

Summary SLICA Board Meeting 2-4 April, 2000 Montebello, Quebec

Participants include Larisa Abryutina, Ned Searles, Jack Hicks, Oleg Adnreev, Jack Kruse, Birger Poppel, Thomas Andersen, Brian MacDougall, Peter Usher, Oxana Kharuchi, Irena Appa (Translator), and Marg Kruse (Rapporteur)

The Montebello meeting opened at 9 a.m. on Sunday, April 2. Participants to this Montebello meeting who were not at the Skodsborg meeting in February, included Brian MacDougall, Peter Usher, Irena Appa, translating for Larissa and Oxana Kharuchi who was visiting Nunavut and came to this meeting as Jack Hicks' guest.

Ned Searles had a preliminary agenda ready. The agenda was designed keeping in mind that Monday was scheduled with Marie Patry and Pat Greenhalgh of Stat Can who are running APS and were coming for most of the day. Jack Kruse pointed out that purpose of the Montebello workshop was to develop as much content to the questionnaire as possible to hand off to Statistics Canada and the APS team. Therefore, it would be important to get through all the topic areas.

Ned said that the harvest area of the questionnaire was one of the key areas in which the APS team was prepared to look to the SLICA team for assistance. Marie Patry had been requesting drafts from Ned for some time and was getting a little anxious because of a very tight time schedule. She had made it clear to Ned that she was hoping SLICA would have a separate questionnaire that we would be designed in parallel with APS.

Jack Hicks reminded us that it was important to discuss with APS their timelines, what Module 1 was looking like, and where they were in the Module 2 development, etc. He also reminded the group that the questionnaire was going to have to be significantly cut and that it would be important to develop a process for whittling it down. "We have to determine what we need to have included in the questionnaire that will not be in the core of the APS survey--what we may need to add on to the core."

Several of the "responsible" people for various topic areas were not quite ready to distribute a draft of their topic questions to the rest of the group, so it was decided that the morning hours should be spent "fine-tuning" those areas in readiness for group discussion. Prior to disbursing drafts for the fine-tuning work, the work assignments made in Skodsborg was revisited by the group. At that time, it was intended that each of these individuals work with their group of 3 and develop a near-ready set of questions for the specific topic.

Family Relationships--Jens-Ivar;
Language/Education--Ned
Religion--Jens-Ivar;
Health--Larisa;
Well Being--Larisa;
Discrimination/Identity--Hugh;
Political resources--Thomas;
Safety/Justice--Ned;
Access to Technology--Ned;
Environment--Oleg
Household Economy & Income--Jack H;
Housing--Birger;
Concept of Household Economy--Birger;
Leisure / Work--Jack;
Employment / Harvest--Jack H.;
Mobility--Jack H.

Thomas offered a set of questions covering many of the topic areas that he, Jens-Ivar and the Greenlandic research group had developed to present at this workshop. Ned led the group in a listing of the topic areas to be reviewed and listed how many sets of questions were currently being offered for those areas. They included questions on language, religion, family relationships, health, political resources, justice, education, household economy and harvest, and identity. Jack Kruse pointed out that for most topic areas there were at least two and in some cases, three, lists of proposed questions.

Birger said that it was now time to determine what to use and what to cut from the various sets of questions. Given that, Birger continued, "Instead of this more open discussion--I think it I would be better to sit in smaller groups and talk through these questions, to more concretely state these sections."

Household Economy

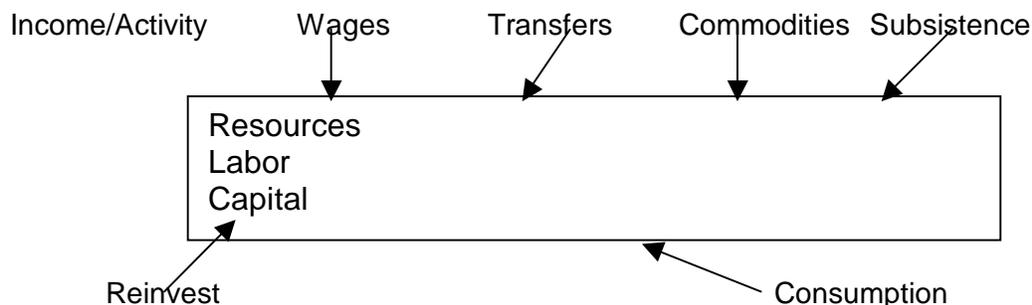
When the group reconvened, the first topic reviewed was the household matrix proposed by **Jack Hicks**.

"The idea here is basically to map the household. We tried this format 2 years ago in Nunavut and it provided a rich and integrated data set. . . . We ask the

- age of each [member of the household]; . . .
- the relationship to the head or the person being interviewed . . .
- the gender. . . .
- ethnicity--this would be dealt with differently in different countries--Inuit, non-Inuit aboriginal, First Nations person . . .
- Labor force status--we ask whether the person is working for wages full time . . . part time, and
- do they want a job or do they not want a job
- measure the level of harvesting activity for each person, identifying whether hunters/gatherers are intensive, active or occasional. . . . The measurement levels of activity were developed by the Wildlife Management Board in Nunavut. . . . A hunter who hunts all species during the year is identified as intensive. We see a transition to weekend hunting by hunters as they age. That doesn't mean necessarily they bring in less meat or fish.
- child care
- house work including cooking, cleaning and laundry."

Peter Usher drew his household diagram on the board.

"We have the household (Box--this is the household) and Headings Above Box:



"There are four streams of income coming into the household--

- the first one is wages
- transfers-- things like pensions, unemployment income, dividends--any cash income which is not earned;

- commodities means production of resources for sale--you sell reindeer, you sell furs, you sell fish--not in wage terms--but measurable in cash;
- subsistence is the value of food produced for the household--or food produced by the household for household or community use. This never enters the marketplace so no price gets assigned to it.

"The difference is that the volume of these flows varies tremendously through time and in communities. If we want to measure how the household produces income and the streams of all this--we have to figure out how to measure that. There are one or two other sources of income. Business income in Canada or investment income, at least in some households, you could possibly measure that. In theory it's there--whether we want to measure it is another issue. If we were looking at household activity in 30-40 years we would find those streams contributing to the economy of the household.

"Money coming in: income and activity--we have people engaging in one or another of these activities--we measure these as both income and relative amounts of activity devoted to realizing any one of those incomes. This is a model that says the household is a producing economic unit not just a consuming unit. It has

- Resources--access to resources--not ownership of, but a collective entitlement to use of land. It can make use of community-available resources.
- Labor--you have several people in a household that can apply labor to something.
- Capital--harvesting equipment: boats, rifles, ski doos, etc. These are what the household combines to produce things.

"Then we look at what happens with this income. The household organizes itself to reach out and bring in these wages, transfers, etc. With these various forms of income, the household consumes, but it also has to reinvest the cash that comes in into capital because without the capital it cannot continue to do the subsistence and the commodities.

"Our question, if we accept this model, is, of course, that there are a whole bunch of other households in the community and things are going out to other households--that can happen in terms of labor--more than one household to do things--boat crews come from several households. Income from subsistence is distributed--elders, family members not harvesting for themselves. To me what we want to ask ourselves is, how does our questionnaire economically and efficiently measure these things that are going on? When I look at what Jack has given us, I see something that measures the activity but not the income, which must come somewhere else."

Jack K: "I think we have three things on the table: we have a set of input streams that are in the household questionnaire--we discussed measuring wages, transfers and subsistence as aggregate streams coming into the household. And we measure consumption as a more subdivided set of aggregate outflows."

Jack H: "This matrix gives us a map of what we should have on characteristics of the household."

Birger: "When you ask people whether they want or don't want a job, is it your experience that question gets the answer you want? In Greenland we would ask if they are applying for a job--to see if they are in the labor force."

Jack H: "We want to identify those people who don't want to work--the sick, the elderly, etc. These questions are detailed. We use three definitions of unemployment in Nunavut:

- if a person has not applied for employment in the last month;
- if no work available we call them the hidden unemployed
- no skills to sell in labor market."

In Copenhagen we discussed the fact that we need to determine the type of organization, sector of the economy, etc. for whom a person works. We will have a list--we have to talk about how to harmonize that between the countries.

...

