

Measuring the Outcomes: European Refugee Fund and European Integration Fund 2014



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Introduction to the Report

The European Fund for the Integration of third country nationals (EIF) and European Refugee Fund (ERF) are two of four funds that constituted the programme *Solidarity and Management of Migration Flows 2007-2013*, administered by the Directorate General for Home Affairs within the European Commission. The Office for the Promotion of Migrant Integration (OPMI) in the Department of Justice and Equality has overall responsibility for the ERF and EIF in Ireland. Since 2007, responsibility for the administration of the funds has been delegated to Pobal, a not-for-profit company that manages programmes on behalf of the Irish Government and the EU.

The EIF supports initiatives for newly arrived Third Country Nationals (TCNs) whilst the ERF is targeted at asylum seekers and refugees. These terms are defined under the programmes as:

TCN - a person who is a national of a country from outside of the European Union (EU) who is living legally within an EU Member State.

Asylum seeker - a person who enters the country and lodges an application to be recognised as a refugee. This person has a legal entitlement to stay in the country until it is decided whether he/she is a refugee under the 1951 United Nations Convention Relating to the Status of Refugees, to which Ireland is a signatory.

Refugee - a person who has left his/her country and cannot return due to a well-founded fear of persecution on the basis of their race, religion, nationality, membership of a social group or political opinion. If someone is deemed to be a refugee, they are granted refugee status and are no longer considered to be an asylum seeker.

Both the EIF and ERF support initiatives that facilitate integration of TCNs into Irish society. Because the target groups for ERF include asylum seekers and refugees, it is also designed to provide reception supports for these target groups. Asylum seekers are only eligible for reception supports while they await decisions on their claims for asylum; refugees are eligible for both reception and integration supports.

Organisations funded under each programme

The ERF/EIF is implemented on the basis of Annual Programmes agreed between the Department of Justice and Equality and the European Commission. All organisations funded under the 2010-13 round of funding had completed their contracts by the end of October 2013 and the Department made the decision to roll out another call for one-year funding proposals, within the context of what had been agreed under the 2013/2014 Annual Programmes.

Breakdown of grants and amounts awarded under the two programmes

	ERF	EIF
No. of grant awards	6	16
Range of grants*	€49,000 - €100,000	€40,000 - €100,000
Total awarded in ERF/EIF grant aid	€442,389	€1,039,445
Total additional co-funding secured from public or private sources	€97,445	€168,314

*Figures rounded to nearest ,000

During the course of the year, one of the organisations funded under EIF went into voluntary liquidation. The content of this report therefore refers to a total of 21 projects.

Integration projects under the EIF and ERF cover a wide range of different themes and approaches. Examples include: education and training projects, community development initiatives, direct client service provision, capacity building for community service providers and projects organising intercultural activities. Many projects combine approaches in their efforts to promote more effective integration strategies for TCNs and refugees.

The organisations funded under both programmes were predominantly national or locally based community sector non-governmental organisations (NGOs), though there were also projects managed by Local Development Companies and one by a statutory agency.

The general aim of integration supports is to promote effective and sustainable participation in Irish social, economic and cultural life. Both programmes allow for projects to focus on meeting the needs of specific vulnerable groups from within the overall TCN target group. Under the programme guidelines, sub-groups may include: women, minors, single parents with minor children, unaccompanied minors, victims of rape or other forms of psychological, physical or sexual violence, people with disabilities, older people, victims of trafficking and people in need of emergency care or essential treatment of illness.

Initially, both funding streams were for one year duration, with the intention that projects would complete by the end of December 2014. Extensions were agreed towards the end of the year for several projects which either had a delayed start or had underspend on their budgets. Extensions were mainly to February, with one case being into April 2015. A further programme extension was agreed in January 2015, on the basis of additional funding, taking a significant number of projects up to June 2015. However, this report covers only the activities undertaken during the initial funding year and the first extensions up to February 2015. It does not cover project activities undertaken as a result of the extra funding extension.

For the activities covered, initial project completion dates ranged from late September 2014 through to April 2015, with the majority completing between late December 2014 and end of January 2015

Developing an evaluation framework

Under the previous round of funding, projects were required to undertake their own evaluations, supported and facilitated by external consultants. A review of that evaluation framework found a lack of consistency in the way project-level evaluations were conducted, and in some cases a lack of rigour, which could call into question the validity of some of the reported achievements. Taking this into account, as well as feedback from supported projects, it was agreed that the evaluation framework for this round should focus on improving the capacity of funded organisations to measure their own outcomes. The key aims were to simplify projects' reporting requirements and reduce the burden of evaluation, whilst at the same time strengthen the project-level approach to measuring outcomes.

Funded organisations under both the ERF and EIF programmes were required to work towards a common set of six programme level outcomes:

1. **Target groups will have improved basic knowledge and skills to support their integration into Irish society.**
2. **They will have increased access to training, education and employment.**
3. **They will have better access to public and local services.**
4. **Target groups and the wider community will have increased opportunities to engage in intercultural dialogue and to effectively address racism.**
5. **There will be improved capacity, coordination and/or collaboration among public services and community organisations in meeting the needs of the target group.**
6. **Target groups will have increased capacity to participate in collective action and in civil society.**

These outcomes at the programme level are intended to be relatively long-term. It was acknowledged that within the one year time frame of the funding, progress towards them may be limited. Projects were therefore required to formulate their own shorter term project-level outcomes and indicators, demonstrating their contribution to one or more of the programme level outcomes.

The framework consisted of:

- Project-level monitoring and evaluation, initiated and managed by projects based on a standardised logic model.
- A ninth month review of the experience of projects in implementing the logic model approach.
- End of programme final report compiling data from project-level outcome reports.

