

# Activists and Advocates: Programme Evaluation

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**AI Usage Disclaimer:**

ChatGPT was used to assist with the overall structure of the report and assisting with editing process. Interviews were transcribed using the Google Meet transcription function.

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# Executive Summary

The Activists & Advocates programme, delivered by Oxfam Ireland and the Irish Refugee Council between 2023 and 2025, aims to strengthen migrant-led and inclusive advocacy by equipping migrants, asylum seekers, emerging activists, and students with practical knowledge, confidence, and networks. This evaluation assessed the effectiveness of communication and outreach, the relevance of workshop content, participant outcomes, delivery quality, and emerging models of support, using a rapid mixed-methods design informed by Outcomes-Based Accountability (OBA).

Overall, the programme is highly valued and demonstrates strong impact, particularly in developing practical advocacy skills, building confidence, and fostering cross-community networks. The participatory, relational facilitation approach is a key strength. However, accessibility challenges—especially for newcomers, lower-English participants, and those facing emotional or logistical barriers—mean benefits were not experienced equally across all groups.

## Key Findings

### **Strong communication and outreach within existing networks**

The programme produced more than 25 sustained communication outputs across digital and partner channels. Messaging was clear and accessible, successfully reaching migrants already connected to NGOs or community groups. However, newly arrived asylum seekers, non-English speakers, and people outside Dublin were harder to reach, highlighting structural—not communication specific—barriers.

### **Highly relevant and practical workshop content**

Participants valued clear, concrete guidance on contacting TDs, navigating political systems, and drafting advocacy letters. Workshops were most suitable for participants with some civic familiarity; newcomers struggled at times with pace, jargon, and language. A tiered curriculum would enhance accessibility and inclusion.

### **Meaningful gains in knowledge, confidence, networks, and support pathways**

Survey and interview data show significant increases in knowledge, advocacy literacy, and confidence. Many participants established new relationships that continued beyond the workshops, and a majority felt comfortable reaching out to Oxfam/IRC for advice—showing strong relational trust. Follow-up support, however, was limited.

### **High-quality facilitation, but inconsistent accessibility and trauma-awareness**

Facilitators created safe, respectful, empowering spaces. Yet trauma-sensitivity was intuitive rather than structured, and accessibility (language, hybrid options, mobility access) varied across sessions.

### **Support models must combine relational, practical, and organisational elements**

Participants emphasised encouragement, peer contact, and practical tools; staff highlighted strategic networking and sustainability. Effective models will need to bridge these needs through mentoring, peer-learning circles, and flexible organisational accompaniment.

Overall, Activists & Advocates is a successful, well-regarded programme with clear evidence of positive outcomes. Strengthening accessibility, trauma-informed practice, and structured follow-up pathways will enhance equity and deepen long-term impact, positioning Oxfam and IRC to more effectively support migrant-led advocacy and movement-building in Ireland.

# 1. Introduction

The Activists & Advocates programme, delivered by Oxfam Ireland and the Irish Refugee Council (IRC) between 2023 and 2025, aims to strengthen migrant-led and inclusive advocacy in Ireland by equipping emerging activists, migrants, asylum seekers, and allies with the knowledge, skills, confidence, and networks required for sustained civic engagement. Through a series of workshops, outreach activities, and relationship-building efforts, the programme seeks to demystify Irish political structures, empower those with lived experience of migration, and expand the ecosystem of migrant and refugee advocacy.

This evaluation was commissioned to generate a holistic understanding of the programme's achievements, challenges, and future potential using a rapid, participatory, mixed-methods approach. Structured around the Outcomes-Based Accountability (OBA) framework, it examines:

- **How much did we do?** (communications and outreach effort)
- **How well did we do it?** (quality and relevance of workshops and delivery)
- **Is anyone better off?** (outcomes in knowledge, confidence, networks, and support)

In addition, the evaluation explores the emerging **models of support** best suited to aspiring activists and migrant-led groups, identifies areas for improvement, and provides actionable recommendations for strengthening accessibility, trauma-awareness, follow-through, and organisational readiness.

Findings presented in this report draw on surveys, interviews, desk review, and thematic analysis of participant and staff perspectives. They reflect the programme's strengths—particularly its participatory pedagogy, safe environment, and relational ethos—while also highlighting ongoing equity barriers faced by newcomers, asylum seekers, and those with lower English proficiency. The evaluation ultimately positions the Activists & Advocates programme as a highly valued, strategically significant initiative that has laid a strong foundation for a more structured, inclusive, and sustainable model of migrant-led advocacy support.

## 2. Evaluation Objectives

The evaluation is underpinned by the following six objectives:

1. To evaluate the effectiveness of project communication and outreach efforts.
2. To assess the suitability and relevance of the workshop topics provided.
3. To examine the outcomes achieved by the workshops.
4. To identify successful elements of the project as well as areas for improvement.
5. To explore strategies for supporting individuals aspiring to activism who are not affiliated with any group.
6. To provide recommendations for how Oxfam and the Irish Refugee Council can best support migrant-led groups in reaching their goals.

## 3. Methodology

This section sets out the methodology and approach to collecting and analysing the data in line with the five evaluation questions set out below.

### 3.1 Evaluation Questions

1. How effective were communication and outreach strategies in reaching the intended target audiences?
2. To what extent were the workshop topics and mode of delivery suitable and relevant to participants' needs and contexts?
3. What outcomes (intended and unintended) have emerged for participants in terms of knowledge, skills, confidence, and networks?
4. What aspects of the programme worked well and what could be improved in future delivery (e.g. delivery components, pedagogy, support mechanisms, accessibility & safeguarding)?
5. What models of support may be most effective for (i) aspiring activists who are not part of existing organisations and (ii) migrant-led organisations?

An evaluation matrix was developed during the inception phase that guided all stages of data collection and analysis (See Appendix 1). It aligned each research question with specific indicators, data sources, and analytical methods, ensuring a coherent and systematic approach. Surveys, interviews, and desk review were therefore structured directly against the matrix, allowing for consistent triangulation and clear mapping of findings back to the evaluation objectives.

### 3.2 Data collection methods

The evaluation used a rapid mixed-methods design. It combined:

- **Desk review** of programme and communications materials
- **Online surveys** with participants and target audiences
- **Qualitative interviews** with participants and staff
- **A light validation session** with staff

#### **Desk review**

A structured desk review was undertaken of:

- Communication artefacts
- Workshop agendas, slides and facilitation materials
- Internal notes

This provided the context for communication effectiveness, programme design and the evolving theory of change.

## Surveys

Two short online surveys were deployed using a mobile-friendly format:

1. **Participant survey** (see Appendix 3)
  - Target group: workshop participants
  - Focus: communication reach, relevance of workshops, perceived outcomes (knowledge, confidence, networks, access to support), and recommendations.
  - Response count: **n = 20**
2. **Target-audience survey** (see Appendix 2)
  - Target group: wider stakeholders who might have seen programme communications
  - Focus: visibility and clarity of programme messages, perceived usefulness of channels.
  - Response count: **n = 2**

Surveys included a mix of Likert-scale questions (including before/after self-ratings) and open-text questions to capture richer feedback.

## Qualitative interviews

Semi-structured interviews (see Appendix 4) were conducted online:

- **Oxfam/IRC staff and facilitators: n = 3**
- **Programme participants (migrants, asylum seekers, students, Irish allies): n = 3**

Interviews explored experiences of communication, workshop relevance, perceived outcomes, barriers and enablers, and preferred models of support for aspiring activists and migrant-led groups. Data were analysed using rapid thematic analysis and triangulated with survey and desk-review findings.

The sample group included:

- A mix of **asylum seekers, refugees, long-term residents and Irish nationals**
- Strong participation from **migrant women**
- A range of ages (predominantly young adults and working-age adults)

While not statistically representative, the sample provides a credible cross-section of those who engaged with Activists & Advocates and its communication efforts.

## 3.3 Analytical approach

- Quantitative data were summarised using simple descriptive statistics (averages and before/after shifts).

- Qualitative survey responses and interview transcripts were coded thematically, with attention to:
  - Alignment with evaluation questions
  - Emerging theory of change
  - Intersectional differences (nationality, immigration status, gender, disability).

Findings were then mapped against the OBA framework and triangulated across methods to strengthen validity.

### 3.4 Ethics

An ethics risk assessment was completed (see Appendix 5). Key measures included:

- Voluntary participation and informed consent
- Clear information on purpose, confidentiality and data use
- Anonymisation of all identifiable data in reporting
- GDPR-compliant data storage
- Trauma-aware, rights-holder-centred participation, with sensitivity to the emotional impact of discussing migration and injustice
- Flexible participation options (online/phone) to reduce barriers

No safeguarding incidents were reported during data collection.

