

ON THE LAND EVALUATION WORKSHOP REPORT OF THE MEETING

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EXECUTIVE SUMMARY

Eighteen people with a stake in Indigenous-led on the land programs in the North, including practitioners, administrators, evaluators, funders, and researchers, met in Yellowknife for a two-day workshop to explore effective, efficient and appropriate methods for program evaluation. This northern community of practice is working to develop a common, effective and accessible approach to evaluation.

Although workshop participants are involved in a variety of programs across a wide geographic area that includes NWT, Nunavut, Yukon, Nunatsiavut and Northern Manitoba, the programs share many objectives and intended outcomes. For instance, several programs are intended to strengthen: relationships between youth and elders, language fluency, and traditional land skills. All of these outcomes effect broader issues of re-asserting land stewardship, agency, power and sovereignty.

In trying to articulate a program logic or “theory of change”, many on-the-land practitioners struggle with the linearity of western models given that approaches to social change and intended outcomes are complex and inter-related. Several participants also steered away from starting with an *issue* or *problem* to be addressed, preferring instead to recognize that living well on the land is a way of life for Indigenous peoples. It is often more appropriate and constructive to use a strength-based approach.

Participants proposed three different conceptual models, which could be further developed into a shared *Theory of Change* for on-the-land programs. The first identifies both drivers and symptoms of colonization and intergenerational trauma. It further identifies specific program outputs and short, medium and long-term outcomes of those activities. A second conceptual model places individual and community core powers on the inside, surrounded by restrictive barriers and oppressors. On-the-land activities and related approaches are intended to reduce these barriers, allowing individuals to better project their core powers, resulting in a variety of positive outcomes. The third group’s model illustrates that programs targeting the individual have rippling effects within families and communities, and ultimately on broader systemic issues.

Workshop participants explored their preferred approaches to program evaluation and discussed which approaches work best in varying circumstances, considering participant demographics such as age, as well as project and program duration. In addition, participants explored evaluation methods that can comfortably and efficiently be integrated into program design and delivery.

Although it is challenging to infer long-term outcomes from program evaluation, this can be achieved by starting with strong logic models that demonstrate how a sequence of small changes can lead to a particular long-term outcome. In this way, an evaluator need only

measure a short-term outcome. In addition, workshop participants shared methods that some have been using to follow-up with on-the-land participants six months to a year after program delivery. Such follow-up provides insights to how the experience may have effected the participant after the "post-camp high."

Looking to the future, the community of practice would like to collaborate to: evaluate social change from land-based programs over longer periods of time; develop simple and accessible evaluation toolkits; maintain up to date evidence supporting the efficacy of on-the-land programs; monitor and share the results of two to three simple priority metrics; articulate effective and preferred evaluation approaches to funders; share evaluation resources and human capacity; and continue to connect as a community of practice.



INTRODUCTION

BACKGROUND

For two days, eighteen individuals invested in Indigenous-led on the land programs in the North, including practitioners, administrators, evaluators, funders, and researchers, met in Yellowknife to explore effective, efficient and appropriate methods for program evaluation. This northern community of practice is working to develop a common, effective and accessible approach to evaluation.

Motivation to convene the workshop stemmed from discussions among partners of the On-the-Land Collaborative, including dialogue that occurred at the On-the Land Symposium in March 2017 and among the On-the-Land-Collaborative Evaluation Community of Practice subsequently. Organizers hoped that further work to develop a common approach to evaluation would make evaluation more accessible for practitioners while simultaneously improving the quality of information and evidence being reported to funders and other supporters. Another compelling driver for this work is the opportunity to "collaborate at scale," creating a shared understanding and acceptance among program funders of a theory of change and evaluation methods that result from the workshop and subsequent work. This On-the-land Evaluation Workshop was intended to be an initial gathering of a small group of practitioners to share experiences and best practices in order to develop a shared framework for evaluation that could later be presented, discussed and modified at a larger meeting of a community of interest.

MEETING OBJECTIVES

The organizers hoped to achieve specific outcomes from the meeting. These had been identified in advance of the meeting as:

1. Develop a shared understanding of existing approaches and best practices in Indigenous land-based program evaluation.
2. Establish a framework for evaluating on the land programs (this will be formalized from the notes of the meeting and presented in draft at the next, larger meeting).
3. Identify and strengthen partnerships to test evaluation approaches and methods.
4. Further detail plans to validate an evaluation approach and methods with a larger community of interest.

Through the broader effort, including developing a shared framework for evaluation and reviewing and revising the framework within a community of practice, the organizers hope to:

1. Continue to share knowledge of existing approaches and best practices in Indigenous land-based program evaluation.
2. Develop a simple, doable, and replicable approach with tools for evaluating on the land programs.
3. Develop partnerships to test an evaluation approach and methods.
4. Establish credibility for the methodology and tools.

Participants at the workshop reflected on their personal goals for both the meeting and also the broader long-term initiative; these resonated well with what the organizers had articulated and also added detail and nuance. Participant identified goals can be summarized by the following themes:

- **Scale-up evaluation:** Articulate a broad, shared theory of change and develop approaches to collect data at a larger, pooled scaled so as to expand the data available and to reduce duplication between local and regional efforts.
- **Learn and connect:** Strengthen a community of practice so that practitioners can: improve their knowledge and develop their toolkit; proactively embed evaluation approaches into program design; and learn together in safe and inspiring environments.
- **Simplify evaluation:** Ensure evaluation methods can be effectively incorporated within local programming and establish credibility for those simple, reflective tools that are already being widely used on the ground.
- **Prioritize program improvement:** Bridge funder needs with those of participants in order to ensure that evaluation is focussed on program evolution rather on accountability.
- **Raise on-the-land program profiles:** Effectively communicate the value and outcomes of on-the-land programs so that they become increasingly recognized and funded as a core social service program rather than as an optional add-on.
- **Develop a tool-kit:** Create resources from which practitioners can draw. Support practitioners in piloting and refining these tools, ensuring a variety of tools that suit programs of varying duration and frequency.
- **Reflect context:** Ground all aspects of programming and evaluation in Indigenous knowledges and methodologies and ensure that approaches and tools are appropriate to rural areas.

About this Meeting Report

This report explores the themes and directions that emerged through the meeting. It is not intended to recount the minutes of the meeting nor to attribute specific discussion points to individual participants. Participant contributions are recorded in summary form within broad themes.

ARTICULATING PROGRAM THEORY

Program theory is a methodology often used to target a specific goal or social change and then backtrack to determine what needs to be in place for that change to be achieved. Most practitioners of on-the-land programming are working from a particular theory of change, whether they are doing this explicitly or intuitively. That is, they have specific goals in mind and are structuring the on-the-land program in ways that will help achieve these goals.

Meeting organizers suspected that workshop participants likely share many objectives and intended outcomes, in spite of the diversity of the programs with which they are involved. Therefore, the meeting began with participants discussing the programs with which they are familiar and what change or outcome each program is intended to achieve. Participants were asked to think about these questions respecting individuals, families and communities. Specifically, participants were asked to explore the questions:

1. What problems, challenges or issues are on the land programs intended to address?

2. What outcomes are on the land programs intended to achieve?

3. What approaches are on-the-land programs using to achieve the desired outcomes?

Participants shared a number of challenges or issues as well as intended outcomes; some were common to several programs and some were unique. Some outcomes were planned outcomes

whereas some were discovered subsequent to program delivery. The tables below summarize the experiences that participants shared.

Several participants felt uncomfortable starting from an issue or challenge; one group reframed the question to, “why are on-the-land programs great?” They noted that the original question makes on-the-land programs out to be something out of the normal, when, in fact, living well on the land is a way of life. It is more constructive, they reasoned, to use a strength-based approach.

Participants reflected on the diversity of on-the-land programs that exist. Some are intended to celebrate culture and strengthen tradition, while others are designed for healing or respite from a challenging situation.

A number of common objectives and outcomes emerged. For instance, several participants discussed strengthening relationships between youth and elders as well as re-building language fluency and traditional land skills, all of which are linked to broader issues of re-asserting land stewardship and sovereignty. It became clear in discussions through this exercise that one of the challenges to using formal evaluation frameworks is a tendency in the academic literature to create linear, cause and effect relationships, whereas the issues and objectives with which on-the-land programs contend are all related. The themes presented are therefore clustered by issue, approach and outcome. Several approaches may all respond to different issues and result in a number of different outcomes. Workshop participants would grapple with this challenge of linearity throughout the workshop.



