COMMUNITY DEVELOPMENT EVALUATION RESEARCH

3) Case studies - Evaluation Frameworks in Community Development Organisations

Prepared by Simon Harger-Forde
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community Waitakere

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Community Waitakere is a community development organisation committed to achieving strong, dynamic, sustainable community and voluntary sectors in Waitakere. **Community Waitakere** strengthens the links between community groups, organisations, businesses, government and individuals by promoting and modeling collaboration and partnering, enhancing networking and communication, developing projects and helping to foster collective visions of positive change in Waitakere.

Community Waitakere commissioned **innovate change** to conduct a research project on community development evaluation methods and methodologies. The research and writing of these case studies was a part of that project.

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P O Box 21-068, Henderson, Waitakere
AUCKLAND 0650, NEW ZEALAND
Ph: +64 9 838 7903 info@communitywaitakere.org.nz
www.communitywaitakere.org.nz

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INTRODUCTION

This document is the third in a series that are all a part of the Community Waitakere project *Research on Community Development Methods and Methodologies*. It is a collection of five case studies of organisations and programmes that are doing evaluation. The case studies have been written in a way that attempts to highlight methodologies, methods and tools that readers may have become familiar with from the reading the literature review commissioned by Community Waitakere as a part of this project. The literature review was the first document in this series, with a collection community and social well-being indicators as the second document in the series.

The case studies were chosen by the leadership team at Community Waitakere. While Community Waitakere operates in the community development space, the case studies are not entirely from organisations that *do* community development. For example, the NZ Mountain Safety Council is primarily in the outdoor education and safety space, but was chosen as a significant non-government organisation in New Zealand that is using outcomes-based evaluation. The Foundation for Youth Development also works in areas broader and outside community development, being primarily a youth development organisation. It was chosen to profile an organisation with significant university partnerships and a strong commitment to research and evaluation from inception.

These case studies are not necessarily best practice, and were not chosen on that basis. They were chosen for the learning that community development organisations may gain from understanding their approach to evaluation.

They collectively represent a variety of evaluation activity that is both formal and informal. The evaluation activity detailed in these case studies range from evaluation that has significant budgets through to evaluation without any budget. Some evaluation uses external expertise, and other evaluation activity is conducted entirely within the organisation.

OVERVIEW

The Project K Trust was established in 1995 by Graeme Dingle and Jo-anne Wilkinson in consultation with youth experts and educators. It is now known as the Foundation for Youth Development (FYD). FYD delivers a range of programmes for young people, including the mentoring-based programme called Project K. Currently FYD has an approximate annual income of $3.9million, 16 national office staff and approximately 26 regional staff (often employed by regional partner organisations).

The vision of FYD is to "build a strong New Zealand by helping to grow great Kiwi kids." Its mission is "to collaborate with communities to develop, coordinate, manage, and deliver programmes that are proven to bring positive changes to the lives of young New Zealanders and their families."

FYD is a values driven organisation and has four key values that inform its practice: respect, integrity, sustainability and excellence. In its description of 'excellence', FYD states "We are committed to the highest standards in all that we do and have a culture of continual improvement.[1]"

Project K is for selected Year 10 students' with untapped potential. Through a 14 month programme consisting of a Wilderness Adventure, Community Challenge and Mentoring the programme builds self-confidence, promotes health and education skills and supports students to set and achieve goals. Trained community mentors work with the students throughout the 14 months.

Planning at FYD

FYD has a three year strategic planning cycle. The organisation has extensive research and evaluation in place, involving a number of streams of evaluation work that are detailed below.

Target Populations

FYD and its programmes are targeted to children and young people across New Zealand. Project K is one of four programmes FYD run. The others are Kiwi Can (for children in Years 1 – 8), Stars (for young people in Years 9, 12 and 13), and the youth focused MYND programme (Mentoring Youth New Direction).

EVALUATION AT FYD

From its inception in 1995, the organisation has had a strong commitment to evaluation and research to inform programme delivery and development. This commitment has resulted in a current strong evaluation culture across the organisation, and an extensive range of evaluation and research work. The organisation acknowledged early on that their ability to

[1] www.fyd.org.nz

develop their programmes was dependant on proven performance and effective measurement of programme outcomes on young people's development.

FYD has developed partnerships with two New Zealand universities. A relationship with Associate Professor Niki Harré from the Department of Psychology at the University of Auckland was developed early in the life of Project K and has evolved to include a range of postgraduate student projects, including a number of Masters and Doctoral theses being completed using Project K data.

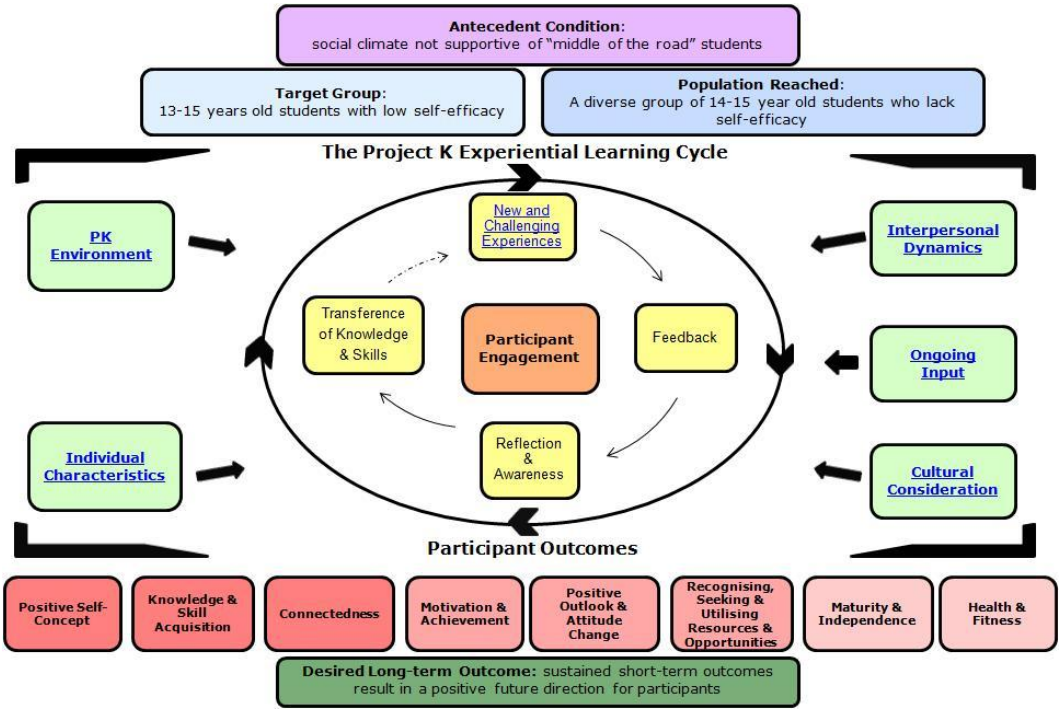
Evaluation Activities

The table below[2] details some of the major evaluation work underway at Project K.

Evaluation Activity	***What Is Measured***
In 2004, FYD and the University of Auckland designed a randomised control trial (RCT) to assess the effectiveness of Project K, comparing outcomes for Project K students and a control group of students who did not take part in the programme. The RCT was implemented in partnership with the Ministry of Social Development's Centre for Social Research and Evaluation across eight programmes, between 2004 and 2007.	What is the effect of Project K on the young people that complete the programme, particularly in terms of impact on self-efficacy?
Major research project is underway in collaboration with the University of Auckland to investigate outcomes for a larger number of students. The project is a longitudinal study looking at outcomes at the end of the programme, and one, two and three years post-programme. Outcomes are being examined for Project K and control group students across 41 programmes, between 2004 and 2007.	What is the self efficacy impact Project K has on young people that have completed the programme? What is the impact of Project K on young people's physical activity, eating and nutrition behaviours?
In 2009-10, an evaluation project was designed with the University of Auckland to give a better understanding of what is happening during the Project K programme to produce positive outcomes.	What factors affect individual young people's experiences of Project K?
Closing the achievement gap through Adventure, Service and mentoring - University of Auckland research project.	What is the impact of Project K on self-efficacy and academic achievement?
Māori Students' Experiences of Project K - a 2009 University of Auckland research project. This project used a new narrative interview style of investigation to gather information from the perspective of	How has Project K influenced self-efficacy and accommodated Māori young people?

[2] Foundation for Youth Development. 2012. *FYD, Project K: Summary of Research and Evaluation Projects*. Foundation for Youth Development: Auckland. (Information in the whole table uses data from this paper).

young Māori graduates.	
A Massey University study is underway and aims to explore improvements in three key areas, on the basis that they can increase positive short-term and long-term outcomes for young people. The study examined outcomes over the course of the 14 month programme. Surveys were completed by 49 Project K students and 31 students who did not take part in Project K.	Is Project K and effective way to improve students' self efficacy, resilience and connectedness to school?
Theory of Change and Programme Logic As a part of the University of Auckland and FYD partnership, a Theory of Change and Programme Logic model has been developed to expand on the other research streams. The model includes a range of explanations and notes that explain the different components. For the purposes of this case study, the model only is included below.	How does Project K promotes youth development and what are the factors that help or hinder this process?



Deane, K. 2011. *Stakeholder Feedback on Project K's Theory of Change: A summary of a research dissemination workshop delivered at the 2011 FYD Programme Provider Conference and associated outputs*. University of Auckland: Auckland.

Evaluation Methods, Methodologies and Tools

The research and evaluation work FYD is undertaking is extensive, and will use many methods and methodologies. One example is the outcomes based evaluation methodology and the Programme Logic method used in the Theory of Change work (example diagram above). FYD also used a range of tools to complete evaluation work, including extensive use of participant questionnaires and surveys. Training staff that collect data is also a key tool used to ensure high quality data.