### 3.5 Limitations

- Surveys were conducted in English only, likely under-representing people with lower English proficiency – a key equity concern noted in the findings.
- Most survey and interview participants were already connected to Oxfam, IRC or allied organisations; those who never saw or could not access the programme are under-represented.
- The rapid timeline and modest sample sizes mean that findings are indicative rather than statistically generalisable, but still offer robust, triangulated insights for programme learning and decision-making.

## 4. Findings

### 4.1 Communications and outreach

Between October 2023 and June 2025, Oxfam Ireland and the Irish Refugee Council (IRC) implemented a sustained, multi-channel communications campaign to promote and extend the Activists & Advocates programme. Evidence from the desk review and communications archive confirms promotional messaging consistently aligned to programme aims of visibility, inclusion and empowerment of migrant and refugee advocates.

More than 25 distinct communication artefacts were verified, including:

- Website and Eventbrite pages (for each workshop series)
- Email invitations and reminder campaigns to Oxfam, IRC and partner mailing lists
- Social-media posts across Facebook, Instagram, Twitter/X and YouTube
- Video explainers and infographics introducing the series and topics
- Follow-up and participant engagement emails showing active two-way dialogue
- Posters displayed at accommodation centres.

This represents a high volume of outreach outputs sustained across 20 months, demonstrating strong organisational commitment to visibility and participation.

#### 4.1.1 Reach of Target Groups

Survey and interview data show that communication successfully reached:

- **Migrants and asylum seekers** already engaged/connected with community organisations or the protection system;
- **Grassroots activists, students, and allies** within the advocacy and social-justice ecosystem;

Participant and target-audience survey responses indicate that email/newsletters (45–55 %), partner organisations (30–40 %), and social media (25–30 %) were the dominant discovery channels. Interviewees reinforced this pattern, citing trust in known organisations and clarity of invitations as key motivators to attend.

**New migrants / newly-arrived asylum seekers** are harder to reach/serve through these formats; language level and immediate life pressures reduce both the draw and the payoff from attendance. (This is less a comms failure than an audience-programme fit/timing/language issue.)

**Barriers to reach:**

- Cost & distance (Dublin-centric), time/scheduling, and language.
- For newly-arrived migrants/asylum seekers, language and immediate needs (housing, stability) limit relevance. Further consideration should be given to who the workshops are for and how this is communicated.

### 4.1.2 Visibility and Clarity of Messages

The campaign achieved high message visibility within target networks:

- Regular posts on IRC and Oxfam social-media channels maintained a visible presence during each campaign.
- Workshop invitations and webpages used clear, inclusive copy —framing the programme as accessible and participatory.
- The Activism and Advocacy video explainer (YouTube, Oct 2023) served as a top-level introduction, ensuring coherence and continuity across cycles.
- IHREC funding acknowledgment, repeated across materials, added credibility and consistency.

Survey respondents rated the information as easy to understand and relevant to their interests, while interviews confirmed that registration processes were “*simple, responsive, and clear.*”

### 4.1.3 Perceived Usefulness of Channels

Across data sources:

- Email/newsletters and partner networks were perceived as the most reliable and trusted channels.
- Social-media posts increased event awareness.
- Eventbrite effectively streamlined sign-up and data capture.
- Participants valued post-workshop email follow-ups, which extended engagement beyond events, providing slides, advocacy opportunities, and podcast collaborations (e.g., *Rory Hearne’s podcast*).

This pattern suggests a communications ecosystem in which multi-channel reinforcement—particularly via trusted intermediaries—was key to effectiveness.

### 4.1.4 Engagement and Responsiveness

Evidence from follow-up correspondence shows that communication evolved from outreach to ongoing relationship management:

- Multiple participants requested to join mailing lists, collaborate on advocacy, or feature in podcasts.

- Replies from participants illustrate that messaging fostered a sense of belonging and sustained participation.
- IRC and Oxfam staff maintained timely responses, circulating materials and invitations to subsequent sessions, indicating internal communication efficiency.

This two-way flow of information demonstrates a shift from one-off promotional outreach to active community building—a strong qualitative indicator of effectiveness.

#### 4.1.5 Communication Quality and Inclusivity

Across all artefacts, communication adhered to principles of accessibility and dignity:

- Consistent offers of childcare, travel reimbursement, and inclusive food lowered entry barriers.
- Evening and lunchtime scheduling accommodated different availability patterns.
- Non-hierarchical framing —“*We will learn from each other*”—reinforced participatory values.
- Visual and textual materials (infographics, videos) reflected diversity of representation and avoided institutional jargon.

This inclusive tone directly supports programme outcomes around visibility, belonging, and equitable participation.

#### 4.1.6 OBA Scorecard: How much did we do?

The communications and outreach work produced substantial, sustained, and inclusive activity, delivering high visibility among intended audiences and tangible engagement outcomes. In OBA terms, the organisations can demonstrate that they “did a lot, reached widely, and kept doing it over time.”

Table 1: OBA Scorecard: How much did we do?

OBA Output Indicator	Evidence from Evaluation
Number of communication artefacts	More than 25 verified outputs (emails, websites, videos, posts, invites, posters, follow-ups)
Channels used	7 major platforms: Website, Eventbrite, Email, Facebook, Instagram, Twitter/X, YouTube
Accessibility measures promoted	Childcare, travel, inclusive food, accessible venues
Active engagement	Participant emails, sign-ups, podcast collaborations

### 4.1.7 Data Limitations

Findings for this question should be interpreted with several limitations in mind:

First, both the participant and target-audience surveys primarily reached people who were already connected to Oxfam Ireland, the Irish Refugee Council, or allied organisations. Those who never encountered the programme’s outreach are therefore under-represented, introducing a sampling and self-selection bias that likely overstates awareness and visibility.

Second, surveys were conducted in English only, which may have excluded those with lower language proficiency—the very group whose communication barriers the programme seeks to address.

Third, self-reported awareness could not be triangulated with independent communication metrics (such as website traffic, social-media analytics, or email open rates), so effectiveness is assessed primarily through perceived reach and clarity rather than verified exposure.

Fourth, timing and recall may have influenced responses, as most data were collected after workshop delivery. Participants’ memories of how they first heard of the programme may have blended with subsequent communications. Only a small number of qualitative interviews were available, mostly with participants who successfully engaged, leaving the perspectives of non-participants or those who faced barriers under-explored.

Taken together, these factors mean the findings offer a reliable picture of communication effectiveness among those reached, but cannot provide a full measure of the programme’s overall visibility or reach into harder-to-engage communities. However, the mixed-methods approach—combining structured survey data, open-text feedback, and interview evidence—allows for a balanced interpretation of communication effectiveness across different audience types. It also provides a strong foundation for practical learning, pointing to concrete improvements in channel use, message framing, and inclusivity for future outreach cycles.

## 4.2 Assessing the relevance of workshops

This section examines the relevance and suitability of the workshop content in relation to participants’ needs, backgrounds, and levels of advocacy experience. Drawing on survey findings, interviews, and participant reflections, it assesses how well the workshops aligned with expectations, the extent to which they were accessible and applicable, and where gaps emerged for different participant groups.

### 4.2.1. Alignment with Participant Needs and Contexts

**Strong alignment:**

- Workshop content on how to contact TDs, navigate parliamentary processes, and draft advocacy letters was repeatedly cited as directly useful and actionable.
- Participants valued the accessibility of information — “easy, summarised, practical” — and the sense that knowledge was demystified.

- The workshops created networking opportunities across sectors and roles (students, NGO staff, migrants), enhancing participants’ sense of connection and shared learning.

**Partial or weaker alignment:**

- Language and contextual gaps limited participation for some asylum seekers and newcomers. Several participants and staff observed that the level of English and political familiarity required created barriers for those “still learning the language” or “new to Ireland’s systems”.
- Staff and participants both recognised a mismatch between ambitions and audience readiness — i.e. topics better suited to those already active or settled, rather than individuals in crisis or early asylum stages.
- Workshop branding as “activists” may have unintentionally deterred participants who did not self-identify with that label.

## 4.2.2 Applicability and Usefulness

**Immediate applicability:**

- Participants reported concrete learning outcomes:
  - “Now I know who to contact and how to send a proposal”.
  - “Useful methodology of accessing TDs”.
  - “Gained knowledge and confidence to plan next steps in lobbying”.
- Staff and attendees alike found the practical, experiential approach—group discussions, real-life case examples, and participatory exercises—effective in bridging policy and practice.

