

Competencies for Evaluators and Didactics of Evaluation Experiences from within the DeGEval

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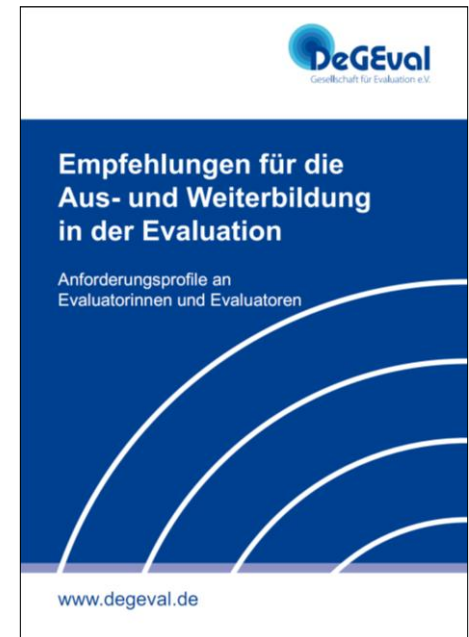
Network of Evaluation Societies in Europe (NESE) Meeting 2010
Prague, 5 October 2010

1. Competencies for evaluators
 2. Didactics of Evaluation
 3. Outlook
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1. Competencies for evaluators

Why develop "Recommendations on Education and Training in Evaluation"?

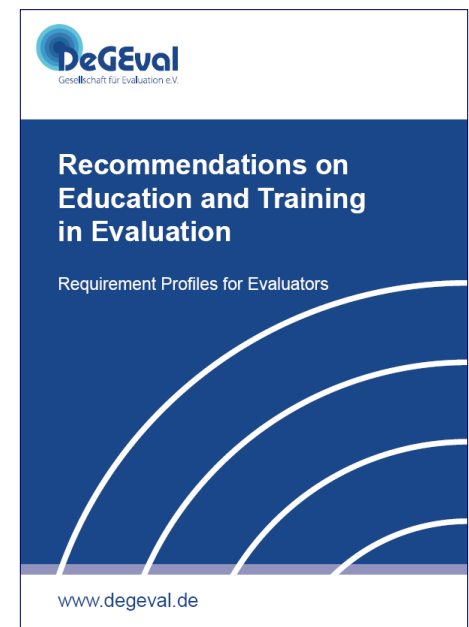
- Growing demand for evaluation services
 - Lack of qualified personnel
 - Lack of a professional profile
- ⇒ Guidelines as contribution to the professionalization of evaluation



A bit of history...

- 2004: First German edition
 - Authors: A. Caspari, M. Hennen, D. Scheffler, U. Schmidt & O. Schwab
 - Published by the DeGEVal working group "Education and Training in Evaluation"
- 2008: English translation

