Evaluation Terms of Reference

Innovative Social Pedagogy Project

2021-24

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Background and Rationale

Between April 2021 and March 2024, Concordia University's Project SOMEONE, in collaboration with the UNESCO Chair in Prevention of Radicalisation and Violent Extremism (UNESCO-PREV) and its partners in Quebec and Alberta worked with approximately 2,000 Canadians (in both online and face-to-face contexts) to document and develop community resilience against discrimination.

The project was funded by Employment and Social Development Canada (ESDC) under their Sustainable Development Goals (SDGs) Contribution program.

Taking place across
3 locations: Montreal,
Chicoutimi, and Edmonton.

The project focused on 5
SDGs, viz.,
quality education (SDG 4),
gender equality (SDG 5),
reduced inequality (SDG 10),
peace, justice and strong
institutions (SDG 16), and
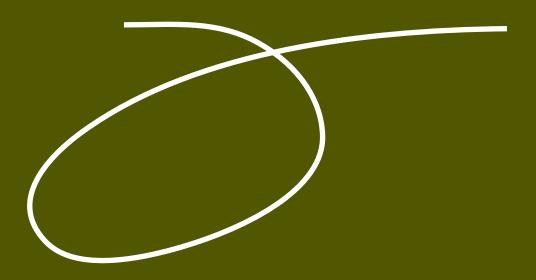partnerships (SDG 17).

Project SOMEONE, the
University of Alberta and
the Université du Québec
à Chicoutimi, along with
community partners, co-
created, adapted and
evaluated four distinct types
of interventions.

These include interactive
workshops, documentaries,
online courses, and policy
briefs. For more information
about the project,
stakeholders, partners, and
project members, please
consult Project Someone's
page:

projectsomeone.ca/isp

Project Evaluation Objectives

Evaluate open online courses

Evaluate six workshops per year
Two in each location: Montreal, Chicoutimi, and Edmonton

Evaluate multimedia materials
Text-based, audio, and audio-visual materials

Evaluate recruitment processes as necessary

Evaluation plays an essential role in processes of learning and accountability. Evaluations can also be used to assess the effectiveness and efficiency of a project's intended outcomes. This evaluation will emphasize the United Nations Sustainable Development Goals (UNSDGs) to generate evidence on their suitability for culturally specific contexts.

More specifically, SDGs 4, 5, 10, 16, and 17 will influence this evaluation practice (what is evaluated, how evaluation is conducted, and how partners evaluate).

Because of the interrelated nature of goals and targets, the evaluation will consider the linkages between goals and targets. The evaluation framework will address a range of different purposes including accountability, project management, results, learning, project improvement, and sustainability.

Through collective learning and knowledge sharing, the evidence generated through evaluation can contribut to strategies that operationalise the SDGs, inform policy decisions, and result in stronger evaluation practices.

Evaluation Objectives

To ensure project objectives, targets, and impact are in alignment with the followin g United Nations Sustainable Development Goals (SDGs):

Goal 4
Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Goal 5
Gender Equality

Achieve gender equality and empower all women and girls.

Goal 10
Reduced inequalities

Reduce inequality within and among countries.

Goal 16
Peace, justice, and strong institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.

Goal 17
Partnerships

Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

To investigate the effects of projects and activities on the four interrelated dimensions of sustainable development: economic, human and social, environmental and inclusive governance, peace and security.

To look at how effectively projects and activities have been adapted to local contexts.

To address questions related to the design and operationalization of projects and activity and how they have helped or hindered the achievement of sustainable development outcomes
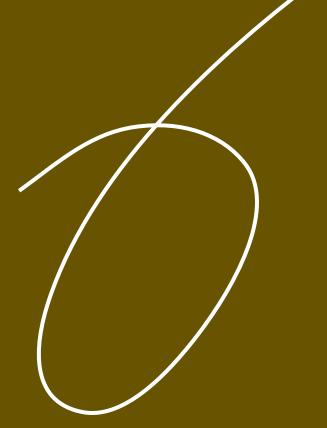
Users of Evaluation

Project members

Decision makers, managers, and planners

Civil society organizations

Policy makers

Funding agencies

Evaluation Questions

To ensure that monitoring and evaluation frameworks are effective and implementable, it is essential for the evaluation questions to be agreed on by all stakeholders, practical, and useful.

