

Appendix K1

Report: *Developing Community Wellness Indicators in the Hamlet of Baker Lake*

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March 2013 Update Report

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Introduction

Study Background

The Hamlet of Baker Lake, Nunavut has experienced unprecedented development with the construction and opening of Agnico-Eagle's Meadowbank gold mine, 100km away by all-weather road. The Inuit community of 1800 residents has experienced a torrent of workers, supplies and money. Businesses are booming and the service industry is being stretched to capacity during much of the year. As Meadowbank is the first mine to be established in Nunavut since the creation of the territory in 1999, the Hamlet of Baker Lake serves as a test case for the rest of the territory, both for modern industrial development and Nunavut's new institutional arrangements. As such, there is considerable interest in tracking wellness conditions in the Hamlet of Baker Lake; indeed, the Inuit Impact and Benefit Agreement (IIBA) signed by Agnico-Eagle Mines Ltd. (AEM) and the Kivalliq Inuit Association (KIA) in 2011 requires that such monitoring be done:

AEM shall prepare an annual report on the wellness of the Inuit residents of Baker Lake (the "Wellness Report and Implementation Plan"). The Wellness Report and Implementation Plan will draw its data from the annual report of the Socio-Economic Monitoring Committee submitted to the Nunavut Impact Review Board and from the other sources described in Section L4 (see Appendix 1), and will include an implementation plan. The first Wellness Report and Implementation Plan will be submitted to KIA by March 31, 2012¹ and each subsequent report will be due on March 31. Each Wellness Report and Implementation Plan will include data from the immediately preceding calendar year.

The expectation of the Annual Wellness Report and Implementation Plan, as outlined in the IIBA, is to detail any impacts of the Meadowbank Mine on the wellness of Inuit residents of Baker Lake (see Appendix 2). The specific indicators that will be developed to capture Hamlet wellness for these reports will be unique to Baker Lake. A draft list of wellness indicators, based upon interviews and focus groups with Hamlet residents in 2011 and 2012, is detailed in this report.

Funding

AEM has made funds available to the Hamlet of Baker Lake for the execution of this study with cooperation from Ben Bradshaw of the University of Guelph. Funding also comes through a MITACS accelerate program grant (www.mitacs.ca/accelerate) and from ArcticNet (<http://www.arcticnet.ulaval.ca>).

¹ The March 31 2012 Annual Wellness Report and Implementation Plan was postponed to March 31 2013 in lieu of this indicator development exercise.

Study Outline

Stage 1 Community-based Interviews and Focus Groups: 2012

For the purpose of developing Hamlet wellness indicators meaningful to Baker Lake residents, qualitative community-based research was conducted to capture how Baker Lake residents define and perceive their Hamlet’s wellness. Between July and September 2012, two focus groups and 45 semi-structured interviews were conducted. One focus group was held with women and another with youth, with a total of 15 participants. Interview participants represented a diverse cross-section of the community in terms of age, gender, education and socio-economic background. These 45 interviews included elders, young adults, Meadowbank Mine employees, community leaders, front-line workers and administrators.

Stage 2 Wellness Indicator Development: 2012-13

The development of Hamlet wellness indicators is the primary task of 2012-13. These indicators will be reported to the KIA by June 2013 along with existing evidence of Hamlet wellness from secondary sources of information outlined in Appendix 1.

Indicator development has drawn upon two main data sources. The first is the community-based interviews and focus groups outlined above in Stage 1². The second is evidence gathered in the Hamlet of Baker Lake in 2011 by University of Guelph Graduate Student, Kelsey Peterson, and is summarized in a report presented to the Baker Lake Hamlet Council on April 27, 2012 titled ‘Community experiences with mining in Baker Lake’.

Both sources were reviewed and carefully sorted into 10 key domains of community wellness:

CULTURE AND TRADITIONAL PRACTICES	COMMUNITY HEALTH
ENVIRONMENTAL HEALTH	FAMILY, CHILDREN AND YOUTH
COMMUNITY DYNAMICS AND SOCIAL LIFE	COMMUNITY SERVICES AND INFRASTRUCTURE
EDUCATION AND TRAINING	ECONOMY AND EMPLOYMENT
COMMUNITY GOVERNANCE	SELF-CONTROL

Themes and topics raised by participants were then organized into sub-domains and categorized according to values, concerns and opportunities for wellness, and are outlined in this report.

² It is not suggested that all the indicators outlined in this report relate to mining or industrial development, but they were included in this report to be comprehensive of the topics Baker Lake residents discussed when asked what community wellness entails.

Values, concerns and opportunities within each sub-domain were drafted into a list of proposed indicators of Hamlet wellness as they appear in this report. During March 2013, this report is being circulated to community members in order to solicit feedback on the appropriateness and feasibility of the drafted indicators.

Stage 3 Community Surveying: 2013-14 and beyond

The completion of an assessment of Hamlet wellness, using an approved list of Hamlet wellness indicators, is the primary task of 2013-14. This assessment of Hamlet wellness will be reported to the KIA for the March 31, 2014 report, along with existing evidence of Hamlet wellness from secondary sources of information outlined in Appendix 1³.

The assessment will derive from use of a household survey that will be administered to all households in the Hamlet⁴. Execution of this community survey will take place over a number of years to enable tracking of Hamlet wellness over time.

³ Indicators represented by existing data sources will not be included in the household survey

⁴ For example, if an indicator of community wellness is 'youth participation in land-based activities each season (hunting/fishing/food gathering)', then an associated question for the household survey would be 'over the last winter, how many times have youth members of this household participated in hunting activities?'

Domain: CULTURE AND TRADITIONAL PRACTICES

"You have to know where you are coming from in order to know where you are going."