download/order on www.degeval.de



Intended uses of the guidelines

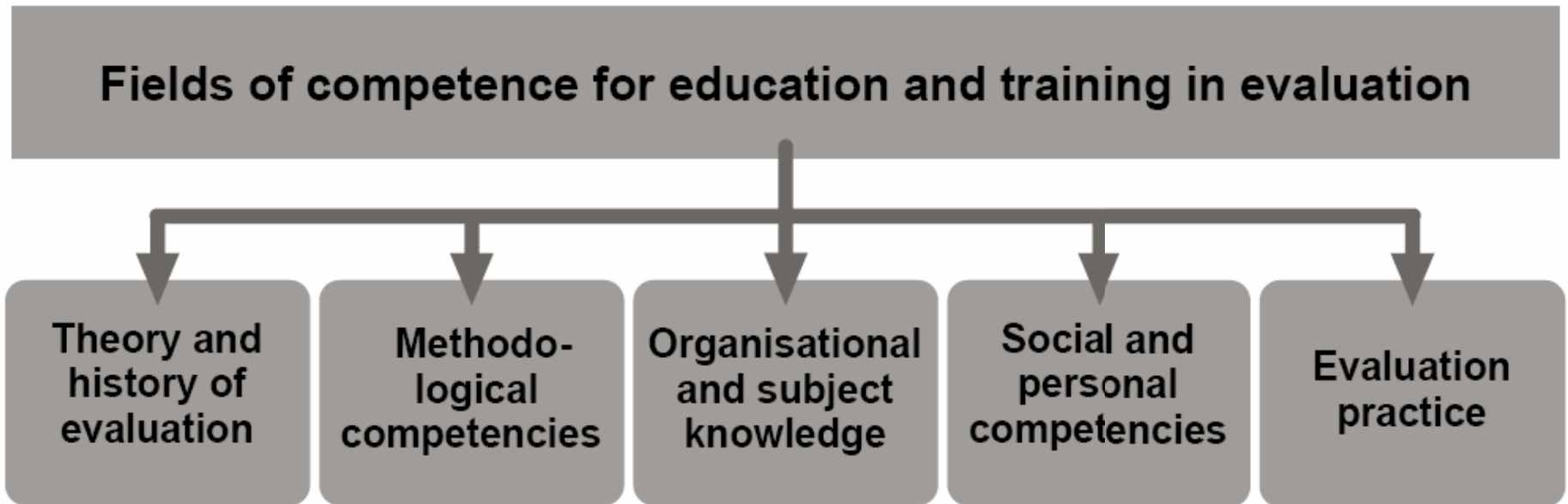
- Standards for
 1. training programmes teaching evaluation
 - Direction for programme developers and teachers
 - Evaluation of existing programmes
 2. assessing evaluators
 - Choice of an evaluator by clients
 - Self-evaluation of evaluators
- ⇒ Definition of competency profiles for Evaluation
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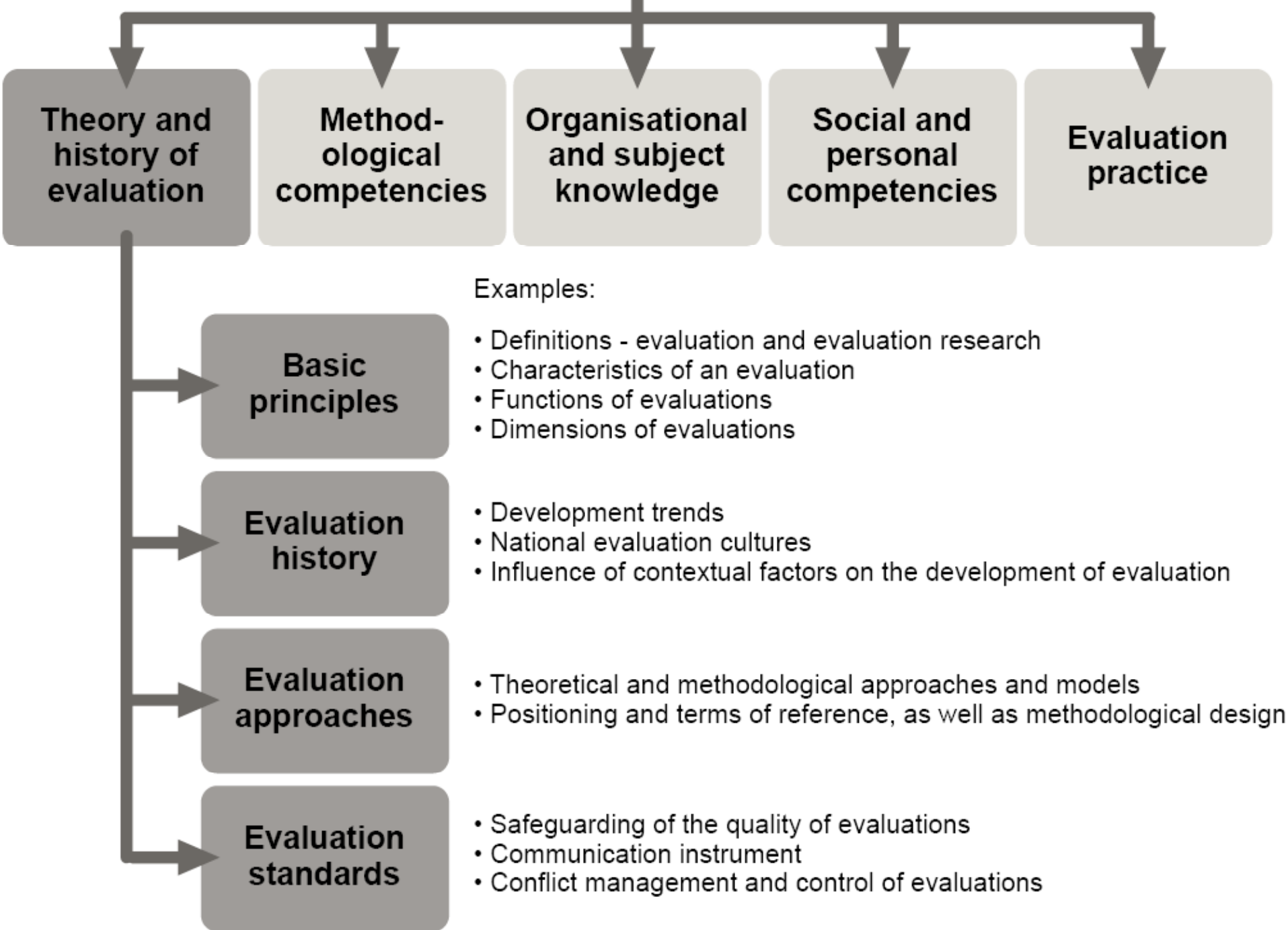
"A **competency** is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context."

