Evaluation of the Nunavik Youth Hockey Development Program (NYHDP)

Summary Report

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List of Acronyms

GGI	Goss Gilroy Inc.
KRG	Kativik Regional Government
KSB	Kativik School Board
LHT	Local Hockey Trainer
NGO	Non-governmental organization
NYHDP	Nunavik Youth Hockey Development Program
PYD	Positive Youth Development

Acknowledgement

With respect to our collaborators[1] in this research, it is crucial that Goss Gilroy Inc. (GGI) acknowledges and thanks the contributions of the people, who over the course of the past six months shared their truths, experiences and lives with us. Without their endless generosity, kindness and grace this project could never have been as successful as it was. GGI asserts that we do not own these findings or the stories and the knowledge shared within this report — these belong to the people of Nunavik. To all of the youth, parents, teachers, police, mayors, community members, Makivik Corporation, Nunavik Youth Hockey Development Program (NYHDP) staff and new friends, thank you from the bottom of our hearts for allowing us into your homes and communities. Thank you for allowing us to experience your beautiful landscapes, for sharing your enigmatic culture, for letting us in your lives and for sharing your rich history with us. GGI would also like to acknowledge the many challenges faced by the Inuit as a result of colonialism, relocation and assimilation. Your strength and resilience to remain a culturally vibrant and self-determined community is reflected throughout Nunavik. GGI is forever grateful for your kindness and want to honour your spirit within this report.

Nakurmiik - ᓇᓄᕋᖏᑦ.

[1] Collaborative research approaches, such as this evaluation, enable transparency, knowledge transfer, and empower participants of the research process and provide authenticity to the research outcome. The participants of the evaluation worked 'with' GGI and not 'for', which was exemplified throughout the evaluation and data collection phase. This was done to breakdown the power-knowledge hierarchies that typically distort results by privileging the researcher's interpretation and appropriating community knowledge within an Indigenous context.

Executive Summary

Today, using sports programs as a way of promoting positive behaviour and preventing negative outcomes is quite popular; it has a certain intuitive appeal to all involved: policymakers, program developers, parents and communities more broadly. Under Ungaluk Funding, the Nunavik Youth Hockey Development Program (NYHDP) asserts itself as a crime prevention program that emphasizes life skills development and education promotion in an attempt to reduce school dropout rates. For the last six months, Goss Gilroy Inc. (GGI) has analyzed the relationship between the NYHDP and the impact it has on its target population, in terms of crime prevention, education promotion and life skills development. Throughout the course of the evaluation, questions and indicators were adjusted and rephrased to accurately reflect the realities of our research collaborators.

To support its findings, GGI conducted site visits in Puvirinituq, Salluit, Inukjuak, Tasiujaq, Kuujjuaq, Kangirsuk, Kangiqsualujjuaq and attending Select Program tournaments in Kanata, Ontario, St-Raymond and Bernières, Quebec. GGI was fortunate to have interviewed 141 individuals across Nunavik who had been in contact with this program to understand the relevancy, performance and impact. GGI also spoke with experts in the field of Indigenous youth social development and sport programming. To further support best practices, GGI developed a benchmarking exercise that examined other programs that shared similar elements to the NYHDP. To understand the core themes identified within the scope of the evaluation, GGI conducted a miniature document review and a thorough literature review to comprehend the programmatic overview and theory of change behind the program. To examine cost-effectiveness and performance GGI analyzed the financials of the program. Lastly, to look at impacts of crime and education promotion, under the various statistical limitations we were presented with, we conducted seven case studies with youth to examine any program impact. For details related to challenges and mitigation strategies related to GGI's methods, please refer to Appendix 2.

Based on the findings, GGI has concluded that, while the program has great intentions to create better citizens, increase awareness of positive and healthy life choices, and to develop greater self-esteem among its target population, the NYHDP cannot claim to be a crime prevention program, nor should it claim to be an education promotion program. The findings have concluded that there is no causal link between this program and crime prevention. Further, since breaking ties with the Kativik School Board (KSB), the program no longer is linked to participants' academic performance which means it does not impact the educational advancement of the students involved. The NYHDP is just a good hockey program that focuses on positive youth development (PYD) — not crime prevention program nor a program that reduces school dropout rates.

To further substantiate the literature review findings, GGI examined the most recent and comprehensive meta-analysis of 51 published and unpublished studies, with 48 independent sample sizes involving more than 120,000 adolescents that showed "no significant association

between sports participation and juvenile delinquency." (Spruit et al., 2016, 655). The authors also considered four categories of crime: property crime, property damage, serious/violent crime and petty crime but none showed a significant association either (Spruit et al., 2016, 664). A possible explanation is that the positive effects of sports programs on juvenile delinquency tend to cancel out with the more subtle and counterintuitive negative effects. This means that having a sports program for the youth on its own will not do much to address social issues of the community, on the other hand, this should not be interpreted to mean that sports programs cannot be used as a means of crime prevention among youth. What needs to be done is to organize sports within a "sound pedagogical approach" which enables positive social development.

The center of the report will explore the recommendation that PYD be adopted within the NYHDP. PYD is a natural outgrowth of positive psychology; it "emphasizes the manifest potentialities rather than the supposed incapacities of young people — including young people from the most disadvantaged backgrounds and those with the most troubled histories." The literature review has examined the role in which, in comparison, the NYHDP is more aligned with a PYD approach than a crime prevention model. Since PYD is a general approach based on a "relational development systems", sports programs can serve as a conduit for PYD. PYD is based on seeing youth as assets to be positively developed; in order to do so, the sports program has to create the appropriate social contexts. In Section 3.0, we break down how the NYHDP can enhance its outcomes by incorporating the logic behind PYD.

1.0 Background

Description of the NYHPD

In 2006, the Makivik Corporation and the Kativik Regional Government (KRG) initiated the Nunavik Youth Hockey Development Program (NYHDP), a crime prevention initiative linking minor hockey with education.[2] Founded by Joseph Juneau, a retired Canadian professional hockey player[3], the program is offered in all 14 communities located across the Nunavik region. The NYHDP is managed by the Makivik Corporation and receives over 80% of its budget from the Ungaluk Funding Program (i.e. Safer Communities Program). Established in 2007, as part the Sanarrutik Agreement granted by the Quebec Government to Makivik Corporation and the KRG, the Ungaluk Funding Program was established to provide funding opportunities for communities to be able to put in place initiatives to reduce and prevent crime and overall improve well-being.

Overall, the objective of the NYHDP is to act as a crime prevention program that promotes education, physical activity, healthy lifestyles and social development for the youth (ages 5-17; boys and girls) throughout the Nunavik region using organized hockey. Further, short term outcomes for this program examine the health and well-being of youth by providing them safe environments to be physically active, alongside optimizing the usage of community structures, such as ice arenas. The intermediate outcomes focus on community capacity building such as encouraging community buy-in through the development of a minor hockey program. The long term outcome of the program is to teach participants life skills, including: making positive life choices that will help the participants succeed in the future and preventing school dropout and/or to promote educational or personal development opportunities. Finally, at a higher level, the program aims to prevent criminality in the region.

The program has three distinct components: the Select Program and the Community Hockey Program that are meant to be facilitated by the Local Hockey Trainers (LHTs), and the Regional Tournaments. The Select program gives hockey players (who are chosen based on their hockey skills) the opportunity to compete in regional tournaments, national, or international competitions [4] as a member of an exclusive team. The team also receives elaborate skills training and pedagogical monitoring and mentorship by NYHDP staff. The community program is monitored by the LHTs that participate in skills training and attend regional tournaments across the region. Regional tournaments provide community-level players the opportunity to travel

[2] University of Ottawa partners with Makivik Corporation on a striving program to keep youth in school through hockey. (2011). Retrieved from: http://www.uottawa.ca/media/media-release-2425.html
[3] Back checking: Joe Juneau. (2015). Retrieved from: http://www.thehockeynews.com/articles/40881-Backchecking-Joe-Juneau.html
[4] NYHDP. (2015) Retrieved from: http://www.nyhdp.ca/en/select-program

across the region and compete against other villages. These tournaments are also a scouting opportunity for NYHDP Management to extend invitations for try-outs at the Select level for the following year.

Most participating communities have seen high youth attendance. In the 2013-2014 season, over 128 youths attended the five Select try-outs in Kuujjuaq, 440 youths attended the four NYHDP regional tournaments, dozens of children in each community attended programs at the community level on most evenings from October to late April. The availability of community-level programs depends on the community size, properly functioning facilities, arena staff, equipment, etc.

Without a doubt, the NYHDP has been successful in initiating a much needed minor hockey structure across the region. We have seen and witnessed the participation rates increasing in most communities. In some communities, former participants of the Select program have become knowledgeable and reliable LHTs.

In its ten year history the NYHDP has undergone a series of changes, the most notable has been the end of the KSB-NYHDP relationship. As a result, the school performance of the students is no longer linked to their ability to participate in the program. This shift contributed to an open consideration for all types of students and youth to participate (once chosen by NYHDP staff) in try-outs for the Select teams, and/or attend community-level practices and regional tournaments. Further, without collaboration with the KSB, the NYHDP has developed their own curriculum for the pedagogical workshops that are intended to reflect the realities of the target population participating within the NYHDP.

In 2015, the hosting community for the Select try-outs and prep camps were moved from Kuujjuaq to Inukjuak for differing views on the program. Lastly, in the middle of the season, adjustments were made that limited players born in 1998 from participating in the Midget Regional Tournament; therefore, increasing younger ages to participate.

2.0 Analytical Framework and Methods

The evaluation strategy developed by GGI drew on three issues: *relevance* (e.g. continued need for the project, alignment with community priorities; and alignment with Ungaluk priorities), *performance* (e.g. achievement of expected outcomes, demonstration of efficiency and economy) and *impact* (e.g. prevention of school dropouts and/or promotion of educational or personal development opportunities; and the extent to which the program has been able to reduce the number of crimes and prevent criminality at the regional level). The evaluation strategy remained rather fluid as it was expected that over time questions would have to be adjusted to the climate of research results. In collaboration with Makivik Corporation's evaluation team, GGI developed questions and indicators which were used to measure the achievement of the outputs and outcomes. For more detail and a better comprehension of these questions, please see Appendix 1: Evaluation Matrix. In terms of methodologies, interview guides were developed in consultation with community members from Kangirsuk and Inukjuak. Data was collected with various stakeholders (e.g. former, current and non-youth participants of the Select, Community and LHT components, parents/guardians, coaches, program staff, and community stakeholders), Makivik executives, benchmarking informants and experts. Each method that was used is described below.

Literature Review

The literature review focused on the evaluation questions concerning relevance, performance, cost-efficiency, and impact. It encompassed both the peer-reviewed scientific literature and some grey literature. This included reports on comparative designs, impacts, studies, opinions and evaluations of similar programs and initiatives in other jurisdictions. Sources dated from 1987 to 2016.

The literature review examined the various complexities and challenges that Inuit youth in Canada experience and looked at the current needs of Indigenous youth and communities across Canada; trends in the Indigenous youth participation in crime; evidence of impact of involvement in sports and crime prevention through the case study of the *Kikz Program* in London, England. The literature review also examined factors impacting the state of Indigenous youth participation in community-based activities, alongside the barriers preventing full participation. Lastly, this phase examined the various theoretical and program literature that examined the role of cultural continuity to act as a hedge against "at-risk" development, alongside the need for community-based programming for Indigenous youth populations.

Document Review

The purpose of the document review was to systematically extract relevant secondary data (previously collected) from identified documents that provided evidence for specific evaluation questions that examined the relevance of the program, as well as, developing a broader context

for the impact the NYHDP has on its target population. However, the document review was suspended since the number of documents received was too limited to conduct an appropriate analysis. However, GGI still managed to salvage some data from the document review that were then used throughout the evaluation to support our findings.

Administrative Review

The administrative data review was intended to answer evaluation questions related to outcomes and efficiency including an examination of cost trends over time broken down by program element, costs per program output (e.g., annual cost per player in various categories), and an examination of planned versus actual spending. The evaluation set out to obtain data and information respecting annual numbers of players by age and gender at each of the community, regional and Select levels, along with estimates of the amount of playing time at each level. We sought to obtain information on facility types and usage across communities. We sought expenditure records broken down in terms of such items as capital spending, maintenance costs, salaries for various staff categories, travel costs, room and board costs, and costs associated with the educational component of the program.

Limitations were encountered with respect to the availability of administrative data. Program expenditure records were not available for any year in a way that would allow a comparison of expenditures to budget figures. Some budget tables contained arithmetic errors. As a consequence of these limitations, we were unable to answer several evaluation questions; Appendix 2 provides mitigation strategies used to address these limitations.

Key Informant Interviews

Key informant interviews were designed to gather in-depth information, including opinions, explanations, examples and factual information with respect to all evaluation issues and questions.

In total, 141 individuals were interviewed for the evaluation in a combination of group interviews (focus groups and Sharing Circles) and individual interviews. Additional interviews were conducted as components of the benchmarking analysis with five interviewees that had been identified as being key stakeholders and organizers of the comparable programs. Interviews were a combination of in-person or over the phone. Interviews were conducted in either English or Inuktitut, depending on the preference of the respondent. For group interviews, respondents participated in sharing circles. Sharing circles were used as part of our approach to mobilize a cultural competent framework for collecting data throughout the case studies and the evaluation.

Case Studies

Case studies were used to supplement the unavailable statistical data to examine crime reduction among cases and the impact on decreasing school dropout rates across the region. Three communities were chosen based on distinct categories (strong community-level component and

weak community-level component): Kuujjuaq, Puvirinituq and Kangirsuk with participants based on four case categories: Non-NYHDP Participant; Former Select; Current Select; and Current Community-level participant. Connecting with all four categories proved to be very challenging and in some cases, rendered impossible, however 7 cases were completed to examine these variables.

Benchmarking Analysis Study

The purpose of the benchmarking analysis was to compare the NYHDP to other similar programs and to assess whether it remains a viable program, alongside understanding what lessons could be learned from other programs. The benchmarking analysis mostly examined the core evaluation issues of relevance and cost-efficiency; however, there were many difficulties in locating programs that shared one or more identical features of the NYHDP. Therefore, the benchmarking was able shed light on characteristics of the NYHDP that were gaps or enhancements, in order to draw comparisons and linkages with the other programs.

Throughout the course of the six-month evaluation, GGI came across a number of challenges and provided a series of mitigation strategies. For further insight into these challenges, please see Appendix 2.

3.0 Findings

Section 1: Continued Need for Program

To what extent does the NYHDP continue to address a demonstrable need?

The NYHDP does, and will continue to address, a demonstrable need for its target population. Needs regarding access to recreational activities, our study had shown that there is an overall lack of recreation for youth within many of the Nunavik communities. The program provides a substantive amount of recreation for youth, especially when recreational activities are lacking in many communities in the North. Our study has shown that Indigenous youth in Canada face a number of issues that their non-Indigenous counterparts do not, whereby recreation can be utilized as a catalyst for positive youth development (PYD). A number of studies show that Indigenous people tend to be over represented amongst victims and perpetrators of crime as well as those incarcerated with age being considered as a primary risk factor. For example, there were 425 violent incidents for every 1,000 young Indigenous people between 15 and 24 years old in comparison to 268 per 1,000 for non-Indigenous people (Perreault, 2011). Alcohol and drug use are factors that plays into criminal activity and are more prevalent among Indigenous youth than non-Indigenous (Statistics Canada, 2016).

Suicide and self-inflicted injuries are a major concern within Indigenous communities especially among the youth. While there is a lot of variation in rates across the communities, they are generally high. Here, First Nations youth tend to commit suicide on average about five to six times more often than non-Indigenous youth, and Inuit youth rates are among the highest in the world and around 11 times greater than the national average (Health Canada, 2016).

In general, among those working between 25 and 64, the Indigenous population lags behind in educational attainments, but this varies among different communities. While 12% of non-Indigenous working-age individuals have less than a high school diploma, 29% of the Indigenous population does not have one, and for Inuit persons this is about 49% (Indigenous and Northern Affairs Canada, 2013). Data from the Labor Force Survey for 2007/2010 revealed the high school dropout rate among First Nations people living off-reserve, Métis and Inuit between the ages of 20 and 24 to be 22.6%, in comparison to the non-Indigenous rate of 8.5% (Gilmore, 2010). Among Inuit people who have not completed their high school education, the highest reported barriers identified (52% of respondents) were personal/family responsibilities followed by education not being a personal priority for 43% of the group (Canada, 2015, p. 20).

The recession following the 2007-2008 financial crisis had longer-lasting effects for Indigenous people. From 2008 to2010, the participation of Indigenous youth declined by 5% compared to a 2.9% decrease for non-Indigenous youth.

More specifically when looking in the North, the Inuit youth in Canada are vulnerable to and often have higher rates of mental health issues, lower levels of academic achievement and high rates of depression and suicide. Additionally, they experience higher rates of drug and alcohol use than non-Indigenous youth.

Specifically within Nunavik, dropout rates are some of the highest within the country, with nearly 80% of students leaving school before they graduate.[5] While the percentage of the Nunavik population with a high school diploma or higher level of education has increased by 10% over the past twenty years, the rate is still considerably lower than for all Aboriginal people in Canada. [6]

Mental health issues, suicide attempts and high levels of drug and alcohol use are also prevalent in Nunavik. The mortality rate in Nunavik is twice as high (32%) than elsewhere in the province (14%)[7] and the region reports the highest suicide rate of all Inuit regions in Canada. In 2016 alone, the region of 12,000 people reported 11 suicides between late December and mid-May. [8]

The Inuit have deemed alcohol and drug use as primary health and social concerns in their communities. Binge drinking has been reported as the most prevalent pattern among Inuit who drink, which is concerning as this leads to violence and abuse, accidents, self-inflicted injuries and death, involvement in the justice system, neglect of children, and employment problems. [9]

Other issues, including the rapidly increasing young population and overcrowded households are considered major barriers that prevent Inuit youth from reaching their full potential (Forum Plan Nord, 2012; Statistics Canada, 2006). Considering these factors, the Inuit youth population in the region is largely considered to be at-risk.

Trends in the state of Indigenous youth participation in crime

The population of Nunavik according to the 2011 census was 12,090, 90% of whom were Inuit (based on the 2011 National Housing Survey). The population of Nunavik is young, with nearly 60% of Nunavik's population under the age of 25 (3,245 boys and 3,120 girls) and a median age of only 20.6. [10] The region's demographic structure puts pressure on education and employment,

[5] Rogers, S. (2013). Nunavik to launch stay-in-school project for 2014 Nunatsiaq Online. http://www.nunatsiaqonline.ca/stories/article/65674nunavik_to_launch_stay_in_school_project_in_2014/
[6] Bean, C. (2013). Program Evaluation: Nunavik Youth Hockey Development Program. University of Ottawa.
[7] Ibid.
[8] Rogers, S. (2016). Nunavik community takes action against youth suicide. Nunatsiaq Online. http://www.nunatsiaqonline.ca/stories/article/65674nunavik_community_takes_action_against_youth_suicide/
[9] Brunelle, N. (2010). Patterns of Psychoactive Substance Use Among Youths in Nunavik. Inditerra: Revue Internationale sur l'Autochtonie. http://www.reseaudialog.qc.ca/Docs/brunelle2010.pdf
[10] Statistics Canada. NHS Aboriginal Population Profile, Nunavik, Inuit region, Quebec, 2011. http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/aprof/details/page.cfm?Lang=E&Geo1=BAND&Code1=640002&Data=Count&SearchText=Nunavik&SearchType=Begins&SearchPR=01&A1=All&B1=All&GeoLevel=PR&GeoCode=640002&TABID=1

particularly for young people which are key indicators of one's socioeconomic status and influences individual behaviors and risk factors to which an individual is exposed to.[11]

Nunavik's crime rate is high. Kativik Regional Police Force's statistics show that between 2010 and 2015 total number of assaults in Nunavik increased from 3,276 to 3,348 (with an all-time peak of 4,076 reported for the year 2014). In the same period, the number of sexual assaults increased from 293 in 2010 to 412 in 2015.[12] More specifically, between 2010 and 2013, the total number of assaults in Nunavik increased from 3,276 to 3,602 and the total amount of sexual crimes increased from 293 to 381.[13] In both of these instances, alcohol related crimes increased slightly during this period from 70% to 73% for alcohol related assault crimes, and 40% to 43% in alcohol related sexual crimes. In 2014, there were 5,521 arrests in Nunavik, with 231 involving youth being detained (162 criminal and 69 non-criminal). According to a recent interview with a local youth leader, youth crime in the area is largely a result of social neglect.[14] She notes that youth in the North may feel "lost or neglected because their parents are struggling with addiction…They might be victims of abuse or bullying. They might feel ashamed of their culture. They might be estranged from their grandparents because they don't speak Inuktitut". According to the same source, the alarming rate of Inuit suicide illustrates that northern societies are failing their children, and more support and healthy recreational activities are necessary.

While the rich heritage of the people of Nunavik is celebrated by most, over the previous years, the people of Nunavik have experienced major changes within their society. Rapid change and the intergenerational impacts of colonialism have resulted in general distress and social problems such as: "poverty, suicide, high teen pregnancy rates, neglect and sexual abuse of children, behavioral difficulties, family violence (often linked to alcohol abuse), drug and alcohol addiction, and mental health problems".[15] When speaking with key informants about issues surrounding their youth and communities, all respondents echoed these issues with major focus on alcohol and drug use beginning at earlier ages, suicides, and violence. Among youth, behavioural problems, such as "refusing to accept parental authority, not attending school, threatening to commit suicide and drinking heavily, are widespread".[16] Further, in 2007 it was said that more than one-half of all children lived in an environment where at least one family member within the household is

[11] Nunavik Regional Board of Health and Social Services (2011). Health Profile of Nunavik. https://www.inspq.qc.ca/pdf/publications/1589_PortraitSanteNunavik2011_ConditionsDemoSocioecono_VA.pdf
[12] Nunavik, Kativik Regional Police Force, données compilées dans Nunivaat (tableau 2010-06-08-01). http://www.nunivaat.org/Table.aspx/Indicator/Security/2010-06-08-01/12682
[13] Ungaluk Funding Program Information.
[14] http://www.nunatsiaqonline.ca/stories/article/65674rash_of_inuit_youth_crime_a_sign_of_social_neglect_says_youth_leader/
[15] CDPDJ. (2007). Investigation into child and youth protection services in Ungava Bay and Hudson Bay. http://www.cdpdj.qc.ca/Publications/rapport_Nunavik_anglais.pdf
[16] Ibid.

violent or has issues with alcohol abuse. [17] The Inuit youth population in the region is largely considered to be at-risk and this is a fundamental target for the NYHDP.[18]

Section 2: Alignment

To what extent are the NYHDP objectives aligned with Ungaluk's priorities?