Sub-domain: Language

Values	
i.	The ability to speak, read and write Inuktitut; future generations learning and using the Inuktitut language
Concerns	
i.	Many young people are not fluent in Inuktitut; they may give up or are more interested in new ways; some people are embarrassed by their dialects
Opportunities	
i.	More Inuktitut learning opportunities for the youth such as games, using humour i.e., Inuktitut Just for Laughs

Proposed Indicators	
i.	Ability to read, write and speak Inuktitut
ii.	Child and youth participation in Inuktitut language learning
iii.	Ability to speak one's dialect
iv.	Use of Inuktitut by adults
v.	Use of Inuktitut by youth (under 18)
vi.	Use of Inuktitut at home
vii.	Use of Inuktitut at work
viii.	
ix.	

Sub-domain: Land-based activities

Values	
i.	Spending time on the land: a source of physical recreation, healing and stress relief
ii.	Hunting, fishing and gathering food from the land
Concerns	
i.	People not having the time or energy to go out on the land (during various times of the year); they get too busy or have other limitations
ii.	Changing animal migration patterns: having to go farther away to get (healthy) caribou – energy, time and money expenditure; more hunters being stranded out on the land and some not equipped with land-based survival skills
Proposed Indicators	
i.	Adult participation in land-based activities each season (hunting, fishing, food

	gathering)
ii.	Child/youth participation in land-based activities each season (hunting, fishing, food gathering)
iii.	Ability to participate in land-based activities (having the time, the energy, and the money for equipment)
iv.	Time spent on the land by household members
v.	
vi.	

Sub-domain: Traditional knowledge transfer

Values	
i.	Passing on traditional skills and knowledge, i.e., through experiences on the land
ii.	Engaging in traditional arts and crafts (music, sewing, ayaya, throat singing, drum dance, felt work, carving, Inuit games)
iii.	Strong communication between community elders and youth
Concerns	
i.	Access to and availability of animals to learn harvesting skills within the different seasons; conflicting work or school schedules
ii.	A lot of elders who are originally from the land are passing away with a lot of knowledge; language barriers between elders and youth
Opportunities	
i.	An elder's cabin on the land: a place for community members and elders to come together; more opportunities to socialize with elders and learn traditional skills
ii.	Cultural activity space and programs for community members
iii.	Traditional knowledge and skill transfer in smaller groups because some youth are shy
iv.	Oral history projects with elders in Baker Lake

Proposed Indicators	
i.	Number of household members who have improved on or learned new traditional skills this year
ii.	Level of communication between elders and youth household members
iii.	Time spent with elders by household members
iv.	Participation in cultural arts, crafts and performances
v.	
vi.	

Note: traditional coping skills included under the sub-domain "Emotional and mental health"

Domain: COMMUNITY HEALTH *“When you’re physically healthy, you tend towards other forms of health – you’re happy, well and you want to spread the joy.”*
“Looking after the whole self: physical, mental, emotional, spiritual.”

Sub-domain: Physical health

Values	
i.	Being physically active in the community: playing sports; using exercise equipment; participating in Arctic Winter Games
ii.	Self-care: lack of physical sickness and disability; staying physically strong as elders do
iii.	Having a clean home and an environment free of contaminants
Concerns	
i.	Lack of equipment and community facilities for physical exercise
ii.	Smoking and chewing tobacco, especially indoors and amongst the youth
iii.	Attention to oral health care
iv.	Rates of diabetes on the rise, presenting lifestyle challenges
v.	Rates of TB
vi.	Rising rates of STIs
vii.	Rising incidences of cancer
viii.	The dust in town in the summer impacts respiratory conditions
ix.	Exposure to hazardous chemicals and pollution
Opportunities	
i.	Organized community-wide seasonal recreation activities for adults and youth
ii.	Access to more information about how things we take in our bodies (food, alcohol, drugs) affect individuals and their families; better understanding of illness/disease cause and prevention
iii.	More people using aides available to quit tobacco use
iv.	Creating a culture around oral health i.e., toothbrush programs
v.	Need more research done on environmental contaminants and the ways they affect physical health
vi.	More communication and workshops on physical health
vii.	Improved access to free condoms
viii.	

Proposed Indicators	
i.	Access to exercise equipment
ii.	Participation in physical recreation activities during each season
iii.	Participation in community-wide recreational activities
iv.	Exposure to hazardous chemicals
v.	Observed levels of dust in town during the summer
vi.	Presence/prevalence of lifestyle-related physical illness (TB, STIs, respiratory

	conditions, diabetes, cancer)
vii.	Prevalence of smoking cigarettes and individual levels of smoking
viii.	Reported levels of community members quitting smoking cigarettes
ix.	Prevalence of chewing snuff
x.	Availability and accessibility of nutritional and physical health information resources (ways to promote good physical health)
xi.	Participation in workshops promoting physically healthy lifestyles
xii.	
xiii.	

Note: Indicators that capture access to medical health services have been proposed under the sub-domain “Services and infrastructure”

Sub-domain: Food security

Values	
i.	Access to preferred foods: eating a good diet of nutritious food from the land, primarily caribou. For elders, access to caribou = wellness; living well (on the land)
ii.	Traditional and other healthy food preparation skills
iii.	Family food security
Concerns	
i.	Accessibility and availability of country foods; having to rely on unhealthy, expensive store bought foods when caribou is not available
ii.	Community feasts cannot be held without caribou (social value of caribou)
iii.	Being a single mother, not having a hunter or the resources to eat healthy; socio-economic inequality and stress
iv.	Overconsumption of junk food from the store and fast foods
v.	Some adults today don’t know how to cook so they eat more pre-packaged and processed foods
vi.	High food prices make families food insecure – welfare is not enough to cover a basic, healthy food basket for a family of four
vii.	Some Baker Lake employees at Meadowbank report that the food served there makes them feel sick or otherwise food insecure
Opportunities	
i.	More training of young people how to hunt and other land-based skills; more community organized hunts and caches to share these foods
ii.	With more employment opportunities for Baker Lake residents, fewer Inuit are food insecure, though they still may not have access to preferred foods
iii.	Cooking skills classes (traditional and non-traditional)
Proposed Indicators	
i.	Consumption of food from the land
ii.	Availability of and access to food from the land (i.e., number of household

	members asking for country food each month)
iii.	Consumption of food from the store
iv.	Affordability of healthy store foods
v.	Knowledge of store-bought healthy foods and their preparation
vi.	Quality of food from the land
vii.	Quality of store-bought foods
viii.	Use of the food bank in town
ix.	Participation in community feasts serving caribou
x.	Household involvement in traditional food preparation
xi.	Participation in community cooking classes or programs
xii.	
xiii.	

