

**Planning to Stay:
A Participatory Evaluation Process**

In partial fulfillment of the requirement for the degree of

Master of City Planning

University of Manitoba

Submitted By: Allison Lazaruk

**Advisor: Dr. Sheri Blake
Internal Reader: Robert Nicol
External Reader: John Hutton**

August 2007



Library and
Archives Canada

Bibliothèque et
Archives Canada

Published Heritage
Branch

Direction du
Patrimoine de l'édition

978-0-494-36343-0

395 Wellington Street
Ottawa ON K1A 0N4
Canada

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file *Votre référence*

ISBN:

Our file *Notre référence*

ISBN:

NOTICE:

The author has granted a non-exclusive license allowing Library and Archives Canada to reproduce, publish, archive, preserve, conserve, communicate to the public by telecommunication or on the Internet, loan, distribute and sell theses worldwide, for commercial or non-commercial purposes, in microform, paper, electronic and/or any other formats.

The author retains copyright ownership and moral rights in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

AVIS:

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque et Archives Canada de reproduire, publier, archiver, sauvegarder, conserver, transmettre au public par télécommunication ou par l'Internet, prêter, distribuer et vendre des thèses partout dans le monde, à des fins commerciales ou autres, sur support microforme, papier, électronique et/ou autres formats.

L'auteur conserve la propriété du droit d'auteur et des droits moraux qui protègent cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

In compliance with the Canadian Privacy Act some supporting forms may have been removed from this thesis.

Conformément à la loi canadienne sur la protection de la vie privée, quelques formulaires secondaires ont été enlevés de cette thèse.

While these forms may be included in the document page count, their removal does not represent any loss of content from the thesis.

Bien que ces formulaires aient inclus dans la pagination, il n'y aura aucun contenu manquant.


Canada

**THE UNIVERSITY OF MANITOBA
FACULTY OF GRADUATE STUDIES

COPYRIGHT PERMISSION**

Planning to Stay:

A Participatory Evaluation Process

BY

Allison Lazaruk

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of
Manitoba in partial fulfillment of the requirement of the degree**

MASTER OF CITY PLANNING

Allison Lazaruk © 2007

Permission has been granted to the University of Manitoba Libraries to lend a copy of this thesis/practicum, to Library and Archives Canada (LAC) to lend a copy of this thesis/practicum, and to LAC's agent (UMI/ProQuest) to microfilm, sell copies and to publish an abstract of this thesis/practicum.

This reproduction or copy of this thesis has been made available by authority of the copyright owner solely for the purpose of private study and research, and may only be reproduced and copied as permitted by copyright laws or with express written authorization from the copyright owner.

Abstract

There are two concurrently occurring trends in Canada. First, is the growing number of Canadians who cannot afford the basic necessities of life (Ross et al 2000; deGroot-Maggetti 2002; National Anti-Poverty Organization 2006). Second is the movement towards participatory processes. The two trends have become intertwined and resulted in a number of programs designed to meet this need using participatory processes

Participation is the process through which stakeholders influence and share control over development initiatives and the decisions and resources that affect them (World Bank, 1996). When merging the two trends together, stakeholders are included in both determining the lack of necessities and how to best address this lack. Participation does not impose commitment on a community, but rather creates a sense of ownership over the program and an increased commitment to ensuring project success.

Funding for these programs is contingent upon the group's ability to show funders the program impact. Participatory evaluations expand the benefits associated with participation into the evaluation. With a growing number of community groups serving a variety of needs, the need emerges for a framework that can assist community groups in conducting participatory evaluation processes.

The literature on evaluation points to participatory evaluation processes as containing all the key characteristics of a good evaluation. A participatory process builds relationships with stakeholders, shares knowledge and enables the group to conduct

their own evaluations. This practicum documents the process involved in designing an evaluation framework with a local Winnipeg non-profit community group using a participatory process. The strengths and opportunities for improving the participatory process are examined. In the end, a framework is designed that can be used by other non-profit groups when conducting evaluations.

	Table of Contents	page
1.0	Introduction	8
	1.1 Introduction	8
	1.2 Research Problem	12
	1.3 Purpose and Objective	14
	1.4 Significance of Study	15
	1.5 Limitations and Biases	16
	1.6 Organization of Practicum	18
2.0	Research Methods	20
	2.1 Selection of Study Area	20
	2.2 Research Tools and Instruments	21
	2.2.1 Literature Review	23
	2.2.2 Workshops	24
	2.2.2.1 Workshop Designs	25
	2.2.3 Focus Group	27
	2.2.4 Semi- Structured Interviews	28
	2.3 Data Analysis	29
	2.4 Conclusions	32
3.0	Literature Review	33
	3.1 Introduction to Literature Review	33
	3.2 Introduction to Evaluations	33
	3.3 History of Evaluations	34
	3.4 Benefits of an Evaluation	35
	3.5 Styles and Types of Evaluations	38
	3.5.1 Differences Between Evaluations	41
	3.5.1.1 Internal and External Evaluations	42
	3.5.1.2 Evaluation Strategies	42
	3.5.1.3 Formative and Summative	44
	3.5.1.4 Conclusion of Differences	45
	3.6 Characteristics of a Good Evaluation	45
	3.7 How to Carry Out an Evaluation	47
	3.8 Empowerment or Participatory Evaluation	52
	3.8.1 History of Participatory Evaluation	53
	3.8.2 Differences Between Participatory and Traditional Evaluations	54
	3.8.3 Benefits of Participatory or Traditional Evaluation Models	59
	3.8.4 Disadvantages of Participatory Evaluation Models	62
	3.8.5 When to Use a Participatory Evaluation	63
	3.8.6 Steps Involved in Conducting a Participatory Evaluation	63

	3.8.7 Weaving the Participatory Evaluation Model Together	67
	3.9 Degrees of Participation	68
	3.10 Evaluator Constraints	73
	3.11 Gaps in Evaluation Literature	75
	3.12 Conclusions	75
	3.13 Recommendations for Participatory Evaluations	77
4.0	Case Study	79
	4.1 Introduction	79
	4.2 History of the North End	80
	4.3 History of Lord Selkirk Park	81
	4.3.1 Pre-Urban Renewal	81
	4.3.2 Effects of the Renewal	83
	4.4 Current Conditions	84
	4.5 The Lord Selkirk Park Aboriginal Women's Group Youth Drop-in	87
	4.6 The Participatory Process	89
5.0	Research Findings	91
	5.1 Introduction to Research Findings	91
	5.2 The Workshop Process Findings	91
	5.3 The Participatory Process	94
	5.4 Degrees of Participation in Process	96
	5.5 Stakeholder's Perspective	107
	5.5.1 Funders Perspective	107
	5.5.2 Staff Perspective	108
	5.5.3 Parent Perspective	109
	5.5.4 Youth Perspective	110
	5.6 Conclusions on Participation	110
6.0	Summary and Discussion	113
	6.1 Literature Review Discussion	113
	6.2 Lessons Learnt	117
7.0	Conclusions	120
	7.1 Future Use	122
	7.2 Limitations of the Research Methods	124
	7.3 Future Research Directions	127
Figures	Figure 1 - Bamberger Model	50
	Figure 2 - Arnstein's Ladder of Participation	69
	Figure 3 - Harts Ladder of Participation	71
	Figure 4 - Steps in the Participatory Process	96
	Figure 5 - Degree of Researcher Participation	97
	Figure 6 - Degree of Funder Participation	98

	Figure 7 -Degree of Staff Participation	99
	Figure 8 - Degree of Parents Participation	100
	Figure 9 - Degree of Youth Participation	101
	Figure 10 – Degree of Participation	103
Appendices	Appendix # 1 -Workshop Outlines	128
	Appendix # 2 - Outputs & Outcomes	132
	Appendix # 3 – Categorizing	133
	Appendix # 4 – Putting it all Together	134
	Appendix # 5 – Evaluation Cheat Sheet	135
	Appendix # 6 – Youth Drop-in Report Card	136
	Appendix # 7 – Evaluation Framework in a Nutshell	137
	Appendix # 8 – Evaluation Framework Outline	149
	References	144

Acknowledgements

There are many people I would like to acknowledge first and foremost my advisor, Dr. Sheri Blake, who has tirelessly reviewed and discussed every aspect of this practicum. Secondly, the rest of my committee, John Hutton and Bob Nicol who likewise provided valuable input and supports. Tom Yauk, whose time was appreciated more than he will ever realize. I would also like to thank my friends and family who listened to the troubles and helped at every step of the process. Lastly, Kerniel Aasland who was actively involved in the workshops and whose insight, knowledge and assistance proved to be the crux of my practicum.

1.0 Introduction

1.1 Introduction

Program evaluation is a diverse and continually evolving field. Zorzi, McGuire and Perrin (2002) cite this as one of its strengths, “as it allows for greater flexibility and adaptation” (p. ii). At the same time, it is this flexibility and adaptation that make program evaluation complex and time consuming.

As evaluations are constantly occurring for a variety of different reasons, the literature on this topic is extensive. The vast array of literature makes it challenging for many programs to pinpoint what needs to be included in a good evaluation. Most programs build some level of evaluation into the program, but do not view the “evaluation as a tool to help those involved with the program better understand and improve it” (Innovation Network, 1996, p.1). Instead, the evaluation is regarded as “something that is done to people. One is evaluated” (Patton, 1997, p. 129). Because an evaluation does not adequately measure the program’s impact, the results are never implemented or used.

Participatory evaluation is in stark contrast to traditional evaluations, as the people in the program or community control the evaluation (Patton, 1990; Innovation Network, 2001 TIPS, 1996; Zukoski & Luluquisen, 2002). A participatory evaluation uses “a partnership approach to evaluation [that] actively engages stakeholders in developing the evaluation as well as all phases of its implementation” (Zukoski & Luluquisen, 2002,

p2). Patton (1990) infers that it is through this inclusion that the onus of the evaluation being “done to” someone is lifted. “Participatory monitoring and evaluation is not just a matter of using participatory techniques within a conventional monitoring and evaluation setting. It is about radically rethinking who initiates and undertakes the process, and who learns or benefits from the findings” (Zukiski & Luluquisen, 2002, p. 1).

Participatory processes offer an alternative to the traditional. Generally, participatory processes are more appropriate in programs with a higher degree of stakeholder involvement, such as those involving a local non-profit group. Overall, the movement towards participatory processes is still relatively young, but evidence has emerged that this process is beneficial to both the evaluation process and the outcome.

Participatory evaluation has its “theoretical roots in the Freirian theories of Participatory Action Research (PAR)” (Upshur & Barreto-Cortez, 1995, p. 2). PAR, as intended by Friere, aims to restore to oppressed people the ability to create knowledge and practice in their own interests. There are two main objectives to participatory action research. First is to create knowledge that will assist a group (Upshur & Barreto-Cortez, 1995). The second is to empower the group through the process of constructing and using their own knowledge (Upshur & Barreto-Cortez, 1995). Participatory evaluation, like PAR, seeks to create knowledge that will assist and empower a group.

The advantages of participatory evaluation processes are far-reaching and benefit both the quality of the evaluation as well as the stakeholders involved in the process. First,

the inclusive nature of the participatory process provides the researcher with a higher quality of resources and materials (Cousins, 1995; Innovation Network, 2001). Rather than having an outsider gather information, a participatory process uses local knowledge to influence and shape the evaluation. The continual involvement of stakeholders throughout the participatory process allows the evaluation to more accurately measure the program, as stakeholders influence what is evaluated.

Second, involving the stakeholders in the process ensures the verification of information, as key players verify information both in and stemming from the evaluation. Results and observations obtained throughout the process are cross-referenced for accuracy.

Third, the participatory process itself builds knowledge, skills and relationships among community residents and other stakeholders. "By being actively involved ... recipients receive support, learn to identify resources, and become problem solvers who are more likely to manage future challenges and issues" (Jason et al, 2002, p. 5). It is through the act of inclusion that capacity building can occur. As inclusion is the crux of participatory evaluation, capacity building can occur throughout the entire process.

Fourth, participatory processes provide groups with a communication tool. The evaluation becomes not only an evaluation process, but an arena within which discussion may occur. Mullinox & Akatsa-Bukachi (2001) concludes that the advantages for stakeholders are empowerment, confidence, self-esteem and independence.

Finally, a participatory evaluation process emphasizes results that can be implemented. “Emphasis [in the participatory evaluation] is on identifying lessons learnt that will help participants improve program implementation, as well as assessing whether targets were achieved” (TIPS, 1996, p. 1). The entire participatory process provides an atmosphere in which discussions can occur. Through this process, stakeholders can share concerns, ideas and critical information about the program. Having stakeholders actively involved in identifying the critical information and discussing how it can be implemented increases the chances of the information being used. Paton (1997) states this can partly be attributed to the sense of ownership over the evaluation that is fostered in the participatory process as well as the relevance of information gathered.

Most non-profit, community-based groups have an extensive program mandate and diverse unanticipated outcomes. Therefore it becomes important to involve stakeholders in all aspects of evaluation as they are aware of the subtle nuances that can drastically alter the results. When traditional approaches are used with non-profit groups, the result is a process that does not meet the needs of the users.

This practicum seeks to utilize a participatory process to design an evaluation framework with a non-profit community group. In order to understand what must be included in the framework extensive research was conducted on various types and styles of evaluations. The literature identified key characteristics that needed to be included in the framework. Further, the literature helped clarify what the framework was

to accomplish. Throughout the discussion on evaluations the literature pointed to participatory evaluations as superior when working with non-profit community based groups. The benefits of a participatory process are that it creates a sense of ownership over the evaluation, builds relationships and a sense of community, results in a superior end product and a product that is more representative of the group. The research proposition is to determine if a participatory evaluation process does have all the advantages that are purported in the literature. This question is studied by applying the principles and concepts of a participatory process to the design of an evaluation framework in conjunction with a local non-profit group in Winnipeg.

1.2 Research Problem

Evaluations are occurring all the time, for a variety of different reasons, in a variety of different manners. Evaluations can be conducted to determine if the organization is financially responsible, if the group is meeting the required outcomes or to monitor program use. A concurrent issue is the variety of different ways in which the evaluations are conducted. These differences include for whom the evaluation is being conducted, who is conducting the evaluation and to which theory is the evaluator adhering. With so many differences, it becomes evident how significantly each evaluation process differs.

These differences result in a vast array of literature surrounding evaluations. The literature is complex and diverse. New ideologies and theories are continually emerging to add to the complexity. One theory that purports better results as well as a better

process and the ability to adapt to each evaluation outcome is participatory evaluation theory.

One area that is often overlooked, in the literature about participatory processes is what participants involved in the participatory process view as the strengths, challenges and opportunities of the participatory evaluation process. While participation literature states that involving people in the process creates a product that satisfies all stakeholders and shares knowledge and educates, are these the only benefits of participation? Is there also an increased sense of ownership over the product due to involving the stakeholders? While the benefits of participatory processes are repeatedly quoted in the literature, what is not known is what the benefits of a participatory process are and whether they more aptly meet the needs of non-profit groups. This leaves one central question to be answered: can the characteristics of a good participatory process create a participatory evaluation framework to be used by other non-profits? This question will be addressed by answering the following three questions throughout this practicum:

1. What are the necessary components of a good evaluation?
2. What are the benefits of a participatory process?
3. What needs to be included in a participatory evaluation framework?

1.3 Purpose and Objectives

The purpose of this practicum, as is stated in the research problem, is to use a participatory process to create an evaluation framework. It is intended that other programs will be able to use this framework when conducting evaluations. Within the research problem, there are four objectives to this practicum. The first objective is to alleviate the complexity of evaluation literature. While there is much literature on evaluations, it is complex, diverse and contradictory. Extracting key components of successful evaluations will help ease the ability of community groups to create evaluation frameworks and secure future funding.

The second objective is to question whether stakeholders view the same benefits of participatory processes as is stated in the literature. Participatory literature heralds inclusion of stakeholders as a way to build skills, knowledge and ownership of the evaluation. Throughout the participatory process, stakeholders will be asked about the benefits of the process. This leads to a third objective, which is to inform other community groups of the advantages and disadvantages of including stakeholders in the process.

The final objective is to merge the first two ideas to create a participatory evaluation framework, developed in collaboration with a non-profit drop-in centre in Winnipeg's Lord Selkirk Park that can be used to guide other community groups. As more Winnipeg funders are requiring community groups to have evaluation frameworks, a

precedent framework will help other organizations design frameworks that will secure future funding and program continuation.

1.4 Significance of study

There are a number of important issues that arise throughout the scope of this practicum. First, this study is a relevant, timely look at current issues in Winnipeg. There are a number of programs that provide services to Winnipeg residents. Program funding is often linked to the program conducting an evaluation. Therefore the program must evaluate to receive future funding.

Second, evaluation can aid in program success. Evaluation (as is discussed Section 3.0, Literature Review) can help identify changes a program should implement. This, in turn, can strengthen existing programming and keep the program relevant to its users. The framework developed in this practicum can be used in the future to evaluate other programs.

Third, this practicum benefits the Lord Selkirk Park Aboriginal Women's Group Youth Drop-in centre stakeholders. For the stakeholders involved in the drop-in centre, the practicum helps the group meet one of their funding requirements. This, in turn, will help secure future funding. As the evaluation framework is being designed within the confines of this practicum, the practicum will have an impact on future programming.

Throughout the participatory process, this practicum acted as a capacity building tool by building relationships amongst the centre's stakeholders and sharing knowledge.

For planners, this practicum identifies important issues and programs that exist. It also provides planners with a unique approach for embedding participatory processes into program evaluations. This study will provide cities and planners across the country with a guide for involving community in the evaluation process. It will further link the theoretical and the practical, as ideas that are explored in literature are applied to a relevant case study. The study will also relay the ability of stakeholders to work together and create positive solutions to a complex problem that has affected inner cities across the country. Finally, this practicum will identify key elements that can create an evaluation framework that is representative of the program it is evaluating.

1.5 Limitations and Biases

The first limitation is that the researcher is somewhat inexperienced, having never designed an evaluation framework. Therefore, some characteristics of an inexperienced researcher may emerge, ranging from the workshop style and presentation to the literature that is used.

A second limitation is that working with an organization is often challenging and unpredictable. The Lord Selkirk Park Aboriginal Women's Group has limited resources

and time, which can subsequently affect the amount of participation and time stakeholders have to contribute to the process.

A third limitation is the amount of time required. Conducting a participatory process is a lengthy process, as each decision that is made needs to be brought forward before the group for discussion. This has the potential to lead to stakeholders forgetting or needing to be refreshed on what was decided in the workshops.

A characteristic of low-income communities is high levels of transience. This creates a fourth limitation, as the case study occurs in a low-income community and this may affect participation.

A bias is the researchers' personal connection and involvement with residents of Lord Selkirk Park community. As an active member of various programs throughout the Lord Selkirk Park neighbourhood, a bond with community members and local community development organizations was formed prior to the research. This bias may lead to the researcher placing a positive spin on the existing programs. This bias also stretches to include the researcher's preference for a socially-orientated program that includes an array of community involvement.

1.6 Organization of Practicum

This practicum is divided into seven chapters. The first chapter introduces the topic. Following the introduction, which includes the research problem and purpose of the study, is the research methods chapter. Chapter 2 clearly identifies the process that was used to extract the research findings. In this section, each research tool is carefully examined and explored, the method of data analysis is explained.

The following chapter is the literature review. Chapter 3 delves into background information by providing an in-depth discussion of evaluations. It begins at a micro level by defining evaluations and expands to compare the various types and styles of evaluations that exist. This thorough discussion allows the researcher to extract the key components of a good evaluation.

The fourth chapter is the case study. This chapter provides an extensive background of both the program and the neighbourhood in which the program is situated.

The fifth chapter is the research findings. In this chapter, data was extrapolated after field-testing the research methods. A detailed discussion of the literature review, workshops and focus group also takes place.

The sixth chapter is a brief discussion about some of the issues and findings that arose throughout the process. The final chapter is the conclusions. Discussed in this chapter

are the limitations that arose during the research, future use of the information and the potential for further research.

2.0 Research methods

2.1 Selection of the Study Area

The study area was chosen for a number of reasons. First, in 2004, the researcher had started working with North End Community Renewal Corporation (NECRC) to evaluate the Lord Selkirk Park Resource Centre. Miscommunication and NECRC internal strife, amongst other problems, led to NECRC stating that the evaluation was not necessary. However, at this point, the researcher had compiled a significant amount of literature on evaluations, the North End of Winnipeg and Lord Selkirk Park. As such, it was important to the researcher to stay in the same neighbourhood within the same topic spectrum.

Second and more importantly was the youth drop-in centre's need for an evaluation. Once it was determined that NECRC no longer required an evaluation, the researcher contacted Community Economic Development Technical Assistance Services (CEDTAS). CEDTAS is a non-profit group that links community based groups with a specific project to a service provider. Discussions with the CEDTAS coordinator identified another group in the community that had approached CEDTAS for evaluation assistance. CEDTAS, the Lord Selkirk Park Aboriginal Women's Group and the researcher had a series of initial meetings to ensure that the researcher's project met the needs of the group. The meetings revealed the match between participatory

processes and the youth drop-in centre's mandate. All parties agreed that the participatory process was the appropriate tool to design the evaluation framework.

The third major factor in site selection was the researcher's knowledge of the community. Past involvement in the community provided some valuable background knowledge and basic understanding of the problems that exist.

2.2 Research Tools / Instruments

Four specific tools were used in this practicum. The first was an extensive literature review. In the literature review, the researcher carefully dissected evaluations and laid out the parameters for the case study. What emerged from the evaluation literature review were the characteristics of a good evaluation. A participatory evaluation contained all of the characteristics of a good evaluation. The participatory process was further examined to identify what made the participatory process unique. The researcher used four participatory evaluation models as the basis to extract the key components of a good participatory process. The key components of each participatory process were listed, then compared and contrasted with one another. From the comparison, a criteria was established as to what components must be included in a good participatory evaluation process. This criterion was used when conducting the participatory evaluation.

The second tool was a series of workshops. Workshops were chosen for two reasons. First, the less formal nature of the workshop allowed the sharing of knowledge as well as the active input of stakeholders to shape the outcome. Second, the workshop style was appropriate for the program for which the evaluation framework was being designed. The workshop structure and format were designed by the researcher, shaped by the criteria identified in the literature review and reviewed by the stakeholders. A total of four workshop outlines were developed.

Semi-structured interviews, which occurred throughout the process, were the third tool. The interviews provided the researcher with the ability to expand on ideas that were identified in the workshops, focus group or literature research. This tool was incredibly important as it allowed the researcher to expand on ideas and thoughts that were expressed in the other research methods.

The final tool was a focus group. The focus group helped the researcher evaluate the participatory process. Using stakeholder and participant feedback, the participatory process was evaluated. The comments garnered from the focus group guided the researcher to be able to determine if the benefits identified in the literature review were accurate.

