

**PRE-CONFERENCE WORKSHOPS / ATELIER PRÉ-CONGRÈS**  
**Sunday, May 31, 2009 / Le dimanche 31 mai 2009**

**7:30 – 17:00 Registration and Information Desk Open / Comptoir d’inscription et de renseignements**  
**Provinces Foyer / Provinces Foyer**

**9:00 – 16:00 Full Day Workshop / Atelier d’un jour**

**#1 - Provinces I Room / Salle Provinces I**

**Cost-benefit and cost-effectiveness analysis: The nuts and bolts**

- Greg Mason, PRA Inc., University of Manitoba

This full-day workshop will review the essentials of cost-benefit and cost-effectiveness analysis. The theoretical foundations of CBA will start the presentation, with attention to identifying basic issues in welfare economics, time value of money, accounting for valuing externalities, placing a value on life, and setting up a CBA/CEA accounting structure. Cost effectiveness is treated as a special case of cost-benefit analysis.

This is an applied workshop at the intermediate level, directed to those with a basic understanding of regression methods. We will examine a training program for social assistance recipients retrospectively and then apply cost-benefit prospectively to the use of HPV vaccines to prevent cervical cancer. Bring sharp pencils, your calculator (one with an inverse ( $1/x$ ),  $\log/\ln$  and  $y^x$  function if possible), and rolled up sleeves.

**#2 – Maple Room / Salle Maple**

**À qui et à quoi sert l’évaluation ? Quelques pistes pour améliorer le potentiel d’influence d’une évaluation**

- Marie Gervais, Université Laval - CSSS de la Vieille-Capitale français

Trois mots clés, qualité de la pratique évaluative, utilité des activités d’évaluation et potentiel d’influence de l’évaluation dans l’environnement où elle se réalise. Voilà les facteurs clés permettant d’optimiser les retombées de l’évaluation dans différents milieux de pratique. Lors de cet atelier, les participants exploreront diverses démarches où l’évaluation a contribué à la gouverne d’une politique, programme ou initiative (prise de décision, reddition de comptes) ou à leur amélioration continue (transformation des pratiques, apprentissage organisationnel, gestion du changement). Pour chaque expérience, les questions suivantes seront répondues, « à qui » et « à quoi » a servi l’évaluation dans ces contextes particuliers et « qu’est-ce qui a été fait ou qu’est-ce qui aurait pu être fait pour améliorer la qualité, l’utilité et le potentiel d’influence de l’évaluation ». Cet atelier permettra donc au participant de rehausser sa capacité réflexive à l’égard de ses pratiques.

**#3 – Alberta Room / Salle Alberta**

**Intermediate-level survey course**

- Benoît Gauthier, Circum Network Inc.
- Simon Roy, Goss Gilroy

This workshop aims to develop capacity to plan, design and manage surveys in the context of program evaluation. It will be based on the materials of the CES intermediate-level survey course. By the end of the workshop, participants will have a practical and comprehensive understanding of the overall survey process. The workshop will include the presentation of basic theory as well as practical techniques and examples.

**#4 –Oak Room / Salle Oak**

**Qualitative data analysis: A manual and a computer assisted approach using QDA Miner**

- Reed Early, BC Office of the Auditor General
- Normand Péladeau, Provalis Research

This full-day workshop has five sections. Part 1 provides an overview of Qualitative data analysis (QDA) and mixed methods. Part 2 is an exercise involving quotes, codes, memos and content analysis using

narrative data. Part 3 is an exercise in grounded theory that maps in 2D the themes, quotes and codes. Part 4 will demonstrate how QDA may be performed using computer software. We will use for illustration purposes, Provalis Research tools (QDA Miner and WordStat) to code documents and images, perform some coding retrieval and analysis. Part 5 will focus on mixed methods and illustrate how qualitative data may be combined with quantitative information, content analysis and some exploratory statistical techniques to gain new insights.

#### **#5 – British Columbia Room / Salle British Columbia**

##### **Evaluating complex initiatives**

- Martha McGuire, Cathexis Consulting
- Kate Powadiuk, Cathexis Consulting
- Rochelle Zorzi, Cathexis Consulting

As programs become more complex cutting across different departments, levels of governments and jurisdictions, evaluation design must respond by taking a more systemic approach that includes an understanding of the context as well as simply looking at what is happening. This workshop provides practical advice on evaluation design and data collection and analysis methods as well as looking at the implications for project management. It provides theory that draws from research on promising practices in conducting evaluations of horizontal initiatives. It goes beyond theory to consider a number of factors that contribute to complexity and how those can be addressed, including: the impact of policy on program delivery, the increasing emphasis on evidence-based practice, delivery of programs in multi-cultural environment, delivery of multi-site programming, etc.

The workshop will provide the opportunity to apply theory through participating in exercises using case studies.

#### **# 6 – Prince Edward Island Room / Salle Prince Edward Island**

##### **Evaluation planning: Approach to program logic model and evaluation matrix in the current context**

- Dr. Harry Cummings, Harry Cummings and Associates Inc./University of Guelph
- Dr. Hubert Paulmer, Harry Cummings and Associates Inc.

With the importance given by the federal and provincial governments to evaluation, it is vital that we plan our evaluations systematically and thoroughly. The success of the evaluation depends to a large extent on the planning.

This workshop aims to revisit the fundamentals of developing an evaluation plan and will look at the key ingredients to make an evaluation a success. The first half of the workshop will look at developing the evaluation framework, which will include tips on developing or fine tuning the log frame / logic model and developing an evaluation matrix. The session will also look at various styles (models) of presenting the logic model. During this session, evaluation issues (including the Treasury Board Guidelines) and the common evaluation questions will be discussed. The second half of the workshop will give an overview of possible evaluation designs and approaches and what methods are appropriate within the given time, context and budget to conduct an evaluation.

The evaluation planning approach presented can be applied in diverse sectoral contexts to domestic and international programs run by government, NGOs and the private sector. A participatory approach is emphasized.

#### **9:00 – 12:00 Half Day Workshop / Atelier d'une demi-journée**

#### **#7 – Nova Scotia Room / Salle Nova Scotia**

##### **Advanced applications of program theory**

- Dr. Stewart Donaldson, Claremont Graduate University

While simple logic models are an adequate way to gain clarity and initial understanding about a program, sound program theory can enhance understanding of the underlying logic of the program by providing a

disciplined way to state and test assumptions about how program activities are expected to lead to program outcomes.

Lecture, exercises, discussion, and peer-critique will help you to develop and use program theory as a basis for decisions about measurement and evaluation methods to disentangle the success or failure of a program from the validity of its conceptual model, and to facilitate the participation and engagement of diverse stakeholder groups. Recent advances in technology-enhanced conceptual frameworks to guide evaluations will also be discussed.

You will learn:

1. To employ program theory to understand the logic of a program.
2. How program theory can improve evaluation accuracy and use.
3. To use program theory as part of participatory evaluation practice.

#### **#8 – Quebec Room / Salle Québec**

##### **L'évaluation communautaire en milieux multiculturels**

- Hélène Laperrière, Université d'Ottawa
- Ricardo Zúñiga, Université de Montréal

Cet atelier de niveau intermédiaire se concentre sur des compétences spécifiques nécessaires à l'évaluation communautaire: 1. Identifier des acteurs individuels et collectifs. 2. Analyser le rapport des acteurs aux structures formelles et informelles d'organisation (positions hiérarchiques et stratégies de fonctionnement) (Friedberg, Laperrière). 3. Saisir les interactions entre acteurs et "actants" (Latour) ainsi que l'impact de l'absence de « conditions préalables » (socioéconomiques et sociopolitiques). 4. Utiliser des stratégies pour faciliter la participation : (a) groupes d'appréciation partagée, (b) écoute active réciproque, (c) reconstruction des conditions concrètes dans lesquelles les objectifs sont réinterprétés en fonction des besoins plus urgents, (d) entrevues collectives de contextualisation des objectifs personnels par rapport aux objectifs collectifs du projet et (e) inclusion de l'interculturalité (rapport francophones et anglophones, appartenances culturelles structurantes).

#### **#9 – Les Saisons Room / Salle Les Saisons**

##### **Challenges in health evaluation**

- Dr. Ollie Triska, Triska Research & Consulting Ltd.

The goal of the workshop is to enable participants, through an enhanced understanding of the scientific underpinnings of evaluation methodologies, to design, conduct, and commission and/or utilize evaluations more effectively to achieve greater impact and create higher value.

The learning objectives of the workshop are to understand the main elements of social science research: research design, sampling, measurement, interpretation, and presentation of results, plus key related concepts to understand the links between the elements of social science research and evaluation methodologies, tools and techniques to acquire experience in the application of social science research knowledge to real-world evaluation challenges.

#### **12:00 – 13:00 Lunch / Déjeuner**

Delegates on their own / Les délégués sont libres

Please note: Lunch will be served for those who have registered for a full day workshop or two half-day workshops

#### **13:00 – 16:00 Half Day Workshop / Atelier d'une demi-journée**

#### **#10 – Nova Scotia Room / Salle Nova Scotia**

##### **Transformative evaluation: Empowerment principles in practice**

- Paul Favaro, Peel District School Board/York University
- Sumbal Malik, Peel District School Board

This interactive workshop is an intermediate course designed to enhance participants' understanding of the key theoretical and practical techniques of transformative evaluation. The goal of this workshop is to develop participants' capacity to incorporate elements of transformative evaluation in their practice. The workshop integrates a number of evaluation techniques for transformational change purposes (i.e., community development, self-determinism, and political action). Practical hands-on methodological strategies will be used throughout the workshop. Participants will have an opportunity to work in small groups on a number of case-based scenarios with an empowerment focus. Participants will also have an opportunity to apply a variety of quantitative and qualitative tools and processes.

**#11 – Quebec Room / Salle Québec**

**True experimental designs in program evaluation**

- Gerald Halpern, Fair Findings Inc.

This interactive workshop will demonstrate several opportunities for the use of true experimental designs in program evaluation. Arguably, these are the 'gold standard' designs and serve to fully address the attribution issue so frequently not truly considered in evaluations. The half-day will use about 10 minutes to present a list of prototype evaluation designs and classes of sources of invalidity (external and internal). The intention is not to review or teach; it is to share a common terminology to foster good communication during the workshop. Evaluators who are not familiar with the traditional designs for true experiments and the functions served by these designs should not attend this session. Teams will be formed, a case will be introduced, each team will design and present a true experiment and then there will be group discussion. Each case only requires 60 minutes in total. Three cases will be available. The facilitator will have available Cases 2 and 3; either or both may be replaced by cases brought to the session by participants. If the latter, the proposed case will have to have been offered to the facilitator for approval and preparation at least 10 days in advance of the session.

**#12 – Les Saisons Room / Salle Les Saisons**

**Building evaluation capacity**

- Kaireen Chaytor, Dalhousie University

This workshop will focus on implementing strategies into the workplace that support evaluation activities. Discussion will be on 1) concepts of capacity building and a learning organization, 2) understanding what skills are necessary to integrate evaluation into a workplace, 3) managing evaluation anxiety, 4) means of building capacity and skills for evaluation, and 5) the connection of evaluation capacity building with decision making. The workshop will be based on recent literature from evaluation, public sector management and organizational learning. The workshop will also be based on experience working within and teaching in non-profit agencies, provincial and federal departments of government to build evaluation capacity. Participants will have the opportunity to apply the ideas and discussion in the workshop to their own workplace. A workbook and additional resources will be provided to all participants.

**Province I Room / Salle Province I**

**18:00 – 19:00 Orientation Session for First Time Attendees / Session d'accueil et d'orientation au Congrès**

**Confederation Ballroom II & III / Salle de Ball Confederation II et III**

**19:00 – 21:00 Opening Reception and Benefit Auction / Réception d'ouverture et vente aux enchères par écrit**

Come and renew acquaintances with your evaluation colleagues at this year's Opening Reception. As in previous years, the Reception will also include a Benefit Auction aimed at raising funds for the Canadian Evaluation Society Educational Fund, which provides bursaries and learning opportunities to Canadians who wish to perfect their knowledge of the evaluation field. Come and outbid your colleagues for items including an aerial tour of the Nation's Capital for 2 provided by Hickling Arthurs Low, one week of TEI (The Evaluators' Institute) courses among other exciting items. The cost of the reception is included in the Conference registration fees.

**CONFERENCE / CONGRÈS**  
**Monday, June 1, 2009 / Le lundi 1 juin 2009**

**7:15 – 17:00 Registration and Information Desk Open / Comptoir d'inscription et de renseignements**

**7:45 – 8:45 Continental Breakfast in the Trade Show Area / Petit déjeuner continental dans l'aire de la foire commerciale**

**Confederation Ballroom / Salle de Ball Confederation**

**8:15 – 8:30 Welcome Remarks by Conference Chairs / Mot de bienvenue par les présidents du congrès**

**Confederation Ballroom / Salle de Ball Confederation**

**8:30 – 10:00 Opening Keynote / Discours d'ouverture**

**Value in evaluation: Evaluating evaluation for value added**

- Dr. Michael Quinn Patton

Evaluative thinking applies not just to evaluating programs, projects, and interventions. It also applies to our work as evaluators. Value in evaluation is not a given. It can't be assumed. It has to be assessed. This presentation will examine the implications of evaluating evaluation from a value-added perspective. What are the multiple dimensions of value in evaluation? How do we evaluate evaluation? Who evaluates evaluation – and evaluators? What values inform judgments about evaluation's value? These are the questions that flow from taking seriously the notion that evaluation should add value.

**Escalator Foyer / Escalator Foyer**

**10:00 – 10:30 Health Break in the Trade Show Area / Pause-santé dans l'aire de la foire commerciale**

**10:30 – 12:00 Concurrent Sessions / Séances simultanées**

**#100 – Provinces I Room / Salle Provinces I**

**Panel / Panel**

**RBM: Help or hindrance?**

- Mark Stiles, Stiles Association Inc
- Peter Morgan
- Anne Gillies
- Bernard Woods, Goss Gilroy Inc.

Results-based management (RBM) has been the dominant tool for performance measurement in the field of international development for much of the past two decades. As more is learned about the complexity of change, the development community is raising questions about the efficacy of RBM, particularly its relevance in projects and programs where results are unclear at the outset and subject to change. Panel members will present strongly held views (positive and negative) on the value of RBM in development contexts in response to the rhetorical question: Is RBM a help or a hindrance?

**#101 – Provinces II Room / Salle Province II**

**Paper and Panel / Présentation orales et panel**

**Strengthening evaluator competencies and institutional evaluation capacity through professional development programs and services**

- Sandiran Premakanthan, Symbiotic International Consulting Services (SICS)

The Canadian Evaluation Society has led the way in proposing competencies for Canadian Evaluation Practice along with the Guidelines for Ethical Conduct and the Program Evaluation Standards in an attempt

to develop a Professional Designation for Evaluators. The paper presents a review of the professional development programs and services and institutional arrangements to cater to the needs of the community of evaluators in strengthening their competencies and professional practice. It examines the adequacy of the current professional development programs and services available in the National Capital Region in meeting the future demand for evaluator training and credentialing. The author also shares his experience of a model from the American Society for Quality (ASQ).

#### **How can we build evaluation capacity in the child and youth mental health sector?**

- Evangeline Danseco, Provincial Centre of Excellence for Child and Youth Mental Health, CHEO
- Tanya Witteveen, Provincial Centre of Excellence for Child and Youth Mental Health, CHEO
- Susan Kasprzak, Provincial Centre of Excellence for Child and Youth Mental Health, CHEO
- Purnima Sundar, Provincial Centre of Excellence for Child and Youth Mental Health, CHEO

Often described as the “orphan’s orphan” the child and youth mental health system encounters many challenges in using quality evidence-based practices, improving services, and demonstrating effectiveness. To help address this, the Provincial Centre of Excellence for Child and Youth Mental Health at the Children’s Hospital of Eastern Ontario provides evaluation grants, community mobilization awards (CMAs) and consultation services. In this panel presentation, we will present our framework in building evaluation capacity across diverse organizations, at project and strategic Center perspectives, and will discuss results in the context of contributing to a cultural shift within the sector and beyond, Panel members will present case studies to illustrate how organizations are “learning-by-doing” evaluation, present data on how the Centre is achieving progress in its strategic goal to build capacity in evaluation and research, present the information management process and structures to obtain real-time data in monitoring activities, and present initial results on evaluation practices at the strategic and system levels.

#### **#102 – Governor General I Room / Salle Governor General I Demonstration / Démonstration**

##### **Valuing evaluation through synthesis**

- Maximilien Tereraho, Ph.D. Adm A, Director of Feedback and Knowledge, Department of Human Resources and Social Development Canada
- Mary Kay Lamarche, Evaluation Manager, Feedback and Knowledge, Department of Human Resources and Social Development Canada

One role of evaluation is to provide an evidence-based assessment of the relevance, effectiveness, and cost-effectiveness of interventions, making it a key consideration for evidence-based policy. Two key challenges are that evaluations currently tend to relate almost exclusively to individual interventions and do not always address the more strategic, policy-oriented questions of what works, for whom, why and under what circumstances. Evaluation synthesis is a systematic review of all existing and available evidence for the purposes of providing policy and decision-makers with enhanced understanding of the intervention and how it can be made to work most effectively when planning and implementing programs/policies.

This presentation will address these challenges by discussing how evaluation synthesis can provide value related to knowledge and evidence-based decision-making through ex-ante and ex-post approaches. We will provide an overview of synthesis as an evaluative approach, including its ability to capture cross-cutting issues, its complexities and its organizational and technical challenges as an action research endeavour.