(OECD/OCDE DeSeCo-Project)

⇒ Which **knowledge, skills** and **attitudes** are needed for conducting professional evaluations?

Fields of competence





Theory and history of evaluation

Methodological competencies

Organisational and subject knowledge

Social and personal competencies

Evaluation practice

Main principles of applied social research, test design

Data collection

Statistical knowledge

Data processing, formatting, interpretation

Project organisation

Examples:

- Basic principles of scientific theory
- Development and operationalisation of questions
- Planning of empirical tests, selection and measurement procedures

- Basic principles of forms of data collection (interviews, observation, content analysis)
- Development of collection instruments

- Univariate frequency distributions, cross tabulation, variance analysis
- Procedures for measuring relationships, significance tests

- Application knowledge of relevant software packages for quantitative and qualitative data analysis
- Coding and recoding
- Data interpretation and reporting

- Time planning, implementation planning and control
- Cost planning and control
- Introduction to issues of cost-benefit accounting

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graph TD; Root[ ] --> C1[Theory and history of evaluation]; Root --> C2[Methodological competencies]; Root --> C3[Organisational and subject knowledge]; Root --> C4[Social and personal competencies]; Root --> C5[Evaluation practice]; C3 --> S1[Organisational knowledge]; C3 --> S2[Legal and public administration knowledge]; C3 --> S3[Specific subject knowledge];
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Theory and history of evaluation

Methodological competencies

Organisational and subject knowledge

Social and personal competencies

Evaluation practice

Organisational knowledge

Examples:

- Concept of organisation, organising
- Activity vs. structure
- Communication/interaction

Legal and public administration knowledge

- Introduction to law
- Public administration studies
- Business processes

Specific subject knowledge

- Different fields of practice
- Specific organisational and communication knowledge
- Specific legal and public administration knowledge

Theory and history of evaluation

Methodological competencies

Organisational and subject knowledge

Social and personal competencies

Evaluation practice

Social competence

Examples:

- Development and arrangement of contacts
- Adoption of perspectives and empathy
- Feedback and conflict management ability

