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# BUILDING A COMMUNITY-BASED CULTURE OF EVALUATION

CAPACITY-BUILDING FOR ORGANIZATIONS  
SUPPORTING NEWCOMERS

# WORKSHOP PURPOSE



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



**Showcase** the [eval4refugee.ca](http://eval4refugee.ca) project in building community-based evaluation capacity

# AGENDA



**OVERVIEW**  
COMMUNITY-BASED  
EVALUATION

JOANNA OCHOCKA



**OVERVIEW**  
COMMUNITY-UNIVERSITY  
COLLABORATION

LEAH HAMILTON



**ILLUSTRATION**  
BUILDING CAPACITY  
NATIONALLY

RICH JANZEN



**ILLUSTRATION**  
BUILDING CAPACITY IN  
HALIFAX

NABIHA ATALLAH

# OVERVIEW

## COMMUNITY-BASED EVALUATION



# 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

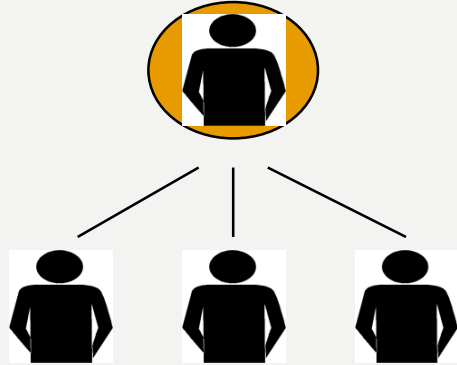
The collective has different kinds of expertise that is emergent

# How Evaluator Roles Differ between Evaluation Approaches

Source: Love (1998)

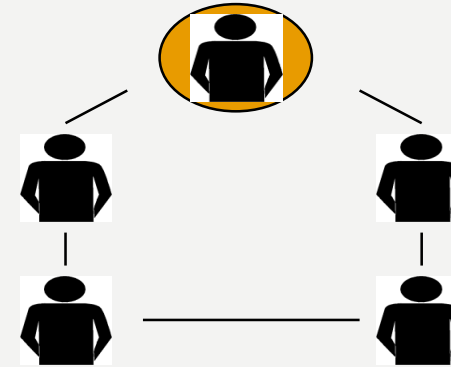
## GOAL-BASED MODEL

Evaluator directs the evaluation process.



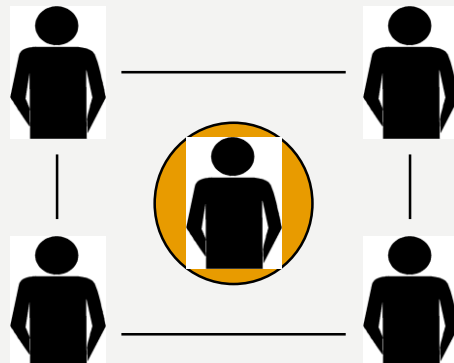
## PARTICIPATORY MODEL

Evaluator guides evaluation process.  
Evaluator is facilitator and resource.