Who's Involved	*Resources*
Internal	While the actual budget for evaluation in addition to staffing is small, FYD has extensive

Staff at FYD's National Support Office manage all research projects. FYD community partners in the regions co-ordinate data collection. *External* ▪ University of Auckland: postgraduate students working on Project K evaluation projects, and Associate Professor acting as an on-going advisor. ▪ Massey University: postgraduate students working on Project K evaluation project. Parents of young people who participate in Project K are engaged from point of enrolment, and data is also collected from parents for evaluation purposes.	research and evaluation resources in place compared to other similar sized organisations in New Zealand. This has resulted from the intelligent forethought FYD had to develop its partnership with tertiary institutions, particularly the University of Auckland (Department of Psychology). Many hours of postgraduate students' time has gone into evaluation. FYD has a full time research and evaluation manager and two additional research and evaluation staff that are part time.

IMPACT OF EVALUATION AT FYD

Given the extent of the evaluation work completed on Project K, there are many findings. Senior staff report that evaluation results have resulted in design changes to the Project K programme, as well as identifying areas for staff training. Some specific findings related to young people include:

- Project K students showed significant improvement in their academic self-efficacy (ability to master academic abilities), social self-efficacy (ability to form and maintain peer relationships and social assertiveness in the classroom), and help-seeking self-efficacy (ability to ask adults for help, information and support)
- Project K students showed significantly greater ability to make good career decisions and successfully execute career-related behaviours
- One year after Project K, Māori participants obtained significantly higher average NCEA credits than counterparts in the control group
- Participants' perceptions of their abilities grew more positive over the course of the programme, indicative of an increase in self-efficacy.

Challenges

FYD reports that it took some time to get buy-in from some staff in community provider partner organisations, who deliver the Project K programme. All of the staff are busy, skilled youth workers, and some held the view that; 'I deliver this programme and I know it works, and I don't need all this paper work to tell me that it works'. As evidence has become more desired by funders and other external stakeholders, the value of evaluation has become clearer to youth workers.

Sharing Evaluation Results

National research and evaluation staff do a regular evaluation update that is circulated to all staff and community providers. Evaluation staff regularly meet with programme development staff to ensure that results coming from evaluation work are incorporated into programme design and review.

SUMMARY

The FYD founders had a commitment to evaluation from the beginning of Project K, and FYD has consequently devoted significant resource to evaluation and research. A key point of learning for community development organisations is the significant benefit of partnering with academic institutions in terms of increasing the organisation's evaluation capacity and adding to university's practical research output. The benefits gained from organisational leaders advocating for strong evaluation practice are also very clear with FYD – community organisations could learn from the significant impact on evaluation success the commitment of founders, board members and managers has.

OVERVIEW

The Bishop's Action Foundation (BAF) exists to contribute to the spiritual, social, cultural, economic, and environmental well-being of the Taranaki region and can best be described as a catalyst working for the common good by supporting communities and organisations to develop projects and partnerships that address needs that are, as yet, unmet. BAF has an approximate annual income of $950,000 and seven staff.

BAF undertakes or facilitates a variety of projects in the community development, active citizenship and social policy space. This includes a capacity building programme, an ICT gateway social enterprise, a fathering programme, social service co-location projects, youth development projects, rural development projects, and programmes to reduce social exclusion for older people.

BAF has a purpose statement to "...support and enable Taranaki-wide initiatives that enhance and contribute to the social, spiritual, economic, environmental and cultural well being of communities through-out the Province."

BAF's Objectives are:

- To develop innovative and relevant mission and ministry initiatives
- To contribute to the development of leadership in both church and community
- To contribute to community education, health and well being
- To secure increased research capacity to underpin and inform the work of the Foundation and other organisation
- To encourage informed contributions, in discussion of public issues and values.[3]

Planning at BAF

BAF does not have a formal strategic plan and, interestingly, struggles with the expectation that they should. BAF recognises that the requirements for formal strategic plans often come from external stakeholders, and are not always positive for an organisation's development. They recognise that strict plans that do not allow for changes create a tension when it comes to being agile and innovative as new ideas and issues arise.

Instead of a strategic plan, BAF does have a clear mission and purpose, with clear objectives that ensure the coherence and sustainability of the organisation. The staff regularly meet and review current activities and the organisation is working to agreed 'themes', "We are quite intentional about what our added value may be in a space before we start new work", says Simon Cayley, BAF Chief Executive.

[3] www.bishopsactionfoundation.org.nz

Target Populations

Communities in Taranaki are the focus population for BAF, although the organisation wants to have a national influence, both in terms of reducing barriers to social inclusion and providing leadership in community development and social justice practice. Specific Taranaki sub-populations BAF projects focus on include rural communities, older people, young people, and local community organisations.

EVALUATION AT THE BISHOP'S ACTION FOUNDATION

"Evaluation and results measurement is a part of our organisation, but tends to be variable depending on the area of work and whether it is us evaluating ourselves or supporting others to evaluate their work."

Simon Cayley
Chief Executive

The leadership team and Board of BAF have a core commitment to evaluation. A variety of formal and informal evaluation work has been undertaken. BAF provides support to, and works with, a range of other community sector organisations, and provides evaluation advice to some of them as well. BAF is currently embedding Results Based Accountability as a tool to evaluate specific activities and projects, and are also working to support other organisations to use it.

BAF recognises that care needs to be taken when designing evaluation to ensure that the focus is not disproportionately on efficiencies, where efficiency is understood to be all about cost savings.

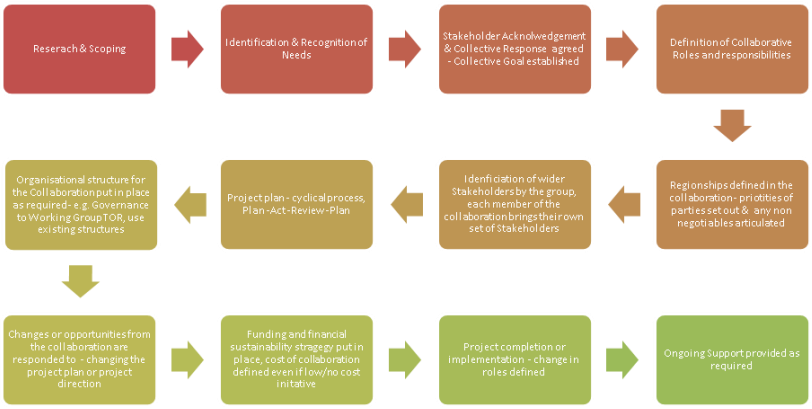
Evaluation Activities

The table below details some of the evaluation work underway at BAF.

Evaluation Activity	***What Is Measured***
Great Fathers is an initiative BAF have been supporting to grow and develop. The evaluation aimed to assess the impact of this fathering programme and the associated resources. Key evaluation questions included (summarised): ▪ Did the programme contribute to an increased understanding by fathers of their role? ▪ Did the programme influence positive parenting behaviours of fathers? ▪ Did the project successfully involve key partners?	As a movement for change, what impact has the programme had on early childhood providers (e.g. SKIP, Play Centre)? What was the difference the programme made to fathers?[4]
Reflections on Collaboration was a practical reflection exercise on the collaborative initiatives facilitated by BAF. This work was intended as a way to critically reflect on practice and to publish a summary of reflections to communicate how BAF approaches collaborative projects. It is a brief and accessible document that follows the BAF Collaborative Implementation Model (see diagram below) in its reflection on a range of projects.	Has collaboration had any impact beyond co-location? What are the impacts of the collaborations on service quality, service impact and service connections?[5]
Key Performance Indicators have been developed by BAF to capture high level snapshots of progress in its capacity building programme of work. This work was motivated by a funding relationship, and the funder wanting to demonstrate return on investment.	A snapshot of what has been achieved in BAF capacity building work.

[4] Bishop's Action Foundation. 2011. *Great Fathers Evaluation Plan.* Unpublished.
[5] Bishop's Action Foundation, 2011. *Reflections on Collaboration: a practical reflection on successful collaborative initiatives facil itated by the Bishop's Action Foundation.* Unpublished.

Supporting other organisations is a significant part of the Foundation's work. This has included supporting the WAVES Youth Health Service in New Plymouth to evaluate its impact on the young people it works with. BAF and WAVES have partnered with the Voice Arts Trust to capture stories of young people and turn them into drama to tell the story of transformation some young people have experienced as a result of participating in WAVES programmes and services. BAF is also providing evaluation support to a local restorative justice project and a music in education organisation.	The transformation WAVES achieves for young people.
Keystone Taranaki is a BAF capacity building project. BAF evaluates the capacity building courses they run using a simple form with questions that participants are asked to complete at the end of a session.	Content appropriateness and facilitation effectiveness.



The Collaborative Implementation Model adopted by Bishop's Action Foundation

Evaluation Methods, Methodologies and Tools

As with many organisations, BAF suggests a hybrid model of evaluation would best describe the various evaluation work they do. There are two obvious links to methodologies examined in the literature review on Community Development Evaluation commissioned by Community Waitakere:

- Key Performance Indicators are often used as a tool for developing a Balanced Scorecard or Dashboard
- Results-Based Accountability is a method of the broader Outcomes-Based Evaluation methodology.

BAF also uses a range of simple evaluation tools like interviewing and post training session participant questioning (workshop evaluation forms), as well as innovative tools for evaluation like the Voice Arts and WAVES partnership work eliciting the stories of young people and turning them into drama. The BAF team also take regular opportunities to critically reflect on their projects and practice, which in itself could be seen as an 'evaluation tool'.

Who's Involved	***Resources***
Internal The BAF leadership team has regular	BAF has a very small evaluation budget. It has made a small investment to implement Results-Based Accountability. Specific

discussions about current and future evaluation projects. All evaluation work would originate from this group. *External* BAF has commissioned external advice as a part of implementing Results-Based Accountability, and has also commissioned experts to undertake project specific evaluations. BAF suggests there are situations where external evaluations ensure independence, and are seen by some audiences as more credible that evaluation work undertaken internally.	projects where additional funding is sought, will have evaluation built into project budgets and associated funding applications. Staff time does go into evaluation, with significant time spent on conducting 'in house' evaluations and advising other organisations on evaluation design and implementation. However, this work would be seen as important and legitimate core business rather than distractions from core work.

