

Survey of Evaluation Practice and Issues in Canada

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Outline

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Study objectives

- **To provide a current portrait of program evaluators in Canada**
- **To profile their work and work environments**
- **To identify key issues facing the profession for the future**

Study methodology

- **Sampling : 6 sources**
 - **CES members**
 - **CES past members**
 - **Federal evaluators (TBS Centre for Excellence in Evaluation)**
 - **Centre for Voluntary Sector Research and Development members**
 - **SQEP members**
 - **Public announcement and word of mouth**

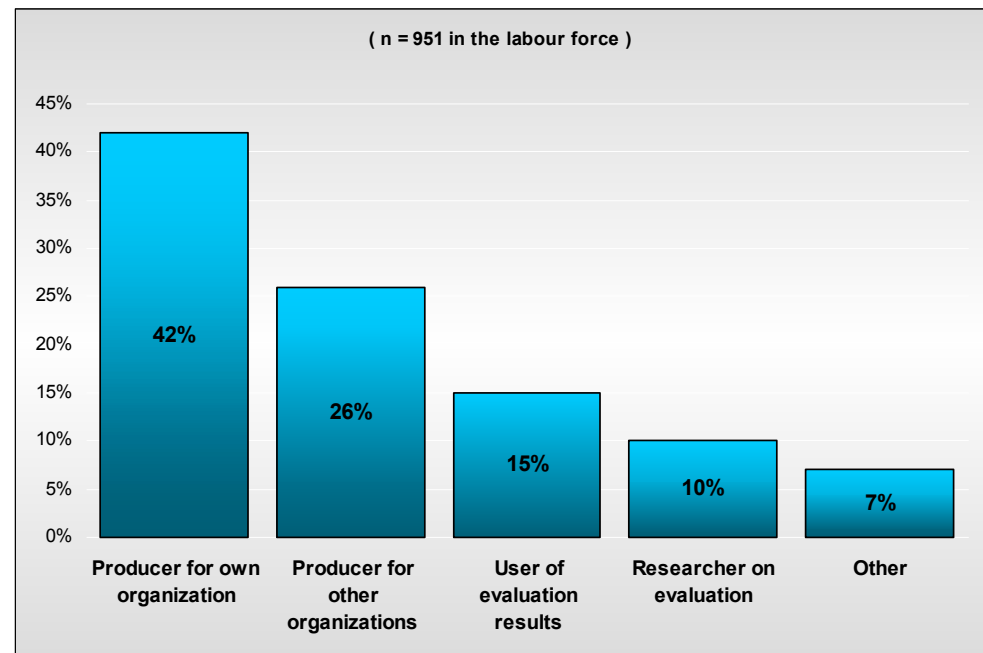
Study methodology

- **Operations**
 - **Web-only survey**
 - **Invitation May 27, 2005 to 4,487**
 - **Reminders June 6, June 16 and July 5**
 - **Field closure on July 27**
 - **1,005 complete responses**
 - **Can't calculate a response rate since population unknown**
- **Questionnaire**
 - **total of about 200 items**
 - **mainly close-ended**
 - **often using 7-point score scales (e.g., agreement); charts typically present % agree and mean of the 7-point scale**

Factual description

Role with regard to evaluation

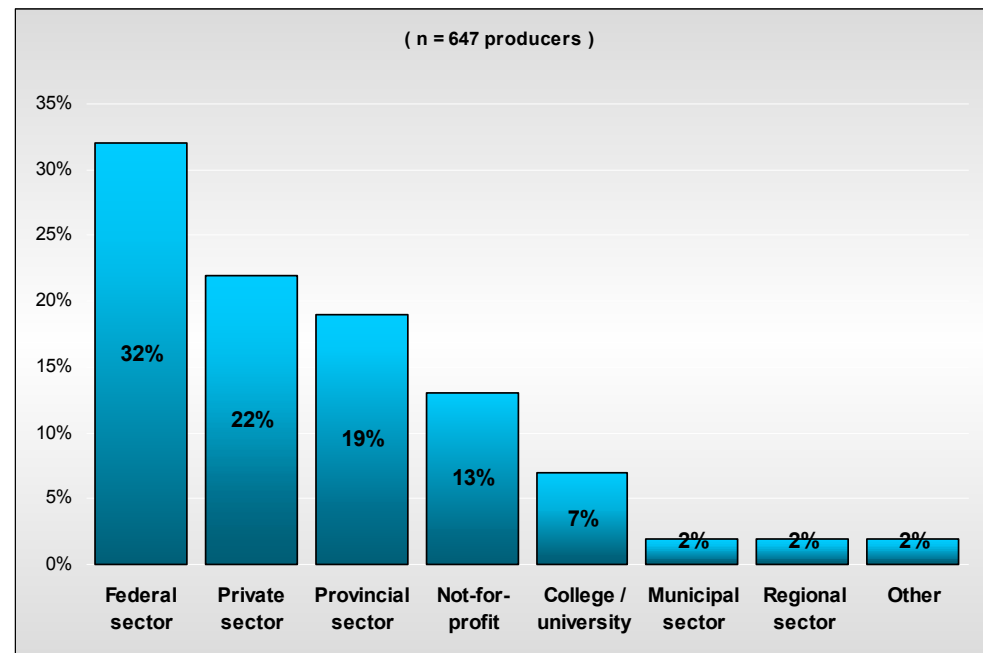
- **Most are internal evaluators (42%)**
- **One quarter are external evaluators (26%)**
- **Most results which follow in this presentation deal with the 68% of producers**



Factual description

Where do producers work?

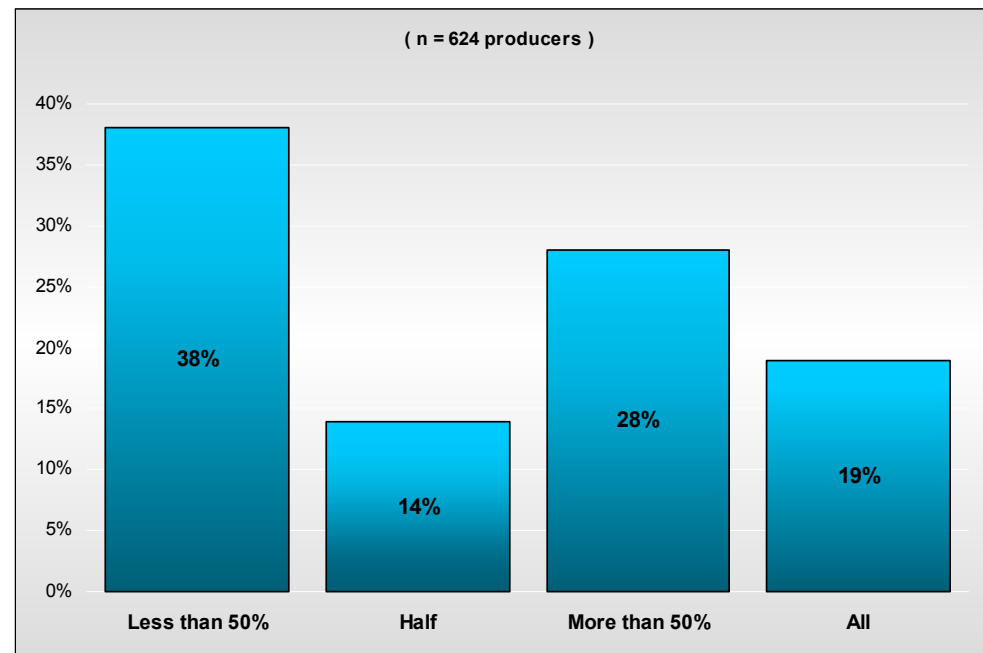
- **Fully one third of evaluation producers operate in the federal public service (32%)**
- **More than one in five are in the private sector (22%)**
- **All provincial governments together account for one in five as well (19%)**
- **Another one fifth work in the not-for-profit and education sector (20%)**



Factual description

Time spent on evaluation by producers

- **One evaluator in five (19%) is dedicated to program evaluation**
- **Six in ten (61%) spend at least half their time on program evaluation**
- **This translates into an average of about 57% of professional time spent on evaluation**
- **There is no difference between internal and external evaluators**

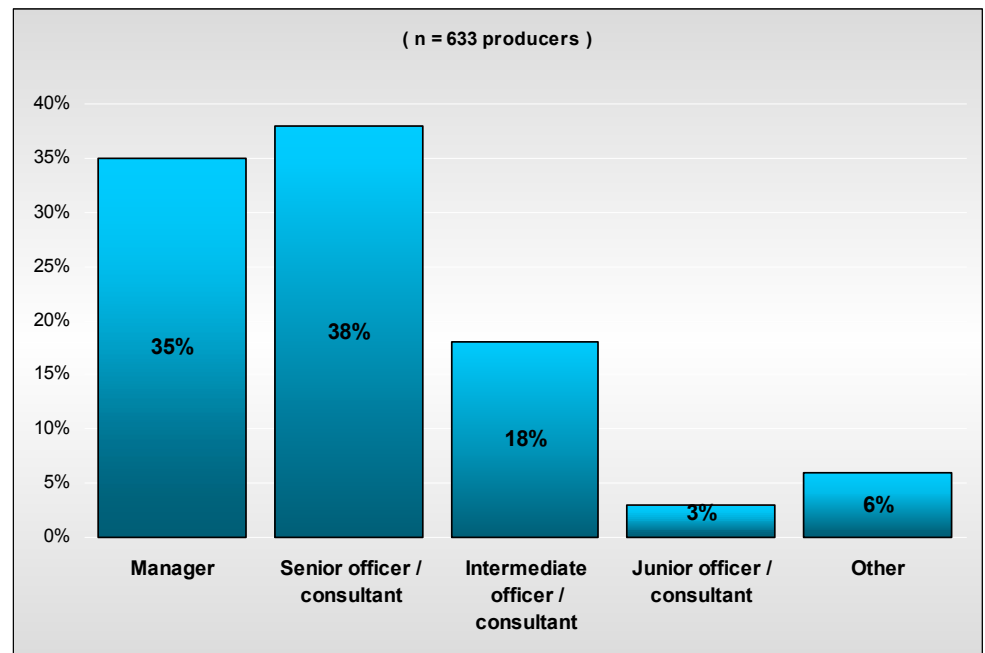


Issue: is there a threat of dilution or an opportunity for cross-fertilization?

Factual description

Producers' level in the organization

- **Self-defined level in the organization**
- **Roughly one-third are managers and one-third are senior officers or senior consultants**
- **One in five are at an intermediate level**
- **More self-defined managers among internal evaluators (41% vs. 24%) and more self-defined senior consultants (51% vs. 29%) among external evaluators**

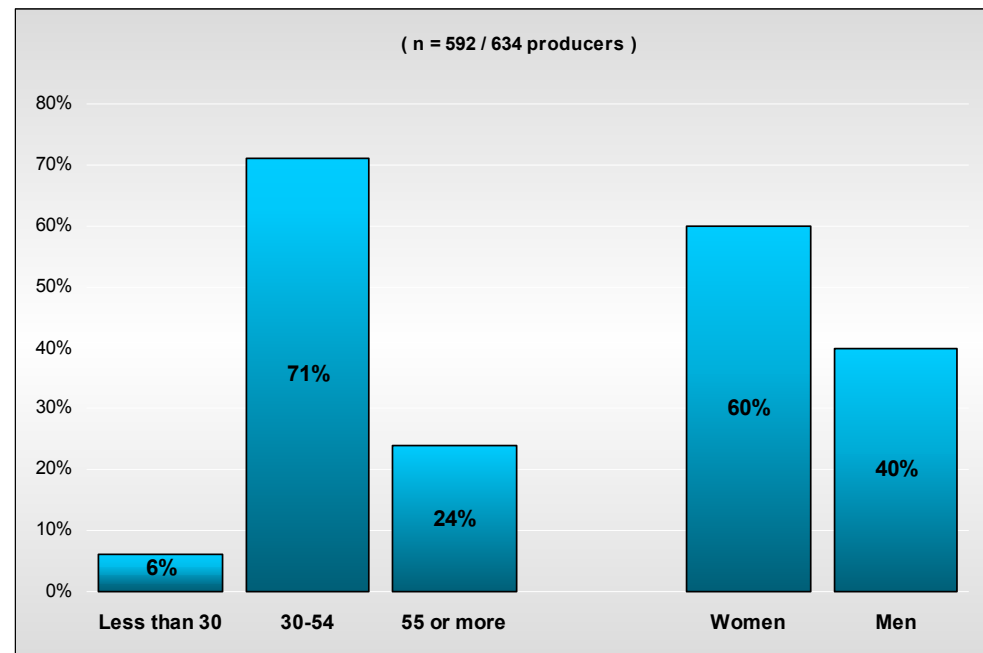


Issue: does evaluation have a feeder group?

Factual description

Age and gender

- **Strong female presence, particularly among internal evaluators**
- **The average age of program evaluators is 46 (21 years in the workforce)**
- **Four times as many are toward the end of their career as are at the beginning**
- **Internal evaluators are younger (45) than external evaluators (48) and less likely to be toward the end of their career (19% vs. 31%)**

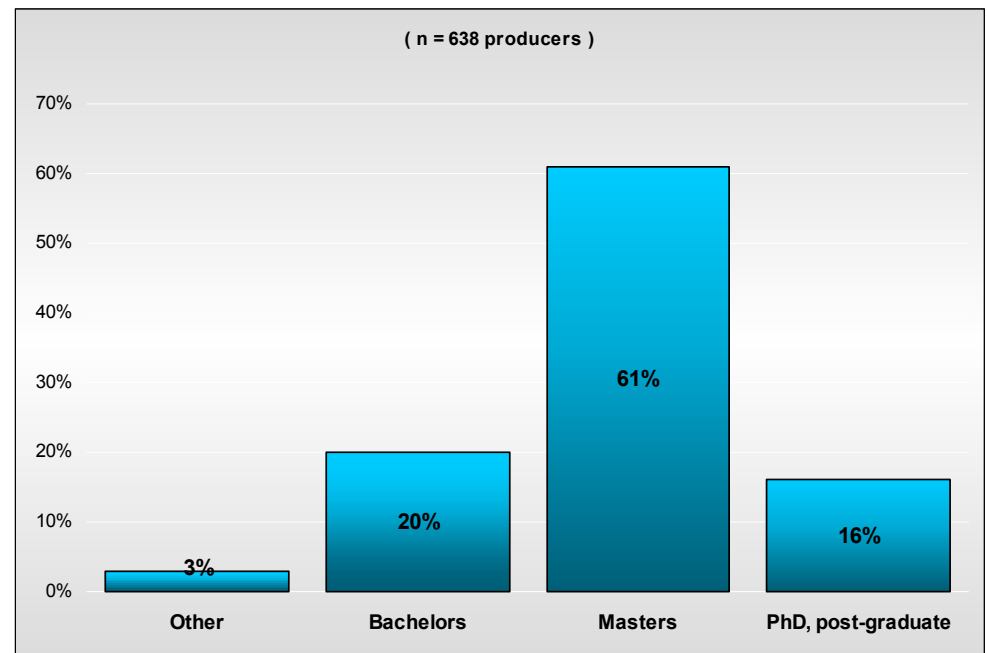


Issue: where is the feeder group?

