BUILDING A COMMUNITY-BASED CULTURE OF EVALUATION

CAPACITY-BUILDING FOR ORGANIZATIONS SUPPORTING NEWCOMERS

Rich Janzen, CCBR
Joanna Ochocka, CCBR
Nabiha Atallah, ISANS
Leah Hamilton, Mount Royal
WORKSHOP PURPOSE

Explore how a community-based approach can promote a culture of evaluation within organizations serving newcomers.

Showcase the eval4refugee.ca project in building community-based evaluation capacity.
AGENDA

OVERVIEW
COMMUNITY-BASED EVALUATION

JOANNA OCHOКА

OVERVIEW
COMMUNITY-UNIVERSITY COLLABORATION

LEAH HAMILTON

ILLUSTRATION
BUILDING CAPACITY NATIONALLY

RICH JANZEN

ILLUSTRATION
BUILDING CAPACITY IN HALIFAX

NABIHA ATALLAH
EVALUATION

• Is an organized approach to collecting information (about activities, impacts, and effectiveness) that helps to improve a program (or organization) and describe its accomplishments.
TWO GENERAL APPROACHES TO EVALUATION

**Expert-Based**
One person/group has expertise that is prescribed

**Community-Based**
The collective has different kinds of expertise that is emergent
How Evaluator Roles Differ between Evaluation Approaches

Source: Love (1998)

**GOAL-BASED MODEL**
Evaluator directs the evaluation process.

**PARTICIPATORY MODEL**
Evaluator guides evaluation process. Evaluator is facilitator and resource.

**EMPOWERMENT MODEL**
Team has total authority and resources to evaluate and improve performance. Evaluator is empowerment facilitator.

**DEVELOPMENTAL MODEL**
Evaluator supports teamwork. Ownership is shared by all. Evaluator is advisor to program team.
COMMUNITY-BASED EVALUATION

• Involves active participation of stakeholders in all phases of evaluation
• Stakeholders “drive” the evaluation
• Aims to produce useful results for positive change
• A spectrum: evaluation can be more or less community-based
## THREE HALLMARKS OF COMMUNITY-BASED EVALUATION

**EVALUATION THAT STRIVES TO BE...**

<table>
<thead>
<tr>
<th>Hallmark</th>
<th>Description</th>
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<tbody>
<tr>
<td>Stakeholder-Driven</td>
<td>Ensure that the evaluation is practically relevant to stakeholders and is driven by the program’s unique theory of change</td>
</tr>
<tr>
<td>Participatory</td>
<td>Program stakeholders and researchers equitably share control of the evaluation agenda through active and reciprocal involvement in the evaluation design, implementation and dissemination</td>
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<tr>
<td>Action-Oriented</td>
<td>The evaluation process and results are useful to stakeholders in making improvements to the program and contribute to communities where everyone is supported and belongs</td>
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THREE GOALS OF COMMUNITY-BASED EVALUATION

ENGAGING PEOPLE
Building stronger relationships among stakeholders so that they are better equipped to do and use evaluation together

LEARNING TOGETHER
Gaining new insights through systematic and rigorous evaluation research

SHARING RESULTS
Communicating what has been learned in ways that enable people to use the evaluation results
THE FOUR PHASES OF COMMUNITY-BASED EVALUATION

#1 Laying the Foundation

**Relational:**
- Negotiating mobilization of knowledge and people

**Technical:**
- Sharing learnings
- Initiating new action

#2 Evaluation Planning

**Relational:**
- Negotiating perspectives to include

**Technical:**
- Identifying stakeholders and organizing steering committee
- Identifying assumptions about evaluation
- Highlighting the theory of change
- Identifying the purpose of the evaluation

#3 Information Gathering/Analysis

**Relational:**
- Negotiating meaning and learning

**Technical:**
- Gathering information ethically
- Analyzing and summarizing

#4 Acting on Findings

**Relational:**
- Negotiating goals and roles

**Technical:**
- Identifying stakeholders and organizing steering committee
- Identifying assumptions about evaluation
- Highlighting the theory of change
- Identifying the purpose of the evaluation

DO evaluation

USE evaluation
#1 Laying the Foundation

- ✓ Identify stakeholders and organize steering committee
- ✓ Identify assumptions about evaluation
- ✓ Highlight the theory of change
- ✓ Identify the purpose of the evaluation
#1 Laying the Foundation

Create a Purpose Statement

What is the purpose of your evaluation?
#2 EVALUATION PLANNING

✓ Determine the evaluation questions

✓ Develop methods for collecting information

✓ Develop an analysis plan
Consider who is going to be collecting and analyzing the data.

Data can be PRIMARY (new) and SECONDARY (pre-existing).

It's best to use multiple methods from multiple perspectives.

**NEW DATA: METHODS MENU**

**QUALITATIVE**
- Individual interviews
- Focus groups
- Community forums
- Participant observation
- Literature review
- Other?