It should be noted that at the workshops/focus group/interviews, the participants were provided with the Statement of Informed Consent to sign prior to the beginning of the workshop/focus group. I, as the researcher, acted as the primary facilitator of the focus

group. The responses from the focus group were recorded through a note taker, which is common practice (Kruger, 1988).

2.2.1 Literature Review

The literature review “add[s] meaningful context of ... [the] project within the universe of already existing research” (Obenzinger, 2005, p. 1). Obenzinger (2005) adds that the “literature review sets the basis for the discussion and analysis or contemplation of implications or anticipation of future research. The literature review will distinguish between what work has been done and what needs to be done” (p. 2). The literature review synthesizes perspectives, sets the basis for relevance and allows the reader to understand the problem in context. The literature review is the “raison d’être,” or the reason, for the work to occur.

The literature review was selected as a primary research tool as it provided the researcher with the need for the study. The literature review succinctly summarizes the existing literature on evaluations and identifies gaps within the participatory evaluation literature. The literature review clearly lays out the parameters of the case study and provides justification as to why the study should occur.

2.2.2 Workshops

Workshops were used as the primary research instrument with which to test the participatory process. This was because the workshop setting allowed the facilitator to build relationships, share knowledge with participants and gain insight into the participatory process. Furthermore, the workshop setting was less formal, more interactive and easily adaptable. Workshops are highly adaptable to a diverse group. To expand on the selection of workshops as one research tool, the stakeholders in non-profit groups are exceedingly varied. They range in age, gender, education, careers, etc. Involving such a diverse group of people means that the instrument needs to be able to reach and involve a variety of people. As Kaner et al (1996) noted, "if people don't participate in and own the solution to the problems or agree to the decision, implementation will be half-hearted at best, probably misunderstood, and more likely than not, fail" (p. vii). As the intent of the research was to uncover the benefits of participatory processes, it was crucial that the stakeholders participated in the entire process.

A variety of stakeholders were invited to participate. Notice of the evaluation workshops was published in the drop-in centre's monthly publication, spread by word of mouth and by the researcher. Stakeholders were invited to come attend four workshops. Dinner, coffee and dessert were provided each week. A varied group participated in the workshops. This group included youth who participate in the program, staff, funders and

parents of youth involved in the program. The researcher and the CEDTAS coordinator facilitated the workshop process.

2.2.2.1 Workshop Design

The initial workshop design was shaped by the ten key characteristics identified in the literature review (see appendix one for complete workshop design). Each of the four workshop outlines were reviewed by the CEDTAS coordinator, the program manager and the funders. The outlines were adapted based on input gathered by the reviewers. The workshops were designed to expand on knowledge learnt from one workshop to the next. The information provided in the workshop was incorporated in a combination of oral and visual methods. Each workshop was designed to run between one-and-a-half to two hours.

The first workshop was designed to act as an introduction. Its primary purpose was to ensure that all stakeholders had the same understanding of the program. The two critical outcomes of the first workshop were to identify the “what” and the “so what”. What the program was doing (also known as the outputs) can be referred to as the “what”. The “what” identifies all activities or products that are produced as a result of the program. The second intention of the first workshop was to ask stakeholders why the program was doing that particular activity (also known as the outcome), which can be referred to as the “so what”. An example is determining what kind of social change should occur as a result of the program.

The second and third workshops were designed to build evaluation literacy amongst the stakeholders and have stakeholders identify which outcomes could be measured with which tools. Building evaluation literacy was critical and was done to ensure that all stakeholders were able to participate. The two workshops worked with the stakeholders to identify various evaluation methods. Participants were shown how various methods could be used. Each method was carefully explained, acted out and written down to ensure that participants were truly aware of the method. Once the participants were aware of how the methods can be used, they were asked which “so whats” the method could measure.

Prior to the final workshop, the researcher consolidated the information into an evaluation framework. The framework was brought to the CEDTAS coordinator, funders and program manager to review. The necessary changes were instituted and the framework was brought back before the stakeholders. The stakeholders were asked to comment on the framework and ensure that the framework was representative of what had been discussed throughout the workshops.

Workshops were selected as a research method for three distinct reasons. First, evaluation was a new topic for most participants. Therefore it could not be assumed that everyone participating had the same base-line knowledge. Workshops provided a setting that would allow the sharing of information at the same time as the gathering of data.

The second reason was the method of presentation. The diversity in the group (i.e. age, education, knowledge, gender, etc.) made it difficult to present the information. The workshop setting provided a universal forum in which the information could be presented. This meant that the information was being presented to everyone at the same time. It further allowed questions and discussions to occur throughout the process, which ensured that issues were dealt with as they arose.

Finally, the material that was being shared with the group was complicated. The workshop setting allowed the facilitator to select the most appropriate information to be shared with the group. Throughout the process, the workshop setting allowed the facilitators to adapt the information presented according to the group.

2.2.3 Focus Group

At the end of the process, the participants were asked to review the participatory process. As Ziesel (1981) states, an overview and background need to be provided before conducting a focus group. Therefore it was explained to the group that the intent of the focus group was to determine the success of the participatory process.

The following questions were put forward to the group:

1. What did you learn by coming here every week? Was it helpful?
2. What was your role in the process?

3. Do you feel you were engaged in the evaluation process?
4. How was this process helpful?
5. What did you learn by coming here?

The questions were adapted from the Success Measures Guidebook (Clements, 1999), but were revised to meet the needs of this study.

Focus groups were chosen as a research tool, as they allow stakeholders to actively discuss relevant issues. "Focus groups allow you to probe specific areas of interest in a face-to-face" setting (LeBel, 2005, p. 1). The use of the focus group allowed the questions to be flexible and adapted to each participant. Furthermore, the use of focus groups can generate discussions among the participants, allowing the researcher to get direct reactions from participants regarding what worked or did not work, as well as what can be done in the future.

2.2.4 Semi-Structured Interviews

Semi-structured interviews were conducted with the funders, program staff and the coordinator. The interviews with the funders and staff sought to look further into the participatory process. Both the funders and the program manager have done evaluations in the past and could potentially be valuable resources for the current evaluation design. The interviewer asked them to review the process and the final outcome to determine if the participatory process was beneficial. The interview questions focused on the following themes:

1. Was the participatory process beneficial to you? Why or Why not?
2. Was the end product different? If so how?
3. What about the process made it unique?

The same questions were asked of all stakeholders, but in the informal workshop setting.

Semi-structured interviews were chosen as a research method as they allow the researcher the flexibility to adapt the questions as per the information gained. As the process was designed to be participatory in nature, it was important to ensure that all participants were provided the opportunity to share, but it was also necessary due to the differences among participants. The interview allows participants opportunity, time and scope to talk about the issue being explored. The less formal setting makes the interviewee relaxed. Furthermore, the interview allows for the mutual sharing of knowledge. It provides the opportunity for the researcher to ask probing questions and to fully comprehend the interviewee's perspective. The interview builds relationships. It is highly valid as people openly discuss opinions and it allows complex ideas to be fully discussed.

2.3 Data Analysis

Data from this research project was analyzed by the researcher based on each research tool. The majority of the data obtained in this study is qualitative in nature, and,

as such, the method of data collection and analysis was responsive to this qualitative nature, as is explained in more detail below.

Mason (2000) states that there are “three broad approaches to the task of sorting and organizing qualitative data.” (p. 147). The first approach is cross sectional and categorical indexing. This involves “devising a consistent system for indexing the whole of a data set according to a set of common principles and measures” (Mason, 2000, p. 151). In this approach, each qualitative response is recorded, placed into a specific chart and analyzed against like responses.

The second approach is non-cross sectional data organization. This method “involves ways of seeing and sorting data, which do not necessarily use the same lens across the whole in this way “ (Mason, 2000, p. 165). To expand, the first approach has a consistent system for indexing data, while, in this approach, each qualitative response is analyzed against all other responses obtained.

The final tool is the use of diagrams and charts to help organize either of the previously mentioned methods. Charts and diagrams are easy to visualize and understand. The quick visual conception makes this approach the most practical.

Mason (2000) noted that none of the methods are used exclusively, but rather a combination of the methods is employed. Data gathered in this practicum was sorted and collected using a combination of the aforementioned data organizational

methods(see appendices two, three and four). Mason (2000) further explains, "Analysis of qualitative data is not an easy task, and the construction and explanations needs to be done with rigor, with care and with a great deal of intellectual and strategic thinking" (p. 203).

Data gathered by the researcher was carefully organized in a manner that allowed for comparisons and conclusions to be drawn. Data collection was done through five different mechanisms. First, observation and recording were used throughout the workshops. Observations of the participants were noted and recorded after each session. The observations were used to shape future workshops, as well as the process design.

Collecting information other organizations have produced is the second method. The drop-in centre has signed funding contribution agreements with both the Provincial and Federal Governments. The agreements clearly stated what impact that program was to have. As well, there were a number of previous reports, which further explain a program's impact. The information gathered in this manner was placed into charts so that the information could be compared and contrasted with what was gathered in the current research methods.

The third method was facilitating and summarizing discussions amongst stakeholders. The workshop and focus group comments were recorded and placed into charts. These charts allowed the analysis of like components to be compared.

Fourth, recording of focus group data was done by a note taker. Any information obtained throughout the focus group or workshop was recorded, placed in a chart and used to compare with other data by the researcher.

Last, the researcher compared the data obtained from all of the previously mentioned research methods. This information was placed in charts and tables to allow the researcher to be able to easily compare all the data that was gathered.

2.4 Conclusions

The literature review clearly identifies the necessity for the study. Gaps within the existing literature were identified and the literature review set the basis for the study. The series of workshops allowed data from stakeholders to be gathered. Semi-structured interviews provided the researcher with flexibility to expand on the data gathered. The focus group gathered information from workshop participants on their involvement in the participatory process. The combination of research methods provided a variety of arenas within which information could be gathered. This variety ensures that the most accurate information is ascertained.

3.0 Literature Review

3.1 Introduction to Literature Review

This practicum evaluates the participatory process involved in designing an evaluation framework with a local non-profit Winnipeg group. While the scope of the practicum does not extend into the actual evaluation, it is important to consider the benefits of a good evaluation as it impacts the process. The participatory process itself is not embedded in the evaluation literature, but to ensure that the key characteristics of a good evaluation are found in a participatory evaluation, this literature is included in the review. This first section of the literature review breaks down the fundamental components of an evaluation. The second section of the literature review focuses on participatory processes. The final section links the two together and looks at participatory evaluation processes.

3.2 Introduction to Evaluations

The first question that emerges is what exactly does it mean to evaluate? Funk and Wagnalls Standard Desk Dictionary defines "evaluate" as a way "to find or determine the amount or worth". Scriven (1991) expands on this notion, defining "an evaluation" as "the systematic determination of the quality or value of something" (p. 2). Rita O'Sullivan combines the aforementioned definitions and applies them to a program. O'Sullivan (2004) states that an "evaluation seeks answers to questions about programs

that interest program staff, participants, funders and the public” (p. 1). The Innovation Network (2001) further expands the definition, identifying an evaluation as “the systematic collection of information about a program in order to enable stakeholders to better understand the program, to improve program effectiveness, and/or to make decisions about future programming” (p. 1). An “evaluation can measure process, products, needs, inputs and outcomes (both intended and not)” (O’Sullivan, 2004, p. 2). Davidson (2005) summarizes evaluations as “the systematic determination of the quality or value of something” (p.1).

Although there are many different twists on what an evaluation is, there are common themes between all the definitions. Each definition notes that to evaluate is to uncover the value (or worth) of something. Essentially, an evaluation questions what are we doing, why are we doing it and how we can show that we are doing it.

3.3 History of Evaluations

According to Rita O’Sullivan (2004) modern program evaluation began in the 1960s and tended to mirror the opinions and beliefs of those doing the evaluation. Typically, an external evaluator, with minimal or no knowledge of the program, would conduct the evaluation. This type of evaluation opened up the potential for biased results that simply reflected the thoughts of the evaluator. The Innovation Network (2001) states that evaluation historically focused on proving that a program worked rather than on how to improve or make the program more successful. In contrast, modern evaluations

tend to be more flexible, and adapted to the program they are evaluating (Connell et al, 1995; O'Sullivan, 2004; Chen, 2005; Davidson, 2005; Stoecker, 2005). This shift in thinking parallels the evolution of social programming, as social programming has become inclusive, driven from the bottom-up and comprehensive, the evaluations style has likewise adapted.

3.4 Benefits of an Evaluation

There are a number of benefits to conducting evaluations. The evaluation continually relays the goals and purpose of the program. If everyone involved is aware of program purpose and working together, the program will be more effective in meeting their mandate. Jane Davidson (2005) articulates that evaluation helps clearly relay the goals and purpose of a program. "Evaluation can, and should, however, be used as an ongoing management and learning tool to improve an organization's effectiveness" (Martinez, 2005, p. 1). The evaluation accomplishes this by identifying a program's strengths and weaknesses, garnering support for a particular program approach, clarifying the next phase, disseminating program findings, responding to attacks on a program and leveraging additional resources.

There are six main reasons why evaluations occur. The first reason is to provide an account of what has been accomplished through project funding (Mignone, 2006). The accountability evaluation justifies how money was spent and why it was spent in that

way. The Innovation Network clarifies that, “evaluation helps you demonstrate responsible stewardship of funding dollars” (Innovation Network, 2001, p. 3).

A second reason to evaluate is that it provides the organization with a better chance to secure future funding opportunities (Health Canada, 1996; Innovation Network, 2001; Mignone, 2006). A good evaluation will help the organization secure funding and can even help the organization receive additional funding. Evaluations generate feedback, which shows if the program mandate is being met. Funding is contingent on a program’s mandate being met, therefore a program that is meeting its outcome has a better chance of securing future funding.

The third reason to evaluate is to build knowledge (Mignone, 2006). By evaluating programs, lessons learned can be shared among organizations and programs. Health Canada (1996) found that evaluations “promote learning about which health promotion strategies work in communities and which don’t” (p. 2), essentially sharing knowledge between and amongst various organizations and groups. The Innovation Network (2001) supports this notion: “Nonprofits that have evaluated and refined their programs can share credible results with the broader nonprofit community. A community that can share results can be more effective” (p. 3). Essentially, evaluations can show what works and what does not work. For example, a previous evaluation may provide insight for another organization on how to appropriately address concerns and issues that arise in their organization.

A fourth reason why evaluations occur is to identify how to make programs more effective (Innovation Network, 2001; Mignone, 2006). This provides feedback to inform decision-making at all levels (community, regional, and national), which allows decision-makers to act in the best interest of the program. "A good project evaluation provides an extremely useful tool to manage ongoing work, identify successes and plan effectively for new ... initiatives" (Health Canada, 1996, p. 3).

A fifth reason to evaluate is to test the theory underlying the program (Innovation Network, 2001). This seeks to determine whether the assumptions upon which the program is built are correct. "The systematic data you collect about your program's short intermediate and long term achievements as well as its implementations help you to understand whether the hypotheses underlying your program are accurate or whether they need to be modified" (Innovation Network, 2001, p. 3). Connell et al (2005) note that it is important to evaluate, as the programs are "testing grounds" for theoretical approaches. As such, they provide insight into comprehensive programs that foster community building. The idea of participatory processes, particularly ones that stem from the community, are relatively new (Connell et al, 2005; Stoecker, 2005). Therefore, knowledge surrounding best practices is limited. Evaluation can relay the strengths and weaknesses of these approaches.

The final reason to evaluate is that it provides the organization with a chance to tell their story (Innovation Network, 2001). "The data collected through evaluation can provide compelling information to help the organization describe what the program is doing and

achieving. Evaluation results provide a strong framework for making the program's case before stakeholders, funders and policy makers" (Innovation Network, 2001, p. 3).

3.5 Styles and Types of Evaluation

The basic outcome of an evaluation may sound deceptively simplistic: "evaluations are a systemic collection of information about a program's activities, characteristics, and outcomes. An evaluation is done to make judgments about the program, improve program effectiveness and/or inform decisions about future programming" (Patton, 1997, p. 7). To reiterate, an evaluation is simply gathering data about what a program is doing. This can be termed the "what". Asking why a program would be doing what it is doing, can be termed the "so what". The next step is figuring out how to measure if the program is meeting the "so what". Despite the simplistic notion that surrounds evaluation, in reality, evaluations are complex. Each program is unique, and the evaluation must adapt accordingly.

There are a number of different types of evaluations. Examples include: needs assessments, evaluability assessments, structured conceptualization, implementation evaluation, process evaluation and outcome evaluation. These examples are further expanded in the proceeding sections.

Evaluations occur at different phases of a program. A needs assessment is one type of evaluation that occurs prior to implementation. As the name states, a needs

assessment determines the necessity for the program. A detailed examination of a community will reveal the needs of that community. Essentially, the needs of a community are evaluated. An evaluability assessment is another type of evaluation that occurs before the program begins. It is done to determine whether the evaluation is feasible and how stakeholders can shape its usefulness. Structured conceptualization, another type of evaluation, helps stakeholders define the program, the target population and the possible outcomes. An implementation evaluation monitors the manner in which the program is implemented. Before the program begins, evaluations are done to determine how the program should be implemented. A process evaluation.

“investigate[s] the process of delivering the program or technology including alternative delivery procedures. Process evaluations include documenting actual program functioning (Dehar, 1993; Finnegan, 1989), measuring exposure to and diffusion of the interventions (Fortmann, 1982; Hausman, 1992; Steckler, 1992), and identifying barriers to implementation” (Trochim 2006, 2)

The process of documenting is a critical component of evaluation for two reasons. First, if a program is working well, it may serve as a guide for programs that wish to replicate components of that program. On the other hand, if the program is not working well it will identify why the program failed (Chen, 2005). This insight will permit alterations in program delivery and ensure other programs do not make the same mistakes.

While the aforementioned evaluations occur at the beginning of a program, there are a number of different types of evaluations that occur throughout the program and are “typically done for reporting and decision-making purposes other than improving the

evaluand [what is being evaluated] itself" (Davidson, 2005, p. 14). Some examples of types of these evaluations are outcome evaluations, impact evaluations, cost-effective evaluations, secondary analysis and meta-analysis.

An outcome evaluation investigates whether the program caused demonstrable effects on specifically defined target outcomes. Essentially, is the program meeting its targets, projected outcomes and desired results? An outcome evaluation is concerned with the end result of a program and the effect it has had on a community. The "criteria for using outcomes for evaluation include: (1) being objective, in that outcomes can be observed; (2) being measurable in ways that are reliable and valid; (3) being attributable to the intervention delivered; and (4) being sensitive to the degree of change expected by the intervention" (Department of Health and Human Services, 2006, p. 2). This type of evaluation requires that the evaluator and stakeholders understand the program design to ensure that the evaluators are looking for appropriate outcomes. The terms "outcome" and "impact evaluations" are commonly misinterpreted. An outcome evaluation "measures the effectiveness of an intervention on a target population, whereas impact evaluation attempts to measure the total effect of a prevention program on the community as a whole" (Health Canada 1996, p. 4). Impact evaluations are another type of evaluation that occurs post program implementation. An impact evaluation is another type of evaluation. It is broader and assesses the net effects, intended or unintended, of the program as a whole.

While there are many more different types of evaluations, the final one that will be discussed in this practicum is cost analysis and effectiveness. Cost analysis and effectiveness address questions regarding efficiency and standardizing outcomes in terms of their dollar cost and value. The secondary analysis re-examines existing data to address new questions or use methods not previously employed.

3.5.1 Differences Between Evaluations

Each evaluation will differ according to the program it is evaluating. Some of the obvious differences between evaluations stem from why the evaluation is occurring, for whom the evaluation is being conducted, when the evaluation is occurring and the intended outcome of the evaluation. Evaluations can occur for a number of reasons, from meeting a funding requirement to program improvement and any combination in between. Evaluations can occur at any point in the program's lifespan. O'Sullivan (2004) stated that a good evaluation will start at program inception and occur continually throughout its existence. Unfortunately, this is often not the case. The prime difference between evaluations rests on determining the intended outcome of the evaluation. Despite the aforementioned differences, there are some decisions that the evaluator(s) must make which will likely have an impact on the evaluation. These decisions are briefly explored below.

3.5.1.1 Internal and External Evaluations

Evaluations can be internally or externally conducted. An external evaluation is the more traditional approach. An external “evaluation is controlled by someone other than the people actually engaged in the project” (Stoecker, 2005, p. 185). It is done to “prevent the evaluation data from being ‘contaminated’ by the wishes of the project participants” (Stoecker, 2005, p. 185). On the other hand, an internal evaluation is conducted by someone who is accountable to those directly involved in the project. Whether the evaluation is conducted internally or externally should be determined by the type of program being evaluated. If the program or project is community based and relies on the opinions of the stakeholders, it may be beneficial to the organization to do the evaluation internally. In major companies, where people are concerned about talking to someone who is directly connected to the company, it may make more sense to bring in an evaluator who can remain completely unbiased.

3.5.1.2 Evaluation Strategies

Another difference between evaluations lies in the evaluation strategy. This is the perspective from which you view the evaluation. Trochim (2006) identifies evaluation strategies, which he describes as broad, overarching perspectives from within which the evaluation stems. This, too, will impact the evaluation type that is chosen by the group or program. The first strategy he terms is the “scientific experimental,” the thought from which many traditional evaluations stem. “In this camp evaluators take the values and

methods used from the sciences. Then [using these] prioritize on the desirability of impartiality, accuracy, objectivity and the validity of information generated” (Trochim, 2006, p. 1). Examples of evaluations from this camp include cost-effective, cost-analysis and theory-driven evaluations.

The second strategy is the management-oriented system models. “These models emphasize comprehensiveness in evaluation, placing evaluation within a larger framework of organizational activities” (Trochim, 2006, p. 1). Trochim notes that examples of evaluations that would stem from this camp would include PERT (Program Evaluation and Review Technique) and CPM (the Critical Path Method), both of which have been widely used by both business and government.

The third class of strategies is qualitative/anthropological models. In this class, evaluators “emphasize the importance of observation, the need to retain the phenomenological quality of the evaluation context, and the value of subjective human interpretation in the evaluation process” (Trochim, 2006, p.2). Trochim (2006) lists approaches such as naturalistic, critical theory and grounded theory.

The final class of strategies is the participant-oriented models. As the term suggests, they emphasize the central importance of the evaluation participants, especially clients and users of the program of technology (what is being produced). An example is client-oriented evaluations.

Trochim (2006) concludes that the best evaluation strategies will either use components from each stream, rather than relying entirely on one theory, or choose the one that is most appropriate for the evaluand (what you are evaluating).

