



Canadian Evaluation Society
Société canadienne d'évaluation

2018 Evaluation Case Competition

Preliminary Round Case

Forum for Young Canadians

www.forum.ca

February 10, 2018

The Request for Proposals in this document was developed for the Student Evaluation Case Competition for educational purposes. It does not entail any commitment on the part of the Canadian Evaluation Society (CES), the Canadian Evaluation Society Educational Fund (CESEF), the Foundation for the Study of Processes of Government in Canada, or any related sponsor or service delivery partner.

We thank the Foundation for graciously agreeing to let us use its Forum for Young Canadians program for Round 1 of the 2018 competition. We also thank Executive Director Marie-Michèle Laferrière for her input in preparing this case.



Canadian Evaluation Society
Educational Fund

Fonds de la Société canadienne
d'évaluation pour l'éducation

Introduction

Welcome to the Preliminary Round of the 2018 CES/CESEF Student Evaluation Case Competition! Here is the scenario for this round:

Your consulting firm has been invited to respond to the attached Request for Proposals (RFP) for an evaluation of Forum for Young Canadians, a program delivered by the Foundation for the Study of Processes of Government in Canada.

The program provides students ages 15 to 19 with an opportunity to gain insight into the role and function of government in Canada, deepen their awareness of the meaning of Canadian citizenship and further their development of a broad range of skills.

The Foundation is interested in an evaluation of the program to assess the intermediate and longer term impact on those who participated in the program between 2008 and 2017 inclusive, and to identify components of the program that might be improved, if any.

Your proposal should demonstrate your understanding of the assignment and include a program logic model, a proposed methodology, an evaluation matrix, a mitigation strategy to address anticipated evaluation challenges and three evaluation competencies you drew on in preparing your proposal.¹

Section 2.2 of the RFP identifies the proposal requirements in more detail. The assessment criteria for the proposals are identified in section 2.3 of the RFP. Three proposals will be short-listed for the teams to participate in Round 2.

We look forward to your submission at the end of the day.

*The CES Student Case Competition Working Group and Case Selection Sub-Committee:
Kathryn Radford, Brian McGowan, Christine Sheppard, Michael Heimlick, Tin Vo, Marla Steinberg and Sharon Margison. Bea Courtney continues to contribute in an advisory capacity.*

¹ [Competencies for Canadian Evaluators](#) is posted on the CES website under Designations. [Compétences pour les évaluateurs canadiens](#) sont affichées sur le site Web de SCÉ, sous « Titres ».

Rules

1. The team's designated contact person will receive an e-mail from Case Competition organizers indicating a website and team identification number for retrieval of the case.
2. Teams can begin work upon receipt of the document from the contact person.
3. Submissions may be in either official language.
4. The submission must be uploaded to the same website **no later than 5 hours and 30 minutes** after initial download.
5. Coaches must not communicate with their teams once the case document has been downloaded and distributed to the team.
6. Submissions must be non-identifiable. Teams should refer to themselves only by an imaginative, non-revealing code name, such as Noble Consultants. Do **not** identify the university, city or province/territory where your team is located. This is a key point to be kept in mind when writing your submission.
7. Do **not** use the word 'evaluation' or a variation of it in your team name, as it is confusing for the judges if teams have chosen similar names.
8. Your submission should be saved as **[your team name].pdf**, e.g. Noble Consultants.pdf. The submission must be submitted as one **PDF** file (not a zipped file of multiple documents).
9. Judges may take up to six weeks to select the three best submissions. All teams will receive feedback.

Questions or Problems

To communicate with organizers on the day of the competition, please email casecomp@evaluationcanada.ca, or call one of the following individuals:

Name	Phone Number	Availability (EST)
Micheal Heimlick (enquiries in English)	1-306-361-5904	8:00 am to 6:00 pm
Martine Perrault (demandes de renseignements en français)	1-613-897-7078	8:00 am to 6:00 pm

Have fun and good luck!

