Getting Started with Monitoring, Evaluation and Learning (MEL)

A Toolkit for Program Teams of Inuit Tapiriit Kanatami and Regional Partners

Prepared for Inuit Tapiriit Kanatami by Anna Ziegler and Mark Stiles, Arctic Willow Consulting Inc. 2019

ABOUT INUIT TAPIRIIT KANATAMI

Inuit Tapiriit Kanatami (ITK) is the national representative organization for the 65,000 Inuit in Canada, the majority of whom live in Inuit Nunangat, the Inuit home land encompassing 51 communities across the Inuvialuit Settlement Region (Northwest Territories), Nunavut, Nunavik (Northern Québec), and Nunatsiavut (Northern Labrador). Inuit Nunangat makes up nearly one third of Canada's landmass and 50 percent of its coastline. ITK represents the rights and interests of Inuit at the national level through a democratic governance structure that represents all Inuit regions. ITK advocates for policies, programs, and services to address the social, cultural, political, and environmental issues facing our people.

ITK's Board of Directors are as follows:

- Chair and CEO, Inuvialuit Regional Corporation
- President, Makivik Corporation
- President, Nunavut Tunngavik Incorporated
- President, Nunatsiavut Government

In addition to voting members, the following non-voting Permanent Participant Representatives also sit on the Board:

- President, Inuit Circumpolar Council Canada
- President, Pauktuutit Inuit Women of Canada
- President, National Inuit Youth Council

VISION

Canadian Inuit are prospering through unity and self-determination.

MISSION

Inuit Tapiriit Kanatami is the national voice for protecting and advancing the rights and interests of Inuit in Canada.

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ABOUT THIS TOOL KIT

PURPOSE

This tool kit is intended as an entry-level guide to support staff at ITK and its regional partners to integrate monitoring, evaluation, and learning (MEL) activities into their programs. It is not meant to take the place of MEL training and technical assistance, but rather to strengthen capacity and help teams get started. MEL is not simple, but it is not necessary to be an expert to start tracking progress towards results and preparing for evaluation.

Ultimately, the tool kit is intended to contribute to Inuit self-determination. As Inuit gain increased self-determination in program design and delivery, it is important they determine how those programs are monitored and evaluated. This tool kit is intended to serve that higher purpose. The more Inuit take charge of monitoring and evaluation activities, the more monitoring and evaluation will serve their interests.

AN EVOLVING PRACTICE

At its core, MEL is about systematically observing and reflecting on our programs to make informed decisions about next steps towards our goals. There are many possible ways to do this. The MEL concepts, key terms, and example tools presented in this tool kit are consistent with those used by many public agencies and non-governmental organizations around the world, including the Government of Canada and the United Nations. But, MEL practices within these organizations are continually evolving and MEL is a diverse field of practice, with innovative applications in different political and cultural contexts.

We imagine that more Inuit-specific approaches to MEL will emerge as ITK, the Inuvialuit Regional Corporation, Makivik Corporation, Nunavut Tunngavik Incorporated, the Nunatsiavut Government, Pauktuutit Inuit Women of Canada, the National Inuit Youth Council, and the Inuit Circumpolar Council of Canada adapt MEL tools to their programs and programming environments. We hope this tool kit will be updated regularly to reflect developments in MEL by Inuit.

INPUT FROM ITK AND REGIONAL PROGRAM TEAMS

The content of this tool kit is largely based on the MEL training workshops Arctic Willow Consulting Inc. delivered for program teams during implementation of the National Inuit Suicide Prevention Strategy (NISPS) in 2017 and 2018. The examples and templates in this tool kit were co-developed with those teams. We are grateful for their feedback from the workshops and their input into MEL plans and tools, as it has influenced our understanding of the application of MEL in Inuit contexts.

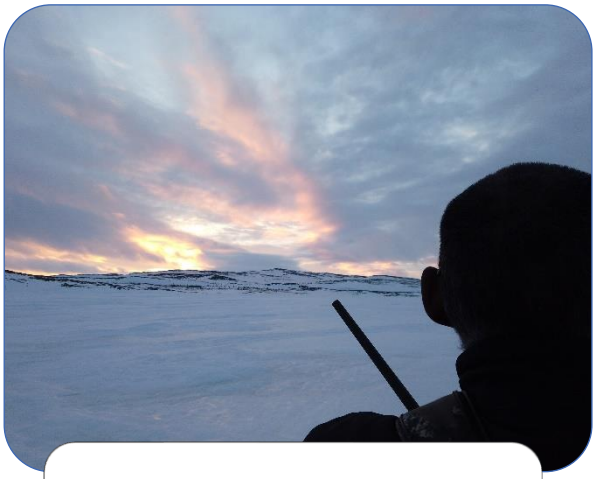
1. INTRODUCTION

WHAT IS MEL?

DEFINITIONS

Monitoring, evaluation, and learning (MEL) is a set of program management activities that help organizations gather and analyze data about their programs. The main purpose of MEL is to help them learn about what works well so they can continually improve their programs and be accountable to stakeholders for results.

- **Monitoring** is *systematically gathering data about progress towards the intended results of an initiative.* Monitoring is done throughout implementation of the program.
- **Evaluation** is *systematically assessing the merits of an initiative for the purposes of learning, decision-making, and accountability*. Evaluation usually involves more intensive analysis and covers more issues than monitoring. It is done at specific times, such as midway through or at the end of a major cycle of the program.
- **Learning**, in MEL, refers to the lessons gained from monitoring and evaluation and using them to improve programming. From an MEL perspective, there is no such thing as "failure," just a continuous journey of learning from challenges and successes.



Monitoring asks, "Are we getting to where we wanted?"

It is like checking a GPS during a hunting trip to know whether you are on track to reach your intended destination.

Evaluation is like telling the story of the whole hunting trip, including strengths, weaknesses, overall value, and lessons that can be used in the future.

HOW MEL FITS INTO THE LIFECYCLE OF A PROGRAM

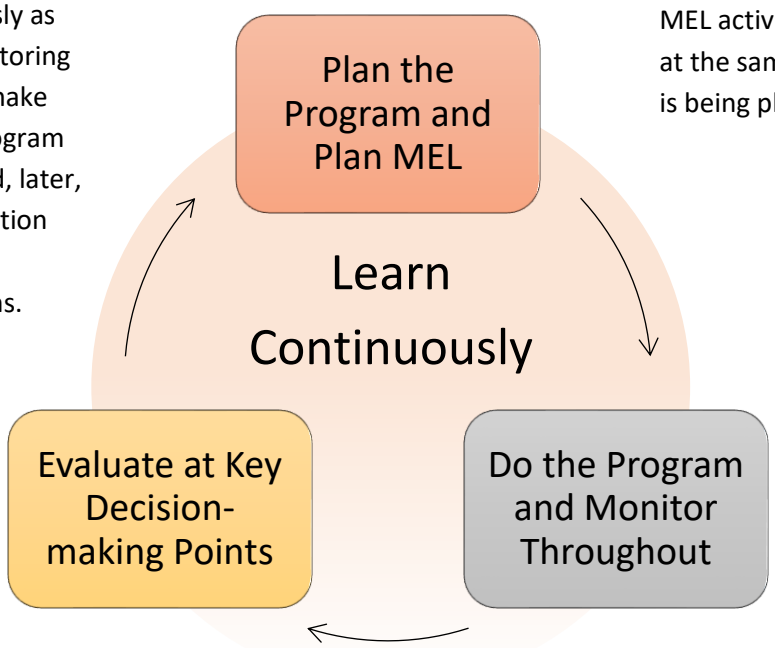
Monitoring, evaluation, and learning activities are done at different times in the lifecycle of a program.

❹ Learn continuously.

Learning happens continuously as teams analyze monitoring data to help them make decisions during program implementation and, later, as teams use evaluation data to help them plan future programs.

❶ Plan MEL during program design.

MEL activities should be planned at the same time as the initiative is being planned.



❸ Evaluate at key decision-making times.

Evaluation is done at specific times, usually midway through or at the end of a major phase, when it is time to make decisions about the next phase or new program.

❷ Monitor throughout implementation.

Monitoring is done throughout program implementation. This provides program teams with “real time” information to support decision-making. The monitoring data can also be used for evaluation later on.

MEL AND RESULTS-BASED MANAGEMENT

MEL is a part of an overall approach to program management called results-based management (RBM). In RBM, "results" are the changes or outcomes you hope your initiative will cause. RBM focuses a team's attention on progress towards desired results, rather than on the completion of activities.

Focusing on results may sound like common sense, but organizations are often more concerned with completing activities. If all activities always produced their originally intended results, this would not be a problem. However, that is rarely, if ever, what happens! RBM provides tools to assess activities during implementation and identify adjustments or innovations needed to achieve the results. This can be beneficial for any program, but especially for innovative programs designed to address complex social issues in complex environments.

Focusing on results requires greater investment in program design upfront and an investment in MEL activities to track and understand progress towards the results as the program is implemented. It also requires willingness and resources to reflect honestly on ways to improve the program.

CORE PRACTICES IN RESULTS-BASED MANAGEMENT

During program design:

- Situation analyses – In RBM, teams analyze the issue and situation before starting to design a program, including strengths and gaps in resources and services, the changes needed overall, and the specific changes to which the organization could contribute.
- Results framework – A results framework explains the program's activities and intended results over time. It usually includes a logic model diagram and a written description.

During program implementation:

- Annual work plans – Teams map out their activities for the year ahead (usually done by fiscal years in the public sector). The activities match those in the results framework.
- Monitoring – Throughout program implementation, teams gather data about progress towards their intended results.
- Team reflective sessions – The program team analyzes the monitoring data, shares other observations and ideas, and identifies "lessons" to inform their next work plan.
- Annual progress reports – Teams prepare reports about progress towards results (usually done by fiscal year in the public sector).

At key decision-making points:

- Evaluation – At key decision-making points, such as the end of a major phase, teams use evaluation to reflect more deeply on the program overall, including how effective it is and whether major changes are needed to improve it.

For detailed guidance on results-based management, we recommend the following free resources:

- Results-based Management and the 2030 Agenda for Sustainable Development: Handbook (PDF), United Nations Office on Drugs and Crime, 2018

- Results-based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide (PDF), Global Affairs Canada, 2016

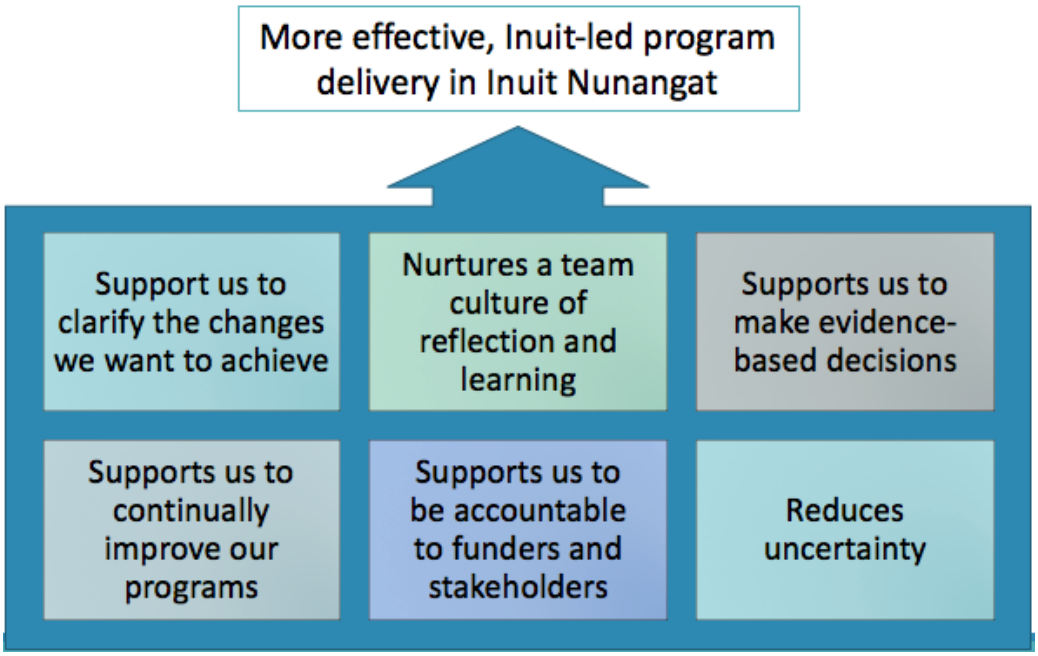
BENEFITS AND WEAKNESSES OF MEL

MEL can provide many benefits to teams, organizations, and stakeholders in Inuit Nunangat when it is driven by Inuit and Inuit organizations. Ultimately, MEL can contribute to more effective programming by helping organizations:

- Clarify the changes a program is designed to cause;
- Nurture a team culture of reflection and continuous learning;
- Support evidence-based decision making;
- Support continual improvement of programs through learning about what activities and approaches produce the best results;
- Support accountability to funders and stakeholders, which can increase support and momentum in the long-term; and,
- Reduce uncertainty about what works well, which can improve decision-making and build momentum within an organization.

Some organizations use MEL mainly for accountability to funders. But that is not nearly as useful as using MEL to support learning within your team and organization, the evolution of your program, and a greater collective understanding of what works best in your programming environment.

FIGURE 1: BENEFITS OF MONITORING, EVALUATION, AND LEARNING



There are a few potential weaknesses of MEL that teams should also be aware of:

- **Potential for MEL to become a "check-the-box" exercise**. This tends to happen when MEL is used mainly for accountability to funders, rather than for organizational learning.
- **Potential to select outcomes that are easy to measure and easy to achieve.** This tends to happen when teams are more focused on having a positive story for funders than getting data that will help them improve their programs.
- **MEL tools may miss important changes.** Since it is not always possible to predict all of the changes a program causes, it is important to document unexpected changes that MEL tools might miss. Recognize the limits of what MEL tools can measure and supplement them with insights from staff and other stakeholders.
- **MEL can be costly.** MEL takes resources, including staff time and often consultants' time. So, it makes sense to focus MEL activities on what matters most—what is most important to measure during implementation and what aspects of your program are most important to evaluate.

BUDGETING FOR MEL

A general rule of thumb in budgeting for MEL is to set aside about 10% of the total program budget for this work, including the cost of staff and/or consulting time and travel where needed. For teams that are new to MEL, additional resources may be needed for training and coaching. For very large programs, there is an economy of scale and the total cost of MEL may be less than 10% of the total cost of the program.

Potential MEL costs to consider:

- Staff time to lead or participate in MEL activities, including planning, data collection, and analysis;
- Consultant time to lead or support MEL planning, data collection, and analysis;
- Managers' time to recruit, supervise, and collaborate with consultants;
- Staff training and other capacity development supports, such as coaching and self-directed learning; and,
- Costs of bringing staff and stakeholders together to analyze data and reflect on progress (such as telecommunications and travel costs).

WORKING WITH MEL CONSULTANTS

MEL consultants can provide a range of support, from the beginning to the end of a program. They can help clarify program designs and support program teams to develop MEL plans and data collection tools, collect data and analyze data, facilitate reflective sessions, and design and conduct evaluations.

