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Prepared for MakeWay by the Social Research and Demonstration Corporation (SRDC) in partnership with Shari Fox, Ph.D.

**MakeWay** is a national charity and public foundation with a goal to enable nature and communities to thrive together. We do this by building partnerships, providing solutions, grants, and services for the charitable sector across the country.

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#### DISCLAIMER:

The views and opinions expressed in this paper are those of the authors alone, and not of MakeWay.

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# i. Background



### Evaluating Hunter/Harvester/ Guardian programs

Hunter, harvester, and guardian roles are inherently valuable to northern Indigenous communities and provide a suite of social, economic, and environmental benefits.

The Social Research and Demonstration Corporation (SRDC), a non-profit research organization, in partnership with Shari Fox and MakeWay, engaged in an extensive literature review, environmental scan, and series of convening events with Indigenous organizations, rightsholders, and practice experts, to co-create this evaluation framework for hunter/harvester/guardian programs.

Our hope is that this evaluation framework and toolkit is a resource that organizations and communities can use to plan, design, and do evaluation of hunter/harvester/guardian programs. You can learn more about SRDC at <u>www.srdc.org</u>, and Makeway at <u>makeway.org</u>.

The hunter pilot project

The evaluation approach for Hunter/Harvester/Guardian programs builds on initial work by Dr. Shari Fox and Esa Qillaq on a pilot project in Clyde River, Nunavut. Esa Qillaq, an expert hunter, received a full-time salary comparable to other professions in the community (e.g. nurses, teachers) in order to pursue his activities as a full-time hunter. The pilot project was over one year long and administered through Ilisaqsivik Society, an Inuit-led non-profit organization located in Clyde River. Esa's job description took a holistic approach to hunting, understanding that many things fall under the category of hunting activities, and that hunting includes much more than harvesting animals for food. The pilot project analyzed hunting diaries kept by Esa to look at the types of activities undertaken, distance travelled and travel routes, harvest yields, and sharing of country food. Additional interviews and discussions explored topics such as the need for consistency, the important roles country food can play in cultural preservation and maintaining traditions, skills, and language, the value of ongoing environmental observation, knowledge and monitoring change, and the role of hunters as keepers of cultural knowledge, values and traditions.



Evaluation and the hunter/harvester/ guardian role – *How to show what we know* 

> The evaluation approach developed through the pilot centred the hunter. It showed the impacts a hunter has on different domains of society (e.g., food, social, health, knowledge, culture) through their actions, as well as how those different domains impact them. The approach identified elements of a program logic model, including:

> > what is required to support hunters/harvesters/ guardians;

the types of activities hunters/harvesters/guardians" might engage in and what that would bring into the community; and



what that would mean for the individual hunter/ guardian, their family, community, society and culture.



## The process



An emerging body of literature outlines Indigenous approaches to research and evaluation, as well as decolonizing practices. These include placing Indigenous communities and Peoples at the centre of the evaluation process from the conceptualization of the evaluation purpose and audience, lines of inquiry, and processes by which data are collected, analyzed, and reported. Given the legacies of colonization, including unethical and harmful practices in and approaches to research and evaluation, decolonizing research and evaluation means acknowledging these legacies, and grounding evaluation in Indigenous values and principles.

Because this framework was co-developed primarily in the context of programs in Inuit Nunangat, the development of the framework is guided by all Inuit Societal Values (ISVs), and in terms of process, Piliriqatigiinniq/lkajuqtigiinniq, Inuuqatigiitsiarniq, and Aajiiqatigiinniq. We hope this framework can be helpful to other Indigenous Hunter/Harvester/Guardian programs and communities – please see the *How can evaluation centre Indigenous values* on **page 11** related to values and context for more information about how to ground evaluation in community approaches.



## Who is this toolkit for?



#### It is also for hunters, harvesters, guardians, and community members.

We hope you can use this resource to build an evaluation plan, and explore tools that you can use and adapt/tailor to your needs. If you are already doing evaluation, feel free to take what is helpful, and leave the rest! We recommend you move through the toolkit as follows on the **next page**.





In this toolkit, we use specific terms and language. For more information on these terms, please check out the *Glossary of Terms* on **page 105** for definitions and descriptions.

We use specific language with the goals of:

- 1. Building a common language and set of key terms to refer to program activities, roles, and outcomes, from an Indigenous and Northern-centric perspective; and
- 2. Bridging between Indigenous ways of knowing, Northern perspectives and evaluation terminology; and Southern or non-Northern audiences.



The term 'hunter' is expanded to include harvester and guardian. Although activities may differ between communities and programs the hunter, harvester and guardian roles are unified in terms of how their activities aim to achieve short, medium, and long-term outcomes for individuals, families, and communities across the North. Throughout this document, we will refer to the role of the hunter/harvester/guardian as the HHG. Broadly, all three terms refer to a role, if supported as an essential service, that secures consistent relationship to the land, access to country food, acquisition, practice and sharing of environmental knowledge, and other associated outcomes.



## Identifying outcomes

We recognize that there are many benefits of HHG programs – in this toolkit, we have started by focusing on four outcome areas based on what we heard from Indigenous communities, organizations, and rightsholders that are operating or supporting these programs in the North. Through those conversations, we heard that almost all HHG programs prioritized these four outcome areas (*About the Illustrator and his notes can be found on page 111*):



### Priority Outcomes

Ουτςομε	DEFINITION
Food Sovereignty	Every household having daily access to country/wild foods of choice
We refer to food sovereignty a access to food, but important	as opposed to food security, as food sovereignty relates not only to having secure Ily to having the power to choose what foods are accessible ( <i>e.g., country/wild foods</i> ).
Health and Well-being	Holistic well-being inclusive of physical health, mental health, social and emotional health, and a sense of connectedness to culture, the land and each other
Indigenous-centered Economic Development	Economic development grounded in access to harvested materials and diversion of resources to local economic production/activities
Conservation	Health and well-being of plants and animals (including humans), as well as habitats/ecosystems, and real-life knowledge of environmental changes



Bridging from North to South

A key reason for evaluating of HHG programs is to build the 'evidence-base' about best practices in delivering such programs, and to demonstrate their effectiveness to external stakeholders. For example, some funders of programs in Indigenous contexts require quantitative, numbers-based metrics that are developed without engaging communities or participants in programs being evaluated. Although there are tools that can help programs build towards an economic evaluation of their activities and outcomes, the overarching goal of having a common approach to evaluating HHG programs is to capture changes and stories that are important within communities from communities' perspectives.

Below are some resources that help both unify and project the voices of organizations and communities delivering HHG programs, including guardian programs.

#### **On-the-land Program Evaluation Resource:**

www.nwtontheland.ca/uploads/8/6/5/1/86514372/final\_otl\_evaluation\_meeting\_nov\_ 1-2\_2018\_report.pdf

Indigenous Approaches to Program Evaluation: <u>https://www.ccnsa-nccah.ca/docs/context/FS-IndigenousApproachesProgramEvaluation-EN.pdf</u>

#### About Inuit Societal Values: www.gov.nu.ca/information/inuit-societal-values

#### Incorporating IQ in Research and Evaluation:

www.nwtontheland.ca/evaluation.html



## What is in this Toolkit?

This is a set of resources that can help plan and do evaluation of programs involving a hunter/harvester/guardian (HHG) role.

There are four steps to walk through:



- Figure out where your program is at now
- Figure out what you want to get out of an evaluation

At the end of the ORIENTATION section, you will know what kind of evaluation you want to do, can do, and should do Planning

Making an Evaluation Plan

Pick evaluation questions
 Build a logic model for your program

At the end of the PLANNING section, you will have an evaluation plan that fits your HHG program

#### Doing

Orientation

Building your Foundation

Picking Tools to do your Evaluation

- Figure out the Who, What, When, Where and How of evaluation
- Identify what data you're going to collect and how to store it
- Identify how to analyze and present your data

At the end of the DOING section, you will have tools to put your evaluation plan into action for your program

### Sharing

Communicating with Funders, Community Members, and other Audiences



**V** Example reporting templates

Tips for communicating with funders about evaluation

At the end of the SHARING section, you will have resources to help you share your evaluation findings with your target audiences.

## **1.0** Orientation



# 1.0



## How can evaluation centre Indigenous values?

Evaluation can serve as a tool to help move towards self-determination and advocate for more investment into programs and services that are responsive to the strengths, challenges, and resources within Indigenous communities For example, evaluation that centers Inuit Qaujimajatuqangit and other Indigenous ways of knowing can be the starting point for thinking about program design, implementation, and evaluation, rather than a Western approach or belief system

Many Indigenous-centred approaches highlight processes that ensure community voice and Indigenous organizations are leading evaluation design and activities In the evaluation of hunter/harvester/ guardian programs, this can take the form of putting the HHG at the center of the evaluation, with the benefits radiating outwards for individuals, families, communities, and broader regions/territories

## Starting with values

*In Practice:* The hunter pilot was located in an Indigenous community: Shari and Esa grounded the evaluation approach in Inuit Societal Values (ISVs), whichare based on Inuit Qaujimajatuqangit (IQ), a body of accumulated knowledge of the environment and Indigenous interrelationships with the elements, animals, people, and family (GN, 2019). The pilot project put the hunter at the center – with hunting and activities, and the benefits experienced, radiating from the person to family, community, and to region or territory. ISVs are:

Inuuqatigiitsiarniq: Respecting others, relationships, and caring for people Tunnganarniq: Fostering good spirits by being open, welcoming, and inclusive Pijitsirniq: Serving and providing for family and/or community Aajiiqatigiinniq: Decision making through discussion and consensus In the context of hunter/harvester/ guardian programs, it is important to identify and communicate the values and contexts in which these programs take place.



#### Starting with values (continued)

Pilimmaksarniq/Pijariuqsarniq: Development of skills through observation, mentoring, practice, and effort

**Pilimmaksarniq/Pijariuqsarniq:** Development of skills through observation, mentoring, practice, and efforttoring, practice, and effort

Piliriqatigiinniq/lkajuqtigiinniq: Working together for a common cause

Qaanuqtuurniq: Being innovative and resourceful

Avattinnik Kamatsiarniq: Respect and care for the land, animals, and the environment





# Why do evaluation?

In the case of the hunter/ harvester/ guardian programs:

#### To *move towards self-determination*, and advocate for investment in programs and services that are responsive to the strengths, challenges, and resources within Indigenous communities.

Although this rationale for evaluation may map onto other reasons for evaluation, it is critical to acknowledge that Indigenous communities implementing hunter/harvester/guardian programs are reclaiming their inherent rights to self-determination. It is also about reframing the narrative and dynamic of funders requiring accountability evaluations and reporting to demonstrate pre-defined, non-Indigenous measures of success, to community-driven definitions of success.

## In general, there are three other categories of reasons to do evaluation (CICMH 2018):

#### Trust, transparency and accountability to stakeholders:

Evaluation can signal to those who participate in programs (hunter/harvester/quardians), and the communities they operate in, that those delivering the program are interested in learning what worked and didn't, and how to improve over time. Often accountability can also mean doing evaluation reporting as a requirement of funding arrangements - this requires clarity about who is accountable to whom and for what (Patton, 2017).

## Evidence-based improvements to programs and services:

Evaluation can help programs understand if they are reaching who they intended and achieving the goals they set out. Often times implementation, or how a program rolls out on the ground, affects how participants experience that program, and maybe even if and how they benefit from it. Learning about what it takes to run a program can mean better allocation of resources (financial, staff time, spaces), and highlight some of the assumptions made at the beginning of the program's journey.

## Demonstrated effectiveness to funders and others:

Showing others that the program is working well can help ensure that it continues.





There are many types of program evaluation. The type of evaluation approach that is used depends on where a program is at in its 'life cycle'. Is it at the very beginning – before the program has been designed and delivered, or has the program been running for a while? The *Northwest Territories On The Land Collaborative* provides an overview of the types of evaluation by program stage:



If this describes your program, take a look at the 'Assessing Pre-Conditions for Program Implementation' worksheet on p. 19.

#### **Before Leaving – Getting started:**

You are at the start, before programming has started running. You have identified a need in your community and are designing your program. You are also doing key planning for the program, who will be hired and help to run it. You are finding a space to run it out of, equipment you need, and funding to help with different types of costs. You may already have programming that is running, but are planning to change it, or add to it in an important way.



#### On the Road – During Program Delivery:

Programming has started and a couple of cycles of programming have gone by. You may still be adjusting your program and figuring out how it can best work within your context and community. This phase can last a few weeks, months, or a year or more. It depends on the resources you have to run the program (space, people/staff, funding).

#### Going Strong – When a Program is Stable:

Programming has been going on for a while and the way you deliver it hasn't changed very much in the past few cycles. People in the community are aware of the program, and things are running smoothly (resources are in place and stable).

#### **Expanding Your Program:**

Programming has been going on for a while and you are planning to, or have expanded the program in some way. You might serve more people, cover more ground, and/or have more staff operating.



## Assessing pre-conditions for program implementation

People			
Questions to Ask:	This is completed	This is in progress	We will work towards this in the future
Are there staff to deliver the program (HHG)?			
Are there administrative staff in place to support the HHG?			
Time			
Questions to Ask:	This is completed	This is in progress	We will work towards this in the future
Has there been time to plan and develop program policies and documents?			
Is there a clear timeline for program design, implementation and delivery (depending on stage)?			
Resources	•	•	
Questions to ask:	This is completed	This is in progress	We will work towards this in the future
Has adequate funding been secured for programming for the anticipated time frame?			
Is there physical space for the HHG to operate out of?			
Does the HHG have the equipment they need to work as an HHG?			
Engaging with community/finding suppor	t		
Questions to ask:	This is completed	This is in progress	We will work towards this in the future
Is there a plan to reach out to community members about the program?			
Do you have support from leaders within your organization (e.g., the executive director, other leaders/management)			
Do you have support from key organization in your community (e.g., HTOs, Hamlet office, local government, other)			
Do you have support from key individuals and/or organizations at the regional level (e.g., regional indigenous organization, other organizations)			
Have you thought about how and where to share information about the program in your community (e.g., radio, bulletin boards, other)			

### Where are you at on your program evaluation journey?

We recognize that sometimes programs take different routes to get to where they are going – they may exist in different forms, start and stop, or have different funders and therefore areas of focus over time. Below is an overview of the types of evaluation that align with program stage:

## Types of evaluation by timing

#### **ONGOING:** Development Evaluation





Questions to ask	This is completed	This is in progress	We will work towards this in future
People			
Is there someone who can coordinate evaluation? (this could be program staff, or someone hired to help with evaluation)			
Is there someone who can input information gathered?			
Time		- -	
Is there adequate time to engage with program delivery staff to co-design and assess feasibility of evaluation approaches and methods?			
Resources			
Is there funding to do program evaluation?			
Does the program have access to an external evaluator or other support resources?			
Is there an evaluation plan in place?			
Leadership			
Is there a culture of evaluation and learning within the organization?			
Are leadership personnel interested in the evaluation findings?			

# 2.0 Planning





# 2.0

### **Picking Questions and Stories**

METHOD 1: On the left-hand side, there are different types of stories. Pick the ones that are interesting to you. On the right-hand side there are example evaluation questions that will get you started on an evaluation planning path that will lead you to those stories. In METHOD 2, you will choose the evaluation questions that are interesting to you, learn more about what they are asking, and the stories you'll be able to tell (sort of like METHOD 1 in reverse). Pick the method that makes the most sense to you.

#### In this section:

we are focusing on the stories you want to tell at the end of your evaluation, and the types of evaluation questions to use in order to help you gather the information to create and share those stories.

#### Method 1: (F) = formative (S) = summative (S) = dollar value (see page 24 for further explanation)

I want to be able to:	Corresponding evaluation questions
Tell the story of how my program got started, including the strengths we started with, the challenges we faced along the way, who we	Did the HHG program go ahead as intended within the community?
involved in decision-making, and what we have learned.	What lessons were learned about planning and implementing (or running) a HHG program within the community?
Tell the story of how we adapted our program to meet the needs of the community, including why we shaped the program the way we did, what changes were necessary to keep the program running and/or make it the best program possible for our community.	What adaptations were needed to respond to community contexts? (another way to ask this is how did the program change in order to better meet community/participant needs?)
Tell the story of who was touched by our program, including who participated in the program, helped run the program, who received food, materials, information from the program. <b>F</b>	Are HHG activities reaching the intended recipients within the community?
Tell the story of what changes happened during the program for individuals, the community, and beyond. S	<ul> <li>Did having a HHG program influence outcomes:</li> <li>Did the HGG program increase food sovereignty, health and wellbeing, Indigenous-centred economic development, and conservation outcomes?</li> </ul>
Tell the story of what changes happened because of the program being in place for individuals, the community, and beyond. (S)	To what extent can these changes/outcomes be attributed to the HHG program?
Have a dollar value that represents the benefit of the program to individuals, the community, and society more broadly. (S) (S)	What is the value for money of a HHG <i>vs.</i> community activities as usual?

