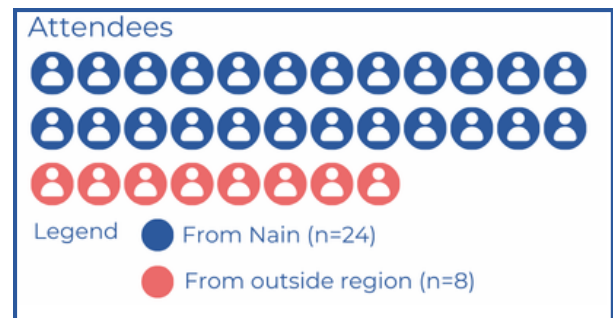
Community Open House

On August 30, 2022, we held an open house in Nain at the Illusuak Cultural Centre from 7–9 pm. The cafe at the Centre supplied delicious coffee, tea and baked goods. The open house meant community members who could not attend the on-the-land workshop could talk with researchers about work happening in the region. Attendees included 14 community members and four non-local researchers. In total, 18 people attended the open house. Six researchers (one community researcher and five non-local researchers) ran activities. These included a table of items from an archaeological site, local bird feathers, colouring pages for youth, a poster on connections between wild food and health, and a table exploring some of the seal research in Nunatsiavut. We also advertised some available spots to attend the on-the-land workshop happening the next day. We signed up around eight people during the event.

On-The-Land Workshop

Workshop Overview

On August 31 and September 1, 2022, a group of 32 people, including community members, researchers, and many that occupy dual roles took a boat ride to Sandy Point to spend two days discussing research and being out on the land together. This group included 24 people from Nain and eight from outside the region.



We held the workshop at Sandy Point to visit and learn about the archaeological dig site in the area. Sandy Point is also close to Nain, meaning we could easily travel to and from the place by boat. We talked about research methods, sat in Labrador tents eating char and scallops, visited an archaeological dig site, picked berries, reflected on what it means to do respectful research, tried our hands at aging a seal using a tooth and laughed and joked together.

Photo of the bay near Sandy Point. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur.

Workshop sessions lasted around 45 minutes. Each session focused on a research topic, e.g., 'seawater' (Table 1). See Appendix A for a detailed plan of the workshop sessions. Researchers discussed the work they were involved in alongside others working on that topic. Usually, two or three different people spoke per session. Sessions included asking and answering questions about crucial community research priorities, showing sampling techniques, and talking about results and next steps. Speakers included local Elders and researchers from the Nunatsiavut Government, the Government of Canada (Environment Climate Change Canada and Fisheries and Oceans Canada), southern universities, and the UK Natural History Museum. Having a mix of research topics helped us think about the connections between different projects happening in the region. It meant conversations were broad rather than focused on the specific details. We encouraged non-local researchers to hold conversations rather than deliver presentations. This had mixed results, as this format is unfamiliar to many professional, non-local researchers.

Unplanned Activities

We also had a few unplanned extra sessions. Keeping things flexible is an important part of this type of workshop! Youth throat singers Tyriekah Semigak and Josephine Jararuse shared some songs with the group. Liz Pijogge, the Northern Contaminants Researcher for the Nunatsiavut Government, took a moment to explain that while conversations about contaminants in wild food can be scary, monitoring shows that contaminant levels meet safety guidelines, so wild food is safe to eat.

At the end of day two, Elder Annie Lidd shared her thoughts on the workshop in Inuttitut, with Wilson Jararuse translating for the group. Please see below for Annie's statement in full. We have changed the translation to first person for reader clarity.

"[I] want to find a settlement in Ramah with Lena and they will do some surveys in Ramah, the Nachvak area. That's the only thing that [I] really want to say. [I] was born in Ramah in 1957 and from Ramah, relocated to Hebron and when Hebron was closed [I] moved to Makkovik but that's not a common Hebron tradition. [I] learned quite a lot from this workshop here, but what [I liked] most today was the scallops and smoked char, that's the only comment [I have] to say right now. It's been a two-day learning experience. It was so good to meet other, different researchers here while on the land there's still a lot more work to be done along the Labrador coast in order for Inuit to better understand Nain and the vicinities around it so it was really enjoyable and I'm so glad I was invited to this workshop, Thank you. We [Annie and Wilson] also want to thank the staff here and the researchers and to give my thanks too to the bear guard and our cook for doing a fabulous job. It was an enjoyable two days."