3.5.1.3 Formative and Summative

The final important difference between evaluations is whether the evaluation is formative or summative. Trochim (2006) explains that this, summative and formative, is the “most important basic distinction in evaluation types” (p. 6). Summative evaluations “determine the overall quality or value of a program, policy, project, organization, product, service, or period of individual, team, or business unity performance” (Davidson, 2005, p. 14). Formative evaluations, on the other hand, are done for the purpose of improvement (Davidson, 2005). Trochim (2006) further expands the definition, noting that formative evaluations

“strengthen or improve the object being evaluated – they help form it by examining the delivery of the program or technology, the quality of its implementation and the assessment of the organizational context, personnel, procedures, inputs and so on. Summative evaluations, in contrast, examine the effects or outcomes of some object – they summarize it by describing what can happen subsequent to delivery of the program or technology assessing whether the object can be said to have caused the outcome determining the overall impact of the causal factor beyond only the immediate target outcomes and estimating the relative costs associated with the object. “(p. 1)

Essentially, formative evaluations determine how to improve the program or project, whereas summative evaluations are done for “reporting and decision making”.

(Davidson, 2005, p. 14). Formative evaluations are designed to help identify needs or gaps in service, which the new program should address, or to answer questions that need to be answered (Trochim 2006). Summative evaluations provide assurance for funders that their investment is paying off (Connell et al., 1995; Davidson, 2005).

Thus, formative evaluations are conducted to collect data, which provide information about the intervention that is being delivered. It is not just process information (i.e. how many tests will be done), but also how the clients react or respond to the intervention (Department of Health and Human Services, 2006). Therefore, a formative evaluation usually occurs before a summative evaluation. A good evaluation should be both formative, to help determine how a program can improve, and summative, to determine the program impact.

3.5.1.4 Conclusion of Differences

While there are many differences among each of the evaluations; what remains constant is that each evaluation is done for a specific reason. Therefore, the type of evaluation should reflect the program being evaluated, the intended outcome of the evaluation, the reason the evaluation is occurring and when, in the program lifespan, the evaluation is occurring. All evaluations will likewise try to measure or determine the value of something. This practicum explores the various types of evaluations, outlines when and what types of evaluations should be used and applies this knowledge to a case study.

3.6 Characteristics of good evaluations

This section extracts key components of good evaluations. The first characteristic of a good evaluation is that the evaluation is long-term and begins prior to program implementation (Stoecker, 2005). Stoecker (2005) notes that it is important to evaluate a program designed for social change throughout the entire process. When evaluation occurs at the end of a program, it is often difficult to go back and change the initial problems.

A second characteristic of a good evaluation is that it can be used as a tool to improve effectiveness within the organization. As evaluation is a critical component of all programs, it can be used as an ongoing management and learning tool to improve an organization's effectiveness. The stakeholders can state whether the program is meeting its intended mandate. Once that is determined, it is then possible to determine what can be done to better achieve its mandate.

Third, a good and effective evaluation involves the staff, program users and funders in the process (Connell et al., 1995; Chen, 2005; O'Sullivan, 2004 Stoecker 2005). This ensures that those in direct contact with the program are doing the evaluation.

Davidson (2005) expands this idea, noting that involving stakeholders allows the evaluand to influence how the evaluation is conducted. In order for the evaluation to accurately address the pertinent issues, the evaluator must have complete

comprehension of what is being evaluated (Davidson, 2005). A proper evaluation allows an organization to move beyond where it is now, by providing insight into where the organization currently is at, as well as how it can build on the evaluation findings to strengthen the program.

Another key characteristic of a good evaluation is that the evaluation occurs at the beginning of the program and continues throughout the lifespan of the program. This is more advantageous, as it allows the program to continually be shaped, monitored and responsive to users' needs.

Bamberger et al. (2006) concludes, "There is no best evaluation methodology. The choice of research method is determined by a number of factors that in addition to the types of questions to be addressed include the professional orientation of the client and the evaluation practitioner" (p. 46).

3.7 How to carry out an evaluation

There are many different methods for how to evaluate a program. Jane Davidson (2005) clearly lays out how to evaluate projects, programs, interventions, etc. In her checklist Davidson breaks down the evaluation into four categories: preliminaries, foundations, sub-evaluations and conclusions.

There are three preliminary steps. The first is to have a clear overview of what you are evaluating. The second Davidson (2005) calls the preface, which includes figuring out who asked for the evaluation and why it is being done. The third preliminary step is to conduct a discussion on the methodology that has been chosen. This ensures that the evaluator comprehends the evaluand, as well as why the evaluation is occurring and what method(s) will be used.

The foundations encompass why the program came into existence, defining the program in detail, finding out who are the users of the program, what resources were available for creating/maintaining the program, and the values you will use to determine if the program is successful. This section will lay out the framework within which the evaluation will occur, essentially determining what we will measure and how.

The sub-evaluation level includes process evaluation, outcome evaluation, cost-effectiveness and exportability. This section is the implementation of evaluation tools. There are a number of different tools that can be used to gather information or determine if the program is successful. These tools include surveys, focus groups, observation and interviews. The actual use of the tools is in this phase.

After the evaluations have been implemented, overall significance is determined. Until now, the evaluation has focused on small components of the program/project, such as whether it was properly implemented, needed, cost effective, etc. Next, it is necessary to look at the cumulative effects of the project.

The final section is the conclusions. In this section, recommendations and explanations based on findings are provided, as well as an in-depth analysis of what has happened and why. Reporting and follow-up will also be addressed, for example who is going to receive copies of the evaluation report and in what form. The final section within the conclusions involves looking at the evaluation itself, asking what were some of the strengths and weaknesses of the evaluation and whether it was valid and accurate.

Bamberger et al. (2006) provides a different method for carrying out an evaluation. Bamberger et al. (2006) states that the first need of a good evaluation is a program theory. A program theory is "an explicit theory or model of how the program causes the intended or observed outcomes" (Bamberger et al., 2006, p. 39). Figure 1 below describes Bamberger's program theory model.

Figure # 1 Bamberger's Model

A simple program theory model describing seven stages of the project or program cycle:

1. *Design*. How the project was designed (ie. Was it top-down, were there participatory consultations, was a standard 'blue-print' use or was it adaptable?)
2. *Inputs*. The financial, human, material, technological and information resources used in the project.
3. *Implementation process*. The actions taken or work performed through which inputs such as funds, technical assistance, and other types of resources are mobilized to produce specific outputs; to what extent and how intended beneficiaries were involved
4. *Outputs*. Products and services resulting directly from program activities.
5. *Outcomes*. The intended or achieved short and medium term effects of intervention outputs, usually requiring the collective effort of partners. Outcomes represent changes in development conditions that occur between the completion of outputs and the achievement of impact.
6. *Impacts*. Long-term economic, sociocultural, institutional, environmental, technological or other effects on identifiable populations or groups produced by a project, directly or indirectly, intended or unintended.
7. *Sustainability*. Continuation of benefits after a project has been completed.

Bamberger et al. (2006) maintain that a good evaluation will follow this seven-stage step. The first step is similar to Davidson (2005). The first step is to uncover all of the background information about the program. Bamberger et al. (2006) differ from Davidson (2005) on the second step. Bamberger et al. (2006) break down the initial evaluation process whereas Davidson (2005) combines the first four steps into the preliminary steps. Bamberger et al.'s (2006) fifth and sixth steps are broken down into greater detail in Davidson's model.

There are also a number of similarities between the two models. Bamberger et al. (2006) described four important questions that must be addressed when conducting an evaluation. The important questions that decision makers must address include:

1. Is there evidence that the project achieved (or will achieve) its objectives? Which objectives were (or will be) achieved and which were not (or will not be) achieved? Why?
2. Did the project aim for the right kind of objectives? Were the underlying causes of the problems the project is designed to ameliorate accurately diagnosed and adequately addressed?
3. Are outcomes sustainable and benefits likely to continue?
4. What internal and external factors determined the degree of success or failure?

(p. 49)

Both models clearly identify the importance of having a clear understanding of all aspects of the program prior to starting the evaluation process. Both models also use a variety of tools to determine the impact of the program. Finally the two models interpret,

analyze and organize the data. Consequently, these points will be used as the basis for conducting an evaluation.

3.8 Empowerment or Participatory Evaluation

An example of evaluation that is both summative and formative is a participatory evaluation. Participatory evaluations can also be referred to as empowerment evaluations (Stoecker, 2005). As the name suggests, participatory evaluation is designed to include those with a stake in the program in the evaluation process. “Participatory evaluation is a partnership approach to evaluation in which stakeholders actively engage in developing the evaluation and all phases of its implementation (Zukiski & Luluquisen, 2002, p. 1). The participatory evaluation seeks to empower the program users and those directly involved to determine program value or worth. As was stated in the introduction, “participatory monitoring and evaluation is not just a matter of using participatory techniques within a conventional monitoring and evaluation setting. It is about radically rethinking who initiates and undertakes the process, and who learns or benefits from the findings” (Zukiski & Luluquisen, 2002, p. 1):

“It is a democratic approach examining the values, progress, constraints and solutions of individuals, groups, or group activities by involving all people. It recognizes and values the subtle contributions of grassroots people, and grassroots workers plus the communities. And believes that all human beings are capable of receiving and coming up with ideas which may be used to make better their socioeconomic status – but as long as they are empowered to know and believe that they can be and are in control of their own destiny.” (Mullinix and Akatsa-Bukachi, 2001, p. 1)

3.8.1 History of Participatory Evaluations

Participatory evaluations stemmed from Participatory Action Research (PAR), which in turn stemmed from Action Research (AR). AR is a term coined by Kurt Lewin in the 1940s. It was used to describe a purposeful effort directed toward a clear goal for participants and did not involve participants as active in designing the study or the purpose of the effort (Friedlander, 2001). AR consisted in analysis, fact-finding or evaluation, conceptualization, planning and execution (Sanford, 1970). AR is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance (Friedlander, 2001). It is typically designed and conducted by practitioners who analyze the data to improve their own practice. AR can be done by individuals or by teams of colleagues. The team approach is called collaborative inquiry.

Paulo Friere's theory adapted AR in the 1960s to include participation as a key component to good research. Participation has a "credible reputation as an empowerment-generating intervention tool, a focal point for consciousness raising and social change, and a means by which researchers can achieve a more accurate and authentic picture of the social realities of citizens (Jason et al., 2002, p. 5). Pancer et al. (2002) expand this notion stating that "when youth participate in decision making they become engaged in the life of their communities" (p. 47). Pancer et al (2002) also highlight that it is the act of participation that is critical: "It is through participation in program decision making that community members develop a sense of control or empowerment" (p. 48). The authors conclude that "community participation also fosters

the development of improved programs and services, and a better match between the needs of the community and the kinds of services provided” (p. 48). Pancer et al. (2002) remark that one of the most positive outcomes of engagement is a sense of self-esteem and confidence accompanied by an increased sense of competence and control: “Engagement is also associated with an increase in personal and social skills, a greater sense of direction in academic and career pursuits, greater academic achievement, and a reduction in problem behaviours” (p. 51). These basic theoretical concepts are merged with the evaluation literature, resulting in participatory evaluations.

3.8.2 Differences Between Participatory and Traditional Evaluations

There are a number of key differences between a participatory and traditional evaluation. The first key difference is who drives the evaluation, or who keeps the evaluation moving forward and pushes towards the next step. In a participatory approach, community residents, project staff and other stakeholders drive the evaluation. In the traditional process, it is driven by funders and program managers (Zukiski & Luluquisen, 2002). As Mulinix and Akatsa-Bukachi (2001) state, “what is different [in participatory evaluation] is the origins of purpose of questions, where the evaluation questions emerge from the interests and priorities of the participants” (p. 3)

The second key difference is that in participatory evaluation members of community groups, project staff and other stakeholders (including the evaluator) determine the indicators of program progress (Zukiski & Luluquisen, 2002). In a traditional evaluation,

the professional evaluator and outside experts determine program progress. This is an area that is somewhat contentious, as progress can be measured on a number of different levels. For example, in a program designed to help youth in school, the conventional approach might mark progress as an improvement in a youth's academic marks. However, in a participatory process, it might not be the marks, but perhaps that more youth are attending school on a regular basis. Providing those with close involvement with the program with the ability to establish how success (or progress) will be determined ensures that program progress is measuring what the stakeholders would like to see.

The third major difference is in the data collection, analysis and final report preparation. In a participatory process, it is the shared responsibility of the evaluator and participating stakeholders, rather than outside evaluators (TIPS, 1996; Mullinox and Akatsa-Bukachi, 2001; Zukiski & Luluquisen, 2002). Mullinox and Akatsa-Bukachi (2001) expand on the aforementioned notion, commenting that participants also develop an understanding of the purpose and importance of evaluation. As well participants also gain the ability to conduct meaningful evaluations. Mullinox and Akatsa-Bukachi (2001) note that participation in the evaluation helps people develop skills, such as learning to collect, analyze and act on information gathered. On the other hand, in a traditional model, it is the responsibility of the professional evaluator and outside experts to gather, collect and analyze data.

When working in a community group, where measurements of success vary, it is beneficial to have stakeholders involved in the collection and analysis of data. To go back to the previous example, if the students' marks have not improved, one might conclude that the program is not successful in helping youth in school. However, if teachers were present when the data was being analyzed, they would be able to interject and state that while the marks have not improved, more youth are staying in school. Or, perhaps marks have not improved because the program has not been in existence long enough to see changes. Having the stakeholders present and involved in analysis ensures that the statistics are properly interpreted. Alternatively, if the program is not meeting targets, stakeholders are able to offer modifications to the program.

The fourth major difference between participatory evaluations and traditional evaluations is the role that the evaluator assumes. In a participatory process, the evaluator can be seen as a coach, facilitator, negotiator or critical friend. In a traditional evaluation the evaluator is an expert or leader (Zukiski & Luluquisen, 2002). The difference in the role will become apparent in the amount and type of information attained by the evaluator and the willingness of stakeholders to share information with the evaluator.

Cost is another difference between the two models. In terms of cost, a participatory evaluation requires more in terms of time, energy and commitment from local residents, project staff and other stakeholders. On the other hand, a traditional evaluation would

cost more in financial resources (Zukiski & Luluquisen, 2002). TIPS (1996) note that participatory evaluations “require considerable time and resources to identify and involve a wide array of stakeholders” (p. 1). However, a participatory model does have some additional costs associated with it, such as the challenge of coordinating a variety of stakeholders, training and skill development of the stakeholders (Zukiski & Luluquisen, 2002) and taking participating staff away from ongoing activities (TIPS, 1996). The traditional model, on the other hand, risks losing critical information that only the stakeholders can provide (Zukiski & Luluquisen, 2002). Generally, the traditional evaluation would be more cost exhaustive dollar-wise as someone external to the program is hired to design, conduct, analyze and interpret the evaluation. On the other hand the participatory evaluation utilizes resources from within the program to design, conduct, analyze and interpret the data. By involving the stakeholder’s costs are saved by not having to hire an external evaluator. Rather the program uses its own resources to conduct the evaluation. Therefore the financial costs of a traditional evaluation are curbed. However the participatory process does require a larger time commitment from all stakeholders.

3.8.3 Benefits of Participatory or Traditional Evaluation Models

Both participatory and traditional evaluation models have benefits. This section clearly outlines the benefits that are associated with participatory evaluation models. One benefit of a participatory model is that it gathers local knowledge, which is used to

influence and shape the evaluation. TIPS (1996) expands on this point, explaining that involving stakeholders allows the evaluation to examine relevant issues by involving key players in the evaluation design.

Another benefit of a participatory evaluation is that it ensures the verification of information. Information, both in and stemming from the evaluation, is verified by the key players. TIPS (1996) notes that a participatory evaluation results in an evaluation that is site specific and sensitive to the neighbourhood in which the program is applied.

A third benefit is that a participatory evaluation builds knowledge, skills and relationships among community residents and other stakeholders. TIPS (1996) stresses that this building of knowledge also provides a learning experience for those involved. "Emphasis [in the participatory evaluation] is on identifying lessons learnt that will help participants improve program implementation, as well as assessing whether targets were achieved" (TIPS, 1996, p. 1). Jason et al (2005) affirm the aforementioned statement noting, "by being actively involved in the planning of intervention programs, the recipients receive support, learn to identify resources, and become problem solvers who are more likely to manage future challenges and issues" (p. 5). TIPS (1996) add that it improves participants' evaluation skills. By improving the participants' evaluation skills, you are enabling the stakeholders to conduct the evaluation in the future.

Therefore, the daunting evaluation task is eased as stakeholders have the skills to conduct their own evaluation. Building skills and knowledge also means that stakeholders learn about the program and its performance, as well as enhance their

understanding of other stakeholders' points of view. It helps to mobilize stakeholders, enhance teamwork and build shared commitment to act on evaluation recommendations. Mullinix and Akatsa-Bukachi (2001) concluded that when done properly, the participatory evaluation promoted empowerment, confidence, self-esteem and independence.

Edkman, McQuinston and Lippin (2002) state that the benefit of a participatory model is that stakeholders take ownership over the evaluation. The authors learned that the evaluation needs to belong to the staff, workers and trainers. When this happened, the evaluation is more likely to be used. Further, it is more likely to become a part of the program's continuous cycle of learning.

O'Sullivan (2004) notes the following benefits of the collaboration process of the participatory evaluation. It allows those involved in the project to:

- Work in partnership;
- Recognize the experience and expertise of other groups;
- Recognize the outcomes of the project;
- Make the evaluation relevant to stakeholders, from questions asked to findings;
- Comprehend the evaluation process and outcomes; and
- Produce more meaningful results which could be used to improve work being done and influence policy and program directions.

Jennings (2004) notes, in a study of poor and working class neighbourhoods, that community participation allowed residents to better understand their communities and the unique challenges that were facing them. Participation was important to the end product that was designed. It opened up the levels of communication for those who lived in the area and had a significant impact on the end product:

“All this suggests that in spite of claims of apathy, ignorance and behavioural pathology found in some literature about poor and working class urban neighbourhoods, it is in the struggles of the residents of these same neighbourhoods where we can find models of civic participation and support for progressive ideas for building urban economies and neighbourhoods that are supportive for all people in the city.” (Jennings, 2004, p. 31)

Empowerment of local stakeholders is another benefit of the participatory approach. Participation has a “credible reputation as an empowerment-generating intervention tool, a focal point for consciousness raising and social change, and a means by which researchers can achieve a more accurate and authentic picture of the social realities of citizens” (Jason et al., 2002, p. 5). “When youth participate in decision making they become engaged in the life of their communities” (Pancer et al., 2002, p. 47). Pancer et al. (2002) expand on this thought:

“The active participation of community members is the cornerstone of any community development process. It is through participation in program decision making that community members develop a sense of control or empowerment. Community participation also fosters the development of improved programs and services, and a better match between the needs of the community and the kinds of services provided.” (p. 48).

Pancer et al (2002) note that one of the most positive outcomes of engagement is a sense of self-esteem and confidence accompanied by an increased sense of competence and control: “Engagement is also associated with an increase in personal

and social skills, a greater sense of direction in academic and career pursuits, greater academic achievement, and a reduction in problem behaviours” (p. 51).

Overall, a significant amount of capacity building occurs at every step of a participatory process. In each case, stakeholders are taught how to conduct the evaluation, the purpose of the evaluation and provided with the tools for sustaining the evaluation. This provides stakeholders with new skills and knowledge, which are key components of capacity building.

There are three main areas when a participatory evaluation is particularly useful. First, a participatory evaluation is beneficial when there are questions about program implementation difficulties (Zukiski & Luluquisen, 2002). This refers to how the program is being run. Second, a participatory evaluation is useful when there are questions about a program’s effect on beneficiaries (Zukiski & Luluquisen, 2002). By including the beneficiaries in the evaluation, you are ensuring that they are actively involved in determining what impacts the program has had on a particular community/area/group. Finally a participatory evaluation is most useful when information about a stakeholder’s knowledge of a program or view of progress is desired (Zukiski & Luluquisen, 2002). If we want to know how the program is impacting the community, including the stakeholders in the evaluation ensures we will obtain all of the program’s progress.

The benefits of a traditional model differ significantly. The traditional model provides the program with independent judgment, which therefore means the program cannot be

accused of having a biased evaluation. A second benefit of the conventional model evaluation is that it can produce standardized indicators that allow comparison with other research findings.

Traditional models are most useful when there is a need for independent judgment conducted by someone not involved in the program (Zukiski & Luluquisen, 2002). A second case where a traditional model is useful is when the information being sought is specialized information that only experts can provide (Zukiski & Luluquisen, 2002). Finally, traditional models are useful when the indicators are standardized, rather than particular to a specific program. For example a nationwide program with common indicators benefits from a traditional model of evaluation.

3.8.4 Disadvantages of a Participatory Evaluation Model

While there are a number of benefits that can be derived by choosing a participatory approach, there are some distinct disadvantages. The first is that a participatory approach is viewed as less objective, because program staff, clients and other stakeholders with possible vested interests participate (TIPS, 1996). Involving stakeholders in any process can be seen to de-legitimize the results. They are often construed as biased and one-sided.

A participatory evaluation is less useful in addressing highly technical data. Participatory evaluations generally involve program stakeholders. Therefore, if you are looking for technical data, a traditional approach may be more appropriate.

As with other participant driven settings, participatory evaluations run the risk of being dominated and misused by some stakeholders to further their own interests. This can be addressed by using a good facilitator who is well-versed and able to deal with dominant personalities.

3.8.5 When to Use a Participatory Evaluation Model

A participatory evaluation, according to O'Sullivan (2004), should be used when a program has a high level of participation from a variety of sectors. It is important that all collaborative partners are included in the evaluation process to determine success or lack thereof. Including all collaborative partners is a key component of participatory evaluation. Like participatory evaluation, collaborative evaluation notes that it is important for "program evaluation [to] seek answers to questions about programs that interest program staff, participants, funders, and the public" (O'Sullivan, 2004, p. 1).

3.8.6 Steps Involved in Conducting a Participatory Evaluation

The first step when conducting a participatory evaluation is to decide if a participatory approach is appropriate (Health Canada, 1996; TIPS, 1996; Zukoski & Luluquisen,

2002). As discussed above, there are a number of advantages and disadvantages to both the traditional and participatory evaluations. Careful consideration needs to be given to whether the participatory approach is appropriate.

The second step is to decide on the degree of participation (Health Canada, 1996; TIPS, 1996; Zukoski & Luluquisen, 2002; Mignone, 2006). This requires finding out which stakeholders should be involved in the process and how much participation is necessary.

The third step involves preparing the scope of work and conducting a team planning meeting. What is the evaluation going to do? How much are we going to evaluate? Get all stakeholders on board and determine how to best conduct the evaluation. According to Health Canada (1996), the participatory process can be conducted by answering five questions. The first question is the “what”. Did the program do what they said they would? To answer this question, it is necessary to describe the work done in the project and the relevance of this work in meeting project goals and objectives. Success is measured against success indicators, which assist the project sponsor in the collection of key information for evaluation. Examples of specific questions that may need to be answered include the following:

- What activities were undertaken and how did they link to meeting the project goals and objectives? Describe the resources that were developed to increase awareness; describe the training workshops that were conducted for skill development; describe the new partnerships that were formed.