Communication

- Development and arrangement of contacts
- Adoption of perspectives and empathy
- Feedback and conflict management ability

Cooperation

- Development and arrangement of contacts
- Adoption of perspectives and empathy
- Feedback and conflict management ability

Self-management

- Motivation and working style
- Clarification of terms of reference, expectations and roles

**Learning/
problem-solving**

- Reflection and focussing
- Problem solving strategies
- Forms and styles of learning

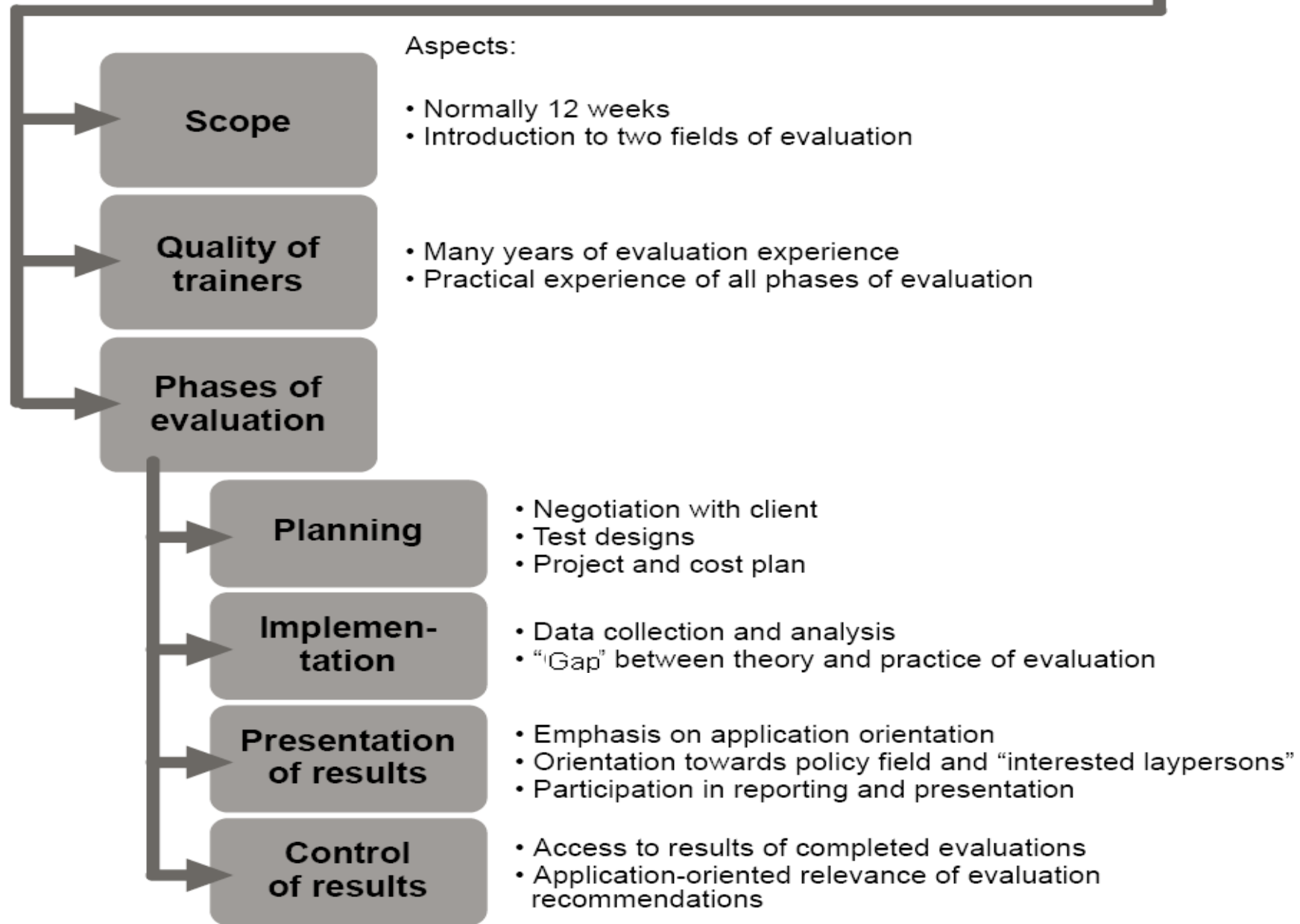
Theory and history of evaluation

Methodological competencies

Organisational and subject knowledge

Social and personal competencies

Evaluation practice



Procedure



How did they go about it?