We also talked about where a person holds more than one job, we should ask, 'In the past year, at which job did you work the longest?' and 'In the past year, at which job did you earn the most money?'

Ned requested clarification on what the time frame exactly is when reference is made to "in the past year." Jack Kruse said "the 12 months prior to the interview."

A discussion followed regarding several pitfalls: The issue of seasonal employment raises concern that you may be asking about the prior week's income at the wrong time of year to get a real picture. Thomas was interested in how the individual and family income would be acquired, but Ned pointed out that income can be a sensitive issue. It was Jack Hicks' thought that every adult in the household would have to respond to the personal income inquiry, but Jack Kruse said he "thought we would only ask the wage labor questions of the selected random individual."

Thomas suggested another question set that might be of value would be to ask if subsistence hunters don't spend as much time hunting as in the past, whether they "feel they are more efficient. Combined with this question we can ask if they provide or catch the same amount as 5 years ago. If they spend less time, we have some measure."

Dialogue continues regarding the many topics covered in the questionnaire, the apparent excessive length of the questionnaire, and the need to determine an efficient, clear way to assure that the SLICA needs are covered. Ned pointed out that many of the questions the SLICA team needs will be reflected in the APS core.

Jack Kruse pointed out that the information on the household matrix would get wage labor and subsistence information for the individual, but not fulfill the needs of the information necessary for the full household. Peter Usher pointed out that to the extent any one individual could not answer the questions for the household, other household members would have to be asked those questions. Thomas reminded the group that was not possible for us. In the case of the SLICA/APS survey, we would have to rely on the "person most knowledgeable."

Jack Kruse continues: "We now have a pretty good match between the model we're talking about and the information we're getting from the person most knowledgeable. We have to tweak the income categories and the consumption categories. I think we should turn our attention to the individual interview now and say, what is our comparable model--what is it we need to find out from the individual that we can't get from the entire household. . . . We'd like to compare unemployment across regions. We can't do that from the person most knowledgeable, we have to do that from the individual." . . .

"Whether the person is underemployed or not is an important concept. That's one of two ways of getting at whether these questions get us to a measure of unemployment and a measure of time spent working. The other might be to do a wage rate comparison."

Thomas: I think we need to look at total income--then if we want to, we can detail it into commodities and wages, and transfers.

Jack K: "I'm thinking of differences in whether a person can find a job with an adequate wage as a measure of well being."

Thomas: "We still need to know something about their consumption possibilities as an individual."

Jack K: "So we're asking about occupation, type of employer and type of work, right? That's the full set."

Birger: "One thing we're not asking about and that we haven't discussed is the work conditions the individuals face. . . ."

Jack K: "We had two parts in the personal interview we put together--what it's like to work on this job; i.e., do you work with family, friends, does the job involve traditional skills. Does that go along the lines of what you're trying to get to?"

Oleg: My opinion about this household matrix is that it is a good idea. I would like to ask you, Jack, about age. This scheme--It looks good. What will be your classification system? Will you break it into 16-20, 21-27, etc.? What ranges will you use?

Ned: We'll ask for the actual age of the individuals.

Following this discussion, a discussion ensued regarding "ethnicity." Peter pointed out that in Canada what should be asked is "aboriginal status." Whether an individual is a land claimant--do they have status under an aboriginal agreement?" Thomas set forth three different measures he uses in Greenland to measure ethnicity. These measures include origin, activities, and _____. Peter indicated that in Northern communities he has gotten answers by "single origin or multiple origin--one person is answering for everyone in the household." But Birger countered with the fact that origin alone does not give a clear picture of the "complexity."

The difficulties and realities of having to rely on the answers of the "person most knowledgeable" were discussed. The subject of ethnicity is perceived to be challenging as is personal income--not everyone in the family will be able to address these questions.

Jack K: Maybe each country could come up with a definition that gets closer to status than anything else. In Alaska and some regions of Canada, it's straightforward. In Greenland it's whether you were born in Greenland. Is there a way you can make a definition that would be clear for people to know whether they are Saami or not? Peter queries whether it is necessary to know the "ethnicity" of each individual in the household. Jack clarifies that as an independent variable we need to know if the household is mixed. There are household questions that ask about total wages, total subsistence etc. Thomas inquires whether how much of the household income comes from a given individual will be clear. (I heard no answer)

15-MINUTE BREAK

Jack K: I thought that on the subsistence economy we were going to try to make it parallel to the employment so we were going to ask about harvest activity in last month and harvest activity that provided the most food for the household....

Birger: Yeah.

Upon discussion it is decided that the household economy/harvest subject will be addressed again on Monday when the APS guests are present. In addition, Birger points out there are some more formal discussions that need to be held with "Stat Can regarding the cooperation of the process, the sharing of data, the construction of the questionnaire, the personal interview and the household interview." Thomas reminds the group that the "rights to data" have not been discussed.

An agenda for Monday is constructed by the group:

- Introductions
- Welcome by Birger and then Larissa
- Open for APS Presentation
- Discussion of issues
 - Timelines
 - Access to Data
 - Integration Process
 - Household vs. Individual Questionnaires

Following the establishment of the agenda for Monday, the group begins to discuss concerns about the length of the questionnaire and the coordination of the APS core and the needs of the SLICA team.

Jack Kruse suggests taking a positive approach to the discussion with APS "We have come to the place that to the extent that our core and their core are the same questions, then most . . . problems go away. I think giving them feedback on module 1, saying 'hey, we've embraced a large amount of module 1, which we realize is still evolving, but that . . . it was a great starting point.' It would be good to get the sense of how much we differ on module 1."

Discussion continues addressing the subject of sharing of data. It is Ned's understanding at this point that Stat Can is "willing to share cleaned files--record level data stripped of id." Peter is quite skeptical and suggests it would be good to get this arrangement in writing. Ned continues by describing that each of the respondents would have to give "informed consent" to having the data shared with each of the international team members.

Jack Kruse proceeds: "So we have two things--how much divergence there is between module 1--ours and theirs--and the parts of module 2 we need to discuss before we present our suggestions to them. I suggest we quickly review module 1 issues and differences--and then go on to module 2 so we can present them with our proposals."

Language:

Ned begins by filling in the group on the evolution of the language section. "The SLICA international team and the APS overlap for this topic area--basically it's identical except question 7: "How much of the time do you use your primary aboriginal language?" There is a box response and we want to add: "out on the land", "camping", "hunting", "fishing".

The advantages and disadvantages to using the term "primary language" or "aboriginal language" were discussed. Thomas indicated his proposed question which asks, "What was the first language you learned?" which is in APS. He would also like to see the question "What is the first language you use today?" but it doesn't appear in APS. Jack Kruse proposes that the group "go through and do the detailed comparison of what is in the current APS and in the current SLICA team's thinking on the needs for the various topic areas.

Larissa reminds the group that in Russia many people use 3 or more languages. Thomas suggests asking people "if they have a 3rd language. He also points out that "It's important . . . to know where they use the different languages." The group consensus is that Thomas' questions using a table to show which language (1st, 2nd, or 3rd) individuals use in different settings gets a more clear picture than the APS Module 1 questions. The issue of where people acquire their first and second language is covered with the question, "In learning your first and second language, who helped you?" Thomas' box approach also appears to be an efficient way to get a large amount of information with a minimal amount of time spent. The "primary and secondary languages will be established at the beginning of the survey. Then all that needs to be established is "whether they use the first or second language" in a given setting.

It is also decided that it is important to try and determine whether the parents speak different languages, whether the children speak the same primary language as one or both of the parents, whether there was some sort of requirement to speak a specific language to hold the job they have. Another question agreed upon by several of the group was to ask what language an individual chooses to read if they have choices.

Thomas' last suggestion, the rather hypothetical question "Do you think your first language will be spoken, written and read by your children and grandchildren?" raises a larger question in Peter's mind which is discussed. "Are we going to deal essentially with responses of questions about personal behavior or are we in to perceptions or opinions? What is the balance with those things? If we drop things, do we drop opinion questions or -- if we keep both, do we intersperse opinion questions with behavior questions? I think we need to get some idea about that." Thomas' response is that in Slagelse it was agreed that the SLICA team wanted to measure well being not only by descriptive measures but also by subjective measures. "It's

important to combine the objective measures with the subjective measures. I don't think we should keep the subjective measures separate. They belong to the certain objective indicators." The conversation continues debating whether the subjective and objective questions are to be dealt with by subject or separated due to falling in the SLICA portion of the questionnaire rather than as part of the APS core. This is a subject to be pursued albeit gently, with APS.