- What were the major achievements of the project and what resources did they require?
- If the objectives changed during the course of the project, how and why did they change? (Health Canada, 1996)

The second question Health Canada (1996) identifies is the “why”: why are we doing this work? What do we want to get out of the evaluation in the end?

The “so what” of the project Health Canada (1996) identifies as the third question. What difference did this project make? The project success indicators represent the group’s assumptions about what changes should be expected from the project work. They also provide the criteria against which to measure change both during and at the end of the project. There are two ways that the impact can be assessed: first, by summarizing data related to the success indicators; and second, by specific impact questions. These questions should be directed to people who were involved in, or were targets of, the project.

The fourth question Health Canada (1996) identifies is the “now what”. Now that we have this information, how is it going to impact what we are doing? Essentially, this step is deciding how to utilize the information that has been gained throughout the process. The final question is the “then what”. This is implementing the evaluation throughout the project and in the future.

Health Canada (1996) neatly summarizes the five steps, as are shown below:

1. What – did we do what we said we would do?
2. Why – what did we learn about what worked and what didn't work?
3. So what – what difference did it make that we did this work?
4. Now what – what could we do differently?
5. Then what – how do we plan to use evaluation findings for continuous learning?

The participatory evaluation process answers these questions by involving those most closely affiliated with the program in the evaluation. The process is conducted through a series of workshops and meetings.

The fifth step is to conduct the evaluation, the actual implementation of the tools that were created during the process. This would be the actual act of gathering data. The method would be determined in the steps above once the group decides how the evaluation should be conducted.

The sixth step is to analyze the data and build consensus on results. What did we learn in our evaluation and how does that affect our program? The information that is gathered in the previous step is analyzed by all stakeholders to ensure accuracy.

The seventh and final step is to prepare an action plan. How are we going to implement the results that were found? What do we need to change in our program design?

Javier Mignone, a professor of Human Ecology at the University of Manitoba, has identified an alternative way to conduct participatory evaluations. Mignone's evaluation consists of seven steps. The first is to identify the primary users of the evaluation. Second, identify and streamline the relevant evaluation questions. Third, design the methods and measurements. Fourth, collect the data. Organizing data for stakeholder analysis is the fifth step. The sixth step involves having program staff and other stakeholders analyze the data. The final step involves facilitating the intended use of data by the intended users.

3.8.7 Weaving the Participatory Evaluation Models Together

The common threads between the participatory models described above are the high level of involvement of stakeholders throughout the process; the flexibility of the evaluation design; and the sense of ownership and involvement by stakeholders over the evaluation. First, each participatory evaluation begins with an introduction. In a participatory process, the evaluator takes on the role of facilitator, friend or mentor. Second, the group must determine the extent of participation. For example, some participatory approaches include stakeholders in the gathering and analysis of data, while others simply present the data gathered. The third step is to determine what is being evaluated (the evaluand). The previous section outlined the questions to be asked as well as the process, as important is the structure and roles of participating. Once the evaluand is determined, the fourth step is for the group to decide how to go about evaluating the evaluand. For example, are we going to use a survey, interviews or a

focus group? At the end of these four steps, the group has designed the evaluation framework.

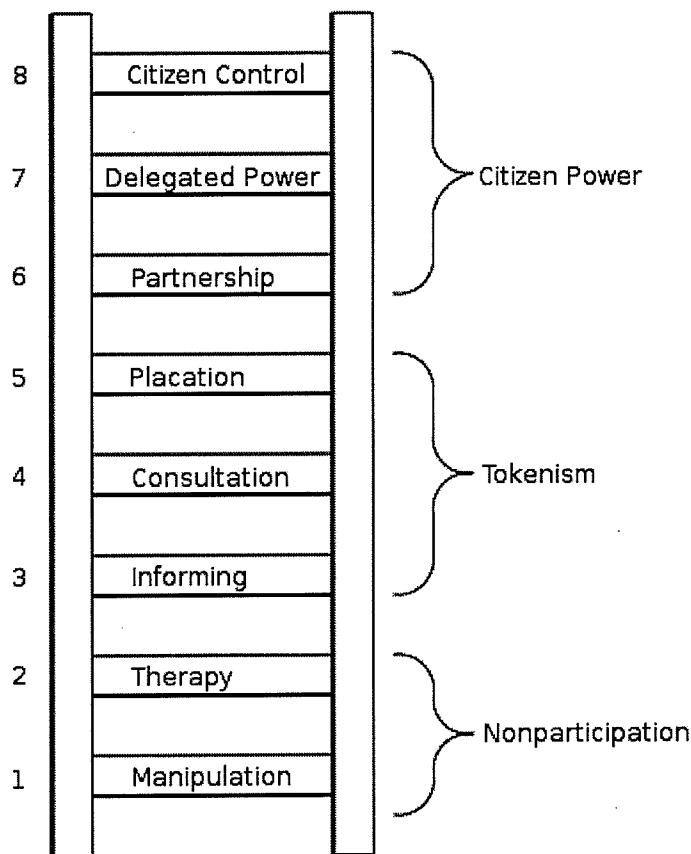
The final steps can vary significantly based on the degree of stakeholder participation (levels of participation are discussed further below). However, the overarching theme is similar. The fifth step is the actual data collection. This is conducting the method of data extraction that was determined by the group. After the information is gathered, the stakeholders can conduct the sixth step, data organization. This must be done so that the information can be easily analyzed. Once the data has been appropriately sorted, it must be analyzed. As noted previously, it is critical to have key stakeholders involved in the analysis, as their involvement in interpreting the statistics can dramatically alter the perception of data.

3.9 Degrees of Participation

All participatory evaluation processes seek to include stakeholders in the process. However, the degree to which stakeholders are included in the process can vary drastically. Sherry Arnstein first identified the different levels of participation. In recent years Roger Hart has further refined the degrees of participation, to focus more specifically on youth and participation. This practicum has purported the benefits of participation but has not discussed the different levels of participation that can occur within a process.

Sherry Arnstein's 1969 article, "A Citizen's Ladder of Participation", clearly identified that even though participation of stakeholders is sought, the degree to which involvement in the process is obtained can differ drastically. Arnstein's article identified eight rungs of participation which move from seeking authentic participation to no participation (see figure 2 below).

Figure 2 – Arnstein's Ladder of Participation



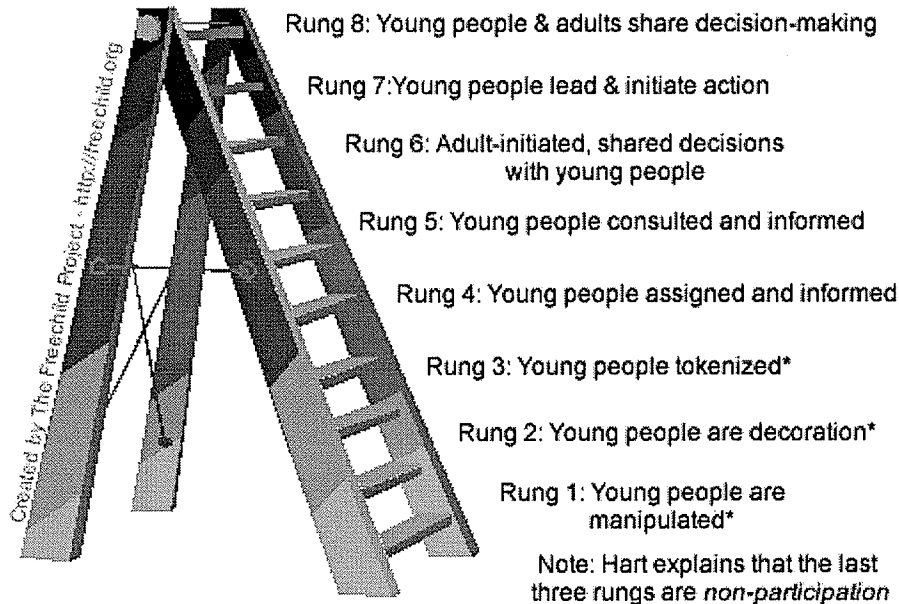
To briefly summarize the ladder, the bottom two rungs of the ladder are Manipulation and Therapy. These two rungs describe levels of "non-participation". The objective of the bottom two levels is not to enable participation but to convince stakeholders that

they think a certain way. The third, fourth and fifth rungs progress to tokenism. In these levels, knowledge is shared with stakeholders and they are provided an opportunity to share. However, there is no mechanism to ensure that their voices will influence the outcome or have any real effect on the process. The fifth rung moves a little farther up because the stakeholders can advise but not necessarily make decisions. In the sixth rung “levels of participation are increasing to partnership where they can negotiate or engage in trade-offs with traditional power holders” (LeGates and Stout 1996, 3). In the top two rungs, authentic participation is sought. Stakeholders are provided the opportunity to comment, listen and influence the decisions that are made.

In 1992, Roger Hart adapted Arnstein’s ladder in his book *Children’s Participation from Tokenism to Citizenship*. Hart breaks down the levels of participation into 8 rungs (or degrees) but applies it to youth participation. The rungs move from the first, which is non-participation, to a sharing of decision-making throughout the process.

Figure 3 –Roger Hart's Ladder of Participation

Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

Roger Hart's ladder (shown above as figure 3), like Arnstein's, moves from manipulation to authentic participation.

The first two rungs parallel Arnstein's ladder with varying degrees of "non-participation". Roger Hart refers to these two rungs as "Manipulation" and "Decoration". As the names infer, youth are educated or informed to think a certain way. Participation at this level includes nothing more than indirect input. Hart expands the degrees of non-participation to include the third rung, tokenism. In this degree of participation, youth are given a voice but have no influence or input into the outcome. "The youth are informed about how their input will be used and the outcomes of the decisions made by adults" (McCreary Centre, 2002, p. 1)

The fourth and fifth rungs increase the youth's participation but youth continue to have no direct input into decision making. Youth are consulted or informed but never involved in the decision making process.

In the sixth rung, youth are given a little more input. While adults initiate the projects or programs, decision making is shared with the youth. The seventh rung is when young people initiate and direct a project or program. In this rung, adult participation is limited to a supportive role (Hart, 1992). Hart's eighth rung secures the highest level of participation from all stakeholders. In this level, youth initiate the programs and are involved in all aspects of the decision making process. However, adults are involved at an equal level providing support and knowledge.

Arnstein's and Hart's ladders give a visual indication of the degree of participation that is attained in a certain program or project. Each level of the ladder moves chronologically from the bottom with no participation to the top where full participation is gained. While there are benefits to including stakeholders in the process the ideal level (or rung) varies based on the program or project. These degrees of participation will be used when evaluating the degree of participation secured in this practicum.

3.10 Evaluator Constraints

Bamberger et al (2006), succinctly summarize four major constraints evaluators face: budget, time, data and political influence. Often, evaluations are initiated by funders to determine program or funding continuation. This means that an evaluation must be conducted quickly and within strict time constraints. Often times, community-based groups have not factored evaluation into their budget. When an evaluation begins late in the project cycle, there is usually little or no comparable baseline information available, resulting in data constraints. As Bamberger et al (2006) state, “even if project records are available they are often not organized in the form needed for comparative before-and-after analysis” (p. 26).

Political influences and constraints occur when government agencies, politicians, funding or regulatory agencies and stakeholders have a difference of opinion about evaluation approaches, methods or requirements. Evaluations are based on the need for solid evidence on which to base decisions about whether the program should continue or perhaps expand. “Many evaluations are conducted in a political environment where the ‘right’ evaluation methods, what types and amounts of information should be collected, and which groups should and should not be asked to comment on (or even see) the findings” (Bamberger et al., 2006, p. 19) is tightly controlled by political will.

This places a huge constraint on groups, as they must follow political pressure to ensure that funding is continued.

Another concern with evaluation is the potential damage it can do to a program. Some programs, although not meeting their mandate, are effective in other ways. The reverse is also true, programs that are meeting their mandate and considered successful are sometimes seen to have outlived their usefulness. Another potential problem with evaluation is that program outcomes are sometimes not realized until after the program is dismantled. A prime example of this is Winnipeg's Core Area Initiative (CAI). The CAI was a tri-level government program that funded a variety of programs and projects in Winnipeg's inner city in two five-year spans in the 1980s. The CAI was often criticized at the time as being solely a bricks and mortar project, doing little to alter the social plight of the inner city population (Levin, 1984). However in recent years, this initial criticism has been revoked and the program's success revealed (Layne, 2000). What was not included in the initial evaluation of the program was the economic state at the time. In an era of fiscal responsibility, government cutbacks and economic recession, the CAI kept the inner city from significant deterioration. Sometimes an evaluation does not measure all the outcomes of the project. One way to address this concern is by conducting a participatory evaluation.

3.11 Gaps in the Evaluation Literature

Despite the benefits of continual program evaluation, it seems to be an area that non-profit groups often omit. Why are community groups not actively seeking continual evaluation? The reasons for this omission can include money and staff shortages within non-profit groups. Typically, once the program is implemented, the majority of the funding has been used and the people involved in the program are overworked. Subsequently, evaluation gets omitted. How can the evaluation literature be succinctly summarized and applied as a framework that could be adopted by non-profits? What emerges in the literature review is a gap between theory and practice. While the literature points towards the benefits of participatory processes, there is little support in practice as to how the participatory process benefits the stakeholders. Furthermore, the literature does not clearly state how a participatory process can be utilized by a non-profit group.

3.12 Conclusions

“Participatory evaluation is a partnership approach to evaluation in which stakeholders actively engage in developing the evaluation and all phases of its implementation” (Zukoski & Luluquisen, 2002, p. 1). If all stakeholders determine this is a beneficial approach, the effects of a participatory evaluation are far-reaching.

First, as Zukoski & Luluquisen (2002) explain, participatory evaluations will ensure that the focus is on locally relevant questions that meet the needs of program planners and beneficiaries. Second, participatory approaches “allow local stakeholders to determine the most important evaluation questions that will affect and improve their work” (Zukoski & Luluquisen, 2002, p. 1). Third, a good participatory evaluation will improve program performance, empower participants, build capacity, develop leaders and build teams. However, participatory evaluations are not easy to conduct. They require a significant amount of time and commitment. Participatory evaluations also require significantly more resources than a traditional evaluation.

Evaluations, overall, can be risky, regardless of who is conducting them or how they are being conducted. An evaluation has the potential to expose the downfalls and shortcomings of a group. However, as they are linked to funding and program sustainability, they are a necessary component of the program. Therefore, it is up to each group to carefully consider the benefits of each type of evaluation. If it is decided that a participatory evaluation is beneficial, the group must determine the level of participation that is sustainable.

Through this extensive literature review, the best case characteristics were extracted. After comparing numerous evaluations and participatory evaluations, the following nine characteristics emerged. These characteristics need to be included when conducting a good participatory evaluation:

1. Include stakeholders in all parts of the evaluation process. Stakeholders should be included in every aspect from designing the framework to conducting the evaluation to gathering data to interpreting data and finally presenting data. Through the inclusion of stakeholders (program users, funders and staff) in the evaluation process, it is ensured that the evaluation is measuring what is intended.
2. Plan for long-term evaluations. A long-term, ongoing evaluation can address problems and concerns as they arise rather than waiting for the evaluation to occur.
3. Everyone needs to have the **same understanding of the program/ project**. This understanding ranges from what the program is doing to the goals, purposes and objectives (could be done as project success indicators).
4. Ensure a clear understanding of **why** the evaluation is being conducted. This allows the evaluator to choose the appropriate evaluation tool and adequately address what the evaluation intends to uncover.
5. Provide a unified understanding of **who the evaluation is being conducted for**. The evaluation can be conducted for any of the stakeholders, but it should be identified at the beginning of the evaluation. Determining for whom the evaluation is being conducted will result in a different evaluation.
6. Clearly identify **what questions need to be answered**. An evaluation has a limited scope – the questions that are answered leave another set that are not raised.
7. **Answer the key questions** identified by the organization in the evaluation. When the organization decides what they would like to find out, a good evaluation helps them answer those questions.
8. **Organize the data** in a clear and concise manner. This allows all stakeholders to analyze and critique the results.
9. Provide results that are **implemented and used**. If the results are not used, the primary purpose of the evaluation is defeated.

3.13 Recommendations for Participatory Evaluations

The following ten recommendations were extracted, by comparing and contrasting the key characteristics of a good evaluation with various participatory evaluation processes described above.

1. Start with relationship building. In order to attain accurate information and have people tell you valuable information, you must have established some relationship with them.
2. Ensure that there are open lines of communication. Make sure that people feel they can divulge information and that the facilitator is willing to listen to the information that is being shared.
3. Work to the strengths of the group. Be able to adapt and react to problems/issues as they emerge.
4. Make sure everyone starts on the same page. Each stakeholder may understand a different aspect of the program. In order to ensure that everyone can participate equally, it is important that each participant has the same understanding. This can be accomplished by reviewing the programs and exploring the evaluation tools.
5. Identify why the evaluation is being conducted. While the funders require the evaluation to show that the program is having the intended impact, its important to ensure that the other stakeholders see the importance of the evaluation. So the evaluation is not only being conducted to satisfy the funder, but it can also impact the programming that is being done.
6. Find out what the program is doing. This is the “what.”
7. Ask why the program is doing a particular activity. This is the “so what” – are we doing this to keep kids off the street, to reduce the number of smokers, to provide a positive experience, etc.
8. Build evaluation literacy amongst stakeholders.

9. Ask stakeholders how to measure the program's impact. Use probing questions such as, are we doing what we said we would do? This is asking stakeholders how to measure the program outcomes.
10. Ask stakeholders how the programming can be improved. If the program is not meeting the intended outcomes, work with stakeholders to determine how the programming can be altered so that it succeeds in meeting intended outcomes.

4.0 Case Study

4.1 Introduction

Winnipeg's North End is an area with a colourful history. The North End is one of the oldest developed areas in Winnipeg. The area is centrally located immediately north of Winnipeg's downtown. In the early 1900s, the area's proximity to downtown, variety of unique local businesses and affordable housing stock made it an ethnic enclave. However, as was the case in many slow growth cities, Winnipeg's centrally-located older neighbourhoods suffered from decay, decline and disinvestment as the more affluent population moved outwards (Leo, 1997; Carter, 2005). Winnipeg's North End suffered this fate.

As the affluent population moved outwards, the area slowly began to be populated with a population that suffers from high levels of poverty, unemployment, crime, substandard housing stock and health problems (Statistics Canada, 2001; McKay, 2004a; McKay 2004b; Silver, 2006). The North End is now defined as a high-risk, high-needs community. A plethora of social programming emerged to address these needs. The social programming includes many community-based programs and initiatives. The programs are designed to eradicate plight whilst revitalizing and rejuvenating the area. Examples of the programs implemented include the Lord Selkirk Park Resource Centre, Ma Mawi Wi Chi Itata Centre and Mount Carmel Clinic.

This chapter briefly looks at the historic trends that influenced the need for the Lord Selkirk Park Aboriginal Women's Youth Drop-In, the focus of this practicum, as well as the Youth Drop-in's mandate and purpose.

4.2 History of the North End

To provide context to the severity and entrenchment of the problems in the North End, it is necessary to briefly explore the history of the area. The North End was never a wealthy area, but has always been, by far, one of Winnipeg's most diverse: economically, socially and ethnically. In the early 1900s, the range of housing types, styles and quality in the North End made it an ideal starting point for recent immigrants and new families (Yauk, 1973; Silver 2006). While the area was not synonymous with prosperity, it did offer new immigrants and less affluent families the opportunity to live in a community.

World War I and the Depression had a profound effect on the development and shape of the city and particularly the North End (Yauk, 1973). Substandard pre-WWI construction and the economic crisis had accelerated the deterioration of the housing stock. Housing in the North End was erected quickly to keep up with increasing demand, resulting in compromised construction quality and improperly zoned neighbourhoods. When the market stabilized, post WWII, the North End did not reap the benefits. During this time period, the affluent continued to exit the community and were replaced by a lower economic class. It was thought that living in the North End was

living on the “wrong side of the tracks”. The negative stigmas that stuck with those living in the North End were perpetuated. The North End slowly began to be inhabited by those who were unable to leave. The population changed dramatically during this period. Social despair, economic hardship and substandard housing became a constant for the neighbourhood.

4.3 History of Lord Selkirk Park

Lord Selkirk Park is one neighbourhood within the area defined as the North End. More specifically, Lord Selkirk Park is defined as the area north of Dufferin Avenue, south of Selkirk Avenue, west of Main Street and east of Salter. Historically, the area has contained lower quality housing, higher rates of transience, a mixture of land uses and a decaying housing stock.

4.3.1 Pre Urban Renewal

As Yauk (1973) notes, “to understand or perceive the totality of the area, some appreciation of these diverse elements is required” (p. 49). Before renewal, the highly developed area had been created with little attention to the building codes or zoning.

This resulted in

“a highly mixed area, commerce and industry engulfed large sectors of residential blocks, creating islands of housing left to stagnate and decay. It was not unusual to see one or two houses sandwiched between heavy industrial plants, nor was it uncommon to see residential building occupied by non-residential uses. Retail, wholesale and manufacturing

establishments were scattered throughout the area.” (Department of Housing and Urban Renewal, 1967, p. 9)

However, by the late 1950s, the housing stock was decaying and people were living in substandard conditions. Study after study conducted in this time frame showed that the best way to alter the situation was to bulldoze and clear huge tracts of land, replacing the housing and thus altering the situation (Bickell, 1966; Department of Housing and Urban Renewal, 1967; Metropolitan Corporation of Greater Winnipeg, 1967; Department of Housing and Urban Renewal, 1967 Yauk, 1973). The problems continued to compound, and by 1964, the three levels of government agreed that urban renewal was the only solution. This signaled the start of Winnipeg’s first urban renewal scheme.

Urban renewal was a dominant planning scheme in this era. It revolved around the idea that, by improving the housing quality, you would inherently improve the lives of the residents. It was thought that by bulldozing the existing housing stock and replacing it with large-scale public housing, people’s lives would be drastically improved. Many urban renewal projects were occurring at this time throughout Canada, the United States and Britain. In the United States, notable projects included the Robert Taylor projects and Pruitt-Igoe. The bulldozing and demolition of existing housing and small businesses damaged neighbourhoods and communities. People were dispersed and those who were financially able to leave the neighbourhood did so. This essentially left those who could not afford to leave, concentrating poverty into a distinct area.