Request for Proposals

Forum for Young Canadians Program

February 10, 2018

1.0 Foundation and Program Profile

1.1 *About the Foundation*

The Foundation for the Study of Processes of Government in Canada (the Foundation) is a registered non-profit organization founded in 1975. It has two goals:

- To engage young Canadians about the role and function of the three levels of democratic government in Canada
- To promote an awareness of the meaning of Canadian citizenship.

The Foundation was created by a group of dedicated educators who wanted to create a bilingual, non-partisan educational program for youth to promote understanding of the role and function of the federal government and the meaning of Canadian citizenship. Through its programs, the Foundation brings together interested and engaged youth from across the country to participate in a constructive, educational exploration of their political institutions. The programs also serve to foster leadership skills in young Canadians.

Forum for Young Canadians (Forum) is the Foundation's best known program and has existed since the Foundation was created. Examples of other programs that have been offered from time to time include an international program for students and teachers from 11 countries, a Forum Teachers' Conference, and a Canada-U.S. Youth Forum in partnership with the University of Ottawa.

The Foundation has a small staff complement of 10. Its work is overseen by an executive committee and a board of directors comprised of 24 people in total from across Canada. A substantial portion of its revenues are from the Government of Canada, plus it receives donations and contributions from sponsors. Its annual operating budget is approximately \$1.2 million, as shown in the summary financial statement below, which is from the Foundation's *Annual Report 2016-2017* (p. 26).

Table 1. Summary Financial Statement

Year ended July 31, 2017, with comparative information for 2016

	2017	2016
Revenue:		
Programs	\$760,558	\$732,621
Donations and contributions (including donations of goods and services of \$113 343 (2016 - \$113 708))	406,426	355,913
Investment	1,328	1,334
	1,168,312	1,089,868
Expenses:		
Program services	621,492	557,613
Office	157,659	138,048
Operations	376,520	309,683
	1,155,671	1,005,344
Excess (deficiency) of revenue over expenses	12,641	84,524
Net assets, beginning of year	238,572	154,048
Net assets, end of year	\$251,213	\$238,572

1.2 Forum for Young Canadians

Participants in Forum learn about government, democracy and citizenship, meet various actors in the Canadian public sphere, and connect with other young people with similar interests. The program is open to high school, CÉGEP and homeschooled students ages 15 to 19. They learn about the program mainly from a mail out and recruitment in schools, on social media and at program fairs. Application is through an online process.

By participating in Forum, students become better informed, more involved citizens, which in turn serves the public good across Canada. They also have the formative experience of meeting their peers from other parts of the country. For many, this is their first such experience, and it brings with it an important awareness of themselves and each other. As a result, they become part of a broader network extending across Canada. Many notable Canadians and political leaders are Forum alumni, for example:

- Justine Hendricks, Vice-President, Resources Group – Export Development Canada / Chair – Forum for Young Canadians;

- Sandra Oh, Canadian actress;
- Stuart Hickox, Canada Director of ONE, a worldwide organization taking action to end extreme poverty and preventable disease, particularly in Africa;
- The Honourable Mélanie Joly, Minister of Canadian Heritage;
- The Honourable Jean-Yves Duclos, Minister of Families, Children, and Social Development;
- The Honourable Seamus O'Regan, Minister of Veterans Affairs / Associate Minister of National Defence; and
- The Honourable Karina Gould, Minister of Democratic Institutions.

Quebec MP Greg Fergus says, "I wouldn't be here today if it wasn't for my Forum experience."

Following the creation of the Foundation in 1975, the first week-long Forum session at Parliament Hill took place in March 1976, attended by 100 students from across Canada. Typically, three week-long sessions are held in Ottawa during the first quarter of each year. Each session involves about 36.5 hours of scheduled activities. All Forum sessions are unique but include visits and simulations as follows:

- Visits to the Senate and House of Commons to meet the Speakers, Clerks and Pages of each chamber;
- Participation in simulated Cabinet, budget, trade or other government business discussions;
- Visits to Rideau Hall, the Governor General's residence; and
- Meetings with MPs at receptions or in their offices.

