Laying the Foundation in Community-Based Evaluation: Evaluating SDGs for Local Impact

Building Community-Based Evaluation Capacity to Advance Sustainable Development Goals

April 22, 2022 at 12pm ET

Conrad Grebel University College

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Indigenous Climate Action. Healing Justice:ICA'sNewPathway. Retrieved
from https://www.indigenousclimateaction.com/entries/healing-justice-icas-new-
pathway

Indigenous Climate Action

For more:
https://www.indigenousclim
ateaction.com/programs/hea
ling-justice

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1. The webinar is recorded and will be posted online at https://www.eval4localizingsdgs.ca/

2. The recording will show the active speaker, however, please feel free to turn off your camera

3. The chat will not be recorded or shared
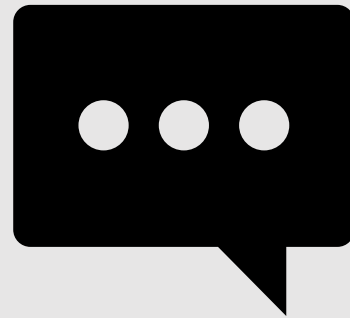
4. Please turn your microphone off

5. For tech questions, reach out to Madeline ("For Tech or Questions")

6. Closed Captioning is enabled. Toggle it off/on using 3 dots at the bottom of your screen.

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Introductions

https://native-land.ca/

Today's aims:

WHAT
is community-based evaluation (recap)

HOW
to set your evaluation up for success by laying a strong foundation

WHY
integrating the SDGs into your theory of change may encourage bottom-up approaches to Canada's 2030 agenda

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Register:

- Webinar 1: Overview of Community-Based Evaluation: Evaluating SDGs for Local Impact

- Webinar 2 (April 22, 2022): Laying the Foundation in Community-Based Evaluation: Evaluating SDGs for Local Impact

- Webinar 3 (April 29, 2022): Planning your Evaluation, Data Gathering and Analysis in Community-Based Evaluation: Evaluating SDGs for Local Impact

- Webinar 4 (May 6, 2022): Acting on Findings in Community-Based Evaluation: Evaluating SDGs for Local Impact

Why this project?

1. An opportunity to engage stakeholders in reflective practice when working to eliminate violence and promote peaceful and equitable societies

2. An opportunity to build community-based evaluation capacity of organizations involved in advancing the Sustainable Development Goals (SDGs) with a focus on peace, gender equality and education

3. This project supports the implementation of Canada's agenda for achieving the SDGs by 2030

Employment and Social Development

Emploi et Développement social

Canada

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Localizing the SDGs for reflective, community-led practice: A Bottom-up approach

A call for actions to:	A call for actions to:	A call for actions to:
• Achieve gender equality; • Empower all women and girls	• Promote peaceful and inclusive societies for sustainable development; • Provide access to justice for all and build effective, accountable and inclusive institutions at all levels	• Ensure inclusive and equitable quality education; • Promote lifelong learning opportunities for all

Hallmarks of Community-Based Evaluation

EVALUATION THAT STRIVES TO BE…

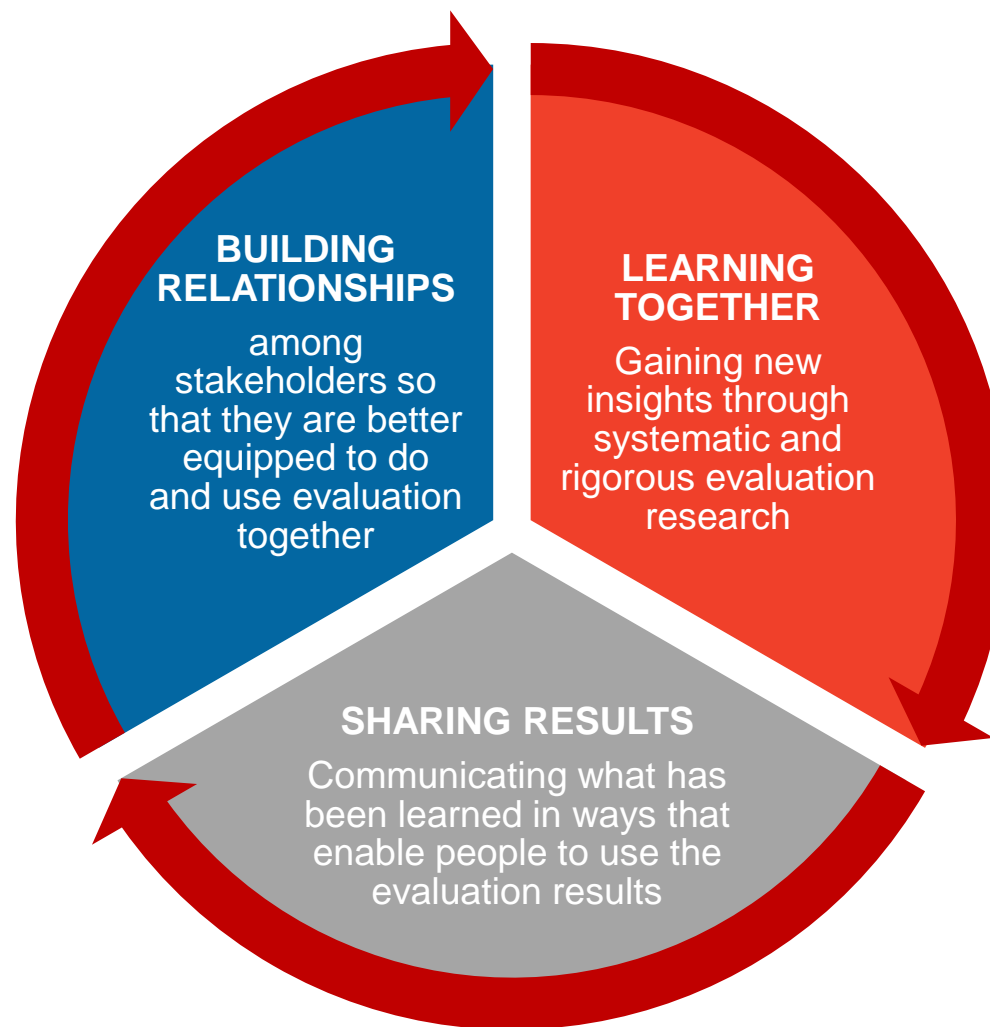|	
Stakeholder-Driven	Ensure that the evaluation is practically relevant to stakeholders and is driven by the program's unique theory of change
Participatory	Program stakeholders and researchers equitably share control of the evaluation agenda through active and reciprocal involvement in the evaluation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

