

**SURVEY OF LIVING CONDITIONS IN THE ARCTIC:
INUIT, IÑUPIAT, SAAMI, AND INDIGENOUS PEOPLES OF
CHUKOTKA**

ALASKA TRAINING MANUAL

Ukpeagvik Iñupiat Corporation

**University of Alaska
Institute of Social & Economic Research**

Winter 2003

SLICA INTERVIEWER TRAINING MANUAL

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UKPEAGVIK IÑUPIAT CORPORATION AND ISER INTERVIEWER TRAINING MANUAL

A. INTERVIEWER ETHICS

Welcome to the professional staff of Ukpeagvik Iñupiat Corporation and the Institute of Social and Economic Research. We (UIC and ISER) will train you in a profession that is indispensable to social science research. The most important single fact for you to learn is that you are a professional and should think and act accordingly.

As interviewers, you are the only part of the research team that comes in direct contact with survey respondents. That does not mean you are out there "all alone", however. We have made every effort to ensure that you are provided with the tools you need to do your job effectively. These tools include the training you will receive, a pre-tested questionnaire, and the support you will receive from the rest of the staff as you do your work.

We, in turn, expect you to fulfill your responsibilities as an interviewer. Primary among these responsibilities is that you protect the rights of the people you interview. We will ask you to sign a pledge of confidentiality to ensure that we have a mutual understanding of your responsibility. Other responsibilities include courtesy, maintaining an unbiased attitude, following your instruction precisely, and carefully documenting the results of all your contacts.

PLEDGE OF CONFIDENTIALITY

All interviewers for UIC and the Institute of Social and Economic Research must understand that the work they do is to be guided by the following rules and ethics:

We will only do a study when we know that the information we will get from the study is important and can be used by the public. The only way we can get the information required in this study is to ask people questions in an interview.

The information produced by this study must be available in summary form to everyone. At the same time, we do everything we can to protect the rights of the people interviewed.

We do not give away any private information about any person who was interviewed. No one will be able to read information from this study and recognize information about any single person.

All information from each interview that might identify a single person is put in a special private file during the study. After the study is finished, we destroy the information. Also,

to make sure that all personal information stays secret, no one's name or address is put on any of the interview papers.

It would do no good for us to go to all this trouble protecting information about private persons if the interviewers themselves do not keep secret everything they learn about someone during an interview. To tell such information to anyone besides an interview supervisor would be very unfair and might even cause harm to the person who was interviewed. For this reason, we require that each interviewer pledge that he or she will keep secret all information learned in an interview about each person, their family members, and their homes.

We will give you a copy of the above statement to sign as a pledge of confidentiality.

B. UKPEAGVIK IŃUPIAT CORPORATION AND ISER

Ukpeagvik Iñupiat Corporation

UIC was formed in 1971 through the Alaska Native Claims Settlement Act (ANCSA). UIC was incorporated in 1973 to administer the monies and land received through ANCSA on behalf of approximately 2,100 shareholders.

The ancestors of today's Iñupiat people have been living in the Barrow area for approximately 4,000 years. Traditionally, Iñupiat lived in semi-permanent coastal communities located at good hunting places. In fact, 'Ukpeagvik' means "the place for hunting snowy owls". While mostly whale and seal hunters, the Iñupiat also used caribou, fish and waterfowl from inland areas.

Knowledge of the natural environment and how to make use of the resources was essential to the traditional skills of the Iñupiat people. Travel throughout the coastal hunting grounds was by a large sealskin-covered boat called an 'umiaq' which measured 20 - 33 feet in length and carried 10 - 20 people. In the winter dog sleds were used to transport people and freight.

Creativity, flexibility, hunting skills, and, knowledge of survival continue to be important today. The Iñupiat of Barrow continue to rely on traditional knowledge for successful hunting. Whaling was, and still is, the focus of the Iñupiat way of life. Like their elders, today's whaling captains and crews spend weeks on the ice at waters edge silently waiting for hunting to begin. A captain 'umialik' still remains a highly respected member of his community, accomplished hunter, and a generous provider.

The mission of UIC is to "optimize profits for the growth of our corporation and the socio-economic benefit of our shareholders."

Institute of Social and Economic Research

The Institute of Social and Economic Research (ISER) was established by the state legislature in 1961. ISER celebrated its 40th year as Alaska's principal social science research agency last year (2001). The institute is part of the University of Alaska Anchorage and has a permanent staff of a director, executive officer, five faculty, and 15 support staff composed of research associates, technical assistants, a graphic artist and a receptionist. The institute frequently hires additional staff for special projects and works in collaboration with faculty from other parts of the University of Alaska, with faculty from Universities around the world, and with Native organizations.

The mission of the institute is to obtain, analyze, and report social science data relevant to significant issues of our time. Most institute studies are directed toward advancing our understanding of social and economic systems in Alaska so that local, regional, state, and federal policy makers can make informed judgments. Most of the operating funds for the institute come from grants and contracts sponsored by government agencies seeking information relevant to public policy decisions. This study is funded by the US National Science Foundation.

C. PURPOSE OF SURVEY

The purpose of this study is to compare living conditions among indigenous peoples of the Arctic. The countries of Greenland, Norway, Sweden, Finland, Russia, Canada, and the United States are cooperating to fund the study. In Alaska, the study team includes the University of Alaska, the Alaska Native Science Commission, UIC, the North Slope Borough, Kawerak, Bering Straits Foundation, Northwest Arctic Borough and Maniilaq.

The idea for the Survey of Living Conditions in the Arctic started in Greenland. The Inuit-controlled Greenland Home Rule Government conducted a survey of living conditions in 1994. They used questions developed to describe living conditions in Scandinavia. They found that the results didn't help them understand why many Inuit people prefer to live in small, remote communities in Greenland. So, in 1997, the Greenland Home Rule Government approached other Arctic countries with the idea of developing a questionnaire that truly measures living conditions in the Arctic. This survey is the result.

The whole reason for conducting a survey of living conditions is to benefit the people who live in the Arctic. How will it benefit Arctic peoples? First of all, most Arctic peoples now have their own organizations, corporations and governments. These institutions need information about the people in their regions to make informed decisions. At the international level, representatives from all Inuit peoples have formed the Inuit Circumpolar Conference, or the ICC. The ICC has endorsed this study for the information it will produce.

Second, Arctic countries have formed an international organization to work to benefit Arctic people. This Arctic Council is made up of high level representatives of each country. One of the initiatives of the Arctic Council is to promote the idea of sustainable development in the Arctic. The Arctic Council includes this project as part of its sustainable development initiative.

We are asking Native people to talk about the different living conditions in the Arctic today. In order to be able to compare these living conditions, we ask each person exactly the same questions. The interview is voluntary and takes about an hour and a half. The questionnaire you will be using has been repeatedly pre-tested and revised to ensure that it is sensitive to the concerns and ways of thinking of Iñupiat. It has also been reviewed and approved by the University of Alaska Institutional Review Board. Most important, Alaska's participation in this study has been directed by the Alaska

Native Management Board. The Alaska Native Management Board was formed in 1998 to oversee this study. Members of the Board include Chester Ballot and Ed Ward from Maniilaq, Linda Joule for the Northwest Arctic Borough, Marie Greene for NANA, Inc., Vera Metcalf for the Bering Straits Foundation, Maricia Ahmasuk for Kawerak, Bob Harcharek for the North Slope Borough, Anne Jensen for UIC, Michael Peterson for the Inuit Circumpolar Conference, and Patricia Cochran for the Alaska Native Science Commission.

D. PURPOSE OF TRAINING

Most simply stated, the purpose of the training is to make you a professional interviewer. We recognize that you probably already have another profession and that many of the skills you have learned can be applied as a professional interviewer. At the same time, you should keep in mind that the requirements of professional interviewing may involve new skills for you, and may even involve some skills that you may perceive as conflicting with the professional skills you already have. For example, those of you who are skilled at drawing out a person's knowledge through a flexible line of questioning may not appreciate the interviewing skill of adhering rigidly to the questionnaire. By the end of the training session we hope you will understand why this particular interviewing skill is essential to the success of this project.