Education

Two questionnaires are placed forward for discussion regarding Education: One from Thomas and the Greenlandic group and the Module 1 Section D. Instead of the Module 1 question about "where" did you attend school, Thomas suggested asking "If you attended school away from home, did you feel you were alienated from your family and friends or did you feel you were able to maintain ties with your family and friends?"

In addition, Thomas continued "We also have a question about whether your parents encouraged you to pursue post-secondary education. That's followed by a question (if the respondent is a parent) whether they encourage their children to acquire further education. In some of the Greenlandic settlements some of the older people and some of the parents actually don't encourage their children to acquire education because they want them to stay in Greenland. We have followed this up by a question saying do you mostly agree with A or B. quote:

"Do you mostly agree with A or B?

A. Out of consideration for our local community, and for our culture, it is more important that young people from here get a traditional job in the community than that they acquire a post-secondary education away from home.

B. It is important that young people acquire a modern post-secondary education even though it means that they have to leave their local community for good."

Peter thinks this an interesting question that will generate a clear answer. Jack Hicks prefers using some other wording like "for a long time" instead of the phrase "for good." Jack K asks what this "opinion of the general case" will get as data for the general case. It is Thomas' assertion that it indicates how to secure the maintenance of the local community in contrast to individual people." Jack K proposes it be a question to ask be included in the qualitative testing, but suggests that the words "we take out the words 'traditional' and 'modern' in both cases." Thomas continues by reiterating his interest in asking whether parents encouraged their children to pursue further education because he sees it as one of the key variables in education and mobility between generations.

Ned says his regional team has indicated they feel the education questions are focused too much on "schooling" rather than education in a holistic sense including how you see the world. Jack reminds the group of the personal interview questions re sewing skins, building boats, etc. Thomas urges a focus on the "transmission of traditional knowledge between generations. We could then create specific lists tailored to different regions." Jack K thinks the lists are useful because they can be made regionally specific. However, this does pose a problem for APS in that they don't have the personnel to make these lists regionally specific.

In an attempt to bring the education discussion to a close, Ned interjects: "So I guess, wrapping things up for education, we have a couple recommendations;

One is to keep pretty much in its entirety the APS core--remove 4d and 7d."

Brian interrupts to ask a question about whether or not there is a question addressing why individuals who perhaps started post-secondary education didn't complete it. Thomas assures him that question is covered.

Ned: Summary of education recommendations. Eliminate 4d and 7d but keep everything else. My recommended add-on of questions 21-24 -- you say, "no way." We rework Jack's list to create a "traditional knowledge" component. What about -- potentially add some from Greenland list.

Thomas Yes. Parents' encouragement of their children for post-secondary school. And then what the educational level of parents is.

Larissa: We have a special needs school for children in Russia. There is nothing discussing schools for special needs children.

Communication and Technology

Ned: We could finish this up if we go to communication and technology....The Greenland team has offered some brilliant points. I added a number of questions related to internet cost and access. They overlap considerably. We changed some response categories--took out pager, fax machine, just a few little tweaks...Any comments? Birger offers several suggestions:

- add language as a reason some people have not used computers.
- Ask "Are you more able to communicate with friends and family more because of internet access?"

At Jack H and Peter's suggestion Ned will also

- Add "how" to number 12.

Peter: Most people don't have local dialing access to the internet. It's more important to ascertain if they have local dialing than it is to determine what impact cost has on your use of the internet.

Jack H: Both are valid. I think in Greenland internet is way more expensive than in Nunavut even though it is a local call.

Birger: It's about 10 cents a minute.

Ned: If we keep those two questions, we're set. I think I did cut a lot. We'll have to use the local currency everywhere.

A brief discussion follows regarding currency. Larissa prefers to measure all currency in US dollars and suggests the entire questionnaire for all countries do the same. Jack H makes it clear that in Nunavut calculation in US Dollars would be meaningless.

Day 2

SLICA Board is joined by Marie Patry and Pat Greenhalgh of Stat Can and Gail McDonald of Regional Health Survey.

Greetings and opening statements are made first by Birger and then by Larissa, followed by introductions of all individuals around the table.

Marie: "[Statistics Canada is] trying to integrate three components into APS--SLICA and RHS (with Gail and her group--First Nations), and we have a third one for the Metis. All three of these groups have components we will be integrating into the APS core. So we have three integrations underway. They are all different, as are the processes for each. We have to compose with each of these three--it's a challenge and an interesting one. If we can pull it off--we'll all be better off as to the statistics that will come out of it.

"That being said, being Stat Can, we do have timeframes and that's going to be the most difficult challenge: to be able to do all of this within the time frame that we have is not trivial. As you now, we are planning to be collecting this information from Aug of 2001 through December / January 2002. . . . It seems very far away, but it's not. . . .

"The other milestone that we have to meet is the pilot test that's scheduled for September. It's only 6 months away. In those six months we need final questionnaires for each of the three components I talked about. We need them translated in French, Inuktituk, and possibly into a few First Nations languages, though not many, because of the time constraint. For the full survey, we will have to translate into many languages--for the test it's not feasible to do all languages.

- We need questionnaires,
- we need them translated,
- we need an interviewer's manual,
- we need to train interviewers,
- we need to select sites.

"We also need to do qualitative testing of module 2--we haven't done testing with module 1 in the Inuit--we're right into qualitative testing as soon as we have completed module 2--which will take place this week, once we have the modules from RHS, SLICA and the Metis. The RHS has to do its own qualitative testing. We all have to do the qualitative testing at the same time if we are to do the pre-testing in September. We hoped to have all these by the end of March--but the critical time frame is for the September field test--we are not in a position for collecting in 2001 if we don't pretest in September. We are not entertaining delaying that time line. We cannot postpone the use of the funds either. These are the reality checks on that very challenging and very interesting venture that we have. These are the last dates. We have to be there. This is my update--we've made a lot of progress. Pat will share with you where we are on module 1 and module 2. We're using the collective "we." It is all of us--including this group. Anyone have questions.

At Peter's request a printed timeline for the various questionnaire deadlines is distributed to the group.

Pat: "So, where to start? How about with an update on Module 1? I'm sure you've all seen module 1. What we did was try to address all of the "must haves" that the implementation committee said they wanted to see on the core questionnaire. At that time we paid no attention to time--module 1 as it currently stands takes 20 minutes. The entire core will only be 25 minutes long when we're finished. We will have to do some serious cutting to get to half of what we have now. Module 2 was developed through the same procedure--there's a lot of tough stuff in module 2--lots of tough stuff and lots of content in module 2. As we speak, the finishing touches are being put on the Module 2 questionnaire to be presented on Thursday. We will get some preliminary feedback--a very initial look at the questionnaires to see what works, what doesn't work. We'll make those changes before we distribute the draft module 2--we're looking at about 50 minutes for the core right now--draft module 2 will be 25 minutes. The health section by itself is about 12 minutes. Although everywhere I go I hear health, so I know it's a priority everyone is interested in, that will need cut too. We'll get initial feedback this week--a week making revisions and then be in a position to distribute the questionnaire as it is at that point.

"Here's the schedule necessary to follow to get to pre-testing in September. Both qualitative and field tests need done. The objective is to find out if people understand the questions to be able to respond as you expect--that the flow of the question works--the objective for the field test is also content driven in a more general sense. Is the questionnaire hanging together--working in the field out there where you want it to be? Qualitative testing for Module 2 is for May--soon, soon soon. How we get there is another question."

Marie: "If you look at the schedule the first thing we need to do is format the questionnaire and then have it printed and then have translations done into the other languages necessary. Whatever you have developed now is in English--same for us. We need to put into place a process to meet these deadlines.

"If we walk back from

- field tests in September--go down to the 9th line from the bottom--
- "Questionnaire Delivery"--that's where we bundle and ship the questionnaires to the field--wherever the interviews will take place--throughout the whole of Canada. . . . It's only a week, but if we don't meet that deadline, we won't start interviewing at the beginning of September.

