



## Unpacking the evaluator competencies list

**SAMEA EvalCafe**

**19 October 2018**  
**Rhoda Goremuचेche**





1. Why establish evaluator competencies?
2. The process followed so far
3. Feedback – additions and modifications
4. Key questions raised
5. The process going forward

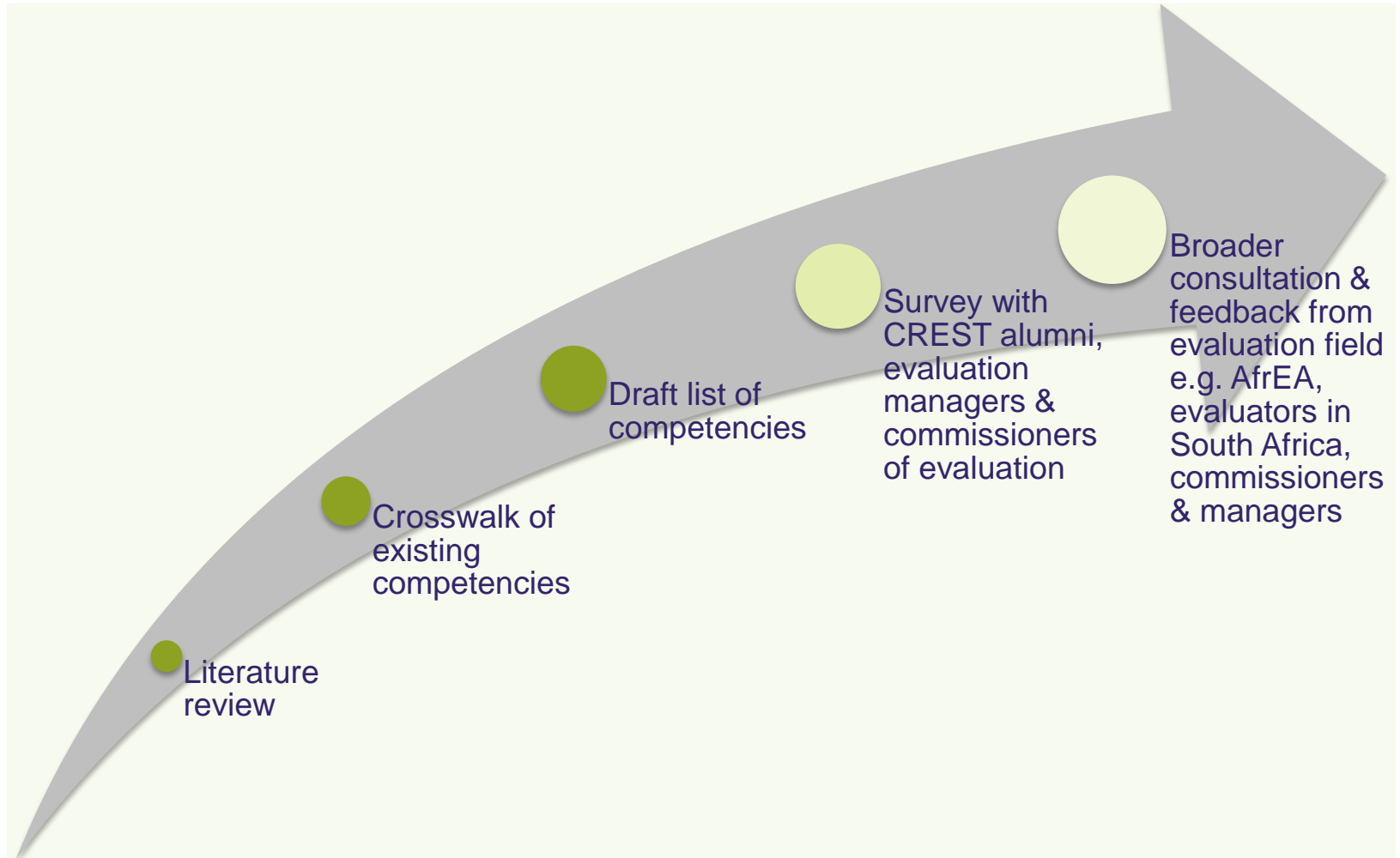




....regardless of which path chosen, there is need for a clear understanding of what a competent evaluator would bring to the practice. This suggests that a first step for any Road Map is the development of agreed upon competencies (Podems 2015:20)



