

Adventure Canada Young Explorers Program Grant Application

Individual Applicant: Abigail J. Faires

Submission date: February 28, 2020

Project title: *Can cultural diversity accelerate innovative development in the Arctic?—A pilot study for Learn2Link*

Project performance period: July 19-31, 2020

Primary purpose of the project: The purpose of this project is to connect and facilitate an exchange of ideas between local stakeholders, scientists, culturalists, and adventure tourists to sustainably solve some of the greatest development challenges facing Arctic communities today.

What is your connection to The Explorers Club?

I am now completing my fourth term as a volunteer traveler for Reach the World and have been referred to The Explorers Club by Brianna Rowe, Reach the World's Director of Development.

Do you have any physical limitations that would impede hiking or moving in and out of a Zodiac?

No

Section B: General Project Proposal

1. Why do you want to conduct a project on the Heart of the Arctic Expedition?

As put by the United Nations, “climate change is the defining issue of our time, and we are at a defining moment...the impacts of climate change are global in scope and unprecedented in scale.” And nowhere are these impacts more evident than in the earth’s polar regions—namely the Arctic.¹

The indigenous inhabitants of earth’s Arctic region have been adapting to climate extremes for millennia, offering up a treasure trove of traditional knowledge to the outside world. But now grappling with the pronounced effects of global warming and continued socioeconomic disparities, these remote communities are facing severe challenges today, while also worrying about what tomorrow’s climate crisis might bring.

¹ United Nations. “Climate Change.” United Nations Global Issues, 27 February 2020, <https://www.un.org/en/sections/issues-depth/climate-change/>.

On Day 3 of Adventure Canada’s Heart of the Arctic Expedition, intrepid travelers are scheduled for a stop in the Arctic community of Kimmirut—a traditional Inuit community of 482 people, located on the southernmost peninsula of Baffin Island in Canada’s Nunavut territory.

According to a 2016 census, 87 percent of Kimmirut’s inhabitants reported English as being their first official spoken language. Nearly 40 percent of Kimmirut’s inhabitants were female, while 59.9 percent were male. The average age of residents was 22.1 years old, significantly lower than the general Canadian population of 39 years, with more than 37 percent of the population under the age of 15. Not surprisingly, in 2018, the community elected native Ningeolaa Killiktee as mayor. She was just 24 years old.²

Kimmirut’s economy can be described as mixed, with traditional subsistence activities including hunting, fishing, and gaming, coinciding with wage-based activities, such as trade, transport, equipment operation, and more recently, tourism. There is an airport in Kimmirut, and the Canadian government has announced a plan to bring high-speed Internet via fiber optic cable to Kimmirut by 2023—marking an important transition away from the current satellite system.³

Some of the biggest challenges being faced by the Kimmirut community today include a lack of essential infrastructure systems such as housing, water, and waste; the loss of traditional authority, which has led to a number of social problems; high unemployment rates; low educational achievement; high cost and difficulties in transportation and communication; and a vulnerable economy based on fragile, subsistence activities and natural resources.⁴

Yet it is with an unshakeable connection to the environment, a breadth of traditional knowledge, a history of resilience, and an unprecedented ability to adapt that the people of Kimmirut continue to face these challenges head-on in their everyday lives.

For me, the resilient Arctic community of Kimmirut is a lens through which we can view the imminent challenges, challenges that communities across the world—namely those relying on sustenance economies—are now facing and will continue to face in the wake of climate change.

If this project proves to be successful, I believe it will become a defining moment in time—one where people of the world are able to move past cultural differences, in order to unite around common goals and shared values, to innovate and solve some of our most pressing concerns for sustainable development.

² Statistics Canada. 2017. *Kimmirut, HAM [Census subdivision], Nunavut and Manitoba [Province] (table)*. *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E> (accessed February 27, 2020).

³ Government of Nunavut. “Demographics for Kimmirut.” ICSP, 27 February 2020, <http://toolkit.buildingnunavut.com/en/Community/Demographics/ff9928c2-eef9-4aeb-8be5-a1f700f2eafe>; LeTourneau, Michele. “Feds come through with \$150 million for Iqaluit, Kimmirut fibre optic plan.” *Nunavut News*, 19 August 2019, <https://nunavutnews.com/nunavut-news/feds-come-through-with-150-million-for-igaluit-kimmirut-fibre-optic-plan/>.