CHALLENGES OR ISSUES TO ADDRESS

Lack of food security and culturally appropriate food

Services not being responsive

Youth don't know how to access support

Service providers working in silos

Lack of connection for youth

Lack of connections between Elders and youth

Lack of community connectedness

Impacts of social media – separates people

Challenges reaching a certain group of youth

Racism

Lack of language fluency

Concerns about the environment because of climate change or the Enbridge pipeline

Youth are isolated, not participating

Concerns about weathering climate change

Dispossession of land and lack of control about what happens on the land

Concerns with safety: knowing the land and knowing where to go and how to act in a way that keeps you and others safe

Lack of culturally relevant programming

Addictions

Self-reported, problematic substance abuse

Chronic unemployment and poverty

Low self-esteem

Lack of self-confidence



OUTCOMES

Skill building; learning experiences in and of themselves

Access culturally appropriate food

Youth know point of contact so reach out earlier

Increase number of referrals to social service providers

Improve ability to access tools and develop coping mechanisms for the long-term

Decrease in first responder interactions including fewer medical evacuation flights

Improved access to information

Service providers know other services available and other service providers and refer to one another

Improve physical health

Healthy lifestyle – eating and sleep habits

Creating healthy connections for youth with Elders

Rebuilding connection to land and family

Intergenerational learning / connections / knowledge transfer

Strengthened family connections

Keeping connections after camp

Increase youth participation and opportunities for connection

Increase language fluency

Protect land

Assert sovereignty on land and homeland

Increased resilience to environmental change; increased self-sufficiency

Improve knowledge and skills for participants

Expert knowledge of land

Health of the land

Knowledge sharing and keeping knowledge current, updated “deep knowledge of land”

Confidence and strength on the land

Youth feel better

Return to school

Increase engagement in external opportunities

Doing more land-based activities

Safe space for five days where people have fun in and of itself is good enough

Space that is safe and fun for kids

Build self-esteem

Increase involvement with leadership

Suicide prevention

Reconnection to culture

Spirituality

Culturally affirming programs

Wellness (as defined by community)

Keeping positive experiences / feelings after camp

APPROACHES

Involve social service providers in on the land programming to create a point of contact and build relationships

Increase skills in self-advocacy and knowledge of system supports

Monthly Interagency meetings

Going out on the land motivated youth to participate

Have facilitators who speak the language

Create immersion spaces

Monitoring water and land; supporting people to be on the land to see with their own eyes

Partnered with local harvesters

More time on the land to learn skills

Teach about spirituality

Build skills in navigation

Respite from addictions / turbulence

Individuals are paid to use traditional skills and do what they are good at

Changing the baseline about the way you think

Providing an opportunity to change the low status quo and how individuals perceive "normal"

Learn and hone reflective skills

People employed to do things that they are good at. Build on strengt



OVERVIEW AND SYNTHESIS OF EVALUATION APPROACHES

Debbie DeLancey and Gwen Healey Akearok both presented about evaluation approaches in order to share case studies and summaries with workshop participants. Before the meeting, Debbie DeLancey had interviewed service providers and evaluators involved in four land-based programs and summarized their experiences into high-level learning. Gwen Healey Akearok presented about the Movember project, providing insight into a specific detailed case study.

EXISTING APPROACHES TO EVALUATING ON THE LAND PROGRAMS IN NORTHERN INDIGENOUS COMMUNITIES

PRESENTATION – DEBBIE DELANCEY

Prior to the workshop, Debbie interviewed program coordinators for: Project Jewel; Kwanlin Dun's Jackson Lake Healing Camp; Going Off, Growing Strong; and Makimautiksati¹. Though these four case studies varied in duration and goals, there were similarities between programs and a number of lessons that could be drawn from the practitioners' experiences. Debbie highlighted a number of themes emerging from the interviews, which require further exploration.

1. Effective evaluation approaches for long-term outcomes and longitudinal change

Of the four projects surveyed, all four reported slightly different foci of the evaluation. While all four documented short-term impacts, one sought to also document longer-term outcomes over time and a second one evolved its evaluation framework to begin tracking change in individuals over time. Other more immediate evaluations (such as program implementation issues) were easier to target. Further exploration is necessary to identify effective and achievable methods of tracking long-term change and change over time. Staff of the case studies were interested in

¹ Debbie DeLancey's presentation is attached as an appendix to this report.

better understanding how the program affected participants once back in town or how the program connected back to family and community over the long-term.

2. Develop common approach to qualitative indicators so that they are generally accepted by funders

Qualitative research methods were popular among the four case studies and typically more comfortable for staff and participants. These included, for instance, photovoice, sharing circles, participant observations and interviews with service providers, staff, elders or parents. Not all of these methods proved meaningful to funders, however, so more work could be undertaken by a community of practice to both develop rigorous tools and raise the profiles of these tools.

3. Ownership of data

Issues of confidentiality and data ownership should be addressed with all project partners (funders, participants and other stakeholders during development of the evaluation model) as this has proved difficult to navigate for some of the programs.

4. Balance between robust evaluation and capacity – methods need to be sustainable, suitable for use by staff or community researchers

Some of the program staff evolved their evaluation frameworks over time to reduce the frequency of interviews or surveys or to otherwise reduce the burden on both staff and participants. In developing shared tools for evaluation, realistic assumptions should be made about capacity given that staff and participants typically have full plates through delivering and participating in the programming itself.

5. Need for a shared lexicon

Continued dialogue among a community of practice and development of shared approaches and tools will help in standardizing the language being used in evaluation so that participants within and between programs can more effectively communicate and collaborate.

In discussions, workshop participants also noted the following conclusions:

- Evaluation is easier and more effective if it is embedded in the program from the very beginning.
- Though funders may initially prefer and seek quantitative information, they can be responsive to qualitative data if well presented. Sharing personal stories and experiences with funders often creates the case for increased and sometimes longer-term funding.
- Interviewing community members, service providers (teachers, RCMP, health workers) and Elders is a great evaluation tool.
- Individual preferences influence how well an evaluation method will work and it is important not to force a method. For example, some individuals may not be comfortable with video-taping or with completing surveys.

- It is important to do evaluation with the staff involved as well as give them the training to do interviews and other evaluation techniques.
- More northern evaluators and training for northern evaluators are needed.
- Reports that fully target funders often omit valuable learning because issues that could be seen as failures are not communicated.

MOVEMBER CIRCUMPOLAR: PATHWAYS TO MENTAL WELL-BEING FOR INDIGENOUS BOYS AND MEN

PRESENTATION – GWEN HEALEY AKEAROK

Gwen Healey Akearok presented “Movember Circumpolar, Pathways to Mental Well-Being for Indigenous Boys and Men. A collaborative project funded by Movember Foundation Canada.”

The Movember project grew from Canada’s Chairmanship of the Arctic Council (2013-2015), which advocated for research on suicide prevention with a focus on Canada’s north. The Movember-funded project was a collaboration between six land-based programs. All collaborators shared the goal to implement and evaluate community-led and land-based initiatives to promote mental wellness among Indigenous boys and men across the Canadian north.

Researchers employed a participatory action approach in an effort to collect consistent data across the region. The project was labour intensive; three people worked through the data collected from the seven methods that were used over three years. This effort for data analysis was in addition to the resources that the five organizations used to collect the data in the first place.

Evaluation methods were chosen through a consensus workshop and built on evaluation tools that were already used by the participating programs. Together, the collaborators identified priorities and picked eight indicators to track. Stories, documentary film and photos were also used to share narratives from the participating program. Surveys were administered through an interviewer, pre- and post-program to generate comparative information. In addition, evaluators used sharing circles, participant observation, descriptive reports and journaling.

Through the presentation and subsequent discussions among participants, the following key conclusions were noted:

- Community members typically do not like to burden others, which results in underreporting.
- The most useful data to analyse are often the shifts from “I feel fine” to “I feel amazing” rather than from the low point to the high point.

- Emotional scales were used mainly with adolescents. Evaluators could see a shift in the data pre- and post- camp in which the “yes” responses increased with respect to positive feelings such as “happy and energetic”. Similarly, there was a documented shift in the sense of agency of participants.

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PROGRAM THEORY FOR SMOKING CESSATION

- If we design an effective media campaign about the health impacts of smoking, then more people will have access to information
- If more people have information about the health impacts of smoking, then they will understand that their behavior is harming themselves and others
- If more people understand that their behavior is harming themselves and others, then they will want to change their behavior
- If more people want to change their behavior, then they will seek help with smoking cessation
- If more people seek help with smoking cessation, then we will see a decrease in the number of smokers

THEORIES OF CHANGE

EXPLORING SPECIFIC EXAMPLES

In small groups, workshop participants explored in more detail the theories of change that guide their work. To help participants enter into discussions, Debbie DeLancey presented a few brief slides exploring examples of *Theories of Change*. A Program Theory allows you to see how your actions may have helped you achieve your outcomes. It can make the link between a simple intervention to the broader outcomes. It is important to talk about the intended outcomes early on; if everyone has a different idea of what a program is trying to achieve it is hard to know whether you have been successful.