##### **Fulfilling the promise: An alternative to the traditional literature review**

- Brian Marriott, Alberta Health Services, Calgary Health Region
- Christopher Cameron, Alberta Health Services, Alberta Cancer Board

External information is commonly collected for, and provided to, evaluation stakeholders without giving due consideration to their precise needs. As a result, evaluation resources are often ineffectively consumed and the impact of the evaluation process is diminished. Applicable to all projects that stand to benefit from having objectively collected external information, the ISO/IFO (information search order/information format

order) process provides a framework for searching for and presenting information-based data while recognizing that the intricacies of these activities are subject to personal preferences.

### **#103 – Governor General II Room / Salle Governor General Paper and Panel / Présentation orales et panel**

#### **From organizational resistance to organizational propensity towards evaluation**

- Pernelle Smits, University of Montreal
- François Champagne, University of Montreal

The introduction of evaluation in an organization can be seen as a threat or as a disturbing innovation. As such, it is subject to scrutiny and to various levels of resistance from individuals and from the organization. We will 1) define organizational resistance, outline its pros and cons, and limits of its use for practitioners, 2) introduce organizational propensity toward evaluation, especially participative evaluation: a definition, its components, its determinants, and 3) develop the utility of organizational propensity toward evaluation for practitioners including ways to determine and foster propensity.

#### **Thinking outside the frame: Developing a framework to conceptualize the impact of funded art research**

- Michelle Picard-Aitken, Science-Metrix
- Frédéric Bertrand, Science-Metrix
- Courtney Amo
- Nicole Michaud, Social Sciences and Humanities Research Council of Canada

Capturing the impacts of funded research is an ongoing challenge for granting councils and the evaluation community. In particular, the formative evaluation of SSHRC's Research/Creation Grants in the Fine Arts Program recommended that SSHRC strive to better define and conceptualize the impacts of this emerging research field. An impact-focused review, based on data extracted from the evaluation and additional sources, was carried out in 2008. This study provides a common understanding of the nature of research/creation impacts and will support future evaluations and performance measurement activities. More generally, it is hoped that the framework will be discussed and used for the development of research impact assessment in the arts and beyond.

#### **Enhancing evaluation use within a post-secondary institution through participatory evaluation: A cross case analysis of two examples**

- Stanley Varnhagen, Academic Director, Learning Solutions, University of Alberta
- Cheryl Poth, Assistant Professor University of Alberta
- Jason Daniels, Research Consultant, Learning Solutions, University of Alberta
- Andrew Lejeune, University of Alberta

The use of evaluation in post-secondary institutions is often limited and restricted to tasks that are primarily summative and judgmental. Participatory evaluation offers a means in which to broaden understanding and the usefulness of evaluations for faculty members. Following an introduction, two examples of participatory evaluations conducted within the same postsecondary institution will be described, the findings from a cross case comparison will be presented and the audience will be invited to contribute to the discussion related to conducting participatory evaluations within the postsecondary context.

### **#104 – Governor General III Room / Salle Governor General III Lecture/ Lecture**

#### **Developmental Evaluation**

- Dr. Michael Quinn Patton

Developmental evaluation supports continuous progress and rapid response to social innovators in complex situations with multiple variables. In such cases, the evaluator is often an integral member of the innovation design team. Developmental evaluation does not replace other forms of evaluation, but rather is well-suited

for initiatives that are at an innovative stage of development or undergoing significant change, and can benefit from careful tracking and feedback. This lecture will present the development with the approach through key concept examples.

**#105 – Quebec Room / Salle Québec**  
**Paper and Panel / Présentation orale et panel**

**L'évaluation de programme comme outil de développement communautaire**

- Louise Leclerc, Raymond Chabot Grant Thornton
- Raymonde Beaudoin, Ministère de l'Emploi et de la Solidarité Sociale

En 2007, le ministère de l'Emploi et de la Solidarité, le ministère des Affaires Municipales et des Régions et la Ville de Montréal réalisaient, avec le soutien de la firme Raymond Chabot Grant Thornton, l'évaluation des processus généraux liés à l'entente administrative de la lutte contre la pauvreté et l'exclusion sociale et au Programme de renouveau urbain dans le cadre du contrat de ville. Visant initialement l'évaluation des processus de type administratif, la démarche s'est élargie et la réflexion qu'elle a suscitée a permis de faire cheminer les acteurs qui interviennent dans le développement communautaire de la Ville de Montréal.

L'exposé présentera la problématique et les objectifs du mandat, son cadre d'analyse et la méthodologie utilisée, et mettra en lumière les impacts positifs de la démarche sur le contexte de développement communautaire à Montréal.

**L'approche développementale : quand le processus d'évaluation devient le levier d'action de l'innovation organisationnelle**

- Geneviève Landry, CSSS
- Marie Gervais, Université Laval, CSSS
- Monique Carrière, CSSS

L'évaluation constitue un outil de conduite du changement reconnu. En contexte d'innovation et de développement organisationnel, l'approche développementale est particulièrement adaptée à la conduite d'une démarche évaluative. Ou, comment planifier une évaluation modulée par le dynamisme de l'innovation? Quels sont les gains pour les acteurs d'utiliser la fonction évaluative comme levier de changement?

En 2003, le gouvernement du Québec instaurait une réforme dans le système de santé. Une entité organisationnelle voyait le jour : les centres de santé et de services sociaux (CSSS), et de nouveaux modèles de services devaient être déployés. Cet exposé présentera les éléments clés d'une évaluation visant à soutenir le développement d'un réseau de services pour les jeunes présentant un trouble de déficit de l'attention avec ou sans hyperactivité au CSSS de la Vieille-Capitale. La pertinence de l'approche développementale, les choix méthodologiques et les leçons tirées de cette expérience seront discutés. Une attention particulière sera également apportée à l'équipe de l'utilisation d'une telle approche (mobilisation, habilitation, appropriation et de la démarche et des résultats).

**Le jugement généré par l'évaluation de programme : une valeur sûre ?**

- Marthe Hurteau, Université du Québec à Montréal
- Amélie Boissiroy, Université du Québec à Montréal

Dans la lignée d'une étude antérieure portant sur la place du jugement au sein de la pratique évaluative, la présente étude s'interroge sur les qualités requises pour qu'un jugement soit considéré comme une « valeur sûre » (légitimité scientifique et acceptable par l'ensemble des stakeholders) ainsi que sur les éléments qui contribuent à générer un tel jugement. Elle explore aussi la contribution respective des qualités « mesurées et appréciées » ainsi que « intuitives » établies par Stake & Schwandt (2006). En effet, ces auteurs les considèrent essentielles, dans des proportions variées, pour générer un jugement, ce qui les associe aux considérations actuelles. La présentation fera état de la problématique, de la méthodologie retenue - qui s'appuie sur des entrevues en profondeur auprès d'évaluateurs chevronnés et de clients, des résultats, leurs impacts sur la pratique ainsi que sur les pistes de formation et de renforcement de la pratique.



**#106 – Les Saison Room / Salle Les Saison  
Paper / Présentation orale**

**A logical progression: Evolving approaches in the development of program theory and logic models**

- Andrew Dzuba, Evaluation Manager, RCMP
- Tasha Haining, Senior Evaluation Analyst, RCMP

At the 2003 CES conference in Vancouver, one of the presenters presented on the development of a logic model for the Canada Student Loans Program. Using the recently developed logic model for the security component of the 2010 Olympic Games, how one evaluator's approach to developing program theory and logic models has evolved over the years will be discussed as well as program theory and the logic model for the security component of the 2010 Olympic Games. Subjects to be addressed in the presentation include the background theory of logic model development, and using logic models to bring clarity to governance and accountability issues that arise in horizontally-delivered programs.

**Improved accountability reporting and challenges: An analysis of 17 youth gang mid-term evaluations**

- Donna Smith-Moncrieffe, Senior Evaluation Analyst, Public Safety Canada

The National Crime Prevention Centre provides funding to model and promising crime prevention projects with a view to increasing knowledge about "what works" in crime prevention. The three year old Youth Gang Prevention Fund conducted an interim analysis of the evaluation results to determine the fund's effectiveness. This study analyzed key reporting documents from 17 four-year long gang evaluations across Canada to identify the feasibility and utility of early key evaluation deliverables including 1) evaluation plans, 2) logic models, and 3) instruments. The results and recommendations in this study will help future funding agencies explore improvements in developing more value added, timely and cost effective tools used in pre-evaluative activities.

**#107 – British Columbia Room/ Salle British Columbia  
Debate / Débat**

**Resolved: The Government of Canada needs an Evaluator General to help focus more attention on the effectiveness of public programs**

- Michael Obrecht
- V. Neimanis
- Nancy Porteous
- Steve Montague
- Paul Prieur
- Michel Laurendeau

Canadians pay more than \$80 million annually to enable the Office of the Auditor General to hold government accountable for its spending of public funds. However, the Auditor General is not mandated to examine the effectiveness of programs. So Canadians are at risk of having their tax dollars spent on programs that may be squeaky clean in terms of financial controls but are not an effective means of achieving public objectives. Creating the position of Evaluator General, an independent Officer of parliament, could reduce that risk.

The objective of the debate is to provide a forum for discussing ideas about how evaluation could better contribute to government decision-making. The debaters do not necessarily have a personal commitment to the positions they will defend. Be warned that debaters will not hesitate to use wit, sarcasm or innuendo when lambasting the arguments of their opponents! At the end of the debate the audience will have an opportunity to voice an opinion on which side presented the most convincing arguments. The debate will be followed by an open session in which members of the audience provide comments or pose questions.

**12:00 – 13:00 Lunch / Déjeuner**

## **Delegates on their own / Les délégués sont libres**

### **Confederation Ballroom / Salle de Ball Confederation**

**13:00 – 16:15 Student Case Competition 2009 / Concours de simulation d'évaluation pour les étudiant(e)s, édition 2009**

Curious about the next generation of evaluators? Let us help you!

CES is excited to host the Final Round of the 2009 CES Student Case Competition. Come on out and support these three teams who have beaten out all the others. Each of these teams has been working on a case for the past five hours and will be making their presentations to a panel of judges. Following this, the annual trophy will be presented at a reception in the Confederation Ballroom from 5:00 pm – 6:00 pm.

Who knows, maybe you'll find the next great minds of evaluation.

Etes-vous préoccupé par la relève des évaluateurs?

La Société canadienne d'évaluation organise la ronde finale du concours d'analyse de cas destiné aux étudiants et nous vous invitons à venir encourager les trois équipes finalistes. Chacune d'elles a consacré les cinq dernières heures à élaborer une étude de cas et elles vont présenter le fruit de leur travail à un jury. Suivra la remise annuelle du trophée qui consacrera l'équipe gagnante de l'édition 2009 du concours. Cette activité se déroulera à la salle de Bal Confederation de 17h00 à 18h00.

Qui sait, vous découvrirez peut-être de futurs collaborateurs !

### **13:15 – 14:45 Concurrent Sessions / Session simultanées**

#### **#108 – Provinces I Room / Salle Provinces I Panel / Panel**

##### **Increasing the value of evaluation capacity building in the international context**

- Linda Morra Imas, IDEAS
- Susan Phillips, School of Public Policy and Administration, Carleton University
- Robert Lahey, REL Solutions
- Nidhi Khattri, IEG, World Bank
- Jean Serge Quesnel, School of Public Policy and Administration, Carleton University

Developing country governments around the world are planning and trying to implement results-based monitoring and evaluation (M&E) systems. This panel presents four types of M&E capacity building efforts and experience with them. Panelists will present the International Program for Development Evaluation Training held at Carleton University and its offspring, SHIPDET, in China; the new Diploma Program in Evaluation (DPE) at Carleton; hands-on work in Botswana to develop and put in place national M&E capability; and efforts to strengthen institutions at the regional level to supply cost-effective, relevant, and demand-driven capacity building services in M&E. Jean Quesnel, who chaired the United Nations Evaluation Capacity Development and Training initiative to professionalize evaluators within the UN system, responds to the M&E capacity building strategies and draws conclusions.

#### **#109 – Provinces II Room / Salle Provinces II Panel / Panel**

##### **Nightmare on Evaluation Street: Good lessons from bad evaluation experience**

- Shelley Borys, Director of Evaluation, Environment Canada
- Paul Favaro, Chief of Research and Evaluation, Peel District School Board, York University
- Natalie Kishchuk, Research and Evaluation Inc.
- Linda Lee, Proactive Information Services Inc.
- Andy Rowe, ARC Economics

This presentation is an update of a panel from the 1997 conference, reflecting the continued experience and learning of the presenters. In particular, evaluators need to learn lessons from evaluations that have gone awry. Many things can go wrong in an evaluation, including: it's actually not an evaluation; it's not a program; the real program is nothing like paper program; there is a hidden agenda for the evaluation; all the methodological things that can go wrong; issues related to the politico-organizational context – sensitivities, competitiveness, sabotage, getting used by factions, some pitfalls of participatory evaluation; and being end-run with the results in various ways. Like all evaluators, the presenters have had their share of evaluation nightmares, with more to report on since their last panel 12 years ago. Attendees will also be invited to share some of their examples and an effort will be made to develop some general lessons which can be drawn from these experiences.

**#110 – Governor General I Room / Salle Governor General I  
Panel / Panel**

**Evaluation culture in the making: Lessons learned from a Pan-Canadian United Way pilot project**

- Kristen Roderick, Evaluation Coordinator, Strategic Initiatives Unit, United Way Toronto
- Jason Gregoire, United Way, Centraide Ottawa
- Igor Tupitsyn, Evaluation Manager, United Way, Centraide Ottawa
- Angelica Miller, Vice President of Operations, Canadian Outcomes Research Institute

In 2007, United Ways of the Lower Mainland, Calgary and Area, Winnipeg, Toronto, and Ottawa formed a partnership on a three-year pilot project called the Outcome Evaluation Capacity Building Pilot Project (Pilot Project). The Pilot Project uses a multifaceted, strategic approach to enhance the outcome evaluation capacity of the five United Ways and a sample of United Way-funded agencies within each city in order to report on program-level outcomes for children and youth. The Pilot Project will eventually enable United Ways to measure community impact, improve decision-making, and communicate impact and value to the public.

The Pilot Project presents a unique case example of evaluation capacity building and the development of evaluation culture. This panel presentation will include five presenters to highlight different aspects of the project, illustrate the project's complexity, and identify lessons learned at various levels.

**#111 – Governor General II Room / Salle Governor General II  
Paper and Panel / Présentation orales et panel**

**The organizational benefits and challenges of combining results-based management and evaluation**

- Karen Haig, Canadian Border Services Agency
- Jeremy Porzuczek, Canadian Border Services Agency

The Canada Border Services Agency (CBSA) Program Evaluation Division (PED) has a dual responsibility: instilling a results-based management culture within the Agency and conducting program evaluations. The two functions can be complementary but can also present challenges. This presentation will focus on how the PED works to enhance results achievement. An overview of the Agency and the PED will be presented. The strengths and weaknesses of the dual structure will be discussed in relation to achievement of results. Additional strategies to further enhance results and accountability will be addressed, including the role of the Executive Evaluation Committee, the monitoring of evaluation recommendations and the PED's role as a CBSA centre of expertise for applied research.

**Addressing the weakest link: The continued quest for performance data – performance management implementation reviews at Industry Canada**

- Kim Bachmann, Industry Canada
- Catherine Newell, Industry Canada
- Carolynn Oliver, Industry Canada

The quality of evaluations and their ability to support senior management effectively in the current expenditure management system depends to a significant extent on the quality and availability of performance information. It has been widely recognized that there continues to be a need to ensure that Results-based Management and Accountability Frameworks (RMAFs) and more recently the Performance Measurement Systems (PMS) and Performance Measurement Plans (PMP) are being actively implemented. Industry Canada's Evaluation Directorate initiated a joint pilot with Industry Canada's Audit Directorate to review the implementation of three recent Results-based Management and Accountability Frameworks. Presenters will share the results of the first pilot project and get feedback from other government departments on how they are addressing this important issue. Our session aims at furthering the discussion to advance our collective ability to assist and support program management in addressing the "weakest link".

**#112 – Governor General III Room / Salle Governor General III  
Paper / Présentation orale**

**A performance results management framework for measurement, monitoring, evaluation and reporting on achievements of Canada's health emergency response readiness**

- Ann-Marie St-Laurent, Director, Office of Emergency Response Services, Public Health Agency of Canada
- Sandiran Premakanthan, Public Health Agency of Canada

In 2004, the Government of Canada authorized improvements to the readiness of the public health system in its ability to respond to health emergency and disaster situations such as the Severe Acute Respiratory Syndrome (SARS) outbreak in 2003. The newly created Public Health Agency of Canada (PHAC) was mandated to improving preparedness measures, establishing Health Emergency Response Teams (HERTs), strengthening the National Emergency Stockpile System (NESS), increasing the recruitment and training of public health professionals and strengthening international linkages. The paper describes the Performance Results Management Framework for measuring, monitoring, evaluation and reporting of achievements on Canada's health emergency response readiness. The framework is used to describe the progress and plans to date in improving Canada's health emergency response readiness capabilities and capacity in conjunction with the provinces and territories.

