

Evaluation in Canada

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The Canadian provinces continue to be a source of evaluation-related activities and events such as Evaluation 2005, Beaulac, Goodine, and Aubry's work on a report card of homelessness in Ottawa, the 2005 International Program for Development Evaluation jointly sponsored by the World Bank Group and Carleton University, and the Canadian Evaluation Society Student Case Competition and Paper Contest, to name but a few. For those interested in detailed information on these and other Canadian evaluation news and events please visit the [Canadian Evaluation Society Website](#).

Evaluation 2005: The Joint American Evaluation Association/Canadian Evaluation Society Conference

By early accounts the upcoming joint conference—[Evaluation 2005](#)—sponsored by the American Evaluation Association and the Canadian Evaluation Society to be held in Toronto, Ontario, Canada from October 24-October 30, 2005 promises to be a great success. A recent news release from the Canadian Evaluation Society indicated that

A total of 1,206 proposals were submitted from representatives of 43 countries. Some 879 proposals were from United States representatives, 200 from Canada and 127 from other countries.

About 17% of proposals are from Canadians; this compares to about 3% in the past 3 years of proposals to the AEA annual conference (which were not joint conferences with the CES). Overall, there are also 50% more proposals submitted to the 2005 joint conference than there have been in the 3 most recent years of AEA conferences. All of this to say that there will be a lot to select from and that the content of Evaluation 2005 will certainly be of very high caliber.

(Canadian Evaluation Society, 2005a)

The Alliance to End Homelessness

Earlier this year the Centre for Research in Community Services at the University of Ottawa released the [Report Card Methodology and Indicators: Development of the Report Card of Homelessness in Ottawa](#) (Beaulac, Goodine, & Aubry, 2004) prepared for the Alliance to End Homelessness in Ottawa. The report is divided into two parts; Part I—A Review of the Literature and Part II—Indicators and Canadian Report Card. Based on a review of relevant literature, this overview of the methodological aspects on the development of report cards was undertaken as the preliminary work for the development of the report card on homelessness in Ottawa. The purpose of this report is to provide a brief overview of the literature on report card methodology, including the history and current status of report cards, the purposes and processes of developing and formulating report cards, the dissemination and translation of report cards, and suggestions for the Ottawa report card on homelessness in light of the findings uncovered in the literature review.

2005 International Program for Development Evaluation

The fifth annual International Program for Development Evaluation: Building Skills to Evaluate Development Interventions is designed to meet the professional development needs of mid-level evaluation and audit professionals working in

developed and developing nations, development agencies, and non-government organizations. The program was jointly sponsored by The World Bank Operations Evaluation Department and Carlton University's Faculty of Public Affairs and Management and was held at Carlton University, Ottawa, Canada from June 13 through July 8, 2005. It offered a two-week core course consisting of 80 hours of instruction in essential tools and techniques, current lessons from the field, expert guidance, and practice in developing evaluation plans and designs. The core course curriculum was followed by two-weeks of 26 free-standing workshops on various topics and themes specific to development evaluation. For additional information please visit the [International Program for Development Evaluation Training Website](#). Fees ranged from US \$2,132 through US \$9,952 and room and board was available (included in some fee schedules).

Canadian Evaluation Society Student Case Competition

The final round of the annual CES Case Competition for 2005 was held on May 14, 2005 at Carleton University. The final round teams were [Right Approach Consulting](#) (University of Ottawa, Education), [QuickStar Consulting](#) (University of Waterloo, Applied Health Sciences) and [Transformations](#) (Georgian College, Research Analyst Program).

The teams had five hours to prepare an evaluation case before presenting it to the judging panel and audience (Canadian Evaluation Society, 2005b). Teams were each given thirty minutes for a presentation, followed by a ten minute question period for the judges. This year's judging panel featured evaluation experts from both the public and private sector who donated their time and effort to adjudicate both rounds of the competition. The 2005 judges were Marc L. Johnson, Consultant, Research and Evaluation; Susan Morris, Chief, Evaluation, Natural

Sciences and Engineering Research Council of Canada; and Martine Perrault, Consultant Manager, Goss Gilroy Inc (Canadian Evaluation Society, 2005b).

For the first time in the history of the CES Case Competition the judges announced a tie, between QuickStar and Transformations for the 2005 competition.

For additional information on the annual CES Case Competition please see Coryn (2004) or visit the [CES Case Competition Website](#).

Canadian Evaluation Society Student Paper Competition

Each year the CES conducts a student paper contest. The contest is intended to provide exposure to promising Canadian students who study or have an interest in evaluation. Awards are granted for the best paper written by a post-secondary student in the field of evaluation. The winner of the 2005 CES student paper competition was Michelle Anderson-Draper, Faculty of Agriculture, Forestry and Home Economics, University of Alberta. Her paper, titled “Understanding cultural competence by evaluating “Breaking the silence: A project to generate critical knowledge about family violence within immigrant communities,” examined

...the concept of cultural competence for evaluators by presenting the evaluation of “Breaking the silence: A project to generate critical knowledge about family violence within immigrant communities” as a case study. Using data from monthly facilitated discussions, findings indicate participants furthered their knowledge about the issue of family violence and received information to assist them in their work with immigrant families. Constructs from the Social Cognitive theory and the PRECEDE-PROCEED model provide the framework for the planning, implementation and evaluation of this project. Experiences of the internal evaluator in relation to cultural competency are explored.

(Canadian Evaluation Society, 2005c)

The CES 2005 student paper competition honorable mention went to Kelly Skinner, Health Studies and Gerontology, University of Waterloo, for her paper titled “Developing a tool to measure knowledge exchange outcomes.” The paper

...describes measures to assess outcomes of efforts to encourage use of better practices in chronic disease prevention (CDP). A CDP better practices model (Moyer et al., 2002) consists of knowledge synthesis, knowledge exchange (dissemination / adoption) and evaluation stages. Better practices are required at each stage. No previous knowledge syntheses of tools and models for evaluating the efficiency and effectiveness of the dissemination/exchange strategies were found. This project developed a usable model and specific scales to assess knowledge exchange efforts for best practices in type 2 diabetes prevention. The model can be adapted to other areas of population health.

(Canadian Evaluation Society, 2005d)

For additional information on the annual CES Student Paper Competition please see Coryn (2004) or visit the [Student Competitions](#) section of the CES Website.

References

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