Sub-domain: Community safety

Values	
i.	Feeling safe in one's home and in the community
ii.	Respect for personal property
iii.	Feeling like you can call the authorities to report an incident such as abuse or child neglect
iv.	Children's safety
v.	Traditional justice for rehabilitation of offenders i.e., land-based programs, counselling from elders
Concerns	
i.	Drugs and alcohol and other perceived factors such as a growing population affecting perceived crime-rates: break-ins, violence
ii.	Incidents of theft and vandalism
iii.	Reluctance to report issues to authorities because of social taboos and stigmatization
iv.	Concern over kids being out late
v.	Incidents of reckless or impaired driving
Opportunities	
i.	Town curfew
ii.	Female by-law officers
iii.	A more conducive women's shelter

Proposed Indicators	
i.	Frequency residents report locking their doors
ii.	Ability to report incidents to the responsible authorities
iii.	Incidents of theft and vandalism; respect for personal property
iv.	Incidents of home break-ins and attempts
v.	Incidents of public intoxication; reckless or impaired driving

vi.	Incidents of violence (alcohol-related)
vii.	Number of monthly liquor permits/orders and amounts
viii.	Fear of bodily harm
ix.	Fear of children's safety in the community
x.	Reported sense of safety within the community
xi.	Reported levels of trust of one's neighbours
xii.	Participation of offenders in the Restorative Justice Committee, cultural-based justice programs (outreach camps)
xiii.	
xiv.	
xv.	

Sub-domain: Emotional and mental health

Values	
i.	Having love, support and happiness in one's life
ii.	Having balance and stability: "when we have some order in our lives we feel better about ourselves"; balancing the negative with the positive
iii.	Managing consumption of needs vs. wants in order to live a good life
iv.	Knowing who you are; having a strong sense of identity and self-esteem
v.	Coping with and adapting to rapid transitions to settlement life and an industrial economy
vi.	Access to cultural and gender appropriate counselling and counselling by elders, learning traditional coping skills
Concerns	
i.	Negative impacts on cultural identity and self-esteem from assimilationist policies and programs – residential schools: intergenerational trauma, abuse
ii.	Lack of self-esteem limits sociability; contributes to substance abuse and other poor choices
iii.	Over-dependency on unhealthy substances and behaviours (i.e., gambling) to deal with stress and other problems; falling into cycles of unhealthy behaviour
iv.	There are some stigmas around seeking counselling; some people may lack confidence to seek counselling
v.	Some think that parents or elders cannot understand their problems because of how much life in Baker Lake has changed
vi.	Baker Lake does not have a permanent mental health counsellor
vii.	Incidents or threats of suicide
Opportunities	
i.	More frequent Inuit-run healing workshops and support programs to acknowledge these issues in the open and to help individuals address them in their own lives
ii.	A Nunavut drug and alcohol treatment facility that is by Inuit and for Inuit
iii.	A permanent Inuk mental health counsellor

iv.	Community workshops, programs and events on suicide prevention, i.e., BLAST; ASIST; building coping skills and support within the family and community
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Proposed Indicators	
i.	Self-reported emotional stability/happiness in one's life
ii.	Self-reported levels of stress
iii.	Self-reported levels of self-esteem
iv.	Presence and prevalence of drug and alcohol use
v.	Access to and participation in drug and alcohol addictions counselling and treatment
vi.	Access to counselling in both English and Inuktitut
vii.	Access to and participation in counselling from elders
viii.	Access to and participation in counselling from Inuit (men and women)
ix.	Access to and participation in healing workshops and support groups in the community
x.	Presence of and participation in community workshops, programs and initiatives on suicide prevention
xi.	Levels of monthly participation in BINGO and gambling per household
xii.	
xiii.	
xiv.	

Sub-domain: Spiritual health

Values	
i.	Practicing a form of spirituality or faith for guidance through life and hope
ii.	A spiritual connection to the land
Concerns	
i.	Trying to work things out on your own, being lost, struggling with your problems
Opportunities	
i.	Spiritual support groups in town bring people together in the community

Proposed Indicators	
ii.	Participation in faith-based activities
iii.	Affiliation with local spiritual groups
iv.	Strength of spiritual connection with the land
v.	
vi.	

Domain: ENVIRONMENTAL HEALTH *"A healthy environment is needed for a healthy community"*

Sub-domain: Environmental values

Values	
i.	Respect for the land and the animals
ii.	A clean, healthy environment in town and out on the land
iii.	Living sustainably, being environmentally conscious
Concerns	
i.	Garbage on the land and in town
ii.	Over-killing or not using all the parts of harvested animals

Proposed Indicators	
i.	Reported responsibility to protect the land
ii.	Participation in environmental stewardship i.e., community clean-ups
iii.	Valuation of showing respect for the land through harvesting and other land-based practices
iv.	Garbage found in town/on the land
v.	
vi.	