Appropriateness and relevance

a) How did you identify your community partners?

b) How would you identify the suitability of the project design for your cultural context(s)?

c) Did the project design address the needs of your target population?

d) What kind of assumptions about how change occurs were identified before the implementation of the program?

e) To what extent did the design of the project meet funder agency policies?

f) How did the project design meet the needs of stakeholders?

g) What were the intended outputs of your program?

Effectiveness

a) Was the project implemented as intended? If not, identify why not.

b) Was the project able to achieve its intended goals and objectives?

c) What factors contributed to the achievement of project goals and objectives?

d) What challenges did you face that hindered the achievement of project objectives?

e) How would you assess the value of the project to key stakeholders and beneficiaries?

Efficiency

a)   To what extent were your project's intended outputs achieved?

b)   To what extent was the available budget sufficient to cover all project costs?

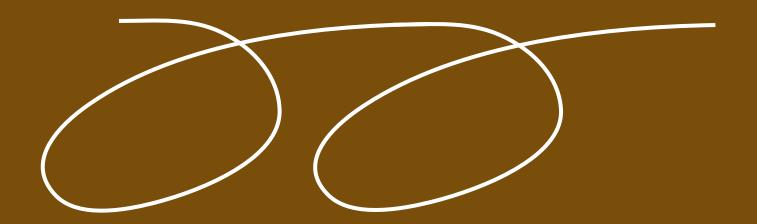c)   How did you utilize the available resources (time, budget, staff)?

Impact

a)   What contributed to the achievement of your intended goals?

b)   Were there any barriers to the achievement of your project goals? If any, please address how these barriers can be addressed in the future.

c)   What are some unintended changes or goals arising from implementation of your project?

Sustainability

a)   To what extent did your project develop the capacity to produce ongoing benefits? (Individuals, organizations, and project members)

b)   To what extent should the project design and model be replicated to other cultural settings?

c)   What are some of the barriers that prevented the achievement of project benefits?

Community
Partners

Edmonton
Métis Nation of Alberta with
African, Caribbean and Black communities

Chicoutimi
La Boîte Rouge Vif

Montreal
YM/YWCA Parc Extension
Dazibao Contemporary Art
Atelier 850
Forum Jeunesse de Saint Michel
Maison des Jeunes L'Escampette

Evaluation Design

Process evaluation

This focuses on how the project is being implemented, how it is working, and its performance. This evaluation involves extensive monitoring. Process evaluation starts as soon as project implementation begins or during the operation of an existing projector project.
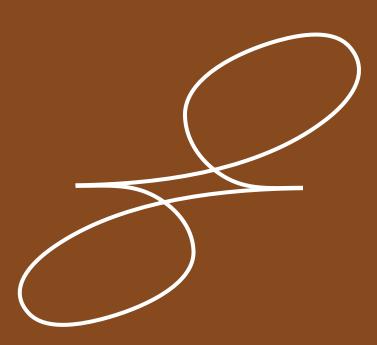
This form of evaluation is useful in evaluating how well the project is working, the extent to which the project is being implemented as designed, and whether the project is accessible to its target population. Process evaluation provides an early warning for any problems that may occur and allows us to assess how well project plans and activities are working.

Outcome evaluation

This form of evaluation will be undertaken after the project has made contact with one of its target groups (i.e. activities, workshops, MOOCs, etc.). It is useful in understanding how a project is impacting its target population and tells us whether the project is meeting its objectives.

Outcome evaluations will be conducted at the end of each cycle. For example, the evaluation team will undertake an outcome evaluation at the end of the first year to evaluate activities completed by March 2022.

Documentary Intake and Data Collection

The evaluation team will work closely with team members in all three sites to develop coherent and context sensitive ways to document participants' perspectives and experiences of the project for evaluation.