Project-level monitoring and evaluation, initiated and managed by projects based on a standardised logic model

At application stage, projects could apply for up to €3,000 to support their own outcome measurement. This was available to procure external expertise and support or, where

projects felt they already had the necessary expertise, it could be used for evaluation administration and implementation costs.

Pobal provided a one day training session for projects, introducing a simple logic model template to measure project outcomes. The template required projects to set out their key activities and to indicate what would be measured (and how) for:

- Intended outputs
- Expected short/medium-term outcomes
- Expected long-term outcomes

At the end of the year each project would then report achievements against each of their planned indicators.

Projects were encouraged to devise measurement strategies that would provide meaningful results for their own developmental needs, within the context of the programme level requirements.

A ninth month review of the experience of projects in implementing the logic model approach

For many projects, focusing on outcomes as opposed to deliverables represents a new and challenging approach. For Pobal also, the approach was new in terms of the extent to which outcome measurement was built into project delivery requirements. In order to maximise the learning gained from the process, a 9th month review was planned to examine the experiences of a sample of projects in implementing their project-level evaluations.

The results of that review are presented in a supplementary report: *Improving Outcome Measurement: 'Lessons from implementing a Logic Model approach to measuring outcomes'*, available on the Pobal website. It provides insight into the particular challenges and learning gained by five of the ERF/EIF projects and concludes with recommendations for anyone supporting or implementing a similar approach in future. The findings also give some context to the content of this final programme report, particularly in relation to some of the processes used in data capture.

End of programme final report compiling data from project-level outcome reports

The end of programme report (this report) is a compilation and aggregation of data arising from each projects' outcome measurements.

This approach to capturing outcomes relies heavily on the quality of data arising from project-level evaluations. It is also dependent upon the extent to which findings from similar projects are comparable and therefore able to be collated in a meaningful way. Commentary on these issues and a number of other challenges arising are discussed in the later section: Limitations of the Process.

The report aims to capture and present the combined project outputs and the short and long-term outcomes in a way that gives an emerging picture of the achievements of the two programmes as a whole.

Implementing a Logic Model Approach

Whilst there was provision in project budgets to secure external support for planning and implementing outcome measurements, the uptake and use of such support was varied. A number of projects engaged external expertise to help and support throughout the process, others only brought in support towards the end for compilation of results and write up and yet others went through the whole process without external support.

Projects were provided with one day of training and with follow up one-to-one support to help develop their logic model plan. Training was for up to two project representatives with the recommendation that the overall project manager and the person with responsibility for evaluation should attend.

Training covered theory and practice of measuring outcomes and gave participants the opportunity to apply learning through exercises in using a standard Logic Model Template. The Logic Model Template required projects to set out their project activities and, for those activities, the anticipated outputs, short/medium-term outcomes and long-term outcomes. Measurable indicators were required for each variable and there was a section for completion at the end of project which required the actual measures to be recorded.

The planning section of the Logic Model Template is shown in Appendix II. It is structured to capture:

Activities	These are the actions undertaken by the project in pursuit of a particular programme outcome. Projects may be aiming to contribute to more than one programme outcome and most of them would involve multiple activities. For instance one project could be a migrant centre providing drop-in services as well as a training programme for community services that engage with TCNs. This would be represented as two distinct activities and the appropriate programme level outcomes that they contribute to would be: <ol style="list-style-type: none">1. Target groups will have improved basic knowledge and skills to support their integration into Irish society and5. There will be improved capacity, coordination and/or collaboration among public services and community organisations in meeting the needs of the target group
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Outputs	The key deliverables or measurable actions for any given activity e.g. for the training example above outputs may be the number of sessions held, the number of people trained and the number of agencies that have staff attending training.
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Short/ Medium- term Outcomes	The guidance on short-term outcomes asks projects to consider the question 'so what?' e.g. in the training example: the outputs (number of training sessions) have been done, so what has changed for the participants? In this example participants may have increased their awareness of issues affecting TCNs and considered opportunities to improve their own services. Short-term outcomes of training would typically be measures like increased awareness, improved skills, higher levels of confidence which are readily measurable immediately following training.
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Long-term Outcomes

The guidance on long-term outcomes asks projects to consider the question 'so that?' e.g. in the training example: you have increased participants confidence and awareness so that....? The outcomes for this training might be 'so that participants are better able to engage with TCNs within their own services' or 'to improve access to services for TCNs'.

Long-term outcomes typically need careful consideration about how to measure and attribute the effect to any given activities and they also require some period of time to pass since the intervention.

Following the one day training, one-to-one phone support was provided for those projects that requested it in completing the planning section of their Logic Model. Almost all projects availed of that support. Once completed, this document in effect became their plan for measuring outcomes and they could then move into the implementation phase. No support was requested from Pobal in the implementation of logic model plans.

Projects were initially required to report on outcomes at end of the year but due to the various extensions described above, the period for final reporting was spread over a 3 month period: December 2014-February 2015 and within that time frame some of the projects were granted further extensions. This meant that at the time of reporting, some projects had ended, some were at or nearing the end of their project and others still had several months before completion.

On submission of reports to Pobal, they were reviewed for any inaccuracies, discrepancies and general quality of submission and where necessary queries were sent back to the groups for clarification. The review considered:

- Accuracy, contradictions, omissions or apparent errors in presented figures
- Clarity on the method used to come up with figures e.g. if percentage scores were presented, were these average across a group or % of people attaining a certain level?
- Whether any given outcome was correctly categorised as a long-term or short/medium-term, or indeed whether they were actually outputs.
- The validity of evidence given to measure or support any indicators e.g. a post training questionnaire showing an increase in awareness of public services could not be taken as evidence of increased access to community services.