Sub-domain: Observed environmental quality

Values	
i.	Health of wildlife, particularly caribou
ii.	"Fresh" water
iii.	Clean air
Concerns	
i.	Finding strange things in harvested meat; caribou eating garbage/contaminants
ii.	Concerns that mineral exploration in the region and increased transportation are impacting caribou
iii.	Seals are following the more frequent barges and eating the fish in Baker Lake
iv.	With the caribou farther away, fur-bearing predators are not as accessible (for their fur)
v.	Having to travel further to access fresh water
Opportunities	
i.	Independent research on animal populations, harvested food quality, and impacts from industrialization and climate change

Proposed Indicators	
i.	Prevalence and accessibility of caribou
ii.	Observed quality of harvested caribou meat

iii.	Prevalence and accessibility of fish
iv.	Observed quality of harvested fish
v.	Presence and accessibility of fur-bearing animals
vi.	Distance travelled/time spent to get fresh water
vii.	Observed fresh water quality
viii.	Observed air quality on the land
ix.	
x.	
xi.	

Sub-domain: Observed contaminants

Concerns	
i.	Oil and diesel spills and other forms of pollution from more vehicles and barges
ii.	Dust from the roads contaminating the land, water and harvest meat
iii.	Contamination of the land from mining development
iv.	Contaminant and pollution levels from the dump
v.	Having to inspect, boil, and filter water
vi.	Run-off from sewage lagoon and the dump polluting the lake
Opportunities	
i.	Independent research on contaminant levels around Baker Lake (air/water/ground)

Proposed Indicators	
i.	Number of reported oil/diesel spills in Baker Lake per year
ii.	Observed contamination of harvested meat by dust
iii.	Reported need to boil and filter fresh water
iv.	Reported need to boil and filter household tap water
v.	Reported air pollution in Baker Lake
vi.	Chemical levels from tests at mining project sites (operational and remediated)
vii.	
viii.	
ix.	

DOMAIN: FAMILY, CHILDREN AND YOUTH

With the mine, "they are gaining material support but losing support in another way."

"There's a lot of different ways of family today."

Sub-domain: Family dynamics

Values	
i.	Demonstrating marital values based on respect, trust, and open communication; husband and wife working together for the well-being of the family
ii.	Time spent with family on the land, at social events and family gatherings: time spent with family reinforces socio-cultural values, skill acquisition and language learning
iii.	Demonstrating open communication between family members; listening and closeness
iv.	Parental control and discipline of children: structure and rules
v.	Extending support to the extended family
vi.	Sharing responsibilities for family/household duties
vii.	Support with childcare within the community
Concerns	
i.	Strain on marital/common-law relationships from the 2-week work schedule (rumours of infidelity, jealousy, stress for parent left in town); impacting job retention
ii.	Families not as close as they were in the past
iii.	Family communication and parenting skills for some have been negatively impacted by intergenerational trauma i.e., residential schools
iv.	Some parents love their kids in the wrong way by spoiling them or not giving them regular responsibilities
v.	Access to day care and pre-school is very limited and babysitting is not always reliable
Opportunities	
i.	Marriage counselling opportunities and workshops on coping with these issues: how to build trust and open communication
ii.	An in-town support group for families of employees working at Meadowbank
iii.	Technology is condensing time and space and allowing people to connect with one another more easily: parents up at camp can call home every night
iv.	More activities organized for families

Proposed Indicators	
i.	Amount of quality time spent together as a family
ii.	Number of monthly family gatherings
iii.	Time spent with non-household family members
iv.	Level and quality of parent to child communication

v.	Level of sharing in household responsibilities by household members (of which age?)
vi.	Reported level of spousal trust and communication
vii.	Reported level of family stress
viii.	Access to child care (day care, babysitter) for parents with young children
ix.	Number of household members who have experienced family displacement as a result of residential schools
x.	Number of household members experiencing family displacement as a result of institutional intervention (RCMP, SS)
xi.	Participation in parenting courses or workshops, particularly for families experiencing intervention from institutions to provide them with new ideas to try
xii.	Number of household members experiencing family dislocation as a result of employment
xiii.	Number of households with both parents working outside the community
xiv.	Household participation in family counselling or support groups
xv.	
xvi.	
xvii.	

Sub-domain: Children and youth *"[Wellness] starts with the youth. They are the future."*

Values	
i.	Families taking responsibility for their children, showing them positive values, and investing in them for the future
ii.	Community members investing time and energy in the socializing of Baker Lake children; "it takes a community to raise a child"
iii.	Supporting the youth to make informed decisions and encouraging them to take on new opportunities
iv.	After-school/year-round programs for young people (educational and cultural)
v.	Involving the youth in what is going on in the community
vi.	Access to counselling for the youth
vii.	Positive youth self-esteem and identity; motivation to keep them going; building self-confidence: "raising them up"
viii.	Gaining new perspective: experiencing life and community outside Baker Lake
Concerns	
i.	In some families both parents are working (up at the camp) so different family members or older siblings are caring for younger ones. As a result, some children are missing school, not well-rested or eating properly, with effects on learning; lack of structure from changing care givers and shifting family responsibilities
ii.	Some say there is less community involvement in raising children - parents may not want to take advice from other parents or hear if their kids do something wrong

iii.	*Unwanted teen pregnancies – related to self-esteem;
iv.	Youth parenting skills are a concern for “babies having babies”: teen parents without necessarily the learned skills to raise a child; some struggle with the responsibility
v.	The youth centre is inadequate to meet the youth’s needs: not giving them the right direction or addressing the diversity of their needs and interests
vi.	The high school does not have a counsellor
vii.	Stigma around getting help or counselling, afraid to show they care/need help; not knowing how to listen to and follow advice
viii.	Some youth feel lost and alienated, stuck in-between two worlds; disconnected and disempowered – they lack confidence to get involved in community events or programs
ix.	*Some youth are starting to use unhealthy substances at an early age
Opportunities	
i.	Empowerment and advocacy programs directed towards youth will spread benefit to their families and create healthier futures
ii.	A permanent Child and Youth Outreach Worker
iii.	A home economics course and participation in the prenatal nutrition program
iv.	Baker Lake needs another day care and a “Head Start” program to get children accustomed to a school environment and relieve strain on parents (expansion of Kinder Attii)
v.	A youth centre that is a reserved space for young people with a Youth Coordinator running structured programs there year round – asking the kids what they want to do and enabling them
vi.	A high school guidance counsellor
vii.	More young role models for the youth to motivate them to succeed, bring forward the youth perspective and voice; festivals and workshops by and for the youth to promote culture/music
viii.	Greater participation in youth exchanges across Nunavut and to other parts of the world

