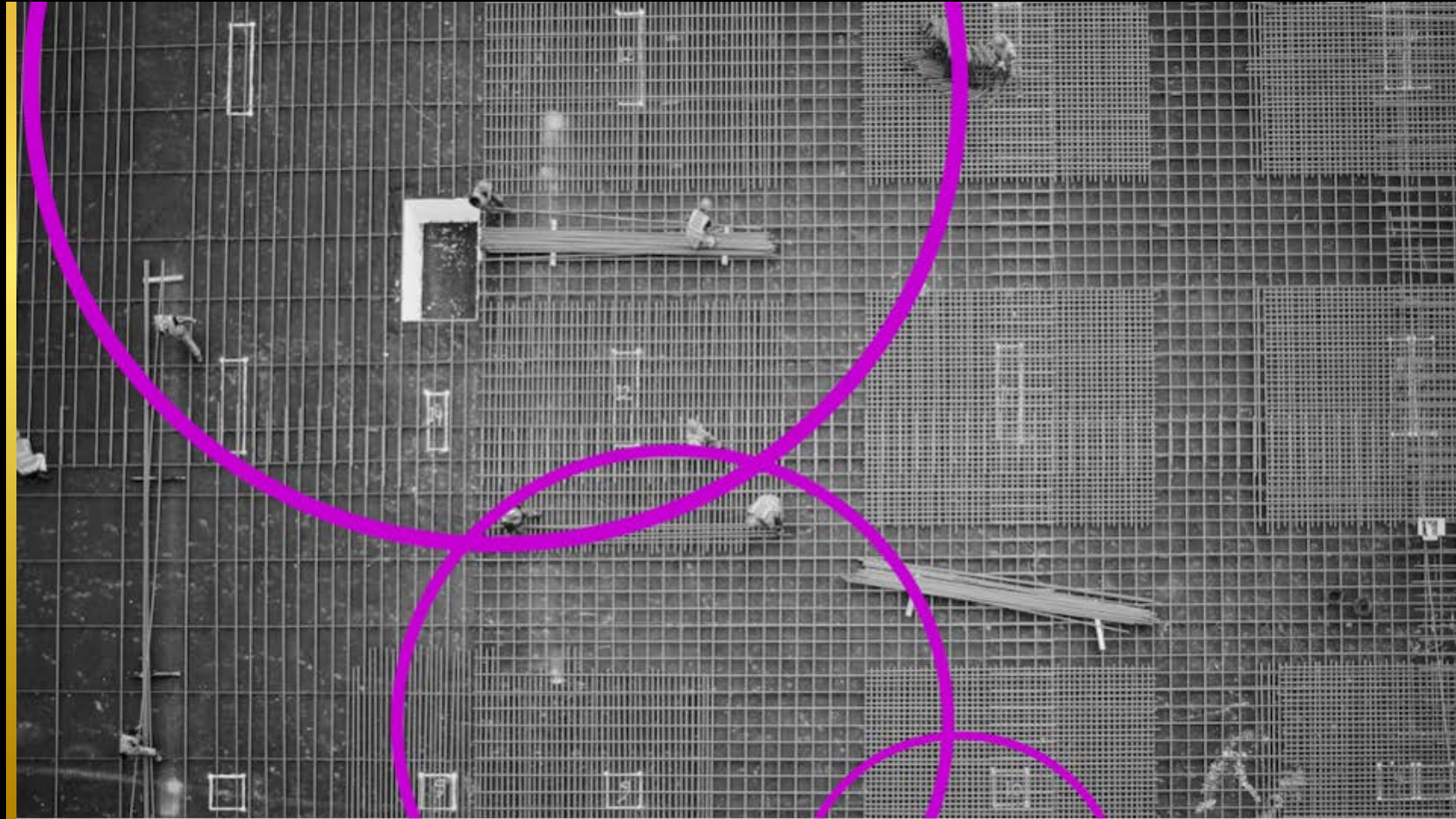


KANTAR PUBLIC

What does an evaluator need to evaluate?