It is ideal to engage MEL consultants in the early stages of program design. Engaging MEL consultants early can help you to ensure that the program design has adequate staff time and financial resources for MEL. Regardless of whether you hire an MEL consultant to help with this, it's a good idea to plan for MEL early; otherwise you may find yourself short of funds or without much useful data when you need to report on progress or evaluate your program.

How can you hire a good MEL consultant? Ask for contacts from partner organizations, including funders. Ask other organizations to share their lists of MEL consultants and start keeping a roster of your own. You can also ask the Canadian Evaluation Society (CES) or one of its provincial/territorial chapters to post your requests for services in their regular newsletter which goes out to members. Look for people with good qualifications, a good track record of experience working with Inuit, a willingness to listen and learn, and an interest in working in true partnership. Wherever possible, ask at least three individuals or firms to prepare a proposal and set up a fair and transparent selection process.

For detailed guidance on procuring MEL consultant support, we recommend the following resource produced by the Government of the Northwest Territories:

- Writing Requests for Proposals for an Evaluation and Working with Evaluation Consultants (PDF), Government of the Northwest Territories (2008)

SUGGESTED GUIDELINES FOR MEL CONSULTANTS WORKING IN INUIT CONTEXTS

Since 2016, the Canadian Evaluation Society (CES) has been working on practical guidelines for ensuring that evaluation contributes to reconciliation in Canada. However, there are not yet any comprehensive guides to MEL in Inuit contexts that we are aware of. There is much work to be done to develop Inuit-determined approaches to MEL, including theoretical frameworks for research and practical applications, including data collection methods and tools.

Below, we have included some basic lessons from our experiences and from literature on evaluation in Indigenous contexts that we strive to apply to MEL work in Inuit Nunangat.

- Strive to use evaluation to support Inuit-determination and to contribute to decolonization and healing.
- Design evaluations to focus on learning and development, not only accountability.
- Take a strengths-based approach, rather than a deficit-based or problem-based approach to evaluation.

- Include Inuit in evaluation teams as much as possible and create opportunities for MEL capacity development.
- Ensure that MEL activities are participatory, including Inuit program staff and stakeholders in each step.
- Involve Inuit in the development of key evaluation questions and tools, such as logic models, indicators, interview guides, and questionnaires.
- Make sure that Inuit have a central role in data analysis and interpretation.
- Design evaluations to amplify the voices of Inuit. Strive to include those not often heard, such as Inuit youth.
- Recognize the importance of stories as a data source and use story-telling as a methodology (stories can be told in photos, videos, and the arts, as well as in oral and written forms).
- Pre-test data collection tools with Inuit target groups for clarity, cultural appropriateness, and emotional safety.
- Take into consideration the diversity and complexity of programming environments in Inuit Nunangat, including rapidly evolving social and economic conditions and the networks of service providers and stakeholders.
- Take into consideration the importance of familial and community relationships and the interconnectedness of people and the land.
- Be aware of and respect the historical trauma that Inuit communities have endured, understanding that evaluation must be designed to enhance community strengths, contribute to recovery, and cause no harm.
- If you come from a position of privilege, acknowledge it and be humble about your limited knowledge and experience.
- Recognize the limitations of current MEL processes and tools; be open to possibilities of developing better ways of practicing MEL in Inuit contexts, such as incorporating Inuit ways of observation, critical reflection, and decision-making.

2. GETTING STARTED WITH MONITORING

This section of the tool kit explains the steps in developing a monitoring plan and provides guidance for how to create the key components. The key components of a monitoring plan are:

- ✓ A logic model;
- ✓ Performance measurement framework; and,
- ✓ Data collection tools.

DEVELOPING A MONITORING PLAN

The steps in developing a monitoring plan are:

1. Define success. Develop a logic model that shows what your program does and the changes it is intended to cause.

- The purpose of a monitoring plan is to track progress towards success. So, the first step is to define "success" for your program and explain how your program is designed to achieve it.
- In results-based management, we do this by mapping out the "outcomes" (changes) your program is intended to cause, along with key activities, in a diagram called a "logic model." We also usually include a narrative description of the program, how the outcomes will be achieved, and key assumptions and risks.

2. Develop indicators and a plan to track them.

- The second step is to identify things you could measure to know whether the intended outcomes are being achieved. These are called "indicators."
- In results-based management, we develop indicators for each outcome the program is intended to achieve. We organize the indicators in a tool called a "performance measurement framework" (PMF), which lists the indicators and explains how we will measure each one.

3. Develop data collection tools.

- The next step is to develop the tools you will use to gather data for each indicator.
- Some tools can be developed at the beginning of your initiative and others may be developed during implementation. As they are developed, you can add them into your monitoring plan. (Several tools you can adapt are included in the appendices of this tool kit.)

4. During implementation, review and revise the monitoring plan as needed.

- Review the monitoring plan each year (or more often if your program changes significantly) and revise when needed. You may need to update the logic model or indicators or you may need to develop new indicators and data collection tools for new developments in the program.

LOGIC MODELS

A logic model is a visual model of how your program is going to achieve the results you expect it to. It shows the logical flow from inputs (resources) to your major activities through to the outcomes (changes) your program is designed to cause or contribute to.

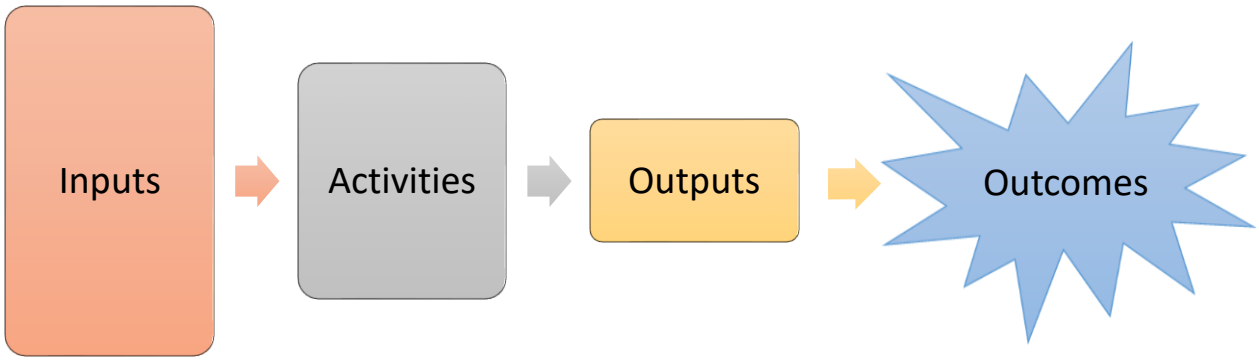
Logic models are the basic building block of most monitoring and evaluation work. (They are also used as a program design and planning tool in results-based management.)

COMPONENTS OF A LOGIC MODEL

There are some slight variations in styles of logic models used by different organizations, but they almost all include the following four components:

- **Inputs** – The resources the program team will use to do the activities.
- **Activities** – The work the program team will do to produce the outputs.
- **Outputs** – The products or services the program will deliver that are expected to cause the outcomes.
- **Outcomes** – The changes (or "results") the program is expected to cause or contribute to.

FIGURE 2: FOUR COMPONENTS OF A LOGIC MODEL



There is a logical flow between the components, with each built on the previous. For example, imagine the components of a logic model for a small seal harvesting initiative to help with elders' food security. The components might be:

Inputs: Equipment, hunter's time, money for gas and supplies

Activities: Going out hunting, preparing the meat, distributing the meat

Outputs: Country food distributed to elders

Outcomes: Increased access to country foods by elders; Increased consumption of healthy foods by elders

LEVELS OF OUTCOMES

Most programs are designed to cause a series of shorter-term changes that the organization believes will contribute to bigger changes in the long-term. To help express the complexity of change over time, logic models divide outcomes into multiple levels.

A common approach is to divide outcomes into three levels:

- **Immediate outcomes:** Changes that are caused directly by the program's outputs.
    - These are usually changes in the capacity of individuals or groups, such as changes in awareness, access, capability, knowledge, skills, attitude, or motivation. (The changes at this level should be achievable within the first half of the program in most cases.)
- **Intermediate outcomes:** Changes that are expected to happen as a result of one or more of the immediate outcomes.
    - These are usually significant changes in behaviour or practices in a target group or organization. (The changes at this level of the logic should be achievable by the end of the program.)
- **Ultimate outcome:** A major change that the whole program is intended to contribute to over time.
    - This is usually a change in the state of being for the intended program beneficiaries, such as a change in their quality of life or level of well-being. (This change may not be measurable within the lifespan of the program, but is the ultimate "why" of the program.)

Think of the levels of outcomes like ripples moving away from a pebble dropped into water.

The pebble is the input of the program. Throwing the pebble is the activity. That activity causes the ripple closest to where the pebble was dropped. That first ripple causes increasingly larger ripples.

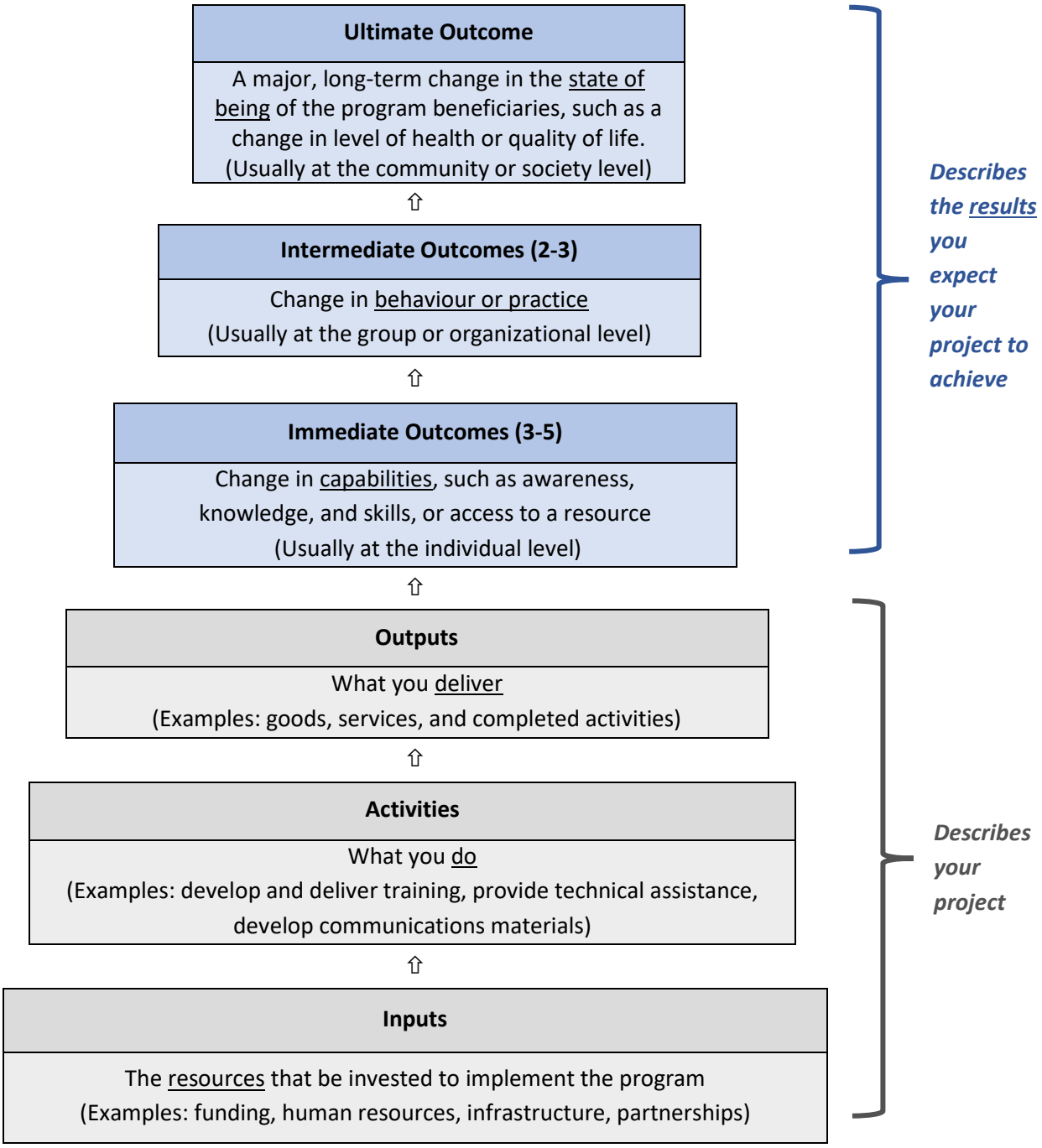
PUTTING IT ALL TOGETHER

Figure 3, below, provides an overview of all the components of a standard logic model. *Appendix B* of this tool kit includes a blank template you can use to produce a logic model with these components. Appendix B also includes several example logic models from initiatives funded under NISPS.

The standard logic model would be appropriate for the level of complexity of most programs being delivered by ITK and its regional partners. However, *Appendix B* also includes a slightly simpler logic model template (with fewer levels of outcomes and with activities and outputs combined). This simpler

template might work well for less complex, short-term programs delivered by smaller community partners (such as one-off learning workshops that are not part of a larger initiative).

FIGURE 3: OVERVIEW OF A STANDARD LOGIC MODEL

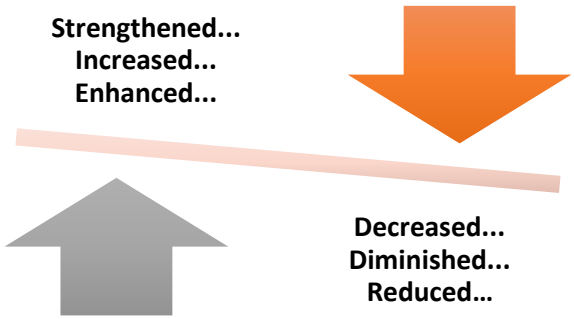


A FEW GUIDELINES FOR CREATING EFFECTIVE LOGIC MODELS

Use Directional Terms for the Outcomes

The outcomes statements in a logic model are usually written with directional terms, such as "*strengthened* knowledge of land-based among program participants."

The use of a directional term helps express the *change* the program is intended to contribute to.



Limit the Number of Outcomes

Your logic model should express the core of your program at-a-glance. A common approach to creating clear and concise logic models is to limit the number of outcomes at each level:

- 1 ultimate outcome
- 2-3 intermediate outcomes
- 3-5 immediate outcomes

In our experience, it is usually challenging but beneficial to summarize a program concept this way. The program team and others involved have to discuss what the core of their program really is and reach a shared understanding of what changes the program is intending to cause. Logic models, and the process of creating them together, help us be clearer about our intentions and express those intentions more clearly to others.

Other Guidelines

- Build it as a team.
- Refine it over time.
- Keep in mind that some outcomes cannot be predicted. These unintended outcomes should be identified, documented, and learned from during implementation.

Benefits of Making a Logic Model Together

- Gets all stakeholders on the same page about what the project is attempting to achieve
- Establishes a common vocabulary
- Provides a visual reminder of the core of what the project is intended to achieve
- Increases clarity, which can energize a team!

