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SUMMATIVE EVALUATION OF THE CELEBRATION, COMMEMORATION AND LEARNING PROGRAM

Evaluation Services Directorate
Corporate Review Branch

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Canada 

TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
1. Introduction and Context.....	1
1.1 Profile of the Celebration, Commemoration and Learning Program.....	1
1.1.1 Overview of Program.....	1
1.1.2 Program Objectives.....	2
1.1.3 Program Activities and Expected Results.....	3
1.1.4 Program Resources	4
1.2 Evaluation Context, Objectives and Issues	6
1.3 Overview of Methodology and Limitations.....	7
1.3.1 Overview of Evaluation Methodology.....	7
1.3.2 Limitations of the Evaluation.....	8
1.4 Purpose and Organization of the Report.....	9
2. Rationale and Relevance	9
2.1 Rationale for Program.....	9
2.1.1 Relationship between Program Activities and Outcomes and Social Cohesion.....	10
2.2 Fulfilling a Need	10
2.2.1 Ongoing Need for the Program.....	10
2.2.2 Canadians' Knowledge and Understanding.....	11
2.2.3 Canadians' Sense of Belonging	12
2.2.4 Public Support for Program as a Means to Increase a Sense of Pride and Belonging to Canada.....	12
2.3 Contribution to the Department's Objectives and the Federal Government Priorities	12
2.3.1 Relationship between Program Objectives and the Department's Strategic Objectives	12
2.3.2 Relationship between Program Objectives and Government Priorities	13
2.3.3 Contribution of the Program to the Department's Strategic Objectives and the Government's Priorities	13
3. Success and Impact	13
3.1 Achieving Expected Results: Celebration Component.....	13
3.1.1 Immediate Results.....	13
3.1.2 Intermediate Results.....	18
3.1.3 Ultimate Result	22
3.1.4 Achieving Results on Budget.....	24
3.1.5 Contribution of "Celebrate Canada!" Committees	24
3.1.6 Contribution of PCH Regional Offices.....	24
3.2 Achieving Expected Results: Commemoration Component	25
3.2.1 Immediate Results.....	25

3.2.2	Intermediate Results.....	28
3.2.3	Ultimate Result	29
3.2.4	Achieving Results on Budget.....	30
3.2.5	Contribution of PCH Regional Offices.....	30
3.3	Unanticipated Program Impacts.....	30
3.3.1	Impacts on Horizontal Cooperation	30
3.3.2	Impacts Resulting from Partnerships	31
3.3.3	Impacts Resulting from Organization of Events and Creation of Committees	31
3.3.4	Program's Influence on Canadians' Behaviour	32
3.3.5	Economic Impacts.....	32
3.3.6	Other Unanticipated Impacts	32
4.	Cost-Effectiveness and Alternatives	33
4.1	Resource Utilization	33
4.1.1	Effectiveness and Efficiency of Resource Utilization	33
4.1.2	Adequacy of Resource Levels	34
4.1.3	Diversification of Funding Sources for Program Activities	35
4.2	Similar Programs and Alternatives	35
4.2.1	Complementarity or Duplication of CCLP with Similar Programs....	35
4.2.2	Cost-Effectiveness of Similar Programs in Relation to CCLP	36
5.	Conclusions, Recommendations and Management Response	38
5.1	Rationale and Relevance.....	38
5.2	Success and Impact	39
5.2.1	Celebration Component	39
5.2.2	Commemoration Component.....	39
5.2.3	Learning Component	40
5.3	Cost-Effectiveness and Alternatives	40
5.4	Recommendations and Management Response.....	41
	Appendix A Program Logic Model	46
	Appendix B Evaluation Issues/Questions,Indicators and Data Sources.....	47
	Appendix C Evaluation Methodology	50
	Appendix D List of Stakeholders Interviewed	59
	Appendix E Interview Guides.....	65
	Appendix F Public Opinion Survey Questionnaire	78

LIST OF ACRONYMS

ACCEP	Atlantic Canada Cultural and Economic Partnership
ACOA	Atlantic Canada Opportunities Agency
CBC	Canadian Broadcasting Corporation
CCLP	Celebration, Commemoration and Learning Program
CCW	Canada's Citizenship Week
CIC	Citizenship and Immigration Canada
CMHC	Canada Mortgage and Housing Corporation
CTV	Canadian Television
DFAIT	Department of Foreign Affairs and International Trade
DND	Department of National Defense
DPR	Departmental Performance Report
GCIMS	Grants and Contributions Information Management System
INAC	Indian and Northern Affairs Canada
MECB	Major Events and Celebrations Branch
NCC	National Capital Commission
NCR	National Capital Region
OSGG	Office of the Secretary of the Governor General
PAA	Program Activity Architecture
PCH	Department of Canadian Heritage
RCMP	Royal Canadian Mounted Police
VAC	Veterans Affairs Canada

EXECUTIVE SUMMARY

Program Description

Established in November 2003, the Celebration, Commemoration and Learning Program is intended to provide Canadians with opportunities to learn and understand more about each other, to involve them in nation-building and to recognize Canadian achievements through celebrations and commemorative events. The Program includes three major components – Celebration, Commemoration and Learning – that aim toward the achievement of the Program's three objectives:

- Improve appreciation for Canada's rich cultural, ethnic, linguistic and geographical diversity by encouraging meetings and relationship-building among Canadians;
- Generate pride in Canada's heritage by giving citizens an opportunity to share their experiences, background, myths and symbols; and
- Help develop a distinctive Canadian model for shared citizenship, a model where the underlying values are adaptation, respect, responsibility and diversity.

Celebration component: The "Celebrate Canada!" Program was created in 1996 to support celebrations from June 21 to July 1 each year related to National Aboriginal Day (June 21), Saint-Jean-Baptiste Day (June 24), Canada Day (July 1). It expanded in 2003 to include Canadian Multiculturalism Day (June 27). Located within the Department's Public and Regional Affairs Sector, this component is managed by the Celebration, Commemoration and Learning Directorate, Major Events and Celebrations Branch (MECB) at PCH Headquarters. Regional Executive Directors at the five PCH regional offices are responsible for program delivery in their respective region and for coordinating the work of volunteer provincial and territorial "Celebrate Canada!" Committees. These Committees are in turn responsible for promoting, encouraging, coordinating and facilitating "Celebrate Canada!" activities in their province or territory.

Commemoration component: The Government of Canada recognizes more than 50 commemorative days, weeks and months, such as National Flag of Canada Day (February 15), Sir John A. MacDonald Day (January 11), and International Day for the Elimination of Racial Discrimination (March 21). Even though these commemorative events were not included in the Five-year Plan (2004-08), they are linked to Canada's history and values, and to the manner in which the Government of Canada commemorates them by reinforcing key messages about the country. The Department of Canadian Heritage has sole responsibility for these events or shares it with other federal departments and partners, based on the particular event. An Interdepartmental Commemoration Advisory Committee was created to ensure greater consistency among various federal government initiatives related to the National Commemoration Policy (June 2002). This policy is intended to support, coordinate and bridge the areas between existing federal commemoration policies and programs without displacing the existing mandates of individual departments and agencies. The Commemoration component is also the responsibility of the Celebration, Commemoration and Learning Directorate of the Department's Public and Regional Affairs Sector. Commemoration activities and associated

contribution agreements under the Program have been primarily managed by PCH Headquarters, with regional support as needed.

Learning component: Under this component, the Program makes educational materials and resource guides available to teachers on annual themes¹ to stimulate learning about Canada's history. A primary activity is the Canada Day Poster Challenge, held annually in schools across Canada. Many of the learning resources were previously developed by the Canadian Studies Program which was moved to the Department's Citizenship and Heritage Sector in February 2003, leaving very limited resources for the CCLP to address this component. Currently, the Program incorporates a learning focus to the extent possible in activities under the Celebration and Commemoration components.

The regional nature of many of the activities and events supported by the Program has meant that PCH regional staff members play an important role in delivering and managing the Program. In particular, five PCH regional offices and the 13 provincial and territorial "Celebrate Canada!" Committees play a central role in delivering the Celebration component of the Program. Over the five-year period under review (2002-03 to 2006-07), Program resources have totalled \$52,758,000 for the Celebration component and \$23,362,323 for the Commemoration component.

Evaluation Objective and Methodology

The objective of this study was to conduct a summative evaluation of the Celebration, Commemoration and Learning Program required for the renewal of the Program's terms and conditions, which will expire on March 31, 2008. The summative evaluation addressed questions in three major issue areas: rationale/relevance; impact/success (results achieved since the renewal of the Celebration component in 2002 and the creation of the Commemoration component in 2003); and cost-effectiveness and alternatives.

The summative evaluation was conducted by EKOS Research Associates for the Department of Canadian Heritage from November 2006 to March 2007. The evaluation methodology consisted of the following six lines of evidence:

- A review of Program documentation and administrative data/files;
- A review of research literature on the role of national celebrations/commemorations in reinforcing social cohesion and on similar programs in other jurisdictions;
- A secondary analysis of existing public opinion research reports;
- A review of media clippings for 2005 and 2006, including all national and city daily newspapers in Canada;
- Interviews with 31 key informants/stakeholders, including: PCH Headquarters management and staff (n=7); PCH Regional Offices management and staff, including the National Portefeulliste (n=13); "Celebrate Canada!" Committee Presidents and

¹ http://www.pch.gc.ca/pc-ch/pubs/dpr05/public_affairs/tpp_e.cfm

Vice-Presidents in different regions of the country (n=7); provincial government representatives (n=2); and federal government partners (n=2); and

- A public opinion survey of Canadians (n=2,046), conducted in January 2007 (results accurate within +/- 2.2 percentage points, 19 times out of 20).

The evaluation methodology incorporated multiple methods and data from different primary and secondary sources in order to ensure that the findings were valid and captured key points of view on the Celebration, Commemoration and Learning Program. Despite the use of multiple methods, there were some limitations with the evaluation evidence. In particular, data on the costs associated with direct outcomes were unavailable for the Program as well as for similar, comparable programs reviewed in other countries, thereby limiting the cost-effectiveness analysis. The review of existing public opinion research was limited by the fact that findings from different studies were not always comparable, due to the use of different questions and response scales. The degree to which observed outcomes could be attributed to the Program was limited by a lack of baseline data and the fact that the evaluation design did not incorporate comparison groups of non-participants in celebration and commemorative events. Also, media clippings were unavailable prior to 2005, which limited the analysis of trends in media coverage up until 2006. Nevertheless, the fact that the findings from different lines of evidence were quite consistent lends support to the validity of the evaluation results.

Evaluation Findings

Rationale and Relevance

The Celebration, Commemoration and Learning Program was created to ensure continuity and consistency across the many activities initiated and undertaken by the federal government and its partners, and respond to an interest among Canadians in opportunities to learn about and celebrate Canada's heritage, values and achievements. The evaluation evidence suggests that Program activities meet an ongoing need to help Canadians learn about Canada and its history, and instill a sense of pride in and belonging to Canada. In particular, survey findings indicate that a majority of Canadians agree that there is a need for the Government of Canada to fund and support national celebrations and commemoration events. Further, evidence from the evaluation indicates that participation in "Celebrate Canada!" activities and events increases a sense of pride and belonging to Canada; however, research indicates that a sense of belonging is not consistently strong in all parts of the country.

There is strong evidence that Program activities are aligned with, and contribute to the achievement of, PCH strategic objectives by enabling Canadians to share their cultural experiences and celebrate Canada and its symbols. Despite a lack of information on current federal government priorities in the Program area, available evidence indicates that Program activities are aligned with broad federal government priorities related to social cohesion, a sense of pride in Canada and commemoration of veterans.

Success and Impact

Celebration Component

Evidence from the evaluation indicates that the Celebration component has had some success in achieving its intended outcomes; however, precise incremental impacts of Program-funded events are difficult to determine with the available data. Findings indicate that the Program has increased the number of opportunities for Canadians to celebrate and show their pride. In particular, the number of projects funded annually through the Celebration component increased from 1,407 to 1,742 over the five-year period under review. The evaluation found that overall awareness and participation levels are highest for Canada Day; 73% of survey respondents aware of the celebrations indicate that they have participated in Canada Day events or activities in the last five years.

Results of the public opinion survey indicate that Canadians most frequently learn about celebrations as well as commemorative events from ads/announcements on radio or television, ads in the newspaper or through friends or relatives. These findings suggest that the Committees' promotional strategy, which focuses on local and national television, radio and newspaper coverage, is suitable.

The Program estimates that over 7 million people annually participate in "Celebrate Canada!" Canada Day activities for the period under review; however, participation data varied considerably for some regions which could be due to inconsistencies in the collection and reporting of data across jurisdictions. In addition, participation rates can be greatly influenced by external factors such as the weather. While stakeholders suggest that the Canada Day Poster Challenge has increased knowledge and understanding of Canada, there is limited evidence available to assess whether it directly impacts students' knowledge and understanding.

Overall, findings from the evaluation indicate that the Celebration component has increased a sense of shared citizenship among Canadians, and an increased sense of pride and belonging to Canada. In particular, survey respondents who participated in celebration events indicate their participation had a significant impact on their sense of shared citizenship, pride and belonging.

Commemoration Component

There is evidence to indicate that the Commemoration component has achieved some of its intended outcomes; however, success has tended to be more regional in nature. There is some evidence that the Program has provided opportunities for Canadians to commemorate important events and show their pride. In particular, survey findings indicate an increased sense of pride among participants in commemoration events. National levels of awareness and participation in the commemorative events assessed are lower than that for celebrations; however, regions in which commemoration events took place have awareness levels higher than the national average.

As with awareness, participation in commemoration events is lower than for celebration events and varies by region and type of event. Based on the findings of the public opinion survey, among those aware of commemoration events, participation levels range from 14 to 33%. There is limited data on the impact of the Commemoration component on Canadians' knowledge and understanding of Canada, its shared history, values and interests due to the small number of survey respondents who indicated they had participated in a commemoration event.

Learning Component

Although the Program has distributed learning resources widely (e.g., Teacher Guides), there is limited available evidence to assess the success of the Learning component. Based on data collected from the public opinion survey and stakeholder interviews, the Celebration component has increased knowledge and understanding among Canadians who participated in the celebration events of Canada, its shared history, values and interests. Findings from interviews indicate that there are concerns that more could be done to increase the availability and timely delivery of learning resources. Further, the extent of impact of the Canada Day Poster Challenge on students' knowledge is not known because research evidence on the impacts on students' knowledge was unavailable for review; however, there is some evidence from previous research to suggest that teachers find the Poster Challenge to be informative and to motivate learning about Canada.

Contribution of "Celebrate Canada!" Committees and PCH Regional Offices

Findings from the evaluation indicate that the contributions of "Celebrate Canada!" Committees to the coordination and facilitation of the Celebration component have been positive. Similarly, findings indicate that Regional Offices have been supporting the work of Committees; however, given the concerns expressed by some stakeholders, regional inconsistencies in the degree of involvement of Regional Offices and Committees in delivering this component may warrant further investigation. With regard to the Commemoration component, evaluation evidence indicates that there may be a need for greater coordination between PCH Headquarters and Regional Offices to help ensure national promotion and impact of commemorative events.

Cost-Effectiveness and Alternatives

Findings from the evaluation suggest that the Program needs to improve both the efficiency and effectiveness of its use of resources. For example, findings indicate that the Program should make more efficient use of staff time in managing grants and contributions and take steps to ensure the more timely delivery of materials for funded events and activities. In terms of similar programs in other countries, Australia and New Zealand have programs that are similar to the Celebration, Commemoration and Learning Program; however, the level of funding provided by these national governments is significantly less than that of PCH. The evaluation did not identify any alternate, more cost-effective programs or approaches to meet intended outcomes. However, there is evidence to indicate that the Program complements components of other PCH and federal programs such as the Canadian Studies Program (PCH) and Canada's Citizenship Week (CIC).

Recommendations

Based on the findings of the summative evaluation of the Celebration, Commemoration and Learning Program, the following recommendations are made to the management of the Celebration, Commemoration and Learning Directorate:

- 1. Continue to improve the performance information on outputs and outcomes to ensure that reliable information is collected and reported on in a timely fashion.**
Although some progress has been made in improving Program performance monitoring since the formative evaluation in 2004 and the audit in 2006, there is a need to further improve performance information to ensure that it is consistent across regions, reliable and valid, and that it provides meaningful information on the Program's production of outputs and achievement of outcomes (e.g., levels of participation at events) for both the Celebration and Commemoration components. Related to this, there is a need to refine the linkages between Program activities, outputs and outcomes in the CCLP logic model. For example, in the current logic model, the only activity linked to increased opportunities for Canadians to show their pride is the development/distribution of promotional materials. It is suggested that other Program activities (i.e., funding local, regional and national activities, organizing national events) are more logically related to increased opportunities to show pride. Finally, the current evaluation findings indicate that it may be difficult to distinguish opportunities for Canadians to celebrate and to show their pride; therefore, the Program should consider collapsing these two immediate outcomes into one.
- 2. Continue to work to improve the consistency and efficiency of Program delivery.**
Building on the activities of the working group tasked to address the recommendations of the audit and formative evaluation, the Program should consider re-convening the working group to address findings from the present evaluation such as the adequacy and efficient use of resources. The working group should also address the need to clarify the respective roles and responsibilities of PCH Regional Offices and Celebrate Canada Committees to ensure more regional consistency and an appropriate balance of flexibility and accountability in the funding of regional celebration and commemoration events.
- 3. Improve the targeting and reach of promotional activities for the Celebration and Commemoration components to increase national levels of awareness of events.**
While awareness among Canadians of Canada Day and Saint-Jean-Baptiste Day is high, awareness of National Aboriginal Day and Canadian Multiculturalism Day remains low. Also, despite evaluation evidence indicating that the promotional strategy used for commemoration events is generally suitable, national awareness levels of these events are substantially lower than awareness levels in the regions of the events. The Program should therefore consider taking steps to improve the targeting and reach of promotional activities to ensure strong national levels of awareness for all celebrations and commemorative events. For example, the present survey findings indicate that levels of awareness of National Aboriginal Day and Canadian Multiculturalism Day are lowest among francophones and residents of Quebec, and that young Canadians are less aware of some commemorative events such as the centennials of Alberta and Saskatchewan. Promotional strategies could focus on these segments of the population. In addition,

while the Regional Offices play a central role in the delivery of the Celebration component, the Program should consider expanding the role of the Regional Offices in the Commemoration component as a means to increase awareness of commemorative events in all parts of the country.

4. **Redefine the Learning component within the Program.** Findings from the evaluation indicate that few Program activities featured an explicit focus on the Learning component. Further, the evaluation found little available evidence to assess the success of the Learning component on the target audience. Based on these findings, the Program should consider ways to more fully integrate the Learning component into the activities of the Celebration and Commemoration components. As a means of integrating the Learning component, the Program could consider including the development and distribution of learning materials in the requirements of funding agreements for celebration and commemoration events. Here, it will be important to collect performance information on the uptake and impact of the learning materials in order to assess the Learning component's contribution to Program outcomes.
5. **Increase and broaden partnership and outreach activities.** The partnership and outreach activities of the Program are integral to the Celebration and Commemoration components. Evidence indicates a need to enhance and extend partnership and outreach activities in order to address identified barriers to partnerships and improve horizontal cooperation with other federal departments. As an important forum for horizontal coordination and partnerships, the Interdepartmental Commemoration Advisory Committee could potentially play a central role in enhancing the partnership and outreach activities of the Program. To this end, the Program should assess whether or not the Committee continues to be needed and, if so, clarify its mandate and scope of activities and take steps to ensure that it plays an active role.

1. Introduction and Context

1.1 Profile of the Celebration, Commemoration and Learning Program

1.1.1 Overview of Program

The terms and conditions of the Celebration, Commemoration and Learning Program (CCLP) were approved in November 2003 following the creation of the National Commemoration Policy in June 2002. The Program is intended to address a need (e.g., as indicated in public opinion research) to provide Canadians with opportunities to learn and understand more about each other, to involve them in nation-building and to recognize Canadian achievements through celebrations and commemorative events.² (The Program's objectives and expected results are presented in Section 1.1.2.) The Program includes three major components – the Celebration component, Commemoration component and Learning component – each briefly described below.

Celebration component: The “Celebrate Canada!” Program was established in 1996 to support celebrations from June 21 to July 1 each year related to National Aboriginal Day (June 21), Saint-Jean-Baptiste Day (June 24) and Canada Day (July 1). These celebrations expanded in 2003 to also include Canadian Multiculturalism Day (June 27). Grants and contributions are provided to provincial/territorial “Celebrate Canada!” Committees and to local/regional initiatives to encourage local and regional groups to organize “Celebrate Canada!” Financial support is intended to increase opportunities to celebrate and to stimulate participation of Canadians across Canada.

Located within the Department's Public and Regional Affairs Sector, this component is managed by the Celebration, Commemoration and Learning Directorate, Major Events and Celebrations Branch (MECB) at PCH Headquarters. Regional Executive Directors at the five PCH regional offices are responsible for program delivery in their respective regions and for coordinating the work of volunteer provincial and territorial “Celebrate Canada!” Committees. These Committees are in turn responsible for promoting, encouraging, coordinating and facilitating “Celebrate Canada!” activities in their province or territory, including the review of all funding applications and the issuance of recommendations as to which projects should be funded. Recommendations for applications for less than \$3,000 are approved by Regional Executive Directors while applications for more than \$3,000 are recommended by Regional Executive Directors and approved by the Minister of Canadian Heritage.