After review, and revisions where necessary, submitted reports were coded and entered onto a database for analysis.

Limitations of the Process

The approach used in this evaluation framework is to support community projects in measuring their own project outcomes. The success of the approach therefore relies heavily on the capacity and skills of funded organisations to measure outcomes using a

logic model approach. As well as this, there are a number of other key factors that may influence the results:

- The usefulness and applicability of the Logic Model Template
- The level of support available to projects throughout the process
- The processing and interpretation of results at programme level

i) The capacity and skills of funded organisations to measure outcomes using a logic model approach

As with any similar programme, the funded groups have various levels of capacity (resources, expertise and time) and experience in evaluation methodologies. The organisations range from strategic planning bodies like Local Development Companies through to smaller community voluntary sector groups. Some will have used a form of logic model in the past or are currently applying some other approach to measuring outcomes whilst others may be entirely new to the idea of outcomes measurement.

The projects also vary significantly in terms of scope and scale. One project could for instance run a drop-in service for 200 clients over the year while another may be focusing on production of a film to encourage intercultural dialogue addressing racism.

It is inevitable therefore that returns based on a standard Logic Model template are going to be of variable standard. To help mitigate the effects of this variability:

- Projects could apply for up to €3,000 at application to support their evaluations and guidance stated that external expertise could be bought in if required
- All projects except one were represented at the one day training event in February
- A Measuring Outcomes Guidance booklet was provided to all attendees
- Follow up one-to-one support by phone was made available
- The Logic Model Template was backed up by detailed instructions on how to complete it.
- All relevant documentation was additionally made available on the Pobal website
- Submitted reports were assessed for accuracy and validity of results. Anything that was not clear or measures that appeared to be questionable were referred back to the group for clarification.

ii) The usefulness and applicability of the Logic Model Template

The Logic Model had to be as simple as possible whilst at the same time capable of coping with the complexity of potential project outcomes. To build in consistency as far as possible, the same model had to be used by all projects, though this proved to be challenging for some that were already using a different process for measuring outcomes.

There were a number of comments from the projects themselves that the model did not adequately capture the wider or 'softer' outcomes, nor did it allow for the comprehensive demonstration of the value of any given project's work. These criticisms are valid to some extent as a program-wide evaluation designed to capture all outcomes of all projects

would be beyond the scope of the available resources. Instead the logic model approach is designed to capture only the verifiable and robust measures of outcomes - measures that will quickly and accurately convey the achievements arising from any given activity.

It is worth noting that the guidance on use of the logic model was designed with a focus on TCNs as beneficiaries. There were however, a number of projects where the intended outcomes were not so directly related to TCN target groups. Projects carrying out training of public services staff, for instance, are attempting to produce outcomes that demonstrate organisational change and projects attempting to tackle racism are seeking changes in society in general. The logic model is adaptable and can be used to help identify and capture outcomes for such activities.

iii) The level of support available to projects throughout the process

Pobal was able to provide a significant amount of support in the form of training, guidance materials and one-to-one support. Feedback on this support was very positive from projects involved in the 9th month review. However, during the process of collecting and collating reports, it became apparent that some projects would have benefitted from more support if resources had allowed.

For each funded project, an outcome measurement process should involve:

- Planning – what and how to measure
- Implementation – ongoing data collection, including periodic review of progress and amendment if required
- Data collation and reporting – analysing and making sense of the collected data

If more resources were available, each of these processes could readily be the subject of at least a day's training and some projects could benefit from more one-to one support and guidance as they go through the process of putting learning into practice.

iv) The processing and interpretation of results at programme level

Funded organisations were free, within the constraints of the Logic Model template, to devise outcome measurement approaches that would fit with their own particular circumstances and requirements. As a result, there is a lot of variation in the collection, analysis and reporting of data at project level. Even where a number of projects undertook similar activities, there can be distinct differences in the way they report. For instance reported outcomes from projects that provided English language classes may be based on the average percentage increase in level of English skills; the numbers of people who increased by x% or the numbers who improved from 'fair' to 'good or very good'.

In order to be able to analyse results cross-project, data had to be made comparable. This required, for some of the presented data, certain categorisations, assumptions and judgements to be made. Furthermore, much of the presented data had to be excluded from the analysis as it was, for instance, clearly inaccurate or contradictory; based on invalid measures; beyond categorisation and therefore unable to be collated; or

presenting claims that were not backed up by defensible evidence. The resulting collated data therefore is limited by using only data which is defensible in terms of being evidently accurate and robust.

Results

The collated results present a rounded picture of what the programme has been able to achieve over the year. It is important to remember that it is not a comprehensive record of all programme outcomes. Many of the projects commented on the desire to describe their achievements above and beyond what they could capture in the logic model. It is accepted therefore that the presented data, without doubt, under represents the total achievements of the projects within the programme. On the other hand a key aim in this process was to improve outcome reporting and so the presented results reflect the sum total of what can be reasonably claimed by projects to have been achieved - with the evidence to back it up.