# 2.0



## Method 2:

Question	Decoding the question	Stories you would be able to tell
Did the HHG program go ahead as intended within the community? (F)	The key part of this question is as intended. What does that mean and how do you know? As intended means as planned – what was the plan for the program? Was it supposed to operate out of the community freezer with two guardians? Were there any changes?	I want to be able to: Tell the story of how my program got started, including the strengths we started with, the challenges we faced along the way, who we involved in decision-making, and what we have learned. Tell the story of how we adapted our program to meet the needs of the community, including why we shaped the program the way we did, what changes were necessary to keep the program running and/ or make it the best program possible for our community.
What lessons were learned about planning and implementing (or running) a HHG program within the community? <b>F</b>	This is a great question that helps tell the story of what happened when the program got started, or was running. For example, did you learn that the number of staff was too big or too small to run the program; that it was helpful to have volunteers; that it was helpful to have someone do the paperwork, while another person did the other types of activities?	I want to be able to: Tell the story of how my program got started, including the strengths we started with, the challenges we faced along the way, who we involved in decision-making, and what we have learned. Tell the story of how we adapted our program to meet the needs of the community, including why we shaped the program the way we did, what changes were necessary to keep the program running and/ or make it the best program possible for our community.



### Method 2: (continued)

Question	Decoding the question	Stories you would be able to tell
What adaptations were needed to respond to community contexts? (another way to ask this is how did the program change in order to better meet community/ participant needs?) (F)	This question is asking about what the program staff and participants did to change parts of the program so it would work better or be able to run well with the resources available. For example, did a staff have to leave a key position – how did the program respond; did you change the number of times activities were running and what they looked like? Was this based on feedback from participants?	I want to be able to: Tell the story of how we adapted our program to meet he needs of the community, including why we shaped the program the way we did, what changes were necessary to keep the program running and/ or make it the best program possible for our community.
Are HHG activities reaching the intended recipients within the community? (F)	If there are any participants in the program other than the hunter/ harvester/guardian themselves, did the program reach these people? For example, was there a youth component – did the HHG mentor any young hunters (if this was a plan or not). If they did, who were they, and how many? Another way to address this question is to think about how many households received food or materials from anything harvested by the HHG.	I want to be able to: Tell the story of who was touched by our program, including who participated in the program, helped run the program, who received food, materials, information from the program.



### Method 2: (continued)

Question	Decoding the question	Stories you would be able to tell
What processes were effective in designing, launching, and evaluating the HHG program? (F)	What did you do to shape the program and get it started? To address this question, you can look back on meetings you had, processes you used to hire, people you met with in the community, and how you recruited people to participate.	I want to be able to: Tell the story of how my program got started, including the strengths we started with, the challenges we faced along the way, who we involved in decision-making, and what we have learned.
		Tell the story of how we adapted our program to meet the needs of the community, including why we shaped the program the way we did, what changes were necessary to keep the program running and/ or make it the best program possible for our community.
Did having a HHG program influence outcomes: • Did the HGG program increase food sovereignty, health and wellbeing, Indigenous-centred economic development, and conservation outcomes?	Think about the changes you want to see because of your program – for example: increased engagement in conservation, safer sea ice travel, increased youth connectedness – how will you know the program has been successful? Did program activities influence these changes, or outcomes, over time? First, it's important to pick changes or outcomes that are meaningful to you and your community. Once you've done this, you can capture and track these changes using questionnaires, surveys, and other tracking tools.	I want to be able to: Tell the story of what changes happened while the program was in place for individuals, the community, and beyond.



#### Method 2: (continued)

Question	Decoding the question	Stories you would be able to tell
To what extent can these changes/outcomes be attributed to the HHG program? (\$	This question is about whether change happened compared to a different scenario (if the program wasn't happening, what it was like before the program started). This goes beyond asking whether change happened for people or the community, and asks about whether this change is because of the program. This can be the foundation of a value for money analysis.	I want to be able to: Tell the story of what changes happened because of the program being in place for individuals, the community, and beyond.
What is the value for money of a HHG vs. community activities as usual? (\$)	Addressing this question can range from simple to very complicated – it means putting a dollar value to the HHG program's activities, or benefits resulting from those activities. A simple way to calculate the value for money of a HHG program is to track any animals/materials harvested during the program.	I want to be able to: Have a dollar value that represents the benefit of the program to individuals, the community, and society more broadly.

#### Method 3: What type of evaluation you want to focus on

If you highlighted questions and stories with an **(F)** next to them, you are interested in **formative questions**. Formative questions focus on how to form the program through learning about how the program is delivered.

If you highlighted questions and stories with an (S) next to them you are interested in **summative questions.** Summative questions focus on changes or outcomes of a program, and assess if, and to what degree outcomes were achieved. The questions and stories with a (S) next to them relate to a specific type of summative question that focuses on assigning a dollar value to a HHG program's activities or changes related to a program's activities.

If you highlighted a mix of the two, you are interested in both formative and summative questions.

Either way, the next step is to develop an evaluation plan – see our guide to developing evaluation questions (*Evaluation questions by outcome area*, on **page 25**); and head to the *logic model builder section* (**page 26**) to get started on your plan.



### **Evaluation questions by outcome area**

Evaluation questions are a way to guide evaluation. Depending on what you want or need to learn and report on for your program, there are different types of evaluation questions. In the *Picking questions and stories* exercise **page 20**, you identified whether you are interested in formative, summative or a mixture of both types of evaluation questions and stories.

Below are some example questions based on different outcome areas your program may be focused on. Pick up to 5 evaluation questions from the lists below, and/or use them to help you design your own. Once you have your questions identified, move onto the *logic model builder* on the **next page** to connect your program with an evaluation that fits your needs. Later on, this section will help you fill out the "Primary outcome of interest/ Evaluation question" column of your **Evaluation Matrix Template** on page 70.

Outcome of interest	Possible <i>formative</i> evaluation questions	Possible <i>summative</i> evaluation questions
Food sovereignty	<ul> <li>What lessons were learned about planning and implementing a program aimed at enhancing food sovereignty within the community?</li> <li>Are country foods and other materials reaching the intended recipients within the community?</li> <li>How did HHGs, other participants, and the community more broadly perceive the HHG program?</li> </ul>	<ul> <li>Did the program increase the access to country foods within food-sharing networks, and the broader community?</li> <li>What was the economic benefit of implementing the HHG program?</li> </ul>
Conservation	<ul> <li>What lessons were learned about planning and implementing a guardian and conservation program within the community?</li> <li>How did HHGs, other participants, and the community more broadly perceive the HHG program?</li> <li>What facilitated or created barriers to HHG activities related to conservation?</li> </ul>	<ul> <li>Was the HHG able to provide accurate, reliable and frequent access to information related to wildlife; travel conditions; and ecosystem health to the community?</li> <li>Did access to information obtained and provided by the HHG program influence outcomes related to ecosystem health and safety (including human health and safety)?</li> </ul>
Indigenous- centred economy	<ul> <li>What lessons were learned about planning and implementing a HHG program within the community?</li> <li>Are country foods and materials reaching the intended recipients within the community?</li> <li>How did HHGs, other participants, and the community more broadly perceive the HHG program?</li> </ul>	<ul> <li>Did HHG activities influence outcomes related to the diversion of economic resources to Indigenous-owned businesses and activities in the community?</li> <li>What types of Indigenous-centered economic activities were influenced by the HHG program and its activities?</li> </ul>
Health and well-being	<ul> <li>What lessons were learned about planning and implementing a HHG program within the community?</li> <li>Were HHG activities delivered as intended, to the intended recipients?</li> <li>How did HHGs, other participants, and the community more broadly perceive the HHG program?</li> </ul>	<ul> <li>Did HHG activities influence the subjective wellbeing of the HHG and their household?</li> <li>Did HHG activities influence the health and mental wellbeing of others in their food-sharing networks and in the community more broadly? If so, how?</li> <li>Did HHG activities influence the choice of foods for individuals and families (children, youth, and adults) in the community?</li> </ul>



## Logic model builder

An introduction to logic models

The first step in an evaluation is to define your program. Clearly setting down what you know about why your program was started, how it's run, and what you're hoping will happen as a result, can help you understand what questions you're hoping to answer with an evaluation.

The way we recommend doing this is **building a logic model**.

Logic models are a visual guide to show the changes we hope to see with the resources we have to deliver a program, and the activities that are planned to be a part of that program. Logic models are typically quite linear and include resources/inputs, activities, outputs, outcomes, and impact. **The figure below shows how to read or interpret a logic model** shows how to read or interpret a logic model:

#### How to read a logic model



A logic model can look many ways – including linear and read left to right or circular. It can focus on different types of outcomes, across different levels of change – individual, community, and societal.

Now, we're going to walk you through building a logic model. A lot of this will just be taking what you already know and applying it to a logic model structure. You can think about building a logic model like you might think about building an iglu. We've highlighted in this section the way different parts of a logic model line up with different steps of building an iglu.



### Identifying program need

First, identify the need for the program, related to the barriers that individuals, communities, and systems face in doing HHG activities. We recognize that the need for HHG programs is partly driven by current and historic influences of colonization on Indigenous self-determination, well-being, manifesting in decreased access to basic necessities/resources, and choices of food, activities, and shelter available to Indigenous people.



Based on which priority areas are relevant for your program, here are some examples of specific needs your program may be addressing.



### Identifying program need

#### Food Sovereignty:

- Need for daily access to country food
- (Lack of) Daily access to nutritious store-bought food
- (Lack of) localized choice about what foods are subsidized through federal/ provincial/ territorial funding

#### **Conservation:**

 Need to have access to consistent and reliable information about the health of the ecosystem/ species, animals, plants and oceans (Lack of) information related to wildlife and species monitoring that is embedded with deep local knowledge

#### Indigenouscentered Economy:

- Need to recognize harvesting/hunting/ guardian roles as a livelihood, skills are valuable
- in the community
- Need for jobs that reflect/build on skills of Indigenous people
- Need for increased Indigenous governance of economic activity (knowledge, art, food industries)
- Need for increased investment in Indigenous people, programs, and communities

## Health and Well-being:

- Need for essential services that reflect Indigenous values and determinants of Indigenous health and well-being
- (Lack of) recognition by non-Indigenous governance structures of the direct and indirect benefits of HHG activities on individual, household, network, and community health and well-being





## What inputs/resources will help you address the need?

**Inputs and Resources** refer to what is needed to implement a HHG program. In the process of building a logic model, it is helpful to think about inputs and resources (people; time; funds & other resources-such as equipment and space; leadership and supporting change) needed to deliver programming. In the case of the HHG program, we broke down resources required into various levels – individual (what does the HHG need?); program (what does the program need?); community (what needs to be in place in the community?); and policy/structural resources (what policies and systemic structures need to be in place to run the program?). For a tool to help you identify where you are currently in terms of what inputs/ resources you need to get started with your program and your evaluation, see the *Implementation Needs Assessment* on page 16, and the *Evaluation Needs Assessment* on page 18.

Go through each list and think about what you are or will be offering at each level. Remember, not all of these may be relevant to your particular program, and there may be some *inputs* and *resources* that your program is offering that aren't listed. These lists are just a tool to help you start

thinking about the type of things that fall in each category.

### 



Collect your tools and assess their condition and usability to the task. Check the snow condition to determine readiness or suitability for building a strong foundation for your iglu.



What does the individual HHG need?	
	Access to childcare
	Health
	Equipment
	Time
	Space to store and care for equipment and harvest and other related activities
	Skill/Ability/Confidence
	Add anything else relevant to your program here





## 

To start cutting the blocks you will need to determine the best angle required to build a stable wall for the size of your intended iglu. This is in preparation for the rows that will follow to create the actual structure, it is the planning and starting stages of action.



What needs to be in place in the program?	
	Program design (policies and documents, timelines, etc.)
	Funding
	Administrative staff and support
	Infrastructure, space to run the program, equipment
	HHG candidates
	Role clarity
	Anything else?

What needs to be in place in the community?	
	Leadership buy-in
	Clear role definition ('Expert' hunters often feel pressure from the community to fulfill the needs of many)
	Communication about policies and procedures related to quotas or route safety
	Heated garage or other space to repair and build equipment needed, as well as to meet/ interact with other HHG (e.g., knowledge exchange, skill sharing, time with youth, etc.)
	Anything else?

What policies and systemic structures need to be in place?		
	Political will, policy support	
	Investment in HHG programs from governments, organizations, etc.	
	Investment in the infrastructure that facilitates HHG programs (e.g., HTOs, etc.)	
	Anything else?	



## What activities/ actions will you be doing?

Activities are what the program does while it's operating. For example, a planned HHG activity may be to go off on the land to hunt seal. Below, we break down, by program or planning stage, program activities that could take place in a HHG program.

You can learn more about how where you are at in program planning and delivery might influence evaluation decisions in the *Evaluation Needs Assessment* on **page 18**, but for now, the important thing to consider is how the types of

## o o o o o o o o

After the first few rows, you already have a usable shelter to protect you from the wind, and a good foundation to build up from – these are your immediate results from the actions taken. Even as you build and place each initial block, consider that it needs to be positioned well and strong enough to hold the blocks that will come after it. A weak block will compromise the entire structure. Short-term outcomes are your early blocks, and provide a stable base to hold your longer-term outcomes.

activities you're engaging in as part of the program might change over time, and that even when you're still planning the program, you're still doing and producing things that are worth tracking and reporting on.

#### Program activities by stage of program design

Stage	Activities
Before leaving (AKA program design phase, implementation planning)	<ul> <li>Meeting with team</li> <li>Setting out project and program implementation timeline</li> <li>Defining roles, policies, and process</li> </ul>
On the road/	Harvesting
Going strong	Training related to health and safety/ on-the-land skills
(AKA implementation phase)	□Taking youth/others out
	Practicing and improving skills
	□ Collecting IQ from elders
	or other traditional knowledge
	Servicing/repairing equipment
	Building equipment
	Processing catch or harvest
	□ Sharing with community (country foods, materials, equipment, knowledge, etc.)
	$\Box$ Observing land and wildlife
	Patrolling
	□ Pre-planning
	Research
	□ Monitoring
	Reporting
Ongoing	Developing and adapting policies and processes
	Program delivery
	□ Evaluation



## What tangible outputs or products will be produced by your program activities?

**Outputs** are immediate results or products made as a result of planned activities. Earlier, we used going off on the land to hunt seal as an example activity. The outputs of this activity may be number of land-trips, land-days, or GPS-recorded kilometers travelled on sea ice in taking part in the activity. In **Program Outputs by Stage of Program Design** we break down, by program or planning stage, potential outputs for your program.

#### Program outputs by stage of program design

Stage	Outputs
Before leaving (AKA program design phase, implementation planning)	<ul> <li>Project charter/implementation plan</li> <li>Program policies and documentation</li> <li>Program processes and operations manual</li> <li>Network of program stakeholders – including administrative/support staff, program staff, other program supports</li> <li>Hiring process and resultsl</li> </ul>
On the road/ Going strong	<ul> <li>Routes travelled, mapped, observed, recorded</li> <li>Observations of land/wildlife/sea</li> <li>Harvests – meat, berries, fish</li> </ul>
(AKA implementation phase)	<ul> <li>Meals, food shared</li> <li>Pelts/skins/bones, other materials</li> <li>Land-days</li> <li>Trainings done and who participated</li> <li>Number of people on each trip</li> <li>Other participants' land days <ul> <li>(e.g., other HHG, Elders, youth)</li> </ul> </li> <li>Equipment serviced/built/purchased</li> <li>Reports generated</li> <li>Responsive training programs and content developed</li> <li>Samples, data collected (from research and monitoring)</li> </ul>
Ongoing	<ul> <li>Up-to-date program policies and processes</li> <li>Program milestones</li> <li>Evaluation materials and tools</li> </ul>


# What are the most likely immediate or short-term outcomes or effects of your project?

Finally, we asked about what outcomes might be achieved for individuals, communities, and society, across the four outcome areas of interest (food sovereignty, health and well-being, Indigenous-centered economic development, and conservation), in the short-term, intermediate, and long-term.