The “Celebrate Canada!” Program represents the most significant portion of expenses related to the Celebration, Commemoration and Learning Program, providing contributions to fund the annual operating expenses for volunteer “Celebrate Canada!” activities. Committees and funding for celebration projects throughout Canada. The Program's resources are presented in Section 1.1.4.

² Canadian Heritage. Celebration, Commemoration and Learning Program Integrated Results-based Management Accountability and Risk-based Audit Framework (Annex A).

Commemoration component: The Government of Canada recognizes more than 50 commemorative days, weeks and months, such as National Flag of Canada Day (February 15), Sir John A. MacDonald Day (January 11), and International Day for the Elimination of Racial Discrimination (March 21). The Department of Canadian Heritage has sole responsibility for these events or shares it with other federal government departments and partners, based on the particular event. An Interdepartmental Commemoration Advisory Committee was created in 2003 to ensure greater consistency among various federal government initiatives related to the National Commemoration Policy (June 2002). This policy is intended to support, coordinate and bridge the areas between existing federal commemoration policies and programs without displacing the existing mandates of individual departments and agencies. The component is also the responsibility of the Celebration, Commemoration and Learning Directorate of the Department's Public and Regional Affairs Sector. Commemoration activities and associated contribution agreements under the Program have been primarily managed by PCH Headquarters, with regional support as needed.

Grants and contributions are provided to recipients for other celebration and commemoration initiatives of *national significance* that meet the Program's objectives and that are eligible according to the Program's terms and conditions. Eligible recipients include non-governmental organizations, ad hoc committees, community associations and charitable organizations. Public and private corporations (with the exception of Crown corporations) are eligible where the projects are non-commercial in nature. Municipal governments, public and private schools, school boards and other educational institutions such as colleges and universities are also eligible.

Learning component: Under this component, the Program makes educational materials and resource guides available to teachers on annual themes³ to stimulate learning about Canada's history. A primary activity is the Canada Day Poster Challenge, held annually in schools across Canada. Many of the learning resources were previously developed by the Canadian Studies Program which was moved to the Department's Citizenship and Heritage Sector in February 2003, leaving very limited resources for the CCLP to address this component. Currently, the Program incorporates a learning focus to the extent possible in activities under the Celebration and Commemoration components.

1.1.2 Program Objectives

The three objectives of the Program are to:

- Improve appreciation for Canada's rich cultural, ethnic, linguistic and geographical diversity by encouraging meetings and relationship-building among Canadians;
- Generate pride in Canada's heritage by giving citizens an opportunity to share their experiences, background, myths and symbols; and
- Help develop a distinctive Canadian model for shared citizenship, a model where the underlying values are adaptation, respect, responsibility and diversity.

³ http://www.pch.gc.ca/pc-ch/pubs/dpr05/public_affairs/tpp_e.cfm

Also, given its emphasis on an appreciation for Canadian cultural diversity, building ties among Canadians and developing shared citizenship, the Program is intended to contribute to PCH's second strategic objective – Canadians live in an inclusive society built on intercultural understanding and citizen participation.

As such, the intended reach of the Program includes all Canadians. The Program aims to influence Canadians' awareness, knowledge and perceptions of Canada and Canadian achievements/values through celebrations and commemorations.

1.1.3 Program Activities and Expected Results

The key Program activities are as follows:

- **Fund local, regional and national “Celebrate Canada!” activities:** PCH Headquarters and the regions award grants or contributions to local or regional organizations that wish to host celebrations.
- **Organize celebration and commemoration events on a national scale:** PCH Headquarters (with or without the collaboration of other departments) organizes national commemorative events and national Canada Day ceremonies in the National Capital.
- **Develop financial partnerships:** Financial partnerships with private sector funders are developed to increase the resources available for national, regional and local celebrations.
- **Conduct media activities:** PCH Headquarters and regional offices, provincial/territorial committees and community groups use the media to promote their celebrations.
- **Develop and distribute learning material:** Educational material is prepared and distributed with regard to the various celebration and commemoration activities.
- **Develop and distribute promotional material:** Promotional material such as flags, pins and posters is developed and distributed for national, regional and local events.

According to the Program's logic model (see Appendix A), these activities are expected to contribute to the following outcomes or results:

Immediate Results:

- Increased opportunities to celebrate and commemorate Canada and its heritage, citizens and history;
- Increased awareness of the activities, ceremonies, celebrations and commemorations among Canadians;
- Increased horizontal coordination and cooperation with federal partners and other levels of government;

- Increased availability and use of learning resources by teachers; and
- Increased opportunities for Canadians to show their pride.

Intermediate Results:

- Increased participation in Celebration, Commemoration and Learning activities; and
- Increased knowledge and understanding among Canadians of Canada, shared history, values and interests.

Ultimate Result:

- Increased shared sense of citizenship among Canadians, increased sense of pride and belonging to Canada.

1.1.4 Program Resources

The Program's resources are presented in the following two tables. The Celebration component (see Table 1.1) includes funding for operations and for the distribution of grants and contributions within the "Celebrate Canada!" framework. The Commemoration component (see Table 1.2) does not contain any reserve funds, as events are funded on an ad hoc basis.

Table 1.1: Resources for "Celebrate Canada!"

	2002-03	2003-04	2004-05	2005-06	2006-07
Operating					
Reference Levels					
Supplementary Estimates	\$3,600,000	\$3,200,000	\$3,200,000	\$3,500,000	\$3,500,000
Corporate Costing		-\$230,000	-\$200,000	-\$200,000	-\$200,000
Total Operating Funds	\$3,600,000	\$2,970,000	\$3,000,000	\$3,300,000	\$3,300,000
Grants & Contributions					
Celebrate Canada					
Reference Level	\$777,600	\$777,600	\$777,600	\$777,600	\$7,277,600
Supplementary Estimates	\$6,400,000	\$6,800,000	\$6,500,000	\$6,500,000	\$0
Total Grants & Contributions	\$7,177,600	\$7,577,600	\$7,277,600	\$7,277,600	\$7,277,600
Grand Total Celebrate Canada	\$10,777,600	\$10,547,600	\$10,277,600	\$10,577,600	\$10,577,600

Table 1.2: Special Funding for Commemoration Activities (since November 2003)

Projects Funded via Incremental Funding	Fund	2002-03	2003-04	2004-05	2005-06	2006-07	Total
Projects - Centenary Funding							
Saskatchewan and Alberta Centenaries (with Western Economic Diversification Canada, including G&C for community commemoration projects, and Canada Day shows in the two provincial capitals)	G&C	0	0	64,166	4,866,530	0	4,930,696
Saskatchewan and Alberta Centenaries (Funding to Celebrate Canada Committees)	G&C			104,166			104,166
Lieutenant Governor Gala in Saskatchewan	G&C	0	0	540,000	110,000		650,000
Rendez-Vous de la Francophonie	G&C	0	0	50,000	0	0	50,000
Sub-total		\$0	\$0	\$758,322	\$4,976,530	\$0	\$5,734,852
Other Projects Using Incremental Funding							
Acadian Proclamation, 400th anniversary of Acadia (with ACOA, DFAIT)	G&C	0	348,245	3,500,000	0	0	3,848,245
2008 - 400th Anniversary of the city of Québec	G&C	0	0	0	500,000	7,050,000	7,550,000
World Youth Day	Operating	538,936	0	0	0	0	538,936
Queen's Golden Jubilee (G&C Community Celebrations)	G&C	1,495,000	0	0	0	0	1,495,000
Sub-total		\$2,033,936	\$348,245	\$3,500,000	\$500,000	\$7,050,000	\$13,432,181
Projects Funded Internally and with Partners							
Valiants Memorial, Ottawa (Construction, unveiling)	Operating	0	100,000	650,000	326,635	60,453	1,137,088
250th Anniversary of the Great Upheaval of Acadians	G&C	0	0	0	200,000	0	200,000
Tsunami Commemorative Event (televised event in Ottawa)	Operating	0	0	213,075	0	0	213,075
Canada Remembers International Airshow	G&C	0	0	15,000	0	0	15,000
September 11 Commemorative Service (Gander, Nfld.)	Operating	317,000	0	0	0	0	317,000
Olympic and Paralympic Medallist Ceremony (event to recognize the achievement of Canadian athletes in Salt Lake City)	Operating	349,244	0	0	0	0	349,244
Korean War Memorial (installation and unveiling ceremony)	Operating	0	131,433	0	0	0	131,433
Dominion Institute - Memory Project (gift in honour of Queen for 2005 Royal Visit)	G&C	0	0	0	250,000	0	250,000

Projects Funded via Incremental Funding	Fund	2002-03	2003-04	2004-05	2005-06	2006-07	Total
Canada Remembers Hall of Valour (G&C, Carleton Place, Ont., museum honouring Canadian veterans)	G&C	0	0	55,000	0	0	55,000
Sub-total		\$666,244	\$231,433	\$933,075	\$776,635	\$60,453	\$2,667,840
Projects Funded with Other Departments							
Year of the Veteran (with VAC, funding for veterans-related elements in Canada Day ceremonies in provinces)	G&C	0	0	177,450	0	0	177,450
Year of the Veteran - Canada Day Noon show with VAC.	O&M	0	0	0	50,000	0	50,000
Historica Military Minutes (G&C project with VAC)	G&C	0	0	700,000	600,000	0	1,300,000
Sub-total		\$0	\$0	\$877,450	\$650,000	\$0	\$1,527,450
Grand Total		\$2,700,180	\$579,678	\$6,068,847	\$6,903,165	\$7,110,453	\$23,362,323

1.2 Evaluation Context, Objectives and Issues

A summative evaluation of the Celebration, Commemoration and Learning Program was required to provide input into the renewal of the Program's terms and conditions that were to expire on March 31, 2007 but that were extended to March 31, 2008. The evaluation covered the timeframe 2002-03 to 2006-07 and was conducted from November 2006 to March 2007. This summative evaluation followed an audit of the Celebration, Commemoration and Learning Program in the 2003-04 fiscal year, for which the report was released in January 2006⁴, and a formative evaluation of the "Celebrate Canada!" Program also conducted in 2003-04, for which the report and management response were released in October 2004⁵. Building on the findings of these reports, this summative evaluation addressed questions in three major issue areas: rationale/relevance; success/impact (results achieved since the Celebration component renewal in 2002 and Commemoration component creation in November 2003); and cost-effectiveness and alternatives (see Table 1.3). Activities under the Learning component (currently a relatively small component of the Program) were addressed where applicable under the Celebration and Commemoration components, which are intended to incorporate a learning focus. In addition, aspects of the seven Treasury Board 2003 expense review questions were addressed via the evaluation questions.

A matrix linking the evaluation questions with indicators and data sources/methods is presented in Appendix B. Multiple lines of evidence were used to address the evaluation questions. These methods are outlined in Section 1.3 and described in more detail in Appendix C.

⁴ http://www.pch.gc.ca/progs/em-cr/verif/2006/2006_02/index_e.cfm

⁵ http://www.pch.gc.ca/progs/em-cr/eval/2005/2005_02/index_e.cfm

Table 1.3: Evaluation Issues and Questions

Rationale and Relevance	
1.	Do the activities implemented to celebrate and commemorate events and learn about Canada and its history fulfil a need?
2.	Do the activities implemented to celebrate and commemorate events, and to learn about Canada contribute to achieving Canadian Heritage's strategic objectives, and do they meet government priorities?
Success and Impact	
3.	To what extent has the Celebration component achieved the expected results and respected its budget? (immediate, intermediate and final results)
4.	To what extent has the Commemoration component achieved the expected results and respected its budget? (immediate, intermediate and final results)
5.	Has the Program generated any unanticipated impacts, positive or negative?
Cost-Effectiveness and Alternatives	
6.	Were the resources used as effectively as possible to achieve the expected results?
7.	Do alternatives exist that could achieve the same results more effectively?
8.	To what extent does the Program complement, duplicate or overlap similar programs?

1.3 Overview of Methodology and Limitations

1.3.1 Overview of Evaluation Methodology

The summative evaluation was conducted from November 2006 to June 2007. The evaluation methodology consisted of the following six lines of evidence:

- A review of Program documentation and administrative data/files;
- A review of research literature on the role of national celebrations/commemorations in reinforcing social cohesion and on similar programs in other jurisdictions;
- A secondary analysis of existing public opinion research reports;
- A review of media clippings for 2005 and 2006, including all national and city daily newspapers in Canada;
- Interviews with 31 key informants/stakeholders (listed in Appendix D), including:
 - PCH Headquarters management and staff (n=7);
 - PCH Regional Offices management and staff, including the National Portefeulliste Officer (n=13);
 - "Celebrate Canada!" Committee Presidents and Vice-Presidents in different regions of the country (n=7);
 - provincial government representatives (n=2); and
 - federal government partners (n=2); and
- A public opinion survey of Canadians (n=2,046), conducted in January 2007.

Each of the above methods is described in detail in Appendix C.

1.3.2 Limitations of the Evaluation

To the extent possible within the available budget and timeframe, the evaluation methodology incorporated multiple methods and data from different primary and secondary sources in order to ensure that the findings were valid and captured key points of view on the Celebration, Commemoration and Learning Program (i.e., key Program managers, staff and partners, the general Canadian public). Stakeholders were carefully selected for interviews to ensure that they were knowledgeable and could provide an informed view on the Program. Whenever possible, the opinions and observations expressed by stakeholders were corroborated with evidence from Program documentation and data (though relevant, complete documents/data and literature were not available for all questions and indicators). In addition, results from the public opinion survey were highly accurate – within +/- 2.2 percentage points, 19 times out of 20. The response rate for the survey was 17.3%.

There were however some limitations with the evaluation evidence. In particular,

- data on costs associated with direct outcomes were unavailable for the Celebration, Commemoration and Learning Program as well as for similar, comparable programs reviewed in other countries, thereby limiting the cost-effectiveness analysis;
- the review of existing public opinion research was limited by the fact that findings from different studies were not always comparable, due to the use of different questions and response scales:
 - there was a lack of baseline data (i.e., prior to 2002-03) on measures related to Program outcomes;
 - in the primary data collection for this evaluation, there were no comparison groups of non-participants in celebrations and commemorative events, thereby limiting the degree to which observed outcomes could be attributed to the Program;
 - interviews with key informants/stakeholders did not include any independent respondents with no stake in the Program; and
- media clippings were unavailable for 2004⁶, thereby limiting the analysis of trends in media coverage up until 2006.

Nevertheless, the fact that the findings from different lines of evidence were quite consistent lends support to the validity of the evaluation results.

⁶ The media clipping review was originally intended to focus on three years - 2004, 2005, and 2006. However, clippings were only available for 2005 and 2006 in MediaScope, the clipping service to which PCH and other federal departments subscribe. Since the MediaScope system only keeps data for three years, when the media clipping review began in January 2007, the clippings for 2004 were no longer available for review.

1.4 Purpose and Organization of the Report

The purpose of this report is to present the findings, conclusions and recommendations of the summative evaluation of the Celebration, Commemoration and Learning Program. The findings relating to the Program's rationale/relevance, success/impact and cost-effectiveness/alternatives are presented in Chapters Two, Three and Four respectively. The conclusions and recommendations are presented in Chapter Five. Appended to the report are: the Program's logic model; the evaluation matrix of evaluation issues/questions, indicators and data sources; a detailed description of the evaluation methodology; a list of the stakeholders interviewed for the evaluation; and data collection instruments.

2. Rationale and Relevance

2.1 Rationale for Program

The original rationale for the Celebration, Commemoration and Learning Program arose as a result of a number of needs identified by the federal government. Public opinion research findings, cited in the documentation, indicate that Canadians are interested in opportunities to learn about and celebrate Canada's heritage, values and achievements. In addition, there is evidence of a need for a coordinated approach and adequate funding of important annual events, such as Canada Day, by the federal government. Related to this, available evidence also indicates that there was a need for a coordinated, cross-government approach to commemoration activities as they were largely conducted on an ad hoc basis throughout the federal government.

In June 2002, a National Commemoration Policy was adopted to respond to the growing demand for opportunities to celebrate and learn about Canada in a consistent and coordinated manner. The Policy, and its associated Five-year Plan, were designed to support, coordinate and bridge the areas between existing federal commemoration policies and programs without displacing existing mandates of individual departments and agencies. An Interdepartmental Commemoration Advisory Committee, supported and chaired by Canadian Heritage's Commemoration Secretariat, was convened to provide a forum for lateral communication to coordinate interdepartmental activities and review proposals not addressed by existing mandates of federal departments. Evidence indicates that the Committee has not been active in recent years (last meeting in July 2005).

The Celebration, Commemoration and Learning Program was created to ensure continuity and consistency across the many activities initiated and undertaken by governments and partners. The Program incorporated the existing "Celebrate Canada!" program as well as the newly developed Five-year Plan, and was intended to be consistent with the National Commemoration Policy. Specifically, the Program was intended to be an integrated and dynamic approach to building trust, pride and Canadians' sense of national purpose through support for celebrations, commemorations, ceremonies and events.⁷ The Celebration and Commemoration components of

⁷ Canadian Heritage. Celebration, Commemoration and Learning Program Integrated Results-based Management Accountability and Risk-based Audit Framework: Celebration, Commemoration and Learning Program, November 2003, p. 2.

the Program were intended to be supported by a learning component as well as an outreach and partnership component.

2.1.1 Relationship between Program Activities and Outcomes and Social Cohesion

Although there is little evidence to confirm the role of celebrations and commemorations in supporting social cohesion, there is evidence to suggest that Program activities and outcomes are compatible with social outcomes thought to support social cohesion. The federal government's Policy Research Sub-Committee on Social Cohesion defines social cohesion as the process of developing a community of shared values, shared challenges and equal opportunity within Canada, based on a sense of trust, hope and reciprocity among all Canadians.⁸ Based on this definition, it is reasonable to expect that the Program's intended outcomes are compatible with the social outcomes theorized to support social cohesion. For example, an increased shared sense of citizenship and increased pride and belonging to Canada are compatible with: greater belief in and adherence to institutions, norms and shared meanings; and more participation in civil society. This relationship between Program activities and outcomes, and social cohesion is supported by the survey findings which indicate that a majority of Canadians agree that celebrations increase a sense of pride and belonging to Canada (see Section 2.2.4).

2.2 Fulfilling a Need

2.2.1 Ongoing Need for the Program

Findings from the evaluation indicate an ongoing need for the Program. Almost all stakeholders agree that the Program fulfills a need by increasing Canadians' knowledge of, pride in, and sense of belonging to Canada. Evidence from the document review indicates that the Program was originally designed to respond to Canadians' perceived need for national celebration and commemoration activities, as well as a need to enhance the funding for and coordination of these activities and events at the federal level.

The evidence from stakeholder interviews and the review of Program documentation is corroborated by the current survey findings which indicate strong public support for the Program, with a majority of Canadians (60% to 78%) agreeing that there is a need for the Government of Canada to fund and support various celebrations of national significance (see Figure 1). Canada Day celebrations received the highest level of agreement of the celebrations evaluated, with 78% of Canadians agreeing that there is a need for federal government funding and support. The three remaining celebrations received similar levels of support with 65% of Canadians in agreement that funding is needed for Canadian Multiculturalism Day, 63% agreement for National Aboriginal Day, and 60% agreement for Saint-Jean-Baptiste Day.

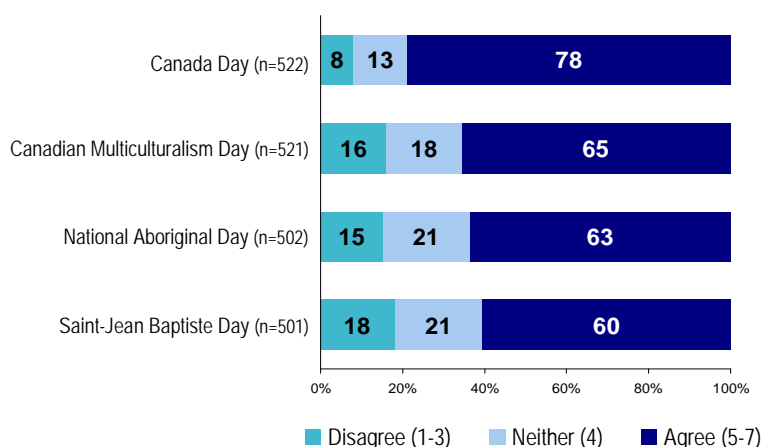
The following presents the key survey findings for each celebration day:

⁸ Social Cohesion Research Workplan, March 1997. Online at: http://culturescope.ca/ev_en.php?ID=1641_201&ID2=DO_TOPIC.

- **Canada Day:** Quebecers are less likely than other Canadians to agree with this statement; however, their level of agreement was still relatively high at 70%.
- **Canadian Multiculturalism Day:** Allophones, i.e., respondents whose first language is neither English nor French (73%) are the segment in the strongest agreement with this statement. Respondents from the Prairies (51%) are the least likely to agree with the need for government funding and support for Multiculturalism Day.
- **National Aboriginal Day:** Support for government funding to mark National Aboriginal Day is lowest among French-speaking Canadians (56%).
- **Saint-Jean-Baptiste Day:** Quebecers (74%) and French-speaking Canadians (79%) agree most strongly in Government of Canada funding and support to mark Saint-Jean-Baptiste Day.

Figure 1
Need for Government Funded Activities

"I think there is a need for the Government of Canada to fund and support activities to mark celebrations and commemorations of national significance such as....."