Within any project logic model, it should be possible to identify which activities had which outputs and then which of those outputs led on to produce any given outcomes. However, because the data is collated across projects the results cannot be presented in this way. Instead, the results are separated into: outputs across the programme, short-term outcomes across the programme and long-term outcomes across the programme. Sections below cover:

- An analysis of the kind of activities undertaken across the two programmes
- The collective outputs
- Short or medium-term outcomes of all activities
- Indicators of long-term outcomes arising from all projects with some consideration of the quality of long-term indicators

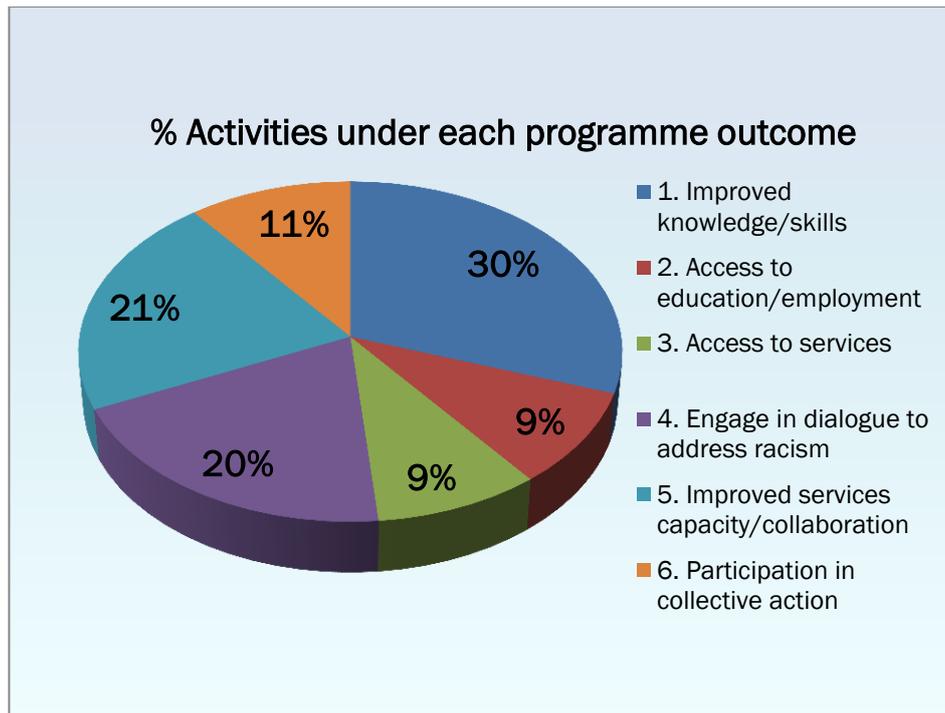
Activities

There were a total of 66 distinct and different activities undertaken by the 21 projects in the two programmes. Activities ranged in scope and complexity, for example a volunteer training programme for 10 TCNs to support school activities; a drop-in service encountering 150 TCNs over the project lifetime; a programme of supports to help set up 2 networking groups; or a number of public awareness sessions with attendances totalling above 400. The important thing that distinguishes an activity for any given project is that it can be associated with outputs and outcomes that are clearly different from other activities that they undertake.

The numbers of projects and project activities addressing each of the high level programme outcomes are shown overleaf.

Programme outcome1	
Target groups will have improved basic knowledge and skills to support their integration into Irish society	
Number of Activities	Number of Projects
20	13
Programme outcome 2	
They will have increased access to training, education and employment	
Number of Activities	Number of Projects
6	5
Programme outcome 3	
They will have better access to public and local services	
Number of Activities	Number of Projects
6	6
Programme outcome 4	
Target groups and the wider community will have increased opportunities to engage in intercultural dialogue and to effectively address racism	
Number of Activities	Number of Projects
13	9
Programme outcome 5	
There will be improved capacity, coordination and/or collaboration among public services and community organisations in meeting the needs of the target group	
Number of Activities	Number of Projects
14	11
Programme outcome 6	
Target groups will have increased capacity to participate in collective action and in civil society	
Number of Activities	Number of Projects
7	5

The “number of projects” refers to how many of the 21 projects had any activities in pursuit of that particular programme outcome. Combined with the activities figures, they give an indication of the level of effort invested by the projects towards each of the programme outcomes.



The chart above shows that the majority of all activities in the programme were directed at improving basic knowledge and skills amongst TCNs, to support their integration into Irish society. A significant amount of the activity was directed at creating opportunities to engage in intercultural dialogue to effectively address racism as well as improving capacity, coordination and/or collaboration among public services and community organisations in meeting the needs of the target group. There was less activity addressing the overall programme aims of increasing access to training, education and employment; increasing access to public and local services and increasing capacity to participate in collective action and civil society.

In general, an activity would be a single and distinct action, however, some reported activities were more complex or had clearly different target audiences and therefore required breakdown into two or three sub activities e.g. one activity described as ‘drama workshops for intercultural youth’ included regular drama workshops in school, introductory sessions for younger children and production of a film. The figures for activities above do not include all sub activities. If the sub activities are included, there were a total of exactly 100 different types of activity undertaken by the projects.

The types of activities under any given outcome

To give a flavour of what the activities might entail, brief descriptions are given overleaf of the sorts of activities that were addressing each of the programme outcomes.

Target groups will have improved basic knowledge and skills to support their integration into Irish society

- Education/ life skills workshops for TCN Young People.
- After School Youth Clubs for young people.
- Capacity Building /Drop -in /Outreach.
- International women's breakfasts.
- Outreach and support to vulnerable TCN's in low paid employment and at risk of poverty and social exclusion.
- Expansion of Street's Arts Academy as a creative artist development tool and as an Intercultural public performing group.

They will have increased access to training, education and employment

- Programme of English, Maths, and life skills sessions.
- Training & Education - courses for TCNs and volunteer information providers & interpreters.
- Provisions of a range of accredited and non-accredited training.
- Work placements.
- 'Skills for work' training to vulnerable TCNs in low paid employment.

They will have better access to public and local services

- Information and advocacy service for Chinese, supported by community interpreters and including case-work intern.
- Development of a Family Support Network for TCN parents of children with disabilities.
- Outreach in order to connect people to appropriate LGBT services.