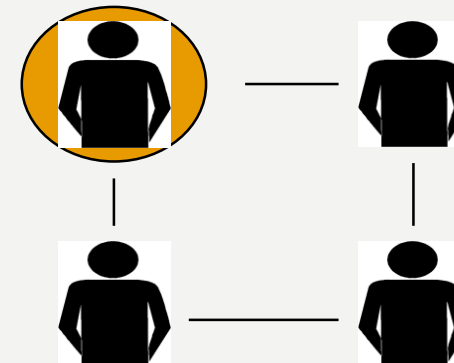
## EMPOWERMENT MODEL

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

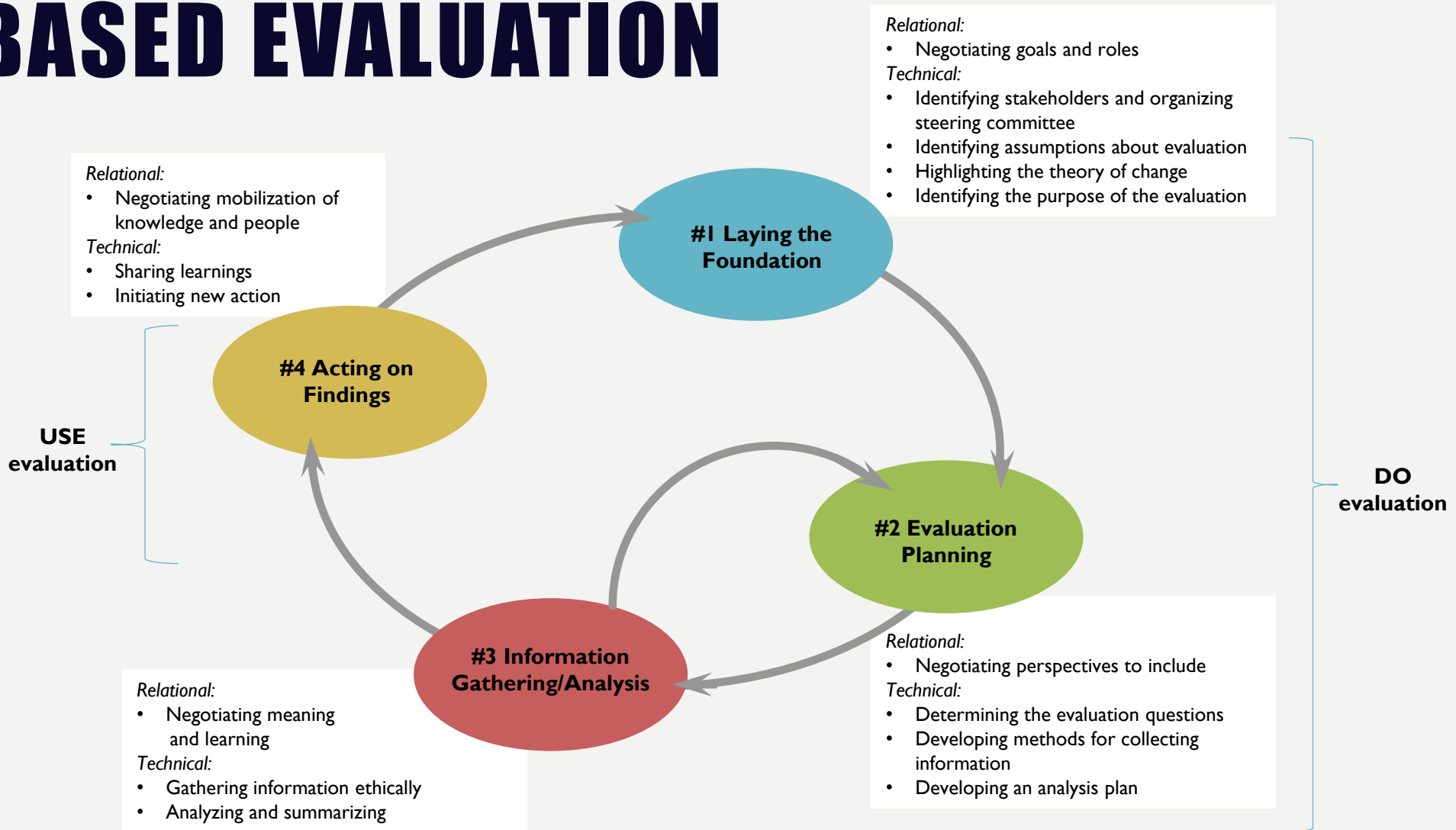
## EVALUATION THAT STRIVES TO BE...

Stakeholder-Driven	Ensure that the evaluation is practically relevant to stakeholders and is driven by the program's unique theory of change
Participatory	Program stakeholders and researchers equitably share control of the evaluation agenda through active and reciprocal involvement in the evaluation design, implementation and dissemination
Action-Oriented	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

