

# Evaluators' competencies

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# A growing matter of concern since the late 1990's

- USA: King et al., 2001; Mertens, 1994; Torres, 1996; Schwandt (2005), Kundin (2010) etc.
- Canada: Kishchuk and Long, 1997; Mc Guire, Perrin and Zorzi, 2002; CES designation process and list of competencies
- Australia: English, 2002
- Europe: EES workshop (2008-...) « European Collaboration on University Study Program in Evaluation »
- Germany: Degeval, *see Jan Hense*
- France: Tourmen, 2009, 2010

# The Canadian experience

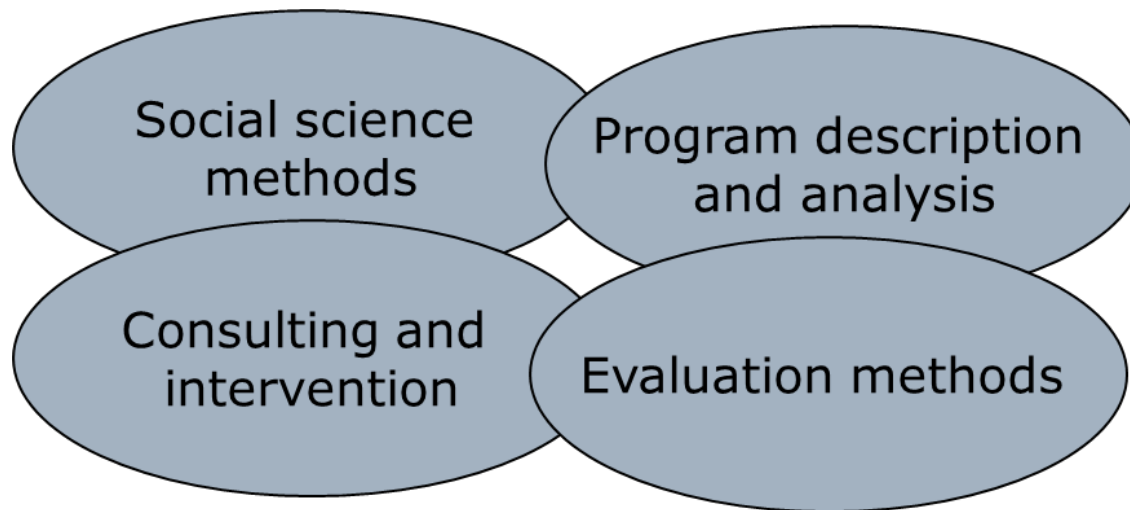
- The CES Credential Evaluator Designation program: “The designation means that the holder has provided evidence of the education and experience required by the CES to be a competent evaluator.”
- A list of 5 competencies:
  - 1) Reflective practice competencies (i.e. applies professional evaluation standards)
  - 2) Technical practice competencies (i.e. frames evaluation questions)
  - 3) Situational practice competencies (i.e. identifies the interests of all stakeholders)
  - 4) Management practice competencies (i.e. monitors resources)
  - 5) Interpersonal practice competencies (i.e. use negotiation skills)

129 credentialized evaluators in august 2012!

<http://www.evaluationcanada.ca/site.cgi?s=5&ss=10& lang=EN>

# Controversial issue 1

- Keeping diversity alive? What is the specificity of evaluation? (Mc Guire et al., 2002)
- Evaluators' knowledge is composite (Tourmen, 2009)



# Controversial issue 2

- Level of generality – « interpersonal skills »? (Dewey et al., 2008)
- What about the links between activities and contexts? (Mc Guire et al., 2002)
- Competencies = the capacity of someone to deal with the situations he/she encounters (as shown in psychology of expertise, see Chi et al., 1988) and to take into account the context when making decisions (Dreyfus, Dreyfus & Athanasiou, 1986).

# Describing evaluation situations?

1) Objects to be evaluated

3) The means to proceed  
with the evaluation

Evaluation decisions

2) People's strategies  
concerning evaluation

# First dimension

## Objects to be evaluated :

level of formalization of a program's objectives (and clear/unclear)

number, scale, novelty, schedule and level of achievement of a program's measures,

time of the expected effects,

number of target audiences,

existence of competing factors

etc.

# Second dimension

## People's strategies concerning evaluation :

origin of the evaluation demands,  
explicit and implicit demands,  
clarity, scale, compatibility of the demands,  
attitudes toward evaluation (consensus, cooperation,  
dissent, conflict, rejection...)  
etc.



# Third dimension

The means to proceed with the evaluation :

scale of the resources (time and budget),  
existing information about the program and its effects,  
capacity and will of public actors and citizens to  
participate

Easy or difficult access to informants

Etc.

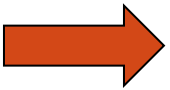
# Training questions

What are the main situations to deal with, as a professional?

And the main situation dimensions to take into account in action? The main difficulties to cope with?

What kind of knowledge / capacity can be useful to interpret them and act upon them?

What to teach and how?



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