BUILDING 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

Participation levels may vary throughout a project

The Four Phases of Community-Based Evaluation

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

Relational:
- Negotiating mobilization of knowledge and people

Technical:
- Sharing learnings
- Initiating new action

#1 Laying the Foundation

Stakeholder engagement

#4 Acting on Findings

Stakeholder engagement

USE evaluation

DO evaluation

#2 Evaluation Planning

Stakeholder engagement

#3 Information Gathering/Analysis

Stakeholder engagement

Relational:
- Negotiating meaning and learning

Technical:
- Gathering information ethically
- Analyzing and summarizing

Relational:
- Negotiating perspectives to include

Technical:
- Determining the evaluation questions
- Developing methods for collecting information
- Developing an analysis plan

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#1 Laying the Foundation

✓ Identify stakeholders, organize steering committee, and build trusting relationships

✓ Identify assumptions about evaluation and expectations

✓ Highlight the theory of change

✓ Identify the purpose of the evaluation

Stakeholders

Are individuals or groups who have a stake in the issue(s) under study and are important to the success of evaluation.
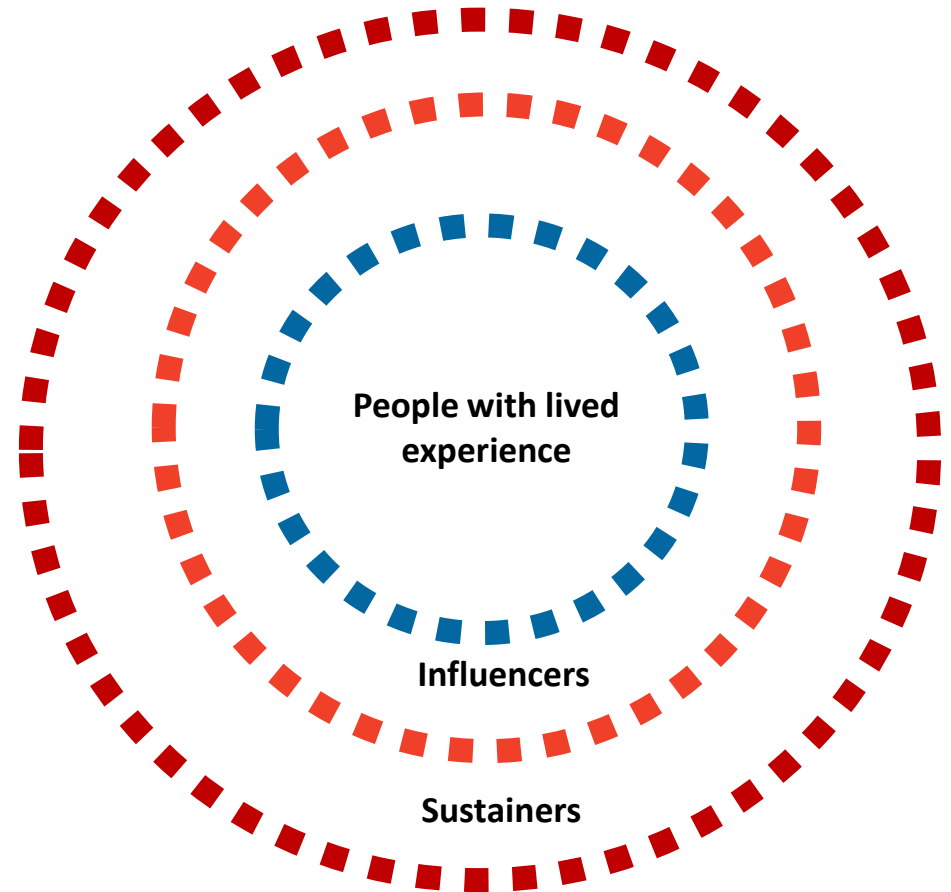
WHO IS A STAKEHOLDER?