Utvärdering för ett bättre samhälle

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Three overarching questions

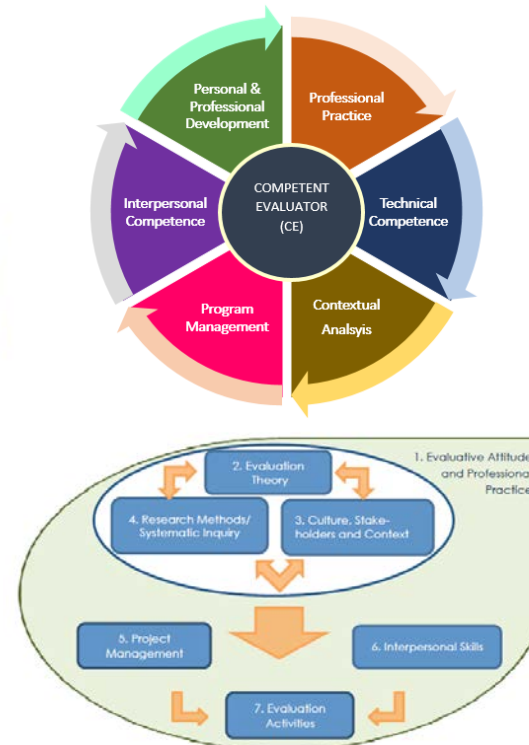
1. What are the most important competencies for evaluators?
2. What distinguishes evaluators from other types of researchers studying society?
3. What, if anything, can evaluation guidelines, standards and ethics contribute to improved evaluation practice?

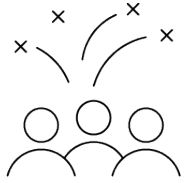
From the perspective of a consultant within field of development evaluation.

Many different competency frameworks

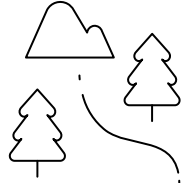
Some more detailed than others, generally covering similar things

1 EVALUATION KNOWLEDGE	
11	Understands the social and political role of evaluation
111	Awareness of the history of evaluation and its emergence as a distinct field of inquiry
112	Appreciates the linkages and differences between evaluation and social research
113	Indicates familiarity with the use of program theory in evaluation
114	Understands the political implications of different evaluation theories and their use
1.2 Familiarity with evaluation designs and approaches	
1.21	Is familiar with a range of evaluation theories and approaches
1.22	Knows how to engage effectively with evaluation stakeholders
1.23	Identifies relevant evaluation questions
1.24	Knows how to design an evaluation appropriate to the evaluation task
1.25	Takes account of the policy context in designing evaluations
1.3 Comprehends and makes effective use of evaluation methodologies	
1.31	Appreciates advantages and potential constraints of qualitative and quantitative methods
1.32	Appreciates different uses of monitoring systems and indicators and their role in evaluation
1.33	Understands participatory approaches and the contexts in which most appropriate
1.34	Realises which methods are appropriate for formative/ summative purposes
1.35	Comprehends that criteria for validity and reliability differ according to method
2 PROFESSIONAL PRACTICE	
21	Demonstrates ability to manage and deliver evaluations
2.11	Ascertains the social/political context and program logic
2.12	Conforms to relevant ethical standards and guidelines
2.13	Identifies data gathering instruments appropriate to the task
2.14	Gathers relevant evidence, analyses and interprets in context
2.15	Conducts robust data analysis, whether qualitative or quantitative
2.16	Reports fairly and justly to agreed audiences in the public interest
2.17	Disseminates evaluation findings and promotes their use
2.2 Demonstrates interpersonal skills	
2.21	Writes fluently and communicates clearly
2.22	Shows ethical sensitivity in specific socio/political contexts
2.23	Uses sound negotiating skills
2.24	Demonstrates cultural and gender awareness
2.25	Displays impartiality in conducting and reporting evaluation
2.26	Manages conflicts of interests and values fairly
3 QUALITIES AND DISPOSITIONS	
3.1	Demonstrates ability to adapt to changing circumstances in a principled manner
3.2	Exercises sound, rigorous and fair judgment
3.3	Contributes to the professional evaluation community
3.4	Displays independence of mind and integrity especially when evaluation challenged
3.5	Upholds democratic values in conducting and reporting evaluations
3.6	Displays self-knowledge and pursues professional development





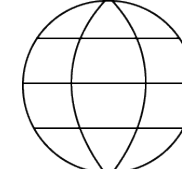
Pooled knowledge and expertise: You need to know what you don't know and build your team around this.