Proposed Indicators	
i.	Number of programs, activities and groups for children and youth
ii.	Number of youth-led community events/initiatives per year
iii.	Youth participation in exchange programs abroad and travel to other communities in Nunavut
iv.	Participation of household members expecting a first child in the prenatal nutrition program
v.	Children and youth targeted by bullying, gossip or other negative pressures
vi.	Child and youth access to counselling at the schools (JA and RA)
vii.	Child and youth participation in counselling at the schools (JA and RA)
viii.	Reported levels of stress amongst the youth

ix.
x.
xi.
xii.

- Corresponding indicators listed under the sub-domain “Education”

Note: Some indicators for values and concerns that apply to children and youth may not be listed in the ‘Children and youth’ sub-domain because they were already listed in the ‘Family Dynamics’ sub-domain. This applies to other indicators as well which represent multiple values, concerns or opportunities for community wellness.

Domain: COMMUNITY DYNAMICS AND SOCIAL LIFE

“It takes a community as a whole to make it well.”

Sub-domain: Community dynamics *“How do you make a community well when you have very different societies mixed in?”*

Values	
i.	Working together, supporting and helping one another: values that build community. The community bands together to support others in times of need i.e., fundraising
ii.	Listening and respect for others and for the “old ways”
iii.	Sharing (food, knowledge, time, equipment, advice); a strong value in Baker Lake
iv.	Looking after the elders and assisting them
v.	Staying positive and spreading that positivity onto others, smiling, stopping to talk to others you see; creating an openness
vi.	Open community-wide communication to raise and build upon awareness of issues; regular attention to these issues builds community pride through action
vii.	Respect in addressing issues or concerns as they arise, offering suggestions for improvement, and finding a way to move forward
viii.	Volunteerism: getting involved in your community and contributing – “that’s how you create community”; having an impact
Concerns	
i.	Some say elders report less meat being shared with them
ii.	Tensions between some groups in the community
iii.	Negativity: Gossip and rumours deter communication, prevent sociability and impact self-esteem
iv.	Taboos of showing too much fear or pride; not wanting to talk about certain issues
v.	Sometimes enthusiasm is missing and that sense of duty to help others
vi.	Losing people’s involvement in the community to the mine; social roles in town left unfilled; people too tired when they come home to do anything in the community

Opportunities	
i.	Word-of-mouth can be a very positive means for communication if the information is helpful, true and openly shared
ii.	More people giving back to the community and making the most of limited resources
iii.	More people are opening up to talking about issues and want to address them

Proposed Indicators	
i.	Reported levels of sharing (food, time, equipment) amongst community members, and with elders in particular
ii.	Reported levels of community respect and open communication
iii.	Participation in community fundraising (to help those in need)
iv.	Ability of community members working outside the community to participate in community events and programs
v.	Household participation in organizing, planning or contributing to community events/programs/initiatives
vi.	
vii.	
viii.	

Sub-domain: Community social life

Values	
i.	The spirit of people coming together, going out and visiting each other
ii.	Community-wide participation in activities and events, brings people together and raises community pride
iii.	Sports programs help build community and give people, especially young people, new opportunities and positive experiences
Concerns	
i.	This social spirit is not as strong as it once was – “with the growth that closeness has been lost a bit”
ii.	Over-dependency on technology (TV, computer) for entertainment
iii.	Lack of awareness of where/how to get funding for a program or initiative
iv.	Not enough variety of programs in the community i.e., music, art
v.	Not enough activities for adults in the community
vi.	Access to space in the community for a variety of programs
Opportunities	
i.	A Community Outreach Worker to assist with writing proposals for funding and community programs, and coordinate with various initiatives so they can evolve over time and grow

Proposed Indicators

i.	Participation in community celebrations, activities and events
ii.	Participation in community sports programs
iii.	Participation in community social/cultural programs
iv.	Participation in community arts/music programs
v.	Time spent watching TV; on Facebook
vi.	Reported adequacy of social space in the community
vii.	
viii.	

Domain: COMMUNITY SERVICES AND INFRASTRUCTURE

Baker Lake is “struggling to keep up with the growth. It’s growing so fast that we feel like we’re not keeping up.”

Sub-domain: Housing impacts all aspects of physical, mental, and emotional wellness.

Concerns	
i.	Shortage of housing and overcrowding leads to stress and unhealthy relationships
ii.	Housing shortages affect employee retention i.e., lack of government staff housing
iii.	Number of housing applications increasing every year and with the mine (new migration into the community and perceived increase in family separations)
iv.	Poor conditions of some housing, especially social housing (i.e., fire damage, mould, bugs, dirt, disrepair, chemicals, noise, weather damage)
v.	Barriers to home ownership: debt, availability of supplies, access to banking services
vi.	High utility costs
Opportunities	
i.	Building more, better quality 3-4 bedroom houses (promoting carpentry and other construction-related trades)
ii.	

Proposed Indicators	
i.	Number of housing applications/length of the community housing waitlists
ii.	Household composition: number of household residents relative to number of bedrooms
iii.	Reported physical condition of house
iv.	Number of new home owners in Baker Lake in the last year
v.	Number of new housing units built in the last year
vi.	
vii.	