Some 50 partners, Senate and House of Commons officials and over 100 volunteers contribute to making Forum possible.² Partners assist, for example, in facilitating international trade and federal budget simulations and explain such practices as supply management in Canada. Forum alumni serve as office volunteers and Logistics Assistants throughout the year. Public servants volunteer as group leaders and mentors during the week-long Forum sessions.

In 2017, as part of Session 1, Forum participants met with National Chief Perry Bellegarde of the Assembly of First Nations. In Session 2, six students participated in a Public Health Agency of Canada roundtable discussion on the opioid crisis and shared their views on how to better reach youth in their communities. During Session 3, two

² See the Foundation's [Annual Report 2016-17](#), "Fundraising & Support" and "Sponsors and Partners", pp. 10-11.

students attended the presentation of the federal budget in the House of Commons, which they considered the “hands-down” highlight of their experience.

Pre-Forum activities, in place since 2012, are mandatory and well developed. They are designed to help students prepare to gain the most from their week-long Forum session and are undertaken during the three months prior to attending Forum. In contrast, although many post-Forum activities have been identified, they have not been consistently in place over the past several years, as they have only been suggestions for students, not mandatory. The intent is to support participants in sharing what they have learned with their peers, schools and communities. The Foundation has been working on a formal action plan for post-Forum activities, which it plans to implement in 2018. An overview of the types of pre- and post-Forum activities is presented in the following table. It is expected that post-Forum activities will take place in the six months following Forum.

Table 2. Overview of Pre- and Post-Forum Activities

Pre-Forum: 3 Months	Post-Forum: 6 Months
<ul style="list-style-type: none"> • Discuss with peers priorities of youth in your community and write a priorities statement based on these discussions • Define roles for each level of government (municipal, provincial, federal) • Outreach: fundraising, contact local media • Learn about community, Ministry of Education, Aboriginal groups (whose traditional territory they live in) • Visit or contact your MP • View online introduction videos on Canadian government and Supreme Court • Complete ‘scavenger hunt’ checklist – all items that need to be done prior to Forum session 	<ul style="list-style-type: none"> • Plan Forum presentation and deliver to five school or community groups explaining Forum benefits and your experience • Write an article and send with photos to local media and share on social media when published/broadcasted • Thank your MP and share your experience • Optional: participate in up to three post-Forum teleconferences, each of which focuses on a particular subject, e.g., Aboriginal people in Canada, the role of the Black Rod of the Senate, a career as a lawyer • Recruit two other students to attend Forum in the coming year • Write a testimonial for Forum staff to use in a variety of media, e.g., blog, social media, newsletter

Students spend a total of 15 hours or more (about five hours per month) on pre-Forum activities. Forum staff ensure students complete the activities by tracking their participation using an online platform.

1.3 Forum Participation

Since the first Forum 42 years ago, over 22,000 students have stood on the steps of Parliament Hill for the traditional Forum session group photo. Over the past 10 years, about 300 to 350 students have participated annually. The 2017 sessions welcomed

357 students, including eight Syrian newcomers, from all 13 provinces and territories, and over 150 MPs attended one or more Forum receptions. With three sessions annually, this means that on average about 100 students have attended each session.

The program sets percentage participation targets, based on National Household Survey of Canada statistics, for the following demographics: 1) province/territory; 2) rural resident; 3) Aboriginal; 4) youth with disability; and 5) visible minority.

Participant demographics and other information and feedback are collected using a Participant Information Form (Appendix A) and a Participant Evaluation (Appendix B). The evaluation form captures feedback on Forum activities only. Currently, no participant evaluation is undertaken for the 3-month pre-Forum component, and the 6-month post-Forum component has yet to be formalized.

According to those who participated in the 2015-16 sessions, 97% would recommend the experience to their friends and peers. Alumni consistently report that Forum changed their lives. A quote from one alumnus sums up the experience:

Forum not only makes you more politically literate, it actually helps you discover who you are through relevant, effective, and fun activities and simulations.