At their most basic, theories of change can be seen as *if then* statements. For instance,

- If we paint a bike lane here, more people will ride bikes.
- If we narrow this road, cars will drive slower.
- If we widen this highway, we will eliminate congestion.

Program Theory for Smoking Cessation, example provided by Debbie DeLancey

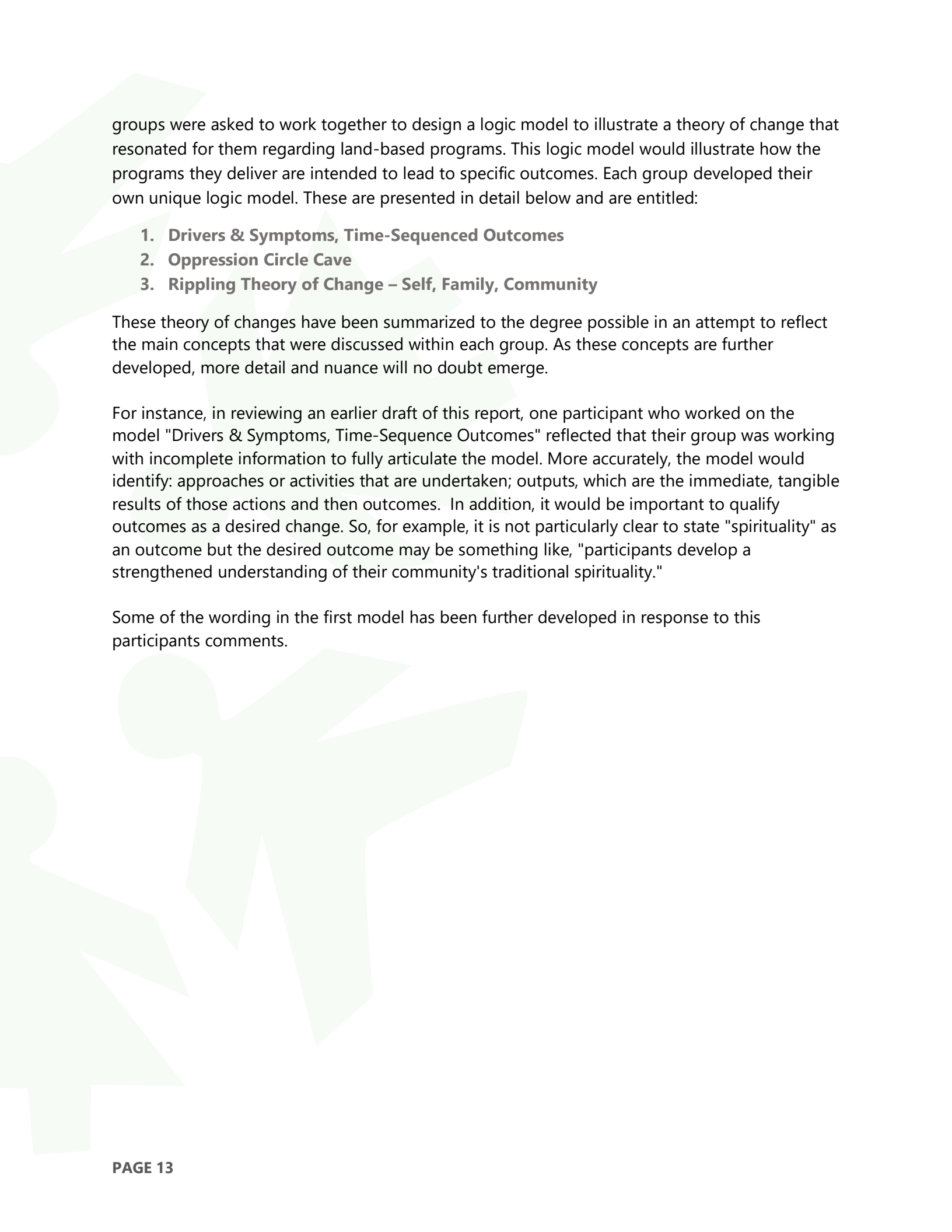
In reality, cause and effect are rarely so simple. Most on the land programs are designed to address “wicked problems” where a single intervention or set of interventions are intended to achieve outcomes influenced by many external factors. Therefore, logic models are frequently used to illustrate an underlying theory of change. A logic model is a hypothesis of a sequence of events that can lead to an outcome of interest. It may be more straightforward to point to immediate outcomes but with a sequenced logic model, an evaluator can also present a rationale that a program has most probably influenced longer-term desired outcomes also.

Participants discussed that program theory is western based. However, several participants also pointed out that it is Indigenous to be purposefully putting energy into an outcome for your community. It is how we label it that makes people uncomfortable. Many *Theories of Change* have been developed by and with Indigenous Practitioners and these tend to be less linear, illustrating the interconnectedness between any single intervention and a multitude of desired outcomes.

The work of the three small groups reflected the diverse ways in which those creating and evaluating programs can conceive of theories of change. Each of the three distinct models are reflected here, both in their full detail and in a summary conceptual form.

THEORIES OF CHANGE FOR ON THE LAND PROGRAMS

In small groups, participants were provided with copies of the issues, approaches, and outcomes that they had collectively brainstormed earlier, with one idea written on a single sticky note. The



groups were asked to work together to design a logic model to illustrate a theory of change that resonated for them regarding land-based programs. This logic model would illustrate how the programs they deliver are intended to lead to specific outcomes. Each group developed their own unique logic model. These are presented in detail below and are entitled:

- 1. Drivers & Symptoms, Time-Sequenced Outcomes**
- 2. Oppression Circle Cave**
- 3. Rippling Theory of Change – Self, Family, Community**

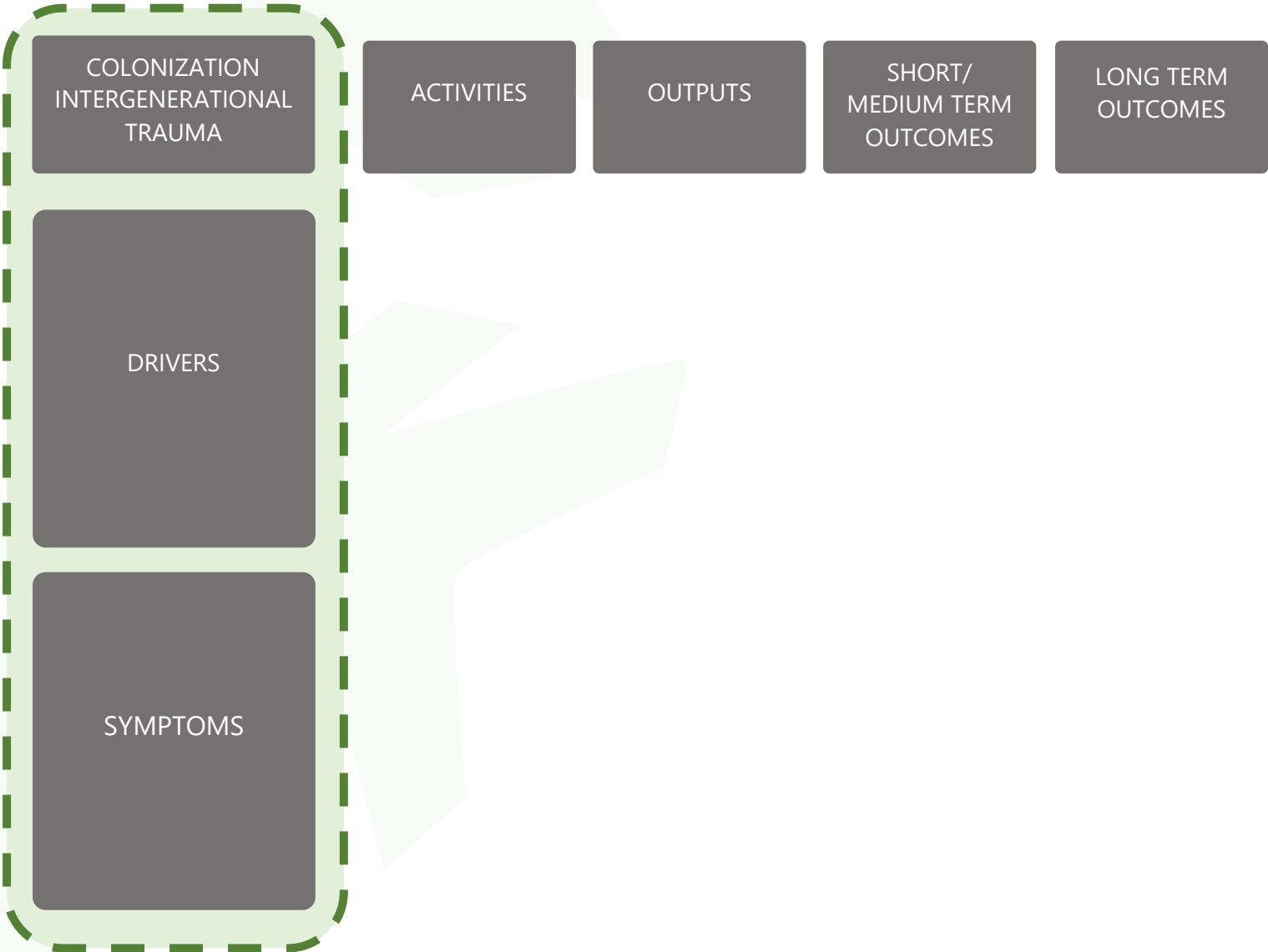
These theory of changes have been summarized to the degree possible in an attempt to reflect the main concepts that were discussed within each group. As these concepts are further developed, more detail and nuance will no doubt emerge.