Evidence and views on whether the NYHDP is aligned with Ungaluk's priorities is rather mixed. The document review combined with key informant interviews allowed us to determine to which degree the objectives of the NYHDP are aligned with the Ungaluk Funding Priorities. Ungaluk Funding has set out eight funding area priorities:

i) Reduce substance(s) abuse and or addiction(s);
ii) Prevent violence and other crimes (adults and/or youth);
iii) Promote social integration or reintegration (prevent offending or reoffending);
iv) Address trauma and or mental health;
v) Assist victims of crime and violence;
vi) Build parental skills and/or encourage safe family and/or community environment;
vii) Prevent school dropout and/or to promote educational or personal development opportunities. Personal development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations; and
viii) Promote alternatives to, and diversion from, criminal justice. Whereas, the NYHDP set out six priorities such as: Crime prevention; Encourage Inuit youth to have a good behaviour; Promote the importance of education; Promote the importance physical activity; Promote the importance healthy lifestyle; and Develop important life skills.

"you have to keep kids busy, or they will keep you busy" (Salluit Regional Tournament)

"this is a crime prevention fund and if you look at NYHDP it's obviously a big effort that brought success that is totally, totally linked with crime prevention. As soon as you take kids, and you occupy them and you work with them this way, you bring them pride, you bring them joy, you bring them lots of education how can it not be linked to crime prevention?" (NYHDP Management, Inukjuak)

[17] Ibid.

[18] Throughout the evaluation, we attempted to examine whether the program was reaching this group, however most of our data was coming across as more anecdotal rather than grounded in statistics. Further, given that this was a short period of time to interact with youth and their parents, developing a baseline for categorizing youth as "at-risk" with certainty was problematic. In an attempt to resolve this, the evaluation looked for solutions to create a mechanism that would determine the program effectiveness in reaching this group. Throughout the course of interviews and case studies, parents were required to fill out an indicator chart that listed variables of at-risk behaviour in an attempt to create this link. While this is not based in psychology, it allowed us to get a greater insight into the profile of youth in the NYHDP across the region. Of the 25 parents interviewed who had sons or daughters playing in the NYHDP, only 5 were categorized as 'at-risk'. This process deemed to be somewhat successful as some parents were very open about their child being categorized as 'at-risk' while others were reluctant about sharing this information, further some parents had noted that many of the indicators are subjective and could apply equally to a child not deemed 'at-risk'.

Of the six NYHDP objectives outlined, there are only two of which the evaluation was unable to find any substantive evidence to support its alignment with Ungaluk funding through the review of the NYHDP programmatic framework. As evidenced in **Table 1**, it was unclear if either crime prevention or education promotion were explicitly promoted within the framework. While an indirect impact on crime prevention is possible within the NYHDP, there is no evidence to support that it does have these results. Further, the evaluation was unable to locate any instances in which crime prevention was operationalized within the program itself (e.g. through pedagogical learning, or lessons on and off the ice); similarly with education promotion since its departure from being part of the Kativik School Board. Most respondents had indicated that the program was more aligned with personal development (as further supported by the literature review) and not crime prevention or education promotion. Most notably were Makivik staff, Community Mayors and three out of four of the NYHDP program staff who all felt apprehensive to connect the program to those two Ungaluk Funding Priority areas. As such, the results concluded that the NYHDP is aligned with Ungaluk Funding Priority Area vii: To promote personal development opportunities.

Table 1: Ungaluk & NYHDP Alignment

Ungaluk Funding Priority Areas	**2015 NYHDP Objectives (outlined in 2015 Ungaluk Funding Application)**
i) To reduce substance(s) abuse and or addiction(s); ii) To prevent violence and other crimes (adults and or youth); iii) To promote social integration or reintegration (prevent offending or reoffending); iv) To address trauma and or mental health; v) To assist victims of crime and violence; vi) To build parental skills and or encourage safe family and or community environment vii) To prevent school dropout and or to promote educational or personal development opportunities*; and viii) To promote alternatives to, and diversion from, criminal justice. *Personal development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations.	i) Crime prevention; ii) Encourage Inuit youth to have good behaviour; iii) Promote the importance of education; iv) Promote the importance of physical activity v) Promote the importance of healthy lifestyle; and vi) Develop important life skills.

Legend: little to evidence of alignment; evidence found in evaluation to support alignment

To what extent does the NYHDP teach the participants life skills?

One of the greatest strengths of the NYHDP is within the pedagogical workshop training that teaches participants of the Select program about life skills, team work, healthy living and personal development. The Select component off-ice lessons typically involve a series of group lessons throughout the span of two weeks that are facilitated by the NYHDP's pedagogical trainer. Through videos, hands-on activities, open-discussion and team-building exercises the life skills lessons focus on:

- Having a positive attitude;
- Be responsible;
- Gain self-control;
- Develop a sense of teamwork;
- Respect others;
- Problem solving;
- Develop a sense of teamwork;
- Show initiative;
- Effectively communicate with others;
- Develop a sense of identity;
- Develop a positive view of personal future;
- Be active;
- Effort: Always do your best; and
- Perseverance: Never give up.

Throughout the course of the evaluation these workshops were identified among parents and participants to have the greatest impact on positive social development. Some parents were very satisfied with the amount of attention their youth received off-ice during the prep camps and tournaments in the South. Some felt that the lessons were a great complement to their personal development that their child was learning in school and at home. Many of the youth (past and present Select players) who had participated in the workshops had noted that they were happy to attend and each year they looked forward to seeing what new lessons and activities they would learn. There was an evident bond and mentorship between the players and the Pedagogical Trainer.

The lessons on teambuilding were one of the most impactful parts of the life skills training. Remarkably, over the course of 23 total days of try-outs, skills training and tournaments down south the Select component of the program was able to take youth, who in some cases had never met before, and turn them into a team that looked like they had been playing together for years.

The focus of the teambuilding was to enhance their communication skills and their trust and respect for one another.

> "The program helps kids grow. I remember when they first started to play and the kids would beat up on each other after they would lose a game, their own teammates! Now you can see a big difference and how much better they are in understanding the value of losing. It has a big impact on the way they interact with others. You can see a big difference across the regions"
> (Current and Former Parent of NYHDP Participant, Kangirsuk)

The NYHDP staff identified health and nutrition as areas where the training of the Select component had significant impact. Smoking among Select participants had gone down in recent years, in addition to increased nutritional knowledge. Most parents had indicated that the program had no impact on their children's nutritional choices as they already had a balanced diet at home, but the program was a nice complement to what was previously there. The same was said about the behaviour and positive attitudes of youth participating in the program; many parents felt the program was a complement to previous attitudes learned within the household.

> On community needs for education and recreation programming: "Our community said: yes it's nice that the kids play hockey but we want kids that can read and write and do their math." We went so far as to have them pass a resolution that the school would have input on who attends practices and things of that nature. So if a student didn't come to school all day, [the principal] only had to inform the rec coordinator that the student skipped the school all day and the rec coordinator would tell the hockey coaches that they skipped school. The hockey coach would sit down and say to the student "listen you didn't go to school all day, this is a school hockey program and so you won't practice today and that's OK. Tomorrow you are at school we are back on the ice tomorrow." and it went really, really well."
> (Community Member, Parent of Former Select Player(s), Kangiqsualujjuaq).

Lessons of community contribution and good citizenry were also cited as focal points during off-ice training. Many of the youth felt being part of the NYHDP was something more than just hockey; lessons from the prep camps and Select tournaments on good citizenship could be brought back to their communities. LHTs, current and former Select program participants[19], felt it was their responsibility to further life skills among community youth, become role models and leaders in their communities.

Regarding anti-bullying, many participants had also indicated that prior to being part of the Select team, they were bullies but stopped out of fear of the repercussions from other team members and NYHDP staff, alongside not wanting to be mean because "it is not good to hurt people's feelings" (Participant, Tasiujaq). The results of anti-bullying lessons are rather mixed; as mentioned, many youth had noted that they knew the difference between right and wrong and the

[19] It was noted that anyone within the community could be qualified as an LHT, however our sample of LHTs were predominantly identified as current and former Select component participants.

consequences of bullying. Most parents would also support this claim and note that their children were not bullies to begin with, or if they were, the parent(s) were not aware of this. However, analyzing bullying within the schools among Select participants had a very different outcome. It was apparent that in schools visited, there were already anti-bullying strategies in place and the NYHDP's programming was intended to be complementary to these strategies. However, when asked if they felt the program had an impact on anti-bullying among its participants, most teachers had noted that the program had perpetuated bullying based on its exclusive nature of the program and that fights had occurred in the schools by Select tournament players, most typically before and after their tournaments in the South.

> Perceived attitudes of Select participants: "Bullying, pushing, shoving. And I think it is because it doesn't matter how I behave in school I can still go, I can still play, I can still practice I'll still have ice time."
> (Teacher Sharing Circle, Inukjuak,)

In four of the communities visited, there were reports of youth leaving the NYHDP at the community level due to the bullying from the elite players. Though bullying among Select players was perceived as problematic, most teachers had felt that the off-ice life skills training, while devoid of academic content, was contributing to the lives of the participants in a positive way. As a program designed to enable life skills for Select players, it is successful in developing a baseline for how to be good citizens, as youth were routinely exposed to lessons and examples of positive social development while part of the NYHDP prep camps and tournaments, therefore contributing to short-term outcomes. There was a perceived lack of social and emotional support at the community level of the program since this component is rarely exposed to the program's benefits. These needs are not being met at school (for those who do not attend) and in some cases not at home either.

To what extent has the NYHDP been able to reduce the number of crimes and to prevent criminality at the regional level? To what extent has the NYHDP impacted the prevention of school dropout and/or promote educational or personal development opportunities?

Case Study

As previously stated, regarding long term impacts such as high school completion and crime prevention, the evaluation was unable to examine any statistical results due to a number of reasons.[20] To meet this challenge, case studies were developed to establish a narrative examining the possible impact(s) of the NYHDP on educational attainment and crime prevention. Three communities were chosen based on distinct categories (strong community-level program and weak community-level program): Kuujjuaq, Puvirnituq and Kangirsuk. Participant categories were mixed due to many challenges in locating these groups. For a summative response of cases,

[20] GGI was only provided with crime data for Nunavik as a whole and was unable to draw connections between those involved in the NYHDP and statistics. The same can be said about school performance as obtaining school records proved to be challenging.

please refer to Appendix 4.

Description of Cases:
Case Study Community #1 consisted of 3 youths (Two former NYHDP and one Non-NYHDP participant) from Puvirnituq, their parents and their teachers. Puvirnituq was chosen as it was considered to be a community that had experienced many challenges in enhancing the NYHDP in their community. Two cases were categorized as at-risk while the other was previously described as so.

- ***Case #1 Puvirnituq,*** Male, 14-18 years of age. Categorized as at-risk by parent, former NYHDP Select player; significant decline in attitude and schooling since leaving the program.
  RESULTS: Parents and teachers have noticed a significant shift in attitude and educational attainment since departing from the NYHDP. The NYHDP gave the youth structure according to their teacher. The participant had recently quit job his job as an LHT. During this time, the youth has become more involved in alcohol and drugs and rarely attends classes. Teachers and parents were unsure if the youth had participated in criminal activity.

- ***Case #2 Puvirnituq***, Male, 14-18 years of age. Categorized as at-risk by both parent and teachers; former NYHDP Select player; significant decline in attitude and schooling since leaving the program that has become concerning for teachers; no longer involved in hockey or seen living at their "second home", the arena. Teachers have been reaching out to student
  RESULTS: Parents and teachers have noticed a significant shift in attitude and educational attainment since leaving the program. He rarely talks about hockey and is not seen at the arena – which was identified as a second home by parent, participant and teachers. The participant also recently quit his job as an LHT. The participant was involved in criminal activity during his time with the NYHDP.

- ***Case #3 Puvirnituq***, Female, 14-18 years of age, Non-NYHDP participant was at-risk of dropping out from school. She now participates in cultural immersion programs in the summer and it has had a great impact, according to her parents.
  RESULTS: Parents and teachers have noticed a positive shift in the youth's educational attainment goals and overall attitude since joining the Junior Rangers and frequently attends cultural immersion programs. Parent believes it is because of the cultural element that is making her daughter strong. Academically, the youth is more active and engaged. The youth was involved with drugs and alcohol in the past, but no longer. There was no criminal activity and no link to programming.

Case Study Community #2 consisted of 2 youths (one non-Select, Community-level NYHDP player and one Non-NYHDP participant) from Kuujjuaq, their parents and their teachers. Kuujjuaq was chosen as it was considered to have a strong program at the community-level. Case #4 partakes in both the Kuujjuaq hockey program and the NYHDP regional tournaments. The Non-NYHDP is part

of the Junior Rangers and attends outdoor programs that focus on Inuit culture. Neither case was identified as at-risk.

- ***Case#4 Kujjuuaq***, Male, 14-18 years of age. Not categorized as at-risk, Current Kuujjuaq player, never played on a Select team.
  RESULTS: Since the Kuujjuaq program has an emphasis on academic educational achievement the parents and teacher believe his advancement is due the support of the Kuujjuaq program, in addition to the support at home. According to both the parents and the teacher, when the participant is away for NYHDP Select tournaments and keeping up with academics are not enforced, the youth experiences a decline in studies. There was no criminal activity and no link to programming.

- ***Case #5 Kuujjuaq***, Male, 14-18, Non-participant – Junior Rangers, has a job with the Co-op and is actively involved in summer tourism within the community.
  RESULTS: Parent and teacher were unable to identify whether the programs the youth is involved in is having an impact on his educational attainment. The youth is considered to be strong academically. The parent recognized a clear distinction in overall happiness when part of the program is culturally based. The youth has a significant amount of knowledge on health and lifestyle issues learned from Junior Rangers, school and cultural programming. There was no criminal activity and no link to programming.

Case Study Community #3 consisted of 2 youths (one current Select and one non-NYHDP participant) from Kangirsuk, their parents and their teachers. Kangirsuk was chosen as it was considered to have a weak program at the community-level. Both cases were identified as at-risk.

- ***Case #6 Kangirsuk,*** Male, 14-18, Current NYHDP Select, Categorized as at-risk.
  RESULTS: Both parents and teachers had indicated that since joining the NYHDP his academics have dropped significantly due to the amount of time student is away from school. Both parents and teachers were concerned about the lack of support for academic content within the program. Parents noted that the youth's anger issues are much better now; whereas, the teacher indicated that he uses his affiliation with being on an exclusive team to bully and intimidate school mates. The child is at risk of failing and it was pointed out by the teacher that due to being absent he is so far behind that it is unlikely he will catch up. There was no criminal activity and no link to programming.

- ***Case #7 Kangirsuk***, Male, 14-18, Non-Participant – Junior Rangers, Categorized as at-risk.
  RESULTS: Youth is involved in a number of after school activities. GGI was unable to reach the parents. The teacher had indicated that their academics were sub-par, but their leadership within the school has a lot of potential. The teacher recognized that cultural programs were very important to the youth and was not sure if they had been assisting him during some family issues. There was no criminal activity and no link to programming.

Since the case studies were only anecdotal evidence and not statistical data, it was unclear if there was a positive link to academic achievement, since the program in general, had deliberately created their own curriculum that is devoid of academic content.

> "I mean it is all wonderful things that they are teaching for sure but it has nothing to do with the academics. And now they are saying don't even send homework, they even send the school a letter "Tell teachers not to prepare homework because we are doing our own thing." so they are endorsing this lack of academic"
> (KSB Sharing Circle, Inukjuak)

> "Some youth are gone for upwards of 18 days; the mindset of many youth part of that hockey program is that those days have magically disappeared from the calendar. For some, it is really hard to get caught up and most do not since there is no support for academic programming…a letter is provided by the local program [Kuujjuaq], but there is rarely a letter from the NYHDP".
> (Teacher, Kuujjuaq)

Additionally, there was no causal link between the NYHDP and crime prevention throughout the case studies and interviews. Little evidence supports the notion that the NYHDP has impacted school dropout rates or has promoted educational development. Overall, the cases were very telling in that there was no real link with crime prevention, even with youth that had been in the program for quite some time. In a few instances GGI spoke with youth who were not part of the cases and had inquired whether they had been engaged with criminal activity. Some former and current Select participants had noted that they had, but were unsure if the NYHDP had known and in some cases, it was evident that the NYHDP did know.

In terms of schooling, it was clear that the time away and the lack of attention paid to academic support was identified as a barrier to many parents and all teachers. All teachers had noted the length of time that the youth are away from their classes which was viewed as deterrence to reducing high school dropout rates. In some cases, youth are also involved in other activities, but hockey appeared to take up the most time. This was supported within the case studies, whereby, only programs that were regulated by the KSB had a positive impact with the participants schooling. NYHDP participants' parents and teachers felt the program had no impact in producing good students.

Further, based on the NYHDP 2015 application, the NYHDP goals are to: "prevent school dropout and/or to promote educational or personal development opportunities…The program's schedule is also built so as to create as little conflict with the school schedule as possible." This sentiment was contradicted by the overall attitudes of teachers and some parents. All teachers felt that the scheduling and demand on youth participating in the Select program was substantially taxing and in some cases made youth fall behind. Overall, many teachers and some parents expressed enthusiasm and necessary willingness to go back to having the program regulated within the Kativik School Board. NYHDP staff did indicate that during the period when the KSB was involved

with the regulation of the program, supervising the academic differences between students was challenging; therefore, if the program would return towards a supported academic lens there would be need for increased supervision.

> "NYHDP gives our kids the opportunity to do well, so KSB should support it, too."
> (Parent of two NYHDP Current and Past Participants, Tasiujaq)

> "it would have made them understand more if it continued to be linked as well as it did, where disciplinary measures were because of the hockey program, or the school – it effected either, it made them [youth participants] understand that in order to play, they need to do good in school. [Program Management] would tell the youth that education is primary and that school is secondary. This is the important part"
> (Parent of Former and Current Select, Inukjuak)

Throughout the cases, personal development from the program still remained one of the greatest impacts the program had on its target population. The case studies supported the idea that programs which emphasized Inuit culture had the most impact in terms of school advancement and personal development. Many parents and community members noted that the strength of personal development within the NYHDP could be further enhanced if complemented with cultural programming. However, the current model was seen as a great complement to the programming that is both occurring in the home and in the schools.

Section 3: Programmatic Elements: Culture & Community Development

To what extent does the program reflect the culture of its target population?

The question surrounding whether the NYHDP is able to reflect the culture and identity among its target population carries a level of contention among participants of this study. Most notably, it remains to be one of the more fundamental questions that challenge the current overall structure of the NYHDP. While opinions vary, GGI's research suggests that the leading attitude of parents, players (former and current) and community is that there is very little to no tangible Inuk traditional culture reflected within the NYHDP and therefore, the program is lacking in this regard. During the interviews the difference between traditional and adopted culture became apparent. The latter was identified by interviewees who supported that idea that hockey has been enthusiastically appropriated within the North for a number of years now. This was a popular opinion as exemplified by the overcrowded arenas during regional tournaments, the community parades for returning Select teams from the South, and the gathering of families and community members to listen to the live-tournament broadcasts on the radio. Hockey was identified in some families as being a social bonding experience that transcended across generations. Therefore when asked if the NYHDP is able to reflect, foster, support or enhance Inuk culture in its programming, some respondents had felt it was able to do that, given it is a hockey program and that hockey is highly valued in many of the communities.

"My grandfather who lived to be 90, watched and loved hockey until his dying day"
(Respondent, Parent, POV).

"Having our sons playing hockey, gave us something to talk about. We [the family] love going to watch them play, we're so proud.
(Parents of Select Bantam Player, Salluit Regional Tournament).

However, when the question was clarified to include concepts of traditional forms of culture, ALL respondents did not think Inuk culture was reflected in the NYHDP programming.

Traditional culture, in this sense, was identified by respondents as items, such as:

- Being on the land;
- Hunting and fishing;
- Camping;
- Arctic winter games;
- Country food;
- Sewing; and
- Storytelling.

Other points of contention were occasionally raised during discussion of the perceived reflection of culture within the NYHDP. Some respondents brought up the problematics of the NYHDP logo, whereby many people had interpreted this logo as offensive and outdated. The imagery of the logo depicts a non-Inuit shooting a diploma which was problematic for two reasons: i) the cultural insensitivity of the image; and ii) the fact that there is no *academic* educational involvement from the program (as discussed in Section 2.0). Further, some parents had mentioned that traditional country food — a cuisine so pertinent to the Inuk lifestyle, health and well-being — was not being provided down South for participants. Traditional foods were disregarded as players are placed on a very strict southern-style athletic diets.

On Country Food: "They weren't given any country food when they were down south. I had to sneak it to my son and they all played better. You could tell they were tired"
(Parent of Current NYHDP Select, Tasiujaq).

With the *occasional*[21] exception of providing instruction in Inuktitut when on the ice, or during the Select teams workshops that focused on life skills and healthy habits, none of the aforementioned

[21] During an interview with a NYHDP staff, in the past, instruction in Inuktitut was provided for younger participants during on-ice and off-ice activities.

cultural items were identified as being reflected, enhanced or promoted within the NYHDP program framework. Furthermore, none of NYHDP staff could identify any traditional culture within the program, outside of encouraging the participants to speak in Inuktitut and the occasional instruction, alongside having of community representatives (and former NYHDP Select players) on the coaching staff and LHT program, a process which has commenced within the last few years.