It may help you to know how we want you to act as a professional interviewer. We have carefully selected you as an interviewer and are confident that you will be an effective member of our study team. We will work with you to iron out any problems you might encounter and will try to make the project interesting and fun as well as efficient. To be sure that we are aware of any problems you may encounter, we will monitor your performance. As a trained interviewer, you should:

- o Follow interview instructions exactly.
- o Read clearly and with inflection.
- o Record responses accurately and completely.
- o Probe effectively for complete answers.
- o Handle respondent concerns effectively.
- o Train respondents well.
- o Use time well.
- o Adhere to rigid rules about selecting households.
- o And accept diverse opinions and personalities.

We will complete an evaluation sheet after you have had a chance to get comfortable in your job and again at the end of your job. Your final evaluation should make an excellent reference for other jobs. We will also keep a copy on file so that we can consider you for future projects.

We should note that we will not assign the entire sample at the beginning of the project. Instead, we make additional assignments to interviewers who do the best job. We also find that we don't need as many interviewers during the entire survey. The interviewers who work the longest are those who are the best!

E. DRAFT AGENDA FOR TRAINING SESSION (this will probably change a bit)

Monday

8:30 a.m.

1. Project staff introductions
2. Project overview
3. General rules for interviewing
4. Staged interview with all staff recording interview

Lunch Break: Noon - 1 p.m.

1:00 p.m.

5. Critique of recording
6. Question-by-question objectives
7. Paired interviewer practice

Tuesday

8:30 a.m.

8. Steps in conducting a sample survey
9. Handling special circumstances
10. Paired interviewer practice

Lunch Break: Noon - 1 p.m.

1 p.m.

11. Discussion of interviewer style; misinterpreted questions, answers that don't fit response categories, vague answers, and in clarifying the role of the respondent

Wednesday

8:30 a.m.

12. Interviewing critique
13. Disposition of interviews, record keeping
14. Selecting the respondent, introductions, instructions in handling reluctant respondents
15. Paired interviewer practice

Lunch break: noon - 1 p.m.

1:00 p.m.

- 16. Listing
- 17. Selecting and contacting key informants
- 18. Selecting households
- 19. Practice listing and interview assignments

Thursday

8:30 a.m.

- 20. Timesheets, travel expense reports
- 21. Logistics

Lunch break: noon - 1 p.m.

1:00 p.m.

- 22. Individual interviewing critique
- 23. Individual assignment briefing

Friday

8:30 a.m.

- 24. Individual mentoring

F. STEPS IN CONDUCTING A SAMPLE SURVEY

The following is an outline and brief discussion of the steps in conducting a sample survey:

1. **Identify study topics:** The Greenland Home Rule Government initially identified the study topic as “living conditions” in the arctic. It has taken four years and many people from eight countries to define what we mean by “living conditions”.
2. **Identify study target population:** By "target population," we mean the population we want to be able to describe with our survey results. This January and February our target population is Iñupiat and Yupik people living in the Bering Straits and North Slope regions. Last January and February our target population was Iñupiat and Yupik people living in the Northwest Arctic Region. For the study as a whole, the target population also includes Inuit peoples in Canada, Greenland, and Chukotka as well as Saami people in Norway, Sweden, Finland, and the Kola Peninsula of Russia. To be really precise, our target population in Chukotka includes all indigenous populations.
3. **Design questionnaire:** The questionnaire you will use is the result of many hours of thought, discussion, and testing. It has been developed by a group of researchers and Native advisors from each of the eight countries participating in the study. Based on our pretests, the detailed reviews of the questionnaire, and repeated refinements, we believe the questionnaire will work well. We always find that interviewers are able to find a mistake or two in the questionnaire. We're counting on your eyes to make it perfect!

You will, no doubt, feel that the questionnaire is too long. We understand your concern; an interviewer's job is challenging enough without frustrating the respondent with an excessively long interview. We, too, are sensitive to the length of the questionnaire and have sought the reactions of Iñupiat pretest respondents to its length. We also have challenged each other to pare down question sequences or even to eliminate entire sections of the questionnaire. It may help to know that a common reaction at the end of the interview is for the respondent to say that it is both the longest and the most interesting interview they have ever given.

In pre-testing the questionnaire, we found that most respondents like to talk about their way of living as long as their responses will remain confidential. The most time consuming task in the questionnaire is the capture of verbatim responses to questions.

You should also keep in mind that face-to-face interviews of an hour or 1.5 hours in length are not unusual in complex research projects. Years of research in many fields has shown that respondents are willing to spend this amount of time if they appreciate the importance of the study and if the study is well-designed. One of the principal ways in which respondents can be shown the study is well-designed is if you, the interviewer, do your job to collect the information in a brisk yet meticulous manner. We will teach you how to train the

respondent to answer each question concisely; this approach will keep the interview to a manageable length.

4. **Construct sample frame:** Ideally, we would like to collect information for every Iñupiat household in Alaska. In this way we could be sure that we have completely identified all of the ways Iñupiat live in Alaska. This approach to research would be unnecessarily expensive and burdensome on the population. We therefore apply scientific sampling theory to draw a sample of Iñupiat respondents that collectively will represent all Iñupiat households in the region. One of the first steps in selecting a sample is to construct a "sample frame", a list of housing units from which the survey sample is selected. We will need your helping constructing the sample frame and drawing the sample of households.

5. **Community Involvement:** We recognize that many communities in Alaska place a value on controlling the amount that the world outside the community impinges on community affairs. In part, this concern is based on past experiences where outsiders exploited local hospitality by misusing information provided by local residents.

We have made a special effort to inform communities about the purpose of this project and the protections we will provide to individual residents and to communities. UIC and ISER sent a joint letter to each community being asked to participate in the study. The letters explained the purpose of the study and asked for the traditional council's approval. We followed up with telephone calls to each community and offered to visit the community to further explain the study. We will only interview in communities that agree to participate in the study.

Community involvement continues throughout the project. We will offer to hold a community meeting before interviewing in each community. At the meeting we'll try to answer questions people have about the study. We'll also record ideas people have about how the results of the study can be used to benefit Arctic people.

After the interviewing is complete and the responses have been tabulated, we will return to at least several communities to review preliminary results. The purpose of these visits is to ensure that communities can let us know if there are questions that didn't work well so that the responses don't mean what researchers and other outsiders might think.

6. **Prepare cover sheets. interviewer assignment sheets:** An important part of your job will be to track everything you do so that anyone else can pick up your job if for some reason you cannot complete it. We also need to keep track of what you do to be sure you don't inadvertently make a mistake or (God forbid!) deliberately avoid following your instructions. There is a cover sheet for each selected household. The cover sheet describes the housing unit and has spaces for keeping track of each contact you make with the household. It also contains instructions for selecting the respondent and explaining the study to members of the household who you talk to.

Sample Address Summary Sheets are summaries of all the sample households in your assignment. You record the same contact information in these sheets that you did on the cover sheets. In this way, we have a duplicate way of tracking progress in the survey.

7. **Conduct main body of interview:** You will be conducting a face-to-face interview with the Iñupiat or Yupik adult (16 or over) in each sample household who has the next birthday.
8. **Edit completed interview:** After you complete an interview, you will need to go back over the questionnaire to ensure that each question has been answered completely and that you have recorded the information so that it can be easily read and so that the numeric data can be accurately entered into computer files. When you initial that you have edited a questionnaire, we will assume that you think they are both perfect.
9. **Make callbacks:** In order to accurately represent the populations we want to describe, we have to follow precise sampling rules. The basic principle behind sampling is that each household must have a known chance of being selected. If we substitute households that are easy to contact for households that are hard to contact, then the two types of households will have different, and unknown, chances of being selected. For this reason, we do **not** substitute selected housing units. If no one is home the first time you make a contact, you need to return until you find someone home. If the selected respondent is not home but someone else is, you need to make an appointment to come back when the selected respondent will be home. These callbacks will ensure that the survey results can be validly generalized.
10. **Account for Vacancies, Non-response:** Some of the housing units that you list and select for the survey will be vacant. Others will be occupied but for some reason the occupants may be unavailable or unwilling to be interviewed. An important part of your job will be to account for all selected households. Only in this way will we know if all the rules for sampling have been followed properly.
11. **Perform final edit of interview:** You will deliver your completed interviews to an interview supervisor. That may be Virgene Hanna, Stephanie Martin, Pat DeRoche, Jack Kruse, Marg Kruse or another ISER staff member. An interview supervisor will review your questionnaires for completeness, legibility, and accuracy. He or she will then meet with you to let you know of any mistakes you are making and/or any corrections that must be made. We will try to contact respondents by phone to make corrections where necessary.
12. **Enter data on computer:** Time permitting, we plan to enter the data contained in the questionnaires in Barrow. We have created a special computer program which checks entries for logic and checks entries for key errors.
13. **Construct complete labeling, data specifications:** There are two types of data in this project, **numbers** and **words**. We turn each of the respondent's answers to closed-ended questions into **numbers** for computer processing. We

program the computer to attach text labels to each numbered response so that survey results are meaningful.