For instance, in reviewing an earlier draft of this report, one participant who worked on the model "Drivers & Symptoms, Time-Sequence Outcomes" reflected that their group was working with incomplete information to fully articulate the model. More accurately, the model would identify: approaches or activities that are undertaken; outputs, which are the immediate, tangible results of those actions and then outcomes. In addition, it would be important to qualify outcomes as a desired change. So, for example, it is not particularly clear to state "spirituality" as an outcome but the desired outcome may be something like, "participants develop a strengthened understanding of their community's traditional spirituality."

Some of the wording in the first model has been further developed in response to this participants comments.

1. DRIVERS & SYMPTOMS, TIME-SEQUENCED OUTCOMES

- Identifies drivers that create social issues, for example: racism, loss of language and culture, unemployment
- Identifies the symptoms that emerge because of these drivers, for example, at an individual level – lack of self-confidence, and at a community level – addictions, difficulty engaging youth
- Groups intended outcomes of on-the-land programs by time sequence: outputs, short & medium term outcomes and long-term outcomes. Examples include: revitalized language, culturally affirming programs, access to information, increased connection between elders and youth, conservation and protection of land



COLONIZATION
INTERGENERATIONAL
TRAUMA

ACTIVITIES - OUTPUTS

SHORT/
MEDIUM TERM
OUTCOMES

LONG TERM
OUTCOMES

DRIVERS

RACISM

LOSS OF CULTURE

LOSS OF LANGUAGE

DISPOSSESSION OF LAND AND WHAT HAPPENS ON THE LAND

SERVICE NOT BEING RESPONSIVE

AGENCIES WORKING IN SILOS

UNEMPLOYMENT HOMELESSNESS POVERTY

NEED PPL MONITORING CLIMATE CHANGE IMPACTS & POLLUTIONS

LACK OF OPPORTUNITIES FOR LAND SKILL LEARNING EXPERIENCE & KNOWLEDGE (SAFETY & RISK)

LACK OF COMMUNITY, CONNECTIONS FOR YOUTH AND CULTURALLY RELEVANT PROGRAMMING

ISOLATION

ADDICTIONS

YOUTH NOT ACCESSING SUPPORT SERVICES

DIFFICULTY ENGAGING YOUTH

SUICIDE CRISIS AMONG YOUTH

LACK OF SELF-CONFIDENCE

UNHEALTHY COPING MECHANISMS

SYMPTOMS

ACCESS TO INFORMATION

CULTURALLY AFFIRMING PROGRAMS - NUMBER OF TRADITIONAL ACTIVITIES IMPLEMENTED

TRAINING IN SUBSISTENCE SKILLS - TIME SPENT PRACTICING SKILLS

MONITORING THE LAW (EYES & EARS)

BEING SOVEREIGN ON LAND

CONSERVATION AND PROTECTION OF THE LAND & CONNECTION

ALTERNATIVE WAYS TO DO EVERYTHING FROM EDUCATION, EXERCISE AND WELLNESS

YOUTH AND ELDERS SPENDING TIME TOGETHER

BREAK FROM SUBSTANCE

A FUN AND SAFE PLACE FOR KIDS

HARVESTING THE LAND

IMPROVED KNOWLEDGE OF LAND (HEALTH & SAFETY RISKS)

INCREASE CONNECTIONS BTWN ELDERS AND YOUTH

YOUTH CONTINUE TO SPEND TIME ON THE LAND OUTSIDE OF PROGRAM

IMPROVED UNDERSTANDING OF TRADITIONAL SPIRITUALITY

DECREASES IN PROBLEMATIC SUBSTANCE ABUSE

ELDERS REMAIN ENGAGED AND CONNECTED WITH YOUTH

PARTICIPANTS DEMONSTRATE INCREASED INVOLVEMENT WITH LEADERSHIP

HEALTHY CONNECTIONS CREATED DURING PROJECT ARE SUSTAINED

DECREASED MEDEVACS

YOUTH ASK FOR MORE HELP WITH HOME LIFE & FAMILIES

CONFIDENCE AND SELF-ESTEEM ARE IMPROVED

IMPROVED PHYSICAL HEALTH

STRENGTHENING MEN'S NETWORKS

INCREASES TO USE OF DENE LANGUAGE

DECREASES IN SUICIDE

INCREASED SOVEREIGNTY

IMPROVED INDICATORS OF WELLNESS (DEFINED BY COMMUNITY)

STRENGTHENED RESILIENCE TO CLIMATE CHANGE

INCREASES IN FREQUENCY OF COMMUNITY SERVICES BEING ACCESSED

INCREASED ENGAGEMENT IN OTHER OPPORTUNITIES

KEEPING POSITIVE FEELINGS / EXPERIENCES AFTER CAMP

KEEPING CONNECTIONS AFTER PROGRAM

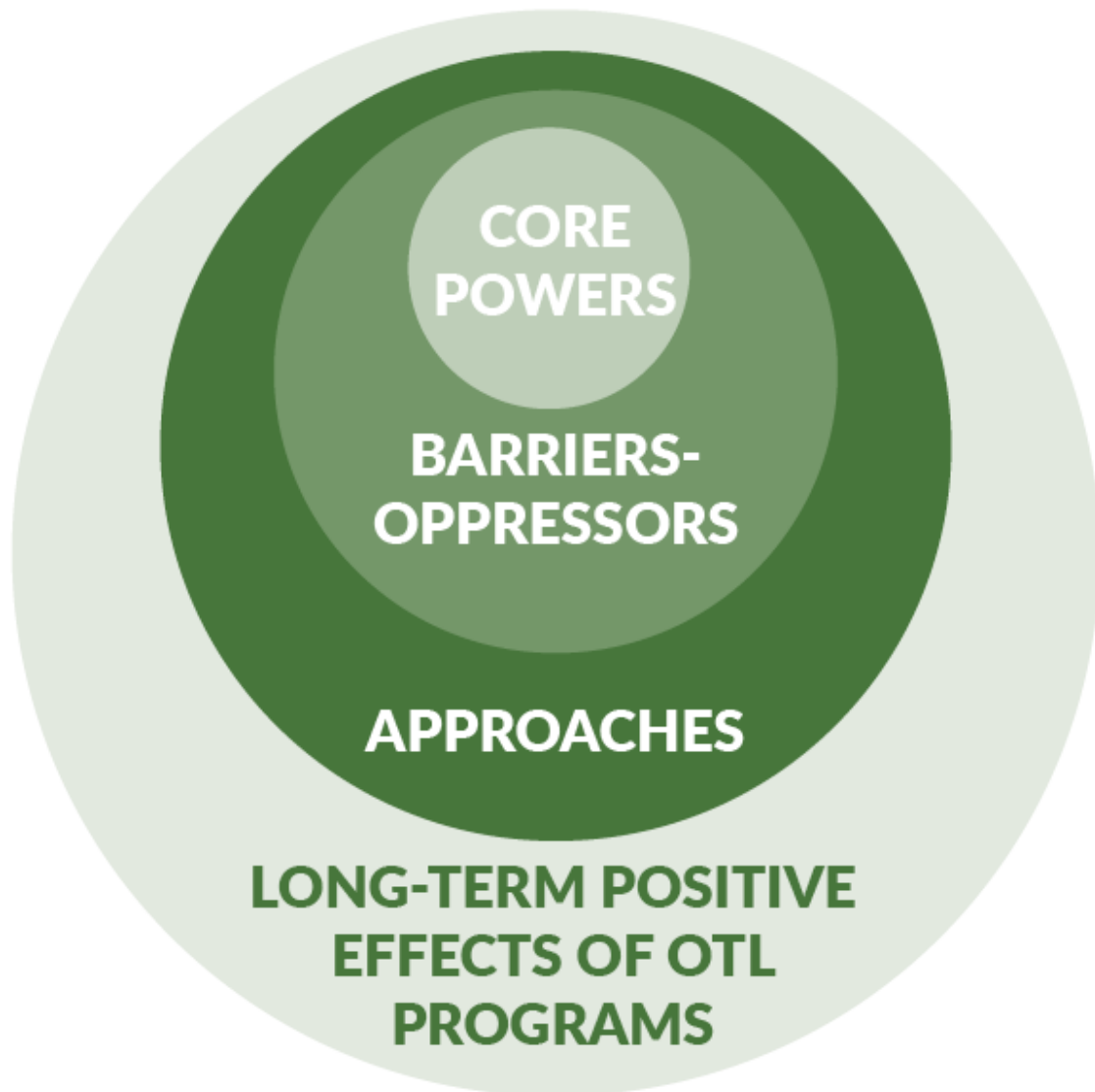
INCREASED ACCESS TO CULTURALLY APPROPRIATE FOOD

IMPROVED CONNECTIONS TO CULTURE

COMMUNITY INTERACTIONS INCREASE

2. OPPRESSION CIRCLE CAVE

- Theory of change starts with an individual's core powers in the middle
- The core powers are surrounded by barriers that keep the power down
- Around the barriers are the activities and strategies that break down these barriers
- Activities are associated with short, medium and long term outcomes