**Longer-term or indirect relevance:**

- Participants spoke of delayed but ongoing application — using workshop insights in later campaigning or community contexts.
- For student and migrant attendees, workshops opened new professional pathways (internships, collaborations) and clarified the Irish advocacy landscape.

## 4.2.3 Key Barriers and Enablers

The following table summarises the main factors that supported or hindered participants’ ability to engage fully with the workshops. These barriers and enablers emerged consistently across survey responses, interviews, and facilitator reflections, and highlight the conditions that shaped participants’ learning, confidence, and overall experience.

Table 2: Workshop enablers and barriers

Enablers	Barriers
Clear, practical content with real examples of Irish advocacy	Language barriers for newly arrived participants
Accessible facilitation and inclusive atmosphere	Lack of hybrid/online access for those outside Dublin
Opportunity for networking and peer learning	Too liberal use of acronyms; content density
Travel refunds and proactive communication	Limited follow-up or sustained engagement post-workshop

#### 4.2.4 OBA Scorecard: How well did we do it?

The workshops were highly relevant for emerging activists, students, and participants with some prior exposure to advocacy, offering concrete, practical tools. Relevance was weaker for newly arrived asylum seekers or those with lower English proficiency and limited schedule/transport flexibility.

Open-text responses repeatedly describe the content as *useful, practical, confidence-building, and clarifying of the Irish political/advocacy system*. A few participants explicitly note using “different tools” post-workshop and gaining “better knowledge of the Irish political system” that will help future advocacy and studies.

Overall, the workshops were well-conceived and delivered with strong practical value. Their challenge lies not in quality of content but in ensuring accessibility, contextual fit, and sustained follow-through across a diverse participant base.

Table 3: OBA Scorecard: How well did we do (relevance)

OBA indicator	Rating
<b>Topic-needs alignment</b>	<b>Good</b> for emerging/settled activists and students <b>Fair</b> for newly arrived or lower-English participants.
<b>Perceived relevance &amp; applicability</b>	<b>Good-Very good</b> strong praise for usable content, clarity, and practicality; survey/interviews confirm uptake intent.
<b>Equity of access (format/location/language)</b>	<b>Mixed</b> (refunds helped; hybrid/multilingual gaps limit inclusion beyond Dublin/newcomers).

Participants perceived the workshops as highly relevant and well-pitched for emerging activists, students, and those with some prior advocacy experience, though less accessible for newly arrived asylum seekers or participants with lower English proficiency. They consistently valued the practical, step-by-step content on lobbying and advocacy and the safe, inclusive environment created by facilitators, describing the sessions as respectful, engaging, and “easy and practical” in how complex ideas were explained.

The participatory and human-centred facilitation style fostered trust, confidence, and peer learning, which participants viewed as central to the workshops’ relevance. At the same time, some noted challenges with pace, language complexity (“*Sometimes there were too many*

acronyms — it could be confusing”), and expressed a desire for more tailored sessions, and hybrid access.

Some participants also highlighted the emotional risks that advocacy discussions can pose for people with lived experience of displacement, acknowledging the facilitators’ sensitivity (“They [the facilitators] didn’t force anyone to talk about their story....[some advocacy discussion] could bring back painful memories”) Overall, facilitation quality emerged as a defining strength of the programme, transforming information into genuine empowerment.

Table 4: Summary of facilitation quality

Facilitation Aspect	Participant View	Implication
Respect and equality	Strongly positive	Keep participatory, peer-based ethos.
Clarity and accessibility	Positive overall; some found content dense	Use plain English, visual aids, slower pacing for mixed groups.
Emotional safety	Very positive but intuitive, not formalised	Embed trauma-aware protocols (check-ins, optional sharing).
Interactivity	Highly valued	Retain small-group formats and real-world exercises.
Pacing	Mixed	Introduce tiered sessions or pre-assessment of experience.

### 4.3 Assessing the outcomes of the programme

This section assesses the outcomes of the Activists & Advocates programme, examining the extent to which participants gained knowledge and skills, increased their confidence to engage in activism, expanded their networks, and felt able to seek support from Oxfam or the Irish Refugee Council. Drawing on survey data, before/after self-assessments, and interview insights, it provides an evidence-based picture of how participants benefited from the workshops and where gaps in equity or follow-through remain.

#### 4.3.1 Knowledge & Skills

- Outcome-related assessments are positively skewed. Open-text responses describe applying “different tools,” improved understanding of the Irish political system, and clear ideas for how to act.
- Average before and after ratings for knowledge of the issues covered in the workshops went from 2.35/5 to 3.6/5.
- Participants learned how Irish advocacy works (who to contact, committee mapping, drafting approaches, timelines), with several describing the process as newly “clear” and “doable.” Interviewees highlighted concrete takeaways like targeting TDs and writing effective introductory letters.

- Feedback forms repeatedly praised practical, summarised information and small-group practice.
- However, some participants felt that they needed to have more knowledge in order to contribute meaningfully to the discussions and for the discussions to have added value. “It would be better if we reduce audience discussion a bit. I didn't find the audience having a sufficient advocacy literacy level to inspire each other.”

### 4.3.2 Confidence & Agency

- Confidence-related assessments are positively skewed. Open-text responses include feeling “more active” and “better equipped.”
- Average before and after confidence ratings in using skills such as communication, advocacy, or campaigning before and after the workshops: 2.8/5 – 3.55/5)
- Participants reported confidence to plan next steps, even if action is sometimes delayed by time/volunteer capacity. One interviewee suggested ending sessions with concrete next actions, which would support follow-through.

### 4.3.3 Networks & Relationships

- Workshops served as a networking hub across roles (students, NGO staff, migrants), with ongoing contacts and referrals (e.g., internship pathways, continued exchanges).
- Participants valued peer exchange and discussion segments as the most energising parts; staff felt the participatory moments outweighed slide-led portions in value.
- Open-text references to meeting people, staying in touch, and knowing who to approach are common.

### 4.3.4 Ability to access support (Oxfam/IRC & peers)

- Interviewees felt comfortable reaching out to Oxfam/IRC for critique or advice (e.g., sharing letters to the Minister; asking for policy materials).
- 60% of respondents said they knew who to contact at Oxfam or IRC for support. 25% of respondents said they already reached out for support.
- Participants perceive continued availability of support (“I know I will still have the support of IRC and Oxfam”).

### 4.3.5 Equity gaps

- Language & jargon barriers (e.g., acronyms) undermined benefits for some newcomers or lower-English attendees.
- Mixed-ability rooms made it hard to pitch content equally; participation and small-group focus helped but didn't fully solve this.

- Geography & format (Dublin-centric, limited hybrid access) constrained who could benefit.

#### 4.3.6 OBA Scorecard: “Is anyone better off?”

Everyone is “better off,” but not equally: outcomes are strongest where institutional literacy and stability are higher. The programme’s equity aim is best served by tiered workshops (introductory vs advanced), language/accessibility supports, and post-workshop accompaniment that lowers the activation barrier for refugees and asylum seekers.

Table 5: OBA Scorecard: Is anyone better off?

OBA Indicator	Rating
<b>Knowledge &amp; Skills</b>	<b>Good–Very good</b> (clear, actionable how-tos; strong practical orientation).
<b>Confidence to Engage</b>	<b>Good</b> (intent high; minor drop-off without follow-up).
<b>Networks</b>	<b>Good</b> (new links and continuing contact).
<b>Access to Support</b>	<b>Good</b> (known pathways to ask Oxfam/IRC for help).
<b>Equity of Benefit</b>	<b>Mixed</b> (language/format barriers reduce gains for some migrant/asylum-seeking newcomers).

Overall, participants report meaningful gains in knowledge and practical skills, greater confidence to engage, and new/strengthened networks. Many feel able to reach back to Oxfam/IRC for advice on activist projects. The main gaps relate to language/accessibility and structured follow-up to convert intent into action.

#### 4.3.7 Participant Vignettes

**Participant (foreign national) — “Now I know who to contact and how.”**

Came in with little knowledge of Irish institutions; left able to map who does what, with contacts and steps. Reported confidence to submit a proposal and clear channels for outreach; also built new links with several activists and orgs, staying in touch and even signposting internship opportunities through the network formed at the workshop.

**Participant (migrant) — “Knowledge and a real network I’m still using.”**

Described the workshops as “so impactful” due to the “richness of information,” plus genuine networking: he formed a close peer connection he still collaborates with (mutual event invites, information sharing). Emphasised that the knowledge base was the project’s foundation and facilitators “really know how to engage and pass on information.”

