



Canadian Evaluation Society – National Capital Chapter

2024 ANNUAL LEARNING EVENT

INTEGRATE. FACILITATE. ELEVATE.
SKILLS FOR NOW AND THE FUTURE

CALL FOR
PRESENTATIONS

SUBMISSION DEADLINE
FRIDAY, JANUARY 12, 2024



National Capital Chapter
Canadian Evaluation Society

Call for Presentations

INTEGRATE: Promising practices for incorporating lenses into your evaluation practice

As we navigate the complexities of the modern world, it is crucial to reflect on how the advancements made in gender based analysis plus (GBA Plus), diversity, equity, inclusion, active reconciliation, accessibility, and environmental sustainability are incorporated into our evaluation practice. While we know **why these lenses are important**, this sub-theme challenges us to reflect, learn and share **specific ways to apply these critical lenses** into our work.

But we need you!

We want to hear how you are exploring **innovative approaches and promising practices** that foster more inclusive evaluations, account for environmental sustainability or contribute to active reconciliation.

We are seeking **dynamic 10-15 minute presentations** that share your insights and demonstrate us how we can incorporate these lenses!



Submission details:

- **Proposal:** 250-word outline of your presentation
 - Ensure the link to the “Integrate” sub-theme is clear
 - Indicate what lens(es) you are presenting about
 - Your outline should clearly highlight the key takeaways and insights you intend to share.
- **Language:** Submissions are welcome in either official language.
- **Deadline:** Friday, January 12, 2024

[Submit your proposal here](#)



CES National Capital Chapter

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Call for Presentations

INTEGRATE: Promising practices for incorporating lenses into your evaluation practice

Some possible topics to spark your thinking:

▪ **GBA Plus/Diversity, Equity and Inclusion**

- What methods are you using to ensure diverse representation in stakeholder engagement or key informant interviews?
- How does your evaluation consider bias when reviewing programs that include project selection?
- To what extent are your staff provided cultural competency training? Is training mandatory or optional? Paid for by the company or comes out of the employee's training budget?

▪ **Active Reconciliation**

- How are you incorporating co-development and engagement of Indigenous organizations and governments in the design of your evaluation?
- How are you using OCAP principles in your evaluation?
- Do you consider the historical context of the design of the program as part of your evaluation?

▪ **Accessibility**

- What strategies do you employ in the design of your evaluation to accommodate individuals with diverse abilities?
- In an era of data visualization, how do you ensure that the evaluation products you produce are accessible? Do you do this yourself or does another team handle it? Do you have access to training, policies, guidelines, etc.?
- How do you assess whether a program is accessible? What evaluation indicators do you use?

▪ **Environmental Sustainability**

- Sustainability is a big word – What specific evaluation questions and/or indicators are you using in your evaluation matrix for non-environmental programs?
- When considering “efficiency” do you consider a climate lens? If so, how?
- Do your recommendations consider how to make the program more environmentally-friendly?