**An assessment of the economic impact of the Canada Prenatal Nutrition Program (CPNP)**

- Dale McMurchy, Dale McMurchy Consulting
- Robert Palmer, Dale McMurchy Consulting
- Melissa Thornton, Evaluation Analyst, Community Based Program, Division of Childhood and Adolescence, Public Health Agency of Canada
- Taranjeet Birdi, Evaluation Consultant, Public Health Agency of Canada

The Public Health Agency of Canada funds the Canada Prenatal Nutrition Program, a program for vulnerable pregnant women. Literature reviews and analyses of program and national data found funding totalled \$43.5 million for 187 projects in 2005/06. Infants born to program participants had similar or fewer low birth weights compared to all Canadian births. Participants receiving nutritional counselling, supplements, and prenatal counselling had reduced risk of a low birth weight baby, resulting in \$1.6M savings in hospital costs at birth. Participants receiving breastfeeding support were 59% more likely to breastfeed than those who did not and had higher rates than a matched population. For selected infant illnesses in the first two weeks, average savings of \$645 related to avoiding low birth weight and \$53 associated with breastfeeding were found. Breastfed infants incurred lower costs in the first year by avoiding otitis media, lower respiratory infections, gastrointestinal infections and necrotizing enterocolitis.

**Evaluating the cost of mental illness and addiction in Canada: Alberta and the Calgary Health Region**

- Brian Marriott, Alberta Health Services, Calgary Health Region

In the Calgary Health Region, when discussions occur about the economics of mental illness and addiction, four distinct (yet intimately related) questions often emerge 1) what is the economic burden of illness as it relates to those who are mentally ill and/or suffer from an addiction, 2) how much capital does the Alberta government and the Calgary Health Region (CHR) allocate to the provision of mental health and addiction

care, 3) what does it cost to treat specific mental health disorders in the CHR, and 4) what are the per unit costs of various mental health and addictions treatments in the CHR. Answers to all of these frequently asked economic questions will be presented. The presenter will also discuss current and future evaluative approaches of aggregate and per unit costing data.

#### **Evaluating leadership education for health systems professionals**

- Wendy Rowe, Royal Roads University
- Niels Agger-Gupta, Royal Roads University

Royal Roads University offers a MA in Leadership for health professionals that is focused on building competencies in personal awareness, ethics, creativity, teaching others, team processes, systems thinking, inquiry and research skills and change management processes. All learners have an organizational sponsor who collaborates in an action research project to create change and improvement in the Canadian health care system. The focus of this evaluation study has been on assessing how the leadership education program impacted individuals as well as how it has contributed to change in their work unit and the larger health care system.

#### **#113 – Quebec Room / Salle Québec**

##### **Paper and Demonstration / Présentation orale et démonstration**

#### **L'évaluation permet-elle d'améliorer l'atteinte des cibles d'une intervention publique ? Le cas du PQDCA**

- Nathalie Dubois, Université de Montréal

La présentation aborde la question de la contribution de l'évaluation à l'amélioration continue des programmes publics. L'exposé s'inspire de la thèse de l'auteure soutenue en septembre 2008 visant à estimer les effets du Programme québécois de dépistage du cancer du sein (PQDCS) sur l'adoption de comportements préventifs en dépistage par mammographie. Par cette présentation, l'auteure insiste sur la portée de l'évaluation sur l'amélioration de l'atteinte des cibles d'un programme. Ainsi, la présentatrice propose une analyse critique des résultats de l'évaluation et des retombées de celle-ci pour l'administration publique.

#### **Dix ans de retombées d'activités d'évaluation dans un établissement de Santé et de Service Sociaux au Québec**

- Marie-France Allen, Institut de Réadaptation en Déficience Physique de Québec
- Judith Lavoie, Institut de Réadaptation en Déficience Physique de Québec

Au cours des années 1990, des ressources spécialisées en évaluation ont été réunies à l'Institut de réadaptation en déficience physique de Québec dont le point d'ancrage se situe en 1999, avec l'instauration de la Politique d'élaboration et d'évaluation des programmes. Après dix ans d'actions, l'équipe des conseillères en évaluation souhaite partager sa réflexion en termes d'apprentissages et de changements organisationnels générés par les activités d'évaluation. Ce bilan permettra de tirer un enseignement utile pour toute personne intéressée au développement d'une culture d'évaluation dans son organisation.

L'équipe constate que le développement d'une culture d'évaluation ne se fait pas sans heurt. Il demande de la persévérance et un grand soutien de la part des décideurs et des personnes ressources en évaluation. Lors de cette démonstration, les forces et les limites de la démarche utilisée seront présentées ainsi que les pistes de développement à venir.

#### **Les protocoles d'évaluation à la croisée de la modernité : vers la conceptualisation d'un modèle**

- Marc Alain, UQTR
- Sylvie Hamel, UQTR
- Jacques Joly, l'Université de Sherbrooke
- Daniel Turcotte, l'Université du Laval

Selon Guba et Lincoln (1989, 2005), le débat méthodologique qui a opposé les tenants des approches qualitatives à ceux qui privilégient les approches quantitatives aurait produit un schisme entre les évaluateurs qui serait encore bien réel aujourd'hui. De fait, des débats entre ces écoles émaillent encore de temps en temps les revues spécialisées (American Journal of Evaluation, 2007), malgré que plusieurs, notamment les praticiens de l'évaluation sur le terrain, ne manquent pas de dénoncer le côté quelque peu stérile de cette querelle. De fait, aussi, il demeure encore à démontrer, en matière d'évaluation de programme, en quoi une approche serait meilleure que l'autre. Nous proposons donc, en lieu et place d'un énième modèle théorique de l'évaluation qui aurait tendance à pencher d'un côté ou de l'autre de ces deux axes méthodologiques, un schéma intégrateur susceptible de permettre une visualisation de l'ensemble des dimensions – subjectives et objectives, formatives et sommatives – des trois phases de la vie d'un programme d'intervention, soit les phases « avant », « pendant » et « après ». Ce modèle intégrateur sera présenté aux participants et fera ensuite l'objet de démonstrations concrètes par quatre spécialistes.

#### **#114 – Les Saisons Room / Salle Les Saisons**

##### **Demonstration and Paper / Démonstration et présentation orale**

##### **Prioritizing a research and evaluation agenda: Using Cooke's research capacity building framework**

- Esther Suter, Alberta Health Services, Calgary Health Region
- Hassan Soubhi, Département de Médecine de Famille, Université de Sherbrooke
- Ruby Grymonpré, Faculty of Pharmacy, University of Manitoba
- Lynda Weaver, Bruyère Continuing Care
- Rebecca Law, Faculty of Pharmacy, Memorial University of Newfoundland
- Jana Lait, Alberta Health Services, Calgary Health Region

A challenge for groups mandated with a goal to foster research and evaluation efforts for their organizations is that it can be onerous to set priorities and determine a workplan that is relevant and feasible. Such was the case for the nascent Research and Evaluation (R&E) Committee of the Canadian Interprofessional Health Collaborative (CIHC). CIHC is a national hub for increasing and disseminating knowledge on promising practices in interprofessional education and collaborative practice (IPE/CP) in health care. The R&E Committee has the objective of strengthening research and evaluation capacity in IPE/CP for the interested CIHC constituents. The R&E Committee used an innovative strategy to determine its priorities using Cooke's (2005) framework for building research and evaluation capacity. Cooke presents six principles of capacity building: building skills, developing linkages, ensuring research is close to practice, developing dissemination channels, investing in infrastructure, and building sustainability. The goal of this demonstration is to encourage other evaluators to use Cooke's principles to map out short and long term evaluation activities to facilitate capacity building and to move their organization's agendas forward.

##### **The value of evaluation: The example of the Seniors Health Research Transfer Network in Ontario**

- James Conklin, Cadence Human Systems Inc.
- Deirdre Luesby, Seniors Health Research Transfer Network

Our presentation focuses on the value of the ongoing evaluation of the Seniors Health Research Transfer Network (SHRTN) in Ontario to the network's many stakeholders. SHRTN is a provincial network intended to facilitate the generation and flow of knowledge within the seniors health sector in ways that improve the quality of care and quality of life experienced by Ontario's seniors. Our presentation will describe this evolving network and will explain the challenges of evaluating a complex and evolving network with fluid boundaries and a wide variety of stakeholders and approaches.

#### **#115 – British Columbia Room / Salle British Columbia**

##### **Paper and Think Tank / Présentation orale et Think Tank**

##### **Program performance: But at what price?**

- Daniel Dubé, Raymond Chabot Grant Thornton

In a discussion paper entitled *Decision-Making in Government: The Role of Program Evaluation* dated March 29, 2005, the author questioned “how best to organize to ensure that evidence of performance is vigorously pursued and effectively used in government decision-making on policy and resources allocation”.

In traditional approaches such as the logframe, inputs were measured against outputs, which in turn were examined in terms of outcomes, and the conversion processes were analyzed and assessed. This presentation is focused on demonstrating how activity-based costing and storyboarding can be used in program evaluation and how it can contribute to making this function more vital in linking program effectiveness and affordability so that the Canadian Government may provide more value to Canadians.

**Challenges, approaches and tools: Multi-site evaluations in a municipal, provincial and federal police organization**

- Shanon Clark Larkin, Senior Evaluation Analyst, RCMP
- Lisa Styles, Evaluation Analyst, RCMP

Similar to many federal government departments/agencies, the Royal Canadian Mounted Police (RCMP) operates within a centralized model for providing evaluation services. While this format is often thought to improve objectivity and neutrality, challenges can also arise such as collecting data for programs that operated in a large number of geographically distant regions. Given the unique culture of the RCMP, the evaluation function is in the process of developing strategies and practices to ensure that various internal and external accountability requirements are met. This presentation will outline some of the challenges experienced when conducting multi-site evaluations and how the use of the RCMP’s web-based Annual Performance Plan tool and other innovative strategic measures can be implemented to enable government departments to meet accountability requirements and report on outcomes.

**Accountability for learning: Implications for evaluation practice**

- Jane Whynot, Whynot & Associates

In recent years, leading thinkers in the field have called for a recasting of the definition of public accountability that moves accountability beyond traditional rules-based compliance and toward a more principles-based paradigm. In doing so, the authors have put considerable emphasis on learning – the active process of acquiring and utilizing knowledge to improve public programming – as a key principle of responsible public management.

This redefinition of accountability is compelling, in particular in light of the adoption of Results-Based Management (RBM) as a cornerstone of public sector management in countries since the 1990’s. However, while the calls for redefinition are legion, less emphasis has been placed on exploring the implications of this shift on the practice of evaluation. Specifically, in an era of accountability for learning, the question of how evaluators should approach the design and execution of evaluations to optimize their utility for multiple audiences has not been fully explored. The goal of this think tank will be to explore these and other questions building on concepts forwarded by others such as Bemelmans et al (2007) in *Making Accountability Work: Dilemmas for Evaluation*.

**14:45 – 15:00 Health Break in the Trade Show Area / Pause-santé dans l’aire de la foire commerciale**

**15:00 – 16:30 Concurrent Sessions / Sessions simultanées**

**#116 – Provinces I Room / Salle Provinces I  
Paper / Présentation orale**

**Institutional evaluation: Recent experience, learning and challenges**

- Hubert Paulmer, Consultant, Harry Cummings and Associates Inc.
- Dr. Harry Cummings, University of Guelph, Harry Cummings and Associates Inc.

Development and research programs/projects have been successful. But are the institutions/organizations implementing them successful, relevant and sustainable? Why is it important to evaluate institutions and

organizations? Is institutional evaluation emerging to gain importance with the government and in the development sector? How different is it from program/project evaluation? Lusthaus et al (1995) and CIDA (2006) among others have published guides to organizational and institutional assessment which are used in such evaluations. The paper shares the recent experience of evaluating two Canadian institutions and a developing country application, using these guides – noting the challenges, the learning and the impact. The paper presents the models and the methodology used and discusses the evaluation issues that were examined during the evaluations.

#### **Ensuring evaluation value in Costa Rica and the region**

- Dr. Stefanie Krapp, CIM, GTZ

The presentation displays a country example (Costa Rica) where in the context of German development cooperation a wide range of measures in the field of monitoring and evaluation is implemented by a scope of public and private, national and international stakeholders. It will be shown how the conference themes are playing a crucial role in this process: information is needed for decision-making and to show impacts and sustainability of government programs and projects (evaluation value for the Costa Rican government). The German development cooperation supports these efforts. Furthermore, the partner shall be given more responsibilities for implementing and carrying out M&E systems of international cooperation programs (evaluation value on the international stage). Capacity building measures provide local expertise to meet this growing demand in Costa Rica, yet the long-term objective is a regional strategy for Central America where Costa Rica will be a service provider of capacity building in M&E (ensuring value through a stronger profession).

#### **The role of intra-organization bureaucracy in maintaining evaluative independence and integrity**

- Christopher Cameron, Program Evaluation Leader, Division of Population Health, Alberta Cancer Board
- Sharlette Dunn, Epidemiologist, Community Health Services, University of Calgary

Evaluation is a discipline oriented toward making an impact. Information is gathered and analysed with the sole aim of informing stakeholders of the progress toward making decisions that one hopes will ultimately result in meaningful change. However, in far too many cases evaluators find themselves in a position where they are forced to fight for opportunities to make an impact. This is particularly true for evaluators who practice in government settings and other large organizational contexts. Intra-organizational bureaucracy significantly compromises evaluative independence and strains the professional integrity of evaluators. Such compromises ultimately impact the information that is available for accurate decision-making and program development. The authors of this paper will discuss the plight of evaluators facing the inherent challenges presented by intra-organizational bureaucracy and argue that evaluators have an ethical obligation to challenge the structures that support intra-organizational bureaucracy.

#### **#117 – Provinces II Room / Salle Provinces II Paper and Think Tank / Présentation orale et Think Tank**

##### **Counting counts, if you can count it: Measuring the performance of an evaluation shop**

- Beate Schiffer-Graham, Director of Evaluation, Industry Canada
- Jeff Jorgensen, Senior Evaluation Officer, Industry Canada

A vital part of achieving results-based management (RBM) in government includes the involvement of the evaluation function. A typical evaluation shop is primarily responsible for evaluation of the relevance and success of policies, programs and initiatives. While such evaluations are intended to inform both program managers and senior decision-makers, more often than not, on-going performance measurement is equally important in helping program managers link management decisions and resource allocations with goals and objectives. Moreover, without good performance measures and reliable data, evaluations are often limited in the extent to which they can measure success.

In an effort to contribute both to the understanding of RBM across the federal department of Industry



Canada and to maximize efforts to inform program managers and senior decision-makers in a timely manner with useful information, the Evaluation Directorate has embarked upon an initiative to design and implement its own Results-Based Management and Accountability Framework (RMAF). It is hoped that the RMAF will become a tool for the Evaluation Directorate to self-monitor and improve its own performance. In this session, you will hear about the key elements of the RMAF, including: data collected from post-engagement surveys; evaluation recommendation follow-ups; and the influence of performance measurement advice provided by the evaluation directorate on program managers and decision-makers across the department.

**Want to improve your own performance? Maximize it by applying project and project portfolio management principles to your work**

- Nicole Michaud, Evaluation and Performance Officer, Social Sciences and Humanities Research Council
- Shannon Townsend, Senior Evaluation Officer, National Research Council of Canada

Recent work on evaluator competencies undertaken by the Canadian Evaluation Society (CES) has highlighted the importance of evaluators acquiring program and team management skills. This presentation will introduce the principles of project management (PM) and project portfolio management (PPM) based on the PMI's Project Management Body of Knowledge (PMBOK), and adapting methodologies in real-world evaluation settings.

**Moving toward 100% coverage: How best to address our 'Smaller' PAA components**

- Phil Carr, Centre for Management Inc.

Canadian federal departments' evaluation functions are being asked to cover 100% of their respective organization's PAA. The think tank will explore different opportunities and solutions for achieving this level of coverage and exchange experiences to date.

**#118 – Governor General I Room / Salle Governor General I  
Paper / Présentation orale**

**Bibliometrics as a performance measurement tool for the evaluation of research: The cases of the Canadian Forest Service and National Cancer Institute of Canada**

- David Campbell, Research Analyst, Science-Metrix
- Frédéric Bertrand, Evaluation Associate, Science-Metrix

The Canadian government invests about \$5 billion on research per year. Although accountability is increasingly recognized as being of prime importance in the management of public funds, the use of bibliometric methods in the evaluation of research performed or funded by federal science-based organizations remains scarce. Bibliometrics provides objective and cost-effective data based on the quantification of peer-reviewed papers, which are one of the main vehicles for disseminating research results. Bibliometric indicators on paper counts inform on the level of research activity, specialization, alignment and linkage, whereas citation counts provide a measure of scientific excellence and impact. This paper presents two case studies which demonstrate the use of bibliometrics 1) to monitor research performance of science carried out by the Canadian Forest Service, and 2) for evaluating the achievement of research outcomes targeted by the National Cancer Institute of Canada's funding program.

**Lessons learned from evaluating regulatory programs**

- Karine Kisilenko, Environment Canada
- Janet King, Centre of Regulatory Expertise, Treasury Board of Canada

As evaluation requirements for certain new regulations have become mandatory with the 2007 Cabinet Directive on Streamlining Regulations, evaluators will need to develop new tools and strategies for evaluating regulatory regimes. As the evaluation of regulations differs from the classic model of program evaluation, new challenges will be faced by evaluators seeking to evaluate the effectiveness of regulations which fall within a larger program and policy context. This presentation will focus on the efforts to evaluate

a suite of regulations related to smog-causing emissions in the transportation sector. Differences between the evaluation of regulations and program evaluation will be highlighted, and the lessons learned from this evaluation will focus on those that can be broadly applied to the evaluation of regulatory regimes.