Factual description

Highest degree completed (producers)

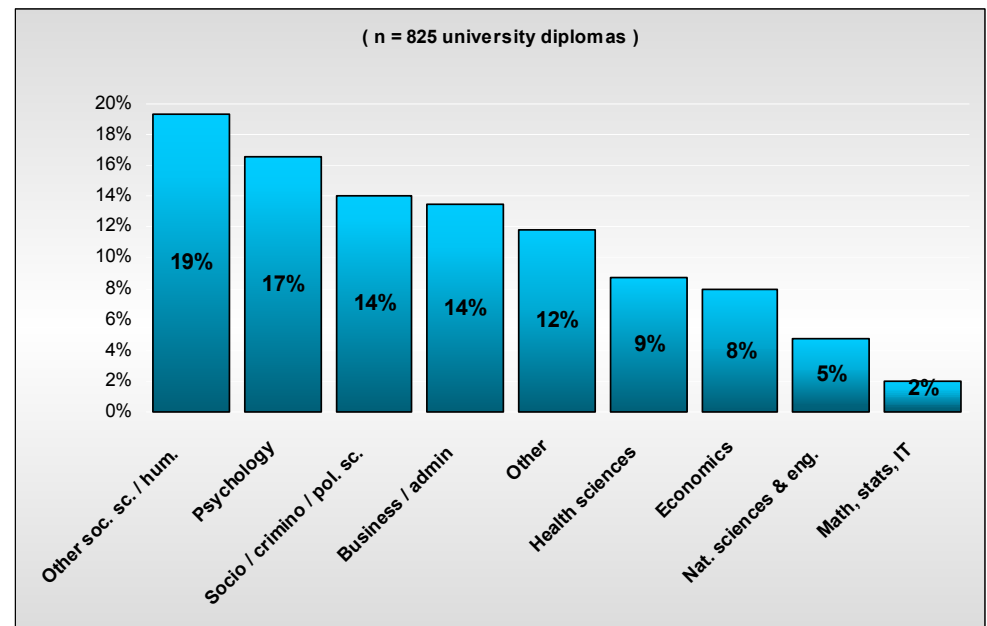
- **A completed masters degree is the norm**
- **There are as many PhDs as there are evaluators with bachelors degree**
- **Twice as many PhDs among external evaluators compared to internal evaluators (23% vs. 12%)**



Factual description

Training disciplines

- **A wide variety of disciplines are represented**
 - **but social sciences and psychology represent 50% of diplomas**
- **More diversity at the masters level than at the PhD level where psychology dominates**
- **Few evaluators trained in natural sciences, health sciences, engineering, mathematics, statistics and information technology**

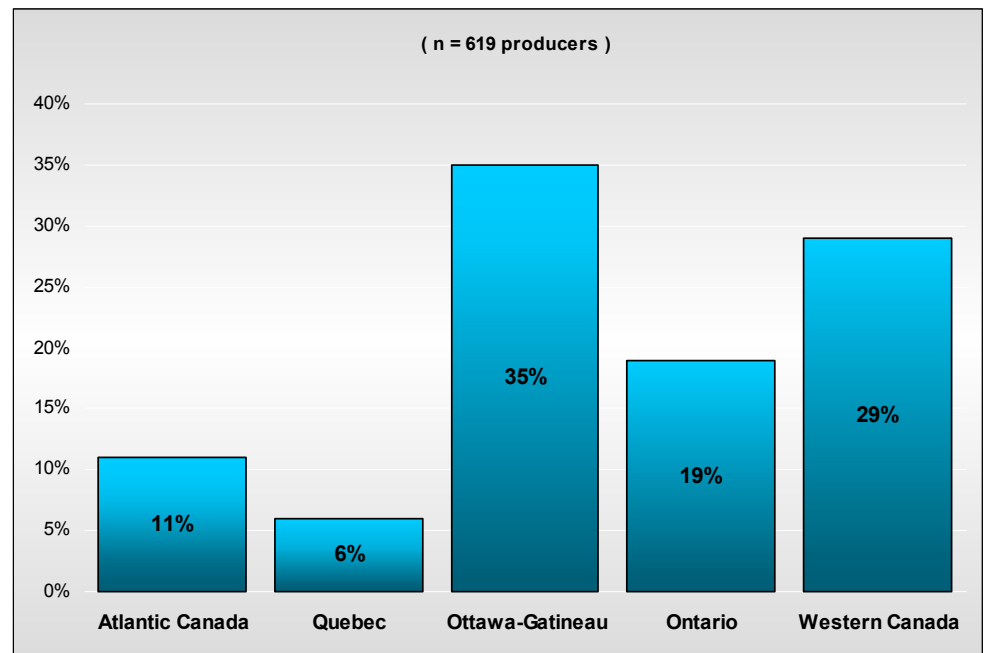


Issue: is evaluation lacking in some disciplinary expertise?

Factual description

Location

- Fewer producers of evaluation in Eastern Canada
- Stronghold in the Ottawa-Gatineau (federal government) area
- Strong presence in Western Canada where external evaluators have more weight, particularly compared to Ottawa-Gatineau
- Affected by patterns of response to the survey (i.e., Quebec)?

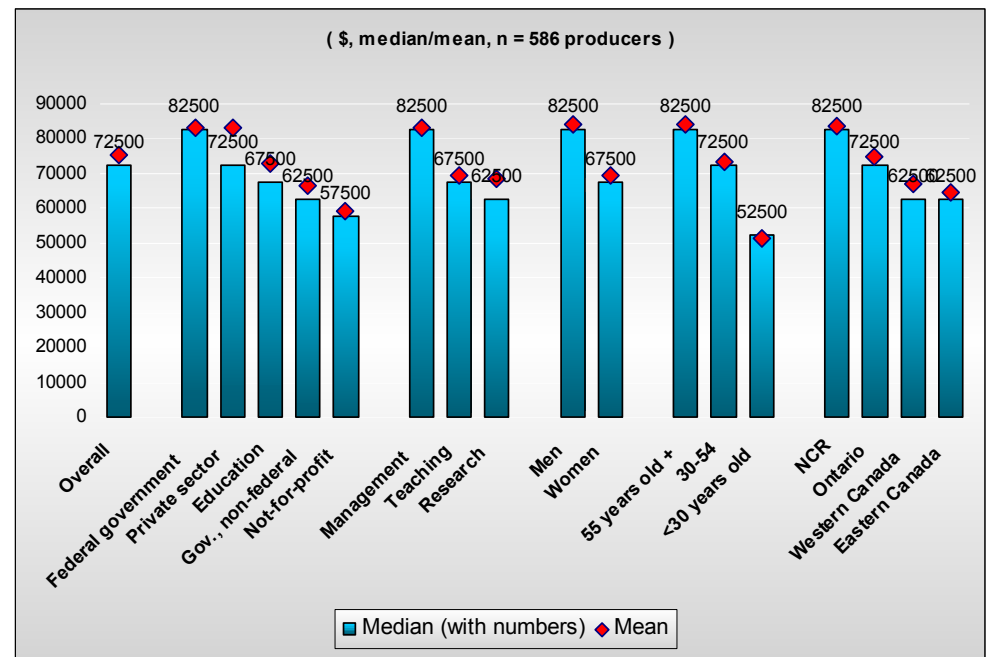


Issue: what is evaluation's profile in Eastern Canada?

Factual description

Income

- **Evaluators earn good income**
- **Highest earners:**
 - **federal government**
 - **managers**
 - **men**
 - **older evaluators**
 - **NCR**
- **Lowest earners:**
 - **not-for-profit**
 - **researchers**
 - **women**
 - **youth**
 - **Eastern and Western Canada**

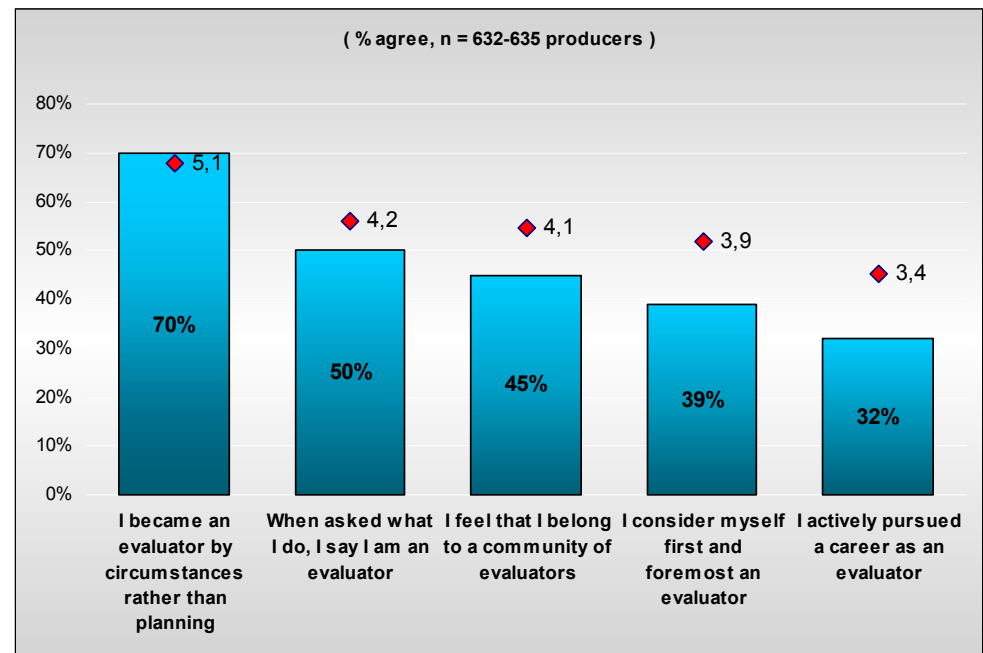


Issue: are there classes of evaluators?

Identification as an evaluator

Basic attitudes

- **Half or less of respondents' professional identity is as an evaluator**
 - **70% became evaluators without intending to**
 - **45% feel they belong to a community of evaluators**



Issue: is evaluation a real profession?

Identification as an evaluator

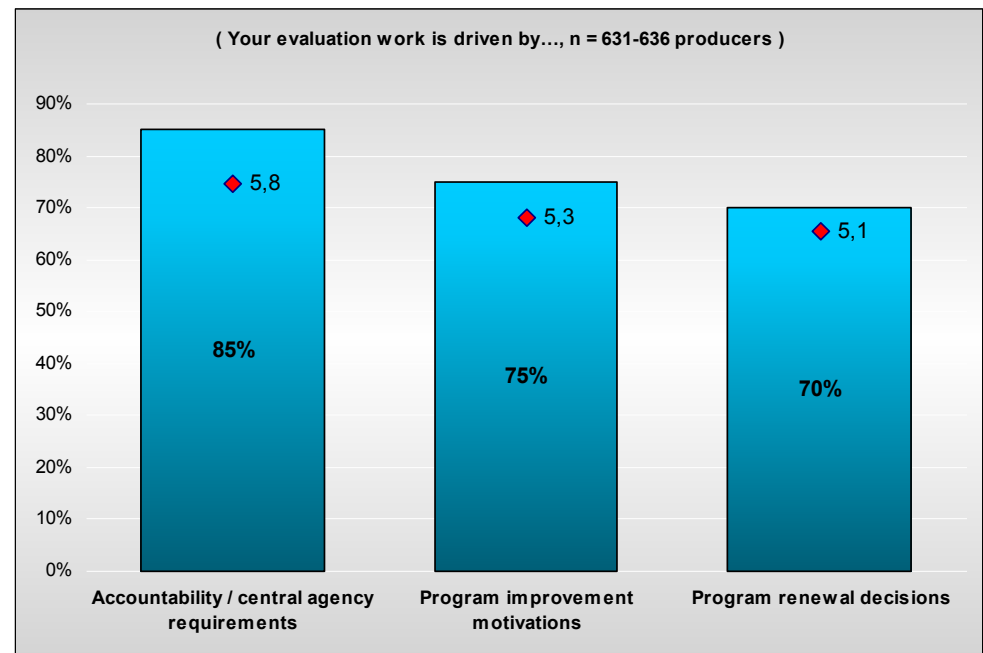
Segmentation and issue

- **Least likely to identify themselves as an evaluator:**
 - those spending least time on evaluation (17% vs 50% overall)
 - those in municipal / regional sector (40%), not-for-profit sector (41%)
 - those who define their major responsibility as management (44%)
 - those located in Atlantic (31%) and Western (38%) Canada
 - those who are least inclined to pursue certification if it were available (33%)
- **Overall: identification with evaluation as a profession is not very strong, and quite weak in some sectors and regions**

Evaluation practice

Evaluation drivers

- **Evaluation work is driven most strongly by central agency/ accountability requirements**
- **To a lesser extent:**
 - **by program improvement motivations**
 - **by program renewal decisions**

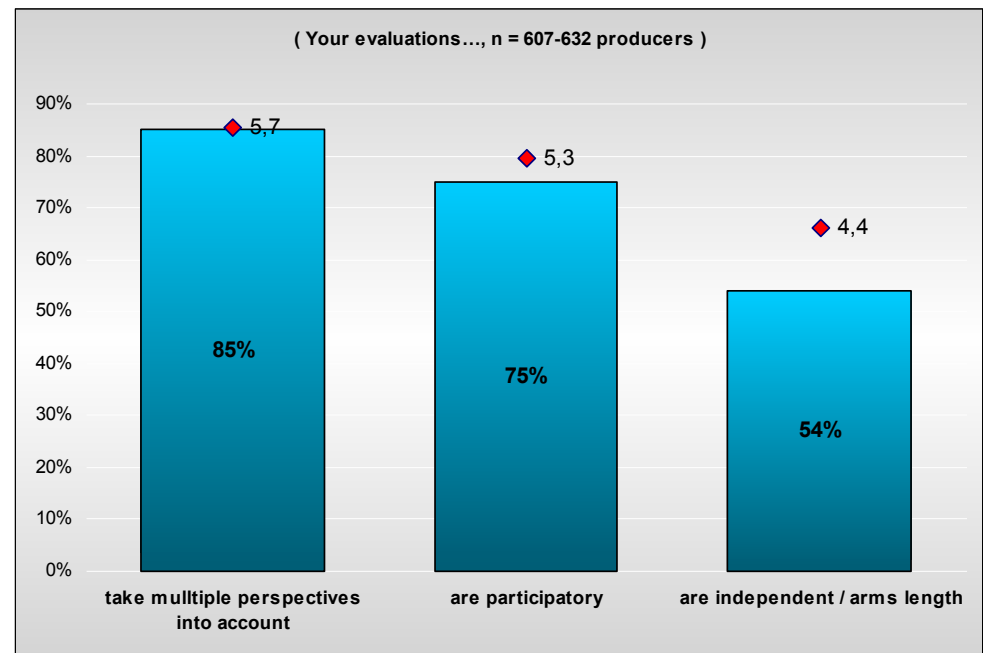


Issue: are we mostly doing evaluation because we have to?

Evaluation practice

Stance vis-à-vis stakeholders

- **Evaluations take account of stakeholder perspectives (85%)**
- **75% of respondents describe their work as participatory**
 - not-for-profit sector more so
- **Half of respondents (54%) agree that their evaluations are independent or arm's length**
 - private sector sees its work as more independent

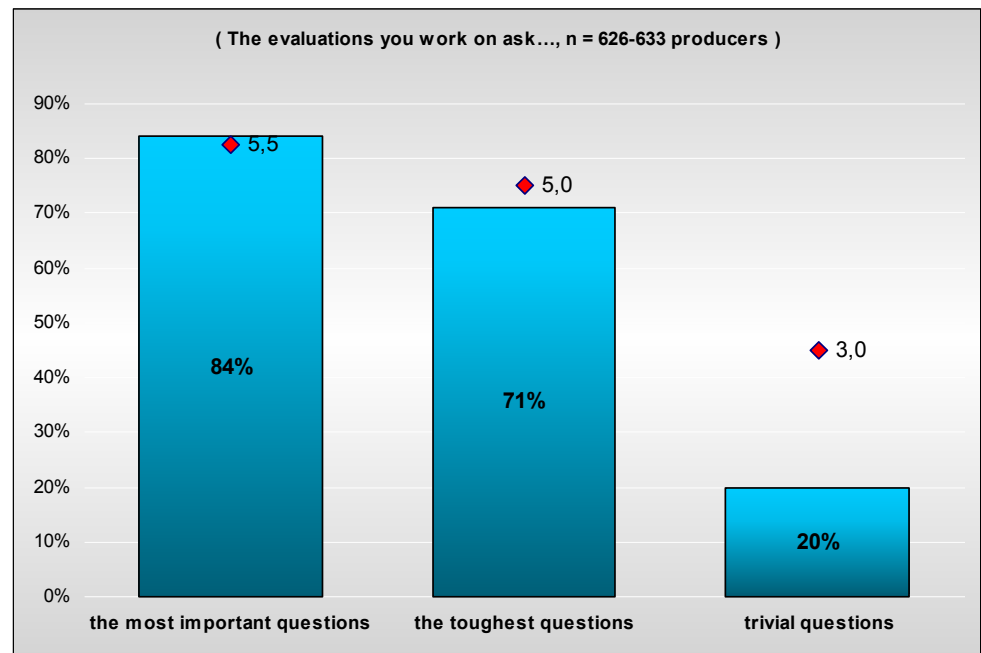


Issue: is the traditional model of the detached evaluator still valid?

Evaluation practice

Evaluation questions

- Respondents say their evaluations address the most important questions about programs (84%)
- Less likely to ask the toughest questions (71%)
- 20% agree that their evaluations address trivial questions about programs

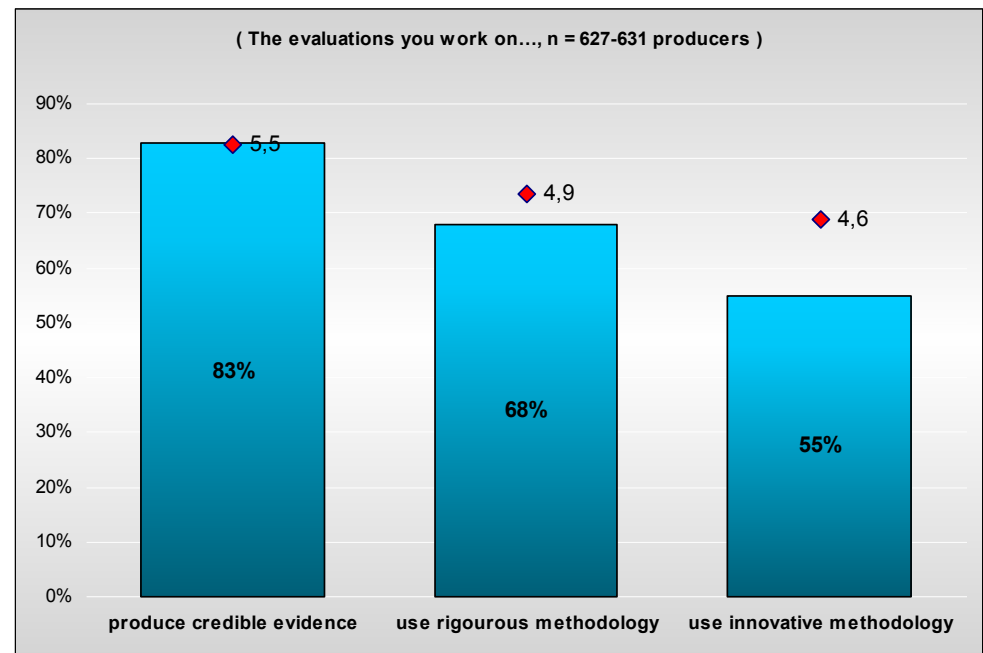


Issue: are we addressing the right questions?