- "Training happens after questionnaires are delivered. We could train them with a draft but we really don't want to do that. . . .
- [B]efore delivery we need to print, again [we have] just 10 days. Given the volume it's feasible--but we must have that date held.
- "The translation of the questionnaires comes before that and we've allotted 10 days. I don't think we can do it in the 10 days that we have allowed there, but it's all the time we have in order to meet these deadlines.
- Then there's revising in translation, and formatting after that. It's really tight!

Peter: "Presumably those dates apply to any add-ons by SLICA?"

Jack K: "One of the challenges that we have is that in each country we have Native management boards. We've been working on developing funding--so what we've decided is that all the countries will contribute to the Canadian approach with APS--we will then have to step back. Even though we don't have funding to be in the field in each country to meet that timing, we need to move forward with Canada and the APS schedule to have our questionnaires comparable throughout the circumpolar."

Birger: "We're having a meeting with the Greenlandic advisory board in May. That will be the first time that the advisory board sees anything looking like a questionnaire. We're hoping we can both contribute there and have a comparable questionnaire in each region."

Ned: We got through the timeline issue. Let's hear something about RHS.

Gail's presentation on RHS can be found in the full transcript of the Montebello meeting, but has been omitted here.

Birger: Before you have to leave, Marie and Pat, we'd like to present to you some thoughts on Module 1 and 2, we need to discuss access to data and to begin our discussion of the MOU. I understand you'd appreciate our starting with Module 2.

Household Economy / Harvest

Jack K: While we were in Denmark, Birger, Jack H and I considered Peter's comments on our first round of questions on this topic area, and discussed how to approach the two sections on household and harvest. We realized we wanted to squeeze that down to as short a series of questions as possible.

The person most knowledgeable stuff had to do with household economy--who does what and how do household inputs become outputs. We decided in Denmark that what Ned and I had put together was more than we could expect one person in a household to be able to reliably answer. We also thought the format would lead to too much time for the information. Part of this is a formatting issue. With that Jack H suggested an approach they have used in Nunavut that boils down about 10 pages of questions into this one-page household map.

At this point there is an exchange regarding length with Marie, Jack Hicks and Jack Kruse. Marie makes it clear there is no funding for an interview of any configuration that lasts more than one hour, unless the SLICA team comes up with additional funds. Both Jacks indicate the hope and goal to have as much of the SLICA questionnaire covered by the APS core as possible. Ideally in its entirety.

Then Jack Hicks introduces the household matrix to Marie and Pat. Marie continues:

Marie: I understand the idea of the map--do you have separate questions in the survey questionnaire to fill out this map?

Jack H: Interviewers got very comfortable with just using this one map and didn't have to refer to the standard definitions but we would have them available.

Peter expressed his concern that he wasn't sure this matrix works best for measuring the data necessary for the "household model" and that those questions necessary to reach the critical data were still in progress and might not be ready to meet the deadline as part of the core.

Marie suggests Pat describe her harvest section which is being developed for Module 2.

Jack K: I think the focus of both APS and SLICA is on the randomly selected individual. We can't generalize to an adult necessarily in trying to determine what's going on in the household. There are very different ways in which households organize themselves. It's a way of trying to help the responding individual's circumstances to see his/her position within the family structure. It's a way of understanding the organization of the household.

Marie: I think we can do something like this--I think it's doable. As Pat said, until you see Module 2 it's difficult.

Thomas: Who's doing module 2?

Pat: I am. It is based on the implementation committee's "must haves," the RHS contributions, the government inputs and some one-on-one discussions in the provinces and territories. We've taken all this information, synthesized it and asked the implementation committee to sift through it.

Marie: At the beginning of each of the interviews we need to confirm the identity, ancestry, registration, again it doesn't apply too much to Inuit. That section will come first. We start by doing the confirmation and then move on to content.

Jack K: To make sure we're clear on this particular challenge. The information we're thinking is necessary from the household level is the activities and then the aggregate flows of income by major type--differentiating wages from transfers and then expenditures by major type. Those are probably the most problematic--they require the most knowledgeable person.

Pat: Ideally you'd like the interviewer to go in and find out this critical information in the household and figure out who is the most knowledgeable person to answer the remaining questions and focus on that person.

Peter: I think there would be a person most knowledgeable, but a randomly selected person might not be that person. The minimalist question is "what do you spend on new equipment?" I don't know if you're looking at other categories of expenditure.

Thomas: What about rent?

Pat: Yes, we get the housing stuff--rent mortgage, etc. We don't have anything in terms of expenditure for harvesting reinvestment in equipment.

Jack K: How does all this evolve back in to the timeline? We think that we can get Peter ready to represent our collective thinking on the household economy stuff. That is the expenditure, income flows in and how people organize themselves within the household. This is providing we can figure out how to pay Peter...You wouldn't need to stop here--you'd get additional ideas and could bounce those things off Peter--to negotiate the SLICA interests.

Marie: It would expedite it.

Pat: Perhaps it looks more daunting than it is.

Peter: The important part is how to address those issues that need some serious measurements.

Jack K: The background on this is that we -- on the personal interview we sent you we had questions regarding the individual's harvest and subsistence activities. We pealed that back and came up with some summary suggestions as points. Basically what Jack then went away with was the assignment to revise this into a set of questions. What we have is more like an outline we can give you.

Pat: Some of this is not covered in Module 2. Much of it is already in the draft I have. Much of this I recognize and know will be covered in the core--

- "do you have definite arrangements for a job"--*those things will definitely be in a core*
- "paid worker, self-employed," *we'll get that,*
- "what the work was, how many hours, occupation, industry."
- *We won't get "when did you start working at this job?"*
- People tend to work multiple jobs--many work more than one at a time. *What we're going to ask about their job is about the main--"most hours or most money right now*
- *we're not asking "when did you start?"*
- *We do ask "how many jobs in the last year."*

- *Not* "how many weeks in total."
- "Personal income," *yes*.
- "Household income" *yes*.
- *Most of the questions that are not in common are those that are detailed.*

Jack K: The selection of the job is probably the biggest challenge--since so many jobs are seasonal

Pat: Yes. We've used an extended period. Any work since January 1, 2000 will be counted. Even if you were currently unemployed, you would be asked these questions--if you were employed 6 months ago for six months before that. We want to use a long time frame to get the seasonal stuff.

Peter asks about whether census data can be linked to the APS data. Marie informs the group that since the census questions were asked and answered without an agreement of "informed consent," the data cannot be linked to the APS data. Stat Can "will produce a public use micro data file [which is] different than sharing the records with another organization. We can link for those purposes--"

Jack K: It would be good--we'll learn through your pre-testing and hopefully our pre-testing, one of the difficult things is to try to anticipate the variance of the responses--if you ask questions in general about "do you own all the equipment and gear you need for hunting and fishing." You have to look carefully at the response distribution you get. In some cases you may get 80-90 percent that fall into one category. Comparable to the job interest--what did you do the last time you went hunting?

Pat: The wonderful thing about qualitative testing is that people love to be asked their opinion--and they let you have it. Even if you have a good idea of the problems--even if they -- they ask "what about" -- you've forgotten the activity all together--they do let you know.

Peter: We have a huge amount of harvest data--that give us much more detail and accuracy--and need to be mindful of what we don't need to ask.

Pat: Remember the core goes everywhere--this is on the 17th floor of a high-rise building and needs to make sense to that respondent as well as the aboriginals in the village.

Marie: The core is the same everywhere

Ned: There is no APS regional questionnaire. SLICA would be the regional section of the APS questionnaire. An APS regional questionnaire was previously a thought, but SLICA became it's own entity.

Jack H: The phrase "Inuit version of the APS"--it has the national core plus the SLICA stuff--

Ned: But it would not have the Inuvialuit.

Marie: The core is going to be the same everywhere. We had thought initially we could intermingle into the core specific SLICA questions, however, recently we've realized the core must remain intact to have one database about aboriginal people living in Canada. For development reasons we cannot wait--we need to get on with the process. It has to be one block that is the same everywhere--it is different from the initial assumption we had.

Jack K: But you can also have filter questions that lead you into the--harvest--and skip the urban person out.

Pat: I think it's important to think of the questionnaires physically--the first set of questions you're going to ask are the APS core, intact and about 25 minutes long. Then you're going to say to the respondent now I'm going to ask you some questions regarding harvest, etc. There will have to be some repetition of what has been asked and what will be asked. I think it's important to think about how you're going to ask subsequent questions. If it's 15 minutes later the way you ask may be different than the way you would ask if it was only two seconds later.