Theoretical approach

- Based on DeGEval standards of evaluation

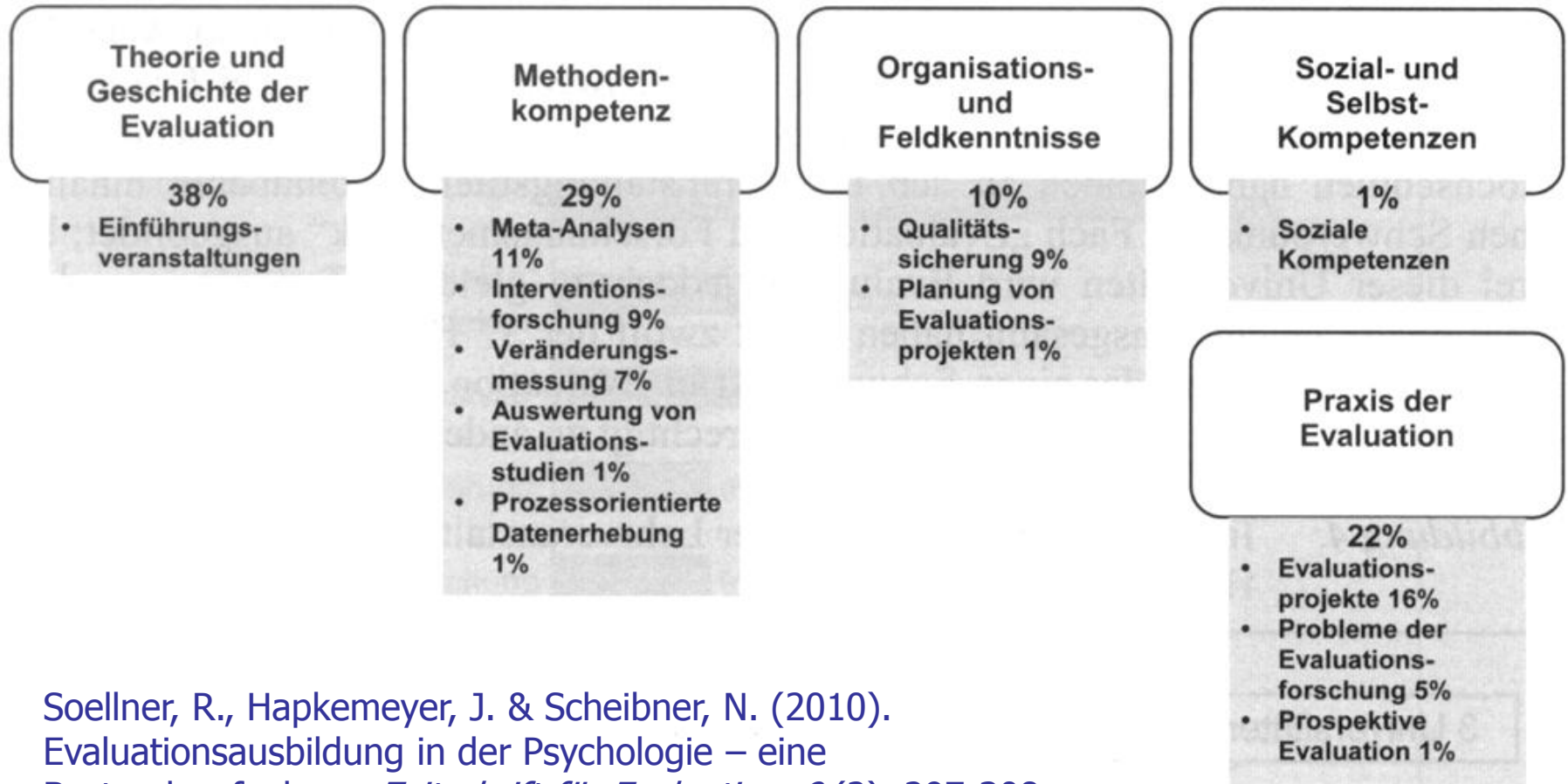
Practical procedure

- Expert panel
 - Feedback cycles from DeGEval members
 - Officially adopted by DeGEval conference
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Who uses the guidelines?

- Basis of curriculum in advanced study programmes
 - Berne ✓
 - Saarbrücken ✓
 - Bonn ✓
- Further education courses ?
- Evaluation courses within a domain-specific curriculum ?

Coverage in in Psychology diploma programmes



Soellner, R., Hapkemeyer, J. & Scheibner, N. (2010). Evaluationsausbildung in der Psychologie – eine Bestandsaufnahme. *Zeitschrift für Evaluation*, 9 (2), 297-308.

What next?



Further analysis:

- Dissemination among key intended users
⇒ measures to **improve dissemination**
- Current users' views on **need for revision**

Online survey of

- DeGeval membership
 - Relevant experts
 - Alumni from advanced study programmes
 - Other relevant stakeholders
-

Need for revision (to be discussed)



- Concept of competencies (KSA)
 - Field-specific interpretation and differentiation
 - Elaboration of methodological competencies
 - Compatibility with international models of evaluator competencies, e.g.
 - King et al. (2001; 2005); Mertens (1994)
 - Zorzi, McGuire & Perrin (2002)
 - Russ-Eft et al. (2008)
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2. Didactics of Evaluation

- Competency profiles
 - Contents and learning goals of training programmes
 - ⇒ **What** to teach

 - Didactics of evaluation
 - Practical guidelines for teachers and trainers
 - ⇒ **How** to teach
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Goals



- Provide guidance for
 - training and education programmes
 - courses in evaluation
 - self-learning materials (textbooks etc.)
 - Based on current state of theories on learning and instruction