Sub-domain: Services and infrastructure

Values	
i.	Funding and human resource capacity for necessary community services and infrastructure
ii.	Access to quality medical, dental and eye care
iii.	Access to basic municipal services
iv.	Access to services that help you get the information and resources you need to overcome barriers in your life/improve your well-being
Concerns	
i.	Baker Lake is struggling to keep up with the growth
ii.	According to some respondents, there are free services that are underutilized in the community i.e., career counselling
iii.	Lack of community infrastructure (buildings) for services
iv.	Shortages of staff (i.e., health centre, RCMP); employee burnout and retention
v.	Shortage of health care equipment and resources
vi.	Stress associated with late diagnoses and having to seek treatment outside the community
vii.	Health hazards from water shortages and sewage back-ups
Opportunities	
i.	A utilidor corridor
ii.	Paved roads
iii.	A community ambulance
iv.	Bridge-building: organizations (private/non-profit) and the GN, should be working together on issues to stretch resources farther and do more for local people
v.	“All communities [in Nunavut] need a wellness centre” with organized programs – a place anyone can drop in and access information and resources to help them

Proposed Indicators	
i.	Levels of awareness/household use of community services
ii.	Access to medical/dental/eye care
iii.	Household wait times to receive medical care
iv.	Access to appropriate medical care given the patient’s condition
v.	Number of days per year household is without water or waiting for sewage pump-out
vi.	Reported adequacy of non-medical services in the community
vii.	Reported adequacy of community public infrastructure (non-residential)
viii.	
ix.	
x.	
xi.	

Domain: EDUCATION AND TRAINING

"From iglus to computers is a big transition!"

Sub-domain: Education

Values	
i.	Valuing formal education as a key to wellness in the community: knowledge = power; learning important life skills such as discipline
ii.	Seeing the youth graduate high-school is a source of community pride
iii.	Motivating and preparing youth for post-secondary education
iv.	Parental involvement in school life: "as a parent, you are the main teacher of your child"
v.	Opportunities for youth to get involved with the school
vi.	Bridging gaps between new ways and old ways so there is continuity in both
vii.	Strong literacy skills in both Inuktitut and English
viii.	The Aulajaaqtuq class and other cultural school programs to help the youth find their way with support from Inuit skills and values
Concerns	
i.	Legacy of residential schools causing some survivors to negatively view formal education
ii.	Lack of motivation to pursue education if you can work at the mine with minimal school education
iii.	Some youth have dropped out and don't feel comfortable in an education environment, they may have low self-esteem
iv.	Barriers to leaving the community to pursue education opportunities; culture shock, having family obligations in Baker Lake
v.	Kids missing school (elementary and high school)
Opportunities	
i.	Using technology and the internet for improving knowledge i.e., online courses
ii.	The schools are doing more to involve parents
iii.	Enhanced Inuktitut teaching in school balanced with a strong English curriculum too

Proposed Indicators	
i.	School attendance rates (elementary and high-school)
ii.	High school graduation rates
iii.	School drop-out rates
iv.	Student confidence levels to read and write English
v.	Child and youth participation in school cultural programs
vi.	Number of monthly elder visits to the schools
vii.	Youth participation in sexual health education
viii.	Child and youth participation in education on substance use
ix.	Parent involvement in their child/children's school life

x.	Number of post-secondary education opportunities in Baker Lake and number of students enrolled
xi.	Number of household members pursuing post-secondary education outside Baker Lake
xii.	Participation in adult education upgrading programs in Baker Lake
xiii.	
xiv.	
xv.	

Sub-domain: Training

Values	
i.	Access to training opportunities
ii.	Training for businesses and organizations: investing time and money to acquire new knowledge and skills, network with other businesses
iii.	Adaptation to new tools and technologies that open opportunities for gaining new skills and employment
Concerns	
i.	Not enough people pursuing training in non-mining related fields
ii.	Barriers to leaving the community to pursue training opportunities i.e., child care responsibilities
iii.	Concern of benefit capture from mining if Baker Lake residents are not accessing training opportunities in mining-related fields
Opportunities	
i.	Training in socio-cultural impact related fields needed with mining, such as addictions counselling
ii.	Some supervisors encourage employees to take advantage of training opportunities
iii.	Funding for training and education institutions coordinating with mining companies for benefit capture (industry and institutions working together) i.e., co-op programs at the JA high school
iv.	Planning for future employment opportunities i.e., mining, with training

Proposed Indicators	
i.	Participation in job training opportunities in Baker Lake in the last year
ii.	Number of household members participating in mining related job training in the last year
iii.	Number of household members participating in non-mining related job training in the last year
iv.	Number of household members pursuing training opportunities outside Baker Lake in the last year
v.	

vi.
vii.

Domain: ECONOMY AND EMPLOYMENT *Education was discussed as the key for securing employment in good jobs in the future and for sustainable economic development.*

