

OUR PERSONNEL:

Michael Bopp, Ph.D.

Michael is a co-founder of Four Worlds International, and is currently a Director of the Four Worlds Centre for Development Learning, which is dedicated to building the capacity of both the government and the non-government sectors for organizational and community development.

Michael is a specialist in participatory change and development processes, and is well known for his innovative training, consulting and mentoring work related to helping professionals to learn how to work effectively with communities. He has twenty years experience working with Indigenous communities and development organizations all over the world, and has worked in Southeast Asia, the South Pacific, Africa, the former Soviet Union, and Indigenous North America.

Michael has also designed and developed a masters degree level program in applied human and community development through a joint venture between Four Worlds and Alliant International University, based in California.

Michael has led many program feasibility, planning and design, implementation, and monitoring and evaluation projects. He has also published extensively and led thousands of hours of training on topics related to human systems transformation, community health, and learning for social change.

Judie Bopp, Ph.D.

Judie is a co-founder of Four Worlds International, and is currently a Director of the Four Worlds Centre for Development Learning. Judie is a specialist in curriculum design and development and organizational transformation. She is well known for her expertise in culturally based and experiential learning, and has designed and written numerous learning programs for schools, colleges and adult training programs.

She has provided training, technical support and evaluation services related to program development and organizational change to many different types of groups, ranging from the

ministries of national governments to small non-governmental organizations. She has worked in Africa, the South Pacific, China, the former Soviet Union and across North America. She has also provided technical support to many Canadian and American professional organizations and Indigenous communities.

Judie has recently co-authored (with Michael Bopp) two books, the first related to community-based sexual abuse intervention and the other on the topic of building sustainable communities.

Phil Lane, Jr., M.Ed., M.PA.

Phil is co-founder and International Coordinator of the Four Worlds family of organizations. He is a Native American (Dakota-Chickasaw) who is both a traditional pipe carrier and sweatlodge keeper and an internationally acclaimed leader in human and community development.

He has worked with Indigenous peoples (and many others) in North and South America, Micronesia, Southeast Asia and Hawaii. He is an award-winning film producer and holds Masters degrees in both public administration and education. He served on the faculty of The University of Lethbridge for fifteen years and led the genesis of Four Worlds as a research project during those years.

In 1992, Phil received the prestigious Windstar Award, presented annually to an individual whose personal and professional life exemplifies commitment to a global perspective, operates with an awareness of the spiritual dimensions of human existence, and demonstrates concrete actions and benefits to human beings and the earth. Phil is also President of Four Directions International and serves as chairman of Four Directions Information Systems Corporation, an Aboriginal information technology initiative. He also serves as a board member of the WETV Development Corporation.



ABOUT FOUR WORLDS:

Four Worlds is a legally registered, non-profit organization with more than twenty years of experience providing technical assistance to organizations carrying out community-based programming in support of human and community development. Four Worlds first emerged out of Indigenous peoples' community healing and development efforts in North America in the early 1980s. Since then, Four Worlds teams have worked extensively in rural and urban settings in every corner of North America as well as in Africa, Southeast Asia, the South Pacific, the former Soviet Union and Latin America.

Four Worlds is well known for its participatory and culturally based approach to development work and for its down-to-earth articulation of principles and models to guide human and community transformation.

We believe that evaluation can be a powerful tool for enhancing organizational and program effectiveness by focusing energy on learning from experience, by strengthening partnerships, and by renewing vision and commitment. We believe evaluation and assessment processes work best when they:

- *incorporate participatory methodologies and are based on collaborative partnerships;*
- *are formative and generative rather than summative;*
- *build capacity within the organization rather than simply relying on outside experts; and*
- *are part of an on-going commitment to learning, reflection and renewed action.*

For further information contact:



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FOUR WORLDS



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**EVALUATION
&
ASSESSMENT
SERVICES**

HOW FOUR WORLDS CAN HELP....



Are you being asked to carry out a comprehensive evaluation by your funders?

Are you considering an internal evaluation in order to align your program or organization's performance more closely with its vision, objectives and values?

Are you feeling like something is preventing your program or organization from being as creative and dynamic as it could be?

Are you eager to share your program or organization's experiences, achievements and challenges with others working in the same field, but are not quite sure about how best to do this?