**Participant (Irish) “From theory to a lobbying plan.”**

Gained actionable skills: how to identify the right TDs (constituency, committees, interests), and how to craft an introductory email/letter to open a working relationship. Her volunteer group keeps this on the agenda monthly, discussing follow-up lobbying actions (the main constraint is time/volunteer bandwidth).

## 4.4 Successes and Improvements

This section examines what aspects of the programme worked well and where improvements are needed. Drawing on participant feedback, staff reflections, and triangulated evidence across surveys and interviews, it assesses the quality of delivery, pedagogical approach, accessibility measures, and safeguarding practices. The analysis highlights key strengths while identifying gaps that, if addressed, would enhance equity, consistency, and participant experience in future iterations.

### 4.4.1 What worked well – key success

Table 6: Summary: Key successes

Success	Key insight / evidence
<b>Participatory, practical delivery</b>	<ul style="list-style-type: none"> <li>• Participants consistently praised the interactive format, small-group work, and real-world advocacy examples.</li> <li>• Staff noted that the participatory approach made complex content accessible, contrasting it favourably with standard lecture-style training.</li> <li>• Icebreakers and group reflection created a safe and welcoming learning space, particularly important for diverse migrant and activist cohorts</li> <li>• Participants emphasised gaining new skills such as contacting TDs, planning advocacy campaigns, and understanding Irish political structures.</li> </ul>
<b>Community and network building</b>	<ul style="list-style-type: none"> <li>• Workshops served as “bridging spaces” for students, and migrant communities — building new networks and mutual understanding.</li> <li>• Participants stayed in touch post-workshop; IRC staff observed participants asking, “<i>When is the next one?</i>”, showing sustained engagement.</li> </ul>
<b>Alignment with organisational learning goals</b>	<ul style="list-style-type: none"> <li>• For Oxfam, the series built domestic presence with lived-experience advocates, strengthening its “decolonial feminism in advocacy” agenda.</li> <li>• Internally, it improved collaboration with IRC and cross-team learning in Oxfam (communications, policy, advocacy).</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>• Participants indicated they felt safe, with only the latent risk of triggering being named. This indicates the programme’s ethical awareness operated intuitively, without being explicitly codified.</li> </ul>

## 4.4.2 What could be improved – emerging lessons

Table 7: Summary: Areas for improvement

Area for improvement	Key insight / evidence
<b>Accessibility &amp; inclusion</b>	<p>Language and acronyms sometimes excluded less fluent participants; mixed levels in the room made it hard to pitch evenly.</p> <p>One participant noted that the building was not accessible to those with mobility aids. However, it should be noted that all but two of the workshops were wheelchair accessible. It will be important to ensure this is included in all future communications.</p>
<b>Follow-up &amp; sustained support</b>	Participants valued learning but would have liked follow-up and mentorship.
<b>Geographical reach</b>	Dublin-centric delivery limited participation for those outside the capital.
<b>Internal systems (Oxfam)</b>	Finance and reimbursement processes created significant staff stress and delayed payments to venues/caterers.
<b>Programme branding</b>	The title “Activists & Advocates” was inspiring for some but could be perceived as intimidating for others who didn’t self-identify as “activists.”
<b>Trauma-awareness vs. trauma-sensitivity</b>	<p>While facilitators were clearly sensitive (creating safe environments and offering choice), there is no evidence that the workshops were explicitly trauma-informed — i.e., intentionally structured to anticipate triggers, provide de-escalation strategies, or ensure psychological support if distress occurred.</p> <p>The very act of discussing injustice and lived experience can re-surface memories of harm. There is evidence to suggest the workshops successfully opened space for story-telling but also risked re-activating trauma in the absence of explicit framing or containment mechanisms.</p>

## 4.4.3 Unintended outcomes

- The social element (shared meals, informal chats) strengthened solidarity and belonging — described by staff as “*people stayed so long we had to kick them out.*”
- The project helped Oxfam respond more authentically to domestic migration debates and improved visibility for refugee voices
- Occasional mismatch between participant expectations (some seeking service support rather than advocacy skills)

- Emotional labour for staff navigating bureaucratic barriers and participant vulnerability — indicating the need for reflective debrief and safeguarding planning.

#### 4.4.4 OBA Scorecard: How well did we do it?

Overall, the Activists & Advocates workshops modelled excellent facilitation and participatory pedagogy, but intersectional analysis shows that experience of quality was not uniform. Women and established residents thrived, while asylum seekers and newcomers faced linguistic, logistical, and emotional barriers.

Participants felt respected and safe, yet trauma sensitivity was intuitive rather than structured. To deepen quality and equity, future iterations should combine Oxfam and IRC’s strong relational approach with explicit trauma-informed frameworks and intersectional accessibility design — ensuring that all participants, regardless of status or background, are equally “better off.”

Table 8: OBA Scorecard: How well did we do (key successes)

OBA Indicator	Rating
<b>Content quality</b>	<b>Very good.</b> Practical, empowering; but more accessible to participants with higher English or civic familiarity.
<b>Facilitation quality</b>	<b>Very good.</b> Highly rated by participants and staff for participatory, inclusive tone.
<b>Accessibility</b>	<b>Mixed.</b> Language/format limited full inclusion of newcomers. Mobility barriers.
<b>Emotional safety and trauma sensitivity</b>	<b>Fair.</b> Participants felt respected and safe, but trauma triggers were managed informally
<b>Responsiveness / adaptability</b>	<b>Good.</b> Staff reflective and adaptive; logistics constrained by internal systems. Reflective practice embedded.
<b>Learning culture</b>	<b>Strong:</b> Staff learning and cross-organisational collaboration evident.
<b>Equity / inclusion</b>	<b>Mixed.</b> Benefits concentrated among more established participants

### 4.5 Exploring effective models of support

This section investigates what models of support are likely to be most effective for aspiring activists who are unaffiliated with organisations, as well as for migrant-led groups seeking to strengthen their advocacy. It compares participant and staff perspectives, identifies areas of convergence and divergence, and considers how relational, practical, and institutional forms of support can be combined to meet diverse needs.

#### 4.5.1 Models of Support – Participants compared to Staff

The interviews reveal quite distinct emphases: participants mostly focused on personal and relational support, while staff thought in more institutional and strategic terms.

Participants valued meeting others with shared experiences; several mentioned wanting a group “to keep in contact” and “share updates.” They saw networking as mutual motivation and belonging. Staff saw networking as strategic — to bridge NGOs and activists, and to avoid parallel tracks (“activists and NGOs working separately”). Both agree on networking’s importance, but participants seek peer solidarity, while staff aim for movement alignment and coalition-building.

Participants asked for templates, contacts, and guidance materials (e.g., how to contact TDs, write advocacy letters etc). Staff highlighted the idea of a shared resource hub or online repository, but not as an immediate priority. Participants’ focus is *practical and immediate*; staff focus is *structural and longer-term*.

Few participants raised funding directly; they mainly sought information on opportunities, not grants.

Participants consistently stressed the importance of feeling encouraged, respected, and listened to; they viewed this as a continuing need. Staff did not explicitly frame emotional support as a model but recognised the value of trust and relational care in engagement. Both see the value of co-representation and lived experience in policy, advocacy and campaigning platforms. though staff focus on institutional mechanisms.

#### **In summary:**

##### **Participants prioritised the following models of support**

- **Relational support** (mentoring, peer contact, encouragement)
- **Practical resources** (templates, examples, concrete guidance)
- **Safe, inclusive environments** (to keep building confidence)

##### **Staff prioritised:**

- **Systemic and strategic support** (networking across organisations, institutional partnerships)
- **Scalable and resource-light models** (peer networks, short mentoring bursts)
- **Advocacy integration** (rather than emotional accompaniment)

The contrast reflects two positionalities: participants are speaking from lived experience, seeking human connection and tangible continuity; staff are speaking from organisational roles, seeking sustainability, alignment, and efficiency. The most effective model of support will need to bridge these two logics — combining relational mentoring and peer solidarity with institutional partnerships and resourcing.

#### **4.5.2 OBA “Is anyone better off?” scorecard**

The evaluation finds that one-off workshops successfully spark confidence and networks, but sustained impact depends on ongoing relational support. The most effective model combines

peer-learning networks, light mentoring, and collaborative partnerships — structured enough to maintain momentum, flexible enough to remain accessible. By institutionalising these low-cost, participatory support models, Oxfam and the Irish Refugee Council can ensure that activists and migrant-led groups are not only better off now, but better equipped to drive change independently.