INDICATORS

Once you have identified the intended outcomes of your program, the next step is to identify indicators. Indicators are things we measure to track change over time. In MEL, we identify indicators for each outcome so we can track progress towards achieving them.

Photo: Malikkaat near Iqaluit, Nunavut. The stage of growth of malikkaat has been used in land-based practices as an indicator of how soon cooler fall weather will arrive at the end of the summer.

QUALITATIVE AND QUANTITATIVE INDICATORS

There are two types of indicators: quantitative and qualitative.

Quantitative indicators are things that can be counted, such as the number of participants who pass a test. We measure the quantity or amount. Some common quantitative indicators begin with:

- # of …
- % of…
- Frequency of…

Qualitative indicators are things that change over time but cannot be individually counted, such as individuals' experiences, perceptions, and level of satisfaction or the quality of a service. Some common qualitative indicators begin with:

- Quality of…
- Satisfaction with…
- Perceptions of…

CRAFTING INDICATORS

You will likely need 2 to 3 indicators to accurately measure change for each outcome, although on rare occasions you can find one that suffices. It is ideal to have a mix of quantitative and qualitative indicators. This provides more complete and reliable information than just one or the other.

Plan ahead for disaggregation (separation of the data by key characteristics, such as gender, age group, and background).

Distinguish what information you *need* to know and what would be *nice* or interesting to know but not essential. Monitoring takes considerable staff time, so focus on what will be most useful.

Work with others, including MEL consultants where needed, to craft indicators—developing indicators is challenging!

Generic Example of an Outcome and Indicators

Outcome: Enhanced practices among program participants

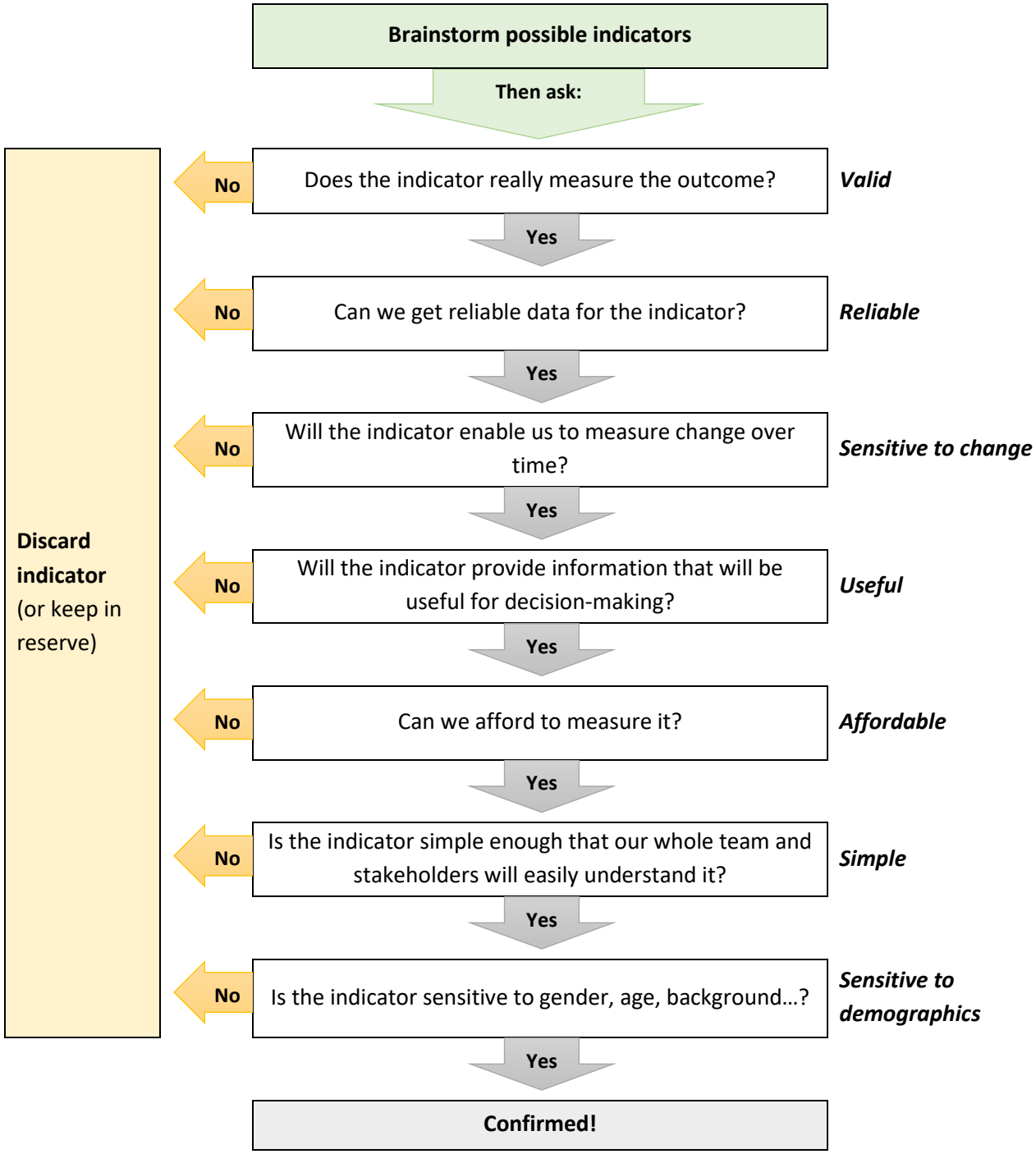
Indicators:

- % of participants who demonstrate enhanced practices (Quantitative)
- Perceptions of participants of their practices (Qualitative)

PROCESS FOR SELECTING INDICATORS

Begin by brainstorming a variety of possible indicators. This work is best done in a group because much creative and critical thinking is needed. Also, it is important that the indicators you develop are considered valid by the team (and by key stakeholders). Once you have brainstormed a variety of possible indicators for an outcome, assess them critically using the questions in the diagram below.

FIGURE 4: CRITERIA FOR SELECTING INDICATORS



PERFORMANCE MEASUREMENT FRAMEWORK

A performance measurement framework (PMF) is a tool for mapping out how you will track progress towards each outcome. It forms the basis of a monitoring plan. For each outcome, the PMF shows the indicators you will measure and how you will measure them including:

- The **baseline** (measurement of the indicator at the beginning so that you can see if there is change when you measure again later);
- The **target** (amount of change expected and by when);
- The **data source** (where you will get the data, such as from program documents or from participants);
- The **data collection method** (how you will get the data, such as by counting records, doing interviews or group discussions, or administering surveys);
- The **frequency** of data collection (how often the data will be collected, such as monthly, annually, or once at the end of the program); and,
- **Responsibility** (who is responsible for collecting the data).

FIGURE 5: TEMPLATE FOR A STANDARD PERFORMANCE MEASUREMENT FRAMEWORK

Outcome	Indicators	Baseline	Target	Data Source	Data Collection Method	Frequency	Responsibility
1.	1.1						
	1.2						
	1.3						
2.	2.1						

A ready-to-use version of the PMF template is included in *Appendix B*. Appendix B also includes a slightly simplified version for very small-scale projects.

COLLECTING DATA

METHODS FOR TRACKING PARTICIPATION

There are many benefits to gathering basic data about participants and their level of participation in your program. Although it won't tell you about the *effectiveness* of your program, this information is essential information to help you interpret all other data and for accountability to stakeholders. Most importantly, you can look for patterns in participation, such as the participation of specific groups and changes in levels of participation over time.

Registration Forms

Gathering basic information about participants can be simple, but requires planning ahead. Perhaps the simplest way to gather basic information about participants is to use a registration form. *Appendix C* includes several registration form templates and some tips on how to administer them.

Tracking Attendance

Tracking attendance can also be simple if you plan ahead and make it a routine. *Appendix C* includes some approaches to tracking attendance for different types of programs, such as short workshops, ongoing drop-in programs, and anonymous drop-in programs.

METHODS FOR TRACKING RESULTS

Choosing data collection methods to track results depends on the type of indicator and the purpose of the information being gathered. Data collection methods should be carefully chosen as part of the development of indicators, while considering costs and other potential limitations, how the information will be used, and when it is needed.

Data collection methods can be informal and less structured, or more formal and more structured. Examples, from simple to more complex methods are:

- *Community interviews*
- *Site visits*
- *Reviews of program documents / records*
- *Key informant interviews*
- *Participant observation*
- *Focus group discussion*
- *Direct observation*
- *Questionnaires for use in surveys*

Data collection can also include formal and informal approaches to gathering stories, taking photos and videos, and reviewing diaries or journals.

Appendix C includes some example data collection tools.

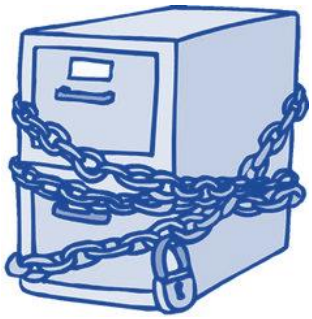
DATA COLLECTION ETHICS

When monitoring involves gathering and storing information about people, you should get consent from participants and plan for how you will protect their privacy.

CONSENT

For the NISPS-funded initiatives, we included a data collection consent paragraph on a simple program registration form. Several examples are included in *Appendix C*, along with tips on how to explain the data collection consent portion to make sure everyone understands what you are asking for and why.

PRIVACY



To protect the privacy of everyone who consents to having you collect and keep their data, you need to consider how you will make sure individuals are not identifiable in your reports or other documents and how you will store the data so that only authorized staff can access it.

All teams should store digital data in a password-protected file on a password-protected computer that is offline or on a secure network. Paper records or other physical data, such as photographs or videos, should be kept in a locked filing cabinet or other locked container.

For teams that are collecting any significant personal information, there are more steps that can be taken to increase privacy. For example, data stored in a spreadsheet can be anonymized, meaning the participant names are not stored in the same file. The names are replaced by codes or numbers. Consider getting technical support to plan for greater security if you plan to gather significant personal data, such as student records or counselling records.

ANALYZING YOUR DATA

REFLECTIVE SESSIONS

Once you've done some monitoring of your progress toward the achievement of the changes your program set out to reach and you've used some of the tools provided in this tool kit, you'll have some data to analyze. You'll also have a lot of information in the heads of those who have been implementing the program. That information is also extremely valuable.

A useful practice is to hold a "reflective session" during which you and your team members review all the data you have collected, interpret the data collaboratively, and share additional observations and insights from your experiences. The main purpose of the reflective session is to learn from the data and from each other. The team can then use what was learned to help plan the next phase of activities.

It's important to do this analysis as a group because everyone who is part of the program has a unique and valuable perspective to contribute. Data analysis should not be left to a consultant, a manager, or one team member alone.

WHEN TO HOLD REFLECTIVE SESSIONS

Because the main purpose of reflective sessions is to gather lessons that can be applied to the next phase of the work, they are often held immediately before planning the next phase of program activities.

For example, reflective sessions are often held quarterly or annually, just before the team is developing its work plan for the next quarter or the next year.

Sometimes, it's also useful to hold a session to analyze data as soon as the data are available, such as shortly after a major training program or completion of a project component.

HOW TO ANALYZE THE DATA TOGETHER

A sample agenda for an annual reflective session is included in Appendix C.

The first step in a reflective session is to review each set of data. (Note: If you have a lot of data, you may want to have some team members prepare a summary ahead of time.)

The next step is to make sense of the data. The group should discuss what they think the data tell them about progress towards their goals. Here are some key questions to discuss:

- What do these data tell us about whether our activities have made a difference?
- What was the situation before our program began and do the data show that our activities have helped bring about a change?
- Were there any unexpected changes, either positive or negative, that were not reflected in the data we gathered?
- Are any of the data surprising—not what we expected to find?

Reflective Session Tips

- Find a comfortable venue away from the distractions of your regular work;
- Give yourselves enough time to get into rich discussions;
- Consider hiring a facilitator so staff can focus on reflection and discussion;
- Hire a note taker or share note taking;
- Include health breaks and team-building exercises; and,
- Write a brief report immediately afterwards, distribute it to all participants, and highlight the decisions made and follow up action required.

The third step is to consider the factors that contributed to the results achieved, any patterns in the data, and lessons that can be applied to improve the next phase of work. Here are some key reflective questions to support deeper learning:

- What worked well and why?
- What didn't work so well and why?
- Why did some people appear to benefit more than others?
- How could we do this better next time?
- Next time, what should we do more of? Less of?
- What follow up should we do in order to better achieve the changes we set out to achieve?

The last step is to look ahead and use the lessons gained from the previous phase of your work to plan the next phase.

TIPS FOR USING MONITORING DATA IN REPORTS

Here are a few tips for using data in your reports.

- Sort out what data are most important to include in the report.
- Focus the report on the results your program expects to achieve and the data you have about progress towards those results; provide briefer descriptions of your activities, the people you have reached, and organizations that were involved.
- Explain your interpretation of the data (what you conclude from the data) in a narrative and then present the data visually, in a table, graph, or chart.
    - Put lengthy tables and other detailed data in appendices.
    - Keep your graphs and charts simple and uncluttered.
- Present what you have learned from collecting and analyzing the data, including any changes you plan to make in order to improve the work you are doing.
- Don't be afraid to acknowledge things that didn't go so well—remember, there are no failures in the kind of work you are doing; making mistakes is an important part of the learning process and is expected. Reports that are overly positive may not be taken seriously.

3. GETTING STARTED WITH EVALUATION

While monitoring is used to get basic data about performance throughout the implementation of a program, evaluation is used to get deeper insights about the program at key points in time.

Evaluation helps reduce uncertainty whether our activities are working overall, which parts of our work are effective and why, and how we could do better.

This deep reflection can benefit any program, but is especially important for programs that are designed to cause complex social change in dynamic, complex environments. Evaluation can support continuous learning and adaptation over the long term, which are essential for the success of such programs.

This section of the tool kit provides a brief introduction to evaluation. It is intended to support program teams to be better prepared to engage evaluation consultants and manage their work. It includes:

- An overview of the evaluation process;
- An overview of evaluation questions, including questions that are common in most evaluations and additional questions that can be answered;
- A standard template for an evaluation framework; and,
- Evaluation types and approaches.

Evaluation is More than Research

Research is part of evaluation, but evaluation goes beyond research and has a different primary purpose. The primary purpose of evaluation is to produce information that will support learning and informed decision-making by the stakeholders of the evaluation. To achieve this, evaluation combines tools and practices from social sciences research with those from the world of management and organizational development, adult learning, and social justice.

The demands placed on evaluators are greater than those placed on traditional researchers. The process and results of an evaluation directly affect programs, staff, and their constituents. Evaluators must be sensitive to organizational dynamics, politics of the programming environment, and the unique context of each program. In most cases, it is also essential that evaluators do their work in a manner that is empowering, inclusive, and trauma-informed.

And, for each evaluation, evaluators must custom-design a practical approach to get the information needed, respecting the financial, time, and political constraints of the programming context.

EVALUATION PROCESS

Most evaluations follow the standard process outlined here. First, before the evaluation process even begins, an *evaluability assessment* is done to determine whether an evaluation is possible and appropriate. An evaluability assessment determines whether it is the right time for an evaluation and whether the environment is conducive to an evaluation (*see side bar box*).