# THREE GOALS OF COMMUNITY-BASED EVALUATION

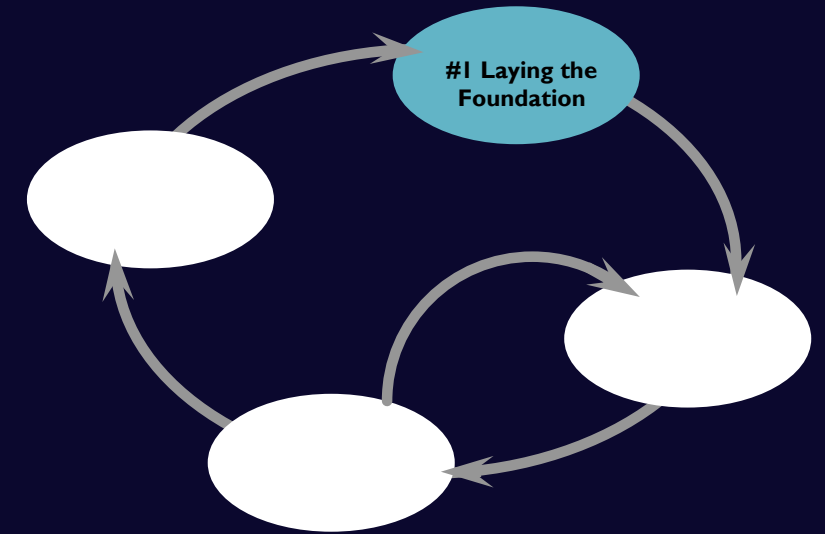


# THE FOUR PHASES OF COMMUNITY-BASED EVALUATION



# #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



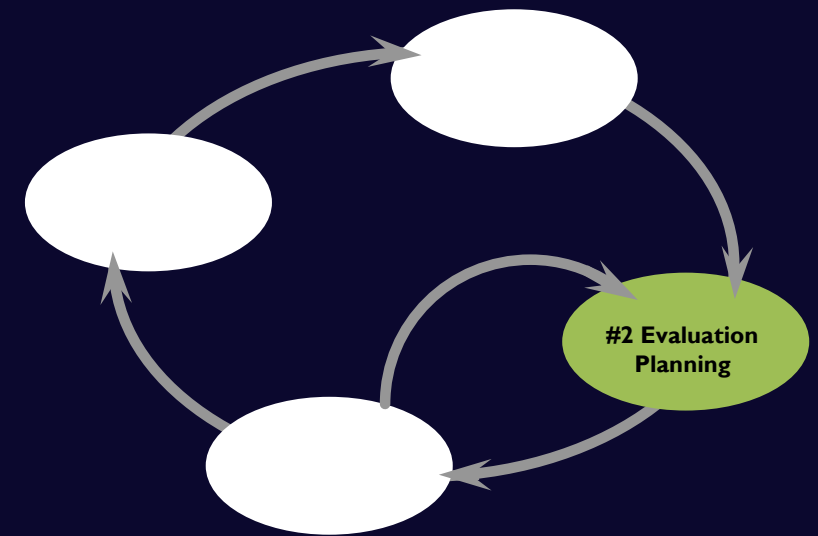
## CREATE A PURPOSE STATEMENT

WHAT IS THE PURPOSE OF YOUR EVALUATION?



## #2 EVALUATION PLANNING

- ✓ Determine the evaluation questions
- ✓ Develop methods for collecting information
- ✓ Develop an analysis plan



# 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?**

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

# 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?

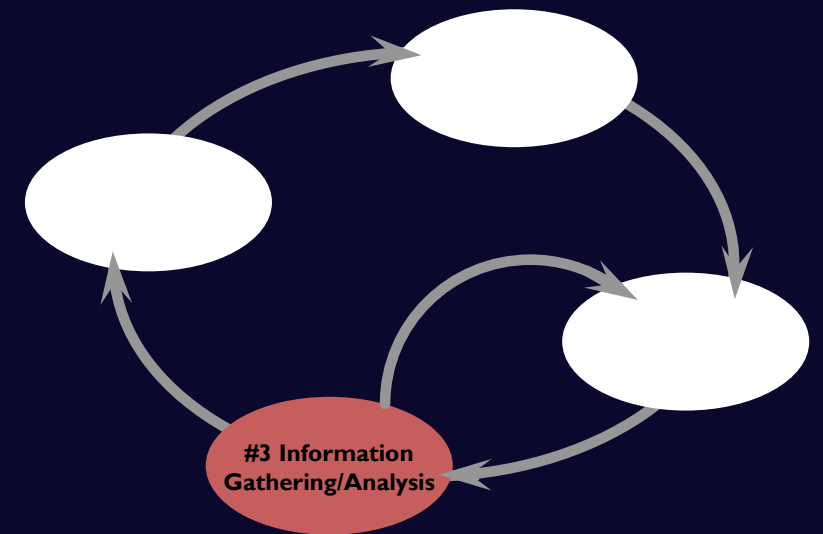
1. Trust the original design and questions
2. Decide who will be involved in the data analysis
3. Build in flexibility—leave time for reflection
4. Assess the soundness of the analysis plan with the steering committee