**Outcomes** refer to changes expected from program activities. For example, consistent environmental monitoring activities that take place as a result of a HHG, may lead to the **outcome**:

#### Increased sea ice safety or safe travel routes

At the individual level, it is helpful to think about short-term, intermediate, and long-term outcomes as moving from changes in awareness (short-term), to changes in behaviour (long-term). However, at systems levels, awareness changes may be longer-term outcomes. For example, policymakers in federal government departments increasing their awareness of the health and well-being needs of Indigenous people, and how investment in a HHG program can lead to improved health and well-being among Indigenous people.

#### Individual-level results chain



Although this results chain can be helpful, it is not set in stone, and individuals may be at different places on this chain.

Based on the priority areas you identified for your program, here are some potential outcomes that you might expect. These priority areas are linked, and categorizing them this way is only meant to help you identifywhat's most important for your program and community.

Short-term outcomes are those that are likely to happen right away.

#### 



As you continue to build your structure you will be able to add elements to make it more comfortable and

functional beyond simple shelter. As you add blocks you are creating them from the inside of the iglu, therefore you can shape a space for yourself (e.g., seating/sleeping area, cooking area, and storage/drying area) you can also add elements that previously weren't there like a block made of ice to allow light in your space. Some of these steps, like adding the final blocks are difficult and may take additional support, patience or training.



# Food sovereignty

Level of short-term outcome				
	Individual	Community	Societal	
Food Sovereignty	'Soul feels comfortable and at peace' HHGs are able to provide consistent and reliable access to country foods to families, communities, and more broadly.	'Regular and stable access to country food for any person who wants it' HHGs are able to promote and pass on skills and knowledge to others, including young people, keeping skills and knowledge alive across generations.	'Structural investments in food sovereignty; and policies that reflect the needs of Indigenous people' Cultural reclamation and self-determination.	
Short-term Outcomes	<ul> <li>'Soul feels comfortable and at peace'</li> <li>Increase in breadth and depth of hunting/harvesting skill</li> <li>Increased knowledge of the land, and Indigenous terms/ land names</li> <li>Increased stability and consistency of role and income</li> <li>Increased access to foods with increased nutritional content</li> <li>Increased access to medicine from wild foods</li> <li>Decrease need for uptake of social assistance/income support</li> </ul>	<ul> <li>Increased access to foods with increased nutritional content</li> <li>Increased access to medicine from wild foods</li> </ul>	<ul> <li>"Regular and stable access to country food for any person who wants it'</li> <li>'Home designed for processing, storage, and sharing of country foods</li> <li>'Increased health and well-being of HHG and family members throughout the lifespan</li> </ul>	



# Health and well-being

Level of short-term outcome				
	Individual	Community	Societal	
Health and Well-being	'A feeling of pride and confidence in their role' The HHG role/activities increase HHGs' physical, mental, and overall well-being.	Community physical and mental health improves with access to consistent and accurate information and country foods	Indigenous design and govern essential services improvign health and well-being in communities based on ISVs	
Short-term Outcomes	<ul> <li>Increased access to the land, and Indigenous-centric activities</li> <li>Increased sense of purpose and identity</li> <li>Increased social capital</li> </ul>	<ul> <li>Increased awareness of choices related to foods, activities, and resources provided by the HHG program</li> <li>Increased access (for some) to the land, and Indigenous-centric activities</li> <li>Increased awareness in the role of HHG as a profession</li> </ul>	□ Increased awareness of HHG programs as person-centred, holistic essential services that facilitate health and well-being for Indigenous	

# Indigenous-Centred Economic Development

Level of short-term outcome				
	Individual	Community	Societal	
Indigenous- Centred Economy	HHGs are able to provide access to information, country foods and materials for use to devleop community-driven products and services. HHGs have job security and employment that builds on their skills and strengths as Indigenous people.	HHGs and communities demonstrate the importance of a HHG as an essential service, and outputs of the HHG activities (country foods, materials) as vital to Indigenous ownership of economic activity	Indigenous control economic activity (including food economy; art and craft economy; knowledge economy; activity taking place in the North benefits Indigenous people	
Short-term Outcomes	<ul> <li>Increased inventory of skins, processing knowledge, language</li> <li>Increased opportunity to support economic development</li> <li>Increased job skills, transferable skills</li> </ul>	<ul> <li>Increased inventory of skins, processing knowledge, language</li> <li>Increased opportunity to support economic development</li> </ul>	Increased awareness of terminology related to Indigenous- centered economic development (conservation economy, arts economy)	



## Conservation

Level of short-term outcome			
	Individual	Community	Societal
Conservation	HHGs are able to provide consistent, accurate, and deep knowledge information about ecosystems and species health and well-being	Communities are able to access up to date and accurate information about sea ice safety, species' whereabouts, access to various animal	Indigenous stewardship andgovernance of the land, and holistic environmental well-being
Short-term Outcomes	<ul> <li>Increased knowledge of surrounding areas</li> <li>Increased awareness of health of species in surrounding ecosystems</li> <li>Increased awareness and knowledge of threats to health and well-being of species in surrounding ecosystems</li> </ul>	<ul> <li>Increased knowledge of surrounding areas</li> <li>Increased awareness of health of species in surrounding ecosystems</li> <li>Increased awareness and knowledge of threats to health and well-being of species in surrounding ecosystems</li> <li>Increased awareness and knowledge of threats to safety</li> </ul>	□ Increased awareness of presence of HHG program activities that relate to conservation/land stewardship





# What are the most likely intermediate outcomes or effects of your project?

Intermediate outcomes are those that you may see by the end of your project.

Like with the short-term outcomes, we've listed some potential intermediate outcomes below by priority area for you to choose from.

### 



### Food sovereignty

Level of intermediate outcome				
	Individual	Community	Societal	
Food Sovereignty	'Soul feels comfortable and at peace' HHGs are able to provide consistent and reliable access to country foods to families, communities, and more broadly.	'Regular and stable access to country food for any person who wants it' HHGs are able to promote and pass on skills and knowledge to others, including young people, keeping skills and knowledge alive across generations.	'Structural investments in food sovereignty, and policies that reflect the needs of Indigenous people' Cultural reclamation and self-determination	
Intermediate Outcomes	<ul> <li>Increased sense of place within the community</li> <li>Increased sense of pride</li> <li>Increased confidence</li> <li>Increased sense of identity</li> <li>Increased self-reliance and control of food systems</li> <li>Increased Indigenous knowledge and language retention (e.g., place names, food processing)</li> <li>Increased economic activity – diversion of household income spent on store-bought food to other local enterprise</li> </ul>	<ul> <li>Decreased reliance on market food, increased access to soul food</li> <li>Increased community connections</li> <li>Decreased detrimental impacts of hunger for northern indigenous people (No Children Going to School Hungry)</li> <li>Daily access to and choice of country foods</li> </ul>	<ul> <li>'Regular and stable access to country food for any person who wants it'</li> <li>Decrease in need for uptake of social assistance/income support</li> <li>Increased infrastructure to process, store, and share wild foods (community buildings, homes, and stores designed to hold country foods)</li> <li>Increased health and mental health of community members via daily access to and choice of country foods</li> </ul>	



# Health and well-being

Level of intermediate outcome				
	Individual	Community	Societal	
Health and Well-being	'A feeling of pride and confidence in their role' The HHG role/activities increase HHGs' physical, mental, and overall well-being.	Community physical and mental health improves with access to consistent and accurate information and country foods	Indigenous design and govern essential services improvign health and well-being in communities based on ISVs	
Intermediate Outcomes	<ul> <li>Increased self-rated health</li> <li>Increased self-rated mental health</li> <li>Increased life satisfaction</li> </ul>	<ul> <li>Increased pride in Indigenous culture, community, and identity</li> <li>Increased sense of belonging and perceived social supports</li> <li>Increased integration of country foods within diets in households</li> <li>Increased number of households substituting country foods for store-bought foods, particularly energy-dense foods</li> </ul>	Shift in attitude that HHGs are recreational programs to HHG programs as essential services within a network of health and wellness supports within a community (including clinical services)	

# Indigenous-Centred Economic Development

Level of intermediate outcome			
	Individual	Community	Societal
Indigenous- Centred Economy	HHGs are able to provide access to information, country foods and materials for use to devleop community-driven products and services. HHGs have job security, and employment that builds on their skills and strengths as Indigenous	HHGs and communities demonstrate the importance of a HHG as an essential service, and outputs of HHG activities (coutnry foods, materials), as vital to Indigenous ownership of economic activity	Indigenous control economic activity (including food economy; art and craft economy; knowledge economy; activity taking place in the North benefits Indigenous people
Intermediate Outcomes	☐ Increased income to divert to other local economic opportunities	<ul> <li>Increased interest in the role of HHG as a profession</li> <li>Increased income to divert to other local economic opportunities</li> <li>Increased amount of financial resources spent in community</li> <li>Increased tourism</li> <li>Increased product spin-offs (e.g., from processed animals/ materials)</li> </ul>	<ul> <li>Increased consumption of goods and services owned, operated, and provided by Indigenous people</li> <li>Increased understanding of important of Indigenous governance of economic activity within Indigenous communities and regions</li> </ul>



# Conservation

Level of intermediate outcome				
	Individual	Community	Societal	
Conservation	HHGs are able to provide consistent, accurate, and deep knowledge information about ecosystems and species health and well-being	Communities are able to access up to date and accurate information about sea ice safety, species' whereabouts, access to various animal	Indigenous stewardship and governance of the land, and holistic environmental well-being	
Intermediate Outcomes	<ul> <li>Increased capacity to create baseline assessments locally and monitor over time (evidence of climate change)</li> <li>Increased continuity of practice and transfer of knowledge</li> <li>Increased wildlife and ecological monitoring</li> <li>Increased participation in the conservation economy</li> </ul>	<ul> <li>Increased in community members' safety related to increased consistency of information</li> <li>Increased use of best practices – taking what you need</li> <li>Increased community ownership of research and monitoring activities, data related to wildlife, shipping, conditions of sea ice and land etc.</li> <li>Increased participation in the conservation economy</li> </ul>	<ul> <li>Recognition of HHG activities as vital to maintaining healthy ecosystems within and surrounding communities</li> <li>Shift in understanding by external stake-holders (non-Northern), of vital knowledge HHGs possess</li> </ul>	



# What are the most likely long-term outcomes or effects of your project?

Long-term outcomes are your project's long-term goal, even if it is a long way off, or beyond what your project can do by itself.

Like with the short-term outcomes, we've listed some potential long-term outcomes below by priority area for you to choose from.

### Food Sovereignty

Level of long-term outcome			
	Individual	Community	Societal
Food Sovereignty	'Soul feels comfortable and at peace' HHGs are able to provide consistent and reliable access to country foods to families, communities, and more broadly.	'Regular and stable access to country food for any person who wants it' HHGs are able to promote and pass on skills and knowledge to others, including young people, keeping skills and knowledge alive across generations.	'Structural investments in food sovereignty, and policies that reflect the needs of Indigenous' Cultural reclamation and self-determination
Long-term Outcomes	<ul> <li>'Regular and stable access to country food for any Inuk who wants it'</li> <li>Home designed for processing, storage, and sharing of country foods</li> <li>Increased health and well-being of HHG and family members throughout the lifespan</li> </ul>	<ul> <li>Recognition of the importance and value of investing in HHG programs as essential services for Indigenous</li> <li>Attitudinal shift – understanding importance of Indigenous-governed approaches to address food security issues in context (moving towards food sovereignty)</li> </ul>	<ul> <li>Increased exposure to language external audiences (non-Indigenous) might understand</li> <li>Increased responsiveness in policies pertaining to food access in North (recognition of agrarian language, and plant-based food emphasis being contextually irrelevant)</li> <li>Increased acceptance (through funding/ creation of policies) of HHG programs as essential professions/ services</li> <li>Increase in external champions in HHG programs</li> <li>Increase in investment in HHG programs</li> </ul>



# Health and well-being

Level of long-term outcome				
	Individual	Community	Societal	
Health and Well-being	'A feeling of pride and confidence in their role' The HHG role/activities increase HHGs' physical, mental, and overall well-being.	Community physical and mental health improves with access to consistent and accurate information and country foods	Indigenous design and govern essential services improvign health and well-being in communities based on ISVs	
Long-term Outcomes	<ul> <li>Increased resilience</li> <li>Increased overall health and wellbeing</li> <li>Increased networks for relational connectedness, haring, and support</li> </ul>	<ul> <li>Increased integration of health promoting behaviours (on-the-land days; exercise, integration of country foods) in increasing number of households</li> <li>Increased responsive health and wellness resources in communities</li> <li>Decreased suicide/ suicidal behaviour</li> <li>Decreased emergent health service use</li> <li>Increased preventative service use</li> </ul>	<ul> <li>Increase investment in health and mental health services that are responsive to community contexts</li> <li>Increase in policies that facilitate supporting and strengthening health and mental health services that are responsive to community contexts</li> <li>Decreased costs to health systems related to improved population health and avoidance or delay of chronic disease onset</li> </ul>	

# Indigenous-centred economic Development

Level of long-term outcome				
	Individual	Community	Societal	
Indigenous- Centred Economy	HHGs are able to provide access to information, country foods and materials for use to devleop community-driven products and services. HHGs have job security, and employment that builds on their skills and strengths as Indigenous people.	HHGs and communities demonstrate the importance of a HHG as an essential service, and outputs of HHG activities (country foods, materials), as vital to Indigenous ownership of economic activity	Indigenous control economic activity (including food economy; art and craft economy; knowledge economy; activity taking place in the North benefits Indigenous people	
Long-term Outcomes	<ul> <li>Increased recognition of HHG knowledge, expertise, experience/training in credential equivalents</li> <li>Sustainability of HHG role as essential service and employment opportunity that builds on Indigenous strengths and skills</li> </ul>	<ul> <li>Increased investment in and growth of alternative industries</li> <li>Sustainability of HHG role as essential service and employment opportunity that builds on Indigenous strengths and skills</li> <li>Sustainability of HHG role as essential service and employment opportunity that builds on Indigenous strengths and skills</li> </ul>	<ul> <li>Increased self-determination for Indigenous</li> <li>Increased governance of resources on Indigenous lands</li> <li>Increased Indigenous control over research, monitoring, data, and decision-making</li> <li>Increased investment in Indigenous-led businesses</li> <li>Increased investment in land-based programs</li> </ul>	



## Conservation

Level of long-term outcome				
	Individual	Community	Societal	
Conservation	HHGs are able to provide consistent, accurate, and deep knowledge information about ecosystems and species health and well-being	Communities are able to access up to date and accurate information about sea ice safety, species' whereabouts, access to various animal	Indigenous stewardship and governance of the land, and holistic environmental well-being	
Long-term Outcomes	<ul> <li>Increased continuity of practice and transfer of knowledge across generations</li> <li>Increased wildlife and ecological monitoring across generations</li> <li>Increased opportunity to synthesize and report Indigenous knowledge/local knowledge to improve accuracy of Western science reports</li> <li>Increased recognition of monitoring experience/ training in credential equivalents</li> </ul>	<ul> <li>Enhanced safety for communities and region (on sea ice and land)</li> <li>Increased collective knowledge of, and ability to advocate about detrimental impacts of resource development or other</li> <li>Increased community ownership of research and monitoring activities, data and participation in the knowledge economy</li> </ul>	<ul> <li>Increased Indigenous governance and involvement in decision making, policy development, and implementation related to Indigenous lands</li> <li>Increased Indigenous governance and involvement in decision making, policy development, and implementation related to Inuit Nunangat and related to northern homelands and ecosystemss</li> <li>Increased national security</li> <li>Increased technological development to address threats to security</li> </ul>	

#### Planning



# **Putting it** all together

You can now take all the individual pieces you've selected from the previous sections and pages and combine them to create a complete logic model. As mentioned earlier, logic models can be presented in a lot of different ways, but we've included an example blank template here you can use.



### 00000000

a space to learn and grow as well.

If you have built your iglu well and correctly, you will be able to stand on top of it as the structure is so stable it is able to hold your own weight. Learning to build an iglu takes patience, training, practice, strength, problem solving, and resilience. You need to continually plan and adapt to the elements to succeed. Indigenous used the capacity to build an iglu as a test of one's ability in these areas. The understanding is that once you are capable of building an iglu you are ready to start living your life more independently and that you are also able to take care of and shelter others. Just as with your project, if built well

it will sustain your programming goals and provide others with



If you want to dive deeper into connecting different pieces of your logic model together to tell a more detailed story about how the different levels connect to each other, take a look at The Theory behind Logic Models resource on page 100.