In this study we also want to record what respondents say in their own **words**. Their volunteered explanations and thoughts will add a great deal of meaning to their short responses. Of course, we will use quotes in a way that no one will be able to identify the respondent.

14. **Produce basic descriptive data:** The first step in analysis of the questionnaire data will be to make aggregate counts of the number of households reported for each response category (e.g., the number of households reporting whaling). These tabulations are used to identify any remaining inconsistencies or errors in the data and to provide policymakers with a quick reading on important population characteristics. We will return to several communities in each region to review preliminary tabulations to be sure that they mean what we think they mean.
15. **Perform detailed analyses:** To be most useful to Arctic peoples, including Native organizations in Alaska, Native organizations in other countries and international organizations like the ICC and the Arctic Council, the data from Alaska will have to be integrated with the data collected by Canada, Greenland, Norway, Sweden, Finland, the Kola Peninsula and Chukotka. This is an important part of the study that will take place in 2004.
16. **Report results:** UIC, the University of Alaska and the international study team will report results. Reports will go to communities, to organizations like the ICC and the Arctic Council, and to scientists around the world.

G. COMMUNITY INTRODUCTIONS

When you arrive at your assigned community, your first responsibility is to let local leaders know you are in town and to describe to them your tasks and schedule. We will give you a list of people that we have talked with about the project and try to provide you with any information we have about special concerns people may have. If questions come up that you feel you are unable to answer, the following project staff may be able to help:

Jack Kruse	Principal Investigator University of Alaska Institute of Social and Economic Research (413) 367 2240 afjak@uaa.alaska.edu
Anne Jensen	UIC (907) 852-3050-7632 ajensen@nuvuk.net

H. LISTING

To be sure that every Iñupiat household has an equal chance of selection, we have to have a complete listing of households. So, your next task is to list the community. An example of part of a community listing appears on the next two pages. As you will see, a listing includes two parts: a segment listing sheet filled out with descriptions of housing units, and a map which shows the location of each housing unit described on the listing sheet. Each housing unit on the map is numbered with the line number of the same housing unit on the listing sheet.

Only housing units are listed on the listing sheets. Important commercial and government buildings as well as other notable landmarks are **not** listed but are shown on the map to help locate housing units.

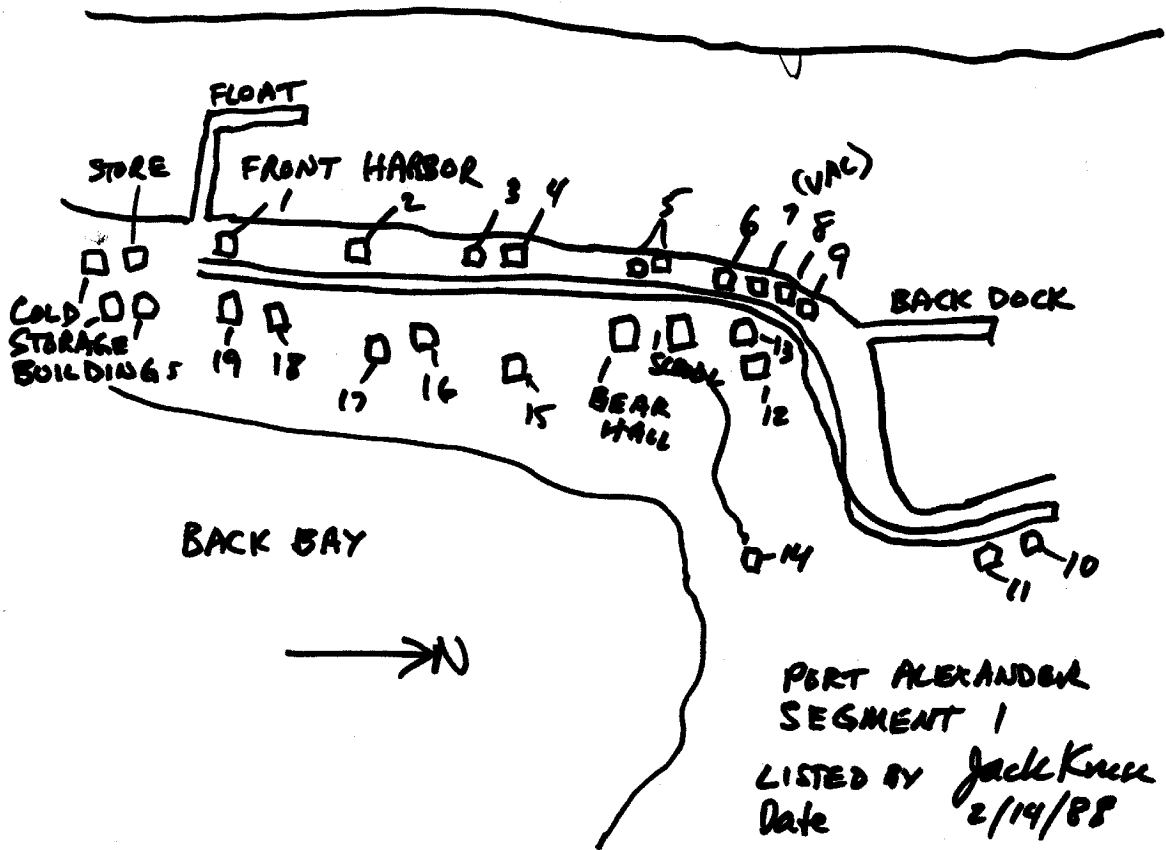
For the purposes of this study, a **housing unit** is all or part of a physical structure in which the occupants live and eat separately from other persons in the building. Thus, a single apartment in a 4-plex apartment building is a separate housing unit. A housing unit can be a boat, a tent, or even as we have discovered, an abandoned helicopter!

People who live in prisons, dormitories, barracks, or hospitals do not live in housing units: rather, they live in **group quarters**. People who live in group quarters will not be included in this study. Note, however, that people temporarily away from home at a hospital should be listed as members of the household.

Identifying separate housing units can be tricky. Look for multiple electric meters, two or more well-used entrances, or two or more postboxes. One of the more common situations in rural Alaska are two physical structures which may, or may not, be side by side which are occupied by a single extended family. In some instances, the occupants of one structure take all their meals in the other structure. In this case, the occupants of the two structures do not eat apart so one of the structures would be considered a part of the other housing unit as we define it. For listing purposes you should assume that physical structures that are not physically connected are separate housing units. If you find out later that they are actually part of the same housing unit, you can include the occupants of both structures in the listing of the sampled housing unit.

Listings are only useful if they help you find housing units. This means that the order in which you list housing units has to make sense. In the simplest case, you start at a corner of a block, and describe each housing unit in the block as you work clockwise around the block. In many rural communities, however, there is no grid pattern of blocks, at least for the older parts of the village. In these cases, start at the end of a road and work down one side and then back up the other side of the road. Remember that you start with line number 1 and you never (except as described below) repeat a line number as you list the entire community.

Sample Listing Map



There are two exceptions to the rule of never repeating a line number in the same community. The first exception is if you are using more than one map to list the community. The housing units located on each map should be treated as being located in a separate **segment** of the community. Thus, if you have to make two maps to cover the entire community, you have two segments that you list separately. In each segment you start with line number one. You should never have more than one housing unit assigned line number 1 in any map segment! Assign a **Segment Number** to each map and write the appropriate segment number on the listing sheets associated with each map.