An evaluability assessment asks:

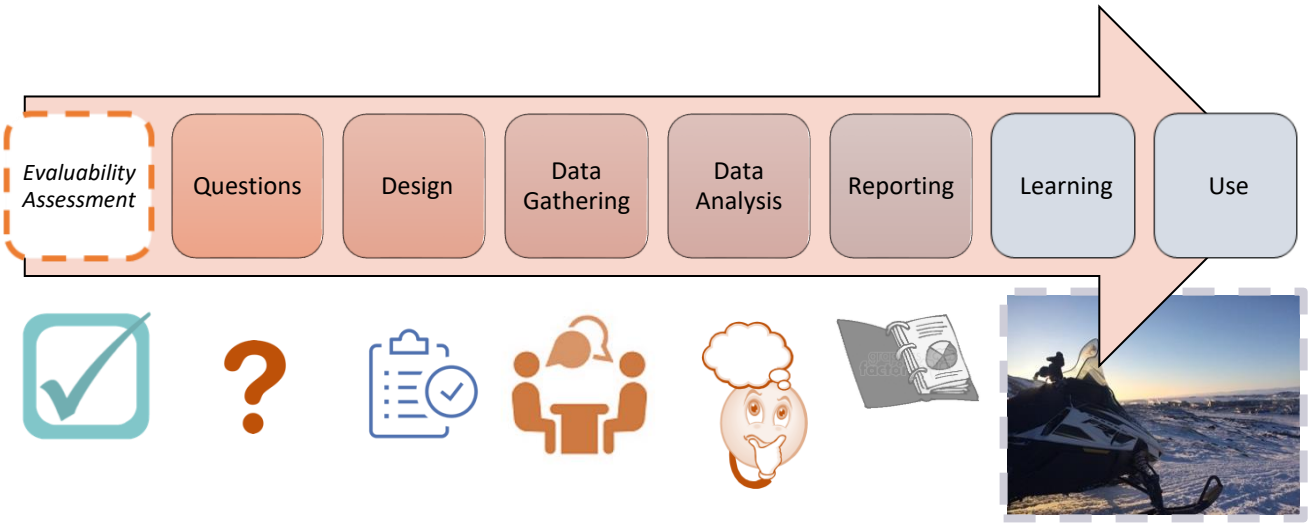
- Is the evaluation actually needed and is it the right time?
- Is the context conducive to an effective evaluation?
    - Is there an environment of openness and honesty?
    - Is there a willingness to reflect and learn?
    - Is there an intention to base decisions on evidence?
- Is there sufficient data available?

If an evaluation is appropriate, the evaluator's first task is to determine the *questions* the evaluation will answer. This should be done collaboratively with the managers and staff of the program, based on what is most important to them and how they want to use the evaluation (such as for accountability, learning, decision-making, or some combination of these purposes).

Then, an *evaluation design* is developed collaboratively based on the questions. The evaluation design shows the type of evaluation that will be done, the approach that will be taken, the data that will be used to answer each question, and how the data will be collected and analyzed.

Once the design is created, the evaluation is conducted. This usually includes three phases: *data collection, data analysis,* and *reporting*. If all goes well, the reporting supports the final two steps: *learning* and *use* of the learning to make decisions about the program. Use is critically important; all evaluations should be designed to maximize use.

FIGURE 6: OVERVIEW OF THE EVALUATION PROCESS



EVALUATION TOPICS

There are four topics that many national and international organizations consider standard for evaluations: *effectiveness, efficiency, relevance, and sustainability*. Additionally, it is standard to assess *gender equality* in evaluations of programs delivered or funded by the Government of Canada.

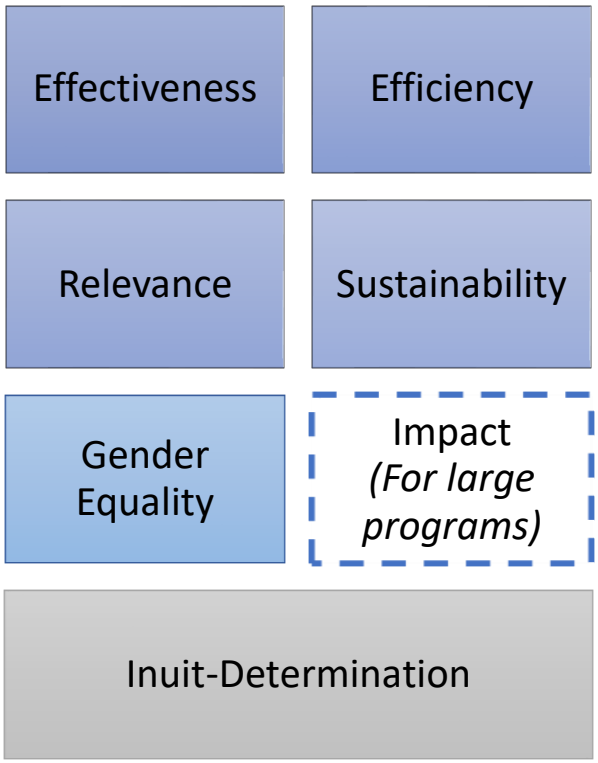


FIGURE 7: CORE EVALUATION TOPICS

Within each of these topics, there are different questions an evaluation could answer, depending on what would be most for your organization at that time. But, generally, the topics refer to the following:

- *Effectiveness:* To what extent is the program achieving its intended outcomes?
- *Efficiency:* To what extent is the program being managed well and using resources efficiently?
- *Relevance:* To what extent is the program responding to the needs of its intended beneficiaries (target group) and meeting needs that are not otherwise being addressed?
- *Sustainability:* Will the benefits of the program continue once the funding runs out?
- *Gender Equality:* How well does the program respond to the different needs of women, men, girls, and boys, and those with other gender identities?

For larger, long-term programs, evaluations also often assess *impact*. In evaluation, "impact" means contribution towards the program's ultimate intended outcome, which is typically a major, societal change in a population. This is not usually assessed for smaller, shorter-term programs because it is often difficult to determine and expensive. Also, smaller, shorter-term programs are usually not expected to cause measurable, attributable change at that level.

For programming that impacts Inuit in any way, another core topic to include in evaluations is *Inuit-determination.* Evaluation can assess the degree to which the program is Inuit-determined and how well it contributes to Inuit-determination and reconciliation.

Most evaluations also identify *lessons* and provide guidance on *future directions*. They can also be designed to provide information and insights about a wide range of other topics, such as:

- Appropriateness of the program design, processes, and resources;
- Effectiveness of partnerships;

- Effectiveness of management; and,
- Effectiveness of communications, including communications with intended program beneficiaries.

EXAMPLE EVALUATION QUESTIONS

CORE EVALUATION TOPICS

Effectiveness

1. What results have been achieved (immediate and intermediate outcomes), expected and unexpected, positive and negative?
2. To what extent has the program contributed to the intended ultimate outcome/result?
3. Is the program likely to achieve its immediate and intermediate outcomes by the time it ends?
4. To what extent does the program integrate cross-cutting themes, such as gender equality?
5. What value is the program adding?

Efficiency

1. Is the program functioning in the most efficient way?
2. Are resources delivered in an efficient and timely manner?
3. Is the relationship between cost and results reasonable?
4. How do the costs compare with similar programs?
5. Are the variances between planned and actual expenditures justified?
6. What are the implications of any significant variances?

Sustainability

1. What is the likelihood that program benefits will continue after its completion without over-burdening local organizations and partners?
2. Is capacity being developed at the individual, organizational and institutional levels, and if so, is it adequate to ensure that local institutions/organizations will take over and sustain the benefits envisaged?
3. To what extent do local program partners and beneficiaries participate in the project and "own" the program's results?
4. Does the program adhere to sustainable environmental practices and recognized environmental standards?

Relevance

1. Is the program reaching the intended beneficiaries?

2. Is the program meeting needs that its participants/beneficiaries have expressed and to which they have agreed?
3. Does the program make sense in relation to the conditions, needs or problems to which it is intended to respond?
4. Is the program consistent with the implementing organization's mandate and priorities?
5. Is the program aligned with or complementary to the priorities and policies of the funder?

Gender Equality

1. To what extent does the program integrate the principle of gender equality?
2. To what extent does the program empower or disempower different genders?

Inuit-determination

1. To what extent does the program integrate the principles of Inuit-determination?
2. To what extent does the program empower or disempower Inuit?
3. Does the program adhere to principles of reconciliation?

ADDITIONAL TOPICS

Project Systems, Resources, and Design

1. Are the management and oversight structures appropriate?
2. Are the project resources, capacities and selected strategies sensible and are they sufficient to achieve the intended results?
3. Has the implementing organization analyzed the formal and informal systems that shape the behaviour of individuals and organizations, and if so, have these been adequately reflected in the program's design and implementation?
4. Do the program components complement each other?
5. Does the program use proven, successful practices and adhere to agreed standards?
6. Is the program finding innovative solutions to problems identified?

Cultural Appropriateness

1. Are the program interventions culturally appropriate, i.e., sensitive to the norms and values of the different beneficiaries?
2. How effective is the communication among the program's key stakeholders?
3. Is the communication linguistically sensitive?

Partnerships

1. How strong and effective are the partnerships?
2. Are the partners aware of their roles and responsibilities?
3. Does each partner contribute resources to the program in a manner that is fair and reasonable?
4. Is there shared responsibility and accountability for program results by all partners?
5. How effective is the communication, coordination and cooperation among the program partners?
6. Do the key implementing partners have sufficient capacity?

Challenges, Constraints, Risks and Opportunities

1. What have been the key challenges, constraints, and risks facing the program?
2. How did the program deal with them and with what degree of success?
3. To what extent has the program successfully adapted to changing circumstances?
4. To what extent has the program taken advantage of opportunities?
5. What are the main drivers and blockers of change?

Lessons

1. What lessons can be drawn from the program experience, including those that may be applicable to future programming?
2. What were the reasons why some things worked well and others didn't?

Future Directions

1. Where should the program focus in the future?
2. What changes are needed in order to strengthen the program?
3. What changes are needed in the program design and management in order to respond to emerging needs or changing circumstances in the programming environment?

TYPES AND APPROACHES

Types of Evaluations

There are three main types of evaluation: *formative*, *summative*, and *developmental*. Each type is used at a different time and for a different use, as outlined in the table below.

FIGURE 8: OVERVIEW OF TYPES OF EVALUATION

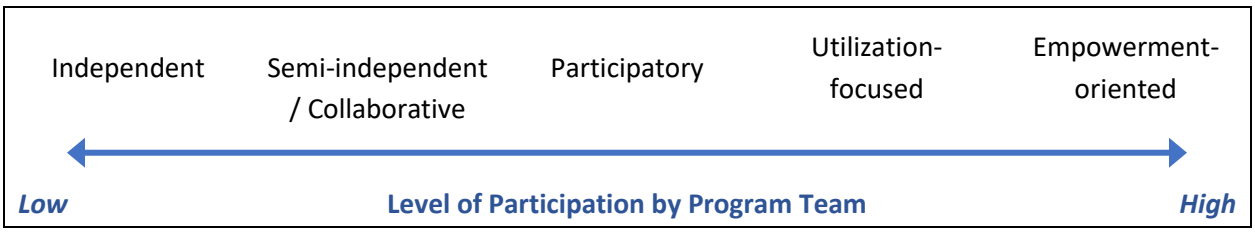
Type of Evaluation	Timing	Use
Formative	Midway through a program	Assess the process and progress towards intended results (and any other relevant issues); helps managers make course corrections if needed.
Summative	At the end of the program (or at the end of a major phase)	Assess the overall merits of the program; informs decisions about future funding or programming of a similar nature.
Developmental	Throughout a developmental phase of the program (when the program is still being developed)	Provides "real time" data and feedback about the effectiveness of the program and changes in a rapidly evolving, complex programming environment that may involve multiple partnerships, multiple regions with different needs, and changing political conditions. Helps develop the program.

Approaches to Evaluations

There are many different approaches to evaluation—as many as there are approaches to research. Each approach has benefits. An evaluation consultant can help you determine what approach is best suited to your purpose in doing the evaluation.

One major characteristic that distinguishes evaluation approaches is the level of participation of program staff in shaping the evaluation design, gathering data, and analyzing data. In empowerment evaluation, the main purpose is to empower the program/project participants. In this type of evaluation, the evaluation consultant relinquishes power to the key stakeholders and acts only as a facilitator of the process and as a guide to ensure quality and rigour.

FIGURE 9: LEVEL PARTICIPATION IN VARIOUS EVALUATION APPROACHES



STANDARD EVALUATION FRAMEWORK

Once the evaluation questions, type, approach have been determined, the evaluator creates an evaluation framework. The evaluation framework shows at a glance what questions the evaluation will focus on, where the information will come from and what mix of methods will be used to gather that information.

For most evaluations, it is ideal that the framework is co-created by the evaluator and the program manager and staff. This helps ensure that the evaluation will be useful for the program team. Co-creation of the evaluation framework is also essential for Inuit-determination in the process.

After the evaluation framework is developed, the evaluator creates a detailed evaluation work plan.

FIGURE 10: STANDARD EVALUATION FRAMEWORK

Evaluation Criteria	**Key Questions and Sub-Questions**	**Data Sources**	**Data Collection Methods**
1. Effectiveness			
2. Efficiency			
3. Relevance			
4. Sustainability			
5. Gender Equality			
6. Inuit-determination			
7. [Additional criteria …]			

DATA SOURCES AND COLLECTION METHODS

There are many different possible sources of data and a variety of data collection methods that can be used, depending on the context and purpose of the evaluation. The table below lists some common sources and methods.

For more information about evaluation data collection methods, we recommend the *Better Evaluation* website, a free wiki-style resource that is updated regularly (*betterevaluation.org*).

FIGURE 11: EXAMPLE DATA SOURCES AND DATA COLLECTION METHODS

Data Sources	Methods
Literature Project documents/archives Monitoring reports Evaluation reports Management info system Project participants/beneficiaries Project partners Project manager(s) Project team members Project consultants Independent experts Project site Photo and/or video documentation Worldwide Web Media reports	Literature review Review of project files and background materials Interviews: face-to-face, telephone/teleconference Surveys: mail, email/on-line, telephone, in person Focus groups Field site visits: semi-structured observation, use of photos, audio-video recordings Before & after observation Self-assessments Participatory Rural Appraisal Mapping Outcome Mapping Case studies Longitudinal studies Expert reviews Peer reviews Benchmarking (against other organizations or against professional or international standards and norms) Appreciative Inquiry Most Significant Change PhotoVoice

CONCLUSION

Monitoring, evaluation, and learning (MEL) is a set of powerful program management practices that have the potential to contribute to Inuit-determination in policies and programs. MEL can support organizational learning, continual program improvement that is informed by Inuit knowledge and experiences, Inuit knowledge-mobilization, and accountability to stakeholders across Inuit Nunangat so they can make informed decisions about how to use their resources.