However, the Foundation has not collected evidence as to the ways in which the program has actually had an impact on participants' lives over the longer term.

1.4 Program Learning Matrix

The program has two formal components which have been in place for a number of years:

- Pre-Forum – 3 months of activities intended to help students learn about their community, who the decision makers are, how to effect change at the municipal and provincial levels, and what are the priorities of youth in their community and province or territory
- Forum – one week, Sunday to Friday, of presentations, simulations and events intended to provide students with direct insight into the federal government and parliamentary roles and responsibilities

The Foundation will formalize the program's third component, the six months of post-Forum activities, beginning in 2018. This component is intended to help participants have an impact in their community based on their Forum experience and through subsequent civic engagement.

The program does not have a logic model. However, a detailed learning matrix identifies specific activities participants undertake in each of the three components. The matrix provides the following information for each activity (see Appendix C for excerpts from the matrix):

- Activity description
- Means of evaluation
- Learning objectives
- Skill development
- Marketing communications (MARCOM) – pre- and post-Forum only
- History component

Each activity contributes to skill development in two or more areas. Collectively, the activities contribute to development of the following skills:

- Active listening
- Critical thinking
- Attachment to community
- Self-management
- Project management
- Leadership
- Individual organization
- Public relations
- Official languages
- Group building
- Team work
- Public speaking

Key forum activities are listed on the second page of the Participant Evaluation form (Appendix B).

2.0 Scope of Work

2.1 *Evaluation Services Required*

The Foundation is seeking a consulting team to undertake an evaluation of Forum for Young Canadians in order to:

- 1) Document the intermediate and longer term impacts of the program on alumni and communities; and
- 2) Identify areas for improvement.

Impact on Alumni and Communities

The Foundation would like to gain insight on whether and how Forum influences participant decisions and actions in the first two to three years following their participation (intermediate term) and over the next four to ten years (longer term). For example, to what extent did the experience influence the following aspects?

- Educational, career- and/or work-related decisions, e.g., choice of post-secondary studies or training and institution or location (e.g., Ottawa), career choice/aspirations, weekend or summer jobs, choice of employer;
- Community or peer engagement, e.g., leadership role, volunteer work; and
- Decisions about where to live or work.

The Foundation is also interested in learning the extent to which the program contributed to skills development and any other ways Forum has had an impact on participants' lives, or that of others around them.

The Foundation has current contact information for alumni for at least the past 10 years, i.e. 2008 through 2017.

Potential Aspects for Improvement

As participants already provide feedback on the week-long Forum experience, the Foundation would like this part of the evaluation to focus on:

- Alumni views on the value of the pre-Forum component and any post-Forum activities they undertook; and
- Feedback from partners and volunteers on the value of a) their participation, b) the program's two formal components, including simulations and other tools used in delivering the activities, and c) any comments regarding the Foundation's intent to add post-Forum activities as a formal component beginning in 2018.

2.2 Proposal Requirements

The Steering Committee expects proposals to include the following components:

1. An overview of your understanding of Forum for Young Canadians and the evaluation requirements.
2. A proposed logic model and logic model narrative for the program, including at least one underlying assumption, one risk and one external factor that influence whether or not the outcomes can be achieved. These can be part of the logic model figure or

explained as part of the logic model narrative. The logic model should include the three components (i.e. pre-Forum, Forum and post-Forum) and identify the immediate, intermediate and long term outcomes.

3. An evaluation matrix for items 1 and 2 described in 2.1, with a list of key evaluation questions, one to three indicators per question, and clearly indicating which indicator is linked to which question.
4. A description of how you would undertake the evaluation (approach and data collection methods).
5. Anticipated methodological challenges, and how you propose to deal with them.
6. A brief description of how your team has demonstrated the following three Credentialed Evaluator competencies³ in developing its proposal, clearly indicating which aspect of the proposal development process and/or content is linked to which competency:
 - 2.1 Understands the knowledge base of evaluation (theories, models, types, methods and tools);
 - 2.5 Frames evaluation questions; and
 - 5.9 Attends to issues of diversity and culture.