## How to measure activities and outcomes

The program logic model includes statements about the intended activities and outcomes of the HHG program. These are like goal statements – what's supposed to happen if everything goes as planned. To assess progress and achievement of these goals, you can measure important **indicators**.

Indicators are what you need to see, hear, or read in order to know whether your program is achieving its intended activities and outcomes. They are tangible, measurable, observable things. To identify an indicator, ask yourself, "What information will tell us that the program has been delivered in the attended manner (activities), or achieved the intended changes (outcomes)?"

#### Tip:

Imagine that you are a hunter heading out on the water, trying to reach a particular destination. Along the way, you might ask yourself, "Am I on course on my journey?" "Have I arrived at my intended destination?"

Some clues, signs, and reference points will help you answer these questions. For example, you will know you are on course if the coastline still corresponds with your map and the position you've calculated matches your GPS. You will know you have arrived when the current and wave patterns are starting to change and specific landmarks are starting to appear.

In evaluation, all of these clues, signs, and reference points are **INDICATORS**. They are the things you need to measure to know whether your HHG program is on course with its activities and reaching its goals/outcomes.



# How to measure activities and outcomes

(continued)



A **measure** is a standardized way of assessing an indicator. A measure could be a validated questionnaire or measurement unit. Standardized measures can be compared across time, people, communities, etc. A measure of sea ice safety may be sea ice thickness communicated to the community in centimeters or inches.

When figuring out how to measure activities and outcomes, there are a few important questions to work through.

#### Tip:

This section will help you fill out the "Data Sources" column in your Evaluation Matrix

# Who is expected to change?



Program staff, including both HHGs and other program staff (e.g., administrative/office staff)

Other community members (e.g., your HHG's family, other HHG in the community, Elders, community members who received food and materials, the entire community

Other people associated with the program (e.g., funders, evaluators, researchers)

People who run similar programs (e.g., other HHG programs)

Comparable communities (e.g., communities like yours that aren't running a similar program)

When putting together your evaluation plan, it's important to think of not just who your program is benefitting, but also who you're realistically going to be able to talk to during the evaluation to capture that change.

To figure out who you should be talking to, go back to your research questions, indicators and measures, and think through is the best person to answer those questions. After that, consider the feasibility of your list, or whether or not it's realistic to talk to everyone you want to talk to: are you going to be able to talk to all of them, and do you have the resources (e.g., time, staff) to talk to everyone? In practical terms, evaluations often prioritize the people they know they can engage (e.g. HHGs, staff); and the people who can answer the most questions, ensuring that all your questions are answered.



# How do you measure to change?

Data is a piece of information. Almost anything related to a program can be considered data. *For example:* 

Policy documents or documents that guide program delivery (manuals, health and safety information);

Reports about animals harvested (how many animals, how much they weigh, what type of animal);

GPS routes travelled;

Stories shared by a HHG after returning from time on the land; and

Pictures or videos of the land.

**Primary data** is data or information collected by someone doing research or evaluation, directly from a person, or through observation. Primary data collection is done using methods like surveys, interviews, and focus groups. In the case of the HHG program, any interviews with the HHG, any surveys the HHG or households in the community fill out that are designed to be part of the HHG evaluation would be considered primary data.

**Secondary data** is information already collected by others doing research and evaluation. Secondary data may be found in published journal articles, program evaluation documents, or reports, and survey data (e.g. First Nations Information and Governance Centre data; the upcoming Qanuippitaa National Inuit Health Survey; Statistics Canada Survey programs). In the case of the HHG program evaluation, secondary data can help create a 'benchmark' or baseline to assess change against without putting too much of a burden on the HHG or community members. It is also useful in establishing an alternate scenario when doing value-for-money analyses.

#### Tip:

This section will help you fill out the "Method of Data Collection" column in your Evaluation Matrix



## How do you measure change?

(continued)

There are two main categories of data collection:

quantitative and qualitative.

	Quantitative	Qualitative
What it is?	Information about quantities/numbers. Helps measure facts. Answers questions that start with <i>what, if, howmany, and to what</i> <i>degree</i> .	Explores peoples' experiences, perceptions, and stories. Helps answer questions about <i>why</i> <i>and how</i> something occurred.
	<ul> <li>Survey</li> <li>Questionnaire</li> <li>Tracking Tool</li> <li>Checklist</li> </ul>	<ul> <li>Survey</li> <li>Focus Groups</li> <li>Discussion Boards</li> <li>Story Sharing</li> <li>Observations</li> </ul>

Again, going back to your evaluation plan, research questions, and indicators/measures: think about how you would answer those questions.

Nature United collaborated with Indigenous communities across Canada to create the Indigenous Guardians Toolkit. The Toolkit supports Indigenous communities to learn, share and connect about Indigenous Guardian programs.

#### Access the Toolkit here:

https://www.indigenousguardianstoolkit.ca/

**Chapter 10:** Monitor and Collect Data is particularly relevant to the evaluation of HHG programs. This Chapter of the Toolkit covers topics like relying on Indigenous knowledge and choosing indicators, methods, and tools. There is a handy worksheet to help you set priorities and build a plan (https://www.indigenousguardianstoolkit.ca/download-resource?redirect=/ chapter/monitor-and-collect-data&download=175). There are also links to useful resources like this one from WWF (https://d2ouvy59p0dg6k.cloudfront.net/downloads/cmrv\_web.pdf) which includes many options for using technological tools to collect data.



Questions about harvest yields and hunting routes, as well as things like diagnostics for physical and mental health (e.g., In general, would you say your health is: Excellent; Very Good; Good; Fair; Poor), generally produce quantitative data, and can be collected through tools such as:

**Surveys or Questionnaires**, in which the same standard questions are asked to **a group of participants**, sometimes at multiple points in time.

The **Information Management System** tool is a template, often a spreadsheet, that you can use to track program activities, outputs and outcomes over time and across sites and/or people. It may be most useful for **program administrators and/or evaluators**.

**Meat Medallions** were an idea developed to show how **food sharing** could be tracked in a community.

Questions about what lessons were learned, why things happened the way they did, and challenges and successes generally produce qualitative data, and can be collected through methods such as:

Interviews or one-on-one conversations with the people involved.

Focus groups or discussion groups, where multiple people involved are brought together to have a conversation about the program.

Story sharing, which can include oral storytelling, visual storytelling, music, crafts and more.

Generally speaking, evaluators go into qualitative data with questions and prompts to help them answer their research questions, but there's more flexibility in allowing the participants to shape that experience.



# When should your measuring change?

Evaluation activities often run in tandem with your regular programming activities.

**Tip:** This section will help you fill out the "Data Collection Timing" and "Frequency" columns in your Evaluation Matrix



Some questions may only be able to be answered after your program has already been running for a while, or is complete, but others you may want to ask earlier in the process. As we mentioned earlier, there also may be questions that you want to ask multiple times: before the program starts, at set points during the program, and at the end of the program.

Asking the same question multiple times is particularly important for measuring outcomes.

For example, if one of your research questions is:



In that case, you may want to ask about how much country food was available to the HHG, their family, or the community before the program, during the program, and potentially even after the program. A general rule of thumb is that if your research question includes the words increase or decrease, then you need at least two data collection periods to show a change in the amount.



# Picking your indicators and measures

Logic models are often very broad – they show a program ideal, laying out the activities you should do and the outcomes that can both be achieved over the course of your program and over much longer periods of time, or things you could achieve if programs like yours were expanded. Evaluations themselves are often much more focused, for a variety of reasons, including: budget, time, and what questions can be answered.

The questions in the How to measure activities and outcomes section, on **page 44**, helped you figure out which activities and outcomes are most relevant to assess through your evaluation. We're now going to present some potential indicators, organized according to the activities and outcomes we outlined in the logic model builder, on **page 26**.

#### **Measuring Program Activities**

Measuring activities can be an important element of your evaluation results: they can answer formative evaluation questions around what the program did, and how it accomplished its goals. Find the relevant activities from your logic model builder, on **page 26**, to see which indicators make sense for your project.

## Program Design and Planning

Activities	Potential Indicators
<ul> <li>Meeting with team</li> <li>Setting out project and program implementation timelines</li> <li>Defining roles, policies, and processes</li> </ul>	<ul> <li>Project charter/implementation plan</li> <li>Program policies and documentation</li> <li>Hiring processes and records         <ul> <li>(e.g., job listings, number of applicants, interview notes, hiring decisions)</li> </ul> </li> <li>Meeting minutes (e.g., who attended, when it took place, what was discussed)</li> <li>Network of program stakeholders         <ul> <li>(e.g., how many people are involved, who are they)</li> </ul> </li> </ul>



# Program delivery/implementation phase

Activities	Potential Indicators
□ Harvesting	□ Number of land-days
HHG Training and skills development	Training the HHG has participated in (e.g., courses, self-directed learning)
□ Sharing with community	Food shared (e.g., community meals, shared harvest; who was involved, how much of the harvest was shared) (see the Meat Medallion document for how you might keep track of this indicator)
☐ Taking youth/others out	Number of people who participated in HHG trips and the number of land-days they participated in
Collecting IQ from elders	<ul> <li>Meetings with Elders</li> <li>IQ or other traditional knowledge collected (e.g., specialized vocabulary, processing methods, recipes)</li> </ul>
Servicing/repairing and building equipment	<ul> <li>Equipment serviced, repaired and built, and associated costs and time spent</li> <li>Equipment purchased, and cost</li> </ul>
Processing catch or harvest	<ul> <li>Harvest yields (e.g., what was harvested and how much) (see the <i>Hunter Tracking Sheet</i> for an example of how you might keep track of this indicator) on page 84</li> <li>Pelts/skins/bones/other materials collected during harvest</li> </ul>
Observing land/wildlife	Observations of land/wildlife (e.g., migratory patterns, sea ice conditions, weather)
□ Patrolling	□ Routes travelled (e.g., maps, dates, observations)
Planning	☐ Time spent planning ☐ Planning documents (e.g., maps/routes, weather reports)
Reporting/Research/Monitoring	<ul> <li>Reports generated</li> <li>Samples and data collected</li> </ul>

# Ongoing

Activities	Potential Indicators
Developing and adapting policies and processes	Updated program policies and processes
Program delivery	$\Box$ Program milestones (e.g., dates of HHG hiring, first land trip)
Evaluation	Evaluation materials developed
	$\square$ Reports generated





#### **Measuring Outcomes**

Measuring outcomes generally helps you answer summative evaluation questions. Here are some potential indicators and measures that you can use to capture outcomes, by priority area. If an outcome is relevant to you, you can see if any of the indicators listed are appropriate for your program. You can also find an inventory of *existing surveys and data* that may be helpful on **page 80**.

## **Food Sovereignty**

Outcome	Potential Indicators
Increased HHG skills	Skills inventory scores
Increased traditional knowledge and language retention	Knowledge inventory scores     Language assessment scores
□ Increased stability/income of HHG role	□ Income of HHG
□ Increased access to country food	<ul> <li>Edible harvest yield (e.g., weight in kg)</li> <li>Food sharing networks (e.g., who yield was shared with, how it was shared, how much was shared)</li> </ul>
□ Increased access to medicine from country food	Medicinal harvest yield
Decreased need for social assistance/ income support	Social assistance/income support take-up rates and amount of income derived from those sources
Increased access to space for processing, storage and sharing of country food	New/Updated/Expanded community resources since program start (e.g., garage, community freezer)
Decrease in food insecurity	Food insecurity measures (e.g., Indigenous Respectful Health Assessment Survey, Healthy Eating Index)

## Conservation

Outcome	Potential Indicators/Measures
Increased knowledge of local environment (e.g., land, species)	<ul> <li>Maps (e.g., routes, hazards, migratory patterns)</li> <li>Species inventories and observations</li> <li>(e.g., numbers, sizes, migratory patterns)</li> </ul>
□ Increased monitoring capacity	□ Land days □ Equipment □ Environmental inventories (e.g., maps, species)
□ Increased safety related to environmental hazards	<ul> <li>Search and rescue resources</li> <li>(e.g., budgets, incidents, time spent, injuries/deaths)</li> </ul>
Increased community ownership of research, monitoring, etc.	Community members employed in research, monitoring, etc.





# Indigenous-centred Economy

Outcome	Potential Indicators/Measures
Increased crafting materials from harvesting (e.g., skin, bones, fur)	Crafting material yields (e.g., number and types of furs, skins, bones)
□ Increased processing knowledge and skills	□ Knowledge and skills inventory scores
□ Increased income	Number of positions and income of HHG, local artists, other people employed in HHG ecosystem (e.g., administrative staff, research and monitoring)
$\Box$ Increased interest in the role of HHG as a profession	<ul> <li>Applications to funded HHG positions</li> <li>Youth engagement (e.g., number of youth interested in going out with HHG)</li> </ul>
□ Increase in financial resources spent in community	□ Money spent at local businesses
Increased investment in local industries (e.g., tourism, environmental, research)	<ul> <li>Investment in local industries</li> <li>(e.g., government or private funding)</li> <li>New businesses or paid positions created</li> </ul>
Recognition of importance and value of investing in HHG programs	<ul> <li>Investment in new HHG programs</li> <li>Expansion of existing HHG programs         <ul> <li>(e.g., extending time period, new communities, more funded HHGs)</li> </ul> </li> <li>Policy and program changes that make it easier to engage in HHG activities</li> </ul>



# Health and Well-being

Outcome	Potential Indicators/Measures
Increased access to the land and Indigenous- centered activities	<ul> <li>Land days</li> <li>Harvest yields (e.g., edible, medicinal, crafting)</li> <li>Skills inventories (e.g., HHG, processing, crafting, traditional knowledge, language)</li> </ul>
□ Increased social capital	Social capital measures (e.g., Social Capital Questionnaire; items on the Aboriginal People Survey)
☐ Increased health (e.g., physical, mental, spiritual)	<ul> <li>Health measures (e.g., Medical Outcomes Study Short Form-36 (SF-36), 10-item Kessler Psychological Distress Scale (K10), Global Burden of Disease categories, EQ-5D, and items on the Native Wellness Assessment, Inuit Respectful Health Assessment Survey, Aboriginal People Survey, First Nations Regional Health Survey, Inuit Health Survey)</li> <li>See <i>Existing surveys and data resource</i> on page 80 for more information on survey measures and where to find them.</li> </ul>
□ Increased life satisfaction	Life satisfaction measures (e.g., items on the Aboriginal People Survey)
☐ Increased community connectedness and sense of belonging	<ul> <li>Cultural connectedness measures (e.g., Cultural Connectedness Scale)</li> <li>Social capital measures (e.g., Social Capital Questionnaire)</li> </ul>
☐ Increased access to food with high nutritional value	Diet measures (e.g., Healthy Eating Index, Quantitative Food Frequency Questionnaire (QFFQ))
Increased resilience	Resilience measures (e.g., Connor-Davidson Resilience Scale, Child-Youth Resilience Measure (CYRM))
Decreased suicide/suicidal behaviour	□ Suicide/Attempted suicide rates
Decreased emergent health service use	Emergent health service use (e.g., calls to emergency services, hospitalizations)
Increased preventative health service use	Preventative health service use (e.g., number of community members with a primary care physician, frequency of regular check-ups, cancer screenings)
Increase in health services that are responsive to community contexts	Investment in/Availability of services needed/ wanted by the community

# 3.0 Doing







## Doing evaluations

In this section you will identify the who, what, where, when and how of evaluation, and start doing some of the pieces of your evaluation plan. Generally speaking, evaluation follows a typical path of:

**Evaluation Planning:** The process we've walked you through in this workbook, where you determine what the goals of your evaluation are, and how you're going to achieve them.

# 2

**Data Collection:** The process of collecting the information you're going to need to answer your evaluation questions.

**Data Management:** How you plan on storing, managing and maintaining the information you are collecting.

#### Data Analysis:

What you're going to do with the information you've collected in order to actually answer your evaluation questions.

#### Sharing:

After you've answered your evaluation questions, how you plan on sharing that information.