CCLP Public Opinion Survey, January 2007

2.2.2 Canadians' Knowledge and Understanding

Available previous public opinion research suggests that there is a need for, and willingness of, Canadians to learn about their country and its history. The results of the 2005 Annual Canada Day History Quiz indicate that there is a need for Canadians to learn more about the country's history, with an average score of only 40%.⁹ Despite their limited knowledge, participants express an interest in learning more about Canada, with two-thirds indicating it is extremely or very important to know Canada's history and almost half reporting that they are extremely or very interested in Canada's history.

⁹ Dominion Institute's Canada Day Quiz.

2.2.3 Canadians' Sense of Belonging

Available evidence from the evaluation suggests that participation in “Celebrate Canada!” works to increase Canadians’ sense of belonging. Previous public opinion research indicates that participation in Celebrate Canada events is thought to increase a sense of belonging to Canada by participants, and to a lesser extent by non-participants and participants in Quebec. For example, 83% of those who participated in Celebrate Canada events agreed that celebrating Canada enhances their sense of belonging to Canada compared to 69% of non-participants and 54% of participants in Quebec.¹⁰ This evidence is supported by the findings of the survey of Canadians conducted as part of this evaluation (see Section 2.2.4). In addition, research from 2005¹¹ indicates that a sense of belonging is not consistently strong in all parts of the country (ranging from 94% of respondents from Saskatchewan to 54% of those from Quebec). This suggests that there is still a need to ensure that all Canadians have a sense of belonging.

2.2.4 Public Support for Program as a Means to Increase a Sense of Pride and Belonging to Canada

Findings from the present survey of Canadians indicate a high level of public support for the Program. Survey respondents were asked to assess their level of agreement that national celebrations are a good way to increase a sense of pride and belonging to Canada. Overall, 81% of Canadians agree that these celebrations increase a sense of pride and belonging to Canada. Respondents from Atlantic Canada, British Columbia, Alberta and Ontario (87, 87, 86 and 84%, respectively) are most likely to agree that national celebrations and commemorations are a good way to increase a sense of pride and belonging to Canada. Nationally, Allophones (87%) and visible minorities (86%) also more strongly agree with this statement.

2.3 Contribution to the Department’s Objectives and the Federal Government Priorities

2.3.1 Relationship between Program Objectives and the Department’s Strategic Objectives

Findings indicate that Program objectives are consistent with, and support the achievement of, PCH strategic objectives. The review of relevant Department and Program planning documents indicate that the Program objectives are aligned with and supportive of PCH strategic objectives. The Program Activity Architecture (PAA) indicates that the Program contributes to the Department’s second strategic objective: Canadians live in an inclusive society built on inter-cultural understanding and citizen participation.¹² This evidence is supported by the views of stakeholders, with a majority reporting that Program objectives are consistent with PCH strategic objectives. Specifically, stakeholders indicate that the Program aligns with PCH objectives by enabling Canadians to share their cultural experiences and celebrate Canada and its symbols. A

¹⁰ “*Celebrate Canada!*” 1999, Final Report of a survey conducted in July 1999 of a representative sample of 1,500 Canadian adults, Corporate Review Branch, Canadian Heritage.

¹¹ Feelings of Belonging 1994-2005: Public Opinion Research Series #1, February 2006.

¹² Canadian Heritage. Strategic Objectives and Program Activity Architecture. June 15, 2005.

few interviewees express concern, however, that separate celebration days work against Departmental objectives because they “segregate” groups to certain days.

2.3.2 Relationship between Program Objectives and Government Priorities

Indirect evidence was found to suggest that Program objectives are generally compatible with the Government’s broad priorities related to social cohesion, a sense of pride in Canada and commemoration of veterans. Overall, the views of stakeholders are mixed regarding the alignment of Program objectives with federal government priorities. A minority of stakeholders indicate that the Program is consistent with federal government priorities such as an ongoing interest in national symbols, participatory citizenship, and multiculturalism. On the other hand, a minority of stakeholders indicate that they are not able to comment because they are not aware of the current federal government priorities in this area. On this point, a few indicate that Program objectives were consistent with previous federal government priorities over much of the period under review.

2.3.3 Contribution of the Program to the Department’s Strategic Objectives and the Government’s Priorities

Evidence from the review of documentation and stakeholder interviews indicates that the Program is contributing to departmental strategic objectives and, by extension, government priorities. For example, the Departmental Performance Report (DPR) illustrates that the Program supports an inclusive approach to civic participation by providing opportunities for Canadians to participate in civic life, which, in turn, support the Department’s recognition that a strong, cohesive Canada is not our birthright; it is something that must be encouraged and never taken for granted.¹³ This finding is corroborated by the views of stakeholders. A majority of stakeholders think that the Program contributes to departmental strategic objectives. Specifically, stakeholders report that the Program supports strategic objectives by encouraging citizen participation and inter-cultural understanding. Although there is limited information on specific federal government priorities in this area, available evidence suggests that the Program is contributing to broad federal government priorities such as the importance of national symbols, enhancing participatory citizenship, and supporting multiculturalism.

3. Success and Impact

3.1 Achieving Expected Results: Celebration Component

3.1.1 Immediate Results

Opportunities for Canadians to Celebrate, Learn About Canada/Canadians and Show Their Pride¹⁴

¹³ Canadian Heritage. Department Performance Report: For the period ending March 31, 2003. Online at: http://www.tbs-sct.gc.ca/rma/dpr/02-03/CanHer-PC/CanHer-PC03D_e.asp. Accessed December 15, 2006.

¹⁴ For purposes of presenting these evaluation findings, two immediate Program outcomes are combined because key informants tended to equate opportunities for celebrating and those for showing their pride.

Evaluation evidence from the stakeholder interviews and document review indicates that the Program has increased opportunities for Canadians to celebrate and show their pride.

A majority of management and staff, and a few Committee members interviewed indicate that the Program has increased opportunities to celebrate Canada, its heritage, citizens and history that reach urban, rural, multicultural and Aboriginal communities. Respondents indicate that increased demand for Program funding (i.e., increasing number of applications) and high participation in funded activities and events suggest that the Program is increasing the number of opportunities that Canadians have to celebrate. As indicated in Table 3.1, the total number of projects funded through “Celebrate Canada!” has increased each year, from 1,407 projects in 2002-03 to 1,742 in 2006-07. In addition, a survey of successful applicants to the “Celebrate Canada!” Program conducted as part of the formative evaluation indicated that 97% reported their projects had enhanced pride in Canada.¹⁵

Table 3.1: Number of Projects Funded through “Celebrate Canada!” from 2002-03 to 2006-07

Province/Territory	Number of Projects				
	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006-2007
NL	131	130	172	192	186
PEI	55	60	65	69	68
NS	103	92	105	109	101
NB	108	116	122	121	117
QC	148	152	138	150	144
ON	304	328	338	379	407
MB	88	92	96	115	120
SK	118	101	112	125	133
AB	109	114	116	124	133
BC	172	202	246	226	241
YK	20	24	27	24	26
NWT	31	37	34	42	48
NU	20	1	31	29	18
TOTAL	1,407	1,449	1,602	1,705	1,742

Awareness of Celebrations

The evidence regarding the Program’s impact on awareness is limited based on data from stakeholder interviews, public opinion surveys, secondary data analysis, media clippings and the document review. In general, awareness of Canada Day and Saint-Jean-Baptiste Day is high, however, it is unclear what impact the Program has had on this awareness.

A minority of management and staff and a few Presidents and Vice-Presidents of “Celebrate Canada!” Committees interviewed think that the Program has increased awareness among

¹⁵ Canadian Heritage. Formative Evaluation of the “Celebrate Canada!” Program. Department of Canadian Heritage, 2003 (website has date of October 2004), p. 21.

Canadians of activities, celebrations and commemorations. However, they acknowledge that the contribution is likely limited and difficult to measure.

The review of media clippings (in MediaScope) indicates an increase in newspaper coverage (generally positive in tone) for all celebration days for 2005 to 2006:

- Canada Day: 34 articles/captions in 2005 to 42 in 2006;
- Saint-Jean-Baptiste Day: 0 to 39;
- National Aboriginal Day: 6 to 42; and
- Canadian Multiculturalism Day: 3 to 5.

However, the total number of promotional materials distributed decreased significantly from 9,930,612 in 2005 to 8,957,900 in 2006. Program management explained that the lower numbers in 2006 are due to the Federal election period that year, during which promotional materials could not be distributed.

For the celebration days evaluated in the present public opinion survey (see Figure 2) , national awareness levels are highest for Canada Day (96%) and Saint-Jean-Baptiste Day (65%). Key survey findings are as follows:

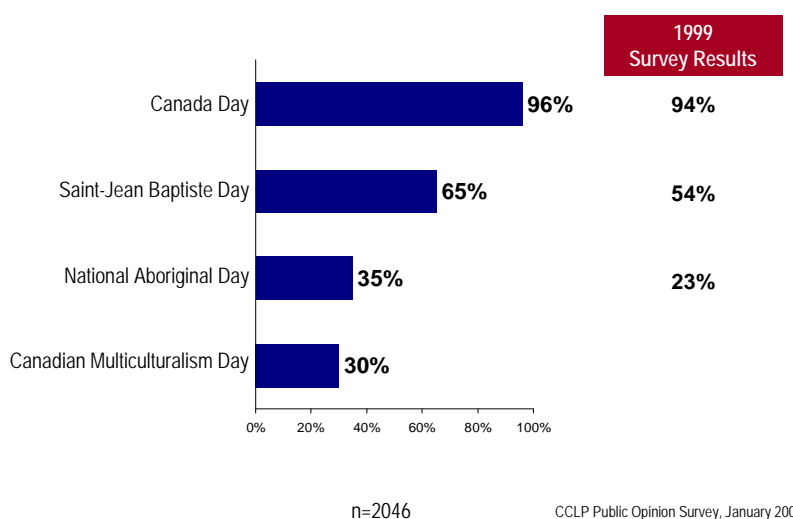
- **Canada Day:** English-speaking Canadians and all regions outside of Quebec are more likely to be aware of Canada Day celebrations and activities. Awareness is lowest for respondents in Quebec and those under the age of 25 at 89% in each case.
- **National Aboriginal Day:** The highest level of awareness for this celebration occurs in the Western regions with respondents in the Prairie¹⁶ provinces (58%), British Columbia (41%), and Alberta (41%) being more likely to indicate their awareness. Those least likely to be aware of Aboriginal Day celebrations and activities are in Quebec (17%). Among Aboriginal Canadians, 58% are aware of these celebrations compared to the national average of 35%.
- **Canadian Multiculturalism Day:** Quebeckers (17%) are least likely to be aware of Multiculturalism Day celebrations. Across regions, those most likely to be aware are those in Atlantic Canada, followed by Canadians in the Prairies and British Columbia (39, 38 and 36%, respectively). Respondents who indicate that their first language is neither French nor English (43%), those who identify themselves as visible minorities (42%) and Aboriginal people (46%) are more likely to be aware of the Canadian Multiculturalism Day celebrations and activities.
- **Saint-Jean-Baptiste Day:** While the national level of awareness of this celebration is 65%, those in Quebec, along with French-speaking Canadians (residing in any province or territory), are much more likely to be aware of this day (93% and 91% respectively).

¹⁶ Saskatchewan and Manitoba.

These results indicate that overall awareness of Canada Day and Saint-Jean-Baptiste Day is high, whereas awareness of National Aboriginal Day and Canadian Multiculturalism Day is relatively low. The low awareness of the latter day may be due in part to less media coverage (only a total of eight articles/captions in 2005 and 2006). Compared to similar survey results from 1999¹⁷ (see Figure 2), awareness levels have increased somewhat for Saint-Jean-Baptiste Day and National Aboriginal Day.

Figure 2
Awareness of Celebrations

"Please indicate whether or not you are aware of each of the following."



Horizontal Coordination, Consultation, Outreach and Partnerships

On the basis of the stakeholder interviews and document review, the Program has had success at consultation, outreach and partnerships. However, a few of the staff interviewed suggest that the Program has not been as successful as it could have been at conducting consultation and outreach.

Consultation and outreach have been done and partnerships have been formed with federal, provincial and municipal government departments, community organizations and the private sector. Interviewees provide the following examples:

- Federal departments and agencies: Citizenship and Immigration Canada (CIC), Royal Canadian Mounted Police (RCMP), Department of National Defence (DND), Canada Mortgage and Housing Corporation (CMHC), Veteran Affairs Canada (VAC), Indian and Northern Affairs Canada (INAC), CBC, and the Canadian Children's Museum.

¹⁷ Canada Day/Celebrate Canada. Final Report of a Survey Conducted in July 1999 Among a Representative Sample of 1,500 Canadian Adults, Angus Reid Group Inc. for Canadian Heritage
Evaluation Services Directorate
Corporate Review Branch

- Community groups: Royal Canadian Legions and Knights' of Columbus.
- Private sector: Hudson's Bay Company, TransCanada Trail Foundation, Westjet, Home Hardware, Lee Valley Tools, Canada Place Corporation, CTV, Vancouver Sun, Calgary Stampeders, Edmonton Eskimos, and Saskatchewan Rough Riders. In addition, private sector partnerships for "Celebrate Canada!" activities cited in documentation include Scotiabank and Air Canada¹⁸.

Barriers to establishing partnerships, cited by several interviewees, include:

- limited financial and human resources, and limited capacity of Committees;
- a lack of consistency in the operation of Committees across regions;
- sensitivities around Canada Day and Saint-Jean-Baptiste Day in Quebec;
- the federal government cannot receive financial sponsorship, instead only sponsorship in the form of services; and
- the private sector is more apt to support community groups directly rather than the federal government.

Availability and Use of Learning Resources

Based on the evidence available, it is difficult to assess the availability and use of the learning resources.

Among the PCH management and staff interviewed who felt able to answer this question, views are mixed as to whether the Program has increased availability and use of learning resources. A few Committee Presidents and Vice-Presidents indicate that more could be done to increase the availability of learning resources. A few interviewees from both groups identify the Canada Day Poster Challenge as increasing the availability of the learning resources. Documentation reviewed indicates that the requests for Teacher Activity Guides decreased from 2004 (200,000 Regional Office requests and 1,525 website requests) to 2005 (113,660 and 597).¹⁹

The program engaged the Strategic Council to focus test teachers in Winnipeg, Toronto and Montreal in March 2005 to determine: the cause of decline in participation, and the effectiveness of the various components of the initiative including the timing of the campaign; materials, prize structure, etc.

Four key recommendations emerged from the testing as follows:

- 1) Themes: broad and inclusive, less historical, more modern, discovery-oriented and modern looking.
- 2) Prizes: restructure to allow for multiple age groups.

¹⁸ "Celebrate Canada!" Synopsis 2006, NL and "Celebrate Canada!" Synopsis 2006, PEI.

¹⁹ Canadian Heritage. Celebration, Commemoration and Learning Program, 2007.

- 3) Format and Layout: short and simple, poster style - teachers and students to be directed to Website for further information. Decision was made to design a poster-style foldout containing the necessary information only (theme, rules, prizes, how to enter, etc.) and to highlight the Web address. The promotional piece needed to fit into a standard-sized envelope and allow teachers to photocopy as needed and post on classroom walls.
- 4) Distribution: in mid-August to September when teachers are preparing curriculum.

3.1.2 Intermediate Results

Participation in Celebrations and Learning Opportunities

Based on the data collected, participation in celebrations is increasing. However, information regarding participation in learning opportunities tends to focus primarily on the Canada Day Poster Challenge for which participation rates fluctuate depending on the topic.

Program estimates indicate that over 7.0 million people annually have participated in “Celebrate Canada!” Canada Day activities over the period under review. Table 3.2 presents the participation levels in Canada Day activities from 2002-2003 to 2006-2007. Ontario, New Brunswick, British Columbia and the Northwest Territories have primarily had increases in participation levels over the five-year period. Quebec and Alberta have experienced decreases in participation levels over the same period. It should be noted that the data for some provinces and territories vary considerably over the five-year period, which could be due to inconsistencies in the collection and reporting of data across jurisdictions. Secondary data analysis of National Capital Region (NCR) Canada Day participation also indicates an increase in total attendance (2001: 291,000 attendees; 2003: 303,000; 2006: 313,647).

Table 3.2: Canada Day Participation Levels from 2002-2003 to 2006-2007

Province/Territory	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	Total
NL	41,130	12,029	31,900	36,002	20,000	141,061
PEI	144,492	211,245	246,191	222,340	119,293	943,561
NS	493,015	555,957	100,073	416,902	650,177	2,216,124
NB	193,476	250,657	245,001	271,392	271,762	1,232,288
QC	540,671	383,070	216,931	264,792	233,493	1,638,957
ON	2,476,478	1,996,493	3,044,228	3,900,247	3,685,893	15,103,339
MB	702,007	570,059	684,180	735,056	691,920	3,383,222
SK	332,422	439,267	200,176	622,082	349,230	1,943,177
AB	1,479,476	1,711,783	1,006,454	428,967	365,443	4,992,123
BC	900,584	985,521	1,186,231	1,072,898	1,100,477	5,245,711
YK	11,340	33,179	n/a	18,390	23,873	86,782
NWT	1,757	3,810	26,705	30,266	31,512	94,050
NU	18,393	2,000	22,129	18,201	22,408	83,131
Total	7,335,241	7,155,070	7,010,199	8,037,535	7,565,481	37,103,526

Source: Program GCIMS database.

Note: Lack of data and perceived unreliability of data over the years are due to regional inconsistencies in collecting information.

In a 1999 survey²⁰, participation in any “Celebrate Canada!” activities was 45%. Respondents to the present public opinion survey, who were aware of the celebrations, indicate participation over the past five years at the following rates: Canada Day: 73%; Canadian Multiculturalism Day: 34%; Saint-Jean-Baptiste Day: 28%; and National Aboriginal Day: 24% (see Figure 3). Further survey results are outlined below.

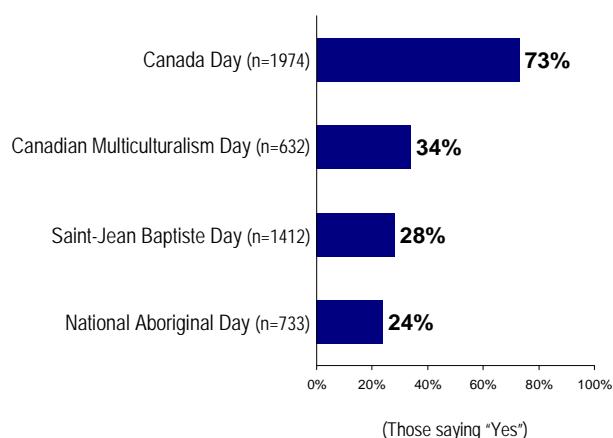
- **Canada Day:** Younger Canadians, specifically those ages 25-44, are more likely (79%) to participate in Canada Day celebrations. Of all the provinces, Quebecers (45%) are the least likely to have participated in Canada Day celebrations.
- **Canadian Multiculturalism Day:** Alberta had the highest level of participation (48% in the past five years), whereas Quebec and Atlantic Canada (each with 23%) experienced the lowest with less than half the level of participation as Alberta. Allophones (47%) are also more likely to have participated in Multiculturalism Day activities.
- **Saint-Jean-Baptiste Day:** This participation level was highest among Francophones (65%) and Quebecers (62%). Adults aged 44 and under are also more likely to have participated (46% of those under 25 and 35% of those 25 to 44).
- **National Aboriginal Day:** Respondents in British Columbia (31%) were more likely than those in the other regions to have participated in the celebrations in the past five years. Congruently, the Aboriginal population segment was most likely to have participated in the National Aboriginal Day celebrations and activities on June 21st, with 62% participation.

A majority of interviewees representing PCH management and staff, and “Celebrate Canada!” Committee Presidents and Vice-Presidents indicate that the Program has been successful at increasing participation among Canadians in celebration and learning opportunities. However, a few staff caution that levels of participation have not been adequately researched and that participation rates often rely on self-reports by the organizations, which may be inflated, rather than reports from more objective sources such as police estimates, which are only available for major celebrations such as the Canada Day Noon Show on Parliament Hill in Ottawa. Moreover, it is perceived that participation rates can be greatly influenced by an external factor – the weather. Interviewees also suggest that participation in the Poster Challenge has increased, though year-to-year fluctuations occur depending on the theme selected.

²⁰ Canada Day/Celebrate Canada. Final Report of a Survey Conducted in July 1999 Among a Representative Sample of 1,500 Canadian Adults, Angus Reid Group Inc. for Canadian Heritage
Evaluation Services Directorate
Corporate Review Branch

Figure 3
Participation in Celebrations

"In the past five years, have you participated in ... celebrations and activities on ...?"



CCLP Public Opinion Survey, January 2007

Knowledge and Understanding of Canada, Shared History, Values and Interests

Based on data collected in the public opinion survey and stakeholder interviews, celebration events have increased knowledge and understanding among Canadians of Canada, shared history, values and interests.

Public opinion survey respondents who participated in celebration events indicate their participation had an impact on their knowledge and understanding of Canadian history for Canada Day (23%), Canadian Multiculturalism Day (43%), Saint-Jean-Baptiste Day (23%), and National Aboriginal Day (38%), with many also indicating a moderate impact. Interviews with stakeholders suggest that the Poster Challenge has been useful at increasing knowledge and understanding of Canada. However, there was no evidence available to determine whether the Poster Challenge directly impacts students' knowledge and understanding.

Table 3.3 presents the distribution of learning resources (in both English and French) by the Program during the period under review. As noted, the 30% reduction in the total distribution of learning resources in 2005-2006 may be explained by the change from the Teacher Activity Guide to the Promotional Foldout Piece.