> On whether Inuit culture is reflected in the program: "Inuit culture, there is, with the young ones, a lot of Inuit speaking, Inuktitut, because like I told you with Atoms and Peewees I use a lot of translators but we are a hockey program so there isn't much culture."
> (NYHDP Staff, Inukjuak)

While the literature would support the theory that language is the root of culture, and therefore having translation services provided for participants of the program is important (see: Chandler & Lalonde, 2003; Kirmayer et al., 2003; Kral & Idlout, 2009; McIvor et al., 2009; Webster, 2009 in Appendix 3), key informants and the literature review would suggest that the program needs to extend beyond the scope of providing occasional instruction in Inuktitut to be reflective of the culture of the target population. According to the literature review, programs that infuse cultural renewal among Indigenous communities often coincide with educational programming, in that their objectives are to generate awareness of cultural enhancement, traditional healing practices, and community development (Kirmayer et al., 2003; Isaak et al., 2009; Wortzman, 2009). These types of programs are centered on culturally competent understandings of Indigenous experiences and realities which are much different than their non-Indigenous counterparts which explain why Western models do not typically work in an Indigenous setting. When developing these types of programs one must acknowledge the importance of fostering cultural identity in light of a history of Indigenous populations being exposed to cultural assimilation and colonialism.[22] Further, infusing traditional cultural elements with Indigenous programming is much more effective and successful for personal identity development. This concept is derived from the Chandler & Lalonde's study (1998) which examined youth suicide in Indigenous communities in British Columbia, Canada. Their study *Cultural Continuity as a Hedge Against Suicide in Canada's First Nations*, showed that "cultural continuity" — the preservation of one's culture as a reflection of positive social norms and identities — can act as a deterrent against suicide. This study is now one among many which have collectively found that those Indigenous

[22] There is evidence to suggest there is a cultural lag for Indigenous youth in Canada. Most notably has been the gradual disconnection from tradition and culture through various cultural assimilation-based programs (e.g. the former Indian Residential School system, the High Arctic Relocation of the 1950's). Indigenous cultures in Canada have been subjected to various traumas to their languages, traditions and identities, all of which are socio-health determinants for their current socio-economic statuses. More specifically, the intergenerational impacts from this treatment has resulted in high suicide rates among youth, high rates of substance abuse, family dysfunction, gang violence, high teen pregnancy rates, low education attainment, low-income levels, high rates of homelessness in urban centers and overcrowding in Indigenous communities. (See: Appendix 3.0; (Craven et al., 2005; Long, Frigo, & Batten, 1998; Malatest & Associates, 2004; Rojas & Gretton, 2007; Devries et al., 2009; Health Canada, 2011).

communities that employ a framework of community-driven and culture-based programs experience lower rates of "at-risk" behaviours and more positive impacts on social development. These outcomes are attributed to the successful integration of traditional Indigenous knowledge as well as greater involvement of Indigenous community leaders (Chandler & Lalonde, 2003; Kirmayer et al., 2003; Kral & Idlout, 2009; McIvor et al., 2009).

These concepts, without being prompted, were brought up by many interviewees who felt having Indigenous (Inuk) culture reflected within the NYHDP programming is imperative to the impact of fostering positive identity among Inuit youth and enhancing positive social behaviour – a sentiment that is outlined within the NYHDP's application for Ungaluk Funding.[23]

> "Because we started that many years ago, lots of suicide; kids fooling around and being unsafe. We decided to get Ungaluk funding so we can get them to do workshops and teach them about learning about being on the land. Teaching them about safety, but make sure there is a cultural immersion program. The impact I see that it was little kids who were going are now working for us –not all of them but many of them. The impact I see provides them with safety and cultural safety. We believe it is really important to know who you are as an Inuk and how to survive. It's knowledge they [elders and parents] can transmit, it's what they know. There have been so many things that are not from the North that come into the communities, it can make you forget who you are. Youth need this knowledge, when they leave they are already challenged, cultural connection will help them survive. They have to be a strong Inuk. "
> (Case Study Parent of Non-Participant, Puvirinituq speaking of the importance of cultural immersion programs)

Programs, whether sports or social, that center on positive youth development, specifically for the Indigenous population, must generate awareness, foster cultural enhancement, traditional healing practices, and community development that are reflective of community values (Kirmayer et al., 2003; Isaak et al., 2009; Wortzman, 2009; Paraschak and Thompson, 2014). When speaking with field experts of Indigenous youth participation in sport and social programming, all respondents had echoed these ideas in that: "the central role of social development for our youth is our traditions, language and practices. We have to be holistic and let our youth reform their identities – away from the noise" (Expert in Sports Programming, 2016).

The importance of culture within crime prevention programming is valued within the Ungaluk Program Funding Information. Culture, within this document, was identified as being:

> "integral to all aspects of the Inuit life and plays an important role in healing and reinforcing all of Nunavimmiut… It is also important to recognize the specific context (e.g. culture, values, social organization and physical environment) of each community.

[23] Within its 2015 Application for Funding, the authors of this application indicated that its intended purposes are to prevent school dropout and or to promote educational or personal development opportunities, whereby personal development "includes activities that improve awareness and *identity*, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations." Social programming that concern themselves with personal development rests upon the development and fostering of positive self-identity (as exemplified within Appendix 3.0; further echoed in Recommendations), the NYHDP is lacking in this regard.

> For a solution to be effective, it is necessary that it is adapted to the context…Considering the central role that culture plays in Nunavik, it must be taken into account when developing solutions for preventing crime and violence." (Ungaluk Funding Program Information, 2015).

While there have been some positive instances whereby the NYHDP has helped enhance spaces for social cohesion through the love of hockey within communities, alongside a continued increase of community representation on the bench and through the LHT program, there are still gaps facing the program within its overall delivery. The target population's perception of culture is under represented. The NYHDP, if considered to be crime prevention program for funding purposes, does not take into account the definitions of culture that are identified by its key stakeholders and target population.

To what extent does the NYHDP encourage communities to invest time, energy, and money in youth recreation?

As evidenced throughout the benchmarking, supported within the literature review and emphasized with expert respondents, community buy-in that looks like community collaboration and championships (e.g. volunteerism) is the greatest catalyst for positive youth development programming, (see Appendix 3 for more details). Programs, such as sports and PYD, need to be built upon the values from the community, from the ground up, but also have them actively engaged throughout all phases of the evaluation (to be further emphasized within Recommendations). This type of reciprocal and collaborative approach is likely to inspire community members to participate in their local program and is further sustained from the previous discussion on the importance of community culture. When speaking with NYHDP staff and parents of the program, community volunteerism was perceived as a barrier for the program to operate in full capacity in some communities. Some parents interviewed were champions within their communities, but felt as though more support at home could be done.

Recreation Coordinators further emphasized this problem, but from a community point of view. The most notable challenge was within the LHT program. The LHT component of the NYHDP was perceived as "inconsistent" and "challenging" in terms of high turnover rates and a lack of maturity among the LHTs for the expected responsibilities of being champions within the community.

A number of reasons for what may prevent building community capacity at the ground level for the NYHDP were addressed. All respondents identified various reasons for why some communities are reluctant or do not possess the capacity to enhance the NYHDP:

- Intergenerational impacts of colonialism and health and social issues that are often apparent in Nunavik communities as being a main factor that prevents parents and communities from taking ownership of their local NYHDP program (among other programs);

- Time constraints from their jobs and family being a hindrance for participating and a lack of compensation for time off at regional tournaments and after work hours[24];
- Emphasis on the Select program alienates the majority of community-level youth from receiving the same social and skills development. This was noted by some as a deterrence for wanting to participate within the NYHDP as a whole alongside enabling exclusivity – an attitude not valued by traditional Inuit thought and practices[25];
- Lack of NYHDP representation within the communities, suggesting a perceived lack of community orientation and commitment from the program (a value very important to the Inuit culture);
- Lack of consultation and communication with the communities and programs;
- Top-down program structure; and
- Program reputation.[26]

Communication and community collaboration with the NYHDP was noted as a significant barrier to the overall implementation of the program.

Most community key informants had identified a number of issues with regards to overall lack of presence of the program within their communities. Some community members had expressed that with an increased presence by program representatives, beyond the scope of providing skills training one week of the season, youth would be more interested in participating and communities would feel more involved.

> On NYHDP Management having a presence within the communities: "I think it would have more of a positive impact with the municipal councils and recreation departments, more support within the community. Working with each community instead of just focusing on elite players to go down south"
> (Parent of Current NYHDP Select, Salluit)

[24] Evidence would show that many communities who participate within this program come from low income households and therefore when combined with the cost of living is already high, cannot afford to take off work. Further, travelling in the North can be somewhat challenging; flights and weather are often unpredictable and therefore can take more days off than necessary. Further, travelling in the North can be somewhat challenging; flights and weather are often unpredictable.

[25] The Ungaluk Funding Information Sheet further emphasizes this point by stating "Inuit values focus on the importance of openness, and of communal generosity and sharing over individualistic and materialistic gain." (Pg. 6)

[26] Over the last 10 years there have been some conflicting views over the overall values and management of the program. As a bystander, it is important to note that this anecdotal history was identified as a factor in deterring some families from the program, no matter how factual these anecdotes were.

"We never knew when he was going, or what he needed. Sometimes even just one or two days in before he goes. …Why don't they just tell us on [Facebook] messenger? Everyone in Nunavik has it [laughs]"
(Parent, Current and Former Select, Tasiujaq)

On Regional Tournaments and Select try-outs: "I never know when they leave, no one knows. Maybe I should ask more as a parent, but he's just a boy. I should be told. Who even takes care of him?"
(Parent, Community-level NYHDP, Puvirinituq)

The most noted complaint among almost all parents was the lack of communication between the program and the parents. Many parents often cited that information pertaining to their child's departure and itinerary was delayed and often very last minute. All teachers noted this challenge as well and they felt it was a disruption to the academic progress of the students. Some teachers had noted that this was not the case when the program was collaborating with the KSB.

Community-driven programs that are dependent upon community governance structures are based on the determined needs and goals of the community first and foremost. Lack of communication was noted in almost all communities but Kuujjuaq, where headquarters for the Select program was based and Innukjuaq where the Select program HQ is currently based. Communication should be a driving force between the program, the parent(s) and the teacher(s) to monitor the social development of the youth — this is added support from the community that is required in PYD programming.

It is very important to note that, when questioning NYHDP staff about this identified challenge, there was sense of confusion on who is responsible for this. Some staff had indicated that this was the responsibility between the Recreation Coordinators in each community and the NYHDP Regional Co-coordinator, while the NYHDP Regional Coordinator had noted this role was the responsibility of another NYHDP staff member, therefore suggesting a lack of communication internally. Further, all staff agreed that there are many challenges with Recreation Coordinator turnover in some communities which contributed to the miscommunication between the program and the parents. However, it did not appear that with this awareness there were any mitigation strategies developed to resolve this issues.

Section 4: Safety and Access

To what extent has the NYHDP contributed to providing a safe environment for children?

The degree to which the NYHDP contributed to providing a safe environment for youth participants is somewhat mixed due to the various interpretations of "safety."[27] However, the overall consensus among community members and parents was that the program enables a safe environment for youth to learn hockey, be physically active and develop life skills. A majority of the parents felt positively about their children's safety within the program and had indicated that the arena was like a *second home*, or that the program keeps the participants busy and out of trouble; therefore, contributing to their personal safety. Hockey equipment was also considered to be a positive benefit for the parents of participants just beginning hockey. For most parents it was viewed that the equipment was in good condition and would contribute to their children's safety.

The degree of safety provided is far more favourable for Select participant than those at the community level. Select program participants are part of an advanced program which mobilizes positive social development, which can operate as a form of personal safety for "at-risk" youth. These participants receive more supervision and monitoring, extensive one-on-one personal development through the workshops within the NYHDP during prep camps and try-outs (contributing to positive self-identity), alongside hockey skills mentorship and training within a more intimate setting with trained professionals.

Whereas, participants that are involved only at the community level do not benefit from this type of all-encompassing attention compared to Select component participants. Participants at the community level experience a lack of monitoring, supervision, mentorship and coaching that is apparent in the Select program. The LHT program begins at the age of 12. Many respondents felt that the NYHDP does not provide the sufficient monitoring and people management skills training to the LHTs and there are concerns about the level of maturity among LHTs to provide developmental education. In some communities, there is also a lack of consistency in the scheduling of the community program and a high turnover among LHTs, often leading to scheduled ice time being cancelled without notice, or having only one LHT present. However, those communities where the NYHDP is more proactive, the LHTs, coaches and leaders are well respected by the youth.

Most community members, teachers and parents expressed concern for having an LHT program that has no first aid training or any coaching certification, alongside any training on how to appropriately manage various learning styles, skills and personalities at the community level.

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[27] It is important to note that while this is outside of the scope of the NYHDP, many of the arenas required for the NYHDP are in serious need of upgrades and repairs, which prevent youth from participating in the program due to safety concerns. For example, in one community the ice resurface machine to keep ice frozen was broken which led to the abrupt cancellation of the NYHDP event (and all other hockey events) in the middle of the season, another community had experienced a carbon monoxide leak which led to the cancellation of a regional tournament; most arenas do not even have running water or functional sanitation and bathroom facilities. In 2008/2009, founder of the NYHDP Joe Juneau, was able to secure $32 million in funding from the Ministry of Education, Recreation and Sports in Quebec.

"Some of the LHTs are the cream of the cream, and are skilled enough to travel for other sports. For example, the LHTs here are also part of the Select teams and are gone for extended periods of time. If there is no coach (and often there is not), youth are not getting the right skills training they should. Some kids are really young though, and if you don't know how to. If you're 18 and you're supposed to be coaching 14-18 year olds, friends from school – will be hard to have them to take you seriously. Other kids might get left out and won't want to come back and play" (Rec Coordinator)

Based on the site visitations, document review and key informant interviews it was evident that community-level programs are not nearly as robust nor as effective as the Select program in providing a safe environment for youth.

Section 5: Cost-Effectiveness

As noted earlier in the report, the availability of program records and other administrative data was significantly limited, precluding year-over-year trend analysis, comparisons between planned and actual expenditures[28], and analyses related to such items as infrastructure and community involvement; nor were records available with respect to the number of players supported by, or engaged with, the NYHPD at the community level (i.e., outside of regional tournaments and program activities).

Based on figures provided in the 2016-17 NYHDP budget and a review of budgets from other years, it can be surmised that 440 youth between the ages of 5 and 17 years old benefited from the program in each of its operating years. 110 participants are budgeted to play each year in regional tournaments at each of the Atom, Pee Wee, Bantam, and Midget levels. 312 of these players have no further involvement with NYHPD following these regional tournaments. These players experience 3 days of hockey plus, possibly, organized practices in their home communities prior to the regional tournament[29].

A sub-set of the whole participant group – 128 regional tournament players invited to attend the following year's Select Program try-out camp – experience an additional four days of hockey for a total of seven days. 48 of these players are not chosen to play at the Select level and therefore have no further involvement with NYHPD until the next year.

The 80 players chosen annually to play at the Select level, experience an additional 16 days of hockey, for a total of 23 days. Select youth attend preparation camps and southern tournaments

[28] The inability to reconcile expenditures against budgets was surprising, and suggests potential vulnerabilities should NYHPD ever be audited. The evaluation uncovered no evidence of any financial malfeasance; however, the absence of basic expenditure records that could be compared with program budgets made it impossible to conclude that expenditures were properly accounted for.

[29] The amount of time regional tournament participants may have participated in practices in their home communities prior to the tournament is unknown.

which, as noted elsewhere in the report, include educational activities. **Table 2** below summarizes NYHDP participation.

Table 2: NYHPD Annual Participation as a Proportion of the Target Population

Category	Number of Participants	Hockey Days	% of Target Population of 3,420
Regional tournaments only	312	3	9.1%
Regional tournaments plus Select try-out camp	48	7	1.4%
Select team members (participants in regional tournaments, Select try-out camp, and southern tournaments and related activities)	80	23	2.3%
Total	**440**		**12.9%**

While NYHDP activities at all levels are no doubt enjoyable and meaningful to participants, in terms of sheer numbers, by far the most significant level of activity is experienced by Select players, representing just 2.3% of the target population. 97.7% of the target population does not experience the full benefit of the program. 87.1% of the target population does not experience *any* benefits from the program. By these measures, it must be noted that NYHDP is restricted in terms of providing youth within the target population with opportunities to play and be physically active.

It is important to note that the NYHDP target population is defined by the Québec Minor Hockey Association age groupings, and not directly related to broader definitions of youth, or youth at risk, which typically stretch beyond the teen years into the early 20s. Broadening the delineation of the target population would further reduce the proportion of the target population reached by the program.

To what extent is the NYHDP delivered efficiently?

Table 3, on the page following, shows revenues and a summary of expenditures based on figures provided in the 2016-17 NYHDP budget. As can be seen, total revenues of $2,153,556 are based on contributions of $1,903,556 from Ungaluk and $100,000 from KRG, and a $150,000 grant from Québec-en-Forme. $2,142,109 of this supports hockey, with the remaining $11,447 supporting the summer cycling program. Of the money for hockey, $1,128,070 (53.7%) supports the Select program, $652,773 supports regional tournaments, and $361,266 supports local community hockey (primarily paying for LHTs). These budget figures equate to per player costs as shown in the following table:

Table 3: NYHPD per Participant Costs

Category	Cost per Participant	Cost per Participant-Day
Participants in regional tournaments only	$2,305	$768
Participants in regional tournaments plus Select try-out camp	$4,247	$607
Select team members (participants in regional tournaments, Select try-out camp, and southern tournaments and related activities)	$14,950	$650

Cost per player ranges from $2,305 for regional tournament participants to $14,950 for Select players. The average cost per participant, based on the total hockey budget divided by the entire participant group of 440 youth, is $4,868.

Taking into account the number of program days experienced by players at each level, as described above, costs per participant-day can be computed. For example, the cost per participant of $2,305 for participants in regional tournaments only can be divided by the three days experienced by these participants for a cost per participant-day of $768, as shown in the table. Costs per participant-day for participants in regional tournaments plus Select try-out camp, and Select team members are $607 and $650, respectively. The average cost per participant-day across the entire hockey program is $696.

Although there is no direct comparison – Nunavik region and its 14 communities are unique in terms of their makeup and geography – the average yearly cost per youth for participation in the NYHDP of $4,868, and the yearly cost for participation in the Select program of $14,950, are substantial. Nearly $700 per participant-day is a significant price to pay, and, these are benefits the vast majority of the target population does not enjoy.

$1,342,809 (62.7 % of the hockey expenditure) covers travel, room and board. This is the single largest program cost and will come as no surprise to those familiar with the region and the high costs associated with travel among Nunavik communities and to southern locations. The program model in its current state emphasizes travel; regional tournaments and Select program activities (including participation in southern tournaments) require a large amount of travel for players, coaches and other staff. A program model involving a greater proportion of activity at the community level, involving little or no travel, could significantly reduce program costs.

$454,169 (21.2 % of the hockey expenditure) covers salaries. Just over one-half (51.6%) of this supports administrative activities while the remainder supports programmatic work. Salaries range widely; the highest-paid NYHDP employee – the Coordinator/Chief Instructor – was paid $19,416 per month or $232,992 per year for the period between December 2012 and January 2017, while the lowest paid employees – student LHTs – receive the equivalent of $29,250 per

year[30]. Not including the LHTs, there are four managers and five staff associated with NYHDP. All manager salaries equate to over $100,000 per year[31]. Staff salaries equate to about half of that amount. Managers and staff work for NYHDP, on average, 112.5 days per year, or 43.2 % of the year.

NYHDP employee salaries are generous, particularly at the manager level. A program model involving more modest salaries would reduce overall program costs. If all else were to remain the same, with a similar overall budget, changes in the program model resulting in savings with respect to travel and/or salaries could substantially reduce the per participant costs enabling the program to markedly increase its reach among the target population.

Table 4: NYHPD Revenues and Expenditures (based on 2016-17 Budget)

REVENUES		
Ungaluk		1,903,556.22
Kativik Regional Government		100,000.00
Québec-en-Forme		150,000.00
TOTAL		**2,153,556.22**
EXPENDITURES		
Local Community Hockey	**Program**	**Admin[32]**
Salaries: Coordinator	0.00	0.00
Salaries: Senior Staff[33]	0.00	0.00
Salaries: Other Staff[34]	55,370.00	0.00
Travel: Staff		14,030.98
Room & Board: Staff		11,865.00
Other Expenditures[35]		280,000.00
Sub-Total		**361,265.98**
Regional Tournaments	**Program**	**Admin**
Salaries: Coordinator	5,650.00	0.00.
Salaries: Senior Staff[36]	23,730.00	67,800.00
Salaries: Other Staff	0.00	0.00
Travel: Players		379,682.97
Travel: Staff		78,289.59
Room & Board: Players[37]		66,000.00
Room & Board: Staff[38]		25,460.50

[30] Actual LHT expenditures total $280,000, with $20,000 allocated to each of the 14 communities in the region with up to two LHTs working a maximum of 20 hours per week for 30 weeks.
[31] Based on 260 working days per year. The actual number of days worked varies by employee.
[32] Proportion of staff time/salary devoted to program activities (including on-ice and off-ice hockey and related activities, educational activities and other programmatic activities) versus administration, coordination, and management of NYHDP.
[33] Senior staff includes Assistant Coordinators-Instructors, Off-Ice Coordinators, and Regional Coordinators
[34] Other staff includes Off-Ice Animators, Goaltending Instructors, Regional Development Agents-Instructors, and Local Hockey Trainers (LHTs).
[35] Salary for LHTs.
[36] There is no breakdown of Regional Coordinator's salary and therefore all of his salary is placed under the admin category.
[37] Room and board expenditure for players only includes food expenses at $50/day/person.
[38] Room and board expenditure for staff only includes food expenses at $50/day/person.

Other Expenditures[39]		6,160.00
Sub-Total		**652,773.06**
Select Camps and Tournaments	**Program**	**Admin**
Salaries: Coordinator (Try-outs)	0.00	0.00
Salaries: Senior Staff (Try-outs)	0.00	20,792.00
Salaries: Other Staff (Try-outs)	20,340.00	0.00
Travel: Players (Try-outs)		112,906.70
Travel: Staff (Try-outs)[40]		55,232.94
Room & Board: Players (Try-outs)		28,800.00
Room & Board: Staff (Try-outs)		28,461.50
Other Expenditures (Try-outs)[41]		5,250.00
Intermediate-sub-total		271,783.14
Salaries: Coordinator (Prep)	10,170.00	0.00
Salaries: Senior Staff (Prep)	0.00	32,905.60
Salaries: Other Staff (Prep)	39,154.50	0.00
Travel: Players (Prep)		66,770.31
Travel: Staff (Prep)[42]		56,269.11
Room & Board: Players (Prep)[43]		-18,000.00
Room & Board: Staff (Prep)[44]		48,622.50
Other Expenditures (Prep)[45]		4,620.00
Intermediate-sub-total		240,512.02
Salaries: Coordinator (Tournaments)	39,550.00	113,000.00
Salaries: Senior (Tournaments)	0.00	0.00
Salaries: Other (Tournaments)	25,707.50	0.00
Travel: Players (Tournaments)		250,181.82
Travel: Staff (Tournaments)		96,635.48
Room & Board: Players (Tournaments)		30,254.55
Room & Board: Staff (Tournaments)		11,345.45
Other Expenditures (Tournaments)[46]		49,100.00
Intermediate-sub-total		615,774.80
Sub-Total		**1,128,069.96**
Cycling Program		
Sub-Total		**11,447.22**
TOTAL		**2,153,556.22**

Could the organization structure of the program be modified?