⁴ Government of Nunavut. “Demographics for Kimmirut.”

Yet this project also represents an unparalleled learning and growth opportunity for me, as a young project manager, social entrepreneur, and explorer. It represents a unique opportunity for me to access and connect with people in a remote part of the world that I have always been interested in. It represents an opportunity for me to confront the many challenges that may come with international project development—fostering key partnerships, facilitating productive discussions, grappling with technology issues, and unexpected itinerary changes—to prove to myself and to valuable stakeholders that there is not only a place, but also a true need for Learn2Link: the global learning network for sustainable community development and 501(c)3 organization that I am now building.

2. Please describe your proposed project.

This project—*Can cultural diversity accelerate innovative development in the Arctic?*—is a research study, which will serve as a pilot project for Learn2Link, the nonprofit organization I am currently working to launch. The purpose of this project is to connect and facilitate an exchange of ideas between local stakeholders, scientists, culturalists, and adventure tourists to innovate and sustainably solve some of the greatest development challenges facing Arctic communities today.

The research portion of this project will officially begin on Day 3 of Adventure Canada’s Heart of the Arctic Expedition. Upon landing in Kimmirut, I will seek out three local, English-speaking community members, who are equipped with smartphones and reliable Internet access (minimum speed requirement: 64 kbps). After explaining the purpose of this project, I will then facilitate a brief, focus group-style discussion with these community members, lasting approximately 15 minutes. As a group, I will ask the local stakeholders to answer the following three questions:

- What are the three most important things for an outsider to understand about your community’s culture?
- What are the three biggest challenges facing your community today?
- What are three possible, sustainable solutions to these challenges?

Before leaving Kimmirut, I will then work with each of the three local participants to download the freeware, cross-platform messaging application WhatsApp. I will then start a “group chat” with each of the three participants and myself. And I will instruct each participant on how to use each of the application’s features, specifically focusing on how to record, share, and listen to voice notes.

After leaving Kimmirut, I will seek out three more English-speaking participants onboard *The Ocean Endeavor*: one passenger and two members of the Adventure Canada Resource Staff who specialize in different fields (i.e. science and culture) and are equipped with smartphones and reliable Internet access (minimum speed requirement: 64 kbps). Again, I will conduct a brief, focus group-style discussion with these participants. After explaining the purpose of this project, I will distribute a short overview of the Kimmirut community to each of the onboard participants. I will then distribute the Kimmirut community members’ responses to my initial two questions to each of the three onboard participants (“What are the three most important things for an outsider to understand about your community’s culture?” and “What are the three biggest challenges facing your community today?”).

I will give the onboard group approximately 15 minutes to discuss each of the three Kimmirut community challenges and possible, sustainable solutions. I will then work with each of the onboard participants to download, navigate, and utilize WhatsApp. I will add them to the group chat that was started with the three Kimmirut community members. And I will explain that they now have 24 hours to continue to think about the challenges being faced by the Kimmirut community, to introduce themselves to the WhatsApp group chat via voice note, and to state what they believe is the best sustainable solution for each of the three Kimmirut community challenges.

Following the introduction of the onboard participants to the WhatsApp group chat, I will encourage the onboard participants and the Kimmirut community participants to hold a discussion thread for an additional 24 hours, via voice notes. I will ask that the Kimmirut community participants also introduce themselves, as well as their initially proposed solutions. And I will ask that all of the participants give continued, constructive feedback regarding each other's solutions. These activities are currently scheduled to occur during Days 5, 6, and 7 of the expedition. However, they may run through Day 10, if deemed as necessary.

On Day 11, I will seek out two local, English-speaking community members in Nuuk, Greenland—ideally one Danish community member and one indigenous community member—equipped with smartphones and reliable Internet access (minimum speed requirement: 64 kbps). Again, I will conduct a brief, focus group-style discussion with these two participants. After explaining the purpose of this project, I will distribute a short overview of the Kimmirut community to each of the Nuuk-based participants. I will then distribute the Kimmirut community members' responses to my initial two questions to each of the Nuuk participants (“What are the three most important things for an outsider to understand about your community?” and “What are the three biggest challenges facing your community today?”).