Table 3.3: Distribution of Learning Resources from 2002-2003 to 2006-2007

	Teacher's Activity Guide			Promotional Foldout Piece	
	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006-2007
NL Regional Office	7,000	7,000	7,750	7,750	6,500
PEI Regional Office	1,150	1,150	1,150	450	700
NS Regional Office	2,750	4,000	4,000	4,000	4,000
NB Regional Office	7,700	7,200	7,200	5,600	7,000
QC Regional Office	10,000	6,000	300	750	1,000
ON Regional Office	20,000	20,000	7,000	1,800	5,000
MB Regional Office	24,000	22,000	24,000	9,500	2,600
SK Regional Office	21,500	21,500	21,500	7,000	10,000
AB Regional Office	25,000	30,000	27,100	3,750	20,000
BC Regional Office	12,000	12,000	12,000	15,000	15,000
YK Regional Office	105	105	55	60	150
NWT Regional Office	550	550	550	1,050	-
NU Regional Office	1,025	1,025	500	260	275
PCH HQ, Canadian Identity Directorate	1,000	1,000	1,000	2,000	2,000
Distribution to schools across Canada	21,000	32,000	33,500	33,510	44,600
Partners *	8,500	2,000	2,400	3,450	2,600
Individuals **	-	-	19,449	23,025	5,648
Total Distribution	163,280	167,530	169,454	118,955	127,073

* Partners: Historica Foundation of Canada, The Dominion Institute, TransCanada Trail Foundation, and Department of Indian and Northern Affairs (National Aboriginal Day).

** Includes requests from mail, telephone, fax and website.

Source: Celebration, Commemoration and Learning Program, 2007.

The number of participants in the Poster Challenge has fluctuated significantly over the period under review (see Table 3.4). The reduced levels of participation in 2004-2005 and 2005-2006 were driven by substantial decreases in the number of English participants in New Brunswick, Ontario, Saskatchewan, Alberta and British Columbia. These decreases may support the observations of stakeholders, who note that the varying levels of participation in the Poster Challenge from year-to-year could depend on students' perceptions of the Challenge's theme (e.g., if they perceive the theme to be too specific or difficult to draw such as the one in 2004, *Acadia: First Dialogues – The meeting of two Worlds*, then they may not participate), or the lack of planning for the distribution of learning resources often resulting in learning resources being received too late to be of use. Changes made based on results from focus testing with teachers in 2005 may explain the significant increase in participation the subsequent year (2006/07). Over the five-year period, there have been a total of 66,235 participants with the highest numbers of participants in British Columbia, Manitoba and Ontario (10,544, 8,808 and 8,534 participants, respectively).

Table 3.4: Number of Participants in the Poster Challenge from 2002-2003 to 2006-2007

Year	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	Total of Five-Year Period
Number of Participants in the Poster Challenge	11,013	19,568	8,242	7,408	20,004	66,235

Source: Celebration, Commemoration and Learning Program, 2007.

3.1.3 Ultimate Result

Shared Sense of Citizenship, Pride and Belonging

Based on data collected in the public opinion survey and stakeholder interviews, celebration events have increased a sense of shared citizenship among Canadians, and an increased sense of pride and belonging to Canada.

Public opinion survey respondents who participated in celebration events indicate that their participation had a significant impact on their sense of shared citizenship, pride and belonging:

- Canada Day (46, 69, and 58% respectively);
- National Aboriginal Day (47, 64, and 50%);
- Canadian Multiculturalism Day (43, 69, and 63%); and
- Saint-Jean-Baptiste Day (27, 29, and 22%).

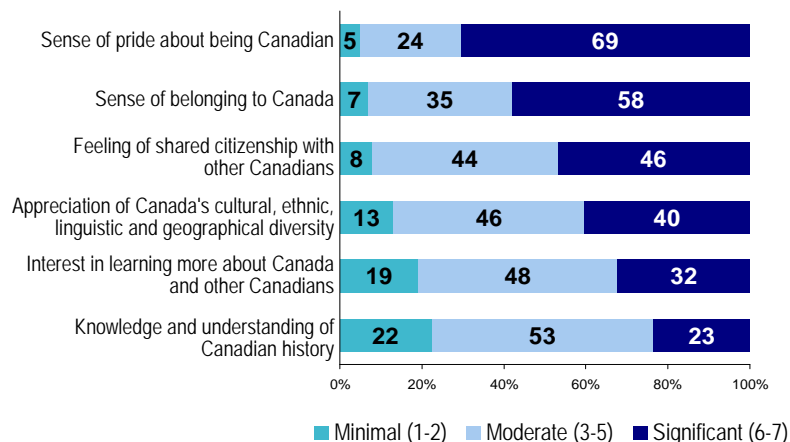
The perceived impacts of participation are generally greatest on a sense of pride about being Canadian. These survey findings for Canada Day and Saint-Jean-Baptiste day are illustrated in Figures 4 and 5 (the number of respondents for the other two celebrations is very small: n=65 for Canadian Multiculturalism Day and n=61 for National Aboriginal Day). The reported impacts in the present survey are somewhat more modest than those observed in a similar public opinion survey prior to the five-year period of this evaluation. In 1999²¹, 83% of “Celebrate Canada!” participants surveyed agreed that celebrating enhanced their sense of belonging to Canada (69% for non-participants). In addition, 68% of Canadian adults surveyed in 1999 agreed that participating in “Celebrate Canada!” events increased their sense of pride in Canada (81% for participants, 57% for non-participants).

A majority of stakeholders interviewed suggest that the Program has been successful in increasing Canadians’ sense of shared citizenship, pride and belonging. However, a few PCH staff caution that these outcomes are difficult to assess and attribute specifically to the Program because many other factors also contribute to these outcomes.

²¹ Canada Day/Celebrate Canada. Final Report of a Survey Conducted in July 1999 Among a Representative Sample of 1,500 Canadian Adults, Angus Reid Group Inc. for Canadian Heritage.

Figure 4
Impacts of Participation — Canada Day

“Did your participation in Canada Day have an impact on...?”

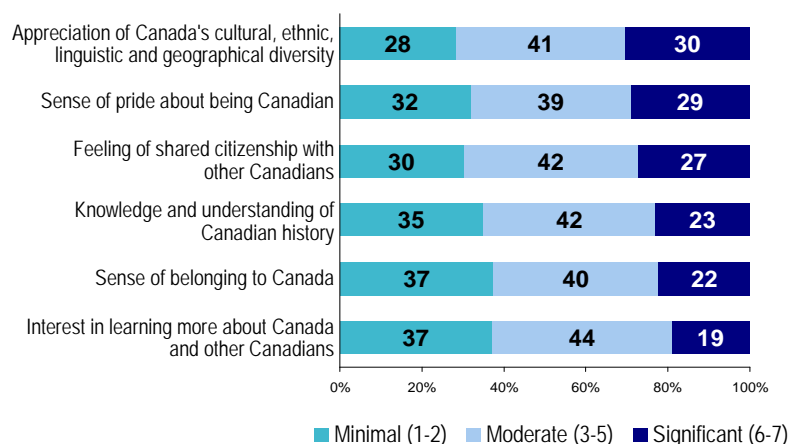


n=981

CCLP Public Opinion Survey, January 2007

Figure 5
Impacts of Participation — Saint-Jean Baptiste Day

“Did your participation in Saint-Jean Baptiste Day have an impact on...?”



n=198

CCLP Public Opinion Survey, January 2007

3.1.4 Achieving Results on Budget

Available evidence from the document review indicates that the Program has an annual shortfall between its budget and expenditures that has been “cash managed” (i.e., funds have been borrowed from other areas of the Department until resources were secured from Treasury Board or internal reallocations because commemoration events do not have A-based funding). Most management and staff, and Committee Presidents and Vice-Presidents report that the results of the Celebration component have been achieved on budget.

3.1.5 Contribution of “Celebrate Canada!” Committees

Based on findings from the stakeholder interviews, the contribution of the Committees to the Program’s results has been quite positive.

In interviews, the majority of PCH management and staff and all Committee Presidents and Vice-Presidents indicate that the Committees have been successful at coordinating and facilitating “Celebrate Canada!” events and activities. However, respondents from both groups note that success is limited by available resources.

3.1.6 Contribution of PCH Regional Offices

Stakeholder interview findings indicate that PCH Regional Offices have made a positive contribution in coordinating and supporting the work of the provincial and territorial Committees.

The majority of interview respondents representing PCH management and staff and all members of “Celebrate Canada!” Committees interviewed feel that the Regional Offices have been successful at supporting the work of the Committees. However, a minority of PCH management and staff indicate that there is regional variation due to other program responsibilities of Regional Office staff and under-funding. In particular, these stakeholders are concerned about regional inconsistencies in the respective roles of PCH Regional Offices and “Celebrate Canada!” Committees – in some regions the former take a more prominent role whereas in other regions the reverse is true.

3.2 Achieving Expected Results: Commemoration Component

3.2.1 Immediate Results

Opportunities for Canadians to Commemorate and Show Their Pride

The available evaluation evidence suggests that the Program has provided opportunities for Canadians to commemorate important events and show their pride.

The review of program documentation indicates that the Commemoration component has delivered a series of events and activities over the evaluation period, including:

- Saskatchewan and Alberta Centenaries;
- Acadian Proclamation, 400th anniversary of the Founding of Acadia;
- Queen's Golden Jubilee;
- World Youth Day;
- September 11 Commemorative Service held in Gander, Newfoundland in 2002-03;
- Olympic and Paralympic Medalist Ceremony;
- Korean War Memorial;
- Historica Military Minutes; and
- Dominion Institute Memory Project.

The majority of PCH management and staff, and Presidents and Vice-Presidents of the “Celebrate Canada!” Committees are unable to provide feedback on the Commemoration component, as they are primarily responsible for “Celebrate Canada!” activities. A minority of PCH management and staff and a few Committee Presidents indicate that the number of commemoration opportunities has increased.

A few PCH management and staff, and both the federal partners representative and the provincial government representatives agree that the Commemoration component has increased opportunities for Canadians to show their pride. These impressions are supported by the present public opinion research, which indicates an increase in pride among event participants:

- 400th Anniversary of the founding of Acadia: 91per cent of respondents indicate a significant impact on their sense of pride about being Canadian;
- Year of the Veteran: 80%; and
- Centennials of Alberta and Saskatchewan: 70%.

Awareness of Commemorations

A few PCH management and staff and Presidents and Vice-Presidents of the “Celebrate Canada!” Committees feel that the Program has increased awareness of commemorations. This view is supported by the media coverage given to commemorations as follows:

- Centennials of Alberta and Saskatchewan: 38 articles/captions in 2005;
- Year of the Veteran: 34 in 2005; and
- National Flag Day: 32 in 2005 and 2006.

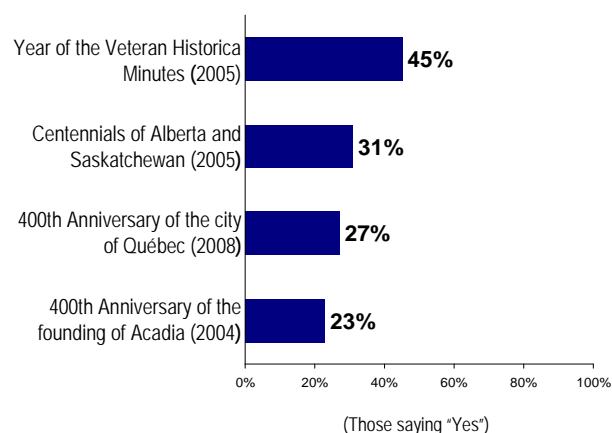
National awareness levels of the commemorations evaluated in the present public opinion survey range from 23% to 45% and are presented in Figure 6. Key survey findings for each commemorative event are as follows:

- **400th Anniversary of the Founding of Acadia in 2004:** Respondents in Atlantic Canada (53%) are much more aware of this anniversary, followed by Quebeckers (33%). Also, older Canadians are more likely to be aware of the anniversary of the founding of Acadia (26% of those 45 to 64 and 30% of those 65 and older), along with men (26%), those with university education (30%), and French-speaking Canadians (36%).
- **Historica Minutes that marked the Year of the Veteran held in 2005:** Canadians in Atlantic Canada and the Prairies are more likely to be aware of the Historica Minutes (68 and 62%, respectively). Also, English-speaking Canadians (51%), and those age 45 and older are more likely to be aware of Historica Minutes (49% of those 45 to 64 and 52% of those 65 and older). Respondents in Quebec (31%) are less likely than those in other regions to indicate they are aware of the Historica Minutes.
- **Centennials of Alberta and Saskatchewan held in 2005:** The regions most likely to be aware of these centennials are the provinces in which the events took place: Alberta (89% awareness) and the Prairies (69%). Canadians age 45 and older are more likely to be aware of the Centennial events compared to other age groups (35% of those 45 to 64 and 40% of those 65 and older).
- **400th Anniversary of the city of Québec that will be held in 2008²²:** While the national average awareness level is 27%, Quebeckers (64%), along with French-speaking Canadians anywhere in the country (65%), are much more likely to be aware of the commemorative events planned for this anniversary. As with the other commemorative events, older Canadians are more likely to be aware of the upcoming anniversary of Québec City (32% of those 65 and older).

²² While this event occurs outside the period under review, national awareness levels were tracked for the purposes of comparison and establishing a baseline measure.

Figure 6
Awareness of Commemorative Events

"Please indicate whether or not you are aware of each of the following."



n=2046

CCLP Public Opinion Survey, January 2007

Sources of Awareness

Results of the present public opinion survey indicate that Canadians most frequently learn about commemorative events as well as celebrations from ads/announcements on radio or television (56%), ads in the newspaper (39%) or through friends or relatives (20%). Based on findings from the documentation, the "Celebrate Canada!" Committees utilize both local and national media to promote events (e.g., coverage by CBC and other television and radio, newspaper coverage), which is a suitable promotional strategy given Canadians' major sources of awareness.

Horizontal Coordination and Partnerships

The Commemoration component of the Program has developed a number of partnerships with federal and provincial government departments to deliver events and activities. These include partnerships with:

- the National Capital Commission (NCC) regarding the management, design, fabrication, installation, maintenance and removal of Confederation Boulevard Queen's Jubilee banners, the interpretation panels and their support structures;
- the NCC to purchase promotional materials for the Queen's Jubilee;
- Veteran Affairs Canada (VAC), to engage Canadians in the Year of the Veteran;
- the Office of the Secretary to the Governor General (OSGG) for the administration of the Golden Jubilee Commemorative Medal Program;

- Atlantic Canada Opportunities Agency (ACOA) to commemorate the 400th Anniversary of L'Acadie;
- ACOA in managing the Atlantic Canada Cultural and Economic Partnership (ACCEP) events for Atlantic Canada;
- Federal departments and agencies, municipalities and other partners, including the "Société du 400e anniversaire de Québec"; and
- Provincial governments: Government of Saskatchewan, New Brunswick Department of Education, and Offices of Lieutenant Governors.

The majority of PCH staff interviewed indicate that collaborations tend to be tied to the specific commemoration events. For example, collaborations occurred with the relevant regions for the 400th anniversary of the founding of Acadia, the centennials of Alberta and Saskatchewan, and are planned for the upcoming 400th anniversary of the city of Québec. Commemoration events not based in a specific region have led to collaborations with relevant federal departments.

3.2.2 Intermediate Results

Participation in Commemorations

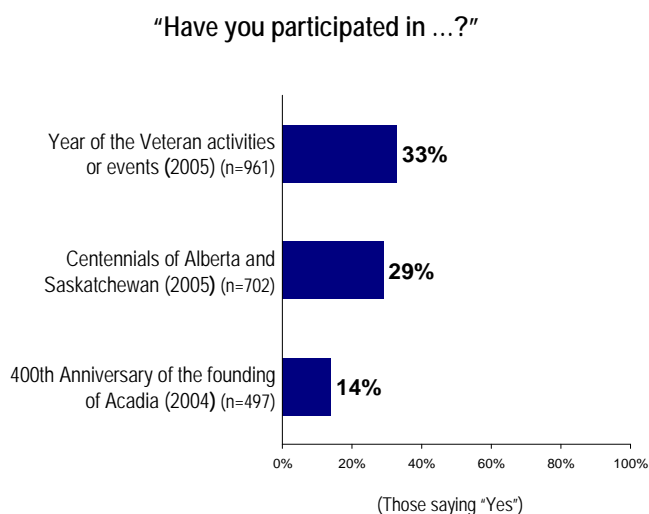
Participation in commemorative events varies, with larger, longer events typically attracting more participants.

Based on the public opinion survey (see Figure 7), among those aware of each commemoration, participation levels range from 14% to 33%. Key findings for each event are as follows:

- **Year of the Veteran in 2005²³:** Respondents in British Columbia (48%) and Atlantic Canada (41%) were most likely to attend the Year of the Veteran events. Quebeckers (11%) were least likely to participate.
- **Centennials of Alberta and Saskatchewan in 2005:** While participation levels were at 29% for the Centennials of Alberta and Saskatchewan nationally, the participation in the applicable provinces was much higher with 59% of those in Alberta and 50% of those in the Prairie provinces who were aware participating in the Centennial celebrations.
- **400th Anniversary of the Founding of Acadia in 2004:** The participation in the 400th Anniversary of the founding of Acadia events in the Atlantic region was twice the national level at 31%.

²³ Note that Veterans Affairs Canada, not PCH, was the lead federal department for the Year of the Veteran.
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Figure 7
Participation in Commemorative Events



CCLP Public Opinion Survey, January 2007

The following estimated attendance figures are extracted from Program documentation:

- Newfoundland and Labrador: 2004 Grand Bank Theatre Festival: 1,925 (an increase of 143% from 2003);
- New Brunswick: 400th anniversary of l'Acadie: 1,411; *Les défricheurs d'eau*: 11,000;
- Nova Scotia: 400th anniversary of l'Acadie: 65,000; *Congrès mondial acadien*: 310,000; and
- National Memory Project Roadshow: over 1,000 students, their families, and over 150 veterans.

Knowledge and Understanding of Canada, Shared History, Values and Interests

While a few PCH staff, federal partners, and provincial representatives interviewed perceive that the commemorative events have increased knowledge, limited data is available on this issue (e.g., due to the very small numbers of survey respondents participating in commemorative events).

3.2.3 Ultimate Result

Shared Sense of Citizenship, Pride and Belonging

Evidence from the present public opinion survey indicates that participation in commemorative events has increased a sense of shared citizenship with other Canadians, a sense of belonging to Canada and, in particular, a sense of pride about being Canadian.

Survey respondents who participated in three commemorative events indicate that their participation had a significant impact on (in order of priority) their sense of pride, belonging and shared citizenship:

- 400th Anniversary of the Founding of Acadia in 2004 (91, 74 and 57%, respectively)²⁴;
- Year of the Veteran events in 2005 (80, 70 and 58%); and
- Centennials of Alberta and Saskatchewan (70, 45 and 32%).

3.2.4 Achieving Results on Budget

Available evidence from the document review indicates that the Program has an annual shortfall between the budget and expenditures that has been “cash managed” (i.e., funds have been borrowed from other areas of the Department until resources were secured from Treasury Board or internal reallocations). Financial information from the Program indicates that the budget spent has exceeded the budget received by a total of \$2,440,892 for Commemoration projects from 2002-03 to 2006-07.

3.2.5 Contribution of PCH Regional Offices

The PCH management and staff interviewed have mixed views regarding the contribution of PCH Regional Offices to commemoration events. A minority indicate they are unable to comment. A few agree that Regional Offices do much of the management successfully, while a few others indicate the support from Regional Offices is uneven across the country and dependent on available resources. For example, some commemorative events (e.g., for RCMP officers in Saskatchewan) have been largely managed by PCH Headquarters with Regional Office support as needed. The federal partners representative and provincial government representatives indicate that they worked closely with PCH Regional Offices to implement the 400th anniversary of the founding of Acadia in 2004 and Alberta’s Centennial in 2005.

3.3 Unanticipated Program Impacts

Few unanticipated impacts of the Celebration, Commemoration or Learning components of the Program were identified. A minority of staff and stakeholders interviewed identify unanticipated impacts, and only a small amount of information on unanticipated impacts is available from the document review and secondary data analysis.

3.3.1 Impacts on Horizontal Cooperation

A minority of PCH management and staff indicate that both positive and negative unintended impacts relating to horizontal cooperation have occurred. On the positive side, one respondent indicates that joint efforts with other departments (e.g., DND, RCMP, INAC, VAC) have led to

²⁴ Note that only 29 survey respondents answered this question.

cost savings. Another notes that cooperation with a provincial Ministry of Education has strengthened participation in the Poster Challenge. However, on the negative side, two respondents note that there has been a lack of consultation and collaboration from other departments, also noting that the Interdepartmental Commemoration Advisory Committee has not met in two and a half years. This is consistent with evidence from the document review which indicates that the Committee last met on July 6, 2005.

3.3.2 Impacts Resulting from Partnerships

A minority of PCH staff indicate that there have been positive unanticipated impacts from partnerships. These include: PCH developing expertise in the areas of history, protocol and planning; better products being produced (e.g., *Historica Minutes* and Poster Challenge materials); increased, unexpected promotion of the Poster Challenge; and greater participation in the Poster Challenge by schools. Negative unanticipated impacts identified by respondents include: a lack of private sector partnerships in Quebec; and that a large number of partnerships can slow down a project and make it difficult to meet deadlines in the most effective manner.