Table 1: Schedule of workshop sessions

Time	Session	Purpose	Key questions	Method/Notes
1 hour	Introductions and hellos		Who are you? Who are we? What are our relations to land, each other, and this place?	Round robin (everyone takes a turn introducing themselves)
45 mins	Archeology	A visit to the dig site	What is the importance of this site? What have they found and what have they seen?	Large group format stood outside by the dig area
30 mins	Seawater sampling	To discuss the importance of the seawater	What do we monitor? How? Why do we monitor this? What have we seen?	Magali – microscopes for viewing Zooplankton Liz – Will be taking LADI along and explaining the work in the Torngats, what we are looking Amber – Niskin sampler and clean techniques to sample seawater and a poster of results Kate – Discussion of benthic sea creatures and showing of GoPro videos
1 hour	Lunch break We tried to have some wild food included in meals and lots of time and space for people to relax and talk /walk together over lunch			
45 mins	Ringed seal work	An overview on work that's happening with ringed seal work in the region	What do we monitor? How? Why do we monitor this? What have we seen?	Magali Methods for aging seal populations using teeth under microscopes. Discussion of bioaccumulation in food webs. Matt Seal claws analysis for mercury and stable isotopes. Amber Powdered seal tissues (ground-up liver and muscle samples) and pictures of how it is loaded up on the direct mercury analyzer
45 mins	Bird work	An overview on what's happening with bird work in the region of Nunatsiavut	What do we monitor? How? Why do we monitor this? What have we seen? What would we like to monitor?	Michelle / Carla – Will be talking about tagging work with Ptarmigan I believe Alex – Showing some feathers of birds around Nain, discussion of feather analysis and what we can learn from this and the natural history museum collections and archives to look at changes over time.
15 mins	Coffee break (One in the morning and one in the afternoon)			
45 mins	Respectfully working with animals and on the land	A broad discussion of key values and guiding practices for our work	What does good research look like to us? What has our previous experience of research taught us? What are important markers of success to us?	Introduction of key questions then discuss in small groups of (n=4 or 5) before joining back to share thoughts with the whole group
15 mins	Evaluation Reflection session	Evaluation of the workshop session itself	1. The researchers here all look at different types of information – what did you think of the mix of information all in one workshop? 2. Did you feel as though there were opportunities to learn from each other and share your own knowledge? 3. Usually, we do results sharing at an open house in town. Do you think being out on the land changed the way we talked about research and projects? 4. If we are going to do more of these types of workshops, are there any changes we should make to how they're done?	We vote using tokens and a yogurt pot, and then share back our reflections as a large group

What Did We Talk About?

We collected data through three different methods. We audio recorded each session, took notes, and had workshop organizers fill out a questionnaire. See Appendix A for more information.

Session: Researching Respectfully in Nunatsiavut

We discussed some of the key priorities and values of respectful research in Nunatsiavut. We reflected on the following questions:

- What makes good research?
- What have your past research experiences taught you?
- What would you like research to look like in the future?

We asked these questions to help shape the research priorities of the “Plastics and heavy metals in Nunatsiavut foodways and environments” project so that we could reflect more broadly and learn from others.

Session: Workshop Evaluation

Our project collects feedback right from the beginning and throughout the research process to learn about what is working and where there should be improvements or shifts. This feedback shapes the project in an ongoing and continuous way, in contrast to traditional forms of evaluation, which often happen at the end of a project when very little can be done to change or improve the work.

Following day one of the workshop, we spent 30 minutes as a group reflecting on the day and the format of spending time out on the land together. We asked attendees these questions:

- The researchers we bring together all look at different things. There are connections, but they're all separate research projects. What did you think about having the mix of information together?
- Did you feel there were opportunities to learn from each other and share your knowledge?
- How do you think being out on the land changed how we discussed research?
- Are there any suggestions, places for improvement, or any reflections you want to share?

Ideally, we would do this at the end of both workshop days. Unfortunately, a rainstorm meant the final parts of day two had to be shifted. As a result, we did not have a chance to do our evaluation for day two.

Workshop organizer evaluation questionnaire

Workshop organizers tend to keep quiet and listen during group evaluation sessions to leave space for participants to share their experiences. However, the organizing group has knowledge of the planning process and great insight into logistical improvements we can make to improve future workshops. We asked the workshop organizers the following questions:

- What worked well?
- What were our challenges?
- How could we improve?
- What was your favorite moment?
- Any other comments or things you want to say about the workshop?