**QUANTITATIVE**
- Surveys
- Informal questionnaires
- Census data
- Large data sets (ex. iCare)
- Intake forms
- Other?

_DATA: METHODS MENU_
ANALYSIS PLAN

SUMMARIZING THE DATA THAT IS BEING GATHERED

• Come up with a plan to summarize all your data across methods in a way that answers your main evaluation questions and guided by the logic model.

WHAT’S NEXT?

1. Trust the original design and questions
2. Decide who will be involved in the data analysis
3. Build in flexibility—leave time for reflection
4. Assess the soundness of the analysis plan with the steering committee
#3 INFORMATION
GATHERING/ANALYSIS

✓ Gather information **ethically**

✓ Analyse & summarize information
DATA GATHERING

ENSURE THAT...

• Data is gathered according to the plan
• People are trained adequately
• There are regular meetings to reflect on how things are going and on your learnings
• Any issues are raised with the steering committee
• Pilot tests are run
• Ethics is considered and followed
ETHICS

WHAT IS ETHICS IN EVALUATION?

• Do no harm—both on an individual and community level

• Informed consent
  ✓ People must be aware of the purpose of the evaluation
  ✓ People need to agree to participate

• Throughout the evaluation process, one must:
  ✓ Protect all stakeholders involved (especially the vulnerable)
  ✓ Be aware of who is (or will be) using/accessing data
  ✓ Recognize power dynamics, problematic relationships and ulterior motivations
ANALYZING & SUMMARIZE INFORMATION

WAYS TO ANALYZE INFORMATION

Perform content analysis
with qualitative data

Perform statistical analysis
with quantitative data

By method
What does each method say about the main research questions?

By stakeholders
What does each stakeholder group say about the main research questions?

WAYS TO SUMMARIZE INFORMATION

Across methods

Across stakeholders
#4 ACTING ON FINDINGS

✓ Share learnings

✓ Initiate new action
SHARE LEARNINGS

NEGOTIATE THE MOBILISATION OF KNOWLEDGE

• Evaluation findings should be communicated in ways that speak to various people (internal or external to the evaluation)
• The steering committee agrees on the strategies used
• Be creative and engaging in sharing, understanding and prioritize…
STRATEGIES FOR SHARING RESULTS

A DIVERSITY OF FORMATS SHOULD BE USED TO SHARE EVALUATION LEARNINGS

<table>
<thead>
<tr>
<th>Written</th>
<th>Visual</th>
<th>Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reports</td>
<td>• Infographics</td>
<td>• Presentations</td>
</tr>
<tr>
<td>• Articles</td>
<td>• Posters</td>
<td>• Community forums</td>
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<tr>
<td>• Letters</td>
<td>• Videos</td>
<td>• Conferences</td>
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<td>• Bulletin boards</td>
<td>• Pictures</td>
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<td>• Comics</td>
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<td>• News releases</td>
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<td>• Quizzes</td>
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INITIATE NEW ACTION

NEGOTIATE THE MOBILISATION OF PEOPLE

• Steering Committee provides recommendations
• Agreement among the committee ensures usefulness and increases the potential for success
• Making sure learnings are used in making program changes
• Check-in with the committee to ensure that people follow-up with their commitments
• Build a culture of evaluation!
Overview
Community-University Collaboration
RELEVANCE

Is the research/evaluation relevant to your organization and clients?
Does the researcher share and respect your organization’s values and norms?
Will key stakeholders in your organization be involved in all aspects of the research/evaluation?
RIGOUR

Is the quality of the methodology and analytic plan rigorous?
ETHICS

Will the project undergo ethical review?
SHARING THE FINDINGS

How will the findings and recommendations be shared, and with whom?
How will the findings be moved into action? What does the future of the partnership look like?
SUCCESSFUL PARTNERSHIPS

• Strategic for both parties – mutual benefits
  – Pool resources in innovative ways
• View evaluation through a different, but complementary lens
• Inclusive approach to evaluation
• Equal partners
EXAMPLE

Connecting International Talent with Local Champions: An Examination of the Outcomes of CRIEC’s Mentorship Strategy
ILLUSTRATION

BUILDING CAPACITY NATIONALLY
EVALUATING IN THE REFUGEE SECTOR

The purpose of evaluating in the refugee-serving sector is to better understand how various stakeholders, including...