I will give the Nuuk participants approximately 15 minutes to discuss each of the three challenges and possible, sustainable solutions. I will then work with each of the Nuuk participants to download, navigate, and utilize WhatsApp. I will add them to the participant group chat, and I will explain that they now have 24 hours to continue to think about the challenges being faced by the Kimmirut community, to introduce themselves to the other participants via voice note, and to state what they believe are the best sustainable solutions to each of the three Kimmirut community challenges.

From here (Day 12) through the end of the expedition (Day 13), I will continue to facilitate the WhatsApp discussion thread, encouraging all of the participants to give constructive feedback to one another. The primary research portion of this project will conclude at the end of Day 13 on the Heart of the Arctic Expedition.

3. Adventure Canada actively supports the United Nations Sustainable Development Goals (SDG) for 2030. Please identify if your project aligns with these goals and specifically what SDG's your project supports.

This project aligns with the United Nations Sustainable Development Goals (SDG) for 2030. More specifically, this project directly aligns with Goal 17: Partnerships for the goals—to

strengthen the means of implementation and revitalize the global partnership for sustainable development; Goal 11: Sustainable Cities and Communities—to make cities and human settlements inclusive, safe, resilient, and sustainable; and Goal 9: Industry, Innovation, and Infrastructure—to build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. Lastly, by serving as a pilot study for the future work of Learn2Link, this project also aligns with Goal 4: Quality Education—to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

4. Is your project independent or affiliated with an academic organization? (if applicable please name affiliated organization)

This is an independent project.

5. Where do you expect to research your project—aboard ship, in communities, on the land, or a combination.

I expect to complete my research aboard ship and in the communities of Kimmirut and Nuuk.

6. Describe how you plan to carry out your project. Feel free to reference itinerary or other Adventure Canada information from the website.

At the core of this research study will be the three Kimmirut community members I plan to recruit, meet, and conduct a brief, focus group-style discussion with on Day 3 of the Heart of the Arctic Expedition. Prior to arriving in Kimmirut, I will contact Pauloosie Michael, the Community Economic Development Officer in Kimmirut, to explain the purpose of this project and to ask for assistance in recruiting three English-speaking participants from the community. If this plan fails, I will seek help from the Adventure Canada Resource Staff and the Soper House Gallery Staff to find local stakeholders that are willing to participate.

It will be of the utmost importance that each participant in this study can speak English; is over the age of 18; has access to a reliable smartphone equipped with Internet speeds of at least 64 kbps; and can navigate the free, cross-platform messaging application WhatsApp. WhatsApp voice note and group messaging features will serve as the primary methods of information exchange between the participants in this study.

After meeting and conducting the focus group session in the Kimmirut community, I will then recruit three additional English-speaking participants aboard *The Ocean Endeavor*: one passenger and two members of the Adventure Canada Resource Staff who specialize in different professional fields (i.e. science and culture). I will recruit these participants once I am onboard by personally introducing myself and this project. I will then schedule and conduct a second focus group-style discussion with the three onboard participants. Approximately 24 hours after the onboard focus group, I will then facilitate a WhatsApp discussion thread between the onboard participants and the Kimmirut community participants. I will require that each of these six participants commit to interacting with the WhatsApp discussion thread for at least 15 minutes over the course of an additional 24 hours. These activities are currently scheduled to occur on Days 5, 6, and 7 of the expedition, however, they could potentially run through the end of Day 10 if necessary.

On Day 11 of the expedition, I will recruit two final English-speaking participants (ideally one Danish and one indigenous participant) in the community of Nuuk by visiting a centrally located café. I will select the café location and reach out the manager ahead of time to introduce myself and the purpose of this research study. I will then ask if the café manager can discuss this project with his or her staff to see if they might be interested in participating, or if they know of any other English-speaking locals who would be willing to participate. If this method of recruitment is unsuccessful, I will ask for permission to seek out participants who are patrons in the café once I arrive in Nuuk in-person. I will then conduct a third and final focus group with the Nuuk participants. Approximately 24 hours after the focus group session in Nuuk is conducted, the WhatsApp discussion thread will be re-opened with the introduction of the final two participants. I will again require that each participant (now eight in total) commit to interacting with the WhatsApp discussion thread for at least an additional 15 minutes over the course of the next 24 hours. This activity will begin on Day 12 and will close on Day 13 of the expedition.