Findings & Lessons

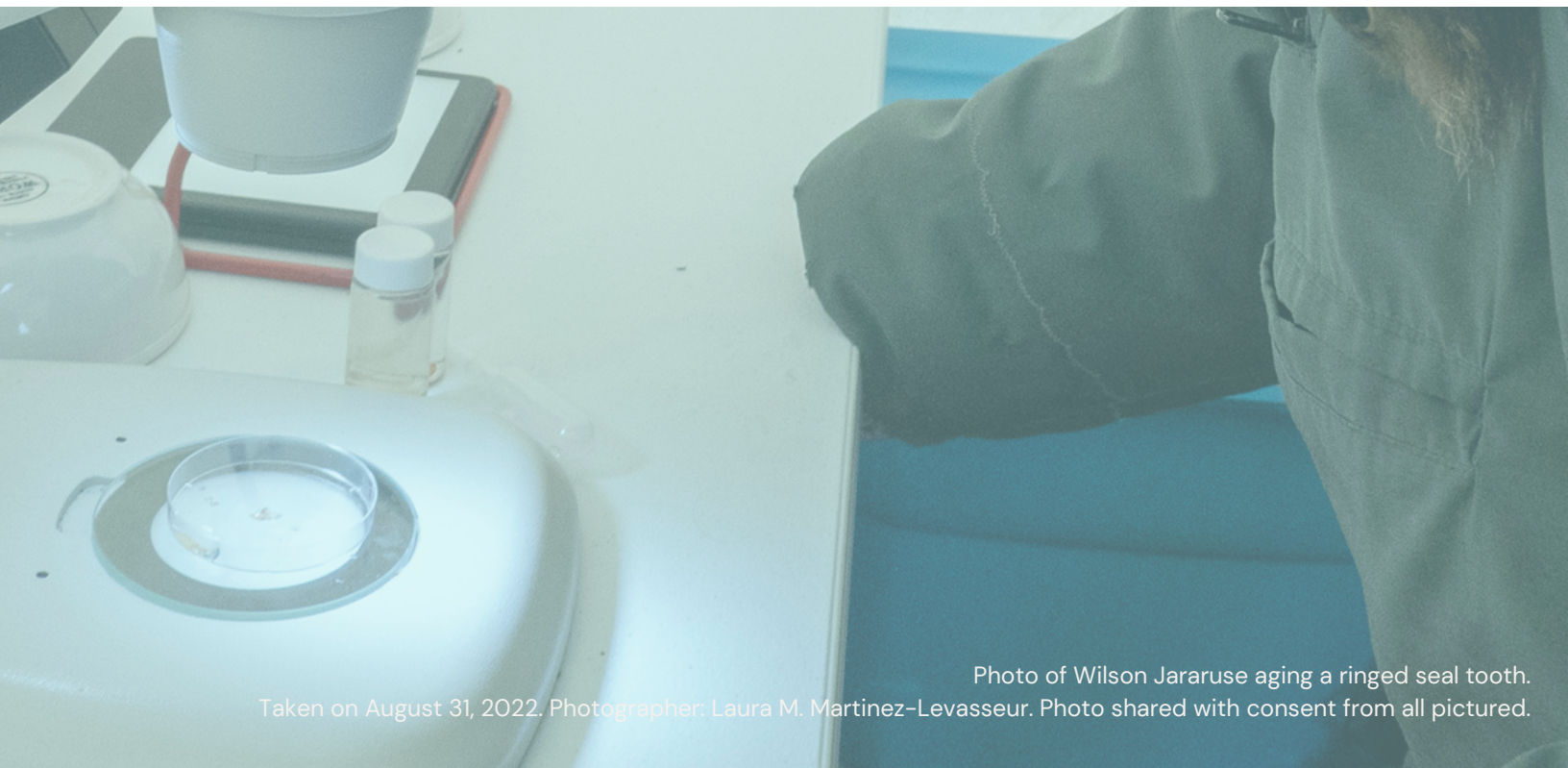


Photo of Wilson Jararuse aging a ringed seal tooth.
Taken on August 31, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.

Values for Respectful Research *At A Glance*

Community Connections

Building connections between local communities and external researchers should happen throughout the research process. Ideally, those connections will be in person to ensure clear communication, results sharing, and meaningful discussions.

Collaboration

Better collaboration would improve research methods, but we need to address research sovereignty and equitable inclusion in research.

Open-Mindedness

Being open-minded means remembering that everyone has a role in making knowledge and meaning, including youth and the animals involved in the research.

Trust

We should build trust through respectful work that follows Nunatsiavut's research protocols around results sharing and research sovereignty. Trust often relies on making personal connections.

Research Connections

Building connections to the land where research happens can improve research quality. We should work to link research topics and projects to learn from and with each other and avoid duplicating work.

Successes & Challenges of On-The-Land Workshops At A Glance

Co-Learning

Participants shared thoughts about the workshop as a space for co-learning, emphasizing that keys to success were having different ways of knowing, holistic thinking, focusing on topics specific to the local context, having a mix of formal and informal formats, and finding a common language to discuss ideas.

Relationship Building

The evaluation data also highlighted successes in building relationships and making connections during the workshop.

Right Set Up

The logistics and organization of the on-the-land workshop were critical to its success. In particular, participants appreciated having lots of time for relationship building, the location itself, and the food.

Administration

Although each workshop is different, it would be helpful to create some checklists and protocols for things that need to happen during the workshop organization.

Communication

The workshop evaluation brought up considerations about how to balance formal and informal communication methods when discussing research and how to maintain reciprocity.

Diverse Inclusion

We want to add more cultural aspects to workshops, with more space for community members to share their knowledge and experiences.

Introduction

Coming together to talk about research on the land as a large group is a relatively new way for researchers to share and talk about their work. We audio recorded the workshop and transcribed the recordings for analysis. Mel Flynn and Joseph Onalik reviewed everyone’s comments from the workshop sessions and collaboratively analyzed the content to best reflect what was discussed in creating the results of this report.

Our findings are organized in two parts. Part one discusses research practices, methods, and how should happen in Nunatsiavut.

Part two evaluates the on–the–land format of this workshop, provides feedback about the strengths and challenges of this method, and suggests changes to improve future on–the–land workshops. We held an evaluation session at the end of day one of the workshops to see what people thought about holding a workshop out on the land (unfortunately rain impacted the evaluation on day two of the workshop).

Below: Photo of Seawater Sampling session. Featuring (clockwise) Liz Pijogge (standing), Amber Gleason, Matthew Anderson, Magali Houde, Mel Flynn, Susie Debbie Lyall, Darrel Lyall, Alex Bond.
Taken on September 1, 2022. Photographer: Laura M. Martinez–Levasseur. Photo shared with consent from all pictured.



Part One: What Did We Learn About Respectful Research in Nunatsiavut?

Values for Respectful Research

This section reflects our discussions of past, current, and future research practices. We found five overarching values that speak to what workshop attendees felt were important for working respectfully and ethically in Nunatsiavut (Fig. 1). These values include practical advice and lessons on methods and approaches to researching in Nunatsiavut.