Evaluation practice

Evaluation methods

- **Less than 70% agree that methods are rigorous**
- **Yet, fairly positive assessment of results credibility (83%)**
- **Slightly more than half (55%) agree that their methods are innovative**

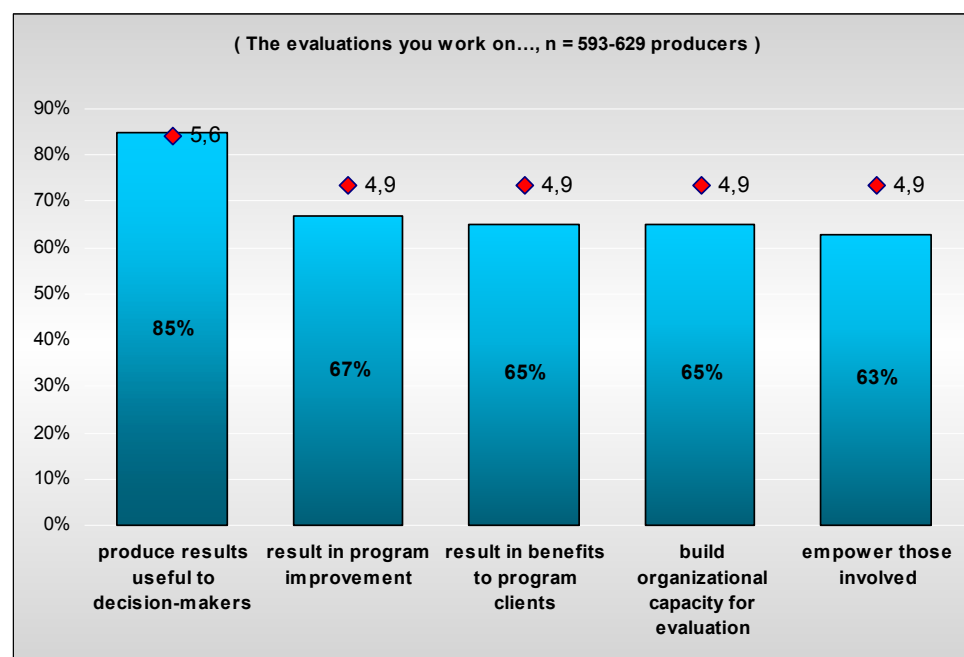


**Issue: lack of resources? skills?
willingness? imagination?**

Evaluation practice

Impacts

- **Evaluations are seen as useful to decision-makers (85%)**
- **But are less likely to result in**
 - **program improvement (67%)**
 - **benefits to program clients (65%)**
 - **capacity building (65%)**
 - **organizational empowerment (63%)**



Evaluation practice

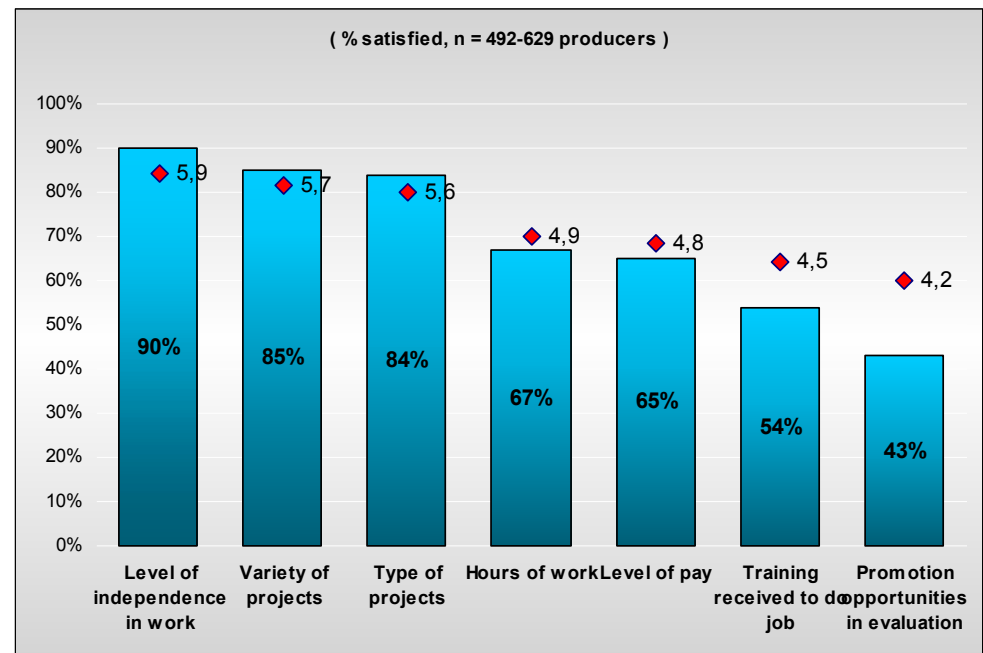
Questions raised

- **Current evaluation practice is driven by, and seems to satisfy, accountability requirements for credible evaluation results**
- **But is less likely to:**
 - **build capacity**
 - **empower those involved**
 - **benefit clients**
 - **improve programs**
- **Who is the ultimate client for evaluation – central agencies or citizens?**
- **Lack of rigour and innovation in methods, and lack of evaluator independence may also be concerns**

Working environment

Job satisfaction

- **Satisfaction with intrinsic job factors (content)**
- **Medium satisfaction with pay and hours of work**
- **Lower satisfaction with promotion opportunities and training**

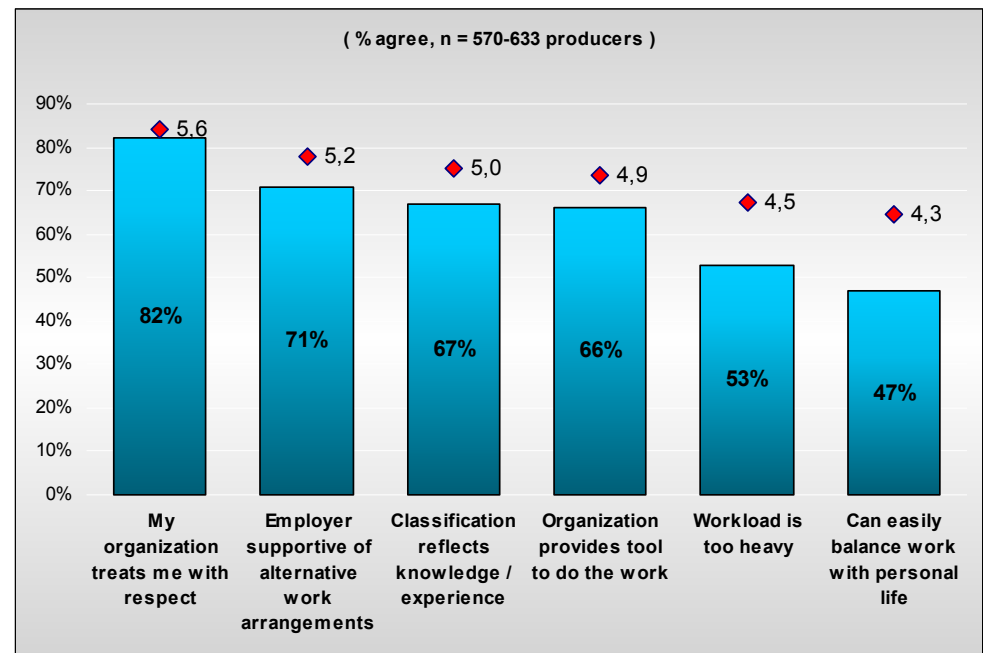


Issue: is evaluation a career dead-end?

Working environment

Organizational support

- **There is respect, recognition for work from organizations**
- **Most agree that classification reflects knowledge / experience, have tools to do work**
- **For most, workload heavy, challenge to balance work with personal life**

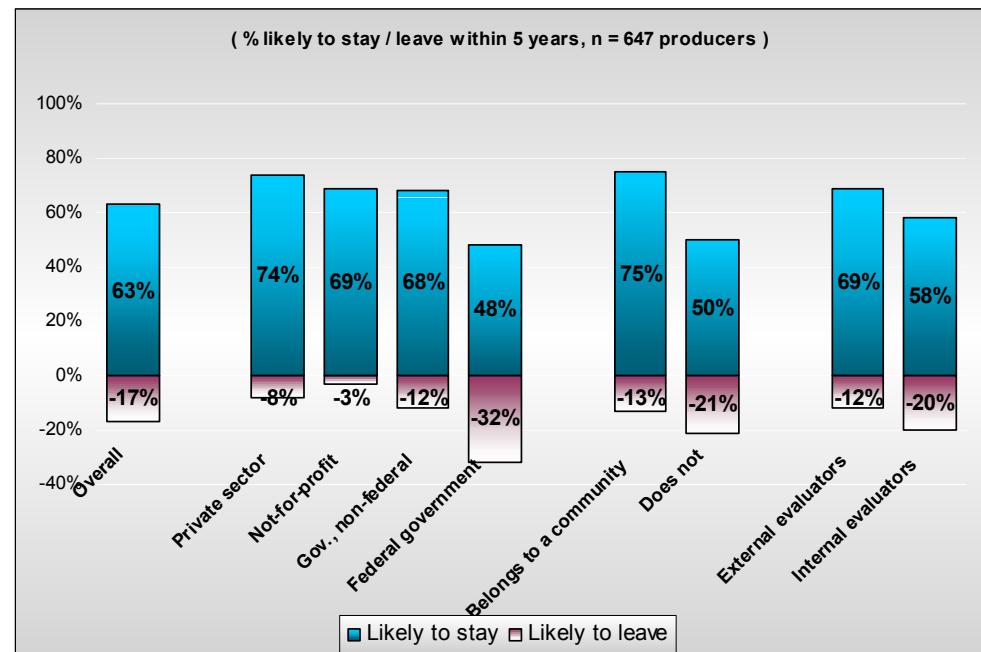


Issue: are evaluators workaholics or is there a lack of resources for evaluation?

Working environment

Retention over 5 years

- **Likelihood of staying in the field within 5 years**
- **Federal public service has major retention issue**
- **Major turnover: ageing workforce or retention challenge?**
- **Not related to years in the workforce**

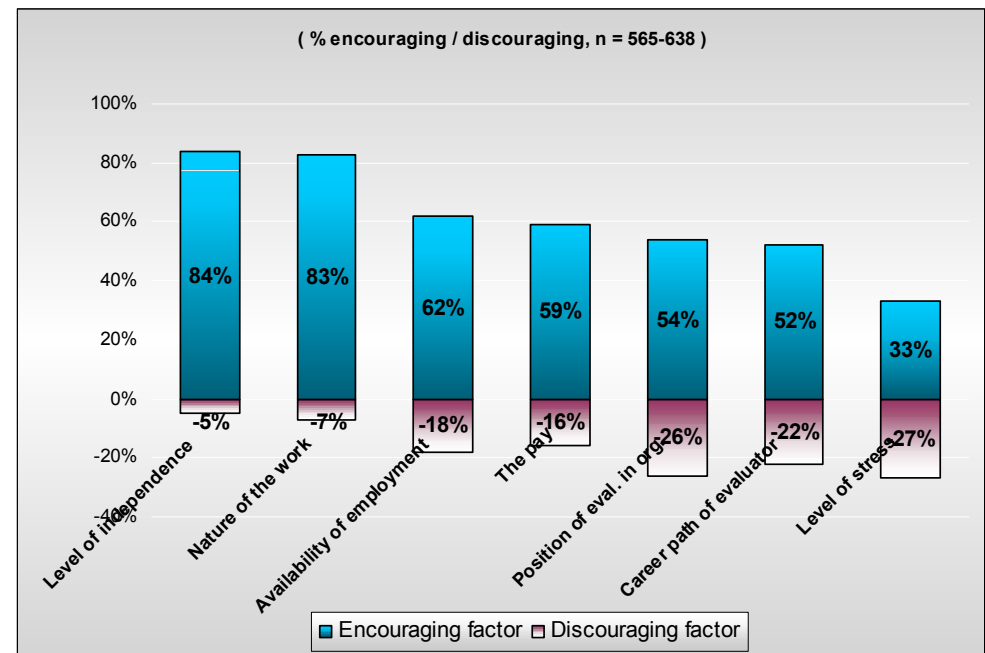


Issue: is such a turn-over rate risky or healthy?

Working environment

Retaining / repelling factors

- **Nature of work, level of independence, significant retention factors**
- **Level of stress, position of evaluation in organization, career path are repelling factors**



Issue: are evaluators considering leaving because of the working environment, not the work?

Working environment

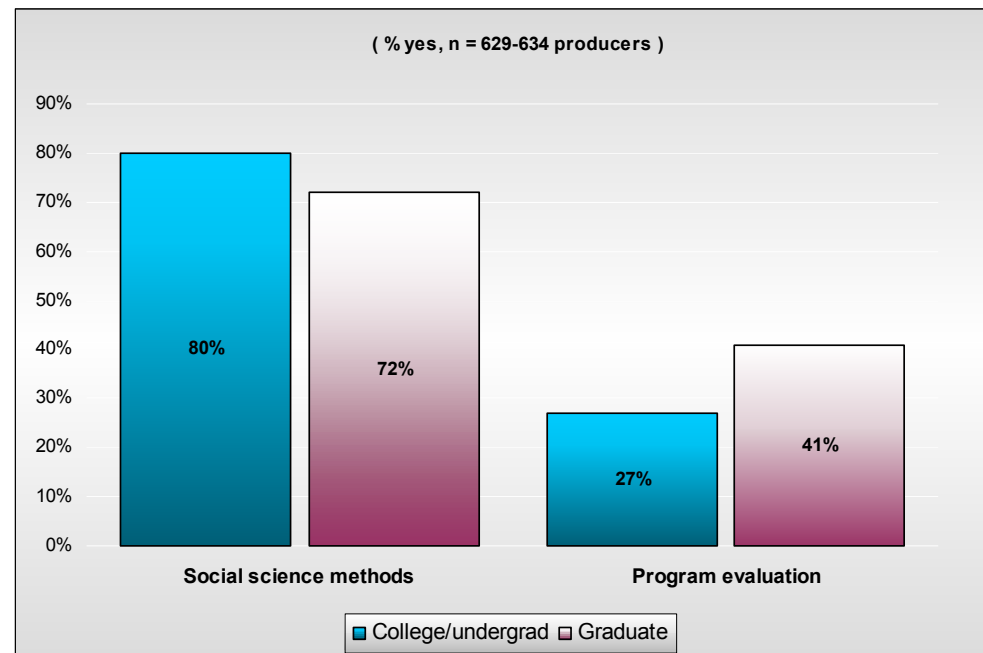
Key findings

- **Medium-term turnover is a major issue**
- **Nature of work/independence a retaining factor – despite costs on personal life**
- **Stress and position of evaluation in organization are key repelling factors**
- **Promotion opportunities problematic**
- **Evaluators like evaluation work – position within organization and working environment key issue?**

Training and education

Formal academic courses

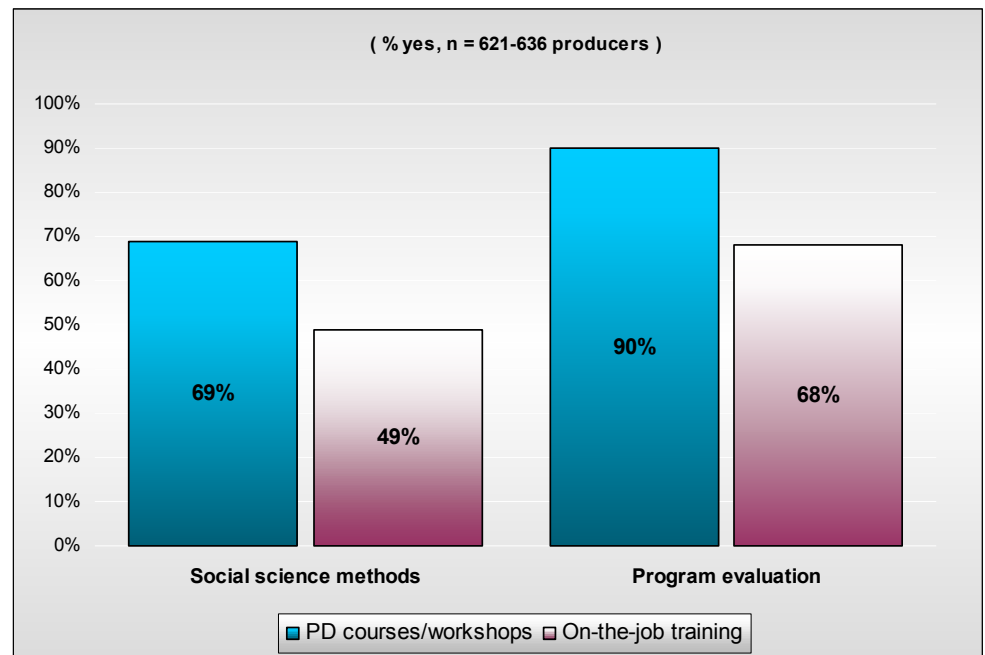
- **Formal academic courses more likely in social science methods than program evaluation.**
- **Formal program evaluation courses are more likely to have been at a graduate than college or undergraduate level.**
 - **Least by those in federal public service; most by those in education sector.**
 - **Considerably more likely in Quebec and among those who plan to stay in the field.**