In an attempt to develop a comparison analysis, GGI developed a benchmarking grid to examine other programs similar to the NYHDP. From the environmental scan, GGI was unable to find other programs that were exact replicas of the NYHDP and that had previously undergone an evaluation — a mandatory criteria for the benchmarking analysis from Makivik Corporation. As a result GGI found other hockey programs based on skills development and education with similar target

[39] Only includes referee and time keepers' salaries.
[40] Includes travel expenses of LHTs.
[41] Coaching and security expenses.
[42] Includes travel expenses of LHTs.
[43] No explanation given.
[44] Includes room and board for coaches and chaperones.
[45] Coaching and security expenses.
[46] Includes tournament registration, exhibition games, activities, team jackets and team photos.

populations. All programs provided a number of best practices which could be complementary to the NYHDP. Further, all supported the values of a PYD program. Please see **Table 5** for more details:

Table 5: Benchmark: Complementary Hockey Programs

Name	Region & Demographic Reach	Description of Program Structure	Source of Funding and Costs (where available)	Degree of Duplication/ Overlap/ Complementarity[47]	Results	Best Practices
Canadian Programs						
Kuujjuaq Hockey Program	Kuujjuaq, Nunavik Gender: M/F	Description: In association with the KSB, the Kuujjuaq Hockey program allows to participate in hockey during school hours as part of their curriculum. Youth are able to participate in skills training and are also engaged through a points system, whereby volunteerism for fundraising is awarded. Those who show community leadership are able to attend the annual Southern tournament, whether they play on or for the team – it is all inclusive. The program is not based on skill, but based on merit . The program is guided by Danny Fafard, among other coaches/parents. Similar to the - Sioux Mountain Hockey Canada Skills Academy, Danny and his team act both as a mentor on and off the ice to ensure youth are attending classes and mitigate solutions if a student is having a hard time. The program works collaboratively with the school in identifying potentially at-risk youth who could participate in the program, or to assess progression of participants presently in the program.	Fundraising, Brighter Futures Canada	**Complimentary**	Higher youth engagement throughout the years. It is speculated that it is due to the inclusive nature of the program, alongside its ability to promote community championship	Collaborating with the KSB to ensure youth needs are being attended to both on and off the ice. Having the program more inclusionary and based on merit, not skill Community volunteerism through award systems
Hockey Canada Skills Academies - Sioux Mountain Hockey	Locations: North-Western Ontario: Sioux Lookout Target Population: First Nations Ages: Grade K -8[48] Gender: M/F	Description: The Keewatin-Patricia District School Board partners with Hockey Canada, and Hockey Northwestern Ontario (HNO) to provide their students with an elite Hockey Canada Skills Academy program. The program includes a strong focus on academics, as well as on-	The program is free to the kids at Sioux Mountain and largely funded by the Keewatin-Patricia district school board, Hockey Canada and	**Complementary**	Steven Dumonoski, Teacher and Coach for the Sioux Mountain Hockey Canada Skills Academy said since implementing the program there has been an 15% increase in student attendance among	Dumonoski had indicated that the program's success is based on the mentoring on and off the ice throughout the course of the school year. As he put it, "These kids are dealing with a lot

[47] The degree of duplication/complementarity was derived by the evaluators, and based on the analysis that follows this table.
[48] http://siouxmountain.kpdsb.on.ca/pages/view/hockey-canada-skills-academy

Name	Region & Demographic Reach	Description of Program Structure	Source of Funding and Costs (where available)	Degree of Duplication/ Overlap/ Complementarity[47]	Results	Best Practices
Canadian Programs						
Canada Skills Academy		ice skills, off-ice strength and conditioning, mental training, and personal and team development.[49] Location: At school, the program is part of the schools' phys ed curriculum. At Sioux Mountain, students in grades one to six are on the ice once a week and grades seven and eight twice a week.[50] Objective: Education and getting students to graduate are the main objectives of the program.[51]	Jumpstart, a charitable organization focused on children and sport has also donated brand new hockey gear[52].		youth participating within the program. (GGI was not provided with report).	more personal issues at home, so there's an assortment of reasons why they didn't attend class. We can't ignore that stuff." Having an inclusive program that is accessible to all skill types and ages: "it's more encouraging a reaches a greater audience" (Dumonoski, 2016).
Nunavut Youth Hockey Development program	Nunavut Gender: M/F Ages: novice to junior	Location: Skills clinics held in Tuktoyaktuk, Hay River, Yellowknife, Inuvik, Iqaluit, Chesterfield Inlet, Arviat. Participants: In 2014-2015, there were 1201 youth participants (960 male, 241 female), plus 130 coaches (114 male, 16 female). Travel: Teams travel to tournaments by air with support from organizations like Hockey North as well as corporate sponsorship and funding from various organizations. A large portion is fundraising. It cost the Nunavut team $50,000 to get to the Maritime competition.[53]	Hockey North/ Hockey Nunavut	**Complementary**	Youth participation has gone up. Similar to the NYHDP the participant cut off was Midget level. However in the last few years they have implemented a Junior level program. According to Mike Courtney, "this has a huge impact on the junior level, you can really see a change in their behaviour. Before most of our youth would get into trouble because they had nothing to do. Now, with the Juniors it gives them something more. It's made such a difference since implementing a Junior program	Mike Courtney said working with the municipalities and the community is imperative to their success in having volunteers. Community support is evident for the players who can come from "at-risk" families.
First Assist Initiative	Fly-in First Nation communities or Urban communities across Canada.	Mission: Run by John Chabot, former NHL hockey player and Algonquin from Kitigan Zibi, and his team. The mission is to enhance the educational and professional aspirations of on-reserve northern First Nations and Inuit youth through	Non-Profits (e.g. Right to Play), Fundraising	**Complementary**	The results of this program have been the increase in identity and self-determination among its target population.	Utilizing the schools to collaborate with. The program is based on a "ground-up" model, including the values of the

[49] http://www.kpdsb.on.ca/pages/view/sioux-lookout-hockey-canada-skills-academies-1
[50] http://www.cbc.ca/news/canada/hockey-school-sioux-lookout-1.3410464
[51] http://www.cbc.ca/news/canada/hockey-school-sioux-lookout-1.3410464
[52] http://www.cbc.ca/news/canada/hockey-school-sioux-lookout-1.3410464
[53] http://www.cbc.ca/news/canada/north/nunavut-hockey-teams-win-big-at-southern-tournaments-1.3015239

Name	Region & Demographic Reach	Description of Program Structure	Source of Funding and Costs (where available)	Degree of Duplication/ Overlap/ Complementarity[47]	Results	Best Practices
Canadian Programs						
	Novice, atom, peewee, bantam & midget	mentorship and repeated exposure to on- and off-reserve communities and lifestyles in early youth. Some of this program has utilized hockey skills development as part of its program. Coaching skills Background: John Chabot, has been working with Aboriginal youth for many years, and has witnessed the same pattern repeat itself: youth in isolated communities with great potential or aptitude, but with no vision of themselves beyond their present circumstances. He founded First Assist to bridge the gap between the number of opportunities available to Aboriginal youth and the inability of so many to take advantage of them.			Mentorship has proven to save lives. Increase in participation over the years.	community. Developing community champions that are defined by the community and trusted by the youth. Mandatory: incorporating traditional culture in the programs. Elder present when travelling down South. All inclusive. While down South, familiarizing youth to Native Friendship Centers, Colleges, Universities, Hospitals and resource centers, in the event they move down South Developing and fostering Mentorship with youth down South with Northern youth – establishing support away from home.

As noted, all programs shared similarities with the NYHDP to a varying degree. Of the most notable findings from this exercise were the identified best practices of each program being identified gaps of the NYHDP throughout the course of this evaluation. Further, each program had identified a PYD framework to some degree.

Creating a suitable ecology for PYD will involve all the groups the young person interacts with: e.g. the community, coaches, parents, and peers. Thus if a sports program aims to promote PYD, it will have implications for how these groups interact with each other and the context they provide for the sports program. Here we enumerate a number of these implications:

- Programs are required to be built from the ground up, and not a top-down model which emphasizes material gain; must be based on values identified within the community;
- The program should avoid ego-oriented climates such as teammates competing for playing time –e.g. an open program to all skill types and levels, those which are based on exclusivity. (Camiré and Kendellen 2016, 130).
- The program should prioritize personal development over competitive success (Holt and Neely 2011, 308);
- Coaches should focus on developing life skills of youth beyond sports (Ibid).
- Coaches should engage in few punishment-oriented behaviours and provide the young athletes with praise technical feedback on their performance (Holt and Neely 2011, 309).
- Individuals serving as teacher-coaches are ideally placed to promote PYD (Camiré and Kendellen 2016, 133).

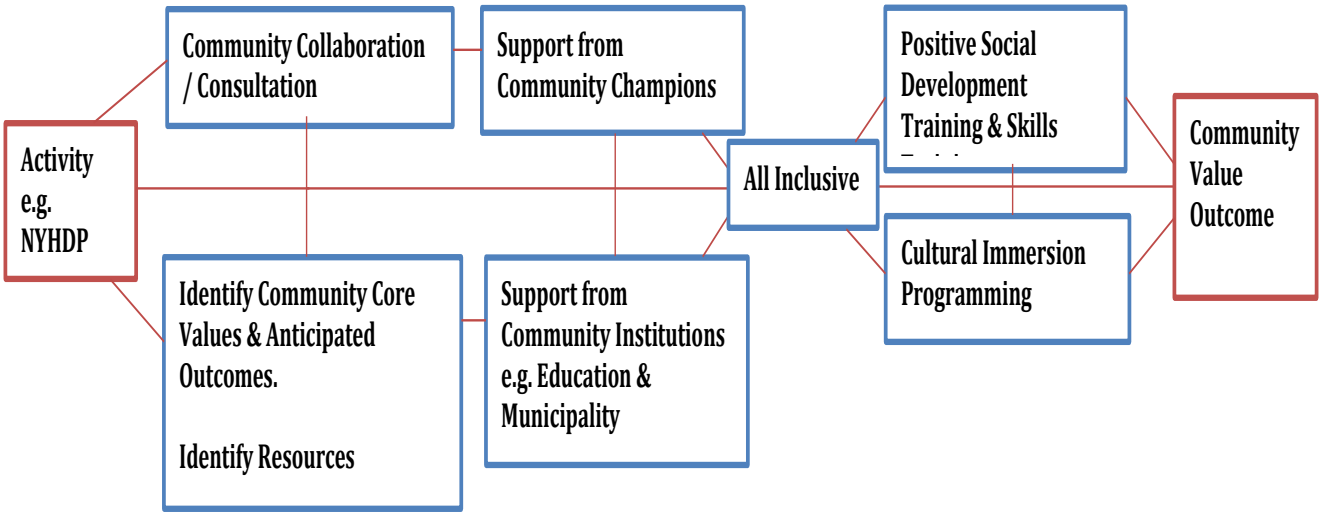
NYHDP and Positive Youth Development

While there are elements of the NYHDP that point to aspects of PYD (Forneris et al., 2016, 172-173) more can be done to transform it into a fully formed PYD program. Specifically in developing community capacity building: from the ground up that enhances values from each community, alongside identifying their prescribed outcomes, as they are diversified within Nunavik. The program could be more inclusive that centers on Inuk community values which promote effort and does not exclude based on skills. Identifying resources within the community and encouraging community champions to take on mentor/mentee roles with the target population. PYD programs should garner support from community institutions such as Education and Municipalities gain support for educational institutions. Lastly, there should be trained staff in cultural competency and develop a curriculum that is based on cultural immersion within the pedagogical skills and social development training with participants. Cultural teachings can be taught by identified Knowledge Keepers within the community. Throughout the course of the program, community values and goals should be revised and reaffirmed by program administration and community champions. The focus should be on community collaboration.

More broadly speaking, how to design a sports program that facilitates PYD is an active area of research, following that, scholarship and consulting the experts in that field could have major

positive results (Holt et al., 2016, 234-236). Guided by our team of experts, **Table 6** provides the basic rubric for PYD programming for Indigenous populations.

Table 6: PYD Program Grid



Are there more economical alternatives which would achieve the same results?

According to NYHDP Management the program has managed to obtain funding from Québec en Forme; however, there is no evidence to suggest other sources of funding have been secured. In light of this, GGI has examined other sources for funding based on the benchmarking and compiled a list. Please see Appendix 5 for further details regarding this list of non-governmental organization (NGO) and Federal funding.

Is the current performance measurement framework effective at capturing the direct/indirect impact results of the NYHDP?

At the present moment there are no identified performance measurement frameworks effective at capturing the direct/indirect impact results of the NYHDP aside from the Evaluation conducted in 2013 by NYHDP-hire Corliss Bean.

4.0 Conclusions and Recommendations

The NYHDP has been successful in many ways throughout the last 10 years. It is important that the report pays acknowledgement to all the hard working staff within the NYHDP who has contributed a significant amount of time and effort to developing this program. Without their efforts, this program would likely cease to exist. Overall, the program is well intentioned and has great strengths. However, much like any program, there are some identifiable weaknesses to the overall structure of NYHDP, its implementation and causal impacts it could have on its target population. These gaps have been addressed within the report but will be further developed and supported within the recommendations section to follow. Examining this program as a whole is challenging since each component is treated much differently and has incurred significantly different results, this is a finding in of itself that the program is uneven and does not effectively reach and support its target population. If this program was only understood as a Select program, one could assert that it is an effective program, however this is not the case and attention must be paid to the lack of support for both the Community and Regional Tournament components.

Conclusions

Section 1:
1.0 To what extent does the NYHDP continue to address a demonstrable need?

All lines of evidence have indicated that the program does address a demonstrable need among its target population, but with certain parameters. Indigenous youth today are faced with far more disadvantages compared to their non-Indigenous counterparts (e.g. higher drop-out rates, higher incarceration rates, higher suicide and mental health rates, higher domestic abuse rates, higher substance abuse rates, etc.). Where in some communities where youth recreation is virtually non-existent, the NYHDP provides that outlet for recreational opportunities that is open to all youth in Nunavik. It was found that recreation for at-risk youth can have significant advantages in terms of social and identity development (with the proper tools), which can act as a deterrence from engaging in negative behaviours. This is most notable with the Select component of the NYHDP that provides the opportunity for a select group to participate in life skills enhancement workshops. Youth participating within the regional tournament and community level are able to be part of the more active and sport facilitated components of the program but they are not exposed to proactive skills life skills enhancement workshops. As such the NYHDP does address a demonstrable need for a select population.

Section 2:
4.0 To what extent are the NYHDP objectives aligned with Ungaluk's priorities?; 8.0 To what extent does the NYHDP teach the participants life skills? 9.0 To what extent has the NYHDP impacted

the prevention of school dropout and/or promote educational or personal development opportunities? 10.0 To what extent has the NYHDP been able to reduce the number of crimes and to prevent criminality at regional level?

The results of the evaluation have concluded that the NYHDP objectives are only partially aligned with Ungaluk's priorities. When broken down, the evaluation was only able to identify four of the six NYHDP objectives that were aligned with Ungaluk Funding Priorities: ii) Encourage Inuit youth to have a good behavior; iv) Promote the importance of physical activity; v) Promote the importance a healthy lifestyle; and vi) Develop important life skills. One of the programs greatest strengths was the promotion of life skills; however, this was only accessible to those who participated within the Select component of the program.

Throughout the course of the evaluation there was no evidence produced that could concretely identify a link between the NYHDP and its impact on school dropout and/or promote education. In fact the report had concluded that, outside of a few success stories, many aspects of the program had contributed to a counter narrative with regards to school enhancement and promotion, such as the NYHDP's own curriculum, the amount of time students are away from their studies, the ineffective communication between the NYHDP and the KSB / teachers of participants. This was supported by all lines of evidence. Lastly, there is no evidence or outcomes to support the impact of the NYHDP being able to reduce the number of crimes and to prevent criminality at the regional level. This proved to be an ineffective finding from the evaluation.

Section 3:

3.0 To what extent does the program reflect the culture of its target population; 7.0 To what extent does the NYHDP encourage communities to invest time, energy, and money in youth recreation?

Aside from an adopted perspective of hockey being culture, the evaluation concluded that the program does not reflect the culture of its target population. Participants are encouraged to speak in Inuktitut, but the program is, by and large, a Western framework that operates in a top-down model, promotes exclusivity and is merit-based on skill, all of which is counter to many Inuit world-views. Further, there are no tangible lessons of culture or community collaboration that could enhance youth identity, a sentiment so vital to social development for Indigenous youth.

There was no evidence of community buy-in for financial purposes. In conclusion, the program has difficulty in developing social buy-in for volunteerism for a number of reasons – some of which are outside of the scope of the program. However, the evaluation identified a number of gaps pertaining to the communication, lack of overall presence of NYHDP representatives and political aspects of the program which have impeded opportunities for community social buy in.

Section 4:

5.0 To what extent has the NYHDP contributed to providing a safe environment for children? 6.0 To what extent has the NYHDP provided youth with opportunities to play and be physically active?

In general, the NYHDP has contributed to providing a safe environment for children by providing them with opportunities to play and be physically active. However, many infrastructures where the NYHDP operates out of are visibly under kept and in poor conditions, and in some cases are deemed too dangerous for youth to play in. This responsibility is currently outside of the scope of the NYHDP. In terms of developmental safety, the program is only partially contributing to the safety of its participants. This was identified with the LHTs where they are not provided with regulated coaching training, which would enable more robust mentorship, alongside training for participants based on their skills set. Nor are LHTs provided with the necessary training tools in such environments, such as first aid training. Participants within the Select component are provided with more opportunities to be in environments that are more socially and psychologically supportive than community-level players.

Section 5:
11.0 To what extent is the NYHDP delivered efficiently? 13.0 Are there more economical alternatives which would achieve the same results? 12.0 To what extent NYHDP duplicates, overlaps or complements other Indigenous Youth Sport programs in Canada? 14.0 Is the current performance measurement framework effective at capturing the direct/indirect impact results of the NYHDP? 15.0 Could the organization structure of the program be modified?

Based on the administrative review alone, the NYHDP is very top-heavy in terms of administrative costs for employees. Further, the program also spends a significant portion of its program funds on the Select component of the program therefore alienating other beneficial aspects of the program, therefore, the program is not being delivered efficiently. The NYHDP is very original in terms overall programmatic framework. Regarding the financials, the current financial reporting model is ineffective and substandard and could lead to potential vulnerabilities if ever required to be audited.

The evaluation was able to identify various attributes of the program that could be enhanced by looking at other examples. Experts and benchmarking participants had noted that the Select component of the hockey program was deemed successful. However, in terms of on-ice skills development for youth, many had viewed the program as alienating the community-level component in this regard.

It is recommended that the program undergo a number of modifications to the organizational structure of the program in order to achieve greater performance impacts in a more cost-efficient manner.

Recommendations

Recommendation #1 – Keep Hockey Program within Nunavik
Having the NYHDP in Nunavik is seen as a positive and has been generally welcomed by many communities and families within the North. As previously stated, there is no doubt that hockey is a celebrated pastime throughout Nunavik which has brought many families, communities and

youth together. Hockey already existed in communities previous to the NYHDP, however attention must be made to the efforts of the NYHDP to enhance the access for some groups. Having hockey in the communities is a good and positive thing; it is based on our consultations with the communities and the results of this evaluation that this hockey program remains accessible for communities in Nunavik. However, GGI also recommends some changes to the program structure as based on our research; this program could have more reach in its target audience with some reorganization of the structure.

Recommendation #2 – Reformat Program Structure

Having spoken with a number of key experts in fields of Indigenous youth development programming through hockey and recreation, alongside community members, youth, parents teachers GGI would recommend that there be a significant shift in the overall structure of the program in order to operate more effectively.

i) Adjust Select Program

Based on the data from the administrative review there are an overwhelming amount of costs associated with the Select component on the program alone, which only benefits approximately 80 youth in an entire season. It is our recommendation that the Select program become more regionally based and having the program more centralized with added focus on Nunavik as a whole. This is not to suggest that tournaments down South should not be allowed; however, it is recommended that other avenues for funding could be allocated to participate down South. An example of this could be fundraising, which was exemplified with the hockey programs in Kuujjuaq alongside the Nunavut Hockey Programs.

It was evident among participant observation and interviews with the NYHDP staff that developing the Select component of the program remains to be its central focus. Regional tournaments are predominately used as recruiting mechanism to build on the next winning Select team. From a PYD perspective this already negates many possibilities for encouragement to develop skills at the community level. Further, this sentiment of merit based on material gain is a stark contrast to many values of Inuit worldviews, which emphasize community merit and effort. GGI heard many accounts of tournaments being prematurely shut down once new players are scouted for the Select team. As previously identified, the Select teams are exposed to a significant amount of skills and social development – a core objective of the NYHDP mandate. The Community-level component is alienated from these benefits and only receives extensive hockey skill training once a year from an NYHDP staff member over the course of one week. It was identified by NYHDP staff that, with recent budget cuts there has not been enough resources for more skills training within the communities. The lack of on-ice skills training for community-level players is viewed as problematic and potentially damaging to the credibility of the program as a whole.

While the good intentions behind a LHT program are noteworthy, the lack of coach certification, first aid training and skills-based management is a barrier to the overall success of this program.

The Community component was relatively ineffective and under supported. This was noted as barrier for many youth and parents who felt that their skill level would never allow them to reach Select level and, therefore, never be able to participate at the more supported aspects of the program, nor receive the necessary benefits that are afforded to Select players. This was further echoed by our experts, who emphasized that this particular framework for skills development, in sport and recreation for youth, "excludes the best of the worst", "is discouraging" and "likely ineffective in developing long-term results for the majority of youth in the program". Our evaluation looked at the various polarizing disproportions in benefits between the Select and Community components of the NYHDP. Based on evidence collected, by putting a substantial amount of focus on the Select component, the Community component, which has the potential for far more reach, is marginalized and under supported by the values and objectives of the NYHDP. A more inclusive model is recommended for this program.

A more inclusive model could also expand its years to go up to Junior level and, therefore, reaching a particularly vulnerable group. It was reported this year the program decided to cut the years for the Midget level players to participate in their final year of the program. This was very discouraging and unheard of within Quebec Hockey. When speaking with benchmarking cases, one program had noted that there had been tremendous impacts with regards to increasing the scope of the program to include junior level. This gives youth more opportunities to proceed with recreational activities. It is recommended that the NYHDP should increase their scope of the program to include junior and re-include the original age groups for Midget.

By removing elements of the Select component and centralizing a greater focus on the Community- and Regional-level programming, the cost of participant days will decrease significantly and allow the program to spend money on other expenditures such as providing more intensive skills training within the communities and expanding the reach of the program to include the junior level.

ii) Consider options for more cost effective staffing

As previously stated, the overall organization of this program is fairly ineffective, unless it just focuses on the Select team. GGI's administrative review had identified a number of issues with regards to the salaries of the NYHDP staff. The program is very top-heavy in terms of its costs for employee salaries, which is very Select component focused in terms of its overall scope. It was understood by key informants and experts that more could be done with the program's reach if managerial staff costs were not so inflated. When speaking with a number of experts, it came as shock to many how the programs managerial costs were so high, yet significant portions of the program were deemed as ineffective and under supported. GGI recommends that considerations be made in terms of identifying more cost-effective staffing such as locating community champions who can develop and enhance community volunteerism at the local level. A great example of this is the Kuujjuaq program that predominately runs off of support from community championship, the KSB, KRG funds, fundraising, alongside Brighter Futures Canada funding from Health Canada. While visiting all seven communities, there were several people who were

identified as 'community champions' by various key informants, therefore the resources exist.