Creativity and problem solving: What is the best way to tackle a specific evaluation question?



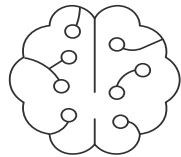
Curiosity and willingness to learn



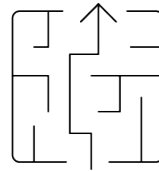
Systems thinking: Combine different criteria to make sense of the whole, within a specific context



Interpersonal and communication skills



Skepticism and with a tendency to question status quo



Strong ethics and high integrity: Ability to balance different trade offs



Comfortable in making value judgements based on transparent criteria

Why are the competences not the same for other types of researchers?

Evaluators

- 1 Aim to **support accountability and to improve public policy** through the development of knowledge
- 2 **Whole process from start to finish** – liaise with commissioner, design, collect, analyse and interpret, make value judgements, recommend, report and communicate
- 3 Collect and analyse data, draw conclusions, **make value judgements and determine the worth of something**

Researchers

- 1 **Aim to develop new knowledge**, with the purpose of testing hypotheses or develop new theories
- 2 Focus on **answering a specific question or questions, using a specific method**
- 3 **Collect and analyse data, draw conclusions**, but stop there

But how do you develop these skills?

Learn by doing, before any
formal training



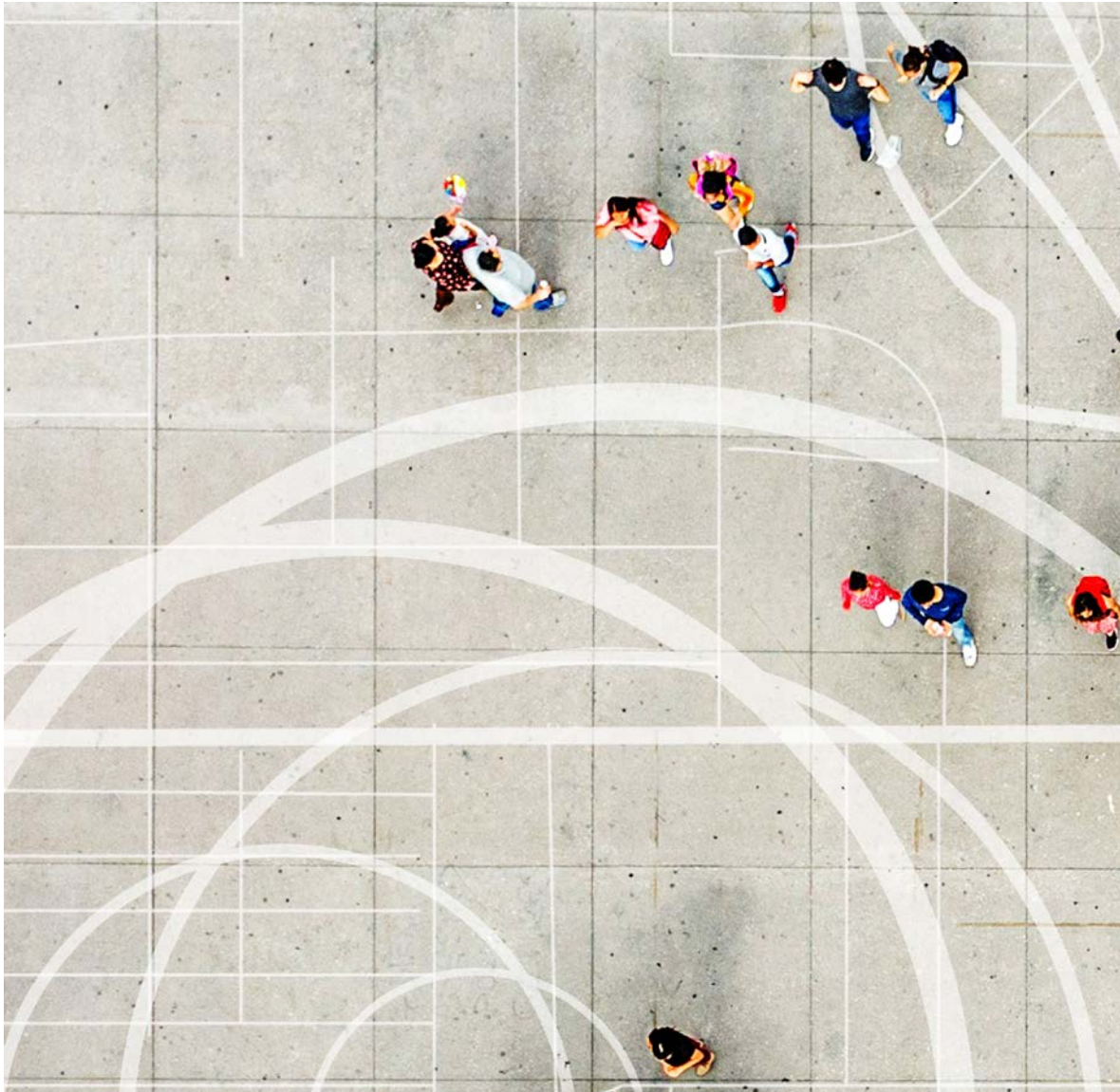
International guidelines and standards