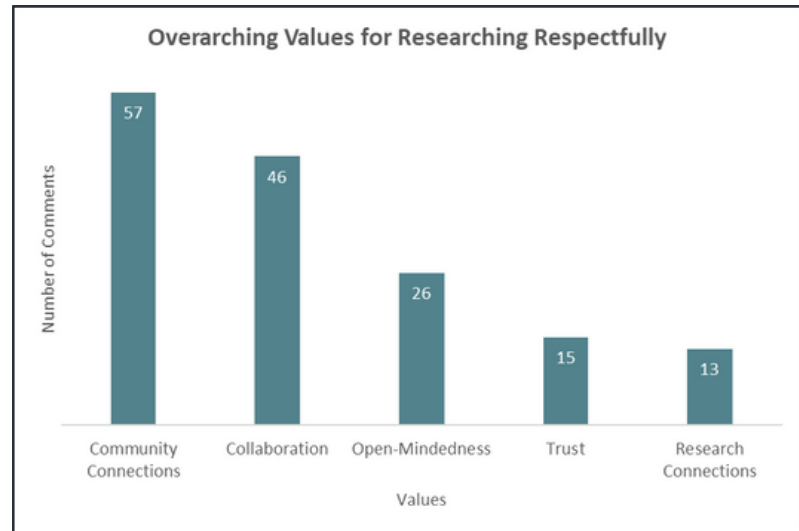


Figure 1: Key values for conducting respectful research identified through workshop discussions.

Community Connections

Community and research connections rely on good communication and creating many chances to build relationships and share ideas throughout the research process. Comments highlighted the importance of in-person relationship building and communication throughout the project, including before the research happens. Research connections should also go beyond just getting the research permit approved: **"...in these projects I've seen lots of researchers coming to the community and having the community advisory check [...] And then they did their research and they left [...] But I mean, it wasn't a good connection. There wasn't many attempts to connecting with the community in other spheres than the really administrative spheres of the permit applications. And so to me, the very first step for your research for sure is going through the permit application but it's not an end in itself"** (Heloig Barbel).

Talking about research should be done in clear language, without lots of technical words. While comments highlighted the importance of researchers sharing results with the community, this process should feel more like a two-way conversation rather than a one-way presentation. Some ways of results sharing can limit the amount of discussion and feedback. For example: **"Often we [researchers] just come in at the end and tell the results. But that's not really working with communities, that's just parachuting in and shouting [...] So trying to start that relationship as early on as possible and work together, thinking about the study and constantly sharing tidbits here and there is just as important as doing a great big presentation in the community hall, and is a way that you get more people engaged early on because if you're just coming in at the end, that's almost too late, because there's no chance for meaningful input"** (Alex Bond).

Instead, results sharing should be ongoing and humble. Researchers should **"present humbly and make sure community members feel comfortable speaking up and giving their point of view about what might be happening. I think it helps both parties involved and helps community members see what might be going on in the lab. But it also helps researchers understand what's actually going on around out here and get different ideas for what might be influencing"** (Matthew Anderson).

We need to make sure that research projects answer questions that community members want to know. By talking often, we can co-create research questions and have many opportunities to shift the project to reflect local priorities. For example, during the bird session, we gathered feedback on what species community members are interested in knowing more about, such as pitsiulāk (Black Guillemot, *Cepphus grylle*); appak (Thick-billed Murre, *Uria lomvia*); mitik (Common Eider, *Somateria mollissima*); nillik (Cackling Goose, *Branta hutchinsii*; Canada Goose, *Branta canadensis*); and akiggik (Willow Ptarmigan, *Lagopus lagopus*). We also discussed the most delicious bird species and our favourite cooking methods. These species are important food sources in Nunatsiavut and are less likely to come through the community freezer (where we collect samples from) since they are rarely donated. If we know that not all harvested bird species can be accessed through the community freezer, we can collaborate directly with hunters to access samples of those species. This information will be used in the research design for the 'Plastics and heavy metals in Nunatsiavut food ways and environments project'.

Collaboration

Collaboration with community research partners and organizations such as the Nunatsiavut Research Centre helps researchers get feedback on appropriate methods and sampling work. The Nunatsiavut Government Research Advisory Committee (NGRAC) works with researchers to ensure research reflects local protocols. The NGRAC also reviews animal care protocols to ensure that they align with Inuit values. This means, **"Even with the animal care protocols that come from universities and biology experts, the NGRAC still has the final say [...] We can still say, no, this isn't okay for us here" (Michelle Saunders)**. This collaboration also means research samples can be processed through community freezers so that only what is needed is taken for research. The rest remains in the community so that wild food isn't wasted.

We discussed the need for greater research sovereignty and the importance of local input into research priorities for research that is **"done for, by and within the North" (Carla Pamak)**. When thinking about strengthening control and ownership of research in Nunatsiavut, participants highlighted the need for more research infrastructure in Inuit Nunangat, including lab space for sample processing. For example, during our archaeology session, we discussed what would happen to the artifacts that were dug up, why it is important for the Nunatsiavut Government to own these pieces, and the complexity of finding the infrastructure to store them. Research funding structures can limit meaningful Inuit leadership on projects: **"Community leadership is still extremely hard to do in terms of how research is funded, because relationship [building] for the community generally happens after the money is awarded" (Frederic Dwyer-Samuel)**.

Participants talked about the importance of having community members as part of the research team to increase co-learning and to limit researching what is already known. We discussed making inclusion more equitable and fair across research. For example: **"I would like to see more researchers train community members to be able to do the work and get paid the same amount as a grad student because they're doing the same work that a grad student may be doing, but they're not getting paid the same amount. I would like to see that the knowledge and the experience that we are bringing to the table [are] just as equally important as the knowledge that the scientists or the researchers bring to the table" (Carla Pamak)**. When we don't pay fairly for critical work and knowledge, it continues a colonial mindset that southern expertise and skills are worth more, even though without team members in Nunatsiavut, the work could not happen.