Table 9: OBA Scorecard: Is anyone better off (Models of Support)

OBA Indicator	Rating
Continued engagement	<b>Good.</b> Participants expressed clear desire for ongoing contact; some already following up with Oxfam/IRC.
Networks & solidarity	<b>Strong.</b> Informal networks forming; participants exchanging details and collaborating.
Organisational readiness to support	<b>Moderate.</b> Staff enthusiastic but constrained by finance/admin systems; need light, flexible model.
Prospects for sustainability	<b>Promising.</b> Peer and mentoring models achievable with minimal funding; fits Oxfam/IRC values.

### 4.5.3 The Theory of Change

The Advocates and Activists Programme is built around an implicit Theory of Change (ToC), not a fully articulated one. The evaluation data don't spell out the ToC explicitly, but participants and staff repeatedly describe how they believe change happens.

#### What the implicit theory of change appears to be:

Drawing from the data, the programme seems grounded in 'capability-based' logic based on the following:

**If people with lived experience of migration gain knowledge of Irish political and advocacy systems,** (Participants describe learning "how to contact TDs," "how laws and policy work," and "how to use media and communications.")

**and if they develop confidence and networks to use that knowledge,** (Many reported increased confidence)

**then they will begin to engage in collective advocacy,** (Staff noted participants asking, "What can we do next?"; some participants mentioned ongoing activism or sharing knowledge).

**leading to stronger migrant-led influence and more inclusive advocacy spaces.** (connected the workshops to Oxfam's goal of amplifying migrant leadership and "decolonial feminism in advocacy)

## Theory of Change Gaps and Assumptions

- The implicit theory of change works well for participants with higher English proficiency or prior activism; weaker for newcomers or people in crisis.
- Not all participants reported taking up action; many wanted follow-up or mentorship.
- Networks formed but lacked structure or continuity
- Limited evidence of policy impact
- Risks of emotional trauma
- Organisational barriers that limit agility to respond to need

### 4.5.4. Emerging models of support

The model of support should include the following components:

- **Relational tier:** e.g. peer-learning circles and optional mentoring (meets participant need for connection and reassurance).
- **Structural tier:** e.g. Collaborative project development between NGOs and migrant-led groups (meets staff aim for strategic sustainability).
- **Supportive tier:** e.g. Trauma-aware, inclusive facilitation that keeps the space safe while deepening leadership capability.

Consider revising the Theory of Change along the following lines:

Meaningful advocacy outcomes emerge not only from knowledge transfer, but from the quality and safety of the learning environment and the continuity of support that follows. The pathway begins with inclusive, trauma-aware workshops, where participants gain practical knowledge of advocacy systems in a safe and respectful space. This foundation builds confidence and leads to supported practice through mentoring and peer networks that help participants apply what they have learned. Over time, these supports foster sustained activism, enabling participants to collaborate, influence collectively, and contribute to policy and systems change.

Two critical “enabling loops” underpin this pathway:

1. **Wellbeing and safety**, ensuring that trauma-aware facilitation and emotional support sustain participants’ engagement and prevent harm; and
2. **Organisational flexibility**, where adaptive and responsive systems within Oxfam and the IRC allow for agile partnerships and long-term accompaniment.

Together, these elements describe a learning-to-action cycle in which participants are not only equipped to act, but sustained, cared for, and institutionally supported to lead transformative advocacy.

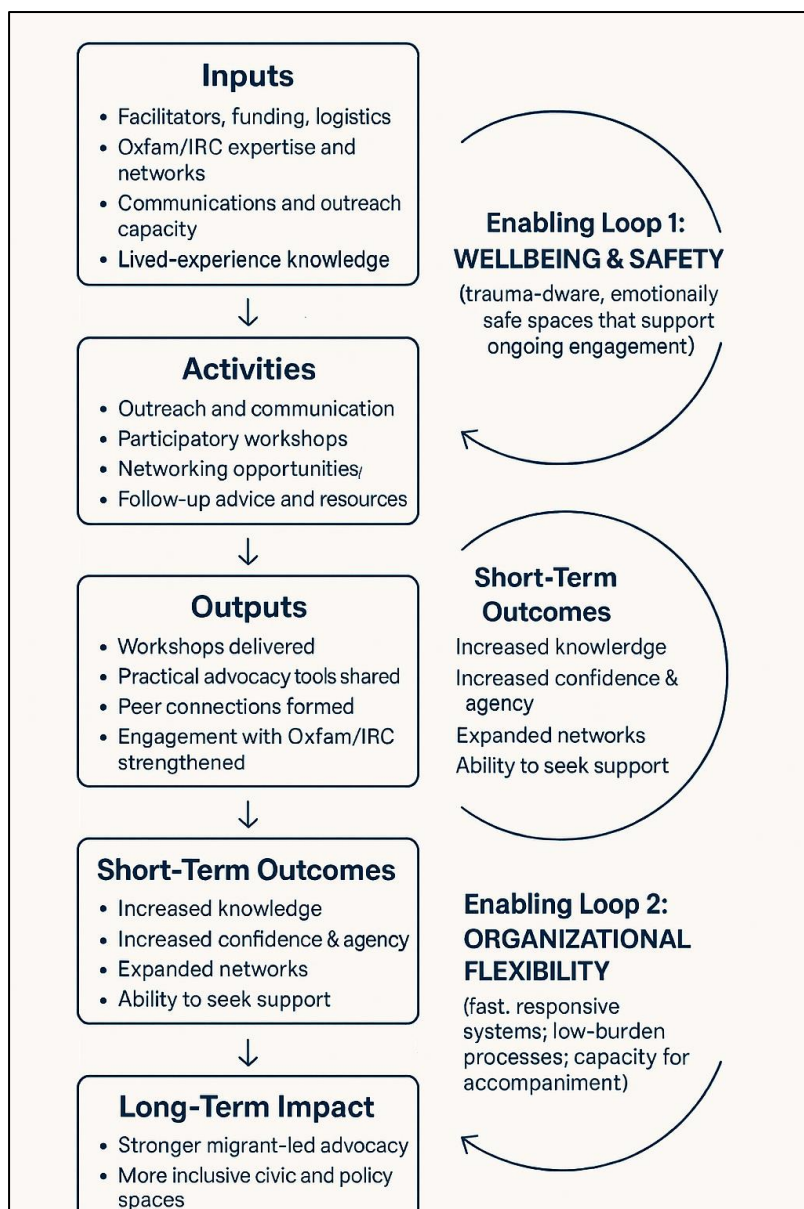


Figure 1: Schematic of Proposed Theory of Change

## 4.6 Intersectional Analysis: Who Benefits and Why It Matters

Intersectionality reframes programme quality as not just “How well did we do it?” but “For whom did it work?” The workshops excelled for participants with relative stability and institutional familiarity, but equity gaps remain for those facing multiple barriers.

The evaluation finds that while *Activists & Advocates* achieved high overall satisfaction, outcomes were not experienced equally across nationality, immigration status, gender, and ability. The table below sets out the findings and points to consider.

Table 10: Intersectional analysis

Dimension	Findings	Considerations
<b>Nationality &amp; Immigration Status</b>	Irish citizens and long-term residents reported the highest relevance and confidence gains. Refugees, asylum seekers, and new arrivals valued the safe, welcoming tone but faced linguistic, logistical, and emotional barriers.	Tailor content: introductory civic advocacy for newcomers; advanced modules for established activists. Provide interpreting, visual materials, and clear pre-session framing.
<b>Gender</b>	Women—especially migrant women—rated the workshops slightly higher on confidence, inclusion, and networks. The participatory and care-centred pedagogy fostered belonging and peer support.	Continue feminist, relational facilitation. Gather disaggregated gender data to monitor representation.
<b>Disability &amp; Physical Access</b>	One participant highlighted that the workshop venue lacked accessible entry.	Use a universal-design venue checklist (ramps, toilets, etc).
<b>Intersectional Overlaps</b>	The strongest barriers were at the intersections of migration status, language, and trauma history. Newly arrived women in precarious situations gained less from the same content compared with peers who were settled or professionally connected.	Equity requires differentiated delivery: safe, slower, and more scaffolded learning for those still navigating the asylum system.

## 5. Recommendations

### Theme 1: Accessibility, Inclusion, and Safety

1. **Strengthen reach into under-represented and hard-to-reach groups.**

Build on the strong communications foundations by ensuring outreach *reaches equitably*, not just widely.