**Beyond evaluation use: The results of an empirical study of involvement and use/influence**

- Jean King, Department of Educational Policy and Administration, University of Minnesota

As the number of large multi-site federal education programs increases, so, too, does the need for a better understanding of how to evaluate them. The paper will discuss the results of the “Beyond Evaluation Use” research funded by the National Science Foundation (USA) from 2004-2009. It studied the secondary use/influence of four government-funded program evaluations by examining the relationship between the extent of involvement of stakeholders and the long-term impact of the evaluations on project staff; the science, technology, engineering, and mathematics (STEM) education community; and the evaluation community. Built on two theoretical bases—involvement and evaluation use/influence—the study sought to determine how multi-site evaluations effectively involve stakeholders in the face of increased complexity, including identifying patterns of involvement and use and effective practices for creating both. Data were collected through mixed methods, including surveys, interviews, archival review, and citation analysis.

**#119 – Governor General II Room / Salle Governor General II  
Panel / Panel**

**The Lay of the Land 2009: Evaluation Practice in Canada Today**

- Benoît Gauthier, Circum Network Inc.
- Gail Barrington, Barrington Research Group Inc., Calgary
- Sandra Bozzo, Ontario Ministry of Aboriginal Affairs, Toronto
- Kaireen Chaytor, Chaytor Consulting Services Ltd., Halifax
- Robert Lahey, REL Solutions Inc., Ottawa
- Robert Malatest, R.A. Malatest and Associates Ltd., Victoria
- Greg Mason, PRA Ltd., Winnipeg
- John Mayne, Consultant, Ottawa/Bangkok
- Jim McDavid, University of Victoria, Victoria
- Félix Meisels, Ministère de la Culture, des Communications et de la Condition féminine, Québec
- Nancy Porteous, Public Health Agency of Canada, Ottawa
- Simon Roy, Goss Gilroy Inc., Ottawa

At the 2003 CES Conference in Vancouver, a panel of twelve evaluators took stock of the state of evaluation in Canada; their deliberations led to the publication of an article entitled “The Lay of the Land” in the *Canadian Journal of Program Evaluation* (vol. 19, no. 1). We want to repeat this analysis in 2009. Twelve panelists, many of whom were part of the 2003 group, will adopt a strategic analysis standpoint with regard to the state of evaluation today: each panelist will identify one key strength and one key weakness of evaluation in Canada today; each will raise one threat and one opportunity. Panelists will also factor in the observations made in 2003. Panelists’ points of view will relate to the position of evaluation within organizations or to evaluation practices; they will address the situation in the federal government, provincial governments, universities and non-profit organizations. A debate will follow five-minute presentations by each panelist. It is intended that panelists will each produce a 300-word text of their presentation which will be complemented by a synthesis by the panel organizer. This document will be presented to the *Canadian Journal of Program Evaluation* for publication.

**#120 – Governor General III Room / Salle Governor General III  
Paper and Demonstration / Présentation orale et démonstration**

**Crossing the ‘rubric-con’: Use of an innovative method to add value to evaluation practice**

- Larry Bremner, Proactive Information Services Inc.
- Denise Belanger, Proactive Information Services Inc.

This paper will explore issues related to the development and use of rubrics as an evaluation tool. (A rubric is a printed set of guidelines that distinguishes performances or products of different quality.) In settings where traditional research and evaluation methods may be ineffective or inappropriate, rubrics can often be used as an alternative data collection tool. This paper will explore the conceptual foundation for rubric use, types of rubrics (holistic versus analytical-trait rubrics), development of rubrics, conditions appropriate for the use of rubrics, as well as their benefits and limitations. The presenters will share their experiences using rubrics in a variety of settings with diverse populations from young children in elementary schools to Inuit peoples in remote Northern communities.

#### **Utilizing arts-based practices in the field of evaluation**

- Michelle Searle, Queen's University

The fields of evaluation and arts-based educational research are both evolving methods of inquiry that have expanded in recent decades. Part of these theoretical and methodological transitions has been brought about by a paradigm shift that recognizes scientific knowledge as a non-linear set of complex ideas and attitudes about inquiry. This shift creates an opening for the role of arts-based research in the field of evaluation. Arts-based research provides an extension to the qualitative paradigm already operating within the field of evaluation. It provides a way for evaluation to extend traditional qualitative and hybrid forms of data collection, analysis, and representation. Ultimately, evaluation, research, and arts-based practices share overlapping processes and goals; including the need for creativity, innovation, flexibility, responsiveness, and a willingness to work with/for, as well as create with/for diverse audiences. Conceiving evaluations through an arts-based lens creates opportunity to broaden the scope and impact.

#### **The theory and practical uses of images in evaluation**

- David Taylor, Evaluation Manager, Justice Canada

Photographs can add a useful and insightful line of evidence to an evaluation study. Incorporating photography-based methodologies into evaluation studies is becoming increasingly popular; pictures provide a profound and rich addition to quantitative methodologies and assist with “telling the story” of a program’s impacts in ways other methodologies cannot. The session will provide an overview of the literature and theories surrounding the use of photographs in evaluation. It will outline some of the different methodologies that can be applied, the advantages and challenges with each, and some practical ideas of how images can be used to help communicate evaluation findings. It concludes with examples of how these methods were used by the presenter in two evaluation studies.

#### **#121 – Quebec Room / Salle Québec Panel / Panel**

##### **Measuring the blended value of corporate social responsibility and social enterprise**

- Edward Jackson, Associate Dean, Research and Graduate Affairs, Carleton University
- Nathan Monash, Sustainability Manager, Rio Tinto Alcan
- Karim Harji, Manager, Social Capital Partners

Innovative evaluation methods and tools are emerging in the fields of corporate social responsibility (CSR) and social enterprise (SE). The focus of these innovations is the measurement of the “blended value” (combining financial, social and environmental impacts) that is created by CSR and SE, and that is of interest to social investors, “philanthrocapitalists” and governments. This panel will present findings-in-process from ongoing applications of these methods and tools in Canada, Ghana and other developing-country settings. The presenters will examine the advantages and challenges in applying blended value approaches. Finally, they will discuss the implications of these findings for the theory and practice of evaluation.

##### **The value of conducting program evaluation in community-based non-profit agencies: Challenges and solutions**

- Tim Aubry, Ph. D., Professor, School of Psychology, Senior Researcher, Centre for Research on Educational and Community Services, University of Ottawa

- Donna Pettey, Director of Operations, Integration, Research and Evaluation, Canadian Mental Health Association
- Dwane UnRuh, Program Manager, Canadian Mental Health Association
- Lise Labrecque, Evaluator, Community Health Promoter, Centretown Community Health Centre
- Alice Hutton, Community Health Planner, Centretown Community Health Centre

The value of conducting program evaluations within community-based non-profit agencies extends well beyond the evaluation itself. The challenge agencies face is to maximize this potential value – by cementing gains made during the process of the evaluation and extending these into how the agency does business. In this panel presentation, two community agencies will discuss the challenges and value of conducting program evaluations in a community based non-profit context. A noted evaluation practitioner and academic will provide a third lens through which agencies’ challenges and solutions can be viewed.

#### **#122 – Les Saisons Room / Salle Les Saisons**

##### **Paper and Demonstration / Présentation orale et démonstration**

##### **Towards a strategic approach to evaluating interventions focused on reducing health inequalities: Developing an international collaboration**

- Sanjeev Sridharan, Director, Evaluation Program, Centre for Research, Associate Professor of Health Policy, Management and Evaluation, University of Toronto

One of the remarkable aspects of addressing health inequalities is that, despite the plethora of research on the causes of health outcomes, there is little guidance on what are the best policy and practice choices to make. This proposed project that promotes an international dialogue between practice, policy and research leaders involved in evaluations of interventions to address health inequalities. The participants for this project will be chosen to maximize the practice, policy and research impacts internationally. Building on existing partnerships, this project will lead to enhanced collaborative problem-solving for impacting health inequalities in the U.K, U.S. and Canada.

An important contribution of this project is to question whether understanding of the causes of health problems is a sufficient basis for policy to more effectively address problems of inequalities. In other words, would knowledge of the social determinants of health suffice in planning actions to reduce health inequalities? The project will explore the limits of evidence-based interventions, the role of knowledge translation for impacting health inequalities and the need for detailed understanding of context in adapting interventions in a variety of national and local settings. This project will serve as a critical catalyst in bringing a wide variety of thought and practice leaders to work collaboratively on impacting health inequalities.

##### **Tools to improve planning, delivery and evaluation of health services in undeserved populations: A Newfoundland and Labrador perspective**

- Joanne Rose, Cervical Screening Initiatives Program
- Lori Harnett, Cervical Screening Initiatives Program
- Bev MacQuarrie, Quality Initiatives Coordinator, Cervical Screening Initiatives Program

Health promotion and prevention strategies at a community level require systematic changes to the way health services are planned, implemented and evaluated. Targeting the ‘at risk’ population requires a new perspective that is both evidence-based and encompasses the concepts of community capacity building, population health framework and cost effectiveness. This session examines two tools that have been used to address these needs. The Community Profile Tool provides a framework for assessing the capacity for community involvement, identifying linkages with health care providers and health educators and allowing for a framework to measure and evaluate the success of the intervention. The Cervical Screening Initiatives Program has built this tool to create a framework that captures screening participation rates by community, identifies barriers to screening and captures a profile of the community.

Screening rates by community are summarized in a GIS mapping tool to assist identification of under screened communities and enhance planning processes for the delivery of health services. This information is used to create opportunities for collaborative processes between the delivery of health services, the providers of health education and key community contacts to facilitate improved screening rates. These tools have proven to be instrumental in the success of the program in increasing uptake for under screened populations.

#### **Strengthening capacity in program planning and evaluation at Peel Public Health**

- Teresa Ho, Project Specialist, Chronic Disease and Injury Prevention, Peel Public Health

The program planning and evaluation (PPE) streamlining initiative was a comprehensive strategy designed to guide the Chronic Disease and Injury Prevention Division – Peel Public Health in establishing a standardized process for planning and evaluating health promotion programs. It also helped strengthen staff capacity to use evidence-informed decision-making (EIDM). This presentation will provide an overview of the steps taken to implement the streamlining initiative. This comprehensive strategy, which emphasizes employee engagement, customized training, and consistent leadership, has been regarded as a very promising approach to capacity building and organizational change management. Plans are made for other divisions in Peel Public Health to apply a similar methodology to enhance program performance.

#### **#123 – British Columbia Room / Salle British Columbia Panel and Think Tank / Panel et Think Tank**

##### **A locus of interests: Federal government challenges to evaluating place-based community initiatives**

- Peter Czerny, Public Health Agency of Canada
- Mary Frances MacLellan-Wright, Public Health Agency of Canada
- Isabelle Légère, Rural and Cooperative Secretariats, Agriculture and Agri-Food Canada
- Kyle Lambier, Office of the Federal Interlocutor for Métis and Non-Status Indians, Indian and Northern Affairs of Canada
- Mark Cabaj, Tamarak Institute for Community Engagement

As federal government organizations seek to maximize the relevance and return on investment of initiatives, program strategies centered on relationships with stakeholders at the community level have been used in a wide variety of instances such as public health, poverty reduction, infrastructure funding and rural development. However, such place-based approaches typically involve multiple stakeholders, varied approaches, limited resources for evaluation activities, long time frames for realizing desired outcomes, and are subject to many influences outside of the project/program in question. These issues pose many challenges for evaluation design, implementation and use. This session will highlight the evaluation approaches of three place-based federal initiatives. These examples will prepare participants to consider the following questions: what principles are revealed by good practices for evaluating place-based community initiatives? What are some of the challenges and solutions for implementing such practices in government-funded community-based initiatives? what types of information, or lines of evidence, can meet the needs of the diverse stakeholders involved? The discussion will be mindful of the evolution of new Treasury Board policies on evaluation and transfer payments.

##### **Evaluation of federal government programs: Managing regional differences and lessons learned**

- Matt Jacques, Senior Evaluation Analyst, Atlantic Canada Opportunities Agency
- Maurice Turcot, Economic Development Agency of Canada for the Regions of Quebec

The evaluation of national government programs presents both challenges and opportunities in terms of scope, methodological design, and implementation. This panel session will use the example of an impact evaluation of the Community Futures (CF) Program conducted across Canada in the four Regional Development Agencies (RDAs) administering the Program. A discussion will begin with an introduction of the CF program, and then focus on describing the unique issues and challenges related to carrying out a complex Pan-Canadian evaluation from the perspective of different RDAs. The goal of the panel session will be to engage attendees in a discussion around adapting the evaluation framework and process to the

realities and needs of the RDAs, noteworthy practices, lessons learned and how the evaluation can be used to promote learning and organizational change within a multi-departmental government context

**15:00 – 16:30 Poster Session / Présentation par affiches**  
**Provinces Foyer / Provinces Foyer**

**L'importance de la gestion du facteur politique dans une démarche d'évaluation : illustration d'un cas en santé**

- Caroline Vallée
- Marie Gervais

**Project management and evaluation**

- Judy Lifshitz

**Environmental evaluators' network**

- V. Neimanis

**Program evaluation report critical analysis: Identifying current practices**

- Agata Stankiewicz

**Health basics: Developing and evaluating an innovative health promotion program**

- Gregory Yelland
- Lorna Milkovitch
- Bev Whitmore

**Évaluation d'un projet innovant dans un contexte complexe et traditionnel : expérience vécue dans un camp de réfugiés Soudanais au Tchad**

- Linda Hanna
- Marie Gervais

**Confederation Ballroom / Salle de Ball Confederation**

**16:30 – 17:30 CES Annual General Meeting / Assemblée générale annuelle de la SCÉ**

**Confederation Ballroom / Salle de Ball Confederation**

**17:30 – 18:30 Réception pour décerner les prix du concours d'analyse de cas / Student Case Competition Awards Reception**

**18:45 – 23:30 Dinner and Entertainment / Dîner avec divertissement**

**Lago Restaurant / Lago Restaurant**

Casual Dress / Tenue décontractée

**CONFERENCE / CONGRÈS**  
**Tuesday, June 2, 2009 / Le mardi 2 juin 2009**

**7:00 – 8:00 Morning Yoga**

**Prince Edward Island room**

Do you do yoga? Have you been meaning to try? Come join your colleagues in raising funds for the Canadian Evaluation Society Education Fund (CESEF) while experiencing a gentle hatha yoga class taught by certified yoga teacher Courtney Amo.

We kindly ask that you make a minimum 5\$ donation at time of registration.

**7:15 – 17:00 Registration and Information Desk Open / Comptoir d'inscription et de renseignements**

**7:30 – 9:00 Thematic Breakfast / Petits déjeuners thématiques  
Province I**

**Confederation Ballroom / Salle de Ball Confederation  
9:00 – 10:00 Plenary Session / Séance plénière**

**National Council Professional Designation Core Committee Working Group Presents: CES  
Credentialed Evaluator (CE) Designation Model**

- Heather Buchanan, Brigitte Maicher, Keiko Kuji-Shikatani

Through commissioned studies, membership consultation and National Council debate, the Professional Designation Project was launched in 2007 "to bring clarity and definition to the practice of evaluation" by defining what constitutes evaluation practice, providing a means of recognition and promoting continuous learning. National Council, in its October 2008 meetings directed "that the Credentialed Evaluator (CE) designation means that the holder has provided evidence of education and experience required to be a competent evaluator." The CES credential recognizes unique composition of the Canadian Evaluators who came to our work with very mixed and varied education experiences, and are very practice based.

**10:00 – 10:30 Health Break in the Trade Show Area / Pause-santé dans l'aire de la foire commerciale**

**10:30 – 12:00 Concurrent Sessions / Séances simultanées**

**#124 – Provinces I Room / Salle Provinces I  
Paper and Demonstration / Présentation orale et démonstration**

**Evaluating international inter-organizational networks: Conceptual and methodological challenges  
and lessons learned**

- Silvia Grandi, Universal Management Group
- Elisabetta Micaro, Universal Management Group
- Charles Lusthaus, Founder, Universal Management Group
- Heather Creech, Director, Global Connectivity, International Institute for Sustainable Development
- Terry Willard, International Institute for Sustainable Development

Complex global problems are fuelling the need for joint solutions involving multiple stakeholders. While inter-organizational and multi-stakeholder initiatives such as networks are not new, they are playing an increasingly prominent role in international development. The rise in donor investment in networks has led to increased demand for network evaluations. To date, evaluators have adapted their existing "tool box" for evaluating networks. However, networks are special types of organizational forms, sharing common characteristics that make conventional approaches to evaluation often suboptimal.

Based on recent experiences in international network evaluation, the presentation explores the functional and structural qualities of networks, identifies challenges for their evaluation, and proposes methodological and conceptual changes needed to make the evaluative process and feedback more useful and meaningful for networks. The presentation aims to engage participants in a joint reflection on practical methodological lessons for evaluators and for those utilizing the evaluations for learning and accountability purposes.

**Critical friends, detached observers, or visiting judges? Reflections on the role of external  
project/program monitors**

- Katrina Rojas, Senior Project Manager, Partner, Universal Management Group
- Anette Wenderoth, Senior Consultant, Universal Management Group

Performance monitoring is a key function for supporting learning and change in development projects/programs as it provides management and stakeholders with indications of the initiative's progress in achieving objectives and using allocated funds. Monitoring responsibilities are often distributed across different team members and stakeholders. One model frequently used by development agencies is the

contracting of an independent external monitor reporting to the program management. This paper reflects on the role(s) and potential uses of such external monitors. While many projects/programs have external monitors, expectations regarding their role vary considerably. Key questions our paper reflects upon include: How is the role of a monitor different from that of an evaluator? How does it differ from or complement internal monitoring? How can monitors add value to the ongoing work of a project? What are the sensitive issues and challenges? What are trends regarding the outsourcing of monitoring functions?