Target groups and the wider community will have increased opportunities to engage in intercultural dialogue and to effectively address racism

- Development of a new Ethical Education curriculum framework document for schools.
- Establishment of an "I Report" pilot in order to increase capacity to effectively report racism.
- Outreach information provision on racism reporting and associated drama on racism.
- Roundtables with service providers on racism.
- Support for participation in ENAR racism reporting portal and racism awareness conference.
- Production of materials/resources.

There will be improved capacity, coordination and/or collaboration among public services and community organisations in meeting the needs of the target group

- Drama workshop for teachers, youth workers and drama facilitators.
- Interagency/community training in issues affecting TCNs.
- Training service providers on issues affecting TCNs who have been impacted by sexual violence and other Trauma.
- Development of an Intercultural Family Support Network in conjunction with the HSE Staff and the Women's Policy Group.
- Running a series of training sessions on Equality and Intercultural Awareness to community service providers.

Target groups will have increased capacity to participate in collective action and in civil society

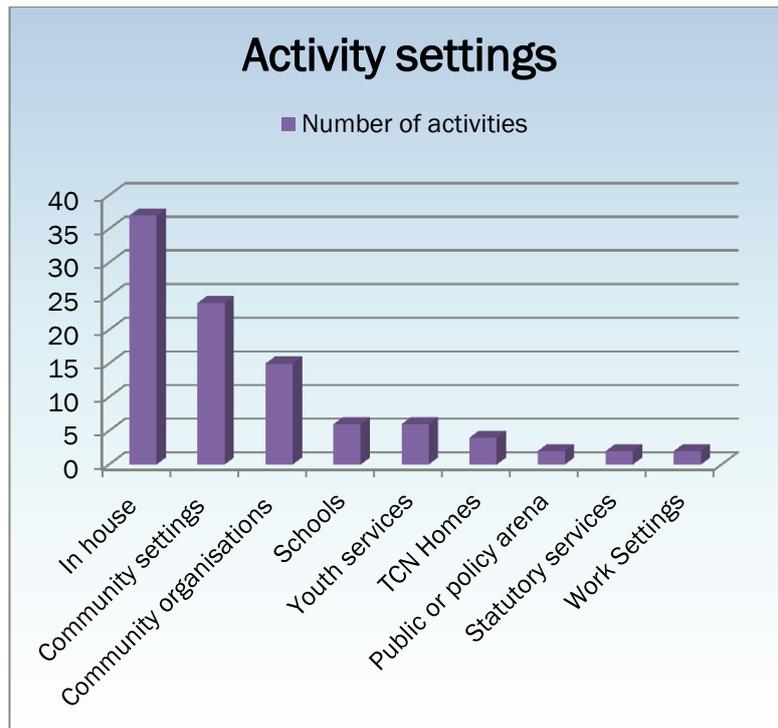
- TCN information sessions, including media, PR, funding training and information distribution.
 - Improve the level of TNC young people's participation and engagement with the Regional Youth Service in order to encourage their civic participation.
 - Develop action groups and model of trade unions working at local level with community organisations.
 - A series of events and promotion of the family resource centre for intercultural activities
 - Capacity building programme to support empowerment of third country nationals to be able to advocate their own issues.
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The wide range of activities under the two programmes could be grouped into a small number of distinct categories based on the type of activity and target group. All activities were found to fit under the following headings:

Category of Activity	Numbers activities	Numbers projects
Training or education programmes for TCNs.	39	19
Sessions, workshops or events aimed at training or educating professionals within other organisations.	6	6
Sessions, workshops or events aimed at informing the general public.	10	9
Resource development – social media, toolkit, DVD, leaflets, etc.	11	8
Outreach activities to engage with TCNs.	10	7
Drop-in services for TCNs.	8	7
Development of organisational networking to support work in the field of integration.	5	5
Case work services that represent the interests of individual TCNs.	1	1
Group advocacy or representation of issues affecting TCNs as a whole.	4	4
Community based events for TCNs.	9	8

By far the majority of activities were in the form of training and/or awareness-raising sessions for TCN target groups. Almost all projects were involved in this kind of work, which is perhaps to be expected, though a significant amount of activity was directed at sessions or events aimed at informing the general public, resource development and outreach activities. Of the two projects that were not reported as being involved in TCN training or awareness-raising, one did provide information to TCNs but in the form of outreach sessions whilst the other provided training for staff of organisations that come into contact with vulnerable TCNs.

The activities were delivered in or directed towards different settings. The chart overleaf shows that whilst the largest of the location categories was ‘in house’ i.e. within the project itself, most of the activities were actually delivered outside of the projects. ‘Community settings’ covers community centres, training venues or other such sites whilst ‘community organisations’ would typically relate to training or networking activities with service providers in the field of integration. Schools, youth services and statutory services were given separate categories as the activities directed at them were fairly distinct as was ‘work settings’, which were for activities like work placements. The category of ‘TCN homes’ covers mainly outreach activities and for activities listed as ‘public or policy arena’ the location was not well defined but included activities that aimed to influence or increase participation in policy making.



The different target groups for all the activities are noted below. Most activities were open to or targeted at TCNs in general, but where there were distinct target groups, they were categorised as below.



There was a significant amount of activity directed towards TCN youth. This does not include activities targeting secondary school children which were categorised separately to distinguish between different school oriented activities. There was also significant

activity directed towards staff in other organisations i.e. aiming to improve practices amongst those who work with or come into contact with TCNs, as well as the general public, aiming to inform about issues affecting TCNs and to influence negative attitudes.