# What has been done so far?



# What has been done so far? (cont'd)



## 6 Possible domains:

- Professional practice
- Technical practice
- Contextual knowledge & understanding
- Managing an evaluation
- Interpersonal practice
- Monitoring

## 5 Domains:

- Managing client and stakeholder relationships
- Understanding the evaluation context
- Conducting an evaluation study
- Managing an evaluation study
- Understanding the evaluation profession and professional bodies

*Focused on context  
 Decided on step-wise  
 ranking process with 3  
 levels*

*Feedback from  
 SAMEA listserve –  
 round 1*

*Feedback from  
 SAMEA listserve –  
 round 2*

## 7 Domains:

- Added 'Professional practice'
- Split ' Understanding the evaluation context'
- Made 2 modifications to phrasing

Initial list of 98 competencies

Refined to 60 competencies

Refined to 44 competencies

Refined to 53 competencies

Refined to 57 competencies

Continue broader consultation





Understanding the unique circumstances and settings of evaluations and their users/stakeholders at the appropriate level (e.g. local, national, regional and/or global levels).

Initial competencies = 4

Competencies added = 4

Competencies modified = 1

Competencies merged = 0

Competencies removed = 0

8





Understanding the evaluation context (organisation): Understanding the unique circumstances and settings of evaluations and their users/stakeholders at organisational level.

Initial competencies = 4

Competencies added = 0

Competencies modified = 1

Competencies merged = 0

Competencies removed = 0

4





Interaction with the evaluation community - professional bodies and other evaluators - and knowledge of key documents e.g. standards and guidelines and ethical codes that guide evaluation practice.

Initial competencies = 4

Competencies added = 1

Competencies modified = 1

Competencies merged = 0

Competencies removed = 0

5







Managing client and stakeholder relationship: Interpersonal skills evaluators need to engage and communicate effectively with clients, consumers and stakeholders taking into consideration their culture and their demographic attributes (e.g. race, gender, location and age)

Initial competencies = 4

Competencies added = 3

Competencies modified = 2

Competencies merged = 0

7

Competencies removed = 0





Skills, knowledge and attitudes that make evaluators distinct as practicing professionals such as reflective practice, unpacking programmes theory and applying systems thinking tools

Initial competencies = 0

Competencies added = 9

Competencies modified = 0

Competencies merged = 0

Competencies removed = 0

9



## Conducting an evaluation.



The technical aspects of inquiry such as framing questions, designing studies, sampling, collecting and analysing data, interpreting results, and reporting findings.

Initial competencies = 22

Competencies added = 5

Competencies modified = 0

Competencies merged = 7

Competencies removed = 6

14



## Managing an evaluation.



Project management skills evaluators needed to effectively negotiate, scope, manage and complete an evaluation

Initial competencies = 6

Competencies added = 4

Competencies modified = 1

Competencies merged = 0

Competencies removed = 0

10



# Key questions that have come up



1. Will the list of competencies reflect the complexity that most evaluators operate in – beyond a singular project to sub-regional programming?
2. What about the SDGs?
3. Will the list reflect the reality that evaluators do not just conduct piece-meal end of project evaluations? Some get involved with design and strategy.
4. Will the competencies have different levels e.g. for novice, competent and expert?
5. Are the competencies reflective of the varying needs from sector to sector?
6. How do you operationalize or measure some of the competencies – especially those under the domain ‘Understanding the evaluation context’?
7. What about competencies for monitoring?
8. Will these competencies cater for people who conduct evaluation related work but do not identify as evaluators?
9. Will the competencies cater for both the external evaluator and the internal evaluator?



# The process going forward



Year	Months	Activity
2018	October - Dec	-Cross-reference draft list against existing VOPE competency frameworks
2019	January - July	- Stakeholder interviews (managers of evaluations, commissioners of evaluations e.g. DPME, foundations and donors, evaluation experts), <u>SAMEA listserve</u> , <u>Evalcafe</u> , COPs e.g. Bridge COP and communities of practice, CLEAR AA <u>Twende Mbele</u> write-shop AFREA conference -Cross-reference draft list against SAICA, IRBM and iLGM competency models
2019	August - December	-SAMEA conference engagements
		-Administer survey
2020	January - July	-In depth interviews with evaluation experts