Training and education

Workshops and other training

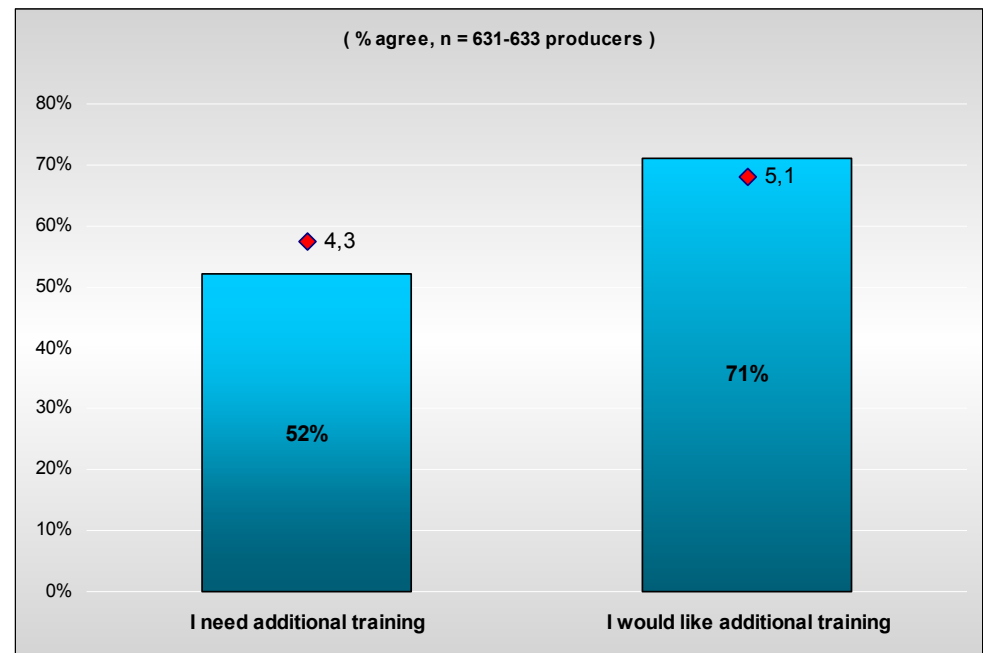
- **Program evaluation appears to be more widely taught through professional development courses/ workshops and on-the-job training than social science methods.**
- **On-the-job training in these areas were particularly noted by those in the private sector, external evaluators and those who had been in the job the longest.**



Training and education

Additional training

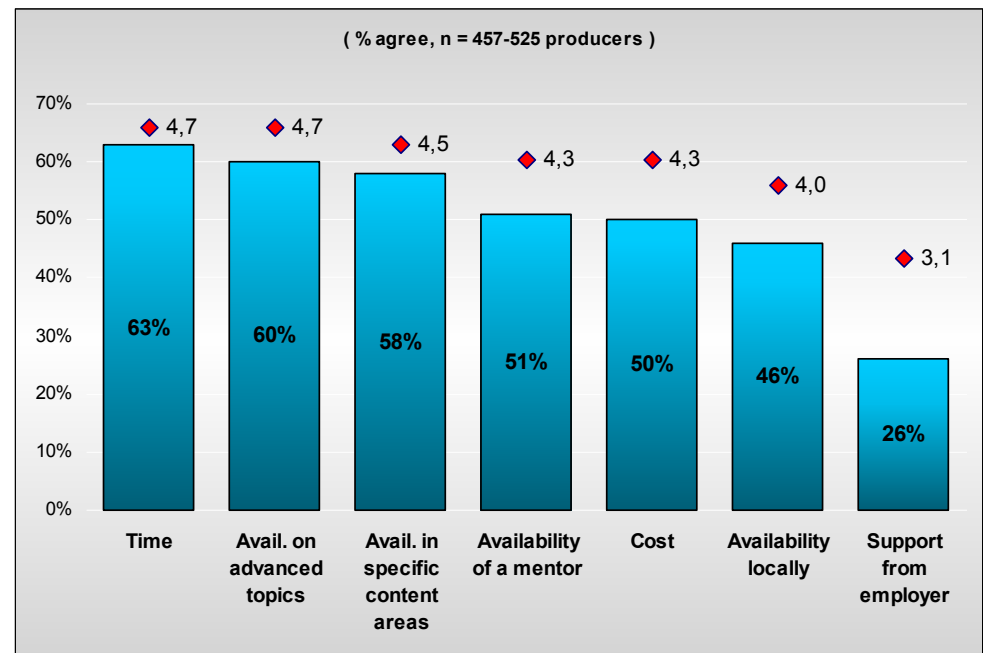
- **Around half feel they need additional training to carry out their responsibilities as an evaluator (particularly those less than 30 years of age and those in Quebec).**
- **Considerably more would like additional training relating to their evaluation responsibilities.**
 - **Especially those whose major responsibility is teaching; least likely among managers.**



Training and education

Barriers to further training

- **The predominant barriers in terms of ability to pursue further training in evaluation are:**
 - time to take training
 - availability of training on advanced topics
 - availability of training on evaluation applied to a specific content area
- **Half indicate the lack of availability of a mentor as a barrier**
- **Support from employers is least likely to be cited as a barrier to further training.**

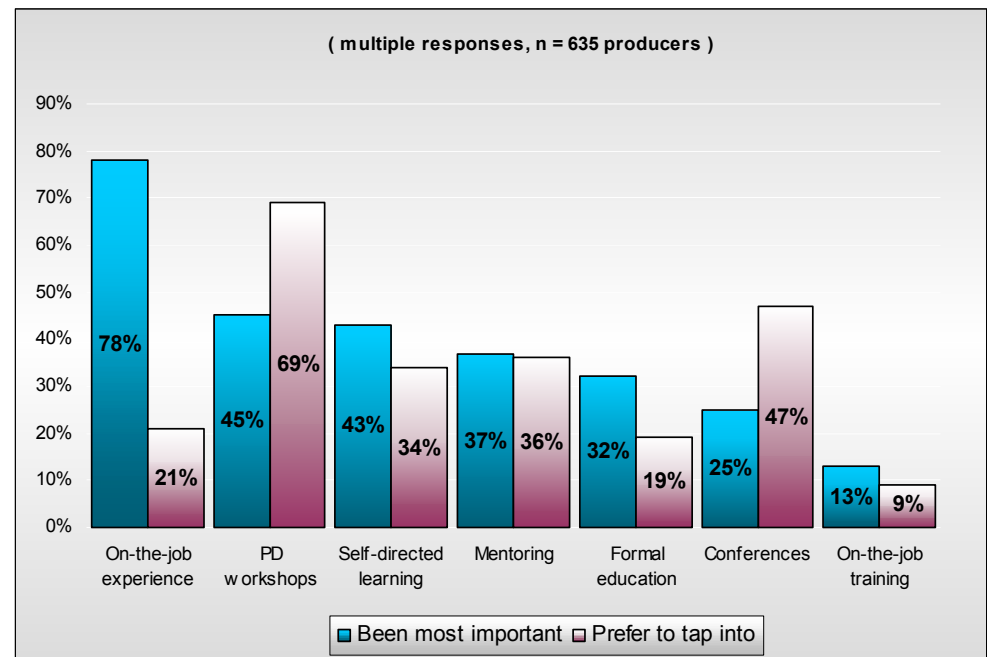


Issue: the interest is there, but how do we overcome these barriers?

Training and education

Sources of knowledge

- **The most important source of knowledge about evaluation to this day has been on-the-job experience.**
- **Just under half indicate professional development workshops and self-directed learning as most important.**
- **At this point in respondents' careers, the sources of knowledge they would most prefer to tap into are professional development workshops and conferences.**

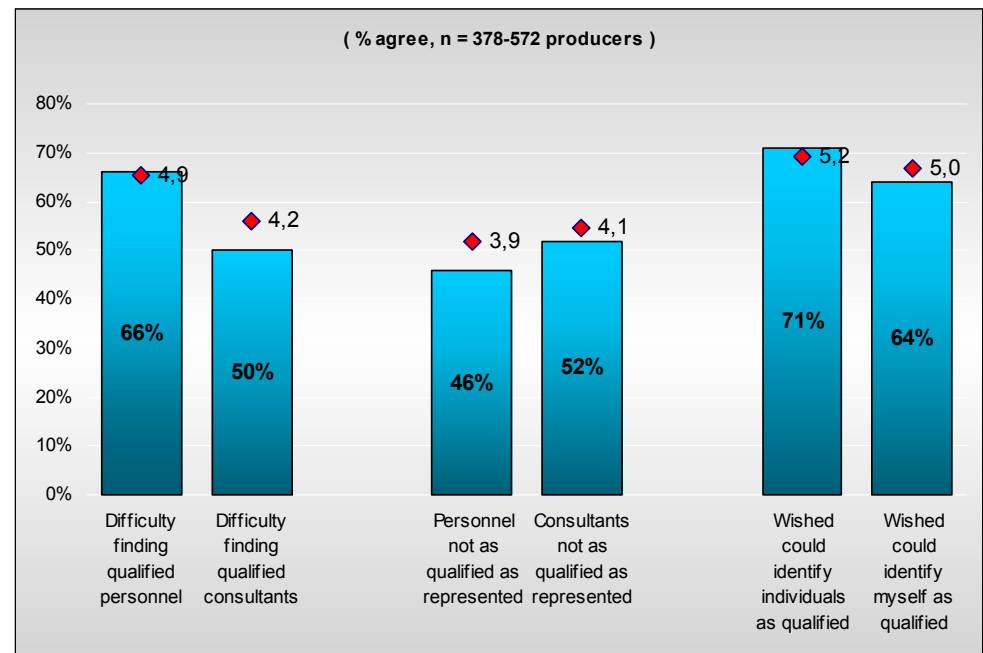


Issue: on-the-job experience seems critical, likely related to lack of planning for this career, and desire is strong for more structured learning – but are these sources available?

Certification of evaluators

Supply issues (in last 5 years)

- **High proportions of respondents had difficulty finding personnel and consultants qualified in evaluation.**
- **Around half of respondents indicated having hired an individual or engaged a consultant who was not as qualified as represented.**
- **Almost three-quarters wished there was a way to identify an individual as qualified.**
- **Around two-thirds wished there was a way to identify themselves as qualified, especially those with 10 or fewer years in the workforce.**

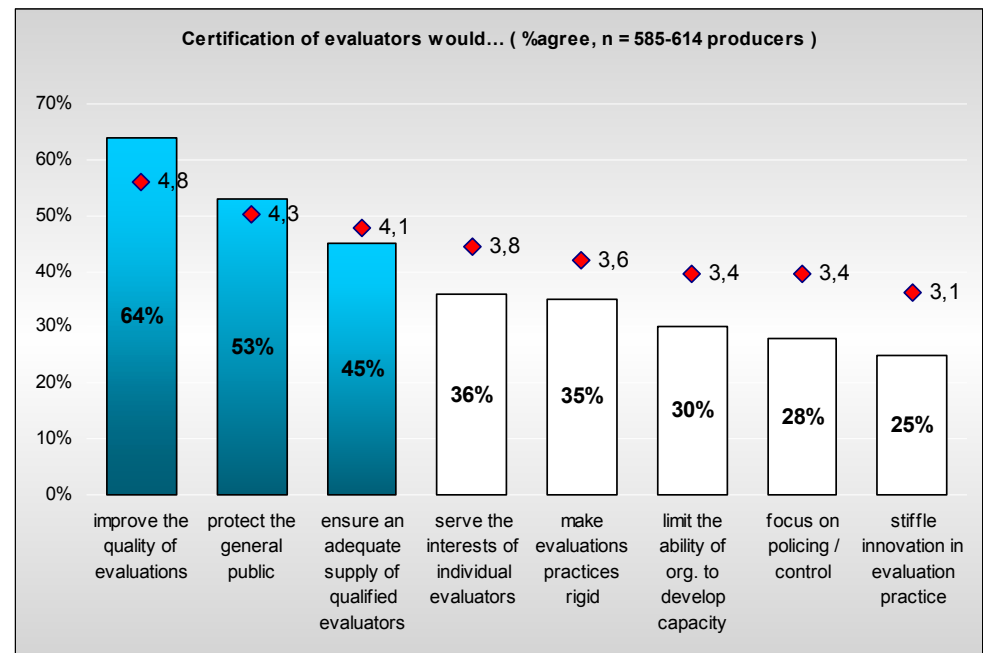


Issue: do these situations require action or are they normal?

Certification of evaluators

Likely effects

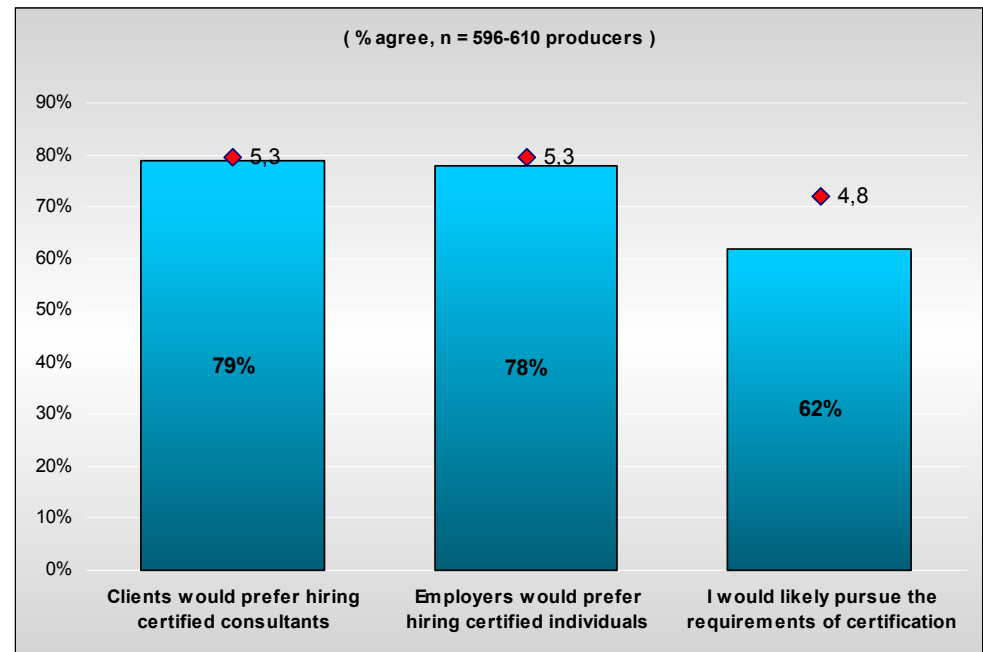
- Respondents expect favourable outcomes from certification, especially:
 - improvement of the quality of evaluations
 - protection of the general public.
- The majority of respondents also do not seem to feel that certification will have negative impacts.



Certification of evaluators

Expectations

- **There clearly is an expectation that the marketplace would utilize certification as an indicator of qualification.**
- **The majority of respondents indicate they would pursue certification if it was available.**
 - **Especially those: most involved in evaluation, with fewest years in the workforce/ younger, who plan to stay in the field, and who feel they belong to a community of evaluators.**



Issue: why do fewer feel they would pursue certification than feel clients and employers would prefer it?

Segmentation (differences)

Federal evaluators

- **Conditions:**
 - more likely to be full-time evaluators and to self-define as a manager
 - held the current position the shortest
 - 54% female
 - highest salaries
- **Practice:**
 - fewer program improvement motivations, more accountability
 - least likely to focus on organizational capacity
 - least useful to decision makers
 - most likely to self-identify as an evaluator but least drawn to CES
- **Work environment:**
 - employer least supportive of work arrangement
 - least respectful organization
 - least tooled environment
 - least satisfied with the level in the organization and with career opportunities
 - most satisfied with benefits, attracted by the pay / working hours
 - least satisfied with independence at work
 - most likely to leave evaluation
- **Training:**
 - less likely to have formal training in evaluation

Segmentation (differences)

Private sector evaluators

- **Conditions:**
 - more likely to devote more than half but not all of their time to evaluation
 - more likely to self-define as a researcher
 - work the most hours
 - held the current position the longest
 - 53% female
 - second highest salaries
- **Practice:**
 - most arms length relationships
 - more likely to take multiple views into account
 - most useful to decision makers
- **Work environment:**
 - most difficulty with balance of work/personal life
 - high level of intellectual challenge, least routine work
 - best tooled environment
 - most satisfied with independence at work
 - most likely to stay in evaluation
 - attracted by the clarity of the work objectives

Segmentation (differences)

Not-for-profit evaluators

- **Conditions:**
 - more likely to devote less than half of their time to evaluation
 - more likely to self-define as a manager
 - work the least hours
 - 73% female
 - lowest salaries
- **Practice:**
 - least arms length
 - more participatory, more organizational capacity
 - most useful to decision makers
 - least likely to self-identify as an evaluator
- **Work environment:**
 - high level of intellectual challenge
 - less stressful environment
 - most satisfied with career opportunities
 - least satisfied with the level of pay

Segmentation (differences)

Female evaluators

- **Conditions:**
 - work 2 hours less per week on average
 - held the current position 2 years less
 - 4 years younger on average, 3 years less in the workforce
 - earn 17% less
- **Practice:**
 - less arms length
 - more critical of available resources
 - less sense of belonging to a community but more inclined to see it as a profession
 - more interested in certification
- **Work environment:**
 - feel more work burden
 - more satisfied with career opportunities
- **Training:**
 - less likely to hold a PhD
 - more likely to have graduate training in evaluation
 - more likely to feel additional training is required
 - more interested in training on advanced and content-relevant topics and via mentoring

Segmentation (differences)

Young evaluators (< 30 years old)

- **Conditions:**
 - more likely to be full-time evaluators, to self-define as a researcher
 - more likely to be a term employee
 - 69% female
- **Practice:**
 - more likely to take multiple views into account
 - less sense of belonging to a community, less drawn to the CES
 - more interested in certification
- **Work environment:**
 - less clear on their role in the organization
 - most routine work
 - more likely to feel ill-tooled by the organization
 - least satisfied with the projects involved in
 - attracted more by the pay, less by the intellectual challenge
- **Training:**
 - more likely to feel additional training is required

Conclusion

Main questions raised

1. **PURPOSE:** Are we just "feeding the beast", or do we have a larger purpose over and above central agency requirements?
2. **PROFESSIONALISATION:** Is evaluation a profession? Is there a professional community of evaluators? A professional identity?
3. **RENEWAL:** How will the field renew itself, if there is little professional community, a problem with retention, no younger generation, and significant barriers to professional development?
4. **CERTIFICATION:** What are the implications of the state of the profession for the certification issue?
While certification is widely supported – who would certify, who would exclude themselves, and what would this mean for the anticipated benefits in terms of improved quality, public protection and ensuring supply?
5. **WORKING CONDITIONS:** Are the working condition problems unique to evaluators? Can something be done about them?

