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

ALASKA TRAINING MANUAL

Maniilaq Incorporated

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

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SLICA INTERVIEWER TRAINING MANUAL

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MANIILAQ AND ISER INTERVIEWER TRAINING MANUAL

A. INTERVIEWER ETHICS

Welcome to the professional staff of Maniilaq and the Institute of Social and Economic Research. We (Maniilaq 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 pretested 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 Maniilaq 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

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, Maniilaq, Kawerak, and the UIC Native corporation.

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 pretested 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, Tom Okleasik for Kawerak, Rex Okakok for the North Slope Borough, 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

6. Question-by-question objectives
7. Paired interviewer practice

Tuesday

8:30 AM

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

LUNCH BREAK: NOON-1:00 PM

1:00 PM

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 AM

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 PM

1:00 PM

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

Thursday

8:30 AM

20. Time sheets, Travel Expense Reports
21. Logistics

LUNCH BREAK NOON- 1 PM

1:00 PM

22. Individual interviewing critique
23. Individual assignment briefing

Friday

8:30 AM

24. Individual mentoring

"sample frame", a list of housing units from which the survey sample is selected. We will need your help 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. Maniilaq 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 Inupiat adult (16 or over) in each sample household who is 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 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

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
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Ed Ward	Maniilaq (907) 442-7632 eward@maniilaq.org
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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.

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

COMMUNITY: Port Alexander

BLOCK/SEGMENT NO. 1

PAGE 1 OF 2

LISTED BY: Jack Kruse

DATE: 2/14/88

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

Sample Address Summary Sheet

Community: Port Alexander

Page 1 of 1

SEGMENT/ BLOCK NUMBER	LINE NUM.	DESCRIPTION	CONTROL NUMBER	DATE	INTWR ASSIGNED	FIRST CALL	SECOND CALL	THIRD CALL	FOURTH CALL	FIFTH CALL	DISP. CODE	STUDY NUMBER
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										

K. GUIDELINES FOR CONDUCT

1. **Appointments:** Allow a half an hour past the actual appointment time.
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.

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, however, 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.

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 Kotzebue 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, **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 Maniilaq 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 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?"

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 supervisor	R	Discuss with interview
Vacant housing unit	VAC	Record
No one home get name and	NOH	Callback repeatedly during entire time village. As last resort, phone number.
No adult living in HH	NOE	Record
Non-English speaking HH	NES	Hire local consultant to act as interpre
Refusal during interview	RDI	Attempt callback
R unable to be interviewed supervisor	U	Discuss with interview
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

- 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*.
- 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.
- 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".

- 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.
- 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.

- 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.

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.

**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.

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 (eg. 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

- 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 of 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!