# Who, what, where, when, why and hows of evaluation

	WHO?	WHAT?	WHERE?	WHY?	HOW and from whom?
Data Collection	<ul> <li>Staff</li> <li>Participants</li> <li>Others         <ul> <li>(external evaluators, researchers, students)</li> </ul> </li> </ul>	Quantitative – Survey, questionnaire, tracking tool, checklist Qualitative – interviews, focus groups, discussion boards, story sharing	<ul> <li>Beginning</li> <li>Middle</li> <li>End</li> <li>In-between</li> <li>Ongoing</li> </ul>	<ul> <li>Onsite</li> <li>Online</li> <li>In-person</li> <li>From devices</li> <li>From other sources</li> </ul>	<ul> <li>Ethics</li> <li>Staff ask participants</li> <li>Others ask participants</li> <li>Participants self-report</li> <li>Download info from technology</li> <li>Access other data*</li> </ul>
Data Management	<ul> <li>Staff</li> <li>Others (external evaluators, researchers, external tech providers)</li> </ul>	<ul> <li>Paper</li> <li>Information Management System</li> </ul>	Ongoing	Storage – onsite, online	Ethical practices – saving information, memeber checking, and giving people the possibility to opt out
Data Analysis	<ul> <li>Staff</li> <li>Participants</li> <li>Others <ul> <li>(external</li> <li>evaluators,</li> <li>researchers,</li> <li>students)</li> </ul> </li> </ul>	Quantitative – Survey, questionnaire, tracking tool, checklist Qualitative – interviews, focus groups, discussion boards, story sharing	When data is in, usually during reporting cycles	<ul> <li>Onsite</li> <li>Online</li> <li>Everywhere</li> </ul>	• System
Sharing	<ul> <li>Staff</li> <li>Others         <ul> <li>(external</li> <li>evaluators,</li> <li>researchers,</li> <li>external tech</li> <li>providers)</li> </ul> </li> </ul>	<ul> <li>Radio Spot</li> <li>Community Events</li> <li>Infographic/One-Page Summary</li> <li>Presentations</li> <li>Long Reports</li> <li>Reports to Funders</li> </ul>			



We covered a lot of the who, what, and when of data collection in the planning section, but two other important components are the where and how of data collection.

#### Where?

Putting a plan in place to figure out where your data collection is going to take place can also help you plan out what that data collection is going to look like, and how much work it's going to be to do the data collection. The main places you can collect data are:

#### **Onsite:**

In your office space. While this means that you don't necessarily have to go anywhere for the data collection, you do need to consider how easy it is for people to get to you, including things like transportation, time, childcare, etc.

#### In-person:

Taking the data collection to your participants, by meeting them on-the-land, in their homes, or at other community locations. This may be more time and resource intensive for your evaluation staff, but easier for your participants.

#### **From Other Sources:**

There may be other sources you can collect data from, such as previous programs, research, or evaluations (e.g., data from the Aboriginal Peoples Survey).

#### **Online:**

Collecting data through a website, like Google Forms or SurveyMonkey. If you're doing online data collection, it's important to consider whether or not participants will have reliable internet, and potential costs associated with hosting data collection online.

#### **From Devices:**

Using Smartphone apps or GPS devices to collect data, such as routes, environmental data, etc. Consider whether all your participants will have access to the needed devices, or whether you will need to purchase and distribute them as part of the program; as well as whether the technology will work in all circumstances (e.g., does it work in the cold? Does it require internet access?)



# How?

The final consideration we'd like to highlight about data collection is how you plan on collecting the data.



While making decisions about **how** data is collected are often practical and emerge from previous questions around what you're collecting, and from **who**, another important thing to think about is how to collect data ethically.

A crucial step to any research project is obtaining ethics approval through a research ethics board (REB). REBs review projects to ensure they are following principles of ethical research. Many REBs do not consider program evaluation or other projects related to quality improvement of programs and services to fall under the umbrella of 'research'. However, it is important to check with your organization and with local research groups to find out if any data collection done for the purpose of program evaluation should be reviewed.

A good rule of thumb is that if data collection activities involve asking questions of people (i.e., primary data collection), particularly of children and youth, older individuals, and/or Indigenous peoples, then obtaining REB approval is important.

Approval should come both from provincial/territorial and regional REBs (e.g., Nunavut Research Institute), as well as any other institutional (e.g., university, hospital) REBs that may be applicable.

For helpful resources related to conducting ethical research and evaluation, consult the Tri-Council Policy's guidelines on ethical research (https://tcps2core.cat, community research ethics review boards (e.g. http://www.communityresearchethics.com/), The National Inuit Strategy on Research (https://www.itk.ca/wp-content/uploads/2018/04/ITK\_NISR-Report\_English\_low\_res.pdf) and sites like the First Nations Information Governance Centre's website (https://fnigc.ca/).



Data management is about how you plan on organizing and storing the data you collect over the course of the evaluation, including what you plan on doing with that data after the evaluation is over.

### [How?]

Data management can be done in-house, by program staff if they have the time and resources available; by an external evaluator; or, if you have a large amount of data, by a physical or digital storage solution provider

#### What?

Depending on what you decided in the previous section on data collection, you may have to store:

Paper data, such as hand-written or printed surveys, checklists or logs. Digital files, such as PDFs, Word documents, or Excel files; of surveys, checklists or logs. Databases or information management systems (IMS), that compile many pieces of data, such as all your completed surveys, into a single document, spreadsheet, or database.

### When?

Before you begin collecting data, you should have a data management plan in place and the infrastructure you need to follow-through on that plan (e.g., filing cabinets that lock, a password protected computer).

Once you're in the process collecting data, remember to keep track of:

What needs to be sent out in order to collect your data (e.g., sending reminders to participants, scheduling staff to do data collection, sending links to online surveys);

When data should be coming in; and, Who (the data sources) that should be submitting that data.

Make sure you check to see that you're getting the data you expect, when you expect it, and that it looks like it's been completed the way it's supposed to. If the data falls short in any of those areas, you'll be able to fix things much more quickly and easily if you're checking as it happens rather than waiting until the end.



## Data management

(continued)

### Where?

Are you going to store data:

**On-site (either physical or digital):** Physical on-site data storage means having a safe space that's large enough for all the physical materials you're collecting. This could mean a storage room, storage boxes, or filing cabinets. Digital on-site storage means having the computer hard drive or server space to store all the digital files you will be receiving.

**Off-site (either physical or digital):** If you don't have the space on-site to store the data, you can find a location or organization that can store it off-site, either physically (such as a storage locker), or digitally, which could include online storage solutions, such as cloud-based storage.

### How?

We talked a bit earlier about the ethics of data collection, and there are likewise considerations around ethical data management. This includes:

Who has access to the data and in what form? Sometimes, the data collected can be sensitive – evaluation encourages people to be honest, even if they have a negative experience to share. Given that sharing negative experiences can lead to further negative experiences (e.g., something becomes public about someone that they wanted to keep private, a funding recipient shares something critical about the program that affects the funding renewal), evaluation tries to minimize any harm done to participants as a result of participating. This can take the form of not sharing participant names in analysis and reporting, only having a select group of researchers/ evaluators seeing the data before it is analyzed and reported (including restricting access to the data with locked cabinets/office and/or password protected files/folders), and only reporting on aggregated results as a group.

**How long is the data saved for?** Many research and evaluation projects explicitly tell participants that, in addition to only being used for the specific project, their data will be destroyed after the project is complete, usually by a set date (e.g., April 2022).

These considerations are usually addressed through a participant information letter and consent form. Before collecting data with participants, participants are given information about how their data will be stored and used, they're reminded that participation is voluntary and that they can refuse to participate fully or partially, and they're given contact information in case they have questions or change their mind about participation.



# Data analysis

# Who?

Data analysis can be done by any number of people, each with their own advantages and disadvantages, as outlined in the table below.

Who?	Benefits	Drawbacks
Staff	<ul> <li>Familiar with the program and the data</li> </ul>	<ul> <li>Takes time away from other responsibilities</li> <li>May not be familar with methods</li> </ul>
Participants (e.g., HHG)	<ul> <li>Familiar with the program and the data</li> </ul>	<ul> <li>Takes time away from other responsibilities</li> <li>May not be familar with methods</li> </ul>
External Evaluators or Researchers	<ul> <li>Additional evaluation and methodology expertise</li> </ul>	May not be familiar with program     and community context
Students	Helping develop a young person's skills	<ul> <li>May not be familiar with either the program or the methodology</li> </ul>

One way to potentially balance the advantages and disadvantages of any given category of people is to include multiple people in different roles in the process – this can help make sure your evaluation results are thorough and make sense in the context of your program.

### What?

There are distinct ways of analyzing both

quantitative and qualitative.

**Quantitative data** is analyzed statistically. The numbers you collected quantitatively can be presented in ways such as:

**Frequencies:** Reporting the number of occurrences. For example, for harvest yield, this could look like reporting the total harvest by species or by edible weight. For a survey question (e.g., In general, would you say your health is: Excellent; Very Good; Good; Fair; Poor), you could report the percentage of people who chose each response option. Averages: Averages represent a typical value from a set of data. For example, if you have harvest yield data for an entire year, you can present the average harvest yield per month. Or, using the same survey question as above, you can report the most common response.

**Qualitative data** is often analyzed by theme, or content. For example, if you interviewed several different HHGs in your community, did they say similar things about their experience, or were their responses quite different? When presenting qualitative findings, themes are often demonstrated by sharing quotes of what people said, or including pictures

#### Data anaysis (continued)

## When?

Data analysis normally takes place when all of the data is has been collected. Depending on the length of your program and evaluation, this can happen in cycles. For example, if you're funded for two years, you may do data analysis every year, repeating the collection and analysis on an annual cycle. Deciding when to do data analysis will likely include a combination of two things: when it makes the most sense (e.g., reflecting seasonal hunting/harvesting cycles), and when you're required to report to funders.

## Where?

Modern data analysis is typically done using computer software, such as word processors (e.g., Microsoft Word, Google Docs), and spreadsheets (e.g., Microsoft Excel, Google Sheets), as well as specialized analysis software (e.g. NVivo, SAS).

Considerations around data analysis include what you need to be able to do, whether or not the software you choose requires the Internet, other technical requirements (e.g., can it run on your computer?), and how much it costs.

Outside of those considerations, though, you can also consider if you want to bring multiple people together to collaborate on the analysis. This can be done online, through things like video conferencing and collaborative document editing, but you can also bring people together in a physical space, such as an office, home, or on the land, to discuss findings and what they mean. You may consider hosting a 'Data Party' at this stage of your evaluation. This is also referred to as 'participatory data analysis' (but a party sounds more fun). Bring your key stakeholders together as a group to review the data and the early findings. Pose reflective questions to the group, like:

- What is the data telling you?
- What really stands out for you?
- What surprises you?
- What response is required here?

A 'Data Placemat' is a facilitative tool you can use during your data party. The placemat is an oversized one-pager that displays thematically grouped data and includes visual elements such as charts, graphs, and quotes. Using the placemat as a reference point, guide stakeholders to explore and co-create meaning around the data.

For more on this tool and technique:

Pankaj, V., & Emery, A. K. (2016). Data placemats: A facilitative technique designed to enhance stakeholder understanding of data. In R. S. Fierro, A. Schwartz, & D. H. Smart (Eds.), Evaluation and Facilitation. New Directions for Evaluation, 149, 81–93.



#### Data anaysis (continued)



There are also ethical considerations to data analysis, particularly around allowing those who shared information to see what you've come up with in terms of themes and meanings, and to confirm that your interpretation of the findings reflects their experience.

It's also a good idea to have multiple people check your analysis, to make sure no mistakes were made in the process



# 4.0 Sharing







# Sharing evaluation

After you've found answers to your evaluation questions, it's time to share that information with others who can use it to take action in some way. This step in the evaluation process is sometimes called 'Knowledge Translation', 'Knowledge Mobilization', or 'Dissemination'.

Sharing evaluation findings is critical to the overall success of your evaluation. It might be the last step in your evaluation process, but it's something you should start planning for early. With a little bit of careful thought about who to share findings with, and how, you can ensure that your evaluation won't end up on the proverbial 'dusty shelf', not being used by anybody.

Your goal is to get the right information to the right people at the right time.

The Indigenous Guardians Toolkit from Nature United also includes tips and resources to help you ensure that your findings reach the right people and have the biggest impact. Check out the section on reporting and sharing results (https://www.indigenousguardianstoolkit. ca/section/how-will-you-report-and-shareyour-data-and-monitoring-results) in Chapter 10 of the Toolkit.

# Who?

The first step to sharing your evaluation findings is to determine who you want to share them with. Target audiences could include:



Once you have identified your target audiences, you can develop tailored messages to meet their unique evidence needs (this is the why) and determine the best ways to reach them and deliver your message (this is the how). It's important to understand a funder's reporting requirements and to familiarize yourself with the terms and techniques a funder uses, so that you can customize your evaluation and your report accordingly.

Funders are often interested in the bottom line. They want information that will help them judge the value or worth of a program and they want programs to demonstrate accountability for resources/inputs.

For example, funders are commonly interested in summative types of evaluation, and will appreciate details about:

- Outcomes and impact
- (which are different things!)
- Counterfactuals
- Any limitations to your evaluation design or results

#### Sharing



## Why?

It's important to have a clear idea of why you want to share your findings. What do your target audiences need or want this information for? What are they going to do with it? For example, evaluation findings could be used to:

When tailoring your message to your intended audience, it's important to consider both the content of your message and the messenger. Both need to be seen as credible by your target audience.

#### Make improvements and facilitate practice change in your HHG program and others like it

Inform other people and organizations that are designing and developing similar programs

Build awareness and interest, shift attitudes (create buy-in)

Inform decision making (e.g., decisions about scaling up or investing in your HHG program or others)

Facilitate policy change

Conferences, community meetings, public events

Radio interviews

Newsletters

Social Media (e.g., community Facebook page, Twitter)

A one-page summary with infographics (**Tip:** *Venngage* is a free online program that can be used to generate infographics)

A video produced by young people

A request to program funders to distribute the findings to other programs in their portfolios

A final written report

Centers for Disease Control and Prevention. Evaluation Reporting: A Guide to Help Ensure Use of Evaluation Findings. Atlanta, GA: US Dept of Health and Human Services; 2013. https://www.cdc. gov/dhdsp/docs/evaluation\_ reporting\_guide.pdf See the Report Template to learn about the key pieces of information that should be included in a report and how to organize this information.

#### How?

Consider the format and method of delivery for your message. You might choose an oral, written, or visual delivery method. For example, you might share evaluation findings through

No matter what format or method of delivery you choose, there are a couple of key principles to keep in mind. Present the evidence from your evaluation in a concise, userfriendly way. Keep your message as simple and concrete as possible. Remember that stories are compelling and that findings that are unexpected or tap into our human emotions tend to 'stick' in our minds the best.

Timing is also important. Although we often think about waiting until the end of the evaluation to share the findings, it can also be helpful to share findings periodically along the course of your evaluation journey.


# **REPORT TEMPLATE**

TITLE

#### Acknowledgements Page

**TIP:** The acknowlegements page is a good place to mention anyone who was involved in shaping your program or who helped provide resources to your program. This could include Elders, local community organizations, or other individuals or groups that contributed to the success of your program or community.

#### **ACKNOWLEDGEMENTS**

Identify and thank individuals and organizations who directly or indirectly contributed to the work.

#### Cover Page

Subtitle

Date

Name of Author/Organization

**TIP:** Consider including a photo taken of your program on your title page.

2



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#### **LIST OF ACRONYMS**

- This section can be used if the report includes a lot of acronyms (e.g., five or more)
- List the acronyms alphabetically and explain their definitions

#### Table of Contents Page

**TIP:** Double-check page numbers your table of contents match up with actual pages.

#### **Executive Summary Section**

**TIP:** Save this section and write it last, when the other sections in the body of the report are already complete. Then, you can create the Executive Summary quickly by copy/pasting a sentence or two from each of the other sections.

#### **EXECUTIVE SUMMARY**

- In this section, summarize the key points from the rest of the report
- Ensure that the Executive Summary is comprehensive and can serve as a stand-alone section realistically, not everyone will read your full report, so the summary may be the most important part!
- Use 'plain language' and avoid jargon as much as possible
- Consider translating the Executive Summary (e.g., into Inuktut) to engage a broader community audience

Tip: Save this section and write it last, when the other sections in the body of the report are already complete. Then, you can create the Executive Summary quickly by copy/pasting a sentence or two from each of the other sections.

#### List of Acronyms Section

**TIP:** The first time you refer to an acronym in your report, you should spell it out and put the acronym in brackets. After that, you can just use the acronym. *For example:* "The Social Research and Demonstration Corporation (SRDC) is a non-profit research organization. SRDC was established in 1991."