IMPACT OF EVALUATION AT BISHOP'S ACTION FOUNDATION

The mix of evaluation work at the Bishop's Action Foundation has increased the organisation's ability to understand if something is working. BAF is very clear that it wants to use the limited resources it has to make the biggest positive impact for communities – that means some projects may be chosen as having higher impact than others. Evaluation has also given BAF an understanding of the extent of specific project's impact. This allows for strategic and reflective conversations within BAF that lead to decisions about continuing, expanding, redefining or stopping programmes and projects. BAF also site a key benefit of evaluation being the effective allocation of resources and the prevention of wasted effort (on activities that have no or low impact).

An example of learning from evaluation is the BAF run social enterprise called the ICT Gateway. It provides ICT support to promote planning and innovation using technology within the Taranaki community sector. At three points of its evolution the ICT Gateway has been evaluated, with significant changes following each evaluation. An example of learning from evaluation is BAF realising the ICT Gateway was too broadly focused, which resulted in the approach being scaled back.

Challenges

BAF recognises that good evaluation takes time and costs money, and acknowledges that this is a challenge for them and will be a barrier to effective evaluation for some other organisations. However, they suggest evaluation needs to become a core part of community programme budgets and funding proposals.

Making decisions on the best type of evaluation is also a challenge BAF experiences. Whether formal rigorous processes that use evidence-based evaluation methods and tools are best, or simpler, informal approaches is a question BAF and some of the community organisations they work with often consider. Simon Cayley reflects: "For many community organisations they offer a set service or activity, they report to their funders, who are happy, so what more do they really need to do?"

Simon Cayley accepts a donation from KUPE Joint Venture to the Bishop's Action Foundation to facilitate the development of a collaborative house in Hawera.

OVERVIEW

Victory Village is a partnership between Victory Primary School and Victory Community Health Centre. The two organisations have a unique and unusual partnership. The centre is the first community organisation to be located on the campus of a primary school in New Zealand. A number of projects have explored the innovative practices and outcomes associated with the convergence of health, education, social and community development goals at Victory Village.

The cornerstone organisations of Victory Village are the Victory Community Health Centre (VCHC) and Victory Primary School (VPS). The centre and school have a highly symbiotic relationship, working side by side to offer a unique model of engaging with and supporting their community. Both organizations have a strong focus on the wellbeing of families, believing that good health and educational outcomes are dependent on inclusive and respectful support for families, and further, that healthy families are the basis of thriving and sustainable communities.[6]

VCHC has a small group of six part time staff and a governance board made up of local residents who drive the mission "to provide community owned, low cost, affordable and accessible services and activities that promote health and wellbeing".

VPS is a decile-3 primary school with a strong academic focus providing Year 1 to Year 6 mainstream primary education and bilingual (partial immersion) Māori education. VPS has 28 staff and practices The Victory Pathway, an interactive approach to:

- produce positively achieving young people
- develop strong families
- build on social capital in the Victory community.[7]

The Victory Village offers a unique model of community-based support aimed at achieving positive health, social and educational outcomes, and increased social wellbeing. The model is a national first, with a comprehensive and integrated range of services and activities, provided out of shared facilities. The model builds on existing social capital in the Victory community and results in adults and children that are more actively involved in education, health care, and social and recreational activities; families that are more stable and resilient; more effective service providers; and ultimately, a more sustainable community.

This way of working has evolved from a few health and social services operating out of school meeting rooms, to a fully developed and comprehensive programme of health, social, recreational and other services and activities operating out of a shared, purpose-built space containing a school hall and community centre facilities.[8]

Target Populations

[6] Victory Village Nomination for 2010 Kiwibank New Zealand Community of the Year
[7] www.victory.school.nz
[8] Victory Village Nomination for 2010 Kiwibank New Zealand Community of the Year

The Victory catchment has a large and culturally diverse community within a well defined geographical area. The community has a broader range of ethnic diversity, religion, and languages spoken, than the general Nelson population. The Victory catchment includes about 2600 households although families attending Victory Primary School or accessing VCHC services come from all over Nelson. VPS has a roll of 400 students.[9]

EVALUATION AT THE VICTORY VILLAGE

The Victory Village partner organisations are interested in developing an outcome evaluation model, however, they acknowledge there is still significant work to develop the model. A significant project to tell the story of Victory Village and its successes was the Families Commission sponsored case study research project *Paths of Victory*. The project explored "…the innovative practices and outcomes associated with the convergence of health, education, social and community development goals at Victory Village."[10]

Evaluation Activities and Key Questions

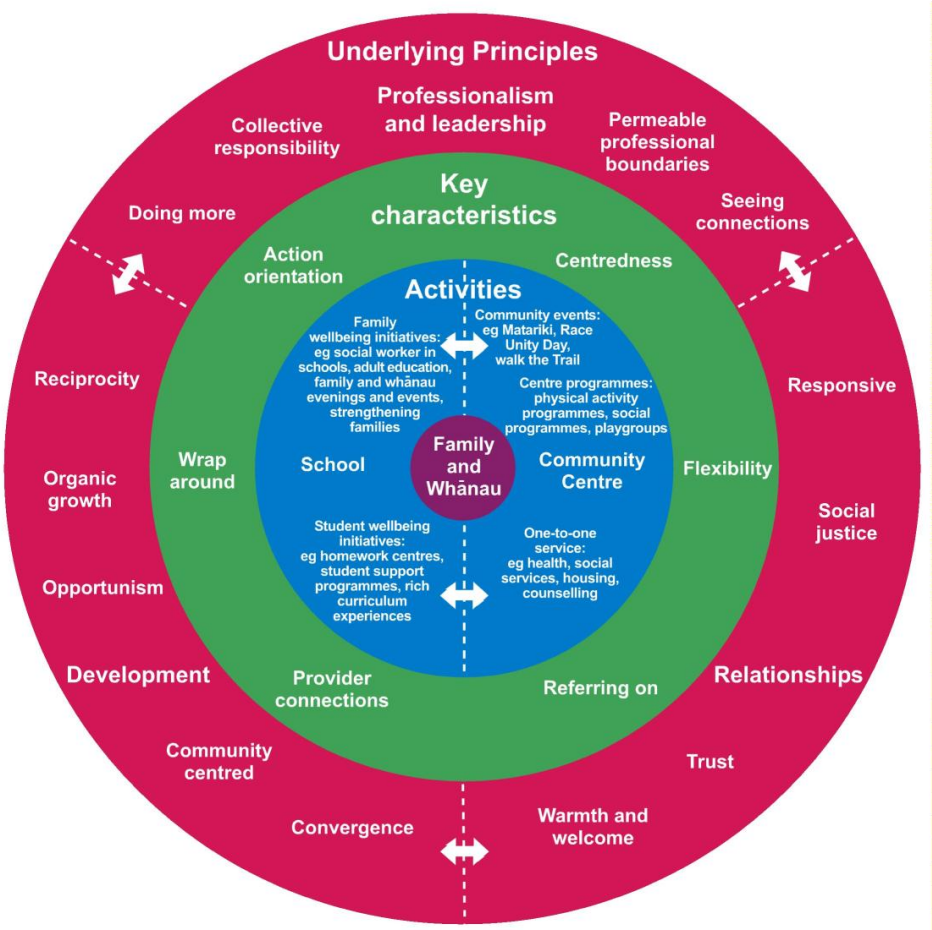
The table below details some of the evaluation work underway at Victory Village.

Evaluation Activity	***What It Measures***
Paths of Victory: a case study was a significant research project instigated by the Families Commission and funded from their innovative practice fund. The project included a literature review, and a mix of individual and group interviews with students, staff, community members, as well as observations at the school and centre. A Photo Voice component was also used to gather qualitative data through students taking photographs and then discussing them in groups. The diagram below captures the principles and key activities of the Victory Village approach.	The difference the relationship between the school and centre was and is making to children and their families.
Attendance numbers are regularly gathered including numbers of people attending all the community centre's social, health and recreational programmes.	Assists with understanding relevance of an activity and participation levels over time
Victory on the Move is a regular programme of low cost social, cultural, environmental and recreational activities for all community members. Victory Village gathers feedback from participants following each session or activity. Focus groups are also held annually to evaluate selected activities.	Participants' perceptions of activity quality (feedback used as a way to improve programme delivery, relevancy and accessibility).
The Be Well Nursing Service is a key health service of Victory Village and detailed information of all community members using the service, including demographic information and the healthcare offered to them is gathered. This information is regularly collated and analysed and reported to the funder of the health service.	Progress against key performance areas identified by Victory Village and their funder (data is used as a tool to continually assess and reflect on practice).
Volunteer Engagement is a very important part of Victory. Monthly data on volunteers is gathered. The	▪ Volunteer input ▪ Volunteers' perceptions of

[9] ibid

[10] Short, D. 2010. *paths of victory: Victory Village (Victory Primary School and Victory Community Health Centre)– a case study.* Families Commission: Wellington.

data includes time offered by volunteers and the range of activities they are involved with.	feeling valued
The Victory Counselling Service is provided by volunteer counsellors. Currently data is gathered on a monthly basis about the activity of this service. Work has begun to gather more outcome specific data around client perception of the impact of the counselling intervention.	▪ Overall inputs (counsellor time) and outputs of the counselling service ▪ Self-assessment of well-being level before counselling ▪ Coping strategies following counselling ▪ Clients' perception of quality of counselling service.



Victory Village Underlying Principles, Key Characteristics and Activities

Evaluation Methods, Methodologies and Tools

Victory Village is interested in moving towards an outcomes-based evaluation model. Much of the their current evaluation work is being developed with this in mind, and they have also started investigating Result-Based Accountability as a potential evaluation model.

The diagram above is a good example of a tool used to connect key activities to characteristics and principles – there are some obvious similarities here to the process used to develop a programme logic model where different levels of outcomes are connected to programme activities.