The Steering Committee estimates that it will take 30 to 40 work days of consultant time for this evaluation. **The Committee does not require that proposals include a budget.**

Proposals **must** meet the following technical specifications:

- Maximum of **12** pages, excluding the cover letter, cover page and table of contents. **Text over 12 pages, including any appendices, will not be read or scored.**
- Standard paper size (8.5 x 11).
- 12 point minimum font size for text.
- Have 1 inch margins (top, bottom, left and right sides).
- For tables and figures, minimum font size is 10 point and have margins less than 1 inch.

³ [Competencies for Canadian Evaluators](#) is posted on the CES website under Designations. [Compétences pour les évaluateurs canadiens](#) sont affichées sur le site Web de SCÉ, sous « Titres ».

2.3 Judging Criteria

The criteria by which submissions will be assessed are as follows:

Criteria	Weight
Understanding of the requirement: Demonstration of an understanding of Forum for Young Canadians and the Foundation's evaluation needs (beyond a reiteration of the text provided in the RFP)	5%
Logic model and logic model narrative: Clarity, completeness and appropriateness of the proposed logic model, including at least one underlying assumption, one risk and one external factor that influence whether or not the outcomes can be achieved. These can be part of the logic model figure or explained as part of the logic model narrative.	25%
Evaluation approach and methods: Appropriateness of the approach and data collection methods for undertaking the evaluation	20%
Evaluation matrix: Appropriateness and clarity of evaluation questions, and appropriateness and feasibility of indicators	20%
Challenges and mitigation strategy: Clarity and appropriateness of the assessment of methodological challenges and the mitigation strategy	10%
Competencies for Canadian evaluation practice: Clarity and appropriateness of the competencies identified	5%
Innovation: Innovative ideas	5%
Proposal: Quality of the proposal (writing and format)	10%
Total	100%

Appendix A

Additional Information

How did you find out about Forum? Please check all that apply.

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Forum Alumni | <input type="checkbox"/> Friend/Friends | <input type="checkbox"/> Family | <input type="checkbox"/> School or Teacher |
| <input type="checkbox"/> Brochure | <input type="checkbox"/> Youth Club | <input type="checkbox"/> Our Website | <input type="checkbox"/> Exchanges Canada |
| <input type="checkbox"/> 1-800-O-CANADA | <input type="checkbox"/> Community Paper | <input type="checkbox"/> Video or Kiosk | <input type="checkbox"/> Newspaper |
| <input type="checkbox"/> Service Canada | <input type="checkbox"/> Facebook | <input type="checkbox"/> YouTube | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> Instagram | <input type="checkbox"/> Other: (Please Specify) _____ | | |

Which factors had the greatest influence on your decision to participate in Forum?

- | | | |
|--|--|---|
| <input type="checkbox"/> Interested in politics | <input type="checkbox"/> Network/meet people | <input type="checkbox"/> Practice second language |
| <input type="checkbox"/> Travel to Ottawa | <input type="checkbox"/> Develop leadership skills | <input type="checkbox"/> Meet Parliamentarians |
| <input type="checkbox"/> Learn something new | <input type="checkbox"/> Have a new experience | <input type="checkbox"/> Interested in law |
| <input type="checkbox"/> Interested in non-profits | <input type="checkbox"/> Other: (Please Specify) _____ | |

How would you like to receive more information about Forum in the future?

- | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------------|
| <input type="checkbox"/> Twitter | <input type="checkbox"/> Facebook | <input type="checkbox"/> Email | <input type="checkbox"/> Social Media | <input type="checkbox"/> Schools |
| <input type="checkbox"/> Instagram | <input type="checkbox"/> Snapchat | <input type="checkbox"/> Newspaper | <input type="checkbox"/> TV | <input type="checkbox"/> Website |
| <input type="checkbox"/> Literature | <input type="checkbox"/> Youth Groups | <input type="checkbox"/> Alumni Group | <input type="checkbox"/> Youtube | <input type="checkbox"/> Phone |
| <input type="checkbox"/> Other (Please Specify) _____ | | | | |

Share Your Experience

Please write a sentence summing up your Forum experience that we can use on social media to promote the program to other students!