4.3.2 The Effects of the Renewal

Yauk (1973) notes, "all too often in slum clearance and urban renewal, planners and planning agencies have lost sight of the needs of low income communities" (p. 8). The Lord Selkirk Park project received much criticism at the time of completion for its design, as well as the way it disrupted the lives of a large number of poor families, and destroyed an established community. Socially urban renewal was criticized for the callous manner in which low-income residents were treated. What occurred was that residents were displaced (Bickell, 1966; Morrison, 1968; Yauk, 1973), rents increased (Morrison, 1968; Yauk 1973), the development was foreign to the community, it did not house the same community as before, and public housing was an alien concept to Winnipeggers. Yauk (1973) also notes that the majority of the businesses that were situated in Lord Selkirk Park did not return once the renewal was completed.

On the other hand, no one could contest that in terms of construction, the new housing was far superior. It was new, not dilapidated and derelict, its roofs did not leak, it was warm in winter, it was free of vermin, it was punctuated with ample green areas where children could play free from the dangers of through traffic, and its rental rates were low (Yauk, 1973). However, the sense of community that had existed pre-urban renewal had been dismantled.

4.4 Current Conditions

Today, Lord Selkirk Park is a combination of multiple-family dwellings, single-family dwellings, commercial and industrial uses. At the heart of the neighbourhood is a public housing development that contains 178 multiple family units and 135 apartment units. Industrial uses are primarily found in the area immediately north of Jarvis. Commercial uses are located along Dufferin, Main Street, Salter Avenue and Selkirk Avenue. In 1998, the Urban Planning Branch found that "the social and economic circumstances many households face in the Lord Selkirk Park neighbourhood are among the worst in Winnipeg. Poverty and housing problems are widespread. Education levels are low, unemployment and dependency on welfare extremely high" (p. 2). Delving further, Statistics Canada (2001) reveals a neighbourhood that is mostly comprised of rental units, 89.1 per cent of the population rents. This drastically exceeds the Winnipeg average of 38 per cent.

Average income is another statistic often used to determine the need within neighbourhoods. There is a great disparity between the average incomes in Lord Selkirk Park versus the rest of the City of Winnipeg. While the City of Winnipeg average income is \$49,261, the average income in Lord Selkirk Park is \$14,454. This is a difference greater than \$30,000 per year. This translates to a poverty rate of 81.8 per cent, compared to the City's poverty rate of 17.4 per cent. A 1999 study carried out by Child and Family Services (CFS) determined that 73 per cent of families and 95 per cent of individuals living in the development live below the poverty line. CFS determined that 324 Lord Selkirk Park households received welfare in 1999. Lord Selkirk Park has a population of 1,055, with 75 single mothers, 6 single fathers and 164 families receiving

welfare. It would appear that the majority of the population receives welfare or some form of social assistance. Lord Selkirk Park ranked fourth in the city for areas receiving the most welfare, but would have been ranked higher if the statistics were based on population (i.e. North Point Douglas ranked higher but has a significantly smaller population). The unemployment rate for the area was as high as 34 per cent for those over 24 years of age and 33 per cent for those over 15 years of age. The population, according to the 1996 census, consisted of 23 per cent recent immigrants and 48 percent aboriginals. Over 70 per cent of the population has less than a high school education. One key factor to neighbourhood stability is home ownership and people staying in their place of residence for extended periods of time. Migrant and transient residents are also characteristics of low-income districts, as is evident in Lord Selkirk Park. Within the last five years 63.7 per cent of the Lord Selkirk Park population has moved. This points to a highly transient, unstable community. The combination of above-average transient statistics and rental units contribute to sustained high mobility rates.

Stemming from this profound need are “more than 20 local agencies and organizations [within the geographic boundaries identified by the City of Winnipeg] that provide a wide variety of community-based services and resources to the residents of this neighbourhood” (NECRC, 2001). More than twenty local agencies and organizations work to provide a wide range of much-needed services. Mount Carmel Clinic, for example, is a facility located along Main Street that provides a variety of free health and counseling services, among other things. The Lord Selkirk Park Tenants Association

occupies a unit in the public housing complex, and helps tenants advocate for their rights. There are many other groups within this area designed to meet one or two particular needs of the high-risk community. These needs cover a broad spectrum, from health to education to social to justice and legal programs.

Overall, the neighbourhood continues to struggle with the cumulative effects of poverty. The troubled past has carried over with far-reaching effects that have created a neighbourhood that is called “the ghetto” by its own residents. One resident states: “I would never go out at night around here. It’s like the ghetto, so much happens with drugs and alcohol” (Squires, 2005, p. 3). Lord Selkirk Park was recently described in the paper as the “home for hundreds of kids, many of them living half on the streets and half with parents ravaged by drugs and alcohol” (Reynolds, 2005, p. A3). One worker in Lord Selkirk Park noted, “Every weekend where I work there is a violent beating. There are drugs. There are guns. These are little kids, nine, 10. They’re in trauma. They’re in a war zone” (Reynold, 2005, p. A3).

As a result, many social programs emerge to address the current situation of the area. An example of an initiative designed to address the current situation is the Lord Selkirk Park Aboriginal Women’s Group Youth Drop-in Centre. This group seeks to foster a sense of community and plan for the long term vitality of the community.

4.5 The Lord Selkirk Park Aboriginal Women's Group Youth Drop-In

The Youth Drop-in is one program that seeks to provide support services to youth who reside in Lord Selkirk Park. In 1997, Aboriginal women in Lord Selkirk Park were involved in a needs assessment. The needs assessment identified the desire of community members to provide positive opportunities for youth in the community.

The women spent countless hours designing and determining what this program should entail. With a history of sexual, alcohol and substance abuse as well as a home for gang activity, domestic violence and child prostitution, the women were determined to provide youth with different opportunities. Youth learn early in life how to be the victims. The women wanted to counter this by providing the youth with positive experiences, as well as building skills that would advance the youth in life. The end result was a proposal to both the Provincial and Federal Governments for funding to bring their ideas to fruition. The project was designed to develop youth's self-esteem, give them a brighter outlook and provide opportunities as they grow socially, mentally, physically and spiritually (Morgan, 2007, p. 2).

Funding was granted and the youth drop-in was established. The drop-in operates out of one unit in the public housing complex. According to the 2007 proposal, the overall objectives of the project are that that youth learn the importance of school, respect for both self and others, reduce predominant negative behaviours (teenage pregnancies, gang involvement, arson) and build their self-confidence. The objectives are met by

providing the youth with a variety of opportunities from cultural to recreational to educational to life skills.

The centre is open from Monday to Friday, 3:30 to 8:30. During the time of the research, the centre's hours were expanded to include Saturday as well. The centre is staffed by a full-time project coordinator and three part-time youth workers. The youth workers are community youth who provide leadership and run the daily programming of the centre. The program has a seven-member board of directors who oversee the staff and governance.

4.6 The Participatory Process

Groups struggle to provide funders with a proper evaluation. This struggle is multi-faceted, from groups being overworked, under-funded, and resource-strapped to seeing no real benefits to the evaluation. As is more articulately stated by O'Sullivan (2004), "unfortunately one reason that many program staff fail to assess program outcomes is that they view evaluation as an endless stream of filling out forms for no apparent purpose" (p. 59). Often a lack of resources, the complexity surrounding the evaluation and a lack of desire all combine to play a role in the evaluation not being done. However, if the evaluation is not conducted (or conducted properly), the amount of funding is decreased or just not renewed. Without funding, community groups cannot exist.

Such was the case with the Lord Selkirk Park Aboriginal Women's Group Youth Drop-in Centre. The program was struggling to fill the funding requirements identified by the project's two main funders. The project is funded by the Federal Government through the Department of Canadian Heritage and by the Provincial Government through the Neighbourhoods Alive! initiative.* The two funders both required the group to develop an evaluation framework, to be implemented and used to evaluate the impact of the program on the surrounding community.

The youth drop-in had identified the need for an evaluation framework to satisfy a funding requirement. The researcher met with the program coordinator, staff and youth. The initial meeting was intended to share information on participatory evaluations with the various stakeholders. The workshop outlines were shared. After the initial meeting, it became evident that this group was struggling to meet the funding requirement because of a lack of knowledge and resources. The organization's mandate promoted the involvement of youth in all aspects and sought to build capacity. Looking at the requirements of a participatory evaluation, it appeared that a participatory approach would be suitable.

However, to ensure that this was a mutual decision, an outline of the participatory process (the workshops) was provided to the project coordinator (see appendix 1) to determine if this method would be fitting for the group. The researcher and stakeholders agreed that the participatory approach benefited both parties.

** There are additional supporters of the project but the Federal and Provincial are the primary two who fund the group financially. For example, Manitoba Housing supports the project by donating space in the development..

5.0 Research Finding

5.1 Introduction to Research Findings

The results of the research findings are broken down into four sections. The first section provides an overview of the workshop and the information that was gathered in each workshop. The second section summarizes all steps involved in the participatory process and how the level of participation will be determined at each step. Sherry Arnstein and Roger Hart's ladders of participation provide a tool with which to evaluate the level of participation that occurred at each step of the participatory process (see section 3.9). The third section considers how participants felt about the participatory process. The final section summarizes the amount of participation in the entire process.

5.2 The Workshop Process

The series of four workshops occurred over the period of one month (see section 2.2.2). As was stated in section 2.2.2.1, the workshops were refined after sharing the proposed design with some of the stakeholders. The four workshop outlines, Appendix 1, were the result of the information discovered in the literature review and the various meetings. However throughout the process the workshops were further refined based on the group dynamics. As the group was exceedingly varied; age, gender, education and knowledge, the workshops had to adapt accordingly. Throughout the process there were times when the youth did not seem interested in the discussions. To ensure that

the youth did not disrupt the discussion, they were provided with paper and pens and asked to draw what they did at the centre or what the centre did for them. In the third workshop one evaluation tool was journals. Each youth had been presented a journal and explained how journals could measure the program's outputs. Youth were encouraged to write in the journals when they were losing interest in the discussion. There were also times in the second and third workshops when participation in identifying a tool that could be used to measure an outcome waned. Rather than continue the researcher moved on to a new topic or suggested an unscheduled break.

As was the intent, the first workshop had stakeholders identify the program outputs and outcomes. The stakeholders provided the researcher with an extensive list of activities that were being run out of the centre (see appendix two). The researcher asked the stakeholders the intent of each activity, the outcomes. The first workshops produced a list of outputs and outcomes, started the relationship building between the various stakeholders and began the participatory process.

After the first workshop the researcher put the information gathered in the workshop into one chart (see appendix three), organized into four categories: capacity building, cultural, educational, and life skills. Then the researcher added the information from the funding contribution agreement and combined the information into one chart (see appendix four), organized similar to a work plan. This chart allowed the comparison between the outputs and outcomes. A consolidated list of what needed to be measured in the evaluation became evident.

The second and third workshops shared evaluation knowledge with the stakeholders so each participant could participate in identifying a tool to measure the “so what” of each outcome. The researcher selected a variety of evaluation tools, which were explained and explored in the process. These tools were neatly summarized in the evaluation cheat sheet (see appendix five). The tools included surveys, questionnaires, interviews, focus groups, comparison, pictures, maps, charts, diagrams, report cards, councils, observation and statistics. Each stakeholder was provided with a copy of the cheat sheet to reference throughout the process. Finally each tool noted on the cheat sheet was explained and demonstrated. For example report cards were one tool identified on the cheat sheet. A report card can be used by a group to measure how well they are accomplishing a specific goal. A sample report card was filled out by the stakeholders to show how this tool would work (see appendix six). After each tool was explained and demonstrated the stakeholders identified which outcomes could be measured using that particular tool. These two workshops produced a list of tools that could be used to measure each outcome, further build relationships amongst the stakeholders, shared knowledge and build capacity. The researcher observed that by the end of the third workshop all stakeholders eagerly participated, the atmosphere had relaxed and stakeholders felt more comfortable voicing their opinions.

After the third workshop the researcher took all the information and consolidated the data into a brief summary (see appendix seven) and a framework outline (see appendix eight). The information gathered from the workshops was cross referenced with the

funding contribution agreement to ensure that the outcomes identified by both were addressed in the framework. Meetings with funders and staff occurred to provide the opportunity for further input. These meetings also sought clarity on which tools should be utilized, as stakeholders had identified more than one tool that could be used to measure a particular outcome. The researcher then selected one tool in order to make the framework less overwhelming and easy to use.

After the framework was consolidated, the framework and outline were shared with the group for input and comment. The fourth workshop concluded in a focus group which asked participants about their perspective of the entire process which is summarized in greater detail in Section 5.4, participant perspectives.

5.3 The Participatory Process

As one of the objectives of this practicum was to determine what needs to be included in a participatory process, it is critical to look at the level (or degree) of participation that occurred throughout the process. This will identify whether the process itself succeeded in being participatory. When reviewing the level of participation that occurred in the participatory process, ten distinct steps were identified. These steps are as follows:

1. Decision to create a framework
2. Decision about how to design evaluation framework
3. Scope of framework
4. Workshop design

5. Identifying program outputs
6. Identifying program outcomes
7. Choosing evaluation tools
8. Consolidating outcomes
9. Summarizing information
10. Creating framework

To evaluate the degree of participation, each step needs to be carefully examined.

There were five distinct stakeholders involved in the process. These stakeholders included: the researcher, the program staff, the funders, the parents and the youth.

Within each step, there are two components. First, was the stakeholder given an opportunity to provide input into the step? And second, who made the decision? As was stated Section 2.3 Data Analysis, the results gained were compared and contrasted with one another in chart format. The first charts identify what level of participation each stakeholder had in each step of the participatory process. Arnstein's and Hart's ladders are used as a tool by which the results are compared to determine the level of participation in each step.

The data gathered was placed into a chart (see figure 4 below) that clearly identifies each step of the participatory process. Then the level of participation in the input and decision are recorded and compared.

Figure 4 – Steps in Participatory Process

Step	Researcher		Fundors		Youth		Parents		Staff	
	input	decision	input	decision	input	decision	input	decision	input	decision
1. Decision to have evaluation framework created										
2. Decision on how to design evaluation framework										
3. Scope of framework										
4. Workshop design										
5. Identifying program outputs										
6. Identifying program outcomes										
7. Choosing evaluation tools										
8. Consolidating outcomes										
9. Summarizing information										
10. Creating framework										

5.4 Degrees of Participation in the Process

The degree of participation for each stakeholder varied drastically at each step in the process. The following charts identify the stakeholder, a few key points and the degree to which they participated (or their rung on the ladder).

Figure 5 - Degree of Researcher Participation

Researcher			
Step	Input	Decision	Rung on ladder
1. Decision to have evaluation framework created	<ul style="list-style-type: none"> Talked to staff before framework created Reviewed funding contribution agreement No real input into the decision to have framework created 	<ul style="list-style-type: none"> Decision to create framework had been decided before the researcher came into process Consulted/ informed of decision Not involved, no impact on what was or was not included 	First
2. Decision on how to design evaluation framework	<ul style="list-style-type: none"> Provided background research on participatory processes Read all associated materials Great deal of input into decision on how to design 	<ul style="list-style-type: none"> Actively involved in decision on how to create framework Delegated power to design the process Took the lead on the design 	Fourth
3. Scope of framework	<ul style="list-style-type: none"> Provided input Involved in reviewing all relevant materials 	<ul style="list-style-type: none"> Actively involved in decision on scope/ focus of framework 	Fourth
4. Workshop design	<ul style="list-style-type: none"> Actively involved in the workshop design Researcher reviewed and researched the participatory processes and designed workshops 	<ul style="list-style-type: none"> Reviewed design Shared workshop and materials with stakeholders Decided on the workshop process 	Fourth
5. Identifying program outputs	<ul style="list-style-type: none"> Facilitated while stakeholders identified program outputs Actively discussed program outputs with all stakeholders 	<ul style="list-style-type: none"> Was equal partner in identifying program outputs Worked with all stakeholders to identify program outputs 	Eighth
6. Identifying program outcomes	<ul style="list-style-type: none"> Facilitated while stakeholders identified program outputs Actively discussed program outputs with all stakeholders 	<ul style="list-style-type: none"> Was equal partner in identifying program outputs Worked with all stakeholders to identify program outputs 	Eighth
7. Choosing evaluation tools	<ul style="list-style-type: none"> Researched evaluation tools Consulted with others regarding which tools to use 	<ul style="list-style-type: none"> Actively involved in the decision on which tools would be used 	Fourth
8. Consolidating outcomes	<ul style="list-style-type: none"> Provided input into the consolidated outcomes Summarized the workshops and shared with everyone else 	<ul style="list-style-type: none"> Researcher compared and contrasted information gathered at workshops and provided it to fellow stakeholders 	Third
9. Summarizing information	<ul style="list-style-type: none"> Researcher provided input into the summarizing of information Consulted with all other participants about the information 	<ul style="list-style-type: none"> Researcher actively involved in deciding what information was to be summarized and included 	Fourth
10. Creating framework	<ul style="list-style-type: none"> Researcher consulted with all participants on how to create the framework Provided input into how the framework should look and what should be included 	<ul style="list-style-type: none"> Researcher made decision with significant amount of input from other stakeholders 	Fourth

Figure 6 - Degree of Funder Participation

Funders			
Step	Input	Decision	Rung on ladder
1. Decision to have evaluation framework created	<ul style="list-style-type: none"> Part of funding requirement Informed program that they needed to have framework 	<ul style="list-style-type: none"> Decision that future funding rested on a framework being created 	Third
2. Decision on how to design evaluation framework	<ul style="list-style-type: none"> Provided guidelines as to how the framework should be designed Met with researcher and discussed the design 	<ul style="list-style-type: none"> Not actively involved in decision 	Fourth
3. Scope of framework	<ul style="list-style-type: none"> Provided input in the agreement Met with researcher to discuss scope 	<ul style="list-style-type: none"> Influenced the framework scope 	Third
4. Workshop design	<ul style="list-style-type: none"> Reviewed design Consulted on design Informed on design 	<ul style="list-style-type: none"> Reviewed design Influenced design but not relevant in the decision 	Third
5. Identifying program outputs	<ul style="list-style-type: none"> Participated in the workshops Met with researcher to identify program outputs Identified program outputs in funding agreement 	<ul style="list-style-type: none"> Made decision as to which outputs needed to be included 	Eighth
6. Identifying program outcomes	<ul style="list-style-type: none"> Participated in the workshops Helped identify the program outcomes both in workshop and funding agreement 	<ul style="list-style-type: none"> Helped make decisions as to the program outcomes 	Eighth
7. Choosing evaluation tools	<ul style="list-style-type: none"> Participated in workshop where the tools were identified Some criteria were identified in the funding agreement 	<ul style="list-style-type: none"> Made some decisions as to what tools should be used both in workshop and funding agreement Worked in partnership with researcher 	Sixth
8. Consolidating outcomes	<ul style="list-style-type: none"> Provided input in the funding agreement Provided input in the interview Provided input in the workshop 	<ul style="list-style-type: none"> Funding agreement stated which outcomes had to be measured by the framework Helped consolidate the outcomes identified in workshop Worked in partnership with researcher 	Sixth
9. Summarizing information	<ul style="list-style-type: none"> Reviewed and summarized information but not involved in actual summarizing process 	<ul style="list-style-type: none"> Did not really make any decisions as to how the information should be summarized 	Second
10. Creating framework	<ul style="list-style-type: none"> Provided input into the framework Reviewed draft of framework Met with researcher re: what should be included 	<ul style="list-style-type: none"> Made some decisions as to what should be included but did not fully participate 	Fourth

Figure 7 Degree of Staff Participation

Staff			
Step	Input	Decision	Rung on ladder
1. Decision to have evaluation framework created	<ul style="list-style-type: none"> Met with funders regarding the funding agreement Signed the agreement for the framework 	<ul style="list-style-type: none"> Were manipulated into signing the agreement (future funding) 	First
2. Decision on how to design evaluation framework	<ul style="list-style-type: none"> Reviewed information provided by researcher Provided into based on information 	<ul style="list-style-type: none"> Not heavily involved in the decision on how to design 	Third
3. Scope of framework	<ul style="list-style-type: none"> Provided input Involved in reviewing all relevant materials 	<ul style="list-style-type: none"> Somewhat involved – re: funding agreement, meeting with researcher 	Third
4. Workshop design	<ul style="list-style-type: none"> Reviewed workshop design Provided feedback on design 	<ul style="list-style-type: none"> Decided that the participatory design was appropriate for the group 	Fourth
5. Identifying program outputs	<ul style="list-style-type: none"> Participated in workshops where stakeholders identified program outputs Actively discussed program outputs 	<ul style="list-style-type: none"> Was equal partner in identifying program outputs Worked with all stakeholders to identify program outputs 	Eighth
6. Identifying program outcomes	<ul style="list-style-type: none"> Participated in workshops where stakeholders identified program outputs Actively discussed program outputs 	<ul style="list-style-type: none"> Was equal partner in identifying program outputs Worked with all stakeholders to identify program outputs 	Eighth
7. Choosing evaluation tools	<ul style="list-style-type: none"> Helped identify tools Not given opportunity to select which tools would be discussed Input into which tools should be used to measure which outcome 	<ul style="list-style-type: none"> Minimal involvement in decision on evaluation tools provided input but mostly researcher decided (as more than one tool identified per outcome) 	Third
8. Consolidating outcomes	<ul style="list-style-type: none"> Provided input into the consolidated outcomes Reviewed the results of the workshops 	<ul style="list-style-type: none"> Primarily done by the researcher shown to staff to review 	Second
9. Summarizing information	<ul style="list-style-type: none"> Provided input into how the information should be summarized but primarily done by researcher 	<ul style="list-style-type: none"> Were not involved in the decision as to what information would be summarized 	Second
10. Creating framework	<ul style="list-style-type: none"> Reviewed the framework numerous times Provided input into the framework 	<ul style="list-style-type: none"> Were consulted on the framework but not heavily involved in the decision making process 	Fourth

Figure 8 Degree of Parents Participation

Parents			
Step	Input	Decision	Rung on ladder
1. Decision to have evaluation framework created	<ul style="list-style-type: none"> Were informed of the decision after the fact 	<ul style="list-style-type: none"> Were not involved in the decision 	First
2. Decision on how to design evaluation framework	<ul style="list-style-type: none"> Were provided with some literature on the evaluation framework design Design primarily determined before parents involvement 	<ul style="list-style-type: none"> Not involved in decision on how the framework should be designed 	Second
3. Scope of framework	<ul style="list-style-type: none"> Provided input Participation not heavily sought 	<ul style="list-style-type: none"> Were consulted but not included in decision 	Second
4. Workshop design	<ul style="list-style-type: none"> Were provided a copy of the workshop design 	<ul style="list-style-type: none"> Reviewed design but not involved in decision to used this process 	Second
5. Identifying program outputs	<ul style="list-style-type: none"> Participated in workshops where stakeholders identified program outputs Actively discussed program outputs 	<ul style="list-style-type: none"> Was equal partner in identifying program outputs Worked with all stakeholders to identify program outputs 	Eighth
6. Identifying program outcomes	<ul style="list-style-type: none"> Participated in workshops where stakeholders identified program outputs Actively discussed program outputs 	<ul style="list-style-type: none"> Was equal partner in identifying program outputs Worked with all stakeholders to identify program outputs 	Eighth
7. Choosing evaluation tools	<ul style="list-style-type: none"> Researched evaluation tools Talked with others regarding which tools to use 	<ul style="list-style-type: none"> Minimal involvement in decision on evaluation tools. Provided input but mostly researcher decided (as more than one tool identified per outcome) 	Fourth
8. Consolidating outcomes	<ul style="list-style-type: none"> Not heavily involved in consolidating the outcomes Basic discussions in workshops but minimal input 	<ul style="list-style-type: none"> Not involved in deciding how the outcomes would be consolidated 	Second
9. Summarizing information	<ul style="list-style-type: none"> Not heavily involved in consolidating the outcomes Basic discussions in workshops but minimal input 	<ul style="list-style-type: none"> Were not involved in deciding how information would be summarized 	Second
10. Creating framework	<ul style="list-style-type: none"> Provided input to the framework once completed Input throughout workshops 	<ul style="list-style-type: none"> Asked for input but not to help create the framework 	Second