**Integrating gender equality and human rights in evaluation: Challenges and lessons learned from developing and piloting the UNEG guidance and UNIFEM experience**

- Belen Sanz Luque, United Nations Development Fund for Women

The UNEG, a professional network that brings together the units responsible for evaluation in the UN system, constituted a Taskforce on Human Rights and Gender Equality in 2007. Its main program of work has been to develop guidance on how to integrate human rights and gender equality in evaluations. UNIFEM, as the UN Fund for women's rights and gender equality, has co-chaired this initiative. The presentation will share progress made and address challenges by fostering the sharing of experiences, lessons and views among participants.

**#125 – Provinces II Room / Salle Provinces II  
Paper / Présentation orale**

**From recording history to shaping intervention design and implementation**

- Maximilien Tereraho, Evaluation Directorate, Human Resources and Skills Development Canada

There is an emerging consensus that evaluation should provide not only oversight but also insight and foresight for policy and program work. Unfortunately, there is a generally observed significant gap between the evaluative information provided by traditional summative evaluations and actual policy-maker/program manager's need of comprehensive understanding of the intervention and how it can be made work most effectively when planning and implementing programs/policies.

This presentation will first provide a brief update on the main streams of evaluation school thought in evaluation theory and practice and their relative strengths and weaknesses with respect to informing policy/program design and implementation. It will use illustrative examples to discuss the approach and methodology that could be used for moving from classic rationalist theories of planning to methodologies of connecting contexts, decision contents and processes in order to capture emerging, quite unpredictable and reversible outcomes of complex interventions.

**The science of program evaluation**

- Gerald Halpern, Ph.D., Research Methodologist, Fair Findings Inc.

It is time to recognize that program evaluation is a science. The professionalism of program evaluation has been recognized and the Canadian Evaluation Society is actively moving toward professional designations. A number of universities have already put in place programs for the accreditation of evaluators and more are in development. This discussion will make explicit the scientific underpinnings for the ways in which evaluation is called upon to practice and why evaluation is a science. It will provide a parallel tracking between the hallmarks of science and how program evaluation exhibits each of these criteria.

The presentation will consider micro-science and macro-science; and will show how evaluators use both theory-driven approaches and data-driven approaches in their science. Two of the major emphases within evaluation will be used as illustrations: 1) evolutionary analysis serves to show the uses of micro, small scale, theory testing and 2) logic models demonstrate macro-hypotheses and program theory development. The thesis is that program evaluation, when properly practiced, emulates science. The message is that it is time to insist that the field of professional evaluation recognize its roots and that practitioners be more conscious of the foundations of our practice.

**Bringing evaluation theory to evaluation capacity building**



- Nancy Carter, Rotman School of Management, University of Toronto
- Kaireen Chaytor, Evaluation Consultant, Dalhousie University

The need to build evaluation capacity has received considerable and convincing discussion. The literature on building evaluation capacity blends several fields including organizational learning, cultural change in government and performance management. The concern or question that arises is, what evaluation theory is brought to evaluation capacity building. Discussion on the role of evaluation theory will be taken from Shadish's theoretical framework. The role of evaluation theory must be distinguished from program theory. The benefits (including increased evaluability and utility) and challenges in applying evaluation theory to evaluation capacity building will be presented. If we are to employ evaluation theory in building a culture of evaluation in today's organizations there is a need to make explicit that which may generally be implicit. There is also the need to address how theory is portrayed at all levels of the evaluation and how this influences the role of the evaluator.

### **#126 – Governor General I Room / Salle Governor General I Demonstration / Démonstration**

#### **Enhancing use for organizations using a developmental evaluation approach: Perspectives from the evaluator and the organizational members**

- Cheryl Poth, University of Alberta
- Teresa Broers, Queen's University
- Jennifer Medves, Queen's University
- Margo Paterson, Queen's University
- Cori Schroder, Queen's University
- Sarita Verma, University of Toronto

Developmental evaluation represents a radical shift from traditional evaluation approaches in that conducting evaluative inquiry is not predicated on pre-establishing evaluation goals, time constraints, or a detached role for the evaluator. What is implied in the successful implementation of this approach is that evaluators conduct their work as adjunct members of the organization. What is needed are empirical examples from both perspectives related to how evaluators establish credibility and acceptance in this role. We will present the steps associated with the evaluation concept and offer the opportunity for the audience to ask questions and interact.

Using the Queen's University Inter-Professional Patient Centred Education Direction as an example, the demonstration will outline the steps for undertaking a developmental evaluation within a dynamic context that both meets an external accountability requirement and supports program development. These steps include building trust, participating in planning and conducting data collection, and collaboratively interpreting and decision-making. Within each of these steps we will describe the unique activities and their consequences from the perspectives of the evaluator and organizational members. This description will include the critical issues and lessons learned that emerged at each step. We will present the steps associated with the evaluation concept and offer the opportunity for the audience to ask questions and interact.

#### **Using the appreciative inquiry approach in evaluation: Exploring new ground**

- Lynda Weaver, Bruyère Continuing Care
- Raphael Amato, Organizational Consultant and Facilitator, L'Arche Ottawa

Appreciative Inquiry (AI) was born in the 1980's as a strength-based approach to organizational development and change. Its premise is that by discovering the organization's strengths and what gives it life, the organization can align and leverage its strengths so as to make its weaknesses irrelevant. AI has been successfully implemented for transforming the way people work together in health care, education, military, government and business around the world.

Is it possible to integrate the principles of AI into evaluation? This has begun to be explored recently (Preskill & Catsambas, 2006) but it is still a new practice unknown to many evaluators. Implicit in using AI is a challenge to the traditional view of evaluation through its focus on the positive and strengths of an

organization or program. What shifts are required for an evaluator to understand and integrate AI in evaluation? What is required in terms of training and skill? Can focusing on strengths provide a balanced assessment of a program, service or organization? When is the AI approach appropriate for an evaluation? Is it applicable to all situations? These are some of the questions that will be explored in this session

In this demonstration, we will provide you with some concrete examples of how AI has been used. Participants will be asked to critically review what has been presented and then explore how the principles of AI can be applied to various forms of evaluations. Participants will also be provided with resources and material to further their understanding of Appreciative Inquiry and applying it to evaluation.

### **#127 – Governor General II Room / Salle Governor General II Paper and Panel / Présentation orale et panel**

#### **Getting your money's worth: Case studies in alternative uses of administrative data**

- Greg Mason, PRA Inc., Department of Economics, University of Manitoba
- Andrew Buchel, PRA Inc.

In the second edition of the Handbook of Practical Evaluation, Hatry (2004) correctly identifies a number of common difficulties with the use of administrative data in evaluation. His discussion, however, implies that available administrative data are regularly collected to support evaluation. In practice, data are rarely collected for this purpose, leaving evaluators with a dearth of relevant quantitative data. At the same time, government programs often collect considerable qualitative and quantitative information to support the determination of client eligibility and the disbursement of benefits, and to meet specific reporting and legislative requirements. Using the work of Hatry (2004) and others as a background, this paper will use recent examples from PRA's work to illustrate how this information may be creatively developed for use in quantitative analysis and other aspects of evaluation, adding overall value at a relatively low cost.

#### **Connecting evaluation, research, practice and policy: What do we do with all these data?**

- Paul Favaro, Peel District School Board, Department of Administrative Studies, York University
- Carol Campbell, Chief Research Officer, Ministry of Education, Province of Ontario
- Doris McWorter, Research and Development Officer, MISA Lead, Limestone District School Board
- Sumbal Malik, Research and Community Coordinator, Peel District School Board, Understanding the Early Years

Evaluation excellence includes more than utilization of results, it includes service to our various partners through the transfer of knowledge. In order to serve our clients, evaluation results must be collated, put in context, translated into plain language, and transported beyond the walls of our institutions and academia. Effective transfer of evaluation knowledge rests on working partnerships between those who formulate new knowledge and those who can use it.

Panel members will present their strategies for empowering practitioners to access and use evaluation results to inform their professional practice and to engage community members. Three perspectives will be presented: a provincial educational research and evaluation strategy, an educational/university research panel/institute, and a local community-based initiative. The presentation will address the following elements: What is knowledge mobilization? What is the state of the field? What are effective practices for knowledge mobilization? What structures or processes are required for successful knowledge mobilization? Practical, conceptual, and organizational challenges will also be discussed.

### **#128 – Governor General III Room / Salle Governor General III Paper and Panel / Présentation orale et panel**

#### **The practice of evaluation from inside or outside government: The grass is always greener**

- Michael Callahan, Evaluation Manager, Audit and Evaluation Branch, Environment Canada
- Martine Perrault, Evaluation Manager, Audit and Evaluation Branch, Environment Canada
- Michael Goodyer, Program Evaluation Officer, NSERC

- Susan Morris, Chief, Evaluation, NSERC
- Colleen Hamilton, Evaluation Manager, Canadian Food Inspection Agency

This paper highlights some of the unique features of working in the evaluation field from the perspective of a federal government evaluation division as compared to a private sector research firm contracted to assist with federal evaluations. The observations in this paper are based on the experience of the presenters, each of whom has worked in both the public and private sectors. Improved mutual understanding of the unique challenges faced by federal evaluators and their contractors should help to strengthen client-contractor relationships and, more broadly, the federal evaluation community.

**No one size fits all: Different models for evaluation in federal government**

- Shelley Borys, Director of Evaluation, Environment Canada
- Alexandra Dagger, Director of Planning and Performance Management, National Research Council of Canada
- Nancy Porteous, Director of Evaluation, Public Health Agency of Canada

There exist numerous approaches within the Canadian federal government to organize evaluation resources and deliver evaluation services. Approaches vary from a centralized evaluation shop to a decentralized model where evaluators are embedded within programs. Other variations exist with respect to the organizational configuration within which evaluation groups operate, with different relationships to the work of policy, planning and performance measurement as well as location relative to internal audit. In addition, the amount of evaluation work conducted in-house versus contracted out varies from one department to the next. This panel includes presentations from four departments/agencies who have all taken a different approach to their evaluation operations. The presentations provide an overview of the approach, a discussion of strengths and weaknesses, and a glimpse of lessons learned.

**#129 – Quebec Room / Salle Québec**

**Panel / Panel**

**Implementing RBM: Lessons from the field for Evaluators**

- Robert Lahey, REL Solutions
- Charles Lusthaus, Senior Program Manager, Chairman, Universal Management Group
- Ian Davies, Ian C. Davies Conseils Inc.

Results Based Management (RBM) or ‘managing for results’ has been the driving management model in the public sector for many countries, including Canada, through most of the 2000s. Internationally, many countries have turned to Canada to learn from the Canadian experience in developing and implementing Monitoring and Evaluation (M&E) to support an RBM agenda in the public sector. Moving from the theory to the practicalities though is generally not an easy or quick step. Important lessons for evaluators can be drawn from the experience, both good and bad, of other organizations and countries.

This panel brings together three presenters with a wide-ranging M&E background, drawn from experience both in Canada and internationally, to share some of their experiences in helping organizations across the globe to develop and put in place management approaches that rely on results-based monitoring and evaluation systems. A focus will be on the lessons learned about the practical realities in developing and implementing RBM in public sector organizations and the role that evaluators in any country can/should play in supporting RBM implementation.

**#130 – Les Saisons Room / Salle Les Saisons**

**Paper / Présentation orale**

**Recommendations to funders of evaluations in the not-for-profit sector: Case studies from Hollett and Sons Inc. experience**

- Joanne Hussey, Research Consultant, Hollett and Sons Inc.

The majority of evaluations conducted in the not-for-profit sector are driven by the requirements of funding agencies. Funders, therefore, have a role to play in enhancing the value of evaluation for the not-for-profit sector and the larger society. This paper will illustrate the role funders can play in increasing the value of evaluations in the not-for-profit sector by presenting case studies from our experience and generating specific recommendations. These recommendations address issues around data collection, evaluation costs, planning for evaluation, capacity building, dissemination and knowledge translation.

**Value-added evaluation: Benefits beyond those anticipated**

- Wendy Doughty, Ph.D., Partner, Emerging Directions Consulting
- Birgitta Larsson, MSc., Principle, BIM Larsson & Associates

In the not-for-profit sector, evaluation resources may be scarce causing agencies and/or programs to seek optimal value from program evaluation when considering the required investment of time and energy by clients, staff and partners. Through the process of developing an evaluation framework, benefits of the evaluation are typically defined by the evaluator, the client and other key stakeholders. The speakers have found that evaluations in the not-for-profit sector can yield some unanticipated results that are potentially value-added for the organization, clients, the community and the sector. Such results can raise questions about how to use and communicate this information. They will share results of interviews conducted with key contacts from a selection of agencies and/or organizations to assess the ‘valued-added’ aspects of program evaluation and will also offer their own perspectives as the evaluators of these programs.

**Devolving evaluation: The changing role of evaluators in non-profit organizations**

- Jerry Hinbest, Vancouver Island University

Social program and service delivery devolved to small non-profit and grassroots organizations change the context and relevance of evaluation practice. Growing accountability demands in such organizations create capacity stresses, increase competition among community agencies, and reflect an increasingly complex program delivery and research context as multiple funders make overlapping and contradictory demands. Evaluators in these settings provide more than just technical skills, but undertake important roles in linking communities, mediating among stakeholders, fostering dialogue and deliberation about programming, and potentially mitigating some of the impacts of devolution. By acknowledging and supporting the development of such roles, evaluators working in the ‘rough ground’ of non-profit settings can provide meaningful contributions to public discourse about the nature of accountability, the context of social programming, the complex capacity challenges being faced by non-profit organizations, and the role of evaluation in exacerbating or mitigating such effects.

**How program evaluation can help complex systems learn**

- Andrew Taylor, Research Director, Centre for Community Based Research

Learning depends on feedback. Program evaluation is valuable when it encourages people to think critically about their current programs and generate new, more strategic ideas about how to do a better job in the future. When a funder is interested in addressing a complex social issue – one that requires coordinated, sustained investment on many different levels – constant feedback and reflection becomes necessary. For this reason, major public sector funders are interested in building the capacity of funded programs to articulate their theories of change and evaluate their progress. However, evaluation of individual programs – even if you do a lot of it – is not sufficient, on its own, to create a culture of ongoing learning and adaptation within complex interventions. This paper will discuss strategies currently being used by funders in the non-profit sector to ensure that evaluation informs reflection, learning, and change, using as examples several evaluation capacity building projects conducted by the Centre for Community Based Research in recent years.

**#131 – British Columbia Room / Salle British Columbia  
Demonstration and Paper / Démonstration et présentation orales**

**Beyond binning – towards constructive data analysis: A practitioner’s overview of some ‘Tools of the Trade’**

- Eliane Turner, Manager, Audit and Evaluation, Communication Security Establishment Canada
- Rose-Marie Petersen, Communication Security Establishment Canada

Evaluators are faced with many challenges when working with data from a variety of sources. In this interactive demonstration, the presenters will review a number of data analysis tools including GOAL/QPC's™: creative brainstorming; affinity exercises; the inter-relationship diagram; and cause/effect diagrams. The presenters will walk the participants through a number of processes that will facilitate the selection of appropriate data analysis methods.

**The challenges of using random assignment to measure program impacts**

- Robert Malatest, President, R.A. Malatest & Associates Ltd.
- Yves Pelletier, Project Manager, Canada Millennium Scholarship Foundation

The presentation will focus on the challenges associated with utilizing a random assignment approach to measure the impact of support programs designed to increase college retention rates for “at risk” students in a sample of Ontario colleges. The presentation will identify the processes and preliminary outcomes using a random assignment methodology for the Foundations for Success (FFS) project – a two-year demonstration project that aims to increase the retention and transition rates for college students. The paper will also outline the difficulties associated with encouraging program evaluation managers and/or policy decision-makers to adopt random assignment methodologies as a way to measure the net or incremental impact of social programs.

**Confederation Ballroom / Salle de Ball Confederation**

**12:00 – 13:30 Fellow and Awards Luncheon / Déjeuner de remise des prix**

**13:30 – 15:00 Concurrent Sessions / Séances simultanées**

**#132 – Provinces I Room / Salle Provinces I**

**Paper / Présentation orale**

**Developing government policies on evaluation methodology**

- George Julnes, University of Baltimore

In the interest of enhancing the value of evaluation to government, there have been heated debates in the U.S. in the past five years over the methodologies to be promoted in evaluations sponsored by the federal government. On the one side were those wanting to increase the use of rigorous methods; on the other side were people concerned that promoting one approach to evaluation would deny the limited funding to others. Canada and other countries have different evaluation traditions than the U.S., but the question of whether government agencies should be active in promoting evaluation approaches deemed most useful will have to be addressed in all countries. This presentation summarizes some of the lessons learned in the U.S. controversy and offers frameworks to consider in other countries.