CORE POWERS

SELF-AWARENESS

UNDERSTANDING OF
SPIRITUALITY AND CEREMONY

SOVEREIGNTY

BARRIERS – OPPRESSORS

LACK OF CULTURALLY
RELEVANT PROGRAMMING

DISCONNECTION FROM
CULTURAL PRACTICES

LACK OF COMMUNITY
CONNECTEDNESS

SUICIDE CRISIS

SERVICES NOT BEING
RESPONSIVE

ADDICTIONS

YOUTH NOT ACCESSING
SUPPORT SERVICES

STUDENT DISENGAGEMENT

RACISM

LACK OF SELF-CONFIDENCE

POVERTY

CHRONIC UNEMPLOYMENT

DISCONNECTION FROM LAND

APPROACHES

CREATING OPPORTUNITIES
FOR YOUTH AND ELDERS TO
BE TOGETHER

FUN WATER ACTIVITIES AND
CANOEING

FISHING

BRINGING RESOURCE PEOPLE
TO A COMFORTABLE SETTING
AND BUILDING
RELATIONSHIPS / COMFORT

IMPROVING ON-THE-LAND
KNOWLEDGE AND SKILLS
AMONG YOUTH

INTERGENERATIONAL
KNOWLEDGE TRANSFER

FUN, SAFE PLACE FOR KIDS

FAMILY AND COMMUNITY
GARDENS; FOOD
PRESERVATION

FALL TIME COMMUNITY
HUNTS

CULTURALLY AFFIRMING
PROGRAMS

LONG-TERM POSITIVE EFFECTS OF OTL PROGRAMS

INCREASED CONNECTIONS
BETWEEN ELDERS AND YOUTH

NEW BASELINE - PARTICIPANTS
EXPERIENCE MORE POSITIVE FEELS
AND ENVIRONMENTS

WEATHERING CLIMATE CHANGE

INCREASED ENGAGEMENT IN
COMMUNITY ACTIVITIES (SCHOOL,
EMPLOYMENT, COMMUNITY
EVENTS)

DECREASE IN SUBSTANCE ABUSE

RECONNECTION TO CULTURE

STRENGTHENED SUBSISTENCE SKILLS

CULTURALLY APPROPRIATE FOOD-
SUSTAINABILITY

CONSERVATION AND PROTECTION
OF LAND

SELF-AWARENESS

DECREASED MEDEVACS

IMPROVED LANGUAGE SKILLS

INCREASED CONNECTIONS
BETWEEN COMMUNITIES

INCREASED REFERRALS (TO
SUPPORTS)

IMPROVED PHYSICAL HEALTH

INCREASED INVOLVEMENT IN LOCAL
LEADERSHIP

RIPPLING THEORY OF CHANGE – SELF, FAMILY, COMMUNITY

- Circular change theory that starts with self in the center.
- Change extends outwards, first to family, then to community, then to bigger issues.



SELF

IMPROVED SELF-CONFIDENCE
AND SELF-ESTEEM

IMPROVED LANGUAGE SKILLS

DEVELOPING LEADERSHIP

CAPACITY

STRENGTHENED SELF-

AWARENESS

IMPROVED PHYSICAL HEALTH

INCREASED INVOLVEMENT
WITH LOCAL LEADERSHIP

FAMILY

SUBSISTENCE SKILLS

INCREASED CONNECTIONS
BETWEEN ELDERS AND YOUTH

IMPROVED LIFESTYLE -
HEALTHY EATING AND
SLEEPING

RECONNECTION TO CULTURE

COMMUNITY

IMPROVED ACCESS TO
INFORMATION

STRONGER MENS' NETWORKS

CULTURALLY AFFIRMING
PROGRAMS

DECREASE IN SUBSTANCE
ABUSE

REDUCED MEDEVACS

INCREASED REFERRALS TO
SUPPORTS

INCREASED ENGAGEMENT IN
COMMUNITY

MORE USE AND KNOWLEDGE
OF LANGUAGE AND CULTURE

SERVICES ARE MORE
RESPONSIVE

AGENCIES WORK ACROSS
SILOS

STUDENTS ARE ENGAGED

SYSTEMIC ISSUES

REDUCED RACISM

INCREASED CONNECTIONS
BETWEEN COMMUNITIES

IMPROVED FOOD SECURITY

CULTURALLY APPROPRIATE
FOOD SUSTAINABILITY

INTERGENERATIONAL
KNOWLEDGE TRANSFER

SOVEREIGNTY

IMPROVEMENTS TO
UNEMPLOYMENT,
HOMELESSNESS, POVERTY

REFLECTING ON ON-THE-LAND PROGRAM THEORIES

Participants reflected on what similarities they saw between the example *Theories of Change* that the small groups had developed. While programs may have different emphases built into them, many participants agreed that the long-term results have to do with sovereignty, agency and reclaiming power.

EXPLORING SPECIFIC EVALUATION METHODS & CONTEXTS

During the second day, workshop participants shared specific experiences and delved into various evaluation approaches, effective practices and persisting challenges. Through these conversations, two priority areas were explored and discussed:

- a. How to bridge program and funder driven evaluation approaches; and
- b. Specific tools to use in specific contexts.

BRIDGING PROGRAM-DRIVEN AND FUNDER-DRIVEN EVALUATIONS

Throughout the workshop, participants discussed challenges in bridging evaluations that would be helpful to the project or program *itself* with evaluations that are intended to meet the needs of funders. Participants held varying perspectives about the degree to which these two evaluation objectives converge. Many participants felt that program-driven evaluations tend to be more focused on program design and logistics, asking questions such as what did the youth like or dislike? How can we better engage community members? These evaluations are focussed on how to refine the program over time to make it run more smoothly or to continue to build it for those who participate in it over the longer-term. For example, one workshop participant explained:

”*We speak with community members, leadership and staff to write down their thoughts and stories. The information is qualitative but we are looking for demographics related to participation (age, gender, overall numbers) as well as specific changes we may have noticed. We are also looking to tie narratives back to the original goals of the program as directed by elders; these goals are rooted in language, culture and building relationships between youth and elders.*”

Program-driven evaluations also tend to occur more organically. For instance, sharing circles in which participants debrief their experiences are one of the simplest and most Indigenous approaches to soliciting and documenting feedback. However, program organizers often feel that funders are looking for quantitative data, which typically requires more formal methods such as interviews and surveys. Generally speaking, it is likely that some funders are looking for

evidence that desired outcomes have been achieved. For example, these may be reductions in youth crime or increases in intergenerational connections. These outcomes are difficult to demonstrate in the short-term and difficult to track in the long-term. Conversely, practitioners' work is often strongly rooted in the confidence that the chosen approaches do work to achieve intended outcomes and that these links have been proven elsewhere. Focusing on collecting the evidence, rather than focusing on delivering the program therefore feels like a distraction.

Three distinct approaches to bridging funder and program needs emerged through discussions.

1. One approach emphasized creating more personal relationships with funders so that the qualitative data becomes more meaningful, and quantitative data less important.
2. The second approach focussed on addressing capacity gaps so that qualitative data could be analyzed with more rigor, making it accessible and convincing to funders.
3. A third approach recommended by participants is to collaborate at scale to create a policy that acknowledges the inherent value of on-the-land programs and is accepting of evaluation approaches put forward by the practitioner community.

1. BUILDING PERSONAL RELATIONSHIPS WITH FUNDERS

It may be that some program organizers are over-estimating the degree to which funders require quantitative information, although this certainly seems to vary between funders. Some funders *are* looking for a more personal connection, which can be achieved by sharing videos, and personal and honest narratives or by creating spaces for participants and funders to meet one another. For instance, participants may be invited to conferences to meet with funders and reflect directly on the value of programs, or funders may be invited to join trips, although in these cases coordinators have found that it is important that funders participate over time rather than bouncing in and out. Involving funders can not only build personal connections, which many are seeking, but it can also help funders to experience transformative experiences themselves. As one participant noted, visitor discomfort can be positive and validating for the program if it means the visitor is reflecting, learning and expanding their comfort zone.