 - Supplement existing recommendations on competency profiles
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Contents



- 0 Executive Summary
- 1. Introduction
- 2. Learning contents and goals:
Competence profiles for evaluators
- 3. Programmes
- 4. Types of programmes and target
groups
- 5. Didactical foundation
- 6. Learning and teaching methods
- 7. Requirements for teachers/trainers
- 8. Outlook

Condensed
"Cookbook"
guidelines

1. Chocolate cookie exercise
 - Exercise on the logic of evaluation
 2. Reflection exercise „An evaluator is like a ...“
 - Discuss different evaluator roles and responsibilities
 3. Role play „stakeholder resistance“
 - Awareness for possible sources of resistance to evaluation
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Important Messages



- Cover whole range of competencies (KSA)
 - Apply a mix of construction and instruction
 - Emphasize active, self-directed learning
 - Allow for learners' own practical experiences
 - Provide instructional support
 - Embed all contents in authentic evaluation contexts
 - Match method and learning goals
 - Adapt to learners' individual needs and preconditions
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To Dos



- Finishing touches (cookbook guidelines)
 - Discussion within DeGEval
 - Dissemination strategy
 - Active push strategy
 - Additional online material (case examples)
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Future projects



Planned activities of the working group
"Education and Training in Evaluation"

- Online survey
 - Textbook overview and review
 - Overview of training courses and seminars
 - Capacity building
 - Credentialing of evaluators
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Thank you for your attention



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