Qualitative interviewing is an evaluation tool that could be used in a variety of methodologies, and was used extensively in the *Paths of Victory* case study project. Photo Voice was also used in that project, and is an interesting tool that can be used for evaluative

purposes, allowing participants to record their views visually, and then use those photographs as a point of discussion.

Victory Village also conducts focus groups from time to time with community members to get views on particular issues or services, and places significant weight on the value of reflective conversations with staff and community members to consider programme impact and development.

Who's Involved	***Resources***
Internal Low level of staff involvement that would mostly be as part of staff reflective discussions and encouraging community members to complete evaluation forms or surveys. The Community Centre Director undertakes most of the data collection and analysis. *External* Families Commission instigated and led the *Paths of Victory* project. Victory Village has hosted Social Work and Nursing students who have conducted specific survey projects.	Community Centre Director's time. Some small cost for staff training on evaluation, otherwise very low levels of cost. Significant time and resource would have gone into the *Paths of Victory* project - funded and led by the Families Commission.

IMPACT OF EVALUATION AT THE VICTORY VILLAGE

Victory Village clearly states that they would like to develop evaluation further. However currently data gained from the various evaluation activities that are underway is used to inform and improve programme delivery, relevancy and accessibility. Victory Village has a strong commitment to using the data they gather as a tool to continually assess and reflect on practice.

Challenges

The major evaluation challenge for Victory Village is having the staff capacity to decide on what is most relevant to evaluate and why, and to design how it is to be evaluated.

Sharing Evaluation Results

- Victory Village discusses evaluation in an on-going, regular way within team meetings.
- Completed evaluation work is shared with funders and stakeholders through meetings and group email.
- The Community Centre Director regularly reports on evaluation to the Victory Village Board.

OVERVIEW

The New Zealand Mountain Safety Council (MSC) is a national organisation and incorporated society with a mandate from member organisations to encourage safe participation in land-based outdoor activities.

The organisation is principally focused on abseil techniques, alpine skills, avalanche awareness, bushcraft (walking, camping, tramping and survival), firearms safety, outdoor and workplace first aid, outdoor safety, risk management and river safety.

The MSC currently consists of 25 Member Organisations and one Associate Member organisation with a vested interest in safety, including government agencies, national youth organisations and industry associations; an Executive Committee whose role is to provide governance; a National Office with 15 full and part-time staff; a number of technical advisory and standing committees as well as 28 regional branches supporting more than 1500 instructors.[11] The organisation has an annual income of approximately $1.8million.

The mission of the MSC is to enable people to enjoy their recreation safely in the outdoors; foster positive community support for outdoor safety; and promote the development and maintenance of national outdoor safety standards for land-based activities. The MSC's desired outcome is people participating safely in land-based outdoor activities.[12]

Planning at the Mountain Safety Council

The MSC structure is guided by the MSC constitution document. The MSC operates on a five year strategic planning cycle, and is currently working to an outcome-based 2011-16 strategic plan. From the strategic plan they develop an annual business plan, which operates in conjunction with the MSC constitution and outcomes model.

Target Populations

The MSC and its programmes target the outdoor recreation sector, including the New Zealand public and visitors to New Zealand, teachers/guides/instructors/leaders and a wider network of community volunteers. Additionally, education programmes are targeted at schools, polytechnics and universities. The MSC works with local, regional and central government and commercial operators to implement and maintain outdoor safety standards.

EVALUATION AT THE MOUNTAIN SAFETY COUNCIL

In 2010 the MSC began the process of developing an outcomes model. This model describes what outcomes the organisation wants to achieve, the steps needed to get there and how it will evaluate the progress towards these outcomes. The outcomes model was developed in a series of workshops with MSC staff and key stakeholders. Following this process the executive and senior management prioritised the outcomes. Having clearly outlined the

[11] www.mountainsafety.org.nz
[12] Ibid

outcomes the organisation wants to achieve, MSC then set about the process of implementing a number of evaluation projects. These projects are intended to collect data that will inform MSC on progress towards achieving the agreed outcomes.

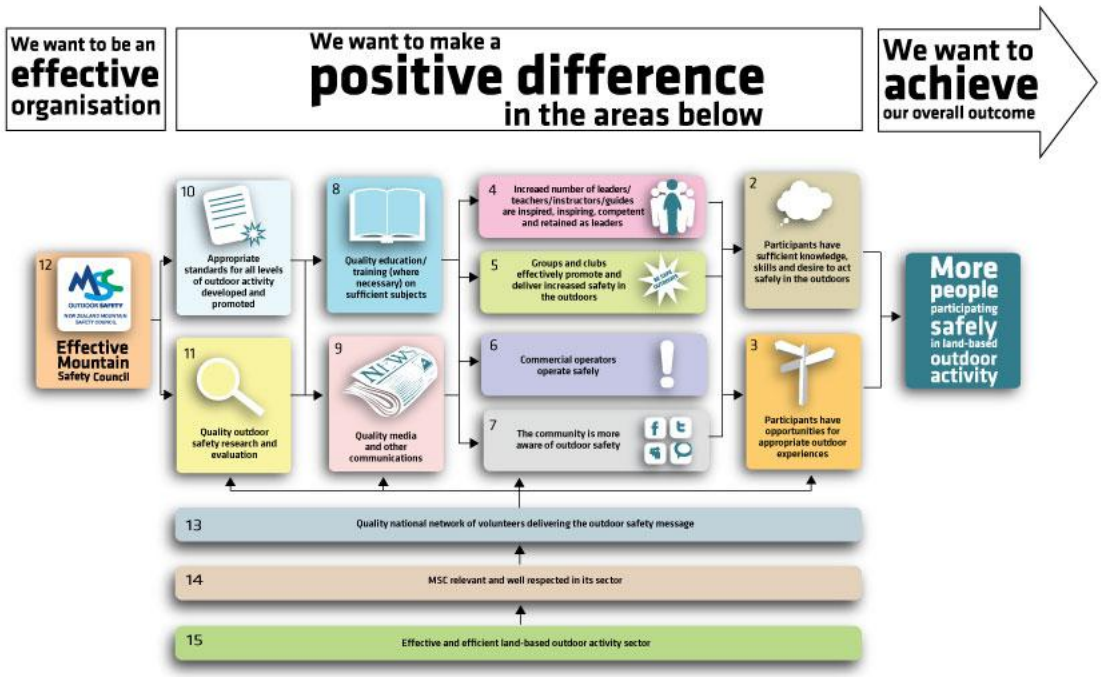
The MSC is partnered with evaluation consultancy firm, Parker Duignan and the Department of Internal Affairs (as a key funder) for its evaluation work.

Evaluation Activities

The table below details some of the evaluation work underway at the MSC.

Evaluation Activity	***What Is Measured***
Programme Logic/Outcomes Model Development The development of the model and the associated work to collect indicator data has become the key planning and evaluation model for the MSC. The outcomes model is included below. One of the key aspects of the MSC approach is that it integrates identifying outcomes, monitoring and evaluation into a framework, which is at the same time used for doing the organisation's strategic planning. This is important learning for smaller community organisations and is really the only realistic way in which an outcomes-focused approach is likely to ever be successful with such small organisations, given limited resources.	Progress against outcomes.
Stakeholder Survey In late 2010 stakeholders of MSC were surveyed so that MSC could better understand the quality of its delivery. These stakeholders were drawn from the vocational sector, community volunteer and government departments. The survey was grouped into five key areas: leadership and directions, communication, service delivery, quality of relationship and overall performance. The survey questions comprised of both quantitative assessments and general questions utilising open questions and comments.	Do key stakeholders believe that the MSC is doing a good job? Does the sector see MSC as a credible player in the sector?
External Evaluation In February 2011, the MSC conducted an expert external review of their Bushcraft and Risk Management Course. The expert reviewer, Dr Robyn Zink, utilised the outcomes model as the basis for her review, and her particular focus was an assessment of progress against the "quality education/training on sufficient subjects" outcome.	Is MSC education and training of a high-quality? Are MSC messages being delivered effectively through training?
Post-Course Review In June 2011, the MSC conducted a post-course external review of their Bushcraft and Risk Management Course. The purpose of the study was to investigate the longer term impact of MSC training and the transfer of learning from courses to	Do MSC participants feel that they are now safer as a result of training? Is MSC training high quality education/training?

participants own practice.	



NZ Mountain Safety Council Outcomes Model/Programme Logic Model

Evaluation Methods, Methodologies and Tools

MSC is a particularly good example of the outcomes based evaluation and planning methodology examined in the literature review on community development evaluation commissioned by Community Waitakere, particularly with the use of Programme Logic modelling. The MSC also uses a range of simple evaluation tools like surveys and post training session participant questioning (phone interviews).

Who's Involved	***Resources***
Internal MSC outcomes evaluation project involved working with the MSC executive, the Board, staff and volunteers. *External* MSC has commissioned Dr Robyn Zink as an external expert to undertake project specific evaluations. Previous participants from MSC courses have been contacted by MSC with the request to take part in follow-up studies. MSC has also partnered with Dr Paul Duignan (from Parker Duignan) as an expert advisor in the development of their outcomes based planning and evaluation.	The MSC outcomes project was funded by the New Zealand Department of Internal Affairs Lotteries Grants Board MSC financially contributes to relevant research and has a limited pool of money which is allocated on a case by case basis to assist with the actual costs of research. MSC also supports funding applications to other agencies for relevant research. MSC has a Programme Manager responsible for research and evaluation and a Research Committee made up of academics and researchers from around New Zealand that advise on evaluation and research development projects.

IMPACT OF EVALUATION AT THE MOUNTAIN SAFETY COUNCIL

The MSC outcome model has been the basis for all evaluation activity. A key step in the MSC process has been to identify how they would know if they were meeting, or working towards the agreed outcomes. This necessitated the development of an evaluation plan based upon a range of evaluation questions and indicators. In tandem with developing an evaluation plan, staff also went through the process of mapping all major projects onto the outcomes model and identified what outcomes these projects were working to achieve.