Survey of Evaluation Practice and Issues in Canada

Methodology

This study is based on a Web survey of individuals involved in program evaluation. The following aspects of the methodology are discussed: questionnaire design, sampling strategy, data collection operations, data weighting, data processing, data analysis and limitations of the study.

Questionnaire design

The questionnaire was developed by the study team based on a list of issues which were felt to be core to the development of the evaluation profession. The questionnaire, which is available under separate cover, comprised the following sections:

- current professional situation — whether working, type of working environment, type of employment, etc.;
- evaluation practice — type of evaluation work, approaches to evaluation, subject areas, clients for evaluation work, etc.;
- working conditions — subjective reactions to working conditions, satisfaction with employment, perspectives on a five-year horizon;
- attraction and retention factors — factors which encourage or discourage working in evaluation, most and least enjoyable aspect of work;
- training — formal training, continuing education, informal training, need for training, obstacles to training, etc.;
- self-identification as an evaluator — sense of belonging to a profession, association membership, reasons for joining the CES, etc.;
- certification — issues with supplies of competent evaluators, perceived effects of certification;
- background information — age, sex, location, equity group membership, language, income, etc.

A pretest was conducted among some ten evaluators chosen at the proximity of the research directors. Minor issues were identified and fixed. The initial questionnaire was deemed longer than feasible and was cut back by some 30%.

Sampling strategy

The population of interest to this study was defined as all individuals involved in program evaluation in Canada at the time of the data collection. No list of this population exists from which to sample. Indeed, even the definition of program evaluation and the operational definition of involvement in program evaluation are open to debate.

We posited that the use of the following six sources of information would provide a wide enough net to assure a solid representation of the population of interest:

- the Canadian Evaluation Society (CES) sent us a list of its members in good standing who supplied an e-mail address and who agreed to sharing their personal information for such purpose, as of May 16, 2005;

- the CES also sent us a list of all past members for which it had an e-mail address and who agreed to sharing their personal information for such purpose, as of the same date;
- the Centre for Excellence in Evaluation (CEE) of the Treasury Board Secretariat of Canada supplied a list of federal evaluators, as of May 4, 2005;
- the Centre for Voluntary Sector Research and Development (CVSRD) sent an invitation to take part in the study to all of its members;
- The Société québécoise d'évaluation de programme (SQEP) informed its members who are not also a member of the CES of the study and invited them to participate; this group amounts to approximately 150 individuals;
- the study was announced on the CES Web site on May 30, 2005 and every one contacted directly was invited to spread the word about the conduct of the study.

No sample was drawn from these sources; all responses were accepted.

Data collection operations

The data collection was entirely conducted on the Web. An initial invitation was sent on May 27, 2005, to all individuals for whom the study team had an e-mail address. Reminders were sent to those who had not yet completed the questionnaire on June 6, June 16 and July 5, 2005. Those invited were supplied with an access code to facilitate stop-and-resume operations of the on-line questionnaire. Others could simply enter the questionnaire without a code.

In total, between May 27 and July 27, 2005, 1,359 questionnaires were initiated and 1,005 were completed.

Membership in the CVSRD is approximately 3,000 (TO BE VERIFIED); 19 completed the questionnaire. There are approximately 150 members of SQEP who are not members of CES; 21 respondents indicated that they were informed of the study by SQEP. Thirty-eight respondents were informed by the CES Web site or a colleague. Therefore, 927 respondents completed the questionnaire after receiving a direct e-mail invitation by the study team; their e-mail address was among the 4,487 unique addresses supplied by the CES and the CEE.

Some of the e-mail addressing information was obsolete (particularly, the list of past CES members as this information is never kept up to date). Out of 4,487 invitation messages, 1,223 (or 27%) were not delivered.

It is not possible to calculate a response rate for this data collection exercise because we do not know what the numerator would be since many of the individuals invited directly or indirectly were not members of the population of interests — i.e., they were not involved in program evaluation.

Data weighting

Since no information was available on the distribution of the population of interest, no weighting scheme could be calculated. The data were left unweighted.

Data processing

Survey data were managed using VoxCo's StatXP software and SPSS. Data were edited to ensure conformity to the established response categories and to limit the distributions of unbound variables within reasonable values. Filtering logic instructions were developed to ensure that the reported data conform to the skip logic of the questionnaire.

The answers regarding geographical location of respondents were revised manually since there was confusion among the "Quebec", "Ontario" and "National Capital Region" (NCR) categories. Responses from federal e-mail addresses were reclassified as belonging to the NCR except those from Quebec-based federal agencies and from individuals known to the study directors to be located outside of the NCR.

Data analysis

Most data analysis was done using basic stubs-and-banners crosstabs developed in StatXP. Percentage-based differences were tested on a percentage-versus-complement basis using two-tailed binomial distributions. Differences between means were tested using two-tailed t-tests.

Based on the full sample of 1,005 responses, assuming that it constitutes a random sample of an infinite population, the maximum sampling error is estimated at ± 3.1 percentage points in the worst, complete-sample case (for a proportion of 50%, at a confidence level of 95%, without design effect). Sampling errors are wider for sub-samples. Note, however, that the study team has used statistical inference as a guide to accept or reject the existence of differences among subgroups while taking the position that the sample represents a very large portion of the population of interest and can almost be used as a census.

Limitations of this research

While this study is the largest one dealing with the evaluation profession that the study team knows about, there is still uncertainty as to the level of coverage of the target population offered by the sample of respondents. Without knowledge of the size or composition of the pool of Canadian program evaluators, it is impossible to make definite statements as to the representativeness of the sample used in this study. Meanwhile, based on personal knowledge of the profession, study team members are confident that the results of the study offer an accurate picture of the situation in 2005.

2005 Survey of Evaluation Practice and Issues in Canada

Conducted by Shelley Borys, Benoît Gauthier, Natalie Kishchuk, and Simon Roy
Introduction

DEMONSTRATION MODE.
Responses will not be recorded.

English

Français

INTRO

Thank you for accessing the **2005 Survey of Evaluation Practice and Issues in Canada**. The questions are relevant for **past evaluators** as well as for individuals who are **currently involved in evaluation** as producers, consumers, researchers or students of evaluation.

The survey takes between 5 and 20 minutes to complete depending on your personal circumstances. You may interrupt the survey at any time by closing your browser window and resume at the same Web address using your access code which is **P7D2T6**

Your answers will be treated confidentially. Only aggregate results will be published.

Please complete your survey **before June 30, 2005** to be entered in the **draw** for the value of the **registration to the 2005 joint CES/AEA Conference** held in Toronto on October 24 to 30. **Double your chances** of winning by completing your survey **before June 5, 2005**.

To thank you for completing the survey, we will gladly send you the **research report via e-mail** as soon as it is publicly available. You may address questions and comments to the [project managers](#).

Thanks again,

Shelley Borys, Benoît Gauthier, Natalie Kishchuk, and Simon Roy

WE001

CURRENT SITUATION

Your questionnaire will be customized to your current professional situation. Hence, we will start with questions which may not appear directly related to the study topic but which will make this questionnaire as short as possible for you.

Are you currently... [SELECT ALL THAT APPLY]

- working full-time for an employer
- working full-time, self-employed
- working part-time for an employer
- working part-time, self-employed
- studying full-time
- studying part-time
- on long-term leave (e.g., maternity leave)
- unemployed
- retired

No answer

WE001.EQ.1-4

WE006

How much of your working time do you spend on evaluation?

- None
- less than 50%
- 50%
- more than 50%
- 100%
- Don't know / no answer

WE001.NE.1-4.OR.WE006.EQ.1

WE006C Have you ever worked at a job which included responsibilities related to program evaluation?

- Yes
- No
>> **WE006B**
- Don't know / no answer
>> **WE006B**

WE006.EQ.1-9

WE007

In what sector is the organization for which you work?

- private sector
- not-for-profit sector
- municipal public sector
- college/university sector
- regional public sector
- other
- provincial public sector
- Don't know / no answer
- federal public sector

WE006.EQ.2-5

WE009 Approximately how many individuals work in the organization which employs you? [EXPRESS AS FULL-TIME EQUIVALENTS]

- # of FTEs
- Don't know / no answer

WE006.EQ.2-5

WE010 In this organization, to the best of your knowledge, how many individuals, if any, perform program evaluation functions? [EXPRESS AS FULL-TIME EQUIVALENTS; ACCOUNT FOR INTERNAL EVALUATION OF OWN PROGRAMS AS WELL AS EVALUATION PERFORMED BY STAFF OF THIS ORGANIZATION ON OTHER ORGANIZATIONS]

- # of FTEs
- Don't know / no answer

AWE010.GT.0

WE011 Are these individuals...

- concentrated in a single work unit
- dispersed within the organization
- Don't know / no answer

WE006.EQ.2-5

WE012

How much of your work unit time is spent on evaluation?

- None
- less than 50%
- 50%
- more than 50%
- 100%
- Don't know / no answer

WE006.EQ.1-9

WE013 Now, let's focus on your own job. With regard to evaluation, would you say that you are primarily...

- a user of evaluation results
- a producer of evaluation results for your own organization
- a producer of evaluation results for organizations other than your own
- a researcher on evaluation
- none of the above
- Don't know / no answer

WE006.EQ.2-5.AND.WE013.EQ.2,3

WE014 Are you...

- a permanent employee
- a term employee
- a contract employee
- Don't know / no answer

WE006.EQ.2-5.AND.WE013.EQ.2,3

WE015 Which of the following choices best describes your position?

- Professor
- Manager
- Senior officer / consultant
- Intermediate officer / consultant
- Junior officer / consultant
- Clerk / administrative officer
- Other
- Don't know / no answer

WE001.EQ.1-4

WE019 How would you describe your major responsibility in your present position?

- management / administration / coordination
- research / data collection / data analysis
- teaching
- other
- Don't know / no answer

WE006.EQ.2-5.AND.WE013.EQ.2,3

WE020 In total, on average, about how many hours a week do you work in this position?

- hours
- Don't know / no answer

WE001.EQ.1-4

WE021 How many years have you been in this position, or a substantially similar one, in this organization?

- less than 1 year
- years
- Don't know / no answer

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP002

EVALUATION PRACTICE

Who usually has the authority to accept the results of the evaluations you work on?

- Program manager
- Evaluation manager
- Committee of internal stakeholders
- Stakeholder committee with members from outside the organization where the program is located
- Other

Don't know / no answer

How much do you agree or disagree that your evaluation work is...

	Strongly disagree	1	2	3	4	5	6	7	Strongly agree	Not applicable	Don't know / no answer
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004A driven by program improvement motivations	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004B driven by accountability / central agency requirements	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004D driven by need for information to facilitate decisions about program renewal	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004E independent / arms-length	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004F participatory, i.e, involving programs stakeholders including clients in key decisions about the evaluation	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004G empowering for the programs and organizations involved	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree that the evaluations you work on generally...

	Strongly disagree	1	2	3	4	5	6	7	Strongly agree	Not applicable	Don't know / no answer
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005A Address the most important questions about the programs	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005B Address the toughest questions about programs	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005C Address trivial questions about programs	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005D Have sufficient resources to address the questions	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005E Use methodology that is rigorous

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005F Use innovative methodology

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005G Produce credible evidence about the evaluation questions

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005H Take multiple stakeholder perspectives into account

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005J Build organizational capacity for evaluation

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005K Are useful to decision-makers

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005P Result in significant improvements to the programs

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005Q Result in significant benefits to program clients

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP006 Which of the following types of evaluation and evaluation-related work have you personally done in the last 5 years?

- | | |
|--|---|
| <input type="checkbox"/> Securing resources for evaluation | <input type="checkbox"/> Quantitative data analysis |
| <input type="checkbox"/> Developing organizational policy for evaluation | <input type="checkbox"/> Economic analysis |
| <input type="checkbox"/> Developing evaluation frameworks or other evaluation planning documents | <input type="checkbox"/> Evaluation report writing |
| <input type="checkbox"/> Evaluability assessment | <input type="checkbox"/> Presenting evaluation results to managers or decision makers |
| <input type="checkbox"/> Needs assessment | <input type="checkbox"/> Presenting evaluation results to other stakeholder groups |
| <input type="checkbox"/> Developing data collection instruments | <input type="checkbox"/> Training or capacity development in evaluation |
| <input type="checkbox"/> Original data collection | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Qualitative data analysis | <input type="checkbox"/> Don't know / No answer |

WE006.EQ.2-5.AND.WE013.EQ.2,3

WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001A My workload is too heavy	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001B I am compensated for overtime worked	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001D I easily balance work and personal life	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001E My employer is supportive of alternative work arrangements	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001F Overall, my organization treats me with respect	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001G I know where my work fits in the greater scheme of things	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001H I receive recognition for the work I do	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001I My work is intellectually challenging	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001J My work is mostly routine	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001K My organization provides me with all the proper tools to do my work	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001L My classification or level in my organization reflects my level of knowledge and experience	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001N I easily cope with the stress level involved at work	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001O Program evaluation offers many career opportunities	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>

How satisfied are you with each of the following aspects of your current employment?

Extremely dissatisfied	1	2	3	4	5	6	7	Extremely satisfied	Not applicable	Don't know / no answer
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WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002A Promotion opportunities within my organization

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002B Promotion opportunities within the evaluation field

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002C Training I receive to do the job

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002E My classification or level in organization

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002F My level of pay

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002G The benefits provided by my employer

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002H Average number of hours worked per week

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002I The level of teamwork involved in my job

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002K The type of projects I am involved in

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002M The variety of projects involved in

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002N My role in evaluation projects

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002O My level of independence in my work

Extremely dissatisfied

Extremely satisfied

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002P My job overall

Extremely dissatisfied

Extremely satisfied

WE001.NE.1-4.OR.WE006.EQ.1

WE006B Are you interested in pursuing employment in program evaluation?

- Yes
- No
- Don't know / no answer

WE006.NE.9.AND.WE006C.NE.9

WK004 In the next five years, are you more likely to...

- [WE006.EQ.2-5] stay in the field of evaluation
- [WE006.EQ.2-5] leave the field of evaluation
- [WE006C.EQ.2,9] enter the field of evaluation
- [WE006C.EQ.1] re-enter the field of evaluation
- [WE006.EQ.1.OR.WE006C.EQ.1,2,9] stay away from the field of evaluation
- Don't know / no answer

ATTRACTION/RETENTION FACTORS

As far as you are concerned, how discouraging or encouraging are each of the following factors with regard to working in evaluation?

	<u>Discouraging</u> you from working in evaluation	1	2	3	4	5	6	7	<u>Encouraging</u> you to work in evaluation	Not applicable	Don't know / no answer
WK003A The availability of employment	<u>Discouraging</u> you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>Encouraging</u> you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003B The workload	<u>Discouraging</u> you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>Encouraging</u> you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003C The pay	<u>Discouraging</u> you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>Encouraging</u> you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003D The working hours	<u>Discouraging</u> you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>Encouraging</u> you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003E The clarity of the work objectives	<u>Discouraging</u> you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>Encouraging</u> you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003F The position of evaluation in my organization	<u>Discouraging</u> you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>Encouraging</u> you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003G The flexibility of work arrangements	<u>Discouraging</u> you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>Encouraging</u> you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003H The career path of an evaluator	<u>Discouraging</u> you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>Encouraging</u> you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003I The opportunities for professional/personal development	<u>Discouraging</u> you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>Encouraging</u> you to work in evaluation	<input type="radio"/>	<input type="radio"/>

WK003J The nature of the work	Discouraging you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encouraging you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003K The variety of the work	Discouraging you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encouraging you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003L The level of independence enjoyed as an evaluator	Discouraging you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encouraging you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003M The intellectual challenge	Discouraging you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encouraging you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003N The ability to effect change	Discouraging you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encouraging you to work in evaluation	<input type="radio"/>	<input type="radio"/>
WK003O The stress involved in the work	Discouraging you from working in evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encouraging you to work in evaluation	<input type="radio"/>	<input type="radio"/>

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK005 What aspect of your work do you enjoy the most?