Open-Mindedness

A core discussion around being open-minded in research focused on involving youth in research. We can involve youth by offering training on research methods and by including youth as an essential group to communicate results to and gather insight from during the research process. This is important because **"They're our future" (Emma Haye)**. Youth inclusion can look like **"Engaging and offering opportunities [...] to younger people, so that they can get involved and know what's going on in their community and see potential opportunities like taking advantage of those opportunities. Because we're the next generation, right? We have to pick up from where everyone else left off" (Joseph Onalik)**. It is also critical that this inclusion is meaningful and actually influences the research in substantive ways: **"When a youth is involved in something important or say a youth is given a voice [...] they say, oh, good job. You're doing so good. That's so good. Good for you. You're doing so well. And they praise you for it. But then they don't give you an opportunity to actually have your voice mean something" (Joseph Onalik)**.

Participants also reflected on how research influenced animal relations. This discussion considered the types of sampling methods used in research, such as types of fish biopsy, how many animals are needed in a particular study, and whether sample sharing can be done between projects to minimize the number of animals needed. One researcher commented, **"Perhaps we should think a bit more about [...] what the fish [or] the animal would feel [...] I would prefer a smaller tag than a bigger tag" (Laura Martinez-Levasseur)**.

We also heard about different ways to learn about ringed seal diets. A community member shared their ways of understanding what seals were eating: **"I was also told that you can have a good idea of what the seals are eating by the whiskers and the lips, if they are usually picking at the bottom, the whiskers are off [...] And if they're meat eaters, they're all full of whiskers everywhere" (Darrel Lyall)**.

A researcher also talked about using chemical analyses of muscle tissues and claws. **"One of the cool things about using a ringed seal claw is that they have light and dark bands that go back in time. So a light band represents or is grown during the summer time, whereas the dark band is grown during the winter time [...] we can do a chemical analysis on those light and dark bands to see what it was feeding on in this most recent summer or what [it] was feeding in the summer eight years ago" (Matt Anderson)**. There is only so far you can get with laboratory analysis. Community input providing context, observations, and experience is essential to get a better picture of seal behaviour.

Trust

While discussing past experiences with researchers, participants shared negative experiences that led to distrust. These experiences included researchers not following local research protocols, including **"No consultation. Sometimes it still happens"** (Liz Pijogge). In addition, some researchers treated consultation as simply an administrative task that they had to do without any real intention of shifting their project based on community input. In one example, **"the researcher was like, 'So what does that mean? Does that mean they're going to ask me to change my research? Because I'm not going to change my research. I'm doing it the way I'm doing it'"** (Carla Pamak). Other researchers asked inappropriate questions when they arrived in the community, **"There was a researcher recently – this summer – who came up to do work in Nunatsiavut, who looked at a person from Nunatsiavut, a beneficiary and [...] first thing out of her mouth to the person was, 'how Inuit are you?' Not appropriate. Not appropriate"** (Carla Pamak).

Many participants knew of research that had happened but hadn't shared their results with the community. One participant shared, **"We're in the early stages of building our cabin during the winter and I was going down to do some work on the cabin and helicopters flying over the path I was taking, and I see them hanging out the chopper darting caribou to put them to sleep to take samples. Never, ever heard anything back of those fur samples, blood samples. Never heard a word"** (Darrel Lyall).

With this in mind, it is unsurprising that participants felt that **"Past research has taught us to do our own research"** (Liz Pijogge). Research sovereignty and personal connections are important factors in building trust in research. An archaeologist with the Nunatsiavut Government described an important protocol in archaeology: **"When archaeologists come to do research they try to do community engagement, to talk about what their planned research is, so that people know and that way they're not just these strangers coming from outside and just going and digging up the land [...] That land means something to somebody [...] So it's important for us when people communicate what they're doing and also that we have guidelines to follow"** (Lena Onalik).


Research Connections

We discussed the importance of coordinating research projects to build on and learn from each other, "So the [Nunatsiavut] Research Centre, we try to make everything all come together and we're not trying to duplicate research" (Michelle Saunders).

In discussing a project using GoPro video footage to look at the sea floor, we discussed the interaction between the near-shore sea floor, the open ocean and the land surrounding the shore. All are connected and impact each other, and understanding what is going on across the whole system is essential: "[T]o see the connection between the different habitats on the bottom, where there's kelp and mussels and scallops or wrinkles, to the other animals that that rely on that like seals and grampus and, and everything even to bakeapples. It's all connected, right?" (Kate Ortenzi).

Below: Photo of feeding Daphnids. Featuring (left to right) Magali Houde, Lawrence Semigak, Sukattai Lidd, Chesley Semigak (standing), Tyriekah Semigak, Josephine Jararuse. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.





Part Two: What Are the Successes of On-The-Land Workshops?

We found six overarching themes that speak to successes and challenges of on-the-land workshops. These findings help us learn about what is and isn't working in this format so we can improve and share our lessons with others hosting on-the-land workshops. Key successes identified during the evaluation included Co-Learning, Relationship Building, the Right Set Up, and Communication Styles.

Figure 2 shows the general feelings of participants following the workshop. Of 65 comments, 39 comments were positive, 13 were negative, and 13 related to recommendations for future improvements of workshops. Figure 3 shows the distribution of sentiments across the six overarching themes identified.