  - a. **Community ambassadors:** Support a small network of migrant or refugee alumni to act as peer communicators in local centres, WhatsApp groups, and language-specific networks.
  - b. **Multilingual and offline communication:** Produce short (potentially) translated invites and use community noticeboards, libraries, and mosques to complement digital reach.
2. **Institutionalise accessibility and intersectionality as design principles.**
  - a. Adopt a formal “*inclusion-by-design*” checklist for all workshop and communications planning—covering physical access (step-free venues, accessible toilets), linguistic accessibility (plain English, translated materials, visuals), and inclusive representation (gender, migration status, disability).
  - b. Collect basic demographic data (gender, nationality, immigration status, disability) at sign-up to monitor who is reached and whose needs remain unmet.
3. **Tailor content and pacing to diverse participant needs.**

Develop a *tiered curriculum* with clearly defined entry points:

  - a. **Introductory sessions** using plain language, simplified visuals, and foundational civic-advocacy content for newcomers, asylum seekers, or those with limited English or policy familiarity. Consider creating short introductory explainer videos.
  - b. **Advanced workshops** for participants with prior experience or institutional ties, focusing on campaign design, coalition-building, and media strategy. Incorporate pre-session diagnostics or self-placement questions so participants can choose the right level. This scaffolding will ensure that all learners—regardless of experience or background—can engage meaningfully and progress without frustration or exclusion.
4. **Embed trauma-informed and emotionally safe practice.**
  - a. Move from *trauma-sensitive* (intuitive, relational care) to *trauma-informed* delivery by training facilitators in recognising distress and offering wellbeing supports.
  - b. Open each session with a “grounding and consent” statement, and provide clear signposting to support. This ensures that empowerment is not achieved at the cost of emotional harm, particularly for participants with lived experience of displacement.

## Theme 2: Sustained Support, Practice, and Collective Advocacy

### 5. **Shift from workshops to pathways of practice.**

Retain workshops as entry points but introduce structured follow-up and mentoring loops—for example, 30-day online check-ins, drop-in “advocacy clinics,” and optional mentoring pairings. This “supported practice” layer bridges learning and sustained activism, especially for those who lack stable networks or organisational affiliation.

### 6. **Nurture peer-learning and collaborative networks.**

Formalise light peer networks (WhatsApp, online community) as semi-facilitated “communities of practice,” encouraging shared resources, visibility of migrant-led campaigns, and solidarity. Position this as a continuing-education ecosystem rather than a one-off training series.

## Theme 3: Organisational Flexibility and System Readiness

### 7. **Enable agile, participant-led programming.**

Review internal finance and admin systems that currently slow delivery (e.g., reimbursements, approvals). Adopt micro-budget mechanisms that let staff respond quickly to emerging participant needs or collaboration ideas.

### 8. **Integrate activist accompaniment into organisational strategy.**

Position the *Activists & Advocates* model within Oxfam/IRC’s broader localisation and decolonial-feminist frameworks. Allocate staff time for ongoing accompaniment (e.g., one day per month for network facilitation). In doing so, shift the institutional role from trainer to ally and convener—building longer-term partnerships with migrant-led groups.

## 6. Risks and Mitigations

The evaluation identifies three overarching recommendation themes that together offer a pathway to strengthening accessibility, deepening support, and enhancing organisational readiness within the Activists & Advocates programme. As the programme moves toward implementing these recommendations, a series of interconnected risks also emerge. These risks do not reflect shortcomings in the current model, but rather the potential unintended consequences that can arise when expanding, adapting, or systematising aspects of delivery. For each risk, the evaluation identifies corresponding mitigations to ensure the programme can grow in a way that protects equity, safety, and sustainability.

The first set of recommendations relating to accessibility, inclusion, and safety, proposes expanding tiered learning options, improving linguistic and logistical accessibility, and making selective use of online delivery. Implementing these changes carries the risk of unintentionally fragmenting the participant cohort. Tiered sessions may separate groups who benefit from learning together, and an increased reliance on online formats may weaken the relational trust and solidarity that participants consistently described as central to their experience. To mitigate this, the programme should ensure that each cycle retains mixed-cohort elements, use tiering only as a voluntary and flexible tool, and keep core relational learning in person while using online formats only for low-stakes follow-up. Multilingual communication products could suggest workshops will provide multiple language options.

The second set of recommendations relating to sustained support, practice, and collective advocacy emphasises the creation of ongoing mentoring pathways, peer-learning spaces, and digital networks to bridge the gap between workshops and longer-term activism. While these supports would address a key gap identified by participants, they also introduce risks. Unmoderated or loosely structured online groups may expose participants and staff to safeguarding concerns, misinformation, or conflict, while also creating unrealistic expectations of staff availability and emotional presence. Mitigation requires establishing semi-facilitated digital spaces with clear norms and boundaries, favouring broadcast channels over open discussion groups, and redirecting sensitive issues into scheduled group clinics with clearly defined staff roles and limits.

The third set of recommendations relating to organisational flexibility and system readiness focuses on introducing more agile internal mechanisms such as micro-budgets, delegated authority for rapid decisions, and the formalisation of accompaniment within staff roles. These practices are intended to enable more responsive, participant-led support. However, if introduced without corresponding system adjustments, they risk relying on informal 'fixes' or personal judgement, leading to inconsistent decision-making, role drift, and increased emotional or administrative burden on staff. Participants may also experience flexibility unevenly, potentially perceiving inconsistency or favouritism. Mitigation includes systematising flexible practices with simple criteria and approval thresholds, embedding accompaniment and emotional labour into formal workplans and supervision, using regular team check-ins to calibrate decisions, and communicating c

lear parameters to participants.

A cross-cutting risk also spans all three recommendation themes: the potential to unintentionally reinforce existing power imbalances. As the programme creates more entry points, leadership opportunities, and flexible pathways, there is a risk that some participants may feel privileged or overlooked, or that staff–participant boundaries may blur. Addressing this requires transparent decision-making, shared participant input, rotating and voluntary roles, and clear articulation of staff boundaries to ensure equity remains central as the programme develops.

Taken together, these risks and mitigations provide a framework for implementing the evaluation’s recommendations. They highlight how Oxfam and the IRC can expand accessibility, deepen support pathways, and build organisational flexibility in a way that preserves the programme’s core strengths: relational trust, safety, equity, and participant-centred practice.

## 7. Conclusion

The *Activists & Advocates* programme has demonstrated clear success in advancing Oxfam and the Irish Refugee Council’s shared vision of nurturing migrant-led and inclusive advocacy in Ireland. Across all areas of inquiry, the evaluation finds a project that is highly valued, thoughtfully delivered, and rich in learning—with strong evidence of knowledge, confidence, and network gains among participants, and equally strong insights into how to sustain and deepen this impact.

### 1. Effectiveness of communication and outreach

Communications were well executed and achieved high visibility among target audiences, drawing a diverse cohort of migrants, students, and activists. Social media and partner channels proved effective for reach; however, engagement was strongest among those already connected to existing networks. Future outreach should focus on broadening reach into under-represented groups—non-English speakers, people with disabilities, and those outside Dublin—through community-based and multilingual approaches.

### 2. Suitability and relevance of workshop topics

Workshop content was perceived as highly relevant and practically applicable, particularly in demystifying Irish political and advocacy systems. The sessions resonated most strongly with participants who already had some civic familiarity, while newcomers sometimes struggled with pace or terminology. The evidence supports the development of a tiered curriculum, balancing introductory and advanced sessions to ensure all participants can engage meaningfully and progress.

### 3. Outcomes achieved by the workshops

Participants reported substantial increases in knowledge, skills, and confidence, with many describing tangible actions taken—such as contacting TDs, initiating local campaigns, or sharing learning within their communities. Workshops also fostered new networks of solidarity, connecting migrants, students, and NGO actors. The learning environment itself—marked by respect, empathy, and inclusivity—emerged as a key outcome, creating a foundation for sustained activism. Yet intersectional analysis shows these benefits were not equally distributed: participants with more secure immigration status or higher English proficiency were

better positioned to advanced further and faster than those facing linguistic or emotional barriers.

#### **4. Successful elements and areas for improvement**

The project's greatest strengths lie in its participatory pedagogy, safe and supportive atmosphere, and authentic partnership between Oxfam and the IRC. Its main gaps concern accessibility and structural follow-through: trauma-sensitive practice was intuitive rather than codified, and internal systems constrained agility. Addressing these gaps requires formalising trauma-informed facilitation, strengthening physical and linguistic accessibility, and embedding follow-up mechanisms that translate learning into action.

#### **5. Effective models of support for aspiring activists**

Participants and staff alike emphasised the value of ongoing accompaniment over one-off events. The most effective model emerging from this evaluation combines light mentoring, peer-learning circles, and collaborative partnerships with NGOs. These structures provide relational continuity, shared accountability, and the emotional safety required for sustained activism.

