



Canadian Evaluation Society
Société canadienne d'évaluation

Situational practice

Canadian Evaluation Society - Group Mentoring Program to Support the
Credentialed Evaluator (CE) Designation

**Material developed by Susanna Beaudin, CE and Judy Lifshitz, CE and PMP
in collaboration with the Credentialling Board 2025**

3.1 Examines and responds to the multiple human and natural contexts within which the program is embedded



Descriptors:

- Assesses and takes into consideration the organizational structure and culture of the program.
- Recognizes and monitors the political influences that may affect the evaluation.
- Is responsive to the communities in which the evaluation will occur.
- Understands and is responsive to the social, political, and environmental context in which the evaluation will occur.



Have your *Summary of Evaluation Experience* form handy!

3.1 Examines and responds to the multiple human and natural contexts within which the program is embedded



In conducting the Evaluation of Y Program, I considered the current political context of a minority government with opposition calling for a non-confidence vote. To support Project 2, the literature review included not only a review of programs in other countries across different governments but also a Canadian historical perspective on alternate program design and delivery options over the past fifteen years to help address how different political parties managed programming when they were governing.

In conducting the **Evaluation of Z program**, I needed to consider that several key informant interviews would likely be impacted by current political, social, and economic upheaval in their province due their upcoming elections, and may not be available to participate in the evaluation. I ended up suggesting that we delay the interviews by a month until the election occurred. I conducted them via videoconference over a month rather than the originally planned two weeks.

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3.5 Monitors and responds to organizational changes and changes in the program environment during the course of the evaluation

Descriptors:

- Monitors and responds to organizational and context changes during the course of the evaluation.
- Recognizes the potential positive and negative impacts of the evaluation on the natural environment, organizations and individuals.



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3.5 Monitors and responds to organizational changes and changes in the program environment during the course of the evaluation

While conducting **Evaluation of Program A**, Budget 2023 announced a new program that allowed eligible households with a gross income below \$75,000 to get a one-time income supplement to help with their rent. As the evaluation was looking at the continued need for affordable housing, the number of households applying would potentially impact the continuing need for Program A. Thus, data on the new program was included as part of the data review.

During the **Evaluation of Z program**, a participating province experienced a severe flood. Consequently, provincial representatives were unable to produce the progress reports on time, and many survey and focus groups respondents were no longer available due to damaged infrastructure. I adapted by using data from the last two years, extending the survey by a few weeks with a smaller sample size as Internet was still down, and adding more phone interviews to reach people without Internet.

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3.7 Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples

Descriptors:

- Considers how evaluation can further self-determination for Indigenous peoples.
- Promotes Indigenous-led evaluation and the contribution of Indigenous people to evaluation.
- Incorporates the Truth and Reconciliation Commission of Canada Calls to Action when evaluating programs in relevant targeted areas.
- Incorporates the principles of ownership, control, access and possession ensuring that the values, culture, and traditions of Indigenous communities are reflected in evaluation processes and practice



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3.7 Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples

In planning the **Evaluation of Program Z**, I knew I did not have the competencies to manage the Indigenous component; I suggested to my Director that we hire an Indigenous evaluator to support us. In addition to working with and learning from this evaluator, I made this a focus of my learning plan. As a result, I have since taken CES's Truth and Reconciliation course, as well as courses from Eval Academy (Indigenous evaluation) and Johnston Research (Honoring Reconciliation in Evaluation).

I have recently begun planning a horizontal evaluation with Indigenous Services Canada. We have hired an Indigenous evaluation firm and have designed the evaluation to use a participatory approach. This approach incorporates recommendations of the TRC's Calls to Action, as well as the principles of ownership, control, access and possession so that the values, culture, and traditions of Indigenous communities are reflected in my evaluation processes and practice.

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3.7 Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples

I have taken the Tri-Council Tutorial Module on Research Involving the First Nations, Inuit and Metis Peoples of Canada (2016) and the Fundamentals of OCAP on-line course offered through Algonquin College (2017).

In many of my projects, I work closely with Indigenous individuals and communities, using empowerment and transformation evaluation approaches that develop evaluation capacity. In an evaluation of HIV- Hepatitis C prevention programs for street-involved Indigenous and other women, my team used a story-quilting method that aimed to elicit not only stories about experiences with public services, but also to generate solutions in a safe and affirming space. As I am not an Indigenous person, it was agreed that Indigenous colleagues would lead this part of the data collection.

After reviewing literature and analyzing the profile of potential program beneficiaries, I determine whether reconciliation principles are applicable. To check my conclusions, I consult with Elders.

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I have become sensitized to the issues underlying the Calls to Action in the Report of the Truth and Reconciliation Commission of Canada by reading the Report and becoming aware of the 15 Calls that directly involve evaluation. I realize that I have a responsibility to understand and support Indigenous issues and colleagues.

My evaluation work is in the early childhood development sector, and I will try to routinely apply a reconciliation perspective by including questions and data strategies that will allow analysis of program impacts for Indigenous families. This would aim to contribute to responses to respond to Calls 10ii: Improving education attainment levels and success rates; 10iii: Developing culturally appropriate curricula and 12: ...to develop culturally appropriate early childhood education programs for Aboriginal families. I will aim to ensure that the evaluation teams I manage can openly address the issues of power and privilege, racism and oppression.

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I completed the CES e-Institute course “Truth and Reconciliation for Evaluators”. I am committed to becoming an active participant in Truth and Reconciliation.

I have read the Six Principles of Ethical Métis Research.

I write Indigenous land acknowledgement statements in my correspondence and reports.

In my evaluation work, I assess whether active reconciliation principles are applicable in the context of the evaluation. For example, for my evaluation of the Housing Program, I discussed the applicability of Active Reconciliation with the evaluation committee.

When I will have the opportunity to work with Indigenous populations, I intend to collaborate with an Indigenous partner to ensure that these principles are applied appropriately.

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