# #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*



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



**Perform statistical analysis**  
*with quantitative data*



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

## WAYS TO SUMMARIZE INFORMATION



**Across methods**



**Across stakeholders**



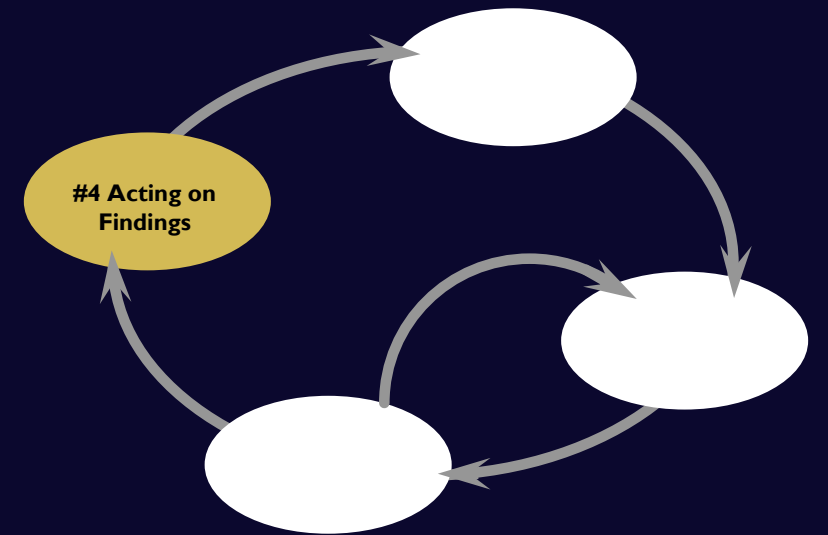
EVALUATION  
CAPACITY  
NETWORK



CENTRE FOR  
COMMUNITY  
BASED RESEARCH

## #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

Written	Visual	Oral
<ul style="list-style-type: none"><li>• Reports</li><li>• Articles</li><li>• Letters</li><li>• Bulletin boards</li><li>• Newsletters</li><li>• News releases</li><li>• Quizzes</li><li>• Other?</li></ul>	<ul style="list-style-type: none"><li>• Infographics</li><li>• Posters</li><li>• Videos</li><li>• Pictures</li><li>• Comics</li><li>• Other?</li></ul>	<ul style="list-style-type: none"><li>• Presentations</li><li>• Community forums</li><li>• Conferences</li><li>• Theatre</li><li>• Story telling</li><li>• Other?</li></ul>

# 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!





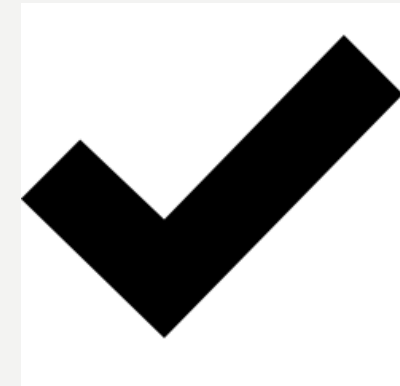
# OVERVIEW

COMMUNITY-UNIVERSITY  
COLLABORATION



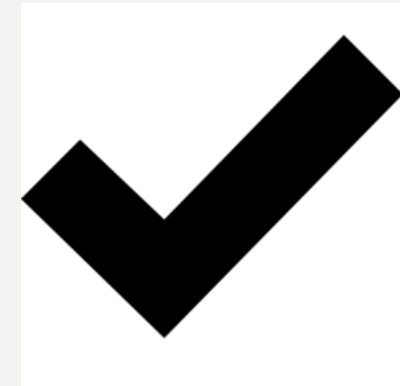
# RELEVANCE

Is the research/evaluation  
relevant to your organization  
and clients?



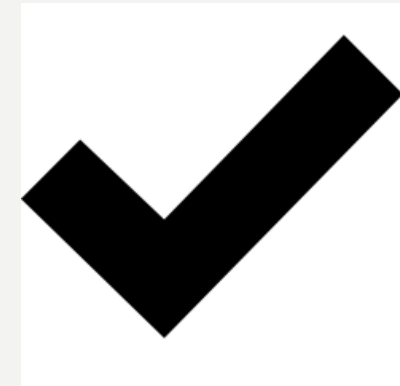
# SHARED VALUES

Does the researcher share and respect your organization's values and norms?



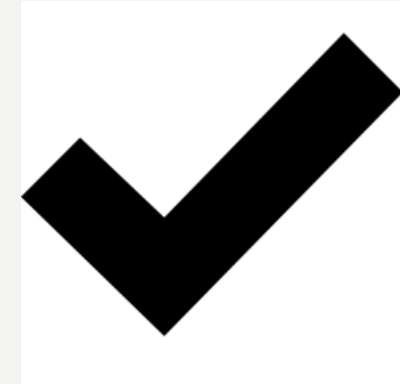
# STAKEHOLDER ENGAGEMENT

Will key stakeholders in your organization be involved in all aspects of the research/evaluation?