Honest reporting to funders is often appreciated. One workshop participant said that he is now writing his reports to funders as a "stream of reflection, including the challenges that we have seen" and he's received great feedback from these – "thanks for not lying to us."

Collectively, the community of practice can also strive to educate funders, articulating how evaluations can be most effective, and creating a conventional wisdom. It is important that funders understand the value of qualitative information; quantitative data is limited because of the challenges in proving causal effects.

2. QUALITATIVE DATA WITH RIGOR AND INTENT

Several participants also stressed that qualitative information *is* equally as valid as quantitative data, so long as the information is evaluated rigorously. Social science approaches such as

content analysis, coding key words to show evidence of change, can be very effective. Even without that degree of analysis, personal stories can be powerful and many funders are receptive to these. Several participants have had success using word clouds. Stories can be collected through video, sharing circles or through interviews and surveys (including self-evaluations).

The evaluation process need not be a distraction or disjointed from the program. For instance, one program participant explained that evaluation is integrated throughout their programming. Throughout the course, there are scheduled evaluation days in which a designated staff member checks in with participants. Elder instructors also do an evaluation, which is then shared with the participant who, in turn, discusses it with the elders. With participants being active agents in their own evaluation, the evaluations are not secondary to, but rather integral to the programming. When students return for a next semester, they are instrumental in helping the new students and they are able to identify and articulate the ways in which they have changed, grown or healed. For most program coordinators, time becomes the key barrier to in-depth evaluation as many of these approaches require recording or detailed note taking, transcription, analysis and finally, reporting.

In some instances, a lack of data is the issue. In other cases, there is too much data for the organization or community to work through. One of the workshop participants is responsible for managing a number of on the land programs for different ages that happen throughout the year. They have used a variety of different techniques to evaluate their programming, including pre- and post-program surveys, video documentation, and community open mics. They currently have a mountain of survey data, recordings, and transcriptions, but very little of it has been analyzed because of a lack of human capacity. Rather, they have largely extracted poignant quotes to share with the leaders and funders.

Several participants emphasized the need for community programs to have secondary supports through partnerships in order to ensure rigorous analysis and reporting of qualitative data can occur. As one participant explained,

”

“Our reports initially were more descriptive, reporting about what we did and what could have been done to make it a better experience. Now we are getting more qualitative data and, with transcription, can analyze it in ways that are more valid but we’ve only been able to do this because of partnerships; we would not have the time to analyze it ourselves.”

This shared need caused participants to ask how a community of practice can build less silo-ed relationships with universities and between local and regional on-the-land programs.

3. COLLECTIVELY ARTICULATING A POLICY POSITION TO FUNDERS

Workshop participants felt that a useful endeavour for a community of practice to pursue is to create a policy paper that a) reviews the evidence supporting efficacy of on-the-land programs and b) proposes evaluation approaches that are contextually appropriate and effective. In this way, there may be opportunities to close the gap, where one exists, between funders' expectations and capacity constraints that exist on the ground.

MATCHING EVALUATION METHODS TO PROGRAM TYPES

Workshop participants deliver and support a variety of on-the-land programs. Most are short-term though some continue over more than a single year. Several target youth though some are geared to younger children, to adults or to families. Participants brainstormed, from their own experiences, which sorts of evaluation approaches are appropriate to short, medium and long-term programs and which evaluation approaches work best with specific age groups. They also explored whether some approaches are more effective for evaluating at individual, family or community scales.

Time and again, the workshop participants emphasized the importance of flexible and responsive approaches to evaluation regardless of the program or participants. For example, one workshop participant works with 11-17 year olds, typically in on-the-land programs that are one to two weeks in duration. Though they started out using pre- and post-program surveys, they found that this did not work. They now use a post-program questionnaire that asks the participant how they are feeling since coming to the program. Staff also write in a field journal to note changes observed in the participants.

Staff at another program represented at the workshop have sought out creative ways to engage the community and gauge the success of their program. They host open houses twice a year to get feedback from the community on their programming. Not only do the open houses allow them to better understand what is working, areas for improvement, and observable changes in program participants, the number of community attendees is an indicator of broader interest and engagement in the program. This same program hosts occasional and optional pizza nights for youth as a way to capture mental health measures. Since participation might not be consistent and the pool of participants is small, data is described as trends, with a narrative emphasizing that the analysis is not a statistical one.

1. DURATION OF OUTCOMES (SHORT, MEDIUM, LONG-TERM)

Many programs tend to be short – a few days to a few weeks. As a result, many coordinators end up evaluating program processes more than program outcomes. For instance, how smoothly was the program implemented? What were the challenges? While these types of evaluation are useful to instruct future program implementation, they do not necessarily evaluate the degree to which a desired outcome was achieved. Typically, when coordinators who are delivering short programs do evaluate *outcomes*, these outcomes tend to be short-term. How did the program participant feel immediately following the program? Are there insights that can be drawn from sharing circles and other debriefing approaches that occurred at the end of the program or just following the program? It is less common and more challenging for an evaluator to be able to investigate medium or long-term outcomes from a short program.

Workshop participants discussed four important observations related to this challenge:

- a. It is easier to analyze long-term outcomes through longer programs.
- b. It is possible to evaluate medium-term outcomes from short programs, so long as this is planned and resourced in advance.
- c. Program organizers can focus on tracking a few indicators that can be feasibly measured and that fit well within the time frame of the project.
- d. It would be beneficial for this community of practice to develop tools for medium-term evaluation.

Analyzing longer-term outcomes is much easier to do with longer programs; unfortunately there are fewer examples of these. Program coordinators can address this issue by thinking about long-term objectives and developing frameworks for an overall program, even if funding is focused on short project delivery. Funders may also need to be reminded about the importance of sustained, multi-year funding in order for more meaningful evaluation to occur.

Nonetheless, even short projects can be structured to evaluate medium term outcomes. One workshop participant, for example, explained that their evaluation approach is structured to follow-up with participants after the immediate “post program high.” Twenty-minute interviews are held with participants shortly after the program and tea times are held a few months later in an effort to understand the longer-term effects of the program.

Organizers and evaluators can also be creative in considering short-term outcomes that are realistic within the timeframe of their program but that suggest longer-term outcomes. For instance, a program may be developed to support youth to stay in school and to achieve higher education levels in the long-term, however, evaluators will need to think about short-term outcomes that indicate a connection to those longer-term goals. Rather than evaluating how many youth stay in school (which would require long-term follow-up and would be nearly impossible to disconnect from a myriad of other external factors) evaluators can try to understand indicators of resilience such as youth knowledge – do they have new information?, attitude – do they feel more confident?, and behaviour – do they have fewer negative

interactions with RCMP? A project team may be able to track the number of days a youth shows up to school immediately before and after a project, but will not be able to track graduation rates. Logic models are a useful tool in framing evaluation precisely because program coordinators typically cannot track change through to a final, long-term end-point. However, if the logic model is sound and supported by research, then the program evaluator can point to one or two short-term indicators that should ultimately lead to the long-term changes desired. In the previous example, an evaluator can make a strong case to suggest that a student's improved motivation and confidence immediately following a program is likely to link to better school outcomes in the long run. This is again a compelling reason to develop a shared theory of change that can be adapted to individual contexts – if there is an overarching theory of change accepted by the community of practice and by funders, then individual practitioners will not need to focus their efforts and resources on demonstrating that the outcomes and indicators are valid; these will already be generally used and accepted.

Finally, program coordinators can also validly focus on evaluating short-term outcomes that more easily match the program duration. For a three-day on-the-land-project, simple methods can be used – something as straightforward as asking for key words from participants to describe their experiences or through observation and other processes like sharing circles that are easily integrated into the program and from which information can be “organically collected”. For longer-term projects, methods can be more complex and can include collecting and comparing feedback from throughout the year.

Ultimately, this challenge was highlighted as a priority for the community of practice to address. Participants suggested that the community of practice work on developing example tools that can be used for follow-up six months to one year after a project has concluded.

2. SCALE OF PROGRAM (INDIVIDUAL, FAMILY, COMMUNITY, REGION)

Regardless of the scale of the program, it is important that evaluators focus data collection on key outcomes in order to make the workload manageable. Digital media can be effective: blog posts, Facebook, photos and videos. At the community level, hosting community meetings and open houses or pizza nights are approaches that worked well for some participants and provide a venue by which to measure leadership and community response both in quantitative terms (how many people show up and is this increasing over time?) and qualitative (what are individuals saying about the program and how do they see it effecting change?).