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#### INTRODUCTION

- Orient the reader to the purpose of the report, the way its organized, and the type of content it includes
- Explain who the intended audience of the report is and indicate how different audiences may use the
  report

#### **OVERVIEW OF THE HHG PROGRAM**

#### In this section, broadly describe your program:

How the program came about, what stage of maturity it has reached, how it has changed over time

How the program is supposed to work

- The evidence base that supports the program (i.e., existing literature, previous research and evaluation, practice or experience-based knowledge)
- The local context that the program operates in (e.g., unique details about culture and community)
- The key stakeholders involved in the program (e.g., funders, management, staff, participants)

#### **EVALUATION BACKGROUND**

In this section, explain key details about your evaluation.

- The type of evaluation (e.g., formative, summative) and the evaluation questions
- Who is conducting the evaluation and what is their role in relation to the program (e.g., is the evaluation team internal or external? Are there any conflicts of interest to report?)
- Stakeholder engagement efforts (e.g., Who has been involved in planning and carrying out the evaluation?)

#### METHODS

In this section, describe your approach to data collection and

 How information was gathered (e.g., through interviews procedures that were followed in the data collection proc

See **page 74**: In this section of your report, it may be helpful to include a copy of your **Evaluation Matrix**.

In this section of your report, it may be helpful to draw on the four evidence summaries we have created, which present an overview of the literature on health and well-being, food sovereignty, conservation, and Indigenous-centred economic development.

The instruments or tools used to collect information

 The data sources (i.e., who/where you gathered data from), including a description and size of the sample who participated

How you transformed raw data into findings (i.e., the data analysis process)

v discrepancies between what you planned to do compared to what you actually did during tion and analysis and identify any limitations to accuracy or credibility (e.g., poor response

- INDINGS

In this section, present the analyzed data or evidence to show what you learned from the evaluation.

- Organize this section according to the original evaluation questions (i.e., restate each question as a heading and then present the data that answers that question)
- Use tables to summarize the data
- Use figures and charts to show visual representations of the data
- In this section, try to present data plainly in a straight forward manner, without adding comments or lengthy interpretations. Save these for the next section.
- Tip: Do not share raw data in your report. Data should be anonymized and aggregated.

#### RECOMMENDATIONS

In this section, lay out your recommendations for how the program stakeholders should take action.

- Recommendations should be directly tied to the data/evidence outlined in the Findings section above
- Recommendations could be made for the program itself, for other similar programs, and for future evaluation efforts

#### SHARING

In this section, identify steps you have taken or plan to take to share the evaluation findings and recommendations with others.

First, identify the key stakeholder groups that you will try to reach

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#### of your report, it may be helpful to include a copy of your **Program Logic Model** (see **page 21**).

In this section

#### See page 26: Pick evaluation questions



#### REFERENCES

List the articles and other documents that you cited or referred to in the body of your report. Include enough detail that readers could locate the source material on their own.

To create this template, we consulted:

Robertson, K. N., & Wingate, L. A. (2017). Checklist for program evaluation report content. Retrieved from http://wmich.edu/evaluation/checklists

#### **Appendices** Section

**TIP:** Not all reports have or need Appendices.

#### **APPENDICES**

Include supplementary information in an appendix. For example, it's possible to include copies of data collection instruments or tools (e.g., a copy of a survey), lists of documents reviewed, or additional tables of data.

#### **References** Page

**TIP:** References can include other reports, websites, news articles, books, academic articles, and more. If you're using Microsoft Word for your report, you can build a reference list by adding information as you go.

For more information on how, see here: <u>https://support.microsoft.com/en-</u> us/office/create-a-bibliography-citations-and-references-17686589-482 4-4940-9c69-342c289fa2a5)

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# ii. Deeper Dive





## **Building an Evaluation Matrix**

An **evaluation matrix** is a document that summarizes what data you're going to collect, when, how and from who. Over the next few pages, you can see both an example evaluation matrix for an HHG program, as well as a blank template you can fill in yourself. We've organized our example by the primary outcome of interest (food sovereignty, health and well-being, conservation, Indigenous-centered economic development), but you could also organize it by research or evaluation question.

### **Example Evaluation Matrix**

Primary Outcomes of Interest	Data Source	Data I Collecting Timing		Frequency	Method of Data Collection	Example Outcomes/ Indicators	
		Start	Mid	End			
	<b>Individual:</b> Hunter/ Hunter's Family	4		-	Daily/Weekly	Hunter report sheet	<ul><li># of animals harvested</li><li># of animals products shared</li><li># of sharing interactions, requests for meat</li></ul>
Food Sovereignty	<b>Community:</b> Direct Recipients of Participants				Within 60 days to start and end of HHG year/ program cycle Possible at mid or end points	Self-report survey (Meat receipts) <i>Regional</i> food security data; via administrative or other datasets	Social network of food exhanges, participation in food sharing networks (Walch et al., 2019; Collings et al., 2016) Attitudes and beliefs around country foods (Bersamin, 2019) Consumption of country foods Dietary intake, nutrition Rates of household food insecurity
	<b>Societal:</b> Wider Community				Reporting cycles (end of year, program)	Regional/ territorial policy documents/ decisions	# of community spaces hosting country foods \$ amount invested in programs, policies, infrastructure to support country foods

### Food Sovereignty



## Conservation

Primary Outcomes of Interest	Data Source	Data Collecting Timing		Data Collecting Timing		Data Collecting Timing		Method of Data Collection	Example Outcomes/ Indicators
		Start Mid End							
Conservation	<b>Individual:</b> Hunter/ Hunter's Family			Daily/Weekly	GPS Daily checklist, field survy	Time spent engaged in monitoring activities Distance covered, areas visited # of observations made			
	<b>Community:</b> Direct Recipients of Participants			<b>(</b>	Within 60 days to start and end of HHG year/ program cycle Possible at mid or end points	Self-report survey Secondary data (administrative data, previous baseline assessments)	Information received (about land, ice, wildlife) Knowlege of the ecosystem (where food comes from)		
	<b>Societal:</b> Wider Community				End of program cycle	Interviews with stakeholders Community survey Policy documents/ decisions	Satisfaction with influence over reduction of local environmental problems Improvements in health and well-being of ecosystem Shift in governance/ stewardship to Indigenous people		



## Indigenous-centered Economic Development

Primary Outcomes of Interest	Data Source	Data Collecting Timing		Data Collecting Timing		Method of Data Collection	Example Outcomes/ Indicators	
		Start	Mid	End				
Indigenous- Centered Economic Development	<b>Individual:</b> Hunter/ Hunter's Family				Daily/Weekly	Self-report survey Daily checklist, field survey	Land-based skills and knowledge for successful and safe hunting Sense of income security, economic stability # and type of animals harvested	
	<b>Community:</b> Direct Recipients of Participants				Within 60 days to start and end of HHG year/ program cycle Possible at mid or end points	Self-report survey Secondary data (Aboriginal Peoples' Survey, harvest surveys)	Rates of wild resource use (Wenzel et al., 2016) Proportion of income spent on goods and services in the community (rather than food)	
	<b>Societal:</b> Wider Community			<b>(</b>	Reporting cycles (end of year, program)	Self-report survey Secondary data	Hunting viewed as a respected profession Use of income support View on community strengths	



# Health and Well-being

Primary Outcomes of Interest	Data Source	Data Collecting Timing		ing	Frequency	Method of Data Collection	Example Outcomes/ Indicators
		Start	Mid	End			
Health and Well-being	<b>Individual:</b> Hunter/ Hunter's Family			Daily/Weekly	Self-report survey	Self-rated health and mental health Adult Resilience Measure 10-item Satisfaction with Life Measure	
	<b>Community:</b> Direct Recipients of Participants			<b>(</b>	Within 60 days to start and end of HHG year/ program cycle	Self-report survey Secondary data – Indige- nous Health Survey- Aborginal Peoples' Survey	Self-rated health and mental health Social connection Prevalence/incidence – chronic disease
	<b>Societal:</b> Wider Community			4	Reporting cycles (end of year, program)	Secondary data (health system administrative data)	Health system utilization Rates of suicide





# **Evaluation Matrix Template**

Primary Outcomes of Interest/	Data Source (Who will you collect this data	Data Collect Timing	ting		Frequency (How often will you collect this data?)	Method of Data Collection	Example Outcomes/ Indicators		
Evaluation Question	from?)	<b>Start</b> of Program	<b>Mid</b> Point of Program	<b>End</b> of Program		(What quantitative tools with you use to collect data?)	(What things will look for changes in to verify that the program is achievign its goals?)		

# HHG ACTIVITY REPORT



What does the individua	I HHG need?
Your Name	
Community Name	
Report for the Week of:	
Question	Answer
What happened this week? (For example, went out on-the-land, did equipment repairs, took part in a community event)	
Were there any changes this week?	Were there any changes this week?
Did you go out on the land this week?	□ YES □ NO
lf yes, How many times?	
What (if anything) did you harvest/hunt?	
Who (if anyone) went with you?	
ls there anything else you want to share this week?	



# Existing surveys and data

Туре	Name	Construct(s) measured	Jurisdiction	Sources(s)
Large-scale surveys	Indigenous Respectful Health Assessment Survey	Food security, country food, health, mental and emotional health	Indigenous	Smylie et al., 2018
	Aboriginal People Survey	Health function and disability, social function, social relationships, mental health, community participation and wellness, leisure activity, and spirituality, harvesting activities	Indigenous, including Indigenous	Richmond, Ross & Egeland, 2007; Richmond Ross & Bernier, 2007; Mohan et al., 2019
	First Nations Regional Health Survey: Adult Questionnaire	Health	First Nations	FNIGC, 2008
	Inuit Health Survey	Health, including nutrient intake	Indigenous	Rosol et al., 2016
Measures of Social Capital	Social Capital Questionnaire	Social Capital	First Nations	Mignone, 2003; Mignone et al., 2011
Measures of Culture	Cultural Connectedness Scale (CCS)	Cultural Connectedness	First Nations	Snowshoe et al., 2014
	Land skills	Skills for safe and successful hunting	Indigenous	Pearce et al., 2011



ТҮРЕ	NAME	CONSTRUCT(S) MEASURED	JURISDICTION	SOURCES(S)
Measures of Well-being	Native Wellness Assessment	Wellness, from a whole person and strength- based perspective	First Nations	Fiedeldey-Van-Dijk et al., 2016
	N/A	Well-being, education, employment, health, housing, income, social-cultural, land use	First Nations	Kant et al., 2013
	N/A	Happiness, healing, community and personal change	Indigenous	Kral et al., 2011
Measures of resilience	Connor-Davidson Resilience Scale	Resilience	First Nations	Sareen et al., 2013
	N/A	Resilience	Indigenous – International	Jongen et al., 2019 (review of measures)
Measures of food sharing	Child-youth resilience measure (CYRM)	Resilience – culturally contextualized	Indigenous – International	Liebenberg et al., 2015
	N/A	Country food sharing network measures, household socioeconomic attributes	Indigenous youth (Nunatsiavut)	Ready, 2018
	N/A	Social network of country food exchanges	Indigenous	Collings et al., 2016
	N/A	Number of sharing interactions, requests for meat, pressure on harvesters' supply	First Nations	McMillan & Parlee, 2013
	Nunavut Wildlife Management Board Harvest Survey	Harvest survey	Indigenous	Wenzel et al., 2016



ТҮРЕ	NAME	CONSTRUCT(S) MEASURED	JURISDICTION	SOURCES(S)	
Measures of diet, food security	Healthy Eating Index	Food insecurity, 24-h dietary recalls, socio- demographics, and anthropometry; Healthy Eating Index score	Indigenous	Snowshoe et al., 2014	
	Quantitative food-frequency questionnaire (QFFQ)	24 h dietary recalls	First Nations	Sharma et al., 2008 Laberge-Gaudin et al., 2014	
	N/A	Dietary survey, vitamin deficiency, cancer mortality, CVD mortality	Indigenous	Calder, 2019	
	N/A	Food security	Indigenous	Ford & Berrang-Ford, 2009	
Measures of climate change attitudes	Climate Change Impacts (CCI Survey), Bio-Psycho- Social Impacts (BPS Survey)	Impacts of climate on health and well-being, connections to land, people, and animals	Indigenous	Harper et al., 2015	
Standardized, widely-usedMedical Outcomesmeasures that have been validated or used with Indigenous populations been validated or used withForm-36 (SF-36)		Health	Indigenous women in Canada; Indigenous people with diabetes Indigenous women in Canada; Indigenous people with diabetes living in Bella Coola Valley, BC	Lix, Metge, Leslie, 2009; Thommasen et al., 2005	
populations	10-Item Kessler Psychological Distress Scale (K10)	Psychological distress	Indigenous	Aboriginal Peoples Survey; Bougie et al., 2016	
	Global Burden of Disease Categories	Causes of death	m-36 (S	Peters, 2013	
	EQ-5D	Mobility, self-care, usual activities, pain/ discomfort and anxiety/ depression	Indigenous - International	Angell et al., 2013	



# Information Management System

Descri	iptive			Outcon	Outcomes									
Title	Community	Data	# of	Harvest Yi	rvest Yield Food Mental Physical Social Cultural			Harvest Yield Food Mental Physical Social Cultural Lan			Land	Resillience		
	Name	Source	Tips	Species	# of Harvested	Live Weight (kg)	Edible Weight (kg)	Security	Health	Health	Capital	Correct- edness	Skils	



# HUNTER TRACKING SHEET

Name	
Month and Year of Monthly Report	
Community	

Question	Response		Comments		
	Species	#	Live Weight (kg)	Edible Weight (kg)	
Monthly Harvest					



### **MEAT MEDALLIONS**

A system for tracking how harvested goods are shared in community and what outcomes are experienced as a result.

At the beginning of each season, every household in the community receives a **storage jar** with a label requesting community members to collect "meat medallians" in support of the local hunter program. A label with additional details – including a **unique household number** – is printed on the inside of the lid.

Each time a member of the community receives meat, skin/hide, or other products from an animal harvested by the hunter, the community member will be given a **"meat medallion"** to collect in their household jar. The medallion signifies that the community member's household participated in the food sharing system. Medallions are small, simple tokens that can easily be attached to packaging (e.g., like a bread tag).

For each animal that is harvested, the hunter keeps a **logbook** of how it was distributed in the community, including the colour and number of medallions distributed alongside it. For example, each portion of meat would be distributed alongside one medallion. So, a household receiving 3 portions of meat would receive 3 medallions.

Hunter's meat medallion logbook								
Date	Description of the Animal	How it was Distributed	Medallion Colour	# of Medallions Distributed				
March 21 2020	Ringed Seal 71kg	Meat given to the Community Freezer Meat provided during a Community Feast	Blue <b>G</b> reen	5				



Each program can customize their medallion system based on the information that is of interest to them.

A program interested in **how different types of animals are used** in the community would use a different colour of medallion for each type of animal harvested (e.g., ringed seals are always distributed with blue medallions, while arctic char are always distributed with green medallions).

A program interested in **how community members are receiving meat** would use a different colour of medallion for each method of distribution (e.g., meat that is distributed through a community freezer is always distributed with blue medallions, while meat distributed through a community feast is always distributed with green medallions).

A program interested in how different animal products are used in the community would use a different colour of medallion for each animal product (e.g., meat is always distributed with blue medallions, skin/hide is always distributed with green medallions, antlers are always distributed with yellow medallions).

At the end of the season, all household jars are collected back. The **collection process** might look different depending on the number of households in the community and the resources that the program can dedicate to the process. One possibility is to hire a summer student to visit each household to collect the jars. Another possibility is to host a community feast and ask people to bring their jars to the feast. At a minimum, the data collected through the jar/medallion system can tell the program about its implementation, including its:

#### Reach:

What % of households received meat, skin/hide, or other products from animals harvested by the hunter?

#### Dosage:

On average, how many times does a household receive meat, skin/ hide, or other products? What % of households are relying heavily on the program as a source of food?