We believe that MEL is too important to be left to consultants or to be shaped by the requirements of funding organizations only. The more your program team takes charge of MEL, the more it will serve your interests and, more broadly, the interests of Inuit communities and regions.

There is much work and learning ahead to develop Inuit-specific approaches to MEL. We hope this tool kit will serve as a starting place for your team. We hope that you will add to it and revise it to reflect your team's innovations in this important area of work in the years to come.

APPENDICES

A. KEY TERMS GLOSSARY

Inuktut – The Inuktut terms here are in the North Qikiqtani dialect and were developed for an MEL workshop held in Clyde River, Nunavut, in 2018. ITK and its regional partners could review these terms in the coming years and establish one common set of Inuktut MEL terms.

French – The French terms provided here are the terms used in the French version of Global Affairs Canada's how-to guide to results-based management:

- *La gestion axée sur les résultats appliquée aux programmes d'aide internationale : Un guide pratique*

English	Inuktut (North Qikiqtani)	French	Description
Monitoring	ᖃᐅᔨᓴᕐᓂᖅ	Mesure du rendement	Systematically tracking progress towards the intended outcomes of your program.
Evaluation	ᖃᐅᔨᓴᐃᓂᖅ	Évaluation	The systematic and objective assessment of a program, its design, implementation and results.
Logic Model	ᓈᒻᒪᑦᑐᖅ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ	Modèle logique	A visual map of the core components of your program, including the resources you will use, the activities you will do, the planned outputs, and the expected outcomes over time that the program will cause or contribute to.
Outcome	ᖃᓄᐃᓐᓂᕆᔭᕐᒋᑦ	Résultat	A change that a program is designed to achieve. Also referred to as a "result."
Ultimate Outcome	ᑖᒃᑯᐊᓪᓚᑏᑦ ᖃᓄᐃᓐᓂᕆᔭᕐᒐ	Résultat final	The highest-level change that a program is expected to contribute to when the intermediate outcomes have been achieved. This is usually a major, long-term change in the state of being of the program beneficiaries. For example, this could be a change in program beneficiaries' level of empowerment, safety, health, quality of life, living conditions, or well-being. Example ultimate outcome statement:

English	Inuktut (North Qikiqtani)	French	Description
			“Strengthened early childhood development among children in Nunatsiavut.”
Intermediate Outcome	ᕿᑎᕋᖅᑐᑦ ᖃᓄᐃᓐᓂᕆᔭᖏᑦ	Résultat intermédiaire	A change that is logically expected to happen after one or more of the program’s immediate outcomes has been achieved. Intermediate outcomes are usually a change in behaviour, practice, or performance. For example, this could include changes in social actions, changes in policies and programs, and changes in efficiency or effectiveness. Example intermediate outcome statement: “Improved parenting practices among program participants.”
Immediate Outcome	ᑕᕝᕙᑦᑕᐅᑎᒋ ᖃᓄᐃᓐᓂᕆᔭᖏᑦ	Résultat immédiate	A change that is expected to happen immediately after one or more of the outputs has been delivered. Immediate outcomes usually changes in capacity, such as a change in knowledge, skills, attitudes or opinions, awareness, motivations, or access to a resource. Example immediate outcome statement: “Increased knowledge of positive parenting practices.”
Output	ᐊᓂᔪᑦ	Extrant	Products or services directly produced by the program team’s activities. Examples: a course manual, a report, workshops delivered. (Note: outputs include *completed* activities.)
Activity	ᖃᓄᐃᓗᖅᑕᐅᔪᑦ	Activité	The work that the program team will do to produce the program outputs. For example, your activities might include conducting research and developing a report, designing and delivering training workshops, and providing counselling services.
Input	ᐃᓗᐊᓅᖅᑕᐅᔪᑦ	Intrants	The resources you will use to support the program. These usually include money, time, equipment, staff capacity, and partnerships.
Performance Measurement		Cadre de mesure du rendement	A PMF helps you to plan how you will monitor your progress towards expected results (outcomes). It includes all of the

English	Inuktut (North Qikiqtani)	French	Description
Framework (PMF)			indicators you will track and specifies for each indicator who will gather the data, when they will gather the data, the data sources, and the data collection methods. For each indicator, it also specifies the baseline data and target.
Baseline Data	ᑐᓐᖓᕕᖓ	Données de base	Baseline data is the value of an indicator at the start of a program. It is used as a point of reference against which progress will be measured or assessed.
Indicator (Performance Indicator)	ᓇᓗᓇᐃᕈᑏᑦ	Indicateur (Indicateur de rendement)	An indicator, also known as a performance indicator, is a tool for measuring progress towards outcomes and outputs. Example: “Number of program participants who have achieved Level 3 Inuktut proficiency.”
Target	ᑐᕌᖅᑕᐅᔪᑦ	Cible	The value you are aiming to achieve in relation to an indicator by a specific time in your program. Example: “75% of program participants have achieved Level 3 Inuktut proficiency by the end of the course.”
Data Source	ᑐᑭᓯᒋᐊᕈᑏᑦ ᓇᑭᓐᖓᕐᕕᖕᒋᑦ	Sources de données	Data sources are the individuals, organizations or documents from which data about your indicators will be collected.
Data Collection Method	ᐊᑐᖅᑕᐅᔪᑦ ᐊᒻᒪ ᓴᓇᕐᕈᑏᑦ	Méthodes de collecte de données	How data will be collected from the data sources. There are many different data collection methods that can be used, depending on the indicator and the data source.

B. MEL PLANNING TEMPLATES

This appendix includes templates for standard and simplified versions of the two core MEL planning tools—the logic model and performance measurement framework.

- The standard versions are suitable for complex programs that are designed to cause a series of changes over several years. These are likely appropriate for most program teams at ITK and regional partner organizations.
- The simplified versions are appropriate for simpler, short-term programs that may only have a few immediate outcomes that could be measured and attributed to the program. These may be appropriate for some programs delivered by community groups.

This appendix also includes several example logic models that were used by teams that accessed funding under NISPS:

- National Inuit Suicide Prevention Strategy Implementation Program (2016-2019)
- Nain Youth Centre Program (2016-2019)
- Reclaiming the Whole Man Program (Pirurvik Centre)
- Nunami Program (Capacity Development Program to Support Community-led, Land-based Wellness Activities)

STANDARD LOGIC MODEL

[PROGRAM NAME], 20XX-20XX (Version: ##, Date: ##)

Ultimate Outcome	1.0 [Ultimate outcome: Long-term change in state of being, societal/regional/community-wide]				
Intermediate Outcomes	2.1 [Intermediate outcome: Change in behaviour or practice in an organization or target group]	2.2 [Intermediate outcome]	2.3 [Intermediate outcome]		
Immediate Outcomes	3.1 [Immediate outcome: Change in capacity, skills, knowledge, attitudes, or level of access to resources of individual participants; direct result of your program]	3.2 [Immediate outcome]	3.3 [Immediate outcome]	3.4 [Immediate outcome]	3.5 [Immediate outcome]
Outputs	[Output: A "deliverable"; what you will <u>produce or provide</u>, including completed activities]	[Output]	[Output]		
Activities	[Activity: Program objective; what you will <u>do</u>] [Activity] [Activity]	[Activity] [Activity] [Activity]			
Inputs	[Input: A resource that is essential for your program, such as funding source, human resources, knowledge source, or partnership]	[Input] [Input]			

STANDARD PERFORMANCE MEASUREMENT FRAMEWORK

[PROGRAM NAME], 20XX-20XX

(Version: ##, Date: ##)

Outcome	Indicators	Baseline	Target	Data Source	Method	Frequency	Responsibility
1.0 [Ultimate outcome]	1.0.1 [first indicator for this outcome] 1.0.2 [second indicator for this outcome]						
2.1 [Intermediate outcome]	2.1.1 2.1.2						
2.2 [Intermediate outcome]	2.2.1 2.2.2						
2.3 [Intermediate outcome]	2.3.1 2.3.2						
3.1 [Immediate outcome]	3.1.1 3.1.2						

Outcome	Indicators	Baseline	Target	Data Source	Method	Frequency	Responsibility
3.2 [Immediate outcome]	3.2.1 3.2.2						
3.3 [Intermediate outcome]	3.3.1 3.3.2						
3.4 [Intermediate outcome]	3.4.1 3.4.2						
3.5 [Intermediate outcome]	3.5.1 3.5.2						

SIMPLIFIED LOGIC MODEL (FOR SIMPLE, SHORT-TERM INITIATIVES)

[PROGRAM NAME], 20XX-20XX (Version: ##, Date: ##)

Long-term Change *(Major change our program will help with)*	Long-term change in participants' lives that you hope contribute to		
Immediate Outcomes *(Changes our program will directly cause)*	1. [Immediate outcome: Change in capacity, skills, knowledge, attitudes, or level of access to resources of individual participants; a direct result of your program]	2. [Immediate outcome]	3. [Immediate outcome]
Activities *(What our team will be doing)*	[Activity: Program objective; what you will do]	[Activity]	
Inputs *(Resources we will use)*	[Input: A resource that is essential for your program, such as funding source, human resources, knowledge source, or partnership]	[Input] [Input]	

SIMPLIFIED PERFORMANCE MEASUREMENT FRAMEWORK

[PROGRAM NAME], 20XX-20XX

(Version: ##, Date: ##)

Outcome (Change We Want to Cause)	**Indicators** (Signs of Change)	**Data Source**	**Method We Will Use to Get the Data**	**When**	**Who**
1.	1.1 1.2				
2.	2.1 2.2				
3.	3.1 3.2				

NATIONAL INUIT SUICIDE PREVENTION STRATEGY IMPLEMENTATION (2016-2019) - PROGRAM LOGIC MODEL

Courtesy of Inuit Tapiriit Kanatami

Ultimate Outcome *(3+ Years)*

1.0 Improved local, regional, and national systems and practices that reflect an evidence-based approach to suicide prevention for Inuit

Intermediate Outcomes *(2-3 Years)*

2.1 Improved policies at the regional and national levels in relation to suicide prevention	2.2 Improved programs, locally, regionally, and nationally, through the application of lessons and promising practices	2.3 Strengthened relationships among Inuit organizations, governments, and communities in support of suicide prevention efforts

Immediate Outcomes *(1-2 Years)*

3.1 Strengthened understanding of suicide prevention in Inuit communities (including rates, root causes, risk factors, protective factors, and promising practices)	3.2 Strengthened advocacy for action in the NISPS priority areas, by national, regional, and community-level groups	3.3 Enhanced capability to deliver programs aligned with NISPS (among individuals, Inuit organizations and community-based organizations)	3.4 Increased leveraging of additional funding by ITK and Inuit regions for initiatives related to the NISPS priority areas (and, as such, increased access to programs and services)	3.5 Increased appreciation of the value communication and collaboration in suicide prevention efforts across Inuit Nunangat and within each region

Activities *(By ITK and Regional Partners)*

- ✓ Advocacy, outreach, and knowledge promotion by ITK and LCOs (National, Regional, Community-level)
- ✓ Support coordination, communication, and collaboration across Inuit Nunangat
- ✓ "Enhanced mental health services" fund for regionally-led initiatives
- ✓ Early childhood development interventions (led by ITK; TBD)
- ✓ ITK-led training across Inuit Nunangat (MHFA-I, ASIST, MEL)
- ✓ Conduct and support research and MEL at all levels (national, regional, community-level)

RECLAIMING THE WHOLE MAN PROGRAM (LAND-BASED LEARNING PROGRAM DEVELOPED BY INUIT MEN, FOR INUIT MEN)

Courtesy of the Pirurvik Centre

<table>
<tr><td>Ultimate Outcome</td><td colspan="5">Strengthened resilience and wellbeing among Inuit men</td></tr>
<tr><td>↑
Intermediate Outcomes</td><td colspan="2">Strengthened intergenerational social connections (among participants, instructors, and other men in their lives)</td><td colspan="2">Strengthened cycle of intergenerational teaching and learning (among participants, instructors, and other men in their lives)</td><td>Improved and increased delivery of programs that support men’s relationships, healthy roles, and learning</td></tr>
<tr><td>↑
Immediate Outcomes</td><td>Strengthened skills and knowledge in language and culturally rooted skills (among program participants)</td><td>Strengthened skills and knowledge in relationships, self-management, and personal values rooted in Inuit culture (among program participants)</td><td>Increased skills and knowledge in supporting men’s learning and relationship-building (among program planners and participants)</td><td>Increased confidence in men’s roles and capabilities (among participants and program planners)</td><td>Increased access to opportunities for intergenerational learning and social connections among Inuit men</td></tr>
<tr><td>↑
Outputs</td><td colspan="2">RTWM course collaboratively planned by Inuit male instructors</td><td colspan="2">RTWM course delivered</td><td>Program manual</td></tr>
<tr><td>↑
Activities</td><td colspan="5">• Collaborative planning of the course, building in research developed during an earlier RTWM project (2016-17)
• Delivery of 5-day RTWM program
• Documentation of program (photography, video, notes)
• Development of resource manual on Inuit men’s skills, Inuit men’s intergenerational learning, and intensive land programs for Inuit men
• Monitoring and evaluation of results of the collaborative planning process and pilot delivery</td></tr>
</table>

NAIN YOUTH CENTRE PROGRAM LOGIC MODEL, 2017-2019

Courtesy of the Nunatsiavut Government, Department of Health and Social Development

Ultimate Outcome *(3+ Years)*

Strengthened wellbeing of youth in our community

Intermediate Outcomes *(2-3 Years)*

Increased positive coping responses to acute stresses among regular participants (Including: increased help-seeking behaviour, emotion regulation, communication skills, self-care and boundary setting, problem-solving, etc.)	**Reduced negative coping responses to acute stresses among regular participants** (Including: reduced and/or safer use of alcohol and drugs, reduced externalizing behaviors which harm others (eg. violence, vandalism, aggression), reduced internalizing behaviors which harm self (eg. self-harm, suicide, withdrawing)	**Strengthened healthy lifestyle choices among regular participants** (Including: participation in school, work, and the community; goal-setting and life-planning; healthy diet and sleep patterns; strengthened pro-social behaviors and informal support networks; leadership capacity)

Immediate Outcomes *(1-2 Years)*

Increased access by youth to a safe, supportive physical environment	**Strengthened personal skills among participants** (including emotional coping skills, interpersonal skills, leadership skills, and personal values)	**Strengthened "life skills" among participants** (including cooking nutritious food, resume writing, goal setting, organization…?)	**Increased awareness among youth of caring adults who can support them**

Activities by Nain Youth Centre Team

Provide a safe, supportive drop-in space in the evenings for all youth (13-30) in the community.

Provide a safe, supportive environment for youth (16-30) to be overnight, wherein there are very minimal restrictions to access.