**Survey of Living Conditions in the Arctic
Block/Segment Listing Sheet**

COMMUNITY: Port Alexander
1 OF 2

BLOCK/SEGMENT NO. 1

PAGE

LISTED BY: Jack Kruse

DATE: 2/14/88

LINE NUMBER	DESCRIPTION	VACANT	SAMPLE HOUSEHOLD
1	1 Boardwalk Rd., one-story with arctic entry on south side.		
2	3 Boardwalk Rd., two-story with attached shed on north side.		
3	5 Boardwalk Rd., 2 windows to right of entry; 1 to left.		X
4	7 Boardwalk Rd., A-frame house		
5	9 Boardwalk Rd., 2-story house with arctic entry on east (road) side. Older 1-story house with one window to right of entry located to north is used by the same household.		X
6	11 Boardwalk Rd., southernmost of four similar houses elevated on piers.		
7	13 Boardwalk Rd. second southernmost of four similar houses elevated on piers.	VAC	
8	15 Boardwalk Rd. third southernmost of four similar houses elevated on piers.		X
9	17 Boardwalk Rd. fourth southernmost of four similar houses elevated on piers.		
10	44 Boardwalk Rd., at north end. One window on each side of front entry.		X

The second exception to the rule of never repeating a line number in the same community is if you split up the job of listing with your partner. If you do this, then first divide up the community (and your map) into two segments (parts containing roughly equal numbers of housing units as far as you can quickly determine), and then separately list each segment starting with line number 1. Clearly mark which half of the map is Segment 1 and which is Segment 2.

Describing housing units in rural Alaska communities can be a real challenge. Each description should be unique so that there is no chance that an interviewer will mistake one house for another. Often however, there are few if any distinguishing features. Look for any **permanent** features that are unique or at least rare. Examples include attached sheds, number of windows on the entrance side of the house, the location of doors, type of siding, shape of roof, fencing, outbuildings closely associated with the house. Avoid, if possible, temporary features like movable objects and paint colors. Of course, if there is an address posted, use it.

List both **vacant** and **occupied** housing units. Consider any housing unit that is unoccupied for the period you are in a community as vacant. If you are sure a housing unit is vacant write "VAC" on the listing sheet along with the unit description. Remember, do **not** list commercial or government offices (but do list housing units in commercial or government buildings).

I. SELECTING HOUSEHOLDS AND RESPONDENTS

When you have completed listing the village, count the number of occupied housing units. Call the survey office in Barrow with this number. We will tell you what **sampling fraction** to use. By sample fraction, we mean the interval you will use in selecting every "nth" housing unit. We will also give you a **random start**. A random start is the line number of the first housing unit to be selected. You then simply select every "nth" housing unit.

Mark each selected housing unit with an "X" on your original listing sheets. Note that we have to take into account the fact that our listings and selected housing units include a mix of Iñupiat and non-Iñupiat households. Since we will only be interviewing in Iñupiat households, you will **screen** households to determine which households have at least one Iñupiat household member.

Once you have selected all the housing units, transfer the segment number, line number, and housing unit description of all selected housing units to **cover sheets** and to your **sample address summary sheets**.

In this survey you will be asking to talk, "with the Iñupiat adult (16 or over) in your household who has the next birthday." Leave the identification of the household member to the person you first contact. The cover sheet gives you precise instructions about how to select the respondent and what to say to both the first person you contact and to the respondent (if the latter is a different person).

Note we ask the respondent to read and sign a consent form. If the respondent is 16 or 17 years old, we first must have a parent or guardian consent to the interview, and then we must ask for the respondents "assent" to be interviewed.

Sample Address Summary Sheet

Community: Port Alexander

Page 1 of 1

SEGMENT/ BLOCK NUMBER	LINE NUM.	DESCRIPTION	CONTROL NUMBER	DATE	INTWR ASSIGNED	1st CALL	2 nd CALL	3rd CALL	4th CALL	5 TH CALL	DISP. CODE	STUDY NO.
1	3	5 Boardwalk Rd., 2 windows to right of entry; 1 to left.										
1	5	9 Boardwalk Rd., 2-story house with arctic entry on east (road) side. Older 1-story house with one window to right of entry located to north is used by the same household.										
1	8	15 Boardwalk Rd. third southernmost of four similar houses elevated on piers.										
1	10	44 Boardwalk Rd., at north end. One window on each side of front entry										

J. GETTING READY TO INTERVIEW

You should have the following with you as you go out to interview:

Interviewer Packet (Manila envelope labeled with your name containing):

1. Signed Pledge of Confidentiality
2. Your Interviewer Identification
3. Letters of introduction
4. Envelopes for letters of introduction
5. Guidelines for Conduct
6. Time and Expense Report
7. 3 mechanical pencils
8. 1 eraser
9. Yellow post 'its
10. Calendar showing interview appointments
11. Segment listing sheets
12. Segment map
13. Sample Assignment Summary Sheets
14. Cue card set

Interview Packets (One labeled manila envelope for each sample household containing):

1. Interviewer Check list
2. Cover sheet
3. Consent/Assent Forms (adult, parent/guardian, 16/17 year old, and follow-up/repeat interview set for adult, parent/guardian, 16/17 year old)
4. Questionnaire
5. Household charts (A, B, and C)
6. Self-administered questionnaire
7. Envelope for self-administered questionnaire
8. Receipt for respondent payment

Before going out to interview, you will need:

1. Cover sheets for your full assignment. Each cover sheet should show:
 - a. sample household number,
 - b. control number,
 - c. segment/block number,
 - d. line number
 - e. a physical description of the house.
2. Interview packets. In each packet, label the outside manilla envelope and all contents with:
 - a. control number
 - b. interviewer ID number
 - c. interview number.

At the conclusion of each interview, you should make sure that you have completed items on the **Interview Checklist**:

- Consent/Assent Forms signed
- Control Number, Segment/Block Number and Line Number on Cover Sheet
- Control Number, Interviewer ID, Interviewer Number on:
 - Cover Sheet
 - Questionnaire
 - Household charts A, B, and C
 - Self-administered Form Envelope

K. GUIDELINES FOR CONDUCT

1. **Appointments:** Be on time, but allow a half an hour past the actual appointment time for your respondent to be available.
2. **Earliest time to make contact:** 9 am weekdays/ 10am weekends
3. **Latest time to make contact:** 7pm
4. **Where to interview:** Quiet place in the home away from other people or a central place like the interview office or community hall.
5. **Partying:** Excuse yourself and return to the household later.
6. **Safety:** Know each other's schedule and location.
7. **Health:** Suggest another location for interviews in cases where the housing unit may be associated with health problems.
8. **Off duty in public:** Be sensitive to what is socially acceptable in the community.
9. **Photographs:** Do not photograph people's homes or people. Be sensitive to the image you are portraying.
10. **Offered drinks:** In response to an offer of an alcoholic drink, ask for pop, tea, coffee, or water.
11. **Meal offers:** Assume that the invitation was made out of politeness and offer a reason why you shouldn't. If you judge the offer to be genuine, you may accept. Note that meals may conflict with prime interviewing hours.
12. **Invitation to a community activity:** Use good judgment; do not plan to attend city council meetings unless specifically invited.
13. **Gifts:** You are not allowed to accept, except if judged to be a token or part of your culture.

L. GENERAL RULES FOR INTERVIEWING

1. Read upper/lower case text only EXACTLY AS WRITTEN!
2. Always accept the respondent's answer, even if you know it to be wrong. The place for your opinion is in the Thumbnail Sketch.
3. Text in CAPS are instructions to you the interviewer or are response categories.
4. Text in parentheses is conditional on the situation (e.g. "NAME")

5. Lines and arrows show sequence of questions depending on the respondent's answers.
6. Always use pencil. "X" the circle beside the selected response code or write response in the box provided.
7. When using a Response Cue Card, train the respondent to use the response category numbers or letters rather than the response itself. This will help keep R's answers confidential and speed up the interview.
8. Record VERBATIM the respondent's comments.
9. Use abbreviations to record what happens in the interview:

NIH	Non-Iñupiat household
R	respondent
I'ER	interviewer
I'W	interview
DK	don't know
(RQ)	repeat question
Q'NAIRE	questionnaire
INAP	inappropriate question for respondent
(AE)	anything else?
(AO)	any other reason?
(TELL MORE)	Could you tell me more about your thinking on that?
(WHAT IN MIND)	Would you tell me what you have in mind?
(WHY?)	Why do you feel that way?
(WHICH CLOSER?)	Which would be closer to the way you feel?