3.3.3 Impacts Resulting from Organization of Events and Creation of Committees

A minority of PCH staff indicate that there have been both positive and negative unanticipated impacts from the organization of events. The capacity of the voluntary sector to organize large events is thought to have increased as a result of the Program, however no quantitative data is available to support this observation. Furthermore, it is noted that the status/involvement of Committee members can impact attendance (e.g., high profile community members can influence getting things done; Aboriginal members can increase Aboriginal participation in events). Also, interviewees indicate that unexpected commemorative events or a series of high profile events can put excessive demand on human and financial resources.

The demand of Committee involvement on the time of volunteer members is thought to have a potential negative impact on participation, particularly for smaller or sparsely populated regions. One President/Vice-President of a “Celebrate Canada!” Committee indicates that the level of volunteerism is starting to wane, especially in smaller communities, while another respondent indicates that the application deadline had to be changed from January 31 because volunteer groups are not organized that early in the year. The subject of the new application deadline of January 31 was raised at the National meeting and the majority agreed that the deadline should be moved forward to February 28 to allow sufficient time for the Committees and Regional Offices to assess all applications and make recommendations. The new date of February 28 was adopted and went into effect for 2007. One respondent presents an opposing view, stating that the Program is “fun” which makes it easy to organize a Committee and attract volunteers.

The formative evaluation of the “Celebrate Canada!” Program identified some challenges with program delivery which resulted in unintended impacts. Processing a high number of applications in a short timeframe posed a challenge for staff, particularly in entering the project information in the Department’s grants and contributions database. Furthermore, late funding decisions made project planning more difficult for community groups and also reduced the visibility of the Program in cases where groups printed promotional materials before knowing

that they should acknowledge a contribution from PCH. In response, Program management accepted recommendations to address these challenges and developed specific action plans to reduce workload pressure and produce and distribute promotional materials earlier each year.

3.3.4 Program's Influence on Canadians' Behaviour

Respondents in the present public opinion survey were asked to indicate the extent to which national celebrations and/or commemorative events have an impact on their vacation plans, such as planning the timing to coincide with a national celebration or commemoration. The impact on vacation plans was modest, with 31% indicating that celebrations and commemorations have a moderate impact on their vacation plans and nine per cent indicating that they have a significant impact. The impact was greatest among Ontario residents, and lowest among Quebec residents.

Previous survey research suggests that the influence of celebrations and commemorations is greater. For example, in 2006, 44% of tourists to the NCR indicated that Canada Day celebrations were the primary reason for their visit to the capital²⁵. This was even higher in 2003, when 62% of tourists to the NCR cited Canada Day celebrations as the reason for their visit²⁶. This, however, may indicate that the impact is greater for specific, large celebrations, or that it is more concentrated in regions surrounding major events (such as Canada Day in the NCR).

3.3.5 Economic Impacts

Previous research reviewed as part of the secondary data analysis suggests some positive economic impacts resulting from celebrations and commemorations. The direct economic impact for the NCR Canada Day events for 2001 was estimated at \$5.1M, of which \$4M came from tourists.²⁷ The estimated direct economic impact of Canada Day in Ottawa in 2003 was \$19.4M, sufficient to support 239.2 full-year jobs²⁸. Furthermore, in the evaluation of the Atlantic Canada Cultural and Economic Partnership (ACCEP) (2002-2005), 56% of respondents indicated a significant increase in tourism, and 23% indicated a significant increase in jobs²⁹. In the view of some stakeholders, some economic impacts have been greater than anticipated.

3.3.6 Other Unanticipated Impacts

PCH staff indicate other unintended impacts of the Program, which include: security concerns have led to the cancellation of some events (e.g., Vancouver Canada Day fireworks); the high proportion of funds allocated to Quebec has led to the perception that Quebec receives a disproportionate level of resources; relatively low interest in Canadian Multiculturalism Day as multicultural groups are more interested in celebrating Canada Day or culturally-specific days; and many events are highly dependent on PCH funding although the original intention was to provide seed funding.

²⁵ 2006 Canada Day Report, Decima Research Inc. for Canadian Heritage.

²⁶ 2003 Visitor Impact Study, Research and Information Section, Ottawa Tourism and Convention Authority.

²⁷ 2001 Canada Day Study, Price Water House Coopers for the National Capital Commission.

²⁸ 2003 Visitor Impact Study, Research and Information Section, Ottawa Tourism and Convention Authority.

²⁹ 2006 Summative Evaluation of the Atlantic Canada Cultural and Economic Partnership.

4. Cost-Effectiveness and Alternatives

4.1 Resource Utilization

4.1.1 Effectiveness and Efficiency of Resource Utilization

Findings from the evaluation are mixed with regard to the effective and efficient use of Program resources. Evidence from the document review identifies some factors limiting effectiveness and efficiency while findings from key informant interviews indicate that resources are used as effectively as possible.

The formative evaluation of the “Celebrate Canada!” Program identified a number of factors that may be limiting the effectiveness and efficiency of the Program, and made a number of corresponding recommendations to improve program delivery and increase its potential to achieve intended objectives. The recommendations identified by this 2003-04 evaluation, and accepted by the Department, included:

- Resolve the lack of stable funding for the “Celebrate Canada!” Program or reduce program activities to a level that can be supported by A-base allocation;
- Produce and distribute promotional and educational materials earlier each year to maximize impact;
- Improve readiness for the summative evaluation by collecting baseline data on Canadians’ perceptions about appreciation of Canada’s diversity and pride in Canada’s heritage and additional short-term outcome information; and
- Reduce workload pressures involved in “Celebrate Canada!” Program delivery by focusing resources on components with the greatest reach and educational value.

In addition, audit findings for the Program indicated that guidelines outlined in the Terms and Conditions were not consistently implemented by the Program in the areas of funding criteria, due diligence, and the request and analysis of activity reports. The audit indicates a need for the Program to establish appropriate internal procedures and provide appropriate training to managers and staff to ensure the effective and consistent management of the Program by regional offices and provincial committees.³⁰ The audit also indicates that efficiency of the management of the Program could be improved by reducing the amount of information that is required to be analyzed, approved and entered into the Grants and Contribution Information Management System (GCIMS) for low-value grants, while ensuring due regard to risk management. In each case, Program management accepted recommendations and provided an action plan to address the recommendations with an implementation date. The review of documentation indicates that the Program struck a working group to address the audit recommendations.³¹ The working group

³⁰ Canadian Heritage. Audit of the Celebration, Commemoration and Learning Program. Preliminary Draft Report. January 25, 2006, p. 25-8.

³¹ Canadian Heritage. Public Affairs and Communications. Follow-up Report Audit and Evaluation. September 2006, p. 2-10, 13.

has reviewed and defined internal procedures to ensure the consistent delivery of the Program, and held a workshop with regional managers to inform them of the procedures and guidelines. Specifically, a handbook was developed to assist employees in the processing of grants and contributions for the “Celebrate Canada!” component using the Department’s GCIMS database. The working group has undertaken a number of activities to improve the efficiency and effectiveness of the Program, including: an updated evaluation form to improve communications between regional offices and committees; a modified approval form and the use of batch reports for approval of amounts under \$3,000; a modified application form with mechanisms to verify data supplied by applicants; a revised application deadline to accelerate the approval process; and the development of a “toolbox” approach to Program delivery to reduce workload pressures.

Most interview respondents (PCH staff and managers, Committee Presidents and Vice-Presidents, provincial stakeholders and federal partners) indicate that the resources are used effectively and efficiently to achieve expected results. In particular, interviewees think that the Program is extremely effective and efficient given the limited resources available, with a few respondents noting that the ability of the Program to leverage additional funding and use of volunteers are key factors that contribute to cost-effective use of resources.

Interview results also indicate, however, that some of the factors identified by the formative evaluation persist despite steps taken. PCH staff and managers interviewed note that the efficiency of the Program could be improved by reducing the level of staff resources required to administer such a high number of low-value grants and contributions. One interviewee suggests that the efficiency of the Program could be improved by sending materials directly to funding recipients, which would avoid such inefficiencies as Regional Office staff packing and delivering materials, and incurring courier costs, due to the late arrival of materials to Regional Offices, to ensure that materials are delivered to recipients in time for events.

4.1.2 Adequacy of Resource Levels

A majority of PCH management and staff interviewed indicate that resource levels for the Program are inadequate. Further, they believe that the lack of adequate resources is limiting the capacity of the Program to achieve its expected results because it leads to the ad hoc planning and operation of the Program which can limit the efficiency and effectiveness of events and activities. A few interviewees indicate that increased resource levels would improve the timeliness of the delivery of Program funds, enhance the ability of Regional Offices to support Committees and allow for better strategic planning.

Views of Committee Presidents and Vice-Presidents are mixed on the adequacy of resource levels, with some indicating that the resource levels are inadequate, and others reporting that they are sufficient. Furthermore, one federal partner indicates that the resource levels for the 400th anniversary of the founding of Acadia were “modest” given the importance of the date and event in Canada’s history.

4.1.3 Diversification of Funding Sources for Program Activities

Available evidence from the evaluation indicates that funding recipients have been successful at diversifying funding sources for Program activities and events. Findings from the documentation review indicate that funding recipients may encounter difficulty diversifying their funding because the “Celebrate Canada!” Program deals mainly with the voluntary sector. The voluntary sector lacks stable funding and the ability to generate income like the private sector because most support comes from either government or in-kind revenue. However, the following table illustrates that funding recipients for 2006 celebration activities have been able to secure funding from other sources.

Table 4.1: Total Estimated Project Cost and PCH Contributions for the “Celebrate Canada!” 2006 Period

Province/Territory	Total Cost	PCH Contribution	PCH Contribution as Percentage of Total Cost
NL	n/a	n/a	n/a
PEI	\$967,934	\$75,000	0.08
NB	\$740,873	\$122,000	0.16
NS	\$795,360	\$123,525	0.16
QC	\$1,589,417	\$473,690	0.30
ON	\$15,155,448	\$906,550	0.06
MB	\$308,797	\$162,593	0.53
SK	n/a	n/a	n/a
AB	\$1,993,986	\$260,000	0.13
BC	\$3,570,513	\$439,000	0.12
YK	\$141,571	\$66,597	0.47
NWT	n/a	n/a	n/a
NU	\$63,932	\$57,122	0.89
Total	\$25,327,831	\$2,686,077	0.11

n/a: Project cost and PCH contribution figures are not available.

Source: Celebrate Canada Questionnaires, 2006.

4.2 Similar Programs and Alternatives

4.2.1 Complementarity or Duplication of CCLP with Similar Programs

The literature review found very few similar programs at the federal or provincial levels and the majority of stakeholders interviewed were unaware of duplication or overlap with other programs. Within PCH, there are similarities between CCLP and State, Ceremonial and Corporate Events Directorate activities and the Canadian Studies Program, which should be explored to reduce the potential for overlap or identify further opportunities for collaborations or synergies.

The Department’s Major Events and Celebrations Branch primary objective is to promote and strengthen Canadian identity and pride in Canada, and to highlight Canada’s major

accomplishments. The Branch has three Directorates: State, Ceremonial and Corporate Events; Celebration, Commemoration and Learning; and International Expositions. The mandate of the State, Ceremonial and Corporate Events Directorate includes the identification, promotion and protection of our national symbols through various activities such as National Flag of Canada Day and the development of information and educational material.³² The mandate of this Directorate appears to overlap with the CCLP activities relating to National Flag of Canada Day and the development and distribution of learning materials related to celebration and commemoration activities. Related to this, the Department's Canadian Studies Program, operating within the Citizen Participation Branch, aims to encourage Canadians to gain a better understanding of their country, its history, stories, people and systems of government, and has some potential to either overlap with or complement the learning activities of the CCLP.

Findings from a review of programming by other federal departments indicates complementarity with Indian and Northern Affairs Canada's (INAC) Aboriginal Awareness Week (May 23 to 26, 2006), which is intended to raise awareness of the culture and issues of concern to Aboriginal people, appears to complement the objectives of National Aboriginal Day. Additionally, Citizenship and Immigration Canada delivers Canada's Citizenship Week (CCW) which is intended to "...encourage all Canadians to reflect on the value of citizenship, what it means to be a Canadian, and the rights, privileges and responsibilities of citizenship."³³ The activities and goals of the program are similar to those of the Celebration, Commemoration and Learning Program, including: an activity guide for teachers and youth leaders; citizenship ceremonies at which newcomers to Canada take the Oath of Citizenship and become Canadian citizens; reaffirmation ceremonies at which Canadians reaffirm their citizenship by reciting the Oath of Citizenship; and Citation for Citizenship presentation ceremonies. The formative evaluation of CCW suggested changes to the program which are relevant to the CCLP such as the collection of uptake statistics for learning resources, samples of users and non-users for monitoring uptake, and a collection of activities that are available on demand to teachers (e.g., web resource).

4.2.2 Cost-Effectiveness of Similar Programs in Relation to CCLP

There is limited available evidence to assess the cost-effectiveness of similar programs. Only a few interview respondents were able to identify similar programs that can be compared to CCLP. A few PCH management and staff members and provincial representatives indicate that Australia may have a program that is similar to the Celebration, Commemoration and Learning Program. On this point, respondents were unable to provide specific details relating to cost-effectiveness, and available data from the review of literature does not allow for a comparison of program costs. One interviewee representing PCH management and staff indicates that Quebec has a similar program that provides funding for Saint-Jean-Baptiste Day, but was unable to speak to the relative cost-effectiveness of this program. Evidence from the literature review indicates that the Quebec government provided \$3,644,000 in funding for Saint-Jean-Baptiste Day in 2004-2005 and 2005-2006.

4.2.3 Comparison with Similar Programs in Other Countries

³² Canadian Heritage. Organizational View. Online at: http://www.pch.gc.ca/pc-ch/org/sect/publi/cerem_e.cfm.

³³ Citizenship and Immigration Canada. Formative Evaluation of Canada's Citizenship Week. January, 2004. Online at: <http://www.cic.gc.ca/english/research/evaluation/cit-week/background.html>.

A literature review was conducted to identify programs similar to the Celebration, Commemoration and Learning Program in other countries. When comparing the Program to those in other nations, issues of cultural similarities, wealth and history were taken into account. Findings from the literature review indicate that Australia and New Zealand have programs that are similar to the Celebration, Commemoration and Learning Program.

In 2006 the National Australia Day Council (NADC) provided \$792,724 AUD (\$648,267 CAD)³⁴ in grants to State and Territory Australia Day Committees and affiliated organizations, and \$2,429,013 (\$2,221,418 CAD) for events and award programs. NADC revenues for this period were \$4,663,070 (\$4,264,812 CAD) consisting of \$1,856,001 (\$1,698,136 CAD) in government grants from the Department of the Prime Minister and Cabinet, and \$2,807,069 (\$2,568,309.96 CAD) in sponsorship revenue.³⁵ For the year ending June 30, 2006, the New Zealand Ministry for Culture and Heritage provided \$283,000 (\$231,483 CAD), via the Commemorating Waitangi Day Fund, towards the cost of Treaty commemorations held at Waitangi and within communities across New Zealand.³⁶

Both Australian and New Zealand programs place a significant emphasis on the celebration of Native and Indigenous people's contributions to nationhood. Instead of providing one national recognized holiday, governments provide a significant amount of funding for various commemorative and celebratory events that are not solely restricted to days on or surrounding national days of independence. The following briefly describes the approaches used in each country to fund celebration and commemoration activities.

Australia has several commemoration and celebration programs:

- **The Commemoration of Historic Events and Famous Persons Grants-In-Aid (CHEFP) Program:** CHEFP commemorates people, events and places of national historical significance by assisting with commemorative monuments, exhibitions, surveys of historical sites and curatorial work, and issues of national significance.³⁷
- **Saluting their Service Commemorative Grant:** The Australian government's commemorative program for war-related projects (overseen by the Department of Veteran's Affairs), Saluting their Service, honours the contribution of Australia's servicemen and women in wars, conflicts and peace operations.
- **Australia Day:** Taking place on January 26th, Australia Day offers citizens in every major state and territory an opportunity to celebrate Australia and being Australian. Similar to Canada Day, funding for Australia Day events is provided by both federal government departments and the private sector. In addition to receiving a significant amount of funding from regional private enterprise, Australia Day receives funding from a wide variety of groups on the national level including the leading supermarket chain Woolworth's and Microsoft.³⁸

³⁴ Currency conversions conducted on May 2, 2007.

³⁵ National Australia Day Council. Annual Report 2005-2006. p. 23.

³⁶ New Zealand Ministry for Culture and Heritage. Annual Report 2006. p. 24.

³⁷ <http://www.environment.gov.au/heritage/programs/chefp/index.html>

³⁸ <http://www.australiaday.gov.au/pages/page80.asp>

- **Indigenous Heritage Program:** This program offers broad support to Indigenous organizations, and there is a significant amount of funding to ensure education and teaching of Native culture and heritage in addition to funding for cultural celebratory events (e.g., funding to facilitate teaching of Badtjala knowledge and culture in Queensland and assist with commemoration activities for the Koorie people in Victoria).³⁹

As noted, the New Zealand Ministry for Culture and Heritage provides funding for Waitangi Day, through the Commemoration Waitangi Day Fund, to commemorate the founding of New Zealand. Similar to the Celebration, Commemoration and Learning Program, the Fund supports events organized by local governments and communities that commemorate the signing of the Treaty of Waitangi, promote nation and community building, acknowledge New Zealand's varied history, and encourage wide community participation and achievement.⁴⁰ Applicants must fit a wide range of criteria that include holding an existing role in community activities and/or services and having the capacity to administer and support the proposed project. The value of grants by the Fund is similar to that of the CCL Program ranging from \$200 to \$20,000 NZD with an average grant value of \$5,300 NZD.

Overall, stakeholders interviewed (PCH staff and management, Committee Presidents and Vice-Presidents, and federal partners) are not aware of alternative programs or approaches which could achieve the same results more effectively. One interviewee indicates that certain parts of the Australian model may be able to be "imported" into the Program, but notes the Program should continue to include the volunteer component of the "Celebrate Canada!" Committees.

5. Conclusions, Recommendations and Management Response

5.1 Rationale and Relevance

The Celebration, Commemoration and Learning Program was created to ensure continuity and consistency across the many activities initiated and undertaken by the government and its partners, and respond to an interest among Canadians in opportunities to learn about and celebrate Canada's heritage, values and achievements. The evaluation evidence suggests that Program activities meet an ongoing need to help Canadians learn about Canada and its history, and instil a sense of pride in and belonging to Canada. In particular, survey findings indicate that a majority of Canadians agree that there is a need for the Government of Canada to support national celebrations and commemoration events. Further, evidence from the evaluation indicates that participation in "Celebrate Canada!" activities and events increases a sense of belonging to Canada; however, research indicates that a sense of belonging is not consistently strong in all parts of the country.

³⁹ <http://www.environment.gov.au/heritage/programs/#ihp>

⁴⁰ www.mch.govt.nz/awards/waitangi/index.html

There is strong evidence that Program activities are aligned with, and contribute to the achievement of, PCH strategic objectives by enabling Canadians to share their cultural experiences and celebrate Canada and its symbols. Despite a lack of information on current federal government priorities in the Program area, available evidence indicates that Program activities are aligned with the broad federal government priorities.

5.2 Success and Impact

5.2.1 Celebration Component

Evidence from the evaluation indicates that the Celebration component has had some success in achieving its intended outcomes; however, precise incremental impacts of Program-funded events are difficult to determine with the available data. Findings indicate that the Program has increased the number of opportunities for Canadians to celebrate and show their pride. In particular, the number of projects funded annually through the Celebration component increased from 1,407 to 1,742 over the five-year period under review. The evaluation found that overall awareness and participation levels are highest for Canada Day; 73% of survey respondents aware of the celebrations indicate that they have participated in Canada Day events or activities in the last five years.

Results of the public opinion survey indicate that Canadians most frequently learn about celebrations as well as commemorative events from ads/announcements on radio or television, ads in the newspaper or through friends or relatives. These findings suggest that the Committees' promotional strategy, which focuses on local and national television, radio and newspaper coverage, is suitable.

The Program estimates that over 7 million people annually participate in "Celebrate Canada!" Canada Day activities for the period under review; however, participation data varied considerably for some regions which could be due to inconsistencies in the collection and reporting of data across jurisdictions. In addition, it is perceived that participation rates can be greatly influenced by external factors such as the weather. While stakeholders suggest that the Canada Day Poster Challenge has increased knowledge and understanding of Canada, there is no evidence available to assess whether it directly impacts students' knowledge and understanding.

Overall, findings from the evaluation indicate that the Celebration component has increased a sense of shared citizenship among Canadians, and an increased sense of pride and belonging to Canada. In particular, survey respondents who participated in celebration events indicate their participation had a significant impact on their sense of shared citizenship, pride and belonging.

5.2.2 Commemoration Component

There is evidence to indicate that the Commemoration component has achieved some of its intended outcomes; however, success has tended to be more regional in nature. There is some evidence that the Program has provided opportunities for Canadians to commemorate important events and show their pride. In particular, survey findings indicate an increased sense of pride among participants in commemoration events. National levels of awareness and participation in the commemorative events assessed are lower than that for celebrations; however, regions in

which commemoration events took place have awareness levels higher than the national average. Based on the findings of the public opinion survey, among those aware of commemoration events, participation levels range from 14 to 33%. There is limited data on the impact of the Commemoration component on Canadians' knowledge and understanding of Canada, its shared history, values and interests due to the small number of survey respondents who indicated they had participated in a commemoration event and the absence of other impact data.