For individuals, self-evaluation is effective but evaluators need to ensure that they are using appropriate language when framing the questions.

There are also basic descriptive methods that provide important information in spite of their simplicity – what are the participant numbers? How many participants come back to take part in the program again? Using debriefs (whether individual or in sharing circles) is, for many, a

comfortable way to receive feedback from both participants and leaders. These approaches can be seamlessly integrated into the programming so long as someone is designated to take notes.

If more resources exist for evaluation, a *storyteller* position may be a culturally appropriate way to integrate evaluation. A *storyteller* or *change witness* can have a specific role to interview family members, teachers, elders and other community members using a local person and language that is more aligned with community objectives rather than derived directly from funder needs.

3. AGE OF PARTICIPANTS

Appropriate evaluation methods may differ with the age of a project or program participant. However, some tips are useful for all ages: use affirming questions, soften language, organize sharing circles, provide staff with appropriate training (e.g. interviewing techniques), and practice ongoing consent.

Adults, who are more capable of self-reflection, evaluating their wellbeing and articulating emotions, may have greater success with one-on-one discussions/interviews or pre- and post-program surveys or debriefs. Elders are important witnesses to change and through sharing circles can provide feedback and direction.

CHILDREN

For very young children, evaluators can ask for 1-3 words that describe their experiences. Artistic approaches can also be very effective with children. In one example, younger participants were asked to draw their connection to culture before and after the on-the-land experience. In another example, organizers asked the children to draw their experiences and found that children revealed a lot of their feelings and what was important to them through their drawings. Organizers also observed that drawings become more expressive and detailed over the duration of the program. It can also be insightful to ask social workers, parents or guardians, or teachers to comment on any changes they have noticed in the child following the experience.

When working with children, organizers must ensure that parental consent is sought to collect and share any information.

YOUTH

Regardless of the age of participants, it is important to speak with potential participants when designing programs. This is especially true for programming for youth. One workshop participant observed an increase in participation rates when youth were involved in program design. Specifically, the youth had asked for shorter programs so they started with lunches on the land. Later they added full-day and eventually multi-day programs. This scaled approach was effective in building and sustaining participation. Workshop participants also emphasized that

programs for youth should be framed positively rather than around the issues they are trying to prevent.

It is similarly important that the language used in evaluation is piloted with youth to ensure the words resonate for them. For instance, in one project, a simple rating scale was modified from “I don’t like it” to “I wouldn’t be the first out the door.” The revised wording was more appropriate in a cultural setting in which the first phrase was interpreted to be too strong and therefore rude.

When conducting oral evaluations (e.g. sharing circles, interviews), it is helpful to remember that some discussions need to occur away from adults and elders in order for youth to feel they can be truthful. This may explain the success of a “speaker’s corner” approach for one of the workshop participants. The speakers corner allows youth to record what they are thinking and feeling on their own time.

Service providers can also provide valuable perspectives regarding changes in youth as a result of participation in on the land programs. One of the programs at the workshop has a steering committee of service providers (including mental health professionals, a representative from the school, child protection services, RCMP) that work together to reflect on and evaluate programs. Beyond contributing to program improvement, the steering committee's direct involvement in programming helps break service providers' negative perceptions about certain youth and vice versa.

CONCLUSIONS AND NEXT STEPS

Developing and sharing a generally accepted theory of change among the community of practice (those directly involved in designing, delivering and evaluating on-the-land programs) would help organizers to make inferences between short and long-term outcomes given that long-term outcomes are typically not realistic to track



implemented. A sort of “choose your own evaluation adventure” structure. The guide should help to standardize a common *language* surrounding evaluation.

3. Building on existing work, compile evidence for long-term outcomes of on-the-land programs so that program providers can reference information to inform evaluation approaches and project proposals with relatively little effort. This literature summary would bring together evidence linking on-the-land experiences with positive social change and tying together short and long term outcomes.

4. Identify two or three priority metrics that many programs agree to monitor. Likely indicators relate to:
 - Language competence
 - Access to country foods
 - Time with elders
 - Participation in harvesting activities

The community of practice will also need to consider when these indicators will be measured and how to ensure follow-up after program delivery (for example, six months or a year after the on-the-land program delivery). The community will also need to determine at which point, and with which resources, data is shared, analyzed and scaled up.

5. Develop a “position paper” that educates funders about effective, efficient and culturally appropriate ways of doing evaluation. This effort will use the scale of the community of practice to build credibility. An appropriate subsequent step could be to hold a workshop to which funders are invited and informed about the chosen collective approach.

6. Identify and pursue opportunities to hire a shared resource person that can help with on the land program evaluation. Work with partners to determine an appropriate organization to host such a position.

7. Create opportunities for the community of practice to connect intermittently over time to share knowledge and support one another professionally. Topics to be further pursued include: how to navigate ethics and confidentiality in evaluation, and how to replicate the on-the-land environments and learning once back in the community.

APPENDICES

PARTICIPANTS

1. Steve Ellis – Tides Canada
2. Debbie DeLancey – Hotii Ts'eeda
3. Paul Cressman – Tlicho Government
4. Gwen Healey Akearok – Qaujigiartiit Health Research Centre (via Skype)
5. Anna Ziegler
6. Jess Dunkin – NWT Recreation and Parks Association
7. Shari Fox – Snowfox Consulting
8. Christina Hackett – Social Research and Demonstration Corporation
9. Piyali Chakraborti – Tides Canada
10. Jenn Redvers
11. Kathy Spooner – Government of the Northwest Territories
12. Kyla Kakfwi-Scott – Government of the Northwest Territories
13. Ruby Jumbo – Sambaa K'e First Nation
14. Meghan Etter – Inuvialuit Regional Corp (via Skype)
15. Kristen Tanche – Dehcho First Nations
16. Mandee McDonald – Dene Nahjo
17. Andi Sharma - Northern Manitoba Food, Culture, and Community Fund
18. Kirsten Jensen, Sahtú Renewable Resources Council
19. Alison McConnell, Northern Youth Leadership
20. Christine Wenman, Facilitator

MEETING AGENDA

Evaluating Indigenous Land-Based Programming

Nov. 1-2, 2018

7th Floor Boardroom, New Government Building, 5015 49th Street
Yellowknife, NT

Anticipated Outcomes – this meeting

By the end of the afternoon on Friday, we will have:

1. Developed a shared understanding of existing approaches and best practices in Indigenous land-based program evaluation.
2. Established a framework for evaluating on the land programs (this will be formalized from the notes of the meeting and presented in draft at the next, larger meeting).
3. Identified and strengthened partnerships to test evaluation approaches and methods.
4. Further detailed plans to validate evaluation approach and methods with a larger community of interest.

Anticipated Outcomes – broader project goals

This two-day workshop is intended to inform a larger meeting in the new year with a broader community of interest. The draft framework will be taken to that group for discussion, validation and expansion. Overall, through these efforts, we hope to:

1. Continue to share knowledge of existing approaches and best practices in Indigenous land-based program evaluation.
2. Develop a simple, doable, and replicable approach with tools for evaluating on the land programs.
3. Develop partnerships to test evaluation approach and methods.
4. Establish credibility for the methodology and tools.

* The agenda provided here is the agenda that took place during the workshop, which diverged at times from the agenda originally planned.

MEETING AGENDA

Thursday Morning ~9:30am start

- Introductions and opening remarks
- Review of workshop objectives
- Articulating Program Theory: Initial brainstorm activity
 1. What problems, challenges or issues are on the land programs intended to address?
 2. What outcomes are on the land programs intended to achieve?
(Please think about outcomes for individuals, families and communities as well as short-term and long-term outcomes.)
- **BREAK** (Approximately 10:30 – 10:45, refreshments served)
- Overview and Synthesis of Evaluation Approaches (presentations, part I)
Each presentation was followed by questions and discussion
 - "Existing approaches (what's worked and what hasn't) to evaluating on the land programs in northern Indigenous communities", Debbie DeLancey.
- Lunch at Zehabesha (noon to 1pm)
- Overview and Synthesis of Evaluation Approaches (presentations, part II)
Each presentation was followed by questions and discussion

21. "Overview of the Movember Evaluation Project" (Gwen Healey Akearok)

- **Theories of change** (brief presentation and activity)
 - "Theory of change", (Debbie DeLancey)
 - In small groups, participants were asked to prioritize change "clusters" that have emerged from today's discussions and sketch on flip-chart paper their group's "theories of change".
- **Break** (approximately 2:30 – 2:45)
 - Presentation of small group work and group discussion
 - Based on our discussions today, is there a common theory of change emerging?
 - Discussion and recap of best practices in evaluating land-based programming
- Closing 5pm