Outputs

For the purposes of this study, outputs were accepted as being any measures that give simple counts and tell us something directly about the activities themselves. The types of reported outputs fell under four categories:

- Training/workshops sessions/information awareness events
- Outreach/drop-in
- Resource development and distribution
- Networking and organisational development

Training/workshops sessions /information awareness events

Across the programme a total of 5,823 individuals attended some form of training awareness raising events or educational sessions. The various training or awareness sessions covered:

Category of Activity	Numbers of sessions/workshops/events	Numbers of courses (involving multiple sessions)
Training or education programme for TCNs	504	56
Sessions, workshops or events aimed at training or educating professionals within other organisations	27	9
Sessions, workshops or events aimed at informing the general public	228	6
Community based events for TCNs	77	7

For projects that delivered training courses, figures were given for numbers of accredited training courses (usually to a stated FETAC level) and the number of people that subsequently gained accreditation. Three projects ran accredited training courses covering a total of 7 courses. From these courses 58 people completed accredited training and gained certification.

It could be argued that the number gaining accreditation is actually a short-term outcome measure but they are included here as they are clearly linked directly to the output measures.

Outreach/drop-in

Some projects carried out activities that were classified as outreach, some as drop-in and some delivered both outreach and drop-in services.

Single outreach activities tend to be for more than one individual person e.g. where visits to hostels can include a number of people living at the hostel, whereas drop-in services tend to involve multiple visits by single individuals. The figures in the table below therefore show fewer clients than sessions for drop-in services while outreach show more clients than sessions. The two projects that ran both drop-in and outreach services did not report on the number of sessions but engaged with over 1100 clients between them.

	Number of activities (projects)	Individual clients	Number of sessions
Drop-in only	8 (5)	1,024	2,645
Outreach only	5 (5)	2,940	360
Combined outreach/drop-in	2 (2)	1,177	Not reported

Six projects recorded information in relation to the number of 'issues successfully processed or dealt with', the total being 4,648 client issues successfully concluded.

Resource development and distribution

Thirty resources were produced during the time frame of the evaluation. These include leaflets, training manuals, research reports, etc. and resources (including existing materials) were used or distributed in 48 different venues. Some examples of the produced resources include:

- A film produced and used as a teaching support in 15 schools.
- An on-line knowledge attitude and behaviours game developed for youths.
- A research report covering 14 care homes produced to inform service development.
- Five different brochures and posters distributed to 2,600 TCNs and to various community services.
- 72 resource packs distributed to teachers, giving fact sheets, follow on activities and links to curriculum.

Networking and organisational development

A number of project activities were targeted at the development of networks, either specifically for organisations active in the field of integration or to improve collaboration with statutory and community service providers. A project could promote networking through agencies coming together to meet as a recognised stand-alone association or they could improve their own networking for instance by setting up formalised referral systems with other agencies.

During the course of the programme, 13 networking groups were set up and a total of 152 reported meetings were held by those networks. The four groups working specifically to improve their own networking arrangements held 58 meetings with other agencies aiming to co-ordinate services for the benefit of TCNs.

Short to Medium-term Outcomes

Nine of the reported activities from 6 different projects did not include any usable outcome measures. This could be for several reasons like changed priorities, measures not being currently available or the decision not to attempt to measure outcomes for certain activities. So the following short/medium-term outcomes represent results from 57 activities. Note: all projects reported short/medium-term outcomes on at least one of their activities.

As mentioned previously, short/medium-term outcomes can result from a number of different outputs e.g. a project may aim to improve TCN understanding of available services through their drop-in activities as well as information workshops on the topic. In this regard, the relationship between outputs and outcomes could be described as a many-to-one relationship with several outputs contributing to any given outcome. The short/medium-term outcomes arising from the projects are presented below as outcomes arising from:

- TCN directed activity
- Professional or public oriented activity
- Resource development
- Network or organisational development
- General or miscellaneous

TCN directed activity

For projects involved in TCN directed activity, like those running drop-in services, community events and training sessions, the outcome measures demonstrated either:

- Improvements in English literacy
- Improved behavioural, social or cognitive competencies/skills

- Increased awareness of available supports or services
- Increased confidence or motivation to engage in society

Improved behavioural, social or cognitive competencies/skills might arise from:

- A project running a series of informal learning activities for TCN youths as a means of enhancing their self-esteem, personal development and leadership skills. The report included (amongst other things), increase in participants' knowledge and awareness of personal health, hygiene and safety issues.
- One project ran an "Opening Power to Diversity" scheme in which TCN participants have an internship with TDs to learn about the political system. Outcomes from that included evidence that participants learned about Irish political system
- A street art academy for youth reported young people as having developed their skills in art, dance and music as well as public performance.

The category of "increased confidence or motivation to engage in society" was used for those measures where there was more of a motivational element i.e. where participants don't only have increased knowledge but demonstrate the confidence or intention to use that knowledge in some way. Examples include:

- A project that offered language support, as well as other information workshops or sessions on topics like health, education, social welfare entitlements and activities/services available in the community. They used a focus group approach to capture short-term outcomes, one of which reported 'increased skills in seeking out and making use of health and support services' and a number who reported 'increased ease of access to health services'.
- An international school youth theatre project sought indirect evidence from participants' teachers by asking in a survey questionnaire: "Do national school participants demonstrate increased self-confidence?"
- A project in which individual drop-in/outreach case work was undertaken for 706 individuals. A post intervention feedback form was used that included the question "to what extent do you feel more hopeful about the future after using the service". The collated figures for answers to this question were judged to best fit under the category of confidence and motivation.

The outcome figures are presented in the table overleaf. The numbers themselves however, will not fully convey the level of success or impact of the activities as the figures may be derived from sample questionnaires or focus groups with different sample sizes. Using the sample sizes, figures were converted into an 'Indicative Measure of Success'. This represents the combined total for all activities of:

$$\frac{\text{the number of positive results}}{\text{the sample size}} \times 100$$

Due to the variation in sample sizes the indicative success measure is not a true percentage across all activities. Neither does it give any gauge on the magnitude of the

improvement for individuals. However, it serves to give some indication of the success of activities in achieving the stated outcomes.