A good example of MSC applying learning from evaluation into their practice is the post-course review of the Bushcraft and Risk Management Course. The evaluation included a recommendation for more formative feedback. This has since been implemented through course re-structuring and professional development for instructors.

Challenges

The most significant challenge with evaluation at MSC has been the ability to communicate both the need for an outcomes model and the model itself to a wide audience. The style and communication of these messages had to be tailored for specific audiences such as volunteer members and professional organisations that make up the members of the council itself.[13] [14]

Sharing Evaluation Results

Evaluation summary documents for internal and external audiences are produced at the conclusion of each project, and made widely available.

SUMMARY

The MSC use of an outcomes based evaluation model is a good example for community development organisations. MSC has worked in a way which has meant evaluation work has been integrated into the strategic planning approach of the organisation. This approach both saves time and money and brings the organisation into a tighter alignment with achieving its outcomes.

[14] Mountain Safety Council. 2011. *Outcomes for Evaluation Final Report*. Mountain Safety Council: Wellington

OVERVIEW

In April 2002, leaders from the non-profit sector, people with first-hand experience of poverty, civil servants, and private sector representatives from 13 Canadian cities met in Guelph, Ontario. They gathered because they were 'relentlessly dissatisfied' with existing efforts to reduce poverty and were eager to explore new ways of tackling the problem.

During these sessions, they developed the Vibrant Communities (VC) initiative, a pan-Canadian network committed to substantially reducing poverty through cross-sector collaboration and comprehensive local action. Tamarack – an Institute for Community Engagement, the Caledon Institute of Social Policy, and the J.W. McConnell Family Foundation provided matching grants, policy and research support, cross-community learning opportunities, and coaching in exchange for the communities' commitment to rigorously document and share their learnings so others in the network could benefit from their experience. The diagram below describes the VC structure and partnerships. As it evolved, VC gained the support of a number of other funding partners.

Rather than a model to be replicated throughout the country, VC was developed as a set of core principles adapted to various local settings, plus a set of national supports to facilitate these efforts. To generate significant reductions in poverty, sponsors and participating communities developed five core principles:

- Poverty reduction
- Comprehensive thinking and action
- Multisectoral collaboration
- Community asset building
- Community learning and change.

The underlying theory was that, guided by these five principles, and assisted by extra programme supports provided by national sponsors, local organisations and leaders could revitalise poverty reduction efforts in their communities and generate significantly improved outcomes.[15]

"Community-based developmental evaluation is hard to do and do well. Tamarack's work with Vibrant Communities is the best I've seen."

Michael Quinn Patton, leading evaluation expert

Gamble, J. 2011. Evaluating Vibrant Communities 2002-2010. Tamarack – An Institute for Community Engagement: Waterloo, Ontario.

Target Populations

The Vibrant Communities project targeted people from the 13 trail builder communities who were experiencing poverty first-hand.

EVALUATION OF VIBRANT COMMUNITIES

[15] Gamble, J. 2011. *Evaluating Vibrant Communities 2002-2010*. Tamarack – An Institute for Community Engagement: Waterloo , Ontario.

The outcomes and findings of the VC initiative have been documented in a number of ways over the nine years. Trail builder community staff prepared statistical reports of the initiative every six months. VC staff and communities prepared a series of mid-term assessments between 2004-2007. C.A.C International completed two interim evaluations on the impact of national supports to the project. The Caledon Institute wrote several reflective reports.

VC completed a two-phase evaluation report at the end of the nine-year Vibrant Communities experiment. The conclusions presented in the report were developed and refined through a user-oriented process. Priority questions were identified in consultation with internal and external stakeholders. Key representatives from the participating communities and national sponsors participated in a process of analysis and interpretation facilitated and supported by an external, independent evaluator. As a formal research project, Vibrant Communities was completed at the end of 2011.

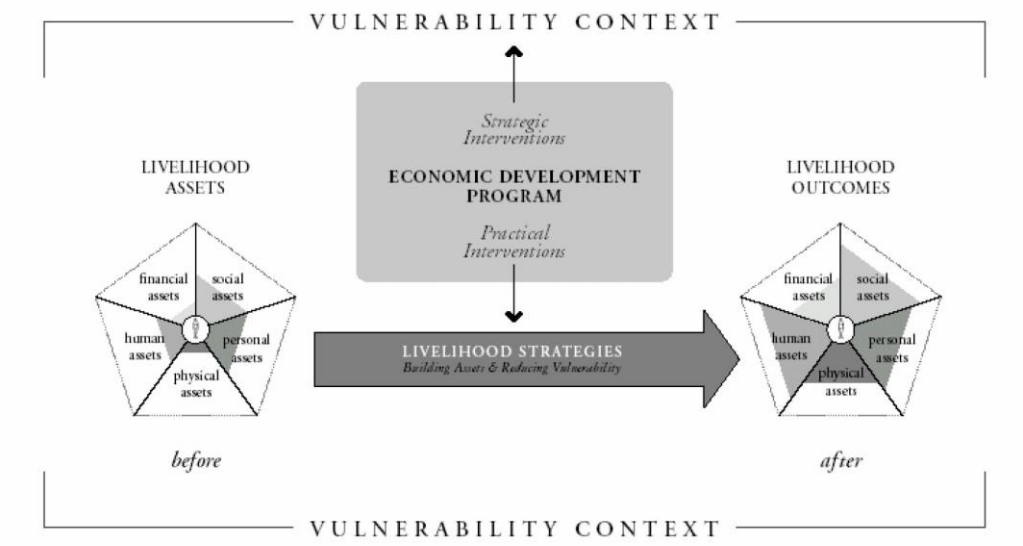
Evaluation Activities

The table below details some of the evaluation work undertaken over the course of the Vibrant Communities project.

Evaluation Activity	***What Is Measured***
In 2004, VC staff completed *Reflections on Vibrant Communities*, which reports on The Face-to-Face forum held in September 2003. The forum provided participant communities with an opportunity to reflect on some of the key lessons and observations from the first 18 months of the program in order to refine their strategies.[16]	▪ What is the added value of these initiatives? ▪ Is the primary target household level outcomes or community level change?
In 2005, C.A.C. International was externally commissioned to complete *Mid-Term Assessment of the Vibrant Communities Initiative*, which focused on VC's learning initiatives (Pan-Canadian Learning Community) and involved detailed questionnaires and follow-up interviews with representative of each of the participating communities.[17]	Measure effectiveness of the PCLC initiatives and put forward recommendations for change.
In 2006, VC staff completed *Understanding the Potential and Practice of Multisectoral, Comprehensive Efforts to Reduce Poverty: The Preliminary Experiences of the Vibrant Communities Trail Builders*.[18]	Explores how the VC principles have been applied by the communities.
In 2006, VC staff completed *In from the Field: Exploring the First Poverty Reduction Strategies Undertaken by Trail Builder in the Vibrant Communities Initiative*.[19]	▪ Describes specific strategies implemented by communities. ▪ Identifies unifying themes and patterns.
In 2007, VC staff completed *Reflecting on Vibrant Communities 2002-2006*.[20]	What is VC? How did it come to be? What difference is it making?
In 2007, the learning and evaluation process for Trail Builder communities was upgraded to incorporate The Sustainable Livelihoods framework (refer diagrams below),	The individual and household outcomes achieved by each project and community.

[16] Leviten-Reid, E. 2004. *Reflection on Vibrant Communities*. Caledon Institute of Social Policy: Ottawa
[17] C.A.C. International. 2005. *Mid-Term Assessment of the Vibrant Communities Initiative: Final Report*.
[18] Cabaj, M and Leviten-Reid, E. 2006. *Understanding the Potential & Practice of Comprehensive, Multisectoral Efforts to Reduce Poverty: The Preliminary Experiences of the Vibrant Communities Trail Builders.*
[19] Cabaj, M, Makhoul, A and Leviten-Reid, E. 2006. *In from the Field: Exploring the First Poverty-Reduction Strategies Undertake n by Trail Builders in the Vibrant Communities Initiative.*
[20] Leviten-Red, E. 2007. *Reflecting on Vibrant Communities (2002-2006).*

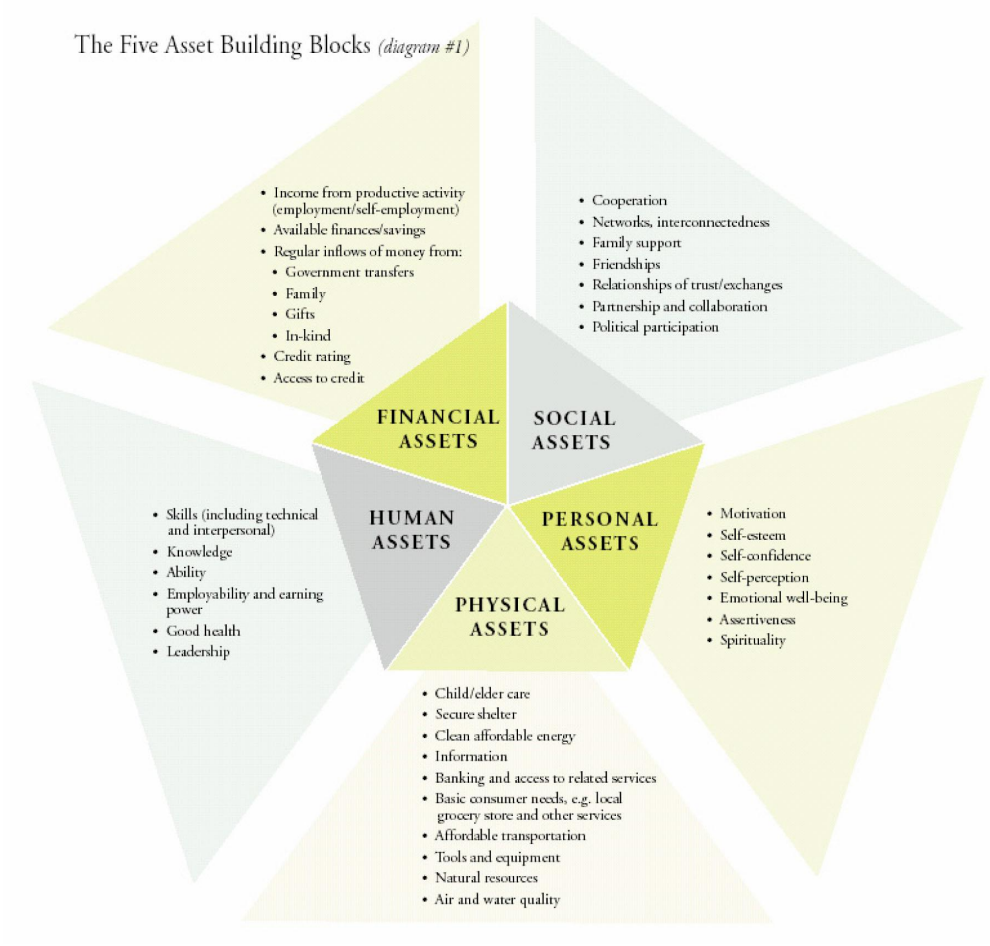
which was adapted from a model developed by the UK's Department for International Development, and adjusted for use in Canada. It is a holistic, asset-based framework for understanding poverty and the work of poverty reduction. It can be applied to various levels of detail – as a broad conceptual framework or as a practical tool for designing programmes and evaluation strategies.[21]	
In 2010, Imprint Consulting was commissioned to work with VC staff to produce phase one of the end-of-campaign evaluation *Evaluating Vibrant Communities (2002-2010).*[22]	▪ What constitutes the VC model? ▪ What is the performance of the VC approach with respect to poverty reduction? ▪ What is the experience of applying the VC approach in different communities?