Evaluation Overview by Sentiment

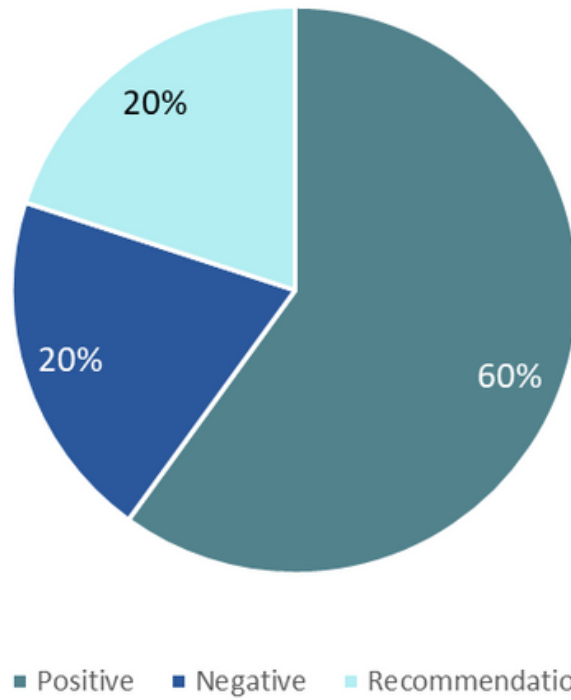


Figure 2: Overview of sentiments of participant comments expressed during the evaluation session

Overview of Evaluation Themes by Sentiment

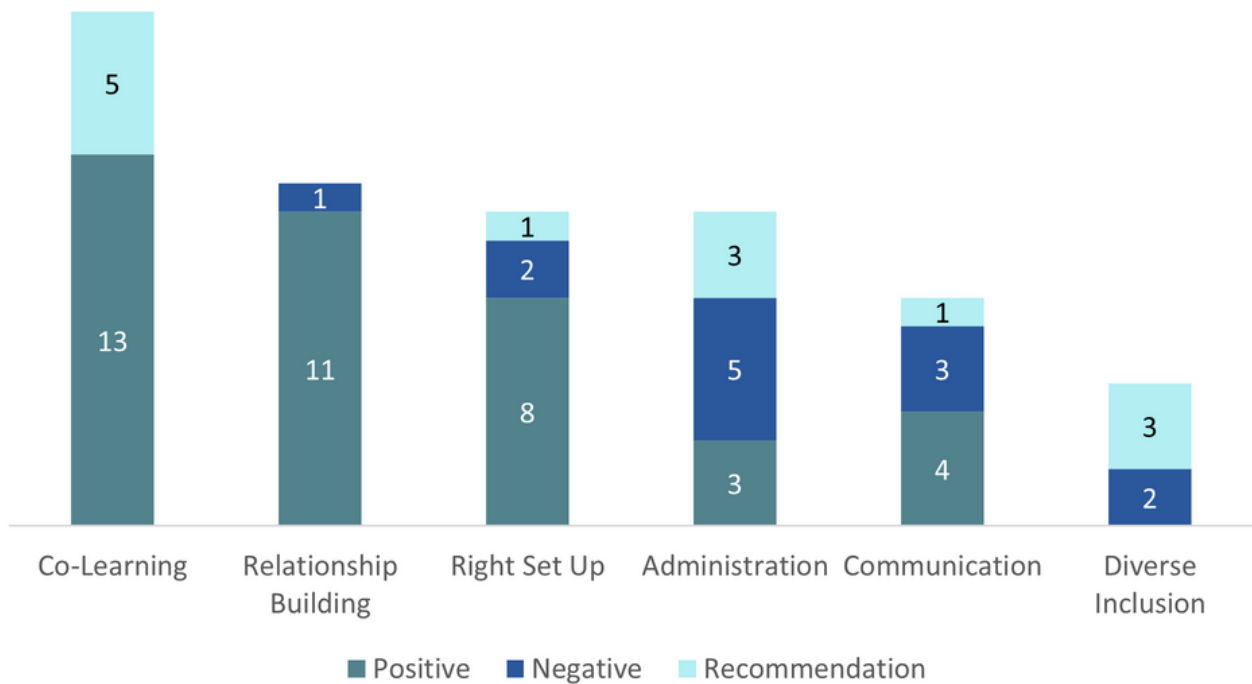


Figure 3: Overview of sentiments across the six evaluation themes

Co-Learning

Participants shared thoughts about the workshop as a space for co-learning, emphasizing that keys to success were having different ways of knowing, holistic thinking, focusing on topics specific to the local context, having a mix of formal and informal formats, and finding a common language to discuss ideas.

We built a stronger understanding of research connections between the land, air, water, and animals, as discussed by Debbie Lyall: **"I find it all connects because you're talking about microorganisms, and then it's going through the food chain, right?"**. An Elder also shared the importance of coming together to learn on the land, saying, **"It's been a two-day learning experience. It was so good to meet other, different researchers here while on the land. There's still a lot more work to be done along the Labrador coast in order for Inuit to better understand Nain and the vicinities around it" (Annie Lidd)**.

Having conversations together is critical in making sure information is correct and learning more about why changes or variations might be happening: **"it's incredibly important to get input from community members because, yes, you're here every single day and you can see ringed seals and you've been here for generations [...] There's only so much you can learn in a laboratory" (Matt Anderson)**.

Community members shared knowledge about native plant species, showing different berry types and other edible plants and ocean life at the site. This happened during informal downtime, such as lunch or when we were waiting for the boat to arrive. Downtime is important time.

Researchers also learned about each other's work. While many (though not all) of the projects represented were connected through their work with the Nunatsiavut Research Centre, the workshop was an opportunity for researchers from different projects to see other work happening within the region. **"We're all learning something from others. Some discipline that we don't know anything about. For example, archaeology, I learned so much, so we all go back with more knowledge" (Magali Houde)**.