Measure	Total Numbers of individuals	Total in all sample sizes	Indicative measure of success
Increase in levels of English literacy	190	247	77%
Increased behavioural, social or cognitive competencies/skills	244	260	94%
Increased awareness of available supports or services	890	897	99%
Increased confidence or motivation to engage in society	774	928	83%

Professional or public oriented activity

Activities in this category are not intended to impact directly upon the TCN target groups but instead aim to reduce barriers in the community either by influencing and changing something about the way organisations interact with TCNs or by addressing negative public attitudes and perceptions. These activities tend to be training or awareness raising sessions.

In this category 'professional' refers to workers in any organisation, statutory or community/voluntary and are generally organisations not directly working with TCNs but providing a service that TCNs may need to access including An Garda Síochána, schools and health services. Public oriented activities may be specifically organised awareness raising events or organisation of a presence at various festivals like St Patricks Day or Pride.

Outcome measures for these activities examine whether, as a result of training or awareness raising events, staff of organisations or the general public can demonstrate either that they have improved knowledge and awareness of issues affecting TCNs; that they felt more skilled or empowered by the activity; or that they express intention to act on issues affecting TCNs.

Measure	individuals	Total sample size	Indicative measure of success
Improved knowledge and awareness of issues affecting TCNs	1,832	1,915	96%
More skilled or empowered to act as a result of input	1,236	1,678	74%
Expressing intention to act on issues affecting TCNs	99	101	99%

Resource development

Outcomes related to resources are concerned with how the resources are used. To that end, figures captured the number of events in which newly produced resources were used and the number of viewers. The reported figures show that resources were used in 18 different events with 3,361 attending or viewing.

Network or organisational development

As mentioned previously, short-term outcomes answer the question 'so what' as opposed to long-term outcomes answering the question 'so that', the short-term outcomes for organisational development would for instance answer the question 'you have managed to set up a network, so what? The responses from projects suggested that a reasonable outcome may be the number of networks persisting over time to the point of being well established. A key indicator of that was how often they met. Seven groups reported development of networks to the point where they could be considered well established and only three of those groups reported on number of meetings (total 16 meetings in the period).

General or miscellaneous

For several of the activities undertaken by projects, evidence of outcomes was provided that was not useable either because it did not adequately reflect the stated outcome; was not compiled in a mathematically valid way; or was not collatable. In most cases however, there was some attempt at conveying successful outcomes for the activity. Rather than omit these findings entirely, an assessment was made on the level of presented evidence. The assessment was categorised as high, medium or low based on:

- Size of sample or number of cases involved
- Perceived validity of the measures
- Level of success reported

No of activities	level of success	Examples of evidence provided in reporting
9	High	feedback from teacher survey; participant evaluation feedback; satisfactorily concluded drop-in cases; stakeholder survey; score sheets averaged for whole group; uptake of resource by schools
8	Medium	questionnaire using multiple statements of perception; placement provider questionnaire; figures (not provided) from score sheets; increase in iReport entries; before & after percentages using mixed respondents
6	Low	implied increase in awareness from increased information sessions; output tracking and increased frequency of outputs; verbal feedback from youth workers; score sheets on a range of measures; mean group scores on a 3 point scale; feedback from school principal; follow up phone conversations

Long-term Outcomes

It was pointed out in the one day training that long-term outcomes would be difficult to accurately measure within the time frame of the one year funding. In many cases the outcomes themselves may not be achievable within the lifetime of the project, hence the emphasis on measuring *indicators* for the intended outcome. Taking the previous training example from the activities section, an intended outcome of training professionals within community services is to improve access to services for TCNs. The actual improved access may not be readily measurable as it would require a before and after study of numbers of TCNs accessing various community services. However, it would be possible to devise indicator measures like: changes that the trainees have made to their work practices or policy changes within their organisations that deal with access issues.

Of the 66 reported activities, 37 of the reports did not include any long-term outcome measures and eight projects did not provide long-term outcomes for any of their activities. Figures below are therefore based on 29 activities from 13 projects.

For activities directed at TCNs, long-term measurements were generally made some time after the intervention and were about practical demonstration of any changes occurring. There is some room for interpretation as to what constitutes a long-term outcome. In the table below it could be argued for instance that the reported confidence or numbers making applications to employment/education are not strictly speaking long-term outcomes. They are included, however, because they demonstrate a lasting effect beyond the particular intervention and can be considered as *indicators* of integration outcomes.

	Numbers of individuals	Tot Sample sizes	Indicative measure of success	Number of activities
Improved engagement through better communication	13	14	93%	1
Reported confidence in integrating better in society in general	56	56	100%	5
Progressing into further education or training opportunities	35	83	42%	3
Progressing into employment	3	76	4%	3
Had interviews or made applications to employment or education	12	33	36%	2
Accessing services better or more than before	128	802	16%	5

For training and awareness activities aimed at staff of statutory or community organisations, it proved difficult for projects to measure long-term outcomes. The long-term outcomes we might expect would be in the form of changes to organisational policies

or procedures. Only two projects recorded evidence of organisations making changes to policies and these were both working in schools. Twelve schools were reported to have changed policy or practice in some way and they all also reported adopting new resources that the EIF projects had produced.

As well as the schools, 16 other various community organisations adopted and made use of resources produced by another two EIF projects.