Extending from this recommendation was evidence brought forward by the NYHDP staff themselves, who were unclear about some of the roles and responsibilities of certain team members. Also apparent was a noted hostility between team members because the disorganization of the divisions of labour. There was a significant lack of collaboration / communication between NYHDP staff regarding roles and responsibility of certain positions. In some instances it was identified that staff members were unofficially taking over responsibilities of other staff member due to lack of coordination and apparent personal issues between staff. This made for a very unclear certainty of the necessary need for a number of positions, rendering these roles as ineffective and not contributing to the overall achievement of outcomes for the program.

By reconsidering the roles and responsibilities of staff under the current programmatic framework and under Recommendation #1, allocated costs for staffing would go down which would allow the program to spend money on other expenditures to resolves gaps within the program. Most notably, increasing community capacity issues and providing more intensive skills training within the communities. Some examples could be: facilitating coaching certification within the communities, identifying community champions and providing incentive for their role. Or similar to other communities who have adopted skills training outside of the NYHDP, bringing former NHL and professional European hockey league players to their communities to teach youth hockey skills training and build on coaching certification. This was viewed as cost-effective solution in comparison to the top-heavy salaries of NYHDP staff that are intended to provide this service (Another example was provided by the benchmarking who had worked on developing partnerships with universities in the South and was able to acquire hockey coaches from varsity hockey teams to come to remote communities and provide skills and coach training. The possibilities to resolve this are endless and reported attempts have been made to do these over the years, but were generally strong-armed by NYHDP staff as it "undermined the role of the Regional Coordinator and Management" (Key Informant, Nunavik – wishes to remain anonymous).

By limiting travel costs and administrative costs, more youth could be reached for this program which should enhance hockey and social development among youth in Nunavik. Further, other costs could contribute to the overall infrastructure where some arenas are in need of upgrades.

iii) Inclusive Structure

Recommendation #3: Cultural immersion integrated into the overall program structure

It is imperative that cultural immersion be integrated into the program, whether there are or are not considerations for adopting a new model that is less Select-centric. The NYHDP is operationalized under a Westernized-framework that is well intentioned, but lacks cultural competency with regards to its target population. The lack of cultural programming within the NYHDP is alarming and offensive to many who access the program. All key informant respondents had indicated that there was no identifiable Inuit culture within the program – requirement

identified within the Ungaluk funding program. Many community members, parents, teachers and experts had expressed a necessary need for cultural integration within the program that deals with positive identity development among Inuit youth; this was also supported by the discussion within the literature review, most notably under discussion of cultural continuity as a hedge against negative social behaviours.

The program needs to adopt a cultural competent framework that supports the role of Indigenous knowledge among Inuit youth participating in the program. Cultural immersion models should be flexible as not all Indigenous cultures are the same, nor are all experiences of youth suicide within the communities. Further, cultural models utilize traditional Elder knowledge of living on and for the land, stress an awareness of community connectedness, and attempt to provide a deep understanding of historical consciousness as a method of resiliency (Kirmayer et al., 2003).

> "The only way we are going to get our kids forward is by taking a step back"
> (John Chabot, Expert in Indigenous Youth Social Development – Recreation).

Examples provided by community members include:

- The pedagogical workshops and social development elements were viewed as the most effective part of the program; perhaps these could be utilized and enhanced with this type of framework that has a cultural immersion focus. It is our recommendation that the following suggestions be integrated into the overall fabric of the program if wanting to achieve substantial results for positive social development among youth in Nunavik;
- Having off-ice training to include going onto the land to build igloos; a cultural practice that teaches about survival, teamwork and is labour intensive;
- Having an Elder present when travelling down South or across regions for additional cultural safety and support;
- Program run solely in Inuktitut, as it was identified that the language is slowly becoming more infused with English;
- Establishing Indigenous managerial staff or staff who have received extensive cultural competent training that youth can relate to;
- Youth to be fed Country Food when down South;
- Removing the NYHDP logo which is perceived by many as a Caucasian playing hockey in Nunavik – perhaps developing a logo that is more inclusive and identifiable to youth; and
- Providing mentorship when down South that can contribute to an added benefit for the overall security of the participant. It was noted in the benchmarking study that identifying

Indigenous-based institutions within metropolitan areas, or creating mentorship with other programs in these areas has proven to be effective in establishing cultural and personal safety for the participants.

i) Community Capacity

We recommend that this program be rebuilt from the ground up with added values from individual communities be the centerfold of the program. It was evident that within our evaluation many of the communities had challenges in taking ownership of their local hockey programs for a number of reasons, one being a lack of consultation and communication with the communities. After speaking with experts of Indigenous community-based programing it is important to include the community first to identify values, resources and community champions to facilitate the program, locally. This is not to suggest that a level of hockey regulation should be disregarded, in fact, having the minimal required amount of regulation would be beneficial. There needs to be some room for community-driven goals that are, dependent upon community governance structures are based on the determined needs and goals of the community first and foremost – this is a holistic approach for social development programming. Community-driven Indigenous programming typically operates according to a holistic framework is both sustainable and effective on an intergenerational scale. The objectives of these programs are expanded to include empowerment of the spiritual, physical, emotional, mental and cultural well-being of the individual and the community to which they belong (Ladner, 2009; Rose & Giles, 2007).

The NYHDP is operated by a top-down model whereby directives are delivered by managerial staff and there is a prescribed one model fits all approach to the program. This has proven to be a barrier in developing capacity and community champions within the program. By developing tools and resources that are culturally aligned with core values of the community, capacity for champions to take on this program would be possible. NYHDP needs to be community led and community driven who happen to bring professional experts into the program to advice on hockey development, not the way it currently operates.

ii) Communication

Internal and external to the program, communication was identified as one of the biggest barriers to the program. GGI recommends that whether or not the programmatic framework undergoes reorganization, there needs to be more effective communication with parents and schools and collaborative efforts between staff members. It is still unclear to NYHDP staff and local Recreation Coordinators whose responsibility it is for communicating with parents and schools. Some NYHDP staff had said that youth can let their parents know as well. Mitigation strategies should be used in order to ensure parents are informed – directing this responsibility onto the youth is ineffective and irresponsible.

Examples provided by community members to resolve this under the current model:

- Upon having youth sign up for NYHDP at the beginning of season, acquire appropriate communication channels for parents (their preference) — keep records of these preferences;
- Parents require notification of departure at least two weeks prior to travel, not two days as in some cases — this should come from NYHDP staff (those who are responsible for the youth while away);
- Utilizing Facebook Messenger as a form of communication with parents or contacting them by phone (this contact information can be obtained when youth sign up); and

NYHDP to communicate directly with schools of participants — identify the student's homeroom teacher and have the Pedagogical Coordinator reach out to teacher and liaise about student's needs while away. The required time for this is two weeks in advance. Enhance liaison/relationships with schools. Many teachers felt that with some of the issues surrounding the challenges of capacity at the local recreation level to act as a liaison for the NYHDP, it should be in the NYHDP's responsibility to better communicate with the teachers regarding try-outs prep camps and tournaments. Many teachers had said to have felt "out in the dark" about their students attendance and whether they were to supply homework for the student. GGI did obtain a sample letter from the NYHDP Pedagogical Coordinator, who does notify the teachers, however there should be some follow-up to ensure teachers are reached. Some communities felt that there should be an overall physical appearance of the program. Program management should be in the communities more.

Recommendation #4 – Institutional Support

i) Evidence from the evaluation would indicate that the program is ineffective in promoting and enhancing education, while intended to reduce high school dropout rates. Many teachers and parents had felt that the program already takes youth from their studies for far too long. Most parents had noted that since the departure of the KSB from the program, youth attendance and effort in schools have dropped. This is not to say that the departure had impacts on all students. In some cases, whereby students were successful in graduating (while in the program), both parents and teachers did not think the program had any impact on the students success; reason for this being there were additional supports at home. In one community, when examining the school's history of graduates across actives years of the program, there were no direct links between the programs intended impact and the graduation rates. Often there was additional support available within the classrooms; teachers who were also involved at the hockey level and who were able to develop a mentorship with the youth.

> "Some of them would have graduated anyways; there would be very few kids where NYHDP has got them to graduation."
> (Principal)

This on-ice / off-ice mentorship was identified as a best practice within the Kuujjuaq program, in addition to some of the benchmarking. In both cases having a hockey program within the curriculum has been very successful to attendance and participation within schools. While this practice was first adopted within the NYHDP and proved to be unsuccessful, it is recommended that this relationship be revisited and lessons from the past be used as a benchmark. The failure for this approach was the lack of regularity of reporting for youth, conflicting views of using the NYHDP as a tool for punishment versus incentive, among other personal ideological differences

Programs that are able to work in this capacity do so based on a collaborative model with the schools and having programs supported under physical education. There are also community champions who are able to work directly with the youth and provide a sense of mentorship, on and off the ice. This was also noted as a significant barrier to the NYHDP, whereby managerial staff who are also the representatives of the program, have little to no presence within the communities. Since many of the youth look up to NYHDP staff, it was recommended that having a greater presence in ALL communities would look favorable among community members, It was also suggested that a lot could be done in terms of morale to have visits from managerial staff to establish relationships within the communities and between municipalities.

In the current model, there is little support for academic advancements, hence the development for its own curriculum as a mitigation strategy for this gap. If the program wishes to continue to refer to itself as a program that *promote the importance of education* under the Ungaluk Funding Priority: *To prevent school dropout and or to promote educational development*, it must reconsider its relationship with the KSB or perhaps make adjustments to its intended focus, and consider removing all symbolism that identifies this program as educational promotion.

ii) Similarly, it could be beneficial to the program to reconsider its relationship under the KRG and locate community resources for additional support. The KRG has pre-existing capacity to carry out a localized program to this magnitude. Building on the observation that this is not a crime prevention program, there is no strong view to rationalize this program being under Ungaluk funding; and, therefore imperative that the program begins to foster partnerships with other key stakeholders such as the KRG. There should be more considerations for whether this program is more suited under a different envelope of funding and regulation.

5.0 Next Steps

Suggestions for a way forward would be to take this current year to design a phase two, and organize some designed effort that emphasizes a reorganization of the program, something that is more aligned with PYD and Ungaluk priorities. In order to do this, it would be advantageous to consult with experts of PYD (e.g. Nicholas L. Holt, see Bibliography in Literature Review) and hockey programs (e.g. John Chabot, Danny Fafard as identified within this report and establish a brainstorming idea forum to move from phase one to a wildly successful phase two. This should include representation from all fourteen communities as well.

GGI would recommend developing a position outside of the current managerial system in place. This person or team would be culturally competent and well versed in the areas of Indigenous sport, more specifically hockey and social development among this population. The preferred role would be someone who is from Nunavik, but can also be someone the target population is able to self-identify with, or someone who is culturally competent and able to fully understand the dynamics of each community. This would be someone who can bring a level of depth and understanding to the current challenges that face many Indigenous communities within their role. GGI can identify a number of individuals who would be deemed as suitable candidates with this role.

This person could also be skilled in developing a program that is specific to the values and needs each community since there is no one community that is the same in the North. Each community has a variety of structures and resources that the position would be able to tap into. Other roles for this could be to develop community volunteerism, enhance community capacity for the program to run from the bottom-up — the idea would be to hire more staff, but at a lower price, or rather than using incentives as part of the budgets, such as honorariums for chaperoning in regional tournaments. This person should also know how to: apply for grants; keep the books or have the appropriate resources or staff to do so; and set the program up to support community champions.

Consultations should be made with a number of the benchmarking programs identified to further explore best practices. Alternatively, the Kuujjuaq program is also best suited as a case example for how the program could operate. Youth participating in the Kuujjuaq program are also able to participate in tournaments down South; however, many of the costs are based on fundraising. Undergoing an overall program restructuring contribute to an even more positive impact on development among its target population.

Overall, the program is somewhat ineffective in achieving its target outcomes related to crime prevention and educational advancement. While ineffective in this regard, the program does contribute to a lot of joy and pride for the majority of those involved. Many of those that are part of the NYHDP are happy to be either watching their children, cousins, nieces, nephews, brothers,

sisters and friends play, while others are just happy to be on the ice playing in the game they love most. Therefore, it is important that under the guided recommendations noted above (e.g. restructuring of the program) that the NYHDP remains operative within Nunavik.

Appendix 1: Evaluation Matrix

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
RELEVANCE				
Issue # 1: Continued need for program				
Assessment of the extent to which the program continues to address a demonstrable need and is responsive to the needs of Canadians	**1. 0** To what extent does the NYHDP continue to address a demonstrable need?	**1.1** Current status of needs of Indigenous youth and communities in Canada **1.2** Trends in the state of Indigenous youth participation in crime **1.3** Factors impacting the state of Indigenous youth participation in community-based activities (e.g. Youth Hockey Programs, youth crime prevention programming, etc.). **1.4** Evidence program target groups (e.g. # of Individuals at risk: Demographic profile of participants, gender, age and location, level of participation in NYHDP: Select vs Community) **1.5** Evidence and Perception on the extent to which NYHDP is responsive of the needs of Indigenous youth and communities **1.6** Evidence and Perception of barriers which exist that impact participant and community participation? **1.7** Evidence of awareness of NYHDP	• Academic & Grey Literature • Statistics Canada surveys and reports • Program Documents • Annual Reports • 2013 NYHDP Evaluation • Makivik Representatives, Kativik Regional Government Officials, Kativik School Board Representatives, Past & Present Teachers, Past & Present NYHDP Staff, Parents, Former Participants, Kuujjuaq Hockey Program Organizers, coaches and staff, and Past & Present NYHDP Participants (m/f; c/s; m/b).	• Literature review • Document review • Administrative data review • Key informant interviews • Sharing Circles • Case Studies • Benchmarking

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
	2.0 To what extent is the program designed to anticipate emerging needs?	**2.1** Description of emerging needs for youth crime prevention and community development programming. **2.2** Extent to which the program is designed to address emerging needs (delivery model, eligibility criteria, curricula, etc.)	• Makivik Representatives, Kativik Regional Government Officials, Kativik School Board Representatives, Past & Present Teachers, Past & Present NYHDP Staff,	
	3.0 To what extent does the program reflect the culture of its target population	**3.1** Perception of cultural elements (e.g. Inuk traditional culture such as the importance of openness, communal generosity, sharing over individualistic and materialistic gain, traditional knowledge of finding balance, meaning and purpose) supported in the NYHDP Community and Select level **3.2** Perception or identification of Inuk cultural barriers	• Annual Reports, Application documentation • Past & Present NYHDP Staff, Parents, Former Participants, Kuujjuaq Hockey Program Organizers, coaches and staff, and Past & Present NYHDP Participants (m/f; c/s; m/b).	• Document Review • Key Informant Interviews
Issue # 2: Alignment with Ungaluk and NYHDP Priorities				
Assessment of the linkages between program objectives and Ungaluk funding priorities and (ii) departmental strategic outcomes	**4.0** To what extent are the NYHDP objectives aligned with Ungaluk's priorities?	**4.1** Extent to which the NYHDP is aligned with Ungaluk funding priorities (e.g. Ungaluk Seven Areas of funding Priority).	• Reports on Plan and Priorities for Makivik, KRG, and Ungaluk • Performance reports, KRG budgets • Program Documents (NYHDP Applications, Program Overviews, Annual Reports, etc.) • KRG Officials, Makivik Representatives	• Document review • Key informant interviews

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
PERFORMANCE (IMPACT, EFFECTIVENESS, EFFICIENCY AND ECONOMY)				
Issue # 4: Achievement of expected outcomes				
Assessment of progress toward expected outcomes (incl. immediate, intermediate and ultimate outcomes) with reference to performance targets and program reach, program design, including the linkage and contribution of outputs to outcomes.	**Intermediate Outcome(s)** **5.0** To what extent has the NYHDP contributed to providing a safe environment for children?	**5.1** # of reported injuries within a year (compared across years) **5.2** Types of injuries incurred from NYHDP **5.3** # of times equipment and facilities are updated per year **5.4** Evidence of Health & Safety Training & Policies	• Administrative Data (Applications, injury reports, equipment inventory) • Program documents (Guidance documents, communication products, information sessions and other documents) • PCH officials • Past and current NYHDP Staff & Parents • Community Members • Past and Present Teachers • Benchmarking Participants	• Benchmarking Administrative data review (2) • Benchmarking Document review (2) • Benchmarking Key Informant Interviews (2)

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
	6.0 To what extent has the NYHDP provided youth with opportunities to play and be physically be active?	**6.1** # of youth enrolled in NYHDP (across years **6.2** #facilities used by the NYHDP **6.3** # of tournaments, games and practices in each facility per year for Select **6.4** # of tournaments, games and practices in each facility per year for Community **6.5** Evidence of support for funding of equipment for participants **6.6** Types of supports for youth to attend tournaments at both the Select and Community level **6.7** # of hockey clinics provided by NYHDP at Select Level vs Community Level **6.8** # of health-education programs provided by NYHDP **6.9** # of outreach programs for non-participants	• Program documents (terms of reference for funding, communication products, information sessions and other documents) • Administrative Documents (funding applications, schedules). • Past and current NYHDP Staff & Parents	• Benchmarking Administrative data review (2) • Benchmarking Document review (2) • Benchmarking Key Informant Interviews (2) • Benchmarking

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
	Intermediate Outcome **7.** To what extent does the NYHDP encourage communities to invest time, energy, and money in youth recreation?	**7.1** Evidence of benefits of training local coaches in the communities **7.2** Extent to which community members invest money into local youth recreation **7.3** Evidence or Perception of external factors in communities that affect participant participation **7.4** Evidence or Perception of external factors in communities that limit the program **7.5** Evidence of buy-in for communities to invest in NYHDP program (Select and Community) **7.6** Evidence of barriers for communities to invest in NYHDP program (Select and Community)	• Administrative Data (evidence of in-kind contributions to NYHDP) • Program documents (Guidance documents, communication products, information sessions and other information) • Makivik Representatives • Past and current NYHDP Staff • Community Members	• Administrative data • Document review • Key informant interviews

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
	Long Outcomes (I) **8.0** To what extent does the NYHDP teach the participants life skills	**8.1** extent to which participants have been perceived of experiencing positive behavioural change **8.2** Extent to which participants value healthy lifestyle choices **8.3** Evidence of Role-Model/Anti-bullying/ Healthy Lifestyle Programs for participants and non-participants in the community; **8.4** Level of involvement of Role-Model/Anti-bullying/ Healthy Lifestyle Programs for participants and non-participants in the community; **8.5** # of youth who have from player to coach, trainer, organizer from Select Program **8.6** # of youth who have graduated from player to coach, trainer, organizer from Community Program **8.7** Evidence of youth involvement in other community-based programs; **8.8** Extent to which participants report that they are more engaged in their community by age, gender, region, and participation type (e.g. Select vs Community), # of years involved in program **8.9** Extent to which targeted groups are engaged in activities that strengthen community and self-identity. **8.10** Extent to which non-participants are engaged within their community by age, gender, region and years in the program.	• Program documents (Guidance documents, outreach products, information sessions and others) • Past & Present Teachers, Past & Present NYHDP Staff, Parents, Former Participants, Kuujjuaq Hockey Program Organizers, coaches and staff, Past & Present NYHDP Participants (m/f; c/s; m/b), and Non-Participants • Off-ice behaviour, teamwork, punctuality, focus, initiative, perseverance and effort Reports • On-ice performance reports • School - Student Reports	• Document review • Key Informant Interviews • Sharing Circles • Case Studies

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
	Long Outcomes (II): Impacts			
	9.0 To what extent has the NYHDP impacted the prevention of school drop-out and/or promote educational or personal development opportunities	**9.1** Evidence of available NYHDP activities and outputs that support: • importance of education; • healthy lifestyle promotion • developing life skills **9.2** Evidence and Perception of Community participant's level of engagement in activities and outputs that support: • importance of education; • healthy lifestyle promotion • developing life skills **9.3** Evidence and Perception of Select participant's level of engagement in activities and outputs that support: • importance of education; • health lifestyle promotion • developing life skills **9.4** # of participants who have completed high school • Select; • Community; • Non-Participant; **9.5** # of participants who have not completed high school: • Select; • Community; • Non-Participant;	• Program documents (after school like programming documents, support for community mentoring / anti-bullying program documents, outreach products, reports on attendance in after schools programming, other sports and activities, information sessions and others). • School Records • Past & Present Teachers, Past & Present NYHDP Staff, Parents, Former Participants, coaches and staff, Past & Present NYHDP Participants (m/f; c/s; m/b), and Non-Participants • Community Members • Makivik Representatives, Kativik Regional Government Officials	• Document review • Key informant interviews • Sharing Circles • Case Studies

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
	10.0 To what extent has the NYHDP been able to reduce the number of crimes and to prevent criminality at regional level.	**10.1** Evidence of other community programs which promote anti-crime for youth **10.2** level of which participants are engaged in those programs: • Select; • Community; • Non-Participant; **10.3** # of offenses committed by Select participant: • Select; • Community; • Non-Participant; **10.4** # of offenses committed by: • Gender; • Age • Community	• Past & Present Teachers, Past & Present NYHDP Staff, Parents, Former Participants, coaches and staff, Past & Present NYHDP Participants (m/f; c/s; m/b), Non-Participants, and Community Members • Off-ice behaviour, teamwork, punctuality, focus, initiative, perseverance and effort Reports • Criminal Records (if accessible)	• Document Review • Case Studies • Key Informant Interviews • Sharing Circles
Issue # 5: Demonstration of efficiency and economy				

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
Assessment of resource utilization in relation to the production of outputs and progress toward expected outcomes	**11.0** To what extent is the NYHDP delivered efficiently?	**11.1** Year to year comparison of administrative costs to total annual revenues **11.2** Trends in the evolution of administrative costs since the last evaluation **11.3** Amount of costs per participant and the number of days they are in the program (Community vs Select) **11.4** Number of Full-time employees and salary costs **11.5** Number of Part-time employees and salary costs **11.6** Salary Costs of NYHDP Representatives at Regional and Corporate Level **11.7** Level of discrepancy between planned and utilized financial resources **11.8** Relationship between outputs produced, resources consumed and outcomes **11.9** Evidence and view of key informants and experts regarding the efficiency of NYHDP in achieving its outcomes in comparison to other similar Indigenous Youth Sport programs.	• Program documents, including financial information • Experts and Stakeholders of other similar Indigenous Youth Sport Programs	• Benchmarking Key informant interviews • Administrative review • Benchmarking
	12.0 To what extent NYHDP duplicates, overlaps or complements other Indigenous Youth Sport programs in Canada?	**12.1** The extent to which NYHDP duplicates, overlaps or complements Indigenous programs with a youth crime prevention component **12.2** Evidence of other sources of funding available for NYHDP **12.3** Extent to which NYHDP has accessed other sources of funding **12.4** Comparisons with other Indigenous crime prevention programs	• Program documents (performance measurement tools and results; logic model overview) • Makivik Representatives, Kativik Regional Government Officials, Experts and	• Benchmarking Key informant interviews • Benchmarking Document review (2) • Literature review • Benchmarking