Lived experience

- People who have direct experience living with the issue (e.g., program participants)
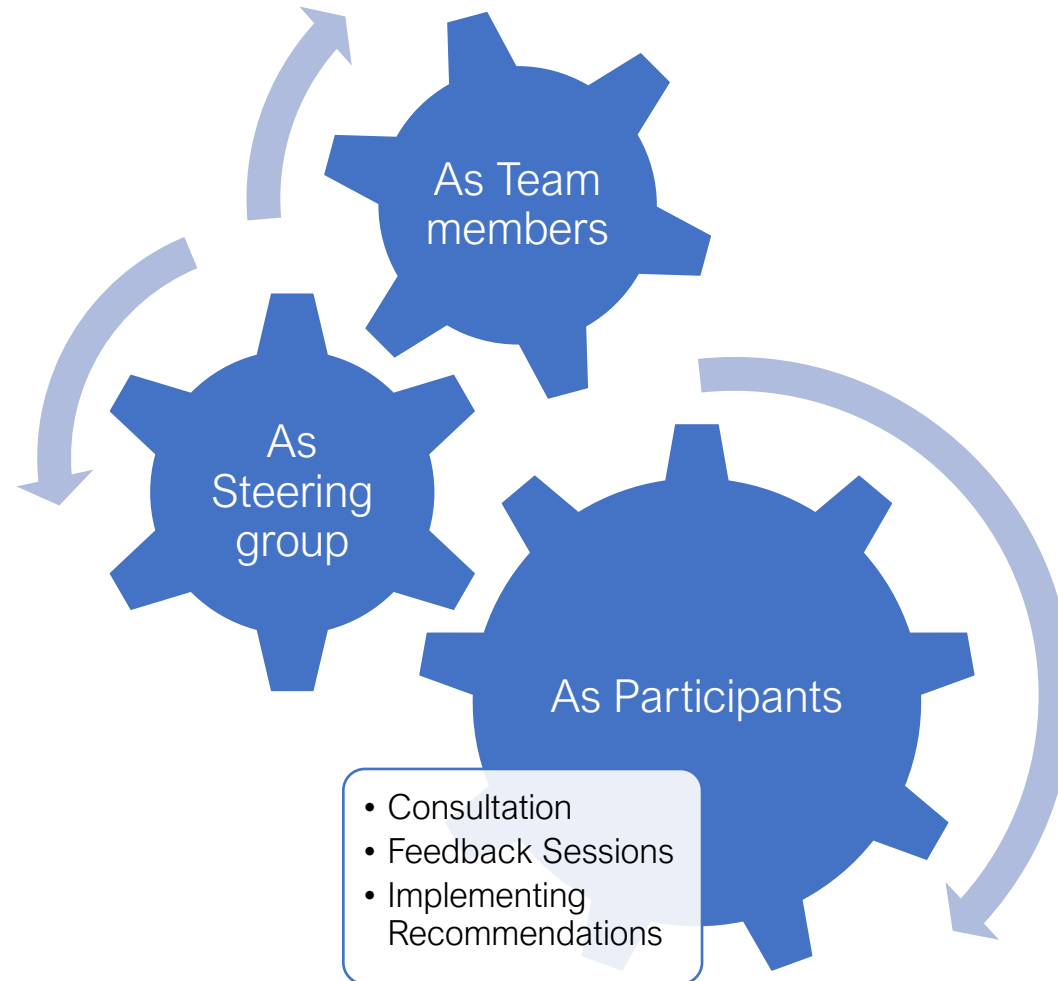
Influencers

- People who impact the lives of those who live with the issue (e,g., program providers)

Sustainers

- People who have the power and resources to make lasting change to improve people's lives (e.g., policy makers)

People with lived experience

Influencers

Sustainers

4 QUALITY EDUCATION

16 PEACE AND JUSTICE

5 GENDER EQUALITY

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WAYS TO INVOLVE STAKEHOLDERS

As Team members

As Steering group

As Participants

- Consultation
- Feedback Sessions
- Implementing Recommendations

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A steering committee

- Is made up of the various stakeholders of a program
- Guides the evaluation through each step of the process
- Meets regularly throughout the evaluation
- Can make it more likely that the evaluation will be used
- Can be structured in various ways to meet stakeholder needs

Your Turn

Who has a stake in your program or initiative?

Which of these stakeholders might be involved on your evaluation team or your steering committee?