7. Please describe any instruments/equipment that you will use and how/where you will use each of them.

I will be using my personal laptop onboard the ship to document my research findings throughout the duration of this study. I will also need frequent Internet access while onboard the ship to aid in further research. I am hoping to utilize the ship's Wi-Fi. If this proves to be unavailable, however, I will plan to use my mobile phone's 4G network to act as a router.

Additionally, I will be using my mobile phone while onboard the ship and in the Kimmirut and Nuuk communities to take notes and make voice recordings of the three focus group discussions. While in the Kimmirut and Nuuk communities, I will also rely on my phone's 4G network to access WhatsApp and give participant tutorials on the application's features as needed. I will also need to be able to access WhatsApp (either via Wi-Fi, 3G, or 4G networks) while onboard the ship.

Much the same, all eight participants will need to have smartphones equipped with Internet speeds of at least 64 kbps (either via Wi-Fi, 3G, or 4G mobile networks). The Kimmirut and Nuuk participants will be utilizing their phones and Internet in their home communities to partake in the WhatsApp discussion threads. The onboard participants will likely need to use their phones and Internet while aboard ship.

8. How do you intend to use this project after the voyage?

This project will serve as a vital seed project and exploratory stepping stone for the nonprofit organization I am currently building: Learn2Link—a global learning network for sustainable community development. Learn2Link (L2L) will equip students worldwide with the technology and mentorship needed to embark upon yearlong virtual exchange journeys. Through L2L's cross-cultural programming, students from all corners of the globe will be given an inclusive opportunity to learn; to embrace the core values of empathy, collaboration, and innovation; and to solve some of the most imminent challenges facing their communities.

If this expedition project proves to be successful, it will serve as a foundational model from which I will continue to build and develop L2L. On the other hand, if this project is not successful in the traditional sense, if it does not become “a defining moment in time—one where people of the world are able to move past cultural differences, in order to unite around common goals and shared values, to innovate and solve some of our most pressing concerns for sustainable development,” it will still act as a crucial opportunity for me to learn, grow, and adapt my plans for the future of L2L.

No matter the outcome, whether this proves to be a successful project model or a challenging growth experience, conducting this Heart of the Arctic Expedition project will be an invaluable experience for me to someday share with L2L’s partners, funders, and stakeholders.

Lastly, in the more immediate future, I will chronicle this experience on my personal blog at abbyfares.com/journeys. Additionally, I will write a personal essay reflecting on this experience, which I plan to submit for publication to Canada’s *Verge Magazine*. If, however, *Verge* decides not to accept the essay, I will self-publish via *Medium.com*.

9. Please explain your perceived interest to the public at large.

At its core, this project is about empowering culturally diverse members of civil society to take action together, in order to solve some of the world’s most pressing challenges—namely the global challenges now being driven by climate change. This is precisely the type of work that can no longer afford to wait; it is the type of work that I will continue with students across the world, our next generation of global change-makers, via Learn2Link.

10. How do you intend to use the Adventure Canada Resource Staff?

I will be recruiting two members of the Adventure Canada Resource Staff to act as participants in this study. As such, they will be participating in a brief, focus group-style discussion aboard ship and partaking in the WhatsApp discussion thread with members of the Kimmirut and Nuuk communities. Furthermore, if I have difficulty communicating with Kimmirut’s Community Economic Development Officer in order to recruit Kimmirut participants ahead of the expedition, I may solicit help from the Adventure Canada Resource Staff to recruit local stakeholders. Lastly, as I work to investigate my findings and consider their implications for the future work of Learn2Link, I plan to seek advice and counsel from Adventure Canada’s experienced culturalists, explorers, and sustainability experts.

11. Describe a time you faced a challenge and how you dealt with it.

Each time my partner and I travel to a new country, we find ourselves facing at least one, if not multiple, new challenges. In fact, this has become one of our greatest motivators for traveling—to face new and often unforeseen challenges so that we are continuously learning, adapting, and growing, both as individuals and as partners.