MEETING AGENDA

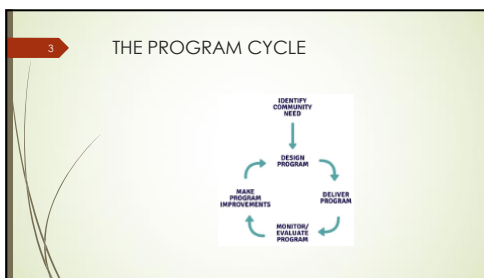
Friday Morning 9:30am start

- Opening remarks, review of yesterday's work and review of today's agenda
- Towards a credible and context / culturally appropriate toolkit (Group discussion)
 1. What are we hoping to achieve by recommending and adopting specific approaches and methods?
 2. What are the strengths or challenges of various methods?
 3. What is important to funders in evaluation methods? What is important to communities?
 4. By which criteria can we choose the most appropriate method?
- **BREAK** (Approximately 10:45 – 11:00, refreshments served)
- Bridging tools and outcomes (Small group exercise)
 1. Are there specific tools that are more appropriate for assessing the achievement specific outcomes?
 2. Which approaches have worked well in which contexts?
 3. Do we have methods that will work for all of the outcomes brainstormed yesterday?
- Lunch served (noon to 1pm)
- Discussion
 - The group will use this flexible time to reflect on what we have accomplished and whether we are close to obtaining the goals that we set for ourselves for the workshop. We can use this time to fill gaps that we identify.
- **BREAK** (Approximately 3:00 – 3:15, refreshments served)
- Next steps
 - Brainstorming partnerships to further develop, validate and test approach
 - Next steps to validate the approach
 - **Closing** ~ We will close by 5pm

1 OVERVIEW OF ON THE LAND EVALUATIONS

November 2018

- ## 2 OTL PROGRAM CATEGORIES
- Explicit healing focus
 - Explicit healing focus with clinical component
 - Focus on culture
 - Focus on culture with defined participant group
 - Training/capacity-building



- ## 4 INFORMATION SOURCES
- Four on-the-land programs which have used evaluation:
 - Project Jewel
 - Kwanlin Dun's Jackson Lake Healing Camp
 - Going Off, Going Strong
 - Makimautiksat
 - Gwen Healy will speak to the overarching November project
 - Initial results of literature review

5 KEY PROGRAM FEATURES

Project Jewel	Trauma-informed, OTL, separate sessions for families, youth, men, women. Open to all. After care and on-going support.
Jackson Lake	4 week OTL healing camp, clinical component. Separate sessions for men and women. After care and on-going support.
GOGS	18-month cohorts for youth 13-24. Harvesting mentorship, community freezer and engagement.
Makimautiksat	2-week wellness and empowerment camps for youth with common evidence-based curriculum, run by trained community members.

6 EVALUATION DESIGN

Project Jewel	Not part of original design Initial efforts through November project Current work through CHR grant
Jackson Lake	Evolved organically – embedded evaluator participated throughout design process and on-going
GOGS	Built in at front end of program and on-going but has evolved
Makimautiksat	Built in at front end, tested during evolution of pilots

7 DRIVER FOR EVALUATION

Project Jewel	Funders and staff want to demonstrate program effectiveness. No specific funder requirements; funders' interests evolving from outputs to stories.
Jackson Lake	Funder requirements only for activity reporting. Program staff seeking evidence to support stable on-going funding.
GOGS	Funders seeking "tangible" evidence of outcomes; program staff seeking evidence to support stable on-going funding.
Makimautiksat	Program improvement; drive further and future investment in OTL as a core service.

8 FUNDING FOR EVALUATION

Project Jewel	Dedicated funding, first through Movember and then through CIHR (not from program funders)
Jackson Lake	Internal program funding, \$10,000 - \$15,000 per year
GOGS	No initial funding, then through Bell and Nunatsiaviut Govt funding
Makimautiksat	PHAC funding covered evaluation

9 FOCUS OF THE EVALUATION

Project Jewel	Initially – youth and male mental health and suicide, short-term impacts of OTL (Movember) Now – change in individuals over time
Jackson Lake	Outputs and short-term client experience outcomes Program implementation issues
GOGS	Short-term outputs Longer-term program outcomes
Makimautiksat	Self-reported client experience Others' perceptions – e.g. elders Unintended outcomes (e.g. community cohesion)

10 METHODS USED – all used mixed methods with Indigenous appropriate focus

Project Jewel	Movember pre- and post-interviews but too much CIHR developed approaches with participants: one-on-one interviews, Photovoice, Sharing circles
Jackson Lake	Native Wellness Assessment, Clinical assessment, Outcome rating scale, Resilience scale, surveys, closing sharing circles with participants and staff
GOGS	Pre- and post-interviews initially but too much Community interviews, one-on-one interviews pre- and post- with participants, clinical mental health tools, secondary data
Makimautiksat	"Languishing to Flourishing" assessment model, Inuit health survey questions, interviews with staff and parents

11 EFFECTIVENESS OF METHODS USED

Project Jewel	Movember interviews difficult for staff. Participants prefer one-on-one interviews, photo voice. Sharing circles mixed response.
Jackson Lake	Current blend of tools a result of trial and error. Other methods failed due to staff capacity or not being appropriate.
GOGS	Doing pre- and post-interviews for every hunting trip was too much – for staff and youth
Makimautiksat	Quant scales yield short-term data on individual progress along rating scales; youth like photovoice but not meaningful to funders; adults more comfortable with participant observation and stories.

12 WHAT'S MISSING FROM EVALUATIONS?

Project Jewel	Change in individuals over time, how does the program affect individuals back in town? Staff surveys
Jackson Lake	Consistent caseload tracking after the 4-week sessions, how does individual progress during the program connect back to family and community over longer term
GOGS	Small sample size and no comparison group makes it hard to reach conclusions
Makimautiksat	

13 EMERGING PROGRAM RESULTS

Project Jewel	Fosters resilience; Strengthens participants' connection to the land and cultural identity; participants gain confidence and self-esteem; Strengthens social relationships and builds new connections.
Jackson Lake	
GOGS	Youth experience and community perceptions changed, non-emergent access to health services increased, social connection increased, decrease in self-reported depression and alcohol/drug use.
Makimautiksat	

14 THEMES REQUIRING FURTHER EXPLORATION

- Effective evaluation approaches for long-term outcomes and longitudinal change
- Develop common approach to qualitative indicators so that they are generally accepted by funders
- Ownership of data
- Balance between robust evaluation and capacity – methods need to be sustainable, suitable for use by staff or community researchers
- Need for a shared lexicon

15 INITIAL FINDINGS FROM LITERATURE REVIEW

- Evaluations should be informed by community needs and priorities and include elder knowledge
- Evaluation should be built into program design and incorporated into all phases of program delivery
- Evaluations should use mixed methods
- Evaluations should focus not only on outputs and individual outcomes, but on community impacts as well

16 PROGRAM THEORY

A Beginner's Guide

17 WHAT GOGS DID

- Program staff brainstormed at the initial program design stage to figure out what the program was trying to accomplish before deciding what to measure:
 - Increase social connection
 - Increase cultural connection
 - Increase physical and mental health and well-being
 - Improve youth behaviours
 - Build youth skills
- That's program theory!

18 Program Theory

- Before designing a program, it helps to articulate a "theory of change" – what problem do we want to solve, and what actions do we think will help to solve it?
- Here are some Theories of Change:
 - If we paint a bike lane here, more people will ride bikes.
 - If we narrow this road, cars will drive slower.
 - If we widen this highway, we will eliminate congestion.

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Program Theory

- But many programs are designed to address "wicked" problems where cause and effect are not straightforward
- How do you make a link from simple interventions that you can control, to broad social outcomes that are influenced by many external factors?
- Program theory (aka "logic model") can help

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Program Theory

- Program theory involves two basic questions:
 - What problem are we trying to solve? (a goal or outcome statement)
 - What actions do we think will solve it, or contribute to solving it – and why?
- Work through this with a series of "if-then" statements

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PROGRAM THEORY FOR SMOKING CESSATION

- If we design an effective media campaign about the health impacts of smoking, then more people will have access to information
- If more people have information about the health impacts of smoking, then they will understand that their behavior is harming themselves and others
- If more people understand that their behavior is harming themselves and others, then they will want to change their behavior
- If more people want to change their behavior, then they will seek help with smoking cessation
- If more people seek help with smoking cessation, then we will see a decrease in the number of smokers

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PROGRAM THEORY

- Program theory also needs to take into consideration that there are external factors which will influence achievement of desired outcomes
- When you build a logic model, you think about three types of results:
 - Immediate outcomes or outputs
 - Intermediate outcomes
 - Ultimate or long-term outcomes (goals)
- This provides a way to measure the things that you can attribute directly to your program, and the things that you are pretty sure your program has influenced – and in this way, demonstrate that your program is probably playing a role in achieving the desired ultimate outcomes