#1 Laying the foundation

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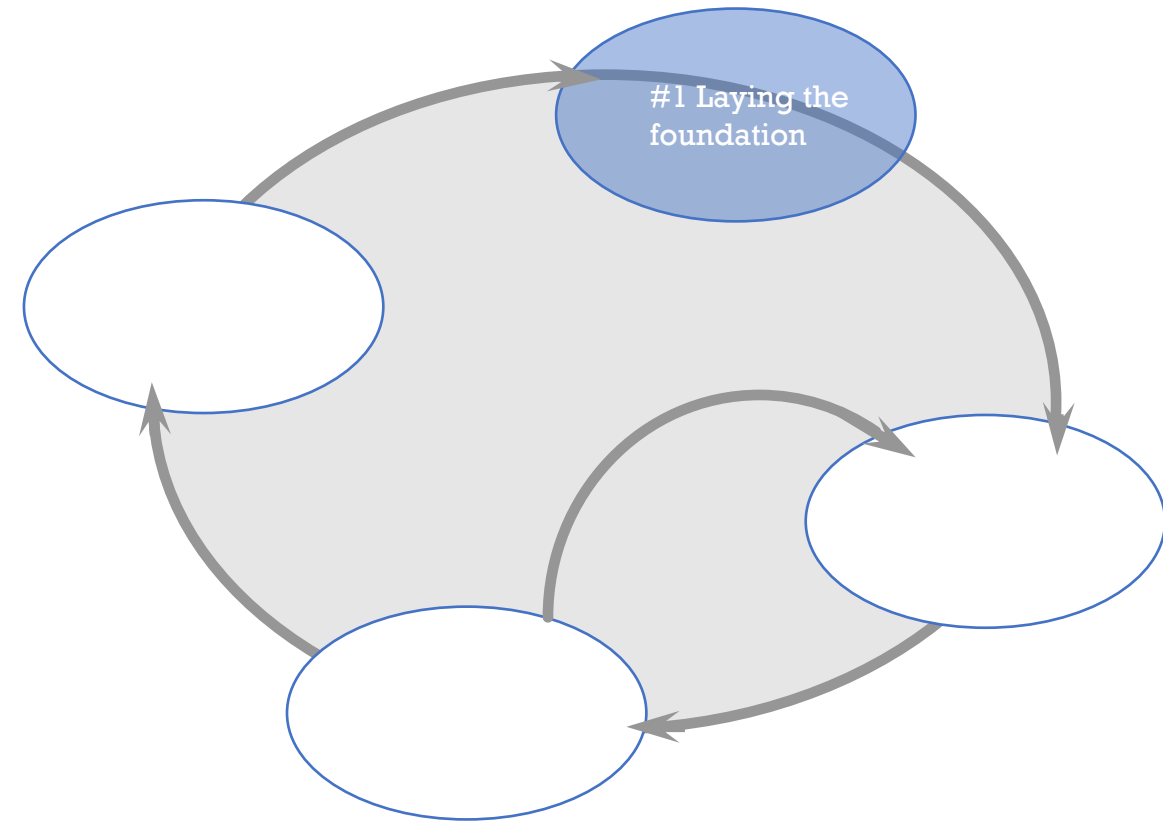
Identify assumptions about evaluation and expectations

- Common assumptions and understandings of what evaluation is or entails
- Different goals or expectations of the evaluation
- Mismatched expectations regarding time, financial restraints & commitments
- Any others?

Highlight the theory of change

- Explains what a program does (activities) and the results that are expected because of those activities (outcomes/impact)

- Activities and outcomes can be at the individual and/or community level

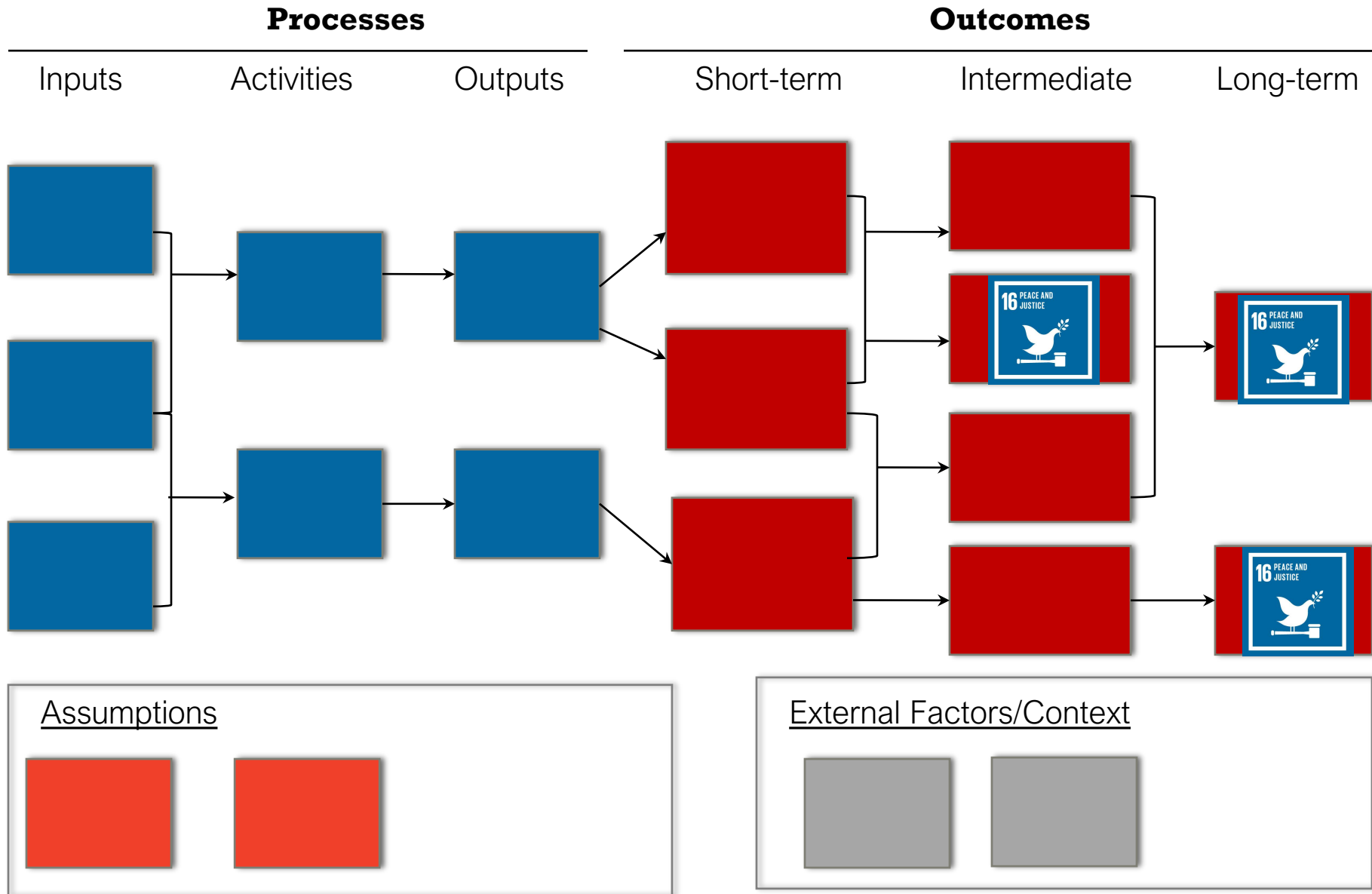- The logic model visualizes the theory of change

