Improving Program Evaluation through Education

A Federal Government Perspective

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Canadian Evaluation Society Conference
June 2006
Three Key Audiences

1. Practitioners…those who ‘do’ evaluation

2. Program Managers & senior officials…those who ‘use’ evaluation

3. Influencers (politicians, media, citizens, etc)…those who could/should be ‘seeking or demanding’ evaluation results
Educational Priorities: Practitioners

• How best to ‘grow’ evaluators?
• Evaluation as a ‘profession’
• Continuum of training & learning throughout career
  * Pre-entry: formalized university-based training
  * Transition: internship concept
  * Practitioner: entry-, mid-, senior-level
Educational Priorities: Practitioners (cont)

• Importance of formal *and* on-the-job learning
• Broad learning & development strategy needed
• Integrate with government-wide succession planning
• Demographic realities place pressure for action at all levels
• But, too few options for training (a ‘supply’ problem)
Educational Priorities: ‘Users’

• Is there a demand, perceived need for evaluation?
• Evaluation vs performance monitoring
• An information/awareness problem
• Linked to other elements, including perception of usefulness & quality of evaluation products
• Continued need to build evaluation into P.S. ‘culture’
Educational Priorities: ‘Influencers’

• Is evaluation even on the radar screen...senior officials? politicians? media?
• Absent from new Accountability Act
• An information/awareness problem
• Advocacy...an independent, authoritative, credible voice needed to communicate in a way that resonates w. non-technical audience
Possible Initiatives for CESEF (some partners)

1. Initiatives to support ‘growing’ evaluators
   • Articulate the broad T & D continuum, pre-entry through to senior-level (TBS-CEE; CES; other research)
   • Link work on competencies to training needs and inventory current suppliers (TBS-CEE; CES; other research)
   • Fund development of mid- & senior-level training program, beyond ESS (TBS-CEE, CES)
   • Subsidize 2 participants to annual IPDET training (joint World Bank & Carleton U)
Possible Initiatives for CESEF (some partners)- cont.

2. Initiatives to support ‘evaluation as a profession’
   • Link to work on certification & credentialing (CES; other research; TBS-CEE)
   • Communication tools re ‘evaluation’ as a career option; training path, etc. (University Co-op offices; HRSDC; PSHRMAC; TBS-CEE)
Possible Initiatives for CESEF (some partners)- cont.

3. Initiatives to support entry/transition & internship

- Investigate IARD-type ‘Evaluator Development Program’ (TBS-CEE; PSHRMAC; University Co-oP)
- Strategic & coordinated use of Co-oP program (TBS-CEE; PSHRMAC; University Co-oP)
- Student Case Competition…administrative support
Possible Initiatives for CESEF (some partners)- cont.

4. Initiatives to inform & educate non-evaluators
   • Develop communication strategy and vehicles that inform & resonate w. key stakeholders (CES; other groups)
   • Subsidize a high-level round-table session w. senior officials, politicians, others (CES; PPX; others)
   • Assist development of a stronger M&E teaching module for government managers (CSPS; TBS-CEE)
Questions for CESEF

• Level of annual funding?
• Any strings attached?
• Needs likely greatly exceed available resources…Determining priorities?
• Any plans to measure/monitor impact of funding?
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