Collecting the jars presents the opportunity to invite community members to participate in a short survey about their household. Note that community members would need to provide informed consent prior to participating in the survey. Again, the collection process may look different in each community. For example, a summer student visiting the household to collect the jar would ask any household members who are present if they would like to participate in a short, anonymous survey. If they consent, the student would ask the questions verbally, record the answers on a **form-fillable, tear-away paper chit**, and then put the chit in the household jar as its being collected. The survey could include the following questions, taken from the Qanuippitaa? National Inuit Health Survey:

Demographic information (# of people in the household, ages); Amount of country food eaten; Standard measure of food security; Participation in informal economy; Participation in cultural activities; Participation in land-based activities; Relationships that support culture; Indigenous pride; Self-rated mental health; Indigenousspecific mental wellness measure; Income 'comfort' level

Survey responses would be analyzed to determine **outcomes experienced by people who participated in the program**. Because the survey items are drawn from the National Inuit Health Survey, local responses can be compared to national data, making it possible to determine whether participants in the program experience a higher-than-average sense of food security, for example. It may also be possible to draw **comparisons within the community** dataset. For example, do people in households that received many medallions (i.e., relied heavily on the program for food) experience a higher sense of food security than people in households who received few or no medallions?



# **Literature Reviews**

## Health and Well-being

#### WHAT WE READ

Health and well-being broadly refers to both physical (e.g., cardiovascular disease, diabetes, obesity) and mental health as well as social and emotional well-being. Indigenous perspectives on health and well-being emphasize holistic, interrelated (rather than discrete) components. Indigenous health and well-being is positively associated with cultural connectedness, social connectedness, and connection to land. These three factors can all be considered social determinants of health – the social conditions that shape the health of individuals and communities.

- Cultural connectedness or the extent to which an individual is integrated within his or her culture is closely
  related to concepts of resilience, self-determination, and mental health. Having a high level of connection to culture
  can protect against alcohol and drug use and suicide. Conversely, cultural discontinuity in the form of colonialism,
  oppression, and historical trauma is a risk factor associated with adverse health outcomes. In Indigenous Nunangat,
  studies have linked cultural dimensions like being on the land, transmission of traditional knowledge, harvesting
  activities, and hunting skills to overall health and wellness.
- Social connectedness or having high levels of social support and relationships to others has been widelyrecognized as a determinant of health and well-being in the general population. A small body of research has begun to establish the link between social connectedness and health and well-being among Indigenous people, including Indigenous. Studies suggest strong communities, relationships to family and friends, and talking/communication enhance health and well-being for Indigenous.
- **Connection to the land** and natural environment is an underpinning of Indigenous culture and a pathway to health and well-being, such as through participation in decision-making about environmental issues and recognition and integration of Indigenous land-based knowledge. Threats to the natural environment caused by climate change can negatively impact health and well-being, for example through the experience of ecological grief.

#### WHAT WE CAN USE

The nutritional value of country food was explored through the Canadian International Polar Year Indigenous Health Survey, and the Nituuchischaayihtitaau Aschii Multi-Community Environment-and-Health (E&H) study

Physical health, mental health, and substance use status and measurement tools were presented in the Survey of Living Conditions in the Circumpolar Arctic

The relationship between time spent on the land, culture, and self-reported health was explored in the Aboriginal Peoples Survey

Qikiqtani Inuit Association has previously explored the relationship between food security and health outcomes, using their own surveys and the Nunavut Wildlife Harvesting Study

These studies, as well as other projects, have used both qualitative and quantitative methods to explore health and well-being, including:

- Qualitative: semi-structured interviews, focus groups, community-based dialogue, community engagement workshops, photovoice workshops, digital story-telling.
- Quantitative: surveys using standardized self-report measures (e.g., Likert-type items) that have previously been either developed or validated with Indigenous communities. Some studies link survey data to health-related administrative records.
- Previous cost of illness analyses and valuation of health states projects have attached economic value to health and well-being (e.g., through medevac costs, healthcare costs)



#### WHAT WE HEARD

In conversations with people involved in hunting/guardian programs in Nunavut, we heard that hunter and guardian programs contribute to Indigenous health and well-being in multiple ways, including through social connections and connection to culture and land.

Potential health and wellness outcomes from a HHG program could include youth wellness; suicide prevention; connection to Indigenous culture, language, and ancestors; sense of identity; reconciliation; overcoming oppression; providing for Elders; and reaffirming wellness.

When Indigenous have the tools to do what they would traditionally do, and their basic needs are met, they can dedicate more energy back to their communities.

A HHG program is consistent with Inuit Societal Values, which emphasize the making of a capable human being – through lifelong learning, skills and knowledge transfer, building intellect – and doing so in a way that has always been done. There is both social and cultural value to Indigenous participation in community-level traditional activities.

A HHG program has the potential to connect different Indigenous groups (regionally, nationally, internationally), leading to increased social capital.

Hunting/acting as a guardian can be a social activity. Young hunters and guardians use social media to share information and photos and engage in online discussions. This is a new way of sharing traditional knowledge.

Hunters/guardians form a tight-knit circle and communicate frequently amongst themselves, but this circle is exclusive and community members who are not closely connected to a HHG may not have access. A HHG program could open up the dialogue to include others.

The medium for cultural exchange has always centered on the land. Language, traditional knowledge, laws, norms, and beliefs are all land-based. Now, the challenge is to translate cultural exchange into other settings (e.g., a classroom) and programs so it is more widely accessible.

Sharing food is a social activity for the community and a form of social support. For example, during the caribou harvest, meat would be butchered at the local baseball diamond and available for free in community freezers. A community feast would be held during times of need.

It is important to view all aspects of a HHG program as being holistic and never compartmentalized. There is no single most important part.

For government, health and well-being outcomes are persuasive and measurable (e.g., less disease, mortality, morbidity) and can be valued.

#### WHAT WE WANT TO KNOW MORE ABOUT

- Identifying reliable measures related to culture, health, and well-being that are appropriate and relevant to Indigenous.
- Ways to demonstrate the links between Indigenous health and well-being and social, cultural, and land-based connection that are compelling to government and funders.



## Food Sovereignty and Food Security

#### WHAT WE READ

Research has also shown that there is a demand for more country food in communities than they currently have. Consumption of traditional/country food has been linked to improved nutritional status, such as increased protein and nutrient intake and reduced vitamin deficiencies. Within communities, research has examined the importance of sharing networks – how hunters distribute country food in their communities through, for example, their extended family, or using a community freezer. Identifying the size of sharing networks can represent an important way to demonstrate Inuit Societal Values and the way that funding a single HHG in a community has a wider effect on their family and community.

Issues around food security in Nunavut have been previously documented, and researchers have explored ties between participation in hunting, food security and health. Access to country food has direct implications for physical health, including weight gain, heart health, and diabetes. One study exploring contributors to Indigenous health and well-being found that one of the most important factors in determining people's health is the percentage of household meals made up of traditional food. Another qualitative study found that participation in traditional harvesting activities is linked to higher levels of social support, including positive social interaction and tangible support, among Indigenous. Traditional food sharing has been explored in relation to kinship and social networks, further demonstrating the inter-relationships between culture, social, and land-related determinants of health.

#### WHAT WE CAN USE

Food insecurity, food access data and information about the cost of food in the North and associated methodologies are available through the International Polar Year Indigenous Health Survey, the Canadian Community Health Survey, the Nunavut Indigenous Child Health Survey, the Canadian Food Expenditure Survey, the Revised Northern Food Basket, the Nunavik Indigenous Health Survey, the Centre for Indigenous Peoples' Nutrition and Environment (CINE) questionnaires, and the Nituuchischaayihtitaau Aschii Multi-Community Environment-and-Health (E&H) study. This also includes information regarding the demand, consumption, and nutritional value of country food.

Harvest data and methodologies have been laid out extensively (e.g., the Nunavut Harvest Wildlife Study, QIA surveys, BRIA harvest studies, the Survey of Living Conditions in the Arctic, the Inuvialuit Harvest Study, the Gwich'in Harvest Study), including the amount of country food being harvested by species, participation in hunting and harvesting, hunting intensities, the cost of harvesting, and food sharing practices.

These studies, as well as other projects, have used both qualitative and quantitative methods to explore food security, including:

- Qualitative: semi-structured interviews, focus groups, and observational field notes
- Quantitative: food frequency questionnaires, 24-hour dietary recall surveys of individuals or households, and surveys of household shoppers/heads of households

There are well-established methods for deriving the economic value of country food based on live weight to edible weight conversions of common animals hunted in the North, then basing the value of that country food on the value of store-bought meat.



#### WHAT WE HEARD

In conversations with people involved in hunting/guardian programs in Nunavut, we heard about the ties between hunting, country food, and food security.

There is a preference for country food over store-bought food. Country food has more nutritional value. However, country food is more accessible to those who have a hunter in their family.

It may be useful to explore the role of community-based infrastructure in supporting food sovereignty (e.g., kitchens and freezer space to provide access to country food, space to conduct workshops on preparing food).

QIA has produced reports around food security, the impact of country foods, and supporting harvesters. These may provide helpful context for this project.

Limits are imposed on the number of animals that can be hunted (e.g., caribou), making it impossible to provide enough for the community.

Income assistance or pensions are not sufficient to get by on store-bought food alone. Country food is needed to make ends meet. Elders may have a particular need for and limited access to country food.

A successful initiative in Igloolik paid anglers to catch fish and keep a portion for themselves, share a portion with Elders, and then give the rest to Arctic Fresh to sell back to the community.

#### WHAT WE WANT TO KNOW MORE ABOUT

- How much consumption of country food is enough to contribute to meaningful improvements in health and well-being?
- Is country food consumption particularly important for certain population groups (e.g., Elders, people with chronic health conditions) or at certain developmental stages (e.g., childhood)?

### Conservation

#### WHAT WE READ

Conservation is used here to cover a wide range of activities, including environmental conservation and monitoring, and crisis and disaster management.

A number of existing programs and theories have identified the potential of guardian and on-the-land programming as a tool to better inform harvest management, increase ice safety, improve search and rescue, and contribute to other emergency management strategies and activities. Several programs are also using technology in an innovative way to further these goals, including applications that incorporate specific GPS-data and photos into mapping software to facilitate tracking animals, identifying hazards, and monitoring weather.

Environmental monitoring and stewardship was also identified as potentially leading to more information and an increased role for communities in the conservation economy: in decision-making around future land use, such as mining, ship traffic and harvest management, and other research initiatives. Development of an Indigenous-driven conservation economy can lead to increased economic wealth in a way that respects Indigenous Qaujimajatuqangit, responds to local needs, and leads to sustainable environmental and resource management. When communities have been given management of their own land, it has also been shown to contribute to:

- Better environmental outcomes
- · Positive health outcomes for the individuals involved, such as increased physical activity and a healthier diet
- Economic outcomes for the individuals involved, such as higher annual income and greater access to credit

Recent research has also identified the potential impact of climate change on Northern environments, including shorter hunting seasons, changing migratory patterns, and more dangerous ice conditions. Conservation can potentially play a role in mitigating those changes, by ensuring accurate data is available to both community members (in order to better inform their decision-making regarding when and where to travel) and climate researchers (leading to better informed decision-making around environmental policy and program development).



#### WHAT WE CAN USE

There are a number of existing surveys that measure environmental outcomes in Nunavut:

- The Centre for Indigenous Peoples' Nutrition and Environment at McGill University asked about environmental contaminants
- The Inuvialuit Harvest Study measured the health and location of species harvested and when they were harvested, which can help provide a baseline for monitoring any changes in species health, availability and migratory patterns
- The Nunavik Indigenous Health Survey asked about environmental contaminants, safety and transportation
- The Survey of Living Conditions in the Circumpolar Arctic explored satisfaction with influence over reduction of local environmental problems

In addition, there are several international indices and targets around environmental outcomes that may be useful, such as:

The Living Planet Index and Living Planet Database measure population trends of vertebrate species

The Environmental Sustainability Index measures national progress towards environmental sustainability, using environmental, socioeconomic and institutional indicators

The Environmental Performance Index uses 24 performance indicators covering environmental health and ecosystem vitality to rank countries across the world and provide a foundation for effective environmental policy making

The Aichi Biodiversity Targets, which include goals around sustainable harvesting, pollution, and protected areas

The fifth session of the United Nations Permanent Forum on Indigenous Issues (UNPFII5) developed a number of indicators related to Indigenous ecological knowledge and how that knowledge is incorporated into government policies and programs

#### WHAT WE HEARD

In conversations with people involved in hunting/guardian programs in Nunavut, we heard that hunter and guardian programs contribute to conservation in numerous ways. Hunter and guardian programs provide community members with increased access to the land, and an avenue to build-on their land-based skills, including environmental monitoring skills and experience with conservation activities. This can provide communities with greater access to the conservation economy, such as the development of a more sustainable fishing industry, identifying safe travel routes, and monitoring the impact of marine shipping on the environment. It can also help contribute to greater environmental health and safety, such as providing up-to-date information on hazardous ice conditions.

#### WHAT WE WANT TO KNOW MORE ABOUT

What specific environmental outcomes are relevant in the North?

Climate change research and environmental evaluation often takes a long-term, global outlook. What kind of change can we expect to see as a result of a HHG program, and over what kind of timeline?



## Indigenous-centred Economic Development

#### WHAT WE READ

A funded HHG is likely to have a wider effect on their family and community, as they share their harvest, their resources, their knowledge and their time with others. In addition to the effects this can have on a wider community's food security, and health and well-being, it can also lead to additional economic opportunities.

The review identified several areas around community economic development where we might see wider community results as a result of funding a HHG program. The funded HHG program is likely to share resources and knowledge with other hunters and guardians in the community, in addition to country food, resulting in an increase in the amount of country food other hunters are bringing into the community as well, reducing the amount of money that needs to be spent at a community-level on store-bought food. An increase in the yield of hunts also includes items such as fur/hide/tusks, which can be either sold to generate income (e.g., polar bear skins, narwhal tusks) or transformed into other products (e.g., clothing, jewelry) that can either be used within the community as an alternative to store-bought versions or sold to generate income.

As mentioned in environmental stewardship, a HHG is also likely to result in an increase in community level knowledge, leading to potential community gains related to the conservation economy and environmental research industry. For example, with an increase in community knowledge of the land, ice conditions and other factors, research roles that may have previously been given to people brought in from outside the community may instead be given to Indigenous community members, providing not only salaries, but increased decision-making power and skills development within the community. An Indigenous-driven conservation economy can ensure that environmental and resource management respect Indigenous Qaujimajatuqangit and other traditional knowledge and respond to local needs, in addition to increasing economic wealth. This can also lead to improved environmental and health outcomes. More generally, a HHG will be able to develop their own skills, and share those skills with other community members, leading to a general increase in community skills and capacity (e.g., hunting and trapping, land-based skills and stewardship, food preparation, language, attitudes towards learning, communication skills, leadership skills).

There are however, also barriers and costs associated with spending more time hunting and on-the-land, including increased equipment and supply costs (e.g., vehicle repair, gas, ammunition), and balancing time spent on the land with participation in the wage economy (e.g., alignment between scheduled work shifts and ideal weather conditions to be on the land).

#### WHAT WE CAN USE

There are a number of existing surveys that measure economic activity in Nunavut:

The Aboriginal People's Survey measured factors like economic participation, participation in hunting/harvesting and/or making clothing/footwork/artwork, education/training, technology skills, and community involvement

The International Polar Year Indigenous Health Survey for Adults looked at cost of living, personal income and employment status The Survey of Living Conditions in the Circumpolar Arctic explored satisfaction with influence over the management of natural resources

The Revised Northern Food Basket estimated the cost of feeding a family of four a healthy diet for one week in communities eligible for Nutrition North subsidies

The National Indigenous Health Survey, while still in development, will likely ask about education, employment, and income

In addition, the fifth session of the United Nations Permanent Forum on Indigenous Issues (UNPFII5) developed a number of indicators related to Indigenous economic participation, such as participation in traditional and non-traditional economic activities, capacity to produce and sell local products, incorporating exchange and reciprocity systems into economic indicators, and Indigenous involvement in policy decision-making and programming.



#### WHAT WE HEARD

In conversations with people involved in hunting/guardian programs in Nunavut, we heard that hunter and guardian programs contribute to community economic development in numerous ways.

Central to the idea of community economic development is the maintenance and growth of knowledge and skills among both the potential funded hunters/guardians, as well as others in the community, contributing to Inuit Societal Values and the making of a capable human being. As a result, the community may be better able to meet their basic needs, both within and beyond the wage-based economy, and develop further knowledge and skills within the community.

With increasing community-level knowledge and skills, and additional ways to meet basic needs (e.g., through the increased availability of country food), communities may be able to:

Take a larger role in the distribution of government funds in their community (e.g., research funding) Increase community and Indigenous participation in the conservation economy Develop community owned infrastructure that better meets the ideals, goals and needs of the community (e.g., community freezers)

Support and build local businesses and other entrepreneurial opportunities Reduce the need for individuals to rely on – often-insufficient – Income Assistance

#### WHAT WE WANT TO KNOW MORE ABOUT

What aspects of economic development should be prioritized in an evaluation of HHG programs (e.g., income generation, participation in the conservation economy, increased community capacity and management)?