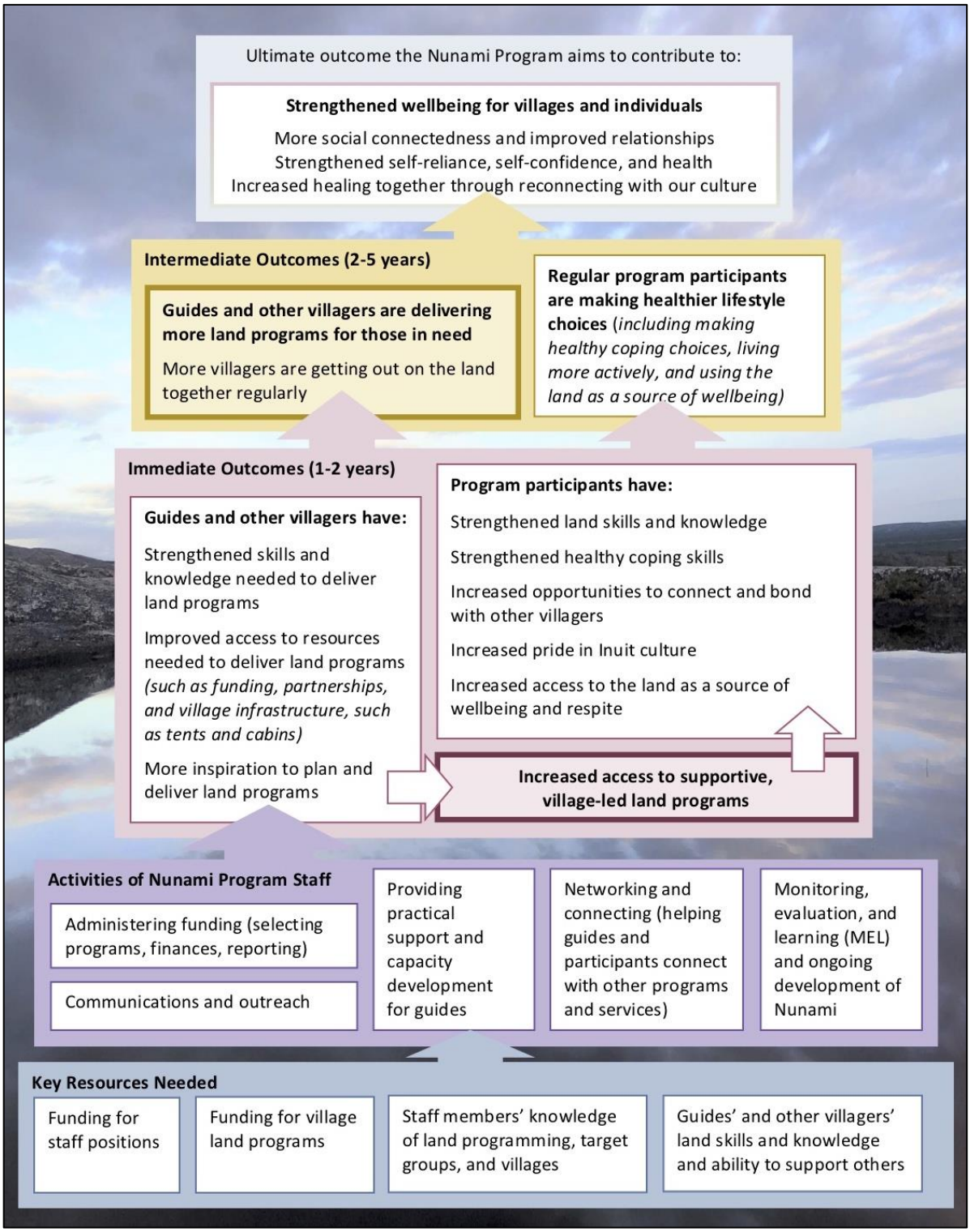
Provide informal learning opportunities for life skills, including food preparation, resume writing, homework/studying, and making life choices.

Provide informal support to help youth strengthen personal skills including emotional regulation, communication skills, help-seeking behaviors, safe substance use/harm reduction, leadership, etc.

Connect youth with available opportunities, be they personal, educational, or professional

EXAMPLE LOGIC MODEL 2: NUNAMI PROGRAM (FUNDING AND SUPPORT PROGRAM FOR COMMUNITY-LED, LAND-BASED ACTIVITIES) [WORKING DRAFT]

Courtesy of Nunavik Regional Board of Health and Social Services



C. DATA COLLECTION TOOLS

This appendix includes selected data collection tools used by program teams at ITK and its regional partners during the implementation of the National Inuit Suicide Prevention Strategy in 2017 and 2018 and a few additional tools. These tools are meant to be adapted and used by your team.

Registration Forms

Overview and Tips

A registration form is a simple form that asks participants for basic information about themselves. This is a quick way to make sure you have accurate information about who is involved in your program, their demographic characteristics, and how to contact them for follow-up.

Ideally, your registration form includes a data collection consent section that asks for participants' consent to have you gather and store this information. In this section, you should also advise participants if you are planning to ask them to participate in other data collection activities that are part of your monitoring plan during the program and afterwards (such as a follow-up interview or survey).

TIPS

- Consider what information you want upfront about participants. The example registration forms below include:
    - Contact information, including phone number and email;
    - Organization / employer;
    - Background (Inuit (or Inuvialuit), other Indigenous and non-Indigenous);
    - Gender; and,
    - Age group.
- Consider the age groups in the form carefully. You may want the age groups to be comparable to other programs your organization or partners are running. Note: asking for specific ages or birth dates is more intrusive than age groups. Only ask for more detailed information such as birth dates if you need it and consider additional privacy and security measures.
- Administer the registration at the very beginning of the workshop or event, so it is not a disruption after you have gotten into the workshop or event itself.
- Explain the data collection consent orally. Read it out loud if necessary. Be sure everyone understands what they are signing and has a chance to ask questions.
    - Explain why you want to collect demographic information. The main reason is that, over time, this information will help your organization understand how its programs are working for different groups and improve programs to serve each group better.
- Explain any monitoring activities you plan to ask participants to participate in during or after the event. These should also be summarized in the data collection consent section of the registration. form. For example, if you want to evaluate the training, you may want to contact a sample of the trainees for interviews several months after to learn about how much they have applied what they learned.

Participant Registration Form, Inuit Tapiriit Kanatami

[Name of Conference, Workshop, or Event]

Registration Form

First Name		Last Name	
Telephone			
Email Address			
Organization			
Community		Region, Territory, or Province	

For statistical purposes:

Gender	❑ Female ❑ Male ❑ Transgender ❑ Other identity (Please specify if you wish: _____)
Age	☐0-12 ☐13-30 ☐31-45 ☐46-65 ☐66+
Background	☐ Inuit (or Inuvialuit) ☐ Other Indigenous (Please specify if you wish: _____) ☐ Non-Indigenous

Data Collection Consent

Under the National Inuit Suicide Prevention Strategy, Inuit Tapiriit Kanatami is investing in monitoring, evaluation, and learning (MEL) so we can track our performance and continually improve our work.

For this event, we will ask you to complete two anonymous feedback forms. We will also ask for a short follow-up interview with some participants.

Participant names and organizations may be included in a summary report from this event, but no other information will be associated with your name.

By signing here, I consent to being included in the collection of basic information by ITK about my participation in this event.

_____

Signature of participant *Date*

Pirurvik Centre

Participant Registration Form

Program Title	Reclaiming the Whole Man		
Dates	August 23-28, 2018		
Location	Iqaluit and surrounding area		
Name			
Telephone		Email	
Gender		Age	☐0-12 ☐13-30 ☐31-45 ☐46-65 ☐65+
Background	☐ Inuk ☐ Non-Indigenous		

The Pirurvik Centre collects basic information about participants in our programs. This helps us plan future programs and report to our community and our funders. At the end of this program, we will ask you for your feedback through a group discussion and a learning self-assessment that is anonymous. We will also call you for a short interview in November 2018. All information will be kept private. Your name will never be used in any reports.

By signing here, I consent to the Pirurvik Centre using information about my participation in this program.

Signature of participant *Date*

Tools for Tracking Attendance

Overview and Tips

Tracking attendance over time provides many benefits. With good attendance data, you can look for patterns in participation, such as the participation of specific groups and changes in levels of participation over time. Many funders value good data about attendance. And, while attendance data don't tell you about the effectiveness of your program, they are an important factor in making sense of other data about your program later on.

If you used a registration form, your attendance tracking method could be as simple as a list of participant names and dates of attendance. An example is included below. (To calculate attendance of different demographic groups, you may have to combine the data from the registration forms and the attendance sheet.)

For programs where you do not use a registration form, collecting attendance data that includes demographic information can be done by including space to check off each participant's demographic characteristics, with names or without names (such as for anonymous drop-in programs). Examples are included below. When staff know the participants using a drop-in service, they could also do a head count and enter the data directly into a spreadsheet (as is done at the Nain Youth Centre).

TIPS

- Build attendance tracking into the daily routine of your program.
- Consider having a sign-in sheet and getting participants to track their own attendance.
- Use a spreadsheet so you can calculate totals and look for patterns over time, such as changes in average daily participation over the course of a month or year and differences in the participation patterns of difference age and gender groups.
    - *Two example MS Excel spreadsheets are available from ITK:*
        - A generic spreadsheet to track drop-in program participation over a year, including a tab for each month of the year and an overview page that calculates yearly totals, monthly average usage, and daily average usage. It also includes space to track participation by age, gender, and background and space to note critical incidents, special events, and highlights and challenges each month.
        - A drop-in participation spreadsheet used by the Nain Youth Centre (a customized version of the first spreadsheet with space to track information about two drop-in programs at the same time).

Basic Workshop Attendance Form

Workshop:	
Facilitator(s):	
Date(s):	
Location:	

Participant Name	**Date**					
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

Attendance Sheet with Names and Demographic Information

Daily Sign-In Sheet

Date: _____

	Name	*First time here?* (✓)	Background (✓)			Gender (✓)			Age (✓)				
			Inuit or Inuvialuit	Other Indigenous	Non-Indigenous	Females	Males	Other identity	0-12	13-30	31-45	46-65	66+
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
Daily total													

Anonymous Attendance Sheet with Demographic Information

Daily Sign-In Sheet

Date: _____

I was here! (✓) ☺		*First time here? (✓)*	**Background (✓)**			**Gender (✓)**			**Age (✓)**				
			Inuit or Inuvialuit	Other Indigenous	Non-Indigenous	Females	Males	Other gender identity	0-12	13-30	31-45	46-65	66+
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
Daily totals:													

Retrospective Self-Assessments

Overview and Tips

A retrospective self-assessment (RSA) is a tool that measures participants' perceptions of their learning. They are administered at the end of a workshop or training program. They are called "retrospective" because they ask participants to think back and rate their level of skill or knowledge as it was at the beginning and as it is at the end of the workshop or training program.

To develop an RSA, identify the core intended learning outcomes and write them as short learning statements. Use terms the participants will recognize from the learning program. Add the learning statements to the template below. Test the RSA on a participant to make sure the statements are clear. If translations will be used, test the translations before use, too.

An MS Excel spreadsheet designed to calculate the results of the generic RSA example included below is available from ITK.

TIPS

- Make sure the learning statements on the RSA are appropriate for the length and depth of the program. If the learning outcomes are too ambitious or too general, participants are likely to mark no change. Craft the learning statements such that you would reasonably expect a participant to perceive a change during the program.
- To administer an RSA:
    - First, do a quick oral debrief (more information about oral debriefs is included later in this section), including asking participants to talk about what they have learned from the workshop;
    - Explain how an RSA works: for each learning statement, participants will rate their level of knowledge or skill as it was *at the beginning* and as it is *now at the end* of the workshop or training program.
    - Instruct participants <u>not</u> to include their name. RSAs should be completed anonymously.
    - If some participants are uncomfortable reading the RSA on their own, consider working through it line by line as a group. Or, have someone else (not the program facilitator) work one-on-one with each participant to complete it.
- There are a few things we can learn from RSAs by looking for patterns in the responses, such as:
    - Whether participants perceived an overall change in the level of skills or knowledge; and,

- Whether participants perceived a greater change for some learning outcomes than others (which could indicate that part of the training was more effective than another or that the content of some parts may have been too easy or too difficult for some); and,
- Over time, whether some deliveries of the same training are more effective than others (by comparing RSA results from different deliveries). This analysis may help you to think about the reasons why some were more successful than others (e.g. different learners? different trainers? different timing or training venue?).

Retrospective Self-Assessment, Generic

Workshop title:	*[Complete this section before distributing]*
Dates:	*[Complete this section before distributing]*

Learning Self-Assessment

Please rate your level of knowledge as it was before this event and as it is now.

Learning Topic	Level of my knowledge before this course Mark one (×). Low → High					Level of my knowledge now Mark one (×). Low → High				
1.	1	2	3	4	5	1	2	3	4	5
2.	1	2	3	4	5	1	2	3	4	5
3.	1	2	3	4	5	1	2	3	4	5
4.	1	2	3	4	5	1	2	3	4	5
5.	1	2	3	4	5	1	2	3	4	5

Developed with Ruth Goose, Inuvialuit Regional Corporation

Parenting to the Moon and Back!

Learning Self-Assessment

1. BEFORE the workshop, how would you rate your understanding of...?

1 = Low, 5 = High

Topics	1	2	3	4	5
How residential schooling has affected today's generation of Inuvialuit parents					
How to nurture healthy emotional attachment with my child					
How to correct my child's misbehavior in a positive way					
How to support my child to learn					
How to have fun parenting!					

2. AFTER the workshop, how would you rate your understanding of...?

1 = Low, 5 = High

Topics	1	2	3	4	5
How residential schooling has affected today's generation of Inuvialuit parents					
How to nurture healthy emotional attachment with my child					
How to correct my child's misbehavior in a positive way					
How to support my child to learn					
How to have fun parenting!					

Our Life's Journey Counsellor Training Program

Learning Self-Assessment

Course 3: Loss and Grief Counselling

Please rate your level of knowledge as it was before this event and as it is now.

Learning Topic	Level of my knowledge before this course Mark one (×). Low → High					Level of my knowledge now Mark one (×). Low → High				
1. How we "attach" and foster relationships	1	2	3	4	5	1	2	3	4	5
2. What grief is and what a person might experience after a loss	1	2	3	4	5	1	2	3	4	5
3. The common emotional aspects of loss and grieving	1	2	3	4	5	1	2	3	4	5
4. Counselling tools and techniques that can support a person to grieve	1	2	3	4	5	1	2	3	4	5
5. Ceremonies to help people let go of their pain	1	2	3	4	5	1	2	3	4	5
6. Blocks that may stop the grieving process	1	2	3	4	5	1	2	3	4	5
7. How to assess when a client needs to work on grief issues	1	2	3	4	5	1	2	3	4	5

Healthy Relationships Workshop

Learning Self-Assessment

1. What was your level of knowledge at the beginning?

1 = low and 5 = high

Topics	**1**	**2**	**3**	**4**	**5**
What a healthy relationship looks and feels like					
Good boundaries in relationships					
How to work through conflict in a healthy way					

2. What is your level of knowledge now?

1 = low and 5 = high

Topics	**1**	**2**	**3**	**4**	**5**
What a healthy relationship looks and feels like					
Good boundaries in relationships					
How to work through conflict in a healthy way					

Participant Feedback Forms

Overview and Tips

Participant feedback forms are useful for getting feedback about the quality of delivery, such as whether they liked the facilitation, the venue, and so on. They can also provide information about strengths and weaknesses that could help you make improvements over time.