Figure 9 Degree of Youth Participation

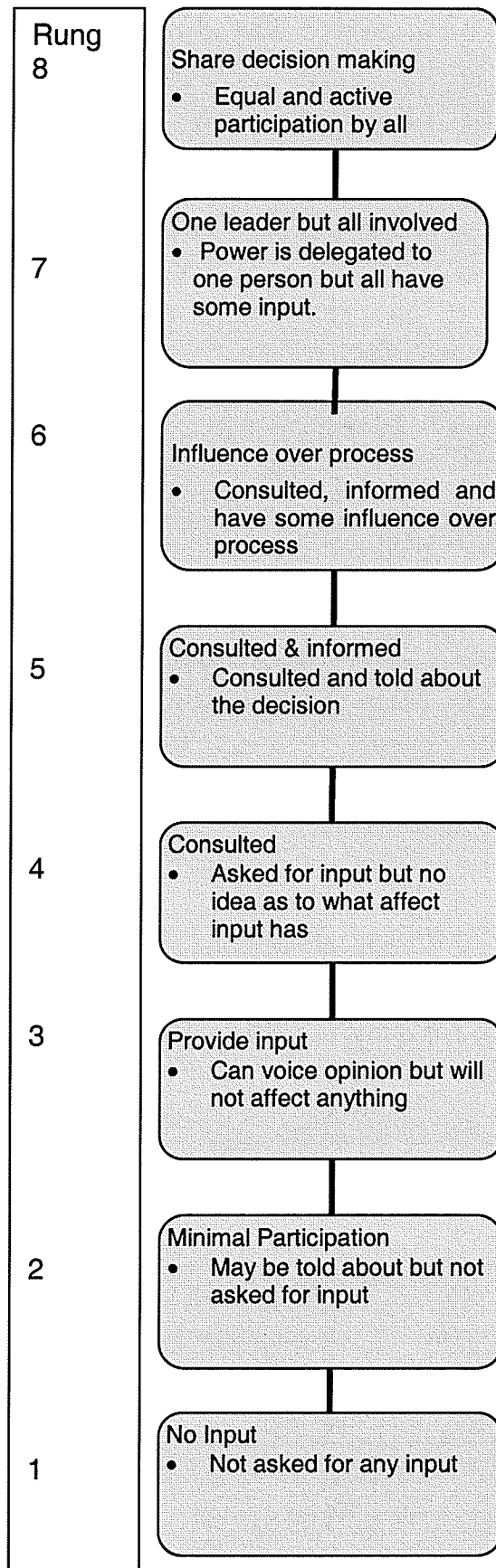
Youth			
Step	Input	Decision	Rung on ladder
1. Decision to have evaluation framework created	<ul style="list-style-type: none"> Talked to staff before framework created Reviewed funding contribution agreement No real input into the decision to have framework created 	<ul style="list-style-type: none"> Decision to create framework had been decided before the researcher came into process Consulted/ informed of decision 	Third
2. Decision on how to design evaluation framework	<ul style="list-style-type: none"> Provided background research on participatory processes Read all associated materials Great deal of input into decision on how to design 	<ul style="list-style-type: none"> Actively involved in decision on how to create framework Delegated power to design the process Took the lead on the design 	Seventh
3. Scope of framework	<ul style="list-style-type: none"> Provided input Involved in reviewing all relevant materials 	<ul style="list-style-type: none"> Actively involved in decision on scope/ focus of framework 	Seventh
4. Workshop design	<ul style="list-style-type: none"> Actively involved in the workshop design Researcher reviewed and researched the participatory processes and designed workshops 	<ul style="list-style-type: none"> Reviewed design Shared workshop and materials with stakeholders Decided on the workshop process 	Seventh
5. Identifying program outputs	<ul style="list-style-type: none"> Participated in workshops where stakeholders identified program outputs Actively discussed program outputs 	<ul style="list-style-type: none"> Was equal partner in identifying program outputs Worked with all stakeholders to identify program outputs 	Eighth
6. Identifying program outcomes	<ul style="list-style-type: none"> Participated in workshops where stakeholders identified program outputs Actively discussed program outputs 	<ul style="list-style-type: none"> Was equal partner in identifying program outputs Worked with all stakeholders to identify program outputs 	Eighth
7. Choosing evaluation tools	<ul style="list-style-type: none"> Helped identify tools Not given opportunity to select which tools would be discussed Input into which tools should be used to measure which outcome 	<ul style="list-style-type: none"> Minimal involvement in decision on evaluation tools provided input but mostly researcher decided (as more than one tool identified per outcome) 	Fourth
8. Consolidating outcomes	<ul style="list-style-type: none"> Not heavily involved in consolidating the outcomes Basic discussions in workshops but minimal input 	<ul style="list-style-type: none"> Not involved in deciding how the outcomes would be consolidated 	Second
9. Summarizing information	<ul style="list-style-type: none"> Not heavily involved in consolidating the outcomes Basic discussions in workshops but minimal input 	<ul style="list-style-type: none"> Not involved in decision to determine what information would be summarized 	Second
10. Creating framework	<ul style="list-style-type: none"> Consulted on the final framework Asked for input No real participation 	<ul style="list-style-type: none"> Minimal involvement in the decision on what would be in the framework 	Second

The process was intended to be participatory in nature. As Arnstein and Hart note in their ladders of participation every process varies in regards to the degree of participation. One objective of this thesis was to create a participatory process for other groups to use, as such the degree of participation at each step of the process needs to be examined to determine the extent of participation that occurred. For this section, Hart and Arnstein's ladders were merged together to determine the degree of participation at each step of the participatory process. Figure 10 (on the following page) clearly identifies the eight rungs of the ladder, how the two were merged together and how the degree of participation at each step of the process was determined.

While there was some degree of participation sought at each step of the participatory process, overall the researcher seemed to lead the process and informed participants of the decisions that were being made.

Step number one, the decision to create an evaluation framework, was agreed upon by the funders and the program staff. The funding contribution agreement clearly identified that the group would create an evaluation framework. This is a common funding requirement. However, only the funders and staff were involved in providing input into the framework requirements and deciding to create a framework. There was no degree of participation from the youth, researcher and parents. The staff was manipulated into signing the agreement and agreeing to create a framework. The staff only signed to ensure that future funding could be obtained. Therefore, the level of participation at this stage was in the rungs of non-participation for the staff as well. The funders required the

Figure 10- Degree of Participation



framework stating what needed to be included and a completion date. The funders did not actively engage in getting any participation from other stakeholders in the process.

The decision to use a participatory process was initiated by the researcher. However, the process was discussed amongst the stakeholders to determine if it was suitable. All stakeholders were provided with a consolidated version of the participatory process. This included the workshop outlines, the intent of each workshop and a list of benefits incurred when using participatory processes. So, while the decision to use a participatory process was the researcher informing the other stakeholders, input into the process and the decision was ascertained to some level.

The researcher ended up with a high degree of participation in the scope (or focus) of the framework. As the project was part of a funding contribution agreement, the funding requirements were clearly identified in the agreement. Furthermore, as future funding was contingent on the framework, it was critical to ensure that all of the funding requirements were addressed in the scope of the framework. Therefore additional input was gathered from the funders in follow-up interviews. All stakeholders were provided the opportunity to comment and provide input. The researcher gathered the key components that had to be included from a funding perspective and then provided input from the other stakeholders as to what they would like to see in the framework.

The workshop designs were shaped by the literature review findings. While each stakeholder was provided the opportunity to review the design and offer input, the actual decision to utilize the workshop format was the decision of the researcher. Furthermore, the workshop design was researched and adapted by the researcher with minimal input from the stakeholders. The program staff and funders were provided copies of the workshop designs and given the opportunity to comment. The comments received did influence the workshop format, structure and order. However, they were not given a very high degree of participation. The youth and parents were only provided the opportunity to influence the designs after the process had started. In the first workshop, the researcher explained the process and asked for input, but no input was sought prior to the process having started.

Identifying the program outputs was a shared step. The parents, staff, researcher, youth and funders all identified the program outputs. The researcher explained what an output was and all stakeholders present were asked to identify them; all answers were recorded and utilized in the final product. As funder participation varied greatly in each workshop, an interview also occurred with each funder to ensure that the outputs were clearly addressed.

Identifying the program outcomes was also a shared step. The researcher explained outcomes to the stakeholders, then the stakeholders identified the program outcomes. Each group fully participated in identifying the outcomes.

The degrees of participation in choosing the evaluation tools varied. A varied assortment of evaluation tools were explored and explained. In the end, it was the researcher who identified the tools that would be considered. The tools were identified in the literature review, and shared with stakeholders throughout the process. All stakeholders were asked for input into which evaluation tools would be used. In the workshop, each tool was explored with the stakeholders. Stakeholders then identified which tools could measure which outcome. Again, as funder participation varied throughout the process, they were also asked in a separate setting to provide input into the tools that should be used. Overall, the researcher informed fellow stakeholders of the evaluation tools and then consulted with stakeholders to determine the tools that would be chosen.

The researcher primarily consolidated the outcomes. While stakeholders were asked to provide input, the researcher took the data gathered in the previous workshops and determined which outcomes needed to be included. Separate interviews with the funders provided an increased opportunity for input. Ultimately, the decision about what was to be included in the consolidation was determined by the researcher. Parent and youth were informed of the decision but never asked what should or should not be included.

Likewise, the degree of participation in the framework varied. The researcher compiled the information and created a framework. The framework was given to the funders and program staff to review and comment. After the comments were received, changes

were made, and then the framework was shared with youth and parents. This meant that the degree of participation was relatively minimal, as it was restricted to input into the final product rather than providing input into the design of the framework. It was challenging to meet the needs of both the funders as well as ensure that full participation was gained throughout the process. As future funding and subsequently program vitality were at stake the researcher concentrated more effort on ensuring that the funding requirements were adequately addressed.

5.5 Stakeholder's Perspectives

The degree of participation varied between each group of stakeholders. The researcher observed that at the beginning of the process each group needed to specifically be encouraged to participate. However by the end of the process stakeholders were eagerly sharing ideas and thoughts. The interviews and focus group sought to determine how each group viewed the process. Using the questions that were identified in Sections 2.2.3 and 2.2.4, each group of stakeholders provided their interpretation of the process.

5.5.1 Funders' Perspective

The funders stated that the process was beneficial on a number of levels. First, it provided an opportunity to visit the centre and see what they were doing. Typically, funders may visit a program once or twice a year, but this provided a hands-on example

of what the program is accomplishing. One funder stated that they were “shocked at how many activities were being run out of the centre.” The process began building a relationship between the funders and other stakeholders.

Secondly, funders noted that there were materials created throughout the process that could be useful for other groups. The process “set out a good example for how stakeholders can be involved in the process.”

Third, a participatory process uses local knowledge to shape the process. This process sought input from stakeholders at every level. While the degree of input varied, participants were included and it did shape the final product. However, funders did note that the framework was “not all that different from other frameworks they had seen.”

Finally, funders noted that they learnt a lot throughout the process, not necessarily in terms of evaluations, but about the programs that exist, the participants and what works. Knowledge and skills were built throughout the process.

5.5.2 Staff Perspective

The staff members were heavily involved in all aspects of the process. Numerous meetings and discussions occurred throughout. Staff noted that they were pleased with the result. They thought the framework “was something the group could use.” This

pointed towards a level of ownership over the final product. Staff further indicated that it was something they could and would use.

The staff noted that they “learnt a lot.” Staff noted that their knowledge about the group and what they were doing increased. One staff member said she “knew she was busy around the centre but it wasn’t until they listed everything the program was doing that she realized why.” A greater understanding was gathered in terms of what needed to be included in the framework and how to accomplish their goals.

They expressed that they really enjoyed being a part of the process and being able to meet with all the different stakeholders.

5.5.3 Parents Perspective

The parents noted that they “really enjoyed coming.” The parents most appreciated learning more about what their kids were doing. When questioned about whether they learnt any new skills in the process they overwhelmingly said that “a lot had been learnt.”

Parents commented that they were pleased to be able to participate in the centre and in the neighbourhood. They were also pleased with the relationship that had been built throughout the process.

5.5.4 Youth Perspective

The youth commented that they were “happy that the workshops were over.” When probed, they noted that it was not the people but it was “all the talking” that they did not like. When probed on what they had learnt they said that they had learnt how to interview someone. One of the youth commented that she “liked being the interviewer.” The youth said that they really liked coming to the centre.

Overall, the youth were not that enthused about the process and did not seem to gain much from their involvement.

5.6 Conclusions on Participation

When considering the degrees of participation overall, the levels varied for each group. The researcher was heavily involved in all steps except for the first. The researcher was more of a facilitator than a co-participant at most steps. Overall, the researcher’s participation was more that of an informant.

Youth and parent involvement in the process seemed to be more of a token involvement. For the most part, youth and parents were informed of the decisions, asked for input but never fully provided the opportunity to participate. The youth and parents were pleased to be included in the process: “it was fun to be involved,” as one parent stated. Another parent said she liked knowing what her kids were doing. The

parents were pleased with the amount of information that they learnt. Youth enjoyed coming to the meetings, liked learning new concepts but were not enthused with the process.

The degree to which participation was sought by the program staff varied the most drastically. While the staff signed the funding contribution agreement, it could be interpreted as being on the manipulation rung. To further expand on this point, staff signed the funding contribution agreement, agreeing to the creation of an evaluation framework but it was under the pretense that if an evaluation framework were not created, funding would not be provided. Staff members were asked for input into every step of the process. This degree of input varied as well when identifying the outputs and outcomes staff shared equally in both decision-making and input. On the other hand, staff were informed of the workshop design and asked to provide input. As staff were not involved in the design process their involvement would be more like placation. In this example staff were asked to review the designs but are not involved in the process or assisting in creating the workshops.

When reviewing the degree of participation it was evident that funders were actively involved in providing input and making the decision that the evaluation framework would be created. Funders were likewise engaged in the workshop design, by reviewing the workshop design and stating (both verbally and in the funding contribution agreement) what needed to be addressed in the framework. Funders likewise reviewed the framework and heavily influenced the final product. In further discussions with the

funders it was identified that they thoroughly enjoyed being involved in the process and felt engaged throughout. One funder explicitly stated that it was “nice to be involved in the process.” This particular funder eluded that being involved in the process provided the funder with an opportunity to identify program strengths and weaknesses. It provided a forum in which the funder could provide advance notice of requirements that were not being met or addressed. In particular funders enjoyed the opportunity to participate.

Overall, when reviewing the degree of participation, there was limited participation by all stakeholders in each step of the process. Primarily, the funders drove the decision to have an evaluation framework. The researcher drove the participatory process and varied levels of input were gathered from the staff, youth and parents.

The theory (see section two) purports the benefits of participation however when put into practice it is challenging to actively engage all stakeholders. Hart and Arnstein’s ladders display in a theoretical setting the range of participation that can occur. In reality when the participatory practices are put into practice it is exceedingly challenging to attain the highest levels. In reality many additional factors influence the process. In this case the funding requirement weighed heavily on the decisions that were made. Despite the funding requirements, the result was a higher level of stakeholders participation than would have been obtained had the participatory component not been included. Each stakeholder clearly indicated that they had learnt a lot throughout the process, enjoyed being involved and were satisfied with the end result.

6.0 Summary and discussion

This section discusses the lessons learnt throughout the process. It reviews the literature review and research methods to question if they were accurate. It tests the theory and brings the crux of the question to the forefront, answering a number of questions.

6.1 Literature Review Discussion

The literature review revealed a number of characteristics that need to be included in a participatory process, as well as tips about conducting participatory evaluations. The following section summarizes the lessons learnt about conducting a participatory process.

6.1.1 Involving Stakeholders is Time Consuming

The literature review clearly identified that when conducting participatory processes, the length of time involved increases. The participatory process was definitely more time consuming and challenging to organize. Had the researcher been designing an evaluation framework using a traditional framework the time commitment would have been less than half of what it was. Including stakeholders increased the number of meetings, the time involved in making decisions and all aspects of the process. In the future, when conducting participatory processes, the amount of time required should at least be double that of a non-participatory process.

6.1.2 Identify Level of Stakeholder Involvement

It should be clarified at the beginning of the process the extent of participation for each stakeholder. The literature review did acknowledge that the level of participation should be clarified and decided as a group at the beginning of the process. In this process, the level of participation was never clearly identified. If conducting a participatory process in the future, it would be beneficial to lay out where and when stakeholders will be involved.

6.1.3 Stakeholder Participation Builds Relationships

Stakeholder involvement built relationships. As purported in the literature review, inclusion of stakeholders did build relationships between and amongst different stakeholders. The data gathered depicted that all stakeholders were pleased with the relationship building that occurred at every step of the way. Friendships were formed and people were able to interact with some that they would not have previously.

6.1.4 Important to Make Sure Everyone has the Same Understanding

The literature noted that it is important to ensure that everyone has the same understanding of the program/project. This similar understanding means that everyone understands all aspects of the program. This ranges from what the program or project is

doing to the goals, purposes and objectives. This was critical when creating the evaluation. In order to ensure that all stakeholders could participate to the same extent, they must all be approaching the situation with a common understanding. This was done by starting at stage one. In this case the participants identified what programs were running out of the centre. This served two purposes. The first purpose was to ensure that all participants understood what the program did, but secondly, it was to remind staff of the big picture. If “good” participation is to occur everyone needs to be able to participate. It was evident in the process that understanding was critical to people being able to participate.

6.1.5 Important to Know Why the Evaluation is Occurring

The fourth characteristic is a clear understanding of why the evaluation is being conducted. This clear understanding provided the evaluator with adequate knowledge to select the appropriate evaluation tools and adequately address what was to be covered in the evaluation. It was important to show stakeholders why the evaluation was occurring. This was more difficult to clarify. Typically, evaluations occur as a result of a funding requirement. However, evaluations can serve to improve programming, secure future funding and ensure program success. Throughout the process, both facilitators continually reinforced the dual purpose of the evaluation. This was a challenge. However, in the end, all stakeholders identified that even just through the discussions, they had learned more about the program and why evaluations occur.

6.1.6 Important to Know who the Process is Occurring For

The fifth characteristic is to have a unified understanding of who the evaluation is being conducted for. This would answer such questions as whether the evaluation was being done as a funding requirement or to influence programming. All stakeholders were aware that the evaluation was being conducted primarily to meet a funding requirement, but that the information gathered could be useful for the stakeholders as well.

6.1.7 Important to Know What is Being Done

The sixth characteristic of a good evaluation is that it clearly identifies what questions need to be answered. Having a variety of stakeholders involved in determining what questions needed to be answered ensured that the evaluation met the multiple purposes. There were four areas where the evaluation needed to show that they were having an impact: capacity building, life skills, education and culture. The entire evaluation focused on showing the program's impact on these four areas.

In particular, the literature review pointed to a number of key characteristics that needed to be included in a good process. Overwhelming this participatory process showed that the information discovered in the literature was accurate. First it exemplified the constraints involved in participatory processes. These include but are not limited to time and resources. The participatory process likewise demonstrated the benefits identified

in the literature. This included but was not limited to relationship building, an exchange of knowledge, a usable end product, and capacity building.

6.2 Lessons Learnt on Research Methods

The researcher designed a series of workshops intended to ascertain stakeholder participation while creating an evaluation framework for a local non-profit group.

Throughout the process, the researcher was interested in determining what needed to be included in a good evaluation framework, how people can be involved in the process and how stakeholders view the benefits of participation, as they pertain to the literature reviewed.

When analyzing the data results, it became apparent that, while the process sought to involve stakeholders in every step of the process, the level of participation that actually occurred was not significant. Upon further review, the addition of two workshops and reshaping of existing ones could have improved the degree of participation in each step of the process.

While the level of participation in the first step of the process was minimal, this could not have been remedied by our situation. A deeper long-term change in the funding process would have to occur. By this I mean that, if stakeholders of the centre had been involved in designing the centre and the funding agreement, they would have likewise increased their participation in the process. However, this is beyond the breadth of this practicum.

The first alteration to the process would be the implementation of a workshop preceding the first workshop. In this workshop all stakeholders would be brought together to discuss the funding requirement, the need to create an evaluation framework. This workshop could run in a focus-group style setting and would share with stakeholders the different options for designing a framework. Stakeholders would then discuss the options and decide how to proceed. This would ensure that all stakeholders were equal participants in determining how to design the framework.

This practicum used the first workshop to identify all the program's outputs and outcomes. This workshop should be restructured to provide stakeholders with a chance to discuss the scope of the framework. One way to accomplish this would be to have each stakeholder present what he or she thinks should be included in the framework. Discussion around the framework could then occur. One option would be to record key words that stakeholders bring forth when discussing the framework. Each of the key words could then be compared and contrasted with one another. Then the stakeholders should work through a process by which a unified vision of the scope can be drawn. This workshop can then continue by getting stakeholders to identify outcomes and outputs.

The third and fourth workshops should be altered as well. In order to get more participation in consolidating the outcomes, stakeholders should be included in the process. This would mean the addition of another workshop. This workshop should

proceed after the workshop identifying the evaluation tools. This new workshop would work with stakeholders to identify what needs to be included in the final framework.

A final workshop should be held that would work with the group to create a framework. Stakeholder involvement in the framework creation was minimal. By including an additional workshop, stakeholders could be involved in deciding what tools should be used and what the framework would look like.

A final modification would be to increase the time that is allocated for the process. A participatory process is inherently longer and more complex. It is beneficial to the process to err on the side of caution when allocating a time line for the framework. Despite the aforementioned modification and addition of workshops, stakeholder participation will still vary throughout the process.

7.0 Conclusions

Working with the stakeholders of a local non-profit community group to design an evaluation framework was a lengthy and time-consuming process. In the end all stakeholders agreed that the process produced a framework that satisfied the funding requirement, had built relationships, shared knowledge and was feasible for the group to use.