In Vietnam, we grappled with riding motorbikes, language barriers, and vast cultural differences. In Nepal, it was infrastructure, sanitation, and rolling blackouts. In Bolivia, we faced civil and political unrest that ultimately led to our evacuation.

Now in Peru, we often find ourselves without access to running water.

On the day that we arrived in Arequipa, our Airbnb host met us at the apartment we had booked for our first month in-country. We didn't realize it then, but we were actually staying directly next door to the city's main water company: Sedapar.

When we arrived, our host told us that the water had been shut off, most likely because of bad weather, but that she imagined it would be back on in a few hours. And she was right. Just before dinner that evening, the water was back on, and we were each able to enjoy a much-needed, warm shower.

We basked in three more blissful, water-filled days before the next shut-off occurred. Assuming that like the last time this cut probably wouldn't last more than a few hours, we went on with our day the best that we could—leaving the dishes for later and keeping the toilet lid shut at all times. But when nightfall came and we hadn't received any responses from our host, we began to worry. We had enough drinking water to get us through the night and the morning—sparing the dishes, shower, and toilet. So, we decided to swap out boiling rice for baking potatoes at dinner that night. And we reassured ourselves that if the water wasn't back on by bedtime, it would most certainly be back by morning.

But as it turns out, we were wrong. Now without water or a response from our host, I decided to dig for a little more information online. Within a few minutes, I was able to find a notification on the Sedapar Facebook page, stating that our neighborhood would be experiencing maintenance and cleaning cuts for approximately 24 hours. This meant we still had at least another 7-8 hours to go.

Rather than cook breakfast and do a bit of work at home as we planned, my partner and I decided to take the day as an opportunity to explore a new part of the city. We walked to a mall in the commercial district, where we got to use lovely public restrooms, washed our hands, and enjoyed a simple breakfast at the food court. I must admit that when I sat down to a hot plate of scrambled eggs and a cup of freshly brewed loose tea that morning, I became a little emotional. In that moment, I was overwhelmed with gratitude for these simple comforts.

This same sense of gratitude was amplified when we got home that evening, and the water was back on! After a celebratory high-five, my partner and I washed the dishes, cleaned the toilet, and each enjoyed the plushness of a warm shower once again.

That night, we filled up a 10-liter water reserve, which we now keep full at all times. I also follow Sedapar on Facebook for future cut-off notifications, and we keep up with washing the dishes regularly, while also showering every day that we can. Yet above and beyond all else, my partner and I try not to let a single day with running-water go by without our appreciation.

12. Describe a project you have completed in the past and how you (i) met deadlines, (ii) adapted to unforeseen challenges, and (iii) learned from your mistakes.

I am a planner. And my plans for carrying out a virtual exchange between English as a Second Language (ESL) students in Bolivia and K-8 students in the United States began in early January 2019, a full eight months before my partner and I were scheduled to land in La Paz.

These eight months were filled with grant-seeking and subsequently applying for my first ever federal grant; finding two partner organizations whose values aligned with my own; completing application and onboarding steps with both partner organizations; applying for a new passport; receiving new immunizations; booking flights; securing housing; finishing up multiple freelance assignments; saying goodbyes; boxing up all of my belongings; and eventually, making my way to Miami International Airport.

Although stressful at times, I was able to successfully complete each of these tasks. And I was able to do so by first writing out a master plan, setting priorities, and then taking on these priorities one facet at a time. I broke each priority down into individual milestones—subdividing these even further, into monthly, weekly, and daily deadlines. And I simply made sure that I put in at least a little bit of work towards these deadlines every single day.

In fact, this is exactly the type of strategic planning that I use to manage most aspects of my life. And it was the same process that I continued to use in order to successfully carry out the project once I arrived in Bolivia.

As a teacher, I have also learned the importance of anticipating challenges along the way. And when I began mapping out this exchange project, I accounted for scheduling conflicts between classrooms; the difficulties that might come with securing a television in rural Bolivia; an unstable Internet connection; student apathy and behavior issues; nervousness on both sides; and of course, the language barrier.

