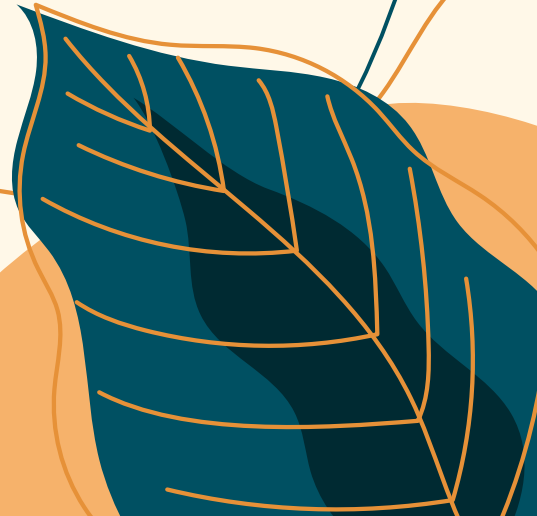


RHH External Program Evaluation



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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% |
| TOTAL | 80 | 100% |

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% |
| TOTAL | 80 | 100% |

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% |
| TOTAL | 80 | 100% |



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% | |
| TOTAL | 80 | 100% | |

Table 7. Oral English/French Comprehension

| | | |
|--------------|-----------|-------------|
| Advanced | 2 | 3% |
| Medium | 19 | 24% |
| Low | 35 | 44% |
| None | 17 | 21% |
| No data | 7 | 9% |
| TOTAL | 80 | 100% |



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?