I give permission for Forum to use my statement:

- Yes No

I give permission for Forum to use my name in promotion:

- Yes No

Appendix B

Program Element Evaluation

Please rate the activities you participated in from 1 to 5

5 being excellent

4 being good

3 being neutral

2 being fair

1 being poor

<i>Tour of Parliament</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Role of the Media</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Elections Canada Presentation</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Indigenous Peoples in Canada</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Tour of the Mint, Rideau Hall or Ottawa</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Elections Canada Simulation</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>House of Commons (the Speaker, the Clerk, and the Pages)</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>MP Reception</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Role of a MP</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Canada in the World (trade simulation)</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Lobbying</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Resource Fair</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Cabinet Simulation</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Financial Literacy Simulation</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Group Meetings</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<i>Social Time</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A

Which simulations, presentations or events did you enjoy the most (indicate your top 3 favourites from the list above)?

1.

2.

3.

Please explain your selection (optional)

Appendix B

Overall Program Evaluation

Please evaluate the following statements according to the scale:

5 being strongly agree

4 being agree

3 being neutral

2 being disagree

1 being strongly disagree

The simulations, presentations, and events were highly relevant to my interest in politics.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
I found the simulations, presentations, and events enjoyable.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
Forum has increased my understanding and knowledge on the topics presented.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
The instructor successfully led the simulation.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
During the simulations I felt that I was able to contribute to the group.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
I felt comfortable in my group.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
Forum has had a significant impact on me.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
Forum has given me the tools to be involved in my community and/or local, provincial, or federal politics.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
I will become or remain involved in my community and/or local, provincial, or federal politics.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
The experience of Forum overall was positive.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A

Appendix C

Learning Matrix: Illustration

Activity	Description	Evaluation	Learning objectives	Skill development	MARCOM	History Component
2 Months Prior						
Visit or contact MP	We will encourage the students to get in touch with their MP via social media, to go visit their office when possible and/or to send him/her a letter or email letting him/her know the students will be attending Forum.	We will ask them if they did contact their MP. It will also be visible at the MPs dinner if they already met each other and finally, we can see the tweet.	The students will learn how to write a formal letter to invite their MP, they can also go meet him/her or simply write him/her	1. project management 2. leadership skills	This will build awareness of Forum among MPs and help increase participation at the MP Dinner	
1 Month Prior						
Intro to Government Video	This session will consist of online videos featuring popular Forum speakers delivering a basic introduction to the Canadian government.	Forum will track views of the videos by using online analytics.	They will have an introduction to how the government works, the 2 different chambers, the committees, and the history component of the parliamentary system in Canada, in order to have the students all at the same level when they arrive at Forum.	1. self-management 2. active listening		The introduction to government include at least 50% of history component, from the Constitution, parliament, confederation and more
1 Month After						
Plan your forum presentation	Students will be asked to plan a presentation explaining the benefits of Forum as well as their personal experience with the program for a group in their community.	Students will outline their proposal to Forum staff in order to get approval.	the students will learn how to get ready to present an experience as well as the public speaking	1. project management 2. organization skills 3. attachment to the community 4. public relations	Students will prepare a presentation advertising Forum.	

Appendix C

Activity	Description	Evaluation	Learning objectives	Skill development	MARCOM	History Component
2 Months After						
Forum presentation	Students will present the presentation they prepared the previous month to one of the five groups they identified, with the goal of spreading the word of Forum to a wider audience.	Students will report to Forum staff on how they thought their presentation went	Public speaking	<ol style="list-style-type: none"> 1. self-management 2. organization skills 3. project management 4. public relations 5. public speaking 	This presentation will advertise Forum directly to a group in the community. It is a great marketing opportunity.	