Note: Participant feedback forms are not useful for getting data about the effectiveness of your program. Whether a participant liked a program or not does not tell us how much they learned or how much they applied the learning after they returned home. For data about effectiveness, use a retrospective self-assessment (RSA), described in the previous section, along with the participant feedback form, and consider interviewing a sample of participants and/or their supervisors several months or more after the training. The third example in this section (for the Sivumut Alluriarniq healing conference) combines RSA questions and feedback questions.

TIPS

- Feedback forms should be completed anonymously.
- Include a balance of positive and negative questions (i.e. if you ask about strengths, also ask about weaknesses).
- When you interpret the results, keep in mind that the results of participant feedback forms tend to be positively biased.
- For events with a large number of participants, consider including questions about demographics (as in the Sivumut Alluriarniq healing conference example below). This will enable you to see if there are any differences between how different types of participants felt about the program.
    - Note: Do not include demographic questions for programs with a small number of participants because this would reduce anonymity.

Basic Participant Feedback Form (Generic)

Workshop title:	*[Complete this section before distributing]*
Dates:	*[Complete this section before distributing]*

Workshop Feedback Form

We always want to improve our workshops. We appreciate your thoughts!

1. Strengths of this workshop ☺

2. Weaknesses of this workshop ☹

3. Suggestions for changes to improve the workshop

4. Any other comments

Thank you!

Participant Feedback Form, Ilisaqsivik Society

Our Life's Journey: Participant Feedback Form

1. Please tell us how well we hosted you during this course.

For each aspect, rate the quality. Mark one (×).	Very weak	Weak	Neither strong nor weak	Strong	Very strong
Welcoming environment	❑	❑	❑	❑	❑
Facilitation	❑	❑	❑	❑	❑
Interpretation	❑	❑	❑	❑	❑
Food and drinks	❑	❑	❑	❑	❑
Travel and logistics	❑	❑	❑	❑	❑
Counselling support	❑	❑	❑	❑	❑

Comments:

_____

_____

2. Thinking back over the last two weeks, what were the <u>strengths</u> of this course from your perspective?

_____

_____

_____

3. What <u>changes</u> could make this course better?

_____

_____

_____

4. Is there anything else you want to tell us?

_____

_____

Thank you for your thoughts! ☺

Healing Conference Questionnaire (With Retrospective Self-Assessment and Feedback Questions), Nunavut Tunngavik Incorporated

Sivumut Alluriarniq

Feedback Form

1. Please tell us how much you learned at this workshop. Rate your level of knowledge as it was before this conference and as it is now.

Learning Topic	Level of my knowledge before this conference Mark one (×). Low → High					Level of my knowledge now Mark one (×). Low → High				
How counselling can support healing	1	2	3	4	5	1	2	3	4	5
How childhood events affect a person throughout their life	1	2	3	4	5	1	2	3	4	5
Ways to care for my "inner child"	1	2	3	4	5	1	2	3	4	5
How I can cope with grief and loss	1	2	3	4	5	1	2	3	4	5
What addictions are	1	2	3	4	5	1	2	3	4	5
Connections between trauma and addictions	1	2	3	4	5	1	2	3	4	5
How I can get unstuck and move forward in my life	1	2	3	4	5	1	2	3	4	5
How to include self-care in my life	1	2	3	4	5	1	2	3	4	5

3. Has this event influenced you? Mark how strongly you disagree or agree with each statement (✓).

Statement	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
1. Before this event, I felt comfortable talking about healing.	❑	❑	❑	❑	❑
2. Now, I feel comfortable talking about healing.	❑	❑	❑	❑	❑
3. Before this event, I was doing things to help myself heal and move forward.	❑	❑	❑	❑	❑
4. Now, I will do things to help myself heal and move forward.	❑	❑	❑	❑	❑
5. Before this event, I was trying to help others heal and move forward.	❑	❑	❑	❑	❑
6. Now, I will try to help others heal and move forward.	❑	❑	❑	❑	❑

2. Please tell us how well we hosted this conference (✓).

Aspects of the Event	Very weak	Weak	Neither strong nor weak	Strong	Very strong	*Not applicable*
Facilitation	❑	❑	❑	❑	❑	❑
Food and refreshments	❑	❑	❑	❑	❑	❑
Workshop room	❑	❑	❑	❑	❑	❑
Counselling support	❑	❑	❑	❑	❑	❑
Travel and organization	❑	❑	❑	❑	❑	❑

Interpretation	❑	❑	❑	❑	❑	❑

3. What I liked about this conference was… ☺

_____

_____

_____

4. What I didn't like about this conference was… ☹

_____

_____

_____

5. For the next healing conference, I suggest… (All suggestions welcome!)

_____

_____

_____

6. Gender and age group:

Gender	❑ Female ❑ Male ❑ Transgender ❑ Prefer to self-identify: _____	❑ Prefer not to say
Age Group	❑ Youth (Under 25) ❑ 26-54 ❑ 55+	❑ Prefer not to say

7. Anything else you want to tell us?

_____

_____

_____

Thank you! ☺

Guides for Follow-up Interviews

Overview and Tips

Follow-up interviews are a good way to get data about the *effectiveness* of a program. They should be done several (3-6) months after the program because participants will have had time to observe whether the program made any significant difference. (For example, you could ask about whether participants have used the skills and knowledge they gained in a program or changed their behaviour in any other way as a result of a program.)

There are different types of interviews and interview questions. The interview guides included below were all designed for the interviewer to adapt to each interviewee. The interviewer covers all of the topics, but adapts the wording when needed and adjusts the order of the questions to suit how the interviewee provides information. After each question in the guide, the interviewer might also ask improvised follow-up questions for clarification or to encourage the interviewee to share a little more.

TIPS

- Seek agreement from participants at the time of the training to do follow up interviews some months afterwards.
- Design your interview questionnaire carefully. Get help from an MEL specialist where needed and pre-test the questionnaire for comprehension by interviewing a few people who fit the profile of the people you will be interviewing.
- Try to keep the interview to about 30 minutes or so. People are busy!
- **Who should you interview?**
    - For small programs, try to interview <u>all</u> participants.
    - For medium to large programs, try to select a <u>representative sample</u> of participants. This can be done by breaking participants into demographic groups (such as gender and age group) and then selecting interviewees from each group randomly.
        - Sometimes, you may end up interviewing whomever you can reach. This is not ideal because the results could be biased, but it is still worthwhile! In this case, when analyzing the results, you have to take into account the potential bias and be aware that the people you could not reach may have very different opinions compared to those you did reach.
- **Take notes of key points, not every word.** It is not necessary to transcribe follow-up interviews. Take notes of key points during the interview. Review your notes immediately after the interview and make any corrections or additions while the interview is still fresh in your mind.

- **Focus on listening, listening, listening (and taking notes!).** Try not to comment on your own opinion or experiences. Do keep the conversation flowing through active listening. You can do this by repeating the person's ideas back to them in your own words: "What I think you are saying is that…is that right?"
- **Analyze the data by summarizing and looking for patterns.** Regardless of what order the interviewee provided answers, organize your notes for each interview according to the interview guide. Then, write a summary of all interviewees' answers for each question—question by question. Note any patterns, such as whether all or the majority of participants responded the same way, whether a few people gave very different answers, etc. Also note whether these differences seem to correspond with age, gender, location or other demographic characteristics). Put a summary report together and then make sense of the data with your whole team.

Guide for Follow-up Interviews with Participants, Ilisaqsivik Society

Introduction

Key points to communicate:

- Hi! ☺ My name is _____. I am a consultant working for Ilisaqsivik Society.
- Thank you for taking time to talk with me today.
- This interview will take about 20-30 minutes.
- The purpose of this interview is to get your thoughts and feelings about the Our Life's Journey Program.
- Ilisaqsivik will use this information to help them improve the program in the future and to share lessons and insights with our project partners and funders.
- Your perspective is very important to us. Please feel free to be open. There are no right or wrong answers!
- Everything you share with me will be kept anonymous. I will be talking with about 20 other participants who took modules in the last two years. I will write a summary report of everyone's comments. I will never include your name, community, or anything else that could identify you. No one else at Ilisaqsivik will know who was interviewed or who said what.
- *[If this is a telephone interview:]* Are you in a space where you can talk comfortably for the next half hour? *[If not, need to problem-solve, suggesting a different location or rescheduling…]*
- Do you have any questions for me before we get started?

Questions

1. According to my list of participants, you participated in these Our Life's Journey courses in the last few years: *[list the courses and month/year of each]*. Is that right?
2. I would like to start by asking you to think back about your overall experiences at Ilisaqsivik when you took these course(s).
    a. Thinking back, what do you remember liking most about the course(s)? Why?
    b. Thinking back, what did you like least about the course(s)? Why?
3. On a scale of 1 to 5, how useful was each course to you for learning about how to do counselling? (With 1 being not at all useful and 5 being very useful)
    a. Course: _____, Rating: _____

   b. Course: _____, Rating: _____
   c. Course: _____, Rating: _____

4. What do you recall learning from these courses that you found especially useful for being able to do counselling?
5. Have you had any opportunities to use what you learned at Ilisaqsivik in your job, your community, or with your friends and family?
   a. If so, please tell me more… *[when, with whom, how frequently?]*
   b. Are there any examples you would be willing to share?
6. Since you took the course(s), have you noticed any changes in your own mental health and healing?
   a. If so, what have you noticed?
   b. Do you think the OLJ course(s) helped with this? How so?
   c. What other activities or people in your life helped?
7. Since you took the course(s), have you noticed any positive changes in your relationships with substances *[such as alcohol and drugs]*?
   a. If so, what have you noticed?
   b. Did OLJ course(s) help with this in any way? *[Follow-up if needed for clarity: Would you have made these positive changes even if you had not taken the course(s)?]*
   c. What other activities or people in your life helped?
8. Would you recommend this program to a friend or relative if they had an opportunity to take it? If so, why… how do you think it would benefit them?
9. Do you work as a counsellor? If not, do you want to work as a counsellor some day?
10. Do you have any suggestions for how Ilisaqsivik could improve the OLJ program?
11. These are all the questions I have but, before I go, is there anything else you would like to share?

Thank you for your time!

Guide for Interviews with Youth Clients of Nain Youth Centre, Nunatsiavut Government

Introduction

- My name is _____. I work as a social worker with the Nunatsiavut Government.
- Thank you for taking the time to talk with me this evening about the Youth Centre. Your perspective is important to the staff here and at the NG and I am glad to be talking with you.
- This interview will take about 20 minutes.
- Everything you share with me will be treated confidentially. I will be talking about 10 other people. I will summarize what I hear from everyone in a short report for the staff, but I am the only person who will know what each individual said. The summary will not include your name or anything else that could identify you.
- Please be open and honest. There are no right or wrong answers! We really want to learn from your perspective.
- The youth centre staff and NG staff will use this information to help them improve the youth centre and to report to their managers and funders on how things are going here.
- Do you have any questions before we get started?

Consent Form

- We want to be very respectful of everyone's rights and their privacy, so we decided to use a consent form. I will read through it with you and then ask you to sign it if you agree.

Questions For Youth Using the Centre

1. Okay, let's get started! Could you tell me when you usually come here? … how often?
2. What are some things you like most about the YC?
3. What are some things you like least about the YC?
4. Have you received any support or help by going to the YC? If so, what?
    a. *[Examples: referrals, talking with friends or staff – Note: Provide an example if needed, but be careful not to prompt too much as interviewees will eventually provide an answer to please the interviewer]*
5. Have you learned any new skills at the YC? If so, what?

    a. *[Examples, if needed: cooking, resume writing]*

6. What difference would it make in your life, if any, if the Youth Centre was no longer operating? Please tell me more…

    a. Follow-up or alternative: In your opinion, does the Youth Centre provide anything in Nain that wasn't there before for you? If so, what?

7. How could the Youth Centre be better? Are there any changes you'd like to see?

8. Is there anything else you'd like to share?

<u>Questions for Youth NOT Using the Centre</u>

1. Okay, let's get started! Have you ever been to the youth centre? How often do you go?

2. What are some things you like most about the YC?

3. What are some things you like least about the YC?

4. Why don't you use the Youth Centre more?

5. How could the Youth Centre be better? Are there any changes you'd like to see?

6. Is there anything else you'd like to share?

Thank you for your time. ☺

Interview Consent Form, Nain Youth Centre

Nain Youth Centre

Interview Consent Form

I _____ voluntarily agree to participate in this interview.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

The interviewer has explained the purpose of this interview to me and I had an opportunity to ask questions about it.

All information will be treated confidentially. Only the interviewer will ever see my name connected with what I provide in the interview.

I understand that there is one exception to the anonymity of the interviews. If someone indicates they are in immediate danger of hurting themselves or someone else, the interviewer is required by law to tell a social worker or police officer.

_____

Signature of interviewer Date

_____

Signature of participant Date

I believe that the participant is giving informed consent to participate in this interview.

_____

Signature of interviewer

Guide for Interviews with School Staff About Results of Training for School and Family Support Workers, Inuvialuit Regional Corporation

Introduction

- My name is _____. I work at the Inuvialuit Regional Corporation as the Manager of Student and Family Support Workers across the Inuvialuit Settlement Region.
- Thank you for taking time to talk with me today. Your perspective is important to us!
- This interview will take about 20 minutes.
- The purpose of this interview is to help the IRC learn about its investments in professional development for Student and Family Support Workers across the region. We want to learn from the perspectives of key school staff like you who work closely with SFSWs.
- Please be frank. There are no right or wrong answers!
- We will use this data to help us improve our professional development efforts and to report to our board and funder on what we have learned from our investments so far.
- Everything you share with me will be kept private. I will be interviewing with school staff in each community. I will summarize what I hear from everyone and make a report, but I will never use your name, your community, or anything else that could identify you or your school.
- Do you have any questions for me before we get started?

Questions

1. I would like to start by learning more about your perspective and your connection with the Student and Family Support Worker role.
    a. How long have you been working at the school?
    b. How long have you been working with the current Student and Family Support Worker?
    c. In what ways do you tend to interact with the SFSW?
    d. How often?
2. Overall, have you noticed any signs of change in the SFSW's capacity to support students and their families this year? *(Yes/no/not sure)*
    a. If <u>yes</u>: are there any examples you could share? What did you notice?

3. This year, the IRC invested in the following types of training for SFSWs: **[list here]**. Have you noticed any improvements in the performance of staff as a direct result of the training? *(Yes/no/not sure)*
    a. If yes: what have you noticed?
4. What are your thoughts on how the IRC could strengthen professional development support for SFSWs in the coming years?
    a. Follow-up questions (if needed):
        i. Are there specific areas of training that you think would be useful? If so, what?
        ii. Are there other types of support or incentives from IRC that you think would be useful? If so, what?
5. Is there anything you would like to share?

Thank you for your time!

Informal Debrief at the End of a Workshop

There are many potential benefits to debriefing with participants at the end of a training program or workshop.

It gives participants an opportunity to reflect on their experience together, which can strengthen their learning overall and provide closure.