Changes in community economic development are likely to grow larger as time passes (e.g., young people developing skills that see them through their entire lives, the impact of increased input into policy decision-making and programming). What changes are we likely to see in the short-term that may lead to larger changes over time?



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#### METHODS

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# The Theory of Change behind Logic Models

A theory of change connects how program activities influence outcomes, and answers why you think different parts of your logic model lead to others. Indigenous people and communities know how connection to the land and understanding the interconnectedness of the health of all species (including humans), are vital to individual, community, and societal well-being. Although this is known by Indigenous communities, there is less information available through peer-reviewed and grey literature sources that informs a Western 'evidence-base' about how and why HHGs benefit communities.

The logic model pieces we listed earlier were selected based on reviewing literature and speaking with people involved in HHG programs and evaluation. We found several connections between the role of the HHG, and the ultimate vision/impact of investing in HHG positions within Indigenous communities. These connections can be found HERE, organized by the four main priority areas of interest. These connections can be found in the *Literature Reviews* on **page 87**, organized by the four main priority areas of interest.

If you would like to build more theory of change directly into your logic model, you can do so by explicitly constructing if-then statements:





# Value for Money Evaluation

A **value for money** evaluation puts a monetary value on the outcomes your program has achieved, comparing that to program costs, or the amount invested in a program.

If you're completing a value for money evaluation, or your evaluation questions relate back to the monetary value created by your program, many of the same points covered in previous sections also apply, such as showing change (e.g., comparing a funded HHG to what they did before funding, or to a similar community without the program), how frequently and with whom you collect data, and picking a subset of outcomes that you can identify **measure**s or **indicators** for.

Another important element of value for money evaluations that we haven't covered yet is **perspective**, or who you are demonstrating value for. Are you demonstrating value for participants/recipients, the community, the government/funder, or society as a whole? For example, we'll go into detail later about how to do so, but a common way of showing the value of HHG programs is looking at the edible harvest yield in terms of how much that harvest would have cost if you purchased that amount of food at the store. If your perspective is your funded HHG, then the value is the equivalent of their full yield. However, if you're looking at the community level, you may want to see how many people that yield was shared with and in what proportion, to split that value among different groups (e.g., elders, children). A governmental perspective, on the other hand, may consider value more in terms of reduced reliance on income assistance or reduced costs to the health care system.

Below we go into detail about how you could calculate a value for money of the edible harvest yield produced by a funded HHG.

#### FOOD SOVEREIGNTY

The most straightforward value for money calculation you can do is to calculate the economic value of the food harvested through your program in equivalent store-bought food. To do so, you need three major pieces of information:

- 1. The harvest yield from the funded HHG: a report over whatever time period you've chosen to examine. For example, the number of seals/fish/etc. harvested in a month. This has to be collected in order to estimate value for money.
- 2. The live and/or edible weight of the harvest yield: the weight in kg of their harvest. The live weight refers to the total weight of the unaltered harvest, for example, the weight of a seal before the skin is removed and the meat is portioned off. The edible weight is the harvest that has been portioned off as meat/food, for example, the weight of the portioned off seal meat. If you calculate the edible weight, you do not need to calculate the live weight. If this can be collected directly by the HHG, that would provide the most accurate value for money estimate, but if you can't collect this directly, there have been lists of average weights of many harvested species that can be used instead.
- **3.** The cost of equivalent store-bought food in your community: the cost, during the same time period of your HHG funding, of equivalent store-bought food in your community. For example, you can average the cost per kg of different types of popular meat available at your grocery store during the same month(s) your funded HHG is reporting their harvest. Once again, if this can be collected directly by the program/evaluator, that would provide the most accurate value for money estimate, but if you can't collect this directly, there have been lists of average costs of meat in several different Northern communities.





Once you collect that data, you can calculate the value of the HHG's harvest yield by summing the edible weight of the total yield and multiplying it by the cost of equivalent store-bought food.



If you collect all that data first-hand, that calculation is straight-forward. For example:

- The HHG brought in 10 seals, and the total edible weight of the seal meat was 200 kg
- During that same time, the average cost of meat at the grocery store was \$20/kg

The economic value of the edible harvest yield would be:



If you use data from other studies (e.g., edible weights of species, cost of store-bought food), your estimate may be further removed from the specific circumstances in your community at the time of your program. If you do choose to do so, you may want to include sensitivity analyses – where you present a range of values based on the previous studies available.

For example:

- The funded HHG brought in a harvest of 10 seals over the course of the evaluation period
- Previous studies show a range of edible weights for seals between 13.6 kg and 25 kg
- Previous studies show a range in the cost per kg of store bought meat between \$17.06 and \$24.04



So, your estimate of the economic value of the harvest yield would be:



The economic value of the HHG's harvest yield would then be between \$2,320.16 and \$6,010.

This calculation creates an economic value that takes the form of a program output, the result of program activities standardized in a monetary measure. If you want your economic value to represent a program outcome, you need to show how the harvest yield has changed over time. With this example, that could take the form of subtracting the harvest yield during the program (e.g., the 10 seals referenced above), from the HHG's yield before participating in the program, or in comparison to the yield of a similar hunter not receiving funding. To continue building on our example above, this would look like:





Then, you would complete the same estimate as above, but with your outcome of 5 seals, rather than your output of 10 seals:



In this case, the economic value of the HHG's additional harvest yield while funded would be between \$1,160.08 and \$3,005, which represents a program outcome.

#### OTHER ECONOMIC CALCULATIONS YOU CAN EXPLORE

We've provided detail on calculating the economic value of edible harvest yields here because that calculation is both the most straightforward, and uses the most accessible data. However, there are other economic value calculations you may want to explore. If you go back to your outcomes, and the indicators and measures you selected to report those outcomes, you may see others that you think you can apply monetary value to. A few that have been used commonly in the past are:

- Country food intake has been linked to higher daily protein intake, and more protein rich foods are often more expensive when store-bought.
- Crafting material yields often have associated monetary values if sold (e.g., fur, skins).
- Having a funded HHG in a community may also increase the yields of other community members who participate in HHG activities (e.g., community hunts, sharing equipment with other HHG). Any increase in their yields can also be monetized as an economic outcome of the program.
- As mentioned in the section on selecting indicators and measures, having an HHG program in the community may improve the safety of people on the land, leading to decreases in search and rescue costs due to better information on the local environment.
- HHG activities have been linked to improved health in communities, which can potentially be valued by looking at avoided costs to the health system. For example, if increased HHG activities and access to country food leads to fewer incidences of chronic health conditions like coronary heart disease, cardiovascular diseases, and diabetes, than you can look at how much those conditions cost the health system.
# iii. Glossary of Terms





Activities: The actions a program takes while it's operating.

**Co-creation/Co-design:** A process that involves different groups of people who will be involved in a program, including administration, delivery partners and participants, in the creation, design and evaluation of the program. This process looks to change the perspective from "research on" a community, to "research with" a community, empower communities, and make sure programs, research and evaluation are relevant to the community.

**Colonization:** Establishing a settlement on a foreign land, usually by force, often also involving acts of cultural domination. According to Yellow Bird and Wilson, "Colonization refers to both the formal and informal methods (behaviors, ideologies, institutions, policies, and economies) that maintain the subjugation or exploitation of Indigenous Peoples, lands, and resources." (2005)

**Conservation:** Health and well-being of plants and animals (including humans), as well as habitats/eco-systems, and real-time knowledge of environmental changes.

**Conservation economy:** The creation of economic wealth through the harvesting of a region's local natural resources in a way that meets the needs of the local community and restores, rather than depletes, those natural resources, as well as developing the skills and relationships of the people who live in work in that community.

**Convening event:** An event which brings together a group of people for the purposes of a meeting, usually used in formal situations, like governmental meetings.

**Country food:** Food from wild animals and plants.

**Cultural connectedness:** The extent to which a person is integrated within their culture.

**Crisis and disaster management:** The ways in which an organization, community or society prepares for, responds to and learns from the effects of disaster, including the human, material, economic and environmental impacts of said disaster.

**Decolonization:** A long-term process where a colonized people reclaim their bureaucratic, cultural, linguistic and psychological power (Smith, 2012; Wilson & Yellow Bird, 2005).

Deliverable: A product that is produced to mark progress on or completion of a project.

**Environmental monitoring:** Various processes, tests, and investigations that help monitor the state of the environment, its natural changes and any impact of human activity.

**Environmental scan:** The process of looking for, collecting, interpreting, and using information from a variety of sources (for example: reports, websites, books, articles) to help make better decisions.

Environmental stewardship: Responsible use and protection of natural environments.

**Evaluation framework:** A tool that links evaluation questions, outcomes or outputs, indicators, data sources, and data collection methods.



**Evaluation questions:** The high-level questions an evaluation is designed to answer.

**Field notes:** Notes or records that can be used to give meaning to or help understand something that has been observed or seen.

**Focus groups:** A group of people that have been brought together to participate in a guided conversation about a particular subject, or to provide feedback.

Food insecurity: Not having reliable access to enough affordable and nutritious food.

Food security: Having reliable access to enough affordable and nutritious food.

**Food sovereignty:** Every household having daily access to the country/wild foods of their choice in the quantity of their choice.

Formative evaluation: Evaluation that focuses on how a program is developed and run.

Harvest yield: A measurement of how much is harvested, such as the species, number and weight of animals hunted.

Health and well-being: Holistic wellbeing inclusive of physical health, mental health, social and emotional health, and a sense of connectedness, culture, the land and each other.

**Holistic:** Understanding that the parts of something are closely connected and cannot be separated or looked at without understanding the whole.

**Hunter/Harvester/Guardian (HHG):** A role whose activities may differ between communities, but generally ensures that communities can access reliable information about the land and country foods.

**Impacts:** Changes that result because of participation in or exposure to a program.

**Indicator:** A tool for demonstrating whether a program activity, output, or outcome was achieved. For example, if your outcome is increased sea ice safety or safe travel routes, an indicator might be decreased adverse events related to sea ice travel.

**Indigenous-centered economic development:** Economic development grounded in access to harvested materials and diversion of resources to local economic production/activities.

#### Inuit Societal Values (ISVs): Based on Inuit Qaujimajatuqangit, ISVs are:

- Inuuqatigiitsiarniq: Respecting others, relationships, and caring for people
- Tunnganarniq: Fostering good spirits by being open, welcoming, and inclusive
- Pijitsirniq: Serving and providing for family and/or community
- Aajiiqatigiinniq: Decision making through discussion and consensus
- Pilimmaksarniq/Pijariuqsarniq: Development of skills through observation, mentoring, practice, and effort
- Piliriqatigiinniq/Ikajuqtigiinniq: Working together for a common cause
- Qaanuqtuurniq: Being innovative and resourceful
- Avattinnik Kamatsiarniq: Respect and care for the land, animals, and the environment (GN, 2019)



Inputs and resources: What is needed to implement a program.

**Inuit Qaujimajatuqangit (IQ):** A body of accumulated knowledge of the environment and Indigenous interrelationships with the elements, animals, people, and family (GN, 2019).

**Land-based:** Centred in a specific place and including all the interaction that take place in that environment between the people that reside there, including community knowledge, ideas, beliefs and values, and all of the physical things that define that place.

**Likert scales:** A type of rating scale used to measure attitudes or opinions, where people are asked to rate items on a level of agreement. For example: Strongly agree, agree, neutral, disagree, strongly disagree.

**Lines of inquiry:** A set of questions you are trying to answer that move towards a central goal, and the order you think is the most logical way to answer them.

**Literature review:** A search, summary and analysis of available literature in a certain subject or topic area, usually referring to published academic literature, such as books and journal articles.

**Logic model:** A visual guide to show the changes programs hope to see with the resources they have to deliver the program, and the activities that are planned to be a part of that program. Logic models are typically quite linear and include resources/inputs, activities, outputs, outcomes, and impact.

**Measure:** A specific type of standardized indicator that can be compared across time, people, communities, etc. For example, a validated questionnaire or measurement unit. A measure of sea ice may be sea ice thickness communicated in centimeters or inches.

**Nunavummiut:** The people inhabiting the territory of Nunavut.

**On-the-land:** Cultural activities that connect people to the land and their community.

**Outcomes:** Changes or benefits expected from program activities.

**Outputs:** The tangible products or deliverables produced through the project activities, or the actions a project takes while running.

**Participatory action research:** A way of doing research that involves researchers and participants working together to understand a situation and change it for the better.

**Photovoice:** A method for collecting data that involves participants' answering a question using photography and art to inspire discussion and problem solving.

**Pilot project:** Delivering a project on a small scale to check to see if the idea works before you expand it or offer it to more people.

Practice experts: People who have broad and deep knowledge, skills and experience in a particular field or topic.



**Project Charter:** A project charter is a formal, typically short document that describes your project, including what the goals are, how it will be carried out, and who is involved, including funder, organizations, and participants.

**Qualitative:** Information or data that explores peoples expériences, perceptions, and stories. Qualitative data helps answer questions about why and how something happened.

**Quantitative:** Information or data about quantities or numbers. Quantitative data helps measure facts and answer questions that start with what, if, how many, and to what degree.

**Reconciliation:** The establishment and maintenance of mutual respect between Indigenous and non-Indigenous peoples in Canada, including awareness of the past, acknowledgment of harm, atonement for harm, and changes in behaviour.

**Resilience:** The capacity to recover from difficulties and stress.

**Rights holders:** Indigenous individuals and groups that hold specific rights, including rights over their land, language, religion, culture, and self-determination.

**Self-determination:** The right of Indigenous peoples to "freely determine their political status and freely pursue their economic, social and cultural development" (UNDRIP, 2007).

**Semi-structured interviews:** A meeting where the interviewer doesn't strictly follow a formal list of questions, but instead questions allow for a more flexible conversation.

**Sensitivity analysis:** A method that helps you determine how strong the results of a study are by changing methods, models, values or assumptions, particularly ones that you're less sure of, and seeing the effect on the results.

Social capital: Networks of relationships between people who live and work in a particular society.

Social connectedness: A personal sense of belonging to a group, family, or community.

Stakeholders: A person with an interest or concern in something, such as a business.

**Summative evaluation:** An evaluation that explores outcomes and impacts a program has on individuals and communities.

**Theory of change:** A theory of change connects how program activities influence outcomes and answers why you think different parts of your logic model lead to others.

**Value for money:** A comparison between program costs or the amount invested in a program, and the monetary value of the outcomes a program has achieved.



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### **About the Artist**

Nooks Lindell is an artist and HHG living in Arviat, NU. Nooks conceptualized many aspects of the report's design and grounded it in meaningful symbols and processes within his context and community. For instance, how building a program logic model could map onto the process of building an iglu. In Nooks's words, here are descriptions of the images he created for the four outcome areas highlighted in this toolkit:



#### Food sovereignty:

*The fist holding an ulu*. The ulu is used for food preparation especially for Indigenous traditional foods (but also for modern foods). The fist shows determination and strength as the capacity and authority of Inuit to determine their own food security.

#### Health and wellbeing:

A healthy heart. The heart is a common symbol of health but I used a more anatomical (but still stylized) approach to connect better with Indigenous ways of understanding. The heart organ is something Indigenous interact with often when hunting and is something we eat too. It helps to provide a balanced diet and is an important part of Indigenous health/nutrition to eat all forms of meat. The heart also connects to our own hearts of course, both physically andemotionally and the need to have a strong, healthy, and emotionally capable/stable heart to be well in all aspects of Indigenous life.



#### Indigenous-centered economy:



Sakku, seal and mitt. The 3 elements support each other in providing for Indigenous communities/families. The sakku (harpoon head/hunting tool) provides a way to hunt seals (animals), the seal provides food and skins (to eat and clothe), and the mitt (clothing) provides a way to stay warm to go hunting. The Indigenous economy is centred on the animals and environment and sustaining a livelihood (life) from this. It needs to provide what Indigenous need continually so it has to be sustainable and therefore circular.

#### Environmental/ecological conservation:

The circular caribou antler and wave. Antler to represent terrestrial environment and wave to represent the ocean (water) environment; one represents the animal figure and the other represents physical environment to cover both sides of the "environment". There is also a moon to remind us that we don't control everything and can also represent sustainability (the moon always comes each night, and follows its cycle each month), this is also shown in the overall circular aspect of the icon.





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