10. Clearly "slash" and "INAP" areas of Q'NAIRE that are inappropriate.
11. If you are recording an amount or a percent, be sure that you use leading zeros where necessary to completely use all the assigned columns shown under the box in which you are entering the number.
12. Edit interview for completeness, legibility.
13. Be sure to record the completed interview as well as the results of each call on your cover sheet and sample assignment sheet.
14. When you complete an interview, put the completed consent forms, questionnaire, 3 household chart forms, and sealed self-administered form inside the cover sheet and store the entire interview packet in an interview envelope.

As you have probably guessed, there is more to asking questions than simply reading them accurately from a questionnaire. The quality of delivery, your style, also affects the quality of the information you collect. It is possible to read a question exactly as printed but read it poorly—in monotone, or with questioning uncertainty in your voice, for example.

Use a pleasant tone of voice which conveys assurance, interest, and a professional manner. Practice reading the questions until it feels entirely natural. Familiarity with the questions will give you confidence which will be reflected in your tone of voice. You will be in control of the interview.

Another aspect of style is pace. Remember that although you may have read the questions many times, the R is hearing them for the first time and needs time to understand the questions and to decide on the answers. Read at about 2-3 words per second. The interview will actually be shorter if you pace yourself than if you try to hurry through the questionnaire.

Developing a pleasant, assuring, confident style is key to handling the situations discussed next—initial introductions and reluctant respondents.

Because many of you are interviewing in your own community, it is likely that you will encounter someone you know as a respondent. We give respondents an opportunity to ask to be interviewed by someone that they don't know. We also tell them that you have signed a pledge of confidentiality – to keep everything they say secret. Regardless of who they decide should interview them, if you keep true to your role as a professional interviewer, the respondent will soon forget that you know each other.

M. INTRODUCTIONS

Introducing yourself and persuading the respondent to give you the interview are probably the most critical and difficult parts of interviewing. In the first minutes of the initial contact, you must convince the R of four things:

- o that you represent a legitimate and reputable organization,
- o that you are engaged in important and worthwhile research,
- o that you are a professional interviewer, and
- o that the R's participation is vital to the success of the research.

Your voice, words and appearance must convey your credibility. You should be serious, pleasant, and self-confident. If your approach is uncertain, this feeling will be communicated to the R, who will react accordingly. To sound self-confident you must be self-confident. That means that you should have resolved all your own uncertainties or negative feelings about the study and should feel completely at ease with the questionnaire.

Approach people as if they are friendly and interested. If they turn out not to be, assume it is because they are not yet informed about the study. Some R's will grant an interview with only a brief explanation of purpose, others will need more detail. Begin with the brief explanation on the cover sheet and save the details to use as needed.

Above all, talk **to** people and not **at** them. If they believe you are really interested in them, they are more likely to participate.

N. SPECIAL INTERVIEW CIRCUMSTANCES

1. Handling Reluctant Respondents

Through long experience, we (and other survey researchers) have found that the reasons people will refuse to complete an interview are circumstantial. You cannot control all the circumstances that will determine whether or not a person refuses to be interviewed (for example, a person has just lost a close relative), and you should NEVER take a refusal personally. If you have the right attitude and follow a few guidelines, you should have few if any refusals during this study. In studies of this type in the past, we have had response rates of 90 percent or higher.

First, you should keep in mind that you are a stranger to the person you contact. That fact in itself is likely to be perceived by the person as negative or neutral (occasionally you get a person starved for any contact and that can present a quite different challenge!). Your first task is to create a positive reaction in the individual.

If you are personally convinced that the study is important, that the survey makes sense, and that you are well-prepared to conduct the survey, the respondent will sense your positive attitude. This is the most important factor in obtaining an interview. (See sections on style and Introductions above.)

Second, you should be conscious of how you sound. Because you are repeating the same words over and over, it is easy to start talking in a monotone. DON'T! Sound interested in what you are saying and the respondent will be interested.

Third, keep in mind that all people are different, and you can customize your strategy for obtaining the interview to fit the person you are talking with. If you are talking with a person who is blunt, you can be candidly direct, not pushy, but offering clear reasons why the respondent should continue.

Some techniques to prevent or turn around a refusal:

Reasons for participating in the survey that can convince a respondent of the importance of the survey:

- o This is a research project directed by Iñupiat people and Inuit and Saami people around the Arctic, not a government agency. Native organizations will use the information to compare living conditions among Native people living in different Arctic countries. This will help us understand how well Native and government policies are working to improve living conditions.

- o Unlike many studies, this information will not wind up on a shelf. The Arctic Council – representing all Arctic countries is looking to this study for information. So is the Inuit Circumpolar Conference and regional Native organizations like UIC and The North Slope Borough.
- o R's personal answers will be kept confidential.
- o This is not one of those political polls where R doesn't know what it is for or who is sponsoring it. We are not pushing a product or an idea. We are a joint group of Native organizations and Universities around the Arctic.
- o You can't substitute any other households or respondents within households. R is it.
- o If R and people like R don't participate, then their way of living will not be reflected.
- o If R doesn't like surveys, you can say "Fine, I'll ask the questions and you can tell me what's wrong with the question. I'll write down what you say word for word"
- o If R says the survey is no doubt biased, say, "Let's start with just the first question and see." (Don't worry about getting R to agree to the whole interview, it is very unlikely they will refuse once they get started).

Negotiate with R, responding to what seems to be on their mind, but on your terms. Be firm, positive. If R seems to be on the verge of giving you a firm no, terminate the interview session yourself first by saying something like, "This doesn't seem to be a good time for you, I'll come back later. Thanks for your time." Try coming back the next day, and start the conversation as if you are ready to start the interview.

If R questions that you are who you say you are, show your identification. If that is not enough, ask them to call the survey office in Barrow collect. That usually solves the problem.

When you call, assume that you will conduct the interview right then. If its inconvenient, R will say so when you say, "Do you have any questions before I begin?" If they do, it might be possible to say, "Why don't we start the interview and see how far we get before you have to go?" You can problem solve for R on what to do with baby ("I have a child too, what time is his/her nap?"). We have had R's give interviews while they cooked dinner or while they were working in their shop — don't rule out any situation. If it simply isn't convenient now, **arrange a specific time**, and make sure you get R's first name.

We recognize that the interview will take up to 1.5 hours or even longer to administer in some situations. Be honest with R if you see that he/she is becoming overly tired or

becoming frustrated or angry. Suggest that you complete the interview with them later that day or the next day. Arrange for a specific time and be sure to give R lots of positive feedback for their work so far. Be positive about the entire interview. Convey the fact that you know the interview is tiring while conveying the fact that the interview is important and worth the effort. Be sure R knows you personally appreciate their participation.

Here are some commonly asked questions and some suggested responses:

R "Where did you say you were from?"

I "Let me tell you a little more about who I work for. This is a joint project of UIC and the University of Alaska's Institute of Social and Economic Research. The institute started 40 years ago and conducts studies that provide important information to public policy decision makers.

R "How did you select my house?"

I "Your house was selected randomly from all the housing units in the community."

R "Why can't you select someone else?"

I This particular house was scientifically selected to represent many other households. I cannot substitute one housing unit for another. If we don't interview the randomly selected adult in your household, the people your household represents will not be reflected in the study results. No other household can replace your participation in the study.

R "I really don't have time for this."

I "I understand that you are busy, but it's important that we talk to busy people like yourself in order to accurately represent all people in your community. When would be a time when it would be most convenient for you to have the interview?"

NOTE: If time is the problem, suggest several specific times. The more specific the appointment, the more likely the R will remember it. If you are put off more than once by the "I'm too busy" excuse, suggest at least starting the interview--once involved, the R will usually get interested and finish.

R "I'm not interested."

I "Oh, I'm sorry because it's a very interesting study." Then since the concern is unclear, just pick an issue (time, confidentiality, importance of

the study, etc.) and begin to discuss it in terms of relevance to them. You'll probably strike a responsive chord.