Relationship Building

The evaluation data also highlighted successes in building relationships and making connections during the workshop.

Participants reflected on how important it was to connect different research projects and teams so that they could collaborate. Alex Bond describes, **"Making connections both between the researchers coming in and the community, but also within the research itself so like we're doing today. Talking about using the same animals for multiple studies, but also looking at taking a step back and thinking about what makes good research. It's research that creates those connections and resonates with a whole bunch of different people. [...] That's a sign of success, when people can interact with a research project in so many different ways."**

The workshop encouraged researchers to think about how work connects across subjects. It helped participants consider the benefits of coming together to share research results and, in some cases, research data: **"So we'll use Kate's data, our data, DFO's data, everybody, to form this huge picture of what's going on"** (Michelle Saunders).

Fundamentally, research should connect to daily life and experience to make it engaging and valuable: **"Our daily life is made of connectedness, and if we can't bring daily life in[to] our research, how can we hope [to bring] people in[to] our research?"** (Heloig Barbel).

Below: Photo of Seawater Sampling session. Featuring (clockwise) Liz Pijogge (standing), Matthew Anderson, Sarah Semigak Lidd, Tyriekah Semigak, Josephine Jararuse, Emma Hay, Wilson Jararuse, Lena Onalik, Joseph Onalik, Susie Debbie Lyall, Darrel Lyall. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.



Right Set Up

The logistics and organization of the on-the-land workshop were critical to its success. In particular, participants appreciated having lots of time for relationship building, the location itself, and the food. We set up two Labrador tents at the site, with stoves for staying warm and dry. Some people spent downtime picking berries, exploring the shoreline, and watching seals swimming in the area while we talked.

Relationship building is so essential when collaborating in research. The informal nature of the workshop gave attendees a chance to talk together and get to know each other. **"I'd rather this right here because it is kind of informal without the presentations or whatever. It's like, this is what we've been doing. And really I found that it was all connected one way or another. There might be different researchers, but it's good to come together and have these discussions"** (Debbie Lyall).

The choice of location for the workshop was an important one. It needed to be close to town so we could travel to and from the site each day. However, we also hoped it could feel separate from being in the community to allow people to disconnect from work (and their cell phones) and engage in some activities associated with being out on the land. Our workshop happened at Sandy Point, also the site of an archaeological dig that summer. Participants were interested in hearing about and seeing the area and learning about the family that lived here. For example, **"I've been living in Nain for quite a number of years. This is the first time I saw that house foundation so that was interesting"** (Wilson Jararuse).

Food was also a vital part of the day. There is something special about coming together and sharing a meal. We tried to have frequent food and refreshment breaks throughout the day to give space for people to chat and take breaks from sessions, stand up, and move around. We also tried to include wild food in meals where possible. Some participants described the meals as their favourite part of the day: **"Lunchtime! Seriously the food was amazing, and as it often does, brought folks together"** (Alex Bond).

Below: Loading a boat to travel to the workshop. Featuring (left to right) Alex Bond (blue jacket), Mel Flynn. Taken on September 1, 2022. Photographer: Liz Pijogge. Photo shared with consent from all pictured.



Communication

The workshop evaluation also brought up considerations about formal and informal communication methods when discussing research.

Our discussion explored how shifting from formal to informal communication styles changed the dynamic of talking about research. Participants described formal communication styles as having a "boardroom flavour," with Alex Bond asking, "**How can we 'unboardroom' the workshops?**" In contrast, informal communication allowed participants to share what they are doing and link their work with other projects in the region without giving a presentation. For example, "**I'd rather this right here because it is kind of informal without the presentations [...] And really I found that it was like it was all connected one way or another. There might be different researchers, but it's good to come together and have these discussions**" (Debbie Lyall).

In some cases, different communication styles were a challenge but also a chance for learning: "**I have to [make] sure that my little world of the critters on the bottom of the ocean makes sense to everybody. Which is not always easy, but it's an important thing [...] So I like opportunities where everybody is looking at different stuff. So then we all learn how to be better communicators**" (Kate Ortenzi).

The workshop organizers also reflected on how informal time was spent on relationship building, including "**Watching community members and southern researchers interact and share knowledge**" (Joseph Onalik). Relaxed time allowed different types of conversations to happen: "**Lots of the truly interesting chat I think was happening outside of the sessions themselves. That's where I heard and had political and challenging conversations about power dynamics [and] about the difficulties of moving to a future vision of research**" (Mel Flynn).

Photo of participants picking berries. Featuring (left to right) Kate Ortenzi, Sukatta Lidd, Magali Houde. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.





Part Three: What Are the Challenges & Recommendations of On-The-Land Workshops?

Some evaluation comments identified challenges of holding on-the-land workshops, including Administration Work, Communication, Diverse Inclusion, and the Right Set Up.

We also received great recommendations on how to improve future workshops. As these recommendations were often linked to the challenges identified, we've grouped these findings.

Communication

When discussing communication styles in the workshop, several participants discussed the difficulty of balancing formal and informal ways of discussing information. When we organized the workshops, we said we would like people to think of these sessions as a conversation rather than a presentation. **"We made some progress in this regard by having them on the land, but the format and presentation style was still very much of a boardroom flavour" (Alex Bond).**

Another participant questioned how to keep reciprocity throughout the workshop. At points throughout the day, one person leads a discussion, sharing their work; at this point, most others listen. **"The fact that some people are here to be presenting while others at the very same time are having the status of listener breaks reciprocity because this gives you a status of knowledge on something, even if it's just for 5 minutes, still 5 minutes when there is no reciprocity" (Heloig Barbel).** While listening can be a key form of reciprocity, we recognize the need to ensure participants feel reciprocity in the structure and organization of workshop sessions.