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
		with a sport component at the federal and provincial/territorial level (Health Canada, AANDC, PHAC) **12.5** Extent to which the program has put in place the systems to manage efficiently and economically	Stakeholders of other similar Indigenous Youth Sport Programs • Literature, federal, provincial/territorial related websites	
	13.0 Are there more economical alternatives which would achieve the same results?	**13. 1** Extent to which more feasible economical alternatives would achieve the same results	• Literature • Program documents • Kuujjuaq Hockey Program Organizers, Makivik Representatives, Kativik Regional Government Officials, Experts and Stakeholders of other similar Indigenous Youth Sport Programs	• Key informant interviews • Benchmarking Document review • Literature review • Benchmarking
	14.0 Is the current performance measurement framework effective at capturing the direct/indirect impact results of the NYHDP?	**14.1** Evidence on the extent to which performances monitoring and measurement activities were are utilized within the NYHDP to examine impact **14.2** Extent to which the current performance monitoring tools are effective at capturing the results of NYHDP to examine impact	• Program documents (performance measurement tools and results) • Makivik Representatives, Kativik Regional Government Officials	• Document review • Key informant interviews
	15.0 Could the organization structure of the program be modified?	**15.1** Lessons to be learnt from the Kuujuaq hockey community program **15.2** Lessons to be learnt from other local models	• Annual reports and other program documents • Kuujjuaq Hockey Program Organizers,	• Document review • Literature Review • Key informant interviews • Benchmarking

Core Evaluation Issues	Evaluation Questions	Indicators	Data Sources	Methods of collection
		15.3 Evidence of best recipes for a youth hockey structure in Nunavik	Makivik Representatives, Kativik Regional Government Officials, Ungaluk Committee of Experts(?), Experts and Stakeholders of other similar Indigenous Youth Sport Programs Funded recipients	

Appendix 2: Challenges and Mitigation Strategies

Line of Evidence	Limitations/ challenges	Mitigation strategy
Literature Review	The literature review was met with a few challenges, most notably with regards to lack of research which addresses Inuk cultural strengths as well as community challenges (more stratification in the research on Indigenous communities).	The mitigation strategy presented for this was to seek clarification through key informant (KI) interviews. Lastly, it was identified that there exists very little research conducted on the impact of youth sport on crime prevention in Indigenous communities, specifically, with regard to more relevant statistical data that reflects the scope of this evaluation.
Document Review	Aside from providing projected demographic information on program participants, the document review was met with the challenge of having minimal information.	Under the recommendation of GGI, and with the approval of the Project Authority, it was decided that the document review be suspended until further notice.
Administrative Review	Significant amounts of missing or unusable information in relation to what would have been required to directly address evaluation questions.	GGI did not undertake any trend analyses over time. (While attempts were made to compare recent years with earlier years, anomalies essentially rendered these comparisons not useable.) Nor were expense figures used. The administrative data analysis therefore relied almost exclusively on the budget for the current year, 2016-17. A number of assumptions were necessarily made in order to complete the analysis. These assumptions are explained in the findings chapters. Ultimately, while fewer findings than originally planned were generated from administrative data, we are confident in a reasonable level of validity of these findings.

Line of Evidence	Limitations/ challenges	Mitigation strategy
Key Informant Interviews & Case Studies	• The guides underwent a number of changes based on testing the language and context once GGI was in the seven communities for the site visits. • Dominance within the discussion groups • While conducting the site visits, many group interviews for Parents[54] (n=3-5) and other key stakeholders were cancelled last minute due to no-shows, or lack of availability given the time frame GGI would be in a community. • Weather proved to be one of the biggest challenges to conduct key informant interviews and case studies within a reasonable matter of time. On several occasions flights were delayed and respondents were unavailable once GGI had reached the community. This was most notable when travelling occurred right before the weekend. Further, during the second leg of the site visits GGI experienced three days of flight delays due to cancellations, which again, rendered time to meet with appropriate and schedule stakeholders for the Key Informant Interviews. • During the preliminary stages of the evaluation, GGI had reached out to all NYHDP current staff members to assist in identifying known players of the Select Nordik Team in Puvirnituq, Nunavik. No players were identified as being part of the program and • Capacity issues remained to be a continuous theme among the KIs and case studies in terms of not being to afford time off to speak with GGI or just not being able to locate the key informant(s). This occurred on a number of occasions.	• To compensate for those questions that were proving to be challenging to those being interview, GGI had either reworded the guides, blended questions with others or skipped the question in the context of the questions remaining incompressible despite rephrasing. • GGI noticed that when conducting interviews with groups of youth it was a best strategy to split groups up so as to avoid any form of dominance within the discussion and any leading answers. This proved to be a much more effective mechanism for managing the discussion at an arm's length approach. • To prevent this from creating greater challenges later on GGI decided to remove the group interviews and to conduct the interviews individually, most often on the spot, as opposed to trying to arrange a time and place for all parties to participate. • To overcome travel challenges associated with weather, GGI reached out to respondents who could not be rescheduled to be reached by telephone. • As no players were identified as being part of the program, GGI had to make recommendations to change the criteria for the case studies. It was not found out until later on when in Innukjuaq that there was a girl on the NYHDP Midget Nordik Team who was from Puvirnituq. At this point it was far too late to reach out to her parents and her teachers to conduct the case; further, the player had indicated that she was too shy to participate. • To mitigate these capacity issues, GGI would utilize the snowball effect and locate other suitable informants who met the criteria.

[54] Parent interviews were intended to be done in groups of 3-5 individuals according to the original Proposal submitted by Goss Gilroy, Inc.

Appendix 3: Literature Review

Evaluation of the Nunavik Youth Hockey Development Program (NYHDP)

Technical Report: Literature Review

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1.0 Methodology

1.1 Introduction

GGI is pleased to submit this literature review technical report for the Evaluation of the Nunavik Youth Hockey Development Program. The literature review aims to provide context for the NYHDP and answer questions pertaining to program relevance, including duplication with other programming; impact of sport within crime prevention programming , and cultural relevance within programming for Indigenous youth. In particular, statistical analyses and a review of literature related to socio-demographic status of Indigenous youth were conducted.

1.2 Approaches to Literature Review

The literature review focused on examining the socio-demographic and socio-economic characteristics of Indigenous youth, including: the extent to which Indigenous youth are represented within the criminal justice system, income, family status, gender, and education levels; documented issues and barriers faced by Indigenous youth seeking to participate in sport and community-development programming; and the existence of similar federal or provincial/territorial programs aimed at crime prevention for Indigenous youth, if any.

The literature selected for review included peer-reviewed materials, grey literature, and anecdotes from key informant interviews.

1.3 Analysis and Reporting

GGI prepared an evidence matrix for the literature reviews. Evidence was organized by evaluation question and indicator(s), and summarized. Based on these evidence matrices, a single technical report has been developed. The technical report is organized by evaluation issue and question.

1.4 Limitations

There were few limitations located within the literature review. More research needs to be conducted that specifically addresses Inuk cultural strengths as well as community challenges (more stratification in the research on Indigenous communities); however, this can be elaborated within the key informant interviews. There were challenges in identifying literature that examined how structural inequalities can be mitigated through culturally specific and multi-systemic programming. Lastly, very little research has been conducted on the impact of youth sport on crime prevention in Indigenous communities in addition to more relevant statistical data that reflects the scope of this evaluation. For example, in attempting to further analyze Northern Fly-In Sports Camps occurring in Manitoba in 1987, an example Carmichael (2008, citing Winther and Currie, 1987) references in his research, specifically in regards to the questions posed by the client of the specific metrics used to measure and correlate the introduction of the program with a

significant reduction in youth crime, a notable lack of access to the literature was observed. Unfortunately, the source in question has not been widely distributed or translated into digital form. As a result, Winther's and Currie's work was only available in hard copy to Simon Fraser University staff, students and alumni and would require a significantly longer length of time and resources to acquire. This is most unfortunate in that, although the example is fairly dated, it did provide one of the most closely related research examples to the context of the Nunavik Youth Hockey Development Program.

This lack of literature is discussed by Nevill and Van Poortvliet (2010). They provide a number of reasons for this. First, the relationship between sport and crime is still a complex one, where it is not only the involvement in the sport itself that causes a reduction in youth crime but also the implementation of mentoring, coaching, education and opportunities provided by effective programs that develops the skills in at-risk youth so that they may steer themselves away from a life of crime. They also indicate methodological problems in the literature such as a lack of control groups to truly measure a program's impact. Finally, they point out a lack of longitudinal research to truly measure the effects of sport prevention and rehabilitation programs over an extended period of time, which has an impact on the assessment of the sustainability of many of these programs as well.

Nevill and Van Poortvliet (2010) also discuss particular challenges that exist for researches and non-profit managers, the most prevalent of which is a lack of available data on the impact of sport on crime. This is partially because of the challenge of obtaining specific criminal records due to confidentiality measures for young offenders. However, it is also due to the lack of outcome monitoring from the programs themselves.

2.0 Findings

Question 1: To what extent does the NYHDP continue to address a demonstrable need?

1.1 Current status of needs of Indigenous youth and communities in Canada.

The literature review identified a number of needs that impact Indigenous youth in Canada. As identified within the limitations section, statistics were largely aimed at Indigenous peoples as a collective group, rather than "Inuit" or First Nation. Further, it is important to note that previous to 2016 the term Aboriginal was interchangeably used within Canada to refer to "First Nation", "Métis", and "Inuit". For the purpose of this evaluation, the literature will be using the term Indigenous when referring to this group.

A number of studies have shown that Indigenous people tend to be over represented amongst victims and perpetrators of crime as well as those incarcerated. Age is considered a primary risk factor for the victimization present against Indigenous people. For example, there were 425 violent incidents for every 1,000 young Indigenous people between 15 and 24 years old in comparison to 268 per 1,000 for non-Indigenous people (Perreault, 2011). In a study looking at criminal offence among youth on reserves between 12 and 17 years of age, there were triple the amount of accusations than the Canadian average. The majority of these crimes were assaults, around one-third constituted property crimes and about one-quarter were violent crimes. In addition, young Indigenous offenders were accused of committing homicides at around 11 times the rate of youth elsewhere in Canada. Despite representing 6% of all youth in 2006, between 2008-2009 they also represented 27% of youth remanded, 36% of youth admitted to sentences custody, and 24% of youth admitted to probation. (Public Safety Canada, 2012)

A factor that plays into criminal activity is associated with alcohol and drug use. In relation to alcohol consumption, 45.5% of Inuit between 12 and 24 years old reported to having heavily drunk at least once a month (referring to consumption of five or more drinks on one occasion) (Statistics Canada, 2016). As for illicit drug use, the prevalence of marijuana is higher among Indigenous youth than non-Indigenous. When it comes to other illicit drugs, there was again a higher use seen among Indigenous than non-Indigenous youth at 34.8% versus 20.6%. Interestingly, the use of illicit drugs including marijuana was reported as higher among Indigenous women than men (Elton-Marsha, Leatherdale, & R.Burkhalter, 2011). Looking at tobacco use, in 2012, 58.3% of Inuit between the ages of 12 and 24 were reported as being daily smokers (Statistics Canada, 2016). In addition, they were noted to start smoking at an earlier age, and generally used more and different tobacco products than non-Indigenous youth (Elton-Marsha, Leatherdale, & R.Burkhalter, 2011).

Suicide and self-inflicted injuries are a major concern within Indigenous communities especially when it comes to youth. While there is a lot of variation in rates across the communities, they are generally high. Additionally, national rates have been on the decline, they have been increasing in many Indigenous communities. Here, First Nations youth tend to commit suicide on average about

five to six times more often than non-Indigenous youth, and Inuit youth rates are among the highest in the world and around 11 times greater than the national average (Health Canada, 2016). After accidents, suicide is the second leading cause of death for young people in the country, and it is believed that in some Indigenous communities up to 25% of accidental deaths might actually be unreported suicides, meaning rates would be even higher than currently presumed (Health Canada, 2013).

In general, among the working class between 25 and 64, the Indigenous population lags behind in educational attainments, but this varies among different communities. While 12% of non-Indigenous working-age individuals have less than a high school diploma, on average 29% of the Indigenous population does not have one, and for Inuit persons this is about 49% (Indigenous and Northern Affairs Canada, 2013). When looking at the proportion of people of the same age group with a high school diploma or equivalent as their highest level of educational attainment, rates were similar for Indigenous people at 22.8% and for non-Indigenous at 23.2% (Statistics Canada, 2015). Data from the Labour Force Survey for 2007/2010 reveals the high school dropout rate among First Nations people living off-reserve, Métis and Inuit between 20 to 24 years old was 22.6% in comparison to the non-Indigenous average of 8.5% (Gilmore, 2010). Among Inuit people who have not completed their high school education, the highest reported barriers identified were personal/family responsibilities by 52% of survey respondents followed by it not being a personal priority for 43% of the group (Canada, 2015, p. 20).

Having completed a high school education has an effect on the likelihood an individual is subsequently employed. While the labour downturn that began in 2008 affected all Canadians, it had longer lasting effects for Indigenous people. Here, from 2008-2010, the participation of Indigenous youth declined by 5% compared to a 2.9% decrease for non-Indigenous youth. This means young Indigenous people aged 15 to 24 have been less likely to participate in the labour market than non-Indigenous of the same age group. For example, in 2010, 57% of young Indigenous people were employed or looking for work in comparison to 64.8% of non-Indigenous youth (Usalcas, 2011, pp. 23-4).

1.2 Trends in the state of Indigenous youth participation in crime.

According to recent statistics, youth participation in gang activity and crime is on the rise and constitutes a major problem especially for those living in Indigenous communities throughout Canada. As one Quebec Ombudsman wrote in a special report on detention conditions, administration of justice and crime prevention in Nunavik (2016), Inuit individuals are over-represented in the Canadian justice system and this phenomenon is growing "dramatically" with a 239% increase over the past 10 years in cases handled by the Itinerant Court. The Ombudsman's report describes penitentiaries in Nunavik as overstuffed and the conditions as being exceptionally bad with many of the detainees receiving no time outside of jail cells, placed in cells together with other individuals whom they should not be interacting with, and numerous sexual acts being committed under the oversight of the jail's administrators. Galipeau (2002 citing LaPrairie 1992), also discusses the over-representation of Indigenous youth in the justice system, stating that although Indigenous youth tend to commit the same type of offences as non-

Indigenous youth, such as thefts and break-and-entering, crime rates among these youth tends to be much higher. As Caverly (2007) states, from 2004 to 2005 Indigenous youth made up 25% of all sentenced custody admissions and yet they only represent 5% of the total population in Canada. Blodgett (2008) also supports these findings when citing Indigenous Initiatives Branch (1999) estimates that describe incarceration rates as approximately 5 to 7 times higher for Indigenous youth as compared with the national average. Not only are these rates alarmingly high and continuing to increase across Canada, but because the population of Indigenous youth is concentrated heavily in Indigenous remote communities this societal problem becomes compounded even more with these communities disproportionately affected by crime. Youth crime acts as both the cause and effect of a toxic social environment. These concerns are not lost on Indigenous individuals in the community. In interviews and sharing circles conducted by Hoebar (2010), Indigenous community members described the immediate and overwhelming concern they felt over the effects that gangs, alcohol, drugs, racism and poverty were having on their children. Suicide rates among Indigenous youth are estimated to be some five to six times higher than that of non-Indigenous youth (Galipeau 2012 citing Health Canada, 2003).

In light of such alarming statistics, there are many that have called for the establishment and support of prevention and reintegration programs as an alternative to, yet integral aspect of, crime prevention. The Quebec Ombudsman (2016) described the lack of concerted crime prevention initiatives as a contributing factor and recommended the development of these programs as "crucial" to tackling the problems of Indigenous youth crime. Research suggests that in the wake of supportive programs that promote positive behavior, Indigenous youth will seek comfort in those who welcome them and reinforce their sense of belonging. Unfortunately, with few alternatives, youth find this sense of belonging, approval and self-worth in the form of gangs (Clark, 1992). And as Carmichael (2008, citing Millie et al, 2005) reiterates, although incarceration is required for some youth offenders, a much larger portion of them need to be engaged in community programs that build character, increase self-esteem and develop life skills. According to many criminology experts, steering young people away from negative social activities before they become involved in criminal activity is the most effective approach to reducing youth crime (Hartmann and Depro, 2006). Developing youth sporting programs in Indigenous communities is one type of preventative measure that has been seen to achieve encouraging results. As Hoebar (2010, citing Daitch et al., 2005) describes, Indigenous community members have seen sport as a way of keeping their children out of trouble. When these communities are able to participate and are provided with a real ownership stake in youth development through volunteering it can help foster safe, positive leisure activities, provide a way to bringing people within the community together and act as a critical support structure for helping those in need.

1.2 (i) Evidence of impact of sport and crime prevention.

Carmichael (2008), in his comparative assessment of youth sport and youth crime, illustrates a number of relevant examples of the impact of sport programming on youth development. While he prefaces his work by stating that because of the complex nature of youth crime it is difficult to point to sport programs as having a direct impact on crime rates, the examples seem to provide evidence to the contrary. It can at least be determined that the introduction or existence of a

youth sport program has corresponded with a quantifiable and observable reduction in crimes among various at-risk youth populations. In Kansas City, Missouri, for example, the introduction of an evening and midnight basketball program for 10 to 21 year olds showed a reduction in the crime rate among African American youth of roughly one to two-thirds (Hawkins, 1998). Another study in Bristol, England focused on a multi-sport program directly targeting at-risk youth resulted in a 43% reduction in crime (Sport England, 1999). Sport programs as a form of intervention has been shown to work in comparable Indigenous communities in Australia as well. Mason and Wilson (1988) observed "significant" reductions in crime rates among communities as a result of the introduction of sport rehabilitation programs. This has also proven to be a successful intervention within a Canadian context. Winther and Curry (1987) studied fly-in sports camps in Manitoba whose primary objective was to promote teamwork, character and self-esteem among Indigenous youth offenders. Their findings pointed to a 49% reduction in youth crime in the 8 communities that offered the program. These crime rate reductions are significant not only for the multitude of benefits they provide to the individual children in the areas of positive identity affirmation, confidence, coping mechanisms for combatting personal and structural racism, and an outlet for self-expression; the community in terms of increased social cohesion, encouragement of positive behavior, and the opportunity for greater self-determination; but from a monetary standpoint as well. St. Thomas University (2008) estimated a cost of $100,000 a year for every young offender involved in the Canadian justice system. Depending on the program in question, this could result in cost savings of hundreds of thousands to millions of dollars in government spending.

However, it should be noted that there is still a vast dearth in research associated with the impact of youth sport on crime prevention. This speaks to Carmichael's original apprehension to associate one with the other more confidently. As he states, there needs to be much more research done in this area from sport organizations working with at-risk youth, and Indigenous youth in particular, to gather data, work with local law enforcement and draw out what seems to be a direct correlation. This will only strengthen the argument for increasing targeted sport program interventions in these communities, demonstrating the true potential that sport has as a powerful change agent.

Other examples of crime prevention programs for youth often echo the various elements as described within sport prevention programs. In 2008, the National Crime Prevention Centre (NCPC) produced its Promising and Model Crime Prevention Programs report. The report evaluated a number of well performing crime prevention programs in North America and Europe targeting at-risk populations ranging from early prevention to aftercare programs for offenders (NCPC, 2008). Programs were assessed based on their ability to identify early risk factors among vulnerable families and at-risk youth, mitigate priority crime issues such as gangs and drug-related crime, prevent recidivism, and foster prevention in Indigenous communities. In particular, the report identified a number of promising programs targeting at-risk youth ages 12 to 17. The Functional Family Therapy (FFT) program in Seattle, Washington USA, for example, takes a multi-systemic approach to providing interventions at the family level. The approach provides training

and support for family therapists, communities and clinical treatment systems. Families receive multiple sessions on improving communication, managing conflicts, developing positive behaviours and strengthening family ties. The results show that the average costs range from $1,350 to $3,750 per family compared with an alternative cost of $6,000 for placement. It reduces the number of placements and likelihood of delinquency and provides better results than conventional probation (Mihalic S., Irwin K., et al., 2001). The Leadership and Resiliency Program (LRP) in Fairfax, Virginia, USA provides afterschool activity and outdoor adventure programs to at-risk youth designed specifically to promote perceptions of competence and self-worth and community involvement. The results of this program showed a 47% reduction in juvenile arrests along with significant improvements in school attendance and graduation rates. The Youth Inclusion Program (YIP) operates in the most deprived neighborhoods of London, England and targets youth aged 13 to 16 who are determined to be at a high risk of offending. YIP provides roughly 500 hours of intervention a year and its programming consists of sport, arts, culture and media, along with education on health and drugs, group development, mentoring, outreach and family programming as a multi-systemic approach. For the young people involved in the program, arrest rates have declined by 65% (Burrows, 2003).

1.2 (ii) Case Study: Assessment of the Kikz Program in London, England.

Given the lack of literature on sports and crime prevention, our analysis turned to a contemporary example from London, England as a way to further reveal the methodology (metrics used and correlation of data) behind an economic and criminological assessment of sport programming.

Kickz is a national program administered by the Premier League and the Metropolitan Police that uses soccer to reach at risk youth in disadvantaged communities. The Kickz program has partnered with 39 professional clubs targeting 30,000 young people across England. Arsenal FC uses the Kickz program in the north London community of Islington surrounding Ethorne Park. Since the program's introduction, youth crime has dropped by two-thirds (66%) within a one-mile radius of the grounds (Nevill & Van Poortvliet, 2010).

One of the defining features of the Kickz program, resulting in its success, was what Nevill and Van Poortvliet (2010) define as "sport plus" programs such as training, mentoring, education, healthy lifestyle programs, and drug prevention programs. The coaches involved in the program were first and foremost trained and supported youth workers whose purpose was to understand and respond to the issues faced by many of the youth participants. The program then had two critical aims, to divert at-risk youth from criminal behaviour and to also help develop youth into contributing members of society.