(your answer)

Don't know / no answer

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK006 What aspect of your work do you enjoy the least?

(your answer)

Don't know / no answer

WE006.EQ.2-5.AND.WE013.EQ.2,3

TR001

TRAINING

We would like to have a profile of your educational background. Please indicate which of the following you have completed: [SELECT ALL THAT APPLY]

- | | |
|---|---|
| <input type="checkbox"/> College diploma | <input type="checkbox"/> Post-doctorate work |
| <input type="checkbox"/> Bachelors degree | <input type="checkbox"/> Other |
| <input type="checkbox"/> Masters degree | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> PhD degree | <input type="checkbox"/> Don't know / no answer |

TR001.EQ.1-6

TR002 For each diploma you have acquired, please indicate in which year and in which discipline. You may document up to two diplomas at each level.

	Year of completion	Discipline
TR001.EQ.1 TR002COLL1YEAR College diploma 1	<input type="text"/>	<input type="text"/>
TR001.EQ.1 TR002COLL2YEAR College diploma 2	No second diploma <input type="text"/>	No second diploma <input type="text"/>
TR001.EQ.2 TR002BACH1YEAR Bachelors degree 1	<input type="text"/>	<input type="text"/>
TR001.EQ.2 TR002BACH2YEAR Bachelors degree 2	No second diploma <input type="text"/>	No second diploma <input type="text"/>

TR001.EQ.3 TR002MAST1YEAR Masters degree 1	<input type="text"/>	<input type="text"/>
TR001.EQ.3 TR002MAST2YEAR Masters degree 2	No second diploma <input type="text"/>	No second diploma <input type="text"/>
TR001.EQ.4 TR002PHD1YEAR PhD degree 1	<input type="text"/>	<input type="text"/>
TR001.EQ.4 TR002PHD2YEAR PhD degree 2	No second diploma <input type="text"/>	No second diploma <input type="text"/>
TR001.EQ.5 TR002POST1YEAR Post-doctorate work 1	<input type="text"/>	<input type="text"/>
TR001.EQ.5 TR002POST2YEAR Post-doctorate work 2	No second diploma <input type="text"/>	No second diploma <input type="text"/>
TR001.EQ.6 TR002OTH1YEAR Other 1	<input type="text"/>	<input type="text"/>
TR001.EQ.6 TR002OTH2YEAR Other 2	No second diploma <input type="text"/>	No second diploma <input type="text"/>

Have you ever taken any formal academic courses...

	Yes	No	Don't know / no answer
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR003A in social science methods at the college/undergraduate level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR003B in social science methods at the graduate level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR003C on program evaluation at the college/undergraduate level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR003D on program evaluation at the graduate level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you ever taken any professional development courses/workshops on...

	Yes	No	Don't know / no answer
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR004A social science methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR004B program evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you ever received on-the-job training on...

WE006.EQ.2-5.AND.WE013.EQ.2,3

TR005A social science methods

WE006.EQ.2-5.AND.WE013.EQ.2,3

TR005B program evaluation

How much do you agree or disagree with the following statements?

	Strongly disagree	1	2	3	4	5	6	7	Strongly agree	Not applicable	Don't know / no answer
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR009A I feel I need additional training to carry out my responsibilities as an evaluator	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR009B I would really like additional training relating to my evaluation responsibilities	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>

To what degree does each of the following act as a barrier in terms of your ability to pursue further training in evaluation?

	Not a barrier	1	2	3	4	5	6	7	A great barrier	Not applicable	Don't know / no answer
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011A Availability of training locally	Not a barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A great barrier	<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011B Availability of training on advanced topics	Not a barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A great barrier	<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011C Availability of training on evaluation applied to my specific content area	Not a barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A great barrier	<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011D Support from my employer for training	Not a barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A great barrier	<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011E Time to take training	Not a barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A great barrier	<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011F Cost of available training	Not a barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A great barrier	<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011G Availability of a mentor to me in my organization	Not a barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A great barrier	<input type="radio"/>	<input type="radio"/>

TR009A.EQ.4-7.OR.TR009B.EQ.4-7

TR011H Other

Not a barrier

A great barrier

WE006.EQ.2-5.AND.WE013.EQ.2,3

TR012 Which of the following sources of knowledge about evaluation has been most important for you to this day? [SELECT UP TO 3]

- on-the-job training
- on-the-job experience (learning by doing)
- mentoring or learning from others
- formal college or university courses
- professional development workshops
- conferences on evaluation
- self-directed learning (e.g., journals, books, websites)
- other sources (please specify)
- None of the above
- Don't know / no answer

WE006.EQ.2-5.AND.WE013.EQ.2,3

TR013 Which of the following sources of knowledge about evaluation would you prefer to tap into at this point in your career? [SELECT UP TO 3]

- on-the-job training
- on-the-job experience (learning by doing)
- mentoring or learning from others
- formal college or university courses
- professional development workshops
- conferences on evaluation
- self-directed learning (e.g., journals, books, websites)
- other sources (please specify)
- None of the above
- Don't know / no answer

IDENTIFICATION AS AN EVALUATOR

How much do you agree or disagree with the following statements?

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001A When I'm asked what I do for a living, I say that I am an evaluator or a program evaluator

Strongly disagree

 1 2 3 4 5 6 7

Strongly agree

Not applicable

Don't know / no answer

Strongly disagree

Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001C I actively pursued a career as an evaluator

Strongly disagree

Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001D I became an evaluator through circumstances rather than by career planning

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001E Professionally, I consider myself an evaluator first and foremost

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001F Evaluation is an area I want to leave as soon as possible

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001G Evaluation is an area I have entered for a short time in order to develop a well-rounded resume to help me advance in my career

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001H I feel that I belong to a community of evaluators

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001I Evaluation is a profession

Strongly disagree Strongly agree

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID002 Which professional bodies do you belong to, if any? [SELECT ALL THAT APPLY]

- Canadian Evaluation Society
- American Evaluation Association
- Other evaluation-related association
- Marketing Research and Intelligence Association
- American Association for Public Opinion Research
- Performance and Planning Exchange
- Canadian Association of Management Consultants
- Discipline-related association (e.g., psychology, sociology, engineering, etc.)
- Other professional association
- None of the above
- Don't know / no answer

{&n_selections(\$ID002,1,2,3,4,5,6,7,8) > 1}

ID003 Which of these associations, to which you belong do you identify with the most strongly?

- [ID002.EQ.1]** Canadian Evaluation Society
- [ID002.EQ.2]** American Evaluation Association
- [ID002.EQ.3]** Other evaluation-related association
- [ID002.EQ.4]** Marketing Research and Intelligence Association
- [ID002.EQ.5]** American Association for Public Opinion Research
- [ID002.EQ.6]** Performance and Planning Exchange

- [ID002.EQ.7] Canadian Association of Management Consultants
- [ID002.EQ.8] Discipline-related association (e.g., psychology, sociology, engineering, etc.)
- [ID002.EQ.9] Other professional association
- Don't know / no answer

ID002.EQ.1

ID004 What is the primary reason you became a member of the Canadian Evaluation Society?

- actively sought membership because of an interest in evaluation
- actively sought membership because of need to learn about evaluation for job
- became a member through participation in an event (e.g., CES conference or workshop)
- became a member to receive the Canadian Journal of Program Evaluation
- became a member to benefit from another service to members
- employer wanted me to be a member
- other (please specify)
- Don't know / no answer

SUPPLY ISSUES

How much do you agree or disagree with the following statements in relation to the last 5 years?

In the last 5 years,...	Strongly disagree	1	2	3	4	5	6	7	Strongly agree	Not applicable	Don't know / no answer
WE013.EQ.1-4 CE001A I had difficulty finding personnel qualified in program evaluation	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE001B I had difficulty finding consultants qualified in program evaluation	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE001C I hired individuals who were not as qualified in evaluation as they had represented themselves to be	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE001D I engaged consultants who were not as qualified in evaluation as they had represented themselves to be	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree with the following statements?

	Strongly disagree	1	2	3	4	5	6	7	Strongly agree	Not applicable	Don't know / no answer	
WE013.EQ.1-4 CE001E I wished there was a way to identify individuals qualified to conduct evaluation work	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>	
WE013.EQ.1-4 CE001F I wished there was a way to identify myself as qualified to conduct evaluation work	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>	

Professional certification in program evaluation has been a topic of discussion for several years. While there are many ways that such certification could be offered, we would like to focus on voluntary certification rather than licensing. That is, certification would not be a mandatory requirement for involvement in evaluation, but instead, a designation that individuals could choose to obtain to demonstrate expertise in evaluation. Absence of the designation would not prevent involvement in evaluation, however.

How much do you agree or disagree with the following statements?

	Strongly disagree	1	2	3	4	5	6	7	Strongly agree	Not applicable	Don't know / no answer	
WE013.EQ.1-4 CE002C Certification of evaluators would stifle innovation in evaluation practice	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>	
WE013.EQ.1-4 CE002B Certification of evaluators would limit the ability of organizations to develop their own capacity for evaluation	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>	
WE013.EQ.1-4 CE002A Certification of evaluators would make evaluation practices rigid	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>	
WE013.EQ.1-4 CE002D Certification of evaluators would work against development of evaluation by focusing on policing and control rather than growth and learning	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>	
WE013.EQ.1-4 CE002E Certification of evaluators would mainly serve the interests of individual evaluators	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>	
WE013.EQ.1-4 CE002G Employers would prefer hiring individuals who are certified	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree	<input type="radio"/>	<input type="radio"/>	

program evaluators

WE013.EQ.1-4

CE002H Clients would prefer hiring consultants who are certified program evaluators

Strongly disagree Strongly agree

WE013.EQ.1-4

CE002I Certification of evaluators would help ensure an adequate supply of qualified program evaluators in Canada

Strongly disagree Strongly agree

WE013.EQ.1-4

CE002J Certification of evaluators would improve the quality of evaluations being conducted in Canada

Strongly disagree Strongly agree

WE013.EQ.1-4

CE002L Certification of evaluators would offer a way to protect the general public

Strongly disagree Strongly agree

WE013.EQ.1-4

CE002M I would likely pursue the requirements of certification as a professional program evaluator if this certification were available

Strongly disagree Strongly agree

SD001

CONTEXTUAL QUESTIONS

Finally, here are a few questions for statistical purposes. In what year were you born?

- year (e.g., 1950)
- No answer

SD001B How many years have you been in the workforce in total?

- Less than 1 year
- years
- No answer

SD002 Are you...

- female
- male
- No answer

SD003 In which province/territory is your workplace/study place currently located? [PLEASE SELECT ONLY ONE]

- | | | |
|---|--|--|
| <input type="radio"/> Newfoundland and Labrador | <input type="radio"/> Ontario | <input type="radio"/> Northwest Territories |
| <input type="radio"/> Prince Edward Island | <input type="radio"/> Manitoba | <input type="radio"/> Nunavut |
| <input type="radio"/> Nova Scotia | <input type="radio"/> Saskatchewan | <input type="radio"/> United States |
| <input type="radio"/> New Brunswick | <input type="radio"/> Alberta | <input type="radio"/> Elsewhere in the world |
| <input type="radio"/> Quebec | <input type="radio"/> British Columbia | <input type="radio"/> No answer |
| <input type="radio"/> Ottawa-Gatineau | <input type="radio"/> Yukon | |

SD004 To which of the following groups, if any, do you belong? [SELECT ALL THAT APPLY]

- A visible minority
- Aboriginal people
- Physically disabled
- None of the above
- No answer

Please select all that apply.

	English	French	other	Don't know / no answer
SD005 In which language(s) do you work / study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD006 In which language(s) do you consider yourself able to work or study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD007 What is your first language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SD008 Approximately how much was your annual work income in 2004?

[EXCLUDE REVENUES OTHER THAN WORK-GENERATED; INCLUDE INCOME BEFORE TAXES, INCLUDING BONUSES AND PROFIT SHARING.]

- | | | |
|--|--|--|
| <input type="radio"/> < \$30,000 | <input type="radio"/> \$55,000 - <\$60,000 | <input type="radio"/> \$85,000 - <\$90,000 |
| <input type="radio"/> \$30,000 - <\$35,000 | <input type="radio"/> \$60,000 - <\$65,000 | <input type="radio"/> \$90,000 - <\$95,000 |
| <input type="radio"/> \$35,000 - <\$40,000 | <input type="radio"/> \$65,000 - <\$70,000 | <input type="radio"/> \$95,000 - <\$100,000 |
| <input type="radio"/> \$40,000 - <\$45,000 | <input type="radio"/> \$70,000 - <\$75,000 | <input type="radio"/> \$100,000 or more |
| <input type="radio"/> \$45,000 - <\$50,000 | <input type="radio"/> \$75,000 - <\$80,000 | <input type="radio"/> Don't know / no answer |
| <input type="radio"/> \$50,000 - <\$55,000 | <input type="radio"/> \$80,000 - <\$85,000 | |

SD008.EQ.16

SD009 And would your annual work income in 2004 would fall in which of the following categories?

- | | | |
|--|--|--|
| <input type="radio"/> \$100,000 - <\$110,000 | <input type="radio"/> \$140,000 - <\$150,000 | <input type="radio"/> \$180,000 - <\$190,000 |
| <input type="radio"/> \$110,000 - <\$120,000 | <input type="radio"/> \$150,000 - <\$160,000 | <input type="radio"/> \$190,000 - <\$200,000 |

- \$120,000 - <\$130,000 \$160,000 - <\$170,000 \$200,000 or more
 \$130,000 - <\$140,000 \$170,000 - <\$180,000 Don't know / no answer

INVITED.EQ.7

SD010 How did you learn about this study?

- I was invited by e-mail, with an access code
 I was informed by Centre for Voluntary Sector Research and Development
 I was informed by the Société québécoise d'évaluation de programme
 I saw information about it on the Canadian Evaluation Society Web site
 I was told by a colleague / friend / relative
 Other (please specify)

 No answer

REPORT

Any reference to your e-mail address will be severed from your responses and deleted from the data base as soon as the data collection is complete. Your e-mail address will be used ONLY for the purposes of this study.

Thank you for completing this questionnaire! Would you like to receive an electronic copy of the results of the study, via e-mail?

- Yes (please enter the e-mail address where you would like the report sent)

 No

PRIZE Would you like your name to be entered in the draw for the value of the registration to the 2005 joint CES/AEA Conference held in Toronto on October 24 to 30?

- Yes (please enter your e-mail address as confirmation)

 No

DBPERMISSION Do you agree that your answers be added to the anonymous public data base that will be made available to other researchers?

- Yes (comments)

 No

QCOMMENTS Please provide any additional comment on this study or the situation of evaluators in Canada.



FINISHED

Thank you for filling out this questionnaire.

Your answers have been recorded.

You may now close this browser window.

INTERRUPT

You may resume your questionnaire by going to the following link:

<http://circum.com/prod?en;evaluation;P7D2T6>

Please print this page for future reference.

Progression in the questionnaire



powered by CallWeb

Sondage 2005 sur les pratiques et enjeux en évaluation au Canada

Recherche effectuée par Shelley Borys, Benoît Gauthier, Natalie Kishchuk et Simon Roy

MODE DÉMONSTRATION.
Aucune réponse ne sera enregistrée.

English

INTRO

Merci d'avoir ouvert le **Sondage 2005 sur les pratiques et enjeux en évaluation au Canada**. Les questions s'adressent aussi bien aux **évaluateurs chevronnés** qu'aux personnes qui **font présentement de l'évaluation** à titre de producteurs, de consommateurs, de chercheurs ou d'étudiants en évaluation.

Il vous faudra, en fonction de votre situation personnelle, entre 5 et 20 minutes pour répondre à nos questions. Vous pouvez quitter le sondage à tout moment en fermant votre navigateur et reprendre le questionnaire à la même adresse Web en utilisant votre code d'accès qui est **P7D2T6**

Vos réponses seront traitées de manière confidentielle. Les résultats ne seront publiés que sous forme globale.

Veuillez remplir le questionnaire **avant le 30 juin 2005**; vous serez alors admissible au **tirage au sort** d'une somme équivalente aux **frais d'inscription au Congrès conjoint SCÉ/AEA 2005** qui aura lieu à Toronto du 24 au 30 octobre. **Doublez vos chances** de gagner en remplissant votre sondage **avant le 5 juin 2005**.

En guise de remerciement pour avoir répondu au sondage, nous vous enverrons avec plaisir le **rapport de recherche en format électronique** dès sa parution. Veuillez adresser les questions ou commentaires que vous auriez aux [responsables du projet](#).

Merci encore!

Shelley Borys, Benoît Gauthier, Natalie Kishchuk et Simon Roy

WE001

SITUATION ACTUELLE

Votre questionnaire sera personnalisé en fonction de votre situation professionnelle actuelle. Nous commencerons donc avec des questions qui peuvent sembler ne pas correspondre au sujet à l'étude mais qui ont pour but de raccourcir autant que possible votre questionnaire.