https://www.theoryofchange.org/library/toc-examples/

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LOGIC MODEL

VISUALIZING THE THEORY OF CHANGE

- **Inputs**: resources such as staff, volunteers, resources, and funding
- **Activities**: program events or strategies (at the individual or community level) designed to achieve the outcomes
- **Outputs**: tangible results of major activities (# of people trained, resources produced, etc.)
- **Immediate Outcomes**: immediate changes as a result of activities (weeks/months)
- **Intermediate Outcomes**: changes in the mid-term (months/years)
- **Long-Term Outcomes**: long-term intended impact (years/decades)

Adapted from Fierro (2019). National Evaluation Capacity Lab. Claremont Graduate University.

Illustration: Reception House Waterloo Region

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V.17 April 2020

The Working Together Project: Program Logic Model

Prior to employment

During employment

Activities
Strategies used by the project

Pre-Employment Support
- o Employment needs assessment
- o Pre-Employment Training
- o Enhanced Canadian Workplace Culture orientation
- o Referrals to local organizations to do WHMIS training, OHSA training, resume writing, etc.

Initial Workplace Support
- ▪ Offer of employment
- ▪ Job site tour
- ▪ HR orientation
- o Support travel logistics and workplace integration

Language Training
- ❖ Baseline language assessment
- ❖ Individualized training plan
- ❖ 6-months of classes in the workplace
- ❖ Exit language assessment

Vocational Support
Assist Partners:
- o Communicate with supervisors/ employers/ coworkers/ language instructors
- o Team building and trainer opportunities
Assist Clients:
- o Explain letters and access to government/social services
- o Settlement including housing, health, or family matters

Developmental Evaluation

▲ Evaluation information gathering and analysis
Adaptive project management by steering committee

Immediate outcomes
Changes in attitudes, skills & knowledge resulting from the project

- • More effective client selection
- • Clients are more prepared for Canadian workplace

- • Improved match between employer needs and client training
- • Higher rates of retention
- • More job promotions of refugee newcomers
- • Increased safety and productivity

- • More refugee newcomers receive accessible language training
- • Improved ability to communicate in the workplace
- • Increased ability to speak, read, write, and listen in English
- • Better vocabulary for the workplace

- • Greater job retention and meeting of job expectations for refugee newcomers
- • Greater ability of Reception House to provide holistic case management for refugee newcomers in the workplace
- • Greater employer motivation, knowledge, and skills to support refugee newcomers in the workplace

Intermediate outcomes
Changes in client well-being/system functioning

Refugee Newcomer Outcomes
- • Greater ease in navigating Canadian work environments (transferable experiences)
- • Increased self-direction in employment and other areas of life in Canada
- • Greater financial stability in retaining employment and job promotion opportunities
- • Families of clients are less stressed and more confident about life in Canada

Refugee Newcomer System Outcomes
- • More newcomer-supportive and culturally sensitive workplaces
- • More employers are aware of benefits of hiring newcomers and exploring whether to become a partner
- • Increased cooperation among local organizations and employers
- • More effective tracking of newcomer refugees to demonstrate achievements as clients progress in the program
- • Decreased client reliance on social assistance

Ultimate outcomes

Improved employment opportunities and language acquisition of newcomer refugees in Canada

Inputs:
- Community partnerships
- Supply donations
- Screening processes
- Facilities
- Funding
- Staff

Challenges:
- Mental health struggles
- Relationship challenges
- Difficulty coordinating supports with other organizations
- Trauma

4 QUALITY EDUCATION
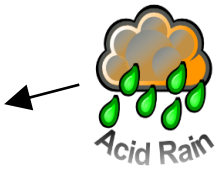
Short-term Outcomes (buds):
- Basic needs met
- Children and families feel safe

Activities (roots):
- Needs assessment
- Home visits
- Teaching and modeling
- Info and guidance
- Educational groups
- Support groups
- Goal planning
- Informal celebrations
- Crisis planning
- Community referrals
- Early literacy programs

Medium-term Outcomes (apples):
-Secure parent-child attachment
- Improved parenting skills
- Stable housing
- Household finances managed
- Healthy relationships
- Connections with community supports
- Parents are in school and/or exploring career options
- Improved well-being
- Children are meeting developmental milestones

Long-term Outcomes (apple pie):
- Resilient families
- Children become healthy young adults
- Parents contribute back to Terra and community

Acid Rain

SOME FINAL TIPS FOR LOGIC MODELS

✓ Treat the logic model as a "living document"

✓ Think of your evaluation as interrogating and reflecting on your theory of change