It also gives the facilitator an opportunity to get feedback and learn from participants' perceptions of their learning. This is an essential source of information in addition to using a retrospective self-assessment and participant feedback form.

We recommend that you do an informal debrief just before you distribute a retrospective self-assessment and feedback form. This gives participants time to gather their thoughts and check in with themselves before completing the forms.

Data Collection at Ilisaqsivik Society

Ilisaqsivik Society in Clyde River, Nunavut, delivers week-long counsellor training courses. At the end of each course, the facilitators conduct a one-hour debriefing session with participants.

They ask questions about what was most useful about the course and what the key learnings were for each participant. They also ask for feedback on strengths and weaknesses in how the course was delivered. Each participant has an opportunity to talk, followed by a whole group discussion. A team member takes notes throughout and writes a summary report afterwards.

In recent years, Ilisaqsivik has started to use an anonymous retrospective self-assessment and feedback form as well, which they administer after the oral debrief. This gives participants an opportunity to share ideas and feedback they might not have wanted to share in front of the whole group and the facilitators.

Questions About Learning Results	Questions About the Quality of the Workshop
What are some things you learned or got out of this workshop? What other information or ideas are you taking away from this workshop? Did any of the information or ideas surprise you? Which ones and how so? Let's review our original learning goals [usually written on the agenda or posted on a flip-chart at the beginning of the workshop]. How much did we achieve?	What were the strengths of this workshop from your perspective? Do you have any suggestions for how we could improve future workshops? Any other thoughts you want to share?

Group Discussions – Overview and Tips

In some contexts, a follow-up group discussion with program participants or other stakeholders is a good alternative to follow-up interviews. Some months after a program, you could invite participants or other stakeholders together to reflect on their experiences and any results they have observed.

Group discussions are a quicker way to reach many participants or stakeholders than individual follow-up interviews. However, they are often much more challenging to facilitate! This is because the facilitator must ensure that all of the questions are addressed and that all participants have equal opportunities to be heard, all the while maintaining a supportive, safe atmosphere and good flow of discussion.

Tips

- **Use a discussion guide.** Develop a discussion guide beforehand and test it for comprehension by reviewing the questions with several people who are similar to those who will participate in the discussion. If you have the guide translated, be sure to test with a few people ahead of time as well.

- **Have an experienced facilitator.** Because group discussions of this nature are challenging to manage, it is essential to have a strong facilitator. If your team does not include someone with quite a bit of experience in this area, you may want to consider hiring a facilitator.

- **Have a note taker.** We also recommend that an additional person observe and take notes, as it is nearly impossible (in our experience!) to record enough details while facilitating this type of discussion.

Group Discussion Guide Template (Generic)

Welcome and Introduction

- Thank you for taking the time to talk with me. Your perspective is important.
- My name is… and I work as the …

Topic and purpose

- I want to talk with you about ….
- We asked you to talk with us / join this discussion group because…
- The results will be used for…

Guidelines

- Please be honest and frank. There are no right or wrong answers and all perspectives are welcomed.
- We will be taking notes [and/or audio recording so we can check our notes later].
- You don't need to agree with each other, but please listen to each other's points of views.
- Talk with each other about the questions; you don't have to direct your comments only to me.
- My role as facilitator will be to guide the discussion.
- Your comments will be kept anonymous. I will write a summary report after this session, but I will not link specific ideas with any individuals.
- … any questions before we start?

Participant Introductions

- Let's start by doing a quick round of introductions.
- Please tell us your name and ….
    - Examples:
        - …what community you are from
        - …how long you have been involved in the program
        - … your job in the organization…

Opening Question *[always start with a general, open-ended question; example:]*

- Overall, what did you think of the [program/service/event]? [Go around the table]

Key Questions *[Usually increasingly more specific; here are some example:]*

- Think back to the [program/service/event]…
    - …what did you like the most about it?
    - …what did you like the least about it?
- To what extent do you think it was useful for your [work/organization/program]? Ask for examples.
- To what extent, if at all, do you think the [program/service/event] contributed to your capacity to [do your job/do a specific activity/respond to a specific situation…]? Ask for examples.
- How, if at all, have you used what you learned/gained in your [work/organization/program]?
    - Could you share an example?
- Of the things you [learned/gained], what has been most useful?

- Have you faced any barriers or challenges when trying to apply what you have you have learned? (Ask for examples.)
- What are your thoughts on how the program could be improved?
    - Are there any changes you would suggest? (Such as content, timing, venue, trainers/facilitators, or logistics)
    - Are there any additional supports you would like? (Such as refresher training, training on additional topics, or help with using what was learned)

Closing Question

[Ask one concluding question that invites participants to state their position on the issue overall]

- Examples:
    - All things considered, would you recommend this program to others?
    - Of all the things we discussed today, what to you is most important?

Reflection Back / Summary

- Provide a brief summary of the main points from the discussion, then ask:
    - Was that an adequate summary?

Final question

- Review the purpose of the discussion. Then ask:
    - Is there anything else you would like to share? Anything we have missed?

Thank you for your time! ☺

Group Discussion Guide: ASIST Trainer Trainees, Inuvialuit Regional Corporation

Dates: Feb. 22, Inuvik

Facilitator: IRC staff

Key outcome: Strengthened organizational capacity within IRC to deliver ASIST

Key indicator to cover: Trainees' perceptions of their capacity to deliver ASIST

Welcome and introduction

- Thank you for taking the time to talk with me in this format today.
- My name is… and I work as the …

Topic and purpose

- As you know, we've been using funding from ITK to support ASIST trainer training over the last two years and a bit. Our goal has been to increase ASIST delivery capacity in our region and in the IRC so it is stable and each community can access the workshops.
- We are reflecting on the future of this initiative and we are also working on some reports about it for our board and our funder.
- Today, I want to talk with you about your perceptions of the usefulness of the training for you and how you are feeling about your capacity to deliver ASIST. We want to learn from your perspectives and include them in our planning and our reports.

Guidelines

- Please be honest and frank. There are no right or wrong answers and all perspectives are welcomed. You won't hurt my feelings! I want to make sure that our investments in ASIST are good for you and for our region, so I welcome your honest thoughts! ASIST is a challenging workshop to deliver and, now that you all have experience delivering it, your perspectives are important.
- I will be taking notes [and/or audio recording so we can check our notes later].
- You don't need to agree with each other, but please listen to each other's points of views. Please try to encourage each other to speak up, too! We want to hear from each and every one of you.
- Also, feel free to talk with each other about the questions; you don't have to direct your comments only to me.
- I will guide the discussion. I may ask some follow-up questions along the way.
- Your comments will be kept anonymous outside of this discussion group today. I will write a summary report after this session that I will use in my reports to the IRC board and our funder, but I will not link specific ideas with any individuals.
- … any questions before we start?

Participant Introductions

- Let's start by doing a quick round of introductions.
- Please tell us your name and your involvement with ASIST – when did you take the T4T? How many workshops have you delivered?

Opening Question

- Overall, what do you think of the ASIST trainer development process, including the T4T and your experiences delivering the workshop as a provisional trainer? [Go around the table/room]

Key Questions

- Thinking back over the process…
    - …what have you liked the most about it?
    - …what have you liked the least?
- How much, if at all, do you think the process has increased your capacity to deliver ASIST, confidently and comfortably?
- Of everything you learned, what has been most useful?
    - Thinking back, are there any aspects of the ASIST workshop that you are better able to deliver now as a result of the training and practice process? If so, which aspects? Could you share some examples from your examples of your experiences?
- How comfortable overall do you feel about delivering ASIST? On a scale of 1 to 10, with 1 being very uncomfortable and 10 being very comfortable, where would you place yourself? [Go around table] What contributes to your level of comfort?
- What are your thoughts on how IRC could improve its ASIST trainer development program in the future?
        - Are there any changes you would suggest?

Closing Question

- All things considered, how would you rate your capacity to deliver ASIST now? Please give me a rating from 1 to 10, with 1 being very low or none and 10 being very capable, totally confident. [Go around table]

Reflection Back / Summary

- So, here is a summary of the main ideas and perspectives I think you've shared…
- Was that an adequate summary?

Final question

- Review the purpose of the discussion. Then ask:
- Is there anything else you would like to share? Anything we have missed?

Thank you for your time!

Agenda for an Annual Reflective Session

Dates: [1 day long for small programs; 2 days for large or complex programs with more data and more components to plan]

Time: 9:00 am – 4:00 pm

Facilitator: [name]

Participants: [names]

Objectives:

1. Review and analyze monitoring data from the last three months about the results of our program
2. Share ideas about why we are seeing these results
3. Identify any ideas and changes to make in our work
4. Start to develop next year's work plan based on lessons from the past year

Time	Topic
9:00 am	Introductions
9:15 am	Review the agenda • What is "sense-making" and why is it important
9:30 am	Presentation of monitoring data (by program staff)
10:30 am	**Analyzing the data together:** Discuss monitoring data in small groups and answer the following questions: • *What do these data tell us about whether our activities have made a difference?* • *What was the situation before our program began and do the data show that our activities have helped bring about a change?* • *Were there any unexpected changes, either positive or negative, that were not reflected in the data we gathered?* • *Are any of the data surprising—not what we expected to find?*
11:30 am	Presentations by each group of its interpretation of the data
12:00 pm – 1:00 pm	Lunch
1:00 pm – 2:00 pm	**Identifying lessons and any changes needed:** Discuss the data as a whole group and answer the following questions: • *What worked well and why?*

Time	Topic
	• *What didn't work so well and why?* • *Why did some people appear to benefit more than others?* • *How could we do this better next time?* • *Next time, what should we do more of? Less of?* • *What follow up should we do in order to better achieve the changes we set out to achieve?*
2:00 pm – 4:00 pm	**Work planning for the next year:** Discuss the work plan for the year ahead and answer the following questions: • *Given what we have discussed so far today, what should our priorities be in the coming year?* • *Are any changes needed to our program logic model?* • *Are any changes needed to our performance measurement framework?* • *What will we include in our work plan for the year?*
4:30 pm	**Next Steps and Wrap-up** • Identify immediate next steps / tasks • Closing remarks

Using Rubrics to Assess Quality

A rubric is a useful tool that allows you to assess achievements according to standards that you and your project team can set yourselves. A rubric helps you determine *how good* something is; whether it is *good enough* and where it *needs improvement*.

A rubric is not sufficient for evaluating your project, but it can provide an important line of evidence. Usually, project evaluations involve several lines of evidence and methods. For example, evaluators often use some combination of retrospective self-assessments, focus group interviews, one-on-one interviews, surveys, knowledge tests/quizzes and observations.

What is a rubric?

You've probably all seen rubrics used by school teachers to grade students' performance. Here's an example of a simple grading rubric:

Mark's Grade 5 Report Card

Criteria	Needs Improvement 1	Average 2	Advanced 3	Score
Knowledge and use of Inuktitut	Has limited vocabulary; able to read a few words and some simple sentences; expresses thoughts orally but needs prompting; unable to write	Has a vocabulary of about 50-100 words and phrases; able to read simple sentences; expresses basic thoughts orally; writes basic sentences in syllabics but with mistakes	Has a vocabulary of more than 100 words and phrases; able to read most sentences without error; expresses thoughts orally without mistakes; writes basic sentences in syllabics without mistakes	3
Knowledge and use of English	Has limited vocabulary; able to read a few words and some simple sentences; expresses thoughts orally but needs prompting; unable to write	Has a vocabulary of about 50-100 words and phrases; able to read simple sentences; expresses basic thoughts orally and can write basic sentences but with few mistakes	Has a vocabulary of more than 100 words and phrases; able to read simple sentences without error; expresses thoughts orally without mistakes; write basic sentences without mistakes	2

Knowledge and use of basic mathematics	Adds, multiplies and divides but with frequent mistakes	Adds, multiplies and divides with a few mistakes	Adds, multiplies and divides without errors	2
Social skills	Has difficulty getting along with others; likes to do things on his own	Gets along well with most of his classmates; able to collaborate with friends, but does not easily join teams	Gets along well with all his peers; collaborates well with everyone; good team player	3
			Total score	**10/12**

You can create rubrics to assess how well the participants in your project are learning. For example, if you wanted to assess the performance of individuals who have taken a Mental Health First Aid course, your rubric might look like this.

Rubric for Assessing Mental Health First Aid

Criteria	Needs Improvement 1	Average 2	Advanced 3	Score
Understanding of mental health	Able to identify some factors that contribute to mental health and some factors that cause mental health problems	Able to identify most factors that contribute to mental health and most factors that cause mental health problems	Able to identify all key factors that contribute to mental health and those factors that cause mental health problems	
Assessing the risk of suicide and/or harm	Shows difficulty assessing the risk of suicide and/or harm during role plays	Able to assess the risk of suicide and/or harm during role plays but needs practice	Shows high level of skills and confidence assessing the risk of suicide and/or harm during role plays	
Listening non-judgmentally	Listens attentively but sometimes speaks too often; sometimes is judgemental during role plays	Listens attentively and generally avoids making judgements during role plays	Listens attentively and always non-judgementally during role plays; shows emphathy	

Giving reassurance & encouraging professional support where available	Gives reassurance but often forgets to encourage professional support during role plays	Gives reassurance and encourages professional support most of the time during role plays	Demonstrates full confidence and skills in giving reassurance and encouraging professional support during role plays	
			Total score	

In this case, each instructor, on his/her own, would assess the participants and then sit together and compare their scores. The instructors could then adjust their scores where needed once they have reached consensus.

A rubric like this could help you determine parts of the course that are working well and parts that may need some improvements, perhaps even some changes in the way those components are taught.

You could also develop a rubric to assess the instructors. In this case, the students and/or the project manager could complete the rubric.

You could create rubrics to assess various components of your project. For example, if you are supporting a youth drop-in and counselling centre, your rubric might look something like this:

Rubric for Assessing a Youth Drop-in and Counselling Centre

Criteria	Poor 1	Fair 2	Good 3	Excellent 4	Score
Participation	6-8 youth are regular users	10-12 youth are regular users	15-20 youth are regular users	Almost all youth use the centre, including many we know who are at risk	
Accessibility	The centre is open for a few hours during the day	The centre is open during business hours, 6 days a week	The centre is open 7 days a week, including evenings	The centre is open 24/7	
Support services	No support services such as counsellors	A youth counsellor is sometimes available	A youth counsellor is on site most of the time	A youth counsellor is always on site	
Referrals	The youth centre makes no referrals	The youth centre arranges few referrals	The youth centre regularly	Youth centre staff work closely with all	

			refers youth to other services	social and mental health service providers and always refers youth when needed	
				Total score	

<u>Creating Rubrics</u>

Number of Levels

You will notice that the last example above has 4 levels of performance. You can have as many as you wish. Three and four levels are standard.

Work Together

The secret to this is to work in a group with all who are involved. Never try to develop a rubric alone. It may take several attempts working as a group until you have it right. It's OK to adjust the rubric once you have tried it out. That's the way to get good quality.

Creating your own rubrics gives you an opportunity to incorporate Inuit values and perspectives. There may, for example, be criteria or levels of performance that can best be described using terms in Inuktut.