## Appendix 1: Evaluation Matrix

This evaluation matrix outlines the objectives, questions, indicators, data sources, and OBA framing for the Activists & Advocates evaluation.

Evaluation Objective	Evaluation Question	Indicators / Success Criteria	Data Sources & Tools	OBA Link
1. Assess communication & outreach effectiveness	How effective were communication and outreach strategies in reaching intended audiences?	<ul style="list-style-type: none"> <li>• Reach of target groups (migrants, activists, partners)</li> <li>• Visibility of programme messages</li> <li>• Perceived usefulness of channels</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review of comms &amp; metrics</li> <li>• Online survey (target audience)</li> <li>• Semi-structured interviews</li> <li>• Rapid comms scan</li> </ul>	How much did we do?
2. Assess relevance of workshops	To what extent were the workshop topics suitable and relevant to participants' needs and contexts?	<ul style="list-style-type: none"> <li>• Alignment of workshops with participant priorities</li> <li>• Perceived relevance and applicability</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey (relevance &amp; applicability)</li> </ul>	How well did we do it?
3. Examine participant outcomes	What outcomes (intended/unintended) have emerged for participants (knowledge, skills, confidence, networks, ability to access support)?	<ul style="list-style-type: none"> <li>• % participants reporting increased knowledge/skills</li> <li>• Evidence of confidence to engage in activism</li> <li>• New or strengthened networks</li> <li>• Participants feel able to reach out to Oxfam/IRC for support with activist projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey (before/after self-ratings, outcomes prompts, Likert scales)</li> <li>• Participant &amp; expert interviews Vignette prompts</li> </ul>	Is anyone better off?
4. Identify successes & improvements	What aspects of the programme worked well and what could be improved (delivery, pedagogy, accessibility, safeguarding)?	<ul style="list-style-type: none"> <li>• Evidence of effective pedagogical components</li> <li>• Accessibility and safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• Survey (stop/scale/start)</li> <li>• Thematic analysis of interviews &amp; survey data</li> </ul>	How well did we do it?

		measures in place <ul style="list-style-type: none"> <li>• Suggestions for future improvements</li> </ul>		
5. Explore effective models of support	What models of support may be most effective for (i) aspiring activists unaffiliated with organisations, and (ii) migrant-led groups?	<ul style="list-style-type: none"> <li>• Evidence of needs among activists</li> <li>• Recommendations for organizational support</li> </ul>	<ul style="list-style-type: none"> <li>• Key informant interviews (option-testing)</li> </ul>	Is anyone better off?

## Appendix 2: Target Audience Survey

Question	Response	Format
<p><b>Section 1: About you</b></p> <p>The next few questions ask about things like your background and identity. We ask this so we can check whether the programme is reaching a wide range of people, and whether our work reflects the diversity of the communities we serve. Your answers will help us make sure the programme is open and welcoming to everyone.</p>		
1. Which of the following best describes you?	<ul style="list-style-type: none"> <li>• A person with lived experience of the protection system</li> <li>• Community member / supporter</li> <li>• NGO / civil society partner</li> <li>• Researcher / student</li> <li>• Activist</li> <li>• Other (please specify)</li> <li>• Prefer not to say</li> </ul>	Select all that apply
2. How do you identify your immigration status?	<ul style="list-style-type: none"> <li>• Asylum seeker / refugee</li> <li>• Migrant</li> <li>• Irish Citizen</li> <li>• Other (please specify)</li> <li>• Prefer not to say</li> </ul>	One answer only Required
<p><b>Section 2: Awareness &amp; Visibility</b></p>		
3. Before today, had you heard about the <i>Activists &amp; Advocates</i> programme?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Unsure</li> </ul>	One answer only Required
<p><i>If you answered yes – please continue with the survey.</i>  <i>If you answer ‘no’ or ‘unsure’ please jump straight to question no. 9</i></p>		
4. Where did you first hear about the programme?	<ul style="list-style-type: none"> <li>• Social media (please specify channel)</li> <li>• Word of mouth / community networks</li> <li>• Oxfam or Irish Refugee Council website/newsletter</li> <li>• Posters, flyers, or events</li> <li>• Other (please specify)</li> </ul>	Select all that apply
5. How visible do you feel the programme’s messages have been in your community?	<ul style="list-style-type: none"> <li>• Very visible</li> <li>• Somewhat visible</li> <li>• Not very visible</li> <li>• Not visible at all</li> </ul>	One answer only
<p><b>Section 3: Communication Channels</b></p>		
5. Which communication channels from the	<ul style="list-style-type: none"> <li>• Facebook</li> <li>• Instagram</li> <li>• Twitter/X</li> </ul>	Select up to three

programme reached you most effectively?	<ul style="list-style-type: none"> <li>• WhatsApp / community groups</li> <li>• Eventbrite</li> <li>• Email / newsletter</li> <li>• Events / workshops</li> <li>• Event poster</li> <li>• Other (please specify)</li> </ul>	
6. How easy was it for you to understand what the programme was about and how to get involved?	<ul style="list-style-type: none"> <li>• Very easy</li> <li>• Somewhat easy</li> <li>• A bit hard</li> <li>• Very hard and confusing</li> </ul>	One answer only
<b>Section 4: Relevance &amp; Engagement</b>		
7. Did the workshop topics reflect the issues and needs that are important to you or your community?	<ul style="list-style-type: none"> <li>• Yes, very much</li> <li>• Somewhat</li> <li>• Not really</li> <li>• Not at all</li> <li>•</li> </ul>	One answer only
1. Did the programme's communication encourage you to take any action (e.g. attend the workshops, share information)?	<ul style="list-style-type: none"> <li>• Yes, several times</li> <li>• Yes, once</li> <li>• Not yet, but I'm interested</li> <li>• No</li> <li>• other</li> </ul>	One answer only
1.1 Did you participate in the workshops?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	One answer only
1.2 Please give a reason for your answer		Open text
<b>Section 5: Improvement &amp; Feedback</b>		
10. What could make the programme's communication and outreach more effective in reaching people in your community?		Open text
11. How could your needs or interests have been better met to encourage your participation in the programme?	<ul style="list-style-type: none"> <li>• More accessible information (language, clarity, translation)</li> <li>• Better use of communication channels I use</li> <li>• More relevant topics or messages</li> <li>• Greater focus on issues affecting my community</li> <li>• More flexible timing or format of activities</li> <li>• Other (please specify)</li> </ul>	Select up to two
12. Any other comments or suggestions?		Open text

## Appendix 3: Workshop Participant Survey

Question	Response	Format
<b>Section 1: About you</b> The next few questions ask about things like your background and identity. We ask this so we can check whether the programme is reaching a wide range of people, and whether our work reflects the diversity of the communities we serve. Your answers will help us make sure the programme is open and welcoming to everyone.		
1. Which of the following best describes you?	<ul style="list-style-type: none"> <li>• A person with lived experience of the protection system</li> <li>• Community member / supporter</li> <li>• NGO / civil society partner</li> <li>• Researcher / student</li> <li>• Activist</li> <li>• Other (please specify)</li> <li>• Prefer not to say</li> </ul>	Select all that apply
2. What is your gender identity?	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> <li>• Transgender</li> <li>• Gender neutral</li> <li>• Non-binary</li> <li>• Other: (state)</li> <li>• Prefer not to say</li> </ul>	One option only
3. What is your nationality / country of origin?		Open text
4. What is your race/ethnicity?	<ul style="list-style-type: none"> <li>• Black African</li> <li>• Black Caribbean</li> <li>• White</li> <li>• Mixed race</li> <li>• Indian</li> <li>• Asian</li> <li>• Other: (state)</li> <li>• Prefer not to say</li> </ul>	One option only
5. What is age category?	<ul style="list-style-type: none"> <li>• Under 18</li> <li>• 18-25 years</li> <li>• 26-35 years</li> <li>• 36-45 years</li> <li>• 46-55 years</li> <li>• 56 years +</li> </ul>	One option only
6. How do you identify your immigration status?	<ul style="list-style-type: none"> <li>• Asylum seeker / refugee</li> <li>• Migrant</li> <li>• Irish Citizen</li> <li>• Other (please specify)</li> <li>• Prefer not to say</li> </ul>	One answer only
<b>Section 2: Relevance of workshops</b>		