5.2.3 Learning Component

Although the Program has distributed learning resources widely, there is limited available evidence to assess the success of the Learning component. Based on data collected from the public opinion survey and stakeholder interviews, the Celebration component has increased knowledge and understanding among Canadians who participated in the celebration events of Canada, its shared history, values and interests. Findings from interviews indicate that there are concerns that more could be done to increase the availability and timely delivery of learning resources. Further, the extent of impact of the Canada Day Poster Challenge on students' knowledge is not known because research evidence on the impacts on students' knowledge was unavailable for review; however, there is some evidence from previous research to suggest that teachers find the Poster Challenge to be informative and to motivate learning about Canada.

Findings from the evaluation indicate that the contributions of "Celebrate Canada!" Committees to the coordination and facilitation of the Celebration component have been positive. Similarly, findings indicate that Regional Offices have been supporting the work of Committees; however, given the concerns expressed by some stakeholders, regional inconsistencies in the degree of involvement of Regional Offices and Committees in delivering this component may warrant further investigation. With regard to the Commemoration component, evaluation evidence indicates that there may be a need for greater coordination between PCH Headquarters and Regional Offices to help ensure national promotion and impact of commemorative events.

5.3 Cost-Effectiveness and Alternatives

Findings from the evaluation suggest that the Program needs to improve both the efficiency and effectiveness of its use of resources. For example, findings indicate that the Program should make more efficient use of staff time in managing grants and contributions and take steps to ensure the more timely delivery of materials for funded events and activities. In terms of similar programs in other countries, Australia and New Zealand have programs that are similar to the Celebration, Commemoration and Learning Program; however, the level of funding provided by these national governments is significantly less than that of PCH. The evaluation did not identify any alternate, more cost-effective programs or approaches to meet intended outcomes. There is evidence to indicate that the Program complements, and does not duplicate, related PCH and federal programs. Here, there is potential for the Program to coordinate with other Departmental programs (e.g., Canadian Studies Program), and other federal government programs (e.g., Citizenship and Immigration Canada's Citizenship Promotion Directorate).

5.4 Recommendations and Management Response

Based on the findings of the summative evaluation of the Celebration, Commemoration and Learning Program, the following recommendations are made to the management of the Celebration, Commemoration and Learning Directorate:

1. Continue to improve the performance information on outputs and outcomes to ensure that reliable information is collected and reported on in a timely fashion.

Although some progress has been made in improving Program performance monitoring since the formative evaluation in 2004 and the audit in 2006, there is a need to further improve performance information to ensure that it is consistent across regions, reliable and valid, and that it provides meaningful information on the Program's production of outputs and achievement of outcomes (e.g., levels of participation at events) for both the Celebration and Commemoration components. Related to this, there is a need to refine the linkages between Program activities, outputs and outcomes in the CCLP logic model. For example, in the current logic model, the only activity linked to increased opportunities for Canadians to show their pride is the development/distribution of promotional materials. It is suggested that other Program activities (i.e., funding local, regional and national activities, organizing national events) are more logically related to increased opportunities to show pride. Finally, the current evaluation findings indicate that it may be difficult to distinguish opportunities for Canadians to celebrate and to show their pride; therefore, the Program should consider collapsing these two immediate outcomes into one.

Management Response – Accepted

The Celebration Commemoration and Learning (CCL) Program agrees that data collection and reporting on results is a priority.

Towards this end, the Program has instituted a number of initiatives to improve the reliability, validity, consistency of data collection and reporting across regions.

Following the CCL Audit in 2006, the questionnaire on the Celebrate Canada! Program was reviewed and updated in collaboration with Corporate Review Branch. Program officers in the regions complete and submit the questionnaire on an annual basis. This questionnaire represents a useful tool for data collection.

Completion Date: Completed

Program officers received training on guidelines, procedures and the monitoring of performance through the annual National Celebrate Canada meeting (Oct 2006) and a training session in late 2006-07. The results of the summative evaluation led to further updates of the questionnaire on the Celebrate Canada! Program for regional officers to report on and measure the success of Celebrate Canada! Program activities. Further training on standard reporting and monitoring of performance will be offered to regional officers and managers at the 2007 National meeting.

Completion Date: Partially Completed and Fall 2007

As part of program renewal, the CCL Program worked with the the Center of Expertise, Legal Services and the Corporate Review Branch to make improvements in this area. The Program has reviewed and updated its Results-Based-Management and Accountability Framework and its Risk-Based Audit Framework as one example. As part of the program renewal process, the CCL Program has also reviewed and updated its Terms and Conditions to better reflect the need for improvements in this area.

Completion Date: Fall 2007

The CCL Program will put in place measures, such as the development of an Annual Activity Report using data from GCIMS, Media Clippings, Regional and Provincial Activity Reports and Questionnaires, to ensure that standardized practices are in place across the regions, and that data is collected according to a well defined set of indicators. These will allow the CCL Program to be better prepared for future summative evaluations.

Completion Date: Annual Activity Report is to be finalized every year in October

2. Continue to work to improve the consistency and efficiency of Program delivery. Building on the activities of the working group tasked to address the recommendations of the audit and formative evaluation, the Program should consider reconvening the working group to address findings from the present evaluation such as the adequacy and efficient use of resources. The working group should also address the need to clarify the respective roles and responsibilities of PCH Regional Offices and Celebrate Canada Committees to ensure more regional consistency and an appropriate balance of flexibility and accountability in the funding of regional celebration and commemoration events.

Management Response – Accepted

The CCL Program has recently reviewed its management practices to identify regional gaps and inconsistencies and to ensure that appropriate measures are undertaken to improve its regional delivery. A new proposed management framework has been developed. Legal opinion has been sought to address some management issues.

Completion Date: Completed

The CCL Program will continue to hold national conference calls on an on-going basis to discuss and respond to specific issues related to its delivery. To ensure that efficient and consistent practices are implemented in every Region, the CCL Program is considering reconvening the working group or a similar process to address these issues. The structure would be comprised of representatives from PCH Regional Offices and National Headquarters as well as other PCH experts such as the Centre of Expertise on Grants and

Contributions or Legal Services. Management issues to be addressed could include such things as the efficient use of resources, the roles and responsibilities of the PCH Regional Offices and the Celebrate Canada Committees, as well as accountability and reporting practices.

Completion Date: October 2008

3. Improve the targeting and reach of promotional activities for the Celebration and Commemoration components to increase national levels of awareness of events.

While awareness among Canadians of Canada Day and Saint-Jean-Baptiste Day is high, awareness of National Aboriginal Day and Canadian Multiculturalism Day remains low. Also, despite evaluation evidence indicating that the promotional strategy used for commemoration events is generally suitable, national awareness levels of these events are substantially lower than awareness levels in the regions of the events. The Program should therefore consider taking steps to improve the targeting and reach of promotional activities to ensure strong national levels of awareness for all celebrations and commemorative events. For example, the present survey findings indicate that levels of awareness of National Aboriginal Day and Canadian Multiculturalism Day are lowest among francophones and residents of Quebec, and that young Canadians are less aware of some commemorative events such as the centennials of Alberta and Saskatchewan. Promotional strategies could focus on these segments of the population. In addition, while the Regional Offices play a central role in the delivery of the Celebration component, the Program should consider expanding the role of the Regional Offices in the Commemoration component as a means to increase awareness of commemorative events in all parts of the country.

Management Response – Accepted

The CCL Program will continue to work in collaboration with federal partners such as INAC, the PCH Aboriginal Affairs Branch, and the PCH Multiculturalism and Human Rights Branch to facilitate access to funding to target groups.

Completion Date: Fall 2008

The CCL Program and the regional offices will work together to set goals and to identify appropriate mechanisms to share information and increase pan-Canadian awareness of the existing funding opportunities available for National Aboriginal Day and Canadian Multiculturalism Day.

As well, the CCL Program will work with the regional offices to seek the Celebrate Canada Committees' involvement in advising, reaching out and partnering with target communities.

Completion Date: March 2008

To increase pan-Canadian awareness of celebrations and commemorations of national significance, the CCL Program will develop a national communication and promotional

strategy including the development of specific communications products to increase awareness and strategically promote both the Celebration and Commemoration components of CCL. The strategy will include how to reach out to target communities and the regions.

Completion Date: March 2008

4. Redefine the Learning component within the Program. Findings from the evaluation indicate that few Program activities featured an explicit focus on the Learning component. Further, the evaluation found little available evidence to assess the success of the Learning component on the target audience. Based on these findings, the Program should consider ways to more fully integrate the Learning component into the activities of the Celebration and Commemoration components. As a means of integrating the Learning component, the Program could consider including the development and distribution of learning materials in the requirements of funding agreements for celebration and commemoration events. Here, it will be important to collect performance information on the uptake and impact of the learning materials in order to assess the Learning component's contribution to Program outcomes.

Management Response – Accepted

The responsibility for the Canadian Studies Program which accounted for most of the Learning results was transferred to the Citizen Participation Branch in 2003. This explains why the evaluation found little data regarding this component. That being said, the CCL has supported learning materials in the State Ceremonial and Corporate Events Directorate (symbols, Flag Day). The CCL Program has also started to link the creation of learning materials to commemoration events so that a legacy of learning materials will be left after the commemorations are over. As part of program renewal, the program's objectives and expected results for each component will be reviewed. The CCL Program is recommending the inclusion of a learning component as one of the funding criteria to be evaluated for commemoration projects under the renewed Program's Terms and Conditions. Projects would need to include the development of learning materials such as plaques, website contents, DVDs, etc., in order for applicants to receive funding. Recipients would be required to report on their learning materials' use and impact on target audiences. Progress will be measured annually.

Completion Date: Fiscal year 2008/2009

5. Increase and broaden partnership and outreach activities. The partnership and outreach activities of the Program are integral to the Celebration and Commemoration components. Evidence indicates a need to enhance and extend partnership and outreach activities in order to address identified barriers to partnerships and improve horizontal cooperation with other federal departments. As an important forum for horizontal coordination and partnerships, the Interdepartmental Commemoration Advisory Committee could potentially play a central role in enhancing the partnership and outreach activities of the Program. To this end, the Program should assess whether or not the

Committee continues to be needed and, if so, clarify its mandate and scope of activities and take steps to ensure that it plays an active role.

Management Response – Accepted

The Department has recently re-launched its Interdepartmental Commemoration Committee. The Committee is chaired by the ADM, Public and Regional Affairs. Its governance structure and membership have been renewed and approved. A number of key federal organizations will make up the ADM-level *Core Group* which will serve as the steering committee to guide policy direction. It is suggested that a shadow officer-level *Core Group* will meet on a more regular basis to provide input on upcoming commemorations.

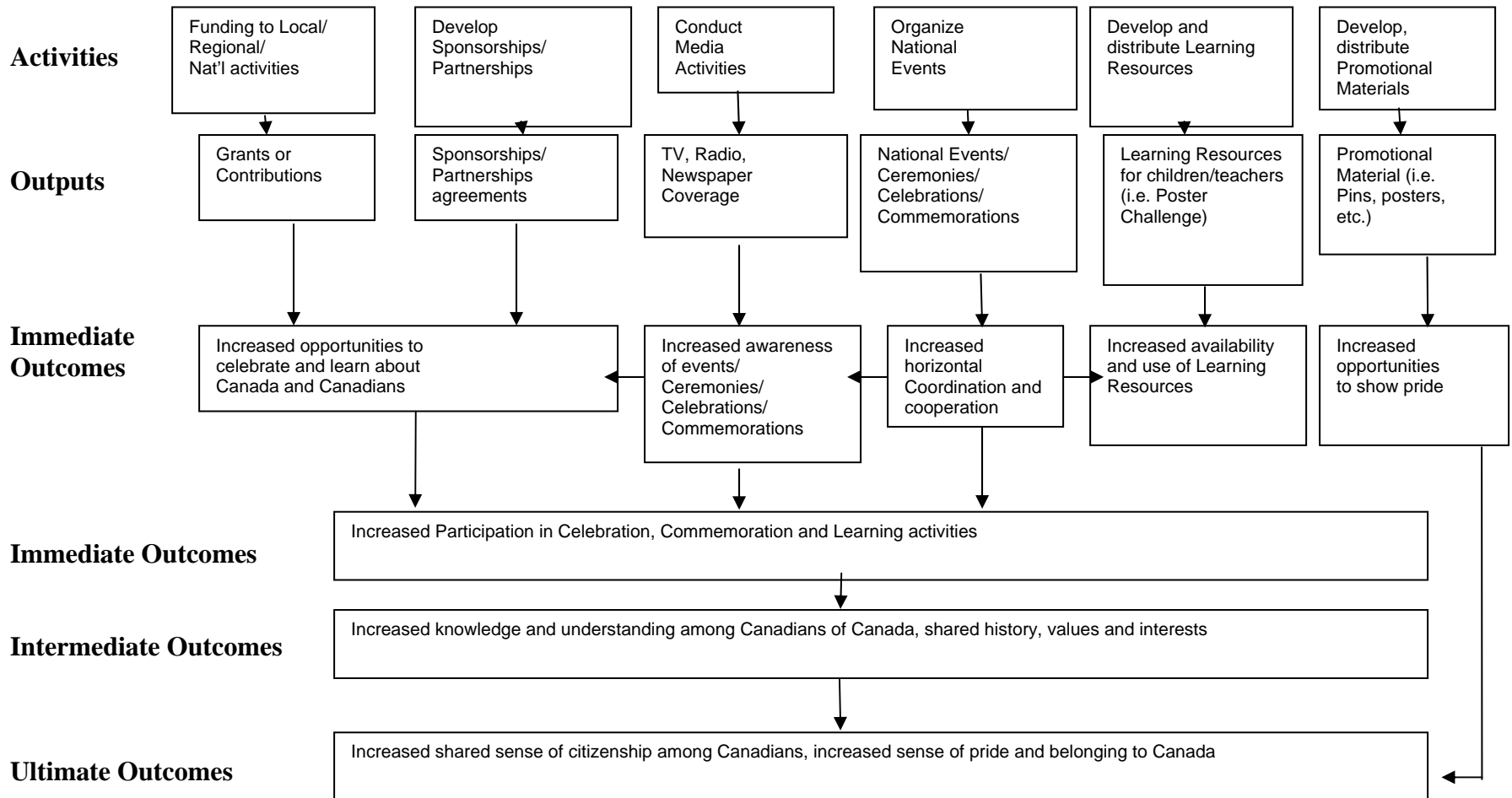
Completion Date: Completed

As part of the program renewal, it is expected that the role of the Celebrate Canada Committees be transformed and more focused on developing community partnerships and outreach and be better representative and inclusive, by extending membership to minority communities such as ethnocultural communities, Official Languages Minority Communities, Aboriginal groups, and target groups such as youth.

Completion Date: Spring 2008

APPENDIX A PROGRAM LOGIC MODEL

Figure 1 – Celebration, Commemoration and Learning Logic Model



APPENDIX B EVALUATION ISSUES/QUESTIONS, INDICATORS AND DATA SOURCES

Table B.1: Evaluation Issues and Questions, Indicators and Data Sources

Evaluation Questions	Indicators	Data Sources and Methods
Rationale and Relevance		
1. Do the activities implemented to celebrate and commemorate events and learn about Canada and its history fulfil a need?	a) Ongoing need for program b) Canadians' knowledge and understanding of the country's history, values and interests c) Canadians' sense of belonging to Canada d) Public support for program and proposed activities	› Documentation review › Literature review › Secondary analysis of existing data › Public opinion survey › Interviews with key stakeholders
2. Do the activities implemented to celebrate and commemorate events, and to learn about Canada contribute to achieving Canadian Heritage's strategic objectives, and do they meet government priorities?	a) Relationship (e.g., consistency) between program objectives and the department's strategic objectives b) Relationship (e.g., consistency) between program objectives and government priorities c) Soundness of theoretical rationale for the program with regard to the role of celebrations and commemorations in reinforcing social cohesion d) Compatibility of program activities implemented with theoretical rationale e) Degree to which program activities contribute to departmental strategic objectives and government priorities (as indicated by program success)	› Documentation review › Interviews with key stakeholders › Literature review › Interviews with key stakeholders › Review of present evaluation findings on program success
Success and Impact		
3. To what extent has the Celebration component achieved the expected results and respected its budget? (immediate, intermediate and final results)	a) Number of participants in various "Celebrate Canada!" activities, by geographical region and year (including the Poster Challenge and Youth Award) b) Number and type of activities, by geographical region and year c) Number of learning resources distributed and used, by type, geographical region and year d) Number of promotional materials produced, required and distributed, by geographical region and year e) Varying attendance rates for the different "Celebrate Canada!" events over time f) Whether or not results were achieved on budget g) Provincial and national media coverage and changes over time	› Documentation review › Secondary analysis of existing data › Media clipping review

Evaluation Questions	Indicators	Data Sources and Methods
	h) Examples of partnerships with the private sector and the community sector	› Interviews with key stakeholders
	i) Impact of the Poster Challenge on young people's knowledge and understanding of Canada's history, their sense of belonging, values and interests	› Secondary analysis of existing data
	j) Level of awareness of celebrations among Canadians	› Public opinion survey
	k) Impact of the activities on Canadians' knowledge and understanding of Canada's history, and on their values and interests, sense of pride and belonging, and feeling of shared citizenship	› Public opinion survey
4. To what extent has the Commemoration component achieved the expected results and respected its budget? (immediate and intermediate results)	a) Number of commemoration events, organized by geographical region and year b) Number of participants per commemorative event, by geographical region and year c) Whether or not results were achieved on budget d) National and provincial media coverage of Her Majesty's Jubilee, the commemoration in Acadia, the 100 th anniversary of Alberta and Saskatchewan, and The Year of the Veteran e) Examples of horizontality and partnerships among provincial and federal partners f) Level of awareness of commemorations among Canadians g) Impact of the activities on Canadians' knowledge and understanding of Canada's history, and on their values and interests	› Documentation review › Media clipping review › Interviews with key stakeholders › Public opinion survey › Public opinion survey
5. Has the program generated any unanticipated impacts, positive or negative?	a) Impact on horizontal cooperation among federal and provincial departments b) Impact resulting from partnerships developed for events c) Impact from the organization of events and from the creation of local or provincial organizing committees d) Program's influence on Canadians' behaviour (e.g., planning a vacation with an event in mind) e) Economic impact of the activities	› Documentation review › Literature review › Interviews with key stakeholders › Secondary analysis of existing data › Public opinion survey

Evaluation Questions	Indicators	Data Sources and Methods
Cost-Effectiveness and Alternatives		
6. Were the resources used as effectively as possible to achieve the expected results?	a) Analysis of costs and distribution of resources (human and financial) b) Comparison of program costs and budget allocation with similar programs in the provinces or in other countries c) Comparison of the program's cost / effectiveness ratio with similar programs in the provinces or in other countries	› Documentation review › Interviews with key stakeholders › Literature review
7. Do alternatives exist that could achieve the same results more effectively?	a) Comparison with similar programs in the provinces or in other countries b) Ability to diversify funding sources for program activities	› Literature review › Documentation review › Interviews with key stakeholders
8. To what extent does the program complement, duplicate or overlap a similar program?	a) Comparison of the program objectives and funding with the objectives and funding of similar programs implemented by PCH or by other federal or provincial departments	› Documentation review › Literature review › Interviews with key stakeholders

APPENDIX C EVALUATION METHODOLOGY

C.1 Documentation Review

The documentation review component of the evaluation assisted the evaluation team in developing a thorough understanding of the Program and addressed some of the evaluation issues. An understanding of the Program was important for implementing most other methodologies for this evaluation, including the refinement of the data collection instruments. As well, the information gathered served as useful context for interpreting, confirming and supplementing information gathered through the other methodologies.

Program-based and other documentation that was provided for review included:

- 2003 Results-based Management and Accountability Framework;
- Terms and conditions of the Program;
- Formative evaluation of the “*Celebrate Canada!*” Program, 2003;
- Audit of the Celebration, Commemoration and Learning Program, 2005;
- Speech from the Throne;
- Canadian Heritage’s strategic objectives and Program Activity Architecture;
- Report on Plans and Priorities and Departmental Performance Reports;
- Documents describing the Program activities;
- Grants and Contributions Information Management System (GCIMS) database (notably for contributions made through the Commemoration component);
- Yearly federal and provincial “*Celebrate Canada!*” questionnaires;
- Synopsis of “*Celebrate Canada!*” activities from the provincial and territorial committees;
- Reports on promotional material distributed;
- Minutes of the Interdepartmental Commemoration Advisory Committee;
- Final activity reports of Commemoration component recipients;
- Summative evaluation of the Atlantic Canada Cultural and Economic Partnership; and
- Other administrative data/files.

The review and recording of information was guided by the applicable evaluation questions (Appendix B) and a documentation review guide.

C.2 Literature Review

The literature review served two purposes. First, the literature review was used to assess the continued relevance of the Program relative to the Government of Canada’s priorities and PCH’s strategic objectives. This component of the literature review focused on reviewing documents

and literature related to the role of national celebrations and commemorations in reinforcing social cohesion in general. This analysis was then linked to the Program impacts and used to assess whether, in theory, the current approach of the Program can be expected to have the anticipated results or impacts.

The second component of the literature review focused on the assessment of cost-effectiveness of the Program. This included a literature review and Internet search for similar programs in other jurisdictions (provinces/territories, countries) and their corresponding costs and results. A number of other countries do fund national day celebrations. For example, in Australia the federal, state and territorial governments fund celebrations, though it was not until 1994 that all Australian states and territories endorsed the celebration of Australia Day on January 26 instead of the closest Monday.⁴¹ In New Zealand, Waitangi Day, which takes place on February 6, commemorates the Treaty between the Maori and the Crown. Since the 1970s, commemorations on Waitangi Day have been influenced by the heated debate surrounding the place of the Treaty in modern New Zealand.⁴²

In general terms, the cost-effectiveness component of an evaluation involves assessing to what extent the Program is cost-effective or a comparison of cost per outcome over time. The ability to fully address the cost-effectiveness of the Celebration, Commemoration and Learning Program was limited by the lack of information on CCLP costs linked to outcomes in Department's performance measurement system with respect to this Program, as well as the lack of adequate information on other comparable initiatives. In the technical sense, cost-effectiveness involves an assessment of the cost per outcome for a program and a comparison with other similar programs – an analysis that was not possible in the present evaluation.