If you accept an "I'm not interested" excuse without trying to persuade, you have given the R the clue that this interview isn't really that important.

Of course there are times when you don't get a word in before the person closes the door. It is most likely a matter of bad circumstances (e.g. their kid just dumped his or her dinner on the floor). If you do get a refusal (remember—don't take it personally and try not to get angry), write down everything about the interview situation (what bothered R, who you talked to in addition to R, what R is like, what was going on during conversation, how R reacted to you, what you said). We will probably have another interviewer call back. Fifty percent of initial refusals are converted to interviews.

2. Misinterpreted Questions

It may be clear to you that R did not understand the question you asked. R may have given a response inconsistent with an earlier response, or chosen a response category and given an amplified statement that implied the opposite.

The best technique is to repeat the question. If there is any doubt that the R has heard the Q, repeat the entire Q. You can also repeat R's answer and pause. If R tries to get your interpretation of a question, just say, "Just whatever it means to you".

3. Vague Answers and Answers that Don't Fit

Almost all the questions in this study are "closed" questions. This means that we give R all the response categories we want R to use as potential responses. If R gives a response that doesn't fit into one of the categories, the tabulated results of the study won't incorporate R's answer. If R does not use one of the offered response categories, the first step is to record exactly what R says, and then to try to get R to respond in terms of the categories offered. You can do this by saying, "Then would you say very important or somewhat important?" Never offer only the single category you think fits best.

If you make sure at the beginning of the interview that R is reminded each time that he or she does not give a "proper" response and put R through the exercise of arriving at a proper response, R will soon learn to start with an appropriate response. We call this "training the respondent".

If R is qualifying an answer to a closed question or answering an open-ended question and gives a response which is not sufficiently specific, use a neutral probe. These include repeating the question, an expectant pause, repeating respondent's reply, or neutral questions or comments (see abbreviations above).

4. Clarifying Respondent's Role Using Positive Feedback

R will not be accustomed to responding to questions in fixed categories, or to moving quickly between one subject and another. Two important things to train a respondent to

do is to give answers in terms of the categories offered (see above) and to give specific, but concise comments and open-ended responses. The best way to get across the latter is to pause after R stops talking, and then say, "Just a second, I'm writing down exactly what you say". This shows that what R says is important, and it also shows that this interview could get very long if R is verbose.

It is also important to encourage R as you go along. You can choose a style that fits your own personal style. Words like "I see", "yes", "ok", "uh-huh" all communicate your encouragement that R is handling the interview fine. Of course, don't communicate whether you think R's responses indicate anything good or bad about the respondent. If you have been treating each response without any implied judgment, R is more likely to give an accurate answer to what to him/her is a sensitive question. You should react as if whatever R says is alright; your views are not important, and you can tell R that if he or she wants to know what you think.

O. DISPOSITION OF INTERVIEW, RECORD KEEPING

To be useful, the survey results must be based on a scientific sample of a specific number of households. We have to account for every housing unit selected for the study. The following disposition codes can be used to describe how the housing unit was treated in the study:

INTERVIEW DISPOSITION CODES

Result of Contact	Code	Action to be Taken
Non-Iñupiat household	NIH	Record
Interview completed	IC	Edit interview
Interview in progress, appointment to complete	IA	Complete interview
Appointment	APPT	Complete interview
Refusal - no Q's asked	R	Discuss with interview supervisor
Vacant housing unit	VAC	Record
No one home	NOH	Callback repeatedly during entire time in village. As last resort, get name and phone number.
No adult living in HH	NOE	Record
Non-English speaking HH	NES	Hire local consultant to act as interpreter.
Refusal during interview	RDI	Attempt callback
R unable to be interviewed	U	Discuss with interview supervisor
Dorm or barracks (no private kitchen)	SLIP	Record

Following each contact with a household you should:

1. Record contact on household cover sheet
2. Record contact on sample address summary form

N. QUESTION BY QUESTION OBJECTIVES

COVER SHEET

Interviewer ID	We will give you a unique number to identify your interviews.
Interviewer's interview	1,2,3,4.... Starting with "1" as your first real interview number
Control Number	We pre-number cover sheets with a unique number and require you to add the control number to the questionnaires, household charts, self-administered forms and self-administered envelopes to help keep related materials together.
Study Number	We assign every interview in the study a unique number. Leave this blank and we will fill it in.
Community	The respondent's community
Block/Segment	In Barrow, we hope to be using census counts of households by block to draw our sample. We will give you the block number (and a map) for each assigned household. In the villages, if we split up the listing of households, we will call each separate listing assignment a "segment".
Line	The line number on the left of the listing sheet that corresponds to the sampled household
Address	The visible street address and/or physical description of the housing unit.
Phone number	The phone number may be important to accurately code a response or to arrange for an interview.
Contact record Iñupiat household	Fill this out as you make telephone and face-to-face contacts You may think that you know whether or not an Iñupiat person resides in a household. Keep in mind, however, that people are often very mobile and the situation can change fast. If there is even the slightest possibility that an Iñupiat person lives – even temporarily -- in a household you think is non-Iñupiat, please check with the household.

YOUR FAMILY

A1 through A5	These questions about special names are intended to set the tone of this interview by making it clear this is not a "typical" census-like interview. Naming systems are very key among many of the indigenous peoples of the Arctic for their sense of identity. These questions will help us understand where names play a role in cultural identity and where they may not.
A6 through A11	Knowing who lives in a household and how they work together is our first step in building what we call a "household production model." Every household has to "produce" a living, whether through wage income, subsistence harvest, or a combination of these activities. This set and the following series of questions will help us construct this picture for each household, and then we can build a bigger picture of how households in different regions "produce" a living.
A12 through A32	This series of questions is the rest of the household production model. There are many, many activities that must be engaged in to make a household function. We have tried to cover the fundamentals in these questions--for men, women and young adults. Question A12 starts off by giving the respondent a chance to describe how their household divides up responsibilities in their own words. We want to be able to use key quotes (without identifying the respondent) to give meaning to the closed-ended responses. It is therefore critically important to write down what the respondent says exactly .
Household Chart Form B	"Sold fish or meat or berries": In Alaska many people do not consider it proper to sell traditional foods. In some other countries, it is considered proper. The purpose of this question is to understand if people in the household bring in money by selling traditional foods. If the respondent says that it isn't right to sell traditional foods, just say "I understand, this question applies to other countries. Keeping the question the same is the only way we will have data that can be compared across countries."
Household Chart Form B	"Manufactured . . ." People may sell raw skins as well as "manufactured" (tanned) skins. If they have done any processing at all, consider it manufactured. If they dried or scraped the skins, for example, consider that manufactured.
A33	This question will help us understand whether the tradition of naming is continuing through the next generation of children.

- A34 and A35 We are interested in people's perceptions of their own cultural identity. In some places we think people may be more interested in, or conscious of, their cultural identity, than in others.
- A36 and A37 Family appears to be an important factor in life in the Arctic. We have many examples of sharing and interacting on a regular basis with family. However, there may be some areas where it is difficult for family members to stay in contact and feel close to each other. What may seem obvious in one region may be rare in another.
- A37 Consider contact by CB or radiophone the same as phone or email.
- A38 We want to know if individuals find the supports from other individuals they feel they need for a good quality of life.
- A39 through A40 We want to know how many households in the different Arctic regions eat "traditional" or "subsistence" foods, and how they share with one another. Note that A39 and A40 both are about proportions of **all** the meat and fish the household consumed. If a respondent says that "Less than half" of the meat and fish they ate was traditional and also says that "More than half" of the meat and fish they ate they harvested themselves, it probably means that the respondent is really saying that "More than half" of the traditional food consumed was harvested by the household itself. If you think that the respondent is confused, just say "Let me repeat this question", and re-read A40, emphasizing the word "all".
- A41 A41a-c try to distinguish between different types of exchanges. We recognize that it often isn't that simple. A household may gift some meat one week and receive assistance from the gifted household a month later. Leave it up to the respondent to decide. You may have to read all three questions before they can make their choices.
- A42 Many households may share traditional foods with households in the same community. This question focuses on sharing between communities.

A43 Some respondents may say that it is not legal or customary to pay for traditional foods. It may make them feel more comfortable answering this question if you tell them that in Greenland, for example, the only way for Inuit people in the cities to get traditional food is to buy it in the market.