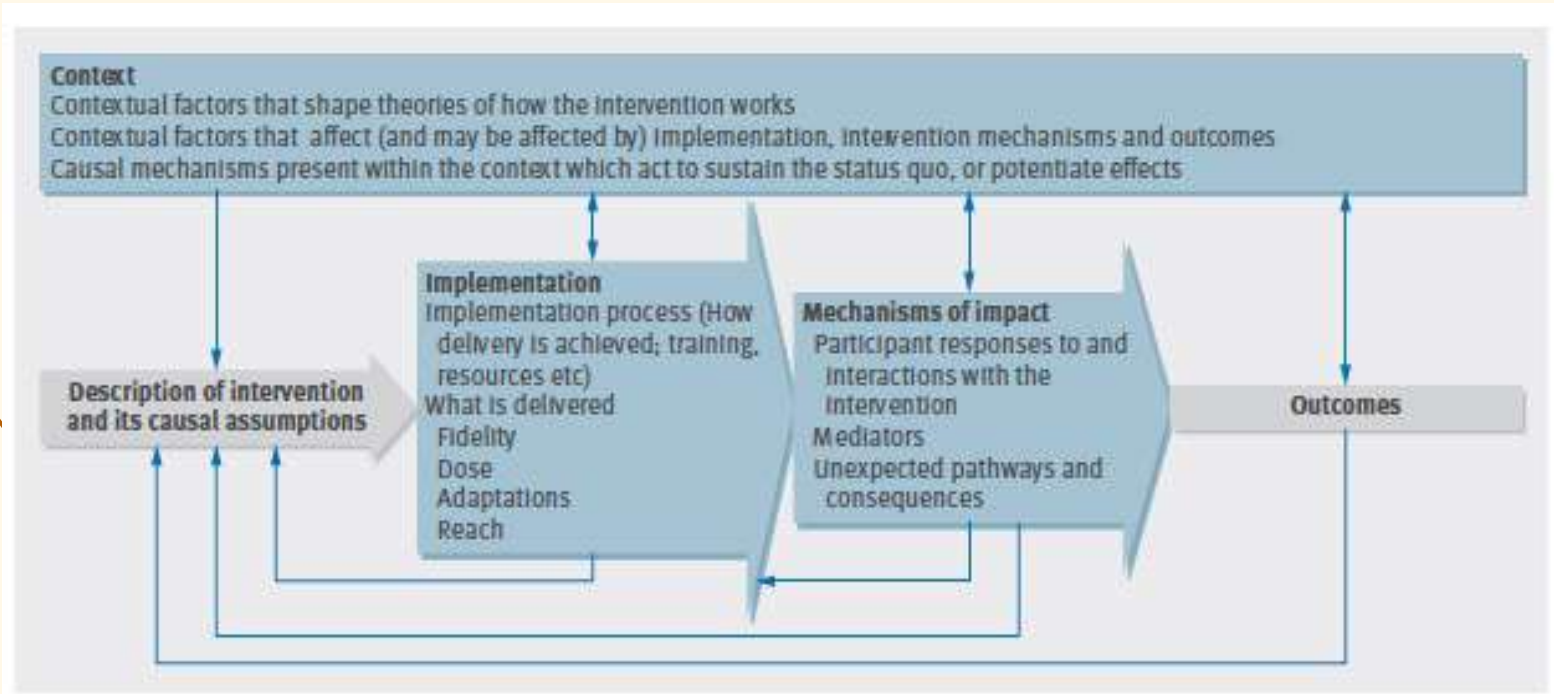


3. Methodology



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

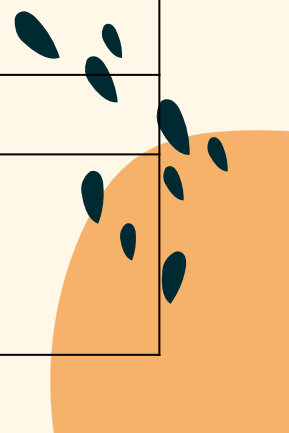


Quantitative
participants'
data



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"> -11 mothers (4 interviews and 2 focus groups) -Observations (home visits, group meetings) -13 staff members (17 interviews and follow-ups) of both the program site and the organization | <ul style="list-style-type: none"> -8 mothers and their children (16 virtual interviews & Photo Voice) -7 staff members (7 virtual* interviews) of the program site and the organization |
| # of program participants | 32 | 25 |
| Other data collected | <ul style="list-style-type: none"> -Quantitative participant data, -Reports from the organization, -Research journal, -Field notes | |



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.

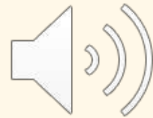


Figure 2. Teaching a child how to use Google map

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



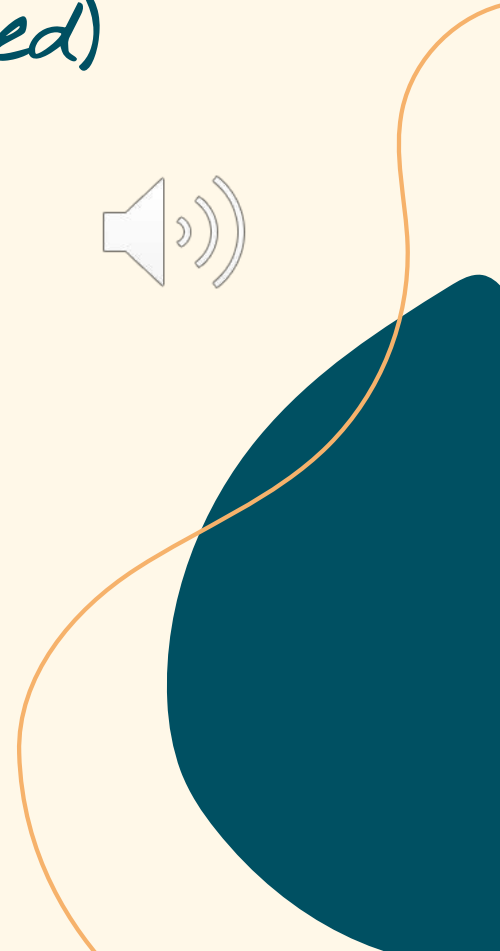
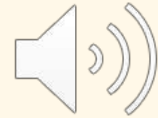
7. Recommendations




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



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