7. Which workshops did you attend?	<ul style="list-style-type: none"> <li>1. Advocacy and Influencing</li> <li>2. Communication and media skills</li> <li>3. EU and Irish Migration and Asylum Policy and how to influence it</li> <li>4. Understanding &amp; Influencing the EU &amp; Irish Government</li> </ul>	Select all that apply
8. How useful were the workshop topics to your needs and interests?	<ul style="list-style-type: none"> <li>• Very useful</li> <li>• Quite useful</li> <li>• A little useful</li> <li>• Not useful</li> <li>•</li> <li>•</li> </ul>	One option only
<b>Section 3: Outcomes and learning</b>		
9. <b>Knowledge</b> – Please rate your knowledge of the issues covered in the workshops <i>before</i> and <i>after</i> taking part.	<ul style="list-style-type: none"> <li>• Rows: “Before the workshops”   “After the workshops”</li> <li>• Columns: 1 = Very low to 5 = Very high</li> </ul>	Multiple-choice grid
10. <b>Skills</b> – Please rate your confidence in using skills such as communication, advocacy, or campaigning <i>before</i> and <i>after</i> the workshops.	<ul style="list-style-type: none"> <li>• Rows: “Before the workshops”   “After the workshops”</li> <li>• Columns: 1 = Very low to 5 = Very high</li> </ul>	Multiple-choice grid
11. <b>Confidence</b> – How confident do you feel in speaking up or taking action after the workshops?	1 = Not at all confident to 5 = Very confident	Linear scale (1–5)
12. Did the workshops help you make new connections or <b>networks</b> ?	<ul style="list-style-type: none"> <li>• Yes, many new connections</li> <li>• Some new connections</li> <li>• A few new connections</li> <li>• No new connections</li> </ul>	One option only
13. I know who to contact at Oxfam or IRC if I need support with an activist idea or project.	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not sure</li> </ul>	One option only
14. Have you reached out to Oxfam/IRC for support since participating?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not yet, but plan to</li> <li>•</li> </ul>	One option only
15. What has changed for you personally as a result of the workshops (in terms of knowledge,		Open text

skills, confidence, or networks, access to support )?		
<b>Section 4: What worked well and what could improve</b>		
16. What parts of the workshop <b>worked well</b> and should be done more?		Open text
17. What parts of the workshop should <b>stop</b> happening		Open text
18. What should be <b>added</b> to the workshops to make them better?		Open text
19. Did you feel the workshops were inclusive and accessible to you (e.g. timing, language, format)?	<ul style="list-style-type: none"> <li>• Yes, fully</li> <li>• Mostly</li> <li>• Somewhat</li> <li>• No</li> </ul>	One option only
<b>Section 5: Recommendations</b>		
20. What advice would you give to make future workshops more useful for you and others in your community?		Open text
21. Is there anything else you would like to share about your experience?		Open text

## Appendix 4: Interview Schedules

### 1. Organisational Interviews *(Oxfam Ireland, Irish Refugee Council, selected partners)*

**Purpose:** Capture organisational perspective on outreach strategies and participant outcomes.

#### **RQ1: Communication & Outreach**

1. Can you describe the communication and outreach strategies used to promote the programme?
2. In your view, how effective were these strategies in reaching the intended audiences (activists, asylum seekers, migrants)?
3. Which channels do you think worked best, and why?
4. Were there audiences that were harder to reach? What barriers existed?
5. What would you recommend to strengthen outreach and maximise outcomes in future programming?

#### **RQ3: Outcomes**

6. From your perspective, what kinds of outcomes have participants gained (e.g., knowledge, skills, confidence, networks)?
7. Have you observed any unintended or unexpected outcomes—positive or negative?
8. How do you think these outcomes align with Oxfam/IRC’s wider goals for migrant leadership and advocacy?
9. In delivering this programme, what barriers or challenges did you (as staff/partners) encounter? For example, issues around resources, funding, capacity, outreach, accessibility, or sustaining engagement. How did you try to address these, and what lessons would you take forward?

#### **RQ5: Models of Support (Options-Testing)**

10. Let me share four possible models of support for activists and migrant-led groups:
  - o Mentorship and coaching (pairing with experienced mentors).
  - o Peer learning networks (small groups to share and learn).
  - o Funding collaborations (guidance on proposal writing, sharing funding opportunities, or submitting joint applications).
  - o Linking and partnerships (connecting with NGOs, campaigns, or media).
11. Which of these would be most feasible and impactful in your programming?
12. Which would be most challenging to deliver? Why?
13. If you could only choose one or two, which would you prioritise?
14. Are there other models you think would work better?

## 2. Participant Interviews: *(Small sample of activists, asylum seekers, migrants)*

### **RQ1: Communication & Outreach**

1. How did you first hear about the Activists & Advocates programme?
2. Was the information clear, accessible, and relevant to you?
3. What motivated you to participate? Were there barriers that almost prevented you from joining?

### **RQ3: Outcomes**

4. What have you gained from participating (knowledge, skills, confidence, networks, access to support)?
5. Can you share an example of something specific you learned or experienced that made a difference?
6. Have you used these new skills or connections outside the programme? If so, how?
7. Were there any unexpected outcomes—positive or negative – from your participation?
8. What would have helped make the outreach or the outcomes stronger for you and others in a similar situation to you?
9. Do you feel confident that you could reach out to Oxfam or the Irish Refugee Council for support with an activist project? Why or why not?
10. What kind of support would you expect or hope for if you did reach out?

### **RQ5: Models of Support (Options-Testing)**

11. I'd like to share four possible ways activists and migrant-led groups might be supported:
  - o Mentorship and coaching – paired with someone experienced to guide and encourage you.
  - o Peer learning networks – small groups of activists meeting regularly to share and learn together.
  - o Funding collaborations (guidance on proposal writing, sharing funding opportunities, or submitting joint applications).
  - o Linking and partnerships – being introduced to NGOs, campaigns, or media to amplify your voice.
12. Which of these would be most useful for you?
13. What would make them effective, and what challenges might arise?
14. If you had to choose one, which would you prioritise? Would combining two or more work better?
15. Is there another kind of support you'd like to see?

## Appendix 5: Ethics Risk Assessment

Question	Assessment of risk	Mitigation strategy
Does your project involve working with children, people under 18 years or vulnerable adults?	Participants may include asylum seekers, refugees, or migrants with insecure status who may be considered vulnerable.	<p>Ensure voluntary participation.</p> <p>Provide clear, accessible consent information</p> <p>Interview participants will be asked if they have a safe online/phone space to carry out the interview and/or to respond to the survey.</p>
Does your project involve engagement with marginalised and/or stigmatised groups?	Migrant and asylum-seeking participants may face stigma or risk of identification.	<p>Guarantee anonymity (no names in reporting). Offer of email will be voluntary (for inclusion in draw).</p> <p>Offer choice of online/phone participation for privacy.</p>
Are you engaging with sensitive topics?	Discussions of activism, exclusion, or personal experiences may cause distress or raise political sensitivities.	<p>Trauma-aware facilitation; participants can skip questions.</p> <p>Provide referral info to support services.</p> <p>Frame questions neutrally; avoid probing into highly sensitive/personal experiences - unless volunteered.</p>
Is there clarity on information and consent procedures?	Participants may not fully understand purpose or data use, especially with language barriers or digital access challenges.	<p>Provide plain-English forms.</p> <p>Explain verbally; allow time for questions.</p> <p>Emphasise right to withdraw at any time.</p>
Is there clarity on anonymity and confidentiality?	Risk of data breach or unintentional disclosure (survey responses, interview transcripts).	<p>Store all data securely (encrypted, password-protected).</p> <p>Use pseudonyms/codes in transcripts and reporting.</p> <p>Collect only essential personal data.</p>
What power relations are represented in your research / evaluation	Differences in status (researcher vs. participants; outsider vs	<p>Acknowledge positionality; use validation sessions to rebalance power.</p> <p>Encourage open / honest feedback and dissenting views.</p>

	insider) may influence responses.	Include positionality statement.
What (security/harm) risks does the research / evaluation pose to the participants and do you have appropriate referral mechanisms in place?	Speaking out may expose individuals to community backlash or stress.	Conduct interviews in safe/private spaces (or online). Provide referral contacts for distress.
What (security/harm) risks does the research / evaluation pose to the researcher or evaluator?	Emotional burden from sensitive narratives; reputational risk if not managed well.	Build in self-care and debriefing. Maintain transparency with Oxfam/IRC on process and findings.
What (security/harm) risks does the research / evaluation pose to the data?	Loss or misuse of digital data (surveys, recordings).	Maintain GDPR compliance. Google Forms will be used which secure survey platform; anonymise data before analysis. Delete recordings after transcription/synthesis.
Is your research or evaluation conflict-sensitive?	Findings may inadvertently reinforce tensions between groups or be politicised.	Apply conflict-sensitive lens in analysis. Triangulate findings; validate with diverse stakeholders. Use neutral, inclusive language in reporting.



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