Présentement, est-ce que vous... [SÉLECTIONNER TOUTES LES RÉPONSES PERTINENTES]

- travaillez à temps plein pour un employeur
- travaillez à temps plein comme travailleur autonome
- travaillez à temps partiel pour un employeur
- travaillez à temps partiel comme travailleur autonome
- étudiez à temps plein
- étudiez à temps partiel
- êtes en congé de longue durée (p. ex., congé de maternité)
- êtes chômeur(se)
- êtes à la retraite
- Pas de réponse

WE001.EQ.1-4

WE006

Quelle part de votre temps de travail consacrez-vous à l'évaluation?

- Aucune
- moins de 50 %
- 50 %
- plus de 50 %
- 100 %
- Ne sais pas / pas de réponse

WE001.NE.1-4.OR.WE006.EQ.1

WE006C

Avez-vous déjà occupé un emploi qui comportait des responsabilités liées à l'évaluation de programme?

- Oui
- Non
>> WE006B
- Ne sais pas / pas de réponse
>> WE006B

WE006.EQ.1-9

WE007

Dans quel secteur se situe l'organisation pour laquelle vous travaillez principalement?

- secteur privé
- secteur public municipal
- secteur public régional
- secteur public provincial
- secteur public fédéral
- secteur bénévole
- secteur collégial/universitaire
- autre
- Ne sais pas / pas de réponse

WE006.EQ.2-5

WE009

Environ combien de personnes travaillent dans l'organisation qui vous emploie? [EXPRIMER EN ÉQUIVALENTS TEMPS PLEIN]

- # d'ETP
- Ne sais pas / pas de réponse

WE006.EQ.2-5

WE010

À ce que vous sachiez, dans cette organisation, combien y a-t-il de personnes qui, le cas échéant, exécutent des fonctions d'évaluation de programme? [EXPRIMER EN ÉQUIVALENTS TEMPS PLEIN; TENIR COMPTE DE L'ÉVALUATION INTERNE DE VOS PROPRES PROGRAMMES AINSI QUE DES ÉVALUATIONS EFFECTUÉES PAR LE PERSONNEL DE CETTE ORGANISATION, TOUCHANT D'AUTRES ORGANISATIONS]

- # d'ETP
- Ne sais pas / pas de réponse

AWE010.GT.0

WE011 Ces personnes sont-elles...

- concentrées dans une seule unité de travail
- dispersées à travers l'organisation
- Ne sais pas / pas de réponse

WE006.EQ.2-5

WE012

Combien de temps votre unité de travail consacre-t-elle à l'évaluation?

- Aucune
- moins de 50 %
- 50 %
- plus de 50 %
- 100 %
- Ne sais pas / pas de réponse

WE006.EQ.1-9

WE013 Parlons maintenant de votre propre travail. En matière d'évaluation, diriez-vous que vous êtes surtout...

- un utilisateur de résultats d'évaluation
- un producteur de résultats d'évaluation pour votre propre organisation
- un producteur de résultats d'évaluation pour d'autres organisations que la vôtre
- un chercheur en évaluation
- aucune de ces réponses
- Ne sais pas / pas de réponse

WE006.EQ.2-5.AND.WE013.EQ.2,3

WE014 Êtes-vous...

- employé permanent
- employé pour une durée déterminée
- employé à contrat
- Ne sais pas / pas de réponse

WE006.EQ.2-5.AND.WE013.EQ.2,3

WE015 Lequel des choix suivants décrit le mieux votre emploi?

- Professeur
- Gestionnaire
- Consultant / agent supérieur
- Consultant / agent intermédiaire
- Consultant / agent junior
- Commis / agent administratif

- Autre
- Ne sais pas / pas de réponse

WE001.EQ.1-4

WE019 Comment décririez-vous votre principale responsabilité dans votre poste actuel?

- gestion / administration / coordination
- recherche / collecte de données / analyse de données
- enseignement
- autre
- Ne sais pas / pas de réponse

WE006.EQ.2-5.AND.WE013.EQ.2,3

WE020 En tout, combien d'heures travaillez-vous en moyenne par semaine dans ce poste?

- heures
- Ne sais pas / pas de réponse

WE001.EQ.1-4

WE021 Depuis combien d'années occupez-vous ce poste ou un poste essentiellement similaire au sein de cette organisation?

- moins d'une année
- ans
- Ne sais pas / pas de réponse

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP002

EXERCICE DE L'ÉVALUATION

À qui appartient normalement le pouvoir d'accepter les résultats des évaluations auxquelles vous travaillez?

- Gestionnaire de programmes
- Gestionnaire d'évaluations
- Comité de parties intéressées internes
- Comité de parties intéressées comprenant des membres de l'extérieur de l'organisation où se situe le programme
- Autre
- Ne sais pas / pas de réponse

Dans quelle mesure êtes-vous d'accord ou en désaccord pour dire que votre travail d'évaluation est...

Tout à fait en désaccord	1	2	3	4	5	6	7	Tout à fait d'accord	Sans objet	Ne sais pas / pas de réponse
--------------------------------	---	---	---	---	---	---	---	----------------------------	---------------	---------------------------------------

WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004A motivé par la nécessité d'améliorer les programmes	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004B motivé par l'obligation de rendre des comptes / les exigences de l'organisation centrale	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004D motivé par un besoin d'information afin de faciliter les décisions touchant le renouvellement d'un programme	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004E indépendant / autonome	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004F participatif, c.-à-d. qu'il fait intervenir des parties intéressées d'un programme, y compris des clients, dans les décisions touchant l'évaluation	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP004G habilitant pour les programmes et les organisations en cause	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>

Dans quelle mesure êtes-vous d'accord ou en désaccord pour dire que, de façon générale, les évaluations auxquelles vous travaillez...

	Tout à fait en désaccord	1	2	3	4	5	6	7	Tout à fait d'accord	Sans objet	Ne sais pas / pas de réponse
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005A S'attaquent aux questions les plus importantes touchant les programmes	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005B S'attaquent aux questions les plus difficiles touchant les programmes	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005C S'attaquent à des questions insignifiantes touchant les programmes	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005D Disposent des ressources nécessaires pour s'attaquer aux questions	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005E Utilisent une méthodologie rigoureuse	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005F Utilisent une méthodologie novatrice	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TP005G Produisent des preuves crédibles touchant les questions à évaluer	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005H Tiennent compte des points de vue de nombreuses parties intéressées

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005J Renforcent les capacités de l'organisation en matière d'évaluation

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005K Sont utiles aux décideurs

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005P Donnent lieu à une amélioration significative des programmes

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP005Q Procurent des avantages significatifs aux clients des programmes

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP006 Parmi les genres d'évaluation et de travail lié aux évaluations ci-dessous, lesquels avez-vous faits personnellement au cours des 5 dernières années?

- | | |
|--|--|
| <input type="checkbox"/> Obtenir les ressources destinées à une évaluation | <input type="checkbox"/> Faire une analyse quantitative des données |
| <input type="checkbox"/> Élaborer les lignes de conduite de l'organisation en matière d'évaluation | <input type="checkbox"/> Faire une analyse économique |
| <input type="checkbox"/> Mettre au point des cadres d'évaluation ou d'autres documents de planification d'une évaluation | <input type="checkbox"/> Rédiger un rapport d'évaluation |
| <input type="checkbox"/> Établir l'évaluabilité | <input type="checkbox"/> Présenter les résultats d'une évaluation à des gestionnaires ou à des décideurs |
| <input type="checkbox"/> Évaluer des besoins | <input type="checkbox"/> Présenter les résultats d'une évaluation à d'autres parties intéressées |
| <input type="checkbox"/> Mettre au point des instruments de collecte des données | <input type="checkbox"/> Faire de la formation ou du développement des capacités dans le domaine de l'évaluation |
| <input type="checkbox"/> Effectuer une collecte de données | <input type="checkbox"/> Rien de ce qui précède |
| <input type="checkbox"/> Faire une analyse qualitative des données | <input type="checkbox"/> Ne sais pas / pas de réponse |

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP009 Dans quels domaines avez-vous effectué votre travail d'évaluation au cours des 5 dernières années?
[SÉLECTIONNER TOUTES LES RÉPONSES PERTINENTES]

- | | | |
|---|--|---|
| <input type="checkbox"/> Affaires autochtones | <input type="checkbox"/> Immigration | <input type="checkbox"/> Secteur privé |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Industrie | <input type="checkbox"/> Services correctionnels |
| <input type="checkbox"/> Arts / culture | <input type="checkbox"/> Justice | <input type="checkbox"/> Technologie |
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Logement | <input type="checkbox"/> Transports |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Patrimoine | <input type="checkbox"/> Éducation |
| <input type="checkbox"/> Défense | <input type="checkbox"/> Recherche | <input type="checkbox"/> Autre |
| <input type="checkbox"/> Développement économique | <input type="checkbox"/> Ressources humaines | <input type="checkbox"/> Aucune de ces réponses |
| <input type="checkbox"/> Environnement | <input type="checkbox"/> Ressources naturelles | <input type="checkbox"/> Ne sais pas / pas de réponse |
| <input type="checkbox"/> Exécution de la loi | <input type="checkbox"/> Santé et services sociaux | |

Finances, fiscalité

Secteur bénévole ou sans but lucratif

WE006.EQ.2-5.AND.WE013.EQ.2,3

TP012 Quels sont, parmi les genres de programmes suivants, ceux pour lesquels vous avez pris part à une évaluation dans les 5 dernières années? [SÉLECTIONNER TOUTES LES RÉPONSES PERTINENTES]

- | | |
|--|--|
| <input type="checkbox"/> Incitatifs fiscaux | <input type="checkbox"/> Programmes de subventions et de contributions |
| <input type="checkbox"/> Politiques | <input type="checkbox"/> Projets pilotes |
| <input type="checkbox"/> Programmes de prestation d'information ou de communications | <input type="checkbox"/> Stratégies |
| <input type="checkbox"/> Programmes de prestation de services | <input type="checkbox"/> Autre |
| <input type="checkbox"/> Programmes de réglementation | <input type="checkbox"/> aucune de ces réponses |
| <input type="checkbox"/> Programmes de soutien financier | <input type="checkbox"/> Ne sais pas / pas de réponse |

We006.EQ.2-5.AND.WE007.EQ.1

TP013 Dans les 5 dernières années, avez-vous participé à l'évaluation de programmes du /d'un(e)... [SÉLECTIONNER TOUTES LES RÉPONSES PERTINENTES]

- | | |
|--|--|
| <input type="checkbox"/> Gouvernement fédéral | <input type="checkbox"/> Organisation du secteur bénévole à l'étranger |
| <input type="checkbox"/> Gouvernement provincial | <input type="checkbox"/> Organisation du secteur privé |
| <input type="checkbox"/> Municipalité régionale | <input type="checkbox"/> Autre |
| <input type="checkbox"/> Municipalité | <input type="checkbox"/> Aucune de ces réponses |
| <input type="checkbox"/> Gouvernement étranger | <input type="checkbox"/> Ne sais pas / pas de réponse |
| <input type="checkbox"/> Organisation du secteur bénévole canadien | |

CONDITIONS DE TRAVAIL

Dans quelle mesure êtes-vous d'accord ou en désaccord avec les énoncés suivants au sujet de votre emploi actuel?

	Tout à fait en désaccord	1	2	3	4	5	6	7	Tout à fait d'accord	Sans objet	Ne sais pas / pas de réponse
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001A Ma charge de travail est trop lourde	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001B Je suis compensé pour mes heures supplémentaires	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001D Je peux facilement concilier mon travail et ma vie personnelle	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001E Mon employeur est en faveur d'assouplir les horaires de travail	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK001F Dans l'ensemble, mon organisation me traite avec respect	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK001G Je sais où mon travail s'insère dans le grand tout

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK001H Je reçois des marques de reconnaissance pour le travail que je fais

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK001I Mon travail est stimulant sur le plan intellectuel

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK001J Mon travail est surtout routinier

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK001K Mon organisation me fournit les outils dont j'ai besoin pour accomplir mon travail

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK001L Dans mon organisation, ma classification ou mon niveau reflète mon degré de connaissances et d'expérience

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK001N Je peux facilement supporter le niveau de stress que comporte mon travail

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK001O L'évaluation de programme offre de nombreuses possibilités de carrière

Tout à fait en désaccord Tout à fait d'accord

Dans quelle mesure êtes-vous satisfait de chaque aspect suivant de votre emploi actuel?

	Extrêmement insatisfait	1	2	3	4	5	6	7	Extrêmement satisfait	Sans objet	Ne sais pas / pas de réponse
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK002A Les possibilités d'avancement au sein de mon organisation	Extrêmement insatisfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement satisfait	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK002B Les possibilités d'avancement dans le domaine de l'évaluation	Extrêmement insatisfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement satisfait	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK002C La formation que je reçois pour faire mon travail	Extrêmement insatisfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement satisfait	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK002E Mon groupe professionnel ou mon niveau au sein de mon organisation	Extrêmement insatisfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement satisfait	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 WK002F Mon niveau de rémunération	Extrêmement insatisfait	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement satisfait	<input type="radio"/>	<input type="radio"/>

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002G Les avantages sociaux offerts par mon employeur

Extrêmement insatisfait Extrêmement satisfait

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002H Mon nombre d'heures de travail par semaine en moyenne

Extrêmement insatisfait Extrêmement satisfait

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002I Le niveau de travail en équipe que comporte mon emploi

Extrêmement insatisfait Extrêmement satisfait

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002K Le genre de projets auxquels je participe

Extrêmement insatisfait Extrêmement satisfait

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002M La diversité des projets auxquels je participe

Extrêmement insatisfait Extrêmement satisfait

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002N Mon rôle dans les projets d'évaluation

Extrêmement insatisfait Extrêmement satisfait

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002O Mon degré d'indépendance dans mon travail

Extrêmement insatisfait Extrêmement satisfait

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK002P Mon emploi dans son ensemble

Extrêmement insatisfait Extrêmement satisfait

WE001.NE.1-4.OR.WE006.EQ.1

WE006B Êtes-vous intéressé(e) à obtenir un emploi en évaluation de programme?

- Oui
- Non
- Ne sais pas / pas de réponse

WE006.NE.9.AND.WE006C.NE.9

WK004 Au cours des cinq prochaines années, êtes-vous plus susceptible de...

- [WE006.EQ.2-5] rester dans le domaine de l'évaluation
- [WE006.EQ.2-5] quitter le domaine de l'évaluation
- [WE006C.EQ.2,9] entrer dans le domaine de l'évaluation
- [WE006C.EQ.1] revenir dans le domaine de l'évaluation
- [WE006.EQ.1.OR.WE006C.EQ.1,2,9] vous tenir loin du domaine de l'évaluation
- Ne sais pas / pas de réponse

FACTEURS D'ATTRACTION/DE MAINTIEN EN POSTE

Pour chacun des points suivants, précisez à quel point il vous décourage ou encourage à travailler dans le domaine de l'évaluation?

Décourage de 1 2 3 4 5 6 7 Encourage à Sans Ne sais

	travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	travailler en évaluation	objet	pas / pas de réponse
WK003A Les possibilités d'emploi	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003B La charge de travail	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003C La rémunération	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003D Les heures de travail	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003E La clarté des objectifs du travail	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003F La position de l'évaluation dans mon organisation	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003G La souplesse des conditions de travail	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003H Le cheminement de carrière d'un évaluateur	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003I Les occasions de développement professionnel/personnel	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003J La nature du travail	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003K La diversité du travail	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003L Le niveau d'indépendance dont jouit un évaluateur	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003M Le défi intellectuel	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003N L'aptitude à influencer le changement	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>
WK003O Le stress que comporte le travail	Décourage de travailler en évaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encourage à travailler en évaluation	<input type="radio"/>	<input type="radio"/>

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK005 Quel est l'aspect de votre travail qui vous plaît le plus?

(votre réponse)

Ne sais pas / pas de réponse

WE006.EQ.2-5.AND.WE013.EQ.2,3

WK006 Quel est l'aspect de votre travail qui vous plaît le moins?

(votre réponse)

Ne sais pas / pas de réponse

WE006.EQ.2-5.AND.WE013.EQ.2,3

TR001

FORMATION

Nous aimerions avoir le profil de vos antécédents scolaires. Veuillez indiquer parmi les niveaux suivants lesquels vous avez complétés : [SÉLECTIONNER TOUTES LES RÉPONSES PERTINENTES]

- | | |
|---|---|
| <input type="checkbox"/> Diplôme d'études collégiales | <input type="checkbox"/> Post-doctorat |
| <input type="checkbox"/> Baccalauréat | <input type="checkbox"/> Autre |
| <input type="checkbox"/> Maîtrise | <input type="checkbox"/> Aucune de ces réponses |
| <input type="checkbox"/> Doctorat | <input type="checkbox"/> Ne sais pas / pas de réponse |

TR001.EQ.1-6

TR002 Pour chaque diplôme que vous avez obtenu, veuillez indiquer en quelle année et dans quelle discipline. Vous pouvez documenter jusqu'à concurrence de deux diplômes par niveau.