✓ Spend time thinking about connections between elements

Consider how SDG targets might fit into intermediate or long-term outcomes

Evaluation purpose statement

1. Is collaboratively developed to clarify what will be done
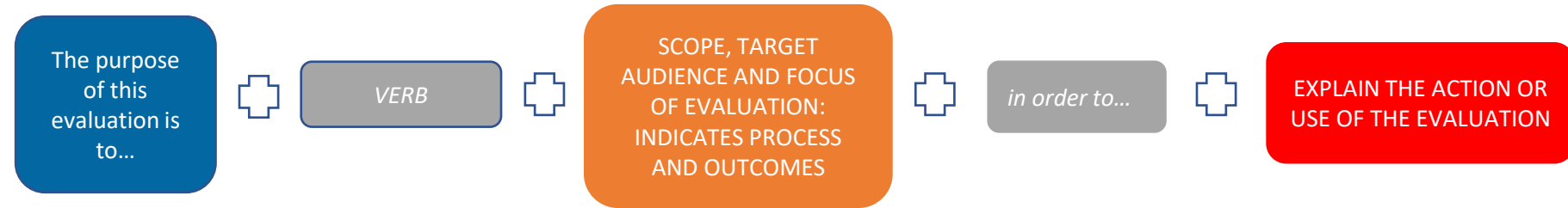2. Reflects the interests of all stakeholder groups
3. Is clearly worded

Developmental	Formative	Summative
Used for the development of programs or in contexts which require responsiveness to complex influences to remain innovative.	Used for the improvement of an ongoing program. Based on the outcome(s) of the formative evaluation, the program can be modified to improve on problems or difficulties.	Usually serves an accountability function. At the end of the program, a summative evaluation is completed to describe the overall successes of the program and to determine whether the program should be continued.

Verbs: Explore, Create, Re-frame

Verbs: Review; Explain; Understand; Reflect

Verbs: Determine; Assess; Ascertain

Elements of a purpose statement

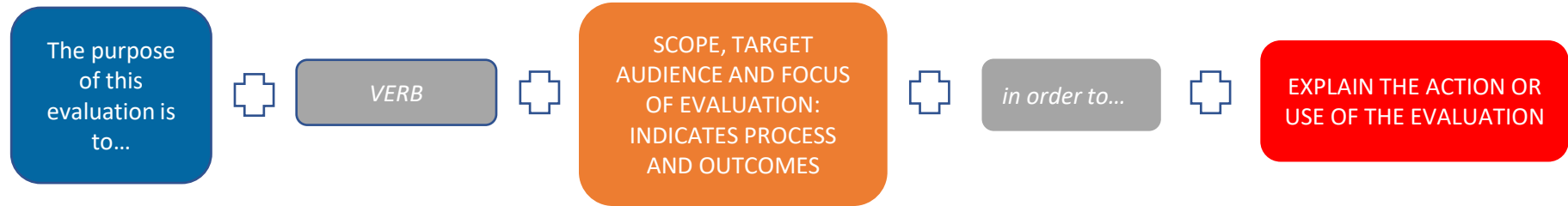| The purpose of this evaluation is to… | ✛ | VERB | ✛ | SCOPE, TARGET AUDIENCE AND FOCUS OF EVALUATION: INDICATES PROCESS AND OUTCOMES | ✛ | in order to… | ✛ | EXPLAIN THE ACTION OR USE OF THE EVALUATION |

ILLUSTRATION

The Working Together Project

Developmental example

The purpose of this evaluation is to create an ongoing, evidenced-based forum to inform and stimulate The Working Together Project partners in order to develop innovative approaches to improving the vocational and language skills of refugees in the workplace.

Additional examples of purpose statement

The purpose of this evaluation is to... ➕ **VERB** ➕ SCOPE, TARGET AUDIENCE AND FOCUS OF EVALUATION: INDICATES PROCESS AND OUTCOMES ➕ *in order to...* ➕ EXPLAIN THE ACTION OR USE OF THE EVALUATION

The purpose of this evaluation is 1) **to assess** the impacts of the program expansion on the participants, family members, and the healthcare system as a whole, and 2) **to understand** any barriers to participation in the program for the sake of program improvement.

The purpose of the evaluation to understand how existing core programs are being implemented, **to determine the** impact that core programs have made on children over the past 20 years, and to provide concrete recommendations for the improvement of the programming both in Hamilton and beyond.
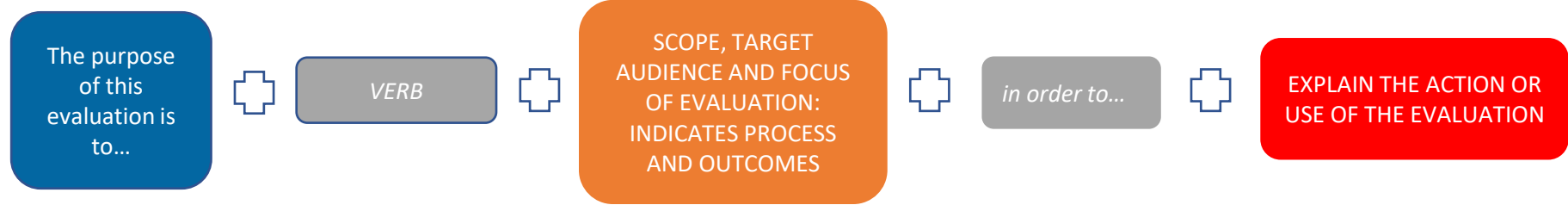
Using Waterloo as a case study, the purpose of this nine-month project was **to collaboratively explore** the disruptive impact of the recent Syrian refugee influx on the way local communities support newcomers. This was done in order to 1) determine how local communities innovate to better support refugees and 2) determine how public policy can reinforce these innovations.