**#133 – Provinces III Room / Salle Provinces III**

**Paper / Présentation orale**

**Improving access to post-secondary education: The BC AVID experiment**

- Heather Smith Fowler, Senior Research Associate, Social Research Demonstration Corporation

Research suggests that in addition to financial and social barriers to post-secondary education, academic achievement barriers are also important. The Millennium Scholarship Foundation has funded a series of pilot projects to determine what may increase access to post-secondary education, including the British Columbia Advancement Via Individual Determination (BC AVID) Pilot Project. Based on a program operating in over 3,500 U.S. schools, BC AVID is designed to help middle-achieving high-school students with academic potential access their chosen post-secondary program. The pilot project was designed as an experimental demonstration project to determine AVID's effectiveness in a Canadian context. The evaluation is being undertaken by the Social Research and Demonstration Corporation (SRDC). With the first cohort of

participants now in Grade 12, SRDC is ready to share lessons learned from early implementation, particularly regarding the challenges of program delivery across 18 sites, recruitment/participant selection, data collection, and maintaining the collaboration of multiple stakeholders.

**Improving access to post-secondary education: experimental impacts from *Future to Discover***

- Sheila Currie, Principal Research Associate, Social Research Demonstration Corporation

*Future to Discover* is testing interventions intended to help students overcome barriers to accessing post-secondary education (PSE). Social Research and Demonstration Corporation is using a random assignment design to evaluate this long-term demonstration project.

The project addresses two potential barriers encountered by youth: 1) Lack of information about the potential benefits of PSE, and/or the skills and strategies to use available information, 2) Financial barriers including anticipated lack of sufficient funds to attend PSE.

Two interventions were designed to overcome these barriers: a career education and information strategy called “Explore Your Horizons”, and a “Learning Accounts” financial strategy that promises Grade 10 students a grant of up to \$8,000 for post-secondary education.

Although data collection continues until 2010 for the 5400 New Brunswick and Manitoba participants, interim findings are available. The paper describes project implementation, participation of students, and early impacts on their high school activities and post-secondary aspirations.

**Challenges evaluating comparability: Lessons learned evaluating a fully distributed medical undergraduate program**

- Chris Lovato, Associate Professor, School of Population and Public Health, Director, Evaluation Studies, University of British Columbia
- Caroline Murphy, Program Evaluator, Toronto Public Health
- France Gagnon, Manager Evaluation Methods, University of British Columbia
- Angela Towle, University of British Columbia

The University of British Columbia (UBC) implemented a fully-distributed undergraduate medical education program at three separate geographic sites in 2004. Comparability of educational experiences is essential to the success of the program for purposes of accreditation, educational outcomes, and program policy and decision-making. Evaluation of comparability is complex and requires more than a simple analysis of test performance across sites. How should comparability be operationalized to evaluate program success? What methods are most appropriate for evaluating comparability? This paper will describe an approach to evaluating comparability of UBC’s medical undergraduate program, including methodological challenges and reflections regarding the operational definition of comparability. Findings regarding students’ educational experiences and how they relate to performance will be presented. We will discuss our perceptions regarding the utility and accuracy of the methods used and provide recommendations regarding further development of this area.

**#134 – Governor General I Room / Salle Governor General I  
Skill Building Workshop / Atelier de perfectionnement des compétences**

**Write to be read**

- Christine Frank, Consultant

Evaluation reports that are highly accessible and interesting can generate learning at all levels of an organization. Dynamic, readable writing has long been the focus of business communications experts who have developed specific, easy-to-learn strategies that can and should be applied by researchers to make their documents more inviting and compelling. Writing styles learned in academic settings may actually hinder effectiveness. Practice simple strategies that will turn your evaluation reports into page-turners.

**#135 – Governor General II Room / Salle Governor General II**

## **Paper and Roundtable / Présentation orale et table ronde**

### **Valuing different ways of knowing: Learning through the Aboriginal research pilot program evaluation**

- Natalie Kishchuk, Research and Evaluation Inc.
- Courtney Amo
- Nicole Michaud, Evaluation and Performance Officer, Social Sciences and Humanities Research Council

The Social Sciences and Humanities Research Council (SSHRC) is a federal funding agency that promotes and supports university-based research in the social sciences and humanities. Based on a lengthy consultation process with Aboriginal peoples, SSHRC launched a highly innovative pilot program with a shift to focus from research on Aboriginal peoples to research by and with Aboriginal peoples. The three-year Aboriginal Research Pilot Program was the subject of a formative evaluation and its process, findings and lessons learned will be described during the presentation. The evaluation process was designed in a highly collaborative, consultative and creative manner while maintaining a rigorous approach which contributed to raising awareness of the added-value of evaluation findings. The presentation will showcase best practices, lessons learned and questions raised and will provide time for questions and comments.

### **Deconstructing and rebuilding evaluation practices with Indigenous communities**

- Larry Bremner, Partner, Proactive Information Services Inc.

This roundtable will provide a forum for sharing experiences of evaluators working with First Nations, Aboriginal and Inuit communities. The roundtable will begin with a brief presentation grounding the discussion in both theory and practice. However, the focus will be on a discussion of effective and promising evaluation practices in First Nations, Aboriginal, and Inuit communities. How do different world views affect evaluation theory and practice? What are the considerations for Indigenous and non-Indigenous evaluators working with these communities? What appear to be promising practices? What are the gaps? The presenter will facilitate the discussion, punctuating it with his own learnings and experiences.

## **#136 – Governor General III Room / Salle Governor General III Paper and Panel / Présentation orale et panel**

### **Utilisation d'un modèle québécois pour l'évaluation d'implantation d'un programme dans les pays en développement: Expérience du Rwanda (Afrique de l'Est)**

- Léon Nshimyumukiza, Université Laval
- Marie Gervais, Université Laval, CSSS de la Vieille-Capitale

Plusieurs auteurs dans le domaine de l'évaluation s'accordent pour affirmer qu'un programme ou une intervention est rarement mis en œuvre tel que planifié. Plusieurs éléments contextuels en milieu d'implantation peuvent expliquer cet écart. Ainsi, évaluer l'implantation vise non seulement à apprécier cet écart mais surtout expliquer ces éléments contextuels dans le but de comprendre le processus de production des effets.

Cette présentation permettra d'illustrer comment, à partir d'un modèle d'analyse de l'implantation, il nous a été possible d'évaluer l'implantation de la Prise en Charge Intégrée des Maladies de l'Enfance (PCIME) au Rwanda (Afrique). La PCIME est une stratégie conjoint OMS/UNICEF élaborée au milieu des années 1990 et qui vise la réduction de la mortalité infantile dans les pays à ressources limitées.

À la fin de cette présentation, les participants seront capables de relever l'intérêt que suscite l'utilisation de ce modèle pour mieux apprécier le degré d'implantation d'une intervention et comprendre les conditions de sa mise en œuvre afin d'expliquer le processus de production des effets et ce, même dans un contexte de pays en développement.

### **L'évaluation d'un programme préscolaire en milieu francophone : l'exemple d'une étude quasi-expérimentale pancanadienne avec méthodes mixtes**

- Louise Legault, SRSA
- Gordon Lenjosek, RHDSC
- Edith Duclos, RHDSC

Les enfants francophones vivant en milieu minoritaire rencontrent des défis dans l'apprentissage de leur langue maternelle dû à leur environnement anglo-dominant. Le Projet pilote de garde d'enfants (PPGE) projet pancanadien, financé par RHDSC, vise à évaluer l'impact d'un programme en garderie impliquant les parents, qui a pour but de bien préparer ces enfants à la scolarisation en français.

Les résultats de cette étude serviront à renseigner les pouvoirs publics impliqués dans la prestation de services en petite enfance qu'ils soient fédéraux, provinciaux ou communautaires. En plus d'informer ces divers organismes sur les programmes en petite enfance francophones, l'évaluation du PPGE permettra de vérifier si l'intervention mise en place est suffisamment complète pour assurer à ces enfants un meilleur succès scolaire et contribuer à d'autres facettes de leur développement.

### **Deux solitudes ou deux solidaires : les évaluations groupées et la mesure du rendement peuvent-elles se rejoindre?**

- Anne Patenaude, Gestionnaire d'équipe d'évaluations, Patrimoine Canadien
- François Dumaine, Associé, PRA Inc.
- Nicole Frenette, Directrice, Politique, Planification et Recherche, Patrimoine Canadien

Parmi les multiples dynamiques de la gestion publique fédérale se trouvent, d'un côté, le besoin d'élargir l'objet des évaluations de programmes, et de l'autre, la nécessité d'une mesure plus étroite de la performance des programmes. La gestion axée sur les résultats, plus particulièrement, l'émergence du concept de l'« architecture des activités de programmes » donnera certainement lieu à des évaluations groupées où plusieurs programmes feront partie d'une même évaluation. En parallèle, se trouvent des cadres de mesure du rendement qui ont pour objet de mieux documenter l'apport d'initiatives ou de programmes pour en assurer une meilleure gestion. Les deux fonctions parlent-elles toujours le même langage? Sont-elles toujours compatibles au plan méthodologique? Comment peuvent-elles s'arrimer dans le contexte d'évaluations groupées?

Utilisant la récente évaluation des Programmes d'appui aux langues officielles (PALO) – une initiative regroupant plusieurs composantes de programmes et représentant le plus grand investissement du gouvernement fédéral en matière de langues officielles – les trois panélistes vont s'attarder à la complémentarité des fonctions d'évaluation et de mesure du rendement particulièrement dans un contexte d'évaluations groupées.

### **#137 – Quebec Room / Salle Québec Paper / Présentation orale**

#### **Supporting evidence-informed practice in public health: Lessons learned through a participatory approach in developing a web-based planning and evaluation tools series**

- Lynda Zimmerman, Program Planning and Evaluation Officer, Ottawa Public Health
- Katharine Robertson-Palmer, Supervisor, Evaluation and Applied Research, Ottawa Public Health
- Joyce Douglas, Program Planning and Evaluation Officer, Ottawa Public Health
- Margo Rowan, Research and Evaluation Consultant, Rowan Health Policy Consulting

Planning and evaluation activities are an integral part of program management in public health practice. Public health practitioners require practical and effective tools and techniques to support evidence-informed practice and outcome driven programming. The Ottawa Public Health Evidence Unit, in collaboration with a consultant and public health practitioners, has developed a series of web-based tools to address these needs. Through this participatory approach, the unique role and contribution of each involved increases the likelihood that practitioners will find these tools relevant and useful for their practice. This presentation will focus on lessons learned throughout the process of developing and piloting the first four modules in this tools series. The discussion will include the benefits and challenges of: establishing a common



understanding of concepts and terminology; addressing the needs of potential users with a broad range of experience; and, the selection of relevant and essential content.

#### **Knowing when and what to evaluate: The use of evaluability assessments**

- Barbara Dobson, Senior Research Associate, Social Research and Demonstration Corporation
- Susanna Gurr, Director of Research, Chief Privacy Officer, Social Research and Demonstration Corporation

In an increasingly complex environment, policy-makers and practitioners need reliable and rigorous information upon which to develop policies and programs. One of the key roles of evaluation is to provide credible information to facilitate this process. However, knowing when and what to evaluate is important if researchers are to provide useful and accurate results that avoid either false positives or negatives, especially for new or developing interventions. Evaluability Assessments (EA) were developed to address these concerns and to identify whether program evaluation was justified, feasible, and likely to provide useful information. This paper will provide a brief overview and description of evaluability assessment. It will then discuss 15 evaluability assessments conducted on behalf of BCHLA and the MSFHR. The paper concludes by reflecting on the benefits and challenges of the evaluability assessment process.

#### **Evaluating the integration of health boards within the western region of Newfoundland**

- Anne Lynch, Director, Research and Planning, Western Health
- Darlene Hutchings, Regional Research Coordinator, Planner, Western Health

In April of 2005, the two former health boards within the western region of Newfoundland and Labrador, Health and Community Service Western and Western Health Care Corporation merged to form one health authority. Fostering an environment of evidence-informed decision-making through evaluation and research is a priority for Western Health. In keeping with this priority, Western Health evaluated the integration of the two former health boards. Evaluation outcomes were incorporated into Western Health's strategic and branch plans. Utilizing a participatory approach, the Quality Management and Research branch of Western Health facilitated staff through the evaluation. This oral presentation will provide an overview of the process utilized to enhance evaluation and research capacity through the evaluation of the integration, how information from the evaluation was incorporated into everyday decision making, the lessons learned from this process, and recommendations for other organizations considering using this approach.

#### **How about logic analysis? A quick evaluation capitalizing on best knowledge**

- Astrid Brousselle, University of Montreal

Most evaluators build logic models to conceptualize interventions based on stakeholders' perceptions of how the intervention works. Nevertheless, very few evaluators test the plausibility of a program's theory before using it. Yet, using a program theory that is incomplete or inaccurate can lead to flawed evaluations and recommendations. Logic analysis allows us to test the plausibility of a program's theory using the best available knowledge: scientific knowledge and expert advice. There are two ways to conduct a logic analysis. Some authors discuss particular aspects of program theory evaluation, but few have developed the conceptual and methodological aspects of logic analysis.

During this presentation, we will first briefly present how evaluators defined program theory evaluation, the types of logic analysis, and methods for testing the plausibility of a program's theory. Then we will illustrate the two kinds of logic analysis with two evaluation cases. Our experience shows that logic analysis can be done in a relatively short time as it requires little data collection. It can be carried out with few resources and the output is quite enlightening for all participants. Finally, logic analysis largely contributes to increasing the value of evaluation.

**#138 – Les Saisons Room / Salle Les Saisons  
Paper / Présentation orale**

**A meta-evaluation of the 'User-Interviews-User' Method**

- Geir Hyrve, Sor Trondelag University College
- Karl-Johan Johansen, Sor Trondelag University College

User-interviews-User is a qualitative dialogue-based approach using qualitative interviews, focus groups and dialogue conferences. The method is process oriented and aims to contribute to quality through organizational learning and building of evaluation capacity in organizations that are evaluated and their users. One of the main goals in User-interviews-User method has been to contribute to the construction of change in expertise and to build evaluation capacity within the service system and also in the user's communities. The meta-evaluation gives the user evaluation process positive feedback concerning both accomplishing and quality of the evaluation. Both service providers and service receivers are claiming that the method is a long-awaited tool in order to assess and develop the quality of services. In 2007-2008 the presenters carried out a meta-evaluation project of the method. The results from the meta-evaluation will be presented with emphasis on the learning aspect.

#### **Multi-level evaluation design: A new mixed method approach**

- Benoît Gauthier, Circum Network Inc.
- Heather MacDonald, Research Associate, R.A. Malatest and Associates Ltd.
- Annette Przygoda, Senior Research Analyst, R.A. Malatest and Associates Ltd.

Creswell and Plano Clark (Mixed Methods Research, Sage Publications, 2007) propose a four-way typology of mixed method approaches: the triangulation design; the embedded design; the explanatory design where qualitative evidence is brought to explain initial quantitative results; and, the exploratory design where a first, qualitative method informs a second, quantitative method. In the course of designing the evaluation methodology of the SSHRC/NSERC/CIHR Indirect Cost Program (ICP), the evaluation team developed a fifth model of mixed method research it called multi-level design. In this design, the assessment of program outcomes is approached at three levels: the micro level; the system level; and, the societal level. The presentation will outline the conceptual underpinnings of the approach, the implementation in the context of the evaluation of the ICP program, the challenges encountered and the solutions used.

#### **Consulting stakeholders on recommendations: Best practices and lessons learned**

- Amy Richmond, Partner, PRA Inc.
- Carrie Bibik, Senior Research Manager, PRA Inc.

Governments and other organizations make programs available to stakeholder groups to address and respond to issues facing citizens. Evaluations of these programs are conducted to measure their successes and improve their effectiveness. The data collected through the evaluations contribute to the formation of recommendations intended to improve the value, operation, and success of programs. Stakeholders are in an ideal position to comment on the set of recommendations for a program as they have first-hand knowledge of the issues the program is intended to address and may have direct experience with the program. Therefore, stakeholder consultations can be used to refine, focus, and strengthen proposed recommendations. The participatory nature of these consultations can strengthen relationships with stakeholders and increase stakeholder support for the program. This paper discusses the benefits and possible risks of holding stakeholder consultations, identifies potential challenges in facilitating the consultation, and offers best practices for consultation planning, conduct, and follow-up.

#### **Considerations in the design of portfolio-type evaluations in the public sector**

- Brigitte Bouchard-Morris, Senior Research Associate, PRA Inc.

The changing focus of evaluation in the public sector in Canada from individual program evaluation toward broad program activities evaluation or 'portfolio-type' evaluations triggers key considerations: How is the approach to design of such evaluations different than that for individual program evaluations? Specifically, how does it affect reliance on and use of the 'traditional suite' of methodologies? Are largely the same methodologies used for portfolio-type evaluations? Are they applied differently? What are the lessons learned from international development aid evaluation and other fields which focus on evaluating broader sets of public sector interventions? The session will begin with a brief description of the trend that is

emerging in terms of evaluations in the public sector in Canada. The focus of the session will be on each of the main elements of evaluation planning and design and how they may be affected by this trend.

**#139 – British Columbia Room / Salle British Columbia  
Paper and Panel / Présentation orale et panel**

**Evaluating citizen engagement in policy making**

- Gail Motsi, Director, Institute on Governance

Despite increasing opportunities for public participation in policy-making, there has been little research or evaluation of the effectiveness of such exercises. Assumptions abound about what contributes to effective public participation and which of a variety of methods are most suitable in different circumstances – but these assumptions are rarely tested in practice. The paper will present a proposed evaluation framework consisting of five key factors drawn from the academic and applied literature on citizen engagement. It will then propose criteria to be used when evaluating each of the five factors and explore these criteria further using the Ontario Citizens' Assembly on Electoral Reform as an example.