Jack K: I'm going back to the idea that maybe your core could be one hour that is exactly the same

Marie: For the Reserves we know where they are--they will get the RHS/APS together--the Inuit communities (50 or so in Canada) will get the SLICA add-on to the APS core. Then you have the Metis and some will get some mixed First Nation--Metis will get the Metis add-on--

the people living outside the Reserves will get the "Off Reserve" questionnaire. The core is the same and we're covering as much as we can in it.

Jack K: The core must then be no more than 25 minutes regardless.

Pat: But the reality is the core was developed to address "must haves" identified by the implementation committee. Of those questions that get cut, help yourselves to those of interest to you. Hopefully there will be some of those to help speed up the process.

Marie: The model we have developed has caused all of us to compromise in order to work together--we all have to trim down.

Housing

Birger: "This is done on the background of the 1994 Greenland survey. Basically we ask

- type of residence,
- how long in residence,
- how you acquired the residence.
- We built in a new category other than rental and purchase--that you live with owner/renter. Then
- economic questions related to having a house or renting--subsidies which are monthly payments for tenants and owners.

Then we have questions on the status of the house,

- number of rooms,
- different kinds of supplies and facilities
- water supply,
- toilet facilities,
- heat, and
- electricity.

Then we have a few questions on the individual's perception of the house;

- whether he or she would be willing to pay for a better house. We have combined questions about what the individual would like to have changed and measured it with their willingness to pay more. Then the last questions are directed at inconveniences in the home, it is important in Greenland
- whether people have insurance--it may not be relevant in other areas. In Greenland people don't always have insurance for various reasons.

I don't know how that matches what you think you will have.

Pat: It does and it doesn't again.

- We do ask about mobility--not in terms of how long you've lived in this house, but in terms of how often you move and when you last moved.
- We have some access to services in terms of finding out the location of houses that are available for rent and those kinds of housing services.
- "Rent" for sure,
- "mortgage,
- rooms",
- square meters--no, not sure what the purpose of that question is. Typically we use rooms and bedrooms and number of people in a home to calculate crowding.
- Water supply we have "quality" as well. Whether the water is good enough to drink.
- "Dwelling heated"--yes.
- "Electricity"--yes.
- We do ask whether or not renters would like to own their own home and what obstacles prevent them from doing so. That's similar to your question about perception.
- We ask about insurance--fire both in terms of the contents and the dwelling. We don't ask why you don't have insurance if you don't--only if you have it.

Birger: We ask it in Greenland because we discovered many people didn't understand how to get it or that they should have it. It was helpful for knowing to raise understanding.

Health

Birger: We have two sets of questionnaire proposals here; one developed by Larissa and one developed within the Greenlandic research group.

Thomas: "The Greenlandic group put these questions together--some of you may know Peter Biago--some of these questions have been used in the Arctic for years. The first question is about self-rated health:

- Current health problems,
- symptoms during the last two weeks,
- long-standing illness--
- we look into mental health,
- height and
- weight.

"Then we look into health behavior,

- diet,
- physical activity,
- tobacco,
- alcohol and drugs.
- health care, and finally
- language use

Pat indicates the APS has "a question very much like this regarding access to services in your language." It is agreed this is an important question across the board.

Larissa: I have my own questions in the questionnaire and have added some after talking with Thomas yesterday. They are the same in general.

- I will be asking each individual about his general health
- as well as the family health
- what kinds of changes have occurred with the family health situations and why;
- What is the average age of the family members.
- Why people have injuries or mental health.
- questions about symptoms, lung problems, joints problems, eye problems, hearing problems,
- how much he can carry
- can he chew food.
- If he had some illness problems and was not able to go to work, what symptoms did he have that prevented going to work. Was it because he can't walk--why he can't go to work--very sick, bedridden?
- Is he getting assistance from a health department or any medical care? Also ask if he his weight has changed. Is he getting better or worse and why
- if he has a diet is it in connection with religion, weight loss or disease.
- does he have difficulties getting assistance or medical care. How often does he have to ask for medical care assistance?
- We'll ask for details about symptoms, head aches, temperatures, ear aches, etc. We'll provide a list of diseases to choose from.. It would be important to pay attention to tuberculosis. Whether he is in hospital.
- look into dentistry--to follow the formula (set out in questionnaire). Want to know what kinds of diseases they have in their community--tuberculosis, brucilosis, etc.
- question about suicide.
- if they have any aboriginal medical care in their regions
- look into people's responsibility for their own health.
- questions about the aboriginal organizations about health care--traditional medicine

- also ask if they have a Shaman
- what kind of food is used--traditional or European. Do they eat fast food?
- If the traditional food is cooked or raw--then we know what vitamins they get from it.
- Do they get any vitamin or mineral substitutes. How often do they use pills? Do you use pills at a doctor's instruction or on your own?
- If you always follow what the doctor says, do you get physical exercise or sports?
- Questions about alcohol. Almost the same as Thomas' question.
- Also want a question about whether he would ever try to quit drinking. If he tried ever to stop drinking was it a positive or negative result. If any communities have some kind of limited access to alcohol and how do the people react if people say let's have a dry community.
- Then I have questions about smoking. Almost the same as Thomas' questions. Where do people smoke? Some people use chewing tobacco.
- Same question about drugs Thomas has.
- Separate question for women, how many pregnancies and how many children and also whether the children are alive or dead. Did she breast feed? Until how old? Did she use contraceptives?
- Sexual violence and sexual abuse are very sensitive questions. Some women won't say, but we will try to get answers. Also we will ask if they have nightmares.
- Also a question about what event in your life do you consider dramatic in causing your fate.
- Any depression in the last month? What symptoms did you have?. What statements in the list are the most suitable for you.
- Want to ask if people want to live in a community or outside a community. Length of body--such as height, weight, lung size, blood pressure, etc.

A discussion follows where it is made clear that while Larissa's questions are all valid, the questionnaire is much too long for the SLICA 25-minute add-on to the APS, and only the most general of her questions will be covered in the APS core. Gail mentioned the fact that the RHS will be asking the most sensitive questions in a self-administered section of the questionnaire. When the question is raised as to whether the SLICA portion could have some self-administered questions, Marie indicates it is feasible, but Pat points out that the interviewer must stay there and take the completed form with him or her. It is also more expensive to process and gets more expensive linking the self-administered portion and the regular questionnaire. Thomas reminds the group that the entire questionnaire can only have about 150 questions in the hour and that Larissa's current questionnaire is 80 questions long.

Language

Thomas: What we suggest could be changed in this section is, instead of asking about your first "aboriginal" language, we suggest you just ask about their first and general language--that would be relevant in our areas, anyway. In 5, 6, 7 we have basically the same questions you have--we just ask for 1st, 2nd, and 3rd language. We ask about how you understand and speak your language--we'd like to see that divided into two questions. Question 8 is related to where they use different languages rather than grading the percentage of use of the different languages. I think these are the 14 questions we feel should be asked--important to all languages in general rather than aboriginal languages specifically.

Ned points out that it "slightly shorter than the current APS" and Pat agrees. Marie is non-committal as to whether this could replace the current APS question set.

Education

Jack K: This hand out of questions on education is exactly the same as the APS except for the last page. That, of course, means that the last page is additional. We want to get

- perceptions of people's feelings about whether they had to go away from home to school;
- about the education level of their parents;
- and whether parents encouraged the children to get further education.
- You have a traditional activities section in your core--we've suggested that it won't be very useful in the Inuit North--but instead some of these skills we're addressing regarding what people have learned growing up, would be more helpful.

Marie: Are you suggesting 32A--be included in the core--

Jack K: To the extent they could be included in the core it would be great.

Thomas: [W]e think [educational level of parents] should definitely be asked of everyone. You'll find that the educational mobility between generations is an interesting bit of information.

Marie suggested asking the educational level of the parents might be asked of the youth in the youth questionnaire, but Jack K pointed out that that would not be a comparative measure because the other countries will not have a youth questionnaire.

Access to Information Technology

Birger: Most of the questions we have are exactly the same as APS. We have reduced the 16 questions APS has to 12 questions.