The purpose of the evaluation was **to collaboratively determine** the impact of the program, especially on clients' quality of life, and the extent to which the program was implemented successfully, in order to determine how the program can be improved.

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Your Turn

What type of evaluation will you be conducting in your next evaluation?

What verb would you use?

The purpose of this evaluation is to...

➕ *VERB* ➕

SCOPE, TARGET AUDIENCE AND FOCUS OF EVALUATION: INDICATES PROCESS AND OUTCOMES

➕ *in order to...* ➕

EXPLAIN THE ACTION OR USE OF THE EVALUATION

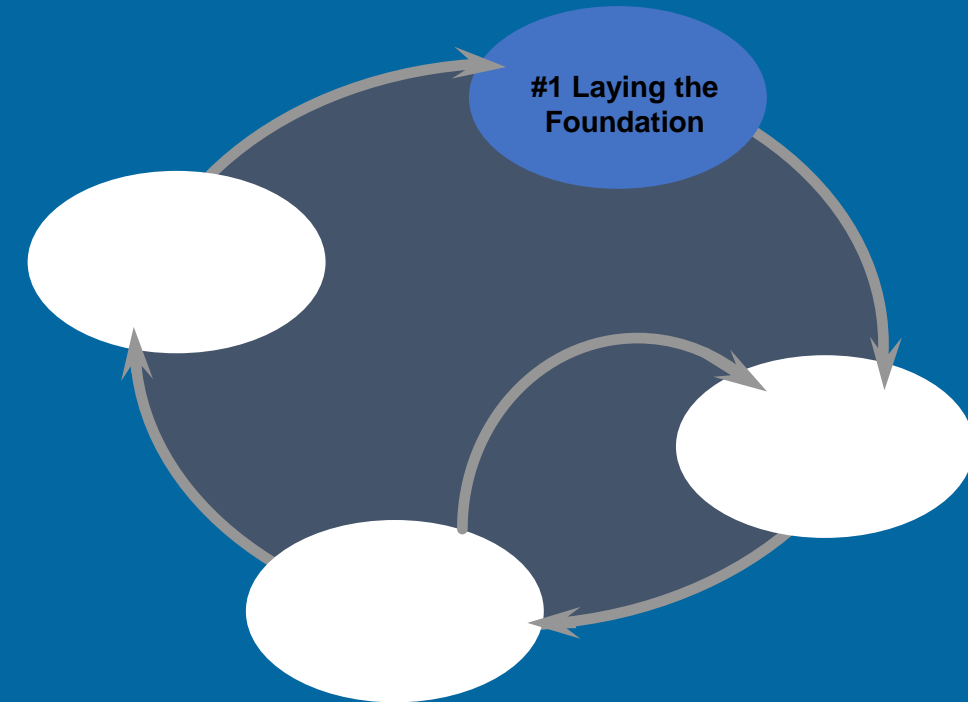| Developmental	Formative	Summative
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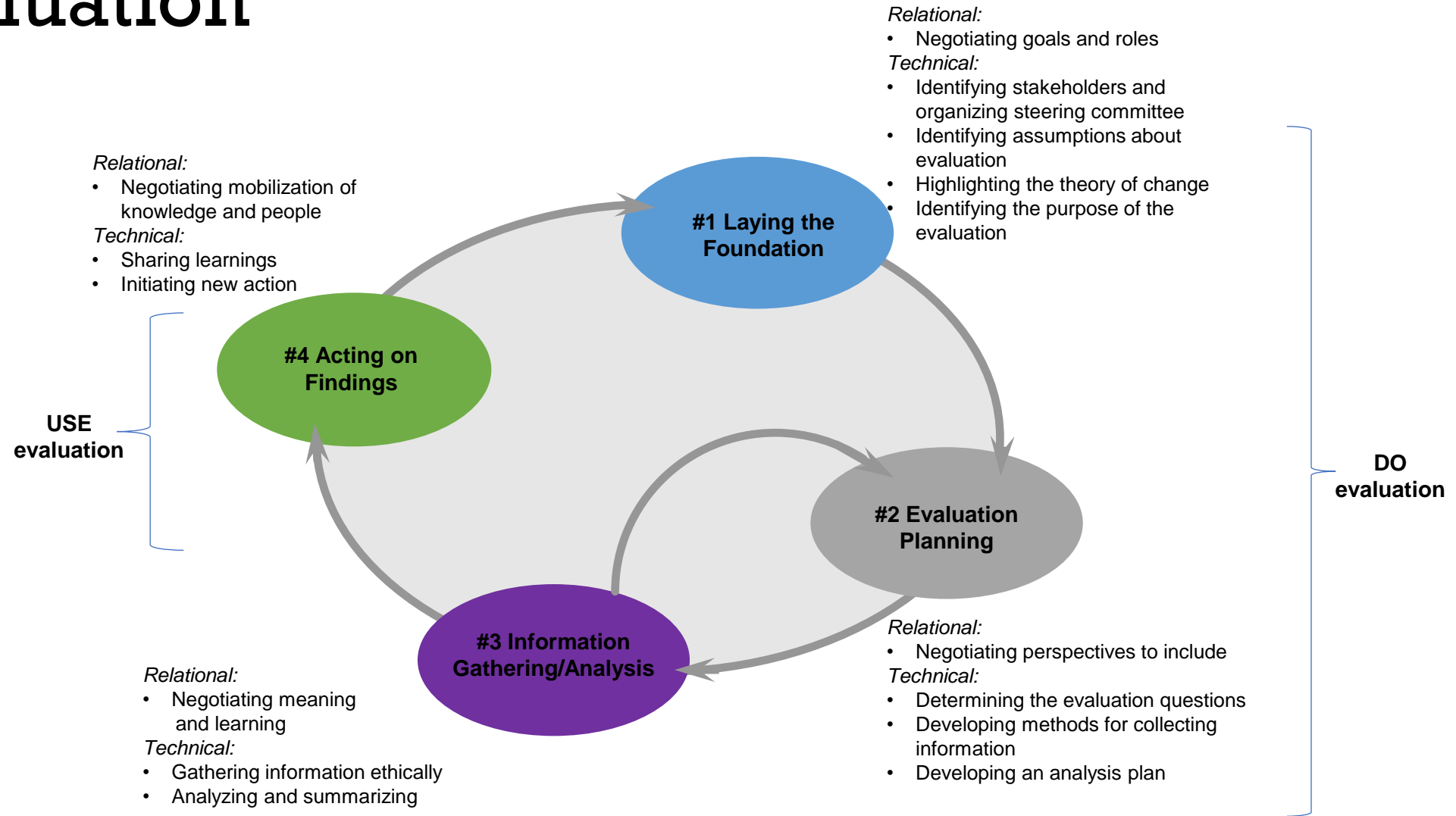
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Any Questions?