**An approach to evaluating community engagement: A case example of the Heart and Stroke Foundation of Ontario**

- Shirley Von Sychowski, Evaluation Specialist, Heart and Stroke Foundation of Ontario

Community Engagement is a popular concept within the non-profit sector. In the health promotion field in particular, the creation of engaged communities is seen as key to the delivery of better coordinated and responsive programs and services. The Heart and Stroke Foundation of Ontario (HSFO) is a volunteer-based health charity that funds research, promotes health information and advocates for health policies. At HSFO, community engagement is a process of creating supportive environments by working with and through relevant stakeholders to establish presence; build capacity; gather feedback to better inform decisions; and achieve the Foundation's strategic priorities. It is also considered a cornerstone of effective health practice. Our paper will present a model that maps out HSFO's levels of community engagement and, using the model, present an evaluation framework to guide, monitor and evaluate one specific community engagement initiative.

**Bridging the gap: Measuring the value of government and not-for-profits doing good together**

- Samantha Burdett, Senior Policy and Research Analyst, Ontario Trillium Foundation
- Maja Saletto Jankovic, Manager, Ontario Trillium Foundation
- Erica Phipps, Partnership Director, Canadian Partnership for Children's Health and Environment
- Heather Shaw, Policy, Research and Evaluation, Ontario Trillium Foundation

As a responsive funder and a learning organization, the Ontario Trillium Foundation uses evaluation not only for accountability but to better understand our work and its impact on building healthy and vibrant communities across Ontario. In 2005, OTF engaged the consulting firm Stratos to conduct an environmental scan of the environmental not-for-profit sector. The knowledge gained from the environmental scan led to the establishment of a new strategic funding stream (the Future Fund) focused on building the capacity and leadership of not-for-profits working in the environment sector. The Future Fund in turn has provided the Foundation with a unique opportunity to experiment with a high-engagement monitoring and evaluation approach that is significantly different in both methodology and philosophy for both the Foundation and grantees and which we feel will be of keen interest to conference participants.

Panelists will provide: an overview of the process of doing the environmental scan / evaluation of the sector; how recommendations of the environmental scan led to the creation of the Future Fund Environment initiative; detail experience working within the new high engagement monitoring and evaluation model; and, highlight the development of evaluation plans and mentoring the Future Fund grantees. The panel will demonstrate how this project and its ensuing evaluation components are helping the Foundation to build capacity within the environmental not-for-profit sector in Ontario.

**15:00 – 15:15 Health Break in the Trade Show Area / Pause-santé dans l'aire de la foire commerciale**

## **15:15 – 16:45 Concurrent Sessions / Séances simultanées**

### **#140 – Provinces I Room / Salle Provinces I Panel / Panel**

#### **Current research on evaluation capacity building: Lessons learned for research practice**

- Brad Cousins, University of Ottawa
- Robert Lahey, REL Solutions
- Tim Aubry, University of Ottawa
- Swee Goh, University of Ottawa
- Steve Montague, Performance Management Network
- Isabelle Bourgeois, National Research Council

This multiple paper session has as a central purpose synthesizing and integrating what is known about organizational capacity to do and use evaluation and evaluation capacity building (ECB). Four papers are included in the collection, each drawing on current research results. The main objectives for the session are to summarize what is known about organizational capacity for evaluation and identify what are the implications for sustainable ECB. The papers build on research spanning government and voluntary sector contexts and draw from original empirical data to develop implications for ECB research and practice.

### **#141 – Provinces II Room / Salle Provinces II Paper and Demonstration / Présentation orale et démonstration**

#### **Database tool for monitoring management responses to evaluation recommendations**

- Mom Yem, Social Sciences and Humanities Research Council of Canada

The Social Sciences and Humanities Research Council of Canada (SSHRC) is a federal funding agency that promotes and supports university-based research and training in the social sciences and humanities. SSHRC's Performance and Evaluation Committee (PEC) is responsible for reviewing responses to evaluations and related action plans and ensuring their implementation. SSHRC's Head of Evaluation is responsible for providing PEC with the information required to effectively carry out this mandate. In support of this requirement, a database tool has been designed to 1) monitor the status of implementation of actions resulting from evaluation recommendations, 2) identify emerging trends, 3) help SSHRC to meet TBS reporting requirements, and 4) provide evidence of evaluation use and impact on decision-making and organizational improvement. The presentation will discuss the development and implementation of this tool, and its actual/potential impact on the valuing of evaluation within the organization.

#### **Streamlining audit practice using continuous improvement**

- Reed Early, Auditor General of British Columbia

The Office of the Auditor General of BC is an independent legislative audit office. Besides financial audit the Office conducts performance audits with many similarities to evaluations. Performance audit is criteria based and is expected to generate fair findings, based on sound evidence, and adhering to standards of the profession. The audit process is expected to be rigorous and transparent and at the same time efficient. To increase efficiency the OAG has in the past year undertaken a revision of how it conducts performance audits, reducing the steps required, and standardizing the process. Continuous improvement was the model chosen for the reform. Several key assumptions of CI proved challenging, such as using weakness as opportunity, and accepting risk as part of change. On the plus side CI provided the means for PA staff to bootstrap their own process and buy into the change. Also as a necessary part of continuous improvement, indicators for self monitoring and internal improvement, like those of the balanced scorecard approach, are being monitored. Lessons learned will be shared.

### **#142 – Governor General I Room / Salle Governor General I Paper / Présentation orales**

**Performance measurement in the context of federal science-based organizations: Lessons learned from the evaluation of science and technology activities within the minerals and metals sector of Natural Resources Canada**

- Stéphane Mercure, Science-Metrix
- Brid Nic Niocaill, Science-Metrix
- Frédéric Bertrand, Science-Metrix

Several federal departments and agencies deliver science-based programs through national laboratories. Determining the performance of science and technology (S&T) activities undertaken by these research institutions can be a challenging task, not least because their research orientation often responds to differing needs, priorities and expectations of government and other stakeholders. These laboratories commonly maintain a balance between research activities that have very different ends 1) research to support regulations and policies; 2) fundamental research to enhance core competencies; and 3) applied research sponsored by clients. To conduct the first evaluation of the S&T activities performed by two laboratories that belong to NRCan's MMS, a comprehensive evaluation strategy was designed and implemented. This strategy used a combination of methods to collect data on S&T activities, outputs, outcomes/impacts, and client satisfaction. The approaches used to ensure that the evaluation respects the complex research and delivery settings will be presented.

**Rehabilitating the logic model: Reintegrating program theory and implementation**

- Greg Mason, PRA Inc., University of Manitoba

Logic models as practiced in many evaluation settings have become a surreal combination of bureaucratic mechanics and fanciful statements of impact. This paper argues that evaluations need to feature at least three logic models: one that elucidates program theory and model policy/program mechanics; another that describes implementation; and, a third that presents program organization and accountability. Special emphasis is placed on the role each model type plays in supporting the evaluation matrix and performance.

**Towards an approach to the development of strategic-level RBM systems**

- Ken Stephenson, Universalia Management Group

Managing for results has become a worldwide movement; it has brought fundamental changes to the structure and practices of an increasing number of organizations in both public and not-for-profit sectors. Little attention is often paid to the distinction between results-based management (RBM) at the program level and RBM at the strategic or organization-wide level. Recent developments in Canada and abroad have encouraged more attention to strategic-level RBM; however, traditional RBM tools and frameworks developed for programs are proving insufficient to the needs of strategic-level RBM. Therefore, a new or revised approach must be considered. This paper examines some of the issues and challenges the presenter has encountered in developing strategic RBM systems and proposes some elements of an approach to the development of such a system. The paper focuses on the technical dimensions of planning and examining the development of both computerized and manual solutions.

**#143 – Governor General II Room / Salle Governor General II  
Roundtable / Table ronde**

**Reducing resistance to evaluations: Grappling the ways to improve engagement and collaboration in the evaluation process**

- Bernadette Campbell, Carleton University
- Andy Thompson, Carleton University

The success of many evaluations hinges, to a large extent, on the quality of participation and collaboration among key stakeholders. Yet countless evaluations are met with resistance which can limit genuine, constructive participation in program evaluation activities. Such resistance may further result in dissatisfaction with the evaluation process and reduced interest in and use of its findings. Although the importance of reducing evaluation resistance has been well established in the literature, discussions of this

topic have primarily been prescriptive and anecdotal. There has been a notable absence of empirical research on evaluation resistance and its associated outcomes. The purpose of this roundtable will be to begin the process of empirically investigating the antecedents and consequences of evaluation resistance and evaluation engagement. To that end, we will discuss questions such as: What kinds of factors tend to contribute to resistance and facilitate engagement? What are some of the important consequences of evaluation resistance and evaluation engagement? What kinds of strategies might be used to try to limit resistance and promote engagement with evaluation?

**#144 – Governor General III Room / Salle Governor General III  
Demonstration / Démonstration**

**Innovating your evaluation toolbox: Lessons learned from Latin America, Africa and Asia**

- Françoise Coupal, Director, Mosaic.net International, Ltd.

This presentation draws on over a dozen evaluation experiences in the South to highlight common pitfalls and solutions for overcoming them. Learn to offer different evaluation options to your clients and how different and appropriate methods can be used with all types of groups such as illiterate populations, large groups, women and men. Some core tools to elicit participation will be explained and demonstrated such as PRA/PLA, Appreciative Inquiry and World Cafe which can be applied to the South as well as the North. Experiences will be drawn from Latin America, Asia and Africa to show to show how evaluation can enhance programming, learning and participation in order to demonstrate results.

**#145 – Quebec Room / Salle Québec  
Paper and Panel / Présentation orales et panel**

**Evaluating school performance in New Zealand: Value for government**

- Frances Salt, ANZEA

The New Zealand Education Review Office (ERO) regularly evaluates and reports publicly on the performance of New Zealand schools. As each New Zealand school has its own parent-elected board responsible for governing the school, external evaluation by ERO provides assurance to the government about the performance of individual schools and the system as a whole. Aggregation of information from individual school evaluations informs government education policy development as well as providing timely feedback on how the policy is working in schools, thus contributing to the policy development loop. This oral presentation will describe this process and provide examples of the value for the government of these individual and national evaluations.

**Energizing Ontario education through utilizing evaluation for evidence-based decision-making**

- Carol Campbell, Education Research and Evaluation Strategy Branch, Ministry of Education
- Kirsten Parker, Student Success Learning to 18, Training and Evaluation Branch, Ministry of Education
- Carmen Maggisano, Education Research and Evaluation Branch, Ministry of Education
- Keiko Kuji-Shikatani, Student Success Learning to 18, Training and Evaluation Branch, Ministry of Education

The panel will focus on how the value of evaluation is realised in evidence-informed decision-making as integrated into the Energizing Ontario Education Strategy of the Ministry of Education. We will draw upon examples to illustrate how the Ministry of Education is committed to developing, implementing and evaluating policies, programs and practices that are evidence-based, research-informed, and aligned with the goals to improve learning outcomes.

**#146 – Les Saisons Room / Salle Les Saisons  
Paper and Demonstration / Présentation orales et démonstration**

**An interview study of scholars and practitioners working in cross-cultural evaluation**

- Jill Anne Chouinard, University of Ottawa

- Bradley Cousins, University of Ottawa

Although researchers and evaluators have been working in diverse communities for many years, the specific focus on culture and cultural context in evaluation is nonetheless a more recent phenomenon. As such, there remain many gaps in our knowledge about how to integrate notions of cultural context in evaluation theory and practice, as well as how to conduct and implement cross-cultural evaluation. This paper provides a thematic analysis of one-on-one telephone interviews conducted with evaluation scholars and practitioners who have made substantial contributions in the field of cross-cultural evaluation. The specific focus of the interviews and subsequent analysis is exploring how relationships among evaluators and community stakeholders in cross-cultural settings shape evaluation processes and consequences.

#### **Cultural competence in evaluation**

- Khaddouj Souaid, Senior Project Manager, Community Reintegration Services
- Igor Tupitsyn, Evaluation Manager, United Way, Centraide Ottawa

The AEA Guiding Principles for Evaluators include cultural competence and the use of appropriate evaluation strategies and skills to work with culturally different groups. This concept has been utilized in the areas of health and social services in Canada; however, it has often been overlooked by the Canadian evaluation community. The presentation will define the concept of cultural competence in evaluation, and outline its context, its relevance to evaluation, how to use it in conducting evaluation, and provide practical examples of conducting fieldwork within diverse communities. The session will also provide information and facilitate discussions about the strengths and limitations of how to best use cultural competence and the different schools of thought about what constitutes cultural competence. The presenters will demonstrate the importance of cultural competence as a core skill for evaluators and the cultural lens as a requirement in conducting evaluations when relevant.

#### **What have we learned about RCTs, gold standards and credible evidence: Moving beyond the debates to improve evaluation practice**

- Stewart Donaldson, Claremont Graduate University
- Christina Christie, Claremont Graduate University

Despite unprecedented growth and success in recent years, the field of evaluation is in considerable turmoil over its very foundation – what counts as credible and actionable evidence? This expert lecture will summarize the key findings from our new book on “What Counts as Credible Evidence in Applied Research and Evaluation Practice” (Donaldson, Christie, & Mark, 2008). This lecture will summarize what can be learned from the chapter authors about the strengths and weaknesses of both experimental and non-experimental approaches for gathering credible and actionable evidence. A proposal to revise the notion of an “Experimenting Society” to an “Evidence-based Global Society” will be offered as an avenue toward improving evaluation policy and practice. The purpose of this expert lecture is to explore the lessons we can learn from a range of recent debates and statements about RCTs, gold standards, and credible evidence. Using these lessons, a new framework for thinking about how best to gather credible and actionable evidence in contemporary evaluation practice will be discussed.

#### **#147 – British Columbia Room / Salle British Columbia Panel / Panel**

##### **Management response and action plan follow-up process**

- Judy Lifshitz, Public Health Agency
- William Blois, Environment Canada
- Mary Kay Lamarche, Human Resources Skills Development Canada
- Shannon Townsend, National Research Council Canada

An important challenge of evaluation in the government context is addressing improved accountability reporting. In anticipation of the proposed new TB Evaluation Policy requirement for Management Response and Action Plans (MRAPS) follow-up and to better respond better to the MRAP/MAF (Management

Accountability Framework) assessment criterion, many federal departments are developing formal processes by which to follow-up and report on management action plans to departmental evaluation committees and/or deputy heads. This panel looks at the experiences of four federal departments as examples for addressing challenges, issues and lessons learned in improving accountability reporting. Although the experiences are of federal departments, the information applies to evaluation at any level of government.

#### **#148 – Confederation Ballroom / Salle de Ball Confederation**

##### **Panel / Panel**

##### **Je me souviens ... ou comment profit d'expériences évaluatives qu'on ne peut qualifier de succès**

- Marie Gervais, Université Laval, CSSS de la Vieille-Capitale
- Guy Cauquill, SFE
- Denis Jobin, IDEAS
- Félix Meisels, SQÉP
- Jean Serge Quesnel, UNSSC

Comme évaluateurs, on affirme souvent avoir une pensée réflexive bien développée. La réalité est souvent toute autre. En effet, il nous arrive d'examiner une démarche d'évaluation qui a été un succès et de célébrer nos bons coups. Qu'en est-il toutefois quand l'expérience d'évaluation ne peut être qualifiée de succès? Plutôt que de s'arrêter et d'examiner les facteurs explicatifs, trop souvent on se précipite dans une nouvelle évaluation pour retrouver ce succès dont on a tant besoin. Ce réflexe systématique de regard rétrospectif sur nos expériences d'évaluation moins valorisantes nous manque donc cruellement. On se prive ainsi de sources importantes d'information pour bonifier notre pratique et optimiser son potentiel d'influence. Voilà qu'on aurait avantage à développer ce qu'on pourrait appeler la « sagesse de l'évaluation ».

Cette table ronde réunira plusieurs « sages de l'évaluation » qui ont accepté de témoigner de leurs expériences d'évaluation qui n'ont pas produit les résultats escomptés. Quels facteurs explicatifs peuvent en être dégagés? Quels apprentissages peuvent être partagés? Et de là, comment améliorer notre pratique future?

#### **18:00 – 20:00 Guided Tours and Scavenger Hunt / Visite guidée et Scavenger Hunt**

#### **21:00 – 23:00 Hospitality Suites / Salons de réception**

### **CONFERENCE / CONGRÈS**

**Wednesday, June 3, 2009 / Le mercredi 3 juin 2009**

#### **7:00 – 8 :00 5 km Run or Walk / De la marche et du jogging**

Begin the day on the right foot...

Conference participants who would like to start their day with a run and/or walk (5 km) should come to the lobby of the Westin Hotel main entrance at 7:00am on Wednesday morning.

CES Members and Ottawa residents will lead the walkers and joggers along the historic Ottawa Canal showing them some of most beautiful sights Ottawa has to offer. This activity will last for about 45 minutes and is free.

Join us!