- we suggest adding two-way radios and deleting a couple other things.
- Regarding using a computer, we suggest you might add language as one of the reasons they can choose for not using a computer.
- We like your questions 8 and 10 --we have 11 and 12 that are new questions we'd like to propose to get at whether the use of the internet has affected the daily life of the respondent.
- We think we should ask questions to get at whether communication with family, friends, jobs etc has been affected by use of the internet.

Pat inquires whether the group would have a problem with cutting this entire section and is told it has already been considered. In the overall picture of need to adhere to short time--health would take precedence over information technology, although the group felt strongly that two questions should be included: access and use.

The SLICA team also suggests that APS cut out the section regarding community participation and traditional activities completely. And that discrimination could be dealt with in a few questions rather than an entire subsection. Pat said APS will build discrimination questions in as appropriate through other topic areas.

The discussion then turned from the questionnaire topic areas and moved on to the semantics of this joint venture.

MOU and Access to Data

Marie: The SLICA/APS survey will be taken under the Statistics Canada Act. Therefore it means that the data will be held in Stats Can. It will be made accessible to the public as we have to do with all Stat Can data. We have measures we put in place to control the data to be sure we don't divulge private information. We can also go into data-sharing agreements with parties.

The constraint that we have, related to data sharing is that we have to share with a corporation. In the case of SLICA, this is not a corporation. Technically we could not share with SLICA. This is the first hurdle to overcome.

Birger: Could you share with Statistics Greenland?

Marie: "Perhaps, but even if we do, it would have to be controlled. Stat Greenland wouldn't be able to make multiple copies. We would have to agree on what the conditions are that we would be sharing under. You would have to be specific as to what you want and we would take it back to the gurus at Stats Can.

"These are the key principles--how and with whom we share. [Another complication with SLICA is that there are two or three levels of data sharing.]

"If the Inuit are interested in getting access to some of the data, that would also have to be considered. When we go into a data sharing agreement--the respondents have to agree to the sharing arrangements. That is the first thing we do when we start an interview and the respondents have to agree before any other questions are asked. The respondents need to know clearly with whom their information will be shared."

The discussion clarifies that although a university is a corporation, Stat Can would have to be able to tell the respondent "who" Laval University was...and Stat Can could not contract with a specific professor in the university. When the appropriate entity is found they enter into a "Data Sharing Agreement" which allows for providing a database of individual records stripped of identifier. Stat Can must assure that the many checks and balances on the access and controls are in place for proper maintenance of the data.

Another possibility is called a "deemed employee". In this situation Stat Can swears in researchers and, under certain conditions, gives them access to certain databases. They are allowed access to go into Stat Can's premises and work on the data. It's all very specific and set out completely. Access is possible over an agreed-upon, fixed period of time. Stat Can gets a copy of the research and there are many details.

If Laval University were to enter into the data sharing agreement with Stat Can, they would have to introduce the questionnaire by indicating they were working in collaboration with an international project team, and list all the other participants to the respondent before commencing the questionnaire. This would require a "communication strategy to let people know that this is what's happening and explaining what the joint venture is." It can be very cumbersome to read introductory statements if the list of sharing partners is extensive.

Further discussion opens on the issue of accessing a draft MOU for discussion at the Iqaluit national steering committee meeting in April. Marie offers to prepare a draft in time for that meeting.

Marie is unsure that sharing with more than one organization is feasible and suggests there be one entity with which Stat Can would share that has the appropriate infrastructure to control access, distribution and use. It is clear there are at least three levels of sharing. Stat Can, the SLICA team, and then the regional organizations.

Jack K and Ned remind the group that part of the SHRCC grant is "capacity building" which means the regional corporations are to participate in the design and implementation of the survey as well as analysis on a regional level. Peter indicates that designing the analysis does not require access to the micro-data. Jack K points out that at the Quebec City meeting the regional representatives made it clear they wanted to "be co-owners of the data."

A deemed employee does not have to have informed consent. To be appointed a "deemed employee" an individual must have an approved project. He or she cannot take the data home at night, but must use the data on Stat Can premises.

Pat suggests that if most the users, "except the odd person who wants to do a specific project," would be happy with non-micro data, Stat Can could readily produce data at a level that would not require informed consent. Micro-data is the level at which informed consent is needed. Jack K says the "Canadian regional organizations are interested in regional-specific data" and Pat indicates that Stat Can "could produce profiles at the community level that might produce the information they need."

Then Jack K asks whether a researcher could bring in datasets to combine with Stat Can's APS dataset to do a statistical analysis of individual characteristics that cross boundaries. Marie says it is worth finding out. She will prepare a draft MOU in time for the Iqaluit meeting, as well as provide some other drafts of regulations. If she can't get to Iqaluit herself, she will be sure a representative is there.

Marie and Pat depart.

Jack K sees two problems with respect to the data.

"One is an ownership and access problem out of principle." [T]he Canadian regional organizations want . . . the data in some form at the community level--they want to have access even if they can't publish."

Brian agrees. He recalls that in Quebec Brian Lyle made two points:

- "any data collected in the Labrador communities was in some sense their data; . . . because they had to be able to go back and independently examine that data to perform their own interpretation.
- The second point was the importance of being able to deny access to the data for some individuals or groups . . ."

Jack K continues with a description of micro-data: This is one record per individual--stripped of identifiers. It has no data that would allow you to identify a specific individual. The first level question is, "Is the level of sampling going to be sufficient to have the community identifiable in the micro-data set?" If at the micro data level the communities can't get the set of data they need, you could give them a database of tables. When you start asking for the data to be broken down by 3+ variables, the number of possible tables grows to a huge number.

Birger points out that there are a couple of software products where they put the data in databases and from outside you can go into a special file and specify any combination of tables and have it delivered. These products keep the data secure and multiple users can get access. These are: PC Axis and PX Make.

There are questions remaining as to whether these programs suppress data; and does it calculate statistics use? Perhaps regions could use this approach. Birger states that Scandinavian statistical bureaus allow use of these software programs.

It seems to Peter that if Nunavut or Inuvialuit could reach a data sharing agreement subject to security level, it would solve the regional corporations' problem, although it would still be a problem for the other members of SLICA.

Thomas introduces his concern that the regional corporations not be given access to data for publication purposes before the SLICA team has a chance to publish national and regional comparisons. Ned and Peter inform the group that the data will be publicly available after it is "cleaned." Stat Can has first right to the data. Under the APS, SLICA and the regional organizations can't have restricted access to APS data but might be able to negotiate with respect to the SLICA add-on.

Jack K: ". . . let's talk about the SLICA prospective problem. If we're going to do two-way tables that compare regions, if we had the Canadian data, by region or all together, and got frequencies we could put them in ourselves and calculate. If you have a table that compares a characteristic by region, you could add the numbers and divide by the sum--you could program excel to calculate that and give you probabilities. You could program it to tell you how much difference it makes to be in this one column than in that column. All that is much easier to do with a micro-data set or a record data set as long as the set allowed you to break apart the information you need.

"If you want to calculate how many months of a year--it depended on the type of community--it would tell you how important the "region" was in determining wage and labor. You could not do this for the whole circumpolar unless you have that piece of information in the micro-data.

"If you want to look at how important region is to explaining health; you would have to have all the records from all the interviews around the Arctic in one data set. You need the variance of 'between' versus 'within.'

"It seems the first is in the pain in the ass category. The second is in the impossible category. The first step is to negotiate for Stat Greenland or Laval to be the repository for the data. Then we'd have to have analysis meetings where we'd come together.

"If you can't do that, you need to make the micro-data set include all the variables that you're theoretically interested in. If every individual record told us what size community, type of community and level of harvest for that community, this would have a value for individual record.

Marie suggests if you have these you might be able to determine what community they live in. This is negotiable--difficult--but a backup. We'd benefit the entire research community if we did that."

"I think we could live with what she is calling a micro-data set, but we'd have to work very hard that we are not missing key variables from the dataset. Every community has a thousand variables you could analyze by, or some characteristic as a variable in analysis."

Peter: The people who really want it at the community level are the regional organizations who, if they are corporations, can get a data sharing agreement.

Thomas: We are not going to make community analysis in Greenland. We will do a national analysis and an international--between the countries and between the regions but not at the community level.

Peter: Seems to me at the national level a micro-dataset is going to give you all you need. LIA (and the other Canadian regions) can get a data sharing agreement for its own purposes--then they can analyze.