YOUR BACKGROUND

B1 We want to know where the respondent was born. In the Arctic women often travel to a larger community with a hospital to give birth, so instead of just asking "where were you born", we ask "In what place did your mother live when you were born?"

B2 and B3 By asking where the parents of the respondent were born, we get a bigger picture of the mobility of this family group. Due to the same factors as B1, you may need to follow up with the question about the place of residence of the mother at the time of birth.

B1, B2 and B3 If the answer to any of these questions is "in camp", record "in camp", the name of the place, and the name of the nearest present-day village.

B4 through B7 A major reason for doing this study is to understand the choices people make about where they live, or the circumstances that cause them to move or remain in a community.

B7 If the respondent spent time in the community, then time in another community, and moved back to the community, say "Why did you move back to (COMMUNITY)?"

B8 and B9 There are many reasons why people spend time away from their community. Saami reindeer herders, for example, move their flocks many miles from winter to summer ranges. Iñupiat families may spend a month at fish camp. The respondent may volunteer a description of their household's yearly time away from their community – be sure to write down exactly what they say!

- B10 and B12 One of the driving forces for this different survey is to understand why people stay in small Arctic communities. (B12) But by the same token, it is logical also to learn whether people are considering moving out of Arctic communities, and if so, why.
- B13 through B18 Throughout the Arctic, people of different ages have had very different experiences with learning and using languages. We hope that these specific questions on language prompt the respondent to tell you their personal story.
- B19 Education has many faces. We are very interested in the traditional cultural education received by people in the Arctic, as well as the formal "western" education received. This first question focuses on the traditional cultural education and its many forms.
- B20 This question, addressed to parents, will tell us something about whether the traditional cultural education is being continued today in the community.
- B21 Here we ask all respondents to indicate in what settings they feel traditional cultural skills should be taught. Whether or not traditional cultural skills are taught in schools, for example, is a lively issue throughout the Arctic.
- B22 through B24 These questions are to help us understand the prevalence of both the knowledge of these traditional skills and the practice of these skills. We have had respondents say they were taught many of these traditional skills as a child (including the language) but then lost the skill due to lack of use. We want to understand how alive and well traditional skills are in the communities of the Arctic.
- B25 and B26 These two questions about the highest level of schooling of mother and father will help us understand the trend in the community--are people today more or less likely to get more formal education? Probe if necessary to get enough information to allow us to code the respondent's answer into one of the response categories.
- B27 Preschool-kindergarten programs have not always been available.

B28	Probe if necessary to get enough information to allow us to code the respondent's answer into one of the response categories. Be sure to write down exactly what the respondent says so that we can accurately code their response.
B29 through B31	We know that in many parts of the Arctic children left home for schooling. These questions will help us understand how many of the children in different regions left home for elementary school and if that experience was difficult for them.
B32 through B36	Different education policies around the Arctic have meant that students' experiences have also been different. This sequence of questions will help us understand the relationship between education policies and experiences.
B36 and B49	Another word for "accurate" is "true". If the respondent says "what is accurate?", repeat the question using the word true.
B37	Note the skip pattern!
B38 through B40	It is especially important to ask this series of questions in the same professional tone as any other question series. Respondents can tell you about upsetting experiences without becoming upset themselves – if they understand that you are only asking them for information, not to relive a possibly unpleasant experience.
B41	In all parts of the world young people drop out of high school. We want to know how many students in the Arctic did not complete high school and why.
B42-B43	Examples of "training" and "postsecondary programs include: paramedics, search and rescue, health aides, school aides, electronic repair, small engine repair, accounting, and computer programming. The respondent might also have worked toward a degree – e.g. associate degree or bachelor's degree.

- B44 How satisfied a respondent is about the different aspects of living conditions is as important to understanding living conditions as knowing facts like their education or income. Every satisfaction uses the same response categories given on Card Seven. Train the respondent to give his or her answers as numbers. That will keep their answers confidential from other household members and also be faster.
- B45 through B52 These questions are the same as B32 through B43 except they are designed for those respondents currently in high school.
- B53 This question pertains to respondents with several different levels of education.

YOUR WORK AND TRADITIONAL ACTIVITIES

- C1- C4 By “main work or way of making a living” we intend to include paid and unpaid work that keeps a household going. Besides wage jobs, it might be raising children or hunting, for example. We expect that often it will be a lifestyle that involves a mixture of activities.
- C5 We can’t ask about every fishing, hunting, trapping, herding and gathering activity. This is a list that we first used in 1977 in a survey of Iñupiat households. By using the same list, we can see changes over time. NOTE: The question is intended to reflect what the respondent him or herself did--not other household members.
- C6 through C7 The normal series of employment questions focuses on the current job of the respondent. In the Arctic, we know that many jobs are seasonal. Asking people about their current job in January would give us a much different picture than asking about their current job in July. We can’t take the time necessary to ask about all jobs the respondent had during the year. We’ve found that by asking about the job the respondent worked the most hours on, we can get a good picture of the “primary” jobs people have over the year.

- C8 Each country has a similar, standard set of industry categories they use to report employment. It takes very specific information to accurately place a person's job in an industry category. Here are examples of the most general level of industry categories:
- Hard rock mining, Oil and gas, Construction, Manufacturing, Transportation, Communication, Utilities, Trade, Finance, Insurance, Real Estate, Business services, Tourist and entertainment services, Health and social services, Education services, Local government, State Government, Federal government, Native village or regional corporation administration
- C9 Similarly, each country has a similar, standard set of occupation categories they use to report employment. Again, it takes very specific information to accurately place a person's job in an occupation category. Here are examples of the most general level of occupation categories:
- Executive, managerial, administrative, professional specialty, teacher, technician, sales, administrative support, service, loggers, fishermen, vehicle operators, machine operators, craftsmen, laborers.
- C14 and C15 We are interested in the degree to which there are indications of ethnic discrimination in the Arctic. These questions are intended to open the door for the respondent to be candid about discrimination, without biasing the respondents. There are many circumstances besides discrimination that a respondent might think of as unfair. We have questions like this about housing as well.
- C16 In order to compare employment conditions in the Arctic with conditions elsewhere we need to ask about the respondent's current employment status (even though this may not be representative of the respondent's employment status at other times of the year).
- C17 Measuring unemployment is difficult in the Arctic. There are many reasons why people may be unemployed or may not be able to work. This question is designed to cover all the reasons a person might not have been working the week before.

- C18 through C20 These unemployment questions are comparable to those asked in Europe and North America.
- C21 This question is intended as a three-choice question, but some respondents may think “harvesting, herding, and processing your own food” is not one choice but three. It may help to raise one finger each time you read one of three choices.
- C22 We would like to understand Arctic living from the respondent’s point of view. We don’t want to make assumptions about what is most important. The respondent is the best judge of that.

HEALTH

- D1 This question is used in many surveys as a general indicator of overall health of the population. It is expected to be comparable with many different studies all over the world--not just in the Arctic.
- D2 through D4 In designing this questionnaire many questions were proposed regarding aspects of health. Because Chukotka is part of this project, and because they have had such a difficult time over the last few years getting any medical services at all, more questions about symptoms were requested to help identify possible problems in the population. Some of these questions may not be issues in all regions, but these data will help people in Chukotka to improve living conditions there.
- D5 through D11 These questions are standard health questions asked throughout the world. They will be comparable in all regions and help identify particular problems by region.
- By “long-term” we mean 6 months or more.
- D12 through D14 We are interested in knowing if there are regions in the Arctic where medical assistance is not available.
- D15 through D18 We want to know if communication with health professionals is a problem in the Arctic.