#### **7:30 – 12:00 Registration and Information Desk Open / Comptoir d'inscription et de renseignements**

#### **8:00 – 9:00 Breakfast / Petit déjeuner**

#### **Confederation Ballroom / Salle de Ball Confederation**

#### **9:00 – 10:00 Plenary Session / Séance plénière**



## **Guiding Principles: The Renewed Federal Policy on Evaluation**

- Anne Routhier, Senior Director, Centre of Excellence for Evaluation, Treasury Board of Canada, Secretariat
- Stephen Kester, Director, Evaluation Division, Foreign Affairs and International Trade Canada
- Nicole Kennedy, Director, Evaluation, Performance Measurement and Review Branch, Indian and Northern Affairs Canada
- Anne Scotton, Chief Audit and Evaluation Executive, Indian and Northern Affairs Canada

In the Government of Canada, evaluation is defined as the systematic collection and analysis of evidence on the outcomes of programs and policies to make judgments about their relevance, performance and alternative ways to deliver them or to achieve the same results. As of April 1, 2009 a renewed Policy on Evaluation came into effect. The objective of this policy is to create a comprehensive and reliable base of evaluation evidence that is used to support policy and program improvement, expenditure management, Cabinet decision making, and public reporting. In light of the significance of this renewed policy, the Centre for Excellence of Evaluation of the Treasury Board Secretariat – along with senior representatives from line Departments involved in implementing the policy – have formed a panel to discuss key drivers and implementation requirements of the new policy. In particular, the panel will highlight the increasing emphasis on ensuring the quality of evaluations, and the competencies, skills and knowledge that evaluators will need to mobilize to assist departments in meeting the objectives of the renewed policy.

**10:00 – 10:15 Health Break / Pause-santé**

**10:15 – 11:45 Concurrent Sessions / Séances simultanées**

**#149 – Provinces I Room / Salle Provinces I  
Paper / Présentation orale**

### **The evolution of evaluation practices within the Consultative Group on International Agricultural Research (CGIAR)**

- Ronald MacKay, Professor, Emeritus, Education, Concordia University
- Douglas Horton

Appreciation of evaluation practices within organizational systems fosters improved understanding of how they manage and account for their performance. Building on the tradition of documenting evolving organizational evaluation practices, this paper examines such practices within a major international research system, the Consultative Group on International Agricultural Research (CGIAR). Conceptual rigour is enhanced by adopting the Institutional Analysis and Development (IAD) framework widely used to understand and improve institutional performance. Influences on the CGIAR's evaluation practices and products are considered from four perspectives 1) its external operating environment, 2) nature of its programs, 3) characteristics of participants and their interrelationships, and 4) organizational culture and rules. Conclusions address factors that demonstrate greatest effect on current evaluation practices of the CGIAR and draw some implications for how the evaluation of international development programs might evolve.

### **Perspectives of management for international development results: Survey findings in selected countries in Africa and the Americas**

- Gunter Rochow, Capra International Inc.

While organizations fostering international development are to a considerable extent oriented towards the achievement of results, their intensity in pursuing results and their methods for doing so vary. A fundamental problem is how to manage for the achievement of results and how to measure and attribute results. This presentation concerns the findings from both a document review and an in-house survey of professionals in selected countries in Africa and the Americas. A number of practical approaches will be identified.

**International infrastructure of accreditation and ‘evaluation’ for maintaining confidence in the reliability of laboratory test and calibration results in support of trade**

- Michael Ouellette, Strategy and Development, National Research Council Canada
- Georgette MacDonald, Institute for National Measurement Standards, National Research Council Canada

Imagine the fabrication of a complex system such as an aircraft engine comprised of intricate parts made in different economies globally. Consider that these diverse components might be tested against specifications by different laboratories regulated or overseen by different bodies and with measurement traceability to different national standards around the world. How, then, in this global economy, could one be confident that components of such diverse origin would fit properly when assembled? The authors provide an overview of the international systems of accreditation and the formal system of peer “evaluation” of accreditation bodies that permits confidence in test and calibration results supporting international trade. Techniques are discussed for “evaluating” the appropriateness and reliability of national laboratory accreditation programs. These “evaluations” form the basis of international multilateral agreements facilitating trade. Similarities and differences to “program evaluation” are discussed along with distinctions between registration/certification, accreditation, and evaluation.

**#150 – Provinces II Room / Salle Provinces II  
Panel / panel**

**The impact of licenses of operation of small firms’ performance in Lima, Peru**

- Lorena Alcazar, GRADE
- Miguel Jaramillo, GRADE
- Raúl Andrade, GRADE

The Impact of Licenses of Operation on Small Firms’ Performance in Lima, Peru is an evaluation study promoted by the Business Regulation Evaluation Group (BREG). The objective of the project is to empirically evaluate the effects that operating with a municipal license has on firms’ indicators (related to sales, access to new clients, access to credit, investment, profits and costs) as compared to operating informally. The objective is to indirectly assess the validity of a reform at the municipal level aimed to simplify administrative barriers to do business in the Metropolitan Area of Lima. Initial estimates of the short run effects of obtaining the license will be presented. Participants will benefit from the discussion of this project by learning how to implement encouragement approaches (an experimental set-up by which selected firms in the baseline sample were randomly selected to receive monetary incentives and advice to obtain the operating license) in different interventions.

**#151 – Governor General I Room / Salle Governor General I  
Paper / Présentation orales**

**A snapshot of indigenous evaluation in four-post settler states**

- kas aruskevich, University of Hawai’i Manoa

A snapshot of indigenous evaluation practice in 2008 is presented from in-depth interviews with evaluators from the post-settler nation states of Australia, Canada, New Zealand and the United States. Twenty-two evaluators were interviewed through a series of questions classified into Shandish, Cook and Leviton’s (1991) five theoretical bases that undergird program evaluation: social programming; knowledge construction; valuing; knowledge use; and, evaluation practice. From these theoretical bases emerged stories on indigenous practice from a variety of evaluators: government-based; independent; academic; and, agency-based with contributions from both indigenous and non-indigenous evaluators. The presentation will describe the themes emerging from this exploratory dissertation study on the theory, frameworks and practice of indigenous evaluation and various positions on the evaluator’s role and philosophy when conducting an evaluation for indigenous-peoples.

**Did your evaluation reach its audience?**

- Jenny Clark, AES

The Education Review Office (ERO) in New Zealand has identified three main audiences for its evaluations: schools and early childhood services; parents and local communities; and, government policy-makers and advisers. Whether or not ERO's evaluations are accepted and acted on depends on whether or not the audiences understand the information and regard the source as authoritative and helpful. This oral presentation discusses how each audience needs to be considered separately.

**#152 – Governor General II Room / Salle Governor General II  
Panel / Panel**

**Three tales of evaluation capacity building within organizations**

- Marla Steinberg, Michael Smith Foundation for Health Research
- Kathryn Graham, Alberta Heritage Foundation for Medical Research
- Judith Krajnak, Vancouver Coastal Health

This panel will present three examples of evaluation capacity building within three provincially funded organizations. The first paper focuses on a just-in-time evaluation skills building course that is delivered in a large urban health authority as part of a larger research capacity building initiative. The next two papers focus on capacity building efforts in health research funding organizations and describe the processes used for developing organizational performance monitoring and evaluation systems. The presenters will discuss the impetus for the capacity building work within each of the organizations, talk about the dimensions of capacity that were targeted within each initiative, chronicle the successes and challenges encountered along the way, and discuss the value of the efforts to the organizations and funders. Collectively, the papers will further the thinking on the multidimensional and contextual nature of evaluation capacity building, pose questions and considerations for others interested in developing organizational-wide capacity building initiatives and offer practical advice and tips on capacity building efforts.

**The value of common tools in program evaluation**

- Alison Jette, Centre for Excellence in Evaluation and Program Design, Public Health Agency of Canada
- Robert Chatwin, Centre for Communicable Diseases and Infection Control, Public Health Agency of Canada
- Rhonda Chorney, Public Health Agency of Canada
- Colleen Goggin, Public Health Agency of Canada
- Mary Frances MacLellan-Wright, Public Health Agency of Canada
- Jennifer Whelan, Centre for Chronic Disease Prevention and Control, Public Health Agency of Canada

The Public Health Agency of Canada has developed a common tool for the use in the evaluation of Promotion of Population Health Grants and Contributions Programs. This allows for the collection of common and consistent data across these programs, and across regions, to provide fuller evidence on the impact the programs are having on Canadian communities and the health of Canadians. The Project Evaluation and Reporting Tool (PERT), and the on-line Program Data Collection and Analysis System (PDCAS) were developed collaboratively by regional and national program evaluators in consultation with representatives of community-based organizations. PERT is based on common indicators underlying all program areas. PERT and PDCAS have been in use by programs since 2006. The analysis of this data set is underway. This presentation will compare the evaluation data and results available prior to the inception of the PERT to the rich data that is now available. The creation, validation and implementation of the Project Evaluation and Reporting Tool (PERT), and the on-line Program Data Collection and Analysis System (PDCAS) will be discussed by the panelists who were all involved in its creation, validation and implementation. An overall discussion on the enhanced performance measurement and improved reporting will be held by all discussants.

**#153 – Governor General III Room / Salle Governor General III  
Paper and Think Tank / Présentation orale et Think Tank**

### **Défis de l'évaluation dans les pays in développement : expérience vécue au Bénin (Afrique de l'Ouest)**

- Serge Djossa Adoun, Université Laval
- Marie Gervais, Université Laval, CSSS

L'évaluation est aujourd'hui un outil de gestion et de prise de décision incontournable dans les organisations. Mais si cette conviction de la valeur de l'évaluation est partagée sur l'échiquier international, dans bien des pays, tout est encore à faire en matière de culture d'évaluation. Nombre d'organisations, des pays en développement en l'occurrence, ne disposent d'aucun système d'évaluation pour soutenir l'amélioration des services et engendrer un changement dans le milieu organisationnel. Comment conduire l'évaluation dans un tel environnement? Quelles approches méthodologiques privilégier? Cette présentation retracera les grandes lignes d'une démarche d'évaluation réalisée sur un programme de santé sexuelle et reproductive des adolescents et jeunes au Bénin. Il y sera abordé la méthodologie, les défis et enjeux rencontrés dans la collecte de données et les résultats préliminaires. Une discussion suivra concernant les leçons dégagées de cette expérience conduite dans un pays où les acquis en évaluation sont encore fragiles.

### **D'être sans noyau, est-ce un progrès pour la prune ou pour ceux qui la mangent ?**

- Diane Simpson, Ministère des Relations internationales

D'être sans noyau, c'est un progrès pour la prune, disait un écrivain français, mais du point de vue de ceux qui la mangent. L'évaluation des programmes de développement international prend peu en compte la satisfaction des bénéficiaires ultimes que sont les populations locales. On considère trop souvent que les populations auxquelles les projets s'adressent sont satisfaites puisque l'on a fait quelque chose pour satisfaire leurs besoins, ou du moins certains d'entre eux.

Or, dans le domaine de l'évaluation de l'aide humanitaire et du développement international, plusieurs études tendent à démontrer que l'identification des besoins et la satisfaction des populations locales ne vont pas nécessairement de soi. Par exemple, beaucoup d'indicateurs utilisés sont des indicateurs d'extrants, liés à la réalisation d'activités, qui ne disent rien de la satisfaction des personnes à qui sont destinées ces activités. Pourquoi en sommes-nous encore là? L'évaluation de type participatif a-t-elle vraiment induit une démocratisation du processus ou est-ce une illusion rassurante? Où sont les obstacles et les résistances?

### **#154 – Quebec Room / Salle Québec**

#### **Think Tank / Think Tank**

#### **Increasing the diversity of Canada's evaluator community: What is the role of the Canadian Evaluation Society?**

- Linda Lee, Proactive Information Services Inc.
- Nancy Porteous, Director of Evaluation, Centre for Excellence in Evaluation, Public Health Agency of Canada
- Bea Courtney, CES National Council

At the 2008 CES AGM a motion was passed encouraging CES National Council to explore the development of a diversity initiative (similar to AEA's Diversity Committee) which would help bring people from diverse communities into the evaluation field. Such an initiative also has the potential to serve an advocacy function by promoting the evaluation function and the role of CES in the Canadian evaluation landscape. Therefore, this Think Tank will explore questions such as: what does/should diversity mean in this context? How can CES best promote diversity in its membership and in the evaluation community more broadly? With CES moving towards professional designation, what challenges and opportunities does professional designation present to creating a more inclusive evaluation community? The discussion at this Think Tank will help to inform National Council's decisions regarding whether – and potentially how – to move forward on such an initiative.

### **#155 – Les Saisons Rooms / Salle Les Saisons**

#### **Paper /Présentation orales**

### **Evaluating the impact of MoHLTC new grand supernumerary initiative at The Ottawa Hospital**

- Cheryl Anne Smith, The Ottawa Hospital
- Robin Devey, The Ottawa Hospital

In May 2006, MoHLTC announced a new grad promise initiative that would guarantee every new nursing grad in Ontario a full time job in 2007 in response to a nursing shortage. The actual program wasn't finalized until the spring of 2007. This presentation will present the evaluation of a government initiative, with the aim of improving the program and understanding the impact on new grads of working in supernumerary positions for a minimum of three months. A quasi-experimental not equivalent control post test comparative designed was used. The new grads hired into the supernumerary positions were compared to new grads who were hired into operational vacancies. We were comparing the successful integration of the groups and used a mixed methods approach. The overall self reported integration scores were higher with the supernumerary group. Key findings were utilized to make recommendations on changes to the program for 2008.

### **Application of a 'levels-of-use' framework to the evaluation of a best practices portal for health promotion and chronic disease prevention**

- Brian Rush, University of Toronto
- Kerry Robinson, Public Health Agency of Canada
- Nina Jetha, Public Health Agency of Canada

The Best Practices Portal for Health Promotion and Chronic Disease Prevention of the Public Health Agency of Canada provides a searchable database to meet the growing demand among public health practitioners for information on effective health promotion and chronic disease prevention interventions. The evaluation of the Portal used a previously published "levels-of-use" framework that encapsulates several levels within two broad stages of the knowledge exchange process – reach and uptake. A profile of "graduated awareness and impact" emerged. At the "Awareness" and "Non-Use" levels, a meaningful percentage of potential users and stakeholder organizations were aware of the Portal. However, data for other levels illustrated the early stages of the Portal concerning widespread reception, reference/effort and adoption/implementation among both targeted users and related stakeholder organizations. Sub-sets of individual and stakeholder organization users rated the Portal's credibility as high and reported various aspects of the Portal as adding value to their work. The evaluation of the Portal, its credibility and various aspects as adding value will be presented.

### **A 7-step framework for evaluation: Engaging stakeholders from beginning to end**

- Kimberly Bonia, Newfoundland and Labrador Centre for Health Information
- Angela Marsh, Newfoundland and Labrador Centre for Health Information

The Newfoundland and Labrador Centre for Health Information (the Centre) has a mandate to build a province-wide Electronic Health Record (EHR). Neville et al (2004) has developed a seven-step evaluation framework which guides the evaluation of all EHR components in Newfoundland and Labrador. The framework encourages incorporating indicators related to accountability, performance enhancement, and knowledge development into the evaluation. In this presentation, we will present this framework using examples from the evaluation of the Interoperable Electronic Health Record (iEHR) in Atlantic Canada as well as an adaptation of the framework in an evaluation of Newfoundland and Labrador's Mental Health Care and Treatment Act. A brief description of each project will illustrate the importance of engaging key stakeholders throughout the evaluation process and using multiple methods, as well as provide the opportunity to adopt this framework in other disciplines.

### **#156 – British Columbia Room / Salle British Columbia Paper / Présentation orale**

#### **Skills online: Maintaining quality, demonstrating impact**

- Jennifer Lowe, Public Health Agency of Canada
- Karen MacDougall, Public Health Agency of Canada

In 2002, the Public Health Agency of Canada launched Skills Online, an Internet-based, continuing education program for public health practitioners. More than 2,700 learners from across Canada have completed one or more modules and pilot projects have been successfully implemented in Australia and the Caribbean. Learner feedback from post module surveys and ongoing content review by an expert advisory committee provide information to ensure continuous program improvement. Preliminary evaluation findings indicate that participation in Skills Online has both individual and organizational level impact. Learners gain an enhanced appreciation for the breadth of public health work, have an increased understanding of surveillance terminology and concepts, and demonstrate an increased willingness to collaborate and communicate within and across teams in their organization. Further exploration of the impact of participation in the program will be conducted nationally.

**Towards critical evaluation: Learning through empowerment evaluation**

- Minna Kivipelto, Seinajoki University of Applied Sciences

Fostering self-determination should be the defining focus of empowerment evaluation. Empowerment evaluation should also promote political and social change. These objectives are considered through two case-examples carried out in Finland. In the light of these case studies, empowerment evaluation seems to be closer to participatory evaluation where participants are involved but they are not controlling the process. This presentation will regard some practices and practical methods by which evaluation could be more critical and offer learning experiences to all participants.

**Lunch and learn for evaluators in Ottawa: A promising model for professional development and networking**

- Anna Engman, University of Ottawa
- Natalya Kuziak, Transport Canada
- Lynda Weaver, Bruyère Continuing Care
- Ken Stephenson, Universal Management Group
- Kate Powadiuk, Cathexis Consulting
- Charles Lusthaus, Universal Management Group

The evaluation community currently faces a number of challenges related to professional development. One ongoing challenge for evaluators is to keep their skills and knowledge up-to-date without access to large professional development budgets. A small group of evaluators organized a self-directed learning group – Lunch and Learn for Evaluators in Ottawa. The panel will provide an overview of the initiative and its history, tie its success into theory associated with networks and professional development, present the findings from a survey of the Lunch and Learn participants' perceptions of the initiative, and discuss lessons learned and future directions.

11:45 – 12:00 Conference Closing Remarks / Conference Closing Remarks  
Confederation Ballroom / Salle de Ball Confederation