Sub-domain: Employment

Values	
i.	Having a strong work ethic and sense of pride in one's work; emotional/mental well-being that comes from having a sense of purpose
ii.	Spending time off work wisely
iii.	Employees supporting one another; open communication: building bridges for understanding and to work together better as a team
iv.	Equal access to mining employment opportunities
Concerns	
	Issues for job retention at Meadowbank:
i.	Managing family and social obligations
ii.	Difficulty adapting to a 2-week work structure and 12 hour shifts
iii.	Stress from worrying about the family's well-being while working up at camp
iv.	Being able to speak Inuktitut at the mine for communication and safety reasons
v.	Most of the jobs at camp are entry-level, manual labour and doing this work can negatively impact self-esteem
vi.	What will Meadowbank employees do/how will they adjust when the mine closes, especially for those without training or education?
Gender-specific Concerns	
vii.	Dealing with gossip or negative attitudes at Meadowbank camp – these issues affect women more than men and impact female job retention
viii.	Fear of sexual harassment in a very male environment (a barrier for women in seeking employment)
ix.	Single mothers are less able to access employment opportunities, particularly those requiring travel outside the community
Opportunities	
i.	Workshops on dealing with rumours and gossip
ii.	Workshops on sexual harassment
iii.	Frequent orientation workshops for mine employees to learn about each other's culture, language and values
Proposed Indicators	
i.	Baker Lake employment rate (part-time vs. full-time)
ii.	Baker Lake unemployment rate
iii.	Number of household members working for a mine or mine-related company

iv.	Baker Lake social assistance levels
v.	Self-reported job satisfaction
vi.	Self-reported work-life balance
vii.	Number of Meadowbank employees from Baker Lake in skilled, semi-skilled and unskilled positions
viii.	Number of employees at Meadowbank accessing training opportunities
ix.	Number of Meadowbank employees from Baker Lake experiencing stress from the 2-week work schedule
x.	Number of Meadowbank employees from Baker Lake preparing for mine closure
xi.	Female vs. male job retention rates for Baker Lake employees at Meadowbank
xii.	
xiii.	

Sub-domain: Income and spending

Values	
i.	Upward social mobility with increased employment and access to material goods, less poverty, decreased welfare payments
ii.	Spending money wisely: saving, paying down debt and helping other family members financially
Concerns	
i.	Growing socio-economic inequality for those unable to access these opportunities contributing to some tensions in town
ii.	Spending of money earned on alcohol, drugs, or gambling, sometimes leads to family/child neglect
iii.	It is hard to live well when the costs of living are so high (rent increases substantially with wages earned)
iv.	Overemphasis on material wants, growing individualism; not promoting the important values and skills in life – “everything is so available today”
Opportunities	
i.	Workshops at the mine and in town on how to save money and live better with limited financial resources, such as money management and a home economics course

Proposed Indicators	
i.	Level of income earned saved for future
ii.	Level of household debt
iii.	Level of monthly income earned spent on drugs and alcohol
iv.	Level of monthly income spent on gambling, including BINGO tickets
v.	Level of monthly income spent on household needs (i.e., food)
vi.	Level of monthly income spent on household wants (i.e., entertainment)
vii.	Participation in home economics courses in Baker Lake

viii.	Participation in workshops on money management (in town/at Meadowbank)
ix.	
x.	
xi.	

Sub-domain: Economic development

Values	
i.	Retention of trained and educated residents from the community
ii.	Education is the key for sustainable economic development and employment in good jobs for the future
iii.	Economic diversification and spreading sustainable growth to other parts of the economy - “the mine and the money won’t always be there”
iv.	Promoting Inuit cultural heritage, more tourism development i.e., local outfitters
v.	Support for local businesses that create jobs and other opportunities for income to remain in the community
Concerns	
i.	Concern that Baker Lake is not prepared to benefit from more mining
ii.	Concern that the town’s economy now runs off mining
iii.	Land ownership structures present barriers for business development
iv.	Perceived shortage of employees to fill positions in town
v.	Lack of permanent job opportunities in Baker Lake
Opportunities	
i.	Need for more industries and new business development in town; people would like to see coffee shops, restaurants, clothing stores, local outfitters to encourage tourism

Proposed Indicators	
i.	Number of new businesses in Baker Lake in the last year
ii.	Number of household members who work for an Inuit-owned or Inuit-managed business or organization
iii.	Number of new skilled job openings in Baker Lake in the last year
iv.	
v.	

Domain: COMMUNITY GOVERNANCE

Sub-domain: Communication and dialogue

Values	
i.	Transparency and accountability within the Hamlet: it is their duty to inform and share information with the community
ii.	Access to decision-makers to ask questions or express concerns
Concerns	
i.	Not knowing where to go with one's questions or concerns about the community
ii.	Uncertainty of decisions made by the Hamlet Council or local committees

Proposed Indicators	
i.	Frequency of community leaders reporting to the community (radio, community meetings, public announcements, BLCE Facebook page)
ii.	Frequency of community member consultation by leadership for comments and suggestions (i.e., community meetings)
iii.	Number of household members attending community meetings
iv.	Access to information regarding Hamlet Council decisions, on-going projects, and community plans (i.e., proposed developments)
v.	
vi.	
vii.	

Sub-domain: Participation in governance

Values	
i.	Democratic engagement of community members in decisions made affecting the community
ii.	Participation at community meetings, voicing concerns and asking questions
iii.	Voting
iv.	Consensus-based decision-making; consulting with elders
Concerns	
i.	Less engagement with elders in making decisions that impact the community; some decisions for the community being made outside the community
ii.	Not enough youth involvement in community decisions
iii.	Lack of engagement on some issues because of barriers to communication or accessing information for meaningful participation

Proposed Indicators	
i.	Level of elder involvement in community decision-making
ii.	Participation in voting processes

iii.	Household involvement in community committees or other local advisory groups
iv.	Level of youth engagement in community decision-making
v.	Number of household members speaking at community meetings in the past year (asking questions; giving comments or suggestions)
vi.	Reported access to information needed to contribute to community decision-making
vii.	
viii.	

Sub-domain: Community leadership

Values	
i.	The Hamlet having a vision for the community's future
ii.	Strong leaders to bring the community through these new changes
iii.	Community initiatives by local people; the community working together to keep things going
Concerns	
i.	The Hamlet does not really have a vision because they are struggling to keep up with the growth
ii.	Need more diversity of community members assuming leadership roles
iii.	Initiatives that come from an institution or government without local input or involvement

Proposed Indicators	
i.	Number of women/youth/elders in leadership roles in the community
ii.	Level of support for Hamlet Council decisions affecting community wellness
iii.	Level of support for Hamlet Council decisions related to mineral development
iv.	Level of community control over programs and initiatives
v.	