I planned to make sure that the most important aspect of the exchange, the classroom-to-classroom video call, was scheduled by early October—one month into my three-month stay in Bolivia. I would use my laptop for the call if a T.V. wasn't available or reliable. My partner and I would both use our cell phones' 4G network in case there was no Internet connection at the local school in Bolivia. We would do our best to gauge students' interest ahead of time. We would work to make learning English fun, and we would also plan to have multiple adults in the room to help us monitor behavior during the call. We would start the call off with a silly icebreaker to help ease nerves, and we would do our very best as teachers to set calm-yet-enthusiastic examples. And finally, we would have multiple translators in the room, on both sides of the call.

Yet there was one vital issue I failed to account for: the extreme political and social unrest that was bound to sweep across Bolivia during the October Presidential elections.

As originally scheduled, I spent the first week of October nailing down a date and time for the classroom-to-classroom call. With elections in both countries, exams, and assemblies over the coming weeks, we would have to wait until Friday, November 8 for the video call to take place.

It was also during this first week in October that we began to witness more roadblocks and demonstrations taking root in the center of La Paz. Within in a couple of weeks, the roadblocks grew in number, and we saw an increase in prices for goods like bread and eggs. Protests and

demonstrations were also becoming more and more frequent; the Internet was slowing down; cars were lining-up at gas stations; and people in the community were growingly increasingly afraid of what Election Day might bring.

During these few weeks, my partner and I tried to stay as connected to the local community as we could. We sought input from our Bolivian co-volunteers, parents, and staff at our Bolivian partner organization. But the truth was that no one really knew what to expect. In the past, the Bolivian people had been united against government forces. But this time around, they were very much divided.

On the morning of October 21, accusations of election fraud against the government of Evo Morales began flooding in. Within hours, the tensions between indigenous, Morales' supporters and non-indigenous, pro-democracy activists reached an all-time high.

I knew at this point if we stood any chance of making the classroom-to-classroom call happen on November 8, I would need the full support of both partner organizations and of our students' parents Bolivia. I decided to contact our U.S.-based partner organization, speaking with both the director and the U.S.-based classroom manager to explain the current sociopolitical climate in Bolivia. I did my best to explain the seriousness of the situation and asked for their continued help, support, and understanding. After that, I met with our Bolivian partner organization's volunteer coordinator, as well as the head of the parent's association at the local school. I was relieved to hear that we still had their total support and commitment to make this exchange happen. And in the end, I simply knew that I had to trust that each and every one of our team members would be there for us.

On November 8, we carried out the classroom-to-classroom video call between our Bolivian ESL students and an eighth grade classroom at the Bronx Global Learning Institute for Girls in New York City. Within a matter of minutes, students on both sides of the call began encouraging one another to be quiet so they could hear the responses from the other side. They even began nudging their peers to go up to the monitor and ask questions. Soon, we had Bolivian students demonstrating dance moves, while students in New York City playfully reciprocated. We had older ESL students explaining responses from the U.S. to our younger Bolivian students and native Spanish speakers in the Bronx using more Spanish so that students in Bolivia could better understand. Never before have I witnessed two groups of such diverse students so open, so warm, and so fully engaged with one another. And the magic of it all went on for every bit of 45 minutes.

Sadly, my partner and I had no idea this would be the very last time we would see our Bolivian ESL students, nor that we would be evacuating the country just three days later.

Making this exchange happen, in the midst of so much turmoil and uncertainty, was truly a collective and collaborative effort—every step of the way. And I could not have successfully carried out this project without the consistent support of our two partner organizations, nor the Bolivian parents and the students. Although I am not blind to our good fortune, this experience taught me to always count on unforeseen challenges, and to know that it is precisely during these moments when a project manager needs the support of local stakeholders the most—hence, the importance of building and deeply appreciating a diverse-yet-unified team.

Section C: Drone Usage

Adventure Canada will be provided all drone footage captured license free for promotional purposes.

1. Do you intend to use a Drone?

No

2. If yes, please note the make and model of the drone

3. Please indicate the drone model details.

Note: It is the responsibility of the Young Explorer to obtain all licenses and permits required for operating a drone in each region/municipality visited. There may be restrictions for drone usage on this itinerary.