The first research question that guided this practicum was: what are the components of a good evaluation? To answer this question, a significant amount of research delved into good evaluation processes. This evaluation was not about conducting an evaluation, it was about creating an evaluation framework. It was important to explore the components of a good evaluation, because the steps involved in a good evaluation were used to shape the framework. This succeeded in ensuring that when utilized the tool was beneficial and served its purpose. This practicum identifies the key steps that must be followed for a good evaluation, as well as providing a workshop process that can be used by other groups.

Overall, the results of the focus group serve to reinforce the literature on participatory evaluation literature. The literature states that the stakeholders will develop a sense of ownership and control over the evaluation. It is this researcher's experience that, thus far, this sense of ownership has occurred. Each participant thanked the researcher at

some point for the opportunity to participate, and stated that they had learned something.

The information gathered throughout the study supported the literature review conclusions. Participatory evaluations are time-consuming. This process far exceeded any normal evaluation timeline. Participatory processes build skills, knowledge and a sense of ownership. All stakeholders clearly identified this as one benefit of the process. Another benefit of the participatory process is that the end product is something that can be used. The staff clearly identified that the framework not only met the funding requirement but could also be used by the program. The framework created had the potential to be a long-term evaluation tool, which is a key characteristic of a good evaluation.

One disadvantage of the participatory process was the time commitment involved. It was the experience of this researcher that while the end result was viewed positively by the stakeholders and was similar to that of a non-participatory process the time commitment was significantly greater. As the framework was a funding requirement and continues to be a part of other funding agreements, the funders were questioned as to whether they thought the end product was different from other frameworks. In response to this question, one of the funders stated that they were particularly impressed with the knowledge that was shared. One funder identified that it was the capacity building which occurred throughout the process that made it different than other projects. Another funder stated while the end product did not differ drastically, the sharing of knowledge

that occurred is what set this process apart. This particular funder thought that the process, or components of it, could be used again in the future. One funder requested a copy of the evaluation cheat sheet to share with other community groups.

Overall the entire process was complex, as it tried to merge theory with practice. What becomes evident is that this process met academic objectives producing a framework that met funding requirements and followed a good process. Secondly this process provided the community with a framework that was necessary to meet a funding requirement. This practicum accomplished merging the two needs together; both the academic nature of evaluation and the communities need for a youth drop-in program. The literature points to the benefits of participatory processes which were all reinforced in this practicum's research findings. The end result was that stakeholders need to be included in the participatory process. Further this practicum outlines four workshops that can be adapted and amended for other community groups who are looking to use a participatory process.

7.1 Future Use

The information that was gathered in the participatory process confirms the literature review findings. The ten key characteristics and workshop formats can be easily adapted and used by other community groups interested in creating an evaluation framework. By following the steps and breaking down the evaluation into simple, easy to

follow steps, community groups will be able to utilize the workshop outlines to conduct a participatory process.

The participatory process should only be used when appropriate. Prior to deciding the approach, the group should carefully consider the advantages and disadvantages with all evaluation methods. Two primary considerations are, first, whether the participatory process is going to have the group's support. Without the support and commitment of the stakeholders, the evaluation process would not have been a success.. Second, the stakeholders must be willing and able participants for the workshops to be a success.

If a group decides to use the participatory process, an appropriate timeline should be identified. The timeline of a participatory evaluation often is much longer than the traditional evaluation, as it takes significant time to arrange meetings, make decisions and secure authentic participation. Therefore, if a group is looking for a quick and speedy evaluation, this would not be the appropriate process.

When using a participatory process the group should determine the amount of participation. At this time, stakeholders' willingness to participate must be determined. This, in turn, will influence the level of participation that should be sought. When the level of participation is considered, questions such as if the participants are going to help design the framework, gather the data, and/or analyze the data must be considered. The level of participation needs to be identified before starting the process.

If conducting a participatory process, the group itself must be willing to commit the time and resources of its staff. The role that staff plays is critical, as they are the liaisons between the community group and the program.

The group must find a facilitator. The facilitator should be someone who can identify with the community. An understanding of the neighbourhood and the people who live there will determine where the process needs to start. In our case, we were working with a community group in a low-income community. Looking at the demographics in the aforementioned case study, youth, low-income and low education levels were predominant characteristics in the neighbourhood. Therefore, we needed to ensure that everything being presented was done from the ground up. To summarize, if authentic participation was to be secured, every step of the process needed to be carefully explained. Essentially look at your demographic and plan accordingly.

Once you have determined how the process will work, then everyone must be on the same page. This means that all stakeholders have to understand the evaluation process and program for all to participate. From there, what is being evaluated must be clearly identified in a group setting before the group can forge ahead with the participatory process as is outlined in this practicum.

7.2 Limitations of the Research Methods

Five limitations were identified when reviewing the research findings. The first limitation was that, in a true participatory process, stakeholders should be involved in all aspects of the framework. When the researcher met the drop-in centre staff the participatory process had already been clearly identified. Ideally, the stakeholders would have worked through determining whether the participatory process was appropriate as a group. What happened was that the researcher had already identified the participatory process and found a group that was open to being involved. This did not hinder the findings or results, as the group purported a participatory mandate that would foster involvement at all levels. However, it did negate the ideal setting.

A second limitation is that the youth who participated in the process changed throughout the workshops. A total of three youth participated in each workshop. Out of those three, only one was present at all four workshops. Another was present at three out of the four workshops. The others were only present for one or two workshops. This meant that the youth had to grasp what had been accomplished at the previous workshops without having experienced the workshop. While it was beneficial to have to refresh at the beginning of each workshop, it also led to some lack of participation.

Another limitation was that, while we had three funders participate in the workshops, no one funder attended all four workshops. This meant that the relationship building between funders and other stakeholders did not reach its full potential. Some

advantages that did result from the process were that funders were provided the opportunity to visit the drop-in centre and meet the youth, which is a benefit that they most often would not have had. However the inconsistency of funder attendance made it crucial to share the framework with funders prior to presenting to ensure that each funder could provide comment.

The fourth limitation was the timing of the focus group. It had been determined that holding the focus group immediately after the fourth workshop would ensure participation. However, what ended up happening was that some people had to leave, some lost interest and the focus group was placed under a time constraint. The researcher decided that it was better to alter the focus group into more of an interview setting. While the necessary information was obtained, the discussions that occur in a focus group setting did not ensue.

The final limitation was with one method that was used to secure participation in the workshops. After the tools were explained, the youths present were asked to place a certain coloured sticker by the outcomes that could be measured using that tool. While this did succeed in getting a lot of participation, the youth were preoccupied with putting more stickers up than one another. This quickly became termed "the sticker war." The workshop facilitators tried to work around this limitation by asking questions of the youth prior to them being able to place the sticker on the outcome. This seemed to have some impact as youth had to justify why they were putting a sticker on the chart.

7.3 Future Research Directions

The research that was obtained clearly concluded that the benefits identified in the literature review of using a participatory process are accurate. As this research was limited to the design of an evaluation framework, it would be beneficial to continue the research and determine if the results obtained from the participatory process are, in fact, used. One common criticism of evaluations is that the results are never implemented or used. Future research into this case study to determine whether the participatory evaluations have a higher success rate could serve to fully back the claims that are stated in the participatory literature. This, in turn, could revolutionize how evaluations are conducted and remove one of the most profound evaluation stigmas: that evaluations have no benefit to the group.

Further research is also needed to determine if the skills and knowledge gained in the participatory process are long-term. While all the workshop participants identified that they had learned a lot of information, it is not understood whether this information would be retained over time. The literature review identified that it is a combination of building knowledge and capacity building which creates long term change in communities. A follow-up study conducted with the stakeholders could identify if the knowledge learnt throughout the process had been retained. This would determine the broader impact of this study on a community in need.

Research methods:

Three participatory evaluation models were extensively reviewed in the literature review. From the literature review common threads from each model were extracted. The participatory models all involved the following:

1. Including stakeholders in the evaluation process
2. Introducing the idea of evaluation to the stakeholders (literacy building)
3. Ensuring that everyone has a similar understanding of what the program/ project is doing – the goals, purpose, objectives (could be done as project success indicators)
4. Determining why the evaluation is being conducted
5. Identify what questions need to be answered (noting that what you do answer does also leave out some questions)
6. Answering the key questions identified by the organization
7. Organizing the data
8. Involving the stakeholders in analyzing the results
9. Implementing/ using the results

After examining the common threads the following research tools will be utilized to create a participatory evaluation framework for the Lord Selkirk Park Aboriginal Women's Group.

1. Informal introductory meetings with the organization will open the lines of communication between the researcher and the group. These meetings will build trust between the evaluator and the stakeholders to ensure mutual understandings of the project that will ensue. The informal meetings will likewise serve to uncover who the key stakeholders are that should be involved in the participatory evaluation. These meetings will provide the researcher with background information and provide stakeholders who want to be involved with a rough estimate of the time commitment involved in the process. These meetings will include the stakeholders in the process and will allow anyone who wants to be involved in the process to be included. These meetings have shown that the evaluation is being done as a requirement to secure funding.

Once the stakeholders have been identified a series of workshops will follow. The workshops will provide a relaxed forum within which to extract key requirements and outcomes of the evaluation. Workshops were chosen, as it provides a chance for the stakeholders and the researcher to interact on an informal level. The stakeholders are provided ample opportunity to influence and impact the direction while the researcher is provided an arena within which to share knowledge. In the first of four workshops the researcher will build evaluation literacy amongst stakeholders and identify why the evaluation is being conducted. Building evaluation literacy will be done by explaining the following; what are evaluations, why are evaluations done, when are evaluations conducted, what types/styles of evaluations exist. Once stakeholder evaluation knowledge has been expanded a common understanding of why the evaluation is being conducted will be determined

2. The second workshop will ask stakeholders to identify the existing goals and objectives of the project. With all stakeholders involved the researcher will question what are the goals, objectives and anticipated outcomes of the program by developing success indicators. Having all group members with a similar understanding will allow the evaluation to appropriately measure the intended outcomes. Stakeholders will then identify the various projects that are done by the group. Whether it is a counseling service, a arts and craft time or service for parents. Participants will ask what the goal of the project is – why is the LSP Aboriginal Women’s Group doing the project? What is the outcome of that project. The following chart will be filled in by all participants.

Project/ Activity	Goal	Objective/ outcome	Indicator of Success
For example a cooking class for low income women	To get women cooking healthy meals.	1. Less reliance on fast food chains 2. diabetes levels decline	

3. Health Canada (1996) notes that, the project will have goals, objectives, planning activities and budgets. “The challenge is to think to the end of the project and name identifiable changes that they expect occur as a result of doing the work. These identifiable changes, the success indicators, should be developed as soon as clear project goals and objectives have been established.” (Health Canada 1996) The third workshop will create success indicators. Success indicators are “a group’s assumptions about what changes should be expected from doing the project work the indicators are quantified by specific measures (level of satisfaction, a number). The success indicators and their measures need to link directly to project goals and objectives since they provide the objective and measurable criteria by which groups judge the degree of success they have had in reaching their goals and objectives. Good success indicators clearly identify the project goals and objectives to make them measurable, identify innovative success indicators that reflect unique community characteristics and needs, strengthen strategies and workplans to identify barriers to success and increase commitment to assess impact questions.

Participants will be asked to explain the various projects that their organization conducts. What are the goals of each project – what do they seek to do. What is the intended outcome. The outcome typically is a long-term objective of the program. These are often difficult to measure as the indicators take time to occur. The indicator of success is something that is measurable – a number or a statistic that would support the goal of the program.

Appendix # 1 Workshop Outlines

3. Health Canada (1996) notes that, the project will have goals, objectives, planning activities and budgets. “The challenge is to think to the end of the project and name identifiable changes that they expect occur as a result of doing the work. These identifiable changes, the success indicators, should be developed as soon as clear project goals and objectives have been established.” (Health Canada 1996) The third workshop will create success indicators. Success indicators are “a group’s assumptions about what changes should be expected from doing the project work the indicators are quantified by specific measures (level of satisfaction, a number). The success indicators and their measures need to link directly to project goals and objectives since they provide the objective and measurable criteria by which groups judge the degree of success they have had in reaching their goals and objectives. Good success indicators clearly identify the project goals and objectives to make them measurable, identify innovative success indicators that reflect unique community characteristics and needs, strengthen strategies and workplans to identify barriers to success and increase commitment to assess impact questions.

Participants will be asked to explain the various projects that their organization conducts. What are the goals of each project – what do they seek to do. What is the intended outcome. The outcome typically is a long-term objective of the program. These are often difficult to measure as the indicators take time to occur. The indicator of success is something that is measurable – a number or a statistic that would support the goal of the program.

The following chart will be utilized to help determine the success indicators:

Project/ Activity	Goal	Objective/ outcome	Indicator of Success
For example a cooking class for low income women	To get women cooking healthy meals.	1. Less reliance on fast food chains 2. diabetes levels decline	An increased % of women report cooking at home more often than before

- The project can also be defined as the input – what you’re putting into the project – salaries, jobs, programs...
- The goal can also be termed the process or the output – less kids start smoking
- The outcome is the immediate or short term – for example a profit
- The indicator of success is a measurable outcome.

Appendix # 1 Workshop Outlines

4. In the fourth workshop stakeholders will help determine what questions need to be answered to meet the objectives of the evaluation. A framework will be created by the stakeholders. This framework will build from the success indicators, which will be used as a guide to measure success. Stakeholders will seek to answer the questions identified. The questions the organization seeks to answer may be derived in a number of ways, questionnaires, survey's, focus groups, interviews or observation. The group will decide which questions they want to answer and what the best tool to find the answer is.

Project/ Activity	Goal	Objective/ outcome	Indicator of Success	Evaluation tool
For example a cooking class for low income women	To get women cooking healthy meals.	1. Less reliance on fast food chains 2. diabetes levels decline	An increased % of women report cooking at home more often than before	Survey

In our example a simple questionnaire or survey would determine that X % of women report cooking at home more often. The evaluation framework would lay out what the most appropriate tool for determining this response, and that is the tool that would be used.

*The Lord Selkirk Park Aboriginal Women's Group is only looking to develop an evaluation framework. The thesis will help the group create the evaluation framework – but also provide them with the necessary information for using the tool that was created.

5. The stakeholders will be given a period of time within which to answer the questions identified by the group with support from the researcher. This period of time is the data collection. Stakeholders will be given a certain amount of time to gather the required information and provide it to the researcher.
6. The researcher will organize data for stakeholder analysis. The researcher will organize the data by pulling out common themes that emerged. Comparing results that were uncovered with the success indicators created by the evaluation group. The researcher will provide the stakeholders with the collected data.
7. In the final workshop the data collected will be presented to the group and they will analyze the results to interpret the findings. This workshop will also determine how to utilize the information that has been gathered. The researcher will present the findings and determine if the stakeholders agree with the success indicators that were measured.

Additional information:

One final focus group session to debrief on the process and satisfy that component of my practicum work.

Appendix # 2 – Outputs and Outcomes

Project/ Activity/ Output	Outcome
Recreational Bowling Tae Kwon do Pottery Rollerskating Swimming Skating Baseball Basketball Going to the park Sledding Movies Drawing/ art classes Parties Sleep over/ makeovers Field trips Board games Family day	<ol style="list-style-type: none"> 1. give parents a break 2. celebrate 3. socialize/ get together 4. learn valuable skills such as how to act, respect, face fears, be wise, honest, true, love and cook 5. increase cultural knowledge 6. learn how to follow instructions 7. see friends 8. positive role models 9. develop role models 10. positive experience 11. build confidence 12. learn language/ culture 13. learn about racism/ bullying/ other relevant issues 14. practice skills that are learnt 15. tell their story 16. easier on parents grocery bill 17. learn how to speak/ express themselves 18. learn teamwork 19. exercise 20. improve self 21. challenge self 22. help others 23. get kids out of house 24. provide kids with new experience 25. future employment (skills/ opportunities) 26. have fun 27. do better in school
Cultural Drumming Sweats Sharing circles Pow wows Singing Medicine bags Talking circles Drawing/art classes Windigo Other events	
Training Homework club Computer club Workshops (?) Training for staff(?) Life skills for kids(?) Clean-up Recycling program "hang-out" Teaching the sacred teachings Talking/sharing Make friends volunteer	
Nutritional Preparation of meals Snack prep Youth involvement Eating of meals BBQ	

Appendix # 3 Categorizing Outputs and Outcomes

Category	Project/ Activity/ Output	Outcome
Capacity building	Recreational Bowling Tae Kwon do Pottery Rollerskating Swimming Skating Baseball Basketball Going to the park Sledding Movies Drawing/ art classes Parties Sleep over/ makeovers Field trips Board games Family day Training Volunteer Talking & sharing	<ol style="list-style-type: none"> 1. give parents a break 2. celebrate 3. socialize/ get together 4. learn valuable skills such as how to act, respect, face fears, be wise, honest, true, love and cook 5. increase cultural knowledge 6. learn how to follow instructions 7. see friends 8. positive role models 9. develop role models 10. positive experience 11. build confidence 12. learn language/ culture 13. learn about racism/ bullying/ other relevant issues 14. practice skills that are learnt 15. tell their story 16. easier on parents grocery bill 17. learn how to speak/ express themselves 18. learn teamwork 19. exercise
Cultural	Cultural Drumming Sweats Sharing circles Pow wows Singing Medicine bags Talking circles Drawing/art classes Windigo Other events	<ol style="list-style-type: none"> 20. improve self 21. challenge self 22. help others 23. get kids out of house 24. provide kids with new experience 25. future employment (skills/ opportunities) 26. have fun 27. do better in school
Educational	Training Homework club Computer club Workshops (?) Training for staff(?) Teaching the sacred teachings Make friends	
Life skills	Nutritional Preparation of meals Snack prep Youth involvement Eating of meals BBQ Clean-up Recycling program “hang-out” Life skills for kids Workshops on relevant issues (bullying, gangs, drugs, etc.)	

Why do we want to do something? Generation	What we want to do?		How will we do this?	Expected outcomes	How to measure	Inputs	What we're doing	Actual Outcomes	How show that we're meeting both expected outcomes and actual	How to measure
<p>Needs assessment with the women of a low-income inner-city community identified the gap-in as a necessary program to support daily life in the area</p>	<p>Funding proposal</p>	<p>Youth recognize the importance of school Develop self-respect Raise awareness of relevant social issues/ address social concerns for the area Build self-confidence</p>	<p>Provision of awareness to non-traditional jobs Bringing in role models Raising awareness Role models (guest speakers) Sharing Community involvement Provision of skills Aboriginal teachings Alternative opportunities Life skills Workshops Cultural awareness Providing resources to make positive choices Leadership skills (public speaking) Variety of courses</p>	<p>Cultural awareness Reduce criminal activity Develop Leadership Facilitate community building/ youth involvement Develop self-esteem Provide a positive alternative</p>		<p>Staff Volunteer Time Management</p>	<p>Recreational Bowling Tae Kwon do Pottery Roller-skating Swimming Skating Baseball Basketball Going to the park Sledding Movies Drawing/ art classes Parties Sleep over/ makeovers Field trips Board games Family day Cultural Drumming Sweats Sharing circles Pow wows Singing Medicine bags Talking circles Drawing/art classes</p>	<ol style="list-style-type: none"> give parents a break celebrate socialize/ get together learn valuable skills such as how to act, respect, face fears, be wise, honest true, love and cook increase cultural knowledge learn how to follow instructions see friends positive role models develop role models positive experience build confidence learn language/ culture learn about racism/ bullying/ other relevant issues practice skills that are learnt tell their story easier on parents grocery bill learn how to speak/ express themselves learn teamwork exercise improve self challenge self help others get kids out of house provide kids with new experience future employment (skills/ opportunities) have fun do better in school 	<ol style="list-style-type: none"> Ask parents, ask kids questions through stories through pictures information data collected – ie. Number of kids attending the program word of mouth – hear one kid tell another about the rules/ how to act visual observation of skills sharing of knowledge/ teaching other asking others that know the kids – teachers/ parents if there is an improvement that can be linked to the program pictures, stories numbers of youth attending observation, ask questions compare before and after data list of all the activities that are being done and what outcome they address - 	<ol style="list-style-type: none"> survey, interview survey, pictures pictures, compare before and after, survey interview, interview focus group, compare before and after compare, interview interview, compare interview, compare interview, pictures survey, focus group, compare, pictures survey, compare interview, compare, focus group pictures, compare before and after knowledge survey, compare interview, focus group interview, pictures survey, compare, pictures interview, focus groups, compare interview, pictures, focus groups, compare interview interview, focus group, compare interview interviews
	<p>Funding contribution agreement</p>	<p>Aboriginal youth engagement Aboriginal cultural development Capacity building Social development Resource development Community engagement</p>	<p>Increased number of youth involved Feedback provided by participants Focus group with youth Youth volunteers Elders involved Cultural guidance Access to cultural opportunities Homework club participation Information sessions Training Counseling Workshops/events Peer mentors</p>	<p>Develop self esteem Provide a positive alternative Provide a brighter outlook Teach new skills Educate</p>	<p>By recording the number of youth that participate By the participation and number of youth involved in the design and delivery of the program Showing how the program was culturally relevant Show how the project attracted aboriginal youth from within the community Assessing the amount of cultural knowledge gained as a result of the program By providing a variety of cultural information, practices, traditions and supporting aboriginal youth participations Increased pride/ self esteem displayed by the participants for their cultural identity Assessing knowledge, skills and or leadership</p>	<p>MONEY Location</p>	<p>Windigo Other events Training Homework club Computer club Workshops (?) Training for staff(?) Life skills for kids(?) Clean-up Recycling program "hang-out" Teaching the sacred teachings Talking/sharing Make friends volunteer Nutritional Preparation of meals Snack prep Youth involvement Eating of meals BBQ</p>	<ol style="list-style-type: none"> learn how to speak/ express themselves exercise improve self challenge self help others get kids out of house provide kids with new experience future employment (skills/ opportunities) have fun do better in school 	<ol style="list-style-type: none"> compare before and after data list of all the activities that are being done and what outcome they address - 	<ol style="list-style-type: none"> interview, compare, focus group focus group, compare interview, compare, focus group pictures, compare before and after knowledge survey, compare interview, focus group interview, pictures survey, compare, pictures interview, focus groups, compare interview, pictures, focus groups, compare interview interview, focus group, compare interview interviews

			Website creation Adult volunteers	Skills and knowledge that will help youth meet their social, economic and personal challenges						focus group 29. pictures 30. survey compare 31. compare, focus group 32. survey pictures 33. survey, compare, focus group, pictures
			Community forum Work with other organizations/ police	Evidence of skills and knowledge provided Showing the degree to which leadership development was realized						
			Increased number of youth involved Feedback provided by participants Focus group with youth Youth volunteers Elders involved Cultural guidance Access to cultural opportunities Homework club Information sessions Training Counseling Workshops/events Peer mentors Website creation Adult volunteers Community forum Work with other organizations/ police	Increased number of youth involved Feedback provided by participants Focus group with youth Youth volunteers Elders involved Cultural guidance Access to cultural opportunities Homework club Information sessions Training Counseling Workshops/events Peer mentors Website creation Adult volunteers Community forum Work with other organizations/ police						

Appendix # 5 Evaluation Cheat Sheet

Measurement Tool	What is it?	When would you use it?	How do you use it?	Advantages	Disadvantages
Survey/ Questionnaire (ask a whole bunch of questions)	Series of questions about a range of topics. Get as many people to respond as necessary (usually more than 10)	To find out from a lot of people what they think about a number of things	Create a survey (list of questions), pass it out, let people fill it in and return	Easy to compare answers Find out a lots of information about basic things	Don't get a lot of detail Answers can be skewed because of who answers
Interview (ask one person at a time a whole bunch of questions)	Asking questions to individuals selected for their knowledge and experience on a topic. Focused conversation	To find out a lot of detail about one or two things	Pick someone (internal or external) to ask semi structured questions – the interviewer would subtly probe to elicit information, opinions and experiences	Can alter depending on answers Find out lots about certain things	Takes a long time Hard to compare answers
Focus group/ Small group meetings (ask a group one or two questions)	Discussion between a small group (usually 8-12)	Get good discussion going regarding one or two issues	Have an open ended discussion about a certain issues – ask a few specific questions and get people to discuss then record results	Good discussion/ information	Only find out lots about one or two specific things
Compare before and after (Comparison data)	Gather current information to be compared against future data	To compare the beginning and the end or middle data	Need beginning information to compare with the end data	Easy to use Easy to compare results	Need to have the beginning information
Pictures / mapping/ charts/ diagrams (visual)	Record/track what you can see – do you see changes? Write them down or photograph them	To see the visual impact of a program	Take a visual observation – look around and record what you see	Easy to do Can get lots of people to do	Hard to record and prove
Report cards (rating - asking questions)	Create a series of questions ranking/ rating a program – get stakeholders to fill in	To evaluate a variety to programs	Get stakeholders to “report” on the various programs	Can get lots of opinions	Only get what you ask for Data can vary depending on who does it
Councils (talking)	A defined group of people that meet on a regular basis to discuss relevant issues	To talk about issues that are going on in the drop in	Get together and discuss	Get lots of advice People involved on-going	Only hear certain view points rather than a wide range
Observation / story telling (visual)	Listen and watch what you hear/ see going on – record changes using detailed observation form	To record what you are hearing/ seeing	Write down what you are seeing/ hearing	Cheap Lots of good information	Hard to prove information obtained
Statistics/ record keeping	Record number of kids participating, where they live, socio economic data that may be relevant	To keep track to numbers	Staff record participants/ numbers	Easy to do and compare #'s Easy to prove	Time consuming Only about numbers

Appendix # 6- Youth Drop- in Report Card

Youth Drop-in Report Card
 Please Rate the Following Activities
 Place an X in the box that applies

Activity	Excellent	Good	Satisfactory	Needs Improvement	Comment
Drumming Amount of knowledge gained					
Drumming How well is it being run?					
Bowling Amount of knowledge gained					
Bowling How well is it being run?					
Homework Club Amount of knowledge gained					
Homework Club How well is it being run?					