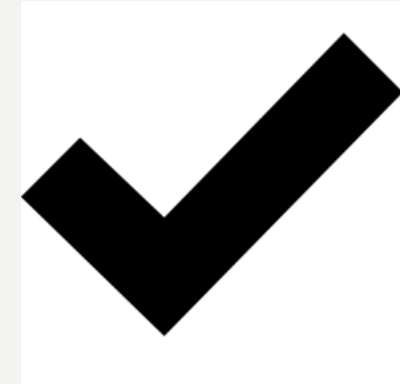
# RIGOUR

Is the quality of the methodology and analytic plan rigorous?



# ETHICS

Will the project undergo ethical review?



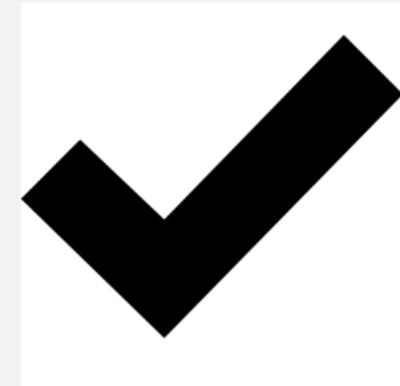
# SHARING THE FINDINGS

How will the findings and recommendations be shared, and with whom?



# KNOWLEDGE MOBILIZATION

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)



# CHANGING REALITIES & CONTEXTS

**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

Source: UNHCR. (2019). *Global trends: Forced displacement in 2018*. Geneva: UNHCR.



# 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



Sources: UNHCR, "Canada's Refugee Resettlement Targets 2018-2010"; The Canadian Press. (20 June 2019). "Canada resettled more refugees than any other country in 2018, UN says." CBC.ca; The Canadian Press. (3 May 2019). "Syrian Refugees In Canada Struggle To Find Work, But Are Happy They Came, Advocates Say." Huffington Post.



# 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



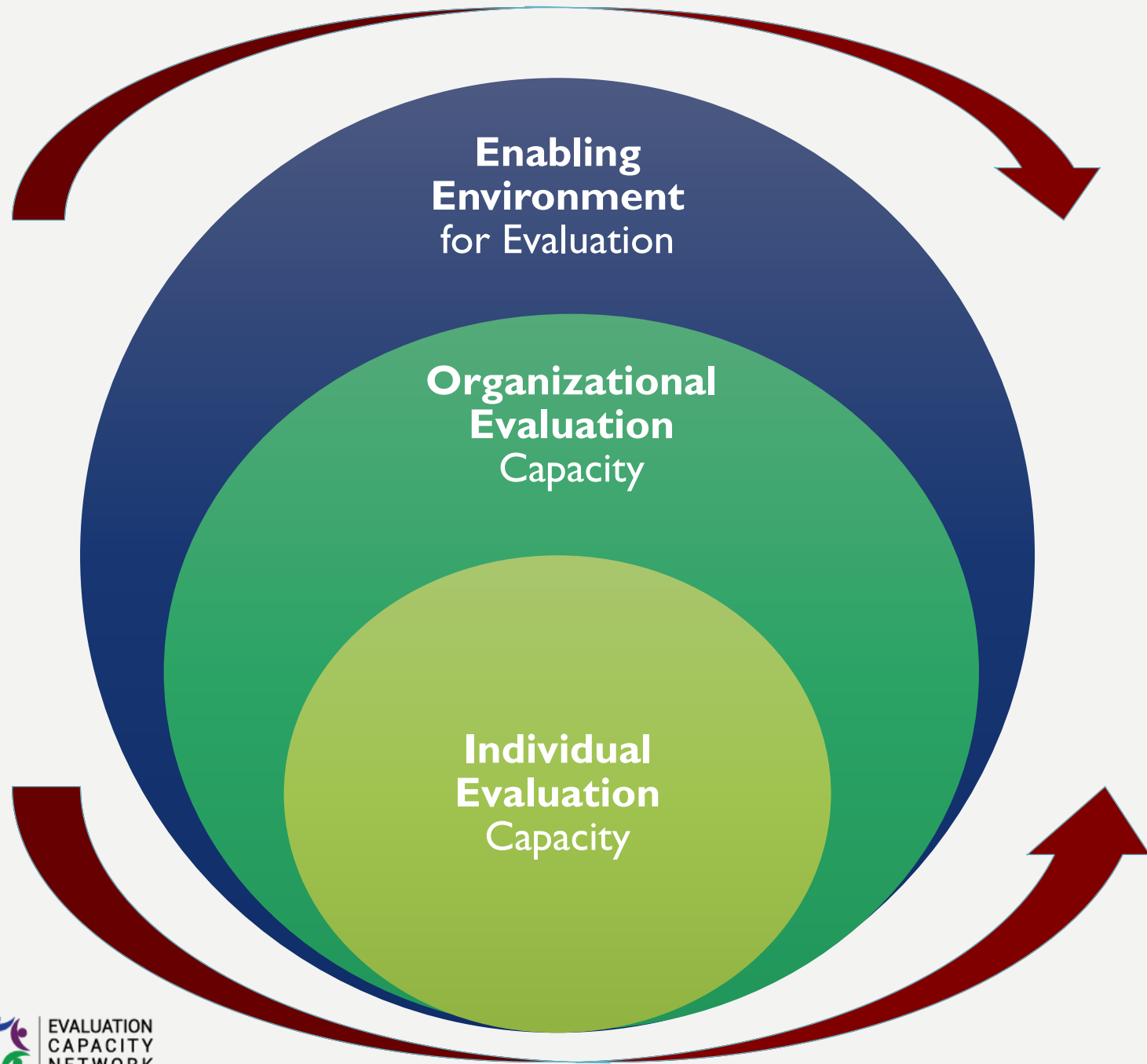
# YES, BUT WE LACK THE CAPACITY!