Methodology

One of the defining features of the Kickz program is the integral part that the Metropolitan Police have played in the project as, both, funders and program partners. By working with the Metropolitan police, the Kickz program was able to show, in very concrete terms, the change in youth crime rates before the program was introduced in 2005/06 and for the three years that followed up until 2008/09. The program was chosen for evaluation for this specific reason,

overcoming a limitation that many other programs and research studies focused on sport and crime prevention face.

Nevill and Van Poortvliet (2010) began their evaluation in 2010 by identifying the Kickz project (and other similar programs) based on the available outcome data on crime prevention made available to them by the program. They then reviewed published materials, interviewed experts and visited the organizations to gather data and cost estimates for the project and spoke with project staff and participants of the program.

Metrics used for cost analysis

A cost analysis was formulated by looking at three primary groups of indicators; reducing costs to the criminal justice system, costs to the victims of crime, and improving the life chances of young people. More specifically, the team looked at: the cost associated with the anticipation of a crime, such as security expenditure and insurance; the costs as a consequence of crime, such as stolen and damaged property, emotional and physical impact on the victim, and use of health services; and the costs in response to crime such as those associated with the police and criminal justice system. The study used estimates of the average costs of each particular crime type (ex. burglary, criminal damage, violence against a person) published by the British Home Office.

The Metropolitan Police collected data annually on the type, timing and location of reported crimes. The study then analyzed the data within a one-mile radius of Ethorne Park. They then compared youth crimes prior to introduction of the program in 2005/06 with youth crime statistics in the third year (2008/09) of the program.

Results

The statistics from the Metropolitan Police showed a drop in reported youth crime around Ethorne Park from 2,529 in 2005/06 to 867 in 2008/09. The study then controlled for the natural negative growth rate (decline) of youth crime in the area by subtracting this rate from the actual crime rates recorded to get an estimate of the youth crimes prevented as a result of crime reduction initiatives. They then controlled for the influence of alternative crime reduction initiatives occurring within the area at the same time as the Kickz program. This gave the researchers a reasonable estimate of the impact that the Kickz program had on the prevention of youth crime in the area. However, it should be noted that the study was forced to make an informed assumption as to the actual effect the program had on the overall reduction in crime, arriving at a 20% estimate. The study does not go into further detail as to how they arrived at this percentage or what weighting they used in comparing it to the influence of other initiatives. By isolating the impact of the Kickz program on youth crime prevention, the study estimated that the program contributed to 579 youth crimes being prevented between 2005/06 an 2008/09 (Nevill & Van Poortvliet, 2010).

Cost-Benefit Analysis and Return on Investment

The overall estimate of prevented crimes was then further segmented into ratios of particular crimes committed by youth and cost estimates, based on the methodology, were applied to each one. These individual costs were then totaled to give a conservative estimate of the opportunity costs of not implementing the Kickz program. Those costs were then weighed against the investment in facilities and annual operating costs the program required over the three years to provide an estimated return on investment produced by the program. Ultimately the analysis showed that the program was producing roughly £7.35 in social value to the government, police force, victims and participants for every £1.00 that was invested in the program (Nevill & Van Poortvliet, 2010).

1.3 Factors impacting the state of Indigenous youth participation in community-based activities (e.g. Youth Hockey Programs, youth crime prevention programming, etc.).

The analysis thus far has contributed mainly to what has been the prevailing approach towards issues of Indigenous community development for a number of decades known simply as the deficit perspective (Paraschak and Thompson, 2014). The deficit perspective has been used predominantly as a means for enumerating and illustrating what Indigenous communities lack in terms of both physical, emotional and social assets that prevent their communities, and any development efforts within them, from achieving success (Minister of Public Works and Government Services Canada, 2005, Paraschak and Thompson 2014). This perspective has generally taken the approach of evaluating Indigenous communities in relation to the larger Euro-Canadian culture. Sport programs have also been evaluated in this manner, and for some (Hoebar 2010, Dallaire 2015, Galipeau 2012, Te Hiwi 2014, Blodgett 2015), this has been problematic given the exploitative history of Canada's approach to Indigenous communities and the power imbalances that continue to define this relationship. The result has been the inability, despite attempts beginning in the 1960's, to formulate a robust Indigenous-led sport infrastructure defined by Indigenous values and culture and contributing to the unique needs of the community and their youth. Te Hiwi (2014) describes a sport policy environment in Canada stemming from the 60s-70s that was oriented towards producing elite-level athletes at the national and international levels. The policies created during this time explicitly disregarded the input of Indigenous peoples and how their own cultural context influenced their perception of sport. In fact, there was an open admission of assimilation into the larger Canadian mainstream sport community, leaving little support for the promotion of health and wellbeing in Indigenous communities. This approach was problematic in the sense that sport promotion in Indigenous communities was used as a recruitment tool to serve the objectives of the larger Euro-Canadian sport system, producing elite-level athletes that were essentially separated from their own Indigenous culture, while simultaneously disregarding the idea of sport and activity promotion within the Indigenous communities themselves as an effective development tool. Appropriating these athletes was one more example of a long history of exploitation conducted by the Canadian government.

However, attempts to right these historical policy approaches eventually began to take shape in the 1990s (Te Hiwi, 2014). There was greater acknowledgement of Indigenous authority, and

promotion of Indigenous self-determination in sport which led to the creation of the double helix model of sport development in Canada. This model asserted the idea that two separate yet interconnected sports systems could exist, promoting Euro-Canadian and Indigenous sport and physical activity. This model would allow for the possibility of a strong backbone of sport funding and infrastructure to flourish within Indigenous communities. Sport and activity could be developed in accordance to Indigenous values and the belief in a holistic approach to wellbeing integrating the physical, mental, emotional, and spiritual aspects of life. An infrastructure that would provide more opportunity for community volunteering and a larger ownership stake and would promote healthy lifestyles for the entire community and not just those selected as having potential to contribute to the larger objectives of sport in Canada (Forsyth and Paraschak 2013, Te Hiwi 2014). Unfortunately, to date, the government has refused to acknowledge the double helix model as an appropriate model for a dual sports system in Canada. This process is what Menno Bodlt (2000) has described as institutional assimilation, one Galipeau (2012) has attributed directly to the policies undertaken by Heritage Canada. This has led to the belief that government imposed understanding of sport has continued to undermine Indigenous leadership and control. Dallaire (2015) asserts that alternative characterizations of sport along ethno cultural lines, especially in hockey, presents a challenge to the dominant Euro-Canadian athletic conception of "Canadianess" represented in Sport Canada. It is this fundamental challenge that has provided the largest barrier to the establishment of a robust Indigenous sport infrastructure.

A primary example of the challenge that Indigenous athletes face is during their transition out of their remote communities to continue to pursue their athletic and academic careers. For many Indigenous athletes this transition represents the first time they are exposed to and must participate in the larger Euro-Canadian sports culture. In her research, Blodgett (2015), suggests that it is not simply a static adoption of a new culture that occurs but rather a fluid experience where athletes must navigate a dominant culture while continuing to maintain a supportive bond with their own culture and communities. It reveals that Indigenous athletes require increased cultural and social support during this very critical time in order to achieve success as athletes and as individuals. Historically, this has not been the case as many Indigenous athletes pursing their sports careers in a Euro-Canadian environment have experienced backlash from their own communities. Many former friends and peers develop a feeling of betrayal at the thought of these athletes moving away from the community. The disruption from traditional culture caused by such relocation can lead to social and cultural withdrawal, career disruption, identity foreclosure, premature sport dropout, neuroses, mental breakdowns, and stunted growth and development on the part of the athlete. Because of the nature of this transition, with very few athletes ever chosen to leave their communities to pursue sport and the disparity in wealth between Indigenous communities and the rest of Canada, a lot of added pressure is placed on these athletes to succeed. These athletes tend to face two prominent reactions from community members to their relocation, one of jealousy and negativity and the other of support and encouragement. Interestingly, both of these reactions can cause an extreme amount of anxiety in the athletes as they feel it is imperative for them to succeed in their endeavors and not fail. These athletes require an appropriate outlet to help them deal with these added pressures. With the proper support structures in place (family, community councilors, coaches, mentors) athletes have a

better chance of reacting positively to these pressures and actually increasing their sense of identity within a Euro-Canadian culture. These athletes are able grow holistically and reshape their visions of success to incorporate giving back to the Indigenous community by embracing their status as cultural icons and examples for young people. At all levels of development, young people require support and positive reinforcement, regardless of whether they are at-risk youth with a history of incarceration or elite level athletes trying to succeed in a new and foreign culture.

1.6 *Evidence of barriers which exist that impact youth participation in community-level programming and sport?*

In our examination of the next two indicators, both barriers and factors impacting the state of Indigenous youth participation in community-level activities and programming, particularly around sport, the literature illustrates a strong correlation with the previous discussion on the needs of Indigenous youth and their communities. Again, there are concrete physical and emotional factors that are impacting youth and their communities. Through increased examination the body of literature begins to uncover larger systemic issues as the root causes for the majority of these environmental factors. Ultimately it is the assertion, drawn from the evaluated that these root factors can be explained when we place them within a historical context and resulting from a fundamental difference of opinion predicated by power dynamics between Indigenous leadership and the Canadian government. This difference of opinion strikes at the heart of Indigenous communities and their capacity for change from within and speaks to the overarching argument over Indigenous communities' right for self-determination.

There is an overall consensus among literary critics regarding a number of environmental factors that are effecting youth that combine to form barriers to participation in sport (Blodgett et al., 2013, Heritage Canada, 2005, Grekul and LaBoucane-Benson 2006, Galipeau 2012, Janssen 2014, Hoebar 2010). At such a critical age in their personal development and with increased propensity to take risks without full consideration of the associated consequences, youth tend to stray down two very different paths, especially when exposed to the variety of negative influences that surround them. From the literature, a very clear dichotomy between different developmental paths that youth take begins to emerge. Many Indigenous youth continue to fall into negative behavioural patterns, problematic activities and, which can ultimately lead to gang and crime participation. However, when Indigenous youth are given alternative opportunities and a positive environment in which to learn essential skills, it enables them to move on to achieve greater success as fully formed individuals and creates a deep desire in them to go then back and help others from their own community achieve success as well (Blodgett et al., 2013). The common factor in both instances seems to be either the presence, or absence, of a positive support structure within the community that helps to guide these youth towards success while reestablishing a positive cultural identity.

Sport Canada's Policy on Aboriginal Peoples' Participation in Sport (Heritage Canada, 2005) identified the following barriers to Indigenous Peoples' involvement in sport: awareness, economic circumstance, coaching capacity, distance, jurisdiction, racism, and sport infrastructure.

What is particularly interesting about the description of these barriers within the report is the attention paid to the unique challenges facing Aboriginal communities. As described in **Exhibit 1.1**, Heritage Canada describes in detail the need to create culturally appropriate activities as a way of encouraging participation; to develop Indigenous coaches and coaches that are sensitive to Indigenous culture; the recognition of racism ingrained in sport practice; and the disconnect between various levels of government (see Exhibit 1 for a complete list barriers and their descriptions). The policy document goes on to recognize the now defunct Aboriginal Sports Circle (ASC) and the need for strong Indigenous leadership. Grekul and LaBoucane-Benson (2006) echo factors of low income, systemic discrimination and distance as a form of physical and social isolation. They add the prevalence of alcohol, drugs and physical abuse, family and school dysfunction, foster care, and the resulting antisocial and destructive behavior it fosters in Indigenous youth. These same risk factors are also correlated with gang involvement. They estimate that in Alberta, Indigenous youth are four and a half times more likely to become young offenders than their non-Indigenous youth counterparts. Galipeau (2012) reiterates exposure to destructive behaviours such as drug and alcohol abuse, violence, and unsafe sex as important factors but points to the structural inequalities of poverty, physical and structural violence and racism as root causes for this behaviour. Similarly, Wall (2008) indicated that racism, socioeconomic status, and education were barriers specific to Indigenous youth' involvement in sport and recreation. Where Grekul and LaBoucane-Benson begin to differ from traditional theory is in their illustration of a lack of protective factors such as support, encouragement, mentorship and bonding as the antithetical counterpart to these negative influences. A position also supported by Jassen's (2014) analysis of the First Nations Regional Health Survey, suggesting that, apart from the age of the child, the number of family and community members teaching them traditional culture was the most statistically significant factor in influencing youth development. The literature, again, points the fact that poverty and structural inequality contribute to the lack of parental and communal involvement as indirect barriers to youth participation, especially for young children. That is, parents, extended family members, guardians or the community as whole may not have the resources, financial or otherwise, to cover the hidden costs of participating in sport, such as paying for or administering childcare, transportation, accommodations, uniforms, and training sessions (Hoeber, 2010).

Question 2: To what extent is the program designed to anticipate emerging needs?

2.1 Description of emerging needs for youth crime prevention and community development programming (Indigenous Context).

Evidence for this indicator is further examined within Indicator 1.6 and will be further exhausted within the bench marking analysis and the key informant interviews.

Question 3: To what extent does the program reflect the culture of its target population?

3.1 Perception of cultural elements (e.g. Inuk traditional culture such as the importance of openness, communal generosity, sharing over individualistic and materialistic gain, traditional knowledge of finding balance, meaning and purpose) supported within the Nunavik Region.

An alternative to the traditional deficit perspective is one that recognizes the latent potential of Indigenous communities to determine and develop their own, culturally appropriate vision of positive development in their communities. Implicit in this approach is the opinion that there are many strengths inherent to Indigenous communities that, to date, have not been adequately utilized and that could contribute meaningfully to the process of positive change. Paraschak and Thompson (2014), for example, take this strengths-based approach to identifying existing values embedded in cultural practice that could have a positive effect on physical activity. These values were identified and segmented as unique to Indigenous communities. In their research they enumerate four key strengths that can contribute to an Indigenous conception of development: a holistic approach towards physical cultural practices; strong family and community bonds; a willingness to draw on both culturally derived and mainstream values, physical practices and delivery systems; and a commitment to self-determination.

Of particular importance, derived from the research, is this evidence on the strength of family and community bonds. Certainly when looking at the barriers to community development we see family dysfunction, substance abuse, and physical and emotional abuse as contributing factors. But these literary critics believe that overlooking the prevalence of family and community bonds within Indigenous culture is a significant oversight, one that undermines its importance to, and potential for, contributing to effective sport and community development programs. Even with all the barriers and challenges faced by Indigenous youth there are ways to counter destructive behavior through building resilience, life challenges (opportunities), peers (community), personal choice (self-determination), and enjoyment (Galipeau, 2012). Ferguson and Philipenko (2015) add self-talk, incorporating significant others, and integrating traditional practices as effective strategies to combat barriers. McHugh (2015) used a community based participation approach, and interviews with Indigenous youth, to define what is meant by a community. Her findings further highlight the importance of friends and family, supportive interactions, and communications as essential to fostering sport as a community.

Another example of how sports programs in Indigenous communities can be strengthened by the utilization of cultural values is what Hoeber (2010) describes as the want or obligation to volunteer. Volunteering is an essential part of sport. Without volunteering sport administrations could not function. Volunteering, for Indigenous people, is rooted in their sense of community. In sport and athletic programs, volunteering has the potential to be an effective tool to strengthen the community in the face of poverty, drug and alcohol abuse, crime and unemployment. However, the onus lies squarely on the program to develop a supportive environment for enthusiastic volunteers so that they may excel in their roles and thus create a cohesive cultural

environment. For example, Skinner, Zakus, & Cowell (2008) caution that sport for development initiatives often adopt a top-down approach, which results in a program that fails to connect with the community as it is not premised on the existing community's needs and assets. Skinner et al. (2008) also illustrate that adopting a one-size-fits-all approach to program administration will not meet all the necessary community needs. Both a one-size-fits-all and top-down approach not only constrain a program's ability to establish sustainability, it also risks perpetuating legacies of colonialism and exploitation (Levermore, 2008). Programs must work to integrate their administration into the cultural practices of the community. Although Hoeber (2010) recognizes the need for more structured volunteer opportunities in sport, she believes this must also be balanced with Indigenous cultural expectations for more informal, less intensive, fun volunteer experiences. This presents a challenge to the current way in which volunteering is perceived and especially how it is managed. Volunteer management has "professionalized" volunteering and incorporated much more role definition and deliverables into the practice of volunteering and this does not always align with Indigenous approaches. According to Hoebar, Indigenous people prefer to participate in activities as they are needed and lend a variety of help and experience to particular events. Ultimately, enthusiastic volunteers need to be properly supported and recognized as change agents within their communities.

3.2 Perception or identification of Inuk cultural barriers within Nunavik Region.

The majority of this information will be obtained through findings from the key informant interviews. There is evidence to suggest there is a cultural lag for Indigenous youth in Canada. In comparison to their non-Indigenous counterpart, as covered throughout the literature review, Indigenous youth face a number of disadvantages regarding socio-economic and social factors. Most notably has been the gradual disconnection from tradition and culture. In his address to former students, families and communities that were impacted by the former Indian Residential School system, Prime Minister Harper acknowledged a "shared history" that Indigenous peoples and Canadians face. This history is encompassed by a legacy of colonialism and the attempts to culturally assimilate Aboriginal peoples and their cultures. Coupled by various attempts to culturally assimilate and relocate this population, Indigenous cultures have been subjected to various traumas to their languages, traditions and identities, all of which are socio-health determinants for their current socio-economic statuses. More specifically, the intergenerational impacts from this treatment has been the result of high suicide rates among youth, high rates of substance abuse, family dysfunction, gang violence, high teen pregnancy rates, low education attainment, low-income levels and high rates of homelessness in urban centers and overcrowding in Indigenous communities (as covered within Indicator 1.1).

3.3 Effectiveness of implementing culture & traditions within programs aimed at Indigenous youth.

While literature has examined the various ways in which sports enables strong self-determination within an Indigenous context, attention must be paid to alternative methods which utilize Indigenous cultural traditions within youth programming as a method to deter from bad social behaviour, e.g., crime, substance abuse, suicide, etc.

Cultural renewal programs often coincide with educational programming, in that their objective is to generate awareness of community renewal through cultural enhancement, traditional healing practices, and community development (Kirmayer et al, 2003; Isaak et al, 2009; Wortzman, 2009). These types of programs are centered on culturally competent understandings of Indigenous experiences and realities which are much different than their non-Indigenous counterparts. Most notably has been the work of Chandler & Lalonde's (1998) which examined youth suicide in Indigenous communities in British Columbia, Canada. Their study *Cultural Continuity as a Hedge Against Suicide in Canada's First Nations*, showed that "cultural continuity" — the preservation of one's culture as a reflection of positive social norms and identities — can act as a deterrent against suicide. This study is now one among others which have collectively found that those Indigenous communities that employ a framework of community-driven and culturally-based health programs experience lower suicide rates; the lower suicide rates are attributed to the successful integration of traditional Indigenous knowledge as well as the greater involvement of Indigenous community leaders (Chandler & Lalonde, 2003; Kirmayer et al, 2003; Kral & Idlout, 2009; McIvor et al., 2009).

While their study has specifically examined suicide, others have adopted this model and utilized it to incorporate it into other preventative methods for Indigenous peoples. The cultural continuity model adopts heterogeneous approaches of holistic frameworks when utilizing a cultural continuity model for prevention. Cultural continuity models should be flexible as not all Indigenous cultures are the same, nor are all experiences of youth suicide within the communities. Further, cultural models utilize traditional Elder knowledge of living on and for the land, stress an awareness of community connectedness, and attempt to provide a deep understanding of historical consciousness as a method of resiliency (Kirmayer et al, 2003).

The second element to this framework shifts deliberation and implementation from a top-down model to a bottom-up model, such that prevention is ideally community-driven, that is, dependent upon community governance structures, which can then determine the needs and goals of the community first and foremost (Wortzman, 2009). Community-driven Indigenous prevention programming that operates according to a holistic framework is both sustainable and effective on an intergenerational scale. The objectives of these programs are expanded to include empowerment of the spiritual, physical, emotional, mental and cultural well-being of the individual and the community to which they belong (Ladner, 2009; Rose & Giles, 2007). A significant part of this empowerment process is meant to create a space for Indigenous communities to exercise self-determination (as expressed in Indicator 1.2); this is thought to promote resilience and community wellness through targeted sustainable programming. In general, ascertaining the "locus of control" and cultivating a "sense of empowerment and resilience" are the main themes concerning Indigenous youth issues to be found within this literature, which has is primarily programmatic, but which can also be theoretically informed.

As eschewed throughout the literature review, community-driven Indigenous youth prevention programs often apply a recreational, social and/or cultural approach to engaging with youth. For example, many programs combine the educational/cultural programming technique with self-

esteem objectives. Additionally, these programs tend to be youth-driven allowing for the youth to develop parameters and objectives of the projects. In some cases, community youth leadership is often regarded as the focal point for youth prevention programs, e.g. *Alberta's Future Leaders Program* – a recreational program for Aboriginal youth to become connected to their culture, community and selves (Rose & Giles, 2007); *Daughter Spirit in Action* is operated by the Native Women's Association of Canada (NWAC), which provides young Aboriginal women with leadership development training and other opportunities, with guidance from Elders (NWAC, 2011). Another example is the Culture Camps that exist within Puvirnituq, QC and operated by Carole Beune (c.f.: Interview Conducted with Carole Beune on March16, 2016). The culture camps operate in the summer where youth learn and practice traditional skills through the teachings of Elders, reinforcing cultural identity and wellness, alongside the development of leadership skills to train and guide other youth within the community. The objective of youth training is to provide youth with a sense of empowerment, to develop within youth self-awareness as to their beliefs and attitudes, and to have them become leaders among their peers, with a view to promoting community health and wellness.

Sports Program and Crime

Today using sports programs as a way of promoting positive behavior and preventing negative outcomes is quite popular, it has a certain intuitive appeal to all involved: policymakers, elected officials, parents and citizens more broadly. Indeed this has led to what can be referred to as "sport evangelism" by some groups who believe sports program will inevitably yield positive developmental results (Holt and Neely 2011, 302). However as counterintuitive as it may seem sports can have negative effects that are not obvious. These include but are not limited to: alcohol abuse, use of performance enhancing drugs increased fear and occurrence of injury and competition and rivalry can impede moral development and perspective taking (Holt and Neely 2011, 302). In fact the most recent and comprehensive meta-analysis of 51 published and unpublished studies, with 48 independent sample sizes involving more than 120,000 adolescents showed "no significant association between sports participation and juvenile delinquency." (Spruit et al 2016, 655). The authors also considered four categories of crime: property crime, property damage, serious/violent crime and petty crime but neither showed a showed a significant association either (Spruit et al 2016, 664). A possible explanation is that the positive effects of sports programs on juvenile delinquency tend to cancel out with the more subtle and counterintuitive negative effects, some of which were listed above (Spruit et al 2016, 665).