- D19 through D21 By “traditional healing” and “traditional wellness” practices, we mean the knowledge used by indigenous people over time to promote health and well-being. If the respondent asks, just say “Whatever traditional healing and traditional wellness practices means to you.” If the respondent says there is a “tribal doctor” available, ask if they consider the tribal doctor to be a traditional healer. If so, the answer is “yes.”
- D22 We have heard from many people in Arctic regions that there are more health problems today than in the past. People are affected not only by their own health, but also by the health of family members. These questions are directed at the health of family members.
- D23, D24 These questions are both a mouthful! There are many dimensions of being disabled. We could ask about each one and have a long list of questions, or – as we did here – we can lump them all into two questions. Just read them slowly and they seem to work fine.
- D23 Another word for “hampered” is “limited.” If the respondent asks, “What is hampered?”, repeat the question using the word limited.
- D25 through D33 These questions about smoking are standard questions about behavior patterns of individuals and will help us in our knowledge of the prevalence of smoking in Arctic regions.
- Note: these questions are only about cigarettes. Smoking of cigars or a pipe, or chew tobacco are not considered. This is because the health effects of cigarettes is qualitatively greater than that for other tobacco products.
- A large pack of cigarettes is 25 and a small pack is 20. It may be difficult for people who roll their own cigarettes to report the number of cigarettes smoked. A general guideline is that approximately 200 cigarettes can be made from 200 grams (8 ounces – or the content of one can) of tobacco.
- D34 This is a perception question to understand what respondents believe to be problems within their communities.

D36 through D49

Everything the respondent answers in the survey is confidential, but there are some questions, specifically these in the self-administered section, that are exceptionally sensitive. Therefore, we have created this section for the respondent to fill out privately. This section will not be given to minors (16 and 17 year old respondents).

**SELF-ADMINISTERED
FORM**

There is a special “human subjects review board” at the University of Alaska whose job it is to review questionnaires like this one to be sure that we protect the rights and well-being of people we interview. They decided that it would be best not to ask the questions in the self-administered form to respondents who are 16 or 17 years old.

It is important that you create an opportunity for the respondent to complete this form themselves with the confidence that neither you nor anyone in the household can see their answers. Now is a good time to play with one of their children, or make a bathroom stop. Then make yourself available without checking their progress. Let them tell you “I’m done” as the sign that they are ready to hand you the sealed envelope containing their completed form.

D36 – D38

One of the most important health indicators is the infant survival rate.

D39 – D41

These questions can be compared both throughout the Arctic and in Europe and North America.

D42- D45

Since we are removing all individual identifiers (like name, address, phone number) from the data file, it will not be possible for anyone to associate responses to these questions with individuals.

D46 – D48

Since interviewers are pledged to confidentiality – and are trained as interviewers and not health or social service professionals – they are not in a position to help the respondent deal with important personal problems. The University of Alaska Human Subjects Review Board asked that we provide interviewers with information that they could hand out to respondents on how to contact a local mental health professional.

The Alaska Native Management Board and the international study team thought long and hard about the choice of including questions about suicide. They both decided that even a small amount of new information is important enough in the Arctic to warrant including in the interview. These questions were pre-tested and we did not encounter any problems.

D49 Most of the items in this question are part of a widely used screening tool for depression. We included the last three items to end the section on a happy note.

HOUSING & STANDARD OF LIVING

E1 through E4 These questions are the standard, internationally accepted questions about housing. We include these questions in order to be able to compare across not only Arctic regions, but outside the Arctic as well. NOTE: Many people have trouble with square feet. If R doesn't give you a realistic number, make an estimate and note that it is your estimate, not R's response.

E5 through E7 These questions are designed to be more Arctic-specific and help us get an image of the kinds of varieties of dwellings used in Arctic regions. These will vary tremendously around the Arctic, especially as we look at Chukotka.

E8 Housing cost often represents one of the biggest living costs, but it can also vary widely as the result of housing programs.

E10 and E11 These questions help us understand where there is not currently enough housing for the full population.

E12 and E13 These two questions may help us learn if there is prejudicial treatment in regions. We ask these treatment questions in a couple different settings to try to learn if there are some parts of the Arctic where indigenous people feel they have been treated poorly.

E14 - E16 We talked earlier about how we are trying to describe how households make a living. Part of making a living is labor; another part is having the right equipment. These questions get at the equipment part.

E17 through E22

People often think that income questions are too sensitive to ask in a survey. We have found that, if people see income questions as relevant to the study, they will answer them. Can you imagine describing living conditions without knowing anything about household incomes? These questions are what we think of as the minimum to describe the different sources of income.

It is critically important that the respondent sees you as a professional interviewer, and not as a neighbor or fellow resident of the region. You can do this by asking these questions with the same tone of voice that you just asked the questions about housing.

Examples of “other income” in E20 include publicly traded stock dividends and capital gains.

E23 through E25

In addition to asking how satisfied a person is with their household’s income, we also ask how satisfied they are with their standard of living. There can be important differences between the two. The same income in two regions may not support the same standard of living for example. And an income combined with a large harvest of traditional food makes for a higher standard of living than the income alone.

ACTIVITIES

F1

Around the world, a common way to measure the degree to which people are active in their community is to ask about participation in a wide variety of activities. In the Arctic, informal activities like visiting are as, or more, important than organized activities. We have tried to broaden the list of activities to fit the Arctic.

F2

This question will help us understand in which regions of the Arctic the indigenous language is used in mass media, and whether the population as a whole takes advantage of that resource.

F3 and F4

TV is potentially important both for its content and the time it takes. Since TV watching may depend heavily on where people are (e.g. home or fish camp) we ask about their TV watching habits when they are home.

F5 In this electronic age, we are interested in learning how many electronic resources are commonly used among indigenous peoples in the different Arctic regions of our study.

F6 through F14 This series of questions are measures of people's interest, knowledge, and involvement in political affairs.

IÑUPIAT VALUES, RELIGION AND SPIRITUALITY

G1 One of the goals of this study is to understand the role of cultural identity in the well-being of Arctic peoples. This question looks to the respondents to identify what is important to cultural identity.

G1c Another word for "kinship" is "relatives." If the respondent asks, "What is kinship?" ask, "Naming relationships or relatives."

G2 and G3 Earlier questions asked about the knowledge and skills gained through the respondent's traditional education. These questions focus on traditional values rather than knowledge and skills.

G4 Iñupiat in Alaska worked together to define what they think of as Iñupiat values. These values are the items in question G4. We're asking the respondent to give a kind of a report card on the job the community is doing to promote these values.

G5 This simple question may prompt the respondent to tell you more about the ways in which he or she applies traditional values – so be sure to record exactly what they say!

G6 through G9 Christianity has historically been a major influence in many Arctic regions. These questions seek to measure the respondent's association with Christian beliefs and institutions.

G10 and G11 Different parts of the Arctic have had different experiences with missionaries and organized religion. We are interested in how these experiences compare throughout the Arctic.

G12 and G13 In pre-testing, we found that some Iñupiat are interested in talking about their traditional spiritual beliefs while others would prefer not to. These two questions provide an opportunity for people to talk as they feel comfortable doing so.

G14 and G15 These are a few indicators of the presence of traditional abilities in Arctic communities.

COMMUNITY AND ENVIRONMENT

H1 and H2 Remember, one of the main reasons for this study is to determine why people stay in small communities in the Arctic. These questions on safety will give us an idea if people feel completely safe, or if they are beginning to feel less secure and that may be a reason for thinking of leaving the community.

H4 A person may feel safe, but also feel that public safety officers don't respond to situations the same way they would themselves--too lenient or too harsh. This will help us understand if there is a problem here.

H6 It follows that if the courts don't have the same idea of right and wrong the respondent has, they may not be satisfied with their performance.

H7 Arctic peoples widely use fish and wildlife for food and other life necessities. This question will help us understand whether the respondents feel they have a voice in the decisions being made to manage these resources.

H8 And of course, if they believe the political bodies making management decisions do not have the same idea of right and wrong, this could explain a problem.

H9 The Arctic is full of natural resources beyond the fish and wildlife. Decisions made regarding management of the natural resources such as oil and gas, and forests and minerals have tremendous impacts on the way of living in the Arctic. It is important to understand if the Iñupiat people feel they have enough of a voice in the management decisions being made.

- H10 through H12 These questions are designed to help us understand what concerns Iñupiat have about their environment, problems they see around them.
- H13 We placed several satisfaction questions in a sequence of questions about the same topic. We grouped the remaining satisfaction questions here at the end of the interview.
- H14 It is often hard for the respondent to explain his or her living conditions through their answers to our questions. This question is an opportunity for them to say in their own words what we've been trying to learn through our questions. So listen hard, and record exactly what they say!