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BASED RESEARCH

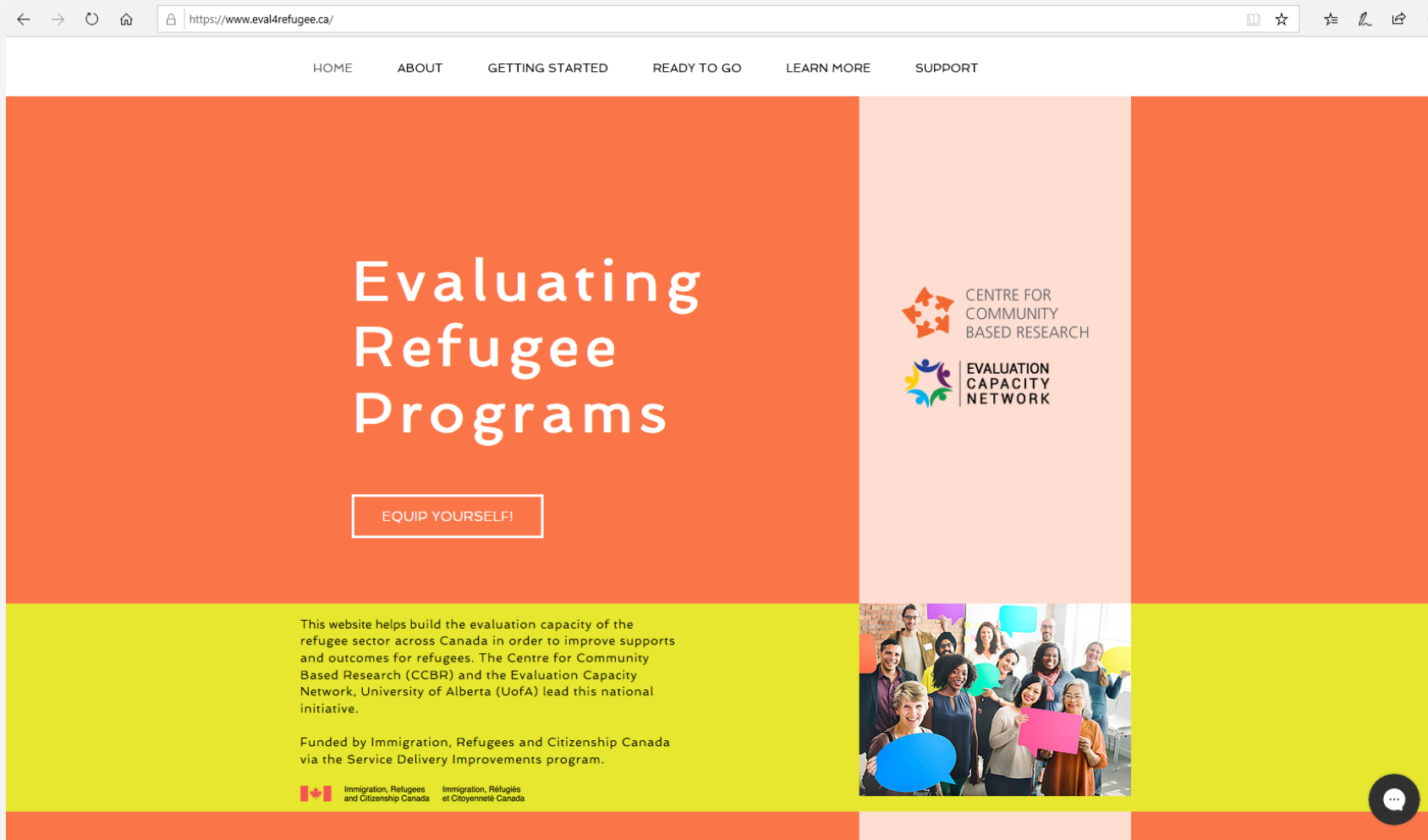


EVALUATION  
CAPACITY  
NETWORK



# A NATIONAL PROJECT

[www.eval4refugee.ca](http://www.eval4refugee.ca)