The Role of Program Interventions

[21] *The Sustainable Livelihoods Framework: An Overview* http://tamarackcommunity.ca/downloads/vc/Sustainable_Livelihoods.pdf

[22] Gamble, J. 2011. *Evaluating Vibrant Communities 2002-2010.* Tamarack – An Institute for Community Engagement: Waterloo.



The Sustainable Livelihoods Framework[23]

Evaluation Methods, Methodologies and Tools

The outcomes based evaluation and planning methodology that was examined in the literature review on community development evaluation commissioned by Community Waitakere, are evident across much of the Vibrant Communities evaluation work, including participant community reporting, mid-term assessments and end-of-evaluation reports.

The philosophy of Appreciative Enquiry and Asset-Based Community Development are also evident in the VC evaluation work, where the strengths and assets of communities are the core focus and starting point for programme development. Aspects of this kind of thinking is evident in the adoption of the Sustainable Livelihoods Framework.

Across the evaluation projects, a range of qualitative evaluation tools are being used, such as focus groups and interviews with evaluation stakeholders, which were used to generate questions to guide evaluation work.

The Sustainable Livelihood Framework is an evaluation method and tool in its own right, applicable to various levels of details and utilised in both programme planning and evaluation.

Who's Involved	***Resources***
Internal	Vibrant Communities was established

[23] http://tamarackcommunity.ca/downloads/vc/Sustainable_Livelihoods.pdf

VC staff provided research and evaluation support for the 13 participant communities. Communities self-evaluate and establish measurable targets they expect to achieve during the life of their project. *External* C.A.C International was commissioned to complete mid-term evaluation. Imprint Consulting was commissioned to complete the end-of-campaign evaluation.	through the partnership of three national sponsors – Tamarack, Caledon, and the J.W. McConnell Family Foundation – and a series of local communities across the country. As it evolved, VC gained the support of a number of other funding partners.

IMPACT OF EVALUATION AT VIBRANT COMMUNITIES

Through a process of continuous evaluation, VC were able to set targets and measure outcomes throughout the project. Some of the key numbers reported by the 13 communities over nine years include:

- 322,698 poverty reducing benefits[24] to 170,903 households in Canada
- 164 poverty reducing initiatives completed or in progress by local Trail Builders
- $19.5 million invested in local Trail Builder activity
- 1690 organizations partnering in Trail Builder communities
- An additional 1080 individuals serving as partners, including 573 people living in poverty.
- 35 substantive government policy changes[25]

Sharing Evaluation Results

The *Vibrant Communities (2002 - 2010) Evaluation Report* was published and distributed on the completion of the project. A more comprehensive summary of findings was published in a book edited by Paul Born.[26]

The primary audience of Vibrant Communities evaluation is the staff and board members of sponsoring organisations, the key volunteers, staff, and organisational partners and the funders and institutional partners that have made significant contributions. The secondary audience for the evaluation is composed of other people and organisations that might be usefully informed by the experience of Vibrant Communities.

Throughout the project, the 13 participating communities provided feedback on their

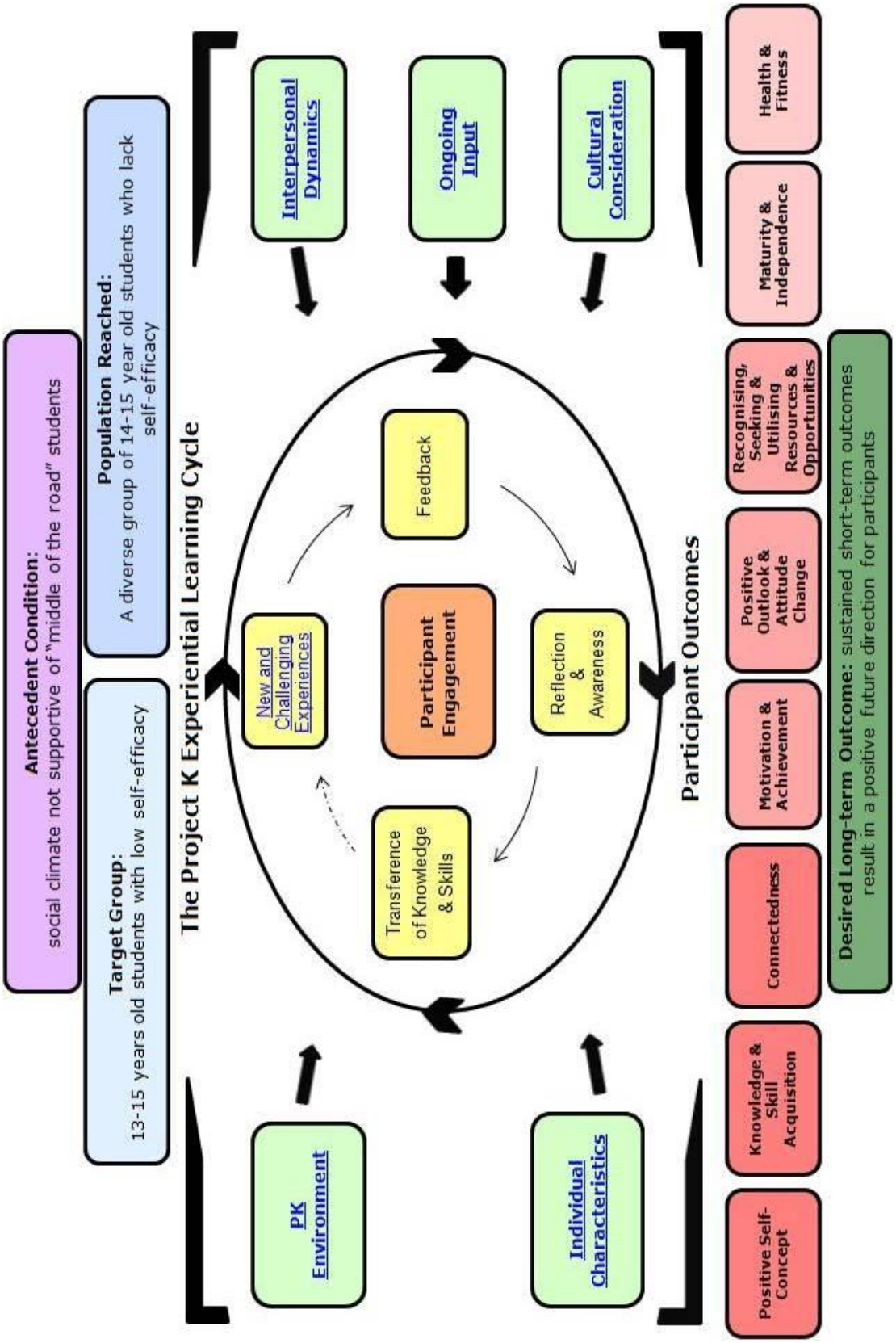
[24] To understand poverty reducing benefits, we need to understand Vibrant Communities' 'poverty reduction strategies' definition. Partners use different terms to talk about the activities they are pursuing to reduce poverty. For some, a 'strategy' refers to a fairly broad area of work within which there may be a number of specific interventions. For other, a 'strategy' refers to a specific interventions or programmes. VC records data on beneficiaries of these interventions.

[25] Gamble, J. 2011. *Evaluating Vibrant Communities 2002-2010*. Tamarack – An Institute for Community Engagement: Waterloo.