Domain: SELF-CONTROL

Sub-domain: Community control and engagement with mining

Values	
i.	Participation in mining consultation and discussion processes, knowing what is currently happening and what is being planned
ii.	Government attention and response to impacts from mineral development in Baker Lake
iii.	Getting a fair share from hosting mineral development on Inuit lands
iv.	Opportunities to visit and learn from other mine sites
v.	Respect for the land with exploration and mining activities
Concerns	
i.	Some information about Meadowbank and other mine company activities is rumour and is untrue
ii.	Not knowing who to go to if you have questions or concerns related to mining
iii.	You cannot easily translate something technical into another language; different ways of knowing and experiencing the environment - can limit meaningful participation in mine consultation processes
iv.	Lack of planning for mining and other industrial development in order to maximize community benefit and minimize impacts
v.	Challenges for hunting and using the land from new rules and regulations i.e., the mine road; as a hunter, having to rethink your whole way of using the land
vi.	Concern over spirit disturbance at the Meadowbank site
Opportunities	
i.	Opening more channels of communication between mining companies and the community to better inform i.e., social media
ii.	Government and industry planning together and implementing a plan in the community through education, training and other programs
iii.	More experience with negotiating IIBAs: now that Baker Lake has done this once, they would be more prepared for a second IIBA
iv.	Learning what other communities are doing elsewhere to handle changes that come with mining

Proposed Indicators	
i.	Expressed sense of community control over mineral resource development
ii.	Satisfaction with level of support from government to manage impacts and benefit from mineral development
iii.	Number of household members who have participated in community consultations from mining companies in the last year
iv.	Number of times household members have asked questions or voiced concerns at community meetings on mining development this year
v.	Household participation in community-based research and planning for mining

	development in the last year (i.e., land use mapping)
vi.	Expressed level of awareness of mining processes and terminologies (IIBAs, EIA, exploration activities, etc.)
vii.	Expressed level of awareness of what is going on at existing mining sites near Baker Lake (Meadowbank)
viii.	Expressed level of awareness of what is happening with proposed mining sites near Baker Lake (i.e., AREVA)
ix.	Reported quality of relationships between mining companies (AEM, AREVA..) and the community
x.	Reported desire for information shared between the community and mining companies (AEM, AREVA..)
xi.	Reports of spirit disturbance at mining sites and efforts made to heal the land
xii.	
xiii.	

Sub-domain: Individual control *“What we do with what we have makes us what we are”*

Values	
i.	Resourcefulness: knowing where to get help if you need it; access to information and resources you need to live well and with dignity (for physical, emotional, spiritual, and mental wellness)
ii.	Making a shift from focus on survival to thriving – writing your own future, striving for the better
iii.	Voicing your concerns, ideas, questions and experiences for the benefit of others and the community
iv.	Exercising your fundamental human rights and freedoms
Concerns	
i.	Feeling constrained by attitudes, rules and limitations on personal freedoms; not wanting to go against the mainstream
ii.	Impacts of low self-esteem and abuse
iii.	Not making the right choices in life: there’s so many choices and opportunities today, it is easy to make wrong ones
Opportunities	
i.	A Community Outreach Worker to assist people in accessing programs/initiatives
ii.	Human rights awareness and advocacy
iii.	More information made available in visual formats such as TV and radio, social media
iv.	Support and advocacy groups for various ages; empowered women and men pass these values on to their children

Proposed Indicators	
i.	Self-reported degree of control over one’s life
ii.	Access to information and resources needed to live well

iii.	Access to information in forms easy to understand (i.e., visual demonstrations)
iv.	Frequency of community members sharing helpful information through the radio and social media
v.	Access to information in both English and Inuktitut
vi.	
vii.	
viii.	
ix.	

Appendix 1

Section L4 of the AEM – KIA IIBA

AEM shall obtain the information required to prepare the annual Wellness Report and Implementation Plan by appropriate means from the following sources;

- (a) the annual report of the Kivalliq Regional Socio-economic Monitoring Committee;
- (b) data collected by AEM from its own records;
- (c) the online Nunavut Statistics Bureau;
- (d) data available to AEM from the Hamlet of Baker Lake;
- (e) data available to AEM from KIA;
- (f) data available to AEM from other government sources;
- (g) information from ongoing discussions with the Meadowbank Community Liaison Committee; and
- (h) any other relevant sources.

Where necessary in order to ensure that the Wellness Report and Implementation Plan fulfills its underlying objectives, AEM shall also give reasonable consideration to implementing other forms of inquiry including: (i) personal interviews; (ii) focus group sessions; (iii) surveys; and (iv) case studies.

Appendix 2

Section L5 of the AEM – KIA IIBA

The objective of each Wellness Report and Implementation Plan is to provide an overview of any impacts of the Meadowbank Mine on the wellness of the Inuit residents of Baker Lake in as much detail as practically possible, including any impacts on:

- (a) the state of the physical and mental health of the Inuit residents of Baker Lake;
- (b) the extent of alcohol and drug abuse in the community of Baker Lake;
- (c) personal and family relationships of the Inuit residents of Baker Lake, including any impacts attributable to employment at a remote work site under a rotational work schedule;
- (d) migration into or out of the community;
- (e) the prevalence and use of Inuktitut in the community of Baker Lake;
- (f) Inuit culture and traditional practices;
- (g) job satisfaction of the Inuit residents of Baker Lake employed at the Meadowbank Project;
- (h) management of personal finances by the Inuit residents of Baker Lake; and
- (i) any other aspect of the wellness of the Inuit residents of Baker Lake that the Meadowbank Mine could reasonably be expected to affect.