1. International development: OECD/DAC and UN Evaluation Group
2. EU: Better regulation guidelines
3. Others: Joint Committee on Standards for Educational Evaluation

Describes what evaluation is, and how it should be conducted

- Glossary
- Evaluation criteria
- Evaluation quality and ethics standards

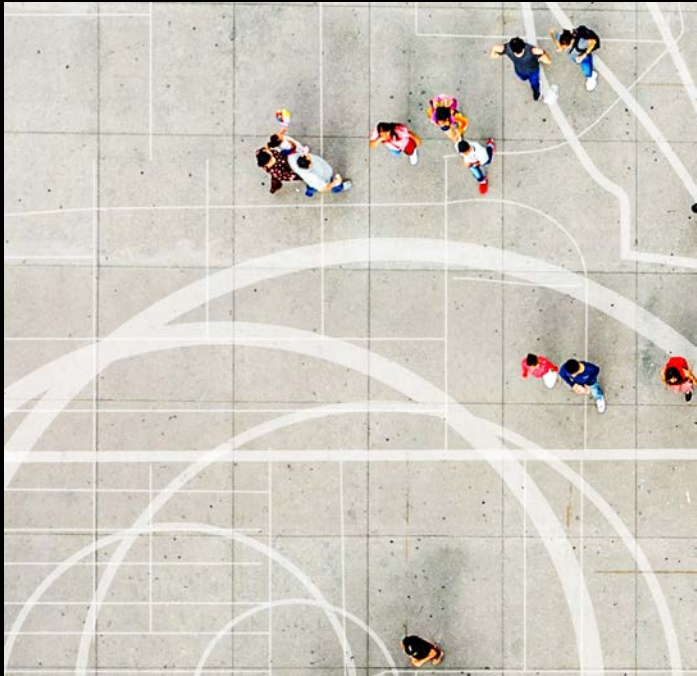




Swedish guidelines and standards

1. Some governmental agencies provide guidelines for evaluators (ESV, Tillväxtverket)
2. EU funded programmes in Sweden need to follow specific evaluation guidelines
3. No generally applied definition of evaluation, what it entails when and how it should be conducted

Guidelines and standards are useful for professionalisation in evaluation



Pros

- Provides **common language**
- Guarantees **minimum professional standards**
- Clarifies who should be involved in **the process**, when and how
- Supports the evaluation capacity of both commissioners and evaluators **over time**

Cons

- Can be **restrictive and stifle creativity**
- Competing guidelines can make the process **more time consuming**

An aerial photograph of a paved surface with several people and speech bubbles. The people are walking in a line, and their shadows are cast on the ground. There are large white circles drawn on the pavement, some overlapping. The overall scene suggests a public space or a gathering.

Thanks

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