Below: Photo of Working Respectfully with Animals session. Featuring (left to right) Kate Ortenzi, Joseph Onalik, Susie Debbie Lyall, Mel Flynn, Alex Bond, Amber Gleason, Matthew Anderson, Liz Pijogge, Wilson Jararuse, Annie Lidd, Siegfried Merkuratsuk. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.



Administration

These challenges are related to the logistical and organizational parts leading up to the workshop. We learned some important lessons during this workshop, the first being that we must use waterproof paper for our consent forms. Paper, rain and the ocean do not always play nicely together! We also learned that though each workshop is different, it would be helpful to create some checklists and protocols for things that need to happen during the workshop organization. For example, who do we need to hire, what equipment do we need for the site, and also, what safety measures and COVID protocols do we need to have in place?

Below: Photo of archaeological dig site. Featuring (left to right) Alex Bond, Fred Dwyer-Samuel, Wilson Jararuse, Liz Pijogge, Ethan Angatok, Magali Houde, Matthew Anderson, Lena Onalik, Siegfried Merkuratsuk, Heloig Barbel, Kate Ortenzi.. Taken on August 31, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.



Diverse Inclusion

We want to add more cultural aspects to the workshop, with more space for community members to share their knowledge and experiences. **"Maybe having it a bit longer with more cultural aspects to it. Instead of science, science, science, even though all that went well... Our presenters could have also taken away something from the host community on culture and traditions"** (Liz Pijogge). Some cultural aspects of the day included an opening prayer, an Elder statement, and throat singing. At other workshops, hunters have shared stories and experiences, and Elders have demonstrated grass work. We had hoped to be able to butcher a seal together, but this depended on harvesting a seal at the right time and place.

We would have liked more Elders to attend the workshop. Initially, five or six Elders planned to attend, but shifts in personal plans meant that not everyone could join. In considering diverse inclusion, participants reflected that these workshops should not be the only form of results sharing and that other formats may be better and more convenient: **"I think [the on-the-land workshop] it's different and better in some ways but I think it has some caveats too [...]. Some people are never going to be able to attend these kinds of events"** (Fred Dwyer-Samuel). These workshops shouldn't be held as a replacement for all other types of research results sharing. There should be a mix of ways to share and talk about research, including open houses, posters, and meetings in town.

Photo of participants eating a local plant on the boat ride back to Nain. Featuring (left to right) Magali Houde and Mel Flynn. Taken on August 31, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.



Right Set Up

Some of the feedback addressed changes in the workshop schedule. Our planned session timings shifted around a lot. Although some schedule shifts are expected at this kind of workshop, it became clear that other areas needed more thought. In particular, both workshop days started later than scheduled because getting everyone to the site by boat took about an hour longer than planned. We need to be more realistic about how long it will take to reach the workshop location. The journey on the boat together is an integral part of the day: **"The boat for me was a moment of calm" (Mel Flynn)**. However, it is also one of the most unpredictable parts of the schedule. We'll add more buffer time for travel in the future.

Another challenge was that the tents were too small for the number of people attending the workshop. We mostly spent our time outside the tents and only went in for short periods to warm up or have something to eat or drink. This worked well when it wasn't raining. However, the tent space wasn't big enough to comfortably shelter over 30 people when it rained. Future workshops need to ensure there is enough space for all participants to be comfortable. A possible future solution to this would be having an extra tent and smaller break-out group sessions inside the tents.

Below: Photo of the workshop participants. Featuring (left to right): Jenny Merkuratsuk, Susie Semigak, Tyriekah Semigak, Chesley Semigak, Emma Haye, Sukattai Lidd, Ethan Angnatok, Sarah Semigak Lidd, Lawrence Semigak, Wilson Jararuse (sitting), Joseph Onalik, Alex Bond, Carla Pamak, Annie Lidd (sitting), Josephine Jararuse, Matthew Anderson, Amber Gleason, Kate Ortenzi, Liz Pijogge, Siegfried Merkuratsuk, Magali Houde, Mel Flynn, Laura M. Martinez-Levasseur, Darrel Lyall, Susie Debbie Lyall, Buddy Merkuratsuk. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.






Final Reflections



Photo of boat in the bay near Sandy Point.
Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur. Photo shared with consent from all pictured.



Spending two days together at a workshop gives us more time to talk, rather than being limited to a short presentation with just a few minutes for questions. We can chat about the one time you found something unexpected inside a seal you hunted. We can check out a photo you took of your homemade pho and about foraging local seaweed (Ethan told us of some excellent meals he had been making lately). Or maybe we chat about how good it feels to have the sun on our faces and spend time outside.

Not everything about on-the-land workshops will result in a directly measurable output, research paper, or funding application. We're okay with that. What on-the-land workshops can do is increase connections between external researchers and community members. On-the-land workshops can give us the time and format to share knowledge holistically, with separate but connected research topics considered alongside each other. On-the-land workshops allow for broader discussions of complex subjects such as reciprocity and research sovereignty, helping us to think more deeply about our research partnerships in future work.




Photo of the workshop from a distance. Taken on September 1, 2022.
Photographer: Laura M. Martinez-Levasseur.

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Below: Photo of the bay at Sandy Point. Taken on September 1, 2022. Photographer: Laura M. Martinez-Levasseur.