Section D: Projects Involving Human Participants

1. Does your project involve participants?

Yes

2. Does the proposal involve our passengers?

Yes

3. Does the proposal involve stakeholders (community members, government employees, etc.) in the regions we visit?

Yes

4. If yes to any of the above, please explain

I intend to recruit three local, English-speaking community members in Kimmirut, two English-speaking community members in Nuuk, two English-speaking members of the Adventure Canada Resource Staff, and one English-speaking passenger to participate in this research study.

5. Estimate the number of participants you will be recruiting

8

6. Please describe how you will recruit participants.

Prior to embarking upon the Heart of the Arctic Expedition, I will attempt to contact Pauloosie Michael, Kimmirut's Community Economic Development Officer, to explain my project in detail. I will ask for his assistance in finding three local, English-speaking stakeholders to participate in my research study, beginning on Day 3 of the expedition.

If, however, this recruitment method proves to be unsuccessful, I will solicit help from both the Adventure Canada Resource Staff and the Soper House Gallery Staff to recruit three local stakeholders in Kimmirut.

During Days 4 and 5 of the expedition, I will work to recruit three English-speaking, onboard participants in-person. I will introduce myself and this project to passengers in the ship's common areas, in order to recruit one passenger participant. I will follow a similar approach to recruit two members of the Adventure Canada Resource Staff once onboard the ship.

Lastly, I will choose a centrally located café in downtown Nuuk to recruit the final two English-speaking participants for this study. Prior to recruiting, I will reach out to the café's manager to introduce myself and this project. I will then ask if the café manager can discuss this project with his or her staff to see if they might be interested in participating, or if they know of any other English-speaking locals who would be willing to participate. If this method proves to be unsuccessful, I will ask for permission to seek out participants who are patrons in the café once I arrive in Nuuk in-person.

7. Please describe how the research participants will be involved, include the time required of participants.

Each of the eight participants will participate in one focus group-style discussion lasting approximately 15 minutes. Prior to the focus group sessions, each of the participants will receive a brief introduction and overview of the project. After the focus group sessions, participants will be required to introduce themselves and their ideas for sustainable development to the other participants via WhatsApp voice notes. The Kimmirut community and onboard participants will then be required to interact with the WhatsApp discussion thread for at least 15 minutes, on two separate occasions. The Nuuk participants will be required to interact with the thread for at least 15 minutes, on just one occasion. Before introducing themselves and their solutions to the WhatsApp discussion, I will ask that the onboard participants and the Nuuk participants spend at least 15 minutes reflecting on the Kimmirut culture, focus group discussions, and their ideas for sustainable development. As a result, I anticipate that the Kimmirut and Nuuk community participants will need to devote at least one hour and five minutes to one hour and fifteen minutes to this study. I estimate the onboard participants will need to devote at least one hour and twenty minutes to one hour and thirty minutes to this study. Additionally, participants can allocate time for feedback or continued discussions post-trip, but this will not be a requirement.

8. Do you plan to re-contact participants post trip for any purpose? If yes, this must be discussed here and in the consent form given to participants.

It is possible that I will want to re-contact participants post-trip. I imagine that I will want to solicit participant feedback once the study is complete, to publish participant testimonials, and/or to include willing participants in future projects or presentations for Learn2Link.

9. In what language(s) will the research be conducted?

The research will be conducted in English.

Section E: Projects Involving Specimen

Does your project involve specimen?

No

Does your project involve collection of specimen?

No

Section F: Signature

1. Adventure Canada and The Explorers Club will promote the type of science and the specific projects taking place on board the vessel through their websites, social media, and any other outlets deemed appropriate. I will make this information available to Adventure Canada and The Explorers Club and work with them to ensure appropriate promotion takes place. I understand that my work—online, in print, or elsewhere—must credit The Explorers Club and Adventure Canada, and be tagged appropriately.

I agree

2. Adventure Canada and The Explorers Club will be notified of published studies or reports so that the results may be shared with passengers and constituents to help promote the knowledge base we are helping to build.

I agree

Signature. Please print your name.

Abigail Jean Faires

Date (mm/dd/yyyy)

02/28/2020