Funded by:



Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada

# A NATIONAL PROJECT

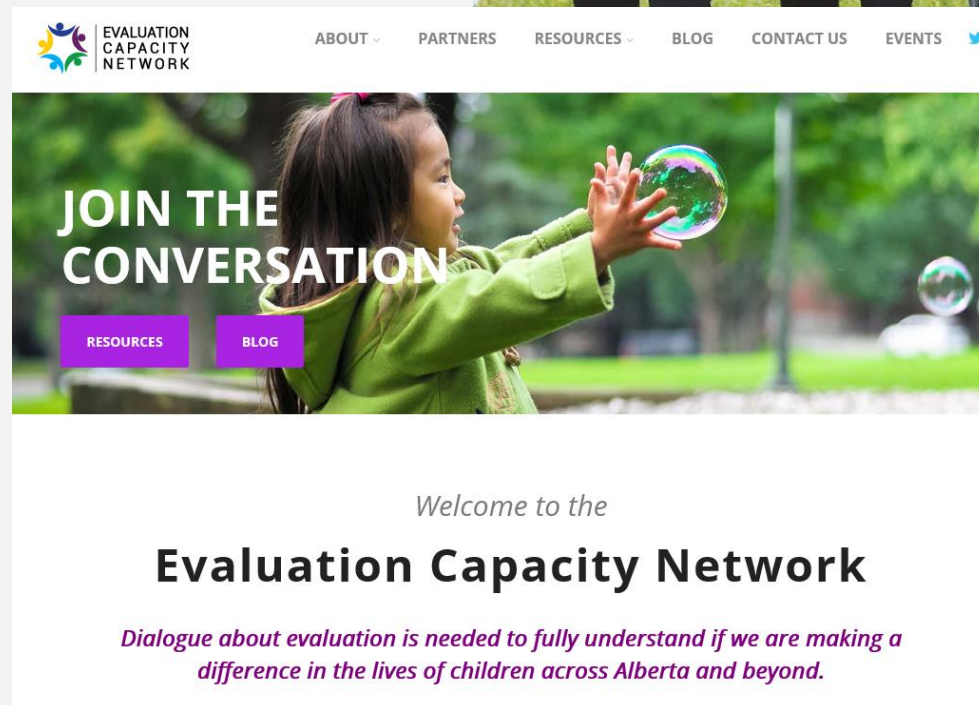
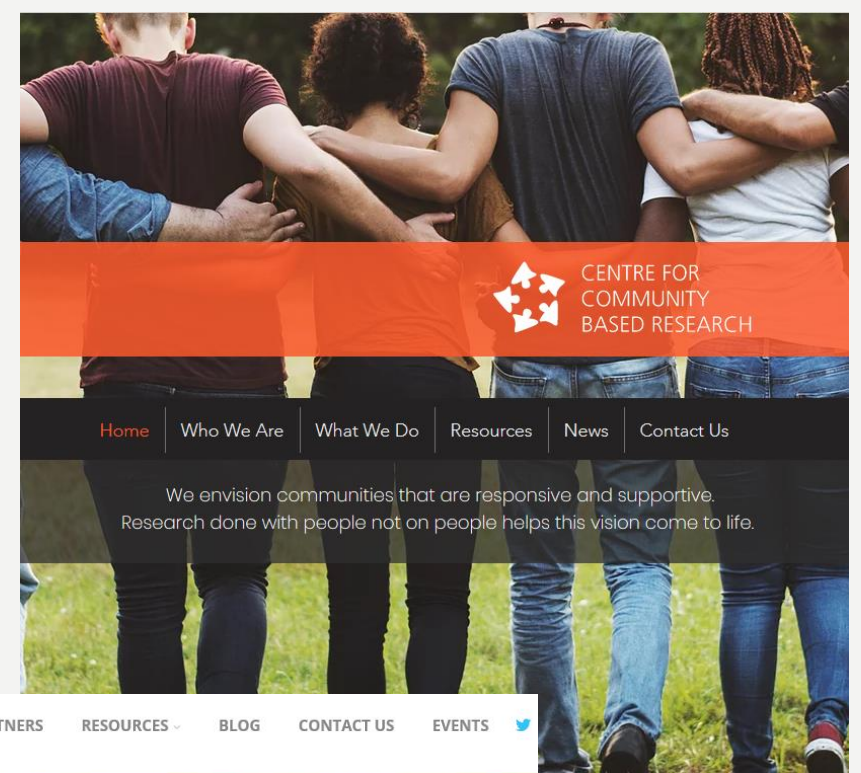
## GETTING STARTED...