Evaluation framework in a Nutshell

1. Continue tracking number of youth attending the program by using the new sign in sheets. Staff are already doing this but putting the information into the new spreadsheet will allow the program to track numbers with greater ease. Addition of the aerial photograph to identify geographic expanse of the program – this will also show the number of new participants.
2. Continue recording programs but on the new modified spreadsheet. This spreadsheet will break down the programs based on service type; cultural, nutritional, educational, recreational, social. The spreadsheet will ask how the program was run ie., volunteers, staff, community member, with another organization. There will be a column for staff to make additional notes such as noting if any youth volunteered. A final column will state who asked for the program, was it done because youth requested. This method will allow types/ style/ delivery to be tracked more easily. It will also show how programming was decided – was it recommended in a journal (did youth initiate), was it a parents suggestion. It will also show how programming has changed/ adapted to neighbourhood changes.
3. Gathering base line data and the continual gathering of base line data. This will be done using a variety of evaluation tools.
 - Survey – to determine what the youth have learned from the program. The primary objective of the surveys will be to evaluate the educational component – are kids doing better in school?, the life skills that are being taught (social skills, etiquette, etc) the third will be to measure the amount of cultural knowledge that the youth are learning the final is to evaluate the amount of capacity building that is occurring. The surveys will be done periodically throughout the year and the results tabulated (using excel charts, word tables and summarizing statements) then the results can be compared/ analyzed. Three separate surveys written in collaboration with the staff will be administered by the staff. An internal survey with the youth will determine from the youth how the program has succeeded in the above mentioned areas. Second an external survey with Elders, teachers and other community participants to assess the impact of the program. The final survey will be conducted with parents of the youth to determine the benefits of the program on the youth's daily life.

Appendix # 7 Evaluation Framework in a Nutshell

- Semi-structured interviews- conducted with youth, staff and parents by an external to further analyze if the program is accomplishing its goals. Back up the quantitative data with qualitative.
 - Focus group sessions/ community forums – holding parents/ community events to ask a series of questions about the effect of the program on the community. This will be built into events that are currently occurring at the centre, such as a family day. (once a year)
 - Journals keeping will be built into the centre daily activities and provide youth/ staff with a place to document their daily events, feedback, ideas/ suggestions and concerns.
4. Establishment of a youth council – this does not have to be something formal or rigid but just a way for youth to impact the types of programming that is occurring. A youth council can act both as a evaluation tools and
 5. Organize – the data will be organized into the appropriate formats. The spreadsheets will be created and provided to ease the time it will take staff to input the information
 6. Analyze – the data will be considered and looked at – why did we get these results what does it mean
 7. Present – the information will be presented in the appropriate formats with supporting pictures, charts, stories and notes.

Appendix # 8 Evaluation Framework Outline

Area Number One

Why are we keeping numbers?

- To show that program is being used
- To show program is being used by children in the area (attract youth from w/i community)
- As a tool to lobby for future funding
- To show that the program is being used on a regular basis
- To show that the program is attracting both new community members as well as continuing to keep its regular users
- To document the ages that the program is attracting
- To show that the program is creating a positive experience (numbers will indicate program success)
- To show that kids are getting out of the house and getting a new experience

How are we going to keep track of the numbers?

1. through a sign in sheet – indicate program participant (may or may not use a name)
2. show on an aerial photograph for each new youth where they live – this will indicate the geographic expanse of the program. This can be something that is fun and built into the program – if the sheet were large and placed on a wall then kids could be a part of tracking new program users

Sign in Sheet example 1:

Day	Name / youth participant	School Grade	Total number of participants
Monday	John Doe	6	12
	Allan Bew	5	
	Jane May	5	

Sign in sheet example 2:

Day	Number of participants	ages
Monday	22	Between 8 and 13
Tuesday	25	Between 7 and 10

Then at the end of the day/ week you can look at the average number of participants and put them into charts to watch participant involvement.

Appendix # 8 Evaluation Framework Outline

Area Number Two on Evaluation Framework – Keeping track of programming

Why are we keeping track of programming?

- Show that the programming is providing a variety of cultural information
- To show that the program is providing/ supporting aboriginal youth participation
- To show that the program is providing access to cultural opportunities for example involving elders, cultural guidance, information, cultural identity, cultural experiences
- To show that the program is providing a range of recreational, social, nutritional, educational opportunities
- To show that the program is meeting its mandate
- To show that the program is meeting its funding requirements
- To show that the program is providing unique experiences for youth within the community
- To show that the program is providing an opportunity for youth to learn valuable skills & knowledge

How are we going to keep track of programming?

1. Marking down the program being offered
2. Dividing the program being offered into distinct categories that can easily be obtained and shown to potential funders
3. Back up the chart with a variety of visual tools, photographs, drawn pictures, diagrams that can be inserted into the chart as additional information

Category	Activity	How implemented	Who asked for?	Week of Jan 11-15
Recreational	Bowling	Staff run	Parents	3
	Swimming	Staff run	Staff	
	Tae kwon do	Volunteer/ turtle island	No one	

Appendix # 8 Evaluation Framework Outline

Cultural	Drumming	Albert	Youth	3
	Sweats	Ken Anderson	Staff	
	Special ceremony	Volunteer	Staff	
social	Seven sacred teaching	Staff	Staff	4
	Etiquette	Staff	Staff	
	Following rules of the centre	Staff/ youth	Staff	
	Valentines day party	Staff	Youth	
Educational	Homework club	Volunteer	School/ staff/ funders	1
Nutritional	Supper	Staff run/ youth help	Youth influenced the meals	1

The continual keeping of the chart will allow you to document on a daily basis what types of programming you're doing in the program. By keeping statistical numbers you will be able to back up the funding requirement that you are providing a variety of cultural information, as well as providing a variety of programs that are important to the youth/ daily life within the community. The column entitled who asked for it – will allow the program staff to indicate that youth/ community is having some influence on the design and delivery of the program. It also shows who is involved in the program – that you are bringing in elders, out side mentors, starting to establish and provide the kids with positive role models. It also shows that adults are being involved in the program. The how implemented column will show that you are working with other organizations – for example if there is a recreational program at turtle island then you can show that you are not simply dependant on the drop-in centre but have gained/ made connections to other organizations within the community.

The first two can be started immediately.

Appendix # 8 Evaluation Framework Outline

Area Number 3 on Evaluation Framework – Gathering Baseline information

Why are we gathering baseline data?

- To have some idea of where we were when we started the program so that we can compare and see how we're doing in the future
- To see where stakeholders would like to see the program moving
- To have an idea of what is being gained/ learned in the program
- To assess amount of cultural knowledge that is being gained in the program this can be done in an interview with youth – ask if they had ever drummed/ sang, gone to a sweat before coming to the program –
- To indicate the cultural programs that being offered at the program
- To allow program staff to have an idea of the types of programs that youth/ parents would like to see running out of the centre
- To assess the impact of programming on the youth

How are we going to gather base-line data? We need to find out what the kids know, what they have learnt at the program and what they learn at the program when they attend.

This is more challenging than the previous two sections, in this one we're going to use a variety of different tools to assess the programming that is currently underway.

1. Survey – The staff will work with someone with survey experience to help create a survey. The intent of the survey is to answer the youth drop-in centre participant knowledge and skills. The survey through a series of questions will ask them to rank themselves and their skills. This will start the base line knowledge gathering. The survey should let you know where the kids are at right now – if they're getting these experiences anywhere else and if so where. Provide us with knowledge of where the kids are. A survey was chosen as it can obtain a significant amount of information from a broad number of people. The information gathered from the survey will be organized using a variety of charts and tables that can easily be compared or inserted into a written document to show the impact the program is having on the community.
2. Focus group – A focus group with outside stakeholders – parents/ school/ other groups in the area – see if the youth drop-in program is paying off- are the kids more confident? Are they doing better in school? Are they showing signs of the skills they are learning? This focus group could be held as a family bar-b-que day – invite parents and stakeholders to attend and see what the program does, then ask questions to the group. This will expand on the information gathered in the survey. Information from the focus group will be gathered by recording the responses and reviewing and analyzing the responses that were obtained. The responses will be written and inserted into the evaluation. The focus group will also be looking for parent input into the programming.

Appendix # 8 Evaluation Framework Outline

Area Number 4 on Evaluation Framework – Plan for continual information gathering:

Once each of the evaluation tools has been implemented its important to continue to gather information. A survey should be held every three months – to expand on the baseline data. Keeping the questions the same would allow for the comparison of information over time.

Holding semi-formal interviews with various youth participants on a regular basis would provide the opportunity for staff to expand on the knowledge that has been obtained through previous surveys, interviews, focus groups and journals. The interview does not have to be formal but recording the responses should become part of the daily routine.

Focus groups – or parents/ community events are a great way to begin to involve community in the centre, while obtaining valuable interests. Planning a family event twice a year would provide the centre with that necessary component/ information.

Journals can be brought in as part of the routine at the centre – spending 5 minutes writing or drawing anything that the youth learned at the centre, think about the centre or would like to do in the centre can be recorded. Those who don't want their journals looked at can opt to put theirs in a container that will not be looked at by staff.

Pictures – drawn or photographs can be used to back up statistical information that will be used in the evaluation to show what the youth have learned, experience and accomplished throughout the year.

Establishment of a youth council. A youth council will:

- Provide youth with an opportunity to influence what programming is occurring,
- Provide an arena to obtain youth feedback,
- help build leadership skills,
- build confidence,
- build teamwork skills
- teach youth to follow instructions
- improve & challenge youth
- provide youth with new skills/ opportunities

Reference

- Arnstein, Sherry. (1969). A Ladder of Citizen Participation. *JAIP* 35(4)216-224
- Bamberger et al. (2006). *Real World Evaluations: Working Under Budget Time, Data and Political Constraints*. London: Sage Publications.
- Bare, John. (2005). Evaluation and the Sacred Bundle. *The Evaluation Exchange*, 11(2), 6-7.
- Bickell, Ralph. (1966). *Lord Selkirk Park Winnipeg, Manitoba An Urban Renewal Project*. Unpublished master's thesis, University of Manitoba, Winnipeg, MB, Canada.
- Carter, Tom. 2005. *The Promise of Investment in Community Led Renewal*. Winnipeg: CCPA.
- Chen, Huey-Tsyh. (2005). *Practical Program Evaluation: Assessing and Improving Planning, Implementation and Effectiveness*. Thousand Oaks: Sage.
- Christie, Christina. 2003. *The practice-theory Relationship in Evaluation*. In American Evaluation Association. Number 97
- Clements, Paul. (1999). *Success Measures Guidebook*. Development Leadership Network.
- Cousins, J. Bradley. (1995). Participatory Evaluation: Enhancing Evaluation Use and Organizational Learning Capacity. *The Evaluation Exchange*, 1(3/4), 1-3.
- Davidson, Jane. (2005). *Evaluation Methodology: The Nuts and Bolts of Sound Evaluation*. Thousand Oaks: Sage.
- deGroot-Maggetti, Greg. 2002. A Measure of Poverty in Canada: A Guide to the Debate About Poverty Lines. Accessed August 23, 2007 from http://action.web.ca/home/cpj/attach/A_measure_of_poverty.pdf
- Department of Health and Human Services. 2006. Program Evaluation. Accessed August 23, 2007 from <http://www.cdc.gov/std/program/progeval/2-PGprogeval.htm>
- Department of Housing and Urban Renewal. (1967). *Lord Selkirk Park Renewal Scheme: A Revised Scheme for Urban Renewal Area No. 1*. Winnipeg: City of Winnipeg.

Department of Housing and Urban Renewal. (1971). *Lord Selkirk Park Renewal Scheme Review, 1971*. Winnipeg: City of Winnipeg.

Eckman, A , T McQuinston and T. Lippon. 2000. Worker-let Participatory Research and Evaluation. *Participatory Learning and Action*. Issue 38. pp. 81-84.

Friedlander, Frank. (2001). Participatory Action Research as a Means of Integrating Theory and Practice. In Proceedings from *Fielding Graduate Institute Action Research Symposium: Alexandria, VA*.

Hart, Roger (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF

Health Canada. (1996). *Guide to Project Evaluation: A Participatory Approach*. Retrieved June 18, 2005 from <http://www.phac-aspc.gc>.

Innovation Network. (2001). *Evaluation Workbook*. Retrieved on June 17, 2007 from <http://www.innonet.org>.

Jennings, James. (2005). "The Demonstration Disposition Program in Boston, Massachusetts: Lessons for Resident Empowerment, Economic Development, and Government Partnerships" *National Political Science Review* Volume 10 (February 2005)

Kaner, Sam, Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (1996). *Facilitators Guide to Participatory Decision Making*. Gabriola Island, BC: New Society Publishers.

Kruger, Richard. (1988). *The Process of Conducting Focus Groups: A Practical Guide for Applied Research*. Newbury Park: Sage Publications.

Layne, Judy. (2000). *Marked for Success??? The Winnipeg Core Area Initiative's Approach to Urban Regeneration* Accessed August 23, 2007 from <http://www.hil.unb.ca/Texts/CJRS/>

LeBel, Lillianne. (2005). *How to Get Feedback Data you can Use*. Retrieved September 14, 2006 <http://www.catalogsuccess.com>.

LeGates, Richard and Fredrick Stout, eds. (1996). *The City Reader*, 2nd Edition. Routledge: London.

Leo, Christoper. (1997). *Urban Decay: Barricading our Cities, and Our Minds*. Retrieved August 23, 2007 from <http://www.radicalurbantheory.com/misc/urbandecay.html>

Levin, Earl. 1980. Winnipeg Inner City Development Initiative Study. Department of Regional Economic Expansion: Winnipeg.

Levin, Earl. 1993. City History and City Planning: The Local Historical Roots of The City Planning Function in Three Cities of the Canadian Prairies. Thesis: University of Manitoba.

Manitoba Housing and Renewal Corporation. Annual Reports 1967-68 & 1968-69. City of Winnipeg: Winnipeg.

Manitoba Justice. The Safer Communities and Neighbourhood Act. Retrieved June 24, 2006 from <http://www.gov.mb.ca/justice>

Mason, J. (2000). *Organizing and Indexing Qualitative Data: Making Convincing Arguments with Qualitative Data*. London: Sage Publications.

Martinez, Cathy. 2005. The Importance of Evaluation. Retrieved January 20, 2006 from <http://www.guidestar.org/news/features/evaluation.jsp>

McCreary Centre. 2002. Youth Participation in Planning: Strategies for Social Action. Accessed August 23, 2007 from http://www.mcs.bc.ca/r_youth.htm

McKay, Nanette. (2004a). *CCI: Lord Selkirk Park/ Dufferin Neighbourhood Workplan: year one*

McKay, Nanette. (2004b). *Lord Selkirk- Dufferin Neighbourhoods Comprehensive Community Initiative*. Winnipeg: NECRC.

McKay, Nanette. (2005c). Request to Neighbourhoods Alive! Lord Selkirk Park Dufferin Neighbourhoods CCI, January 4, 2005.

Metropolitan Corporation of Greater Winnipeg. (1967). *Metropolitan Urban Renewal Study*. Winnipeg: Final Report.

Mignone, Javier. (2006). Program Evaluation for Non-Profits. In Proceedings from Annual CED Gathering 2006. Winnipeg, MB.

Morgan, Sharon (2006). Funding Contribution Agreement Report. Winnipeg: Lord Selkirk Park Aboriginal Women's Group.

Morrison William. 1967. A Detailed Investigation of the Social Effects of Relocation Upon Selected Families From a Renewal Area in Winnipeg. Winnipeg: CMHC.

Mullinox, Bonnie & Marren Akatsa-Bukachi. 2001. 10 Participatory Evaluation: Offering Kenyan Women Power and Voice. <http://www.idrc.ca>. Accessed May 13, 2005.

National Anti-Poverty Organization. (2006). The Face of Poverty in Canada: An Overview. Retrieved on August 23, 2007 from <http://www.napo-onap.ca/en/issues/2006POVERTYinCANADA.pdf>

NECRC. 2001. Annual Report.

Neighbourhood Renewal Fund. 2005. "Twenty First Amendment to the Program Contribution Agreement"

Obenzinger, Hilton. 2005. How to Research Write and Survive a Literature Review. Stanford University. Retrieved August 22, 2007 from <http://www.stanford.edu/dept/undergrad/urp/PDFLibrary/writing/LiteratureReviewHandout.pdf>

Odhiambo, Frank. (2000). Participatory Approaches. Retrieved August 22, 2007 from <http://www.sanicon.net/titles/topicintro.php3?topicId=23>

O'Sullivan, Rita. (2004). *Practicing Evaluation: A Collaborative Approach*. Thousand Oaks: Sage.

Pancer, Mark, Linda Rose-Krasnor and Lisa Loiselle. (1996). Moving Youth Participation Forward. In *Journal of Planning Literature* 20.

Patton, Michael. (1990). *Qualitative Evaluation and Research Methods*. London: Sage Publications.

Patton, Michael. (1997). *Utilization-Focused Evaluation: The New Century Focused Text*. Thousand Oaks: Sage.

Reynolds, Lindor. A war zone isn't very far from home: Winnipeg kids fighting to survive in a world of drugs and violence *Winnipeg Free Press*, p. A3.

Ross, David et al. 2000. *The Canadian Fact Book on Poverty*. Ottawa: Canadian Council on Social Development.

Sanford, N. (1970). "What Ever Happened to Participatory Action Research" *Journal of Social Issues*, 26, 4.

Scriven, Michael. (1991). *Evaluation Thesaurus*. Thousand Oaks: Sage Publications.

Silver, Jim. (2006). Public Housing in Winnipeg's North End: The Case of the Lord Selkirk Park Housing Development. *CCPA Review*, May 2006, 1-4.

Statistics Canada. 2001. Census of Canada. Accessed August 23, 2007 from <http://www12.statcan.ca/english/census01/home/index.cfm>

Stoecker, Randy. (2005). *Research Methods for Community Change*. Thousand Oaks: Sage Publications.

Squires, Rochelle. Man slain in fight. *Winnipeg Sun*, p. 3.

TIPS. (1996). *Performance Monitoring and Evaluation: Conducting a Participatory Evaluation*. USAID Number 1 pp. 1-4.

Trochim, William. (2006). What is the Research Methods Knowledge Base. Retrieved May 2006 from www.socialresearchmethods.net.

UNDP. 2006. How to Do a Participatory Evaluation. Retrieved January 2005 from <http://www.undp.org>

Upshur, Carole & E. Barreto-Cortez. (1995). What is Participatory Evaluation (PE)? What Are Its Roots? *The Evaluation Exchange*, 1(3/4), 14.

Urban Planning Branch. (1998). Lord Selkirk Neighbourhood: Neighbourhood Revitalization Strategy. Winnipeg, MB: Winnipeg Development Agreement.

World Bank. (1996). The World Bank Participation Sourcebook. Washington: The International Bank for Reconstruction and Development.

Yauk, Thomas. (1973). *Residential and Business Relocation from Urban Renewal Areas: A Case Study – The Lord Selkirk Park Experience*. Unpublished master's thesis, University of Manitoba, Winnipeg, MB, Canada.

Zeisel, J. (1981). *Inquiry by Design: Tools for Environment Based Research*. Cambridge: Cambridge University Press.

Zorzi, Rochelle, Martha McGuire & Burt Perrin. (2002). Canadian Evaluation Society Project in Support of Advocacy and Professional Development. Executive Summary.

Zukoski, Ann & Mia Luluquisen. (2002). Participatory Evaluation: What is it? Why do it? What are the Challenges? *Policy and Practice*, 5, 1-6.