Four worlds would like to work with you to reach these objectives.

WHAT AN EFFECTIVE EVALUATION CAN DO FOR YOUR ORGANIZATION OR PROGRAM:

A look in the mirror – Evaluation provides an opportunity to hear all the stories associated with the program under review (from the individuals who have contributed their time and energy to making the program work, whether as paid staff or volunteers; the people who are intended to benefit from the program; and the agency and funding partners who have a stake in the program's success). An effective evaluation weaves these stories into a collective story, which honours all these voices while at the same time finding the themes and patterns which unlock a deeper understanding of what has worked and where the leverage points are for strategic change.

Renewing vision and commitment – An evaluation brings a program's collective story in tension with its original vision, values and objectives. It creates a space for people to reflect more deeply on what the program set out to do and how faithful its current practice is to those standards. It reconnects people to what they believe is truly important about their work and renews their commitment to achieving that vision.

Building accountability and transparency – An evaluation helps answer questions related to a program's performance in producing its promised results and in being a wise steward of the resources with which it has been entrusted. Through evaluation, a program can learn how to respond more effectively to the information and accountability needs of its funders and to

confidently and responsibly share its work with all those who have invested in its success.

Building capacity – Evaluation processes can build the capacity of an organization to learn from its experience and to translate that learning into the continuous improvement of its practice. Good evaluation does this by helping the organization to more clearly articulate its vision, values and principles, to share its successes and challenges, to monitor and evaluate its efforts and to communicate more effectively with its funders and other stakeholders. Evaluation brings best practice insights to the program at a time when it is ready to learn and to commit energy to making strategic changes.

Sharing lessons learned – The insights and documentation arising from an effective evaluation process can help an organization participate in an on-going dialogue with others in the field, so as to contribute to a growing knowledge base while at the same time learning from the best practices in the field.

EXAMPLES OF OUR EVALUATION AND ASSESSMENT WORK:

Several Aboriginal communities in Canada – Facilitating broad-based, participatory community assessment and planning processes aimed at mobilizing personal and community resources toward the rebuilding of families and nations. (2000-2004)

Northwest Territories, Canada (YWCA of Yellowknife) – Comprehensive evaluation of the Women and Children's Healing and Recovery Program, which is dedicated to serving women and their families who are suffering from the impact of abuse and other types of trauma. (2003)

Canada (Health Canada and the Aboriginal Healing Foundation) – An assessment of root causes and strategic options related to family violence and abuse in Canadian Aboriginal communities, with a strong focus on the impacts of and requirements for addressing inter-generational trauma. (2003)

Kenya, Uganda, Ethiopia, Ecuador & Cuba (IDRC) - Two evaluations related to IDRC's global research program "Ecosystem Approaches to Human Health". The first focused on methodological issues of people's participation and transdisciplinarity, the second focused on the process of getting from research to sustainable interventions and impacts. This program's mandate is to improve people's health through better ecosystem management. (2000-2002)

Zambia (CARE) – Evaluation and conflict intervention aimed at breaking a two-year deadlock between community leaders in thirteen peri-urban settlements and the City Council of Lusaka over the management of development funding and processes and at developing a new constitution for local development authorities. (2000-2001)

Canada (Health Canada) – Co-researcher and principal author of a study aimed at developing a comprehensive framework, indicators and methodology for assessing community capacity for health development. (2000)

Canada (Health Canada) – Evaluation of a large Aboriginal Community Health Centre in Winnipeg, Manitoba which was a national pilot for Aboriginally designed and controlled primary health care programming in Canada. (2000)

Benin (IDRC) – Assessment of capacity development and information technology needs of a broad-based primary health care program in the Ouida region developed as a living model of the Bamako Initiative. (1997).

Papua New Guinea (Papua New Guinea Trust) – A comprehensive evaluation and planning exercise involving a network of 23 umbrella NGOs and national technical assistance service groups focused on literacy and sustainable development. (1993)

Thailand (CIDA/UNICEF) – Final evaluation of the UNICEF Integrated Services for Children Project involving the assessment of a wide range of activities from non-formal education and a rural health promotion program to rural credit and women's poverty reduction programs. (1990)