- **Brief videos**
- **Readiness assessment**
- **Ethics supports**

## READY TO GO...

- **Workshops**
- **Webinars**
- **Mentorship**
- **Community of practice**

[www.eval4refugee.ca](http://www.eval4refugee.ca)

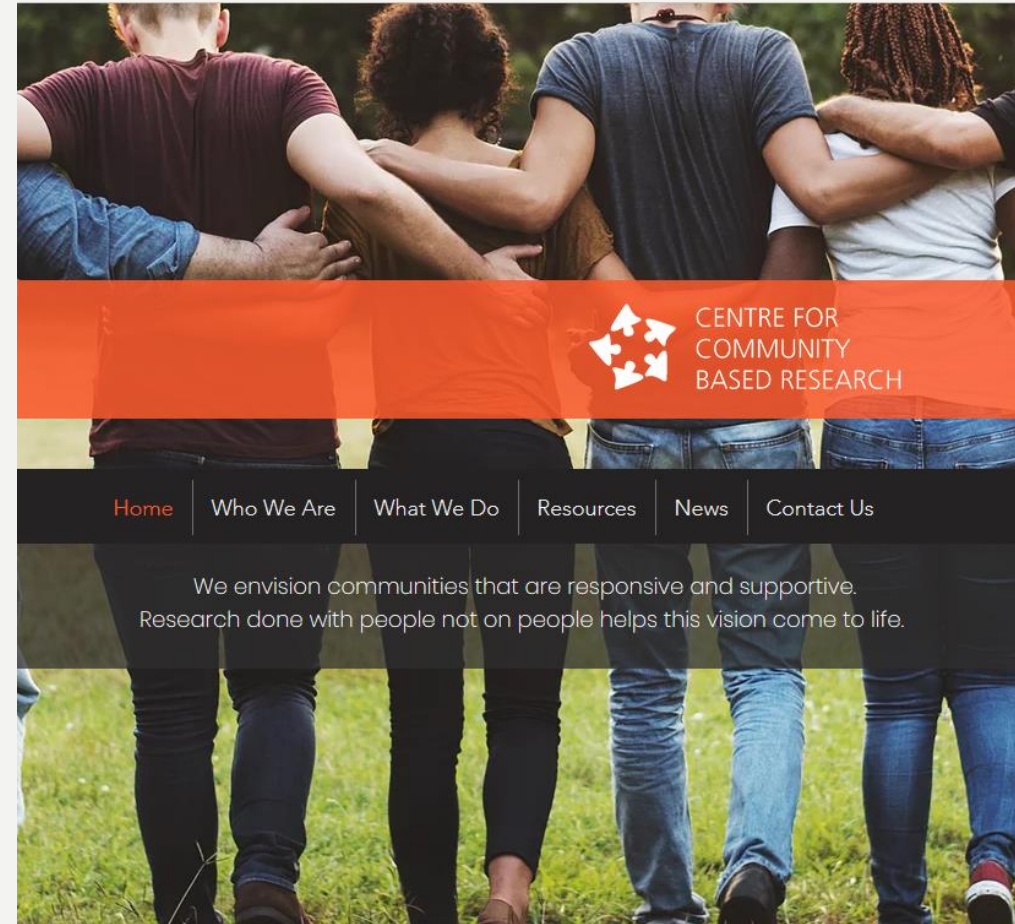


# ADDITIONAL SUPPORT



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- 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](http://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 SERVICES

Resettlement

Language

Employment

Business

Community Integration

Pre-arrival

Employer Support



# 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?





# SOURCES

- Janzen, Rich, et al. "Building a community-based culture of evaluation." *Evaluation and program planning* 65 (2017): 163-170.
- Janzen, Rich, Joanna Ochocka, and Alethea Stobbe. "Towards a theory of change for community-based research projects." *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning* 2.2 (2016): 44-64.
- Ochocka, Joanna, and Rich Janzen. "Breathing life into theory: Illustrations of community-based research: Hallmarks, functions and phases." *Gateways: International Journal of Community Research and Engagement* 7.1 (2014): 18.