In order to assess cost-effectiveness, it is necessary to quantify direct outcomes as well as the Program costs. The assessment of the cost of direct outcomes requires collecting information on the following four indicators: units of direct outcomes; departmental/federal government costs per outcome unit; private costs per outcome unit; and total cost per outcome unit.⁴³ In addition, the Program must have the necessary capacity in place to demonstrate program cost-effectiveness. The capacity to measure cost-effectiveness consists of the following components: 1) the performance measurement and information management systems in place to collect performance information on direct outcomes; 2) direct outcome targets; 3) benchmarking of cost per direct outcome against similar programs; and 4) monitoring of client satisfaction.⁴⁴

Where it is not possible to calculate the cost per outcome, as in the present evaluation, the Treasury Board's *Evaluation Policy* indicates that the cost-effectiveness question can be addressed to some extent by assessing whether the most appropriate and efficient means are being used to achieve objectives, relative to alternative design and delivery approaches.⁴⁵

⁴¹ <http://www.australiaday.gov.au/pages/page19.asp>

⁴² <http://www.nzhistory.net.nz/politics/treaty/waitangi-day>

⁴³ Draft Value-For-Money (VFM) Guidebook. Centre of Excellence for Evaluation, Treasury Board of Canada Secretariat. June 2006, p. 45.

⁴⁴ Ibid., p. 44.

⁴⁵ TBS. *Evaluation Policy*. April 2001. Online at: http://www.tbs-sct.gc.ca/pubs_pol/dcgpubs/TBM_161/ep-pe_e.asp.

C.3 Secondary Analysis of Existing Data

The secondary data analysis component of the evaluation was conducted to ensure that previous survey data related to Celebration, Commemoration or Learning activities were considered in relation to issues being assessed for this evaluation.

Existing data for CCL activities were typically collected for purposes other than those required for this evaluation – most often evaluating the outcomes of specific activities/initiatives under consideration. Therefore, the findings are not always readily comparable to each other as different questions are asked and different response scales are used. Recognizing these limitations in the data, more cautious conclusions are made than would otherwise be possible.

The main reports reviewed for the secondary data analysis include:

1. “*Celebrate Canada!*” 1999, Final Report of a survey conducted in July 1999 of a representative sample of 1,500 Canadian adults, Corporate Review Branch, Canadian Heritage
2. 2001 Canada Day Study, Price Water House Coopers for the National Capital Commission
3. Canada Day 2003 National Survey, Decima Research Inc. for Canadian Heritage
4. Canada Day 2003 On-Site Survey, Decima Research Inc. for Canadian Heritage
5. *2003 Visitor Impact Study*, Research and Information Section, Ottawa Tourism and Convention Authority
6. Online survey about the “*Celebrate Canada!*” Poster Challenge
7. 2005 Canada Day Poster Challenge: Focus Group Evaluation, April 2005
8. 2006 Canada Day Report, Decima Research Inc. for Canadian Heritage
9. Dominion Institute’s Canada Day Quiz
10. 2006 Summative Evaluation of the Atlantic Canada Cultural and Economic Partnership

A selection of other reports was also investigated to a lesser extent in conducting this analysis:

- Canada Day Poll 2002
- Canadian Heritage Public Opinion Research Highlights: March 2005
- National Flag Day Poster Evaluation: Focus group research report: December 2003
- 2005 National Flag Day Poster Evaluation: Focus group research report: November 2004
- National Aboriginal Day: Awareness and Participation: October 2005
- Les Canadiens et leur connaissance de l’histoire: Septembre 2006
- Remembrance Day National Survey: November 2005
- Feelings of Belonging 1994-2005: Public Opinion Research Series #1, February 2006
- Canadian Citizenship and Citizenship Values: a review of public opinion research series: 1994-2005

C.4 Media Clipping Review

The media clipping review was intended to focus on all Program activities covering three years – 2004, 2005, and 2006; however, clippings were only available for 2005 and 2006. For this review, we utilized the newspaper clipping service available at Canadian Heritage. The review covered a period of two days before each event, the period during the event and two days after the event. In the case of commemorative events, such as Year of the Veteran, the review covered the entire year. Newspaper articles were identified through setting specific parameters for a search of articles on the clipping service, MediaScope, to which PCH and other federal departments subscribe. These parameters identified the dates, events and other key words. The articles obtained through this search were sorted and analysed in order to respond to evaluation questions/indicators related to media attention.

Details on the parameters of this review are as follows:

- ***Print media included:*** The print media reviewed included major national newspapers (such as the National Post) and major city newspapers (such as the Toronto Star). In addition, the review examined all daily newspapers across the country to ensure that coverage of local and regional events was captured (such as the Fredericton Daily Gleaner).
- ***Counting articles:*** Repeated articles appearing in both national and local/regional papers were only counted once, with multiple sources referenced.
- ***Article length:*** In order to gauge the full breadth of coverage of events and activities associated with the Program, restrictions were not placed on the length of articles for this media clipping review. Correspondingly, informative captions have been included.
- ***Program activities:*** Events and activities covered in this review included the following:

Celebrate component:

- National Aboriginal Day (June 21);
- Saint-Jean-Baptiste Day (June 24);
- Canadian Multiculturalism Day (June 27);
- Canada Day (July 1st); and,
- The Canada Day Poster Challenge.

Commemoration component:

- National Flag of Canada Day (February 15th);
- Year of the Veteran (2005); and
- The 100th anniversaries of Alberta and Saskatchewan (2005).

The following information was collected in the review and recorded in a spreadsheet:

- Year
- Date

- Title
- Newspaper(s)
- Section of newspaper
- Topic
- Tone (i.e., primarily positive or negative regarding the Program)
- Evidence of any relation to the Program's objectives
- Count (i.e., number of articles and trends across the years under review)

A total of 299 newspaper entries were analyzed to assess the success of each Program component in contributing to expected results related to or indicated by media coverage. Of these articles and captions, 195 pertained to the Celebration component and 104 pertained to the Commemoration component.

C.5 Stakeholder Interviews

In general, stakeholder interviews help in gaining a better understanding of the perceptions and opinions of individuals who have had a significant role or experience in the design and/or delivery of the Program, who have a key stake in it, or whose organizations are expected to benefit from it. The interviews helped to address a number of evaluation questions, including the continuing need for the Program, the extent to which the Program's objectives and activities are consistent with Departmental and government priorities, the degree to which the Program has achieved its objectives, unintended impacts, complementarity/overlap with other programs, and cost-effectiveness and alternatives.

A list of potential interviewees was provided by the Department of Canadian Heritage. In-depth interviews were completed with a total of 31 key stakeholders (see Appendix D). These stakeholders represented the following six groups:

- PCH Headquarters management and staff (n=7);
- PCH Regional Executive Directors or regional and district office staff involved in the management of the Program (including the National Portfolio Officer) (n=13);
- "*Celebrate Canada!*" Committee Presidents and Vice-Presidents representing the Canadian geographical regions (n=7);
- Representatives from the provincial governments involved in organizing activities (n=2); and
- Representatives from the federal departments involved in organizing activities (n=2).

Semi-structured interview guides comprised of open-ended questions were developed for these interviews (see Appendix E). The inclusion of open-ended questions allowed the interviewees to explain their responses in depth and detail. Each guide was tailored to each key stakeholder group's knowledge base and level of involvement with the Program. Interviews were 45 to 90 minutes in length and were conducted in the preferred official language of the interviewee by telephone or (for interviewees in the National Capital Region who wished) in person. All

interviewees were sent an introductory letter (from PCH) and the interview guide by e-mail in advance of their interview appointment to permit them to prepare for the interview. Background information on the evaluation and the Program was also provided to ensure that they were well informed about the purpose of the interview and the scope of the evaluation.

Interview data were analyzed qualitatively; individual summaries were prepared for internal use and then synthesized. For our analysis of the information from the interviews, individual responses were entered into an internal analysis matrix. To respect confidentiality, the interview findings were presented in summary form only, summarizing the most common views across all stakeholders. The following guidelines were used in analyzing and presenting the interview findings:

- “A few interviewees”: less than 25%;
- “A minority of interviewees”: 25 to 49%;
- “A majority of interviewees”: 50 to 75%;
- “Most interviewees”: 76% to 94%; and
- “Almost all interviewees”: 95% or more.

C.6 Public Opinion Survey

C.6.1 Overview

The public opinion survey component of the summative evaluation of the Celebration, Commemoration and Learning Program consisted of telephone interviews with a random sample of 2,046 Canadians, aged 18 years and over. Surveying was undertaken between January 3rd and January 19th, 2007. The interviews averaged 7.1 minutes in length.

C.6.2 Questionnaire Design

The survey instrument was designed in close consultation with PCH and each of the core survey questions (i.e., excluding demographic information) were directly linked to the evaluation questions and indicators, in order to ensure that all relevant evaluation questions were addressed.

Once the questionnaire items were approved, the questionnaire was programmed into EKOS' computer assisted telephone interviewing (CATI) software. At this stage, the software included a series of instructions to interviewers on how to administer each question (by reading or not reading the available categories, or prompting with a specified or randomized set, etc.), as well as the available categories or scaled responses to include.

In order to gauge the flow and clarity of the of the survey instrument, the questionnaire was pre-tested over the telephone in English on January 3rd, 2007 and in French on January 4th, 2007. The objective of the pre-test was to ascertain the clarity of the questions, the flow of the sequencing, the overall length of the interviews and any factors that may affect the response rate. A small number of revisions were made to the survey instrument in order to clarify certain questions and

to adjust the focus of others before the final survey was fielded. The final version of the questionnaire is provided in Appendix F.

C.6.3 Survey Sampling

The study involved a stratified national random sample that was designed to provide a national representation of the Canadian general public, 18 years of age and older. Quotas were established in order to ensure a sufficient sample size in each region.

EKOS used Survey Sample software to produce the sample for this project. This software samples by Random Digit Dial (RDD) methodology and checks its samples against published phone lists to divide the RDD into "Directory Listed" (DL) and "Directory Not Listed" (DNL) RDD components.

Once the sample was determined, the telephone numbers were imported into our CATI system. Additional criteria were then added to the introduction of the questionnaire to select the individual respondent in the household. For this survey, the respondent had to be at least 18 years of age and a permanent resident of Canada.

C.6.4 Survey Administration

Fieldwork for this project was conducted by highly trained interviewers at EKOS' call centres in Ottawa and Edmonton. Throughout the data collection, survey supervisors continuously monitored interviewing to ensure consistency of questionnaire administration and interviewing techniques.

Up to 10 call-backs were made to each member of the sample for which initial attempts at contact were unsuccessful. A minimum of 10 call-backs were made to each selected case in the original sample before retiring a case and substituting another household. Follow-up calls were made on subsequent days, at varying time periods to maximize the potential for reaching a given respondent. Appointments were made for respondents wishing to reschedule a survey. Daily records were kept of all calls made, whether successful (i.e., interviews completed or appointments made) or not.

C.6.5 Weighting of Results

Once data collection was complete, the results were statistically weighted by age, gender and region to ensure that the findings were representative of the Canadian population 18 years of age and over.

Weighting was done using the statistical software package, StatXP. This program carries out this task on the basis of the population marginal distributions for each variable considered in the weighting scheme (i.e., age, gender, region). Weights were developed in an iterative fashion so that the distance between the weighted marginals and the actual population marginals is reduced.

With a sample size of 2,046, the results from this survey may be considered statistically accurate to within +/- 2.2 percentage points, 19 times out of 20. The sample sizes broken down by region, gender, and age as well as the associated margins of error are summarized in Table C.1.

Table C.1: Composition of Sample and Associated Margins of Error

	Sample Size	Margin of Error	Unweighted percentage	Weighted percentage
Region				
British Columbia	270	+/-6.0	13.2	13.4
Alberta	193	+/-7.1	9.4	9.6
The Prairies	151	+/-8.0	7.4	6.9
Ontario	774	+/-3.5	37.8	38.3
Quebec	495	+/-4.4	24.2	24.2
Atlantic Canada	163	+/-7.7	8.0	7.7
Gender				
Male	862	+/-3.3	42.1	48.9
Female	1184	+/-2.8	57.9	51.1
Age				
Less than 25 years	93	+/-10.2	5.0	15.2
25-44 years	636	+/-3.9	31.1	39.1
45-64 years	862	+/-3.3	42.1	29.8
65 years and older	439	+/-4.7	21.5	15.8
Overall	2046	+/-2.2	100.0	100.0

C.6.6 Response Rates

The response rate for this survey was 17.3%. This is calculated by dividing the cooperative call backs (i.e., those who completed the survey, those who we spoke to but were ineligible, and the quota filled) by the functional sample. The functional sample is the sample remaining after numbers not in service, business/fax numbers, duplicate numbers and numbers blocked by the phone company are removed. Details are provided in Table C.2.

Table C.2: Survey Call Results and Response Rates

Total Numbers Accepted		14042
Total out of Scope		2636
Numbers not in service	2211	
Business or non residential lines	402	
Duplicates	4	
Numbers blocked by phone companies	19	
Unresolved		5606
Busy, no answers, answering machines	5606	
Retired, called 10 times without success	0	
In-scope Non-responding		3723
Language difficulty	230	
Other	41	
Unavailable	25	
Household refusals	3374	
Break offs	53	
In-scope Responding Units		2077
Completes	2046	
Ineligible	31	
Quota Filled	0	
Response Rate	17.3%	

APPENDIX D LIST OF STAKEHOLDERS INTERVIEWED

STAKEHOLDERS INTERVIEWED

A Gestionnaires et personnel de l'administration centrale (n=7)

1. **Bonnie Clingen**
Agente de programme « Le Canada en fête! »
Patrimoine canadien
Direction des Célébrations, commémorations et apprentissage
15, rue Eddy
Gatineau, Québec
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2. **Suzanne Murphy** – Ancienne Directrice, Célébrations, commémorations et apprentissage
Maintenant :
Gestionnaire, Programmes complémentaires
Patrimoine canadien
Programme des expositions internationales
- Étage: 3-041
25, rue Eddy
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Courriel: Suzanne.Murphy@pch.gc.ca
3. **Denis Racine** – Ancien directeur de Célébrations, Commémorations et apprentissage
Maintenant : Conseiller principal
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(819) 994-2258
Courriel : Denis.Racine@pch.gc.ca
4. **Linda Charbonneau**
Agente de programme, Commémorations
Patrimoine canadien
Direction des célébrations, commémorations et apprentissage
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5. **André-Marc Lanteigne**
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Courriel: Andre-Marc_Lanteigne@pch.gc.ca
6. **Jean-Guy Beaupré**, Chef des relations médias
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Courriel: Jean-Guy_Beaupre@pch.gc.ca
7. **Kevin MacLeod**
Chef du protocole, Jubilee de la Reine
Patrimoine canadien
Bureau du directeur général - Événements majeurs et célébrations
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Courriel: Kevin_MacLeod@pch.gc.ca

B Directeurs exécutifs des bureaux régionaux et personnel de district (n=13)

1. **Jean-Bernard Lafontaine**, Directeur exécutif régional, Région de l'Atlantique et Portefeuille pour « Le Canada en fête! »
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Moncton, Nouveau-Brunswick
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Téléphone: (506) 851-7069
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2. **Claire Leblanc**
Agente de programmes, « Le Canada en fête! »
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3. **Marc Lemay**
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Patrimoine canadien
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4. **Lucie Aspirot**
Conseillère en programmes, « Le Canada en fête! »
Patrimoine canadien
Citoyenneté et identité
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5. **Marie Moliner**
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6. **Patrick Tobin**
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7. **Louis Chagnon**
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8. **Daryl Ostopowitch**
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Téléphone: (780) 495-6793
Courriel: Daryl_Ostopowich@pch.gc.ca
9. **Bob Freidrick**
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Téléphone: (306) 780-7295
Courriel: Bob_Friedrich@pch.gc.ca
10. **Lise Picard**
Gestionnaire, «Le Canada en fête»
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Courriel: Lise_Picard@pch.gc.ca
11. **Linda Johnston**
Ancienne Directrice exécutive régionale p.i., Région du Pacifique
Maintenant : Directrice, District de Colombie-Britannique et du Yukon
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Canada V6B 6C6
Téléphone: (604) 666-0088
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12. **Denny Gélinas**, Directeur exécutif régional, Région de l'Ouest
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13. **Susan Wrobel**
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C Présidents et vice-présidents des comités (n=7)

1. Vice-président, Comité du Nouveau-Brunswick
2. Présidente, Comité de la Nouvelle-Écosse
3. Co-vice-président, Comité du Québec
4. Président, Comité du Manitoba
5. Co-vice-présidente, Comité de la Saskatchewan
6. Président, Comité de la Colombie-Britannique
7. Président, Comité du Yukon

D Représentants des gouvernements provinciaux (n=2)

1. **Alberta**
2005 Centennial Initiative
500 HSBC Building
10055 – 106 Street
Edmonton AB T5J 1G3

2. **New-Brunswick**

Affaires intergouvernementales
Sous-ministre adjointe
Coopération intergouvernementale
Case postale 6000
Fredericton, NB E3B 5H1

E Représentants de ministères fédéraux partenaires (n=2)

1. **Thérèse St-Onge**, Gestionnaire des événements spéciaux, Commission de la Capitale nationale
Gestionnaire principal, Événements et célébrations
Commission de la capitale nationale
ÉVÉNEMENTS DE LA CAPITALE
- Étage: 5 - Pièce: 5C4B
40, rue Elgin, pièce 202
Ottawa, Ontario
Canada K1P 1C7
Téléphone: (613) 239-5278
Courriel : TStonge@ncc-ccn.ca
2. **APECA** pour le 400^e anniversaire de l'Acadie
Kurt Inder
Agent, Développement des programmes
Agence de promotion économique du Canada Atlantique
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644, rue Main
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Téléphone: (506) 851-3857
Courriel: Kurt.Inder@acoa-apeca.gc.ca

APPENDIX E INTERVIEW GUIDES

Interview Guide PCH National and Regional Management and Staff

EKOS Research Associates Inc. has been commissioned by the Corporate Review Branch, Department of Canadian Heritage (PCH) to conduct a summative evaluation of the Celebration, Commemoration and Learning Program. The purpose of this evaluation is to assess the Program's continuing relevance, impact/success and cost-effectiveness. The evaluation is being conducted as part of the process of renewing the Program's Terms and Conditions, which expire on March 31, 2008. Some background on the Program is appended to this interview guide.

This interview will take approximately 45-60 minutes. Please be assured that your responses will be kept strictly confidential, to the extent possible under the Access to Information Act. With your consent the interview will be tape recorded to ensure that your views are accurately captured. The interview responses will then be analyzed and reported in summary form only; the interview findings presented in the evaluation report will not be linked directly or indirectly to any individual.

Please feel free to tell the interviewer if you are unable to answer any specific questions.

A. Introduction

1. Please briefly describe your involvement (past or present) with the Celebration, Commemoration and Learning Program.

B. Relevance

2. In your view, do the activities implemented under the Program fulfill an ongoing need? Please explain. (EQ1a)
3. The Department of Canadian Heritage has adopted two strategic objectives:
 - Canadians express and share diverse cultural experiences with each other and the world; and
 - Canadians live in an inclusive society built on inter-cultural understanding and citizen participation.
 - a) In your view, are the objectives of the Program consistent with these strategic objectives? (EQ2a)
 - b) To what extent do the activities implemented under the Program contribute to the achievement of these strategic objectives? Please provide specific examples. (EQ2e)

4. In your view, are the Program's objectives consistent with federal government priorities? Please explain. (EQ2b)

C. Impact/Success

5. To the best of your knowledge, to what extent has the Program achieved each of the following expected results? Please provide specific examples of funded events and activities.
- Increased opportunities to celebrate and commemorate Canada and its heritage, citizens and history
 - Increased awareness of the activities, ceremonies, celebrations and commemorations among Canadians
 - Increased horizontal coordination and cooperation
 - Increased availability and use of learning resources
 - Increased opportunities for Canadians to show their pride
- a) To what extent has the Celebration component achieved each of these expected results? (EQ3)
- b) To what extent has the Commemoration component achieved these expected results? (EQ4)
- c) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
6. To what extent have the Regional Offices been successful at the following:
- a) Coordinating and supporting the work of provincial and territorial committees?
- b) Managing Commemoration events and activities?
7. To what extent have the provincial and territorial committees been successful at promoting, coordinating and facilitating "Celebrate Canada!" events and activities?
8. In your view, how successful has the Program been at conducting consultation and outreach with federal, provincial and municipal government departments, community organizations and the private sector to identify and develop events and activities? (EQ3h, EQ4e)
- a) Can you provide some examples of the types of sponsorships and partnerships in which the Program has been involved?
9. In your view, how successful have the Program and its funded events and activities been in increasing Canadians' participation in Celebration, Commemoration and Learning activities? Where successful, please provide specific examples. (EQ3, EQ4)
- a) To what extent have these results been achieved on budget? (EQ3f, EQ4c)

10. How successful have the Program and its funded events been in increasing knowledge and understanding among Canadians of Canada, shared history, values and interests? Please provide specific examples. (EQ3, EQ4)
 - a) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
11. How successful have the Program events been in increasing a shared sense of citizenship among Canadians, and increased sense of pride and belonging to Canada? Please provide specific examples. (EQ3)
 - a) To what extent have these results been achieved on budget? (EQ3f)
12. Has the Program resulted in any unanticipated impacts, positive or negative, in the following areas: (EQ5)
 - a) Impacts on horizontal cooperation among federal and provincial departments? (EQ5a)
 - b) Impacts from partnerships developed for events? (EQ5b)
 - c) Impacts from organization of events? (EQ5c)
 - d) Impacts from creation of local or provincial organizing committees? (EQ5c)
 - e) Economic impacts of activities? (EQ5e)
 - f) Other unanticipated impacts?