- People with lived refugee experience
- Settlement workers
- Sponsors
- Researchers
- Government
- The broader community

... are involved (process) & impacted (outcomes) by refugee programs and how these interventions can create greater change (future directions)
Global refugee population increased to 25.9 million at end of 2018
- 1.4 million refugees in need of resettlement
- 7% will be resettled
- Only 92,400 resettled in 2018

Global policy changes
- The gap between needs and actual resettlement places is over 90% and growing
- USA admitted 22,900 refugees in 2018 compared to 33,000 in 2017 and 97,000 in 2016

Global Compact on Refugees (2018)
- Canada signed this compact early December
- Renewing a commitment to protecting refugees

SHIFTING POLICIES IN CANADA

Over 55,400 refugee claimants in 2018
  • Canada admitted 28,100 refugees, more than any other country in the world
  • 18,300 refugees became citizens in Canada

Changing trends in resettled refugees
  • Over 52,000 Syrian arrivals since 2015
  • 2018, 67% of refugees resettled were Privately Sponsored

Targets for 2019
  • 19,000 Privately Sponsored Refugees
  • 8,500 Government Assisted Refugees
  • 1,650 Blended Visa Office Referred Refugees

GAP IN THE EVALUATION OF REFUGEE PROGRAMS

• Few refugee program evaluations are published and shared widely
• Past evaluations have been sporadic, piecemeal and largely expert-based
• Few comprehensive tools for measuring outcomes
• Lack of clear distinction between refugee & immigrant outcomes
• Limited in ways of understanding “a life beyond conflict and refugeeness” (Kyriakides et al., 2018)
SO WHAT?

INACTION
• We are not doing useful and rigorous evaluations of refugee programs

DEMAND
• Thorough evaluations are required to strengthen efforts to improve existing and innovative programming and provide evidence for funding

EXPECTATIONS & ACCOUNTABILITY
• With changing policies and resettlement trends in Canada, there are more expectations and a higher degree of accountability on the part of the government and groups that work with refugee newcomers
YES, BUT WE LACK THE CAPACITY!
Enabling Environment for Evaluation

Organizational Evaluation Capacity

Individual Evaluation Capacity
A NATIONAL PROJECT

Funded by: www.eval4refugee.ca

Evaluating Refugee Programs

This website helps build the evaluation capacity of the refugee sector across Canada in order to improve supports and outcomes for refugees. The Centre for Community Based Research (CCBR) and the Evaluation Capacity Network, University of Alberta (LoFA) lead this national initiative.

Funded by Immigration, Refugees and Citizenship Canada via the Service Delivery Improvements program.

Funded by:

Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada
A NATIONAL PROJECT

GETTING STARTED...
• Brief videos
• Readiness assessment
• Ethics supports

READY TO GO...
• Workshops
• Webinars
• Mentorship
• Community of practice

www.eval4refugee.ca
ADDITIONAL SUPPORT

• Coaching and mentoring
• Partnering on an evaluation
• Proposal development
• Evaluation support, training and webinars using the Community Based Research Excellence Tool (CBRET)
• Customized training in community-based research and evaluation
• For even more support, visit: www.communitybasedresearch.ca
ILLUSTRATION
BUILDING CAPACITY IN HALIFAX
PRESENTATION OUTLINE

• Intro to ISANS

• What happened at the Halifax workshop?

• Moving forward to build ISANS evaluation capacity
VISION AND MISSION

A community where all can belong and grow

Helping immigrants build a future in Nova Scotia
WHO WE ARE

Staff who are dedicated, diverse, highly professional, qualified and experienced in their field

Serving immigrants for over 39 years

Connecting immigrants with employers

Connecting immigrants with the community

9,244 clients served last year
4,693 new clients
100+ countries of client origin
100+ Nova Scotian communities served

275+ qualified staff
64 countries of staff origin
73 languages spoken by staff
700+ active volunteers
OUR VALUES

Collaboration ~ Diversity ~ Respect ~ Inclusion ~ Innovation ~ Accountability
WHAT HAPPENED AT HALIFAX WORKSHOP?

24 participants:

• 13 ISANS staff (9 in leadership roles)
• 5 Private sponsors
• 4 Other settlement/community organizations
• 1 consultant

Groups formed around interest to do the workshop exercises:

• Settlement workers
• Private sponsors
• ISANS managers
FEEDBACK ON THE WORKSHOP

20 respondents:

• Very satisfied with workshop quality – 100%
• Very satisfied with workshop relevance – 90%
• Very satisfied with workshop process – 90%
• Increased my understanding of evaluation, and specifically community-based evaluation - 80%
• Would recommend the workshop to others – 100%
MOVING FORWARD TO BUILD CAPACITY AT ISANS

• Current emphasis on outcomes measurement in the settlement sector

• Priority for ISANS to develop a framework and implement a comprehensive approach to evaluation

• ISANS Senior Leadership Team consulted with CCBR prior to workshop, decided to focus on developing evaluation framework
**BENEFITS FOR ISANS**

- Community-based approach is clear, aligns with our values

- Rather than trying to build a whole framework and then start evaluating, encouraged to begin parallel process

- Will start with one pilot project, monitored by steering committee and reporting to an advisory committee which will oversee whole framework development
DISCUSSION

• How is evaluation capacity being built in your community?

• What are good first steps to take when building a community-based culture of evaluation?

• What are the major barriers you see SPO’s confronting when trying to evaluate?
