

# RHH External Program Evaluation



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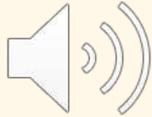


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1. Who are the program participants?



**Table 2. Country of Origin**

Country of O	Overall	% Parents
Arabic	1	1%
El Salvador	1	1%
Iran	6	8%
Iraq	3	4%
Jordan	1	1%
Nigeria	1	1%
Somalia	1	1%
South Sudan	1	1%
Syria	48	60%
Uganda	1	1%
No data	9	11%
Registered but didn't start the program*	7	9%
<b>TOTAL</b>	<b>80</b>	<b>100%</b>

**Table 4. Years in Canada**

# of Years	# of Parents	% Parents
Less than 1y	32	40%
1y	12	15%
2y	11	14%
3y	11	14%
4y	3	4%
5y	1	1%
6-10y	2	3%
No data	8	10%
<b>TOTAL</b>	<b>80</b>	<b>100%</b>

**Table 5. Marital Status**

Marital Status	# of Parents	% Parent
Married	57	71%
Divorced	3	4%
Separated	3	4%
Widowed	1	1%
Single	2	3%
No data	14	18%
<b>TOTAL</b>	<b>80</b>	<b>100%</b>



**Table 6. Education**

Education	\$ of Parents	% Parents	
University	8	10%	
College	5	6%	
College (Not completed)	1	1%	
High school	14	18%	
High school (Not completed)	18	23%	
Primary school	17	21%	36%
Primary school (Not completed)	6	8%	
None	6	8%	
No data	5	6%	
<b>TOTAL</b>	<b>80</b>	<b>100%</b>	

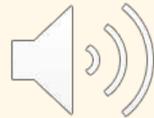
**Table 7. Oral English/French Comprehension**

Advanced	2	3%
Medium	19	24%
Low	35	44%
None	17	21%
No data	7	9%
<b>TOTAL</b>	<b>80</b>	<b>100%</b>



## 2. Research Question

Does the **human-centred approach** that the RHH program employs play a significant role in the well-being and dignity of high-risk refugee mothers and their families in their process of settlement in Canada?

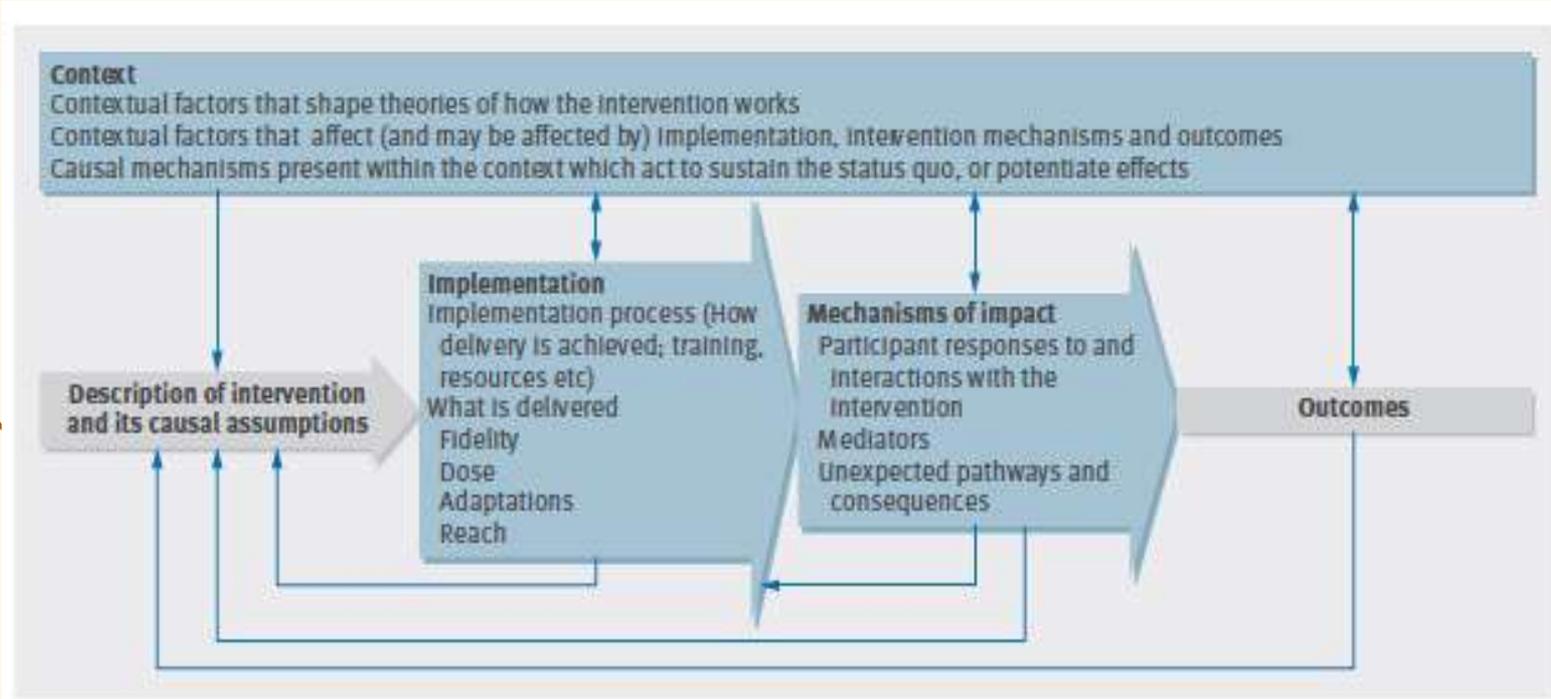


# 3. Methodology



Framework of Evaluation:

Four domains of process evaluation (Moore et al. 2015)



# Mix-methods to collect data



Individual  
interviews &  
Focus group



Program  
observation



Research  
Field notes



Research  
journal



PhotoVoice



Quantitative  
participants'  
data

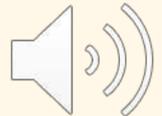
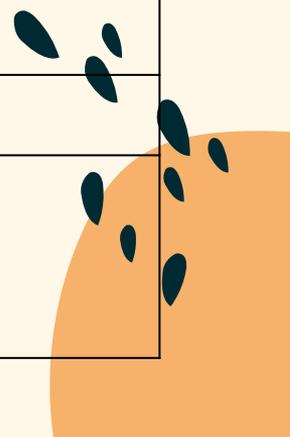
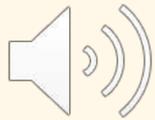
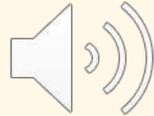


Table 1. Evaluation Project Overview

	1st year	2nd year
Length of RHH program	2 years and 3 months (January 2019–Mar 2021)	
Type of evaluation	Formative evaluation of a pilot program	
Program site	1	
Research personnel	1 PI, 1 Evaluation Lead/RA	
# of evaluation participants	<ul style="list-style-type: none"> <li>-11 mothers (4 interviews and 2 focus groups)</li> <li>-Observations (home visits, group meetings)</li> <li>-13 staff members (17 interviews and follow-ups) of both the program site and the organization</li> </ul>	<ul style="list-style-type: none"> <li>-8 mothers and their children (16 virtual interviews &amp; Photo Voice)</li> <li>-7 staff members (7 virtual* interviews) of the program site and the organization</li> </ul>
# of program participants	32	25
Other data collected	<ul style="list-style-type: none"> <li>-Quantitative participant data,</li> <li>-Reports from the organization,</li> <li>-Research journal,</li> <li>-Field notes</li> </ul>	



# 4. COVID-19 Pandemic & RHH



# 5. PhotoVoice



- To illustrate
  - what the program meant to them
  - how it made a difference in their everyday lives

# Aisha's story (anonymous)



*Maybe I didn't understand some parts but I'm so happy. I can read for my daughter **in English** at night. When she becomes 17, 18, she can see this picture and know that her mother read for her. (Aisha)*

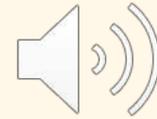


Figure 1. Reading for a child at night

# Aisha's story (continued)



Aisha is proudly teaching her daughter how to use Google Map.

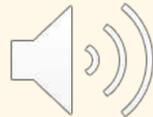
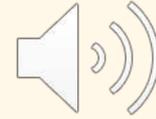


Figure 2. Teaching a child how to use Google map

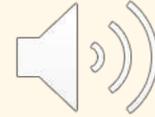
## 6. Key Findings



1. Flexible adjustment to improve the program components
2. Personalized support for refugee families with diverse backgrounds
3. English and family languages
4. Mothers building a social network
5. Raising mothers' confidence
6. More experienced mothers mentoring new mothers
7. Increasing digital literacy



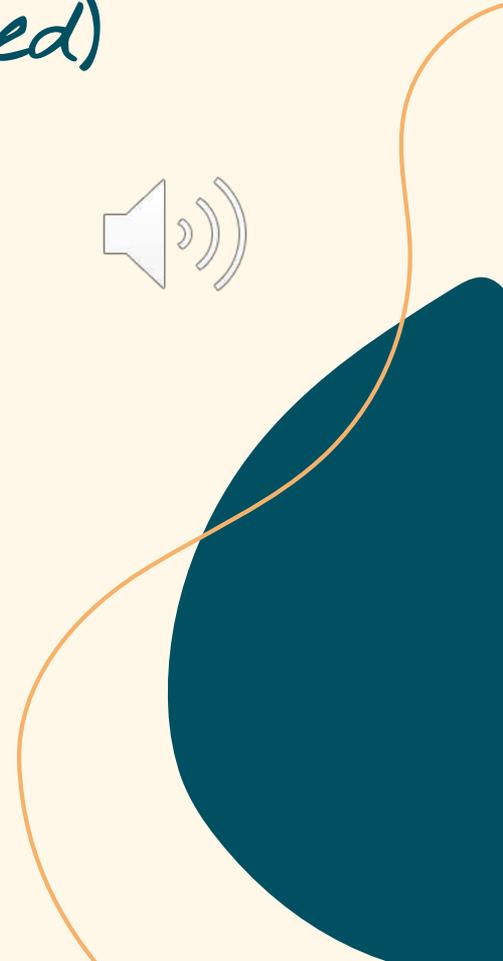
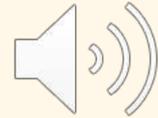
# 7. Recommendations



1. **RHH's success** can be applied to other HJPPY programs
2. More holistic approach to work on the HJPPY curriculum with **most disadvantaged mothers**
3. More strategies to serve a **linguistically diverse** population
4. **Basic English learning** components may make RHH more accessible and inclusive

## 7. Recommendations (Continued)

5. **Support transition** beyond RHH to achieve mothers' next goals: settlement and beyond
6. **Digital literacy** is key for advancing RHH mothers' life
7. **Nurture peer-support community building and capacity building**
8. **RHH's target group** could be extended



# References

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