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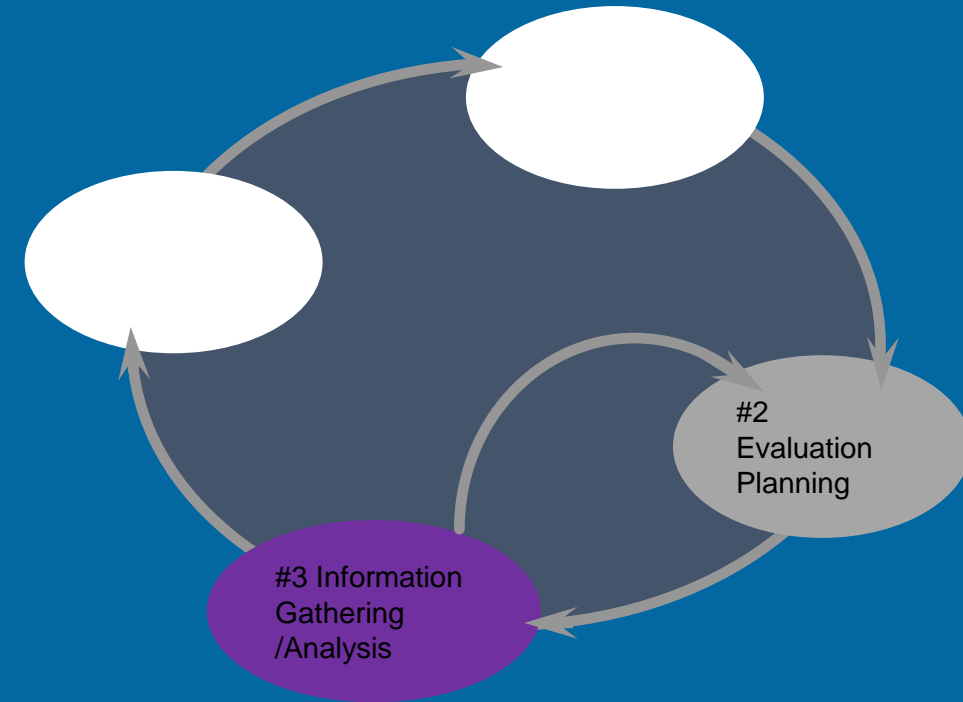COMMUNITY
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Webinar 3 (April 29, 2022): Planning, Dat Gathering and Analysis in Community-Based Evaluation: Evaluating SDGs for Local Impact

Phase 2 Evaluation Planning

- ✓ Determine evaluation questions

- ✓ Develop methods for collecting information

- ✓ Develop an analysis plan

Phase 3 Information Gathering/Analysis

- ✓ Gather information ethically

- ✓ Analyze and summarize evaluation findings

To learn more...

- Register, watch and listen to recorded webinars

- Download slide decks

- Download and complete a community-based evaluation workbook

- https://www.eval4localizingsdgs.ca/

Register:

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Customized Support

The Centre for Community Based Research

- <u>Partner</u> with us when implementing your community-based evaluation project, writing your proposal, or developing your evaluation framework
- Find <u>additional support</u> through customized training, coaching and mentoring in community-based research and evaluation.

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- Explore partnership opportunities with the diverse mix of researchers, practitioners, entrepreneurs, artists, and students who make up the <u>Kindred Credit Union Centre for Peace Advancement</u>
- Find additional support for a new initiative seeking to enhance peace and justice locally or globally through the <u>Grebel Peace Incubator</u>

general@communitybasedresearch.ca

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https://www.eval4localizingsdgs.ca/customized-support

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Thank you for your participation!

We look forward to continuing the conversation **Friday, April 29**, at 12: 00pm ET on Planning your Evaluation, Data Gathering and Analysis in Community-Based Evaluation: *Community-Based Evaluation: Evaluating SDGs for Local impact*

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