D. Cost-Effectiveness

13. To what extent are the Program's resources being used effectively and efficiently to achieve expected results? (EQ6)
 - a) In your view, how appropriate are the resource levels for the Program?
14. Are you aware of any alternative programs/approaches that could achieve the same results more effectively? (EQ7)
15. Do similar programs exist at the provincial level, national level or in other countries? If so, to the best of your knowledge, what are the costs and effectiveness of these programs in comparison to those of the Celebration, Commemoration and Learning Program? (EQ6b)
 - a) To what extent does the Program complement, duplicate or overlap with similar programs implemented by PCH? Other federal or provincial government departments? (EQ8a)

E. Conclusion

16. Do you have any final comments to make about the Celebration, Commemoration and Learning Program?

Thank you for your participation.

Interview Guide

Presidents and Vice-Presidents of “*Celebrate Canada!*” Committees

EKOS Research Associates Inc. has been commissioned by the Corporate Review Branch, Department of Canadian Heritage (PCH) to conduct a summative evaluation of the Celebration, Commemoration and Learning Program. The purpose of this evaluation is to assess the Program’s continuing relevance, impact/success and cost-effectiveness. The evaluation is being conducted as part of the process of renewing the Program’s Terms and Conditions, which expire on March 31, 2008. Some background on the Program is appended to this interview guide.

This interview will take approximately 45-60 minutes. Please be assured that your responses will be kept strictly confidential, to the extent possible under the Access to Information Act. With your consent the interview will be tape recorded to ensure that your views are accurately captured. The interview responses will then be analyzed and reported in summary form only; the interview findings presented in the evaluation report will not be linked directly or indirectly to any individual.

Please feel free to tell the interviewer if you are unable to answer any specific questions.

A. Introduction

1. Please briefly describe your involvement (past or present) with the Celebration, Commemoration and Learning Program.

B. Relevance

2. In your view, do the activities implemented under the Program fulfill an ongoing need? Please explain. (EQ1a)
3. The Department of Canadian Heritage has adopted two strategic objectives:
 - Canadians express and share diverse cultural experiences with each other and the world; and
 - Canadians live in an inclusive society built on inter-cultural understanding and citizen participation.
 - a) In your view, are the objectives of the Program consistent with these strategic objectives? (EQ2a)
 - b) To what extent do the activities implemented under the Program contribute to the achievement of these strategic objectives? Please provide specific examples. (EQ2e)
4. In your view, are the Program’s objectives consistent with federal government priorities? Please explain. (EQ2b)

C. Impact/Success

5. To the best of your knowledge, to what extent has the Program achieved each of the following expected results? Please provide specific examples of funded events and activities.
 - Increased opportunities to celebrate and commemorate Canada and its heritage, citizens and history
 - Increased awareness of the activities, ceremonies, celebrations and commemorations among Canadians
 - Increased horizontal coordination and cooperation
 - Increased availability and use of learning resources
 - Increased opportunities for Canadians to show their pride
 - a) To what extent has the Celebration component achieved each of these expected results? (EQ3)
 - b) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
6. To what extent have the Regional Offices been successful at coordinating and supporting the work of provincial and territorial committees?
7. To what extent have the provincial and territorial committees been successful at promoting, coordinating and facilitating “Celebrate Canada!” events and activities?
8. In your view, how successful has the Program been at conducting consultation and outreach with federal, provincial and municipal government departments, community organizations and the private sector to identify and develop events and activities? (EQ3h, EQ4e)
 - a) Can you provide some examples of the types of sponsorships and partnerships in which the Program has been involved?
9. In your view, how successful have the Program and its funded events and activities been in increasing Canadians’ participation in Celebration, Commemoration and Learning activities? Where successful, please provide specific examples. (EQ3, EQ4)
 - a) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
10. How successful have the Program and its funded events been in increasing knowledge and understanding among Canadians of Canada, shared history, values and interests? Please provide specific examples. (EQ3, EQ4)
 - a) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
11. How successful have the Program events been in increasing a shared sense of citizenship among Canadians, and increased sense of pride and belonging to Canada? Please provide specific examples. (EQ3)
 - a) To what extent have these results been achieved on budget? (EQ3f)

12. Has the Program resulted in any unanticipated impacts, positive or negative, in the following areas: (EQ5)

- a) Impacts on horizontal cooperation among federal and provincial departments? (EQ5a)
- b) Impacts from partnerships developed for events? (EQ5b)
- c) Impacts from organization of events? (EQ5c)
- d) Impacts from creation of local or provincial organizing committees? (EQ5c)
- e) Economic impacts of activities? (EQ5e)
- f) Other unanticipated impacts?

D. Cost-Effectiveness

13. To what extent are the Program's resources being used effectively and efficiently to achieve expected results? (EQ6)

- a) In your view, how appropriate are the resource levels for the Program?

14. Are you aware of any alternative programs/approaches that could achieve the same results more effectively? (EQ7)

15. Do similar programs exist at the provincial level, national level or in other countries? If so, to the best of your knowledge, what are the costs and effectiveness of these programs in comparison to those of the Celebration, Commemoration and Learning Program? (EQ6b)

- a) To what extent does the Program complement, duplicate or overlap with similar programs implemented by PCH? Other federal or provincial government departments? (EQ8a)

E. Conclusion

16. Do you have any final comments to make about the Celebration, Commemoration and Learning Program?

Thank you for your participation.

Interview Guide

Federal Government Partners

EKOS Research Associates Inc. has been commissioned by the Corporate Review Branch, Department of Canadian Heritage (PCH) to conduct a summative evaluation of the Celebration, Commemoration and Learning Program. The purpose of this evaluation is to assess the Program's continuing relevance, impact/success and cost-effectiveness. The evaluation is being conducted as part of the process of renewing the Program's Terms and Conditions, which expire on March 31, 2008. Some background on the Program is appended to this interview guide.

This interview will take approximately 45-60 minutes. Please be assured that your responses will be kept strictly confidential, to the extent possible under the Access to Information Act. With your consent the interview will be tape recorded to ensure that your views are accurately captured. The interview responses will then be analyzed and reported in summary form only; the interview findings presented in the evaluation report will not be linked directly or indirectly to any individual.

Please feel free to tell the interviewer if you are unable to answer any specific questions.

A. Introduction

1. Please briefly describe your involvement (past or present) with the Celebration, Commemoration and Learning Program.

B. Relevance

2. In your view, do the activities implemented under the Program fulfill an ongoing need? Please explain. (EQ1a)
3. In your view, are the Program's objectives consistent with federal government priorities? Please explain. (EQ2b)

C. Impact/Success

4. To the best of your knowledge, to what extent has the Program achieved each of the following expected results? Please provide specific examples of funded events and activities.
 - Increased opportunities to celebrate and commemorate Canada and its heritage, citizens and history
 - Increased awareness of the activities, ceremonies, celebrations and commemorations among Canadians
 - Increased horizontal coordination and cooperation
 - Increased availability and use of learning resources

- Increased opportunities for Canadians to show their pride
 - a) To what extent has the Celebration component achieved each of these expected results? (EQ3)
 - b) To what extent has the Commemoration component achieved these expected results? (EQ4)
 - c) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
- 5. To what extent have the Regional Offices been successful at managing Commemoration events and activities?
- 6. To what extent have the provincial and territorial committees been successful at promoting, coordinating and facilitating “Celebrate Canada!” events and activities?
- 7. In your view, how successful has the Program been at conducting consultation and outreach with federal, provincial and municipal government departments, community organizations and the private sector to identify and develop events and activities? (EQ3h, EQ4e)
 - a) Can you provide some examples of the types of sponsorships and partnerships in which the Program has been involved?
- 8. In your view, how successful have the Program and its funded events and activities been in increasing Canadians’ participation in Celebration, Commemoration and Learning activities? Where successful, please provide specific examples. (EQ3, EQ4)
 - a) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
- 9. How successful have the Program and its funded events been in increasing knowledge and understanding among Canadians of Canada, shared history, values and interests? Please provide specific examples. (EQ3, EQ4)
 - a) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
- 10. How successful have the Program events been in increasing a shared sense of citizenship among Canadians, and increased sense of pride and belonging to Canada? Please provide specific examples. (EQ3)
 - a) To what extent have these results been achieved on budget? (EQ3f)
- 11. Has the Program resulted in any unanticipated impacts, positive or negative, in the following areas: (EQ5)
 - a) Impacts on horizontal cooperation among federal and provincial departments? (EQ5a)
 - b) Impacts from partnerships developed for events? (EQ5b)
 - c) Impacts from organization of events? (EQ5c)

- d) Impacts from creation of local or provincial organizing committees? (EQ5c)
- e) Economic impacts of activities? (EQ5e)
- f) Other unanticipated impacts?

D. Cost-Effectiveness

- 12. To what extent are the Program's resources being used effectively and efficiently to achieve expected results? (EQ6)
 - a) In your view, how appropriate are the resource levels for the Program?
- 13. Are you aware of any alternative programs/approaches that could achieve the same results more effectively? (EQ7)
- 14. Do similar programs exist at the provincial level, national level or in other countries? If so, to the best of your knowledge, what are the costs and effectiveness of these programs in comparison to those of the Celebration, Commemoration and Learning Program? (EQ6b)
 - a) To what extent does the Program complement, duplicate or overlap with similar programs implemented by PCH? Other federal or provincial government departments? (EQ8a)

E. Conclusion

- 15. Do you have any final comments to make about the Celebration, Commemoration and Learning Program?

Thank you for your participation.

Interview Guide

Provincial Government Representatives

EKOS Research Associates Inc. has been commissioned by the Corporate Review Branch, Department of Canadian Heritage (PCH) to conduct a summative evaluation of the Celebration, Commemoration and Learning Program. The purpose of this evaluation is to assess the Program's continuing relevance, impact/success and cost-effectiveness. The evaluation is being conducted as part of the process of renewing the Program's Terms and Conditions, which expire on March 31, 2008. Some background on the Program is appended to this interview guide.

This interview will take approximately 45-60 minutes. Please be assured that your responses will be kept strictly confidential, to the extent possible under the Access to Information Act. With your consent the interview will be tape recorded to ensure that your views are accurately captured. The interview responses will then be analyzed and reported in summary form only; the interview findings presented in the evaluation report will not be linked directly or indirectly to any individual.

Please feel free to tell the interviewer if you are unable to answer any specific questions.

A. Introduction

1. Please briefly describe your involvement (past or present) with the Celebration, Commemoration and Learning Program.

B. Relevance

2. In your view, do the activities implemented under the Program fulfill an ongoing need? Please explain. (EQ1a)
3. In your view, are the Program's objectives consistent with federal government priorities? Please explain. (EQ2b)

C. Impact/Success

4. To the best of your knowledge, to what extent has the Program achieved each of the following expected results? Please provide specific examples of funded events and activities.
 - Increased opportunities to celebrate and commemorate Canada and its heritage, citizens and history
 - Increased awareness of the activities, ceremonies, celebrations and commemorations among Canadians
 - Increased horizontal coordination and cooperation
 - Increased availability and use of learning resources

- Increased opportunities for Canadians to show their pride
 - a) To what extent has the Commemoration component achieved these expected results? (EQ4)
 - b) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
- 5. To what extent have the Regional Offices been successful at managing Commemoration events and activities?
- 6. In your view, how successful has the Program been at conducting consultation and outreach with federal, provincial and municipal government departments, community organizations and the private sector to identify and develop events and activities? (EQ3h, EQ4e)
 - a) Can you provide some examples of the types of sponsorships and partnerships in which the Program has been involved?
- 7. In your view, how successful have the Program and its funded events and activities been in increasing Canadians' participation in Celebration, Commemoration and Learning activities? Where successful, please provide specific examples. (EQ3, EQ4)
 - a) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
- 8. How successful have the Program and its funded events been in increasing knowledge and understanding among Canadians of Canada, shared history, values and interests? Please provide specific examples. (EQ3, EQ4)
 - a) To what extent have these results been achieved on budget? (EQ3f, EQ4c)
- 9. How successful have the Program events been in increasing a shared sense of citizenship among Canadians, and increased sense of pride and belonging to Canada? Please provide specific examples (EQ3)
 - a) To what extent have these results been achieved on budget? (EQ3f)
- 10. Has the Program resulted in any unanticipated impacts, positive or negative, in the following areas: (EQ5)
 - a) Impacts on horizontal cooperation among federal and provincial departments? (EQ5a)
 - b) Impacts from partnerships developed for events? (EQ5b)
 - c) Impacts from organization of events? (EQ5c)
 - d) Economic impacts of activities? (EQ5e)
 - e) Other unanticipated impacts?

D. Cost-Effectiveness

11. To what extent are the Program's resources being used effectively and efficiently to achieve expected results? (EQ6)
 - a) In your view, how appropriate are the resource levels for the Program?
12. Are you aware of any alternative programs/approaches that could achieve the same results more effectively? (EQ7)
13. Do similar programs exist at the provincial level, national level or in other countries? If so, to the best of your knowledge, what are the costs and effectiveness of these programs in comparison to those of the Celebration, Commemoration and Learning Program? (EQ6b)
 - a) To what extent does the Program complement, duplicate or overlap with similar programs implemented by PCH? Other federal or provincial government departments? (EQ8a)

E. Conclusion

14. Do you have any final comments to make about the Celebration, Commemoration and Learning Program?

Thank you for your participation.

APPENDIX F PUBLIC OPINION SURVEY QUESTIONNAIRE

Public Opinion Survey Questionnaire

Hello, my name is _____ and I work with EKOS Research Associates. May I speak with _____?
We are conducting a survey of Canadians on behalf of the Government of Canada to obtain your views on its support of national celebrations and commemorative events.

The responses you provide in this survey will be treated confidentially and all results of this survey will be provided to the Government of Canada in summary form only. The survey will take about eight minutes of your time.

Before proceeding, could I please confirm that you are 18 years of age or older?

Yes – 18 or older	1
No – under 18.....	2 -> THANK AND END INTERVIEW

May I begin?

1. The Government of Canada funds a number of celebrations of national significance. Please indicate whether or not you are aware of each of the following: (EQ3j)

a. Canada Day celebrations and activities organized in communities across the country on July 1st

Yes	1
No.....	2
Don't Know/No Response	9

b. National Aboriginal Day celebrations and activities on June 21st each year

Yes	1
No.....	2
Don't Know/No Response	9

c. Canadian Multiculturalism Day celebrations and activities on June 27th

Yes	1
No.....	2
Don't Know/No Response	9

d. Saint-Jean-Baptiste Day celebrations and activities in Quebec and francophone communities across the country on June 24th each year

Yes	1
No.....	2
Don't Know/No Response	9

2. The Government of Canada also funds commemorative events of national significance. Please indicate whether or not you are aware of each of the following: (EQ4f)

- a. The 400th Anniversary of the founding of Acadia held in 2004
(Le 400^e anniversaire de la fondation de l'Acadie en 2004)

Yes	1
No.....	2
Don't Know/No Response	9

- b. The Centennials of Alberta and Saskatchewan held in 2005
(Les centennaires de l'Alberta et de la Saskatchewan en 2005)

Yes	1
No.....	2
Don't Know/No Response	9

- c. Historica Minutes that marked the Year of the Veteran held in 2005
(Les minutes Historica pour souligner l'Année de l'Ancien combattant en 2005)

Yes	1
No.....	2
Don't Know/No Response	9

- d. The 400th Anniversary of the city of Québec that will be held in 2008
(Le 400^e anniversaire de la ville de Québec en 2008)

Yes	1
No.....	2
Don't Know/No Response	9

3. How did you first become aware of these activities and events?

Advertisement on radio or television	1
Advertisement in the newspaper	2
Pamphlet or brochure	3
Internet/website	4
Through friends or relatives	5
Other (please specify)	6
Don't Know/No Response	9

4. Next, I would like to ask whether you have participated in any of these activities and events in the past five years.

(Only present items for which respondents indicated “yes” in Question 1 or 2.)

Have you participated in...

a. Canada Day celebrations and activities on July 1

Yes	1
No.....	2
Don't Know/No Response	9

b. National Aboriginal Day celebrations and activities on June 21

Yes	1
No.....	2
Don't Know/No Response	9

c. Canadian Multiculturalism Day celebrations and activities on June 27

Yes	1
No.....	2
Don't Know/No Response	9

d. Saint-Jean-Baptiste Day celebrations and activities on June 24

Yes	1
No.....	2
Don't Know/No Response	9

e. The 400th Anniversary of the founding of Acadia held in 2004

Yes	1
No.....	2
Don't Know/No Response	9

f. The Centennials of Alberta and Saskatchewan held in 2005

Yes	1
No.....	2
Don't Know/No Response	9

g. Activities or events in commemoration of the Year of the Veteran held in 2005

Yes	1
No.....	2
Don't Know/No Response	9

5. I would like to know to what extent participation in <select activity participated in at random> had any of the following impacts on you. Please rate the extent of the impact on a scale of 1 to 7, where 1 means your participation had *no impact* on you, 7 means a *significant impact*, and the mid-point 4 means it had a *moderate impact* on you. (EQ3k, EQ4g)

Did your participation in this activity or event have an impact on...

a. Your knowledge and understanding of Canadian history

1 No impact.....	1
2.....	2
3.....	3
4 Moderate impact	4
5.....	5
6.....	6
7 Significant impact	7
Don't Know/No Response	9

b. Your interest in learning more about Canada and other Canadians

1 No impact.....	1
2.....	2
3.....	3
4 Moderate impact	4
5.....	5
6.....	6
7 Significant impact	7
Don't Know/No Response	9

c. Your appreciation of Canada's cultural, ethnic, linguistic and geographical diversity

1 No impact.....	1
2.....	2
3.....	3
4 Moderate impact	4
5.....	5
6.....	6
7 Significant impact	7
Don't Know/No Response	9

d. Your sense of pride about being Canadian

1 No impact.....	1
2.....	2
3.....	3
4 Moderate impact	4
5.....	5
6.....	6
7 Significant impact	7
Don't Know/No Response	9

e. Your sense of belonging to Canada

1 No impact.....	1
2.....	2
3.....	3
4 Moderate impact	4
5.....	5
6.....	6
7 Significant impact	7
Don't Know/No Response	9

f. Your feeling of shared citizenship with other Canadians

1 No impact.....	1
2.....	2
3.....	3
4 Moderate impact	4
5.....	5
6.....	6
7 Significant impact	7
Don't Know/No Response	9

6. On the same scale, please indicate the extent to which national celebrations and/or commemorative_ events have an impact on your vacation plans (for example, planning the timing or route of a vacation to coincide with a national celebration or commemoration). (EQ5d)

1 No impact.....	1
2.....	2
3.....	3
4 Moderate impact	4
5.....	5
6.....	6
7 Significant impact	7
Don't Know/No Response	9

7. Next, please indicate the extent to which you agree or disagree with each of the following statements, on a scale of 1 to 7, where 1 means you *strongly disagree*, 7 means you *strongly agree*, and the mid-point 4 means you *neither agree nor disagree*. (EQ1d)

- a. I think there is a need for the Government of Canada to fund and support activities to mark celebrations and commemorations of national significance such as <rotate between Canada Day, St-Jean Baptiste Day, National Aboriginal Day, and Canadian Multiculturalism Day>

1 Strongly disagree.....	1
2.....	2
3.....	3
4 Neither agree nor disagree	4
5.....	5
6.....	6
7 Strongly agree	7

Don't Know/No Response 9

b. National celebrations and commemorations are a good way to increase a sense of pride and belonging to Canada

1 Strongly disagree..... 1
 2..... 2
 3..... 3
 4 Neither agree nor disagree 4
 5..... 5
 6..... 6
 7 Strongly agree 7
 Don't Know/No Response 9

Finally, I have a few questions for statistical purposes only.

8. In what year were you born?

1	9		
---	---	--	--

9. Gender: (*Code, do not ask*)

Male 1
 Female..... 2

10. What is the highest level of education you have completed?

Elementary school or less (Grades 1-8) 1
 Some high school 2
 High school diploma (Grades 12-13)..... 3
 Some college or university 4
 College diploma 5
 Trade certification 6
 Professional certification..... 7
 Undergraduate university degree 8
 Graduate university degree 9

11. What is the language that you first learned at home in childhood and still understand?

English 1
 French..... 2
 Other..... 3

12. Do you consider yourself to belong to any of the following groups? (PROMPT IF NECESSARY: A member of a visible minority by virtue of your race or colour)

A member of a visible minority 1
 An Aboriginal person 2

A disabled person	3
None (Code, do not ask)	4
Don't Know/No Response	9

13. Province or Territory: *(Code, do not ask)*

British Columbia	01
Alberta.....	02
Saskatchewan	03
Manitoba	04
Ontario	05
Quebec	06
New Brunswick.....	07
Nova Scotia.....	08
Prince Edward Island	09
Newfoundland and Labrador.....	10
Nunavut.....	11
Northwest Territories	12
Yukon.....	13