Année d'obtention

Discipline

TR001.EQ.1 TR002COLL1YEAR Diplôme d'études collégiales 1	<input type="text"/>	<input type="text"/>
TR001.EQ.1 TR002COLL2YEAR Diplôme d'études collégiales 2	Pas de second diplôme <input type="text"/>	Pas de second diplôme <input type="text"/>
TR001.EQ.2 TR002BACH1YEAR Baccalauréat 1	<input type="text"/>	<input type="text"/>
TR001.EQ.2 TR002BACH2YEAR Baccalauréat 2	Pas de second diplôme <input type="text"/>	Pas de second diplôme <input type="text"/>
TR001.EQ.3 TR002MAST1YEAR Maîtrise 1	<input type="text"/>	<input type="text"/>
TR001.EQ.3 TR002MAST2YEAR Maîtrise 2	Pas de second diplôme <input type="text"/>	Pas de second diplôme <input type="text"/>
TR001.EQ.4 TR002PHD1YEAR Doctorat 1	<input type="text"/>	<input type="text"/>
TR001.EQ.4 TR002PHD2YEAR Doctorat 2	Pas de second diplôme <input type="text"/>	Pas de second diplôme <input type="text"/>
TR001.EQ.5 TR002POST1YEAR Post-doctorat 1	<input type="text"/>	<input type="text"/>
TR001.EQ.5 TR002POST2YEAR Post-doctorat 2	Pas de second diplôme <input type="text"/>	Pas de second diplôme <input type="text"/>
TR001.EQ.6 TR002OTH1YEAR Autre 1	<input type="text"/>	<input type="text"/>
TR001.EQ.6 TR002OTH2YEAR Autre 2	Pas de second diplôme <input type="text"/>	Pas de second diplôme <input type="text"/>

Avez-vous déjà pris des cours en bonne et due forme...

	Oui	Non	Ne sais pas / pas de réponse
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR003A dans les méthodes des sciences sociales au niveau du collège/baccalauréat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR003B dans les méthodes des sciences sociales au niveau des études supérieures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR003C en évaluation de programme au niveau du collège/baccalauréat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR003D en évaluation de programme au niveau des études supérieures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Avez-vous déjà suivi des cours/ateliers de perfectionnement...

WE006.EQ.2-5.AND.WE013.EQ.2,3 TR004A dans les méthodes des sciences sociales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR004B en évaluation de programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Avez-vous déjà reçu de la formation en milieu de travail ...

	Oui	Non	Ne sais pas / pas de réponse
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR005A dans les méthodes des sciences sociales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR005B en évaluation de programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dans quelle mesure êtes-vous d'accord ou en désaccord avec les énoncés suivants?

	Tout à fait en désaccord							Tout à fait d'accord		Sans objet	Ne sais pas / pas de réponse
	1	2	3	4	5	6	7				
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR009A Je trouve que j'ai besoin de formation supplémentaire pour m'acquitter de mes responsabilités d'évaluateur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>	
WE006.EQ.2-5.AND.WE013.EQ.2,3 TR009B J'aimerais beaucoup recevoir de la formation supplémentaire touchant mes responsabilités d'évaluateur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>	

Dans quelle mesure chaque élément suivant est-il un obstacle qui vous empêche d'acquérir de la formation en évaluation?

	Pas un obstacle							Un obstacle majeur		Sans objet	Ne sais pas / pas de réponse
	1	2	3	4	5	6	7				
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011A La disponibilité d'une formation donnée localement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Un obstacle majeur		<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011B La disponibilité d'une formation sur des sujets de pointe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Un obstacle majeur		<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011C La disponibilité d'une formation en évaluation appliquée à mon domaine de contenu particulier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Un obstacle majeur		<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011D L'appui de mon employeur à la formation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Un obstacle majeur		<input type="radio"/>	<input type="radio"/>
TR009A.EQ.4-7.OR.TR009B.EQ.4-7 TR011E Le temps voulu pour suivre de la formation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Un obstacle majeur		<input type="radio"/>	<input type="radio"/>

TR009A.EQ.4-7.OR.TR009B.EQ.4-7

TR011F Le coût de la formation disponible

Pas un obstacle

7 radio buttons for Likert scale

Un obstacle majeur

2 radio buttons for end of scale

TR009A.EQ.4-7.OR.TR009B.EQ.4-7

TR011G La disponibilité pour moi d'un mentor au sein de mon organisation

Pas un obstacle

7 radio buttons for Likert scale

Un obstacle majeur

2 radio buttons for end of scale

TR009A.EQ.4-7.OR.TR009B.EQ.4-7

TR011H Autre [input box]

Pas un obstacle

7 radio buttons for Likert scale

Un obstacle majeur

2 radio buttons for end of scale

WE006.EQ.2-5.AND.WE013.EQ.2,3

TR012 Quelles ont été, parmi les suivantes, les sources de connaissances en évaluation qui ont été les plus importantes pour vous jusqu'à maintenant? [EN SÉLECTIONNER 3 AU MAXIMUM]

- checkboxes for various knowledge sources: formation en milieu de travail, ateliers de perfectionnement professionnel, etc.

WE006.EQ.2-5.AND.WE013.EQ.2,3

TR013 Quelles sont, parmi les suivantes, les sources de connaissances en évaluation dont vous aimeriez profiter au point où vous en êtes dans votre carrière? [EN SÉLECTIONNER 3 AU MAXIMUM]

- checkboxes for various knowledge sources: formation en milieu de travail, ateliers de perfectionnement professionnel, etc.

IDENTIFICATION COMME ÉVALUATEUR

Dans quelle mesure êtes-vous d'accord ou en désaccord avec les énoncés suivants?

Scale labels: Tout à fait en désaccord, 1-7, Tout à fait d'accord, Sans objet, Ne sais pas / pas de réponse

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001A Quand on me demande quel est mon travail, je dis que je suis évaluateur ou évaluateur de programme

Tout à fait en désaccord

7 radio buttons for Likert scale

Tout à fait d'accord

2 radio buttons for end of scale

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001C J'ai poursuivi activement une carrière d'évaluateur

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001D Je suis devenu évaluateur par hasard et non par planification de carrière

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001E Sur le plan professionnel, je me considère d'abord et avant tout comme un évaluateur

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001F L'évaluation est un domaine que je veux quitter au plus tôt

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001G L'évaluation est un domaine où je suis entré pour un court laps de temps afin de diversifier mon expérience et mieux progresser dans ma carrière

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001H J'ai l'impression d'appartenir à une communauté d'évaluateurs

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID001I L'évaluation constitue une profession

Tout à fait en désaccord Tout à fait d'accord

WE006.EQ.2-5.AND.WE013.EQ.2,3

ID002 À quels organismes professionnels appartenez-vous, le cas échéant? [SÉLECTIONNER TOUTES LES RÉPONSES PERTINENTES]

- Société canadienne d'évaluation
- American Evaluation Association
- Autre association liée à l'évaluation
- Association de recherche et d'intelligence marketing
- American Association for Public Opinion Research
- Forum d'échange sur le rendement et la planification
- Association canadienne des conseillers en management
- Association liée à une discipline (p. ex., psychologie, sociologie, génie, etc.)
- Autre association professionnelle
- Aucune de ces réponses
- Ne sais pas / pas de réponse

{&n_selections(\$ID002,1,2,3,4,5,6,7,8) > 1}

ID003 Avec laquelle des associations auxquelles vous appartenez vous identifiez-vous le plus?

- [ID002.EQ.1]** Société canadienne d'évaluation
- [ID002.EQ.2]** American Evaluation Association
- [ID002.EQ.3]** Autre association liée à l'évaluation
- [ID002.EQ.4]** Association de recherche et d'intelligence marketing

- [ID002.EQ.5] American Association for Public Opinion Research
- [ID002.EQ.6] Forum d'échange sur le rendement et la planification
- [ID002.EQ.7] Association canadienne des conseillers en management
- [ID002.EQ.8] Association liée à une discipline (p. ex., psychologie, sociologie, génie, etc.)
- [ID002.EQ.9] Autre association professionnelle
- Ne sais pas / pas de réponse

ID002.EQ.1

ID004 Quelle est la principale raison pour laquelle vous êtes devenu membre de la Société canadienne d'évaluation?

- j'ai adhéré par intérêt pour l'évaluation
 - j'ai adhéré par besoin de me renseigner sur l'évaluation pour mon travail
 - j'ai adhéré en prenant part à un événement (p. ex., congrès ou atelier de la SCÉ)
 - j'ai adhéré afin de recevoir la Revue canadienne d'évaluation de programme
 - j'ai adhéré afin de bénéficier d'un autre service aux membres
 - mon employeur tenait à ce que j'en devienne membre
 - autre raison (veuillez préciser)
-
- Ne sais pas / pas de réponse

QUESTIONS CONCERNANT L'OFFRE

Dans quelle mesure êtes-vous d'accord ou en désaccord avec les énoncés suivants à propos des 5 dernières années?

Au cours des 5 dernières années...	Tout à fait en désaccord	1	2	3	4	5	6	7	Tout à fait d'accord	Sans objet	Ne sais pas / pas de réponse
WE013.EQ.1-4 CE001A J'ai eu de la difficulté à trouver du personnel compétent en évaluation de programme	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE001B J'ai eu de la difficulté à trouver des consultants compétents en évaluation de programme	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE001C J'ai embauché des gens qui n'étaient pas aussi compétents en évaluation qu'ils le prétendaient	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE001D J'ai retenu les services de consultants qui n'étaient pas aussi compétents en évaluation qu'ils le prétendaient	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>

Dans quelle mesure êtes-vous d'accord ou en désaccord avec les énoncés suivants?

Tout à fait en 1 2 3 4 5 6 7 Tout à fait Sans Ne sais

	désaccord									d'accord	objet	pas / pas de réponse
WE013.EQ.1-4 CE001E J'aimerais qu'il existe un moyen d'établir si quelqu'un a la compétence voulue pour effectuer des évaluations	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE001F J'aimerais qu'il existe un moyen de montrer que j'ai la compétence voulue pour effectuer des évaluations	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>

La question de la certification professionnelle en évaluation de programme est débattue depuis nombre d'années. Bien qu'il existe plusieurs façons d'offrir cette certification, nous aimerions nous concentrer sur la certification volontaire plutôt que l'octroi d'une licence. C'est-à-dire que la certification ne serait pas obligatoire pour s'occuper d'évaluation, mais qu'il s'agirait plutôt d'un titre qu'une personne pourrait décider d'obtenir pour témoigner de sa compétence en matière d'évaluation. L'absence de ce titre n'empêcherait toutefois pas quelqu'un d'être impliqué en évaluation.

Dans quelle mesure êtes-vous d'accord ou en désaccord avec les énoncés suivants?

	Tout à fait en désaccord	1	2	3	4	5	6	7	Tout à fait d'accord	Sans objet	Ne sais pas / pas de réponse
WE013.EQ.1-4 CE002E La certification des évaluateurs servirait surtout les intérêts des évaluateurs eux-mêmes	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE002C La certification des évaluateurs étoufferait l'innovation dans la pratique de l'évaluation	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE002G Les employeurs préféreraient embaucher des évaluateurs de programmes qui sont certifiés	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE002I La certification des évaluateurs contribuerait à assurer une offre suffisante d'évaluateurs de programme compétents au Canada	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE002J La certification des évaluateurs améliorerait la qualité des évaluations qui sont effectuées au Canada	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE002H Les clients préféreraient retenir les services de consultants certifiés en évaluation de programme	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>
WE013.EQ.1-4 CE002A La certification des évaluateurs rendrait rigide la pratique de l'évaluation	Tout à fait en désaccord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>

WE013.EQ.1-4

CE002D La certification des évaluateurs nuirait au développement de l'évaluation parce que l'attention serait concentrée sur la mise en application et le contrôle au détriment de la croissance et de l'apprentissage

Tout à fait en désaccord Tout à fait d'accord

WE013.EQ.1-4

CE002L La certification des évaluateurs serait un moyen de protéger le public

Tout à fait en désaccord Tout à fait d'accord

WE013.EQ.1-4

CE002B La certification des évaluateurs limiterait l'aptitude des organisations à développer leurs propres capacités en matière d'évaluation

Tout à fait en désaccord Tout à fait d'accord

WE013.EQ.1-4

CE002M Je m'efforcerais probablement de remplir les conditions de la certification en tant qu'évaluateur de programme professionnel si cette certification était disponible

Tout à fait en désaccord Tout à fait d'accord

SD001

QUESTIONS CONTEXTUELLES

En dernier lieu, voici quelques questions à des fins statistiques seulement. Quelle est votre année de naissance?

- année (p. ex., 1950)
- Pas de réponse

SD001B

Au total, depuis combien d'années êtes-vous sur le marché du travail?

- Moins d'une année
- ans
- Pas de réponse

SD002

Êtes-vous...

- une femme
- un homme
- Pas de réponse

SD003

Dans quelle province ou quel territoire se situe l'endroit où vous travaillez/étudiez actuellement? [NE SÉLECTIONNER QU'UNE SEULE RÉPONSE]

- Terre-Neuve et Labrador
- Ontario
- Territoires du Nord-Ouest
- Île-du-Prince-Édouard
- Manitoba
- Nunavut
- Nouvelle-Écosse
- Saskatchewan
- États-Unis

- Nouveau-Brunswick
- Québec
- Ottawa-Gatineau
- Alberta
- Colombie-Britannique
- Yukon
- Ailleurs dans le monde
- Pas de réponse

SD004 À quel groupe appartenez-vous parmi les suivants, le cas échéant? [SÉLECTIONNER TOUTES LES RÉPONSES PERTINENTES]

- Membre d'une minorité visible
- Autochtone
- Personne handicapée
- Aucune de ces réponses
- Pas de réponse

Veuillez sélectionner toutes les réponses pertinentes.

Ne sais pas / pas de réponse

SD005 Dans quelle(s) langue(s) travaillez-vous ou étudiez-vous?

- | Anglais | Français | Autre | Ne sais pas / pas de réponse |
|--------------------------|--------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SD006 Dans quelle(s) langue(s) vous estimez-vous capable de travailler ou d'étudier?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

SD007 Quelle est votre première langue?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

SD008 À combien environ s'élevait votre revenu annuel provenant d'un travail en 2004?

[EXCLURE TOUT AUTRE REVENU QUE CELUI PROVENANT D'UN TRAVAIL; IL S'AGIT DU REVENU AVANT IMPÔT, Y COMPRIS LES PRIMES ET LA PARTICIPATION AUX BÉNÉFICES.]

- < 30 000 \$
- 30 000 \$ - <35 000 \$
- 35 000 \$ - <40 000 \$
- 40 000 \$ - <45 000 \$
- 45 000 \$ - <50 000 \$
- 50 000 \$ - <55 000 \$
- 55 000 \$ - <60 000 \$
- 60 000 \$ - <65 000 \$
- 65 000 \$ - <70 000 \$
- 70 000 \$ - <75 000 \$
- 75 000 \$ - <80 000 \$
- 80 000 \$ - <85 000 \$
- 85 000 \$ - <90 000 \$
- 90 000 \$ - <95 000 \$
- 95 000 \$ - <100 000 \$
- 100 000 \$ ou plus
- Ne sais pas / pas de réponse

SD008.EQ.16

SD009 Et votre revenu annuel provenant d'un travail en 2004 se situerait dans laquelle ces catégories suivantes?

- 100 000 \$ - <110 000 \$
- 110 000 \$ - <120 000 \$
- 120 000 \$ - <130 000 \$
- 130 000 \$ - <140 000 \$
- 140 000 \$ - <150 000 \$
- 150 000 \$ - <160 000 \$
- 160 000 \$ - <170 000 \$
- 170 000 \$ - <180 000 \$
- 180 000 \$ - <190 000 \$
- 190 000 \$ - <200 000 \$
- 200 000 \$ ou plus
- Ne sais pas / pas de réponse

INVITED.EQ.7

SD010 Comment avez-vous pris connaissance de l'existence de cette étude?

- J'ai reçu une invitation par courriel, avec un code d'accès
- J'ai été informé par le Centre de recherche et de développement sur le secteur bénévole
- J'ai été informé par la Société québécoise d'évaluation de programme
- J'ai vu de l'information sur cette étude sur le site Web de la Société canadienne d'évaluation
- J'ai été informé par un collègue / un ami / un parent
- Autre (veuillez préciser)
- Pas de réponse

REPORT

Toute référence à votre adresse de courrier électronique sera déconnectée de vos réponses et effacée de la base de données aussitôt la collecte de données complétée. Votre adresse de courrier électronique sera utilisée **UNIQUEMENT pour les besoins de cette étude.**

Merci d'avoir bien voulu remplir ce questionnaire! Aimerez-vous recevoir par courriel la version électronique des résultats de la présente étude?

- Oui (veuillez inscrire l'adresse électronique à laquelle vous voudriez que le rapport vous soit envoyé)
- Non

PRIZE Aimerez-vous que votre nom soit inscrit dans le tirage au sort d'une somme équivalente aux frais d'inscription au Congrès conjoint SCÉ/AEA 2005 qui aura lieu à Toronto du 24 au 30 octobre?

- Oui (veuillez inscrire votre adresse électronique en guise de confirmation)
- Non

DBPERMISSION Acceptez-vous que vos réponses soient versées dans la base de données publique et anonyme qui sera mise à la disposition d'autres chercheurs?

- Oui (commentaires)
- Non

QCOMMENTS Veuillez ajouter toute remarque que vous voudrez sur la présente étude ou la situation des évaluateurs au Canada.

FINISHED

Merci d'avoir rempli ce questionnaire.

Vos réponses ont été enregistrées.

Vous pouvez maintenant fermer cette fenêtre de navigateur.

INTERRUPT

Vous pourrez retrouver votre questionnaire en suivant ce lien :

<http://circum.com/prod?fr;evaluation;P7D2T6>

Veillez imprimer cette page à des fins de référence.

Progression dans le questionnaire



géré par le système CallWeb