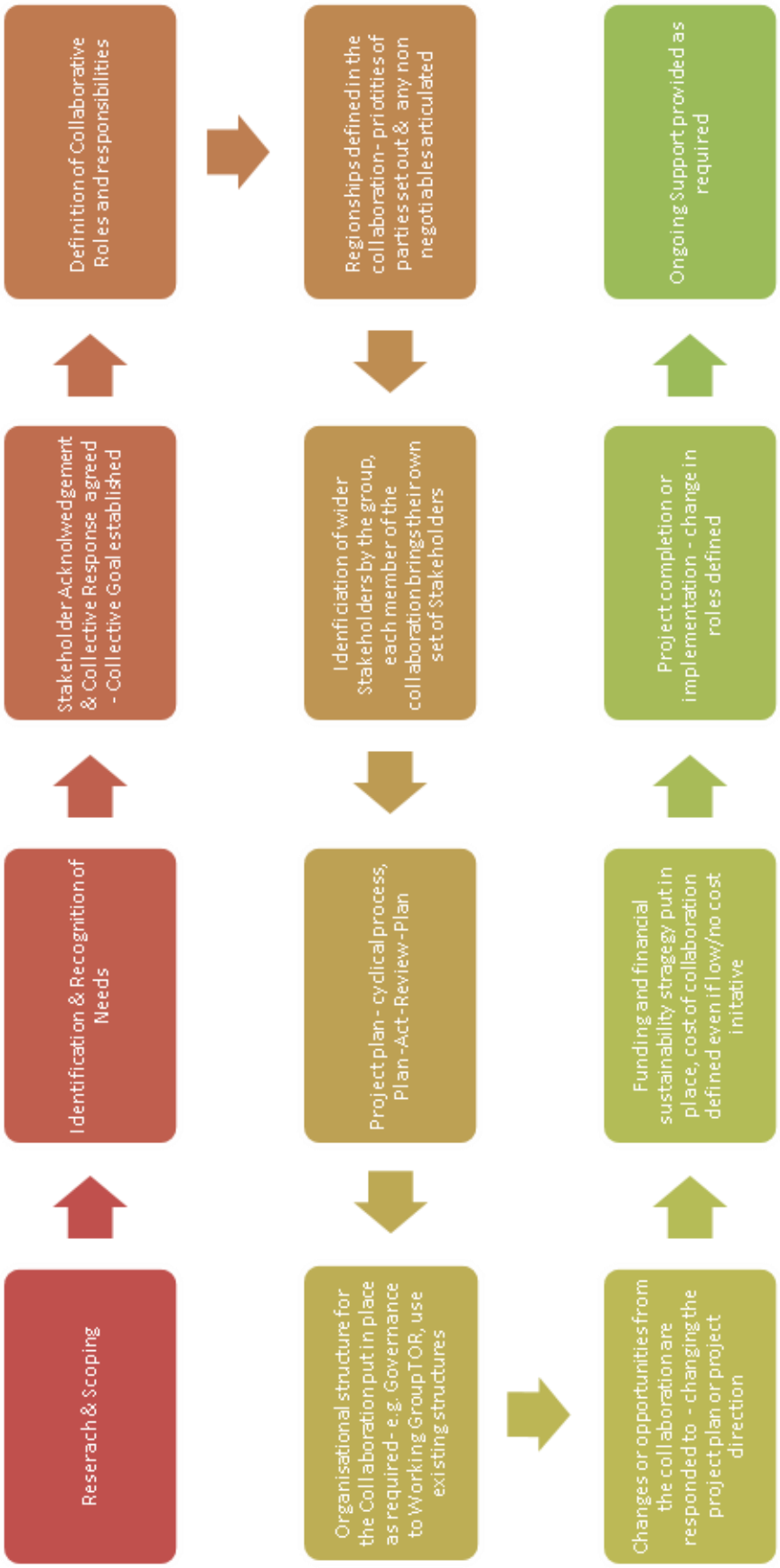
[26] Born, P (ed). 2008. *Creating Vibrant Communities: How Individuals and Organizations from Diverse Sectors of Society Are Coming Together to Reduce Poverty in Canada.* BPS Books: Toronto.

outcomes and learnings with national sponsors and their peer communities. Every six months, they provided an update on key statistics related to their local work; annually they also provided a report that explored their progress, challenges and learning in more depth.

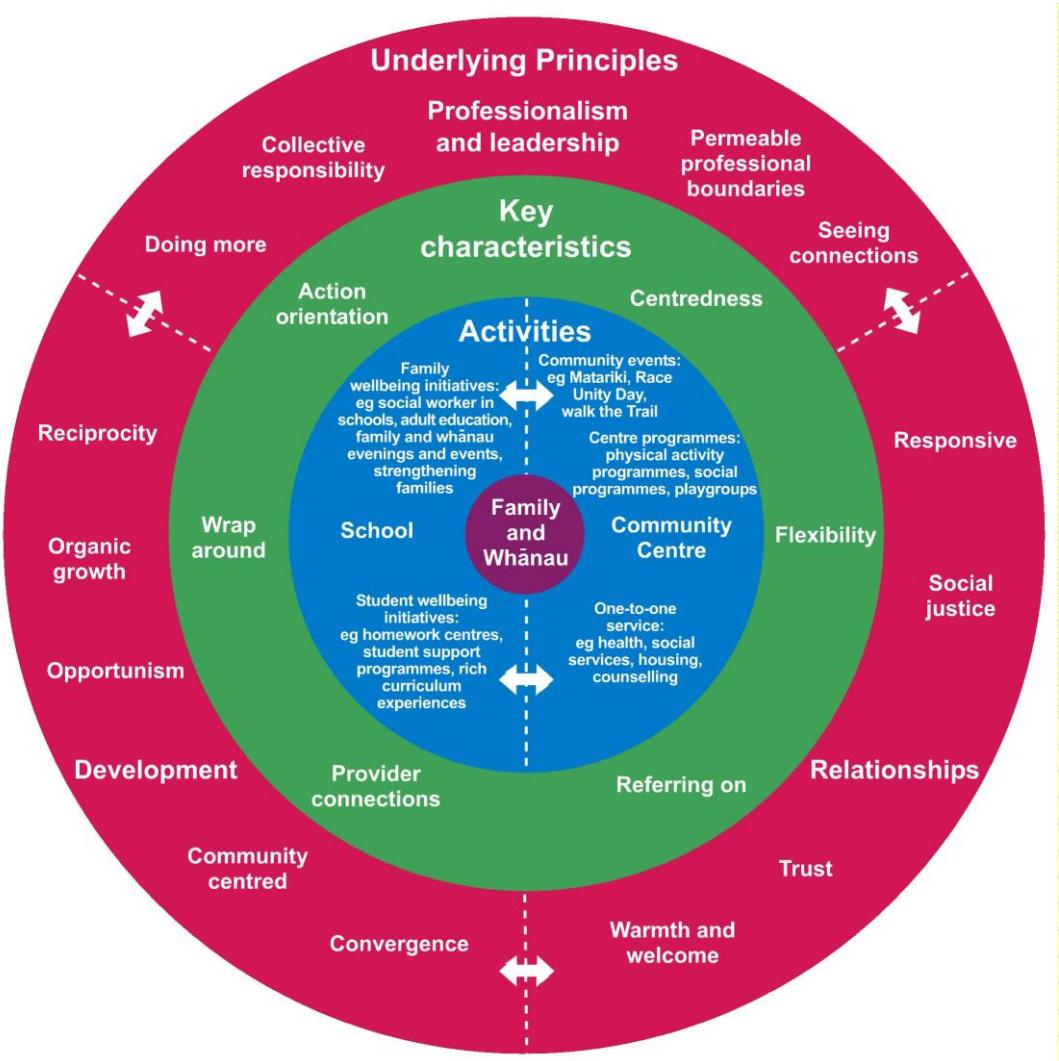
APPENDIX A: PROJECT K THEORY OF CHANGE



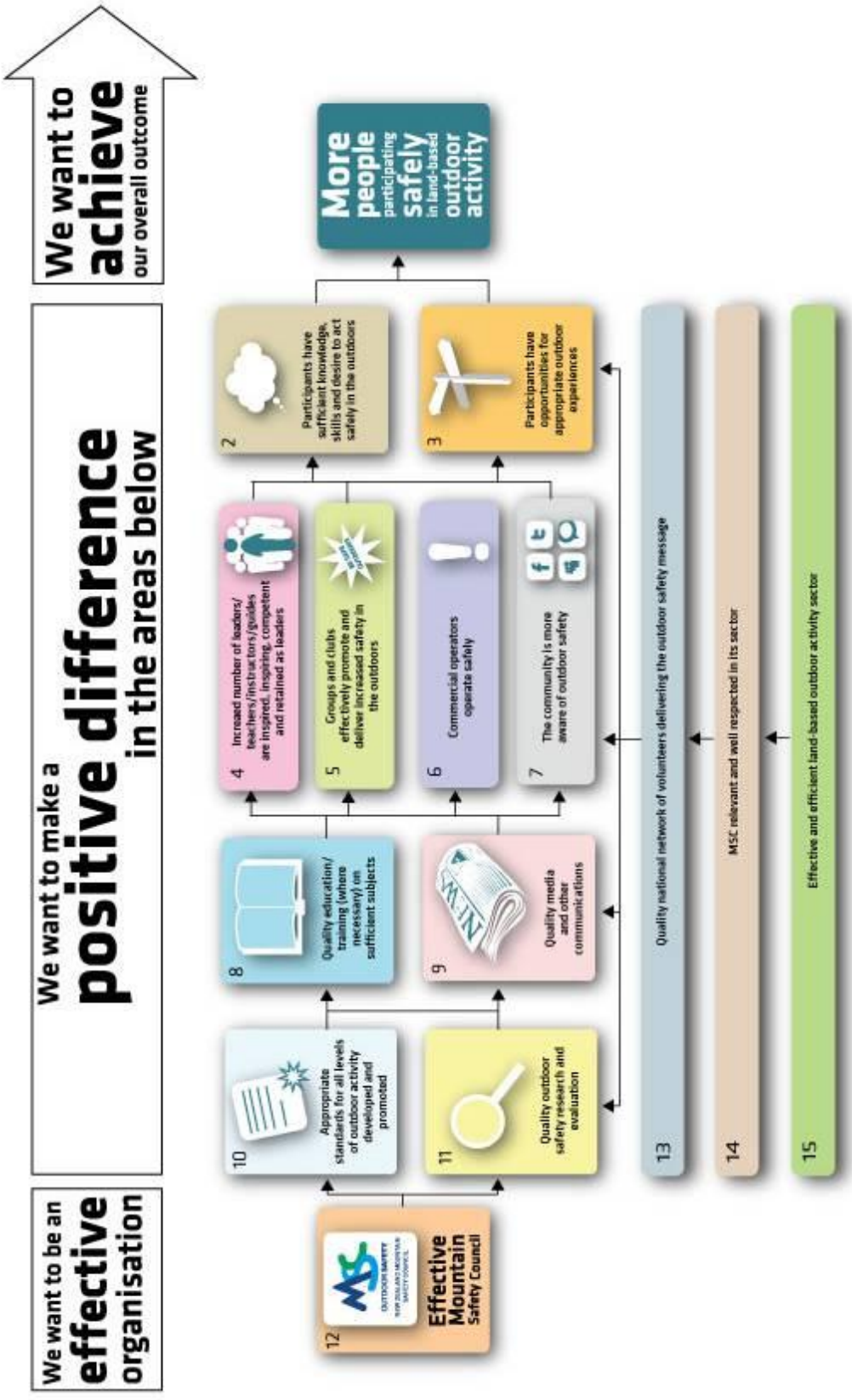
APPENDIX B: COLLABORATIVE INTERVENTION MODEL ADOPTED BY THE BISHOP'S ACTION FOUNDATION