Thomas: I think we have to try to negotiate that regions can only have immediate access to the APS portion of the questionnaire. It is not in the interest of SLICA to have the regions get access to the data before the international team.

Jack H: We're going to have discussions in Iqaluit . I think Dr. Usher should be on hand for negotiating the MOU in person at Stat Can. I think this has implications with everyone.

Ned suggests drafting an MOU that sets out SLICA's issues and concerns, prior to receipt of the draft MOU from Marie. It is, however, agreed that SLICA should wait on a draft MOU from Stat Can since Stat Can has greater experience in all the potential problems and pitfalls that will need addressed. Peter, however, suggests setting out the critical requirements from both the SLICA and Canadian regional perspectives.

Ned is confused about whether micro-data is individual records. Jack K. assures Ned that micro-data is one record per interview; but the name and address are gone, and those variables that might be too specific are grouped--i.e. income level is a range rather than a specific figure.

Ned wants to know how to negotiate with Stat Can. Jack K encourages that Ned start "at the record level" in pursuing a data sharing agreement, ideally with Laval as the repository for the data. It would require informed consent that Laval was doing this survey in cooperation with several international participants. Peter thinks that if the regional entities believe they are getting the data they want out of the survey, they will support Laval about sharing the data. It would require the four regional organizations to say, on the front page of the questionnaire, "we urge you to agree that this data can be kept at the University of Laval." This would require five data sharing agreements: Laval, and one for each of the regions for its own regional data.

There are further discussions about the possibilities, restrictions and/or advantages of becoming "deemed employees" of Stat Can. To do the research a "deemed employee" must go to one of Stat Can's facilities and do their research on site. Brian proposes that perhaps Birger as chief statistician of Greenland and Jack Hicks as chief statistician of Nunavut could meet with the chief statistician of Canada and strike an agreement.

Political Resources

Brian suggests an approach that would initially map out a sense of the political terrain from the perspective of the respondent. One axis would be the types of political groups that exist at the community, regional and national levels.

- Then questions on types of political behavior, formal information, and attitudes.
- the problem of trying to distinguish between different political levels--
 - community,
 - region,
 - nation-state
- What are the organizations and groups involved in politics in your region, community and country--you'd get some reality of what they perceive.

- determine which of those groups, organizations, governments are most important as players.
- Ask if they have ever attended a meeting for one of those groups he or she talked about initially; formal and informal political participation
- A section on opinions to get at some sense of how the respondent sees the various political entities that they have identified in their region, community or country.
- Groups you have a chance to influence at the community, regional and national level.

Thomas suggests removing the "attitude" questions and points out that the priority here is the individual's perceptions of what organizations or parties make the greatest difference--or represent his [respondent's] interests the most.

Thomas, Brian and Jack K. exchange ideas about whether a list of political organizations is necessary to determine the effectiveness of various political groups and institutions. Jack advocated an open-ended question, even though it could lead to missing information, he pointed out that it would be the organization that he or she associates with the question on his or her own. Upon discussion it is pointed out by Thomas that if you don't limit the question to "community, region, nation, nation/country" you will find out if people in some areas are more focused on "local" issues while people in other areas are focused on "national" issues."

Brian pointed out that over a period of time you may see a growing interest on national level issues. Jack K suggested asking an open-ended question first, then follow up with questions about the community and national levels.

Oleg and Larissa want to be sure the issue of self-development and self-administration are set out in the "political resources" section. Ned continues by stating "self-government is a huge issue in the North among the Aboriginal peoples. There is the shift toward self-government. For these people, the move toward getting more control over governmental institutions might be a more important political resource than who is in power at a certain time. It might be more important to know how they feel they can integrate into the judicial system in their communities rather than how the political process is working in their communities."

Peter points out two ways of viewing "political effectiveness." One is the individual's power to affect government. The other is where the political leaders are effective in taking care of the individual's interests. Thomas feels that not only should political effectiveness be addressed on an individual level, but at a higher level by asking "do you trust your leaders?" Knowing whether they trust their local leaders is more important than knowing what political institutions are the most important.

It's 6:30 p.m. and I'm quitting for the day. I shut down and Larissa had some words about her needs in political relationships. Thomas assured her at the end of her presentation that her concerns would be covered in this area.

Day 3 begins at 9 a.m.

There are many issues to discuss, but the consensus is to open with discussion of the "big picture" issues. Meetings coming up, etc. Birger leads the group in establishing a list of upcoming events and dates that I set forth here in chronological order:

Format SLICA Questionnaire	4/10-13/00
Canada Steering Committee meeting-Iqaluit	4/18-4/19/00
Senior Arctic Off'l Mtg of Arctic Council	4/26/00 - 4/28/00
Qualitative Testing APS	May
SLICA Testing	May
Int'l Circumpolar Health Conf	June
Inuit Studies, Aberdeen	8/23-25/00
Canada Pilot Tests	September
Nuuk Living Conditions Conference	September 27th

Int'l Mgmt Board Meeting

Birger introduced the fact that he and Thomas will present an update to the Arctic Council on the funding situation, progress on development of the questionnaire, and what has come out of meetings. Mary Simon has specifically requested the issue of involvement of indigenous organizations across the Arctic be addressed. Jack Hicks pointed out that in Canada, three of the four representatives sent by the Inuit organizations are not Inuit. Ned suggests that they be identified as individuals who were appointed by the aboriginal organization to represent the interests of those people in that region.

Jack K offered to have Stephanie Martin (of the Alaska team) provide a video projector and so they could have a presentation in Power Point. It is agreed that all country coordinators will provide Birger and Thomas with an update statement for their use in the presentation by Monday, April 10th. Ned will also send an update after the Iqaluit Steering Committee meeting.

Regarding publications:

Thomas inquires whether there has been an agreement reached regarding the indigenous groups having the right to publish reports in parallel to the reports published by the SLICA team. Jack clarifies that he believes this was promised in the Quebec City Steering Committee meeting, and that it was promised to the Alaska management board as well. They were to work in concert with the country coordinators with each reviewing the other's proposed publications.

Thomas expressed his concern that the regions not be in a position to publish data that should be a SLICA product. Jack K clarifies that each regional organization's report would not be a SLICA product, but that it would be developed in collaboration with the country team. On the other hand, drafts of the SLICA products would be submitted to the appropriate management boards for comment--not censorship. In Alaska it has been negotiated that the management board has the opportunity to make comments on draft reports and if there are unresolved questions, they must be provided a chance to publish a rebuttal.

Jack K suggests that presentation of the issues of "access to data" and "publications" could be quite volatile if not presented in a logical, documented way. He suggested having a handout for everyone to look at. He suggested it start with the principles that were agreed to in Quebec City and then the bare facts of what SLICA is working with to meet those principles--so that those principles are not backed away from, even though there are some challenges to overcome. The MOU is the principal thing, but the regional level agreements are important too.

Con't with schedule

Birger directed the conversation back to schedule and pointed out that the APS qualitative testing is scheduled for mid-May. This includes the SLICA-APS Format, May 10th to 13th. Peter asked if qualitative testing was done in focus groups or by one-to-one questionnaires, and is told it is one-to-one based on a sub-sample of the population. Although APS did not "go north" to test Module 1, they have plans to go north for module 2 testing. Ned points out that in order to have this qualitative test effective and meaningful for the SLICA team, there must be a questionnaire that everyone in the international group can agree on. Jack K clarifies it must be "at least a questionnaire that we all agree on that you can use within Canada. I think it is important that the Canadian SLICA team participate in the qualitative testing so that you have hands on experience to bring to the table."

Oleg inquires whether the next SLICA board meeting will really not occur until the end of September when we meet in Nuuk, Greenland. He points out further that the APS pre-test will be occurring in September and perhaps we should get together before that. The discussion follows that many of the group will be in Aberdeen, Scotland in August, and Birger asks Jack K to put it on his calendar and register. If US funding has not come through, funding will be arranged otherwise. Exactly when during the Aberdeen conference the SLICA team will meet is to be determined. Jack H suggests we stay over on the 27th.

The International Union of Circumpolar Health Conference will be attended by Larissa and Thomas.

In September there will be a "Living Conditions" conference in Nuuk on Tuesday the 26th and Wednesday the 27th of August. That will be followed by the SLICA board on the 28th and 29th. "We could all go sailing on Birger's boat. It's good weather for fishing."