All data collection methods will be specifically tailored to each activity in consultation with each site's team members. The evaluation and data collection activities and methods discussed below can be used independently or concurrently. Alternatives can be introduced at any stage of evaluation.

Evaluation workshops and review meetings

Workshops and review meetings will be held with each site once every four weeks. The purpose of these meetings is for the evaluation team to receive program-specific updates.

This includes updates about the recruitment process, the development of community partnerships, workshop dates, documentation materials, a documentary intake of project development with Veronica Mockler, the documentation specialist, and other updates the team members consider necessary.

Additionally, Playback Theatre will be utilized as an evaluation tool. Participants will include ISP team members, and activities will be conducted to address evaluation needs. These will be guided by the Edmonton team in collaboration with the evaluation working group.

Interviews and focus groups

These will be conducted with working team members across the 3 sites AND/OR community participants. They will be coordinated with the documentation specialist as interviews directly feed into the process of filmmaking and documentation. The approach here will change significantly depending on what we are evaluating and where.

We acknowledge that interviews with community participants as a documentation collection method might not be suitable for a given community. This is where the evaluation team will work closely with each site to find alternative data collection methods that meet the needs of each site and its target population.

Feedback forms

Observations

Members of the evaluation working group will join different workshops and planned activities as observers. The presence of the evaluation team member and their role will be made clear to participants to ensure project transparency.

Evaluation Team Members

The evaluation will be led by Dalia Elsayed, the evaluation specialist for the Innovative Social pedagogy projects across the three sites: Montreal, Chicoutimi, and Edmonton. In August 2021, an evaluation working group was established to facilitate evaluation activities, data collection, and documentation.

The group comprises Dalia Elsayed, Kathryn Urbaniak, Veronica Mockler, and Wynnpaul Varela. In Montreal, the evaluation specialist will work closely with the documentation specialist to enable a collection of materials to be used for project evaluation that are coherent with each site's working and community reality.

The evaluation team will consult with partners in a number of ways.

Involving partners and other stakeholders in the selection of indicators and targets, finalization of evaluation questions, and in data collection, documentary intakes, and analysis.

Using already-established data sources and statistics of key partner organizations and stakeholders.

Working with partners to analyze outcome progress and determine how best to enhance their collective strategy.

Administrative and Logistical Support

The evaluation specialist will be in direct contact with project coordinators across the three sites.

UN Sustainable Development Goals

Projects Specific Targets and Goals

Goal 4
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Goal 5
Achieve gender equality and empower all women and girls

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

UN Sustainable Development Goals

Projects Specific Targets and Goals

Goal 10
Reduce inequality within and among countries

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

Goal 16
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.7a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime.

Goal 17
Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

17.14 Enhance policy coherence for sustainable development.

17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing

17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.

Relevant Reports

Global indicator framework for the Sustainable Development Goals

https://unstats.un.org/sdgs/indicators/Global%20Indicator%20Framework%20after%20
2021%20refinement_Eng.pdf

Sustainable Development Goals and Evaluation (OECD)

https://www.oecd.org/dac/evaluation/sustainabledevelopmentgoalsandevaluation.htm

Evaluation to connect national priorities with the SDGs

https://evalsdgs.org/wp-content/uploads/2020/02/Evaluation-to-connect-national-
priorities-with-the-SDGs.pdf

Measuring, Monitoring and Evaluating the SDGs

https://www.local2030.org/library/236/ICLEI-SDGs-Briefing-Sheets-06-Measuring-
Monitoring-and-Evaluating-the-SDGs.pdf

Evaluating community projects: A practical guide

https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/1859354157.pdf

Handbook on Monitoring and Evaluating for Results

https://popp.undp.org/UNDP_POPP_DOCUMENT_LIBRARY/Public/FRM_UNDP%20
Handbook%20for%20Monitoring%20and%20Evaluation%20for%20Results%20-%20EO.
pdf

Evaluation Handbook Guidance for designing, conducting and
using independent evaluations at UNODC

https://www.unodc.org/documents/evaluation/Evaluation_Handbook_new/UNODC_
Evaluation_Handbook_chapters_4-6_Guide_for_Project_Managers_and_evaluators.pdf