This means that having a sports program for the youth on its own won't do much to address social pathologies of the community, on the other hand this should not be interpreted to mean that sports programs can't be used as means of crime prevention among youth. What needs to be done is to organize sports within a "sound pedagogical approach." (Coakley 2016, 25)

Positive Youth Development

The positive psychology movement was a reaction to reaction to the deficit reduction approach to mental health which dominated the post-war era. The deficit reduction approach focused on fixing the shortcomings of individuals. Positive psychology on the other hand is an approach that

focuses on the strengths of an individual instead. Positive Youth Development (PYD) is a natural outgrowth of positive psychology, it "emphasizes the manifest potentialities rather than the supposed incapacities of young people—including young people from the most disadvantaged backgrounds and those with the most troubled histories." (Damon 2004, 15)

Now how does one develop youth as a resource for society? The "Five Cs" model of PYD asserts that once an individual reaches a high level of the five Cs: competence, confidence, character, caring and connection, then "a high level of 'sixth C,' of youth contribution (to self, family, school, community and, ultimately, civil society) will emerge." (Ettekal et al 2016, 73).

The 4-H study, an 8-year long longitudinal study that began in 2002 involving more than 7,000 youth from diverse backgrounds and across 42 states in the U.S. has shown the effectiveness of PYD. The youth involved in the 4-H program were four time more likely to make contribute, twice more like to be civically engaged, twice more likely to participate in science after school programs and twice more likely to make healthier choices (Lerner and Lerner 2013).

Positive Youth Development through Sports

Since PYD is a general approach based on a "relational development systems" one could ask what kind of a sports programs can serve as a conduit for PYD, in other words what are characteristics should a sports program have for it to promote PYD? As mentioned above PYD is based on seeing the young people as assets to be developed, in order to do so the sports program has to create the appropriate social contexts.

Creating a suitable ecology for PYD will involve all the groups the young person interacts with: e.g. the community, coaches, parents, and peers. Thus if a sports program aims to promote PYD, it will have implications for how these groups interact with each other and the context they provide for the sports program. Here we enumerate a number of these implications:

- Program are required to be built from the ground up, and not a top down model which emphasizes material gain; must be based on values identified within the community;
- The program should avoid ego-oriented climates such as teammates competing for playing time –e.g. an open program to all skill types and levels, one's which are based on exclusivity. (Camiré and Kendellen 2016, 130).
- The program should prioritize personal development over competitive success (Holt and Neely 2011, 308);
- Coaches should focus on developing life skills of students beyond sports (ibid).
- Coaches should engage in few punishment-oriented behaviors and provide the young athletes with praise technical feedback on their performance (Holt and Neely 2011, 309).
- Individuals serving as teacher-coaches are ideally placed to promote PYD (Camiré and Kendellen 2016, 133).

Exhibit 1.1: Barriers to Sport Participation: As Defined by Canadian Heritage

Awareness	There is a general lack of awareness, understanding and information among Aboriginal Peoples about the benefits of being active in sport and the health risks associated with inactivity.
Economic circumstance	The majority of Aboriginal Peoples in Canada face economic difficulties, and many families simply cannot afford the cost of registration fees, equipment and competition travel associated with sport.
Cultural insensitivity	Must provide a positive and welcoming environment to attract and maintain its participants. Programs and activities that are insensitive to the cultures and traditions of Aboriginal Peoples discourage their participation.
Coaching capacity	Aboriginal participation in sport is hindered by a lack of Aboriginal coaches and coaches who are sensitive to Aboriginal cultures. Aboriginal coaching development is hindered by the lack of access to coaching certification courses and appropriate training materials.
Distance	A significant number of Aboriginal communities are situated in remote locations with relatively small populations. The economics and logistics of travel to access programs, facilities, expertise and equipment are barriers to Aboriginal Peoples' participation in sport.
Jurisdiction	The debate over government responsibility for financially supporting the delivery of sport programs in Aboriginal communities and in urban Aboriginal centres affects the potential investment in sport for Aboriginal Peoples. The silo structure of governments can frustrate community access to programs and services as well as individual departments seeking horizontal cooperation on issues that cross a variety of departmental mandates.
Racism	Racism is an ongoing problem in Canadian society manifesting itself in sport practice as it does in all socio-cultural practices. Racism is a socially constructed idea that alienates many Aboriginal Peoples by causing fear, anxiety and distrust, ultimately serving as a barrier to their full participation in Canadian society, including sport.
Sport infrastructure	Aboriginal communities (on-reserve) across Canada do not have adequate sport or recreation infrastructure. Capital projects such as schools, roads and housing take precedence over sport or recreation facilities. This lack of facilities limits community access to daily recreation or physical activity programs, including sport.

Source: Canadian Heritage, Sport Canada's Policy on Aboriginal Peoples Participation in Sport (2005).

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Appendix 4: Case Study Results

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
…they wanted to go to school more regularly and do my homework.	*Case #1 Pov – Participant was going to school more and doing their homework while part of the program.*	*Case #1Pov – Grades and performance went down since last year.*
	Case #2 Pov – Parent had felt that their child skips school too much, being in the program didn't change much.	*Case #2Pov – Teacher felt it was hard to evaluate whether the participants school participation worse since leaving the team, there are some family issues also happening at home during that time.*
	Case#3 Pov – the cultural program makes her happier and stronger, this makes her want to do better in school.	*Case#3 Pov – Teacher viewed Participant has always a good student, comes from a god family home.*
	Case#4 Kuj - local program was geared towards school and being regulated through that – this was a big impact on how well the participant is doing in school; it motivates them.	*Case#4 Kuj – Participant has always been very good at attendance; when hockey tournaments are coming up student gets really distracted and does not do homework when part of NYHDP tournaments.*
	Case #5 Kuj – Programs teaches Participant about the importance about staying in school. Participant regularly does homework and attends school.	*Case # 5 Kuj – Participant has always been good student.*
	Case #6 Kan –Parent had felt that Participant is doing better in school, was having problems, but has gotten better.	*Case # 6 Kan – Teacher noted that student has been failing some of their classes due to being away for so long. Previous to going down south and to the prep camps, student was attending more, but now that this has been completed student does not attend.*
	Case #7 Kan – N/A	*Case #7Kan – Participant is routinely in class and does homework.*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
… they wanted to eat better and stay healthy (example . sleep well, eat well, drink lots of water, no alcohol, no drugs, exercise, etc).	*Case #1Pov – Always eats really well and eats a lot. He is always trying to stay fit. Wanted to keep travelling so was trying to participate in Winter Games as well.* *Case #2Pov – there was no difference in their diet (always eats what they want), but noticed that son wanted to quit smoking after the try-outs.* *Case#3 Pov – family eats really well and therefore so does the non-participant.* *Case#4 Kuj– Youth are actively involved in fitness who play hockey in the community – however, child was always very healthy* *Case #5 Kuj – The various programs that the Participant is involved in have all had a big component that enhances physical activity and healthy living. Very influential in the household about having parents quit smoking and does not support drinking. Very knowledgeable about the negative impacts* *Case #6 Kan – Participant has always been a very healthy child; does not drink pop or eat junk food.* *Case #7 Kan – N/A*	*Case #1Pov - Noted that it was visibly noticeable that when was not part of the program, he was less attentive and was often falling asleep in class. The teacher even noticed that the child's diet was better. Lastly, the teacher had noted that the participant was also reported to have been getting more involved in drugs and alcohol.* *Case #2Pov – School is very proactive in ensuring that the students do not eat poorly. Does seem a little tired from time to time (nothing abnormal)* *Case#3 Pov – Very healthy student, proactive in encouraging others to eat well.* *Case#4 Kuj – Participant eats very well, but like any teenager can also eat poorly.* *Case #5 Kuj – Participant seems to have a very balanced diet, not sure if this is with connection to the program. Family eats very well and are very active.* *Case #6 Kan – Student seems more awake, more energy and diet was better.* *Case #7 Kan –Student does not do drugs and is routinely awake in class. Learned this from family and in school.*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
… they created new life skills like: • Have a positive attitude, be responsible, develop self-confidence,	*Case #1Pov – Had a good sense of competition, but good competition.* *Case #2Pov – Parent had felt that their child was more positive and happy when they were on the team.* *Case#3 Pov – The program has calmed their child since they are more attuned to their culture.* *Case#4 Kuj– Has noticed a big difference of this when they are participating in hockey.* *Case #5 Kuj – Participant is very responsible; wants to contribute to rent and bills with the family though unnecessary* *Case #6 Kan – Child had many behavioural issues before starting the program, but having them in NYHDP. The hockey has helped him with his anger issues.* *Case #7 Kan - unable to reach parents*	*Case #1Pov – Does not go to the arena as much as the Participant use to. Seems really down these days – this is concerning for teacher.* *Case #2Pov – Participant always had a good attitude, but lately seems like there is something else going on his life.* *Case#3 Pov – Student always perceived as having a positive attitude* *Case#4 Kuj – Participant can become very distracted(in and out of hockey mode) , no anger issues* *Case #5 Kuj – Participant already has a positive attitude and is very responsible as the student has a job and helps out at home with the family.* *Case #6 Kan – Participant is very self-confident from being on an exclusive team.* *Case #7 Kan – Participant has a lot of potential for taking on responsibility. Is now involved in more programs after school*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
• Gain self-control, be patient, develop concentrations skill	*Case #1Pov - No response* *Case #2Pov – No response* *Case#3 Pov – Participant concentrates in school and on the ice.* *Case#4 Kuj– Hunting and practicing on the land has taught Participant about being patient; not affiliated with the program, but gained these skills from this.* *Case #5 Kuj – Child is very patient and calm* *Case #6 Kan No response* *Case #7 Kan - unable to reach parents*	*Case #1Pov – Participant displayed more self-control when they were part of the program in the previous years. Personality was very up and down.* *Case #2Pov – Participant concentrates sometimes, but not sure if there is a connection with the program. There does not appear to be a difference* *Case#3 Pov – Participant very quiet and respectful student* *Case#4 Kuj – Participant very composed student (in and out of hockey)* *Case #5 Kuj – Student has a very calm demeanor, not sure of whether this has been the impact of the program they are involved in.* *Case #6 Kan – Student often has behavioural issues in class, prior to heading down South, student is much better at self-control* *Case #7Kan – Student plays a lot of video games and can have a hard time concentrating.*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
• Being honest, respect others, trust each other,	*Case #1Pov – Parent had Has always been a respectful person* *Case #2Pov – Child has always has been an honest person.* *Case#3 Pov – Child has always been very honest with parents* *Case#4 Kuj– Child has learned these values at home, but the Kuujjuaq program also helps with this* *Case #5 Kuj – Participant very respectful to others, values are from home. Comes from a very supportive family* *Case #6 Kan – Child is much more respectful, will apologize to parents if acts out, but was not like this before joining the NYHDP.* *Case #7Kan – unable to reach parent*	*Case #1Pov – Participant was more responsible and displayed leadership while in the program than any other years. For example if someone wasn't listening to the teach, participant would stick up for the teacher and lead the class to pay more attention* *Case #2Pov –Student has always been very respectful* *Case#3 Pov – no response* *Case#4 Kuj – Student is very respectable; Pretty positive individual; after tournaments is on a pretty big high. Generally there is not a massive differences* *Case #5 Kuj – Student is very respectable to authority* *Case #6 Kan –Student is a bully and can be very disruptive* *Case #7 Kan – Student is very respectful*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
• Problem solving, develop a sense of teamwork, show initiative, effectively communicate with others, respect the opinion of others,	*Case #1Pov – Has always been part of a team in some way, no difference since joining the NYHDP* *Case #2Pov – Participant did not see much of a difference* *Case#3 Pov – Participant has always been respectful* *Case#4 Kuj – He has become more confident and to help others improve is because of the hockey program. It is because he is learning to be social, which has had a huge impact on his life. It's non-competitive and allows him to be more himself; get comfortable in his own skin.* *Case #5 Kuj –Child can be shy, but Junior Rangers has given them a sense of confidence since it allows them to interact with others his age and who value the same things.* *Case #6 Kan – Child is able to communicate better, because of the social aspect of the program.* *Case #7 Kan - unable to reach parents*	*Case #1Pov – Has always been very respectful of others, is able to communicate* *Case #2Pov – Teacher does not think that hockey is making a difference in the way he has developed leadership, he's more of a team player rather than a leader* *Case#3 Pov – Participant involved in a lot of after schools programs, very much so a leader* *Case#4 Kuj – no response* *Case #5 Kuj– Student has a group of friends that they are protective of one another, very respectful and works as a "team"* *Case #6 Kan –Student loves being part of a team, but can be very disrespectful to other students. Student did reach out to another youth who was having suicidal tendencies and was able to make a difference.* *Case #7 Kan - Student has been recruited as a referee for roller derby and had expressed an interest in communal supports. Was selected to be part of this based on his attitude and enthusiasm for teamwork.*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
… they have developed a sense of identity, developed a positive view of personal future, be active, effort: always do your best, perseverance: never give up.	*Case #1Pov – Parent had noted that their son* *Case #2Pov – spoke of getting a job, but do not think it is linked.* *Case#3 Pov – Participant is very positive about their future* *Case#4 Kuj – Participant has plans to continue school and wants to become a pilot. Being in school helps.* *Case #5 Kuj – Child is looks forward for the future and wants to go to post-secondary schooling.* *Case #6 Kan – Participant does not talk about future with parent* *Case #7 Kan - unable to reach parents*	*Case #1Pov – Since being off the team, the participant does not talk about the future as much. When on the team, really loved to travel and wanted to do that in the future.* *Case #2Pov – No response* *Case#3 Pov – No response* *Case#4 Kuj - Participant wants to attend an academy preparatory school down South.* *Case #5 Kuj – Wants to attend John Abbot College for videography, has expressed that can see beyond working at the Northern Store.* *Case #6 Kan – Student only speaks to wanting to keep playing more hockey* *Case #7Kan*
… they wanted to become a better citizen in their community by: Preventing bullying	*Case #1Pov – Participant learned all of these lessons, like anti-bullying, in school - not from NYHDP.* *Case #2Pov –Parent never really noticed if they were a bully or not* *Case#3 Pov – not aware of bullying* *Case#4 Kuj – Participant often talks about preventing bullying.* *Case #5 Kuj – Participant is not a bully, but was bullied when younger.* *Case #6 Kan – Parent identified child as being a bully – his friends who are also in hockey are also bullies.* *Case #7 Kan - unable to reach parents*	*Case #1Pov – Participant prevented bullying the year he was involved, now participants contribute to bullying.* *Case #2Pov – Participant is not a bully, but no indication.* *Case#3 Pov – Participant is not a bully.* *Case#4 Kuj – Participant is not a bully, very passive.* *Case #5 Kuj – Participant is not a bully, but does get bullied.* *Case #6 Kan – Student uses intimidation with other students and is very problematic for teachers and other students. Student is a bully.* *Case #7 Kan – Participant is not a bully, but tried to prevent it. Is bullied since they do not play hockey*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
… they are more proud of my community	*Case #1Pov – Son was part of other programs that examined youth protection, not sure if there is a connection with NYHDP* *Case #2Pov – Participant is very proud of the training he had received. He was one of two boys selected to be part of the NYHDP* *Case#3 Pov – Participant is very proud of her community and takes pride in it.* *Case#4 Kuj – the Kuujjuaq program really promotes establishing role models.* *Case #5 Kuj – Very proud of community.* *Case #6 Kan – Very proud of the community and those who are playing in the NYHDP.* *Case #7 Kan –unable to reach parents*	*Case #1Pov – very proud* *Case #2Pov – very proud* *Case#3 Pov– very proud* *Case#4 Kuj– very proud* *Case #5 Kuj– very proud* *Case #6 Kan– very proud* *Case #7 Kan– very proud*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
Do you think that experience with the NYHDP and/or Junior Rangers influenced their decision to get more education/training (complete their education)	*Case #1Pov – Wants to get a job working as an animator, but not sure if there is a connection with the school* *Case #2Pov – Participant works at the arena as an LHT, so felt it was probably related to their participation in the NYHDP.* *Case#3 Pov – Yes, it has had a positive impact on their life, has made her more happy and wants to see friends at school.* *Case#4 Kuj – The Kuujjuaq program enhances their child's participation in school since its one of the factors for playing on the team and going to practices.* *Case #5 Kuj – Program is very influential on child's decision to further their education.* *Case #6 Kan – No influence since school is no longer involved in the program.* *Case #7 Kan*	*Case #1Pov –Not sure if this has anything to do with the NYHD, but the structure had an impact on his attitude in class and wanting to come to school.* *Case #2Pov – N/A* *Case#3 Pov – N/A* *Case#4 Kuj – Participant has a great support system at home, but through the support from the local program and their parents, the student is aware of the consequences for not getting a higher education. Knows what they want to do after high school and knows what needs to be done to achieve it.* *Case #5 Kuj – Participant comes from a family with good values on education and higher learning. Is a very reflexive individual and can see* *Case #6 Kan – This year is a really hard year for the student, each year has just passed. At this point in time, student is so far behind it would be very difficult for them get caught up.* *Case #7Kan – Participant will likely complete school, unsure of whether this is from their involvement in other programming.*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
To what extent do you feel the program has had an impact on the family environment in your home?	*Case #1 – Single parents, did not have time to be part of their involvement in the program.* *Case #2Pov – felt that the father was more involved in his program.* *Case#3 Pov – "it has brought us together", family is very supportive of the cultural programs* *Case#4 Kuj – Big impact on the family, they are very supportive and love watching their child play and be happy.* *Case #5Kuj Child is very supported at home to be part of these programs. There is a big component on culture and this is very important to the family and to the child. Learning to live on the land and helping others is an important value to the family.* *Case #6 Kan – no impact on the family environment.* *Case #7 Kan*	*Case #1Pov – Cannot speak to his family environment* *Case #2Pov - Cannot speak to his family environment* *Case#3 Pov – Cannot speak to the impact, but knows the family is very supportive of their involvement in the cultural programs* *Case#4 Kuj – Family is very supportive of students participation in the program.* *Case #5Kuj –N/A* *Case #6Kan – Hockey is an opportunity for his parents to be proud of outside of academia. Hockey has brought their family together.* *Case #7 Kan –Family life is very complicated and at-risk, not sure if there has been an impact or not.*

Outcome/Indicator Since joining the NYHDP and/or other program:	***Parent***	***Teacher***
Have they participated in criminal behavior in the past? What is their reasoning for this?	*Case #1Pov – Participant has not been involved in criminal activity that the parent is aware of, learned this in school and at home.* *Case #2Pov – Child was arrested for vandalizing police car, did not get charged, but was involved in criminal activity while part of the NYHDP. Does not participate in criminal activity anymore since that incident and learned this was bad from home.* *Case#3 Pov –Child has not, but the family support has kept them away from criminal activity* *Case#4 Kuj – Participant has no criminal involvement and was taught this by family value.* *Case #5 Kuj – Participant has no criminal behaviour, but child has learnt these values from the home and from school* *Case #6 Kan - Participant has no criminal behaviour identified.* *Case #7 Kan*	*Case #1Pov – Not sure if participant had participated in criminal behaviour.* *Case #2Pov - Not sure if participant had participated in the program.* *Case#3 Pov - Not sure if participant had participated in criminal behaviour.* *Case#4 Kuj – Student has not participated in criminal behaviour and has likely learned that from home.* *Case #5 Kuj - Student has not participated in criminal behaviour and has likely learned that from home.* *Case #6 Kan – Teacher not aware of any criminal behaviour.* *Case #7 Kan –Student has not participated in any criminal activity.*

Appendix 5: List of Other Types of Possible Funding Agencies in Canada

Organization	Initiative Name	Description
Health Canada	Brighter Futures	***Description***: The Brighter Futures program were developed in the early 1990's to assist First Nations and Inuit communities to develop community-based approaches to better health. The majority of First Nations and Inuit communities receive program funding. Overall, the program is a community-based health promotion and ill-health prevention program with activities that typically focus on increasing awareness, changing attitudes, building knowledge and enhancing skills. The program consists of five components, with the most relevant being child development. Specifically, this component aims to ensure children receive adequate nurturing to reach their full potential. Funded activities include a variety of community-based programs such as school breakfast programs, a math learning program, a parent-child crafts program, after-school programs, cultural heritage activities, etc.[55] ***Participants***: While the program specifically targets First Nations and Inuit children from 0-6, it is recognized that children's needs cannot be separated from those of their families and communities.[56] ***Funding***: The Brighter Futures / Building Healthy Communities (described below) programs have an annual budget of $89 million to provide funds to all First Nation communities for activities supporting the program's components.[57]
Health Canada	Building Healthy Communities	***Description and objective***: This is a community-based program that targets First Nations and Inuit communities in crisis. The program aims to enable communities to more effectively manage crisis from within. Funding goes towards training community members to help them deal with traumatic situations and helps them provide aftercare services which supports individuals and their families begin healing and recovery. [58] ***Funding***: The Brighter Futures / Building Healthy Communities (described below) programs have an annual budget of $89 million to provide funds to all First Nation communities for activities supporting the program's components.[59]

[55] http://www.hc-sc.gc.ca/fniah-spnia/promotion/mental/brighter_grandir-eng.php#brighter-grandir
[56] https://www.aadnc-aandc.gc.ca/eng/1100100014380/1100100014381
[57] Senate of Canada (2013). Debates of the Senate.http://www.parl.gc.ca/Content/Sen/Chamber/411/Debates/144db_2013-03-07-e.htm
[58] https://www.aadnc-aandc.gc.ca/eng/1100100014380/1100100014381
[59] Senate of Canada (2013). Debates of the Senate.http://www.parl.gc.ca/Content/Sen/Chamber/411/Debates/144db_2013-03-07-e.htm

Right to Play	Promoting Life-skills in Aboriginal Youth (PLAY) Program	***Description***: The PLAY program partners with 88 First Nations communities and urban Aboriginal organizations across Canada to deliver programming for Aboriginal children and youth. Programs are tailored and designed to improve educational outcomes, enhance peer-to-peer relationships, increase employability and improve physical and mental health amongst Aboriginal children and youth. Right To Play offers support to locally hired youth workers working in partner communities and organizations by providing a combination of training workshops, in-community visits and over-the-phone coaching. The programs are structured to offer regular weekly activities for children and youth between September and August. Although the activities vary they often include leadership workshops, sport and recreational activities, volunteer opportunities, community events, sport clinics, etc. Since 2010, the program has expanded from two to 56 communities in Ontario and Manitoba, involving over 3,000 children and youth in 2012-2013. ***Funding***: Applicants can receive the following support for their community and/or urban organization:[60] • Financial support to pay for up to half a local youth worker's salary to implement the PLAY Program; • Financial support: up to $8000 in program expenses; • Specialized coaching and training from Right To Play staff; • Extensive professional development opportunities for youth workers (e.g.) participation in workshops.

[60] http://www.righttoplay.ca/Learn/ourstory/Pages/PLAY-Program.aspx