Peter Usher Funding:

Thomas and Birger offer to front \$5000 for Peter Usher to be active in the immediate time frame--Jack K feels Canada should be part of the decision to involve Peter in the international team. Peter points out that it requires developing a budget--maybe in Iqaluit. Part of the budget will depend on how much international team involvement is reflected in it. On Monday, there had also been a bit of discussion with Marie Patry that implied the APS might be able to help fund Peter for work done on development of the questionnaire regarding harvest issues.

Peter is prepared to work with APS and/or SLICA on harvest, but only after a contract has been drawn up and funds allocated. "As soon as I have a green light, I'll do it, then I can shoot it off to anyone who cares to comment--if I have no comments back in time, I'll sit down with Pat and work through the APS harvest questions."

How much time Peter will spend on the SLICA questionnaire development depends on what Stat Can will spend on him to allow him to do that. "If Jack Hicks wants to fund some of this, if Nunavut in its generosity wants to fund me, the further I can go. You talked about model development as a product for you guys--that's something that could be done down the road too.' Thomas indicated that Statistics Greenland will need some kind of a deliverable to put money into Peter's time on the project.

Logistics on Questionnaire development:

Jack K points out that when APS is done sifting through the broad sets of questions that SLICA has offered for consideration, there will be a large amount of it lying on the floor. From that the SLICA team will have to determine how much is appropriate to be part of the Canadian/SLICA piece--then we have to determine what the rest of the countries add and what other pieces there are. Jack K proposes Ned sift through everything and put together the closest possible "questionnaire" he can from the proposed question sets.

Birger raises the question of whether it might be possible to have a questionnaire that exceeds 1 hour, only to be reminded that the regional communities are not eager for that, and if it were to exceed an hour, SLICA would have to pay for the additional interviewer time. Peter suggests that the option should be laid out to people in Iqaluit, making sure everyone understands more money will need to be raised for that.

Justice

Thomas introduced a list of questions put together by Jens-Ivar. Peter asked if the questions should be asked about an individual or a household. Jack K says, they should be directed at the household? Peter goes on to say he does not think "traditional Inuit rights being sufficiently protected" should be addressed under justice and safety. Thomas thinks it belongs under political resources, and there is something along those lines there now.

Peter further points out his feeling that "justice is the shorthand for the administration of justice. The larger issue of rights, such as economic rights, etc. does not go into in this section." Thomas indicated he had no problems for removing land rights questions from this section--they can be addressed in the household section.

Thomas wanted to know if it would be appropriate to ask the question regarding discriminatory treatment by police since the Greenlandic research group has suggested that the section on discrimination be eliminated.

Jack K raises the issue that these different subject areas were assigned to designated individuals and Hugh is not here to participate in determination of whether or not to eliminate discrimination as a topic area.

Peter describes questions to the individual such as: "Have you been a victim of assault, robbery, rape?" He recommends listing the key crimes so as to avoid leaving it open to very fuzzy interpretations. Jack K does not feel it is important to know if a person has been victimized on more than one occasion. Thomas suggests the referenced time frame of past 12 months is adequate rather than the past 5 years that Jens-Ivar proposed. Larissa points out to the group that since these are sensitive questions, it may be a good idea to give them a chance to say "I don't want to answer." Ned reminds the group that the APS proposal is to preface such questions with a sentence along the lines of "Now we're going to ask you sensitive questions you may not want to answer."

There is further discussion on whether or not to do a self-administered section for the sensitive part of the questionnaire. There is no resolution, but Peter said "Keep in mind it adds to the cost. If APS decides to do this, then they will cover it, but if it does not become part of the questionnaire then we'll have to pick up the cost differential." And Jack K indicates the odds are that "there will be just one question on justice and crime on the APS core and [APS] will decide not to do [a self-administered questionnaire]."

Peter asked "Do we need to know whether people have a perception of what is documentable or identifiable as a problem in a given community? It's what people think about what's going on, and that may or may not be the real situation." Ned points out "there may be stuff going on that police don't know about--some crimes not being reported."

Oleg wants a category added in question 3 regarding youth losing their culture--"loss of traditional values." Another category Oleg and Larissa request is "violence in the media." Thomas is interested in having a rating of the causes of crime, Jack K indicates he finds it burdensome to have to rank the three most important, so Thomas suggests using a four-point scaling response. To counter, Jack K states that he feels it is easiest to rephrase the question to get to a yes/no response. He further states "Let's test it. If we have 90% that say yes, we'll go to the yes/no question; if no, we'll move to a scale."

Identity

Jack K began the discussion with the general question of whether the group buys into the five dimensions of identity that Hugh and Dave have suggested be used that come from the Maori study. These include: self-identity, other self-identity--"what does he mean?" Thomas describes it as "half Danish, half Greenlandic."

The next question Jack K raises is whether a Siidat a concept that is translatable into the different SLICA regions? Peter suggests that if "it were a First Nation individual, it would be like asking "to which 1st Nation do you belong?" Thomas adds it's like an extended family, but not blood related. Although there are various ways one can describe a Siidat, it appears that no one can find a direct equivalent in the regions represented at this meeting. It is some kind of a "collective." Jack wants to know if it is possible to ask respondents "if they feel, in their minds, there is an institution that represents their aboriginal identity? Is there some collective that represents them in their region?"

Thomas proposes that the Siidat be cut out of these questions. Jack counters with a suggestion this issue be directed back to Hugh and Dave and tell them "if they want to push the Siidat issue with us, we need to see how it translates to relevant criteria in each of our regions." Peter points out that Thomas' proposed version of identity questions gets at one's self perception of identity in a more logical format. Thomas describes what Bogardy's scale is.

Thomas reminds the group that from the beginning "we have stated if we want to establish the ethnic belonging we need three measures; subjective, the ancestral stuff, and then 6-7 questions that are behavioral."

Jack Hicks, Larissa, Irena and Oxana leave after lunch

Questionnaire Construction

After lunch there is general discussion about the need for a consolidation of the questionnaire sections into "some qualitative testing level." Jack nominates Ned to do this. The goal is to have a proposed "SLICA" questionnaire for the Iqaluit meeting. Although some of the sections are still quite rough, Jack K feels it is important that at least a "place holder" be there for the next generation. Thomas proposes taking the "Greenlandic" version of the identity questions unless and until Hugh and Dave clarify how a Siidat pertains to other regions.

Jack K's point is "We have so many pieces of paper and parts of documents we need a new benchmark to show the cumulative progress."

Ned suggests having APS format the questionnaire from a list of questions he can provide them, but Jack K encourages Ned to format it himself so as to not get bogged down time-wise with APS' other deadlines. One of the issues Ned is wondering about is whether or not scaling should be numeric or descriptive. (1-5, often, seldom etc.). There are at least 3 sets of health questions on the table. Thomas proposes Ned use the Greenlandic version for the time being. APS will have health questions in the core-so it will be interesting to see how many questions are needed in the SLICA component.

A discussion ensues regarding the resources Ned has and will need to pulling all "this" together in one format and what are his weakest links.

- Religion--I can take the questions we have.
- I can take the family relationships--They're in various parts of the questionnaire.
- Jack K suggests Ned order the components at his own judgment.
- Thomas offers to do political resources and
- for the identity use the stuff from the Greenlandic research group.

Jack wants to know, regarding lists that aren't read, if the interviewer is coding on the fly. It would seem an interviewer in that situation would miss half the statement made by the individual. If the interviewer just makes notes of exactly what the respondent says, much more of the content will be captured. He suggests Ned close all questions that you believe you have a complete list with the list being read. If not confident of all the possible answers, make it an open-ended question.

Peter concurs that Ned should eliminate the notion of an unread list. Thomas is concerned that the list at least be reflected somewhere--not to lose them. Jack points out that it is really a difference in style between what Stat Can does and what he thinks SLICA wants to do.

- Ned -- Concept of household economy--I have a list in front of me

Jack indicates he wants to see the first questions of the Concept of Household Economy pre-tested, and it sounds like to pretest the second one you might want to start open-ended and then develop a list. The first one may die under its own weight. If they buy into it, it gets around the potential problem of the second one. But first they have to buy into the scenario as reflected in the first scenario.