For several activities the reported outcomes were not quantified but it was clear that there had been some impact in terms of integration. Explanatory notes described how participants of the various activities went on to engage in some way in community activities. For these projects, a judgement was made as to whether the presented evidence suggested a high, medium or low level of outcome based on:

- Numbers or sample size of those having received intervention
- Numbers of different community activities that participants engaged in
- Quality of stated evidence/measures

From the total of 20 activities which provided such evidence, the totals in each category were:

High	8 (from 6 different projects)
Medium	6 (5 projects)
Low	6 (5 projects)

The activities provided some form of evidence of improved integration into communities by indicating that participants had gone on to engage in society in some way. The table below shows the type of engagement indicated.

Note the figures are the number of activities in which integration was indicated. There was not sufficient detail in reports to allow for collation of the number of individuals involved.

Type of integration/engagement in community	Numbers of reports
Joined leisure or activity clubs	1
Joined Youth clubs	1
Participation in in-school activities	5
Joined educational classes e.g. English language	1
Accessed statutory/community services	5

Registered to vote	1
Standing for election in any representative capacity	1
Judged by project to be retention in school	1
Participated in general community events	5
Volunteering in community organisations	7
Engagement in the political/local action sphere	8
Engaging in performance arts	1

Summary and Recommendations

This report provides information on achievements from the 2014 rounds of ERF and EIF funding. It gives an overview of project achievements and demonstrates the wide range of activities covered under the two programmes. The collated data gives insights that may be of benefit to both funders and beneficiaries.

For Funders

This approach, whilst using a standardised template allows for a bottom up approach to demonstrating outcomes. In this way, the results represent the aims and goals of projects working in the field to improve integration for TCNs. The reported outcomes therefore give an indication of the sorts of outcomes and indicators that are of interest to the projects, providing in effect a ready-made list of potential indicators that could be refined and developed into a suite of mandatory common indicators for any future funding.

Clearly the reliance on and measurement of outputs is a much more familiar territory for projects and this report, again by allowing for a relatively bottom up approach, presents the sorts of outputs that are of relevance to projects. A question or challenge for funders is to consider which of these outputs are relevant and useful for the purposes of policy development and whether there is scope to rationalise required output reporting for future rounds.

In terms of long-term outcomes, the report provides food for thought around how far we might reasonably expect projects to address long-term outcomes and how to go about measuring them within the time frame of a funding programme. There are insights into the types of long-term outcomes that could be investigated further in order to develop common long-term outcomes for any future programmes of a similar nature.

For beneficiary organisations

Within the report it is hoped that beneficiary organisations might find examples of similar activities or the sorts of outputs and outcomes that they want to achieve, providing ideas to feed into practice around monitoring outcomes.

Even for those projects that are relatively unique, the report may provide examples of the different ways in which outcomes might be reported and hints at some of the challenges in effectively measuring some of them.

Recommendations

For both funders and beneficiaries, it is hoped that this report, along with the 9th month review, will provide a useful reference and a prompt towards better and improved outcomes measurement in the future.

In trying to be as rigorous as is reasonably possible within the constraints of this evaluation design, this report undoubtedly does not fully capture the whole extent of the outcomes for the two programmes. In fact it does not attempt to do so. A key concern in the evaluation framework was to improve the ability of funded organisations to demonstrate outcomes for their projects in a way that will stand up to review. In this drive to become more outcomes focussed, it was inevitable that some projects would struggle with an approach which may be new to them or at odds with their existing processes.

Measuring programme outcomes in this way has proved to be a significant learning experience for many of the projects and as a result, several have commented that they are now in a better position to be able to apply this approach if it is to be used in future rounds. In order to build on this experience and to further develop capacity in the sector it is recommended that application of this approach again, to future funding rounds of funding, should incorporate:

- Development of a common set of outputs and outcomes
- Increased support built into the programme for planning, implementation and reporting phases
- Preparation of 'how to' guidance materials giving more clarity on expectations

Appendices

Appendix 1 Funded organisations

Organisations funded under ERF

BeLong To	Dublin City
City of Dublin Education and Training Board	Dublin City
Dublin Rape Crisis Centre Limited	Dublin City
Killarney Asylum Seekers Initiative	Kerry
Mayo Intercultural Action	Mayo and Galway
St. Catherine's Community Services	Carlow

Organisations funded under EIF

Age Action Ireland	Dublin City
Blanchardstown Area Partnership	Dublin
Calipo Theatre Company	Louth
Canal Communities Regional Youth Service	Dublin
Clare Immigrant Support Centre Limited	Clare
Crosscare	Dublin City
Cultúr	Meath
Educate Together	Dublin City
Friars Gate Theatre	Limerick
Galway City Partnership	Galway City
Galway County Council	Galway
Migrant Rights Centre Ireland - Migrant Information Centre Limited	Dublin
Nasc	Cork City
OPEN Education, Research & Training	Dublin City
South Dublin County Partnership	Dublin
Southside Partnership	Dublin

Appendix II - Planning section of the Logic Model Template

Name of Organisation:				
Name of person completing form:				
Activity				
What programme outcome does this activity support (copy and paste from programme outcomes):				
1. Output	How and where is the output recorded?			
What are the hard figures that are recorded about this activity? (E.g. number of attendees, numbers of 1-2-1 sessions, etc.)	What is collected, by whom, when and how is it recorded?	Measurement	as at end of (month)	Explanatory notes
2. Outcome (short/medium-term)	Indicators			
What happens for service users as a result of the activity? What is the change or desired effect in the short / medium-term? (SO WHAT)	What is collected, by whom, when, using what tool?	Measurement	as at end of (month)	Explanatory notes
3. Long-term Outcomes	Indicators			
What is the change or desired effect in the long-term? (SO THAT)	What is collected, by whom, when, using what tool?	Measurement	as at end of (month)	Explanatory notes