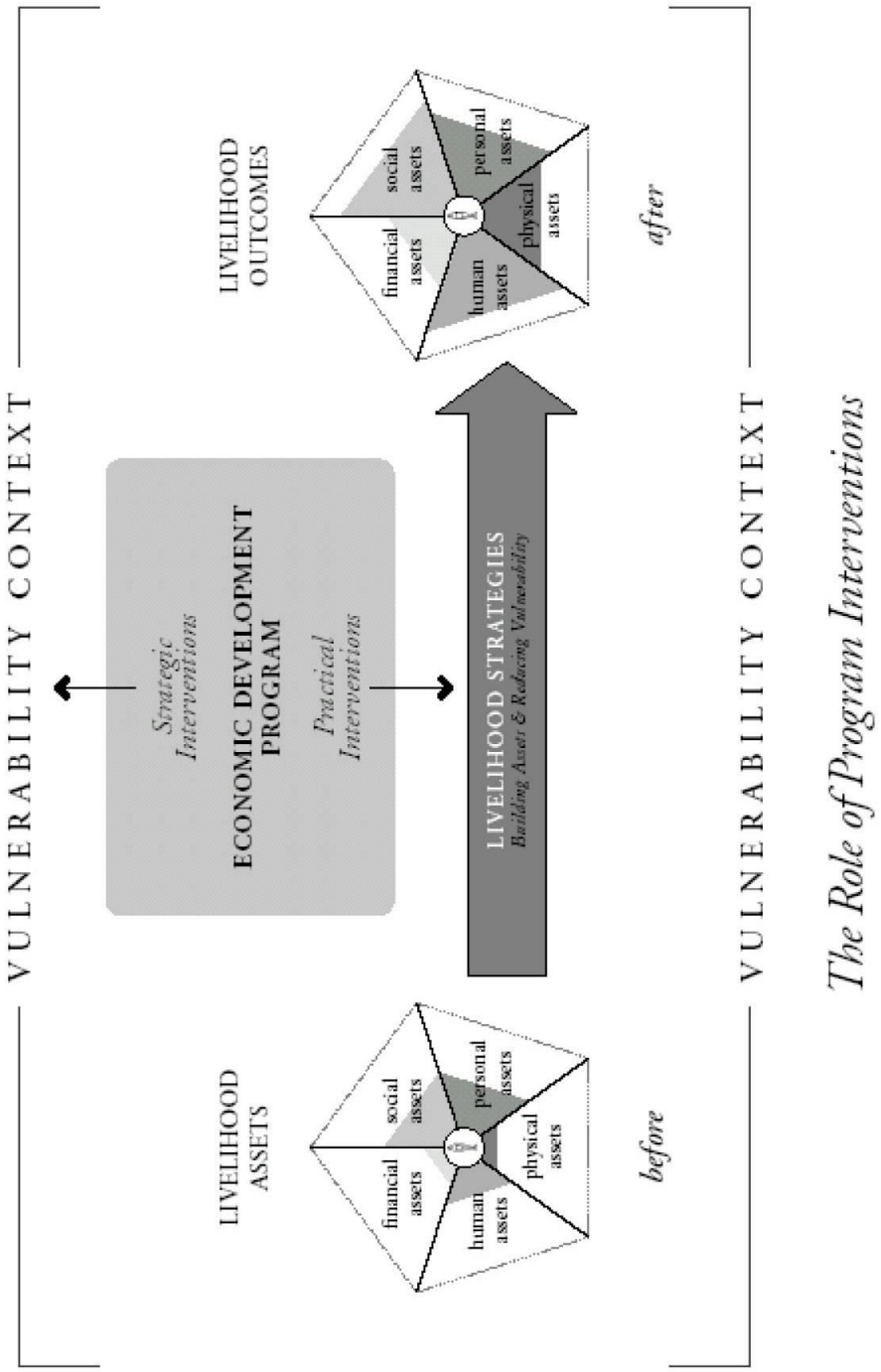
APPENDIX C: VICTORAY VILLAGE UNDERLYING PRINCIPLES, KEY CHARACTERISTICS AND ACTIVITIES

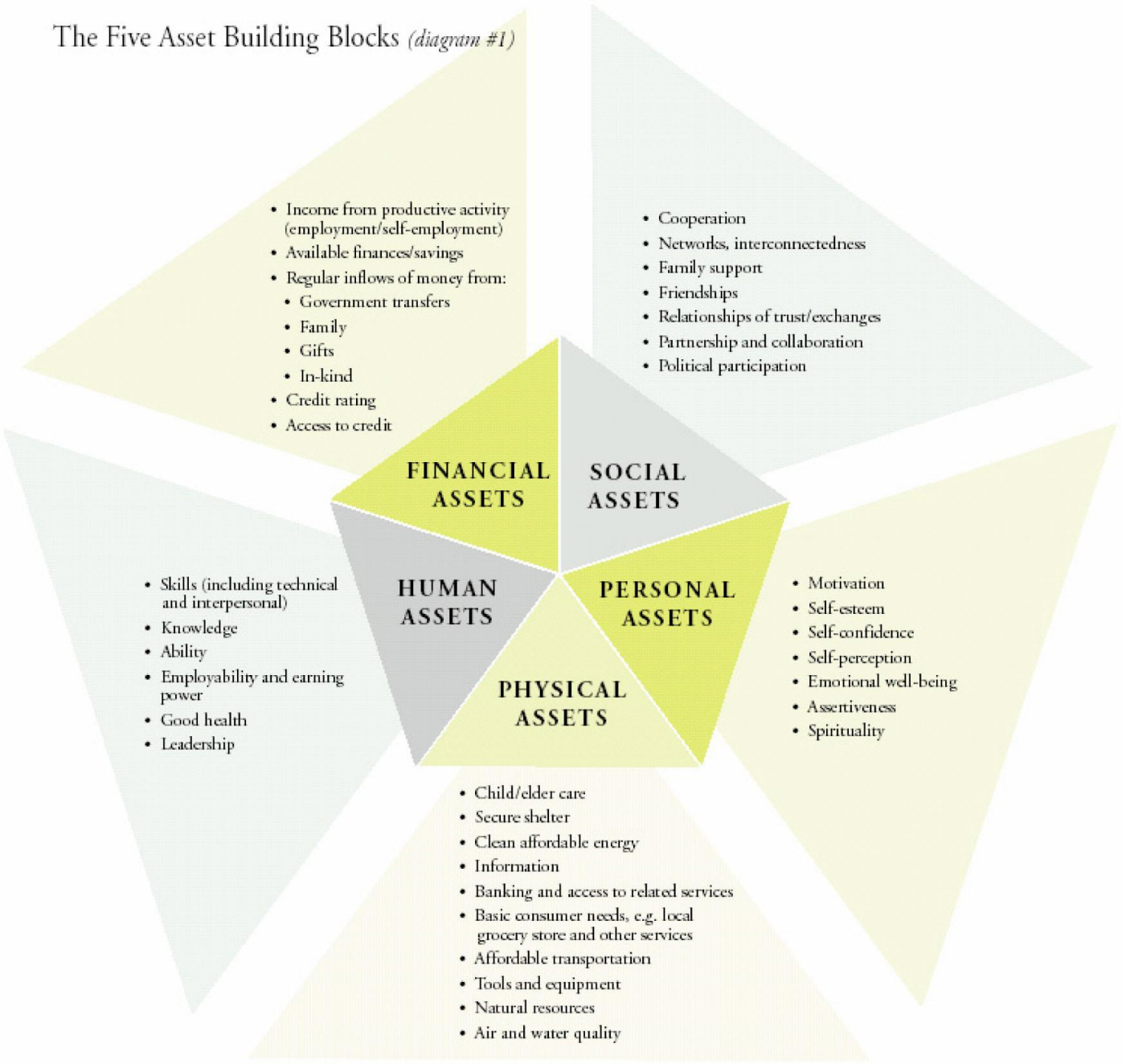


APPENDIX D: NZ MOUNTAIN SAFETY COUNCIL OUTCOMES/PROGRAMME LOGIC MODEL



APPENDIX E: VIBRANT COMMUNITIES SUSTAINABLE LIVLIHOODS FRAMEWORK




The Five Asset Building Blocks (diagram #1)
• Income from productive activity (employment/self-employment)
• Available finances/savings
• Regular inflows of money from:
• Government transfers
• Family
• Gifts
• In-kind
• Credit rating
• Access to credit
FINANCIAL ASSETS
• Cooperation
• Networks, interconnectedness
• Family support
• Friendships
• Relationships of trust/exchanges
• Partnership and collaboration
• Political participation
SOCIAL ASSETS
• Skills (including technical and interpersonal)
• Knowledge
• Ability
• Employability and earning power
• Good health
• Leadership
HUMAN ASSETS
PERSONAL ASSETS
• Motivation
• Self-esteem
• Self-confidence
• Self-perception
• Emotional well-being
• Assertiveness
• Spirituality
PHYSICAL ASSETS
• Child/elder care
• Secure shelter
• Clean affordable energy
• Information
• Banking and access to related services
• Basic consumer needs, e.g. local grocery store and other services
• Affordable transportation
• Tools and equipment
• Natural resources
• Air and water quality